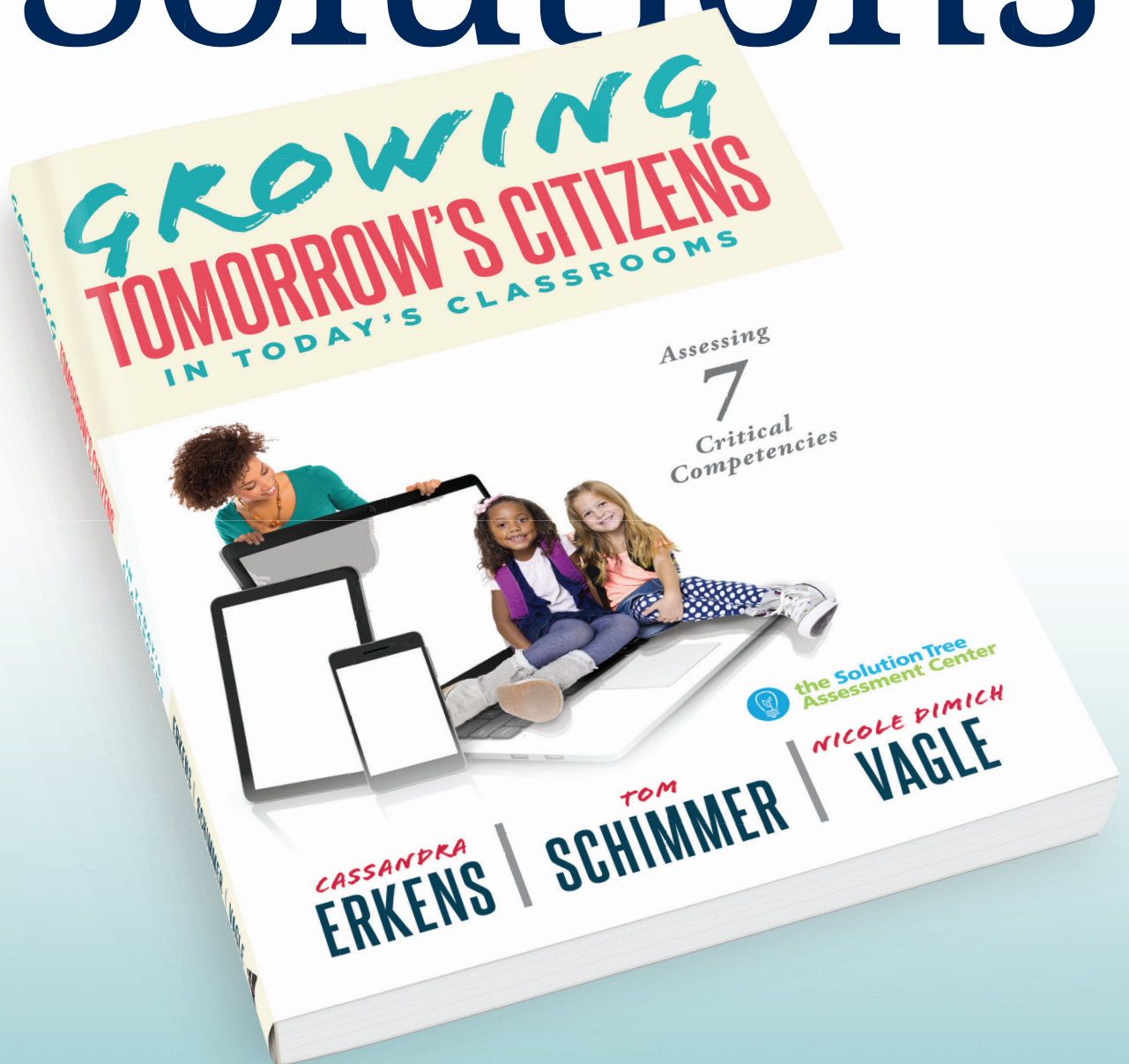




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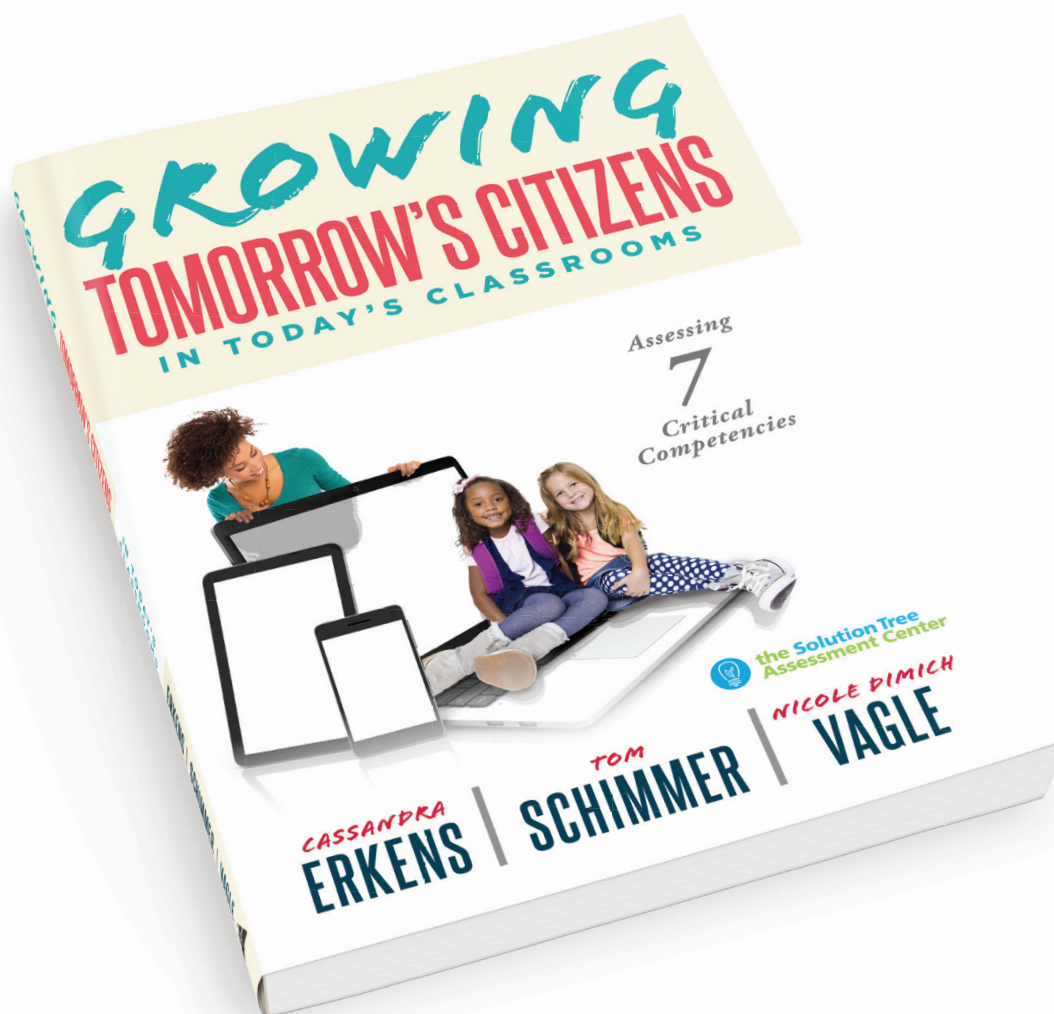
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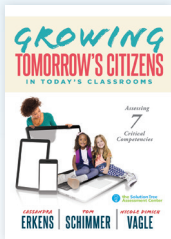
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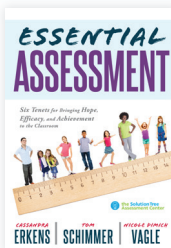


