



September 19 - 20, 2024



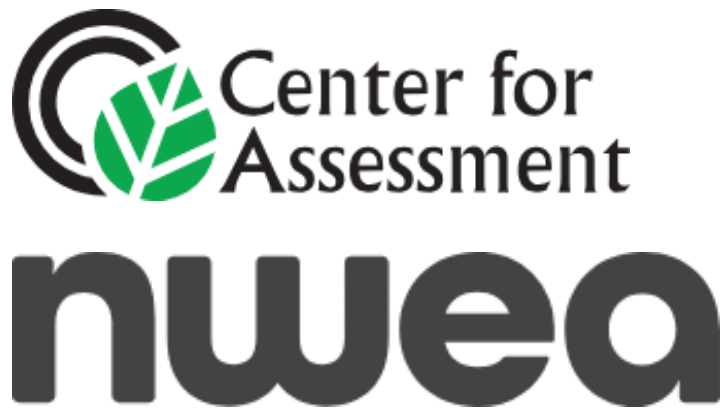
TABLE OF CONTENTS

| | |
|---|----|
| CONFERENCE SPONSORS..... | 2 |
| SCHEDULE AT-A-GLANCE..... | 3 |
| HOTEL MAP | 4 |
| GRID VIEW | 6 |
| FULL CONFERENCE SCHEDULE | 9 |
| THURSDAY, SEPTEMBER 19 DAY ONE PALMER HOUSE HOTEL | 9 |
| 8:30 – 10:00 A.M. BREAKFAST PLENARY SESSION..... | 9 |
| 10:15 – 11:30 A.M. CONCURRENT BREAKOUT SESSION #1 | 9 |
| 11:45 – 1:15 P.M. LUNCH PLENARY SESSION | 17 |
| 1:30 – 2:45 P.M. CONCURRENT BREAKOUT SESSION #2..... | 17 |
| 3:00 – 4:15 P.M. CONCURRENT BREAKOUT SESSION #3..... | 23 |
| 4:30 – 5:45 P.M. POSTER SESSION & RECEPTION | 32 |
| FRIDAY, SEPTEMBER 20 DAY TWO PALMER HOUSE HOTEL | 35 |
| 8:00 – 9:30 A.M. BREAKFAST PLENARY SESSION..... | 35 |
| 9:45 – 11:00 A.M. CONCURRENT BREAKOUT SESSION #4 | 35 |
| 11:10 – 12:25 P.M. CONCURRENT BREAKOUT SESSION #5..... | 43 |
| 12:35 – 2:00 P.M. LUNCH PLENARY SESSION | 51 |
| PRESENTER INDEX..... | 52 |
| PRESENTER CONTACT INFORMATION | 55 |
| TOPICAL INDEX..... | 61 |

CONFERENCE SPONSORS

NCME gratefully acknowledges the generous support for this event from the Crown Family Philanthropies and from the following sponsors:

GOLD-LEVEL SPONSORS



SILVER-LEVEL SPONSORS



BRONZE-LEVEL SPONSORS



GENERAL CONFERENCE INFO

Checking In and Name Badges

Registration will be in the Red Lacquer Foyer.

Thursday, September 19 | 7:00 AM – 6:30 PM

Friday, September 20 | 7:00 AM – 12:00 PM

Please do not lose your name badge as you must have this in order to attend all keynotes, sessions, and meals.

WIFI INFO

Network: Hilton Honors Meeting

Password: NCME2024

LACTATION ROOM

If you are in need of a private area, please stop by the registration desk and we will provide you a space.

CONFERENCE URL

<https://www.ncme.org/event/classroom-assessment/upcoming-meeting>

Online program:

<https://convention2.allacademic.com/one/ncme/assessment24/>

GENDER NEUTRAL RESTROOMS

Gender neutral restrooms are located on the 6th floor off the Grand Park Parlor.

TRANSPORTATION & PARKING

Parking

Self-parking at 55 East Monroe Parking Garage (across from hotel)

Self-parking is available at our downtown Chicago parking garage partner facility located at 55 East Monroe Street, directly across the street from the Palmer House Hilton. The garage can be accessed from either Monroe Street (east bound traffic) or Adams Street (west bound traffic).

- Overnight guests can charge parking to their guest room for payment at check-out. Simply present your parking or valet ticket to a Guest Service Agent for validation prior to departure.
- For non-overnight guests, please note that parking must be paid in the 55 East Monroe Street lobby level prior to entering your car to exit the facility.

Self-Parking at 55 East Monroe Street – \$54.00

EV-Charging | 55 East Monroe Parking Garage (across from hotel)

A total of ten (10) EV charging stations are available at the 55 East Monroe Street parking facility, located across the street from the Palmer House, a Hilton Hotel.

The charging stations all have Level 2 Chargers that are available on a first come, first served basis.

For more information, visit: xealenergy.com.

Valet Parking - available at Monroe Street

Valet Parking with unlimited in and out privileges is available at the Palmer House Hilton 24 hours a day curbside at the Monroe Street entrance.

Overnight Hotel Guest Valet Parking – \$78.00

Attendant will issue a valet ticket upon arrival.

Overnight guests can charge parking to their guest room for payment.

To retrieve your vehicle, call Valet at extension 5172 or ask the operator to connect you and present your valet ticket number, or simply present your valet ticket to the attendant at the Monroe Street entrance.

Transportation to and from Midway Airport

Getting to and from Midway Airport:

<https://www.flychicago.com/midway/tofrom/Pages/default.aspx>

Transportation to and from O'Hare Airport

Getting to and from O'Hare Airport:

<https://www.flychicago.com/ohare/tofrom/pages/default.aspx>

Public Transportation

Chicago has many public transportation options. You can utilize their **"Plan Your Trip"** function on their website to best navigate your options.

<https://www.transitchicago.com/planatrip/>

PRINT SERVICES

There is a UPS Store on property at the Palmer House. Open Monday – Friday 8 AM – 6 PM, Saturday 9 AM – 3 PM, and Sunday 10 AM – 3 PM.

The UPS Store can handle all your printing and shipping needs.

LOST AND FOUND

Misplaced items may be dropped off at the registration desk or with hotel security.

WHAT TO DO IN CHICAGO

Chicago has many wonderful attractions and history to offer! You can check out **Visit Chicago** for tourism information.



Inform a future in which all kids succeed

NWEA® assessment solutions, professional learning partnerships, and dedicated education research are mission-driven to advance all students along their optimal learning paths. We're trusted by educators around the world – and have been for more than 40 years.





Learn how NWEA is partnering to help all kids learn at [NWEA.org](https://nwea.org)

FOCALPOINT the FIRST in industry technology
presents:



FOCALPOINT PLATFORM

There is only one company that delivers a complete
suite of solutions through a singular platform...
imagine the seamless simplicity

 AssessCloud  LearningTree  Backpack  LENS



edCount is pleased to sponsor the NCME Classroom Assessment Conference

*Over 20 years of service
to students and educators!*

Our Belief Statement

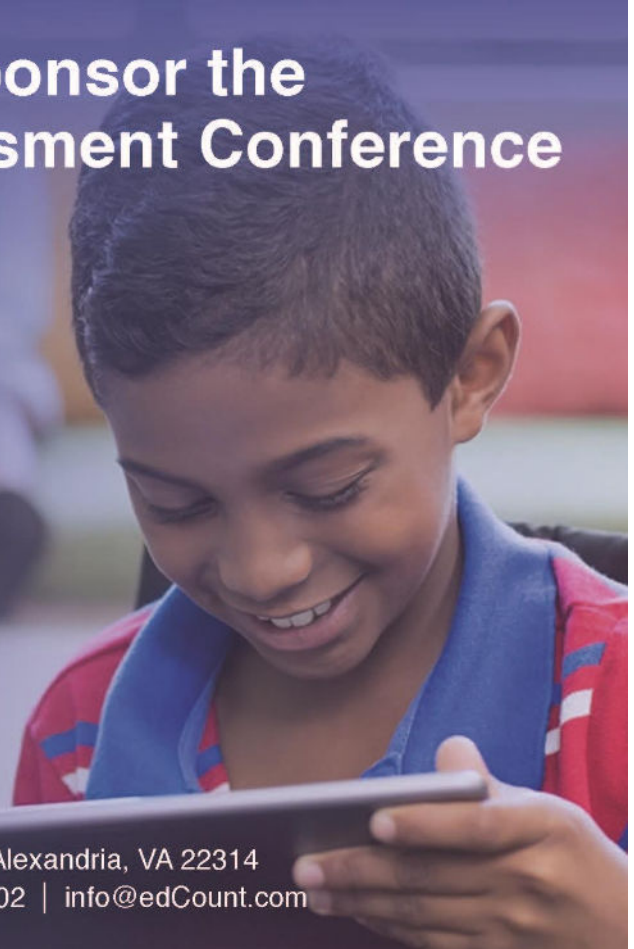
Every individual brings unique experiences, skill sets,
and perspectives that work to advance our purpose:
continuously improving the quality, fairness, and
accessibility of education for all students.

Our Services

- Assessment Design, Development, and Evaluation
- Instructional Systems and Capacity Building
- Policy Analysis and Technical Assistance



1800 Diagonal Road, Suite 600 | Alexandria, VA 22314
www.edCount.com | (202) 895-1502 | info@edCount.com



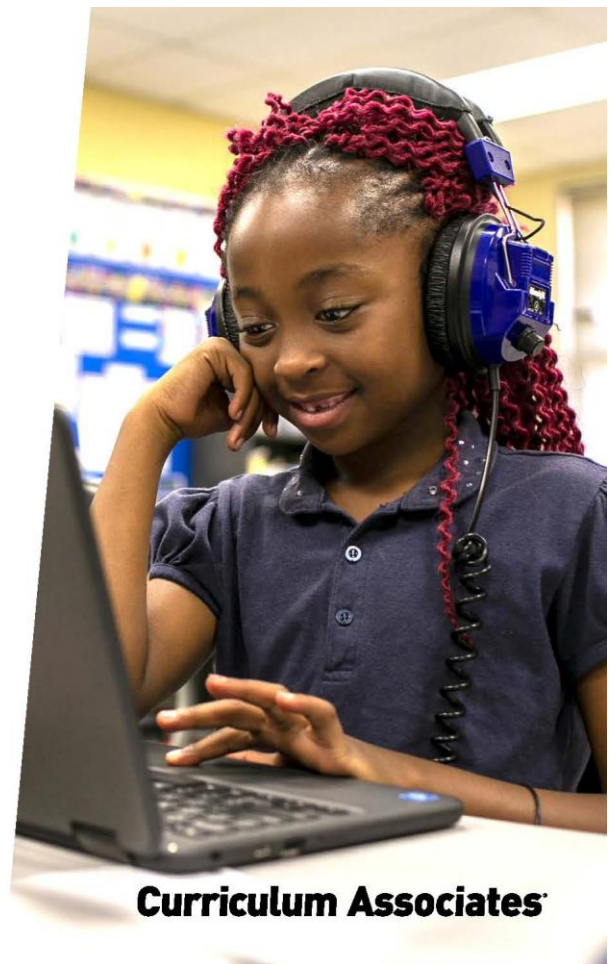


Support Every Student with One Coherent Assessment Program

i-Ready Assessment delivers clear data, connects to precise instruction, and is backed by committed service. *i-Ready* is highly rated by the National Center on Intensive Intervention and trusted by educators to deliver screening, progress monitoring, and benchmark assessments to 12 million students nationwide.



Click or scan to learn more about *i-Ready Assessment*.



Curriculum Associates



APPLIED RESEARCH CENTER

Research Validated Schoolwide Empowerment

Build educator capacity, boost student achievement, and **change lives.**

Our partner schools and districts experience:

- Statistically significant improvements in **student achievement**
- Closure of **opportunity gaps**
- A decrease in **challenging student behaviors**
- Enhanced **teacher retention** rates



Learn More

Or Visit <https://go.instructionalempowerment.com/isp>

Fostering Greater Student Learning For Over 20 Years

*Supporting states and local districts
across the country to design and
implement high-quality assessment
and accountability systems.*

X@NCIEA1

www.nciea.org



31 MOUNT VERNON STREET • DOVER, NH 03820 • 603.516.7900

SCHEDULE AT-A-GLANCE

WEDNESDAY, SEPTEMBER 18 | PRECON | PALMER HOUSE HOTEL

6:00 – 7:00 P.M. ICE CREAM SOCIAL RECEPTION
Fourth Floor | Exhibit Hall



THURSDAY, SEPTEMBER 19 | DAY ONE | PALMER HOUSE HOTEL

7:30 – 8:30 A.M. BREAKFAST
Fourth Floor | Exhibit Hall

8:30 – 10:00 A.M. BREAKFAST PLENARY SESSION
Fourth Floor | Red Lacquer Room

10:00 – 10:15 A.M. TRANSITION TIME

10:15 – 11:30 A.M. CONCURRENT BREAKOUT SESSION #1
Third Floor Salons

11:30 – 11:45 A.M. TRANSITION TIME

11:45 – 1:15 P.M. LUNCH PLENARY SESSION
Fourth Floor | Red Lacquer Room & Exhibit Hall

1:15 – 1:30 P.M. TRANSITION TIME

1:30 – 2:45 P.M. CONCURRENT BREAKOUT SESSION #2
Third Floor Salons

2:45 – 3:00 P.M. TRANSITION TIME

3:00 – 4:15 P.M. CONCURRENT BREAKOUT SESSION #3
Third Floor Salons

4:15 – 4:30 P.M. TRANSITION TIME

4:30 – 5:45 P.M. POSTER SESSION & RECEPTION
Fourth Floor | Red Lacquer Room

FRIDAY, SEPTEMBER 20 | DAY TWO | PALMER HOUSE HOTEL

7:30 – 8:30 A.M. BREAKFAST
Fourth Floor | Exhibit Hall

8:30 – 9:30 A.M. BREAKFAST PLENARY SESSION
Fourth Floor | Red Lacquer Room

9:30 – 9:45 A.M. TRANSITION TIME

9:45 – 11:00 A.M. CONCURRENT BREAKOUT SESSION #4
Third Floor Salons

| | |
|---------------------------|--|
| 11:00 – 11:10 A.M. | TRANSITION TIME |
| 11:10 – 12:25 P.M. | CONCURRENT BREAKOUT SESSION #5 Third Floor Salons |
| 12:25 – 12:35 P.M. | TRANSITION TIME |
| 12:35 – 2:00 P.M. | LUNCH PLENARY SESSION Fourth Floor Red Lacquer Room & Exhibit Hall |

THIRD

floor

salons



Third Floor
Salons

| | Dimensions (l x w) | Square Feet ◊ | Ceiling Height | Theater • | Schoolroom 2/6◊ | Schoolroom 3/6• | Banquet • | Reception • | Conference • | 8 x 10 (w x l) | 10 x 10 (w x l) |
|----------------------|--------------------|---------------|----------------|-----------|-----------------|-----------------|-----------|-------------|--------------|----------------|-----------------|
| Total Square Footage | N.A. | 17,500 ◊ | 9' 6" ◊ | N.A. | N.A. | N.A. | N.A. | N.A. | N.A. | 40 | 30 |
| Salon 1 | 50' x 24' | 935 ◊ | 9' 6" ◊ | 72 | 22 | 33 | 50 | 80 | 34 | N.A. | N.A. |
| Salon 2 | 39' x 22' | 832 ◊ | 9' 6" ◊ | 94 | 36 | 54 | 70 | 104 | 36 | N.A. | N.A. |
| Salon 3 | 41' x 38' | 1,434 ◊ | 9' 6" ◊ | 120 | 40 | 60 | 80 | 120 | 36 | N.A. | N.A. |
| Salon 4 | 35' x 17' | 595 ◊ | 9' 6" ◊ | 45 | 20 | 30 | 40 | 80 | 24 | N.A. | N.A. |
| Salon 5 | 35' x 21' | 735 ◊ | 9' 6" ◊ | 50 | 22 | 33 | 50 | 80 | 24 | N.A. | N.A. |
| Salon 6 | 35' x 21' | 735 ◊ | 9' 6" ◊ | 66 | 22 | 33 | 50 | 80 | 24 | N.A. | N.A. |
| Salon 7 | 35' x 28' | 980 ◊ | 9' 6" ◊ | 88 | 28 | 42 | 70 | 95 | 24 | N.A. | N.A. |
| Salon 8 | 35' x 21' | 735 ◊ | 9' 6" ◊ | 45 | 20 | 30 | 40 | 80 | 24 | N.A. | N.A. |
| Salon 9 | 35' x 17' | 595' ◊ | 9' 6" ◊ | 45 | 20 | 30 | 40 | 80 | 24 | N.A. | N.A. |
| Salon 10 | 29' x 36' | 1,029 ◊ | 9' 6" ◊ | 60 | 24 | 46 | 60 | 98 | 24 | N.A. | N.A. |
| Salon 12 | 20' x 52' | 1,040 ◊ | 9' 6" ◊ | 100 | 30 | 45 | 70 | 98 | 36 | N.A. | N.A. |

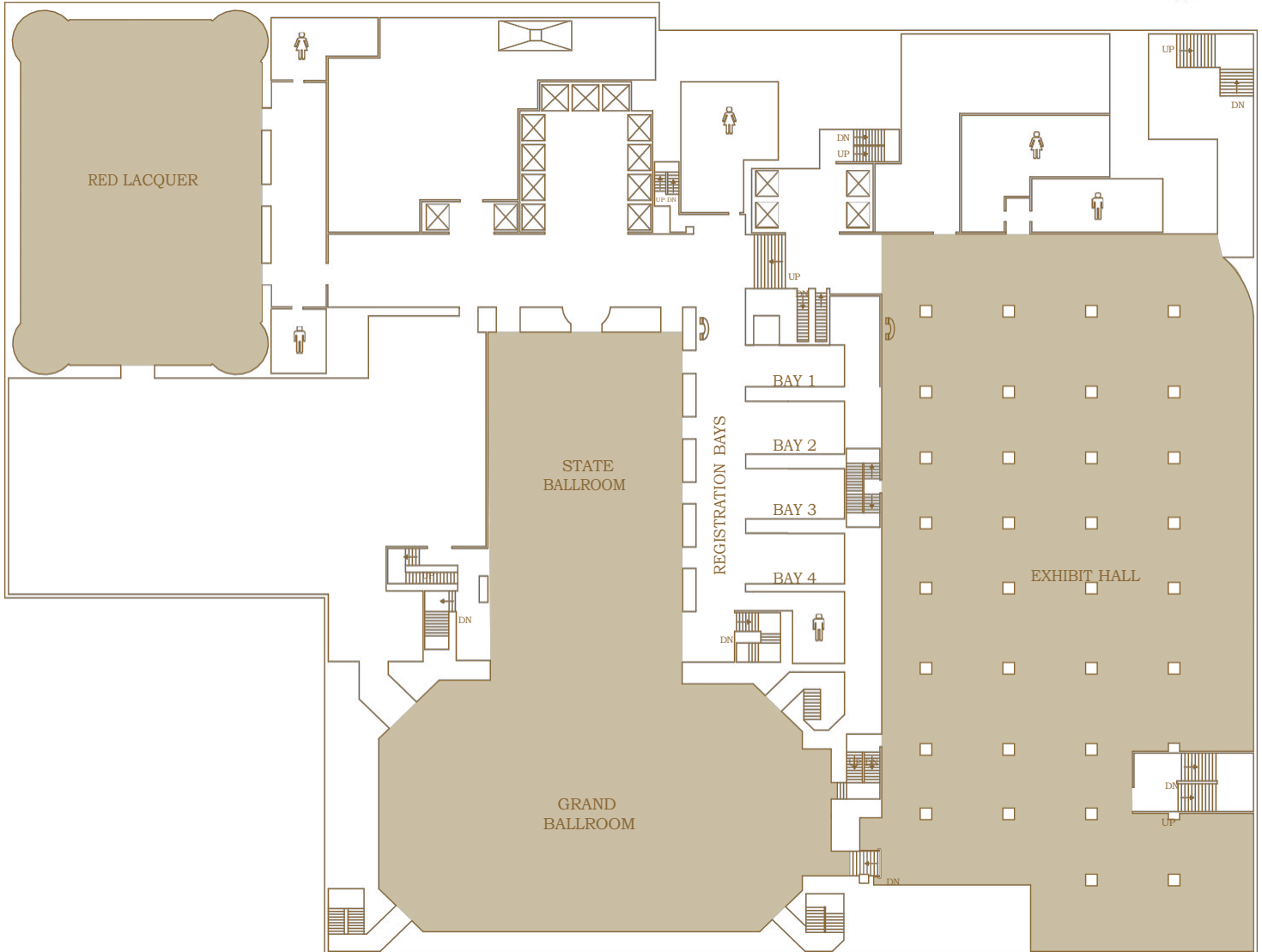
◊ Usable square footage
 • Capacities are estimated based on square footage

The Salons are illuminated by fluorescent and dimmable incandescent lights.

