Student Assessment in Connecticut: Where We Are and Where We Are Going

August 12–13, 2010
9 a.m. – 3 p.m.
Hartford Marriott Rocky Hill
100 Capital Blvd.
Rocky Hill, CT 06067

Presented by:
The Connecticut State Department of Education in cooperation with the University of Connecticut’s Neag School of Education

Sponsored by:
Educational Testing Service, eMetric, Measurement Incorporated and SAS
CONNECTICUT ASSESSMENT FORUM
SCHEDULE OVERVIEW

Thursday, August 12, 2010

8:00 a.m. – 2:00 p.m. Registration
8:00 – 9:00 a.m. Breakfast
9:00 – 10:00 a.m. Keynote Address
10:00 – 10:30 a.m. Morning Break
10:30 – 11:30 a.m. Session A
11:30 a.m. – 12:30 p.m. Lunch
12:30 p.m. – 1:30 p.m. Session B
1:30 – 2:00 p.m. Afternoon Break
2:00 – 3:00 p.m. Session C
3:00 – 5:00 p.m. Reception

Friday, August 13, 2010

8:00 a.m. – 2:00 p.m. Registration
8:00 – 9:00 a.m. Breakfast
9:00 – 10:00 a.m. Keynote Address
10:00 – 10:30 a.m. Morning Break
10:30 – 11:30 a.m. Session D
11:30 a.m. – 12:30 p.m. Lunch
12:30 p.m. – 1:30 p.m. Session E
1:30 – 2:00 p.m. Afternoon Break
2:00 – 3:00 p.m. Session F
One of the next additions to the CBAS will be a writing task that uses an automated essay scorer to provide holistic and trait scores for student essays. The benefits of this system include the immediate delivery of scores to students, as well as suggested improvements to their writing. During this session, there will be a demonstration of the CBAS Writing website, including the real-time scoring of an essay.

School Reform in Connecticut* (SALON III)
Presenter: Mark McQuillan, Commissioner of Education

Mark McQuillan, Commissioner of Education for the State of Connecticut, will describe the activities around the Connecticut School Reform Initiatives. Among these are the focus on achievement gaps and research aligned with national trends. These activities have direct impact on all facets of public schools from Early Childhood Education, through elementary and secondary education, to the evaluation of teachers.

* This presentation will take place one time only.

The High School Capstone Project (SALON A)
Presenters: Ann Gaulin and Marilyn Wagner-Janssen

The Capstone Experience is a culminating activity that provides a way for students to demonstrate the knowledge and skills they acquired during their secondary school years of education. It engages students in a project or experience that focuses on an interest, career path or academic pursuit that synthesizes classroom study and real world perspective. High school students are asked to demonstrate their ability to apply key knowledge and skills by planning, completing, and presenting a culminating project linked to one or more area of personal interest and the individual’s Student Success Plan. The capstone experience may include an in-depth project, reflective portfolio, community service, and/or internship. Learn more about the Capstone Experience and hear from districts that have implemented this program at the local level.
eMetric’s Sigma System (SALON B)
Presenters: Amy Schaefer, Lindsey Stringer and Jeff Sun

High quality data-driven decision making in school districts is only possible with timely, accurate, and relevant data, free from the bounds of any single data source. eMetric will share its latest development, SIGMA, that enables educators at all levels (district employees, school administrators, and teachers) to leverage data from several sources (student information systems, assessments, etc.) to track student performance, monitor accountability, and analyze trends and indicators. By utilizing the School Interoperability Framework (SIF), SIGMA reduces the time and expense needed for customized data processing. SIGMA provides users with an easy to use and feature rich dashboard, a scorecard, and a reporting tool. Future versions of the application will include online assessment and access to district interventions for a comprehensive application that links assessment to performance to action.

Responsiveness to Intervention and School-wide Positive Behavior Support* (SALONS C and D)
Presenter: George Sugai

The purpose of this session is to highlight the elements that define responsiveness-to-intervention by describing the implementation of practices and systems of school-wide positive behavior support. In addition, examples and outcome data will be described.

* This presentation will take place one time only.

Formative Assessment in the Classroom (Hartford)
Presenter: Megan Welsh

Megan Welsh from the University of Connecticut discusses classroom formative assessment. What are the current trends for formative assessment? How can it be implemented in the classroom? What are the benefits for formative assessment to the teacher and to the student? How does it differ from summative assessment?

11:30 a.m. – 12:30 p.m. LUNCH

12:30 – 1:30 p.m. SESSION B

(Except as noted, all presentations from Session A are repeated in Session B. Locations remain the same.)

School Reform in Connecticut – Panel Discussion*
(SALON III)

Panel Members:
Mark McQuillan, Commissioner of Education
Pat Forgione, ETS

Members of the CT Assessment Technical Advisory Committee:
Peter Behuniak
Bob Linn
William Mehrens
Joe Ryan
Hariharan Swaminathan

* This presentation will take place one time only.

