

## FROM THE PRESIDENT

Mark Wilson, University of California, Berkeley, & University of Melbourne

I am delighted to be sending you my third President's Message. I will report briefly about some ongoing matters in NCME and then return for my third installment of thoughts on classroom assessment—in this case, I will dwell mainly on the relationship between curriculum and classroom and summative assessment.

At the June and October Board meetings, the Board discussed and then endorsed a proposal to (a) specify a process whereby NCME would adopt positions on important and relevant matters of policy, and (b) gauge the usefulness of this process in an initial try-out focused on “opt-out.” I think this proposal is an important step for us to take, as, without it, our mission statement's claim that we are “the recognized authority in measurement in education” is, at best, an empty claim (at worst, false advertising). For more details on this proposal, please see the announcement in the newsletter titled [“NCME Provisionally Adopts Position on Opt Out.”](#)



The Task Force for the Classroom Assessment Initiative has been recruited, and they are actively planning for activities during the annual meeting in San Antonio and also for a fall conference focused on this topic. More details can be found in the [announcement](#) in the newsletter.

The implementation of the plans for the annual meeting continues, with the proposal review process concluded and release of the acceptances in the last 2 weeks. In line with the conference theme, *Advancing Large Scale and Classroom Assessment through Research and Practice*, several invited sessions have been planned. These sessions include a plenary that will review the current state of classroom assessment and a session exploring the “ocean of data” that is coming with the emergence of classroom IT systems. In addition, the session sponsored by the National Association of Assessment Directors (NAAD) will be focused on creativity assessment in both the classroom and large-scale contexts. And the session sponsored by our own Diversity in Testing Committee will focus on the impact of accessibility technology on the validity of score interpretations from large-scale and classroom assessments. We have also received proposals that responded to the theme and covered many interesting psychometric topics, and look forward to putting together a strand of sessions that capitalize on this response. There will be two half-day training sessions focused on the theme, one led by Heidi Andrade and the other by Caroline Wylie and Christine Lyon. (See [“Training and Professional Development Committee Update”](#) in the newsletter.).

Looking beyond the theme, there will be two other invited annual meeting sessions: one honoring Benjamin D. Wright and his legacy, including a book release, and the other a session on peer review (in the context of state testing).

## Relating Classroom and Summative Assessment to the Curriculum

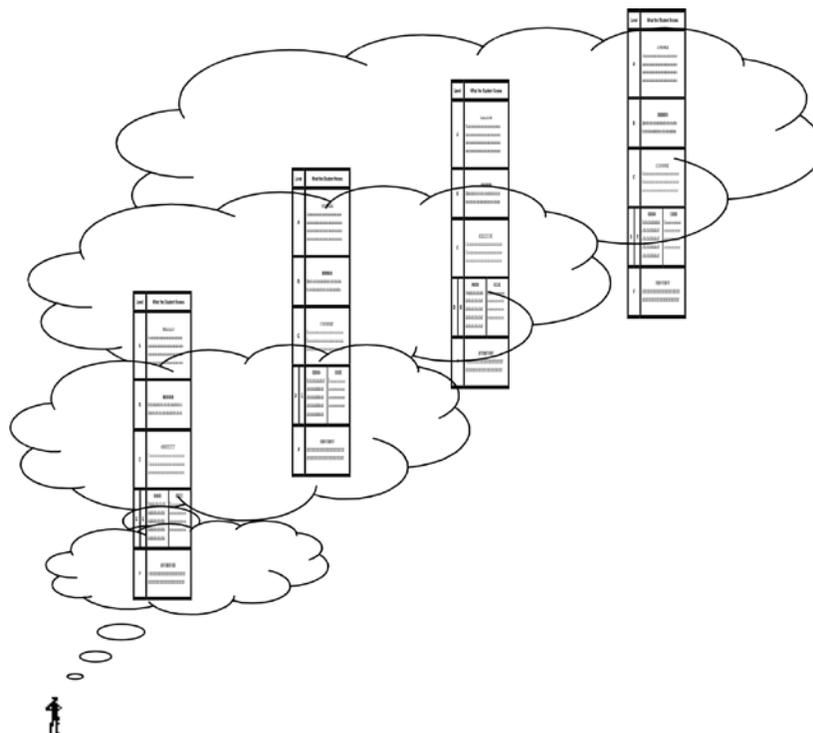
In the previous two president's messages, I have (a) made a case for the importance of classroom assessment as a site for educational measurement research and development and as a principal context in which educational measurement can be a positive influence for educational success, and (b) delineated two types of uses of summative assessment, information uses, and signification uses. (See the [June 2016](#) and [September 2016 NCME Newsletters](#) if you missed them.) In this message, I will turn my attention to the relationship between classroom and summative assessment and the curriculum.

At the end of the previous message, I described Paul Black’s “vicious triangle,” which illustrates the way that teachers’ plans for their students’ learning can be squeezed between the demands of the curriculum and the summative assessments that are used for evaluative purposes. This can have multiple harmful effects, including the replacement of teaching the curriculum with teaching the test, and related reductions in student engagement and teacher morale. The central issue is that the assessments (both classroom and summative) need to be working in concert with the curriculum. When that coherence breaks down, or, as is sometimes the case, was never there in the first place, the sorts of negative outcomes as mentioned in the previous message can occur (Wilson, 2004).

Thus, we must develop ways of understanding and expressing the structure of both curriculum and assessments *together* (a) so that the curriculum can be used to define the goals of the assessment (i.e., constructs to be assessed), and (b) so that the results of the assessments can be interpreted directly in terms of those curriculum constructs. In my view, this is best achieved through the construction of learning progressions (also known as learning trajectories) that articulate student development through the curriculum in terms of the main content areas and reasoning and other disciplinary practices involved. One description of the concept of a learning progression is as follows:

Learning progressions are descriptions of the successively more sophisticated ways of thinking about an important domain of knowledge and practice that can follow one another as children learn about and investigate a topic over a broad span of time. They are crucially dependent on instructional practices if they are to occur. (Corcoran, Mosher, & Rogat, 2009, p. 37)

This idea of a progression of sophistication in student ways of thinking can be combined with the psychometric concept of a set of unidimensional constructs to create a roadmap of students’ development (Black, Wilson & Yao, 2011). An illustration of this is provided in Figure 1, where the succession of higher and larger clouds represents the complexities of student thinking in the learning progression, and the vertical bars represent the psychometric constructs designed to act like lines of longitude, mapping out the main constructs in the learning progression. Within the constructs, there are levels that delineate different degrees of sophistication of the thinking within each construct. These would not function like lines of latitude unless they were coordinated across the constructs (although that would be possible, too). Note that the little figure in the bottom left-hand corner represents the curriculum developer and/or assessment developer who is creating this learning progression. For some examples of such learning progressions, see Brown, Nagashima, Fu, Timms, and Wilson (2010—on the topic of scientific reasoning); Lehrer, Kim, Ayers, and Wilson (2014—statistics and modeling); Osborne, Henderson, MacPherson, and Yao (2016—scientific argumentation); and Wilson, Scalise, and Gochyyev (2015—ICT literacy). A simple unidimensional example involving buoyancy can be found in Kennedy and Wilson (2007).



**Figure 1. Representation of a set of constructs mapping a learning progression.**

Armed with such a map of student development, both the curriculum developer and the assessment developer can build a coordinated system of instruction and assessment, and the resulting coherence between the two can lead to greater usefulness of the assessments to instruction, and, thus, to a greater possibility of students achieving success (Wilson & Sloane, 2000). In terms of developing such a roadmap, we have found that, although curriculum ideas must be posited first, of course, it is essential that the assessment perspective be brought into consideration as early as possible, and that it is also important to include actual data from (perhaps initial versions of) assessments into the curriculum development process.

As an example of an empirical representation of one such a construct, see Figure 2. This Wright map illustrates a construct called *consumer in social networks* (see Wilson et al., 2015, for more detail). The construct is shown vertically, with more sophisticated thinking towards the top. The on-the-side histogram of x's represents student locations; the numbers on the right represent score levels for items (e.g., 44.2 locates the threshold between Category 1 and 2 for the three-level item 44); and the right-hand labels show the three levels: emerging consumer, conscious consumer, and discriminating consumer. This map can then be used to design assessments for both classroom assessment purposes (e.g., diagnosing individual student levels of performance, and with the augmentation of student-fit statistics, to check for students with interestingly different response patterns), as well as summative purposes (e.g., interpreting average gains by students in different classes), and also to relate the results from these two levels together.

One concern that can be raised is that by adopting such structures for curricula, we would be constraining the choices of schools and teachers regarding their curriculum content planning. There are two points to note about this: One is that this is true in the same sense that adopting standards is constraining, but indeed that is a choice most educators are comfortable with (and, one might add, this constraint is somewhat stronger, due to the inherent ordering of the constructs, although such ordering is very common in standards documents). The second is that adopting a particular structure still leaves much room for adopting and adapting a variety of instructional practices and specific educational contexts and strategies, again, just as with the adoption of standards.

I will continue this story, connecting back to classroom assessment, in my next newsletter message.

