



National Council on Measurement in Education

**2006
Annual Meeting
Program**

April 8-10, 2006

San Francisco, California

NCME • 2006 Annual Meeting & Training Sessions

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Future Annual Meetings

2007 Annual Meeting

April 10-12

Chicago, Illinois

2008 Annual Meeting

March 25-27

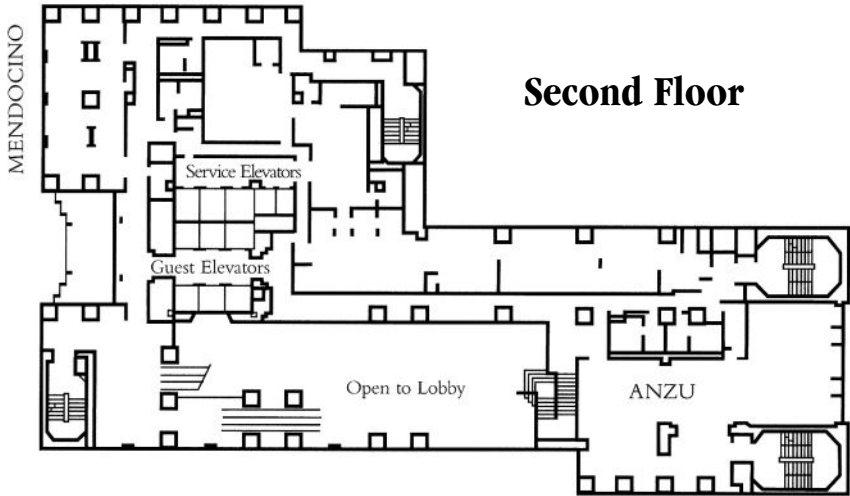
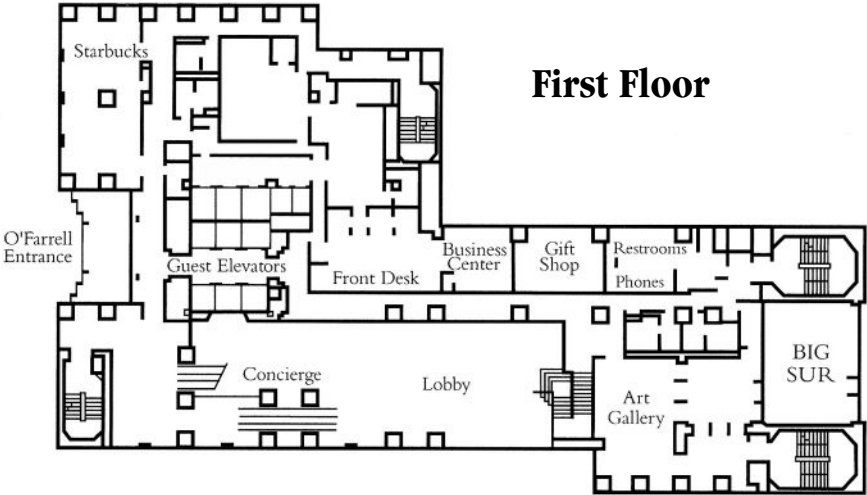
New York, New York

2009 Annual Meeting

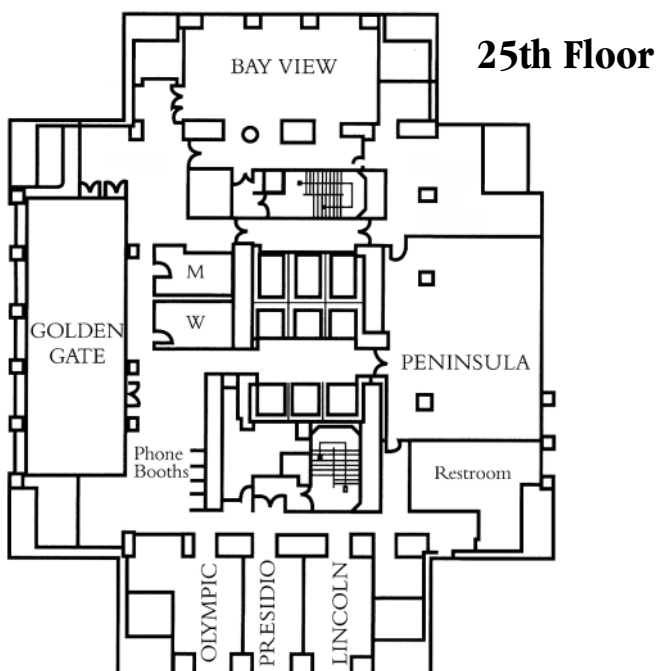
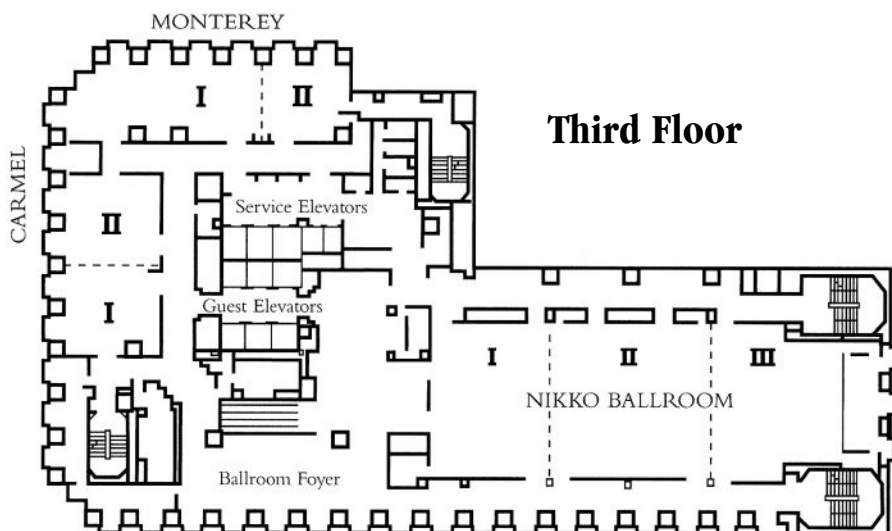
April 14-16

San Diego, California

Hotel Nikko San Francisco - Floor Plans



Hotel Nikko San Francisco - Floor Plans



NCME • 2006 Annual Meeting & Training Sessions

PRE-CONFERENCE TRAINING SESSIONS

NCME's pre-conference training sessions will be held at the Hotel Nikko San Francisco. All full-day sessions will run from 8:00 a.m. to 5:00 p.m. All half-day morning sessions will run from 8:00 a.m. to 12:00 noon. All half-day afternoon sessions will run from 1:00 p.m. to 5:00 p.m.

Thursday, April 6

8:00 a.m.-5:00 p.m. Monterey Ballroom I

Considerations in Setting Performance Standards

Presenters: Marianne Perie, Mary Pitoniak, Michael Zieky

This session focuses on setting performance standards: 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. Information on vertically moderated standards and adjusting committee-recommended cut scores also will be included. 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 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. Finally, significant time will be devoted to studying the validity of standard setting procedures and the resulting cut scores. Using Kane's (1994, 2001) 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 some sample standard setting materials.

8:00 a.m.-5:00 p.m. Peninsula Room

Test Equating Methods and Practice

Presenters: Michael Kolen, Robert Brennan

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 test forms 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, traditional and IRT equating methodology will be described, and practical issues will be discussed. The focus 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 co-directors' book *Test Equating, Scaling, and Linking Methods and Practices* (Second Edition), 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.

8:00 a.m.-5:00 p.m. Mendocino Room

Skills Diagnosis with Latent Variable Models

Presenters: Jeff Douglas, Jimmy de la Torre, Hua Chang, Robert Henson, Jon Templin

The primary aim of skills diagnosis is to develop and analyze tests in ways that reveal information with more diagnostic value, when compared with traditional approaches. In the methods for skills diagnosis that we consider, 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 skills diagnosis is to classify examinees according to this list of skills. In this training session, several popular modeling and classification approaches will be discussed. Three conjunctive latent class models known as the DINA, NIDA, and Fusion models will be introduced, and software for fitting these models with Mplus will be demonstrated. 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. In addition to sequential methods of test construction, indices for use in fixed-length test construction are also given. The training session is meant to provide practical guidelines for implementing skills diagnosis, and considers the essential topics of identifying the attributes measured by items as well as test equating.

8:00 a.m.-5:00 p.m. Nikko Ballroom III

Bayesian Networks in Educational Assessment

Presenters: Russel Almond, Robert Mislevy, David Williamson, Duanli Yan

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

This session is intended for people who have a good knowledge of probability and statistics (at the level of a college course in statistics with mathematics), but little experience with graphical models (Bayes nets) and related technologies. The audience should have some exposure to Bayesian ideas of inference, but extensive experience is not necessary. For the most part, we will discuss models in term

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of mathematics, not equations. Although key theorems in the area will be discussed, the goal will be to provide intuition rather than rigorous proof. It is recommended that participants bring a laptop computer.

8:00 a.m.-12:00 noon Monterey Ballroom II

Direct Estimation Software Interactive (DESI)

Presenters: Lydia Gladkova, Rebecca Moran, Matthias von Davier

DESI is a software program that gives estimates of the regression of a latent, or unobserved variable on a set of independent observed regressors and provides estimates of subgroup means and standard deviations based on these estimates. DESI also enables estimates based on multiple imputations from the latent variable posterior distribution. The EM algorithm, which is the statistical core of the program, works for any regression problem with missing variables. However, the main target of this session will be to demonstrate how the program works in context of a large-scale educational assessment. The underlying statistical model is a linear multivariate latent regression with unknown parameters. The estimation is performed through an iterative procedure based on the EM algorithm. The specific steps of the procedure depend on the number of subscales. The group statistics (means, standard errors and achievement levels) are estimated by using multiple imputations in a simulation subroutine.

In this session, the presenter will cover the statistical background of the underlying algorithm and its application to the educational assessment environment, and will demonstrate DESI, first using simulated data as examples and then by using real-life examples with NAEP National and State data. The DESI help manual written by ETS research staff will be the basis for this training session.

1:00 p.m.-5:00 p.m. Monterey Ballroom II

Exploring Growth Models Under NCLB

Presenters: Richard Hill, Ellen Forte Fast, Scott Marion, Bill Erpenbach

This training session will give people the latest information (current at the time of the NCME Annual Meeting) about what the United States Department of Education is allowing for growth models in the accountability plans required under No Child Left Behind, and ways that states might propose modifying their current AYP plans that would 1) provide increased validity to the process of identifying schools in need of improvement, and 2) have some chance of being approved. The session will be organized around the following ideas:

1. Clarifying why a growth model might do a better job of identifying the schools that are doing a good job with all their students than a status-only accountability model would.
2. Outlining all the ways that growth or value-added models might be incorporated into AYP plans.
3. Describing the methods that have been proposed to USED, which have been accepted and which have not, and the reasons for these decisions.
4. Suggesting next steps for states: a working component of the session during which participants have the opportunity to propose models/solutions and to obtain feedback from the panel, as well as other participants, in terms of validity and likelihood of acceptance by the USED.

1:00 p.m.-5:00 p.m. Carmel
Designing Tests with Security in Mind

Presenters: Cyndy Fitzgerald, David Foster, Jamie Mulkey

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 associated with testing increase, so do the rewards for test fraud. Test fraud takes on many forms, including 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 will be defined, strategies for writing both multiple-choice and performance items that will make fraudulent behavior more difficult will be demonstrated, and test assembly strategies to help protect against fraud will be discussed. Item-writing strategies and the type of test fraud these strategies help to eliminate will also be discussed. Performance-related item development strategies are divided into two categories: general strategies and strategies for computer-based testing. In addition, test development and/or test assembly methods will also be included in the discussion of how to make tests more secure.

Friday, April 7

8:00 a.m.-5:00 p.m. Nikko Ballroom II
Applying Hierarchical Models to Causal Inference

Presenters: Stephen Raudenbush, Guanglei Hong

The purpose of this training session is to introduce the recent development of causal inference concepts and methods for evaluating educational policy and program effects in multi-level settings when randomized experiments are infeasible. The presenters will teach hierarchical linear and nonlinear models in combination with propensity score-based methods for causal effect estimation. Education examples will be used throughout in lecture, discussion, and hands-on practice. The session is intended for researchers interested in investigating the effectiveness of educational policies, intervention programs, and various educational practices. It is recommended that participants bring a laptop computer with SPSS 13.0 or any other generic statistical software installed (e.g., SAS, S-PLUS, STATA).

