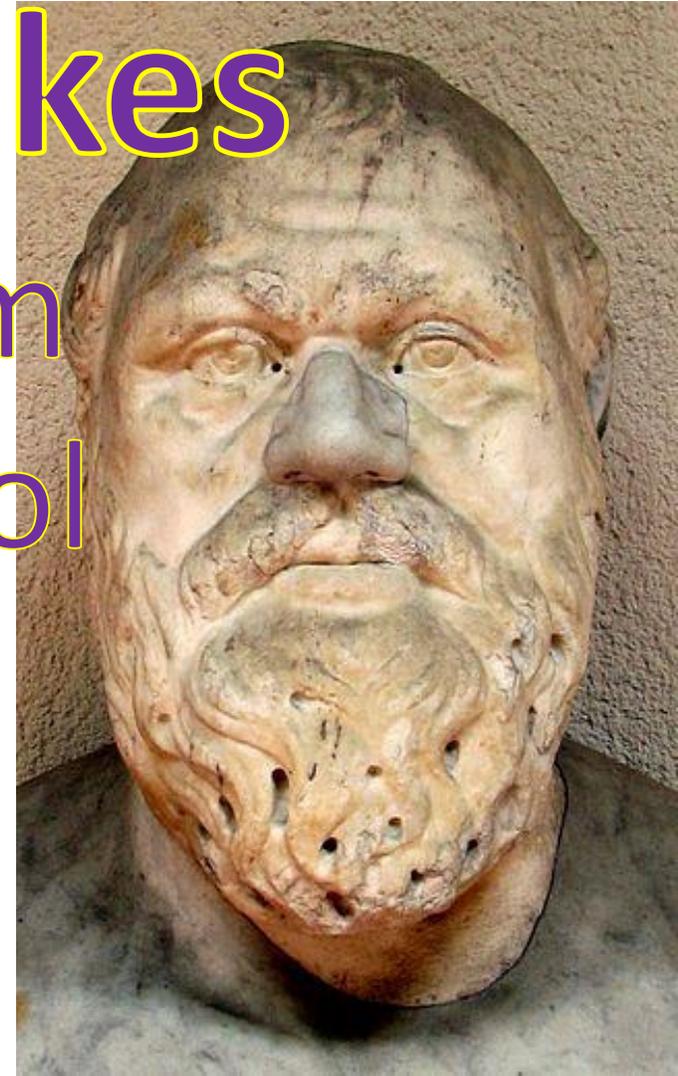
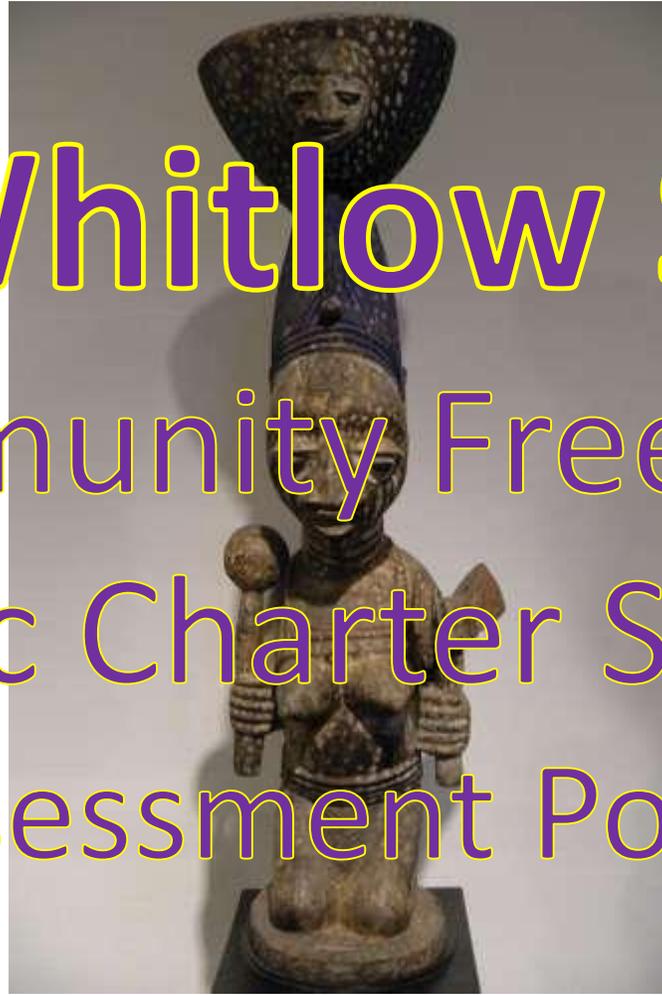


# Elsie Whitlow Stokes

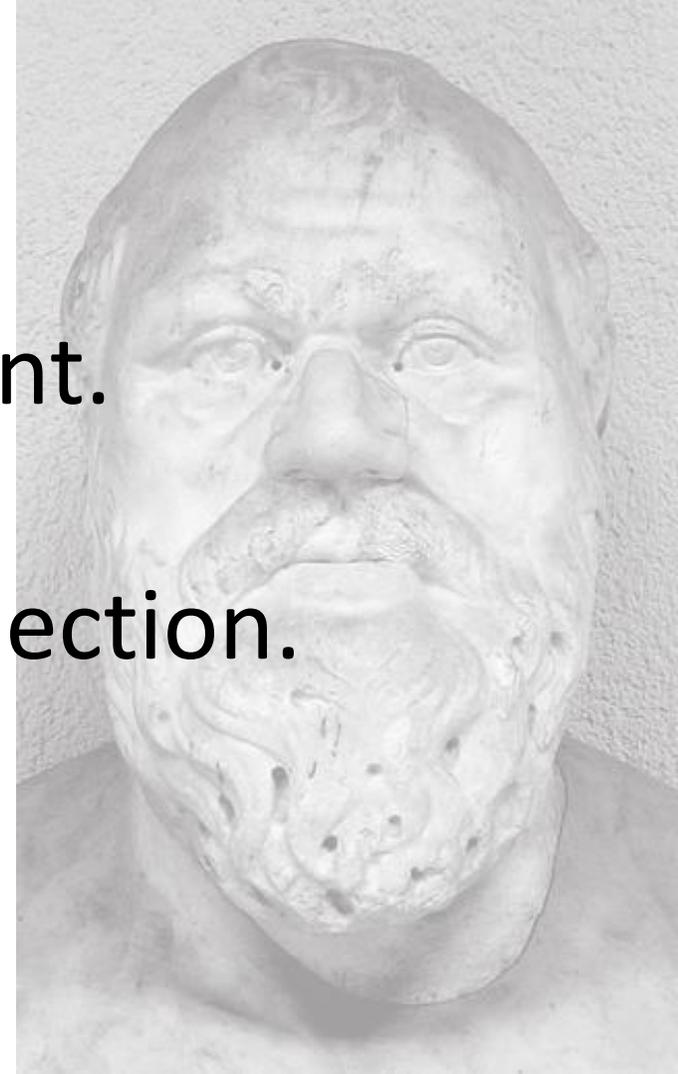
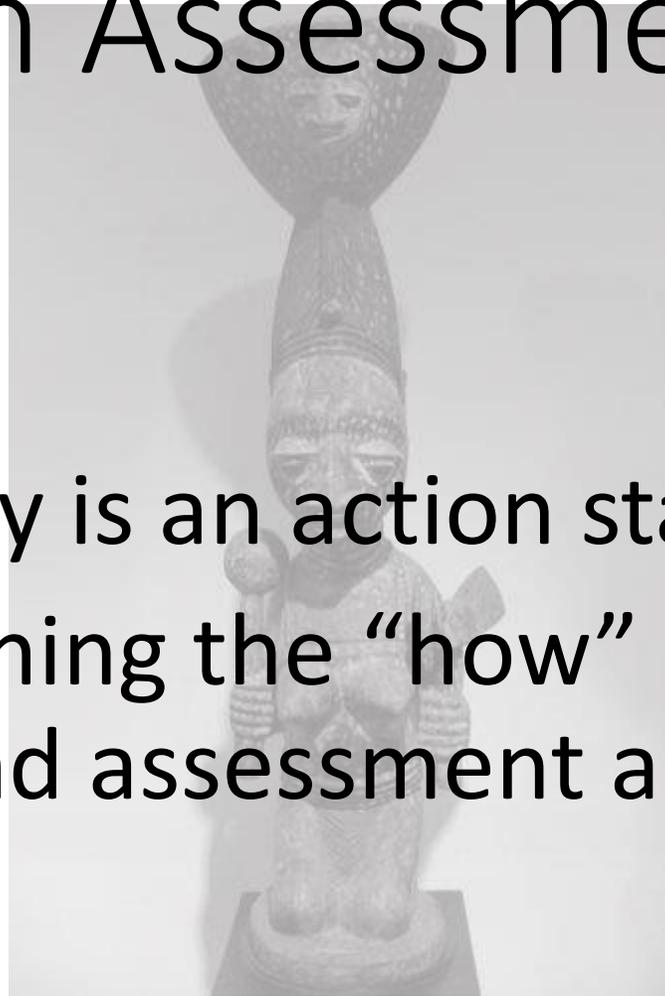
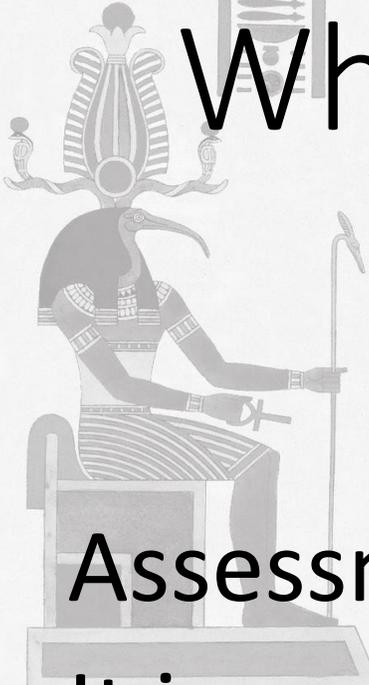
## Community Freedom Public Charter School Assessment Policy