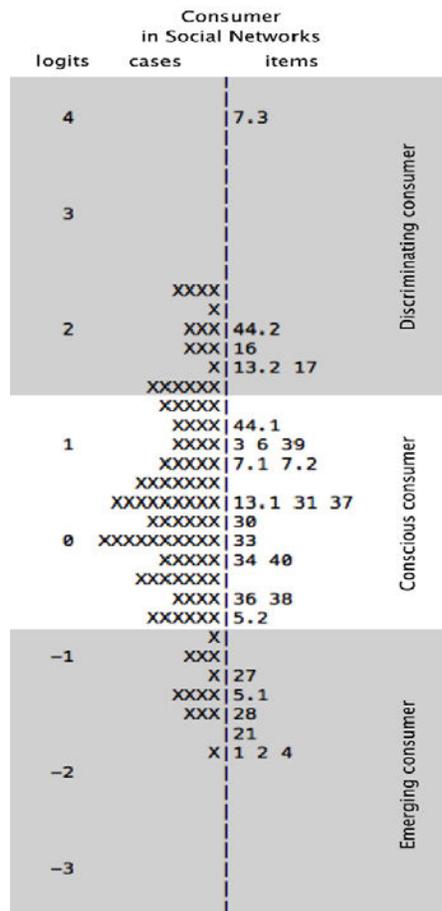


Figure 2. Wright map for consumer in social networks.

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## FROM THE EDITOR

Heather Buzick, Educational Testing Service



Welcome 2017! We have a lot of content in this issue for you to enjoy. For those of you who are starting to plan for the annual meeting, we have updates from the program chairs, Lydia Liu and Billy Skorupski, and the training session chair, Sun-Joo Cho. President Mark Wilson gives us another thoughtful piece on relating classroom assessment to summative assessment. In his final graduate student corner, Tiago Caliço presents a summary of perspectives from the field on work in games-based assessment. I would like to thank Tiago for the perspectives he brought to the column throughout his 1-year term. Rose McCallin is our spotlight member. I would like to take this opportunity to thank Rose for always supplying alt-text when needed in the columns she submits to the newsletter (readers can refer to the June 2016 issue for details about accessibility of the newsletter). In the Legal Corner, Michelle Croft explains what could happen to ESSA under the new administration in the U.S. federal government. We have a number of updates, including the announcement that NCME provisionally adopted a position on opting out of state assessment and survey results about the 2016 annual meeting.

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## **GRADUATE STUDENT CORNER: BEING AN ASSESSMENT PROFESSIONAL IN GAMES-BASED ASSESSMENT**

*Tiago Caliço, University of Maryland—College Park*



For this year’s last graduate student corner column I would like to address a topic that is very close to my interests and, I believe, of growing importance to the profession: game-based assessment (GBA). Specifically, I will focus on the specificities of being a psychometrician engaged in GBA and on how one can best prepare for a career in that particular field. In order to get a comprehensive perspective of what potential employers are looking for when hiring psychometricians who want to make a career in GBAs, I enrolled the help of three specialists who are actively engaged in GBA and other types of “nontraditional” assessments (more on the use of the quotation marks in a moment). Dr. Alina von Davier is the vice president of ACTNext, a recently created research center at ACT focusing on developing learning and assessment products and services that use real-world scenarios. Dr. Kristen DiCerbo is vice president of education research at Pearson. In her work, Dr. DiCerbo has focused on evidence identification and accumulation in games- and simulation-based assessments. Finally, Dr. Andreas Oranje is a principal research director at ETS, where he has focused on developing GBAs in such domains as argumentation skills and systems thinking.

Before I summarize the experts’ views, I would like to provide some context to GBAs, as well as discuss why it is important to pay attention to this particular area of practice. GBAs are part of a broader trend towards integrating developments in information technology with assessment deployment and development, with the goal of assessing complex constructs that cannot be measured through more traditional item and task formats. What distinguishes GBAs is the nature of the assessment itself: The assessment doesn’t look like a traditional assessment, and it uses the principles and mechanics of digital, recreational games to elicit behavior from students. For example, SimCity Edu uses the game platform of the SimCity game in order to assess students’ understanding of systems thinking. Even though it looks and feels like the traditional SimCity recreational game, the scenarios that students have to solve, as well as the tools at their disposal to do so, were selected with the goal of eliciting behaviors that can be used as basis for inference about student knowledge and cognition.

Simulations are a close relative to GBAs. Like GBAs, simulations use the affordances of an interactive environment to assess complex constructs that require the student to interact with a facsimile of a real-live scenario. Unlike GBAs, simulations do not have a recreational mechanic and rather focus on achieving the maximum possible level of similarity with real-world tasks and tools. In this sense, simulations are digital relatives to traditional performance assessments. An example of a simulation is the Cisco Packet Tracer (PT) simulator, a digital tool that allows teachers and curriculum developers to develop complex scenarios in the domain of computer network design, troubleshooting, and management. In a PT scenario, students are faced with computer networks of varying complexity, which they have to configure or troubleshoot using the same real-world tools they will use as professionals. Another example of a high fidelity, complex simulation is the Shiphandling Automated Assessment Engine developed by UCLA’s CRESST for the United States Navy. This simulator engine allows the real-time assessment of typical shiphandling maneuvers, such as replenishing a ship at sea or mooring a ship.

Both digital simulations and GBAs require a tight integration between the student cognitive model, the task model, and the psychometric model in a way that far exceeds in complexity that of traditional high-stakes assessments. The student models tend to be broader, focusing on constructs that are not usually the target of inference, such as systems thinking or problem-solving. The task models are therefore rather rich, composed of many factors that can interact in subtle ways. As important, the data produced by the interaction of students with the task are much richer, complex and abundant than that of a traditional assessment. Particularly, so-called process data, or the recording of user interactions with the assessment task, can take forms with which most psychometricians are unfamiliar.

It is, therefore, not trivial to transition from traditional assessments to GBAs. For those of you who are looking at how to prepare yourselves to be a competitive and valuable professional, I provide you with the opinions of experts on the leading edge of research in GBAs. Their opinions are summarized in three broad areas: (a) how the work of a psychometrician changes once he or she engages in GBA, (b) the necessary skills, and (c) how to prepare yourself to join the field. I hope you find this information useful in planning your future studies and research.

## **The Work of a Psychometrician Engaged in Game-Based Assessment**

The three experts seem to agree that given the inchoative stage of GBAs, psychometricians are far more occupied performing foundational research and development, rather than provide the type of support typical of traditional assessments. Dr. von Davier points out the fact that although concerns with clarity and rigor in defining and operationalizing constructs, tasks, research hypothesis, model building and critique apply, the main difference is that GBAs use process data as a cornerstone for psychometric analyses. These data are quite different and more complex than outcome data. Dr. Oranje echoes this opinion, pointing out the fact that there aren't any readily accessible psychometric models that can be easily deployed in any given project. The job of a psychometrician at this stage is therefore to develop techniques that work, be it for construct selection and modeling, evidence identification and aggregation, or developing design patterns. It is a rather exploratory work, similar to that of data scientists, while motivated by the concerns for reliability, validity, fairness, and equity that are central to assessment. Furthermore, most of the research in this area is being conducted at start-ups, universities and research oriented institutions. In line with this fact, Dr. DiCerbo points out that the work of a psychometrician in GBAs is much more collaborative than that in projects that have achieved operational maturity. Members of GBA development teams tend to have quite different skill sets, vocabulary, and professional interests, and come from different disciplines, from computer science to cognitive psychology. GBA psychometricians have to be able to quickly adapt to different terminologies and practices.

## **The Skills of a Psychometrician Engaged in Game-Based Assessment**

From the above discussion it follows that GBA psychometricians must have skills that may not be as important, or even necessary in well-established projects. These skill sets can grow rather quickly, so do prepare. Dr. von Davier points out the importance of being proficient with computational tools such as R or Python, as well as have a knowledge of data-mining, time series analysis, and cognitive models. Once again, the needs stem from the abundance and complexity of the data generated in GBAs. In this regard, Dr. Oranje points out the need to be accustomed with data formats such as XML and JSON, as well as database languages such as SQL. Note that these skills in computer technology are not a substitute for skills that are commonly at the core of training in psychometric methods. Dr. DiCerbo reiterates this point by explicitly listing experience in item response theory, diagnostic classification models, and Bayes nets as a basis to be complemented with knowledge of methods in data-mining, large data, and learning analytics.

If you think this is too much to add to what is already a busy graduate program, fear not. Dr. Oranje underlines the importance to be flexible, willing to take some calculated risks, and adapt. Familiarity with methods and tools is certainly important, but so is being able to deal with ambiguous data and results, explore unconventional solutions, and curiosity about learning and cognitive sciences. Remember, you will be part of a multidisciplinary team, and the ability to adapt to the constraints of game design and integrate them into a principled assessment is paramount. In line with this view, Dr. DiCerbo also suggests that a good deal of tolerance for ambiguity is very important. When working with GBAs, results may very well be murky, sometimes conflicting, and even contradictory to some well-established practices in psychometrics. Be prepared to challenge some traditional rules and expand our understanding of assessment if you engage in GBA projects.

