

**ccee**  
California Collaborative  
for Educational Excellence

**Rincon Valley**  
Union School District

# From Pilot to Practice: Implementing Formative Assessment Practices to Improve Student Outcomes in Math



November 7, 2024

California Educational Research Association (CERA) - 2024 Annual Conference

# Presenters



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# Agenda

- Welcome and Introductions
- Implementing in Rincon Valley USD
- Spreading & Scaling in Rincon Valley USD
- Balanced Assessment Systems
- Q&A
- Resources



# Welcome and Introductions



# Who is the California Collaborative for Educational Excellence (CCEE)?

- Statewide leader whose mission is to deliver on California's promise of quality, equitable education for every student
- Design and implement initiatives that facilitate the application of evidence-based continuous improvement processes within LEAs, coupled with regular collection and analysis of relevant data to support student outcomes
- Share lessons learned from our work, as well as emerging/best practices, strategies, and resources that address current high priority needs in the field



# I3 Learning Networks



**Network Facilitation:** Dedicated space for LEA teams to learn from and reflect with other teams across the state as they engage in continuous improvement cycles to address their individual problems of practice around a common priority area



**Learning Lab:** A network of educators across the state on the cutting-edge of innovation



**Data Monitoring & Impact:** Coaching around data and assessment to enhance data literacy knowledge and skills to inform decision-making

### African American Student Success



- Fresno USD (Enrollment: 68,200)
- Lynwood USD (Enrollment: 11,400)
- Pittsburg USD (Enrollment: 10,700)
- Robla SD (Enrollment: 1,900)
- San Lorenzo USD (Enrollment: 8,100)
- Napa COE (5 districts; 18,200 students)
- San Diego COE (42 districts; 393,700 students)

### Universal Design for Learning

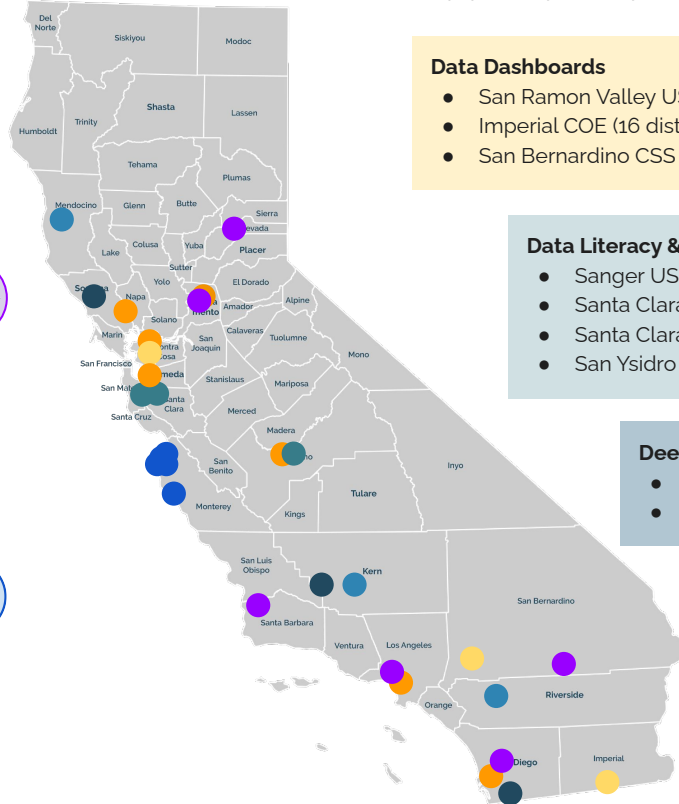


- Culver City USD (Enrollment: 6,800)
- Davis JUSD (Enrollment: 7,800)
- Guadalupe UESD (Enrollment: 1,300)
- Morongo USD (Enrollment: 7,400)
- Nevada JUSD (Enrollment: 2,500)
- Poway USD (Enrollment: 34,900)

### Chronic Absenteeism



- Alisal USD (Enrollment: 7,300)
- Salinas City ESD (Enrollment: 8,200)
- North Monterey County USD (Enrollment: 4,400)
- Soledad USD (Enrollment: 4,700)
- Monterey COE (24 districts; 70,800 students)



### Data Research Learning Network (DRLN)



#### Data Dashboards

- San Ramon Valley USD (Enrollment: 29,200)
- Imperial COE (16 districts; 35,300 students)
- San Bernardino CSS (33 districts; 355,100 students)

### Data Literacy & Leadership



- Sanger USD (Enrollment: 12,000)
- Santa Clara USD (Enrollment: 14,200)
- Santa Clara COE (31 districts; 206,900 students)
- San Ysidro SD (Enrollment: 4,200)

### Deeper Learning



- Rincon Valley USD (Enrollment: 3,100)
- Taft City SD (Enrollment: 2,400)

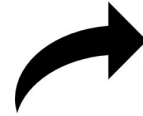
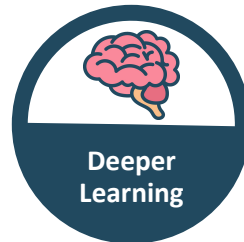
### Balanced Assessment Systems



- Bakersfield City SD (Enrollment: 28,800)
- Coachella Valley USD (Enrollment: 16,000)
- Leggett Valley USD (Enrollment: 121)

# Data Research Learning Network (DRLN)

- Launched in 2022-23
- Aimed to support districts and county offices in moving away from constrained data analysis practices toward catalytic data-driven discussions and decisions
- Organized into three strands:



**How do we address the statewide need?**



Designed DRLN to be a research and development network focused on:

- System-level innovation
- Statewide amplification



# Balanced Assessment System Pilot

- Designed and launched pilot in 2023-24
- Designed to create tools and resources that support the evaluation of local assessment system quality in a variety of local California contexts



Led to the newest strand of the DRLN for 2024-25 school year!