8:00 a.m.-5:00 p.m. Nikko Ballroom I
The Kernel Method of Observed Score Test Equating

Presenters: Alina von Davier, Paul Holland, Ning Han

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 equipercenile-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

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ideas. They are: 1) pre-smoothing; 2) estimation of the score probabilities on the target population; 3) continuization; 4) computing the equating function; and 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 it into step 5) above. KE provides new tools for comparing two or more equating functions and to rationally choose between them.

In this session, theoretical issues will be considered along with numerical examples and software demonstration using real data. The book with the same title is the basis of this training session. The presenter will cover the theory behind KE as well as its application to the Equivalent Groups (EG) Design, Single Group (SG) Design, Counterbalanced (CB) Design, and Non-Equivalent Groups Anchor Test (NEAT) Design. KE allows us to give a unified discussion of Chain Equating and Post-Stratification Equating (frequency estimation and Tucker equating). A demo of the KE-software (ETS, 2005) will be provided.

8:00 a.m.-5:00 p.m. Monterey Ballroom

Practice Analysis for Licensing and Certification Programs

Presenters: Roberta Chinn, Norman Hertz

This training session will present various approaches for conducting practice analysis for regulatory purposes. There will be a mix of didactic presentation and participant exercises that illustrate the cognitive tasks involved in a practice analysis. The didactic presentation will provide 1) methodologies and models for practice analysis; 2) sampling strategies; and 3) approaches to data analysis and test plan construction. Participant exercises will address strategies for eliciting task and knowledge information from interviewees, conceptualizing tasks and knowledge, developing organizational frameworks, and developing narrative definitions of content domains. Participants will be provided binders with outlines of lecture topics, description of exercises, and a list of references for further reading.

8:00 a.m.-12:00 noon Nikko Ballroom III

Student Involvement and Formative Feedback in Classroom Assessment:
Measurement Concepts & Issues

Presenters: Jeff Beaudry, Dylan Wiliam, Sara Bryant

The purpose of this training session is to examine current theory and practice of classroom assessment, and focus on how students can benefit from direct involvement in classroom assessment. With increasing emphasis on formative assessment, this training session will provide a clear distinction between teacher-designed and commercial formative assessment. Learning activities will center on contemporary conceptions of validity and reliability, especially as they relate to student involvement in classroom assessment. Through the discussion of in-depth case studies of practicing teachers participants will explore a variety of issues such as: 1) development of a shared language of assessment; 2) clarification of achievement targets (content validity and setting goals); 3) opportunities for formative feedback; 4) development of formative assessment products to set and re-set standards; 5) development of fair and equitable learning environment; 6) use of data for student learning and teacher planning; and 7) support of peer and social learning.

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8:00 a.m.-12:00 noon **Carmel**
Tips for Graduate Students: Advice for Finishing School, Obtaining a Job, and Starting a Career

Presenters: Deborah Harris, Julio Sanclemente, Tammie Cumming

This training session will have 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 to do if you hate your job.

1:00 p.m.-5:00 p.m. **Nikko Ballroom III**
Planning and Developing a Testing Program

Presenters: Tom Haladyna, Steve Downing

This four-hour training helps interested participants learn to plan and develop a high quality testing program for measuring educational achievement in the schools or for credentialing. The training draws heavily on the *Handbook of Test Development* (Downing and Haladyna, Eds., 2006) which contains 33 chapters on all aspects of test development authored by leading authorities in testing. The recently published *Handbook* will be provided to participants, together with other workshop materials, which will be useful in assisting participants in developing tests. 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 testing 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.

1:00 p.m.-5:00 p.m. **Carmel**
Teaching Educational Measurement

Presenter: Deborah Bandalos

This training session has been designed to provide ideas, materials, and other resources for those who have teaching responsibilities for an introductory course in educational measurement. The training session will include discussions of topics to include in an educational measurement course, sequencing of topics, responding to the needs of students from different content areas, teaching strategies and materials, assessment methods, and recommendations for books, articles, websites, and other materials. Handouts will include examples of assignments, exercises, and assessments from a variety of experienced teachers of such courses.

Saturday, 8:15 a.m.-10:15 a.m., Nikko Ballroom I, A1

The Use of Response Time to Improve Computer-delivered Tests – Symposium

Organizer/Moderator

G. Gage Kingsbury, Northwest Evaluation Association

Presenters

Martha S. McCall, Northwest Evaluation Association, Brian Bontempo, Mountain Measurement

The nature of time as a variable

Wim J. van der Linden, University of Twente

Two empirical Bayes methods for using response times to improve item selection in adaptive testing

John Cronin, Northwest Evaluation Association

The affect of test stakes on item response time, response accuracy, and growth as measured on a computerized-adaptive test

Steven L. Wise, Dennison Bhola, Sheng-Ta Yang, James Madison University

Taking the time to improve the validity of low-stakes tests: The effort-monitoring CBT

Xiaojing J. Kong, Steven L. Wise, Christine J. Harmes, Sheng-Ta Yang, James Madison University

Motivational effects of praise in response-time-based feedback: A follow-up study of the effort-monitoring CBT

Discussant

Anthony R. Zara, Pearson Educational Measurement/VUE

Saturday, 8:15 a.m.-10:15 a.m., Nikko Ballroom II, A2

Shaping Policy and Practice: The Measurement Community's Role Across the Educational Continuum – Invited Symposium

Organizer/Moderator

Ed Wiley, University of Colorado, Boulder

Presenters

Lorrie Shepard, University of Colorado, Boulder

Using learning progressions to link classroom assessment and large scale assessments

Robert Linn, University of Colorado, Boulder

Large scale assessment and school improvement: Contributions of the measurement community

Ed Wiley, University of Colorado, Boulder

Teacher quality and credentialing: The role of the measurement community in shaping policy and practice

Richard Shavelson, Stanford University

Assessing learning to hold higher education accountable

Discussants

Daniel Koretz, Harvard University

Lorraine McDonnell, University of California, Santa Barbara

Saturday, 8:15 a.m.-10:15 a.m., Nikko Ballroom III, A3

Using Assessment Results to Improve District and School Practice – Related Paper Session

Organizer/Moderator

Laura S. Hamilton, RAND Corporation

Presenters

J.R. Lockwood, Daniel F. McCaffrey, RAND Corporation

How robust are value-added measures of teacher effects?

John F. Pane, Jacob W. Dembosky, RAND Corporation

Challenges to data-driven decision making in smaller school districts

Julie Marsh, RAND Corporation

Barriers to effective data use: Findings from three urban school districts

Laura S. Hamilton, Brian M. Stecher, RAND Corporation

Using test-score data in the classroom

Discussant

Joan L. Herman, CRESST/University of California, Los Angeles

Saturday, 8:15 a.m.-10:15 a.m., Monterey, A4

Topics in DIF and Item Parameter Drift – Paper Session

Moderator

Alan Bugbee, National Board of Osteopathic Medical Examiners

Presenters

Randall D. Penfield, University of Miami

A nonparametric method for assessing differential step functioning in polytomous items

Rebecca J. Gokiert, Jacqueline P. Leighton, University of Alberta

A three-stage approach for identifying gender differences on large-scale science assessments

Seon-Hi Shin, Nathan Wall, Harcourt Assessment, Inc.

Three differential item functioning detection methods with three different ability distributions

Holmes Finch, Ball State University, Brian F. French, Purdue University

Detection of crossing differential item functioning: A comparison of four methods

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

The impact of compounding item parameter drift on ability estimation

Paul E. Jones, Russell W. Smith, Thomson Prometric

Item parameter drift in certification exams and its impact on pass-fail decision making

Discussant

Seock-Ho Kim, University of Georgia

Saturday, 8:15 a.m.-10:15 a.m., Carmel, A5

Multidimensionality in IRT – Paper Session

Moderator

Amy Hendrickson, University of Maryland

Presenters

Lixiong Gu, Educational Testing Service, Lihua Yao, CTB/McGraw-Hill

A Bayesian multidimensional item response theory approach to improve parameter estimates for short tests with small sample sizes

Mark J. Gierl, Jacqueline P. Leighton, Xuan Tan, University of Alberta

Evaluating the cluster consistency of DETECT when data display complex dimensional structures

Matthew Finkelman, Measured Progress, Giles Hooker, McGill University, Keith Boughton, Lihua Yao, CTB/McGraw-Hill

Estimation irregularities in compensatory MIRT models

Yanwei Zhang, AICPA, Ratna Nandakumar, University of Delaware

Robustness of ability estimation to multidimensionality in CAST with implications to test assembly

Roy Levy, Robert J. Mislevy, University of Maryland, Sandip Sinharay, Educational Testing Service

Posterior predictive model checking for within-item multidimensionality in IRT

Discussants

David Thissen, University of North Carolina, Chapel Hill

Jinming Zhang, Educational Testing Service

Saturday, 10:35 a.m.-12:05 p.m., Nikko Ballroom I, B1

Emerging Psychometric Methods for Item Response Data – Symposium

Organizer/Moderator

Matthias von Davier, Educational Testing Service

Presenters

Matthias von Davier, Shirley Xu, Educational Testing Service

A class of cognitive diagnosis models for survey assessments

Xiaomin Huang, EMDS, College Park, Matthias von Davier, Educational Testing Service

Comparing latent trait models for large-scale survey background

James S. Roberts, Georgia Institute of Technology

Mixtures of the generalized graded unfolding model: Advances and applications of item response theory models for attitude measurement

Jinming Zhang, Educational Testing Service

A cognitive diagnosis model of raw responses for multiple-choice items

Sandip Sinharay, Matthias von Davier, Zhumei Guo, Educational Testing Service

Assessing the fit of latent regression models

Discussant

Susan Embretson, Georgia Institute of Technology

Saturday, 10:35 a.m.-12:05 p.m., Nikko Ballroom II, B2

Integrating Psychometrics and Education Policy: An Interactive Symposium – Symposium

Organizer

Stephen G. Sireci, University of Massachusetts, Amherst

Moderator

Kathryn A. McDermott, University of Massachusetts, Amherst

Presenters

Gregory J. Cizek, University of North Carolina, Chapel Hill
Test consequences, test validity, and testing policy

Lorraine M. McDonnell, University of California, Santa Barbara
Assessment as a policy instrument

Scott Marion, National Center for the Improvement of Educational Assessment
Theories of action in state and federal accountability systems: What might it look like if we did it right?

Kathryn A. McDermott, University of Massachusetts, Amherst
The politics of state accountability policy

Stephen G. Sireci, Christine Lewis, Andrea Martone, University of Massachusetts, Amherst

Why can't we all just get along? How psychometricians can work with school districts to improve student learning

Matthew Militello, University of Massachusetts, Amherst, Gary Sykes, Michigan State University

Why schools have trouble using test data

Discussant

Peggy Carr, National Center for Education Statistics

Saturday, 10:35 a.m.-12:05 p.m., Nikko Ballroom III, B3

Differential Item Functioning in Special Populations – Paper Session

Moderator

Craig S. Wells, University of Massachusetts, Amherst

Presenters

N. Scott Bishop, David Swift, Sid Sharairi, Riverside Publishing, Pui-Wa Lei, Penn State University, Chris Domaleski, Georgia Department of Education
Alternative procedures for identifying non-reading test items with high reading loads

Andre A. Rupp, Institute for Quality Management in Education, Hyeran Choi, Tracy Ferne, University of Ottawa
Integration of psychometric and cognitive information into differential item functioning (DIF) analysis: Impact of imputation methods and a cognitive approach to predicting DIF in SAIP reading comprehension items

Jorge Carvajal-Espinoza, Andrew Poggio, University of Kansas
Studying equivalence of Spanish language versions of a large scale assessment: Differential item functioning in the cognitive and affective domain

Maria Martiniello, Harvard Graduate School of Education
Linguistic complexity and item-anchored DIF detection for ELLs in the MCAS mathematics test

Behroz T. Maneckshana, Lora Monfils, Cara Cahalan-Laitusis, Mary Pitoniak, Educational Testing Service
Differential item functioning comparisons of disability categories for an alternate assessment

Discussants

Kadriye Ercikan, University of British Columbia
Jiahe Qian, Educational Testing Service

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Saturday, 10:35 a.m.-12:05 p.m., Monterey, B4

Topics in Performance and Alternate Assessment – Paper Session

Moderator

Joy Matthews-Lopez, Ohio University

Presenters

Dorinda J. Gallant, Ohio State University, Huynh Huynh, University of South Carolina

