



Following the Blueprint

FINAL

**Maryland Assessment Group
2022 Annual Conference**

**November 16-18, 2022
Ocean City Fontainebleau Resort & Conference Center
Ocean City, Maryland**

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Make sure you keep hearing from MAG and keep our emails out of your junk folder. Please add us to your phone book/contact list:

Maryland Assessment Group

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Website: magonline.net

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Your Friends at MAG!

**MARYLAND ASSESSMENT GROUP
ANNUAL CONFERENCE**

**NOVEMBER 16-18, 2022
Ocean City Fontainebleau Resort & Conference Center
Ocean City, Maryland**

MAG BOARD OF DIRECTORS

Jaime Bowers
Timothy Guy
Vacant

Deborah Gilmartin, Executive Director
Timothy Guy, Program Director

The MAG Board of Directors wishes to thank the vendors and sponsors for their financial support. Their support and contributions reduce the cost of this conference for Maryland educators.

Conference arrangements provided by CONFERENCE SOLUTIONS

Join us on [Twitter](#) - [@MDAssessmentGrp](#)

PRE-CONFERENCE SESSIONS

Wednesday, November 16, 2022 1:00 p.m. – 5:30 p.m. (with 30-minute break)

Admission Ticket Required (attendees may choose only one PD)

Pre-Session I “The Success Criteria Playbook”

Conference Rooms 1 & 2

Presenter: Heather Sauers, Edvance Collective and former MSDE Professional Learning Coordinator

Hitting a target you cannot see is extremely difficult; yet that is what we ask our students to do when our daily learning intentions are unclear. Success criteria detail what success looks like for the learning intentions of the day, so that teachers and learners are on the same page. The purpose of this course is to take a closer look at the creation and utilization of success criteria so that we can better connect our learners to a shared understanding of what success looks like for any given learning intention. Participants will engage in an active and empowering learning experience that will enhance their understanding of:

- the role of success criteria in planning instruction, implementing effective pedagogy, and evaluating student progress,
- the role of success criteria in the formative assessment process, and
- effective use of success criteria to promote equity of access and opportunity to rigorous learning experiences for all students.

In addition to the one MSDE professional development credit that all conference attendees receive for attending MAG, an additional **2 credits** can be earned for attending this MSDE credit approved training that focuses on the formative assessment process which concludes in June.

Syllabus is posted at the back of the MAG program.

Pre-Session II “Assessment Literacy 101: All the Things You Want to Know and More”

Conference Room 3

Presenter: Christina Mulhollan Miller, Coordinator of District Innovation for Charles County Public Schools

According to the Michigan Assessment Consortium, "Assessment literacy is the set of beliefs, knowledge, & practices about assessment that lead a teacher, administrator, parent, or students & their families, to use assessment to improve student learning & achievement." This course will focus on what assessment literate teachers should value, know, & do in the classroom. Topics will include a balanced assessment system, the role and purpose of assessment, and how to better use student assessment to improve student learning and achievement.

In addition to the one MSDE professional development credit all conference attendees receive for attending MAG, an additional **1 credit** can be earned for attending this MSDE credit approved training which concludes in January.

Syllabus is posted at the back of the MAG program.

WEDNESDAY, NOVEMBER 16, 2022

12:00 p.m. – 8:00 p.m. **REGISTRATION**
Lower Terrace Lobby

VENDOR DISPLAYS IN THE VENDOR EXHIBIT HALL:

Starting on WEDNESDAY, NOVEMBER 16, 2022 at 3:30 p.m. and closing on THURSDAY, NOVEMBER 17, 2022 at 5:00 p.m.

PRE-CONFERENCE SESSIONS

1:00 p.m. - 5:30 p.m., Conference Rooms 1 & 2

Pre-session: “*The Success Criteria Playbook*”

Registration required for Pre-session 1.

1:00 p.m. - 5:30 p.m., Conference Room 3

Pre-session: “*Assessment Literacy*”

Registration required for Pre-session 2.

2:30 p.m. - 4:30 p.m., Salon B

Local Accountability Coordinators’ Meeting

Led by Pauline Carey & Chandra Haislet, MSDE

Local Accountability Coordinators and MSDE staff will gather for a formal state meeting.

3:30 p.m. - 4:30 p.m., Conference Rooms 4 & 5

“*TEST PREP: New and Improved Thanks to Neuroscience*”

Presenter: Judith Wilson, Montgomery County Public Schools – Retired

Hacking neuroscience research for teaching and learning is a must and TEST PREP has changed over the years to become more brain-based. Find out what YOU and YOUR students can do to alleviate test stress, prepare for high-stakes testing, and better understand how brain research impacts reading, math, and reasoning.

3:30 p.m. - 4:30 p.m., Conference Room 6

“*Combating Educational Challenges through Station Rotation*”

Presenters: Mandi Quinn & Kristen Anderson, Anne Arundel County Public Schools

Increasing student agency, differentiation, and engagement by utilizing the station rotation instructional model to blend technology with traditional teacher-led instruction.

WEDNESDAY, NOVEMBER 16, 2022

4:45 p.m. – 5:45 p.m., Salon B

“An AP Pathway proposal for Blueprint Implementation”

This session is repeated on Thursday

Presenter: Cindy Kelly, College Board

In accordance with the Blueprint framework, College Board has created a draft of how AP Pathways could be implemented in your schools. Equity is our number one goal when creating how AP course selections could work in ALL schools, for ALL students. Hear from district peers about what pathways seem to be emerging and provide your important feedback.

4:45 p.m. – 5:45 p.m., Conference Rooms 4 & 5

“Identify Gaps in a Student’s Potential and Performance”

Presenter: Alison Boivin, National Academic Advisor, Riverside Insights

Join us to discuss how achievement data in conjunction with ability data from CogAT® (Cognitive Abilities Test) can be used to better understand student strengths and instructional needs. We will discuss best practices for utilizing your existing ability data to determine whether student performance aligns with their true potential for learning.

