



Breakout Session

Designed to Thrive: Creating Culminating Assessment for Learning Experiences Wherein All Students Can Thrive

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Designed To Thrive

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In the chat, please tell us
your current professional
role, the number of years
you've been in education, &
your response to this
prompt: what does it look
like/sound like for both
students and adults to
thrive in their learning this
year?

Agenda

Learning Outcomes:

- You will analyze a performance assessment against quality criteria for High Quality Performance Assessment
- You will apply student personas to reflect on an assessment, and suggest shifts to ensure that those students furthest from opportunity can thrive

Introductions

Overview of Performance Assessments

Introduction to HQPA

Explore a real Performance Assessment

Explore a Student Persona

Shifts Needed to Thrive?

Closing

Community Norms

- Stay engaged
- Speak with and from integrity
- Expect and experience discomfort
- Listen to understand
- Acknowledge intent and impact
- Expect & accept non-closure





What do we mean
when we say
**Performance
Assessment?**

Student-led Conferences

Capstone Projects

Exhibitions of Learning

Portfolio Defenses

What are the criteria for **High Quality Performance Assessment (HQPA)?**

It elicits evidence of learning that matters.

It is tight on it's criteria for success,

while being open to different learner approaches.

It is authentic.

It is a learning experience in and of itself.



What evidence of **HQPA** do we see in this example of a performance assessment? What do you see and hear students/adults doing that connects to any of the **HQPA** criteria?

Family Connections

- Bridge gap between my personal beliefs in education and my family's ideologies



LOOK FOR HQPA

ELICITS EVIDENCE OF LEARNING THAT MATTERS

- she was able to take her learning and apply it to other aspects of her life in and outside of school

TIGHT ON CRITERIA, AND LOOSE ON PATH


- Her passion and her transformation were really clear

AUTHENTIC

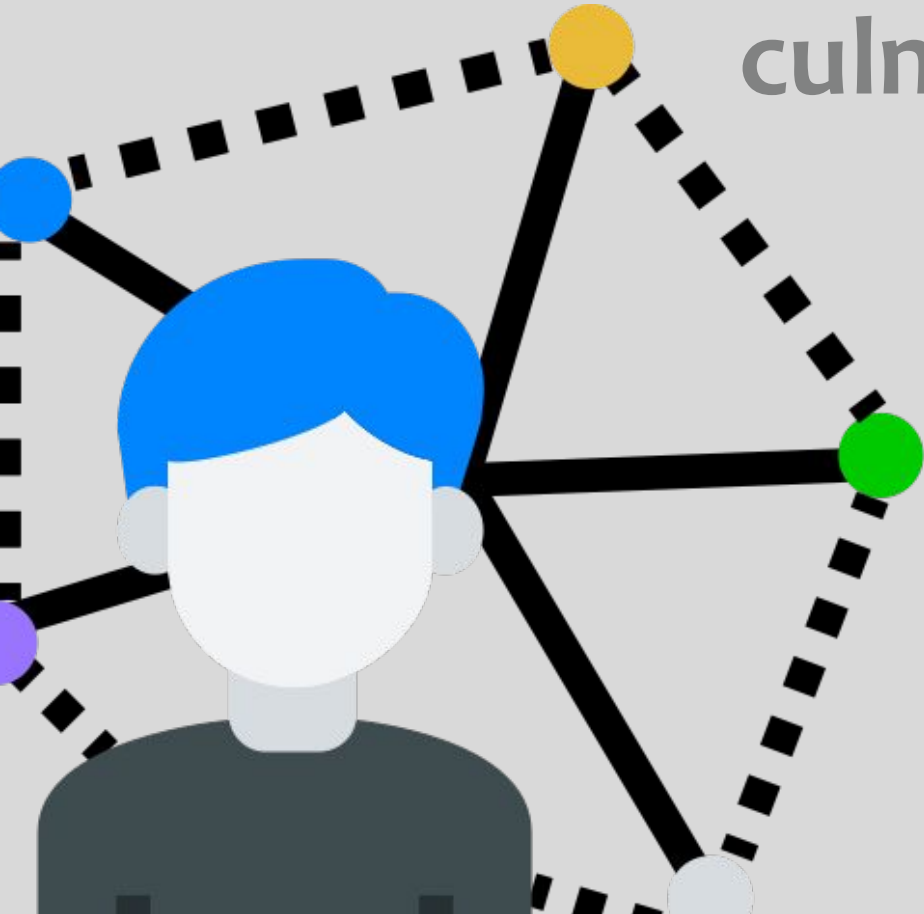
- Tarshea was passionate about what she was saying
- She was able to share who she was as a feminist
- She controlled the entire presentation

LEARNING EXPERIENCE IN AND OF ITSELF

- she was able to take her learning and apply it to other aspects of her life in and outside of school

A photograph of a diverse group of people walking across a city street. In the foreground, a man in a light blue jacket and dark pants walks from left to right. Behind him, a group of people, including a woman in a blue headscarf and a man in a green jacket, are walking away from the camera. A white car is visible in the background on the right side of the street. The ground is paved with grey concrete and has a yellow triangular painted area. A metal grate is visible in the bottom foreground. Overlaid on the image is a quote in white text with a black outline.

