

# **2004 Annual Meeting Program**

## **National Council on Measurement in Education**

San Diego Convention Center  
San Diego, CA  
April 13-15, 2004

### **Future Meetings**

2005	Montreal	April	12-14
2006	San Francisco	April	9-11
2007	Chicago	TBA	

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Skaggs, Gary	Wang, Shudong	

**NCME Annual Meeting Training Sessions  
San Diego, CA April 12-14, 2004**

Admission to training sessions is limited to ticket holders. Tickets may be obtained by writing to Training/NCME, 1230 17<sup>th</sup> Street NW, Washington, DC 20036-3078. Please enclose payment and a self-addressed stamped envelope. Courses are subject to cancellation for insufficient registration. Any tickets available at the conference will be sold on a first come, first served basis at the AERA/NCME registration area.

All NCME Training Sessions will be held in the San Diego Convention Center, Upper Level-West.

**Monday, 9:00 – 5:00 PM Room 4 Upper Level AA**

**The Kernel Method of Observed Score Test Equating  
Fee: \$95**

Presenters: Paul W. Holland, Alina A. von Davier, Dorothy T. Thayer, ETS

The training session is intended to show participants how to treat test equating as a unified process involving the five steps of presmoothing, estimation, continuization, computing the equating function, and computing the standard error of equating and other accuracy measures. The session will introduce the Kernel Method of Test Equating and demonstrate how it addresses these five steps in a consistent manner. In addition, new ways will be introduced for computing the standard error of equating using a general approach which will accommodate a variety of data collection designs. Next, some new tools will be introduced for deciding between different equating functions, both linear and curvilinear. A new approach will also be presented for handling the counterbalanced design. Finally, some new methods will be illustrated for evaluating equating results. Participants will be provided with a copy of “The Kernel Method of Test Equating” published by Springer Verlag in 2003.

**Monday, 9:00 – 5:00 PM Room 5A Upper Level BB**

**Bayesian Networks in Educational Assessment**  
**Fee: \$95**

Presenters: Russell G. Almond, ETS; Robert J. Mislevy, University of Maryland; David M. Williamson, ETS; Duanli Yan, ETS

This session will provide background information on Graphical Models, Bayesian networks and related inference and representation methods. It will provide examples of their use in educational assessment. The session will also review and provide intuition about the major methods for manipulating graphical models. Finally, it will concentrate on reviewing the existing body of literature on graphical models from other disciplines (in particular, the Uncertainty in Artificial Intelligence literature). The course will also review the Evidence Centered Design framework for representing measurement models in educational assessments using graphs. The primary objective, however, is to review the work done in other communities for psychometricians and psychologists.

**Test Equating Methods and Practices**  
**Fee: \$95**

Presenters: Michael J. Kolen, Robert L. Brennan, University of Iowa

The potential need for equating arises whenever a testing program uses multiple forms of a test that are built to the same content and statistical specifications. Equating is a statistical process that is used to adjust scores on different forms of a test so that scores on the forms can be used interchangeably. The goals of the session are for attendees to be able to understand the principles of equating, to conduct equating, and to interpret the results of equating in reasonable ways. Equating will be contrasted with related linking processes. In addition, traditional and IRT equating methodology will be described, and practical issues will be discussed. The focus of the session is on developing a conceptual understanding of equating through numerical examples and discussion of practical issues. Recent developments in equating and linking performance assessments and computer-based tests will be considered. The text for the session will be the new second edition of the presenters' book "Test Equating Methods and Practices," a copy of which is included as part of the fee for the session. The session is designed for upper level graduate students, new Ph.D.'s, testing professionals with operational or oversight responsibility for equating, and others with interest in learning about equating methods and practices. Participants should have at least one graduate course in measurement and two graduate courses in statistics.

**Writing Technical Documentation for a Large-Scale Assessment Program**

**Fee: \$25**

Presenters: Huynh Huynh, University of South Carolina; J. Patrick Meyer, University of South Carolina; Karen Barton, CTB/McGraw-Hill

The training session will use the writing of the technical documentation for the South Carolina 1999 PACT assessments of English language arts and mathematics (written by Huynh, Meyer, and Barton, 2000) as a guide as well as a case study. It is intended for those who wish to write or know how to write a technical document which can be used for technical or legal support of an assessment program. The participants will be led through the different parts of the assessment program that need description, how to write these parts, how to document the source of data and information, and how to avoid personal judgments which might compromise the technical integrity of the document. The South Carolina PACT technical reports can be found at the following link to the website of the South Carolina Department of Education: [http://www.myschools.com/offices/assessment/Publications/Index\\_of\\_Technical\\_Reports.htm](http://www.myschools.com/offices/assessment/Publications/Index_of_Technical_Reports.htm).