Assessment to Inform Instruction and Intervention within an SRBI Framework* (SALONS C and D)
Presenter: Michael Coyne

This session will present an overview of how assessment can support informed instructional decision making within an SRBI framework. The presentation will focus on assessment for four purposes: (1) Evaluation/Outcome; (2) Screening/Benchmarking; (3) Diagnosis; and (4) Progress Monitoring.

* This presentation will take place one time only.

1:30 – 2:00 p.m. AFTERNOON BREAK

2:00 – 3:00 p.m. SESSION C

Dos and Don’ts for CMT and CAPT Data Analysis
(SALON I)
Presenters: Steve Martin and Abe Krisst

The meeting of the school board is coming up! You are slated to present the statewide test data for your
district. As you prepare, you discover that the percentage of 5th graders who achieved the goal on the Connecticut Mastery Test (CMT) is lower than that percentage in Grade 4. What does this mean? How should this be explained? Can these numbers legitimately be compared, or is there a better way to present these data? Find out in this practical session. The Do’s and Don’ts of Data Analysis will guide you in finding legitimate and defensible ways to present test data. Additionally, the presenters will introduce you to online tools that will allow you to study test data alongside other relevant information about your students.

**Changes in the MIST System (SALON II)**
Presenters: Tiwanna Bazemore and Mike Powell

The Connecticut testing program has been increasing the use of computers for statewide testing. The CMT, CAPT, MAS, and CBAS use the Measurement Incorporated Secure Testing (MIST) system to provide online testing to several populations of students. This session will present improvements and changes to MIST that will be applied to these tests for the 2010-11 school year. This includes changes to the appearance, functionality, and usability of the MIST system.

**NCLB (SALON A)**
Presenter: George Michna

The purpose of this session will be to discuss some of the more favorable claims and criticisms of NCLB. The session will also examine proposals to reform NCLB most notably the U.S. Department of Education’s Blueprint for Reform and School Improvement Grant (SIG). Topics including the use of growth models, linking teachers to student performance, and key elements for educational accountability models in transition.

**NAEP (SALON B)**
Presenter: Renee Savoie

The National Assessment of Educational Progress (NAEP) also known as “The Nation’s Report Card” has been administered throughout the country since 1969. NAEP has expanded considerably over the last ten years and has gained importance as a component of Connecticut’s assessment system. Participants in this session will enhance their understanding of how NAEP as “a common yardstick” will continue to play an important role in informing Connecticut education policy and practice.

**Connecticut’s Common Arts Assessment Initiative (SALON C)**
Presenters: Scott Shuler and Richard Wells

Connecticut’s Common Arts Assessment Initiative develops rich art and music units with embedded assessment to measure student learning of the standards at the district and school levels. Teachers in 67 districts have collaborated with CSDE personnel over a period of three years to design, pilot, refine, score, and benchmark eight tasks for grades 2, 5, and 8; two more tasks will be completed during the coming school year. This session will address how teachers can use these units/tasks to improve their instruction while providing arts data useful in today’s data-driven schools.

**Assessment of Special Populations (SALON D)**
Presenters: Joseph Amenta and Janet Stuck

Connecticut now has two alternate assessments for students with disabilities, the CMT/CAPT Skills Checklist and the CMT/CAPT Modified Assessment System (MAS). This session will look at the data from these two assessments to better understand the students who have participated and potential implications for future instructional and assessment decisions.

**CBAS Update (HARTFORD)**
Presenter: Gilbert Andrada

The Connecticut Benchmark Assessment System (CBAS) is undergoing several changes based on user feedback. As we get closer to the 2010-2011 school year, come and see what is in store for benchmark assessment.

3:00 – 5:00 p.m. RECEPTION
CONNECTICUT ASSESSMENT FORUM SCHEDULE
FRIDAY, AUGUST 13, 2010

8:00 a.m. – 2:00 p.m. REGISTRATION

8:00 – 9:00 a.m. BREAKFAST

9:00 – 10:00 a.m. KEYNOTE ADDRESS
Issues in Large-Scale Adaptive Testing (BALLROOM)

Welcome and Introduction of Keynote Speaker:
Bob Lucco, CSDE

Presenter: Stephen Sireci

Among the most popular considerations for modern large-scale assessments is the use of computer adaptive tests. Dr. Sireci (University of Massachusetts Amherst) will describe this technology and his experiences in directing the use of adaptive testing in Massachusetts.

10:00 – 10:30 a.m. MORNING BREAK

10:30 – 11:30 a.m. SESSION D
(All presentations from Session C are repeated in Session D. Locations remain the same.)

11:30 a.m. – 12:30 p.m. LUNCH

12:30 – 1:30 p.m. SESSION E

CT Reports for CMT and CAPT Data (SALON I)
Presenter: Abe Krisst

This session will give a general overview of www.ctreports.com. Some of the popular reports will be overviewed such as the roster report, vertical scale reports, and the new MAS reports. Additionally, interpretation tips for CMT/CAPT data analysis will be integrated in the overview.

