



## FROM THE PRESIDENT - THE ROLE OF NCME AND MEASUREMENT PROFESSIONALS: WHAT ROLE WE MAY CHOOSE IN POLICY AND ACCOUNTABILITY

Wayne J. Camara, *The College Board*



### A Perfect Storm

The combination of the economic downturn and dissatisfaction with recent accountability and reform efforts have led to a perfect storm in educational assessment in K-12 education. Today, state pension funds may be underwritten by \$3 trillion (Biggs, 2010) and draconian cuts for public education have been proposed in many states. In many Republican state houses the media has focused on efforts to gain economic concessions from educators while many Democratic state houses are forced to curtail educational programs and services.

At the same time, the media and policymakers have continued to focus on critical international comparisons which report America is losing ground to other developed nations in postsecondary completion and the economic benefits associated with higher education (NCHE, 2009; OECD, 2009). National reports and the media cite the unacceptable high school dropout rates, high college remediation rates, and the lack of skills for the 21st Century among high school graduates (Education Week, 2010; Wiley, Wyatt and Camara, 2010). There is growing consensus that the combination of educational reforms and accountability introduced with *No Child Left Behind* at the start of this century has not had the desired outcomes - - at least as measured by state test scores and other popular accountability metrics from K-16.

As these economic forces appear to dictate fewer resources for public education and little growth is reported in accountability measures, we are in the midst of another major movement to establish common core state standards and assessments to prepare students for college and careers. Whatever you personally believe about this effort, its success is at risk both from the current financial situation in many states and the lack of satisfaction with educators and public education that has been tapped into by politicians from New Jersey to Wisconsin. So what are professionals in educational assessment and measurement doing in this climate?

### NCME Member Involvement

NCME members are involved in research, application and scientifically-based policy development in ways that are shaping and informing the current efforts in both educational reform and accountability. In the past 15 months I have worked with many NCME members who were part of the effort to develop the common core state standards in English language arts and mathematics. Many more NCME members provided oral and written testimony in response to the U.S. Department of Education calls in relation to both *Race to the Top* and *Common Core* assessments. NCME members provided practical advice on operational aspects of assessment systems as well as research based findings on accountability and assessment programs conducted in the U.S. and internationally. Each day NCME members are working in district and state education offices, serving as consultants, and providing technical assistance or conducting research on important challenges in assessment design, delivery, reporting and evaluation. Still more members work in assessment organizations that develop and operate the current assessment systems.

Many of us do complain that our advice is overlooked, that scholars with significantly less expertise and experience in assessment may have more influence with policymakers on these issues, or that leaders from other disciplines (or no discipline per se) frequently make factual pronouncements and recommendations that have no basis in fact or science. This is how it has always been – especially in educational policy and in education in general. But the current state of affairs should not discourage us or distract our field from the current opportunities that exist to really do something important in education.

NCME as an organization is increasingly involved in some of these discussions and activities, as appropriate. I cite just a few examples below:

- Scott Marion and Kristen Huff are leading a new NCME initiative on Informing Assessment Policy and Practice and will hold an invited session at the Annual Meeting each year that will be used to develop a white paper on a substantive policy issue related to educational assessment and accountability. This year's session is titled: Policy
- NCME and CCSSO have been collaborating on some dual programming and sessions that will appear at both Annual Meetings. This year, joint sessions on the Common Core State Assessments have been invited across the two organizations and NCME leadership has been meeting with CCSSO to develop a plan to provide technical support to relevant SCASS projects.
- The Annual Meeting will focus on many sessions of relevance to education policy that focus on psychometric issues and applications in large scale assessment programs.
- NCME publications such as *EM:IP* and *JEM*, and this newsletter, often address similar topics of concern to national and state leaders, and NCME will be announcing a new edited book series at our Annual Meeting.

### **When the *Good* falls victim to the *Perfect***

What we cannot do as measurement and assessment professionals is become discouraged when policy doesn't adhere to best practices or scientific findings – it rarely does in any discipline and education is a much more 'publically owned' discipline than nanotechnology or behavioral science research. We also must be careful to not allow the good to fall victim to the perfect. A case in point is teacher evaluations. There have been some rigorous research studies and small scale pilot efforts to develop more robust and defensible evaluation systems in education. But these have largely been research and small pilot efforts that have not been scaled up. Today, there is increased pressure to use results from student assessments in evaluating teachers and most measurement professionals are horrified at the prospect. We understand quite well why student assessments do not provide an appropriate basis to make either criterion-referenced or norm-referenced decisions about teaching and teacher effectiveness. Evaluation in education is particularly difficult because we are trying to measure behavior and people are quite complex and unpredictable - - and a host of other external factors unrelated to teacher quality are just as likely to impact the inferior outcome measures we have today. So we are appropriately concerned and exercised about the prospects of using 'our tests' for this purpose.

