Agenda
Austin, TX • June 19–21

Wednesday, June 19

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:45 a.m	**Keynote**—Robert J. Marzano *The New Paradigm for Classroom Assessments*	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	**Breakouts**	
11:30 a.m.–1:00 p.m.	Lunch	
1:00–2:30 p.m.	**Breakouts**	
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	**Role-Alike Networking** ● Superintendents and Central Office ● Assessment, Data, and Curriculum Coordinators ● Principals ● Instructional Coaches ● High School Teachers ● Middle School Teachers ● Elementary Teachers	

Thursday, June 20

7:00–8:00 a.m.	Registration	
	Continental Breakfast	
8:00–9:30 a.m.	**Keynote**—Cassandra Erkens *Getting to the Good Stuff: Student Investment*	
9:30–9:45 a.m.	Break	
9:45–11:45 a.m.	**Learning Labs**	
11:45 a.m.–1:15 p.m.	Lunch (on your own)	
1:15–2:45 p.m.	**Breakouts**	
2:45–3:00 p.m.	Break	
3:00–4:00 p.m.	**Table Topics and Time With an Expert**	

Friday, June 21

7:00–8:00 a.m.	Continental Breakfast	
8:00–9:30 a.m.	**Keynote**—Tom Schimmer *Grading Is an Assessment Conversation*	
9:30–9:45 a.m.	Break	
9:45–11:30 a.m.	**Keynote**—Thomas R. Guskey *Get Set, Go! The Do's and Don'ts of Grading Reform*	

Agenda is subject to change.

Breakouts and Learning Labs at a Glance

Presenters & Titles	Wednesday, June 19		Thursday, June 20	
	10:00–11:30 a.m	1:00–2:30 p.m.	**Learning Labs** 9:45–11:45 a.m.	1:15–2:45 p.m.
Cassandra Erkens				
Designing Assessments for 21st Century Skills	X			
Collaborative Common Assessments		X		
Engineering Engaging Conversations			X	
Making Homework Count				X
Angela Freese				
Engaging the 3Rs to Leverage Student Achievement	X			
Analyzing Standards for Assessment Planning		X		
Playmakers: Leading a Culture of Assessment			X	
Unstoppable Assessment: Seeking, Gathering, and Discussing Evidence to Champion Student Achievement				X
Tom Schimmer				
Redefining Student Accountability	X			
Assessing Critical Thinking		X		
Acceptable Alternatives in Sound Grading and Reporting			X	
Effective Leadership in Assessment and Grading				X

Sarah Schuhl				
Designing Quality Common Mathematics Assessments K–5	X			
Analyzing Formative Assessment Student Work Products		X		
So Much to Cover: What Do We Teach and Assess?			X	
Investing Students in Their Learning				X
Eric Twadell				
Get Set, Go! A Professional Learning Map for Implementing Standards-Based Grading and Reporting	X			
Proficiency-Based Assessment: Process, Not Product		X		
Proficiency Based Instruction: A New Model for Teaching and Learning			X	
Beyond Platitudes: Instructing and Assessing Social and Emotional Learning				X

Session Descriptions

Cassandra Erkens
[KEYNOTE] Getting to the Good Stuff: Student 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 along the way. Is that even realistic? Yes! But changes to the current assessment practices and systems must be made if learners are ever going to be able to self-regulate as they engage in the work of deep learning. This keynote explores the mental mindset and the practical strategies that educators must employ to support learners in *getting to the good stuff.*

Participants in this session:
- Identify the barriers that block learners from truly investing in their own learning.
- Explore the educator's mindset that is required to support deep learning at the classroom level.
- Identify the strategies and tools that teachers can use to support learners in self-regulation.

Designing Assessments for 21st Century Skills
We are preparing learners today for a world we have not experienced and may even 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.

Participants in this session:
- Explore widely accepted 21st century skills.
- Identify the criteria for, and non-negotiables of, quality assessment design.
- Identify quality–non quality assessment options.
- Explore designing a 21st century, skill-based assessment.

Collaborative Common Assessments
In recent years, an explosion of information has proven the power of and the need for more formative assessments and fewer summative assessments. It seems odd, then, to add the idea of teams using 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 both 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 *what we can begin to do 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.

Participants in this session:
- Explore current assessment fallacies that can prohibit learning.
- Identify the rationale for the use of common formative assessments.
- Understand the process and the products of common formative assessments.

