
Education **Ph.D. Educational Psychology, 1996 - University of Iowa**
M.A. Educational Psychology, 1994 - University of Iowa
B.A. Physical Education & Dance, 1987 - University of Iowa

Present Position **CEO & Chief Scientist, edCount, LLC**
2003 – present
Founder edCount, LLC, a professional services firm specializing in education assessment, evaluation, data management, reporting, and accountability. Major projects and clients include:

Selected Recent Projects

State General and Alternate Assessment System Design (ongoing) – Serve as test and item design advisor for several statewide assessment design and development projects in New York, Tennessee, and Mississippi. Principal Investigator for recent alignment studies in Georgia, Kansas, and Alaska. Focus on construct and content coherence in item and test design to ensure strong alignment throughout the systems.

Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS; 2017 – 2020) – Serve as the Principal Investigator for a multi-state, multi-partner collaborative project to apply principled-design assessment development methods to large-scale and local science assessments. Project funded by a \$4 million grant from the U.S. Department of Education, Office of Elementary and Secondary Education.

National Centers and State Collaborative Alternate Assessment Project (2010 – 2015) – Served as the Chief Validity Evaluator for a project to develop an innovative system for supporting educators who work with students with significant cognitive disabilities through professional development modules, curriculum and instruction resources, and assessment tools. Project funded by a \$45 million grant from the U.S. Department of Education, Office of Special Education Programs.

Puerto Rico Policy and Technical Assistance Project (2010 – 2014) – Served as the Principal Investigator for a comprehensive system of supports for the Puerto Rico Department of Education that encompasses validity studies; policy development for Titles I and III; professional development for general educators, special educators, and educators who work with students with limited Spanish proficiency; and the development and implementation of curriculum supports that integrate content with considerations for full access to the content for students with disabilities and students with limited Spanish proficiency.

Language Instruction Educational Programs (LIEPs): Lessons from the Research and Profiles of Promising Programs (2010 – 2012) – Served as the Principal Investigator for a federally-funded project to explore the definitions and implementation of programs designed to support English learners' acquisition of English language proficiency and academic achievement. This study encompasses a major review of literature on LIEPs, up to twenty case studies of LIEP implementation across the nation, and the production of a guide to LIEPs, their implementation, and their evaluation. Project funded by a competitive contract with the U.S. Department of Education.

Evaluating the Validity of English Language Proficiency Assessments (2009 – 2011) – Served as Principal Investigator for this project involving five state education agencies (Washington, Oregon, Indiana, Montana, and Idaho), five partner organizations (edCount, LLC, the National Center for the Improvement of Educational Assessment, UCLA, Synergy Enterprises, Inc., and PIRE), and twelve nationally recognized experts in validity theory and second language acquisition together to develop an argument-based approach to validity evaluations for the statewide English language proficiency assessments required under Titles I and III of NCLB. Project funded by a \$1.6 million grant from the U.S. Department of Education, Office of Elementary and Secondary Education.

National Evaluation of Title III (2008 – 2011) – Served as Senior Advisor to the first federal National Evaluation of Title III. Support for this project includes management of a comprehensive literature review related to English language acquisition policy and practices as well as analysis of English language proficiency (ELP) standards, assessments, and supporting practices in all 50 states, the District of Columbia, and Puerto Rico. Supervise collection, synthesis and analysis of data for final report on standards. Provide assistance in creation and execution of protocols to collect information from state-level administrators of Title III programs. Project funded by a competitive contract with the U.S. Department of Education.

Laurent Clerc National Deaf Education Center at Gallaudet University (2008 – Present) – Chief Policy Advisor for the implementation of standards, assessment, and accountability systems under the 2008 Education of the Deaf Act. Assist Gallaudet University in establishing a partnership with the state of Ohio for sharing that state’s academic standards and assessments. Provide technical assistance in the administration, scoring, and analysis of practice student assessment. Support administration and faculty in the interpretation and implementation of state standards and appropriate assessment practices for the Clerc Center student population.

