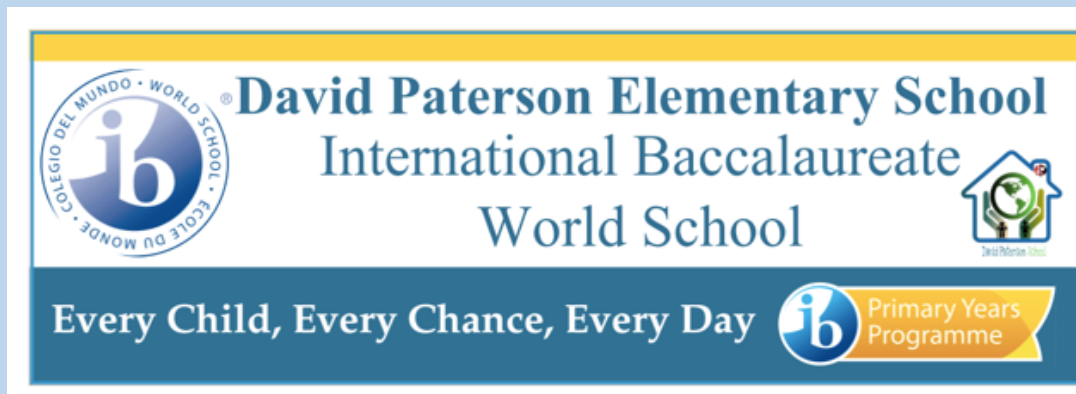


School Assessment Policy



“Cultivating Champions, One Child at a Time.”



The purpose of this “living document” is to clarify our understanding of the assessment process within our school. It outlines our philosophy, purpose, principles, and practices of assessment.

Our School Assessment Policy:

- Aligns to our mission statement:
The David Paterson School is committed to building partnerships with students, staff, parents, and the community to develop life-long learners. Through rigorous inquiry and empowerment, our learners will be equipped to become college and career ready and exemplify attributes and skills of a 21st century global citizen.
- Aligns to the 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 that other people, with their differences, can also be right.

As members of a school learning community, we will continue to collaborate and review our school assessment policy annually.

Philosophy:

What are our assessment beliefs?

Our focus of assessment is to guide and inform instruction while working towards fulfilling the mission statements of David Paterson School and the International Baccalaureate Organization. We believe that the variety of quality assessment strategies and tools we use provide an on-going process to support student growth and global mindedness to meet the needs of our diverse cultural learning community. This continuous process is important to build opportunities for reflection that improves the learning and teaching process. We are responsible for providing students, parents, and instructional staff with effective and ongoing feedback about learning. We are accountable to communicate students learning in a variety of ways. Our goal is to encourage all members of our school learning community to demonstrate the IB Learner Profile Attributes throughout the learning and teaching process.

The David Paterson School is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from, as proclaimed in New York’s plan for Every Student Succeeds Act (ESSA). We have been identified as a school in good standing.

**Purpose:
What and why do we assess?**

At David Paterson School, we believe assessment is integral to all learning and teaching. Its main purpose is to communicate and provide feedback on the learning and teaching process. Multiple assessment strategies and tools provide data to inform members of our school learning community.

Assessment:

- Drives Instruction
- Demonstrates mastery
- Identifies student's strengths and weaknesses
- Identifies student's conceptual understanding
- Supports differentiated instruction
- Guides a proper placement of students
- Informs planning and next steps through the use of ongoing monitoring, documenting, and measuring of learning
- Creates an effective accountability system with goal setting and reflection for students, staff and parents as a way to close the achievement gap

Communication of our Assessment Policy

- Published on our school website
- Published in our Schoology Learning Management System Resources
- Reviewed annually

Principles:
What are characteristics of effective assessments?

The David Paterson School believes effective assessment enables our school learning community to collaborate and communicate in informative and ongoing learning experiences. This evidence of the learning process provides opportunities to develop appropriate feedback for future planning, goals, and success.

