



NATIONAL CONFERENCE ON STUDENT ASSESSMENT

NCSA **2018**

San Diego Hilton Bayfront
San Diego, CA
June 27-29, 2018

Implementing the Every Student Succeeds Act (ESSA): How Assessment and Accountability Systems Can Support Continuous Improvement



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Welcome Message from CCSSO Executive Director, Carissa Moffat Miller



Dear Colleagues,

We are pleased to welcome everyone to the Council of Chief State School Officers' (CCSSO) 2018 National Conference on Student Assessment (NSCA) in San Diego, California. We look forward to having you share your knowledge and experience with your colleagues and to learn from different states and partners the best practices used in student assessment today. We also hope you will enjoy the beautiful city with lively entertainment and outdoor activities.

The NCSA is centered on the idea that each student—regardless of his or her circumstance and background—should be prepared for life, meaningful work, and citizenship. Underlying all the discussions we will have during the conference is a deep commitment to, and heightened focus on, equity. In 2017, CCSSO released [Leading for Equity: Opportunities for State Education Chiefs](#), which sets forth ten commitments and related actions state chiefs can take to create a more equitable education system in their states. State chiefs have embraced these commitments and are working to advance equitable outcomes, guide conversations, and think more holistically to improve equity at scale in their states. High-quality assessment and accountability systems are central to this effort.

The commitment to equity is especially important at this pivotal moment in education as state education agencies (SEAs) are now ready to put their comprehensive strategy into action and move forward with implementation of their Every Student Succeeds Act (ESSA) plans. It is critical that SEAs monitor and evaluate whether the expected outcomes are playing out as states anticipated when they developed the ESSA consolidated plan, with a particular focus on students who are traditionally underserved. This year, the NCSA will focus on **“Implementing the Every Student Succeeds Act (ESSA): How Assessment and Accountability Systems Can Support Continuous Improvement.”** These systems provide extensive and meaningful information that can be used in many ways to improve student academic outcomes, close achievement gaps, identify schools’ needs and provide targeted support, and engage educators in ongoing improvement to teach all students. The goal of the 2018 conference is to give states a forum to share the best practices, strategies, research studies, resources, and innovative methods when using assessment and accountability information to continuously improve their overall education system.

This year’s NCSA will include a keynote address from Bill Porter, a partner at Education First. In Bill’s keynote speech, he will present an analysis of the major shifts we have seen in state assessments over the past several years and discuss where we may be headed. In addition, we have invited Angelica Infante (New York Department of Education), Jim Popham (Professor Emeritus, UCLA), Michael Sibley (Alabama Department of Education), and Mary Ann Snider (Rhode Island Department of Education) to the plenary session on Thursday. The panel will offer a range of perspectives and suggestions around how state assessment systems can support student learning.

CCSSO worked with the Program Planning Committee to design the program for the 2018 NCSA. I thank the committee members for their excellent work in making the meeting strong in content and relevant to the current assessment issues.

Again, welcome and enjoy the conference!

Sincerely,

Carissa Moffat Miller

Executive Director

The Council of Chief State School Officers

AGENDA AT A GLANCE

TUESDAY, JUNE 26, 2018

2:00 pm – 5:00 pm	Registration Open	Sapphire Foyer – Level 4
3:30 pm – 6:30 pm	Pre-Session: Speech to Text and Scribing – Getting a Handle on What This Means	Aqua BC – Level 3
5:00 pm – 6:00 pm	Pre-Session: CCSO NCSA Newcomer Session	Sapphire 400 – Level 4
5:30 pm – 8:00 pm	Assessment Directors Meeting	Elevation Room – Level 30

WEDNESDAY, JUNE 27, 2018

7:30 am – 5:00 pm	Registration & Information Open	Sapphire Foyer – Level 4
8:30 am – 9:30 am	Concurrent Breakout Sessions	
9:30 am – 10:00 am	Coffee to Go.....	Sapphire Foyer – Level 4
10:00 am – 11:30 am	Concurrent Breakout Sessions	
12:00 pm – 1:30 pm	Opening Luncheon: Findings and Implications from a 50-State Landscape Scan, <i>Sponsored by Winsight</i>	Sapphire Ballroom C – Level 4
1:30 pm – 5:00 pm	Exhibit Hall Open	Sapphire Ballroom A – Level 4
2:00 pm – 3:30 pm	Concurrent Breakout Sessions	
3:30 pm – 4:00 pm	Afternoon Break.....	Sapphire Ballroom A – Level 4
4:00 pm – 5:00 pm	Concurrent Breakout Sessions	

THURSDAY, JUNE 28, 2018

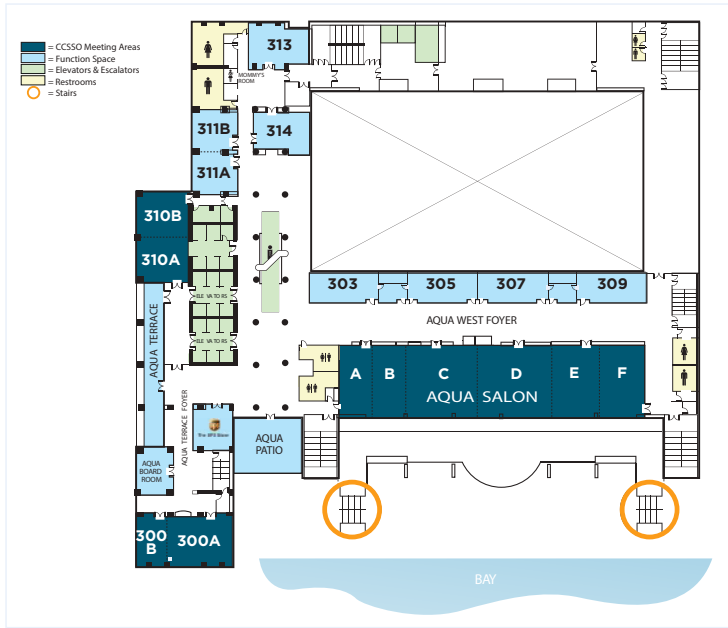
7:30 am – 5:00 pm	Registration & Information Open	Sapphire Foyer – Level 4
7:30 am – 5:00 pm	Exhibit Hall Open	Sapphire Ballroom A – Level 4
8:00 am – 9:00 am	Continental Breakfast	Sapphire Ballroom A – Level 4
9:00 am – 10:30 am	Concurrent Breakout Sessions	
10:30 am – 11:00 am	Coffee and Tea Break	Sapphire Ballroom A – Level 4
11:00 am – 12:00 pm	Concurrent Breakout Sessions	
12:00 pm – 1:30 pm	Lunch on your own	
12:30 pm – 1:15pm	Roundtable Sessions	Sapphire Ballroom A – Level 4
1:30 pm – 3:00 pm	Plenary: How State Assessment Systems Can Support Student Learning	Sapphire Ballroom C – Level 4
3:00 pm – 3:30 pm	Afternoon Break, <i>Sponsored by DRC</i>	Sapphire Ballroom A – Level 4
3:30 pm – 4:30 pm	Concurrent Breakout Sessions	
5:30 pm – 7:30 pm	Evening Reception, <i>Sponsored by Pearson</i>	FOX Sports Grill – Promenade Level

FRIDAY, JUNE 29, 2018

7:30 am – 11:00 am	Exhibit Hall Open	Sapphire Ballroom A – Level 4
8:00 am – 9:00 am	Continental Breakfast	Sapphire Ballroom A – Level 4
8:00 am – 10:30 am	Registration Open	Sapphire Foyer – Level 4
9:00 am – 10:30 am	Concurrent Breakout Sessions	
10:30 am – 11:00 am	Coffee and Tea Break	Sapphire Ballroom A – Level 4
11:00 am – 12:00 pm	Concurrent Breakout Sessions	
12:00 pm	Conference Adjourns	

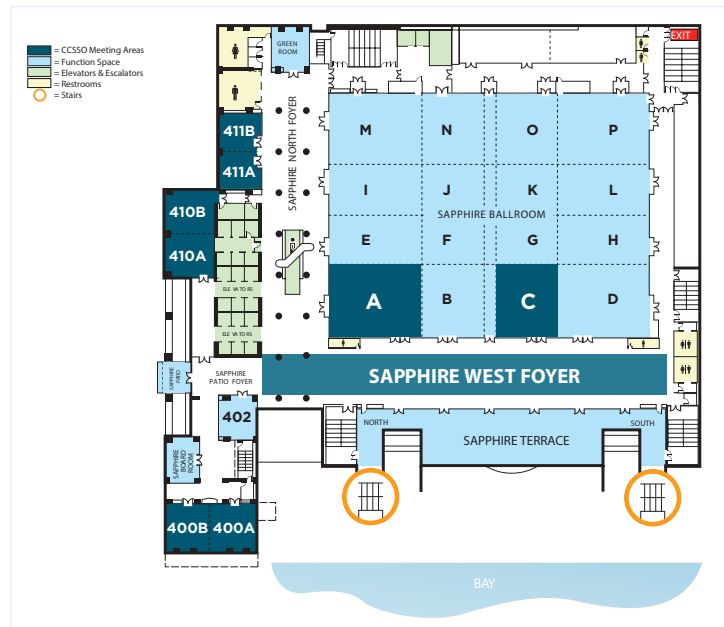
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Level 3
Aqua Level

Level 4
Sapphire Level



General Information

NCSA INFORMATION BOOTH

Need information about the conference, visit our registration and information booth on Level 4 in the Sapphire Foyer.

CONFERENCE STRANDS

This year the session content strands are as follows:

- Improving student achievement outcomes
- Closing achievement gaps
- Engaging educators in ongoing improvement to teach all students
- Monitoring student academic progress
- Identifying schools' needs and providing targeted support

HOTEL EMERGENCY INFORMATION

If a health, safety, or security situation arises which should be brought to the attention of the JW Marriott Austin, we ask that you observe the following reporting protocol:

- If the situation is an emergency --- call 911
- dial 0 from any hotel phone, ask to speak to the Security Manager on Duty, and report the matter accordingly.

In the event of an emergency evacuation, guests are notified via public address system with one of the following:

- Alarm sounds with the announcement to evacuate, or
- Alarm sounds with announcement to wait for further instructions.

If the cause of the alarm is identified and you are asked to evacuate, you should find the nearest exit stairwell and proceed down to the lowest level.

WIFI

CCSSO is happy to provide attendees with complimentary WiFi in the meeting rooms.

Network Name: NCSA2018

Password: ccso18!

MOBILE CONFERENCE APP

Access conference information and updates through our paperless solution. Visit the Apple App Store or Google Play Store to download the NCSA 2018 Mobile App. Search for **CCSSO NCSA2018**.

NAME BADGES

For security reasons, name badges are required for admission to all conference events and should be worn at all times. Your name badge identifies you as a conference registrant and it is your pass for the opening luncheon, evening reception, all conference sessions, and the exhibit hall.

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CELL PHONE POLICY

As a courtesy to all speakers and your fellow attendees, please turn off cell phones or place them in silent mode. Please do not answer calls in the meeting rooms when a session is in progress.

SURVEYS

PLEASE COMPLETE THE SURVEYS! You will be asked to fill out a survey for each session and for the overall conference. Our speakers and conference committee members would appreciate the feedback to help create even better sessions and conferences in the future.

PLANNING and REVIEW COMMITTEE NOMINATIONS

We are always looking for volunteers for our Planning and Review Committees. To find out more visit our website at www.ccso.org/ncsa or email us at ncsa@ccso.org.

Special Thanks to the 2018 Conference Committees

CCSSO would like to thank the members of the National Conference on Student Assessment Planning and Review Committees for providing their valuable time and input with the reviewing and rating of proposals, and for assisting with making the final session selections for this year's conference.

PROGRAM PLANNING COMMITTEE

Jennifer Dugan (Chair)

Minnesota Department of Education



Andy Middlestead (Co-Chair)

Michigan Department of Education



Trinell Bowman

*Prince George's County Public Schools,
Maryland*



Walt Drane

Mississippi Department of Education



Roger Ervin

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Melissa Gholson

University of Wisconsin-Madison



Jeffrey Hauger

New Jersey Department of Education



Sue Lottridge

American Institutes for Research (AIR)



Joseph Martineau

Center for Assessment



Vince Verges

Florida Department of Education



Phoebe Winter

Independent Consultant



Joyce Zurkowski

Colorado Department of Education

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Arizona Department of Education



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Tennessee Department of Education



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*Human Resources Research Organization
(HumRRO)*



Wes Bruce

Independent Consultant



Michael Bunch

Measurement Incorporated



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California Department of Education



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Data Recognition Corporation



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Doug Strader

Maryland Department of Education



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Martha Thurlow

National Center on Educational Outcomes

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Pursuing our mission in K-12 assessment, we have built technology that has helped transition thousands of schools and districts to online testing using tests that more precisely measure what students know and can do. During this time, millions of students have been impacted by our work: One-in-three students in grades 3-8 in the US takes an ELA or Math test delivered on our online testing platform. The technologies we are most proud of include: an innovative, broadly compatible online testing system with a very small technology footprint in schools. We have designed our system to work just as well on older computers as it does on the newest mobile devices, with minimal bandwidth and requiring little to no on-site technical support; online tests for all students, regardless of their needs. Our system offers the most robust set of accessibility tools in operational use in the industry, as well as compatibility with most assistive devices; a broad array of machine-scored item types (test questions), including a variety of machine-scored, constructed-response item types that can be scored with near-perfect reliability; and a reporting platform that provides actionable data for students, parents and teachers, all year long. Visit <http://www.air.org>.

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The DRC logo features the letters "DRC" in a large, bold, blue, serif font, with "CORPORATION" in a smaller, black, sans-serif font below it.
For decades, DRC has maintained a tradition of excellence in educational assessment publication, administration, and reporting. DRC offers educational assessments for the pre-K, K-12, and adult education markets, across the U.S. and internationally. The company is a leader in transitioning states to online testing via its DRC INSIGHT™ Online Learning System. DRC INSIGHT is a secure, powerful, and highly reliable online testing engine that delivers millions of computer-based assessments all across the nation. DRC currently delivers custom, K-12 statewide assessment projects for 21 states and the WIDA consortium (39 states). In addition, DRC publishes and administers TerraNova®, TABE®, LAS Links®, and the TASC Test Assessing Secondary Completion™. For more information on DRC, visit www.datarecognitioncorp.com.



Measured Progress, a non-profit organization, is a pioneer in authentic, standards-based assessments. Since 1983, we have successfully partnered with more than 30 states and hundreds of districts across the nation to support their assessment programs. Today, we develop 21st century assessments for classrooms, districts, states, and collaboratives. We are proud to be a leading provider of alternate assessments for students with cognitive disabilities.

Measured Progress connects the K–12 educational community with innovative and flexible assessment solutions. Our goal is to provide meaningful information about student progress to improve teaching and learning. It's all about student learning.



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The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.



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Key Data Systems serves K-12 educators by providing formative assessment content solutions like *Inspect*®, an industry-leading item bank and suite of over 500 pre-built assessments that combine rigor, innovation, and integrity. *Inspect*® delivers specific feedback to teachers so they can quickly inform instruction to increase student learning. As an industry leader in educational psychometric services and standards-based assessment, Key Data Systems currently supports over 12 million students in 43 states.



Questar Assessment Inc. is a K–12 assessment solutions provider focused on building a bridge between learning and accountability. As a wholly-owned, independently-operated subsidiary of Educational Testing Service (ETS), we share a belief that better measurement solutions can make a positive impact on education. We take a fresh and innovative approach to design, delivery, scoring, analysis, and reporting. And we are reimagining how assessments can empower educators by giving them the insights they need to improve instructions and fully prepare students for college or career. Our high-quality, reliable assessment products and services are easily scaled and tailored to meet the specific needs of states and districts at an unprecedented value. Educators trust our high-performing teams and dependable technology to minimize risks and ensure success for states, districts, schools, teachers, and students.



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BOOTH: 101



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BOOTH: 301



BOOTH: 501



BOOTH: 205



BOOTH: 502



BOOTH: 204



BOOTH: 401



BOOTH: 202



BOOTH: 402



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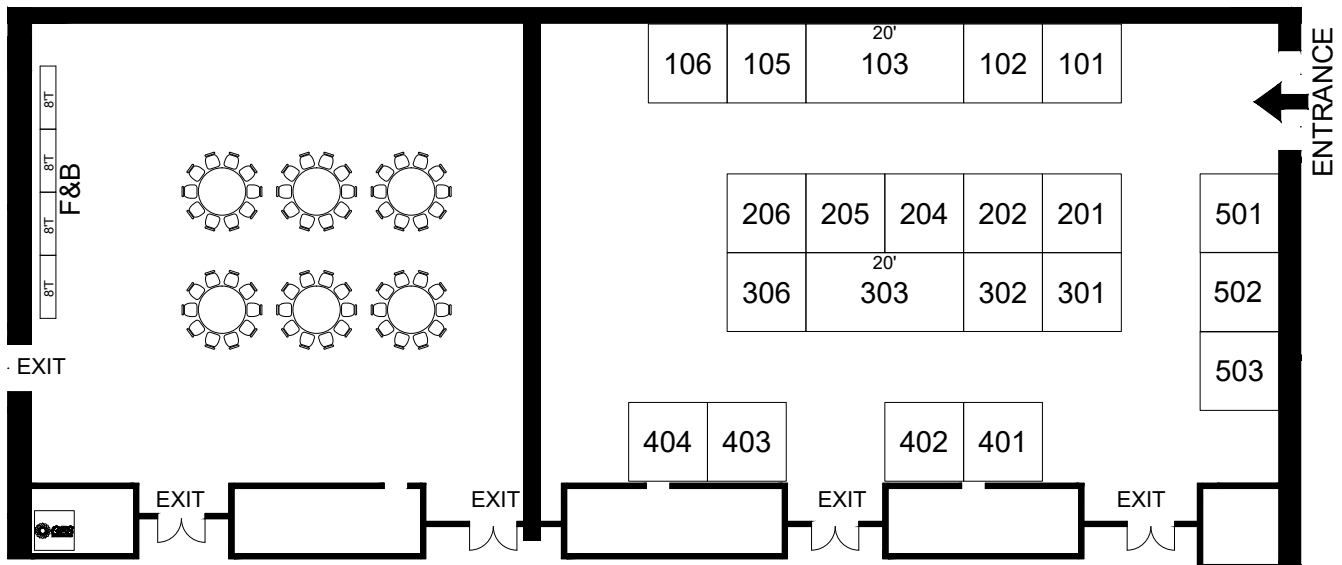


BOOTH: 105



BOOTH: 302

Exhibit Hall – Sapphire Ballroom A



2:00 PM–5:00 PM

Registration and Information*Room: Sapphire Foyer (Level 4)*

3:30 PM–6:30 PM

Pre-Session: Speech to Text and Scribing – Getting a Handle on What This Means*Room: Aqua BC (Level 3) | Strand: Engaging educators in ongoing improvement to teach all students*

This pre-session will bring together states, assessment vendors, and other educational stakeholders to address the need to develop clarity on implementation of the scribe and speech-to-text accessibility features and accommodations. Speech to text is becoming more commonly used by all students during instruction. Since it is a daily tool many students use on their phones, it's no surprise that it's becoming more of an issue in testing. Participants will address issues of validity, security, interfaces, student eligibility and support, resources and training, appropriateness for ELP assessments, and interoperability certification.

This session will focus on: research, policy issues, and implementation issues. Goals are to: (1) identify research needs for speech to text; (2) begin to develop common terminology and definitions that more precisely describe types of speech to text so these descriptions can be used in RFPs; and (3) discuss implementation and policy challenges and ways to address them.