## **Preparing Oneself to be a Psychometrician Engaged in Game-Based Assessment**

If you still think that GBA is something in which you want to invest some of your time and intellectual capital, I have some recommendations on how to prepare yourself. One obvious way to start is to integrate classes in time series, stochastic processes, and data-mining into your program of study. Maybe you can take some electives in these topics, from departments like computer science and economics. Dr. Davier also suggests considering the rich offerings of massive open online courses (MOOCs). Dr. Oranje goes one step forward, suggesting not only that you acquire training in methods and techniques, but that you also forge collaborations with students and researchers in departments such as computer science, communication, or design. Developing a small GBA, which you can quickly do in Unity3d, will take you a long way in developing your hard and soft skills. Dr. DiCerbo echoes the importance of having hands-on experience: "The biggest thing I am looking for in new hires is experience in actually doing the work." It is important to show how you worked through new and unique problems and how the opportunity to be engaged in a project shed light on recurring challenges and potential avenues to solve them. Finally, also have a good answer to a question that Dr. Oranje deems important: "What was the last game you played?"

I hope this column provided those already considering pursuing a career in GBAs a clearer idea of what entails from a professional standpoint and how to prepare oneself for such a career. For those who are still looking for a research focus, I hope to have at least inspired you to get acquainted with the most recent literature. It is an exciting and challenging field. If you are comfortable with ambivalence, expanding skill sets, multidisciplinary teams, and perhaps rewriting some of psychometrics core concepts and practices, there is plenty of work and challenges waiting for industrious researchers.

## Further Reading

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## SPOTLIGHT ON THE PEOPLE WHO MAKE OUR ORGANIZATION GREAT

*Rose C. McCallin, Colorado Department of Regulatory Agencies*

### How did you get into the field?

By accident, of course! I started out in engineering in the mid '70s; however, abandoned those plans after a summer internship with the federal government relegated me to making coffee and typing (I was their first female engineering intern). Disappointed with the experience and young enough (or naïve enough) to have little remorse about changing my major, I explored courses that offered some of what appealed to me in the engineering field (e.g., math, science, and drafting/design). I enrolled in all the research and statistical methods (RSM) classes I could find, loving each one. Unfortunately, there was not an undergraduate degree offered in RSM at the time. I took business statistics courses, too, but was not impressed with business as a major. In my junior year, with little money and much concern over my lost time in engineering, I pursued a bachelor's degree in journalism (think precomputer publication layout/design) and a minor in business management. I landed a job in public television in the early '80s preparing FCC programming logs and setting up instructional television programs for broadcast. A few years later, I earned what I fondly refer to as my accidental master's degree in mass communications. I spent the full amount of a Scripps Howard Foundation scholarship to attend a 4-week summer graduate program offered by the University of Denver Publishing Institute. Shortly thereafter, the Foundation informed me the scholarship had to be used over the course of the entire academic year as a full-time student pursuing a relevant graduate degree program. I already had spent the money, had no way to pay it back, and so I commenced my adventure to earn the required degree. The university helped me get a 30-hour/week, 9-month paid internship with an advertising agency. I was very fortunate to be taken under the wing of the vice president of research, who held a Ph.D. in statistics. The culmination of my endeavors during that decade of my life led to my decision to pursue a doctorate in educational psychology, falling in love with educational measurement and my career in the field. Of course, I pretty much had to start over in my graduate studies—but everything eventually came together quite nicely.



### If you weren't in this field, what would you do?

Cartography has been a longtime interest and the field of information cartography, which brings together big data, optimization, and visualization, is very appealing probably for the same reasons I love educational measurement.

### **What advice would you have for graduate students who want to get into this field?**

It is great students today know about the field and that it offers many career options. I had to wander quite a bit to find my way into the profession. There is a gold mine of information and resources on the NCME website—spend some time getting to know NCME, specifically:

1. Check out the [Student](#) portion of the website and consider joining NCME if you are not a member. NCME has about 1,600 members, and 340 (21%) members are students. The student membership (currently \$45/year) includes print and digital access to the [Journal of Educational Measurement \(JEM\)](#) and [Educational Measurement: Issues and Practice \(EM:IP\)](#). The publisher's digital online library also allows you access all articles published in each journal since their inception (*JEM*: 1964-present; *EM:IP*: 1982-present).
2. The [Resource Center](#) is a candy store for the measurement-minded:
  - a. The Glossary, Library, and Software Database are must-visits. The first link in the Library takes you to the [Instructional Topics in Educational Measurement Series \(ITEMS\)](#). These modules will become some of your best friends. The Software Database also is a great resource.
  - b. Visit [Current and Prospective Students](#) under the Career Center for information about educational measurement graduate programs, internships, and assistantships. There is nothing like real world experience and NCME connects you with some opportunities of a lifetime.
3. The [NCME APPLICATIONS OF EDUCATIONAL MEASUREMENT AND ASSESSMENT BOOK SERIES](#) is top on my list of resources that delve into educational measurement and assessment applications. These affordable edited volumes bring together the best in our field to offer comprehensive and practical information on the latest developments.
4. Read early and reference often the [Standards for Education and Psychological Testing](#). Know the purpose and intent of the *Standards*, make sure you do not use them as a checklist or consider them in isolation, and be wary of claims that a test or procedure “meets” or “satisfies” the *Standards*.
5. Participate in the NCME and American Educational Research Association (particularly Division D) annual meetings.

### **What do you like to do for fun outside of work?**

I love movies, mountain biking, skiing, and building plastic model cars from kits (in well-ventilated areas, of course). I built a replica of my first car, a 1968 Cougar XR7, which recently broke into many pieces when gravity prevailed. On the upside, it is a lot easier to put back together the second time around. I also love music—mainly classic rock—and am pretty good at games involving “name that tune, group, and year” after hearing only a few notes of a song. I wish I could read music, though; something I plan to pursue someday.

### **What would you say has been one of the biggest innovations in psychometrics in the last decade or two?**

Advancements in affordable powerful personal computers, high-speed Internet communications, and cloud computing have influenced everything from how we share and communicate information about psychometric developments to how we accomplish our work in the field. That said, I think evidence-centered assessment design is one of the biggest innovations in psychometrics over the last 15 years.

### **When you go to conferences, how do you pick what sessions to attend?**

I cannot overstate the value of preconference training sessions. They provide some of the best opportunities to learn and interact with leaders in our field. In terms of sessions, I usually spend a good deal of time with the conference program identifying topics of interest, invited sessions, keynote speeches, and the like. Then I rely on the *Schedule At A Glance* to map out a plan.

### **Who has been a significant influence in your professional life?**

I joined NCME almost 30 years ago and cannot begin to convey appropriately all that my membership has contributed and continues to contribute to my career. I am grateful to my research advisor, Jeanne Ellis Ormrod, who reminds me to this day that my lack of publishing is unforgivable (although I do take some solace in knowing I have not been her greatest disappointment as an advisee). I was fortunate that the late Larry Skurnik hired me to implement a DOS-based adaptive testing system (initially on an IBM AT PC and then, to my delight, on an IBM 386 PC) for a large-scale national certification examination program. I have benefitted greatly from attending NCME preconference training sessions taught by Bob Brennan, Mike Kolen, Patrick Meyer, Bob Mislevy, Susan Phillips, and Wim van der Linden, to name a few. I am indebted to the editors of the first and second editions of the *Handbook of Test Development* (Steve Downing and Tom Haladyna, 2006; Suzanne Lane, Mark Raymond, and Tom Haladyna, 2016) for all their feedback and patience. Finally, I am fortunate to be serving as a member of the NCME Publications Committee. My work with Kristen Huff and Derek Briggs (NCME Board liaisons to this

committee), current and past committee members, as well members of the NCME Board of Directors, all have contributed greatly to my professional life.

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## LEGAL CORNER: HOW COULD IMPLEMENTATION OF THE EVERY STUDENT SUCCEEDS ACT BE AFFECTED BY THE NEW ADMINISTRATION?

Michelle Croft, ACT



The [Every Student Succeeds Act](#) (ESSA) is the latest reauthorization of the Elementary and Secondary Education Act (ESEA). It provides states more autonomy and flexibility in designing their assessment and accountability systems than did the previous reauthorization, the No Child Left Behind Act of 2001. Although the assessment portions of the new law (§ 1111(c)) go into effect during the 2016–2017 school year, the accountability portions (§ 1111(c) and (d)) do not take effect until the following school year, making the 2016–2017 year a transition year in which states redesign their accountability systems to conform to the requirements of ESSA.

Although the new law was enacted in December 2015, the final rules that will guide states in implementation are not yet complete. Further complicating matters is the transition to a new administration resulting from the recent presidential election. This issue’s Legal Corner describes how the change in administration could affect the progress of ESSA through the regulatory process.

### Statutes vs. Rules

Statutes such as ESSA typically only provide a broad framework and authorize the governing agency to develop specific regulations for implementing the law. This is done for two reasons: first, any statutory change requires new legislation,<sup>1</sup> which is an often difficult and time-consuming process compared to rulemaking, and second, legislators are not subject matter experts so they leave it to the subject matter experts at the agency to write the regulations. The rules build upon or clarify the statutory language. The rules, however, cannot contradict what is in the statute.

The [general process](#) for [rulemaking](#) is that the agency (or a panel of experts recruited for the purpose) writes proposed rules that are published in the [Federal Register](#), followed by a comment period during which the public may submit written feedback for agency review.

If the agency substantially revises the rules based on public comment, the process of publication, comment, and review begins again. If the agency makes only minor changes, the final rule is published in the *Federal Register*.

