



U.S. Department of Education
Race to the Top Assessment
Public Meeting on Automated Scoring of Summative Assessments
June 10, 2011

AGENDA

- 8:00 AM Registration opens
- 9:00 AM Welcome and opening remarks
- *Ann Whalen, U.S. Department of Education*
 - *Kevin King, Smarter Balanced Assessment Consortium (SBAC)*
 - *Wes Bruce, Partnership for Assessment of Readiness for College and Careers (PARCC)*
 - *Mark Shermis, University of Akron*
- 9:45 AM Table discussion
ED, PARCC, SBAC and Invited Experts
- 10:30 AM Break
- 11:00 AM Table discussion, continued
ED, PARCC, SBAC and Invited Experts
- Noon Public comments
- 12:15 PM Lunch (*boxed lunches available for \$11, Hilton Suites Atrium*)
- 1:00 PM Table discussion, continued
ED, PARCC, SBAC and Invited Experts
- 3:00 PM Public comments
- 3:15 PM Closing comments
- 3:30 PM Adjourn

The information presented during this meeting is intended as technical assistance to the Race to the Top Assessment (RTTA) Program's grantees related to their ability to understand and plan for the valid and reliable use of automated scoring in their new assessment systems. The information, suggestions, or opinions provided by the panelists, including any technology or assessment tools mentioned or shown at this meeting, are provided only as resources and examples. Their inclusion is not an endorsement of any product, service or tool by the U.S. Department of Education. In addition, the assessment tools and approaches discussed or shown in these presentations are not intended to mandate, direct, or prescribe the approach of an RTTA grantee, or its member states or local educational agencies.

BIOGRAPHIES FOR INVITED EXPERTS

Dr. Brian E. Clauser is Vice President for Measurement Consulting Services for the National Board of Medical Examiners (NBME). The NBME develops and manages the United States Medical Licensing Exam (USMLE). While the individual licensing boards grant the license to practice medicine, all medical boards in the United States accept a passing score on the USMLE as evidence that an applicant demonstrates the core competencies to practice medicine. Dr. Clauser has over 20 years of experience in research and evaluation, specializing in psychometric methods. He currently serves as editor of the *Journal of Educational Measurement*. He has published extensively on measurement topics, including performance assessment, automated scoring, and differential item functioning.

Jacqueline (Jacqui) Farmer Kearns, Ed.D., from the University of Kentucky, directs the professional development component of the National Center State Collaborative, under the direction of the University of Minnesota, which received a grant from the U.S. Department of Education's General Supervision Enhancement Grant (GSEG) Project to develop new alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities. Previously, Dr. Kearns served as Principal Investigator for the National Alternate Assessment Center, a collaborative effort with the University of North Carolina Charlotte, the National Center on Educational Outcomes, the National Center for the Improvement of Educational Assessment, and the Center for Applied Special Technology that brought together measurement, special educators, and content specialists learning and teaching about alternate assessments. She has completed three other directed research projects funded by the U.S. Department of Education's Office of Special Educational Programs: "Including Students who are Deafblind in Large Scale Assessment;" "Universal Design for Assessment: Applications of Technology," and "Validity Evaluation of Kentucky Alternate Assessment." She also is completing a multi-state GSEG Consortium on Validity Evaluation of Alternate Assessments. She has co-authored two texts on alternate assessments.

Dr. Danielle S. McNamara is director of the Institute for Intelligent Systems at the University of Memphis. Her academic background includes a Linguistics B.A. (1982), a Clinical Psychology M.S. (1989), and a Ph.D. in Cognitive Psychology (1992; UC-Boulder). Her research involves the theoretical study of cognitive processes as well as the application of cognitive principles to educational practice. The overarching theme of her research is to better understand cognitive processes involved in reading comprehension, writing, knowledge acquisition, and memory, and to apply that understanding to educational practice by creating and testing educational technologies, such as Coh-Metrix, iSTART, Writing Pal, and MetaTutor. She serves on review panels for the Institute of Education Sciences (IES), the National Science Foundation (NSF), and the National Institute of Health (NICHD and NIH) and has served on the Governing Boards for the Society for Text and Discourse and the Cognitive Science Society.