PRESENTERS: **MARTHA THURLOW**, *Director, National Center on Educational Outcomes*; **ANDREW HINKLE**, *Education Program Specialist, Ohio Department of Education*; **SHERYL LAZARUS**, *Director, TIES Center*; **TONI WHEELER**, *Alternate Assessment Coordinator, Office of Superintendent of Public Instruction*; **SANDRA WARREN**, *ASES SCASS Advisor, Council of Chief State School Officers*

5:00 PM–6:00 PM

Pre-Session: CCSSO NCSA Newcomer Session*Room: Sapphire 400 (Level 4) | Strand: Engaging educators in ongoing improvement to teach all students*

This session is intended for persons who are attending the conference for the first or second time. Come learn about the history of the conference and why it is so beloved. More importantly, discover how the conference program is structured, and learn how to get the maximum value out of the sessions. You will have the opportunity to network with other attendees and leave with resources and contacts for your work back home. The session will take place the evening before the conference begins.

PRESENTERS: **EDWARD D. ROEBER**, *Consultant, Michigan Assessment Consortium*; **EDYNN SATO**, *Consultant, Sato Education Consulting LLC*

5:30 PM–8:00 PM

Assessment Directors Meeting*Room: Elevation Room (Level 30)**Printed Program sponsored by*

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7:30 AM–5:00 PM

Registration and Information

Room: *Sapphire Foyer (Level 4)*

8:30 AM–9:30 AM

Alternate Assessment of English Learners with Significant Cognitive Disabilities: Meeting Our Students' Needs and Accountability Requirements

Room: *Aqua Salon D (Level 3) | Strands: Monitoring student academic progress; Closing achievement gaps*

Under the Every Student Succeeds Act, the number of students taking a state's alternate assessment should not exceed 1% of the total student population. It is unclear, however, how many of these students are also English learners (ELs). There are marked challenges related to assessing ELs with significant cognitive disabilities (ELWSCDs) including: the conflation of language proficiency and disability impacting student performance; limitations of measures to evaluate students' needs; the size of the population; and the diversity of language proficiency and disability characteristics. Currently, state policies for identifying and assessing ELWSCDs differ, and such variability has implications for accountability. This session describes the ELWSCD population, related policies and practices across several states, and logistical and technical challenges related to assessing ELWSCDs. A theory of action developed to inform and guide ELWSCD assessment for accountability, and a state perspective on the implementation of an assessment for ELWSCDs will also be discussed.

PRESENTERS: **MARGARET HO**, *Member Services and Outreach Manager, ELPA21, ELPA21 Consortium*; **MARTHA THURLOW**, *Director, National Center on Educational Outcomes*

MODERATOR: **EDYNN SATO**, *Consultant, Sato Education Consulting LLC*

DISCUSSANT: **KIM MILLER**, *Education Specialist, EL Team Lead, Oregon Department of Education*

Data, Data, Data . . . Now What Do We Do?

Room: *Sapphire 410 (Level 4) | Strands: Closing achievement gaps; Improving student achievement outcomes*

Over the last few years, *Data-Driven*, *Data-Informed*, and *Using Data to Guide Instruction* are among the many phrases that have been used to support education policy and school

improvement efforts. States, districts, and schools have generated more data than ever before. In many cases this process has been overwhelming to administrators, teachers, students and parents and in some cases resulted in educators not knowing what steps to take first. Leaders from three states, Michigan, Virginia, and Nebraska will share the strategies they have used to effectively engage and support educators in the use of data for instructional improvement and the closing of achievement gaps.

PRESENTERS: **ANDY MIDDLESTEAD**, *Director, Office of Standards and Assessment, Michigan Department of Education*; **VALORIE FOY**, *Director of Assessment and Accountability, Nebraska Department of Education*; **SHELLEY LOVING-RYDER**, *Assistant Superintendent, Virginia Department of Education*

MODERATOR: **PAT ROSCHEWSKI**, *Senior Vice President, Education Solutions, Data Recognition Corporation (DRC)*

DISCUSSANT: **CHAD BUCKENDAHL**, *ACS Ventures, LLC*

Development and Use of a State-Level Spanish Language Arts Assessment

Room: *Sapphire 400 (Level 4) | Strands: Monitoring student academic progress; Closing achievement gaps*

The Colorado Spanish Language Arts (CSLA) assessment is one of the few large-scale Spanish language arts assessments used in statewide accountability systems in the nation. CSLA serves as an accommodated version of the English Language Arts (ELA) assessment for English learners (ELs) who receive Spanish language arts instruction. This session will discuss the rationale for inclusion of the assessment in the state system and will examine how the assessment supports programming for ELs that ultimately leads to mastery of reading and writing in English. The relationship between CSLA and ELA construction will be reviewed, including the attention paid to standards and constructs that are measured, test design, item types, scoring and reporting. Additional critical factors for success will be shared, including the critical involvement of bilingual educators and a vendor strongly based in Spanish literacy. How CSLA scores are used to inform programming evaluation and decisions will be reviewed.

PRESENTERS: **HEATHER VILLALOBOS PAVIA**, *English Learner Assessment Specialist, Colorado Department of Education*; **AMARILYS GALINDO**, *President, Tri-Lin Integrated Services, Inc.*; **PHYLLIS GARRETT**, *Research Scientist, Pearson*

Examining Approaches to Defining Cognitive Complexity for NGSS Standards and Assessment

Room: Aqua Salon C (Level 3) | Strand: Monitoring student academic progress

The NGSS and similar framework-based standards are much more rigorous and cognitively demanding than previous science standards, and states are keenly aware of the need to ensure their new science assessments align to this increased complexity. Because of the standards' multi-dimensional nature and high level of complexity, states are finding that traditional frameworks for cognitive complexity are no longer adequate. Many states and organizations are therefore considering new approaches to describe the cognitive complexity of the standards and to evaluate assessment alignment. By doing this, they aim to ensure new science assessments will be well-aligned to the standards and will support progress in implementation and increasing student success. In this session, representatives from two state departments of education will share work-in-progress around the challenge of creating new frameworks for cognitive complexity in science. Participants will come away with insight and ideas for addressing this challenge in their own work.

PRESENTERS: **CORA JAMES**, *Science Assessment Specialist, Oklahoma State Department of Education*; **MARY THURLOW**, *Coordinator for Science, Maryland State Department of Education*; **KAREN WHISLER**, *NGSS Solution Leader, Measured Progress*

MODERATOR: **DAVID SANDERSON**, *Test Development Manager, Measured Progress*

Exploring Multiple Representations of a Theory of Action for Formative Assessment That Supports Implementation across Educational Systems

Room: Aqua Salon A (Level 3) | Strands: Engaging educators in ongoing improvement to teach all students; Improving student achievement outcomes

In 2017, the CCSSO FAST SCASS identified the need for a theory of action that outlined the system-wide inputs required to bring about changes that are consistent with formative assessment at the teacher and learner levels (CCSSO 2016). As a result of an iterative development process, two complimentary representations were proposed—an ecological and a program evaluation-oriented theory of action. Each of these representations has different strengths and weaknesses. The purpose of this session is to present two representations that describe the theory of action for supporting and implementing formative assessment at all levels of the educational system, share initial stakeholder feedback from two different state

contexts, and consider ways that each representation could support and guide discussions throughout educational systems.

PRESENTERS: **CHRISTINE J. LYON**, *Lead Research Project Manager, ETS*; **JOE MORAN**, *Consultant, South Dakota Department of Education*; **JENNIFER RIEDEMANN**, *Consultant for Student Assessment, Iowa Department of Education*

Faster and Better: The Continuous Flow Approach to Scoring

Room: Aqua 310 (Level 3) | Strand: Identifying schools' needs and providing targeted support

Automated scoring of constructed responses provides a variety of benefits including consistency, accuracy, and time savings. With automated scoring, reporting time to states and districts is greatly reduced, allowing for the results of summative assessments to be available prior to the end of the school year to assist in identifying schools' needs and providing targeted support.

PRESENTERS: **KAREN E. LOCHBAUM**, *VP Technology Services, Pearson, Knowledge Technologies*; **JEFFREY HAUGER**, *Director of Assessment, State of New Jersey Department of Education*; **SARAH QUESEN**, *Associate Research Scientist, Pearson*

MODERATOR: **TRENT WORKMAN**, *Vice President, School Assessment, Pearson*

How Are Changes with State Assessments Matching Content Standards? Evidence from across the States

Room: Sapphire 411 (Level 4) | Strand: Monitoring student academic progress

For the past three years, NORC at the University of Chicago has worked with all state departments of education to develop and implement an online system for reporting state policies for assessments in math and science. The symposium will focus on analyses of state policies on three questions: 1) What are key differences in types of assessments in math and science under state policies? 2) What is the evidence of content alignment to standards that can be compared across state assessments? 3) What are key differences in design and administration of science and math assessments?

PRESENTERS: **ANTON JACKSON**, *Mathematics Assessment Specialist, Office of Superintendent of Public Instruction (WA)*; **ROLF BLANK**, *Senior Fellow, NORC at the University of Chicago*

DISCUSSANT: **TAMMY HOWARD**, *Director, Accountability Operations, North Carolina Department of Public Instruction*

8:30 AM–9:30 AM (cont.)

Integrating Continuous Improvement with High Quality State Assessments Under the ESSA: State Assessment Peer Review Updated Guidance

Room: Aqua Salon F (Level 3) | Strands: Monitoring student academic progress; Identifying schools' needs and providing targeted support

The purpose of this presentation is to provide an overview of the US Department of Education's assessment peer review guidance within the framework of continuous improvement. The Department has recently issued updated guidance for the review of state assessments required under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). This updated guidance includes information specific to the review of English Language Proficiency (ELP) assessments, and addresses several important new requirements for state assessments within the ESSA. The updated guidance builds upon the 2015 guidance in that the technical review of state assessments is centered on validity and integrates the Standards for Educational and Psychological testing within the critical elements used in peer review.

PRESENTERS: **PATRICK ROONEY**, Deputy Director of the Office of State Support, U.S. Department of Education; **DONALD D. PEASLEY**, Assessment Team Lead, Office of State Support, US Department of Education; **DEBORAH SPITZ**, Educational Program Officer, Assessment Team, Office of State Support, US Department of Education

Shining a Spotlight on Security: Effective Use of Monitoring to Assess and Improve Test Security

Room: Aqua 300 (Level 3) | Strands: Identifying schools' needs and providing targeted support; Engaging educators in ongoing improvement to teach all students

K-12 state and districtwide assessment programs must ensure that tests are administered under standardized conditions. Test administrators must be vigilant and follow all applicable policies and procedures to ensure the security of the assessment and the validity of test results. If protocols are not followed, student test results can be called into question. Additionally, when incidents do occur, there needs to be standardized mechanisms for collecting, managing, and reporting them. This session will identify and explain various productive methods for conducting test site monitoring and

incident-reporting management. It will also discuss methods for combining site-monitoring findings with data forensic analysis of student-response data and provide evidentiary information to triangulate test security irregularities that are indicative of test security misconduct.

PRESENTERS: **JUDITH PUGH**, Coordinator of Student Assessment, Alabama Department of Education; **BRYAN GENDRON**, Educational Program Consultant, Louisiana Department of Education; **WALT DRANE**, Executive Director, Assessment and Accountability, Mississippi Department of Education

MODERATOR: **MARC WEINSTEIN**, Managing Director, Caveon Test Security

Theories and Actions for Reporting and Reducing Achievement Gaps: Framework and Examples

Room: Aqua Salon E (Level 3) | Strands: Closing achievement gaps; Improving student achievement outcomes

Most states, under ESSA, have made a primary goal of reducing achievement gaps. How can current assessment and accountability systems be designed to provide more useful information for guiding efforts to reduce achievement gaps, rather than merely describing and documenting them? This session provides a framework applicable by every state that provides definitions and guidance for incorporating excellence and equity into a theory of action focused on practical results. Compelling examples of reports are provided that have been drawn from states, NAEP, and evaluation reports. Examples are provided from a state that links state reports with district and school actions on key factors of equitable opportunity and access.

PRESENTERS: **BRIAN GONG**, Senior Associate, Center for Assessment; **MARY BATIWALLA**, Executive Director of Accountability, Tennessee Department of Education

DISCUSSANT: **JENNIFER STAFFORD**, Director, Division of Assessment Support, Kentucky Department of Education

9:30 AM–10:00 AM

Coffee to Go

Room: Sapphire Foyer (Level 4)

10:00 AM–11:30 AM

A Data-Informed, Judgment-Based Procedure for Linking Cut Scores on Alternative Assessment Formats

Room: Sapphire 411 (Level 4) | Strands: Monitoring student academic progress; Improving student achievement outcomes

Making changes to or sometimes replacing test items is often necessary to address student accessibility needs and to ensure fair testing conditions (e.g., an online test delivered on paper or in braille). With such changes, however, parameters from one assessment format can be of questionable accuracy vis-a-vis the alternative format. Furthermore, the number of students taking an alternative form (e.g., braille) is sometimes too small to conduct a traditional item-based linking study. It is nonetheless critical that performance on alternative assessment forms support the same inferences about student performance. This session describes a data-driven, judgement-based approach developed to link cut scores on alternative versions of an assessment. Discussion includes application of the approach to establishing cut scores on a braille version of an online assessment as well methodology that can be applied to linking other types of alternative assessment formats. Time for audience discussion will be included.

PRESENTERS: **PHOEBE WINTER**, *Principal, Consultant*; **MARK HANSEN**, *Lead Psychometrician, ELPA21, CRESST/UCLA*; **MICHELLE MCCOY**, *Assessment Design Manager, ELPA21, CRESST at UCLA*

MODERATOR: **ALAN LYTLE**, *English Language Learners Assessment Specialist, Arkansas Department of Education*

DISCUSSANT: **STEPHEN G. SIRECI**, *Professor of Educational Policy, Research, and Administration, University of Massachusetts, Amherst*

Accessibility and English Language Proficiency Assessments: Where Are We Now and What's Next?

Room: Sapphire 410 (Level 4) | Strands: Improving student achievement outcomes; Closing achievement gaps

English language proficiency requirements are changing in terms of technical documentation for peer review and inclusion of students with significant cognitive disabilities. This presentation will provide the audience with an overview of the current requirements and challenges, potential accessibility solutions, and recent research and development efforts to improve accessibility.

PRESENTERS: **MARGARET HO**, *Member Support and Outreach Manager, ELPA21*; **MARLENE JOHNSTON**, *Director of English Language Learner Assessments, Arizona Department of Education*; **MELISSA GHOLSON**, *Researcher, University of Wisconsin-Madison*; **LAURENE CHRISTENSEN**, *State Relations Specialist, WIDA*

MODERATOR: **DAN STANLEY**, *Program Manager, Educational Testing Service (ETS)*

DISCUSSANT: **DANIELLE GUZMAN-ORTH**, *Research Scientist, Educational Testing Service*

Assessment Literacy: Enough Advocacy – It's Time for Action

Room: Aqua Salon C (Level 3) | Strands: Improving student achievement outcomes; Monitoring student academic progress; Closing achievement gaps

Participants in this interactive symposium all agree that, through the years, educational tests have been used in this nation to either enhance educational quality or to diminish it. To reduce test-spawned educational mistakes, and to increase beneficial test-based educational decisions, the symposium's presenters believe educators must acquire increased assessment literacy. In this symposium, assessment literacy will be defined as an individual's understanding of the fundamental assessment concepts and procedures deemed likely to influence educational decisions. At least one symposium presenter believes that increased assessment literacy represents the single, most cost-effective way to improve our schools. Although many individuals and organizations currently extoll the virtues of assessment literacy, the proposed symposium centers on the challenges of how to transform such advocacy into real-world actions. Attendees will be provided ample opportunities to register their own views on these important issues.

PRESENTERS: **W. JAMES POPHAM**, *Emeritus Professor, UCLA*; **LOU FABRIZIO**, *Education Consultant, North Carolina Department of Public Instruction (Retired)*; **THOMAS GUSKEY**, *Professor, University of Kentucky, University of Kentucky*

MODERATOR: **BETH FULTZ**, *NAEP State Coordinator, Kansas Department of Education*

DISCUSSANT: **BETH FULTZ**, *NAEP State Coordinator, Kansas Department of Education*

10:00 AM–11:30 AM (cont.)

Data, Data, Data: Multi-State Panel Shares Research Interests and Best Practices for Maximizing Data Usage, Lessons Learned, and Future Plans

Room: Sapphire 400 (Level 4) | Strands: Improving student achievement outcomes; Identifying schools' needs and providing targeted support

With the emergence of computer-based testing and longitudinal data systems, it seems that data are more plentiful than ever. Unfortunately, the time and funding to analyze all of this data is not as plentiful within state departments of education. This session will provide an opportunity for state departments of education staff to share their best practice, high priority research interests, and practical tips on how researchers can access data for research purposes. We will use an interview format and ask each of the presenters to answer questions, and we will encourage audience participation.

PRESENTERS: **VANESSA A. KEESLER**, Deputy Superintendent, Educator, Student, and School Supports, Michigan Department of Education; **J. CHRISTOPHER WOOLARD**, Senior Executive Director, Ohio Department of Education; **ANNE MARIE FENTON**, Director Assessment Division, Georgia Professional Standards Commission; **ALLISON TIMBERLAKE**, Director of Accountability, Georgia Department of Education; **JONATHAN ISLER**, Administrator, Data Visualization Reporting Office, California Department of Education

MODERATOR: **CARA LAITUSIS**, Senior Research Director, Educational Testing Service

Emerging NGSS Large Scale Assessment Alignment Challenges

Room: Aqua Salon F (Level 3) | Strand: Monitoring student academic progress

NGSS large scale assessment presents alignment challenges that continue to emerge and evolve as states work to develop items and item sets that reflect content review expectations within the constraints of large scale assessments. States have had to think deeply and creatively about how to categorize and articulate expectations about alignment to different aspects of the NGSS. Questions that have emerged include: Do existing alignment protocols work? Can we measure with fidelity student understanding and ability in certain aspects of

the NGSS? What are the measurement limitations of certain dimensions/aspects of the NGSS? These aspects include science and engineering practices (SEPs), crosscutting concepts (CCCs), disentangling-or not- dimensions, and cognitive complexity. In this symposium, several states at the forefront of NGSS assessment development will share their current thinking and implemented development strategies to address these and other emerging alignment challenges for NGSS large scale assessments.

PRESENTERS: **APRIL MCCRAE**, STEM Coordinator, Delaware Department of Education; **KATIE BOWLER**, Director of Test Development, Massachusetts Department of Education; **TAMARA SMOLEK**, Science Education Research Consultant, Michigan Department of Education

DISCUSSANT: **KEVIN KING**, Senior Assessment Manager, WestEd

Establishing Performance Standards for ESSA School Accountability Systems

Room: Aqua Salon A (Level 3) | Strands: Identifying schools' needs and providing targeted support; Improving student achievement outcomes

Most states are currently working to develop or revise school accountability systems that are compliant with requirements of the Every Student Succeeds Act (ESSA). These systems, which incorporate multiple indicators for schools and groups, can be complex to design and implement. However, to most stakeholders the outcome of central interest is the final rating or classification that is produced for each school. Given the central importance of the culminating accountability rating, there should be compelling evidence that the rating has a high degree of validity for the intended interpretation and uses. A substantial part of that validity argument is the design and implementation of a sound process for establishing standards that credibly reflects the state's vision for the accountability system. This session will provide a framework for establishing standards for accountability ratings. Two state leaders will show how the process was implemented in their respective states.

