



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

**Buffalo Thunder Resort
July 28–29, 2014**

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

DAY ONE—MONDAY, JULY 28, 2014

Times	Tewa Ballroom	Pueblo Ballroom Bay 2	Pueblo Ballroom Bay 3A–C	Tewa Ballroom Bay 1A	Tewa Ballroom Bay 1B	Tewa Ballroom Bay 1C
8:00–8:15	Welcome, Introductions, and Housekeeping—Pete Goldschmidt (in Tewa Ballroom Bay 2 and 3)					
8:15–9:15	Keynote—Nicole Dimich Vagle, <i>Striving to Thrive: Meaningful Assessment Practices for All</i> (in Tewa Ballroom)					
9:25–10:25	<i>Foundations of Assessment Design, Grades 9–12—</i> Nicole Dimich Vagle, Solution Tree	<i>Foundations of Assessment Design, Grades K–3—</i> Tom Hierck, Solution Tree	<i>New Mexico PED Test Coordinator Training</i>	<i>Foundations of Assessment Design, Grades 4–8—</i> Angela LaBounty, Solution Tree	<i>Applying NWEA Reports to Instructional Practices for Administrators—</i> Michael Koranda and Katie Redden, NWEA	<i>An Overview of Edmodo—</i> Jan Mills, Edmodo
10:35–11:35	<i>Choosing the Right Assessment Method—</i> Nicole Dimich Vagle, Solution Tree	<i>Elementary Grading—</i> Tom Hierck, Solution Tree	<i>New Mexico PED Test Coordinator Training</i>	<i>College and Career Readiness: Arriving at Benchmark Performance—</i> Cindy Gregory, NMPED, and Doug Wine, NMCCS	<i>A Leader’s Guide to Assessment Literacy—</i> Angela LaBounty, Solution Tree	<i>Using Edmodo for Common Core Assessment—</i> Jan Mills, Edmodo
11:45–12:45	Lunch Keynote—Pete Goldschmidt, <i>The Value-Added Model and Educator Effectiveness</i> (in Tewa Ballroom)					
12:55–1:55	<i>Data Analysis: Collaboratively Scoring Student Work—</i> Nicole Dimich Vagle, Solution Tree	<i>Analyzing Reading Standards for Assessment Planning—</i> Angela LaBounty, Solution Tree	<i>New Mexico PED Test Coordinator Training</i>	<i>Relationships between Variables: An Introduction to Value-Added Modeling—</i> Matthew Goodlaw, NMPED	<i>Using STAR Interim Assessments to Support Student Learning—</i> Elizabeth Perrin, Renaissance Learning	<i>Administering State and National Tests Fairly and Appropriately: Strategies and Consequences—</i> John Fremer, Caveon Consulting Services
2:05–3:05	<i>Secondary Grading—</i> Tom Hierck, Solution Tree	<i>Analyzing Math Standards for Assessment Planning—</i> Angela LaBounty, Solution Tree	<i>NCSC: Curricula and Assessment for Students with Significant Cognitive Disabilities—</i> Severo Martinez, NMPED	<i>The Value-Added Model (VAM) and Educator Effectiveness: An In-Depth View—</i> Pete Goldschmidt, NMPED	<i>Is Anybody There? Attendance in the New Age—</i> Christopher Rowland, NMPED	<i>Who Owns the Assessment?—</i> Andrew Poggio, Discovery Education
3:15–4:45	<i>Analyzing Writing and Speaking and Listening Standards for Assessment Planning—</i> Tom Hierck, Solution Tree	<i>Analyzing the Rigor of PARCC Reading Assessment Items—</i> Angela LaBounty, Solution Tree	<i>Transition to CBT Panel: Logistics, Preparation, and Technology Readiness—</i> Scott Duquette, Measured Progress, and NMPED Administrators	<i>Formative Assessment in the Science Classroom—</i> Brian Campbell, UC–Berkeley, and Gwen Warniment, LANL Foundation	<i>New Assessments for the Hard-to-Measure Subjects of Art, Music, Physical Education, and Health—</i> Mark Nixon and Matt Greathouse, AIR	<i>Differentiating Instruction with the Lexile Framework for Reading and EL Portal—</i> Jane Scott, MetaMetrics; Melinda Webster, NMPED; Laura Calderone and Ryenne Cooper, NM State Library

