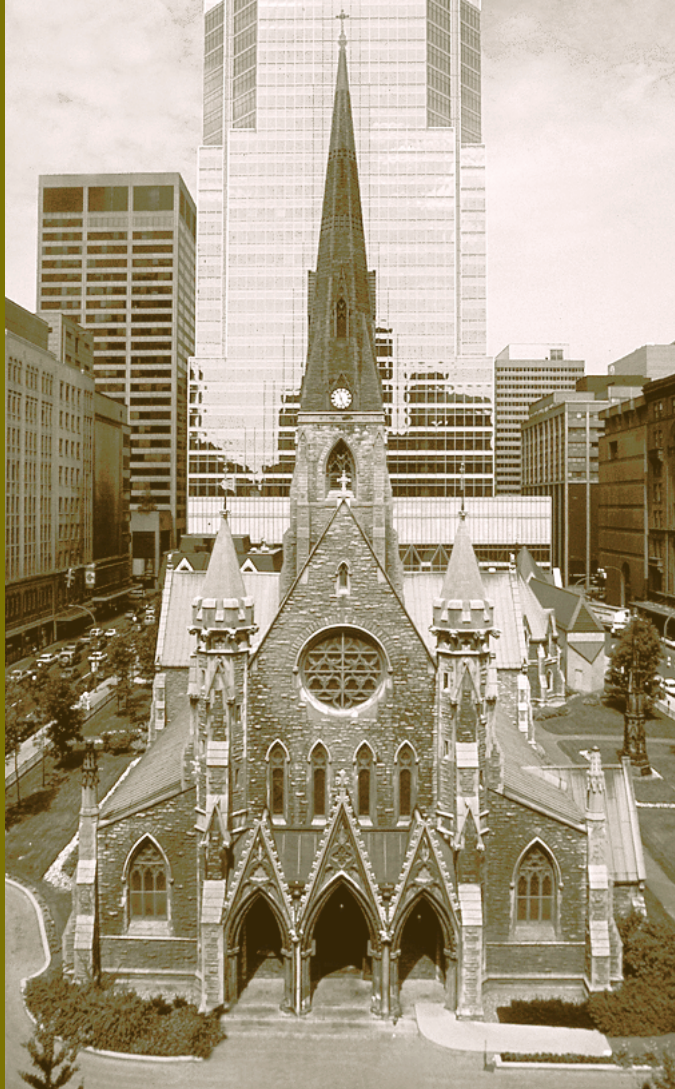


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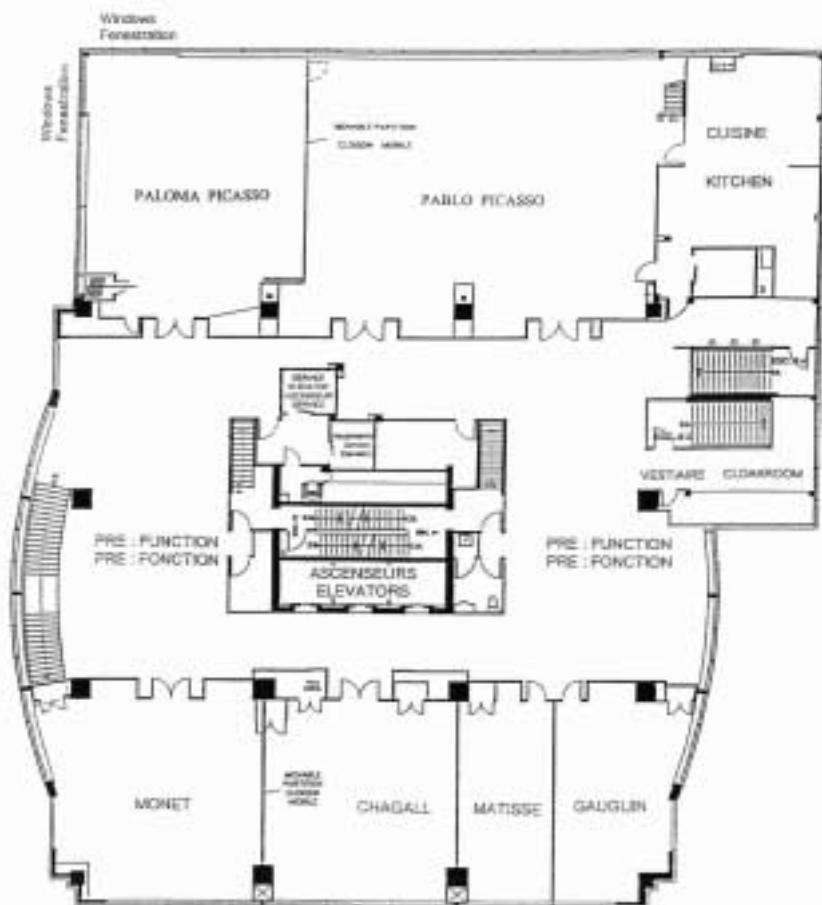
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Annual Meeting PROGRAM

April 12-14, 2005 ■ Montreal, Canada

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2nd Floor
2ème Etage

2005 Annual Meeting Program

National Council on Measurement in Education

Montreal, Quebec,
Canada
April 12-14, 2005

Future Meetings

2006	San Francisco	April 9-11
2007	Chicago	April 10-12
2008	New York	TBA
2009	San Diego	April 14-16

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Tong, Ye
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von Davier, Alina A.
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Zenisky, April
Zhang, Jinming
Zhang, Liru

**NCME Annual Meeting Training Sessions
Montreal, Quebec, Canada, April 2005**

Admission to training sessions is limited to ticket holders. Advanced registration for training sessions will be offered on-line at the NCME Website. In-person registration at the conference will also be possible, provided space in the workshops is still available. In-person registration will be located at the NCME registration area in the Marriott Montréal Chateau Champlain Hotel. Courses are subject to cancellation for insufficient registration. Detailed abstracts of these sessions are provided below.

Sunday 8:30 - 5:00

Session 1

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

Presenters: Paul W. Holland, Alina A. von Davier, Ning Han, Educational Testing Service

Test equating methods are used to produce scores that are comparable across different test forms. The Kernel Method of Test Equating (KE) is a unified approach to test equating based on a flexible family of equipercentile-like equating functions that contains the linear equating function as a special case. We view any observed-score test equating as having five steps or parts, each of which involves distinct ideas. They are: (1) pre-smoothing; (2) estimation of the score probabilities on the target population; (3) continuization; (4) computing of the equating function; (5) computing the standard error of equating and related accuracy measures. KE brings together these steps into an organized whole rather than treating them as disparate problems. KE exploits pre-smoothing by fitting log-linear models to score data, and incorporates the results of pre-smoothing into step 5 as well. KE provides new tools for comparing two or more equating functions and to rationally choose between them. We will cover the theory behind KE as well as its application to the Equivalent Groups, Single Group, Counterbalanced, and Non-Equivalent Groups Anchor Test (NEAT) Designs. KE allows a unified discussion of both Chain Equating and Post-Stratification Equating (frequency estimation and Tucker equating) for the NEAT Design. The registration fee for this session includes a copy of the book *The Kernel Method of Test Equating* (2003), by Alina von Davier and Paul Holland.

Sunday 8:30-5:00

Session 2

Introduction to the Generalized Graded Unfolding Model and the GGUM2004 Software Program
Fee \$60

Presenter: James S. Roberts, University of Maryland

This training session will provide educational research and measurement professionals with an introduction to unfolding item response theory (IRT) models. These models are appropriate when individuals respond to questionnaire items on the basis of proximity rather than dominance. In other words, individuals endorse items that appear close to their own positions or “ideal points.” Item responses indicative of a proximity response process have been repeatedly found in attitude, personality and preference measurement. They have also been found when measuring certain individual differences within developmental processes that occur in distinct stages. The session will emphasize models in the family known as “graded unfolded models.” This family contains eight alternative IRT models and includes the generalized graded unfolding model (GGUM) of Roberts, Donoghue and Laughlin (2000). The GGUM is the most general of the unidimensional, parametric item response models in the psychometric literature.

The training session will also introduce attendants to the GGUM2004 software. GGUM2004 calculates parameter estimates for all eight models in the GGUM family. It implements a user-friendly Windows interface, provides realtime graphics to assess model performance, and calculates alternative indices of person, item and model fit. The program is distributed freely via the Internet.

The session will consist of both a didactic presentation and two exemplar computer exercises which will illustrate both the capabilities of the GGUM2004 software, and the instructor’s approach to analyzing attitudinal data.

Sunday 9:00 to 5:00

Session 3

Considerations in Setting Performance Standards
Fee: \$65

Presenters: Marianne Perie, Michael Zieky, Mary Pitoniak, Educational Testing Service

This training session will examine standard setting. It intends to answer questions regarding how to choose a method, which methods are currently being used, and how to know if the cut scores set for an assessment yield valid interpretations within the context of a particular testing program. Beginning with a historical overview, the session will provide a context regarding how decisions about standard setting are made today. Methodologies currently being used by NAEP and the states in setting performance standards will be reviewed. Hands-on practice time will be given to allow participants to thoroughly understand the cognitive tasks involved in making the judgments for two of the most commonly used methods, Bookmark and modified Angoff. This exercise will also prepare participants to plan and run modified Angoff and Bookmark standard setting workshops. Finally, significant time will be devoted to studying the validity of standard-setting procedures and the resulting cut scores. Using Kane's framework, the session will explore three sources of evidence: procedural, internal, and external. This session is intended for anyone who needs to understand how to run a standard-setting session and the complexities involved. Participants will be provided with a booklet containing a series of articles relevant to the field, as well as sample standard setting materials.

Sunday 9:00 - 4:15

Session 4

Latent Variable Models for Cognitive Diagnosis
Fee: \$95

Presenters: Jeffrey Douglas, University of Illinois; Hua-Hua Chang, University of Texas; Louis Roussos, University of Illinois; Andre Rupp, University of Ottawa; Jimmy de la Torre, Rutgers University; Curtis Tatsuoaka, George Washington University; Kimuki Tatsuoaka, Columbia University

The development of Rule Space as well as several multidimensional latent class models for cognitive diagnosis presents the opportunity to develop and analyze tests in ways that reveal information with more diagnostic value, when compared with traditional approaches. In these methods for cognitive diagnosis, mastery of particular skills or states of knowledge can be represented by a list of binary latent variables, indicating mastery of each of a finite set of skills under diagnosis. The main objective of cognitive diagnosis is to classify examinees according to this list of skills. In this training session, several popular modeling and classification approaches will be discussed. Rule Space represents an early and lasting approach to this problem, and will be discussed in depth. Three conjunctive latent class models known as the DINA, NIDA, and Fusion models will then be considered, along with issues of model estimation and goodness-of-fit. Because of the multidimensional nature of these models, estimation benefits greatly if it can adapt to previous responses. To address this, computerized adaptive testing (CAT) is considered. Because Fisher information does not apply to discrete latent variables, alternative and

computationally simple item selection rules are introduced. For CAT settings in which both traditional and diagnostic models are being used, CAT algorithms are introduced for ensuring reliable information for these dual objectives. The training session concludes with a discussion of practical implementation issues and the inferential limitations of the models.

