NCME national council on measurement in education

Volume 19, Number 4 NEWSLETTER December 2011

FROM THE PRESIDENT -

Linda L. Cook, Educational Testing Service

Dear Colleagues,

I hope that most of you are enjoying the mild winter that those of us who live in the Northeast are experiencing. Even though winter is mild, I'm sure many of you join with me in looking forward to an early and long spring. Thoughts of spring bring to mind the Annual Meeting which will be held this year in a very wonderful location, Vancouver, BC. I'm pleased that we will be able to hold our meeting on the home soil of our colleagues from Canada. Our Program chairs, Joanna Gorin, and Andre Rupp, and our training chair, Heather Buzick, have been working extraordinarily hard to provide you with the very best of meetings. There will be many changes this year, reflective of the feedback we received from you when we conducted our survey of the Annual Meeting last spring. In your feedback, you requested a number of changes, one was the addition of a plenary session, and another was more opportunities to network and to meet and talk to colleagues. In addition, you requested more innovative session types and fewer paper sessions. You also requested an increased focus on applied issues and sessions more connected with policy and focused more on the challenges facing education today. I think you will certainly find the sessions in this year's Annual Meeting reflective of the changes you requested.

Given below are just a few of the highlights of this year's Annual Meeting. Additional information about the Annual Meeting will soon be available on the NCME website.

NCME Reception and Opening Plenary Session

This year will mark the first NCME Annual Meeting Plenary Session. The session will be held on Saturday, April 14, from 10:15 am to 12:05 pm. The session will be preceded by a coffee break that we hope will give you an opportunity to catch up with old friends and colleagues and to meet and make some new acquaintances. We are fortunate to have John Q. Easton, Director of the Institute of Education Sciences, as our speaker for this session. The title of John's session is: How Can the Testing Community Help Advance Education Policy and Practice?

Innovative Sessions

This year we will offer several sessions that will combine an innovative format with the use of technology. Three structure demonstration sessions will use a multi-media setting with a format that will encourage audience participation. The sessions will involve "stations" where audience participants will be able to watch short videos and other types of presentations on multiple projects organized around a common theme. In some of these sessions, after viewing the presentations, the audience will be led in a discussion of the research. The sessions that will be presented in this format are: Assessment of Students with Severe Cognitive Disabilities: DLM & NCSC, organized by Neal Kingston, Rachel Quenemoen, Alan Sheinker, and Martha Thurlow; Embedded Assessments in Digital Learning Environments, chaired by Andre Rupp; and Reading for Understanding Core and Assessment Teams, chaired by Joanna Gorin.

A second innovative session format incorporates structured discussion into a panel-like format. The first of these sessions titled The Qualities of Quality (chaired by Sarah Bonner and Heidi Andrade) builds upon the forthcoming Sage Handbook of Research on Classroom Assessment. The innovative format session proposed here brings together those chapter authors and the Handbook's editorial team to discuss the theoretical and practical implications of evolving concepts of quality in classroom assessment. The second structured discussion session, Recruitment and Training of Measurement Professionals (organized by Deborah Bandalos), will center on two initial presentations on ideas for recruiting measurement professionals and teaching introductory measurement courses. Given the relevance of the topic for NCME and its future, this is sure to be a lively session and will hopefully generate some innovative ideas.

Finally, NCME past-president Terry Ackerman will chair and moderate a technology-enhanced session called Testing Around

the World: Assessment Needs, Collaboration Opportunities, and Implementation Challenges in Developing Countries. Using web-conferencing, individuals will participate in the session from as far as China, Honduras, Chile, and South Africa. The international focus of this session is echoed by several others, including the session Assessment of Linguistic Minorities: An International Perspective, chaired by Kadriye Ercikan and involving presenters from New Zealand, Germany, USA, and Canada. A third international session, organized by Fanmin Guo, brings together key researchers and policymakers from China in the session titled Test and Assessment in China: Reform on Score Reporting, Interpretation, and Utilization. These sessions are apropos given the international location of this year's conference.

Co-sponsored Sessions

In order to provide a broader perspective on some of the current issues in education, NCME is co-sponsoring sessions with the following organizations: AERA, NATD, CCSSO and JCSEE. Be sure to look for more information on these sessions in the Preliminary Program that will soon be shared on the web. Each of these sessions represents exciting opportunities for NCME to collaborate with other organizations to serve educators and to enhance educational research.

In addition to the sessions mentioned above that represent exciting changes for NCME, the Annual Meeting program will also highlight the Career Award Address that will be given this year by Edward Haertel, as well as a number of committee sponsored sessions and invited sessions that should prove to be extremely interesting and stimulating. I will not list all of those sessions here, but they will soon be available in the complete list of program highlights that is presented on the NCME website.

NCME Web

Without a doubt, one of the most significant accomplishments for NCME is the introduction of our new website. Most of you know Kris Waltman has led this effort and I would like to thank her for the outstanding leadership she has demonstrated to bring this project to fruition. I would also like to thank the Website Editor, John Willse, and the members of the Website Management Committee (Chris Domaleski, Michael Finger, Emily Lai, Joy Matthews-Lopez , Patrick Meyer, Rosemary Reshetar, Yi Tong and April Zenisky) for the work they have done on this exceptionally well executed project. Finally, I would like to acknowledge the services of John Hofmann of the Rees Group and thank him for creating our new website. Be sure to check it out at http://ncme.org/.

New NCME Ad hoc Committees

The NCME Board has recently appointed two important ad hoc committees to develop plans for an NCME Archives and for an NCME Charitable Giving Arm. The ad hoc committee for the NCME Archives is chaired by Mary Pommerich and the committee members are: Anne Davidson, Neil Dorans, Quing Yi, Dean Colton, Mark Raymond, and Jerry Melican. Gretchen Anderson, Plumer Lovelace, and Linda Cook are advisors to the committee. The committee will focus on developing a plan for the NCME Archives that will be presented to the NCME Board for approval. It is hoped to have an NCME archives established before the celebration of NCME's 75th anniversary in 2013. The ad hoc Committee for the NCME Charitable Giving Arm is chaired by Linda Hargrove and the committee members are: Larry Rudner, Cathy Wendler, and Suzanne Lane. Anne Fitzpatrick, Linda Cook, and Plumer Lovelace will advise the committee. The committee is charged with developing planning and establishing an NCME Charitable Giving Arm over the next year.

NCME Items Editor

Many of you may have seen the announcement of the new NCME Items Editor. The new editor will be W. Holmes Finch, who is a Professor in the Department of Educational Psychology at Ball State University. Holmes will assume the responsibility of Items Editor from the current editor, Mark Gierl, following the Annual Meeting in April. I would like to congratulate Mark for the wonderful job he has done as Items Editor and both congratulate and thank Holmes for being willing to accept this responsibility.

New Contracts Signed

I am pleased to announce that NCME has signed a contract with Routledge publishing company for a new NCME Book Series on Applications of Educational Measurement. This series is being led by Michael Kolen with an editorial board of Robert Brennan, Wayne Camara, Edward Haertel, Suzanne Lane and Rebecca Zwick. I am very excited to tell you that Henry Braun has agreed to edit the first volume on measurement-based accountability models.

75th Anniversary Update

The 75th Anniversary Committee has been actively planning a series of events starting this year in Vancouver and leading up to next year's conference which will include special sessions reflecting upon our history as well as a not-to-be-missed gala

reception that will include a roasting of the profession, musical humor, and dedication of a time capsule.

