



30th Annual CREATE Conference

Socially Just Assessment & Evaluation: Living Our Mission

October 10 & 11, 2022

Asheville, North Carolina, United States of America

CREATE Board of Directors

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Auburn University

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Middle School

Man-Wai Chu
University of Calgary

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Corrie Rebecca Klinger,
President
University of Waikato

Purpose of CREATE

The Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE) is a nonprofit organization dedicated to the improvement of assessment and evaluation in PK-12, higher education and other educational settings.

The purpose of CREATE is to facilitate learning through educational assessment and teaching effectiveness.

We strive to achieve this purpose by

- facilitating interactive affiliations among institutions of higher learning, school systems, other educational entities, and independent individual members
- promoting ethical, research-based practices and policies
- publishing contributions from our membership throughout the year
- creating opportunities for networking
- creating opportunities for graduate students to share their research with professionals, and hosting conferences that emphasize research and practice related to educational assessment and evaluation

30th Annual CREATE Conference At-A-Glance

Monday, October 10, 2022

8:00 am - 9:00 am	Registration
8:45 am - 9:30 am	Meet & Greet Breakfast
9:30 am - 10:00 am	Welcome
10:15 am - 11:30 am	Concurrent Sessions I
11:45 am - 12:45 pm	2021 Jason Millman Memorial Award & Lecture Edward Kifer Lunch
1:00 pm - 1:45 pm	Concurrent Sessions II
2:00 pm - 2:45 pm	Round Table Presentations
3:15 pm - 4:30 pm	Paula Egelson Lifetime Service Award Celebration with Doctoral Poster Session Hor d'oeuvres

Tuesday, October 11, 2022

8:00 am - 9:00 am	Registration
8:30 am - 9:30 am	Meet & Greet Breakfast
9:30 am - 10:30 am	2022 Jason Millman Memorial Award & Lecture Stafford Hood
10:30 am - 11:15 am	Better Assessment Validity Through Universal Design for Learning Lee Ann Jung, Lead Inclusion
11:30 am - 12:45 pm	Concurrent Session III
1:00 pm - 2:15 pm	Socially Just Assessment & Evaluation Panel of Jason Millman Memorial Award Recipients Lunch
2:30 pm - 3:15 pm	Concurrent Session IV
3:00 pm	Snack
3:30 pm - 4:15 pm	CREATE Achilles-Harper-Swenson Emerging Researcher Award CREATE Business Meeting Closing

About the Conference Schedule

Registration & Questions

Registration is open each morning for one hour from 8:00 am-9:00am in the Grand Ballroom Salon C Foyer outside of the Grand Ballroom Salon C. Name badges and conference programs are available all day at the Registration table for pick up by members who registered prior to the conference.

For responses to questions or if a Board member is needed, please stop by the Eagle Room, call or text Corrie Klinger, 1-502-338-8669.

Meet & Greet

As a Consortium, networking is a fundamental aspect of our work together. Meet & Greet sessions are new to our conference program and provide informal sessions for networking.

General Sessions

General Sessions are large, whole group sessions within which each member is welcome to participate. General Sessions are cased in bolded font in the conference program.

Concurrent Sessions

Concurrent Sessions are held in multiple rooms at one time. Presentations, questions and answers with Millman Recipients, workshop-type sessions with Lee Ann Jung and Justin Fischetti, are examples of this year's Concurrent Sessions. For the most part, the sessions listed in a room run in the order found in the schedule. Movement in and out of rooms is anticipated during Concurrent Sessions. At CREATE, members attend the sessions that they want to attend.

Annual Business Meeting

A one-year membership to CREATE is included with each conference attendee's registration fee. Each attendee is considered a member of CREATE. Please join us for a brief business meeting at the conclusion of the conference.

President's Welcome

Welcome to CREATE 2022! As we convene for the 30th Annual CREATE Conference, we celebrate our accomplishments and look to the future. Although social justice isn't an explicitly stated aspect of our purpose, without it, we cannot improve assessment and evaluation in PK-12, higher education and other educational settings. Our collective quest for Socially Just Assessment & Evaluation serves as a driving force for our work.

While preparing for CREATE 2022, the CREATE Board of Directors pulled from times in CREATE's history when the organization regrouped to make sense of the state of affairs to plot a path forward. Here at CREATE 2022, we are seeking your feedback, perspectives and suggestions for the development of future initiatives related to practice, research and policy. Additionally, we offer the opportunity for those interested in the theoretical and applied science of evaluation to engage with one another in a facilitated discussion and share innovative ways for furthering our work to improve assessment and evaluation in PK-12, higher education and other educational settings.

We are honored to have five Jason Millman Memorial Award Recipients at CREATE 2022. Their individual and collective expertise has contributed to the improvement of assessment and evaluation across educational settings.

We have an engaging conference program that is building momentum for new opportunities, possibilities and partnerships. As we explore approaches to Socially Just Assessment & Evaluation, we are off to a synergistic start on Indigenous Peoples' Day in the United States of America on October 10, 2022.

