

Rhodes Academy

Assessment Policy

2024-2025



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Rhodes Academy Assessment Policy

Committed to Learning, Growing & Being the Best We Can Be!

Assessment Mission Statement

Rhodes Academy strives to meet the diverse needs of students in our community. In order to accomplish this, we implement a variety of assessments including diagnostic, formative and summative components to provide feedback to evaluate teaching and learning. Assessment is a powerful tool to monitor and measure student progress. It monitors where students are and where they need to go while, providing the support they need to get there.

We are dedicated to teaching our students to become successful thinkers, who are safe, responsible and respectful global minded citizens. We will promote the rigor and skills necessary for lifelong inquiry through the implementation of effective teaching practices, assessments, and collaborative relations with our parents and community. Ongoing progress monitoring provides the insight that is needed to inform our instructional decision making.

Philosophy

- ❖ Assessment is integral to all teaching and learning. It involves the gathering and analysis of evidence about student performance and is designed to inform practice. The prime objective of assessment in the PYP is to provide feedback on the teaching and learning process. It identifies what students know, understand, can do and feel at different stages of the learning process. The PYP approach to assessment recognizes the importance of assessing the process of inquiry as well as the product(s) of inquiry and aims to integrate and support both. (Making the PYP Happens, 2009).

Purpose

The purpose of the Assessment Policy is to inform and involve 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 to see evidence of their child's academic development while supporting and celebrating their child's learning journey.

Forms of Assessment / Cycle / Schedule

- ❖ Summative: Teachers will use a variety of summative assessment tasks which may include tests, essays, presentations, and a variety of projects. Our district also requires quarterly and yearly assessments.
- ❖ NWEA: The Northwest Evaluation Association, also known as MAP testing, is an evaluation test to see where a student is academically. It advances in Language Arts, Reading, Math, and Science. This tool is used to represent academic growth and uses a "RIT Scale
- ❖

ASSESSMENT CALENDAR 2024-2025

| SEPTEMBER | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | TH | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |
| | | | | | | |

Gr. K: Renaissance Star CBM
9/9-9/27
Gr. 1 - 9: iReady 9/9 - 9/20
Make-Ups and Ren. Sp.: 9/23 - 9/30
NWEA: 9/23 - 10/11

| OCTOBER | | | | | | |
|---------|----|----|----|----|----|----|
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| | | | | | | |

Mini DESSA/SECA: 10/15 - 10/25
Benchmark Assessments: 10/29 - 10/31

| NOVEMBER | | | | | | |
|----------|----|----|----|----|----|----|
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | | | | | | |

| DECEMBER | | | | | | |
|----------|----|----|----|----|----|----|
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| | | | | | | |

Gr. K: Renaissance Star CBM
12/9 - 12/20

| JANUARY | | | | | | |
|---------|----|----|----|----|----|----|
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | | |

Gr. K - 9: iReady 1/6 - 1/17
Make-Ups and Ren. Sp. 1/20 - 1/27
Benchmark Assessments: 1/21 - 1/23

| FEBRUARY | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | TH | F | S |
| | | | | | | 1 |
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |
| | | | | | | |

Mini DESSA/SECA: 2/3 - 2/14

| MARCH | | | | | | |
|-------|----|----|----|----|----|----|
| S | M | T | W | TH | F | S |
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| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

| APRIL | | | | | | |
|-------|----|----|----|----|----|----|
| S | M | T | W | TH | F | S |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |
| | | | | | | |

| MAY | | | | | | |
|-----|----|----|----|----|----|----|
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | | | | | | |

Special Education

| Timing | Assessment | Conducted By |
|----------------------------------|---|---------------------------|
| Every three years (or as needed) | Education Evaluation-WIAT 3 rd Edition | Special Education Teacher |
| Every three years (or as needed) | Psychological assessment (IQ)- WISC-V | Psychologist |
| Every three years (or as needed) | Speech assessment-CELF 5 th Edition | Speech Pathologist |
| Every three years (or as needed) | Social history | Social worker |
| Every three years (or as needed) | Physical therapy evaluation | Physical Therapist |
| Every three years (or as needed) | Occupational therapy evaluation | Occupational Therapist |
| As needed | Functional Behavioral Analysis | Psychologist |
| As needed | Psycho-social evaluation-Connors, etc. | Psychologist |

Formative Assessment

Formative: teachers will use multiple forms of formative assessment which may include, but not limited to homework, classwork, exit tickets, student observations, agree/disagree, graphic organizers, think-pair-share, and quizzes.

