EMBRACING THE NEXT GENERATION OF STANDARDS AND ASSESSMENTS

August 15 –16, 2011

Hartford Marriott Farmington
15 Farm Road
Farmington, CT 06032

Presented by:
The Connecticut State Department of Education in cooperation with the University of Connecticut’s Neag School of Education
CONNECTICUT ASSESSMENT FORUM
SCHEDULE OVERVIEW

Monday, August 15, 2011

8:00 – 9:00 a.m. Registration & Breakfast
9:00 – 10:00 a.m. Keynote Address
10:00 – 10:15 a.m. Morning Break
10:15 – 11:45 a.m. 1st Session Block
11:45 a.m. – 12:30 p.m. Lunch
12:30 p.m. – 2:00 p.m. 2nd Session Block
2:00 – 2:15 p.m. Afternoon Break
2:15 – 3:45 p.m. 3rd Session Block

Tuesday, August 16, 2011

8:00 – 8:30 a.m. Registration & Breakfast
8:30 – 10:00 a.m. 4th Session Block
10:00 – 10:15 a.m. Break
10:15 – 11:45 a.m. 5th Session Block
## CONNECTICUT ASSESSMENT FORUM — DAY 1 — AUGUST 15, 2011

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<td>9:00 – 10:00 a.m.</td>
<td>Welcome and Keynote Address by Susan Gendron — Grand Ballroom</td>
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<td>Morning Session Break</td>
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<td>10:15 – 11:45 a.m.</td>
<td>The Future of Assessment in Connecticut</td>
<td>Dos and Don’ts for CMT and CAPT Data Analysis</td>
<td>CBAS Update</td>
<td>Assessment of Special Population</td>
<td>The Connecticut Standards (CCSS) in Mathematics: Implications for Teaching, Learning and Curriculum</td>
<td>Assessing College-Ready Writing</td>
<td>SIGMA: an eMetric Solution for K-12 Business Intelligence</td>
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<td>11:45 a.m. – 12:30 p.m.</td>
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<td>12:30 – 2:00 p.m.</td>
<td>Measuring Student Achievement Growth with Vertical Scales</td>
<td>Dos and Don’ts for CMT and CAPT Data Analysis</td>
<td>CBAS Update</td>
<td>Assessment of Special Population</td>
<td>The Connecticut Standards (CCSS) in Mathematics: Implications for Teaching, Learning and Curriculum</td>
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<td>Mohamed Dirir and Norma Sinclair</td>
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<td>Charlene Tate Nichols</td>
<td>Renee Savoie and Elizabeth Buttner</td>
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<td>2:15 – 3:45 p.m.</td>
<td>SRBI Panel Discussion</td>
<td>Measuring Student Achievement Growth with Vertical Scales</td>
<td>CBAS Writing Assessment with Automated Essay Scoring</td>
<td>Assessing English Language Learners: Considerations and Requirements</td>
<td>Assessing College-Ready Writing</td>
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<td>Responsiveness to Intervention and Schoolwide Positive Behavior Support</td>
<td>Dos and Don’ts for CMT and CAPT Data Analysis</td>
<td>CBAS Writing Assessment with Automated Essay Scoring</td>
<td>Assessment to Inform Instruction and Intervention within an SRBI Framework</td>
<td>State Implementation Plan for Connecticut English Language Arts (ELA) Standards (Common Core State Standards [CCSS])</td>
<td>The Next Generation of Science Standards</td>
<td>Using Student Success Plans to Monitor &amp; Support Student Academic Performance and Career Decision-making</td>
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<td>George Sugai</td>
<td>Abe Krist and Steve Martin</td>
<td>Mike Powell</td>
<td>Joshua Wilson</td>
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<td>Break</td>
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KEYNOTE ADDRESS — Begin with the End in Mind: Next Generation of Assessments
Presenter: Susan Gendron

A. Assessing College-Ready Writing
Presenter: Emily Wojcik
What are the idiosyncrasies of the college education, as opposed to elementary and secondary school? A core set of questions and issues that seem applicable across college campuses, and even across the disciplines, will be described. The report and findings of the 2009 UCO-NN Freshman English Committee suggesting possible avenues for going forward with college-level writing assessment will also be discussed.

