



Arizona Department of Education

# ARIZONA ASSESSMENTS CONFERENCE

Integrating assessments, standards, and accountability  
for student success.

**Tuesday, September 27, 2022 – Session Details**

**General Session: 8:30am – 9:45am**

**Keynote Address: 8:45am – 9:45am**

**Keynote Address: *A Balancing Act: The Role of Balanced and Coherent Assessment Systems in Promoting Student Success***

**Description:**

These are extraordinary times! The pandemic, the urgency of equity, and many other factors demand new ideas and practices. Educational assessment can be a vital part of an overall system to promote improved outcomes for students, but to achieve that we must focus more deliberately on balanced and coherent assessment systems. Such systems are characterized by assessments that are not only well suited for clear and limited purposes but that work together coherently to serve a range of important purposes such as instructional utility, progress monitoring, and program evaluation. Additionally, the system should be supported by a strong theory of action that links assessment to curriculum and instruction with attention to supporting the conditions and resources necessary to promote change.

**Presenter: Chris Domaleski, Associate Director, National Center for the Improvement of Educational Assessment**

Dr. Chris Domaleski is a nationally-recognized leader in the design, implementation, and evaluation of assessment and accountability systems. Chris uses his extensive background in psychometrics and policy to advise education leaders on complex technical problems and identifies solutions to improve practice. He currently serves as Associate Director for the National Center for the Improvement of Educational Assessment, a non-profit working with states and district education leaders to help develop and validate innovative and effective assessment and accountability systems.

Chris serves on several national technical advisory committees; is the coordinator of the Council of Chief State School Officers (CCSSO) State Collaborative on Accountability Systems and Reporting; and regularly provides technical support to a variety of agencies, organizations, and policy-makers at the state and national level. He received a Ph.D. from Georgia State University in Research, Measurement, and Statistics, and he has taught numerous graduate courses at multiple institutions. He is a former associate editor for the prestigious Journal of Educational Measurement and regularly publishes his research and presents at national conferences. Prior to joining the Center, Chris was Associate Superintendent for Assessment and Accountability at the Georgia Department of Education, where he was responsible for the development and administration of the state's K-12 testing program and accountability systems.

**Room:** Media Center

**Target Audience:** All



## **Breakout Session 1: 10:00am – 11:15am**

### **Breakout Session: A-F Letter Grade Basics** *(session repeats)*

**Description:**

Join a discussion on the fundamentals of the A-F letter grade system. Learn how points are calculated; what to expect for the 2022-2023 school year; how district letter grades will be calculated, etc. Brainstorm with other educators on ways to use letter grade data to help students.

**Presenter:**

**Sean Smith, Chief Accountability Officer, Arizona Department of Education**

Sean Smith is currently the Chief Accountability Officer with the Arizona Department of Education (ADE). The Accountability Team processes data to calculate A-F letter grades and to meet federal accountability guidelines. Sean has worked in education for over 20 years, serving as a paraprofessional, classroom teacher, and district administrator. Sean believes that accountability measures can help communicate the work schools do to serve students, families, and communities.

**Room:** Cira

**Target Audience:**

- School or District Administrators
- Curriculum, Assessment, or Accountability Leaders
- District Test Coordinators



**Breakout Session 1: 10:00am – 11:15am**

**Breakout Session: *What Elementary Science Educators Need to Know About Performance Tasks***  
*(repeat session)*

**Description:**

With new standards come new ways of assessing students' understanding of disciplinary core ideas. The 3-dimensional shifts in instruction require shifts in assessment. One new shift is the use of a performance task to assess students' sense-making. During this session, participants will get an overview of what a performance task is, the key components that make up a performance task, and will utilize a task screener tool to evaluate a performance task.

**Presenters:**

**Rebecca Garelli, Science & STEM Specialist, Arizona Department of Education**

Rebecca Garelli currently serves as the Science & STEM Specialist at the Arizona Department of Education. Through this role, Rebecca develops and facilitates professional learning opportunities focused on implementing the 3-dimensional Arizona Science Standards. She also provides updates and supports for both computer science and science standards. Rebecca has been a professional educator for 19 years, focusing much of her career on teaching middle school math, science, and engineering and has also been a Science Educational Consultant since 2009 and Freelance Science Curriculum Writer since 2015. Rebecca has earned a B.S. in Elementary Education from DePaul University and a M.Ed. in Science Education from Loyola University Chicago.

