2017 1ST NCME CLASSROOM ASSESSMENT CONFERENCE

In September 2017, the University of Kansas hosted a special NCME conference on classroom assessment. Historically, different assessment perspectives regarding classroom assessment have operated in isolation. The purpose of this conference was to bring together the many voices and perspectives of experts and practitioners of assessment in order to improve student learning.

The conference featured a variety of sessions centered around topics ranging from accessibility and equity to various uses of assessment and approaches to data gathering, analysis, and reporting methods.

The 2017 conference theme was *Advancing Large Scale and Classroom Assessment through Research and Practice*. Below are some of the sessions and training sessions that specifically focused on classroom assessment.

CLASSROOM ASSESSMENT: PROMISES, PERILS, AND NEXT STEPS FOR MOVING FORWARD

Session Chair: Jim McMillan, Professor, Department of Foundations of Education, Virginia Commonwealth University

The purpose of this session is to provide a forum for perspectives, ideas, and discussion about how key research findings in student learning and motivation, in the context of ubiquitous large-scale assessment, can be used by the educational measurement community to promote high-quality classroom assessment. While research on classroom assessment has recently accelerated, there remains a need for educational measurement specialists to incorporate what is known from research and theory on learning and motivation, as well as recent developments in large-scale testing that have significant impacts on classroom assessment, to advance teachers' assessment practices that improve as well as document student learning.

THE OCEAN OF DATA FROM CLASSROOM EDTECH: ARE PSYCHOMETRICIANS READY?

Session Chair: Kristen Huff, Vice President, Assessment and Research, Curriculum Associates

This invited panel will explore how the influx of data from student use of technology for assessment and learning is shaping— and will continue to shape—measurement theory and practice. The panel will consist of experts from within NCME as well as guests from Harvard's Center for Educational Policy, which evaluates the role of technology in the classroom, and the Gates Foundation, which funds multiple research and development projects to further the advancement of technological innovation in classroom assessment and learning.

IMPACT OF ACCESSIBILITY TECHNOLOGY ON THE VALIDITY OF SCORE INTERPRETATIONS FROM LARGE-SCALE AND CLASSROOM ASSESSMENTS

Session Chair: Anne H. Davidson, Incoming Chair, NCME's Diversity Issues in Testing Committee and Director of Support for Students, Smarter Balanced Assessment Consortium

With the new advancements in innovative technology and computerized testing, both in large-scale and classroom assessments, it is crucial to not only foster connections between standardized large-scale testing and classroom use, but also ensure that the summative and formative assessments are accessible and designed with diverse test takers in mind. In this session, invited accessibility experts will discuss the importance of accommodation and accessibility features in large-scale and classroom assessments, and their impact on the validity of the score interpretations made from these tests. This session will be structured as a moderated panel discussion in which experts will respond to directed questions from various perspectives (including specific accommodations provided for English language learners and students with disabilities). Topics focus both on the importance of accessibility features in designing parallel forms and on the specific validity concerns that impact score interpretations for diverse test takers when large-scale and classroom assessments are designed with and without accommodations. The discussions in this session will be particularly useful to practitioners and might help guide end users and stakeholders with specific recommendations in considering accessibility features at every stage of test design and development as well as providing better guidance on the appropriate interpretation and usage of test scores.

MEASURING CREATIVITY FROM CLASSROOMS TO LARGE SCALE ASSESSMENTS: VIEWS FROM PRACTICE TO RESEARCH AND DEVELOPMENT OF ASSESSMENTS

Session Chair: Bonnie Strykowski, Ph.D. Vice President, National Association of Assessment Directors and Mesa Public Schools, Arizona

This invited symposium explores issues from classrooms to national and international assessments as the panelists discuss one of the trending topics in international education, economics, and business: creativity. As we begin to experience more programs in our classrooms promoting creativity, many challenges exist in measuring and assessing the results of these endeavors. This session will include an interactive component during which panelists and the audience will discuss relevant issues related to this topic, including the implications for large-scale assessment.

Training Sessions

RUBRICS FOR CLASSROOM ASSESSMENT: PERILS OF PRACTICE AND HOW TO AVOID THEM
Heidi Andrade (University of Albany – State University of New York).
The session is appropriate for anyone interested in understanding classroom assessment in order to develop a balanced, comprehensive model of educational assessment.

DATA RICH, INFORMATION POOR: NAVIGATING DATA USE IN A BALANCED ASSESSMENT SYSTEM

Caroline Wylie and Christine Lyon (Educational Testing Service).
The session is intended for a wide range of participants including state-, district-, and school-level staff with responsibilities for assessment.