

Agenda

Austin, TX • June 22–24

Monday, June 22

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|----------------------|---|
| 7:00–8:00 a.m. | Registration |
| | Continental Breakfast |
| 8:00–9:45 a.m. | Keynote —Tom Schimmer <i>Assessment Is the Engine!</i> |
| 9:45–10:00 a.m. | Break |
| 10:00–11:30 a.m. | Breakout Sessions |
| 11:30 a.m.–1:00 p.m. | Lunch (on your own) |
| 1:00–2:30 p.m. | Breakout Sessions |
| 2:30–2:45 p.m. | Break |
| 2:45–3:45 p.m. | Role-Alike Networking — <i>An expert-facilitated conversation with others who share similar responsibilities</i> |
| | Assessment and Data Coordinators —Angela Freese |
| | Building Administrators —Tom Hierck |
| | Superintendents and Central Office —Tammy Heflebower |
| | Instructional Coaches —Garnet Hillman |
| | Elementary School Teachers —Katie White |
| | Middle School Teachers —Chris Jakicic |
| | High School Teachers —Tom Schimmer |

Tuesday, June 23

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| 7:00–8:00 a.m. | Registration |
| | Continental Breakfast |
| 8:00–9:45 a.m. | Keynote —Cassandra Erkens <i>Getting to the Good Stuff: Student Investment</i> |
| 9:45–10:00 a.m. | Break |
| 10:00–11:30 a.m. | Breakout Sessions |
| 11:30 a.m.–1:00 p.m. | Lunch (on your own) |

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|----------------|--|
| 1:00–2:30 p.m. | Breakout Sessions |
| 2:30–2:45 p.m. | Break |
| 2:45–3:45 p.m. | Panel Discussion — <i>Presenters provide practical answers to your most pressing questions.</i> |

Wednesday, June 24

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|-----------------|---|
| 7:00–8:00 a.m. | Continental Breakfast |
| 8:00–9:30 a.m. | Keynote —Tammy Heflebower <i>What Leaders Need to Know About Quality Assessment</i> |
| 9:30–9:45 a.m. | Break |
| 9:45–11:30 a.m. | Keynote —Thomas R. Guskey <i>Get Set, Go! The Dos and Don'ts of Grading Reform</i> |

Breakouts

| Presenter & Title | Monday, June 22 | | Tuesday, June 23 | |
|--|------------------|----------------|------------------|----------------|
| | 10:00–11:30 a.m. | 1:00–2:30 p.m. | 10:00–11:30 a.m. | 1:00–2:30 p.m. |
| Cassandra Erkens | | | | |
| Leading Change in Grading Practices | | | X | |
| Making Homework Count | | | | X |
| Angela Freese | | | | |
| Turning Information Into Action: Running a Productive Data Meeting | X | | | |
| Analyzing Standards for Assessment Planning | | X | | |
| Playmakers: Leading a Culture of Assessment | | | X | |
| Unstoppable Assessment: Securing Evidence to Champion Student Achievement | | | | X |
| Tammy Heflebower | | | | |
| Making Standards Come to Life in the Classroom: Designing and Using Proficiency Scales | X | | | |

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| Teaching in a Standards-Referenced Learning Classroom | | X | | |
| Figuring Grades in a Standards-Based Learning Classroom | | | X | |
| Implementing Standards-Referenced Learning: A Five-Phase Plan | | | | X |
| Tom Hierck | | | | |
| Preassessment—What Can We Learn? | X | | | |
| Moving Between the Tiers: Turning Data Into RTI Decisions: | | X | | |
| Assessing Behavior: Not a Grade, but a Plan! | | | X | |
| Assessment—Why Bother? | | | | X |
| Garnet Hillman | | | | |
| Standards-Based Learning <i>in Action</i> | X | | | |
| Feedback <i>in Action</i> | | X | | |
| Chris Jakicic | | | | |
| Too Much to Teach: The Leadership Perspective | X | | | |
| Simplifying Assessment Design | | X | | |
| Writing Quality Assessment Items | | | X | |
| Navigating Assessment Roadblocks | | | | X |
| Tom Schimmer | | | | |
| Redefining Student Accountability | X | | | |
| Acceptable Alternatives in Sound Grading and Reporting | | X | | |
| Assessing Critical Thinking | | | X | |
| Effective Leadership in Assessment and Grading | | | | X |
| Katie White | | | | |
| How Changing One Thing Can Change Everything: The Power of Learning Targets | X | | | |