**Sarah Sleasman, Science & STEM Director, Arizona Department of Education**

Sarah Sleasman is the K-12 Science & STEM Director at the Arizona Department of Education. Within this role, Sarah provides updates on standards for science and computer science. She provides professional development and instructional support for integrated standards-based Science and STEM instruction. Sarah has taught in a variety of elementary classes for eleven years. In addition, she works as a Faculty Educator with SRP. Sarah graduated with her Bachelor's degree from Portland State University and a Master's degree from Concordia University in Oregon before moving to Arizona.

**Room:** Solana A

**Target Audience:**

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- District Test Coordinators
- Elementary Teachers

**Breakout Session 1: 10:00am – 11:15am**

**Breakout Session: *Confidence in Conversations: Tackling Tough Talks Around Assessment and Other Topics***

**Description:**

Sometimes it is difficult to know what to say or how to say it when it comes to articulating key concepts around assessments and other challenging topics. In this hands-on and interactive session, we will apply key communication strategies to real life scenarios. Using specific communication skills, participants will learn to confidently navigate the sometimes tricky balance of "dialogue exchange" around the importance of assessments and other tough topics.

**Presenter:**

**Tessa Brock**

Tessa is a passionate, engaging, and inspiring presenter who tackles the tough topics of Trauma Informed Approaches, Communication, Positive Guidance, Reflective Practice, Self-Care, and Diversity with a balance of expertise, honesty, and humor. Through her genuine and authentic manner, Tessa skillfully uses story to drive home key concepts that make a lasting impression. Tessa has a Master's degree, is a Licensed Professional Counselor (LPC), and is Infant/Toddler Mental Health Endorsed Level III (IMH-E III). She has been the Mental Health Coordinator for a federally funded early childhood agency for over 20 years where a significant part of her role is supporting classroom teachers, home visitors, coaches, and parents with social emotional development for children, to include creating practices of prevention and intervention for children and families. Tessa actively trains, consults and partners with organizations and Prekindergarten through 12th grade schools to enhance relationship-based and trauma informed skills and strategies used with professionals, students, and parents. The Neurosequential Network acknowledges that Tessa has completed NMT Training Certification through the Phase I level. Tessa is a certified trainer for Arizona ACES. She is an international speaker and statewide consultant.

**Room:** Solana B



**Breakout Session 1: 10:00am – 11:15am**

**Breakout Session: *What is ACT District Testing? Your GPS to Student Success***

**Description:**

Come learn about ACT's unique School Day testing opportunity. Participating in ACT District Testing provides your students with the chance to assess their academic skills and level of college readiness in a familiar environment. Having students participate raises college awareness and exposure among all students, rather than only self-selected, college-bound students, and provides rich data for all stakeholders on their academic strengths and weaknesses. Enable and encourage career planning conversations as early as possible with the Career Interest Inventory and World of Work Map. We'll take a look at the benefits of these tools, explore ACT data reports, and discuss further steps that can be taken to prepare your students for the statewide ACT.

**Presenters:**

**Jessica Eilertson, Account Executive, ACT**

Jessica Eilertson is an ACT Account Executive, supporting Arizona and Montana. Earning her Master's Degree in Curriculum & Instruction with an emphasis in Secondary Mathematics, she is a former math educator, data analyst, assessment director and math assessment specialist. She has a strong passion for helping students achieve success, regardless of their post-secondary plans, and loves working with educators, counselors, and administrators to build valuable partnerships.

**Room:** Solana CD

**Target Audience:**

- School or District Administrators
- Curriculum, Assessment, or Accountability Leaders
- District Test Coordinators
- Secondary Teachers

## **Breakout Session 1: 10:00am – 11:15am**

### **Breakout Session: *Using AZELLA Resources to Monitor Acquisition of the English Language Proficiency Standards***

#### **Description:**

Arizona adopted new English Language Proficiency Standards (ELPS) in 2019. Arizona educators fully integrated the new standards into the curriculum for the 2021-2022 School Year. One significant change with the new Standards is the greater integration of productive and receptive skills. AZELLA has changed to reflect that integration.

During this session, the presenters will discuss the ELPS from the standpoint of instruction and the different types of assessments, and the AZELLA resources that school leaders and educators can utilize to lead to better and more accurate outcomes for students as they develop in their acquisition of the English language.