4:45 p.m. – 5:45 p.m., Conference Room 6

“Priorities and Perspectives: Using Data for Acceleration and Scaffolding”

Presenter: Joshua Sain, Curriculum Associates

Using data purposefully to support acceleration and scaffolding is key to ensuring all students have access to grade-level content. Join Joshua Sain, as he shares perspectives on current national data, highlighting practices rapidly driving acceleration and scaffolding across the country.

5:45 p.m. – 7:00 p.m. **DINNER BUFFET** - Crystal Ballroom

7:00 p.m. – 8:00 p.m. Opening remarks

(Included in your conference registration fee.)

Garden Salad Bar

Meat Lasagna

Vegetarian Lasagna

Chicken Piccata

Sautéed Green Beans with Garlic and Olive Oil

Garlic Bread

Selection of Cakes and Pies

7:00 p.m. – 8:00 p.m. Crystal Ballroom

OPENING ADDRESS - Crystal Ballroom

**Presenter: Chandra Haislet, Assistant State Superintendent, MSDE
Division of Assessment, Accountability and Performance Reporting**

Learn about the progress of the new Maryland Comprehensive Assessment Program (MCAP), the implementation of the Maryland Blueprint, and what will drive our work for the next year.

8:00 p.m. – 10:00 p.m., **Cocktail Reception**, Salon A

Sponsored by Pearson

THURSDAY, NOVEMBER 17, 2022

7:00 a.m. – 2:00 p.m.

REGISTRATION - Lower Terrace Lobby

7:15 a.m. – 8:30 a.m. **CONTINENTAL BREAKFAST** - Crystal Ballroom

(Included in your conference registration fee.)

Assorted Chilled Juices (Orange, Grapefruit, Tomato, Pineapple, Cranberry)

Assorted Pastries, Assorted Bagels, and Muffins with Butter and Jam

Seasonal Fruit and Berries

Yogurt and Cereal

Coffee, Tea, Decaffeinated Coffee Station

THURSDAY, NOVEMBER 17, 2022

8:30 a.m. – 10:00 a.m. **KEYNOTE SPEAKER** - Crystal Ballroom

“A Case for Bringing the Science of Teaching & Learning to Your Students, Teachers, School and District”

Presenters: Glenn Whitman & Amy Struntz

Session Description:

If there is only one indisputable educational truth here it is. Every day in every Maryland public school, every student will have their brain with them. What if then every teacher and school leader had foundational and accurate understanding of the science of how the PK-12th grade student’s brain learns, works, and thrives?

Frederick County Public School (FCPS) district made a strategic decision to better support the academic, social, and emotional development of each student prior to and through COVID. In collaboration with the Center for Transformative Teaching and Learning (CTTL), FCPS and the CTTL partnered to bring to scale throughout its district the most promising research and strategies in how the brain learns to inform, validate, and inform instructional design and work with each individual student using research in the science of reading, instruction, belonging, memory, metacognition, feedback, attention, and social and emotional learning and development.

This “all-in” district model has led to changes in instructional practices, assessment, elevated teacher and student efficacy, and student academic, social, and emotional wellbeing. This session will share this replicable model and a pathway for you to consider in your educational context. Participants will leave with teacher-developed and next-day applicable resources, tools and models to bring back to 100% of their students, teachers, schools and district.

By attending this session, participants will:

Assess, their current Mind, Brain, and Education science research and strategy knowledge

Debunk, some neuromyths and examine some neurotruths in education

Elevate, their current knowledge of “content agnostic” research informed teaching and learning strategies

Evaluate, how MBE research and strategies can close achievement gaps and accelerate learning

Align, MBE research and strategies with current school or district strategic priorities by adapting the FCPS/CTTL collaboration model to their district’s professional growth culture

Seize, the opportunity to leverage MBE to attract, retain, and develop the next generation of great teachers



Glenn Whitman is director of The Center for Transformative Teaching and Learning at St. Andrew’s Episcopal School in Potomac, Md., where he also teaches history. Whitman is also co-author of *Neuroteach: Brain Science and the Future of Education* and co-designer of *Neuroteach Global*.



Amy Struntz, is the Supervisor for Induction & Professional Learning with Frederick County Public Schools. Struntz is experienced with leading a team in on-boarding and orienting new education hires as they prepare for their role in the classroom and is skilled in designing and implementing high quality professional leaning for all types of audiences.

THURSDAY, NOVEMBER 17, 2022

10:15 a.m. – 11:15 a.m., Salon B

“From Policy to Practice: Building and Implementing a Teacher Career Ladder”

Presenter: Pamela Callahan, University of Maryland, College Park

In this session, we will discuss the legislative requirements for the teacher leader component of the Blueprint. These requirements offer districts the minimum framework upon which district leaders along with educator association build in standards of focus, demonstrations of competency, and professional learning related to movement up the ladder.

10:15 a.m. – 11:15 a.m., Conference Rooms 1 & 2

“FROM START TO FINISH: Utilizing Technology Throughout the Entire Intervention Process”

Presenters: Michelle Kelley & Lauren Hermann, Istation

From efficiently collecting and managing data to student engagement, technology can make the MTSS process easier to implement and more likely to occur. Follow a teacher’s journey from start to finish for effective intervention that uses technology to leverage formative data and engage students with targeted instruction.

10:15 a.m. – 11:15 a.m., Conference Rooms 4 & 5

“Using Student Surveys to Inform Decisions Around Next Steps in Curriculum and Assessment Writing”

Presenter: Vikki Romanoski, Anne Arundel County Public Schools, MD

As we consider the validity of teaching and learning, our schools very often focus on “hard” data – district assessments, AP scores, and teacher-created tests and quizzes. While these tell an important part of the story, student survey data also has a powerful impact on student achievement. In this session, participants will be introduced to the creation and use of student surveys for classroom teachers and building based leaders, with a focus on student voice and choice to inform next steps for curriculum and assessment writing. Participants will have time to evaluate sample surveys as well as brainstorm ways student surveys can help move the needle for classroom and school achievement.