Corrie Rebecca Klinger, Ph.D.
CREATE President
University of Waikato

Jason Millman Memorial Award & Lecture



The establishment, by CREATE, of the annual *Jason Millman Memorial Award and Lecture* is a fitting tribute to a man who was a giant in the fields of educational research, measurement, and evaluation. The awards and lectures will help CREATE sustain the memories of Dr. Millman's profound contributions: his warm, caring support and friendship to many evaluators and editors and his help in establishing CREATE as a viable organization. Dr. Millman was a leader in advancing student assessment, teacher evaluation, credentialing of professionals, standards-setting, and other areas.

Excerpt from the Journal of Personnel Evaluation in Education, March 2000, Vol. 14, No. 1, p. 95

Annually, CREATE recognizes the contributions of a scholar with the Jason Millman Award & Lecture. Due to the COVID-19 pandemic, we were not been able to celebrate the awards for the 2020 and 2021 recipients. As we convene in 2022, we celebrate our 2021 recipient, Edward Kifer and our 2022 recipient, Stafford Hood. And, hope to bring David Berliner, 2020 recipient, to a CREATE gathering in the near future.

We thank David and Skip, along with Eva Baker, our 2018 recipient, for their time working with us to develop a panel featuring Jason Millman Memorial Award Recipients for the 2021 Conference. That panel had been postponed and changed into the Socially Just Assessment & Evaluation Panel of Jason Millman Memorial Award Recipients for this year's conference. More information about Skip, Stafford, this year's panel and other Millman recipients, is found in subsequent sections and at our website, <https://www.createconference.org/millman>.

2021 Jason Millman Memorial Award & Lecturer Edward Kifer



Edward Kifer is a Professor Emeritus, College of Education, University of Kentucky. He received his PhD from the University of Chicago in Measurement, Evaluation and Statistical Analysis with a dissertation directed by Ben Bloom. Skip (his nickname) taught in those areas for 30 plus years at UK with occasional forays outside to UCLA, SUNY Buffalo, University of Louisville and Georgetown college. After a Spencer Foundation post-doctoral fellowship at the University of Stockholm, he was Chair of the International Technical Committee and member of International and U.S. National coordinating committees for the International Association for the Evaluation of Achievement (IEA) Second International Mathematics Study. Currently, it may be the only international comparative study

that has a longitudinal component, hence the only one that is capable of separating the status of learning with the growth in learning (of course the more interesting is growth which is no longer featured). Skip was one of five persons, one of whom was Jason Millman, who designed the Commonwealth of Kentucky's initial assessment system. He enjoyed a Fulbright fellowship in the Czech Republic where he taught at Charles University and worked and advised the Czech national assessment center. A Czech colleague and Skip wrote a couple of things that, it is said, influenced the development and implementation of assessment in the republic. As an AERA fellow at the National Center for Education Statistics he wrote a paper that was, more or less, a technical history of the National Assessment of Educational Progress (NAEP). Skip was also a member of the NAEP Design and Analysis committee (DAC).

Materials for Edward Kifer's 2021 Jason Millman Memorial Lecture

Fourth Grade Reading Scores – Whole Commonwealth of Kentucky			
Group	Sample Size	Mean ²	Standard Deviation
White Students	41175	.88	.86
Black Students	4797	.53	.87
All Students ¹	47370	.84	.88

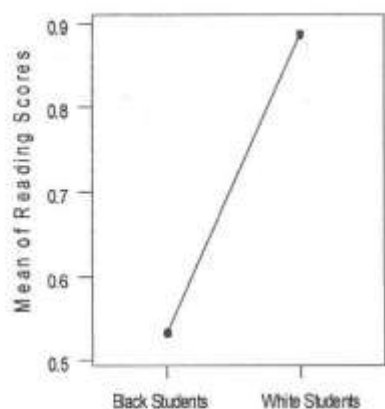


Figure 1A

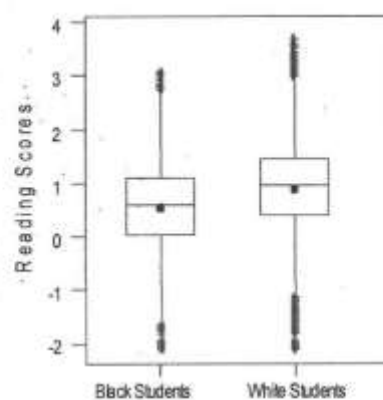
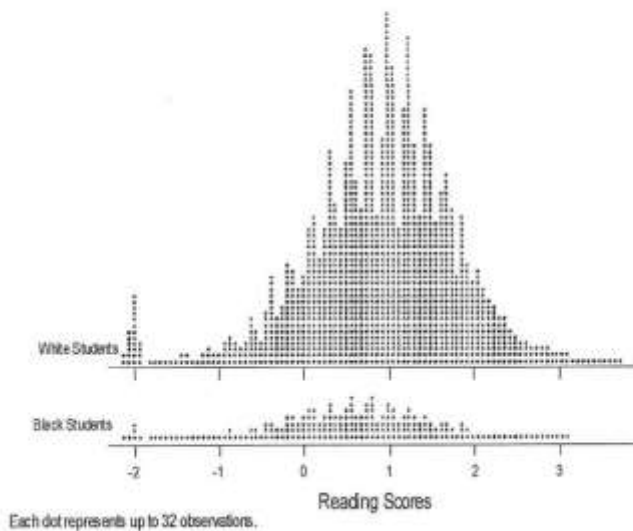


Figure 1B



Each dot represents up to 32 observations.

