

CPAC Newsletter

CPAC FALL 2018 REGIONAL CONVENINGS

CPAC kicked-off the 2018–19 school year with professional learning community events in Burbank and Oakland on September 13th and October 2nd, respectively. At both convenings, teachers, instructional coaches, principals, district and school network administrators, and CPAC partners came together to learn from one another and strategize about how to move towards high-quality performance assessment systems.

Participants shared the work they are doing locally around performance assessments, then broke up into school and district teams to work through [CPAC's Recognition Template](#)—a tool for continuous improvement that schools can use to assess their alignment to [CPAC's Guiding Principles for Equitable Performance Assessment Systems](#). Both convenings also featured conversations on how to advance performance assessments through policy at the local, state, and national levels.

Burbank Convening

Participants in the Burbank convening addressed the question: ***How can we build culturally relevant performance assessment systems?*** Representatives from the [Hawaiian-Focused Charter Schools \(HFCS\)](#) network provided a presentation on their work developing culturally relevant assessments. They were joined by representatives from the [Hawai'i State Public School Commission](#), the [Native Hawaiian Education Council](#), and the [Office of Hawaiian Affairs](#), who discussed the policy context for this work.

During the presentation, the Hawaii team walked participants through the handbook and toolkit they

created and use (linked below) and had an open discussion with convening participants about how they, too, could develop culturally relevant performance assessments. The presentation highlighted how well HFCS's performance systems are aligned with all other aspects of curriculum and instruction in the HFCS schools. This [powerful video](#) is one example of the kind of learning the Hawaii team described. Other examples from their presentation are linked below.

Participants in the Burbank convening reported that the Hawaii team's presentation inspired them to work on ensuring cultural relevance in their own practice. Many participants also reported that the convening provided valuable opportunities for them to connect with others engaged in similar efforts and discuss the importance of the work CPAC does.

You can access all resources from the Burbank Convening below:

- [CPAC Burbank Presentation](#)
- [CPAC Recognition Template](#)
- [Hawaiian-Focused Charter Schools \(HFCS\) Presentation](#)
- [Hawaiian-Focused Charter Schools \(HFCS\) Toolkit](#)

Oakland Convening

Participants in the Oakland convening worked on ***creating a shared toolkit on best practices for building schoolwide structures to support performance assessment systems***. At previous convenings, participants have developed toolkits on audience engagement strategies and adult calibration structures for performance assessments (linked below). Prior to the convening, participants worked in their school groups to develop overviews of a schoolwide structure that they submitted with relevant accompanying artifacts

to be discussed at the convening. During the convening, **Julie Kessler**, with the iLab at San Francisco Unified School District, facilitated the presentations and discussion of the resources.

Nine schools contributed to the toolkit, covering topics ranging from how to scale senior defenses across a large, comprehensive high school to how to use structured goal-setting in capstone projects. We are very grateful to these school teams for their work building such a useful resource. Several convening participants reported that they plan to adopt the practices they learned from CPAC partner schools using the supplemental materials in the toolkit.

In the afternoon, school teams worked in pairs to discuss challenges they face at the local level. One participant remarked that the discussion was valuable in getting to know other teachers and administrators engaged in similar work so that they could act as critical friends moving forward. Many

participants also expressed a desire to continue working towards vertically aligned performance assessment systems.

You can access all resources from the Oakland Convening below:

- [CPAC Oakland Presentation](#)
- [CPAC Recognition Template](#)
- [CPAC Toolkit on School-Wide Structures for Performance Assessments](#)
- Toolkits from previous years:
 - [CPAC Toolkit on Audience Engagement Strategies for Performance Assessments](#)
 - [CPAC Toolkit on Adult Calibration Structures for Performance Assessments](#)

All attendees from both Fall 2018 CPAC convenings also received a copy of Linda Darling-Hammond's book, Next Generation Assessment. If you were not present at the convenings but would like a copy, you can order a copy [here](#).