Predictive validity evidence for a curriculum-embedded performance assessment for young children in language arts and mathematics

Cathleen A. Kennedy, University of California, Berkeley

Simplified scoring of performance activities: Comparing assessment stories from complex and simple scoring approaches

Patricia J. Almond, University of Oregon

Multiple measures in performance-based alternate assessment using structured instructional tasks and activities

Zachary G. Stoumbos, Ronald D. Armstrong, Min Shi, Rutgers University
Person-fit measurement based on adaptive statistical process control

Sharon Mendes-Barnett, Diagnostic Accreditation Program, Bruno D. Zumbo, University of British Columbia

Relative performance of scoring designs for the assessment of constructed responses

Discussants

C. Dale Whittington, Shaker Heights Schools

Suzanne Lane, University of Pittsburgh

Saturday, 10:35 a.m.-12:05 p.m., Carmel, B5

Assessment in Higher Education – Invited Symposium

Organizer/Moderator

Donna Sundre, James Madison University

Presenters

Trudy W. Banta, Indiana University - Purdue University, Indianapolis
Validity of institutional quality comparisons

Peter Ewell, National Center for Higher Education Management Systems
Policy and politics in assessment in higher education

Richard Shavelson, Stanford University
Assessment of student learning in college: Rhetoric and promises

Brian Lindquist, University of Phoenix
Not deja vu all over again: Reengineering learning assessment at University of Phoenix

Discussants

Jessica Jonson, University of Nebraska, Lincoln
Jeff Smith, University of Otago

Saturday, 12:25 p.m.-1:55 p.m., Nikko Ballroom I, C1

Strengthening the Diversity Pipeline to Educational Measurement: The Role of Testing in Access, Recruitment, Participation, and Retention – Symposium

(Sponsored by the Diversity Issues and Testing Committee)

Organizer/Moderator

Michael C. Rodriguez, University of Minnesota

Presenters

Susan Cooper-Loomis, NAGB

National standardized test participation: Preparation, motivation and performance

Catherine M. Millett, Educational Testing Service

Enhancing the success of diverse college and graduate students: Promoting access to the profession

Elena C. Papanastasiou, Intercollege, Cyprus

Psychometric testing and psychometricians outside the USA

Jennifer Godinez, Minnesota Minority Education Partnership, Inc.

A model of access to higher education: Addressing a changing demographic

Ernest Davenport, University of Minnesota

The relation of achievement to number versus pattern of course taking

Discussant

Michael C. Rodriguez, University of Minnesota

Saturday, 12:25 p.m.-1:55 p.m., Nikko Ballroom II, C2

Current Issues in Test Security – Invited Symposium

Organizer/Moderator

John Fremer, Caveon Test Security

Presenters

John Fremer, Caveon Test Security

Setting standards for test security: What do we need? What do we have?

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

A systemic perspective on cheating

Ronald K. Hambleton, University of Massachusetts, Amherst

Have my test items been stolen? Item statistics to find out

W. James Popham, University of California, Los Angeles

Muting educators' motivation to cheat on "can't win" accountability tests

Discussant

Kathleen T. Williams, The College Board

Saturday, 12:25 p.m.-1:55 p.m., Nikko Ballroom III, C3

Unidimensional and Multidimensional Approaches to Vertical Scaling in Practical Contexts – Symposium

Organizer/Moderator

Dianne Henderson-Montero, Educational Testing Service

Presenters

Lydia Gladkova, Xueli Xu, Educational Testing Service

Cross grade scaling in NAEP: Linking design and analysis

Joyce Wang, Educational Testing Service

Establishing and evaluating a vertical scale within a complex assessment battery

Zhen Wang, Thakur Karkee, Donald Ross Green, CTB/McGraw-Hill

Exploring the effects of dimensionality on three vertical scaling procedures

Lihua Yao, CTB/McGraw-Hill

A non-compensatory multidimensional, multi-group IRT model for vertical scaling

Discussants

Hariharan Swaminathan, University of Connecticut

Richard J. Patz, RJ Patz, Inc.

Saturday, 12:25 p.m.-1:55 p.m., Carmel, C5

**The Texas Assessment of Knowledge and Skills in Transition:
Comparability of Online and Paper Administrations – Related Paper
Session**

Organizer/Moderator

Walter D. Way, Pearson Educational Measurement

Presenters

Laurie L. Davis, Pearson Educational Measurement

Score comparability of online and paper administrations of the Texas
Assessment of Knowledge and Skills

Leslie Keng, University of Texas, Austin

Item-level comparative analysis of online and paper administrations of the Texas
Assessment of Knowledge and Skills

Steven J. Fitzpatrick, Pearson Educational Measurement

Essay responses in online and paper Administrations of the Texas Assessment
of Knowledge and Skills

Katie L. McClarty, University of Texas, Austin

Survey responses from students and administrators to online versions of the
Texas Assessment of Knowledge and Skills

Discussant

Michael J. Kolen, University of Iowa

NCME • 2006 Annual Meeting & Training Sessions

Saturday, 2:15 p.m.-3:45 p.m., Nikko Ballroom I, D1

Providing Diagnostic Information to Support Reform Efforts under NCLB – Symposium

Organizers

Dianne Henderson-Montero, Lora Monfils, Educational Testing Service

Moderator

Lora Monfils, Educational Testing Service

Presenters

Chingwei (David) Shin, Pearson Educational Measurement

A comparison of methods for estimating subscale scores for mixed-format tests

Jack Vevea, University of California, Santa Cruz, Michael Edwards, Ohio State University

Who can benefit from subscore augmentation? Investigating the characteristics of simulees for whom augmented subscores are more accurate than non-augmented scores

Lora Monfils, Dianne Henderson-Montero, Teresa Dawber, Ning Han, Educational Testing Service

Supporting reform efforts through diagnostic subscore reports: Implications for schools

Dylan Wiliam, Caroline Wylie, Educational Testing Service

Diagnostic information based on a single item

Discussants

Gary Schaeffer, CTB/McGraw-Hill

Mark Wilson, University of California, Berkeley

Saturday, 2:15 p.m.-3:45 p.m., Nikko Ballroom II, D2

Innovations in Item Difficulty Modeling: Recent Developments and Novel Applications – Related Paper Session

Organizers

Kristen Huff, The College Board

Joanna S. Gorin, Arizona State University

Moderator

Maureen Ewing, The College Board

Presenters

Joanna S. Gorin, Arizona State University

Using alternative data sources to inform item difficulty modeling

Kathleen M. Sheehan, Irene Kostin, Hilary Persky, Educational Testing Service

Predicting item difficulty as a function of inferential processing requirements

Kristen Huff, The College Board

Using item difficulty modeling to inform descriptive score reports

Susan E. Embretson, Georgia Institute of Technology

Operationalizing the processes in mathematical reasoning: From human to artificial intelligence

Discussants

Isaac Bejar, Educational Testing Service

Patrick Kyllonen, Educational Testing Service

Saturday, 2:15 p.m.-3:45 p.m., Monterey, D4

Improving the Validity of School Accountability Systems with Standards-based Measures of Student Growth – Invited Symposium

Organizer/Moderator

Scott Marion, National Center for the Improvement of Educational Assessment

Presenters

Scott Marion, National Center for the Improvement of Educational Assessment
Validity considerations when measuring growth

Damian Betebenner, Boston College
Using Markov chain analysis to construct transition probability matrices

Rich Hill, National Center for the Improvement of Educational Assessment
Incorporating values into growth-based accountability systems

Discussant

Michael J. Kolen, University of Iowa

Saturday, 2:15 p.m.-3:45 p.m., Carmel, D5

Issues in Scaling and Equating – Paper Session

Moderator

Ming Lei, ACT, Inc.

Presenters

Jee-Seon Kim, University of Wisconsin, Madison

Using the distractor categories of multiple-choice items to improve IRT linking

Ye Tong, Pearson Educational Measurement, Michael J. Kolen, University of Iowa

Scale shrinkage

Huijuan Meng, Michael J. Kolen, David Lohman, University of Iowa

An empirical investigation of IRT scaling methods: How different IRT models, parameter estimation procedures, proficiency estimation methods, and estimation programs affect the results of vertical scaling for the Cognitive Abilities Test

Tzu-Yun Chin, University of Nebraska, Lincoln, Wonsuk Kim, Michael L. Nering, Measured Progress

Five statistical factors that influence IRT vertical scaling

NooRee Huh, ACT, Inc., Michael J. Kolen, University of Iowa

Group invariance in a concordance context

Discussants

Jimmy de la Torre, Rutgers University

Alina A. von Davier, Educational Testing Service

Saturday, 4:05 p.m.-6:05 p.m., Nikko Ballroom I, E1

Psychometric Research with Policy Implications for Certification & Licensure – Invited Symposium

Organizer/Moderator

Thomas O'Neill, National Council of State Boards of Nursing

Presenters

Thomas O'Neill, Weiwei Liu, Michelle Reynolds, National Council of State Boards of Nursing

Impact of English as a second language (ESL) status on NCLEX performance

Gene A. Kramer, Laura M. Neumann, American Dental Association

Assessing scientific content in an integrated, clinically relevant context

Betty Bergstrom, Kirk Becker, Jim Masters, Timothy Muckle, Promissor

Modeling item difficulty for performance assessments that include critical steps

Russell W. Smith, Thomson Prometric

The implications of DIF and bias in certification testing

Brian Bontempo, Mountain Measurement, Jerry Gorham, Pearson VUE

A comparison of traditional and IRT based item quality criteria

Discussants

G. Gage Kingsbury, NWEA

Barbara S. Plake, University of Nebraska, Lincoln

Saturday, 4:05 p.m.-6:05 p.m., Nikko Ballroom II, E2

Topics in Scoring and Validity – Paper Session

Moderator

Douglas Penfield, Rutgers University

Presenters

Lyle F. Bachman, University of California, Los Angeles

Linking validity and use in educational assessments

Dong-In Kim, Seung Choi, Kay Um, CTB/McGraw-Hill, Jungnam Kim, University of Iowa

A comparison of methods for estimating classification consistency

Holmes Finch, Ball State University, Karen Barton, CTB/McGraw-Hill, J. Patrick Meyer, Center for Assessment and Research Studies, James Madison University
Differential item function analysis for accommodated versus not accommodated students

Deborah J. Harris, ACT, Inc.

Providing domain scores and national percentile ranks on augmented tests

Xiaoying Ma, Soojin Kim, Michael E. Walker, Educational Testing Service

Optimal weighting of section scores in forming a composite score

Lawrence Rudner, Johnette Peyton, Graduate Management Admission Council

Consider propensity scores to compare treatments

Discussants

W. Todd Rogers, University of Alberta

Anne R. Fitzpatrick, Educational Testing Service

Saturday, 4:05 p.m.-6:05 p.m., Nikko Ballroom III, E3

Graduate Student Poster Session

(Sponsored by the Graduate Student Issues Committee)

Organizers

William J. Bonk, University of Colorado, Boulder

Samantha Burg, University of North Carolina, Chapel Hill

Marc Kroopnick, University of Maryland

Elaine Rodeck, University of Nebraska, Lincoln

Daniel Sass, University of Wisconsin, Milwaukee

Session A: 4:05 p.m.-5:00 p.m.

William J. Bonk, University of Colorado, Boulder

Group oral second language testing: The influence of shyness/outgoingness, group makeup, prompt, and gender on individual scores

Jeremy D. Penn, University of Nebraska, Lincoln

Exploring the use of assessments and assessment data in school improvement: A case study of one Midwestern school

Xiaohui Zhao, Timothy Ansley, University of Iowa

Estimating school and district accountability using augmented tests

Shayna A. Rusticus, Anita M. Hubley, University of British Columbia

Measurement invariance of the multidimensional Body-Self Relations Questionnaire: Can we compare across gender and age?

