



NCME Publications Guidelines

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The purpose of this document is to provide guidelines for the creation and use of the publications sponsored by the National Council on Measurement in Education (NCME).

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1. Introduction

The NCME Publications Committee has oversight over five regular NCME publications and occasional publications. The regular publications include:

- (1) Journal of Educational Measurement (JEM)
- (2) Educational Measurement: Issues and Practice (EM:IP)
- (3) Chinese/English Journal of Educational Measurement and Evaluation (CEJEME)
- (4) NCME Educational Measurement and Assessment Book Series
- (5) Instructional Topics in Educational Measurement Series (ITEMS)
- (6) NCME Newsletter

Together, these publications serve a wide array of functions including:

- To provide an archive of original research on measurement, procedures for reporting and interpreting measurement results, scholarly expositions on measurement practice or the philosophy of measurement, and reports of novel and generalizable uses of measurement in education or related disciplines.
- To promote a better understanding of and reasoned debate on timely measurement issues of theoretical or practical importance to educators and the public.
- To facilitate up-to-date communication on matters of general intellectual, policy, and professional interest.
- To provide a means for improving communication between the measurement specialist and the practitioner.
- To contribute to the professional development of those in the field those who may want to learn more about measurement.

2. NCME Publications

2.1 Journal of Educational Measurement

The Journal of Educational Measurement (JEM) is a quarterly journal that publishes original measurement research, reports of novel applications of measurement in an educational context, and reviews of measurement publications. JEM seeks manuscripts containing generalizable contributions to educational measurement. In keeping with the purposes of NCME, preferred topics are those likely to be of interest to persons concerned with the practice of measurement in industry as well as measurement theorists. In addition to presenting new contributions to measurement theory, JEM is a vehicle for the improvement of measurement application in a variety of educational settings.

JEM is primarily focused on practitioners working as psychometricians and test developers in the testing industry and psychometric theorists working in academic settings. When considering submitting manuscripts to JEM, authors should keep these audiences in mind.

Appropriate Topics for JEM include:

- Reports of research on measurement processes, techniques, tools, and procedures.
- Generalizable procedures for reporting and interpreting measurement results.
- Scholarly expositions on the philosophy and practice of measurement.
- Reports on novel and generalizable uses of educational measurement in education or related disciplines.
- Reviews of publications related to educational measurement.

Conversely, certain types of manuscripts are **unlikely** to be published in JEM. These include:

- Manuscripts with a focus outside the domain of educational measurement. JEM will, however, consider manuscripts where the context is not education, provided the matters considered have obvious relevance to issues in educational measurement.
- Manuscripts that deal principally with the new statistical methods, except those clearly pertaining to educational measurement theory and practice.
- Manuscripts more suitable for a journal addressed to an exclusive audience of measurement theorists.
- Manuscripts that report routine investigation of the psychometric adequacy of specific measurement instruments.
- Manuscripts concerned with psychological issues unrelated to educational measurement.
- Manuscripts that describe computer programs.

Additional information including submission guidelines is included on the journal website:

<https://www.ncme.org/publications/jem>

2.2 Educational Measurement: Issues and Practice

Educational Measurement: Issues and Practice (EM:IP) is a quarterly journal aimed at practitioners, that publishes articles that illuminate issues in educational measurement and inform the practice of educational measurement. The primary purpose of EM:IP is to promote a better understanding of and reasoned debate on assessment, evaluation, testing, and related issues of practical importance to educators and the public. EM:IP addresses a broad public that includes NCME members, school personnel, other professional educators, credentialing agencies, legislators, and interested citizens. Its primary purpose is to promote a better understanding of and reasoned debate on timely measurement issues of practical importance to educators and the public.

EM:IP has a broad target audience that includes

- psychometricians and test developers working in the testing industry,
- psychometricians working in academic settings,
- staff in schools, districts, and state departments of education,
- researchers and analysts at universities and think-tanks,
- legislators and their staff, and
- interested citizens.

EM:IP seeks manuscripts that deal with measurement issues of concern to practitioners and academics, applications of measurement techniques in educational settings, and exemplary practices. Examples of manuscripts appropriate for EM:IP include those dealing with specific measurement techniques for various educational objectives or controversial measurement issues; surveys of practices and changes in practices; and public critiques of testing and test use.