#### **Presenters:**

##### **Gabriela Finn, Director of English Language Assessments, Arizona Department of Education**

Gabriela Finn is the Director of English Language Learner Assessments for the Assessment Section of the Arizona Department of Education (ADE). Ms. Finn has worked in the field of second language acquisition in different capacities –as ESL instructor, academic coach, and ELL coordinator for more than 20 years. Ms. Finn has focused her talents on the item development for Arizona’s English language proficiency assessment, AZELLA, since 2015.

##### **Denella Kirkland, Virtual Professional Learning Specialist, Office of English Language Acquisition Services (OELAS), Arizona Department of Education**

Denella Kirkland is the Virtual Professional Learning Specialist with the Office of English Language Acquisition Services (OELAS) at the Arizona Department of Education. In her role, she creates, facilitates, and supports a wide range of professional learning opportunities for administrators, educators of English learners, and instructional leaders across Arizona. Prior to joining OELAS eight years ago, she was a classroom teacher and had the opportunity to work with educators and students as a Reading Specialist and as a K-8 Academic Instructional Coach.

**Room:** Solana FG

#### **Target Audience:**

- School or District Administrators
- Instructional Coaches
- EL Coordinators
- District Test Coordinators



## **Breakout Session 1: 10:00am – 11:15am**

### **Breakout Session: *How an Item Becomes Operational***

#### **Description:**

Creating new content for Arizona assessments is an intensive, multi-year process. Test development work varies from test to test and year to year. Come, see, and experience key components that occur between an initial concept of an item and the final assessment your students use. This session will allow educators and stakeholders to observe the key activities in the test development process, discuss educator involvement in test design, plus experience milestones in the test development cycle.

#### **Presenters:**

##### **Lisa Oliver, Director of Achievement Assessments, Arizona Department of Education**

Lisa Oliver is the Director of Achievement Assessments for the Arizona Department of Education. Her work includes the development and implementation of AASA and AzSCI, specifically focusing on item creation, content and bias review, standard setting, data review, reporting results, and creation of ancillary materials. Lisa is an ambassador of education for more than 20 years, and has an undergraduate degree in Biology, Post-Baccalaureate in Education, and Master's in Educational Leadership.

##### **Katie DiTullio, Achievement Assessment Content Coordinator – ELA and AzSCI, Arizona Department of Education**

Katie DiTullio is the Achievement Assessment Content Coordinator for the Arizona Department of Education. Previously, Mrs. DiTullio taught for more than 10 years in local Arizona schools, with an emphasis in English Language Arts. Currently, her work includes item development and test construction for the AASA - ELA and AzSCI assessments, along with data review of items and creation of support materials for educators.

**Room:** Solana H

**Target Audience:** All





## **Breakout Session 1: 10:00am – 11:15am**

### **Breakout Session: *Developing Common Standards-Based Language to Build Cross-Curricular Assessments***

#### **Description:**

Ideally, all standards-based assessments – no matter the subject - should be designed so that student performance can provide tangible and actionable opportunities for educators to assess readiness for state testing. For example, a math, social studies, or science assessment should also be able to predict – to a degree – a student’s mastery of standards proficiency in English Language Arts and vice-versa. The creation of cross-curricular, criterion-referenced assessments is more than assigning cross-walked standards to test questions. It entails developing a deeper understanding of standards and how they provide context in cross-curricular assessments to enhance interpretation of student performance. This session explores methods to create these deeper connections within and between academic standards and how to leverage this knowledge to create a common standards language that allows for routine monitoring of the assessment system schoolwide. Participants will gain a full understanding of using common assessment language to diagnosis students’ understanding of a subject-centered standard and how to create a collaborative data sharing environment that enhances cross-curricular instruction. During the session, participants will engage in an interactive exercise that will solidify their understanding of how common standard language is developed, work with a live presentation that takes them from concept to application in writing a common language assessment and assessing student performance based on results from cross-curricular assessment results.

Participants will leave the session with the ability to identify cross-curricular connections and how to use this knowledge to proactively plan lessons, write assessments, and engage all teachers as active stakeholders in state testing no matter the subject being taught. The method of building a common standards language is adaptable to local needs and creates opportunities for teachers, instructional coaches, and administrators to move beyond a one-dimensional view of standards by concretely linking large-scale assessments to all classroom instruction.

