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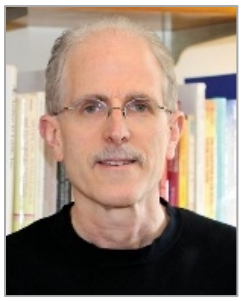
FROM THE PRESIDENT

Randy Bennett, Educational Testing Service



It's a great honor to have been elected president of NCME and I'm looking forward to serving the organization as best I can. Let me begin by describing the directions I hope the organization will move toward over the next year. Those directions are four in number and are quite ambitious. However, they are very important to NCME's continued relevance and long-term success, so even incremental achievements in the service of each direction should be of considerable value!

First, I'd like to see NCME *influence the national discourse on testing and measurement through policy positions and other appropriate mechanisms that engage a variety of audiences*. NCME should have a voice in policy related to testing and measurement. As an organization of skilled professionals, if we don't speak out, we may be doing a disservice to those who use and are affected by the products and services the field provides. To help us find our policy voice, we are reconstituting the Committee on Informing Assessment Policy and Practice under Judy Koenig, who is based in Washington, DC, with NCME Vice President Rebecca Zwick serving as the Committee's Board liaison. Judy and Rebecca are well qualified for these roles given their long histories of work in assessment policy. The NCME Board will also hold at least one meeting in Washington this year so that Board members can hear policymakers' concerns and share NCME positions with them. In addition, it's my hope that NCME will begin to hold periodic seminars in Washington for this group on assessment-related topics (including assessment literacy), perhaps in collaboration with like-minded organizations. So that we have something to say to policy makers, we're beginning to formulate policy positions. Earlier this year, the Board approved a set of *Principles and Procedure for Adopting Public Policy Positions* and released a *Position Statement on Student Participation in State Assessment*, which was the subject of a recent *Education Week* article. Going forward, any member can suggest a policy position that he or she believes NCME should take by contacting Judy Koenig (JKoenig@nas.edu). If you have ideas, please contact her!

Second, I'd like to see NCME *encourage research and development that makes assessment a stronger force for positive impact on teaching and learning*. The discourse among policy makers, educators, and the public around testing is an overwhelmingly negative one. We need to redirect that discourse—especially around summative assessment—to a more constructive and positive one. This direction begins by asking, "How do we make assessment a stronger force for positive impact on teaching and learning? We'll take an incremental step by making this question a theme of the 2018 conference, now being planned by program co-chairs April Zenisky and Charles DePascale, and training chair, Amanda Wolkowitz. If you have ideas for special sessions, invited speakers, or training sessions that can help define and exemplify positive impact, please let the chairs know!

Third, we will continue to *encourage and promote the positive influences of classroom assessment on measurement, and the positive influences of measurement on classroom assessment*. This direction, which complements the direction above, began under Mark Wilson's presidency, and it's critical to continue. It was the essence of the theme behind the very successful 2017 conference carried out by program co-chairs Lydia Liu and Billy Skorupski, along with training chair Sun-Joo Cho. Mark was responsible for establishing the Classroom Assessment Task Force, which is creating a 5-year plan for the organization's activities in this area. Working with Board Member Dale Whittington and past Board Member Kristen Huff, the task force has planned the first NCME Special Conference on Classroom Assessment and Large-Scale Psychometrics, which will take place September 12-14 at the University of Kansas in Lawrence. The conference will be hosted by the university's Achievement and Assessment Institute, which is directed by Neal Kingston. Please make plans to be there!

Finally, I'd like to see NCME *take greater advantage of its international character*. We may be the *National* Council on Measurement in Education but the fact is that we have members from around the world and even our domestic membership includes many individuals with very strong international connections. The methodology that our members invent, refine, and apply is general and crosses national boundaries quite easily. We can take an incremental step toward more explicitly recognizing our international character by including a strand in our 2018 conference, and what better time to celebrate that character than now? A bigger step that I'd like to see NCME consider is the establishment of the first in a potential series of foreign language journals—rigorous, peer-reviewed publications under the NCME umbrella. That series might conceivably begin with a Chinese publication because the assessment community in that country is large and so is the domestic Chinese representation in our membership, providing the potential for a significant audience, a large pool of qualified peer reviewers, and a well of possible manuscripts. Such a journal would ideally build a bridge, bringing work from a dynamic overseas assessment community to the United States and, simultaneously, allowing members in our own domestic community to write for an overseas scientific audience. Li Cai of the NCME Publications Committee (led by Chair Will Lorie, with Board Liaison Derek Briggs) is exploring this early-stage idea with colleagues in China. The vision is that the journal would accept articles in either Chinese or English and, ideally, publish each article in both languages so that all NCME members could benefit. If successful, other NCME foreign-language publications could follow. It should be noted that the intent is not to change the U.S. focus of NCME, nor to duplicate the missions of other organizations like the International Test Commission (ITC), the Psychometric Society, or the International Association for Educational Assessment (IAEA), but rather to enhance what NCME already does (i.e., attract foreign members, influence measurement research and practice overseas, and serve our core domestic membership). Foreign-language publications might be one way to achieve those goals more effectively. This idea is, as stated, an early-stage one for which we need more information about the potential audience, the journal's substantive focus, and the challenges involved with translation, among other things. Be assured that no action will be taken without thorough discussion and approval by the Board to ensure that such action is in the best interests of NCME. If you have reactions to this idea, positive or negative, please email me (rbennett@ets.org), with a copy to Executive Director Emily O'Connor (eoconnor@fernley.com). We very much want to hear from you!

