Thursday, April 3, 2014

12:00pm–1:30 pm
The Effect of Diagnostic Assessments on Student Achievement
Spyros Konstantopoulos, Wei Li, and Bing Tong, Michigan State University; Shazia R. Miller, and Arie J. van der Ploeg, American Institutes for Research

Teachers’ Perspectives of the Florida College and Career Readiness Initiative
Christine Mokher, Louis Jacobson, Jen Atkin, Maria DiFuccia, Center for Naval Analysis

Catching Up Underprepared Students in Early College High Schools: Reducing the Performance Gap
Larry Bernstein, Northeastern University; Julie A. Edmunds, University of North Carolina - Greensboro; Fatih Unlu, Abt Associates Inc.

2:15pm-3:45pm
Aquatic Science, Hybrid Structure, and Metacognitive Strategies: Innovative Aspects of a Science Professional Development Program
Joanna Philippoff, Kanesa Seraphin, Thanh Truc Thi Nguyen, George M. Harrison, and Paul R. Brandon, University of Hawaii - Manoa

Applying Cognitive Science Principles to a Middle School Curriculum: Comparing Two Approaches to Increasing Student Achievement
Rui Yang and Andrew C. Porter, University of Pennsylvania; F. Joseph Merlino, The 21st Century Partnership for STEM Education

Poster Session: Engaging Students in Literary Reasoning and Argumentation
Candice Burkett, Teresa Sosa, Allison H. Hall, and Susan R. Goldman, University of Illinois at Chicago

The Impact of Project GLAD on Students' Literacy and Science: Year 1 Results From a Cluster-Randomized Trial of Sheltered Instruction
Theresa Deussen, Education Northwest

Presidential Session: Climbing Out of the Ivory Tower: New Forms of Research-Practice Partnerships
Tom Smith & Lora Cohen-Vogel
Friday, April 4, 2014

8:15am-9:45am

Using a Synthetic Peer to Investigate the Effect of Competitive Learning by Teaching in Mathematics

Using Virtual Worlds and Augmented Reality to Teach Causality Across Time and Distance in Ecosystems
Tina A. Grotzer, Harvard University; Amy M. Kamarainen, New York Hall of Science; Michael Shane Tutwiler, Shari J. Metcalf, and Kasia Derbiszewska, Harvard University; Caroline J Courter, University of North Carolina - Wilmington; Christopher J. Dede, Harvard University

Investigating Criteria Seventh Graders Use to Evaluate the Quality of Online Information
Julie Coiro, University of Rhode Island; Donald J. Leu, Elena E. Forzani, and Cheryl Maykel, University of Connecticut; Jonna M. Kulikowich, The Pennsylvania State University; Nell Sedransk, National Institute of Statistical Sciences

The Impact of Immigrants on the Educational Achievement of Natives: Evidence From PISA (Programme for International Student Assessment) Panel Estimates.
Eric A. Hanushek, Stanford University; Susanne Link, Marc Piopiunik, and Ludger Woessmann, Ifo Institute for Economic Research

AERA Presidential Session
Chair: Peter A. Youngs, University of Virginia
Participants: Dan Goldhaber, University of Washington; Ellen B. Goldring, Vanderbilt University; Heather C. Hill, Harvard University; Venessa Ann Keesler, Michigan Department of Education; John H. Tyler, Brown University

31.024 - How Research With English Learners, Informed by Systemic Functional Linguistics Theory, Can Support the Call for “Close Reading” of “Complex Texts
Chair: Annemarie Palincsar

- Demystifying text complexity: supporting the linguistic work of teaching
  Mary J. Schleppegrell
- Working at the intersection of literacy, linguistics, and scientific reasoning to support the close reading of scientific text
  Annemarie Palincsar, Carrie Symons, Jason Patrick Moore, and Catherine O'Hallaron, University of Michigan
- How Fourth-grade English Learners use Functional Grammar Analysis to Talk about Text.
  Carrie Symons and Annemarie Palincsar, University of Michigan
10:35am–12:05pm
The Online Research and Comprehension Assessment Project: Designing Technology-Based Assessments for Online Research, Comprehension, and Communication
Donald J. Leu, University of Connecticut; Jonna M. Kulikowich, The Pennsylvania State University; Nell Sedransk, National Institute of Statistical Sciences; Julie Coiro, University of Rhode Island; Elena E. Forzani, Clint Kennedy, and Cheryl Maykel, University of Connecticut