10:15 a.m. – 11:15 a.m., Conference Room 6

“Through-Year Assessment and a Balanced Assessment System: A Flexible Approach”

Presenter: Mark Johnson, Cognia

Local assessment needs and goals differ. School and district leaders can benefit from a balanced assessment approach that maximizes flexibility. This session will look at a flexible assessment system that integrates formative, interim, and summative assessment and contains components that meet varied needs.

THURSDAY, NOVEMBER 17, 2022

11:30 a.m. – 12:30 p.m., Salon B

“New Growth Mindset in MSDE Reporting”

Presenters: Paul Katula and Brianna Creed, MSDE

In this session, participants will learn about the new growth mindset language that MSDE is using for individual student reporting to promote equity and challenge outdated paradigms of a fixed mindset. MSDE will share how students, teachers, and parents through MD local education agencies were involved in an equity initiative that resulted in programmatic improvement.

11:30 a.m. – 12:30 p.m., Conference Rooms 1 & 2

“The Role of Assessment in Next Steps in Addressing Unfinished Learning - Panel”

Moderator: Dr. Bonnie A. Hain (Sr. Director of Education Solutions, Derivita)

During this session, participants will share ideas on how best to use assessments to support next steps in addressing the needs of students with unfinished learning. The moderator and panelists will share initial thoughts and then facilitate an interactive discussion with participants. Ideas shared will be collated and emailed to all participants who attend the session.

Panelists: Dr. Linda Chambers, Director of Special Education, Frederick County
Kirsten Danisavich, Coordinator of Mathematics Instruction, Worcester County
Cassidy Hamborsky, Coordinator of Instruction, ELA, Worcester County
Stephanie Jacobs Snyder, Director of Assessments, DC Office of the State Superintendent of Education

11:30 a.m. – 12:30 p.m., Conference Room 3

“Demystifying Assessments to Improve Instruction and Student Outcomes”

Presenter: Amanda Pottinger, Renaissance

It’s not uncommon for teachers to face uncertainty around which assessments to select for which purposes or how to use the data for instructional planning. Do a deep dive into assessment types, differences, purposes, and learn best practices in using the data to support each student’s individual learning and social-emotional behavior needs. Develop an understanding of the difference between standards and skills-based assessments, explore the six steps for building a comprehensive, assessment system, and get answers to other common questions about assessment.

11:30 a.m. – 12:30 p.m., Conference Rooms 4 & 5

“Making Data Meaningful: Building your Assessment Literacy”

Presenter: Lisa Hathaway (Pearson)

How can data inform instructional decisions? This session will focus on the MCAP reporting data available at the district/school level and offer guidance to district staff and teachers on how to analyze the data. Data is just one component of assessment literacy but understanding the data and how it is expressed in reports opens the door to using this information to impact student learning.

11:30 a.m. – 12:30 p.m., Conference Room 6

“Explore Data from a Life-Ready Literacy System”

Presenter: Beth Carr, Beable Education

Experience data from an intertwined SEL/well-being, career readiness curriculum embedded in the core academic day. You will experience first-hand how schools are de-soloing academic, career awareness, self-awareness, and well-being so that all students realize academic and personal growth K-12. Together, we will review outcome data and explore possibilities.

THURSDAY, NOVEMBER 17, 2022

12:30 p.m. – 1:30 p.m. **LUNCH** - Crystal Ballroom
(Included in your conference registration fee.)

Mini Garden Salad Bar
Sauteed Vegetables
Baked Potato Bar with
Whipped Butter, Chives, Cheddar Cheese, Sour Cream, and Bacon
Vegetarian Chili
Slider Rolls and Sliced Pit Beef
Sliced Glazed Ham

1:30 p.m. – 2:00 p.m., Exhibit Hall, Salon A
Cookies, Brownies, and Beverages
Vendor Discussions

2:00 p.m. – 3:00 p.m., Salon B

“Collecting and Responding to Evidence of Student Learning”

Presenter: Jennifer Wojcik, MSDE

In this session, participants will understand the importance of collecting evidence of learning while the learning is taking place. Participants will explore strategies for collecting evidence that helps to answer the question "where are my students now?" and discover tools that can support them in their design of these evidence-gathering opportunities. Participants will also explore how to effectively respond to evidence of student learning.

2:00 p.m. – 3:00 p.m., Rooms 1 & 2

“Strengthen Your CNA Process”

Presenters: Joseph Rotondo & Cindy Gibson, 806 Technologies

This session is designed to equip you with strategies for conducting effective needs assessments that directly impact student success. Comprehensive Needs Assessment is the foundation for building stronger School Improvement Plans that focus on high priority needs and not just compliance. Learn how 806 worked with Wicomico County Schools to optimize their CNA process in achieving long term results with their SIP.

2:00 p.m. – 3:00 p.m., Conference Room 3

“Using Pandemic Data to Make Essential School Improvements”

Presenter: Ritamarie Arzillo, NWEA

Whether your district is experiencing learning loss or learning lag, your school improvement plan is critical in getting back on track. Join our discussion on supporting Maryland’s Blueprints, Covid Research, and how the 5 Essentials Framework can support your districts School Improvement plans.

THURSDAY, NOVEMBER 17, 2022

2:00 p.m. – 3:00 p.m., Conference Rooms 4 & 5

“An AP Pathway proposal for Blueprint Implementation”

This session is repeated from Wednesday

Presenter: Cindy Kelly, College Board

In accordance with the Blueprint framework, College Board has created a draft of how AP Pathways could be implemented in your schools. Equity is our number one goal when creating how AP course selections could work in ALL schools, for ALL students. Hear from district peers about what pathways seem to be emerging and provide your important feedback.