SAS Tools for Districts (SALON II)
Presenter: Michael Drutar

Michael Drutar, a SAS representative, will discuss how using district data can improve efficiency, performance, and student learning. Technology created by SAS, in collaboration with superintendents, consolidates and organizes data so that it can be easily analyzed. The software and services offered by SAS enable school districts to quickly get the information they need to make decisions in their schools.

Survey of Enacted Curriculum and Learning Progressions (SALON III)
Presenter: Stephen Sireci

The morning’s keynote speaker will talk about the importance of alignment for facilitating proper assessment and instruction.

Common Core State Standards for English Language Arts (SALON A)
Presenters: Cristi Alberino, Joanne White and Amy Radikas

This session will provide an overview of the Common Core State Standards (CCSS) for English Language Arts and Connecticut’s process for adoption of the CCSS. In addition, information regarding how the CCSS relates to existing Connecticut frameworks, programs and initiatives, and implications for Connecticut districts and schools will be shared.

Common Core State Standards for Mathematics (SALON B)
Presenters: Gail Pagano, Shelbi Cole and Charlene Tate Nichols

This session will provide an overview of the Common
Core State Standards (CCSS) for Mathematics and Connecticut’s adoption process. In addition, information regarding the implications for Connecticut districts and schools will be provided, as well as how the CCSS relate to existing Connecticut frameworks, programs, and initiatives.

**Student Growth Models (SALON C)**

Presenters: Hariharan Swaminathan, H. Jane Rogers, Mohamed Dirir and Norma Sinclair

The Connecticut State Department of Education developed vertical scales that go across grades for mathematics and reading in 2007. The technical procedures used for the development of the vertical scales were presented at regional and national conferences. In this session, some of the uses of the Connecticut vertical scales will be presented. Specifically, development of a growth model using the vertical scales will be presented. Uses of the growth model, such as for accountability, program, evaluation, and instructional purposes, will be highlighted. Dr. Swaminathan and Dr. Rogers will present technical procedures in developing the growth model. Dr. Dirir and Dr. Sinclair will present applications of the growth model on the CMT data.

**Connecticut’s Fall Kindergarten Inventory: Policy and Technical Issues (SALON D)**

Presenters: Karen Addesso and Jessica Goldstein

In 2006, the Connecticut legislature mandated a statewide kindergarten assessment to provide data on “kindergarten readiness”. In response, the State Department of Education (SDE) developed the Fall Kindergarten Entrance Inventory. This tool requires each kindergarten teacher in the state to observe the skills and behaviors of the children in their classes and report these observations to the SDE in the fall of each year. This session will provide an overview of various topics related to kindergarten assessment including policy issues, early childhood accountability, appropriate interpretation of early childhood assessment data, and the reliability and validity of data based on teachers’ observations.

**CREC K-2 Assessments (HARTFORD)**

Presenter: Tim Nee

At the heart of any data driven approach is the alignment between assessments and key learning outcomes. The staff members at the CREC Institute for Teaching and Learning provide onsite support for the development of common formative assessments that allow collaboration to target important learning. These assessments support increased student achievement. Institute staff members facilitate the Common Formative Assessment Consortium for the Capitol Region which will allow districts to share high quality, standards-focused assessments. This collaboration across district lines facilitates improvements in learning for students. Tim Nee will describe the assessments that focus on the youngest learners.

1:30 – 2:00 p.m. AFTERNOON BREAK

2:00 – 3:00 p.m. SESSION F

(All presentations from Session E are repeated in Session F. Locations remain the same.)
# CONNECTICUT ASSESSMENT FORUM — DAY 1 — AUGUST 12, 2010

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<th>SALON I</th>
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**CT Reports for CMT and CAPT Data**

**Dos and Don’ts for CMT and CAPT Data Analysis**

- Tawana Bazemore and Mike Powell

**Lunch**

**CT Reports for CMT and CAPT Data**

- Steve Martin and Abe Krisst

**Afternoon Session Break**

**CT Reports for CMT and CAPT Data**

- Abe Krisst
VIDEO RECORDING

The following sessions will be video recorded:

Day 1:
• Keynote Address – Pat Forgione
• School Reform in Connecticut I
• School Reform in Connecticut II
• Dos and Don’ts for CMT and CAPT Data Analysis

Day 2:
• Keynote Address – Stephen Sireci
• Connecticut’s Common Arts Assessment Initiative
• Student Growth Models

The recordings and conference materials will be available online at: http://www.education.uconn.edu/assessment/conferences.cfm

ACKNOWLEDGEMENTS

We would also like to extend a special thanks to Ms. Melissa Eastwood, UCONN doctoral student in the Educational Psychology, Measurement, Evaluation, and Assessment program, who performed admirably as a Psychometric Services Assistant in the CSDE Student Assessment Bureau this summer. She was a key contributor as an organizer for this event. We wish her well as she completes the remaining requirements for her degree.

