“Formative Assessment: Implications for Student Learning”

California Educational Research Association
88th Annual Conference
November 18–19, 2009
San Francisco, CA

Keynote Speakers:
Dylan Wiliam, Institute of Education, University of London
James Popham, Professor Emeritus, UCLA
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California Department of Education

I. Phillip Young
University of California Educational Research Center

Nazanin Zargarpour
Claremont Graduate University
Dear CERA Members:

Welcome to fabulous San Francisco, for the 88th annual meeting of the California Educational Research Association (CERA). On behalf of the CERA Board, I would like to recognize the outstanding support the organization receives from its sponsors—this year, particularly, we appreciate our sponsors!—and from its members. We are confident that you will have an interesting and productive conference as you reunite with old friends and colleagues, begin new professional relationships, and expand your knowledge and skills.

This year’s conference, Formative Assessment: Implications for Student Learning, offers us a welcome opportunity to learn from three people—Dylan William, Jim Popham, and Margaret Heritage—who are well known and appreciated by those of you who attend either AERA or CCSSO’s National Conference on Student Assessment. Each of them has extensive expertise designing and implementing assessment systems and identifying appropriate professional development to ensure the success of those systems. I am grateful that they have chosen to adjust their busy schedules to share their expertise with all of us. Please join me in thanking them personally during the conference, and in thinking about how we can apply what we learn from them to our work.

This year we honor Dr. Wendy M. Yen, Distinguished Presidential Appointee for K-12 Statistical Analysis at the Educational Testing Service, for her significant contributions to the research community over the span of a long and distinguished career at CTB/McGraw Hill and ETS. Dr. Yen’s contributions have improved the technical quality and appropriate use of assessment results for a number of publishers and states. She is highly deserving of CERA’s Lifetime Achievement Award, and again, we invite you to join in congratulating her personally at the luncheon given in her honor on Thursday, November 19.

In addition to 70 impressive papers and presentations, other conference highlights include three informational pre-conference sessions targeted to meet the needs of our members, the CERA 2009 Outstanding Paper Award presentation by Dr. Blessing Mupanduki, and what promises to be a very interesting panel discussion on the development of interim assessments.

I’d like to take this opportunity to encourage those of you who wish to give back to CERA to consider serving on the Board. I have thoroughly enjoyed the work and especially value the relationships that have grown from that work. It has been a terrific experience and I recommend it wholeheartedly. My heartfelt appreciation to everyone who has contributed to the success of the association the past four years: Phil Morse (who roped me into this in the first place); Paul Tuss, Jim Parker, and Tom Barrett (the best mentors one could wish for); Bob Carlson, Kate Esposito, and Chun Wu Li (terrific and still very much missed ex-Board members); and, especially, the current Board members: Paula Carroll, Roger Yoho, Karen Greer, Nazanin Zargarpour, Rachel Perry, Phil Young, Darrell Brown, and Irina Okhremtchouk, each of whom has contributed ideas, time, and hard work to make this a great conference.

Have a productive conference, and let us know what you think of this year’s program when you receive the post-conference evaluation. Enjoy San Francisco! Start by joining in the celebration of CERA’s 88th year at the President’s Reception on Wednesday night!

Warm regards,

Mary M. Tribbey
2009 President, CERA
Make a Better Presentation — Carmel Room

Graduate education programs seldom include specific training in how to effectively communicate research. We hope the inclusion at CERA’s conference of a professional development course in making and delivering an effective presentation will help to meet a substantial need. This mini-course will help participants: 1) design an effective presentation for any audience, 2) understand the basic rules for effective presentations, 3) create simple graphics to support a presentation, and 4) practice a prepared 5-minute presentation.

The course includes: instruction in making a high quality presentation, practice opportunities, self-critique and class critique (emphasizing positive aspects of the presentation), and resources for making improved presentations. To receive maximum benefit from the course, participants are encouraged to contact the presenters to receive materials and then submit a 5 minute presentation two weeks prior to CERA. Presentations will be presented and videotaped during the mini-course.

Presenters:
Ron Dietel, Assistant Director for Research Use and Communications, UCLA, CRESST, ron@ucla.edu
Mark Kerr, Director of Organizational Branding and Visibility, WestEd, mkerr@wested.org

Basics of Program Evaluation and Effective Reporting of Test Results — Cypress/Monterey Room

The evaluation component of the session is intended for K-12 assessment/research and evaluation coordinators who have had limited academic and practice experience with program evaluation. An overview of evaluation and how it relates to educational research in general will be covered. Formative and summative evaluation components will be defined along with the related notions of process and outcome evaluation. Key concepts covered include: 1) composing research questions, 2) identifying comparison groups, 3) commonly used evaluation designs, 4) selecting the appropriate statistical analysis, 5) controlling variables, 6) determining adequate sample size, 7) how to use CST and district benchmark results in the evaluation, and 8) options to consider for inclusion of qualitative elements.

Key components of the effective use of test scores part of the workshop include: 1) review of appropriate and inappropriate test scores comparison (CST, CAHSEE, CELDT, district benchmarks), 2) examples of exemplary Board reporting of test results and API/AYP, 3) other high school indicators (e.g. dropouts, SAT/ACT, graduation rates, UC a-g), and 4) helpful hints for developing district benchmark assessments.

Presenters:
Tom Barrett, Educational Consultant and former Director of Educational Accountability in the Riverside USD, and Director of Assessment for the Riverside COE
Ernest Ng, Senior Research Associate, Institute at Indian Hill, Claremont
Paul Tuss, Program Manager, Center for Student Assessment and Program Accountability, Sacramento COE

New Test Coordinator’s Workshop — Tudor A/B Room

The workshop covers logistical issues related to testing (not the policy issues that are the responsibility of the CDE) and will focus on managing the test coordinator’s many responsibilities at the district level.

Specifically, the workshop will discuss planning and organizing aspects common to multiple state assessments such as: developing a schedule of tests, managing materials, training of site coordinators, completion of required forms, handling returned data, and other basics that will help ensure compliance with state testing regulations and optimize district resources. The workshop is designed to complement, not duplicate, the test contractor’s pre- and post-test workshops.

Presenter:
Kelle Nelson, Assessment Coordinator, Yuba City USD
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Keynote Address
Empire Room — Wednesday November 18, 2009, 12:00 – 2:00 pm

Why Is Improving Schools So Hard?

Dylan Wiliam
Institute of Education, London

Abstract
The educational achievement of a country’s population is a key determinant of economic growth, and so improving educational attainment is an urgent priority for all countries. A number of ways that this might be done have been attempted, including changes to the structure of schooling, to the governance of schools, to the curriculum, and an increased role for digital technology. While each of these approaches has produced some successes, the net impact at system level has been close to, if not actually, zero. In this talk, I will argue that the main reason for the failure of system-wide educational reforms is that they have ignored the importance of teacher quality for student progress, the fact that it is highly variable, and that teacher quality has differential impact on different students.

Teacher quality can be improved by replacing teachers with better ones, but this is slow, and of limited impact. This suggests that our future economic prosperity requires improving the quality of the teachers already working in our schools. We can help teachers develop their practice in a number of ways, some of these will benefit students, and some will not—those with the biggest impact appear to be those that involve changes in pedagogy, which will require new kinds of teacher learning, and new models of professional development.

Speaker
Dylan Wiliam is Deputy Director of the Institute of Education, London. After a first degree in mathematics and physics, and one year teaching in a private school, he taught in inner-city schools for seven years, during which time he earned further degrees in mathematics and mathematics education. In 1984 he joined Chelsea College, University of London, which later became King’s College London. During this time, he worked on developing innovative assessment schemes in mathematics before taking over the leadership of the mathematics teacher education program at King’s. Between 1989 and 1991 he was the Academic Coordinator of the Consortium for Assessment and Testing in Schools, which developed a variety of statutory and non-statutory assessments for the national curriculum of England and Wales. After his return to King’s, he completed his Ph.D, addressing some of the technical issues thrown up by the adoption of a system of age-independent criterion-referenced levels of attainment in the national curriculum of England and Wales. From 1996 to 2001 he was the Dean and Head of the School of Education at King’s College London, and from 2001 to 2003, he served as Assistant Principal of the college. In 2003, he moved to the USA, as Senior Research Director of the Learning and Teaching Research Center at the Educational Testing Service in Princeton, N.J.

Dr. Wiliam’s recent work has focused on the use of assessment to support learning. He was the co-author, with Paul Black, of a major review of the research evidence on formative assessment published in 1998, and the important article, “Inside the Black Box: Raising Standards through Classroom Assessment,” published in the USA by Phi Delta Kappan. He has subsequently worked with many groups of teachers, in both the UK and the USA, on developing formative assessment practices. (Information on his recent publications can be found at www.dylanwiliam.net.)
Keynote Address
Empire Room — Thursday November 19, 2009, 8:30 – 10:00 am

Assessment Literacy: A Bona Fide ‘Magic Bullet’ for Education

W. James Popham
Professor Emeritus, University of California Los Angeles

Abstract
This keynote presents seven “walk-away” understandings that Dr. Popham would like CERA members to acquire with respect to formative assessment.