The coming year will be a *very* exciting one and I look forward to hearing from you—and working with you—with respect to realizing these admittedly ambitious but critically important directions.

FROM THE EDITOR

Heather Buzick, Educational Testing Service

Welcome to the new NCME committee chairs and this year's NCME president, Randy Bennett. Randy's message in this issue elaborates on the four areas of focus he announced in his address at the business meeting during the 2017 annual meeting. We have several other highlights from the annual meeting, including Richard Shavelson's Robert L. Linn Distinguished Address and the 2017 NCME award winners. This issue features an interview with Harriett Romo about her work with underserved populations. In the graduate student column, Masha Bertling writes about women in research and academia. Our spotlight member is Lydia Liu and our committee chairs have reported on their news and initiatives. Jim Pellegrino and William Stout remember the life and accomplishments of our colleague Lou DiBello.

I'd like to welcome Megan Welsh, Associate Professor in the School of Education at UC Davis, who has been appointed as the next editor of the newsletter, for the term January 2018 through December 2020.

I hope you have an enjoyable summer!

IN MEMORY OF LOUIS VINCENT DIBELLO 1941-2017

Jim Pellegrino & William Stout, University of Illinois at Chicago

Our colleague and friend Louis Vincent DiBello passed away March 7, 2017, after a brief battle with pancreatic cancer.

Lou began his career in education and research in 1969 at the University of Illinois at Urbana as an assistant professor of mathematics, advancing to the position of senior research scientist, Computer Based Education Research Lab, where he developed his interest in testing and test development. He left the University in 1994 for the Law School Admission Council in Newtown, PA, and in 1997 he joined Educational Testing Service in Princeton, NJ, as a research and development director, where he received the ETS Scientist of the Year award in 2002. Lou moved back to academia in 2006, concluding his career at the University of Illinois at Chicago, as research professor, associate director of the Learning Sciences Research Institute and co-lead of the Informative Assessment Initiative.

In his professional career, Lou garnered many research grants and contracts from agencies such as the National Science Foundation, the Institute of Education Sciences, and the Department of Defense. He coauthored articles and book chapters on diagnostic assessment, coedited the Journal of Educational Measurement Special Issue on Cognitive Diagnostic Assessment, and he cowrote the Arpeggio diagnostic software manual. In summary, he played a seminal role in helping reinvigorate the restricted latent class modeling approach (DINA) to skills diagnostic classification developed by Ed Haertel and others. He worked with cooperating researchers to psychometrically model classroom assessments aimed at the classification of important knowledge and skills, including diagnosis of typical student misunderstandings.

Lou was a superb scholar and a wonderful collaborator. He always brought insight and a unique perspective to any project. Those qualities were matched by his exceedingly good nature and good humor, along with his willingness to always pitch in, help others, and contribute to the greater good. We don't think we ever heard him turn down a request to listen to a problem that someone was trying to solve and see how he could help. He was generous with his time and with his counsel. One of the most remarkable things about Lou was his love of mentoring junior scholars—junior faculty, postdocs, graduate students,

research staff members, and undergraduates. He seemed to revel in these activities and he was a gifted and patient teacher and mentor. We have heard from Lou's collaborators across the country about how much they admired Lou and enjoyed working with him. His true goodness of spirit always shone through matched by the power of his intellect and his willingness to teach. Personally, we could not have asked for a better, kinder, or smarter collaborator and colleague, and we deeply feel his loss on a daily basis.

GRADUATE STUDENT CORNER: HELPING WOMEN TO STAY IN RESEARCH AND ACADEMIA

Masha Bertling, Harvard Graduate School of Education

Remember Teen Talk Barbie? Back in 1992 the company that sold the doll had to reduce the pool of phrases she was saying from 270 to 269 ("Mattel Says It Erred," 1992). The one phrase that was removed was "Math class is hard." Well, let's be honest—math is hard (stats classes are killing me sometimes!)—but it is equally hard for boys as for girls. Now more than two decades later, this stereotype persists: women are assumed to be more "suitable" for qualitative research, while men are "destined" to excel in quantitative sciences. While over the past 30 years we saw an increase in the number of women in scientific careers, this progress has been uneven with less than 25% of women holding degrees in STEM fields (Beede, 2011). Harvard and NCME are no exceptions to this. In my department, male faculty members are disproportionally overrepresented—we have only one female faculty member. A quick glance at the NCME 2017 program readily reveals that the current president as well as his two predecessors are males as well. NCME graduate students have not seen a female president since 2011–2012 (NCME past presidents, n.d.). At the same time, most of our students are female. Without having strong female role models in prominent positions, how can we ensure that women in our field stay in research and academia?

At Harvard, I am privileged to have excellent female peers, and we recently launched the Female Mentorship Program, which provided us with the opportunity to talk to female faculty and researchers in the United States about the "lack of female role models, gender stereotyping, and less family-friendly flexibility in the STEM fields"—factors that a 2011 U.S. Commerce Department report (Beede, 2011) named as key in precluding women's success in quantitative sciences. Over the past semester, we talked to Alina von Davier, Diane Schanzenbach, Judy Singer, and Lindsay Page. In this article, I am going to share a few snippets from our dialogue with them, intended for female and male readers alike.