Thanks also to our presenters and keynote speakers for their presentation of timely and essential content. Dr. Barbara Beaudin, Associate Commissioner and Dr. Bob Lucco, Bureau Chief made all of this possible through their vision, leadership, and thoughtful direction. The excellent work by so many professionals makes where we are going with respect to student assessment full of exciting advantages and possibilities.

Finally, we would like to thank our sponsors, Educational Testing Service, Measurement Incorporated, eMetric and SAS Inc., for their generous support and continued interest in advancing student assessment in Connecticut.

Gilbert Andrada
State Education Consultant and CAF Organizer
Connecticut State Department of Education
Division of Assessment, Research and Technology
Bureau of Student Assessment
Connecticut Assessment Forum Schedule

Presenters and Speakers

Karen Addesso
Karen is an Education Consultant for the Connecticut State Department of Education (CSDE), Bureau of Data Collection, Research, and Evaluation. Her primary responsibilities to date have been the development and implementation of the two statewide kindergarten assessment projects. In addition Karen is currently collaborating with the University of Connecticut on psychometric research on the Fall Kindergarten Entrance Inventory. She has recently begun working on the ED166 Disciplinary Offense data collection and the Teachers for a New Era research project.

Cristi Alberino
Dr. Cristi Alberino has been an Education Consultant at the Connecticut State Department of Education, Bureau of Student Assessment since 2005. She oversees the Connecticut Academic Performance Test (CAPT) English Language Arts testing for the state and assisted in the development and scoring of the Modified Assessment System (MAS) reading assessment. Cristi is currently pursuing degrees in Deaf Education and Interpreting at NCCC and is a member of the CT Coalition for Educating Deaf and Hard of Hearing Children. Prior to her work at the CSDE, Cristi worked for more than 5 years as a middle school ESL teacher in New York City. While teaching she consulted on the development of the National Board for Professional Teaching Standards, English as a New Language Assessment. She completed her Ph.D. at the University of Pennsylvania and spent the better part of 2005 working to open a charter middle school in Philadelphia.

Joseph Amenta
Joseph Amenta is an educational consultant for the Connecticut State Department of Education in the Bureau of Student Assessment. He has been involved in special education for over 25 years as a teacher, administrator, and curriculum specialist. Joe has collaborated on a variety of statewide initiatives, including the creation of a newly adapted alternative assessment for special needs students. He has also been instrumental in the development of Rater Certification Training, a teacher training method that creates and provides video scenarios of students participating in the Connecticut alternate assessment.

Gilbert Andrada
Gilbert Andrada, State Education Consultant, has been with the Connecticut State Department of Education for 17 years. In addition to being the program manager for the Connecticut Benchmark Assessment System (CBAS), his duties involve psychometric and statistical analyses, applied research projects, program evaluations, and large-scale student assessment. He holds a Connecticut school administrator's license (092) and lives in Glastonbury with his wife and three children.

Tiwanna Bazemore
Ms. Tiwanna Bazemore is a Senior Technical Project Manager of Software Products at Measurement Incorporated (MI). She oversees quality assurance of MI’s online testing technologies and manages day-to-day operational aspects of MI’s Connecticut online assessments to ensure that client requirements are implemented. Ms. Bazemore has been at MI since 2002. She worked in the Information Technology department the first four years where she verified scoring systems and reporting procedures according to client specifications. Ms. Bazemore holds a Bachelor of Science degree in Biological Engineering from North Carolina State University and a Master of Business Administration from East Carolina University.
Shelbi Cole
Shelbi Cole is a secondary mathematics consultant for the Connecticut State Department of Education, Bureau of Student Assessment. Prior to joining the state department, Shelbi was lead author on three fully differentiated elementary mathematics units developed under a federal research grant. She has provided extensive professional development on differentiation in mathematics across the United States. Her current research examines the effects of Grade 9 mathematics course-taking opportunities on students’ algebraic achievement.

Michael Coyne
Michael D. Coyne, Ph.D., is Associate Professor and Program Coordinator of Special Education at the University of Connecticut. He is also a Research Scientist at the Center for Behavioral Education and Research. He has expertise in beginning reading and early vocabulary instruction and intervention, school-based experimental research, multi-tiered or RtI systems of support, and effective practices for students with learning disabilities. Dr. Coyne provides assistance and consultation to school districts and state departments of education around the country related to national reading and literacy initiatives and regularly presents at national conferences on research related to effective instructional practices and beginning reading and vocabulary instruction. Dr. Coyne has held certification in both elementary and special education and is a former special educator in public schools.

