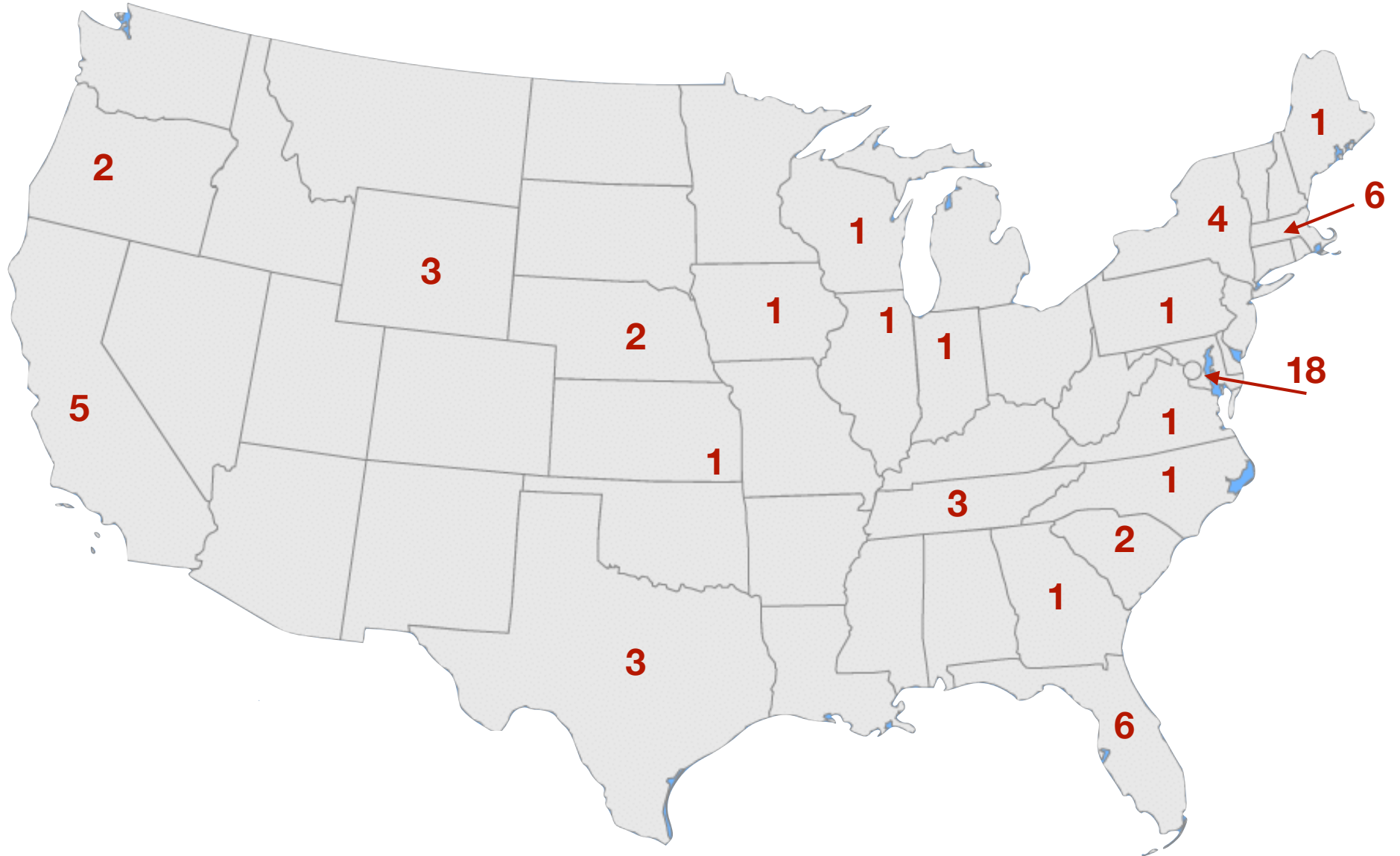


# HOLDING OURSELVES ACCOUNTABLE

What Counts and How to Count It

NATIONAL CENTER for  
MONTESSORI in the PUBLIC SECTOR

# Who's In The Room



# Why Are We Here?

“I am hoping to get an understanding of how other public Montessori schools incorporate, adapt, or adjust district and state assessments to maximize student growth while maintaining adherence to Montessori philosophy. “