# What is an Assessment Policy?

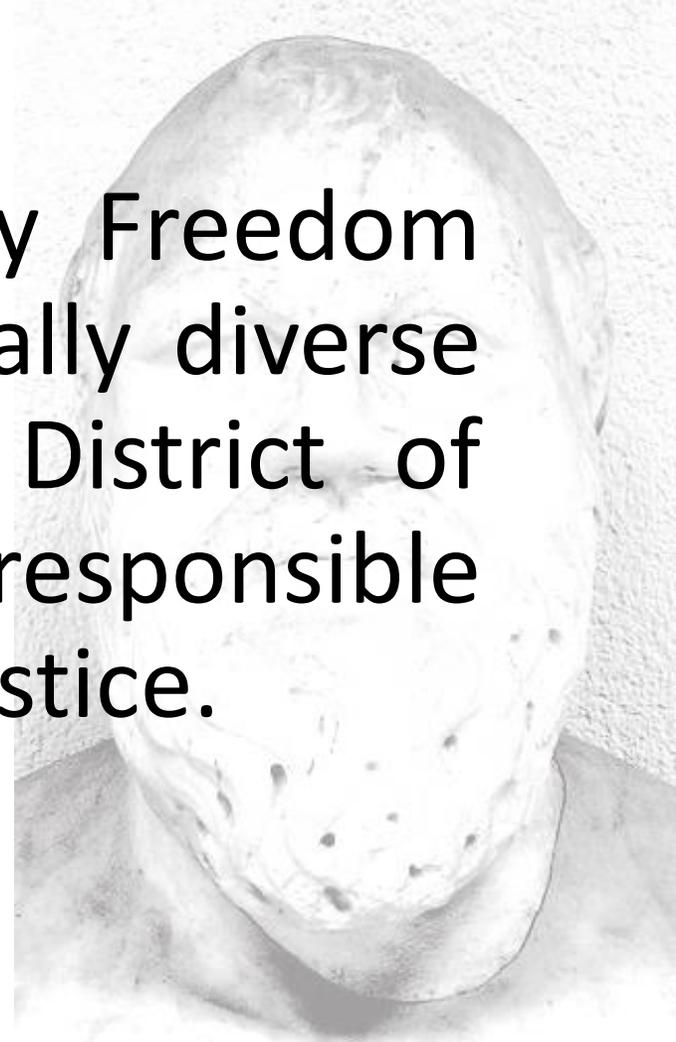
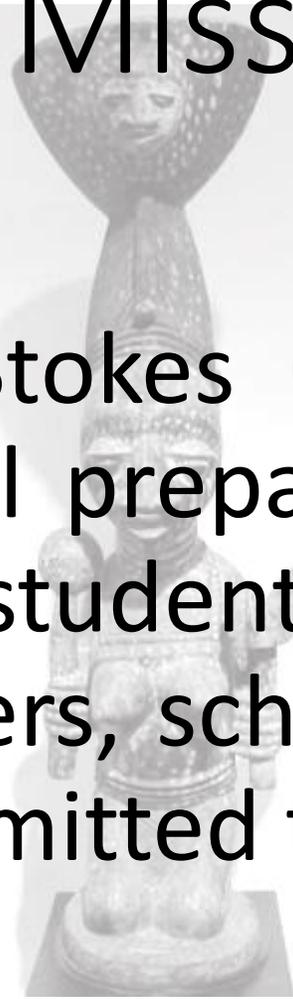
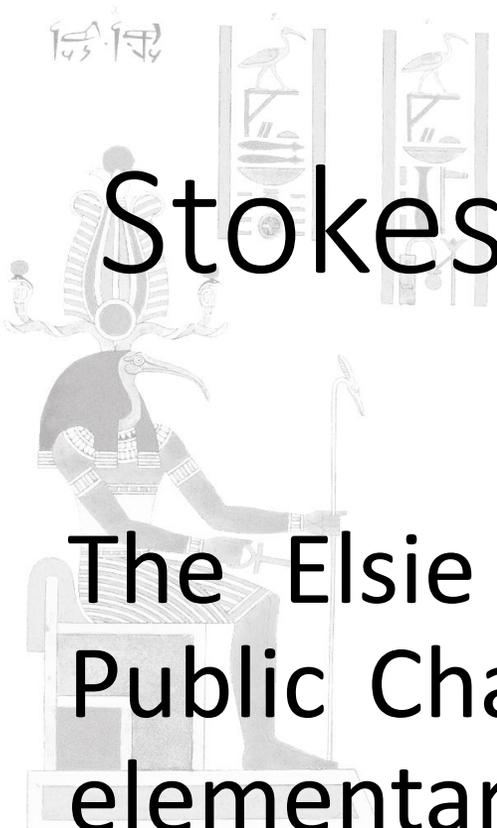
Assessment policy is an action statement.

It is a way of defining the “how” of our philosophy around assessment and reflection.



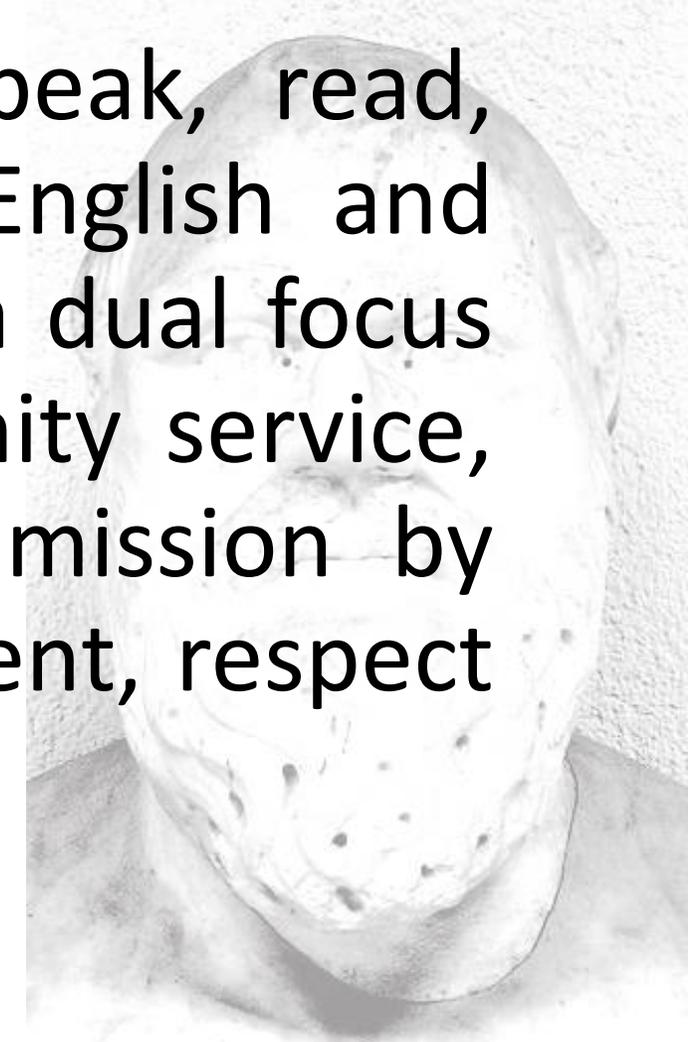
# Stokes School Mission Statement

The Elsie Whitlow Stokes Community Freedom Public Charter School prepares culturally diverse elementary school students in the District of Columbia to be leaders, scholars and responsible citizens who are committed to social justice.



# Stokes School Mission Statement

Stokes teaches children to think, speak, read, write and learn in two languages: English and French or English and Spanish. With a dual focus on academic excellence and community service, the Stokes School accomplishes its mission by creating an environment of achievement, respect and non-violence.





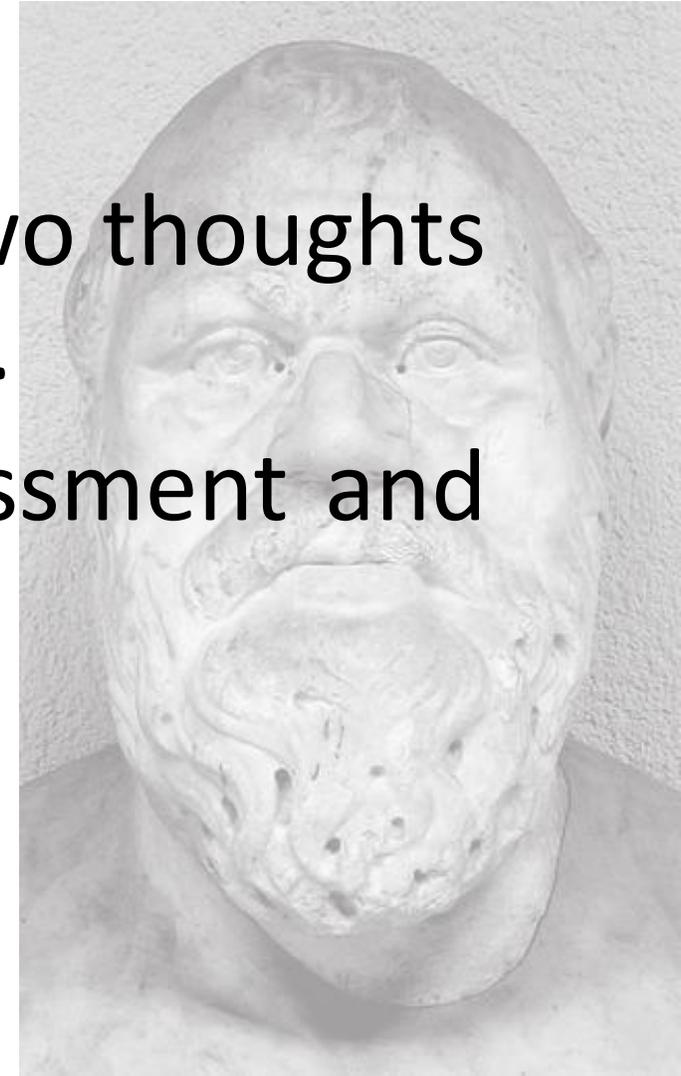
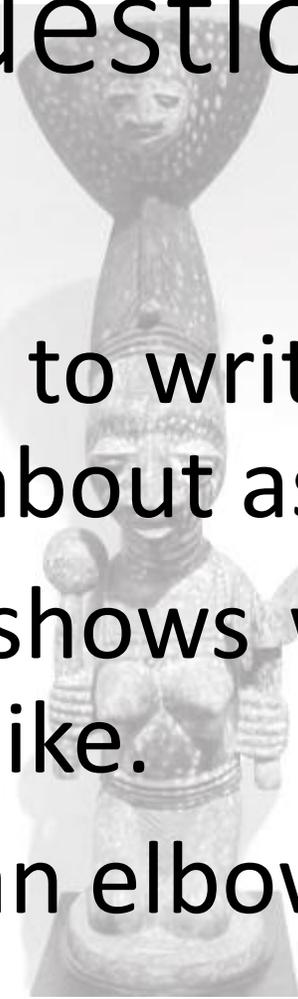
# Questions

Think for a moment.

First, take 30 seconds to write down two thoughts or feelings you have about assessment.

Draw a picture that shows what assessment and reflection are or feel like.

Turn and share with an elbow partner.