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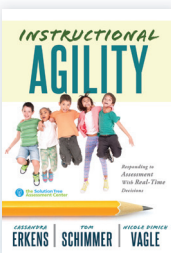
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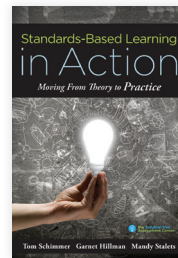
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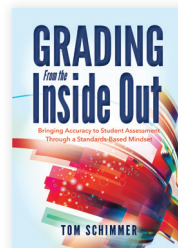
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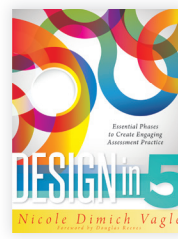
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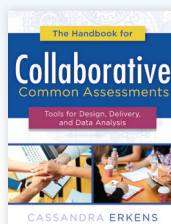
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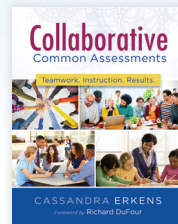
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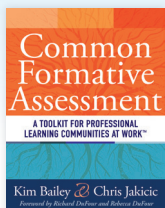
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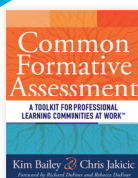


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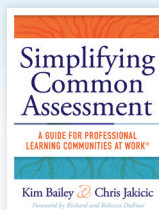


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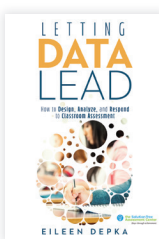
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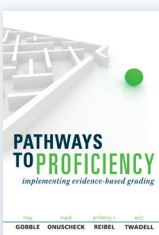
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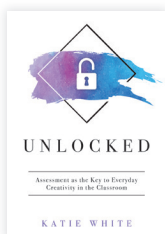
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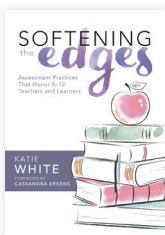
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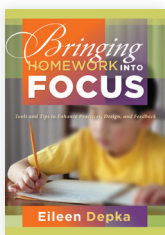
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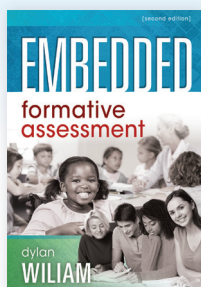
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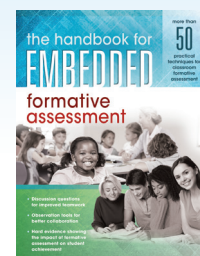
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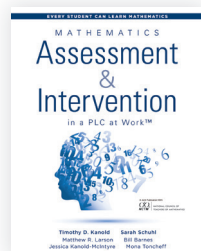
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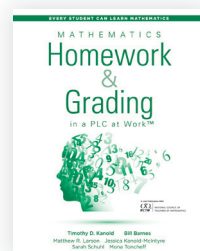
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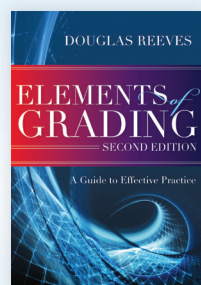
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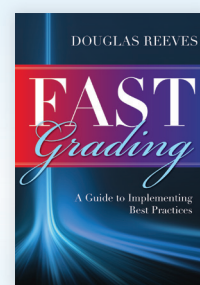
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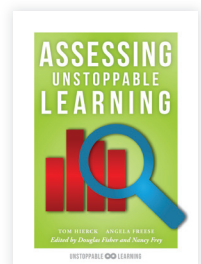
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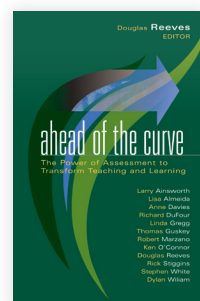
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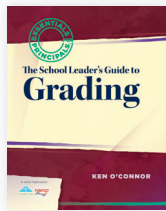
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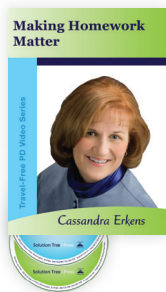
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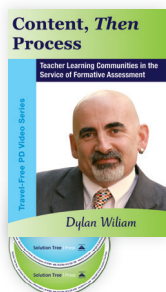