Figure 1C

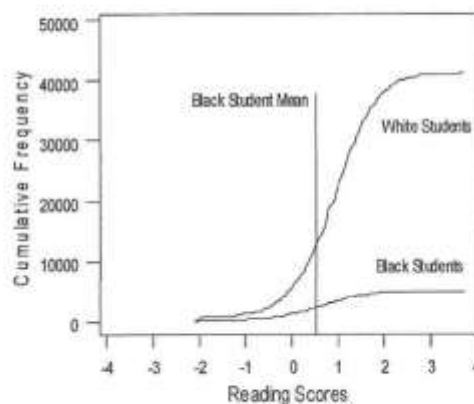


Figure 1D

Annual Meeting of the American Educational Research Association
New Orleans April 2002

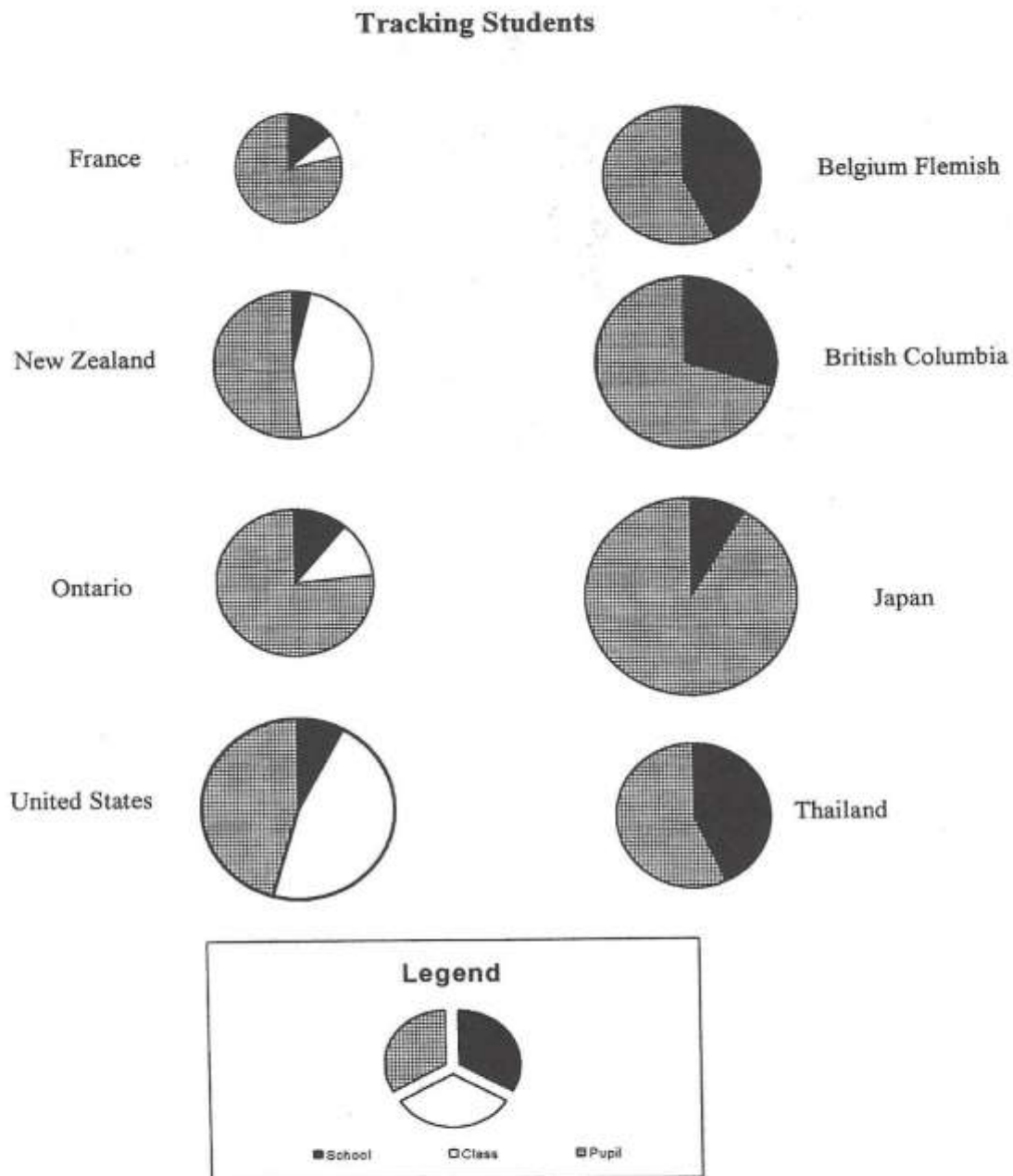


Figure 6.2. Between-School, Classroom, and Student Variance Components for Eight International Systems

2022 Jason Millman Memorial Award & Lecturer Stafford Hood



Stafford Hood is the Founding Director of the Center for Culturally Responsive Evaluation and Assessment (<http://crea.education.illinois.edu>) and Sheila M. Miller Professor of Education/Curriculum & Instruction Emeritus, College of Education at the University of Illinois at Urbana-Champaign (UIUC) where he also served as the Associate Dean for Research and Research Education and Head of the Department of Curriculum and Instruction. Prior to joining the UIUC faculty he served as Professor of Psychology in Education and Associate Dean for Research in the College of Education at Arizona State University. Dr. Hood's research and scholarly activities have focused primarily on the role of culture/cultural context in program evaluation and educational assessment as well as the contributions of African American evaluators during the Pre-Brown v.