Most articles are selected from unsolicited manuscripts sent to the Editor. Other articles are solicited by the Editor. Manuscripts published in EM:IP should be motivated by a problem in educational measurement that the author(s) are attempting to address. A study most appropriate for EM:IP is one that has been motivated by a big picture problem that would be regarded as interesting or relevant to a significant proportion of EM:IP's readership.

Examples of big picture problems that have motivated past EMIP publications:

- To what extent do formative assessment practices have an impact on student achievement?
- What principles should be invoked to develop test score reports that are readily understood by students and their parents? What evidence is there that different sorts of score reports are more or less understandable to parents and students?

- How do different sources of error compare in large-scale assessment contexts? How do these sources of error relate to the unit of analysis? How can these errors be reduced? What exactly do we mean by “error”?

Manuscripts well-suited to EM:IP are those that bring together the “lessons learned” from a large multi-year project, several shorter projects, or a comprehensive literature review or proposed framework related to an important issue in educational measurement. Carefully designed small scale studies or program evaluations are also appropriate so long as a strong case can be made that the results are of theoretical or practical importance to the field more generally. Manuscripts that promote conversation and debate about preferred methods and practices in educational measurement are strongly encouraged.

There are potential exceptions to the examples below, but in general, the following represent the sorts of manuscripts that are unlikely to be appropriate for EM:IP.

- A single validation study associated with a local survey instrument, classroom assessment or large-scale assessment unless (1) a case can be made that the interpretation and use of this specific assessment has clear importance to EM:IP’s readership or (2) the methodology being used for the validation study represents a novel or innovative design or analysis.
- Any empirical study that is not motivated by a clearly explicated research question and some sense for what the author is expecting to discover based upon previous findings in the research literature. The latter is especially important for any submission that involves a simulation.
- A manuscript that comes across as an advocacy piece for a commercial product or service.

Additional information, including submission guidelines, is included on the journal website:

<https://www.ncme.org/publications/em-ip>

2.3 Chinese/English Journal of Educational Measurement and Evaluation

The Chinese/English Journal of Educational Measurement and Evaluation (CEJEME) is published in Chinese and English and is cosponsored NCME and Beijing Normal University (BNU). CEJEME aims to publish original empirical articles which present new approaches to educational measurement and evaluation, as well as review articles which share advances in scholarship and practice between China and the assessment and evaluation communities throughout the world.

CEJEME is a methodological journal in nature, but it will also publish illustrative or review articles relevant to the practice of educational measurement, system evaluation, as well as policy. CEJEME aims to serve a more applied audience than traditional North America-based journals on psychometrics and educational measurement. CEJEME also aims to provide a forum for intellectual exchange and leadership on a variety of methodological, ethical, and policy issues of broad relevance to the development of educational measurement and evaluation as a discipline in an international and technology-driven context.

Purely technical discussions are not appropriate for CEJEME.

Additional information including submission guidelines is included on the journal website:

<https://www.ncme.org/publications/cejeme>

2.4 NCME Edited Book Series

NCME Edited Book Series is a run of distinct edited volumes on topics in educational measurement with editing and publication coordinated by NCME. NCME hopes these volumes will increase knowledge and understanding about measurement and assessment, as well as stimulate continuing research-based practice in measurement

and assessment. The Book Series is intended to inform educational measurement and assessment and highlight key issues to serve the field of education measurement in effective ways.

The primary audience will be NCME members, graduate students in measurement, and non-members in related fields (e.g., psychology, educational leadership or administration, education policy, curriculum and instruction, and certification and licensure) engaged in educational measurement or assessment.

Additional information is included on the series website <https://www.ncme.org/publications/book-series>

2.5 NCME Newsletter

The NCME Newsletter is a quarterly report containing timely information of interest to NCME members. The newsletter typically includes columns from the President, Newsletter editor, and graduate student contributor as well as several additional columns to disseminate timely information appropriate for dissemination to a professional measurement audience.

