

Quality Performance Assessment Summer Institute Info Session



Center for Collaborative Education
Transforming schools for student success

January 25, 2017

Webinar Logistics

- Your microphone will be automatically muted.
- Throughout the webinar, please write your questions in question/chat box.
- The webinar is being recorded to share with those who are interested but cannot attend today.



Presenters

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Associates, Quality Performance Assessment



Christina



Meaghan



Center for Collaborative Education

Our Vision

- **Equity and data** are embedded in all conversations and practices,
- Teaching and learning are purposeful, challenging, and have **value beyond school**,
- Assessment demonstrates the competence of students in **multiple ways**, and
- **Collaborative practices** improve teaching and learning.



Today's Agenda

Overview of Summer Institute

How Does Quality Performance Assessment Transform Education?

Structure and Logistics of Summer Institute

Questions





Overview of Summer Institute

At Summer Institute, you will ...

- Brainstorm strategies for incorporating student voice and choice and culturally-responsive practices into assessment
- Design curriculum-embedded, interdisciplinary assessments
- Engage in collaborative protocols to ensure technical quality in all aspects of performance assessments
- Build skills to facilitate professional conversations with colleagues in your school and/or district and encourage continual improvement



The Summer Institute Experience

Four day, interactive professional development workshop for all educators

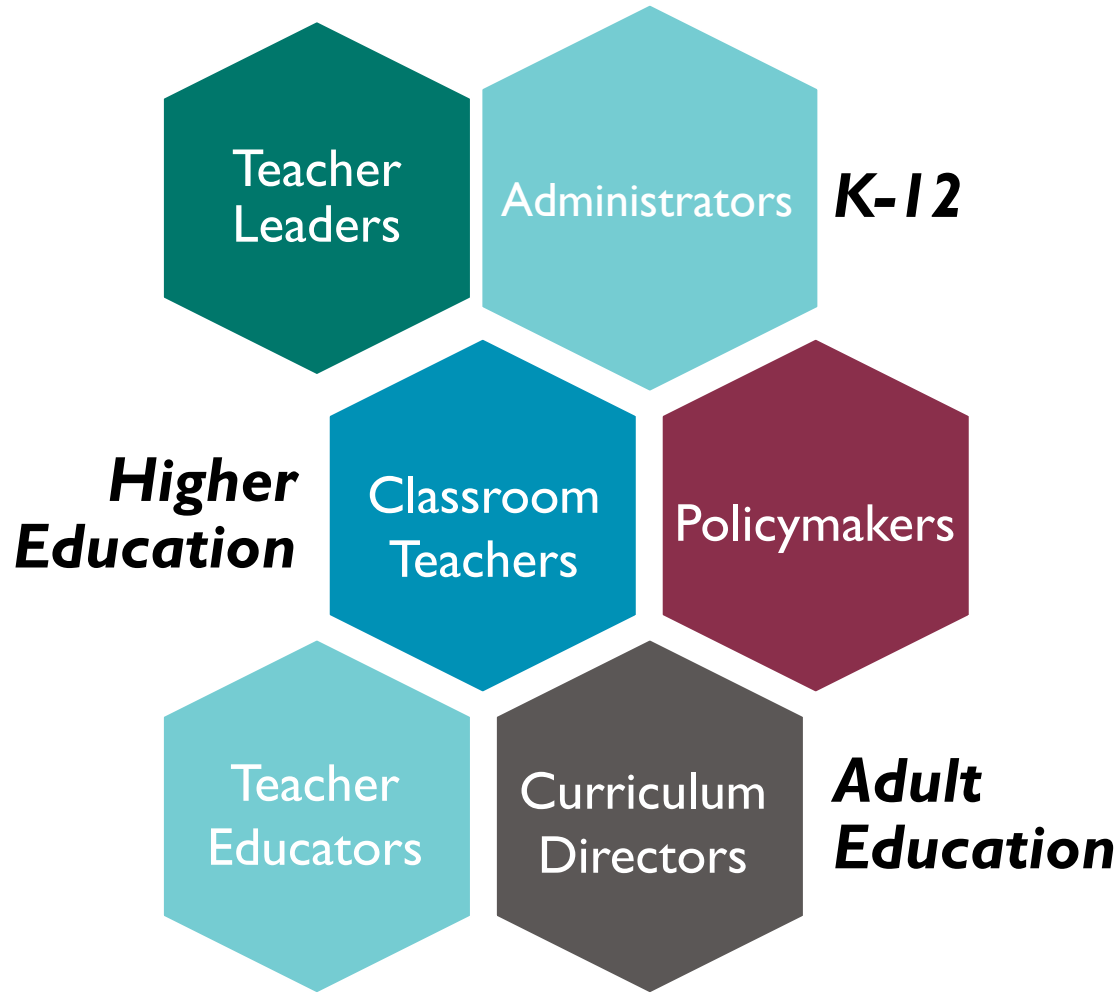


Participants will engage collaboratively to:

- Design rigorous, culturally-responsive performance tasks and rubrics
- Facilitate the task validation process
- Analyze student work through scoring calibration
- Align instruction to the performance assessment task
- Develop a plan to bring performance assessment knowledge into their schools



Who Can Benefit?



