# Assessments for the Future:

## Leading a Culture Shift towards Performance Assessment and Presentations of Learning


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**Saugerties Central Schools**


# Take a Minute to Connect:

What excites you most about the upcoming changes to our education system?

# About Us:

## Kat Squires

## Chelsea Defino

# Saugerties PBLA Journey:

| 2022-23 | 2023-24 | 2024-2025 | 2025-2026 |
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# **Where We Are Now:**
# Presentations of Learning

**Students presenting a body of their work to peers, staff, and community members in either a panel or roundtable format, followed by a Q&A about their work and learning.**

**Examples:**

- 8th Grade ELA and SS portfolios of learning
- 7th Grade ELA- 7th Grade year reflection
- HS Physics- Power Grid Design project
- US History- NYS History Standards portfolio

# How We Got Here:
# Approaches That Worked

## Teacher Planning and Instructional Work

### Intentional Planning

- Projects embedded each quarter
- Reflecting after each unit/quarter on specific skills/standards

### Building reflection vocabulary

- Sentence stems and thoughtful questioning
- Discussing as a class how we grow

### PRACTICE makes better!

- Presenting everything and anything throughout the year
- Increase student confidence speaking
- Scripts & practice!

## Leadership Planning and Instructional Work

### Building Capacity of Leaders and Teachers

- Ongoing Professional Learning community
- Norming the process for presentations and feedback
- Inviting teachers and leaders in to engage

### Exemplar Models

- Resources, examples, and models from other districts
- School Visits
- Used training materials from High Tech High Design Camp, PBL Works, and more

### Move Slow (But also move fast sometimes)

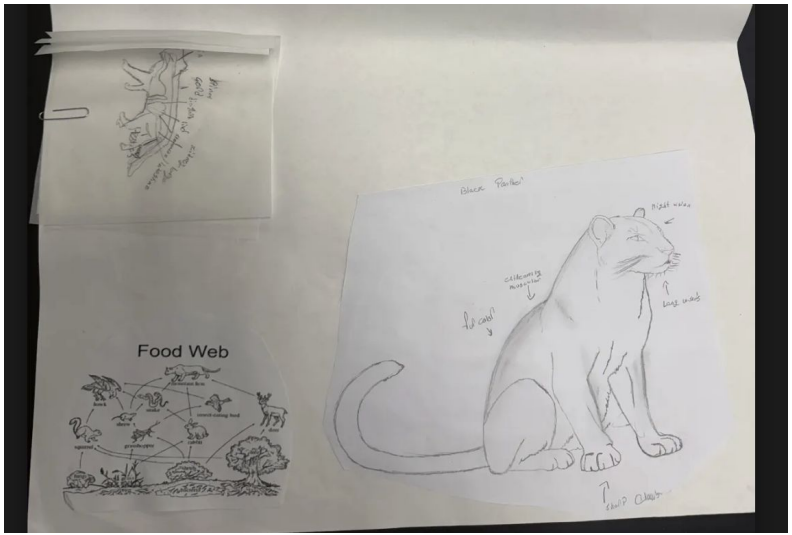
- Started with a small group of volunteer only (students) then volunteer teachers, then entire grade levels
- Our kids were ready, even if the whole staff was not

# Small Group Discussion:

*What might presentations of learning look like in your school? What support would you need in getting there?*