Be Yourself

We might be tempted to mimic our predominantly male professors in the way they hold themselves or in the type of research that they pursue. While this approach may have some appeal, it is important to stay true to yourself. Pretending to be someone you are not undermines the importance of approaching things differently and authentically (Reis, 2002). We need to allow ourselves to ask questions that *we* find important and not be afraid to answer them. As one of our mentors put it: "You need to find this sweet spot where you would have an opportunity to work on research that is rigorous enough to get published but also relevant for making the world a better place."

Find Your People

There are many ways to be successful in this career. Based on the advice we gathered from our mentors, the cornerstone of this success is a cohort of people with whom you can talk about research ideas and who can offer frank feedback. We sometimes hear this inner voice whispering that we might not be as intelligent as everyone else, or not good enough, a feeling also known as impostor syndrome. While this is not a uniquely female experience, researchers suggest that female academics suffer from it more than males (e.g., Gibson-Beverly & Schwartz, 2008). This state may cause high levels of anxiety and may deter women from submitting a fellowship or grant application. Even the best and most decorated women can experience this itchy feeling of doubt. The advice we got from our female colleagues was to make sure we have friends and make sure we take care of each other, because only together we can make our way.

Network & Collaborations

It is more typical for women to maintain a belief that our work is going to "speak for itself," while men are more likely to pursue a networking opportunity with their senior colleagues (Marx & Roman, 2002; Tilghman, 2005). Over the past semester, however, every single person who spoke as part of our *Female Mentorship Program* repeated the same phrase—connections are everything. How can you acquire them? How can you make a positive impression? First and foremost, our speakers advised, be prepared. If you are going to attend a talk, get to know the presenters ahead of time. Read the scholars' work and discuss it with your friends. Prepare a few questions that you might ask during a Q&A session while learning to be a productive questioner. That is, rather than impatiently interrupting when the answer is going to unveil itself on the next slide, come up with a question that would help the presenter to move her research forward. I know, this sounds quite impossible! But as our mentors noted, it takes a little practice and a little confidence in yourself.

The skill to pose questions is, of course, not the only tool that would enable people to get to know you. Our speakers encouraged us not be afraid to reach out to our senior colleagues or data agencies with project ideas. "Attend nerdy parties, share your research, be present. You never know when to moment will come together, but it will." They suggested that when you work toward building relationships, think about what you can offer to the organization or a potential collaborator, and make sure you can emphasize the mutual benefits. Never forget that once the relationships are established, maintaining them is even more important. Be responsive to the collaborators. And if they ask you a question, drop everything and answer it.

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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

Lydia Liu, Educational Testing Service

How did you get into the field?

After completing my undergraduate degree in science and English from the University of Science and Technology of China, I came to the United States in 2001 to pursue doctoral studies in educational psychology, which I thought was an area of interest. It was a very nice program at a large midwestern research university. But after hanging out with students who were in a psychometrics program in the same College of Education, I realized that I was more interested in the quantitative side of the world. My friends recommended some books for me to start learning more about this field, and some of the books were the *Objective Measurement* book series edited by Mark Wilson at UC Berkeley. I thought psychometrics was pretty cool and debated about whether I should apply for the Quantitative Methods and Evaluation program

at Berkeley or not. I finally decided to email Mark and told myself that if I got a response I would definitely apply. I did get a response from Mark, but there was no message in the email. Well, a blank response was still technically a response, I thought, so I applied. Four years later I graduated from the program and started working for ETS.

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

I'd like to be a writer. When I was in college I wrote for a popular youth magazine in China, and I really enjoyed it. I also blogged for quite a while in the Chinese language but eventually stopped after having two kids and assuming more responsibilities at work. I like to connect with people and express ideas, so whatever I do I hope to involve these two things.

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

I think it's generally helpful to stay active in this community by going to professional conferences and forums and trying to learn about things outside the particular program one is in. It's also important to be open-minded and prepare to learn on the job, as my observation is that no matter how much you've learned in graduate school, once you start the job, it's going to be a deep learning curve, at least in the beginning. Also, don't be afraid to make mistakes, as the biggest mistake could be not taking any action at all.

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

I started doing kickboxing recently and feel great about it. My husband and I have two little kids, Jayden, 6, and Michael, 2, so we spend a lot of time with them over the weekends and holidays. They love going to amusement parks, zoos, bookstores, and of course ice cream shops!

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

I think the application of data mining in psychometrics is pretty amazing. Advancements in data mining techniques have opened the door for us to conduct more fine-grained research and tackle questions that were not able to be addressed before with traditional analyses. For example, we have an NSF-funded project that uses log analysis to identify student behaviors (e.g., whether students went back to an instructional unit or step, how many times they revised their responses) after students received feedback on their responses to items. The analyses allow us to analyze the association between student behaviors and learning indicated by their final response to the items.

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

I look at both the presenters and the topics. I also try to go to at least one session that's not closely related to my field of research to get exposure to something different. Last year I was the co-chair (with Billy Skorupski) for the NCME annual conference, and I got to know some of the sessions pretty well before the conference, which was useful in helping me decide which ones to attend.

Who has been a significant influence in your professional life?

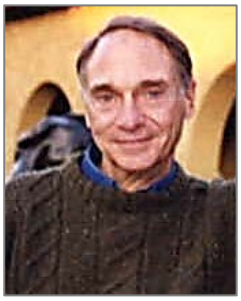
Mark Wilson, the guy who sent me the blank message, has been influential in my professional life. The four years at Berkeley laid the foundation for my scholarly understanding of this field, and Mark's utmost standards of quality are still something I respect and look up to. Although he was quite busy, he was a very thorough reviewer of my term papers—even the punctuation marks in the references wouldn't escape his eyes.

