

## National Council on Measurement in Education (NCME)

### 2024 Special Conference on Classroom Assessment

September 19-20, 2024, in Chicago, Illinois

Co-hosted by the University of Illinois at Chicago and Chicago Public Schools with support from the National Center for Improvement of Educational Assessment

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### *Reclaiming the Promise of Balanced Assessment Systems: Achieving Deeper Learning at Scale for Both Students and Adults*

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## CALL FOR PROPOSALS

Proposals due: **Friday, April 26, 2024 at 11:59 PM Pacific**

NCME's 5th Special Conference on Classroom Assessment will be held in person in Chicago, IL on September 19-20, 2024. This call for proposals invites individuals and groups from research-practice partnerships, public and private school systems, colleges and universities, state departments of education, measurement organizations, and other educational entities to submit proposals for individual presentations and organized sessions that pertain to improved classroom assessment.

Central to NCME's mission is the belief that equitable access to deeper learning for all students cannot be achieved without making high-quality, classroom assessment the rule rather than the exception in American classrooms. A particular focus of the 2024 conference will be to explore *coherent systems of support* at the school, district, and statewide levels that have helped the process of scaling high-quality classroom assessment.

Proposals that address the following kinds of questions are especially encouraged:

1. In what ways does scaled development of rich classroom assessment practices depend on sustained support for adult learning cultures at the school and district levels? What are the most essential elements of adult learning cultures that lead to scaled improvements in high-quality classroom assessment?
2. What role does distributive leadership play in building coherent systems of support for adult learning at the grade/departmental, school, and district levels?
3. What has research uncovered about systemic affordances that help ensure widespread use of high-quality, classroom assessment practices which support deeper learning for all students? What has research uncovered about systemic barriers?
4. What kinds of cultural beliefs and organizational structures enable schools, districts, and states to build coherent systems of support for deeper learning and high-quality classroom assessment at scale? What examples or success stories do we have to share? What kinds of cultural beliefs

and organizational structures, however well-intentioned, create obstacles to classroom assessment practices that support deeper learning?

5. In what ways might ongoing development of artificial intelligence (AI) systems support advances in teacher-friendly diagnostic tools that make assessment for deeper learning more achievable at scale.
6. What roles can states and districts play in helping schools develop balanced assessment systems that promote deeper learning and instructional equity for all students?

We invite proposals that address the questions above, as well as address how important system-building, improvement science, and researcher/practitioner collaboration are for making high-quality classroom assessment more the rule than the exception in American public schools.

### **Conference Topics**

Classroom assessment encompasses a broad field of study. Select the topics below that best describe your proposal.

- Accessibility and inclusion in classroom assessments (e.g., Universal Design for Learning)
- Adult learning and development
- Applications of learning theories or other models of learning (e.g., learning progressions)
- Assessment literacy (pre-service teacher education | in-service professional development)
- Assistive technologies
- Classroom assessment and AI
- Classroom assessment principles or standards
- Classroom summative assessment
- Collaborative learning (student or educator)
- Communicating about assessment results
- Culturally responsive classroom assessment
- Discipline-specific assessment practices
- Fairness
- Formative assessment (e.g., teacher feedback; self/peer assessment; formative opportunities)
- Improvement science
- Linguistic diversity
- Performance assessments, portfolios, or other types of authentic assessments
- Research-practice partnership
- Systems-building
- Summative assessment and grading
- Teacher leadership
- Other

## Submission Types

We invite submissions of two main formats: *organized sessions* and *individual presentations*.

Organized sessions and individual presentations may be research-oriented, practice-oriented, or a combination of the two.

1. **Organized sessions:** These are complete, stand-alone sessions for which several individuals have agreed in advance to present. The organized sessions can be discussions around a set of papers related to a similar topic, panel discussions, demonstrations, symposia, or other formats—especially those that involve interactivity with the audience. Describe the nature of the organized session in your proposal submission. Organized sessions will be 75 minutes.
2. **Individual presentations:** Individual presentations are proposals that are not submitted as part of a group session. They consist of either individual paper presentations or poster presentations.

## Proposal Submission Format

We welcome proposals from practitioners based on action research, as well as more traditional research or research-practice proposals.

