READING COMPREHENSION IN LARGE-SCALE ASSESSMENT: A SYMPOSIUM

As readers, we all draw on our prior knowledge and experiences to make meaning of the texts we are reading.

In discussions of NAEP reading framework update recommendations, a central question has emerged: How should students' varying background knowledge be addressed in the NAEP reading assessment?

The Governing Board will host a symposium showcasing how this background knowledge is addressed in reading comprehension assessments across the country and internationally. The goals of this symposium are to:

- Surface different perspectives on how students' varying background knowledge is addressed in reading comprehension assessment
- Showcase examples of assessment strategies aligned to the different perspectives
- Encourage discussion about which examples are suited to NAEP's legislative mandates and role

Agenda

OPENING REMARKS

- Daniel Willingham, University of Virginia
- Patrick Kelly, Moderator and Board Member
- Gina Cervetti, University of Michigan, representing the NAEP Framework Development Panel

INTERNATIONAL ASSESSMENT SHOWCASE

- Ina Mullis and Michael Martin, representing the Progress in International Reading Literacy Study (PIRLS)
- Andreas Schleicher, representing the Programme for International Student Assessment (PISA)

U.S. AND STATE ASSESSMENT SHOWCASE

- Jenna Chiasson, Louisiana Department of Education
- Rachel Kachchaf, Smarter Balanced
- John Sabatini, University of Memphis, representing Global, Integrated, Scenario-based Assessments (GISA)

THE PATH AHEAD FOR NAEP

- Gina Cervetti, Discussant

There will be time for Board member questions after each showcase and after the discussant.

PRESENTER BIOGRAPHIES

Gina Cervetti specializes in literacy development and instruction. Her work involves three central concerns: the potential benefits of content-area learning for literacy development, the role of world knowledge in literacy development, and the nature of vocabulary/language instruction that supports reading comprehension. She has been particularly interested in science as a context for elementary students' reading, writing, and language development. She has examined how the collaborative, experiential, and knowledge-enhancing qualities of inquiry-based science instruction can fuel students' engagement and growth in literacy. She has served as a principal investigator on several grants investigating integrated science-literacy instruction with a focus on how science might serve as an especially rich pedagogical context for emerging bilingual students. Cervetti is currently investigating how knowledge-enriching reading and instruction might support students' acquisition of vocabulary knowledge and their ability to engage in complex forms of reasoning within and across texts. She is also involved in investigations of the language demands of school texts and ways to support students' acquisition of word knowledge and conceptual knowledge in support of comprehension. Following her doctoral work in educational psychology at Michigan State University, Cervetti worked for several years as a postdoctoral scholar and researcher at the University of California, Berkeley, on the Seeds of Science/Roots of Reading program. Cervetti joined the University of Michigan in 2011, following three years as an assistant professor at the University of Colorado, Boulder.

Jenna Chiasson joined the Louisiana Department of Education as Assistant State Superintendent of Academics in June 2020. Chiasson is committed to increasing access and opportunity to all students of Louisiana.

Chiasson began her work as a high school English teacher in Louisiana. Her early career also includes experience as a TAP (Teacher Advancement Program) Mentor Teacher, reading interventionist, and an Advanced Placement coordinator.

Prior to joining the Louisiana Department of Education, Chiasson served as the Executive Director of Teaching and Learning for Jefferson Parish Schools, the largest public school system in the state of Louisiana. In this role, Chiasson led the district-wide adoption of Tier I curricula, standardized a model for school level teacher coaches, and built sustainable practices in teacher-led professional development. Chiasson also previously served in other district roles in St. John the Baptist Parish leading work in curriculum and instruction, professional development, and school improvement.

Chiasson has served as an Adjunct Professor for the University of New Orleans since 2016 where she teaches Supervision of Instruction, a required course for a Louisiana Educational Leader licensure.

Chiasson earned her Bachelors of Science in English Education from Nicholls State University, her Masters of Education in Curriculum and Instruction, Reading Specialist from Nicholls State University, and her PhD in Education Administration from the University of New Orleans. She is the proud parent of two sons in Louisiana public schools, and a daughter not yet school age.

Rachel Kachchaf, Ph. D. serves as the Senior Director of Content and Supports for Students. She oversees the Consortium's efforts to develop assessments in English language arts/literacy and mathematics and to consider the needs of diverse learners, including English learners, students with disabilities, and English learners with disabilities. She provides support to Smarter Balanced work groups, advisory committees, advocacy groups, and assessment experts to improve assessments for diverse learners in both mathematics and English language arts/literacy.

