National Council on Measurement in Education (NCME)
2026 Classroom Assessment Conference

November 12-14, 2026
Mall of America, Bloomington MN

Co-hosted by classroom assessment specialists from the University of Minnesota,
the MN Assessment Group, and the MN Department of Education,
with support from the Iowa Testing Programs at the University of Iowa

---

**Creating Equity & Innovation through the Confluence of Research and Practice
in Classroom Assessment**

Proposals due: Friday, May 29, 2026 at 11:59 PM Pacific Time

https://ncme.org/events/classroom-assessment-conference/

NCME's 6th Classroom Assessment Conference will be held in person in Bloomington, MN, November 12-14, 2026, at the Radisson Blu Mall of America (more information below). We invite individuals and groups from PreK-12 school systems, research-practice partnerships, colleges and universities, state departments of education, measurement organizations, and other education entities to submit proposals for individual presentations and organized sessions that pertain to the research and practice of classroom assessment in early childhood, elementary and secondary education, and higher education and adult learning settings.

Central to NCME's mission is the belief that equitable access to deeper learning for all students must include making high-quality classroom assessment the rule rather than the exception. A special focus of the 2026 conference will be to explore *ways of knowing* what students know and can do that have helped the process of scaling high-quality classroom assessment to support the confluence of research and practice, teaching and learning, and formative and summative uses of assessments; this includes the nature of feedback and grading approaches. We are proud to bring this conference to locations near the most historical and spiritual origin for Dakota people at Bdote, the confluence of the Minnesota and Mississippi Rivers.

THEMES

Proposals that address the following four themes are especially encouraged. These examples are intended to spark ideas rather than define limits.

UNIVERSITY OF MINNESOTA
Crookston Duluth Morris Rochester Twin Cities

1. Equity Enhancing, Justice Oriented, and Culturally Sustaining Assessment
High-quality assessment cannot exist without equity, ensuring every student engages in opportunities to demonstrate their learning and achieve ambitious academic outcomes, acknowledging diverse learning needs and lived experiences. We invite participants to examine how assessment practices can be designed and enacted to promote fairness and belonging for all learners by honoring multiple ways of knowing, being, and learning. We encourage proposals that draw from Indigenous knowledge systems, culturally and linguistically sustaining pedagogies, community-based approaches to teaching and learning, and other traditions that advance justice in education, honor students' unique strengths, and challenge barriers.

2. Confluence of Research and Practice
One of NCME's defining goals is to close the gap between research and classroom practice. We seek to highlight collaborations among teachers, researchers, and community partners that bring assessment innovations to life in schools. Proposals might showcase participatory action research, practice-based studies, or hands-on demonstrations of evidence-based assessment strategies. We are especially interested in how ideas from research become practical tools for improving teaching and learning, and how teachers themselves generate knowledge that advances the field. This theme embraces assessment not as theory in isolation, but as an ongoing dialogue between inquiry and practice.

3. Innovative Methods and Technologies
Assessment is evolving rapidly in response to new technologies and understandings of learning. We invite innovations that make assessment authentic and adaptable to today's learners, that explore creative uses of artificial intelligence and digital tools, highlight emerging approaches to assessing transferable skills and metacognition, or rethink how accountability and classroom assessment can coexist within balanced systems. Balanced assessment systems could be in terms of the balance between formative and summative uses or assessment *for*, *of*, and *as* learning; it can also mean balance between classroom, district, state, and national assessments. We ask: How can the confluence of technological, methodological, and conceptual innovations help us see student learning in deeper, more human ways?

4. Empowerment and Lifelong Learning
At the center of every assessment or assessment process is a relationship between teacher and learner. Therefore, this theme emphasizes the role of assessment in empowering both educators and students to take ownership of learning. Proposals might describe ways to strengthen teachers' assessment skills, foster reflective practice, or create opportunities for professional learning communities where educators learn through the confluence of experience and inquiry. We also welcome sessions that explore how assessment can nurture students' own sense of agency, curiosity, and self-direction. In this theme, assessment becomes an act of learning itself, one that builds capacity, confidence, and purpose across a lifetime.

We especially encourage proposals that engage educators as co-creators of knowledge; Indigenous, multilingual, and community perspectives; offer participatory or interactive experiences for attendees; and provide clear, practical takeaways for classroom application.

PROPOSAL SESSION TYPES & SUBMISSION GUIDELINES

We welcome proposals from practitioners, researchers, and learners, that move us from more traditional approaches to expansive research traditions. The following session types are offered as guides; if you have a new idea outside these options, please reach out to us at scca@ncme.org

1. **Organized Presentation Session**
   An organized session is a 60–75 minute session proposed by a team of 4–5 presenters around a common theme. An organized session can include presentations based on a set of papers related to a common topic, panel discussions, demonstrations, or other formats, especially those that involve interactivity with the audience.

