CALIFORNIA PERFORMANCE ASSESSMENT COLLABORATIVE

CPAC Newsletter

Register Now for the CPAC Professional Learning Community Spring Convenings!

March 1 | Los Angeles/Burbank, CA: Deep Dive into Scoring Student Work

March 8 | San Francisco, CA: Assessment for Learning Policy: A Conversation with Dr. Darling-Hammond and Dr. Meier

CPAC 2018 STATE-WIDE CONVENINGS, MARCH 1 AND MARCH 8

This spring, CPAC's professional learning community will hold two state-wide convenings focused on calibration of performance assessments, one in Los Angeles/Burbank and one in San Francisco. Both convenings are open to all CPAC members and each will offer participants different opportunities to strengthen understanding and deepen knowledge of performance assessment, from practice to policy.

The Los Angeles convening, Deep Dive into Scoring Student Work, will focus on calibrating scoring of tasks in English Language Arts and Mathematics. Participants will engage in a hands-on learning experience that will teach them how to get valid and reliable scores which guide instruction and promote comparability within and across schools. Intended for teachers and principals, this full day of exercises and discussions will include examples of high-quality performance tasks, scoring rubrics, and samples of student work.

Registration is now open for both events:

Click to register for Deep Dive in Los Angeles/Burbank, March 1

Click to register for Learning Policy in San Francisco, March 8

The San Francisco convening, Assessment for Learning Policy, will start with a policy talk with Linda Darling-Hammond and Deborah Meier. Dr. Darling-Hammond and Dr. Meier will discuss pressing policy issues, how performance assessments fit into the California and national policy contexts, and how practitioners in the field can help improve policy. The afternoon will feature a session on scoring student oral presentations using a rubric and will provide participants the opportunity to discuss challenges inherent in scoring oral presentations. We will also discuss issues related to developing reliable and practical systems for scoring student work within and across schools.

PERFORMANCE ASSESSMENT MICRO-CREDENTIALS: APPLICATION *IS* LEARNING FOR STUDENTS *AND* EDUCATORS

By Gary Chapin and Laurie Gagnon at Center for Collaborative Education

Performance assessments are known by many names: project-based learning, problem-based learning, projects, tasks, and performance tasks, to name a few. Regardless of what they're called, to be effective levers for deeper learning, these assessments must be fully integrated into the cycle of teaching, learning, and assessment. And they are essential to creating equitable outcomes for learners. To help students succeed in today's complex world, we must create rich, competency-based performance assessments that engage them in meaningful, complex learning in which they apply new knowledge and skills to real-world situations.

Micro-credentials are an exciting new way to build educators' capacity to implement performance assessments. The Center for Collaborative Education (CCE) set out to explore this exciting innovation when we joined the Assessment for Learning Project.

Our micro-credential project was one of 12 supported by the Assessment for Learning Project (ALP, funded by NGLC and CIE). The projects explored various aspects related to assessment for learning, from cultural relevance, to STEM badges for kids in the bio-tech industry, to dynamic structures for feedback, etc. In addition to working on each of their own projects, the 12 project teams formed a learning community that included all grantees and national thinkers on assessment. We all -- including the California Performance Assessment Collaborative -- made a commitment to supporting each other's work.

CCE's project goal was to develop and explore the impact of performance assessment micro-credentials on professional learning for educators. Could we build capacity for performance assessment design and application through a series of performance assessment micro-credentials? As members of the Quality Performance Assessment (QPA) team at CCE, we were intrigued by the concept of using micro-credentials to help educators learning about performance assessment solidify their learning by curating and reflecting on their evidence of learning. How did it shift their practice? We have often said to educators, "Learning and implementing the QPA cycle is a performance assessment for educators." With our performance assessment micro-credentials, that has become literally true.

In Phase One (2016-17) we field tested our "stacks" of micro-credentials – three micro-credentials each in *Basic PA Design*, *Advanced PA Design*, and *Leading a PA Learning Community*. This was a learning project. And we learned a ton, about the design of micro-credentials, how to support folks doing them, and how to build systems to recognize them. Now, as we head into Phase Two (between now and spring 2019), what are we excited about learning next?

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What sort of professional learning structures can make micro-credentials most effective?

While micro-credentials, in their purest form, separate the learning and instruction from the evidence of learning, we believe that micro-credentials have tremendous promise when situated within a system of professional learning. Learning is a collaborative endeavor. Collaboration is fundamental to the QPA cycle and that remains true in the QPA micro-credentials. While each micro-credential is earned by an individual, generating the evidence for the micro-credential requires professional collaboration. QPA structures and support are part of that collaboration.

How can micro-credentials be effectively integrated into professional learning systems?