❖ Assessment Practices:

- Observation
- Performance Assessments
- Process-focused assignments
- Open-ended tasks
- Test/Quiz / Student Reflections

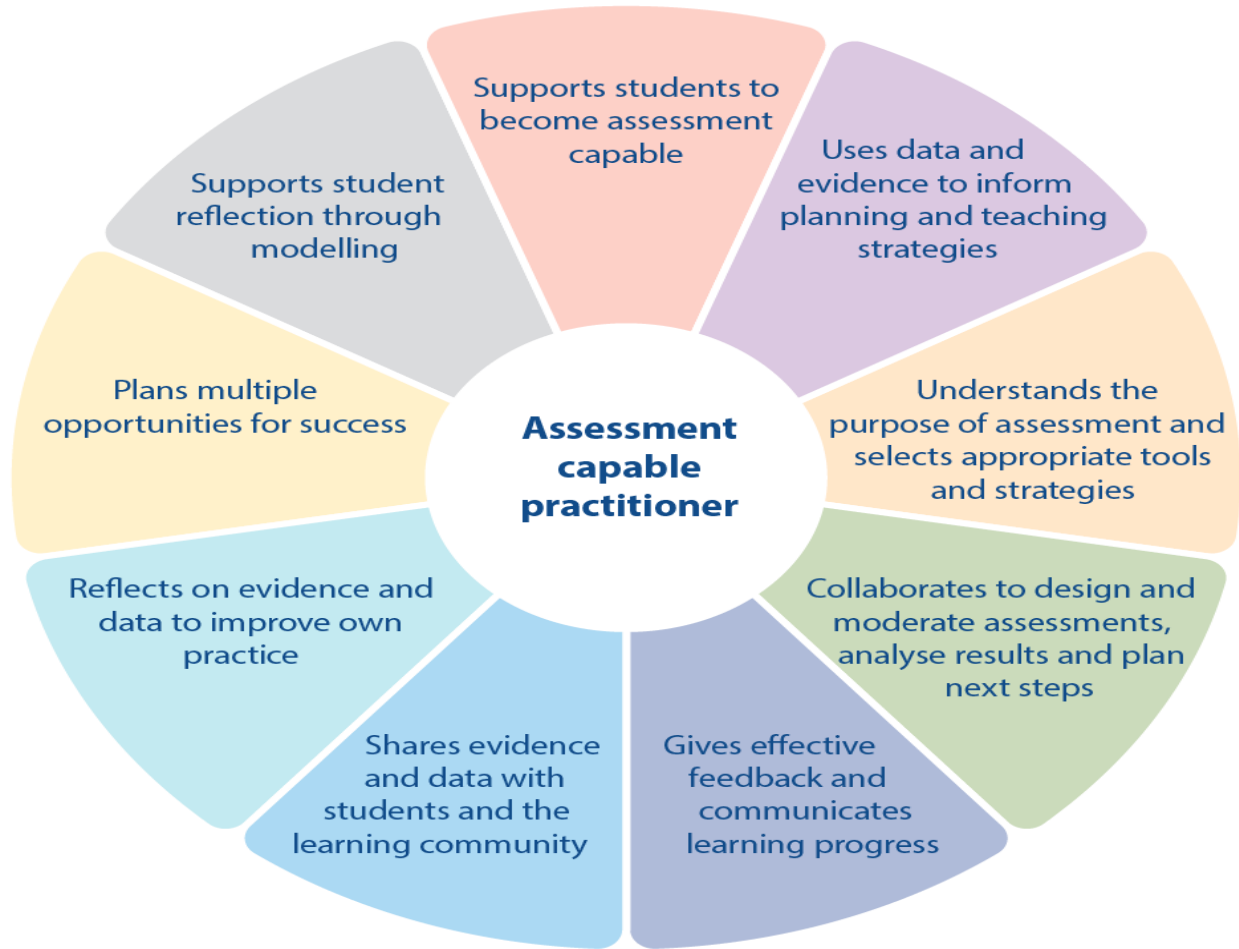
❖ **School-Wide Assessment Tools:**

- Rubrics / Exemplars
- Checklists
- Anecdotal records
- Student-led conferences

Recording of Assessments

- ❖ Report cards: are given quarterly.
- ❖ Student Work: Teachers and students maintain an academic work folder from subject areas.
- ❖ Conferencing: Parents and Teachers meet to discuss student progress three times a year. Conferences can be student-led.
- ❖ Goal Setting / Reflection: Students set their own goals based on ELA and Math standards being taught.
- ❖ Differentiation of Instruction: Students are grouped heterogeneously. They are re-grouped according to their ability-level for small-group instruction based on the data from assessments.
- ❖ Annual review meeting (SPED)-held once a year.
- ❖ Goal progress report (SPED)- done quarterly.
- ❖ Progress monitoring review form for commanding ELL students- done quarterly by ELL/MLL teachers.
- ❖ Data from iReady and/or NWEA is being used to more effectively target student weaknesses.
- ❖ Over the past three years, the percentage of 1's on NYSED assessments has been dramatically reduced and the percentage of 3's and 4's dramatically increased. (Distinguished Educator Report-May 5th, 2020)

Rhodes Academy Instructional Staff Members Are Assessment Capable Practitioners.



Review of the Assessment Policy

This policy will be reviewed annually by the Hempstead School District Elementary IB Coordinator, Rhodes Academy IB Committee, and multiple stakeholders:

- ❖ Building Principal
- ❖ Assistant Principals
- ❖ IB Coach / Coordinator
- ❖ Psychologist
- ❖ Social Worker
- ❖ Instructional Staff
- ❖ Parent Advocate