

Heidi (Goodrich) Andrade

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EDUCATION

Harvard Graduate School of Education Cambridge, MA
Doctor of Education in Human Development and Psychology, June 1996.
Master of Education in Human Development and Psychology, June 1989.

University of Massachusetts Boston, MA
Bachelor of Arts, May 1988.

PROFESSIONAL POSITIONS

University at Albany Albany, NY

Associate Dean for Academic Affairs

Facilitate the integrity and vitality of the School of Education's academic programs, meet regularly with the Dean, Assistant Dean for Professional Studies, and department chairs, foster the work of the School's four standing Councils. June, 2010 to December, 2016.

Associate Professor

Conduct research, teach graduate and undergraduate courses, mentor doctoral students, and serve on departmental and university committees. December 2009, to the present.

Assistant Professor

Conducted research, taught graduate and undergraduate courses, mentored doctoral students, and served on departmental and university committees. August, 2002 to December, 2009.

Ohio University Athens, OH

Assistant Professor

Designed and taught graduate and undergraduate courses on assessment and educational psychology at the College of Education. August, 1999 to June, 2002.

Harvard Graduate School of Education Cambridge, MA

Course Instructor

Designed and taught online professional development courses on assessment sponsored by WIDeWorld: Online Learning for Educators. February to December, 2002.

Co-Manager of Project Zero

Member of a four-person Management Team responsible for organizational decision-making. June 1997 - January 1999.

Principal Investigator

Student Self-Assessment Project, December 1996 – August 1999

Concordia Community Planning Project, May 1996 – August 1999

Research Associate

ATLAS Communities, December 1994 – July 1995

The Mather After School Program, December 1990 - December 1994
Thinking Connections Project, January 1989 – December 1990

The Education Cooperative
Instructor

Wellesley, MA

Created and taught courses on assessment accredited by Anna Maria College in Paxton, MA. October 1993 – June 1996.

Mather Elementary School

Teacher, After School Program

Dorchester, MA

Designed and taught a project-based curriculum to at-risk third, fourth and fifth grade students enrolled in an experimental after school program. October 1992 - May 1993.

PUBLICATIONS

(* denotes student co-author)

Refereed Journal Articles

Panadero, E., **Andrade**, H., & Brookhart, S. (in press). 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*.

*Chen, F., *Lui, A., Andrade, H., *Valle, C., & *Mir, H. (2017). Criteria-referenced formative assessment in the arts. *Educational Assessment, Evaluation, & Accountability*. DOI 10.1007/s11092-017-9259-z

*Chen, F., & Andrade, H. (2016). The impact of criteria-referenced formative assessment on fifth grade students' theater arts achievement. *Journal of Educational Research*, DOI: 10.1080/00220671.2016.1255870

*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. DOI: 10.1177/0027432116644652.

Andrade, H., & *Lui, A., Palma, M., & Hefferen, J. (2015). Formative assessment in dance education. *Journal of Dance Education*, 15(2), 47-59. 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*. 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.
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., 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). Available:
<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* [On-line], 4(4). Available: <http://cie.ed.asu.edu/volume4/number4>.
- 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.

Edited Refereed Journal Issues

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

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

Books

Andrade, H., & Heritage, M. (2017). *Using assessment to enhance learning, achievement, and academic self-regulation*. New York: 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*. Los Angeles: SAGE.

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

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

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

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

Book Chapters

Andrade, H., & Brookhart, S. M. (2016). The role of classroom assessment in supporting self-regulated learning (pp. 293-309). In D. Laveault & L. Allal (Eds.), *Assessment for learning: Meeting the challenge of implementation*. Heidelberg: 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). New York: 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). Thousand Oaks, CA: 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). New York: 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). Cambridge, MA: 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). Rotterdam, The Netherlands: Sense Publishers.
- 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., & *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). New York: 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). New York: 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.), *The Project Zero classroom: Views on understanding* (pp. 91-100). Cambridge, MA: 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). Hillsdale, NJ: 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). Cambridge, MA: Project Zero, Harvard Graduate School of Education.

