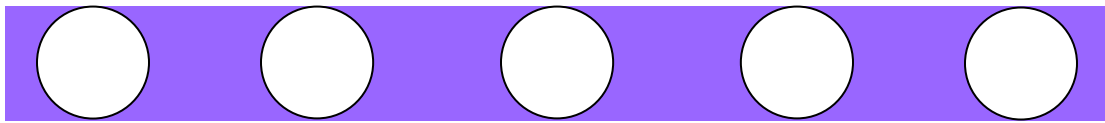


Please join us for the

Minnesota Assessment Conference



Thursday, August 6, 2009

8:00 a.m. to 3:30 p.m.

Northwestern College

3003 Snelling Avenue North, Saint Paul

Presented and sponsored by



MDE would like to thank its collaborators in the divisions of Academic Standards, No Child Left Behind, Special Education Policy, School Improvement and Information Technology

Who should attend?

The Minnesota Division of Research and Assessment recognizes the need for high-quality professional staff development in Minnesota's assessment program. Join educators from around the state at conference sessions focusing on a wide range of assessment topics and network on testing issues important to your district.

Audience:

District Assessment Coordinators

Teacher Leaders in language arts, mathematics, science, English as a second language and special education

Administrators who are charged with interpreting state and federal assessment policy for their districts



As you review the available conference sessions, the icons above will indicate the primary intended audience. No session is closed to any attendee. The icons are simply to assist, not define, who should attend a particular session.

Space is limited to the first 1,000 applicants. Identify a team of attendees at your district or school level to get the most value from the conference.

Ticketed Sessions: Early registration for these sessions is highly recommended. The ticketed sessions are clearly indicated on the registration form. As sessions fill, they will be posted on the Government Training Services (GTS) Website (www.mngts.org).

Where can I stay?

Overnight accommodations: A block of rooms has been reserved for Wednesday, August 5, at the Radisson Hotel Roseville, 2540 North Cleveland Avenue. The room rate is **\$89** plus tax (single or double occupancy). **Reservations are due by July 21, 2009.** Call 651-636-4567 or 1-800-333-3333 and be sure to mention the conference to secure the reduced rate.

***Complimentary shuttle service** at the Radisson will be available to and from Northwestern College based upon registrant needs. If you intend to use the shuttle service, please check the specified box under "Special Needs" on your registration form.

What is the cost?

Conference Fees: \$70/person for registrations postmarked by June 11, and \$85/person for registrations postmarked June 12 - July 23. Registration after July 23 will be strictly on a space-available basis for \$100/person. Fees include tuition, instructional materials, lunch and refreshment breaks. Payment options available are check (payable to Government Training Services) or credit card (Amex, Discover, VISA or Mastercard accepted). You may also request to be billed. If payment is not received before the conference, a \$20 fee will be added to the follow-up invoice. Make your payment selection on the registration form.

How do I register?

Online registration (available at www.mngts.org) is preferred. For those not able to register online, a registration form is included in this brochure and may be returned via U.S. mail or fax. Registration is open until July 23, 2009, or until all available spots are filled.

REGISTRATION CONFIRMATION

Electronic confirmation notices will be sent out beginning May 29. Registrants will also receive a reminder notice in early August with updated conference program details.

QUESTIONS ABOUT REGISTRATION

Contact Catherine Dubbe (cdubbe@mngts.org) or Carol Schoeneck (cschoeneck@mngts.org) at Government Training Services (651-222-7409 metro or 1-800-817-5718 non-metro).

QUESTIONS ABOUT THE CONFERENCE OR SESSIONS

Contact Minnesota Department of Education by e-mail: mde.testing@state.mn.us.

CANCELLATIONS/REFUNDS

Fees will be refunded (less a \$20 service fee) if cancellation notification is received by Thursday, July 30, 2009. If your registration is not cancelled and you do not attend, you will be responsible for payment of the entire fee. Should severe weather (or other circumstances beyond our control) necessitate program cancellation, notification will be posted on these WCCO Websites:

www.wcco.com and www.830wcco.com.