B. Assessing English Language Learners: Considerations and Requirements
Presenter: Megan Alubicki
This session is designed for participants who wish to learn more about the specific assessment requirements pertaining to English language learners (ELLs). Participants will be introduced to assessment topics and considerations related to ELLs, in addition to assessment for identification purposes, annual, federal mandates and the state-mandated; Language Assessment Scales (LAS) Links assessment. Assessment in relation to SRBI and ELLs will also be addressed, and Annual Measurable Achievement Objectives (AMAO) targets will be reviewed.

C. Assessment of Special Population
Presenters: Joe Amenta and George Michna
Connecticut has two alternate assessments for students with disabilities, the Connecticut Mastery Test (CMT)/Connecticut Academic Performance Test (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 identify potential implications for future instructional and assessment decisions.

D. Assessment to Inform Instruction and Intervention within an SRBI Framework
Presenter: Joshua Wilson
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. Applications to literacy instruction as well as related research examples will be discussed.

E. CBAS Update
Presenter: Gil Andrada
The Connecticut Benchmark Assessment System (CBAS) is undergoing several changes based on recent developments and user feedback. As we get closer to the 2011-2012 school year, come and see what has changed and what is planned. There are developments which focus CBAS on the Common Core State Standards and work being done to employ more technology on the benchmark assessments.

F. CBAS Writing Assessment with Automated Essay Scoring
Presenter: Mike Powell
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 Web site, including the real-time scoring of an essay.
G. CEDaR
Presenter: Mark Vocca

In August 2010, the Connecticut State Department of Education unveiled the Connecticut Education Data and Research (CEDaR) Web portal. CEDaR provides access to education data through District and School Snapshots, Data Tables and Analysis Tools. Users have the capability to customize data tables through filter and comparison tools. This session will demonstrate these features and provide an overview of new Student Profiles targeted for the district-level user.

H. Do’s and Don’ts for CMT and CAPT Data Analysis
Presenters: Abe Krisst and Steve Martin

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.

I. Global Best-practices Toolkit
Presenters: Everett Lyons and Alicia Roy

Connecticut, Rhode Island, New Hampshire, Vermont and Maine comprise the New England Secondary School Consortium (NESSC). The primary goal of the Consortium is to transform secondary schools in the member states in order to achieve the following outcomes:
- decrease dropout rates;
- increase graduation rates;
- increase college enrollment; and
- reduce first-year college remediation.

J. Measuring Student Achievement Growth with Vertical Scales
Presenters: Mohamed Dirir and Norma Sinclair

The Connecticut Department of Education developed Connecticut vertical scales that measured student achievement progress across grades for mathematics and reading in 2007. In this session, a growth model using vertical scales will be presented. Uses of the growth model for accountability, program evaluation, and instructional purposes will be highlighted. Implication for the next generation of Connecticut student assessment will also be presented.

K. Responsiveness to Intervention and School wide Positive Behavior Support
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.

L. SIGMA: an eMetric Solution for K-12 Business Intelligence
Presenters: Amy Schaefe and Lindsey Stringer

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.

M. SRBI Panel Discussion

Presenters: Iris White, Ann P. Dombroski, Karen Habegger, Sarhanna K. Smith, Wanda Wagner and Tom Zwicker

In a panel discussion format, members of the Area Cooperative Educational Services (ACES) scientific research-based interventions (SRBI) committee will discuss the use of district wide assessments through the implementation of our SRBI plan. Summative and formative assessments are integral components of our curricula, instruments for decision-making within our professional learning communities and data teams (within our schools and across our district), as well as the foundation of our SRBI model. The use of assessments within our magnet schools as well as our special education schools has helped us to develop effective teaching strategies to ensure all of our students gain achievements.

N. State Implementation Plan for Connecticut English Language Arts (ELA) Standards (Common Core State Standards [CCSS])

Presenters: Joanne White and Amy Radikas

Connecticut has adopted the Common Core State Standards... now what? Participants will learn about the statewide implementation plan and proposed information regarding the assessment system for Connecticut standards (Common Core State Standards). Participants will be provided with a framework for guiding revisions of English language arts curriculum and investigate units of study.