NCME Election Results

I would like to congratulate the new members of the NCME Board, Wim van der Linden, President Elect, and Susan Brookhart and Haufang Zhao members of the NCME Board. NCME is fortunate to have such strong leadership for the coming years.
In closing, I would like to say a special thank you to all of you who have volunteered to lead and work on NCME projects this year. We have had a very productive year thanks to the hard work and dedication of all of our volunteers. I hope many of you will be able to attend the meeting in Vancouver and enjoy the results of all of our volunteer efforts.

A NOTE FROM THE EDITOR

Thanos Patelis, The College Board

In this issue, the last one offered by Thanos as the editor, we have the third column from our president, Linda Cook of Educational Testing Service. Next, our graduate student corner columnist, Chris Orem from James Madison University, offers some of his thoughts on lessons learned during his graduate training. After his column, S.E. Phillips provides us with an article on cheating in the *Legal Corner* followed by some commentary by John Fremer from Caveon Test Security. Next, to honor the exceptional efforts provided by the *NCME Newsletter Advisory Board*, please find their bios and pictures where available. The quality of this newsletter is a direct result of their contributions, and all of its defects are the editor's fault. We are also pleased to announce Roy Levy, Arizona State University, was awarded the *Presidential Early Career Award in Science and Engineering* in 2011. So, we provide an overview of the award and some comments directly from Roy. Then, we provide a couple of items on the *What's New* column, along with a reminder of the NCME 75th Anniversary celebration. Finally, we are providing an article by Robert Forsyth and a couple of additions by Jerry Melican in memory of Leonard Feldt, who passed away in October 2011.

As my last comments as editor of the NCME Newsletter, I want to thank all of you for your efforts and contributions. I especially want to thank Wayne Camara for his continued and unwavering support. And of course *to all my friends*! Finally, I hand-off the editorial responsibilities to the capable, energetic hands of Susan Davis-Becker, who will do a wonderful job as she always does!

To all my friends!

GRADUATE STUDENT CORNER: LESSONS LEARNED

Chris Orem, James Madison University

For my final column, I had been planning on discussing time management strategies for students as we enter into a hectic spring semester. However, I felt a bit hypocritical writing a column on time management when I'm more than a week past my deadline. After considering the irony, I thought I would instead share some lessons I've learned during my time in graduate school. I believe these lessons will serve me well as I begin to transition into the working world, and I hope that you will find the value in them also.

1. Sometimes, being "good and on-time" is better than being "perfect and late."

One thing I think all graduate students have in common is that we often have so many demands on our plate; it's hard to be perfect on anything, let alone everything. We all have pressure put on us to turn in quality papers, projects, and exams that the stress can be quite overwhelming at times. For Master's students hoping to continue their education in doctoral programs, the added stress of earning strong recommendations from your faculty can generate extra reasons to strive for perfection. However, in my experience, sometimes "good" is just fine. During my first year of doctoral work, my advisor sat me down to go over my end-of-semester evaluation. After some initial comments, he told me, "You know, you don't necessarily do excellent work [a little shot to the ego, I'll admit], but you always do good work that's on time and that's important." He had meant this as a high compliment, and I took it as such. I've remembered this comment on multiple occasions, usually when I'm juggling multiple deadlines. Essentially, supervisors, advisors, and clients appreciate accurate, clear work that is done on time. Being able to turn out quality products that you're proud of, but that also allow you to meet your deadlines demonstrates strong time management and a sense of professionalism, both of which are valuable skills to any faculty member or potential employer.

2. It's important to strike a healthy work-life balance.

As graduate students, we hear this all the time from concerned faculty and family: "Be sure to find balance. You should get more sleep. Don't spend all day and night studying, writing, or researching." Sometimes, that's easier said than done. However, it is important to spend time doing something other than reading, writing, or figuring out why syntax isn't working. To strike a work-life balance, I try to overlap my work schedule, as much as possible, with that of my wife's. Because she works full-time, I get to my assistantship when she goes to work, and try as much as possible to come home when she does. If she has to stay late, that gives me an extra hour in the office; if she runs errands on the weekend, I do some research, or finish some reading. Basically, I try to treat being a student as a full-time job. There are still days when this strategy doesn't work, but by structuring my school schedule like a professional workweek, I've been able to spend most nights and parts of my weekends not doing work.

I also try, whenever possible, to leave my work at work. By not studying, researching, or reading at home, I don't allow the stress of school to interfere with my personal life. I still, on occasion, have to read articles at home or send off a few emails, but by limiting the amount of work I do at home, I'm able to separate my personal life from my student life, which has kept me focused at work and a little less stressed out at home. However, in this area you also need to consider what you value most in life. Becoming a leader in the field of assessment or measurement takes a lot of time, dedication, and sacrifice. If your accomplishments as a professional are what you value most, then my advice may not be that pertinent. If you value developing and maintaining strong personal relationships, then perhaps this advice can help.

3. Networking is important, and there are many ways to do it well.

I was reflecting recently on the jobs that I've had since high school. I was a little surprised to realize that in every single case, I had used some connection to help get my foot in the door for the interview. I have never considered myself a strong networker, but reminiscing about my previous jobs made me re-think the purpose and scope of this important skill.

Networking, as I used to view it, was intimidating. I used to think it was all about engaging in casual conversation at conferences, where at the end, business cards might be exchanged. This was intimidating to me because I am not a small-talker. I stick pretty close to people I know at conference receptions. I'm more comfortable when someone else facilitates an introduction between a new colleague and me. However, networking is a valuable skill and one that is important for any graduate student or professional to develop. As I've now come to know it, networking is about connecting with people who share common professional interests and who may be helpful in some way to your career. Although many people tend to associate networking with conference-going, our networks include people who we interact with on a daily basis. Current and past students in our programs can serve as valuable connections after graduation. Faculty members have a vested interest in our success; many of them have a broad network and will be happy to help connect you to job and internship opportunities.

Additionally, if making connections with unknown colleagues at conferences isn't your strength, look for other ways to develop relationships with students and professionals at other schools or companies. Through professional organizations, join committees that enable you to work with other colleagues in meaningful ways several times over the course of the year. This committee work can help people outside your university get to know your strengths and your value as a professional colleague. The take-away message here is that networking is critically important to developing as a professional. However, if mingling at conferences to make new connections isn't a strength, focus on developing your internal network as much as possible and explore ways to use who you know to meet people you don't.

To conclude, I believe these lessons will serve me well as I venture out into my post-student life. I hope that at least part of what I've written is useful to you, no matter what stage you are in your education. Graduate school can be stressful; the hours are long, and the pay isn't great. But it's an experience unlike any other time in your life, and there are very few places where the resources and opportunities to learn and research are so accessible. If I could offer any parting advice, always consider how what you're learning now (both in and out of the classroom) can benefit you in your future endeavors. Figure out your strengths (we all have them) and work to develop them. Manage your weaknesses (we all have them) and keep them from limiting your potential. And if you see me at a conference, I'd love to meet you, even if my small talk isn't the greatest.

LEGAL CORNER: EDUCATOR CHEATING ON TESTS REVISITED

S.E. Phillips, Consultant

Educator cheating on state accountability tests is back in the news again. Although some observers have blamed NCLB testing and educator merit pay plans tied to student achievement for these incidents, episodes of educator cheating were documented long before the advent of the NCLB legislation. The latest reported incident in Atlanta, Georgia is notable for the length of time the educator cheating apparently continued prior to discovery and the use of a cheating method – answer sheet tampering – for which forensic data analyses could have flagged suspicious circumstances for further investigation much sooner. The

evidence in the Atlanta Public Schools case indicated a pattern of cheating over a decade or more involving a substantial number of educators. While the scope of educator involvement was more extensive in Atlanta, the methods, detection and consequences bear a striking similarity to a 1996 pre-NCLB case involving a nationally-standardized achievement test. In the recent and earlier cases, test score integrity was compromised, students and their parents were misled about student achievement, some students may have missed out on needed remediation and the ethics of many educators were questioned in the process of identifying and sanctioning those violators still employed by the schools where cheating occurred.