Evolving Education Landscape

- High-stakes standardized tests have done a disservice to our students, especially those from historically underserved communities
- The Every Student Succeeds Act (ESSA) puts control back in local hands to set both interim and long-term accountability goals

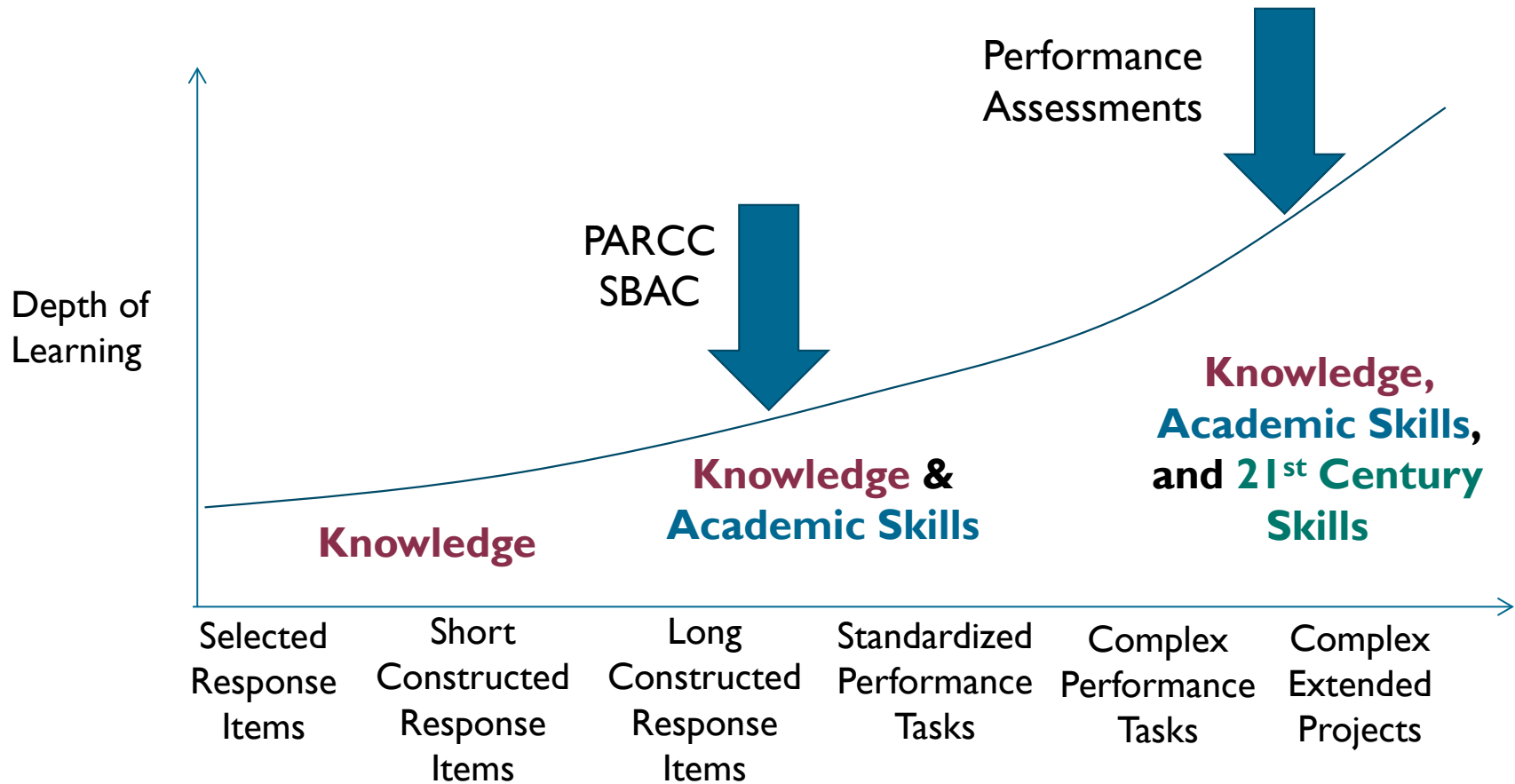
This is an opportunity for teachers and leaders to take assessment back and ensure assessments serve the learning of all students





How Does Quality Performance Assessment Transform Education?