We need to recognize that educators and education will be evaluated and held accountable with or without student assessment results. Today, most teachers are evaluated by one or perhaps two educators in a school. It is probably fair to say that essay graders may often have more training and greater monitoring than supervisors have in evaluating teachers. Yet, this practice occurs every week in some school. In criticizing the use of assessment data are we indicating that the current system is preferred? And if we are, on what basis are we making that assertion? Is it acceptable to have an inferior evaluation system as long as 'our assessments' are left out of it? These are the types of issues we have to address as measurement professionals. There is no easy answer, but the call to incorporate assessment data in teacher evaluations should not be a black or white issue, and we should not be so quick to criticize these efforts given the current state of performance appraisals used in many schools and districts. The perfect evaluation system may not exist, but a system that uses multiple sources and a range of relevant data points is certainly preferred to both a current system based on 1-2 unstructured observations and a cursory review of lesson plans. Similarly, we all realize that assessment data cannot play an overwhelming role in evaluations. As measurement professionals we understand how to develop, validate and evaluate programs as well as tests, and we are in an ideal position to use our skills and previous research to assist in designing multi-method, multi-trait approaches to this issue. However, if we are viewed as only condemning change we may not have that opportunity to develop a better assessment, teacher evaluation or educational program. Assessment research and best practice need to be informed by public policy and vice versa.

### **In the End**

The next several years presents many challenges to our profession. We need to innovate and promote innovation in our solutions. This is difficult to do in large scale operational implementations, but more palatable in small scale pilots that should guide how we best move our profession to the next level. We need to continue to emphasize appropriate professional and ethical practice in assessment. We need to promote both our professional standards (*Standards for Educational and Psychological Testing*) which are currently being revised, but also promote ethical use of assessments within our own organizations and with external clients. When profit or expediency holds an advantage over professional practice and research, we are no longer scientists and we can lose the moral basis that has been so pronounced in the history of educational measurement and practice.

This year has passed quickly for me in the role of President of NCME. I have a much better sense of the influence NCME can have on important national policy discussions through our members who are involved in every national and state assessment program in education, as well as most licensing and certification test programs. During my career I have often been asked the following questions about our profession and what I do. Who are measurement and assessment professionals? What do we do and does it add value?

After this year, when asked what measurement and assessment professionals do, I think I will be better able to answer that question:

1. We strive to do research that is both practically and scientifically meaningful.
2. We can truthfully tell our customers that there is a body of science behind our recommendations.
3. We are skeptical of the latest fads, and we require proof that something works before we believe it or recommend adoption.
4. We are pragmatists and try to have an actual impact in our field within practical constraints of policy and the real world.
5. We collect and analyze data. Our conclusions are based on facts.
6. We develop and use theories to summarize our knowledge and generalize them to new situations.
7. We use data to make predictions about future behavior. We don't just seek to explain things after the fact.
8. We are more interested in changing things than simply explaining them.
9. We try to provide programs and interventions, which help students, adults and organizations.
10. We design assessments that identify skills, strengths and weaknesses and eliminate bias and subjectivity that can lead to discrimination.
11. Our education combines the free-thinking of liberal arts and the disciplined logic and empiricism of science.
12. We look for what is of value, not just what is wrong. We are critical of each other's work, but it is for the purpose of improving that work and improving the field.

## References

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## A NOTE FROM THE EDITOR

*Thanos Patelis, The College Board*

In this issue we have our president's, Wayne Camara from The College Board, last column calling us to arms as measurement professionals and scientists to face emerging challenges for our profession. We have a new graduate student corner columnist, Chris Orem from James Madison University. We look forward to his insights and contributions over the next four issues. We also want to thank the previous graduate student corner columnist, Dubravka Svetina from Arizona State University, for her time, efforts, and insights. THANK YOU! Next, we are also very pleased to offer the results of our interview with Steve Ferrara from CTB-McGraw Hill. Then, we have an overview of our conference in New Orleans from our program co-chairs, Cara Cahalan Laitusis and Sandip Sinharay from ETS and an overview of all our workshops from Amy Hendrickson from The College Board. Additionally, as we prepare for the conference, we are providing a reprint of an article published in the December 2007 issue of the newsletter from Susan Davis-Becker and Chad Buckendahl from Alpine Testing on tips for presenters. Next, we have some interesting information in the *What's New* column followed by other calls and announcements. Finally, we offer some suggestions for food and fun in New Orleans. As always, please drop me an email with suggestions. Sincerely and at your service, Thanos.