“When the walls of
exclusion come
tumbling down,
everybody benefits.”



How might we design/build
culminating assessment
experiences to
explicitly
ensure that our
most marginalized
students are able
to thrive?

Student Personas

Group 1:

Latinx with limited internet access
taking care of siblings during remote
learning

Group 2:

Black male with an IEP, insecure housing
and no internet access

Group 3:

Trans Black girl transitioning while living
in toxic family dynamics

Group 4:

Asian girl experiencing depression while
working daily to support family

Group 5:

Undocumented girl from Honduras who
is an English Language learner and has
been in the US for less than a year

Group 6:

White male student battling substance
addiction with a couple of supportive
friends

Designed to Thrive

In your breakout groups,

Step 1: Using “I/We” statements, discuss & record assets/strengths & challenges your student brings to the PA task

Step 2: Identify 1-2 changes to the project or PA task that would enable your student to thrive

Step 3: Record answers to prompts on slides (16-21)



*Notice (without judgement) what is happening to your body & other people's bodies.
Listen (with your full body) to the conversations.*

Group 1 (strengths, challenges, shifts)

Latinx with limited internet access taking care of siblings during remote learning

Assets/Strengths

- Responsibility
- Self advocacy
- Desire to receive help and feedback

Challenges

- Limited access to devices
- Low speed internet/unreliable access
- Distractions from siblings/family
- Helping to homeschool younger ones
- Lack of individualized instruction

Needs in order to Thrive

- High quality asynchronous learning opportunities
- High speed internet access
- Flexible teacher time/staggered office hours/flex scheduling

Group 2 (strengths, challenges, shifts)

Black male with an IEP, insecure housing and no internet access

Assets/Strengths

- I am resilient.
- I have work arounds.
- I have a rich history.
- I can interact and learn from various adults.
- I know about the importance of shelter.
- I am open to working with others to figure out how to access the internet.

Challenges

- I need to have the availability of all of the possible resources due to lack of internet.
- I do not know where I will be living or sleeping from day to day.
- I need to connect with someone or something to increase his confidence.
- I need to make sure there is certain scaffolding in place to give me access.

Needs in order to Thrive

- Access to resources that are offline such as textbooks or the library.
- Needs all of his modifications and accommodations to be put in place.
- That someone cares about his status in terms of housing and internet and that these things are being taken care of on his behalf.
- Is there a place where he can consistently go to be able to do his work?
- He needs to be in a collaborative situation where he can define what it means to be him.

Group 3 (strengths, challenges, shifts)

Trans Black girl transitioning while living in toxic family dynamics

Assets/Strengths

- I have a powerful connection between my personal life and the portfolio defense
- I have a platform to speak my voice. I have control over the presentation format.
- I am taking ownership of who I am

Challenges

- With the socio-demographic challenges this student faces, it may be a lot to process when bringing in the personal aspect of the portfolio defense
- Alternate presentation options to be more accommodating
- Having control of deadlines due to family dynamics

Needs in order to Thrive

- The school has to be open and accepting of allowing students the freedom to explore any topic
- School/student mentorship program to provide support
- Counseling services

Group 4 (strengths, challenges, shifts)

Asian girl experiencing depression while working daily to support family

Assets/Strengths

Real-world Experience

Strong communication skills

Soft skills

Challenges

Time constraints

Mental health - motivation

Priorities

Needs in order to Thrive

Connection to her life/career (relatable subject)

Built-in time (in class)

Collaboration - scheduled conferences (with teacher & peers)

Group 5 (strengths, challenges, shifts)

Undocumented girl from Honduras who is an English Language learner and has been in the US for less than a year

Assets/Strengths

- I will have a different perspective
- I will be able to share my cultural experiences. This will open dialogue with my classmates for us to learn about each other.
- I will have choice in how I present/share information.

Challenges

- I am undocumented and feel anxious and uncertain.
- My English is not great and I would need to present in my native language.

Needs in order to Thrive

- I will need lots of support from my teacher.
- I will need the opportunity to present in my native language.
- I will need relevance to myself/family.
- I might need extra time and practice time.

