

COMMON SENSE
FOR THE
CLASSROOM:
COUNTING DOWN TO THE
COMMON CORE IN 2014-15



NOVEMBER 10-12, 2013

AT THE MARRIOTT MYRTLE BEACH
RESORT & SPA AT GRANDE DUNES



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SCHEDULE AT A GLANCE

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Sunday, November 10

4:00 - 7:30	Registration , <i>Upper Pool Deck</i>
5:30 - 7:30	Opening Reception , <i>Upper Pool Deck</i>

Monday, November 11

7:00 - 8:15	Morning Refreshments , <i>North Pre-Function Lobby</i>
8:15 - 8:30	Welcome & Introductions , <i>Atlantic Ballroom</i>
8:30 - 10:15	Keynote: Anne J. Udall , <i>Atlantic Ballroom</i>
10:15 - 10:30	Morning Break , <i>North Pre-Function Lobby</i>
10:30 - 12:00	Morning Breakout Sessions
12:00 - 1:15	Lunch , <i>Atlantic Ballroom</i>
1:20 - 2:00	Afternoon Breakout Sessions A
2:00 - 2:20	Afternoon Break
2:20 - 3:50	Keynote: Linda Bevilacqua , <i>Atlantic Ballroom</i>
4:00 - 4:45	Afternoon Breakout Sessions B

Tuesday, November 12

7:00 - 8:15	Morning Refreshments , <i>North Pre-Function Lobby</i>
8:15 - 8:30	Welcome & Introductions , <i>Atlantic Ballroom</i>
8:30 - 10:15	Keynote Part 1: Jim Warford , <i>Atlantic Ballroom</i>
10:15 - 10:30	Morning Break , <i>North Pre-Function Lobby</i>
10:30 - 12:00	Keynote Part 2: Jim Warford , <i>Atlantic Ballroom</i>
12:00 - 1:15	Lunch , <i>Atlantic Ballroom</i>
1:15 - 2:00	Afternoon Breakout Sessions C
2:00 - 2:20	Afternoon Break
2:20 - 3:50	Afternoon Breakout Sessions D
3:50 - 4:00	Afternoon Break
4:00 - 4:45	Afternoon Breakout Sessions E

*7:00 - 10:30 each morning, Conference Registration, *Group Registration Alcove*

SUNDAY, NOVEMBER 10

4:00 - 7:30 Registration, *Upper Pool Deck*

5:30 - 7:30 **Opening Reception**, *Upper Pool Deck*

MONDAY, NOVEMBER 11

7:00 - 8:15 Morning Refreshments, *North Pre-Function Lobby*

8:15 - 8:30 Welcome & Introductions, *Atlantic Ballroom*

8:30 - 10:15 **Keynote**, *Atlantic Ballroom*

It Really IS All About You: Why We Need to Listen to Teachers Today More than Ever

