

Heidi L. Andrade, Ed.D.

Department of Educational and Counseling Psychology
Division of Educational Psychology and Methodology
1400 Washington Avenue, Catskill 237
Albany, NY 12222
518-437-4422
handrade@albany.edu

EDUCATION

- June 1996 **Ed.D.**, Human Development and Psychology
Harvard University
- June 1989 **M.Ed.**, Human Development and Psychology
Harvard University
- May 1988 **B.A.**, Psychology, University of Massachusetts—
Boston

EDUCATIONAL EMPLOYMENT

- 2019 – present **Professor**, Educational Psychology & Methodology, University
at Albany—SUNY, Albany, NY
- 2018 – 2019 **Division Director**, Educational Psychology & Methodology,
University at Albany—SUNY
- 2009 - 2019 **Associate Professor**, Educational Psychology & Methodology,
University at Albany—SUNY, Albany, NY
- 2010 – 2016 **Associate Dean for Academic Affairs**, School of Education,
University at Albany—SUNY, Albany, NY
- 2002 - 2009 **Assistant Professor**, Educational Psychology & Methodology,
University at Albany—SUNY, Albany, NY
- 1999 - 2002 **Assistant Professor**, Ohio University, Athens, OH
- 1997 - 1999 **Co-Manager** of Project Zero, Harvard Graduate School of
Education, Cambridge, MA
- 1989 - 1999 **Research Associate**, Harvard Graduate School of
Education, Cambridge, MA

Heidi Andrade

1992 - 1993

Teacher, Mather Elementary School After School Program,
Dorchester, MA

PUBLICATIONS

Refereed Articles

- Andrade, H. (2023). Quick fix: How to constructively manage cell phone misuse in the classroom without coercion or score pollution. *College Teaching*.
<https://doi.org/10.1080/87567555.2023.2245526>
- Andrade, H., & Beekman, K. (2023). Editorial: Classroom assessment as the co-regulation of learning. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.1063123>
- Franklin, D., Bryer, J., Lui, A. M., Andrade, H. L., & Akhmedjanova, D. (2022). The effects of nudges on students' use of the Diagnostic Assessment and Achievement of College Skills. *Online Learning Journal*, 26(2), 218-240.
- Lui, A. & Andrade, H. (2022). Inside the next black box: Examining students' responses to teacher feedback in a formative assessment context. *Frontiers in Education*, 7.
<https://doi.org/10.3389/feduc.2022.751549>
- Lui, A. & Andrade, H. (2022). The next black box of formative assessment: A model of the internal mechanisms of feedback processing. *Frontiers in Education*, 7.
<https://doi.org/10.3389/feduc.2022.751548>
- Andrade, H., Brookhart, S., & Yu, E.C. (2021). Classroom assessment as co-regulated learning: A systematic review. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2021.751168>
- Franklin, D., Bryer, J., Andrade, H. L., & Lui, A. M. (2021). Commentary: Design tests with a learning purpose. *Educational Measurement: Issues and Practices*, 40(4).
<https://doi.org/10.1111/emip.12457>
- Andrade, H. L. (2019). A critical review of research on student self-assessment. *Frontiers in Education*, 4(87). <https://doi.org/10.3389/feduc.2019.00087>
- Pastore, S. & Andrade, H. L. (2019). Teacher assessment literacy: A three-dimensional model. *Teaching and Teacher Education*, 84, 128-138. <https://doi:10.1016/j.tate.2019.05.003>
- Andrade, H., & Brookhart, S. (2019). Classroom assessment as the co-regulation of learning. *Assessment in Education: Principles, Policy & Practice*, 1-23.
<https://doi.org/10.1080/0969594X.2019.1571992>
- Lui, A., Franklin, D., Akhmedjanova, D., Gorgun, G., Bryer, J., Andrade, H., & Cleary, T. (2018). Validity evidence of the internal structure of the DAACS self-regulated learning survey. *Future Review: International Journal of Transition, College, and Career Success*, 1(1), 1-18.

- Panadero, E., Andrade, H., & Brookhart, S. (2018). Fusing self-regulated learning and formative assessment: A roadmap of where we are, how we got here, and where we are going. *Australian Educational Researcher*, 45, 13-31. <https://doi.org/10.1007/s13384-018-0258-y>
- Chen, F., Lui, A., Andrade, H., Valle, C., & Mir, H. (2017). Criteria-referenced formative assessment in the arts. *Educational Assessment, Evaluation, and Accountability*, 29(3), 297-314. <https://doi:10.1080/00220671.2016.1255870>
- Chen, F., & Andrade, H. (2016). The impact of criteria-referenced formative assessment on fifth grade students' theater arts achievement. *Journal of Educational Research*, 109, 1-10.
- Valle, C., Andrade, H., Palma, M., & Hefferen, J. (2016). Applications of peer and self-assessment in music education. *Music Educators' Journal*, 102(4), 41-49. <https://doi.org/10.1177%2F0027432116644652>
- Andrade, H., Lui, A., Palma, M., & Hefferen, J. (2015). Formative assessment in dance education. *Journal of Dance Education*, 15(2), 47-59. <https://doi:10.1080/15290824.2015.1004408>
- Chen, F., Andrade, H., Hefferen, J., & Palma, M. (2015). Formative assessment in theater education: An application to practice. *Drama Research*, 6(1), 1-21.
- Brown, G., Andrade, H., & Chen, F. (2015). Accuracy in student self-assessment: Directions and cautions for research. *Assessment in Education*. <https://doi:10.1080/0969594X.2014.996523>
- Andrade, H., Hefferen, J., & Palma, M. (2014). Formative assessment in the visual arts. *Art Education Journal*, 67(1), 34-40.
- Schneider, C., & Andrade, H. (2013). Teachers' and administrators' use of evidence of student learning to take action. *Applied Measurement in Education*, 26(3), 159-162.
- Cheng, H., Andrade, H., & Yan, Z. (2011). A cross-cultural study of learning behaviours in the classroom: from a thinking style perspective. *Educational Psychology*, 1-17. <https://doi:10.1080/01443410.2011.608526>
- Dugan, R., & Andrade, H. (2011). Exploring the construct validity of academic self-regulation using a new self-report questionnaire – the Survey of Academic Self-Regulation. *The International Journal of Educational and Psychological Assessment*, 7(1), 45-63.
- Andrade, H., Du, Y., & Mycek, K. (2010). Rubric-referenced self-assessment and middle school students' writing. *Assessment in Education*, 17(2), 199-214.
- Reddy, M., & Andrade, H. (2010). A review of rubric use in higher education. *Assessment & Evaluation in Higher Education*, 35(4), 435-448.

- Andrade, H. (2009). This issue. *Theory Into Practice*, 48(1), 1-3.
- Andrade, H., Buff, C., Terry, J., Erano, M., & Paolino, S. (2009). Assessment-driven improvements in middle school students' writing. *Middle School Journal*, 40(4), 4-12.
- Andrade, H., Wang, X., Du, Y., & Akawi, R. (2009). Rubric-referenced self-assessment and self-efficacy for writing. *The Journal of Educational Research*, 102(4), 287-302.
- Andrade, H., & Valtcheva, A. (2009). Promoting learning and achievement through self-assessment. *Theory Into Practice*, 48(1), 12-19.
- Andrade, H., Du, Y., & Wang, X. (2008). Putting rubrics to the test: The effect of a model, criteria generation, and rubric-referenced self-assessment on elementary school students' writing. *Educational Measurement: Issues and Practices*, 27(2), 3-13.
- Andrade, H., & Du, Y. (2007). Student responses to criteria-referenced self-assessment. *Assessment and Evaluation in Higher Education*, 32(2), 159-181.
- Andrade, H., & Du, Y. (2005). Student perspectives on rubric-referenced assessment. *Practical Assessment, Research and Evaluation*, 10(4). <http://PAREonline.net/getvn.asp?v=10&n=3>
- Andrade, H. (2005). Teaching with rubrics: The good, the bad, and the ugly. *College Teaching*, 53(1), 27-32.
- Andrade, H. & Boulay, B. (2003). The role of rubric-referenced self-assessment in learning to write. *The Journal of Educational Research*, 97(1), 21-34.
- Andrade, H. G. (2001, April 18). The effects of instructional rubrics on learning to write. *Current Issues in Education*, 4(4). <https://cie.asu.edu/ojs/index.php/cieatasu/article/view/1630>
- Hatch, T., Goodrich, H., Unger, C., & Wiatrowski, G. (1994). On the edge of school: Creating a new context for students' development. *New Directions for Child Development: Promoting Community-Based Programs for Socialization and Learning*, 63, 51-63.