2:00 p.m. – 3:00 p.m., Conference Room 6

“Creating and Implementing Wrap-Around Professional Development that Supports National and State Standards”

Presenter: Vikki Romanoski, Anne Arundel County Public Schools, MD

In this session, educational leaders will learn about ways AACPS Science has adapted professional development to meet the needs of teachers of standards-based content areas in the post-pandemic world. Specifically, we will delve into self-paced opportunities for teachers, on-demand PD embedded in curriculum, and bridging the gap between face-to-face and asynchronous learning given the constraints of the school day. Participants will have the opportunity to brainstorm next steps appropriate for their LSS, ask questions, and network with other participants.

3:15 p.m. – 4:15 p.m., Salon B

“Accountability Matters”

Presenter: Chandra Haislet, Assistant State Superintendent, MSDE

Accountability is back in the forefront. Get back on track with your understanding of accountability measures, learn about the impact of missing data, and find out where accountability measures go from here forward.

3:15 p.m. – 4:15 p.m., Conference Rooms 1 & 2

“The Top 5 Questions to Ask About Your Classroom Assessment System”

Presenter: Madeline Schellman, Pearson

Maybe you love your classroom assessment system or maybe you wish you could find something better. Either way, there are things about what’s under the hood of your system you may not know about. This talk will help you learn what questions to ask to uncover the information you need to know to select an assessment system that helps your students learn more efficiently and effectively.

3:15 p.m. – 4:15 p.m., Conference Rooms 4 & 5

“Exploring the Digital SAT”

Presenters: Cindy Kelly, College Board & Stacey Shack, BCPS

The SAT Suite of Assessments is adapting to meet the evolving needs of students and educators. While the digital SAT Suite will bring a number of changes, many important features will stay the same. Come learn about the digital assessment and best practices BCPS is making in preparation for the Fall 2023 launch.

THURSDAY, NOVEMBER 17, 2022

3:15 p.m. – 4:15 p.m., Conference Room 6

“How do you do Testing? - Speed Dating Edition”

Presenters: Cody Ault & Terry Drechsler, Somerset County

Participants will be partnered in 10-minute rotations with other participants from other schools/counties to share and discuss what testing looks like in their school/county. Participants will each be expected to bring a sample of their testing folder/bin and testing calendar to facilitate discussions.

4:30 p.m. – 5:30 p.m., Salon B

“Assessment Development 101”

Presenters: Brianna Creed (MSDE) and Cognia

In this presentation, participants will learn about the life cycle of state assessment development from the initial passage selection and test design through development to administration, scoring, and reporting.

4:30 p.m. – 5:30 p.m., Conference Rooms 1 & 2

“Maryland Blueprint Overview and Pillar 5”

Presenter: Tim Guy, Howard County Blueprint Coordinator and Christina Miller, Charles County Blueprint Coordinator

Participants will receive an overview of the objectives and milestones of Pillar 5: Governance and Accountability and implementation plan timeline. Participants will discuss how Pillar 5 will influence their specific job role over the next 10 years.

4:30 p.m. – 5:30 p.m., Conference Rooms 4 & 5

“Streamlining the Entire MTSS Workflow in a Single Platform”

Presenter: Matt Riese, PowerSchool Solution Engineer

Is your district able to complete the entire MTSS workflow in one solution? Or are you forced to jump from place to place, spreadsheet to spreadsheet or form to form? Is your current process challenging? Binders & spreadsheets of data? Teachers don't have access to the data they need? Limited to no ability to monitor progress or efficacy of interventions? Disjointed end-user experience? During our session, we will discuss MTSS challenges districts are experiencing today, and how PowerSchool can streamline the process.

4:30 p.m. – 5:30 p.m., Conference Room 6

“Student Writers and Civic Engagement: NWP Assessment Tools Support Students and Teachers Develop Nuanced Argumentation”

Presenter: Dr. Kathleen Reilly, Towson University

Through civically engaged writing, youth deepen their knowledge and enter public conversations about civic issues that matter to them. Research into the National Writing Project reveals ways in which particular assessment tools promote both teacher and student learning around the development of nuanced and respectful argumentative writing.

THURSDAY, NOVEMBER 17, 2022

MAG Cocktail and Social Hour

5:30 p.m. – 7:00 p.m., Salon A

In Appreciation of Conference Participants

Sponsored by MAG and the Ocean City Fontainebleau Resort & Conference Center

6:30 p.m. – 8:00 p.m., Seafood DINNER

(Included in your conference registration fee.)

*Crab Legs with Hot Drawn Butter**

*Chilled Peel and Eat Shrimp with Cocktail Sauce**

Soup Du Jour

Garden Salad Bar

Mixed Steamed Vegetables

Garlic Dill Potatoes

Penne Pasta with Alfredo Sauce

Wild Rice

Maryland Baked Chicken

Roast Top Round of Beef Carved to order, Beef Au Jus

Rolls and Butter

Selection of Cakes and Pies at a Station

**Per person with ticket. Make sure to turn in your ticket at the Station at time of Receiving Crab Legs and Shrimp.
Make friends with those who don't like crabs or shrimp, or who are just plain full!*

MAG NIGHT OUT

8:00 p.m. – until? (not too late, you have sessions to go to tomorrow)

Horizon's Oceanfront Restaurant and Lounge

FRIDAY, NOVEMBER 18, 2022

8:00 a.m. - 9:00 a.m., Salon B

“Calling All MCAP Rangers”

Presenters: Ann Herrmann (MSDE), Paul Katula (MSDE), Teresa Merritt (Pearson)

Attendees will learn how materials are prepared, with the input of Maryland educators, to train human and machine scorers for the constructed-response questions that are used on the MCAP assessments. They will also participate in a scoring activity themselves as they explore how range finding and scoring fit into the bigger picture of assessment development and finding the most accurate score for every student on every test.

8:00 a.m. - 9:00 a.m., Conference Rooms 1&2

“Evidence-Based Equity Work in a Highly Polarized World”

Presenter: Dr. Ronald Thomas (Towson University)

This session will explore how equity-focused leaders can navigate to move forward in the minefield of politically-divided communities. Strategies will include taking deep dives into “street data,” strategically cultivating diverse stakeholders, avoiding politically-sensitive language, and focusing on a universally-agreed upon school mission. Participants will be encouraged to share their effective strategies.