State Departments of Education, State Boards of Education, and Legislative and Appointed Taskforces (multiple states including Delaware, Indiana, Connecticut, Georgia, Nebraska, Louisiana, Hawaii, Montana, Wyoming, South Dakota, Puerto Rico, District of Columbia, and others; 2003 to present) – Provide expert testimony, policy guidance, technical advice, evaluation, and other consulting services regarding the implementation of standards and assessment programs.

National Alternate Assessment Center (2007 – 2011) – Served as the lead evaluator for evaluations in the District of Columbia and Puerto Rico on validity issues associated with the alternate academic assessments for students with significant cognitive disabilities. Project funded by \$5 million grant from the U.S. Department of Education, Office of Special Education Programs.

U.S. Department of Education (1998 – 2016) – Provide guidance and consulting services on standards, assessment, and accountability for the US Department of Education, Office of Elementary and Secondary Education. Served as a Peer Reviewer of state accountability systems under NCLB and chaired the consulting team that drafted the Standards and Assessments Peer Review Guidance for NCLB in early 2003. Currently involved in reviews of several state standards and assessment systems.

National Clearinghouse for English Language Acquisition (2008 – 2009) – Co-Principle Investigator and Director of Assessment Services for the newly re-designed clearinghouse providing technical assistance support to state and local education agencies on behalf of the Office of English Language Acquisition at the U.S.

Department of Education. Provided guidance and supported inter- state collaboration related to implementation of Title III requirements for English language proficiency standards and assessments, inclusion of English language learners (ELLs) in academic content assessments, accountability, program implementation, and professional development for ESL, bilingual, and foreign language educators.

Council of Chief State School Officers (CCSSO; 1999 – 2008; 2016-17) – Consulted on assessment and accountability issues with representatives of state departments of education from across the country and coordinated the state collaborative on assessments for English Language Learners. Between 2003 and 2007, co-authored five major analyses of the state NCLB accountability workbooks and amendments and a monograph on the validity of state accountability systems. In 2002, wrote “A Guide to Effective Accountability Reporting”; a resource manual for state, district, and school personnel on the creation of effective education accountability reports that won the 2004 American Educational Research Association Division H Award for Outstanding Staff Assessment Training. Wrote white paper on alignment for the TILSA SCASS to support peer review under ESSA.

The Education Alliance at Brown (2004 – 2006) — Led the taskforce charged with developing policies, instruments, and practices for the comprehensive K-12 territory-wide assessment system for the US Virgin Islands. Worked in partnership with taskforces developing K-12 standards and accountability plans.

Prior Professional Experience

Director of Student Assessment, Baltimore City Public Schools (2002 – 2003)

Directed assessment operations for the Baltimore City Public School System. Coordinated local administration and reporting for Maryland standards-based testing as well as for locally mandated norm-referenced assessments. Conducted analyses and wrote reports for the Board of School Commissioners. Coordinated data management, analysis, and reporting systems in partnership with the accountability, research, and evaluation teams at BCPSS.

Senior Research Analyst, American Institutes for Research (2000-2002)

As a member of the educational assessment team, served as Director of Communications for Ohio’s K-5 assessments and designed performance reports, interpretive documents, and materials and procedures for training, professional development, and public relations. For the National Longitudinal Evaluation of Comprehensive School Reform, developed a framework for analyzing the designs of comprehensive school reform models.

Education Consultant, Bureau of Student Assessment and Research, Connecticut State Department of Education (1997 – 2000)

Evaluated and redesigned the system of assessment reports for the Connecticut Mastery Tests, Connecticut’s statewide testing program for students in grades 4, 6, and 8. Designed and produced accountability reports at the school, district, and state levels. Conducted evaluations of districts and schools for the purposes of state and Title I accountability and education reform. Served as an advisor for CSRD and charter school evaluations and for local education agencies on the management, analysis, and use of standards-based assessment data. Represented Connecticut on national consortia and panels related to assessment, accountability, and education indicators. *(Please note that although the job title was “consultant”, this was a regular, full-time staff position.)*

Project Director, National Evaluation Systems, Inc. (1996 – 1997)

Directed high-stakes education licensure assessment projects for a private assessment company. Responsibilities included managing day-to-day operations of assessment programs; serving as a primary contact with clients representing national and state education agencies; conducting qualitative and quantitative research studies to target specific client needs; and facilitating item review and standard-setting conferences.

