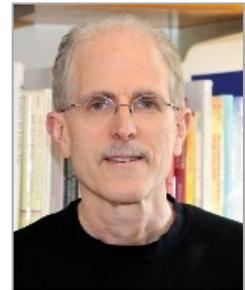


FROM THE PRESIDENT

Randy Bennett, Educational Testing Service

In the September president's message, I described progress on two of the four directions that I hoped the organization would move toward to help ensure NCME's continued relevance and long-term success. The two directions were for NCME to:

- Encourage and promote the positive influences of classroom assessment on measurement and the positive influences of measurement on classroom assessment and
- Take greater advantage of its international character.



The NCME Special Conference on Classroom Assessment and our ongoing explorations around establishing a dual-language journal, respectively, exemplify those two directions.

In this quarter's message, I'd like to give an update on progress with the other two directions:

- Encourage research and development that makes assessment a stronger force for positive impact on teaching and learning and
- Influence the national discourse on testing and measurement through policy positions and other appropriate mechanisms that engage a variety of audiences.

Our primary vehicle for encouraging R&D that makes assessment a stronger force for teaching and learning is through the annual conference. Plans for the conference are proceeding rapidly under the very capable direction of April Zenisky and Charlie DePascale (program chairs), Amanda Wolkowitz (training program chair), and Masha Bertling (graduate student program chair). The sessions are expected to include:

- *The Past, Present, and Future of Curriculum-Based Measurement (CBM)*: A session providing an overview and history of CBM, a review of the 30+ years of research in reading, mathematics, and writing, and a discussion of future directions and challenges for this instructionally focused measurement technology.
- *The Positive Impact of Testing*: A session featuring a discussion of research demonstrating how and when testing has been a positive force, as well as steps that the field can take to build on those successes.

With respect to influencing the national discourse on testing and measurement, there are several things to report. First, the Board will have its February meeting in Washington, DC, so that it can use part of its time to meet with members of the policy community. The goal is to hear from them what issues in education and assessment are currently of concern and to share with those individuals the perspectives of NCME. Representatives of [AERA](#) (which has a very active policy presence), the [Leadership Conference on Civil and Human Rights](#), and [Knowledge Works](#) will join the Board. It is my hope that future NCME Boards will continue to hold at least one meeting per year in Washington for similar purposes.

Second, you may recall that our organization released a [Position Statement on Participation in State Assessment](#) earlier this year, which was covered in [Education Week](#), as well as a [Statement on Hate in America](#), which was supported in an announcement by the [Law School Admissions Council](#). The intention behind such statements is for us to articulate for ourselves what it is that we stand for. From those statements, we can then craft and disseminate messages specifically tailored for the audiences we wish to influence. At its February 2018 meeting, the NCME Board will review several such draft messages derived from our *Position Statement on Participation in State Assessment* that are intended for policy makers, educators, parents, and journalists. We also have in process additional position statements that NCME members have volunteered to write for review by the Committee on Informing Assessment Policy and Practice, chaired by Judy Koenig, and then by the Board. Among those statements are ones on test security, theory of action for testing programs, “off-label” uses of tests, English learners and accountability, and classroom assessment. My hope is that each of these statements will offer a perspective that the organization can ultimately support and use to influence the policy discourse.

Finally, NCME will hold its first policy seminar in Washington, DC, on February 7, 2018 in collaboration with the George Washington University Graduate School of Education and Human Development (GSEHD). The speaker will be [John B. King](#), former U.S. Secretary of Education and now President and CEO of the Education Trust. The discussant will be [Michael Feuer](#), GSEHD Dean and former director of the National Academies’ Board on Testing and Assessment. The seminar will focus on the challenges and opportunities for education and assessment under the Every Student Succeeds Act (ESSA). NCME members and members of the policy community will be invited to attend. If the seminar is a success, it might be productive for us to sponsor a regular series of events around issues in educational assessment so that we can continue to build a presence and have an effect in the policy community.

With 2017 at its end, we look to 2018, the results of the NCME elections and an exciting conference in New York City!

All the best,

Randy Bennett
President

FROM THE EDITOR

Heather Buzick, Educational Testing Service

Welcome 2018! I hope you all have started to make plans for a productive and happy new year. In this issue, we have the third message from our president, Randy Bennett, who shares an update on progress toward the last two of his four goals. We also have details on the 2018 annual meeting in New York City, April 12-18, from program chairs April Zenisky and Charlie DePascale, training program chair Amanda Wolkowitz, and graduate student issues committee chair Masha Bertling, as well as details on the Fitness Walk/Run. This issue also includes committee news and bios of the candidates running in the NCME elections. Please remember to vote by January 12th!



This issue marks the end of my 3 year term as editor of this newsletter. I have sincerely enjoyed being introduced to and working with so many of our members. I appreciate that ETS gave me time to spend serving NCME in this way. And, I’m thankful for the contributions of my advisory board members. I have a special thank you for Kim Fryer, my colleague at ETS, who proofread all the content and made each issue accessible for readers with print disabilities.

Welcome to our new editor, Megan Welsh. Please see the spotlight article to learn a little about her.