Marcia Linn, a faculty member at Berkeley in science education, has also been influential for me. I worked on Marcia's NSF projects when I was a graduate student, and we've continued to collaborate after I joined ETS. Marcia writes beautifully and is such an innovative thinker and effective manager that she is always able to put a team together and win multimillion dollar grants. Marcia has also been a great role model as a woman. Once she visited Princeton and we were chatting over dinner she said, "I've had a very rewarding career, but raising kids is even more rewarding." I've always remembered that. It's challenging to balance work and family, but it's important to keep that perspective in mind.

Many of my ETS colleagues also have influenced my career, both on the scientific side (e.g., Brent Bridgeman) and management side (e.g., Rick Tannenbaum). For example, Brent Bridgeman, an ETS distinguished presidential appointee, was my first supervisor (I was also his first direct report and later he decided not to manage—I hope there is no causal relationship between these two things!). Brent is such a knowledgeable scientist and a kind person that I'd never worry about asking a question and being judged. Being smart and genuinely kind is a great combination, and I feel fortunate to be surrounded by folks like that at ETS.

ON ASSUMPTIONS AND APPLICATIONS OF MEASUREMENT MODELS: IS THE TAIL WAGGING THE DOG?[1]

Richard Shavelson, Stanford University



As external demands from policy makers for assessing student learning outcomes continue to increase, the measurement community, mostly motivated by good intentions, has attempted to meet the challenges that go with these demands. Moreover, as demands to publish and get extramural funding internal to academia increase, we may be giving short shrift to the hard thinking that is needed to do high quality research. Pressures from outside and within academia, then, create incentives to produce that are so strong that I see researchers skipping steps, taking shortcuts and behaving like Machiavelli: *The ends—tenure and large grants—justify the means*. I fear, then, that we are liable to let the policy-publish-grant tail wag the measurement dog.

In haste, which is often the case, we adapt and expand models currently in vogue to the next measurement challenge, and, *voilà*, we're set. But we give short shrift to the hard thinking and conceptualization needed to stay true to the purpose of the assessment. Such reflection might lead to very different modeling approaches. I call this the "**Can Do**" phenomenon in contrast to should-we-do. Certainly this has happened in meeting the policy and consequent measurement demands of the Common Core and Race to the Top. Another phenomenon I label "**Monkey-See-Monkey-Do**": the application of the currently popular measurement model so that assessments are built to fit the model *rather than building a measurement model to fit the assessment*. A case in point is the development of learning-progression assessments to fit the Procrustean bed of a linear (IRT) measurement model. And the third I dub the "**2nd Amendment Rights Phenomenon**." Every would-be modeler can access and fire off as many statistical software packages as he or she wishes (or can afford!) with only superficial understanding of the underlying assumptions and compromises made to get the software to work.

To show why I am concerned about these phenomena, I then sketch assumptions underlying the use of two very popular models in education measurement: IRT and value-added. I raise questions as to when, where and even if they should be applied. By focusing on value-added modeling in higher education, for example, I show how the student outcome measured and the particular statistical model chosen are based on an often implicit "theory" that has profound effects on which institutions add the most (least) value to student learning. Value added is shown to be a very delicate policy instrument.

I conclude by suggesting that perhaps we should rethink the measurement and statistics education that we currently provide. Moreover, as faculty and mentors we need to take the time to judge research quality of peers rather than relying heavily on measures of quantity and journal ratings. As a community, then, we need to think hard about how to address external and internal pressures, and as you see I don't have any startlingly creative ideas. I just know it's an expanding problem.

INTERVIEW WITH HARRIET ROMO: RESEARCH ON AND OUTREACH TO STUDENTS FROM UNDERREPRESENTED BACKGROUNDS

Maria Elena Oliveri, Educational Testing Service

Dr. Harriet Romo is a sociologist who studies educational inequities and immigrant children and youth. I asked her about her outreach work in general and the University of Texas at San Antonio (UTSA) Educational Research Training Program: P-20 Pipeline Issues in particular. I believe Dr. Romo's work is truly admirable through the many communities in need she has supported. I also think the Pathways program is a really interesting training program for underserved populations going into the educational measurement research fields. It joins industry, underserved universities, and first-generation students working together to support minority students getting into STEM.

[1] The Robert L. Linn Robert L. Linn Distinguished Address Award recognizes the important contributions of Robert L. Linn to educational measurement and assessment policy. This annual award honors a scholar whose work bridges educational measurement and some other significant area of research (e.g., assessment policy, learning theory, curriculum, and instruction) and has resulted in a widespread positive impact on the field of educational measurement. Paper presented at the annual meeting of the American Educational Research Association in San Antonio, Texas, on Friday, April 28, 2017. PowerPoint slides and the paper are available from richs@stanford.edu.