Board of Education (1930-1954) period. For the past two decades, he collaboratively established CREA as an international and interdisciplinary community of researchers, scholars, and practitioners advocating use of a culturally responsive lens in systematic inquiry across evaluation, assessment, policy analysis, applied research and action research.

Dr. Hood is a Fellow of the American Educational Research Association (2016), Fellow and Council Member of the International Evaluation Academy (2020), recipient of the American Evaluation Association's 2015 Paul F. Lazarsfeld Evaluation Theory Award, conferred an honorary appointment as Adjunct Professor at Dublin City University (School of Education Studies) Dublin Ireland in 2014, and Fellow of the American Council on Education (2001-2002). His membership on many advisory boards and committees includes the Educational Testing Service's Visiting Panel for Research, National Board for Professional Teaching Standards' Assessment Certification Advisory Panel, and the American Indian Higher Education Consortium's "Building an Indigenous Framework for STEM Evaluation". He earned a BA in Political Science and MA in Counseling from the University of Wisconsin at Whitewater and Ph.D. in Education (emphases program evaluation, administration, and policy analysis) from the University of Illinois at Urbana-Champaign.

Socially Just Assessment & Evaluation

Panel of Jason Millman Memorial Award Recipients

We are honored to have with us five Jason Millman Memorial Award Recipients at CREATE 2022. Their individual and collective expertise has contributed to the improvement of assessment and evaluation across educational settings. Within their work, they have furthered the development and use of Socially Just Assessment & Evaluation.

Participants, Stafford Hood, 2022, Edward Kifer, 2021, Susan M. Brookhart, 2014, James Stronge, 2012, Robert Rodosky, 2009

Moderator, Don A. Klinger

Outline

- General Introduction
- Panelist Opening
- Interactive Questions
 - How do you suggest we make sense of the phrase, “Achievement Gap”?
 - If we seek Socially Just Assessment and Evaluation, what do we need to do?
 - What is the key message you want people to leave this room with?
- Closing

Lee Ann Jung, Lead Inclusion

Better Assessment Validity Through Universal Design for Learning



In this invited session, Lee Ann will guide participants to consider the many ways students can demonstrate their understanding, whether learning at a distance or in their classrooms. We explore these multiple means of expression within the context of construct validity--ensuring that we are measuring what we intend to measure. We generate solutions to these questions: What are confounding variables, and how do they compromise the validity of our assessments? Why are options for student expression important? How can we support our teams to provide students with options to show their learning in a way that improves, rather than compromises validity? How do we provide options and maintain a perception of fairness? How do we accomplish all of this with efficiency, rather than an additional burden on teachers?

In addition to Lee Ann's keynote, she is leading sessions titled, ***From Goals to Growth: Goal Attainment Scaling as a Means to Measure Progress***. In this session, based on her own research and the ASCD book, *From Goals to Growth*, Lee Ann introduces goal attainment scaling as an alternate to traditional rubrics for measuring student performance. Goal attainment scaling feels similar to a rubric for teachers, but contrasts in several ways, including its orientation toward growth. Goal attainment scaling streamlines the process by creating a "ruler" that can be used across tasks and across time, decreasing the time in developing rubrics and focusing on what really matters to measure. The result is a measure that can be used at a single point in time to measure performance, as well as over time to show progress.

CREATE Board of Director, Justin Fischetti, has been instrumental in our work exploring approaches to partner with schools, school districts and departments of education. As a Board of Directors, we are considering ways to support the changes developed in these sessions. Please contact the CREATE Board with suggestions, at admin@createconsort.org.

Paula Egelson Lifetime Service Award Celebration

Doctoral Poster Session

Achilles-Harper-Swenson Emerging Researcher Award

Paula Egelson



The Paula Egelson Lifetime Service Award was created to recognize long-standing service to CREATE. Paula Egelson's time-honored service and institutional memory demonstrate the commitment necessary to do the work of the organization. She has served in many capacities including her service as the CREATE President and several years as the CREATE representative on the Joint Committee on Standards for Educational Evaluation (JCSEE) through multiple revisions of the evaluation standards. Paula's warm welcomes to each member at our annual conference exemplify a fundamental CREATE value to hold students, educators, researchers and policymakers in the same esteem. Through the years, her actions ensured that CREATE maintained our inclusive nature. As a founding organizer of the Achilles-Harper-Swenson Emerging Researcher Award, we coupled Paula's celebration with the Doctoral Poster

Session on Monday, October 11th.

Achilles-Harper-Swenson Emerging Researcher Award

Annually, CREATE promotes the work of emerging researchers with the Doctoral Student Poster Session. The Achilles-Harper-Swenson Emerging Researcher Award was created in 2013 by the CREATE Board to honor Charles M. Achilles, Maxine Harper and Penelope Lynn Walters Swenson. These three educational researchers had a profound influence on the field. One emerging researcher is recognized with this award after a review of the work presented at the Doctoral Poster Session. Poster reviewers tend to include CREATE Past-Presidents or Board of Directors.