Instructor, University of Iowa and Coe College (1991 – 1995)

Taught multiple sections of the Educational Psychology course required of all pre-service education majors and a summer Child Development course at the University of Iowa. Taught Adolescent Psychology and Personality Psychology courses at Coe College in Cedar Rapids, Iowa.

**Professional
Service &
Honors**

ACT, Inc. – Technical Advisory Committee Member

Curriculum Associates – Technical Advisory Committee Member

Project Lead the Way – Technical Advisory Committee Member

Educational Measurement, 5th edition – Editorial Board

Educational Measurement: Issues and Practice – Editorial Board

Applied Measurement in Education – Editorial Board

National Council on Measurement in Education Excellence in Public Communication Award Committee – Chair

Association of Test Publishers – Secretary of Education Division

National Council on Measurement in Education Mission Fund – Committee Member

Louisiana Department of Education – Technical Advisory Committee Member

Montana Office of Public Instruction – Technical Advisory Committee Member

South Dakota Department of Education – Technical Advisory Committee Member

Washington Office of the Superintendent of Public Instruction – Technical Advisory Committee Member

Wyoming Department of Education – Technical Advisory Committee Member

National Council on Measurement in Education Newsletter – Advisory Board

Innovation Network – Board Member

American Educational Research Association Division D (Measurement) – Mentoring Committee (2012-2016)

Teachers of English as a Second or Other Language (TESOL) – Standards Committee Member (2010-2014)

NCLB Advisor by Thompson Publishing – Editorial Advisory Board Member

Education Week Quality Counts 2009 – Technical Advisory Board Member

American Educational Research Association Chair School Indicators and Profiles Special Interest Group – Chair (2004-2005)/Program Chair (2002-2003)

CCSSO National Conference on Large Scale Assessment – Planning Committee Member (2006-2010)

American Educational Research Association Division H Publication Award for Outstanding Staff Assessment Training – for *A Guide to Effective Accountability Reporting* (2004)

University of Iowa Special Graduate Assistantship (1992-1995)

