



# ASSESSMENT POLICY

## NYA Assessment Philosophy

Assessment is an integral part of learning and teaching. It is a continuous process that provides educators with information about student performance, highlighting strengths and challenge areas.

## Rationale

At New York Academy, we conduct informal assessments every day. Teachers gather and analyze data, using it to inform how they might differentiate instruction to maximize student understanding. Additionally, we conduct three standardized academic assessments for students from the First Grade to Sixth Grade level, for each school year. These standardized assessments are not intended to be used in any high-stakes manner. They are used as progress monitoring assessments, allowing teachers to have a sense of student progress over time. Our assessment policy is aligned NYA's mission and vision.

## Process and review of the assessment policy:

All teachers & administrators are a part of the process of writing and reviewing the assessment policy. The policy will be reviewed at the end of the academic year. However, it's a working document and the changes suggested will be made as per the requirement.

## Why is assessment important?

- To monitor the progress of student learning
- To inform parents about student strengths and growth areas
- To support student learning by providing constructive feedback
- To inform and enhance the learning and teaching process
- To inform teacher 's decisions with curricular development and lesson planning
- To record student progress and report trends to stakeholders
- To promote the development of critical and creative thinking skills
- To evaluate the effectiveness of a particular set of curricula and to better inform whether or not the materials should be renewed or replaced each year
- To accommodate different learning styles and to inform the design of personalized learning experiences

## Roles & Responsibilities

### Role of the student

- To analyze one's own progress and learning process by discussing it with teachers and parents on a regular basis
- To get feedback from teachers and to be comfortable in asking follow up questions

Meet deadlines and submit schoolwork on time

### Role of a teacher

- Use data and evidence for planning and refining teaching strategies
- Understand the purpose of assessment and choose the appropriate tools and strategies
- Give constructive feedback to students
- Communicate student learning progress with parents
- Share evidence and data with the parents
- Design multiple opportunities and varied pathways for students to achieve success

### Types of assessment:

At New York Academy, teachers use a variety of tools and strategies for conducting regular assessments. We conduct formative and summative assessments throughout the year.

Students in Grade One up to Sixth Grade use peer assessment and self-assessment to assess themselves and their peers.

### Assessment Strategies & Tools used:

Assessment Strategies & Tools								
	Rubrics	Exemplars	Checklists		Anecdotal records		Continuums	
Observations	X				X		X	
Performance assessments	X	X			X		X	
Process-focused Assessments	X		X		X		X	
Selected responses		X	X				X	
Open - ended tasks	X	X			X		X	
	Nursery	Pre K 3	Pre K 4	KG	1	2	3 & 4	5 & 6
Phonological Awareness Skills Test		X	X	X	X	X	X	X

Open - ended tasks	X	X			X		X	
	Nursery	Pre K 3	Pre K 4	KG	1	2	3 & 4	5 & 6
Phonological Awareness Skills Test		X	X	X	X	X	X	X
Qualitative Spelling Inventory					X	X	X	X
Developmental Reading Assessment (DRA-2)							X	X
On Demand Six Traits Writing					X	X	X	X
Mathematics Concepts and Skills Assessments	X	X	X	X	X	X	X	X
STAR 360 Mathematics					X	X	X	X
STAR 360 Reading					X	X	X	X
CORE Phonics and Reading Tests					X	X	X	
Sight words		X	X	X	X	X		
Writing skills		X	X	X	X	X		
Reading Fluency					X	X	X	X

### Reporting

Reporting involves parents, students & teachers. It is done through ongoing communication, Parent-Teacher conferences, Teacher-Student conferences, and Student-led conferences.

Report cards & mid-semester progress reports are each sent home twice per school year.

**Ongoing communication:** Teachers can be contacted by telephone after school hours or with a prior appointment to discuss student performance and progress. Emails are encouraged for day-to-day communication with teachers.

**Student-led conferences:** Students lead their own conferences and share what they have been learning with their parents. Future goals are identified and set by each student with input from the parent(s).

**Parent-Teacher Conferences:** On-campus conferences are held twice per school year to discuss student strength and growth areas.

**Teacher Student Conferences:** Students discuss their learning and growth areas with the teacher and set goals for themselves, reviewing them frequently together as progress is made.