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## **GRADUATE STUDENT CORNER:**

### **BROADENING THE SCOPE: A LOOK AT CONFERENCES BEYOND NCME**

*Chris Orem, James Madison University*

Here in Virginia, the weather is slowly improving, which means two things: 1) I can no longer postpone those end-of-the semester projects, and 2) the annual NCME conference is only weeks away. I have noticed in previous newsletters that former graduate student columnists have used this column to offer advice to conference newcomers, or to point out features of the conference that may be of interest to graduate students in attendance. These have been very worthwhile columns, and I suggest that anyone looking for advice about what to expect at NCME should search through the newsletter's archives. This year, however, I thought that I would set my scope a little broader for the March column.



My own experiences attending national conferences have taught me that, although the theme, speakers, and location change from year to year, the atmosphere generally remains the same. If this will be your first national conference, expect crowds. If you are looking forward to attending multiple sessions, be prepared that some may inspire future research and career directions, while others may fall short of your expectations. And, if your experience at a national conference is anything like mine, you will quickly discover the cheapest places to eat to make that travel money stretch.

Although I hope everyone is looking forward to what I am certain will be a phenomenal upcoming NCME conference, I wanted to dedicate a column to other conferences graduate students in our field might consider attending. Before I begin, let me provide a few disclaimers: 1) not all of these conferences are strictly measurement-focused, but rather, provide those of us with growing expertise in psychometrics a chance to apply these skills in areas outside our respective programs; 2) being somewhat new to the field of measurement, assessment, or psychology myself, I have not attended all of the conferences in this list; 3) my background is in higher education outcomes assessment and measurement, and thus, I am somewhat biased towards conferences with a higher education focus; and 4) I am fully aware that many of the deadlines for these conferences have passed. The purpose of this column is to share with you additional opportunities for professional development that I hope you will be able to use to plan your conference season in upcoming years. These experiences will undoubtedly offer new perspectives on fields related to, but not specifically about measurement issues. Thus, for those of you wanting to know what else is out there after graduate school, these conferences and their professional organizations may offer some additional direction on how to use your growing skill sets.

Association of Psychological Sciences (APS) Conference  
2011 Dates and Location: May 26-29, Washington D.C.  
Proposal Deadline: Usually around February 1 (Posters only)  
Size: 3,000-4,000

Many of you are likely familiar with this conference already. APS is the “primary international organization advocating the growth and dissemination of scientific psychology.” If you are interested in research related to the field of psychology, especially how your measurement skills can be applied in scientific psychological research, APS may be a good conference for you. They have a number of resources for undergraduate and graduate students. All of the speakers are invited, and thus, students can only submit posters of their research. Looking over the program book, there appear to be a lot of great sessions available from several reputable leaders in the field of psychology.

National Association of Student Personnel Administrators (NASPA) Conference  
2011 Dates and Location: March 12-16, Philadelphia, PA  
Proposal Deadline: Around July 15.  
Size: 4,000

OR

American College Personnel Association (ACPA) Convention  
2011 Dates and Location: March 26-30, Baltimore, MD  
Proposal Deadline: Around September 15.  
Size: 4,000

I combine these two national organizations because they have very similar missions and their leaders have been discussing consolidating. NASPA and ACPA are both national organizations for college personnel administrators. In essence, NASPA and ACPA focus on co-curricular student learning and development (i.e., non-cognitive outcomes). Although the focus of these conferences is on student affairs practice, and not on measurement-related topics, there are many opportunities for

students in our field to get involved. Specifically, as learning outcomes assessment becomes more and more prevalent within student affairs, the need for non-cognitive measures that adequately evaluate developmental outcomes will require professionals with measurement expertise. Thus, there is a burgeoning need for people with experience in measurement to guide practice for both of these organizations.

Association for Institutional Research (AIR) Annual Forum  
2011 Dates and Location: May 21-25, Toronto, Ontario  
Submission Deadline: Around the end of October  
Size: 1,500

AIR is the national association for institutional research professionals in higher education. This year's conference includes several tracks that are closely related to measurement (e.g., data management, research methods, data analysis, and assessment of learning outcomes). This conference provides opportunities for graduate students to present scholarly papers, posters, or concurrent sessions. If you are particularly skilled or interested in data management techniques, or in new and innovative ways of measuring data, AIR may be a good conference for you.