#### **Presenter:**

##### **Quinn McCarthy, Principal, Academy Del Sol**

Quinn McCarthy holds a master’s degree in Organizational Psychology and is currently the principal of a public charter school in Southern Arizona. He spent time in the classroom as a middle school Social Studies, English, and Math teacher. Quinn has a strong background in organizational leadership and developing professional development programs including writing assessments. He has brought these skills to his current position as a principal to help his team implement strategies to avoid distractions and prioritize daily objectives that enhance student learning. He is well-versed in interpreting student assessment performance data and then using the data to create intervention programs. He recently presented an on-demand video session for the 2021 National Council for the Social Studies National Conference. His presentation - “Engaging the Learner by Integrating Ethnography into the C3 Framework”- discusses methods educators can use to connect social studies standards directly to their students’ lives when using the Inquiry Design Model.

**Room:** Solana I

**Target Audience:** All





## **Breakout Session 2: 1:15pm – 2:30pm**

### **Breakout Session: *What Does it Mean for an Assessment to be Instructionally Useful?***

**Description:**

A common critique of assessments, particularly large scale assessments, is that they simply measure what students have learned but they are poorly suited to provide insights to inform instruction. What options are available to promote instructional utility and what are the tradeoffs? In this session, we will unpack the concept of instructional utility and discuss what design features and conditions should be prioritized to promote it. This will include a review of the characteristics and features associated with an instructionally useful assessment and the key practices associated with leveraging assessment to promote student learning.

**Presenter: Chris Domaleski, Associate Director, National Center for the Improvement of Educational Assessment**

Dr. Chris Domaleski is a nationally-recognized leader in the design, implementation, and evaluation of assessment and accountability systems. Chris uses his extensive background in psychometrics and policy to advise education leaders on complex technical problems and identifies solutions to improve practice. He currently serves as Associate Director for the National Center for the Improvement of Educational Assessment, a non-profit working with states and district education leaders to help develop and validate innovative and effective assessment and accountability systems.

Chris serves on several national technical advisory committees; is the coordinator of the Council of Chief State School Officers (CCSSO) State Collaborative on Accountability Systems and Reporting; and regularly provides technical support to a variety of agencies, organizations, and policy-makers at the state and national level. He received a Ph.D. from Georgia State University in Research, Measurement, and Statistics, and he has taught numerous graduate courses at multiple institutions. He is a former associate editor for the prestigious Journal of Educational Measurement and regularly publishes his research and presents at national conferences. Prior to joining the Center, Chris was Associate Superintendent for Assessment and Accountability at the Georgia Department of Education, where he was responsible for the development and administration of the state's K-12 testing program and accountability systems.

**Room:** Cira

**Target Audience:** All

## **Breakout Session 2: 1:15pm – 2:30pm**

### **Breakout Session: *What Secondary Science Educators Need to Know About Performance Tasks*** *(repeat session)*

#### **Description:**

With new standards come new ways of assessing students' understanding of disciplinary core ideas. The 3-dimensional shifts in instruction require shifts in assessment. One new shift is the use of a performance task to assess students' sense-making. During this session, participants will get an overview of what a performance task is, the key components that make up a performance task, and will utilize a task screener tool to evaluate a performance task.

#### **Presenters:**

##### **Rebecca Garelli, Science & STEM Specialist, Arizona Department of Education**

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##### **Sarah Sleasman, Science & STEM Director, Arizona Department of Education**

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**Room:** Solana A

#### **Target Audience:**

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- District Test Coordinators
- Secondary Teachers



## **Breakout Session 2: 1:15pm – 2:30pm**

### **Breakout Session: *Freeze Frame: Viewing Assessments as a Snapshot in Time***

**Description:**

Oftentimes, the idea of assessments can carry significant stress and anxiety for students, educators, and parents. In this hands-on, engaging session we will highlight ways to understand the importance of brain states, reduce the intense feelings that can accompany the assessment process, and identify strategies to embed the normalization of "checking for understanding" in the education process.

**Presenter:**

**Tessa Brock**

Tessa is a passionate, engaging, and inspiring presenter who tackles the tough topics of Trauma Informed Approaches, Communication, Positive Guidance, Reflective Practice, Self-Care, and Diversity with a balance of expertise, honesty, and humor. Through her genuine and authentic manner, Tessa skillfully uses story to drive home key concepts that make a lasting impression. Tessa has a Master's degree, is a Licensed Professional Counselor (LPC), and is Infant/Toddler Mental Health Endorsed Level III (IMH-E III). She has been the Mental Health Coordinator for a federally funded early childhood agency for over 20 years where a significant part of her role is supporting classroom teachers, home visitors, coaches, and parents with social emotional development for children, to include creating practices of prevention and intervention for children and families. Tessa actively trains, consults and partners with organizations and Prekindergarten through 12th grade schools to enhance relationship-based and trauma informed skills and strategies used with professionals, students, and parents. The Neurosequential Network acknowledges that Tessa has completed NMT Training Certification through the Phase I level. Tessa is a certified trainer for Arizona ACES. She is an international speaker and statewide consultant.