Anne J. Udall, *Vice President of Professional Development, NWEA*

10:15 - 10:30 Morning Break, *North Pre-Function Lobby*

10:30 - 12:00 **Morning Breakout Sessions: Block A**

12:00 - 1:15 Lunch, *Atlantic Ballroom*

1:15 - 2:00 **Afternoon Breakout Sessions: Block B**

2:00 - 2:20 Afternoon Break, *North Pre-Function Lobby*

2:20 - 3:50 **Keynote**, *Atlantic Ballroom*

How to Succeed with the Common Core: Insights from Cognitive Science

Linda Bevilacqua,
President, Core Knowledge Foundation

4:00 - 4:45 **Afternoon Breakout Sessions: Block C**

TUESDAY, NOVEMBER 12

- 7:00 - 8:15 Morning Refreshments, *North Pre-Function Lobby*
- 8:15 - 8:30 Welcome & Introductions, *Atlantic Ballroom*
- Transforming Instructional Practice to Prepare for the CCSS and Next Generation Assessments**
- 8:30 - 10:15 **Part 1, *Atlantic Ballroom***
Jim Warford, Senior Advisor and Keynote Speaker, International Center for Leadership in Education
- 10:15 - 10:30 Morning Break, *North Pre-Function Lobby*
- Transforming Instructional Practice to Prepare for the CCSS and Next Generation Assessments**
- 10:30 - 12:00 **Part 2, *Atlantic Ballroom***
Jim Warford, Senior Advisor and Keynote Speaker, International Center for Leadership in Education
- 12:00 - 1:15 Lunch, *Atlantic Ballroom*
- 1:15 - 2:00 **Afternoon Breakout Sessions: Block D**
- 2:00 - 2:20 Afternoon Break, *North Pre-Function Lobby*
- 2:20 - 3:50 **Afternoon Breakout Sessions: Block E**
- 3:50 - 4:00 Afternoon Break, *North Pre-Function Lobby*
- 4:00 - 4:45 **Afternoon Breakout Sessions: Block F**

*7:00 - 10:30 each morning, Conference Registration, *Group Registration Alcove*

10:30-12:00 MONDAY MORNING

BREAKOUT SESSIONS: BLOCK A

Room	Code	Title, Primary Presenter, & Affiliation	Details
Atlantic 5	A1	Using Goal Setting to Make a Difference: Some Ideas to Improve the Effectiveness of SLOs Andy Hegedus, Ed.D., <i>Sr. Research Manager, NWEA</i>	p. 12
Atlantic 6	A2	Coming Up Fast: Competing in the Global Three-Legged Race <i>(repeated Block E)</i> Dr. Michael Bunch <i>Senior Vice President, Measurement Incorporated</i>	p. 12
Atlantic 7	A3	Using Formative Assessment to Guide Reading Instruction <i>(repeated Block E)</i> JoAnn Lense <i>LCSW/MSLE Teacher & Teacher Trainer, EPS Literacy and Intervention</i>	p. 13
Atlantic 8	A4	I Have the Data... NOW WHAT? <i>(repeated Block E)</i> Amber Gordon <i>4th Grade Teacher, Burgess Elementary School</i>	p. 13
Tides 1	A5	I'm Not Sharing My Popcorn! <i>(repeated Block E)</i> Cary Nadzak <i>Teacher/Author, Haut Gap Middle School, Charleston County Schools, S.C.</i>	p. 13
Tides 2	A6	F.A.T.E.S. (Formative Assessments That Engage Students) <i>(repeated Block E)</i> Leon Burgess <i>Vice-Principal, Ronald E. McNair Middle School</i>	p. 13

1:15-2:00 MONDAY AFTERNOON
BREAKOUT SESSIONS: BLOCK B

Room	Code	Title, Primary Presenter, & Affiliation	Details
Atlantic 5	B1	Teaching and Assessing Common Core Writing in the Classroom <i>(repeated Block F)</i> Kendra Timberlake, M.Ed. <i>Project Manager, Measurement Incorporated</i>	p. 14
Atlantic 6	B2	Common Core iPad/iPod Apps for Classroom Teachers and Students Neely Kelly <i>Elementary Curriculum Coordinator, Fairfield County School District</i>	p. 14
Atlantic 7	B3	Data Disaggregation in a Snap Lavoy Carter <i>Director of Assessment, Kershaw County School District</i>	p. 14
Atlantic 8	B4	Linking MAP to College Readiness ACT Benchmarks <i>(repeated Block F)</i> Laura Riley <i>Senior Account Manager Northwest Evaluation Association (NWEA)</i>	p. 15
Tides 1	B5	Whose Data? What Data? How Do We Use It? Dr. Lee Westberry <i>Principal, Cane Bay High School</i>	p. 15
Tides 2	B6	Data Driven Instruction: A Teacher's Guide <i>(repeated Block D)</i> Michelle Mathis <i>Faculty, Atlantic Research Partners</i>	p. 15