Continuum of Assessments



Adapted from: Conley, D.T., & Darling-Hammond, L. (2013). *Creating systems of assessment for deeper learning*. Stanford, CA: Stanford Center for Opportunity Policy in Education

A New Assessment Narrative

From

- Silence and isolation
- Have to
- Waiting for results
- Teacher or test company as audience
- Scoring is secret and external
- Purposeless
- Without reference to students' cultures



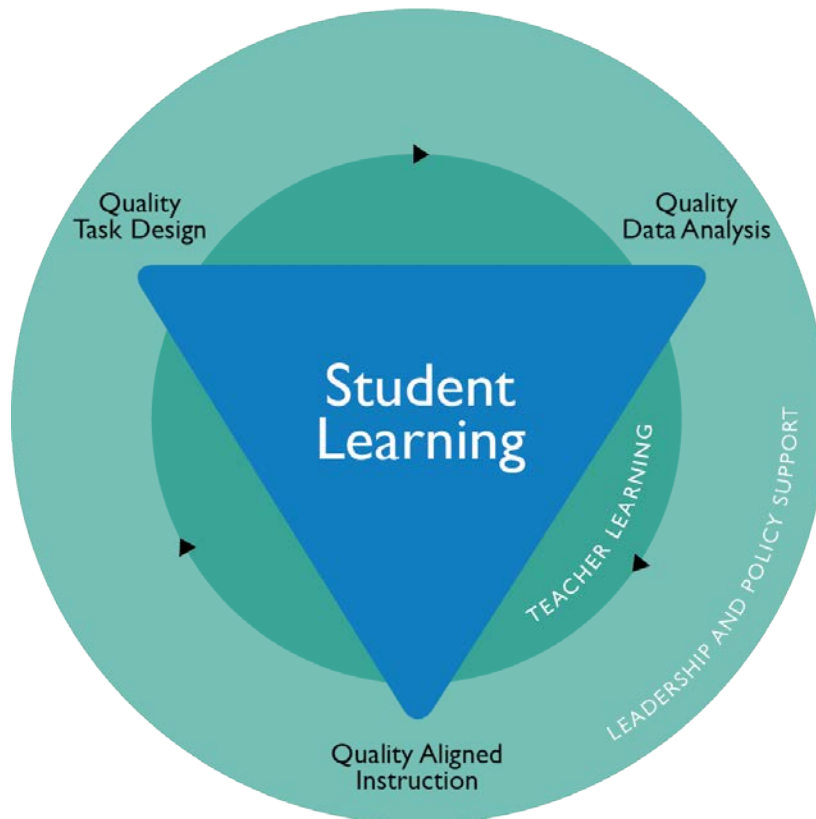
To

- Communication and collaboration
- Get to, with voice and choice
- Peer and teacher critique
- Peers, family, and community as audience
- Rubric transparent and self-assessment required
- Engaged and purposeful
- Designed with students' cultures in mind



The QPA Framework

The Framework



Results in high-quality performance assessments that..

- Align to **Academic and 21st Century Learning Targets**
- Are **fair** and **culturally-responsive**
- Are **open-ended** and **relevant**
- Show **what a student knows** (content) and **can do** (skills)
- Require **application** and **transfer** through a multi-step process
- Use **rubrics** with clear criteria
- Result in **original products, performances, or solutions**



Culturally-Responsive Teaching

- Culturally-responsive teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning

Positive perspectives on parents and families

Communicating high expectations

Learning within the context of culture

Student-centered instruction

Culturally-mediated instruction

Reshaping the curriculum

Teacher as Facilitator

-Ladson-Billings, 1994





Structure and Logistics

Summer Institute Structure

Day 1

- Introduction to Performance Assessments

Day 2

- Performance Assessment Design

Day 3

- Validation and Calibration

Day 4

- Participant Presentations

**Time will be provided every day for individual and collaborative work*



Potential Choice Session Topics

Performance
Assessment and
ELs

Interdisciplinary
Performance
Assessments

Rubrics
Assessing 21st
Century Skills

Competency-
Based Learning
Progressions

Student Choice
and Voice

Implementation
Plans



Logistics

- **Date & Location:**

- July 17-20, 2017
- Simmons College
Boston, MA 02115

- **Registration Rates:**

- Individual (1 to 4 participants): **\$899** each
- Group (5 to 9 participants): **\$799** each
- For groups of 10 or more, please contact us for special rate

- **Housing Information:**

Simmons College provides dormitory style housing for attendees with 1 or 2 bed options. Each room comes with bedding and toiletries.

- **Single rate:** \$70 per person per day
- **Double rate:** \$58 per person per day

- **Parking:** Parking is available for \$16.00 a day.



Learn More/How to Register

- **To learn more and register, visit www.cce.org/summerinstitute**
 - The registration button is located at the bottom of the page.
- **Early Bird Special Offer:** Register by May 22nd and receive 3 extra *Quality Performance Assessment Guides* for free (a \$75 value) to share with your colleagues.
- If you would like us to follow-up with you about Summer Institute, please enter your email address or phone number into the question/chat box!



Quotes from Past Participants

On Teacher Practice:

"Our work of creating common performance assessments and rubrics and scoring them across classrooms has created **a culture of inquiry** and **a collaborative atmosphere.**"

- Principal, Chelsea High School,
Chelsea, MA

On Instruction:

"Performance assessment marries all we're trying to do with the **Common Core**, increased **rigor**, and **critical thinking skills**, and we're connecting it to our teacher effectiveness model and our **student learning objectives.**"

- Teacher, Souhegan High School,
Amherst, NH





Thank You!

www.cce.org/summerinstitute