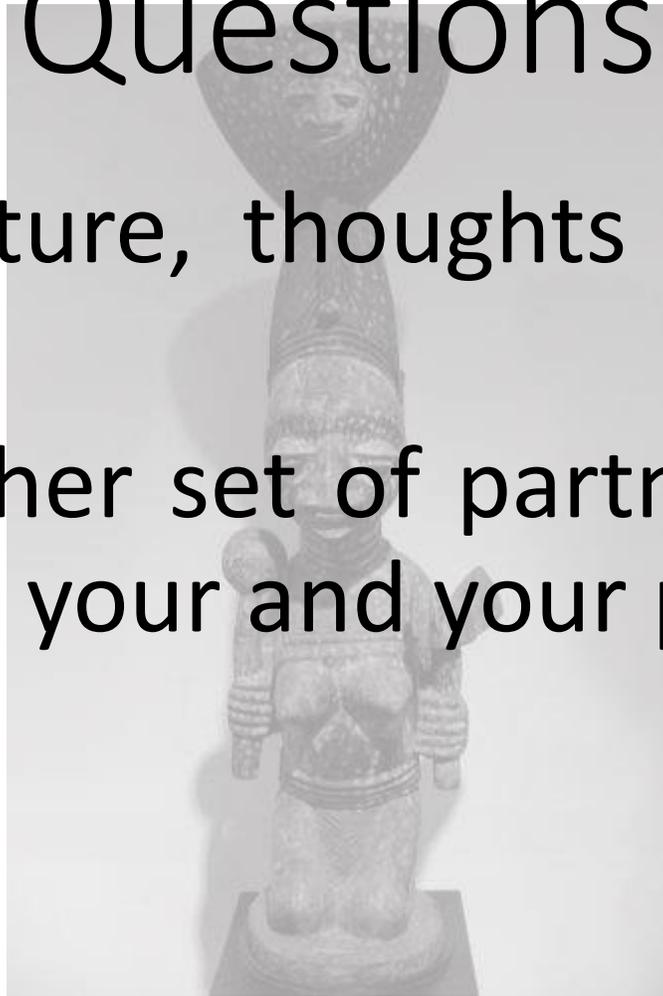




# Questions

Discuss your picture, thoughts or feelings for a minute each.

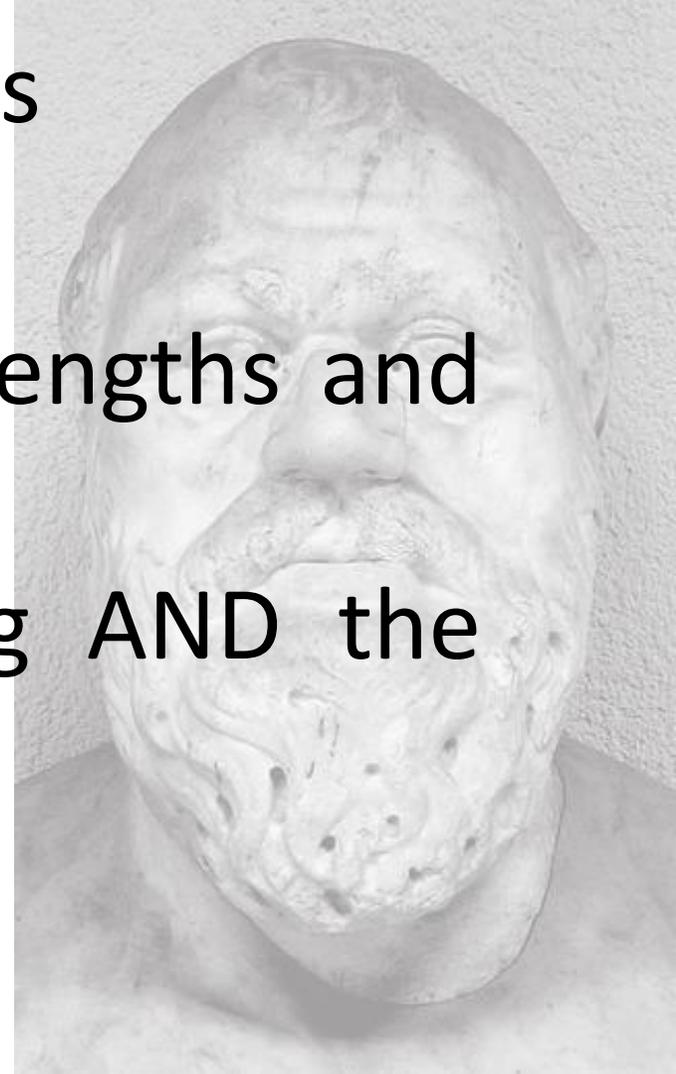
Finally, find another set of partners to share one observation from your and your partner's thinking with the group.



# Stokes School View on Assessment

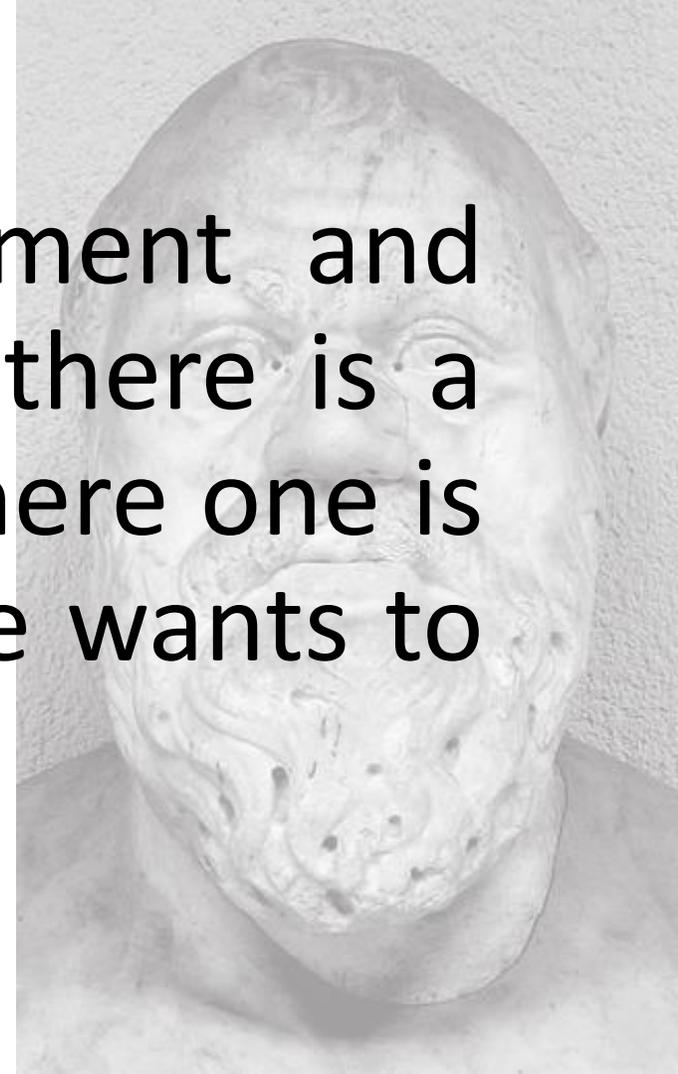
At Stokes, we believe that assessment is

- A fundamental tool for learning
- Necessary for the cultivation of strengths and the identification of weaknesses
- Central to the process of learning AND the process of teaching



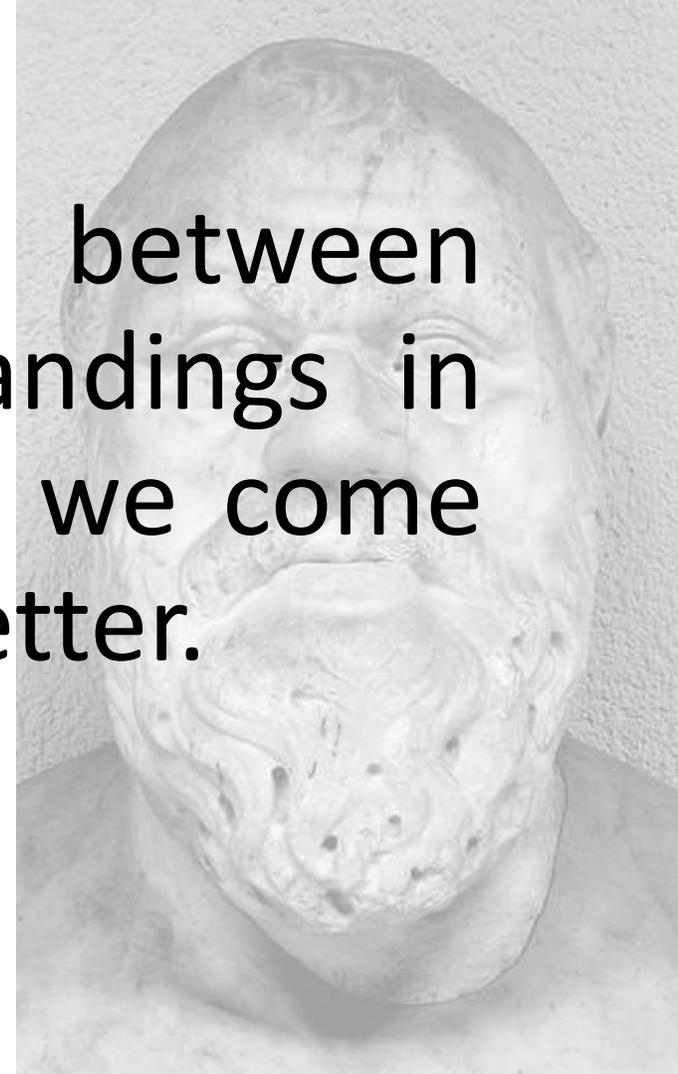
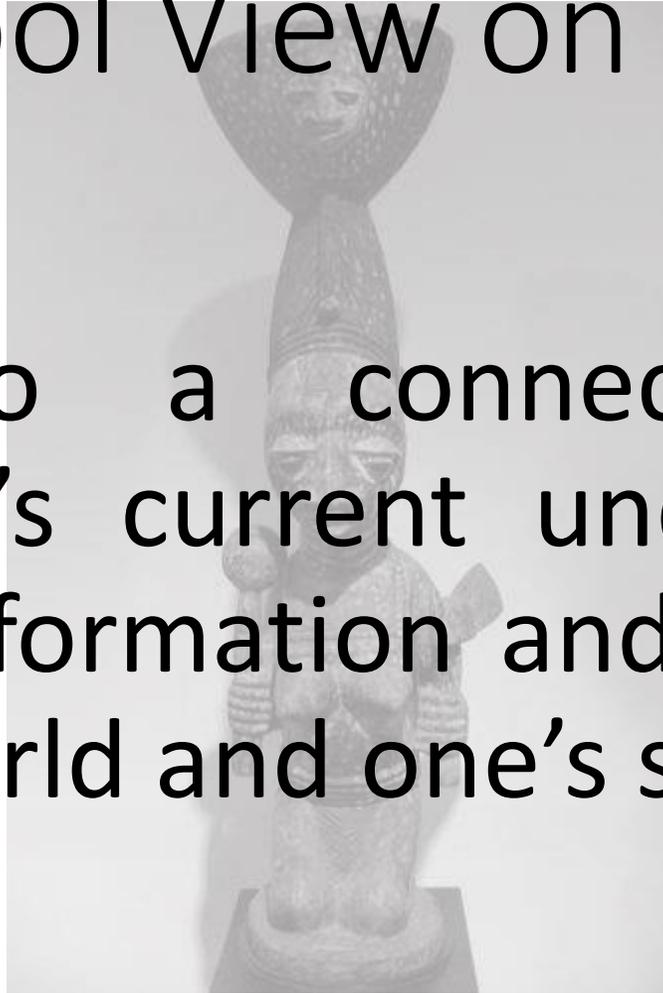
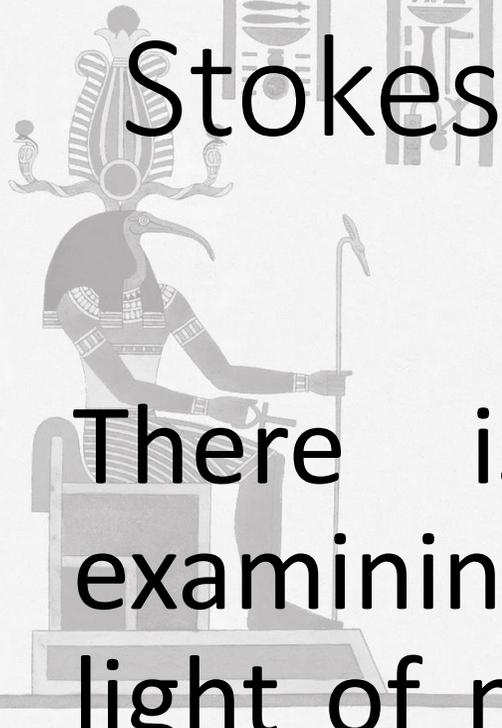
# Stokes School View on Assessment