From the President.....	1
From the Editor.....	2
Graduate Student Corner: Why I Am Glad This Year Is Coming to an End	3
Spotlight on the People Who Make Our Organization Great.....	4
Annual Meeting Update.....	5

NCME 2017 Training and Development Sessions	6
Graduate Student Research Session Update	7
NCME Mission Fund Committee Update.....	7
NCME Fitness Walk/Run Corner	8
Standards and Test Use Committee Update.....	9
NCME Committee on Diversity Issues in Testing: Announcing Scholarships and our Invited Session	9
Publication Committee Update	10
Outreach and Partnership Committee Update.....	10
Website Committee Update.....	11
NCME Elections.....	11

GRADUATE STUDENT CORNER: WHY I AM GLAD THIS YEAR IS COMING TO AN END

Masha Bertling, Harvard Graduate School of Education



I have to admit, I struggled choosing the topic to write about for this issue. Should I write about educational measurement? Can I say something beyond what my senior colleagues are going to? How can I make it relevant for our graduate students? Hours and days have gone by and I got nothing. There are so many things that are wrong within the current political landscape, so many things that pose a threat to higher education overall and graduate students in particular—dramatic cuts to educational research funding, new immigration restrictions, and finally an attempt to pass a new GOP tax plan that would tax graduate tuition waivers—so many things that are constantly on my mind, I cannot help but focus on these.

Trump administration efforts to constrain the budget for scientific research is frustratingly short-sighted. Just to remind you, in the first iteration of the [budget proposal](#), Trump and DeVos cut the Department of Education’s funding by almost 14%, more than \$9 billion. This money not only supports essential programs that train and pay teachers and provides after-school opportunities for students from disadvantaged backgrounds, but also research that is used to collect and disseminate data about the nation’s progress. This is a clear message as to how much value the current administration puts in public education and research.

You probably also heard about the legislation that was put forth for a debate as part of the GOP tax plan. Here is a quick recap: Many of us in PhD programs get a tuition waiver in exchange for doing research and teaching. Under the new law, these tuition waivers would have been counted as income, hence subject to income taxes. What this means is that we would pay taxes on money we never receive, money that, as one of our administrators put it, is used to pay “the university’s electric bills.” There were numerous calculations floating around the web, and they all settled on the same thing. If, let’s say, your tuition is \$60K and your stipend, which is already taxable, is \$20K, instead of paying a bit over \$2K in taxes you would be paying about \$14K. Clearly, this would not allow many of us to continue the programs and would make higher education out of reach for many others, given a tremendous increase in financial burden. Why a country that already started to [lose leading positions](#) in higher education wants to put yet another nail in its coffin is entirely unclear to me.

Thankfully, graduate students across the country have protested this controversial provision—I am sure many of you participated in phone banks and demonstrations, too—and 31 House Republicans decided to strip this provision out. The issue, however, this attempted law puts in the spotlight is much larger. Earlier this summer, for example, the [Pew Research Center](#) conducted a study revealing that 58% of Republicans think that colleges have a negative impact on the country, a dramatic change in opinion compared to the results from just 2 years ago when the majority 54% thought the effects of colleges are positive for society. But research is clear; the benefits of higher education on the economy and society overall are unadulterated positive—graduate students not only conduct groundbreaking research in all fields, educational measurement is no exception, but go on to found companies that provide new jobs for millions. More so, these graduate students come from many different countries and cultures. Recent [NAFSA findings](#) indicated that international students contributed over \$36 billion and “supported more than 450,000 jobs to the U.S. economy during the 2016-2017 academic year.” The efforts to control

admissions through [restricted immigration and travel bans](#) pose yet another catastrophic risk to research and educational experiences overall.

How can we protect academic freedom and funding for research, while being open for diversity and stay inclusive? How can we educate our elected officials on some common truths and the value of research? How is it that many are unaware that the reason we were able to control many diseases or know about the level of academic preparedness in our nation is due to academic research? There is clearly no simple answer, but there is a place to start. We cannot take for granted that people understand what we do or see value in it. It is on us to inform others: Talk to your friends and relatives who are not part of our measurement community or academia per se; tell them what you are learning in classes, what you do for your research assistantship, what your dissertation is about, and why it is important (think hard whether the question you chose to pursue is going to make a difference and, if not, pick a different one).

I am glad this year is coming to the end since there are lots of things to reflect on. I remain hopeful that 2018 would bring us all new opportunities to combat ignorance. Confronting and preventing it has always only been possible through education. Education that is yet again in danger to become a private good available for the elites.

A note of appreciation: I am endlessly grateful for having the opportunity to work with our editor Heather Buzick throughout this year. Heather, thanks for your patience and willingness to let me write about topics I feel passionate about.

Author note: Masha Bertling, M.S., is a Ph.D. student in education at Harvard University, where she studies education policy and program evaluation. Her primary research aim is to advance psychometric and statistical models to better inform educational policies and practices. She is particularly interested in college readiness and differential access to higher education, as well as ways we can better understand and measure student's learning and growth. Currently, Masha serves as an advisory board graduate student member at ACT and has been recently elected as a chair of NCME Graduate Student Issues Committee (GSIC). Previously, she worked as a research assistant in the Research & Development division at Educational Testing Service.