The National Conference of Student Assessment (NCSA)  
2011 Dates and Location: June 19-22, Orlando, FL  
Submission Deadline: Around the middle of October  
Size: 800-1000

Hosted by the Council of Chief State Officers, the NCSA is the "premiere forum for assessment practitioners to discuss what is happening in the real world of education assessment." Although I have never attended this conference, it appears to focus more on assessment and measurement of K-12 learning outcomes. This may be a good conference to attend for anyone interested in policy related to assessing K-12 education, and according to its website, participants of NCSA consist primarily of "federal, state, and district agencies, test publishers, educational consulting companies, university faculty, and organizations supporting technology, education, and business." Although resources for graduate students seem limited, this conference appears to offer students a great opportunity to be part of the national conversation regarding assessment and measurement of K-12 and higher education.

This list is clearly not exhaustive, and, as I'm sure many of you are aware, there are dozens of regional and state conferences that focus on educational research, assessment, measurement, and policy issues. If you are interested in learning more about additional upcoming national, regional, and international conferences consult the following websites:

[www.conferencealerts.com/highed.htm](http://www.conferencealerts.com/highed.htm)  
[www.conferencealerts.com/psychology.htm](http://www.conferencealerts.com/psychology.htm)  
[www.assessmentconferences.com](http://www.assessmentconferences.com)

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## SPOTLIGHT ON THE PEOPLE WHO MAKE OUR ORGANIZATION GREAT – STEVE FERRARA, CTB-MCGRAW HILL

For this issue, we are fortunate to receive some insights and reflections from Dr. Steve Ferrara. Below are his responses to our questions. Many thanks to his responsiveness and time. It's a great opportunity to get to know one of our members.

### 1. How did you get into the field?

I started my career in 1975 as a high school special education teacher of students with moderate and mild disabilities (e.g., reading and language processing disabilities). When I asked for advice on how to advance in the field, I was told "Learn testing." So I took responsibility for the diagnostic evaluations at three different high schools. I administered mainstream tests like the Wechsler scales and the Peabody Picture Vocabulary Test and more avant garde ones like the Detroit Tests of Learning Aptitudes. As I worked through these tests with students, I asked myself questions like "Would this student do as well (or as poorly) on this test tomorrow, or this afternoon? If someone else administered the test?" and "Why should I believe that this task (e.g., pointing to pictures that correspond to spoken vocabulary words) tells me something real about this student's language disability and current achievement level?" Then I studied Cronbach's Essentials of Psychological Testing for one of my master's degree program courses, and I was hooked.



**2. If you weren't doing this, what would you do?**

I probably would have taught for a few more years (I taught for five), then looked for something that would help me pay the bills a little more easily. I seriously considered MBA programs. (It was the late 70s, after all.)

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

Get as much diverse experience as you can during grad school. Look for opportunities to work on research projects that pique your curiosity as well as those that will lead you to a dissertation topic or that capitalize on your current skills. Look for internship opportunities outside of your school. The diversity of your experiences will help you make well informed decisions about job opportunities, your dissertation topic, and areas of specialization—and will make you particularly valuable to your future employers.

**4. When not undertaking your work at CTB, what do you do or like doing outside work?**

I like to spend time with my family and friends, I read fiction and non-fiction, see lots of movies, and I spend lots of time in restaurants. I try to take two vacations a year—a week on the beach and something more lively (e.g., hiking the Grand Canyon, southern Europe). I run to keep active and still miss playing basketball and rugby.

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

Beyond the obvious, like applications and extensions of IRT and computer based testing? For me, it's the conceptual and applied work in test and item design and development: evidence-centered design by Bob Mislevy and colleagues, the role in test design and development of "prospective standard setting" by Isaac Bejar and colleagues, assessment engineering ideas by Ric Luecht and his colleagues, and other creative ways of starting from intended inferences and uses of test scores to design and develop tests. Also, despite the obvious psychometric limitations, work in designing and developing large scale assessments that appropriately target students with moderate and significant cognitive disabilities.

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

I pick sessions that are relevant to my current work, ones that help me as I try to keep up with new concepts and methods, and sessions by my friends, colleagues, and other inspiring and entertaining colleagues in our field.

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

I couldn't possibly name everyone, and I'm a little bashful about this... Nonetheless, some of the people who have encouraged me and influenced me most directly over the years include Bob Brennan, Bob Gabrys, Nancy Grasmick, Ed Haertel, Huynh Huynh, Mike Kirst, Archie LaPointe, Jay McTighe, Edys Quellmalz, Dick Snow, and Wendy Yen. Also, believe it or not, Elvis Costello.

**8. Is there anything else that you may want to share?**

We work in such an interesting and demanding field with such smart, ambitious people. Find ways to enjoy your colleagues, have fun while you're working, and find a way to have plenty of time to enjoy your life outside of work, even during the most demanding times.