**3 Pilot  
Districts**



**Research &  
Development**



**Learning Path**  
[bit.ly/CCEE-LAS](https://bit.ly/CCEE-LAS)



**Toolkit**  
[bit.ly/LAS-tool](https://bit.ly/LAS-tool)

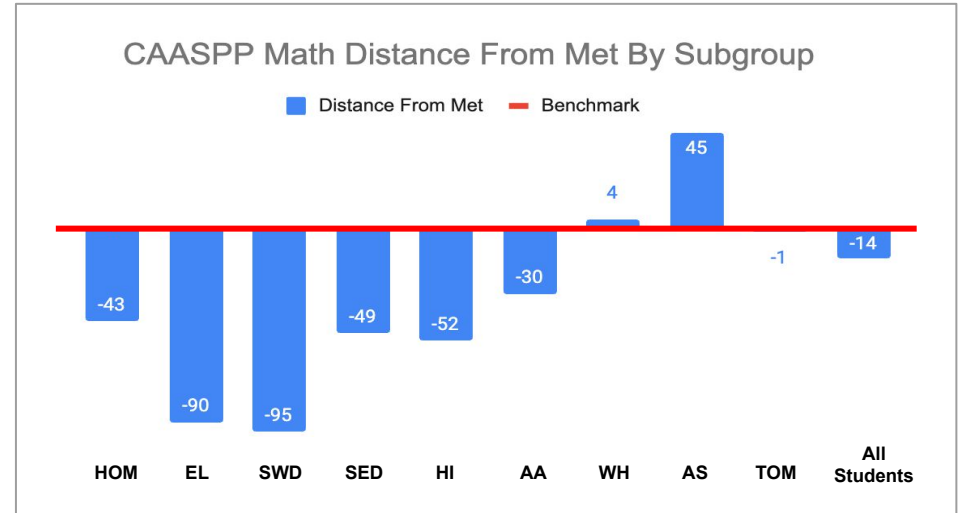
# Implementing Formative Assessment Practices



# Rincon Valley Union School District

- 3,000 TK-6 learners, at seven elementary schools
- 200+ learners at charter middle school campus & Home Study program

<b>White</b>	48.5%
<b>Hispanic</b>	30.5%
<b>Asian/ Pacific Islander</b>	7.1%
<b>African American</b>	2.5%
<b>Two or More</b>	7.1%
<b>English Learners</b>	18.0%
<b>Students with Disabilities</b>	16.0%
<b>Free and Reduced</b>	30.0%



# What Brought Us Here



CAC 2022



Math Committee



Teacher Survey



Formative Assessment



# DRLN Project Overview



## Innovation Idea:

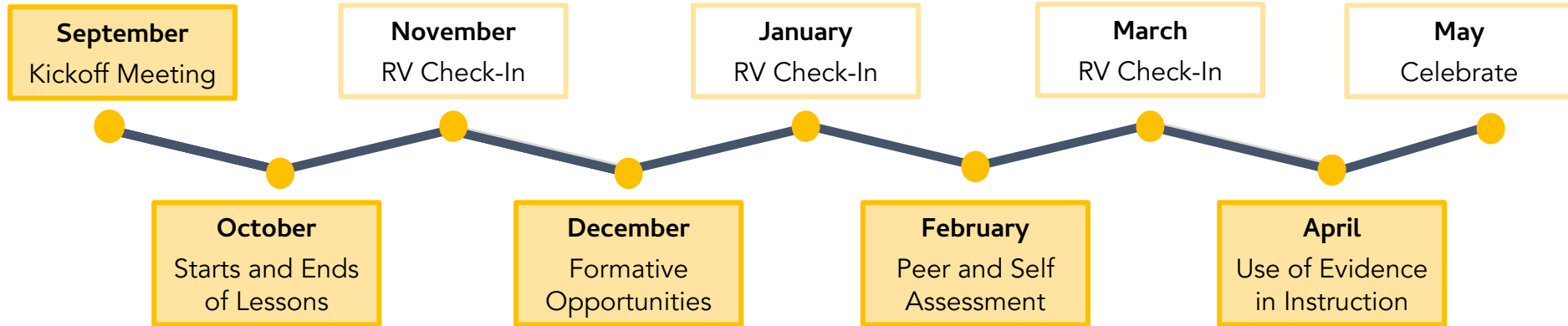
- Pilot comprehensive math formative assessment practices at two of our elementary school sites, Whited Elementary and Madrone Elementary
- Provide foundational training on both formative assessment practices and mathematical learning progressions



## Anticipated Impact:

- Strengthened universal math instructional practices
- More collegial, data-centered conversations
- Improved student outcomes
- New model for strategic planning

# 2023-24 Year-at-a-Glance



Conduct Walkthroughs & Adjust Adult Learning as Needed

# Four Domains of Formative Assessment



**Starts & Ends  
of Lessons**



**Eliciting Evidence  
of Student  
Understanding**



**Peer- and  
Self-Assessment**



**Use of Evidence**

**OGAP Additive Reasoning Progression – Addition**

**OGAP Fraction Progression**

**OGAP Multiplication Progression**

**OGAP Division Progression**

**OGAP Ratio and Proportion Progression (12.11.2019)**

The resources include:

- Strategic Progressions:** Counting (Early, Middle, Late), Additive (Early, Middle, Late), Multiplicative (Early, Middle, Late), and Division (Early, Middle, Late).
- Strategies:**
  - Counting:** Direct modeling, skip counting, mental counting.
  - Additive:** Repeated addition, doubling, halving, using known facts.
  - Multiplicative:** Open area model, skip counting, distributive property, partial products.
  - Division:** Area model, partial quotients, long division, estimation.
  - Ratio and Proportion:** Unit rates, equivalent ratios, cross-multiplication.
- Student Work Examples:** Handwritten solutions for various math problems, including word problems and calculations.
- Common Errors:** Lists of typical student mistakes and their underlying reasons.
- Underlying Concepts:** Explanations of the mathematical principles behind the strategies.