Background – the 1996 Connecticut Case

In an affluent Connecticut school district, officials became suspicious of an elementary school with extremely high Iowa Tests of Basic Skills (ITBS) achievement test composite scores (none below the 98th percentile rank) when they discovered an abnormally high number of erasures on student answer sheets.[1] A high percentage of the erasures were from wrong answers to right answers and, in a few cases, from the right answer to the same wrong answer. In an unannounced, district-proctored retest in the target school and two comparison schools, erasures and student scores declined at the target school to levels similar to the demographically-comparable comparison schools.

Possible motivations for educators to tamper with the target school answer sheets included incentives for high scores for students and educators. A 97th percentile rank was the minimum score required for eligibility for a popular university program for gifted and talented students, and many district middle schools used the test scores to assign students to gifted English and mathematics programs. Test scores had also been used by District officials for promotional purposes, and state achievement bonuses were tied to test performance. An extensive follow-up investigation was supervised by a retired judge and involved inquiries by the state crime lab and law enforcement professionals as well as additional statistical analyses. Based on all the facts and circumstances, the District concluded that the school principal had tampered with the answer sheets, and his employment was terminated.

The 2011 Atlanta Public Schools Case

A recently-released report by the Georgia governor's office disclosed that, beginning as early as 2001, principals and teachers in the Atlanta Public Schools systematically and repeatedly erased and changed answers on state accountability tests, artificially increasing scores and creating a false impression of success in that urban district.[2] The two-year investigation, spanning the terms of two governors, documented cheating by 178 educators (82 confessed and the rest pled the fifth amendment when questioned) in 44 of 56 schools examined. The 56 schools were chosen for investigation due to large numbers of answer sheet erasures from wrong to right answers. For example, on one 40-item test, erasures from wrong to right answers averaged 15 in some classrooms compared to an expected average of 1 or 2. The governor's inquiry followed an allegedly inadequate investigative effort by the District in response to questions raised by a local newspaper that documented improbable increases in test scores on NCLB reading/ELA and mathematics tests. For example, from 2006 to 2007, the percent of students proficient on the ELA test in one elementary school rose from 28% to 79%. In another elementary school, from 2004 to 2005 the percent of students proficient on the mathematics test rose 42 percentage points.

The governor's report further alleged that the former superintendent (who retired in June and has denied any intentional violations) and her top staff knew or should have known about the cheating and created an atmosphere of intimidation and retaliation to deter other educators from objecting. A lawyer for the former superintendent countered that the evidence for these findings was biased and circumstantial. The former superintendent and the District had received numerous commendations for its schools' educational achievements. The report also stated that students qualifying for needed remediation did not receive it because of the inflated scores and described a District coverup that included giving false statements and destroying evidence. The educators involved also took actions to hide their misdeeds. For example, one teacher took pictures of the test coordinator's office so test materials could be replaced in their original locations and one principal was observed wearing gloves to avoid leaving fingerprints while he erased and changed students' answers. Weekend "changing parties" were held at another teacher's home and veteran teachers altered the answers sheets for classrooms with new teachers who were not trusted to participate in the cheating conspiracy.

Immediate consequences of the Atlanta cheating scandal have included the replacement of four area superintendents. Also, a former Atlanta deputy superintendent hired by a Texas school district near Dallas has been placed on leave from her new job. Criminal charges against educators who confessed to cheating violations or were implicated by others are being considered. The District has announced plans for annual ethics training for educators and the establishment of cutoffs for investigating larger than expected increases in schools' test scores. In addition to Georgia, other states that have faced allegations of cheating on school accountability tests in the last decade include Arizona, California, Colorado, Florida, Maryland, Michigan, New Jersey, New York, Ohio, Pennsylvania, Texas and the District of Columbia, where the U.S. Department of Education has joined in the investigation.

---

[1] Drew Lindsay, *Whodunit? Someone Cheated on Standardized Tests at a Connecticut School*, EDUC. WEEK, OCT. 2, 1996, at 25.

[2] Christina A. Samuels, *Test-Tampering Found Rampant in Atlanta System*, EDUC. WEEK, July 13, 2011, at 1, 22; Fannie Flono, *Testing, Cheating, Learning and Failing*, CHARLOTTE OBSERVER, Aug. 5, 2011.

Implications

Although procedures exist to deter and detect incidents of educator malfeasance involving paper-and-pencil testing, they have been underutilized in many state testing programs. These lax enforcement policies have existed despite *Test Standards* (1999) that place the responsibility for test score integrity on test users (e.g., "**Standard 5.6:** Reasonable efforts should be made to assure the integrity of test scores by eliminating opportunities for test takers to attain scores by fraudulent means; **Standard 5.7:** Test users have the responsibility of protecting the security of test materials at all times; **Standard 15.9:** The integrity of test results should be maintained by eliminating practices designed to raise test scores without improving performance on the construct or domain measured by the test" [p. 64, 68]). The NCME Ethics Code (1995) further supports the duty of states and districts to be proactive regarding test security. Section 4.3, requires test users to "[t]ake appropriate security precautions before, during, and after the administration of the assessment." Failure of districts and states to adopt and enforce effective test security policies can result in litigation involving parents, employees, administrators, whisteblowers and others adversely affected by falsified scores.

Educator Sanctions

If educators do not confess when confronted with circumstantial statistical evidence and other convincing evidence cannot be obtained, proving accusations of cheating at a level sufficient to support job loss and/or loss of a teaching or administrator license can be resource intensive and procedurally challenging. An interesting example of such a case occurred in 1996 in a Mississippi school district. The ITBS test results for an elementary teacher's fourth-grade students were questioned by the Department of Education (MDE) because "many identical answers for [thirteen] items were provided by the entire class."[3] MDE concluded that the District had failed to follow state test security laws and lowered the District's accreditation level to probationary status. The teacher had administered the test with proctoring assistance from another elementary teacher. Both teachers denied misconduct in administering the tests. Subsequently, the School Board voted 4 to 1 not to renew their teaching contracts. At a requested hearing, the state investigator testified that 15 of 23 students interviewed described receiving improper assistance and review of the students' answer sheets confirmed almost identical wording and the same misspelled words. The investigator concluded that the students had been coached or told the answers. The teachers appealed their dismissals. The trial court upheld the nonrenewals but the appeals court reversed, finding that the teachers' affidavits of denial were sufficient to cast doubt on the state's circumstantial evidence. On further appeal, the state supreme court reversed the appeals court and reinstated the trial court's finding that the District provided adequate due process in dismissing the teachers. The state supreme court held that the teachers had the burden of disproving the charges at the hearing and that their unsworn affidavits stating general denials that they only helped students understand the directions were not sufficient.

Student & Parent Claims

Parents of students who are the targets of the answer sheet tampering may have little recourse beyond the usually unsuccessful claim of educational malpractice. However, some redress might be possible if the student is disabled or if the educators' actions are ruled fraudulent. For example, in a 1995 New York case, a teenage student claimed that his prior elementary principal altered the answer sheets of some students, including his own, on a citywide reading and mathematics test in order to improve the school's ranking.[4] As a result of the tampering, the student alleged that his scores erroneously indicated his achievement to be above average, preventing the District from detecting his learning disabilities and making him ineligible for assistance in the school's resource room. Consequently, he claimed he was prevented from acquiring basic mathematics and reading skills. Based on evidence of intentional wrongdoing, the trial court refused to dismiss the complaint. On appeal, the court dismissed the negligence claim for educational malpractice but stated that if supported by convincing evidence, the student might have a claim for fraud or intentional malfeasance. The court also stated that evidence of the dramatic increase in the citywide ranking of the principal's school indicated foreseeability of possible erroneous placements, a finding that could also expose the Board of Education to liability for the principal's wrongful acts.