**Books,
Journal
Articles,
Book
Chapters, &
Monographs**

- Forte, E. (2017). *The administrator's guide to federal program for English learners*, second edition. Washington, DC: LRP.
- Forte, E. (2017). *Evaluating alignment in large-scale standards-based assessment systems*. Washington, DC: CCSSO.
- Faulkner-Bond, M., & Forte, E. (2016). *Assessing English learners: The promise, pitfalls, and peculiarity of assessing language minorities via large scale assessment*. In C. Wells, & Faulkner-Bond, M. (Eds.), *Educational measurement: From foundations to future*. New York, NY: Guilford.
- Quenemoen, R.F., Flowers, C., & Forte, E. (2014). *The curriculum, instruction, and assessment pieces of the student achievement puzzle*. In *More Language Arts, Math, and Science for Students with Severe Disabilities* (Fred Spooner, Ed). Baltimore, MD: Brookes Publishing.
- Sireci, S. & Forte, E. (2012). *Informing in the Information age: How to communicate measurement concepts to education policy makers*. *Educational Measurement: Issues and Practice*, 31(2), 69-74.
- Perie, M. & Forte, E. (2011). *Developing a validity argument for assessments of students in the margins*. In M. Russell (Ed). *Assessing Students in the Margins*. Information Age Publishing.
- Forte, E. & Faulkner-Bond, M. (2010). *The administrator's guide to federal program for English learners*. Washington, DC: Thompson.
- Forte, E. (2010). *Examining the assumptions underlying the NCLB federal accountability policy on school improvement*. *Educational Psychology*, 45(2), 76-88.
- Erpenbach, W.J. & Forte E. (2007). *Statewide educational accountability under the NCLB Act—A report on 2007 amendments to state plans*. Washington DC: CCSSO.
- Forte, E. (2007). *States' approaches to defining, measuring, and evaluating academic and linguistic skills of English language learners*. Washington DC: CCSSO.
- Forte, E. & Erpenbach, W.J. (2006). *Statewide Educational Accountability Under the NCLB Act—A Report on 2006 Amendments to State Plans*. Washington DC: CCSSO.
- Erpenbach, W.J. & Forte, E. (2005). *Statewide educational accountability under the NCLB Act—A report on 2005 amendments to state plans*. Washington DC: CCSSO, San Francisco, CA.
- Forte Fast, E. & Erpenbach, W.J. (2004). *Revisiting Statewide Educational Accountability Under NCLB: An Examination of States' Initial Requests for Amendment Under the No Child Left Behind Act of 2001*. Washington DC: CCSSO.
- Forte Fast, E. & Hebbler, S. (2004). *A framework for examining validity in state accountability systems*. Washington DC: CCSSO.
- Erpenbach, W.J., Forte Fast, E., & Potts, A. (2003). *Statewide educational accountability under NCLB: Central issues arising from an examination of state accountability workbooks and ED reviews Under the NCLB Act of 2001*. Washington DC: CCSSO.
- Forte Fast, E. (2002) *A Guide to Effective Accountability Reporting*. Washington DC: CCSSO and US Department of Education.
- Vispoel, W.P. & Forte Fast, E. E. (2000). *Response biases and their relation to sex differences in multiple domains of self-concept*. *Applied Measurement in Education*, 13, 79–97.
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**Other
Publications**

- Forte, E., Quenemoen, R. F., & Thurlow, M. L. (2016, January). NCSC's theory of action and validity evaluation approach (NCSC Brief #9). Minneapolis, MN: University of Minnesota, National Center and State Collaborative.
- Forte, E., Kuti, L., & O'Day, J. (2012). *National evaluation of Title III implementation: A survey of states' English language proficiency standards*. Washington, DC: US Department of Education.
- Forte, E., & Faulkner-Bond, M. (April, 2011). *NRC recommends blending census bureau, state data for allocating Title III language acquisition grants*. Title I Monitor, 16(4), 8-9.
- Forte, E., & Faulkner-Bond, M. (July, 2011). *English language proficiency assessment project faces gargantuan challenges and limited funding*. Title I Monitor, 16(7), 5-7.
- Forte, E., & Faulkner-Bond, M. (December, 2010). *English learners and civil rights: Agency enforcement gets tough*. Title I Monitor, 15(12), 1-2.
- Forte, E. & Popham, W. J. (2006). *Red light, green light: Wyoming's new accountability tests provide "traffic signals" to help teachers improve instruction*. Harvard Education Letter, 22(2), 6-8.

**Keynotes and
Invited
Presentations**

- Forte, E. (April, 2018). *NCME invited session: Measurement problems – A look back to help us look ahead, Session 3*. Panelist. Annual Meeting of the National Council on Measurement in Education, New York City, New York.
- Forte, E. (April, 2014). *Argument in action: Implementing validity theory in the real world*. Invited presentation for the AERA Special Interest Groups (SIG) on Professional Licensure and Certification; Test Validity Research and Evaluation; and Cognition and Assessment at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Forte, E. (August, 2013). *Evidence centered design: Principles, applications, and implications*. Invited workshop for ACT staff. Iowa City, Iowa.
- Forte, E. (November, 2013). Moderator for the Debate on the use of instructional sensitivity information to select test items for state tests. First annual Instructional Sensitivity Conference, Lawrence, KS.
- Forte, E. (June, 2013). *2013 Assessment Bootcamp – An Overview of the Practical and Technical Issues in Large-Scale Assessment Programs*. (Invited organizer and presenter.) Session presented at the Annual National Conference on Student Assessment, Washington, DC.
- Roeber, E. & Forte, E. (June, 2013). *Welcome Newcomers! – An Introduction to the Field and the Conference*. (Invited organizer and mentor.) Session presented at the Annual National Conference on Student Assessment, Washington, DC.
- Forte, E. (June 2011). *Keeping current on common core*. Invited plenary panelist at the Annual Meeting of the Association of Educational Publishers, Washington, DC.
- Forte, E. (October, 2010). *We the people: The foundations, focus, and future of programs serving English learners*. Invited address for the California Association of Administrators of State/ Federal Education Programs 2010 Fall Professional Development Institute, La Quinta, CA.