Marie-Helene Hebert, Universite Laval, Eric Frenette, Universite du Quebec a

Rimouski, Richard Bertrand, Pierre Valois, Universite Laval

Assessing DIF stability across French and English Canadian jurisdictions

Stephanie D. Mayorga-Tipton, Gregory M. Hurtz, California State University, Sacramento

Potential methods for minimizing false positive test results for repeated test takers

Peng Lin, University of Maryland

The impact of categorization on latent growth modeling using ML estimator

Natalie L. Flindt, University of Oregon

Exploring the relationship between reading fluency and reading comprehension across different grade levels

Jinyan Huang, Queen's University

Examining the score reliability of large-scale ESL students' writing: A generalizability theory approach

Cheryl Poth, Don A. Klinger, Queen's University

Student and class factors associated with reading, writing and mathematics achievement

Shelley P. Ross, University of Victoria

A critical examination of measurement issues in goal orientation research

Sungwon Ngudgratoke, Michigan State University, Haniza Yon, Educational Testing Service

Vertical linking of tests composed of testlets: A comparison between 3-PL model, graded response model, and testlet response model

Lai Kwan Pei, Susan J. Maller, Purdue University

Monte Carlo simulation study of differential weights on composite reliability and validity

Sonia Shukla, OISE/University of Toronto

Gender differences on the Mental Rotation Test: The effect of instructions on guessing behaviour

Kevin A. Kupzyk, Jonathan Templin, University of Kansas

Multithreaded algorithms for scalable estimation of cognitive diagnosis models

Hua Wei, University of Maryland, College Park

Rating agreement and rating accuracy in a large-scale writing assessment

Jiawen Zhou, Mark J. Gierl, Xuan Tan, Centre for Research in Applied Measurement and Evaluation, University of Alberta

Evaluating the performance of MULTISIB using different multidimensional matching criteria

Sun-Joo Cho, Feiming Li, Deborah Bandalos, University of Georgia

Accuracy of the parallel analysis procedure in exploratory factor analysis of polychoric correlations

Anne M. Gadermann, Cornelia Zeisser, Bruno D. Zumbo, University of British Columbia

Reliability estimates for likert scales: Ordinal coefficients alpha and theta

Mingchuan Hsieh, Sheila Barron, University of Iowa

An investigation of Bayesian sequential procedure in computerized classification tests

Kyung Tyek Han, Stephen G. Sireci, Craig S. Wells, April Zenisky-Laguilles, University of Massachusetts, Amherst

Methods for evaluating educational gains at the program level

Eric B. Snow, University of Colorado, Boulder

Validating an assessment of information and communication technology literacy for higher education

NCME • 2006 Annual Meeting & Training Sessions

Nicole Traxel, Thomas A. Schmitt, Sonya K. Sedivy, University of Wisconsin, Milwaukee

Could lack of anxiety cause ability to be underestimated in computerized adaptive testing?

Emily C. Ledford, Jonathan Templin, University of Kansas, Robert A. Henson, University of North Carolina, Greensboro

Incorporating multiple opinions of test construction experts into cognitive diagnosis model Q-matrix construction

Session B: 5:10 p.m.-6:05 p.m.

Sonya K. Sedivy, Bo Zhang, Nicole M. Traxel, University of Wisconsin, Milwaukee

Detection of DIF with polytomous items in the presence of missing data

Tianli Li, Michigan State University

The effect of multidimensionality of science tests on vertical scaling

Jungnam Kim, University of Iowa, Dong-In Kim, CTB/McGrawHill

A comparison of the four calibration methods in IRT equating using common-item nonequivalent group design

Xin Liu, George Karabatsos, University of Illinois, Chicago

A Bayesian Nonparametric Approach to Testing Essential Unidimensionality

Jennifer L. Ivie, Jonathan Templin, University of Kansas

Local optima in cognitive diagnosis models

Cornelia Zeisser, Bruno D. Zumbo, University of British Columbia

Effects of outlier contamination on the factor structure in a factor analysis model using maximum likelihood and generalized least squares estimation: A simulation study

Marc H. Kroopnick, Roy Levy, University of Maryland, College Park

Comparing fully Bayesian and marginal maximum likelihood estimation of multidimensional item response models for polytomous items

Weihua Fan, University of Maryland, College Park

The impact of categorization in assessing partial invariance

Ying Cui, Jacqueline P. Leighton, Yinggan Zheng, University of Alberta

Evaluating the performance of the two classification methods for the attribute hierarchy method

Jonathan P. Weeks, University of Colorado, Boulder

Using transition matrices and IRT to measure longitudinal school achievement growth

Changjiang Wang, Mark Gierl, Jacqueline P. Leighton, Centre for Research in Applied Measurement and Evaluation, University of Alberta

Investigating the cognitive processes underlying student performance on a foreign language reading test: An application of the attribute hierarchy method

Yue Zhao, University of Massachusetts, Amherst

Detecting differential item functioning in small samples

Dana V. Diaconu, Boston College, Lynch School of Education

A logistic regression model to account for the probability of reaching a high performance on TIMSS 2003 chemistry content domain

Chen-Miao Chen, Young-Sun Lee, Columbia University

Comparing BILOG-MG and WINSTEPS in item parameter recovery of Rasch model

Tricia K. Lehman, University of Colorado, Boulder

Identifying key indicators to measure systemic school reform

Stephen J. Jirka, University of Massachusetts, Amherst

Exploration of local item dependence in a large-scale state test

Victoria Obe, Young-Sun Lee, Columbia University

Comparison of nonparametric DIF detection in testlet data

Enis Dogan, Columbia University

DIF as a hypothesis testing method

Sara E. Templin, University of Illinois, Urbana-Champaign, Jonathan L. Templin, Janet Marquis, University of Kansas

Statistical properties of age equivalent scores

Jaehwa Choi, University of Maryland, Young-Sun Lee, Columbia University

The intervention effect analysis on the latent trait growth

Minhee Seo, Louis Roussos, University of Illinois, Urbana-Champaign

An investigation of DIMTEST Type 1 error on short tests

Jenelle Braun-Monegan, University of Oregon

Method for setting and validating passing scores

Salih Binici, Kuzey Bilir, Florida State University

Explanatory differential item functioning via HLM and SAS NL MIXED procedure

Daniel A. Sass, Cindy M. Walker, University of Wisconsin, Milwaukee

Item parameters influence on multidimensionality detection using DIMTEST

Saturday, 4:05 p.m.-6:05 p.m., Monterey, E4

Topics in Standard Setting – Paper Session

Moderator

Abdullah Ferdous, Measured Progress

Presenters

John D. Mattar, National Evaluation Systems, Inc.

The validity of the Angoff standard setting procedure

Yoonok Kim, Maurice Odondi, Charles Snead, Excelsior College

Application of a modified Angoff standard-setting methodology in a mixed-format exam

Gary Skaggs, Serge Hein, Risper Awuor, Virginia Polytechnic Institute and State University

A testlet variation of the bookmark standard setting procedure

Ping Yin, Jim Sconing, ACT, Inc.

Estimating standard errors of cut scores for Angoff-based and bookmark-based procedures: A generalizability theory approach

Ricardo L. Mercado, Karla L. Egan, Michaela Gelin, Dorothy Tele'a, Adele Brandstrom CTB/McGraw-Hill

The distribution of ordered items in the bookmark standard setting procedure

Jodi McIlroy, University of Toronto

The effect of judges' decision type in a standard setting exercise to set multiple cutpoints

Discussants

Daniel Lewis, CTB/McGraw-Hill

Mary Pitoniak, Educational Testing Service

Saturday, 4:05 p.m.-6:05 p.m., Carmel, E5

**Improving Diagnostic Subscore Estimation and Classification –
Symposium**

Organizers

Keith A. Boughton, Lihua Yao, CTB/McGraw-Hill

Moderator

Gary Schaeffer, CTB/McGraw-Hill

Presenters

*Lihua Yao, Keith A. Boughton, CTB/McGraw-Hill, William Lorie, Educational
Testing Service*

A multidimensional item response modeling approach for improving subscale
proficiency estimation and classification

*Andrew Dwyer, University of Nebraska, Lincoln, Keith A. Boughton, Lihua Yao,
Manfred Steffen, Daniel Lewis, CTB/McGraw-Hill*

A comparison of subscale score augmentation methods using empirical data

Keith A. Boughton, Lihua Yao, Daniel Lewis, CTB/McGraw-Hill

Reporting diagnostic subscale scores for tests composed of complex structure

Lihua Yao, Keith A. Boughton, CTB/McGraw-Hill

Multidimensional linking of diagnostic subscale scores

*Matthew Finkelman, Measured Progress, Giles Hooker, McGill University, Keith
A. Boughton, Lihua Yao, CTB/McGraw-Hill*

A multidimensional adaptive testing (MAT) algorithm for improving subscale
proficiency estimation and classification

Discussants

Mark Reckase, Michigan State University

Wim van der Linden, University of Twente

NCME • 2006 Annual Meeting & Training Sessions

**Saturday, 6:15 p.m.-7:30 p.m., Renaissance Parc 55 Hotel
Barcelona II Room**

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 reception is sponsored by:

ACT, Inc.

Buros Center for Testing

Caveon Test Security

The College Board

Educational Testing Service

GED Testing Service

Graduate Management Admission Council

Harcourt Assessment

Houghton Mifflin

Measured Progress

Measurement, Inc.

National Board of Medical Examiners

Sunday, 5:45 a.m.-7:30 a.m., Nikko Lobby

NCME Fitness Run/Walk

Organizer

Brian F. French, Purdue University

Run 5K or walk a 2.5K course near the Golden Gate Bridge. Meet in the lobby of the Nikko at 5:45 a.m. **PREREGISTRATION IS REQUIRED.**

This event is made possible through the sponsorship of:

ACT, Inc.

Buros Center for Testing

Caveon Test Security

The College Board

Educational Testing Service

GED Testing Service

Graduate Management Admission Council

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Measured Progress

Measurement, Inc.

National Board of Medical Examiners

NCME • 2006 Annual Meeting & Training Sessions

Sunday, 8:00 a.m.-10:15 a.m., Nikko Ballroom, F1

NCME Breakfast, Business Meeting, and Presidential Address

Errors and Omissions: Some Illustrations from Unpublished Research

Presenter

James C. Impara, Buros Center for Testing/Caveon, LLC

Sunday, 10:35 a.m.-12:05 p.m., Mendocino Room, G1

2nd International Conference on Classroom Assessment: Classroom Assessment Practices and Issues from Five Regions – Invited Symposium

Organizer

Susan M. Brookhart, Duquesne University & Brookhart Enterprises, LLC

Moderator

Richard J. Stiggins, Assessment Training Institute

Presenters

*Graham Maxwell, Queensland Studies Authority
Australia*

*Lorna Earl, OISE
Canada*

*Linda Allal, University of Geneva
Continental Europe*

*Dylan Wiliam, Educational Testing Service
United Kingdom*

*Susan M. Brookhart, Duquesne University & Brookhart Enterprises, LLC
United States*

Discussants

*W. James Popham, University of California, Los Angeles
Lorrie A. Shepard, University of Colorado, Boulder*

NCME • 2006 Annual Meeting & Training Sessions

Sunday, 10:35 a.m.-12:05 p.m., Monterey, G2

Alternate and Modified Assessments for Accountability and AYP Requirements: Policy, Technology, and Implementation Considerations – Invited Symposium

Organizer/Moderator

Huynh Huynh, University of South Carolina

Presenters

Steve Ferrara, Gail Goldberg, American Institutes for Research, Suzanne Swaffield, Theresa Siskind, Douglas Alexander, South Carolina Department of Education

Conducting research to assure inclusion of students with the most significant cognitive disabilities

Meagan Karvonen, Western Carolina University, Claudia Flowers, Shawnee Wakeman, University of North Carolina, Charlotte

Measuring the enacted curriculum for students with significant cognitive disabilities

Karen Barton, CTB/McGraw-Hill

Approaches to developing modified alternate assessments

Huynh Huynh, Do-Hong Kim, University of South Carolina, Christina Schneider, South Carolina Department of Education

Technical considerations in using cross-grade items for modified assessments

Gerald Tindal, University of Oregon

Accommodation station as a computer-based delivery mode for modified and alternate assessments

Discussants

Carolyn Haug, Measured Progress

Michael C. Rodriguez, University of Minnesota

Sunday, 10:35 a.m.-12:05 p.m., Carmel, G3

Topics in Computer Based Testing – Paper Session

Moderator

April Zenisky-Laguilles, University of Massachusetts, Amherst

Presenters

Qing Yi, Harcourt Assessment, Inc., Jinming Zhang, Educational Testing Service, Hua-Hua Chang, University of Illinois, Urbana-Champaign

An empirical study on effectiveness of using multiple item pools in CAT

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

Multiple-category classification and mutual information routing in multistage adaptive tests

Hai-Jing Lin, Shu-Liang Din, Jiangxi Normal University, Hua-Hua Chang, University of Illinois, Urbana-Champaign