Control of Morphological Forms During Writing Predicts Essay Quality
Mary Northey; Deborah E. McCutchen, and Elizabeth A. Sanders, University of Washington

Bayesian Model Averaging for Propensity Score Analysis
Jianshen Chen and David Kaplan, University of Wisconsin – Madison

34.044. Facets of Large-Scale Evaluation Illustrated With ST Math: Examining Outcomes, Mediators, and Moderators.
Chairs: George Farkas and Elizabeth A. van Es, University of California - Irvine

- Evaluation of ST Math Treatment Effects for Special Populations and by Length of Implementation
  Teomara Rutherford and George Farkas, University of California – Irvine
- Linking Educational Technology to Standardized Assessments: Game Content and Features
  Katerina Schenke, Teomara Rutherford, and George Farkas, University of California – Irvine
- I Can Do It! Expectancy as a Mediator of the ST Math Effect on Math Achievement
  Arena Chang and Teomara, University of California - Irvine
- Impact of ST Math on Cognitive Abilities
  David S. Lee, University of California – Irvine
- Understanding the Relationship Between ST Math Professional Development and Its Impact on Students
  Jennifer Joan Long, and Elizabeth A. van Es, University of California – Irvine

Individual differences in eye gazes: Coordination of equations, graphs, and tables
Theodore W. Wills and Briana L. Chang, Temple University; Waldemar Stepnowski, School District of Philadelphia; Jennifer G. Cromley, Thomas Shipley, and Julie L. Booth, Temple University

Adolescent Learners’ Use of Latin Roots as Clues to Infer Meanings of Unfamiliar Words -
Amy C. Crosson and Margaret G. McKeown, University of Pittsburgh

Developing Theory-Based Literacy Assessments for Pre-K-12 Students: Challenges and Opportunities
John P. Sabatini, Tenaha P. O'Reilly, Laura Halderman, and Kelly M. Bruce, Educational Testing Service
Pre-Kindergarten Teachers’ School Readiness Beliefs, Classroom Practices, and Moderating Contextual Considerations
Cathy Yun, California State University - Fresno; Dale C. Farran, Mark W. Lipsey, Kerry Guess Hofer, and Carol Bilbrey, Vanderbilt University

English Language Learners’ Academic Vocabulary Knowledge
Melissa Gallagher, Ana M. Taboada Barber, Jori S. Beck, and Michelle M. Buehl, George Mason University

Contributions of Student and Teacher Factors to Students’ Ability to Critically Evaluate Online Information
Elena E. Forzani and Donald J. Leu, University of Connecticut; Jonna M. Kulikowich, The Pennsylvania State University; Nell Sedransk, National Institute of Statistical Sciences; Julie Coiro, University of Rhode Island

Designing Scenario-Based Technology-Enhanced Assessments
Mary E. Fowles, John P. Sabatini, and Paul Deane, Educational Testing Service

Using Process Data (Eye Tracking and Keystrokes) to Validate Scenario-Based Summative Assessments
Anita M. Sands, Gary Feng, and Paul Deane, Educational Testing Service

12:25 pm–1:55 pm
Can Online Coursework for Early Childhood Teachers Change Their Teaching Practice?
Bridget Kathleen Hamre, Jennifer LoCasale-Crouch, and Kathy Neesen, University of Virginia

A Comparison of Coach Feedback in On-Site Versus Technologically Mediated Delivery Methods
Douglas R. Powell, Purdue University

Student Views of Formative Assessment: Toward the Creation of a Fixed-Response Survey Instrument
Ashley M. Chrzanowski, Chao Wang, Heidi Kroog, and Maria Araceli Ruiz-Primo, University of Colorado - Denver

2:15pm -3:45pm
38.050. Educational Policy Makers and Researchers Schooling Each Other: Building Research Partnerships Between Researchers and School Districts
Division L - Educational Policy and Politics; Invited Session
Participants: Scott Thompson, District of Columbia Public Schools; Thomas Dee, Stanford University; James H. Wyckoff, University of Virginia
38.046. Teacher Quality, Teaching Quality, and Student Outcomes in Mathematics: Putting the Puzzle Together.
Chair: Heather C. Hill, Harvard University

- **Teacher Knowledge and Student Learning: Bringing Together Two Different Conceptualizations of Teacher Knowledge**
  Charalambos Y. Charalambous, University of Cyprus; Heather C. Hill and Daniel McGinn, Harvard University

