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the 2010 program in the Edward F. Reidy, Jr. Interactive Lecture Series

OCTOBER 21–22, 2010 • CAMBRIDGE, MA

Next Generation Balanced Assessment Systems: Expanding Our Notion of Technical Quality

Conference Overview

The Reidy Interactive Lecture Series (RILS) 2010 will address critical issues that consortia and individual states are considering as they await reauthorization and engage in the development of next generation balanced assessment systems. These systems will include performance tasks, innovative item types, and information gathered at multiple points through the year and for different purposes (e.g., formative, summative). Our current approaches for evaluating and documenting assessment technical quality tend to privilege traditional assessment formats. While there is overlap in the criteria and procedures necessary for developing and evaluating innovative and balanced assessments, there is the need to update and revise traditional approaches, as well as possibly invent new methods for evaluating the psychometric quality of these next generation assessments. To this end, the discussion at the 2010 RILS will focus on the following topics:

1. The implications on technical quality evaluations when including all students in next generation assessment systems;
2. How cognitive and sociocultural perspectives of measurement that use learning progressions as a basis for the assessment system (e.g., formative, interim, summative) might influence design considerations and technical evaluations; and
3. How the varying uses of assessment results, including consequences, need to be considered in the design and technical quality evaluations of innovative assessments.

These discussions will be timely and valuable, enabling participants to come away with concrete guidance about how to approach some of the complex challenges inherent in the consortium assessments.

About the Conference

The Reidy Interactive Lecture Series and its publications are an ongoing means of communicating with educational leaders and assessment and accountability leaders. The series is named to honor Edward F. Reidy, Jr., a lifelong educator who played a significant role in improving public education in the state of Kentucky and in the country as a whole, particularly through standards-based reform. Ed passed away in August 1999, leaving a legacy of commitment to improved assessment and accountability practices.

The format of the RILS is designed to encourage interaction. The conference consists of three half-day plenary sessions. A significant portion of each session is devoted to discussion with audience participation. Each session includes a keynote address, an hour-long panel discussion, and an hour-long facilitated discussion among presenters and audience members. Each panel will include panelists selected based on their expertise and experiences (e.g., state policy, special populations, technical issues). Panelists will address the issue from their perspective as well as provide reactions to the keynote address.

The Reidy Interactive Lecture Series is presented by:

The National Center for the Improvement of Educational Assessment, Inc.

The National Center for the Improvement of Educational Assessment, Inc., a non-profit [501(c)(3)] organization, has had contracts with over half the states since its founding in September 1998. Our mission is to support enhanced student achievement by improving practices in educational assessment and accountability. To accomplish that mission we focus on technical and practical issues to promote the effectiveness of educational assessment and accountability programs at the state, district, and school levels by:

- Providing customized support in designing, implementing, and improving sound assessment and accountability systems.
- Providing and managing Technical Advisory Committees that help ensure the best ongoing technical advice available.
- Developing and disseminating practical standards for assessment and accountability programs.
- Advancing best practices through sponsorship and leadership conferences, initiation of studies, and collaboration with other service providers and policy and research organizations.

The Center for Assessment
P.O. Box 351
Dover, NH 03821-0351
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WestEd Assessment & Standards Development Services

WestEd, a nonprofit research, development, and service agency, works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. While WestEd serves the states of Arizona, California, Nevada, and Utah as one of the nation's Regional Educational Laboratories, our agency's work extends throughout the United States and abroad. It has 16 offices nationwide, from Washington and Boston to Arizona and Southern California, with headquarters in San Francisco.

WestEd's Assessment and Standards Development Services (ASDS) covers all aspects of planning, developing, implementing, and evaluating standards and assessment tools, methods, and systems at the local, state, and national levels.

We address assessment needs from elementary school through high school and into the world of work. ASDS projects range from the traditional academic areas of language arts, mathematics, science, and social science to such fields as teacher certification.

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Assessment and Accountability Comprehensive Center

The U.S. Department of Education Office of Elementary and Secondary Education awarded WestEd and its partner, the Center for Research on Evaluation, Standards and Student Testing (CRESST), the first Assessment and Accountability Comprehensive Center (AACC). The AACC is charged with helping states and districts implement, evaluate, and improve their assessment and accountability systems in order to reach the overarching No Child Left Behind goal of academic proficiency for all students.

Using the best knowledge and resources, the AACC targets the following priority areas:

- Establishing assessment and accountability systems that include and support special needs students, particularly special education students, English language learners, and low-socioeconomic students;
- Using data from large-scale assessment programs and formative assessments to diagnose needs, guide instruction, and monitor student and program progress;
- Implementing efficient and user-friendly integrated statewide data systems that support both instructional and administrative needs;
- Designing accountability systems that measure both status and growth in a reliable and valid manner.

www.aacomcenter.org

Registration Form

name

title

organization

address

city

state

zip

phone

fax

email

Registration Information

Fee: \$100 (\$150 for registering after September 20, 2010)

Full-Time Graduate Students: \$50

To participate, email, mail, or fax registration information by September 20, 2010, to:

LauraLee McGuane
The Center for Assessment
PO Box 351
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tel: 603.516.7900, fax: 603.516.7910
email: LMcGuane@nciea.org

Please make checks payable to:
Center for Assessment.

Meeting Logistics

When: October 21–22, 2010

Where: **Courtyard by Marriott Boston-Cambridge**
777 Memorial Drive
Cambridge, MA 02139
Phone: 617.492.7777
Website: <http://www.marriott.com/hotels/travel/boscy-courtyard-boston-cambridge/>

Hotel and Transportation Information

- The costs of transportation and lodging are not included in the registration fee.
- Sleeping rooms at the **Courtyard by Marriott Boston-Cambridge** are available at a cost of \$159 per night, and must be reserved by September 20, 2010. To reserve a sleeping room, please call 1.800.321.2211 and reference group code COAS.
- Parking is \$24 per night.
- There is no free shuttle service from the hotel.

Additional details will soon be available. Visit the websites of the Center for Assessment [www.nciea.org], WestEd [www.wested.org], or the Assessment and Accountability Comprehensive Center [www.aacompcenter.org].



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