“An understanding of where Montessori schools are in their thinking about the types and uses of standardized assessments, as well as student preparations for these assessments. “

“Comfort with communicating the usage of observation and daily formative assessments as better forms of assessing than company made tests that compare students vs. individualizing what each child needs. I am expected to be the advocacy for our schools with fellow district administration and leadership when the assessments are not beneficial to our practice and I hope to have guidance on communicating most effectively. “

# Lenses & Throughlines

- HUMAN FLOURISHING
- EQUITY AND INCLUSION
- STRATEGY AND ADVOCACY

# The Short Game

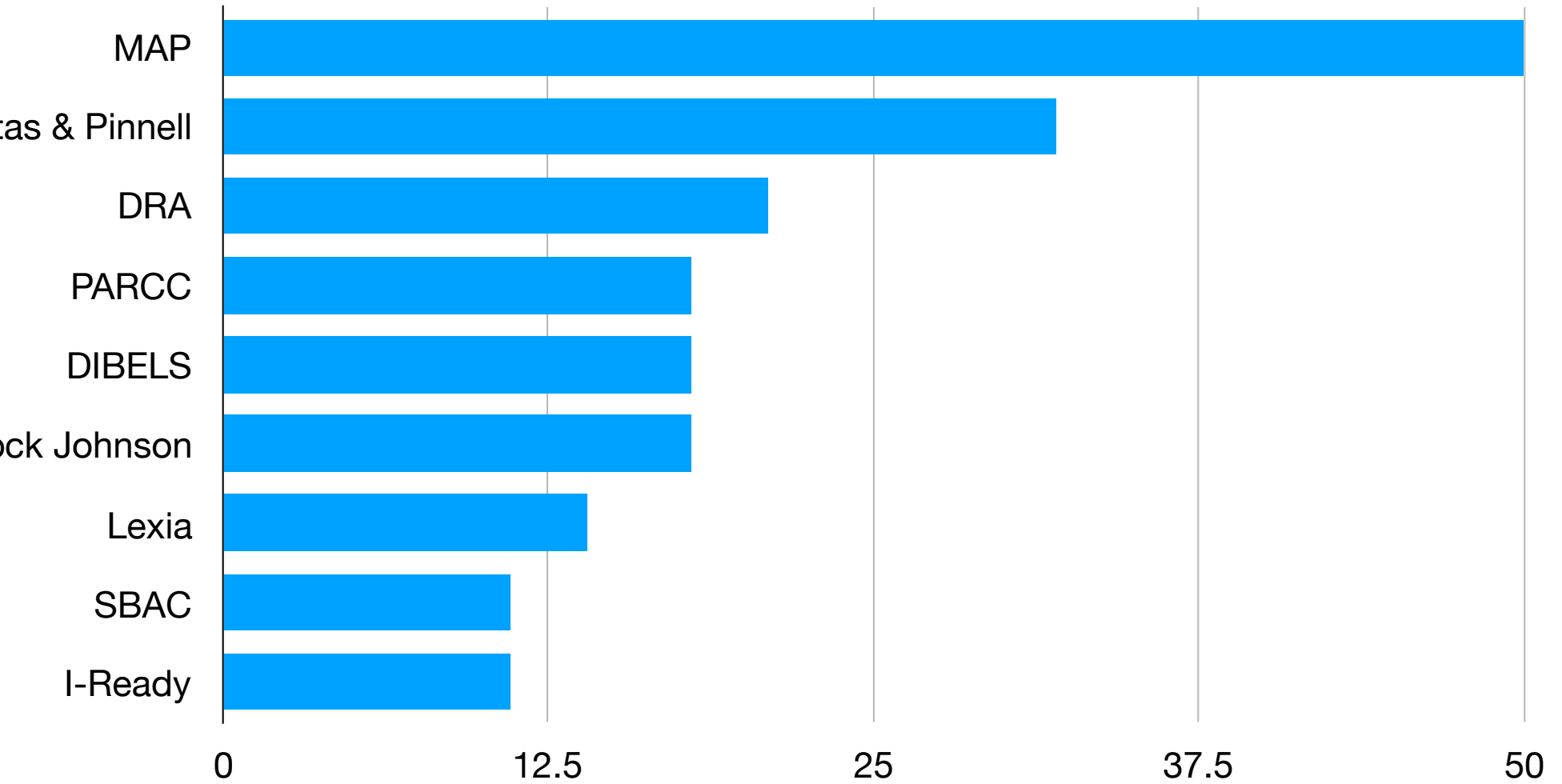
“What is the ideal way and amount of time dedicated to Montessori student test preparations?”