# Measuring Improvement and Impact



# Our Tools



Learner  
Survey



Teacher  
Survey



Walkthrough  
Protocol

# Learner Survey

## Results- Beginning of Year

- Learners discuss multiple strategies for solving problems
- Learners do not self-assess or assess the work of their peers often

## Results- End of Year

- **3-4:** Increased positive response in “I ask others for help,” and “I can learn from my mistakes.”
- **5-6:** Increased positive response in “I am given opportunities to assess my work,” and “I receive feedback from peers.”

I know what the teacher expects me to learn in class every day.

Yes  No

I ask others for help when I don't understand something.

Yes  No

## Learner Surveys


- Grades 3-4: [bit.ly/rvUSD-34survey](https://bit.ly/rvUSD-34survey)
- Grades 5-6: [bit.ly/rvUSD-56survey](https://bit.ly/rvUSD-56survey)



# Walkthroughs

*"In Rincon Valley, walkthroughs open the doors of classrooms so that all teachers can learn from one another and grow together in the practice of teaching. The goal of all of our work is to better serve all learners."*

Walkthrough/Reflection Protocol:  
[bit.ly/rvUSD-walkthrough](https://bit.ly/rvUSD-walkthrough)

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### Walk-Through Protocol


Walk-Through Participant: \_\_\_\_\_


Teacher Name: \_\_\_\_\_

Date & Time In/Out: \_\_\_\_\_

Focus of the Observation

- Start of Lesson
- End of Lesson
- Eliciting Evidence of Understanding

 Notes on doing: can language \_\_\_\_\_



#### Group Debrief: Feedback for the Teacher

What were strong points of the lesson, teaching strategies, and/or student engagement?

What we noticed:		What we wondered about:
Teacher	Student	

Self Reflection: What I'm thinking about or considering for my own practice

# Teacher Action Plans

The purpose of this document is three-fold:

1. To record reflections, learnings, insights, and questions that might arise during any of the learning community meetings
2. To track action plans over the course of the year
3. To note any feedback you get when you share how things have been going as you implement formative assessment practices in your classroom or to note ideas that you want to try based on what others have shared or you observed during walkthroughs

The screenshot shows a Google Docs document titled "Reflections on Last Month's Action Plan & Walk-Throughs" from Rincon Valley USD. The document is dated "Oct 19 (with CfA)". The content includes a blue heading, a paragraph of text, a section for peer comments, and a section for reflections on lesson starts and ends. The text is as follows:

**Reflections on Last Month's Action Plan & Walk-Throughs.** *Read back through your action plan from last month. How did it go in your classroom? What worked well? What was challenging? What might you modify? What are you still pondering or thinking about from recent walk-throughs (as applicable)?*

I tried ...

**My plan was to have my students give more peer feedback. I noticed that my students more commonly give positive feedback than criticisms. They also seem to need more practice with this because they often use the same phrases when giving feedback. I need to practice using various sentence frames with them for verbal and written feedback.**

Comments to remember from my peers ...

**Make sure students know the vocabulary in the targets and success criteria.**

**Reflections on Starts and Ends of Lessons or the Learning Progression:**

One thing that squared with my thinking ....

It made me feel good today when I realized I am doing a lot of what the instructor in the video shared with us. I have a section on my wall for Learning Intentions and I go over those learning targets and success criteria with my students. Sometimes I also shrink the success criteria down and have them put them in their journals.

One thing I am circling around in my mind ...

I liked the idea of students coming up with their own success criteria, as opposed to following a list already made.

# Our Learning - To Inform Next Steps

## From Teachers

- Differentiated PD
- Walkthroughs

## From Leaders

- Need to know how to lead it
  - Bringing professional learning to the principal team