At this point Congress may, under the Congressional Review Act ([5 U.S.C. § 801–808](#)), overturn a rule. Typically, Congress has 60 legislative/session days to review, but if there are fewer than 60 days before the final adjournment (i.e., [adjournment sine die](#)), then the review period resets in the next session of Congress ([5 U.S.C. § 801\(d\)](#)). Unlike the procedures related to typical legislation, the Congressional Review Act does not allow filibusters—making it a simple vote to rescind a regulation. The President retains veto power (which can be overridden by Congress by a two-thirds vote). The [Congressional Research Service](#) estimates that the any agency final rule submitted after May 30, 2016, is subject to the reset review period in 2017 under the new administration.

### Where Is ESSA in the Regulatory Process?

Four sets of proposed rules for ESSA have been released for public comment—[Title I, Part A](#); [Title I, Part B](#); [Accountability, State Plans, and Data Reporting](#); and [Supplement, Not Supplant under Title I](#)—but as of the time this was written all but the final rules for Supplement, Not Supplant have been published.

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<sup>1</sup> For example, any attempt to [ban](#) the Common Core State Standards would require legislative action as ESSA expressly prohibits federal involvement in state standards (see e.g., §8526A(a)).

For the rules published prior to the new administration, they will be law unless Congress decides to rescind them under the Congressional Review Act. Even if Congress does not exercise the right to rescind one or more of the rules, the new administration could decide to revise them, but would need to go through the publication and comment period to do so.

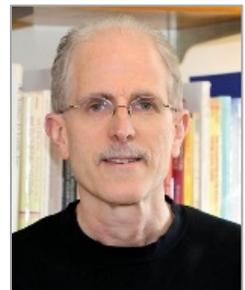
If the final rules for the Supplement, Not Supplant are not published before the new administration begins, the new administration can decide how to incorporate the public comments already received on the proposed rules or they can draft entirely new rules (again going through the publication and comment period).

Overall, this leaves states with some uncertainty in trying to design their assessment and accountability systems. For instance, ESSA permits a local educational agency to use a “nationally-recognized high school assessment” in place of its state’s assessment (§1111(b)(2)(H)); however, the Title I, Part A [final assessment rules](#) narrow the definition considerably, to an assessment that “is administered in multiple States and is recognized by institutions of higher education in those or other States for the purposes of entrance or placement into credit-bearing courses in postsecondary education or training programs.” States wishing to exercise may unnecessarily limit the types of assessments available to local school districts if the rules are rescinded. Similarly, although the [final accountability rules](#) permit the use of accountability dashboards (§200.18(a)(4)), they do require that states aggregate the dashboard information into a single summative determination. If the final rules are rescinded, states wishing to adopt a dashboard-only system, which is [not explicitly prohibited](#) under the ESSA statutory language, will have unnecessarily spent staff and stakeholder time in developing the single summative determination. Both of these examples illustrate the kinds of compliance issues, not to mention staff time and program costs, that states face given there is a question of whether or not the final rules will remain in place.

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## NCME PROVISIONALLY ADOPTS POSITION ON OPT OUT

*Randy Bennett, Educational Testing Service*



At its October meeting, the NCME Board provisionally adopted a policy statement regarding refusal to take state-mandated tests, a common phenomenon in some school districts and states in the 2015 and 2016 spring assessment cycles. The provisional NCME statement was posted for member comment for a 30-day period that closed in mid-December 2016. Members submitted over three dozen comments and those comments are in the process of being evaluated.

In addition to that statement, the Board approved principles and a procedure for adopting future policy positions. Through the release of such positions, the Board intends to give NCME an active voice in education policy debates and make the organization more relevant to its members.

The NCME Provisional Policy Position on Opting Out of State Assessment and the Principles and Procedure for Adopting Policy Positions can be found on the NCME website.

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## TASK FORCE ON CLASSROOM ASSESSMENT UPDATE

*Kristin Huff, Curriculum Associates, and Dale Whittington, Shaker Heights City School District*



Upon taking the helm of NCME, President Mark Wilson established a task force for his initiative on classroom assessment, and appointed us, Kristen Huff and Dale Whittington, as co-chairs. Mark announced the rationale for this initiative in his first President’s Message (Newsletter, June 2016) and concluded, “The topic of classroom assessment is indeed crucial for the entire educational enterprise and should be seen as the most likely pathway for educational measurement to make a positive and central contribution to education.” With full support from the Board, and a commitment from NCME President Elect Randy Bennett to continue the initiative and support of the task force, Dale and I recruited the following distinguished members:

Heidi Andrade, SUNY-Albany and Chair, AERA Classroom Assessment SIG  
Alison Bailey, UCLA  
Susan Brookhart, independent consultant  
Neal Kingston, University of Kansas  
Caroline Wylie, ETS

The task force then set about its first task, which was to identify our vision, goals, and objectives. What follows is a summary of what was presented at the October Board meeting and which was met with much support and endorsement.

## **Vision**

NCME membership and scholarship (conference presentations, training workshops, journals) will reflect a balance of research and theory on the full range of uses of educational assessment. NCME seeks to influence classroom assessment practices through the appropriate application of measurement principles and insights and for these principles and insights to be influenced by classroom practitioners.

NCME membership will be a resource for best practices in the full range of educational assessment, broadening from the historically large-scale, summative assessment focus.

NCME will make recommendations for how educational assessment ought to be addressed in preservice educator programs and how measurement professionals are trained in educational assessment.

The charge to the task force is to identify goals and objectives that begin to move NCME in the direction of this vision.

## **Objectives and Goals**

### Goal 1

To generate more focus on classroom assessment, given its importance in teaching and learning.

**Objective 1.1** Make the theme of the 2017 annual meeting about the coherence between large-scale and classroom assessment

**Objective 1.2** Host a small conference on same theme in Fall 2017

**Objective 1.3** Establish strategic partnerships with other organizations with specific intentions to further the NCME vision

### Goal 2

Develop and publish clear and useful definitions, models, and examples of coherent assessment systems of classroom and large-scale summative assessment working together to benefit teaching and learning in the classroom.

**Objective 2.1** Sponsor special issues in NCME and other measurement journals.

**Objective 2.2** Dedicate a portion of the NCME website and Facebook page to house online resources on classroom assessment (e.g., glossary of terms, examples, models).

### Goal 3

Develop a 5-year plan for sustainability and get a commitment from the NCME Board for the plan.

Due to the hard work and commitment of every task force member, each objective has a detailed set of next steps and deliverables. Please stay tuned for updates on our work in the coming months.

Observable evidence of the first two objectives exists. The first is that this year's conference will have several papers, sessions, and training sessions dedicated to this year's theme, *Advancing Large Scale and Classroom Assessment through Research and Practice*. Second, Neal Kingston and the University of Kansas have graciously volunteered to host an NCME-sponsored fall conference in Lawrence, KS, entitled, "Classroom Assessment and Large-Scale Psychometrics: The Twain Shall Meet." Please

mark your calendars for Tuesday, September 12 through Thursday, September 14, 2017. Stay tuned for more information about this conference.

It is an honor and a pleasure to serve NCME membership in this critical endeavor. Please reach out to either of us for more information on the work we are doing on the task force or on the Board.

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## **ANNUAL MEETING UPDATE**

*Lydia Liu, Educational Testing Service, and Billy Skorupski, Kansas University*

We are in the process of planning a number of invited sessions for the 2017 NCME annual meeting. We have several sessions that reflect the conference theme, featuring topics such as improving classroom assessment in the context of ubiquitous large-scale assessment, exploring the potentials of educational technology and data analytics in the classroom, the impact of accessibility technology on the validity of score interpretations from large-scale and classroom assessments, and assessing creativity from both classroom and a large-scale assessment perspectives.



### **Classroom Assessment: Promises, Perils, and Next Steps for Moving Forward**

Session Chair: Jim McMillan, Professor, Department of Foundations of Education, Virginia Commonwealth University

The purpose of this session is to provide a forum for perspectives, ideas, and discussion about how key research findings in student learning and motivation, in the context of ubiquitous large-scale assessment, can be used by the educational measurement community to promote high-quality classroom assessment. While research on classroom assessment has recently accelerated, there remains a need for educational measurement specialists to incorporate what is known from research and theory on learning and motivation, as well as recent developments in large-scale testing that have significant impacts on classroom assessment, to advance teachers' assessment practices that improve as well as document student learning.

### **The Ocean of Data from Classroom EdTech: Are Psychometricians Ready?**

Session Chair: Kristen Huff, Vice President, Assessment and Research, Curriculum Associates

This invited panel will explore how the influx of data from student use of technology for assessment and learning is shaping—and will continue to shape—measurement theory and practice. The panel will consist of experts from within NCME as well as guests from Harvard's Center for Educational Policy, which evaluates the role of technology in the classroom, and the Gates Foundation, which funds multiple research and development projects to further the advancement of technological innovation in classroom assessment and learning.