“How do you facilitate teachers doing the kind of authentic, evidence-based assessment in the context of busy teaching days?”

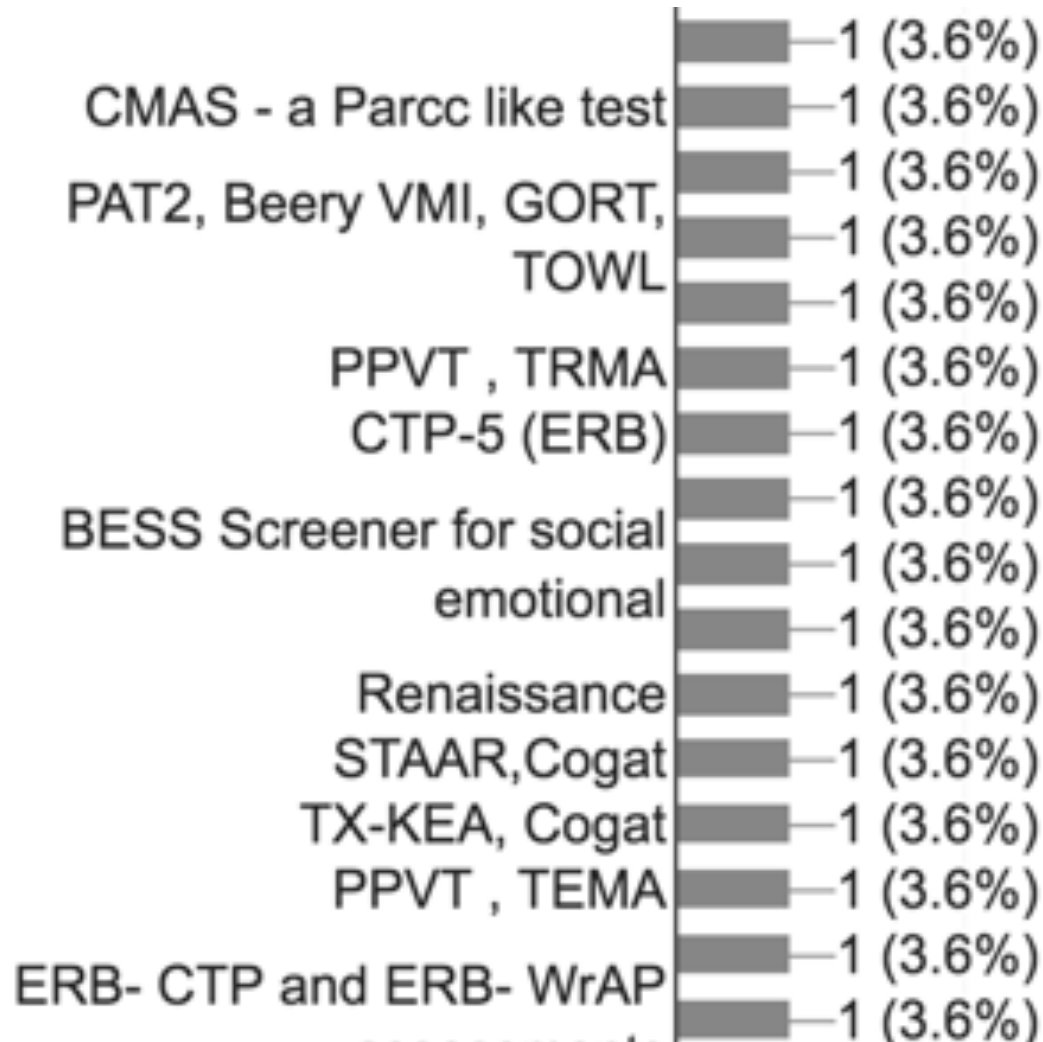
“What assessments are being used now? Is there a Montessori standard of assessment?”