ABOUT GOVERNMENT TRAINING SERVICES



GTS is a non-profit organization begun in 1976 that provides program planning, management and support services to government and non-profit groups and organizations.

Upon request, the information in this brochure can be provided in an alternate format. Contact the Minnesota Department of Education by e-mail at mde.testing@state.mn.us.

Minnesota Assessment Conference

August 6, 2009 8:00 a.m. - 3:30 p.m.

Final On-site Check-in: 8:00-8:30 a.m.

NOTE: *Early Bird Check-in* will also be available on Wednesday evening (4:00-6:00 p.m.) at the Radisson Hotel Roseville

FEATURED SPEAKER: Dr. William Schmidt



Dr. William Schmidt is a Michigan State University Distinguished Professor and currently co-director of the Education Policy Center, co-director of the U.S.-China Center for Research on Educational Excellence and co-director of the Promoting Rigorous Outcomes in Mathematics and Science Education (PROM/SE) project. He also holds faculty appointments in measurement and quantitative methods at the Department of Statistics. His current writing and research concerns issues of academic content in K-12 schooling, assessment theory and the effects of curriculum on academic achievement. He is also concerned with educational policy related to mathematics, science and testing in general. He is a member of the National Academy of Education.

SciMathMN and Dr. Schmidt conducted an analysis of the TIMSS results in 2008. SciMathMN examined how Minnesota students performed in comparison to the nations which participated in TIMSS and compared Minnesota's results with the results from the last time state students participated in TIMSS in 1995.

CONCURRENT SESSIONS: Each conference participant will have the opportunity to attend three (3) sessions which have been sorted into sections: A, B and C. Please select a session from each section by circling the session number on the registration form. The ticketed sessions are hands-on computer labs with very limited space. As each ticketed session is filled, we will post its status on the Government Training Services (GTS) Website (www.mngts.org). Lunch assignments will be based on your session choice in Section B. If you do not select a session in section B, you will be randomly assigned to a lunch time.

CONFERENCE LOCATION: The conference will be held at Northwestern College,* 3003 Snelling Avenue North in St. Paul, Minnesota. Free, on-campus parking is available for conference attendees. Visit their Website <http://nwc.nwc.edu/index.php?id=51> for directions and map.

Driving directions:

From the North: Follow 35E to 694 West or 35W to 694 or Hwy 10 East to Snelling Ave. South. At the first stop light, Lydia Ave., turn right.

From the South: Follow 35W North to 94 East to 280 North to Hwy 36 East. Exit onto Snelling Ave. North to the third stop light, Lydia Ave., and turn left.


From the East: Follow Hwy 36 to Snelling Ave. North. At the third stop light, Lydia Ave., turn left.

From the West: Follow 694 East to Snelling Ave. South. At the first stop light, Lydia Ave., turn right.

**Northwestern College is a smoke-free and alcohol-free campus. All attendees are asked to refrain from smoking or using alcohol inside the facility or on the grounds of the campus.*