4:00-4:45 MONDAY AFTERNOON

BREAKOUT SESSIONS: BLOCK C

Room	Code	Title, Primary Presenter, & Affiliation	Details
Atlantic 5	C1	Growth Analysis Reporting Services - Enhance your Insights <i>(repeated Block D)</i> Andy Hegedus, Ed.D., <i>Sr. Research Manager, NWEA</i>	p. 15
Atlantic 6	C2	Building Capacity Together Christina Hunter <i>PD Staff Developer, NWEA</i>	p. 15
Atlantic 7	C3	Field Trips and Formative Assessments - A Success Story <i>(repeated Block F)</i> Ms. Hayley Leland <i>4th Grade Teacher, Cape Romain Environmental Education Charter School</i>	p. 16
Atlantic 8	C4	Assessment Strategies for Everyday Use Shawanna Berry Arnold <i>Data Support Specialist Fulton County Schools, Fulton County Georgia</i>	p. 16
Tides 1	C5	Going B.A.S.I.C. Roy Ann Jolley <i>Principal, Delmae Heights Elementary</i>	p. 16
Tides 2	C6	Formative Assessment of College and Career Readiness <i>(repeated Block D)</i> Mike DiNicola <i>Account Manager, ACT Inc.</i>	p. 17

1:15-2:00 TUESDAY AFTERNOON
BREAKOUT SESSIONS: BLOCK D

Room	Code	Title, Primary Presenter, & Affiliation	Details
Atlantic 5	D1	Growth Analysis Reporting Services - Enhance your Insights <i>(repeated Block C)</i> Andy Hegedus, Ed.D., <i>Sr. Research Manager, NWEA</i>	p. 15
Atlantic 6	D2	We all Flip for Technology. How to Integrate Technology into Learning <i>(repeated Block F)</i> Anila Patel <i>5th Grade Teacher, Burgess Elementary School</i>	p. 17
Atlantic 7	D3	Formative Assessment of College and Career Readiness <i>(repeated Block C)</i> Mike DiNicola <i>Account Manager, ACT Inc.</i>	p. 17
Atlantic 8	D4	Using Action Research to Implement a Check-In Check-Out Secondary (i.e. Tier 2) Intervention in a Positive Behavior Intervention Support (PBIS) Model Scott Thur <i>Special Education Placement Chair, School District Five of Lexington & Richland Counties</i>	p. 17
Oleander A	D5	F.A.T., It Does a Student Good <i>(repeated Block F)</i> Felecia Young <i>Teacher, Salisbury High School</i>	p. 18
Tides 2	D6	Data Driven Instruction: A Teacher's Guide <i>(repeated Block B)</i> Michelle Mathis <i>Faculty, Atlantic Research Partners</i>	p. 15

2:20-3:50 TUESDAY AFTERNOON

BREAKOUT SESSIONS: BLOCK E

Room	Code	Title, Primary Presenter, & Affiliation	Details
Atlantic 5	E1	It's Not About Jeopardy Anymore! Gayle M. Hinton <i>Educational Consultant, Homecourt Publishers, LLC</i>	p. 18
Atlantic 6	E2	Coming Up Fast: Competing in the Global Three-Legged Race <i>(repeated Block A)</i> Dr. Michael Bunch <i>Senior Vice President, Measurement Incorporated</i>	p. 12
Atlantic 7	E3	Using Formative Assessment to Guide Reading Instruction <i>(repeated Block A)</i> JoAnn Lense <i>LCSW/MSLE Teacher & Teacher Trainer, EPS Literacy and Intervention</i>	p. 13
Atlantic 8	E4	I Have the Data... NOW WHAT? <i>(repeated Block A)</i> Amber Gordon <i>4th Grade Teacher, Burgess Elementary School</i>	p. 13
Oleander A	E5	I'm Not Sharing My Popcorn! <i>(repeated Block A)</i> Cary Nadzak <i>Teacher/Author, Haut Gap Middle School, Charleston County Schools, S.C.</i>	p. 13
Tides 2	E6	F.A.T.E.S. (Formative Assessments That Engage Students) <i>(repeated Block A)</i> Leon Burgess <i>Vice-Principal, Ronald E. McNair Middle School</i>	p. 13

