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**Updated Workshop Overviews** – some of these can be accomplished in a half day, while others require 1 or more full days, allowing for participant work time to develop and analyze local assessments and assessment policies

**1: Are your students thinking deeply or just working harder? Infusing deeper thinking into instruction and assessment for all students** (Draws from Module 1, *A Local Assessment Toolkit to Promote Deeper Learning*)

Karin begins by defining the concept of “cognitive rigor” and dispelling some common misconceptions about Depth of Knowledge (DOK). This workshop can be customized for specific content areas and/or grade levels (preK-12).

Participants will...

- understand how the Hess Cognitive Rigor Matrix was developed and ways it can be used for planning instruction and assessment
- use content-specific CRMs to analyze a range of instructional and assessment examples
- use content-specific CRMs to analyze YOUR OWN assessment examples
- explore how the CRM illustrates teachers and students’ role “shift” with deeper questioning, complex tasks, and *strategic* scaffolding – this leads into use of Hess’ Walk-Through tools (workshop #3)

**Workshop resources include:**

- ["Fewer, clearer, and higher standards..." \(2009\)](#)
- Hess content-specific CRMs - Tools 1-5D

**2: What is high-quality assessment? How can schools move from having a “collection” of assessments to building coherent assessment systems?** (Draws from Modules 3 & 5, *A Local Assessment Toolkit to Promote Deeper Learning*)

Karin applies assessment research and classroom-tested PLC tools and strategies to guide development or refinements of formative, interim, and summative assessments

Workshop topics include:

- developing a district assessment philosophy
- formative assessment uses and examples
- summative + formative = unit planning
- use Hess’ “validation” tools to analyze and develop locally used performance assessments
- planning and best practices for piloting new assessments
- consider how to use pre-mid-post assessments and student work analysis to document progress across the school year;
- examine what local assessment system blueprints can look like and how increased rigor can be part of your formative and performance assessments planning.

**Workshop resources include:**

- [Student Work to DIE For: Using Student Work Analysis to Improve Assessment Quality, Deepen Learning, and Build teacher Content Expertise](#)
- Hess PLC Tools 9 - 25

### **3: Rigor by Design: Looking for Deeper Learning in all the Right Places** (Draws from Modules 1 and 4, *A Local Assessment Toolkit to Promote Deeper Learning*)

Instructional coaches and school leaders can apply their understanding of DOK and strategic scaffolding by using Karin's specific walk-through tools that support observation and reflection upon 5 key behaviors of teachers and students that promote deeper understanding.

Classroom 'look fors' include:

- Meaningful classroom discourse and grouping ideas
- Student-to-student feedback; self- and peer-assessment
- Teacher questioning and strategic scaffolding strategies

#### ***Workshop resources include:***

- "A Tool for Rethinking Questioning" (NCTM article, 2014)
- Hess Tools 26A, 26B

### **4: How well is your curriculum program preparing students for college and career readiness? And is your local assessment system keeping up with three critical skill sets that keep the focus on deeper learning?**

Karin connects college and career-readiness research with assignment design, student-centered learning, and classroom-tested tools and strategies for developing and implementing high-quality assessments used to document progress across the school year across content areas.

This content can be integrated with other workshop topics.

Presentation draws from several CCR papers posted at <http://www.karin-hess.com/free-resources>

- "Hess and Gong's Career and College Ready Report for the Nellie Mae Education Foundation" (2014)
- "Assessment to Support Competency-Based Pathways" (2015)
- "Three Important CCR Skillsets: Supporting Deeper Learning" ([www.mentoringminds.com](http://www.mentoringminds.com), 2015)

### **5: Arguments, Opinions, and UGs, oh my! What the Common Core doesn't tell you in Writing Standard 1** (Draws from Modules 1, 2 and 3, *A Local Assessment Toolkit to Promote Deeper Learning*)

This workshop helps teachers to reflect on their approach to opinion/argument writing instruction. Karin begins with a fun and interactive learning activity to develop a shared understanding of how to build schema for what makes up the genre of writing persuasively. Then we review what the research says about how to develop expertise in this genre of writing; practice developing stronger writing prompts for the 3 argument types (fact-based, judgment-based, policy-based); and explore how to teach students to find the most relevant evidence (text, data, etc.) needed to support each type. Multiple unit and assessment planning tools and sample assessment prompts will be provided for all content areas and grade levels. Karin's work with learning progressions can also be included to illustrate progress monitoring within and across school years.