Computerized adaptive testing for cognitive diagnosis

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

Factors associated with writing assessment difficulty in automated essay scoring

Walter D. Way, Laurie L. Davis, Steven J. Fitzpatrick, Ming Lei, Tony Thompson, Pearson Educational Measurement

Design and evaluation of a state assessment for limited English proficient students using computerized adaptive testing

Discussants

Steven L. Wise, James Madison University

Betty Bergstrom, Promissor

NCME • 2006 Annual Meeting & Training Sessions

Sunday, 12:25 p.m.-1:55 p.m., Nikko Ballroom I, H1

Beyond NCLB: From Measuring Status to Informing Improvement – Symposium

(Sponsored by the National Association of Test Directors, NATD)

Organizer/Moderator

Bonnie C. Wilkerson, Northbrook School District 27

Presenters

Eva L. Baker, University of California, Los Angeles

Turning an accountability policy into a learning system

G. Gage Kingsbury, Northwest Evaluation Association

Tools to translate data into meaningful instructional information

Judith A. Arter, Assessment Training Institute

What users need to know and be able to do to use data for the improvement of instruction: A perspective on bringing teachers and student-learners into the analysis of test results and planning of future actions

Discussant

Karen E. Banks, Data Detectives, Vancouver, Washington

Sunday, 12:25 p.m.-1:55 p.m., Nikko Ballroom II, H2

Topics in IRT Modeling – Paper Session

Moderator

Patricia Baron, Educational Testing Service

Presenters

EunYoung Lim, Louis Roussos, University of Illinois, Urbana-Champaign

A modified nonparametric dimensionality assessment (DIMTEST) for short tests

Jianbin Fu, American Institutes for Research, Daniel M. Bolt, University of Wisconsin, Madison, Yanmei Li, American Institutes for Research

Application of the polytomous fusion model to a standardized achievement test

Feiming Li, Allan S. Cohen, Seock-Ho Kim, Sun-Joo Cho, University of Georgia

Model selection methods for mixture dichotomous IRT models

Hyun Jung Sung, Taehoon Kang, University of Wisconsin, Madison

Choosing a polytomous IRT model with Bayesian model selection methods

James S. Roberts, Mayank Seksaria, Georgia Institute of Technology, Qianli Ma, University of Maryland

A polytomous item response model for estimating latent change across repeated assessments

Discussants

Cindy M. Walker, University of Wisconsin, Milwaukee

Ronald K. Hambleton, University of Massachusetts, Amherst

NCME • 2006 Annual Meeting & Training Sessions

Sunday, 12:25 p.m.-1:55 p.m., Nikko Ballroom III, H3

Evaluating Validity Evidence – Paper Session

Moderator

Jacqueline P. Leighton, University of Alberta

Presenters

Yasuyo Sawaki, Yong-Won Lee, Educational Testing Service

A comparison of three cognitive diagnosis models in modeling examinees' reading and listening skill mastery patterns

Huafang Zhao, Montgomery County Public Schools, Brian Robinson, New Jersey Department of Education, Fanmin Guo, Graduate Management Admission Council

How well the New Jersey's grade eight proficiency assessment serves its designed purpose

Terran L. Brown, Rebecca Zwick, University of California, Santa Barbara

Application of hierarchical linear modeling to a predictive validity study of college admissions tests

Tami Kennet-Cohen, Shmuel Bronner, Yoav Cohen, National Institute for Testing and Evaluation, Israel

Maximizing the validity of a test as a function of subtest lengths for a fixed total testing time: A comparison between two methods

Brent Bridgeman, Judith Pollack, Nancy Burton, Educational Testing Service

Predicting cumulative grades in college courses: Exploring the myths

Discussants

Marc Julian, CTB/McGraw-Hill

Luz Bay, Measured Progress

Sunday, 12:25 p.m.-1:55 p.m., Monterey, H4

Psychometric and Research Initiatives for the New GRE – Related Paper Session

Organizer

Ourania Rotou, Educational Testing Service

Moderator

Roxanna P. Menson, New Jersey State Department of Education

Presenters

Mei Liu, Marna Golub-Smith, Ourania Rotou, Educational Testing Service

Overview of issues and research designs for the development of the new GRE general test

Marna Golub-Smith, Fred Robin, Educational Testing Service, Roxanna P. Menson, New Jersey State Department of Education

The development of a revised verbal measure for the new GRE

Ourania Rotou, Mei Liu, Aleta Sclan, Educational Testing Service

A configuration study of the quantitative measure for the new GRE

Jishen C. Zhao, Educational Testing Service, Renband Zhu, American Board of Internal Medicine, Fanmin Guo, Graduate Management Admissions Council, Karin Zeller, Educational Testing Service

Timing configuration and psychometric properties of the new GRE analytical writing measure

Discussants

Nancy Petersen, ACT, Inc.

Michael J. Kolen, University of Iowa

NCME • 2006 Annual Meeting & Training Sessions

Sunday, 12:25 p.m.-1:55 p.m., Carmel, H5

Issues in Licensure and Certification Testing – Paper Session

Moderator

Susan L. Davis, Buros Center for Testing, University of Nebraska, Lincoln

Presenters

Andre F. De Champlain, Laurel Sample, National Board of Medical Examiners
Modeling passing rates longitudinally on the United States Medical Licensing Examination using survival data analysis

Terri Collin, Claudio Violato, University of Calgary
Aptitude, achievement and performance in medicine: A latent variable path model

Dan Anderson, Sandra Nuestel, Mark R. Raymond, American Registry of Radiologic Technologists
Item exposure and practice effects in professional certification: Do examinees benefit from seeing the same items on repeat administrations?

S. Glover Takahashi, Arthur Rothman, University of Toronto
Validation of a large scale clinical examination

Lei Wan, Won-Chan Lee, Robert L. Brennan, Yuehmei Chien, University of Iowa
Comparison of non-IRT procedures for estimating classification consistency and accuracy for complex assessments

Discussants

Cheryl Wild, Wild & Associates
Beth Noeller, ACT, Inc.

Sunday, 2:15 p.m.-3:45 p.m., Nikko Ballroom I, I1

2005 Career Award Winner Address

Response-time Modeling and Applications

Moderator

Richard M. Luecht, University of North Carolina, Greensboro

Presenter

Wim J. van der Linden, University of Twente

Discussant

Ronald K. Hambleton, University of Massachusetts, Amherst

NCME • 2006 Annual Meeting & Training Sessions

Sunday, 2:15 p.m.-3:45 p.m., Nikko Ballroom II, I2

Classroometrics: Measurement Theory from a Classroom Assessment Perspective – Related Paper Session

Organizer/Moderator

Susan M. Brookhart, Duquesne University

Presenters

Susan M. Brookhart, Duquesne University

Validity opportunities and threats in classroom assessment

C. Dale Whittington, Shaker Heights City Schools

Validity, standards, alignment, instruction, and learning

Rebecca L. Norman, University of Nebraska, Lincoln

Item sufficiency in educational assessments when multiple cut-points are used

Jay Parkes, Tilia Giron, University of New Mexico

Reliability arguments in classrooms

Discussant

Lorrie A. Shepard, University of Colorado, Boulder

Sunday, 2:15 p.m.-3:45 p.m., Nikko Ballroom III, I3

Evaluating Assumptions in Score Interpretation – Paper Session

Moderator

Randall D. Penfield, University of Miami

Presenters

Hong Jiao, Shudong Wang, Harcourt Assessment, Inc., Akihito Kamata, Florida State University, Yasuo Miyazaki, Virginia Polytechnic Institute and State University

An investigation of local item dependence using multilevel testlet model

Chi-wen Kao, Samuel A. Livingston, Ying Feng, Educational Testing Service
Examining an alternative to score equating: A randomly equivalent forms approach

Henry I. Braun, Cathy Trapani, Educational Testing Service, Yanxuan Qu, Michigan State University

Value-added assessment of schools: Sensitivity to choice of scale

Jeffrey T. Steedle, Stanford University School of Education

Seeking evidence supporting assumptions underlying the measurement of progress variable levels

Pei-Hua Chen, ACT, Inc.

IRT-based automated test assembly: A sampling and stratification approach with content balance

Discussants

Martha McCall, NWEA

Robert W. Lissitz, University of Maryland

Sunday, 2:15 p.m.-3:45 p.m., Monterey, I4

Evaluating Fit in IRT – Paper Session

Moderator

Christina van Barneveld, Lakehead University

Presenters

Jimmy de la Torre, Weiling Deng, Rutgers University

Correcting ability estimates and its corresponding reference distribution: Can it improve assessment of person fit?

Yue Zhao, Ronald K. Hambleton, University of Massachusetts, Amherst

Impact of item misfit on examinee ability estimates

Ying Lu, Educational Testing Service

Evaluating the consequences of IRT model misfit in computer adaptive testing

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

An IRT-based person-fit approach for studying test speededness

Shuhong Li, Craig S. Wells, University of Massachusetts, Amherst

A model fit statistic for Samejima's graded response model

Discussants

Catherine McClellan, Educational Testing Service

George Engelhard, Jr., Emory University

Sunday, 2:15 p.m.-3:45 p.m., Carmel, IS

Issues in Score Equating – Paper Session

Moderator

Xiaohong Gao, ACT, Inc.

Presenters

Gautam Puhan, Educational Testing Service

Scale drift in test equating on a large-scale certification test

Linjun Shen, National Board of Osteopathic Medical Examiners, Chris Domaleski, Georgia Department of Education

A comparison of pre-equating with post-administration one-step equating for initial computerized testing

Michael E. Walker, Jinghua Liu, Educational Testing Service

Differential effects hypothesis vs. invariance hypothesis under formula scoring

William P. Skorupski, University of Kansas

The effects of item parameter drift on equating test scores

Discussants

Brian Habing, University of South Carolina

Michael Kane, NCBE

NCME • 2006 Annual Meeting & Training Sessions

Sunday, 4:05 p.m.-6:05 p.m., Nikko Ballroom I, J1

Reverse-Engineering Scientific Inquiry Assessments Using PADI – Symposium

Organizer/Moderator

Kathleen C. Haynie, Kathleen Haynie Consulting

Presenters

Andrea Lash, SRI International, Kathleen C. Haynie, Kathleen Haynie Consulting, Michelle M. Riconscente, University of Maryland
Reverse-engineering science inquiry tasks using PADI

Kathleen C. Haynie, Kathleen Haynie Consulting, Geneva Haertel, Andrea Lash, Edys Quellmalz, SRI International
Reverse-engineering the NAEP floating pencil task

Graham Seibert, Robert Mislevy, University of Maryland, Lawrence Hamel, CodeGuild, Inc.
Reverse and forward-engineering the mystery powders task

Angela Haydel-DeBarger, SRI International, Futoshi Yumoto, University of Maryland, Geneva Haertel, Edys Quellmalz, SRI International
Reverse-engineering GLOBE classroom assessment tools

Michelle M. Riconscente, Robert Mislevy, University of Maryland
Reverse-Engineering the mystery boxes task

Discussants

Drew Gitomer, National Opinion Research Center
Gregory Chung, University of California, Los Angeles

Sunday, 4:05 p.m.-6:05 p.m., Nikko Ballroom III, J3

Contemporary Problems in Psychometrics (Satirical) – Invited Symposium

Organizer/Moderator

Stephen G. Sireci, University of Massachusetts, Amherst

Presenters

Ronald K. Hambleton, April Zenisky-Laguilles, University of Massachusetts, Amherst

The rules of score reporting: From colored paper to confrontation

Godzilla, University of Tokyo, Anne T. Exzem, Fairtest

Godzilla versus Fairtest: A policy debate

L. Berrel, Citizens for Truth in Education, Maureen Ewing, The College Broad, David Givemore, Streets of New York City, Mary Pitoniak, Educational Testy Service, Axl Thorn, Guns for Roses, John Revota P.S. 461, Georg Bushe, President of the United States

In search of the child left behind

Andrew Wiley, The College Broad

Standard setting: Capricious, but not arbitrary

Thanos Patelis, The College Broad

Improving reliability beyond 0.912371

David Crosby, Our House Educational Collaborative, Anabelle Guerrero, Professional Procrastination Service, Kristen Huff, Northern Industrial Community Education Advisory Specialists, Rozanna Rozanadana, Filmore School District, Craig S. Mills, American Institute of Pubic Accountants, Kevin Sweeney, Measured Profits

The Haight-Ashbury Higher Achievement Technical Advisory Committee (HA-HA TAC)

Discussants

David M. Williamson, Williamson & Sons

Bruno D. Zumbo, Acid Tests, Inc.