Book Review

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

Non-refereed Journal Articles, Encyclopedia Entries, 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.
- *Chen, F., & Andrade, H. (2014). Authentic assessment. *Encyclopedia of science education*. Heidelberg: Springer.

- *Lui, A., & Andrade, H. (2014). Student peer assessment. *Encyclopedia of science education*. Heidelberg: Springer.
- *Valle, C., & Andrade, H. (2014). Student self-assessment. *Encyclopedia of science education*. Heidelberg: Springer.
- 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. Available:
<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.
- *Brooke, G., & Andrade, H. (2011). Learner-centered teaching. *Encyclopedia of the sciences of learning*. Heidelberg: Springer-Verlag.
- Andrade, H. (2009). This issue. *Theory Into Practice*, 48(1), 1-3.
- Andrade, H. (2007/2008). 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). Available:
<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.

Media

- 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*. Available at <http://www.studentsatthecenter.org/resources/student-centered-assessment-video-suite>

Professional Development and Instructional Materials

- 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. (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.
- Goodrich, H., Collins, A., Hatch, T. & Holum, A. (1997). *Cognitive apprenticeship in the classroom*. In American Federation of Teachers (Ed.), *Foundations of effective teaching*. Washington, DC: American Federation of Teachers.
- Perkins, D., Capdevielle, B., Chonco, S., Cilliers, C., Goodrich, H., ka Sibisi, S., Tishman, S., van Heusden, M., & Viljoen, R. (1994). *Keys to thinking*. Stellenbosch, South Africa: UPTTRAIL Trust.

CONFERENCE PRESENTATIONS

- Andrade, H., Palma, M., Hefferen, J., & Fremont, A. (September, 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.
- Zhang, M., Deane, P., & Andrade, H. (September, 2017). *Using keystroke logs for teaching, learning, and assessing writing*. 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.
- Andrade, H., & Brookhart, S. (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. (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. (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. (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. (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.
- 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.
- 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. (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. (2016, May). *Self-regulated learning*. Presentation for Living-Learning Community instructors. University at Albany, Albany, NY.
- Andrade, H. (2016, May). *Self-regulated learning*. Presentation for Master Teachers. University at Albany, Albany, NY.
- Andrade, H. (2016, February). *Student self-assessment: Research and practice*. Presentation for instructors in the Writing Institute at the University at Albany, Albany, NY.
- 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.
- 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). *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. (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 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*. Presentation for faculty at the College of Nanoscale Science and Engineering, University at Albany—SUNY. Albany, NY.
- 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, Delaware.
- Andrade, H. (2009). *Self-assessment and self-regulated learning*. Presentation for the Professional Communities Collaborative. University at Albany, Albany, NY.

- 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). *Using rubrics as assessment tools*. Presentation at the 23rd Annual Edward F. Kelly Conference. University at Albany, Albany, NY.
- 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. (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. (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.
- 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). *Issues in learning assessment*. Presentation at the President's Assessment Seminar at the University at Albany. 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). *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). *Assessment as feedback*. A presentation to superintendents sponsored by QUESTAR III. Castleton, 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. (2004). *Ongoing assessment with rubrics*. A 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 a meeting of the Phi Delta Kappa Chapter #0135. 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*. A course presented at the Project Zero Summer Institute. Harvard Graduate School of Education, Cambridge, MA.
- Andrade, H. (2000). *Using rubrics to promote thinking and understanding*. A course taught 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., & 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.
- 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*. A course 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.

WORKSHOP PRESENTATIONS (Post-1996)

- 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.
- 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 WSWHE 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
- 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.

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

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 – present.

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

Hungry Minds San Francisco, CA
Designed an interactive instructional framework for courses for an online university. Created a training program for course developers. Provided content for and feedback on a handbook for course developers. February – June 1998.