Whistleblower Retaliation

Administrator retaliation for whistleblowing can also be a difficult claim for an educator to prove and may deter educators from reporting suspicious circumstances. For example, consider the case of an Ohio middle school assistant principal responsible, among other duties, for test administration.[5] At an administrative staff meeting, he voiced disapproval for a scheme to provide teachers with copies of test items for review prior to test administration. Although he refused to implement the plan in his school, he was aware that it had happened in others. He notified the Ohio Department of Education (DOE) which, after receiving a report of the investigation it requested of the superintendent, found that the District was out of compliance with state regulations

[3] *Buck v. Lowndes County Sch. Dist.,* 761 So.2d 144 (Miss. 2000).
[4] *Helbig v. City of New York*, 622 N.Y.S.2d 316 (N.Y. App. Div. 1995).
[5] *Canary v. Osborn*, 211 F.3d 324 (6th Cir. 2000).

requiring a written test security policy. The DOE also instructed the District to immediately discontinue test previews by teachers because the information obtained could be used to artificially inflate students' scores, a violation of state regulations. But in a related dispute involving another District employee, an unredacted copy of the assistant principal's letter to the DOE was given to an attorney who shared it with the District Superintendent. Subsequently, the School Board demoted the assistant principal to teacher, transferred him to another school and then promoted another district employee to the position of "student facilitator" with essentially the same duties he had performed as assistant principal. He sued the Board for retaliation. The Board claimed legislative immunity, but the court held that the Board's actions were personnel decisions subject to challenge. The parties apparently settled the case nonjudicially.

Computer-Administered Tests

As an increasing number of states move to computerized administration of their high-stakes accountability tests, more resources may need to be devoted to the identification, prevention, detection and prosecution of test security violations unique to a computer-testing environment. For example, in 1993, ETS introduced an on-demand, computerized-adaptive (CAT) version of the GRE for which the average test length was about half that of the paper-and-pencil version and the scheduling of test administrations was at the test taker's convenience.[6] In 1994, 22 Kaplan employees from different geographical areas of the country took the GRE-CAT and reported back the content of all test questions they could remember. From this information, Kaplan discovered that test questions reappeared frequently enough to be remembered and passed on to subsequent test takers. A list of 200 such questions was prepared by Kaplan and shared with ETS. Initially, ETS was grateful, but subsequently, the parties disagreed about the nature of the demands made by Kaplan based on its investigation. ETS believed Kaplan was trying to discredit the CAT version of the GRE and reported being pressured to withdraw it. Kaplan insisted that its only purpose was to protect test takers by exposing the security weaknesses it had discovered.

In response to Kaplan's information, ETS temporarily limited the number of GRE-CAT test administrations generally available to all test takers while new item pools were being developed. In press releases and letters to college and university deans, Kaplan expressed the view that the procedural changes made by ETS may not have been adequate to cure the security problem and strongly suggested that GRE-CAT results were untrustworthy. In these communications, Kaplan appeared to have exaggerated the security problem, downplayed the extent of the organized effort required to affect the breach of security and made statements that were not entirely truthful. The judge in the case speculated on two possible interpretations of Kaplan's actions: (1) that it was providing a public service by identifying the security problem and bringing it to the attention of the test developer and the public, or (2) that its purpose was to pressure ETS to withdraw the GRE-CAT temporarily, giving Kaplan more time to develop specific CAT preparation test materials and gain an advantage over its competitors. Believing that Kaplan's press releases and letters to college and university deans were in violation of federal law, ETS initiated a lawsuit. The legal issues presented in the case included copyright infringement, breach of contract, fraud and violation of the Stored Communications Act.[7] The court dismissed all but the copyright infringement claim. The judge stated that a decision on the copyright claim would require interpretation of whether Kaplan's actions constituted fair use of the material as provided for in the copyright laws.[8] Even though the GRE-CAT case did not directly address the quality of the test instrument, it did highlight an important concern for all computer-administered tests, namely, whether the pool of test questions is sufficiently large and/or the security measures adequate to make negligible any potential advantage to later test takers who obtain information from prior test takers.

Policy Questions

In addition to the psychometric issues related to test score validity and integrity, there are also policy questions implicated by states' decisions regarding the allocation of resources to test security activities. In particular, some policymakers are asking the following question: Should deterrents, detection procedures and sanctions for educators who cheat on standardized tests be strengthened or, as suggested by some critics, should the test stakes be lowered instead by changing how the test scores are used and/or including other kinds of information in the decision-making process? In these tough economic times with repeated budget cuts, states may lack the resources to implement the more expensive and labor-intensive performance and portfolio assessments or forensic data analyses advocated by critics. Failure to provide sufficient resources to ensure the validity and reliability of existing or alternative assessments, in paper-and-pencil or computer-administered formats, could seriously undermine the anticipated advantages of adopting them. Further, alternative measures of student achievement or other variables such as dropout rates can also be falsified by educator malfeasance.

Some people cheat on their taxes and disobey traffic laws but taxes and traffic laws are not going to be eliminated because the positive benefits to society far outweigh the negative effects of cheating. Similarly, it would be a mistake to eliminate student achievement data from educational decision-making because some educators have cheated. Even in the worst cases of educator malfeasance, the proportion of educators involved has reportedly involved a small minority. Three increasingly

[6] *ETS v. Stanley Kaplan*, 965 F. Supp. 731 (D. Md. 1997).
[7] 18 U.S.C. § 270 (a).
[8] 17 U.S.C. § 107.

popular options for addressing the cheating problem have included monitoring by impartial, outside evaluators, more extensive data forensics and improved in-service ethics training for educators. Whatever course of action policymakers choose in response to confirmed instances of educator malfeasance will likely affect the public's perceptions of educator integrity and the trustworthiness of student test scores for a long time to come.[9]

LEGAL CORNER: COMMENTARY - LEADING THE CONVERSATION ABOUT PREVENTING AND DETECTING CHEATING ON EDUCATIONAL TESTS

John Fremer, Caveon Test Security

I fully support the analysis and conclusions of S.E. Phillips' excellent article which reflects her legal training as well as her strong knowledge of the practical and technical sides of educational measurement. My commentary reflects both my long-term [50 year!] involvement in the development and improvement of large scale testing programs and my work as a test security professional over the last ten years.

I will present four cautions related to educator cheating:

- Be very clear in your messages about testing
- Make test security a clearly defined responsibility
- Keep the testing process as open as is feasible
- Use all available tools to prevent or detect cheating

Be Very Clear in Your Messages about Testing

In all statements related to testing, especially when goals and objectives are being discussed, it is essential to talk about improving student skills and knowledge. There is a tendency for educators, whether in the classroom or in administrative and helping roles to cite "improving test scores" as a goal. This is not a good practice. This is not simply a matter of niceties of expression. If your focus gets too heavily directed on test scores, some of the tactics and strategies that may be entertained are not sound educationally such as "gaming the system" so the fewest number of poor performing students are actually sitting for the exams .

