CHP Assessment Policy: PYP and MYP

1. Purpose

This Assessment Policy outlines Cedar Hill Preparatory School's philosophy, principles, and procedures guiding assessment practices in alignment with the International Baccalaureate (IB) Primary Years Program (PYP) and Middle Years Program (MYP), as well as TerraNova standardized assessments.

Assessment tasks are planned during the unit design process to align with learning objectives, inquiry, and conceptual understanding in both the PYP and MYP

The policy ensures clarity, consistency, transparency, and alignment with IB requirements while supporting meaningful and equitable learning experiences for all students.

2. Assessment Philosophy

Cedar Hill Preparatory School believes assessment is an integral part of teaching and learning. Assessment empowers students to become reflective, independent learners who analyze their progress, set goals, and apply feedback to improve performance.

Assessment at CHP:

- Supports conceptual understanding and skill development
- Develops Approaches to Learning (ATL) skills, including thinking, communication, social, research, and self-management skills
- Values the most accurate demonstration of learning
- Prioritizes mastery over simple averaging of grades

- Aligns with IB's criterion-related assessment model
- Supports the development of the IB Learner Profile, encouraging students to become reflective, principled, and knowledgeable learners

Assessment is meaningful only when it informs instruction and advances student learning.

3. Guiding Principles

Assessment at CHP is:

- Criterion-related rather than norm-referenced
- Aligned to clearly defined learning objectives
- Transparent to students and families
- Ongoing and varied
- Designed to measure knowledge, understanding, and application
- Inclusive and responsive to diverse learning needs
- Assessment is ongoing, varied, and integral to teaching and learning

Students must demonstrate the ability to recall, analyze, adapt, and apply knowledge and skills in new contexts

Assessment tasks incorporate IB command terms (such as analyze, evaluate, and describe) to clarify expectations and develop discipline-specific thinking skills.

4. Assessment Practices

Formative Assessment

Formative assessment is ongoing and used to inform instruction. It includes:

- Class discussions
- Draft writing, revision, and feedback
- Exit tickets
- Practice tasks
- Peer and self-assessment
- Observations and conferencing

Formative assessments provide feedback and guide instructional decisions. Not all formative work is graded. Assessment practices include appropriate differentiation and accommodations to support diverse learners in alignment with the school's Inclusion Policy.

Summative Assessment

Summative assessments evaluate student learning at the end of a unit or course segment. They are aligned with IB criteria and assess the full scope of learning objectives.

Examples include:

- Essays and analytical writing
- Projects and presentations
- Exams
- Research investigations
- Performance tasks

Summative assessments evaluate conceptual understanding and transfer of learning.

5. Grading and Marking

CHP follows IB's criterion-related assessment model in PYP and MYP.

- Students are assessed against established IB criteria. Each criterion is assessed using published IB descriptors on a scale of 0–8.
- Students receive clear explanations of assessment criteria and task-specific clarifications before completing summative assessments.
- Performance is **not compared to peers**.
- Feedback is descriptive and focused on growth.
- Teachers prioritize the **most accurate and recent demonstration of student learning** rather than averaging all scores over a reporting period.
- TerraNova results are reported separately and do not replace IB criterion-based evaluations.
- Student achievement is communicated to families through **criterion-level feedback, mastery codes, and teacher comments**.

6. Recording and Reporting

Student progress is recorded using school-approved systems. Reporting includes:

- Report cards
- Teacher comments on student progress
- Student-led Parent-Teacher Conferences
- Opportunities for student reflection
- Self-assessment, goal-setting, and peer feedback to develop ownership of learning
- Assessment data is analyzed to inform instruction, differentiate learning, and plan targeted next steps for individual students

In the PYP, reporting also includes ongoing feedback, portfolio development, and communication of progress in relation to **transdisciplinary learning**.

7. Homework

Homework, when assigned, is designed to reinforce learning, prepare students for upcoming lessons, and develop self-management skills. It aligns with instructional goals, is developmentally appropriate, supports independent skill-building, and is not assigned solely for grading.

8. Formal IB Assessment vs. School-Based Assessment

The school distinguishes between:

- Formal IB assessments required by the IB
- School-developed formative and summative assessments that prepare students for IB expectations

Teachers develop formative processes to build skills progressively toward IB standards. Teachers design assessment tasks that promote academic integrity and clearly

communicate expectations regarding collaboration, independent work, citation of sources, and responsible use of digital tools.

All assessment practices are guided by the school's Academic Integrity Policy to ensure authenticity of student work.

9. Emphasis on Mastery and End-of-Course Understanding

Assessment emphasizes holistic understanding at the end of a course or unit.