• What It Is and What It Isn’t
• What It Can Do and What It Can’t
• Why Levels Can Lead to Lucidity
• Why Learning Progressions Must Lurk
• What the Essence of It Is
• Why Right-Size Bites Rule
• Why Dawdling is Dumb

Speaker
W. James Popham began his career in education as a high school teacher in Oregon, teaching English and social studies. He spent 30 years at the University of California Los Angeles, teaching courses in instructional methods for prospective teachers and courses in evaluation and measurement for graduate students. While at UCLA he won several distinguished teaching awards, and is currently professor emeritus at the UCLA Graduate School of Education and Information Studies.

A former president of the American Educational Research Association, Dr. Popham is the author of over 30 books, including Classroom Assessment: What Teachers Need to Know, and has received numerous prestigious awards. In 2002, the National Council on Measurement in Education presented him with its Award for Career Contributions to Educational Measurement. In 2006 he was awarded a Certificate of Recognition by the National Association of Test Directors. He is a frequent speaker at national and international conferences and research societies, advises and works with statewide organizations to implement effective assessment systems, and actively contributes to the national work of the Council of Chief School Officers (CCSSO).

Dr. Popham advocates for the formative use of classroom assessments, evidenced in his recent books, Transformative Assessment, Unlearned Lessons: Six Stumbling Blocks to our Schools’ Success, and Instruction That Measures Up: Successful Teaching in the Age of Accountability.
## Conference Schedule At-A-Glance

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# Conference Schedule

## Day One  Wednesday, November 18, 2009 — 7:30 am to 7:30 pm

### 7:30 am – 4:00 pm    Registration — Mezzanine  (Exhibits open 11:00 am – 5:30 pm)

### 11:00 am    Membership Meeting — Empire Room

### 8:30 – 11:45 am    Pre-Conference Sessions — TudorA/B, Carmel, and Cypress/Monterey Rooms

- **New Test Coordinators Workshop:** Kelle Nelson — Tudor A/B Room
- **Make a Better Presentation:** Ron Dietel & Mark Kerr — Carmel Room
- **Basics of Program Evaluation and Score Reporting:** Tom Barrett, Ernest Ng & Paul Tuss — Cypress/Monterey Room

### CERA Annual Conference  12:00 pm – 7:30 pm

#### 12:00 – 2:00 pm    Lunch and Keynote Address — Empire Room

- **Keynote Speaker:** Dylan Wiliam, Deputy Director, Institute of Education, University of London
- **“Why Is Improving Schools So Hard”**

#### 2:15 – 3:45 pm    Day 1, Breakout Session 1 — Cypress/Monterey, Carmel, Tudor A/B, Windsor, Franciscan, Renaissance, Empire

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5:30 – 7:30 pm  President’s Reception — Starlight Room
Day Two  Thursday, November 19, 2009 — 7:30 am to 4:00 pm

7:30 – 10:30 am  Continental Breakfast — Mezzanine  (Exhibits open 8:00 am – 5:30 pm)
8:30–10:00 am   Keynote Address — Empire Room

Keynote Speaker — James Popham, Professor Emeritus, UCLA
“Assessment Literacy: A Bona Fide ‘Magic Bullet’ for Education”

10:15 – 11:45 am  Day 2, Breakout Session 1 — Cypress/Monterey, Carmel, Tudor A/B, Windsor, Franciscan, Renaissance

10:15 – 11:45 am  Special Session — Franciscan Room

Margaret Heritage, Assistant Director, Professional Development, UCLA/Center for Research on Evaluation, Standards and Student Testing (CRESST)
“Toward a Framework for the Effective Use of Assessment Data.”

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<td>Teresa (Tess) Dawber</td>
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<td>Eva Iskander</td>
<td>Implications of High-Stakes Tests on English Language Learners</td>
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<td>Susan Porter</td>
<td>Preparing Teachers for Diverse Students: One program’s Self-Study</td>
<td>Margaret Heritage</td>
<td>Special Session: Continuation of “Toward a Framework for the Effective Use of Assessment Data”</td>
<td>Robert Anderson</td>
<td>Assessing 21st Century Skills to Maximize Student Readiness for Higher Education and Careers</td>
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<td>Denise Huang</td>
<td>The Role of Evaluation and Assessment in the After School Continuous Self-Improvement Model</td>
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<td>Robert Anderson</td>
<td>Innovative Approaches to Student Assessment in Support of Educational Reforms incorporating Multiple Pathways</td>
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</table>

12:00–2:00 pm  Awards Luncheon — Empire Room

2009 CERA Lifetime Achievement Award Recipient
Wendy Yen, Educational Testing Service

2:15 – 3:45 pm  Day 2, Breakout Session 2 — Cypress/Monterey, Carmel, Tudor A/B, Windsor, Franciscan, Renaissance

2:15 – 3:45 pm  Panel Discussion — Empire Room

*Developing Interim Assessments: The Pros & Cons of Commercial vs In-House Development*

Eric Crane, Moderator
Panel Members: Gina Koency, Dianne Henderson-Montero, Jim Parker, Dale Russell, and Jason Willoughby
**Thursday — Day 2**

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<td>A Factor Analysis of California Standards Test (CST) for Grade Seven Mathematics Sub-Scores</td>
<td>Robert Bernstein</td>
<td>Where have all the Math Proficient Students Gone?</td>
<td>Dirk Davis</td>
<td>Teaching Online: Developing Faculty</td>
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<td>Making Math Meaningful: Guiding Math Instruction through Formative Assessments</td>
<td>Shupin Guo</td>
<td>Comparing Similar Schools Rank Changes: Evaluating a Three Individual Variable Method</td>
<td>Vanessa Barrat</td>
<td>Early Childhood Education Educators’ Professional and Educational Attainment During Participation in a Workforce Development Program</td>
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<td>Cliff Li</td>
<td>Safe Harbor in Adequate Yearly Progress: Are you safe?</td>
<td>Matthew Witmer</td>
<td>Testing the Waters Prior to Formative Assessment Initiatives: A Teacher’s Commitment to Change Survey</td>
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<td>Gregory Chung</td>
<td>Research Issues in Developing Games for Learning and Assessment</td>
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<td>Richard Wainess</td>
<td>Using Human Help to Inform Automated Help in Games-Based Learning Environments</td>
<td>Joseph Di Lella</td>
<td>Mind-Mapping, Metaphors, and Movies: Summative Assessment of Content Knowledge with At-Risk Students</td>
<td>Robert Denham</td>
<td>Formative Assessment: Implementing an Effective 360° Feedback Loop to Ensure Educational Equity for Diverse Learners</td>
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**4:00 – 5:30 pm Day 2, Breakout Session 3 — Cypress/Monterey, Carmel, Tudor A/B, Windsor, Franciscan, Renaissance**

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<tr>
<td>Robert Linquanti</td>
<td>Examining Growth in English-Language Proficiency of California’s English Learners: A Statewide Longitudinal Study</td>
<td>Cathleen Geraghty</td>
<td>Both Large and Small Districts Using CBM: AIMSweb for RtI Implementation</td>
<td>Corey McKenna</td>
<td>Development and Implementation of an Integrated Curriculum at a Math, Science and Technology Magnet School</td>
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<td>Anissa McNeil</td>
<td>Using Assessments to Improve Teaching, Student Outcomes, and Provide the LRE in Preschool</td>
<td>Oscar Medina</td>
<td>Progress Monitoring of English Learners in Sweetwater UHSD</td>
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<th>Policy and Accountability</th>
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<th>Formative Assessment</th>
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<td></td>
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<td></td>
<td>Elizabeth Barker</td>
<td>Strategies for Removing Accessibility Barriers for Students with Disabilities</td>
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“Toward a Framework for the Effective Use of Assessment Data”

Franciscan Room
Thursday, November 19, 2009, 10:15 – 11:45 am

Margaret Heritage

Margaret Heritage is Assistant Director for Professional Development at the National Center for Research on Evaluation, Standards and Student Testing (CRESST) at UCLA, and leads the data use program of the Assessment and Accountability Comprehensive Center. Her current work focuses on data use for school improvement, learning progressions, formative assessment, and teachers’ use of formative assessment evidence.

Prior to joining CRESST, she had many years of teaching and leadership experience in schools in the United Kingdom and the United States, including a period as a County Inspector of Education in the United Kingdom, and as principal at the UCLA laboratory school. She has also taught graduate classes in Education at the Department of Education at the University of Warwick, England, the University of California, Los Angeles, and at Stanford University.