4:00-4:45 TUESDAY AFTERNOON

BREAKOUT SESSIONS: BLOCK F

Room	Code	Title, Primary Presenter, & Affiliation	Details
Atlantic 5	F1	Teaching and Assessing Common Core Writing in the Classroom <i>(repeated Block B)</i> Kendra Timberlake, M.Ed. <i>Project Manager, Measurement Incorporated</i>	p. 14
Atlantic 6	F2	We all Flip for Technology. How to Integrate Technology into Learning <i>(repeated Block D)</i> Anila Patel <i>5th Grade Teacher, Burgess Elementary School</i>	p. 17
Atlantic 7	F3	Field Trips and Formative Assessments - A Success Story <i>(repeated Block C)</i> Ms. Hayley Leland <i>4th Grade Teacher, Cape Romain Environmental Education Charter School</i>	p. 16
Atlantic 8	F4	Linking MAP to College Readiness ACT Benchmarks <i>(repeated Block B)</i> Laura Riley <i>Senior Account Manager Northwest Evaluation Association (NWEA)</i>	p. 15
Oleander A	F5	F.A.T., It Does a Student Good <i>(repeated Block D)</i> Felecia Young <i>Teacher, Salisbury High School</i>	p. 18
Tides 2	F6	Common Sense to Structure the Day for Results Denise Fredericks <i>Principal, Townville Elementary School, Anderson School District Four</i>	p. 19

A1

Using Goal Setting to Make a Difference: Some ideas to Improve the Effectiveness of SLOs**Andy Hegedus, Ed.D., Sr. Research Manager, NWEA**

Student Learning Objectives (SLOs) are becoming a wide-spread part of new policy requirements for Teacher Evaluation across the country. Although the specific state by state requirements differ, there often remains flexibility within the policy for their creation and implementation. We will share ideas to enhance the SLO process and create better student outcomes that are based on research about goal setting and its impact on performance in a variety of settings.

A2 & E2

Coming Up Fast: Competing in the Global Three-Legged Race**Dr. Michael Bunch, Senior Vice President, Measurement Incorporated, Calvin Dobbins, Senior Project Director, Kendra Timberlake, PEG Marketing Manager**

This presentation will provide an overview of our current assessment environment, the challenges we face at both international and national levels, as well as, a common sense approach to implementing solutions. Recent international and national assessments show that the United States lags behind other countries, and that South Carolina lags behind other states in educational achievement. Moreover, other nations and other states are not standing still, waiting for South Carolina to catch up. The Smarter Balanced Assessment Consortium will raise the bar even higher in 2015: Will you be ready? Making sure all students are college and career ready requires not only an alignment of curriculum and instruction with college and career requirements but also an approach to monitoring student progress on a continual basis, with in-class formative assessments, frequent interim assessments, and focused summative assessments. Taken together, formative, interim, and summative assessments, aligned to Common Core State Standards (CCSS), will support instructional decision making and enhance daily learning activities. Attendees will receive:

1. Illustration of how to use data from formative assessments to inform classroom instruction
2. Demonstration of an online formative assessment tool (PEG)
3. Copies of Dr. Bunch's articles that reinforce the link between assessments and classroom instruction

A3 & E3

**Using Formative Assessment
to Guide Reading Instruction****JoAnn Lense, LCSW/MSLE Teacher & Teacher Trainer,**
EPS Literacy and Intervention

This presentation will outline the basics of formative assessment and how it can be used to assist both the teacher and the student, making informal assessment an integral part of the instructional process.