Students must demonstrate the ability to:

- Recall knowledge
- Analyze and synthesize ideas
- Apply learning in unfamiliar contexts
- Transfer skills across disciplines

Final judgments reflect overall achievement rather than isolated task performance.

10. Roles and Responsibilities

Administration

- Ensure alignment with IB requirements
- Support professional development
- Monitor consistency
- Lead annual policy review

Teachers

- Design assessments aligned with IB criteria
- Provide timely feedback
- Maintain accurate records
- Participate in standardization and collaboration

Students

- Engage actively in assessment
- Reflect on feedback

- Demonstrate academic integrity

Families

- Support learning at home
- Maintain communication with teachers

11. Training and Onboarding

New teachers participate in a structured onboarding process, introducing them to CHP's assessment policy, IB requirements, MYP criteria, and TerraNova alignment. They receive mentorship and support from experienced faculty and subject-specific cohorts. Ongoing professional development ensures consistency and alignment with IB best practices.

12. Alignment with Other School Policies

This Assessment Policy aligns with:

- Academic Integrity Policy
- Language Policy
- Inclusion Policy

These policies work together to ensure equitable and transparent assessment practices.

13. Review and Evaluation

The Assessment Policy will be:

- This policy is reviewed annually by administration and faculty to ensure continued alignment with IB standards and school priorities. Revisions are made as necessary.
- Communicated through staff meetings, newsletters, and the school website
- The Assessment Policy approved 3/17/26

APPENDICES

Appendix A – Overview of IB Criterion-Related Assessment

MYP Years 0-3 (Grades 5–8):

- Each subject group includes four assessment criteria.
- Each criterion is assessed using published IB descriptors on a scale of 0–8.
- Teachers collect evidence across multiple assessments for each criterion and use task-specific clarifications to ensure fairness, transparency, and sufficient opportunities for student growth throughout the year.

  Note: CHP does not report final IB MYP grades. Student progress is communicated through **criterion-level feedback, mastery codes, and teacher comments**.

PYP (Years PreK–4):

- Assessment focuses on transdisciplinary learning and inquiry skills.
- Teachers use portfolios, reflections, and the PYP Exhibition to demonstrate conceptual understanding, skill development, and growth over time.
- Descriptive feedback guides student learning and reflection, supporting mastery and continuous improvement.

Key Principles for Both Programs:

- Assessment emphasizes learning growth and skill development rather than numerical averages.
- Teachers provide clear, descriptive feedback aligned with IB criteria to guide improvement.
- Evidence from assessments is used to inform instruction, identify next steps, and support student ownership of learning.

Appendix B

TerraNova Alignment Statement

TerraNova is a standardized assessment used to provide norm-referenced data regarding student performance in core subject areas.

At CHP:

- TerraNova data informs instructional planning.
- TerraNova results are analyzed alongside IB criterion data.
- TerraNova scores do not replace IB assessments.

The school values both internal criterion-based assessment and external standardized data.

Appendix C –Standardization Practices

To ensure consistency:

- Teachers collaborate within subject cohorts.
- Common rubrics are used.
- Student work is reviewed for calibration.
- Leadership may conduct internal standardization reviews.
- Teachers participate in internal standardization and standardization sessions to collaboratively review student work, calibrate grading, and ensure consistent interpretation and fair application of MYP assessment criteria across classrooms.

Appendix D– Academic Integrity and Assessment

Students are expected to:

- Submit original work
- Properly cite sources
- Avoid plagiarism
- Demonstrate honesty during assessments

Violations are addressed according to the Academic Integrity Policy.

Appendix E– Homework Guidelines by Division

Homework is purposeful, developmentally appropriate, and aligned with instructional goals. It reinforces learning, prepares students for upcoming lessons, and supports the development of self-management and independent learning skills, rather than being assigned solely for grading.

Appendix F– Reporting Timeline

The school publishes an annual calendar outlining:

- Report card distribution dates
- Conference dates
- TerraNova testing windows

Appendix G– Policy Review Cycle

The Assessment Policy is:

- Reviewed annually
- Revised as needed
- Shared with faculty
- Available to families

Appendix H– MYP & TerraNova Parent Guide

Appendix H provides a visual summary of MYP criteria and their alignment with TerraNova skills. It includes:

- Subject-by-subject skill alignment
- Parent conversation prompts
- Practical strategies for supporting learning at home

This infographic serves as a companion to the policy and may be shared during conferences, orientation, and school communications.

Appendix I – Grading Codes, Skills, and Honor Roll

Purpose:
To provide clarity for families, students, and staff on how **IB criterion-related achievement** translates into school reporting, numeric grades, subgrades/skills, and Honor Roll qualifications.