We believe effective assessments allow:

Students to:	Teachers to:	Schools to:	Parents to:
<ul style="list-style-type: none"> • Understand learning goals • Receive feedback that is clear and timely • Use feedback to strengthen learning • Take action of the learning process by reflecting and demonstrating their understanding in social and academic contexts • Communicate and analyze their overall understanding of unit concepts, skills, knowledge, action, and the attributes of the learner profile • Be accountable learners • Build a growth mindset • Collaborate to develop clear and appropriate student success criteria • See evidence of their learning and development • Celebrate learning! 	<ul style="list-style-type: none"> • Reflect upon and make necessary adjustments to learning activities, methods, strategies, and tools • Provide frequent feedback during and at the end of the teaching process • Develop multiple modalities to assess mastery and understanding • Address multiple learning styles as well as different cultural and socioeconomic contexts • Target standards and objectives • Communicate student performance • Reflect on practice • See evidence of student learning and development • Celebrate learning! 	<ul style="list-style-type: none"> • Build a sense of community within the school • Reflect upon the necessary time, resources, and materials needed to increase student achievement • Communicate the school's progress • See evidence of student learning and development • Incorporate Common Core Standards • Evaluate Teachers • Celebrate learning! 	<ul style="list-style-type: none"> • Have access to and understanding of learning goals • Communicate their child's learning • Encourage their children to persevere • Participate in ongoing learning experiences • Engage in future planning, goals, and success • See evidence of their child's learning and development • Reflect upon support for student achievement and collaboration with educators • Celebrate learning!

Practices:

How do we monitor? How do we document? How do we measure? How do we report?

- **Monitoring-** How we check the progress of learning:
 - We monitor students' progress of learning using observation, questioning, reflection, discussion, and feedback.
- **Documenting-** How we compile evidence of learning:
 - We document students' evidence of learning using a variety of representations, strategies, and tools.
- **Measuring-**How we attain and analyze students learning and achievement over time:
 - We measure students learning at different "points of time" in the learning cycle to inform learning and teaching using a variety of assessment strategies and tools.
- **Reporting-** How we choose to communicate information on what students know, understand, and can do.
 - We report students learning to communicate and collaborate with our school learning community on the progress and achievement of student learning using conferencing, written reports, and learning progressions of knowledge, skills, attributes, attitudes, and actions.

We monitor, document, measure, and report learning through the strategies and tools on the following pages:

Strategies

How do we demonstrate learning?

- **Conferencing:** Provides opportunities to communicate student's progress, assessments, and learning goals between parents, students, and teachers. Conferencing may occur in a variety of ways: face to face, telephone or through online platforms. Examples may include:
 - **Student/Self-Assessment:**
 - Students evaluate their own work and learning progress
 - Helps students stay involved and motivated
 - Encourages self-reflection and responsibility
 - **Student/Peer:**
 - students are held accountable for their performance as reviewers, and students can see growth as a result of the effort
 - Students receive instruction on how to give effective feedback. Examples may include guidelines, guide sheets, and modeling
 - **Student /Teacher:**
 - one-on-one forum that allows both the student and teacher to mutually discuss future progress while promoting "feedback to feedforward"
 - Teacher can:
 - set clear expectations and goals
 - monitor student progress
 - demonstrate strategies to assist with learning
 - gain better understanding and focus on areas of strength and weakness

- Student can:
 - self-reflect and critique work
 - seek clarification or assistance
 - become accountable for their learning and performance
 - set attainable goals and steps to achieve them
- **Student-Led:**
 - Student empowered in deciding what is to be shared
 - Includes five essential elements: knowledge, skills concepts, attitudes, and actions
 - Appointments agreed upon through parent teacher communication
 - Teacher meets and greets parents, acts as a facilitator
- **Parent /Teacher:**
 - Teacher-parent conferences provide opportunities to establish relationships, increase communication between school and home, keep parents informed about their child's progress by sharing evidence of student learning, and develop a plan for achieving goals
 - Held formally three times a year
 - Informally as needed
- **Data Team:** The data team analyzes strengths and areas of need school wide. The purpose of our data team committee is to collaboratively develop strategies which focus on teaching and learning. Data is used to assign grades, determine responses to intervention, progress monitor, to form placement and groups, and to self-reflect and set goals.
- **Diagnostic Assessments:** Diagnostic assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning. Examples may include: i-Ready, an adaptive online assessment used in the beginning, middle, and end of year in math and reading, and Renaissance Star Assessments (for our ELL students). Students are encouraged to go online every day. The purpose is to provide ongoing progress monitoring to measure student growth with detailed diagnostic results and individualized next steps for instruction.
- **Exhibition:** Occurs during the final year of the PYP for our exiting students. The exhibition is a culminating, transdisciplinary, self-directed experience that requires each student to demonstrate their understanding of the essential elements of the program: Knowledge, Concepts, Skills, Attitudes (embedded), and Action. Students exhibit the attributes of the IB learner profile throughout the exhibition process while focusing on global issues to develop the understanding of what it means to be internationally minded. The students will choose their preference to work individually or collaboratively in a group. Key purposes of the PYP exhibition include synthesizing and applying learning, reflecting on learning, authentic process for assessment of student understanding, develop student agency by promoting autonomy and initiated action as a result of their learning, uniting members of our school learning community in a collaborative experience, and to celebrate learners and learning!