Dr. Heritage recently began working collaboratively with the Los Angeles COE, San Joaquin COE, and Butte COE to develop a framework for improving the use of data, including using evidence from formative assessment to improve student learning. This collaborative work, which will include regional representatives from the county office of education network, will result in a dynamic, interactive, multi-faceted professional development tool that will benefit educators at all levels of knowledge in California. In this special session, Dr. Heritage will present the framework and elicit feedback from the audience to guide further development.

Past Lifetime Achievement Award Recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
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<tbody>
<tr>
<td>2008</td>
<td>Jamal Abedi</td>
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<td>2007</td>
<td>Edward Haertel</td>
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<td>2006</td>
<td>Jeannie Oakes</td>
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<td>2005</td>
<td>Bill Padia</td>
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<td>2004</td>
<td>Richard Shavelson</td>
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<td>2003</td>
<td>Dale Carlson</td>
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<td>2002</td>
<td>Ted Bartell</td>
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<td>Tej Pandy</td>
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<td>2000</td>
<td>John Martois</td>
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<td>1999</td>
<td>Alex Law</td>
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<td>1998</td>
<td>Eva Baker</td>
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<td>1997</td>
<td>Jim Popham</td>
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Wendy M. Yen is Distinguished Presidential Appointee for K–12 Statistical Analysis at the Educational Testing Service, which she joined in 2000. Prior to joining ETS, she was Vice President of Research at CTB/McGraw-Hill, where she worked from 1974 to 2000. At CTB she oversaw the technical quality of all their published assessments, including the widely used TerraNova, CAT, CTBS, and Supera achievement batteries. She has also provided technical guidance for over 25 customized state assessment programs and consulted on the National Assessment of Educational Progress.

Dr. Yen is the recipient of the 2008 E. F. Lindquist award for lifetime contributions to testing and measurement. She has served as president of the National Council on Measurement in Education, trustee of the Psychometric Society, on committees for the National Academy of Sciences and the National Assessment Governing Board, as editor of the Journal of Educational Measurement, and as associate editor of Psychometrika. Dr. Yen is a frequent discussant at annual meetings of the American Educational Research Association and the National Council on Measurement in Education. She is the co-author of Introduction to Measurement Theory, which has been in print for over 25 years, and author of over 100 professional presentations and publications, primarily in the areas of item response theory, scaling, and equating. She holds a Ph.D. in mathematical psychology from the University of California, Berkeley, where she also earned a master’s degree in applied statistics and a bachelor’s degree in psychology.
Authors of original, unpublished articles are cordially invited to submit their papers for consideration as the CERA’s “Outstanding Paper Award.” As a state affiliate, CERA has one automatic paper presentation opening at the 2010 American Educational Research Association (AERA) Annual Convention and Exhibition to be held in April 2010 in Denver, Colorado. When appropriate, CERA selects its “Outstanding Paper Award” recipients through a competitive award process. Congratulations to all recipients.

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Author(s)</th>
<th>Affiliation(s)</th>
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<tbody>
<tr>
<td>2009</td>
<td>“The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California”</td>
<td>Blessing Tendai Mupanduki</td>
<td>Azusa Pacific University</td>
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<tr>
<td>2007</td>
<td>“Effects of Principal’s Pay and Pay Satisfaction for Student Achievement at the Elementary School Level”</td>
<td>I. Phillip Young</td>
<td>UC Davis</td>
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<tr>
<td>2006</td>
<td>“Color of Money Compared to Color of Principals: An Assessment of Pay for Male Elementary School Principals Varying in Surname (Hispanic vs. Non-Hispanic)”</td>
<td>I. Phillip Young</td>
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<td>2005</td>
<td>“A Collective Inquiry Response to High-Stakes Accountability”</td>
<td>Nazanin Zargarpour</td>
<td>Claremont Graduate University</td>
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<td>2004</td>
<td>“Case Studies of the Achievement Gap for African American Students”</td>
<td>Ebrahim Maddahian Penny Fidler Kathy Hayes</td>
<td>Los Angeles Unified School District</td>
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<td>Paul Thomas Steve Newton</td>
<td>Los Angeles Unified School District</td>
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<td></td>
<td>“An Evaluation of the Effectiveness of Internship Programs”</td>
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Panel: Developing Interim Assessments: The Pros & Cons of Commercial vs In-House Development

Empire Room
Thursday, November 19, 2009, 2:15 – 3:45 pm

Moderator
Eric Crane — A senior researcher at WestEd, Eric Crane has authored and co-authored dozens of studies of student performance, charter schools, and assessment and accountability policy. In his 16 years of education research work, he has provided technical assistance to school districts and county offices, state education agencies, and the U.S. Department of Education. Following graduate study at Berkeley, he worked for 3 ½ years at the California Department of Education, where he managed the Research and Analysis Unit, overseeing research into California’s Academic Performance Index and the release of data for the School Accountability Report Card, or SARC. In 2006, he coauthored a national analysis of academic standards coherency, Setting Coherent Performance Standards, published by the Council of Chief State School Officers (CCSSO). Last year, he authored Interim Assessment Practices and Avenues for State Involvement, an examination of how state agencies can support effective systems of interim assessment. More recently, he has developed with CCSSO a handbook for districts considering purchasing or creating an interim assessment system.

Panelists
Dianne Henderson-Montero — Dianne Henderson-Montero is a General Manager for Statistical Analysis & Psychometric Research managing the K–12, Global and Psychometric Infrastructure areas. She holds a Ph.D. in educational psychology, specializing in measurement and statistics from the University of Alberta. Dr. Montero oversees the psychometric quality of K–12 and global assessments and consults with educators on the design and implementation of high quality assessment programs. Dr. Montero’s current research interests include all aspects of the application of statistical/psychometric models to testing problems, with particular interest in issues and applications of item response theory, subscore reporting and most recently, the application of psychometric models and principles in the context of interim and formative assessment.

Gina Koency — Gina Koency is a Project Director of the Curriculum Support and Assessment Unit, Curriculum and Instructional Services Division, Los Angeles County Office of Education. Since 2001, Dr. Koency has worked at LACOE providing technical assistance to districts in developing and aligning benchmark assessments with the content standards and state assessments. She has also done extensive work in developing communication materials for the statewide and local testing programs and provides ongoing assistance in districts in the area of program evaluation. Prior to coming to LACOE, Dr. Koency worked as a senior researcher at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA.

Jim Parker — Jim Parker is the Director of Research and Evaluation in Paramount Unified School District. He has a degree in engineering from Columbia University, a doctorate in Sociology from the University of Colorado and did postdoctoral work at Yale University. He is a past president (2007) of the CERA and has served on several state committees, most recently on the California Department of Education’s Technical Assistance Group, which provides advice to the state on STAR and CAHSEE testing. In Paramount, Dr. Parker oversees the setup and processing of about 100 different interim assessments yearly, and many more formative assessments, with approximately 250,000 student answer sheets annually scanned at the District or at school sites for its 15,000 students. The District uses a variety of approaches, internally and externally, to produce interim and formative assessments and contracts with a few companies to help score or manage the data.

Dale Russell — Dale Russell is the director of the Assessment and Accountability Department at the Santa Clara County Office of Education. Dr. Russell has been active in the testing community dating back to the initial proficiency legislation in the 1980’s. A graduate of the University of Southern California, he has served on advisory committees and boards throughout his career. He has done the hard work in assisting schools and districts create local assessments. As part of his assignment at SCCOE, Dale is the project director of SchoolPlan; this project is instrumental for having data charts made available to every school throughout California.

Jason Willoughby — Jason Willoughby is Director of Assessments by Design at Action Learning Systems, a national reform company that partners with districts and schools to increase student achievement and close the achievement gap. Jason is a former elementary and secondary teacher, and middle school administrator. In his capacity at Action Learning Systems, Jason has worked coaching teachers, principals, and district administration in all aspects of school reform. Jason directly works with districts and schools all over California in the system-wide development, implementation, administration, and analysis of benchmark exams.
Day One
Session 1

Learning from Student Work:
Using Powerful Protocols to Gather Real Time Data and Maximize Learning
11/18/09 ■ 2:15–3:45 pm ■ Cypress/Monterey

Formative Assessment

Presenter(s): Debra Laidley
Barbara Linsley
Linda Smith

Description: As calls for “data-driven decision-making” abound, it’s crucial that educators expand our definitions of “data.” This interactive workshop provides processes for examining student work—real-time data—and engaging in collaboration that fosters professional growth and improves student achievement. Using protocols for learning from student work, educators will participate in conversations that lead to examining instructional practice, planning next steps, and improving student learning. Participants will view a video of a professional learning community in action, and will use a protocol to examine student work. Participants will experience the power of protocols in creating a professional, student-focused, learning community.

