Please join us for the

2014 New Mexico Assessment Conference:
Assessment Best Practices to Drive Instruction

Buffalo Thunder Resort

July 28–29, 2014

This exciting event will provide participants with relevant and timely tools to enhance assessment practices for New Mexico students. Conference sessions will focus on practical implementation of a comprehensive assessment system that supports effective instruction. The information will be relevant to teachers, administrators, and technology staff.

Do not miss this outstanding opportunity!

Register for the conference using the link below. There is no cost for registration or attendance.

http://pages.solution-tree.com/NM-2014-Assessment-Institute-Registration-and-Certificate-Emails_NM-2014-Assessment-Institute-Registration-Page.html

Reserve a room for the nights of Sunday, July 27 and Monday, July 28 at our group rate of $88/night. Call Buffalo Thunder at 505-455-5555 and use the group code "PEDST" or register using the link below:

http://www.hilton.com/en/hi/groups/personalized/S/SFECGHH-PEDST-20140724/index.jhtml?WT.mc_id=POG

A sample of conference sessions includes the following:

Presenter	Presentation Title	Presentation Brief
Margaret Heritage, CRESST/UCLA	Supporting Student Learning through Formative Assessment	This series of two sessions will build on the use of formative assessment as a pedagogical process to assist learning that occurs during instruction and actively involves teachers and students. Key evidence-based strategies explored include clarifying learning goals and success criteria; eliciting and interpreting real-time evidence of student learning; using descriptive feedback to guide learning; engaging students as active owners of their own learning and as resources to one another (peer and self-assessment); and closing the gap between desired goals and current understanding in the context of a collaborative classroom environment.

Presenter	Presentation Title	Presentation Brief
Dr. Pete Goldschmidt, NMPED	The Value Added Model and Educator Effectiveness	An overview of the Value Added Model (VAM) and its implementation in the Educator Effectiveness System will be presented at this general session. The presentation will focus on the alignment of actual student performance with projected scores based on prior assessment data. Graphical representations of various student groups will support the equity of the model. Application of the VAM to teacher Value Added Scores (VAS) will be explained in an understandable way.
Andrea Fletcher, Associate Superintendent for Turn Around Initiatives; Tiffany Gomez, Principal; and Carla Ragan Principal, LCPS	Data-Driven Instruction	Data on student performance is plentiful in today's schools. Using the data to change practice to improve student outcomes is much more challenging. This session will provide an overview on how to put structures in place to encourage meaningful discussions leading to action around data.
Stephanie Gardner, NAEP	National Assessment of Educational Progress (NAEP)	What is NAEP? This session will give an overview of the program and New Mexico's performance. It will provide methods for supporting instruction including the NAEP Questions Tool and will offer ideas for classroom implementation.
John Fremer, Ph.D., President, Caveon Consulting Services	Administering State and National Tests Fairly and Appropriately: Strategies and Consequences	This session will provide ideas and strategies for educators regarding the many assessment challenges including preparing students to take standardized educational tests, administration of tests, and investigating any detected anomalies. We will review "best practices" and how to carry out appropriate training and monitoring of the process in a manner that shows respect for students, teachers, and others.
John Olson, Ph.D., Sr. Assessment and Security Consultant, Caveon Test Security	A National Perspective on Improving the Security of State and Local Assessments	Test security has become a very important issue all across the U.S. In this session, resources that can help districts and schools with test security practices and procedures will be described and shared. Information will be provided on recent activities that are helping states enhance their security procedures and the lessons that have been learned across the country.
Dr. Cathy Carr, Amplify	How Formative Assessment Can Drive Instructional Decisions in the Classroom	This session will provide an overview and demonstration of the m-class (mobile technology) formative assessment offerings that Amplify provides K–12. These assessments include K–6 DIBELS Next with Now What Tools, K–3 IDEL, K–3 Math, K–12 CCSS Formative Assessments in ELA and math, and K–5 Reading 3D (running records).
Anne Schiano, Metametrics; Melinda Webster, PED; Laura Calderone and Ryanne Cooper, New Mexico State Library	Differentiating Instruction with the Lexile® Framework for Reading and El Portal	A panel of presenters from the New Mexico Public Education Department, the New Mexico State Library, and MetaMetrics will share free resources to help educators differentiate instruction with the Lexile Framework for Reading and El Portal, an online database of free texts and other materials. Linked to the New Mexico Standards Based Bridge Assessment, the Lexile Framework for Reading measures student reading ability and the complexity of texts to maximize comprehension. El Portal is a collection of databases that provide free access anytime to newspapers, magazine and journal articles, and reference books such as encyclopedias—all easily searchable by Lexile measure. Come share in these free resources and learn how you can differentiate instruction and maximize the match between students and the texts they read.
Jane Scott, Metametrics	Differentiating Math Instruction in a World of College and Career Readiness	Differentiating math instruction is an essential strategy in helping prepare all students for college and career. However, educators need time, tools, and resources to be able to differentiate effectively. The Quantile® Framework for Mathematics is here to help! By using a common scale to measure both student readiness and content materials, examining free online resources that align to new standards, and providing supplemental resources that can be used to reinforce math skills and concepts at home, educators can more effectively address students' individual needs. Come share in these free resources and learn what the Quantile Framework for Mathematics can do for you!