Unrefereed Journal Articles, Editorials, and White Papers

- Andrade, H. (2016). *Classroom assessment and learning: A selective review of theory and research* [White paper]. Washington, DC: National Academy of Sciences.
- Andrade, H., & Mir, H. (2013). At the intersection of classroom assessment and self-regulated learning. *SSRL SIG Fall 2013 Newsletter*, 14-15.
- Chen, F. & Andrade, H. (2013). Promoting reflection and revision: Formative uses of rubrics in the classroom. *The Indian Journal of Educational Assessment*. 3(1), 6-15. New Delhi: India.

Andrade, H., Huff, K., & Brooke, G. (2012). Assessing learning: The Students at the Center series. Boston, MA: Jobs for the Future.

<http://www.studentsatthecenter.org/papers/assessing-learning>

Andrade, H., & Warner, Z. (2012). Beyond “I give myself an A”: Meaningful, rubric-referenced student self-assessment. *Educator's Voice*, *V*(42), 42-51.

Andrade, H. (2011). Promoting learning and achievement through self-assessment. *Indian Journal of Educational Assessment*, *1*(2), 20-23.

Andrade, H. (2011). Promoting learning and achievement through self-assessment. *Better: Evidence-based Education*, *3*(3), 12-13.

Andrade, H. (2011). *Foreword*. In Gregory, K., Cameron, C., & Davies, A., *Self-assessment and goal setting* (pp. 7-16). Courtenay, BC, Canada: Building Connections Publishing.

Andrade, H. (2007). Self-assessment through rubrics. *Educational Leadership*, *65*(4), 60-63.

Andrade, H. (2006). The trouble with a narrow view of rubrics. *English Journal*, *95*(6), 9.

Andrade, H. (2005). Assessment in the service of learning. *ASCD Express*, *1*(4).

<http://www.ascd.org/ascd-express/vol1/104-Andrade.aspx>

Saddler, B., & Andrade, H. (2004). The writing rubric: Instructional rubrics can help students become self-regulated writers. *Educational Leadership*, *62*(2), 48-52.

Andrade, H. (2003). Teaching the habit of self-assessment. *Democracy and Education: The Magazine for Classroom Teachers*, *14*(4), 31-35.

Goodrich Andrade, H. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, *57*(5), 13-18.

Goodrich, H. (1996). Understanding rubrics. *Educational Leadership*, *54*(4), 14-17.

Goodrich, H. (1996). Fostering intellectual standards. *THINK: The Magazine on Critical and Creative Thinking*, *7*(1), 15-18.

Goodrich, H. (1995). Intellectual character and metacognition. *THINK: The Magazine on Critical and Creative Thinking*, *6*(1), 21-22.

Tishman, S., Goodrich, H., & Mirman Owen, J. (1990). Fourthought. *Teaching Thinking and Problem Solving*, *12*(4), 1-11.

Books

Heidi Andrade

Andrade, H., Bennett, R., & Cizek, G. (Eds.) (2019). *Handbook of formative assessment in the disciplines*. Routledge.

Andrade, H., & Heritage, M. (2017). *Using assessment to enhance learning, achievement, and academic self-regulation*. Routledge.

McMillan, J. H. (Ed.), Andrade, H., Bonner, S., Brookhart, S., Parkes, J., & Wiliam, D. (Assoc. Eds.) (2013). *SAGE handbook of research on classroom assessment*. SAGE.

Andrade, H., & Cizek, G. (Eds.) (2010). *Handbook of formative assessment*. Routledge.

Goodrich, H., Hatch, T., Wiatrowski, G., & Unger, C. (1995). *Teaching through projects: Creating effective learning environments*. Addison-Wesley.

Perkins, D., Goodrich, H., Tishman, S., & Mirman Owen, J. (1994). *Thinking connections: Learning to think and thinking to learn*. Addison-Wesley.

Remer, A., Tishman, S., Goodrich, H., Perkins, D., Garmey, J., & Trillin, A. (1992). *The thinking teacher's guide to the visual arts*. GPN/University of Nebraska.

Perkins, D., Capdevielle, B., Chonco, S., Cilliers, C., Goodrich, H., ka Sibisi, S., Tishman, S., van Heusden, M., & Viljoen, R. (1994). *Keys to thinking*. UPTTRAIL Trust.

Book Chapters

Andrade, H. (2023). What is next for rubrics: A reflection on where we are and where to go from here. In C. Gonsalves (Ed.), *Improving learning through assessment rubrics: Student awareness of what and how they learn* (pp. 313-346). IGI Global. <https://www.igi-global.com/chapter/what-is-next-for-rubrics/328709>

Cleary, T., Bryer, J., & Andrade, H. (2023). Using the Diagnostic Assessment and Achievement of College Success (DAACS) to promote SRL skills among entry-level college students: Challenges and recommendations. In H. Bembenutty (Ed.), *New Directions in Teaching and Learning*, 174, 73-79. <https://doi.org/10.1002/tl.20551>

Bryer, J., Akhmedjanova, D., Andrade, H., & Lui, A. (2022). The use of predictive modeling for assessing college readiness. In H. Jiao & R. Lissitz (Eds.), *Enhancing effective instruction and learning using assessment data* (pp. 83–107). Information Age Publishing.

Andrade, H., Hefferen, J., & Palma, M. (2019). Formative assessment in the arts. In H. Andrade, R. Bennett & G. Cizek (Eds.) *Handbook of formative assessment in the disciplines* (pp. 126-145). Routledge.

Andrade H. (2019). Mettere al centro gli studenti nella valutazione: la migliore promessa per promuovere l'apprendimento, in Pastore S. (Ed.). *Competenza valutativa e formazione docente* (pp. 49-61). Roma: Carocci. [translated into Italian]