The primary audience for the NCME Newsletter includes members of NCME and non-members interested in current issues impacting the profession of educational measurement.

Appropriate Topics for the Newsletter include:

- Timely announcements from NCME committees and governance.
- Commentary on events in the news that have significant bearing on educational measurement.
- Announcements of forthcoming conferences or educational opportunities.

Inappropriate topics for the Newsletter include:

- Scholarly research that should go through the formal peer-review process.
- Editorials on matters that do not have direct impact on educational measurement.
- Advertisements for commercial products.

Additional Information can be found on the NCME news website: <https://www.ncme.org/news/current-news>

2.6 Instructional Modules in Educational Measurement Series (ITEMS)

The goal of the Instructional Topics in Educational Measurement Series (ITEMS) is to provide on-demand training for professionals working in areas related to learning and assessment. Core topics in educational measurement, spanning areas such as assessment development, educational measurement, interdisciplinary frontiers, and classroom assessment.

Modules contain a variety of resources to support learning that include, but are not necessarily limited to:

- audio-narrated slides
- videos with worked examples, sample solutions, interviews, or case studies
- quiz questions / learning checks
- glossary
- source files of copyright-cleared resources or links to firewalls of paid-access resources
- video versions of each core content section
- slide handout of all core content sections

Additional information can be found here: <https://ncme.elevate.commpartners.com/>

2.7 Occasional Publications

In addition to its regular publications, NCME may sponsor other publications to disseminate information that is too lengthy or not within the editorial scope of the NCME regular publications. The need for special publications is identified through recommendations by the Board, the Publications Committee, NCME members, or others. The Publication Committee will assist with scoping the project, soliciting and reviewing RFPs from publishers, and supporting editors throughout the publication process.

3. Editors

The success of the NCME Publications is due in larger part to the service and leadership of the Editors. The Editor directs the production of the publication, with the advice of the Publications Committee, the Board of Directors, and others, as appropriate. A full list of current and past Editors can be found in Appendix A.

3.1 Editorial Appointment Process

The Editors of each regular publication are selected through a systematic process:

1. The Publications Committee conducts an open search for Editorial candidates by drafting a call for nominees and collaborating with NCME to publicize the call. Depending on the publication, the search should begin 8 to 18 months prior to the end of the current Editor's term, with the appointment occurring 6 to 15 months prior to the end date (see Table below). Interested candidates should be asked to submit a curricular vita and letter describing their interest and qualifications for the role.
2. The Publications Committee reviews all applications and creates a short list of acceptable candidates and presents the list to the NCME President and Publications Committee Board liaison.
3. The NCME President identifies, and rank orders, the top candidates and presents that list to the Board.
4. The Board votes on each candidate identified on the President's list.
5. Starting at the top of the approved list, the President acts on behalf of the Board to contact the candidate and officially offer the post. If that candidate declines, the President offers the position to the next ranked candidate. Once a candidate accepts the post, the President notifies the other candidates to let them know they were not selected. If no candidate accepts the position, the search is reopened.

The timeline for editorial searches, appointments, and editorial transitions should follow the timeline laid out in the Table below. Outgoing Editors begin transferring knowledge to incoming Editors in a shadowing period during which time outgoing Editors should cease handling new submissions, and incoming Editors should begin handling new submissions. The specific time for this transition is publication-specific and included in the table below.

Outgoing Editors should not accept more manuscripts than can be published during their term, plus possibly one additional issue/publication. The extra issue/publication frequently provides a cushion for the new Editor that is highly desirable. Outgoing Editors are responsible for manuscripts for which they have initiated the review process. Thus, submissions that are in the pipeline are the responsibility of the outgoing Editor. This should be factored into the calculations of when to redirect the flow of manuscripts to the incoming Editor. The outgoing Editor should correspond with all authors that have manuscripts in the review cycle and indicate a deadline for receipt of their manuscripts to be considered under their tenure. This notice should make clear that if authors do not meet those deadlines, their work will be forwarded to the incoming Editor and may be treated as a new submission.