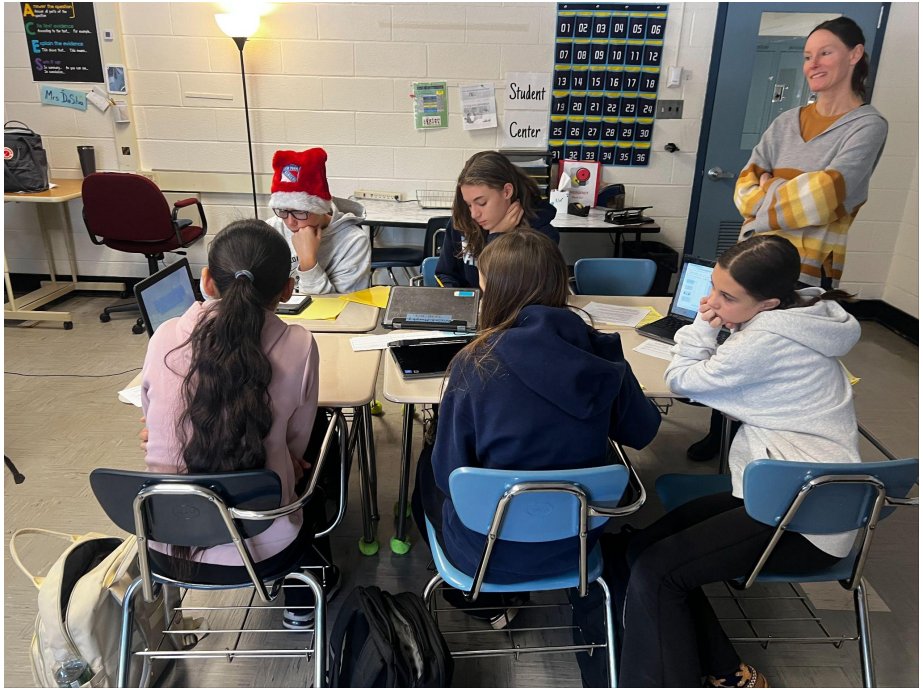
# Learning Is Messy…
## And not everything is going perfectly!

- Scheduling and Logistics
- Culture Change → Push back
  - “PBLA vs. Regents” Misconceptions
- Grading and Assessment
  - Standards Alignment
- Student Support and Student Ownership
- Teacher Task Design Challenges



# Small Group Discussion:

*Which of these 'messy' areas is currently the biggest roadblock in your district?*



# Our Next Steps...

- Align our rubrics to Portrait of a Graduate competencies
- Vertical Continuum for expectations Presentations of Learning and PBLA 6-12
- Continue to increase rigor, standards alignment, and authenticity for end of year PBLA assessments
- Authentic outside evaluators of work

# Connect With Us:

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Sawyers

SAUGERTIES
CENTRAL SCHOOL DISTRICT

# Resources We Like:

- High Tech High Design Camp and Share Your Learning
- PBL Works
- IDEO Design Thinking for Educators
- NYS PLAN Pilot
- NYS Performance Standards Consortium

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PROFESSIONAL LEARNING AT ULSTER BOCES

# HI DEN TALKERS!

## HELP US IMPROVE THE DLNY EXPERIENCE

Take a moment to share your feedback. Your insights shape what we do next.

**Fill out a quick survey here:**

ThoughtExchange

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# THANK YOU!

















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# THANK YOU!

FOX EduConsulting
DREAM, COLLABORATE, CREATE

Howard Moody
Play Specialist

NEW YORK Climate Education Hub

Lü

JEFF BOYER'S BIG BUBBLE BONANZA

ClassDojo

ARM-OF-THE-SEA-THEATER

alongside

Allegheny Educational Systems

SpacesEDU
by myBlueprint

NERIC
Northeastern Regional Information Center
A DIVISION OF CAPITAL REGION BOCES

learning genie

Gaia Scholastic

Mohonk Preserve
saving the land for life

DR. BRANDON BECK

LEGO education

Steelcase LEARNING

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# THANK YOU!

