- Andrade, H. (2018). Feedback in the context of self-assessment. In A. Lipnevich & J. Smith (Eds.), *Cambridge handbook of instructional feedback* (pp. 376-408). Cambridge University Press.
- Andrade, H., & Brookhart, S. M. (2016). The role of classroom assessment in supporting self-regulated learning. In D. Laveault & L. Allal (Eds.), *Assessment for learning: Meeting the challenge of implementation* (pp. 293-309). Springer.
- Andrade, H. L., & Brown, G. T. L. (2016). Student self-assessment in the classroom. In G. T. L. Brown & L. R. Harris (Eds.), *Handbook of human and social conditions in assessment* (pp. 319-334). Routledge.
- Andrade, H. (2014). Promoting learning and achievement through self-assessment. In R. Slavin (Ed.), *Proven practices in education: Classroom management and assessment* (pp. 20-24). Corwin.
- Andrade, H. (2013). Classroom assessment in the context of learning theory and research. In J. H. McMillan (Ed.), *SAGE handbook of research on classroom assessment* (pp. 17-34). SAGE.
- Andrade, H., Huff, K., & Brooke, G. (2013). Making assessment student centered. In R. Wolfe, A. Steinberg, & N. Hoffman (Eds.), *Anytime, anywhere: Student-centered learning for schools and teachers* (pp 55-74). Harvard Education Press.
- Johnston, P., & Andrade, H. (2012). Assessment, teaching and learning in and beyond classrooms. In B. Kaur (Ed.), *Understanding teaching and learning: Classroom research revisited* (pp. 269-280). Sense Publishers.
- Andrade, H., & Brooke, G. (2010). Self-assessment and learning to write. In N. L. Mertens (Ed.), *Writing: Processes, tools and techniques*. Nova Science.
- Andrade, H. (2010). Students as the definitive source of formative assessment: Academic self-assessment and the self-regulation of learning. In H. Andrade & G. Cizek (Eds.), *Handbook of formative assessment* (pp. 90-105). Routledge.
- Andrade, H. (2010). Summing up and moving forward: Key challenges and future directions for research and development in formative assessment. In H. Andrade & G. Cizek (Eds.), *Handbook of formative assessment* (pp. 344-352). Routledge.
- Andrade, H. (2008). Beyond good versus evil: What preservice teachers need to understand about assessment. In C. Lasonde, R. Michael, & J. Rivera-Wilson (Eds.) *Issues in teacher education* (pp. 189-203). Charles C. Thomas Publishers.
- Goodrich Andrade, H. (1999). When assessment is instruction and instruction is assessment: Using rubrics to promote thinking and understanding. In L. Hetland & S. Veenema (Eds.),

Heidi Andrade

The Project Zero classroom: Views on understanding (pp. 91-100). Project Zero, Harvard Graduate School of Education.

Goodrich Andrade, H., & Perkins, D. (1998). Learnable intelligence and intelligent learning. In R. Sternberg & W. Williams (Eds.), *Intelligence, instruction and assessment* (pp. 67-94). Lawrence Erlbaum.

Goodrich, H. (1997). Thinking-centered assessment. In S. Veenema, L. Hetland, & K. Chalfen (Eds.), *The Project Zero classroom: New approaches to thinking and understanding* (pp. 166-173). Project Zero, Harvard Graduate School of Education.

Goodrich, H., Collins, A., Hatch, T. & Holum, A. (1997). *Cognitive apprenticeship in the classroom*. In American Federation of Teachers (Ed.), *Foundations of effective teaching*. American Federation of Teachers.

Encyclopedia Entries

Chen, F., & Andrade, H. (2014). Authentic assessment. *Encyclopedia of science education*. Springer.

Lui, A., & Andrade, H. (2014). Student peer assessment. *Encyclopedia of science education*. Springer.

Valle, C., & Andrade, H. (2014). Student self-assessment. *Encyclopedia of science education*. Springer.

Brooke, G., & Andrade, H. (2011). Learner-centered teaching. *Encyclopedia of the sciences of learning*. Springer-Verlag.

Book Review

Andrade, H. (2000). Book review. [Review of the book, *Will standards save public education?*] *Educational Leadership*, 58(1), 87.

Media

Andrade, H. & Brathewaite, E. (2022). *Episode 3: Formative assessment in the arts*. The Classroom Assessment podcast. <https://classroomassessment.podbean.com/e/episode-3-formative-assessment-in-the-arts/>

Andrade, H. (2022). New insights into the effectiveness and benefits of student self-assessment [Audio podcast episode]. SciPod. <https://www.scipod.global/new-insights-into-the-effectiveness-and-benefits-of-student-self-assessment/>

Heidi Andrade

Andrade, H. (2016). *Formative assessment*. A series of professional development videos sponsored by the New York City Department of Education, ArtsConnection, and Studio in the School: <http://www.artsachieve.org/formative-assessment>

Andrade, H., & Fremont, A. (2015, December 16). *Students in charge: Self-assessment and learning to learn*. Webinar and related electronic media for *Ed Week*.
<https://vts.inxpo.com/scripts/Server.nxp?LASCmd=AI:4;F:QS!10100&ShowKey=29070>

Andrade, H. (2014, October 6). *To improve assessment, invest in the classroom* [Web blog post].
http://blogs.edweek.org/edweek/learning_deeply/2014/10/to_improve_assessment_invest_in_the_classroom.html

Andrade, H. (2013). *Student-centered assessment video suite*.
<http://www.studentsatthecenter.org/resources/student-centered-assessment-video-suite>

Andrade, H. (2002). Heidi Andrade interview. In A. Teemant & S. Pinnegar (Eds.), *Assessment for linguistically diverse students video segments*. [Videotaped Recording]. Provo, Utah: Brigham Young University.

Andrade, H. G. (2002). Rubrics for thinking and understanding (Tape 7). In Project Zero at the Harvard Graduate School of Education (Eds.) *Educating for understanding: A professional development series of eight video tapes and a staff development guide*. Port Chester, NY: National Professional Resources.

EDITORIAL ACTIVITIES

Andrade, H., & K. Beekman, guest editors for *Education Sciences* for special issue on formative assessment and self-regulated learning. July 2023 – present.

Andrade, H., & K. Beekman, guest associate editors on the Frontiers Editorial Board for special issue on classroom assessment as the co-regulation of learning. January 2021 – present.

Andrade, H., & Brookhart, S., editors-in-chief of the National Council on Measurement in Education's *Formative Assessment for Classroom Teachers* (FACT) website:
<https://www.ncme.org/resources/formative>. July 2020 – present.

Schneider, C., & Andrade, H. (Eds.) (2013). Teachers' and administrators use of evidence of student learning to take action. *Applied Measurement in Education*, 26(3), 159-162.

Andrade, H. (Ed.) (2009). Classroom assessment. *Theory Into Practice*, 48(1), 1-3.

CONFERENCE PRESENTATIONS

Andrade, H. L. (under review). *Emphasizing student agency and self-regulation, and not overemphasizing proficiency*. In D. S. J. Van Orman, E. E. Riley-Lepo, & J. H. McMillan (Chairs), *Debating a Guiding Framework for Effective, Equitable Classroom Assessment*

Heidi Andrade

for Teacher Practice and Student Success [Symposium]. Submitted to the 2024 Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Andrade, H. (2023, July). *Student-centered classroom assessment*. Keynote presentation for the meeting of the National Project of Training, Supervision, and Research on Classroom Assessment (MAIA). Figueira da Foz, Portugal.

Franklin, D., Andrade, H. L., Bryer, J., & Lui, A. M. (2023, April). *The relationships between grit, mindset, and the academic success of adult students at online colleges*. [Roundtable Presentation] American Educational Research Association.

Lui, A. & Andrade, H. (2023, April). *The next black box: Seventh grade ELA students' internal mechanisms of feedback processing*. [Paper Presentation] American Educational Research Association.

Yu, E. C.-Y., Lui, A.M., Andrade, H., Franklin, D., Akhmedjanova, D., & Bryer, J. (2023, April). *College students' responses to automated feedback on self-regulated learning*. [Paper Presentation] American Educational Research Association.

Rosca, O., Colvin, K. F., Andrade, H. L., & Bryer, J. A (2023, April). *Comparison of reliability coefficients for a single-administration survey*. [e-Board Presentation] National Council for Measurement in Education.

Andrade, H. (2022, October). *Self-assessment as the ultimate form of engaged assessment for self-directed learning*. Keynote presentation for the 5th International Self-Directed Learning Conference, South Africa. (Virtual)

Yu, E-C., Rosca, O., & Andrade, H. (2022, August 4-6). *Predictive validity evidence for machine-scored diagnostic writing assessment* [Poster presentation]. American Psychological Association Annual Convention, Minneapolis, MN.
<http://dx.doi.org/10.13140/RG.2.2.33240.98566/1>

Andrade, H. (2022, June). *The use of rubrics: Benefits and limitations of transparency in assessment*. Symposium at the EARLI SIG 1 & 4 conference, Cádiz, Spain. (Virtual)

Bryer, J., Lui, A., Franklin, D., & Andrade, H. (2022, April). *Efficacy of the Diagnostic Assessment and Achievement of College Students for traditional-age college students*. Poster presentation at the AERA annual meeting, San Diego.