Mohamed Dirir
Mohamed Dirir is a Senior Psychometrician at the CSDE. Dr. Dirir has extensive training and experience in psychometrics and quantitative data analysis. He received his advanced degrees at the University of Massachusetts under the guidance of distinguished professors Swaminathan and Hambleton. After completing his studies in early 1993, Dr. Dirir started working for the CSDE’s Bureau of Research, Evaluation, and Student Assessment. Currently, he is the coordinator of the Psychometric Analysis and Support Unit of the CSDE. His main duties include assuring the validity, reliability, and accuracy of Connecticut’s custom tests administered at Grades 3-8 and 10. Dr. Dirir monitors the technical qualities of items and tests at all stages of the testing process, and manages the test data for the Department. He also advises other agencies outside Connecticut on research, test development, and psychometrics.

Michael Drutar
Michael Drutar is the lead developer for SAS® OnDemand for K-12, a proactive data-driven approach to understanding what’s happening within a school district. Involved with this project since its inception, Michael has worked to make the voice of the customer the focus of the offering. System performance, ease of use, and responding to customer requests continue to drive his work with SAS OnDemand for K-12, and he is bringing this perspective and expertise to other SAS OnDemand offerings in development. Prior to Michael’s work with SAS, he worked for the North Carolina State University Statistics Department. Michael is a graduate of North Carolina State University, with a B.S. in Mathematics and minors in both Statistics and Film Studies.

Pat Forgione
Dr. Pascal (Pat) Forgione was appointed Distinguished Presidential Scholar and Executive Director for the new K-12 Assessment and Performance Management Center with the Educational Testing Service of Princeton, New Jersey in July 2009. His career as an educator and educational administrator is extensive. From 1999-2009, Dr. Forgione served with distinction as Superintendent of the Austin Independent School District (Texas). Previously, from 1996-1999, he was U.S. Commissioner of Education Statistics for National Center for Education Statistics, a federal agency, and from 1991 - 1996, Delaware State Superintendent for Public Instruction. In 1991, he served as the first Executive Director for the U.S. Department of Education’s National Education Goals Panel. Dr. Forgione has a solid background in educational research and assessment, having held positions with the Connecticut State Department of Education, the National Center for Research in Vocational Education at Ohio State University, the Syracuse Research Corporation,
the Maryland State Department of Education and Stanford University. Dr. Forgione has also served as a consultant to, or member of, numerous educational organizations and initiatives, including: the Council of Chief State School Officers; the Council of Great City Schools; the National Governors Association; U.S. Department of Education; U.S. Department of Defense; National Science Foundation; the College Board; RAND Corporation; American Education Research Association; and the National Council for Measurement in Education. In 2008, Dr. Forgione received the Richard R. Green Award as the National Urban Educator of the Year from the Council of the Great City Schools, and in 2009 he was selected as the Austinite of the Year by the Greater Austin Chamber of Commerce. He earned a Doctorate in Administration and Policy Analysis (1977) and a Master's Degree in Urban History (1973) from Stanford University; a Master's Degree in Educational Administration (1969) from Loyola College; a Bachelor's Degree in Theology (1968) and a Bachelor's Degree in Philosophy (1966) from St. Mary's Seminary and University.

Ann Gaulin
Ann Gaulin is an Educational Consultant for the CSDE in the Sheff Office. She has worked in education for over 33 years as a teacher in elementary, middle and high school, an administrator at Three Rivers Community College and in several bureaus at the State Department of Education. Ann has collaborated on a variety of statewide initiatives, including School-to-Career, Tech Prep (presently College and Career Pathways), the agency-wide professional development grant, and Secondary School Reform in the area of Capstone Project. Along with Capstone Project, Ann is on the executive team of Knowhow2GOCT and College Goal Sunday CT. In the Sheff Office, she is working with the CTHSS, Suffield VOAG, Open Choice Schools and the CREC magnet Schools on meeting the desegregation goals outlined in the stipulated agreement.

Jessica Goldstein
Dr. Jessica Goldstein is an Assistant Professor in residence in the Department of Educational Psychology at the University of Connecticut. Dr. Goldstein is currently working with the Connecticut State Department of Education on several projects related to alternate assessments and the assessment of kindergarten students. Her research interests include the validity of large-scale assessment systems and the use of alternative measures of student achievement for school accountability.

Abe Krisst
Abe Krisst is an Education Consultant in the Bureau of Student Assessment at the Connecticut State Department of Education. He has worked in the bureau for nine years and is involved with many aspects of the development, administration, and reporting of the Connecticut Mastery Test (CMT).

Steve Martin
Steve is an Education Consultant in the Bureau of Student Assessment at the Connecticut State Department of Education. He has worked for the CSDE for 21 years and is the program manager of the Connecticut Mastery Test.