Session A Presentation Descriptions



<p>A1</p>	<p>Proven Practices that Support Reading Proficiency – <i>Kari Ross</i> This session will provide an in-depth review of reading strategies that positively impact student achievement on standardized assessments.</p>	
<p>A2</p>	<p>Evaluating the Validity in Diagnosing Individual Strength and Weakness Based on MAP Math Strand Scores – <i>John Denblyker, Alex Chan, Shuqin Tao and Eric Vanden Berk</i> This presentation examines some validity aspects with making inferences on strand-level strength and weakness using a longitudinal matched dataset comprised of MAP and MCA-II Math strand scores.</p>	
<p>A3</p>	<p>Everything You Want to Know About Statewide Assessment Reporting – <i>Tom Boatman</i> Learn more about how assessment results are reported, where to find your results and what you can do with them.</p>	
<p>A4</p>	<p>Using Data in a Professional Learning Community – <i>Dave Bakke and Anne Sheridan</i> We will examine protocols for analyzing assessment data and student work for improving student learning and teacher effectiveness.</p>	
<p>A5</p>	<p>Writing to a Prompt as a Genre – <i>Charon Tierney</i> This session will explore teaching strategies that support student achievement in standardized writing assessments and in constructed-response questions.</p>	
<p>A6</p>	<p>GRAD Update – <i>Dirk Mattson and Jennifer Dugan</i> We will provide information about GRAD administrations from the 2008-2009 school year when all subject areas were operational. We will also discuss future GRAD policies.</p>	
<p>A7</p>	<p>Computerized Adaptive Testing – What It Is and What It Can Do for Educational Assessment – <i>Nathan A. Thompson and David Weiss</i> This session will introduce the theory behind adaptive testing and discuss the real-world benefits that it provides to the assessment process.</p>	
<p>A8</p>	<p>Using Appropriate Measures for SMART Goals – <i>John Gimpl</i> Goals are not really SMART unless the assessments are understood and used appropriately. Discover common challenges and learn steps to have effective goals.</p>	
<p>A9</p>	<p>Reviewing MCA Questions: What We Have Learned – <i>MDE Research and Assessment Content Staff</i> Advisory panel members will discuss the process of reviewing and editing test items across all content areas and grades. Advisory panel members regulate the pulse of the questions that appear on the MCAs. The discussion will focus on how to best teach the Minnesota standards and prepare students for success on the state assessments.</p>	
<p>A10</p>	<p>New DAC 101 Training – <i>Jennifer Burton and Teri Broderick</i> If you are a brand new District Assessment Coordinator and have not experienced statewide testing, this session will provide you with a basic understanding for a successful start.</p>	
<p>A11</p>	<p>Get to Know PearsonAccess – <i>Kaitlynn Lewis/Pearson</i> We will walk you through an overview of the Pearson Access functionality needed for enrollment and testing.</p>	
<p>A12</p>	<p>Refining State Assessment Policies for Accommodating English Language Learners – <i>Cheryl Alcaya and Leigh Schleicher</i> MDE participated in a multi-state project led by George Washington University's Center for Equity and Excellence in Education (GW-CEEE) to review and refine its assessment accommodation policies for English Language Learners.</p>	

A13	<p>Preparing for the Alternative Assessment Based on Alternate Achievement Standards (AA-MAS): Meeting Participation Requirements – <i>Donna Tabat</i></p> <p>This panel review will discuss requirements and plans for implementation of AA-MAS. Topics to be covered include: overview of the decision-making process, using data to identify persistent low performance, developing IEPs based on grade-level standards and ensuring students have access to grade-level instruction.</p>	
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Session B Presentation Descriptions




B1	<p>Standards-based Individualized Education Programs (IEPs): For Students Taking the AA-MAS – <i>MDE Special Education Policy Staff</i></p> <p>This session will provide an overview of MDE’s guidance for developing Standards-Based IEPs for students who are assessed based on modified academic achievement standards.</p>	
B2	<p>M²D³: Minnesota’s Data-Driven Decision-Making Model for School Improvement – <i>Margaret Biggerstaff</i></p> <p>Overview of MDE process and support structure to help districts/schools use data to focus on effective solutions for school improvement and increase student achievement.</p>	
B3	<p>A Concrete Plan for Building Instructional Power at your School– <i>Alice Golden</i></p> <p>This session will share a specific plan for school faculty to implement a professional approach to instruct, inform and develop extended teacher conversations about how to best teach the Minnesota standards and benchmarks.</p>	
B4	<p>GRAD Remediation Plans and Strategies Sharing Session – <i>Jill VeLure</i></p> <p>This session will discuss and share remediation plans and strategies that districts are using to help students pass the Reading GRAD and Math GRAD exams.</p>	
B5	<p>Modeling Achievement Trajectories – <i>George Henly</i></p> <p>This session provides an overview of statistical models for achievement growth trajectories and their application for understanding student performance on the MCA-II over 4 years.</p>	
B6	<p>Beyond Average: Analyzing Assessment Data – <i>Eric Moyer and Robert Greenburg</i></p> <p>The analysis of assessment data from classroom and state assessments can provide valuable information to teachers, administrators and parents about student achievement and instructional decisions.</p>	
B7	<p>“A Picture is Worth a Thousand Words:” Using Innovative Graphical Data Displays to Present Testing and Growth Data in Easy-to-Interpret Formats to Target School Improvement Needs – <i>John Frobleich</i></p> <p>This session presents strategies to graphically display test and classroom data in easy-to-understand Excel formats. The following displays will be addressed: MCA overall and strand comparison, using NWEA as a predictor of MCA results including strand-level predictors, NWEA grade- and classroom-level growth, and classroom lesson design time management.</p>	
B8	<p>Science Standards Revisions and their Implications for Science Assessments – <i>John Olson and Jim Wood</i></p> <p>The Science Standards revision of 2009 includes some new areas, including engineering. Learn about their development, implementation and implications for MCA and school-based assessments.</p>	
B9	<p>What’s the Algebra Tested in Grades 3-8? – <i>Sue Wyygant</i></p> <p>This session will look at the development of algebra in grades 3-8 by looking at possible test items students will encounter in these grades.</p>	