Wylie, C., Bailey, A., Andrade, H., Landl, E., & Pullen, K. (2022, April). *Components of a well-balanced assessment system*. Panel presentation at the NCME annual meeting, San Diego.

Andrade, H., & Haggerty, J., (2021). *Formative peer assessment in support of remote learning*. Scuola Democratica Conference, Italy. (Virtual)

Heidi Andrade

- Andrade, H., Brookhart, S., & Yu, E. (2021). *Classroom assessment as the co-regulation of learning*. [Symposium]. AERA annual meeting. (Virtual) <https://aera21-aera.ipostersessions.com/Default.aspx?s=C8-9E-56-21-BF-41-84-FA-22-0D-EA-41-05-2A-4E-C1>
- Lui, A., Franklin, D., Yu, E., Andrade, H., Bryer, J., Akhmedjanova, D., & Cleary, T. (2021). *Self-regulated learning and academic achievement in online learning for adult learners*. [Roundtable Session]. AERA annual meeting. (Virtual) <https://aera21-aera.ipostersessions.com/Default.aspx?s=A0-73-50-7E-6D-A9-C0-EB-37-EE-64-6B-A4-B5-06-4E>
- Yu, E. C-Y., Lui, A., Franklin, D., Akhmedjanova, D., Bryer, J., & Andrade, H. (2020, Dec 2). *The Diagnostic Assessment and Achievement of College Skills: A powerful tool for the regulation of learning*. Presentation at the International Conference on Technology and Innovation in Learning, Teaching and Education, Greece. (Virtual)
- Andrade, H. L. & Brookhart, S. (2020, Apr 17 - 21). *Classroom assessment as the co-regulation of learning*. [Symposium]. AERA annual meeting San Francisco, CA. <http://tinyurl.com/sne5efb> (Conference Canceled)
- Franklin, D. W., Bryer, J., Akhmedjanova, D., Lui, A. M. & Andrade, H. L. (2020, Apr 17 - 21). *The effects of nudges on students' use of feedback about self-regulated learning*. [Roundtable Session]. AERA annual meeting San Francisco, CA. <http://tinyurl.com/sbhh93y> (Conference Canceled)
- Lui, A. M. & Andrade, H. L. (2020, Apr 17 - 21). *Relationships between students' responses to feedback, initial motivational states, and decisions about next steps* [Paper Session]. AERA annual meeting San Francisco, CA. <http://tinyurl.com/twt648a> (Conference Canceled)
- Akhmedjanova, D., Lui, A. M., Andrade, H. L., & Bryer, J. (2019). *Validity and reliability of the DAACS writing assessment*. Paper presentation at the annual meeting of the National Council on Measurement in Education, Toronto, Canada.
- Andrade, H. (2019). *Feedback in the context of self-assessment*. Symposium presentation at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Andrade, H. (2019). *Formative assessment in the arts*. Symposium presentation at the annual meeting of the National Council on Measurement in Education, Toronto, Canada.
- Bryer, J., Lui, A. M. & Andrade, H. L., Franklin, D., & Cleary, T. (2019). *Efficacy of the Diagnostic Assessment and Achievement of College Skills on multiple success indicators*. Roundtable presentation at the annual meeting of the American Educational Research Association, Toronto, Canada.

Heidi Andrade

- Lui, A. M. & Andrade, H. L. (2019). *Inside the new black box of formative assessment: Validating a model of the internal mechanisms of feedback processing*. Poster presentation at the annual meeting of the American Educational Research Association, Toronto, Canada.
- Andrade, H., Bryer, J., & Yagelski, R. (2018). *Developing and validating the DAACS writing assessment*. Paper presentation at the 16th international conference of the EARLI special interest group on writing, Antwerp, Belgium.
- Andrade, H., Deane, P., Wylie, C., Wiliam, D., & Kingston, N. (2018). *Formative assessment from a disciplinary perspective*. Panel presentation at the NCME Special Conference on Classroom Assessment, Lawrence, Kansas.
- Pastore, S., & Andrade, H. (2018). *Teacher assessment literacy: A new working definition*. Roundtable presentation at the annual meeting of the American Educational Research Association, New York, NY.
- Popham, J., Stiggins, R., Andrade, H., & Barnes, S. (2018). *Enhancing parents' and policymakers' assessment literacy: Considering the options*. Symposium presentation at the annual meeting of the American Educational Research Association, New York, NY.
- Andrade, H., Palma, M., Hefferen, J., & Fremont, A. (2017). *Arts assessment for learning: Practice and research*. Presentation at the National Council of Measurement in Education Special Conference on Classroom Assessment and Large-Scale Psychometrics, Lawrence, KS.
- Andrade, H. (April, 2017). *Classroom assessment as the regulation of learning*. Keynote panel presentation at the annual meeting of the National Council of Measurement in Education, San Antonio, TX.
- Andrade, H. (April, 2017). *A theory of the role of classroom in the regulation of learning*. Paper presentation at the annual meeting of the National Council of Measurement in Education, San Antonio, TX.
- Lui, A., & Andrade, H. (April, 2017). *The effects of formative assessment on achievement in the arts: Arts Achieve year two*. Paper presentation at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Adie, L., Andrade, H., Levault, D., Panadero, E., & Tan, K. (September, 2016). *Assessment for learning: Where are we?* Research and Innovation in Classroom Assessment: International Perspectives. Brisbane, Australia.
- Andrade, H., & Brown, G. (September, 2016). *Student self-assessment: An overview of research and problems of practice*. Research and Innovation in Classroom Assessment: International Perspectives. Brisbane, Australia.

Heidi Andrade

- Andrade, H., & Brookhart, S. (April, 2016). *The role of classroom assessment in supporting self-regulated learning*. Paper presented at the annual meeting of the American Educational Research Association. Washington, DC.
- Chen, F., & Andrade, H. (April, 2016). *The impact of criteria-referenced formative assessment on fifth grade students' theater arts achievement*. Poster presented at the annual meeting of the American Educational Research Association. Washington, DC.
- Chen, F., Lui, A., Andrade, H., Valle, C., Mir, H., & Hogan, K. (April, 2015). *An empirical investigation of criteria-referenced formative assessment in the arts: Year two of the Arts Achieve Project*. Paper presented at the annual meeting of the American Educational Research Association. Chicago, IL.
- Andrade, H., & Brown, G. (August, 2014). *Accuracy in student self-assessment: Directions and cautions for research*. Symposium presentation at the EARLI SIG 1 conference. Madrid, Spain.
- Andrade, H., Lui, A., Valle, C., & Chen, F. (2014). *The central role of students in formative assessment*. CCSSO National Conference on Student Assessment. New Orleans, LA.
- Andrade, H. (2014). *Intended and unintended consequences of assessment*. Plenary presentation at Assessment for Learning: Canada in Conversation with the World. University of New Brunswick, Fredericton, Canada.
- Andrade, H. (2014). *The role of teachers in the assessment of learning: Professional judgment, the reporting process and the potential for change*. Panelist presentation at the Canadian Symposium on Classroom Assessment. University of New Brunswick, Fredericton, Canada.
- Andrade, H. (2014). *What new relationships are emerging between large-scale and classroom assessment?* Panelist presentation at the Canadian Symposium on Classroom Assessment. University of New Brunswick, Fredericton, Canada.
- Andrade, H., Chen, F., Valle, C., Lui, A., & Mir, H. (2014). *An empirical investigation of criteria-referenced formative assessment in the arts*. Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Andrade, H., & Brookhart, S. (2014). *Toward a theory of assessment as the regulation of learning*. Symposium presentation at the annual meeting of the American Educational Research Association. Philadelphia, PA.
- Hefferen, J., Andrade, H., Rondonelli, J., & Maddy, E. (2014). *Artful assessment: Transforming practice and promoting learning in the visual arts*. Presentation at the annual meeting of the National Art Education Association. San Diego, CA.
- Andrade, H. (2013). *Research on classroom assessment methods*. Symposium presentation at the annual meeting of the American Educational Research Association, San Francisco, CA.

