

# Agenda

## Long Beach, CA • August 5–7

### Monday, August 5

7:00–8:00 a.m.	Registration	x
	Continental Breakfast	x
8:00–9:45 a.m.	<b>Keynote</b> —Tom Schimmer <i>Essential Assessment: Building Hope, Efficacy, and Achievement</i>	x
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakouts</b>	x
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Breakouts</b>	x
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	<b>Role-Alike Discussions</b>	x

### Tuesday, August 6

7:00–8:00 a.m.	Registration	x
	Continental Breakfast	x
8:00–9:45 a.m.	<b>Keynote</b> —Nicole Dimich Vagle <i>Instructional Agility: Assessment in Real Time</i>	x
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	<b>Breakouts</b>	x
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	<b>Breakouts</b>	x
2:30–2:45 p.m.	Break	
2:45–3:15 p.m.	<b>Topic-Alike Discussions</b>	x

### Wednesday, August 7

7:00–8:00 a.m.	Continental Breakfast	x
8:00–9:30 a.m.	<b>Breakouts</b>	x
9:30–9:45 a.m.	Break	
9:45–11:30 a.m.	<b>Keynote</b> —Cassandra Erkens <i>Getting to the Good Stuff: Resiliency and Investment</i>	x

**Agenda is subject to change.**

## Day 1 Breakouts Assessment Architecture

### 10:00–11:30 a.m.

<b>Cassandra Erkens</b> Designing Assessments for 21st Century Skills	X
<b>Susannah O’Bara</b> Leading for Assessment Literacy	X
<b>Tom Schimmer</b> Grading From the Inside Out	X
<b>Amanda Stalets</b> Standards-Based Learning <i>in Action</i>	X
<b>Nicole Dimich Vagle</b> Design in Five: A Process for Effectively Creating Assessments	X

### 1:00–2:30 p.m.

<b>Cassandra Erkens</b> Collaborative Common Assessments	X
<b>Susannah O’Bara</b> Using Effective Assessment Practices for Learning and Reporting	X
<b>Tom Schimmer</b> Quality Assessment Items	X
<b>Amanda Stalets</b> Standards-Based Reporting <i>in Action</i>	X
<b>Nicole Dimich Vagle</b> Practical Rubrics Design and Use	X

**Agenda is subject to change.**

## Day 2 Breakouts Instructional Agility

### 10:00–11:30 a.m.

<b>Cassandra Erkens</b> Engineering Engaging Conversations	X
<b>Susannah O’Bara</b> Engaging Learners Through Clear Learning Targets	X
<b>Tom Schimmer</b> Effective Leadership in Assessment and Grading	X
<b>Amanda Stalets</b> Feedback <i>in Action</i>	X
<b>Nicole Dimich Vagle</b> Assessing Student Collaboration	X

### 1:00–2:30 p.m.

<b>Cassandra Erkens</b> Making Homework Count	X
<b>Susannah O’Bara</b> Implementing Effective Feedback	X
<b>Tom Schimmer</b> Redefining Student Accountability	X
<b>Amanda Stalets</b> Self-Assessment <i>in Action</i>	X
<b>Nicole Dimich Vagle</b> Assessment as Instruction: Using Common Formative Assessment to Increase Learning and Confidence	X

**Agenda is subject to change.**

## Day 3 Breakouts Student Investment

8:00–9:30 a.m.

<b>Cassandra Erkens</b> Modeling What Matters: Leading Assessment Literacy	X
<b>Susannah O'Bara</b> Engaging Students Through Co-Creating Criteria	X
<b>Tom Schimmer</b> Assessing Critical Thinking	X
<b>Amanda Stalets</b> Reassessment <i>in Action</i>	X
<b>Nicole Dimich Vagle</b> Writing Effective Items and Tasks	X

Agenda is subject to change.