Mark McQuillan
Mark K. McQuillan was appointed Commissioner of Education by the Connecticut State Board of Education, effective April 16, 2007. Having spent his entire career in education, Dr. McQuillan holds advanced degrees from Harvard University and has served in a number of administrative capacities: Secondary Curriculum Coordinator, Assistant Superintendent, Superintendent, and Deputy Commissioner of Education and Chief Operating Officer of the Massachusetts Department of Education from 2002-2004. From 2004 until his appointment as Commissioner, Dr. McQuillan served as Executive Director/President of EDCO, the Education Collaborative of Greater Boston. The author of several publications, Dr. McQuillan has written extensively about curriculum and staff development, leadership training, and strategic planning. He is co-editor of Thought and Language/Language and Reading, published by the Harvard Educational Review; a major contributor to Massachusetts curriculum frameworks for English Language Arts, and English Language Learning; and he is the editor and producer of No Child Left Behind, A Toolkit for Massachusetts, a DVD and CD information kit
explaining the broad provisions of the 2001 reauthorization of the Elementary and Secondary Education Act (ESEA). While serving as Deputy Commissioner of Education, Dr. McQuillan wrote the Department of Education’s multiyear strategic plan, SP2005, and successfully implemented a major administrative reorganization of the agency and its various divisions. Dr. McQuillan began his career as a teacher in the Newton Public Schools where he taught English at the F.A. Day Middle School from 1971-1974.

George Michna
George Michna is a Psychometrician with the Connecticut State Department of Education. A major emphasis of his work includes analyzing student assessment data to determine Adequate Yearly Progress (AYP), a No Child Left Behind (NCLB) accountability measure that determines how Connecticut’s public school districts and schools are performing academically according to results on the Connecticut Mastery Test and the Connecticut Academic Performance Test. He is also a member of a national collaborative to assist state boards of education with planning accountability systems. George is a doctoral candidate at Fordham University and the author of several presentations and scholarly articles on such topics as educational assessment, growth models in accountability systems, achievement motivation, and self-regulated learning.

Tim Nee
Tim Nee is the Assistant Director of CREC Institute of Teaching and Learning. During the 2009-10 school year, Tim along with other members of the RESC Alliance, facilitated the K-2 Assessment Consortium. This CSDE initiative invited priority and supported school districts across the state to develop math and science assessment tasks. In his role as an assistant director at CREC Tim has been involved in various professional development projects including Early Childhood SRBI, Best Practices for the Sheff Management Plan, Minority Teacher Recruiting, Training Wheels, Culturally Responsive Teaching and Montessori Teacher Training. He has nearly 30 years experience in both public and private education and has served as a kindergarten teacher, first grade teacher, Montessori teacher, and the principal of three CT public schools with Preschool through Grade 6 students.

Gail Pagano
Gail Pagano is a Mathematics Consultant at the Connecticut State Department of Education, Bureau of Student Assessment since 2005. Gail’s primary job responsibility is the mathematics portion of the Connecticut Mastery Test. She also coordinates the development and implementation of the mathematics portion of the Connecticut Benchmark Assessment System (CBAS). Prior to joining the CSDE, Gail was a mathematics teacher at Cromwell Middle School for 31 years. She also served the district as the K-8 Mathematics Coordinator. During this time she was a member of the CMT Advisory Committee for the Generations 3 and 4 CMT.

Mike Powell
Mr. Mike Powell, MI’s Manager of Software Products, provides overall management of MI’s online assessment projects. Since 2004, Mr. Powell has directed the development of MI’s online testing technologies, including the MIST test delivery system, PEG automated essay scoring software, WPP and UtahWrite writing improvement programs, development of our CAT system, and custom websites for a number of state clients. For two years at GlaxoSmithKline, he was part of the team that created the identification and formulaic piece of global inventory system and gained valuable experience working in a heavily regulated development environment. Prior to that, at SAS Institute he implemented several components of WebAF, a Java-based development environment that helps other developers build applications that connect to SAS servers. Mr. Powell has a B.S. cum laude in Computer Science and a Masters in Computer Science from North Carolina State University and was awarded a SAS Institute Academic Scholarship.
Amy Radikas
Amy Radikas is currently a Language Arts Consultant at the Connecticut State Department of Education. She works in the Bureau of Teaching and Learning where she coordinates professional development for all Priority School Districts, assists with Early Literacy initiatives, supports the implementation of the Common Core State Standards and manages the Governor's Summer Reading Challenge. Prior to this role, she served as a District Language Arts Coordinator, Language Arts Consultant and classroom teacher.

H. Jane Rogers
Dr. Rogers is an Associate Professor in the Neag School of Education at the University of Connecticut in the Department of Educational Psychology. She teaches graduate courses in quantitative methods and item response theory. She is nationally and internationally known for her expertise in item response theory, an area about which she has written several papers and co-authored a book with Hambleton and Swaminathan. Dr. Rogers earned a doctorate in psychology from the University of Massachusetts. She is one of the principal research scientists who conducted the studies that lead to the development of Connecticut’s Vertical Scales.

Renee Savoie
Renee Savoie serves as Connecticut’s coordinator for the National Assessment of Educational Progress (NAEP). In addition to NAEP, Renee has worked on various components of Connecticut’s assessment system including the CMT and CAPT. Before joining the CSDE in 1999, Renee was a middle school language arts teacher.