- **Explaining Teacher Effects: Results From the National Center on Teacher Effectiveness Main Study**
  Heather C. Hill, Harvard University; Douglas Staiger, Dartmouth College; Mark Chin and Andrew Bacher-Hicks, Harvard University

- **Predictors of Teachers’ Instructional Practices**
  David Blazar, Claire Gogolen, and Heather C. Hill, Harvard University; Andrea Humez, Boston College; Kathleen Lynch, Harvard University

- **The Meaning of “High” and “Low” Value-Added Teaching: Observing Differences in Instructional Quality Across Districts**
  David Blazar, Erica Litke, and Johanna Barmore, Harvard University

**Strategies for Coordinating Multiple Mathematical Representations: Integration of Eye-Tracking and Think-Aloud Data**
Briana L. Chang, Theodore W. Wills, Jennifer G. Cromley, Thomas Shipley, and Julie L. Booth, Temple University; Waldemar Stepnowski, School District of Philadelphia; Nhi Tran and Michael Madeja, Temple University

**An Exploration of Novice Teachers’ Core Competencies: Impacts on Student Achievement and Effectiveness of Preparation**
Kent Seidel, University of Denver; Jennie A. Whitcomb, University of Colorado - Boulder

**The Futility of Propensity Score Methods in a Statewide Study of the International Baccalaureate**
Henry May, University of Delaware; Awilda Rodriguez, Philip M. Sirinides, Laura W. Perna, April Yee, and Tafaya Ransom, University of Pennsylvania

**Promoting Teachers’ Social and Emotional Competence: The Cultivating Awareness and Resilience in Education Program**
Patricia A. Jennings, University of Virginia; Joshua L. Brown, Fordham University; Jennifer L Frank, and Sebrina Doyle, The Pennsylvania State University; Regin Tanler and Damira S Rasheed, Fordham University; Anna DeWeese, Garrison Institute; Mark T. Greenberg, The Pennsylvania State University

**The Impact of a Preinstructional Digital Game on Middle-Grade Students’ Scientific Misconceptions**
Katherine E. Culp, Wendy B. Martin, Peggy Clements, and Ashley E. Lewis Presser, Education Development Center, Inc.
The Impact of Discourse Features of Science Test Items on English Language Learner Performance
Tracy Noble, TERC

Exploring bilingual students’ performance overall and on cognate words in a large-scale multidimensional vocabulary test
Judith Scott and Susan Flinspach, University of California-Santa Cruz; Jack Vevea, University of California-Merced

Developing Effective Genre-Based Literacy Practices With English Language Learner Teachers Through Sustained Professional Development
Eric Haas, WestEd

From Professional Development to Responsive Teaching for English Language Learners
Pedro Portes, University of Georgia

Measuring Principal Performance Through the Relationship Between Principal Practice and Student Growth
Andrew C. Porter, University of Pennsylvania

38.024 - Expanding Pedagogical Understandings of Literary Reasoning and Argumentation in Middle and High Schools: Project READI
Chair: Susan Goldman, University of Illinois at Chicago

- Literary Reasoning and Argumentation: Reconceptualizing Pedagogical Implications of the Domain
  Carol D. Lee, Northwestern University; Susan R. Goldman, University of Illinois at Chicago; Sarah Levine, Northwestern University; Teresa Sosa, University of Illinois at Chicago; MariAnne George, University of Illinois at Chicago; Joe Magliano, Northern Illinois University; Stephen W Briner, Rick Coppola, Kathryn S. McCarthy, and Candice Burkett, University of Illinois at Chicago

- Making Interpretation Visible With an Affect-Based Strategy
  Sarah Levine, Northwestern University

- Classroom Discussions and Influence on Student Literary Reasoning
  Teresa Sosa and Susan Goldman, University of Illinois at Chicago

- A Rubric-Based Approach for Analyzing Dimensions of Literary Reasoning
  Stephen W Briner, Kathryn S. McCarthy, and Candice Burkett, University of Illinois at Chicago; Sarah Levine and Carol D. Lee, Northwestern University; Susan R. Goldman, University of Illinois at Chicago; Joe Magliano, Northern Illinois University

- Development of the READI Literature Epistemology Scale
  Mariya Yukhymenko Stephen W Briner, Candice Burkett, and Kathryn S. McCarthy, University of Illinois at Chicago; Sarah Levine, Northwestern University; Joe Magliano,
Multiple Source Comprehension: Sources of Complexity and What Students Need to Know and Be Able to Do
Susan R. Goldman, University of Illinois at Chicago