Make Test Security a Clearly Defined Responsibility

I have conducted Security Audits in quite a few testing organizations and one question I ask is "how is responsibility for maintaining test security allocated in your organization?" In my follow up I look at specifics such as the presence in job descriptions of test-security-related functions. If the Director of a program tells me that it is part of his or her job, I accept that situation, but I try to urge delegation of the test security function to someone who does not also have the entire organization as his or her sphere of authority. Every testing unit of more than a dozen or so staff should have a designated Test Security Coordinator who keeps up on developments in test security, contributes to training, participates in or leads the handling of suspected security breaches, and has responsibility for many other related activities.

Keep the Testing Process as Open as is Feasible

In a comment about keeping testing and personal information secure, it may seem odd to be making an appeal for openness. It is important, though, for everyone who has a role in testing to know how his or her part of the testing process fits with what others are doing. It is common for a security breach to occur not because of sinister intent, but because the person who had a role to play did not realize the security needs of his or her assignment. I heard of an example recently of a state testing staff member contacting a school to deal with a testing irregularity by retesting using a previously supplied "back up" form. At first the school staffer could not find the test in the locked cabinet used to store secure test material. It turned out the boxes containing the secure tests proved to be just the right size to be stacked so that a lamp could be placed on them so a colleague had done just that! Educators have very good records of preserving test security, despite what some media coverage has

[9] For further discussion of the legal cases and legal issues discussed in this column, *see* Phillips, S.E. (2010). *Assessment Law in Education*, Chapters 2, 7 & 10, Prisma Graphic, Phoenix, AZ, available at www.SEPhillips.dokshop.com; Phillips, S.E. & Camara, W.J. (2006). *Legal and Ethical Issues.* In R.L. Brennan (Ed.), *Educational Measurement 4th ed.*, 733-755.

suggested, and my guess is that the security of the tests would have been protected if their identity and function had been explained.

Use All Available Tools

A great deal of thought has gone into developing strategies for preventing and detecting cheating, and test program managers, test developers, operations staff, psychometricians and others can benefit from this past activity. Within the state assessment domain, the Association of Test Publishers and the Council of Chief State School Officers have collaborated to produce Operational Best Practices in State Assessment, which contains a chapter on test security. A subsequent edition of that document addressing computer-based testing is fairly far along in development and will come out in 2012.

The American National Standards Institute (ANSI) has developed standards for certifying testing bodies, and there are solid security standards in its materials that describe how programs are evaluated for ANSI certification.

The Association of Test Publishers has a very active security initiative that collects and organizes information on security practices and produces helpful guidance for test program staff.

My company Caveon Test Security has a blog "Caveon Security Insights" where we publish on at least a weekly basis perspectives and information about creating and maintaining test security and also what to do when your security is breached.

Closing Thought

Unless you were trained in testing very recently, there is almost no chance that you learned about analysis methods for detecting cheating. Unless you work for one of the larger testing organizations there may not be a single one of your colleagues with extensive experience dealing with test security. So you need to find a way to become knowledgeable yourself or encourage another person in your agency or company to learn what is needed to protect the fairness and validity of your tests and information. Don't assume that everything must be all right because you don't know about a test security problem. Gain control of the situation. You will be glad that you did.

SPOTLIGHT ON THE PEOPLE WHO MAKE OUR ORGANIZATION GREAT – THE NCME NEWSLETTER ADVISORY BOARD

The reason for the quality of the information provided in the NCME Newsletter is due to the contributions, efforts, and service to our organization from the members of the *NCME Newsletter Advisory Board*. They are more that the names of the people at the end of each newsletter. They are each professionals and scholars who contribute to the greatness of our organization. So, for this issue, the spotlight is on each member of the *NCME Newsletter Advisory Board*. Each member is listed alphabetically along with some commentary. This is a great opportunity to get to know some of our members and to thank them publicly for their service to our organization.

Scott Bishop, ACT, Inc.

Scott Bishop received his PhD in Educational Measurement and Statistics from the University of Iowa in 2000. Dave Frisbee was his advisor. Before that he studied School Psychology at James Madison University, earning both a Masters and Educational Specialists degree. It was his work at JMU's Student Assessment office (Dary Erwin and Donna Sundre) that piqued his interest in psychometrics. He has worked for Riverside Publishing and Data Recognition Corporation. His primary area of expertise is large-scale assessment (i.e., state NCLB tests). He is the former Editor of the NCME Newsletter Editor and has served on the Publications Committee. He is currently Co-Chair of Recruitment Committee. Since 2000 he has presented over a dozen papers at NCME's annual conference over a wide variety of topics, including equating, vertical scaling, DIF, standard setting, and erasure analysis. He is a staunch believer that testing professionals should be members of NCME.

Mary Lyn Bourque, Mid-Atlantic Psychometric Services

Mary Lyn Bourque[10] (Ed.D., University of Massachusetts, 1979) is currently the Director of Mid-Atlantic Psychometric Services, Inc., a group of measurement associates providing consulting services to state and local departments of education,

[10] Source: http://www.senate.state.tx.us/75r/senate/commit/c530/handouts06/100406.c530.BourqueML.pdf

licensing agencies, and other educational testing agencies. Dr. Bourque specializes in all aspects of test development and full-services standard setting, from technical planning to training and execution. From 1989 to 2001, she was chief psychometrician for the National Assessment Governing Board, responsible for policy-related technical issues, particularly standard setting on the National Assessment. Formerly she was on the faculty of the University of Maryland in the Department of Measurement, Statistics and Evaluation. She has also served as Director of Testing for the city of Providence, RI, and taught secondary mathematics and science in the Boston area. In addition to NCME, Dr. Bourque is member of AERA and has authored numerous technical reports and articles on applied measurement issues. She has published in the *Reading Research Quarterly*, *Educational Measurement: Issues and Practices*, *Education*, and was a contributor to recent edited books including *Defending Standardized Testing*, *A History of NAEP*, *Setting Performance Standards*, and the *Handbook of Educational Policy*. Her research interests focus on large-scale assessment, standard-setting, and applied measurement issues.

Susan M. Brookhart, Consultant

In addition to being a consultant, Susan (Ph.D., the Ohio State University) is Senior Research Associate in the Center for Advancing the Study of Teaching and Learning in the School of Education at Duquesne University. Her research interests include the role of formative and summative classroom assessment in student motivation and achievement, measurement theory for classroom assessment, the connection between classroom assessment and large-scale assessment, teacher knowledge and skills in assessment, and grading. Susan is author or co-author of eleven books and over 50 articles on these topics. Susan has been editor for the NCME Newsletter (2003-2005) and *Educational Measurement: Issues and Practice* (2007-2009). In addition to NCME publications, Susan is on the editorial boards of *Applied Measurement in Education*, *Educational Assessmen*t, and *Teachers College Record*. Susan was also a former elementary and middle school teacher.

Susan L. Davis-Becker, Alpine Testing Solutions

Susan Davis-Becker (Ph.D., James Madison University, 2005) is a Senior Psychometrician with Alpine Testing Solutions and lives in Lincoln, Nebraska. In her work Susan focuses on devising practical solutions to applied measurement problems drawing on the scientific and theoretical work from our professional community for education and credentialing programs. Prior to joining Alpine, Susan served as the assistant director of the Buros Institute for Assessment Consultation and Outreach. Her research interests include test design, test content development, and standard setting,. She has published numerous book chapters and journal articles and presented research at regional, national, and international conferences.

Susan says: "It has been a pleasure to serve on the NCME Newsletter Advisory Board and work with two great editors (Scott Bishop and Thanos Patelis). I am honored to take over as the Newsletter editor – I have big shoes to fill!"