   Include this information in the submission system:
   ● The intended format of the organized session: A set of papers related to a common topic, a panel discussion, a demonstration, or some other format.
   ● Include names, affiliations, and email addresses of all presenters and authors; include moderator or discussant where appropriate.
   ● Summary: Describe the the goals of the session and how each presenter contributes to those goals, and the implications for classroom assessment practices, policies, and/or research. Please keep this summary within 1600 words (excluding tables, figures, and references).

   Organizers may use their 1600 words however they wish, but the goal(s) of the session and how each presentation contributes to the goal(s) of the session should be clear. For example, a conventional 4-paper organized session may have a 400-word introduction with four 300-word paper descriptions (or however desired by the session organizers).

2. **Individual Presentation Session**
   An individual presentation session proposal is a stand-alone proposal that conference organizers will combine with 3 to 4 other individual paper presentations under a common theme. Each presentation would run 12-15 minutes; sessions will be scheduled for 60-75 minutes. This could include a poster in a session with other poster presentations (may be scheduled for 60-75 minutes). To maximize perspective sharing, each expert will lead only one presentation during the conference, allowing for a wider range of perspectives, experiences, topics, and approaches. Most individual paper presentations will consist of a presentation with slides or visual displays; we recommend one slide per minute with minimal information on each slide – only information that is essential to the presentation.

   Single Presenter Option: It is possible for an individual presentation session to include a single presenter alone (not combined with others) for the entire session. If this is your preference, please state this clearly at the beginning of the proposal. This option for a single presentation (single individual or a team) should be for a session that is intended to be more interactive with audience participation.

Include this information in the submission system:
- The intended format of the organized session: Paper, poster, or no preference.
- An individual paper or poster presentation proposal must be prepared for blind review; author names should not be included in the proposal nor references.
- Summary: Describe the main purpose of the paper; perspectives, strategies, or methods employed; main findings or conclusions to be presented; and implications for classroom assessment practices, policies, and/or research. Please keep this summary within 800 words (excluding tables, figures, and references).

3. **Blitz Presentation Session**
A blitz presentation is a 5-minute, fast-paced, high-impact overview of your key findings, designed to generate interest, not detail, using minimal text and compelling visuals (2-3 slides) to tell a concise story about why your research matters and its potential impact for a broad audience, encouraging them to seek you out later. Think "show, don't tell," focusing on your main conclusion and future possibilities. Use clear, teacher-facing language and emphasize practical takeaways.

Include this information in the submission system:
- An individual blitz presentation proposal must be prepared for blind review; author names should not be included in the proposal nor references.
- Summary: Describe the problem or issue being addressed, any specific method or data source important to understand key findings, key findings in the form of sound bites, and final conclusion or call to action for classroom assessment practices, policies, and/or research. A blitz presentation may include a hook (surprising statistic, bold question, real-world challenge),Please keep this summary within 500 words (excluding tables, figures, and references).

4. **Assessment Participatory Learning Station**
From our commitment to advance equity and innovation through the confluence of research and practice, the 2026 conference will feature up to 40 Assessment Participatory Learning Stations–interactive sessions designed to showcase classroom assessment practices and innovations from practitioners and researchers that uncover student thinking.

Because of the unique nature of this format, this description is longer than the others. This special event responds directly to feedback from prior conferences calling for more hands-on, practice-focused engagement. Learning Stations are dialogic spaces where educators and researchers share and explore classroom assessment tools and strategies together.

Purpose
Learning Stations offer an opportunity to explore assessment practices that:
- Showcase a single, focused assessment activity, task, rubric, strategy, or others;
- Make student thinking visible;
- Connect clearly to class learning objectives (or state standards);
- Highlight implications for equity, inclusion, and deeper learning; and/or
- Emphasize practical implementation in real classrooms or other education settings.

Format

Learning Stations will be held in a ballroom setting using table-based or demonstration-style formats that encourage one-on-one and small-group interaction. Presenters should design hands-on experiences that allow participants to engage directly with materials, discuss implementation, and reflect on impact. No advertising or selling of products or services is permitted. If copyrighted materials are referenced, presenters must clarify how the session's instructional value extends beyond reliance on those specific materials.

The event will take place on Saturday, November 14, 2026
    Morning session: 9:00 AM–12:00 PM CST
    Afternoon session: 1:30 PM–4:30 PM CST
Some presenters may be invited to participate in both sessions.