# Spread & Scale in Rincon Valley USD

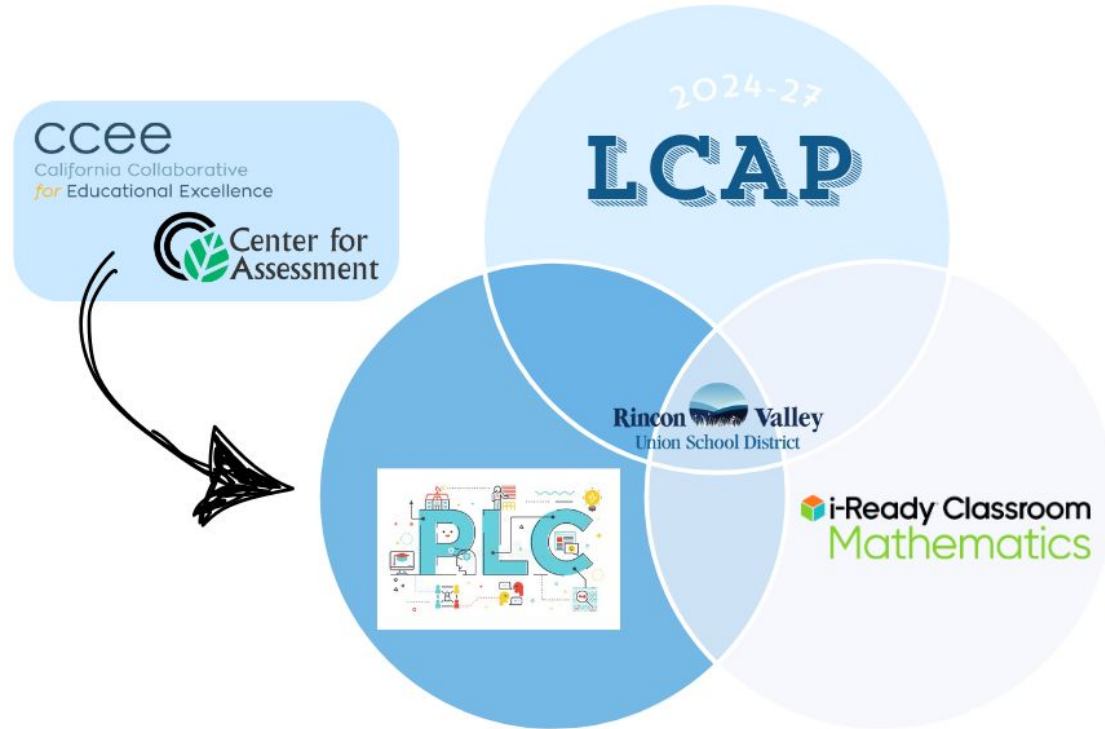




# Spread & Scale

- Aligning initiatives
- Pre-Work Data (Teacher & Leader Surveys)
- Common language and understanding of formative assessment
- Building teacher/**leader** capacity

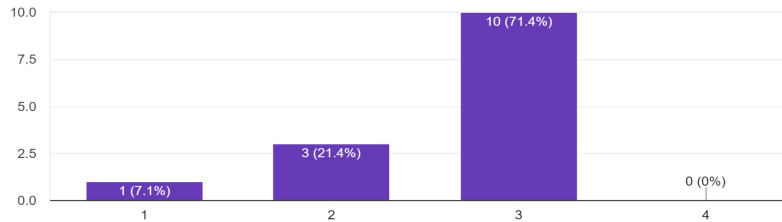
# Aligning Initiatives



# Knowledge of Formative Assessment

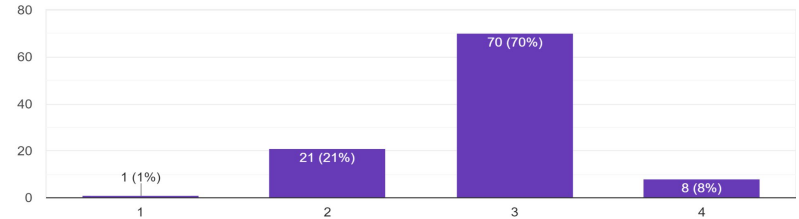
How would you rank your level of knowledge about formative assessment?