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| Assessment as the Key to Everyday Creativity in Every Classroom | | X | | |
| Feedback That Works | | | X | |
| Building Strong Self-Assessment Skills for All Ages | | | | X |

Agenda is subject to change.

Day 1 Session Descriptions

KEYNOTE

Tom Schimmer

Assessment Is the Engine!

When it comes to many of the structures, systems, and routines schools adapt, sound assessment practices and principles are the deciding factors. This keynote highlights why investing one's assessment literacy is the most effective and efficient professional investment any educator can make. Whether in a PLC, implementing an RTI continuum, differentiating instruction, or teaching 21st century skills, assessment is the engine that drives and determines the fidelity with which these approaches are implemented. Specifically, this keynote highlights six assessment tenets that are universal, timeless, and critical to the successful support of all learners.

Participants can expect to understand:

- How sound assessment practices are the engine that drives so many of a school's systems, structures, routines, and practices
- What assessment tenets are timeless and universally applicable in all situations
- How to establish a seamlessness between formative and summative purposes of assessment

MORNING BREAKOUTS

Angela Freese

Turning Information Into Action: Running a Productive Data Meeting

You've worked with your collaborative team to design a common assessment—congratulations! Now it's time to review the results. You start discussing student strengths, patterns, and trends and then ... the bell rings. You have talked about the results, but you were not able to address what your team was going to *do* about the results. So, you have to plan another team meeting. Does this scenario sound familiar? The focus of this session is to learn and practice effective data meeting processes to ensure that your assessment information results in specific actions to improve student results.

Participants can expect to:

- Learn the conditions for a successful data meeting.
- Practice adult behaviors that should occur before, during, and after a team meeting that will improve the capacity of the adults and enhance student results.

- Understand the importance of communicating results to students and empowering them to take action on their performance.

Tammy Heflebower

Making Standards Come to Life in the Classroom: Designing and Using Proficiency Scales

Instructional activities should focus on what matters most. Clear, specific learning goals lay the foundation for effective teaching. In this session, Tammy Heflebower illustrates what effective teachers do to establish and communicate learning goals and track student progress.

Learning improves measurably when students are focused on specific, high-quality learning targets. These targets set an appropriate level of difficulty (proficiency scales), drive the selection of targeted instructional activities, and align with assessment tools that allow teachers and students to measure progress. This session clarifies the progression of the process, which involves 1) exploring the research on two different kinds of learning targets, 2) discovering how to refine those targets into proficiency scales to measure student performance, 3) tracking student results, and 4) celebrating!

Participants in this session:

- Learn the what, why, and how of prioritizing state or provincial standards.
- Understand the what, why, and how of proficiency scale design.
- Connect proficiency scales to quality classroom assessments.

Tom Hierck

Preassessment—What Can We Learn?

Preassessment is often viewed as something that can be avoided. Comments range from “It’s a waste of time to discover what I already know” to “How do I grade it to make it meaningful?” This session looks at the value of preassessment so participants can shift the focus to this question: What can we determine so we don’t waste students’ time and, instead, push their thinking?

Participants in this session:

- Analyze the value of creating a high-quality preassessment.
- Develop a plan for incorporating preassessments.
- Examine various formats of preassessment.

Garnet Hillman

Standards-Based Learning *in Action*

The goal of a standards-based learning environment is developing 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 first be in place. Participants in this session explore the importance of 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

Chris Jakicic

Too Much to Teach: The Leadership Perspective

Schools and districts that use the PLC model to ensure high levels of learning for all students know they must start the process by identifying their essential (power) standards. This session focuses on how teacher leaders, coaches, and administrators can effectively guide their teams through the process to assure a high-quality product. From learning the criteria to getting to consensus with teams and vertically aligning the essentials, participants will leave this session feeling confident about guiding the work at their school or district.