Presenters should prioritize:
● Free, publicly available tools and resources
● Open-access materials whenever possible
● Practical strategies transferable across contexts

Presenters are expected to:
● Provide digital access to materials (e.g., QR codes or links)
● Cover printing costs if physical materials are distributed
● Cite relevant research or evidence informing the activity or tools

If you have questions or thoughts about how you would like to be involved in the participatory learning stations event, please reach out to conference organizers. We are happy to talk with you about options for your contribution – reach us at scca@ncme.org

Include this information in the submission system:
● Your name, affiliation, and email address.
● Intended audience (preschool, elementary, or secondary educators; subject matter).
● Proposal Description (Up to 1000 words total). Include the following headings:
    1. Assessment Focus and Rationale (Up to 250 words): Describe the assessment method or mode (formative, summative, or both, or other), its alignment with conference themes, and why it is worthy of teachers' time and engagement.
    2. Context and Learning Objectives (Up to 200 words): Describe the educational setting, student population, and relevant learning goals or standards.
    3. Interactive Design and Materials (Up to 300 words): Explain how participants will actively engage with the assessment practice. Describe materials, tools, student artifacts, or resources that will be available.
    4. Evidence and Impact (Up to 250 words): Describe any evidence supporting the task's ability to uncover student thinking and influence teaching and learning. Discuss contributions to equity, inclusion, and deeper learning.
    5. Optional: Up to 10 pages of supplementary materials (e.g., sample tasks, student artifacts, visuals).

UNIVERSITY OF MINNESOTA
Crookston Duluth Morris Rochester Twin Cities

5. **Student In-Progress Research Session**

A student in-progress research session provides students with an opportunity to present ongoing research in an interactive format. These sessions are designed for projects that have moved beyond the planning stage and are expected to have preliminary results but may not be fully completed before the conference. The presenter should focus on one or two elements of the in-progress research on which they desire to seek feedback; there will be time provided for audience feedback to student presenters. The presentations will be limited to 10 minutes for individual presentations.

To submit a student in-progress research proposal, the first author (i.e., presenter) must be an elementary or secondary school student accompanied by an educator or researcher, or be an undergraduate or graduate student at the time of presenting during the conference (November 2026).

Include this information in the submission system:
- The intended format of the organized session: Paper, poster, or no preference.
- A student in-progress paper or poster presentation proposal must be prepared for blind review; author names should not be included in the proposal nor references.
- Summary: Describe the issues of practice or research questions being addressed; perspectives, strategies, or methods employed; preliminary findings or methodological challenges to be presented and discussed; and potential implications for classroom assessment practices, policies, and/or research. Please keep this summary within 800 words (excluding tables, figures, and references).

Proposal Review Criteria
- Relevance of the presentation to the conference themes or clearly described other theme.
- Clarity and significance of the purpose and potential impact on classroom assessment practice, policy, and/or research.
- Clarity on what participants will take away from the presentation or activity.
- Quality of the proposal and extent to which summaries address the points described above.
- For Learning Station proposals, the primary selection criteria will focus on the clarity and strength of evidence demonstrating how the proposed assessment illuminates student thinking and supports meaningful classroom practice and potential impact on participants.

To submit proposals: https://www.xcdsystem.com/ncme/member/

For more information: https://ncme.org/events/classroom-assessment-conference/

Audio-Visual Considerations
Presenters are responsible for bringing their own computers and HDMI adapters. All presentation rooms will be equipped with a projector, screen, speakers, and one wireless handheld microphone at no cost. Presenters will be responsible for the costs and arrangements for any additional equipment needed for their session(s).

Presenter Participation Policy
At least one author must be identified as the presenting author and must be registered for the conference by October 23, 2026. All presenters will be expected to register for the NCME Classroom Assessment Conference or they may be removed from the program.

Lodging and Travel
All accepted presenters are responsible for their own lodging and travel. Lodging conference rates will be available once registration is open to participants and presenters.

Preliminary Key Dates
- Proposal submission begins   March 25, 2026
- Proposal submission deadline   May 29
- Presenter notification   July 15
- Conference registration open date   August 1
- Presenters confirm participation   August 14
- Preliminary program available   September 1
- Conference opens - evening keynote and reception   November 12
- Conference sessions (full days)   November 13-14

Questions?
If you have any questions or need additional help regarding your response to this *Call for Proposals*, contact scca@ncme.org

UNIVERSITY OF MINNESOTA
Crookston Duluth Morris Rochester Twin Cities