Charles M. Achilles



Dr. Charles M. Achilles was a professor of Educational Administration at Seton Hall University and Eastern Michigan University. Before that, he was a professor at the University of North Carolina, Greensboro from 1988-1994, where he served as Department Chair. From 1967-1988, he was professor of Educational Administration at the College of Education at University of Tennessee, Knoxville. Charles had a bachelor's degree in classics, master's degree in education, and a doctorate in educational administration all from the University of Rochester.

Dr. Achilles was one of four Principal Investigators of Tennessee's Project STAR from 1985-1989, the largest longitudinal, experimental design study in education. He has evaluated policy implementation of small classes in 16 Tennessee counties. A major

strand of his work included determining how the use of research results could improve conditions and outcomes of schooling.

Achilles had experience in "effective school" efforts, including Project SHAL in St. Louis and the Knoxville Proficiency Project as an evaluator. He was a member of the Phi Delta Kappa Commission on Public Confidence in the Schools from 1985-1988, and co-author of *Handbook on Developing Public Confidence in the Schools* (1988). He was co-editor and contributor to *Inside Classrooms: Studies in Verbal and Non-Verbal Communication* (1977). Charles was Principal Investigator in 1995 of Success Starts Small, a yearlong observational study of teaching in primary classrooms. He also chaired numerous observational studies of teacher and teacher aide processes in classrooms.

Dr. Achilles worked on school improvement, equity, and desegregation issues in Richmond, Cleveland, Kansas City, Woodland Hills, Wilmington, and Knoxville. He was author, co-author, or editor of 60 books, chapters, monographs, or major research reports.

Maxine Harper



Maxine Harper graduated from Pillow Academy as valedictorian of her class and went on to earn a master's degree in special education from Mississippi State University followed by a doctor of education degree from Delta State University. Her most recent work was as clinical assistant professor of education and director of the Center for Educational Research and Evaluation at the University of Mississippi. While she enjoyed all her work, teaching and direct contact with students was her real passion, because she wanted to make sure those who went into the special education field could see first-hand that they should never put limitations on their own students. She knew how important it was to never tell a child what he or she couldn't do, but instead find ways to help them find their gifts and succeed. Two books, "Daffodils in the Snow" and "Journey of Hope," were written by her as a way to share her faith and life story.

Penelope Lynn Walters Swenson



Penelope "Penny" Lynn Walters Swenson lived a passion for education and for her students at all ages and levels. At the time of her death, she served as professor in Educational Administration and Curriculum and Instruction as well as Coordinator of Curriculum and Instruction in the School of Education at California State University at Bakersfield. A K-12 teacher and administrator for over 25 years, in addition to her career in higher education, she also conducted research, wrote prolifically, created textbooks, and made presentations across the United States and internationally in multiple areas,

including learning, assessment at all levels, distance learning, and technology for students and educators. Dr. Swenson grew up in California schools, earned her undergraduate degree from The University of Southern California, and both the master's degree and Ph.D. from The Claremont Graduate University.

Annual Business Meeting Agenda

- Minutes from Annual Business Meeting 2021
- Our Purpose
- Reports
 - Treasurer's Report
 - Joint Committee on Standards in Educational Evaluation (JCSEE)
 - Publications
- CREATE's activities over 2022
- Any Special Orders
 - Elections
- Unfinished Business and General Orders
 - Fiscal report of the financial status of the organization
 - Recruitment
 - Consortium Advisory Committee
- New Business
 - Initiatives
- Archive CREATE materials housed at Western Michigan with JCSEE
- Thank you, out-going Board of Directors
- Announcements
 - From the Floor
- Upcoming Meetings & Events
 - 2023
 - Board of Directors meetings
 - Institute
 - Annual Business Meeting

Annual Conference Proceedings

In 2020, CREATE began publishing our Annual Conference Proceedings. The submission process for the Annual Conference Proceedings begins with the submission of a conference presentation. Authors indicate interest in submitting a full paper when submitting a conference proposal. After the conference, the CREATE Board of Directors begins the paper submission process. The Annual Conference Proceedings are then published the following year. In addition to a select number of papers published, beginning with the 2021 Annual Conference Proceedings, we will publish titles, abstracts, and authors for each presentation made at that year's conference.

The 2021 edition includes the titles, abstracts and authors who presented at the 2021 virtual conference and will be available later this year.

And, the 2022 edition will include a section for 2021 papers and 2022 papers. The call for proposals will be available early in 2023.

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11:45 am - 12:45 pm	2021 Jason Millman Memorial Award & Lecture Edward Kifer Lunch
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2:30 pm - 3:15 pm	Concurrent Session IV
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30th Annual CREATE Conference

Monday, October 10, 2022

8:00 am - 9:00 am

Registration

Grand Ballroom Salon C Foyer

8:45 am - 9:30 am	General Session	Grand Ballroom Salon C
	Meet & Greet Breakfast	

9:30 am - 10:00 am	General Session	Grand Ballroom Salon C
	Convening Session Welcome	

Concurrent Session I
10:15 am - 11:30 am

10:15 am- 11:30 am

Windsor A

Introduction to the Joint Committee on Standards for Educational Evaluation (JCSEE)

Don Klinger & Barbara Howard

The Joint Committee on Standards for Educational Evaluation (JCSEE) consists of representatives from key educational organizations in Canada and the USA. The JCSEE has a mandate to develop and disseminate standards to meet educational evaluation needs, including program, personal and student evaluation. Don Klinger and Barbara Howard have led two task forces to develop standards for the JCSEE; with the task forces, they have embedded approaches for socially just and inclusive models of educational evaluation into the standards.