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**NCME ANNUAL MEETING  
2011 ANNUAL MEETING AND TRAINING SESSIONS  
PRE-CONFERENCE TRAINING SESSIONS, APRIL 7-8, 2011  
ANNUAL MEETING, APRIL 9-11, 2011  
IN NEW ORLEANS, LA, USA**

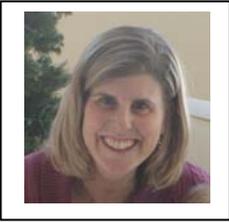


Our program co-chairs, Cara Cahalan Laitusis and Sandip Sinharay, Educational Testing Service, have worked hard with our membership to prepare a wonderful program for our annual meeting in New Orleans, LA. Below please find the highlights of our meeting. Please also join us in extending our deepest appreciation for all of their efforts! Thank you!!



The majority of the events will be held at the Westin New Orleans Canal Place. The NCME Breakfast, Business Meeting & Presidential Address will be held at the Sheraton New Orleans Hotel.

If you haven't already, please go to the following link to register: <http://www.ncme.org/meeting/index.cfm>



The NCME Training and Development Committee, chaired by Amy Hendrickson from The College Board, is pleased to offer two and a half days of practical, engaging and interesting sessions during the annual meeting in New Orleans. From 21 proposed and invited sessions, we put together a program of 17 sessions that cover everything from test development to IRT software to vertical scaling. Our criteria for inclusion in the training program were that the topic is important to measurement theory or practice in educational settings, that the presenters were highly qualified for the session, that the enrollments were high and reviews were positive if the session had been offered previously by NCME, that the topic was desired by past sessions' attendees, and that the presenters planned on including

hands-on or engaging activities for the participants during the training.

There are several 'highlights' of this year's training sessions, including:

- A 'Day of Training' for graduate students with two workshops offered at a discounted price covering topics to help them get through graduate school and into the real world as well as to improve on their presentations and publications during and after school.
- Two of NCME's 2010 award winners will present their work as training sessions this year, further highlighting the commitment these individuals hold to sharing their research with the NCME community.
- Four of the training sessions will be webcast live to over 25 sites around the world. Several sessions were webcasted last year and were very well received. We are happy to be able to try to improve and expand on this NCME initiative.
- Many of the sessions highlight this year's conference theme, Innovations in Assessment, including "Application of Evidence-Centered Design (ECD) in Large-Scale Assessment" and "Assessing 21st Century Skills".
- Finally, one session will be offered on the first official day of the conference rather than as a pre-conference session. We hope that this offering may allow some members to attend the workshop that may not be able to make it to a pre-conference session.

The complete listing of training sessions is included below. The sessions designated with an asterisk ( \*) are those that will be simultaneously webcast live to sites around the world. You can find more information about and register for the sessions at: <http://www.ncme.org/meeting/>

## Thursday, April 7, 2011

### 8:00 AM to 12:00 PM

#### **Using R for Everyday Research**

Brian Habing, University of South Carolina;  
Jessalyn Smith, CTB/McGraw-Hill  
Fee: \$50

#### **Application of Evidence-Centered Design (ECD) in Large-Scale Assessment**

Meryl Bertenthal, Indiana University  
Bloomington; Maureen Ewing, College Board;  
Kristen Huff, Regents' Research Fund; Sheryl  
Packman, College Board; Jim Pellegrino,  
University of Illinois Chicago  
Fee: \$50

### 1:00 PM to 5:00 PM

#### **Managing Simulation Studies with R**

Jessalyn Smith, CTB/McGraw-Hill; Brian  
Habing, University of South Carolina  
Fee: \$50

#### **Practitioner's Introduction to Linking and Equating\***

Joseph Ryan, Arizona State University;  
Webcast Moderator: Luz Bay, Measured  
Progress  
Fee: \$50

### 8:00 AM to 5:00 PM

#### **Bayesian Analysis of Item Response Models: Theory and Methods**

Yanyan Sheng, Southern Illinois University,  
Carbondale; Sun-Joo Cho, Vanderbilt University  
Fee: \$100

#### **Generalizability Theory and Applications**

Robert Brennan, University of Iowa, CASMA;  
Won-Chan Lee, University of Iowa, CASMA  
Fee: \$135

#### **An Introduction to Student Growth**

**Percentiles: Concepts, Calculation and Use**  
Damian Betebenner, National Center for the  
Improvement of Educational Assessment; Adam  
Van Iwaarden, University of Colorado  
(Dr. Betebenner received the NCME 2010 Award  
for Outstanding Dissemination of Educational  
Measurement Concepts to the Public for his  
development and reporting of student growth  
percentile models).  
Fee: \$100