Warner, Z., Chen, F., & Andrade, H. (October, 2012). Student self-assessment in middle school mathematics: A pilot study. Paper presentation at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.

Andrade, H. (April, 2012). *Classroom assessment in the context of learning theory and research*. Paper presentation at the annual meeting of the American Educational Research Association, Vancouver, CA.

Andrade, H. (2011). *Using evidence to take action: Strategies teachers use to deconstruct student work and re-teach*. Discussant for paper session at the meeting of the American Educational Research Association. New Orleans, LA.

Andrade, H. (2011). *If homeschooling is so good, why don't more educators promote it?* Chair and discussant for paper session at the meeting of the American Educational Research Association. New Orleans, LA.

Andrade, H. (2010). *Students as the definitive source of formative assessment: Academic self-assessment and the self-regulation of learning*. Paper presentation at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.

Andrade, H. (2010). *Students as the definitive source of formative assessment: Academic self-assessment and the self-regulation of learning*. Paper presentation at the annual meeting of the American Educational Research Association, Denver, CO.

Andrade, H. (2009). *Rubric-referenced self-assessment and middle school students' writing*. Presentation at a paper session at the meeting of the American Educational Research Association, San Diego, CA.

Andrade, H. (2009). *Student self-assessment*. Panel presentation in interactive symposium entitled, "Innovations in assessment" at the meeting of the American Educational Research Association, San Diego, CA.

Andrade, H. (2009). *Using rubrics as assessment tools*. Presentation at the 23rd Annual Edward F. Kelly Conference. University at Albany, Albany, NY.

Andrade, H. (2008). *Taking advantage of education's otherwise annoying habit of cycling through fads: Making the "other" assessment stick*. Invited presentation at the meeting of the Classroom Assessment Special Interest Group during the American Educational Research Association. New York, NY.

Andrade, H. (2008). *Design, delivery and dilemmas in classroom assessment: Feedback, patterns and trends*. Presentation at a paper session at the meeting of the American Educational Research Association. New York, NY.

Heidi Andrade

- Andrade, H., Du, Y., & Wang, X. (2007). *Putting rubrics to the test: The effect of models, criteria generation, and rubric-referenced self-assessment on writing*. Paper presented at the meeting of the American Educational Research Association. Chicago, IL.
- Andrade, H., Wang, X., & Du, Y. (2007). *The effect of rubric-referenced assessment on self-efficacy for writing*. Paper presented at the meeting of the American Educational Research Association. Chicago, IL.
- Andrade, H. (2007). *Reviews of the literatures on studying and self-regulated learning: Feedback, patterns and trends*. Presentation at a paper session at the meeting of the American Educational Research Association. Chicago, IL.
- Andrade, H. (2007). *Examining formative assessment practices: Critiques and reflections*. Presentation at a paper session at the meeting of the American Educational Research Association. Chicago, IL.
- Andrade, H., & Du, Y. (2005). *Student responses to criteria-referenced self-assessment*. Poster presented at the annual meeting of the American Educational Research Association. Montreal, Canada.
- Andrade, A., & Andrade, H. (2004). *The Rubric Machine project: Exploring the diffusion of a web-based innovation*. Paper presented at the annual meeting of the Northeastern Educational Research Association. Kerhonkson, NY.
- Andrade, H. (2003). *Self-assessment: An exploratory investigation of student perspectives*. Paper presented at the annual meeting of the Northeastern Educational Research Association. Kerhonkson, NY.
- Andrade, H. (1999). *The role of instructional rubrics and self-assessment in learning to write: A smorgasbord of findings*. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Canada.
- Andrade, H. (1999). *Student self-assessment: At the intersection of metacognition and authentic assessment*. Paper presented at the annual meeting of the American Educational Research Association. Montreal, Canada.
- Goodrich, H. (1996). *Intellectual character and intellectual standards*. Paper presented at the annual meeting of the American Educational Research Association as part of a symposium entitled, "Research Perspectives on High Level Thinking and Character." Co-presenters included Drs. J. Astington, W. Damon, H. Gardner, D. Perkins, R. Swartz, and S. Tishman. New York, NY.
- Hatch, T., & Goodrich, H. (1996). *The growth of a project-based after school program as a context for the development of literacy skills*. A poster presented at the annual conference of the American Educational Research Association. New York, NY.

Heidi Andrade

Goodrich, H. (1995). *Metacognition and character*. Paper presented at the annual meeting of the American Educational Research Association as part of a symposium entitled, "Research Perspectives on Character and Thinking." Co-presenters included Drs. H. Gardner, W. Damon, S. Tishman and D. Perkins. San Francisco, CA.

Perkins, D., Goodrich, H., Tishman, S., & Simmons, R. (1995). *The Learning Spiral: A tool for planning thinking-centered learning*. A demonstration session presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

Tishman, S., & Goodrich, H. (1994). *Beyond abilities: A dispositional approach to teaching and assessing thinking*. Paper presented at The Institute for the Study of Post Secondary Education at the State University of New York. New Paltz, NY.

Goodrich, H. (1993). *Assessment in the Mather Afterschool Program*. Paper presentation at the Conference on Assessment and Diversity, co-sponsored by the MacArthur Foundation and the National Center for Research on Cultural Diversity and Second Language Learning, UC Santa Cruz. Santa Cruz, CA.

Goodrich, H. (1992). *The Mather Afterschool Program's project-based curriculum*. A presentation at the Conference on Innovative Practices and Programs for Children at Risk. Sponsored by Harvard Graduate School of Education. Cambridge, MA.

Perkins, D., & Goodrich, H. (1992). *Designing the metacurriculum*. Paper presented at the annual meeting of the American Educational Research Association. San Francisco, CA.

INVITED PRESENTATIONS

Andrade, H. & Arguelles, N. (2023, September). *Success through student-centered formative assessment*. Virtual webinar for the National Art Education Association.

Andrade, H. (2023, July). *Assessment for learning with rubrics*. Presentation for the meeting of the National Project of Training, Supervision, and Research on Classroom Assessment (MAIA). Figueira da Foz, Portugal.

Andrade, H. (February, 2023). *Performance assessment*. Virtual presentation for the National Association of Assessment Directors.

Andrade, H. (November, 2022). *Formative assessment and self-regulated learning*. Virtual guest lecture for Dr. K. Beekman's Master of Educational Assessment course, the Netherlands.

Andrade, H. (May, 2022). *Supporting self-regulated learning with DAACS*. Virtual presentation at the Actual Research in Cognitive Psychology conference, Ukraine.

Andrade, H. (December, 2021). *Using self-assessment to promote learning and self-regulation*. Virtual presentation for students, faculty and staff at Ostroh University, Ukraine.

Heidi Andrade

Andrade, H. & Brookhart, S. (June, 2021). *Update on the Classroom Assessment Task Force's Formative Assessment for Classroom Teachers (FACT) website*. Fireside chat at the virtual meeting of the National Council of Measurement in Education.