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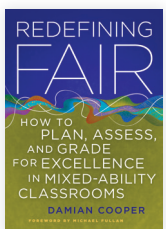
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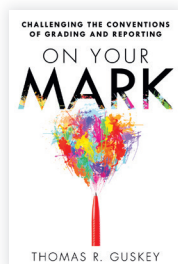
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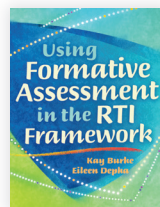
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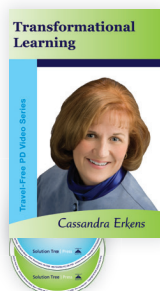


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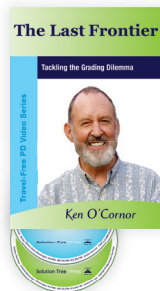


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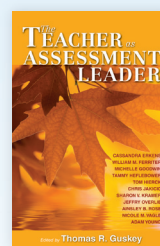
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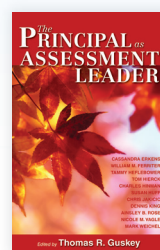
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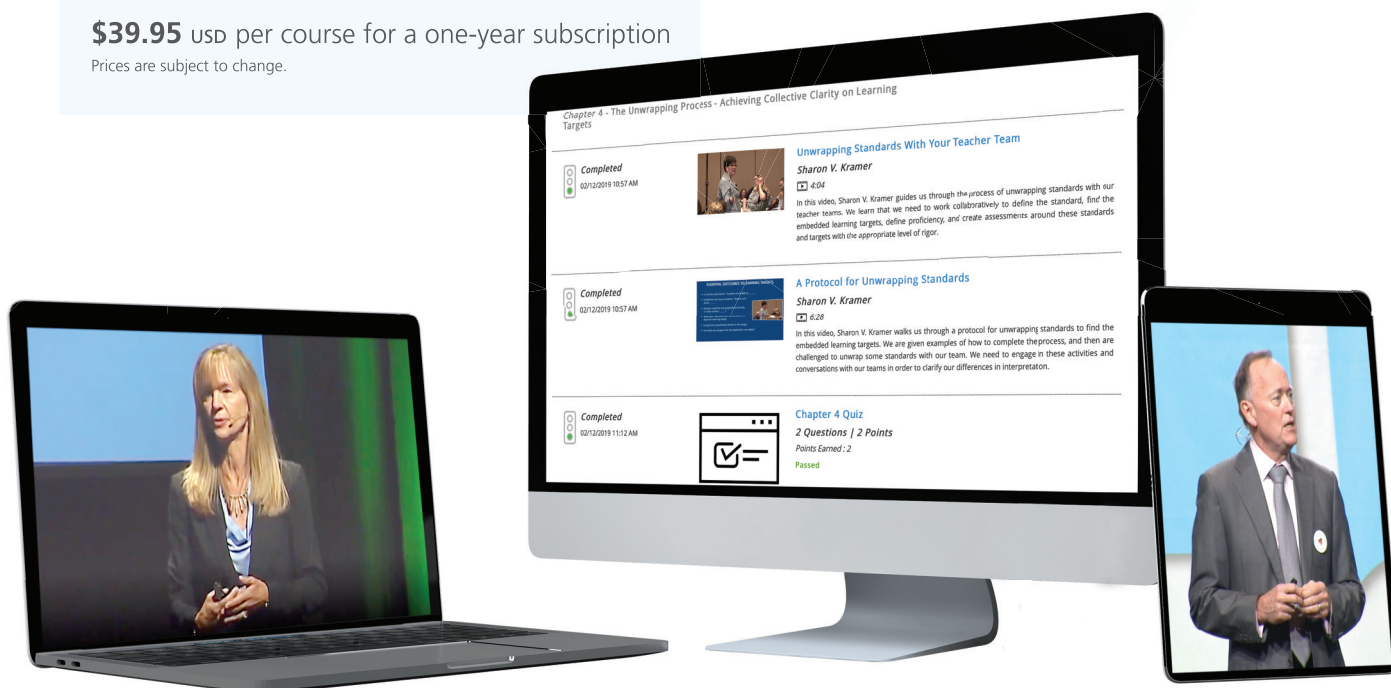
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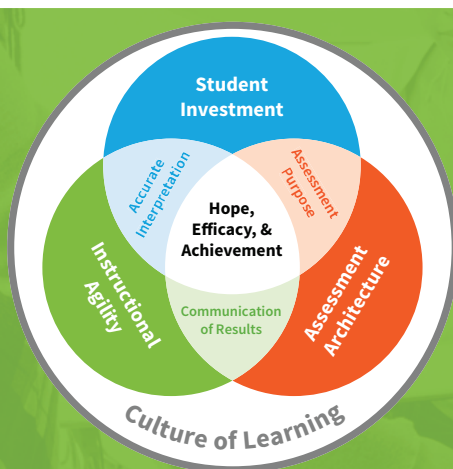
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6. Accurate interpretation