### **Impact of Accessibility Technology on the Validity of Score Interpretations From Large-Scale and Classroom Assessments**

Session Chair: Anne H. Davidson, Incoming Chair, NCME's Diversity Issues in Testing Committee and Director of Support for Students, Smarter Balanced Assessment Consortium

With the new advancements in innovative technology and computerized testing, both in large-scale and classroom assessments, it is crucial to not only foster connections between standardized large-scale testing and classroom use, but also ensure that the summative and formative assessments are accessible and designed with diverse test takers in mind. In this session, invited accessibility experts will discuss the importance of accommodation and accessibility features in large-scale and classroom assessments, and their impact on the validity of the score interpretations made from these tests. This session will be structured as a moderated panel discussion in which experts will respond to directed questions from various perspectives (including specific accommodations provided for English language learners and students with disabilities). Topics focus both on the importance of accessibility features in designing parallel forms and on the specific validity concerns that impact score interpretations for diverse test takers when large-scale and classroom assessments are designed with and without

accommodations. The discussions in this session will be particularly useful to practitioners and might help guide end users and stakeholders with specific recommendations in considering accessibility features at every stage of test design and development as well as providing better guidance on the appropriate interpretation and usage of test scores.

### **Measuring Creativity From Classrooms to Large Scale Assessments: Views From Practice to Research and Development of Assessments**

Session Chair: Bonnie Strykowski, Ph.D. Vice President, National Association of Assessment Directors and Mesa Public Schools, Arizona

This invited symposium explores issues from classrooms to national and international assessments as the panelists discuss one of the trending topics in international education, economics, and business: creativity. As we begin to experience more programs in our classrooms promoting creativity, many challenges exist in measuring and assessing the results of these endeavors. This session will include an interactive component during which panelists and the audience will discuss relevant issues related to this topic, including the implications for large-scale assessment.

Other invited sessions will focus on assessing student learning outcomes in higher education systems through an international lens, celebrating the life and career of Benjamin D. Wright, and peer review from a state-testing perspective. We will also have a joint award session to celebrate the 2017 award winners. More details to come in the conference program.

### **Assessing Student Learning Outcomes in Higher Education**

Session Chair: Hamish Coates, Professor of Higher Education, Centre for the Study of Higher Education, University of Melbourne

The assessment of students' learning outcomes is a pressing change frontier for higher education in many countries and higher education institutions. This session will be structured to present formative and influential work being done to chart cogent technical foundations for the field of higher education learning outcomes assessment. The presenters will articulate the contributions and complexities of existing development, link this research field with other technical and practical considerations, and build a community for advancing further applied and scholarly work.

### **Psychological and Social Measurement: The Career and Contributions of Benjamin D. Wright**

Session Chairs: Mark Wilson & William Fisher Jr., BEAR Center, University of California, Berkeley

In this session, we will celebrate the life and professional contributions of Professor Benjamin D. Wright, who spent his career at the University of Chicago and was a national and international leader in improving educational measurement through the use of Rasch measurement principles. The session will also serve as a book launch for a volume capturing multiple perspectives on his contributions and how his thinking has influenced the discipline and practice of measurement.

### **Peer Review Under the Every Student Succeeds Act of 2015**

Session Chair: Ellen Forte, CEO & Chief Scientist, edCount, LLC

In December, 2015, President Obama signed into law the *Every Student Succeeds Act* (ESSA) as the replacement of the *No Child Left Behind* version of the *Elementary and Secondary Education Act of 1965*. In 2016, a number of states submitted required documentation for peer review even while the Department of Education was developing draft regulation and guidance documents relevant to various aspects of ESSA. The elections of November 2016 further complicated matters with a potentially radical shift in federal oversight of states' public school systems. This session will address the purpose of federal peer review and its manifestation both past and present. Presenters will discuss the current position of the Department of Education as reflected in regulations, guidance, and other media and place peer review within the larger context of obligations framed in the *Standards for Educational and Psychological Testing*. The panel includes representatives from state departments of education with extensive peer review experience, experts who have helped to design and implement peer reviews and other forms of technical quality evaluation, and a representative from the Department of Education who is engaged in the current peer review process.

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## TRAINING AND PROFESSIONAL DEVELOPMENT COMMITTEE UPDATE

*Sun-Joo Cho, Vanderbilt University*

The committee has finished reviewing proposals and will report the final decision on acceptance soon. We would like to highlight two invited half-day training sessions that fit 2017 NCME meeting theme. The first session titled “Rubrics for Classroom Assessment: Perils of Practice and How to Avoid Them” will be led by Heidi Andrade (University of Albany – State University of New York). The session is appropriate for anyone interested in understanding classroom assessment in order to develop a balanced, comprehensive model of educational assessment. The second session, “Data Rich, Information Poor: Navigating Data Use in a Balanced Assessment System,” will be led by Caroline Wylie and Christine Lyon (Educational Testing Service). The session is intended for a wide range of participants including state-, district-, and school-level staff with responsibilities for assessment. Of course, the two invited sessions are only a small sampling from a broad slate of outstanding professional development opportunities. A list for the other sessions will be announced in the near future.



**Heidi Andrade**



**Carolyn Wylie**



**Christine Lyon**

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## PUBLICATION COMMITTEE UPDATE: WILEY ONLINE LIBRARY COVER GALLERY FOR EDUCATIONAL MEASUREMENT: ISSUES AND PRACTICE

*Rose C. McCallin, Colorado Department of Regulatory Agencies*

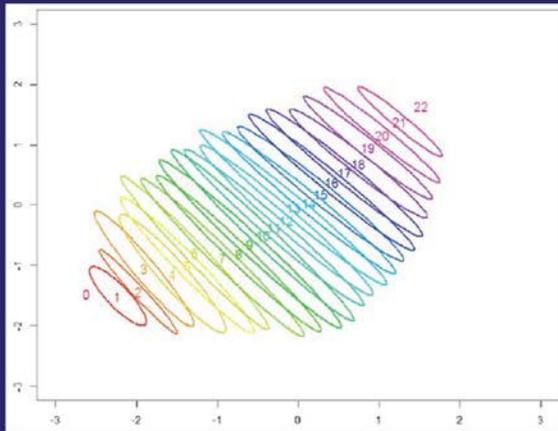
In the June 2016 issue of the newsletter, I encouraged the NCME membership to register on Wiley Online Library to receive new content alerts for the *Journal of Educational Measurement (JEM)* and *Educational Measurement: Issues and Practice (EM:IP)*. Little did I know what following this advice (or in my case, paying attention to Wiley’s alerts) would reveal. I had registered for these alerts in April 2015, but tended to ignore them except for the *EM:IP* “Early View” articles. I typically would just wait to read each journal when I received it in the mail.



Within days of the June 2016 newsletter’s publication, Wiley sent me an alert about the latest issue of *EM:IP* (Volume 35, Issue 2, Summer 2016). I decided to read this e-mail (considering my recent advice to you), and proceeded to access the issue electronically. That is when I discovered the cover graphic (Figure 1) was about the size of a postage stamp—and despite my best efforts there was nothing I could do to enlarge/decipher it. While I was able to read about the issue’s cover (Castellano, 2016), I soon realized I would have to wait for my journal to arrive in the mail approximately 4 weeks later before I could actually interpret the graphic. This set in motion our work with Wiley to arrive at a solution that allows digital access to *EM:IP*’s impressive and longstanding library of cover illustrations, which began during *EM:IP* Editor Jeffrey Smith’s leadership almost 20 years ago and has been going strong ever since.

# Educational Measurement

ISSUES AND PRACTICE



**NCME** national council on measurement in education

I should have at least had a clue this was not going to be an easy task—after all, it would have been done by now if that had been the case. Hence, we began what would turn out to be a 5-month venture involving: (a) the collection of high-resolution versions of *EM:IP* covers; (b) the identification of relevant abstracts, editorials, and articles describing the cover illustrations and removing them from Wiley’s paywall so these resources are open to the public; and (c) the coding and testing of a new feature entitled Cover Gallery, which now is available on the *EM:IP* home page under the “Special Features” section.

The Cover Gallery displays *EM:IP* covers beginning with Volume 29 (2010) to the present, with links to both the journal and the article describing each image. We also worked with Wiley to include a new entry in the table of contents called “Issue Cover,” which provides a PDF file you can click on to access a high-resolution full-page view of the cover illustration. This was effective with the current issue (Volume 35, Issue 3, Fall 2016) and will continue with subsequent *EM:IP* issues.

We would like to acknowledge and express our sincere appreciation to Elizabeth Matson, Associate Editor for Social Science and Humanities at Wiley (and our main point of contact with the publisher), Fiona O’Connor, Wiley Editorial Program Coordinator, and their production team for making the Cover Gallery a reality. We hope you enjoy this new feature!

**Figure 1. Conditional means of two-dimensional latent abilities given observed sum score (Fu, Chen, Strachan, Ip, & Ackerman, 2016).**

## References

- Castellano, K. F. (2016). On this issue’s cover. *Educational Measurement: Issues and Practice*, 35(2), 4–5.
- Fu, Y., Chen, S., Strachan, T., Ip, E., & Ackerman, T. (2016). Conditional means of two-dimensional latent abilities given observed sum score [Cover]. *Educational Measurement: Issues and Practice*, 35(2).

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## ARCHIVES COMMITTEE UPDATE

Anne Davison, Consultant

The NCME Archives Committee is working on the development of the [Archives page](#) on the NCME website. To this end, we are seeking digital copies of past NCME board books. Members who have retained board books are urged to contact Archives Committee Chair Anne Davison at [annehdavidson@gmail.com](mailto:annehdavidson@gmail.com).