- **Formative Assessments:** Occurs throughout the teaching and learning. The purpose is to provide teachers and students with information about how learning is developing. It allows for teacher reflection to plan for the next stage of learning. It allows a teacher to provide ongoing feedback to improve their teaching and their students' learning. Examples may include Quizzes, exit tickets, student presentations, visible thinking routines, anecdotes, homework, checklists for understanding, success criteria, conferences, journal entries, portfolio check, oral responses, written responses, self-assessment, peer assessment, reflection, and teacher observation.
- **District Grading Policy:** The Grading System for Achievement will be used as the marking key to indicate the student's performance in relation to the standards.

(4) Independent- At this time, the child understands and meets expectations for task or behavior.

(3) Developing-At this time, the child's progress toward tasks or behavior is steady and consistent.

(2) Beginning- At this time, the child is making attempts to accomplish the task.

(1) Experiencing Difficulty- At this time, the child is unable to complete tasks or exhibit appropriate behavior without assistance.

The classroom teachers shall be guided by the criteria set forth for grading students. They will use the following factors to calculate the achievement and performance of the students in assigning quarterly grades:

Districtwide Per Quarter

Criteria	Grade Percentage
Test Grades	60%
Projects	20%
Classwork	10%
Homework	10%

- **Learner Profile:** All members of our school learning community are expected to model the attributes of the Learner Profile. The purpose is to help all members of the school learning community learn to respect themselves, others, and the world around them. Examples may include: Student self-reflection surveys or sheets on their development of the attributes throughout the school year, each Unit of Inquiry has two focus attributes that students will be held accountable for to show evidence of modeling and understanding throughout the unit, school-wide calendar focusing on one attribute per month, and "student of the month" criteria are based on the monthly school attribute. Our schoolwide PBIS initiative, Hooray for AAA! (Celebrating Actions, Attributes, and Attitudes) at David Paterson School is reflective of the Learner Profile as well as our Student of the Month.

- **Local Testing:** Occurs 2-3 times a year. The NWEA Measures of Academic Progress (MAP) test is administered online to students in grades 1-6 in the fall, winter (optional), and spring of each year. The purpose is to provide information which shows growth over time, to provide comparison with peer groups, and to form part of the process of reporting to parents. It is an adaptive test that measures what students know and informs what they're ready to learn next. Our school uses this approved assessment under Education Law §3012- for the Annual Professional Performance Review (APPR) for each teacher and principal, resulting in a rating of "highly effective," "effective," "developing," or "ineffective."
- **Multi-Tiered System of Supports (MTSS)** :A Multi-Tiered System of Supports (MTSS) is a proactive collaborative approach to data-driven instructional decision-making decisions are continuous, cyclical, and considered within the context of larger educational and social systems. The MTSS framework uses high-quality, evidence-based instruction coupled with a standards-based curriculum, universal screening practices, the tiered intensity of support based on level of need, and continual use of data to guide decision making to ensure that ALL scholars receive the appropriate level of engagement to be successful. MTSS gives both schools and districts the framework necessary to organize resources that align academic standards and behavioral expectations, implement best practices with fidelity, and maximize the opportunity for ALL scholars to achieve and/or exceed grade-level proficiency. MTSS success hinges upon partnerships with scholars as active participants in their education, families as engaged partners, and communities as networks of additional support which serves to strengthen educational systems at the classroom, school, district, regional, state, and national level.
 - Aligned to RTI Section
 - District Created MTSS Handbook
- **Performance Assessments:** Students create, produce, perform, or present work. Rubrics will be used to assess proficiency. Examples may include: Student-led presentations, unit-based writing assignments that are open-ended and student choice, actions taken during units of inquiry, New York State Science Performance Test (Grade 4), and the exhibition at the end of the year with our exiting students.
- **Portfolios:** A collection of student work that is ongoing and purposeful. It is composed of both teacher and student selected work and designed to demonstrate growth, creativity, and reflection. Portfolios should be visible and accessible. The purpose is to show growth over time in a variety of subject areas. It helps both the teacher and student reflect on the learning and teaching process. Portfolios will contain per year: Cover sheet; Portfolio Checklist; a student reflection as an individual of the learner profile at the end of the school year, evidence of service action student has taken(optional); end of each unit reflection, and student choice; one sample of student work for each Unit of Inquiry (UOI). Each student choice will have a student reflection as a learner and rubric if available. Examples may include Pre and post assessment tasks, formative and summative assessments, running records, I – ready (Reading, Math), NWEA (Reading, Math), Running Record, state data (Grades 3-6), exit tickets, videos, multimedia, photos, writing samples, work samples, contributions from all aspects of the school, reflections, and peer and self-assessments. Portfolios may be in digital or paper form.
- **Pre-Assessments: Occurs** before the start of new learning. The purpose is to check for prior knowledge and experiences, student's current level of readiness or interest, as well as to direct further learning.