As a result of this session, participants:

- Become familiar with why we need essential standards, a protocol for identifying these standards in their school or district, and how to prepare for smooth implementation.
- Learn how to facilitate teams through the consensus process to agree on a final product.
- Explore ways to help collaborative teams effectively use essential standards in their work.

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. 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, issuing late penalties, or employing 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.

Katie White

How Changing One Thing Can Change Everything: The Power of Learning Targets

When we are planning to enhance student learner outcomes, it is hard to know where to start. Learning is complex and each piece of the process holds a vital role in the learner's success. However, sometimes changing one aspect of how we approach the teaching and learning cycle can affect everything else, resulting in positive outcomes for our learners and ourselves. This session explores

the power of a focus on learning targets and criteria to shift the conversations teachers, students, and families have about assessment.

Participants in this session:

- Explore the story of a young learner’s shifting investment in her own learning journey.
- Examine the process for designing a learning continuum (targets and criteria).
- Use the continuum to enhance assessment design in personal teaching contexts.

AFTERNOON BREAKOUTS

Angela Freese

Analyzing Standards for Assessment Planning

This session digs deeper into analyzing standards processes 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—and determining how to prioritize and map out those standards across action plans for learning.

Participants can expect to:

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

Tammy Heflebower

Teaching in a Standards-Referenced Learning Classroom

Standards-referenced learning requires fundamental paradigm shifts. However, these shifts don't mean teaching in a completely different and unfamiliar way. The content taught doesn't need to change dramatically, and teaching strategies don't need to change much either. What will change profoundly is how teachers think about what and how they teach.

This session provides teachers, and those who guide changes in their classrooms, with practical, hands-on strategies and advice for shifting to standards-based learning. Participants address the role of standards in the classroom and proficiency scales as the basis for planning, instructing, tracking progress, and setting goals with students.

Learning outcomes include:

- Understanding the role of standards and proficiency scales in a standards-based classroom
- Reviewing practical ways to apply standards-based procedures for planning and delivering instruction
- Learning about effective ways for students to set goals and track their progress

Tom Hierck

Moving Between the Tiers: Turning Data Into RTI Decisions:

RTI is simply a framework that helps define the time and support all students need to be successful. It demands action on the part of every educator on behalf of every student, and a shift in conversation from talking about *my* students to talking about *all* students. The elements of RTI are also described—elements that led John Hattie in *Visible Learning for Teachers* (2012) to rate RTI as one of the top three most effective, single initiatives in which schools can engage their efforts to dramatically improve student learning. Participants in this session work through the process of ensuring their RTI structures effectively support the needs of *all* students and move between the tiers on evidence, not emotion.

Participants in this session:

- Analyze their current Tier 1 (the critical tier) practices.
- Develop an evidence-based approach to moving between tiers.
- Examine methods to report growth, not just achievement.

Garnet Hillman

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

Chris Jakicic

Simplifying Assessment Design

Well-designed formative and common formative assessments can have a significant impact on student learning. This session takes participants through the design process involved in ensuring a valid assessment. While many teachers have experienced unwrapping standards into learning targets, participants in this session explore how to work through this process with an assessment lens so that teams have a common understanding of proficiency. They also develop an assessment plan to determine what types of items work best and how many are needed to make sure the resulting data is reliable.

Outcomes from this session include:

- Understanding how unwrapping standards into learning targets improves the quality of formative and common formative assessments
- Exploring ways to ensure items match the rigor of the learning targets participants will assess

- Learning how to develop an assessment plan before writing questions to assure a more valid assessment

Tom Schimmer

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 what is non-negotiable within sound assessment principles.
- Understand ways educators can discuss assessment and grading reform with all stakeholders, including parents and students.

