



Assessment Summit Virtual Event

Assessment for Learning

ISI



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Assessment Summit

Keynote speaker:
Tom Schimmer

Two keynote sessions:
Assessment Fundamentals for 21st Century Competencies
(Full Group Parts 1 & 2)

In this two part session, Tom will highlight the important assessment fundamentals that ensure the accurate assessment of the critical 21 century competencies. In part 1, Tom will demonstrate how and why six important assessment tenets remain essential despite the ongoing shift toward 21st century skills. Specifically, the topics of assessment design, valid and reliable interpretation of results, performance assessment, and establishment of success criteria will be discussed. In part 2, Tom will connect the assessment tenets to the competencies, specifically the 4Cs of critical thinking, creativity, collaboration, and communication. Through both foundational ideas and examples, Tom will make it clear to participants that sound assessment practices are the key to creating a 21st century learning experience.

WHEN?



Saturday, October 10, 2020
9:00 AM - 3:30 PM (CEST)

WHERE?



Virtual event at
www.ceesaconnects.com

REGISTRATION



[Click here to register](#)

PRICE



- Free to CEESA Members
and Associate members
- \$100 for Non-Members

Breakout session:
Five Keys to Effective Feedback

While the research on feedback is rich and robust, success with effective feedback is often nuanced and contextual. This session will highlight the five key strategies and focal points to ensure that feedback fulfils its promise to improve student learning. Participants will come to realize that providing effective feedback need not be overwhelming or time consuming. By causing thinking, effective feedback can accelerate and deepen the willingness to keep leaning and establish an efficient pathway to proficiency.



Keynote speaker:

Tom Schimmer

Tom Schimmer is an education author, speaker, and consultant from Vancouver, British Columbia (Canada). He is recognized as a leader and expert in the areas of classroom assessment, sound grading practices, educational leadership, and RTI.

Tom has been an educator since 1991. He spent 7 years as a full-time classroom teacher, 11 years as a school-based administrator, and 2 years working at central office where, as a member of the senior management team, he was responsible for overseeing the efforts to support & build the instructional capacities of teachers & administrators throughout the district. After 20 years working in the school system, Tom resigned from his district position (in 2011) to work full-time as an author, speaker, and consultant.

Tom is an experienced, sought-after presenter who has delivered both keynote and workshop sessions and major conferences, as well as for schools and/or school districts internationally. Tom has worked in Canada, the United States, Vietnam, China, Myanmar, Thailand, Japan, Qatar, Bahrain, India, the U.A.E., the U.K., Russia, Singapore, and Spain.

Tom holds a Teaching Degree from Boise State University (1990) and a Master's Degree (Curriculum & Instruction) from the University of British Columbia (1999).

Go to
www.ceesaconnects.com
to attend
#CEESAconnects

Aaron Kane
Elena Sentevska
Kristin Westby



Grade level: K-12

Understanding MAP and how we can use data to empower learners and support growth

Our learning intentions are:

- What? To ensure we have a shared Understanding of MAP and how we can use data to support growth and empower our learners.
- Why? To ensure MAP is used effectively as one tool to capture progress and support growth across our school.
- How? We will look at what MAP is, review the data produced from the MAP assessments and explore how we can use that data to empower learners and support growth.

Dawn Summerfield
Lance Atchison



Grade level: K-12

NWEA & IB Supporting: IB Programs through the Use of MAP Data (with Lance Atchison)

Supporting IB Programs through the use of MAP data is an interactive, hands-on workshop that allows PYP and MYP teachers to understand how using MAP data can enhance the assessment practices used in the classroom.

- How can MAP data be used to support the assessment milestones identified at each stage of the IB Program?
 - What is the correlation between various MAP reports and IB assessment protocols?
 - How does student goal setting play a role in the IB classrooms?
- Correlating the IB assessment protocols, ATLs and ATTs to the MAP data will help to focus the teaching practice and influence instructional decisions.



Matt Wright

Grade level: 5-12

Engaging Students Effectively in Formative Feedback

Ever wondered how to effectively engage students in, and maximize the impact of, the feedback you spend so long writing? This workshop will show you how!

- How do we engage students effectively in the feedback they receive?
- How do we help students maximize their potential?



Sanja Kišiček

Grade level: K-12

Collaborative Learning: Providing Feedback & Assessment Practices

Collaborative learning and providing feedback does not end with assessment practices, but grows into collegial relationships and critical friendships. By fostering reciprocal mentorships among our learners, we are paving the way to their professional worlds, communities and future careers. By being committed educators who not only survive in the new circumstances, but thrive now and later on, when “things come back to normal”, we make the best out of teaching and learning today. Adapting to the “new normal”, by blending approaches, by adopting different strategies and by being flexible, we can make the new assessment practices sustainable in our classrooms, whether synchronous or asynchronous online, or face-to-face at school. We'll see how ed-tech has augmented teaching and learning. We'll examine protocols for looking at student work as tools for reflection and refinement. We'll look at some examples of formative and summative assessment practices that are applicable in virtual learning environments.



Jim Ellis

Grade level: K-12

Designing Assessment Programs That Empower

Let's explore The Design Process and relate it to assessments. The process itself and related concepts like; hostile design, user centered design (UX) and universal design in assessments will be used to show how teachers and leaders can create and evaluate assessments more effectively. This is a simple and reliable way to design solutions to our most vexing problems in the classroom and within our school at large. Design thinking isn't just for your STEM teacher, it's a fantastic process you can use everyday to improve the work you already do.

- How do we design a single assessment to meet the needs of more learners inclusion?
- In what ways will the design of an assessment help or hinder a learner demonstrate their knowledge?
- How can the tools of a design professional be leveraged for educators to make better and more efficient assessments?

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