At Stokes, we believe in assessment and reflection because we know that there is a connection between identifying where one is and plotting a course to where one wants to be.



# Stokes School View on Assessment

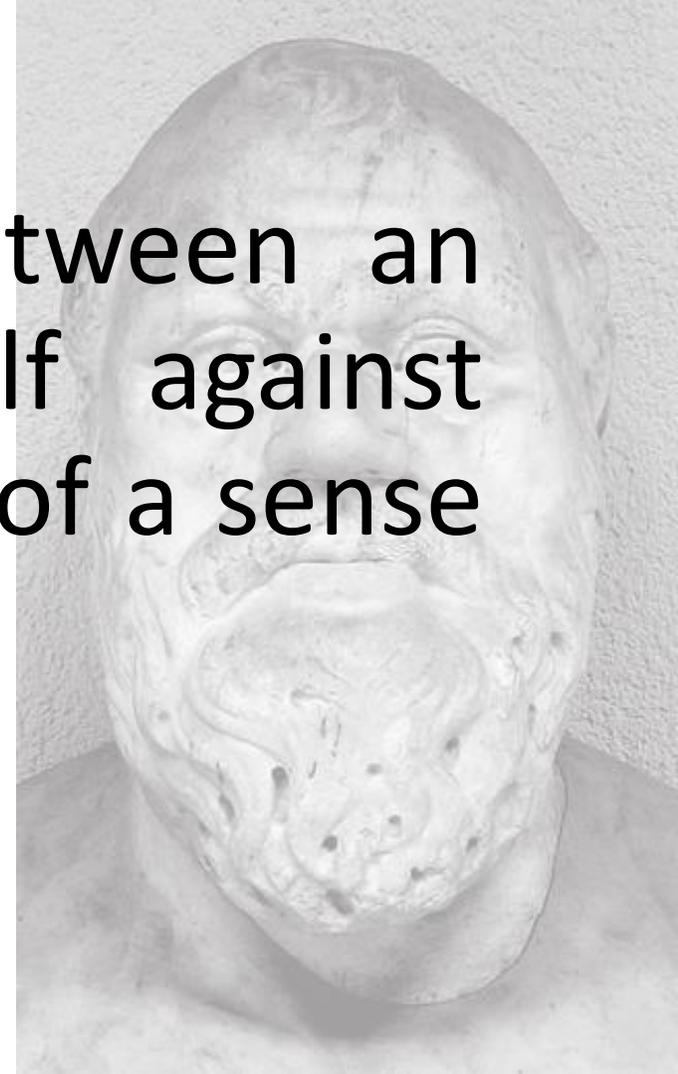
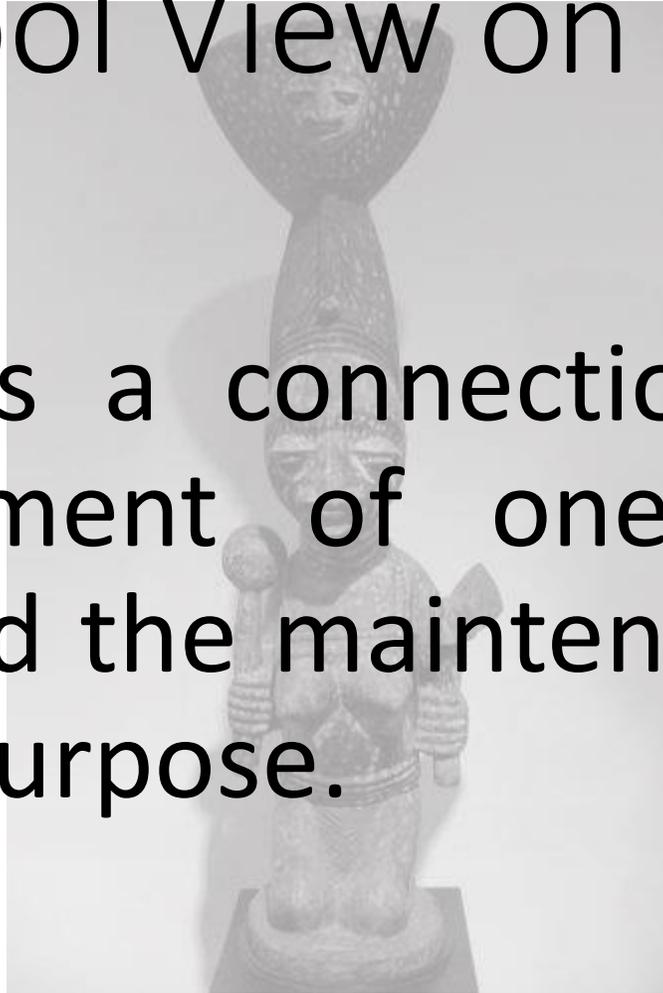
There is also a connection between examining one's current understandings in light of new information and how we come to know the world and one's self better.





# Stokes School View on Assessment

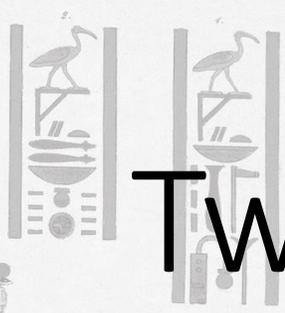
Finally, there is a connection between an honest assessment of one's self against stated goals and the maintenance of a sense of integrity of purpose.



# Stokes School View on Assessment

As a means of summary, Stokes School believes that assessment is fundamentally a tool for learning and growth towards the achievement of the school's focus. We assess to better understand and communicate about who and where our scholars are and how effective our teaching practices are.

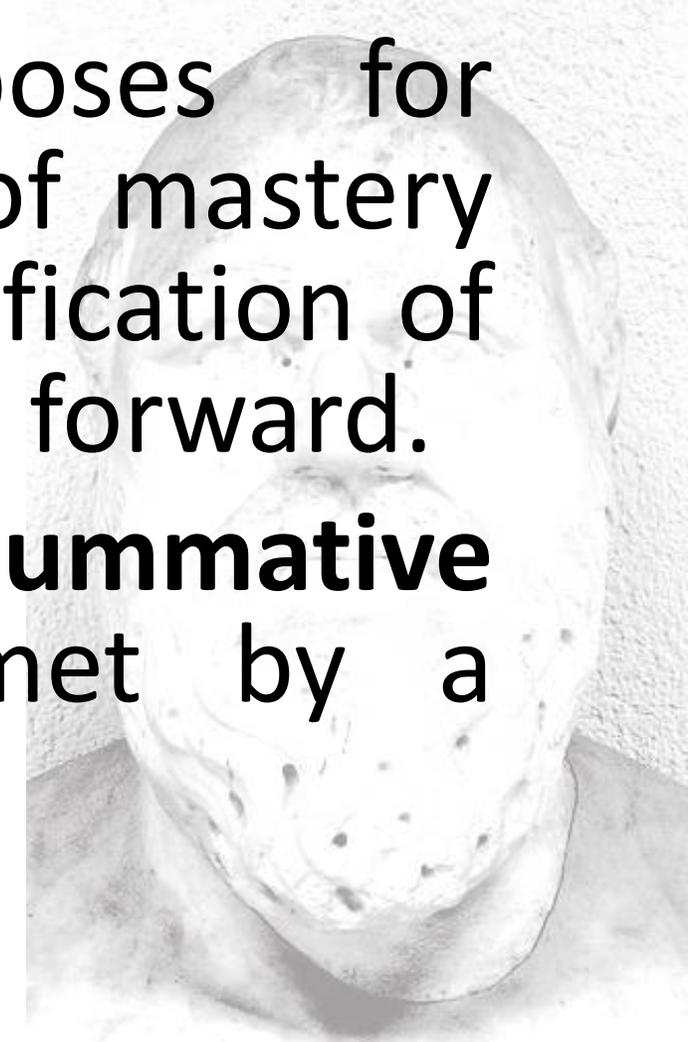
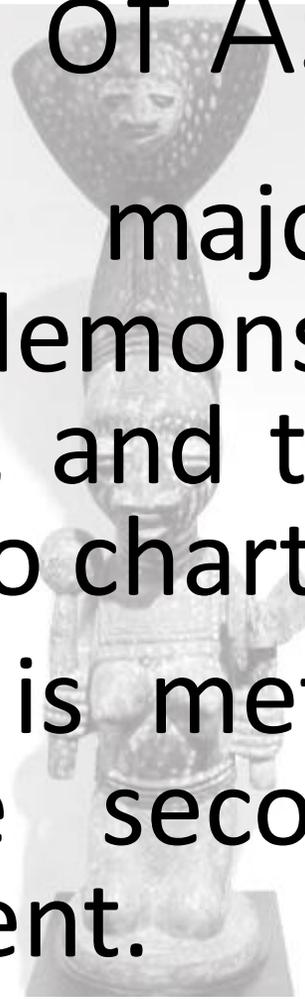




# Two Types of Assessment

There are two major purposes for assessment: the demonstration of mastery and understanding, and the identification of strengths in order to chart a course forward.