SPOTLIGHT ON THE PEOPLE WHO MAKE OUR ORGANIZATION GREAT

Megan Welsh, University of California, Davis

How did you get into the field?

I began my career in education as a 3rd/4th grade bilingual Cantonese teacher in the Oakland Unified School District, which continues to be one of the best experiences of my life. The fact that I did not speak a word of Cantonese and was still given the job eventually led to an interest in educational policy to better understand how monolingual English speakers end up as bilingual instructors. I was awarded a master of public policy at University of California, Berkeley and got a job in a policy research firm studying the school reform efforts required by Title I. My work focused on implementation of test-based accountability efforts, both under Improving America's Schools Act and under the No Child Left Behind Act. I followed my spouse to Tucson and worked as an assessment director in a local school district. This cemented the importance of measurement for me—its role in making informed decisions and its impact on both policy and on people. A mentor strongly encouraged me to pursue a PhD in the University of Arizona's measurement program. After earning my PhD, I ended up in academia—working in the measurement program at University of Connecticut and now at University of California, Davis.



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

I'd likely go back to teaching. I love the energy and excitement that children have while they are learning, and I enjoy the challenge of helping students to both recognize and leverage their strengths. Working with graduate and undergraduate students is also very satisfying, but they are not as easily excited as 8 year olds are.

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

I think that there is tremendous value in learning how measures are used, even for scholars who conduct basic research on psychometrics. I would encourage graduate students to spend time talking with teachers, school district administrators, and state department officials about the ways that they use measures and the measurement issues that they grapple with. It is easy to get lost in the elegance of numbers and forget to think about the implications of research for practice. In many ways communicating implications is the hardest part of psychometrics and can also be the most satisfying work.

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

I spend time with my family. My husband, Dan, and I have been married for 14 years. We have two daughters, Mia (10) and Tess (8). We hike, camp, and get out into nature as much as we can. Davis is situated about 2 hours from Lake Tahoe and the California Coast and another 3–4 hours from three national parks, so there is lots to explore.

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

My favorite innovations are those that: (a) push psychometrics to adjust to new applications, (b) use assessment information to make sense of what is happening in classrooms, or (c) spread knowledge and application of psychometric principles deeper into the applied world. It’s exciting to see psychometrics increasingly applied outside of traditional measurement journals, and to have classroom assessment studies appear in *Journal of Educational Measurement* and *Educational Measurement: Issues and Practice*.

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

I usually start with looking for sessions that are applicable to current projects I’m working on, or on measurement issues that I really care about. There are also several scholars whose work I follow. I try to attend their sessions to learn how their work is evolving.

Who has been a significant influence in your professional life?

I am lucky to have been exposed to several amazing mentors. Brenda Turnbull (a policy researcher and daughter of William Turnbull) was my first mentor. She was the first person to really challenge me and to suggest that I should be an academic. Jerome D’Agostino and Joel Levin taught me so much and have been sources of unwavering support. Betsy McCoach was an amazing colleague, friend, and role model—her energy and intellectual curiosity are infectious. Jamal Abedi is a consistent model of graciousness and kindness. I am also grateful to have collaborated with Sue Brookhart, who epitomizes the kind of scholarship that I love—breaking down barriers between psychometricians and practitioners. I am grateful for them all.

ANNUAL MEETING UPDATE

April Zenisky, University of Massachusetts Amherst, and Charlie DePascale, Center for Assessment (NCIEA)

First, our sincere thanks and appreciation to all who submitted a proposal, reviewed proposals, and/or volunteered to be a discussant for an individual presentation session.

After a long summer and fall of proposal submissions and reviews, we are very excited to see the 2018 NCME program taking shape and to begin to share it with you. Throughout the summer, you submitted nearly 500 proposals for individual presentations and 80 proposals for coordinated sessions. After evaluating the results of more than 1,500 reviews we have assembled a program for our time together in New York City that includes more than 50 individual paper sessions, more than 50 coordinated sessions, and six electronic board sessions—including two electronic board sessions featuring presentations by graduate students selected by the Graduate Student Issues Committee. All individual paper sessions at the 2018 conference will include comments by a discussant, and we expect that all presentations in all sessions will be supported by a completed paper that can be shared with our measurement community.



Overall, more than 700 NCME members will be participating as presenters and discussants at the 2018 NCME conference.

The conference program will also feature the 2018 NCME presidential address by Randy Bennett on Sunday, April 15, a session of presentations by 2018 NCME award winners, and two sessions highlighting recent publications in the NCME book series:

- *Susan Davis-Becker and Chad Buckendahl’s “Testing in the Professions”*
- *Kadriye Ercikan and Jim Pellegrino’s “Validation of Score Meaning for the Next Generation of Assessments”*

Finally, we are in the process of planning for a number of invited sessions in support of the 2018 conference theme:

***Here and There and Back Again:
Making Assessment a Stronger Force for Positive Impact on Teaching and Learning***

Measurement Problems—On the 25th anniversary of Howard Wainer’s 1993 *Journal of Educational Measurement* article, “Measurement Problems,” we are planning three sessions dedicated to taking a look back at the problems facing the field in 1993 and a look ahead to the most pressing problems that we will face in the next 25 years.