Teacher Morale and Mental Health Following COVID-19

David Marshall, Tim Pressley, Savanna M. Love & David M. Shannon

We surveyed teachers across the United States (n = 830) to understand how K-12 teachers were experiencing burnout following the COVID-19 pandemic. Linear regression findings suggest that job satisfaction, administrative support, student mental health, and teacher burnout all significantly predicted both teacher morale and mental health.

Monday, October 10, 2022

10:15 - 11:30 am

Windsor B

Long-Term Follow Up to Short-Term Interventions: Tracking Influences of a JROTC STEM Camp

James Van Haneghan & Melissa Dean

This presentation explores follow-up data from 140 high school seniors who participated in either a week long traditional JROTC leadership camp or a STEM infused camp during the summer after their 9th or 10th grade year. The presentation focuses on uncovering the varying impacts of this short-term experience and the contextual factors that support them.

Constructing a Culturally-Responsive Assessment Form: Lessons Learned and Student Feedback from a Small-Scale Pilot Study

Fiona Hinds, Susan Lyons, Hannah Denker & Sanford R. Student

We share findings from a project in which researchers and teachers collaborated to construct a standardized classroom assessment whose content was grounded in the culture and identity of Boston Public Schools students. Includes both the process by which the assessment was constructed and feedback from students who took the form.

11:00 am- 11:30 am

Grand Ballroom Salon C

CREATE Moving Forward

CREATE Board of Directors

As CREATE makes sense of where we have been and where we are now to plot a path forward, the CREATE Board of Directors seeks your feedback, perspectives and suggestions for furthering our work to improve assessment and evaluation in PK-12, higher education and other educational settings. Beginning with this session, materials will be available for CREATE members to contribute to the development of future initiatives related to practice, research and policy.

11:45 am - 12:45 pm

General Session

Grand Ballroom Salon C

2021 Jason Millman Award & Lecture

Edward Kifer

Introduction by Corrie Klinger

Lunch

Concurrent Session II

1:00 pm-1:45 pm

1:00 pm - 1:45 pm

Windsor A

Question & Answer with Skip Kifer

2021 Jason Millman Memorial Award Recipient & Lecturer

Time to Start Pulling Harder from the Top

Paul Zavitkovsky & Laquita Louie

More than two decades of school-, district- and state-level evidence make it clear that lower-achieving students rarely if ever sustain greater than average growth rates unless their higher-achieving counterparts do the same. The presentation summarizes this evidence and describes its implications for practice in closing chronic opportunity gaps.

Monday, October 10, 2022

1:00 pm - 1:45 pm

Windsor B

School in the Age of Google

Sarah Beach

While purposes and desired outcomes of education have long been debated, much of schooling has been the sharing of facts and processes for students to learn. What should education look like now that children carry the knowledge of a million libraries around in their pockets?

Virginia Quality Criteria Review Tool for Performance Assessments to Support Socially Just Assessments

Lynne Bland

In support of socially just assessment and evaluation, the Virginia Quality Criteria Review Tool (VQCRT) for Performance Assessments can be used to examine performance assessments for elements of bias and sensitivity to the community of students. This session presents one study that implemented the use of this tool.

1:00 pm - 1:45 pm

Victoria

Pairing Literature and Science for Socially Just Assessment

Rebecca Young & Mary-Alice Corliss

Presenters share an interdisciplinary model for assessing climate science through stories that disarm defenses, challenge assumptions, and motivate change. We urge educators to take up the mission of preparing climate literate students who will recognize the disproportionate impact of climate change as gross injustice and understand how to confront it.

Round Table Presentations

Grand Ballroom Salon C

2:00 pm - 2:45 pm

2:00 pm - 2:45 pm

Grand Ballroom Salon C

Teaching the Teachers: Strategies for Developing Assessment Literacy, Table 1

Bryan Drost

The assessment of students is a critical element to the teaching-learning cycle (Drost & Levine, 2015; Lunenburg & Lunenburg, 2015; Schmoker, 2018; Stiggins, 2008; Tyler, 1949). For the last twenty-five years, assessment design has been continually reported as a weakness among teachers (DeLuca & Bellara, 2013; DeLuca, Chavez, Bellara & Cao, 2013; Popham, 2020; Stiggins & Conklin, 1992). Drost & Levine (2021) examined strategies for teaching assessment design utilized by 87 individuals in the United States. In this collaborative interactive session, the presenter will provide a brief review of the research in support of teaching teachers assessment literacy. This will follow with a model and share out of some of the strategies that were learned in this empirical study that allow teachers to develop effective classroom practices.

Teaching Theory in University Evaluation Coursework, Table 2

David Marshall & Divya Varier

To explore how theory is taught in program evaluation coursework, we surveyed university instructors (n=57). They shared how they taught about theory, the textbook(s) they selected, and the rationale for selecting them. We also reviewed the textbooks instructors identified for whether and to what extent theory was covered.