The first purpose is met by a **summative** assessment. The second is met by a **formative** assessment.

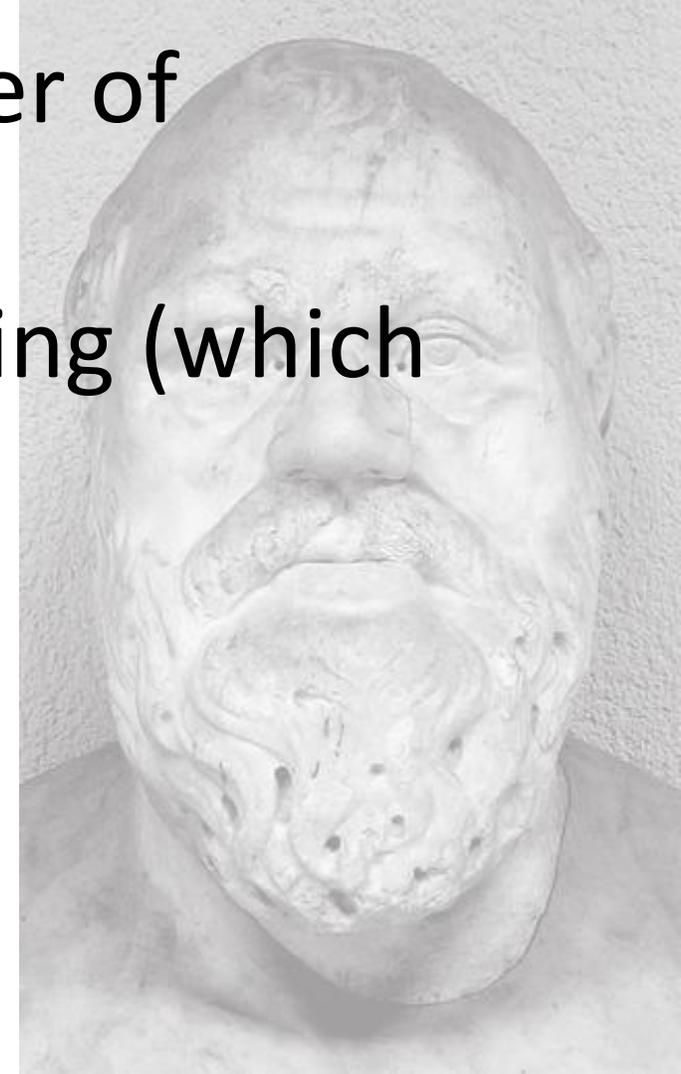


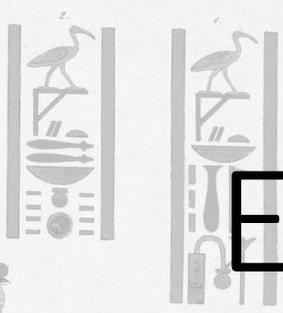


# Examples of Standards

Stokes school assesses against a number of standards, including:

- DC Standards of Teaching and Learning (which include):
  - Common Core State Standards
  - Next Generation Science Standards
  - National Youth Leadership Council





# Examples of Standards

Stokes school assesses against a number of standards, including:

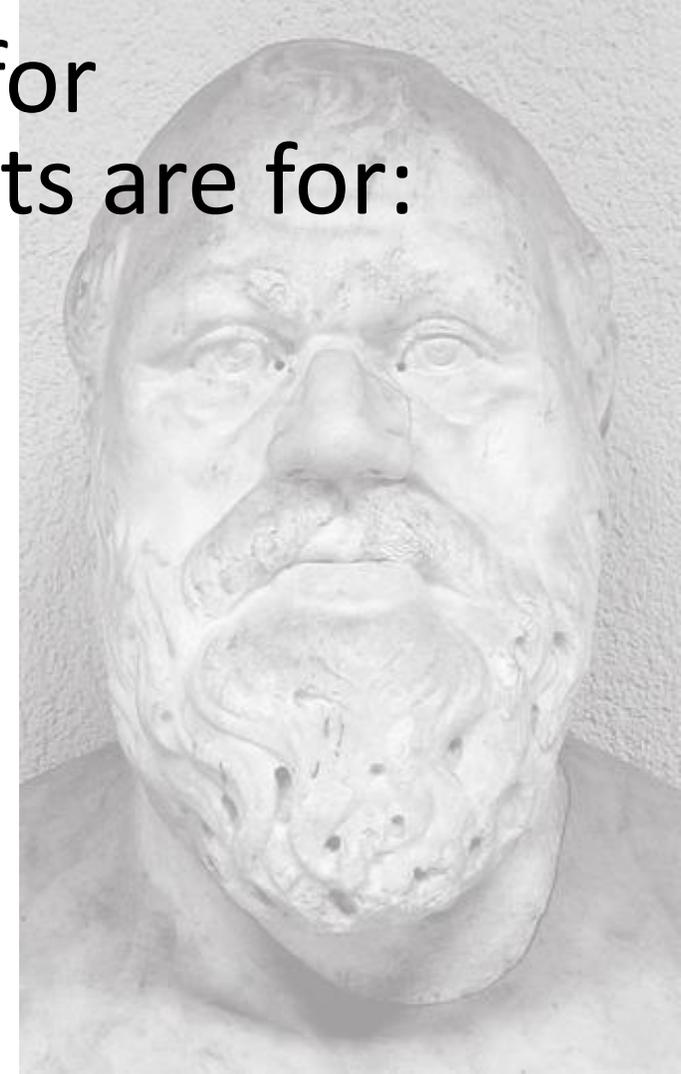
- World-class Instructional Design and Assessment English Language Learner Standards
- American Council on the Teaching of Foreign Languages
- International Baccalaureate Programme Standards and Practices
- Stokes Employee Handbook, etc.



# Who Are Assessments For?

Assessments serve different purposes for different groups of people. Assessments are for:

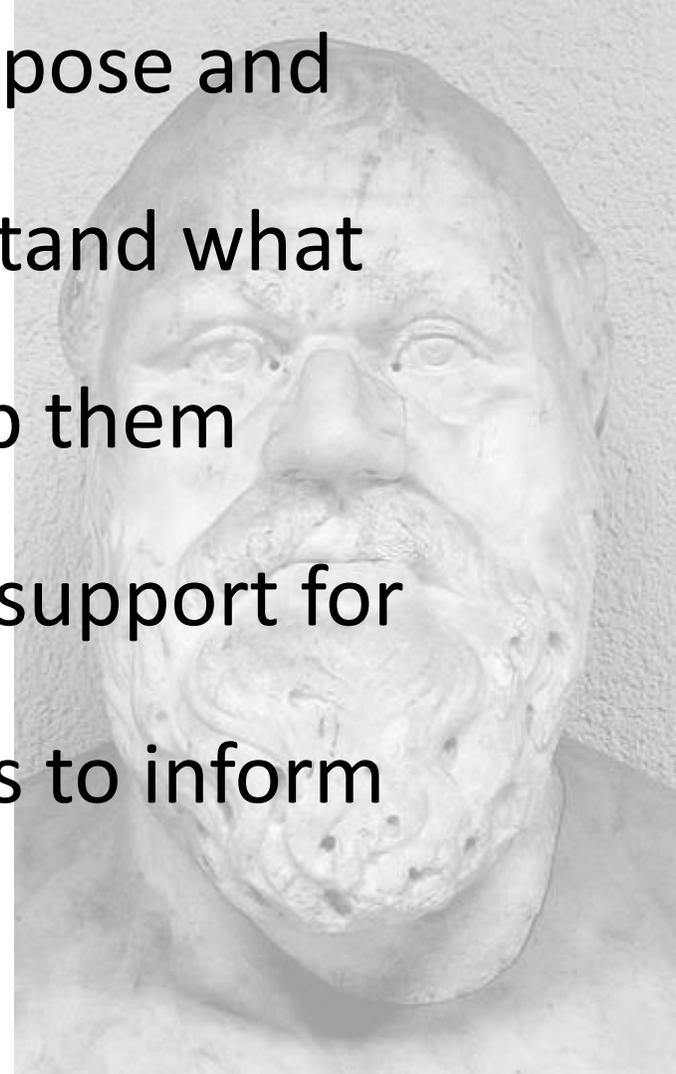
- Scholars
- Teachers and teaching teams
- Parents and guardians
- Administrative teams
- Governmental policy teams



# How Do We Report on Assessment?

Assessment reporting depends upon both purpose and audience:

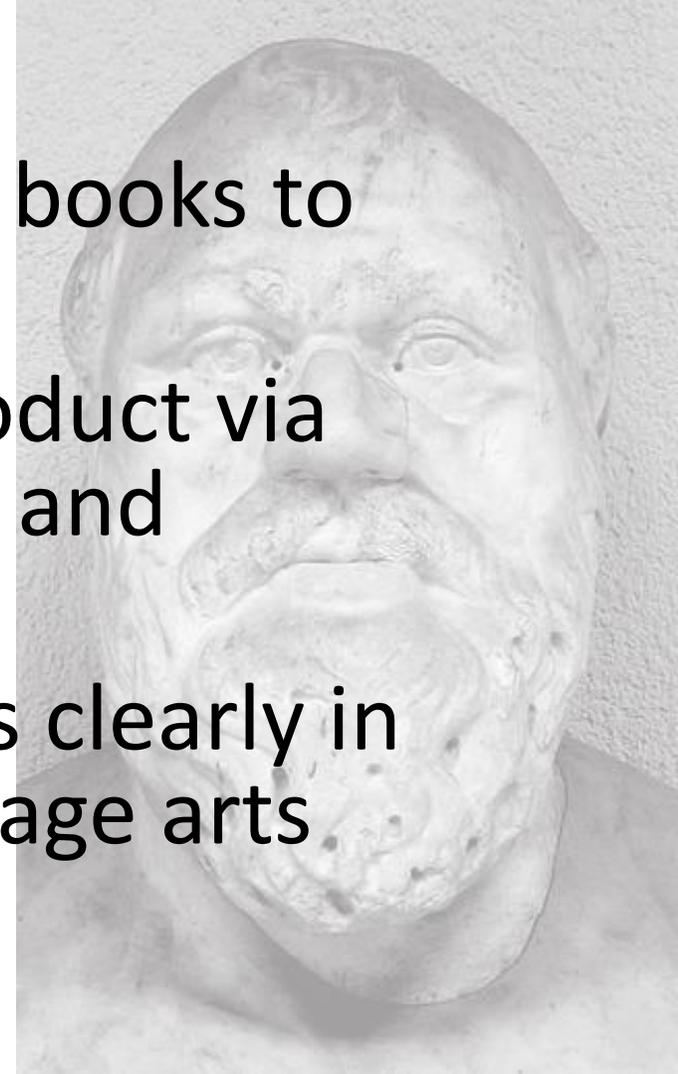
- We report to scholars to help them understand what work they will do next
- We report to parents and guardians to help them understand their scholar's progress
- We report to internal teams to coordinate support for scholars and for teachers
- We report to external agencies and parents to inform about our work as a school