**Room:** Solana B

**Target Audience:** All

## **Breakout Session 2: 1:15pm – 2:30pm**

### **Breakout Session: *National Indian Education Study (NIES)***

**Description:**

The National Indian Education Study (NIES) is designed to describe the condition of education for American Indian and Alaska Native (AI/AN) students in the United States. The study samples AI/AN students in public, private, Department of Defense, and Bureau of Indian Education (BIE) funded schools. Conducted in 2005, 2007, 2009, 2011, 2015, and 2019, the study provides educators, policymakers, and the public with information about the academic achievement in reading and mathematics of AI/AN fourth- and eighth-graders. NIES is conducted under the direction of the National Center for Education Statistics (NCES) through the National Assessment of Educational Progress (NAEP) on behalf of the U.S. Department of Education's Office of Indian Education (OIE).

**Presenters:**

**Gary McIlvaine, Director of NAEP and International Assessments, Arizona Department of Education**

Gary McIlvaine is the Director of NAEP and International Assessment for Arizona. Prior to working as the Director of NAEP, he was the English Language Assessment Development Coordinator and worked on the AZELLA team. He spent 4 years working for Tsinghua University as an English Language Assessment Expert. Tsinghua is the Harvard of China. The Tsinghua Campus where he spent his time is in the Chaoyang District of Beijing in the Olympic tennis center. Gary has 3 sons and is an avid Tropical fish enthusiast and maintains 40 Aquariums. He is a Grand Master Breeder and also supports conservation efforts in and around the organized fish hobby.

**Room:** Solana CD

**Target Audience:**

- School or District Administrators

## **Breakout Session 2: 1:15pm – 2:30pm**

### **Breakout Session: *New AZELLA Tests: What has changed and how to use the new and improved Sample Tests* (session repeats)**

#### **Description:**

Arizona adopted new English Language Proficiency Standards (ELPS) in 2019. Arizona's English Language Proficiency Assessment, AZELLA, has been revised so that it is properly aligned to the new Standards. The new test will be used for the first time for the Spring 2023 Reassessment administration. The new standards required a new test design and the development of new item types.

This session will provide an opportunity to examine the new item types that will be included in both the AZELLA assessments and in the AZELLA Sample Tests. Educators can prepare students for the AZELLA reassessment by using the Sample Tests and lead to more accurate outcomes.

#### **Presenters:**

##### **Gabriela Finn, Director of English Language Assessments, Arizona Department of Education**

Gabriela Finn is the Director of English Language Learner Assessments for the Assessment Section of the Arizona Department of Education (ADE). Ms. Finn has worked in the field of second language acquisition in different capacities –as ESL instructor, academic coach, and ELL coordinator for more than 20 years. Ms. Finn has focused her talents on the item development for Arizona's English language proficiency assessment, AZELLA, since 2015.

**Room:** Solana FG

#### **Target Audience:**

- School or District Administrators
- Instructional Coaches
- EL Coordinators
- District Test Coordinators

## **Breakout Session 2: 1:15pm – 2:30pm**

### **Breakout Session: *I've Screened My Kiddos, Now What? K-3 Universal Literacy and Dyslexia Screener Next Steps***

#### **Description:**

Each year, all K-3 students in Arizona are administered a Universal Literacy and Dyslexia Screener within the first forty-five calendar days and during the winter and spring benchmark periods. Often times, teachers stop with this data and make no further decisions to impact their teaching or use this data incorrectly. However, universal screening data only provides information on WHO is at-risk and WHO is on-track. Further diagnostic assessments are needed in order to make instructional decisions. This data tells us WHAT students need. This session is designed for all K-3 educators, support staff, and school leaders looking to better support their school's reading instruction which can only be done when screeners are followed with diagnostic assessments and ongoing progress monitoring.