O. The Connecticut Standards (CCSS) in Mathematics: Implications for Teaching, Learning and Curriculum

Presenter: Charlene Tate Nichols

This session will provide information about the CCSS and the related adjustments in mathematics instruction and curriculum that support the paradigm shift required by the CCSS in Connecticut.

P. The Future of Assessment in Connecticut

Presenters: Shelbi Cole and Gail Pagano

This presentation will provide information about Connecticut’s role as a governing state in the SMARTER Balanced Assessment Consortium (SBAC). Beginning in spring 2015, the SBAC assessments will be administered to students in Grades 3 – 8 and in Grade 11. This presentation will give an overview of computer-adaptive testing and innovative item types that will comprise the SBAC system.

Q. The Next Generation of Science Standards

Presenters: Elizabeth Buttner and Jeffery Greig

Now that most states have adopted the Common Core State Standards in mathematics and English language arts, national attention has turned to determining the next generation of science standards. This session will address the effort taking place to develop the new national science standards. A science framework is forthcoming (in the next couple months), which will be used to develop the standards. The Department will be putting together a state-level team to review the standards, most likely around January 2012. Achieve will be developing materials for states to use to inform their local constituents about this effort.
R. The Use of Computer Gaming Environments in Instruction and Assessment & New Opportunities in Technology-based Assessment

Presenters: Roger Travis, Stepen Slota, Kevin Ballestrini and Jody Clarke-Midura

The Use of Computer Gaming Environments in Instruction and Assessment

Game-based learning is on the New Media Consortium’s two-to-three year adoption horizon, but very few educators know what a game-based curriculum, or a game-based assessment, actually looks like. In this session, you’ll see two versions of this amazing future in which courses (and even tests) are as engaging as the latest game for the XBox or Wii.

New Opportunities in Technology-based Assessment

Since the performance-based assessment studies of the 1990s, three advances have taken place that potentially enable online performance assessments capable of validly measuring the full complexity of scientific inquiry: 1) advances in cognitive science; 2) advances in statistics and measurement; and 3) advances in information and communication technologies. To illustrate the power and potential of these new types of performance assessments, current research on immersive virtual environments (IVEs) will be presented. IVEs are three-dimensional (3-D) environments, either single- or multi-user, where participants’ digital personae (avatars) engage in virtual activities and experiences.

S. Using NAEP and TIMSS Resources: Ideas to Improve Instruction

Presenters: Renee Savoie and Elizabeth Buttner

National Assessment of Educational Progress (NAEP) is used to measure changes in student achievement over time and allows comparisons across states. Similarly, Trends in International Mathematics and Science Study (TIMSS) measures student achievement periodically in mathematics and science in over 60 countries. This workshop will provide an introduction to the rich information these assessments yield, including achievement data, released items and scoring rubrics, and many other resources and tools that can be used locally to improve teaching and learning.

T. Using Student Success Plans to Monitor and Support Student Academic Performance and Career Decision-making

Presenter: June Sanford

As a requirement of The Connecticut Plan for Secondary School Reform, every district will be required to implement a success plan for students in Grades 6 through 12. The Student Success Plan (SSP) is an individualized, student-driven plan that will be developed to address every student’s needs and interests. It will help every student stay connected in school, and to achieve postsecondary educational and career goals. The SSP will provide the student support and assistance in setting goals for social, emotional, physical and academic growth, meeting rigorous high school expectations, and exploring postsecondary education and career interests. This presentation will focus on successful practices that districts have employed across the state.
Susan Gendron

Susan A. Gendron served as Commissioner of Education for Maine from March 13, 2003, until May 1, 2010, when she stepped down to assume the role of policy coordinator for the SMARTER Balance Assessment Consortium. In this role, she assisted 31 states in preparing an innovative, integrated proposal that is built upon an integrated, balanced system for curriculum, assessment, instruction and educator development. On June 1, 2010, she was named a senior fellow for the International Center for Leadership in Education. In her role at the center, Sue leads a team of former state commissioners/superintendents to provide coaching and executive training and support to state education leaders and their staff members. She also leads the center’s consulting services to local districts and state education departments for development of comprehensive assessment systems and 21st-century-based technology plans.