Sunday 1:00-5:00

Session 5

Accommodations-Measurement and Policy Perspectives: Elementary Through Postsecondary

Fee: \$35

Presenters: Noel Gregg, University of Georgia; Martha Thurlow, University of Minnesota; Nicole Ofiesh, University of Arizona; Cara Cahalan, Educational Testing Service; Linda Cook, Educational Testing Service

The purpose of this session will be to discuss state-of-the art research on-going in the area of accommodations (e.g., different item functioning [DIF], portfolio assessment, extended time, and alternative text), national response to the accommodation of diverse learners, policy challenges, and critical measurement issues.

Sunday 1:00-5:00

Session 6

Principles and Applications of Interrater Reliability

Fee: \$20

Presenter: Jamal Abedi, CRESST/UCLA

Different approaches for estimating interrater (scorer) reliability will be introduced, their limitations will be discussed, and their application will be illustrated. Additionally, generalizability of raters will be discussed using a typical two-facet rater \times task design. A copy of software (ITRS) performing interrater reliability and a two-facet design generalizability developed by the author will be distributed to the audience.

Sunday 1:00 - 5:00

Session 7

ABCs of Automated Essay Scoring

Fee: \$85

Presenters: Mark D. Shermis, Florida International University; Scott Elliott, Vantage Learning, Inc.

This session is designed to take participants in a step-by-step approach to creating and implementing a statistical scoring model for automated essay scoring (AES). The process will be illustrated using the Vantage learning product Intellimetric™ and MyACCESS. Following a brief overview of the history, theory of AES, and the four major AES systems available, the process will begin by designing a prompt, collecting pilot information, having human raters score essays at different cut points, creating a model, validating it, and using it operationally for either scoring or instructional purposes. Aspects of Intellimetric™ and MyACCESS will be demonstrated to show how AES can be implemented for writing interventions and the types of writing interventions currently underway that use AES as an instructional tool. Information from other AES developers will be distributed as well.

Sunday 9:00 - 4:30

Session 8

Multidimensional Item Response Theory

Fee: \$90

Presenters: Brian Habing, University of South Carolina; Amy G. Froelich, Iowa State University

One common problem in educational measurement is determining if an exam or scale satisfies the twin assumptions of unidimensionality and local independence. When these assumptions fail it is then necessary to examine the underlying multidimensional/locally dependent structure and either model that structure or refine the original scale. This training session is designed for those who have been exposed to the standard 1PL and 3PL IRT models and deal with (potentially) multidimensional educational assessments or surveys. It focuses on developing an intuitive understanding of the concepts and method as opposed to rigorously developing the mathematics. The session begins with a brief review of the assumptions of local independence and unidimensionality, an overview of multidimensional IRT models (including NOHARM and testlet models), and a survey of the common procedure for testing unidimensionality. Mokken scaling and the conditional covariance methods (DIMTEST, DETECT, HCA-CCPROX) are then examined in detail, with hands-on opportunities to try the procedure on real data sets. Participants will be provided copies of the software used and are encouraged to bring a laptop

running Windows 95 or better. Sijtsma and Molenaar's (2002) *Introduction to Nonparametric Item Response Theory* will be provided to the participants along with copies of the key articles referenced.

Monday 9:00 - 5:00

Session 9

Generalizability Theory and Applications

Fee: \$90

Presenters: Robert L. Brennan, University of Iowa; Xiaohong Gao, ACT, Inc.

Generalizability theory liberalizes and extends classical test theory. In particular, generalizability theory enables an investigator to disentangle multiple sources of error measurements. Consequently, generalizability theory is applicable to a broad range of measurement, evaluation, and testing studies that arise in education. The primary goals of this training session are to enable participants to understand the basic principles of generalizability theory, to conduct relatively straightforward generalizability analyses, and to interpret and use the results of such analyses. Mathematical and statistical foundations will be treated only minimally. Major emphasis will be placed upon quickly enabling participants to conduct and interpret relatively straightforward generalizability analyses, then more complicated ones. Examples will include consideration of writing assessments and other types of performance assessments. Prerequisites include knowledge equivalent to one course in educational measurement and familiarity with ANOVA at the level treated in introductory graduate courses in education and psychology. A book written by the director and entitled *Generalizability Theory* will be distributed to participants and used as a principle reference in the training session. Computer programs for performing generalizability analyses will be discussed and illustrated.

Monday 9:00 - 4:00

Session 10

Fundamentals of Polytomous Response IRT Models and Applications

Fee: \$85

Presenters: Ronald K. Hambleton, Lisa A. Keller, University of Massachusetts-Amherst

Recently, we have seen substantially more use of polytomously scored items in educational and psychological assessment. Performance tasks, writing samples, surveys to assess attitudes, quality-of-life measures, etc. are all associated with polytomous scoring of the candidate response data. Unfortunately, while many of the popular polytomous IRT models being used today, and the software too,

have been available for some time, only a small number of measurement specialists know how to use these models. Those without the knowledge are not even able to understand the psychometric work being done, or provide valid criticism when appropriate. Instructional materials are not readily available either to help practitioners, as they are for analyzing binary-scored data with IRT models. This workshop is being planned as a model first step in changing the current state of knowledge and skills among many graduate students, instructors, and testing specialists.

We propose (1) to describe many of the popular unidimensional polytomous response IRT models (e.g., partial credit, generalized partial credit, and graded response models), their assumptions, and address model parameters interpretations; (2) to explain how parameter estimation and model fit can be carried out; (3) to describe available software and demonstrate the use of that IRT software (e.g., Parscale), and (4) to describe applications to test development and equating via specific example using real data.

Monday 9:00 - 12:00	Session 11
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Grading
Fee: \$45

Presenters: Susan M. Brookhart, Duquesne University; James H. McMillan, Virginia Commonwealth University

Participants in this training session will learn how concepts in educational measurement apply in the context of grading. Sometime, NCME members who have been trained in mainly large-scale measurement principles and procedures find themselves with a smaller repertoire of sound explanations and examples when they are called upon to deal with classroom measurement. The goal of this session is to enlarge that repertoire in the area of grading. Interest in grading is increasing in the current climate of educational accountability.

Monday 8:00 - 12:00	Session 12
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Examining Validity Issues in State Accountability Systems
Fee: \$65

Presenters: Brian Gong, National Center for the Improvement of Educational Assessment; Ellen Forte Fast, edCount; and Art Coleman, Holland & Knight

Performance-based educational accountability systems are meant to achieve highly valued educational goals, such as universal literacy. They are designed to function by imposing consequences for performance, including interventions

and sanctions for performance below a specified target and, in some cases, rewards for performance well above a target. These consequences are meant to elicit changes in how a school or district functions; for example, the threat of sanction may motivate a district to revisit and improve the alignment between its curricula and the state standards or offer enhanced professional development programs to improve the quality of instruction. In spite of their apparent logic and well intended purposes, however, it cannot be assumed that accountability systems actually work or are doing more good than harm—even if test scores rise after their implementation. Rather, the quality of the data on which decisions are based, the quality of the decisions, the effectiveness of the sanctions, interventions, and rewards, and the avoidance of negative unintended consequences must all be examined as part of an organized process for supporting the validity of the system. This session will clarify the reasons why this work is critical and provide a framework and examples to guide participants in the design and implementation of their own validation processes. Experience with accountability systems is the only prerequisite. The registration fee for this session includes a copy of the book *A Framework for Examining Validity in State Accountability Systems*, recently published by the Council of Chief State School Officers.

Monday 8:00 - 12:00

Session 13

Preparing Tests with Test Security in Mind

Fee: \$45

Presenters: James Impara, David Foster, Caveon Test Security

States and local school districts have increased the frequency with which they are involved in high-stakes testing. More and more educational entities have been affected by NCLB and have instituted their own high-stakes testing programs related to end-of-course exams, and high school graduation. Similarly, high-stakes credentialing (both licensure and certification) testing is also on the increase. As the stakes association with testing increase, so do the rewards for test fraud. Test fraud takes on many forms: cheating, and stealing test items to use in test prep courses or to sell on the Internet. What can we, as test developers or sponsors, do to help thwart those individuals who may be involved in test fraud?

This course provides insights and strategies to help those in the testing industry develop tests that hinder those who would behave in fraudulent ways. Test fraud is defined, strategies for writing both multiple-choice and performance items that will make fraudulent behavior more difficult are demonstrated, and test assembly strategies to help protect against fraud are discussed.

Eight multiple-choice item-writing strategies and the type of test fraud these strategies help to eliminate are discussed. Six performance- related item

development strategies are divided into two categories: general strategies and strategies for computer-based testing. Four test development and/or test assembly methods are also included in the discussion of how to make tests more secure.

Monday 9:00 - 2:45

Session 14

A Nonlinear Mixed Models Approach to IRT

Fee: \$65

Presenters: Paul De Boeck, K.U. Leuven, Belgium; Mark Wilson, University of California-Berkeley; Frank Rijmen, Belgium; Francis Tuerlincks, Belgium

The central message of the introduction is that it is beneficial to see IRT models as extensions of linear regression models in the case where the data are repeated categorical observations. While the link function and the random component of the regression model remain the same, the most interesting part of the extension concerns the structural part of the model: (1) the kind of predictive function (linear or nonlinear, e.g., bilinear), and (2) the effects (weights) of the predictors (fixed effects or mixed effects—the combination of fixed and random). Then we will discuss and illustrate how multilevel modeling and structural equation modeling (SEM) for categorical data can be expressed from the perspective of nonlinear mixed modeling and vice versa. This will be illustrated with various software-related approaches for multilevel analysis and SEM. Then, starting from some well known models, other and less well known models will be framed in this approach, based on a volume recently published by Springer: *Explanatory Item Response Models: A Generalized Linear and Nonlinear Mixed Approach* (De Boeck & Wilson, 2004). We will illustrate how the models can be estimated with the SAS procedure NLMIXED and WinBUGS. Last, some new models will be presented to illustrate the flexibility of the approach (e.g., SEM with latent person variables and latent item variables, models with gradual change from a random turning point, and copula models for local item dependency).

Monday 8:00 - 12:00

Session 15

Tips for Graduate Students: Advice for Finishing School, Obtaining a Job, and Starting a Career

Fee: \$7.50

Presenter: Deborah J. Harris, ACT, Inc.