# How Do We Report on Assessment?

## Scholars

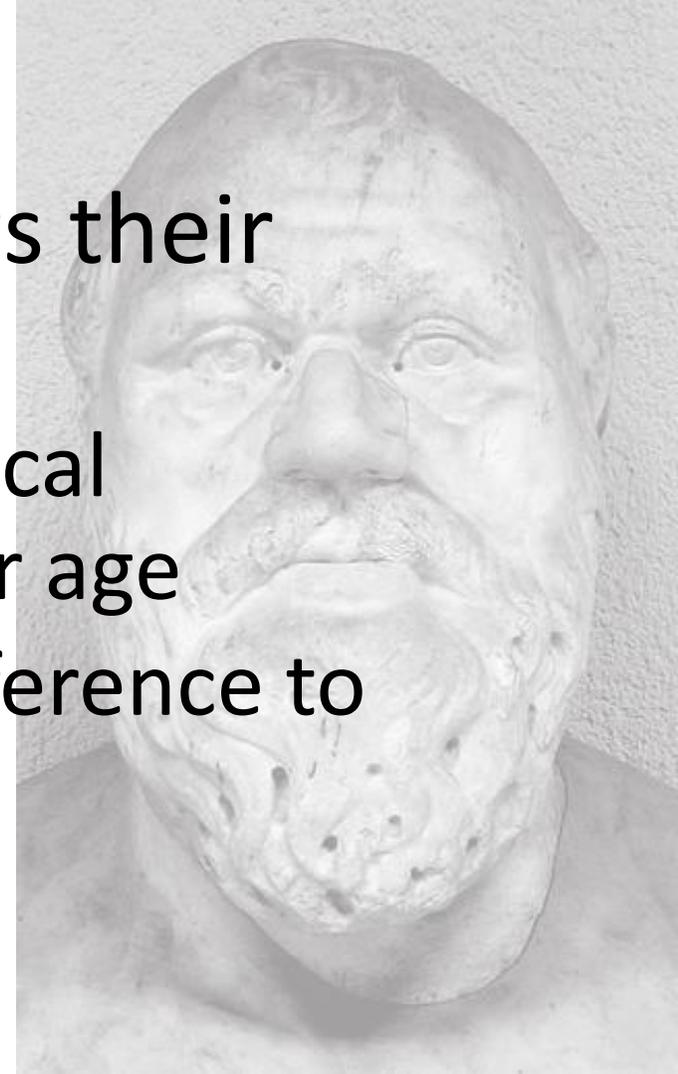
- Learn about their reading levels to find books to read and how they move forward
- Learn about their work process and product via feedback from teachers, other scholars and themselves
- Learn about how to express themselves clearly in performance arts, visual arts and language arts



# How Do We Report on Assessment?

## Parents and Guardians

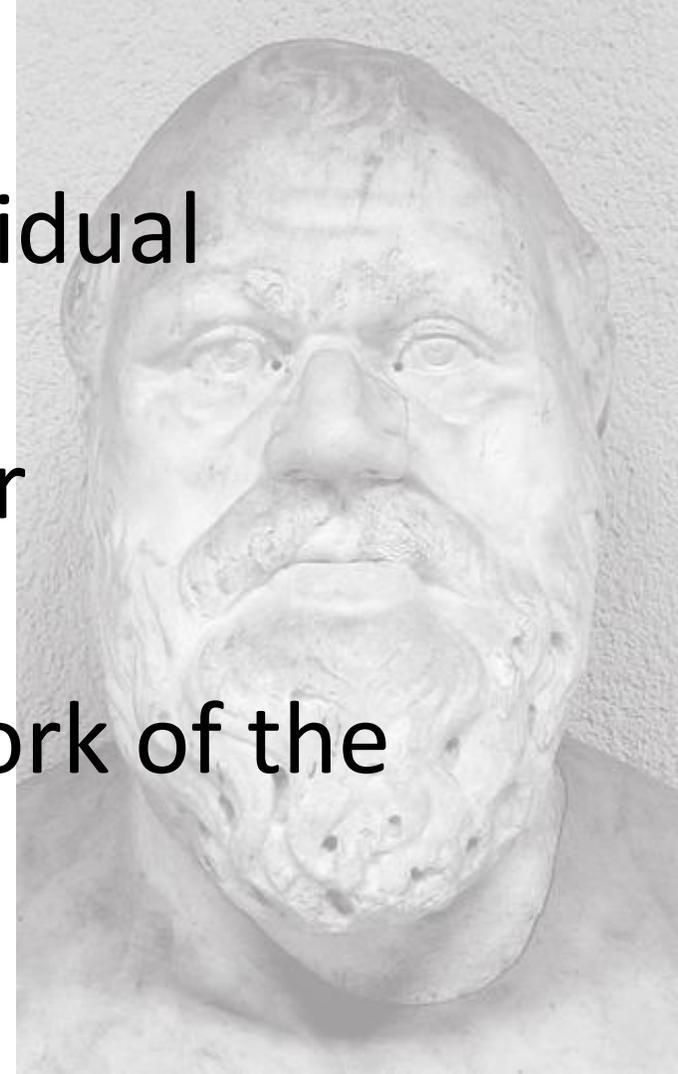
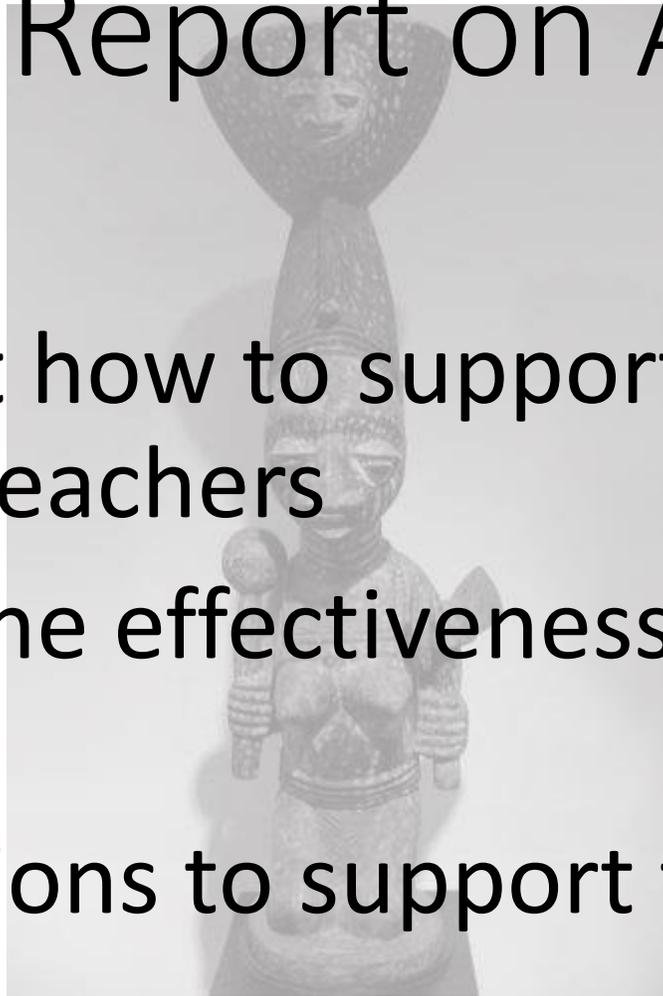
- Learn about many of the same things their children learned, and
  - How their child compares with statistical information about other children their age
  - How the school is performing with reference to other children like their own



# How Do We Report on Assessment?

## Internal teams

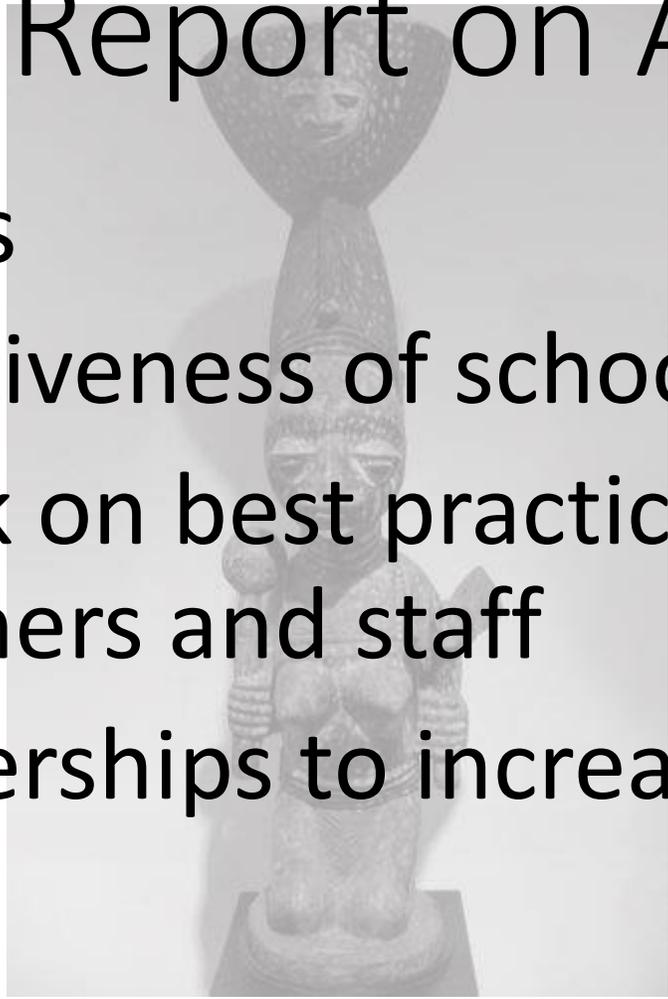
- Look closely at how to support individual students and teachers
- Reflect upon the effectiveness of our curriculum
- Plan for directions to support the work of the school