Sunday, 4:05 p.m.-6:05 p.m., Monterey, J4

Design Characteristics in Equating – Paper Session

Moderator

Mei Liu, Educational Testing Service

Presenters

Doyoung Park, Won-Chan Lee, University of Iowa

The effects of IRT scale transformation methods on equating for mixed-format tests

Yuehmei Chien, Robert L. Brennan, Michael J. Kolen, University of Iowa, Tsung-Hsun Tsai, Harcourt Assessment, Inc.

Assessing the effect of common item types on IRT scale transformation for mixed-format tests

Chingwei (David) Shin, Pearson Educational Measurement, Yuehmei Chien, University of Iowa

Comparing different ways of cumulating the differences between characteristic curves in IRT equating for mixed format test

Kathryn L. Ricker, Alina A. von Davier, Educational Testing Service

The role of the anchor test in a non-equivalent groups design

Tianyou Wang, Won-Chan Lee, Robert L. Brennan, Michael J. Kolen, University of Iowa

A comparison of the frequency estimation and chained equipercentile equating methods under the common-item non-equivalent groups design

Discussants

Daniel Bolt, University of Wisconsin, Madison

Henry I. Braun, Educational Testing Service

Sunday, 4:05 p.m.-6:05 p.m., Carmel, J5

Issues in IRT Estimation – Paper Session

Moderator

Cathy Wendler, Educational Testing Service

Presenters

Jinming Zhang, Educational Testing Service, Minge Xie, Rutgers University

An asymptotic expansion of maximum likelihood estimate of ability incorporating the uncertainty of item parameter estimation

Yingchen Wang, Terry Ackerman, University of North Carolina, Greensboro

A comparison of different simulation procedures to study local dependence

R.J. De Ayala, Brett Foley, University of Nebraska, Lincoln

A logistic regression estimation approach for item response theory

Fen Luo, Shu-Liang Din, Jiangxi Normal University, Xiang Bo Wang, The College Board

A more efficient approach to improve 2PL IRT item parameter estimation

Peter Baldwin, University of Massachusetts, Amherst

Using common IRT discrimination parameters for subsets of items to improve small sample estimation

Discussant

Dianne Henderson-Montero, Educational Testing Service

Monday, 8:15 a.m.-10:15 a.m., Nikko Ballroom I, K1

Practical Item Calibration Issues Encountered in Establishing an Item Pool – Symposium

Organizer

JongPil Kim, ACT, Inc.

Moderator

Chi-Yu Huang, ACT, Inc.

Presenters

Hanwei Chen, Xiaohong Gao, Deborah J. Harris, ACT, Inc.

Selecting the population: An investigation of the stability of item parameter estimates across population

Chi-Yu Huang, YoungWoo Cho, Heru Widiatmo, ACT, Inc.

Comparing dichotomous and polytomous IRT models and scoring procedures for answer & evidence type of multiple-choice items

Jianlin Hou, Seonghoon Kim, Xiaohong Gao, ACT, Inc.

The impact of different IRT calibration models on equating an exam with common stimulus-based items

Seonghoon Kim, ACT, Inc.

A study on IRT fixed parameter calibration methods using BILOG-MG

JongPil Kim, NooRee Huh, ACT, Inc.

Empirical study of using collateral information for calibrating pretest items with small sample size

Discussants

Mark Reckase, Michigan State University

Michael J. Kolen, University of Iowa

Monday, 8:15 a.m.-10:15 a.m., Nikko Ballroom II, K2

**Following the Standards for Educational and Psychological Testing:
The Challenges of Ensuring Sound Measurement Practice – Symposium**

Organizer/Moderator

Judith A. Koenig, National Research Council

Presenters

Stephen Dunbar, University of Iowa

The challenges of meeting the Standards: The perspective of test developers

William G. Harris, Association of Test Publishers

The challenges of meeting the Standards: The perspective of test publishers

Barbara S. Plake, University of Nebraska, Lincoln

Using the Standards to evaluate the redesign of the U.S. Citizenship Examination

Stephen G. Sireci, University of Massachusetts, Amherst

Enforcing the Standards: Exploring the use of the Standards by the courts

Daniel Koretz, Harvard University

Exploring the feasibility of specifying enforcement mechanisms in the Standards

Discussants

Laurens Wise, HumRRO

Robert Linn, University of Colorado

Monday, 8:15 a.m.-10:15 a.m., Nikko Ballroom III, K3

Issues in Computer Based Testing – Paper Session

Moderator

Qing Yi, Harcourt Assessment, Inc.

Presenters

Deanna L. Morgan, The College Board, Walter D. Way, Pearson Educational Measurement

A comparison of online calibration methods for a CAT

Do-Hong Kim, Huynh Huynh, University of South Carolina

A comparison of student performance between paper-and-pencil and computer-based testing in four content areas

Mary Pommerich, Daniel O. Segall, Defense Manpower Data Center

Local dependence in an operational CAT: Diagnosis and implications

Ying Cheng, Hua-Hua Chang, University of Texas, Austin, Xiang Bo Wang, The College Board

Constraints-weighted information method for item selection of severely constrained computerized adaptive testing

Brandi A. Weiss, University of Maryland, Steven L. Wise, James Madison University

An investigation of new computations of response time effort

April Zenisky-Laguilles, Peter Baldwin, University of Massachusetts, Amherst

Using item response time data in test development and validation: Research with beginning computer users

Discussants

Barbara Dodd, University of Texas, Austin

Wim van der Linden, University of Twente

Monday, 8:15 a.m.-10:15 a.m., Monterey, K4

Issues in Reliability – Paper Session

Moderator

Cara Cahalan-Laitusis, Educational Testing Service

Presenters

Won-Chan Lee, Tianyou Wang, University of Iowa, Seonghoon Kim, ACT, Inc., Robert L. Brennan, University of Iowa

A strong true-score model for polytomous items

Brad Ching-Chao Wu, Meichu Fan, Pearson Educational Measurement, Yuehmei Chien, University of Iowa

Evaluating the bias of coefficient alpha under complex test structure

Yanwei Zhang, Krista Breithaupt, Aster Tessema, AICPA

Empirical vs. expected IRT-based reliability estimation in computerized multi-stage testing (MST)

William P. Skorupski, Jorge E. Carvajal-Espinoza, University of Kansas

A comparison of approaches for improving the reliability of objective level scores

Ying Cui, Jacqueline P. Leighton, Mark J. Gierl, Steve Hunka, University of Alberta

The hierarchical consistency index: A person-fit statistic for the attribute hierarchical method

Ye Tong, Pearson Educational Measurement, Robert L. Brennan, CASMA, The University of Iowa

Bootstrap techniques in estimating variability in generalizability theory

Discussants

Hua-Hua Chang, University of Illinois, Urbana-Champaign

Lawrence Rudner, Graduate Management Admission Council

Monday, 8:15 a.m.-10:15 a.m., Carmel, K5

Applications of Speech and Natural Language Processing (NLP) Technologies in Language Learning and Assessment – Symposium

Organizers

Xiaoming Xi, Klaus Zechner, Educational Testing Service

Moderator

Xiaoming Xi, Educational Testing Service

Presenters

Yong-Won Lee, Educational Testing Service

Analytic essay scoring: Validity evidence and diagnostic potential for automated scores

Xiaoming Xi, Klaus Zechner, Isaac Bejar, Educational Testing Service

Extracting meaningful speech features to support diagnostic feedback: An ECD approach to automated scoring

Derrick Higgins, Educational Testing Service

Phonetic challenge: L1-specific estimation of pronunciation difficulty

Discussant

Horacio Franco, SRI International

Monday, 10:35 a.m.-12:05 p.m., Nikko Ballroom I, L1

**New Constructs, New Methods and New Technologies for Assessment:
What Could Go Wrong? Lessons Learned from Innovations in Assessment
– Symposium**

Organizer/Moderator

David M. Williamson, Educational Testing Service

Presenters

Henry I. Braun, Educational Testing Service

Implementing graphical design simulation tasks for architectural licensure

Dennis Frezzo, John Behrens, Sarah DeMark, Cisco Systems

The intersection of simulations, games and assessments

Melissa Margolis, Brian Clauser, National Board of Medical Examiners

Five years of experience with computer-based case simulations

David M. Williamson, Educational Testing Service

Developing a simulation-based assessment of information and communications technology literacy

Discussant

Patrick Kyllonen, Educational Testing Service

NCME • 2006 Annual Meeting & Training Sessions

Monday, 10:35 a.m.-12:05 p.m., Nikko Ballroom II, L2

Issues in Large Scale Assessment under NCLB – Paper Session

Moderator

Bethany Brunsman, Lincoln Public Schools

Presenters

Erika Stevenson, Kris Waltman, University of Iowa

The impact of NCLB on instructional changes: A consequential validity study

Liru Zhang, Katia Foret, Delaware Department of Education, Se-Kang Kim, C. Allen Lau, Harcourt Assessment, Inc.

Investigating longitudinal school achievement patterns using profile analysis via multidimensional scaling (PAMS)

Andreas H. Oranje, Educational Testing Service

Confidence intervals for percentages in complex samples

Lihshing Wang, University of Cincinnati

Controversies of standardized assessment in educational accountability reform: A critical synthesis of multidisciplinary evidence

Tawnya L. Knupp, Timothy N. Ansley, University of Iowa

Testing practices and attitudes toward testing in light of NCLB

Xiaoying Ma, Yanling Zhang, Soojin Kim, Lou DiBello, Educational Testing Service

Evaluation of alternative linking methods for a skill-based large-scale assessment

Discussants

Steve Ferrara, American Institute for Research

Wendy Yen, Educational Testing Service

Monday, 10:35 a.m.-12:05 p.m., Nikko Ballroom III, L3

Technical Issues in Test Development and Interpretation – Paper Session

Moderator

Ying Lu, Educational Testing Service

Presenters

Thakur Karkee, Zhen Wang, Donald Ross Green, CTB/McGraw-Hill, Richard Patz, R.J. Patz, Inc.

Vertical scaling of English language proficiency assessments using common examinees design: A comparison of three methods

Stanley Rabinowitz, Edynn Sato, WestEd

Technical adequacy of assessments for English language learners

Jie Lin, W. Todd Rogers, University of Alberta

Validity of the simultaneous approach to the development of equivalent achievement tests in English and French (Stage III)

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

A hybrid psychometric approach to predict examinee performance and test properties when lacking IRT statistics

David Navon, Haifa University, Israel, Yoav Cohen, National Institute for Testing & Evaluation, Israel

On an alternative use of automated essay system

Discussants

H. Jane Rogers, University of Connecticut

Sharif Shakrani, Michigan State University

Monday, 10:35 a.m.-12:05 p.m., Monterey, L4

Evaluating Fit in Measurement – Paper Session

Moderator

Brent Bridgeman, Educational Testing Service

Presenters

Clement A. Stone, Yutong Yin, University of Pittsburgh

Accounting for uncertainty in item and ability parameter estimation in an item response theory model fit statistic

Elena C. Papanastasiou, Intercollege, Cyprus

Psychometric changes on item difficulty and examinee ability: The issue of item review

Peng Lin, Amy Hendrickson, University of Maryland

Fit and differential functioning of alternative response options for the ACT English exam

Angela J. Verschoor, Cito, Vladimir N. Beloborodov, FIPI

Preventing the bankruptcy of an item bank

Discussants

Deborah Bandalos, University of Georgia

Hariharen Swaminathan, University of Connecticut

Monday, 10:35 a.m.-12:05 p.m., Carmel, L5

Recent Advances in Score Equating – Symposium

Organizer/Moderator

Sandip Sinharay, Educational Testing Service

Presenters

Sandip Sinharay, Paul Holland, Educational Testing Service

The correlation between the scores of a test and an anchor test

Sooyeon Kim, Alina A. von Davier, Educational Testing Service

Equating with small samples in non-equivalent-groups anchor test design

Jonathan Manalo, Alina A. von Davier, Educational Testing Service

Empirical standard errors for two population invariance measures in the linear equating case

Yanxuan Qu, Michigan State University, Alina A. von Davier Educational Testing Service

Comparison of two approaches for counter-balanced design in a kernel equating framework

Alina A. von Davier, Paul Holland, Sandip Sinharay, Ning Han, Educational Testing Service

Testable predictions of post-stratification and chained equating methods

Discussants

Michael J. Kolen, University of Iowa

Nancy Petersen, ACT, Inc.