The training session has three main components:

1. Finishing up the Ph.D., including finding a dissertation topic and how to maximize experiences while still a student (classes, internships, work experiences, networking, professional associations);
2. Obtaining a job, including how to locate where jobs are available (universities, testing companies, school districts, state departments, professional/licensing organizations, etc.), how to apply for jobs (including targeting cover letters, references, and resumes) and the interview process; and
3. Beginning a career, including job politics, adjusting to the environment, career path, publishing, professional service, being a mentor/finding a mentor, balancing work and life, and what if I hate my job.

Monday 2:15 - 5:15

Session 16

Teaching Educational Statistics: A Guided Discussion of Ten Propositions
Fee: \$20

Presenters: Ronald C. Serlin, University of Wisconsin; Michael A. Seaman (moderator), University of South Carolina; Patricia Busk, University of San Francisco; Sharon Weinberg, New York University; and Gabriella Belli, Virginia Tech

In this session, five discussants, including one discussant/moderator, will interact with one another and with members of the audience in a discussion of 10 propositions that could fundamentally govern instructional decisions in the preparation and teaching of educational statistics courses. This session will not be a how-to or a methods sharing session, but will instead focus on basic principles for teaching educational statistics. These principles are derived from theory, research, and the experiences of the discussants. For each proposition, a counterpoint will be presented to promote thought, potential debate, and a lively discussion. Session attendees will receive source information for the referenced theories and research.

Monday 2:15 - 6:15

Session 17

The History of Educational Testing in the United States
Fee:\$7.50

Presenter: H. D. Hoover, University of Iowa

This session will focus on the history of achievement and ability testing in the United States. The primary emphasis will be on the evolution of large-scale achievement testing during the 20th century and its impact on American schools. Included will be the early development of standardized achievement

tests and the reasons for their widespread use, such as the development of the optical scanner, Title I, the minimum competency testing movement, and the use of tests for political purposes. The ways in which adaptations of these tests like the National Merit Scholarship Qualifying Test and the GED came into widespread use will also be discussed. The establishment of the National Assessment of Educational Progress (NAEP) and the subsequent political demands placed on the “nation’s yardstick” will be addressed.

The use of ability tests in schools will also be included, along with a history of college admissions testing exemplified by the *SAT* and *ACT*. The session will conclude with a discussion of possible changes in educational testing in the 21st century.

Monday 2:15 - 6:15

Session 18

Planning and Developing a Testing Program

Fee: \$40

Presenters: Stephen Downing, University of Illinois-Chicago; Thomas Haladyna, Arizona State University

This 4-hour training helps interested participants learn to plan and develop a high-quality testing program that measures educational achievement in the schools or for credentialing. The training draws heavily from the *Handbook of Test Development* (Downing & Haladyna, in press) which contains 33 chapters on various aspects of test development authored by leading authorities in testing. A 12-step process forms the basis for the planning of a testing program. Participants are expected to put into practice concepts, principles, and procedures learned from this training session to create a hypothetical or real test plan. This document can be used to develop a testing program that follows guidelines suggested in the *Standards for Educational and Psychological Testing*. The plan should also enable the collection and organization of validity evidence that is valuable in any testing program.

Major addresses and selected sessions of the annual meeting will be available on cassette tapes. Tapes may be purchased at the NCME booth in the second floor foyer of the Sofitel Montreal. They can also be ordered on-line after the Annual Meeting. Taped sessions are noted in the program.

Monday, 4:15 – 7:15 PM

**Matisse,
Sofitel Montreal**

NCME Board of Directors Meeting

Members of NCME are invited to attend as observers.

Tuesday, 8:15 – 10:15 AM

**Paloma Picasso,
Sofitel Montreal**

A1

**Does Money and Privilege = College Success? The Role of SES in
Predicting SAT, Grades, and College Performance - Related Paper Session**

Organizer

Wayne J. Camara, The College Board

Moderator

Amy Schmidt, The College Board

Presenters

Wayne Camara, Jennifer Kobrin, The College Board

Is there an SES advantage for the SAT and college success?

Jesse Rothstein, Princeton University

SAT scores, high schools, and collegiate performance predictions

Nathan Kuncel, University of Illinois-Urbana/Champaign, Paul Sackett, Justin Arneson, Shonna Waters, University of Minnesota, Sara Cooper, University of Illinois

The role of SES in the SAT-performance relationship: A systematic examination

Rebecca Zwick, University of California-Santa Barbara

Evaluating the association between socioeconomic status and educational achievement: The role of methodological factors

Discussant

Dan Koretz, Harvard Graduate School of Education

Tuesday, 8:15 – 10:15 AM

**Monet,
Sofitel Montreal**

A2

Challenges, Contributions, and Consequences of State Accountability Systems - Symposium

Organizer/Moderator

Chester D. Mitchell, Ohio State Department of Education

Presenters

Martin Carnoy, Susanna Loeb, Stanford University

Has a decade of accountability increased Blacks' and Latinos' high school success? A cross-state analysis

Laura Desimone, Thomas M. Smith, Susie Ansell, David Frisvold, Vanderbilt University

State policy and trends in teaching and learning: What is the relationship between changes in state standards-based reform policy, instruction and student achievement in mathematics and reading?

Andrew Porter, Vanderbilt University, Robert L. Linn, Scott Trimble, Kentucky Department of Education

Consequences of AYP design decisions: Lessons from Kentucky

Mitchell D. Chester, Ohio State Department of Education

Making inferences about school effectiveness from multiple measures: Evidence from Ohio

Discussants

Lauren Resnick, Learning Research and Development Center

Frederick Hess, American Enterprise Institute for Public Policy Research

Tapes of this session are available in the second floor foyer of the Sofitel Montreal.

Tuesday, 8:15 – 10:15 AM

**Pablo Picasso,
Sofitel Montreal**

A3

Scaling and Equating Methods - Paper Session

Moderator

Amy Hendrickson, University of Maryland

Presenters

Robert Sykes, Karen Barton, Kyoko Ito, CTB/McGraw-Hill

The equating of mixed-format forms when test performance is multidimensional

Michael Walker, Jill R. Allspach, Jinghua Liu, Educational Testing Service

Scaling tests via nonlinear post-stratification methods

Huiqin Hu, W. Todd Rogers, University of Alberta, Zarko Vukmirovic,
Harcourt Assessment, Inc.

Investigation of IRT-based equating methods in the presence of outliers

Shun-Wen Chang, National Taiwan Normal University

*Explorations of adjusting procedures for minimizing gaps in the raw-to-scale
score conversions for the BCTEST*

Xiaoying Jiang, Zarko Vukmirovic, Harcourt Assessment, Inc.

*An empirical investigation of population invariance across ethnic groups
taking high stake test*

Hillary Michaels, Shu Jing Yen, Charles Ochieng, Gregory Friedman,
CTB/McGraw-Hill

*Adjusting for year-to-year rater variation in IRT linking-an empirical
evaluation*

Discussants

Michael J. Kolen, University of Iowa

Daniel Eignor, Educational Testing Service

Tuesday, 8:15 – 10:15 AM

**Chagall,
Sofitel Montreal**

A4

Validating Appropriate Uses and Interpretations of Assessments - Paper Session

Moderator

Thanos Patelis, The College Board

Presenters

Michelle C. Croft, Kris Waltman, Erika Stevenson, Kyndra Middleton,
University of Iowa

The impact of school-level accountability on local testing practices

William D. Schafer, University of Maryland, Maria Papapolydorou, Ministry of
Education-Cyprus, Taslima Rahman, U.S. Department of Education, Lori
Parker, Towson University

Effects of test administrator characteristics on achievement test scores

Bo Zhang, Cindy M. Walker, John Surber, University of Wisconsin-
Milwaukee.

Exploring the Effect of Reading on Mathematics Achievement Tests

Eileen Talento-Miller, Lawrence Rudner, Graduate Management Admission
Council

Exploratory meta-analysis of instrument validity

Virginia L. Ordman, Stephen B. Dunbar, Michelle A. Mengeling, University of
Iowa

*Using profiles of standardized test scores in the early grades to predict
subsequent student achievement*

Discussants

Barbara Plake, University of Nebraska-Lincoln

Judith Koenig, National Research Council, Board on Testing and Assessment

Tuesday, 10:35 – 12:05 PM

**Paloma Picasso,
Sofitel Montreal**

B1

Measurement and Policy: Diversity Issues Impacting High School Graduation and University Admissions - Symposium (Sponsored by the Diversity Issues and Testing Committee)

Organizer/Moderator

Concepción M. Valadez, University of California-Los Angeles

Presenters

Dan Solórzano, University of California-Los Angeles

Access, measurement, and the educational pipe-line

Rachel F. Morán, University of California-Berkeley

Educational equity and high stakes testing legal issues

Jorge Chapa, Indiana University

Educational policy implications of demographic trends

Discussant

Richard Valencia, University of Texas-Austin

Tuesday, 10:35 – 12:05 PM

**Monet,
Sofitel Montreal**

B2

Polytomous IRT Methods for Scoring and Linking - Paper Session

Moderator

Joanna Gorin, Arizona State University

Presenters

Lihua Yao, Richard Schwarz, CTB/McGraw-Hill

A multidimensional partial credit model with associated item and test statistics

Taehoon Kang University of Wisconsin-Madison, Allen S. Cohen, University of Georgia, Hyun-Jung Sung, University of Wisconsin-Madison

IRT model selection methods for polytomous items

Thomas M. Haladyna, Arizona State University West, Gene Kramer, American Dental Association

Poly-scoring of multiple -choice item responses in a high-stakes test

Mi-Young Song, ACT, Inc., Young-Sun Lee, Columbia University

IRT scale linking methods for tests composed of testlets

Fumiko Samejima, University of Tennessee

Comparison of the graded response models in the homogeneous and heterogeneous cases, both based on Birnbaum's logistic model

Discussants

Wendy Yen, Educational Testing Service

Alan Bugbee, North Carolina A & T State University

Tuesday, 10:35 – 12:05 PM

**Pablo Picasso,
Sofitel Montreal**

B3

Continuing to Measure Progress of Students and Schools Under the No Child Left Behind Act: Policymakers and Measurement Professionals Working Together - Symposium

Organizer/Moderator

Marianne Perie, Educational Testing Service

Presenters

Marianne Perie, Educational Testing Service

A summary of what the measurement community is currently providing states in their state reports and how that has changed under NCLB

Mary Yakimowski, Chief Council of State School Officers

Experiences of a large, urban district: What are some characteristics of good testing that can make a positive impact on instruction?

Janice Ollarvia, National Association of Secondary School Principals

What information are schools currently receiving from the measurement community regarding instruction and how does that compare to what they want to see?

American Association of School Administrators Representative

Describing an ideal testing situation: How would schools and states work with measurement professionals to develop the most informative tests?

