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Jackson Annex Assessment Policy
Committed to Learning, Growing & Being the Best We Can Be!

Mission Statement

Jackson Annex Elementary School 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 provide students, parents, teachers, and administrators a clear understanding of why we utilize assessments. 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 Assessments

Summative Assessment

- ❖ 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 MAP: The Northwest Evaluation Association Measures of Academic Progress Assessment is used to assess student academic levels in Reading and Math. A RIT scale is used to determine the level of the students.
- ❖ i-Ready Diagnostic Assessment: The *i-Ready Diagnostic* is an adaptive assessment that identifies students' strengths and weaknesses, measures growth, and supports data-driven differentiated instruction. It provides comprehensive insight into student learning across K–12 skills to help meet the needs of all students.

Formative Assessment

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

❖ **Assessment Practices:**

- Observation – Teachers will use checklists and anecdotal records to document student's skills and knowledge of content.
- Performance Assessments: Group Projects, Presentations, and Hands on Activities
- Open-Ended Tasks: Inquiry-based
- Assessment Data/ Tests/Quizzes: Data from pre and post tests are used to assess student progress, inform instruction and plan for differentiated learning groups.

- Student Reflections: Allows students to self-monitor and celebrate their own academic achievements and set social, emotional and learning behavioral goals as they build agency.

❖ **School-Wide Assessment Tools:**

- Rubrics w/ Exemplars
- Checklists
- Anecdotal Records
- Student-Led Conferences

Assessment Schedule

Month	Test	Grades
September	NWEA	1-5
September	iReady-ELA & Math	1-5
Quarterly	Running Records	1-5
December	iReady-ELA & Math	1-5
January/February	NWEA (mid-year)	1-5
March	New York State English Language Arts Exam	3-5
April	New York State Mathematics Exam	3-5
April - May	New York State English as a Second Language Achievement Test (NYSESLAT)	1-5
May & June	4 th Grade Science - Written & Performance	4
May/June	NWEA	1-5
June	i-Ready-ELA & Math	1-5

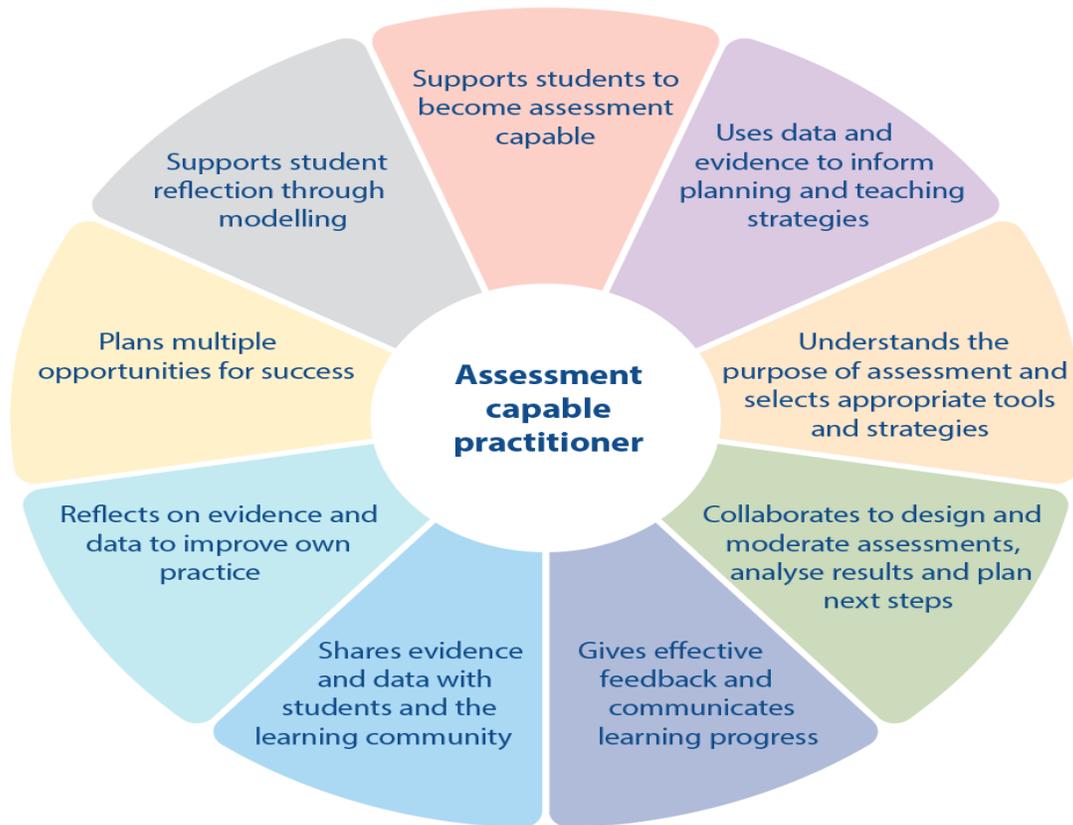
Assessment Schedule for Special Education

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	School 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	School Psychologist
As needed	Psycho-social evaluation- Connors, etc.	School Psychologist

Recording of Assessments

- ❖ Report cards: quarterly
- ❖ Portfolios: all teachers and students maintain an academic portfolio. The portfolio contains examples of student- selected work from ELA and other content areas chosen.
- ❖ Parent/Teacher Conferences: Parents and teachers discuss student academic and social-emotional progress. Conferences are held three times a year.
- ❖ Teacher/Student Conferences: Teachers and students discuss “Glow & Grow” and academic goals. Conferences are held periodically as needed.
- ❖ Student-Led Conferences: Students lead the discussion and share their selected writing pieces and other work samples from a variety of content areas with parents and teachers.
- ❖ Goal Setting/Reflection: Students set their own goals based on ELA and Math standards being taught. Additional goals in other areas such as personal growth can be established.
- ❖ Differentiation of Instruction: Students are grouped heterogeneously. They are re-grouped according to their ability-level for small-group instruction based on assessment data.
- ❖ 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 i-Ready and/or NWEA is 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, 2019)
- ❖ Exhibition: Will take place in the month of June for students to showcase their learning on one of the themes/concepts and learner attributes that they have studied.

Jackson Annex Instructional Staff Are Assessment Capable Practitioners



Review of the Assessment Policy

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

- ❖ Principal
- ❖ Assistant Principal
- ❖ IB Coach
- ❖ School Psychologist
- ❖ Social Worker
- ❖ Instructional Staff
- ❖ Parent