Ellen Forte, edCount LLC

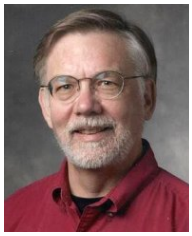
Dr. Ellen Forte[11] (Ph.D., University of Iowa, 1996) is the president and founder of edCount, LLC, a woman-owned small business based in Washington, DC. With nearly two decades' experience conducting research, providing advice and reporting on standards, assessments, and accountability, Dr. Forte is a respected authority on assisting state and local education agencies in the successful interpretation and implementation of education policies.

Dr. Forte is the Principal Investigator for validity evaluation projects for the alternate academic assessments in the District of Columbia, Puerto Rico, and Hawaii, the federally-funded Language Instruction Educational Program evaluation, and co-principal investigator for the federally funded project *Evaluating the Validity of English Language Proficiency Assessments* (EVEA), which brings together the states of Washington, Montana, Oregon, Idaho and Indiana. Dr. Forte also leads the validity evaluation component of the National Centers and State Collaborative, funded by the Office of Special Education Programs at the US Department of Education, which is developing an alternate assessment as well as related curricula and professional development modules. She is the chief policy advisor to the National Deaf Education Center at Gallaudet University on its implementation of standards, assessments, and accountability mechanisms as required under the 2008 Education of the Deaf Act, and provides technical assistance to the Puerto Rico Department of Education. Dr. Forte serves on the Technical Advisory Committees for Louisiana, South Dakota, and Montana.

[11] Source: http://www.edcount.com/about_osa_ellen.html

She is a member of the TESOL Standards Committee and the editorial boards for Educational Measurement: Issues and Practice, the National Council on Measurement in Education newsletter, the NCLB Advisor, and the "No Child Left Behind Alert" published by Eli Research. Between 2006 and 2008, she directed the State Collaborative on Assessment and Student Standards for English Language Learners through the Council of Chief State School Officers.

Edward H. Haertel, Stanford University



Edward Haertel[12] (Ph.D., 1980, University of Chicago) is Jacks Family Professor of Education at Stanford University, where he has been a faculty member since 1980. His research centers on policy uses of achievement test data; the measurement of school learning; statistical issues in testing and accountability systems; and the impact of testing on curriculum and instruction. He has been closely involved in the creation and maintenance of California's school accountability system, and has served on advisory committees for other states and for testing companies. In addition to technical issues in designing accountability systems and quantifying their precision, he is concerned with validity arguments for high-stakes testing, the logic and implementation of standard-setting methods, and comparisons of trends on different tests and in different reporting metrics.

He has served as president of the National Council on Measurement in Education (1998-99), as a member of the National Assessment Governing Board (1997-2003), and as a member of the joint committee for 1999 edition of the Standards for Educational and Psychological Testing (1994-1999). He was a Fellow at the Center for Advanced Study in the Behavioral Sciences (1994-95) and is a Fellow of the American Psychological Association and currently vice president of the National Academy of Education

Sara S. Hennings, MetaMetrics, Inc.

Sara Strouss Hennings received her Ph.D. from the University of Pittsburgh in Educational Research Methodology with a focus in statistics, measurement, and research design. Currently Dr. Hennings works at MetaMetrics as the Director of State and Partner Research responsible for all linking and equating studies connecting the Lexile and Quantile Frameworks with client's assessments. While at MetaMetrics, Dr. Hennings has written over 25 technical reports to document these linking studies. Prior to joining MetaMetrics, Dr. Hennings worked at Pearson as a Senior Research Scientist, Riverside Publishing as the Director of Measurement Research, and the Tennessee State Department of Education as the Director of the Tennessee State Testing and Evaluation Center overseeing all student and teacher testing programs for the state of Tennessee.

Dr. Hennings has been involved in NCME on the advisory board since 2005. She also has been a very involved member of APA's Division 5, Evaluation, Measurement & Statistics, on the Executive Committee from 2005 – 2008 as a Member-at-Large and again on the Executive Committee from 1999 – 2002 as editor of the division newsletter, The Score. She has been a long standing member of AERA. Dr. Hennings has presented conference papers at AERA and NCME throughout the years.

Working with others in this profession has expanded her vision of the future of the measurement and assessment community and has provided a rich rewarding experience. Dr. Hennings has been part of this community for over 30 years.

Joan Herman, CRESST/UCLA

Joan Herman is Director of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA. Her research explores the effects of accountability and assessment on schools and teachers and the design of assessment systems to support educational improvement. Her recent work focuses on the quality and consequences of teachers' formative assessment practices and the assessment of 21st century skills. She also has wide experience as an evaluator of school reform.

An elected fellow of the American Educational Research Association, Joan has held a variety of leadership positions in the American Educational Research Association, is past president of the California Educational Research Association, and is a frequent advisor to state, districts, and federal

[12] Source: http://www.stanford.edu/~haertel/

agencies on assessment research, policy and practice. She currently is a member of the Joint Committee to Revise the Standards for Educational and Psychological Testing, chairs the Para Los Niños school board; and is current editor of the research journal, *Educational Assessment*.

Joanna Gorin, Arizona State University

Joanna Gorin[13] is Associate Professor at Arizona State University. Joanna focuses her teaching, research, and service efforts to advance fair and equitable educational practice, particularly the informed use of educational assessment. Toward this goal, two underlying themes of her work emerge: 1) specialized work in cognitive-psychometric analysis of standardized test data, and 2) basic measurement and statistical training for non-quantitative educators and students. The majority of Joanna's current research applies cognitive-psychometric models (e.g., LLTM, Rule Space Methodology) to standardized measures of reading comprehension for young adults. By merging information from cognitive theory with advanced measurement models, important information has been gained about the meaning and characteristics of verbal reasoning test scores that is useful for educators. Most recently, Joanna has created the Psychometric Testing and Eye-Tracking Laboratory to gather extensive data supporting her research. This facility permits her to collect experimental data on standardized testing items, including digital eye-tracking data, verbal protocols, and survey data, all of which augment the traditional information available for item difficulty modeling and diagnostic score reporting.

Joanna has over a dozen publications and over 30 presentations. She was the NCME Jason Millman Promising Measurement Scholar in 2007 and is the 2012 NCME co-program chair.

Thel Kocher, Walden University

Dr. Thel Kocher (Ed.D., University of Kansas) is an adjunct professor at Walden University. He served for over three decades as a school district Director of Research, Evaluation and Assessment. He was an Education Policy Fellow at George Washington University and directed the testing grants program in the Office of Educational Research and Improvement at the U. S. Department of Education.

I encourage all members to "pay it forward" by active by involvement in NCME. You will benefit from the networking that develops.

Gerald Melican, The College Board

Jerry Melican is Chief Psychometrician in Research and Development for the College Board performing applied research with College Board colleagues regarding the psychometrics and assessment issues.

Prior to joining the College Board, Jerry was Director of Content and Psychometric Development at the American Institute of Certified Public Accountants during the period that the Uniform CPA Examination transitioned from paper-pencil to computer-based test with simulations and adaptive multi-stage testing.

For 19 years he was at Educational Testing Service primarily in the Statistical Analysis departments working in teacher testing, licensing/certification, and, finally the SAT and PSAT/NMSQT tests. His major areas of interest are applying assessment to support U.S. education, equating, standard setting, and large scale testing.

There is a large amount of satisfaction and reward to be able to serve the NCME. As a member of the NCME Newsletter Advisory Board and the NCME Budget and Finance Committee I have had the opportunity to meet and become friends with people who are just getting started or whose careers I have followed myself. In addition to the interpersonal exchanges the chance to do interesting work with very smart and enthusiastic colleagues adds a great deal of spice my professional life. The sooner you get started and the more opportunities you can afford you yourself the better.