#### **Presenters:**

##### **Maggie Velazquez, Dyslexia and Literacy Intervention Specialist, Arizona Department of Education**

Maggie Velazquez is the Dyslexia and Literacy Intervention Specialist for the Arizona Department of Education. Maggie works with schools and school districts on implementation of the requirements in Arizona statute which calls for the screening of K-1 students for characteristics of dyslexia and requires teacher training for K-3 teachers. With a passion to spread a love for literacy, Maggie has 19 years of experience working in education, primarily with special populations. She graduated from Ottawa University with a Bachelor's degree in Elementary Education and a Master's degree in Educational Leadership from Northern Arizona University. Through collaborations and her comprehensive literacy foundational knowledge, she excels in supporting instructional staff to develop readers at all levels. Her vast knowledge in reading interventions (including her Wilson certificate and recognition as a Dyslexia Practitioner) contributes to the best practices she instills in others. She continues to lead with a focus on Literacy to provide supports to children with reading deficits as she maintains her philosophy to increase a love for literacy amongst all students and educators.

##### **Sarah Bondy, K-3 Early Literacy Specialist, Arizona Department of Education**

Sarah Bondy is the K-3 Early Literacy Specialist for the Arizona Department of Education. As part of the Academic Standards Unit, Sarah and the English Language Arts team manage the \$45 million dollar Move on When Reading program designed to provide students with evidence-based, effective reading instruction and intervention in kindergarten through third grade in order to position them for success as they progress through school, college, and career. With the vision, "Every teacher deserves to know the science of reading. Every child deserves a teacher who knows it," Sarah leads the state's reading professional development on structured literacy principles rooted in the science of reading. Prior to joining ADE in 2018, Sarah was a classroom teacher, interventionist, and reading specialist for 12 years in the West Valley. As an Arizona native, Sarah enjoys the warm sunshine and growing vegetables in her garden. She is a proud Lumberjack graduate and has a passion for continued learning.

**Room:** Solana H

#### **Target Audience:**

- School or District Administrators
- Instructional Coaches
- Elementary Teachers



## **Breakout Session 2: 1:15pm – 2:30pm**

### **Breakout Session: *Assessment Accommodations***

**Description:**

This session will highlight lessons learned about the process of identifying and selecting assessment accommodations for AZELLA, AASA, AzSCI, ACT Aspire, and ACT to ensure students have access to the allowable accommodations during the statewide assessments. We will also highlight the accommodations manuals for each test.

**Presenter:**

**Sabiha Klepk, Accessibility Specialist, Arizona Department of Education**

Sabiha Klepk is the Accessibility Specialist for the Arizona Department of Education. In her role, she strives to make statewide assessments accessible to all of Arizona's students. Her work focuses on guiding the development of accommodated forms, assessment accommodations, universal testing conditions, and content and bias reviews. Sabiha's previous experience includes teaching special education, adult education, and working with the community as a social worker in Arizona, Colorado, and Guatemala.

**Room:** Solana I

**Target Audience:**

- School or District Administrators
- Curriculum, Assessment, or Accountability Leaders
- Special Education Leaders
- District Test Coordinators





## **Breakout Session 3: 2:45pm – 4:00pm**

### **Breakout Session: *What do Educators and Policy Makers Need to Know about the Characteristics and Features of a High Quality Assessment?***

#### **Description:**

Naturally, educators and leaders are interested in selecting or developing high quality assessments to promote learning. But what makes a high-quality assessment and how do standards for quality differ depending on the different purpose and use of the assessment? Importantly, assessment quality is much broader than technical issues. In this session, we will discuss the criteria associated with high-quality assessment and how to develop, select, and/or evaluate assessments with respect to core quality standards.

#### **Presenter: Chris Domaleski, Associate Director, National Center for the Improvement of Educational Assessment**

Dr. Chris Domaleski is a nationally-recognized leader in the design, implementation, and evaluation of assessment and accountability systems. Chris uses his extensive background in psychometrics and policy to advise education leaders on complex technical problems and identifies solutions to improve practice. He currently serves as Associate Director for the National Center for the Improvement of Educational Assessment, a non-profit working with states and district education leaders to help develop and validate innovative and effective assessment and accountability systems.

Chris serves on several national technical advisory committees; is the coordinator of the Council of Chief State School Officers (CCSSO) State Collaborative on Accountability Systems and Reporting; and regularly provides technical support to a variety of agencies, organizations, and policy-makers at the state and national level. He received a Ph.D. from Georgia State University in Research, Measurement, and Statistics, and he has taught numerous graduate courses at multiple institutions. He is a former associate editor for the prestigious Journal of Educational Measurement and regularly publishes his research and presents at national conferences. Prior to joining the Center, Chris was Associate Superintendent for Assessment and Accountability at the Georgia Department of Education, where he was responsible for the development and administration of the state's K-12 testing program and accountability systems.