# How Do We Report on Assessment?

## External Agencies

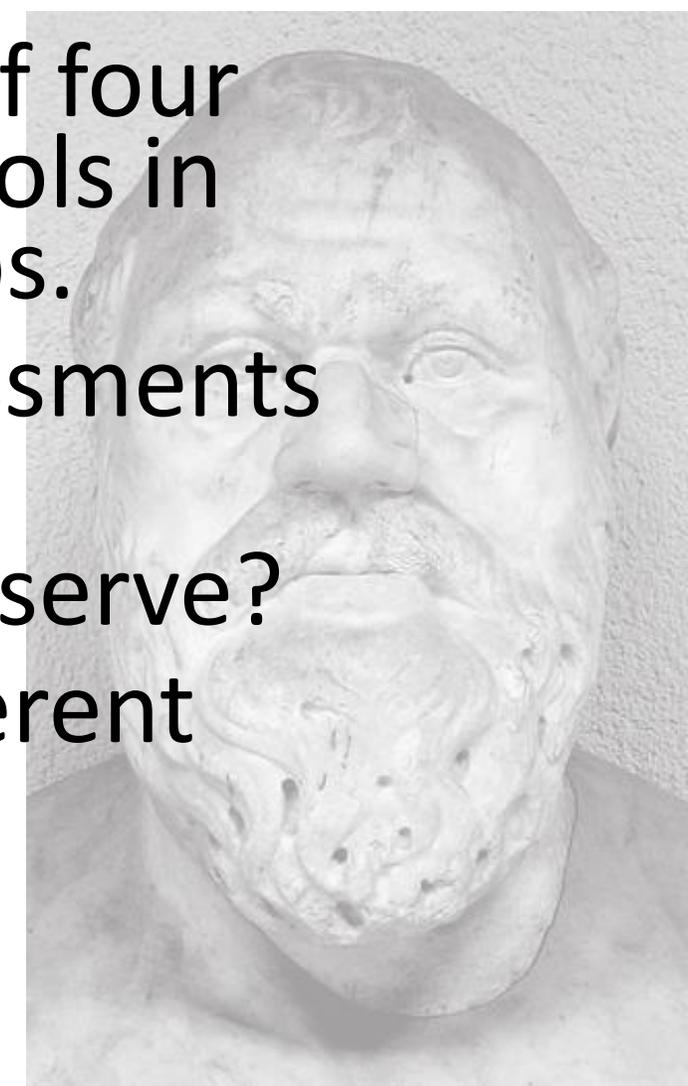
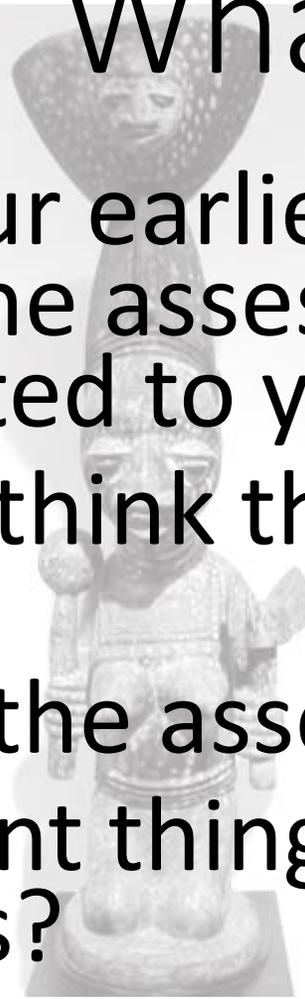
- Monitor effectiveness of school program
- Offer feedback on best practices to support children, teachers and staff
- Suggest partnerships to increase effectiveness



# Who Is It for? What Does It Do?

Please go back to your earlier group of four people and discuss the assessment tools in descriptions distributed to your groups.

- For whom do you think these assessments are?
- What purpose do the assessments serve?
- Do they do different things for different people and groups?



# Who Is It for? What Does It Do?

ACCESS

STAMP

PARCC

Fountas & Pinnell

On-Demand Writing

APT

CLASS

Unit Summative Assessment

In-class Math test

Celebration of Learning

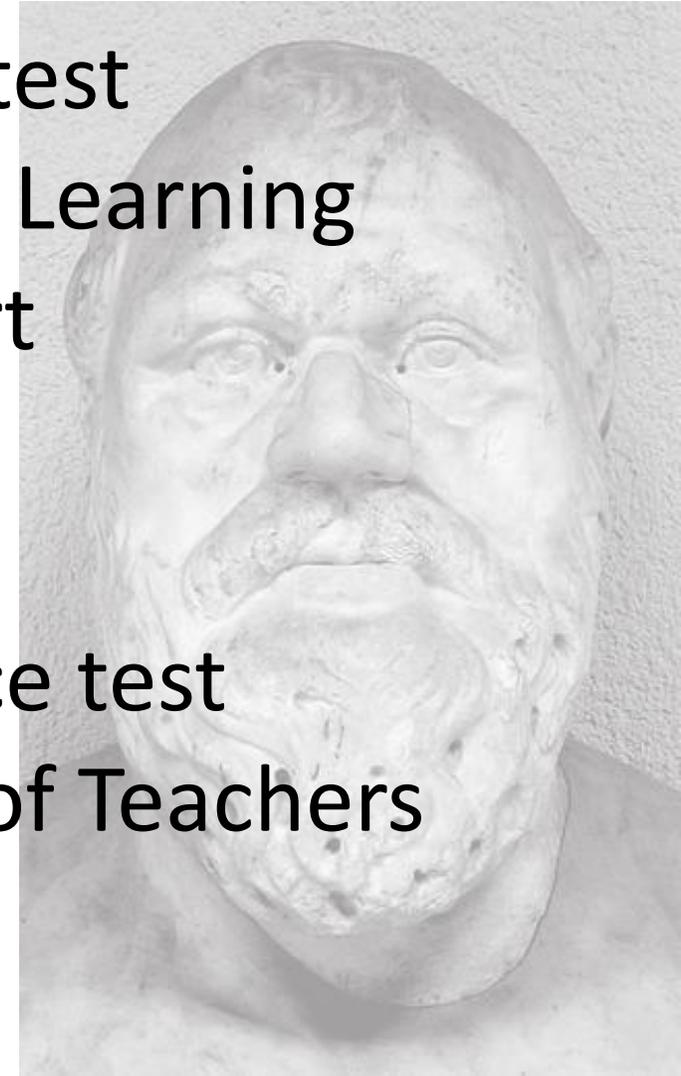
Winter Concert

NWEA MAP

Exhibition

In-Class Science test

Observations of Teachers





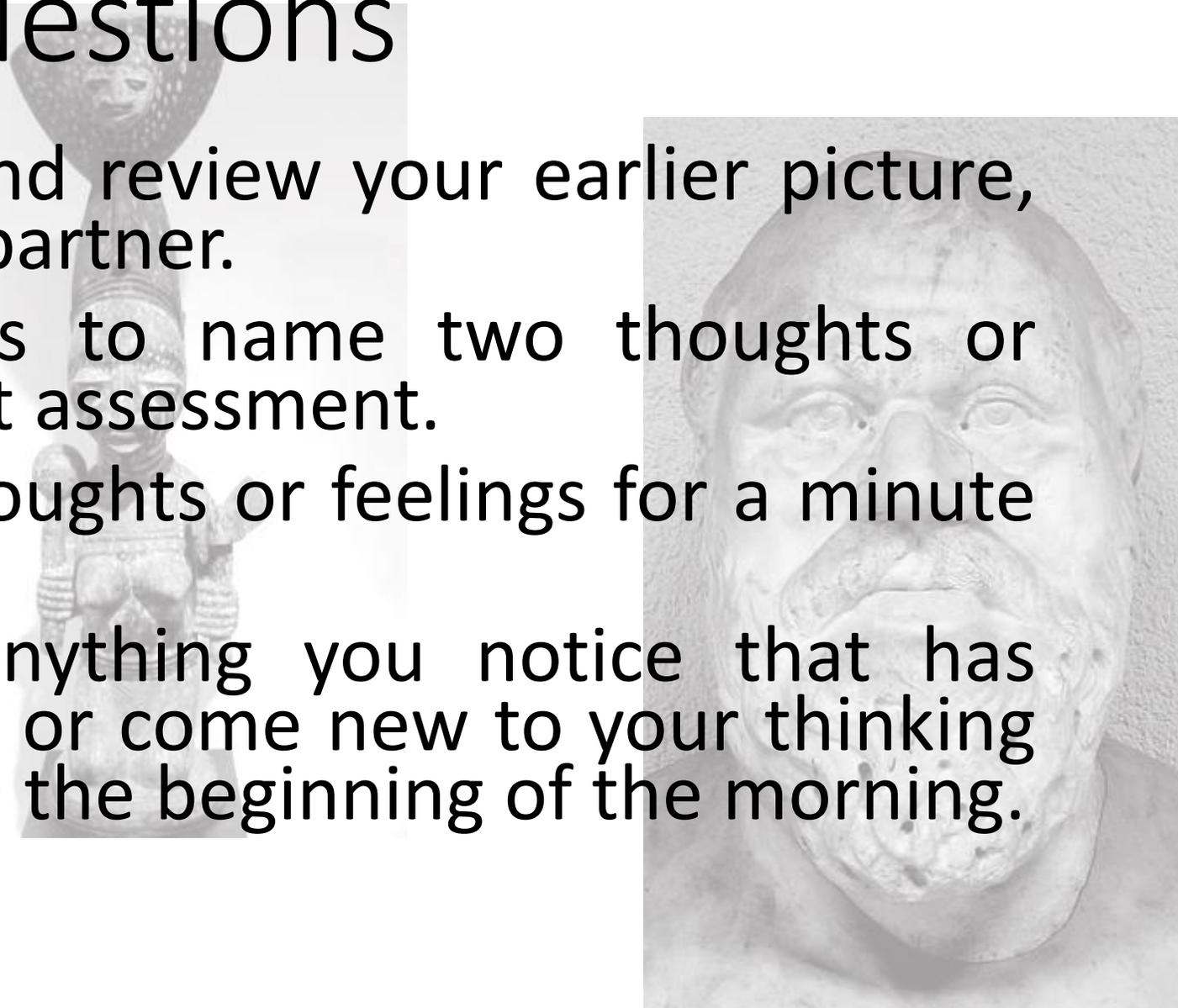
# Questions

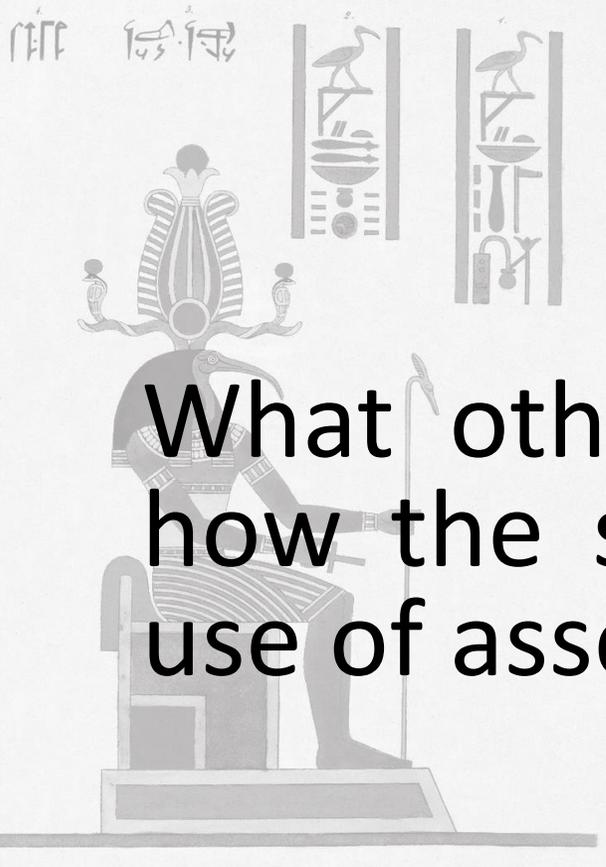
Think for a moment and review your earlier picture, then turn to an elbow partner.