Amy Schaefer
Amy Schaefer is the manager of business operations at eMetric. She is responsible for managing the operations of Data Interaction for Connecticut, Pennsylvania, South Dakota, and Alaska. Ms. Schaefer has worked closely with the Connecticut State Department of Education, as well as Connecticut school district personnel to provide online reporting services (www.ctreports.com) to the state’s educators. She has also worked closely with Fairfield Public Schools to develop a district data warehouse, STAARS™. Ms. Schaefer earned a Master of Science degree in statistics from the University of Texas at San Antonio.

Scott Shuler
Scott C. Shuler is the Arts Education specialist in the Connecticut State Department of Education. He has served as Assistant Superintendent for Curriculum and Instruction for the Simsbury Public Schools; taught Grades 3-12 instrumental and general music and conducted church choirs in Michigan, Delaware, and Wisconsin; taught music education courses at several universities, including the Hartt School, Eastman School of Music, and New England Conservatory; and served as Associate Professor and Coordinator of Music Education at California State University, Long Beach. He earned his B.Mus. at the University of Michigan, his M.S. at the University of Illinois, and his Ph.D. at the Eastman School of Music. Dr. Shuler has authored many publications and is the recipient of many prestigious awards.

Norma Sinclair
Dr. Norma Sinclair has worked for the Connecticut State Department for over 20 years. She has been a principal researcher, program evaluator, and psychometrician working in the areas of Teacher Assessment and Evaluation, Student Assessment, and Applied Research. Dr. Sinclair oversees the analysis of student assessment data to ensure the quality of test items, test development, and test results.
Stephen Sireci
Stephen G. Sireci, Ph.D. is Professor in the Research and Evaluation Methods doctoral concentration and Director of the Center for Educational Assessment in the School of Education at the University of Massachusetts Amherst. He earned his Ph.D. in Psychology (psychometrics) from Fordham University and his master and bachelor degrees in psychology from Loyola College in Maryland. Prior to UMASS, he was Senior Psychometrician at the GED Testing Service, Psychometrician for the Uniform CPA Exam, and Research Supervisor of Testing for the Newark NJ Board of Education. He is known for his research in evaluating and facilitating test fairness, particularly issues related to content validity, test bias, cross-lingual assessment, standard setting, and computer-based testing. He is the author of over 100 publications and conference papers. He currently serves, or has served, on numerous advisory boards including technical advisory committees for the Federation of State Boards of Physical Therapy, the Graduate Management Admissions Council, the National Board of Professional Teaching Standards, the National Center for Educational Outcomes, the New England Comprehensive Assessment Program, and the departments of education in Puerto Rico, Maine, Montana, New Hampshire, and Texas. He is a Fellow of the American Educational Research Association, a Fellow of Division 5 of the American Psychological Association, and co-editor of the International Journal of Testing. Formerly, he was President of the Northeastern Educational Research Association, a Senior Scientist for the Gallup Organization, and a member of the Board of Directors for the National Council on Measurement in Education. In 2003 he received the School of Education’s Outstanding Teacher Award, in 2007 he received the Chancellor’s Medal (the highest faculty honor at UMASS), and in 2009 he received the University’s award for Outstanding Accomplishments in Research and Creative Activity. Professor Sireci reviews articles for over a dozen professional journals and he is on the editorial boards of Applied Measurement in Education, Educational Measurement: Issues and Practice, Educational and Psychological Measurement, the European Journal of Psychological Assessment, and Psicothema.

Lindsey Stringer
Lindsey Stringer is a Project Manager for eMetric and joined the company after completion of a Master's degree in public affairs at The University of Texas where her studies focused on education policy and reform. Prior to attending the Lyndon B. Johnson School of Public Affairs, Ms. Stringer taught 5th grade in Baltimore, Maryland as a Teach For America corps member. She also earned a Master of Arts in teaching from Johns Hopkins University while teaching.

Janet Stuck
Janet holds a Bachelor's degree in Elementary Education, a Master's degree in Special Education and a Sixth Year degree in Administration and Supervision. She has completed the Autism Spectrum Disorders certification program through Saint Joseph College. Janet holds multiple certifications and has worked for over 20 years in private and public schools as a teacher. While working in Connecticut, she held supervisory roles as Unit Leader and Assessment Coordinator and has presented at conferences including Council for Exceptional Children's annual convention and the Council of Chief State School Officers National Conference on Student Assessment. Janet began working with the Department of Education formally in 2007 although she worked as a committee member and consultant for five years prior to accepting her current position as Special Populations Assessment Consultant.