New Developments in the Assessment Practice at the National Center for Assessment—Highlighting the international character of NCME and educational measurement, this session will feature researchers from the National Center for Assessment in Saudi Arabia discussing their work in areas such as multistage testing, new methods of scoring and equating, and a new generation of intelligence tests.

The Past, Present, and Future of Curriculum-Based Measurement (CBM)—As part of an ongoing effort to make connections between educational measurement and the classroom, this session will provide an overview and history of CBM; a review of the 30+ years of research in the areas of reading, mathematics, and writing; and a discussion of future directions and challenge for CBM.

The Positive Impact of Assessment—This session will present ways to enhance the likelihood that assessment in all its forms, including the oft-maligned large-scale standardized testing, has a positive impact on teaching and learning. The session will feature a discussion of research demonstrating how and when assessment has been a positive force as well steps that those in the field can take to build on those successes to make assessment a more positive force for improvement of teaching and learning in the future.

Improving the Interpretation and Use of Assessment Information—In consideration of the theme of making testing a more positive force for the improvement of teaching and learning, this session will feature a discussion focused on improving the communication of assessment information to all users of that information. A panel will address ways to enhance the scoring and reporting of information gained through assessment, including approaches to build on the assessment literacy needed by key stakeholders such as teachers, administrators, policymakers, parents, psychometricians, and of course, students.

More information about these sessions and other featured sessions will be available as we move closer to the conference. We are looking forward to seeing each of you in April in New York City

NCME 2017 TRAINING AND DEVELOPMENT SESSIONS

Amanda Wolkowitz, Alpine Testing Solutions

Thank you to everyone who submitted a proposal for the 2018 NCME training and professional development sessions. More than 30 proposals were submitted this year! Eight full-day sessions and 16 half-day sessions were accepted and will be presented on Thursday, April 12th and Friday, April 13th. A variety of sessions on different topics will be offered. There are sessions aimed specifically at graduate students and sessions designed to introduce or enhance participants’ understandings in areas such as R, equating, diagnostic modeling, adaptive testing, item writing, and more. If you are unable to attend a session in person, three training sessions will be offered virtually so you can participate in these sessions from home! Be sure to look for these virtual sessions as well as all of the training sessions when you register for the NCME conference.



GRADUATE STUDENT RESEARCH SESSION UPDATE

Masha Bertling, Harvard Graduate School of Education

Thank you to everyone who submitted a proposal for the 2018 NCME graduate student research session. More than 80 proposals were submitted this year, almost doubling the number from last year! Fifty proposals were accepted and will be presented during two electronic board sessions in April. The topics our graduate students will cover range from addressing fundamental issues of test validity to proposing new methods for causal inference. Be sure to attend the sessions and learn about terrific research our graduate students are working on!



NCME MISSION FUND COMMITTEE UPDATE



Chad Buckendahl



Ellen Forte



Deborah Harris



Canda Mueller



Cathy Wendler (chair)



John Willse



Michelle Boyer (student rep)

As measurement professionals, we recognize the rapidly changing needs of teaching, learning, and assessment in the United States and globally. Meeting these changing needs through research-based assessment practices continues to remain a priority for NCME. We also recognize that new measurement professionals and graduate students need opportunities to share their work and learn from others in the measurement community in order to ensure that our profession remains strong in the future.

How can YOU make a difference? Contribute to the NCME Mission Fund!

Your donation will help support three categories of activities:

- **Support for graduate students, early career faculty, and early career practitioners in the measurement field.** Funding for activities that expand educational and professional opportunities for newer NCME members, both students and active members.

- **Responding to public perceptions of measurement and testing.** Funding for special initiatives outside of existing NCME activities designed to promote a broader understanding of high quality assessment practices and appropriate test use among diverse groups of assessment stakeholders.
- **Cosponsorship among NCME committees or with external agencies or organizations.** Funding that involves members of two or more NCME committees or an NCME committee and an external agency or organization in support of activities larger than any single committee’s charge.

As you renew your NCME membership, consider making a tax-deductible donation to the Mission Fund. In the “Members Only” section, use the “Donate” link, select the NCME Mission Fund, and type in the amount you are donating.

You can also contribute online at any time by going to <http://www.ncme.org>. Use the “Donate” button on the NCME homepage, log on with your member information, select the NCME Mission Fund, and type in the amount you are donating.

Thank you in advance for your generous donation. Through the years our organization has made important contributions to education and measurement. And with your help we will continue to make important contributions.

The NCME Mission Fund Committee

Cathy Wendler (Chair) cwendler@ets.org
 Chad Buckendahl (Chair Elect) cbuckendahl@acsventures.com
 Michelle Boyer (Student Member) mlboyer@umass.edu
 Ellen Forte eforte@edcount.com
 Deborah Harris debharris1027@gmail.com
 Canda Mueller canda.mueller@nwea.org
 John Willse jtwillse@uncg.edu

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 that 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 in NYC in April 2018. Remember to sign up for the walk/run 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 a 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) no later than February 1, 2018, 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!