First, take 30 seconds to name two thoughts or feelings you have about assessment.

Then, discuss those thoughts or feelings for a minute each.

Finally, write down anything you notice that has changed, strengthened or come new to your thinking about assessment from the beginning of the morning.

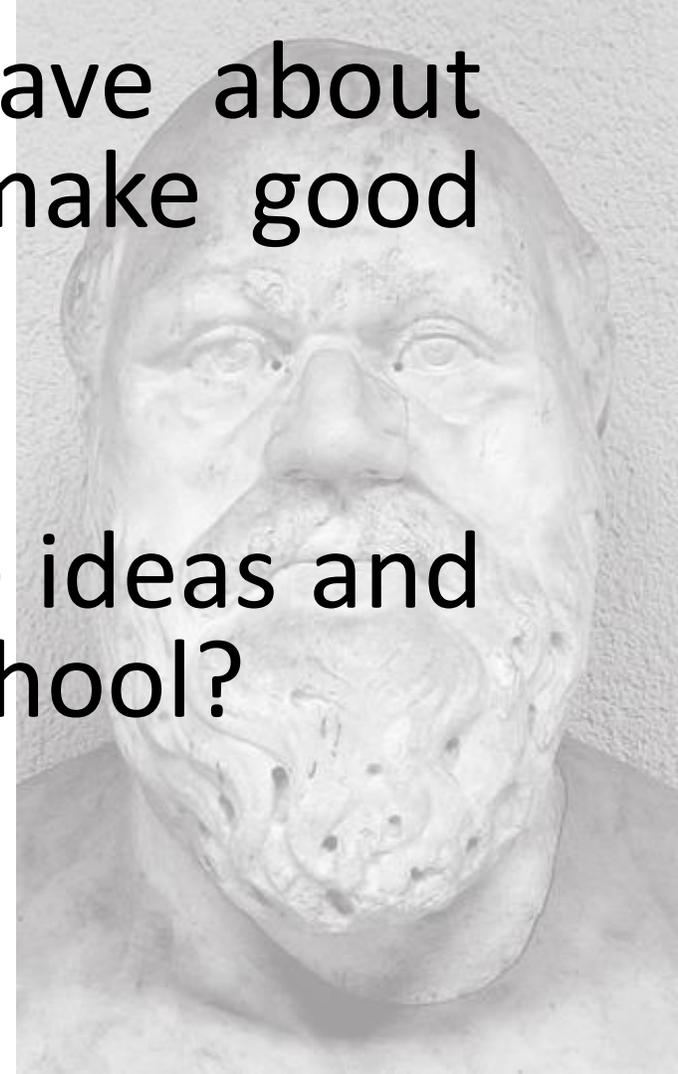
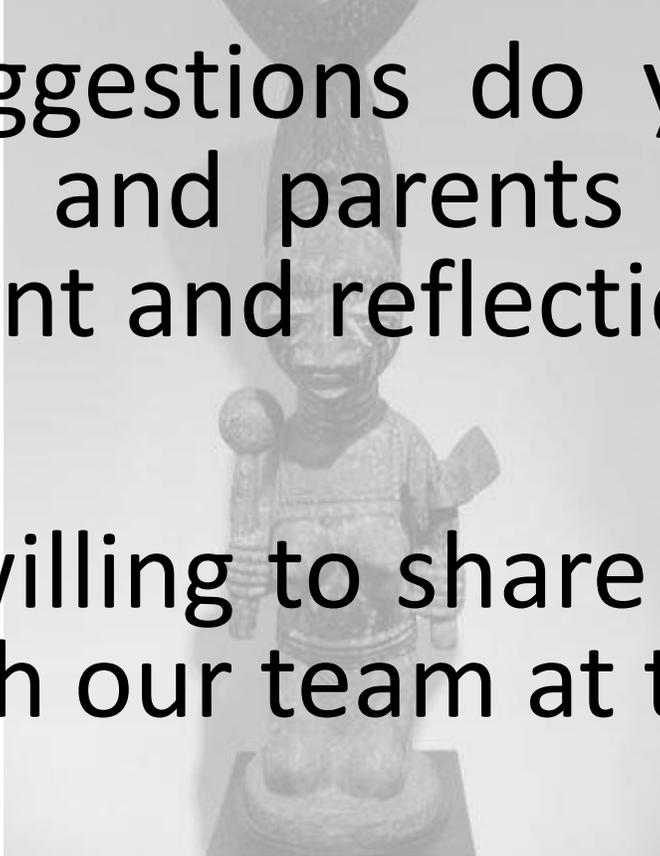




# Questions

What other suggestions do you have about how the school and parents can make good use of assessment and reflection?

Would you be willing to share these ideas and connections with our team at the school?



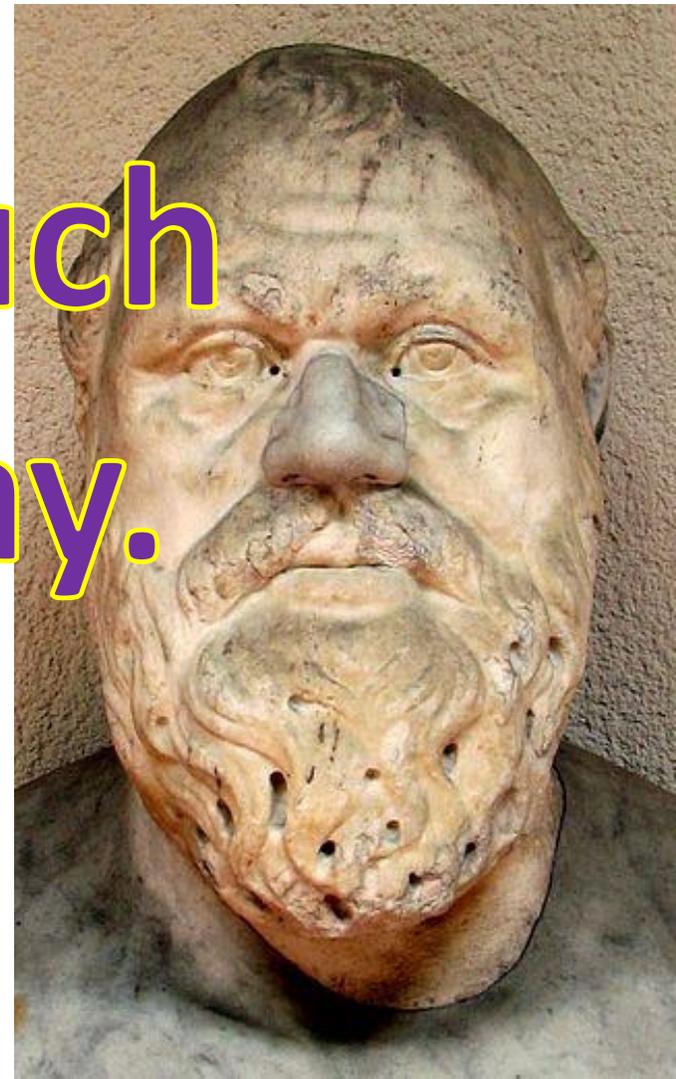
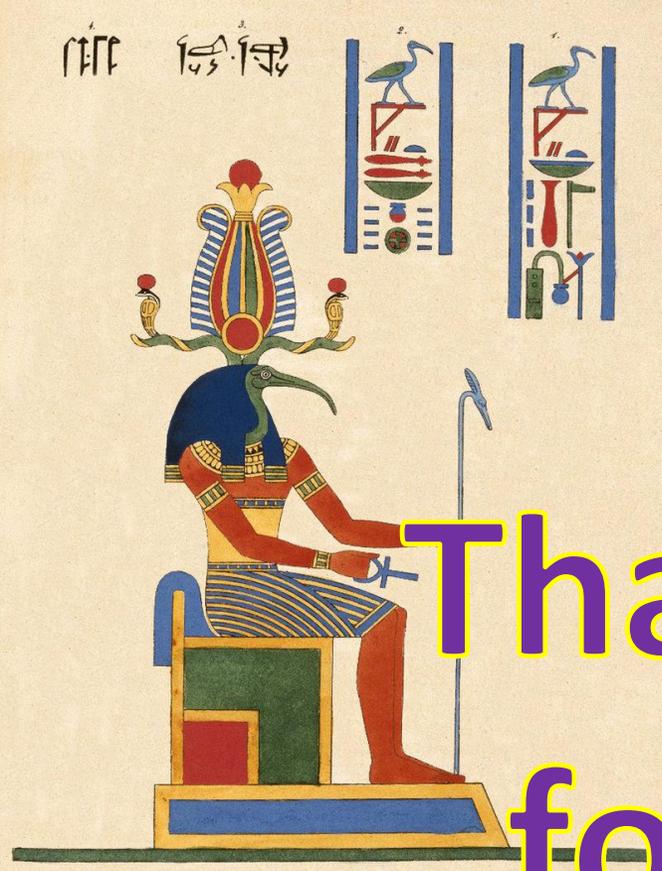
# Stokes School Assessment Policy

The policy will soon be available on the school website.

Late stage drafts are available upon request.

Printed copies of the drafts are here for your perusal.





Thank you so much  
for coming today.