Growth Models for InFormative Benchmark Assessment
11/18/09 ■ 2:15–3:45 pm ■ Carmel

Psychometrics

Presenter(s): Daniel Lewis

Description: Various growth models have been developed to provide an evaluative component to the monitoring of student growth over multiple assessment administrations. This session will (a) describe various growth models being implemented across the nation in response to the NCLB growth model pilot program, (b) describe the value of growth models for benchmark assessments, (c) describe the challenges of applying growth models to benchmark assessments using the relatively small data sets that may exist for district implementations, and (d) describe a rolling average solution for using growth models with relatively small data sets.

Using a Classroom Walk-through Protocol as Formative Assessment:
Linking Student Learning to Collaborative Professional Practice
11/18/09 ■ 2:15–3:45 pm ■ Cypress/Monterey

Formative Assessment

Presenter(s): Barbara Linsley
Debbi Laidley
Linda Smith

Description: This interactive workshop provides educators with insights and experiences for using a collaborative, time-efficient protocol to observe student learning within classrooms, analyze patterns and trends, promote professional conversations about the depth of student learning, and determine instructional steps within school, grade level, department, and SLC settings. Through workshop activities and school case study evidence, participants will explore how the non-evaluative walk-through and debrief process, used as a formative assessment tool, supports educators in identifying what students are learning and doing related to priority instructional focus areas, establishes links between professional practice and student achievement results, and ensures purposeful organizational change.

Test Score Validity and Interim Assessments: Dimensionality, Predictive, and Differential Item Functioning
11/18/09 ■ 2:15–3:45 pm ■ Carmel

Psychometrics

Presenter(s): Jason Immekus
Corey Greenlaw
Jaime Goldfarb

Description: This session promotes strategies to investigate the validity of item- and test-level data of interim assessment scores for decision-making purposes. This session will first focus on the use of item response theory procedures to test scale dimensionality, followed by approaches to investigate the predictive validity of obtained scores for determining end-of-year test (i.e., California Standards Test) performance. Additionally, issues pertaining to the impact of differential item functioning on score comparability across student subgroups (e.g., English Learners (ELs) vs. Non-ELs) will be discussed. Implications and strategies to implement these statistical procedures into current educational testing practices will be presented.
Common History Equating: A New Method for Equating Multidimensional Formative Tests Without Common Persons or Items
11/18/09 2:15–3:45 pm Carmel

**Psychometrics**

**Presenter(s):** Mark Moulton

**Description:** The session will lead with an interpretation of psychometrics as a method for determining how examinees would have performed on a given test given their performance on different tests. Touching on the evolution from Item Response Theory (IRT) to Multidimensional Item Response Theory (MIRT), it will show how multidimensional item level information from two formative tests can be “projected” onto a third test, such as a California Standards Test, that might have been administered several months earlier, and how this allows apples-to-apples comparisons without sacrificing the diagnostic goals of formative assessment.

Identifying and Learning from High Performing High Need Schools and Districts in California
11/18/09 2:15–3:45 pm Tudor A/B

**Policy and Accountability**

**Presenter(s):** Mette Huberman

**Description:** AIR, as a partner in the California Comprehensive Center, has developed a rigorous selection process to identify California schools and districts that are demonstrating substantially higher academic outcomes than predicted given the demographic composition of their students. AIR researchers will share lessons from high-performing schools and describe how they created a “value-added index” (VAI) that measures the value a district adds to each of its schools. The goal of this process is not only to highlight high performing schools and districts, but also to share their lessons so that others can learn from their experiences and successes.

School Characteristics and Achievement Gaps Measured by AYP in California
11/18/09 2:15–3:45 pm Tudor A/B

**Policy and Accountability**

**Presenter(s):** Ying Jiang
Jenny Yau
Patricia Bonner

**Description:** This session can be related to accountability and Adequate Yearly Progress.

Views of Success and Education Among Latina/o College Students
11/18/09 2:15–3:45 pm Tudor A/B

**Policy and Accountability**

**Presenter(s):** Laura Lara-Brady

**Description:** We will start the session by going over current graduation rates of Latinos, Native Americans, African Americans, and Whites. Then we will discuss current definitions and measurement of academic achievement. We will later introduce the current study and descriptions of sample, measures, and theory. Lastly we will converse about the results and how it impacts our view of academic achievement in education.

Moving Out of Program Improvement: A Systematic Approach for Sustained Success in the Accountability Systems
11/18/09 2:15–3:45 pm Windsor

**Program Evaluation**

**Presenter(s):** Doug Wells
Shannon Wells

**Description:** Between 2004–2006, the Lake Elsinore Unified School District failed to meet the federal proficiency targets under the No Child Left Behind Act and was in Year 2 Program Improvement. Through a systematic approach, including strong accountability for all stakeholders, a laser focus on content standards and the use of data to meet the needs of all students in real time, Lake Elsinore exceeded the AYP targets in 2007 and 2008 and moved out of Program Improvement. This session will explore the systematic changes and approach used to allow the district to succeed in the state and federal accountability systems.
Middle School Staffing: Are the Least Qualified Principals Assigned to the Neediest School Buildings  
11/18/09 ■ 2:15–3:45 pm ■ Windsor  
Program Evaluation  
Presenter(s): I. Phillip Young  
Donald Reimer  
Karen Young  
Description: Present actual field data reflecting staffing outcomes at the middle school level relative to characteristics of students and human capital endowments of principals. Analyze these data from a structural modeling approach involving a latent variable (characteristics of students) and observed variables reflecting qualifications of middle school principals. Assess if the neediest students are the least served by highly qualified principals. Overheads will be used and a paper will be provided.

Today’s Curriculum is Not Forever: Adoption and Implementation of Technology in the Community College Setting  
11/18/09 ■ 2:15–3:45 pm ■ Windsor  
Program Evaluation  
Presenter(s): I. Phillip Young  
Ray Tjahjadi  
Description: This presentation will address different types of technology (i.e., assessment, simulation) and report self acknowledged competencies as well as reactions to these types of technologies for community college presidents, deans, and faulty members via a national random sample. Methodologically, a randomized group design is used and data are analyzed by a multivariate analysis of variance. Within the presentation, PowerPoint examples are used and at the conclusion a formal paper will be provided to those attending.

Using Research to Support the Revision of the California Standards for the Teaching Profession  
11/18/09 ■ 2:15–3:45 pm ■ Franciscan  
Professional Development  
Presenter(s): Melissa White  
Eric Crane  
Terence Janicke  
Description: Since adoption in 1997, the California Standards for the Teaching Profession (CSTP) have become the foundation for beginning teacher induction and are used across the teaching profession for evaluative and developmental purposes. In 2008, the state embarked on a comprehensive revision process aimed at updating the standards to ensure their continuing validity. The revision process centered on the deliberations of an expert panel that was informed by several pieces of original research. This session will describe the CSTP revision process, key findings from the research that was conducted, and an overview of revisions reflected in the newly adopted CSTP.

A New Teacher Empowerment Framework for High School Improvement: A Multi-Site Case Study  
11/18/09 ■ 2:15–3:45 pm ■ Franciscan  
Professional Development  
Presenter(s): Josh Emmett  
Description: Broad scale improvement in student achievement eludes the stakeholders in many high schools. This session will engage participants in a discussion of a multi-site case study that examined the relationships between high school innovations and leadership behavior in comprehensive high schools that resulted in improved student achievement and reduction of achievement gaps between low-income and non-low-income students. From this grounded theory study, a new framework emerged of teacher empowerment for high school improvement. Participants will consider strategies for extending the capacity of teachers to meet school improvement goals.
**Toward a Formative Assessment Based Equity Writing Pedagogy**

*11/18/09 ■ 2:15–3:45 pm ■ Franciscan*

**Professional Development**

**Presenter(s):** Shannon Pella

**Description:** In this presentation, I advocate for formative assessment-based approaches to teacher pedagogical development by illustrating two contrasting models. One model is a common form of in-service professional development that relies on summative forms of assessment data to drive instruction. The contrasting model draws from my doctoral research and discusses how contextualized and culturally responsive formative assessment can contribute to teachers' development of equity writing pedagogy. This presentation is designed to encourage participants to use formative assessment based approaches during instruction as well as to advocate for formative assessment to be included in the objectives for in-service teacher pedagogical development.

**Inclusion of English Learners in NAEP: The Effect on California’s NAEP Results, and the Recommendations of the Technical Advisory Panel on Uniform National Rules**

*11/18/09 ■ 2:15–3:45 pm ■ Renaissance*

**English Learners**

**Presenter(s):** Phil Morse

**Description:** The National Assessment Governing Board convened in Spring 2009 a panel of experts in English Learner (EL) assessment and accountability, to recommend uniform rules to maximize the meaningful inclusion of ELs and yield more consistent and reliable national scores for the EL subgroup on NAEP. Three members of this panel will discuss the process and recommendations submitted to NAGB. Particular attention will be paid to the potential impact on California’s NAEP test results.

