Instructional Sensitivity Conference

Nov. 13-15, 2013
GCSAA
1421 Research Park Drive
Lawrence, Kan.

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Welcome to Lawrence, the University of Kansas, and the inaugural Instructional Sensitivity Conference. We appreciate your participation as we share research and discuss issues and implications related to this critical topic. Your engagement indicates a commitment to fundamentally improving the ways we assess the progress and performances of both students and educators. By examining instructional sensitivity from multiple perspectives, we hope to create a critical mass of interest and concern that will advance understanding and inspire collaboration. We are energized for the work ahead and look forward to a lively and productive conference.

— Stephen Court, Neal Kingston, & Jim Popham

Co-Chairs, ISC Planning Committee
THURSDAY AGENDA

7:30 AM  Registration & continental breakfast

8:30 AM  Neal Kingston
  • Welcome & opening remarks
  • Keynote speaker introduction

9:00 AM  Jim Popham (keynote speaker)
  A trip to intollerability

10:00 AM  Break

10:20 AM  Alexa Posny
  Their minds are in our hands

10:40 AM  Carina McCormick
  Instructional sensitivity as a facet of construct validity

11:00 AM  Ellen Forte & Marianne Perie
  Considering instructional sensitivity in the validity-evaluation process

11:20 AM  Rebecca Kopriva
  Making the most of using multimedia, multi-layered techniques to assess rigorous content learning of at-risk students

11:40 AM  Morgan Polikoff
  Evaluating the instructional sensitivity of four states’ student-achievement tests

12:00 PM  Lunch

1:30 PM  Walter Stroup
  How insensitivity to instruction relates to reduced validity & distorted accountability

1:50 PM  Jie Chen & Neal Kingston
  A comparison of empirical & judgmental approaches for detecting instructionally sensitive items
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<thead>
<tr>
<th>Time</th>
<th>Speaker</th>
<th>Topic</th>
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<tbody>
<tr>
<td>2:10 PM</td>
<td>Tanya Longabach</td>
<td>The relationship between cognitive complexity, content, &amp; instructional sensitivity</td>
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<tr>
<td>2:30 PM</td>
<td>Steve Dunbar &amp; Cathy Welch</td>
<td>Does instructional sensitivity + growth = growth sensitivity?</td>
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<td>2:50 PM</td>
<td>Break</td>
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<tr>
<td>3:10 PM</td>
<td>Leslie Hawley</td>
<td>Challenges with the sensitivity of value-added measures of teacher performance</td>
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<td>3:30 PM</td>
<td>Megan Welsh</td>
<td>The teacher effect: Conceptualizing sensitivity as non-invariance</td>
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<td>3:50 PM</td>
<td>Stephen Court</td>
<td>DIF &amp; SGPs: Implementing the Popham-Ryan design</td>
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<td>4:10 PM</td>
<td>Alexander Naumann</td>
<td>The conceptual &amp; psychometric framework</td>
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<td>4:30 PM</td>
<td>Min Li</td>
<td>The case for instructional coverage</td>
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<td>4:50 PM</td>
<td>Kellie Wills</td>
<td>The case for control-group designs</td>
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<td>5:10 PM</td>
<td>Adjourn for dinner</td>
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<tr>
<td>6:30 PM</td>
<td>Dinner, Eldridge Hotel, Crystal Ballroom 701 Massachusetts Street</td>
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Panel Discussion: **Real-world impact on school accountability & teacher evaluation**  
Steve Dunbar, Rebecca Kopriva, Marianne Perie, Morgan Polikoff  
Moderator: Stephen Court
FRIDAY AGENDA

8:30 AM    Continental breakfast

9:00 AM    Walter Stroup
           **Non-dichotomous multiple-choice items**

9:20 AM    Chris Wilson
           **Instructional sensitivity as a critical component & significant challenge in causal-effects education research**

9:40 AM    Break

10:00 AM   Marianne Perie
           **Validating the interpretation of assessment results: How instructional sensitivity legitimizes certain accountability uses**

10:20 AM   Morgan Polikoff
           **Constructing aligned assessments using automated test construction**

10:40 AM   Stephen Court
           **Future research beyond instructionally sensitive items**
Debate on the use of instructional sensitivity information to select test items for state tests

While it is widely agreed that it is desirable for items on state summative assessments to be instructionally sensitive, it is not as clear as to whether and how one would do this operationally.

Neal Kingston will argue that we should regularly conduct analyses of instructional sensitivity before state assessment items are used operationally and use the results in selecting items. John Fremer will argue that we should not.

Moderator: Ellen Forte

Audience comments & questions

Lunch

Jim Popham

Closing remarks

Adjourn
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The Achievement & Assessment Institute (AAI) is the umbrella organization for four specialized educational research centers at the University of Kansas. Directed by Neal Kingston, professor in the Department of Psychology & Research in Education in the School of Education, AAI builds partnerships, products, and programs in educational practice, assessment, and evaluation. These initiatives benefit children, adults, families, communities, and publicly funded agencies at the local, state, and national levels.

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