Michael "Mick" Martin is Executive Director of the TIMSS & PIRLS International Study Center. He also has been a Research Professor at Boston College since 1994 and a member of IEA's Technical Executive Group since 1992.

Martin has led and contributed to numerous advances in assessment methods. Since his early work on IEA's 1991 Reading Literacy Study through TIMSS 1995, the founding of PIRLS in 2001, and now 20 years of TIMSS trends, he has built a long-standing reputation for excellence in international assessment. He has steadfastly worked to improve the quality of the methods, procedures, and documentation underlying each TIMSS and PIRLS assessment. In addition, he has been a long-serving and valuable member of IEA's Technical Expert Group.

Before joining Boston College, he was a Research Fellow at the Educational Research Centre at St. Patrick's College, Dublin, where he directed Ireland's national surveys of student achievement and served as Ireland's national project representative for major international student surveys.

Martin earned a Master of Science in Computer Science from Trinity College, Dublin, and his PhD in Psychology from University College, Dublin.

TIMSS & PIRLS International Study Center, Executive Director, **Ina Mullis** has been an energetic force in large-scale assessment, first nationally and then internationally. Beginning with TIMSS 1995 and then in founding PIRLS, over her 20 years with IEA Ina has played a key leadership role in building TIMSS and PIRLS into the global assessment programs they are today. She accomplished this by maintaining a relentless focus on excellence as the pathway to success and by insisting on producing increasingly useful and policy relevant data. She pioneered the idea of steadily evolving assessments as the basis for measuring trends while keeping pace with educational change. She also has spearheaded reporting the TIMSS and PIRLS reports, authoring or co-authored about 50 TIMSS and PIRLS reports as well as numerous papers and articles.

John Sabatini is a Distinguished Research Professor in the Department of Psychology and the Institute for Intelligent Systems at the University of Memphis. He was formerly a Principal Research Scientist in the Center for Global Research, Research & Development Division at Educational Testing Service in Princeton, NJ. His research interests and expertise are in reading literacy development and disabilities, assessment, cognitive psychology, and educational technology, with a primary focus on adults and adolescents. He has been the principal investigator of Institute of Education Sciences funded grants to develop pre-K -12 comprehension assessments, as part of the Reading for Understanding initiative, and to adapt those assessments for use in adult education programs, as well as co-PI on a grant project that explores how online collaborative, critical discussions can facilitate the writing of arguments in middle grades students. He has completed an NICHD funded Learning Disabilities Research Center project studying subtypes of reading disabilities in adolescents and a NICHD/Dept of

Education/National Institute for Literacy grant studying the relative effectiveness of reading programs for adults.

Andreas Schleicher is Director for Education and Skills at the Organisation for Economic Co-operation and Development (OECD). He initiated and oversees the Programme for International Student Assessment (PISA) and other international instruments that have created a global platform for policy-makers, researchers and educators across nations and cultures to innovate and transform educational policies and practices.

He has worked for over 20 years with ministers and education leaders around the world to improve quality and equity in education. Former U.S. Secretary of Education Arne Duncan said that Schleicher "understands the global issues and challenges as well as or better than anyone I've met, and he tells me the truth" (The Atlantic, July 11). Former UK Secretary of State Michael Gove called Schleicher "the most important man in English education" – even though he is German and lives in France.

Before joining the OECD, he was Director for Analysis at the International Association for Educational Achievement (IEA). He studied Physics in Germany and received a degree in Mathematics and Statistics in Australia. He is the recipient of numerous honours and awards, including the "Theodor Heuss" prize, awarded in the name of the first president of the Federal Republic of Germany for "exemplary democratic engagement". He holds an honorary Professorship at the University of Heidelberg.

Daniel Willingham earned his B.A. from Duke University in 1983 and his Ph.D. in Cognitive Psychology from Harvard University in 1990. He is currently Professor of Psychology at the University of Virginia, where he has taught since 1992. Until about 2000, his research focused solely on the brain basis of learning and memory. Today, all of his research concerns the application of cognitive psychology to K-16 education.

He writes the "Ask the Cognitive Scientist" column for American Educator magazine, and is the author of Why Don't Students Like School?, When Can You Trust the Experts?, Raising Kids Who Read, and The Reading Mind. His writing on education has appeared in seventeen languages.