A4 & E4

I Have the Data... NOW WHAT?**Amber Gordon, 4th Grade Teacher, Burgess Elementary School,**
Pamela Petty, 4th Grade Teacher, Angie Smith, GT Teacher

Participants will gain an understanding of the use of data notebooks for both students and teachers; how to use data and technology to personalize learning; and how to use data to address shifts in ELA Common Core and integrate content through performance tasks.

A5 & E5

I'm Not Sharing My Popcorn!**Cary Nadzak, Teacher/Author,**
Haut Gap Middle School, Charleston County Schools, SC

Leave this session with ideas for incorporating video clips into any lesson! Grab students' attention, introduce content, and engage students in writing using short, humorous clips! Implement this fun strategy in your classroom tomorrow!

A6 & E6

**F.A.T.E.S. (Formative Assessments
that Engage Students)****Leon Burgess, Vice-Principal, Ronald E. McNair Middle School**

F.A.T.E.S. (Formative Assessments That Engage Students) is a gender-based presentation that explains how male and female brains function differently. The presenters will introduce strategies that both engage students and improve performance. Teachers will find the strategies easy to implement and less taxing than traditional strategies, while students will find the strategies innovative and engaging. Included will be a discussion on instructional strategies for boys and girls, and the impact of gender differences in the classroom. Participants will learn how to minimize drama, increase time-on-task, and develop strategies that actually lead to results.

B1 & F1

Teaching and Assessing Common Core Writing in the Classroom**Kendra Timberlake, M.Ed.,** *Project Manager, Measurement Incorporated,* and **Elizabeth Lee, Ph.D.**

The upcoming implementation of the Common Core Writing Standards will require many changes in the way that writing instruction takes place in the classroom. This presentation will explore innovative strategies for improving student writing skills while also aligning to these new expectations. A demonstration of PEG Writing, an online formative writing assessment tool for teachers and students, will be provided so that participants can see how automated essay scoring technologies can be used to score student writing and provide feedback for improvement. This demonstration will include real-time scoring of an essay, formative feedback tools, interactive writing tutorials, and progress reports.

B2

Common Core iPad/iPod Apps for Classroom Teachers and Students**Neely Kelly,**
Elementary Curriculum Coordinator, Fairfield County School District

During this session, apps used with iPads and iPods that work well for integrating technology with Common Core State Standards will be shared. Examples of student work using the apps will be viewed along with a wealth of ideas for using them across various subject areas.

B3

Data Disaggregation in a Snap**Lavoy Carter,**
Director of Assessment, Kershaw County School District

Turn the hundreds of columns and thousands of rows that is your assessment raw data into meaningful information in LESS THAN ONE MINUTE! You can do this with software you already have in your district. Come learn tips and shortcuts that will help you make sense of your data. Whether you are an administrator who wants to identify school trends or a classroom teacher who wants to make data-driven decisions to guide instruction, this session will help you get there.

B4 & F4

**Linking MAP to College Readiness
ACT Benchmarks**

Laura Riley, *Senior Account Manager,
Northwest Evaluation Association (NWEA)*

NWEA's researchers have created a linking study that correlates the RIT scale to the benchmarks for the Plan, Explore and ACT tests for students.

B5

Whose Data? What Data? How Do We Use It?

Dr. Lee Westberry, *Principal, Cane Bay High School*

This presentation will share the different data sets that are used to improve student achievement and school culture as well as prepare for CCSS.

B6 & D6

Data Driven Instruction: A Teacher's Guide

Michelle Mathis, *Faculty, Atlantic Research Partners*

This workshop will discuss how teachers can use a variety of data sources effectively in their classrooms to make sound instructional decisions.

C1 & D1

**Growth Analysis Reporting Services -
Enhance your insights**

Andy Hegedus, Ed.D., *Sr. Research Manager, NWEA*

NWEA has released new services to help you have deeper insights from your MAP data. We can provide better reporting of your growth compared to national norms or to a matched group of schools and students to allow apples to apples comparisons. Soon we can analyze and report to you the patterns we see in your longitudinal MAP data in a statistically defensible way. Come learn about more about these new supports we offer.