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- Forte, E. (October, 2008). *Coordinating Title I and Title III programs and services: States' perspectives*. Invited facilitator at the LEP Partnership conference sponsored by the Office of the Deputy Secretary, the Office of English Language Acquisition, and the Office of Elementary and Secondary Education at the U.S. Department of Education.
- Forte, E. (March, 2008). *Accountability for ELLs post-NCLB: The new politics of inclusion*. Invited feature presentation at the Annual Conference of California Association of Bilingual Educators, San Jose, CA.
- Forte, E. (November, 2007). *Assessment and accountability post-NCLB: The next generation*. Invited Keynote Address for the Annual Conference of the California Educational Research Association, Dana Point, CA.
- Forte, E. (September, 2007). *ELL accountability: Who is really accountable?* Invited discussant at the Annual Reidy Interactive Lecture Series Conference, Nashua, NH.
- Forte, E. (September, 2007). *A framework for English language proficiency standards and assessments*. Invited discussant at the Annual Reidy Interactive Lecture Series Conference, Nashua, NH.
- Forte, E. (June, 2007). *Three practical, policy-focused procedures for determining an accountability test's instructional sensitivity, redux*. Discussant for invited session at the National Conference on Large Scale Assessment, Nashville, TN.
- Forte, E. (June, 2007). *Recent developments and growth in statewide accountability systems*. Invited discussant for session at the National Conference on Large Scale Assessment, Nashville, TN.
- Forte, E. (January, 2007). *Current issues in statewide accountability under NCLB*. Invited Paper presented at the Annual Meeting of the National Association of State Title I Directors, Long Beach, CA.
- Forte, E. (December, 2006). *Integrity and coherence in state accountability systems*. Invited Paper presented for the U.S. Department of Education Fall Accountability Summit. Nashville, TN.
- Forte, E. (November, 2006). Discussant for the NCLB Research Roundtable sponsored by The Chief Justice Earl Warren Institute on Race, Ethnicity and Diversity (Warren Institute) at UC, Berkeley, and The Civil Rights Project at Harvard University. Washington, DC.
- Forte, E. (August and October, 2006). Panelist and discussant for the U.S. Department of Education LEP Partnership work group on the use of portfolio as alternate assessments for English language learners. Washington, DC.
- Forte, E. (May, 2006). *Reporting of assessment results*. Invited panelist for technical assistance workshop for State Departments of Education staff sponsored by the U.S. Department of Education, the Assessment and Accountability Comprehensive Center, and CCSSO, Washington, DC.
- Forte E. (May, 2006). *The next generation of statewide assessment systems: Replacing compliance with coherence and balance*. Keynote address for the Montana Statewide Assessment Conference sponsored by the Montana Office of Public Instruction and Montana State University, Helena, MT.
- Forte E. & Erpenbach, W.J. (April, 2006). *Growth models under NCLB: The pilot program*. Pre- Session Workshop (with Richard Hill and Scott Marion) at the Annual Conference of the National Council on Measurement in Education.
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- Forte Fast, E. (April, 2005). *Next: What should be retained, adjusted, or scrapped in the current federal education policy?* Organizer and Moderator for an Invited Symposium at the Annual Meeting of the National Council on Measurement in Education, Montreal, Canada.
- Forte Fast, E. (April, 2005). *Examining validity issues in state accountability systems.* Organizer and co-facilitator (with Brian Gong and Arthur Coleman) for a training pre-session at the Annual Meeting of the National Council on Measurement in Education, Montreal, Canada.
- Forte Fast, E. (April, 2005). *Division H Vice-Presidential Series: Developing Quality Reports and Sharing Highlighted Findings Leading of 2004 Outstanding Publications Recognition.* Invited Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Forte Fast, E. (September, 2003). *Validity and reliability of state accountability systems.* Invited presenter and moderator at the Implementing Adequate Yearly Progress in States' Accountability Systems workshop for state education agency personnel offered by the CCSSO, St. Louis, MO.
- Forte Fast, E. (June, 2002). *Does testing research influence testing policy?* Invited panelist at the Education Writers' Association Conference, Cambridge, MA.
- Forte Fast, E. (January, 2000). *Rationale for selecting educational reporting indicators.* Invited Paper presented at the Issues in State Accountability: Making Informed Decisions about Accountability Reports workshop sponsored by the CCSSO, San Antonio, TX.
- Forte Fast, E. (April, 1999). *Education indicators and accountability systems; Critical issues in development and reporting.* Invited panelist at the Annual Meeting of the American Educational Research Association, Montreal, Quebec, Canada.
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**Other
Selected
Presentations
and
Conference
Service**