PRESENTERS: **CHRIS DOMALESKI**, Associate Director, Center for Assessment; **LESLIE KENG**, Senior Associate, Center for Assessment; **RUSSELL KEGLOVITS**, Measurement & Accountability Specialist, Nevada Department of Education; **ANN-MICHELLE NEAL**, Accountability Specialist, Utah State Board of Education

Growth Indicators and Instructional Pathway Recommendations to Reach Proficient from Three Commercial Interim Assessment Providers

Room: Aqua Salon E (Level 3) | Strands: Improving student achievement outcomes; Monitoring student academic progress

Reporting student achievement growth is pervasive in educational achievement assessment. It is especially important in interim assessments that are intended to track student progress over the course of a school year. Publishers of interim assessments provide growth indicators which they claim provide information that enables instructional planning for students whose current achievement growth trajectory may need adjustment to achieve a performance target (e.g. Proficient) by a prescribed point in time. Growth indicators alone are not sufficient. The instructional recommendations that are based on growth indicators are equally important. In this session, we will present recommendations, based on achievement growth scores from three commercial interim assessments that represent instructional 'pathways' to reach a desired goal (e.g., Proficient) based on students' current test performance and level of proficiency. An assessment director from a prominent, large city school district will comment on the growth indicators and recommended pathways.

PRESENTERS: **DANIEL MIX**, *Associate Vice President, Assessment, Curriculum Associates*; **CHRISTINA SCHNEIDER**, *Sr. Director, Psychometric Solutions, NWEA*; **STEVE FERRARA**, *Senior Advisor for Measurement Solutions, Measured Progress*

DISCUSSANT: **CAROLINE WYLIE**, *Research Director, ETS*

Mode Effect Analysis: Detecting Differences in Student Scores between Paper and Online Tests and Taking Appropriate Action

Room: Aqua Salon D (Level 3) | Strand: Monitoring student academic progress

States offering a choice between paper and computer versions of their tests face a unique challenge. They must consider whether student performance in these two different modes is comparable. If there is doubt, what action should they take to address any mode effect? In this presentation, representatives from Virginia and Massachusetts and their assessment providers will discuss approaches to detecting and addressing mode effect. An early adopter of online state testing, Virginia has been addressing mode effect for over a decade. Massachusetts recently adjusted the scores of the students taking the paper version of MCAS, based on an observed mode effect. We will describe methods

for detecting and addressing mode effect, and the resulting impact including the rationale for adjusting scores on the testing programs. Attendees will leave the session with insights into mode effect and ideas for addressing it in their own programs.

PRESENTERS: **SHELLEY LOVING-RYDER**, *Assistant Superintendent, Virginia Department of Education*; **STEVE FITZPATRICK**, *Principal Research Scientist, Pearson*; **ROBERT LEE**, *MCAS Chief Analyst, Massachusetts Department of Elementary and Secondary Education*; **MATTHEW GUSHTA**, *Principal Research Scientist, Measured Progress*

MODERATOR: **DENNY WAY**, *Chief Research Scientist, College Board*

The Development and Implementation of an Enhanced Version 2.0 Kindergarten Readiness Assessment (KRA) Informed By Four Years of Administration across Maryland and Ohio

Room: Aqua 300 (Level 3) | Strands: Monitoring student academic progress; Closing achievement gaps

Maryland and Ohio's Kindergarten Readiness Assessment (KRA) is designed to provide a summary of a child's readiness across key developmental domains. Drawing on four years of KRA data, items for the next generation KRA (version 2.0) were field tested in 2017. This session will address the evolution of the KRA in terms of item revisions, professional development improvements, and general usability modifications since its initial rollout in 2014. Presenters from Maryland and Ohio will discuss how the KRA 2.0 fits into each state's ESSA plan and how results will be used to continuously improve their early childhood programs. WestEd will discuss the approach to modifying the items in the KRA 2.0 to support the construction of multiple forms. JHU will discuss lessons learned from teachers, administrators, and data managers that led to significant improvements to usability, instructional decision-making, school planning by administrators, and the management of assessment data.

PRESENTERS: **DAVID PELOFF**, *Associate Director, Johns Hopkins University Center For Technology In Education*; **JACQUELINE NUNN**, *Associate Dean, Johns Hopkins University Center for Technology in Education*; **STEVEN HICKS**, *Assistant State Superintendent, Maryland Department of Education*; **MATT BRUNETTI**, *Senior Program Associate, WestEd*

MODERATOR: **WENDY GROVE**, *Director, Office of Early Learning & Readiness-Ohio Department of Education*

10:00 AM–11:30 AM (cont.)

Using the ACT or the SAT in Lieu of Statewide High School Assessments: A Comprehensive Study of the Issues

Room: Aqua 310 (Level 3) | Strands: Improving student achievement outcomes; Monitoring student academic progress; Closing achievement gaps

ESSA allows states to consider locally-selected, nationally-recognized assessments for high schools. Such an assessment system must meet a number of requirements in order to be initially approved and to subsequently pass federal peer review. Florida's legislature required an independent study to determine whether districts could choose to use the SAT or ACT in place of the state's high school ELA and Algebra I EOC assessments, consistent with federal requirements. The Florida Department of Education partnered with Assessment Solutions Group (ASG) and others to conduct an in-depth analysis of the feasibility and impact of using the ACT and/or SAT as provided in ESSA. Would such a system meet the federal requirements for technical quality, adequate accommodations, and alignment to standards? Would it provide comparable data and fit into the accountability system? In this session, representatives from Florida and the ASG team discuss the results of the study and implications for states.

PRESENTERS: **MARIANNE PERIE**, *Co-Principal Director and Project Director, University of Kansas*; **SHERYL LAZARUS**, *Senior Research Associate, National Center on Educational Outcomes, University of Minnesota*; **SARA C. CHRISTOPHERSON**, *Director of WebbAlign, Wisconsin Center for Education Products and Services*

MODERATOR: **VINCE VERGES**, *Assistant Deputy Commissioner, Division of Accountability, Research and Measurement, Florida Department of Education*

DISCUSSANT: **JOHN OLSON**, *Sr. Consultant and Partner/Co-founder, Assessment Solutions Group* **BARRY TOPOL**, *Managing Partner, Assessment Solutions Group*

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Wednesday, June 27, 8:30–9:30 a.m., Aqua Salon A (Level 3)

“Exploring Multiple Representations of a Theory of Action for Formative Assessment that Supports Implementation across Educational Systems”

Wednesday, June 27, 10–11:30 a.m., Sapphire 410 (Level 4)

“Accessibility and English-language Proficiency Assessments: Where Are We Now and What’s Next?”

Wednesday, June 27, 10–11:30 a.m., Sapphire 400 (Level 4)

“Data, Data, Data: Multistate Panel Shares Research Interests and Best Practices for Maximizing Data Usage, Lessons Learned and Future Plans”

Wednesday, June 27, 2–3:30 p.m., Sapphire 410 (Level 4)

“Science Accessibility for Students with Visual Impairments”

Thursday, June 28, 9–10:30 a.m., Aqua Salon E (Level 3)

“Exploring the Relationship between Equity and Formative Assessment”

Thursday, June 28, 9–10:30 a.m., Sapphire 400 (Level 4)

“Developing Informative and Useful Score Reports Based on a Score Reporting Hierarchy on a Multidimensional Language Assessment”

Thursday, June 28, 3:30–4:30 p.m., Aqua 310 (Level 3)

“Track Student Progress and Inform Continuous Improvement with the NAEP Data Explorer”

Thursday, June 28, 3:30–4:30 p.m., Sapphire 400 (Level 4)

“What Cognitive Science Can Tell Us about Technology-enhanced Item Design: Foundational Principles and Empirical Findings”

To learn more about the Winsight system, visit winsight.org

12:00 PM–1:30 PM

OPENING LUNCHEON

Room: Sapphire Ballroom C (Level 4)



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Findings and Implications from a 50-State Landscape Scan

One of five partners at Education First, Bill Porter is a national expert on college and career readiness and has helped community leaders better align K–12 and higher-education systems and strengthen student transitions—all with the goal of advancing policy changes to help more students succeed after high school. Over his career, Bill has served as an education adviser to CEOs, governors, grantmakers and community leaders, helping them clarify strategic choices and identify policies and programs with the greatest promise for improving teaching and learning. Last year, with support of the Hewlett Foundation and CCSSO, he led a research project to collect more comprehensive and complete data about which states have adopted which policies on summative testing and which contractors with whom states are working.

In Bill's keynote speech, he will present an analysis of the major shifts we have seen in state assessments over the past several years, how states are evolving their tests to improve quality and alignment with standards, and considerations for state leaders and assessment directors moving forward as they balance concerns about time and cost with concerns about quality and measuring critical skills such as writing and problem solving. CCSSO's Executive Director, Carissa Moffat Miller, will open the session, introduce Bill Porter, and interview him after his speech.

KEYNOTE SPEAKER: **BILL PORTER**, Partner, Education First

MODERATOR: **CARISSA MOFFAT MILLER**, Executive Director, Council of Chief State School Officers

BILL PORTER



One of five partners at Education First, Bill is a national expert on college and career readiness and has led many of the firm's projects to develop strategic plans, manage multi-state networks, facilitate high-level policymaker meetings, design grantmaking strategies and help community leaders better align K–12 and higher education systems and strengthen student transitions—all with the goal of advancing policy changes to help more students succeed

after high school. Over his career, Bill has served as an education adviser to CEOs, governors, grantmakers and

community leaders, helping them clarify strategic choices and identify policies and programs with the greatest promise for improving teaching and learning. At Education First since 2009, he has led the firm's long-term partnership with the Hewlett Foundation to review and adjust its Deeper Learning strategy (which includes a focus on personalized learning, performance assessment and competency-based systems); and, between 2013-2016, he helped create and manage a national pooled grantmaking collaborative of five national education funders that provided grants and technical assistance fund to help states successfully transition to higher-quality state assessments. Other key clients have included Achieve, the Bill & Melinda Gates Foundation, Complete College America, Internationals Network of Public Schools, Understanding Language at Stanford University and state agencies across the country. Bill lives in Portland, Oregon, where he served as a long-time board member and then co-chair of All Hands Raised, helping it transition from a Portland Public Schools-focused local education foundation to a community-wide backbone organization encouraging P-16 partnership. He also participates as a partner and a former board member of Social Venture Partners-Portland, a giving circle with a national reputation for its focus on grantmaking to support school readiness and engaging diverse communities.

CARISSA MOFFAT MILLER



Carissa Moffat Miller was named the Executive Director of the Council of Chief State School Officers (CCSSO), effective March 19, 2018. Known for her deep understanding of education policy at the state and national levels, Carissa is committed to working with state chiefs to ensure all students have the opportunity to graduate from high school prepared for college, careers and life.

Carissa previously served as the Deputy Executive Director of Membership and Outreach at CCSSO where she oversaw all work of the membership services, leadership academy, advocacy, communications, and data and information services departments. Prior to joining CCSSO in 2013, Carissa served as a deputy superintendent at the Idaho State Department of Education and led the implementation of statewide online testing for the Idaho State Board of Education.

As a first-generation college graduate, Carissa understands the importance of education, and works every day to make sure every child has the same opportunity to succeed and thrive. She holds a Ph.D. in education from the University of Idaho, a master's degree in sociology from the University of Wyoming, and a bachelor's degree in journalism from the University of Nebraska-Lincoln. She currently lives in Bethesda, MD with her husband Clark and two daughters, Sydney and Kendley.

1:30 PM–5:00 PM

Exhibit Hall*Room: Sapphire Ballroom A (Level 4)*

2:00 PM–3:30 PM

Considerations in Maintaining Fidelity of NGSS Assessments*Room: Aqua Salon E (Level 3) | Strands: Monitoring student academic progress; Identifying schools' needs and providing targeted support*

The Next Generation Science Standards (NGSS) define a massive domain in which three dimensions—engineering practices, disciplinary core ideas, and cross-cutting concepts—come together to define what students should know and be able to do. These three dimensions are not meant to be separated; rather, science is conducted at the intersection of the practices, ideas, and concepts. The size and structure of the NGSS affords both challenges and opportunities to those involved in assessment, including educators, administrators, test developers, and psychometricians. This symposium addresses the challenges and opportunities involved in assessing the NGSS in four specific areas: test design, system of assessments, psychometrics, and reporting.

PRESENTERS: **JOSEPH MARTINEAU**, *Senior Associate, Center for Assessment*; **SARA COOPER**, *Science Education Specialist, Nebraska Department of Education*; **NATHAN DADEY**, *Associate, Center for Assessment*; **TAMARA SMOLEK**, *Science Education Research Consultant, Michigan Department of Education*

MODERATOR: **LINDA HOWLEY**, *Test Development Manager, Michigan Department of Education*

Developing an Assessment Credentialing System for Educators*Room: Sapphire 411 (Level 4) | Strands: Identifying schools' needs and providing targeted support; Engaging educators in ongoing improvement to teach all students*

Assessment Literacy Standards developed by the Michigan Assessment Consortium (MAC) indicate knowledge, dispositions, and performances that assessment literate students, educators, and policymakers possess. These standards will guide long-term assessment learning. Some users may seek an introductory

understanding of assessment, while others may seek to learn more, or even become a certified “assessment specialist.” This session will describe the steps taken to implement this certification system that provides endorsements in assessment to Michigan school administrators and classroom teachers. Assessment literacy activities occur at three levels: Level 1 Introductory – Online learning modules providing fundamental assessment knowledge; Level 2 Intermediate – Assessment topics in short courses requiring demonstration of proficiency; and Level 3 Advanced – A defined problem of practice from a school/district assessment is selected. The study demonstrates leadership ability in collaborative work. Activities result in certification. These ideas are broadly applicable where broad yet deep assessment literacy is desired.

PRESENTERS: **LISA LOCKMAN**, *Director of General Education, Wexford-Missaukee ISD*; **TERRI PORTICE**, *Director of Teaching and Learning, Reeths-Puffer Schools*; **ELLEN VORENKAMP**, *Assessment Consultant, Wayne RESA*

MODERATOR: **KATHY DEWSBURY-WHITE**, *President/CEO, Michigan Assessment Consortium*

DISCUSSANT: **KATHY DEWSBURY-WHITE**, *President/CEO, Michigan Assessment Consortium*

Evaluating the Need for Standards Validation after a Test Modification*Room: Aqua Salon C (Level 3) | Strand: Monitoring student academic progress*

For a variety of reasons, from political to psychometric to practical, states are often required to modify their large-scale summative assessments. In this session, we address the evidence and procedures necessary to support decisions about scale maintenance and the need for standards validation after a test modification. While standards validation is common practice, clear criteria do not exist to inform when and how these reviews should be done or to evaluate the effectiveness of the process in providing for more “appropriate” standards. Assessment directors from Michigan and Mississippi discuss recent modifications to their summative assessment programs and outline the procedures used to evaluate the appropriateness of existing scales and performance standards.

PRESENTERS: **ERIKA LANDL**, *Senior Associate, Center for Assessment*; **BRIAN GONG**, *Senior Associate, Center for Assessment*; **ANDY MIDDLESTEAD**, *Director, Office of Standards and Assessment, Michigan Department of Education*; **VINCENT SEGALINI**, *State Assessment Director, Mississippi Department of Education*

2:00 PM–3:30 PM (cont.)

Formative Assessment in Action: Highlighting Best Practices – Including Students with Disabilities and Those with Significant Support Needs

Room: Aqua Salon D (Level 3) | Strands: Engaging educators in ongoing improvement to teach all students; Improving student achievement outcomes

As U.S. educators and policy makers deepen understanding of formative assessment (FA) and its power in improving student outcomes, we are beginning to see excellent examples of FA in use for learners with disabilities, including those with significant support needs. At a time when equity goals are receiving renewed attention (e.g., CCSSO/Aspen Institute publication, *Leading for Equity: Opportunities for State Education Chiefs*), FA is in the forefront as a means to support academic achievement of all students, including those with disabilities, and development of lifelong learning skills. We will discuss frameworks supporting promising practices by general and special educators to include these learners, highlight protocols and action plans for teachers to reflect on the videos and plan for implementation, and discuss state frameworks to facilitate use of FA processes through professional development and technical assistance. Participants will be encouraged to share their experiences at both the state and local levels.

PRESENTERS: **MARGARET HERITAGE**, *Consultant, Heritage Consulting, Inc;* **SHERYL LAZARUS**, *Senior Research Associate, National Center on Educational Outcomes, University of Minnesota;* **SANDRA WARREN**, *CCSSO ASES SCASS Advisor, CCSSO ASES SCASS;* **EDWARD D. ROEBER**, *Consultant, Michigan Assessment Consortium*

MODERATOR: **SANDRA WARREN**, *CCSSO ASES SCASS Advisor, CCSSO ASES SCASS*

Going Beyond ESSA: Criteria for Evaluating State Accountability Systems

Room: Aqua 310 (Level 3) | Strands: Identifying schools' needs and providing targeted support; Improving student achievement outcomes

With new opportunities under ESSA to redesign accountability, states are taking very different approaches to accountability. It is critical to continually evaluate state accountability systems and to provide information that will help states improve the quality and utility of their systems in order to improve outcomes for students. Achieve developed a set of evaluation criteria, drawn from the CCSSO Principles and Practices for State Leadership on Next-Generation Accountability Systems, to describe the

principles, components, and features thought to contribute to effective state education accountability systems. This session will highlight the evaluation criteria for effective and high-quality state accountability systems going beyond the requirements in ESSA. Two states will share their efforts at using these criteria for informing their efforts to monitor and improve the quality of their systems, and will reflect on the larger implications of the criteria for continuous improvement of state accountability systems.

PRESENTERS: **JESSICA BAGHIAN**, *Assistant Superintendent of Assessment, Accountability, and Analytics, Louisiana Department of Education;* **AJIT GOPALAKRISHNAN**, *Chief Performance Officer, Connecticut State Department of Education;* **JACOB MISHOOK**, *Director, Assessment and Accountability, Achieve*

DISCUSSANT: **RYAN REYNA**, *Senior Associate, Education Strategy Group*

Meeting ESSA Regulation Requirements and Supporting Students on Alternate English Language Proficiency Assessments

Room: Sapphire 400 (Level 4) | Strands: Improving student achievement outcomes; Engaging educators in ongoing improvement to teach all students

ESSA legislation brings new opportunities and challenges to support English learners with significant cognitive disabilities. With this opportunity, many states are for the first time having to consider development of standards and assessments for English learners with significant cognitive disabilities. This session will pose inquiry into the special challenges in meeting technical requirements under new requirements for students who are English learners with significant cognitive disabilities. We will examine challenges and implications for meeting regulations with the flexibility for the development of alternate English language proficiency standards, considerations for addressing the population and supporting the field. This session examines current practices and considerations of policy to supports the conference emphasis on continuous improvement. Presenters will address lessons learned from the field and share findings from the ALTELLA Project to consider ways to move the field forward in meeting these requirements.

PRESENTERS: **MELISSA GHOLSON**, *Researcher, University of Wisconsin-Madison;* **HILLARY MICHAELS**, *Director of Educational Research and Evaluation, HUMRRO;* **TRACY MONTEZ LINDNER**, *English Learner Assessment Specialist, Minnesota Department of Education;* **MEAGAN KARVONEN**, *Director, University of Kansas*

MODERATOR: **SUSAN WEIGERT**, *Office of Special Education and Rehabilitation Services, U.S. Department of Education, Office of Special Education and Rehabilitative Services, National Initiatives Team*

Operational Research in Assessment Programs As a Window into Task and Item Design Principles: Examples from NAEP

Room: Aqua 300 (Level 3) | Strands: Improving student achievement outcomes; Monitoring student academic progress

Despite recent growth in digital assessments, little empirical research exists about effects of technology-enhanced task and item design on cognitive processes and response behaviors. In operational assessment programs, items and tasks are routinely pretested with students prior to administration. Although pretesting is primarily in service of assessment development, sometimes these studies shed light on fundamental aspects of design. This session will present some relevant insights from operational studies in the National Assessment of Educational Progress (NAEP). The first presentation will provide an overview of theory and research from the cognitive science literature pertinent to item and task design. The second presentation will discuss findings from studies in reading, focusing primarily on the design of digitally-based extended tasks. The third presentation will discuss findings from studies in mathematics, focusing primarily on the design of technology-enhanced discrete items. The discussant will provide perspectives on how such insights may be utilized by states.