CHP Grading and Mastery Codes

Descriptor	Percentage Range	Meaning
Excellent (M)	96%–100%+	Mastery – student fully meets learning objectives
Very Good (NM)	90%–95.9%	Nearing Mastery – strong achievement in most criteria
Good (P)	80%–89.9%	Proficient – satisfactory achievement of objectives
Satisfactory (NP)	70%–79.9%	Nearing Proficient – moderate achievement, some support needed
Limited (PR)	60%–69.9%	Progressing – limited achievement, significant support needed
Very Limited (PR)	50.5%–59.9%	Progressing – minimal achievement, consistent support required
Minimal (SO)	Below 50%	Starting Out – student not yet meeting objectives

Connection to MYP:

MYP criterion levels (0–8) guide teacher feedback and progress monitoring. CHP converts these levels into **mastery codes and percentage ranges** to provide families with a **clear understanding of achievement** while **not assigning final IB grades**.

Example: A student with a **"Very Good (NM)"** code demonstrates strong achievement, roughly **90–95.9%** of the learning targets.

Percentage conversions are used solely for local reporting purposes and do not replace the use of IB criterion-related assessment or best-fit judgment based on published descriptors.

Subgrades / Skills

Code	Description	Percentage Range
E	Excelling	95%–100%+
A	Achieving	85%–94.99%
I	Improving	70%–84.99%
NY	Not Yet	Below 70%

These codes provide additional feedback on specific skills and areas of growth within courses.

Honor Roll Qualifications (Middle School)

Courses Included: Language Arts, Math, Science, Social Studies, World Language

Honor Level	Percentage Range
Honor Roll	89.9%–95.8%
High Honor Roll	95.9%–100%

2025-2026 **Academic Achievement** Correlation Map

A translation guide correlating the International Baccalaureate (IB) 1-7 scale with the school's internal Mastery Codes and percentage-based grading to ensure transparency in student reporting.

IB System (Final Grade)	CHP Grading System (Mastery Code & Range)	Terranova Next Assessment
7 (Excellent)	M (Mastery) 96%–100%+	Top Tier Alignment
6 (Very Good)	NM (Nearing Mastery) 90%–95.9%	
5 (Good)	P (Proficient) 80%–89.9%	
4 (Satisfactory)	NP (Nearing Proficient) 70%–79.9%	
3 (Limited)	PR (Progressing) 60%–59.9%	
2 (Very Limited)		
1 (Minimal)	SO (Starting Out) Below 50%	

Performance Tiers & Recognition

Honor Roll Qualifications

High Honor Roll: 95.9%–100%
Honor Roll: 89.9%–95.8%

Subgrades & Skills & Core Subjects

Skills are rated as **Excelling** (95%+), **Achieving** (85%+), **Improving** (70%+), or **Not Yet** (<70%).

Core Honor Roll Subjects: Language Arts, Math, Science, Social Studies, World Language

Cedar Hill Preparatory School

MYP & TerraNova Parent Guide – *Quick Reference*

Connecting MYP Criteria with TerraNova Skills to Help Your Child Succeed!

Language & Literature

MYP Criterion	TerraNova Skill	Parent Tips
A: Analyzing	Reading Comprehension	Ask questions, discuss characters
B: Organizing	Grammar & Punctuation	Review writing together
C: Producing Text	Writing Process	Journal & read aloud
D: Using Language	Vocabulary & Usage	Play word games

Mathematics

A: Knowing & Understanding	Computation Skills	Practice daily math
B: Inquiring & Designing	Algebra & Problem Solving	Find patterns in nature
C: Processing & Evaluating	Data Interpretation	Explain solutions verbally
D: Applying Math	Applied Math	Use math in daily life

Science

A: Knowing & Understanding	Scientific Knowledge	Relate to real life
B: Inquiring & Designing	Scientific Inquiry	Experiment at home
C: Processing & Evaluating	Data Analysis	Look at charts together
D: Reflecting on Impact	Applications of Science	Discuss science topics

Individuals & Societies

A: Knowing & Understanding	History & Geography	Explore maps & timelines
B: Investigating	Research Skills	Find answers together
C: Communicating	Written Expression	Outline and discuss essays
D: Thinking Critically	Civics & Social Analysis	Talk about current events

Parent Partnership Tips

- Ask about what they're learning
- Celebrate growth & effort
- Communicate with teachers
- Parent Partnerships
- Encourage homework & practice

Quick Notes

- Formative & Summative Assessments
- Final Achievement Based on MYP Criteria
- Apply Knowledge in New Contexts