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- Explore assessment practices that support quality decision-making for instructional agility in the classroom.
- Support leadership teams as they navigate transforming assessments to develop student investment in the process.

Included Resources (Each participant receives the following books): *Collaborative Common Assessments*, *Design in Five*, and *Grading From the Inside Out*

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Evidence of Effectiveness

RUTLAND HIGH SCHOOL | RUTLAND, VERMONT

► DEMOGRAPHICS

- **227** Teachers
- **860** Students
- **39%** Free and reduced lunch
- **2%** Limited English proficient
- **12%** Special education
- **1%** African American
- **2%** Hispanic
- **1%** Asian/Pacific Islander
- **2%** Other

Rutland, Vermont, is an urban location serving about 23,000 residents in a very rural state. Although Rutland is a racially homogeneous community, it is home to a very diverse socioeconomic demographic.



► CHALLENGE

Rutland High School served its students well, but the staff wanted to go from good to great. Students received a curriculum that varied from class to class, and the data that resulted from assessments was not used systematically to improve instruction. Although teachers had the best intentions, many of Rutland students' early standardized test scores were lower than the state average.

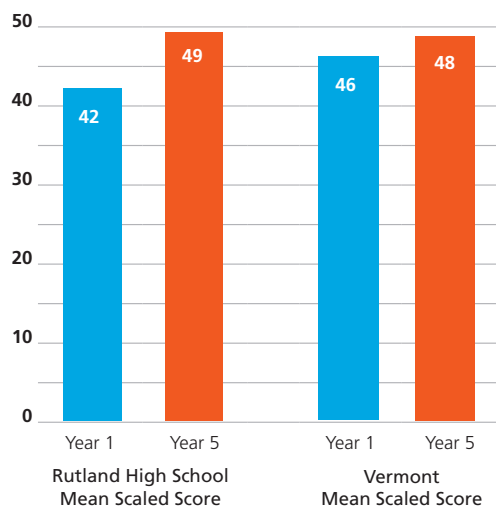
► IMPLEMENTATION

With the support of nationally recognized assessment expert Cassandra Erkens, the staff made great strides. Teachers soon gained a collective understanding of and commitment to formative and summative assessment systems. Teams established a common guaranteed and viable curriculum, as well as a process that ensured a thorough approach to reviewing student results with a commitment to intervention. Finally, the daily schedule changed to allow for an intervention block during the school day.