Gendron’s career in education spans 38 years, serving as kindergarten teacher, primary school principal, high school principal, and assistant superintendent, and superintendent of schools in Windham, Maine, for many years. She has encouraged the expansion of public preschool programs in Maine and focused on working with school systems to move to a learner-centered system of standards-based education. She has worked with stakeholder groups to develop recommendations for a 21st-century diploma. And as an early advocate of graduating all students ready for college, career and citizenship, she led Maine to become the first — and still only — state to use the SAT as the state’s 11th grade assessment, part of her efforts to create a culture of higher aspirations and encourage postsecondary education for all students. She led the implementation of Maine’s reorganization effort of its school systems into fewer units, the largest education restructuring in the state in 50 years.

During Gendron’s tenure, Maine joined with three other states to administer a common assessment for reading and mathematics. Commissioner Gendron expanded Maine’s laptop program, which has provided notebook computers to all Maine middle school students since 2002 — making Maine the first and only state with a statewide 1-to-1 computing program, making laptops a possibility for every student in Grades 7-12. The high school expansion, announced in June 2009, marks the world’s largest educational technology program of its kind, once again putting Maine at the leading edge in using technology to support education.

Sue was a member of the Council of Chief State School Officers (CCSSO) Board from 2006–10 and served as its president from 2009–10. She held several leadership positions with CCSSO, including board liaison for the Education Information Management Advisory Consortium (EIMAC) and member of the Presidential Transition Task Force. She also served as chair of the Regional Educational Laboratory Northeast and Islands (REL-NEI) Board, trustee of the University of Maine System, and serves on numerous other boards and commissions at the local, state and national levels.

She has received many honors, including the Maine School Superintendents’ Distinguished Educator Award, 2001; the Maine Superintendent of the Year Award, 2002; the Maine Education Association — Friend of Education Award, 2005; the University of Southern Maine Distinguished Alumni Award, 2006; the State Education Technology Directors Association — Pushing the Envelope Award, 2008; and the Jobs for America’s Graduates — National Education Leadership Award, 2009.
THE CONNECTICUT ASSESSMENT FORUM

Embracing the Next Generation of Standards and Assessments

Megan Alubicki
Megan Alubicki is an associate education consultant for Connecticut State Department of Education’s Bureau of Accountability and Improvement. In this role, she primarily provides technical assistance in regard to English language learners, assists with the implementation of the School Improvement Grant and provides support to the priority school districts. Prior to this position, Ms. Alubicki served as an ESL teacher for Hartford Public Schools. She has taught in Finland as an American-Scandinavian Foundation fellow and carried out language policy and educational research in Belgium and Sweden as a Fulbright Fellow. She recently completed a sixth-year program in educational administration.

Joe 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.

Kevin Ballestrini
Kevin Ballestrini teaches Latin and Mythology at the Norwich Free Academy in Connecticut. He has received an M.A. and B.A. in classics from the University of Colorado and University of Connecticut, respectively. In addition to experience teaching in a traditional classroom setting, in the 2010–11 academic year, Kevin deployed the first fully practomimetic introductory language course at the high school level in a section of Latin I. This experience has enhanced student engagement and connection to life and culture in ancient Rome. For 2011–12, he will be expanding the offering of practomimetic courses to the second year of introductory Latin in addition to the first. As an avid technology enthusiast, he maintains his blog, Techna Virumque Cano (http://kevinbal.blogspot.com), where he discusses the intersection of technology and his teaching. He is also a regular contributor to the collaborative blog, Play the Past (http://playthepast.org). Kevin is the leader of a large kinship in The Lord of the Rings Online and is active in many gaming communities. In 2010, along with Roger Travis and Stephen Slota, he founded The Pericles Group to supply educators with training and materials to implement game-based learning solutions.

Elizabeth Buttner
Liz Buttner is the K-8 science consultant in the Bureau of Teaching and Learning. Her broad responsibilities include state science standards, instructional supports, and science assessments. Liz manages the federal Math Science Partnership professional development grant, and works on grade-level concepts and expectations, curriculum-embedded science performance tasks and the science CMT.