STANDARDS AND TEST USE COMMITTEE UPDATE

Neal Kingston, University of Kansas

NCME has engaged in an assessment-literacy materials-gathering initiative through the Standards and Test Use Committee. Such materials might address topics including but not limited to the use of assessment data, measurement of growth, classroom assessment, value-added models, use of rubrics, and grading.

The Committee will be (a) identifying existing publically accessible materials (videos, booklets, podcasts, etc.) on assessment literacy, (b) identifying member reviewers who will rate the videos against a rubric that the committee developed and the Board approved, (c) coordinating the review of these videos, and (d) for accepted content, getting explicit permission to link to those videos from the NCME (and possibly other) website.

We are ready to start with the first two steps.

- If you know of any such materials that you think NCME should consider, please send me the URL and any contact information you might have regarding the organization or person who owns the rights to the materials. My email address is nkingsto@ku.edu.
- If you are interested in being a reviewer, please let me know.

NCME COMMITTEE ON DIVERSITY ISSUES IN TESTING: ANNOUNCING SCHOLARSHIPS AND OUR INVITED SESSION

Lietta Scott, Arizona Department of Education

We have been very busy since the 2017 conference, launching a program to increase representation from underrepresented minorities in NCME and initiating a new procedure to honor a selected symposium at our annual meeting.

NCME Pipeline Scholarship Program

We and the NCME Board of Directors have secured funding for travel scholarships for graduate student presenters who are members of underrepresented minority groups (African American, Latino/a, or Native American). The funding will defer travel costs to help students attend the 2018 NCME annual meeting in New York City. The Board has approved funding for up to five graduate students to *receive \$2,000 each* to attend and present at this year's conference. For this inaugural year of the program, we are limiting these funds only to graduate student members who are presenting authors of papers that have been accepted for oral presentation at the 2018 conference. The committee will assess this pilot program prior to submitting a request for continuing funding. We are in the process of finalizing the application process, which you should hear about by mid-January. If you are, or are aware of, a PhD student who might qualify for this funding opportunity, please be on the lookout for notification of the application's availability.



NCME CoDIT Invited Session

Thank you to those who submitted coordinated session proposals for selection as the CoDIT invited session. They were all well written and worthy of consideration. We came to consensus and are pleased to announce our selection of the session titled "*Insight and Action: Diverse Perspective on Critical Fairness Issues in Testing.*" This session, which is based on a meeting held by the Buros Center in October 2017, is being presented by a diverse group of scholars from different disciplines within psychology. They promise to discuss detailed perspectives about fairness in testing, thematically organized around the following topics: methodological issues in the measurement of bias, barriers in the opportunity to show true standing on a construct, and threats to validity of score interpretations for intended uses. The session chair (Dr. Jessica Jonson), will be joined by Dr. Guillermo Solano-Flores (educational measurement), Dr. Samuel Ortiz (school psychology), Dr. Lisa Suzuki (counseling), and Dr. Harold Goldstein (industrial/organizational psychology), and Dr. Linda Cook will be the discussant. This session looks to be both exciting and informative. We hope that you look for it when the conference session schedules are released.

Committee Membership Updates

This year we again have committee members working toward equity both within our organization and in measurement practice. Priya Kannan (past chair) and Ting Wang will be rotating off the committee at the 2018 conference, and Jilliam Joe and Andrew Ho will be continuing on with me and Jennifer Randall. We also include one student representative annually; for this year, we welcomed Qianqian Pan from Kansas University. We encourage interested members to nominate themselves and others for membership on this important committee.

PUBLICATION COMMITTEE UPDATE

William Lorié, Capital Metrics

The Publications Committee recommended to the Board of Directors two editor candidates—one for the *NCME Newsletter* and another for *Educational Measurement: Issues and Practice (EM:IP)*. The Board approved both candidates, Megan Welsh for the newsletter and Deborah Harris for *EM:IP*. Megan Welsh will succeed outgoing newsletter editor Heather Buzick. Deborah Harris will be the *EM:IP* editor for the 2019–2021 term, succeeding Howard Everson. Publications Committee Chair William Lorié expresses his gratitude to the Board, Board Liaison Derek Briggs, the Publications Committee, and all who were nominated for these roles for their support in the selection process and to congratulate the incoming editors. Through Board member Li Cai, the Publications Committee has continued work on establishing a new journal on evaluation and educational assessment, to be published in English and Chinese. The Publications Committee also recently updated the Publications section of the NCME website, an effort for which we wish to thank prior Publications Committee Chair and current Board member Rose McCallin for her excellent revisions.



OUTREACH AND PARTNERSHIP COMMITTEE UPDATE

Stephen Benton, the IDEA Center

The Outreach and Partnership Committee met twice this fall. We have achieved two goals set earlier in the year. First, we reviewed the content of the NCME website and made recommendations to the Website Committee for suggested modifications. Second, we discussed our mission and came to the decision to pursue the following major tasks:

1. Create dissemination partnerships with key organizations representing educators, parents, and policymakers.
2. Disseminate information to key networks of target groups.
3. Reach out to targeted reporters.
4. Possibly coordinate and moderate national media conference calls.
5. Develop infographics and [listicles](#).