**Barriers and Support Structures to Implementation of Effective Research-Based Classroom Practices for English Language Learners**

*11/18/09 ■ 2:15–3:45 pm ■ Renaissance*

**English Learners**

**Presenter(s):** Mary Suzuki

**Description:** How do we ensure that effective research-based classroom practices are being implemented in classrooms throughout school districts? Mary Suzuki and Patricia Bonner will share the voices of educators throughout Los Angeles and San Bernardino Counties who reveal what occurs at their schools to support or hinder their ability to implement effective research-based strategies and practices for English language learners in their classroom. This session will provide suggestions for participants to consider for increasing implementation of these practices in their schools and districts.

**Communities of Learners, Communities of Teachers: Developing and Sustaining the Use of Classroom Formative Assessment**

*11/18/09 ■ 2:15–3:45 pm ■ Empire*

**Formative Assessment**

**Presenter(s):** Dylan Wiliam

**Description:** While it is now widely accepted that the use of formative assessment can have a significant positive impact on student achievement, there are still considerable differences of view about what, exactly, formative assessment is. In this breakout session, formative assessment will be defined in terms of five “key strategies:”

- Clarifying, sharing, and understanding learning intentions
- Engineering effective discussions, tasks and activities that elicit evidence of learning
- Providing feedback that moves learning forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning

Examples of classroom techniques for implementing these strategies will be introduced, and participants will learn how to support teachers in developing these aspects of their practice through the establishment of building-based teacher learning communities.
Day One
Session 2

Formative Assessment Practices Using the POWERSOURCE Algebra Curriculum: A View from the Classroom and Teacher Perceptions
11/18/09 ■ 4:00–5:30 pm ■ Cypress/Monterey

Presenter(s): Jessica Ulloa

Description: The session will present findings obtained through semi-structured teacher interviews and classroom observations about how teachers use POWERSOURCE formative assessments in algebra to inform their instruction planning and strategies. Best practice classroom strategies and teacher perceptions will be addressed, in addition to implications for instruction and learning.

The Third Grade Dip: Using Predictive Assessment to Inform Instruction and Best Practices
11/18/09 ■ 4:00–5:30 pm ■ Cypress/Monterey

Presenter(s): David Hutt

Description: Session discusses the 3rd grade dip found in San Bruno District. San Bruno has looked very closely at the curriculum and assessment offered to students and has come up with an assessment plan that identifies key standards at third grade and focuses on targeted instruction and best practices.

For this, San Bruno has selected the Acuity assessment system because of its flexibility and predictability. Acuity was developed by CTB in Monterey, California and is research-based assessment system that provides valid and reliable assessment items and assessment data. It contains diagnostic and predictive benchmark tests, allowing districts to gain actionable data on student achievement, measure student progress towards the California State Standards, and predict performance on the CST.

Checking For Understanding—The Real Time Formative Assessment That Improves Student Learning
11/18/09 ■ 4:00–5:30 pm ■ Carmel

Presenter(s): Silvia Ybarra

Description: Learn why questions asked during a lesson are more important than questions asked on a test after the lesson is over. This interactive session demonstrates how to integrate effective questioning techniques into well-crafted lessons. The presenters will teach sample lessons with the audience serving as students and coaches. Techniques will be modeled on how to bring along all students including English Learners, struggling students, and uncooperative students. Included will be research results of classroom use of the practices and surprising results of students’ perceptions of their own learning. Attendees will also receive a free whiteboard, marker, and classroom poster.

The Art of Feedback in the Visual Arts Elementary School Classroom
11/18/09 ■ 4:00–5:30 pm ■ Carmel

Presenter(s): Yael Silk

Kirby Chow

Description: Providing students with specific and critical feedback throughout the learning process is necessary in all disciplines and the arts are no exception. This session will recount the rich role that formative assessment can play as a meaningful part of elementary school visual arts instruction. Researchers will share results from 14 classroom observations completed during the 2008–2009 school year. Observed classroom teachers were participating in a professional development program run through the Armory Center for the Arts and co-taught with teaching artists.
The Algebra Gap: Ramifications of Under-Preparing our Students Algebraically and Effects of Algebra-For-All
11/18/09 ■ 4:00–5:30 pm ■ Tudor A/B

Curriculum & Instruction
Presenter(s): Lorie Sousa
Shirley Roath

Description: The session will consist of two parts. First, we will discuss the importance of preparing students to think algebraically for long term academic and career success and the Algebra gap that can be observed in data across the state. The second part will be a presentation of a study conducted as a result of the Algebra-For-All policy that could be enacted in the near future to comply with NCLB. The study was done to investigate the ramifications of such a mandate.

The Effectiveness of a Standards-Based Integrated Chemistry and Mathematics Curriculum on Improving the Academic Achievement in Chemistry for High School Students in Southern California
11/18/09 ■ 4:00–5:30 pm ■ Tudor A/B

Curriculum & Instruction
Presenter(s): Blessing Mupanduki

Description: This session will present results of the findings of a research on how the integration of standards-based chemistry and mathematics curricula resulted in the improved student academic achievement in high school chemistry.

The Prospects of Lesson Study: The Role of a Continuous Improvement Mindset
11/18/09 ■ 4:00–5:30 pm ■ Windsor

Professional Development
Presenter(s): Greg Gero

Description: I will present my research regarding the factors that may hinder or promote the effectiveness of lesson study as a vehicle for improving teaching practice. After describing the Japanese origins and history of lesson study, I will summarize the emerging literature on the topic. I will propose a theoretical framework that attempts to explain the mechanism through which lesson study improves teaching. I will describe the methods, results, and discuss the findings of my research. I will discuss the implications of my research, and share suggestions for the successful design and implementation of lesson study and similar teacher development projects.

The Reflective Teacher: An Action Research Model
11/18/09 ■ 4:00–5:30 pm ■ Windsor

Professional Development
Presenter(s): Leena Furtado
Dawnette Anderson

Description: This study examines a protocol of action research applied by teachers in K-Adult instruction. A purposeful selection of four case study illustrates teachers in action (research) and systematic reflections. A teacher leadership matrix was developed to analyze the demonstration of: teacher exposition to connecting theory to practice; developing teacher philosophy of teaching and learning; collaboration with peer teachers; and ownership of instructional outcomes.

The Evaluation of Community Education and Engagement Project
11/18/09 ■ 4:00–5:30 pm ■ Windsor

Professional Development
Presenter(s): Linlin Li

Description: This session will share an evolving model of community conversations with School Board Members designed to increase parent engagement in supporting school improvement and to inform Board policy formation. Participants will learn about the development, implementation, and evaluation of the community education and engagement project for Oakland schools that are in Program Improvement. The presenter will share findings regarding parent engagement, reflect on the convenings’ content, process, logistics that identify strengths and areas for improvement, and facilitate a discussion of the sustainability of the program model.
Breakout Presentations

Common Assessment: Going from Data to Action
11/18/09 4:00–5:30 pm Franciscan

Presenter(s): Susan Green

Description: Do you have good assessments? Now what do you do? This session will focus on how to support school sites in using data from common assessments (grade level, site level or district level) to change instructional practices. The session will explore types of reports that are useful to sites, protocols for data conversations at the sites as well as professional learning for the site facilitators.

Building an Interim Assessment System: A Workbook for School Districts
11/18/09 4:00–5:30 pm Franciscan

Presenter(s): Eric Crane

Description: This session will introduce an interim assessment workbook produced by WestEd for the Council of Chief State School Officers (CCSSO). Working in collaboration with assessment leaders from around the country, WestEd developed the workbook, which contains the vision, infrastructure, and resource questions critical to a thorough, district-level self-examination of readiness for an interim assessment system. The questions are intended to guide district stakeholders through a structured consideration of building or revisiting a district-level interim assessment system.

Online Interactive Reporting Tools
11/18/09 4:00–5:30 pm Franciscan

Presenter(s): Terrence Willett

Description: The California Partnership for Achieving Student Success (Cal-PASS) has developed a new secure online analytical processing (OLAP) tool for member institutions. We will provide an orientation on how to access and use the tool. Guided by common research questions, we will demonstrate how to extract relevant information, generate visualizations, and export tables and charts for use in reports and presentations. The OLAP tool will also be compared to other online reports available to Cal-PASS users.