C2

Building Capacity Together

Christina Hunter, *PD Staff Developer, NWEA*, **Sandie Ellis**,
NWEA Consultant, **Alison Levitt**, *NWEA Consultant*

How is supporting a school community as they make their way across the school year a lot like planning a family trip? You know where you want to go, but how do you get everyone there - TOGETHER? Come to this NWEA session and discover NWEA Coaching - a service that builds capacity

through processes and tools you can use after we leave; a service that deepens all PD including but not limited to the MAP Foundation Series. We'll show you how NWEA Coaching can support your school family with planning, moving forward and navigating the unforeseen detours with a unified vision to make it across the school year safe and sound!

C3 & F3

Field Trips and Formative Assessments A Success Story

Ms. Hayley Leland, *4th Grade Teacher, Cape Romain Environmental Education Charter School*, **Dr. Sally P'Anson**, *Director of Professional Development, Interactive Achievement*

Learn how a first year teacher took a very ordinary and typical group of fourth grade students to extraordinary achievement levels using inquiry-based teaching, experiential learning and paying close attention to formative assessment data.

C4

Assessment Strategies for Everyday Use

Shawanna Berry Arnold, *Data Support Specialist (Data Coach), Fulton County Schools, Fulton County Georgia*

Teacher and administrators will learn simple methods for collecting useful student learning data and discuss the practice of using this data to inform daily decisions in the classroom.

C5

Going B.A.S.I.C.

Roy Ann Jolley, *Principal, Delmae Heights Elementary*,
Ginger Baggette

Going B.A.S.I.C. (Building Academic Success in Children) is a program that takes strategic aim at three specific components that build success in students: Data driven decision making, positive and productive parental involvement, and rigorous and relevant academic instruction. The program provides an in-depth look at how a successful school can collect and analyze school based data and apply it to everyday instruction (pretesting, post testing, goal setting), build ongoing and purposeful relationships with families to support academic rigor (parent academies), and implement practical research based strategies for the classroom (notebooking, small group instruction, relevance).

C6 & D3

Formative Assessment of College and Career Readiness**Mike DiNicola**, *Account Manager, ACT Inc.*

As schools prepare to assess their implementation of Common Core, interest in ACT assessments is growing rapidly in SC. Come learn why growing numbers of districts in SC and around the county are turning to ACT Aspire and ACT QualityCore for evaluating their implementation of Common Core.

D2 & F2

**We all Flip for Technology
How to Integrate Technology into Learning****Anila Patel**, *5th Grade Teacher, Burgess Elementary School*

What is the best use of the face time you have with your students? Integrating the Flipped Classroom Model makes it easier for teachers to design student centered activities in the classroom that allow students to work together in groups to problem solve, research and think critically. These skills are necessary to prepare them for the communication and collaboration skills needed in the real world. These are skills that are the backbone of college and career readiness standards and CCSS. Through this presentation, educators will learn about the Flipped Classroom Model and how to implement one. Educators will also be introduced to various programs, APPs and forms of technology that enhance student collaboration and learning during the instructional day.

D4

Using Action Research to Implement a Check-In Check-Out Secondary (i.e. Tier 2) Intervention in a Positive Behavior Intervention Support (PBIS) Model**Scott Thur**, *Special Education Placement Chair
School District Five of Lexington & Richland Counties*