Jody Clarke-Midura
Dr. Jody Clarke-Midura is a research associate at the Harvard Graduate School of Education, where she leads the Virtual Assessment Research Group. Her research bridges numerous areas: learning and assessment with emerging technologies, issues of scale when integrating technology in K-12 education, sociocultural aspects of learning, equity, and mixed
methods research. She has spent the last 10 years conducting design-based research in public schools on immersive virtual learning environments and assessments designed to increase middle school students’ interest and learning in STEM. She has participated in an Access working group and research paper on technology enabled assessment and accessibility published in The Journal of Technology, Learning and Assessment (JTLA). Her most recent work is featured in the Journal of Research on Technology in Education and in a volume she is co-editing titled, Technology Based Assessment for 21st Century Skills: Theoretical and Practical Implications from Modern Research. She holds a master’s degree in technology in education and a doctorate in learning and teaching from the Harvard Graduate School of Education.

Shelbi Cole
Dr. Shelbi Cole is a mathematics education consultant for the Connecticut State Department of Education. She serves as co-chair of the performance assessment work group for the SMARTER Balanced Assessment Consortium. Shelbi’s previous work includes assisting on a federal research grant where she was lead author on three fully differentiated Grade 3 mathematics units. She has provided extensive professional development in K-12 mathematics instruction in over 15 states.

Mohamed Dirir
Dr. 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 in 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.

Ann P Dombroski
Ann Dombroski is currently the assistant executive director for curriculum and programs for ACES (Area Cooperative Educational Services). In this role, Ann oversees curriculum development and implementation, professional development, data collection and analysis, supervision and evaluation, TEAM coordination for the district, as well as all state testing mandates as the district facilitator. Ann received her doctorate from Teachers College, Columbia University, in educational administration. Her sixth-year and master’s were received from Southern Connecticut State University.

Jeff Greig
CAPT program manager, Connecticut State Department of Education.

Karen Habegger
Karen Habegger is currently the principal of Thomas Edison Middle School, a science, math, and technology ACES interdistrict magnet school. She has worked as a middle-level educator for 22 years, teaching for 11 years and working in administration as a building-level principal for 11 years.

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 10 years and is involved with many aspects of the development, administration, and reporting of the CMT and CAPT.
Everett Lyons
Dr. V. Everett Lyons served 38 years as a Connecticut public school educator with the final 25 years as principal of Bristol Eastern High School. During his tenure, he was named Connecticut High School Principal of the Year (2000) and led Bristol Eastern to its status as a recognized Blue Ribbon School by the U.S. Department of Education as well as a Vanguard School by the Connecticut State Department of Education. He currently serves as the Connecticut state liaison for the New England Secondary School Consortium as well as a staff member of the Connecticut Association of Schools. He has led workshops and professional development seminars in a variety of educational settings and school districts.

Jocelyn Mackey
Dr. Jocelyn Mackey is the education consultant for school psychology at the Connecticut State Department of Education (CSDE), Bureau of Health/Nutrition, Family Services and Adult Education. Before joining CSDE, Jocelyn was assistant professor of psychology at SCSU. She is also a former school psychologist, clinical therapist, and special education teacher. Jocelyn's primary work with CSDE includes providing oversight on the practice of school psychology in Connecticut’s schools, managing the Primary Mental Health Program grant, co-leading the Student Success Plan (Secondary School Reform) initiative, co-leading the revision of the Guidelines for Identifying and Educating Students with Emotional Disturbance, and leading the revision of the Guidelines for the Practice of School Psychology. Jocelyn holds a Ph.D. in school psychology and master's degrees in both community/clinical psychology and special education. Her practicum and pre-doctoral internship experiences were completed at Yale University’s Child Study Center. Additionally, Jocelyn has engaged in psychoeducational research with school-age children in England, Africa and, most recently, China.

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.

George Michna
Dr. George Michna is a psychometrician with the Connecticut State Department of Education. A major emphasis of his work includes determining adequate yearly progress (AYP), a No Child Left Behind (NCLB) accountability measure, among Connecticut's public school districts and schools 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. Dr. Michna completed his Ph.D. at Fordham University and is 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.

Gail Pagano
Gail Pagano has been a mathematics consultant at the Connecticut State Department of Education, Bureau of Student Assessment since 2005. Her 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) and is a member of the SMARTER Balanced Assessment Consortium Item Development Work Group. Prior to joining 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 third- and fourth- generation CMT.
Mike Powell
Measurement Incorporated’s (MI) manager of software products, provides overall management of MI’s online assessment products. Since 2004, he has directed the development of MI’s online testing technologies, including the MIST test delivery system, PEG automated essay scoring software, and the Writing Practice Program. Mr. Powell has more than 10 years of experience in software development and has a deep knowledge of artificial intelligence scoring, computer-adaptive testing, scaling and capacity planning, and human-computer interaction. He has a B.S. cum laude in computer science and a master’s 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 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.