Wired for high speed Internet connectivity.

FOURTH

floor



| Fourth Floor | Dimensions (l x w) | Square Feet ◇ | Ceiling Height | Theater | Schoolroom 2/□ | Schoolroom 3/□ | Banquet | Reception • | Conference |
|----------------------|--------------------|---------------|----------------|---------|----------------|----------------|---------|-------------|------------|
| Grand Ballroom | 70' x 121' | 9,248 | 29' | 1,000 | 400 | 600 | 800 | 1,119 | N.A. |
| Ballroom Balcony | N.A. | 2,266 | N.A. | 120 | 30 | 45 | 80 | 126 | N.A. |
| State Ballroom | 73' x 47' | 3,617 | 29' | 380 | 132 | 198 | 260 | 408 | N.A. |
| Grand/State Ballroom | 168' x 121' | 12,865 | 29' | 1,500 | 500 | 750 | 1,200 | 1,653 | N.A. |
| Red Lacquer | 84' x 98' | 7,133 | 21' | 500 | 240 | 360 | 450 | 688 | N.A. |
| Exhibit Hall | 114' x 199' | 16,909 | 9'-2" | N.A. | N.A. | N.A. | N.A. | N.A. | N.A. |

◇ Usable square footage

• Capacities take into consideration placement of bars, cocktail rounds, food stations, and experience of hotel

THURSDAY, SEPTEMBER 19 | DAY ONE | PALMER HOUSE HOTEL

| | CONCURRENT SESSION #1 10:15 - 11:30 A.M. | CONCURRENT SESSION #2 1:30 - 2:45 P.M. | CONCURRENT SESSION #3 3:00 - 4:15 P.M. |
|----------------|--|---|---|
| Salon 1 | 002. The Influence of Formative Assessment on Student Engagement, Self Regulation, and Conceptions of Fairness | | 023. Experiencing the Connections between Curriculum, Instruction, and Assessment |
| Salon 2 | 003. Fostering Beneficial Classroom Assessment Practices Through Union-School District Collaboration to Build a Sustained System of Support for Professional Learning | 014. Classroom Assessment and Assessment Literacy Practices to Support Equitable and Ambitious Teaching and Learning | 024. Reporting and Communicating Assessment Results |
| Salon 3 | 004. Toward Balanced Assessment Systems: Considerations for Implementation and Use | 015. Can State-Sponsored Tests Be Instructionally Useful? | 025. Culturally Responsive Assessment in Classrooms: Theory, Research, and Practice |
| Salon 4 | 005. Scaling up Efforts to Achieve Balance in Classroom Assessment: An Ambitious Project to Promote Assessment Equity for All Students | 016. Discussion as Classroom Assessment in Secondary Social Studies | 026. Policy and Contextual Considerations in Formative Assessment |
| Salon 5 | 006. There's a New (Not) Kid in the Classroom: AI as Collaborator in Service of Learning and Relationship in STEM assessments | 017. AI for Feedback and Evaluation | 027. Ambitious and Equitable Science Instruction and Assessment: Building Elementary Teachers' Capacity and Sustaining Impact |
| Salon 6 | 007. Enhancing School Assessment through Research-Practice Partnerships | 018. Developing and Implementing Systems of Educator Created Performance-Based Assessment: The New York and Massachusetts Experience | 028. Supporting Teachers and Leaders to Accelerate English Learners' Academic and Language Learning through Formative Assessment |

THURSDAY, SEPTEMBER 19 | DAY ONE | PALMER HOUSE HOTEL

| | | | |
|-----------------|--|--|---|
| Salon 7 | 008. Leveraging Formative Assessment Principles to Deepen Student and Adult Learning Across a State Education System | 019. Teacher Professional Development and Its Impact on Classroom Assessment Practices | 029. Sustaining cultures of adult work: Lessons from Colorado and Washington |
| Salon 8 | 009. The Promise of Using Capstone Projects to Evaluate Graduation Readiness | 020. Principled Design for Defenses of Learning in K-12 | 030. What works in Classroom Assessment: Perspectives from Educators on the Move with Standards-Level Measures |
| Salon 9 | 010. Update and Discussion on the Revision of the Standards for Educational and Psychological Testing | 021. Making Feedback Fruitful: Cultivating Teacher Formative Assessment & Feedback Practices to Accelerate Student Learning | 031. Implementing or Using Interim Assessments |
| Salon 10 | 011. How Do We Get to Culturally Responsive and Sustaining Approaches to Classroom Assessment?: Perspectives and Approaches | 022. Defining and Operationalizing Culturally Responsive Assessment within the Chicago Public Schools | 032. Classroom-Based Assessment Practices in Science |

FRIDAY, SEPTEMBER 20 | DAY TWO | PALMER HOUSE HOTEL

| | CONCURRENT SESSION #4 9:45 – 11:00 A.M. | CONCURRENT SESSION #5 11:10 – 12:25 P.M. |
|-----------------|--|---|
| Salon 1 | 035. Coherent Systems of Innovative and Equitable Science Curriculum, Instruction, and Assessment Resources | 045. Generative AI to Support Classroom Assessment |
| Salon 2 | 036. Models and Practices for Supporting Teacher Assessment Literacy | 046. Theory, Application, and Implications of Culturally Responsive Assessment |
| Salon 3 | 037. Implementing Balanced Assessment Systems in Practice | 047. Navigating the Challenges of Scaling & Spreading Assessment Literacy: Lessons Learned |
| Salon 4 | 038. Continuous Improvement Conditions for Strong Classroom Assessment Practice: Developing and Implementing an Indicator for Balanced Assessment Systems | 048. Implementing a Guiding Framework for Equitable Classroom Assessment That Enhances Deep Learning |
| Salon 5 | 039. Comparing Foundational Competencies in Educational Measurement and Classroom Assessment | 049. Implementing and Supporting a Balanced Assessment System |
| Salon 6 | 040. Minnesota Data and Assessment Literacy at Scale: A Coordinated, Statewide Professional Learning Approach | 050. How States are Leveraging the SAT Suite to Improve Classroom Instruction |
| Salon 7 | 041. Scaling Innovation for Deeper Learning: Lessons Learned from Early Adopters | 051. Reimagining the state's role as a partner in learning through assessment. |
| Salon 8 | 042. Collaborative Teacher Learning Cultures to Support Formative Assessment Practices | 052. Integrating Formative and Summative Assessments to Improve Teaching and Learning in K-5 Mathematics |
| Salon 9 | 043. Evaluating the Development and Use of District-Driven Rapid Diagnostic Assessments as Conduits to Facilitate Classroom Assessment Practices | 053. The Role of Assessment Design and Validation in Balanced Assessment Systems |
| Salon 10 | 044. Culturally Conscious Assessment - Navigating Development and Implementation across Diverse Contexts | 054. Exploring Accessibility and Inclusion for All Learners |

FULL CONFERENCE SCHEDULE

THURSDAY, SEPTEMBER 19 | DAY ONE | PALMER HOUSE HOTEL

8:30 – 10:00 A.M. BREAKFAST PLENARY SESSION

01. Day 1 Breakfast Plenary Session:

The Dignity-Affirming Power of High-Quality Classroom Assessment

8:30 to 10:00 am

Palmer House Hilton: Floor Fourth - Red Lacquer Room

Dr. Decoteau J. Irby

Associate Professor, Urban Education Leadership Program, University of Illinois-Chicago

Co-editor of *Dignity-Affirming Education: Cultivating the Somebodiness of Students and Educators* (2022); author of *Stuck Improving: Racial Equity and School Leadership* (2021)



We've known for decades that high-quality classroom assessment consistently improves academic achievement by an average of 0.4 to 0.7 standard deviations beyond expected gains. But less attention has been paid to the dignity-affirming power of assessment practices that builds trust and confidence and makes extraordinary progress possible.

In this session, Dr. Irby and a small group of Chicago Public School students will talk with one another about their experiences with classroom assessment and the impact different assessment practices have had on student well-being and academic success.

10:00 – 10:15 A.M. TRANSITION TIME

10:15 – 11:30 A.M. CONCURRENT BREAKOUT SESSION #1

02. The Influence of Formative Assessment on Student Engagement, Self Regulation, and Conceptions of Fairness

Paper Session

10:15 to 11:30 am

Palmer House Hilton: Floor Third - Salon 1

Participants:

Effects of Formative Assessment on Students' Regulation of Learning: A Meta-Analysis
Elie ChingYen Yu, University at Albany - SUNY; Heidi L. Andrade, University at Albany;
Mariola Moeyaert, University at Albany; Dylan Wiliam, University College London,
London, UK; Wim J. van der Linden, University of Twente; Yanghyun Kim, University at
Albany; Angela M. Lui, CUNY School of Professional Studies; Diana Akhmedjanova,
Higher School of Economics

The study is a meta-analysis that examines the effects of formative assessment (FA)

interventions on students' self-regulated learning (SRL) skills. Theoretically, FA can be used to facilitate students' regulation of learning. However, empirical evidence is scattered, and has not yet been systematically synthesized. It is unclear if and to what extent FA increases SRL across educational levels and if the effect differs by the way FA is designed and implemented. This study employed meta-analytic methods to synthesize over 30 years of empirical evidence to examine the effects of FA on SRL. As theorized, preliminary results suggests that FA, on average, promote SRL, although, considerable heterogeneity across studies was observed. Results also show the effect of FA on SRL sub-dimensions differ. Additional analyses reveal if and to what extent the effect of FA on SRL differ across educational levels, design and implementation of FA.

Empowering Writing Voices: Investigating the Impact of Dialogic Conversation on Students' Writing Agency and Identity *Kristen Walsh, Oswego Community School District 308; Kristen Paul, Oswego Community Unit School District 308*

This qualitative case study delves into the intricate interplay between dialogism in writing and its impact on the self-perceptions of eighth-grade students as writers. The research investigates how classroom discourses, both with teachers and peers, influence students' evolving perceptions of their writing abilities. The study examines the trajectory of students' writing development through dialogic interactions within the language arts classroom. Two central questions guide this inquiry: 1) How do classroom discourses shape 8th-grade students' self-perceptions as writers? 2) How does 8th grade student writing evolve through dialogic conversation within the language arts classroom? By elucidating the dynamics of dialogism in the context of middle school writing instruction, this study aims to contribute valuable insights to both pedagogical practice and the broader understanding of adolescent literacy development.

Whose Fairness is it Anyway? Problematizing Chilean Educators' Conception of Fairness in Classroom Assessment *Álvaro González Torres, Universidad Católica Silva Henríquez; María Paz Faúndez-Bastías, Universidad Católica Silva Henríquez*

Although there have been important discussions about fairness in assessment there is no clear consensus on its conceptualization because it can often be defined in too narrow, technical, or unspecified terms, and it can be influenced by socio-cultural beliefs and values that shape educators' assessment practices. Consequently, this paper addresses the question of how educators conceptualize fairness in classroom assessment, taking the Chilean case as an example. Findings show that educators espouse a general conception of fairness related to the notion of offering students different opportunities to demonstrate their learning, which translated into two approaches to fairness: equity and equality. Moreover, fairness was also related to issues of students' self- and peer-assessment, diversity and the achievement of national curriculum learning objectives. These findings are discussed and problematized to develop contextualized knowledge to inform the design, implementation, and interpretation of classroom assessment activities, instruments, and outcomes.

Classroom Assessment Practices and Needs: Student Engagement, Fairness and Responsiveness *Sarah M. Bonner, Hunter College, CUNY; Valerie Cosgriff, Hunter College, CUNY*

Based on evidence of learning and self-regulatory benefits of practices such as peer- and self-assessment, and emerging work on classroom assessment fairness, we surveyed the practices and support needs of teachers in two areas of assessment: student

involvement, and fairness and responsiveness to diversity. Survey items were constructed in alignment with relevant standards from the Joint Committee on Standards for Educational Evaluation. Teachers reported less frequently involving students in assessment, compared to their use of fair and responsive practices. Those teaching in high-poverty schools involved students less than those in more affluent schools, and across all groups, teachers reported that involving students in assessment was their highest area of need. The results suggest that assessment experts should work to develop effective and accessible tools to help teachers engage students with their own assessment, and the need for further research on how teachers' assessment practices are influenced by student demographics.

Chair:

Heidi L. Andrade, University at Albany

03. Fostering Beneficial Classroom Assessment Practices Through Union-School District Collaboration to Build a Sustained System of Support for Professional Learning

Organized Session

10:15 to 11:30 am

Palmer House Hilton: Floor Third - Salon 2

Dr. Kelsey Clarkson and Amy Alsop share a successful model of job-embedded, teacher-led professional learning that provides educators time, space, and incentive to deepen knowledge of pedagogical research on assessment and apply it to classroom practice. They will highlight the AFT professional learning course Reclaiming Assessment: Using a Balanced Classroom Assessment System to Strengthen Student Learning, which provides structured opportunities for educators to deepen their practice with formative and summative classroom assessment, culturally responsive assessment, and authentic assessment. In Peoria, Illinois, the course has positively impacted participants' classroom assessment practices through the in-service learning structure of the Peoria Teacher Academy. Developed through partnership of the Peoria Federation of Teachers Local 780 and Peoria Public Schools, the Teacher Academy takes a system-based approach to educator professional learning. This session will be designed using the AFT's equity-based professional learning principles so participants can experience our union's approach to engaging, reflective professional learning.

Presenters:

Amy Alsop, Illinois Federation of Teachers

Kelsey Clarkson, Peoria Public Schools

04. Toward Balanced Assessment Systems: Considerations for Implementation and Use

Organized Session

10:15 to 11:30 am

Palmer House Hilton: Floor Third - Salon 3

This session will examine the system-level design, implementation, and policy levers needed to support balanced assessment systems to support equitable and ambitious teaching and learning. Based on the new National Academy of Education (NAEd) volume, Reimagining Balanced Assessment Systems, this session will highlight school, district, and state-level practices and policies necessary to support ambitious and equitable teaching, learning, and assessment. We provide a framework for understanding the challenges of implementing complex education initiatives in general and balanced assessment systems specifically. Given the important influence of state and federal policy on the design and development of balanced assessment systems, we explore prior and current policy initiatives influencing ambitious classroom instruction, assessment, and learning.

Presenter:

Scott Marion, National Center for the Improvement of Educational Assessment

Participants:

State Practices & Balanced Assessment Systems *Carla M. Evans, National Center for the Improvement of Educational Assessment; Erika Landl, Center for Assessment*

Developing, Implementing, and Institutionalizing Complex Educational Innovations: Considerations for Balanced Assessment Systems *Donald Peurach, University of Michigan; Jennifer Lin Russell, Vanderbilt*

Policy Influences on Ambitious Classroom Instruction, Assessment, and Learning *Laura Hamilton, American Institutes for Research; Jose-Felipe Martinez, UCLA*

Discussant:

James Pellegrino, University of Illinois at Chicago

05. Scaling up Efforts to Achieve Balance in Classroom Assessment: An Ambitious Project to Promote Assessment Equity for All Students

Organized Session

10:15 to 11:30 am

Palmer House Hilton: Floor Third - Salon 4

This session provides an in-depth look at the Achieving Balance in Classroom Assessment (ABCA) program by featuring six case studies that detail successes, challenges, and future directions. ABCA is a three-year program of learning that strives to prepare educators in local school districts to build a balanced approach to classroom assessment – one that integrates assessment for learning and assessment of learning to support and enhance student achievement. Each case description includes: 1) contextual and background information; 2) a description of how the district became involved in ABCA; 3) a descriptive account of how efforts to implement balanced assessment systems played out in the district; 4) district-specific themes that emerged during the course of the year; and 5) future directions. The fourth and final paper which features the cross-case analysis will highlight project successes, remaining challenges, and future directions.

Participant:

Scaling up Efforts to Achieve Balance in Classroom Assessment: An Ambitious Project to Promote Assessment Equity for All Students *LeeAnn Moore, Michigan Assessment Consortium; Edward Roeber, Michigan Assessment Consortium; John Lane; Ellen Vorenkamp, Michigan Assessment Consortium; Nicole Kalmbach, Kalamazoo Regional Educational Service Agency; Mary Helen Diegel, Michigan Assessment Consortium*

06. There's a New (Not) Kid in the Classroom: AI as Collaborator in Service of Learning and Relationship in STEM assessments

Organized Session

10:15 to 11:30 am

Palmer House Hilton: Floor Third - Salon 5

In the rapidly evolving educational landscape, artificial intelligence (AI) holds transformative potential for classroom assessment, if used in creative and appropriate ways. This panel discussion aims to explore the multifaceted roles of AI in assessment beyond item development and scoring: what are the possibilities for using AI to enhance student and teacher experiences with STEM classroom assessments, including fostering deeper learning and nurturing student-teacher and student-student relationships? This session will critically examine both the innovative prospects and the ethical dilemmas presented by AI technologies in educational settings, with a focus on the use of AI as a co-intelligence in classroom

assessment efforts. Through a series of panelist presentations and interactive discussions, this session will delve into current practices, potential benefits, and challenges, setting the stage for a balanced and forward-looking discourse on AI in assessment.

Presenters:

Aneesha Badrinarayan, Learning Policy Institute

Sara Cooper, Contextus

Christopher Lazzaro, CVEDTech

Velma Itamura, CVEDTech

Blair Lehman, ETS

Discussants:

Katie Van Horne, Concolor Research & **Temple Lovelace**, Assessment for Good

07. Enhancing School Assessment through Research-Practice Partnerships

Paper Session

10:15 to 11:30 am

Palmer House Hilton: Floor Third - Salon 6

Participants:

Advancing Formative Assessment in Canada's Decentralized K-12 Education System
Through Research-Practice Partnerships **Martha J. Koch**, *University of Manitoba*;

Rebecca Brooks, *University of Manitoba*; **Caitlin Fox**, *Red Deer Polytechnic*

Advancing formative assessment in K-12 schools has been an ongoing challenge in many countries. In this paper, we examine three forms of research-practice partnership intended to advance assessment practice in Canada's decentralized K-12 system: supporting inquiry groups; increasing access to assessment expertise; and engaging in collaborative research. The initiatives were offered by a non-profit organization that is independent of all provincial and territorial governments. Using a socio-cultural theoretical perspective, we consider how each initiative helped educators navigate the conceptual, pedagogical, political, and cultural dilemmas they encountered when changing their assessment practices. Drawing on interviews with practitioners and the experiences of a researcher involved in each initiative, we describe the purpose, feasibility, impacts, and challenges of each approach. Although our analysis is still underway, preliminary findings reveal how each initiative has supported educators as well as the potential for these initiatives to bring greater coherence to assessment practice in Canada.

Experiential Learning for Effective Formative Assessment Implementation for District and School Staff **Nirupa Mathew**, *University of California*, *Smarter Balanced*; **Muriel Ortiz**, *University of California*, *Smarter Balanced*

The purpose of this session is to immerse participants in experiential learning activities focused on formative assessment, fostering a deep understanding of its principles. Subsequently, participants engage in structured discussions to analyze and plan for implementing formative assessment within their unique educational contexts. This two-fold approach ensures that participants not only grasp the theoretical underpinnings but also develop actionable strategies for implementation. This comprehensive framework for effective professional learning utilizes a blend of qualitative and quantitative data alongside formative assessment strategies. The implications of this approach are profound; by prioritizing experiential learning, formative assessment practices become

"sticky," permeating from district staff to classroom teachers and ultimately benefiting students. The practical application of this framework can catalyze meaningful change within educational settings, empowering educators to create dynamic learning experiences centered around formative assessment.

Enhancing School Assessment Practices: Insights from the Integrated MTSS Fidelity Rubric (IMFR) *Gabriella Lyth Donofrio, University of Missouri; Allison Gandhi, American Institutes for Research; Jennifer Pierce, American Institutes for Research; Erica Lembke, University of Missouri; Heather Smith, University of Missouri; Megyn Martin, University of Missouri*

This presentation will explore the implementation of universal screening, diagnostic, and progress monitoring assessment systems within schools using the Integrated MTSS Fidelity Rubric (IMFR). The IMFR measures the integration of multi-tiered systems of support (MTSS) across academics and social emotional skills. The research questions focus on identifying commonalities and differences between schools with high and low assessment implementation scores on the IMFR and determining practices that support high assessment implementation. Data analysis within the assessment domain will examine use of evidence-based practices, assessment administration fidelity, and more. The findings will explore what factors increase the likelihood that a school will have a higher assessment implementation score in this domain on the IMFR, with implications for identifying which supports schools should prioritize implementing to improve their assessment practices.