Discussant

Scott Young, National Conference of State Legislatures

Tuesday, 10:35 – 12:05 PM

**Chagall,
Sofitel Montreal**

B4

**Cognitive Diagnostic Applications on Mathematical Thinking Skills -
Symposium**

Organizer/Moderator

Annabelle Guerrero

Presenters

Michael Dean, Kikumi Tatsuoka, Columbia University

Trends of strength and weakness in math thinking skills across different grades

Enis Dogan, Kikumi Tatsuoka, Columbia University, Anabelle Guerrero

*Using DIF to investigate strengths and weaknesses in mathematics
achievement profiles of 10 different countries*

Um Eun Kyoung, James E. Corter, Columbia University

Motivation and mathematics performance

Seongah Im, James E. Corter, Columbia University, Anabelle Guerrero,
Kikumi Tatsuoka, Columbia University

*Cluster-analytic approach to standard setting of cognitive attributes from the
rule-space model*

Tomoko Yamada, Kikumi Tatsuoka, James E. Corter, Columbia University

Introduction of cognitively diagnostic adaptive testing algorithms

Discussants

Joanna Gorin, Arizona State University

Ratna Nandakumar, University of Delaware

Tuesday, 12:25 – 1:55 PM

**Paloma Picasso,
Sofitel Montreal**

C1

Developing and Maintaining Item Pools - Paper Session

Moderator

William Skorupski, University of Kansas

Presenters

Krista Breithaupt, American Institute of CPAs, Donovan Hare, Okanagan University

Optimal inventory design for high stakes performance testing programs

Bernard Veldkamp, University of Twente

Finding critical features in item pool maintenance

Tim Davey, Elizabeth Stone, Educational Testing Service

A trend model for item parameter drift

James A. Wollack, Hyun Jung Sung, Taehoon Kang, University of Wisconsin-Madison

Longitudinal effects of item parameter drift

Dmitry I. Belov, Law School Admission Council

Inverse problem of item pool usability in computerized adaptive testing

Discussants

James Carlson

Richard M. Luecht, University of North Carolina-Greensboro

Tuesday, 12:25 – 1:55 PM

**Monet,
Sofitel Montreal**

C2

Methods and Models in Vertical Scaling - Paper Session

Moderator

Gary Schaeffer, CTB/McGraw-Hill

Presenters

Ye Tong, Michael J. Kolen, University of Iowa

Comparison of methodologies and results in vertical scaling for educational achievement tests

Shudong Wang, Hong Jiao, Nancy Severance, Harcourt Assessment, Inc.

An investigation of growth patterns of student achievement using unidimensional and multidimensional vertical scaling methods

Jiahe Qian, Educational Testing Service

Measuring the cumulative linking errors of NAEP trend assessments

Amy Hendrickson, Hua Wei, University of Maryland, Michael J. Kolen, Ye Tong, University of Iowa

Dichotomous and polytomous scoring for IRT vertical scaling from scaling-test and common-item designs

Keith Boughton, William Lorie, Lihua Yao, CTB/McGraw-Hill

A multidimensional multi-group IRT model for vertical scales with complex test structure: An empirical evaluation of student growth using real data

Discussants

Gary Skaggs, Virginia Tech University

Deborah J. Harris, ACT, Inc.

Tuesday, 12:25 – 1:55 PM

**Pablo Picasso,
Sofitel Montreal**

C3

**Current Guidance for Integrity in Testing - Symposium (Sponsored by
National Association of Test Directors, NATD)**

Organizer/Moderator

Peter Hendrickson, Evergreen Public Schools

Presenters

Karen E. Banks, Wake County Public School System

*A conceptual framework for judging ethical violations and administering
sanctions*

Gregory J. Cizek, University of North Carolina-Chapel Hill

Personal and systemic influences on integrity in testing

James Impara, Caveon Test Security, G. Gage Kingsbury, Northwest
Evaluation Association

Cheating detection within computer adaptive tests

Discussant

Joe O'Reilly, Mesa Public Schools

Tuesday, 12:25 – 1:55 PM

**Chagall,
Sofitel Montreal**

C4

**Towards Coherence Between Classroom Assessment and Accountability:
Selected Chapters from the 103rd NSSE Yearbook - Roundtable
Discussion**

Organizer

Debra Miretzky, National Society for the Study of Education

Moderator

Mark Wilson, University of California-Berkeley

Participants

Helen Wildy, Murdoch University

Elizabeth Reilly, Pepperdine University

Dylan William, Educational Testing Service

Pamela Moss, University of Michigan

Lorrie Shepard, University of Colorado-Boulder

Discussant

James Pellegrino, University of Illinois-Chicago

Tuesday, 2:15 – 3:45 PM

**Paloma Picasso,
Sofitel Montreal**

D1

Raters and Other Issues in Performance Assessment - Paper Session

Moderator

Ming Lei, ACT, Inc.

Presenters

Carol M. Myford, University of Illinois-Chicago, Edward W. Wolfe, Michigan State University, George Engelhard, Jr., Emory University, Jonathan R. Manalo, Michigan State University

Monitoring rater performance and DRIFT in the Advanced Placement English Literature and Composition Examination using benchmark essays

Mary Pitoniak, John Willey, Nancy Allen, Bruce Kaplan, Brent Bridgeman, Educational Testing Service

The role of constructed-response items in NAEP

Yoav Cohen, National Institute for Testing & Evaluation

The effect of the rater replacement procedure on the measurement error of essay score

Mark D. Shermis, Florida International University, Alex Shneyderman, Miami-Dade Public Schools, Yigal Attali, Educational Testing Service

How important is content in the ratings of essay assessments?

Discussants

Steve Ferrara, American Institutes for Research

Suzanne Lane, University of Pittsburgh

Tuesday, 2:15 – 3:45 PM

**Monet,
Sofitel Montreal**

D2

**Next: What Should Be Retained, Adjusted, or Scrapped in the Current
Federal Education Policy? – A Panel Discussion - Invited Panel**

Organizer/Moderator

Ellen Forte Fast, edCount, LLC

Panelists

W. James Popham, University of California-Los Angeles

Patty Sullivan, Center for Education Policy

Brian Gong, National Center for the Improvement of Educational Assessment

Judith Levinson, Evanston School District, National Association of Test
Directors

Discussant

Ellen Forte Fast, edCount, LLC

Tapes of this session are available in the second floor foyer of the Sofitel
Montreal.

Tuesday, 2:15 – 3:45 PM

**Pablo Picasso,
Sofitel Montreal**

D3

2004 Career Award Winner Address

Making Sense of Causal Inference in Program Evaluation and Policy Research

Moderator

Rebecca Zwick, University of California-Santa Barbara

Presenter

Paul W. Holland, Educational Testing Service

Discussant

Steve Raudenbush, University of Michigan

Tapes of this session are available in the second floor foyer of the Sofitel Montreal.

Tuesday, 2:15 – 3:45 PM

**Chagall,
Sofitel Montreal**

D4

Technical Issues in Mixed Formats - Paper Session

Moderator

Michael Jodoin, Educational Testing Service

Presenters

Jae-Chun Ban, Korea Institute of Curriculum and Evaluation, Won-Chan Lee, University of Iowa

Defining a score scale in relation to measurement error for mixed format tests

Randall Penfield, University of Miami, James Algina, University of Florida

A method for identifying unsigned differential test functioning in tests containing dichotomous and polytomous items

Seonghoon Kim, Michael J. Kolen, University of Iowa

Robustness to format effects of IRT linking methods for mixed-format tests

Sorim Hwang, Hyunjeong Im, Kija Si, Taeje Seong, Ewha Womans University, Kyunghee Kim, Korea Institute of Curriculum and Evaluation

Comparison of scale linking results in mixed format test under the different conditions of common item format and test dimensionality

Rui Gao, Educational Testing Service

Forming the composite score of the EAP-ELA test

Discussants

Richard Schwarz, CTB/McGraw-Hill

Mark Davison, University of Minnesota

Tuesday, 4:05 – 6:05 PM

**Paloma Picasso,
Sofitel Montreal**

E1

**The Kernel Method of Test Equating: Evaluation and Applications -
Related Paper Session**

Organizer

Alina A. von Davier, Educational Testing Service

Moderator

Paul W. Holland, Educational Testing Service

Presenters

Alina A. von Davier, Paul Holland, Skip Livingston, Educational Testing Service

An evaluation of the kernel equating method: A special study with pseudo-tests from real test data

Ning Han, Educational Testing Service, Shuhong Li, Ronald K. Hambleton, University of Massachusetts-Amherst

Comparing the kernel equating method with IRT methods

Xia Mao, University of Iowa, Alina A. von Davier, Stacie Rupp, Educational Testing Service

Comparisons of the kernel equating method with the traditional equating methods on PRAXIS data

Mei Liu, Paul Holland, Dorothy Thayer, Educational Testing Service

Exploring population sensitivity of kernel equating/linking functions using LSAT data across test administrations

Tim Moses, Wen-Ling Yang, Christine Wilson, Educational Testing Service

Using kernel equating to check the statistical equivalence of nearly identical test editions

Discussants

Michael J. Kolen, University of Iowa

Neil Dorans, Educational Testing Service

Tapes of this session are available in the second floor foyer of the Sofitel Montreal.

Tuesday, 4:05 – 6:05 PM

**Monet,
Sofitel Montreal**

E2

Standard Setting Methods: Studying Sources of Complexity - Symposium

Organizer/Moderator

Judith Koenig, National Research Council, Board on Testing and Assessment

Presenters

Abdullah Ferdous, Buros Center for Testing

Use of an item selection strategy to estimate passing scores in an Angoff standard setting study

Barbara Plake, Buros Center for Testing

Setting multiple performance standards using the yes/no method: An alternative item mapping method

Richard Patz, R. J. Patz, Inc., John Poggio, University of Kansas

Examination of the effects of different response probability criteria on panelists' judgements during a bookmark standard setting procedure

Mark D. Reckase, Michigan State University

A theoretical analysis of the bookmark standard setting procedure

Discussants

Gregory J. Cizek, University of North Carolina-Chapel Hill

Daniel Lewis, CTB/McGraw Hill

Tapes of this session are available in the second floor foyer of the Sofitel Montreal.

Tuesday, 4:05 – 6:05 PM

**Pablo Picasso,
Sofitel Montreal**

E3

William H. Angoff: The Man Behind the Method - Invited Symposium

Organizer

Stephen G. Sireci, University of Massachusetts-Amherst

Moderator

Henry Braun, Educational Testing Service

Presenters

Stephen G. Sireci, University of Massachusetts-Amherst

No modifications necessary: Some reflections on Dr. Angoff

John Fremer, Caveon Test Security

The unpublished paper

Linda Cook, Educational Testing Service

*Establishing comparable scores on tests given in different languages:
Methodological contributions by William Angoff*

Howard Everson, The College Board

Doing psychometrics wearing white gloves and other lessons from Bill Angoff

Kurt Geisinger, University of St. Thomas

Bill Angoff and the so-called Angoff technique of standard setting

Daniel Eignor, Educational Testing Service

Bill Angoff and non-IRT test equating

Tapes of this session are available in the second floor foyer of the Sofitel Montreal.