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 a rationale for using conversation as an instructional foundation and explores options for creating engaging conversations and criteria for monitoring student engagement and learning.

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

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

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

Angela Freese
Unstoppable Assessment: Seeking, Gathering, and Discussing Evidence to Champion Student Achievement
Assessment is often underutilized in driving our teaching and learning cycle, because the focus on measurement and ranking takes away its true capacity to leverage the achievement of students and the pedagogical development of teachers. Using assessment as a tool to focus on students' strengths and uncover misconceptions or gaps provides the opportunity to build students' sense of efficacy, hope, and possibility to move forward in their learning. Participants receive templates and tools to enhance this work with their teams.

Participants in this session:
- Explore methods and receive tools for seeking, gathering, and discussing evidence obtained from students about what they can do with what they have been taught.
- Practice using templates and processes for collaboratively engaging teams and students in this work.
- Enhance the systems design approach to harmonize the curricular, instructional, and assessment practices in teams, buildings, and districts.

Learning Lab
Playmakers: Leading a Culture of Assessment
The demands of building and district leaders are extraordinarily high. As we attempt to maintain balance of the varied, demanding roles of our positions, how can we remain diligent to our duty of ensuring high levels of learning for every child? We can best leverage our efforts when we create a balanced system of assessment and embed time for our teachers to collaborate around this critical work. Come to this session to gain tips and perspectives on how to set up your teachers (and yourself) for student success!

Participants can expect to:
- Explore the components of culture, competence, and commitment in the process of developing assessment literacy.
- Understand the balance of assessment to provide a comprehensive picture of what our students know and to what level they know it.
- Discuss the shift from using assessment to sort and categorize students to using assessment to motivate and engage our students to exhibit a growth mindset and be active partners in their own learning.

Engaging the 3Rs to Leverage Student Achievement
Relationships in the classroom are an essential gateway for promoting investment, ownership, and efficacy for our students. We rely on our ability to leverage those relationships in order to engage our students on their learning pathway. How do we create and utilize assessments that not only promote the expected levels of rigor but also engage students in seeing the relevance of the content in their own lives? This session is designed to explore the harmony of relationships, rigor, and relevance in assessment design.

Participants can expect to:
- Explore the content and context of our standards relative to assessment design.
- Discuss and determine approaches for assessment design that heighten rigor and relevance.
- Plan for student investment in learning through integration of 21st century skills.

Analyzing Standards for Assessment Planning

This session digs deeper into the analyzing standards process for accurate assessment design. Angela Freese leads participants through a process of determining what the standards are actually asking students to do—to what cognitive level—as well as determining how to prioritize and map out those standards across academic learning action plans.

Participants can expect to:
- Dig deep to collaboratively determine the level of rigor required by the standard.
- Explore what evidence is needed from students to ensure the appropriate depth of knowledge and understanding of the standard.
- Understand how to design assessment tools or tasks that accurately represent the learning progression toward mastery of the standard.

Thomas R. Guskey
[KEYNOTE] Get Set, Go! The Do's and Don'ts of Grading Reform

Most schools and school districts are engaged in reforms to their grading policies and practices. Unfortunately, many have met with unanticipated resistance and have failed miserably in their reform efforts. This presentation describes why these schools failed and what can be done to guarantee a greater likelihood of success. The focus is on procedures for implementing new reporting structures, including standards-based grading, as well as policies and practices that should be avoided due to their negative consequences for students, teachers, and schools.

Robert J. Marzano
[KEYNOTE] The New Paradigm for Classroom Assessments

This session makes a distinction between assessing and testing with emphasis on the fact that testing is only one way to assess students (and yet it is the most widely used form of assessment). Unfortunately, testing is not the most reliable or valid method available to classroom teachers of assessing individual students. Robert J. Marzano provides a view of what a comprehensive approach to classroom assessment looks like—one that utilizes various forms of assessment and provides the most reliable and valid information on the status and growth of individual students in specific academic areas.

Participants in this session:
- Obtain an expanded perception of the types of assessments available to teachers.
- Understand the difference between reliability of a single assessment and reliability across multiple assessments.
- Examine the nature and use of parallel assessments.
- Discover how reporting and grading are accomplished within the new paradigm for classroom assessment.

