



PROVIDENCE ELEMENTARY SCHOOL

Primary Years Programme Assessment Policy



OVERVIEW

This document provides an overview of the assessment policy at Providence Elementary. The policy is written in compliance with the principles and practices of the International Baccalaureate (IB). As an IB school, we are committed to the following principles and practices:

- Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4, Practice 1)
- The school communicates its assessment philosophy policy and procedures to the school community. (IB Standard C4, Practice 2)
- The school uses a range of strategies and tools to assess student learning. (IB Standard C4, Practice 3)
- The school provides students with feedback to inform and improve their learning. (IB Standard C4, Practice 4)
- The school has systems for recording student progress aligned with the assessment philosophy of the programme(s). (IB Standard C4, Practice 6)
- The school analyzes assessment data to inform teaching and learning. (IB Standard C4, Practice 7)
- The school provides opportunities for students to participate in, and reflect on, the assessment of their work. (IB Standard C4, Practice 8)
- The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the Primary Years Programme exhibition. (IB Standard C4, Practice 9)

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand other people, with their differences can also be right.

PROVIDENCE MISSION STATEMENT

Providence Elementary is committed to developing students that are principled, enthusiastic seekers of education. Our inquiry-based philosophy encourages students to engage educationally with a global viewpoint through collaborative and independent

learning experiences.

Our goal is to create an inclusive environment for all students through our transdisciplinary learning framework. We strive to instill in our students the importance of reflecting on their actions with the knowledge that those actions will impact the future.

PROVIDENCE ASSESSMENT PHILOSOPHY

Assessment is integral to all teaching and learning. The prime objective of assessment in the PYP is to monitor and provide feedback to students on the learning process. Assessment involves the gathering and analysis of information about student performances. It informs practices to encourage the use of effective teaching and learning strategies. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of their broader critical thinking and self-assessment skills. The PYP approach to assessment recognizes the importance of evaluating the process of inquiry, the product(s) of inquiry, and aims to integrate and support both. (Making the PYP Happen, 2009)

Using various types of assessment, the learners' levels of understanding are determined, which will guide our instruction. Assessment is an effective tool, but we realize that it must be appropriate for students' needs at particular ages and stages of development. Ultimately, our goals are for students and teachers to work in partnership to assess student progress and identify strategies to maximize student potential.

At Providence, we believe that assessment provides information through its diagnostic, formative, and summative components. Assessment is ongoing, authentic, varied, and purposeful. It is a collaborative and informative process that involves students, families, teachers, and the community. Our assessments drive instructional and curricular decision making.

PURPOSE OF ASSESSMENT

The purpose of assessment is to inform learning and teaching. The process involves students, parents, teachers, and administrators. Effective assessments allow:

- Students to be an active part of the learning process through reflection and demonstration of their understanding.
- Teachers to guide their instruction and to communicate progress with students and families.
- Parents/Guardians to see evidence of their student's learning and development while supporting and celebrating their child's learning.
- Administrators to build a sense of community within the school and communicate the school's progress.

ASSESSMENT PRACTICES

Diagnostic Assessments: A diagnostic assessment is administered before instruction. Its purpose is to check students' prior knowledge about the information that is about to be taught. Diagnostic assessments guide the teachers' instruction by informing what content is already known and what content needs more instruction.

Examples of diagnostic assessment include but are not limited to graphic organizers (e.g., KWL chart), pre-tests, running records, and class discussions.

Formative Assessments: A formative assessment is used to monitor student learning and provide on-going feedback on the presented content. It gives the teacher information about student comprehension and whether mastery of the concept has been reached. Formative assessments also allow the teacher to know when re-teaching must occur. Through formative assessments, students are provided feedback that helps them identify their strengths and weaknesses and targets the content that needs improvement.

Examples of formative assessments include but are not limited to quizzes, exit slips, observations, graphic organizers, think-pair-share, check for understanding, and homework.

Summative Assessment: A summative assessment is an evaluation of a student's learning at the end of a unit of study. It aims to evaluate what students know, can do, and articulate. It is used to determine whether students have mastered the content taught.

Examples of summative assessments include but are not limited to essays, models, presentations, written reports, and post-tests.