1. **Organized sessions:** Proposals for organized sessions must identify all contributors (e.g., authors, presenters, and discussant names). In other words, the proposal should NOT be blinded. The proposal should be no more than 1600 words (not including references, figures, and tables). All proposals should provide a summary of the organized session. Organizers may use their 1600 words however they wish, but the goal(s) of the session and how each presentation relates to the goal(s) of the session should be clear. For example, a conventional 4-paper organized paper session may have a 400-word introduction with four 300-word paper descriptions. Proposals should also identify a discussant/moderator where appropriate.
2. **Individual Presentations:** Proposals for individual paper or poster presentations must be prepared for blind review (**author names should not be included in the proposal**). The proposal should be no more than 800 words (not including references, figures, and tables). All proposals should contain the following elements:
  - A description of the **main purpose** of your proposed individual presentation.
  - A description of the **problem(s) of practice or research question(s)** that your proposal addresses.
  - Select **strategies** or **methods** that apply to your proposal (i.e., quantitative, qualitative, mixed, theoretical/conceptual, demonstrations, program evaluation, action research, or other)
  - A description of the **main findings, perspectives, or conclusions** you will present.
  - A description of the **implications of your findings, perspectives, or conclusions** for classroom practices, assessment practices, policy, and/or research about assessment.

## Proposal Abstract

Regardless of format, a 150-word abstract of your session or presentation should be submitted along with your proposal. The abstract will go in the conference program if your proposal is accepted.

## Conference Dates & Structure

The conference will take place over 1.5 days beginning with a full day on Thursday, September 19th and ending at 2 pm CT on Friday, September 20th. The conference will take place at the Palmer House Hotel in Chicago, IL. There will be breakfast and lunch plenary sessions each day.

## Presenter Participation Policy

If your proposal is accepted, the first author will be asked to upload any papers or presentations to the online conference repository before the start of the conference. All presenting authors will be expected to register for the conference no later than August 2, 2024 or their name will be removed as a presenting author. If no presenting author has registered by August 2, 2024, the session or individual presentation will be removed from the program.

## Proposal Requirements

Proposals should address these elements:

1. **Session Type:** Select either an Organized Session or Individual Presentation
  - a. [for organized sessions] which descriptor best matches your organized session?
    - i. set of papers related to a similar topic
    - ii. panel discussion
    - iii. demonstration
    - iv. symposia
    - v. other formats
  - b. [for individual presentations] select your first preference.
    - i. paper session
    - ii. poster session
2. **Title of Submission** (should be a maximum of 20 words; type your title as it should appear in the conference program).
3. **Topic(s) Addressed by your Proposal:** Select the topics that apply.
  - a. See "[Conference Topics](#)" listed earlier in the call.
4. **Proposal Abstract:** 150-word description that will go into the conference program.
5. **Proposal Submission:** [upload Word or PDF; individual presentations should be blinded]
6. **For Organized Sessions Only:** Include names, affiliations, and email addresses for all presenting authors.
7. **Is your proposal a school- or district-based action research project?** Yes or No

## Proposal Review Criteria

- Extent to which the findings/conclusions/recommendations contribute to existing knowledge and/or practice.
- Relevance of the topic/work to the conference theme.
- Quality of the written proposal.
  - For research proposals: soundness of the methodology.
  - For action research proposals: clarity of problem of practice and contextual findings.
  - For assessment practice proposals: relationship to existing knowledge, research, theory, and contextual factors.
- Additional criteria for organized sessions:
  - Clear communication about the goals of the session.
  - Clarity about how each presentation contributes to the goals of the session.
- Additional criteria for individual presentations:
  - Clarity and significance of the purpose, research question(s) or problem(s) of practice that the presentation addresses.

## Call for Reviewers

Along with this Call for Proposals, we are also looking for reviewers! The [main menu of the Call for Proposals](#) encourages you to become a peer reviewer and provides a convenient link for you to volunteer. Reviews will occur during May 2024 and reviewers can expect to rate no more than 6 proposals.

## Important Dates

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|-------------------------------------|----------------|
| ● Proposal submission open date     | March 21, 2024 |
| ● Proposal submission deadline      | April 26, 2024 |
| ● Conference registration open date | May 3, 2024    |
| ● Presenter notification email      | June 14, 2024  |
| ● Program summary available online  | July 26, 2024  |

## Questions?

If you need additional help, contact NCME's program development team at [pzavit@uic.edu](mailto:pzavit@uic.edu)