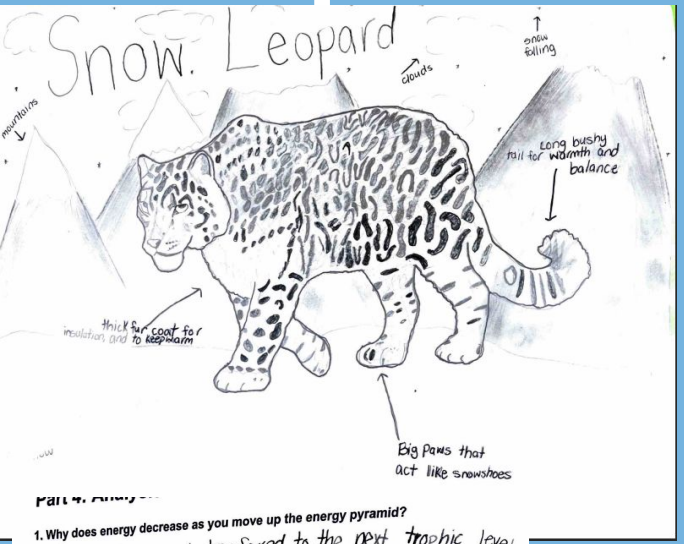
# **Extras:** Student Work Continuum

Saugerties Junior–Senior High School Student Name:_____ Teacher:_____

# Presentations of Learning Evaluator Rubric

| Criterion | Emerging (1) | Developing (2) | Proficient (3) | Exemplary (4) |
|---|---|---|---|---|
| **Content & Explanation of Learning** *NYS SL.4 • POG: Academically Prepared, Critical Thinker* | Few or unclear details; ideas are not supported with evidence from the work, and the purpose of the presentation is hard to follow. | Some details and examples support the ideas, but the evidence is thin, uneven, or occasionally off-topic. | Relevant, well-chosen facts, examples, and work samples support claims and clearly explain what was learned. | Precise, compelling evidence and examples explain learning with depth and accuracy, drawing clear connections across the body of work. |
| **Organization & Coherence** *NYS SL.4 • POG: Effective Communicator* | Difficult to follow; missing a clear opening or closing; ideas are out of order; time is used poorly. | Generally moves from idea to idea; an opening and closing are present but not strong; pacing is uneven. | Logical order with a clear main idea, an effective introduction and conclusion, and well-managed time. | Seamless, purposeful structure that emphasizes key points; the opening and closing frame the learning; time is used skillfully. |
| **Reflection on Growth & Learning** *NYS SL.4 • POG: Reflective and Future Focused* | Little reflection; describes tasks completed without discussing growth, challenges, or next steps. | Names some growth or challenges, but the reflection stays general or surface-level. | Thoughtfully reflects on growth, challenges overcome, and points of pride, supported with specific examples. | Insightful self-reflection that identifies clear strengths, honest areas for growth, and meaningful goals for the future. |
| **Presence & Body Language** *NYS SL.4 • POG: Effective Communicator* | Reads from notes or slides; little eye contact; appears very nervous; few or no natural gestures. | Makes some eye contact but relies on notes much of the time; gestures are present but stiff; shows some poise. | Maintains eye contact most of the time, glancing only briefly at notes; uses natural gestures; appears poised and confident. | Strong, consistent eye contact; movement and gestures enhance the message; calm, confident, and fully engaged with the audience. |
| **Voice & Delivery** *NYS SL.4, SL.6 • POG: Effective Communicator* | Hard to hear or understand; too fast, slow, or monotone; frequent filler words; tone too casual for the setting. | Mostly clear and audible; some pacing or volume issues; occasional filler words; attempts a tone suited to the audience. | Clear, audible, and well-paced; varies tone to hold interest; few fillers; uses language appropriate to the audience. | Expressive, polished delivery with deliberate pacing and emphasis; command of formal English suited to the occasion. |
| **Presentation Aids & Media** *NYS SL.5 • POG: Effective Communicator, Creative Innovator* | Uses no aids or media, or the aids distract from and do not add to the message. | Uses aids or media, but they sometimes distract or add little to the presentation. | Well-chosen aids or media clarify ideas, emphasize key points, and add interest. | Polished, purposeful media strengthen understanding and reflect genuine creativity and care. |
| **Response to Audience Questions** *NYS SL.1, SL.3 • POG: Critical Thinker, Effective Communicator* | Avoids or misunderstands questions; goes off-topic; does not seek clarification. | Answers some questions, but not always clearly or completely. | Answers questions clearly and completely; seeks clarification, or honestly says "I don't know" and how the answer might be found. | Engages questions thoughtfully—extending ideas, weighing other perspectives, and responding with insight and composure. |
| **Engagement as an Audience Member** *NYS SL.1 • POG: Effective Communicator, Global Citizen* | Does not participate; does not ask questions or offer feedback to peers. | Participates occasionally; asks a question or offers feedback only when prompted. | Asks at least one genuine question of each presenter and offers kind, constructive feedback. | Actively listens, asks thoughtful questions, and gives specific, supportive feedback that lifts the whole roundtable. |