Would you let us know a bit about your background and what experiences/events led you to focusing your work on outreach activities?
I am a first generation college student myself and I know how difficult it was to navigate higher education with no one in my immediate or extended family who had completed college. My father was killed in WW II and I attended college supported by the GI Bill. Some of the most rewarding moments in my career as a university professor have been to work with highly motivated and talented students from underrepresented backgrounds to help them accomplish their goals of succeeding in college and going on to graduate programs and their own careers in academia. I have seen the difference that encouragement, a bit of guidance, providing information about "how to do college," and mentoring can make in a young person's life. My first career was as an elementary teacher in Nicaragua and then in inner city Los Angeles in one of the lowest income neighborhoods in the city. I saw bright, creative children who deserved opportunities to go to college whose families struggled with poverty, discrimination, long work hours, and meager wages. These families had high aspirations for upward mobility of their children through education. I determined to work as hard as I could to provide some of those opportunities. Our current outreach activities, such as the P-20 Pathways program and the Mellon Foundation Pathways program, enable me to provide financial support as well as the mentoring and skill-building opportunities to enable several cohorts of deserving, underrepresented young people to pursue careers in academia.

Would you describe some highlights of outreach projects you have led and the organizations that have funded this work?
At the University of Texas at Austin, I received funding from the Hogg Foundation for Mental Health to support my research for the book *Latino High School Graduation* (with Toni Falbo, 1996 University of Texas Press) that followed Latino youth identified by their high schools as at risk of leaving school before graduation. The book was a finalist for the C. Wright Mills award for research of value to the community and was featured in an American Sociological Association conference Author Meets Critics session. When I came to the UTSA, I noticed immediately how transnational the city of San Antonio was and how many residents spoke English and Spanish and had connections in Mexico. I received a 2-year grant from the Rockefeller Foundation to interview adults and youth who lived transnational lives. I documented the lives of families with homes in both countries, work that transcended borders, family members in both countries, and even official dual nationalities. Two grants from the U.S. Dept. of Health and Human Services over 9 years allowed us to bring over 300 Head Start teachers to the UTSA campus for mentoring and summer workshops to enable them to earn bachelor's degrees. This grant supported the Head Start teachers to meet the increased standards requiring teachers to have a BA degree in early childhood education. A collaborative grant with the University of Washington, Seattle Brain Science Institute funded by the National Science Foundation allowed our Child & Adolescent Policy Research Institute (CAPRI) research team to explore how infants in bilingual homes acquire language. Two Higher Education Partnership grants from the U.S. Department of Housing and Urban Development (HUD) have funded our research team to document how housing affects educational outcomes of young children and foster youth transitioning out of state care. A third HUD research grant enabled our team to complete a photo ethnography of impacts of oil and gas exploration on vulnerable populations in South Texas who lack access to affordable housing. Two recent grants, one from the U.S. Department of Education Institute for Education Science (IES) and the other from the Mellon Foundation, provide fellowships to encourage undergraduates from underrepresented backgrounds to pursue PhD studies. The IES grant supports research in education science across disciplines and will fund 12 students a year for 4 years. Our partners in this grant are Stanford University and Educational Testing Service. The Mellon Pathways Fellows are encouraged to pursue PhD studies in the humanities broadly defined and the project funds 12 undergraduate students a year for 3 years.

Would you tell us more about CAPRI (https://www.utsa.edu/capri/), its mission, and its many visitors?
The UTSA Child and Adolescent Policy Research Institute was initiated with a million dollar endowment from Bank of America. The endowment funds two graduate student research positions each year to work on projects impacting young children and families. The CAPRI is an interdisciplinary research center funded primarily by grants. I initiated the Institute and has been the director for the past 12 years. The Institute encourages collaborative projects related to children, youth, and families and is guided by an advisory committee of community leaders and UTSA faculty. CAPRI was a visitation site at the April 2017 American Education Research Association (AERA) conference held in San Antonio. The Institute has hosted visitors from Mexico, China, nonprofit organizations, and numerous U.S. institutions of higher education. We have also hosted college tours for pre-K, elementary, and high school students.

Would you describe the Pathways project and its objectives related to training underserved populations going into the educational measurement research fields?
The P-20 Pathways project is one of four projects funded in a national competition to increase the numbers of education science researchers from underrepresented backgrounds in PhD programs across disciplines. I am the principal investigator (PI) of the grant, and Dr. Guadalupe Carmona, a math education specialist, explores language and cognition and STEM education, is co-PI. The goals of the project are to identify outstanding undergraduates and provide research skills, an apprenticeship with a faculty member doing educational research, intensive workshops on assessment and improving the school success of dual language learners, and support in identifying and applying to appropriate doctoral programs. UTSA is a minority serving institution with 51% Latino students and approximately 8% African American students, a large number of first generation college students, and almost 71% of the student body who qualify for financial aid. A major objective of the program is to encourage these students to pursue careers as professors with the aim of brining diverse perspectives to educational research related to the changing demographics of the U.S. student population. Research interests can address issues of early childhood, elementary through high school, postsecondary education, education policy, or sociocultural and structural issues impacting educational outcomes. Professors at Stanford University will collaborate to offer a summer workshop at the Stanford campus on dual language/English language learners. Educational Testing Service (Dr. María Elena Oliveri, project PI for ETS) will help organize a 1-week workshop on assessment and career paths in educational measurement in the summer for each of the 4 years of the project.

What challenges do you foresee for its implementation? And what do you believe are the benefits?
I see a few challenges. Many of our students are first generation college students and may be hesitant to take on loans to pursue higher degrees or lack financial support to pursue PhD programs. They may be unfamiliar with career options and career pathways in academia. Many may be reluctant to move to out-of-state programs far away from their families. Some may have already formed families and have children or spouses who have to be willing to support the long path to PhD completion. Some may be apprehensive about finding an academic job after completing the degree. Few have had previous opportunities to engage in research and may be intimidated by taking on additional academic challenges. Many of our first generation students also work part- or full-time to pay for college expenses adding stress to their academic pursuits.