# Keynote Session Descriptions

## Day 1: Assessment Architecture

### Tom Schimmer

#### **Essential Assessment: Building Hope, Efficacy, and Achievement**

To maximize its effectiveness, assessment must build hope, efficacy, and achievement. Based on his book *Essential Assessment: Six Tenets for Bringing Hope, Efficacy, and Achievement to the Classroom* (Solution Tree Press, 2017), Tom Schimmer emphasizes why, more than ever, assessment fluency and capacity are the most effective and efficient professional investments teachers can make. Tom outlines the six assessment tenets that allow teachers to create a culture of assessment that leaves learners optimistic about their success. Participants also focus on how these tenets transfer seamlessly to assessing student attributes and cross-curricular competencies.

Learning outcomes include:

- Understanding the value of assessment literacy to teachers
- Examining the interconnectedness of the six essential assessment tenets
- Exploring how the assessment tenets transfer to student attributes and cross-curricular competencies

## Day 2: Instructional Agility

### Nicole Dimich Vagle

#### **Instructional Agility: Assessment in Real Time**

There is power and possibility in the moments teachers recognize students' confusion or understanding. What they do with this information can push students to gain more confidence or shut them down. Through questions, observations, and feedback, teachers—individually and collaboratively—maneuver and pivot to intentionally use assessment to inspire learners to gain confidence and achieve at high levels.

## Day 3: Student Investment

### Cassandra Erkens

#### **Getting to the Good Stuff: Resiliency and Investment**

In the ideal classroom, all learners would be deeply invested in their learning, demonstrating motivation, persistence, passion, and high levels of intellectual risk taking and engagement. Is that even realistic? Yes! But changes to current assessment practices and systems are essential if learners will ever be able to self-regulate as they engage in the work of deep learning. This keynote explores the mental mindset and strategies that educators must employ to support learners in *getting to the good stuff*.

Learning outcomes include:

- Identifying barriers that block learners from truly investing in their learning
- Exploring the educator's mindset that is required to support deep learning at the classroom level
- Identifying strategies and tools that teachers can use to support learners in self-regulation

# Day 1 Session 1 Descriptions

## Assessment Architecture

### **Cassandra Erkens**

#### **Designing Assessments for 21st Century Skills**

We are preparing learners today for a world we have not experienced and may have difficulty comprehending. How can we create and use assessments that tap into a global and technological realm? How can we ensure that assessments move us beyond the practice of regurgitating information to the practice of co-creating new insights and new solutions for a complex and rapidly changing world? Cassandra Erkens explores the integration of rigor, relevance, and 21st century skills in assessment design.

Learning outcomes include:

- Exploring widely accepted 21st century skills
- Identifying the criteria for, and non-negotiables of, quality assessment design
- Identifying quality and non-quality assessment options
- Exploring how to design a 21st century skill-based assessment

### **Susannah O'Bara**

#### **Leading for Assessment Literacy**

As campus leaders, we find ourselves often guiding the professional development of educators who have interned as teachers for a dozen years or more. It can be challenging to guide professionals through the paradigm shift from the traditional use of assessment to assessment for learning. Susannah O'Bara provides tools for campus administrators to guide teachers through the development of their assessment literacy. Leaders are provided examples of tools and processes used to support teachers as they begin to routinely use assessment strategies to improve instruction and increase student achievement.

Learning outcomes include:

- Exploring the continuum of beliefs among educators regarding assessment
- Reviewing various tools and strategies to use with adult learners to enhance implementation
- Appreciating the significance of modeling assessment practices for all audiences

## **Tom Schimmer**

### **Grading From the Inside Out**

Developing a standards-based mindset is the oft overlooked, but essential, first step of long-term grading reform. Based on his book *Grading From the Inside Out: Bringing Accuracy to Student Assessment Through a Standards-Based Mindset* (Solution Tree Press, 2016), Tom Schimmer outlines how to take a standards-based approach to grading, even when a traditional grading and reporting paradigm exists. He discusses the non-negotiable, true north of grading for accuracy and with confidence and the three essential practices that are the cornerstones for developing a standards-based mindset.

