



HAMMOND EASTSIDE
Magnet School

Primary Years Programme Assessment Policy

Mission Statement

Hammond Eastside Magnet School, Primary Years Programme, empowers students to become lifelong learners and internationally minded citizens by teaching academic and social skills needed in a diverse and multicultural world.

Philosophy

At Hammond Eastside Magnet School, we believe and expect that all students have the ability to learn and apply their new learning in their everyday lives. Teaching and learning is a cycle, therefore, there is not a definite beginning or end. Assessment is ongoing in order to show a student's progression on each Louisiana State Standard. In fact, teachers should continue to teach the student various skills and assess them many times in order to show the growth of the student's knowledge. We believe assessment should drive our planning and instruction. This is so we can support and enhance student learning, rather than simply generate a grade. Students reflect on their progress and learning in hopes to evolve as life-long learners making conceptual connections. There are many possible and valid ways for an individual student to show understanding. We believe that there should be a balance between authentic/performance-based assessments, summative assessments, and formal assessments. This helps to ensure our students are prepared for accountability assessments as well as times they use their knowledge outside of school. We have the responsibility of making sure our students are prepared for higher education once they leave the Primary Years Programme.

Principles and Practices Overview

Teachers will provide relevant and challenging assessments regularly, and feedback will be given in a timely manner to ensure growth and understanding. Teachers will progress monitor student's growth and understanding of the Louisiana State Standards, IB Approaches to Learning, and IB Learner Profile Attributes. Students and parents are encouraged to monitor their learning progress in JCampus (our district's grade reporting website). Teachers will work collaboratively in their Professional Learning Communities (PLCs) to establish relevant and challenging assessments. Teachers will analyze the data from the student's assessments to plan future inquiries, learning engagements, and make adjustments to their planners.

Rubrics are presented with assessments to ensure students and parents are aware of the expectations. Scores on assessments are communicated so students and parents relate their performance to the evaluation. Scoring and grading are used to give meaningful feedback. Teachers use the rubrics as a reference to help students and parents make the best determination of a student's grade and will focus on the language of the descriptors to determine student's progression of the Louisiana State Standard. Teachers from each grade level and subject area work together in PLCs with pedagogical leaders to norm their scoring so that there is consistency in student grading and feedback.

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The IB coordinator and pedagogical leaders will deliver ongoing training for best practices for scoring each assessment and the standardization of grading.

Hammond Eastside Magnet School's pedagogical leaders and teachers will continue to consider district-wide grading philosophies and practices, and will ensure these policies and practices are aligned with IB assessment philosophies.

Common practices in using the PYP assessment criteria and determining progression for state standards

- Hammond Eastside Magnet School engages in and has had substantial training within PLC meetings using the PYP curriculum model for backward design in planning assessments and the standardization of assessments based on student work.
- Each of our staff members, with the support of the PYP coordinator and pedagogical leaders, engage in collaboration around the four essential PLC questions embedded within the PYP Curriculum Model. What do we want our students to know (content, objective, essential questions)? How will we know if our students have learned the material (formative and summative assessment)? What do we do if students have not learned the content/objectives (intervention)? What do we do if students already know the material (differentiation)?
- All teachers use their PLC groups to look at student work on formative assessments in order to evaluate the effectiveness of instructional practices. Teachers use their PLC groups to ensure that all teachers understand and apply the standardization of scoring each assessment. Teachers will analyze the data from the student's assessments to plan future inquiries, learning engagements, and make adjustments to their planners.

Strategies in order to implement policies and practices

- Use the PYP curriculum model of backward design
- Use teacher observation, checklists, and formative assessments to assess ongoing student learning
- Collaborate with colleagues to create and evaluate assessments and norm student scoring
- Ensure that formative assessments provide meaningful practice and feedback about skills and knowledge in preparation for the end-of-year assessments
- Give students feedback on their progression of state standards and opportunities to reflect on their growth
- Communicate student progress through online grade books and update these grade books frequently using a universal code (X for missing, I for incomplete, E for excused, etc.)

Teacher assessment/reflection of each unit will occur after a unit of inquiry is taught. As a grade-level team, teachers will rewrite/revise their planners.

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Assessments

Assessments will take a variety of forms and will include both formative and summative assessments. The form of the assessment will correlate with the grade level's state standards being explored and taught throughout the planners and timeframes of the planner. Types of assessments and explanations are as follows:

I. Formative Assessment

Formative assessment is interwoven within each unit of inquiry and is ongoing throughout the school year. Pre-assessment is considered a form of formative assessment and will determine students' prior knowledge to plan the next stage of learning within the context of the lines of inquiry. Formative assessment and teaching are directly linked. Teachers will use the data collected from formative assessments to adjust unit planners, lines of inquiry, success criteria for each unit, and daily lessons. Examples of formative assessments are teacher observations, class discussions, exit tickets, teacher selected assignments, quizzes, and progress monitoring. Progress monitoring will be administered in reading interventions, math interventions, English Language Arts, math, science, and social studies classes.