# Sample Portfolio Pieces: Biology




**1. Why does energy decrease as you move up the energy pyramid?**

Only 10% of energy is transferred to the next trophic level and the other 90% is lost as heat and waste. This is called the 10% Rule

**2. Why are there usually fewer organisms at higher trophic levels?**

Because of the 10% Rule the rapid energy decline limits the biomass & population size that higher levels can support, usually restricting food chains to 3-4 levels.

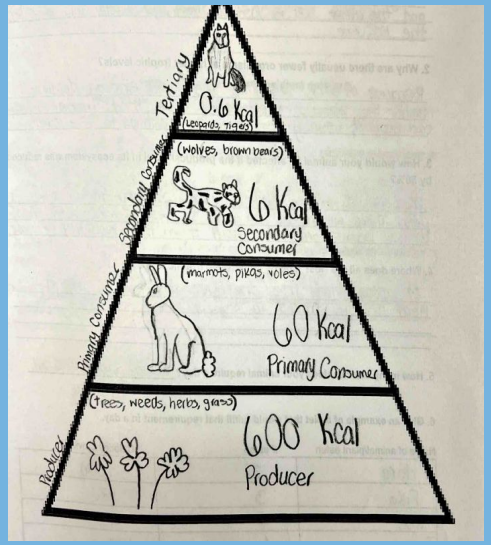
**3. How would your animal be affected if the producer level in its ecosystem was reduced by 50%?**

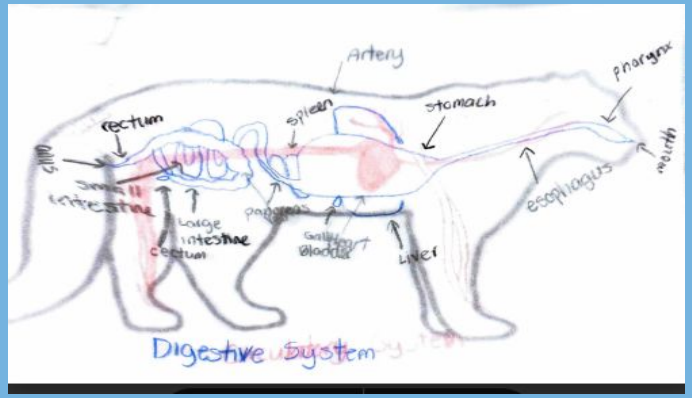
This would reduce the carrying capacity for primary prey. There would be no food for the primary consumers a Snow leopards prey and without them they wouldn't be able to survive either.