Teachers' Assessment Practices within School Mathematics Instructional Networks: Emerging Results from a Research-Practice Partnership *Divya Varier, George Mason University; Deborah Crawford, Frederick County Public Schools; Courtney Baker, George Mason University; Johnna Bolyard, West Virginia University*

The purpose of the individual presentation is to describe findings from an ongoing two-year exploratory study of middle schools mathematics teams in a rural mid-Atlantic school district. The project is a research-practice partnership (RPP) between a university and school district. The study examined assessment practices centered on formative assessment in rich mathematics learning while leveraging various assessment of, for, and as learning strategies. We employed a mixed methods study in all four middle school mathematics teachers, mathematics leaders, and administrators. We will present findings from teacher responses on their assessment practices, mathematics specialist interviews, and a social network analysis. The findings have implications for 1) using assessment practice to enhance mathematics learning in middle schools through the work of mathematics specialists as important influencers in the teaching network of a school, and 2) leveraging an RPP to identify mutualistic ways to understand, support, and further knowledge and practice of assessment.

Chair:

Martha J. Koch, University of Manitoba

08. Leveraging Formative Assessment Principles to Deepen Student and Adult Learning Across a State Education System

Organized Session

10:15 to 11:30 am

Palmer House Hilton: Floor Third - Salon 7

This session will highlight a state-level, systemic approach to deepening student and adult learning through formative assessment. It will showcase a framework describing how each group in an educational system can enact formative assessment principles, articulating a vision for shifting toward greater collaboration and coordination in educational decision making. This framework describes a shift at each level of the system to move from centralized authority to collective responsibility for learning anchored in inquiry and evidence. In this session, panelists will share their key learnings as a result of engaging in this process of scaling and improving formative assessment practices, including how formative assessment principles have contributed to 1) improving adult and student learning cultures, 2) facilitated a leadership style at the state agency that is relational, distributive, and focused on capacity-building, and 3) enhanced students' learning experiences.

Presenters:

Barbara Jones, WestEd

Eboney McKinney, Arizona Department of Education

Jessica Arnold, WestEd

09. The Promise of Using Capstone Projects to Evaluate Graduation Readiness

Organized Session

10:15 to 11:30 am

Palmer House Hilton: Floor Third - Salon 8

In recent years, states and school districts have introduced more flexible options for demonstrating graduation readiness. Although these approaches aim to be more student-centered, culturally responsive, and equity oriented, the empirical evidence supporting the benefits of these alternative approaches for students are scant. In this session, panelists share results from work with a district that has implemented a capstone for all policy with the goal of decreasing barriers for students to demonstrate graduation readiness. This session begins with an overview of the research partnership underlying this study, the state's rationale for the development of expanded graduation guidelines, and a principal's description of the district's capstone development work. Findings from a mixed methods study, including the analysis of student and educator perspectives and connections between capstone performance and other indicators will also be shared. This session will discuss the implications of these results as they pertain to larger equity considerations.

Presenters:

Elena Diaz-Bilello, University of Colorado Boulder, Center for Assessment, Design, Research and Evaluation (CADRE)

Medjy Pierre-Louis, University of Colorado Boulder

Kaitlin Mork, University of Colorado Boulder

Angela Landrum, Colorado Department of Education

William Summers, Cañon City School District

Discussant:

Lorrie Ann Shepard, University of Colorado Boulder

10. Update and Discussion on the Revision of the Standards for Educational and Psychological Testing

Organized Session

10:15 to 11:30 am

Palmer House Hilton: Floor Third - Salon 9

The Standards for Educational and Psychological Testing (2014) are currently undergoing revision by the three sponsoring organizations: American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education. Members of the Standards Management Committee and the Joint Committee will be present to provide and update and engage in discourse with audience about how the Standards can be revised and communicated in ways that best support district and school staff. The Panel will also discuss how the Classroom Assessment Standards (2015) differ from and complement The Standards for Educational and Psychological Testing.

Presenter:

Caroline Wylie, National Center for the Improvement of Educational Assessment

Discussants:

Kristen Huff, Curriculum Associates

Michael C. Rodriguez, UNIVERSITY OF MINNESOTA

11. How Do We Get to Culturally Responsive and Sustaining Approaches to Classroom Assessment?: Perspectives and Approaches

Organized Session

10:15 to 11:30 am

Palmer House Hilton: Floor Third - Salon 12

Current classroom assessment practices can act counter to a vision of learning where students' diverse backgrounds, ideas, identities, and perspectives are leveraged in collaborative sensemaking. In look towards (re)aligning classroom assessment with this vision, we draw on culturally responsive (Ladson-Billings, 1995) and culturally sustaining approaches (Paris, 2012; Paris & Alim, 2017) which emphasize that responding to and sustaining the knowledge and practices of youth are essential goals for educational reforms. Through multiple perspectives and approaches from across different contexts and projects, we highlight how various infrastructures (e.g. relations, tools, routines, knowledge) in the educational system can be redesigned (Penuel, 2018) or re-mediated (Jurow et al., 2019) with the goal of getting to more culturally responsive and sustaining approaches to classroom assessment.

Participants:

Leveraging the Diversity of Rural Science Teachers' Contexts to Inform the Design of Assessment Professional Learning *Abraham Lo, BSCS Science Learning; Loraine Glidewell, University of Colorado Boulder; William Penuel, University of Colorado Boulder*

Culturally Responsive, Curriculum-Embedded Assessments *Sasha Klyachkina, Chicago Public Schools; Brandon Byrd, Chicago Public Schools*

Culturally Responsive-Sustaining Program Evaluation Tools *Celia Bellot, Denver Public Schools*

Community-Based Listening Sessions *Clarissa Deverel-Rico, BSCS Science Learning; Erin Marie Furtak, University of Colorado Boulder; Douglas Watkins, Denver Public Schools; Celia Bellot, Denver Public Schools*

11:30 – 11:45 A.M. TRANSITION TIME

11:45 – 1:15 P.M. LUNCH PLENARY SESSION

12. Day 1 Lunch Plenary Session:

Improvement Science—Formative Assessment for Grown-Ups

11:45 to 1:15 pm

Palmer House Hilton: Floor Fourth - Red Lacquer Room

Dr. Brandi Nicole Hinnant-Crawford

Associate Professor of Educational Leadership, Clemson University

Author of *Improvement Science for Educators: A Primer* (2020)



First popularized by Tony Bryk and others in *Learning to Improve: How America's Schools Can Get Better at Getting Better* (2015), [improvement science](#) puts ongoing experimentation with real problems of practice at the center of improvement work. And it underscores the role that systems play in both supporting and obstructing continuous improvement.

Hinnant-Crawford's plenary session will highlight the many overlaps between improvement science and high-quality formative assessment and will illustrate how regular use of improvement science practices can support ongoing adult learning and development that helps school-based teams learn their way through the many challenges involved in taking high-quality classroom assessment to scale.

1:15 – 1:30 P.M. TRANSITION TIME

1:30 – 2:45 P.M. CONCURRENT BREAKOUT SESSION #2

14. Classroom Assessment and Assessment Literacy Practices to Support Equitable and Ambitious Teaching and Learning

Organized Session

1:30 to 2:45 pm

Palmer House Hilton: Floor Third - Salon 2

Assessments should support ambitious and equitable teaching and learning. A new volume by the National Academy of Education (NAEd), *Reimagining Balanced Assessment Systems*, reconceptualizes balanced assessment systems to support and inform equitable and ambitious teaching and learning. The session will discuss several chapters that ground the volume in the design of culturally and socially sustainable classroom assessment systems to support rich learning, curriculum, and instruction. We also address assessment literacy, including the knowledge and skills necessary to facilitate equitable and just outcomes for all students. Importantly, we highlight the roles of teachers, school leaders, and district leaders to support the use and implementation of such assessments, including the professional development and learning communities necessary to do this important work.

Participants:

Human Learning and Development *Susan Goldman, University of Illinois; Carol Lee, Northwestern University*

Classroom Activity Systems to Support Ambitious Teaching and Assessment *Erin Marie Furtak, University of Colorado Boulder; Maria Araceli Ruiz-Primo, Stanford University*

Assessment Literacy and Professional Learning *Caroline Wylie, National Center for the Improvement of Educational Assessment*

The District's Role in Advancing Ambitious Teaching Practices and Assessments in Schools
Jared Anthony, Carnegie Foundation for the Advancement of Teaching; Elena Diaz-Bilello, University of Colorado Boulder, Center for Assessment, Design, Research and Evaluation (CADRE)

Discussant:

James Pellegrino, University of Illinois at Chicago

15. Can State-Sponsored Tests Be Instructionally Useful?

Organized Session

1:30 to 2:45 pm

Palmer House Hilton: Floor Third - Salon 3

Many assessments are promoted as instructionally useful. Unfortunately, this term and the companion term, “instructional utility,” are often used without clearly describing the characteristics of the assessment or evidence to support such claims. This session starts by defining instructional utility “as it pertains to assessment processes and results, as the insights derived from the assessment, broadly speaking, that bear directly on the interactions among the teacher, student, and the content about student learning and instruction relative to specific learning targets that are the focus of current, immediately past, or near future instruction” (Evans and Marion, 2024). After describing our conceptualizing of instructional usefulness, we present two sets of empirical analyses from two different types of state-sponsored testing programs to evaluate the degree to which these assessments meaningfully serve instructional aims. We then critically analyze the extent to which these programs meet the various criteria of instructional utility.

Participants:

Instructional Utility of Assessments: A Conceptual Framework *Scott Marion, National Center for the Improvement of Educational Assessment; Carla M. Evans, National Center for the Improvement of Educational Assessment*

Assessment Features that Impact Instructional Utility *Carla M. Evans, National Center for the Improvement of Educational Assessment; Scott Marion, National Center for the Improvement of Educational Assessment*

Investigating Teacher Use of Benchmark Modules to Improve Instruction in Utah *Kyla N. McClure, University of Colorado Boulder*

An Instructional Utility Case Study: Considering the Louisiana Innovative Assessment Pilot
Nathan Dadey, Center for Assessment

Discussant:

Lorrie Ann Shepard, University of Colorado Boulder

16. Discussion as Classroom Assessment in Secondary Social Studies

Organized Session

1:30 to 2:45 pm

Palmer House Hilton: Floor Third - Salon 4

Discussion, broadly defined as any time when students have the opportunity to listen, think, and share with one another (Larson, 2016), has long been a staple of the secondary social studies classroom. Teachers often engage their students in discussion as a high leverage instructional practice, but do not often engage with discussion as its own form of performance-

based authentic assessment. This workshop will consider the practical and theoretical basis for using discussion in the social studies classroom not only as an instructional technique, but at a means of assessment, both formal and informal, formative and summative. Participants will engage with instructional planning around discussion, rubric creation, and practice student evaluation.

Participant:

Discussion as Classroom Assessment in Secondary Social Studies *Michael Gurlea, Ball State University; Tyler Woodward, St. John Fisher University*

17. AI for Feedback and Evaluation

Paper Session

1:30 to 2:45 pm

Palmer House Hilton: Floor Third - Salon 5

Participants:

Leveraging AI for Teacher-Friendly Diagnostic Tools to Deepen Learning in Writing
Stephen T Murphy, FocalPoint Education

There is a widespread and growing deficiency in students' written communication skills, documented through various studies and research findings from universities like ASU, Indiana, and Purdue. Notably, ASU's research highlighted a significant portion of students lacked college-level writing skills. This deficiency in writing extends beyond English classes, affecting students' abilities to write across subjects and critically assess others' writing. Concerning as this is, it is compounded by research that indicates focused and intentional writing instruction benefits students' learning across multiple disciplines. Recognizing the importance of writing, educational bodies are raising concerns and emphasizing the need for effective instructional and assessment methods. This presentation will overview a proposed solution involving an AI-powered tool for teacher use in scoring and providing feedback on student writing, thereby optimizing classroom instruction time and promoting deeper learning. This approach integrates lessons from AI scoring in large-scale assessments and empowers teachers with efficient classroom assessment tools.

The Development of an AI Argumentative Writing Feedback Tool *Amy Burkhardt, Cambium Assessment, Inc.; Chris Ormerod, Cambium Assessment, Inc.; Susan Lottridge, Cambium Assessment, Inc*

Every year, millions of middle-school students write argumentative essays that are evaluated against a scoring rubric. However, the scores they receive don't necessarily offer clear guidance on how students can improve their writing. With advancements in natural language processing technology, we now have the capability to provide more detailed feedback. At this juncture, we've developed an AI editing tool to assist students in revising their essays. In this paper, we introduce this tool. We then describe its underlying components, covering how the feedback aligns with the rubric and standards, the techniques employed in modeling, and the process of crafting feedback. The paper concludes by summarizing the results obtained from interviews with teachers who have used the tool.

Exploring Student Interaction with AI-driven Automated Writing Evaluation System *Fei Lang, University of Illinois Chicago; Yue Yin; Anqi Wang, Harbin University of Science and Technology*

This study investigates the interaction of 50 Chinese college students with Pigai, a prominent AI-driven Automated Writing Evaluation (AWE) tool, and its impact on their writing proficiency. With a focus on addressing existing research gaps, the study examines students' engagement with Pigai's diagnostic feedback and its association with their writing abilities. Through methods of surveys, interviews, and text analysis, it delves into how students interact with the system and how these interactions influence their writing skills. Findings suggest that students mainly base their revision decisions on scores, highlighting the need for teacher intervention in AWE usage. Moreover, certain types of interactions correlate positively with improved writing performance, emphasizing the importance of cognitive engagement. However, error correction feedback may hinder students' deeper cognitive processes. These results of analysis contribute to understanding the dynamics of student-AWE interaction and its implications for second/foreign language learning contexts.

Improving Student Engagement Through Topic-Based Classroom Assessment: An AI Solution to Detect Topics *Catherine Xueying Francis, Smarter Balanced Assessment Consortium; Hotaka Maeda, Smarter Balanced*

An item bank of classroom assessment can contain a wide variety of topics. Understanding the range of topics available in the bank could be beneficial for both item developers and test takers. Based on information of available topics, additional topics that are more aligned with students' interests can be developed in the classroom assessment. Allowing students to make choices of topics can promote critical thinking and intrinsic motivation. Motivated students are more likely to engage while taking a classroom assessment and therefore may demonstrate greater effort and produce achievement scores that better represent their true ability. To allow students to proactively select questions of their interests during an assessment, it is important to ensure interesting topics are tagged as part of the metadata in the item bank. This study explored an artificial intelligence (AI) solution to identify unique item topics in the item bank through natural language processing (NLP) models.

Chair:

Stephen T Murphy, FocalPoint Education

18. Developing and Implementing Systems of Educator Created Performance-Based Assessment: The New York and Massachusetts Experience

Organized Session

1:30 to 2:45 pm

Palmer House Hilton: Floor Third - Salon 6

This panel will describe and explain the systems of educator-created and implemented performance-based assessments that have been developed across schools in New York, through the thirty-eight member schools of the New York Performance Standards Consortium (NYPSC) and in Massachusetts, through the eight participating districts in the Massachusetts Consortium of Innovative Educational Assessments (MCIEA). We will provide examples of tasks, rubrics and student work across grades and disciplines. Both cases provide lessons for the development of school cultures and organizational structures that sustain deeper learning, inquiry-based teaching, and high quality assessments. Both cases speak to the importance of adult learning communities in sustaining quality assessments, with teacher centers, inter-visitation and professional development forming the core of implementation across schools and districts. Both cases speak to the importance of top-down support for bottom-up

assessment reform that promotes deeper learning. Both cases support the importance of collaborative processes and shared leadership in the design and implementation of tasks and assessments. And in both cases, research supports the benefits of systems of performance assessments in sustaining student cultural autonomy and in producing positive academic results for socioeconomically disadvantaged students.

Presenters:

AJ Rathmann-Noonan, New York Performance Standards Consortium

Becky Kelley, University of Massachusetts

Discussant:

Harry Feder, FairTest

19. Teacher Professional Development and Its Impact on Classroom Assessment Practices

Paper Session

1:30 to 2:45 pm

Palmer House Hilton: Floor Third - Salon 7

Participants:

Teacher Perceptions of Professional Development and Coaching on Assessment to Inform Instruction *Anne Marie Light; Lizzie McCollom, Southern Methodist University; Leanne Ketterlin Geller, Southern Methodist University; Erica Lembke, University of Missouri; Sarah Powell, University of Texas, Austin*

Professional development (PD) and coaching are essential components of enhancing teacher efficacy and improving student outcomes, particularly when using mathematics classroom assessment data to inform instruction for students with learning difficulties. This study examines teacher responses to post-assessment interviews to understand their perceptions of PD and coaching received in the context of a federally funded project focused on data-based decision-making for students with disabilities. The purpose of the current study is to examine how teacher responses can guide future research on the effectiveness of PD and coaching in improving data-informed instruction, in addition to adult learning cultures at the school- and district-levels.

Aiming at high-quality classroom assessment: Can awareness-raising prompts reduce halo effects in writing assessment? *Ruth Trüb, FHNW School of Education; Julian Lohmann, Kiel University; Jens Möller, Kiel University; Stefan Daniel Keller, Zurich University of Teacher Education*

Research shows that the assessment of primary school foreign language learners' writing competence is a great challenge. The inherent characteristics of their texts make an unbiased assessment difficult. The quality of orthography, in particular, and also of vocabulary and punctuation, have been shown to influence the assessment of other text characteristics (so-called halo effects). We have developed an online assessment tool for teacher education and included brief awareness-raising prompts to make pre-service teachers aware of the potential halo effects triggered by orthography. An experimental study with a pre-test post-test control group design was conducted to examine the effect of these awareness-raising prompts. The results show that the halo effects were significantly lower in the experimental group. The prompts were thus successful in helping pre-service teachers reduce halo effects in writing assessment.

Assessment Party Game: A Novel Professional Development Approach to Challenge Assessment Conventions *YJ Kim, UW-Madison; Kailea Saplan, University of Wisconsin-Madison*

In order for teachers to engage in student-centered classroom assessment that

foregrounds equity and prioritizes cultural and linguistic diversities of learners, teachers need a broader assessment design framework to reimagine their assessment practices as situated evidentiary reasoning, and they need to examine what makes assessment meaningful beyond reliability and precision. In this paper, we discuss a novel professional development approach to assessment literacy using a role-play game in which teachers playfully and critically interrogate what assessment is and reflect on their own practices through the lens of learners.

Chair:

Leanne Ketterlin Geller, Southern Methodist University

20. Principled Design for Defenses of Learning in K-12

Organized Session

1:30 to 2:45 pm

Palmer House Hilton: Floor Third - Salon 8

Student-led presentations to committees or stakeholder panels, which are often called “defenses of learning,” are a key component of educational programs. Many of these programs are oriented towards local portraits of learners or graduates that target complex competencies or skills for the future in addition to academic content knowledge and skills. In this session, two national experts will discuss defenses of learning as a powerful practice for driving educational change performance assessment. In addition, leaders from two local districts in Kentucky will present their work on defenses of learning across K-12. The districts are heavily invested in this work, have seen pronounced success of this work along a variety of important academic and systemic dimensions, and are dedicated to rigorous, principled implementation and evaluation of this work. Following their presentation we will hold a moderated panel discussion with audience participation to dig deeper into facilitators, barriers, and generative lessons learned.

Participants:

Defenses of Learning as Drivers of Educational Change *Karen Perry, University of Kentucky (NextGen Center for Leadership)*

Principled Design of Defenses of Learning *André A. Rupp, Center for Assessment / NCIEA*

Defenses of Learning in Practice: Illustrative District Examples *Adam Hicks, Shelby County Public Schools (KY School District); Shane Hecker, Frankfort Independent Schools (School District)*

Discussants:

André A. Rupp, Center for Assessment / NCIEA

Karen Perry, University of Kentucky (NextGen Center for Leadership)

21. Making Feedback Fruitful: Cultivating Teacher Formative Assessment & Feedback Practices to Accelerate Student Learning

Organized Session

1:30 to 2:45 pm

Palmer House Hilton: Floor Third - Salon 9

What is the sequence of learning and sustained professional support that will lead to teachers' changing their instructional feedback practices and accelerating student learning? The Chicago Public School Department of Student Assessment & MTSS sought to answer this question by working side-by-side with a cohort of teachers implementing research best practices around formative assessment and feedback. Through this work, they designed a Feedback for Growth Tool, offering 3 models of feedback to support student learning: Teacher Formative Feedback, Peer to Peer Feedback and Student Self Regulation. In this session, we will share our approach

to creating learning that sequences teacher practice across a continuum and the professional development tool. In addition, teacher leaders that engaged in the cohort, will share their progression of practice along with classroom artifacts of how feedback supported student learning and increased application of feedback in their school building. District and school leaders as well as those who are looking to support teachers' growth in formative assessment and feedback practices are welcome to join us.