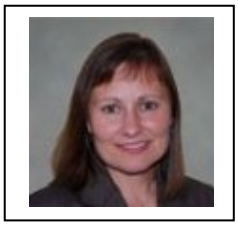
[13] Source: http://www.public.asu.edu/~jgorin/

SE Phillips, Consultant

S.E. Phillips is an independent consultant in assessment law. A former professor of educational measurement at Michigan State University and an attorney, Dr. Phillips is one of the nation's foremost authorities on assessment law, particularly with regard to high-stakes statewide assessments and standardized tests. Dr. Phillips earned both a PhD in educational measurement and statistics from the University of Iowa and a JD degree from Thomas M. Cooley Law School. Prior to joining the Michigan State University graduate faculty, Dr. Phillips worked in the test division of Riverside Publishing Company and for the American College Testing Program. She has also taught graduate seminars at the University of Iowa. She has authored more than 40 publications and delivered over 65 professional presentations on assessment topics.

Dr. Phillips served as an expert witness and consultant in the Texas GI Forum lawsuit; she also served as an expert witness and consultant in several California cases in which the state successfully defended its graduation and school accountability tests, and in cases in Alabama, Pennsylvania and Virginia involving assessment accommodations, teacher licensure testing and test security. Dr. Phillips has served on Technical Advisory Committees or as an assessment law consultant for numerous statewide testing programs. In addition, she has served on the ETS Visiting Committee, the Author's Committee for the Education Law Reporter and has contributed a number of columns on legal issues in assessment to the NCME newsletter.

Christina Schneider, CTB/McGraw-Hill



Christina Schneider[14] (PhD., University of South Carolina) is a Research Scientist. She has worked on numerous state assessment projects, including those for Florida, Tennessee, the U.S. Department of Defense, West Virginia, and Wisconsin. Dr. Schneider also works as part of the CTB Standard Setting Team, helping to establish cut scores for large-scale assessments across the United States.

Dr. Schneider is actively involved in various CTB- and federally-funded research projects. As part of the CTB Research & Development Grant program, she is working on two projects: Detecting and deleting anchor set items: Guidelines and Consequences, and Aligning achievement level descriptors to mapped item demands across achievement levels to enhance valid interpretation of scale scores and inform item development. She was the principal investigator on a federally funded $1.7 million multi-site cluster randomized trial investigating the effects of a professional development program in classroom assessment on teacher and student achievement. Her research has been published in *Applied Measurement in Education*, *Peabody Journal of Education*, *Journal of Psychoeducational Assessment*, and *Journal of Multidisciplinary Evaluation*.

Dr. Schneider joined CTB in 2006. Previously, she worked as a managing psychometrician with the South Carolina Department of Education, and as the state's NAEP coordinator. She began her career in education as a band director in South Carolina.

Donna Sundre, James Madison University

Donna Sundre[15] (Ed.D., University of North Carolina-Greensboro) is Executive Director of the Center for Assessment and Research Studies (CARS) and Professor of Graduate Psychology at James Madison University. Currently, Dr. Sundre directs university assessment activities at the nation's largest higher education assessment center. CARS houses ten faculty members, two administrative staff, and twenty Graduate Assistants. She also coordinates the development of general education, all academic programs, and student affairs assessment planning and instrumentation. She participates in University Academic Program Review process, writes grants and seeks other sources of external funding to advance the mission of the Center, represents the Center on university and external assessment committees, designs and conducts validation studies, and serves as consultant to academic departments and assessment committees. Her research interests include validity, construct and instrument development, program evaluation, and motivation of examinees in different testing conditions.

Dr. Sundre has over 30 publications and over 130 presentations at national and international conferences. She has been a reviewer and served on boards of directors for journals (*Assessment and Evaluation in Higher Education*, *British Journal of Social Psychology*, *Journal of General Education*, *Educational Assessment*, *Numeracy* among others) and professional organizations including AAC&U, AEA, AERA, NCME, and National Numeracy Network, Virginia Assessment Group among others.

[14] Source: http://www.ctb.com/ctb.com/control/researchStaffShowAction?staffId=7869&p=ctbResearch
[15] Source: http://www.jmu.edu/assessment/peopleold/sundre.htm

Xian (Bo) Wang, The College Board

Currently, as a member of College Board's leadership team, Dr. Wang is responsible for the strategies and implementation of all of the College Board's services and products in China, especially with regard to the AP educational programs. In addition he advises the president of the College Board on technical and psychometric issues.

In his previous position as the Vice President of Corporate Assessment Infrastructure and Chief Architect of Platform Reengineering of ACT, Inc., Dr. Wang played a leading role in corporate strategic planning, design, and implementation of assessment infrastructure and technology, including paper-and-pencil assessments, computer based/adaptive testing, test development, data warehousing, test delivery, and test program management. In addition to administrative responsibilities, Dr. Wang also supervised and conducted operational work, and provided solutions to urgent research and operational issues and problems for the computer based testing programs at ACT, Inc, including the Graduate Management Admissions Test.

Prior to joining ACT in December, 2007, Dr. Wang worked for the College Board, Chauncey Group International, Educational Testing Service and the Law School Admissions Council in various capacities as a psychometrician and research scientist.

My heart-felt appreciations go to Dr. Thanos Patelis for his leadership and lion's share of hard work, and the enthusiastic contributions of all the authors in making the NCME Newsletter intellectually richer and stimulating than ever before.

ROY LEVY, ARIZONA STATE UNIVERSITY, AWARDED THE PRESIDENTIAL EARLY CAREER AWARD IN SCIENCE AND EDUCATION

Joanna Gorin, Arizona State University, reported that one of our NCME members, Dr. Roy Levy, was awarded a PECASE (Presidential Early Career Award in Science and Engineering) in September 2011. Roy was the only recipient nominated from the Department of Education. This is a great honor and wonderful recognition of the type of work that NCME embodies. First, we provide a description of the award and then we hear directly from Roy.

In February 1996, the National Science and Technology Council (NSTC)[16], was commissioned by President Clinton to create an award program that would honor and support the extraordinary achievements of young professionals at the outset of their independent research careers in the fields of science and technology. The Presidential Award embodies the high priority placed by the government on maintaining the leadership position of the United States in science by producing outstanding scientists and engineers who will broadly advance science and the missions important to the participating agencies.

The Presidential Awards are intended to recognize and nurture some of the finest scientists and engineers who, while early in their research careers, show exceptional potential for leadership at the frontiers of scientific knowledge during the twenty-first century. The Awards will first and foremost support the continued development of the awardees, foster innovative and far-reaching developments in science and technology, increase awareness of careers in science and engineering, give recognition to the scientific missions of participating agencies, enhance connections between fundamental research and national goals, and highlight the importance of science and technology for the nation's future.

The Presidential Award is the highest honor bestowed by the U.S. government on outstanding scientists and engineers beginning their independent careers. The White House following recommendations from participating agencies will confer the awards annually. To be eligible for a Presidential Award, an individual must be a U.S. citizen, national or permanent resident. Each Presidential Award will be of five years duration. Selection criteria and processes are dependent upon the agency.

The participating agencies are:

National Science Foundation
National Science and Technology Council
National Aeronautics and Space Administration
Environmental Protection Agency
Department of Agriculture

[16] Source: http://grants.nih.gov/grants/policy/pecase.htm?print=yes&

Department of Commerce
Department of Defense
Department of Education
Department of Energy
Department of Health and Human Services: National Institutes of Health
Department of Transportation
Department of Veterans Affairs

In an effort to get to know Dr. Roy Levin, we posed a few questions to him and below please find his responses. We appreciate his time in responding and congratulate him for this great honor.