<p>B10</p>	<p>MCA-II Data in the Classroom: Using Perspective to Differentiate Instruction – <i>Chris Shira</i></p> <p>Participants will become familiar with the many tools and functions in Perspective. The use of the Learning Locator to provide targeted supplemental resources for students will be discussed as well as strategies to extend differentiated instruction throughout the school year.</p>	
<p>B11</p>	<p>Next Generation of Assessments Aligned to Revised Academic Standards – <i>Dirk Mattson and Jennifer Dugan</i></p> <p>This session will provide information about the implementation of assessments aligned to revised Academic Standards in all subject areas. This will include conversation about the MCA-III in Mathematics Grades 3-8 and End of Course exams.</p>	
<p>B12</p>	<p>DAC 102 – <i>Tracy Cerda and Julie Nielsen-Fuhrmann</i></p> <p>If you are a District Assessment Coordinator who has been through the statewide assessment a time or two but feel you need a refresher, this session will provide information on the assessments, your responsibilities and the systems used.</p>	
<p>B13</p>	<p>NAEP Achievement Gaps – <i>Kate Beattie</i></p> <p>This session will explore the achievement gaps in the National Assessment of Educational Progress (NAEP) Mathematics and Reading at grades 4 and 8 in Minnesota and the U.S.</p>	
<p>B14</p>	<p>Using Surveys of Enacted Curriculum for English Language Learners – <i>Leigh Schleicher and Michael Bowlus</i></p> <p>The Survey of Enacted Curriculum (SEC) provides a set of indicators to facilitate teacher reflection and curriculum planning by comparing instructional content to standards and assessments. Minnesota has been part of a multi-state consortium to develop SEC for English Language Learners (ELL). Facilitators will describe the project and utility of SEC for ELL.</p>	
<p>B15 REPEAT</p>	<p>Get to Know PearsonAccess – <i>Kaitlynn Lewis/Pearson</i></p> <p>We will walk you through an overview of the PearsonAccess functionality needed for enrollment and testing.</p>	
<p>B16 Ticketed Session</p>	<p>Hands-on Practice with PearsonAccess – <i>Kaitlynn Lewis/Pearson</i></p> <p>Prerequisite: “Get to Know PearsonAccess”</p> <p>After participating in the overview, get an opportunity to practice some of the functionality in PearsonAccess.</p>	
<p>B17</p>	<p>Adapting MTAS Tasks to Meet the Needs of Students with Low-Incidence Disabilities – <i>AT Specialists, MDE, Special Education Policy</i></p> <p>AT specialists will share strategies for making the MTAS more accessible for students with disabilities, including B/VI, D/HH, DCD-S/P and PI. A question-and-answer session will follow.</p>	
<p>B18</p>	<p>Three Levels of Reading: Using Close Reading to Discover Layered Meaning in Text – <i>Angela Norburg</i></p> <p>This interactive session will model strategies that enable students to improve reading comprehension skills and discover an effective approach for writing constructed responses.</p>	
<p>B19</p>	<p>Teacher Leaders as Agents of Change – <i>Renee Ringold and Anne Sheridan</i></p> <p>This presentation will give teacher leaders an overview of the qualities necessary to guide the change process, the tools to lead effectively and an opportunity for practical application.</p>	
<p>B20</p>	<p>Test Monitor Training: What Works? – <i>Mary Roden</i></p> <p>Come hear lessons learned by other districts for how to design and implement test monitor training to ensure smooth administration for both online and paper-and-pencil tests. Participants are encouraged to come with questions and ideas to share.</p>	