8:00 a.m. - 9:00 a.m., Conference Rooms 4&5

“Maryland Blueprint Pillars 1 & 2”

Presenter: Tim Guy, Howard County Blueprint Coordinator and Christina Miller, Charles County Blueprint Coordinator

Participants will receive an overview of the objectives and milestones of Pillar 1: Early Childhood Education and Pillar 2: High-Quality & Diverse Teachers and Leaders. Participants will discuss how Pillar 1 and 2 will influence their specific job role over the next 10 years.

9:15 a.m. - 10:15 a.m., Salon B

“Percentages and Patterns: The Scoring of Large-Scale Assessments”

Presenter: Paul Katula (MSDE)

Participants will learn how large-scale assessments are scored and how questions are selected (or rejected) for use on operational assessments on the MCAP assessments. How are scale scores computed? How does MSDE know if a question is ready for use on an operational form? How much computing needs to happen before MSDE knows what a student's scale score is?

9:15 a.m. - 10:15 a.m., Conference Rooms 1&2

“The Future of Reporting – Improving Value and Equity in Reports”

Presenter: Adam Frese, Pearson

What reporting changes could students, parents, and teachers expect to see over the next few years? How can we improve understanding of the available data to result in actionable responses for each student following assessments? Participants will walk through answers to these questions and discuss what is currently under development at Pearson.

FRIDAY, NOVEMBER 18, 2022

9:15 a.m. - 10:15 a.m., Conference Rooms 4&5

“Maryland Blueprint Pillars 3, 4, & 5”

Presenter: Tim Guy, Howard County Blueprint Coordinator and Christina Miller, Charles County Blueprint Coordinator

Participants will receive an overview of the objectives and milestones of Pillar 3: College and Career Readiness, Pillar 4: More Resources for All Students to be Successful and Pillar 5: Governance and Accountability. Participants will discuss how Pillars 3, 4 and 5 will influence their specific job role over the next 10 years.

10:15 a.m. – 11:15 a.m. **BRUNCH** - Crystal Ballroom

(Included in your conference registration fee.)

Assorted Juices at a Station

Fresh Fruit Cup in a Bowl

Scrambled Eggs with Cheddar and Pico De Gallo to the Side

Hash Brown Potatoes

Applewood Smoked Bacon

Pancakes w/ Warm Maple Syrup to the Side

Biscuits with Butter and Jellies

Chipped Beef

Ham Carved to Order with Condiments

Coffee, Tea, Decaffeinated Coffee Station

FRIDAY, NOVEMBER 18, 2022

11:15 a.m. – 12:30 p.m. **KEYNOTE SPEAKER** - Crystal Ballroom



“Following the Blueprint for Maryland’s Future”

Presenter: Laura Stapleton, Accountability & Implementation Board (AIB)

Hear an overview of the Blueprint for Maryland’s Future policies. Laura will describe current work and progress made to capture the end goals for each pillar of the Blueprint. What will education look like 10 years down the road?

Laura Stapleton, PhD is the chair of the Human Development and Quantitative Methodology Department at the University of Maryland, College Park and was selected by Governor Hogan to serve on the seven-member Accountability & Implementation Board (AIB) to ensure the success of the plans outlined in the Blueprint for Maryland Future.

Dr. Stapleton grew up attending public schools in Michigan and studied economics at the University of Michigan. She moved to the DC area in 1988, taking an economist position at the bureau of Labor Statistics. She turned her interests toward educational research and studied, part time, at George Mason university, earning a master’s in curriculum and instruction., She has worked in the field of higher education research at the American Association of State Colleges and Universities and the Institutional Research Office at the University of Maryland.

She received a PHD in Measurement, Statistics, and Evaluation, after which, took faculty positions at the University of Texas and at the University of Maryland Baltimore City from 2002 to 2011, then moved to Montgomery County when she took a faculty position at the University of Maryland.

SPECIAL ANNOUNCEMENTS and FAREWELL

**PROFESSIONAL DEVELOPMENT CERTIFICATES WILL BE GIVEN AFTER
CONCLUDING REMARKS**

Join us on [Twitter](https://twitter.com/MDAssessmentGrp) - [@MDAssessmentGrp](https://twitter.com/MDAssessmentGrp)

Pre-Session I

The Success Criteria Playbook

Facilitated by: Heather Sauers, CEO of [Edvance Collective](#) in partnership with MSDE's [Office of Professional Learning](#) and [Maryland Assessment Group](#) (MAG) during the 2022-2023 school year.

Text Requirements: *The Success Criteria Playbook: A Hands-on Guide to Making Learning Visible and Measurable* by John Almarode, Douglas Fisher, Kateri Thunder, and Nancy Frey ISBN #9781071831540 – Provided with paid registration, distributed on Wednesday.

Description: Hitting a target you cannot see is extremely difficult; yet that is what we ask our students to do when our daily learning intentions are unclear. Success criteria detail what success looks like for the learning intentions of the day, so that teachers and learners are on the same page. The purpose of this course is to take a closer look at the creation and utilization of success criteria so that we can better connect our learners to a shared understanding of what success looks like for any given learning intention. Participants will engage in an active and empowering learning experience that will enhance their understanding of:

- the role of success criteria in planning instruction, implementing effective pedagogy, and evaluating student progress,
- the role of success criteria in the formative assessment process, and
- effective use of success criteria to promote equity of access and opportunity to rigorous learning experiences for all students.

Course Timeline: This blended learning course will be facilitated from November through June. The first meeting will take place in person during the MAG conference. Participants will be required to attend monthly 90-minute Community of Practice (CoP) meetings with colleagues virtually from December-June. Participants must also read assigned modules, watch videos highlighting teacher practice, complete assignments related to new learning and understanding, and reflect on classroom connections related to the course content.