WEBSITE COMMITTEE UPDATE

Matthew Gaertner, SRI International

It's been an active year for the NCME Website Committee, and it began with an important change to the way NCME develops and maintains its digital presence. The Website Committee was formed in April 2017, along with the NCME Social Media Committee, to set a vision for communicating with current NCME members and attracting and retaining new members. As the name suggests, the Website Committee's purview is the NCME website. We have seven members—Matt Gaertner (chair), Brian Leventhal, Jenn Dunn, Catherine McClellan, Howard Everson, Brett Foley, and Rik Lamm—and a two-part mission. First, we are liaising with all of NCME's committee chairs to make sure the website's content is accurate and up to date and to advertise major events (e.g., this fall's Special Conference on Classroom Assessment and Large-Scale Psychometrics). More importantly, we are developing plans for a fully redesigned website—a forum where NCME members can interact with communities of measurement experts, watch recorded sessions from the annual and special conferences, access our top-tier journals, and complete online learning modules. Stay tuned for updates and please email Matt Gaertner (matt.gaertner@sri.com) with your suggestions for a revamped <http://www.ncme.org>. Best wishes from the Website Committee for a rejuvenating holiday season and a happy new year.



NCME ELECTIONS

NCME elections are now in progress. Polls will remain open until January 12, 2017. 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

Kristen Huff, Curriculum Associates
Stephen G. Sireci, University of Massachusetts Amherst

LEA

Debbie Durrence, Gwinnett County Public Schools
Joe O'Reilly, Mesa Public Schools

Board Member at Large

Andrew Ho, Harvard Graduate School of Education
Daniel Lewis, ACT

Candidate Bios

Kristen Huff



Since May 2016, I have been vice president of assessment and research at Curriculum Associates, where I lead a team of more than 20 assessment designers, psychometricians, and researchers. We support a system of online assessments integrated with personalized learning and whole-class instruction designed to help teachers teach more effectively and students reach their full learning potential.

I received my EdD in measurement, research and evaluation methods from the University of Massachusetts Amherst, where I had the honor of being mentored by an innovative new professor by the name of Steve Sireci. At UMass, I had the opportunity to work on several testing programs including the Massachusetts statewide test for grades 3-8, the national certification exam for CPAs, and Microsoft Certification Exams. Prior to my studies at UMass, I received my MEd in educational research, measurement, and evaluation from the University of North Carolina at Greensboro. My time there was

supported by a grant from the National Board for Professional Teaching Standards, where I assisted in the standard-setting pilots for that program and supported the inaugural NBPTS TAC.

My passion for educational measurement was sparked while educating students in the deaf and hard-of-hearing community prior to my graduate studies. When working with a mainstreamed deaf student preparing for the SAT, I learned that the question stems and answer choices would not be signed to my student during the test, which was in conflict with her individualized education plan (IEP). My vigorous questioning of this policy led me to Dick Jaeger's office one day in January 1994, and thus began my career in this field.

My first NCME conference was in 1995, and I have presented, discussed, chaired, and/or reviewed for NCME each year since 2001. I have also served on and chaired various NCME committees over the years, most recently as the first cochair of the Assessment Policy and Practice Committee (2009–2011), board member (2014–2017), and cochair of the Classroom Assessment Task Force (2016–present). I have a long history of commitment to service in the field, and I have presented and published many works in the area of assessment design.

My vision for NCME is to ensure the organization's relevance and service to educational policy makers and practitioners at all levels of the system—from classroom to district to state and federal. Many current federal and state policies are designed with the aim of ensuring equity for all learners, and as such, equity needs to be more clearly incorporated into the theory and practice of the educational measurement profession.

As president, I would work towards this vision by (a) expanding NCME's scholarship to include all types of educational measurement, not just large-scale summative, with a focus on how improved measurement and assessment policy and practice can be in service of equity for all learners and (b) helping NCME be more proactive in establishing relationships and dialogue with policy makers and a broader array of practitioners and educators.

Stephen G. Sireci



I have been a member of NCME since 1990, and one of my proudest accomplishments is serving on the first Graduate Student Issues Committee, which organized the first Graduate Student Reception. I served on the NCME Board of Directors for 3 years (2006–2009) and on several other NCME committees (e.g., External Relations Committee, Publication Committee, Elections Committee). Currently, I am a distinguished professor at the University of Massachusetts Amherst. I received my PhD in psychometrics from Fordham University, and my master's and bachelor's degrees in psychology from Loyola College in Maryland. I have been the coeditor of two journals (*International Journal of Testing*, *Journal of Applied Testing Technology*) and have served on the editorial boards of several others including *Educational Measurement: Issues and Practice*, *Educational and Psychological Measurement*, *Applied Measurement in Education*, *Educational Assessment*, *Psicothema*, and the *European Journal of Psychological Assessment*. I am a fellow of AERA and of APA-Division 5,

an elected member of the Council for the International Test Commission (ITC), and past president of the Northeastern Educational Research Association. I have published more than 130 book chapters and articles in peer-reviewed journals on topics such as validity theory, applied validation studies, cross-lingual assessment, and computerized-adaptive testing. However, I consider my greatest contribution to the field to be the small part I have played in helping educate and build the careers of hundreds of NCME members over the years.

