

# CPAC Newsletter

## CPAC 2019 STATEWIDE CONVENINGS

### Measuring Student Progress Toward Learning Outcomes, March 5 and March 26

This spring, CPAC's professional learning community will hold two statewide convenings—one in Burbank and one in Oakland—focused on leveraging existing data collection practices to build capacity and scale in our work around performance assessments. Both convenings are open to all CPAC members, and each will offer participants opportunities to elevate the ways they use data to build a performance assessment system that is both reflective and strategic.

At the convenings, teachers, site leaders, and district leaders will meet in school- and district-level teams and role-alike, cross-network groupings to reflect on their data collection practices and brainstorm ways to continuously improve instructional quality. The convenings will kick off with teams taking stock of their current data collection practices and workshopping ways to build on these practices to strengthen instruction and expand capacity.

### Registration is now open for both events:

- [RSVP by February 25, 2019, for Northern California](#)
- [RSVP by March 18, 2019, for Southern California](#)

Each convening will feature a presentation about another state's system that leverages data to support deep student learning and shared accountability. The presentations will highlight how stakeholders at various levels overcame challenges to build a successful system. These presentations will help inform the reflection and brainstorming sessions. There will be several opportunities for school and district teams to work within those teams and with members of other teams.

For more details on these convenings, please refer to the registration pages. Contact Charlie Thompson at [cthompson@learningpolicyinstitute.org](mailto:cthompson@learningpolicyinstitute.org) with any questions or requests for travel funding.

## CPAC DISTRICT PROFILES

We recently published a series of CPAC district profiles that build on the CPAC school profiles we produced. They are:

- [Oakland Unified School District Profile](#)
- [Los Angeles Unified School District Profile](#)
- [Pasadena Unified School District Profile](#)

These profiles describe the historical context of performance assessments in each district and provide an overview of how each system works—covering everything from how districts structure opportunities for staff calibration and design rubrics to preliminary findings on the benefits of performance assessment systems for students and teachers. Stay tuned for our upcoming release of a Sacramento City Unified School District Profile later this year.

The profiles are intended to provide guidance to schools and districts seeking to expand their use of performance

assessment. We are currently conducting an intensive cross-case study of these three districts. The study explores how to design and implement high-quality performance assessment systems at scale, in varying district contexts.

John Watkins—Co-Director of [The Deeper Learning Dozen](#) and Director of [Inquiry & Learning for Change](#)—recently published [a blog post](#) in Education Week featuring our profile of Oakland Unified School District (OUSD). In his piece, Watkins uses OUSD's profile to argue that the district's approach to scaling performance assessments "shows how practice can develop and spread in a way that transcends old dichotomies about 'top down' and 'bottom up.'" Read more of Watkins' blog post, "[How Districts Can Empower Teachers to Lead Change](#)," to learn more.

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## OAKLAND UNIFIED PODCAST: THE YOUNG AND THE WOKE

Young Whan Choi, Manager of Performance Assessments in OUSD, has just released the [first episode](#) of his new podcast series, *The Young and the Woke*. Here's his description of it:

*The Young and the Woke* is a podcast that gives the mic to high school students in Oakland, California to tell their stories. Step into the shoes of these students as they eat school lunch, ride the city bus, vote at the polls, and generally speak their minds. On this audio journey, keep your ears open for how students awaken to their sense of purpose and what helps them find their way.

This work is partially funded through the Assessment for Learning Project. If you wish to help support this great work documenting the stories of OUSD students, you can make a donation [here](#). Stay tuned for future podcasts!

## PERFORMANCE ASSESSMENTS ABROAD

Ever wondered about how performance assessments are implemented in other countries? CPAC's Senior Advisor/Practitioner-in-Residence, Roman Stearns, shared this [documentary](#) about the performance assessments being employed in the Green School in Bali, Indonesia, where he and his family spent the past 3 years. At the Green School, every graduating student is required to complete a capstone project, which they call their "Green Stone."

According to [Green School](#), "Green Stone is a year-long inquiry and process where students demonstrate a mastery of core skills and Green School skills. This can be a passion project, an area of interest, or a solution to a real-world problem." The process begins long before students' senior years. To prepare for their graduate capstone projects in Grade 12, younger students complete the [Quest Capstone Project in Grade 8](#) and the [Footprints Project in Grade 5](#).

As the documentary illustrates, the resulting student work is inspiring and impactful, and represents the "North Star" of performance assessments—transforming students' educational experiences so that they are fully engaged in personally relevant, 21st century learning.

## CONTACT US

We welcome your contributions. Please contact [cpac@learningpolicyinstitute.org](mailto: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**. To learn more about CPAC, check out the [CPAC Website](#).