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## NCME MISSION FUND COMMITTEE UPDATE

Cathy Wendler, Educational Testing Service

The Mission Fund is the charitable giving arm for NCME and supports activities that advance our mission in the science and practice of measurement in education. Activities supported by the fund fall outside those supported by the operational budget. Future activities are being planned that will align with NCME's Assessment Literacy initiative—but these activities cannot happen without your support.



There are many colleagues who have shaped our professional and personal lives as well as made important contributions to the measurement field. As 2016 draws to a close, what a better way to remember them than by making a tax-deductible donation in honor or memory of a colleague who has had an impact on you.

To contribute:

- Go to <http://www.ncme.org/>. Use the “donate” link found at the top right of the NCME homepage, log on with your member information, select the NCME Mission Fund, and type in the amount you are donating. Then print and complete the form below indicating in whose memory/honor you are contributing and fax it to NCME at 215-564-2175 or mail it to NCME, 100 N. 20th Street, Suite 400, Philadelphia, PA 19103 USA.
- Or contribute by check or credit card by printing and completing the form below. Fax the form to NCME at 215-564-2175 or mail the form with your check to NCME, 100 N. 20th Street, Suite 400, Philadelphia, PA 19103 USA.

Thank you in advance for your donation. We wish the best for all of you in 2017.

The 2016 Mission Fund Committee

Cathy Wendler (Chair) [cwendler@ets.org](mailto:cwendler@ets.org)  
Linda Hargrove (Past-Chair) [Linda.Hargrove@THECB.state.tx.us](mailto:Linda.Hargrove@THECB.state.tx.us)  
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John Willse [jtwillse@uncg.edu](mailto:jtwillse@uncg.edu)

## NCME Mission Fund Donation Form

**Yes, I wish to contribute to the NCME Mission Fund in honor/memory of a colleague.**

I understand that my donation is tax-deductible to the fullest extent of the law.

My gift will be used to support NCME Mission Fund activities.

**My donation in the amount of \$ \_\_\_\_\_ is in memory of \_\_\_\_\_**  
**is in honor of \_\_\_\_\_**

Please keep my gift anonymous.

**I have contributed online at <http://www.ncme.org/>**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State/Province/Country: \_\_\_\_\_ Zip/Postal/Country code: \_\_\_\_\_

Email: \_\_\_\_\_

Phone (include area code and country code if outside USA): \_\_\_\_\_

I am contributing by check or credit card.

Check (made payable to NCME in USD)

VISA

Master Card

AMEX

Card Number: \_\_\_\_\_ Exp. Date: \_\_\_\_\_ CVV#: \_\_\_\_\_

Signature for Card: \_\_\_\_\_

Name on Card: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_

State/Province/Country: \_\_\_\_\_ Zip/Postal/Country code: \_\_\_\_\_

Email: \_\_\_\_\_

Phone (include area code and country code if outside USA): \_\_\_\_\_

**Print and return completed form to NCME**  
**By Mail: 100 N. 20<sup>th</sup> Street, Philadelphia, PA 19103 USA or by FAX: 1-215-564-2175**

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## NCME FITNESS WALK/RUN CORNER

*Jill van den Heuvel, Alpine Testing Solutions, and Katherine Furgol Castellano, Educational Testing Service  
(with Brian French, Washington State University, Pullman, advising)*

We hope you've had a great fall and as the air chills and the days get shorter that you maintain your resolve to get outside!

We have been busy planning a great NCME Fitness Walk/Run event with a new location, San Antonio, TX, in April 2017. Remember to sign up for the run/walk when registering for the conference and to encourage your friends and colleagues to register, too. If you convince enough of them, you may have a chance to beat defending champions University of Iowa (university category) or Pacific Metrics (testing company category) in the Team Participation Competition!



Again this year we will have the “design the shirt” contest! We are looking for the NCME membership to create and then select the main design for the shirt (we will add sponsor logos to the winning design). Designs should be a maximum of two colors and not include any copyrighted images. Submissions can be for a single front/back print or a front and back print. Look for more details in coming weeks from NCME via email. Submissions will be due to Jill via email ([Jill.vandenHeuvel@alpinetesting.com](mailto:Jill.vandenHeuvel@alpinetesting.com)) no later than February 1, 2017, voting will occur mid-February, and the winning design will be revealed on the shirts at the conference! We look forward once again to your creative submissions!

Keep moving and Happy Holidays!

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## ANNUAL MEETING COMMITTEE UPDATE

*Susan Loomis, Consultant*

Earlier this year, NCME members were invited to respond to the 2016 NCME Annual Meeting Evaluation Survey. Here are the results of the survey, as well as a few points of comparison between the attendee survey responses in 2015 and 2016. There were 201 respondents in 2015 and 324 in 2016.

1. Only 23.2% of 2016 attendee survey respondents reported that they attended a training session, compared to 33.2% of the 2015 respondents.
2. When offered the option of having both the program and abstracts provided only on the NCME website, fewer respondents who attended the 2016 annual meeting preferred the printed book option. About 21% of the of 2016 respondents would prefer having both the program and abstracts online and 55% preferred having both the program and abstracts printed in a booklet (as has been done). This compares to 72% of 2015 respondents who preferred having both printed in a booklet. Approximately the same percentage of respondents in both years preferred having a printed program with the abstracts available online.
3. A lower percentage of respondents in the 2016 attendee survey thought the meeting room size was appropriate than was the case in 2015: 87% gave a positive response to meeting room size in 2015 versus 80% in 2016.
4. A higher percentage of respondents in the 2016 attendee survey (85%) were positive about the opportunities for socializing compared to 81% in 2015.
5. A higher percentage of respondents in the 2016 attendee survey (77%) want more joint sessions with AERA Division D than in 2015 (68%).



We were interested in knowing if presenters submitted papers to discussants in a timely manner, and a question was added in 2016 to ask about that. Only 12% of respondents in the 2016 attendee survey were discussants, and only 48% responded that papers were received in a timely manner.

The responses to the 2016 survey of attendees and nonattendees are presented below, excluding comments. The Annual Meeting Committee will be working with the board of directors, program chairs, and workshop/training session chairs to make additions and modifications to the survey for the 2017 annual meeting in San Antonio. We will also work with AERA to assure that the final list of attendees is available immediately after the conference ends so that the survey can be distributed shortly thereafter.

## NCME 2016 Annual Meeting Evaluation—2016 Attendees

### Q1 Did you attend any training sessions?

Answer Choices	Responses	
Yes	23.15%	75
No	76.85%	249
<b>Total</b>		<b>324</b>

### Q2 How many NCME annual meeting sessions did you attend overall?

Answer Choices	Responses	
0-5	41.54%	135
6-10	39.69%	129
11-15	16.00%	52
16 or more sessions	2.77%	9
<b>Total</b>		<b>325</b>

### Q3 How many electronic board sessions (e.g., each session had 20 or more presentations) did you attend?

Answer Choices	Responses	
0	40.92%	133
1	28.92%	94
2	22.77%	74
3 or more	7.38%	24
<b>Total</b>		<b>325</b>

### Q4 Did you make a presentation at NCME?

Answer Choices	Responses	
Yes	51.09%	164
No	48.91%	157
<b>Total</b>		<b>321</b>

**Q5 Did you make a presentation at AERA?**

Answer Choices	Responses	
Yes	26.01%	84
No	73.99%	239
<b>Total</b>		<b>323</b>

**Q6 What is the most important reason that you attended the 2016 annual meeting in Washington DC?**

Answer Choices	Responses	
Proposal accepted at NCME and/or AERA	34.15%	111
Wanted to see the city of Washington DC	0.00%	0
Networking/meeting with colleagues	20.00%	65
Professional development	15.38%	50
Stay current with best practices	15.08%	49
Cost was reasonable/travel reimbursed	0.31%	11
I always attend the annual meeting	13.85%	45
Other (please specify)	1.23%	4
<b>Total</b>		<b>325</b>

**Q7 How long have you been a member of NCME?**

Answer Choices	Responses	
New member to 1 year	13.23%	43
2 years to 5 years	26.46%	86
6 years to 10 years	19.69%	64
11 years to 20 years	16.92%	55
21+ years	19.38%	63
Not a member	4.31%	14
<b>Total</b>		<b>325</b>

**Q8 Which of the following options do you prefer:**

Answer Choices	Responses	
program and abstracts combined in one printed book, as was done this year	54.49%	176
program printed and the abstracts available in a pdf file on the NCME website	24.15%	78
both the program and the abstracts available only on the NCME website	21.36%	69
<b>Total</b>		<b>323</b>

**Q9 Did you use the NCME mobile app?**

Answer Choices	Responses
Yes	46.46% 151
No	53.54% 174
<b>Total</b>	<b>325</b>

**Q10 Overall Programming Quality**

Answer Choices	Very Much	Somewhat	Not Much	Not At All	Total
Was the conference educational/informative?	56.00% 168	40.67% 122	3.00% 9	0.33% 1	300
Were you satisfied with the overall quality of the conference?	59.06% 176	35.91% 107	4.03% 12	1.01% 3	298
Did the conference influence your thoughts about measurement or measurement-related issues?	38.59% 115	47.65% 142	12.75% 38	1.01% 3	298
Did the conference improve your measurement knowledge or skills?	28.52% 85	49.66% 148	19.46% 58	2.35% 7	298