I believe the benefits are that these programs will expose students to opportunities that they have never imagined for themselves. They will have opportunities to engage in research that can benefit their communities—opportunities that are not available to most students from working class backgrounds.

Pathways serves as an example of a training program for underserved minorities, are you involved in other similar projects? Which ones? What are the overall benefits of these programs?
I am also a mentor in a grant initiated by three Latina faculty members at our campus to encourage 4-year graduation for first generation college students and community college transfers. I also host McNair undergraduate research scholars at CAPRI each summer and engage them in ongoing research projects. The Mellon Humanities Pathways project, which I also direct, has similar goals to promote diversity in future faculty cohorts in the humanities broadly defined. All of these projects provide financial and mentoring support that is not easily accessible to low-income, nontraditional, first generation undergraduates. It is very rewarding to work with these students and one of the most fulfilling aspects of my career as a university professor.

2017 NCME AWARD WINNERS

Career Contribution Award: Linda Cook (see the March 2017 issue of this newsletter)

Alicia Cascallar Award: Qiwei He

Annual Award: Kyung (Chris) Han

Bradley Hanson Award: Dr. Wenchao Ma and Dr. Jimmy de la Torre

Jason Millman Award: Minjeong Jeon

Brenda H. Loyd Award: Megan Kuhfeld

2017 NCME Alicia Cascallar Award for an Outstanding Paper by an Early Career Scholar
Dr. Qiwei He

Dr. He's paper "Analyzing Process Data from Problem-Solving Items with N-grams: Insights from a Computer-Based Large-Scale Assessment," coauthored with Dr. Matthias von Davier, makes an important contribution to the field of educational measurement by exploring methods to analyze complex process data from logs recording examinee actions. This approach not only helps us identify key actions related to the success and failure in task performance, but enables us to provide the highly sought after actionable feedback. This is exactly the kind of work that should be commended. It is perfectly aligned with how measurement must change given the increasing shift to digital assessment and complex item types in order to become more relevant and informative, to meet new demands (informing learning, diagnosing strengths/weaknesses) and to take advantage of new technological capabilities. This work is forward-looking, innovative, and ripe with possibilities for future research.

Award Committee: Eduardo Cascallar (Permanent), Sue Lottridge (Chair), Melinda Taylor, Holmes Finch, Priya Kannan, Christina Wikström, Hao Song, Wenchao Ma

2017 NCME Annual Award
Dr. Kyung (Chris) Han

Kyung (Chris) Han's work in CAT assessment—on-the-fly MST, MLE with fences, and CBT item pockets—represent varied and immediately impactful contributions to the field. His MLE with fences methodology and the concept of item pockets help solve common issues with the CBT format, namely bias in the use of Bayesian estimation techniques and the complications that naturally occur when examinees are able to review and change test answers during a CAT administration. Given the field's movement, this work is timely, and it has utility for practitioners. In addition, Dr. Han has developed and disseminated psychometric software for simulation studies and for test development. He gives this free of charge, providing a public service to the field.

Award Committee: Karla Egan (Chair), Amy Clark, Laura Lu, Benjamin Marsh, Lori Nebelsick-Gullett, Jessalyn Smith

2017 NCME Bradley Hanson Award for Contributions to Educational Measurement
Dr. Wenchao Ma and Dr. Jimmy de la Torre

Wenchao Ma

Jimmy de la Torre

The Bradley Hanson Award honors researchers whose recently completed or newly proposed work that "promises to make a substantive contribution to the field of educational measurement, or the development, instruction, or mentoring of new professionals in the world." The 2017 winners of the Bradley Hanson award, Wenchao Ma and Jimmy de la Torre, proposed to further the development of the GDINA package, an open-source R package that can be used with a host of cognitive diagnostic models and different item response types. The package will be developed on the basis of a series of psychometric works by Wenchao and Jimmy: on calibrating the G-DINA model, correcting misspecified Q-matrix, and evaluating model fit under CDMs. This is great embodiment of one of Bradley Hanson's approach of contributing to the field of educational measurement through developing and sharing readily available software and codes for advanced methodology. Given the

growing interest in CDMs in recent years, the GDINA package is expected to be used widely to facilitate research and operational work dealing with CDMs.

Award Committee: Scott Hanson (Permanent), Ying "Alison" Cheng (Chair), Priya Kannan, Laine Bradshaw, Steve Ferrara, Anne Corinne Huggins-Manley, Ryan Patrick Lynch, Deanna Morgan

2017 NCME Jason Millman Promising Measurement Scholar Award
Dr. Minjeong Jeon

Dr. Minjeong Jeon is an assistant professor of advanced quantitative methods at the University of California, Los Angeles. She earned her PhD in quantitative methods and evaluation from University of California, Berkeley in 2012. Dr. Jeon was selected as the winner of 2017 NCME Jason Millman Promising Measurement Scholar Award for her unique contributions to the measurement filed. She has published more than 20 papers in refereed journals and three invited book chapters. She was the main author of the R package *flirt* and has conducted multiple workshops on the use of *flirt* to address measurement issues. Dr. Jeon has also received other awards for her outstanding work: the 2016 APA Early Career Achievement Award, the 2014 NCME Brenda Loyd Dissertation, and the 2011-2012 ETS Harold Gullikson Psychometric Research Fellowship.