PRESENTERS: **MADELEINE KEEHNER**, *Managing Senior Research Scientist, Educational Testing Service*; **KAREN K. WIXSON**, *Sr. Strategic Advisor, Educational Testing Service*; **LUIS SALDIVIA**, *Executive Director, Assessment Development, Educational Testing Service*

DISCUSSANT: **ROBIN HILL**, *Mathematics Consultant, Division of Program Standards, Kentucky Department of Education*

Science Accessibility for Students with Visual Impairments

Room: Sapphire 410 (Level 4) | Strands: Improving student achievement outcomes; Closing achievement gaps

Inclusive approaches for providing experiences for diverse learners are a methodological and technological challenge for assessment design. Focusing on students with visual impairments, this presentation will provide the audience with an overview of one state's approach to accessible science

assessment aligned to the NGSS, from initial purpose, design, implementation, validation, and suggestions for future research and practice.

PRESENTERS: **LINDA HOOPER**, *Administrator, Science Office, California Department of Education*; **JAMES P. RICE**, *Science Assessment Lead, Educational Testing Service*; **DANIELLE GUZMAN-ORTH**, *Research Scientist, Educational Testing Service*

DISCUSSANT: **CARY A. SUPALO**, *Senior Developer, Cognitive Sciences and Assistive Technology, Educational Testing Service*

The Sharing Economy for Digital Assessments: Increasing Quality and Decreasing Cost with Open Standards, Open Source, and Open Innovation

Room: Aqua Salon A (Level 3) | Strand: Improving student achievement outcomes

As state and district student assessment programs transition to computer-based testing, opportunities abound for collaboration and sharing of content and digital resources with open technology standards, open source platforms, and open innovation tools with the aim of raising quality, reducing costs, and increasing student achievement. Our panel of experts will describe their experiences building shared assessment systems with open components, answer guiding questions, and discuss best practices on how to solve key interoperability challenges. Through participation in interactive discussion, the audience will come away with a stronger understanding of the difference between the key concepts of open source and open standards, an introduction to specific open standards, open source software, and open innovation tools that they can begin using right away. A list of best practices, strategies, and challenges will also be shared to support interested parties as they plan for future reuse and sharing with other programs.

PRESENTERS: **JAMES D CORNELIUS**, *Program Manager Online Testing, Maryland State Department of Education*; **ANDREW A. CAMPANA**, *Manager, Business Development, Copyright Clearance Center*; **SUSAN VAN GUNDY**, *VP Business Development, Open Assessment Technologies Corporation*; **GUILLERMO TEJEDA**, *Director of Assessment Technology, New York City Department of Education*

MODERATOR: **G. ANTHONY BENNERS**, *Senior Director and Senior Psychometrician, New York City Department of Education*

2:00 PM–3:30 PM (cont.)

Understanding Academic Growth of Students with Cognitive Disabilities Using Performance Level Descriptors of Alternate Assessments

Room: Aqua Salon F (Level 3) | Strands: Monitoring student academic progress; Improving student achievement outcomes

Under the requirements of the Every Student Succeeds Act (ESSA), states must implement an approach to measure academic growth of students with cognitive disabilities (SCD) and include the results of alternate assessments based on alternate achievement standards (AA-AAS) into their school accountability system if growth is used for their general assessments. However, simply extending growth models developed for general assessments to AA-AAS is likely insufficient. In order to develop a deeper understanding of academic growth for SCD, progressions based on performance level descriptors (PLD) for AA-AAS were created. This session will discuss the features of AA-AAS PLDs that are currently being used and provide an analytic example about how PLDs track SCDs academic growth in the content area. Two state leaders will show the process and rationale to establish PLDs in their programs and how this informs academic progress.

PRESENTERS: **LUXI FENG**, Graduate Student, Texas A&M; **AUDRA AHUMADA**, Deputy Associate Superintendent, Arizona Department of Education; **ANGELA NATHANIEL**, Program Specialist, Florida Department of Education

MODERATOR: **CHRIS DOMALESKI**, Associate Director, Center for Assessment

DISCUSSANT: **KELLY ICKES**, Assistant Director Client Services - Special Education, Measured Progress

3:30 PM–4:00 PM

Afternoon Break

Room: Sapphire Ballroom A (Level 4)

4:00 PM–5:00 PM

Accessibility for All English Learners: Adapting Administration and Accommodations to Increase Inclusivity in ELP Assessment

Room: Aqua Salon D (Level 3) | Strand: Improving student achievement outcomes

As stated in ESSA, states must include all English learners (ELs) in English language proficiency assessments, including those students with significant cognitive disabilities. By design, the ELPA21 assessments have a high standard of accessibility and a broad suite of accommodations to support students in testing as outlined in the ELPA21 Accessibility and Accommodations Manual. Yet ELs with significant cognitive disabilities cannot always access ELP assessments designed for the general population. The Iowa Department of Education will discuss how they, in collaboration with their districts and ELPA21, developed and implemented expanded accommodations and increased test administrator support to increase the number of ELs with disabilities participating in the ELPA21 summative assessment. Attendees will learn about and discuss how Iowa addressed accommodations beyond the ELPA21 Manual that maintain test security and the integrity of the items. Examples include partner-assisted scanning and the most commonly used print on request with color overlays.

PRESENTERS: **JENNIFER DENNE**, Consultant, Alternate Assessment, Standards and Curriculum, Iowa Department of Education; **MICHELLE MCCOY**, Assessment Design Manager, ELPA21, ELPA21 Consortium; **JENNIFER RIEDEMANN**, Consultant for Student Assessment, Iowa Department of Education

MODERATOR: **ALAN LYTLE**, English Language Learners Assessment Specialist, Arkansas Department of Education

Automated Writing Evaluation: Multiple Perspectives

Room: Aqua Salon E (Level 3) | Strand: Improving student achievement outcomes

An emphasis on psychometric-related aspects of automated scoring has resulted in an insufficient understanding of classroom applications and pedagogical implications of automated writing evaluation (AWE) programs that include automated scoring in their ability to improve the quality of students' writing. This session presents perspectives from Utah and North Carolina related to students', teachers', and

administrators' use of AWE programs. The AWE program Utah Compose has been used statewide by students in grades 3–12 since 2014. A Formative Assessment Specialist from the Utah State Board of Education (USBE) will describe Utah's experience using automated writing evaluation, addressing administrators' and teachers' experiences. The PEG Writing program is used by eight districts across North Carolina. A researcher/vendor representative will share findings from a quasi-experimental study involving five districts in North Carolina. Finally, a Test Administration and Data Coordinator from USBE will serve as the session discussant and provide commentary on the presentations.

PRESENTERS: **KIM RATHKE**, *Formative Assessment Specialist, Utah State Board of Education*; **COREY PALERMO**, *Vice President, Performance Assessment Scoring, Measurement Incorporated*

DISCUSSANT: **JARED WRIGHT**, *Test Administration and Data Coordinator, Utah State Board of Education*

Getting Ready for 2019 Peer Review: Expectations for English Learners (EL) Assessments and Documentation

Room: Aqua Salon C (Level 3) | Strands: Closing achievement gaps; Improving student achievement outcomes

Beginning with the 2017–2018 school year, the English Learners (EL) provisions of ESSA require that each state submit evidence regarding its ELP assessments for peer review (34 C.F.R. 200.2(d)) in 2019. These EL provisions require annual ELP assessments that are aligned with the state's ELP standards and an Alternate ELP assessment with Alternate ELP achievement standards. Gary Cook of WIDA will set the stage in terms of the history and current national conversation regarding the new regulations and the upcoming guidance. Sharon Prestridge of Mississippi will summarize how states are using current research, best thinking, and best practices as they plan to meet the new ELL requirements. Of equal importance is the continuous dialogue that states must begin with their vendors regarding the next steps to planning and developing the new ELL assessment requirements, products, and services to assure a successful Peer Review outcome.

PRESENTERS: **SHARON PESTRIDGE**, *EL Program Coordinator, Mississippi Department of Education*

MODERATOR: **PAT ROSCHEWSKI**, *Senior Vice President, Education Solutions, Data Recognition Corporation (DRC)*

DISCUSSANT: **GARY COOK**, *Associate Research Scientist, WIDA Consortium*

Improving Assessment Systems Under ESSA: State's Utilization of Assessment Task Forces and Stakeholder Committees

Room: Aqua 310 (Level 3) | Strands: Improving student achievement outcomes; Engaging educators in ongoing improvement to teach all students

The Every Student Succeeds Act (ESSA) has given states more flexibility and authority for implementing new assessment and accountability systems. States can redesign their assessment systems and/or implement new ones that are more appropriate for state use. Many states have taken advantage of this opportunity by creating Assessment Task Forces (ATFs) and/or stakeholder committees to review their current systems and solicit input around how to implement improved assessment/accountability systems. Some states have taken a very deliberate approach to the assessment/accountability system redesign and engaged a well-thought-out process to solicit feedback from educators, administrators, and the public on how to best assess their students. These states have used ATFs to gather extensive feedback and review their options for assessment/accountability systems. In this session, two states will provide details on how they have worked recently with ATFs to gather input from key stakeholders and rethink how their assessment systems might be improved.

PRESENTERS: **KARLYNN LARAWAY**, *Interim Director of Assessment, Idaho Department of Assessment*; **AMELIA COURTS**, *President/CEO, The Education Alliance of West Virginia*

MODERATOR: **BARRY TOPOL**, *Managing Partner, Assessment Solutions Group*

DISCUSSANT: **JOHN OLSON**, *Sr. Consultant and Partner/Co-founder, Assessment Solutions Group*

4:00 PM–5:00 PM (cont.)

Leveraging Flexibility in the Every Student Succeeds Act to Drive Continuous Improvement through a Balanced Assessment System and Learner Engagement Data

Room: Sapphire 411 (Level 4) | Strand: Engaging educators in ongoing improvement to teach all students

This session will bring together thought leaders from a state department of education, a large school district, and a non-profit educational services partnership. They'll share concrete ways to use results from the components of a balanced assessment system, coupled with valid and reliable non-academic data (such as surveys, inventories, and observations), to engage educators in an ongoing process to improve teaching and learning for all students. During the discussion period, participants will explore creative possibilities for using this data to support the "additional indicators" of success required by ESSA. Attendees will return to their organizations with best practices they can share and apply to their own continuous-improvement programs.

PRESENTERS: **LUDWIG "LUDY" VAN BROEKHUIZEN**, *Chief Research Officer, AdvancED*; **JOE KOLOSKY**, *Deputy Director, Office of School Approval and Opportunity, North Dakota Department of Public Instruction*; **MARK HOWARD**, *Chief, Performance and Accountability, Palm Beach County Public Schools*

MODERATOR: **MARTIN BORG**, *President and Chief Executive Officer, Measured Progress*

NGSS Regular and Alternate Assessments: Achieving a Cohesive Model

Room: Sapphire 410 (Level 4) | Strands: Improving student achievement outcomes; Monitoring student academic progress

Washington state operationalized its first administration of both the NGSS alternate assessment and NGSS regular assessment in the same year (school year 2017–18). Washington state is committed to addressing the NGSS three dimensional measurement challenge in both its regular and alternate assessments. To achieve this, Washington state sought to develop regular education and alternate NGSS assessments in very close coordination. This coordination has included making sure that the development efforts are informed by each other and that the achievement level descriptor process was designed to be articulated for both assessments. The result is an assessment system that

reflects a common commitment to the three-dimensional nature of the NGSS and the powerful impacts the standards and assessments have on instruction for all students. This symposium will present how Washington worked to construct an articulated system of regular and alternate assessments from design to achievement level descriptors.

PRESENTERS: **KEVIN KING**, *Senior Assessment Manager, WestEd*; **DAWN COPE**, *Science Assessment Lead, Washington State Office of Superintendent of Public Instruction*; **TONI WHEELER**, *Alternate Assessment Coordinator, Washington State Office of Superintendent of Public Instruction*

Three States Approaches to Engaging Educators in Understanding New Science Standards and Assessments to Improve Science Instruction

Room: Aqua Salon A (Level 3) | Strands: Engaging educators in ongoing improvement to teach all students; Improving student achievement outcomes

Several states have determined that college- and career-ready science standards will require students to engage in new item types and formats resulting in new assessment designs to monitor student academic progress. For each state, the science standards integrate practices, core content, and crosscutting concepts associated with natural sciences, technology, and engineering. This session focuses upon each state's approach to educator involvement in the development of new science assessments to measure the standards. The session also focuses upon how best to engage educators in this process in order to provide them with the professional development to help students progress toward mastery of the new standards. The session will include insightful lessons learned regarding how best to engage educators in the process of understanding the standards and to provide them with the tools needed in order to understand the link between assessment and instruction for all students.

PRESENTERS: **LINDA HOWLEY**, *Test Development Manager, Michigan Department of Education*; **KEVIN ANDERSON**, *Science Education Consultant, Wisconsin Department of Public Instruction*; **LISA SIRENO**, *Standards and Assessment Administrator, Missouri Department of Elementary & Secondary Education*

MODERATOR: **PATRICIA MCDIVITT**, *Senior Vice President-Curriculum, Instruction and Assessment, Data Recognition Corporation*

Using International Curricula and Assessments to Increase College Readiness and to Close the Achievement Gap

Room: Aqua 300 (Level 3) | Strands: Closing achievement gaps; Improving student achievement outcomes

Learn how an instructional system aligning curriculum, assessment, and pedagogy has served as foundation to improve student achievement and increase student-teacher engagement. Fairdale High School (KY), Title I school with 74–80% of students living below poverty line, upon adopting Cambridge International system, saw their college and career readiness index go from below 22% in 2011 to 64% in 2016. Fort Lauderdale High School, serving nearly 67% students on free and reduced lunch program, saw their Math and English proficiency scores for 9th graders increase 20–26 percent points, and for 10th graders, jump nearly 15 percent points within six years of adopting Cambridge International. Finally, with the implementation of Cambridge International curricula and assessments, Pinellas County transformed its highly diverse (50% free and reduced lunch), struggling schools bordering on state correction to schools consistently scoring above state and district averages, with one school in top 5 percentile of state performers.

PRESENTERS: **BRANDY CORBIN**, *Principal, Fairdale High School (in KY)*; **JENNIFER MUHA**, *Magnet Coordinator (Pre-Law & Public Affairs) and Cambridge Teacher, Fort Lauderdale High School (in FL)*; **CLINT HERBIC**, *Associate Superintendent, Operational Services, Pinellas County School District (in FL)*

Utilizing Statewide Assessment Data to Build Communicative Competence Skills in Students with Significant Cognitive Disabilities

Room: Sapphire 400 (Level 4) | Strands: Improving student achievement outcomes; Engaging educators in ongoing improvement to teach all students

This session will focus on how statewide assessments can be used as one tool to ensure the communication needs of students with significant cognitive disabilities are addressed. Representatives from Maryland's and South Carolina's Departments of Education and Measured Progress will describe how the Early Stopping Rule (closing the test due to the student not demonstrating communication) has provided data for monitoring individual student IEPs to ensure communication deficits are being addressed. Resources and professional development opportunities provided within their states and descriptions of the positive impact on educators and students will be discussed. The goal is to help educators understand

the importance of consistent and repeated interventions to strengthen students' communicative competence. Data show that with interventions, more students can participate in summative assessments, demonstrating what they know. Every step toward improving communication leads to an enriched quality of life and greater independence for students with significant cognitive disabilities.

PRESENTERS: **NANCY SCHMITT**, *Assessment Specialist-MSAA representative, Multi-State Alternate Assessment*; **JILL CHRISTMUS**, *Assessment Specialist, South Carolina Department of Education*

MODERATOR: **KELLY ICKES**, *Assistant Director Client Services - Special Education, Measured Progress*

DISCUSSANT: **NICOLE ADAMS**, *Education Associate, South Carolina Department of Education*

What's Yours Is Mine, and What's Mine Is Yours: Sharing Item Banks across States

Room: Aqua Salon F (Level 3) | Strand: Monitoring student academic progress

As state accountability and interim assessment programs continue to evolve under ESSA, data from state-wide high-stakes assessments will continue to be used to inform educational decisions. As part of continuous improvement, many states are considering using shared item banks for their assessments. These item banks may be provided by a consortium, a vendor, or shared directly between states. Sharing item banks introduces new test security threats that need to be considered to protect the validity of state assessment results. A panel of presenters will provide an overview of test security considerations when using a shared item bank. The Q&A format will address specific concerns and sharing of best practices related to managing associated security threats. Attendees will gain a deeper understanding of the potential economic and operational advantages of sharing items, item-sharing logistics and best practices, and test security threat/risk analyses to guide test security planning.

PRESENTERS: **STEVE FERRARA**, *Senior Advisor for Measurement Solutions, Measured Progress*; **WALT DRANE**, *Executive Director, Assessment and Accountability, Mississippi Department of Education*; **AUDRA AHUMADA**, *Deputy Associate Superintendent, Arizona Department of Education*

MODERATOR: **SALLY VALENZUELA**, *Vice President, Education Services, Caveon Test Security*

7:30 AM–5:00 PM

Registration and Information

Room: Sapphire Foyer (Level 4)

Exhibit Hall

Room: Sapphire Ballroom A (Level 4)

8:00 AM–9:00 AM

Continental Breakfast

Room: Sapphire Ballroom A (Level 4)

9:00 AM–10:30 AM

Developing Assessment Literacy Learning for Students and Their Families, Educators and Policymakers

Room: Aqua Salon D (Level 3) | Strands: *Engaging educators in ongoing improvement to teach all students; Improving student achievement outcomes*

Starting 2016, the Michigan Assessment Consortium (MAC) developed the Assessment Learning Network (ALN) consisting of representatives from Michigan's professional education organizations. National experts work with the ALN members to create a statewide professional learning community unlike any other. ALN members work to increase their own assessment literacy and work with the MAC to develop strategies to increase the assessment literacy for all organization members. ALN network sessions arranged for 2017–18 include: Measuring the Next Generation Science Standards; Interim Assessment; An Assessment to Every Purpose under Heaven; Measuring Student Growth; Helping Every Educator Learn to Effectively Use Formative Assessment Practices Additional activities added for 2017–18; Customized Role–Group Assessment Learning Opportunities; Create an Assessment Facilitator School to Credential Assessment Facilitators; Support Assessment Learning of MDE Staff; Create an Endorsement/Certification Process for Educators; and Create Assessment Learning Resources Needed for Awareness-Level Professional Learning.

PRESENTERS: **KATHY DEWSBURY-WHITE**, *President/CEO, Michigan Assessment Consortium*; **JIM GULLEN**, *Testing & Assessment Consultant, Macomb (MI) ISD*; **MARIANNE PERIE**, *Co-Principal Director and Project Director, University of Kansas*

MODERATOR: **ANDY MIDDLESTEAD**, *Director, Office of Standards and Assessment, Michigan Department of Education*

DISCUSSANT: **ANDY MIDDLESTEAD**, *Director, Office of Standards and Assessment, Michigan Department of Education*

Developing Informative and Useful Score Reports Based on a Score Reporting Hierarchy on a Multi-Dimensional Language Assessment

Room: Sapphire 400 (Level 4) | Strands: *Monitoring student academic progress; Engaging educators in ongoing improvement to teach all students*

The reauthorization of ESSA maintains legislation that requires states to measure English proficiency in four domains and provide an overall measure of English proficiency. To report scores for the first operational administration of the English Language Performance assessments for California (ELPAC), a dimensionality study was conducted to investigate whether a reporting structure could reflect the multi-dimensional nature of language proficiency. The analyses supported reporting two additional composite scales (Oral Language and Written Language) without increasing testing time. The newly developed assessments incorporate a new score reporting hierarchy and continuous scales for grades K–12 were constructed to allow students' progress to be compared over time. Standard setting was conducted to incorporate teacher input and allow performance levels to be reported on three composite scores to provide performance information on each domain. Focus groups were conducted to incorporate parent input and insure that score reports meet parent and guardian needs.