**Q13 Please rate the aspects of the program quality:**

Answer Choices	Excellent	Good	Fair	Poor	Total
General organization	46.98% 140	45.97% 137	5.37% 16	1.68% 5	298
Allotment of time	34.01% 101	55.56% 165	9.09% 27	1.35% 4	297
Value/usefulness of topics	36.36% 108	49.16% 146	12.46% 37	2.02% 6	297
Quality of speakers	33.90% 100	54.58% 161	10.51% 31	1.02% 3	295

**Q14 Please rate the audio-visual services (both from the perspective of you as an attendee and/or you as a presenter)**

Answer Choices	Excellent	Good	Fair	Poor	N/A	Total	Weighted Average
As a presenter: audio-visual services rating	35.32% 95	26.02% 70	2.23% 6	0.74% 2	35.69% 96	269	3.49
As a member of the audience: audio-visual services rating	43.15% 126	45.21% 132	6.16% 18	0.68% 2	4.79% 14	292	3.37

**Q15 Were you a discussant for any of the NCME sessions?**

Answer Choices	Responses
Yes	12.24% 36
No	87.76% 258
<b>Total</b>	<b>294</b>

**Q16 If yes, did you receive the papers you were to review in a timely fashion?**

Answer Choices	Responses	
Yes	48.21%	27
No	51.79%	29
<b>Total</b>		<b>56</b>

**Q17 Did you submit a proposal?**

Answer Choices	Responses	
Yes	58.28%	169
No	41.72%	121
<b>Total</b>		<b>290</b>

**Q18 Proposal Submission and Review Procedures: If you submitted a proposal please indicate your level of agreement with the following statements about the proposal submission and review procedures used for the 2016 annual meeting.**

Answer Choices	Strongly Agree	Agree	Don't Know/No Opinion	Disagree	Strongly Disagree	N/A	Total	Weighted Average
A 50-word abstract and an 800-word description are reasonable word limits for individual paper proposals.	30.95% 65	41.90% 88	2.38% 5	9.05% 19	3.33% 7	12.38% 26	210	4.01
Membership in NCME should continue to be a requirement for presenters at the Annual Meetings.	38.97% 83	29.11% 62	10.80% 23	7.04% 15	2.35% 5	11.74% 25	213	4.08
The proposal submission process was satisfactory.	30.19% 64	44.81% 95	4.25% 9	4.25% 9	0.47% 1	16.04% 34	212	4.19
The proposal review process was satisfactory.	20.00% 42	43.81% 92	8.10% 17	7.14% 15	3.33% 7	17.62% 37	210	3.85

**Q19 Program Format and Abstracts**

Answer Choices	Strongly Agree	Agree	Don't Know/No Opinion	Disagree	Strongly Disagree	Total
Abstracts should be included in the program.	38.54% 111	44.79% 129	9.03% 26	7.29% 21	0.35% 1	288
For individual paper sessions, 15 minutes is an appropriate amount of time to present.	26.50% 75	56.89% 161	7.07% 20	8.48% 24	1.06% 3	283
Discussants should continue to be used in individual paper sessions.	39.51% 113	38.46% 110	11.89% 34	7.34% 21	2.80% 8	286
This year, we did not use moderators or chairs in individual paper sessions, passing these duties on to discussants. This should be continued.	26.67% 76	36.49% 104	23.86% 68	8.77% 25	4.21% 12	285

## Q20 Types of Sessions

Answer Choices	Strongly Agree	Agree	Don't Know/No Opinion	Disagree	Strongly Disagree	Total
We should continue to use the electronic board format.	29.43% 83	29.79% 84	29.43% 83	8.87% 25	2.48% 7	282
Presenters for the electronic papers sessions did not seem to use the format effectively.	3.62% 10	15.22% 42	50.36% 139	26.09% 72	4.71% 13	276
90 minutes was an appropriate amount of time for an electronic board session.	13.36% 37	28.88% 80	48.01% 133	7.94% 22	1.81% 5	277
Discussants should be assigned to the electronic board sessions.	7.89% 22	16.85% 47	41.22% 115	22.58% 63	11.47% 32	279
We should continue to have paper sessions and electronic boards at the same time to provide a variety of options to attendees.	16.49% 46	36.56% 102	27.60% 77	14.34% 40	5.02% 14	279

## Q21 Featured Speakers

Answer Choices	Strongly Agree	Agree	Don't Know/No Opinion	Disagree	Strongly Disagree	Total
Due to scheduling conflicts with the AERA Centennial Celebration, we speakers or plenaries this year. This type of session should be next year.	35.92% 102	33.45% 95	25.00% 71	4.23% 12	1.41% 4	284

## Q22 Were there enough opportunities for attendees to meet socially?

Answer Choices	Responses	Total
Yes	85.09%	234
No	14.91%	41
<b>Total</b>		<b>275</b>

## Q23 Did you participate in the Fun Run?

Answer Choices	Responses	Total
Yes	9.59%	28
No	90.41%	264
<b>Total</b>		<b>292</b>

**Q24 What is the best time for the run?**

Answer Choices	Responses	
before 7 or 8 AM	58.04%	83
in the morning 8-12 (overlapping sessions)	20.98%	30
around noon, (overlapping sessions)	0.00%	0
afternoon 1-6 (overlapping sessions)	3.50%	5
late afternoon 6-8	17.48%	25
<b>Total</b>		<b>143</b>

**Q25 If no, why?**

Answer Choices	Responses	
Not interested	56.95%	127
Cost	2.24%	5
Scheduling conflicts	16.59%	37
Other (please specify)	24.22%	54
<b>Total</b>		<b>223</b>

**Q26 Even if you did not participate, would you like an option to purchase a Fun Run shirt?**

Answer Choices	Responses	
Yes	24.34%	65
No	75.66%	202
<b>Total</b>		<b>267</b>

**Q27 Did you feel that the NCME booth at the AERA exposition represented the association well?**

Answer Choices	Responses	
Yes	33.94%	93
No	4.74%	13
Did not see the NCME booth at the AERA exposition.	61.31%	168
<b>Total</b>		<b>274</b>

**Q28 Were the NCME staff at the Information Desk at the Renaissance Washington helpful?**

Answer Choices	Responses	
Yes	97.89%	232
No	2.11%	5
<b>Total</b>		<b>237</b>

**Q29 Did you find the size of the meeting room appropriate for the each of the sessions?**

Answer Choices	Responses
Yes	79.78% 221
No	20.22% 56
<b>Total</b>	<b>277</b>

**Q30 How many AERA Division D sessions did you attend?**

Answer Choices	Responses
0	44.80% 125
1-2	36.56% 102
3-4	11.47% 32
5+	7.17% 20
<b>Total</b>	<b>279</b>

**Q31 Would you like to have more jointly sponsored sessions scheduled with Division D (or other AERA Divisions)?**

Answer Choices	Responses
Yes	76.83% 189
No	23.17% 57
<b>Total</b>	<b>246</b>

**Q33 What is your current place of employment?**

Answer Choices	Responses
Academia/faculty	26.50% 75
Nonacademic research agency/ company	10.25% 29
Testing/licensure/ certification company	33.57% 95
State education agency	2.12% 6
Federal education agency	1.41% 4
Independent researcher/ consultant	3.89% 11
Retired	1.06% 3
Graduate student	16.96% 48
Other (please specify)	4.24% 12
<b>Total</b>	<b>283</b>

**Q36 If you had an opportunity to interact with a member of NCME’s management team during the event; please provide feedback below**

Answer Choices	Extremely Satisfied	Satisfied	Improvement Suggested	N/A	Total	Weighted Average
Professionalism	26.32% 50	14.74% 28	1.05% 2	57.89% 110	90	2.60
Event Knowledge	22.75% 43	16.93% 32	1.06% 2	59.26% 112	89	2.53
Responsiveness	26.74% 50	13.90% 26	1.07% 2	58.29% 109	187	2.62
Friendliness	29.26% 55	12.77% 24	0.00% 0	57.98% 109	188	2.70

**NCME 2016 Annual Meeting Evaluation—2016 Nonattendees**

**Q1 What is the most important reason that you did NOT attend the 2016 annual meeting in Washington DC?**

Answer Choices	Responses
Did not want to go to Washington DC	3.03% 6
Illness/health issues/Important events for me or family	6.06% 12
Too expensive	18.18% 36
Schedule conflict	32.83% 65
Proposal rejected	2.53% 5
I never attend the annual meeting	3.54% 7
Other (please specify)	33.84% 67
<b>Total</b>	<b>198</b>

**Q2 What is your current place of employment?**

Answer Choices	Responses
Academia/faculty	26.40% 52
Nonacademic research agency/company	9.64% 19
Testing/licensure/certification company	23.86% 47
State education agency	5.58% 11
Federal education agency	0.51% 1
Independent researcher/consultant	8.63% 17
Retired	9.64% 19
Graduate student	6.09% 12
Other (please specify)	9.64% 19
<b>Total</b>	<b>197</b>

**Q3 How long have you been a member of NCME?**

Answer Choices	Responses	
New member to 1 year	7.14%	14
2 years to 5 years	20.41%	40
6 years to 10 years	17.86%	35
11 years to 20 years	26.02%	51
21+ years	28.06%	55
Not a member	0.51%	1
<b>Total</b>		<b>196</b>

**Q4 Do you plan to attend the 2017 meeting in San Antonio, TX?**

Answer Choices	Responses	
Yes	55.68%	103
No	44.32%	82
<b>Total</b>		<b>185</b>

**Q5 When was the most recent NCME annual meeting that you attended?**

Answer Choices	Responses	
2015	40.00%	58
2014	20.00%	29
2013	11.03%	16
2012	13.79%	20
2011	3.45%	5
2010	11.72%	17
<b>Total</b>		<b>145</b>

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# THE *EDUCATIONAL MEASUREMENT: ISSUES AND PRACTICE* COVER GRAPHIC/DATA VISUALIZATION COMPETITION ANNOUNCEMENT

Katherine Castellano, Educational Testing Service

The *Educational Measurement: Issues and Practice (EM:IP)* Cover Graphic/Data Visualization Competition is back for its fourth year running. We've hoped you enjoyed seeing and reading about the winning submissions in *EM:IP* issues this year. Your entry could be on the next issue!