DAY TWO—TUESDAY, JULY 29, 2014

Times	Tewa Ballroom	Pueblo Ballroom Bay 2	Pueblo Ballroom Bay	Tewa Ballroom Bay 1A	Tewa Ballroom Bay 1B	Tewa Ballroom Bay 1C
8:00–9:00	Keynote—Margaret Heritage, <i>Supporting Student Learning through Formative Assessment</i> (in Tewa Ballroom)					
9:10–10:10	<i>Supporting Student Learning through Formative Assessment, Part 2—</i> Margaret Heritage, CRESST/UCLA	<i>NM PARCC: Information on Partnership for Assessment of Readiness for College and Careers—</i> Wendi Anderson, PARCC, Inc.	<i>Writing Rigorous Selected Response—</i> Nicole Dimich Vagle, Solution Tree	<i>Data from the RIA: What Can It Tell You?</i> Heather Pillman and Tony Castilleja, Houghton Mifflin Harcourt/Riverside	<i>Using STAR Interim Assessments to Support Student Learning—</i> Elizabeth Perrin, Renaissance Learning	<i>Blackboard Learn: Functionality and Benefits of an LMS in the Instructional Cycle—</i> Amy Jaramillo and Cherilyn Ziemer, IDEAL–NM
10:20–11:50	<i>The Birth, Life, and Death of an End-of-Course (EoC) Exam—</i> Judy Harmon, Michelle Osowski, and Joslyn Overby, NMPED	<i>Data-Driven Instruction—</i> Andrea Fletcher, Turnaround Initiatives, Tiffany Gomez and Carla Ragan, LCPS	<i>How Formative Assessment Can Drive Instructional Decisions in the Classroom—</i> Cathy Carr, Amplify	<i>Differentiating Math Instruction in a World of College and Career Readiness—</i> Jane Scott, MetaMetrics	<i>National Assessment of Educational Progress (NAEP)—</i> Stephanie Gardner, NAEP	<i>Requirements and Recommendations for English Language Learners—</i> Sandra Rodriguez and Icela Pelayo, NMPED
12:00–1:00	Lunch—Secretary of Education Hanna Skandera, <i>Remarks</i> (in Tewa Ballroom)					
1:10–2:10	<i>Supporting Student Learning through Formative Assessment, Part 2—</i> Margaret Heritage, CRESST/UCLA	<i>Analyzing the Rigor of PARCC Math Assessment Items—</i> Angela LaBounty, Solution Tree	<i>Graduation Requirements and Options—</i> Joslyn Overby, NMPED	<i>Who Owns the Assessment?</i> Andrew Poggio, Discovery Education	<i>Data from the RIA—What Can It Tell You?</i> Heather Pillman and Tony Castilleja, Houghton Mifflin Harcourt/Riverside	<i>Writing Rigorous Constructed Response—</i> Tom Hierck, Solution Tree
2:20–3:20	<i>Assessment Accommodations for Special Education Students—</i> Christine Conlin, Consultant	<i>Tribal Education Status Report: An Overview—</i> De Alva Calabaza and Daytona Raye, NMPED	<i>Creating Rubrics for Feedback and Assessment Design—</i> Nicole Dimich Vagle, Solution Tree	<i>Applying NWEA Reports to Instructional Practices for Teachers—</i> Michael Koranda and Katie Redden, NWEA	<i>A National Perspective on Improving the Security of State and Local Assessments—</i> John Olson, Caveon Test Security	<i>iTester3: An Introduction to the New CBT SBA Interface for Educators and Tech Coordinators—</i> Scott Duquette, Measured Progress
3:30–4:30	Closing Keynote—Tom Hierck, <i>Meaningful Assessment Practices: Making a Difference</i> (in Tewa Ballroom)					

9:25–10:25 a.m.

Foundations of Assessment Design, Grades 9–12

—Nicole Dimich Vagle, Solution Tree

Tewa Ballroom Bay 2 & 3

This session introduces an assessment design process called *Design in 5* (Vagle, 2014). Specifically, we will dig into the first three phases of designing high-quality formative or summative assessments. Learn how to choose standards, find learning goals, and plan assessment methods to ensure the most accurate information to describe student learning and levels of proficiency.

Foundations of Assessment Design, Grades K–3—Tom Hierck, Solution Tree

Pueblo Ballroom Bay 2

This session introduces an assessment design process called *Design in 5* (Vagle, 2014). Specifically, we will dig into the first three phases of designing high-quality formative or summative assessments. Learn how to choose standards, find learning goals, and plan assessment methods to ensure the most accurate information to describe student learning and levels of proficiency.

New Mexico PED Test Coordinator Training

Pueblo Ballroom Bay 3A–C

Foundations of Assessment Design, Grades 4–8—Angela LaBounty, Solution Tree

Tewa Ballroom Bay 1A

This session introduces an assessment design process called *Design in 5* (Vagle, 2014). Specifically, we will dig into the first three phases of designing high-quality formative or summative assessments. Learn how to choose standards, find learning goals, and plan assessment methods to ensure the most accurate information to describe student learning and levels of proficiency.

Applying NWEA Reports to Instructional Practices for Administrators

—Michael Koranda and Katie Redden, NWEA

Tewa Ballroom Bay 1B

This session reviews essential interim assessment MAP reports designed for administrators. It will help administrators understand the reports, establish the purpose and uses of the data, identify how data can be used to inform instruction, and help set plans for additional conversations within the school and/or district.

An Overview of Edmodo—Jan Mills, Edmodo

Tewa Ballroom Bay 1C

Learn how to use the world's largest and free social learning platform to effectively form professional learning groups, gather resources for meeting Common Core State Standards, and join national CCSS learning networks. Learn how to connect to national groups formed to improve teaching with the CCSS. Gain an overview of the resources that are free to teachers in Edmodo. Learn how to form groups and PLCs within the district, state, or nation.