Developing Proficiency in Assessing Student Learning
11/18/09 4:00–5:30 pm Renaissance

Presenter(s): Brent Duckor Jia Liu

Description: This session focuses on a pre-service student and his use of exit surveys to improve his formative assessment tools and practice. Presented as a case study, both the student and university instructor narrate the challenges and opportunities for pre-service teachers who are beginning to acquire more sophisticated mental models of classroom assessment in Phase II student teaching. Our story shows how to connect apparently disparate notions—related to formative assessment, validity evidence, and the uses of student feedback on assessment tools—into more powerful understandings of assessment that can improve the quality of information gathered in the classroom for teachers.

Towards a Learning Progression in Assessing Student Learning: From the Pre-service to In-service Years
11/18/09 4:00–5:30 pm Renaissance

Presenter(s): Brent Duckor Diana Wilmot LynneAnne Henderson Dan Mason

Description: This session focuses on the articulation of a learning progression for teachers—from pre-service to in-service years of assessment practice. The learning progression model addresses the Assessing Student Learning (ASL) domain, and it exemplifies a developmentally sensitive approach to teacher growth. This session revolves around how to integrate the visions of assessment literacy and practice currently available to pre-service and in-service providers. Tools and evidence for the learning progression approach are explored in the context of shared work between stakeholders at SJSU’s single subject credential preparation program and the Santa Clara County Office of Education Assessment and Accountability Division.
A Data-Driven Culture gets RESULTS!
11/18/09 ■ 4:00–5:30 pm ■ Empire

Formative Assessments

Presenter(s): Kristen Nelson
Jason Willoughby

Description: In 2009, Las Palmas Elementary in Capistrano Unified increased its API by 71 points, the 4th highest growth of any school in Orange County. Not only did every subgroup show growth, but the Latino/Hispanic subgroup grew by over 100 points in their API. In addition to having a dedicated staff, Las Palmas has partnered with Action Learning Systems to align instructional delivery strategies, use data from formative benchmark assessments to create instructional change, and to refine leadership roles at the school site. Share in the dissemination of the data that illustrates why a Data-Driven Culture gets RESULTS!

Day Two
Session 1

Evidence Supporting the Validity of the California High School Exit Examination (CAHSEE)
11/19/09 ■ 10:15–11:45 am ■ Cypress/Monterey

Summative Assessment

Presenter(s): Teresa (Tess) Dawber
CDE CAHSEE Staff

Description: The purpose of the presentation is to summarize the results of validity evidence gathered to support the CAHSEE. The concept of validity will be defined, and the purpose of the tests, the intended population of students, the constructs to be measured, and the interpretations and uses of the scores will be discussed. The presentation will cover evidence based on the test content, the response processes, the internal structure, and relations to other variables with respect to the 2007 to 2008 school year.

Implications of High-Stakes Tests on English Language Learners
11/19/09 ■ 10:15–11:45 am ■ Cypress/Monterey

Summative Assessment

Presenter(s): Eva Iskander

Description: CAHSEE is an inappropriate measurement for deciding whether English language learners should receive a high school diploma. The CAHSEE is not designed for ELLs for several reasons: a) they have cultural barriers, and b) insufficient language comprehension skills. An analysis of the CAHSEE reveals that there are major problems facing ELLs such as faulty test validity, curriculum gaps missed, wrongly labeled students as underperformers, useless testing alternatives, and increasing drop out rates. When analyzing the CELDT, the methods and the outcome demonstrate conditional effectiveness in evaluating student achievement. There is a huge achievement gap between English only students and ELLs due to serious issues with the validity of both tests.

Standards, Assessments, Grading:
Where’s the Connect?
11/19/09 ■ 10:15–11:45 am ■ Cypress/Monterey

Summative Assessment

Presenter(s): Keni Cox

Description: The presenter will challenge participants to consider their own perceptions of the nature and purpose of schooling and the relationship to classroom grading practices. Findings from a year-long study of a southern California high school committed to grading reform will be shared as a springboard for addressing key questions: Why does the gap between recommended grading practices and the field persist? Where do grades ‘fit’ in a standards-based system? What is the role of leadership?

The Achievement Gap of Language Minority Students in Elementary and Middle School
11/19/09 ■ 10:15–11:45 am ■ Carmel

Policy and Accountability

Presenter(s): Maria Martiniello

Description: This presentation will discuss the results of a study on the achievement gap of language minority groups in English Language Arts (ELA) and Mathematics
tests (grades 3, 5, and 7) in a state with large percentage of language minority students. This study addressed these research questions:

- What is the size of the achievement gap in ELA and Mathematics for English Language Learners (ELLs), former ELLs, and English-only students in elementary and middle school?
- What are the patterns of achievement gaps across grades and subjects?
- How does the linguistic isolation of schools affect the size of the gap?

**Differential Mathematics Achievement Outcomes Among Latino and Asian Native and Non-native English Speakers**

**11/19/09  10:15–11:45 am  Carmel**

**Policy and Accountability**

**Presenter(s): Eduardo Mosqueda**

**Description:** What are the mathematics achievement differences between Latino and Asian English Language Learners (ELLs) and students with English-only background? How are the mathematics achievement differences between Latino and Asian English Language Learners (ELLs) and students with English-only background mediated by course taking patterns?

**Use with Caution: What CELDT Results Can and Can’t Tell Us**

**11/19/09  10:15–11:45 am  Carmel**

**Policy and Accountability**

**Presenter(s): Katie Stokes-Guinan**

**Description:** Over half of California’s students who take the California English Language Development Test (CELDT) may be misclassified into the wrong English proficiency level. In this workshop, participants will first become familiar with the content and purposes of the CELDT, including the three functions for the test. Participants will learn how issues surrounding the CELDT—including faulty administration of the tool, problems inherent in the instrument itself, and the fundamental problem that there is no agreed upon definition of English proficiency—may make it ill-suited for carrying out these functions.

**Engaging High School Teachers in Student-Involved Classroom Assessment FOR Student Learning**

**11/19/09  10:15–11:45 am  Tudor A/B**

**Professional Development**

**Presenter(s): Keith Nuthall**

**Description:** Keith Nuthall and Sally Bennett-Schmidt from the San Diego County Office of Education will discuss a five-part professional development series conducted in 2008–09 with 9th and 10th grade English Language Arts and Mathematics teachers at Fallbrook High School. They will describe how the series drew on Rick Stiggins work around student-involved classroom assessment principles to deepen teacher, student, and administrator classroom assessment literacy. They will demonstrate specific methods used to realize these principles in daily teacher and student actions. They will also share data showing improved student achievement outcomes on the California Standards Tests.

**Lugonia Summit Project: Improving Student Achievement Through A Three-Pronged Support Process**

**11/19/09  10:15–11:45 am  Tudor A/B**

**Professional Development**

**Presenter(s): Glenn Alegre**

**Description:** The presenter will share a three-pronged support process used at a struggling elementary school that resulted in positive gains. The process included curriculum and instruction support, coaching and collaboration. Through this process power standards were identified and lessons were built collaboratively to address the standards. Daily coaching was implemented in order to provide just in time support. On-going teacher collaboration with a focus on lesson discussion and analysis of data (using DataDirector) armed teachers with the specifics needed to identify strengths and weaknesses and use this information to direct instruction.
Preparing Teachers for Diverse Students: One program’s Self-Study
11/19/09 ■ 10:15–11:45 am ■ Windsor

Program Evaluation

Presenter(s): Susan Porter

Description: This session will provide a brief rationale for the study and its significance, along with the unique circumstances of the university program that is the focus of the study. Participants will learn of the design of a survey instrument on English learner content in teacher preparation coursework, and of a method for analyzing data that uses visualization software. A PowerPoint presentation and handouts will be provided.

Innovative Approaches to Student Assessment in Support of Educational Reforms incorporating Multiple Pathways
11/19/09 ■ 10:15–11:45 am ■ Renaissance

Educational Reform

Presenter(s): Robert Anderson

Description: In this session, we will explore the changes in state and local assessment systems implicit in organizing middle and high school education around Multiple Pathways. The multiple pathways approach will be summarized and the various components of assessment and accountability systems that fully support such reforms will be described. The links of these assessment and accountability approaches to success in higher education and careers will be explicitly identified.

The Role of Evaluation and Assessment in the After school Continuous Self-Improvement Model
11/19/09 ■ 10:15–11:45 am ■ Windsor

Program Evaluation

Presenter(s): Denise Huang
Debbie La Torre
Christine Oh

Description: Using data gathered from the National Afterschool Partnership study and the data gathered from year 1 findings of the 4 years longitudinal California Statewide Evaluation of Afterschool Programs study funded by the California Department of Education (for students kindergarten through high school) this symposium intend to present to the audience the importance of having a goal oriented program with a logic model to guide program evaluation and student assessment. The session will end with the introduction of an afterschool self-evaluative tool for programs to use in continuous self-improvement.