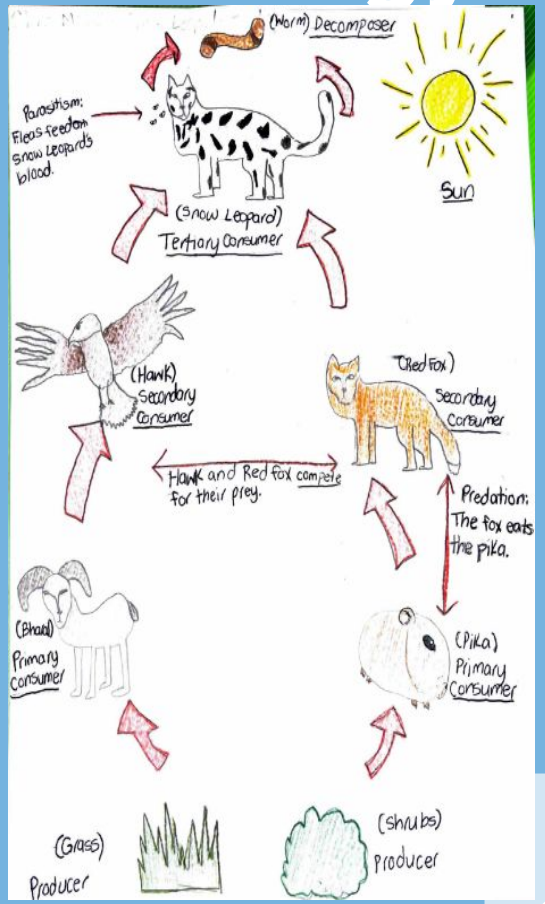
**4. Where does all the "lost" energy go between trophic levels?**

It releases into the environment primarily as metabolic heat and is stored in organic waste.

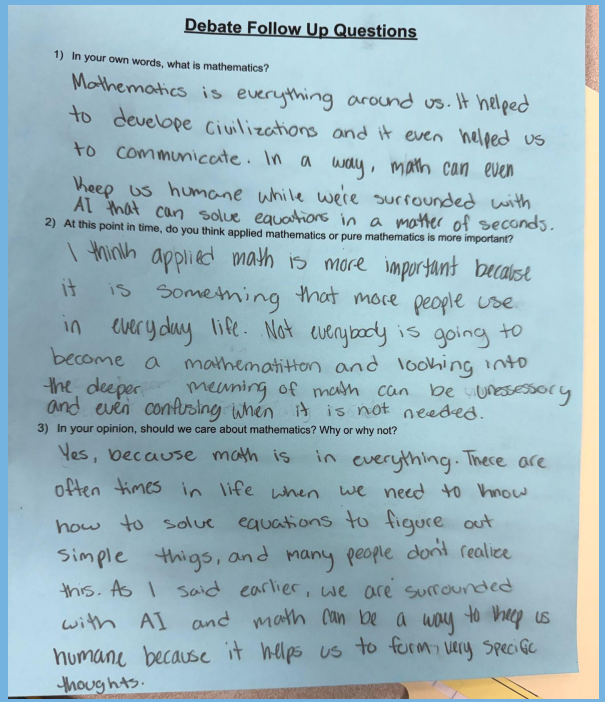
**5. How many calories does your animal require a day?** 2,200- over 3,000 cal.



# Sample Portfolio Pieces: Algebra 1



**Debate Follow Up Questions**

1) In your own words, what is mathematics?