Learning outcomes include:

- Understanding how to audit any grading practice through the lens of accuracy and confidence
- Exploring the faulty logic behind traditional grading practices
- Identifying replacement routines and practices that establish a standards-based mindset and approach to grading, independent of any changes to school or district policy

## **Amanda Stalets**

### **Standards-Based Learning *in Action***

The goal of a standards-based learning environment is the development of the whole child. The means to achieve that goal is the purposeful separation (for clarity and instruction) of those aspects—academic achievement, behavioral characteristics, and continual growth—that complete the picture of student success. When seeking to implement standards-based grading, a firm foundation of standards-based learning, instruction, and assessment must be in place first. Participants explore the importance of deeply understanding standards, developing sound assessment practices, and changing the language within the classroom to focus on learning, not compliance.

Learning outcomes include:

- Understanding the importance and benefit of separating academic achievement, behaviors, and growth
- Discovering how to change the language within the classroom to focus on learning and growth
- Gathering ideas about how to create a standards-based learning environment

## **Nicole Dimich Vagle**

### **Design in Five: A Process for Effectively Creating Assessments**

Assessments, when designed well, reflect student learning in meaningful ways. Nicole Dimich Vagle introduces an assessment design process called *Design in 5* (Vagle, 2014). Specifically, participants dig into the five phases of designing high-quality formative or summative assessments. They discover how to choose standards, find learning goals, plan assessment methods, and communicate learning to ensure accuracy in describing student learning and levels of proficiency. Administrators and others who support teachers will find these resources useful in facilitating quality assessment design in their contexts.

Learning outcomes include:

- Exploring a five-phase protocol to use, design, and revise assessments for quality
- Applying tools to review and revise assessments to effectively guide instruction, involve students, and communicate learning

# Day 1 Session 2 Descriptions

## Assessment Architecture

### Cassandra Erkens

#### Collaborative Common Assessments

In recent years, an explosion of information has proven the power *of* and need for *more* formative assessments and *fewer* summative assessments. It seems odd then to add teams' use of common assessments to an already test-heavy culture. However, when managed properly, the development and use of common formative assessments can support a culture of learning for students and teachers. Participants in this session collectively step back and examine assessment practices from the lenses of *where we are now*, *where we are going*, and *how we can begin to address the gap*. In teams—with experience behind us, research beside us, and a vision of learning before us—we develop our assessment literacy and promote learning for all.

Learning outcomes include:

- Exploring current assessment fallacies that prohibit learning
- Identifying the rationale for using common formative assessments
- Understanding the process and products of common formative assessments

### Susannah O'Bara

#### Using Effective Assessment Practices for Learning and Reporting

Our purpose as educators is to enhance and improve student learning and achievement, rather than to simply measure and report results. Through the use of effective assessment strategies, students become more deeply engaged and focused on learning outcomes, rather than simply completing tasks for grades. Students need to understand the learning target, engage in defining what quality will look like when that target is mastered, engage in feedback to improve learning, set goals, and monitor their progress toward those goals.

Learning outcomes include:

- Considering first steps for the effective use of classroom assessment
- Defining an instructional planning process to support assessment for learning
- Understanding five effective strategies to implement assessment for learning

## **Tom Schimmer**

### **Quality Assessment Items**

The quality of assessment information depends on the quality of assessment items. Participants focus on developing quality assessment items that increase accuracy for teachers interpreting assessment results. How do we design high-quality multiple-choice questions? How do we ensure that extended written response questions address the appropriate cognitive complexity? What are the keys to eliciting evidence through non-traditional assessment methods? Tom Schimmer addresses these questions and shares the latest research and practices for designing selected response, constructed response, and performance assessments that allow teachers to best discover evidence of learning.