10:35–11:35 a.m.

Choosing the Right Assessment Method—Nicole Dimich Vagle, Solution Tree

Tewa Ballroom Bay 2 & 3

Come to this session to consider and learn the strengths and challenges of different methods of assessment (selected response, performance assessment, Socratic seminars, and constructed response) and how to choose the type of method or student work that will effectively gather information on students' proficiency on targeted standards.

Elementary Grading—Tom Hierck, Solution Tree

Pueblo Ballroom Bay 2

This session is designed to offer a practical approach to grading practice at the elementary level. One of the first tasks in successful grading is to reach consensus on the purpose of grades. The work of Dr. Tom Guskey will be highlighted during this session.

New Mexico PED Test Coordinator Training

Pueblo Ballroom Bay 3A–C

College and Career Readiness: Arriving at Benchmark Performance

—Cindy Gregory, NMPED, and Doug Wine, East Mountain High School

Tewa Ballroom Bay 1A

In this session, we will take an academic and practical journey to what lies ahead after high school in the post Y2K world. The tour will include empirical evidence to support the benchmarks selected by the PED and how these benchmarks compare to other states. The survey will conclude with data that portray the condition of readiness in New Mexico and some practical steps for high school administrators.

A Leader's Guide to Assessment Literacy—Angela LaBounty, Solution Tree**Tewa Ballroom Bay 1B**

The demands of building and district leaders are extraordinarily high. As we attempt to maintain balance of the varied, demanding roles of our positions, how can we remain diligent to our duty of ensuring high levels of learning for every child? We can best leverage our efforts when we create a balanced system of assessment and embed time for our teachers to collaborate around this critical work. Come to this session to gain tips and perspectives on how to set up your teachers (and yourself) for student success!

Using Edmodo for Common Core Assessment—Jan Mills, Edmodo**Tewa Ballroom Bay 1C**

"Snapshot," Edmodo's newest free application for teachers, 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. Understand Edmodo's free social learning platform, learn how to set up a quick CCSS assessment and get immediate, real-time results, and learn how administrators can gather student data to determine where strengths and weaknesses exist.

12:55–1:55 p.m.***Data Analysis: Collaboratively Scoring Student Work*****—Nicole Dimich Vagle, Solution Tree****Tewa Ballroom Bay 2 & 3**

There is significant power in looking at student work to improve the design of the assessment and effectively plan instruction. This session offers a protocol to examine student work, improve achievement, and raise expectations.

Analyzing Reading Standards for Assessment Planning**—Angela LaBounty, Solution Tree****Pueblo Ballroom Bay 2**

This session digs deeper into analyzing the standards process for ELA. We will work through a process of determining what the standards are actually asking students to do—to what cognitive level—and determine how we prioritize and map out those standards across our academic learning action plans.

New Mexico PED Test Coordinator Training**Pueblo Ballroom Bay 3A–C*****Relationships between Variables: An Introduction to Value-Added Modeling*****—Matthew Goodlaw, NMPED****Tewa Ballroom Bay 1A**

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 those findings. Learn more about simple and multiple regression, and ultimately discuss Value-Added Models. Participants will gain a deeper understanding of regression techniques and achieve a stronger understanding of Value-Added Models.

Using STAR Interim Assessments to Support Student Learning**—Elizabeth Perrin, Renaissance Learning****Tewa Ballroom Bay 1B**

STAR assessments can accelerate learning, energize classrooms, and help teachers achieve educational goals. In this session, educators will acquire a better understanding of using STAR interim assessments to support student progress, learn how to interpret and implement the results of the STAR interim assessments, and discover how to use Core Progress Learning Progressions to target instruction for individual students or groups of students to differentiate instruction.

Administering State and National Tests Fairly and Appropriately: Strategies and Consequences**—John Fremer, Caveon Consulting Services****Tewa Ballroom Bay 1C**

This session will provide ideas and strategies for educators about the many assessment challenges they face, including preparing students to take standardized tests, administering tests, and investigating detected anomalies. We will review best practices and how to carry out appropriate training and monitoring in a manner that shows respect for students, teachers, and others. Recognize the major challenges we must meet to uphold the fairness and validity of standardized educational tests, learn ways to avoid the negative consequences of inappropriate testing practices, and acquire awareness of the types of questions media tend to ask when testing inconsistencies are identified.

2:05–3:05 p.m.***Secondary Grading—Tom Hierck, Solution Tree*****Tewa Ballroom Bay 2 & 3**

This session is designed to offer a practical approach to grading practice at the secondary level. One of the first tasks in successful grading practice is to reach consensus on the purpose of grades. Dr. Thomas Guskey's work will be highlighted during this session.

Analyzing Math Standards for Assessment Planning

—Angela LaBounty, Solution Tree

Pueblo Ballroom Bay 2

This session will dig deeper into the process of analyzing math standards. We will work through a process of determining what the standards are actually asking students to do—to what cognitive level—as well as determine how we prioritize and map out those standards across our academic learning action plans.

NCSC: Curricula and Assessment for Students with Significant Cognitive Disabilities

—Severo Martinez, NMPED

Pueblo Ballroom Bay 3A–C

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.