Presenters:

Jenna Fisher

Anna Mackinnon, Chicago Public Schools

22. Defining and Operationalizing Culturally Responsive Assessment within the Chicago Public Schools

Organized Session

1:30 to 2:45 pm

Palmer House Hilton: Floor Third - Salon 12

This organized session will share a new definition and framework for culturally responsive assessment developed specifically for the context of the Chicago Public Schools. For the past six months, Chicago Public Schools has partnered with the team at Lyons Assessment Consulting and the Learning Policy Institute to support the definition and operationalization of culturally responsiveness within their curriculum-embedded assessment system. This session will bring together the district assessment leaders, the assessments experts, and a member of the Chicago Public Schools' Technical Advisory Committee to discuss the development of the framework, share key insights, and provide an update on how the framework is being used to advance cultural responsiveness within the district's assessment system.

Participant:

Defining and Operationalizing Culturally Responsive Assessment within the Chicago Public Schools *Peter Leonard, Chicago Public Schools; Sasha Klyachkina, Chicago Public Schools; Susan Lyons, Lyons Assessment Consulting; Aneesha Badrinarayan, Learning Policy Institute; Alejandra Miranda, University of Minnesota - Twin Cities; Hannah Denker*

Discussant:

Erika Landl, Center for Assessment

2:45 – 3:00 P.M. TRANSITION TIME

3:00 – 4:15 P.M. CONCURRENT BREAKOUT SESSION #3

23. Experiencing the Connections between Curriculum, Instruction, and Assessment

Organized Session

3:00 to 4:15 pm

Palmer House Hilton: Floor Third - Salon 1

Chicago Public Schools has built Skyline, the district's custom PK-12 digital curriculum, in English language arts, artes del lenguaje del espanol, mathematics, science, social science, world language (Spanish, French), and college and career readiness to provide teachers with high-quality curricula. CPS intentionally designed curricular materials, assessments, and professional learning to support a coherent connection between curriculum, instruction, and assessment. In this session, participants will experience these linkages through the exploration

of a 3rd grade math unit. Participants will take the end of unit assessment as a student to understand how the Skyline assessment design principles were applied in a single instance. They will then understand how teachers learn to internalize unit expectations and plan for responsive instruction with the Skyline professional learning approach. Then they will observe a video of a CPS teacher delivering one of the unit's lessons, connecting the end of unit expectations to the instruction and formative assessment opportunities within the lesson. Finally, the session will discuss lessons learned and next edges of growth in this effort to elevate and strengthen classroom assessment practice embedded in a culturally-relevant curriculum.

Presenter:

Peter Leonard, Chicago Public Schools

Discussant:

Corey Morrison, Chicago Public Schools

24. Reporting and Communicating Assessment Results

Paper Session

3:00 to 4:15 pm

Palmer House Hilton: Floor Third - Salon 2

Participants:

Actionable Assessment: Designing Meaningful Score Reports to Support Student Engagement *Laura Wright, UW Madison; Linda Malkin, University of Wisconsin - Madison; Robert Henson, University of North Carolina - Greensboro*

This presentation will provide an overview of the design process and elements used in creating a student report for an online middle school science assessment system. The system is a Next Generation Science Standards (NGSS) aligned three-dimensional classroom assessment that uses graphics, animations and other scaffolds to reduce the language load for students and more accurately measure student knowledge. The new reports aim to solve the lack of student-centered reporting information and improve the quality of the student assessment experience by creating an actionable assessment tool that positions students as a key stakeholder in the assessment process.

Combining Learning Progressions and Large-Scale Assessment to Support Classroom Decision Making: A Content-Referenced Growth Reporting Approach *Kyla N. McClure, University of Colorado Boulder; Nicolas Buchbinder, University of Colorado Boulder; Derek Christian Briggs, University of Colorado Boulder*

In this presentation, we consider whether affordances of large-scale assessment, such as large item banks and vertical scaling, can be integrated with theory-based learning progressions to support teacher learning and instruction in classroom settings. Our approach, which we characterize as content-referenced growth reporting, uses item-mapping and a vertical scale to combine large-scale assessment data and learning progressions within an interactive score report. The goal of the reporting prototype is to help teachers make better inferences about students' learning in a given domain, and to use these inferences to motivate instructionally relevant actions and decisions. The presentation will showcase a demonstration of our content-referenced growth reporting prototype and will highlight the specific insights we anticipate teachers will be able to make after interacting with the report. We welcome feedback and suggestions around both the usefulness and possibilities for supporting classroom instruction.

Language Proficiency Descriptors: Connecting Large-Scale Assessment Scores to Classroom Assessment Tools *Lynn Shafer Willner, University of Wisconsin - Madison; Margo Gottlieb, University of Wisconsin - Madison*

The call for state assessment to support teaching and learning (Marion, et al., 2024) has prompted schools and districts to redesign assessment through a learner-centered vision (Diaz-Bilello & Anthony, 2024); consequently, formative assessment practices are gaining ground as legitimate contributors to assessment systems. For multilingual learners, this shift requires establishing language development standards as a conduit between assessment and instruction (Gottlieb & Chapman, 2022). Teachers of multilingual learners must interpret and integrate results from mandated language proficiency tests into classroom routines and conversations with families. Proficiency Level Descriptors, a component of language development standards frameworks, serve as a nexus between standardized (summative) and classroom (formative) assessment. By customizing technicality, level of detail, format, and focus of a set of aligned descriptors, developers identified strategies for improving equitable communication to diverse stakeholders about test results, instructional planning, goal setting, and progress monitoring of multilingual learners' language performance.

Chair:

Becky Kelley, University of Massachusetts

25. Culturally Responsive Assessment in Classrooms: Theory, Research, and Practice

Organized Session

3:00 to 4:15 pm

Palmer House Hilton: Floor Third - Salon 3

This session describes how a culturally responsive lens can shape classroom assessment purpose, design, implementation, use, and validation. The session is based on an NCME edited volume (in press) that explores the conceptual foundations and implications of culturally responsive assessment in K-12 large-scale and classroom contexts. The editors will provide an overview of the book. Scholars who wrote about the implications of culturally responsive education on classroom assessment will discuss the main themes of their chapters. A discussant will present her reflections and perspective on the state of research in this area and major themes across the chapters. The goals for the session are to provide current perspectives on culturally responsive classroom assessment and to prompt discussion among the chapter authors and the audience about how classroom assessment must change to better align with a pluralistic and multicultural society.

Participants:

Overview of the Edited Volume & Introduction of the Presentations and Presenters *Carla M. Evans, National Center for the Improvement of Educational Assessment*

Implications of Culturally Responsive Assessment for Classroom Assessment Practices *Kyndra Middleton, HOWARD UNIVERSITY; Janine Jackson, Morgan State University*

Manifesting the Mana of Culturally Responsive Assessments *Chelsea Keehne, Kamehameha Schools; Ivy K. Kelling, Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School; Denise Espania, Mālama Honua Public Charter School*

How Culturally Responsive Formative Assessment Can Expand Students' Opportunities to Participate in Science *Erin Marie Furtak, University of Colorado Boulder; Clarissa Deverel-Rico, BSCS Science Learning*

Equitable and Culturally Relevant Grading Practices *Susan Brookhart, Duquesne University; Dwayne Chism, University of Nebraska*

Discussant:

Elena Diaz-Bilello, University of Colorado Boulder, Center for Assessment, Design, Research and Evaluation (CADRE)

26. Policy and Contextual Considerations in Formative Assessment

Paper Session

3:00 to 4:15 pm

Palmer House Hilton: Floor Third - Salon 4

Participants:

“It’s Just a Matter of Finding the Balance”: How a Beginning History Teacher Negotiated a Shifting Assessment Policy Context *Tyler Woodward, St. John Fisher University; Michael Gurlea, Ball State University*

Little is known about teachers’ assessment decision-making in secondary history classrooms. This qualitative case study investigates how a first-year 6th grade history teacher and her school leaders made decisions regarding classroom-based assessment and navigated a shifting assessment policy context. Conceptual elements from policy realization research (Ball, 1997; 2000; 2012; 2017), teacher as gatekeeper research (Thornton, 1989; 1991; 2001; 2005), and organizational research (Weick, 2007) were used to explore the policy contexts and classroom assessment decision-making. Policy and news documents, semi-structured interviews, videotaped classroom observations, and various classroom artifacts were used in this study. Data analysis suggests that the teacher’s “balanced approach” to classroom assessment was influenced by school culture, her teaching philosophy, and the advice of school leaders. Despite a state-level policy shift toward alternative assessment, her practice reflects the complexity of transitioning away from traditional assessment methods and the pressures that early career teachers face in their assessment decision-making.

District-Wide Implementation of the Formative Assessment Process *John Lane; Edward Roeber, Michigan Assessment Consortium*

This proposal details the scaling up of the formative assessment process through participation in the Formative Assessment for Michigan Educators (FAME) program at a single district in Michigan. FAME is a state-sponsored program with the purpose of promoting the formative assessment process in Michigan. We used interviews, observations, and documents to write a case study that describes and explains the district-wide implementation. We found that in order for district wide implementation to become a reality in the study district, a district administrator served as change agent. We also determined that instructional coaches were critical as they were needed to stimulate and sustain local support. Finally, we concluded that coaches used FAME resources for both structure and flexibility of meeting structure and focus. At the end of the 2023-24 school year coaches planned to involve more teachers the following year and sharpen their focus on classroom assessment practices.

Factors that influence the notion of assessment among secondary school leaders and teachers in Chile *María Paz Faúndez-Bastías, Universidad Católica Silva Henríquez; Álvaro González Torres, Universidad Católica Silva Henríquez*

Recent changes in Chilean educational policy give greater relevance to formative

assessment, while the accountability linked to standardized summative assessments persists. Given the scarce evidence regarding this tension, especially in secondary schools, the question arises, what factors influence the notion of assessment among secondary school leaders and teachers in Chile? To address it, a scoping review was carried out that considered the collection of key concepts from regulatory documents and studies in Chile in the last ten years, which was then validated through interviews with school leaders and teachers. The findings show that the factors that influence the notion of teaching are personal, referring to the vision of teaching and learning; and professionals, related to opportunities for teacher professional development and the perception of self-efficacy. In addition, there are contextual factors such as the institutional evaluation culture; and politicians, such as the positive evaluation or distrust of the official discourse.

Large-Scale Assessment and the Classroom *Melia Franklin, EdMetric LLC; Lisa Sireno, Missouri Department of Elementary and Secondary Education*

This session will explore the intersection of state accountability large-scale assessment and classroom practices, focusing on Competency-Based Education (CBE). It delves into the disconnect between standardized assessments and classroom needs, emphasizing the call for more relevant assessment applications. Key recommendations include establishing multiple pathways to graduation, shifting from seat-time to competency-based credits, and supporting policy changes for personalized, competency-based pathways. The Innovative Assessment Demonstration Authority (IADA) offers a potential avenue for piloting CBE-responsive assessments, although challenges such as inconsistent implementation and aligning with state standards persist. Missouri's efforts to implement CBE and navigate federal requirements are highlighted. Despite promising resources and initial recommendations, challenges like technology integration and stakeholder communication remain. This session underscores the need for careful consideration and collaboration in implementing CBE across Missouri, aiming to explore both its potential benefits and challenges.

Chair:

Edward Roeber, Michigan Assessment Consortium

27. Ambitious and Equitable Science Instruction and Assessment: Building Elementary Teachers' Capacity and Sustaining Impact

Organized Session

3:00 to 4:15 pm

Palmer House Hilton: Floor Third - Salon 5

This symposium reports knowledge gained from a NSF-funded partnership involving university STEM education staff, district science education leadership, and upper elementary teachers (grades 3-5) from two Illinois districts. Partnership activities were designed to build the capacity of elementary teachers to implement ambitious and equitable science instruction and assessment aligned with the NRC's vision for K-12 science education and the NGSS. Across six years, emphasis was on the design, implementation, and interpretation of classroom assessments of multidimensional science knowledge and proficiency. Three related presentations discuss lessons learned, including implications for building elementary teacher capacity and sustaining impact beyond formal project funding. The three presentations respectively include: (a) administrator and teacher voices regarding challenges and successes, (b) evidence of impact on teachers' sense of preparedness for multidimensional science

instruction and assessment, and (c) concerns regarding maintenance of project-developed digital resources designed to support teacher practice and expand project impact.

Presenters:

Carla Strickland, The University of Chicago STEM Education

James Pellegrino, University of Illinois at Chicago

Samuel Arnold, University of Illinois Chicago

Debbie Leslie, The University of Chicago

Discussant:

Caroline Wylie, National Center for the Improvement of Educational Assessment

28. Supporting Teachers and Leaders to Accelerate English Learners' Academic and Language Learning through Formative Assessment

Organized Session

3:00 to 4:15 pm

Palmer House Hilton: Floor Third - Salon 6

In this session, the presenters will introduce key principles demonstrating how formative assessment can align with English learner instruction to support students and teachers alike. This session is designed for state, district, site, and classroom leaders seeking to leverage the role of formative assessment within a comprehensive assessment system. By attending, participants will leave with a deeper understanding of how: 1) educators and English learners can leverage formative assessment as an important strategy to reach content and English language goals, 2) leaders can support this work through establishing a common language grounded in formative assessment principles while also addressing misconceptions about what formative assessment is and is not, and, 3) how to design supports for teachers and leaders to increase their depth of understanding, facilitate a shift in ownership, and integrate formative assessment practices into their instruction.

Presenters:

Barbara Jones, WestEd

Melissa Castillo, U.S. Department of Education, Office of English Language Acquisition (OELA)

Patricia Garcia-Arena, WestEd

29. Sustaining cultures of adult work: Lessons from Colorado and Washington

Organized Session

3:00 to 4:15 pm

Palmer House Hilton: Floor Third - Salon 7

States have begun investing in assessments that better signal and reflect high-quality instructional practices and priorities, especially in Science and have been grappling with how they can influence more local components of assessment systems in collaboration with educators. This requires that states provide learning opportunities that focus on instructional priorities at both the district and classroom level. In this session, state leaders and technical assistance providers will model practices that they have used to develop cultures of care in adult learning and share lessons learned through that work as part of a panel discussion. Participants will leave the session with examples of authentic, caring, and relevant adult learning activities and the structural supports in place to facilitate those experiences.

Participants:

Sustaining cultures of adult work: Lessons from Colorado *Sara Cooper, Contextus; Angela Landrum, Colorado Department of Education*

Sustaining cultures of adult work: Lessons from Washington *Katie Van Horne, Concolor Research; Johanna Brown, Washington Office of the Superintendent of Public Instruction*

Discussant:

Charlotte Thompson

30. What works in Classroom Assessment: Perspectives from Educators on the Move with Standards-Level Measures

Organized Session

3:00 to 4:15 pm

Palmer House Hilton: Floor Third - Salon 8

This session will feature educators sharing experiences implementing a classroom assessment system that goes beyond a standards-based approach, adopting instead a standards-level approach. Their journeys required belief shifts and structural changes, leading to meaningful shifts in assessment utilization for instructional purposes and student learning. We'll start with an overview of the system, highlighting its high-quality, unique characteristics. Then, we'll focus on actions, or moves, taken by teachers, coaches, and students guided by the system's insights. These moves are integral to the system's theory of action—the system provides timely, reliable, and granular information to provide clear guidance for next steps for learning. Presenters, including an elementary ELA teacher and a district instructional coach for mathematics, will share these moves. The session will shed light on characteristics of assessment practices that have fostered positive change and address challenges encountered during implementation.

Presenters:

Angela Spartz, Pleasant Valley Community School District

Jennifer White, Floyd County Schools

Laine Bradshaw, Pearson

31. Implementing or Using Interim Assessments

Paper Session

3:00 to 4:15 pm

Palmer House Hilton: Floor Third - Salon 9

Participants:

Support for College Readiness: Effects of the Diagnostic Assessment and Achievement of College Skills System on GPA *Angela M. Lui, CUNY School of Professional Studies; Elie ChingYen Yu, University at Albany - SUNY; Heidi L. Andrade, University at Albany; Jason Bryer, CUNY School of Professional Studies*

Supporting college readiness is crucial, yet traditional approaches have limitations. To address these limitations, this study evaluates the effects of the Diagnostic Assessment and Achievement of College Skills (DAACS) system. DAACS is a free technological platform designed to diagnose and develop essential college skills: self-regulated learning, writing, reading, and mathematics. In a randomized trial, 37 First Year Experience courses at a public university with 1,139 newly enrolled students used DAACS (treatment) or did not (control). We found a statistically significant positive effect of DAACS on first-semester GPA, with students who viewed their feedback

outperforming those who only completed the assessments without viewing the feedback, who outperformed controls. A positive correlation was observed between the number of feedback pages viewed and GPA. Results highlight the efficacy of embedding DAACS within credit-bearing courses to support college readiness. Implications for implementing DAACS in high schools to prepare incoming students are discussed.

Teachers' Use of Mathematics Benchmark Assessment Data *Michele Carney, Christa Carver, Boise State University; Joe Champion, Boise State University*

K-12 teachers are awash in assessment data and frequently asked to interpret that data in ways that support their instruction. However, research suggests teachers' data-use practices can vary widely and range from beneficial to harmful. This study explores K-12 mathematics teachers' use of benchmark assessment data, focusing on commercially available, state-provided, and commonly developed assessments. Drawing on a large sample of teachers in one U.S. state, we examine teachers' beliefs, attitudes, and data-use practices in relation to these types of benchmark assessments. In addition to sharing survey findings, we will also share K-12 administrators' reactions to the results. This can provide insight to inform the work of others to support assessment data use in K-12 settings.

A Practical and Theoretical Framework for Integrating Interims into a Balanced Assessment System *Melinda Montgomery, PEARSON; Amy Reilly, PEARSON*

The purpose of this session is to present a framework, integrating Interim assessments into a balanced assessment system that a) identifies the system of supports that must be in place for the assessment system to function, and b) describes the role of students, teachers, and school, district, and state leaders in providing those supports. Throughout the session, we will focus, not only on the steps that must be taken now and in the future to ensure the stability and success of such a system, but also address how those steps will help overcome the obstacles that have been barriers to the implementation of such systems in the past.

Chair: *Bethany Brunsman, Lincoln Public Schools*

32. Classroom-Based Assessment Practices in Science

Paper Session

3:00 to 4:15 pm

Palmer House Hilton: Floor Third - Salon 12

Participants:

Educators' Analysis of the Instructional Sensitivity of Constructed-Response Science Test Items *Özge Altıntaş, Ankara University; Yu-Hui Chang, National Sun Yat-sen University; Setlhomu Koloi-Keaikitse, University of Botswana; Anne Traynor, Purdue University*

For test scores to provide useful information about learning progress, differences in the implemented curriculum should affect student test-takers' item responses. Test item scores are "instructionally sensitive" if they are affected by variation in the quality or content of instruction received by students. To inform item-writing guidelines for classroom summative assessment, this study will characterize any general patterns in the content characteristics of instructionally (in)sensitive constructed-response science items and rubrics. Previously, our team used statistical analysis (generalized partial credit models) to identify test items that have high and low instructional sensitivity. We

are currently guiding master science teachers in four nations through item content analysis interviews to evaluate those items. Relying on the expertise of educators who are knowledgeable about both the item content and cognition of students at the tested grade level, we hope to gain new insights about the characteristics of instructionally sensitive items.

Expanding the Formative Use of Classroom-based Assessment Practice: From Supporting Science Instruction to Stimulating Science Learning *Diksha Gaur, University of Illinois at Chicago*

Contemporary perspective on the classroom-based assessment considers both learners and teachers as equal stakeholders (Heritage & Kingston, 2019; Furtak, et al., 2019) in this process. Building on this perspective, the study aimed to understand how does students' collaborative engagement with classroom-based science assessment tasks and resources foster (or not foster) deep engagement with the valued scientific practice of Engaging in Argumentation from Evidence? The study found that students initially use their self-identity and common knowledge as evidence to support the claim in the task. However, mediated by the collaborative engagement process, they eventually shift to using data-based evidence to support the claim in the task responses. By demonstrating this shift from less proficient to more proficient engagement with the disciplinary practice (Schwarz. et al., 2017), the study attempts to push the conceptualization of a classroom-based assessment practice from supporting science instruction to stimulating science learning in and of itself.

Teachers' Use of Learning Progressions-Based Tasks to Support Formative Assessment Practices in Middle School Science *Sara Dozier, California State University, Long Beach; Linda Morell, University of California, Berkeley; Anna MacPherson, American Museum of Natural History; Kristin Gunckel, University of Arizona; Mark Wilson, University of California, Berkeley*

In this study, we describe the formative assessment practices of teachers as they interpret and plan to use data from NGSS-aligned middle school science multicomponent tasks. We found that teachers were able to make use of the learning progression-based reports when provided with timely reports of their students' results using an online platform. We identified three key themes in their description of how they might use the information. Teachers expressed that these reports helped them (a) expand their thinking about how their students are learning science, (b) plan changes to their teaching practice, and (c) communicate with other teachers. These findings have implications for the design and dissemination of formative assessment tasks and for teacher professional learning.