► RESULTS

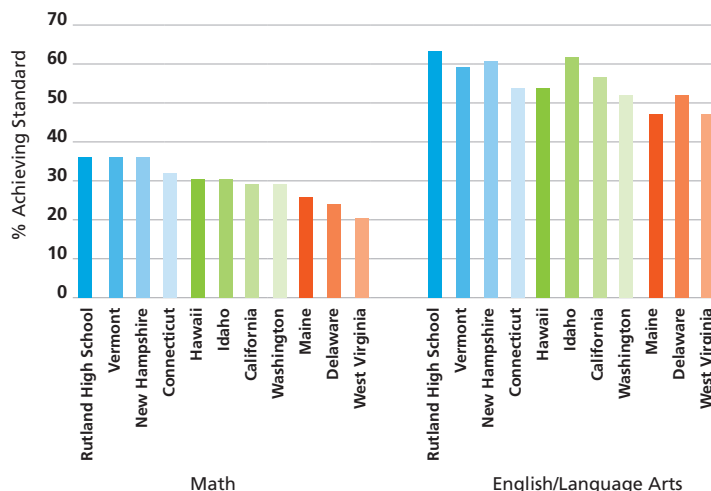
As the staff worked to improve their collaborative common formative assessment process, student scores improved. The goal of Rutland continues to be to perform at or better than state average, and their scores show they are right on track.

**New England Common Assessment Program (NECAP)
Reading (11th Grade)**



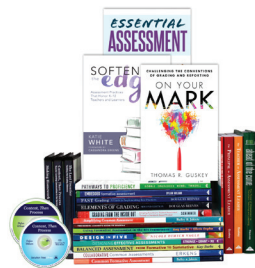
**Smarter Balanced Assessment Consortium (SBAC)
11th Grade—Year 6**

Vermont schools switched from NECAP to SBAC in the sixth year of Rutland's work with Cassandra Erkens.



Assessment

More resources to strengthen your assessment practices



The Assessment Toolkit

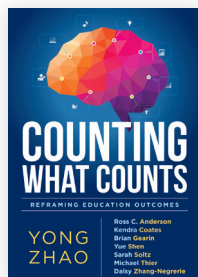
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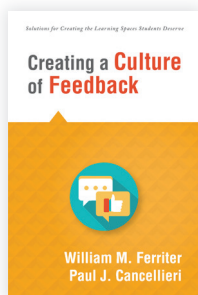
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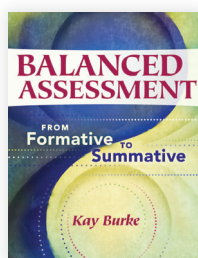


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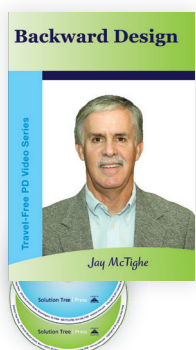
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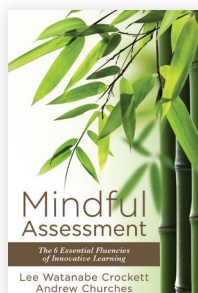


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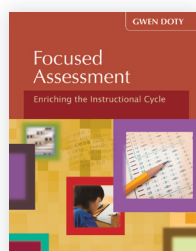
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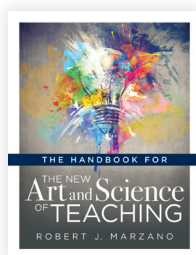
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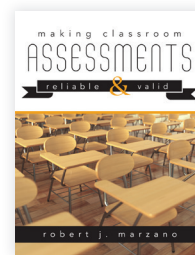


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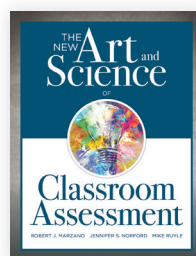
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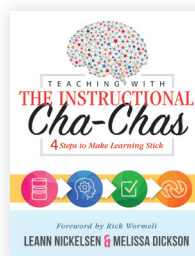
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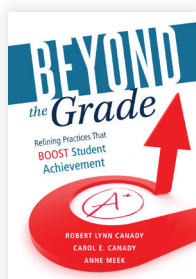
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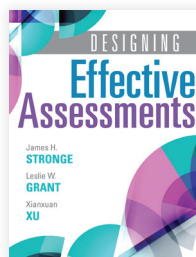