The Value Added Model (VAM) and Educator Effectiveness: An In-Depth View

—Pete Goldschmidt, NMPED

Tewa Ballroom Bay 1A

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.

Is Anybody There? Attendance in the New Age—Christopher Rowland, NMPED

Tewa Ballroom Bay 1B

Attendance has recently taken on new meaning. In A–F School Grading, schools are given credit for "Opportunity to Learn," virtual schools are trying to figure out the meaning of "seat time," and students who are homebound or hospitalized have a statutory requirement to be served by public educators. We will explore ways to quantify attendance in meaningful ways.

Who Owns the Assessment?—Andrew Poggio, Discovery Education

Tewa Ballroom Bay 1C

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 is 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.

3:15–4:45 p.m.

Analyzing Writing and Speaking and Listening Standards for Assessment Planning

—Tom Hierck, Solution Tree

Tewa Ballroom Bay 2 & 3

This session will focus on these two strands of the CCSS–ELA standards. Participants will examine the steps involved in analyzing the priority standards to determine what students need to know and be able to do to achieve each of the standards.

Analyzing the Rigor of PARCC Reading Assessment Items

—Angela LaBounty, Solution Tree

Pueblo Ballroom Bay 2

Sometimes we just need a little boost to give our brains a kick-start when it comes to writing high-quality questions and assessment tasks. In this session, we will review current sample reading items from PARCC, identify common characteristics across the different question types and tasks, and determine the "what next?" related to our intentional work around assessment design.

Transition to CBT Panel: Logistics, Preparation, and Technology Readiness

—Scott Duquette, Measured Progress and NM School Administrators

Tewa Ballroom Bay 1C

Scott Duquette from Measured Progress and a panel of school and district administrators will present a panel on successful CBT transition for teachers and administrators. This session will outline successes and difficulties in the 2014 transition to CBT with respect to student and staff readiness. Learn how to prepare students and staff for online testing and identify and avoid common pitfalls in CBT implementation with respect to student readiness and staff administration.

Formative Assessment in the Science Classroom

—Brian Campbell, UC–Berkeley, and Gwen Warniment, LANL Foundation

Tewa Ballroom Bay 1A

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, as a result, instructional decisions can be made to move students' thinking forward.

New Assessments for the Hard-to-Measure Subjects of Art, Music, Physical Education, and Health

—Mark Nixon and Matt Greathouse, AIR

Tewa Ballroom Bay 1B

Art, Music, Physical Education, and Health are areas of study that are often not considered to be “core” K–12 subjects. At American Institutes for Research (AIR), we disagree. We imagined what could happen if learning and understanding could be accurately gauged in these critical areas of study. A new kind of learning and teaching could take place. So, we did something about it. Learning Point OnCore™ is a groundbreaking new assessment that—for the first time—accurately measures these subjects.

Aimed to inform instruction and learning in Art, Music, Physical Education, and Health, OnCore’s content works hard to accurately gauge student understanding and teacher effectiveness in these important areas of learning. In this session, we will discuss how these new assessments will be delivered, demonstrate sample items from each subject area, and discuss the benefits of participation this fall in the field test of these items.

Differentiating Instruction with the Lexile Framework for Reading and EL Portal

—Jane Scott, MetaMetrics, and Melinda Webster, NMPED

Pueblo Ballroom Bay 3A–C

Presenters 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.

Breakout Session Descriptions

Day Two—July 29, 2014

9:10–10:10 a.m.

Supporting Student Learning through Formative Assessment, Part 2

—Margaret Heritage, CRESST/UCLA

Tewa Ballroom Bay 2 & 3

This follow-up to the keynote will be structured so that participants can engage in practice and analysis of formative assessment. Information will be illustrated through video and in guided, small-group discussions.

NM PARCC: Information on Partnership for Assessment of Readiness for College and Careers

—Wendi Anderson, PARCC, Inc.

Pueblo Ballroom Bay 2

PARCC is based on the core belief that assessment should work as a tool for enhancing teaching and learning. Aligned to the Common Core, the new PARCC assessments will provide more and better information for teachers. Learn about the assessment blueprints and sample items and tools to support the transition to PARCC. Join this session to get updates on testing windows and times, accommodations, and more.

Writing Rigorous Selected Response—Nicole Dimich Vagle, Solution Tree

Pueblo Ballroom Bay 3A–C

Learn how to recognize and write meaningful multiple-choice items at various cognitive levels. When written well, selected response questions can provide quality information to describe student learning for both summative and formative assessment practice.

Data from the RIA: What Can It Tell You?

—Heather Pillman and Tony Castilleja, Houghton Mifflin Harcourt/Riverside

Tewa Ballroom Bay 1A

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. Current users of the RIA will learn how to access meaningful assessment data. Participants will interpret the different types of test scores provided by the assessment and walk away with language to use in explaining test results to students and parents.