The Characteristics of High-Quality Performance-Based Assessment in K-12 Education *Christopher Gareis, William & Mary; Si Chen, William & Mary*

The call for "balanced assessment systems" recognizes the need to make use of conventional assessments (e.g., multiple choice) and performance-based assessments (e.g., constructed-responses, practicals, work products, projects), the latter of which are intended to tap complex, transversal learning associated with 21st century skills and college/career readiness (National Academy of Education, 2024). Despite the intuitive appeal of performance-based assessment (PBA), the field lacks a cogent, research-based set of criteria that characterize high-quality PBAs. Through systematic review methodology, this study explores the characteristics of high-quality PBA in K-12

education. After systematically identifying and then reviewing 83 peer-reviewed publications, 28 major characteristics emerged, which could be categorized into five domains: curriculum, instruction, assessment, student, and context. The study's results may inform PBA design and implementation practice, as well as informing validation studies of extant PBAs.

Chair:

Diksha Gaur, University of Illinois at Chicago

4:15 – 4:30 P.M. TRANSITION TIME

4:30 – 5:45 P.M. POSTER SESSION & RECEPTION

33. Poster Session & Reception

Poster Session & Reception

4:30 to 5:45 pm

Palmer House Hilton: Floor Fourth - Exhibit Hall

Participants:

Using Natural Language Processing to Generate Personalized Feedback to Support Teacher Learning of Key Teaching Competencies *Jamie N. Mikeska, ETS; Jessica L. Tierney; Alessia Marigo, ETS; Tricia Maxwell, ETS; Beata Beigman Klebanov, ETS*

The study examined how elementary in-service teachers (ISTs) interact with and use personalized feedback that was generated by the automated evaluation of dialogue between students and teachers in simulated teaching experiences (Author, 2023). Each feedback report illustrates ISTs' strengths and areas of growth for four feedback components related to their ability to attend to student ideas when facilitating a science discussion. Data collected involved each IST facilitating a science discussion in the simulated classroom with five student avatars and completing an online survey and semi-structured interview to share their perceptions of, understanding about, and evaluation of the feedback. Findings provide evidence that ISTs used the personalized automated feedback in intended ways, which suggests that these types of feedback reports have potential to support teacher learning of complex teaching practices.

It's "Just" Assessment: Early Validity Evidence for Inclusive Formative Assessment Materials in Socio-emotional Development. *Leslie Nabors Olah, Assessment for Good / AERDF; Lauren D. Kendall Brooks; Temple Lovelace, Assessment for Good*

Providing equitable opportunities for deeper learning depends on the availability of rigorous, asset-based assessment materials, yet classroom materials still remain grounded in deficit views of historically minoritized communities. This poster describes the inclusive process used to develop and revise New Insights, a formative assessment tool designed for learners in Grades 3-5 and 6-8 that targets socio-emotional development. We position justice-oriented assessment, or "just assessment," and critical psychometrics as ways to increase the rigor of classroom-based assessment as well as its utility for learners, educators, and communities. Our early-stage research and development features a psychometric study that includes both qualitative and quantitative approaches and is based on a theoretical foundation of the domains and indicators for the targeted constructs. We will present initial qualitative and quantitative validation evidence for this online formative assessment tool that targets learners'

belonging, emotional development, executive function, learning time, and social development.

Using the Rasch-Guttman Scenario Scale to Assess the Development of Sociocultural Competence among Students in Dual Language Programs *Aarti P Bellara, WESTERN CAROLINA UNIVERSITY; Elizabeth Howard, University of Connecticut; Dominique Galvez, University of Connecticut; Elena Sada, Boston College; Manuela Wagner, University of Connecticut; Sandra Silva-Enos, Providence College*

Dual language programs are widely increasing across the United States and promote grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence effectively. Sociocultural competence is the least defined and least understood construct of dual language programs, and thus is less likely to be applied and assessed in these programs. This study presents the development and initial pilot testing and validation of an age-appropriate measure of sociocultural competence for dual language-based education students in grades 3-6. Rasch-Guttman Scenario based framework for measure development was employed because it allows for researchers to measure developmental progressions, and ground items in scenarios making the measure more student-centered and ultimately aligned with the tenets of sociocultural competence. In this study we present findings from our measure development process including the progression matrix and scenario building, expert review, and pilot results.

False Formatives: Student Perception vs. Teacher Practice of Classroom Assessment & Grading *Lance Piantaggini, University of Massachusetts Amherst*

Classroom assessment involves two functions: to improve learning (formative), and to report achievement (summative). While providing feedback is formative, grades are summative. In practice, however, many assessments labeled “formative” are often accompanied by grades, and lack feedback. These false formatives are least likely to support learning since findings over 115 years suggest that grades hinder learning due to reliability issues given astounding variation in assigning them, their ineffectiveness when compared to feedback conditions necessary for improving learning, or other negative associations with motivation and achievement. It is more likely that the best way to support learning is by 1) limiting grading to only true summative assessments given at the end of the grading period, and 2) using alternatives to grading formative assessments. The purpose of this study is to identify grading practices that support learning by exploring teachers’ assessment and grading practices, and student perceptions of those practices.

Measuring and reporting change for classroom use in the context of formative college-readiness assessments *Yukie Toyama; Richard Brown, West Coast Analytics; Perman Gochyyev, UNIVERSITY OF CALIFORNIA, BERK*

This study builds upon earlier work in reporting single time-point score reports to teachers of student performance on measures aligned to a learning progression for Computational Thinking and addresses the issues related to the design and evaluation of reporting change/progress to educators, while ensuring their inferences in the classroom through principled test form design. Several prototype report-designs that communicate change/progress - some targeted at the classroom level while others focus on the individual students - are presented to teachers and teacher trainers in semi-structured, cognitive interviews. Teachers and trainers are presented with interpretation tasks with a few alternative change displays, followed-up with retrospective probes regarding clear

and confusing aspects of the report displays. Additional teachers using the Computational Thinking assessment will be surveyed for their use, interpretation, and perceived utility of the change score reports. Participants will provide suggestions for improvement, and potential uses of the change information for classrooms.

Exploring the Bidirectional Relationship between Strong Adult Learning Cultures and High-Quality Classroom Assessments *Supraja Narayanaswamy, Center for Whole-Child Education - ASU; Claudia Hebert, Arizona State University*

Science tells us that schools can set up all students for learning and thriving by prioritizing the following: developmentally supportive relationships, culturally competent contexts, integrated systems of supports, and personalization. Drawing on research from the science of learning and development, this presentation investigates the bidirectional relationship between strong adult learning cultures and high-quality classroom assessments and explores how they can work together to support learning and development for all students. The assessment tool we will explore are the Whole-Child Design Inventories, a suite of measurement tools developed by the organization writing this proposal.

Administrator Needs for Assessment Policy Implementation: A Focused Study *Cristyne Hebert; Kent LeNouail, University of Regina*

Assessment is one of the most important activities conducted in the classroom, inextricably linked to student learning and achievement (Deluca et al., 2018; Stiggins, 2006). Documenting teacher approaches to classroom assessment is undoubtedly important (Rea-Dickets, 2004), as is understanding the impact of policy on practice, specifically at the local level (Hall & Harding, 2002). This project examines administrator flexibility and autonomy for promoting and implementing assessment-specific administrative policies (APs) within individual school environments; this work is vitally important within a local-school contexts given a lack of government-produced policy around classroom-based assessment, with schools relying instead on locally devised APs.

FRIDAY, SEPTEMBER 20 | DAY TWO | PALMER HOUSE HOTEL

8:00 – 9:30 A.M. BREAKFAST PLENARY SESSION

34. Day 2 Breakfast Plenary Session:

Balanced Assessment Systems to Support High-Quality Classroom Learning and Assessment

8:00 to 9:30 am

Palmer House Hilton: Floor Fourth - Red Lacquer Room

Assessments must support ambitious and equitable teaching and learning if our education systems will serve all learners. A new volume by the National Academy of Education (NAEd), *Reimagining Balanced Assessment Systems*, shifts the notion of balanced assessment systems away from statewide and interim assessments to rich classroom learning and assessment environments. Yet, this remains hard to do well, especially at scale. This session will be a conversation among the volume's authors and district leaders responsible for carrying out this work, which is designed to illuminate the challenges and opportunities associated with implementing balanced assessment systems in their districts. The session will be facilitated by Scott Marion, one of the co-editors of the NAEd volume, and will include:

- **Carla Evans**, Center for Assessment and chapter co-author
- **Laura Hamilton**, AIR, and chapter co-author
- **Peter Leonard**, Chicago Public Schools, and volume reviewer
- **Brooke Smothers-Strizic**, Bakersfield City School District
- **Hilary Kjaer**, Rincon Valley Union School District
- **Jim Pellegrino**, University of Illinois, Chicago, and co-editor

9:30 – 9:45 A.M. TRANSITION TIME

9:45 – 11:00 A.M. CONCURRENT BREAKOUT SESSION #4

35. Coherent Systems of Innovative and Equitable Science Curriculum, Instruction, and Assessment Resources

Organized Session

9:45 to 11:00 am

Palmer House Hilton: Floor Third - Salon 1

The Nebraska Department of Education, in partnership with multiple states and organizations, has led efforts over the past seven years to establish science assessment resources, score reports, and other reporting mechanisms that are coordinated and aligned across all parts of the assessment system. With coherence as the guiding principle, these state-level educators and national science education and measurement experts have joined with hundreds of local educators to build assessment systems that make sense for students, educators, parents, and other stakeholders who want high-quality teaching and learning models as well as the means for evaluating them. Presenters will share replicable and scalable processes and resources for driving meaningful shifts to science instructional practice and assessment as envisioned by the National Research Council's A Framework for K12 Science Education (NRC, 2012) and share how state and local educators are enacting the model and mechanisms to enhance learning

opportunities for all students.

Participants:

Introduction to Project Goals, Design Frameworks, and Products *Ellen Forte, edCount, LLC; Erin Buchanan*

Illustration of the Curriculum Map and Resources for a Grade Level Unit *Mary Kemunto Nyaema, University of Illinois at Chicago; Charlene Turner, edCount, LLC*

Examples of End-of-Unit (EOU) Assessments with Discussion of Pilot Study Results *Daisy Wise Rutstein, edCount, LLC; Bill Herrera, edCount, LLC*

Examples of Score Reports and Reporting Mechanisms for the End-of-Unit (EOU) Assessments *Charlene Turner, edCount, LLC; Erin Buchanan*

Implementation of the Assessment Model from a State and Local Perspective *Rhonda True, Nebraska Department of Education; Bill Herrera, edCount, LLC*

Discussant:

James Pellegrino, University of Illinois at Chicago

36. Models and Practices for Supporting Teacher Assessment Literacy

Paper Session

9:45 to 11:00 am

Palmer House Hilton: Floor Third - Salon 2

Participants:

Constructing a Measure of Preservice Teacher Justice-Oriented Classroom Assessment Literacy *Valeria Zunino-Edelsberg, UC Davis; Megan Welsh, University of California, Davis; Veronica Santelices, CATHOLIC UNIVERSITY OF CHILE; Tony Albano, UNIVERSITY OF CALIFORNIA, DAVIS; Margarita Jimenez-Silva, University of California, Davis*

This paper summarizes the development of a scenario-based survey of Chilean pre-service teachers classroom assessment approaches. Adapting from DeLuca et al (2019), we wrote vignettes describing classroom assessment challenges and items on how teacher candidates might respond. Items vary in terms of justice orientation (supremacist, responsive, sustaining) and assessment purposes (as-, of- and for- learning). Following Chang and Cochran-Smith (2022), we interviewed 12 Chilean teacher candidates about the cultural and classroom contexts in which they work and asked them to propose how they might respond to vignettes. Interviews were used to generate items representing different assessment purposes and justice orientations. They revealed that teacher candidates are explicitly taught about formative and summative uses of assessment, but issues of race and justice are considered differently in Chile than in the US. Nonetheless, teacher candidates did in fact propose classroom assessment approaches reflecting a full array of uses and justice-orientations.

Measuring Assessment Literacy of Faculty in Higher Education: A Systematic Review *Mikayla Strasser; Fei Lang, University of Illinois Chicago; Yue Yin*

Enhancing faculty's assessment literacy (AL) is crucial for creating supportive and inclusive learning environments and promoting effective education. This systematic review explores AL instruments in higher education contexts to identify existing tools, their adaptations from K-12 settings, types, constructs measured, and psychometric features. Preliminary findings from a sample of 57 articles, show frequent use of adapted tools from K-12 contexts (35%), with surveys as the most prominent instrument type. Constructs assessed primarily include knowledge, with fewer measuring skills and attitudes. Additionally, a portion of instruments lack validity (18%) and reliability (29%) evidence. This study highlights the need for more high-quality, context-specific instruments to assess all facets of AL in higher education, to

support professional development and research outcomes.

A personalized approach to NGSS assessment professional learning using the CA Assessment Toolkit *Melissa Spadin, San Diego County Office of Education; John Spiegel, San Diego County Office of Education*

This presentation will explore professional learning models and processes that were developed by SDCOE, other California science partners, and LPI to support teacher design and implementation of NGSS aligned 3D assessments. The California NGSS Toolkit for Student-Centered Assessment was designed as a robust set of professional learning experiences, processes, and tools with classroom application to support educators at the district and classroom level. It is intended to support curriculum-anchored assessment systems for both classroom teachers and system leaders.

Chair:

Melissa Spadin, San Diego County Office of Education

37. Implementing Balanced Assessment Systems in Practice

Organized Session

9:45 to 11:00 am

Palmer House Hilton: Floor Third - Salon 3

Ever heard the refrain, “There’s too much testing in schools”? Educators grapple with wanting information to understand student strengths and learning needs, while also minimizing testing time. In this session, we share resources, tools, and practices that can help schools/districts implement more balanced assessment systems. Participants will learn about the results of strategic efforts in California to engage district/school leaders and classroom teachers in both top-down and bottom-up approaches to implementing balanced assessment systems. A district involved in a top-down approach will share the results of their local assessment system review process, which eliminated assessments to free up time for more instructionally useful assessments. A district involved in a bottom-up approach will share their experiences related to a formative assessment in math professional learning series, which helped re-balance their local assessment system. The session will include examples, lessons learned, and practical advice for others looking to implement balanced assessment systems.

Participants:

Background on Balanced Assessment Systems and Barriers to Implementation *Carla M. Evans, National Center for the Improvement of Educational Assessment; Caroline Wylie, National Center for the Improvement of Educational Assessment; Laura Pinsonneault, National Center for the Improvement of Educational Assessment*

The Role of State-Supported Organizations in Supporting the Implementation of Balanced Assessment Systems *Ingrid Roberson, California Collaborative for Educational Excellence; Dorcas Kong, California Collaborative for Educational Excellence*

Top-Down Approach to Implementing Balanced Assessment Systems: Local Assessment System Reviews *Brooke Smothers-Strizic, Bakersfield City School District; Avilene Cueto, Bakersfield City School District*

Bottom-Up Approach to Implementing Balanced Assessment Systems: Formative Assessment & Learning Progressions *Hilary Kjaer, Rincon Valley Union School District; Tasha Lopez, Rincon Valley Union School District*

**38. Continuous Improvement Conditions for Strong Classroom Assessment
Practice: Developing and Implementing an Indicator for Balanced Assessment
Systems** Organized Session

9:45 to 11:00 am

Palmer House Hilton: Floor Third - Salon 4

Chicago Public Schools (CPS) is in the process of reimagining district accountability. With the approval of its Continuous Improvement & Data Transparency Policy, CPS is in the process of developing and implementing both outcome and practice measures to guide and support school improvement. One of the key practices CPS is focused on is the implementation of balanced assessment systems, with an increased focus on strong classroom assessment resources and practices. The session will introduce participants to the CPS Balanced Assessment Framework and explore the development of the balanced assessment indicator in response to three guiding questions: 1. What information will help school leaders create systems and structures to ensure that students develop skills that prepare them for life after high school? 2. What information will help the district develop direct resources and supports? 3. What information will parents need to know if their child's school prepares students for life after high school? It will zoom in on the classroom assessment components, along with the district investments and supports to strengthen school practice in this area.

Presenters:

Peter Leonard, Chicago Public Schools

Jeffrey Broom, Chicago Public Schools

**39. Comparing Foundational Competencies in Educational Measurement and
Classroom Assessment**

Organized Session

9:45 to 11:00 am

Palmer House Hilton: Floor Third - Salon 5

What are “foundational competencies in classroom assessment,” and how do they differ from “foundational competencies in educational measurement”? Foundational competencies include knowledge, skills, and abilities that learners must possess to succeed and continue learning in a profession. In 2023, a Presidential Task Force of the National Council on Measurement in Education (NCME) attempted to answer these questions for educational measurement. In this symposium, NCME members with expertise in classroom assessment will offer contrasting perspectives about overlap and non-overlap among competency domains in educational measurement and those in classroom assessment. What classroom assessment competencies should we expect a competent learner in educational measurement to possess? What educational measurement competencies should we expect a competent learner in classroom assessment to possess? Brief presentations will be followed by moderated discussion among presenters and engagement with the audience.

Participants:

Foundational Competencies in Educational Measurement: An NCME Task Force Consensus
Andrew Ho, Harvard Graduate School of Education

A Crosswalk Between Classroom Assessment Standards and Educational Measurement
Standards *Sarah M. Bonner*, Hunter College, CUNY

Alignment and Misalignment of the “Foundational Competencies for Educational
Measurement” with Knowledge and Skills for Classroom Assessment *Dustin Van Orman*,

Western Washington University

Teachers' Assessment Practices as Foundational for Classroom Assessment *Erin Marie Furtak, University of Colorado Boulder*

The Signal and the Noise *James McMillan, Virginia Commonwealth University*

Discussant:

Derek Briggs, University of Colorado, Boulder

40. Minnesota Data and Assessment Literacy at Scale: A Coordinated, Statewide Professional Learning Approach

Organized Session

9:45 to 11:00 am

Palmer House Hilton: Floor Third - Salon 6

The Minnesota Department of Education (MDE) recognizes the role that data and assessment tools and practices can play in supporting learning for all students. The state has rolled out a coordinated set of resources to support districts and schools to build the capacity to design and sustain balanced, coherent, and equitable assessment systems. Hear from MDE leads about the Minnesota Data and Assessment Literacy pathway which provides a robust set of on-demand professional learning modules tailored to the learning needs of both educators and leaders. The modules provide videos, articles, and downloadable tools for educators and leaders to use as they apply their learning toward making changes within their schools and districts. This series of modules serves to support communicating a vision for balanced assessment systems in Minnesota, as well as an approach to scaling professional learning on data and assessment literacy.

Presenters:

Kendra Olsen, Minnesota Department of Education

Brendan O'Shea, Minnesota Department of Education

Discussant:

Jessica Arnold, WestEd

41. Scaling Innovation for Deeper Learning: Lessons Learned from Early Adopters

Organized Session

9:45 to 11:00 am

Palmer House Hilton: Floor Third - Salon 7

This session explores the findings and lessons learned from two studies conducted in a research-practice partnership with districts attempting innovation to ensure access to deeper learning for all students. The first study sought a better understanding of the conditions and motivations that influence teachers to be Early Adopters of innovations. It revealed that Early Adopters had a positive and statistically significant relationship with the implementation of the innovation. Qualitative data indicated, however, that these teachers felt that school leaders did not support their needs for autonomy. The second study examined teachers' perceptions of principals' leadership characteristics, support of teacher autonomy, and of teachers' willingness to adopt an educational innovation. Findings revealed that autonomy satisfaction/frustration mediated the relationship between the leadership style and teachers who implemented the innovation. Autonomy supportive leadership combined with teacher innovativeness appears to create conditions where deeper learning can be part of every student's experience of school.