This session will describe how to use the research-based instructional method of action research to implement a secondary (i.e. Tier 2) intervention in a Positive Behavior Intervention Support (PBIS) model. The purpose, steps, implementation, and description of action research will be summarized through this Tier 2 PBIS intervention. PBIS is a scientifically-based,

research-validated behavior and social intervention paradigm that is comprised of a broad range of systemic and individualized strategies for helping students achieve important social and behavioral outcomes. However, while it requires establishing school-wide expectations through a whole-school primary (i.e. Tier 1) intervention, this general intervention will not meet the specific social and behavioral needs for approximately 15-20% of the student population. As such, in this action research presentation, a Tier 2 Check-In Check-Out (CICO) program is examined to determine whether it is effective at mediating the social and behavioral difficulties these students continue to experience. A practical example of its implementation in a middle school will be highlighted. There will be a review of the assessments that were used, the results obtained, and the data-driven decisions made. Fidelity of implementation is emphasized, and overall implications are summarized. Sample assessment data sheets will be shared.

D5 & F5 **F.A.T., It Does A Student Good**

Felecia Young, *Teacher, Salisbury High School*

Come learn fun and creative Formative Assessment Tools to guide instruction. Participants will learn how to use paint chips, post it notes, digital learning tools, and more to quickly assess student's understanding.

E1 **It's Not About Jeopardy Anymore!**

Gayle M Hinton, *Educational Consultant, Homecourt Publishers*

Its about knowing where to find information and knowing what to do with it! This session focuses on PBL (Problem/project Based Learning). Participants will see how PBL is a natural fit for the CCSS and why this type of instruction is necessary to prepare students for the rigor and demands of the new standards.

F6

**Common Sense to Structure the Day
for Results****Denise Fredericks, *Principal,****Townville Elementary School, Anderson School District Four*

We know what we need to teach and who we need to teach, but does our day and schedule maximize the time to achieve the best results? If “extra” time is needed, how can we get that? This session will describe ways in which an elementary school (Pre-K through 6th) has designed the day to provide students with instruction designed to meet them “where they are” and move them along the learning continuum. Maximizing the staff resources and the clock are key to this effort.

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Measurement Incorporated is committed to delivering quality education products and services. Our suite of tools includes an online automated essay scoring program PEG Writing and customized benchmark assessments and reports allowing frequent formative examination of students skills.

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423 Morris Street

Durham, NC 27701

Calvin Dobbins*cdobbins@measinc.com***919-683-2413**

423 Morris Street

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NWEA



Northwest Evaluation Association (www.nwea.org) is a global not-for-profit educational services

organization based in Portland Oregon. NWEA partners with educational organizations worldwide to provide computer-adaptive assessments professional development and research services. We are passionate about our mission partnering to help all kids learn.

Contact:**Sue Madagan***sue.madagan@nwea.org***843-689-2268**

121 NW Everett Street

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ACT



As schools prepare to assess their implementation of Common Core, interest

in ACT assessments is growing rapidly in SC. Come learn why growing numbers of districts in SC and around the county are turning to ACT Aspire and ACT QualityCore for evaluating their implementation of Common Core.

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We are pleased to present the PBL Project a collection of resources and tools that help teachers and

students embrace Problem-Based Learning as they adjust to the demands of the Common Core Standards.

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Rick Isbell

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School Improvement Network provides on-demand professional development for educators through the Educator Effectiveness System a suite of resources that helps teachers and students become more effective.

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THREE RING



Three Ring is a web-based formative assessment solution that includes an app

designed to simplify the process of capturing organizing and sharing classroom artifacts for the express purpose of providing educators with richer and more useful data to inform student learning.