Andrade, H. & Brookhart, S. (September, 2020). *Introduction to the Classroom Assessment Task Force's Formative Assessment for Classroom Teachers (FACT) website*. Presentation at the AERA Division H Town Hall.
<https://www.youtube.com/watch?v=HHHWf3oHFvw&feature=youtu.be>

Andrade, H. & Brookhart, S. (September, 2020). *Introduction to the Classroom Assessment Task Force's Formative Assessment for Classroom Teachers (FACT) website*. Presentation at the virtual meeting of the National Council of Measurement in Education.

Andrade, H. (February, 2020). *The role of the student in formative assessment, and how it can increase agency*. Virtual presentation at the Formative Assessment for Students and Teachers (FAST) SCASS Winter 2020 Meeting, New Orleans, LA.

Andrade, H. (September, 2018). *Assessment is a learning opportunity*. Keynote presentation at Congreso Internacional, Bogotá, Colombia.

Andrade, H. (September, 2018). *Using rubrics to promote learning*. Presentation for faculty at Universidad de Botoga de Jorge Tadeo Lozano, Bogotá, Colombia.

Andrade, H. (March, 2018). *Research on self-assessment and learning to write*. Presentation for doctoral students at the Università Degli Studi di Bari, Bari, Italy.

Andrade, H. (March, 2018). *Student-centered assessment as the next best promise*. Keynote presentation at the Teacher Assessment Literacy conference, Università Degli Studi di Bari, Bari, Italy.

Andrade, H. (October, 2017). *Surprises about metacognition and self-assessment*. Presentation at the Harvard Project Zero 50th anniversary celebration. Cambridge, MA.

Andrade, H. (April, 2017). *Rubrics for classroom assessment: Perils of practice and how to avoid them*. Preconference workshop at the annual meeting of the National Council of Measurement in Education, San Antonio, TX.

Andrade, H., Brookhart, S., Huff, K., Kingston, N., Whittington, D. (April, 2017). *The work of the NCME Classroom Assessment Task Force*. Keynote presentation for the Classroom Assessment SIG business meeting at the annual meeting of the American Educational Research Association, San Antonio, TX.

Andrade, H. (2015). *Rubric-referenced self-assessment promotes learning and students love it*. Formative Assessment Research and Implications for Teaching Conference, sponsored by the Regional Educational Laboratory and Marzano Research. Omaha, NE.

Heidi Andrade

- Andrade, H. (2015). *This is what Rick taught me: Student-centered, student-involved, assessment for, by and of students*. Keynote presentation at the annual meeting of the Assessment Training Institute. Portland, OR.
- Andrade, H. (2014). *Formative assessment and the regulation of learning*. Presentation at the annual meeting of the Council of Chief State School Officers, FAST SCASS group. Orlando, FL.
- Andrade, H. (2014). *A new era for educational assessment*. Moderator of panel at the launch of the Deeper Learning Research Series. The National Press Club, Washington, DC.
- Andrade, H. (2014). *Classroom assessment as the co-regulation of learning: Research, practice, and theory*. Scholar in Residence presentation. Virginia Commonwealth University. Richmond, VA.
- Brookhart, S., Andrade, H., Heritage, M., Ruiz-Primo, M. & Wylie, C. (2014). *U.S. team: What have we learned since the last international conference?* Presentation at the Fifth International Assessment for Learning Symposium. Fredericton, Canada.
- Andrade, H. (2013). *Assessment as a moment of learning: Using a variety of tools to promote understanding*. Course taught at the Project Zero Summer Institute. Harvard Graduate School of Education, Cambridge, MA.
- Andrade, H., & Swensen, R. (2013). *Learner-centered assessment*. Webcast for international audience of 400 educators. Sponsored by TurnItIn, Oakland, CA.
- Andrade, H. (2013). *Assessment as a moment of learning: Using classroom assessment to promote achievement*. Presentation for the Albany chapter of Phi Delta Kappan, Albany, NY.
- Andrade, H. (2011). *Assessment as a moment of learning: Using a variety of tools to promote understanding and self-regulated learning*. Course taught at the Project Zero Summer Institute. Harvard Graduate School of Education, Cambridge, MA.
- Andrade, H. (2011). *Student self-assessment and self-regulated learning: A synthesis*. Presentation at the invitational International Assessment Seminar, Solstrand, Norway.
- Andrade, H. (2011). *High-stakes testing and student learning*. Presentation at the National Conference on Assessment in Support of Learning, sponsored by Hordaland Fylkeskommune and the University of Bergen. Bergen, Norway.
- Andrade, H. (2011). *Assessment as a moment of learning: Using rubric-referenced self-assessment to promote achievement*. Presentation for faculty of the DAV School, India.
- Andrade, H. (2011). *Assessment as a moment of learning: Using rubric-referenced self-assessment to promote achievement*. Presentation at the International Conference on

Heidi Andrade

Education, sponsored by the Central Board of Secondary Education of India and the Australian Council for Educational Research. Gurgaon, India.

Andrade, H. (2010). *Assessment as a moment of learning: Using a variety of tools to promote understanding and self-regulated learning*. Series of talks for teachers and parents of students at the West Palm Beach Day Academy, West Palm Beach, FL.

Andrade, H. (2009). *Assessment as a moment of learning: Using a variety of tools to promote understanding and self-regulated learning*. Presentation for faculty at Wesley College, Dover, DE.

Andrade, H. (2009). *Assessment as a moment of learning: Using a variety of tools to promote understanding and self-regulated learning*. Course taught at the Project Zero Summer Institute. Harvard Graduate School of Education, Cambridge, MA.

Andrade, H. (2009). *Assessment as a moment of learning: Using rubrics to promote and report on student learning in higher education*. Presentation for faculty sponsored by Niagara University, NY.

Andrade, H. (2008). *Assessment for as well as of learning in the arts*. Keynote presentation for art, music, and theater teachers sponsored by ArtsConnection. Brooklyn, NY.

Andrade, H. (2008). *Assessment as a moment of learning: Using a variety of tools to promote understanding*. Course taught at the Project Zero Summer Institute. Harvard Graduate School of Education, Cambridge, MA.

Andrade, H. (2008). *Assessment for as well as of understanding*. Presentation for administrators sponsored by the Chatham Central School District. Chatham, NY.

Andrade, H. (2008). *Assessment as a moment of learning: Using rubric-referenced self-assessment to promote achievement*. Capital Region BOCES, Albany, NY.

Andrade, H. (2008). *Assessment for as well as of understanding*. Keynote address at the SEDUC Congress, sponsored by SEDUC, Santiago, Chile.

Andrade, H. (2007). *Assessment as a moment of learning: Using a variety of tools to promote understanding*. Course taught at the Project Zero Summer Institute. Harvard Graduate School of Education, Cambridge, MA.

Andrade, H. (2007). *Formative assessment for learning: What, why, and how?* Two talks given to elementary, middle and high school principals for QUESTAR III. Castleton, NY.

Andrade, H. (2006). *Assessment for understanding in math: What, why, and how?* Workshop for teachers in the Teaching Math for Understanding project. Albany, NY.

