

## CALIFORNIA PERFORMANCE ASSESSMENT COLLABORATIVE

# CPAC Newsletter

## PROMOTING AND VALIDATING HIGH-QUALITY PERFORMANCE ASSESSMENT SYSTEMS

As CPAC's work with practitioners has grown over the last two years, so too has the desire to identify and promote high-quality performance assessment systems, such as capstone projects, exhibitions, and portfolio and defense, to outside communities and audiences. We are constantly searching for ways to illustrate to our partners in higher education and policy that performance assessment systems can be both rigorous and high-quality and can help achieve equitable access and positive academic outcomes for all students.

With those goals in mind, a subgroup of CPAC participants has been experimenting with a process for endorsing a school's performance assessment system. The process involves having schools in the collaborative voluntarily conduct a self-assessment on their system on each of CPAC's nine [Guiding Principles for Equitable Performance Assessment Systems](#) and identify areas of strength and growth. A small team will conduct a site visit at each school, reviewing artifacts from the assessment system, reading the self-assessment, and making suggestions for next steps. Our work is in the early stages and we piloted the process at one CPAC school earlier this spring in order to refine it so that we can work through it with all the schools in the collaborative.

Our hope is that, through designing and implementing a reflective process that provides for both self-assessment and feedback, we can develop a seal of recognition identifying high-quality performance assessment systems. Such a seal would make it easier for institutions of higher education to consider and value a student's demonstrated success in a performance assessment without needing to view or read it themselves. We will keep you posted on our progress!

## TWO TAKES ON COLLABORATION – CPAC SPRING CONVENINGS

This spring, in lieu of regional meetings, for the first time, CPAC held two state-wide convenings, each with a different focus. The March 1 convening in Southern California featured a full-day of calibration exercises while the March 8 convening in Northern California focused primarily on advancing statewide policies and practice in support of high-quality performance assessments systems. Members chose which convening to attend based on their learning needs. Both events brought together teachers, instructional coaches, school leaders, and district administrators from across the state to hear from and learn from one another.

In Los Angeles, Envision Learning Partners led half-day sessions of calibration exercises in English Language Arts and Mathematics. Teachers, instructional coaches, and school and district administrators worked on calibrating scoring of student work, using a common task and student work. They analyzed and scored the student work together then discussed the instructional shifts they might take or supports they might put in place to help students to achieve success on future performance tasks.

Using the insights gleaned from the scoring exercise and calibration conversation, participants brainstormed ways to implement a calibration practice at their own school sites or in their own districts. Attendees reported that they found the time to collaborate extremely helpful, saying that it provided for "very rich conversation to assist our schools."

In San Francisco, attendees discussed policy implications and goals for long-term sustainability of performance assessment systems. A panel composed of members from San Francisco International High School, Fremont High School, and Hillsdale High School shared materials from their schools' performance assessment systems. Attendees and panelists engaged in deep discussion about the materials, how they might be adapted to work in different school environments, and their progress on and challenges in completing this work. Said one attendee, "I really appreciated the share out from schools...about their different calibration methods. It gave me a lot of great ideas to hear from all of those smart, thoughtful people." (Materials can be accessed online [here](#).)

A unique and much-appreciated feature of this spring's convenings was an intimate conversation with Deborah Meier and Linda Darling-Hammond about how to participate in shaping education policy at every level of the system, from engaging colleagues in a shared vision for positive change at the school level to working with policymakers in local, state, and national arenas. Meier

and Darling-Hammond discussed their shared history in performance assessment work, how their work in schools shaped their interactions with policymakers, and how relationship building played a key role in advocating for support to create positive outcomes for all students. CPAC members reported that they found the dialogue between Meier and Darling-Hammond to be informative, inspiring, and, above all, realistic. One attendee said that the conversation was “a great reminder that context is critical,” while another reported, “This work that we do is robust and precarious...I felt both energized and cautious.”

We encourage all CPAC members to save room on their calendars for the 2018-2019 CPAC convenings and to reach out to the planning committee with ideas and questions. The feedback we receive from attendees during, after, and in-between these convenings, helps us ensure each event is relevant to the day-to-day work and long-term goals of each individual member as well as to the collaborative as a whole. Dates for fall 2018 will be announced soon.

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## OPPORTUNITIES TO SHARE AND LEARN

### Performance Assessment Presentations\*

CPAC member schools and districts are holding their defenses and exhibitions through mid-June. Don't miss this great opportunity to visit your colleagues' schools, learn from each other, and support students in their learning! Dates, contact information, and links to further details are [available online](#).

#### Featured School Sites

##### **Urban Discovery Academy, San Diego**

##### ***K-8 and High School Student Learning Exhibits***

Wednesday and Thursday, June 6-7

To find out more about these presentations, contact Diana Cornejo-Sanchez at [dcsanchez@urbandiscoveryacademy.com](mailto:dcsanchez@urbandiscoveryacademy.com) or Chris Wakefield at [cwakefield@ideatehighacademy.com](mailto:cwakefield@ideatehighacademy.com).

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

##### **McBride High School, Long Beach**

##### ***11th Presentations of Integrated Projects***

Wednesday, June 13

To find out more about these presentations, contact Gerry Morrison at [gmorrison@lbschools.net](mailto:gmorrison@lbschools.net).

\* 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](mailto:sonyak@stanford.edu), who will be happy to coordinate for you.

Find the most up-to-date calendar at [learningpolicyinstitute.org/project/cpac](http://learningpolicyinstitute.org/project/cpac)

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## ADDITIONAL RESOURCES

- The [Performance Assessment Resource Bank](#) is an online collection of high-quality performance tasks and other 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](#)

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## DID YOU KNOW?

The CPAC website features profiles of several CPAC schools' performance assessment work. These profiles detail the schools' performance assessment systems, discuss some of the challenges they face in this work, and highlight the benefits that students derive from each school's particular approach. Profiles on [Oceana High School](#), [Envision Schools](#), [Oakland International High School](#), and [San Francisco International High School](#) are currently available and profiles on Hillsdale High School and June Jordan High School are coming soon.

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## 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. 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.