

- 5) This “big tent” approach capitalizes on CCSSO’s ability to convene groups and organizations and to collaborate effectively around specific issues with the leadership of the Chiefs.
 - a) The CCSSO Formative Assessment Advisory Group
 - b) The Task Force concept (each formed as needed to achieve the vision of the Advisory Group)
 - c) Research, collection, and dissemination of models, tools, and information
 - d) FAST and other SCASS groups
- 6) It uses the strengths of CCSSO leadership, advocacy, and service:
 - a) to create a national discussion to address the political and policy supports needed for an effective state-local partnership in building balanced assessment systems;
 - b) to identify research, professional development, and tools needed to advance practice to maximize student learning through the practitioner-based model of SCASS and through strategic partnerships; and
 - c) to share and sustain learning and good practice through an annual summer conference on formative assessment, following LSAC model.

1:10 P.M. GROUP DISCUSSION OF WHY FORMATIVE ASSESSMENT

- 1) Members’ initial thoughts on this question
- 2) Members’ expectations of this SCASS project: why is it important to your state and/or organization?

1: 30 P.M. SETTING THE CONTEXT: WORK COMPLETED TO DATE

Don Long and Doug Rindone

- 1) Background on Advisory Group discussions, from shared vision to present moment to begin practical work.
- 2) Focus has evolved from centering on formative assessment as a discrete thing to looking at it as part of comprehensive and balanced learning and assessment system.
- 3) Four commonly held and essential beliefs regarding formative assessment:
 - a) The need for a balanced assessment system as continuum of classroom-based formative assessment, through district-level common or benchmark assessments, to statewide accountability tests, each with own purposes and appropriate uses and with differing impacts on teaching and learning.
 - b) The need for assessment and instruction to be tightly interwoven; like the "cycle of continuous improvement" developed by the Consortium for Policy Research in Education (CPRE) where focus is actually on impact on teacher practice and instruction on student achievement.
 - c) The importance of coherent and mutually-reinforcing "systems" of assessment, curriculum, instruction, pre-service and in-service, and accountability.
 - d) The importance of new relationships for effective standards-based implementation: state and local partnerships; teachers working with peers, teacher as assessor, collaborative learning communities; and students as gaining mastery of own learning process, formative assessment for students is a 21st century skill for self-directed learning in postsecondary and career.

4:30 P.M. ORGANIZATIONAL ITEMS

Don Long and Doug Rindone

- 1) Establish core leadership group
- 2) Establish tentative subgroups by area of focus for purpose of this meeting; finalize on Thursday
- 3) Develop communications plan

5:00 P.M. ADJOURN

**6:00 PM. ROUND-UP FOR BARBECUE DINNER AT THE ORIGINAL COUNTY LINE
(ON THE HILL) - AN AUSTIN INSTITUTION**

3:10 P.M. **CONCRETE EXAMPLES OF EFFECTIVE IMPLEMENTATION:
WHAT FORMATIVE ASSESSMENT LOOKS LIKE AT CLASSROOM
LEVEL AND GOING TO SCALE (CONTINUED)** **VICTORIAN ROOM**

Joan Gunnerson and Uri Treisman

- 2) Practitioner-Based Research Perspective: The appropriate role of assessment in informing good instructional practice - Uri Treisman, Charles A. Dana Center, University of Texas at Austin
- Concrete examples of effective implementation include:
- a) Going to scale: the Silicon Valley Math Initiative (which includes 35 school districts)
 - b) A public-private initiative: technology-mediated formative assessment supports for high school mathematics (Starting fall of 2006, 5000 teachers and 400,000 of their mostly high poverty students will use this new system.)

4:00 P.M. **CONCRETE EXAMPLES OF EFFECTIVE IMPLEMENTATION:
WHAT FORMATIVE ASSESSMENT LOOKS LIKE AT DISTRICT LEVEL**

Maria Whitsett and Viviana Lopez, Austin Independent School District

5:00 P.M. **ADJOURN**

6:30 P.M. **DOWNTOWN AUSTIN "PEEL OFF" - A SCASS TRADITION!**

3:15 P.M. CONCURRENT SESSIONS ON A) IMPLEMENTATION AND PROFESSIONAL
DEVELOPMENT AND B) TECHNOLOGY (E.G., ITEM BANKS FOR
TEACHERS)

Don Long and Doug Rindone

We will break out into two groups to discuss these topics in-depth and recommend objectives.

4:30 A.M. RECOMMENDING AN OVERARCHING SCOPE OF WORK:
SECOND ROUND

The subgroups report back by areas of focus.

5:00 P.M. ADJOURN

**6:30 P.M. SOCIAL ACTIVITY?? - AUSTIN IS RIGHTLY KNOWN AS THE LIVE
MUSIC CAPITAL OF THE COUNTRY (ACTUALLY WORLD!)**

AGENDA

FRIDAY, OCTOBER 13

9:00 A.M. RECENTERING EDUCATION REFORM ON THE CRITICAL ROLE OF
TEACHERS VICTORIAN ROOM

Ray Pecheone, Stanford University

9:45 A.M. CROSS-SCASS DIALOGUE ON SCOPE OF WORK WITH TILSA (TECHNICAL
ISSUES IN LARGE-SCALE ASSESSMENT)

This will be via teleconferencing and WebEx (if possible) with Phoebe Winter and TILSA members in Richmond, VA

10:30 A.M. BREAK VICTORIAN

10:45 A.M. GROUP DISCUSSION OF SCOPE OF WORK VICTORIAN ROOM

Jim Popham, moderator

11:45 P.M. WRAP-UP AND NEXT STEPS

Don Long, Doug Rindone, and All

The SCASS vision and mission is to support Chiefs' leadership to focus national education policy on "Informing Learning and Teaching for the 21st Century"

- 1) Good practice should be the basis of policymaking – inform other efforts with policy implications of our work (e.g., Advisory Group, Other SCASS projects, Pre-session at Chiefs' Annual Policy Forum, ESEA Reauthorization Task Force, etc.)
- 2) Share this preliminary scope of work with other SCASS members and CCSSO Advisory Group
- 3) Discuss and finalize in conference calls following Fall 2006 SCASS Meetings
- 4) Begin to survey constituents and members on information needs as defined by scope of work
- 5) Plan agenda for February 2007 MEGA SCASS Conference in New Orleans, reflective of this scope of work
- 6) Develop and enhance CCSSO Formative Assessment Initiative: Educate policymakers and stakeholders on shared vision of new language in support of "assessment for learning," assessment as integral to effective schools

12:00 P.M. ADJOURN

PLEASE COMPLETE AND HAND IN YOUR EVALUATIONS. THANK YOU.