

# UNDERSTANDING ACHIEVEMENT, GROWTH, & HIGH-ABILITY LEARNERS

Date: January 22, 2020 Time: 8- 11 a.m.

Location: CPL Fee: \$50

Audience: Administrators, Instructional Coaches,  
GT Coordinators, Teachers

[\[Register Here\]](#)

Oftentimes, it is a challenge to accurately measure high-ability learners in school-based data systems. Even more difficult is the practice of evaluating the effect of programming for these learners.

Historically, accountability models weigh heavily on the side of proficiency benchmarks and achievement thresholds. These data points are too limited to best understand high-ability student growth and academic readiness.

This workshop helps educators explore their assessment practices and data indicators—looking for student growth as well as the effect of programming and services for their high-ability population. This session also explores how educators evaluate best practices in the classroom related to service models for this student population.

*Melissa Hinshaw is the Assessment Coordinator at Northwestern University's Center for Talent Development (CTD). Throughout her thirty-year career as an education professional, she has served as a classroom teacher, administrator, consultant, and Illinois Account Manager for NWEA. She currently manages the NUMATS program and all other assessment related work at CTD. She presents at national and regional conferences on gifted education, assessment, and using data for informing programming and instruction for students. You can find recent blog posts and interviews about assessment from her in CTD publications.*