Principals/Leaders



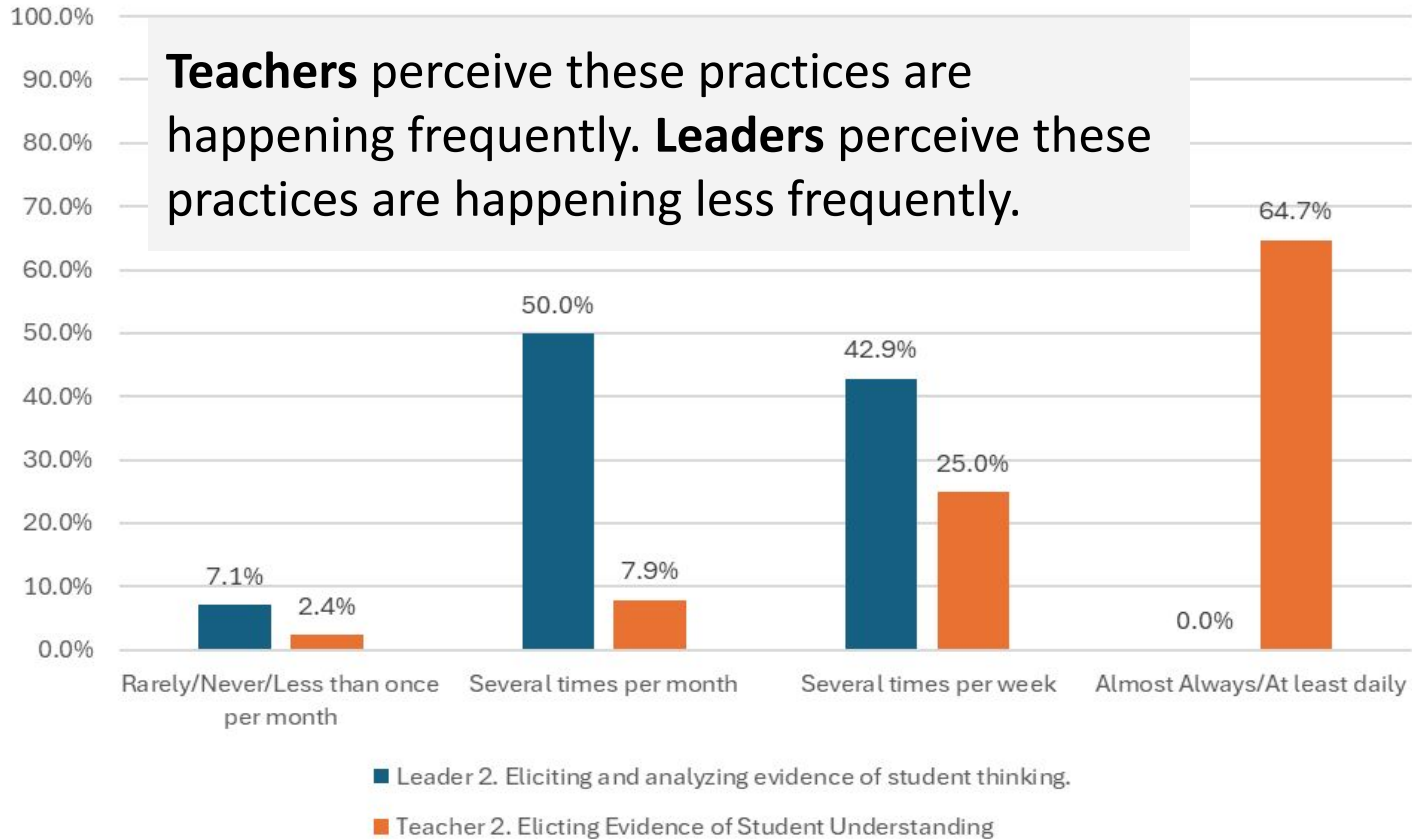
Average = 2.9

Teachers

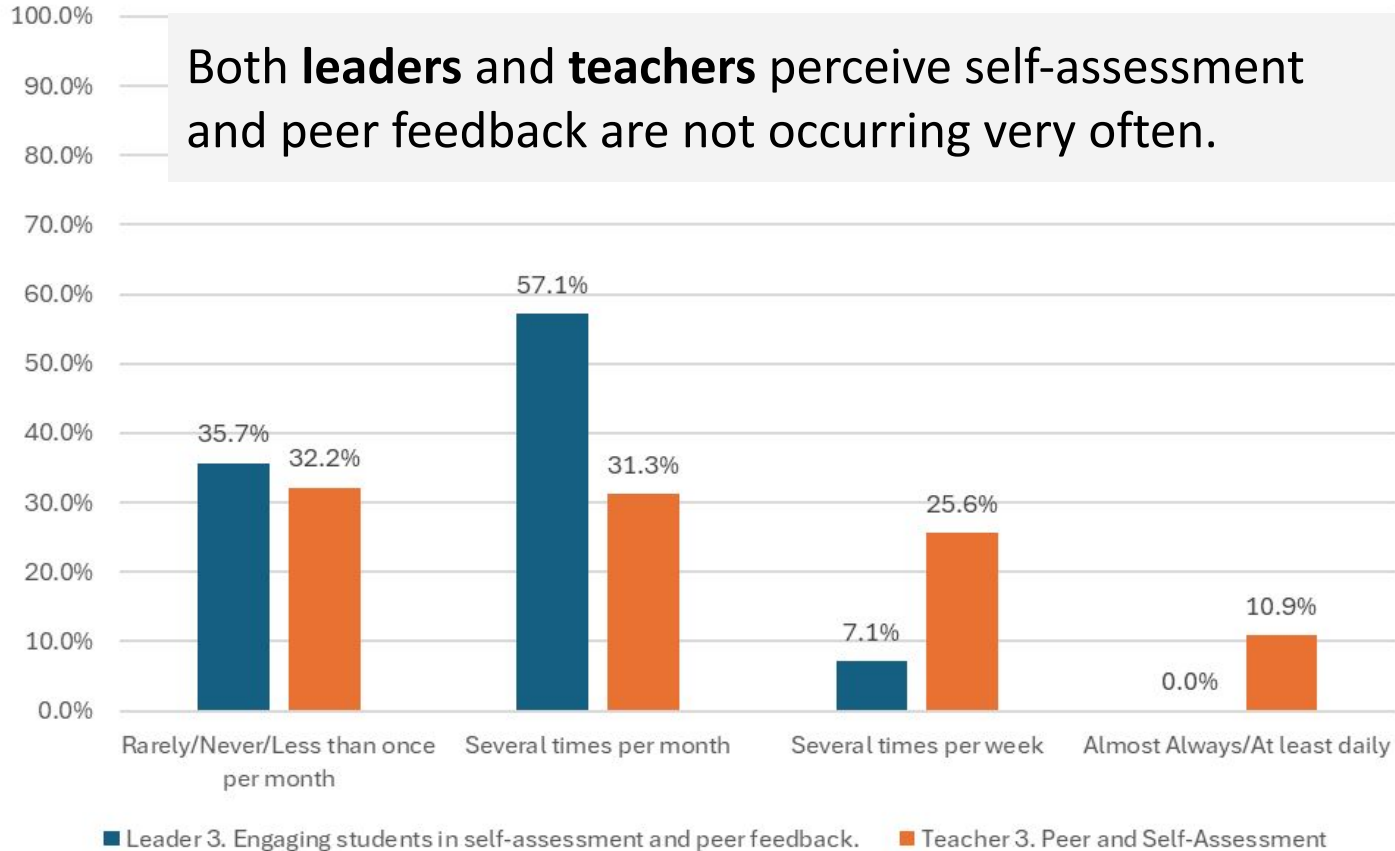


Average = 2.85

**Teachers** perceive these practices are happening frequently. **Leaders** perceive these practices are happening less frequently.



Both **leaders** and **teachers** perceive self-assessment and peer feedback are not occurring very often.



# Summary

- **Teachers and leaders have different perceptions** about how frequently these sets of formative assessment practices occur.
- **Teachers** tend to report implementation of these practices are occurring *more frequently* in comparison to **leaders**.
- **Peer and self assessment** is a notable exception. Both teachers and leaders perceive or report these practices are not occurring frequently.
- **Eliciting evidence of student understanding** appears as a relative strength based on the teacher survey results.
- **Use of evidence to provide feedback to students** appears as a relative weakness (*along with peer and self assessment*) based on the teacher survey results.