Assessing 21st Century Skills to Maximize Student Readiness for Higher Education and Careers
11/19/09 ■ 10:15–11:45 am ■ Renaissance

Educational Reform

Presenter(s): Robert Anderson

Description: In this session, we will explore the changes implicit in organizing middle and high school education around 21st Century Skills. 21st Century Skills will be defined, and their implications for standards, curriculum, assessment and accountability will be explored. The components of assessment and accountability systems that fully support such reforms will be described. The links of these assessment and accountability approaches to success in higher education and careers will be explicitly identified.

A Factor Analysis of California Standards Test (CST) for Grade Seven Mathematics Sub-Scores
11/19/09 ■ 2:15–3:45 pm ■ Cypress/Monterey

Math Assessment

Presenter(s): Jane Liang
Shuqin Guo

Description: This session will discuss a factor analysis of the California Standards Test (CST) for Grade Seven Mathematics. The data is from the Standardized Testing and Reporting (STAR) Program student data file in 2006. A principal factor analysis (PFA) was applied to the sub-scores of the CST for Grade Seven Mathematics to detect the structure of the relationship among the reporting clusters and to find out if there is a reduced number of factors explaining the variances of those six reporting clusters.
Making Math Meaningful: Guiding Math Instruction through Formative Assessments  
11/19/09 ■ 2:15–3:45 pm ■ Cypress/Monterey

Math Assessments

Presenter(s): Teresa Cummings  
Will Jarrell

Description: This session examines the process and practical implications of implementing an effective formative assessment structure in high school math programs. Using three guiding principles: transparency, coherence, and consistent implementation, participants will leave this session with the steps necessary to implement a school/district wide process of using formative data to guide real-time and ongoing instruction. Discussion points include choosing the right standards to assess, frequency of assessment, data analysis, implementing instructional materials-based re-teaching objectives, and the use of data to guide flexible scheduling decisions.

Where have all the Math Proficient Students Gone?  
11/19/09 ■ 2:15–3:45 pm ■ Carmel

Policy and Accountability

Presenter(s): Robert Bernstein  
Shuqin Guo  
Cliff Li

Description: Proficiency rates in math increased between 2005 and 2009; Percentage of students scoring proficient went down more than 20 percent between grade four and grade eight; Achievement gaps among different racial and ethnic groups are examined in order to identify interventions.

Comparing Similar Schools Rank Changes: Evaluating a Three Individual Variable Method  
11/19/09 ■ 2:15–3:45 pm ■ Carmel

Policy and Accountability

Presenter(s): Shuqin Guo  
Renyi Liu  
Robert Bernstein

Description: This presentation is to compare the regression models that are currently used at CDE for similar schools ranking with models that use only three individual variables. The powers of the models, the similar schools ranks generated from the models, and the characteristics of the schools with great changes in similar schools ranks will be discussed at the presentation.

Safe Harbor in Adequate Yearly Progress: Are you safe?  
11/19/09 ■ 2:15–3:45 pm ■ Carmel

Policy and Accountability

Presenter(s): Cliff Li  
Robert Bernstein

Description: Safe harbor is used as an alternative method to help local educational agencies (LEAs) and schools pass Adequate Yearly Progress (AYP) targets. Unlike other alternative methods, such as the 2 or 3 year averages which apply a “better” previous year statistic, safe harbor checks the improvement of proficiency in comparison with the previous year. If they had not been helped by safe harbor, 1,683 (or 31.2 percent) LEAs and schools would not have made AYP targets out of the 5,398 LEAs and schools in California which made AYP targets in 2008–09.

Teaching Online: Developing Faculty  
11/19/09 ■ 2:15–3:45 pm ■ Tudor A/B

Professional Development

Presenter(s): Dirk Davis

Description: Leading the change toward online learning is examined through the lens of a situational leadership approach and the importance of developmental levels and leadership styles, along with strengths and weaknesses involved. Program design is examined from a four-pronged approach; learner-centered, knowledge-centered, assessment-centered, and community centered. Finally, managing the project is developed, with topics including organizing and motivating, developing people and communicating, and measurement and analysis.
Early Childhood Education Educators’ Professional and Educational Attainment During Participation in a Workforce Development Program
11/19/09 ■ 2:15–3:45 pm ■ Tudor A/B

Presenter(s): Vanessa Barrat
Ilene Hertz
Melissa Eiler White

Description: This presentation describes the educational attainment among early childhood educators participating in Comprehensive Approaches to Raising Educational Standards (CARES), a California-based model designed to promote and reward educational attainment through graduated stipends. Our study relied on a unique database that tracks progress of nearly 5,300 caregivers attempting to advance their training and formal education over seven years. We will present study findings including descriptions of participant characteristics and attainment. CARES staff will also lead a discussion of the barriers participants face in completing more education.

Research Issues in Developing Games for Learning and Assessment
11/19/09 ■ 2:15–3:45 pm ■ Windsor

Presenter(s): Gregory Chung

Description: This talk will describe current issues in the development of games for learning and assessment purposes. The promise of games for learning purposes lies in their potential to support multiple learning outcomes while focusing, increasing, and maintaining learners’ engagement in the relevant tasks. A major design challenge is how to support learning without diminishing the entertainment value of the game. This talk will give an overview of a program of research UCLA/CRESST and its partner, USC Game Innovation Lab, are engaged in to investigate such issues.

Testing the Waters Prior to Formative Assessment Initiatives: A Teacher’s Commitment to Change Survey
11/19/09 ■ 2:15–3:45 pm ■ Tudor A/B

Presenter(s): Matthew Witmer

Description: During this session, participants will be introduced to an original survey that measures teachers’ commitment to change. The instrument has demonstrated strong validity and reliability and may serve as a valuable tool for school sites that are developing and implementing formative assessments. Participants will be exposed to the primary and secondary factors of teachers’ commitment to change, discuss the value of the instrument as a tool for school leaders, and be invited to contribute to the further development of this instrument.

Using Human Help to Inform Automated Help in Games-Based Learning Environments
11/19/09 ■ 2:15–3:45 pm ■ Windsor

Presenter(s): Richard Wainess
Rebecca Buschang
Deirdre Kerr

Description: The Center for Advanced Technology in Schools (CATS) project is focused on developing instructional games about math, particularly concepts related to pre-algebra, to be used with middle school students. This session focuses on how human intervention during game-based learning can effectively inform instruction, feedback, and help in games for learning. By systematically collecting, coding, and evaluating the details of human intervention, gaps in instruction or instructional supports in a game-based learning environment (as well as other computer-based learning environments) can be identified and addressed. Collection, coding, and analysis of data will be presented.
Validating Game Performance as an Assessment of Understanding in Pre-Algebra  
11/19/09  ■  2:15–3:45 pm  ■  Windsor

**Student Interventions**

**Presenter(s):**  Girlie Delacruz  
Gregory Chung

**Description:** This session focuses on a highly specific use of games in education—the assessment or testing of the learner. The underlying game engine can enable increases in challenge, complexity, and the cognitive demands required as the game progresses. We will discuss findings from a study investigating the relationship between performance in a math game and on assessment items that target math both in the context of the game and abstractly. Results indicate that game performance predicts math outcomes on a posttest, even when controlling for prior knowledge. These findings support the claim for the potential for games as valid assessments.

Best Practices in Educational Options Research Project  
11/19/09  ■  2:15–3:45 pm  ■  Franciscan

**At-Risk Students**

**Presenter(s):**  Wendell Callahan

**Description:** The session will include an overview of the review and selection process, domains of best practice in alternative education and videos of students and teachers discussing their experiences (students) and describing their practices (teachers). Common elements identified through this research will also be discussed. Participants will also be introduced to the project website, which is the primary dissemination tool for the research findings.

Mind-Mapping, Metaphors, and Movies: Summative Assessment of Content Knowledge with At-Risk Students  
11/19/09  ■  2:15–3:45 pm  ■  Franciscan

**At-Risk Students**

**Presenter(s):**  Joseph Di Lella

**Description:** The presenter will discuss how mind mapping can be used as a self-assessment learning tool to gauge initial and ongoing critical analysis of a piece of literature/movie. This type of summative data assessment is critical for teachers and their students who can inventory mastery of thematic understanding and detailed supported notions that compliment a story. This form of assessment is vital in the ongoing battle to assist at-risk students who may not come to class equipped with the basic skill sets of exceptional learners but nevertheless tap into their critical literacy skills through visual stimuli.

To What Extent are Teachers’ Elicitation Practices Formative?  
11/19/09  ■  2:15–3:45 pm  ■  Renaissance

**Formative Assessment**

**Presenter(s):**  Comfort Ateh  
Rebecca Ambrose

**Description:** We shall discuss the concept of elicitation as a component of formative assessment and describe the conceptual framework of the study that includes teachers’ reflecting on their elicitation practices. We will describe two teachers engaged in elicitation in their high school science classes and examine how each teacher reflected on what she learned from her elicitation. We will consider how elicitation and reflection can promote (or fail to promote) student learning.