Heidi Andrade

- Andrade, H. (2006). *Formative assessment with rubrics: What, why and how?* Presentation for and series of meetings with faculty at the College of Notre Dame of Maryland. Baltimore, MD.
- Andrade, H. (2006). *Assessment: Using tests, rubrics, portfolios, peer and self-assessment to promote learning in math.* Keynote address at the Teaching Math for Understanding summer conference. Albany, NY.
- Andrade, H. (2005). *Assessment in the service of learning.* Presentation for faculty at the State University of New York at Brockport. Sponsored by the Center for Excellence in Learning and Teaching. Brockport, NY
- Andrade, H. (2005). *Assessment as feedback.* A presentation to superintendents sponsored by QUESTAR III. Castleton, NY.
- Andrade, H. (2004). *Ongoing assessment with rubrics.* Course taught at the Project Zero Summer Institute. Harvard Graduate School of Education, Cambridge, MA.
- Andrade, H. (2004). *How do we know our children are learning if we do not test them?* Presentation at the Robert C. Parker School, Wyantskill, NY.
- Andrade, H. (2004). *Why bother with performance assessment in the Age of Accountability?* Research presentation at a meeting of CASDA Executive Committee. Albany, NY.
- Andrade, H. (2003). *Why bother with performance assessment in the Age of Accountability?* Keynote presentation at the New York State Council of School Superintendent's Fall Conference. Saratoga Springs, NY.
- Andrade, H. (2003). *Using rubrics to promote thinking and understanding.* Course taught at the Project Zero Summer Institute. Harvard Graduate School of Education, Cambridge, MA.
- Andrade, H. (2001). *Assessment as a moment of learning.* Presentation at the annual conference of the Institute for Democracy in Education at Ohio University. Athens, OH.
- Seidel, S., & Andrade, H. (2001). *Putting assessment on its head.* Plenary presentation at the Project Zero Summer Institute. Harvard Graduate School of Education, Cambridge, MA.
- Andrade, H., Hetland, L., Krechevsky, M., & Seidel, S. (2000). *Understanding assessment.* A panel discussion facilitated by Howard Gardner at the Project Zero Summer Institute. Harvard Graduate School of Education, Cambridge, MA.
- Andrade, H. (2001). *Using rubrics to promote thinking and understanding.* Course presented at the Project Zero Summer Institute. Harvard Graduate School of Education, Cambridge, MA.

Heidi Andrade

Andrade, H. (2000). *Using rubrics to promote thinking and understanding*. A course presented at the Project Zero Summer Institute. Harvard Graduate School of Education, Cambridge, MA.

Andrade, H. (2000). *Understanding multiple intelligences in theory and practice*. Keynote presentation and workshop at the TOPS in Human Services Train-the-Trainer Conference. Columbus, OH.

Andrade, H. (1998). *Building community involvement in schools*. A talk for the Belmont Education Foundation, Belmont, MA.

Andrade, H. (1998). *Metacognition, intrapersonal intelligence, and reflection: Helping adults learn*. Presentation at the Adult Multiple Intelligences Conference. Sponsored by Project Zero, Harvard Graduate School of Education, Cambridge, MA.

Goodrich, H., Grotzer, T., & Tishman, S. (1997). *An introduction to the Cognitive Skills Group*. Presentation at the Multiple Intelligences/New Directions (MI/ND) Conference. Sponsored by Project Zero, Harvard Graduate School of Education, Cambridge, MA.

Goodrich, H. (1996). *Thinking-centered assessment*. Presentations sponsored by Project Zero, Harvard Graduate School of Education, Cambridge, MA.

Perkins, D., Goodrich, H., Simmons, S., Tishman, S., & Unger, C. (1995). *Learning to think and thinking to learn: A view from theory*. A course presented at the Fifth Greater Boston Summer Institute on Infusing Critical and Creative Thinking into Content Instruction. Sponsored by The National Center for Teaching Thinking, Newtonville, MA.

Perkins, D., Tishman, S., & Goodrich, H. (1994). *Creating a culture of thinking in the classroom*. A course preceding the Sixth International Conference on Thinking at MIT. Sponsored by The National Center for Teaching Thinking. Cambridge, MA.

Perkins, D., Goodrich, H., Simmons, R., & Tishman, S. (1994). *Thinking-centered learning and the resource-based classroom*. A ten-day institute for South African black township educators. Sponsored by Teacher Opportunity Programmes (TOPS). Vanderbijlpark, South Africa.

Perkins, D., Tishman, S., & Goodrich, H. (1993). *Creating a culture of thinking in the Smart School*. A course at the Institute for Infusing Critical and Creative Thinking into Content Instruction. Sponsored by The National Center for Teaching Thinking, Newtonville, MA.

LOCAL INVITED PRESENTATIONS

Bryer, J., & Andrade, H. (2017). *Introduction to the Diagnostic Assessment and Achievement of College Skills project*. Brown bag presentation sponsored by the Educational and Counseling Psychology Department, University at Albany. Albany, NY.

Heidi Andrade

Andrade, H. (2016). *Self-regulated learning*. Presentation for Living-Learning Community instructors. University at Albany, Albany, NY.

Andrade, H. (2016). *Self-regulated learning*. Presentation for Master Teachers. University at Albany, Albany, NY.

Andrade, H. (2016). *Student self-assessment: Research and practice*. Presentation for instructors in the Writing Institute at the University at Albany, Albany, NY.

Andrade, H. (2013). *What successful students know that they didn't teach you in high school: Self-regulated learning and academic success*. Presentation for Explore UAlbany, Albany, NY.

Andrade, H. (2010). *Assessment as a moment of learning*. Presentation for faculty at the College of Nanoscale Science and Engineering, University at Albany—SUNY. Albany, NY.

Andrade, H. (2009). *Self-assessment and self-regulated learning*. Presentation for the Professional Communities Collaborative. University at Albany, Albany, NY.

Andrade, H. (2008). *Putting rubrics to the test: The relationships between models, rubric-referenced self-assessment, writing achievement and self-efficacy*. Brown bag presentation sponsored by the Educational and Counseling Psychology Department, University at Albany. Albany, NY.

Andrade, H. (2005). *Issues in learning assessment*. Presentation at the President's Assessment Seminar at the University at Albany. Albany, NY.

Andrade, H. (2005). *Toward a new theory of self-regulation*. Brown bag presentation sponsored by the Educational and Counseling Psychology Department, University at Albany. Albany, NY.

Andrade, H. (2005). *Using rubrics*. A presentation to University at Albany librarians. Albany, NY.

Andrade, H. (2004). *Assessing student work*. A presentation at the New Faculty Orientation sponsored by CETL. University at Albany, Albany, NY.

Andrade, H. (2003 and 2004). *Words of wisdom for graduate students from Educational and Counseling Psychology faculty with (relatively) recent degrees*. Organized and moderated panel sessions for the Educational and Counseling Psychology Department, University at Albany. Albany, NY.

Andrade, H. (2003). *Why bother with performance assessment in the Age of Accountability?* Keynote presentation at a meeting of the Phi Delta Kappa Chapter #0135. Albany, NY.

Heidi Andrade

Goodrich, H., Grotzer, T., & Andrade, A. (1997). *Educational television: Oxymoron or sleeping giant?* Guest presentation in Dr. David Perkins's class, Cognition and the Art of Instruction. Harvard Graduate School of Education, Cambridge, MA.

WORKSHOP PRESENTATIONS: PROFESSIONAL DEVELOPMENT FOR EDUCATORS (1997 – present)

Andrade, H. (2023). *Formative assessment and rubrics*. Two workshops for assistant principals sponsored by the Shubert Leadership grant and the NYC DOE. New York, NY.

Andrade, H. (2023). *Connected Arts Network formative assessment and rubrics*. Six virtual workshops for arts educators sponsored by the CAN project.

Andrade, H. & Sopyla, R. (June, 2021). *Assessment for learning in theater arts*. Virtual workshop for theater arts educators sponsored by the Educational Theater Association.

Andrade, H. (April 2021). *Assessment as a moment of learning: Using high quality rubrics and formative assessment to promote learning and achievement*. Virtual workshops for faculty and administrators, sponsored by Branch Alliance for Educator Diversity, Austin, TX.

Andrade, H. (March 2021). *Strengthening self-assessment and self-regulated learning*. Virtual workshops for educators in Singapore, sponsored by Association of Supervision and Curriculum Development, Singapore.