Fifth Grade Exhibition: At Providence, the culminating PYP experience for students occur during their fifth-grade year. The Exhibition is an extended student-driven inquiry on an issue that has local and global significance. The students will work cooperatively with other classmates to research, take meaningful action, and present their findings to the school community. During the Exhibition, assessing student work and understanding is on-going throughout the seven-week Exhibition time frame, including assessments of planning, decision making, teamwork, commitment, problem-solving, note-taking, writing, revision, and public speaking. Through modeling, practice, scaffolding, and feedback, all students are prepared to share their projects with the school community during our Exhibition.

District and State Required Assessments: At Providence, students participate in district and state-mandated assessments. Standardized tests provide continuous data on growth and development over time. Data is analyzed for school-wide development and growth to inform teaching and learning. These assessments include:

Assessment	Purpose	Frequency	Grade Level
ACAP Alternate	To measure student proficiency.	Spring	2-5 Special Needs Only
ACAP (Reading and Math)	To measure student proficiency in reading and math knowledge, skills, and application.	Spring	2-5
ACAP (Science)	To measure student proficiency in science.	Spring	4
AlaKiDS	A kindergarten inventory of developing skills.	Fall	K
ACCESS for Limited English Proficient (LEP)	To assess English language proficiency for students who are classified as English Language Learners.	Spring	K-5 English Language Learners
Cursive Writing	To assess cursive proficiency.	Once per semester	3
DIBELS Next	A set of procedures and measures for assessing the acquisition of early literacy skills.	Fall, Winter, Spring	K-3
STAR Early Literacy	An adaptive program that assesses early literacy and numeracy skills.	Fall, Winter, Spring	PK-K
STAR Math	An adaptive program that assesses early literacy and numeracy skills.	Fall, Winter, Spring	1-5
STAR Reading	An adaptive program that assesses a students' foundational reading skills, literature comprehension, reading informational text, and language.	Fall, Winter, Spring	1-5

ASSESSMENT AND SUPPORT FOR LEARNING

Response to Instruction (RTI): RTI integrates core classroom instruction, assessment, and interventions within a multi-tiered system to maximize student achievement and reduce behavior problems. RTI allows schools to identify and monitor students who are at risk of failing courses. The school uses problem-solving and data-based decision-making to provide research-based interventions to students who need additional assistance. The Problem-Solving Team (PST) monitors student progress frequently and adjusts intervention intensity based on student results.

Alabama Literacy Act: In 2019, the Alabama Literacy Act was signed into law. Any

student in kindergarten through third grade with an identified reading deficiency must have a Student Reading Improvement Plan (SRIP). A reading deficiency is determined by a consistent deficiency in any of the following areas: letter naming fluency, letter-sound fluency, nonsense word fluency, sight words, oral reading accuracy and fluency, vocabulary or comprehension.

Other requirements of the law include:

- Assessment of early literacy skills three times during the school year
- Parental notification within 15 days of identification of a reading deficiency
- Individualized supplemental reading intervention
- Strategies and resources for parents to use at home
- Summer reading camp

Once a deficiency is identified, teachers are required to notify parents. A diagnostic assessment is given to the child and based on specific needs. Teachers will provide intensive reading instruction and interventions for that child. The specific instruction and targeted interventions will be documented in a SRIP.

English Language Learners: At Providence, in alignment with our Language Policy, all teachers are considered teachers of language. The teachers work with the English for Speakers of Other Languages (ESOL) Department to ensure that our students' needs are met for those whom English is not their first language. All English Language Learner (ELL) students have an Individual-English Language Plan, which gives classroom teachers guidance for appropriate accommodations. The classroom teacher has access to additional resources that allow collaboration among teachers and differentiates instruction through resources and essential practices that support effective instruction.

Exceptionalities: Huntsville City Schools provides a full range of services and educational support for identified exceptional students. All referrals, evaluations, and educational support are provided in accordance with the Individuals with Disabilities Education Act (IDEA), Alabama ACT 106, Exceptional Children's Act, and The Rehabilitation Act of 1973.