George Sugai
George Sugai is Carole J. Neag Endowed Professor in Special Education in the Neag School of Education at the University of Connecticut with expertise in behavior analysis, classroom and behavior management, school-wide discipline, function-based behavior support, school-wide positive behavior supports, and educating students with emotional and behavioral disorders. He has been a teacher in the public schools, treatment director in a residential program, and program administrator. Dr. Sugai conducts applied school and classroom research and works with schools...
to translate research into practice, especially at the school-wide, district, and state levels. He is currently co-director (with Rob Horner) of the Center on Positive Behavioral Interventions and Supports (www.pbis.org) at the University of Connecticut and University of Oregon, and Director of the Center on Behavioral Education and Research (www.cber.org) in the Neag School of Education.

Jeff Sun
Jeff Sun is a Manager of Product Design at eMetric, where he is responsible for the overall user interface design of the Data Interaction and iTester platforms. As a co-manager of the SIGMA project, Jeff drives feature design and manages its daily development. Prior to eMetric, Mr. Sun was a Program Manager at Microsoft’s Silicon Valley Campus. He holds a Bachelor of Science degree in computer science from Stanford University.

Hariharan Swaminathan
Hariharan Swaminathan is currently professor of Education in the Neag School of Education at the University of Connecticut, and serves as the chair of the Department of Educational Psychology. Professor Swaminathan is nationally and internationally recognized for his expertise in educational measurement, and in particular, in the area of item response theory. He has more than 300 papers, chapters, technical reports, and conference presentations to his credit. He is the co-author of two books (with Hambleton and Rogers) on item response theory and has served on the editorial boards of leading journals in measurement. Dr. Swaminathan is a Fellow of the American Educational Research Association. He has received the College Outstanding teacher Award from the University of Massachusetts and the Jacob Cohen Award for distinguished teaching and mentoring from the American Psychological Association. He was recently recognized by the Governor for outstanding contribution to the State by a naturalized citizen for his work with the Connecticut State Department of Education.

Charlene Tate Nichols
Charlene Tate Nichols is a Mathematics Education Consultant at the Connecticut State Department of Education, Bureau of Teaching and Learning. Her responsibilities include the development, implementation and revision of the mathematics standards, and assistance in the development and evaluation of the mathematics portion of the Connecticut Mastery Test. Charlene is also responsible for supporting schools and districts in developing standards-aligned mathematics curriculum and instruction. Prior to joining the CSDE staff, Charlene was an elementary and middle school mathematics teacher and K-8 district-wide mathematics resource teacher. She has also been a member of CMT and CAPT Advisory Committees and a middle grades mathematics methods instructor for the Alternate Route to Certification at the Department of Higher Education.

Marilyn Wagner-Janssen
Marilyn Wagner-Janssen has been in the Oxford school system for 25 years. She started at the middle school as the Library Media Specialist and moved to Oxford’s first high school in 2007. Ms. Wagner-Janssen is responsible for creating the Oxford High School Media Center from an empty space. She co-coordinated the Capstone Project for the entire first graduating class of Oxford High School this year.

Richard Wells
Richard Wells has been a music educator for the past 35 years. He recently retired from his position as the Director of Music and Performing Arts for the Simsbury Public School. He was a participant in a Three District Grant to develop curriculum based on the National Standards and parallel assessment activities, the Cross District Music Assessment
Benchmarking Project, and the State Curriculum Frameworks Project. Through these projects, teachers from across the state have developed and piloted assessment tasks, which are now available on www.CTcurriculum.org. Prior to coming to Simsbury he worked in the Torrington Public Schools where he taught instrumental music in Grades 4 through 12, as well as general music at the elementary level.

Megan Welsh
Megan Welsh is an Assistant Professor in the Measurement, Evaluation and Assessment Program of the Neag School of Education, where she teaches courses in assessment, evaluation, and educational statistics. She has been an elementary school teacher, an educational policy researcher, and a school district evaluation and assessment specialist. In those roles, she has studied the effects of Title I reform efforts on schools and school districts, has advised district administrators on interpretation and use of assessment data, and has provided feedback on school implementation of data meetings. Her current research investigates teachers’ assessment and grading practices within the context of standards based reform.

Joanne White
Joanne White is an English Language Arts Consultant at the Connecticut State Department of Education where she supports curriculum development and literacy instruction. Additionally, she provides support for the implementation of the English language arts Common Core State Standards (adopted by the Connecticut State Board of Education July 2010). Ms. White recently served as Connecticut’s Reading First director, managing the State’s $40 million grant to establish and support research-based literacy instruction for students in kindergarten through third grade.

David Williamson
David M. Williamson is a Senior Research Director at Educational Testing Service (ETS) and leader of the Applied Research & Development Group. In this role, he is responsible for the research agenda which drives the development and deployment of automated scoring capabilities and the investigation and use of innovative items in assessment. Automated scoring capabilities within this scope of responsibility include those for the automated scoring of traditional essays, for scoring of short textual responses for correct content, for algebraic expressions, graphs and figures, and for the spontaneous speech of English language learners. Other automated systems based on natural language processing capabilities address unusual similarity in submitted essays, the adaptation of text complexity in support of English language learners, and measurement of text difficulty. He earned his Ph.D. in psychometrics from Fordham University in 2000.