Rhodes Academy for the Humanities and the Arts Elementary School

Authorized International Baccalaureate Primary Years Program

Assessment Policy

2025-2026

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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.

Renaissance For all ELLs/MLLs District-wide
Renaissance Testing Guidelines

This document outlines the testing guidelines for Renaissance testing. By following these guidelines, we will be able to accurately identify the appropriate level of support for our students.

- **Review the Chart**

The first step in the testing process is to review the Chart. This chart provides the necessary information to determine which test should be given to the students.

- **Review Star Record Book**
  After completing the English assessment, it is essential to review the Star Record Book. This report contains important information about each student's performance, including their score and percentile rank.

SS/PR

845 / 1

The number on the left represent the scale score and the number to the right represent the percentile rank. Based on the scores, identify any students who scored between the 1-24th percentile. These students require a further assessment in Spanish.

- **Password**
  Students will be asked for a password. If it has not been set the password is admin. Teachers can reset the password when needed.

- **Practice Test**
  Students will begin with a practice test consisting of seven questions. It is required that students pass three out of the seven questions to proceed. Failure to pass the practice test will prevent them from proceeding to the next stage of the assessment. Therefore, it is crucial for students to take it seriously and make every effort to answer the questions correctly. Students who are administered the Star Early Literacy require headphones.

- **Failing the Practice test**

Students who fail the practice test and are in grades 1-12 will be provided guidance on the next steps. The sharing of the next steps in the testing process will be done individually with each teacher. **The below symbol will appear if a student has not passed the practice test. Please click on the symbol to view the data. Next step is to administer the Star Spanish assessment if the student's home language is Spanish.**

- **Pausing Test**
  If a student did not complete the test, please click "Stop Test" in the right-hand corner of the screen and click "Resume later". This will ensure students will resume the assessment where they left off.

- **ICT and Self-Contained Classes**
  Please follow the testing process.

- **Our Multi-Tiered Systems of Support (MTSS)** framework plays a crucial role in supporting the success of English Language Learners (ELLs). To ensure effective instruction and intervention, a comprehensive testing process is essential for English Language Learners.

  Identification of Needs and Strengths: By administering appropriate assessments, educators can gain insights into a student's English language proficiency, academic skills, and cognitive development. This information helps tailor instruction and interventions to meet the specific needs of each student.

  Tiered Support: The testing process helps identify ELLs who require Tier 2 or Tier 3 support. By providing them with additional interventions and specialized instruction, we can address their specific needs and maximize their learning outcomes.

  Data-Driven Decision Making: The testing process provides essential data that helps inform our instructional decisions. By analyzing test scores, growth patterns, and achievement data, educators can identify which instructional strategies are working and which need to be adjusted. This data-driven approach ensures that instruction is tailored to the needs of individual students, leading to improved outcomes.

  By following these testing guidelines, we can ensure that we provide the appropriate level of support for our all our students.

Students' login through CLEVER **Students will click on the green Renaissance app and not the <mark>BLUE</mark> app**	**LOGGING IN TO RENAISSANCE**
Students will see the following on their Renaissance Homepage	

Kindergarten

One-Way Dual Language K Classes will also administer <mark>Star CBM Lectura</mark>	 Star CBM

Grades 1-2

<mark>**Star Early Literacy Reading English**</mark> **should be administered first. If the student scores less than the 24th percentile, please administer <mark>Star Early Literacy Reading Spanish.</mark>** **-Star Early Literacy includes numeracy. At this time, Star math will not be required.**	 Star Early Literacy · Star Early Literacy Spanish

Grades 3-6

<mark>**Star Reading English**</mark> **should be administered first. If the student scores less than the 24th percentile, please administer the <mark>Star Reading Spanish.</mark>** **Please follow the same process for Star <mark>Math.</mark>**	 Star Reading · Star Reading Spanish · Star Math · Star Math Spanish

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 in various subject areas. It advances in Language Arts, Reading, Math, and Science. This tool is used to represent academic growth and uses a "RIT Scale

- ❖ HPS District Testing

  2/3-2/14 DESSA/SECA

  2/5-2/6 Grades 3-6 ELA Practice (Part 2)

  2/10-2/14 Benchmark Assessment #2 K-2

  2/11 Gr.3-4 Math Practice Exam (Part 1) 2/12 Math Practice Exam (Part 2)

  2/12 Math Practice Exam Grades 5 and 6 (Part 1)

  2/13 Grades 5 and 6 Math Practice Exam (Part 2)

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: Renasissance 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