“How do you facilitate teachers doing the kind of authentic, evidence-based assessment in the context of busy teaching days?”

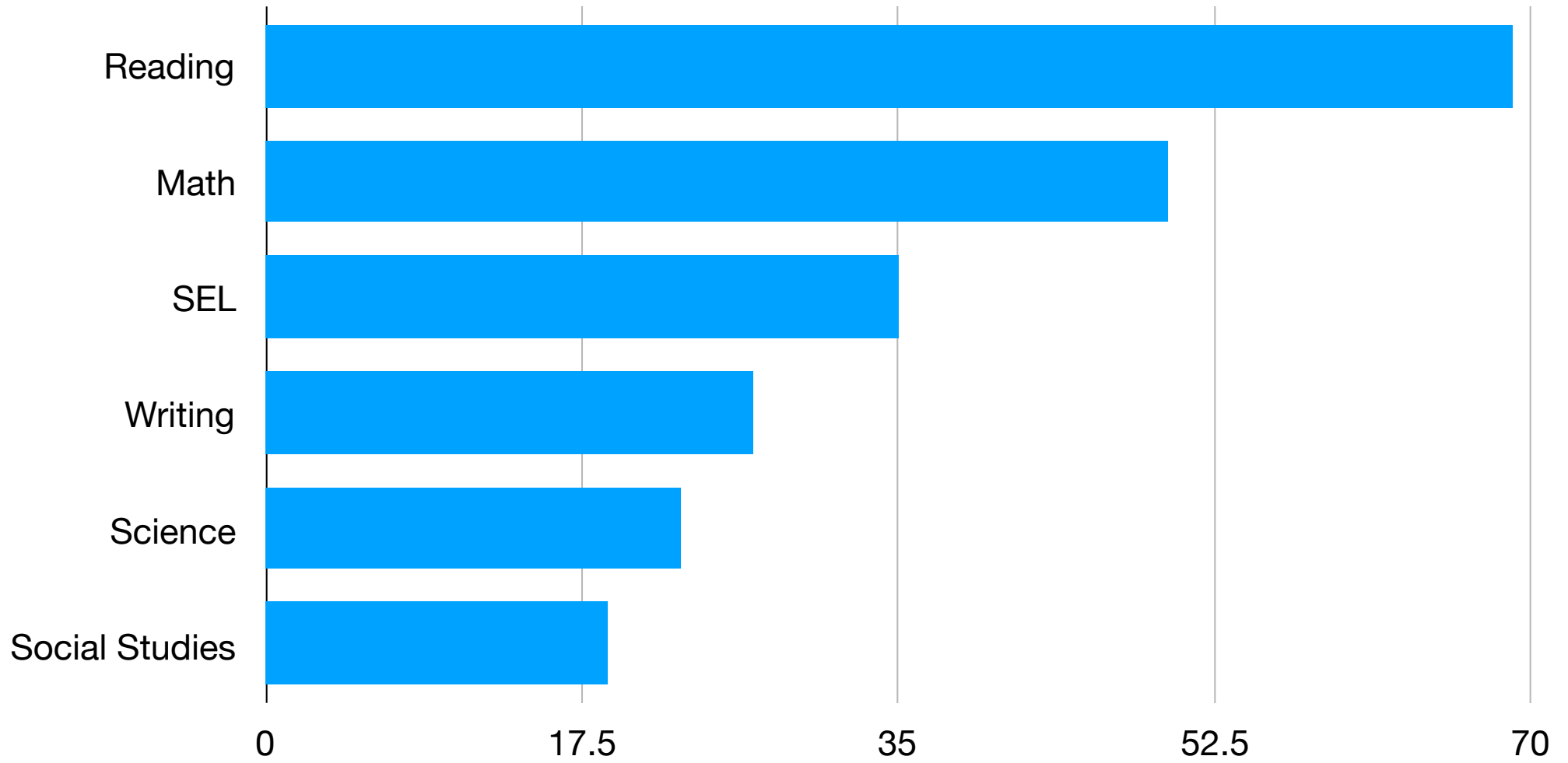
# Tests in Use



# Less Common

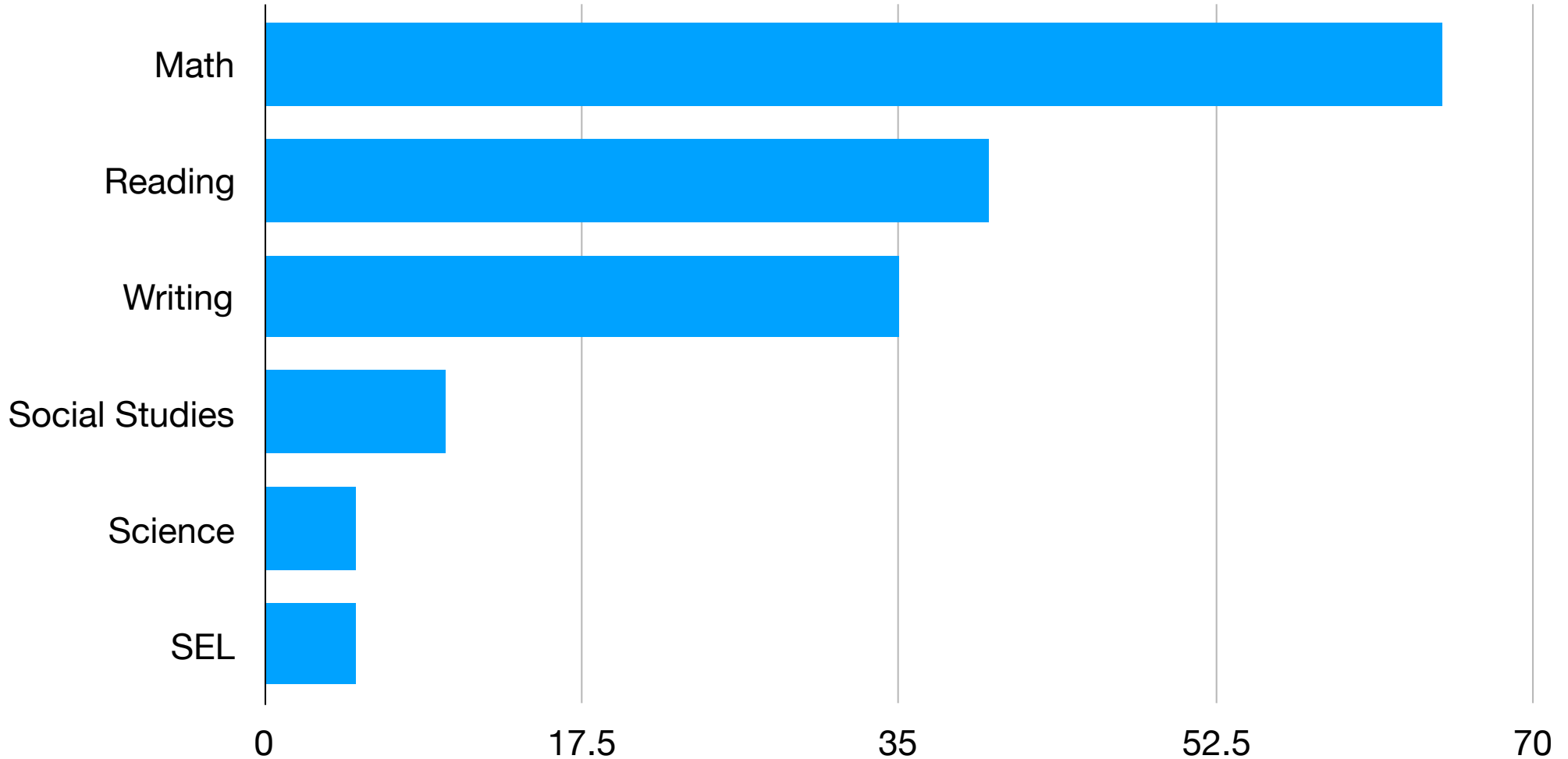


# Best Performance





# Worst Performance



# The Long Game

“What can we do differently and how can we use alternative assessments to tell the story of our school? “

“How can new ways of assessing become accepted by the mainstream?”

“Is there a possibility of creation and State or National approval of a Montessori-friendly assessment?”