

**CEIF**

CHICAGO  
EQUITY-CENTERED  
INNOVATION FORUM

# SEL Performance-Based Assessment Design Cohort Showcase

June 2, 2022



**Education Systems Center**  
NORTHERN ILLINOIS UNIVERSITY  
SHAPING & STRENGTHENING EDUCATION & WORKFORCE SYSTEMS

# WELCOME!

**Dr. Karin Hess**

Educational Research in Action

**Damarr Smith**

Chicago Public Schools

**Heather Penczak**

Education Systems Center  
at Northern Illinois University

# Purposes of Today's Meeting

- **Showcase** products of performance-based assessment PD
- **Share** innovation and learning
- **Inspire** you to design your own assessments which address real-world inequities that resonate with students

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To support the implementation of ***innovative instructional models*** as strategies for ***dismantling systemic inequities*** in traditional educational approaches

# Icebreaker Activity

What was the most interesting work/task/ or project YOU did this year?

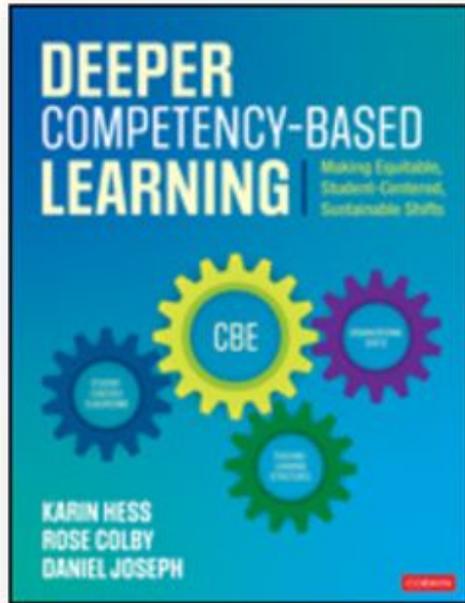
- ❑ What did you *learn* by doing it?
- ❑ What made it *meaningful* for you?

Please share YOUR responses in the chat

# Overview of CPS SEL and PBA Work



# Performance- Based Assessment



## Dr. Karin Hess

**“Author and international speaker providing educators with research-based models for effective instruction and assessment, moving students towards greater engagement and deeper learning.”**

# A Series of Co-Led Professional Development Sessions

## Course Outcomes:

- Create/Co-create a validated PBA, integrating Adaptive + Academic Competencies with a theme of social justice
- Option to submit materials for Review/Feedback and Micro credential

## PD Topics:

- PBAs aligned with **rigorous competencies** ([DOK](#), learning transfer)
- Understanding what **Social Justice** means and how it applies
- [Tools](#) to support development and feedback: PBAs, performance scales, rubrics (Hess Tools 9 and 11, S-T-A-R-S)
- Made connections to PBL design - Essential Questions, authentic /public products , student self-reflection, etc.
- Ongoing feedback and fine-tuning

# Showcase

**As we go through the showcase consider:**

**I was pleasantly surprised by ...**

**I learned ...**

**I was inspired by ...**

**I found value in ...**

**I could apply this idea in my own work ...**



*This certificate is awarded to:*

*Charese Lake*

*As a member of the Chicago Public Schools 2021-2022 PBA Design Cohort*

*for your leadership in:*

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*Social Justice Teaching*



*Damarr Smith*

*Dr. Karin Hess*

*Dr. Ginger Reynolds*

# Charese Lake

My social justice topic examines power dynamics in both language and culture. Often members of marginalized groups are “othered” and typecast in society. We will explore the origin of dominance in language and culture from a historical perspective and examine the global impact of colonialism on those from marginalized communities. Specific eras in history will include colonization in Africa and the Americas. We will delve into the following topics:

- Native American Boarding Schools
- The Holocaust
- Colonization of Africa
- Apartheid
- Black Lives Matter
- US Capitol Attack 2021

**One thing I think is a real strength is that this project promotes authenticity in student learning. It pushes them to question text, research and challenge narratives that are presented to them as well as elevate their own voices.**



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*Dr. Karin Hess*

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# William Del Toro

Whether you participate in athletic competition or not, athletics and physical fitness are deeply tied to our society. This is true at all stages in life. You do not have to be a professional athlete to feel the impact of athletics in our society. Toddlers learning how to swim may not be aware of this impact, but their parents may be conscious of the cost and availability of swim lessons in their area. Many people have to think about things like race, cost, gender, or accessibility when doing something as simple as going for a run. For some, this can be a matter of life and death. Choose a topic that ties in all we've discussed this year and present it to the class. By examining these difficult topics from multiple perspectives, we can better understand our own points of view and how we can help.