**Room:** Cira

**Target Audience:** All



## **Breakout Session 3: 2:45pm – 4:00pm**

### **Breakout Session: *The “How and Why” of Assessment in Physical Education: Creating a Culture of Thinking and Learning***

#### **Description:**

Assessment in Physical Education has undergone significant changes since the 1990's. In this session attendees will explore the process of assessments in the physical education settings (digital and non-digital applications) while learning strategies on how to cultivate student learning through formal assessments. These assessments will have your students take ownership of their learning using tools and resources you can immediately use in the class.

#### **Presenter:**

**Angela Budovsky-Robinson, Physical & Social-Emotional Health Specialist, Arizona Department of Education**

Angela Budovsky-Robinson currently serves as the Physical and Social-Emotional Health Specialist for the Arizona Department of Education, where she provides leadership and professional development on all components of Physical Education and Health programming for the K-12 Academic Standards Division. Angela has a Bachelor of Science Degree in Physical Education from Adelphi University and focuses her work on curriculum, assessment, and standards-based learning. Her work experience includes teaching Physical Education and Health in the primary as well as secondary levels in the state of New York. Angela has also worked in the state of Arizona for the past five years as a primary Physical Education teacher as well as a district leader where she supported educators and staff on best practices.

**Room:** Solana A

#### **Target Audience:**

- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders
- Other: District Physical Education Coordinators / Special Area Coordinators / Physical Education Teachers



## **Breakout Session 3: 2:45pm – 4:00pm**

### **Breakout Session: *The Alternate English Language Proficiency Assessment – Alt ELPA***

#### **Description:**

Arizona will now participate in Alt ELPA, our new Alternate English Language Proficiency Assessment, developed under the grant awarded to the Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP). The Alt ELPA will be an operational field test administered in the Spring of 2023. This session will highlight the available resources and provide timelines to prepare for the assessment. The session will also focus on the Alternate ELP standards that providers will use to support English Language Acquisition for students with the most significant cognitive disabilities. Through guided questions, participants can reflect on current policy and practice to ensure practices support dual label students.

#### **Presenter:**

#### **Bethany Spangenberg, Director of Alternate Assessment, Arizona Department of Education**

Bethany Spangenberg is the Director of Alternate Assessment for the Arizona Department of Education and has been in this position since 2017. Her primary responsibilities include managing the development and implementation of state alternate assessments and ensuring compliance with federal and state regulations. Previously, she taught students with emotional disabilities and students with significant cognitive disabilities in self-contained classrooms in both Arizona and Washington State.

**Room:** Solana B

#### **Target Audience:**

- EL Coordinators
- District Test Coordinators



## **Breakout Session 3: 2:45pm – 4:00pm**

### **Breakout Session: *IEP Documentation for State Assessments***

#### **Description:**

To support the participation of students with disabilities in state testing, accommodations or modifications may be necessary in how the test is administered or how a given student takes a test. It is the responsibility of the district to ensure proper documentation of the IEP for the student, from the IEP team up to the Assessment Team. Come learn how Chandler Unified School District navigated this process!

#### **Presenters:**

##### **Amanda Billings, Assessment Specialist, Chandler Unified School District**

Amanda Billings supports educators in Chandler Unified School District as an Assessment Specialist. With 19 years in education, she assists teachers in understanding and implementing a balanced assessment framework. Dedicated time has been spent in collaborations (district and state level) to ensure that assessments are accessible to all students and that learning outcomes provide valid and reliable results. With her experiences in the classroom and through district roles, setting academic goals and using data to inform instruction continues to be her passion.

##### **Adam Sax, Director of Accountability and Assessment, Chandler Unified School District**

Adam Sax has been in education for over 16 years. He began his educational career in Illinois as a 4th grade teacher and spent 15 years in Antioch Community Consolidated School District. After 6 years of teaching, Adam joined the Administrative Team and spent time as a Principal, Coordinator for Teaching and Learning, Director of Instructional Technology, Data and Assessment, and Administrator of Integration of Teaching, Learning and Technology. In 2021, his family moved to Arizona, and he took on the role of Director of Accountability and Assessment in Chandler Unified School District.