# Principal Meeting Dates and Times

## Principals Meeting with CFA Dates

## Formative Assessment Focused PLCs

September 2024					
Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7
9	10	11	12	13	14
16	17	18	19	20	21
23	24	25	26	27	28
30					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						1
3	4	5	6	7	8	
10	11	12	13	14	15	
17	18	19	20	21	22	
24	25	26	27	28	29	

December 2024					
Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7
9	10	11	12	13	14
16	17	18	19	20	21
23	24	25	26	27	28
30	31				

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
2	3	4	5	6	7	
9	10	11	12	13	14	
16	17	18	19	20	21	
23	24	25	26	27	28	

March 2025					
Mo	Tu	We	Th	Fr	Sa
					1
3	4	5	6	7	8
10	11	12	13	14	15
17	18	19	20	21	22
24	25	26	27	28	29
31					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
4	5	6	7	8	9	
11	12	13	14	15	16	
18	19	20	21	22	23	
25	26	27	28	29	30	

**September 3:** 10-12

**October 1:** 8:30-10

**October 29:** 8:30-10

**November 19:** 8:30-10

**December 3:** 8:30-10

**December 17:** 8:30-9

**March 11:** 8:30-10

**April 8:** 8:30

## TEACHER PLC RESOURCES

### Formative Assessment Focused PLCs

September 2024							October 2024							November 2024						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
22	23	24	25	26	27	28	29	30	31											
29	30																			

December 2024							January 2025							February 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
22	23	24	25	26	27	28	29	30	31											
29	30	31																		


  

March 2025							April 2025							May 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
22	23	24	25	26	27	28	29	30	31											
29	30	31																		

## TEACHER PLC MEETING DATES & LENGTH


September 5		1.5 hours
October 7		20 minutes
November 4		20 minutes
December 11		2 hours
January 23		20 minutes
February 26		2 hour
March 27		20 minutes
April 24		20 minutes
May 5		20 minutes

## TEACHER PLC PROTOCOL



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**Teacher PLC Protocol**



**What to bring to the PLC meeting:**


- Reflections on the actions you took from the last PLC meeting and how the instructional adjustments went with your students.
- Student work or other artifacts/evidence of student learning where students' thinking is made visible in some way.
  - These can be common assessments (e.g., a "try it" or "exit ticket" given by all the grade 1 math teachers in my school) or evidence of student learning from a teacher-specific classroom task/activity.

**What to do while at the PLC meeting:**

Review student work or other artifacts/evidence of student learning as a team and discuss the following:


1. What do we notice in the student work?
2. How does the student work relate to a typical learning progression or grade-level expectations (where does it fall, what can be built upon, what are their learning strengths, what are their learning needs)?
3. Do we notice any patterns or trends in responses that may signal instructional strategies that connect with a wide range of students (e.g., multilingual learners, students with disabilities, all students)?

## TEACHER REFLECTION & ACTION PLANNING TEMPLATE



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**Teacher Reflection & Action Planning Template**



Save a copy of this template to a location in your Google Drive. You might want to create a folder called **2024-25 PLC Resources** and save it in that folder for easy retrieval.

The purpose of this document is three-fold:

1. For you to record reflections, learnings, insights, and questions that might arise during any of the learning community meetings.
2. For you to have space and opportunity to think about how to transform interesting ideas into action.
3. For you to have accountability to your peers by reflecting on and sharing your progress, which provides opportunities for feedback, encouragement, and shared learning to help improve practice.

Each time you meet as a school group focused on formative assessment, you will have time to go back to read your last entry, reflect on what has happened since the last meeting, and plan your next steps. Remember to date each entry.



## FORMATIVE ASSESSMENT RESOURCES

*"An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction [or learning] that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence" (p. 48).*

William, D. (2018). *Embedded Formative Assessment, 2nd ed.* Solution Tree Press.

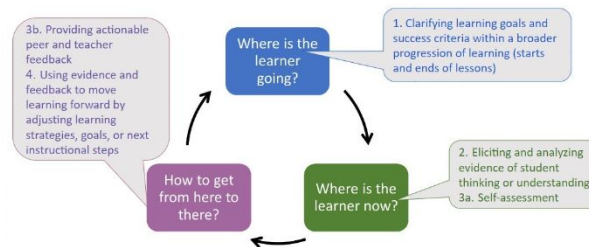
### FORMATIVE

- Teachers and students can use formative assessment practices to adjust and modify their instruction or learning strategies during a unit of instruction. The feedback makes student thinking visible and occurs daily and weekly to support student learning.

### SUMMATIVE

- Teachers can use classroom summative assessments such as end-of-unit tests to "sum up" what students have learned about a particular set of content standards to that point in time. This information is then communicated to students and parents typically using grades or other written marks.

### Four Formative Assessment Strategies



# Principal Check-In Surveys

## Action Planning

### Monthly Check-Ins

- How many teachers attended the PLC meeting?
- How long was the formative assessment component?
- Which of the following activities were part of the formative assessment aspect of the meeting?
- How engaged were the teachers in formative assessment portion of the meeting?
- Any highlights of the meeting in terms of teacher learning or practice related to formative assessment?
- Any information that would help us better plan future meetings?