Learning outcomes include:

- Understanding the effective and efficient structure of selected-response questions
- Ensuring that constructed response items address appropriate and applicable cognitive complexity
- Understanding how performance assessment can allow teachers to assess content, cognitive processes, and cross-curricular competencies

## **Amanda Stalets**

### **Standards-Based Reporting *in Action***

The final step in transitioning to a standards-based learning environment is reporting academic achievement by standard rather than by task. Organizing evidence of learning in this way enables students and parents to see specifically where there are strengths and areas of growth to maximize learning. Participants explore grading and reporting methods that move away from traditional points-based systems and percentage scales, as well as how to set up a standards-based gradebook and create standards-based report cards.

Learning outcomes include:

- Discovering how to organize and report assessments by standards in order to elicit accurate evidence of learning
- Exploring ways to communicate the change to standards-based grading and reporting to students and parents
- Examining different grading methods, rubrics, and report cards in a standards-based grading system

## **Nicole Dimich Vagle**

### **Practical Rubrics Design and Use**

Effective rubrics offer students and teachers descriptions of the qualities of student work for various levels of proficiency. At their best, rubrics point students and teachers to their next steps to ensure students are achieving at high levels. Rubrics can be used both formatively and summatively. Participants in this session explore how to effectively and efficiently design and use rubrics so both teachers and students find them meaningful.

Learning outcomes include:

- Identifying key characteristics of quality rubrics
- Discovering how to design rubrics
- Exploring how to use rubrics formatively and summatively

# Day 2 Session 1 Descriptions

## Instructional Agility

### Cassandra Erkens

#### Engineering Engaging Conversations

The quality of formative data a teacher can generate during instruction is directly related to the quality of the questions he or she asks and the classroom conversations that result. Cassandra Erkens provides rationale for using conversation as an instructional foundation and explores options for creating engaging conversations and criteria to monitor student engagement and learning.

Learning outcomes include:

- Understanding the rationale and role of engineering conversations as an instructional foundation
- Exploring frameworks for generating engaging conversations
- Applying a criteria for monitoring student engagement and learning

### Susannah O'Bara

#### Engaging Learners Through Clear Learning Targets

Without the use of effective learning targets, students are left struggling to connect with lessons. Time is wasted during the learning cycle when a student is lost during the first several minutes (or days) of an instructional unit trying to determine what the teacher wants them to learn. Learners are compliant and may appear to be engaged; however, without immediately engaging the learner in *what* they are to be learning, they do not have a connection to *where* they are going.

Learning outcomes include:

- Defining the purpose of learning targets as a strategy to engage learners
- Clarifying the difference between activity-based targets and targets focused on learning
- Gathering strategies to use with teachers and students for writing and using learning targets

### Tom Schimmer

#### Effective Leadership in Assessment and Grading

With any change effort, leadership matters! Tom Schimmer explores the steps leaders can take to transform grading and assessment practices within any context. Highlights include effective leadership strategies, mindsets, and practices that maximize the potential success of any implementation effort, the natural evolution of new ideas, the ways to plan for short-term wins, and ideas for handling the inevitable challenges and roadblocks. Whether a leader by title or by influence, participants bring together ideas that make assessment transformations possible and sustainable.

Learning outcomes include:

- Identifying the ways leaders cultivate the conditions to support grading reform
- Understanding the natural evolution of new ideas in an organization
- Exploring ways for leaders to manage inevitable implementation roadblocks and challenges

## **Amanda Stalets**

### **Feedback *in Action***

How can effective feedback create reflective learners and build hope in classrooms? It is time to start using feedback to help inspire students to take ownership of their learning and create a more hopeful classroom environment. When looking at sound assessment practices, feedback plays an essential role in making learning attainable for all. So how can teachers provide this feedback—the kind that inspires, that students listen to, and that promotes growth? Participants explore what meaningful and manageable feedback looks like *in action*.