## Calling All Creative and Visual Thinkers

We on the editorial staff at *EM:IP* believe that diagrams and data visualizations are powerful tools in making educational measurement issues of practical importance accessible to both educators and the public. We are calling for original graphical submissions that creatively illustrate a fundamental statistical/psychometric concept or aid in analyzing or visualizing educational data. Some possible themes include

- visual representations of data analytics (e.g., data mining process data or other big data sources),
- accessible score reporting figures of student achievement and/or progress,
- graphical tools to relay empirical feedback to standard setting panels, or
- your graphical solution to communicating a difficult measurement concept to students or clients!

## Winning Entries

The winning submission(s) will be printed on a future cover of an *EM:IP* issue. Other strong submissions may be published online or saved for future issues. You may resubmit an entry from a previous year's competition. Submissions are due by **5 PM Pacific Friday, February 3, 2017**. We will announce the winner(s) at the 2017 NCME annual meeting during the NCME breakfast meeting.

## Frequently Asked Questions

- Who can submit?
  - Any NCME members
  - Submissions can be created by individuals or groups of individuals
- What to submit?
  1. List of submitters' names and affiliations
  2. Title of graphic/data visualization
  3. PDF versions of graphic in color.
    - Please note that the graphic cannot have been previously published anywhere else.
    - For a sampling of previous submissions, check out the Gallery of Top Submissions for the 2016 Cover Graphic/Data Visualization Competition in the Summer 2016 Issue of *EM:IP* (Vol 35, Issue 2).
  4. Short description (300 words max) of graphic. (See previous issues' editorials for examples.)
  5. A one-sentence caption for graphic.
- How to submit?
  - Email entries directly to the *EM:IP* visuals editor at [KEcastellano@ets.org](mailto:KEcastellano@ets.org).
- When to submit?
  - **Deadline: 5 PM Pacific Friday, February 3, 2017**
- Who will review the submissions and select the winner(s)?
  - The *EM:IP* Editorial Board
  - Winners will be selected based on the following criteria:
    - originality of graphic,
    - visual appeal of graphic,
    - extent graphic stands alone and tell its own story,

- extent graphic relates to educational measurement and policy issues and/or
  - provides a novel visual tool to use in practice, and
  - extent description is clear and provides thoughtful analysis of the figure.
- Any other questions?
  - Email: Katherine Furgol Castellano at [KEcastellano@ets.org](mailto:KEcastellano@ets.org)

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## EDITOR'S LETTER FOR ITEMS

André A. Rupp (Editor, 2016-2019)

October 14, 2016

Dear colleagues in educational measurement and related disciplines,

It is with great excitement that I am officially starting my work as the editor for NCME's *Instructional Topics in Educational Measurement Series* (ITEMS) educational modules, which currently are published in *Educational Measurement: Issues and Practice (EM:IP)* and are also available through the NCME website! I thought I would take this opportunity to tell you a bit about the kind of vision I have for the ITEMS series, which was notably inspired by various brainstorming sessions with colleagues.



If you go to the NCME website you can see that we currently have over 40 modules on various foundational topics in educational measurement. Topics include didactic introductions to latent modeling frameworks, basic psychometric concepts, statistical procedures, assessment development processes, and classroom assessment approaches. Modules are generally didactic in nature, which means that they are written in an accessible style, with a minimum of technical details beyond the core concepts, and include a short self-test at the end with perhaps a few supplementary materials. ITEMS is currently first and foremost a paper publication through *EM:IP* with a digital version of each module available through the NCME website and e-journal portals that carry *EM:IP*. This repertoire of resources is a great starting point for rethinking what the ITEMS module series could become in the future, which has been recognized as a timely need by NCME governance bodies and various members of the NCME community.

There are a few related reasons for this desire to envision a bolder future for ITEMS. Without a doubt, the educational measurement landscape has changed notably in recent years. It has seen an increased development of innovative digital learning and assessment environments that serve formative and diagnostic needs, which co-exist alongside large-scale assessments such as standards-based educational surveys or licensure and certification tests. Many assessments have seen an influx of digitally-delivered tasks that have increased in interactivity and authenticity thus allowing us to collect data about behavioral sequences alongside data from finalized work products. As a result, scientific disciplines and communities have begun to cross-fertilize so as to share methodological insights and best practices. This has allowed more traditionally trained psychometricians to learn from specialists in data science, data mining, learning science, learning analytics, and vice versa. As a result, methodological best practices across disciplines are continuously under scrutiny with respect to their relative advantages and disadvantages for new emerging assessment applications to ensure both scientific rigor and artful practice.

Along with these trends, mechanisms to learn about such practices have also become more diversified. On the one hand, graduate programs in educational measurement or related disciplines remain one of the core educational pillars since they lead to master's and Ph.D. degrees as well as professional certificates that continue to be relevant milestones in educational pathways. In effective programs, computational data-driven exploration using freeware software and publicly available data sets are nowadays. On the other hand, digital resources such as online references, workshops, and academy courses abound and, with them, the availability of educational materials to support self-directed learning. This has opened up space within graduate programs to create room for more interactive exploration of data sets for instance and has opened the door for applied specialists to become increasingly knowledgeable about the foundations of key methodological principles without necessarily seeking formal certification. The ITEMS module series exists in this evolving educational space and there is a strong belief at NCME that it will have to embrace these educational trends in order to remain a relevant and meaningful educational resource.

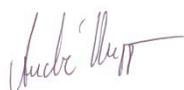
To help move ITEMS into a richer digital future, I am working with an ITEMS advisory board – consisting of past and present editors from *EM:IP* and ITEMS as well NCME board liaisons for digital presence and publication. Most importantly, we first want to expand the ITEMS series to include supplementary digital educational resources. For example, in an initial phase of development I will be working closely with authors of modules to discuss what kinds of digital resources would work best for their specific topic and ask them to create supplementary digital content such as webinars, data sets, and annotated code suites.

I am also planning to conduct short interviews with authors so that readers get to know the minds behind the work. Looking a bit further ahead, I view all resource efforts of NCME as entry-points into an educational portal that provides access not only to factual knowledge and such learning resources but also a network of subject-matter expertise. Many foundations already exist at NCME through member and mailing lists, social media accounts, conference submissions and presentations, and ITEMS modules, so that a large part of this work will be to meaningfully connect these resources.

In fact, I intend to work with you, our NCME members, in the upcoming years to refine ideas and put them successively into practice. As you can imagine, some ideas may work out very well while others may only survive a short trial period and will then be replaced by something that works hopefully even better. I thus ask you to be open to exploring new ideas with me and my NCME teams to see what works and does not work so well. To this end, if you have any ideas that you would like to share with me, please do not hesitate to write me an email ([arupp@ets.org](mailto:arupp@ets.org)) or to call me up in my office (609-252-8545)!

I am really looking forward to working with all of you on this future-oriented effort and to help ITEMS become an integral part of the next generation of digital educational resources for NCME!

Sincerely,



(André A. Rupp, ITEMS Editor 2016–2019)

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## NCME ELECTIONS

NCME elections are now in progress. Polls will remain open until January 15, 2016. You will need the ballot link that was e-mailed to you to get to the candidate bios and voting options on the elections site. If you have not seen it, check your junk mail folder. Please contact the NCME office if you have any trouble getting to the elections site.

### Ballot

#### *Vice President*



[James Wollack](#)  
University of Wisconsin-Madison



[Rebecca Zwick](#)  
Educational Testing Service

***Board Member From State or Federal Agency or Organization***



Rose McCallin

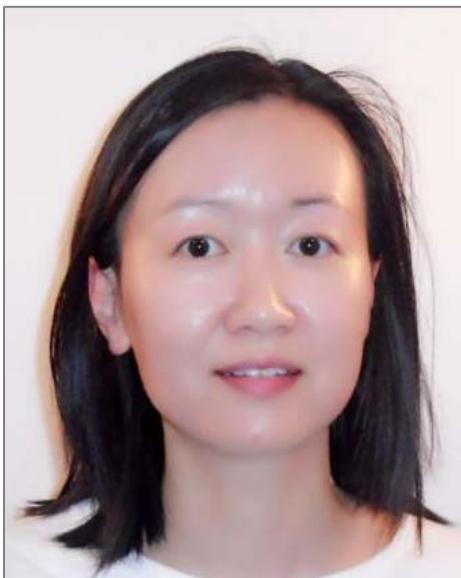
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