## Friday, April 8, 2011

### 8:00 AM to 12:00 PM

#### **Vertical Scaling Methodologies, Applications, and Research\***

Ye Tong, Pearson; Michael J. Kolen, University of Iowa  
Fee: \$50

#### **An Introduction to the Application of BMIRT and LinkMIRT: Bayesian Multivariate Item Response Theory Software**

Lihua Yao, Defense Manpower Data Center; Ying Cheng, University of Notre Dame; Yuan Hong, American Institutes for Research  
Fee: \$50

#### **Tips for Graduate Students: Advice for Finishing School, Obtaining a Job, and Starting a Career**

Deborah Harris, ACT, Inc.; Julio Sanclemente, CTB/McGraw-Hill; Andrew Ho, Harvard University  
Fee: \$25

### 1:00 to 5:00 PM

#### **Linking and Aligning Scores and Scales\***

Jinghua Liu, Educational Testing Service; Neil J. Dorans, Educational Testing Service; Michael E. Walker, Educational Testing Service; Mary Pommerich, Defense Manpower Data Center; Webcast Moderator: Ted Blew, Educational Testing Service  
Fee: \$85

#### **Comprehensive Approaches to Validate Construct Invariance and Test Comparability for Federal and School Accountability Reporting Purposes**

Huynh Huynh, University of South Carolina; Do-Hong Kim, University of North Carolina at Charlotte; Meagan Karvonen (Guest instructor for qualitative methods), Western Carolina University  
Fee: \$50

#### **A Graduate Student's Guide to the Presentation and Publication Process**

Ashleigh Crabtree, University of Iowa; Steven Wise, Northwest Evaluation Association; Andre Rupp, University of Maryland; Randy Bennett, Educational Testing Service; Susan Brookhart, Duquesne University  
Fee: \$25

### 8:00 AM to 5:00 PM

#### **Bayesian Networks in Educational Assessment**

Duanli Yan, Educational Testing Service; Robert J. Mislevy, Educational Testing Service; Russell G. Almond, Florida State University; David M. Williamson, Educational Testing Service  
Fee: \$100

#### **A Flexible Software Tool for a Generalized Linear Mixed Model Approach to IRT**

Paul De Boeck, University of Amsterdam; Sun-Joo Cho, Peabody College of Vanderbilt University  
Fee: \$100

#### **Assessing 21st Century Skills**

Patrick Kyllonen, Educational Testing Service; Richard Roberts, Educational Testing Service; Jonas Bertling, Muenster University; Jeremy Burrus, Educational Testing Service  
Fee: \$100

## Saturday, April 9, 2011

### 8:00 AM to 12:00 PM

#### **An Introduction to jMetrik: A Free and Open-Source Software Program for Comprehensive Psychometric Analysis\***

J. Patrick Meyer, University of Virginia; Emily Hailey, University of Virginia; Webcast Moderator: Christine Hutchinson, University of Virginia (Dr. Meyer received the NCME 2010 Bradley Hanson Award for Contributions to Educational Measurement for his work on the jMetrik software.)  
Fee: \$50

### ELECTIONS RESULTS

**Greg Cizek**, University of North Carolina-Chapel Hill, has been elected to serve as Vice-President (and President-elect) of NCME; Greg will succeed Linda Cook as president of NCME in 2012.

**Mary Pommerich**, Defense Manpower Data Center, and **Jim Wollack**, University of Wisconsin-Madison, have been elected to serve on the Board of Directors for three year terms beginning at this year's annual meeting in April.

## Program Highlights

### Presidential Address:

Uncovering Educational Measurement and Assessment Professionals: Demographics, Education, Expertise and Engagement  
Wayne J. Camara

### Career Award Address:

The Contestant Perspective on Taking Tests  
Presenter: Neil Dorans  
Discussant: Mary Pommerich  
Moderator: Paul Holland

Co-Sponsored Symposia:

COUNCIL FOR CHIEF STATE SCHOOL OFFICERS

Implementing Common Core Consortium Assessments with the Existing State Accountability Systems

Organizers/Moderator: Anne Howard, Wayne J. Camara

Presenters: Joseph Willhoft, Michael Cohen, Joseph Martineau, Laura Slover, Scott Norton

NATIONAL ASSOCIATION OF TEST DIRECTORS

Measuring Teacher Effectiveness in a Comprehensive Teacher Evaluation System: Accurate, Equitable and Legally Defensible?

