The passage of the No Child Left Behind Act (NCLB) is already having major impact on accountability programs in nearly every state in the nation. This year’s CRESST conference will bring together some of the top researchers and practitioners in the nation to discuss NCLB accountability provisions and numerous other issues related to improving assessment systems. We are hosting this year’s CRESST conference at the recently refurbished Radisson Hotel at the Los Angeles International Airport, with startling city views and deluxe accommodations.

Among our distinguished presenters are CRESST Co-director Eva Baker, current AERA president and CRESST Co-director Robert Linn, AERA president-elect Hilda Borko, and previous AERA president Lorrie Shepard. Additionally we are honored to have Susan Sclafani, Counselor to the U.S. Secretary of Education, and James Popham, UCLA professor emeritus and this year’s recipient of the National Council on Measurement in Education Award for Career Contributions to Educational Measurement, presenting at this year’s 2-day meeting.

The conference will also commemorate the thousands of men and women who lost their lives in last year’s terrorist attacks in New York City, the Pentagon, and Pennsylvania.
2002 CRESST Conference Tentative Agenda

September 10 - 11, 2002

Tuesday, September 10

7:30 - 8:30 a.m. Continental Breakfast

8:30 - 8:50 a.m.
Welcome to the CRESST Conference
Eva L. Baker, CRESST Co-Director

8:50 - 10:15 a.m.
Improving the Validity of Measures
Eva L. Baker, CRESST/UCLA
Daniel Koretz, CRESST/Harvard University
Wayne Martin, The Council of Chief State School Officers
Stephen Dunbar, University of Iowa

10:15 - 10:30 a.m. Break

10:30 - 11:45 a.m.
Measuring Adequate Yearly Progress
Harold Himmelfarb, OERI, U.S. Department of Education (Chair)
Robert L. Linn, CRESST/University of Colorado at Boulder
Edward Haertel, CRESST/Stanford University
Thomas Kane, CRESST/UCLA School of Public Policy and Social Research

11:45 a.m. - 1 p.m. Lunch
Keynote Speaker
Seeking Redemption for Our Past Psychometric Sins
James Popham, UCLA Professor Emeritus

1:00 - 3:00 p.m. Concurrent Sessions
New Validity Challenges for College Admissions
Wayne Camara, The College Board
Michael Brown, University of California, Santa Barbara
Mick Walker, Qualifications and Curriculum Authority, United Kingdom
Cynthia Schmeiser, ACT, Inc.

Measuring and Supporting English Language Learning in Schools
Lyle Bachman, UCLA/Applied Linguistics and Teaching English as a Second Language
Mari Pearlman, Educational Testing Service (Invited)
Jamal Abedi, CRESST/UCLA
Alison Bailey, CRESST/UCLA
Frances Butler, CRESST/UCLA (Discussant)

3:00 - 3:15 p.m. Break

3:15 - 4:45 p.m.
Validity of Accountability Models
Jane Armstrong, Education Commission of the States (Chair)
William Sanders, SASinS and University of North Carolina
Brian Stecher, CRESST/RAND
Brian Gong, National Center for Improvement of Educational Assessment

AWARDS

6:00 - 7:00 p.m. CRESST Reception

7:00 - 10:00 p.m. Buffet Dinner and Dancing
Wednesday, September 11

7:30 - 8:30 a.m.   Continental Breakfast

8:30 - 9:45 a.m.
Assessment to Improve Instruction: Keynote Speech
Susan Sclafani, U.S. Department of Education
Joan L. Herman, CRESST/UCLA (Chair and Discussant)

9:45 - 10:00 a.m.   Break

10:00 - 11:30 a.m.
The Relationship Between Teaching and Assessment
Lorrie Shepard, CRESST/University of Colorado at Boulder
Hilda Borko, CRESST/University of Colorado at Boulder
Robert Glaser, CRESST/University of Pittsburgh
James Pellegrino, University of Illinois, Chicago

11:30 a.m. - 1:00 p.m.   Lunch

1:00 - 2:30 p.m.   Concurrent Sessions
What the New ESEA Means for State Accountability Systems
William Padia, California Department of Education
Scott Marion, Wyoming Department of Education
Pasquale DeVito, National Research Council, Board on Testing and Assessment

Accountability for Low-Performing Schools
Robert Cooper, CRESST/UCLA, Graduate School of Education & Information Studies
Heinrich Mintrop, CRESST/UCLA, Graduate School of Education & Information Studies
Tyrone Howard, CRESST/UCLA, Graduate School of Education & Information Studies

English Language Proficient Assessment: A California Perspective
Mark Fetler, California Department of Education
James Stack, San Francisco Unified School District

Additional Sessions to be Scheduled

2:30 - 2:45 p.m.   Break

2:45 - 4:30 p.m.
Research and Development to Improve Assessment and Accountability
Lauren Resnick, CRESST/University of Pittsburgh
Robert Mislevy, CRESST/University of Maryland
Joseph Conaty, U.S. Department of Education

The Details
WHEN?
The CRESST conference will begin at 8:30 a.m., Tuesday, September 10, and conclude at 5:00 p.m., Wednesday, September 11, 2002. Early arrivals on September 9 may enjoy light refreshments in the Hospitality Suite from 4:00 p.m. to 8:00 p.m.