Award Committee: Qing Yi (Chair), Michael Jodoin, Matthew Burke, Josh Goodman, Wei He, Yong He, Kyung Young Kim

2017 NCME Brenda H. Loyd Outstanding Dissertation Award
Dr. Megan Kuhfeld

Dr. Kuhfeld's dissertation "Multilevel Item Factor Analysis and Student Perceptions of Teacher Effectiveness" incorporated four studies that culminated with investigating methodological approaches to improve the quality of measurement using student surveys to measure teacher instructional practices. Multiple simulated and real data applications of multilevel item factor analysis models and fit provided clear demonstrations and contributions to the field of educational measurement.

Award Committee: Christina Schneider (Chair), Allan Cohen, Qiwei (Britt) He, Jungnam Kim, Nevermind Chigoba, Vincent Kieftenbeld, J. P. Fox

NCME MISSION FUND COMMITTEE UPDATE

Chad Buckendahl

Ellen Forte

Deborah Harris

Canda Mueller

Cathy Wendler (chair)

John Willse

Michelle Boyer (student rep)

The NCME annual meeting in April marked changes to the Mission Fund Committee membership. We said goodbye and thank you to three long-time committee members: Linda Hargrove (past chair), Suzanne Lane, and Seohong Pak (student rep). The efforts of these three members have been extraordinary and their input and enthusiasm advanced the work of the committee. We also said welcome to their replacements: Ellen Forte, Canda Mueller, and Michelle Boyer (student rep). These three individuals come to the committee with new ideas and a fresh approach about our work—so keep a look out for further communications from us! As always, the Mission Fund Committee will continue to be focused on ensuring that educators and others have opportunities which advance NCME's mission in the science and practice of measurement in education.

Remember that the Mission Fund is the charitable giving arm for NCME and activities sponsored by the Fund can only happen with *your* support. Honor your colleagues who have shaped your professional and personal life. Remember your colleagues who are no longer with us but who have made important contributions to the field. Make a tax-deductible donation in their name to help us carry on activities that can inform and support educators, students, teachers, and professionals.

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 at the end of this newsletter. 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.

HIGHLIGHTS AND THANK YOUS FROM THE NCME 2017 TRAINING AND DEVELOPMENT SESSIONS

Amanda Wolkowitz, Alpine Testing Solutions

Thank you to everyone that participated in the 2017 Training and Development Sessions. This thank you goes out to everyone that helped make the training sessions a success, which includes all the speakers who planned half-day or full-day training sessions, the attendees, the reviewers, and Fernley & Fernley. A special thank you also goes out to Dr. Sun-Joo Cho for her dedicated work as the 2017 Training and Development Committee chair. Due to Dr. Cho's leadership, NCME was able to offer the first live webinar of a training session. The training session (Vertical Scaling Methodologies, Applications, and Research) was led by Dr. Ye Tong of Pearson. A warm thank you is extended to Dr. Tong for her willingness to participate in this event. In total, 22 people were able to participate in their training session virtually. The virtual training received overwhelming positive feedback. We are looking forward to planning for another successful year of training and development sessions in New York City!

ANNUAL MEETING COMMITTEE UPDATE ON THE SURVEY FOR THE 2017 NCME ANNUAL MEETING IN SAN ANTONIO

Susan Cooper Loomis, Pearson Education

Survey of Opinions Regarding the 2017 NCME Annual Meeting in San Antonio

For the last several years, the members of NCME have been asked to complete a survey regarding their experiences at the annual conference. For 2017, the Annual Meeting Committee developed questionnaires to collect opinions of both attendees and nonattendees for the NCME annual meeting. This is an interim report on NCME attendance and responses to the surveys, based on data collected by Fernley and Fernley, the NCME management company. If you have not yet responded to the survey, please do so! Your responses to the surveys are seriously considered when planning annual NCME conferences. For those who have completed the survey, our sincere thanks.

Attendees

A total of 1,178 persons registered for the 2017 NCME conference in San Antonio. To date, 316 attendees have responded for a response rate of only 27%. Interestingly, about one third of the attendees did not even open the survey. Of those who did open the survey, about half actually went through the survey, although not all of them responded.

Nonattendees

A total of 606 registered members did not attend the NCME conference in San Antonio, so they were asked to complete the nonattendee survey. Of the 606, only 114 have responded to the survey for a response rate of 19%. More than half of the nonattendee members of NCME did not even open the survey. Of those who did open the survey, about one third actually went through the survey and most of them responded.

UPDATES FROM THE NCME MEMBERSHIP COMMITTEE

Sonya Powers, ACT, & Leslie Keng, Center for Assessment

We hope you enjoyed the annual meeting in San Antonio this year. Here are updates from the NCME Membership Committee about activities at the annual meeting and other committee happenings.

NCMEntoring Program

This was the second year of this program in which we paired experienced members (mentors) with early career or student members (mentees). The mentors and mentees met at the conference during which the mentors shared their experience as measurement professionals and answered questions from the mentees. We are grateful to all 50 mentors who volunteered their time to meet with a total of 64 mentees. A huge thank you also goes to NCME Membership Committee members Kyndra Middleton, Tianna Floyd, and Yu Bao for the many hours they put into organizing the program and making the mentor-mentee assignments. For everyone who participated in this year's program, please be on the lookout for a survey where you can share your thoughts about and experience with the NCMEntoring program. We plan to offer this program again at the 2018 annual meeting. Your feedback will be invaluable in helping us make the program even better.