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	31		

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

NOVEMBER

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

DECEMBER

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
39	30	31				

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

JANUARY

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	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
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	

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

MARCH

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	31					

APRIL

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			

MAY

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	31

Special Education

Timing	Assessment	Conducted By
Every three years (or as needed)	Education Evaluation-WIAT 3rd 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 5th 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**:
   o Observation
   o Performance Assessments

- o Process-focused assignments

- o Open-ended tasks

- o Test/Quiz / Student Reflections


- ❖ **School-Wide Assessment Tools**:

  - o Rubrics / Exemplars

  - o Checklists

  - o Anecdotal records

  - o 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.
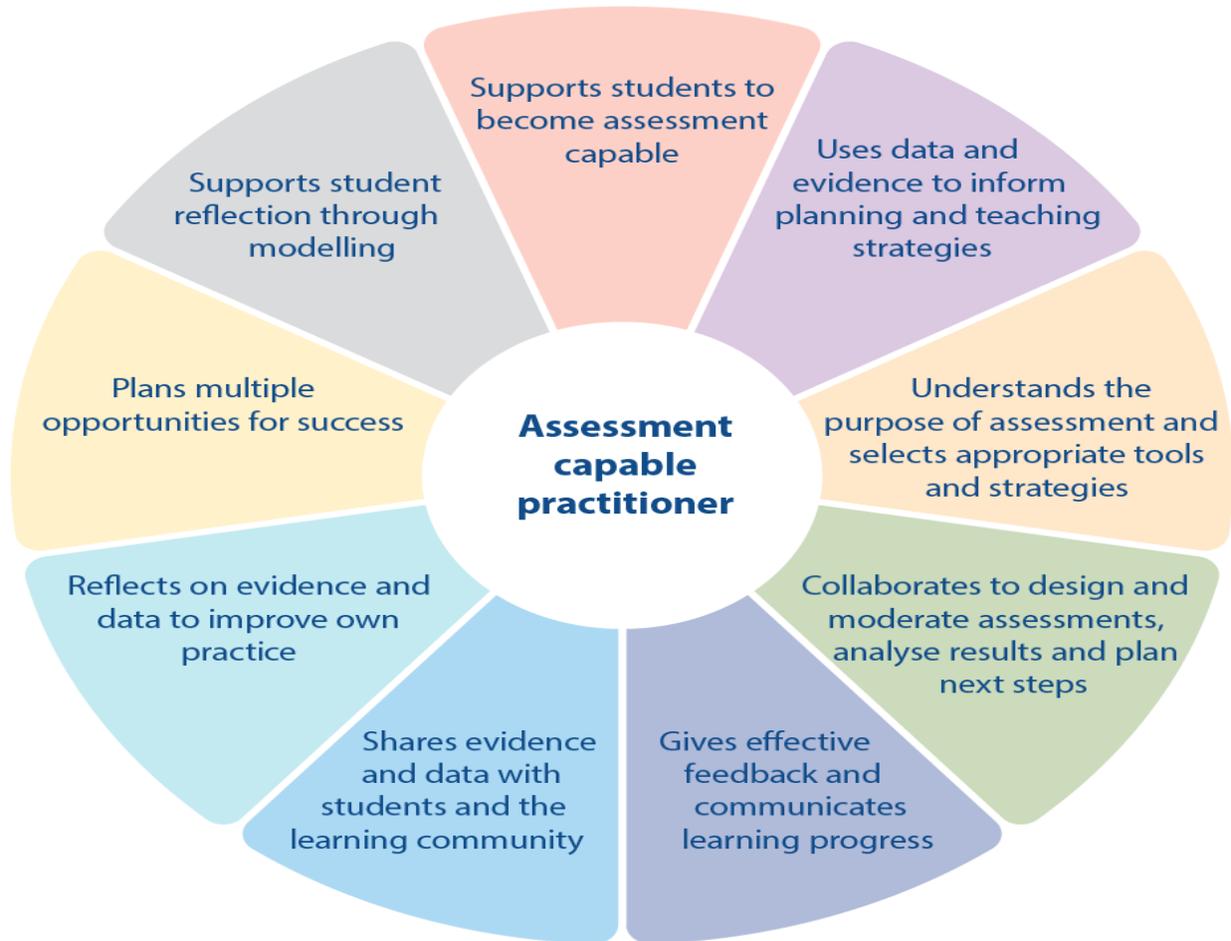
Review of the Assessment Policy

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
- ❖ IB Committee
- ❖ MTSS Staff