
THE 4TH NCME SPECIAL CONFERENCE ON CLASSROOM ASSESSMENT

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JOIN US for the 4th National Council on Measurement in Education (NCME) Special Conference on Classroom Assessment on October 21 and 22nd, 2021.

The virtual conference will bring together K-12 teachers, school and district leaders, higher education faculty, and researchers to engage in dialogue, discussion, and learning to strengthen the practice and potential of classroom assessment and shape classroom assessment research needed to address current challenges faced by educators. Using a variety of session formats, the conference will blend the dynamic realities of the classroom with research and theory.

Conference Theme

Rhetoric Meets Reality: Advancing K-12 Implementation of Principles of Classroom Assessment

Despite significant attention to classroom assessment, persistent gaps remain between research and theory, on the one hand, and implementation in classrooms. An important factor in this divide is that classrooms are remarkably varied and complex. Indeed, the immense disruptions of the pandemic have exacerbated issues of learning gaps and inequities. Even under pre-pandemic circumstances, the applicability of research has been limited in most K-12 contexts. This conference is designed to address this disconnect as we gather to explore how the classroom context is connected to measurement theory and concepts and to have thoughtful discussions to inform classroom assessment research in ways that can support classroom assessment practices.

FEATURED SPEAKERS



Lorena Llosa is an associate professor of Education in the Steinhardt School of Culture, Education, and Human Development at New York University. Trained as an applied linguist, she conducts research on the assessment and instruction of multilingual learners, with a focus on assessment validation and formative assessment in the content and language classroom. Dr. Llosa has recently served as Co-PI on two NSF-funded projects to develop science curricula and assessments that support English learners' science learning, computational thinking, and language development. She is associate editor of the *American Educational Research Journal* and serves as Chair of the Committee of Examiners of the Test of English as a Foreign Language (TOEFL) at Educational Testing Service.



Chris Harrison is Professor of Science Education at King's College London where she conducts research in the areas of assessment and teacher professional learning. Dr. Harrison's recent work has investigated STEM inquiry learning, pre-service teachers' assessment capabilities and assessment of practical skills in science. Dr. Harrison is known, both nationally and internationally, for the ways she can relate research to practice, made possible through extensive experience of teacher education from both a research and teaching perspective. She is an enthusiastic member of the Association for Science Education, working on several committees and projects and was Chair of ASE in 2015.



Dr. Christopher DeLuca is an Associate Dean at the School of Graduate Studies and Associate Professor in Educational Assessment at the Faculty of Education, Queen's University. Chris leads the Classroom Assessment Research Team and is the Director of the Queen's Assessment and Evaluation Group. Dr. DeLuca's research centers on how pre-service and in-service teachers learn to engage the complexities of assessing student learning in relation to the evolving accountability culture in today's classrooms. His research has been widely published in national and international journals and recognized through several awards.



Gabriela Cardenas is a 4th grade teacher and professional learning leader at Para Los Niños Charter Elementary School in Downtown Los Angeles. Gabriela is the 2018 recipient of the Presidential Award for Excellence in Elementary Mathematics Teaching (National Science Foundation). Prior to working at Para Los Niños, Gabriela was a UCLA Lab School dual language demonstration teacher. She has 15 years of experience in the field of education, of which 12 have been spent working in bilingual/dual language programs.

FEATURED SPEAKERS



Dan Farley is the Director of Assessment for the Oregon Department of Education. Dr. Farley received his PhD in Educational Leadership, with a specialization in quantitative research methods, from the University of Oregon in 2017. His research interests include growth modeling and accessibility. He is working with colleagues to support districts in implementing humanized, anti-racist assessment practices that are supported by coherent, comprehensive assessment systems.



Peggy Chen is an associate professor in the Educational Psychology Program at Hunter College, CUNY. Her work includes studies to understand aspects of classroom assessment, such as the unorthodox beliefs about grading that many teachers and teacher candidates hold, and qualities of teacher feedback. Dr. Chen co-developed a classroom assessment framework (CA:SRL) that focuses on how assessment can support student learning and self-regulation. As co-PI of an NSF grant, Dr. Chen has been collaborating with high school teachers to develop formative assessment tasks that elicit students' computational thinking and support their learning and self-regulation.



Alison L. Bailey, Professor of Human Development and Psychology at UCLA, is a developmental psycholinguist and with expertise developing language learning progressions with multilingual learners and supporting academic language pedagogy and assessment practices. She is PI for two National Professional Development grants designing supports for teachers of English learners. She is co-author of the National Academy of Sciences' STEM and English Learners report (2018). Her latest book is *Progressing Students' Language Day by Day* (2019).

FEATURED SPEAKERS



Deb Sigman is Senior Managing Director at WestEd where she oversees a portfolio of work including Quality Schools and Districts, English Learner and Migrant Education Services, and Assessment for Learning. Prior to joining WestEd, Dr. Sigman served in education leadership positions at the district, state, and national levels. She served at the California Department of Education, first as the State Assessment Director and then as the Deputy Superintendent of Public Instruction, overseeing assessment, accountability, English learner and Title I services. Dr. Sigman was the recipient of the Lifetime Achievement Award presented by the California Educational Research Association in 2018.



Molly Faulkner-Bond is a senior research associate at WestEd, she collaborates with educators, researchers, and communities to strengthen the field of education research, increase the use and utility of educational research results, substantively impact teaching and learning, and improve educational outcomes for linguistically and culturally diverse learners. Dr. Faulkner-Bond has co-authored a book on federal policies affecting ELs, co-edited a book on educational measurement and assessment, and co-authored several articles on assessment validity and score reporting for both ELs and the general population.



Dr. Caroline Wylie is a Principal Research Scientist/Research Director in the K-12 Learning Teaching and Assessment Center at ETS. Her current research centers on issues around balanced assessment systems, with a focus on the use of formative assessment to improve classroom teaching and learning. She is also a co-advisor for the Council of Chief State School Officers (CCSSO) Balanced Assessment Systems Collaborative.