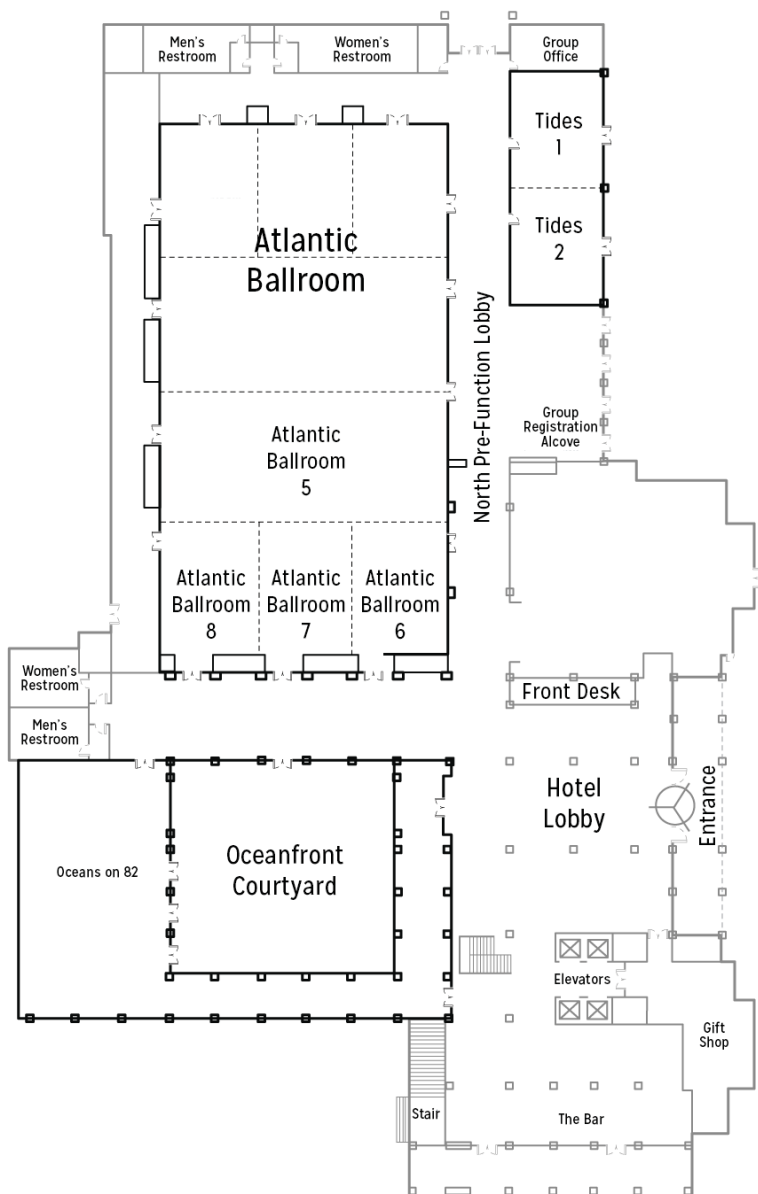
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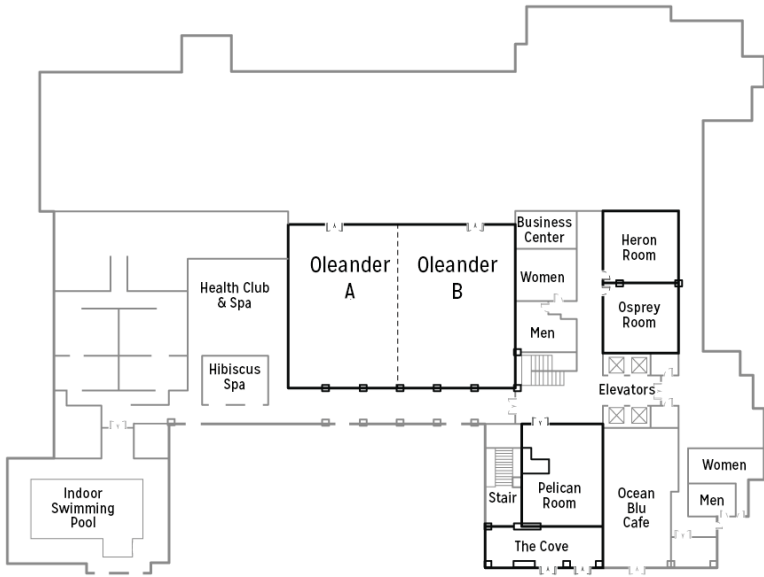
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