- Forte, E. (June, 2018). *Aligned to what: Complex content standards as targets for assessment design and alignment evaluation.* Paper presented at the CCSSO Annual National Conference on Student Assessment, San Diego, CA.
- Davis-Becker, S. & Forte, E. (April 2018). *Breaking the rules: Validation when the purpose changes but the test does not.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, New York City, New York.
- Forte, E. (October, 2017). *Applications of an alignment evaluation framework.* Workshop presented at the Annual Meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Forte, E. (June, 2017). *Supporting choices in constructing an effective validity argument.* Paper presented at the CCSSO Annual National Conference on Student Assessment, Austin, TX.
- Forte, E. (April, 2017). *Development and implementation of a comprehensive alignment evaluation framework.* Paper presented at the Annual Meeting of the National Council on Measurement in Education, San Antonio, TX.
- Forte, E. (April, 2017). *NCME invited session: Peer review under the Every Student Succeeds Act of 2015.* Organizer, chair, and panelist. Annual Meeting of the National Council on Measurement in Education, San Antonio, TX.
- Forte, E. (June, 2016). *Managing test administration Irregularities: Support and advice from those with first-hand experience.* Paper presented at the CCSSO Annual National Conference on Student Assessment, Philadelphia, PA.

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- Forte, E. (June 2016). *Opportunities in ESSA: Holistic approaches to enhancing education and workplace success for all students*. Paper presented at the CCSSO Annual National Conference on Student Assessment, Philadelphia, PA.
- Forte, E. (April, 2016). *Content-based evidence and score validation: Challenges and opportunities in interpreting the test standards*. Paper presented at the Annual Meeting of the National Council on Measurement in Education, Washington, DC.
- Forte, E. (April, 2016). *Do Large Scale Performance Assessments Influence Classroom Instruction? The NCSC Perspective*. Paper presented at the Annual Meeting of the National Council on Measurement in Education, Washington, DC.
- Forte, E. (April, 2015). *US federal peer review in policy and practice*. Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.
- Forte, E. (April, 2015). *Using response process evidence to evaluate language demands in academic assessments*. Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.
- Forte, E. (April, 2015). *Integrating the evidence: the NCSC validity evaluation in year 5*. Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.
- Forte, E. (April, 2015). *Assessing diverse learners*. Discussant for session at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.
- Forte, E. (April, 2015). *Contemporary problems in educational measurement*. Actor, dancer, ruffian in the satirical session at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.
- Forte, E. (October, 2014). *Integrating Embedded Assessment, Curriculum Design, and Professional Development to Support Student Learning*. Paper presented at the Annual Meeting of the Northeastern Educational Research Association, Trumbull, CT.
- Forte, E. (April, 2014). *Validity Evaluation in the NCSC alternate assessment context*. Paper presented at the Annual Meeting of the National Council on Measurement in Education, Philadelphia, PA.
- Forte, E. & Perie, M. (November, 2013). *Considering instructional sensitivity in the validity evaluation process*. Paper presented at the first annual Instructional Sensitivity Conference, Lawrence, KS.
- Forte, E. & Greninger, E. (October, 2013). *Designing curriculum with the individual learner in mind*. Paper presented at the World Conference on Learning, Teaching and Educational Leadership, Barcelona, Spain.
- Forte, E. (June, 2013). *Incorporating a theory of action into validation*. Paper presented at the CCSSO Annual National Conference on Student Assessment, Washington, DC.
- Forte, E. (June, 2013). *Transitioning assessment systems*. Paper presented at the CCSSO Annual National Conference on Student Assessment, Washington, DC.
- Forte, E. (April, 2013). *Re-conceptualizing alignment in the evidence-centered design context*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