Presenters:

Lindsey Basileo, Instructional Empowerment

Merewyn Lyons, Instructional Empowerment

An Exploratory Analysis of Early Adopters in Education Innovations *Lindsey Basileo, Instructional Empowerment; Merewyn Lyons, Instructional Empowerment*

A Key to Unlocking Education Reform in Education: Autonomy Supportive Leadership and the Diffusion of Innovation *Lindsey Basileo, Instructional Empowerment; Merewyn Lyons, Instructional Empowerment; Michael D. Toth, Instructional Empowerment*

Discussant:

Michael D. Toth, Instructional Empowerment

Participants:

Lela Majstorovic, Superintendent of Instruction, School District U-46

Early Adopters Teachers, School District U-46

42. Collaborative Teacher Learning Cultures to Support Formative Assessment Practices

Paper Session

9:45 to 11:00 am

Palmer House Hilton: Floor Third - Salon 8

Participants:

Collaborative Learning for the Effective Implementation of the Formative Assessment Process: The Crucial Role of Planning *Tara Kintz, Michigan Assessment Consortium; Margaret Heritage*

This session explores educator learning about and engagement in planning for use of the formative assessment process. Drawing from research gathered through the Formative Assessment for Michigan Educators (FAME) program, a multi-year statewide initiative, we present findings from survey data and collaborative professional learning sessions to illustrate fundamental principles of effective planning for the formative assessment process. A central feature of FAME is the sustained support provided over many years alongside a collaborative learning culture focused on building educator capacity. In addition, educators are supported to attend to students' funds of knowledge and cultural contexts in their planning to promote agency, relevance, and deep learning in the assessment process. The session highlights implications for pre-service and in-service teachers' enactment of the formative assessment process as well as professional learning efforts.

Refining Our Understanding of Teacher Feedback Dispositions and Practices *Ofer Chen, New York University; Yoav Bergner, New York University*

This presentation introduces the Feedback Benefits and Costs Questionnaire (F-BaCQ) and the Feedback Practices Questionnaire (F-PraQ), newly developed instruments designed to evaluate teachers' dispositions towards giving written feedback and the types of feedback they employ. Drawing on two rounds of survey data from US classroom teachers, these instruments demonstrate robust reliability and model fit, offering insights into how teachers' perceptions of the benefits and costs associated with feedback influence their feedback practices. Findings reveal significant correlations, such as the link between teachers' belief in feedback as a trust-building tool and their propensity to provide affective feedback. These tools not only enhance our understanding of feedback dynamics but also have practical implications for tailoring professional development to improve educational outcomes.

Peer Observation as Formative Assessment: Enhancing Teacher Collaborative Learning to Enact Equitable Instruction *Bryant Jensen, Brigham Young University; Taylor Topham, Northwestern University; Xiaohang Zhang, Brigham Young University*

Teacher collaboration has been shown to improve teaching and student learning. Yet, it is unclear how classroom assessments can support rich collaboration to enact equity pedagogies. We show how rigorous peer observation among teachers can function as a formative assessment of teaching—to improve the quality of their professional collaboration to plan, enact, and study equitable dialogic teaching practices among Native Islander children in Hawaii. Using quantitative coding, we track the quality of teacher collaborative discourse of a fifth-grade teacher team over an entire year as they participate in a professional learning experience called “Instructional Conversations for Equitable Participation,” which was centered on an assessment of classroom teaching based on peer observation. We find some features of teacher collaborative talk improved whereas others did not, and conclude with implications for our design and, more generally, for classroom assessments intending to assist teacher learning to enact equity pedagogies.

Scaling Up Formative Assessment Practices: Sustained Support for Collaborative Learning Cultures to Build Educator Capacity *Tara Kintz, Michigan Assessment Consortium; John Lane; Edward Roeber, Michigan Assessment Consortium*

This research study examines the impact of sustained support provided in the Formative Assessment for Michigan Educators (FAME) Program and participation in Professional Learning Communities (PLCs) on teacher learning about and use of formative assessment. Utilizing a mixed-method approach, the researchers analyzed quantitative data from surveys and qualitative data from open-ended survey questions and interviews to understand changes in teachers’ formative assessment knowledge and skills. This session explores the effect of the multi-year professional learning program on formative assessment practices for educators working in different content areas and grade levels. Findings highlight the significance of volunteer based collaborative PLCs as valuable forums for teacher learning and emphasize the role of a clear framework for formative assessment content in fostering meaningful professional growth.

Chair:

Tara Kintz, Michigan Assessment Consortium

43. Evaluating the Development and Use of District-Driven Rapid Diagnostic Assessments as Conduits to Facilitate Classroom Assessment Practices

Organized Session

9:45 to 11:00 am

Palmer House Hilton: Floor Third - Salon 9

Quality classroom assessment practices rely on the abilities of the teachers of a district and district assessment leadership and vision. In this symposium, we report how two large districts in Kansas, working with both industry and academic partners, developed a district-driven assessment system geared to be the link between classroom assessment practices and state summative assessments. As districts control the curriculum and pacing for schools, the intent was to provide districts more direct assessment methods aligned with their pacing. The first presentation provides an overview of the assessment process, from construction to the unique features each district required for their assessments. The next two presentations provide details from each district’s perspective: why they felt a custom system was needed, how they use the system, and how the system has worked. The final presentation reports the psychometric methods used to calibrate these assessments and how results were reported to teachers.

Participants:

Introducing District-Driven Rapid Diagnostic Assessments *Jacinta Olson, University of Iowa/Innovative Assessment Solutions*

District Driven Assessments in Kansas City Kansas Public Schools *Zachary Conrad, Kansas City Kansas Public Schools*

District Driven Assessments in Olathe Kansas Public Schools *Spencer Brown, Olathe Public Schools*

: Psychometric Methods for Analysis, Evaluation, and Use of District Driven Assessments
Jonathan Templin, University of Iowa

Discussants:

Todd Wiedemann, Kansas MTSS

Casey Peine, Clearwater School District

44. Culturally Conscious Assessment - Navigating Development and Implementation across Diverse Contexts

Organized Session

9:45 to 11:00 am

Palmer House Hilton: Floor Third - Salon 12

There has been an increasing focus to center students' cultural and linguistic assets in assessment, better reflecting research on how people learn, retain, and use knowledge and practice. Culturally responsive, relevant, and sustaining assessment instruments and practices are similar in that they all explicitly acknowledge students' unique and culturally shared assets. However, they differ in several key ways. These differences matter deeply for the design and operationalization of culturally conscious assessments within systems at the school, district, state, and national level. In this session, we bring together a panel of people implementing culturally conscious assessment practices across diverse systems to discuss what culturally conscious assessments can look like and how to navigate development and implementation. The panel will present examples of system conditions under which foregrounding features from different theoretical frameworks in assessment system design can lead to better learning environments for students.

Presenters:

Aneesha Badrinarayan, Learning Policy Institute

Sara Cooper, Contextus

Maria Hamdani, Center for Measurement Justice

Sasha Klyachkina, Chicago Public Schools

Discussant:

Katie Van Horne, Concolor Research

11:00 – 11:10 A.M. TRANSITION TIME

11:10 – 12:25 P.M. CONCURRENT BREAKOUT SESSION #5

45. Generative AI to Support Classroom Assessment

Paper Session

11:10 to 12:25 pm

Palmer House Hilton: Floor Third - Salon 1

Participants:

Improving the efficiency of silent reading measure through timing analyses and automatic AI test generation *Jasmine Elizabeth Tran; Wanjing (Anyu) Ma; Amy Burkhardt, Cambium Assessment, Inc.; Tonya Suzette Murray, Stanford University; Kelly Wentzloff, Stanford University; Albu Ungashe, Stanford University; Mia Fuentes, Stanford University; Hannah Stone, Stanford University; Jamie Mitchell, Stanford University; Maya Yablonski, Stanford University; Liesbeth Gijbels, University of Washington; Adam Richie-Halford, Stanford University; Carrie Townley-Flores, Stanford University; Jason Yeatman, Stanford University*

This study addresses the need for efficient reading measures so educators can overcome barriers to school-wide assessment. We improve upon the sentence reading efficiency (SRE) task, an online measure of silent reading efficiency, by optimizing the assessment and leveraging AI to create multiple test forms for progress monitoring. Our findings demonstrate the effectiveness of shorter blocks (60-90 seconds) and the strength of AI for (1) authoring items that are comparable to humans and (2) creating parallel test forms that are matched in terms of difficulty.

Choosing Items is Easier than Writing Items: Generative AI and Classroom Assessment Systems *Daniel T Hickey, Indiana University; Morgan Qianxy Luo, Indiana University*
Classroom assessment “systems” that align instruction and formative and summative assessments promise remarkable outcomes and valid evidence of transfer. However, writing items for such systems is challenging and laborious. Instructional content and formative & summative items must be sufficiently similar to motivate engagement but sufficiently different to minimize construct-irrelevant easiness. Generative AI can create pools of astonishingly high-quality items for given resources. This allows educators to choose from pools of candidate items that require learners to (a) transfer learning from instruction and (b) process formative feedback deeply in order to (c) confidently answer summative items. Powerful assessment features in learning management systems further streamline this process. This paper presents a case study of an online graduate course on educational assessment that used ChatGPT4 and Canvas to create, align, and administer three “levels” of increasingly formal assessments: (1) open-ended formative self-assessments, (2) selected-response summative self-checks, (3) time-limited automatically scored summative exams.

Empowering Teachers: The Role of ChatGPT in Classroom Assessment Through Automated Essay Scoring and Feedback *Liting Guo, Peking University*

The application of ChatGPT in education presents a scalable technological pathway to enhance traditional classroom assessment. This study explores the feasibility of leveraging ChatGPT, specifically GPT-3.5 and GPT-4, in routine classroom assessment through automated essay scoring and feedback. To this end, we designed seven prompts to ascertain which could effectively improve the reliability of ChatGPT. Our results indicated that the 'Essay Prompt + Scoring Rubric + Human Rated Examples'

configuration aligns most closely with human ratings. We then utilized this prompt to automatically score and provide feedback on 166 essays written by Chinese high school students. The findings suggested that GPT-4 outperformed GPT-3.5 in scoring accuracy and consistency, while GPT-3.5 remained cost-effective and viable. Furthermore, ChatGPT could offer nuanced writing feedback, which was unanimously endorsed by the expert panel. Consequently, we encourage educators, particularly those in resource-limited schools, to actively adopt ChatGPT in daily instruction and assessment practices.

Chair:

Daniel T Hickey, Indiana University

46. Theory, Application, and Implications of Culturally Responsive Assessment

Paper Session

11:10 to 12:25 pm

Palmer House Hilton: Floor Third - Salon 2

Participants:

Promoting Student Agency in Science: Assessment for Learning Grounded in Culturally Responsive and Sustaining Pedagogies *Tara Kintz, Michigan Assessment Consortium; Amelia Gotwals, Michigan State University*

All students deserve to be in science classrooms where their ideas, experiences, and ways of making sense of the world are invited, valued, and used to support their learning. To develop classroom communities that center students in this way, teachers must develop and use a repertoire of practices that provide space for students to share and use their ideas, experiences, and funds of knowledge in their learning. Grounding formative assessment practices in culturally responsive-sustaining education (CRSE) is one way that teachers can take actions to support students in developing both agency in their science learning and science identity. We provide examples from research-practice partnerships in which teachers enact both FA and CRSE practices to present an expansive vision of STEM education that allows students to see themselves as active agents in the learning process as well as reflected in STEM education.

Culturally-relevant Formative Assessment: Alignment of a Concept Map Activity and First Peoples Principles of Learning *David Trumpower, University of British Columbia Okanagan*

Despite progress, examples of de-colonizing assessment practices that are culturally-relevant and take into consideration the unique ways that people learn is still needed. In this paper, we describe the development, implementation, and critical analysis of a concept map assessment, developed in an effort to be relevant to Indigenous ways of knowing. Embedded within land-based, community-engaged experiences in a pre-service teacher education course, the concept map assessment is shown to align well with the nine First Peoples Principles of Learning – it is relational and experiential, recognizes Indigenous knowledge and history, involves multigenerational perspectives, supports well-being of community and the land, allows for time and patience, and asks students to consider the consequences of their actions, learning and developing identities.

Go slow; you get there faster: Culturally sustaining assessment as adaptive change *Elaine Radmer, GONZAGA UNIVERSITY*

Taking up the practice of culturally sustaining assessment is adaptive work that will require measurement experts, faculty in teacher preparation programs, and educators to reexamine deeply held beliefs and values, which is cognitively and emotionally demanding. Cultural clashes – and even harm to students – are likely to continue if professional communities

shortchange this adaptive work. To support the deep changes needed for culturally sustaining assessment, we propose the following analytic work: 1) examining the epistemic foundations of classroom assessment, and 2) critiquing the widespread cultural model of learning within which classroom assessment is applied. Our hope is to affirm the generation of new space for culturally relevant-sustaining teaching and learning with coherent assessments.

Chair:

Elaine Radmer, Gonzaga University

47. Navigating the Challenges of Scaling & Spreading Assessment Literacy:

Lessons Learned

Organized Session

11:10 to 12:25 pm

Palmer House Hilton: Floor Third - Salon 3

Assessment literacy is a critical component of educational decision-making, enabling educators to effectively select, design, interpret, and use evidence to improve student learning. Despite years of effort to promote assessment literacy, widespread improvements remain elusive. This panel discussion brings together experts from four organizations that have been working in this space for over 15 years to candidly explore the challenges and potential solutions. This session will delve beyond theoretical frameworks, aiming to identify common obstacles that hinder the scaling and spreading of assessment literacy across various contexts. The discussion will offer insights into the difficulties faced, strategies adopted by organizations committed to improving assessment practices and uses, and lessons learned. By examining real-world experiences, the panelists will engage conference attendees in a thought-provoking conversation that delves into the heart of the assessment literacy dilemma.

Presenters:

Edward Roeber, Michigan Assessment Consortium

Cheryl Harmon, CenterPoint Education Solutions

Carla M. Evans, National Center for the Improvement of Educational Assessment

Caroline Wylie, National Center for the Improvement of Educational Assessment

Discussant:

Laura Slover, CenterPoint Education Solutions

48. Implementing a Guiding Framework for Equitable Classroom Assessment That Enhances Deep Learning

Organized Session

11:10 to 12:25 pm

Palmer House Hilton: Floor Third - Salon 4

Teachers' classroom assessment practice has deep impacts on student learning, motivation, and well-being. This session centers on "A Guiding Framework for Effective, Equitable Classroom Assessment for Teacher Practice and Student Success" (Hereafter: Framework) which describe principles of practice developed for teachers from research, teacher standards frameworks, and iterative refinement through Delphi studies with scholars (N = 42) and cognitive interviewing with K-12 teachers (N = 14). Presentations will describe (1) the Framework development and components (Van Orman, Riley-Lepo, & McMillan), (2) critique on the Framework's proficiency emphases (Andrade), (3) tensions in using the Framework to guide teacher practice (Wylie), (4) imperatives to center equity within the Framework (Varier), and (5) how the Framework fits into the evolving landscape of classroom assessment, equity, and social justice-centered reforms in STEM disciplines (Furtak, Grapin, & Lee). This session

will illuminate ways to systematically support teachers' classroom assessment practice to promote students' deeper learning.

Participants:

A Guiding Framework for Effective, Equitable Classroom Assessment for Teacher Practice and Student Success *Dustin Van Orman, Western Washington University; Erin E Riley-Lepo, The College of New Jersey; James McMillan, Virginia Commonwealth University*
Emphasizing Student Agency and Self-Regulation, and Not Overemphasizing Proficiency *Heidi L. Andrade, University at Albany*

Applying the Framework: Guiding Teachers or Overwhelming Them? *Caroline Wylie, National Center for the Improvement of Educational Assessment*

From Equity-light to an Equity-centered Framework for Classroom Assessment *Divya Varier, George Mason University*

Working Toward Justice and Equity in Science Classroom Assessment *Erin Marie Furtak, University of Colorado Boulder; Scott Grapin, New York University; Okhee Lee, New York University*

49. Implementing and Supporting a Balanced Assessment System

Paper Session

11:10 to 12:25 pm

Palmer House Hilton: Floor Third - Salon 5

Participants:

Navigating Towards Balance: Implementing a Statewide Assessment Ecosystem Featuring a Classroom Assessment Component *Stanley Schauer, North Dakota Dept of Education; Laine Bradshaw, Pearson*

This presentation addresses the implementation of a statewide balanced assessment system, emphasizing the integration of formative, interim, and summative components to provide a comprehensive understanding of student learning. Drawing on the National Academy of Education's recognition of the rarity of such systems, we focus on our state's efforts to establish coherence between classroom assessments and broader state-led assessments. Our system, anchored by the classroom assessment tool "Navy," aims to equip districts with reliable data to inform instructional decisions effectively. Central to our presentation is the theory of action behind Navy's role in supporting formative assessment practices, fostering student agency, and offering educators real-time insights into student progress. We also explore how classroom assessment results complement other measures within the system, underscore the importance of understanding the purposes and uses of each assessment type, and share insights into implementation opportunities and challenges.

Co-Collaborating with District Stakeholders to Develop a Balanced Assessment System *Joseph Austin*

An assessment audit was initiated as part of a balanced assessment initiative within a large urban school district after students, parents, and staff expressed concern about excessive testing. After a thorough investigation, the audit revealed the following key concerns: 1) inconsistent communication of results, 2) inconsistent communication of purpose, 3) assessment literacy, 4) misalignments between assessments, curriculum standards, and instruction, 5) redundancy of testing, and 6) excessive testing that acted as one or more barriers to parents, students, and district level staff when administering

or understanding test features and outcomes. The findings from the assessment audit sparked dialogue to create an alignment within the curriculum, continuous improvement for formative and summative classroom assessments, an assessment vetting process, and the development of clear processes for communication of results and purpose for internal and external stakeholders to use each academic year.

Recognizing the Strengths of Classroom Assessment: What a Principled Large Scale Content Development Practice Has to Offer to Classroom Assessment *Alexander M. Hoffman, AleDev Consulting; Christy Rhea Glore, ATLAS, University of Kansas; David E Harrison, New Hampshire Department of Education; Marjorie Wine, ATLAS, University of Kansas*

The educational measurement field has long seen lessons for assessment development that classroom assessment practitioners could benefit from in its own corpus. However, these judgments have traditionally not been based on the practice and theory of standardized assessment professionals whose work most resembles that of classroom assessment: content development professionals (CDPs). Because CDPs are most likely to recognize the relative strengths and weaknesses between classroom assessment (CA) and large-scale standardized assessment (LSSA), the CDP vantage point provides an ideal perspective to respectfully compare the two. Rigorous Test Development (a principled approach to content development work) offers a small number of lessons for CA while acknowledging that many LSSA practices are required because of LSSA's inherent disadvantages relative to CA. Those lessons include a focus on evidence quality and a formal emphasis on fairness, while a context of relationships is the primary—but not only—strength of CA that LSSA lacks.

Reimagining Assessment System Evaluation: Lessons Learned from Collaborative Research *Tiffany Katanyoutanant; Markie Zainal, WestEd*

Effective assessment systems are living entities that need frequent attention to ensure that tools and practices are connected to instruction. As learning systems and goals evolve, states and districts need to ensure that their assessment systems are also adjusting and remain aligned. In the spirit of continuous improvement, what are the supports that state and local education agencies need in order to conduct accurate and actionable evaluations of their assessment systems? WestEd's work seeks to identify practices and tools that inform agencies how well their assessment systems align with principles of balanced, equitable, and informative systems. This presentation will share insights into WestEd's framework for collaborative assessment evaluation, designed to authentically engage partners in critical discussions of assessment systems and their efficacy at gauging student learning and informing instructional decisions.

Chair:

Laine Bradshaw, Pearson

50. How States are Leveraging the SAT Suite to Improve Classroom Instruction

Organized Session

11:10 to 12:25 pm

Palmer House Hilton: Floor Third - Salon 6

Leaders from a variety of Michigan regional service agencies (ISD/RESA), other statewide organizations, and College Board are collaborating to inform classroom practice, deepen learning, and support college and career readiness for all students. In this session, attendees will learn about ways Michigan is using data and resources from the digital SAT Suite of Assessments (PSAT 8/9, PSAT/NMSQT and PSAT 10, and the SAT) to inform classroom instruction. Members from statewide organizations coordinated by Michigan's General Education Leadership Network (GELN) have used College Board's Knowledge and Skills Report, along with the score interpretation framework Skills Insight, to tie into high-quality classroom instruction through the use of GELN Disciplinary Literacy Essentials (DLE). The Michigan Intermediate School District Association (MAISA) is promoting equity and access to all Michigan schools through various statewide initiatives, including GELN, the SAT Task Force, and the DLE work.

Presenters:

Katina Pridemore, College Board

Brad Brunner, College Board

Kathleen Miller, Shiawassee Regional Education Service District

Emily McEvoy, Anchor Bay School District

51. Reimagining the state's role as a partner in learning through assessment.

Organized Session

11:10 to 12:25 pm

Palmer House Hilton: Floor Third - Salon 7

After No Child Left Behind, state education agencies have made slow progress away from the top-down accountability norms that resulted from that policy. Recognizing the ways in which assessments impact decisions and priorities throughout the system, some states are shifting the way that they partner with students, families, communities, and educators to create more authentic and sustainable system goals and design with explicit incentives for—and fewer barriers to—high quality teaching and learning in mind. This session will highlight state efforts to reframe the relationship between state education agencies, educators, families, communities, and students. It will open with an activity where audience members engage with some of the concrete dilemmas that states face in designing assessment systems, followed by a panel discussion of how state leaders are navigating these challenges.

