



Assessment Policy

Mission Statement

Prospect School inspires students to become lifelong inquirers who are globally minded. We create experiences that empower students to express their unique voices, develop a sense of community, and appreciate diverse cultures.

Philosophy

At Prospect School, we believe the purpose of assessment is to identify the areas of strengths and weaknesses of students through various types of authentic assessment. Assessments are the driving force behind instruction that ensure students have differentiated opportunities and experiences that are meaningful and relevant. Parents gain information concerning their child's status in relation to grade level expectations, progress, and state norms. It allows teachers to inform and plan for every stage of teaching and learning. Responsive assessment encourages all stakeholders to participate in the development of the whole child. Our assessment process includes student background, prior knowledge, diverse learning styles, academic ability, need for intervention/enrichment, and avenues to relay information to all stakeholders.

Purpose of Assessment

The teachers and students are both actively engaged in the collection and analysis of information about student progress, development, and performance. We effectively assess student growth through a strategic process of collaboration and communication. Teachers will guide students through the PYP elements of learning.

- Approaches to Teaching (ATT)
- Acquisition of Knowledge
- Understanding of Concepts
- Agency which supports action
- Approaches to Learning (ATL)

Types of Practices

These frequent on-going assessments may include, but are not limited to:

- Pre-Assessment
- Formative and Summative Assessments
- Observations (informal and formal)
- Collection for evidence of students understanding and thinking
- Providing opportunities for reflection during the learning process
- Allowing students to express different points of view and interpretations
- Providing opportunities for differentiation
- Student and teacher self-assessment and reflection

Assessments within the PYP Units of Inquiry are developed to analyze student development of unit knowledge and understanding. These assessments include:

- Pre-assessment administered before each unit
- Formative assessments aligned to the lines of inquiry
- Summative assessment that focuses on student understanding of the central idea
- Reflection opportunities
- Evidence of students' understanding and thinking
- Opportunities for differentiation

Why do we assess?

The goal of assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and make instructional decisions and by students to improve their learning. Assessment is central to the IB PYP goal of thoughtfully and effectively guiding students through the understanding of concepts, the acquisition of knowledge, the development of skills and decision to take action. We assess to:

- Celebrate what students can do
- Set goals and plan for future student growth
- Evaluate the effectiveness of the learning program
- Promote continuous student learning and growth
- Guide students through essential elements of learning

What do we assess?

- Understanding of concepts
- Demonstration of IB learner profile attributes
- Student performance in ELA, Math, Science, Social Studies

- Development of skills
- Acquisition of Knowledge
- Receptive and Expressive Language
- Student academics and social emotional growth
- Special area subjects such as art, music, physical education and IB inquiry

When do we assess?

Assessment is an ongoing process that allows teachers, students, and parents to identify areas of strength and weaknesses as well as the effectiveness of the program. It takes various forms but are mainly done through;

Pre-Assessment – administered before each unit.

Formative Assessment – informs instruction and occurs throughout a learning unit or process. It is interwoven with daily learning and helps teachers and students find out what children already know, understand, and can do to plan for further student learning and growth.

Summative Assessment – sums up understanding and takes place at the end of a learning unit or process. It is a chance for students and teachers to evaluate progress and demonstrate what has been learned over time. It is a formal ending point to a taught unit or of a process but not necessarily the end of student learning in the areas being assessed.

How is student growth reported to parents and students?

Standard-based assessments issued by the State of New York and Hempstead Public Schools must be administered yearly to students at Prospect School. These assessments help complete a profile of student progress toward proficiency of mandated state standards. The results of these assessments are shared with students and parents at parent teacher conferences which take place three times a year. At the end of the year in June, parents receive their child’s final report card indicating the progress made over the course of the school year. Teachers analyze the assessment data to help design learning experiences for students. Mandatory assessment requirements for Prekindergarten are ASQ3 & ASQSE2

(September, January, May) ECERS-3 (dates in compliance with state mandates) and TSG (ongoing data collection within embedded check points). For Kindergarten, Star Renaissance (Fall, Winter, Spring benchmarks with ongoing progress monitoring), NYSESLAT (Fall, Spring), iReady (January, June). Student growth and assessments are reported to parents and students through:

Individual Conferences

Parent Portal

Report Cards

Annual meeting for Individual Education Plans (IEP)

School to Home correspondence when appropriate and necessary via notes, phone calls, class dojo

PTO meetings

Parent Calendar/Newsletter

Assessment and the Program of Inquiry

Assessment through the planners revolves around both formative and summative assessment. Formative assessment tasks are developed by teams to assess student learning related to the lines of inquiry. Summative assessments are developed by teams to assess student learning and understanding of the central idea. These tasks, particularly the summative itself, are not necessarily complex activities, but simple assessments to answer the question, “does the student understand the concepts within the central idea?” These can include simple question and answer formats, oral responses, graphic organizers, and at times presentations. They also can be modified to address specific student modalities and/or individual needs. Teachers work in teams to decide the criteria needed to determine the student’s knowledge of the concept, then devise a task for students to do, as well as a tool for evaluation. A rubric or checklist can be used by students/teachers to understand the criteria and assess student understanding.

Tools/Evidence of IB Unit Assessments

- Teacher Observations
- Student Portfolios on Toddle
- Open-Ended Tasks
- Checklist
- Rubrics
- Student Reflection/Self-assessment
- Student Artifacts

Review and Access

The Assessment policy will be reviewed by staff and revised to meet the requirements of Hempstead Public School District, New York State standards, and IB PYP. This policy will be provided to all through our school website.

Glossary

ASQ3 – Ages and Stages Questionnaire

ASQSE2 – Ages and Stages Questionnaire Social-Emotional 2nd Edition

ECERS3 – Early Childhood Environment Rating Scale

NYSESLAT – New York State English as a Second Language Achievement Test

STAR – Standardized Testing and Reporting

TSG – Teaching Strategies Gold

TODDLE – Learning management system for IB PYP schools