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Michael Koranda and Katie Redden, NWEA	Applying NWEA Reports to Instructional Practices	Two separate sessions—one for teachers and one for administrators—will review essential interim assessment MAP reports. The sessions will help attendees become more familiar with the CCSS reports, think about how data can be used to inform instruction, and set plans for additional conversations within the school and/or district.
Elizabeth Perrin, Renaissance Learning, Inc.	Using STAR Interim Assessments to Support Student Learning	STAR assessments can accelerate learning, energize classrooms, and help teachers achieve educational goals. From this session, educators will acquire a better understanding of using STAR interim assessments to support student learning, learn how to interpret and implement the results of the STAR interim assessments, and learn how to use Core Progress Learning Progressions to target instruction for individual students or groups of students to differentiate instruction.
Heather Pillman and Tony Castilleja, Houghton Mifflin Harcourt-Riverside	Data from the RIA—What can it tell you?	This session will focus on the data provided by the Riverside Interim Assessments (RIA) with an emphasis on how this data can be interpreted by teachers and administrators to drive instruction in the classroom. Current users of the RIA are welcome as are those using other assessment solutions.
Andrew Poggio, Discovery Education	Who Owns the Assessment?	We often ask "who owns the learning?" as we strive to change the way our students engage in their education. At the same time, we should be asking "who owns the assessment?" Currently, assessment is most often something that's done "to" students instead of something done with them. Helping students to effectively and accurately assess their own learning is not only a significant shift for many classrooms but will truly empower students and prepare them for success in life.
Scott Duquette, Measured Progress	iTester3: An Introduction to the New CBT SBA Interface	Two separate sessions—one for technology coordinators and one for teachers and administrators—will display the new computer based testing (CBT) solution that will be used for the 2015 Standards Based Assessment (SBA). The sessions will provide an introduction to the system including the interface, tools and capabilities, student management system, and technical specifications.
Brian Campbell, UC-Berkeley and Gwen Warniment, LANL Foundation	Formative Assessments in the Science Classroom	This session will offer administrators and science teachers an opportunity to analyze an inquiry lesson from the perspective of formative assessment. Teachers need to collect and determine patterns about both students' conceptual understanding and scientific practices. Science notebooks can provide evidence of this understanding, and instructional decisions can be made to move students' thinking forward as a result.
Jan Mills, Edmodo	An Overview of Edmodo	Learn how to use the world's largest, free social learning platform to effectively form professional learning groups, gather resources for meeting Common Core State Standards, and join national CCSS learning networks.
	Using Edmodo for Common Core Assessment	Edmodo's newest free application for teachers, Snapshot, allows teachers to get quick "snapshot" assessments for one or more Common Core State Standards to immediately inform instruction. Come see how this and other components such as quizzes, assignments, and polling can be used for everyday assessment.
Gary Phillips, Vice President and Institute Fellowand Matt Greathouse, Program Manager, American Institutes for Research	Using Appropriately-Designed, Alternate Assessments to Inform Instruction for Students with Severe Cognitive Disabilities	The purpose of this session is to discuss how appropriately-designed, alternate assessments can provide increased accessibility for students with severe cognitive disabilities, allowing us to better understand what they know and how to measure their growth over time, further informing day-to-day instruction.
Lori Goetz, NMPED	Assessment Accommodations for Special Education Students	This session will provide an overview of the accommodations offered to students on Individualized Education Plans (IEPs) and 504 Plans. It will review practices that are available to all students and include information on accommodations for various state assessments including PARCC, SBA, EoCs, and others.