Investigating the Acquisition of Differential Difficulty in a Fourth-Grade Vocabulary Intervention with English Learners (ELs) and their Non-EL Peers
Lauren Artzi, Brie Doyle, Anna Meyer, Rebecca Silverman, and Maria Crassas, University of Maryland

SimScientists: Use of Learning Progressions Within Curriculum-Embedded Simulations for Formative Assessment
Edys S. Quellmalz, WestEd

Cultivating College Knowledge Through Play: The Facebook Game Mission: Admission
Zoe Corwin, University of Southern California; Kevin Eagan, University of California - Los Angeles

Saturday, April 5, 2014

Impact of North Carolina’s Early Childhood Initiatives on Special Education Placements in Third Grade
Clara Muschkin, Helen Ladd, and Kenneth Dodge, Duke University

46.021. Leveraging Simulation-Based Learning Environments to Support Science Practices.

- Exploring the Assistance Dilemma in a Simulated Inquiry Learning Environment for Evolution Theory
  Daniel Brenner, WestEd; Michael Timms, Australian Council for Educational Research; Bruce McLaren, Carnegie Mellon University; Andrew Grillo-Hill and Kim Luttgen, WestEd
- SimScientists: Interactive Simulation-Based Science Learning Environments
  Matt Silberglitt, Mark Loveland, and Edys S. Quellmalz, WestEd
- Using Simulations to Foster Integrated Understanding of Complex, Dynamic, Interactive Human Body Systems
  Barbara C. Buckley, WestEd; Michelle LaMar, University of California - Berkeley; George E. DeBoer, American Association for the Advancement of Science
- ChemVLab+: Simulation-Based Lab Activities to Support Chemistry Learning
Jodi Davenport, WestEd; Anna Rafferty, University of California - Berkeley; David Yaron, and Michael Karabinos, Carnegie Mellon University; Michael Timms, Australian Council for Educational Research

10:35am–12:05pm

An Examination of the Efficacy of INSIGHTS in Enhancing the Academic and Behavioral Development of Children in Early Grades
Meghan P. McCormick, Sandee G. McClowry, Erin E. O’Connor, and Elise Cappella, New York University

Teaching Mathematical Word Problem Solving: The Quality of Evidence for Strategy Instruction Priming the Problem Structure

The Impact of Schema-Based Instruction on Proportional Problem Solving for Students With Mathematics Problem-Solving Difficulties
Michael R. Harwell, Danielle Nicole Dupuis, Asha K. Jitendra, Stacy R. Karl, Amy Lein, And Susan Slater, University of Minnesota-Twin Cities

Uniting Science Knowledge and Literacy Development: A Theoretical Rationale for Reading to Learn in the Early Grades
Alison K. Billman and P. David Pearson, University of California-Berkeley

Looking at Feedback Practices in Science and Mathematics Classrooms: Lesson Learned
Maria Araceli Ruiz-Primo, University of Colorado- Denver; Heidi Kroog, University of Colorado - Denver; Deanna J.Sands, Seattle University

Students’ Use of Written Feedback in Science Notebooks
Min Li, University of Washington; Maria Araceli Ruiz-Primo, University of Colorado - Denver; Phonraphee Thummaphan, University of Washington, Seattle

English Word-Acquisition Patterns for Spanish-Speaking Dual Language Learners During Content-Rich Shared Book Reading Instruction
Sharolyn Pollard-Durodola, University of Denver

Improving Low-Income Preschoolers’ Word and World Knowledge in Science: The Effects of Content-Rich Instruction
Susan B. Neuman, New York University; Tanya Kaefer, Lakehead University; Ashley Pinkham, University of Michigan


2:15pm–3:45 pm
Do Interim Assessments Influence Teachers’ Grouping Methods? Evidence From a Randomized Controlled Trial
Feng Liu, Jared Eno, Gregory Chojnacki, Arie J. van der Ploeg, Coby Meyers, and Shazia R. Miller, American Institutes for Research; Spyros Konstantopoulos, Michigan State University

2:45 pm–4:15 pm
Educational Goods and Accountability
Helen Ladd, Duke University

Educational Goods and Charter Schools
Susanna Loeb, Stanford University

Scott W. Brown, University of Connecticut; Kimberly A. Lawless, University of Illinois at Chicago