Credit(s) Earned: 2.0 (31.5 hours)

Expectations: Attendance and punctuality is required. If a class is missed, credit for the course may not be awarded. Active participation during online discussions is expected.

Date & Mods	Content/Homework	
11/16/22 Module 1 Module 2 Module 3	Learning Intentions: -Understand the role of success criteria -Identify challenges in creating and implementing success criteria -Identify how success criteria paves the way for equity	Success Criteria: -I can define success criteria and can explain why it should be used. -I can use the process necessary to create success criteria. -I can describe the difference between success criteria and learning intentions/goals/targets. -I can define equity of access and opportunity for learning. -I can explain and analyze how high-impact, high-quality success criteria pave the way for equity.
Homework to be completed by 12/13/21: Read the pages 60-70 of the text. Select 3 examples from pages 62-63 and describe what is wrong with the non-example. Complete the guided practice on page 66. Bring a lesson with success criteria to our December CoP to share. This homework will be a foundation to our discussion and work together during our next CoP.		
12/13/22 Module 4	Learning Intentions: -Connect learners to a shared understanding of what success looks like	Success Criteria: -I can analyze examples and non-examples of success criteria. -I can create and reflect upon the success criteria created for my lessons.
Homework to be completed by 1/17/23: Read pages 74-106 of the text. Select one subject area from pages 80-83 and complete the single-point rubric. Complete the single-point rubric on page 84, the holistic rubric on page 102, and the analytic rubric on page 103. Select ONE of the following to embed into your lesson with students: The YOUR TURN! activity and reflections on pages 84-87 OR The YOUR TURN! activity and reflections on pages 103-105. This homework will be a foundation to our discussion and work together during our next CoP.		
1/17/23 Module 5 Module 6	Learning Intentions: -Understand when to use a single-point rubric vs holistic and analytic rubrics	Success Criteria: -I can explain the benefits and limitations of single-point rubrics, holistic, and analytic rubrics and analyze when which type of rubric should be used as tool for success. -I can use single-point rubrics, holistic, and analytic rubrics to facilitate student-to-student and student-to-teacher feedback.
Homework to be completed by 2/7/23: Read pages 112-130 of the text. Select one of the videos of your choice to provide feedback to the teacher in the video. Complete the YOUR TURN! activity on pages 127 using either a teacher model or exemplar and use with an upcoming lesson. This homework will be a foundation to our discussion and work together during our next CoP.		
2/7/23 Module 7 Module 8	Learning Intentions: -Understand when and how to create and implement success criteria through modeling -Understand when and how to create and implement success criteria through exemplars	Success Criteria: -I can describe scenarios in which it is best to use teacher modeling and exemplars to create success criteria. -I can provide feedback to teachers about how to best use modeling and exemplars to create success criteria. -I can determine the components of modeling and/or an exemplar to be used to create success criteria.

	Homework to be completed by 3/14/23: Read pages 132-149 of the text. Complete the YOUR TURN! activities on pages 137 and 147. Select one of the videos of your choice. Complete the reflection that is included with the video. This homework will be a foundation to our discussion and work together during our next CoP.	
3/14/23 Module 9 Module 10	Learning Intentions: -Embrace learners as partners in the learning process by co-creating success criteria -Determine what approach to use when designing success criteria in lessons	Success Criteria: -I can identify ways to include students in co-creating success criteria. -I can create a student-centered approach in my classroom by co-creating success criteria for a lesson. -I can use what I have learned in previous modules to determine which approach to best use in my lessons.
	Homework to be completed by 4/18/23: Read pages 154-173 of the text. Select ONE of the YOUR TURN! activities from module 11: page 157 OR page 158 OR page 160. Complete the YOUR TURN activity on page 165. This homework will be a foundation to our discussion and work together during our next CoP.	
4/18/23 Module 11 Module 12	Learning Intentions: -Understand how to engage learners in meta-cognitive strategies using success criteria -Understand how success criteria supports deliberate practice	Success Criteria: -I can identify ways that success criteria contribute to assessment-literate learners by using self-monitoring, self-reflection, and self-evaluation. -I can determine ways to best support deliberate practice and reflection in my classroom.
	Homework to be completed by 5/16/23: Read pages 176-187. Select one of the videos of your choice. Use the chart listing components of effective feedback on pages 181-182 to determine how well the feedback was delivered and explain how peer-to-peer feedback can be used for each component of effective feedback. This homework will be a foundation to our discussion and work together during our next CoP.	
5/16/23 Module 13	Learning Intentions: -Understand how success criteria provides the means for students and teachers to provide meaningful feedback	Success Criteria: -I can describe how success criteria is the foundational tool necessary for effective feedback. -I can design meaningful and effective opportunities to engage students in feedback.
	Homework to be completed by 6/6/23: Read pages 191-200 of the text. Select ONE subject area to complete on the YOUR TURN! activity beginning on page 193. This homework will be a foundation to our discussion and work together during our next CoP.	
6/6/23 Module 14	Learning Intentions: -Reflect upon my learning over the course -Understand the role of success criteria in equitable schools and classrooms	Success Criteria: -I can reflect upon my learning around success criteria to create a professional learning goal. -I can identify ways in which my work around success criteria has created greater access to my students. -I can create a plan for next school year that includes success criteria as the foundation for learning.

Pre-Session II

Assessment Literacy 101: All the Things You Want to Know and More

Instructor: Christina Mulhollan Miller, Coordinator of District Innovation for Charles County Public Schools in partnership with MSDE's [Office of Professional Learning](#) and [Maryland Assessment Group](#) (MAG) during the 2022-2023 school year.

Description: According to the Michigan Assessment Consortium, "Assessment literacy is the set of beliefs, knowledge, & practices about assessment that lead a teacher, administrator, parent, or students & their families, to use assessment to improve student learning & achievement." This course will focus on what assessment literate teachers should value, know, & do in the classroom. Topics will include a balanced assessment system, the role and purpose of assessment, and how to better use student assessment to improve student learning and achievement.