1. What is the body of work that led to your winning the PECASE?

The award is primarily for my scholarly activities, including ongoing individual and collaborative work on innovative multidimensional psychometric models for complex assessments, such as those in simulation- and game-based environments, and new procedures for conducting dimensionality assessment for such models. The PECASE is an individual award, and I was thrilled to receive it, but to me it speaks as much to my collaborative work as it does my individual work.

2. How does this influence your future work and activities?

It really strengthens my commitment to pursue these topics. To receive this award reinforces my belief that as assessment keeps evolving, exploring and pushing the boundaries of these is important not just for the psychometric community, but for the broader community served by advances in educational measurement

3. Any advice for graduate students or early career colleagues?

I'm not sure what I can say to my fellow early career colleagues, but perhaps some of my advice for graduate students will be helpful for them too: First, you should work hard which actually means you should work on what you like. If you like what you're working on, it makes it all the more rewarding. Second, find smart people that are interested in the same things you are and take advantage of the opportunities to learn from and work with them. I've had the great fortune to collaborate with excellent researchers in academia and industry, and these interactions have yielded opportunities to do things I couldn't have done individually. And even my individual work can be traced to interactions I've had with colleagues. And last but probably not least, laugh at absurdities. They are everywhere and should be a source of entertainment.

4. Can you tell us a little about yourself with respects to your training, avocations, and interests?

Following my undergraduate work training in Philosophy, I did my graduate work in the Department of Measurement, Statistics and Evaluation at the University of Maryland, where I got to learn from and pester the faculty until finishing my PhD. in 2006. While a student, I was also fortunate enough to spend a summer at ETS as a Gulliksen Fellow. For the last five years I've continued my training disguised as a faculty member at Arizona State University. I am a big sports fan and a beachgoer at heart, and recently I've taken up distance running.

WHAT'S NEW?

This is a recent column to the NCME Newsletter. It is an opportunity for the membership to share new things of interest with each other. Please send any new items that are of interest to our members (e.g., new or forthcoming books, members who have changed jobs or new applications) by email to the editor (Susan.Davisbecker@alpinetesting.com). I hope you find this informative.

New Books

- *Uneducated Guesses: Using Evidence to Uncover Misguided Education Policies* by Howard Wainer
  Published in 2011 by Princeton University Press.

This book provides information challenging beliefs and policies in education. Evidence supporting the arguments is provided in a thoughtful and compelling manner and is clearly written.

Go to: http://press.princeton.edu/titles/9529.html

- *Handbook of Parametric and Nonparametric Procedures (5th Ed.)* edited by David Sheskin
  Published in 2011 by Taylor & Francis/CRC Press.

This book provides a comprehensive reference that clearly describes how to implement and interpret more than 200 statistical procedures. It provides a valuable resource for researchers, teachers, and students.

Go to: http://www.psypress.com/handbook-of-parametric-and-nonparametric-statistical-procedures-fifth-edition-9781439858011

ANNOUNCEMENTS: NCME

75TH ANNIVERSARY CELEBRATION

Save the date at the 2013 Annual Meeting in San Francisco, CA!

Thanks to all of you who volunteered to be on the committee to plan the celebration of the 75th Anniversary of NCME. We have been able to form an excellent committee under the leadership of Neal Kingston from the University of Kansas. The committee members are: Neal Kingston (chair), Mary Lyn Borque, Dan Eignor, Anne Fitzpatrick, Dave Frisbie, Karoline Jarr (Graduate Student Representative), Barbara Plake, Jim Popham, Anita Rawls, Ed Roeber, Kris Waltman, and Gretchen Anderson (professional assistant).

The committee's charge is to design, plan, and oversee the 75th Anniversary celebration. The celebration will consist of a series of events culminating in a very special celebration that will be held at the 2013 Annual Meeting. The committee would like your suggestions for events that you would like to attend or participate in as part of the yearlong celebration. Please send any suggestions that you may have for celebrating this important event to Neal Kingston, nkingsto@ku.edu.

IN MEMORY OF LEONARD FELDT

The following was written by Dr. Robert Forsyth, University of Iowa, along with the picture from Anna Marie Guengerich, Blommers Measurement Resources Library at the University of Iowa. Thanks to by Deborah Harris, University of Iowa and Kris Waltman, University of Iowa, who forwarded this to us and Jerry Melican, the College Board, for additional commentary.

Dr. Leonard S. Feldt, Professor Emeritus at the University of Iowa, died at his home in Iowa City on October 25, 2011. Leonard received his PhD. from the University of Iowa in 1954. He was a faculty member in the College of Education at the University of Iowa for 41 years and was appointed Emeritus Professor in 1995. During his career at Iowa, he served as Director of Iowa Testing Programs from 1981 through 1994, as Chair of the Department of Psychological and Quantitative Foundations for ten years between 1977 and 1993, and as the E.F. Lindquist Professor of Educational Measurement from 1981 until his retirement.

During his professional career, he earned international recognition for his scholarly work in educational measurement and statistical methods. He was the author or co-author of numerous publications in these areas. In 1994, he was honored for his accomplishments by the National Council on Measurement in Education with a Career Contribution Award and in 1995 he was the recipient of the E.F. Lindquist Award for Significant Contributions to the Field of Testing and Measurement from the American Educational Research Association and ACT. In 1999, he received the Distinguished Achievement Award from the National Center for Research on Evaluation, Standards, and Student Testing and the UCLA Center for the Study of Evaluation. Most recently, in June 2011, he received the Distinguished Alumni Award from the University of Iowa Alumni Association.

His scholarly efforts in the field of educational measurement were not restricted to technical areas. During his career, he had major responsibilities for the development of several standardized achievement batteries that have been used, and are still being used, in large-scale testing programs throughout the nation. He and E. F. Lindquist were the authors of several early editions of the National Merit Scholarship Qualifying Test and also of early editions of the National Educational Development Tests.

He was the person primarily responsible for creating the first several editions of the ACT. He was an author of six editions of the Iowa Tests of Educational Development.

As the main author of a standardized achievement battery, he was extremely concerned about the appropriate use of test results by the consumers of these tests and wrote cogently about this important issue. He was associated with Iowa Testing Programs for his entire career at the University of Iowa. During those years, he worked hard to help Iowa teachers, counselors, and administrators become better users of assessment information.

He was not only a excellent researcher but was also a superb teacher and administrator. He received the University of Iowa Award for Meritorious Teaching in 1989. He served as the dissertation advisor or co-advisor for more than 50 students. In one ten-year period (1991/92 through 2000/01), six of the ten presidents of the National Council on Measurement in Education were his former students. His former advisees are, or have been, on the faculties of more than twenty colleges and universities in the United States and other countries. In addition, many of his advisees have, or have had, prominent positions in two of the largest testing organizations in the United States (ACT, the College Board, and ETS).

In 1999, he also received the Distinguished Service Award from Rutgers University. The award, first presented in 1959, is given annually to up to four Rutgers alumni who have rendered "outstanding" service to the Rutgers Graduate School of Education and the field of education in general. Dr. Feldt left Rutgers in 1951 after receiving his bachelor's and master's degrees in education.

To get the NCME Newsletter four times a year (March, June, September and December) go to
http://www.ncme.org/pubs/ncmenews.cfm

Thanos Patelis
The College Board
45 Columbus Avenue
New York, NY 10023

Phone: 212.649.8435
Fax: 212.649.8427
e-mail: tpatelis@collegeboard.org