Examples may include pre-tests, charts, questionnaires, surveys, visible thinking routines, checklists, observation, self-evaluation, and class discussions.

- **Reflection:** Reflection takes place every day all day! It allows students to ask further questions on how they are learning, what they are learning, and ways to improve themselves as learners. It allows teachers to ask further questions such as how they are teaching, what they are teaching, and ways to improve themselves as educators. The purpose of reflection is to transform experience(s) into genuine learning about individual values and goals. It allows for development of knowledge, skills, and practice and to make connections to other ideas and experiences. Examples may include conferencing, journals, discussions, interviews, self-reflection surveys, responses to pieces of work, questioning, modeling, student self-assessing, success criteria, grows and glows, and next steps.
- **Report Cards:** Teachers will complete the Hempstead Public Schools district-mandated report card at the completion of each quarter, in November (at parent/teacher conferences), February (at parent/teacher conferences), April (at parent/teacher conferences), and June. Grades are reflective of our district grading policy. The school stores a copy of each student's report card in their cumulative folder.
- **Response to Intervention (RTI):** Response to Intervention is a state mandated regulation for students in grades k-4. It is a process of implementing high quality scientific validated instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on the student's response. The purpose of RTI is to close achievement gaps over time to improve reading. Our RTI Committee assists teachers with interpreting data, selecting groups, and documenting results of intervention. Examples may include using differentiated instructional strategies for all learners, providing all learners with scientific research-based interventions, continuously measuring student performance, and making educational decisions based on a student's response to intervention.
- **Standardized Testing:** Occurs annually at the end of the school year. 95% of the students in grades 3-6 are required by law to be assessed on the New York State English Language Arts and Mathematics Tests. These exams provide students the opportunity to demonstrate their understandings of grade level standards in ELA and Mathematics. The New York State Science Exams (performance and written) are for grade five students. State Test blueprints are used to as guidance for focus areas as well as standards recommended for greater emphasis. The purpose of these exams is to meet National and State Level Education policy needs. They are used to gain as much information as possible about the student as a learner and about programs, to inform teaching, provide comparison with a peer group, and to allow the Committee of Special Education to determine students whose basic skills fall outside the normal expected range pertaining to a particular age. This information is used alongside other assessment information to determine those students who require remedial or external support, and to form part of the process of reporting to parents. The New York State English as a Second Language Achievement Test (NYSESLAT) is a state achievement test that annually assesses the English language proficiency of all English Language Learners (ELL's) and Multilingual Learners (MLLS). Approximately 42% of our students take this test. The purpose of the NYSESLAT is to annually assess the English language proficiency level of ELLs/MLLs enrolled in Grades K–12 in New York State schools. The test

gives the state, schools, parents, and teachers important information about the English language development and fluency of ELLs/MLLs and measures what they should be able to do at each of the five different performance levels: Entering, Emerging, Transitioning, Expanding, and Commanding. Examples may include multiple choice questions, short response questions, constructed response questions, and speaking, listening, reading, and writing (NYSESLAT).