Katie White

Assessment as the Key to Everyday Creativity in Every Classroom

The partnership between formative assessment and creativity flourishes when it improves learning outcomes for students and increases their ability to make decisions and take risks in the short and long term. This is how we can leverage assessment to unlock creativity. When we connect strong assessment criteria to self-assessment, goal setting, and feedback, we develop creative learners who accept responsibility for their continued growth and are empowered to share their voices.

Participants in this session:

- Explore the four stages of the creative process and ways that assessment advances each stage.
- Engage in a practical simulation, consider outcomes, and reflect on the implications for learners.
- Apply the connection between assessment and creativity in personal contexts.

Day 2 Session Descriptions

KEYNOTE

Cassandra Erkens

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 current assessment practices and systems must be

made if learners are 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 barriers that block learners from truly investing in their own learning.
- Explore the educator's mindset required to support deep learning in the classroom.
- Identify strategies and tools teachers can use to support self-regulation in learners.

MORNING BREAKOUTS

Cassandra Erkens

Leading Change in Grading Practices

How do leaders create significant paradigm shifts in assessment practices and policies when the system is entrenched in the traditions of the past by virtually all stakeholder groups? Though educational experts call for change in assessment practices and policies, the challenge seems daunting when internal and external stakeholders resist the idea. This session provides teacher leaders and administrators with a model for change and the necessary tools and strategies to navigate the model.

Learning outcomes include:

- Developing a personal theory of change
- Exploring best practices in leading change
- Identifying key strategies, tools, and protocols to navigate change

Angela Freese

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 in our duty to ensure 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. Angela Freese provides tips and perspectives on setting up teachers to facilitate student success.

Participants can expect to:

- Explore the components of culture, competence, and commitment toward developing assessment literacy.
- Understand the balance of assessment to provide a comprehensive picture of what 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 students to exhibit a growth mindset and become active partners in their own learning.

Tammy Heflebower

Figuring Grades in a Standards-Based Learning Classroom

Shifting to a standards-based classroom means major change. Rather than espousing theories, this session provides teachers, and those who guide changes in their classrooms, with practical, hands-on strategies and advice for shifting to standards-based learning. Participants in this session learn how to address exceptional learners, score and assign grades to students, and use proficiency scales as the basis for creating and scoring quality classroom assessments.

Learning outcomes include:

- Addressing the needs of exceptional students
- Assigning grades in a thoughtful manner
- Communicating grades effectively

Tom Hierck

Assessing Behavior: Not a Grade, but a Plan!

The notion that academics can be taught while behavior needs to be managed has to be altered. Improving behavior leads to improving academic results. The best hope for schools to make significant academic gains resides not in getting our most able students an additional percent or two in the grade book, but in closing the gap for our struggling learners. The focus has to shift from a grade to a plan for self-regulation, supporting behavioral growth as we do academic growth.

Participants in this session:

- Analyze the foundational values of their school or classroom.
- Develop a framework for social skills that mirrors their academic lesson planning.
- Examine teaching strategies for struggling students.

Chris Jakicic

Writing Quality Assessment Items

If teachers are making decisions about what to do next for students in their classrooms based on the assessments they give, how do they know the assessment items they're writing are giving them good information? This session explores how to best develop constructed-response and selected-response items that will translate into better information about student learning. In particular, participants look at how to write questions that better assess more rigorous learning targets.

As a result of this session, participants:

- Become familiar with strategies for writing constructed-response items that elicit information about students so teachers and teams know how to proceed.
- Learn how to develop rubrics to score questions in a way that provides information to the teacher, to the collaborative team, and to students.
- Explore ways to write selected-response questions that will help teams determine which concepts students need more time to learn.

Tom Schimmer

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 various 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.

Katie White

Feedback That Works

We know that feedback is one of the most effective ways to grow learning. But not all feedback is created equal. Katie White focuses on the practical ins and outs of providing effective, timely, and ongoing feedback to students as part of the formative and summative assessment process.

Participants in this session:

- Build a shared understanding of the qualities of effective feedback.
- Explore practical strategies for providing feedback to learners.
- Apply feedback strategies to personal contexts.