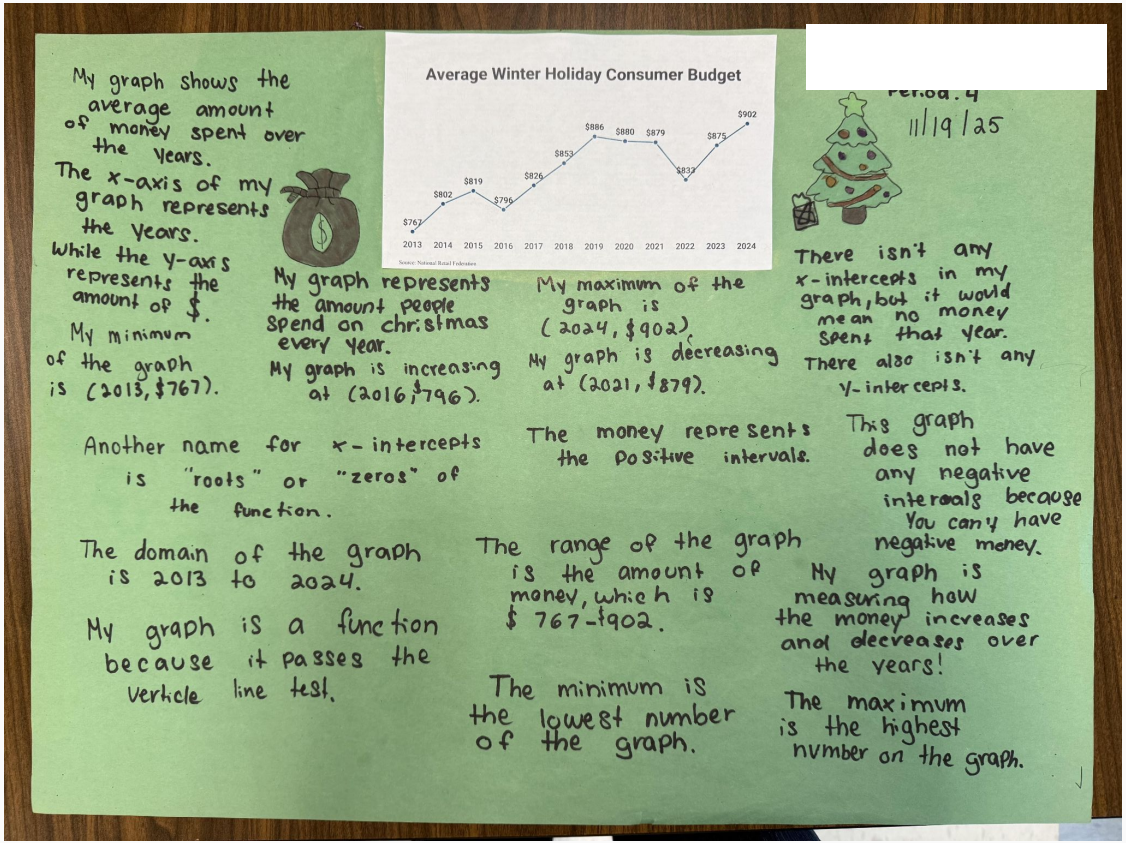
Mathematics is everything around us. It helped to develope civilizations and it even helped us to communicate. In a way, math can even keep us humane while we're surrounded with AI that can solve equations in a matter of seconds.

2) At this point in time, do you think applied mathematics or pure mathematics is more important?

I think applied math is more important because it is something that more people use in everyday life. Not everybody is going to become a mathematitian and looking into the deeper meaning of math can be unnessesary and even confusing when it is not needed.

3) In your opinion, should we care about mathematics? Why or why not?

Yes, because math is in everything. There are often times in life when we need to know how to solve equations to figure out simple things, and many people don't realize this. As I said earlier, we are surrounded with AI and math can be a way to keep us humane because it helps us to form very specific thoughts.



# Addressing Misconceptions and Shifting Narrative

- **"PBLA lowers standards for students."** *The goal is for PBLA tasks to be more rigorous, in-depth, and applicable to the real world than a traditional standardized test. In addition to content knowledge students are demonstrating proficiency in Speaking and Listening, collaboration, creative thinking, professionalism, problem-solving, deep synthesis of knowledge, literacy, and more.*
  ***Instead→ We are raising the bar for students on the variety of competencies and skills they need for the future.***

- **"PBLA will hurt students' ability to get into college".** *Research has documented that students doing PBLA tasks in high school actually better prepares them for college classrooms. College admissions officers report that PBLA gives a more holistic picture of student achievement than a standardized exam.*
  ***Instead→ PBLA will give our students an edge above their peers from other high schools.***

- **"This is just another new thing."** *PBLA has been happening in many courses at Saugerties for decades. A district-wide focus on Project Based Learning and Assessment began in 2022, before we were even a part of PLAN Pilot.* ***Instead→ We are continuing to raise the bar for learning in our school, and increasing capacity for more courses to implement PBLA with confidence.***