- **Summative Assessments:** Occurs at the end of a teaching and learning cycle. It provides an opportunity to demonstrate what has been learned by students applying their knowledge in new and authentic ways. The purpose is to inform and improve student learning as well as the teaching process. It monitors student learning and retention of understanding. The summative assessment for each unit of inquiry is collaboratively developed at the beginning of the unit by the teachers and directly measures the central idea of the unit and encourages students' action. Examples may include chapter or unit test, performance/authentic task, product/ exhibit/model, demonstration, portfolio review, multi-media presentations, and essays.
- **Units of Inquiry:** Through each of the six units of inquiry, varied assessment strategies occur. Examples may include:
 - Conferencing
 - Formative Assessments
 - Learner Profile
 - Portfolio
 - Reflection
 - Summative Assessment
 - Transdisciplinary Skills Assessment
 - Occurs and is observed daily throughout the learning process through real world contexts. The purpose of transdisciplinary skills is to help our students learn to become successful in any college or career choice and exemplify attributes and skills of a 21st century global citizen. Examples of skills include thinking, social, communication, self-management, and research.

Tools How do we record student progress?

- **Anecdotal Records:** This use of documenting student learning is to better understand children's learning over a period of time, provides ongoing records about individual instructional needs, tracks student behavior, and provides ongoing documentation of student learning that may be shared with parents and teachers.
- **Checklists:** This use of documenting provides students with tools they can use for self-evaluation. Checklists summarize the development of the skills, strategies, attitudes, and behaviors necessary for effective learning and for communicating a student's learning to parents.

- **Exemplars:** The use of exemplars provides clear expectations and criteria for success. Teachers will present students and parents with examples to generate conversations, confer clear expectations, and understand the criteria for success. Teachers will display level 3 and 4 examples in the classroom throughout the units for students to reference.
- **“Feedback to Feedforward”:** This use of documenting allows for student empowerment to have “voice and choice” in their learning progressions. Feedback provides concrete explanations for grades received. The student can reflect on and understand the specific reasons for their current achievement level. Feedback provides a bridge from current performance to future performance by allowing students to understand how they are performing now, and how they can improve performance on their next assessment. Focusing on the task, rather than the child promotes self-confidence.
- **Observation:** This use of documentation allows for students’ process of learning. Observation occurs in collaborative or independent settings, through approaches to learning, attitudes towards learning, use of inquiry, and through action. It is a means to assess process as well as product. Examples may include check for understanding, rubrics, and conferencing sheets.
- **Rubrics:** This use of documenting helps clarify the assessment task and the feedback associated with it. Clear expectations allow students to monitor progress towards their goal. Teachers and or students work in teams to decide criteria needed to determine student knowledge. Rubrics can be used to assess and for feedback.
- **Running Records:** This use of documenting is a way to assess a student's reading progress by systematically evaluating a student's oral reading and identifying error patterns.

Essential Agreements

At David Paterson School we agree:

1. Monitoring, documenting, measuring, and recording is essential to the teaching and learning process.
 - We use a variety of assessment strategies and tools that are purposeful and show measures of success.
 - **We are balanced!**
2. To provide opportunities to communicate student’s progress, assessments, and learning goals to members of our school learning community.
 - We use a variety of conferencing methods, rubrics, portfolios, and feedback.
 - **We are communicators!**
3. Feedback is consistent, constructive, and communicative.
 - We provide continuous feedback in a variety of ways to enable and inspire our students to make them feel good about where they are and get them excited about where they can go.

- **We are reflective!**

4. To assess the essential components of each unit: Knowledge, concepts, skills, attributes, attitudes, and action.

- We use a transdisciplinary approach to learning to allow for transfer of knowledge.
- **We are knowledgeable!**

5. Assessments develop competence and confidence for self-assessment and autonomy for improved learning, reflection, and goal setting.

- We collaborate to ensure assessments are fair, reliable, valid, and relevant.
- **We are principled!**

The following IB School Assessment Policies and documents were used as a reference to create our school assessment policy:

Regional Multicultural Magnet School, King/Robinson Inter-District Magnet School, American-International School in Cyprus, Fenway School, H. Clarke Powers School, McGraw Elementary School, Riverhills Elementary Magnet School for International Studies, and Meridian School, From Principles into Practice

School Assessment Policy

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