PRESENTERS: **JOYCE WANG**, *Senior Psychometrician, Educational Testing Service*; **PATRICIA A. BARON**, *Strategic Advisor, Educational Testing Service*; **RACHEL PERRY**, *Director, Center for Student Assessment and Program Accountability (C-SAPA), Sacramento County Office of Education*

DISCUSSANT: **ERIC ZILBERT**, *Administrator, Psychometrics, Evaluation and Data Office, California State Department of Education*

Exploring the Relationship between Equity and Formative Assessment

Room: Aqua Salon E (Level 3) | Strands: Engaging educators in ongoing improvement to teach all students; Closing achievement gaps

What role does formative assessment play within an equitable educational system aiming for continuous improvement? The FAST SCASS formative assessment definition identifies integrated practices that address equity: being transparent about learning goals supports all students learn; eliciting evidence of student understanding requires attending to each student; providing actionable feedback must take individual student needs into account; using evidence and feedback to move learning forward must also be done student by student. This session will present formative assessment within an equity framework. Two state-level (Wisconsin, Maryland) presenters will discuss how achievement gaps are addressed by developing tools and practices aimed at sharing formative assessment professional development, resources, and strategies to raise achievement and close gaps. A district-level presenter (Maryland) will share their success using formative assessment practices providing lower-level students access to more rigorous content, increasing student engagement, conversation, and reflection, and leading students to be advocates of their own learning.

PRESENTERS: **CAROLINE WYLIE**, *Research Director, ETS*; **HEATHER SAUERS**, *Instructional Assessment Specialist, Maryland State Department of Education*; **CHRISTINA MILLER**, *Coordinator of Formative Assessment, FAST SCASS member*; **LAUREN ZELLMER**, *Education Consultant, Formative Assessment, Wisconsin Department of Public Instruction*

Next Steps for ESSA's Innovative Assessment Pilot: Strategies and Considerations for Implementation

Room: Aqua Salon A (Level 3) | Strands: Improving student achievement outcomes; Engaging educators in ongoing improvement to teach all students

The establishment of the Innovative Assessment Pilot in the Every Student Succeeds Act (ESSA) signaled rare bipartisan support for the design of better systems of assessments that emphasize mastery of deeper levels of knowledge and skills. Policymakers agreed that greater flexibility was necessary for states to create more authentic systems of assessment that better align to student-centered education systems. With the U.S. Department of Education's commitment to

implement this pilot program beginning in the 2018–2019 school year, many questions remain about how states should prepare to capitalize on this opportunity. This session will provide participants with an overview of the latest developments in the Department's efforts to implement this program, including insights from interested states, and an analysis of the policy and technical quality considerations that states will need to address as they explore this opportunity now, or in the future.

PRESENTERS: **PAUL LEATHER**, *Director for State and Local Partnerships, Center for Innovation in Education*; **SCOTT MARION**, *President and Executive Director, National Center for the Improvement of Educational Assessment, Inc*; **LILLIAN PACE**, *Senior Director of National Policy, KnowledgeWorks*; **MARIA R. WORTHEN**, *Vice President, Federal & State Policy, iNACOL*

Scoring and Reporting for Assessments Developed for the New Science Standards

Room: Aqua Salon F (Level 3) | Strand: Monitoring student academic progress

This symposium discusses assessments that are developed under the framework of the new standards for Science by a collaborative of states. In the new science assessments, a student is presented with a real-world scenario related to a single performance expectation. Items are scored by making a series of explicit scoring assertions about the knowledge and skills that a student has demonstrated based on specific features of the student's responses. We propose an IRT framework for scale development and scoring. In our approach, the conditional dependencies between scoring assertions within an item cluster are accounted for by incorporating nuisance dimensions corresponding to item clusters. In order to establish new Science performance standards, we propose to use Multi-Level Mapping, an adaptation of the bookmark method that preserves the integrity of the item clusters.

PRESENTERS: **JON COHEN**, *Executive Vice President, American Institutes for Research*; **TIMOTHY BUTCHER**, *Coordinator, West Virginia Department of Education*; **FRANK RIJMEN**, *Director Psychometrics, American Institutes for Research*; **DAN FARLEY**, *Interim Director of Assessment, Oregon Department of Education*

9:00 AM–10:30 AM (cont.)

Using Technology for Standard Settings with Different Methods

Room: Aqua 300 (Level 3) | Strands: Monitoring student academic progress; Engaging educators in ongoing improvement to teach all students

The computer administration of large-scale educational tests, with the inclusion of technology based tasks, has become commonplace within the context of next generation standards. The use of computers in standard setting has provided participants the opportunity to evaluate test content in the original administration mode, which is important, as well as new methods of interacting with the judgment process. This session will explore the use of technology as an essential component of the standard setting process for three assessment programs (NAEP, MCAS, and LEAP 2025) which employed different standard setting methods. The use of technology in the standard setting allowed participants the opportunity to interact with the content and process of the standard setting in a unique way. The session will provide, for each assessment, an overview of the technology, along with both the challenges and benefits of using technology throughout the standard setting.

PRESENTERS: **MICHOL STAPEL**, Associate commissioner for student assessment, Massachusetts Department of Elementary and Secondary Education; **JAN SIBLEY**, Supervisor, Assessment Development and Support, Louisiana Department of Education; **TIM O'NEIL**, Manager, Psychometric Services, Pearson Assessment Center

MODERATOR: **ERIC MOYER**, Research Scientist, Pearson

DISCUSSANT: **SHARYN ROSENBERG**, Assistant Director for Psychometrics, National Assessment Governing Board

What Do We Know about Students with Significant Cognitive Disabilities Who Are English Learners?

Room: Sapphire 411 (Level 4) | Strands: Improving student achievement outcomes; Engaging educators in ongoing improvement to teach all students

ESSA legislation references students with disabilities who are English learners (ELs). A small and understudied sub-population are students with significant cognitive disabilities (SCD) who are ELs. Two assessments are intended to serve them: alternate assessments based on alternate achievement standards (AA-AAS) and English language proficiency (ELP) assessments, which have new flexibility for alternate standards for ELs with SCD. Two projects, the Dynamic Learning Maps (DLM) Alternate Assessment and the Alternate English Language

Learner Assessment (ALTELLA) Enhanced Assessment Grant, provide unique opportunities to describe this sub-population of students that is due to data collection shared across multi-state partnerships. This session describes students eligible to take these assessments and considers implications for both types of assessment (AA-AAS and Alternate ELP) and instruction. The session also features two discussants: a state partner discussing findings from the perspectives of state implementation and technical assistance to districts, and a technical expert discussing the technical and policy implications.

PRESENTERS: **AMY CLARK**, Psychometrician, University of Kansas; **MELISSA GHOLSON**, Researcher, University of Wisconsin-Madison; **JILL CHRISTMUS**, Assessment Specialist, South Carolina Department of Education

MODERATOR: **LAURENE CHRISTENSEN**, State Relations Specialist, WIDA

DISCUSSANT: **PHOEBE WINTER**, Principal, Independent

What State Data Can Reveal about Accessibility Features and Accommodations Received By Students

Room: Sapphire 410 (Level 4) | Strands: Improving student achievement outcomes; Identifying schools' needs and providing targeted support

States may not realize how examining their data on accessibility features and accommodations received during assessments can inform their policies and the practices of decision makers. This session will highlight and build on work of a collaborative project of nine states and NCEO. States and NCEO will share results and policy and practice implications of data analyses of accessibility features and accommodations received by four student groups (general education, ELs, students with disabilities, and ELs with disabilities). Presenters will address accessibility features and accommodations received based on state-level and student-level data. Two state representatives will discuss the interpretations and implications of the results for making accessibility and accommodations decisions for all students. Presenters and audience members will discuss key issues for decision-making processes and for using data to inform decision making, as well as what kinds of data should be examined on the use of accessibility features and accommodations.

PRESENTERS: **YI-CHEN WU**, Research Associate, University of Minnesota/National Center on Educational Outcomes; **JENNIFER PAUL**, EL & Accessibility Assessment Specialist, Michigan Department of Education; **DAWN CAMERON**, Statewide Testing Division, Minnesota Department of Education

DISCUSSANT: **MARTHA THURLOW**, *Director, National Center on Educational Outcomes*

When Students Copy: Examining State Policies, Practices, and Consequences of Copied Text in Evidence Based Writing

Room: Aqua 310 (Level 3) | Strand: Improving student achievement outcomes

As states with large-scale writing programs have transitioned from stand-alone writing prompts to evidence based writing, states have taken different approaches in scoring responses where students have included significant amounts of text copied from the provided texts. This session will explore how three states have approached copied text in student writing responses from a policy and application perspective. Additionally, we will examine the challenges faced by vendors in applying copied text policies when scoring student responses, and look at possible considerations for item development to minimize instances of students relying solely on the source text to craft writing responses.

PRESENTERS: **DIANE SIMASKA**, *Education Associate, Division of Instructional Quality, Pennsylvania Department of Education*; **JAN REYES**, *Program Manager, Test Development, Georgia Department of Education*; **SALLY RHODES**, *English Language Arts Coordinator, Test Development Center, Florida Department of Education*; **SHILOH COX FOUCH**, *Senior Director, Performance Assessment Services, Data Recognition Corporation*; **REBEKAH BAUM-LEAMAN**, *Basic Education Associate II, Pennsylvania Department of Education*

MODERATOR: **HOLLY BAKER**, *Vice President, Education Solutions, Data Recognition Corporation*

Using Data for Continuous Improvement

Room: Aqua Salon C (Level 3); Strand: Engaging educators in ongoing improvement to teach all students

This session will focus on strategies, lessons learned, and challenges faced by SEAs as they operationalize their ESSA plans and strive to more effectively use assessment and accountability data to improve their overall state education system. ESSA implementation provides State Education Agencies (SEAs) with an opportunity to evaluate and reimagine how data/information is being used in their state to improve teaching and learning. The more insight that we can provide about the strengths and challenges of our districts, schools, educators, and students, the greater the impact that we can have on the decision making and continuous improvement

process. During this session states will share best practices and strategies being used in their state.

PRESENTERS: **BRENT ENGELMAN**, *Director of Education Data and Information Systems, Council of Chief State School Officers*; **RAE CLEMENTZ**, *Director of Assessment and Accountability, Illinois State Board of Education*; **JAY PENNINGTON**, *Chief, Bureau of Information and Analysis Services, Iowa Department of Education*; **KIM RENIERO**, *SLDS Project Manager, Wisconsin Department of Public Instruction*

10:30 AM–11:00 AM

Coffee Break

Room: Sapphire Ballroom A (Level 4)

11:00 AM–12:00 PM

A Smarter Reporting System: Designed By Teachers for Teachers

Room: Aqua Salon C (Level 3) | Strands: Improving student achievement outcomes; Monitoring student academic progress

As part of our mission to develop high-quality, innovative assessments and tools that help educators, policymakers, and families better prepare students for success in college and careers, Smarter Balanced worked with Consortium educators to re-design our open-source reporting system. State Education Agency (SEA) staff and Local Education Agency (LEA) educators provided feedback and recommendations on the requirements, design, and functionality of the system. This presentation will provide an overview of the reporting system features, including links to instructional resources that provide educators with next steps for using assessment results during instruction, and an item viewer that allows teachers to view student responses to interim assessment items. SEA staff from the California Department of Education (CDE), and LEA educators from California and South Dakota will present on their involvement in the development process and perspectives on the value and use of the reporting system by educators in their respective states.

PRESENTERS: **GAIL PAGANO**, *Senior Director of Member Services, Smarter Balanced Assessment Consortium*; **JESSICA VALDEZ**, *Administrator, Smarter Balanced Interim Assessment and Digital Library Office, California Department of Education*; **GUYLA NESS**, *Literacy and Assessment Coordinator, Meade 46-1 School District, Sturgis, SD*; **MOSES JORGE**, *Administrator, Student Testing Branch, Los Angeles Unified School District, Los Angeles, CA*

11:00 AM–12:00 PM (cont.)

Beyond “English Only”: Assessing and Supporting English Language Learners in New York City

Room: Sapphire 410 (Level 4) | Strands: Improving student achievement outcomes; Closing achievement gaps

The New York City Department of Education (NYCDOE) has been developing innovative formative assessment resources for their English Language Learners (ELLs) to improve language outcomes and close achievement gaps in the classroom. In this session, NYCDOE and its collaborators will discuss the need for using multilingual approaches to assess ELLs and provide insight into specific steps that NYCDOE has taken to better measure and support their ELLs. The first segment of the session will focus on how NYCDOE supports the measurement and growth of its ELLs by providing high-quality formative assessment resources to schools and educators. The second segment will provide an overview of its ELL baseline and benchmark assessments, including content development, scoring, and psychometrics. The third and fourth segments will preview the Spanish and Chinese language arts performance assessments respectively, which are designed to support Spanish and Chinese bilingual programs in New York City.

PRESENTERS: **JIMMY J. HAN**, *Director of Assessment Programs & Support Services, New York City Department of Education*; **DORIS ZAHNER**, *Principal Measurement Scientist, Council for Aid to Education (CAE)*; **LISA LIN**, *ELL Services Administrator, New York City Department of Education*

MODERATOR: **TIMOTHY BOALS**, *Executive Director, WIDA Consortium*

Career Readiness and High School Assessments

Room: Aqua 300 (Level 3) | Strand: Improving student achievement outcomes

This symposium focuses on a collaboration between the California Department of Education and UCLA/CRESST, aimed at supporting California’s K–12 assessment initiatives through the context of improving career-readiness inferences, while producing information, tools, and methodologies to inform assessment work. This symposium consists of three papers: 1) California’s Enhanced Assessment Grant: Increasing Students’ Postsecondary Opportunities for Success; 2) Examining Career Readiness Features in Existing Assessments; and 3) Digital Assessment of Problem Solving. The first paper discusses the importance of the Enhanced

Assessment Grant in the context of policy and preparing students for career opportunities. The second paper presents findings from examining career-readiness features in existing English language arts and math assessments. The third paper focuses on the development of an innovative assessment item centered around a common career skill, problem-solving. Implications for policy and the future of test design, analysis, and reporting will be discussed.

PRESENTERS: **ERIC ZILBERT**, *Administrator, Psychometrics, Evaluation and Data Office, California State Department of Education*; **LI CAI**, *Professor of Education and CRESST Co-Director, UCLA CRESST*; **GREG K. W. K. CHUNG**, *Associate Director, Technology and Research Innovation, UCLA CRESST*

MODERATOR: **EVA L. BAKER**, *Distinguished Professor/Co-Director, UCLA/CRESST*

Enhanced Learning Maps: A Flexible, Teacher-Directed Organizing Structure for Improving Learning for All Students

Room: Aqua Salon F (Level 3) | Strands: Improving student achievement outcomes; Engaging educators in ongoing improvement to teach all students

Participants will explore the features of the Enhanced Learning Maps (ELM) project, which helps teachers diagnose gaps in student understanding of math and English language arts standards. Participants will experience the dynamic nature of the learning map model and how it can assist teachers in improving student outcomes and closing achievement gaps. The ELM resources include research-based teacher notes, lessons and student activities with embedded formative assessments, and tests that align with the lessons and maps. These resources are designed to supplement any adopted curriculum. Developed at the University of Kansas, the ELM project includes teachers from five states. A state-partner representative will highlight the way the ELM project enables teachers to refine learning for all students and to engage in more informed conversations about student progress.

PRESENTERS: **NICOLE LINDNER**, *Assistant Researcher - Mathematics, University of Kansas*; **HOLLY DUBIEL**, *Curriculum and Assessment Specialist, University of Kansas*

DISCUSSANT: **LISA SIRENO**, *Standards and Assessment Administrator, Missouri Department of Elementary & Secondary Education*

From Test to Tasks and Back Again: Novel Approaches to Alignment for NGSS Summative Assessments

Room: Aqua Salon A (Level 3) | Strands: Monitoring student academic progress; Improving student achievement outcomes

As states adopt rigorous science standards, such as the Next Generation Science Standards and similar standards based on A Framework for K–12 Science Education, they are faced with the challenge of translating the breadth and depth of the standards into meaningful statewide assessments that provide useful information to stakeholders. This session tackles the question “Is this assessment aligned to three-dimensional standards?” by addressing the interplay between test-level decisions about how to represent the standards and task- or item-level design that determines how well the assessment can address those claims. The symposium will unveil new approaches and criteria for defining test-level targets that appropriately capture the NGSS, task-level decisions that provide appropriately valid information relative to both multidimensional targets and the assessment design, and state approaches to navigating the challenges and opportunities posed by new assessments for new standards.

PRESENTERS: **CHRISTOPHER HARRIS**, *Director, Science and Engineering Education Research, SRI*; **MICHELLE CENTER**, *Director, Assessment Development and Administration Division, California Department of Education*; **ANEESHA BADRINARAYAN**, *Associate Director, Science, Achieve*

MODERATOR: **JACOB MISHOOK**, *Director, Assessment and Accountability, Achieve*

DISCUSSANT: **CORY EPLER**, *Chief Academic Officer, Nebraska Department of Education*

Implementing ESSA for English Learners with Significant Cognitive Disabilities: Lessons We Are Learning from ALTELLA

Room: Aqua Salon D (Level 3) | Strands: Engaging educators in ongoing improvement to teach all students; Improving student achievement outcomes

The Every Student Succeeds Act (ESSA) requires states to develop alternate assessments of English language proficiency for those English learners who have significant cognitive disabilities. However, there is a dearth of understanding of who these students are and how they develop English proficiency. This presentation will share findings from two studies designed to learn more about this group of students. States participating in these studies will discuss the implications for their educational contexts.

Finally, the presentation will conclude with a discussion of the implications of these findings for peer review of alternate English language proficiency assessments as well as for state ESSA plans.

PRESENTERS: **MARLENE JOHNSTON**, *Director of English Language Learner Assessments, Arizona Department of Education*; **JENNIFER PAUL**, *EL & Accessibility Assessment Specialist, Michigan Department of Education*; **LEILA WILLIAMS**, *Exceptional Ed Director, Sunnyside Unified School District*

MODERATOR: **VITALIY SHYAN**, *Director of Supports for Students, Smarter Balanced Assessment Consortium*

DISCUSSANT: **LAURENE CHRISTENSEN**, *State Relations Specialist, WIDA*

Linking Interim Assessments to Instruction: From Smarter Balanced Interim Assessment Blocks to Playlists

Room: Sapphire 411 (Level 4) | Strand: Monitoring student academic progress

Linking curriculum, assessment, and instruction is the elusive key to monitoring and guaranteeing student academic progress. Smarter Balanced, in creating the Digital Library (DL) and Interim Assessment Blocks (IABs), has introduced two tools to help classroom teachers find and use that key. The purpose of this session is to demonstrate how those two tools have been used to link assessment to instruction through the production of item maps and playlists directly connecting IAB items to resources in the DL. It includes live demonstrations of the DL as well as software for producing item maps. The presenters will also describe the process by which educators from Smarter Balanced states worked together to produce those item maps and playlists in a series of workshops in the summer and fall of 2017.