Using STAR Interim Assessments to Support Student Learning

—Elizabeth Perrin, Renaissance Learning

Tewa Ballroom Bay 1B

STAR assessments can accelerate learning, energize classrooms, and help teachers achieve educational goals. In this session, educators will acquire a better understanding of using STAR interim assessments to support student progress, learn how to interpret and implement the results of the STAR interim assessments, and discover how to use Core Progress Learning Progressions to target instruction for individual students or groups of students to differentiate instruction.

Blackboard Learn: Functionality and Benefits of an LMS in the Instructional Cycle

—Amy Jaramillo and Cherilyn Ziemer, IDEAL–NM

Tewa Ballroom Bay 1C

This session will provide an overview of the functionality and benefits of using a Learning Management System (LMS) in the instructional cycle. This includes examining 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 allows scores to be logged into the online Grade Center.

10:20–11:50 a.m.

The Birth, Life, and Death of an End-of-Course (EoC) Exam

—Judy Harmon, Michelle Osowski, and Joslyn Overby, NMPED

Tewa Ballroom Bay 2 & 3

Now is your chance to learn about how EoCs are built, why they keep changing, and how to create them at the district or school level. This session is intended for non-technical audiences and will provide a new and comprehensive perspective of assessing students. Understand the purpose of frameworks, standards, benchmarks, and blueprints. Discriminate between a good and bad test item and appreciate the process of scaling and setting standards.

Data-Driven Instruction—Andrea Fletcher, Turnaround Initiatives, Tiffany Gomez and Carla Ragan, LCPS

Pueblo Ballroom Bay 2

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. Assessment defines the roadmap for rigor; effective data meetings that include root cause analysis; and getting teachers to make commitments that lead to action.

How Formative Assessment Can Drive Instructional Decisions in the Classroom

—Cathy Carr, Amplify

Pueblo Ballroom Bay 3A–C

This session will provide an overview and demonstration of the mclass (mobile technology) formative assessment offerings that Amplify provides to K–12 teachers, including 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). Better understand how the New Mexico Public Education Department K–3 formative assessment in reading (DIBELS Next) is implemented. Learn how to use data results to drive instructional practices in the classroom. And learn how formative assessments at all levels can provide instructional decisions and inform PLC conversations.

Differentiating Math Instruction in a World of College and Career Readiness

—Jane Scott, MetaMetrics

Tewa Ballroom Bay 1A

Differentiating math instruction is an essential strategy in helping prepare all students for college and careers. 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 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.

National Assessment of Educational Progress (NAEP)

—Stephanie Gardner, NAEP

Tewa Ballroom Bay 1B

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. If possible, bring your laptop to this session. Learn how to access and use the NAEP Questions Tool to discover what NAEP is and how schools in New Mexico perform. Brainstorm ideas for classroom implementation of NAEP resources.

Requirements and Recommendations for English Language Learners

—Sandra Rodriguez and Icela Pelayo, NMPED

Tewa Ballroom Bay 1C

Bilingual and Multicultural Education Bureau staff will provide an overview of important assessment considerations for English learners (ELs) such as relevant federal and 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.

1:10–2:10 p.m.

Supporting Student Learning through Formative Assessment, Part 2

—Margaret Heritage, CRESST/UCLA

Tewa Ballroom Bay 2 & 3

The follow-up to the keynote will be structured so that participants can engage in practice and analysis of formative assessment. Information will be illustrated through video and in guided, small-group discussions.

Analyzing the Rigor of PARCC Math Assessment Items

—Angela LaBounty, Solution Tree

Pueblo Ballroom Bay 2

Sometimes we just need a little boost to give our brains a kick-start when it comes to writing high-quality questions and assessment tasks. In this session, we will review current sample reading items from PARCC, identify common characteristics across the different question types and tasks, and determine the "what next?" related to our intentional work around assessment design.

Graduation Requirements and Options—Joslyn Overby, NMPED

Pueblo Ballroom Bay 3A–C

This session will provide an overview of current and upcoming graduation requirements outlined in statute and regulation. It will focus on options for students on the standard, career, and ability pathways with respect to courses and assessments.

Who Owns the Assessment?—Andrew Poggio, Discovery Education

Tewa Ballroom Bay 1A

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 is 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.

Data from the RIA—What Can It Tell You?

—Heather Pillman and Tony Castilleja, Houghton Mifflin Harcourt/Riverside

Tewa Ballroom Bay 1B

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. Current users of the RIA will learn how to access meaningful assessment data. Participants will interpret different types of test scores provided by the assessment and walk away with language to use in explaining test results to students and parents.

Writing Rigorous Constructed Response

—Tom Hierck, Solution Tree

Tewa Ballroom Bay 1C

Learn how to recognize and write meaningful constructed response items at various cognitive levels. Constructed response questions can provide quality information to describe student learning for both summative and formative assessment practice.

2:20–3:20

Assessment Accommodations for Special Education Students

—Christine Conlin, Consultant

Tewa Ballroom Bay 2 & 3

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. Understand best practices available to all students; identify allowable assessment accommodations; and learn how to administer and maintain records of testing accommodations.

Tribal Education Status Report: An Overview

—De Alva Calabaza and Daytona Raye, NMPED

Pueblo Ballroom Bay 2

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 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 TESR data.