Participants:

Reimagining the state's role as a partner in learning through assessment: Lessons from Kentucky **David Cook**, *Kentucky Department of Education*

Reimagining the state's role as a partner in learning through assessment: Lessons from Colorado **Angela Landrum**, *Colorado Department of Education*

Design Principles for Instructionally Relevant Assessments **Aneesha Badrinarayan**, *Learning Policy Institute*

Discussant:

Jared Anthony, Carnegie Foundation for the Advancement of Teaching

52. Integrating Formative and Summative Assessments to Improve Teaching and Learning in K-5 Mathematics

Organized Session

11:10 to 12:25 pm

Palmer House Hilton: Floor Third - Salon 8

This symposium describes the design and development of an assessment system aimed at integrating formative and summative estimates of student learning in K-5 mathematics. The symposium consists of three presentations with time allotted for discussion. The first presentation overviews the purposes and components of the assessment system. The second presentation focuses on partnership with teachers to employ constructs as conceptual tools for responsive teaching. The third presentation describes ongoing efforts to employ Rasch models to integrate classroom-based evidence of student learning with student responses to summative assessments.

Participants:

Overview of Purposes and Components of the Assessment System *Richard Lehrer, Vanderbilt University/Peabody College; Mark Wilson, Berkeley School of Education, UC Berkeley*

Developing Common Vision *Panchompoo (Fai) Wisittanawat, Vanderbilt University; Richard Lehrer, Vanderbilt University/Peabody College*

Building a Common Metric for Classroom Assessment at Micro and Macro Levels *Mark Wilson, Berkeley School of Education, UC Berkeley; Perman Gochyyev, UC Berkeley*

Discussant:

Richard Patz, UC Berkeley

53. The Role of Assessment Design and Validation in Balanced Assessment Systems

Organized Session

11:10 to 12:25 pm

Palmer House Hilton: Floor Third - Salon 9

The focus of this panel is the inextricable relationship among assessment design, the validity argument, validation, and building coherent, balanced assessment systems. The panel will start with two short (12-15 mins) presentations by two of the authors for the 5th Edition of Educational Measurement to be published in late 2024. Kristen Huff is first author of the chapter Designing and Developing Educational Assessments (with Paul Nichols and Christy Schneider) and Scott Marion is co-author of the chapter Validity and Validation with Suzanne Lane. In the remaining time (~45 mins), Juan will then facilitate a discussion among the panelists and audience about the implications for designing a balanced assessment system that supports the needs of teaching and learning.

Presenters:

Kristen Huff, Curriculum Associates

Rochelle Michel, Smarter Balanced

James Pellegrino, University of Illinois at Chicago

Scott Marion, National Center for the Improvement of Educational Assessment

Discussant:

Juan Manuel D'Brot, National Center for the Improvement of Educational Assessment

54. Exploring Accessibility and Inclusion for All Learners

Paper Session

11:10 to 12:25 pm

Palmer House Hilton: Floor Third - Salon 12

Participants:

Engaging Diverse Learners and Educators in Game-based Classroom Assessment *Robert Dolan, DIVERSE LEARNERS CONSULTING*

Games can play an important role in classroom learning and assessment by providing engaging, dynamic, and interactive environments that foster continuous learning and feedback. However, issues with accessibility and engagement hinder their widespread and effective use. For learners, games make broad assumptions about foundational abilities that don't hold true, especially for learners with disabilities. For educators, rich student information can overwhelm and disenfranchise teachers. Current accessibility and universal design solutions to these issues are limited, as they downplay the interrelated nature of access and engagement. A set of video game design patterns provides an alternative to accessibility "checklists" and promotes inclusive thinking and innovation from the outset, and strongly addresses both pedagogy and affect. Recent application of these design patterns in the development of learner- and instructor-facing classroom-based games and simulations in higher education in the quest to expand classroom assessment options for diverse learners and educators will be reported.

Application of Assessment Guidance for Equitable Assessment of Multilingual Learners
Elizabeth Blackmon, Gwinnett County Public Schools; Jeanine Jones, Gwinnett County Public Schools

In Gwinnett County Public Schools (GCPS), Multilingual Learners (ML) are a growing demographic. Bridging the gap between everyday instructional practices and recommended assessment practices for ML Learners is a critical need. District staff collaborate to provide guidance for assessing ML Learners. For ML Learners with WIDA or ACCESS composite scores of <2.9 and <2 years in the US, the administration of appropriate alternate assessments may be considered. This creates a resource and training need to build the capacity of teachers to implement it. In the 2023-2024 SY, GCPS engaged in a collaborative pilot involving select middle and high schools to address this issue. Participants included district staff and teachers who developed and implemented alternate assessments aligned to formative writing assessments, content standards, and WIDA Performance Level Descriptors. In this session, we will share our journey and next steps to build teacher capacity for equitable assessment of ML Learners.

Chair:

Robert Dolan, DIVERSE LEARNERS CONSULTING

12:25 – 12:35 P.M. TRANSITION TIME

12:35 – 2:00 P.M. LUNCH PLENARY SESSION

55. Day 2 Lunch Plenary Session:

Cultivating the Conditions for Scaling High-Quality Classroom Assessment Practices

12:35 to 2:00 pm

Palmer House Hilton: Floor Fourth - Red Lacquer Room

The power and impact of formative assessment in the individual classroom is well known. What's less clear, however, is how school systems can scale these practices across schools.

In this session, Dr. Steve Tozer, Professor Emeritus in Educational Policy Studies at the University of Illinois Chicago (UIC), will explore with a panel of Chicago Public Schools (CPS) leaders how the district has pursued strategies to cultivate the conditions for rigorous, student-centered, culturally responsive classroom assessment practices to thrive. The CPS panel will share reflections and lessons learned from their experiences in this work. Participants include:

- ***Bogdana Chkoumbova***, Chief Education Officer, Chicago Public Schools
- ***Dr. Elizabeth Todd-Breland***, Chicago Public Schools Board Vice President and Associate Professor of History at University of Illinois, Chicago
- ***Dr. Annise Lewis***, Chief of Network 11, Chicago Public Schools
- ***Daniel De Los Reyes***, Principal of Darwin Elementary School, Chicago Public Schools
- ***Ms. Decarla Jackson***, Lead Coach at World Language Academy High School, Chicago Public Schools

PRESENTER INDEX

(The number below refer to session numbers)

- Akhmedjanova, Diana, 002
Albano, Tony, 036
Alsop, Amy, 003
Altıntaş, Özge, 032
Andrade, Heidi L., 002, 031, 048
Anthony, Jared, 014, 051
Arnold, Jessica, 008, 040
Arnold, Samuel, 027
Austin, Joseph, 049
- Badrinarayan, Aneesha, 006, 022, 044, 051
Baker, Courtney, 007
Basileo, Lindsey, 041
Beigman Klebanov, Beata, 033
Bellara, Aarti P, 033
Bellot, Celia, 011
Bergner, Yoav, 042
Blackmon, Elizabeth, 054
Bolyard, Johnna, 007
Bonner, Sarah M., 002, 039
Bradshaw, Laine, 030, 049
Briggs, Derek Christian, 024, 039
Brookhart, Susan, 025
Brooks, Rebecca, 007
Broom, Jeffrey, 038
Brown, Johanna, 029
Brown, Richard, 033
Brown, Spencer, 043
Brunner, Brad, 050
Brunsman, Bethany, 031
Bryer, Jason, 031
Buchanan, Erin, 035
Buchbinder, Nicolas, 024
Burkhardt, Amy, 017, 045
Byrd, Brandon, 011
- Carney, Michele, 031
Carver, Christa, 031
Castillo, Melissa, 028
Champion, Joe, 031
Chang, Yu-Hui, 032
Chen, Ofer, 042
Chen, Si, 032
Chism, Dwayne, 025
Clarkson, Kelsey, 003
Conrad, Zachary, 043
Cook, David, 051
- Cooper, Sara, 006, 029, 044
Cosgriff, Valerie, 002
Crawford, Deborah, 007
Cueto, Avilene, 037
- Dadey, Nathan, 015
D'Brot, Juan Manuel, 053
Denker, Hannah, 022
Deverel-Rico, Clarissa, 011, 025
Diaz-Bilello, Elena, 009, 014, 025
Diegel, Mary Helen, 005
Dolan, Robert, 054
Dozier, Sara, 032
- Espania, Denise, 025
Evans, Carla M., 004, 015, 025, 037, 047
- Faúndez-Bastías, María Paz, 002, 026
Feder, Harry, 018
Fisher, Jenna, 021
Forte, Ellen, 035
Fox, Caitlin, 007
Francis, Catherine Xueying, 017
Franklin, Melia, 026
Fuentes, Mia, 045
Furtak, Erin Marie, 011, 014, 025, 039, 048
- Galvez, Dominique, 033
Gandhi, Allison, 007
Garcia-Arena, Patricia, 028
Gareis, Christopher, 032
Gaur, Diksha, 032
Gijbels, Liesbeth, 045
Glidewell, Loraine, 011
Glore, Christy Rhea, 049
Gochyyev, Perman, 033, 052
Goldman, Susan, 014
González Torres, Álvaro, 002, 026
Gottlieb, Margo, 024
Gotwals, Amelia, 046
Grapin, Scott, 048
Gunckel, Kristin, 032
Guo, Liting, 045
Gurlea, Michael, 016, 026
- Hamdani, Maria, 044
Hamilton, Laura, 004

Harmon, Cheryl, 047
 Harrison, David E, 049
 Hebert, Claudia, 033
 Hebert, Cristyne, 033
 Hecker, Shane, 020
 Henson, Robert, 024
 Heritage, Margaret, 042
 Herrera, Bill, 035
 Hickey, Daniel T, 045
 Hicks, Adam, 020
 Ho, Andrew, 039
 Hoffman, Alexander M., 049
 Howard, Elizabeth, 033
 Huff, Kristen, 010, 053

Itamura, Velma, 006

Jackson, Janine, 025
 Jensen, Bryant, 042
 Jimenez-Silva, Margarita, 036
 Jones, Barbara, 008, 028
 Jones, Jeanine, 054

Kalmbach, Nicole, 005
 Katanyoutanant, Tiffany, 049
 Keehne, Chelsea, 025
 Keller, Stefan Daniel, 019
 Kelley, Becky, 018, 024
 Kelling, Ivy K., 025
 Kendall Brooks, Lauren D., 033
 Ketterlin Geller, Leanne, 019
 Kim, Yanghyun, 002
 Kim, YJ, 019
 Kintz, Tara, 042, 046
 Kjaer, Hilary, 037
 Klyachkina, Sasha, 011, 022, 044
 Koch, Martha J., 007
 Koloi-Keaikitse, Setlthomo, 032
 Kong, Dorcas, 037

Landl, Erika, 004, 022
 Landrum, Angela, 009, 029, 051
 Lane, John, 005, 026, 042
 Lang, Fei, 017, 036
 Lazzaro, Christopher, 006
 Lee, Carol, 014
 Lee, Okhee, 048
 Lehman, Blair, 006
 Lehrer, Richard, 052
 Lembke, Erica, 007, 019

LeNouail, Kent, 033
 Leonard, Peter, 022, 023, 038
 Leslie, Debbie, 027
 Light, Anne Marie, 019
 Lo, Abraham, 011
 Lohmann, Julian, 019
 Lopez, Tasha, 037
 Lottridge, Susan, 017
 Lovelace, Temple, 006, 033
 Lui, Angela M., 002, 031
 Luo, Morgan Qianxy, 045
 Lyons, Merewyn, 041
 Lyons, Susan, 022
 Lyth Donofrio, Gabriella, 007

Ma, Wanjing (Any), 045
 Mackinnon, Anna, 021
 MacPherson, Anna, 032
 Maeda, Hotaka, 017
 Majstorovic, Lela, 041
 Malkin, Linda, 024
 Marigo, Alessia, 033
 Marion, Scott, 004, 015, 053
 Martin, Megyn, 007
 Martinez, Jose-Felipe, 004
 Mathew, Nirupa, 007
 Maxwell, Tricia, 033
 McClure, Kyla N, 015, 024
 McCollom, Lizzie, 019
 McEvoy, Emily, 050
 McKinney, Eboney, 008
 McMillan, James, 039, 048
 Michel, Rochelle, 053
 Middleton, Kyndra, 025
 Mikeska, Jamie N., 033
 Miller, Kathleen, 050
 Miranda, Alejandra, 022
 Mitchell, Jamie, 045
 Moeyaert, Mariola, 002
 Möller, Jens, 019
 Montgomery, Melinda, 031
 Moore, LeeAnn, 005
 Morell, Linda, 032
 Mork, Kaitlin, 009
 Morrison, Corey, 023
 Murphy, Stephen T, 017
 Murray, Tonya Suzette, 045

Nabors Olah, Leslie, 033
 Narayanaswamy, Supraja, 033
 Nyaema, Mary Kemunto, 035

Olsen, Kendra, 040
Olson, Jacinta, 043
Ormerod, Chris, 017
Ortiz, Muriel, 007
O'Shea, Brendan, 040

Patz, Richard, 052
Paul, Kristen, 002
Peine, Casey, 043
Pellegrino, James, 004, 014, 027, 035, 053
Penuel, William, 011
Perry, Karen, 020
Peurach, Donald, 004
Piantaggini, Lance, 033
Pierce, Jennifer, 007
Pierre-Louis, Medjy, 009
Pinsonneault, Laura, 037
Powell, Sarah, 019
Pridemore, Katina, 050

Radmer, Elaine, 046
Rathmann-Noonan, AJ, 018
Reilly, Amy, 031
Richie-Halford, Adam, 045
Riley-Lepo, Erin E, 048
Roberson, Ingrid, 037
Rodriguez, Michael C., 010
Roeber, Edward, 005, 026, 042, 047
Ruiz-Primo, Maria Araceli, 014
Rupp, André A., 020
Russell, Jennifer Lin, 004
Rutstein, Daisy Wise, 035

Sada, Elena, 033
Santelices, Veronica, 036
Saplan, Kailea, 019
Schauer, Stanley, 049
Shafer Willner, Lynn, 024
Shepard, Lorrie Ann, 009, 015
Silva-Enos, Sandra, 033
Sireno, Lisa, 026
Slover, Laura, 047
Smith, Heather, 007
Smothers-Strizic, Brooke, 037
Spadin, Melissa, 036
Spartz, Angela, 030
Spiegel, John, 036
Stone, Hannah, 045
Strasser, Mikayla, 036

Strickland, Carla, 027
Summers, William, 009

Templin, Jonathan, 043
Thompson, Charlotte, 029
Tierney, Jessica L., 033
Topham, Taylor, 042
Toth, Michael D., 041
Townley-Flores, Carrie, 045
Toyama, Yukie, 033
Tran, Jasmine Elizabeth, 045
Traynor, Anne, 032
Trüb, Ruth, 019
True, Rhonda, 035
Trumpower, David, 046
Turner, Charlene, 035

Ungashe, Albu, 045

van der Linden, Wim J., 002
Van Horne, Katie, 006, 029, 044
Van Orman, Dustin, 039, 048
VARIER, DIVYA, 007, 048
Vorenkamp, Ellen, 005

Wagner, Manuela, 033
Walsh, Kristen, 002
Wang, Anqi, 017
Watkins, Douglas, 011
Welsh, Megan, 036
Wentzlof, Kelly, 045
White, Jennifer, 030
Wiedemann, Todd, 043
Wiliam, Dylan, 002
Wilson, Mark, 032, 052
Wine, Marjorie, 049
Wisittanawat, Panchompoo (Fai), 052
Woodward, Tyler, 016, 026
Wright, Laura, 024
Wylie, Caroline, 010, 014, 027, 037, 047, 048

Yablonski, Maya, 045
Yeatman, Jason, 045
Yin, Yue, 017, 036
Yu, Elie ChingYen, 002, 031

Zainal, Markie, 049
Zhang, Xiaohang, 042
Zunino-Edelsberg, Valeria, 036

PRESENTER CONTACT INFORMATION

Akhmedjanova, Diana, Higher School of Economics, diakhmedjanova@gmail.com
 Albano, Tony, University of California, Davis, adalbano@ucdavis.edu
 Alsop, Amy, Illinois Federation of Teachers, aalsop@ift-aft.org
 Altıntaş, Özge, Ankara University, ozge.altintas@ankara.edu.tr
 Andrade, Heidi L., University at Albany, handrade@albany.edu
 Anthony, Jared, Carnegie Foundation for the Advancement of Teaching, jsanthon@gmail.com
 Arnold, Jessica, WestEd, jarnold@wested.org
 Arnold, Samuel, University of Illinois Chicago, sarnol4@uic.edu
 Austin, Joseph, joseph.austin@atlanta.k12.ga.us
 Badrinarayan, Aneasha, Learning Policy Institute, abadrinarayan@learningpolicyinstitute.org
 Baker, Courtney, George Mason University, cbaker@gmu.edu
 Basileo, Lindsey, Instructional Empowerment, lbasileo@instructionalempowerment.com
 Beigman Klebanov, Beata, ETS, bbeigmanklebanov@ets.org
 Bellara, Aarti P, Western Carolina University, abellara@wcu.edu
 Bellot, Celia, Denver Public Schools, celia_bellot@dpsk12.net
 Bergner, Yoav, New York University, yoav.bergner@nyu.edu
 Blackmon, Elizabeth, Gwinnett County Public Schools, Elizabeth.Blackmon@gcpsk12.org
 Bolyard, Johnna, West Virginia University, johnna.bolyard@mail.wvu.edu
 Bonner, Sarah M., Hunter College, CUNY, sbonner@hunter.cuny.edu
 Bradshaw, Laine, Pearson, lainebradshaw@gmail.com
 Briggs, Derek Christian, University of Colorado Boulder, derek.briggs@colorado.edu
 Brookhart, Susan, Duquesne University, suebrookhart@gmail.com
 Brooks, Rebecca, University of Manitoba, rebecca.brooks@umanitoba.ca
 Broom, Jeffrey, Chicago Public Schools, jcbroom@cps.edu
 Brown, Johanna, Washington Office of the Superintendent of Public Instruction, johanna.brown@k12.wa.us
 Brown, Richard, West Coast Analytics, rich@westcoastanalytics.com
 Brown, Spencer, Olathe Public Schools, sbrown@olatheschools.org
 Brunner, Brad, College Board, bbrunner@collegeboard.org
 Brunsmann, Bethany, Lincoln Public Schools, bbrunsm@lps.org
 Bryer, Jason, CUNY School of Professional Studies, Jason.Bryer@cuny.edu
 Buchanan, Erin, ebuchanan@edcount.com
 Buchbinder, Nicolas, University of Colorado Boulder, Nicolas.Buchbinder@colorado.edu
 Burkhardt, Amy, Cambium Assessment, Inc., burkhardt.amy@gmail.com
 Byrd, Brandon, Chicago Public Schools, bcburd3@cps.edu
 Carney, Michele, michelecarney@boisestate.edu
 Carver, Christa, Boise State University, christacarver@boisestate.edu
 Castillo, Melissa, U.S. Department of Education, Office of English Language Acquisition (OELA), melissa.castillo@ed.gov
 Champion, Joe, Boise State University, joechampion@boisestate.edu
 Chang, Yu-Hui, National Sun Yat-sen University, yhchang@g-mail.nsysu.edu.tw
 Chen, Ofer, New York University, oc587@nyu.edu
 Chen, Si, William & Mary, schen15@wm.edu
 Chism, Dwayne, University of Nebraska, dwaynechism@yahoo.com
 Clarkson, Kelsey, Peoria Public Schools, kelsey.clarkson@psd150.org
 Conrad, Zachary, Kansas City Kansas Public Schools, zachary.conrad@kckps.org
 Cook, David, Kentucky Department of Education, david.cook@education.ky.gov
 Cooper, Sara, Contextus, sara.coopersci@gmail.com
 Cosgriff, Valerie, Hunter College, CUNY, valerie.cosgriff30@myhunter.cuny.edu