Publication	Editorial Term	Search Begins	New Editor Shadow Period Begins	New Editor Begins Handling Submissions/Identifying New Content
JEM	3 years	18 months before end of Editor's term	12 months before end of Editor's term	Mid-year of outgoing Editor's final year of record
EM:IP	3 years	18 months before end of Editor's term	12 months before end of Editor's term	Mid-year of outgoing Editor's final year of record
CEJEME	3 years	18 months before end of Editor's term	12 months before end of Editor's term	Mid-year of outgoing Editor's final year of record
Newsletter	3 years	9 months before end of Editor's term	6 months before end of Editor's term	Upon commencement of the outgoing Editor's last year of term
ITEMS	3 years	18 months before end of Editor's term	12 months before end of Editor's term	Mid-year of outgoing Editor's final year of record
Book Series	5 years	18 months before end of Editor's term	6 months before end of Editor's term	Mid-year of outgoing Editor's final year of record

The Editor of an occasional publication is appointed by the President with the approval of the Board of Directors.

3.2 Associate Editors and Editorial Boards

An Editor may solicit the assistance of Associate Editors and an Editorial Board. Editors of all NCME publications have the prerogative to appoint their Associate Editors and Editorial Board; they also may develop informal expectations of the responsibilities of their Editorial Boards beyond what is described in this section.

Associate Editors should have expertise in the field of measurement and a record of scholarly accomplishment. When selecting Associate Editors, effort should be made to achieve balance and diversity in terms of areas of expertise, geographic location, institutional affiliation, and other factors. The Associate Editors assist with many editorial functions such as soliciting content, reviewing submissions, recommending peer reviewers, and evaluating and integrating comments from other reviewers. Whereas Associate Editors can make publication recommendations to the Editor, the final decision, and any communications with authors regarding publication decisions are the responsibility of the Editor.

An Editorial Board should be chosen to represent the diversity of the NCME membership. The Editorial Boards for publications such as Journals, ITEMS, and the Newsletter are selected by the Editor and serves a term concurrent with the Editor. The members of the Editorial Board for the Book Series serve overlapping but non-concurrent five-year terms, and the Editor selects members to fill seats that become vacant during their term as Editor. The role of the Editorial Board is to assist and facilitate the Editor maintaining a high-quality publication through a variety of activities:

- **Journals:** The board assists the Editor in selecting themes, seeking manuscripts, locating materials of interest to readers, and/or reviewing manuscripts. Editorial Board members are expected to review manuscripts on a regular basis, advise the Editor on publication decisions in areas of their expertise, recommend topics for special issues, and assist in seeking out high quality manuscripts for submission to the journal.
- **ITEMS and Newsletter:** Board members may contribute suggestions for content and authors, mentor authors in the development of content, or create content.
- **Book Series:** The board solicits proposals for edited books as well as develop its own proposals. The editorial board will have ultimate authority to decide on topics in consultation with the publisher and select editor(s) for each volume. A member of the editorial board will be assigned to manage each volume and will serve as NCME's primary liaison to the editor and publisher regarding all aspects of

production. The Board liaison is responsible for working closely with editors to ensure work progresses on schedule.

- Occasional Publications: The size, scope, and expertise of the editorial board of an occasional publication will be determined by the nature of the publication. Typically, these editorial boards are frequently involved in the definition and commissioning of chapters in consulting with individual authors, or in sharing the editing burden.

3.3 Support for Editors

NCME will provide support for those Editors whose regular responsibilities require significant administrative tasks. Specifically, a journal Editor may request compensation (up to \$6,000 annually) be paid directly to an individual or their employer/educational institution. Additional requests for funding beyond this amount should be requested in writing through the Publications Committee.

3.4 Roles of Editors

The Editors of NCME publications fill an important role. Under their auspices, the results of disciplined inquiry are disseminated and become part of the educational resources for which NCME is recognized. Editors strive to maintain the high quality of each publication on behalf of NCME.

Editors work with the NCME Publications Committee and NCME Board of Directors. The NCME Publications Committee provides Editors with guidance as they begin their term, oversight as they conduct their Editorial duties, and support when questions or issues arise. In addition, the Publications Committee will communicate with the NCME Board of Directors on behalf of the Editors when there is a request to change a policy or a funding request.

