# CONFLUENCE

one of the first black educators to become a high-ranking administrator in the old Louisville school system. A native of Louisville who died in 1990, he served the district for 29 years, starting as a teacher in 1949.

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This school site provides a large campus located in the Parkland Neighborhood of Louisville, one that can be described as a challenged urban area. This year over 450 children in grades K-5, in three classes per grade, were welcomed to the start of school by attending their first annual Rose Ceremony.

Abby Terranova described the community's Wednesday evening open house in preparation for the first day. "Turnout was far above what we had anticipated. Parents dying silk together was a highlight of the evening after days of helping get the campus ready." In general, Abby reports overwhelming community support for this new initiative from among parents and neighbors, but also friends from some distance. Throughout implementation, advice came all the way from Circle of Seasons School, an Alliance member in Allentown, PA. The Waldorf School of Louisville, an AWSNA independent school, has also offered generous support from lending furniture, to mentoring new teachers, and embracing regular visits.

"To see all this in action is breathtaking — singing in the hallways! Children skipping rope, tossing bean bags and doing form drawing, all with light in their eyes," was how school founder and current Goal Clarity Coach, Adrianne Moore, described her experience. Adrianne is involved with integrating Public Waldorf core principles with the state-mandated Common Core Standards, addressing assessment needs, and supporting the school's all new teaching staff. She described the faculty as "hand-picked" from the 100 who applied to participate in this new venture, and attributes this enthusiasm to the

*When Melanie Reiser took on the role of AWNSA's Leader of Programs and Activities in Summer 2013, she found herself squarely in the*

ABOUT THE AWSNA-ALLIANCE

ith the arrival of new Common Core Standards and the CAASPP testing, educators have been reflecting on how we can best assess students at our Public Waldorf schools. If not CAASPP, then what and how? As a first step in tackling the standards and the assessments, the Alliance engaged Bob Anderson to align the Waldorf 1-8 curriculum with the California state standards. Most recently, Mr. Anderson has begun working on a workbook called The Waldorf Formative Assessment Handbook. What is a formative assessment, you might ask. And how does it differ from a summative assessment? The Carnegie Mellon Eberly Center on Teaching excellence sums it up this way:

"The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

• help students identify their strengths and weaknesses and target areas that need work

• help faculty recognize where students are struggling and address problems immediately.

Formative assessments are generally low stakes, which means that they have low or no point value. Examples of formative assessments include asking students to:

• draw a concept map in class to represent their understanding of a topic

• submit one or two sentences identifying the main point of a lecture

• turn in a research proposal for early feedback.

"The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments include:

• a midterm exam
• a final project
• a paper
• a senior recital."

The goal of the formative process, according to Bob Anderson, is to make student learning quickly and immediately visible to teachers. As teachers, designing ways to see our students' learning enables us to adjust our teaching to ensure progress. By designing strong formative assessments, we can collect and use quantitative as well as qualitative data. Students will also be empowered by seeing their own progress clearly.

At Carver, we've designed a four-year metacognitive formative and summative process for students to review their work bi-annually.

Our first step was to determine what it is we wanted to assess. We decided that we needed to ensure that 1) students were meeting our graduate profile outcomes and 2) that all students understood those graduate profile outcomes in order to meet them. As a faculty, the process of designing this assessment was

A small committee then took these questions and designed a portfolio for each grade level. With full faculty collaboration, we designed a method for students of each grade level to choose work that helped them meet each graduate pro-flw