NCME • 2006 Annual Meeting & Training Sessions

Monday, 12:25 p.m.-1:55 p.m., Nikko Ballroom I, M1

Issues in Scaling and DIF – Paper Session

Moderator

Michael Jodoin, Educational Testing Service

Presenters

Craig S. Wells, University of Massachusetts, Allan S. Cohen, University of Georgia, Ronald C. Serlin, University of Wisconsin, Madison
Use of iterative linking with an equivalency test for DIF

Yanmei Li, American Institutes for Research, Daniel M. Bolt, University of Wisconsin, Madison, Jianbin Fu, American Institutes for Research
A multiple-group testlet model and its application to DIF

Wei He, Michigan State University, Edward W. Wolfe, Virginia Tech University
Treatment of non-administered items on individually administered intelligence tests

Richard M. Luecht, University of North Carolina, Greensboro, Mark J. Gierl, University of Alberta, Kristen Huff, The College Board
Scalability and the development of useful diagnostic scales

Shuhong Li, University of Massachusetts, Amherst
Evaluating the consistency of classifications using item response theory

Discussant

James S. Roberts, Georgia Institute of Technology

Monday, 12:25 p.m.-1:55 p.m., Nikko Ballroom II, M2

**Designing Accessible Reading Assessments for Students with Disabilities:
A Research Based Approach – Related Paper Session**

Organizer/Moderator

Linda L. Cook, Educational Testing Service

Presenters

Cara Cahalan-Laitusis, Educational Testing Service

An examination of the validity of a read aloud accommodation for a standardized reading assessment using differential boost and predictive validity as criteria

Mary J. Pitoniak, Linda L. Cook, Cara Cahalan-Laitusis, Educational Testing Service

Using differential item functioning analyses to investigate the impact of testing accommodations on an English language arts assessment

Linda L. Cook, Daniel R. Eignor, Educational Testing Service

Using factor analysis to investigate the impact of testing accommodations on English language arts assessments

Jamal Abedi, University of California, Davis

Examining background variables of students with disabilities that affect reading

Martha L. Thurlow, Sheryl Lazarus, Christopher J. Johnstone, Ross Moen, NCEO University of Minnesota

Analysis of current accessibility characteristics of state reading assessments

Discussant

Stephen G. Sireci, University of Massachusetts, Amherst

Monday, 12:25 p.m.-1:55 p.m., Nikko Ballroom III, M3

Topics in Equating – Paper Session

Moderator

Eric Zilbert, California Department of Education

Presenters

Robert L. Smith, Educational Testing Service, Charles Lewis, Fordham University

A theoretical framework for evaluating equating methods

Adam Prowker, Pearson Educational Measurement, Gregory Camilli, Rutgers University

Long-term stability of two common equating methods: What No Child Left Behind could mean for equating practices

N. Scott Bishop, Sid Sharairi, David Swift, Riverside Publishing, Pui-Wa Lei, Penn State University, Chris Domaleski, Georgia Department of Education

Comparing growth and AYP results over multiple years using different IRT scale transformation procedures

Amy Hendrickson, Yi Cao, Soo Eun Chae, Dongyang Li, University of Maryland
Effect of base year on IRT vertical scaling from scaling-test and common-item designs

Hyun Sook Yi, Yonsei University, Seonghoon Kim, Jong-Pil Kim, ACT, Inc.

Performance of IRT pre-equating under the presence of context effects

Discussants

Tsung-Hsun Tsai, Harcourt Assessment, Inc.

Paul Holland, Educational Testing Service

Monday, 12:25 p.m.-1:55 p.m., Monterey, M4

Topics in Classroom Assessment – Paper Session

Moderator

Kris Waltman, University of Iowa

Presenters

Lori Olafson, Lisa D. Bendixen, Michelle Weibel, University of Nevada, Las Vegas

Pre-service teachers' perceptions of classroom assessment

Gregory Chung, Gary B. Dionne, University of California, Los Angeles/CRESST, William J. Kaiser, University of California, Los Angeles/HSEAS

An exploratory study examining the feasibility of using Bayesian networks to predict circuit analysis understanding

Juan Du, University of California, Berkeley

Linking scoring rubrics with the construct: A comparison of two scoring rubrics

Feifei Ye, The Ohio State University, Russell Almond, Educational Testing Service, Robert Mislevy, University of Maryland

Diagnostic assessment of student learning of patterns in 8th grade math classes: an evidence-centered design approach

Christina Wikström, Department of Educational Measurement, Umeå University, Sweden

Classroom assessment and grading - validity issues in the selection process to higher education

Discussants

Steve Henry, Topeka Public Schools

Catherine Taylor, University of Washington

Monday, 12:25 p.m.-1:55 p.m., Carmel, M5

Skills Assessment in Practice: Model Refinement and Exploration – Symposium

Organizer/Moderator

Jonathan L. Templin, University of Kansas, Robert Henson, University of North Carolina, Greensboro

Presenters

Jennifer L. Ivie, Jonathan L. Templin, University of Kansas

Analysis of the Raven's Progressive Matrices (RPM) scale using skills assessment

Eunice E. Jang, Ontario Institute for Studies in Education, University of Toronto, Louis Roussos, University of Illinois, Urbana-Champaign

An investigation into the Q-matrix construction and refining process:

Triangulating multiple sources of data

Jonathan L. Templin, University of Kansas, Robert A. Henson, University of North Carolina, Greensboro

A Bayesian method for incorporating uncertainty into Q-matrix estimation in skills assessment

Robert A. Henson, University of North Carolina, Greensboro, Jonathan L. Templin, University of Kansas

Bayesian Q-matrix inference using the reparameterized unified model

Terry Ackerman, Wenmin Zhang, Robert A. Henson, University of North Carolina, Greensboro, Jonathan L. Templin, University of Kansas

Evaluating a third grade science benchmark test using a skills assessment model: Q-matrix evaluation

Discussant

Jeff Douglas, University of Illinois, Urbana-Champaign

Monday, 2:15 p.m.-3:45 p.m., Nikko Ballroom I, N1

Probability for Success: Finding the Right Career Path – Symposium
(Sponsored by the Graduate Student Issues Committee)

Organizers/Moderators

Samantha Burg, University of North Carolina, Chapel Hill

Elaine Rodeck, University of Nebraska, Lincoln

Presenters

Joanna S. Gorin, Arizona State University

Edward Roeber, Michigan Department of Education

Elliot Inman, The Education Practice, SAS

Kimberly A. Swygert, National Board of Medical Examiners

NCME • 2006 Annual Meeting & Training Sessions

Monday, 2:15 p.m.-3:45 p.m., Nikko Ballroom II, N2

Quality Benchmarks: Assessments for Accountability Now and Long Term Learning – Symposium

Organizer

Joan L. Herman, University of California, Los Angeles/CRESST

Moderator

David Sweet, U.S. Department of Education, IES

Presenters

Eva L. Baker, University of California, Los Angeles/CRESST

Moving to the next generation system design: Integrating cognition, assessment and learning

David Niemi, Terry Vendlinski, University of California, Los Angeles/CRESST

POWERSOURCE assessments: Design, development and effectiveness

Margaret Heritage, University of California, Los Angeles/CRESST

Improving assessment in mathematics: A professional development intervention

Joan L. Herman, University of California, Los Angeles CRESST, Robert Linn, CRESST

The validity of assessment systems

Discussant

Lynn Winters, Long Beach Unified School District

Monday, 2:15 p.m.-3:45 p.m., Nikko Ballroom III, N3

Scoring and Score Interpretation in IRT – Paper Session

Moderator

Marna Golub-Smith, Educational Testing Service

Presenters

Tzur M. Karelitz, Mark R. Wilson, Karen Draney, University of California, Berkeley

Diagnostic assessment using continuous vs. discrete ability models

James E. Carlson, Educational Testing Service

Issues in differential weighting of items in IRT scoring

Youngsuk Suh, Taehoon Kang, James A. Wollack, Su-Young Kim, University of Wisconsin, Madison

A comparison of test scoring methods in the presence of test speededness

J. Patrick Meyer, Steven L. Wise, James Madison University

Obtaining information from multiple-choice distracters using a nonparametric response time model

C. Allen Lau, Hong Jiao, Wendy Lam, Harcourt Assessment, Inc.

A simulation study to compare pattern scoring and number-correct scoring with 3PL-IRT model

Discussants

Judith Koenig, National Academies of Science

Xiang Bo Wang, The College Board

Monday, 2:15 p.m.-3:45 p.m., Monterey, N4

Issues in Computer-Delivered Performance Assessment in Writing – Related Paper Session

Organizer/Moderator

Randy E. Bennett, Educational Testing Service

Presenters

Randy E. Bennett, Educational Testing Service

Does it matter if I take my writing test on computer?

Anat Ben-Simon, National Institute for Testing and Evaluation, Randy E. Bennett, Educational Testing Service

Toward theoretically meaningful automated essay scoring

Yigal Attali, Educational Testing Service

On-the-fly customization of automated essay scoring

Discussant

Suzanne Lane, University of Pittsburgh

Monday, 2:15 p.m.-3:45 p.m., Carmel, N5

Large-Scale Data Visualization for Educational Measurement: Frameworks, Methodology, Algorithms, Examples, and Issues – Related Paper Session

Organizer/Moderator

Chris Chiu, Law School Admission Council

Presenters

Chris Chiu, Peter Pashley, Law School Admission Council, Ivy Li, Educational Testing Service, Marilyn Seastrom, Peggy Carr, National Center for Educational Statistics

An overview of data visualization for psychometrics and educational measurement

Ivy Li, Educational Testing Service, Chris Chiu, Law School Admission Council, Susan Dalesandro, Law School Admission Council

Algorithms and data structures for analyzing and visualizing rater networks for paper, computer, and internet-based writing assessments

Chris Chiu, Jennifer Lawlor, Law School Admission Council, Ivy Li, Educational Testing Service

Applications of data visualizing techniques and network algorithms for monitoring potential test security threats in high-stakes examinations administered on paper, computer, and via the Internet

Dmitry Belov, Chris Chiu, Alexander Weissman, Law School Admission Council

Computational and statistical visualization in measurement: Algorithms and compatibility

Discussants

Chris Chiu, Law School Admission Council

Ivy Li, Educational Testing Service

Dmitry Belov, Law School Admission Council

Monday, 4:05 p.m.-6:05 p.m., Nikko Ballroom I, 01

Issues in Differential Item Functioning – Paper Session

Moderator

Eduardo Cascallar, Assessment Group International

Presenters

Michel Rousseau, Université de Moncton, Richard Bertrand, Université Laval, Nancy Boiteau, Université du Québec à Rimouski

Impact of missing data treatment on the efficiency of DIF methods

Tim Davey, Elizabeth Stone, Educational Testing Service

Factors affecting item drift over time and across repeated exposure

Kathleen Banks, University of Iowa, Cindy M. Walker, University of Wisconsin, Milwaukee

Performance of SIBTEST when focal group examinees have missing data

Yunyun Dai, Robert J. Mislevy, University of Maryland, College Park

Using structured mixture IRT models to study differentiating item functioning

Chingwei (David) Shin, Rob Kirkpatrick, Pearson Educational Measurement, Yuehwei Chien, Timothy Ansley, University of Iowa, Tsung-Hsun Tsai, Harcourt Assessment, Inc.

The effect of collateral test information on the reliability and confidence interval of objective score — a comparison study for the mixed format test

Discussants

Russell W. Smith, Thomson Prometric

James A. Wollack, University of Wisconsin, Madison

Monday, 4:05 p.m.-6:05 p.m., Nikko Ballroom II, 02

Methodologies for Estimating Group-Level Results – Related Paper Session

Organizer/Moderator

Catherine A. McClellan, Educational Testing Service

Presenters

John R. Donoghue, Educational Testing Service

Perspectives and context on marginal estimation techniques

Amy R. Dresher, Educational Testing Service

Results from NAEP marginal estimation research

Sandip Sinharay, Matthias von Davier, Educational Testing Service

Extending software for fitting the NAEP marginal estimation model

Xueli Xu, Matthias von Davier Educational Testing Service

NAEP profile scoring

Discussant

Brian Junker, Carnegie Mellon University

Monday, 4:05 p.m.-6:05 p.m., Nikko Ballroom III, 03

Score Interpretation in Large Scale Assessment – Paper Session

Moderator

Lisa Smith, University of Otago

Presenters

Robert W. Lissitz, Weihua Fan, University of Maryland, College Park, Terry Alban, Howard County Public Schools, Bruce Hislop, Prince George's County Public Schools, Doug Strader, Carolyn Wood, Harford County Public Schools, Steve Perakis, Charles County Public Schools

The prediction of performance on the Maryland high school graduation exam: Magnitude, modeling and reliability of results

Yanling Zhang, Lou DiBello, Gautam Puhan, Educational Testing Service, Robert A. Henson, Jonathan Templin, Educational Testing Service External Diagnostic Research Team

Estimating skills classification reliability of student profiles scores for a large-scale international English language assessment

Alvaro Arce-Ferrer, Harcourt Assessment, Inc., Ping Yin, ACT, Inc.