Tuesday, 6:15 – 7:30 PM

**Salons des Saisons,
Hotel Omni Mont Royal**

No-Host Cocktail Party and Reception

Members of NCME are invited to attend the No-Host Cocktail Party and Reception, which will be held in conjunction with the NCME Graduate Student Issues Committee Reception. The Salons des Saisons is located on the first floor of the hotel.

The reception is sponsored by:

ACT, Inc.

American Council on Education/GED Testing Service

American Institutes for Research

The College Board

Educational Testing Service

Law School Admission Council

Measured Progress

National Board of Medical Examiners

National Evaluation Systems, Inc.

Wednesday, 5:45 – 7:30 AM

Le Centre Sheraton Lobby

NCME Fitness Run/Walk

Co-Directors

David O. Anderson, Educational Testing Service

Pierre Léveillé, Cross des Couleurs, Boutique Endurance, Montreal

Claude David, Cross des Couleurs, Boutique Endurance, Montreal

Run 5K or walk a 2.5K course in beautiful Mont Royal Park. Meet in lobby of Le Centre Sheraton Hotel at 5:45 AM. Buses leave at 6:00 AM for the park, and will return participants to the hotel at 7:30 AM, in time for the NCME Breakfast. PREREGISTRATION IS REQUIRED.

This event is made possible through the sponsorship of:

Applied Measurement Professionals, Inc.

CTB/McGraw-Hill

Educational Testing Service

Measured Progress Inc.

National Evaluation Systems, Inc.

Pearson Educational Measurement

Riverside Publishing

Wednesday, 8:00 – 10:15 AM	Grand Salon Symphonie, F1 Delta Montreal
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NCME Breakfast, Business Meeting, and Presidential Address

Measurement 101: Some Fundamentals Revisited

Presenter

David Frisbie, University of Iowa/Iowa Testing Programs

Tapes of this session are available in the second floor foyer of the Sofitel Montreal.

The Grand Salon Symphonie is located on the mezzanine level of the hotel.

Wednesday, 10:35 – 12:05 PM	Second Floor Foyer, Sofitel Montreal	G1
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Classroom Assessment Showcase Poster Session

Organizer

Richard Stiggins, Assessment Training Institute

Approximately 15 Montreal area teachers will present their classroom assessment work at a coordinated poster session. The teachers will be honored for their work at the NCME Breakfast.

Wednesday, 10:35 – 12:05 PM

**Paloma Picasso,
Sofitel Montreal**

G2

**Enhancing the Diagnostic Value of Large-Scale Achievement Tests:
Technical Developments and Applications - Related Paper Session**

Organizers

Mark Gierl, University of Alberta
Kristin Huff, The College Board

Moderator

Kristen Huff, The College Board

Presenters

David Thissen and Michael C. Edwards, University of North Carolina-Chapel Hill

Diagnostic scores augmented using multidimensional item response theory

Richard M. Luecht, University of North Carolina-Greensboro

Extracting multidimensional information from multiple-choice question distractors for diagnostic scoring

Mark J. Gierl, Adele Tan, Changjiang Wang, University of Alberta

Identifying cognition dimensions that affect student performance on the new SAT

Guangming Ling, Fordham University, Michalis Michaelides, Kristen Huff, The College Board

Equating skill scores on the new SAT using anchor sets of varying content specifications

Xiang Bo Wang, Hui Deng, Kathleen Williams, Vytas Laitusis, The College Board

Assessing the interpretability of four diagnostic reporting methods for the new SAT

Discussant

Michael Jodoin, Educational Testing Service

Wednesday, 10:35 – 12:05 PM

**Monet,
Sofitel Montreal**

G3

Generalizability Theory: Issues and Applications - Paper Session

Moderator

Holmes Finch, Ball State University

Presenters

Ping Yin, ACT, Inc., Robert L. Brennan, Won-Chan Lee, University of Iowa
Profile reliability for an individual

Zhiming Yang, Eric Rolfhus, Jianjun Zhu, Charles Wilkins, Harcourt
Assessment, Inc.
Multivariate generalizability analysis of WISC-IV

Xia Mao, University of Iowa, Chingwei Shin, Pearson Educational
Measurement, Robert L. Brennan, University of Iowa
*Estimating variability of estimated variance components and related statistics
using the MCMC procedure*

Lei Wan, University of Iowa
*Reliability of test scores composed of testlets: A comparison of polytomous IRT
approaches and generalizability theory approach*

Sharon C Slater, Lindsay Clare Matsumura, University of Pittsburgh, Brian
Junker, Carnegie Mellon University
Generalizability of a performance measure of instructional quality

Discussants

Mike Kane, National Conference of Bar Examiners
Yong-Won Lee, Educational Testing Service

Wednesday, 12:25 – 1:55 PM

**Paloma Picasso,
Sofitel Montreal**

H1

Leveraging Student Evaluation Standards for Systemic Educational Improvement - Related Paper Session

Organizer/Moderator

Carol Anne Dwyer, Educational Testing Service

Presenters

Arlen R. Gullickson, Western Michigan University & Chair, Joint Committee on Standards for Educational Evaluation

Improving classroom assessment through The Student Evaluation Standards: Propriety, utility, feasibility, and accuracy

Rolf Blank, Council of Chief State School Officers

States' use of The Student Evaluation Standards for accountability and professional development

Gary L. Wegenke, Western Michigan University

The American Association of School Administrators and The Student Evaluation Standards

Donald Yarbrough, University of Iowa

Leveraging student, program, and personnel evaluation standards to improve student learning

Discussant

John Fremer, Caveon Test Security

Wednesday, 12:25 – 1:55 PM

**Monet,
Sofitel Montreal**

H2

Measurement Issues in Licensure and Certification Testing - Paper Session

Moderator

JoEllen Carlson

Presenters

Gautam Puhan, Kevin C. Larkin, Stacie L. Rupp, Educational Testing Service
Subpopulation invariance of equating functions on a large-scale certification test

Brian Hess, American Board of Internal Medicine, Raja Subhiyah, Carolyn Giordano, National Board of Medical Examiners
Using cluster analysis to validate an Angoff-derived cutscore on a credentialing examination

Zhongmin Cui, University of Iowa, Chi-Yu Huang, Deborah J. Harris, ACT, Inc.
Poorly performing items in licensure and certification tests: Their effects on equating results and possible solutions

Lisa Keller, Craig S. Wells, University of Massachusetts-Amherst, Krista Breithaupt, AICPA
Determining the reliability of the scores of a complex computerized licensure examination

Discussants

Tom Haladyna, Arizona State University
Mark Raymond, ARRT

Program Summary

Unless otherwise specified, all NCME sessions are in the Sofitel Montreal. The room for each session is specified below.

MONDAY, APRIL 11		
4:15 PM	Matisse	NCME Board of Directors Meeting

TUESDAY, APRIL 12		
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<i>Time</i>	<i>Session Number</i>	<i>Room</i>	<i>Session Title</i>
8:15 AM	A1	Paloma Picasso	Does Money and Privilege = College Success? The Role of SES in Predicting SAT, Grades, and College Performance-Related Paper Session
	A2	Monet	Challenges, Contributions, and Consequences of State Accountability Systems - Symposium
	A3	Pablo Picasso	Scaling and Equating Methods - Paper Session
	A4	Chagall	Validating Appropriate Uses and Interpretations of Assessments - Paper Session
10:35	B1	Paloma Picasso	Measurement and Policy: Diversity Issues Impacting High School Graduation and University Admissions (Sponsored by the Diversity Issues and Testing Committee)
	B2	Monet	Polytomous IRT Methods for Scoring and Linking - Paper Session
	B3	Pablo Picasso	Continuing to Measure Progress of Students and Schools Under the No Child Left Behind Act: Policymakers and Measurement Professionals Working Together – Symposium
	B4	Chagall	Cognitive Diagnostic Applications on Mathematical Thinking Skills - Symposium
12:25 PM	C1	Paloma Picasso	Developing and Maintaining Item Pools - Paper Session
	C2	Monet	Methods and Models in Vertical Scaling - Paper Session

<i>Time</i>	<i>Session Number</i>	<i>Room</i>	<i>Session Title</i>
	C3	Pablo Picasso	Current Guidance for Integrity in Testing-(sponsored by National Association of Test Directors, NATD)
	C4	Chagall	Towards Coherence Between Classroom Assessment and Accountability: Selected Chapters from the 103rd NSSE Yearbook-Roundtable Discussion
2:15	D1	Paloma Picasso	Raters and Other Issues in Performance Assessment - Paper Session
	D2	Monet	Next: What Should Be Retained, Adjusted, or Scrapped in the Current Federal Education Policy? – A Panel Discussion-Invited Panel
	D3	Pablo Picasso	2004 Career Award Winner Address Making Sense of Causal Inference in Program Evaluation and Policy Research
	D4	Chagall	Technical Issues in Mixed Formats - Paper Session
4:05	E1	Paloma Picasso	The Kernel Method of Test Equating: Evaluation and Applications-Related Paper Session
	E2	Monet	Standard Setting Methods: Studying Sources of Complexity - Symposium
	E3	Pablo Picasso	William H. Angoff: The Man Behind the Method - Invited Symposium
6:15	Salons des Saisons, Hotel Omni Mont Royal		No-Host Cocktail Party and Reception

WEDNESDAY, APRIL 13

5:45 AM	Le Centre Sheraton Lobby	NCME Fitness Run/Walk
8:00	F1	Grand Salon Symphonie, Delta Montreal
		NCME Breakfast, Business Meeting, and Presidential Address
		Measurement 101: Some Fundamentals Revisited
10:35	G1	Second Floor Foyer
	G2	Paloma Picasso
		Classroom Assessment Showcase Poster Session
		Enhancing the Diagnostic Value of Large-Scale Achievement Tests: Technical Developments and Applications- Related Paper Session

<i>Time</i>	<i>Session Number</i>	<i>Room</i>	<i>Session Title</i>
	G3	Monet	Generalizability Theory: Issues and Applications-Paper Session
12:25 PM	H1	Paloma Picasso	Leveraging Student Evaluation Standards for Systemic Educational Improvement-Related Paper Session
	H2	Monet	Measurement Issues in Licensure and Certification Testing – Paper Session
	H3	Pablo Picasso	Constructs and Methods in Measuring Growth - Paper Session
2:15	I1	Paloma Picasso	A New Assessment of Information and Communication Technology (ICT): Design, Methodology, Analysis and Validity - Symposium
	I2	Monet	Emerging Statistical Technologies in Psychometrics – Symposium
	I3	Pablo Picasso	The Use of Writing Assessment Results in High-Stakes Admissions Testing Programs - Invited Symposium
	I4	Chagall	Evaluating Potential Threats to the Validity of Licensure Examinations-Related Paper Session
4:05	J1	Monet	Making Computerized Adaptive Testing More Secure – Symposium
	J2	Pablo Picasso	How are the 1999 <i>Standards</i> Doing in 2005? – A Panel Discussion-Invited Panel
	J3	Second Floor Foyer	Graduate Student Poster Session (Sponsored by the NCME Graduate Student Issues Committee)