Crawford, Deborah, Frederick County Public Schools, crawford@fcpsk12.net
 Cueto, Avilene, Bakersfield City School District, cuetoa@bcsd.com
 Dadey, Nathan, Center for Assessment, ndadey@nciea.org
 D'Brot, Juan Manuel, National Center for the Improvement of Educational Assessment, jdbrot@nciea.org
 Denker, Hannah, hannah.denker@colorado.edu
 Deverel-Rico, Clarissa, BSCS Science Learning, cdeverelrico@bscs.org
 Diaz-Bilello, Elena, University of Colorado Boulder, Center for Assessment, Design, Research and Evaluation (CADRE), Elena.diazb@colorado.edu
 Diegel, Mary Helen, Michigan Assessment Consortium, mhdgrace1@gmail.com
 Dolan, Robert, Diverse Learners Consulting, bob@diverselearnersconsulting.com
 Dozier, Sara, California State University, Long Beach, sara.dozier@csulb.edu
 Espania, Denise, Mālama Honua Public Charter School, despania@malamahonuapcs.org
 Evans, Carla M., National Center for the Improvement of Educational Assessment, cevans@nciea.org
 Faúndez-Bastías, María Paz, Universidad Católica Silva Henríquez, mfaundez@ucsh.cl
 Feder, Harry, FairTest, harry@fairtest.org
 Fisher, Jenna, jfisher3@cps.edu
 Forte, Ellen, edCount, LLC, eforte@edcount.com
 Fox, Caitlin, Red Deer Polytechnic, caitlin.fox@rdpolytech.ca
 Francis, Catherine Xueying, Smarter Balanced Assessment Consortia, catherinehfrancis@gmail.com
 Franklin, Melia, EdMetric LLC, meliakfranklin@gmail.com
 Fuentes, Mia, Stanford University, miafuen@stanford.edu
 Furtak, Erin Marie, University of Colorado Boulder, erin.furtak@colorado.edu
 Galvez, Dominique, University of Connecticut, dominique.galvez@uconn.edu
 Gandhi, Allison, American Institutes for Research, agandhi@air.org
 Garcia-Arena, Patricia, WestEd, pgarcia@wested.org
 Gareis, Christopher, William & Mary, cr gare@wm.edu
 Gaur, Diksha, University of Illinois at Chicago, dgaur2@uic.edu
 Gijbels, Liesbeth, University of Washington, lgijbels@uw.edu
 Glidewell, Loraine, University of Colorado Boulder, Loraine.Glidewell@colorado.edu
 Glore, Christy Rhea, ATLAS, University of Kansas, christyglore@ku.edu
 Gochyyev, Perman, University of California, Berkeley, perman@berkeley.edu
 Goldman, Susan, University of Illinois, susan.goldman@gmail.com
 González Torres, Álvaro, Universidad Católica Silva Henríquez, agonzalez@ucsh.cl
 Gottlieb, Margo, University of Wisconsin - Madison, margo.gottlieb@wisc.edu
 Gotwals, Amelia, Michigan State University, gotwals@msu.edu
 Grapin, Scott, New York University, sg4413@nyu.edu
 Gunckel, Kristin, University of Arizona, kgunckel@arizona.edu
 Guo, Liting, Peking University, 2201213199@stu.pku.edu.cn
 Gurlea, Michael, Ball State University, michael.gurlea@bsu.edu
 Hamdani, Maria, Center for Measurement Justice, mhamdani@measurementjustice.org
 Hamilton, Laura, American Institutes for Research, lhamilton@air.org
 Harmon, Cheryl, CenterPoint Education Solutions, drharmonc@gmail.com
 Harrison, David E, New Hampshire Department of Education, David.E.Harrison@doe.nh.gov
 Hebert, Claudia, Arizona State University, claudiahebert2@gmail.com
 Hebert, Cristyne, cristyne.hebert@uregina.ca
 Hecker, Shane, Frankfort Independent Schools (School District), shane.hecker@frankfort.kyschools.us
 Henson, Robert, University of North Carolina - Greensboro, rahenson@uncg.edu
 Heritage, Margaret, mheritag@ucla.edu
 Herrera, Bill, edCount, LLC, bherrera@edcount.com
 Hickey, Daniel T, Indiana University, dthickey@indiana.edu
 Hicks, Adam, Shelby County Public Schools (KY School District), adam.hicks@shelby.kyschools.us

Ho, Andrew, Harvard Graduate School of Education, Andrew_Ho@gse.harvard.edu
 Hoffman, Alexander M., AleDev Consulting, ahoffman@aledev.com
 Howard, Elizabeth, University of Connecticut, elizabeth.howard@uconn.edu
 Huff, Kristen, Curriculum Associates, khuff@cainc.com
 Itamura, Velma, CVEdTech, cvedtech@gmail.com
 Jackson, Janine, Morgan State University, Jajac64@morgan.edu
 Jensen, Bryant, Brigham Young University, bryant_jensen@byu.edu
 Jimenez-Silva, Margarita, University of California, Davis, mjimenezsilva@ucdavis.edu
 Jones, Barbara, WestEd, bjones3@wested.org
 Jones, Jeanine, Gwinnett County Public Schools, jeanine.jones@gcpsk12.org
 Kalmbach, Nicole, Kalamazoo Regional Educational Service Agency, nicole.kalmbach@kresa.org
 Katanyoutanant, Tiffany, tkatany@wested.org
 Keehne, Chelsea, Kamehameha Schools, chkeehne@ksbe.edu
 Keller, Stefan Daniel, Zurich University of Teacher Education, stefandaniel.keller@phzh.ch
 Kelley, Becky, University of Massachusetts, rkelly@umass.edu
 Kelling, Ivy K., Ke Kula 'o Samuel M. Kamakau Laboratory Public Charter School, meahilahila@kamakau.com
 Kendall Brooks, Lauren D., lkendallbrooks@aerdf.org
 Ketterlin Geller, Leanne, Southern Methodist University, lkageller@mail.smu.edu
 Kim, Yanghyun, University at Albany, ykim39@albany.edu
 Kim, YJ, UW-Madison, yj.kim@wisc.edu
 Kintz, Tara, Michigan Assessment Consortium, kintztar@msu.edu
 Kjaer, Hilary, Rincon Valley Union School District, hkjaer@rvusd.org
 Klyachkina, Sasha, Chicago Public Schools, aklyachkina@cps.edu
 Koch, Martha J., University of Manitoba, martha.koch@umanitoba.ca
 Koloi-Keaitse, Setlthomo, University of Botswana, kolois@ub.ac.bw
 Kong, Dorcas, California Collaborative for Educational Excellence, dkong@ccee-ca.org
 Landl, Erika, Center for Assessment, elandl@ncea.org
 Landrum, Angela, Colorado Department of Education, Landrum_A@cde.state.co.us
 Lane, John, lanejoh3@msu.edu
 Lang, Fei, University of Illinois Chicago, flang2@uic.edu
 Lazzaro, Christopher, CVEdTech, clazzaro@me.com
 Lee, Carol, Northwestern University, cdlee@northwestern.edu
 Lee, Okhee, New York University, olee@nyu.edu
 Lehman, Blair, ETS, blehman@ets.org
 Lehrer, Richard, Vanderbilt University/Peabody College, rich.lehrer@vanderbilt.edu
 Lembke, Erica, University of Missouri, lembkee@missouri.edu
 LeNouail, Kent, University of Regina, kent.lenouail@uregina.ca
 Leonard, Peter, Chicago Public Schools, pjleonard1@cps.edu
 Leslie, Debbie, The University of Chicago, daleslie@uchicago.edu
 Light, Anne Marie, amlight@smu.edu
 Lo, Abraham, BSCS Science Learning, alo@bscs.org
 Lohmann, Julian, Kiel University, jlohmann@ipl.uni-kiel.de
 Lopez, Tasha, Rincon Valley Union School District, tlopez@rvusd.org
 Lottridge, Susan, Cambium Assessment, Inc, susan.lottridge@cambiumassessment.com
 Lovelace, Temple, Assessment for Good, tlovelace@aerdf.org
 Lui, Angela M., CUNY School of Professional Studies, angela.lui@cuny.edu
 Luo, Morgan Qianxy, Indiana University, luoqian@iu.edu
 Lyons, Merewyn, Instructional Empowerment, llyons@instructionalempowerment.com
 Lyons, Susan, Lyons Assessment Consulting, susan@lyonsassessment.com
 Lyth Donofrio, Gabriella, University of Missouri, gldhmd@missouri.edu
 Ma, Wanjing (Any), wanjingma1122@gmail.com

Mackinnon, Anna, Chicago Public Schools, aemackinnon@cps.edu
 MacPherson, Anna, American Museum of Natural History, amacpherson@amnh.org
 Maeda, Hotaka, Smarter Balanced, hotaka.maeda@smarterbalanced.org
 Majstorovic, Lela, SD U-46, lelamajstorovic@u-46.org
 Malkin, Linda, University of Wisconsin - Madison, Immalkin@wisc.edu
 Marigo, Alessia, ETS, amarigo@ets.org
 Marion, Scott, National Center for the Improvement of Educational Assessment, smarion@nciea.org
 Martin, Megyn, University of Missouri, mew59c@missouri.edu
 Martinez, Jose-Felipe, UCLA, jfmtz@g.ucla.edu
 Mathew, Nirupa, University of California, Smarter Balanced, nirupa.mathew@smarterbalanced.org
 Maxwell, Tricia, ETS, tmaxwell@ets.org
 McClure, Kyla N., University of Colorado Boulder, kyla.mcclure@colorado.edu
 McCollom, Lizzie, Southern Methodist University, emccollom@smu.edu
 McEvoy, Emily, Anchor Bay School District, emcevoy@abs.misd.net
 McKinney, Ebone, Arizona Department of Education, eboney.mckinney@azed.gov
 McMillan, James, Virginia Commonwealth University, jhmcmill@vcu.edu
 Michel, Rochelle, Smarter Balanced, rochelle.michel@gmail.com
 Middleton, Kyndra, HOWARD UNIVERSITY, kvmiddleton@gmail.com
 Mikeska, Jamie N., ETS, jmikeska@ets.org
 Miller, Kathleen, Shiawassee Regional Education Service District, RESD millerk@sresd.org
 Miranda, Alejandra, University of Minnesota - Twin Cities, miran143@umn.edu
 Mitchell, Jamie, Stanford University, jamiel12@stanford.edu
 Moeyaert, Mariola, University at Albany, mmoeyaert@albany.edu
 Möller, Jens, Kiel University, jmoeller@ipl.uni-kiel.de
 Montgomery, Melinda, PEARSON, melindasmontgomery@gmail.com
 Moore, LeeAnn, Michigan Assessment Consortium, heyleeann20@gmail.com
 Morell, Linda, University of California, Berkeley, lindamorell@berkeley.edu
 Mork, Kaitlin, University of Colorado Boulder, kaitlin.mork@colorado.edu
 Morrison, Corey, Chicago Public Schools, cmmorrison@cps.edu
 Murphy, Stephen T, FocalPoint Education, Stephen.murphy@focalpointk12.com
 Murray, Tonya Suzette, Stanford University, tonyamurray@stanford.edu
 Nabors Olah, Leslie, Assessment for Good / AERDF, lnaborsolah@aerdf.org
 Narayanaswamy, Supraja, Center for Whole-Child Education - ASU, supraja.narayanaswamy@asu.edu
 Nyaema, Mary Kemunto, University of Illinois at Chicago, mnyaema@uic.edu
 Olsen, Kendra, Minnesota Department of Education, olse0247@umn.edu
 Olson, Jacinta, University of Iowa/Innovative Assessment Solutions, jacinta@innovativeassessmentsolutions.com
 Ormerod, Chris, Cambium Assessment, Inc., christopher.ormerod@cambiumassessment.com
 Ortiz, Muriel, University of California, Smarter Balanced, muriel.ortiz@smarterbalanced.org
 O'Shea, Brendan, Minnesota Department of Education, brendan.oshea@state.mn.us
 Patz, Richard, UC Berkeley, rpatz@berkeley.edu
 Paul, Kristen, Oswego Community Unit School District 308, kpaul01@sd308.org
 Peine, Casey, Clearwater School District, cpeine@usd264.org
 Pellegrino, James, University of Illinois at Chicago, pellegjw@uic.edu
 Penuel, William, University of Colorado Boulder, William.Penuel@colorado.edu
 Perry, Karen, University of Kentucky (NextGen Center for Leadership), karen.perry@uky.edu
 Pourach, Donald, University of Michigan, dpeurach@umich.edu
 Piantaggini, Lance, University of Massachusetts Amherst, lpiantaggini@umass.edu
 Pierce, Jennifer, American Institutes for Research, jpierce@air.org
 Pierre-Louis, Medjy, University of Colorado Boulder, mpier107@fiiu.edu
 Pinsonneault, Laura, National Center for the Improvement of Educational Assessment, lpinsonneault@nciea.org
 Powell, Sarah, University of Texas, Austin, srpowell@utexas.edu

Pridemore, Katina, College Board, KaMarshall@collegeboard.org
 Radmer, Elaine, GONZAGA UNIVERSITY, radmere@gonzaga.edu
 Rathmann-Noonan, AJ, New York Performance Standards Consortium, ajrn@performanceassessment.org
 Reilly, Amy, PEARSON, amy.reilly@pearson.com
 Richie-Halford, Adam, Stanford University, adamrh@stanford.edu
 Riley-Lepo, Erin E, The College of New Jersey, rileylee@tcnj.edu
 Roberson, Ingrid, California Collaborative for Educational Excellence, iroberson@ccee-ca.org
 Rodriguez, Michael C., UNIVERSITY OF MINNESOTA, mcrdz@umn.edu
 Roeber, Edward, Michigan Assessment Consortium, ed.roeber22@gmail.com
 Ruiz-Primo, Maria Araceli, Stanford University, aruiz@stanford.edu
 Rupp, André A., Center for Assessment / NCIEA, arupp@nciea.org
 Russell, Jennifer Lin, Vanderbilt, jennifer.russell@vanderbilt.edu
 Rutstein, Daisy Wise, edCount, LLC, drutstein@edcount.com
 Sada, Elena, Boston College, sadae@bc.edu
 Santelices, Veronica, CATHOLIC UNIVERSITY OF CHILE, vsanteli@uc.cl
 Saplan, Kailea, University of Wisconsin-Madison, saplan@wisc.edu
 Schauer, Stanley, North Dakota Dept of Education, seschauer@nd.gov
 Shafer Willner, Lynn, University of Wisconsin - Madison, lynn.willner@wisc.edu
 Shepard, Lorrie Ann, University of Colorado Boulder, Lorrie.Shepard@Colorado.edu
 Silva-Enos, Sandra, Providence College, ssilvaen@providence.edu
 Sireno, Lisa, Missouri Department of Elementary and Secondary Education, Lisa.Sireno@dese.mo.gov
 Slover, Laura, CenterPoint Education Solutions, lslover@cpeducation.org
 Smith, Heather, University of Missouri, hsmith@missouri.edu
 Smothers-Strizic, Brooke, Bakersfield City School District, strizicb@bcsd.com
 Spadin, Melissa, San Diego County Office of Education, melissa.spadin@sdcoe.net
 Spartz, Angela, Pleasant Valley Community School District, spartzangela@pleasval.org
 Spiegel, John, San Diego County Office of Education, john.spiegel@sdcoe.net
 Stone, Hannah, Stanford University, hstone5@stanford.edu
 Strasser, Mikayla, mstras4@uic.edu
 Strickland, Carla, The University of Chicago STEM Education, castrickland@uchicago.edu
 Summers, William, Cañon City School District, william.summers@canoncitieschools.org
 Templin, Jonathan, University of Iowa, jonathan-templin@uiowa.edu
 Thompson, Charlotte, cthompson@learningpolicyinstitute.org
 Tierney, Jessica L., jtierney@ets.org
 Topham, Taylor, Northwestern University, taylortopham2027@u.northwestern.edu
 Toth, Michael D., Instructional Empowerment, mtoth@instructionalempowerment.com
 Townley-Flores, Carrie, Stanford University, ctflores@stanford.edu
 Toyama, Yukie, yukie.toyama@berkeley.edu
 Tran, Jasmine Elizabeth, jazzytran@gmail.com
 Traynor, Anne, Purdue University, atraynor@purdue.edu
 Trüb, Ruth, FHNW School of Education, ruth.trueb@fhnw.ch
 True, Rhonda, Nebraska Department of Education, Rhonda.True@nebraska.gov
 Trumpower, David, University of British Columbia Okanagan, dave.trumpower@gmail.com
 Turner, Charlene, edCount, LLC, ctturner@edcount.com
 Ungashe, Albu, Stanford University, aungashe@stanford.edu
 van der Linden, Wim J., University of Twente, wjvdlinden@outlook.com
 Van Horne, Katie, Concolor Research, katie@concolorresearch.com
 Van Orman, Dustin, Western Washington University, vanormd2@wwu.edu
 Varier, Divya, George Mason University, dvarier@gmu.edu
 Vorenkamp, Ellen, Michigan Assessment Consortium, vorenke83@gmail.com
 Wagner, Manuela, University of Connecticut, manuela.wagner@uconn.edu

Walsh, Kristen, Oswego Community School District 308, kwalsh@sd308.org
Wang, Anqi, Harbin University of Science and Technology, 1319120873@qq.com
Watkins, Douglas, Denver Public Schools, douglas_watkins@dpsk12.net
Welsh, Megan, University of California, Davis, megwelsh@ucdavis.edu
Wentzlof, Kelly, Stanford University, kelwentz@stanford.edu
White, Jennifer, Floyd County Schools, jwhite@floydboe.net
Wiedemann, Todd, Kansas MTSS, todd@kansasmstss.org
Wiliam, Dylan, UCL Institute Of Education, dylanwiliam@mac.com
Wilson, Mark, Berkeley School of Education, UC Berkeley, markw@berkeley.edu
Wine, Marjorie, ATLAS, University of Kansas, m_wine122@ku.edu
Wisittanawat, Panchompoo (Fai), Vanderbilt University, panchompoo.wisittanawat@vanderbilt.edu
Woodward, Tyler, St. John Fisher University, twoodward@sjf.edu
Wright, Laura, UW Madison, laura.wright@wisc.edu
Wylie, Caroline, National Center for the Improvement of Educational Assessment, ecwylie@nciea.org
Yablonski, Maya, Stanford University, mayay@stanford.edu
Yeatman, Jason, Stanford University, jyeatman@stanford.edu
Yin, Yue, yueyin@uic.edu
Yu, Elie ChingYen, University at Albany - SUNY, cyu5@albany.edu
Zainal, Markie, WestEd, mzainal@wested.org
Zhang, Xiaohang, Brigham Young University, joyz1990@student.byu.edu
Zunino-Edelsberg, Valeria, UC Davis, vczunino@ucdavis.edu

TOPICAL INDEX

(The number below refer to session numbers)

Accessibility and inclusion in classroom assessments (e.g., Universal Design for Learning): 035, 048, 054

Adult learning and development: 003, 007, 008, 018, 019, 021, 023, 029, 031, 033, 040, 041, 042

Applications of learning theories or other models of learning (e.g., learning progressions): 019, 024, 033, 037, 041, 043, 044, 052

Assessment literacy (pre-service teacher education | in-service professional development): 002, 003, 005, 007, 014, 015, 016, 019, 021, 031, 033, 036, 037, 039, 040, 043, 047, 048, 049

Assistive technologies: 017, 054

Classroom assessment and AI: 005, 006, 017, 045

Classroom assessment principles or standards: 002, 003, 005, 008, 010, 014, 016, 017, 019, 020, 026, 030, 032, 033, 036, 039, 040, 042, 043, 045, 048, 049, 053

Classroom summative assessment: 003, 005, 007, 009, 015, 016, 017, 018, 020, 023, 024, 026, 031, 033, 036, 037, 040, 052

Collaborative learning (student or educator): 002, 003, 020, 027, 032, 041, 042, 043, 046

Communicating about assessment results: 009, 019, 024, 031, 033, 035, 040, 043, 049, 050, 051, 054

Culturally responsive classroom assessment: 002, 003, 009, 011, 022, 023, 025, 033, 036, 040, 042, 044, 046, 048

Discipline-specific assessment practices: 007, 016, 019, 024, 027, 032, 036, 037, 042, 046, 048, 052

Fairness: 002, 003, 010, 019, 049

Formative assessment (e.g., teacher feedback; self/peer assessment; formative opportunities): 001, 002, 003, 007, 008, 012, 015, 016, 017, 019, 021, 024, 026, 027, 028, 030, 031, 032, 033, 034, 036, 037, 040, 042, 043, 045, 046, 048, 049, 052, 054, 055

Improvement science: 007, 040, 042, 045

Linguistic diversity: 024, 028, 032

Other: 002, 007, 010, 026, 037, 040, 041, 053

Performance assessments, portfolios, or other types of authentic assessments: 003, 007, 009, 016, 017, 018, 020, 026, 029, 032, 033, 035, 036, 054

Research-practice partnership: 007, 009, 031, 033, 041, 042, 043, 045, 046, 049, 050

Summative assessment and grading: 007, 017, 018, 026, 029, 032, 033, 040, 045, 051

Systems-building: 003, 004, 007, 008, 014, 018, 020, 023, 024, 028, 029, 030, 035, 036, 037, 038, 040, 042, 043, 045, 049, 051

Teacher leadership: 003, 018, 026, 029, 036, 041, 042, 050