Creating Rubrics for Feedback and Assessment Design

—Nicole Dimich Vagle, Solution Tree

Pueblo Ballroom Bay 3A–C

This session is designed to offer insight into creating effective, efficient, and meaningful rubrics that inform assessment design and use. Effective rubrics offer students and teachers descriptions of the quality of student work and progress toward achievement of standards. Learn how to use rubrics both formatively and summatively.

Applying NWEA Reports to Instructional Practices for Teachers

—Michael Koranda and Katie Redden, NWEA

Tewa Ballroom Bay 1B

This session for teachers will review essential interim assessment MAP reports designed for administrators. It will help administrators understand the reports, establish the purpose and uses of the data, identify how data can be used to inform instruction, and help set plans for additional conversations within the school and/or district.

A National Perspective on Improving the Security of State and Local Assessments

—John Olson, Caveon Test Security

Tewa Ballroom Bay 1B

Test security has become a very important issue 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 lessons that we have learned across the country.

iTester3: An Introduction to the New CBT SBA Interface for Educators and Tech Coordinators

—Scott Duquette, Measured Progress

Tewa Ballroom Bay 1C

This session will display the new CBT solution from the perspective of the technology coordinator. It will provide a walk-through of the user interface, tools and capabilities, student management system, and technical specifications.

Presenter Bios

Wendi Anderson is the Senior Associate in English Language Arts/literacy for PARCC, Inc. Wendi has over 18 years of experience in ELA education and assessment. Prior to joining PARCC, Inc., Wendi served as the Director for PARCC/Innovative Assessment for the Arizona Department of Education. Part of her duties with ADE included serving as a PARCC State Lead and as a member of PARCC's ELA Operational Working Group. Wendi earned her bachelor's degree in English and secondary education from Ottawa University and her master's degree in English and secondary education from Northern Arizona University.

De Alva Calabaza is a Native American from Santo Domingo Pueblo. She is the general manager for Indian Education at the NM Public Education Department and has served in various capacities in state government for 14 years. De Alva earned her Master's in Government/Non-profit Business Management and Bachelor's in Criminology/Political Science from NM Highlands University. De Alva currently lives with her two daughters in Santa Fe.

Brian Campbell, UC-Berkeley, is the co-author of *Science Notebooks, Second Edition: Writing About Inquiry* and a curriculum developer for the Full Option Science System (FOSS) at the University of California, Berkeley. Brian currently is involved in the revision of the FOSS materials, concentrating on the Next Generation Science Standards (NGSS), and professional development—specifically focusing on science notebooks, formative assessment, and building language arts skills through science.

Cathy Carr, Ph.D., Amplify, serves as the NM/AZ representative for Amplify, which provides the mclass (mobile technology) DIBELS Next/IDEL formative assessments, K–3. As a former teacher and administrator of 20 years in Texas, Cathy holds a Master's degree in reading from the University of Texas and a Doctorate in Early Childhood and Gifted Education from Texas Woman's University.

Tony Castilleja, Houghton Mifflin Harcourt-Riverside, is an assessment consultant based in San Antonio, Texas. Tony has 15 years of experience in providing educational assessments and digital solutions to public and private school districts in the southwest region. He has developed solid client relationships at the state, district, and school levels, while helping to build custom assessment programs. He holds a BBA from the University of Texas and an MBA from the University of the Incarnate Word. Tony is a certified Project Management Professional (PMP) and an adjunct faculty member at the University of the Incarnate Word.

Christine Conlin is a former Special Education Instructional Coach with over 20 years of experience in special education. Christine has worked extensively with teachers implementing the Common Core State Standards for the last four years in Rio Rancho Public Schools and assisted both general education and special education teachers in understanding and preparing for PARCC.

Scott Duquette, Measured Progress, works as a full-service, customized, standards-based, general and alternate assessment contractor, providing state-level assessment services—from test design to reporting and everything in between.

Andrea Fletcher, Associate Superintendent, Turn Around Initiatives; Tiffany Gomez, Principal; and Carla Ragan, Principal, Las Cruces Public Schools. Fletcher is currently charged with leading 14 high-opportunity schools through the turn-around process. She has been in public education for 19 years, serving as teacher, elementary school principal, liaison to the superintendent for community relations, and director of human resources. Tiffany and Carla have been principals for four years, serving one year as Turn Around Principals.

John Fremer, Ph.D., President, Caveon Consulting Services, has been at Caveon Test Security since 2003, helping clients prevent and detect cheating. In a career spanning over fifty years, John has worked in the testing industry with senior positions at ETS and The Psychological Corporation, now part of Pearson. John served as president of the National Council on Measurement in Education (NCME), the Association of Test Publishers (ATP), and the Association for Assessment in Counseling. He is a former editor of *Educational Measurement: Issues and Practices* and co-author of the Council of Chief State School Officer's *TILSA Test Security Guidebook: Preventing, Detecting, and Investigating Test Security Irregularities*.

Stephanie Gardner, NAEP, was a NM teacher for 13 years prior to serving in the National Assessment of Educational Progress (NAEP) position. Her primary teaching focus was 8th grade mathematics. Stephanie holds a Master's degree and a Level III teaching license.