THURSDAY, APRIL 14

8:15 AM	K1	Paloma Picasso	Test Accommodations: Methods and Implications - Paper Session
	K2	Monet	Assessing Model and Item Fit Under an IRT Framework - Paper Session
	K3	Pablo Picasso	Multi-stage and Multiple Fixed Form CBT Design Models, Quality Control, and Support Systems - Invited Symposium
10:35	L1	Paloma Picasso	Test Development: Item Formats and Assembly Methods
	L2	Monet	Test Adaptation and Test Translation - Paper Session

<i>Time</i>	<i>Session Number</i>	<i>Room</i>	<i>Session Title</i>
	L3	Pablo Picasso	Future Directions for Performance Assessment - Invited Symposium
	L4	Chagall	Methods for Classifying Examinees - Paper Session
12:25 PM	M1	Paloma Picasso	The Implications of Item Response Time for Test Score Validity in Computer-Based Tests - Symposium
	M2	Monet	Moving From Paper and Pencil to Online Testing: Findings from a State Large Scale Assessment Program-Related Paper Session
	M3	Pablo Picasso	Approaches to Accountability and Modernization in Assessment Practices Across Europe - Invited Symposium
	M4	Chagall	Assessing DIF - Paper Session
2:15	N1	Paloma Picasso	Research and Developments in Standard Setting-Related Paper Session
	N2	Monet	Issues in Computer-Based Testing - Paper Session
	N3	Pablo Picasso	Trials and Tribulations of Transitioning from Measurement Theory to Practice - Symposium (Sponsored by the NCME Graduate Student Issues Committee)
	N4	Chagall	Innovative Approaches to Diagnostic Assessment - Paper Session
4:05	O1	Paloma Picasso	Dimensionality: Truth and Consequences - Paper Session
	O2	Monet	Ability and Test Score Estimation - Paper Session
	O3	Pablo Picasso	Defending Standardized Testing: Why and How-Related Paper Session
4:15		Matisse	NCME Board of Directors Meeting

Wednesday, 12:25 – 1:55 PM

**Pablo Picasso,
Sofitel Montreal**

H3

Constructs and Methods in Measuring Growth - Paper Session

Moderator

Doug Becker, ACT, Inc.

Presenters

Steve Ferrara, Teresa Duncan, Rachel Freed, Alejandra Velez-Paschke, Annie Mattessich, Kelly Westphalen, Allison Burke, and Jennifer McGivern, AIR
Comparing the science achievement constructs achieved and targeted by two state science assessments

Vanessa Lall, Lora Monfils, Dianne Henderson-Montero, Deanna Morgan, Educational Testing Service
Modeling growth toward proficiency: Evaluating the rate of expected academic change (REACH) ratio

Liz Hollingworth, Michelle A. Mengeling, Stephen B. Dunbar, University of Iowa
A closer look at accountability

G. Gage Kingsbury, Marty McCall, Northwest Evaluation Association
A hybrid model of school success: Measuring growth in the context of standards

Discussants

W. James Popham, University of California-Los Angeles
Stan Rabinowitz, WestEd

Wednesday, 2:15 – 3:45 PM

**Paloma Picasso,
Sofitel Montreal**

I1

**A New Assessment of Information and Communication Technology (ICT):
Design, Methodology, Analysis and Validity - Symposium**

Organizers

Duanli Yan, Educational Testing Service

Russell Almond, Educational Testing Service

Moderator

Robert Mislevy, University of Maryland-College Park

Presenters

David Williamson, Irvin Katz, Peggy Redman, Educational Testing Service

Design and architecture of the ICT Literacy Assessment

Frank F. Jenkins, Jiahe Qian, Educational Testing Service

IRT analysis of the ICT Literacy Assessment

Duanli Yan, Russell Almond, Denise Chang, Educational Testing Service

Bayes net analysis of the ICT Literacy Assessment

Irvin Katz, Educational Testing Service

Validity studies for the ICT Literacy Assessment

Discussants

Kentaro Yamamoto, Educational Testing Service

John Behrens, CISCO Learning Institute

Wednesday, 2:15 – 3:45 PM

**Monet,
Sofitel Montreal**

I2

Emerging Statistical Technologies in Psychometrics - Symposium

Organizer

Jiahe Qian, Educational Testing Service

Moderator

Hua-Hua Chang, University of Texas-Austin

Presenters

Jiahe Qian, Bruce Kaplan, Educational Testing Service

Recent progress in the survey design for large-scale assessments

Jinming Zhang, Educational Testing Service

Multidimensional item response theory in conjunction with test frameworks

Xueli Xu, Educational Testing Service, Jeff Douglas, University of Illinois-Urbana/Champaign, Young-Sun Lee, Columbia University

Equating with nonparametric IRT models

Rongchun Zhu, Jeff Douglas, University of Illinois-Urbana/Champaign

Implementation of optimal design for item calibration in CAT

Zhiliang Ying, Columbia University, Hua-Hua Chang, University of Texas-Austin

Modeling response latencies for computerized adaptive tests

Discussants

Mathias von Davier, Educational Testing Service

Bo Wang, The College Board

Wednesday, 2:15 – 3:45 PM

**Pablo Picasso,
Sofitel Montreal**

I3

The Use of Writing Assessment Results in High-Stakes Admissions Testing Programs - Invited Symposium

Organizer

Catherine Welch, ACT, Inc.

Moderator

Tim Burden, ACT, Inc.

Presenters

Larry Rudner, Graduate Management Admissions Council, Catherine Welch, ACT, Inc.

An evaluation of Intellimetric™ essay scoring system using responses to the GMAT® Analytical Writing Assessment

Ellen Julian, Association of American Medical College

MCAT writing sample today and speculation on possible tomorrows

Peter Pashley, Law School Admissions Council

Assessing writing for law school admissions: From current writing sample to plans for a scored writing assessment

Wayne Camara, The College Board

Development, use and impact of a writing test for college admissions

Catherine Welch, ACT, Inc.

The design, development, use and impact of an optional writing test

Discussant

Mark Shermis, Florida International University

Tapes of this session are available in the second floor foyer of the Sofitel Montreal.

Wednesday, 2:15 – 3:45 PM

**Chagall,
Sofitel Montreal**

I4

**Evaluating Potential Threats to the Validity of Licensure Examinations -
Related Paper Session**

Organizer/Moderator

Michael Kane, National Conference of Bar Examiners

Presenters

Susan M. Case, Douglas R. Ripkey, National Conference of Bar Examiners

*Enhancing construct representativeness of licensure examinations by using
multiple formats*

Douglas R. Ripkey, Andrew A. Mroch, National Conference of Bar Examiners

Increasing decision accuracy for licensure examinations with multiple formats

Sarah M. Bonner, University of Arizona

Investigating the cognitive processes in responding to MBE questions

Discussant

Robert L. Brennan, University of Iowa

Wednesday, 4:05 – 6:05 PM

**Monet,
Sofitel Montreal**

J1

Making Computerized Adaptive Testing More Secure - Symposium

Organizers

Hua-Hua Chang, University of Texas-Austin

Wim van der Linden, University of Twente

Moderator

John Olson, Harcourt Assessment, Inc.

Presenters

Hua-Hua Chang, University of Texas-Austin, Jinming Zhang, Educational Testing Service

Rescuing CAT by fixing the problems

Jinming Zhang, Educational Testing Service, Hua-Hua Chang, University of Texas-Austin

The effectiveness of using multiple item pools or linear form tests in enhancing test security

Daniel Segall, Defense Manpower Data Center

Specifying CAT pool sizes and replacement schedules: An integrated approach based on the sharing item response theory model

Wim van der Linden, Bernard Veldkamp, University of Twente

Minimizing conditional item-exposure rates in adaptive testing

Qing Yi, Harcourt Assessment, Inc., Jinming Zhang, Educational Testing Service, Hua-Hua Chang, University of Texas-Austin

Identifying practical indices for enhancing item pool security

Discussants

Barbara D. Dodd, University at Texas-Austin

Mark D. Reckase, Michigan State University

Tapes of this session are available in the second floor foyer of the Sofitel Montreal.

Wednesday, 4:05 – 6:05 PM

**Pablo Picasso,
Sofitel Montreal**

J2

How are the 1999 *Standards* Doing in 2005? – A Panel Discussion - Invited Panel

Organizer/Moderator

Daniel Eignor, Educational Testing Service

Panelists

Michael Zieky, Educational Testing Service

Michael J. Kolen, University of Iowa/Iowa Testing Programs

Margaret Jorgensen, Harcourt Assessment, Inc.

Jamal Abedi, University of California-Los Angeles/CRESST

Michael Kane, National Conference of Bar Examiners

Tapes of this session are available in the second floor foyer of the Sofitel Montreal.