### Principal Check-In Survey after Teacher PLC meeting

Monthly PLC tracking information: Only principals need to complete this survey. We are using the question about school to merge your responses over the year. We will only share out findings across sites so your individual responses will remain anonymous.

hkjaer@rvusd.org [Switch account](#)

 Draft saved

\* Indicates required question

Email \*

Your email

Select your school. \*

Choose

Which PLC meeting date are you reporting on? \*

September 5, 2024

October 7, 2024

# Systems

## How do we achieve “buy-in”?



Alignment to current initiatives



Know where people are



Leadership capacity, ownership,  
and commitment



Urgency around the current  
reality – an authentic “Why”



Anticipate & eliminate barriers



Ongoing professional learning  
cycle to maintain momentum

# Balanced Assessment Systems

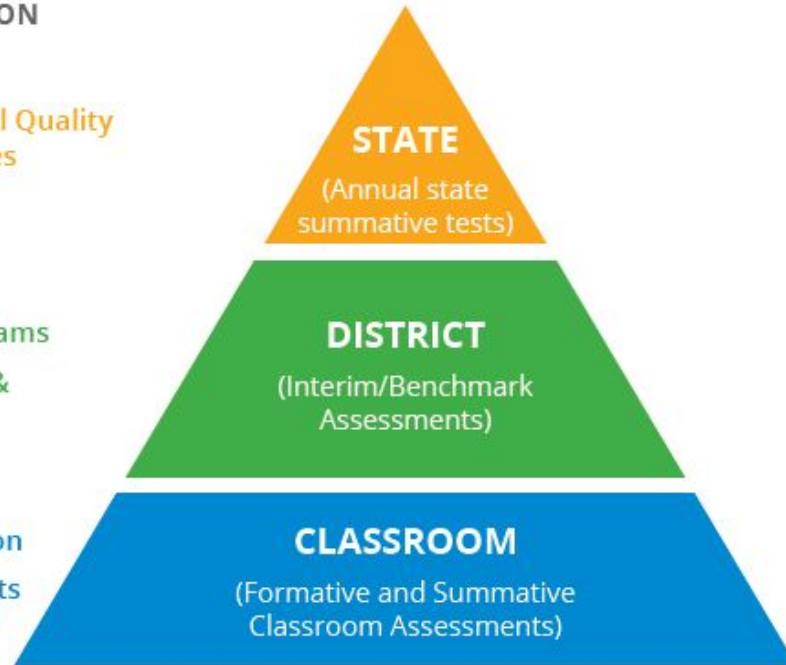




# Balanced Assessment System

## MAIN PURPOSES AND USES OF ASSESSMENT INFORMATION

- Evaluate Learning, School Quality (Accountability), & Policies
- Predict Learning
- Evaluate Curricula/Programs
- Inform student services & placement decisions
- Monitor/Adjust Instruction
- Inform Parents & Students about Learning Progress



# Primary Assessment Purposes



**Evaluation:** Making summative judgments about the value or merit of something



**Prediction:** Making a statement about a future event; signaling need for further investigation



**Diagnosis:** Identifying the cause or nature of something through deeper examination



**Instruction:** Informing the teaching and learning process



# Use Cases for *Evaluative* Purposes

Selected Use Case	Selected Assessments
A <b>state</b> wants to hold schools accountable for student proficiency.	State summative tests
A <b>district leader</b> wants to know if school improvement efforts are working.	State and interim assessments that broadly reflect the range and depth of content
A <b>teacher</b> wants to know whether students meet the proficiency targets at the end of a course or unit of instruction.	<b>Unit tests or end of course exams</b> that closely reflect the classroom curriculum



# Use Cases for *Predictive* Purposes

Selected Use Case	Selected Assessments
A <b>state</b> wants to establish annual growth targets for schools to achieve long-term proficiency goals.	Multiple years of prior state test results
A <b>district leader</b> wants to know the percentage of grade 9 students who may be at-risk of dropping out.	Interim or summative state assessment that broadly reflects annual standards and expectations
A <b>teacher</b> wants to know how students will fare on the state summative test.	





# Use Cases for *Diagnostic* Purposes

Selected Use Case	Selected Assessments
A <b>school psychologist</b> wants to understand why a student struggles to pay attention.	Behavioral assessments designed to test for the presence and severity of specific behaviors.
A <b>reading specialist</b> wants to know why his/her students are struggling to comprehend what they read.	Tests of phonemic awareness, phonics, vocabulary development, fluency, and/or comprehension
A <b>teacher</b> wants to pinpoint misconceptions that derailed several students on the latest math exam.	<b>Classroom assessment</b> targeting <i>one or a few fine-grained skills</i> that are essential for performing well on the math exam