**\*\*After you analyze data related to the topic, you will be creating a presentation to share your findings. You will also be assessed on the quality of collaboration in your group. Be prepared to present evidence to defend your contribution.\*\***

**“I think one strength of PBA is that you access content that is relevant and important to you and your students lives. Because they have a hand in how these projects look, the students have more intrinsic motivation to produce quality projects. By discussing real world events, we are preparing critical thinkers for life outside the classroom.”**



*This certificate is awarded to:*

*LaToya Harris*

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# LaToya Harris & Elizabeth McCarthy

**Class:** Social Emotional Learning, Special Ed 18 - 22 year olds

**Unit:** Advocacy

With this task, students will explore bullying in all forms. At the end of the unit, students will create a variety of Public Service Announcements, as well as sign a school pledge, to end bullying. Once complete, students will self assess their understanding.

**One thing I think is a real strength of this lesson is the real-world application. For our students, advocacy can be a hard concept to grasp. Creating opportunities for students to practice this skill guides in the generalization and maintenance of advocacy beyond the classroom.**

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**I learned ...**

**I was inspired by ...**

**I found value in ...**

**I could apply this idea in my own work ...**



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# Joelle Clark

**Class:** English (DL Instructional class)

**Topic:** Technology of Today & Tomorrow

This task allows students to explore many sources that surround the topic of technology of today and future innovations. Students will be using prior knowledge and their experiences to answer the question, “should there be a limit to technological innovation? If so, what’s the limit? If not, why not?”

During this unit, students will be working through discussion and self reflection. They will have the opportunity to demonstrate their self assessment skills in order to track their own growth throughout the unit. The summative at the end of the unit gives students the opportunity to create an innovation for “Shark Tank” that represents a machine or technological product. The product will reflect the following questions: How will this technological innovation benefit people? Identify the ethics of the innovation; if there are negatives to this product, how will you convince people that the product is worth it?

**One thing I think is a real strength is connecting content to things students are facing right now. This keeps students engaged and interested in learning the skills.**



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# Matt Kuch

**Class:** Math 2 (Geometry)

**Topic:** Similar Figures / Proportions

In this task, students will read an article where former President Trump claims that because more white people were killed by police in 2020, then black lives shouldn't 'matter'. Students will identify their own opinions based on reading this article, then they will explore the raw data to identify why this claim by Trump is misleading. Students will use the data, and their understanding of proportions, to identify the number of white people that would have been killed had the data represented a proportionate amount of deaths based on the population sizes in our country. Following this, they will write a letter to Trump stating what they found and why his comments don't hold up. Students will also engage in a conversation about how the media can be misleading and use data points to twist scenarios and sway opinions.

**One thing I think is a real strength is allowing students an opportunity to use math in real-world contexts.**

**My personal reflection on the development process is that this is a touchy subject for many students and can sometimes be a difficult conversation. However, gaining the students' trust and allowing them a safe space to freely express their opinions/thoughts is important.**



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# Paul DeRonne

Find gutter dimensions that delivers as much water as possible to families and farms.



As residents of Chicago, students typically don't think about **clean water access**. This sequence of assignments gets students to both reflect on their own experience and consider other people's lived experiences. This task is a powerful connection of Algebra, Geometry, and Trigonometry with real world problems.

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# Constance Campe & Irene Metropulos

Students recognize that oppression is something that connects us to one another, and is unfortunately part of our human experience living in the United States. They will develop agency and authority through deep and critical thinking activities that will allow them to discover ways in which they have been oppressed. Empathy is a skill that is developed through meaningful activities in which students recognize that experiences are shared with others. In order for students to be truly civics-minded, and active citizens of a democracy, they must recognize oppression in their own lives, and in the lives of others. With this empathy, students will begin to develop a critical lens regarding the previously listed beliefs of oppression. In order for students to decide on a movie/show to create a disclaimer for, students must develop social awareness of the previously listed ideas. Students will then be able to review different scenes with a lens that is specific to the belief of the oppressors.