Tom Schimmer

[KEYNOTE] Grading Is an Assessment Conversation

Critical to the success of any grading reform effort is understanding that grading is still about the principles of valid and reliable assessment practices; these practices are simply applied to the summative purpose of assessment. This keynote highlights the big assessment practices and processes that can serve to guide the implementation of sound grading practices that ensure grades are accurate and learners remain confident about their potential success. Specifically, this session highlights why grading efforts must begin in any context with the cultivation of a standards-based mindset and how the six STAC assessment tenets ensure grades that are meaningful and clear.

Participants can expect to:
- Understand why, now more than ever, assessment literacy is the most effective and efficient professional investment a teacher can make.
- Understand how the six STAC assessment tenets are critical for effective grading reform.
- Understand how the cultivation of a standards-based mindset is the first step toward more meaningful, long-lasting changes that yield accurate grades and confident learners.

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. In this session, Tom Schimmer focuses on the systems, structures, and routines that can redefine accountability and reshape a school's culture. Rather than using zeros, late penalties, or any other traditional punitive grading practice, participants learn that real accountability can be achieved without compromising the integrity of a student's proficiency grade.

Participants can expect to:
- Identify the perils of punitive grading and the resulting inaccuracies that compromise the integrity of what is ultimately reported about student proficiency.
- Understand an alternative, more productive definition of accountability within the context of learning.
- Explore the multiple systems required to create a culture of real accountability that leaves student optimism and hope intact.

Acceptable Alternatives in Sound Grading and Reporting
Assessment orthodoxy is easy, but for those trying to lead the transformation of assessment and grading practices, assessment orthodoxy often falls short of inspiring teachers to move away from antiquated practices. This interactive, discussion-based session focuses on acceptable alternatives that find the sweet spot between the status quo and more desirable assessment and grading practices. The reality of assessment reform is imperfect; acceptable alternatives allow those who are hesitant to feel more comfortable with the prospective change while honoring the core of the desirable outcome. Acceptable alternative strategies can assist teachers in navigating changes when some school or district policies are non-negotiable.

Participants can expect to:
- Develop imperfect, yet acceptable solutions to real assessment and grading dilemmas.
- Identify what is negotiable and non-negotiable within sound assessment principles.
- Understand ways educators can discuss assessment and grading reform with all stakeholders, including parents and students.

Assessing Critical Thinking
Critical thinking sits at the heart of the critical competencies essential for learners to develop in the 21st century. This session highlights how educators can take advantage of their assessment fundamentals to seamlessly assess critical thinking. Specifically, participants learn how the specifist and generalist views of critical thinking can both contribute to schools developing a comprehensive approach to critical thinking. They will also learn about the variety of tools that can be developed in support of assessment, the instructional implications for creating critical thinking opportunities, and the dispositional habits of critical thinkers.

Participants can expect to:
- Understand both the overlap and contradiction between the two dominant psychological views of critical thinking.
- Recognize why and how the assessment of critical thinking relies heavily on clearly articulated performance criteria.
- Explore how learners can, through the cultivation of habitual behaviors and dispositions, develop into critical thinkers.

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

Sarah Schuhl

Designing Quality Common Mathematics Assessments in Grades K–5

Next-generation assessments reflect the critical thinking required of students learning mathematics. How do you ensure that students meet learning expectations? How are students involved in the process, and how are they using assessments as learning tools? In this session, participants explore how collaborative teams can create a balanced assessment system to prepare all students for future success in mathematics.

Participants can expect to:
- Learn criteria essential to quality mathematics assessment design.
- Understand the purpose of various assessments used in class.
- Explore ways to use common assessments to promote student learning.

Designing Quality Common Mathematics Assessments in Grades 6–12

Next-generation assessments reflect the critical thinking required of students learning mathematics. How do you ensure that students meet learning expectations? How are students involved in the process, and how are they using assessments as learning tools? In this session, participants explore how collaborative teams can create a balanced assessment system to prepare all students for future success in mathematics.

Participants can expect to:
- Learn criteria essential to quality mathematics assessment design.
- Understand the purpose of various assessments used in class.
- Explore ways to use common assessments to promote student learning.

Analyzing Formative Assessment Student Work Products

The formative assessment process occurs naturally and often within each lesson taught throughout the day. Teachers can collect observational data to recognize the common misconceptions, mastery, and strategies students use to complete a task when engaged in an instructional activity. Additionally, common formative assessments provide numerical data and student work, which, when analyzed by a team, offer insights into the extent students learned essential standards and what next steps will help them to grow. Each plays a role in helping teachers match instructional interventions to the needs of students still learning.