Organizer/Moderator: Vickie Cartwright

Participants: Daniel McCaffrey, Damian Betebenner, Peter Goldschmidt

Discussants: Eva Baker and Steve Cantrell

Committee-Sponsored Symposia:

DIVERSITY ISSUES AND TESTING COMMITTEE

Opportunities and Challenges to Meeting Diverse Needs through Technology-based Testing

Organizer/Moderator: Edynn Sato

Participants: Bob Dolan, Michael Russell, Rebecca Kopriva, Holly Spurlock, Tony Alpert

GRADUATE STUDENT ISSUES COMMITTEE

Translating Technical Material for Lay Audiences

Organizer/Moderator: Chad Gotch

Moderator: Todd Rogers

Participants: Mary Pommerich, Leslie Lukin, Roy Levy, Damian Betebenner

Invited Symposia:

Open Hearing for NCME Members – Comments on the Revision of the Standards for Educational and Psychological Testing

Organizer: Wayne J. Camara

Moderator: David Frisbie

Panelists: Steve Ferrara, Cindy Searcy

Measuring College and Career Readiness: Validity Evidence and Frameworks for Interpretation and Use

Presenters: Paul Nichols, Catherine Welch, Wayne J. Camara, Susan Loomis

Discussants: Barbara Dodd,

A Look at Our Psychometric History: Contributions of Cronbach, Lord, Novick, and Tucker

Organizers: Ronald Hambleton and Sandip Sinharay

Presenters: Ronald Hambleton, Nancy Petersen, Robert Brennan, Robert Linn

Debate: Computerized Adaptive Testing for Accountability

Organizer/Moderator: Cara Cahalan Laitusis

Presenters: Brian Gong, Rachel Quenemoen, Stanley Rabinowitz, Tony Alpert

Measuring Teaching Quality in Algebra Classrooms

Organizer: Drew Gitomer

Presenters: Dan McCaffrey, Courtney Bell, Geoffrey Phelps, and Drew Gitomer,

Panel on Innovative Opportunities and Measurement Challenges in Through-Course Summative Assessments: State RTTT

Assessment Consortia Development Plans

Organizer/Moderator: Pat Forgione

Panelists: Randy Bennett, Andrew Ho, Michael Kane, Michael Kolen, Laurie Wise, Rebecca Zwick

What's New from the *Educational Measurement: Issues and Practice* - A Sample of Recently Published Papers – Invited Symposium

Organizer/Moderator: Jacqueline Leighton

Presenters: Susan Brookhart, Xin Wei, Lynne Hollingshead, Gautam Puhan

Discussant: Jacqueline Leighton

What's New from the *Journal of Educational Measurement: A Sample of Recently Accepted Papers* – Invited Symposium

Organizer/Moderator: Brian Clauser

Presenters: Leslie Rutkowski, Youngsuk Suh, Sandip Sinharay, Lisa Keller

Discussant: Brian Clauser

Invited Symposium: Policy

Organizers: Scott Marion, Kristen Huff

Presenter: Michael Kolen

Discussants: Robert Brennan and Deborah Harris

Award Winning Research from the NCME 2010 Award Recipients

Organizer: Kadriye Erkickan

Presenters: Chia-Yi Chiu, Andrew Ho, Joseph Patrick Meyer, Damian Betebenner, Richard J. Wenning

Battling Test Cheaters: How Are We Doing?

Presenters: John Fremer, Wim J. van der Linden, Minjeong Jeon, James A. Wollack, Gregory J. Cizek

Graduate Student Poster

Sunday, April 10, 2011

4:05 p.m. – 6:05 p.m.

This 14th annual poster session of NCME's Graduate Student Issues Committee provides an opportunity for graduate students to share their work and receive feedback from professionals and their peers.

NCME Fitness Run/Walk

Monday, April 11, 2011

5:40 a.m. – 7:30 a.m.

See old friends and meet new ones while running a 5k or walking a 2.5k course on Denver trails. Commemorative t-shirts will be given to all participants (even if you don't wake up in time to make it!). Team competitions will also be held again this year!

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## GETTING READY FOR THE NCME ANNUAL MEETING: SOME TIPS FOR NEW PRESENTERS<sup>1</sup>

*Susan L. Davis-Becker, & Chad W. Buckendahl, Alpine Testing Solutions*



Congratulations to everyone whose proposals were accepted for the upcoming annual meeting in New Orleans!

As you begin preparations to present your research in this professional forum, we wanted to share some strategies for making the most of this opportunity. Communicating the depth of your study in the typical time allotment (i.e. 12-15 minutes) is not feasible, but there are effective strategies to pique audience members' interest in reading your full paper.



