HAMILTON ELEMENTARY

IB Primary Years Programme (PYP) Assessment Policy

Assessment Philosophy
At Hamilton Elementary, assessment is an essential, ongoing process that supports teaching and learning through meaningful feedback and reflection. Assessment is aligned with the IB PYP framework and the instructional priorities of Kentwood Public Schools, which emphasize excellence, equity, and data-driven practice.
We view assessment as a collaborative and inclusive process that:

- Promotes inquiry, conceptual understanding, and reflective learning
- Honors diverse learners and supports equitable outcomes
- Uses multiple sources of evidence to guide instruction and decision-making

This approach reflects the district's commitment to educating students within an environment of excellence, equity, and diversity and preparing students for success in a global economy and community.

Purpose of Assessment
Assessment at Hamilton Elementary serves multiple purposes:

- To monitor student progress in academic, social, and conceptual learning
- To inform differentiated instruction and intervention strategies
- To support student goal-setting and reflection
- To provide meaningful communication with families and stakeholders
- To support alignment with Michigan Academic Standards and Kentwood's data-informed instructional practices

We use assessment results to guide curriculum pacing, shape instruction, and support systems that uphold the district's strategic priority of meaningful learning with equitable outcomes for every student.

Types of Assessment
A. Assessment for Learning: Ongoing, formative assessments that guide daily instruction and help students understand next steps in their learning..
B. Assessment as Learning: Students actively engage in self-assessment and reflection to build ownership of learning, a core IB PYP practice.
C. Assessment of Learning: These summative assessments evaluate student understanding at key points in the learning cycle.

Summative assessment aligns large-scale performance tasks with both IB expectations and district requirements to gauge deeper conceptual understanding and skill transfer.

Alignment with District and State Assessments
Hamilton Elementary complies with all relevant district and state assessment requirements:

- **Kentwood Public Schools District Assessments**, including quarterly benchmarks and norm-referenced tools used to inform instruction and intervention planning.
- **Michigan state assessments**, including M-STEP and i-Ready.

Strategic Alignment with Kentwood Public Schools: This Assessment Policy reflects and supports KPS district priorities, including:
A. Excellence and Equity
By integrating diverse assessment strategies and ensuring transparent reporting, we uphold KPS's focus on excellent and equitable educational outcomes for all students.
B. Whole-Child Approach

Assessments capture academic, social, and emotional learning to support the district's commitment to the whole child and student voice.

C. Data-Driven Instruction

Teachers participate in collaborative data review and planning that aligns with district-wide analysis practices, ensuring that instruction is responsive and targeted.

Reporting and Communication

- Hamilton Elementary provides ongoing and transparent reporting to students and families through:
- Standards-based report cards
- Digital or physical student portfolios
- Parent-teacher and student-led conferences
- Regular progress updates

Feedback is aligned with both **IB learner expectations** and district expectations for academic communication and family engagement, promoting partnerships between home and school.

Inclusion and Accommodations

Assessment practices honor diversity and ensure access for all learners, including:

- Accommodations and modifications guided by IEPs, 504 plans, and English Learner services
- Multiple, flexible ways for students to demonstrate understanding

This aligns with KPS's broader commitment to **equitable opportunities and outcomes** for all students.

Roles and Responsibilities

Students

- Engage in self-assessment and reflection
- Demonstrate agency in learning

Teachers

- Use evidence-based assessments
- Demonstrate agency in learning
- Participate in data teams and PLCs
- Provide clear, actionable feedback

Administrators

- Support professional learning
- Monitor fidelity of assessment practices

Families

- Partner in dialogues about student growth
- Support goal-setting and reflection

Conclusion

By integrating IB assessment principles with Kentwood Public Schools' mission of excellence, equity, and data-driven instruction, Hamilton Elementary ensures that assessment practices are purposeful, authentic, and supportive of student growth and agency.

Review and Policy Maintenance

This policy is reviewed annually in collaboration with the IB team, the Hamilton Leadership Team, the PTC, the Central Office team, classroom data practices, and IB PYP standards. Revisions will reflect:

- Changes in state and district assessment protocols
- Evolving best practices in IB assessment
- Feedback from the Hamilton Elementary learning community

This cyclical review process supports continuous improvement in both IB and district contexts.