Dr. Alicia Roy
Dr. Alicia Roy is superintendent in New Fairfield.

June Sanford
June Sanford serves as the Carl D. Perkins program manager in the Bureau of Teaching and Learning with responsibility for the management and oversight of grant funds provided to districts and community colleges for career technical education. She is the Connecticut State Department of Education co-task leader for the Student Success Plan as legislated under P.A. 10-111 and the Connecticut Plan for Secondary School Reform. As the Connecticut State Director of Career Technical Education, June served as president of the National Association of State Directors of Career Technical Education Consortium in 2009-10, and as past president in 2010-11. In this capacity, June is liaison to the U.S. Department of Education, Office of Vocational and Adult Education, with responsibility for fiscal and accountability data reporting as required by the Carl D. Perkins Career Technical Education Improvement Act of 2006.

Renee Savoie
Dr. 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, STAARSTM. Ms. Schaefer earned a Master of Science in statistics from the University of Texas at San Antonio.
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 Slota
Stephen Slota is a Ph.D. student in educational psychology at the University of Connecticut. He holds a full-time assistantship with the UConn Two Summers Program under his adviser, Dr. Michael Young, and is a founding member of the game-based education collaborative The Pericles Group. Stephen received both his B.S. in molecular and cellular biology and M.A. in curriculum and instruction from the University of Connecticut, followed by two years teaching life science at a Title IX Connecticut high school. He previously served as a professional development specialist in educational technology and is now working with Dr. Roger Travis of the UConn Department of Modern and Classical Languages on the effects of game-based learning in high school and college Latin courses. Stephen’s current research interests include gaming and its effects on student engagement and achievement, situated effects of gaming on secondary learners, and prosocial learning through massively multiplayer online role-playing games (MMORPGs).

Sarhanna K. Smith
Sarhanna Smith is currently a literacy coach for kindergarten through eighth grade at ACES Wintergreen Interdistrict Magnet School in Hamden. Sarhanna oversees schoolwide benchmark assessments, data collection and analysis, literacy-based professional development, SRBI planning and interventions, and several tutorial programs, including Experience Corps. Sarhanna is currently working on her sixth-year professional diploma at the University of Connecticut. She received her master’s degree from Southern Connecticut State University and her bachelor’s degree from Howard University in Washington, D.C. She has over 16 years of teaching experience.

Lindsey Stringer
Lindsey Stringer joined eMetric after completion of a master’s degree in public affairs at the Lyndon B. Johnson School of Public Affairs at the University of Texas where her studies focused on education policy and reform. She is the project manager for the SIGMA project. Ms. Stringer also taught fifth grade in Baltimore, Maryland, as a Teach For America corps member and earned a Master of Arts in teaching from the Johns Hopkins University while teaching.

George Sugai
Dr. 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, schoolwide discipline, function-based behavior support, schoolwide 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 schoolwide, 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.
Charlene Tate Nichols
Charlene Tate Nichols is a mathematics education consultant in 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 districtwide 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.

Roger Travis
Dr. Roger Travis is associate professor of classics and ancient Mediterranean studies in the Department of Modern and Classical Languages in the University of Connecticut, Storrs. He received his bachelor’s degree in classics from Harvard College, and his Ph.D. in comparative literature from the University of California, Berkeley, before arriving at UConn in 1997. He has published on Homeric epic; Greek tragedy; Greek historiography; the 19th century British novel; Halo, the massively multiplayer online role-playing game; ethics in video games; and game-based learning in classics journals, gaming magazines, and scholarly volumes. He has been president of the Classical Association of New England and of the Classical Association of Connecticut. He writes the blog, Living Epic, and is a co-founder and contributing author of the collaborative blog, Play the Past. In fall 2009, he offered the first practomimetic course, Operation, and currently heads the UConn team researching the potential of such courses. With Kevin Ballestrini and Stephen Slota, in 2010 he founded The Pericles Group to supply educators with training and materials to implement game-based learning solutions.