My vision for NCME is to extend its activities related to informing policy makers and the general public about the value of educational tests and to guard against the misuse of educational tests. To make progress in this area, I will build collaborations with other national and international organizations related to educational research and measurement such as the American Educational Research Association, Association of Test Publishers, Council of Chief State School Officers, European Federation of Psychological Associations, ITC, Korean American Educational Research Association, and the Psychometric Society. I will also work to make NCME more relevant to state departments of education and education policy groups (e.g., National Assessment Governing Board, Programme for International Student Assessment) and to the teaching community in general (e.g., American Federation of Teachers, National Education Association). I believe educational tests are essential for effective and fair educational systems if they are developed and used appropriately. As the president of NCME, I will work with the Board and the entire membership to increase NCME's influence in ensuring effective and fair measurement practices in the United States and across the globe.

Debbie Durrence



NCME plays a critical role by providing guidance and best practices in the field of testing and educational measurement, which are integral components of my responsibilities as executive director of accountability and assessment with Gwinnett County Public Schools. Having worked in the largest district in Georgia and one of the largest in the country for the last 20 years, I've experienced the incredible impact effective measurement has on both teacher instruction and student learning. As early as the mid-1990s, Gwinnett County Public Schools began the implementation of a comprehensive system of assessments that measured student understanding and application of the district's curriculum standards, Academic Knowledge and Skills. In 2003 I worked with a team to develop an internal student assessment reporting tool that enabled both teachers and building leaders to view assessment information for their students. This work continues to evolve to provide various forms of measurement data on our students, including both formative and summative assessments and curriculum-

embedded performance assessments.

After receiving my undergraduate education degree at the University of Georgia, I pursued a master's degree at Brenau University in the field of interrelated special education. Within the degree program, I had the opportunity to focus on the area of tests and measurements. Following completion of that program, I worked as an adjunct, teaching undergraduate assessment and classroom management courses for that institution. I returned to the University of Georgia to complete my doctoral studies in educational leadership with a dissertation focus on measuring the effectiveness of training school staff in the use of assessment reporting tools.

In my current role, I lead a team that develops, administers, and reports the results of our balanced assessment program. Since assuming this role, I've had the opportunity to participate in NCME conferences and will be presenting at the 2017 Special Conference on Classroom Assessment. In addition, I've served on a variety of advisory groups related to assessment within the state of Georgia.

In this era of discontent with assessment in general, I'd like to see NCME take an active role in working to change the perception of student assessment in all its various forms. Measurement of student knowledge is one of the keys to ensuring that teachers, parents, and the community at large have actionable information that can be used to maximize the potential for every student.

Joe O'Reilly



I received my PhD from the University of Arizona. I am currently the executive director for student achievement support at Mesa Public Schools, the largest school district in Arizona, where I oversee assessment, accountability, evaluation, and grants. Previously, I was the director of assessment for Mesa Public Schools, where I received publication awards from AERA Division H for testing, reporting, and assessment training materials. I have been a reviewer of state assessment systems for U.S. Department of Education (USED) under the Improving America's Schools Act and the No Child Left Behind Act and I have served on state assessment advisory committees and the Arizona Teacher Advisory Committee.

I have been a long-time member of NCME and have served on the Outreach Committee, the editorial board of the NCME newsletter and reviewed for *Educational Measurement: Issues and Practice*. I was the editor of the *Proceedings of the Annual National Association of Test Directors Symposium*, held each year as part of the NCME conference. I am also the past-president of the National Association of Test Directors and the Directors of Research & Evaluation and past vice-president of AERA Division H. NCME has been very important to me in developing the knowledge and skills I brought to my role as a district test director and as a participant in state and federal committees and review panels.

I am strongly supportive of NCME's recent efforts to support better classroom assessment and would like to see this initiative grow and strengthen. I also support the efforts to influence policy, but there is a need to have a stronger impact on district and state assessments and assessment policy, especially as more control over assessment is moving from USED to states. For example, as the Every Student Succeeds Act and USED allow states to implement new approaches to state assessment, especially at the high school level, NCME has a role to play to help inform and guide state decision makers. NCME has an important role in making sure state and district assessment staff are aware of, and implement, best practices and our professional standards. In many cases district assessment directors are more cognizant of National Association of School Psychologists, Association for Supervision and Curriculum Development, National Council of Teachers of Mathematics, or other professional groups than NCME. When stating in the field, there was a concerted effort to get district assessment professionals to join NCME and that started my long and rewarding association with the organization. Raising the awareness of NCME among district assessment staff should be a priority for NCME.

Andrew Ho



I am a professor of education at the Harvard Graduate School of Education, where I have taught measurement and statistics since 2010. I received my PhD in educational psychology and my MS in statistics from Stanford University. My first faculty position was at the University of Iowa.