Each publication should have a statement of purpose and editorial policy. A new Editor should have the opportunity to review and update this statement to reflect their vision for the publication under their leadership and these statements should be publicized after approval from the Board of Directors.

The Editors report to the NCME Board of Directors via the NCME Publications Committee. Prior to each Board meeting, the Chair(s) of the Publications Committee will request a summary of any major accomplishments for the publication, any issues that the Board should be made aware of, any upcoming initiatives, or any questions/requests for the Board. In addition, the Publications Committee may provide the Board with additional information on each publication (e.g., journal response time). Budget requests are made annually prior to the NCME annual conference through the Publications Committee and subject to Board review/approval. If an Editor has a budget request at a different point in the year, they should work with the Publications Committee to determine when/how to approach the Board.

The Editors shall bear no personal liability for expenses of the corporation. In event such liability for any reason should attach, other than for defalcation, the corporation will indemnify the above-named officers.

The editorial team (i.e., Editors, Associate Editors, and Editorial Board members) shall disclose no information about a submission or content under consideration to anyone other than those from whom professional advice regarding the publication of the content is sought.

4. Publication Process: Journals

4.1 Editorial Role

Each Editor has the right and responsibility to review the current Editorial process, make changes as necessary, and publicize the process to those involved. This includes processes for:

- Screening or soliciting submissions
- Soliciting reviews of the submissions
- Consolidating reviewer feedback and making a publication decision
- Communicating the decision to authors
- Overseeing the final preparation for publication and publication processes

To complete these tasks, the Editors will work with the publisher selected by NCME for the journal.

From time to time, an issue or section of a journal may be devoted to a specific topic. The Editor takes primary responsibility for making such decisions and may choose a Guest Editor for such issues.

4.2 Review Process

Each manuscript submitted to an NCME journal will be screened for consistency with the editorial policies of the journal. The result of this screening is either a Desk Rejection or moving the manuscript forward to a Full Review. The Editor (or Associate Editor) may make a Desk Rejection for the following reasons:

- Outside of Scope. The Editor initially screens each manuscript to determine if the topic fits within the journal's stated aims and scope. If the subject of the article falls outside of the publication's editorial purview, no further review is necessary; the Editor simply notifies the author(s) as to the basis of the decision not to proceed with review, along with recommendations, if any, of appropriate publication outlets.
- Insufficient Quality. Examples include, but are not limited to, the following reasons. In all cases, the Editor should determine if the author should be contacted and given an opportunity to revise the manuscript before it is reviewed or given a desk rejection. Some examples include:
 - Lack of Originality/Quality/Significance. The Editor may decide that a manuscript is of sufficiently low quality to not warrant reading by the journal's peer reviewers.
 - Poor Writing. A poorly written manuscript (e.g., excessive errors in English grammar, style and syntax, spelling) may be rejected by the Editor, regardless of the quality of the research.
 - Failure to Meet Manuscript Submission Requirements. The Editor may reject any manuscript that does not comply with requirements outlined in this document and/or the Author Guidelines for Submitting a Manuscript, which is posted on the publisher's website for each NCME journal.

The volume of manuscripts submitted annually for publication in NCME journals and the diversity of fields they represent preclude a more extensive review of manuscripts that are out-of-scope for an NCME publication or of insufficient quality to command full review. Editors should be prepared to report to NCME the number of rejections without full review for all reasons.

Manuscripts that pass the Editor's initial screening undergo full review by selected peer reviewers. NCME journals follow a blind review system for all manuscripts considered for publication as articles. Reviewers are chosen by the Editor or Associate Editor to be broadly representative of the membership and field pertinent to the subject material of each publication. Their competence in judging the quality of manuscripts is also important. Critical comments from reviewers enable Editors to make the ultimate decision to reject, require revision, or publish a manuscript.

Manuscripts are sent, with author identification removed, to multiple qualified reviewers. A reviewer must treat a submitted manuscript as a confidential document. If the reviewer shares the manuscript with a person from whom specific advice is solicited, the identities of those consulted will need to be disclosed to the editor of the respective journal.