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- Forte, E. (April, 2013). *Evaluating alignment for assessments developed using evidence-centered design*. Paper presented at the Annual Meeting of the National Council on Measurement in Education, San Francisco, CA.
- Forte, E. (April, 2013). *Language-as-resource in policy: History and myths about English learners and federal education policy*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Quenemoen, R., Flowers, C., & Forte, E. (April, 2013). *Theory of action for the National Center and State Collaborative alternate assessment*. Paper presented at the Annual Meeting of the National Council on Measurement in Education, San Francisco, CA.
- Forte, E. & Razynska, K. (March, 2013). *Characteristics of US states' ELP standards in relation to US federal policy and the TESOL Principles and Standards*. Paper presented at the Annual Meeting of the TESOL International Association.
- Forte, E. (October 2012). *A next generation of validity evaluation and technical documentation*. Paper presented at the Annual Meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Forte, E. & Diaz-Bilello, E. (April 2012). *NCSC validity evaluation and technical documentation*. Paper presented at the Annual Meeting of the National Council on Measurement in Education, Vancouver, British Columbia.
- Forte, E. (June, 2009). *Assessment boot camp: Reporting and inclusion issues. An overview of the practical and technical issues in large-scale assessment programs*. Paper presented at the CCSSO National Conference on Student Assessment, Los Angeles, CA.
- Forte, E. (June, 2009). *Can English language proficiency assessment outcomes inform policies on participation of ELL students in content-based assessments?* Paper presented at the CCSSO' National Conference on Student Assessment, Los Angeles, CA.
- Forte, E. (June, 2009). *The next generation of advocacy in education: The intersection of policy, practice, and technical quality*. Paper presented at the CCSSO' National Conference on Student Assessment, Los Angeles, CA.
- Forte, E. (June, 2009). *Validity evaluation of alternate achievement standards assessments: Emerging findings and building a validity argument*. Paper presented at the CCSSO' National Conference on Student Assessment, Los Angeles, CA.
- Forte, E. (June, 2008). *Determining English language proficiency: Using scores on English language proficiency assessments and large-scale content assessments*. Discussant at the CCSSO Annual National Conference on Student Assessment, Orlando, FL.
- Forte, E. (June, 2008). *Evaluating links between English language development standards, English language proficiency assessments, content standards, and instruction*. Discussant at the CCSSO Annual National Conference on Student Assessment, Orlando, FL.
- Forte, E. (June, 2008). *Key elements of state educational accountability systems*. Discussant at the National Conference on Student Assessment, Orlando, FL.
- Forte, E. (June, 2008). *Building a balanced comprehensive system of assessment through shared inquiry*. Discussant at the CCSSO Annual National Conference on Student Assessment, Orlando, FL.