Pete Goldschmidt, Ph.D. is the Assistant Secretary for Assessment and Accountability in the New Mexico Public Education Department. Prior, Pete was an associate professor at California State University Northridge and a senior researcher at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. His research focused on developing methods for evaluation, emphasizing the use of growth models. Pete has contributed to several large-scale projects, analyzing education systems in developing countries, such as Peru, India, and China. Pete is a member of several state and district educator effectiveness technical advisory committees and has published several articles related to teacher evaluation and school accountability, as well as evaluations of specific program interventions.

Matthew Goodlaw, NM Public Education Department, is an interdisciplinary social science researcher focused on supporting students, educators, and families achieve their potentials. His background, in classroom teaching and the arts, enables Matthew to appreciate quantitative methods from various lenses.

Matt Greathouse, Program Manager, American Institutes for Research. AIR is a not-for-profit organization whose mission is to conduct and apply the best behavioral and social science research and evaluation towards improving peoples' lives, with special emphasis on the disadvantaged. The AIR organization is more than 1,600 people working in the areas of assessment, education research and technical assistance, health, human development, and international development.

Cindy Gregory, Ph.D. oversees accountability for reporting graduation and similar high school reform efforts for the PED. She is credited with establishing New Mexico's unique Shared Accountability Model, lauded by the U.S. Department of Education for its fairness and rigor. This model holds every high school—attended even by a single student—accountable for their students' graduation and college and career readiness outcome, building on the premise that it takes a communal effort to build a strong foundation.

Judy Harmon, NM Public Education Department, is a data analyst in the Data Planning and Analysis Unit of the Assessment and Accountability Division. Judy has over 30 years of diverse experience in data analysis including research and analysis in Indian education, the behavioral health of juveniles in the justice system, and the outcome of sentenced DWI offenders.

Margaret Heritage, Ph.D. is Assistant Director for Professional Development at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. Her current work at CRESST focuses on data use for school improvement, including formative assessment and teacher evaluation. Margaret is an outstanding educational author, researcher, and presenter who has contributed significantly to the field of formative assessment.

Tom Hierck has been an educator since 1983. His career has spanned all grade levels and encompassed the many roles of teacher, administrator, district leader, DOE project leader, and executive director. These rich experiences have provided a context for developing his unique philosophy on education. Tom is a compelling presenter, infusing his message of hope with strategies culled from the real world. He understands that educators face unprecedented challenges and has insight into those strategies that will best serve learning communities. Tom has presented to schools and districts across North America. His dynamic presentations—including TEDx—explore the importance of positive learning environments and the role of assessment to improve student learning. His belief that “every student is a success story waiting to be told” shapes his work with teachers and administrators to create positive school cultures and build

effective relationships. Tom Hierck's blog can be found at tomhierck.com/blog/. Tom is the co-author of *Pyramid of Behavior Interventions*, *The Teacher as Assessment Leader*, and *The Principal as Assessment Leader*. His newest book, *Uniting the Academic and Behavior Pyramids*, will be out in November.

Michael Koranda, North West Evaluation Association, works with schools around the nation to better understand NWEA assessments and the resultant data. Michael is committed to helping teachers and administrators understand Measures of Academic Progress (MAP) data to help all students learn.

Angela LaBounty has been both an elementary and a middle school assistant principal. Her experiences have been in schools with highly diverse student populations. Angela has developed high-impact, collaborative teams focused on high levels of learning for staff and students, positive cultures, and curricular-instruction-assessment models that focus on engaging students as partners in the learning process. Angela was an implementation associate at the Office of Curriculum and Instruction for Rochester Public Schools. She has also designed and implemented a plan that enabled building administrators to further their capacity as assessment leaders. Angela is a much sought-after national presenter on assessment and common core curriculum and instruction.

Tracie Lenihan, IDEAL-NM, is the professional development and training coordinator for IDEAL-NM, the virtual school bureau of the Public Education Department (PED). She has been an educator for fifteen years, the past seven as an educational technology leader. Tracie's areas of expertise include developing personalized learning experiences for students, designing technology-rich curriculum for instruction, and modeling blended learning tools and strategies for teachers and administrators.

Severo Martinez, NM Public Education Department, is an assessment coordinator for the PED, currently focused on introducing the National Center and State Collaborative to New Mexico. He is a 2008 graduate from the University of New Mexico and a former dual language educator with the Albuquerque Public School District.

Jan Mills, Edmodo, has over 17 years as a math, computer, and instructional technology coordinator. She has extensive experience working for educational technology companies that serve K–12 schools.

John Olson, Ph.D., Senior Assessment and Security Consultant, Caveon Test Security, is a nationally recognized expert in educational assessment. For 30+ years, he has served as a consultant and technical advisor to states, districts, the nation, and internationally in the areas of assessment/testing, psychometrics, and test security. In recent years, John has worked with Caveon to improve testing security in many states and districts.

Michelle Osowski, NM Public Education Department, has over 20 years of education experience as a teacher, principal, district administrator, and state administrator. She has extensive experience in data analysis and is currently an education administrator in the Evaluation Unit of the Assessment and Accountability Division.

