

**WORKSHOP ON EDUCATION and
GRIFFIN APPLIED ECONOMICS INCUBATOR**

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Measurement that Matters:

Aligned and Actionable Assessment to Improve Age 3 to Grade 3 Achievement

ABSTRACT: Communities have been expanding access to and improving quality of early education programs in recent years, in part to improve educational outcomes for students in early elementary grades. To date, results of these efforts have been somewhat mixed; in short, outcomes for “Age 3 to Grade 3” interventions have been variable, and few resources have emerged that are likely to scale more robust improvement. At the same time, research and development has produced significant innovations in general outcome measurement, an approach to assessing developmental and academic achievement designed to produce actionable information for individuals, small groups, and large organizations. This presentation will describe this model and explore ways in which innovations in classroom assessment – specifically, leveraging innovations in modern test theory and creating systems that implement conceptually and empirically aligned assessment across years – may provide new resources for improving primary grade outcomes for children who begin their formal education in early childhood classrooms.

BIO: Scott McConnell is currently the University of Minnesota’s Director of Community Engagement at the Center for Early Education & Development (CEED). In 2008-2009, he served as the Fesler-Lampert Chair in Urban and Regional Affairs and also devotes time to the University’s Northside Initiative. Scott’s teaching interests focus on the application of behavioral assessment and intervention planning techniques in school psychology, especially in early education and preventive intervention for academic and social problems. His research focuses on children’s development of the necessary skills for social interaction and school adjustment, development of tools for measuring that development, studies with children exposed prenatally to drugs or alcohol, and design of intervention procedures. Scott is also co-creator of ICDIs. He holds a PhD from the University of Oregon.

Scott McConnell has been part of a team that developed assessment tools and related resources known as *Individual Growth & Development Indicators* and *Get it, Got it, Go!* This intellectual property is subject of technology commercialization by the University of Minnesota, and portions have been licensed to Early Learning Labs, Inc. Scott McConnell has equity interest in Early Learning Labs, Inc., a company which may commercially benefit from the results of this research. The University of Minnesota also has equity and royalty interests in ELL which, in turn, may benefit. These relationships have been reviewed and are being managed by the University of Minnesota in accordance with its conflict of interest policies.