**Room:** Solana CD

#### **Target Audience:**

- Special Education Leaders
- District Test Coordinators



## **Breakout Session 3: 2:45pm – 4:00pm**

### **Breakout Session: *Ready for What? Defining College and Career Readiness for Student Success***

#### **Description:**

The phrase “college and career readiness” is often used casually, as if readiness for college and readiness for a career are one and the same. This session will overview ACT’s Readiness Framework which provides empirical clarity about “readiness” and what it takes to be “ready” across the education to work landscape. This session will also highlight benchmarks of foundational career pathway readiness for 16 career clusters in the US which can be used by education and training providers to guide students who are exploring different college majors, CTE programs, or job training programs linked to different career pathways. The session will be formatted as dialogue to challenge the practice of classifying students as either “college prep” or “career focused” and instead preparing all students for both college and career after high school to ensure equal access and opportunity for postsecondary education, whether that is career and technical education or a formal degree program.

#### **Presenter:**

#### **Mary LeFebvre, Director of State Government Relations and Workforce Policy, ACT**

Mary LeFebvre is a Director of ACT State Government Relations and Workforce Policy providing education and workforce development expertise and government relations support at the federal, state, and local level. Mary has over 15 years of workforce and education policy research and thought leadership in the public and non-profit sectors. Prior to joining ACT in 2010, Mary was the Workforce Research Manager at the Missouri Economic Research and Information Center within the Missouri Department of Economic Development where she provided statewide and local leadership for education and workforce research and statewide workforce initiatives. Aside from her experience, Mary has a strong love of public service and strives to provide research-based best practice policy to meaningfully assist individuals of all ages to succeed in their careers, regardless of ability or background. Mary is a native of Missouri, lifelong St. Louis Cardinals fan, and currently resides in Oklahoma City, OK. Mary has an MS in Industrial/Organizational Psychology from Christopher Newport University and a BS in Psychology from Missouri State University.

**Room:** Solana FG

#### **Target Audience:**

- School or District Administrators
- Instructional Coaches
- Curriculum, Assessment, or Accountability Leaders



## **Breakout Session 3: 2:45pm – 4:00pm**

### **Breakout Session: *Connecting Data to Instruction with Math Items for All Students***

#### **Description:**

This session will assist teachers, coaches, and administrators in supporting students with different proficiency levels of Math with item-types and assessment tools. Participants will learn how item design will impact learning in math. Participants will have an opportunity to interact with Math Item Specifications to create AASA like item-types. Participants will also engage with latest AASA data in Math to design and develop a personal item bank.

#### **Presenters:**

##### **Lisa Oliver, Director of Achievement Assessments, Arizona Department of Education**

Lisa Oliver is the Director of Achievement Assessments for the Arizona Department of Education. Her work includes the development and implementation of AASA and AzSCI, specifically focusing on item creation, content and bias review, standard setting, data review, reporting results, and creation of ancillary materials. Lisa is an ambassador of education for more than 20 years, and has an undergraduate degree in Biology, Post-Baccalaureate in Education, and Master's in Educational Leadership.

##### **Melanie Hill, Achievement Assessment Developer, Arizona Department of Education**

Melanie Hill is an Achievement Assessment Developer for the Arizona Department of Education. In her role, she assists with the development, implementation and creation of materials that support student and teacher preparation. In addition, she will provide content expertise and assessment development support for the standards-based AASA Math and AzSCI Science assessments. Melanie has been an educator for over 19 years and has her Bachelor of Arts in Education as well as a Master's in Secondary Education with an emphasis in STEM.

**Room:** Solana H

#### **Target Audience:**

- School or District Administrators
- Instructional Coaches
- Elementary Teachers



**Breakout Session 3: 2:45pm – 4:00pm**

**Breakout Session: *Deconstructing an ELA Prompt***

**Description:**

The session will focus on how to prepare students to effectively respond to extended response items on the AASA. We will identify Reading and Writing strategies for students to increase the quality of their responses. Participants will have an opportunity to identify key vocabulary and to use the AASA Writing Rubrics to evaluate student work and to provide feedback to students for classroom assignments based on the rubric indicators.

**Presenters:**

**Katie DiTullio, Achievement Assessment Content Coordinator – ELA and AzSCI, Arizona Department of Education**

Katie DiTullio is the Achievement Assessment Content Coordinator for the Arizona Department of Education. Previously, Mrs. DiTullio taught for more than 10 years in local Arizona schools, with an emphasis in English Language Arts. Currently, her work includes item development and test construction for the AASA - ELA and AzSCI assessments, along with data review of items and creation of support materials for educators.

**Room:** Solana I

**Target Audience:**

- School or District Administrators
- Instructional Coaches
- Elementary Teachers