Learning outcomes include:

- Exploring how to include learners in the feedback loop and make them active participants in their learning
- Gaining strategies to implement effective feedback in a meaningful and manageable way
- Discovering how to evolve their roles to ensure that each learner is coached forward

## **Nicole Dimich Vagle**

### **Assessing Student Collaboration**

Ever have a disastrous group project experience? Dissatisfied with how students work in a group? Collaborating effectively is one of the most critical skills employers identify as essential for success in the global economy. Nicole Dimich Vagle provides insight into the following questions: How do we accurately and fairly assess collaboration? How do we design an effective assessment task that provides accurate information on a student's collaborative skills? Participants learn ways to design tasks that assess collaboration and facilitate effective collaboration in the classroom with students.

Learning outcomes include:

- Exploring key design elements to accurately assess student collaboration
- Examining and experiencing collaboration as an instructional strategy that leads to gathering real-time evidence (instructional agility)

## Day 2 Session 2 Descriptions

### Instructional Agility

#### **Cassandra Erkens**

##### **Making Homework Count**

Teachers use homework for three primary purposes: practice, preparation, and extension of classroom learning. According to some research, homework is one of the most powerful instructional strategies teachers employ to impact student achievement. Yet other research indicates there is little to no correlation between homework and current achievement results. How might we leverage homework to increase student productivity and achievement? Participants explore necessary considerations for the design and use of homework as a formative assessment tool to positively impact student learning.

Learning outcomes include:

- Aligning the intent of homework with promising practices in homework design and use
- Identifying formative assessment tools and processes to support the use of homework as an opportunity for safe practice
- Exploring error as a means to develop instructionally agile responses to data from practice opportunities for maximizing learning

#### **Susannah O'Bara**

##### **Implementing Effective Feedback**

If the intention of assessment is to advance learning and not to simply record grades, then feedback must be used within the learning cycle. The use of feedback during the learning process is proven to produce optimal results for classroom practices. Students' ability to utilize feedback to determine where they are in relation to the current learning target empowers them to take ownership of their next steps in the learning process.

Learning outcomes include:

- Distinguishing between the value of descriptive feedback and communicating performance
- Identifying strategies for directing student attention to intended learning
- Exploring types of feedback that shift the responsibility of learning to students

## **Tom Schimmer**

### **Redefining Student Accountability**

The need for students to be held accountable is often cited as a reason why some hesitate to implement more sound grading practices. Tom Schimmer focuses on systems, structures, and routines that can redefine accountability and reshape a school's culture. Rather than using zeros, late penalties, or other traditional punitive grading practices, participants see that real accountability can be achieved without compromising the integrity of a student's proficiency grade.

Learning outcomes include:

- Identifying the perils of punitive grading and the resulting inaccuracies that compromise the integrity of what is ultimately reported about student proficiency
- Understanding an alternative, more productive definition of accountability within the context of learning
- Exploring the multiple systems required to create a culture of real accountability that leaves student optimism and hope intact

## **Amanda Stalets**

### **Self-Assessment *in Action***

When students engage in meaningful self-assessment practices on a regular basis, the classroom transforms from being teacher-centered to being student-centered. It becomes a place where students take ownership, effectively self-regulate, and invest in their learning. Developing learners' self-assessment skills must be a process that is planned and purposeful. It is the teacher's role to recognize that proficient and advanced learners are more likely to be ready for self-assessment, while novice learners may need more support, guidance, and time. Participants explore how to successfully implement self-assessment to achieve these outcomes in learners.

Learning outcomes include:

- Gaining strategies to implement effective feedback in a meaningful and manageable way
- Discovering ways to include learners in the feedback loop and make them active participants in their learning
- Exploring ways to evolve their role in the classroom to ensure that each learner is coached forward

## **Nicole Dimich Vagle**

### **Assessment as Instruction: Using Common Formative Assessment to Increase Learning and Confidence**

We have so much data at our fingertips. This can lead to collaborative teams feeling overwhelmed or in a constant cycle of assessing without pausing to maximize the power of this information. Common formative assessments provide insight into how well students learned essential standards. When analyzed, these insights guide teachers to design instruction and intervention that meet the needs of students and help them achieve at high levels while gaining confidence. Nicole Dimich Vagle offers a simple three-step process for effectively designing and using common formative assessments.

