

CALL FOR PROPOSALS

For the Fourth NCME Special Conference on Classroom Assessment

Rhetoric Meets Reality: Advancing K-12 Implementation of Principles of Classroom Assessment

October 21-22, 2021

This *Call for Proposals* invites individuals from colleges and universities, public and private school systems, measurement organizations, state departments of education, and others to submit proposals for the 4th National Council of Measurement in Education (NCME) Special Conference on Classroom Assessment, which will be held October 21-22, 2021. In cooperation with the NCME Classroom Assessment Task Force, the conference is designed to continue NCME's commitment to improving assessment that occurs in the classroom. **Individuals proposing presentations do not need to be members of NCME.**

The conference will bring together K-12 teachers, school and district leaders, teacher preparation faculty, scholars, doctoral students, and researchers to engage in dialogue, discussion, and learning to strengthen the practice and potential of classroom assessment, and to shape classroom assessment research to address current classroom assessment challenges faced by educators. Using a variety of session formats, the conference will blend the realities of the classroom with research and theory. The conference is hosted by the University of Virginia, Virginia Commonwealth University, William & Mary, and George Mason University.

Despite significant attention to classroom assessment, there is still a disconnect between research, theory, and measurement principles, on the one hand, and what is actually implemented in classrooms. An important reason for this divide is that classroom contexts are remarkably varied, complex, and uncertain, limiting the applicability of research, theory, and measurement principles. Additionally, research, theory, and measurement principles need more information about classroom settings and must become more useful within those settings. There are significant challenges related to recent disruptions of learning and increasing learning gaps, as well as ongoing issues of equity of fairness. This conference is designed to address this disconnect by showing how research, theory, measurement, and practice interconnect and interact to improve classroom assessment.

We invite proposals that generate dialogue around current practice, research, and dilemmas in classroom assessment. Topic areas will be used to distinguish research, theory/conceptual topics, and practical application, as well as the wide range of contextual factors that guide assessment practice and research, such as: culturally responsive and equity-minded assessment practices; assessment practices in remote learning environments and impacts of COVID-19; teacher preparation and assessment literacy; use of assessment information, tools, and resources to guide instruction; and foundational principles of assessment, measurement, and grading.

SUBMISSION TYPES

Submission types are divided into two presentation formats: **group sessions** and **individual presentations**. Group sessions and individual presentations may be research-oriented, practice-oriented, or a combination of the two.

GROUP SESSIONS

These are complete, stand-alone sessions for which several individuals have agreed in advance to present. There are two types of group sessions: **panel demonstrations** and **symposia**. (Other innovative formats are welcome, especially those that involve interactivity with the audience.) Group sessions will be 75 minutes.

PANEL DEMONSTRATIONS

The panel discussion is a planned conversation and dialogue or debate on a topic by 3-6 people with contrasting or complementary points of view, moderated by a chair, with time reserved for audience participation, questions, and comments.

SYMPOSIA

A symposium consists of three to five concise oral presentations on a specific common topic (e.g., research, best practices, model programs, case studies, theory building, research findings, pedagogy) that have been pre-grouped into a session with time reserved for audience engagement.

INDIVIDUAL PRESENTATIONS

Individual presentations are proposals that have not been submitted as part of a group session. They consist of concise oral presentations and will be given in a traditional style **individual presentation** or in an **interactive poster session**.

INDIVIDUAL PRESENTATIONS

This category is for proposals from one or more authors not associated with a group format. A concise, 10–12-minute summary of the research or practice will be presented. Three or more papers will be grouped together into a complete session by the program committee, although suggested grouping with other papers or topics is encouraged.

INTERACTIVE POSTERS

An interactive poster is a visual electronic display of a paper, a research project, a developing idea, or an innovative program that is set up and presented by the creator(s) during the hosted poster session. Posters are encouraged from both emerging and established scholars, as well as from practitioners who are implementing innovative programs in the area of classroom assessment. Doctoral students are especially encouraged to submit posters of research-in-progress or completed research. A special session of doctoral student work will be scheduled, including structured interaction with established scholars.

SUBMISSION GUIDELINES & PROCEDURES

A Google Form will be used to submit each proposal. The following information will need to be provided:

Cover Sheet: (presenters, affiliations, contact information)

Proposal Title: You will be asked to type your session title as it should appear in the conference program.

Nature of the Proposal: (e.g., theoretical/conceptual, research, practice, policy)

Topic Area: (e.g., culturally responsive classroom assessment, classroom assessment in remote learning environments, assessment literacy, foundational principles of assessment)

Preferred Format: (e.g., group, individual, poster)

Proposal Contents: You will be prompted to complete a series of extended responses to provide the following elements:

- A description of the **main purpose** of your proposed individual presentation or group session. (Limited to 500 characters; approximately 100 words)
- A description of the **research question(s)** or **problem(s) of practice** that your proposal addresses. (Limited to 500 characters; approximately 100 words)
- Select **strategies** or **methods** that are applicable to your proposal (i.e., quantitative, qualitative, mixed-methods, theoretical/conceptual, demonstrations, program evaluation, action research, or other)
- A description of the **main findings, perspectives, or conclusions** you will present. (Limited to 1000 characters; approximately 200 words)
- A description of the **implications of your findings, perspectives, or conclusions** for assessment practices and/or research about assessment. (Limited to 1000 characters; approximately 200 words).

Proposal Submission Form: Proposals may be submitted between March 10, 2021 and April 10, 2021.

Proposal Review Process:

Proposals will be reviewed by members of the program committee and other reviewers as appropriate, with notification to proposers in mid May. Reviewer ratings will be based on the following criteria:

- Clarity and significance of the purpose.
- Clarity of the research question(s) or problem(s) of practice.
- For research, soundness of the methodology.
- For assessment practice, relevance to existing knowledge, research, theory, and contextual factors.
- The extent to which the findings/conclusions/recommendations contribute to knowledge and/or practice.
- Relevance of the topic/work to the theme of the conference.
- Degree to which the topic/work ties together the connection between classroom practices and measurement principles.

CLOSING COMMENTS: On behalf of the NCME Classroom Assessment Task Force (CATF), we are looking forward to this meeting. Submit your research and practical applications and plan to participate for a stimulating and engaging set of sessions. If you have any questions regarding the conference or Call for Proposals, please do not hesitate to contact Tonya Moon at trm2k@virginia.edu. Please put "CATF Conference" in the subject line.