Supporting Inquiry Learning From Multiple Documents in History and Science
Jennifer Wiley, University of Illinois at Chicago; Thomas D. Griffin, University of Illinois at Chicago; Andrew Taylor, University of Illinois at Chicago; Allison J. Jaeger, University of Illinois at Chicago; Anne Britt, Northern Illinois University

Reading Skill Versus Dispositional Strategy Influences on Learning From Multiple Documents Inquiry
Thomas D. Griffin, University of Illinois at Chicago; Carlos R. Salas, University of Illinois at Chicago; Jennifer Wiley, University of Illinois at Chicago; Anne Britt, Northern Illinois University

Selecting and Using Information for Argumentation in Science: Investigating a Web-Based Multiple Document Task
Kristopher Jon Kopp, University of Notre Dame; Anne Britt, Northern Illinois University; Keith Millis, Northern Illinois University; Jean-Francois Rouet, CNRS and University of Poitiers


Improving Awareness and Well-Being Through Cultivating Awareness and Resilience in Education (CARE): How Teachers Perceive a Socioemotional Learning Professional Development Intervention
Deborah L. Schussler, The Pennsylvania State University – University Park; Patricia A. Jennings, University of Virginia; Jennifer Sharp, Northern Kentucky University

Learning to Use Formative Assessment in Mathematics With the Assessment Work Sample Method: Results From the Initial Pilot
Andrea D. Beesley, IMPAQ International; Tedra Fazendeiro Clark, McREL

SimScientists Assessment Systems
Matt Silberglitt, Barbara C. Buckley, Mark Loveland, and Daniel Brenner, WestEd; Michelle LaMar, University of California - Berkeley; Edys S. Quellmalz, WestEd

Do Interim Assessment Results Influence Teachers’ Use of Remedial and Enriched Instruction?
Gregory Chojnacki, Jared Eno, Shazia R. Miller, and Arie J. van der Ploeg, American Institutes for Research; Spyros Konstantopoulos, Michigan State University; Coby Meyers, American Institutes for Research

49.092-15. Evaluating High School Support Structures and Instruction

Online and Face-to-Face Credit Recovery in Algebra I for At-Risk Ninth Graders: Third-Year Results
Jessica Heppen, Nicholas Andrew Sorensen, and Kirk Walters, American Institutes for Research; Elaine M. Allensworth, University of Chicago; Suzanne Stachel, American Institutes for Research; Valerie Michelman, University of Chicago; Andrea Coombes, American Institutes for Research

Implementation of the Florida College and Career Readiness Initiative
Christine Mokher, Louis Jacobson, and Jane Alexander, Center for Naval Analysis;

Efficacy of the Check & Connect Dropout Prevention Program: Early Implementation and Impacts
Laura Hawkinson, University of Pennsylvania; Mindee M. Ocummings and Jessica Heppen, American Institutes for Research

49.093-2. Games, the World Wide Web, and Robots

The Benefits and Pitfalls of Learning With Classroom Clickers: A Large-Scale, Multidisciplinary, Empirical Study
Amy M. Shapiro, Judith Eileen Sims-Knight, Paul Capaldo, Grant O’Rielly, and Teal Pedlow, University of Massachusetts - Dartmouth; Leamarie Gordon, Tufts University; Kristina Monteiro, University of Massachusetts – Dartmouth

49.093-3. Posters in Mathematics Teaching and Learning

A Randomized Experiment of a Schema-Based Instructional Approach to Proportional Problem Solving for Seventh-Grade Students. Asha K. Jitendra, Michael R. Harwell, Danielle Nicole Dupuis, Stacy R. Karl, Amy Lein, Susan Slater, Gregory Simonson, and Michael Herriges, University of Minnesota

Improving Long-Term Retention of Mathematical Knowledge Through Automatic Reassessment and Relearning
Deena Soffer Goldstein, Vinoadharen Nair Das; James W. Pellegrino, and Susan R. Goldman, University of Illinois at Chicago; Neil T. Heffernan, and Christina Heffernan, Worcester Polytechnic Institute; Kevin Dietz, University of Illinois at Chicago

Worked Out Examples to Improve Student Understanding of Area and Perimeter
Wendy Bradley and Julie Booth, Temple University

Sunday, April 6, 2014

8:15am-9:45am
55.034. Teacher-Student Interaction Patterns: Integrating Models of Instructional and Social Dynamics in the Classroom
Chair: Scott D Gest, The Pennsylvania State University