Upon receiving the recommendations of reviewers, the Editor will make and report a decision to the author, including reasons for the decision and the comments of reviewers. In some cases, additional reviews are obtained if the Editor judges that further input is needed to reach an editorial decision. On occasion, an Editor may reach an editorial decision based on fewer than three reviews; this may occur when the appropriate editorial decision appears clear to the Editor based on the existing review(s), and it has proved impossible to obtain additional review(s) in a reasonable time.

The reviewers' recommendations are advisory to the Editor who has responsibility for making the decision to publish the article. Reviewers remain anonymous to the author. Each reviewer receives a copy of the Editor's letter to the author and the other reviewers' comments (and comments from the Associate Editor if one is involved). Aside from exceptional cases, the author should receive a decision in two to three months.

Editors may determine how to best acknowledge the contribution of the reviewers for the journal either through a print publication or via the journal website.

4.3 Review Decorum

It is the policy of NCME that communication regarding publications employ collegial tone and language and engage a spirit of scholarly constructive assessment of the strengths and weaknesses of a submitted article. Editors should use their discretion in deciding whether a review contains inappropriate or intemperate tone or offensive language. In such cases, Editors should refrain from forwarding the reviews to authors, and inform the reviewers of the unacceptable nature of the review (possibly offering them a chance to revise their review).

4.4 Editorial Decisions

NCME Editors will render one of the following decisions on each manuscript submitted to their publication based on peer reviews:

- Reject
- Reject and Resubmit
- Minor Revision
- Accept

When an editor selects the unconditional rejection category (Reject), they should ensure communication to the author of the specific decision and rationale. The Editor should make it clear to the Authors receiving a rejection decision with encouragement to revise/resubmit that there is no guarantee of a revision to be accepted.

5. Editorial Process: Other Publications

Book Series

The submissions to the Edited Book Series start with an initial description of the proposed book, its goals, and tentative list of book chapters and contributing authors. After reviews by the Book Series Editorial Board, the proposals are expanded to include an abstract and a confirmed set of authors. The process then continues with the Book Editor(s) working with a representative from the Book Series Editorial Board and overseeing the work of the authors.

Newsletter

Newsletter content may be submitted directly to the Editor by author(s) or solicited directly by the Editor. The Editor will determine what type and level of review each piece of content requires. Some content, such as an update from a committee, may need just a simple review for clarity. Other content may need a more thorough review for content accuracy, bias/sensitivity, and clarity. The Editor may work with the Editorial Board to complete these reviews or seek additional input.

ITEMS

The Editorial process for ITEMS is a collaboration between the author(s) and the Editor (or Associate Editor). Submissions are typically submitted after significant discussion between the editorial staff and the author. The typical process for module development is described below.

1. Initial Agreement: The author and Editor engage in initial discussion including scoping the content, development stages for the module, and a planned timeline.
2. Outline: Authors complete a module outline form which is used to help authors organize content and eventually lead to the published announcement article in EM:IP. Additional components in this document include:
 - a. Developer Information
 - b. Bio of Instructor
 - c. Pre-requisite knowledge
 - d. Learning objectives
 - e. Intended audience
 - f. Abstract
 - g. Learning objectives for each section
 - h. Sequencing of content outline
 - i. Planned exercises and other information

The editor will review this document and provide feedback to the author(s).

3. First Section Content Development: Once the content is agreed upon, the author(s) will develop the first section of the module using the slide deck provided by the editor. This allows the Editor to provide initial feedback and ensure the slides contain appropriate level of text, graphics, etc., before the full module is developed.
4. Content Development (all slides): The authors will develop the remaining content and the editor will provide feedback. Note that no audio is recorded, but notes should be sufficient to understand the content on each slide.
5. Record Audio: Once content is finalized, author(s) will record audio in the slide deck directly which will then be reviewed by the editor.
6. Exercise Development: The author(s) will develop the planned exercises.
7. Meta Cognitive Checks: The author(s) will develop quiz/meta cognitive check questions for each section of the module.
8. Polishing of module: The editor will be responsible for ensuring the module is in its final form by adding animations, refining audio timing, publishing video versions, and building/publishing on the ITEMS portal.
9. Finalize two-page description for EM:IP: The author will finalize the two-page publication for EM:IP to announce the module. This will then be reviewed by the editor and feedback/final edits will be made.
10. Editor: The editor will publish the module on the ITEMS website by the date the EM:IP publication goes live online (not print date).
11. Review: At any point in the process, the Editor may reach out to experts for review of the module.