NCME Booth

Thank you to all who helped staff the NCME booth in the AERA Exhibit Hall at the Henry B. Gonzalez Convention Center. In total, 46 NCME members signed up to staff the booth for at least 1 hour across the 3 days of the annual meeting. The NCME booth provided information, including membership brochures and sample NCME publications, such as EM:IP, JEM, and the *Standards for Educational and Psychological Testing*. Volunteers shared their experience as NCME members and encouraged visitors to enroll in the raffle for copies of the *Standards for Educational and Psychological Testing (2014 Edition)* – congratulations to the winners! A big shout-out goes to Joni Lakin, who once again coordinated the setup and staffing of this year's NCME booth.

Updates to the NCME Board

As chair and chair-elect of the NCME Membership Committee, Sonya Powers and Leslie Keng presented two recent NCME studies that examined lapsed membership and membership retention to the NCME Board. The presentations were well-received by the Board and led to productive discussions about how to encourage membership renewal and reach out to potential new members. If you are interested in obtaining copies of these two NCME studies, please contact Sonya (sopowers@gmail.com) or Leslie (lesliekeng@gmail.com).

2017 NCME Membership Committee

We would like to thank the outgoing NCME Membership Committee members, Joni Lakin (outgoing chair from Auburn University), Richard Sawyer (ACT), Kyndra Middleton (Howard University), and Yu Bao (student member from the University of Georgia), for their years of service on the committee. We are excited to have several new members join the committee: Jamie Malatesta from the Center for Advanced Studies in Measurement and Assessment (CASMA), Joshua Goodman from the National Commission on Certification of Physician Assistants (NCCPA), Peihua Chen from National Chiao Tung University in Taiwan, and Qing Xie, our new student member from the University of Iowa. They join Michael Bunch (Measurement Incorporated), Tianna Floyd (Georgia State University), Sonya Powers (ACT), and Leslie Keng (Center for Assessment) as the 2017 NCME Membership committee.

One of the main charges for the Membership Committee this year is explore ways to increase the value of NCME membership so that you as members will be encouraged to renew your membership and be excited to invite others to join NCME. We would love to hear from you – whether it is your testimonials or thoughts on why you enjoy being part of NCME, or ideas on how we can improve our professional organization. So please do not hesitate to reach out to us and stayed tuned for updates from our committee throughout the year!

PROGRAM CHAIRS UPDATE

Charlie DePascale

April Zenisky

Amanda Wolkowitz

Masha Bertling

NCME 2018 Annual Meeting
April 12-16, 2018; New York, NY
2018 Theme: Here and There and Back Again:
Making Assessment a Stronger Force for Positive Impact on Teaching and Learning

Conference Chairs: Charlie DePascale and April Zenisky
Training and Professional Development Chair: Amanda Wolkowitz
Graduate Student Issues Committee (GSIC) Chair: Masha Bertling

Information of note:

- Submission system is open from mid-June through August 1, 2017
- The program chairs will accept proposals for (a) individual presentations, (b) coordinated sessions, and (c) training sessions
- Approximate date for notification of acceptance/rejection decisions: November 15, 2017
- Discussants will provide comments in individual paper sessions at the 2018 annual meeting—to volunteer as a discussant (or a proposal reviewer) please complete our brief form online (https://goo.gl/N7Pqmg)
- Consider nominating your coordinated session to be featured as the NCME Committee on Diversity Issues in Testing (CODIT) Invited Session—more details on this can be found in the Call for Proposals

Please reference the 2018 Call for Proposals on the NCME website (www.ncme.org) for full details on the theme and submission instructions.

If you have any further questions, please contact us: ProgramChairs@ncme.org

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OUTREACH AND PARTNERSHIP COMMITTEE UPDATE

Steve Benton, the IDEA Center

The Outreach and Partnership (O & P) Committee has been active the past several months contributing to two ongoing projects within the organization: content for the NCME Wikipedia page and guidelines for position statements. At the annual meeting, we met with representatives of AERA Division H, President Zollie Stevenson and President-Elect Vickie Cartwright, to consider the possibility of a collaborative relationship. We also met with representatives of the Classroom Assessment Task Force, Neal Kingston and Kristin Huff, to consider a collaborative relationship. At our May 26, 2017, O & P meeting, committee members voted in favor of such collaborative efforts.

Committee members remain uncertain about the mission of O & P due to the recent creation of the Digital Presence Committee and the Informing Assessment Policy and Practice Committee.

We currently have open slots for an additional committee member and a student member.

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)

The 2017 NCME Fitness Walk/Run in San Antonio was a great success! This year participants were able to enjoy warmer and dryer weather than in years past. It was a great early, and invigorating, start to the last day of the conference with the start line just a block from the NCME headquarters hotel. Each year we are so glad to see participants enjoying great conversation and connecting with friends. We are also thankful for the race coordinator Johnny Purnell (complete with police lead) for making this event such a success.

We are also pleased to announce the winning teams for team participation competition. The University of Iowa and Pacific Metrics held their winning streaks for the university and testing company categories, respectively. We hope their enthusiasm for this event each year motivates other groups to compete in the future.

We are in the early phases of planning for next year in NYC, so please feel free to contact us anytime with feedback and suggestions on making these events highlights of your NCME conference experience!

Keep moving and have a great summer!

NCME Mission Fund Donation Form

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is in honor of _____

☐ Please keep my gift anonymous.

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Send articles or information for this newsletter to:

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