WHERE?
The beautifully renovated Radisson Hotel at Los Angeles Airport will provide the setting for this year’s meeting. All residential conference guests enjoy complimentary access to the hotel’s outstanding recreational facilities including the swimming pool, exercise spa, sauna, and steam bath.

ROOM CHECK-IN AND REGISTRATION
Early-bird registration hours are from 5:30 to 6:30 p.m., Monday, September 9, at the conference registration desk. Normal registration takes place on September 10, 7:00 a.m. to Noon. Room check-in begins at 3:00 p.m. on September 9, and checkout is at Noon, September 11.

(continued on next page)
REGISTRATION FEES AND HOUSING—Stay extra nights for only $99!

On-site or Commuter. The $450 on-site conference registration fee includes lodging on Monday and Tuesday nights, parking if necessary, and all conference-provided meals for two days. (One-night conference registration is available for $350.) Extra nights for September 7, 8, and September 11, 12, 13, and 14 are $99 plus parking and taxes, subject to availability. Extra nights do not include meals. You must be a registered CRESST Conference on-site participant to take advantage of this special overnight rate. Call the Radisson directly (310-670-9000) to book extra nights after you receive your e-mailed conference registration confirmation. The $250 commuter registration fee includes several meals and parking, but no housing. There are no one-day registration discounts for commuter participants. Payment by check (payable to Regents of UC), credit card, or purchase order.

OTHER INFORMATION

Please call Kim Hurst at 310-794-9140 for questions about registration. Check the CRESST Web site, www.cse.ucla.edu, for updates on sessions and online registration.

Packages may be shipped in advance to the hotel at the following address:

Your Name-Arrival Date
Convention Services
CRESST Conference
Radisson LAX
6225 West Century Boulevard
Los Angeles, CA 90045
310-670-9000

Please either register online (www.cse.ucla.edu) or complete this form and fax registration information immediately to Kim Hurst to ensure your space at the conference. Kim Hurst’s phone number is (310) 794-9140, Fax: (310) 825-3883, E-mail: hurst@cse.ucla.edu. Please print in ink or type. Registration forms must be received by CRESST no later than August 26, 2002, and payment by August 30, 2002. REGISTER BY AUGUST 1, 2002, AND RECEIVE A $50 DISCOUNT ON YOUR REGISTRATION!

2002 CRESST CONFERENCE REGISTRATION FORM
Tuesday, September 10 - Wednesday, September 11, 2002, Radisson Hotel at Los Angeles Airport

Please indicate your registration choice below:

- ☐ Commuter Registrant ($250)
- ☐ On-site ($450), 2 nights (Monday & Tuesday)
- ☐ On-site ($350), 1 night (Monday or Tuesday)

Please indicate ☐ Non Smoking ☐ Smoking

Credit Card Information: Visa, MasterCard, or Discover (Please circle card you are using.)

Card Number
Expiration Date

Name
Signature
RESEARCHERS and the public have benefited from the increased amounts of data available to them about student performance. However, a new CRESST report suggests that researchers must exercise great caution in the use and reporting of such data.

CRESST/Stanford University researcher David Rogosa recently analyzed assessment data on California charter schools. The motivation for his analyses was a study on charter schools by researchers from California State University, Los Angeles. CSULA researchers Simeon P. Slovacek, Antony J. Kunnan, and Hae-Jin Kim used data from the publicly available Academic Performance Index and concluded that “California charter schools are doing a better job of improving the academic achievement (as measured by API) of California’s most at-risk students, those who are low-income, than non-charter California public schools.” The conclusions of the CSULA researchers were reported widely in the local and national press.

Using corrected charter school data and more appropriate statistical methods, Rogosa’s analyses contradict the conclusions of the CSULA study: “The improvement of students in noncharter California schools exceeds the improvement of students in California charter schools by about 4 points,” Rogosa reported, both for all students and for the subset of socioeconomically disadvantaged students.

“Mistakes in the identification of schools and in the assembly of school data,” said Rogosa, “plus flaws in their data analysis approaches, render the [CSULA] conclusions incorrect.”

Although his results show a wider margin of improvement for non-charter schools compared to the CSULA results supporting charter schools, Rogosa explained that neither differential is large enough to be educationally important.

Rogosa’s report is intended to illustrate useful approaches to the analysis of longitudinal, multilevel data—data analysis plus common sense—and to reinforce the essential importance of careful construction of data sets.

A Further Examination of Student Progress in Charter Schools Using the California API, by David Rogosa, may be found on the CRESST Web site at www.cse.ucla.edu. The Slovacek, Kunnan, and Kim report, California Charter Schools Serving Low-SES Students: An Analysis of the Academic Performance Index, may be found at www.calstatela.edu/academic/ccoe/c_perc/rpt1.pdf.

“Mistakes in the identification of schools and in the assembly of school data,” said Rogosa, “plus flaws in their data analysis approaches, render the [CSULA] conclusions incorrect.”
PEER-directed small-group work has been used extensively in classroom instruction and assessment for more than 20 years. Yet both research and practice indicate that most collaborative groups fail to substantially improve achievement. A new CRESST research report sheds light on why small groups oftentimes fail to reach their intended goals and what factors produce the most effective groups.