Joslyn Overby, NM Public Education Department, joined the Assessment and Accountability Division of the PED in 2012. With over 14 years of education experience, Joslyn began her career as a secondary science teacher before moving into administration.

Elizabeth Perrin, Renaissance Learning, Inc., is a STAR Academic Advisor. As a veteran educator in K–12, Elizabeth has worked in a variety of leadership roles ranging from teacher, building administrator, technology trainer, and curriculum developer. At Renaissance Learning, she has empowered educators in analyzing and understanding the implications of instructional data and maximizing the use of the reporting features in STAR.

Gary Phillips, Vice President and Institute Fellow, American Institutes for Research. AIR is a not-for-profit organization whose mission is to conduct and apply the best behavioral and social science research and evaluation towards improving peoples' lives, with special emphasis on the disadvantaged. The organization has more than 1,600 people working in the areas of assessment, education research and technical assistance, health, human development, and international development.

Heather Pillman, Houghton Mifflin Harcourt-Riverside, is an assessment consultant with more than 15 years' experience in education. After teaching high school social studies and foreign language and working as an adult education specialist for several New Mexico based companies, Heather began her career at HMH Riverside in account management. As an assessment consultant, Heather works with educators in six states in the southwest providing assessment solutions. Heather has an MA in Secondary Education from the University of New Mexico and an MS in Adult Education from Indiana University.

Andrew Poggio, Director of Assessment, Discovery Education. To Andrew, the goal of learning isn't as much about getting students to answer challenging questions as it is enabling them to ask those questions. Igniting a student's passion and curiosity empowers them not only to learn but to re-learn for a lifetime.

Daytona Raye, M.S., Region III Educational Administrator, NM Public Education Department, is originally from Rock Point, Arizona. She is Red Running into the Running Clan, born for the Near, the Water Clan. Prior to joining the PED Office of Indian Education, Daytona worked for the Pueblo of San Felipe. As an educational administrator, she works hard to best serve the students in the Middle Rio Grande corridor and provide technical assistance to school districts, tribes, and Indian education directors.

Katie Redden, North West Evaluation Association, works with schools around the nation to better understand NWEA assessments and the resultant data. Katie is committed to helping teachers and administrators understand Measures of Academic Progress (MAP) data to help all students learn.

Christopher Rowland, NM Public Education Department, has been with the PED for almost one year, and he arrived with over nine years' of experience working in and around social service programs. As a member of the data planning and analysis team, Chris works to support the day-to-day operations of the department, as well as serve as a technical resource for the production of video training materials.

Jane Scott joined **MetaMetrics** in 2008 and is responsible for designing and conducting professional development for educators at the school, region, and state levels around the country. She has 25 years of experience as a classroom teacher and, prior to retirement from public education, she spent seven years as a curriculum facilitator for a large school district in North Carolina. Jane has also served as a consultant to the North Carolina Department of Education in the area of teacher retention, license renewal. She also served as a NC Department of Public Instruction trainer for various state math initiatives.

Nicole Vagle works with elementary and secondary educators, providing presentations, trainings, and consultations that address today's most critical issues—all in the spirit of facilitating improved support of student learning. Nicole was a high school reform specialist, where she worked closely with school and district staff to support the implementation of small learning communities. A former middle and high school English teacher, Nicole was program evaluator and trainer at the Princeton Center for Leadership Training in New Jersey. A featured presenter at conferences throughout North America, Nicole empowers educators to build capacity for: formative assessment practices, common assessment design and analysis, data-driven decisions, student work protocols, and motivational strategies. Nicole is co-author of *Motivating Students*, *The Teacher as Assessment Leader*, and *The Principal as Assessment Leader*. Her formative assessment book, *Design in Five*, will be out in August.

Gwen Warniment, Director of Professional Development and Evaluation, LANL Foundation. Gwen currently works with educators to improve their instruction through the Northern New Mexico Inquiry Science Education Consortium. She is a doctoral candidate at New Mexico State University.

Melinda Webster, Literacy Program Director, NM Public Education Department, has over 30 years of experience in education, including her roles as classroom teacher, reading coach, and state reading specialist.

Doug Wine, Principal, East Mountain High School is Executive Director of the New Mexico Coalition for Charter Schools. He has been the principal of East Mountain High School, a public college preparatory charter school in NM for six years. The school's mission has evolved from preparing students to enter college to preparing them to succeed while *in* college. Doug is currently working on his Ed.D. in Educational Leadership at the University of New Mexico, researching the feedback struggling students might provide to improve the likelihood of their, and similar students', academic achievement.

Cherilyn G. Ziemer, Ed.D., is a member of the PED IDEAL-NM team. Dr. Ziemer earned a Bachelor of Science in Education from Abilene Christian University, a Masters in Educational Technology from Pepperdine University, and a Doctorate in Education from Nova Southeastern University with a concentration in Instructional Leadership and a minor in Instructional Technology/Distance Education. Her experience in graduate and post-graduate school, together with more than 24 years of experience in education, has made her a passionate mentor for in-service and pre-service teachers.