AFTERNOON BREAKOUTS

Cassandra Erkens

Making Homework Count

Teachers use homework for three primary purposes: practice, preparation, and extension of classroom learning. Some research points to homework as being 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 designing and using 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

Angela Freese

Unstoppable Assessment: Securing 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 student achievement 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. Angela Freese provides templates and tools to enhance teachers' 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.
- Gain a systems design approach to harmonize curricular, instructional, and assessment practices in teams, schools, and districts.

Tammy Heflebower

Implementing Standards-Referenced Learning: A Five-Phase Plan

Building and district leaders must be well versed in standards-referenced grading and all that entails. This is no small change. It is a lot like parenting—exciting, challenging, trying, rewarding, frustrating, and extremely gratifying. It is the most transformational change on which you may ever embark. This session focuses on what leaders need to consider when implementing the myriad of calculated processes and products that serve as the foundation for solid execution. Tammy Heflebower guides participants through a sample four-plus-year plan for implementing standards-based learning, while highlighting some of its critical components. Participants will have an opportunity to compare and augment an existing plan or consider a draft of one.

Learning outcomes include:

- Examining the important components to consider when implementing standards-referenced learning in your school or district
- Comparing and contrasting participants' existing work with the ideas presented
- Considering ways to create or augment an effective implementation plan

Tom Hierck

Assessment—Why Bother?

The title of this session is intentionally provocative and there may be some ideas rattling around in your head that are aligned with this provocation. This session is not a rant to eliminate high-quality, effective evidence gathering. Rather, participants examine the pursuit of numbers simply for the purpose of rank and sort or mathematical computation as per a formula, or computer program versus

the quality of evidence gathering. The focus of the discussion in this session is based on two questions: How will we respond when students don't learn? and How will we respond when they have learned?

Outcomes from this session include::

- Discovering ways to ensure that effective, high-quality assessment is the engine that drives all of your school's decisions
- Using evidence you gather to respond to the questions concerning enrichment and differentiation
- Planning for every student to experience success in school and in their lives beyond

Chris Jakicic

Navigating Assessment Roadblocks

During this session, we'll investigate four common roadblocks teams and schools encounter when they shift from using summative to formative and common formative data to respond to students during the learning process. Whether you're already using formative assessments or just getting started, this session helps to ensure you're getting the right data to make decisions about what to do next to maximize student learning.

As a result of this session, participants:

- Learn how to use student work instead of a cut score to respond to formative assessment results.
- Investigate ways to intentionally find time to respond when students need more time and support.
- Investigate the differences between formative and summative data and when to use each.
- Discuss how short formative assessments can provide target-by-target information about student learning.

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, ways to plan for short-term wins, and ideas for handling 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 ways leaders cultivate 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

Katie White

Building Strong Self-Assessment Skills for All Ages

Strong self-assessment in classrooms leads to investment and growth for learners through co-constructed learning experiences that precisely address student needs. So, what do we do when

our learners may not yet have refined the skill of self-assessment? We build the sub-skills that provide the foundation for student ownership as they move through the system. Katie White explores the power of self-assessment to nurture hope and efficacy in learners. By empowering students to be in charge of their learning stories, educators can support the development of learners who are confident and capable.

Participants in this session:

- Discover the six *Ps* of strong self-assessment.
- Explore the sub-skills of self-assessment that work together to develop assessment-proficient learners.
- Consider ways to embed self-assessment into personal learning contexts.

Day 3 Session Descriptions

KEYNOTES

Tammy Heflebower

What Leaders Need to Know About Quality Assessment

Teachers routinely make important decisions about student achievement, but as a building leader, how do you know if such decisions are based on sound assessment results? Tammy Heflebower shares what every leader needs to know about quality classroom assessments. Participants uncover many practical and technical facets of classroom assessments and validate the use of student performance reporting.

Participants in this session:

- Analyze three types of assessment.
- Discover ways to ensure assessments meet components of validity, reliability, and fairness.
- Review and revise existing assessments for quality.
- Investigate formats for engaging others in this essential work.

Thomas R. Guskey

Get Set, Go! The Dos 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.