The following information will be covered:

- **Assessment Purpose:** No single measure can answer all the questions we have about how to best serve our students. Therefore, it is essential to understand good assessment methods and practices so the greatest benefits can be realized by all students.
- **Different Types of Assessment:** Assessment can be used to support learning, as well as validate it. Assessment can occur daily as a part of teaching, but also be scheduled to occur at certain critical points during or at the end of the school year. Which type of assessment you choose should match the purpose behind the questions you're trying to answer.
- **Developing Quality Assessments:** Developing a quality assessment includes determining the best assessment tool to use that will give you the information you need in practical terms that you'll be able to communicate to students, colleagues and others.
- **Gathering Evidence:** To choose the right assessment, it's important to know what questions you are trying to answer. Equally important is knowing "how" the assessment will get to those answers. From in-the-moment verbal feedback to technology-enhanced test items, modern assessment leverages a wide variety of techniques to surface evidence of student learning.
- **Linking Learning Targets to Assessment:** Getting clarity about targets and communicating them to students *in terms they understand* and *in advance of learning* is critical to helping those students improve individual achievement.
- **Building High Quality Student Assessments:** Building high-quality student assessments is informed by two main goals: A focus on student learning and the appropriateness of the learning targets that are being measured

Course Timeline: November 16, 1:00-5:30 (MAG); December 1, 4:30-6:30 (virtual); December 15, 4:30-6:30 (virtual); January 5, 4:30-6:30 (virtual); January 19, 4:30-6:30 (virtual).

Credit(s) Earned: 1 CPD credit

Expectations: Attendance and punctuality at both class sessions is expected. If any class time is missed, credits for the course and the stipend will not be paid. Participation is expected during the course discussions. Proper professional etiquette is required and the “What happens in Vegas, stays in Vegas” rule applies for all discussions.

MAG activities- November 15

Learning goals	Success criteria
<ul style="list-style-type: none"> • Understand the importance of a balanced assessment system 	<ul style="list-style-type: none"> • I can define assessment. • I can describe the parts of a balanced assessment system. • I can identify where my strengths and weaknesses are as assessment literate educator. • I can summarize the importance of a balanced assessment system.

December 1- Through-assessments

Learning goals	Success criteria
<ul style="list-style-type: none"> • Understand the importance of through-assessments 	<ul style="list-style-type: none"> • I can describe through-assessments. • I can how through-assessments are a part of a balanced assessment system. • I can explain how through-assessments can advance equity in my classroom/school.

December 15- Large scale assessments in Maryland

Learning goals	Success criteria
<ul style="list-style-type: none"> • Recognize the history and practices associated with large-scale testing in Maryland • Understand how grading can hinder equity in the classroom 	<ul style="list-style-type: none"> • I can explain how testing has changed over the past decades. • I can reflect on current grading practices and make suggestions to create more equitable conditions in classrooms.