## **6: Alignment & Text Complexity Tools** (Draws from Module 2, *A Local Assessment Toolkit to Promote Deeper Learning*)

How will alignment protocols change as a result of administering more complex college and career-ready assessments? Karin draws upon a decade of experience designing and conducting alignment studies for general education and alternate assessments to propose some new analysis protocols for use with both large-scale assessment and locally-developed assessments. Qualitative text complexity analysis tools (for texts used in reading and writing assessments), content and performance complexity analyses for test items and more in-depth performance tasks, and prioritization and test emphasis considerations can be explored. Schools that have established local assessment systems can use this opportunity to analyze and refine their literacy assessments, assessment systems, and performance data interpretation.

### **Workshop resources include:**

- Hess Text Complexity Tools 6, 7, and 8

## **7: Project-Based Learning 101** (This workshop is especially appropriate for G&T audiences)

Project-based learning is a student-centered pedagogy that involves a dynamic classroom approach in which students acquire a deeper knowledge through active exploration of real-world challenges and problems. Effective PBL is built upon an understanding of deeper understanding and performance assessment development and use. Effective teachers of Project Based Learning ensure students gain knowledge and skills by working for an extended period to investigate and respond to authentic, engaging, and complex questions, problems, and challenges. Teachers will develop an understanding of skills used in Project Based Learning (PBL) to enhance conceptual understanding, critical thinking, scientific reasoning, and problem solving. Participants will

- explore various models of PBL to deepen their own understanding of PBL
- investigate sample resources, including projects, that will help educators take initial steps to design their own PBL experiences
- understand the role of driving questions and other essential elements of PBL
- begin to co-design a multi-day PBL experience and explore scaffolding strategies to support all learners

Content is drawn from these resources and Karin's work (Modules 1 & 3)

- [Getting Started with Project Based Learning \(Quick Reference Guide\)](#)
- [Thinking Through Project-Based Learning: Guiding Deeper Inquiry](#), by Krauss & Boss (2013, Corwin) – all grades
- [PBL in the Elementary Grades](#) by Sara Hallermann; John Larmer; John R. Mergendoller – Elem School

## **8: We've got proficiencies. Now what?**

In their most useful form, proficiency-based systems help to establish a transparent and shared understanding of learning goals; create coherence and focus on common expectations across and within grade levels; and guide meaningful instruction, assessment planning, and data use. Common (and comparable) assessments, developed to collect evidence about achievement of proficiencies can enhance local PLC work and ultimately, improve learning for all students. This 4-day workshop series is designed to provide time for teams to examine various components of their current PBGR systems, practice using tools and protocols for improving overall quality, and set goals for future work as their PBGR system evolves.

Sessions are designed to build a deeper understanding of high-quality PBGR systems while participants work together to answer these essential questions about their local proficiency-based systems:

- **Does our PBGR System establish clear, agreed-upon expectations K-12?**
  - **In terms of implementation:** Are proficiencies measurable and manageable (e.g., grain size, number/grade or content area) across grade levels
  - **In terms of instructional guidance:** What to teach, how to scaffold instruction along a learning continuum
  - **In terms of assessment guidance:** Valid interpretations of performance and progress monitoring (aligned with intended content *and performance* standards, content integrated with transferable skills, authentic opportunities for student voice and choice)
- **Do our performance scales** ensure consistent (formative/instructional and summative) task and rubric development (across classrooms), data collection consistent with our intended body of evidence, reliable scoring, and *deeper learning* expectations for all students?
- **Have we built in verification methods throughout the system** to build a robust body of evidence for comparable PB pathways, to ensure reliable methods for evaluating performance on more *complex* tasks, and to establish guidelines for sufficiency and interpretation of assessment evidence?