Participants can expect to:
- Explore ways to collect meaningful data related to student learning.
- Analyze student work to discover students' level of proficiency in order to understand and identify possible interventions they need to achieve mastery.
- Determine ways to build time for this analysis into the regular professional practice of collaborative teams.

<u>**Learning Lab**</u>
So Much to Cover: What Do We Teach and Assess?
There are many important standards in each grade level and subject students must learn. Which are more important? How can a plan be made to focus instruction and assessment unit to unit so all standards are accounted for? How will students articulate and reflect on the learning within each unit? This session shares protocols for identifying priority standards, create a proficiency map to identify the focus of instruction and assessment in each unit, and unwrap standards so everyone is clear about what students must know and be able to do. The protocols used will allow for implementation back in the local school or district with teachers and collaborative teams.

Participants can expect to:
- Learn a process for identifying priority standards.
- Understand a proficiency map to guide instruction and assessment.
- Unwrap standards to create student-friendly learning targets to use during instruction and assessment.

Investing Students in Their Learning
Too often, adults take ownership of having all students learn and fail to productively plan to bring students into the process. How are students able to articulate what they are learning, their strengths, and the next steps they should take? How are students learning from and acting on the feedback given during instruction and on assessments? How do students track their progress on essential standards? In order for students' reflections on learning to be most meaningful, consider how the culture of the classroom positively influences a student's disposition and beliefs about how he or she can learn. Teachers can help students understand why they need an intervention and grow their belief that they can learn when these same students are invested members of the process.

Participants can expect to:
- Identify characteristics of a classroom culture focused on learning.
- Recognize powerful feedback processes with students.
- Explore ways for students to reflect through self-regulation and tracking.

Eric Twadell
Get Set, Go! A Professional Learning Map for Implementing Standards-Based Grading and Reporting
Standards-based grading has often been cited as the "third rail of school reform." And yet, this is an important destination on the journey to becoming a professional learning community that embraces assessment and grading practices and supports student learning. This session provides participants with a road map for differentiating professional development for teachers and teams interested in implementing standards-based grading.

In this session, participants:
- Gain an appreciation for utilizing a learning map to differentiate professional development.
- Explore challenges associated with traditional grading practices and reporting results.
- Learn how to structure a professional development and a learning map for teachers and teams specifically focused on standards-based grading and reporting.

<u>**Learning Lab**</u>
Proficiency-Based Assessment: Process, Not Product
While educators' knowledge of effective assessment practices has grown in the past few years, the chasm of understanding between *formative* and *summative* practices has widened. Eric Twadell argues that assessments should have neither a formative nor summative purpose. Instead, they are *experiences* to help students meet and exceed proficiency expectations.

Participants learn to:
- Create learning targets as well as develop and scale proficiency-based goals.
- Make instructional shifts to ensure students reach proficiency expectations.
- Build assessments that support student learning.
- Ensure that assessment serves instructional practice and moves students toward proficiency.

Proficiency-Based Instruction: A New Model for Teaching and Learning
As educators implement proficiency-based assessment and grading strategies, there is a realization that the traditional model of instruction must change as well. The teacher as the sage on the stage simply cannot facilitate meaningful learning experiences for students in a proficiency based learning environment.

Participants in this session:
- Examine the instructional design models that support proficiency based assessment and grading.
- Explore the instructional delivery models that support proficiency based assessment and grading.
- Develop an instructional plan to support students in meeting a proficiency expectation.

Beyond Platitudes: Instructing and Assessing Social and Emotional Learning
In most schools, social and emotional learning (SEL) is little more than canned programs that highlight cliché-driven posters and flyers. However, schools that take SEL seriously learn quickly that it can be taught and assessed like other subjects and content areas. Participants explore the CASEL social–emotional learning competencies and develop strategies and best practices for teaching and learning through this process.

Participants in this session:
- Explore the CASEL social–emotional learning competencies: self-management, self-awareness, social awareness, responsible decision making, and relationship skills.
- Discover strategies for the explicit instruction of these competencies.
- Understand how these competencies impact student learning.
- Learn how to assess the impact of social and emotional learning instruction.