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Formal Formative Assessments within enrichment classes per grade band

Enrichment class	Prekindergarten and Kindergarten	1st and 2nd grades	3rd, 4th, and 5th grades
Library	Observation Questions	Observation Questions Exit tickets Worksheet Reflection Demonstration of skill (ex: locate nonfiction text) Interactive games (ex: Kahoot, card matching)	Observation Questions Exit tickets Worksheet Reflection Demonstration of skill (ex: locate nonfiction text) Interactive games (ex: Kahoot, card matching)
Spanish	Observation Questions	Observation Questions Exit tickets Worksheets Interactive games Blooket and Kahoot	Observation Questions Exit tickets Worksheets Interactive games Blooket and Kahoot
Performing Arts	Observation Questions	Observation Questions Exit tickets Worksheets Student Reflection End of the 9 weeks performances	Observation Questions Exit tickets Worksheets Student Reflection End of the 9 weeks performances
Physical Education	Observation Questions Interactive games Student Reflection Observation of skill	Observation Questions Interactive games Student Reflection Observation of skill	Observation Questions Interactive games Student Reflection Observation of skill
Visual Arts	Observation Questions WOW work artist statements	Observation Questions WOW work artist statements	Observation Questions WOW work artist statements

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Formal Formative Assessments per grade level and frequency

Pre-kindergarten

Subject	Assessment	Frequency
ELA, math, and social skills	Teaching Strategies Gold	Fall/Winter/Spring
ELA	District ELA checkpoint assessment	Fall and Spring
math	District math checkpoint assessment	Fall and Spring
ELA/math/science/ social studies/ social skills	Student Portfolios	end of each unit of inquiry
Social and emotional skills	Learner Profile reports (3 times per year)	three times a year

Kindergarten

Subject	Assessment	Frequency
ELA	mClass reading intervention progress monitoring	after every 10th session with students
ELA	District ELA Checkpoint	Fall/Winter/Spring
ELA	Progress Monitoring Checkpoints	every 3 weeks
ELA	DIBELS Reading Screener	Fall/Winter/Spring
ELA/Math/ social skills	Kindergarten Skills Checklist	every 9 weeks (4 times a year)
Math	District math Checkpoint	Fall/Winter/Spring
ELA/math/science/ social studies/ social skills	Student Portfolios	end of each unit of inquiry
Social and emotional skills	Learner Profile reports (3 times per year)	three times a year

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1st and 2nd grade

Subject	Assessment	Frequency
ELA	mClass reading intervention progress monitoring	after every 10th session with students
ELA	Progress Monitoring Checkpoints (Wit and Wisdom and CKLA)	3 times per 9 weeks grading period
ELA	DIBELS Reading Screener	Fall/Winter/Spring
ELA, science, and social studies	Teacher made assessments	as students completed a unit of inquiry/Louisiana State Standard(s)
Math	District math Checkpoint	Fall/Winter/Spring
Science	Conceptual Checkpoints	amount varies per module
ELA/math/science/ social studies/ social skills	Student Portfolios	end of each unit of inquiry
Social and emotional skills	Learner Profile reports	twice a year

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3rd-5th Grade

Subject	Assessment	Frequency
ELA	I-Ready Diagnostic	Fall/Winter/Spring
ELA	Louisiana Guidebook Section Diagnostics	several throughout each Louisiana Guidebook unit- each unit has a different amount
ELA	District ELA Checkpoints	Fall/Winter/Spring
Math	Topic quizzes	At the end of each topic within each module
Social Studies	District social studies Checkpoints	Fall and Spring
Science	District science Checkpoints	Fall/Winter/Spring
Science	end of module	4 per year; at the end of each PhD Science curriculum unit
ELA/math/science/ social studies/ social skills	Student Portfolios	end of each unit of inquiry
Social and emotional skills	Learner Profile reports (3 times per year)	twice a year

A. Learner Profile Written Reports

Learner Profile Written Report Cards will go home three times in grades PK and kindergarten, and twice in grades 1st-5th per school year. Teachers choose one Learner Profile attribute they identify as the student’s strength. Students self-assess by choosing one attribute they feel is their strength and one for which they feel they need to refine. Parents choose one attribute they feel is their child’s strength and one for which they feel their child needs to refine. The Learner Profile Reports will be housed in the student’s portfolio.

Learner Profile Agreements

- Students, parents, teachers, staff, and school administration are expected to model the Learner Profile while at Hammond Eastside Magnet School and throughout the community.
- Students are held accountable to show evidence of modeling and understanding the characteristics of all profile attributes through behavior, student work, and reflections.
- Teachers (with their students) will create essential agreements referencing the Learner Profile Attributes. Students will sign them agreeing to them.