CPAC SCHOOL AND DISTRICT PROFILES

More information about CPAC schools' great work is available in the school profiles that have been published on the Learning Policy Institute's website:

- [Hillsdale High School Profile](#)
- [Oceana High School Profile](#)
- [Envision Schools Profile](#)
- [Oakland International High School Profile](#)
- [San Francisco International High School Profile](#)

Each profile provides an overview of the school context and describes how the school's performance assessment system works. They are intended to historicize and document the work being done in the CPAC network and serve as resources for practitioners looking to adopt and scale such systems in their own schools or districts.

Our most recent profile, of **Hillsdale High School**, describes how its graduate portfolio and defense system works. In the coming months, we will publish district profiles of Los Angeles Unified, Oakland Unified, Pasadena Unified, and Sacramento City Unified on the [CPAC website](#). They will provide insights into the dynamics of developing and scaling performance assessments at the district level.

UPCOMING CPAC RESEARCH PROJECT

We recently launched a yearlong research project in three of our key CPAC member districts—Los Angeles Unified, Pasadena Unified, and Oakland Unified—to document how each is implementing and scaling performance assessment systems. Through this research, we will examine the ways in which these districts address issues such as developing district-wide graduation requirements and building educator capacity and systems of supports for students at the classroom, school, and district levels.

We are already in the field observing districts' professional development days to understand how they are building the knowledge, capacity, and buy-in of staff and educators to support their performance assessment systems. On September 11th, we were in **Oakland** for the launch of a yearlong professional development series focused on their senior capstone. This year, Oakland Unified's professional development around the senior capstone is placing special emphasis on how to teach students to present a range of perspectives in their research. On October 12th, we were in **Pasadena** for a district-wide professional development day focused on calibrating teachers and staff, that also featured their first round of student defenses. On October 23rd, we visited **Los Angeles** to observe a session hosted by the Linked Learning team, which introduced the portfolio/defense model to teams of educators from 11 new Linked Learning pathways.

Over the remainder of the school year, we will conduct interviews, surveys, and focus groups with a range of students, teachers, staff, and administrators, and observe student defenses in Spring 2019. In each district, we will select a group of schools/pathways to study. By the end of this project, we will release a report that includes a cross-case analysis of these three districts and offers examples of district policies, structures, and systems necessary to create and sustain high-quality performance assessments at scale.

STATEWIDE PERFORMANCE ASSESSMENT POLICIES

The [Every Student Succeeds Act \(ESSA\)](#)'s [Innovative Assessment Pilot](#) has sparked conversations nationwide about how to develop performance assessments as a statewide practice. The **Innovative Assessment Pilot (IAP)** provides an opportunity for states to pilot “innovative” assessment systems in place of statewide achievement tests, whereby innovative “[is an umbrella term that covers a plethora of different testing options, including \(but not limited to\) competency-based, instructionally embedded, and performance-based assessments.](#)”

Under the IAP, states are invited to submit proposals for introducing such assessments—first, in a few districts, and then, statewide. The U.S. Department of Education will select up to seven states to implement their proposed plans. According to a [press release](#) by the Department, “To participate in the pilot, states must apply and demonstrate how their innovative assessments are developed in collaboration with local stakeholders, aligned to challenging state academic standards and accessible to all students through use of principles of universal design for learning, among other requirements.” Interested states have until December 17, 2018 to submit their final applications.

To date, **Louisiana** and **New Hampshire** have been selected to participate in the federal pilot program. Louisiana will re-evaluate the ways that student understanding is measured in English Language Arts and social studies coursework, and New Hampshire won federal approval for its **Performance Assessment of Competency Education (PACE)**. More information about PACE's model of shifting from standardized testing to locally-developed performance assessments is available on the New Hampshire Board of Education's [website](#).

For more information on the logistics of IAP, see the Education Week article, “[How Will ESSA's Innovative Assessment Pilot Work?](#)”

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.

DID YOU KNOW?

We are excited to welcome **Roman Stearns** to the CPAC team as our new Senior Advisor/Practitioner in Residence. Roman has a long history of supporting performance-based assessments and other authentic learning opportunities in California through his time directing the Linked Learning Initiative at Connect Ed. He has also worked with the University of California Office of the President and the Alameda County Office of Education, and previously taught Spanish and leadership at Arroyo High School in San Lorenzo Unified School District.

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**.