Graduate Student Poster Session (Sponsored by the NCME Graduate Student Issues Committee)

Organizers

Daniel Sass, University of Wisconsin-Milwaukee

Samantha Burg, University of North Carolina-Chapel Hill

Presenters

1. Andrew J. Poggio, University of Iowa
Revisiting the item format question: Can the multiple choice format meet the demand for monitoring higher order skills?
2. Ying Lu, Songbai Lin, University of Massachusetts-Amherst
Assessing fit of item response theory models
3. Haniza Yon, Mark D. Reckase, Michigan State University
A multidimensional linking of science achievement tests
4. Catherine Turcotte, Sarah Plouffe, Robin D. Tierney, University of Ottawa
Relevant teaching practices and the achievement of Ontario's French-language minority students on the 2001 Progress in International Reading Literacy Study (PIRLS)
5. Sarah Plouffe, Robin Tierney, Catherine Turcotte, University of Ottawa
Impact of classroom teaching and assessment practices and the use of technology on the achievement of French-language minority students in Ontario on the 1999 TIMSS-R.
6. Jodi Herold McIlroy, University of Toronto
Examining variability in standard setting judges' modeled policies using hierarchical generalized linear modeling (HGLM)
7. Tia Corliss, Phoebe Winter, Rebecca Kopriva, University of Maryland-College Park
Using focus group results as evidence for validity studies
8. Thomas A. Schmitt, Cindy M. Walker, Daniel A. Sass, University of Wisconsin-Milwaukee
The impact of speededness on ability estimation within a computer adaptive testing environment
9. Yue Zhao, University of Massachusetts-Amherst
Using multidimensional models to improve diagnostic score reporting for large scale tests
10. Hua Wei, Weihua Fan, Yi Cao, Robert Mislevy, University of Maryland-College Park
A Bayesian estimation approach to investigate access and accommodations in mathematics assessment

11. Jie Lin, W. Todd Rogers, University of Alberta
Validity of simultaneous approaches to the development of equivalent achievement tests in English and French
12. Leslie R. Odom, University of North Texas
Using technology in measurement curricula: An application of Microsoft® Excel for all things reliability
13. Michaela Gelin, Bruno D. Zumbo, University of British Columbia
Operating characteristics of the MIMIC approach for differential item functioning: Joreskog's estimation method with ML and WLS
14. Xuan Tan, Mark J. Gierl, University of Alberta
Using global and local DIF analyses to assess DIF across language groups
15. Semonti Basu, Rice University, Carol Myford, Christine Salisbury, University of Illinois-Chicago
Evaluating the effectiveness of rating designs in assessing student work using a many-faceted Rasch model
16. Katherine A. Tibbetts, University of Hawai`I-Mānoa
The non-equivalence of normative representations of test results across versions
17. Lingyun Gao, Changjiang Wang, University of Alberta-Edmonton
Using five procedures to detect DIF for passage-based testlets
18. Peter Baldwin, University of Massachusetts
Considering parameter estimation with small samples using item response theory

Thursday, 8:15 – 10:15 AM

**Paloma Picasso,
Sofitel Montreal**

K1

Test Accommodations: Methods and Implications - Paper Session

Moderator

Mary Pitoniak, Educational Testing Service

Presenters

Joy Matthews-Lopez, Ohio University, College of Osteopathic Medicine
Time accommodations in adapted tests

Carmel Oren, Ariela Even, National Institute for Testing & Evaluation
The fairness and validity of the selection system to higher education for students with disabilities

Leanne Ketterlin-Geller, Gerald Tindal, University of Oregon
Developing a new paradigm for conducting research on accommodations in mathematics testing

Sue Bechard, Measured Progress, Patricia Almond, Janet Filbin, Consultants
Aligning to standards from the "get go:" Designing alternate assessments based on states' standards, expanded benchmarks, and universal design

Patricia J Almond, Consultant, Sue Bechard, Measured Progress, Janet Filbin, Consultant
Technical documentation for two types of alternate assessment for students with significant cognitive impairments: Applying the outline from the 2004 training course

Patricia Almond, Janet Filbin, Consultants
Reliability in two alternate assessment types for students with significant cognitive impairments: Administration fidelity, rater agreement, and internal consistency

Discussants

Kurt Geisinger, College of St. Thomas

William Schafer, University of Maryland

Thursday, 8:15 – 10:15 AM

**Monet,
Sofitel Montreal**

K2

Assessing Model and Item Fit Under an IRT Framework - Paper Session

Moderator

Qing Yi, Harcourt Assessment, Inc.

Presenters

Christina van Barneveld, Lakehead University

The effect of low motivation on test construction within an IRT framework

Sandip Sinharay, Educational Testing Service

Bayesian item fit analysis for unidimensional item response theory models

Frank F. Jenkins, Educational Testing Service

Bayesian estimates for a complex problem-solving task in the National Assessment of Educational Progress

Andrew A. Mroch, Daniel M. Bolt, James A. Wollack, University of Wisconsin-Madison

A new multi-class mixture Rasch model for test speededness

Deping Li, Michigan State University, John R. Donoghue, Catherine A.

McClellan, Educational Testing Service

Asymptotic distribution of an IRT measure of item fit based on observed matrix of interrelations among pseudocounts

Craig S. Wells, University of Massachusetts-Amherst, James A. Wollack, University of Wisconsin-Madison, Ronald C. Serlin, University of Wisconsin-Madison

An equivalency test for model fit

Discussants

Hariharan Swaminathan, University of Connecticut

Richard Patz, R. J. Patz, Inc.

Thursday, 8:15 – 10:15 AM

**Pablo Picasso,
Sofitel Montreal**

K3

Multi-stage and Multiple Fixed Form CBT Design Models, Quality Control, and Support Systems - Invited Symposium

Organizer/Moderator

Richard M. Luecht, University of North-Carolina Greensboro

Presenters

David B. Swanson, Brian E. Clauser, Gerard F. Dillon, Kathleen Z. Holtzman,
National Board of Medical Examiners

Operational testing systems for USMLE Step 3

Gerald Melican, Krista Breithaupt, Craig Mills, AICPA

Multi-stage testing and case studies in a fully-functioning licensing examination

Richard M. Luecht, University of North Carolina-Greensboro

Some useful cost-benefit criteria for evaluating computer-based test delivery models and systems

Dmitry I. Belov, Law School Admission Council, Ronald D. Armstrong,
Rutgers University

A monte carlo approach for evaluating and designing multi-stage adaptive tests

Discussants

Stephen G. Sireci, University of Massachusetts-Amherst

April L. Zenisky, University of Massachusetts-Amherst

Tapes of this session are available in the second floor foyer of the Sofitel Montreal.

Thursday, 10:35 – 12:05 PM

**Paloma Picasso,
Sofitel Montreal**

L1

Test Development: Item Formats and Assembly Methods - Paper Session

Moderator

Kyoko Ito, CTB/McGraw-Hill

Presenters

Jacqueline P. Leighton, Rebecca Gokiart, University of Alberta

The cognitive effects of test item features: Identifying construct irrelevant variance and informing item generation

Andrew Poggio, University of Iowa, Dawn Bentley Clayton, Doug Glasnapp,

John Poggio, Pete Haack, Jennifer Thomas, University of Kansas

Revisiting the item format question: Can the multiple choice format meet the demand for monitoring higher order skills?

Russell Smith, Thomson Prometric

Automated test assembly using a weighted dynamic target test information function

Pei-Hua Chen, Hua-Hua Chang, University of Texas-Austin

Automated test assembly for multiple test forms by two item pool stratification models

Discussants

Kadriye Ercikan, University of British Columbia

David Mittelholtz, Pearson Educational Measurement

Thursday, 10:35 – 12:05 PM

**Monet,
Sofitel Montreal**

L2

Test Adaptation and Test Translation - Paper Session

Moderator

Carol George-Ezzelle, GED Testing Service

Presenters

Guillermo Solano-Flores, American Institute for Research, Luis A. Contreras-Nino, Eduardo Backhoff-Escudero, Institution UABC-Mexico

The Mexican translation of TIMSS-1995: Lesson on test translation from a post-mortem study

Kevin Meara, Educational Testing Service

Adapting the New Jersey Assessment of Skills and Knowledge Mathematics Tests into Spanish: A field study

Alvaro Arce-Ferrer, Harcourt Assessment, Inc.

Investigating translation and adaptation of rating scales for Spanish-speaking populations

Jorge Carvajal-Espinoza, John Poggio, Xiangdong Yang, University of Kansas
A differential item functioning study for two translated tests in a large scale assessment

Rubab Arim, Kadriye Ercikan, University of British Columbia

Comparability between the US and Turkish versions of the Third International Mathematics and Science Study's Mathematics Test results

Discussants

Patricia Baron, Educational Testing Service

Andre Rupp, University of Ottawa

Thursday, 10:35 – 12:05 PM

**Pablo Picasso,
Sofitel Montreal**

L3

Future Directions for Performance Assessment - Invited Symposium

Organizer

Suzanne Lane, University of Pittsburgh

Moderator

Carol Parke, Duquesne University

Presenters

Suzanne Lane, University of Pittsburgh

Status and future directions for performance assessments in education

Richard Lehrer, Vanderbilt University

Future directions for designing cognitively rich and developmentally appropriate performance assessments

Randy Bennett, Educational Testing Service

Current issues and future directions in using computers for performance assessment

Richard Patz, R. J. Patz, Inc.

Advances in psychometric methods for performance assessment

Discussant

Robert Linn, University of Colorado-Boulder

Tapes of this session are available in the second floor foyer of the Sofitel Montreal.

Thursday, 10:35 – 12:05 PM

**Chagall,
Sofitel Montreal**

L4

Methods for Classifying Examinees - Paper Session

Moderator

Liru Zhang, Delaware State Department of Education

Presenters

Xiangdong Yang, John Poggio, Douglas Glasnapp, University of Kansas
Effects of estimation bias on classifying examinees into multiple categories with an IRT-based adaptive classification procedure

Alexander Weissman, Law School Admission Council
Multidimensional adaptive classification using the sequential probability ratio test and mutual information item selection

Changhua S. Rich, Furong Gao, Lisue Chen, CTB/McGraw-Hill
Establish cut scores in a locator test using IRT information and discriminant analysis

Shuhong Li, University of Massachusetts-Amherst
Evaluating the accuracy of proficiency classifications using item response theory

Discussants

John Kalohn, ACT, Inc.

G. Gage Kingsbury, Northwest Evaluation Association

Thursday, 12:25– 1:55 PM

**Paloma Picasso,
Sofitel Montreal**

M1

**The Implications of Item Response Time for Test Score Validity in
Computer-Based Tests - Symposium**

Organizer and Moderator

Steven L. Wise, James Madison University

Presenters

Steven L. Wise, Xiaojing Kong, James Madison University

Response time effort: A new measure of examinee motivation in computer-based tests

Xiaojing Kong, Dennison S. Bhola, Steven L. Wise, James Madison University

Setting the response time threshold parameter to differentiate solution behavior from rapid-guessing behavior

John Cronin, Brian Bontempo, G. Gage Kingsbury, Carl Hauser, Marty

McCall, Ron Houser, Northwest Evaluation Association

Using item response time and accuracy on a computer adaptive test to predict deflated estimates of performance

Martha McCall, John Cronin, Brian Bontempo, G. Gage Kingsbury, Carl

Hauser, Ron Houser, Northwest Evaluation Association

Expected and observed response times on computer adaptive tests

Brian Bontempo, G. Gage Kingsbury, John Cronin, Carl Hauser, Marty

McCall, Ron Houser, Northwest Evaluation Association

Using item response theory to calculate examinee speed and item duration

Discussant

Deborah Schnipke, Virtual Psychometrics

Thursday, 12:25– 1:55 PM

**Monet,
Sofitel Montreal**

M2

Moving From Paper and Pencil to Online Testing: Findings from a State Large Scale Assessment Program - Related Paper Session

Organizer

John Poggio, University of Kansas

Moderator

William Skorupski, University of Kansas

Presenters

Douglas Glasnapp, University of Kansas

A study of comparability of item and score results from computerized and paper and pencil mathematics testing in a state large scale assessment program

John Poggio, University of Kansas

Assessing reading comprehension based on computerized and paper and pencil formats in a state large scale assessment program

Michelle Bartholow, University of Kansas

Relationships and factors associated with performance among CBT mathematics scores and academic and computer behaviors and attitudes

Anne Beauchamp, University of Kansas

An affective and behavioral model evaluation and exploring measured achievement on computerized reading assessments

Discussant

Randy Bennett, Educational Testing Service

Thursday, 12:25– 1:55 PM

**Pablo Picasso,
Sofitel Montreal**

M3

**Approaches to Accountability and Modernization in Assessment Practices
Across Europe - Invited Symposium**

Organizer/Moderator

Chris Whetton, National Foundation for Educational Research

Presenters

Per-Erik Lyrén, Umeå University, Sweden

Approaches to accountability and modernisation in assessment practices in Sweden

Deborah Chetcuti, Grace Grima, University of Malta

The Maltese SEC (Secondary Education Certificate) Examinations: A system of differentiated papers

Gunter Maris, CITO International, Arnhem, The Netherlands, Galina Kovaleva,
Federal Institute of Pedagogical Measurement, Moscow, Russia

Central examinations in Russia and the Netherlands: A comparison

Henryk Szaleniec, Regional Examination Board, Krakow, Poland

External examinations in Poland - Extended response questions assessment.