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B. Student Portfolios Contents

- Beginning and End of the Year reading and math sample with attached rubric
- One student-chosen artifact from each Unit of Inquiry with a student reflection
- Learner Profile Written Reports

C. District ELA/Math/ Science/Social Studies Checkpoint Assessments

The district assesses the students on the state standards throughout the school year in order to assess their mastery of the standards. Teachers analyze data from these assessments to determine the progress of each student, which standards need to be retaught, and to plan and revise small group instruction.

D. Kindergarten Skills Checklist

The district assesses the students on the state standards four times a year in order to assess the mastery of the standards. Teachers analyze data from this checklist to determine the progress of each student, which standards need to be retaught, and to plan and revise small group instruction.

E. Available Computer-Based Resources for Progress Monitoring

- District Checkpoints
- mClass
- CKLA Hub
- DIBELS
- iReady
- Zearn
- Eureka Math Affirm
- OnCourse
- Go Guardian

II. Summative Assessment

Summative Assessments take place at the end of a unit of inquiry, module, or nine weeks grading period. It is an opportunity for students to demonstrate what has been learned, highlighting the knowledge, concepts, and skills acquired through the unit of inquiry. It informs and improves student learning and the teaching process. Feedback methods may be in one or any combination of the following: numerical score, letter grade, proficiency scale, narrative report, checklist, verbal report/conference.

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Summative assessments for each grade level and frequency

Pre-kindergarten

Subject	Assessment	Frequency
ELA, math, and social skills	Teaching Strategies Gold	Fall/Winter/Spring
ELA, math, and social skills	Teacher-made assessments (reports data on PK report card)	end of each 9 weeks

Kindergarten

Subject	Assessment	Frequency
ELA and Math	Kindergarten Skills Checklist	every 9 weeks (4 times a year)

1st and 2nd grade

Subject	Assessment	Frequency
ELA	End-of-module assessment (Wit and Wisdom)	4 per year
ELA	End-of-module assessment (CKLA)	7 per year 1st grade 6 per year 2nd grade
Math	End-of-module assessment	6 per year-1st grade 8 per year- 2nd grade
Science	End-of-module assessment	4 times per year
Social studies	End-of-unit in curriculum assessment	7 per year-1st grade

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3rd-5th Grade

Subject	Assessment	Frequency
ELA	end of guidebook assessment	4 per year; at the end of each LA Guidebook unit
Math	end of Module assessment	7 times a year for 3rd and 4th grade; at the end of each Eureka Math module 6 times a year for 3rd and 4th grade; at the end of each Eureka Math module.
Social Studies	end of unit	At the of each unit
Science	end of module	1 to 2 per module; there are 4 modules in PhD Science
ELA, math, science, and social studies	Teacher made assessments	as students completed a unit of inquiry/Louisiana State Standard(s)
ELA, math, science, and social studies	LEAP 2025	end of each school year

A. 5th grade Exhibition

Each student in fifth grade at HEMS will participate in the school’s Exhibition as an in-depth collaborative, culminating inquiry project. It is a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a celebration as students move from the PYP into middle school.

The Exhibition represents a significant event in the life of HEMS students. They are synthesizing the essential elements of the PYP and sharing them with the school, parents, and community members. It is an opportunity for students to exhibit the attributes of the Learner Profile, and the progress they have made in developing the Approaches to Learning, throughout the PYP. There are ongoing assessments of each individual student’s contribution to and understanding of their exhibition project. ; there is a summative assessment and reflection on the event.

The IB requires all 5th grade students to participate in a 5th grade PYP Exhibition Project. The PYP Exhibition has a number of key purposes including the following:

- To provide students with an opportunity to demonstrate independence and responsibility for their own learning
- To provide students with an opportunity to explore multiple perspectives

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- To provide students the opportunity to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process for assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite the students, teachers, parents, and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from PYP to middle school

B. Teaching Strategies Gold

A comprehensive assessment (given three times a year) for early childhood, fully aligned with the Common Core State Standards, state early learning guidelines, and The Head Start Child Development and Early Learning Framework

C. LEAP 2025 Test

These assessments are given in ELA, math, science, and social studies. They are aligned with the Louisiana Student Standards.

Conferences

I. Parent/Teacher/Student Conferences:

Goals

- Parent/Teacher/Student conferencing is an opportunity to establish a relationship among all participants.
- Teachers may learn about the student from the student or parent to help guide instruction.
- Teachers may share evidence of student learning growth within grade level expectations/Louisiana State Standards with the parents/student.
- Goals and concerns for the year to come are developed and addressed.
- Teachers and parents may help students with self-reflection by modeling and discussing.

II. Student Showcase Night/Student-Led Conferences

Goals

- Students show their growth from the beginning of the year until the conference.
- Students reflect on their own growth and take ownership of their own learning.
- Students set goals with their parents to ensure the student's continued success.

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