Andrade, H., Fremont, A. & Sopyla, R. (January, 2020). *Formative assessment in the arts*. Virtual workshop for arts educators sponsored by the Chicago Public Schools. Chicago, IL.

Andrade, H. (September, 2018). *Using rubrics to promote learning*. Workshops presented at Congreso Internacional, Bogotá, Colombia.

Andrade, H. (2015). *Peer and self-assessment: Two approaches to student-centered formative assessment*. Session at the annual meeting of the Assessment Training Institute. Portland, OR.

Andrade, H. (2014). *Ongoing assessment in Teaching for Understanding*. Four-day workshop for SEDUC school teachers and administrators. Santiago, Chile.

Andrade, H. (2013). *Sharpen your feedback to promote learning and reduce the hassles of grading*. Workshop for course instructors sponsored by the Institute for Teaching, Learning, and Leadership, University at Albany, Albany, NY.

Andrade, H. (2012). *Assessment for and of learning*. Workshop for faculty of the Doane Stuart School, Rensselaer, NY.

Heidi Andrade

- Andrade, H. (2010/2011). *Assessment for understanding*. Two workshops for faculty of the Winsor School for Girls, Boston, MA.
- Andrade, H., & Blythe, T. (2009). *Teaching for Understanding*. Two-day workshop for middle school teachers. Sponsored by SEDUC, Santiago, Chile.
- Andrade, H. (2008). *Assessment for learning: Using rubrics to promote and evaluate learning*. Workshop presented for faculty, sponsored by the Adirondack Community College, Queensbury, NY.
- Andrade, H. (2008). *Assessment as a moment of learning: Using a variety of tools to promote achievement*. Workshop presented at the SEDUC Congress, sponsored by SEDUC, Santiago, Chile.
- Andrade, H. (2008). *Assessment as a moment of learning: Using rubrics to promote achievement*. Mini course presented at the SEDUC Congress, sponsored by SEDUC, Santiago, Chile.
- Andrade, H. (2007). *Assessing writing across the curriculum*. Workshop for all teachers at the Knickerbacker Middle School, Lansingburgh, NY.
- Andrade, H. (2006). *What teachers need to know about formative assessment*. A presentation for administrators of the Lansingburgh School District. Albany, NY.
- Andrade, H. (2006). *Assessment as a moment of learning: Using rubrics to promote achievement*. University at Albany's School of Education Summer Literacy Institute. Albany, NY.
- Andrade, H. (2006). *Formative assessment with rubrics*. A series of three workshop presentations for teachers at the Albany Academy for Girls. Albany, NY.
- Andrade, H. (2006). *Formative assessment with rubrics*. Workshop for teachers at the Hoosic Valley Elementary and High schools. Schaghticoke, NY.
- Andrade, H. (2005). *Using rubrics to promote achievement*. Workshop presentation at the BOCES Regional Professional Development Conference. Saratoga Springs, NY.
- Andrade, H. (2005). *Ongoing assessment with rubrics*. Workshop for middle and high school teachers at the Lansingburgh schools. Troy, NY.
- Andrade, H. (2005). *Ongoing assessment with rubrics*. Two-day workshop at the Collegi Montserrat, Barcelona, Spain.
- Andrade, H. (2005). *Assessment with rubrics*. A one-day workshop for SUNY teacher educators sponsored by NYACTE/NYSATE. Saratoga Springs, NY

Heidi Andrade

Andrade, H. (2005). *Assessment with rubrics*. A workshop for K-12 teachers sponsored by QUESTAR III. Hudson, NY.

Andrade, H. (2004). *Ongoing assessment*. A workshop for the Bay Area Teachers Collaborative and a presentation for the Hamlin School faculty. San Francisco, CA.

Andrade, H. (2003). *Ongoing assessment*. A workshop on using rubrics to provide feedback to students. Sponsored by ATLAS and the Albany City Schools. Albany, NY.

Andrade, H. (2002). *Using performance assessments to promote achievement: What are they, why bother, and how?* A series of workshops and follow-up meetings with teachers at W.K. Doyle Middle School. Sponsored by ATLAS. Albany, NY.

Andrade, H. (2002). *Using portfolios to promote learning*. A workshop for educators from Adult Basic and Literacy Education (ABLE). Athens, OH.

Andrade, H. (2002). *Secondary alternative assessment*. A series of two professional development workshops for middle and high school teachers and administrators in the Athens and Meigs Counties school district. Athens, OH.

Andrade, H. (2001). *Using rubrics to promote achievement: What are they, why bother, and how?* Three professional development workshops for PreK-12 teachers. Sponsored by the Perry-Hocking Educational Service Center. New Lexington, OH.

Andrade, H. (2001). *Using rubrics to promote achievement: What are they, why bother, and how?* A workshop for P-12 teachers. Trimble Local Schools, Gloucester, OH.

Andrade, H. (2001). *Assessment in math and science: The role of instructional rubrics in learning and evaluation*. A workshop for administrators from southeast Ohio. Sponsored by the OSI Discovery Principals Institute, Ohio University. Athens, OH.

Andrade, H. (2000). *Instructional rubrics: What are they and why bother?* Meetings and a workshop for teachers in Seattle, WA. Sponsored by the Beacon Hill ATLAS Pathway.

Andrade, H. (1999). *Reconciling classroom assessment and mandated state tests*. Workshops for middle and high school teachers from the Indian River, Delaware school district. Indian River School District, Georgetown, DE.

Andrade, H. (1998). *Student self-assessment*. A day of meetings with teachers. Ponus Ridge Middle School, Norwalk, CT.

Andrade, H., & Andrade, A. (1998). *Teaching and assessing open-ended mathematics problems*. Part of a series of meetings with teachers concerned about new open-ended mathematics problems in state-mandated tests. Braintree Public Schools, Braintree, MA.

Heidi Andrade

Goodrich, H. (1997). *Alternative assessments*. A professional development module on alternative assessment provided for middle and high school teachers. Bridgewater-Raynham Regional School District, Bridgewater, MA.

SELECTED CONSULTING EXPERIENCE (2003 – present)

Connected Arts Network Nationwide, USA
May, 2022 – present.

Smarter Balanced Technical Advisory Committee Minneapolis, MN
Member, 2018-2019.

Shubert Leadership Institute New York, NY
Professional development for assistant principals on formative assessment in the arts. March, 2018 – present.

Connected Learning Communities New York, NY
Professional development on formative assessment in the arts. October, 2017 – present.

Arts Mondays New York, NY
Professional development on formative assessment in the arts. October, 2015 – present.

Comal Independent School District New Braunfels, TX
Professional development on classroom assessment. January, 2014 – 2018.

Bouton High School Voorheesville, NY
Professional development on classroom assessment for teachers of every discipline. 2012 – 2014.

Arts Achieve New York, NY
Professional development and technical support for New York City School of Education directors of arts education programs, art specialists, and teachers. March 2011 – December 2013.

Artful Learning Communities 1 and 2 Brooklyn, NY
Professional development on formative assessment to arts specialists (theater, dance, visual art and music). September 2008 – September 2015.

SEDUC Santiago, Chile
Presentations, workshops, and feedback on classroom assessment to K-12 teachers in a consortium of schools. February 2008 – September 2009; July 2014.

Knickerbacker Middle School Lansingburgh, NY
Provided workshops and small group professional development meetings for English/Language Arts and social studies teachers on using student-involved assessment to promote and demonstrate achievement in writing. 2005 – 2007.

Ark Community Charter School Troy, NY

Heidi Andrade

Provided group and individual professional development for elementary school teachers on using performance assessment to promote and demonstrate achievement in writing. 2003 – 2005.

PROFESSIONAL AFFILIATIONS

Member, American Educational Research Association

Member, National Council of Measurement in Education