Formative Assessment: Implementing an Effective 360° Feedback Loop to Ensure Educational Equity for Diverse Learners  
11/19/09  ■  2:15–3:45 pm  ■  Renaissance

**Formative Assessment**

**Presenter(s):**  Robert Denham  
Shyrea Roberson  
Lori Collins

**Description:** Participants will be provided with a step-by-step guide to effectively implement a formative assessment feedback loop in a K–12 classroom. Additionally, the guide will address the topics of formative assessment equity issues, as well as the essential elements of learning strategy techniques. Presenters will also include information pertaining to the conceptual development cycle. Further the session will address the importance of establishing feedback through critical dialogue between teachers and students and as a way to engage and motivate students to self-regulate their learning. Lastly, Participants will be given models on how to embed formative assessment practices as an ongoing process.
Formative Assessment

Presenter(s): Scott Traub
Jessica Barr

Description: This session will focus on Stockton Unified School District’s Progressive Formative Assessment model that has been developed and implemented over the last 4 years. These presenters will discuss the genesis of the model, the implementation of the components with take home examples, and the process of shareholder engagement. The impact on site and district policy and procedure will be explored and finally N.W.?

Day Two
Session 3

Examining Growth in English-Language Proficiency of California’s English Learners: A Statewide Longitudinal Study

Presenter(s): Robert Linquanti
Eric Crane
Eric Zilbert

Description: Staff from California Department of Education (CDE) and WestEd’s Western Regional Educational Laboratory (REL-West) will describe an ongoing study of English learner (EL) language progress and proficiency using three years of CELDT assessment data. CDE staff will describe the context of Title III accountability policy and the motivators for the study. REL-West staff will present preliminary results of data analyses. Presenters will share next steps, and provide ample time for audience comments and questions.

Using Assessments to Improve Teaching, Student Outcomes, and Provide the LRE in Preschool

Presenter(s): Anissa McNeil

Description: The session will describe and illustrate the assessments used in early childhood education programs which are the DRDPR and DRDPR-A. The assessment will be directly linked to sound pedagogy as described by Tyler (1976) to improve student outcomes. Examples of teaching strategies will be provided to improve teaching in the classroom and improve student outcomes using the data provided by the assessment and use of the concepts described by Tyler (1976). The session will also demonstrate the effective use of assessment data to identify methods to create the least restrictive environment to teach preschool students with disabilities.

Both Large and Small Districts Using CBM: AIMSweb for RtI Implementation

Presenter(s): Cathleen Geraghty
Greg Ruiz

Description: Response to Intervention (RtI) is designed to help schools design instructional practices that will meet the needs of all students. This involves choosing reliable and valid assessment tools and using the outcomes to make data-based instructional decisions. Successful implementation requires planning, intervening using evidence-based methods, and monitoring student performance. This session will provide participants with the tools necessary to beginning designing RtI reform efforts at their site or district. Participants will also be presented with different types of data and a discussion of appropriate analysis and interpretation.

Using Assessments to Improve Teaching, Student Outcomes, and Provide the LRE in Preschool

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Development and Implementation of an Integrated Curriculum at a Math, Science and Technology Magnet School

Presenter(s): Corey McKenna

Description: The changing face of our global society provides an impetus for American schools to either adjust to the changes in curriculum or become obsolete. The increased diversity in schools and communities, the growth of knowledge and technology, the changing nature of young children and their family structures, and recent research on the way that people learn are all reasons for schools to examine what is occurring in its classrooms and what are its goals. This study compared and contrasted the intended and implemented integrated curriculum at an elementary science, math, and
technology magnet school and attempted to understand how the curricula was developed and changed over time.

Progress Monitoring of English Learners in Sweetwater UHSD
11/19/09 ■ 4:00–5:30 pm ■ Tudor A/B

Curriculum and Instruction

Presenter(s): Oscar Medina

Description: This session will outline considerations related to the progress monitoring of English Learners. A variety of assessment tools are used to track student performance and inform program and placement decisions in this large secondary school district. Logistics, psychometric and program considerations will be discussed.

Developing an Assessment of Minimum Academic Performance for Charter Schools: The Similar Students Measure
11/19/09 ■ 4:00–5:30 pm ■ Windsor

Policy and Accountability

Presenter(s): Aisha Toney

Description: This session examines the development, methodology and results of an innovative new measure which uses publicly accessible data to assess the academic performance of California’s diverse charter school portfolio. The Similar Students Measure (SSM) uses multivariate linear regression to generate a predicted Academic Performance Index (API) score for each charter school based upon the demographic characteristics of the student body being served. Charters that consistently fall below their predicted API score are identified as underperforming and cited for possible non-renewal of their charter. We will explore the implications of implementing this new measure statewide.

Breaking Away From Bar Charts: What Do Pantyhose Sizing Charts Have That K–12 Lacks?
11/19/09 ■ 4:00–5:30 pm ■ Windsor

Policy and Accountability

Presenter(s): Steve Rees

Description: When women select pantyhose, they use a complex sizing chart. When doctors tell you if you need to lose weight, they look at two-dimensional BMI charts. In this session, you’ll learn how innovative measures and presentation tools will help you galvanize understanding. You’ll learn to transplant tried and tested methods from outside the world of education can be transplanted effectively. And you’ll gain practical ideas and learn new ways to visualize information.

Test “Thinking” Strategy Workshop: Improving Student Metacognition to Support Success on Formative and Summative Assessments
11/19/09 ■ 4:00–5:30 pm ■ Franciscan

Formative Assessment

Presenter(s): Linda Smith

Description: How can we provide students with thinking strategies that they can apply with success in school, in life and in high-stakes testing situations? This Test “Thinking” Strategies Workshop is an interactive workshop designed to help educators address the often mysterious way students think about test questions and answer choices. An action research project at a Southern California school resulted in a creative protocol, used with students to increase student proficiency on formative benchmark tests and ultimately on the CST. The protocol focuses on developing student metacognition as the thinking process essential to student success in both formative and summative assessments.
Benchmarking from the Bottom Up: Supporting a System of Teacher-Generated Assessments with Data Driven Dialogue
11/19/09 ■ 4:00–5:30 pm ■ Franciscan

**Formative Assessment**

**Presenter(s):** Mary Javier
Atyani Howard
Noemi Donoso

**Description:** The workshop will provide participants with an in-depth description of a benchmark system that resulted in impressive academic gains over the last two years, including over 100 point API gain on the California Standards Test for grades 2-8 and increased the overall percentage of English Language Learners proficient in ELA and Math each by 20%. Participants will receive a wealth of tools to support teachers in generating rigorous annual pacing plans and quality benchmark assessments as well as report templates to guide teacher data analysis. Participants will also have an opportunity to watch a model of principal-teacher data digs that drove increased performance before role-playing with a variety of data scenarios.

Menus for Self-Regulation: Addressing the Algebra Graduation Requirement with At-Risk Students
11/19/09 ■ 4:00–5:30 pm ■ Renaissance

**Curriculum and Instruction**

**Presenter(s):** Amy Colcord Stuht
Peggy Chang
William Ellis

**Description:** This session will be conducted through PowerPoint presentation and audience participation. By studying a pilot intervention program for repeating first year algebra students, general topics for consideration include: Student self-regulation, student confidence, and motivation; Developing budget-friendly math interventions and professional development; and professionalism and common lesson design.

Formative Feedback in Teaching Performance Assessment
11/19/09 ■ 4:00–5:30 pm ■ Renaissance

**Curriculum and Instruction**

**Presenter(s):** Conni Campbell

**Description:** The Teaching Performance Assessment is a requirement of all candidates seeking a multiple or single subject teaching credential. This university was committed to making sure the summative model of the TPA assessment system included a formative component. This session will describe how giving formative feedback to teacher candidates on their TPA submissions is a beneficial practice for the overall candidate’s progress and understanding of the Teaching Performance Expectations, and will present candidate assessment data and how it has changed over the past 3 years since formative feedback on the TPA was initiated.

Strategies for Removing Accessibility Barriers for Students with Disabilities
11/19/09 ■ 4:00–5:30 pm ■ Renaissance

**Curriculum and Instruction**

**Presenter(s):** Elizabeth Barker
Rocky Harris
Lingling Ma
Lisa Jackson
Ron Houser

**Description:** In this session we will share the efforts of researchers and school practitioners collaborating to create accessibility for test ite The panel will discuss accessibility features such as audio for blind students and America Sign Language (ASL) for deaf and hard of hearing students. Additionally, we will present the affects of accessibility and the challenges around implementing these features to adaptive testing.
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<td>Laura Plemenik</td>
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