One point of oppression students will find are in some of their favorite childhood characters or sources of entertainment. In the United States, popular sources of entertainment for children include Disney, Looney Toons, Sesame Street and more. While these fun, engaging videos and stories are a great source of entertainment, they come with problematic views of gender, race, stereotypes and more. As these shows have progressed over time, the sources of entertainment are still easily accessible and ready to view in moments. Therefore, the US History students at Disney II Magnet High School will assess and write a critique to disclaim problematic points of a movie, scene, character or song.

Lastly, students will juxtapose their critiques of American favorite sources of entertainment to provide a solution to lost American History in textbooks. Through class discussions, activities and modeling, students will identify how textbooks oftentimes neglect incredible people of color, or other marginalized groups, and stick to a glossy, whitewashed history story. Students will explore individuals of the past who inspire them, and write a 'textbook' excerpt on a movement, group, or individual that fought oppression with use of agency, authority and action.

Students will be completing both final products independently, unless otherwise stated.

Final Products:

1. Entertainment Disclaimer
2. Disney II American History Textbook Excerpt

**We believe that a strength of this product is that, throughout the entire unit, there is student identity, agency and authority.**



*This certificate is awarded to:*

*Melissa Gerleve*

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## Melissa Gerleve

Inclusion is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate.

Our goal for this show was to create an all inclusive space! Our cluster students took the lead in planning and executing this school wide event. We made Art, we played music, we had interactive stations, and snacks.

**Our Cluster students felt like leaders!  
or**

**Our gen ed students stepped into the shoes of their peers with disabilities to complete our reflection/assessment, and produced some really great response. I think that this class has laid the groundwork for Dimensions/Inclusion opportunities in the future.**



*This certificate is awarded to:*

*Michael Schroers*

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*Dr. Karin Hess*

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# Michael Schroers

Students are going to research an issue in their community they want to change and make better. The main goal is to prepare a speech and flier to deliver to a public official or general public. Each group is trying to convince their public officials that the problem is having a negative impact on the community and needs to be addressed. The PBA takes place in a Precalculus or Calculus course. Data and statistics are being used to support the students' claims and provide evidence that the problem exists. Students will learn how to

- Have a meaningful impact in their communication
- Create, analyze, and apply regression models.
- Apply their understanding of mathematical functions taught in the class.



Students are able to choose an issue from their own community that they feel passionate about. This will create higher student engagement and more diversity of tasks within the classroom.



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*Diana Guzman Morales*

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# Diana Guzman Morales

**Objective:** Based on the movements we have been discussing, the pieces you have already made, and what you envision for the future of these particular social movements, you will create a zine tracking the development and impact of the movement.

**Expectations:**

Be sure to include full understanding of how youth were involved (discuss actions, methods, and lessons learned). Center your work on a theme covered in class and be sure to highlight the main takeaways from the movement(s).

- Should be at least 10 pages minimum - 15 pages maximum
- Should include at least 5 pages of your own artwork, writing, photography, etc.
- Should reflect at least 2 readings or films
- Should include an extended response explaining the role of the movement, its impacts on education now, and how they can continue the struggle
- Should include an artist statement for presentation purposes
- Should be created through Canva, Google Docs, or as a physical zine.

**One thing I think is a real strength:**

**Working at my school, one of the biggest critiques I've heard all year is that they do not feel reflected in the curriculum and as such I took this feedback and created a unit (alongside my colleague) to highlight the journey towards representation.**



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*Rachel Urquhart*

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# Rachel Urquhart

**Class:** Spanish 2, High School

**Unit:** La Tauromaquia- Bullfighting

Students will learn about the various perspectives people in Spain have about bullfighting and then form their own opinion on if bullfighting should be preserved in Spanish society. They will demonstrate mastery by completing an Anticipation Guide to assess their knowledge and opinions prior to the unit and after. Additionally students will create a public product of their choosing to show their stance. The topic is controversial and will push students to think about the essential questions:

- Should Bullfighting be preserved in Spanish society?
- Should a tradition be maintained, even though others consider it amoral or cruel? (compare to the Confederate Flag)
- What makes art, art? (compare to ballet and sports)
- What is or is not permissible in the pursuit of artistic expression?



**I am a veteran, NBCT of World Language and was sceptical of another new roll out of something that would probably have no application to my content. Initially, I signed up for the PBL cohort to grab the bull by the horns, no pun intended. I found I already implement PBL in my classroom and at a surprisingly high DoK. These sessions have allowed me to refine my rubrics and student choice.”**

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**Thank you for joining us!**



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