- Observing Teacher-Student Interactions in Upper Elementary School With the Classroom Assessment Scoring System (CLASS)
  Jason Downer, Erik Ruzek, Megan Stuhlman, and Bridget Kathleen Hamre, University of Virginia
- The Role of Teacher-Child Interaction Patterns in Social Relationships: Drawing Causal Inferences Using Propensity Scores
  Rebecca Madill and Scott D Gest, The Pennsylvania State University; Philip C. Rodkin, University of Illinois
- Teacher Perspectives on Managing Social Relationships in the Elementary Classroom.
  Kathleen Zadzora, Scott D Gest, Aaron M Miller, and Rebecca Madill, Pennsylvania State University; Philip C. Rodkin, University of Illinois

“Let’s Check the Glossary”: How English Learners Coconstruct Vocabulary Knowledge in Peer-Tutoring Reading Discussions
Melinda Martin-Beltran, Johanna Tiggert, Megan Peercy, Rebecca Silverman, Stephanie Guthrie, and Anna Meyer, University of Maryland-College Park

Impacts on Mathematics of an Intervention Synthesizing Early Mathematics and Make-Believe Play
Julie Sarama, University of Denver; Fatih Unlu, Abt Associates Inc.; Douglas H. Clements, University of Denver; Carolyn J. Layzer, Abt Associates Inc

Assessing Skills Used in Social Interaction
Clark McKown, Rush NeuroBehavioral Center

Supporting Evidence-Based Practices in Schools: Results From an Efficacy Trial of the Incredible Years Teacher Classroom Management Program
Melissa Stormont, Wendy Reinke, Keith Herman, and Lori Newcomer, University of Missouri
10:35am–12:05pm
Lesley Lavery, Macalester College; Dan Goldhaber and Roddy Theobald, University of Washington

Examining the Effect of Self-Explanation and Explanatory Feedback on a Cognitively Demanding Educational Physics Game
Deanne Marie Adams and Douglas Clark, Vanderbilt University

The Impact of Collaborative Play and Achievement Motivation on Learning From a Physics Game
Stephen Killingsworth, Douglas Clark, and Pratim Sengupta, Vanderbilt University

What could go wrong? Error anticipation relates to conceptual and procedural knowledge in algebra students.
Nicolas McCann and Julie Booth, Temple University

The Nature and Variability of First-Grade Writing Instruction
Elizabeth N. Farley-Ripple, Charles A. Macarthur, David Coker, Allison F Jackson, and Huijing Wen, University of Delaware

Small Steps to Big Gains in Reading Comprehension With Fourth- to Sixth-Grade Spanish-Speaking English Language Learners
Kausalai Wijekumar, Penn State University

Shunning the Evidence: Why Do Some Students Bypass Reasoning About Controversial Claims in Science?
Carlos R. Salas, University of Illinois at Chicago; Thomas D. Griffin, University of Illinois at Chicago

12:25pm–1:55pm
Multidisciplinary Collaborative Design for Evidence-Based Argument in History, Literature, and Science: Project READI
Susan R. Goldman, University of Illinois at Chicago

Teachers’ Instructional Collaborations Across an Urban District
Matthey Ronfeldt and Susanna Farmer, University of Michigan; Susanna Loeb, Stanford University

59.019. The Elusive Quest for Civil Rights in Education: Perspectives From AERA Past Presidents.
Chair: Shaun R. Harper, University of Pennsylvania
• **Trends in Reading**  
  Carol D. Lee, Northwestern University

59.011 - **Changing the Game: Research Innovations and the Interdisciplinary Development of Technologies for Learning**  
Chair: Susan Goldman, University of Illinois at Chicago

- **Multidisciplinary Collaborative Design for Evidence-Based Argument in History, Literature, and Science: Project READI**  
  Susan R. Goldman, University of Illinois at Chicago
- **GlobalEd 2: Developing a Scientifically Literate Citizenry**  
  Kimberly A. Lawless, University of Illinois at Chicago
- **Technology-Enabled Assessment: Adapting to the Needs of Students and Teachers**  
  James W. Pellegrino, University of Illinois at Chicago
- **The Connected Chemistry Curriculum**  
  Mike Stieff, University of Illinois at Chicago

59.013 - **Universal Preschool: What Have We Learned, and What Does It Mean for Practice and Policy?**  
Chair: Rachel A. Gordon, University of Illinois at Chicago