Disney/ABC

New York, NY

Collaborated on the design of children’s cartoons focused on everyday problem-solving and thinking, including the titles *101 Dalmatians* and *PB&J*. Advised writers and producers on the developmental positioning of the shows and on how to teach thinking in ways that are accessible to young viewers. Co-presented several talks for writers, producers, and Disney/ABC executives on infusing the teaching of high-end cognition into “edutainment” products. 1996 – 1999.

Parent Partners

New York, NY

Wrote or oversaw the writing of observation inventories for the Parent Partners web site, a personalized, research-based guide to children’s early years of development. Designed to help parents support their children’s development, the observation inventories covered seven domains: movement/kinesthetic, social/interpersonal, linguistic/verbal, visual/spatial, intrapersonal, musical, and logic and number. May – November 1997.

Disney Interactive

Los Angeles, CA

Introduced producers and creators to research-based ideas about education and high-level cognition. Contributed to conversations about future directions for interactive storybooks. Oversaw a literature review on the effects of embedding instruction in the context of a story. Provided consultation on ways to infuse educational components into CD-ROM products, including the *Pocahontas*, *Toy Story*, *Winnie the Pooh*, *Hercules*, and *Mulan* titles. May 1996 – August 1997.

Illumina Productions, Inc.

San Francisco, CA

Provided educational content for *Imagynasium*, a CD-ROM designed to boost creative thinking through storytelling, collage, and music. Contributed to the creation of games, tools, and “brain boosters” that guide children in thinking in creative ways. Produced by the Sundance Institute and SouthPeak Interactive. 1996.

The UPTTRAIL Trust

Stellenbosch, South Africa

Co-developed an educational framework and wrote lesson plans for a thinking skills course. A sixty-two lesson program intended to bring the latest findings in the teaching of thinking to South Africa’s black township schools, *Keys to Thinking* was written in collaboration with South African colleagues. March 1991 – February 1992.

BOARD MEMBERSHIPS

Review Editor for *Frontiers in Educational Psychology*. 2012 – 2014.

Editorial Board, *Sisyphus—Journal of Education*, University of Lisbon

Board of Trustees, Ark Community Charter School, January, 2011 – August, 2014.

RESEARCH GRANTS

Diagnostic Assessment and Achievement of College Skills: Personalized Feedback and Targeted Student Supports (Co-PI), funded by the U.S. Department of Education Fund for the Improvement of Postsecondary Education: \$2.99 million, 2015 – 2019.

Development of a Supplemental Instructional Course in Reading and Writing Arguments for Ninth Graders at Risk of Leaving School Before Graduating (Co-PI), funded by IES: \$2.1 million, 2014 – 2017.

Formative Assessment in the Visual Arts (PI), funded by the University at Albany Faculty Research Award Program: \$4,332, 2012-2014.

The Rubric Machine Project: Exploring the Diffusion of a Web-based Instructional Innovation (PI), funded by the University at Albany Faculty Research Award Program: \$9,798, 2003-2004.

The Student Self-Assessment Study (PI), funded by the Edna McConnell Clark Foundation: \$109,815, 1996-1999.

AWARDS AND HONORS

Distinguished Paper Award from the Classroom Assessment Special Interest Group of the American Educational Research Association, 2009.

Top 20 of the Year 2000 Award from MiddleWeb’s “Of Particular Interest” List for “Using rubrics to promote thinking and learning,” an article in *Educational Leadership*, February, 2000.

Distinguished Achievement Award and Best of Category Award from EdPress for “Understanding rubrics,” an article in *Educational Leadership*, December 1996/January 1997.

PROFESSIONAL MEMBERSHIPS

Member, American Educational Research Association

Member, Studying and Self-Regulated Learning Special Interest Group

Member, Classroom Assessment Special Interest Group

Member, National Council of Measurement in Education