PRESENTERS: **MICHAEL B. BUNCH**, *Senior Vice President, Measurement Incorporated*; **HEIDI KROOG**, *Director of Instructional Supports, Smarter Balanced Assessment Consortium*

MODERATOR: **PATRICIA REISS**, *Deputy Director of System Design, Smarter Balanced Assessment Consortium*

DISCUSSANT: **ABBY JAVUREK**, *Director, Division of Assessment and Accountability, South Dakota Department of Education*

11:00 AM–12:00 PM (cont.)

Monitoring Accessibility and Accommodations across the Comprehensive Assessment System: Lessons Learned from Peer Reviews

Room: Sapphire 400 (Level 4) | Strands: Monitoring student academic progress; Improving student achievement outcomes

This session includes an overview of federal requirements for monitoring accommodations and results of recent peer reviews, followed by discussion of promising practices for monitoring both accessibility features and accommodations. It will focus on best practices for monitoring that emphasize improving outcomes for all students, including students with disabilities, English learners (ELs), and English learners with disabilities; and will include suggestions for monitoring accessibility and accommodations across the range of assessments in a comprehensive assessment system. A state will provide examples of its monitoring activities. This session will not only discuss what works well, but will also delve into the challenges of monitoring. The discussant will pull it all together and lead a lively discussion about the opportunities and issues.

PRESENTERS: **DONALD D. PEASLEY**, *Assessment Team Lead, Office of State Support, US Department of Education*; **ANDREW HINKLE**, *Educational Consultant, Office for Exceptional Children, Ohio State Department of Education*; **SHERYL LAZARUS**, *Senior Research Associate, National Center on Educational Outcomes, University of Minnesota*

MODERATOR: **SANDRA WARREN**, *CCSSO ASES SCASS Advisor, CCSSO ASES SCASS*

Using Performance Assessment to Demonstrate Educators' Effectiveness

Room: Aqua Salon E (Level 3) | Strands: Engaging educators in ongoing improvement to teach all students; Improving student achievement outcomes

Many states require test performance to be a significant portion of teachers' annual evaluations. The Michigan Arts Education Instruction and Assessment (MAEIA) program developed resources for use in dance, music, theatre, and visual arts programs for all students. Using curriculum-embedded performance assessments permits teachers to measure student learning and their professional practice with measures deemed worthwhile, challenging, and engaging. Helping arts educators demonstrate their effectiveness is one use of MAEIA resources. Michigan Assessment Consortium (MAC) staff worked with volunteer arts educators and supervisors to administer MAEIA assessments, analyze student results, document instruction provided, and assemble a brief, coherent demonstration of

their effectiveness. Five topic guides were developed, including displaying data, documenting instruction, and administrator "look for's" to show what good arts instruction looks like. Topic guides were piloted with district arts educators and state arts education associations. These resources will be made available through short online/micro-credential courses for educators.

PRESENTERS: **EDWARD D. ROEBER**, *Consultant, Michigan Assessment Consortium*; **HEATHER VAUGHAN-SOUTHARD**, *MAEIA Director of Professional Learning, Michigan Assessment Consortium*

DISCUSSANT: **STUART KAHL**, *Founding Principal, Measured Progress, Inc.*

What Is School Quality: The Potential EWS to Inform School Accountability Under ESSA

Room: Aqua 310 (Level 3) | Strands: Identifying schools' needs and providing targeted support; Closing achievement gaps

We present research using a district EEWS (Extended Early Warning System) and highlight its ability to not only provide conventional student early warning flags, but more importantly systematic teacher and school-level information. Building on the conference theme of how assessment and accountability systems can support continuous improvement, we propose to present results related to how EEWS data can support assessment and accountability systems either through the School Quality Indicator or as systematic supplemental information. State plans present various measures, such as chronic absenteeism, teacher attendance, student surveys, college and career readiness, and various other academic and career related measures for use in the School Quality Indicator. Many of these indicators are consistent with data collected to for EEWS. EEWS data often provide more timely and dynamic indicators than accountability results which focus on summative results that are generally reported in the fall of the following school year.

PRESENTERS: **PETE GOLDSCHMIDT**, *Associate Professor, California State University Northridge*; **HEATHER GOODWIN**, *Interim Director, Assessment, Alford Unified School District*

MODERATOR: **SANDY SANFORD**, *Consultant, Consultant*

DISCUSSANT: **JAY TRUJILLO**, *Director Secondary Education, Jurupa Unified School District*

12:00 PM–1:30 PM

Lunch on your own

ROUNDTABLE SESSIONS

12:30 PM–1:15 PM

Developing Assessment and Data Literacy in California Educators to Inform Teaching and Learning*Room: Sapphire Ballroom A (Level 4) | Strands: Improving student achievement outcomes; Identifying schools' needs and providing targeted support*

California's legislature designed the California Assessment of Student Performance and Progress (CAASPP) system with the intent that the system would provide evidence that educators could use to inform and improve the policies, practices, and programs that underpin teaching and learning in districts and schools. The first assessments in that new system provided new kinds of results and opportunities for educators to use multiple sources of data, which was a significant change from California's previous assessment design. Leaders at the California Department of Education recognized that a deliberate, reflective, and collaborative approach to professional learning was essential if classroom teachers were to benefit from the new assessments. This session will highlight actions California's leadership has taken to collaboratively refine state provided professional learning in order to better meet the needs of its educators and use state assessment system results as a catalyst for improving teaching and learning for all students.

PRESENTERS: **DEBORAH V.H. SIGMAN**, *Director, Center on Standards and Assessment Implementation, WestEd*; **MICHELLE CENTER**, *Director, Assessment Development and Administration Division, California Department of Education*; **RACHEL PERRY**, *Director, Center for Student Assessment and Program Accountability (C-SAPA), Sacramento County Office of Education*

Developing Authentic Digital Math Assessments*Room: Sapphire Ballroom A (Level 4) | Strands: Improving student achievement outcomes; Engaging educators in ongoing improvement to teach all students*

With the shift to next-generation digital assessments, increased attention has focused on technology-enhanced assessments and items. However, many TEIs lack construct fidelity relative to the degree to which they mirror an authentic application of the construct or capture student responses using the tools they use in the classroom. This

study evaluated a digital assessment item format, which allows students to solve mathematics questions on a tablet using a digital pen. This digital ink approach allows students to hand write their responses while showing their work and intermediate steps in a digital format. Responses from 100 high school students in Ohio were obtained using the digital pen and were compared to both paper- and type-written response formats in a repeated measures design. This presentation will showcase the digital ink application, share examples of student work across the different response formats, and describe the results relative to student performance and preference.

PRESENTERS: **LAURIE DAVIS**, *Senior Director, Digital Assessment Research, ACT, Inc.*; **KRISTIN MORRISON**, *Research Scientist, I, ACT, Inc.*

Engaging Teachers to Create Opportunity for Excellence across the Curriculum. Develop a Truly Comprehensive Assessment System.*Room: Sapphire Ballroom A (Level 4) | Strand: Engaging educators in ongoing improvement to teach all students*

Districts struggle to create and maintain quality assessments for the many non-core courses. Orange County Public Schools, with a small assessment team, has led the district's teachers to create quality Common Final Exams (CFEs) for more than 800 courses not traditionally assessed. The Every Student Succeeds Act, requires that educators emphasize strategies to advance student achievement with effective instruction. States have provided quality assessments in a few core courses, but without quality, district-created assessments for the remaining courses, it is impossible to ensure that all students receive the benefit of a rigorous comprehensive curriculum. The presenters will share the methods, process, and materials used to lead teachers in creating aligned, psychometrically-valid summative district assessments across a staggering array of courses from Ceramics to Solar Galactic Astronomy.

PRESENTERS: **MICHELLE A. PAUL**, *Senior Administrator, Test Development and Measurement, Orange County Public Schools*; **KACY W. LIBERSAT**, *Senior Administrator, Test Development and Measurement, Orange County Public Schools*

ROUNDTABLE SESSIONS

12:30 PM–1:15 PM (cont.)

Ensuring Novice Teachers Are Equipped to Improve Student Achievement Outcomes: Implementing a New Mode of Licensure Assessment

Room: Sapphire Ballroom A (Level 4) | Strand: Improving student achievement outcomes

Ensuring that new teachers have the skills they need to teach competently is critical to improving student achievement outcomes. Initial teacher licensure exams are one important policy lever for ensuring beginning teachers have the skills they need to help all students learn from their first day as the teacher of record. This roundtable will describe a new type of performance assessment—the National Observational Teacher Exam (NOTE)—designed to assess novice teachers' ability to carry out three teaching practices associated with student learning outcomes. Presenters will share sample performances and promising validity evidence from a large-scale pilot of NOTE involving more than 498 teacher candidates. Attendees will be asked to discuss their views on the most promising and challenging aspects of this new assessment format as well as their reflections about how to use the assessment to support continuous improvement and teacher education efforts.

PRESENTERS: **COURTNEY A. BELL**, *Senior Research Scientist, Educational Testing Service*; **FRANCESCA M. FORZANI**, *Deputy Director, TeachingWorks, University of Michigan*

Exploring the Potential for Scoring State ELP Assessments with Diagnostic Classification Models for Providing Formative Feedback

Room: Sapphire Ballroom A (Level 4) | Strands: Monitoring student academic progress; Improving student achievement outcomes

English language proficiency assessments are a major source of information for states as they support their English language learners in making academic progress. While there is interest in these instruments to provide formative feedback that impacts instruction in the classroom, current scoring methods do not provide detailed enough scores to be of much usefulness. Diagnostic classification models (DCMs) may have potential in this regard, as they are a scoring approach designed to provide finer-grain information about students' mastery of individual abilities. Yet, the measurement conditions and interpretation of DCMs are

not the same as those of more common approaches, and questions remain as to whether their application to the state assessment context would be feasible or worthwhile. The discussants, including a state ELL assessment representative and a measurement researcher, will discuss their work investigating the potential uses of DCMs in state assessments and the questions that are faced.

PRESENTERS: **TERRI SCHUSTER**, *Title III Director, ELL Assessment, Nebraska Department of Education*; **ERIC SETOGUCHI**, *Graduate Researcher, UCLA CRESST*

Promoting Best Practices in Data Sharing and Utilization between Institutions of Higher Education and State Education Offices

Room: Sapphire Ballroom A (Level 4) | Strand: Improving student achievement outcomes

State K–12 education agencies (SEAs) and Institutes of Higher Education (IHE) are mutually dependent on data sharing to support their policy priorities. For example, a central priority for most SEAs is to promote student readiness for college and careers, which informs the design of K–12 assessment and accountability systems. To validate these assessment and accountability systems, SEAs must reach beyond K–12 data to evaluate postsecondary student outcomes. IHEs also rely on K–12 data, such when educator preparation programs seek to evaluate the efficacy of their teacher preparation programs by analyzing K–12 assessment scores for their program completers. In fact, this is a requirement for the IHE accreditation process. In this session, we will explore the challenges of establishing these critical two-way data pipelines between SEAs and IHEs and discuss promising practices and creative solutions to optimize this data sharing paradigm.

PRESENTERS: **CHRIS DOMALESKI**, *Associate Director, Center for Assessment*; **MALINA K MONACO**, *Director of Knowledge Management & Assessment, NC State University*

Reading Comprehension Assessment for Continuous Improvement

Room: Sapphire Ballroom A (Level 4) | Strand: Improving student achievement outcomes

Reading comprehension assessments typically identify which students comprehend well or not so well. They offer little instructionally useful information beyond that. In the development of a computer-administered reading comprehension assessment—The Multiple-Choice Online

Causal Comprehension Assessment (MOCCA)—the multiple-choice item has been reworked to increase sensitivity to instructional effects and to provide additional information for instructional differentiation in Grades 3–5. Evidence suggests MOCCA can be used as a universal screener with promise for progress monitoring. The first paper will describe the four innovative features that make MOCCA so informative to instruction. The second will describe psychometric results, including item response theory (IRT) and validity results. Both papers will review how results translate into information useful to continuous improvement efforts.

PRESENTERS: **GINA BIANCAROSA**, *Ann Swindells Chair in Education & Associate Professor, University of Oregon*

Scaffolding Mathematics Teachers and Students through the Formative Assessment Processes of Analyzing Student Work and Providing Feedback

Room: Sapphire Ballroom A (Level 4) | Strands: Engaging educators in ongoing improvement to teach all students; Improving student achievement outcomes

With the adoption of college- and career-ready standards, educators and administrators across have been tasked with providing mathematics curricula that goes beyond procedural skills to an emphasis on the development of higher order reasoning abilities and conceptual understanding in students. One approach advocated for helping to accomplish this involves the increased use of formative assessment. Despite this, our research has found that mathematics teachers struggle in the gathering and analysis of student work, the providing of feedback to students in relation to success criteria, and the relating of student solutions and errors to exemplars and success criteria. This session will focus on what we learned during a multi-year NSF funded study, describe the design features of the formative assessment performance tasks we developed, and reveal the results of our intervention study. Finally, we will discuss applications of our system for the development of new tasks by teachers or districts.

PRESENTERS: **DEBORAH LA TORRE**, *Research Associate, UCLA / CRESST*

Testing Accommodations: Access for All

Room: Sapphire Ballroom A (Level 4) | Strand: Monitoring student academic progress

As technology adoption continues throughout schools, students should have access to the same device and tools for both learning and assessment. For students with disabilities, this principle is equally paramount as learners should have access to the same assistive features and testing accommodations as used in their everyday learning. When new or unfamiliar accommodations are provided as substitutes for assessments, this can provide inconsistent feedback or data on student's overall academic progress. In this session, we will take a deeper look at the accessibility features built into Apple products (iPad, Mac) that are used by many for their learning and assessment needs in schools throughout the world. For more than 30 years, Apple has provided new and innovative solutions for persons with disabilities, allowing them to access and enjoy using the Mac, iPad, and other Apple technology.

PRESENTERS: **PATRICK PURCELL**, *Sr. Manager, Apple Education, Apple*; **JANETTE BARRIOS**, *Accessibility Marketing and Community Manager, Apple*

1:30 PM–3:00 PM

PLENARY

Room: Sapphire Ballroom C (Level 4)

How State Assessment Systems Can Support Student Learning

The commitment to equity is especially important at this pivotal moment in education as state education agencies (SEAs) are ready to put their comprehensive strategies into action and move forward with implementation of their plans for the Every Student Succeeds Act (ESSA). It is critical that SEAs monitor and evaluate whether the expected outcomes are playing out as states anticipated when they developed their ESSA consolidated plans, with a particular focus on students who are traditionally underserved. A well-designed high-quality assessment system can provide extensive and meaningful information that can be used in many ways to improve student academic outcomes, close achievement gaps, and engage educators in ongoing improvement to teach all students. This plenary session will be led by Carissa Moffat Miller, Executive Director at CCSSO, and will offer a range of perspectives and suggestions about how state assessment systems can support student learning.

PANELISTS: **JIM POPHAM**, *Professor Emeritus, UCLA*; **MICHAEL SIBLEY**, *Communication Director, Alabama Department of Education*; **MARY ANN SNIDER**, *Deputy Superintendent, Rhode Island Department of Education*; **ANGELICA INFANTE** (*invited*), *Deputy Superintendent, New York Department of Education*

MODERATOR: **CARISSA MOFFAT MILLER**, *Executive Director, Council of Chief State School Officers*

W. JAMES POPHAM



Professor Emeritus, UCLA Graduate School of Education and Information Studies

W. James Popham, Ph.D. has spent most of his educational career as a teacher at UCLA for nearly 30 years teaching courses in instructional methods for prospective teachers and courses in evaluation and measurement for graduate students. He has won several distinguished teaching awards at UCLA, and in January 2000, he was recognized by *UCLA Today* as one of UCLA's top 20 professors of the 20th century. In 1992, Dr. Popham took an early retirement from UCLA.

Acutely aware of the perishability of professors who failed to publish, Dr. Popham spent his non-teaching hours affixing words to paper, which resulted in over 200 journal articles and more than 30 books. Many of these books have been translated into Spanish, Portuguese, Arabic, French, Farsi, Chinese, Japanese, Korean, and Canadian.

Dr. Popham's most recent books include *Classroom Assessment: What Teachers Need to Know*, 8th Ed. (2017), *Mastering Assessment* (2011), and *Assessment for Educational Leaders* (2006), Pearson; *Evaluating America's Teachers: Mission Possible?* (2013), *Everything School Leaders Need to Know about Assessment* (2010), and *The ABCs of Educational Testing: Demystifying the Tools That Shape Our Schools* (2017) Corwin; *The Truth About Testing* (2001), *Test Better, Teach Better* (2003), *Transformative Assessment* (2008), *Instruction that Measures Up* (2009), and *Transformative Assessment in Action* (2011), ASCD; *America's "Failing" Schools* (2005), Routledge; and *Unlearned Lessons* (2009), Harvard Education Press.

In 1978, Dr. Popham was elected to the presidency of the American Educational Research Association (AERA). He was also the founding editor of *Educational Evaluation and Policy Analysis*, a quarterly journal published by AERA. A Fellow of the Association, he has attended each year's AERA meeting since his first in 1958.

In 1968, Dr. Popham established IOX Assessment Associates, an R&D group that formerly created statewide student achievement tests for a dozen states. Additionally, the National Council on Measurement in Education in 2002 presented him with its Award for Career Contributions to Educational Measurement. Dr. Popham was appointed to the National Assessment Governing Board in 2009 by Secretary of Education, Arne Duncan, and in 2014, he received an honorary doctorate of public service from his alma mater, the University of Portland in Oregon.

MICHAEL O. SIBLEY



Director of Communications Alabama Department of Education

As Director of Communications for the Alabama Department of Education, Michael Sibley leads the team responsible for communicating education policies, programs and events with state and national news media, as well as internal and external publics and other education advocacy groups.

Prior to joining the State Department of Education, Michael served as Director of Publications in Tuskegee University's Public Relations and Marketing department. His responsibilities included overseeing and coordinating the development of internal and external communications, managing costs for an efficient publications schedule and cultivating marketing tactics to increase interest and enrollment at Tuskegee University.

Before accepting the position at Tuskegee University, he worked as Director of Communication for Guilford Capital Corporation – an investment banking firm in Montgomery, AL. There Michael was responsible for the design and development of all company marketing material, the creation, purchasing and placement of advertisements in trade publications, as well as industry press releases and quarterly/ annual investor reports.

Michael began his career in Communications and Public Relations as the Director of Public Relations for Troy University where his responsibilities included being a media liaison and spokesperson for Troy University as well as editor, writer and layout/ designer for the Troy University System Magazine. Michael accepted the position at Troy University after serving as a news reporter for *The Messenger*, a daily newspaper in Troy, AL.

Michael earned a Bachelor's degree in Journalism and Public Relations from Troy University; a Master's degree in Management from Troy University Montgomery; and a Doctorate in Education Leadership, Policy, and Law from Alabama State University.

Michael is a founding member of Unity United Church of Christ in Montgomery and the Troy Alumni Chapter of Kappa Alpha Psi, Fraternity Inc. and a member of Leadership Montgomery. He lives in Montgomery, AL, and he has three daughters, Bria, Lauren and London.

MARY ANN SNIDER



As Deputy Commissioner at the Rhode Island Department of Education Mary Ann Snider believes that her primary purpose is to create conditions that open possibilities for all students in Rhode Island. In this role, she ensures that all parts of the education system can deliver on that promise within a coherent system of incentives and supports that address the needs of every student.

The critical role of leadership and teacher practice have shaped Rhode Island's work most recently. The state has made commitments to strengthen leadership within a public/private partnership and redesigning its professional learning system so that preparation and ongoing professional growth are of high quality. The academic agenda is now squarely focused on teaching and learning.