Profile reliability for an individual: Comparison of classical and generalizability theory approaches

Carolyn R. Crone, Yanling Zhang, Anna T. Kubiak, Educational Testing Service
Cross-validation of proficiency levels for large-scale English language assessment test

Don A. Klinger, Jinyan Huang, Chloe Soibelman, Queen's University
The impact of language and culture on the factors associated with student achievement on a high-stakes literacy assessment

Discussant

Thanos Patelis, The College Board

Monday, 4:05 p.m.-6:05 p.m., Monterey, 04

Enhancing Accessible Assessments through Technology: Universal Design Goes Online – Related Paper Session

Organizer/Moderator

Michael Harms, Pearson Educational Measurement

Presenters

Elizabeth Hanna, Pearson Educational Measurement

Constructing innovative computer-administered tasks and items according to universal design: Guidelines for test developers

Robert Dolan, CAST

Constructing innovative computer-administered tasks and items according to universal design: Illustrative examples with pilot data

Leanne R. Ketterlin-Geller, University of Oregon

Embedding accommodations for English language learners and students with disabilities into computer-based assessments

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Moderator

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Discussants

Jamal Abedi, University of California, Davis

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Notes

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Notes

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2006 NCME Annual Meeting • Schedule-at-a-Glance

TIME	SESSION NUMBER	ROOM	SESSION TITLE
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Friday, April 7, 2006

4:00 p.m.-7:00 p.m.	Lincoln	NCME Board of Directors Meeting
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Saturday, April 8, 2006

8:15 a.m.-10:15 a.m.	A1	Nikko Ballroom I	The Use of Response Time to Improve Computer-Delivered Tests – Symposium
8:15 a.m.-10:15 a.m.	A2	Nikko Ballroom II	Shaping Policy and Practice: The Measurement Community's Role Across the Educational Continuum – Invited Symposium
8:15 a.m.-10:15 a.m.	A3	Nikko Ballroom III	Using Assessment Results to Improve District and School Practice – Related Paper Session
8:15 a.m.-10:15 a.m.	A4	Monterey Ballroom	Topics in DIF and Item Parameter Drift – Paper Session
8:15 a.m.-10:15 a.m.	A5	Carmel	Multidimensionality in IRT – Paper Session
10:35 a.m.-12:05 p.m.	B1	Nikko Ballroom I	Emerging Psychometric Methods for Item Response Data – Symposium
10:35 a.m.-12:05 p.m.	B2	Nikko Ballroom II	Integrating Psychometrics and Education Policy: An Interactive Symposium
10:35 a.m.-12:05 p.m.	B3	Nikko Ballroom III	Differential Item Functioning in Special Populations – Paper Session
10:35 a.m.-12:05 p.m.	B4	Monterey Ballroom	Topics in Performance and Alternate Assessment – Paper Session
10:35 a.m.-12:05 p.m.	B5	Carmel	Assessment in Higher Education – Invited Symposium
12:25 p.m.-1:55 p.m.	C1	Nikko Ballroom I	Strengthening the Diversity Pipeline to Educational Measurement: The Role of Testing in Access, Recruitment, Participation, and Retention – Symposium (<i>Sponsored by the Diversity Issues and Testing Committee</i>)
12:25 p.m.-1:55 p.m.	C2	Nikko Ballroom II	Current issues in Test Security – Invited Symposium
12:25 p.m.-1:55 p.m.	C3	Nikko Ballroom III	Unidimensional and Multidimensional Approaches to Vertical Scaling in Practical Contexts – Symposium
12:25 p.m.-1:55 p.m.	C5	Carmel	The Texas Assessment of Knowledge and Skills in Transition: Comparability of Online and Paper Administrations – Related Paper Session

TIME	SESSION NUMBER	ROOM	SESSION TITLE
2:15 p.m.-3:45 p.m.	D1	Nikko Ballroom I	Providing Diagnostic Information to Support Reform Efforts under NCLB – Symposium
2:15 p.m.-3:45 p.m.	D2	Nikko Ballroom II	Innovations in Item Difficulty Modeling: Recent Developments and Novel Applications – Related Paper Session
2:15 p.m.-3:45 p.m.	D4	Monterey Ballroom	Improving the Validity of School Accountability Systems with Standards-Based Measures of Student Growth – Invited Symposium
2:15 p.m.-3:45 p.m.	D5	Carmel	Issues in Scaling and Equating – Paper Session
4:05 p.m.-6:05 p.m.	E1	Nikko Ballroom I	Psychometric Research with Policy Implications for Certification & Licensure – Invited Symposium
4:05 p.m.-6:05 p.m.	E2	Nikko Ballroom II	Topics in Scoring and Validity – Paper Session
4:05 p.m.-6:05 p.m.	E3	Nikko Ballroom III	Graduate Student Poster Session (Sponsored by the Graduate Student Issues Committee)
4:05 p.m.-6:05 p.m.	E4	Monterey Ballroom	Topics in Standard Setting – Paper Session
4:05 p.m.-6:05 p.m.	E5	Carmel	Improving Diagnostic Subscore Estimation and Classification – Symposium
6:15 p.m.-7:30 p.m.		Barcelona II Room Parc 55 Hotel	No-Host Cocktail Party and Reception

Sunday, April 9, 2006

5:45 a.m.-7:30 a.m.		Meet in the Hotel Nikko Lobby	NCME Fitness Run/Walk
8:00 a.m.-10:15 a.m.	F1	Nikko Ballroom	NCME Breakfast, Business Meeting and Presidential Address (bring your ticket for admission)
10:35 a.m.-12:05 p.m.	G1	Mendocino Room	2nd International Conference on Classroom Assessment: Classroom Assessment Practices and Issues from Five Regions – Invited Symposium
10:35 a.m.-12:05 p.m.	G2	Monterey Ballroom	Alternate and Modified Assessments for Accountability and AYP Requirements: Policy, Technology, and Implementation Considerations – Invited Symposium
10:35 a.m.-12:05 p.m.	G3	Carmel	Topics in Computer Based Testing – Paper Session
12:25 p.m.-1:55 p.m.	H1	Nikko Ballroom I	Beyond NCLB: From Measuring Status to Informing Improvement – Symposium (Sponsored by the National Association of Test Directors, NATD)

TIME	SESSION NUMBER	ROOM	SESSION TITLE
12:25 p.m.-1:55 p.m.	H2	Nikko Ballroom II	Topics in IRT Modeling – Paper Session
12:25 p.m.-1:55 p.m.	H3	Nikko Ballroom III	Evaluating Validity Evidence – Paper Session
12:25 p.m.-1:55 p.m.	H4	Monterey Ballroom	Psychometric and Research Initiatives for the New GRE – Related Paper Session
12:25 p.m.-1:55 p.m.	H5	Carmel	Issues in Licensure and Certification Testing – Paper Session
2:15 p.m.-3:45 p.m.	I1	Nikko Ballroom I	2005 Career Award Winner Address Response-Time Modeling and Applications
2:15 p.m.-3:45 p.m.	I2	Nikko Ballroom II	Classroometrics: Measurement Theory from a Classroom Assessment Perspective – Related Paper Session
2:15 p.m.-3:45 p.m.	I3	Nikko Ballroom III	Evaluating Assumptions in Score Interpretation – Paper Session
2:15 p.m.-3:45 p.m.	I4	Monterey Ballroom	Evaluating Fit in IRT – Paper Session
2:15 p.m.-3:45 p.m.	I5	Carmel	Issues in Score Equating – Paper Session
4:05 p.m.-6:05 p.m.	J1	Nikko Ballroom I	Reverse-Engineering Scientific Inquiry Assessments Using PADi – Symposium
4:05 p.m.-6:05 p.m.	J3	Nikko Ballroom III	Contemporary Problems in Psychometrics (Satirical) – Invited Symposium
4:05 p.m.-6:05 p.m.	J4	Monterey Ballroom	Design Characteristics in Equating – Paper Session
4:05 p.m.-6:05 p.m.	J5	Carmel	Issues in IRT Estimation – Paper Session

Monday, April 10, 2006

8:15 a.m.-10:15 a.m.	K1	Nikko Ballroom I	Practical Item Calibration Issues Encountered in Establishing an Item Pool – Symposium
8:15 a.m.-10:15 a.m.	K2	Nikko Ballroom II	Following the Standards for Educational and Psychological Testing: The Challenges of Ensuring Sound Measurement Practice – Symposium
8:15 a.m.-10:15 a.m.	K3	Nikko Ballroom III	Issues in Computer-Based Testing – Paper Session
8:15 a.m.-10:15 a.m.	K4	Monterey Ballroom	Issues in Reliability – Paper Session
8:15 a.m.-10:15 a.m.	K5	Carmel	Applications of Speech and Natural Language Processing (NLP) Technologies in Language Learning and Assessment – Symposium
10:35 a.m.-12:05 p.m.	L1	Nikko Ballroom I	New Constructs, New Methods and New Technologies for Assessment: What Could Go Wrong? Lessons Learned from Innovations in Assessment – Symposium

TIME	SESSION NUMBER	ROOM	SESSION TITLE
10:35 a.m.-12:05 p.m.	L2	Nikko Ballroom II	Issues in Large Scale Assessment Under NCLB – Paper Session
10:35 a.m.-12:05 p.m.	L3	Nikko Ballroom III	Technical Issues in Test Development and Interpretation – Paper Session
10:35 a.m.-12:05 p.m.	L4	Monterey Ballroom	Evaluating Fit in Measurement – Paper Session
10:35 a.m.-12:05 p.m.	L5	Carmel	Recent Advances in Score Equating – Symposium
12:25 p.m.-1:55 p.m.	M1	Nikko Ballroom I	Issues in Scaling and DIF – Paper Session
12:25 p.m.-1:55 p.m.	M2	Nikko Ballroom II	Designing Accessible Reading Assessments for Students with Disabilities: A Research – Based Approach – Related Paper Session
12:25 p.m.-1:55 p.m.	M3	Nikko Ballroom III	Topics in Equating – Paper Session
12:25 p.m.-1:55 p.m.	M4	Monterey Ballroom	Topics in Classroom Assessment – Paper Session
12:25 p.m.-1:55 p.m.	M5	Carmel	Skills Assessment in Practice: Model Refinement and Exploration – Symposium
2:15 p.m.-3:45 p.m.	N1	Nikko Ballroom I	Probability for Success: Finding the Right Career Path – Symposium (<i>Sponsored by the Graduate Student Issues Committee</i>)
2:15 p.m.-3:45 p.m.	N2	Nikko Ballroom II	Quality Benchmarks: Assessments for Accountability Now and Long Term Learning – Symposium
2:15 p.m.-3:45 p.m.	N3	Nikko Ballroom III	Scoring and Score Interpretation in IRT – Paper Session
2:15 p.m.-3:45 p.m.	N4	Monterey Ballroom	Issues in Computer-Delivered Performance Assessment in Writing – Related Paper Session
2:15 p.m.-3:45 p.m.	N5	Carmel	Large-Scale Data Visualization for Educational Measurement: Frameworks, Methodology, Algorithms, Examples, and Issues – Related Paper Session
4:05 p.m.-6:05 p.m.	O1	Nikko Ballroom I	Issues in Differential Item Functioning – Paper Session
4:05 p.m.-6:05 p.m.	O2	Nikko Ballroom II	Methodologies for Estimating Group-Level Results – Related Paper Session
4:05 p.m.-6:05 p.m.	O3	Nikko Ballroom III	Score Interpretation in Large Scale Assessment – Paper Session
4:05 p.m.-6:05 p.m.	O4	Monterey Ballroom	Enhancing Accessible Assessments through Technology: Universal Design Goes Online – Related Paper Session
4:05 p.m.-6:05 p.m.	O5	Carmel	Topics in Validity/Test Use – Paper Session
4:15 p.m.-7:15 p.m.	Lincoln		NCME Board of Directors Meeting

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