- **Going to Scale: Immediate and Long-Term Effects of a Randomized Control Trial of a State Pre-K**  
  Dale C. Farran, Vanderbilt University
- **Assuring Quality Preschool: Where Are We, and Where Do We Need to Go?**  
  Rachel A. Gordon, University of Illinois at Chicago; Kerry Guess Hofer, Vanderbilt University

*The Effect of Feature Complexity in Spanish Spelling in Grades 1-3*  
Karen Ford, University of Virginia, Francis Huang, University of Missouri, and Marcia Invernizzi, University of Virginia

*Mitigating Factors of Student Learning Using Online Virtual Chemistry Lab Activities*  
Jodi Davenport and Jacklyn Powers, WestEd; Anna Rafferty, University of California Berkeley; Michael Timms, Australian Council for Educational Research; Michael Karabinos, Carnegie Mellon University; David Yaron, Carnegie Mellon University

2:15pm-3:45pm  
*SimScientists Assessments*  
Edys S. Quellmalz, Barbara C. Buckley, and Mark Loveland, WestEd

61.026 - **Sylvia Scribner Award Address: Micheline Chi**  
Chair: Patricia A. Alexander, University of Maryland - College Park; Richard E. Mayer, University of California - Santa Barbara
Differentiating Four Levels of Cognitive Engagement for Learning: The ICAP Hypothesis
Michelene T.H. Chi, Arizona State University

“We Just Rock and Roll”: English-for-Speakers-of-Other-Languages and Mainstream Teachers Building Shared Understanding About How to Teach Challenging Texts to English Learners
Rebecca Silverman, Megan Peercy, Melinda Martin-Beltran, and Stephanie Guthrie, University of Maryland-College Park

Policies Supporting Scale-Up of Interventions for Children at Risk in Early Mathematics
Douglas H. Clements, University of Denver; Julie Sarama, University of Denver; Christopher B. Wolfe, University at Buffalo - SUNY; Mary Elaine Spitler, State University of New York

Advantages of Touch Screen Computer Adaptive Technology for Assessing Science for Low-Income Preschool Populations
Daryl B. Greenfield, University of Miami

Mixed-Methods Approach to Developing the Spanish Form of the Adjustment Scales for Preschool Intervention
Rebecca Jane Shearer, University of Miami; Mileidis Gort, The Ohio State University; Paul A. McDermott, University of Pennsylvania; Michael L. Lopez, Nat. Center for Latino Child & Family Research

4:05pm–5:35pm
Opportunity to Learn Argumentation in English Language Arts, History, and Science Classrooms
Cindy Litman, WestEd; Stacy A. Marple, WestEd; Cynthia L. Greenleaf, WestEd; Irisa Charney-Sirott, WestEd; Lisa Richardson, WestEd - K-12 Alliance; Michael J Bolz, University of Illinois at Chicago; Allison H. Hall, University of Illinois at Chicago

Designing for Argumentation: Learning Outcomes From Teacher-Research Collaborations in Science, History, and Literature
Stacy A. Marple, WestEd; Cindy Litman, WestEd; Cynthia L. Greenleaf, WestEd; Willard R. Brown, WestEd; Gayle Cribb, WestEd

62.083-5. Poster Fair B: Data Use and Research in the Schools
Building Capacity for Improvement Through Collaboration: Findings From the National Center on Scaling Up Effective Schools
Christopher Harrison, University of North Carolina - Chapel Hill; Christopher Hyde Redding, Vanderbilt University - Peabody College; Stephanie Brown, Florida State University; John Wachen, University of North Carolina - Chapel Hill; Jason Miller, Vanderbilt University - Peabody College; Allison Rose Socol, University of North Carolina - Chapel Hill

Monday, April 7, 2014
8:15am–9:45am
Culture, Identity, Resilience Through Literacy, and Wraparound Identity-Focused Supports in an Urban High School  
Carol D. Lee, Northwestern University

Algebra for Eighth Graders: Evidence on Its Effects From 10 North Carolina Districts  
Helen Ladd, Charles Clotfelter, and Jacob Vigdor, Duke University

Roundtable Presentation: Reaching for Rigor by Increasing Student Ownership and Responsibility  
Marisa Cannata, Katherine Taylor Haynes, & Tom Smith

68.024. Diagnostic Assessment: Recent Advances From Psychometric Modeling to Classroom Applications.

- The Diagnostic Geometry Assessment System: Results From a Randomized Controlled Trial. Jessica Masters, Measured Progress