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Dr. Pete Goldschmidt, NMPED	The Value Added Model (VAM) and Educator Effectiveness: An In-Depth View	This session will build on the general session about the VAM, giving participants a higher level understanding of the model. Statistical and graphical representations will support explanations of the VAM and its application to the Value Added Scores (VAS) for use in the Educator Effectiveness System.
Dr. Sandra Rodriguez and Dr. Icela Pelayo, NMPED	Requirements and Recommendations for English Language Learners	Bilingual and Multicultural Education Bureau (BMEB) staff will provide an overview of important assessment considerations for English Learners (ELs) such as relevant federal/state requirements for serving ELs, EL identification and screening procedures, annual assessment requirements for ELLs (ACCESS for ELLs, SBA/PARCC), instructional and testing accommodations for ELLs, and using the WIDA ACCESS for ELLs parent, teacher, and school report to inform programmatic decision-making. BMEB staff will provide ample time for discussion to address educators' questions.
De Alva Calabaza and Daytona Raye, NMPED	Tribal Education Status Report: An Overview	The Indian Education Division is required to submit a Tribal Education Status Report (TESR) presenting an overview of public school data and information for each school year. The information for this report is obtained from the New Mexico Public Education Department (NMPED) and twenty-three school districts with significant American Indian student enrollment on or near tribal lands. This session will provide an overview of the TESR, clarify TESR requirements and indicators, and explain how the Indian Education Division assesses the TESR data.
Matthew Goodlaw, NMPED	Relationships Between Variables: An Introduction to Value Added Modeling	In this session, participants will learn how to identify relationships between variables. Starting from the very foundation, participants will see how relationships appear in data and how to interpret the relationships that are found. From this foundation, participants will learn more about simple and multiple regression, ultimately discussing Value Added Models.
Tracie Lenihan, IDEAL-NM	Blackboard Learn: Functionality and Benefits of an LMS in the Instructional Cycle	This session will provide an overview of the functionality and benefits of using a Learning Management System (LMS) in the instructional cycle, including the various assessment tools available in Blackboard Learn. IDEAL-NM provides free access to Blackboard through individual district portals. Blackboard's assessment features provide instructors with tools for building online assessments using different question types. These assessments can provide students with immediate feedback, are automatically graded (with the exception of essay questions), and scores are logged into the online Grade Center.
Christopher Rowland, NMPED	Is Anybody There? Attendance in the New Age	Attendance has recently taken on new meaning. In A–F School Grading, schools are given credit for the "Opportunity to Learn", virtual schools are trying to figure out the meaning of "seat time", and students who are homebound or hospitalized are guaranteed by statutory requirement to be served by public educators. We will explore ways to quantify attendance in ways that are meaningful.
Dr. Cindy Gregory, NMPED Doug Wine, Principal, East Mountain High School	College and Career Readiness: Arriving at Benchmark Performance	In this session, we will take an academic and practical journey into what lies ahead after high school in the post Y2K world. The tour will include empirical evidence to support the benchmarks that were selected by the PED and how these benchmarks compare to those of other states. The survey will conclude with data that portrays the condition of readiness in New Mexico and some practical steps for high school administrators.
Judy Harmon and Michelle Osowski, NMPED	The Birth, Life, and Death of an End-of-Course (EoC) Exam	Now is your chance to learn about how EoCs are built, why they keep changing, and how to create them on the district or school level. This session is intended for non-technical audiences and will provide a new and comprehensive perspective of assessing students.
Joslyn Overby, NMPED	Graduation Requirements and Options	This session will provide an overview of current and upcoming graduation requirements outlined in statute and regulation. It will focus on course and assessment options for students on the standard, career, and ability pathways.

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Measured Progress and NM School/District Administrators	Transition to Computer Based Testing (CBT): Recommendations for Successful Implementation	A panel of school and district administrators and Scott Duquette from Measured Progress will present a panel on successful CBT transition. Two separate sessions—one for technology staff and one for teachers and administrators—will outline successes and difficulties in the 2014 transition to CBT. The technology session will focus on devices, infrastructure, and scheduling while the second session will focus on student and staff readiness.
Severo Martinez, NMPED	National Center and State Collaborative (NCSC): Curriculum Resources and Assessment for Students with Significant Cognitive Disabilities	This session will clarify the 2015 transition from the NMAPA to the NCSC assessment in ELA and math for students with significant cognitive disabilities. The NCSC consortium provides extensive curriculum resources to help special education teachers transition to the CCSS with alternate achievement standards for this group of students. This presentation will provide an overview of the available resources and the upcoming CCSS-aligned assessment.
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Michelle Osowski, NMPED	Assessment 101: The Essential Elements in Evaluating Assessment for Student Improvement	This session will cover the essential elements in evaluating any assessment that is used to make decisions about what students know and are able to do, lesson planning, remediation, or inclusion as part of a school's processes for evaluating student achievement.
…and other interesting and relevant sessions!		