Learning outcomes include:

- Exploring effective and efficient ways to collect meaningful data related to student learning
- Analyzing student work to identify instruction and interventions needed to achieve mastery and beyond
- Identifying effective implementation to ensure this process leads to inspired teaching and learning

## Day 3 Session Descriptions

### Student Investment

#### **Cassandra Erkens**

##### **Modeling What Matters: Leading Assessment Literacy**

Quality leadership *is* the work of formative assessment. Cassandra Erkens explores formative assessment practices as quality leadership strategies and provides tools and resources for teacher leaders and administrators to model the process of using assessment practices to develop assessment literacy among staff. Systemic change happens when leaders model methods and then engage staff in exploring transparent practices over time.

Learning outcomes include:

- Understanding the role of leadership in supporting significant change efforts
- Identifying leadership practices that align with quality formative assessment
- Exploring options for engaging staff in the experience of quality formative assessment

#### **Susannah O'Bara**

##### **Engaging Students Through Co-Creating Criteria**

When students are given an assignment, task, or assessment, directions are usually provided and they begin work. It is likely in this scenario that multiple interpretations of expectations among teachers and students exist. Susannah O'Bara provides guidelines on how to engage students in the process of defining the criteria that demonstrates mastery of the assessed standards, increasing student engagement and levels of achievement.

Learning outcomes include:

- Understanding the value of co-creating mastery criteria with students
- Developing practical strategies for implementing this practice in the classroom
- Enhancing the ability to provide improved descriptive feedback for next steps in learning

## **Tom Schimmer**

### **Assessing Critical Thinking**

Critical thinking sits at the heart of the competencies that are essential for learners to develop in the 21st century. Tom Schimmer highlights how educators can take advantage of their assessment fundamentals to seamlessly assess critical thinking. Specifically, participants learn 1) how *specificist* and *generalist* views of critical thinking can contribute to schools developing a comprehensive approach to critical thinking, 2) various tools that can be developed in support of assessment, 3) instructional implications for creating critical thinking opportunities, and 4) dispositional habits of critical thinkers.

Learning outcomes include:

- Examining the overlap and contradiction between the two dominant psychological views of critical thinking
- Understanding why and how the assessment of critical thinking relies heavily on clearly articulated performance criteria
- Exploring how learners can, through the cultivation of habitual behaviors and dispositions, develop into critical thinkers

## **Amanda Stalets**

### **Reassessment *in Action***

Since it is well known that some learners take longer to learn, the fundamental question teachers must ask is whether their assessment and grading practices honor that truth. Subsequently, reassessment must be an integral part of classroom assessment. As reassessment can be an overwhelming exercise for teachers, it is essential to invest time exploring how to effectively manage this practice. Participants explore the difference between reassessment, redos, and retakes and the most appropriate and effective use of each.

Learning outcomes include:

- Determining why reassessment is vital to the learning process
- Considering effective strategies to make reassessment manageable
- Examining varied methods for reassessment

## **Nicole Dimich Vagle**

### **Writing Effective Items and Tasks**

Nicole Dimich Vagle shows participants how to recognize and write meaningful multiple-choice items and constructed response items at various cognitive levels. When written well and used effectively, these types of questions can provide quality information to describe and further student learning. The use of these types of items in instruction can be powerful in helping students achieve at high levels. Teachers and teams will find these ideas applicable to designing assessments and creating engaging instruction.

Learning outcomes include:

- Identifying key characteristics of multiple choice and constructed response items
- Applying tools and templates to write effective multiple choice and constructed response items at various depth of knowledge (DOK) levels
- Discovering ways to use multiple choice and constructed response items formatively