Dr. Howard C. Mitzel is the cofounder of Pacific Metrics and has served as the company's president since its inception. He has spent more than 30 years performing research and psychometric analyses, and is known in the assessment community for his technical work in large-scale assessments. With a strong background in both measurement and cognitive psychology, he has experience with issues on the cusp of measurement and judgment. He serves on several state Technical Advisory Committees, advising states of appropriate solutions to the mix of policy, psychometric and practical issues that affect large-scale assessment solutions. Dr. Mitzel has led the design and development of the company's psychometric software for equating, automated scoring solutions, and technical item banking. He is a co-developer of the Bookmark Standards-Setting procedure, which is widely used in large-scale K-12 assessments.

Dr. Alan Sheinker is the Associate Director of the Dynamic Learning Maps Alternate Assessment, a federally funded General Supervision Enhancement Grant (GSEG) project to develop new alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities. Dr. Sheinker came to the University of Kansas from CTB/McGraw-Hill where he held several senior positions. Prior to that, he was Assistant State Superintendent of Schools for the State of Wyoming where he deployed Wyoming's first state assessment system, also the first state assessment system to receive full approval of the United States Department of Education under provisions of the Improving America's Schools Act of 1994. Dr. Sheinker served as a Peer Consultant for the United States Department of Education on aligned assessment systems. In his more than 30 years in public and higher education, Dr. Sheinker has taught and supervised both regular education and special education classrooms, taught graduate courses

in assessment and special education, authored instructional and professional development materials, and facilitated the development of district and state assessments.

Dr. Mark D. Shermis has been a professor and dean of the University of Akron's College of Education since May 2009. A recognized expert in the field of assessment, Dr. Shermis has played a leading role in bringing computerized adaptive testing to the Internet, and for the past 12 years has been involved in research on automated essay scoring. His publications include the book *Automated Essay Scoring: A Cross-Disciplinary Approach*, co-edited with Jill Burstein, and his latest book (co-authored with Frank Di Vesta), *Classroom Assessment in Action*, was just released in April through Rowman & Littlefield. Prior to his position at the University of Akron, Dr. Shermis served as chair of the Department of Educational Psychology in the University of Florida's College of Education. Previously, he was associate dean for research and grants, and professor of educational and psychological studies in Florida International University's College of Education. Dr. Shermis earned a B.A. in Developmental Psychology at the University of Kansas, and a doctorate and master's degree in educational psychology at the University of Michigan. He is licensed as a psychologist in the states of Ohio, Florida, California, and Indiana, and he is a fellow of the American Psychological Association and the American Educational Research Association.

DISCUSSION PARTICIPANTS

CONSORTIA REPRESENTATIVES

Smarter Balanced Assessment Consortium

- Shelbi Cole, Connecticut Department of Education
- Mohamed Dirir, Connecticut Department of Education
- John Jesse, Utah State Office of Education
- Kevin King, Utah State Office of Education
- Jane Van DeZande, Missouri Department of Elementary & Secondary Education

Partnership for Assessment of Readiness for College and Career

- Joe Blessing, Georgia Department of Education
- Wes Bruce, Indiana Department of Education
- Dan Long, Tennessee Department of Education
- Jim Palmer, Illinois State Board of Education
- Jennifer Stegman, Oklahoma Department of Education

U.S. DEPARTMENT OF EDUCATION STAFF

- Ann Whalen, Deputy Director, Implementation and Support Unit
- Patrick Rooney, Race to the Top Assessment Team Lead

MEETING INFORMATION

The next Race to the Top Assessment Public Meeting will be held on Wednesday, August 10, in Washington, DC. That meeting will focus on the inclusion of students with disabilities and English language learners in the assessment systems.

Information on the RTTA public meetings, including transcripts from previous meetings and announcements of future meetings, can be found at: <http://www2.ed.gov/programs/racetothetop-assessment/index.html>

Comments concerning the public meetings should be directed to: RaceToTheTop.Assessment@ed.gov