6. Authors

6.1 Submission of Content

The text of submissions for a publication should conform to the style of the *Publication Manual of the American Psychological Association* as well as any publication-specific guidelines for length, and formatting (see publication website for specific requirements).

Submissions are accepted for consideration with the understanding that they are original material and are not currently being considered for publication elsewhere.

6.2 Grievance Procedure for NCME Publications

A grievance is defined as a conflict between an individual (or group) and an Editor (or Editorial Board) that cannot be resolved by the parties.

This section defines the steps to be followed when there is conflict over whether a submission should be accepted by the publication or over the Editor's requirements to the author(s) for revising the submission. Other conflicts that may arise during the publications process should be described in writing and addressed to NCME's Publications Committee, which will work with NCME's Executive Committee to resolve the conflict.

As a first step, the author(s) and the Editor must attempt a collegial resolution of the conflict. If this attempt is successful, no further action or record is necessary. The following steps should be carried out if this attempt is not successful and the author(s) submits to the Editor a written request to initiate a grievance process. The six steps should be completed within 90 days of the Editor's receipt of the written request.

1. When the written request is received by the Editor, the Editor immediately will submit this request to the Chair of NCME's Publications Committee. The Chair in turn will notify the Executive Committee that a grievance process has been initiated.
2. The Chair of the Publications Committee will solicit from the author(s) and the Editor a written history of the circumstances and events leading to the grievance. The Chair will compile the received information (masking the identity of the author if possible) and share it with the Publications Committee.
3. The Publications Committee reviews the provided information and determines if the Editor followed the submission review procedures in this document. If there is no evident violation of NCME's review process, the grievance should be closed. Otherwise, the process continues with Step 4.
4. The Chair of the Publications Committee will ask each party to nominate past editors of the publication who would be able to coordinate an independent review of the submission.
5. Upon receipt of the nominations, the Publications Committee will name a past editor to coordinate the independent review. In the text that follows, this individual will be called the Past-Editor.
6. The Past-Editor will send out the manuscript in question for anonymous peer review, selecting at least two different but appropriate peer reviewers. The charge to the peer reviewers should consider the substantive points of the author(s)' and Editor's documentation. A copy of the cover letter that is sent to the peer reviewers, with their names and other identifying information removed, will be sent to the current Editor and to the author(s).
7. The Past-Editor will evaluate the peer reviews and submit a written recommendation concerning the disposition of the paper to the Chair of the Publications Committee along with the anonymous peer reviews. A copy of the written recommendation and the anonymous peer reviews also will be sent to the current Editor and the aggrieved author(s).

8. The Publications Committee will review the materials submitted to it, decide what action should be taken, and implement the action.

The operating rules that are to be followed by all parties involved in all steps of the grievance process will include the following:

1. All grievance cases will be treated confidentially. Information may be shared only with the authors and Editors involved and the Executive Committee.
2. All parties will proceed with care and respect for all persons involved.
3. All parties will respect the rights and privileges of the Editors to exercise professional judgment within NCME's policies and guidelines.
4. All parties will attempt to resolve the issues expeditiously, while at the same time ensuring that each case receives a thorough examination of all relevant issues.

6.3 Copyright and Permission to Reprint

NCME copyrights particular published content. Authors are advised to become aware of the copyright rules for any publication before submitting.

Reprinting in either original or edited form of any copyrighted publication of NCME requires written permission from NCME and the publisher.