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- Forte, E. (June, 2007). *Inclusion of ELLs: Translations among policy and practice*. Paper presented at the National Conference on Large Scale Assessment, Nashville, TN.
- Forte, E. (June, 2007). *The PAWS traffic signal reporting system*. Paper presented at the CCSSO Annual National Conference on Large Scale Assessment, Nashville, TN.
- Forte, E. (April, 2007). *Trends in statewide accountability*. Paper presented at the Annual Meeting of the American Education Research Association, Chicago, IL.
- Forte, E. (April, 2007). *Three Practical, Policy-Focused Procedures for Determining an Accountability Test's Instructional Sensitivity*. Discussant at the Annual Meeting of the American Education Research Association, Chicago, IL.
- Forte, E. (April, 2007). *Issues in policy and score reporting*. Discussant at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.
- Forte, E. (June, 2006). *Determining the instructional sensitivity of an accountability test*. Paper presented at the CCSSO Annual Large Scale Assessment Conference, San Francisco, CA.
- Forte, E. (June, 2006). *Lessons learned from peer review*. Paper presented at the CCSSO Annual Large Scale Assessment, San Francisco, CA.
- Forte, E. (June, 2006). *Changes in state accountability systems under NCLB across the 50 states: Analysis and discussion of year 3 amendments*. Moderator for session at the CCSSO Annual Large Scale Assessment Conference, San Francisco, CA.
- Forte, E. (June, 2005). *Can AYP be modified so it is both politically viable and educationally defensible?* Paper presented at the CCSSO Annual Large Scale Assessment Conference, San Antonio, TX.
- Forte, E. (June, 2005). *State accountability plans: Works still in progress*. Paper presented at the CCSSO Annual Large Scale Assessment Conference, San Antonio, TX.
- Forte, E. (June, 2005). *NCLB and decision consistency: Contributions of state design features*. Paper presented at the CCSSO Annual Large Scale Assessment Conference, San Antonio, TX.
- Forte Fast, E. & Erpenbach, W.J. (April, 2005). *States' NCLB accountability plans: Conformity, confrontation, and intrigue*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Forte Fast, E. (April, 2005). *Designing a state's NCLB tests to be instructionally supportive: The Wyoming experience*. Discussant for session at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Forte Fast, E. (April, 2005). *Developing indicators of school performance*. Chair for Business Meeting of the School Indicators and Profiles Special Interest Group at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Forte Fast, E. (June, 2004). *Proficiency under NCLB: Aligning the standards for stakes*. Organizer, moderator, and presenter at the CCSSO Annual Large Scale Assessment Conference, Boston, MA.
- Forte Fast, E. (June, 2004). *Examining the validity of state accountability systems: Will decisions based on AYP models hold up?* Paper presented at the CCSSO Annual Large Scale Assessment Conference, Boston, MA.
- Forte Fast, E. (June, 2004). *States' requests to amend their accountability plans: A preliminary summary*. Paper presented at quarterly meeting of the Accountability Systems and Reporting – State Collaborative on Assessment and Student Standards, CCSSO, Boston, MA.

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- Forte Fast, E. (April, 2004). *A framework for examining validity in state accountability systems*. Organizer, moderator, and presenter for a national workshop sponsored by the ASR and CAS SCASS groups, CCSSO, Minneapolis, MN.
- Forte Fast, E. (April, 2004). *Evaluating state accountability systems: Validity and reliability in the context of NCLB*. Organizer and Moderator for an Invited Symposium at the Annual Meeting of the National Council on Measurement in Education, San Diego, CA.
- Forte Fast, E. (April, 2004). *Developing a framework for ensuring the validity of state accountability systems*. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
- Forte Fast, E. (April, 2003). *Improving reporting and use of data in accountability systems*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.
- Forte Fast, E. (June, 2003). *States' NCLB accountability plans: 14 apparent absolutes, 9 unanticipated nods, 7 not-yet-sures, and 6 interesting strategies*. Paper presented at the CCSSO Annual Large Scale Assessment Conference, San Antonio, TX.
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