- Getting Back on Track: Payoffs to Expanding Summer Credit Recovery in Ninth-Grade Algebra. Elaine M. Allensworth, University of Chicago; Takako Nomi, St. Louis University

68.039. Scaling Up a Social-Psychological Intervention to Combat Stereotype Threat and Narrow Achievement Gaps.

- Closing Achievement Gaps at Scale Through Self-Affirmation: First-Year Findings From Two Cohorts. Jeffrey A. Grigg, University of Wisconsin - Madison; Paul Hanselman, University of Wisconsin - Madison
- Psychological Moderators and Mediators of Stereotype Threat: Implications for Self-Affirmation Interventions. Chris Rozek, University of Wisconsin - Madison; Jaymes Ray Pyne, University of Wisconsin; Geoffrey D. Borman, University of Wisconsin - Madison; Sarah Bruch, University of Iowa; Paul Hanselman, University of Wisconsin - Madison
- School Composition and Self-Affirmation Treatment Effect Heterogeneity. Paul Hanselman, University of Wisconsin - Madison; Sarah Bruch, University of Iowa; Adam Gamoran, William T. Grant Foundation
- Identifying the Critical Components of Values Affirmation: Fidelity of Implementation in a Large-Scale Randomized Controlled Trial. Dominique Bradley, University of Wisconsin - Madison; Evan Crawford, University of Wisconsin; Sara Elizabeth Dahill-Brown, Wake Forest University
8:15am–10:15am
“Yes or No?” Exploring Over-Scaffolding in Peer-Led Literacy Activities for English Learners
Daniel, Melinda Martin-Beltran, Rebecca Silverman, and Maria Crassas, University of Maryland-College Park

10:35am–12:05pm
Exploring the Potential of Value Added to Affect the Quality of the Teacher Workforce
Dan Goldhaber, University of Washington

The Roles of Teaching Assistants in Pre-Kindergarten Classrooms: Consequences of a Demanding Curriculum
Sascha C. Mowrey, Vanderbilt Peabody College; Dale C. Farran, Vanderbilt University

Understanding the Interplay Between the Cultural Context of Classrooms and Formative Assessment
Heidi Kroog and Maria Araceli Ruiz-Primo, University of Colorado - Denver; Deanna J. Sands, Seattle University

Gathering Information About Teachers’ Formative Assessment Practices: On Sampling Strategies and the Accuracy of Inferences
Maria Araceli Ruiz-Primo, Heidi Kroog, and Jennifer A. Silverstein, University of Colorado - Boulder; Deanna J. Sands, Seattle University

Predictors of Reading Comprehension in Middle School: Cognitive and Motivational Factors
Ana M. Taboada Barber, Michelle M. Buehl, Melissa Gallagher, Leila N Richie, and Swati Mehta, George Mason University

12:25pm–1:55pm
Teacher Performance Trajectories in High- and Lower-Poverty Schools
Zeyu Xu, Umet Ozek, and Michael Hansen, American Institutes for Research

2:15pm–3:45pm
Development of Science Conceptual Knowledge in an Online Learning Simulation
Lisa J. Lynn and Kamila Brodowinska, University of Illinois at Chicago; Scott W. Brown, University of Connecticut; Gregory P Mullin, Bunker Hill Community College; Mariya Yukhymenko, University of Illinois at Chicago; Mark A. Boyer, University of Connecticut
Teachers’ Perceptions of Professional Development Designed to Foster Math-Academic Language and Literacy for English Learners
Mary A. Avalos, Jennifer Marie Langer-Osuna, and Walter G. Secada, University of Miami; Margarita Zisselsberger, Loyola University Maryland

Do Students’ College Majors Respond to Changes in Wages?
Mark C. Long, Dan Goldhaber, and Nicholas Chandler-Klein, University of Washington

73.028 - Tracking the Development of Classroom Discussion: What Can a Low-Inference Measure Tell Us?

Chair: Catherine Snow, Harvard University

- Theoretical Underpinnings of a Low-Inference Discourse Observation Tool: Looking at Indicators of Productive Classroom Talk
  Tracy Elizabeth, Harvard University and Catherine O’Connor, Boston University
- Working With a Low-Inference Discourse Observation Tool: What Can We See?
  Catherine O’Connor, Boston University and Maria LaRusso, Harvard University
- The Coach’s View of Discourse: What Does the Low-Inference Discourse Observation Show Us and Not Show Us?
  Halley Wheeless, SERP Institute, Cara Cassell, SERP Institute