The researchers, Noreen Webb, Sydney Farivar, and Ann Mastergeorge, based their findings on a study involving six 7th-grade mathematics classrooms during one semester, using pre-tests and posttests to analyze student performance.

“A primary factor in why the groups failed to increase achievement,” said CRESST researcher Noreen Webb, “was because the communications between the students were ineffective.”

Students who could solve the problems often gave insufficient or even incorrect information to those students who didn’t understand the problem, added Webb. Two other breakdowns were that students who didn’t understand the problem either didn’t understand the other students’ explanations or were not given an opportunity to solve a similar problem once they received an explanation.

“Students were often satisfied in only obtaining or giving right answers or procedures,” said co-author Ann Mastergeorge. “They were not trying to understand the concepts presented by the problems,” she added.

To get at the concepts, the researchers say, students needed to give more elaborate explanations to group members who required help. The students should have been asking probing questions and persisting until all members of a group understood how to solve the problem. These behaviors, however, were infrequent.

The teachers often did not check for understanding, focusing on procedures instead of concepts, and often seemed satisfied when a student or group gave the correct answer.

Co-author Sydney Farivar provided four recommendations to teachers to help them promote productive helping in small groups.

- First, teachers should set expectations for the small groups that promote true collaboration. They should expect students to be willing to seek and give help, to give elaborated help instead of just answers, to want to understand the concepts instead of settling for memorizing procedures, to make sure everyone in the group understands the concept, and to help each other contribute to the group.
- Secondly, teachers need to structure the task for students in ways that help them understand the concepts. Teachers should require students to explain the concepts underlying a math procedure—for example, explain what each number represents and/or verbally label numbers and arithmetic operations. Teachers should give fewer problems to complete during class time so students do not rush through the tasks. And teachers should avoid giving rewards for performance because this encourages students to feed answers to others.
A third recommendation is for teachers to model helping behavior with the whole class and with the small groups. Instead of repeating questions until a student comes up with the right answer, the teacher could probe the reasons for a student’s errors and provide the right explanations.

Lastly, teachers need to monitor group work carefully. At a minimum, they should make sure students are showing helping behaviors. Just as important, but harder to do, is to make sure the groups are discussing full explanations and that students are not just copying work from each other. Instead of just listening in, teachers need to model, coach, and encourage behaviors that focus on understanding.

“With training and practice,” the researchers concluded, “it should be possible for students in a variety of collaborative settings to engage in productive helping behavior to maximize learning.”


---

### Recent CRESST Reports

The following technical reports can be downloaded from the CRESST Web site, www.cse.ucla.edu, or ordered by e-mail from Kim Hurst: hurst@cse.ucla.edu.

**Benchmarking and Alignment of Standards and Testing**

Robert Rothman, Jean B. Slattery, Jennifer L. Vranek, and Lauren B. Resnick  
CSE Technical Report 566, 2002 ......................... $4.00

**Combining Surveys and Case Studies to Examine Standards-Based Educational Reform**

Brian Stecher and Hilda Borko  

**Teacher Effects as a Measure of Teacher Effectiveness: Construct Validity Considerations in the TVAAS (Tennessee Value-Added Assessment System)**

Haggai Kupermintz  
CSE Technical Report 563, 2002 ......................... $3.00

**Looking Into Students’ Science Notebooks: What Do Teachers Do With Them?**

Maria Araceli Ruiz-Primo, Min Li, and Richard J. Shavelson  
CSE Technical Report 562, 2002 ......................... $3.50

**Stability of School Building Accountability Scores and Gains**

Robert L. Linn and Carolyn Haug  
CSE Technical Report 561, 2002 ......................... $2.00

**Examining Relationships Between Where Students Start and How Rapidly They Progress: Implications for Conducting Analyses That Help Illuminate the Distribution of Achievement Within Schools**

Michael Seltzer, Kilchan Choi, and Yeow Meng Thum  

**Latent Variable Modeling in the Hierarchical Modeling Framework: Exploring Initial Status Treatment Interactions in Longitudinal Studies**

Michael Seltzer, Kilchan Choi, and Yeow Meng Thum  
CSE Technical Report 559, 2002 ......................... $3.50

**The Effects of Vouchers on School Improvement: Another Look at the Florida Data**

Haggai Kupermintz  
CSE Technical Report 558, 2002 ......................... $3.25

---
New CRESST Partner

Dr. Brian Junker, CRESST’s newest research partner, is a professor in the Department of Statistics at Carnegie Mellon University.

His research interests include mixture and hierarchical models for multivariate discrete measures, and nonparametric, semiparametric and parametric inference for latent variable models, with applications in education, psychology, the social sciences and biostatistics.

CRESST Visitors

Sarah Howie, from the University of Pretoria, South Africa, and Tjeerd Plomp, from the University of Twente, Enschede, The Netherlands, were visitors at CRESST last April. Professor Howie is establishing an assessment and evaluation center within the Department of Education at the University of Pretoria.