Monday, October 10, 2022

Engaging Communities to Develop Culturally Responsive Math Assessments, Table 3

Eva Villagrana & Fiona Hinds

This session will provide a process for partnering with community stakeholders to develop math assessment items that are reflective of students' cultures in the context and lived experiences of their daily lives. This discussion will explore the potential impact of culturally relevant math item stimuli on student test-taking experiences.

Strategies for Formative Assessment that Empower ALL Students, Table 4

Mark Johnson

This session explores how an awareness of the need to honor diverse cultural experiences, and the need for all students to not feel threatened by assessment practices, can help classrooms cultivate healthy assessment practices for all learners. Topics include performance assessment, formative feedback, and equitable grading.

Exploring Micro-Credentials: An Assessment as Learning Tool for Teachers, Table 5

Spencer Ziegler, Jennifer Graham, Mellisa Smith, Serena Halstead & Theresa Perry

In this round table conversation, we will share what Wake County Public School System and Cumberland County Schools have learned from their experiences researching and implementing micro-credentials as an assessment tool to gauge educators' skill sets.

PrimeD: A Framework for Embedding Research and Evaluation in Professional Development of Mathematics Teachers, Table 6

Christopher Rakes, Robert N. Ronau & Jon Saderholm

This session will describe how the PrimeD framework integrates evaluation and research into the professional development of mathematics teachers. Special attention will be given to the connections between robust evaluation and research plans and the quality of the professional development experience.

A Critical Policy Analysis of Standardized Testing's Sordid Rise, Table 7

Sarah Beach

If we are to take seriously our aims of socially just assessment and evaluation, we must first be willing to uncover the insidious ways that White supremacy is rooted in the systems. The purpose of this paper is to investigate the racist genesis of today's widespread assessment and evaluation practices.

Turning Formative Assessment into Equitable Instruction for Reading Progress, Table 8

Mary Jane McIlwain

Teachers struggle using assessments to inform literacy instruction. This roundtable focuses on how a reading methods course influenced teacher candidates' lesson planning by emphasizing the use of cultural assets and strength-based assessment statements. Researchers sought to study the course's impact on emerging teacher dispositions toward efficacy and culturally relevant pedagogy.

Community History Projects as a Tool to Expand Middle Students' Sense of Community & Belonging, Table 9

Chad Cunningham

This study shows how community history projects conducted by small groups of middle school students can influence their understanding of community and belonging to the local community. Influence was determined from students' own understanding of community and belonging revealed by individual community mapping projects in a civics and geography classroom.

Monday, October 10, 2022

3:15 pm - 4:30 pm	General Session	Grand Ballroom Salon C
<p>Paula Egelson Lifetime Service Award Celebration Introduction by Barbara Howard</p> <p>Doctoral Student Poster Session Hor d'oeuvres & Cash Bar</p>		

“Fairness in Assessment is Essential”: Quantitative and Qualitative Insights into Preservice Teacher Conceptions of Assessment Fairness

Michael Holden & Amir Rasooli

Fairness is central to how students, teachers, and other stakeholders perceive classroom assessment. This study examines how 289 preservice teachers conceptualize assessment fairness, drawing on participants’ qualitative responses and exploratory factor analysis of the Classroom Assessment Fairness Inventory (CAFI). The findings directly inform ongoing efforts toward socially just assessment.

Leveraging Teacher Agency to Improve Equity in Grading

Susan Bishop

Grades gatekeep opportunities for students, yet they lack reliability, validity, and can be biased. The purpose of this study will be to apply Pantic’s model of teacher agency for social justice to leverage the domains of purpose, competence, autonomy, and reflexivity in professional learning to improve teacher agency for equitable grading.

Evaluating a STEM-based Preschool

Deja Trammell, Natalie M. Neugebauer, Natalie E. Smith & David T. Marshall

This evaluation sought to understand parent and teacher experiences, as well as why parents enrolled their child(ren) at a STEM-based preschool. As such, we conducted surveys, focus groups, and observations. Findings indicate that parents are satisfied with the school overall and would enroll another child there in the future.

Culturally Responsive Evaluation of a Gifted English Language Arts Curriculum

Dana Lockhart & Anyesha Mishra

While much research has examined problematic identification methods in the field of gifted education, only a few have analyzed the curriculum that is prescribed. To address this gap, researchers will conduct a Culturally Responsive Evaluation of a popular gifted English Language Arts (ELA) curriculum and identify related emerging themes.

A Curriculum Evaluation Plan for the Course Introductory Engineering Design

Si Chen & Jonathan Frey

Focusing on an undergraduate course titled Introductory Engineering Design at a public university in the US, this formative curriculum evaluation intends to examine self-efficacy in engineering, the first medium outcome of the course, and to improve future implementation.