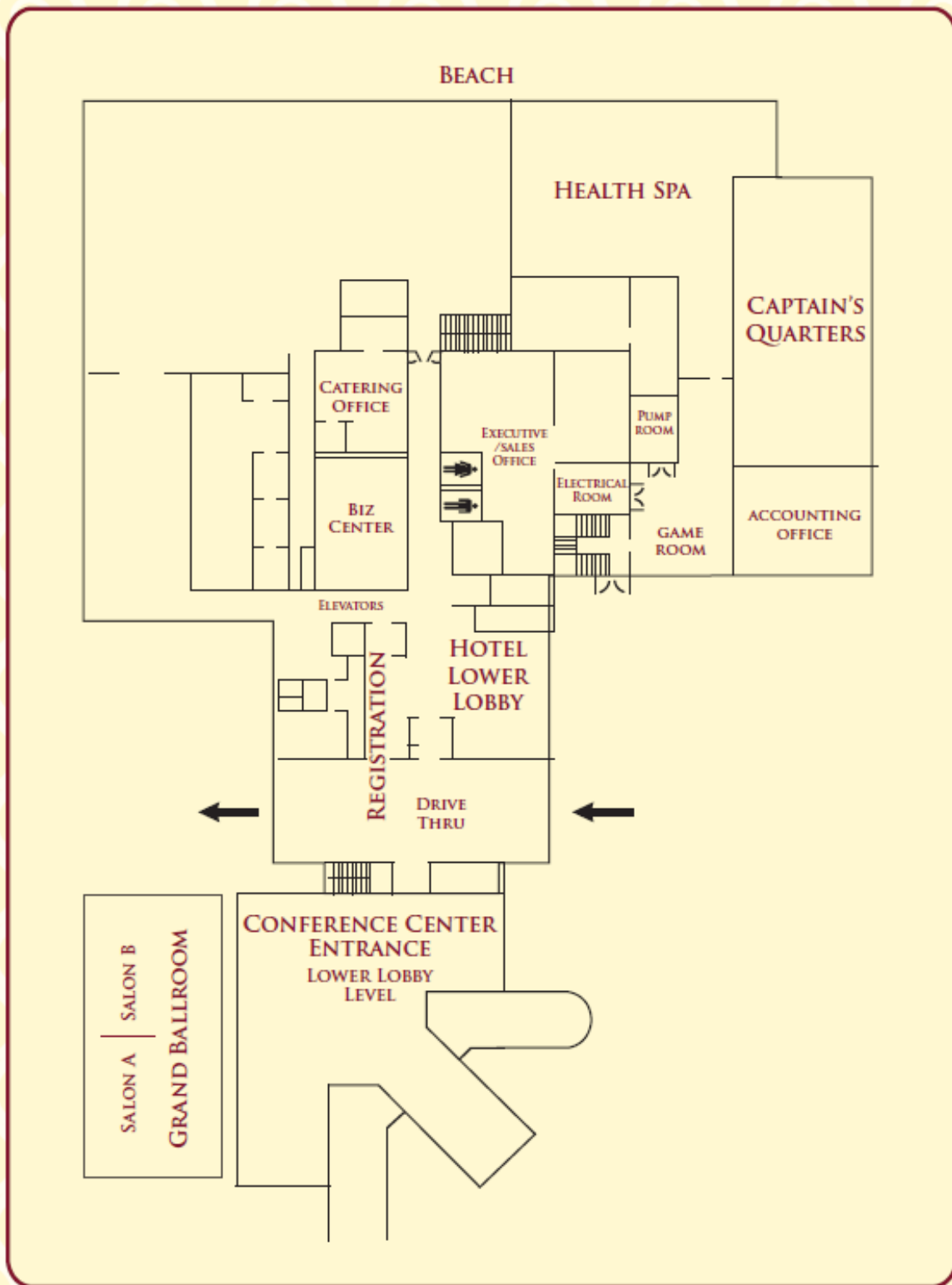
January 5- Formative assessment

Learning goals	Success criteria
<ul style="list-style-type: none"> • Understand the changing roles of teachers and students in classrooms formative assessment 	<ul style="list-style-type: none"> • I can correctly sort attributes of learning goals, success criteria and learning progressions. • I can create success criteria and learning progressions for an assigned task. • I can evaluate how assessment can be used to promote equity in the classroom.

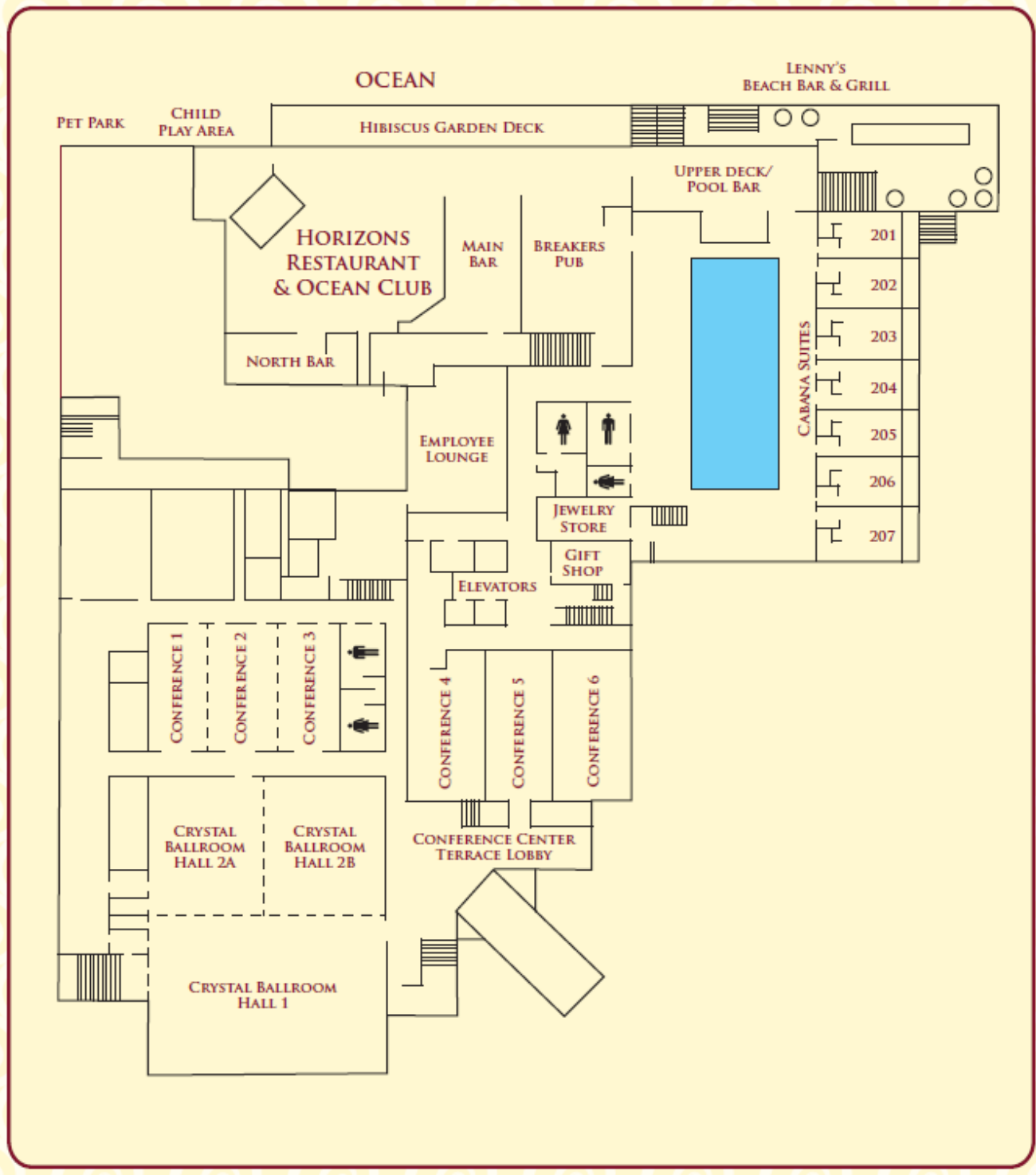
January 19- Student agency in assessment

Learning goals	Success criteria
Understand how to best empower students in a strategic assessment system	<ul style="list-style-type: none">• I can describe the characteristics of an assessment capable learner.• I can describe ways to include students in the assessment process.

LOWER LOBBY MAP



TERRACE-LEVEL MAP



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McGraw Hill	Nick James	Exhibitor
MANSEF	Dorie Flynn	Exhibitor



OPEN 7AM to 1PM

In between MAG meals - enjoy delicious premium coffee along with quick foods and gift shop essentials.

- Premium Coffee Drinks
- Fountain Sodas/Bottled Drinks
- Grab and Go Snacks and Meals
- Suntan Needs/Sundries
- Newspapers
- T-shirts/Sweatshirts

Located on the Terrace Level of the Ocean City Fontainebleau Hotel. For beverages after 1PM, service will be in the Horizon's Restaurant.