Rhode Island schools are creating pathways for students using high quality curriculum and resources while ensuring that student-centered learning opportunities are in place. Ms. Snider has more than twenty-five (25) years of state experience in leading policy and programs. She began her career as a special education teacher in Rhode Island and Massachusetts.

CARISSA MOFFAT MILLER



Carissa Moffat Miller was named the Executive Director of the Council of Chief State School Officers (CCSSO), effective March 19, 2018. Known for her deep understanding of education policy at the state and national levels, Carissa is committed to working with state chiefs to ensure all students have the opportunity to graduate from high school prepared for college, careers and life.

Carissa previously served as the Deputy Executive Director of Membership and Outreach at CCSSO where she oversaw all work of the membership services, leadership academy, advocacy, communications, and data and information services departments. Prior to joining CCSSO in 2013, Carissa served as a deputy superintendent at the Idaho State Department of Education and led the implementation of statewide online testing for the Idaho State Board of Education.

As a first-generation college graduate, Carissa understands the importance of education, and works every day to make sure every child has the same opportunity to succeed and thrive. She holds a Ph.D. in education from the University of Idaho, a master's degree in sociology from the University of Wyoming, and a bachelor's degree in journalism from the University of Nebraska-Lincoln. She currently lives in Bethesda, MD with her husband Clark and two daughters, Sydney and Kendley.

3:00 PM–3:30 PM

Afternoon Session Break

Room: Sapphire Ballroom A (Level 4)



3:30 PM–4:30 PM

Designing a Comprehensive Assessment System

Room: Sapphire 411 (Level 4) | Strands: Improving student achievement outcomes; Engaging educators in ongoing improvement to teach all students

The design and implementation of a comprehensive assessment system is an ongoing process and requires a commitment by practitioners and policy makers to develop a shared understanding of what each assessment's purpose and use should be. This presentation will describe the attributes and benefits of designing a comprehensive system and highlight a tool developed to help states and districts systematically develop and implement a comprehensive and balanced assessment system. The Assessment System Visualizer (ASV) is an online, interactive tool intended to build the capacity of individuals seeking to analyze the components of their assessment systems and make decisions about how to improve them. The ASV lets you privately input data you collect about the assessments administered in your state, district, school, or classroom, and then immediately creates data visualizations around key variables and/or questions, to illuminate patterns in how balanced, comprehensive, or broadly/narrowly focused the assessment system is.

PRESENTERS: **BRYAN HEMBERG**, Assistant Director, Center on Standards & Assessment Implementation - WestEd; **DEBORAH V.H. SIGMAN**, Director, Center on Standards and Assessment Implementation, WestEd; **COREY GREENLAW**, Director of Assessment, Data & Grants, Fresno County Office of Education

Developing a Common Language to Understand Content Complexity for Alignment Studies of the NGSS

Room: Aqua Salon D (Level 3) | Strands: Improving student achievement outcomes; Monitoring student academic progress

The Next Generation Science Standards (NGSS), which outline ambitious three-dimensional learning expectations for all students, have the potential to transform science education. Alignment methodologies and criteria that fit the NGSS' three-dimensional structure are needed. Central to this effort is the development of a clear and shared conceptualization of the

content complexity within the NGSS. NGSS alignment challenges related to content complexity include a) multidimensional content standards and assessment items, b) the possibility of multiple interpretations of complexity for the same standards, especially when considering instructionally useful contexts (e.g., "phenomena" and "bundling," and c) sets of items (vs. individual items) as a unit of analysis. Presenters from Achieve, WCEPS/ WebbAlign, the Center for Assessment, and the Delaware Department of Education will describe efforts to define alignment criteria, focusing on the development of a common language to allow educators and assessment developers to communicate effectively about the content complexity within the NGSS.

PRESENTERS: **ANEESHA BADRINARAYAN**, Associate Director, Science, Achieve; **APRIL MCCRAE**, STEM Coordinator, Delaware Department of Education; **SARA C. CHRISTOPHERSON**, Director of WebbAlign, Wisconsin Center for Education Products and Services

DISCUSSANT: **BRIAN GONG**, Senior Associate, Center for Assessment

Improving Student Achievement Begins in Kindergarten

Room: Aqua 300 (Level 3) | Strands: Monitoring student academic progress; Improving student achievement outcomes

As success for all students remains the educational focus for state leaders, districts, and educators, continuous monitoring of academic progress toward career and college readiness (CCR) in the early elementary years is vital in making informed decisions about educational quality, teaching, and learning. Michigan's Early Literacy and Mathematics Benchmark Assessment (ELMBA) in kindergarten, first grade, and second grade is primed and ready to support the implementation of Michigan's Every Student Succeeds Act (ESSA). The ELMBA is a computer-based assessment tool aligned to CCR standards and provides individual progress monitoring of student learning, which drives individualized student instruction ensuring every child has access to a high-quality P-20 system. Follow Michigan through the process of designing, developing, and implementing part of a balanced assessment system for students in the early elementary years and investigate the relationship between second- grade Early Literacy and Mathematics Benchmark Assessment performance to third-grade M-STEP summative academic performance.

PRESENTERS: **SUZANNE HINDMAN**, ELA Content Specialist, Smarter Balanced Assessment Consortium; **JULIE MURPHY**, K–5 Education Assessment Specialist, Michigan Department of Education

MODERATOR: **KARA COURTNEY**, Director, Test Development, Data Recognition Corporation (DRC)

Price, Cost, and Value: How Schools, States, and the Educator Preparation Accreditor Can Invest in Data to Support Student Achievement

Room: Aqua Salon E (Level 3) | Strands: Improving student achievement outcomes; Engaging educators in ongoing improvement to teach all students

Actionable education data comes at a cost that exceeds the actual price. From a student achievement standpoint, the price of assessments, personnel, and technology is dwarfed by costs like teacher and student time that could be spent on instruction. This presentation discusses how data collection, analysis, and sharing can be approached as an investment. The Research Director of the Kentucky Center for Education and Workforce Statistics, recently highlighted by the Data Quality Campaign for high-quality data governance, will demonstrate how data can be presented in different ways and shared with stakeholders to ensure high return on investment. A high school teacher will explain how the state's data can help individual teachers and schools improve student achievement and post-secondary transition outcomes. Finally, a researcher from the Council for the Accreditation of Educator Preparation will demonstrate how existing data from a variety of sources can support continuous improvement in P–12 educator preparation.

PRESENTERS: **KIM WALTERS-PARKER**, *Reading Specialist, Woodford County Public Schools, Versailles, KY*; **JENNIFER CARINCI**, *Accreditation Director, Research and Engagements, Council for the Accreditation of Educator Preparation*; **JESSICA CUNNINGHAM**, *Research Director, Kentucky Center for Education and Workforce Statistics*

Principled Approaches to Standard Setting: Benchmarked and Embedded Standard Setting

Room: Sapphire 410 (Level 4) | Strand: Monitoring student academic progress

Modern approaches to assessment design such as Evidence Centered Design and Assessment Engineering provide principled frameworks for designing, producing, and delivering assessments. These approaches assert that valid operationalization of a construct is predicated on achievement level descriptors (ALDs)—content based statements of what students in each achievement level should know and be able to do—and items whose response demands align with the ALD that corresponds to their location on a score scale. Two presenters will describe two principled approaches to standard setting: creating Benchmarked cut scores and Embedded cut scores. A discussant will (a) review the theory and rationales associated with benchmarked and embedded cut scores from a principled

point of view, and (b) evaluate the evidence provided by both presenters regarding the degree to which it supports claims about the valid interpretation of performance standards and achievement levels generated from these two approaches to standard setting.

PRESENTERS: **STEVE FERRARA**, *Senior Advisor for Measurement Solutions, Measured Progress*; **ROBERT COOK**, *ACT, Inc.*

DISCUSSANT: **MARY PITONIAK**, *Strategic Advisor, Statistical Analysis, ETS*

Statewide Collaboration As a Key to Improving Student Achievement Outcomes: Building a Strong Team to Promote Equitable Practices in Student Learning

Room: Aqua Salon C (Level 3) | Strands: Closing achievement gaps; Improving student achievement outcomes

To address the significant racial achievement gap and promote an equitable education system, the state of Wisconsin is using funding from the 2015 Statewide Longitudinal Data System (SLDS) grant to build a collaborative group to discuss and address this high priority. This group includes cross-agency Department of Public Instruction consultants, University of Wisconsin researchers, and several subcommittees including stakeholders from across the state to advise and recommend best practices around equitable education in Wisconsin. The grant focuses on two priority areas, research and instructional support, with a common goal of improving student achievement outcomes through the use of student assessment data in the classroom to guide instruction. This grant has allowed the state to conduct research around successful equitable learning practices as well as provide a plethora of professional development opportunities, tools, and resources around implementing formative assessment practices to provide learning opportunities for all students to be successful.

PRESENTERS: **BRADLEY CARL**, *Evaluation Collaborative Researcher, University of Wisconsin-Madison*; **LAUREN ZELLMER**, *Education Consultant, Formative Assessment, Wisconsin Department of Public Instruction*; **ERIC GRODSKY**, *Researcher, University of Wisconsin-Madison*

MODERATOR: **KIM RENIERO**, *Project Manager, Wisconsin Department of Public Instruction*

3:30 PM–4:30 PM (cont.)

Track Student Progress and Inform Continuous Improvement with the NAEP Data Explorer

Room: Aqua 310 (Level 3) | Strand: Monitoring student academic progress

As part of the Every Student Succeeds Act (ESSA), state education agencies have new goals and opportunities to monitor and evaluate whether their improvement plans are yielding expected outcomes. A key component to monitoring the achievement of these important goals is to gather and analyze data quickly and efficiently. The National Assessment of Educational Progress (NAEP) makes available important data on student progress as well as contextual information related to the environments in which students learn. NCES has recently undertaken redesigning NAEP's online data analysis tools, and using these tools can provide valuable pathways for state agencies to efficiently inform their improvement plans. During this session, the panel will describe best practices for analyzing data using the newly redesigned NAEP Data Explorer (NDE) and will provide examples of how they use the data from NDE to inform progress toward meeting or establishing new improvement goals.

PRESENTERS: **ROBERT FINNEGAN**, *Project Director, Educational Testing Service*; **JASON NICHOLAS**, *Senior Study Director, Westat*; **JULIE WILLIAMS**, *NAEP State Coordinator, California Department of Education*

Using School Report Cards to Support Improvement: A Case Study on the Implementation of Louisiana's New Report Card

Room: Aqua Salon A (Level 3) | Strands: Identifying schools' needs and providing targeted support; Monitoring student academic progress

As states move from planning to implementation of their ESSA accountability systems, it will be critical that they identify methods to provide actionable data to educators and stakeholders for improvement. This session will present lessons learned from a case study on Louisiana's efforts to design and support the use of a new school report card. It is intended to help SEA staff identify opportunities to support continuous improvement within their own state.

PRESENTERS: **RYAN REYNA**, *Senior Associate, Education Strategy Group*; **JESSICA BAGHIAN**, *Assistant Superintendent of Assessment, Accountability, and Analytics, Louisiana Department of Education*

What Cognitive Science Can Tell Us about Technology-Enhanced Item Design: Foundational Principles and Empirical Findings

Room: Sapphire 400 (Level 4) | Strands: Improving student achievement outcomes; Closing achievement gaps

Increasing use of technology-enhanced item types in state assessments raises new questions about how they affect test-taker cognition. This session will provide an overview of ongoing research that aims to answer these questions by applying cognitive science principles and empirical findings. In the first part of the session, the audience will be introduced to research from the cognitive science literature as a theoretical framework to inform the design of technology-enhanced items. In the second part, researchers will describe the results of two empirical studies that examined test-taker cognitive processes and performance in multiple-selection multiple-choice items and four variations of grid items. The discussion will explore the implications regarding the design of technology-enhanced items for operational assessments, understanding student achievement outcomes, and the potential to reduce testing time by selecting item types that elicit the same content in a more efficient manner.

PRESENTERS: **MADELEINE KEEHNER**, *Managing Senior Research Scientist, Educational Testing Service*; **JUNG AA MOON**, *Associate Research Scientist, Educational Testing Service*

DISCUSSANT: **MICHELLE MCCOY**, *Assessment Design Manager, ELPA21, ELPA21 Consortium*

What Do Educators Need to Know about Accessibility Features and Accommodations?

Room: Aqua Salon F (Level 3) | Strands: Engaging educators in ongoing improvement to teach all students; Identifying schools' needs and providing targeted support

Because of a recent shift in how policymakers view accessibility, accessibility features are available to more students than ever before. However, some educators are unsure how to use new accessibility features on assessments and during instruction to improve educational outcomes for their students. This session starts by exploring results of a survey about accessibility features that over 2,000 educators completed. Despite most respondents claiming that they felt confident making decisions about accessibility features, the results show that a large number of educators are not satisfied with the academic and professional training that they have received on the topic. State representatives will

respond to these results by highlighting successful strategies they have used to address these professional development needs. The ensuing discussion will allow session participants to voice their opinions about the training that educators need to be able to select and implement optimal accessibility features for their students.

PRESENTERS: **ERIK LARSON**, *Research Assistant, National Center on Educational Outcomes*; **NANNETTE PENCE**, *Education Specialist, Alabama State Department of Education*; **ANDREW HINKLE**, *Educational Consultant, Office for Exceptional Children, Ohio State Department of Education*

MODERATOR: **MARTHA THURLOW**, *Director, National Center on Educational Outcomes*

5:30 PM–7:30 PM

Evening Reception

Location: FOX Sports Grill, Promenade Level

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7:30 AM–11:00 AM

Exhibit Hall*Room: Sapphire Ballroom A (Level 4)*

8:00 AM–9:00 AM

Continental Breakfast*Room: Sapphire Ballroom A (Level 4)*

8:00 AM–10:30 AM

Registration and Information*Room: Sapphire Foyer (Level 4)*

9:00 AM–10:30 AM

Addressing the 1% Cap and Waiver Requests through Data Analyses*Room: Aqua Salon D (Level 3) | Strands: Monitoring student academic progress; Identifying schools' needs and providing targeted support*

The 1% cap for alternate assessments based on alternate academic achievement standards (AA-AAS) no longer is an accountability cap. Instead of a 1% cap on the percentage of the total tested population that could count as proficient on the AA-AAS, the Elementary and Secondary Education Act now has placed a 1% cap on the state-level participation rate for the AA-AAS. This session will highlight participation data showing that more than half of the states have more than 1% of their students at the state level participating in the AA-AAS. It will show how states can examine their data on students who participated in the AA-AAS to inform their participation guidelines and definitions of students with the most significant cognitive disabilities. It will also highlight how states can use their data reviews in their requests for a waiver for the 1% cap on AA-AAS participation.

PRESENTERS: **YI-CHEN WU**, *Research Associate, University of Minnesota/National Center on Educational Outcomes;*

JOHN JAQUITH, *Assessment Consultant for Students with Disabilities, Michigan Department of Education;* **JENNIFER DUGAN**, *Director of Statewide Testing, Minnesota Department of Education*

MODERATOR: **MARTHA THURLOW**, *Director, National Center on Educational Outcomes*

Aligned to What: Complex Content Standards As Targets for Assessment Design and Alignment Evaluation.*Room: Aqua Salon A (Level 3) | Strands: Improving student achievement outcomes; Monitoring student academic progress*

Focusing on alignment may have contributed to past improvements in the clarity of standards and, to some degree, to their representation in assessments, but the more complex domain representations found in the Common Core State Standards (CCSS) and especially the Next Generation Science Standards (NGSS) cannot be addressed with current alignment methods. Additionally, the increased use of principled assessment design approaches demand purposeful representation of knowledge and skills rather than assessment design based on a domain-sampling model. The combination of these two reforms has led content and measurement experts to rethink how best to evaluate the degree to which the assessment fairly represents learning expectations. This interactive symposium brings together leading experts in alignment and standards-based assessment to discuss proposals for dealing with this tension, ranging from minor adjustments to more radical re-conceptualizations of how we gather and evaluate alignment evidence.

PRESENTERS: **SCOTT MARION**, *President and Executive Director, National Center for the Improvement of Educational Assessment, Inc;* **ELLEN FORTE**, *CEO & Chief Scientist, edCount, LLC;* **ANEESHA BADRINARAYAN**, *Associate Director, Science, Achieve;* **TAMARA SMOLEK**, *Science Education Research Consultant, Michigan Department of Education*

9:00 AM–10:30 AM (cont.)

CCSSO's New Definition of Formative Assessment and Its Impact on Statewide Educator Professional Learning

Room: Aqua Salon F (Level 3) | Strands: Engaging educators in ongoing improvement to teach all students; Improving student achievement outcomes; Closing achievement gaps

Ten years ago, FAST SCASS defined formative assessment as practices used daily by teachers to improve instruction and learning. CCSSO's definition became the *de facto* U.S. definition, leading many states to promote use of formative assessment practices by educators. In 2017, FAST revisited its definition: "Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners." FAST states will describe how they promoted this definition in their work with teachers/leaders. Michigan revised its FAME program. Arizona transformed its Balanced Assessment Framework and communications about formative assessment within an assessment system. Hawaii used the definition linking it to a strong assessment definition, PD, and teacher collaboration. South Dakota promoted common understanding of formative assessment and what it looks like.

PRESENTERS: **KIMBERLY YOUNG**, *Formative Assessment Specialist, Michigan Department of Education*; **SUZI MAST**, *Director of K-12 Mathematics and Educational Technology Standards, Arizona State Department of Education*; **MONICA MANN**, *Consultant, Hawaii Department of Education*; **JOE MORAN**, *Consultant, South Dakota Department of Education*

MODERATOR: **MARGARET HERITAGE**, *Consultant, Heritage Consulting Inc.*

DISCUSSANT: **MARGARET HERITAGE**, *Consultant, Heritage Consulting, Inc*

Helping Districts Design Balanced Assessment Systems

Room: Aqua Salon E (Level 3) | Strands: Engaging educators in ongoing improvement to teach all students; Identifying schools' needs and providing targeted support

The District Assessment System Design Toolkit, developed by the Center for Assessment, was used to guide a process

of designing a district assessment system or evaluating and improving an existing one. This session will describe the pilot of the Toolkit, facilitation process, and results of using the Toolkit in several sites. The Michigan Assessment Consortium identified potential school districts (coordinated by their ISDs), provided facilitators, experienced the facilitated process, and communicated feedback on how the process and the Toolkit could be enhanced. Each school/district design team included leadership and frontline practitioners, ensuring the design buy-in and meeting all stakeholders' needs. A suggested list of district and school team members was provided. District and school leadership identified who would serve on the teams. In each district, three afternoon or evening meetings of 3–4 hours duration were facilitated using detailed agendas to assure complete coverage of all pertinent topics.

PRESENTERS: **JOSEPH MARTINEAU**, *Senior Associate, Center for Assessment*; **STEVEN SNEAD**, *Supervisor of Curriculum and Assessment, Oakland Schools*; **ELLEN VORENKAMP**, *Assessment Consultant, Wayne RESA*

MODERATOR: **KATHY DEWSBURY-WHITE**, *President/CEO, Michigan Assessment Consortium*

DISCUSSANT: **KATHY DEWSBURY-WHITE**, *President/CEO, Michigan Assessment Consortium*

Implications of ESSA on Career Readiness: Expanded Opportunities for Improving Student Achievement Outcomes

Room: Aqua 300 (Level 3) | Strands: Improving student achievement outcomes; Closing achievement gaps

This session will discuss what it means to be 'career ready' and share innovative approaches and resources for identifying whether students are career ready. This topic is particularly relevant as the new ESSA legislation allows expanded opportunities for improving student achievement outcomes through career readiness pathways. Presentations will include an overview of the ASVAB Career Exploration Program (CEP) and the Kentucky Occupational Skills Standards Assessment (KOSSA) as two approaches to career exploration and assessment of career readiness.