Gifted and Talented: Beginning in pre-K classes, the Huntsville City Schools Gifted and Talented Development (GATE) program provides Talent Development for all HCS students through fifth grade, giving all students the opportunity to develop and demonstrate gifted characteristics. A student is determined eligible when a pattern of strengths and gifted traits are evident following a case study. Students identified as gifted receive an individualized Advanced Education Plan (AEP) to specify their learning needs and address them both in the gifted and regular classroom. The AEP also addresses social and emotional needs and make recommendations for home support.

REPORTING

At Providence, we believe that communication is key to students' success. Our goal is to effectively communicate with our students, parents/guardians, and stakeholders on the

students' progress and outcomes. Communication takes place in the following formats:

- Communication Folders
- INOW
- Progress Reports
- Report Cards
- Student Data Notebooks
- Student Portfolios
- Parent Conferences
- Student Conferences

Communication Folders: A school communication folder is sent home regularly by classroom teachers. On Wednesdays, school-specific information is included.

I-Now: Teachers are required to record students' progress in the Information Now (I-Now) online system. Grades will be updated by teachers weekly. Parents/guardians can access grades via the Parent Portal located on the Huntsville City Schools website at www.huntsvillecityschools.org.

Progress Reports: Students will be issued a progress report midway through each quarter.

Report Cards: Students will be issued a district report card each quarter that reports progress in all content areas. The report card will give students and parents a clear description of the child's progress towards mastery of grade-level expectations.

Grading Scale Chart

Letter	Numeric Range	
A	100-90%	An "A" means the student shows mastery of content about grade-level rigor with in-depth inferences and applications that go beyond what is taught in class.
B	89-80%	A "B" means the student has completed proficient work on all core objectives at grade-level rigor with no major errors or omissions.
C	79-70%	A "C" means the student has completed proficient work on the most important objectives, although not all objectives, at below-grade level rigor of what is explicitly taught in class.
D	69-60%	A "D" means the student has completed proficient work on at least half the course objectives but is missing some important objectives and is at significant risk of failing the next course in the sequence.
F	59-1%	An "F" means the student produces minimal information even with prompting. The student has completed proficient work on fewer than half of the course objectives and cannot successfully complete the next course in the sequence.
F	0%	Student produces no information and makes no attempt even with prompting.
I	I	An "I" (meaning incomplete) is for students who have been enrolled for ten days or less in a grading period. An "I" is also given when a student's work is not finished because of illness or other excused absences. An "I" cannot be given as a final grade.

Student Data Notebooks: Students have a data notebook for both reading and math. The data notebook is used as a tool for student engagement and self-reflection. Students use the data notebooks to track their assessment scores and set goals for the next benchmark. The data notebooks include data from STAR, reading fluency, and math facts fluency. Students spend time reflecting and writing about themselves as learners and how they can show growth.

Teacher-Student Conferences: Teachers meet with students as needed as an opportunity for students to get and give feedback critical for differentiation and individual growth. It also allows teachers to guide instruction and help students with self-reflection through modeling and discussion.

Parent-Teacher Conferences: Conferences are scheduled twice a year and as needed to allow teachers and parents/guardians to discuss students' performances and needs. It is an opportunity to establish a relationship with the parents/guardians, learn about the student, set goals, compare observations, and share evidence of the student learning the grade-level expectations, the curricular standards, and measure growth via comparisons.

ON-GOING REVIEW OF THE ASSESSMENT POLICY

The Assessment Policy will be formally reviewed yearly by Providence staff and revised as needed to adapt to changing best practices and our learning community's needs.

The Assessment Policy is available to all stakeholders in the Providence school community at <https://www.huntsvillecityschools.org/schools/providence-elementary>. The school leadership welcomes comments and recommendations at any time.

RESOURCES

Huntsville City Schools Assessment and Accountability

<https://www.huntsvillecityschools.org/departments/strategy-and-innovation>

Huntsville City Schools Federal Programs Department

<https://www.huntsvillecityschools.org/departments/federal-programs-department>

Huntsville City Schools Special Education

<https://www.huntsvillecityschools.org/departments/special-education>

Huntsville City Schools 2020-2021 Student-Parent Information Guide

IB Programme Standards and Practices, 2014