- Journals: Authors are responsible for obtaining written permission to publish material for which they do not own copyright. Authors seeking publication of their work under NCME's copyright may be asked to "transfer copyright" to NCME and are expected to sign an agreement guaranteeing the originality of the manuscript. In such cases, authors automatically receive permission to use their work elsewhere without charge. They must, however, request permission in writing from NCME.
- ITEMS modules are made freely available on the ITEMS portal. They are published to facilitate learning by anyone who is interested in classroom use as well as use by professionals. They may be disseminated for instructional purposes. They should be properly cited by using the citation provided on the website.
- Newsletter: Readers may copy any articles in the Newsletter that have not been previously copyrighted. NCME requests that reprinted material include a credit line citing its source.
- Book Series: Starting in 2022, the Book Series will be published under the Creative Commons Attribution-NonCommercial-NoDerivatives (CC BY-NC-ND) 4.0 International Public License which permits the sharing of the Work by others provided that the author is credited, the work is not altered, and it is not used commercially. Additional detail can be found here: <https://creativecommons.org/licenses/by-nc-nd/4.0/legalcode>.
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Journal of Educational Measurement

Richard E. Schutz	1964-1968	Volumes 1-5
Jason Millman	1969-1971	Volumes 6-8
Robert L. Linn	1972-1974	Volumes 9-11
Richard M. Jaeger	1975-1977	Volumes 12-14
Lorrie A. Shepard	1978-1980	Volumes 15-17
Leigh Burstein	1981-1983	Volumes 18-20
Ross E. Traub	1984-1986	Volumes 21-23
Wendy M. Yen	1987-1989	Volumes 24-26
James Algina	1990-1992	Volumes 27-29
Mark Reckase	1993-1995	Volumes 30-32
Rebecca Zwick	1996-1998	Volumes 33-35
Daniel Eignor	1999-2001	Volumes 36-38
Barbara Dodd	2002-2004	Volumes 39-41
Michael Kolen	2005-2007	Volumes 42-44
James Carlson	2008-2010	Volumes 45-47
Brian Clauser	2011-2013	Volumes 48-50
Jimmy de la Torre	2014-2016	Volumes 51-53
George Engelhard / Jonathan Templin	2017-2019	Volumes 54-56
Sandip Sinharay	2020-2022	Volumes 57-59
Chun Wang	2023-2025	Volumes 60-62

Educational Measurement: Issues and Practice

Frank B. Womer	1982-1985	Volumes 1-4
Walter M. Haney / Edward F. Reidy	1986-1988	Volumes 5-7 (Number 1)
Walter M. Haney	1988	Volume 7 (Numbers 2-4)
Anthony J. Nitko	1989-1991	Volumes 8-10
John J. Fremer	1992-1994	Volumes 11-13
Linda Crocker	1995-1997	Volumes 14-16
Jeffrey Smith	1998-2000	Volumes 17-19
Jeri Benson	2001-2003	Volumes 20-22
Steven Ferrara	2004-2006	Volumes 23-25
Susan Brookhart	2007-2009	Volumes 26-28
Jacqueline Leighton	2010-2012	Volumes 29-31
Derek C. Briggs	2013-2015	Volumes 32-34
Howard Everson	2016-2018	Volumes 35-37
Deborah Harris	2019-2021	Volumes 38-40
Zhongmin Cui	2022-2024	Volumes 41-43

CEJEME

Li Cai	2019-2022	Volumes 1-3
Ye Tong	2023-2025	Volumes 4-6

Newsletter

Joy A. Frechtling	1992-1993	Volumes 1-2
Audrey Qualls	1994-1996	Volumes 3-4
Lisa Smith	1997-1999	Volumes 5-7
Douglas Becker	2000-2002	Volumes 8-10
Susan Brookhart	2003-2005	Volumes 11-13
Scott Bishop	2006-2008	Volumes 14-16
Thanos Patelis	2009-2011	Volumes 17-19
Susan Davis-Becker	2012-2014	Volumes 20-22
Heather Buzick	2015-2017	Volumes 23-25
Megan Welsh	2018-2020	Volumes 26-28
Art Thacker	2021-2023	Volumes 29-31

ITEMS

Barbara Plake	1987-1988
Fred Brown	1988-1989
Rick Stiggins	1992-1993
Michael Zieky	1998-2000
Deborah Harris	2001-2005
Mark Gierl	2006-2011
Holmes Finch	2012-2016
André Rupp	2017-2021
Brian Leventhal	2022-2024

NCME Book Series

Brian Clauser	2011-2021
Kadriye Ercikan	2021-2025