PRESENTERS: **ANDREA SINCLAIR**, *Program Manager, HumRRO*; **SHANNON SALYER**, *Executive Program Manager, ASVAB CEP, Defense Personnel Assessment Center in the Office of People Analytics*; **JAN BELL**, *Career Specialist, Tulsa Technology Center*; **PAMELA MOORE**, *Division Director, College and Career Readiness, Kentucky Department of Education*

English Language Proficiency Standards for English Learners with Significant Cognitive Disabilities: A Process, Outcomes, and Assessment Implications

Room: Sapphire 411 (Level 4); Strand(s) Closing achievement gaps; Improving student achievement outcomes

States are required to develop alternate assessments of English language proficiency (ELP) for English learners (ELs) with significant cognitive disabilities. The ELP standards measured by these assessments must be relevant and appropriate for the students, in addition to being aligned to grade-level expectations, meaningful, rigorous, coherent, and measurable. This session describes an approach to identifying and verifying a set of ELP standards appropriate, relevant, and critical for ELs with significant cognitive disabilities and implications for assessment. The approach was collaborative and involved CCSSO and numerous states, with input from teachers, representatives of ALTELLA, DLM, ELPA21, MSAA, and WIDA, as well as national experts on ELs and students with disabilities. In addition to the standards and assessment implications, outcomes of discussions about the characteristics of the student population, their instruction and assessment, and what English language, ELP, and college and career readiness mean for these students also will be presented.

PRESENTERS: **EDYNN SATO**, *State Education Consulting LLC*; **LESLIE HUFF**, *Washington Office of Superintendent of Public Instruction*; **AUDRA AHUMADA**, *Arizona Department of Education*

DISCUSSANT: **SANDRA WARREN**, *CCSSO ASES SCASS*

Innovative Assessment and Accountability Systems That Support Continuous Improvement Under ESSA: Practical Considerations and Early Research

Room: Aqua 310 (Level 3) | Strand: Improving student achievement outcomes

The Every Student Succeeds Act authorizes a pilot program that allows up to seven states to apply for a waiver from federal assessment and accountability regulations. These innovative assessment and accountability systems are important because they have the potential to re-align state assessment systems in such a way that there is coherence between the underlying theory of learning, goals, and purposes for the assessment system, and the design of the assessment system. This allows for positive feedback loops to occur through the curriculum, instruction, and assessment cycle, and for efficiency in the

number of assessments required to inform stakeholders about students' progress towards proficiency. However, there has been little focused work on specifying the practical considerations related to the design and implementation of innovative systems, as well as the relationship between key elements of such systems, student achievement outcomes, and continuous improvement. This symposium presents practical insights on these critical issues.

PRESENTERS: **DAN FRENCH**, *Executive Director, Center for Collaborative Education*; **CARLA M. EVANS**, *University of New Hampshire*; **JOSHUA MARLAND**, *Director of Data Strategy, Education Analytics*

DISCUSSANT: **PAUL LEATHER**, *Director for State and Local Partnerships, Center for Innovation in Education*

Language Assessments for Special Populations

Room: Sapphire 410 (Level 4) | Strands: Improving student achievement outcomes; Closing achievement gaps

Assessing language is a complex task, particularly when students are simultaneously learning the language of the assessment. In this session, we will share findings from two cognitive lab studies designed to investigate how students interact with two newly developed language assessments. One study will focus on student performance and general accessibility considerations for Spanish-speakers and Spanish-learners taking the California Spanish Assessment. Another study will focus on accessibility and usability considerations for English learners with disabilities taking the English Language Proficiency Assessments for California. Recommendations for the future of assessing language for these students will be shared.

PRESENTERS: **DANIELLE GUZMAN-ORTH**, *Research Scientist, Educational Testing Service*; **ALEXIS A. LOPEZ**, *Research Scientist, Educational Testing Service*; **TRACI ALBEE**, *Education Research & Evaluation Administrator, California Department of Education*

DISCUSSANT: **KENJI HAKUTA**, *Principal Investigator for ELPA21, Understanding Language*

9:00 AM–10:30 AM (cont.)

NGSS Claim and Subclaim Models

Room: Aqua Salon C (Level 3) | Strands: Improving student achievement outcomes; Monitoring student academic progress

The NGSS have created a common platform for states to make diverse decisions related to claims and subclaims for their large-scale assessment programs. While there is relatively consistent focus for the overall claim descriptions, emphasizing scientific literacy of students to apply science and engineering practices and crosscutting concepts to explain phenomena and design solutions to problems in the natural and the designed world, states have varied approaches for subclaims. The key decision influences are instructional emphases and test design constraints. At least three models for subclaims have emerged: 1) Overall Claim, and Disciplinary Core Idea Domain focused subclaims, 2) Overall Claim and subclaims based on groupings of SEPs and CCCs, and 3) Overall Claim only. Presenters from three states, that have each made principled based, but different, decisions, will explain their models, the decision making process to determine their model, and test design implications for the models.

PRESENTERS: **APRIL MCCRAE**, *STEM Coordinator, Delaware Department of Education*; **DAWN COPE**, *Science Assessment Lead, Washington State Office of Superintendent of Public Instruction*; **JAN SIBLEY**, *Supervisor, Assessment Development and Support, Louisiana Department of Education*

MODERATOR: **KEVIN KING**, *Senior Assessment Manager, WestEd*

DISCUSSANT: **CINDA PARTON**, *Senior Assessment Manager, WestEd*

Promote Innovative Approaches to Improve Student Assessments

Room: Sapphire 400 (Level 4) | Strands: Improving student achievement outcomes; Engaging educators in ongoing improvement to teach all students

With the implementation of the Every Student Succeeds Act, many states have promoted innovative approaches in the design of their assessment system with more authentic measures of the content standards for college/career readiness. These approaches engage educators and students in ongoing improvements of academic outcomes. Four presenters will discuss their work in this area: (1) the design of the Essay Profile Method based on a hybrid model in standard setting and its application for redesigned SAT Essay

test; (2) the application of the Wright Map method to develop achievement descriptions on a continuum of increasing abilities resulting in targeted instructional strategies; (3) the methodology for developing media simulations that provides rich and interactive measures in an online format to determine career interest and ability; and (4) the examination of the impact of a newly-developed MAP Reading Fluency Assessment on reading comprehension for students in K–3 to pinpoint student diagnostic needs.

PRESENTERS: **SHUDONG WANG**, *Senior Research Scientist, Northwest Evaluation Association*; **MATTHEW SCHULZ**, *Lead Psychometrician, Smarter Balanced Consortium Assessment*; **THERESA BENNETT**, *Director, Office of Assessment, Delaware Department of Education*; **PATRICK GAVAN O'SHEA**, *Director, Private Sector Talent Management, Human Resources Research Organization (HumRRO)*; **LIRU ZHANG**, *Psychometrician, Delaware Department of Education*; **HILLARY MICHAELS**, *Director of Educational Research and Evaluation, HUMRRO*

MODERATOR: **LIRU ZHANG**, *Psychometrician, Delaware Department of Education*

10:30 AM–11:00 AM

Coffee Break

Room: Sapphire Ballroom A (Level 3)

11:00 AM–12:00 PM

Academic Growth and Gaps for Specific Student Subgroups on State Accountability Tests

Room: Aqua Salon C (Level 3) | Strands: Monitoring student academic progress; Closing achievement gaps

We report recent results of studies conducted by the National Center on Assessment and Accountability for Special Education (NCAASE) and provide critical information for educators, State Education Agency personnel and policy-makers about achievement growth for student subgroups including students with disabilities (SWD) and English learners (EL). As states and districts move forward with their assessment and accountability systems under the Every Student Succeeds Act (ESSA), educators need information on how to measure student growth, how growth differs by student subgroup, and the best methods for measuring and visualizing achievement gaps. Three researchers and a discussant describe center results including (a) longitudinal

performance of students with specific learning disabilities (SLD) on a state test using both proficiency and scale score change, (b) the interaction of SLD and EL status on longitudinal achievement and the size of achievement gaps, and (c) cross-sectional vs. longitudinal portrayals of college and career readiness for SWD.

PRESENTERS: **ANN C. SCHULTE**, *Research Professor, Arizona State University*; **JOSEPH J. STEVENS**, *Professor, University of Oregon*; **GERALD TINDAL**, *Professor, University of Oregon*

DISCUSSANT: **MARTHA THURLOW**, *Director, National Center on Educational Outcomes*

Advancing Multidimensional Science Assessment Design: A View through Two Lenses

Room: Aqua Salon D (Level 3) | Strands: Improving student achievement outcomes; Engaging educators in ongoing improvement to teach all students

Presenters will share the progress, goals, and national significance of two multi-state projects recently funded through the US Department of Education's Enhanced Assessment Grants (EAG) program: Strengthening Claims-based Interpretations and Uses of Large-scale Science Assessment Scores (SCILLSS) and Innovations in Science Map, Assessment, and Report Technologies (I-SMART). SCILLSS and I-SMART focus on the three-dimensional approach to science education established in the Next Generation Science Standards (NGSS). These projects are creating standards-aligned, evidence-based frameworks and resources to support the development and evaluation of high-quality science assessment systems for all students: SCILLSS focuses on general assessment, while I-SMART focuses on alternate assessment and assessment of struggling learners. Presenters will share how these projects are applying current research, theory, and best practice to maximize all students' achievement in science and will include updates on SCILLSS and I-SMART project processes, current developments, short- and long-term goals, as well as significance to the field.

PRESENTERS: **RHONDA TRUE**, *Enhanced Education Grant Coordinator/Assessment, Nebraska Department of Education*; **GAIL TIEMANN**, *Research Associate, University of Kansas*; **MARSIE TORCHON**, *Program Specialist, Maryland State Department of Education*

Collaborative Scoring of Constructed-Response and Performance Assessments by Local Educators

Room: Sapphire 410 (Level 4) | Strands: Monitoring student academic progress; Engaging educators in ongoing improvement to teach all students

Major impediments to district use of performance or constructed-response assessments are lack of trust in teacher self-scored assessments (due to lack of scorer training) and the cost central to scoring. Yet, teacher scoring of student work is among the most powerful professional learning teachers can engage in. How can better local scoring be provided in a cost-effective manner? The Michigan Assessment Consortium (MAC) addressed these challenges in its Collaborative Scoring System, part of a statewide assessment in the arts (Michigan Arts Education Instruction and Assessment). While the project focuses on the arts, its implications transcend all curriculum areas. A state could provide model assessments and rubrics for local educator use. This would provide quality assessments at a relatively low cost. Barriers to the use of assessments with written, audio, or video responses can be substantially lowered, thus making such assessments a feasible part of a state- or district-balanced approach to assessment.

PRESENTERS: **EDWARD D. ROEBER**, *Consultant, Michigan Assessment Consortium*; **HEATHER VAUGHAN-SOUTHARD**, *MAEIA Director of Professional Learning, Michigan Assessment Consortium*; **SHARON OBERLEITNER**, *CEO, Behavior Imaging Solutions*

MODERATOR: **EDWARD D. ROEBER**, *Consultant, Michigan Assessment Consortium*

DISCUSSANT: **STUART KAHL**, *Founding Principal, Measured Progress, Inc.*

11:00 AM–12:00 PM (cont.)

Comparability of ELPA Assessments Under ESSA Peer Reviews

Room: Sapphire 400 (Level 4) | Strands: Improving student achievement outcomes; Monitoring student academic progress; Closing achievement gaps

In order to monitor student academic progress over time and to close achievement gaps, it is critical that state assessment and accountability systems provide scores that can be justifiably and meaningfully compared across time and test administration modes. This is particularly so for English learners (ELs) who not only are expected to learn challenging academic content but also need to become proficient in academic English in order to improve their academic achievement outcomes. The goal of this session is to provide states with an overview of common comparability issues specifically related to ELPA assessments as well as the strategies state representatives from a consortium are employing to collaborate and prepare for the upcoming first round of peer reviews. Representatives from two states and the consortium will share their experiences and lessons learned, along with information states may wish to consider as they prepare for their own peer review submissions.

PRESENTERS: **HEATHER VILLALOBOS PAVIA**, *English Learner Assessment Specialist, Colorado Department of Education*; **LORI MORRIS**, *Director of Assessment Design, Tennessee Department of Education*; **CARSTEN WILMES**, *Assessment Director, WIDA Consortium, University of Wisconsin-Madison*

MODERATOR: **BARRY PEDERSEN**, *Assessment Coordinator, Illinois State Board of Education*

Development of a Smarter Balanced Diagnostic Assessment to Assess Grade-Level Readiness and Summer-Learning Loss in Math

Room: Sapphire 411 (Level 4) | Strands: Closing achievement gaps; Improving student achievement outcomes

Recent research suggests that a good portion of the achievement gap among various subgroups is related to loss of academic skills and knowledge over the summer. In early elementary, students often close achievement gaps by the end of the school year only to enter the following grade behind. Goldschmidt (2014) found that between Kindergarten and 2nd grade, students are able to close initial achievement gaps. Starting in 2nd grade, the achievement gaps begins

to accumulate over time. A common response to summer-learning loss is for teachers to identify substantive areas of academic loss and subsequently to reteach material so students have reasonable opportunities to master grade-level material. We present results from a multi-district study piloting a Smarter Balanced, aligned assessment specifically designed to assess student summer-learning loss and efficiently provide teacher formative results to assist in differentiating instruction appropriately during the first two weeks of school.

PRESENTERS: **PETE GOLDSCHMIDT**, *Associate Professor, California State University Northridge*; **SANDY SANFORD**, *Consultant, Consultant*; **JAY TRUJILLO**, *Director Secondary Education, Jurupa Unified School District*

MODERATOR: **MICHAEL MCCORMICK**, *Superintendent, Val Verde Unified School District*

DISCUSSANT: **HEATHER GOODWIN**, *Interim Director, Assessment, Alford Unified School District*

Gaining a Deeper Understanding of Student Progress over Time and Achievement Gaps Based on NAEP Survey Questionnaire Data

Room: Aqua 300 (Level 3) | Strands: Monitoring student academic progress; Closing achievement gaps

One of the key goals of the National Assessment of Educational Progress (NAEP) is to provide and make data accessible to educators and stakeholders who help inform educational policy across the nation. In addition to monitoring student progress over time, the NAEP survey questionnaires collect data on the educational environment that students experience and their affective disposition toward learning. By examining information about student performance alongside survey questionnaire data, stakeholders can gain insight into disparities in learning experiences among different student groups across the nation. The three presentations reflect on the opportunities based on these NAEP survey data from three different angles: gaining new insights on trends over time, better understanding of achievement gaps, and helping stakeholders in the states improve educational practices.

PRESENTERS: **EBONY WALTON**, *Associate Research Scientist, National Center for Education Statistics*; **JAN ALEGRE**, *NAEP Product Management Lead, Educational Testing Service*; **RENEE SAVOIE**, *NAEP State Coordinator, Connecticut State Department of Education*

MODERATOR: **JONAS BERTLING**, *Director - NAEP Survey Questionnaires, ETS*

Got Data? Now Make It Work for You

Room: Aqua Salon E (Level 3) | Strands: Engaging educators in ongoing improvement to teach all students; Identifying schools' needs and providing targeted support

Education's favorite four-letter word DATA can be a powerful tool in understanding student performance and improving teaching and learning. In this session learn how to help inspire teachers, schools, and districts by identifying the right assessment data points and utilizing those to make growth happen. The session will also discuss the importance of data discussions, collaborative data talks, and data planning meetings as well as the crucial role they play on the path to making positive change happen in a classroom, school, and district.

PRESENTERS: **JAIME BOWERS**, NAEP State Coordinator and Assessment Reporting and Professional Development, Maryland State Department of Education; **LAURA LICCIONE**, School Leadership and Turnaround Support Specialist, Maryland State Department of Education

Preparing for Grade 3: Tennessee's Innovative Assessment for Grade 2

Room: Aqua 310 (Level 3) | Strands: Improving student achievement outcomes; Monitoring student academic progress

While federal accountability begins with assessments administered at grade 3, children are falling below the achievement expectations necessary for them to be on track as they enter third grade. In recognition of this outcome, Tennessee has implemented a voluntary assessment for English/language arts and mathematics at grade 2. Whereas the assessment includes the "traditional" reading and mathematics items typically seen on a statewide test, these assessments also include measures of reading fluency, listening skills, and integrated mathematical problem solving. This presentation will include a discussion of the development, scoring, and correlation analyses performed on the assessments; the use of results to evaluate trends in student performance at the elementary level and identify areas for professional development and instructional intervention, and the role of the grade 2 assessment within Tennessee's overall assessment and accountability program including their value-added teacher evaluation model.

PRESENTERS: **JENNIFER DUNN**, Vice President, Psychometrics & Research, Questar Assessment; **VIRGINIA MAYFIELD**, Director of TNReady Assessment Design for Mathematics and Science, Tennessee Department

of Education; **SANDY S QUALLS**, Coordinator of Early Literacy, Tennessee Department of Education

MODERATOR: **JOANNE JENSEN**, Director of Assessment Client Relations, WestEd

The Larger Picture: A Comprehensive Process of How to Think, Plan, Develop, and Implement Alternate Assessment in 2018

Room: Aqua Salon F (Level 3) | Strands: Engaging educators in ongoing improvement to teach all students; Closing achievement gaps

Research indicates that the creation of an acceptable alternate assessment requires a comprehensive thinking, planning, and development process. This process must provide quality standards, instruction, and assessment for the students who will be placed in this instructional environment. State staff require a well-laid-out process to include a timeline to assist the staff in understanding the upcoming work and knowing when it has to be prepared to ensure timely delivery. Jan Sheinker of SES, Nanette Pence of Alabama, and Toni Wheeler of Washington will outline the best practices, strategies, and resources needed to create an efficient process of 1) creating extended standards/alternate achievement level descriptors from state content standards, 2) gaining appropriate approval for these documents, 3) preparing the assessment and alignment RFPs at the same time, and 4) agreeing to the Sections/Critical Elements (Peer Review 2017) the contractor will provide and what the state will provide for Peer Review.

PRESENTERS: **TONI WHEELER**, Alternate Assessment Coordinator, Washington State Office of Superintendent of Public Instruction; **JAN SHEINKER**, CEO, Sheinker Educational Services, Inc.; **JENNI NORLIN-WEAVER**, Senior Vice President, Data Recognition Corporation; **NANNETTE PENCE**, Education Specialist, Alabama State Department of Education

11:00 AM–12:00 PM (cont.)

You Can't Touch This: Protecting Against Test Security Threats with Computer-Adaptive Testing

Room: Aqua Salon A (Level 3) | Strands: Improving student achievement outcomes; Monitoring student academic progress

Despite leveraging computer-adaptive testing (CAT) to support continuous educational improvement, assessment and accountability systems are still exposed to test security threats and risks. CAT offers distinct test security advantages, such as the use of large item pools which help ensure that students do not receive the same questions. However, CAT programs still encounter test security challenges. Test security experiences of two programs which use CAT, one a state assessment program and another an interim assessment program, are shared. Review of experiences from these two programs can assist other programs as they transition to using CAT assessments. Specifically, the presentation will address:

- 1) What are key test security learnings for deploying a CAT assessment?
- 2) If CAT assessments are delivered over the course of several weeks or months, will they remain secure?
- 3) What test security policies and procedures should be modified with an implementation of a CAT assessment?

PRESENTERS: **JAMES MCBRIDE**, VP, Chief Psychometrician, Renaissance Learning; **DENNIS MAYNES**, Chief Scientist, Caveon Test Security; **PETER ZUTZ**, Administrator, ADAM - Assessment, Data, and Accountability Management, Nevada Department of Education

12:00 PM

Conference Adjourns

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