# Use Cases for *Instructional* Purposes

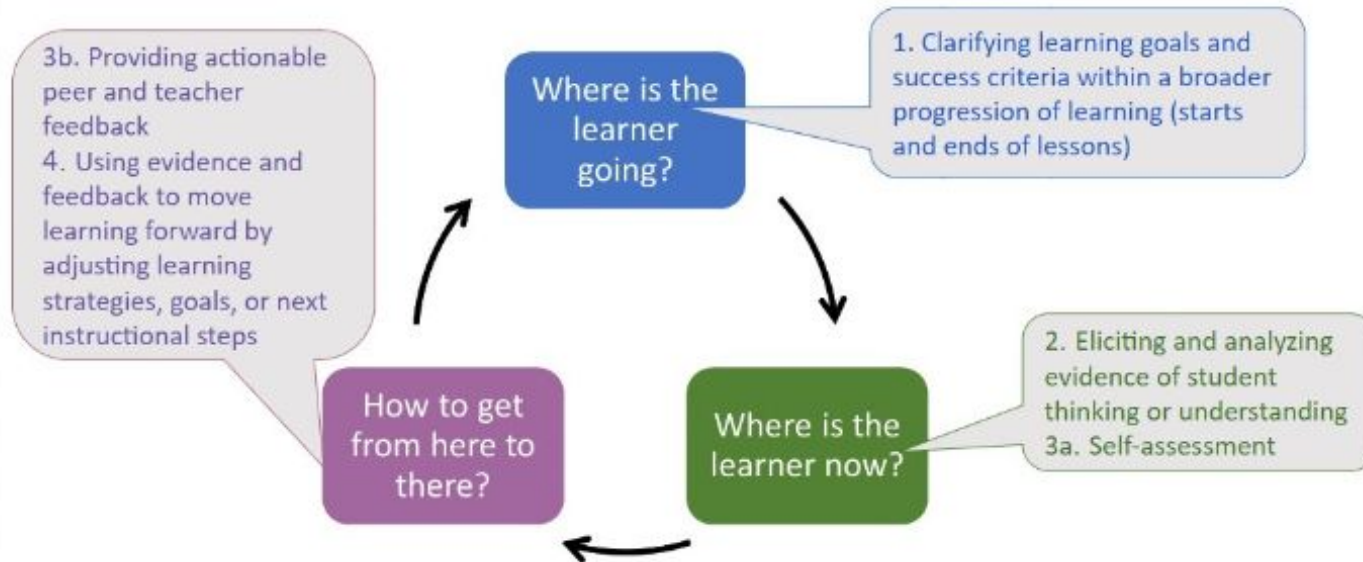
Selected Use Case	Selected Assessments
A <b>teacher</b> wants to know how well her students can apply what they learned in today's mini-lesson.	Targeted questioning to elicit thinking; <b>classroom assessment</b> ; survey poll
A <b>student</b> wants feedback on his research proposal in science.	Teacher feedback; self- and peer-assessment
A <b>student</b> wants to improve her persuasive essay for the local newspaper.	Teacher feedback; self- and peer-assessment

# Instructionally Useful Assessments

- Tied closely to the enacted curriculum
- Covers one standard or a small cluster of standards
- Open ended items or tasks that reveal student thinking
- Flexible administration and scoring conditions (teachers see student responses)
- Qualitative results that reveal student thinking
- Daily, weekly or moment by moment results

# Instructionally Useful Assessments

## Four Formative Assessment Strategies



# Lessons Learned



Data literacy *and* assessment literacy are deeply needed at all levels of the system.



Assessment systems are not balanced.




To balance assessment systems, we need courageous leaders who can set the conditions for formative assessment practices to flourish.

# Questions




# CCEE Featured Resources

- [CCEE Learning Networks Resource Hub](#)
- Data Research Learning Network (DRLN)
  - [Rincon Valley USD](#) – Explore the resources from their work.
  - [DRLN Phase 1 \(Planning\) Brief](#)
  - [DRLN Phase 2 \(Implementation\) Brief](#)
- [Local Assessment System Review Learning Path + Tool](#)
- [Microlearning Modules](#)



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Rincon Valley  
Union School District


**From Pilot to Practice: A Case Study of a District's Journey to Implement Formative Assessment Practices to Improve Student Outcomes in Math**

**Presenters:**

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**Resources:**

	<a href="#">Session Slides</a>
	<b>Rincon Valley USD (RVUSD) Tools &amp; Resources</b> <ul style="list-style-type: none"> <li>• Learn more about RVUSD's Data Research Learning Network (DRLN) <a href="#">Innovation Idea!</a></li> <li>• Surveys: <a href="http://bit.ly/rvusd-ts-surveys">bit.ly/rvusd-ts-surveys</a> <ul style="list-style-type: none"> <li>○ 2023-24: Teacher &amp; Learner (Grades 3-4 &amp; 5-6) Surveys</li> <li>○ 2024-25: Teacher, Principal, &amp; Leader Surveys</li> </ul> </li> <li>• Walkthrough &amp; Debrief Protocol: <a href="http://bit.ly/rvusd-walkthrough">bit.ly/rvusd-walkthrough</a></li> <li>• <a href="#">Formative Assessment Resources</a> curated in partnership with the Center for Assessment</li> <li>• Ongoing Assessment Project (OGAP) Resources: <a href="http://bit.ly/rvusd-ogap">bit.ly/rvusd-ogap</a></li> </ul>
	<b>Balanced Assessment System Resources</b> <ul style="list-style-type: none"> <li>• Local Assessment System Review <a href="#">Learning Path + Tool</a></li> </ul>
	<b>Other Resources</b> <ul style="list-style-type: none"> <li>• CCEE Website: <a href="http://ccee-ca.org">ccee-ca.org</a></li> <li>• CCEE's Data Research Learning Network: <a href="http://bit.ly/ccee-">bit.ly/ccee-</a> <ul style="list-style-type: none"> <li>○ <a href="#">DRLN Resource Hub</a></li> <li>○ <a href="#">Phase 1 (Planning) Summary Brief</a></li> </ul> </li> </ul>



[bit.ly/4enrWqC](http://bit.ly/4enrWqC)

# DRLN Presentations @ CERA

## Thursday, 11/7 (today!)

### Session 5 - Local Assessment Project 2.0

- 1:00 PM – 2:15 PM; Salon G

### Session 6 - Are We Over-Testing?: Balanced Assessment System Pilot Study to Answer Over-Testing Hypothesis in California Districts

- 2:45 PM – 4:00 PM; Salon I

## Friday, 11/8

### Session 7 - Uplifting Teacher Practice to Accelerate Learning: How Taft City School District is Developing a Research-Driven Culture For Positive Student Outcomes

- 8:30 AM - 9:45 AM, Salon I