Discussants

Eduardo Cascallar, Assessment Group International, Brussels, Belgium

Jannette Elwood, Queen's University, Belfast, Northern Ireland

Tapes of this session are available in the second floor foyer of the Sofitel Montreal.

Thursday, 12:25– 1:55 PM

**Chagall,
Sofitel Montreal**

M4

Assessing DIF - Paper Session

Moderator

Terry Ackerman, University of North Carolina-Greensboro

Presenters

Craig S. Wells, University of Massachusetts-Amherst, Allan S. Cohen,
University of Georgia, Ronald C. Serlin, University of Wisconsin-
An equivalency test for DIF

Cindy M. Walker, University of Wisconsin-Madison, Mark Gierl, Katie Ricker,
University of Alberta
*Assessing differential item functioning using multiple groups: A power and type
I error analysis using TESTGRAF*

Pui-Wa Lei, Pennsylvania State University, Shu-Ying Chen, Chung-Chen
University, Lan Yu, Pennsylvania State University
*Comparing methods of assessing differential item function in computerized
adaptive testing environment*

Young-Sun Lee, Columbia University, Allan Cohen, University of Georgia
*An investigation of the likelihood ratio test for detection of differential item
functioning in testlet-based tests*

Dongmei Li, Michael J. Kolen, University of Iowa
*Exploring item characteristics associated with DIF in reading comprehension
between English language learners (ELLs) and native English speaking
students (non-ELLs)*

Discussants

Sheila Barron, University of Iowa
Lloyd Bond, Carnegie Foundation

Thursday, 2:15– 3:45 PM

**Paloma Picasso,
Sofitel Montreal**

N1

Research and Developments in Standard Setting - Related Paper Session

Organizer

Natasha Williams, Pearson Educational Measurement

Moderator

Laurie L. Davis, Pearson Educational Measurement

Presenters

E. Matthew Schulz, ACT, Inc., Howard Mitzel, Pacific Metrics
The mapmark standard setting method

Jason Schwartz, Pacific Metrics
Making domain descriptors accessible to standard setting panelists

Ping Yin, E. Matthew Schulz, ACT, Inc.
An empirical study of Angoff-based and bookmark-based standard setting procedures

Ricardo Mercado, Karla Egan, CTB/McGraw-Hill
Performance level descriptors

Natasha Williams, Pearson Educational Measurement, E. Matthew Schulz, ACT, Inc.
An investigation of response probability (RP) values used in standard setting

Discussants

George Engelhard, Jr., Emory University
Mark D. Reckase, Michigan State University

Thursday, 2:15– 3:45 PM

**Monet,
Sofitel Montreal**

N2

Issues in Computer-Based Testing - Paper Session

Moderator

John Kalohn, ACT, Inc.

Presenters

Steven L. Wise, Kara M. Owens, Sheng-Ta Yang, Brandi Weiss, Sonia J. Horst, Hillary L. Kissel, Xiaojing Kong, James Madison University
An investigation of the effects of self-adapted testing on examinee effort and performance in a low-stakes achievement test

Randall D. Penfield, University of Miami
Evaluating stopping criteria in computerized adaptive testing using a posterior-weighted test information function

Ying Cheng, Hua-Hua Chang, University of Texas-Austin
"Customized" stratification in CAT: How many strata to use?

Sara Clough, Walter Vispoel, Michelle Croft, University of Iowa, Timothy Bleiler, SUNY-Buffalo, Zhongmin Cui, University of Iowa
Computerized versus paper-and-pencil assessment of self-concept: Score comparability, administration time and respondent preferences across multiple domains and item formats

Kathleen Scalise, University of California-Berkeley
Bundle models for data driven content in E-learning and CBT: The BEAR CAT approach

Discussants

Howard Wainer, National Board of Medical Examiners
James McBride

Thursday, 2:15– 3:45 PM

**Pablo Picasso,
Sofitel Montreal**

N3

Trials and Tribulations of Transitioning from Measurement Theory to Practice - Symposium (Sponsored by the NCME Graduate Student Issues Committee)

Organizers/Moderators

Jeffrey B. Hauger, University of Massachusetts-Amherst
Olesya Falenchuk, University of Toronto

Presenters

Gregory J. Cizek, University of North Carolina-Chapel Hill
A look the other way: From measurement practice to theory

Edward H. Haertel, Stanford University
High stakes tests as policy tools: Dilemmas of theory and practice

Stephen G. Sireci, University of Massachusetts-Amherst
Measurement problems revisited

Wim J. van der Linden, University of Twente
Multiple categories, steps, dimensions, and levels in item response theory

Thursday, 2:15– 3:45 PM

**Chagall,
Sofitel Montreal**

N4

Innovative Approaches to Diagnostic Assessment - Paper Session

Moderator

Ratna Nandakumar, University of Delaware

Presenters

Youngsuk Suh, Daniel Bolt, Jee-Seon Kim, University of Wisconsin-Madison
Using random effects modeling to address attribute heterogeneity in cognitive diagnosis

Richard Schwarz, CTB/McGraw-Hill, Huiliang Xie, University of Iowa
Using Bayesian inference networks for representing developmental ordering in diagnostic assessments

Jianbin Fu, American Institutes for Research, Daniel M. Bolt, Yanmei Li, University of Wisconsin-Madison
Evaluating item fit for a polytomous fusion model using posterior predictive checks

Jeff Douglas, University of Illinois-Urbana/Champaign, Jimmy de la Torre, Rutgers University
Modeling multiple strategies in cognitive diagnosis

Jimmy de la Torre, Rutgers University
Test equating in cognitive diagnosis

Discussants

Jinming Zhang, Educational Testing Service
Hua-Hua Chang, University of Texas-Austin

Thursday, 4:05– 6:05 PM

**Paloma Picasso,
Sofitel Montreal**

O1

Dimensionality: Truth and Consequences - Paper Session

Moderator

Pui-Wa Lei, Pennsylvania State University

Presenters

Holmes Finch, Ball State University, Patrick Monahan, Indiana University
School of Medicine

*Dimensionality assessment: Comparison of bootstrap modified parallel
analysis with parallel analysis and DETECT*

Kathryn Ricker, Mark J. Gierl, University of Alberta

*The consequences of multidimensionality to the robustness of IRT equating
using a common-items nonequivalent groups design*

Yanlin Jiang, Deping Li, Michigan State University

*Estimating linear logistic multidimensional item responses models by MCMC
methods*

Ximena Uribe-Zarain, Ratna Nandakumar, University of Delaware, Feng Yu,
Educational Testing Service

Application of DIMTEST and DETECT for modeling test data

Timothy Stump, Patrick Monahan, Colleen McHorney, Anthony J Perkins,
Indiana University, Holmes Finch, Ball State University, Ronald K.
Hambleton, University of Massachusetts-Amherst

*Bias of exploratory and cross-validated DETECT index under null hypothesis
of unidimensionality*

Discussants

Bert Green, Johns Hopkins University

Brian Habing, University of South Carolina

Ability and Test Score Estimation - Paper Session

Moderator

S. Natasha Beretvas, University of Texas-Austin

Presenters

Jinming Zhang, Educational Testing Service

Bias correction for the maximum likelihood estimator of ability

Kyoko Ito, Lihua Yao, CTB/McGraw-Hill

Differences in ability and item parameter estimates by applying unidimensional versus multidimensional models to across-grade data

Thakur Karkee, CTB/McGraw-Hill, Kyoko Ito, CTB/McGraw-Hill, Angela Shook, Oklahoma State Department of Education

Evaluation of missing data treatment methods on the estimation of IRT based test scores

Chingwei Shin, Pearson Educational Measurement, Timothy Ansley, University of Iowa, Tsung-Hsun Tsai, Riverside Publishing, Xia Mao, University of Iowa

A comparison of methods of estimating objective scores

William P Skorupski, University of Kansas, Lisa A. Keller, University of Massachusetts-Amherst

A promising new weighting procedure for robust ability estimation in item response theory

Discussants

Jane Rogers, University of Connecticut

Daniel Bolt, University of Wisconsin-Madison

Thursday, 4:05– 6:05 PM

**Pablo Picasso,
Sofitel Montreal**

O3

Defending Standardized Testing: Why and How - Related Paper Session

Organizer

Richard Phelps, Third Education Group

Moderator

John Fremer, Caveon Test Security

Presenters

Richard Phelps, Third Education Group

Persistently positive: Forty years of public opinion on standardized testing

Gregory J. Cizek, University of North Carolina-Chapel Hill

High-stakes testing: Contexts, characteristics, critiques, and consequences

Richard Phelps, Third Education Group

The rich, robust research literature on standardized testing's achievement benefits

Stephen Sireci, University of Massachusetts-Amherst

The most frequently UNasked questions about standardized testing

George Cunningham, University of Louisville

Must high-stakes mean low quality?

Chad Buckendahl, Buros Institute for Assessment

Whose rules? The relationship between the "rules" and "law" of testing

Barbara Plake, Buros Institute for Assessment

Doesn't everybody know that 70% is passing? Or, how do they set those passing scores after all?

Kurt Geisinger, University of St. Thomas

The testing industry, ethnic minorities and those with disabilities

Mary Lyn Bourque, Mid-Atlantic Psychometric Services

Leave no standardized test behind

Discussant

John Fremer, Caveon Test Security

Tapes of this session are available in the second floor foyer of the Sofitel Montreal.

Thursday, 4:15– 7:15 PM

**Matisse,
Sofitel Montreal**

NCME Board of Directors Meeting

Members of NCME are invited to attend as observers.

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