Group 6 (strengths, challenges, shifts)

White male student battling substance addiction with a couple of supportive friends

Assets/Strengths

I need my friends to help me through this

Challenges

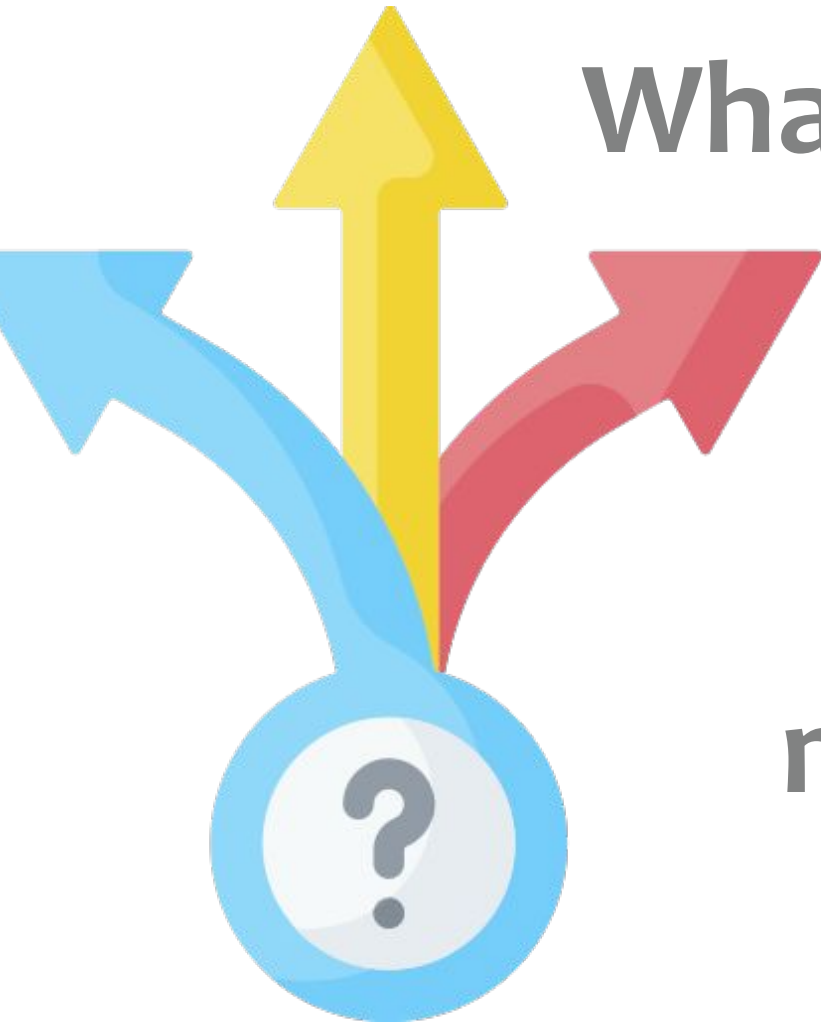
I don't know who to ask for help

I need to know how to access the resources I need

Needs in order to Thrive

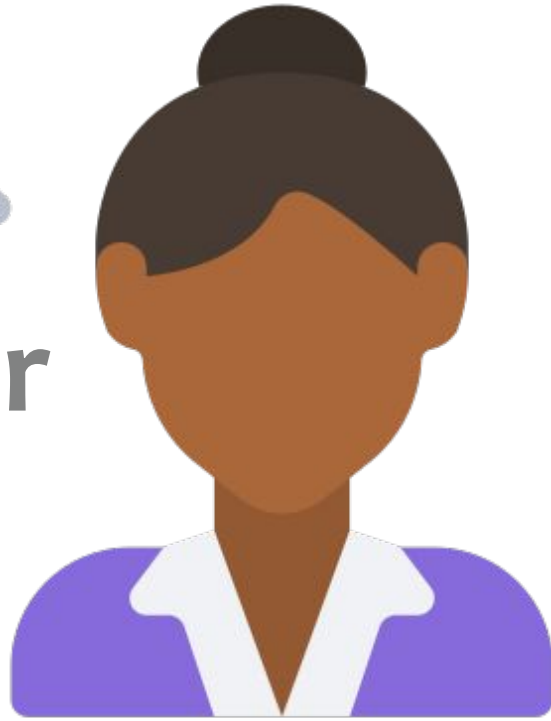
I need opportunities to collaborate in order to demonstrate how I learn

I need someone who will see my value and that I have something to offer, please don't have low expectations of me



**What shifts are needed
in order to enable
all students -
especially those
most marginalized -
to thrive?**

Identify a
stakeholder
group you
want to
center



What 1
question do
you want to
explore?

Thank You!

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