B21	Linking Early Literacy Assessments to Reading MCA-II Performance – <i>David Heistad, Mary Pickart and Alex Chan</i> This presentation illustrates how to link early literacy assessments to project reading MCA-II performance. Best practice videos of kindergarten teachers will showcase how to ensure literacy readiness for young children from diverse cultural backgrounds.	
B22 Ticketed Session	A Tour of Useful Resources on MDE’s Website – <i>Roger Anderson</i> There is a lot of information on the MDE Website that is useful to DACs. This session will show you where it is and how to use it.	

Session C Presentation Descriptions

C1	Measuring Outcomes for Infants, Toddlers and Preschool Children with Disabilities – <i>Lisa Backer</i> This session will provide an overview of the process put in place in Minnesota to meet federal reporting requirements and emphasize the role of individuals outside of Early Childhood Special Education (ECSE) in assuring the validity of reported data.	
C2	Diploma Assessments – <i>Julie Nielsen-Fuhrmann and Tracy Cerda</i> This session will provide the nuts and bolts knowledge needed to administer the GRAD and BST assessments.	
C3	Making the Most of TestWES – <i>Tom Boatman</i> Find out about the functionality of TestWES and learn how you can maximize its benefits.	
C4 Ticketed Session REPEAT	Hands-on Practice with PearsonAccess – <i>Kaitlynn Lewis/Pearson</i> Prerequisite: “Get to Know PearsonAccess” After participating in the overview, get an opportunity to practice some of the functionality in PearsonAccess.	
C5	Educator Portal – Roster – <i>Cathy Wagner</i> MDE is adding a new option for Educator Portal users: an ability to compose a unique group of students and view their data. This session will provide an overview of how to use the “roster” as well as an update on other data sets in the Educator Portal.	
C6	Maximizing Your EXPLORE and PLAN Data (EPAS) – <i>Sally Wherry and Angie Judd</i> Gain understanding of your EXPLORE and PLAN (EPAS) data (student intervention rosters, college readiness benchmarks, profile summary data and career interest materials), along with details about free training for counselors.	
C7	Transforming Teaching and Learning Through Effective Classroom Formative Assessment – <i>Margaret Biggerstaff</i> An overview of essential elements of effective classroom formative assessment to increase student achievement and how to begin implementation or enhance on-going efforts.	
C8	Using MCA-II Growth Data for Evaluating School Effectiveness and Educational Programs – <i>John Denblyker, David Heistad, Alex Chan, Eric Vanden Berk</i> This presentation illustrates how to use the Minnesota MCA-II growth data shown on the State Report Card to evaluate school effectiveness and educational programs in Anoka-Hennepin and Minneapolis and the strengths and limitations of using these growth data.	
C9	A Look Ahead: Thoughts on an MCA-III Computer Adaptive Test for Reading – <i>Tony Thompson</i> Session discusses important considerations for a passage-based Computer Adaptive Test (CAT) and how the characteristics of a Reading CAT may differ from a Mathematics CAT.	

C10	Reading Assessment Alphabet Soup – <i>Kari Ross</i> What’s the difference between CBM and MAP? Is your IRI tangled up in your MCA-II? This presentation will explain how reading assessments vary, and how this information can be used to support student achievement.	
C11 Ticketed Session	Using the Educator Portal – <i>Roger Anderson</i> An in-depth tour of the information available at the Educator Portal and how DACs can use it.	
C12	Tools for Math MCA Test Preparation – <i>Rosemary Heinitz</i> The Minnesota Department of Education is expanding the number of tools available for preparing for the MCAs. Sharing of test preparation ideas by attendees is encouraged.	
C13	Leaving No Child Behind – <i>Robert Dablin</i> Imagine teaching so that every single student learns the skills and concepts to the level you determine necessary to be considered “successful.” Learn how.	