NCME has supported me throughout my career in measurement, from my first graduate student paper to the Brenda H. Loyd Outstanding Dissertation Award and the Jason Millman Promising Measurement Scholar Award. It has been my privilege to support NCME in return. I have served on the Newsletter Advisory Committee, Awards Committees, and the Committee on Diversity in Testing. I also cochaired the program for the Washington, DC, meeting in 2016. I have presented in every annual meeting since my first, 15 years ago.

My broad research aims are to improve the design, use, and interpretation of test scores in educational policy and practice. I have documented the misuse of proficiency-based statistics in state and federal policy analysis, clarified properties of student growth models for both technical and general audiences, and advocated for wiser school and teacher accountability metrics. I am also committed to improving data access for research uses. I have opened data archives with Isaac Chuang at MIT, for international online learning data, and with Sean Reardon at Stanford, for U.S. state testing data. In my service commitments, I serve on the National Assessment Governing Board, the Board of the Carnegie Foundation for the Advancement of Teaching, and a number of technical advisory committees for states and testing organizations.

If elected to serve on the NCME Board of Directors, I would work to improve the influence of both our consensus perspectives (e.g., the Standards) and our leading-edge research (e.g., *Journal of Educational Measurement* and *Educational Measurement: Issues and Practice*) by partnering strategically with other disciplines in the health/social/data sciences and improving digital access and online visibility. I also share our current and past presidents' interest in improving the use of measurements in classrooms and for teaching and learning. We are the National Council on Measurement IN Education, not the National Council on Measurement OF Education. Finally, I hope to improve graduate student opportunities for training and collaboration to continue to attract the best talent to our field.

Daniel Lewis



I have been an educator or an educational researcher since 1981. Having taught elementary school in Ohio and mathematics at Kent State University, I reconciled my dual interests in education and mathematics by completing my PhD in evaluation and measurement at Kent State University. I taught educational research methods in the Kent State Graduate School of Education until joining the CTB/McGraw-Hill Research Department in 1995.

In my first year at CTB, I collaborated with my colleague, Dr. Howard Mitzel (deceased), to develop the bookmark standard-setting procedure and subsequently conducted research in the area of vertically moderated standard setting. I remained with CTB for 20 years, ultimately as chief research advisor, supporting the technical foundations of CTB's products and working with state department of education staff on issues related to assessment design, reporting, and policy. I am currently a principal

research scientist at ACT, supporting ACT products and services and conducting research on principled standard setting and score reporting.

It is an honor to be considered for the at-large seat on the NCME Board and I appreciate how our organization has grown. I am pleased to see NCME become committed, as our current president, Randy Bennett stated in the June newsletter, to “influence the national discourse on testing and measurement through policy positions and other appropriate mechanisms that engage a variety of audiences....” As an organization of professionals dedicated to a mission—to advance the science and practice of measurement in education—we must recognize that the influence of policy makers may be the strongest driver of assessment practice. It is our obligation to effectively communicate our positions to foster appropriate assessment practice.

I am fascinated with the role of technology and the effect it has on measurement. We can already see that data science is interacting with traditional psychometrics to change how we view assessment. When each interaction with a mobile device or click of the mouse becomes an observation, it is obvious that our traditional view of assessment must change, and I believe our organization must adapt to remain relevant.

I have supported, and been supported, by NCME since joining in 1995. Professionally, I have contributed to AERA Division D, serving as the chair of the Mentoring Committee and on the International Committee. I have enjoyed being a mentor in the NCMentoring Program, staffing the NCME booth, and being moderator, presenter, and/or discussant at numerous sessions at NCME's annual meetings. I would be honored to commit myself to help sustain and enhance our organization by serving as the at-large board member of NCME.

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. 20th Street, Philadelphia, PA 19103 USA or by FAX: 1-215-564-2175

Newsletter Advisory Board

MASHA BERTLING, Harvard University
LAINÉ BRADSHAW, University of Georgia
HEATHER BUZICK, Editor, Educational Testing Service
MICHELLE CROFT, ACT
WILLIAM DARDICK, George Washington University
SUSAN DAVIS-BECKER, Consultant
JOHN DENBLEYKER, Houghton Mifflin Harcourt

ELLEN FORTE, edCount
SARA HENNINGS, American College of Surgeons
ANDREW HO, Harvard Graduate School of Education
MARIA ELENA OLIVERI, Educational Testing Service
THANOS PATELIS, Center for Assessment
EDYNN SATO, Consultant
BRANDI WEISS, George Washington University

Send articles or information for this newsletter to:

Heather Buzick
Educational Testing Service
660 Rosedale Road
Princeton, NJ 08541

e-mail: hbuzick@ets.org

To cite an article in this newsletter, please use this suggested format:
Author, A. A. (Year, Month). Title of article. *NCME Newsletter*, X(X), x-x.

The newsletter is published quarterly (March, June, September, and December). Download issues at <http://www.ncme.org/ncme/News>

The *NCME Newsletter* is not copyrighted; readers are invited to copy any articles that have not been previously copyrighted. Credit should be given in accordance with accepted publishing standards.