30th Annual CREATE Conference

Tuesday, October 11, 2022

8:00 am - 9:00 am

Registration

Grand Ballroom Salon C Foyer

8:30 am - 9:30 am

**Meet & Greet
Breakfast**

Grand Ballroom Salon C

9:30 am - 10:30 am

General Session

Grand Ballroom Salon C

**2022 Jason Millman Memorial Award & Lecture
Stafford Hood
Introduction by Karen Kirkhart**

10:30 am - 11:15 am

General Session

Grand Ballroom Salon C

**Better Assessment Validity Through Universal Design for Learning, Lee Ann Jung
Introduction by Justin Fischetti**

In this General Session, Lee Ann will guide participants to consider the many ways students can demonstrate their understanding, whether learning at a distance or in their classrooms. We explore these multiple means of expression within the context of construct validity--ensuring that we are measuring what we intend to measure. We generate solutions to these questions: What are confounding variables, and how do they compromise the validity of our assessments? Why are options for student expression important? How can we support our teams to provide students with options to show their learning in a way that improves, rather than compromises validity? How do we provide options and maintain a perception of fairness? How do we accomplish all of this with efficiency, rather than an additional burden on teachers?

Concurrent Session III

11:30 am -12:45 pm

11:30 am - 12:45 pm

Windsor A

Question & Answer Session with Stafford Hood

2022 Jason Millman Memorial Award Recipient & Lecturer

Examining the Quality of Teacher-Selected Social Studies Performance-Based Assessments: A Responsive Evaluation

Lynne Bland

In support of socially just assessment and evaluation, the Virginia Quality Criteria Review Tool (VQCRT) for Performance Assessments can be used to examine performance assessments for being sensitive to the community and free of bias. This session presents one study that implemented the use of this tool.

Tuesday, October 11, 2022

Preparing Socially-Just Future Educational Leaders through Autobiographical Narratives and Critical Reflection as Tools for Understanding Identities and Positionality

Kim Jamison & Christine Nganga

While the purposes and desired outcomes of education have long been debated, much of schooling has been the sharing of facts and processes for students to learn. What should education look like now that children carry the knowledge of a million libraries around in their pockets?

11:30 am - 12:45 pm*

Windsor B

From Goals to Growth: Goal Attainment Scaling as a Means to Measure Progress, Lee Ann Jung with Justin Fischetti

In this session, based on her own research and the ASCD book, *From Goals to Growth*, Lee Ann introduces goal attainment scaling as an alternate to traditional rubrics for measuring student performance. Goal attainment scaling feels similar to a rubric for teachers, but contrasts in several ways, including its orientation toward growth. Goal attainment scaling streamlines the process by creating a “ruler” that can be used across tasks and across time, decreasing the time in developing rubrics and focusing on what really matters to measure. The result is a measure that can be used at a single point in time to measure performance, as well as over time to show progress.

*entire session

11:30 am - 12:45 pm

Victoria

Measuring Learning Environment Quality in Jordan: Student Perspectives

Jefferey Coupe & Marian Robinson

The 2011 findings of a national learning environment assessment conducted in Jordanian public schools will be presented. Over 3000 public school students, selected at random, shared their voices on the safe, caring, healthy and engaging qualities of school. Inequities observed among students across genders and geographies will be discussed.

Evaluating Vocabulary Items in Assessments

Sarah Cattan

What were they thinking, my kids would never get this! How unfortunate this reprise when educators encounter vexing vocabulary items on a state assessment. This session will discuss the potential benefits of vocabulary assessment, the intrinsic and extrinsic challenges to development and corrective models for consideration.

The Assessment of Experiential Learning with Statistical Analyses Focusing on Student Outcomes, Graduate Workplace Readiness Skills, and Career Mobility: Part II

Kimberly Bell

Through assessment, which is defined as “a collaborative, intentional and iterative process of gathering and analyzing information to improve student learning,” results of an experiential learning initiative were analyzed. The graduates’ workplace readiness skills, career mobility, and diversified life perspectives were among the attributes evaluated through individualized and aggregated assessments.

Tuesday, October 11, 2022

1:00 pm - 2:15 pm	General Session	Grand Ballroom Salon C
Socially Just Assessment & Evaluation		
Panel of Jason Millman Memorial Award Recipients		
Lunch		

Concurrent Session IV
2:30 pm - 3:15 pm

2:30 pm - 3:15 pm*	Windsor A
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From Goals to Growth: Goal Attainment Scaling as a Means to Measure Progress, Lee Ann Jung with Justin Fischetti

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*entire session

2:30 pm - 3:15 pm	Windsor B
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CREATE Focus Group Discussion Related to the Theoretical and Applied Science of Evaluation
Barbara Howard & Corrie Klinger

In our quest to improve assessment and evaluation in PK-12, post-secondary education and other educational settings, we are holding this session as an opportunity for those interested in the theoretical and applied science of evaluation to engage with one another in a facilitated discussion and share innovative ways for CREATE to stay relevant as we move forward.

3:00 pm	Snack	Grand Ballroom Salon C Foyer
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3:30 pm - 4:15 pm	General Session	Grand Ballroom Salon C
CREATE Achilles-Harper-Swenson Emerging Researcher Award		
CREATE Business Meeting		
Closing		
<i>A one-year membership to CREATE is included with each conference attendee's registration fee.</i>		
<i>Please join us for a brief business meeting at the conclusion of the 30th Annual CREATE Conference.</i>		

4:15 pm – 5:30 pm

Closed Door Session: CREATE Board of Directors Meeting

Maps of Renaissance Asheville Hotel