Educators are working within school, district, and state systems, all of which have various requirements related to licensure and professional learning. For micro-credentials to be a viable pathway for educator learning, they must fit into these systems. This can happen in a number of ways:

a. By redesigning or adapting systems to include micro-credentials as an option for required professional learning,

b. By creating opportunities for earning graduate credit by completing a micro-credential,

c. By creating teacher leader roles for educators with expertise they've demonstrated through micro-credentials,

d. By allowing micro-credentials to be used by teachers to fulfill re-certification requirements or annual goals, or

e. By other creative means we haven't yet designed.

It's amazing how much one can learn in a year, especially in the right company. In the company of ALP and our partners and collaborators, we've learned a fantastic amount. We've generated a number of answers and far more great questions. This can only be good, both for micro-credentials and performance assessment.

Interested in learning more about our ALP Performance Assessment Micro-credentials?

- Two and a half minute video about Phase 1
- The micro-credentials themselves
- EdWeek Editorial by Gary Chapin

Interested in learning more about performance assessment in general?

- An Overview of Quality Performance Assessment (Video)
- A Set of Tools for Developing and Working with Performance Assessments
- Voices for Urban Education (VUE), issue dedicated to Performance Assessment
- The Center for Collaborative Education blog

OPPORTUNITIES TO SHARE AND LEARN

Performance Assessment Presentations*

CPAC member schools and districts are holding their defenses and exhibitions throughout the 2017-2018 academic year and are enthusiastic about hosting CPAC members as visitors. This is a great opportunity to deepen connections within the CPAC community, to learn from each other's practices, and to support students in their learning. Dates, contact information, and links to further details are available online.

Featured School Site: Environmental Charter High School
16315 Grevillea Avenue
Lawndale, CA 90260
Date: Monday, May 21st from 9:00-3:00pm

As a part of their graduation requirements, ECHS seniors are expected to complete a three-part senior thesis project. In their senior thesis, students are asked to address two critical questions: (1) What current environmental or social injustice do you see in the world that affects you and your community? and (2) How can you address that injustice and use your own personal power to create a civic action that will help others facing the same issue?

The senior thesis includes a 7-10 page argumentative research paper, a civic action, and a 20-minute panel presentation. Students present both their paper and civic action to teachers and community members at the annual Senior Presentations.

To RSVP for these presentation, go to: https://ecsonline.org/senior-thesis-2018/

* If you would like to include your dates in the calendar or your school in an upcoming newsletter, please reach out to Sonya Keller at sonyak@stanford.edu, who will be happy to coordinate for you.

Click here for the most up-to-date calendar.

Locally Organized Assessment Conversations

CPAC members are finding new ways to connect, share their knowledge and experience, and get to know each other better. One opportunity to create community with your fellow CPAC members is through hosting a regional get-together. Members can come together to talk about their assessment practices, share materials, and support each other in this work. If you are interested in hosting a get-together with your local CPAC network, CPAC can help fund your event. Contact Sonya Keller (sonyak@stanford.edu) for more information.

ADDITIONAL RESOURCES

- A new study looks at the use of performance assessments for both k-12 learning and college admission, placement, and advising. The study is the first research produced through **Reimagining College Access**, a national initiative of the Learning Policy Institute and EducationCounsel that for the first time brings together k-12 and higher education policy and practice leaders to recognize and foster high-quality k–12 performance assessment systems.

- The Performance Assessment Resource Bank is an online collection of high-quality performance tasks and resources that support the use of performance assessment for meaningful learning. Resources include performance tasks, professional development tools, and examples of ways schools, districts, and states have integrated performance assessment into their systems of assessment. These resources have been collected from educators and organizations across the United States and reviewed by experts in the field.

- CPAC Website

Learning Policy Institute is hiring. LPI is seeking an experienced Senior Researcher to join its team of research, policy, and communication staff focusing on performance assessment work. CLICK HERE for more information.

CONTACT US

We welcome your contributions. Please contact cpac@learningpolicyinstitute.org with any comments, questions, or events/ resources you would like to share with the CPAC network.

ABOUT CPAC

The California Performance Assessment Collaborative (CPAC) represents educators, policymakers, and researchers who are working to study and advance the use of authentic approaches to assessment, such as presentations, projects, and portfolios, which require students to demonstrate applied knowledge of content and use of 21st century skills. CPAC is composed of 40 schools from across the state, as well as representatives from Fresno, Jefferson Union, Long Beach, Los Angeles, Oakland, Pasadena, and San Francisco school districts. Big Picture Learning, Envision Schools, High Tech High, Internationals Network for Public Schools, New Tech Network, and Summit Public Schools are also participating in the collaborative.

The collaborative serves as a professional learning community dedicated to the advancement of meaningful assessments for California students. Throughout the school year, CPAC members deepen and refine their performance assessment practices through in-person meetings, site visits, and information sharing. Participants have developed common principles that inform and guide their various approaches to performance assessment. The Learning Policy Institute (LPI) supports CPAC by orchestrating learning opportunities for participants and engaging in research and documentation of performance assessment practices.