Mark Vocca
Mark Vocca, Education Consultant, has been with the Connecticut State Department of Education since 1992 working in the areas of database design and system analysis. Mark is the project manager for the Department’s data warehouse, and leads the design and construction of the Connecticut Education Data and Research (CEDaR) Web portal. Mark provides training in the use of CEDaR, and works regularly with the Department’s constituents to implement new ideas for how data are displayed for decision support.

Wanda Wagner
Wanda Wagner is the ACES director of educational technology. With 30 years of experience, Wanda works with teachers to apply technology solutions to improve student learning. Wanda received her undergraduate degree from the University of Maryland and her master’s from Salisbury State University, where she taught for several years before moving to Connecticut.

Iris White
Iris White is an education consultant with the Connecticut State Department of Education in the Bureau of Accountability and Improvement. Her main responsibilities include the coordination of the Connecticut Accountability for Learning Initiative (CALI) and statewide paraprofessional professional development. Iris has a bachelor’s degree in special education from the College of Saint Rose in Albany and a master’s degree in curriculum development and instructional technology from the State University of New York at Albany.
Joanne White
Joanne R. White is an English language arts consultant at the Connecticut State Department of Education and works extensively on implementing Connecticut Standards (Common Core State Standards) by providing professional development sessions for district leaders and state organizations. Along with her colleagues, she coordinates the development of state-level guiding documents for use by districts in revising curriculum, assuring coherence with Connecticut Standards. She also administers federal literacy grants, and is currently the project co-manager for the Striving Readers Comprehensive Literacy program, a grant which supports the development of a comprehensive statewide literacy plan. She is the coordinator for the Connecticut Teacher of the Year Program, which recognizes and honors teacher excellence. Ms. White is a member of the American Evaluation Association, with an interest in cultural competence in evaluation.

Joshua Wilson
Joshua Wilson, M.S., is a doctoral student at the University of Connecticut in the Department of Educational Psychology. Joshua was a special education teacher for seven years, working in both private and public settings. Joshua is currently the project manager of an IES-funded research project and teaches a class on assessment in special education. Joshua’s primary research interests are writing development, writing remediation, and writing assessment.

Emily Wojcik
Dr. Emily Wojcik has taught freshman English and literature at the University of Connecticut at Storrs and Hartford, Holyoke Community College, and Smith College in Northampton, MA. A teacher-consultant with the National Writing Program, she co-edited the *Writing Through Literature* anthology for the UConn FE program, and is currently working with Girls, Inc., in Holyoke, MA, to develop an after-school writing program for high school girls at risk.

Tom Zwicker
Dr. Tom Zwicker received his Ph.D. in developmental and child psychology from the University of Kansas. Since joining ACES, he has developed School-Wide Positive Behavior Supports systems, consulted on complex cases, developed a comprehensive home services program for children with autism, led home program teams, and adapted standardized functional analysis methods to run them in actual environmental conditions. Before joining ACES, Tom coached executives and leaders to use applied behavior analysis principles to improve results, led teams to incorporate ABA with System Safety to reduce airline fatalities by redesigning the way the FAA oversees airlines, and led teams in national campaigns to reduce alcohol-related fatalities and increase safety belt use.
VIDEO RECORDING

The keynote address and each of this year’s forum sessions will be video-recorded by the UCONN session facilitators. The recordings and session materials will be made available online at:

http://www.education.uconn.edu/assessment/conferences.cfm

We would, once again, like to thank Dr. Mary Yakimowski, Director, Office of Assessment, Neag School of Education, University of Connecticut, for coordinating the UCONN resources. The partnership between the Connecticut State Department of Education and the University of Connecticut was an essential element in bringing this conference into being.

A great deal of gratitude is extended to the delegates from UCONN who functioned as session facilitators:

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To those in attendance, thank you for making the time to be with us and for all that you do to disseminate the thoughts and information that we shared about embracing the new generation of standards and assessments. As we move swiftly into the 2011-2012 school year, let us do so assured of the urgent and essential nature of our service to the learners and educators in our care. Let us do so knowing that few barriers can impede our earnest and coordinated effort.

Gilbert Andrada
State Education Consultant and CAF2 Organizer
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