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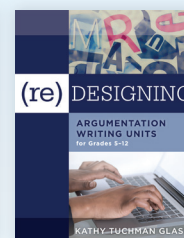
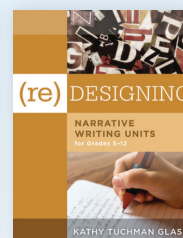
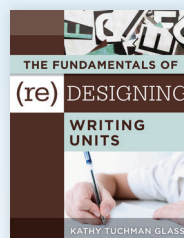
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EXPERT Q&A



Katie White, author

What inspires or drives your work?

My work in schools and districts continues to reinforce my belief that education is fundamentally about the relationship between teachers and students. These relationships support the intellectual development of learners while, at the same time, nurturing their social, emotional, and physical needs. My work is driven by the idea of designing and sustaining school landscapes where teachers are empowered to make the best decisions on behalf of their very capable learners.

What makes *Softening the Edges* unique?

Softening the Edges explores assessment through the lens of student investment and teacher empowerment. It proposes assessment strategies and approaches in all areas of assessment: pre-assessment, formative assessment, self-assessment, summative assessment, and reporting.

In the book, I identify specific ways the edges can become hard in our assessment practices and give practical solutions for softening the edges that teachers can implement immediately. Discussions about assessment rarely begin with the student, but this book starts with the students and works its way out to the teacher, the students' families, and then stakeholders.

What challenges will this book help educators overcome?

This book will help educators overcome the pressure they feel when making assessment decisions. It offers practical ways to align the scientific work of

unpacking standards, identifying learning targets, and designing and interpreting assessment information with the art of assessment that addresses our most human qualities.

I offer clear examples of how to design learning continuums that identify the targets within learning goals from a student perspective. Also, each chapter contains reflective questions that explore both teacher and student relationships with assessment and guide shifts in assessment practices to invite student investment and teacher efficacy.

What is the focus of your newest book, *Unlocked*?

Unlocked: Assessment as the Key to Everyday Creativity in the Classroom explores two important big ideas. First, it explores the importance of investing time in creative processes in every classroom at every grade level. Second, it discusses the creative cycle and explores specific assessment strategies that move students from one creative stage to the next, ensuring they deepen their thinking, take risks, and explore their own learning strengths and needs.

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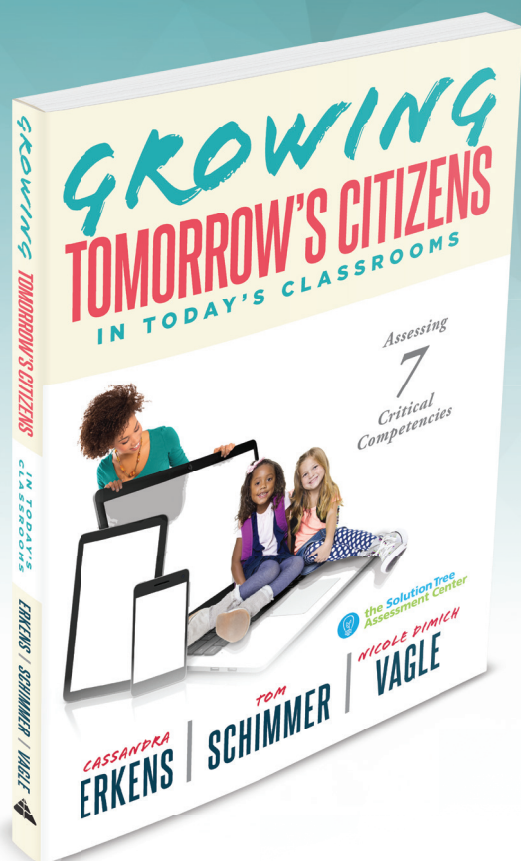
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