Renfrow and Impara (1989) provided some practical advice

for how to develop your presentation, how the presentation should differ from your paper, and how to tailor your presentation for the audience. Their recommendations continue to be useful for new and experienced presenters alike. However, as technologies for supporting presentations have changed, there has been a shift in the last decade in the dominant presentation mode for communicating research.

### Validity Theory and PowerPoint

Use of presentation software such as PowerPoint has become commonplace at many professional meetings. However, its uses have gone beyond the original intent of its developers (Gomes, 2007). The intended use of PowerPoint was to support the presentation (not be the presentation) by providing a quick summary of a longer, more in-depth document. There is an analogy here to validity theory. Although we regularly remind test developers and users that validation begins with clearly defined intended uses and interpretations of test scores, misuses still occur. As applied to presentation software, one increasingly

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<sup>1</sup> Reprinted with permission, *NCME Newsletter*, 15(4), December, 2007, p. 10.

common misuse is that presentation slides may serve as a substitute for a full paper. We might interpret this as an unintended consequence.

The following are examples of common mistakes that technology facilitates, but may hurt your presentation:

- Too many slides: Trying to tell the audience everything. . .using 40 slides. . .in 15 minutes.
- Text density: Using presentation slides as an extended abstract and then reading directly from them.
- Overuse of features: Animation, sound, video, etc. overwhelm the presentation.

Despite these potential pitfalls, presentation software can greatly enhance the effectiveness of your presentation if used appropriately. Here are some suggestions for using such software effectively:

- Develop one (1) slide for every 2-3 minutes of allocated presentation time.
- Keep the amount of text on a slide to a minimum. These should be talking points, not complete sentences.
- Slide designs, fonts, and features should consider the size and lighting of the room.
- Graphs, tables, formulas, and figures should be used to highlight key points.

### **Tips for Maximizing your Presentation Time**

Given the limited time you will have to present your paper, it is important to prioritize information you want to share with the audience. Your full paper will include more complete descriptions of the context of the study, an analysis of previous literature on the topic, descriptions of the methodology, complete results, and an in-depth discussion of the meaning of the findings for theory and/or practice. Think about being able to answer these questions through your presentation:

- Why is my study important to the field?
- What findings of my study are novel and go beyond what is already known about the topic?
- Why do the findings matter to theory and/or practice?
- What are the notable limitations and future research that could extend this work?
- What are the 1-2 ideas that the audience should take from my presentation?

Though far from an exhaustive list, we hope that these tips serve as a useful starting point for your presentation development.

### **References:**

- Gomes, L. (2007, June). *PowerPoint turns 20, as its creators ponder a dark side to success*. The Wall Street Journal Online. Article can be accessed at: <http://online.wsj.com/article/SB1182281116940840904.html>
- Renfrow, D. & Impara, J. C. (1989). Making Academic Presentations – Effectively! *Educational Researcher*, 18(2), 20-21. Article can be accessed at: <http://edr.sagepub.com/cgi/content/abstract/18/2/20>
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## **WHAT'S NEW?**

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

### **Members on the Move:**

Kristen Huff → Senior Fellow for Assessment at the New York State Education Fellowship - Regents Research Fund  
Javarro Russell → Psychometrician in Scoring Services with The National Board of Medical Examiners  
Peter Swerdzewski → Fellow for Assessment at the New York State Education Fellowship – Regents Research Fund

### **New Books:**

- *From Testing to Productive Student Learning: Implementing Formative Assessment in Confucian-Heritage Settings*. By David R. Carless, University of Hong Kong

This recently published book (Routledge, December 2010) analyzes the relationship between testing and productive student learning. It makes a number of suggestions as to how teachers and students may effectively follow-up after tests, so as to enhance learning and performance. A major feature of the volume is how formative assessment might be implemented in different international settings. The author presents a continuum of variations in formative assessment ranging from 'restricted' to 'extended' formative assessment. The former is largely teacher-driven, for example, teachers adjusting instruction on the basis of assessment data, whereas the latter is more student-driven and encourages student autonomy and learning how to learn.

Features of settings which are more conducive to 'restricted' or 'extended' formative assessment are also discussed. Experiences of teachers in elementary schools are used to illustrate and support the arguments.

Further details at:

<http://www.routledge.com/books/details/9780415880824/>

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## **ANNOUNCEMENTS: NCME**

### **DRAFT TESTING STANDARDS AVAILABLE FOR COMMENT JANUARY 2011**

Following the completion of the 1999 Standards for Educational and Psychological Testing, AERA, APA, and NCME established a Management Committee overseeing the publication, the budget, and future revisions. Members of the management committee are: David Frisbie (NCME), Suzanne Lane (AERA) and Wayne Camara (Chair and APA). The Joint Committee for the Revision of the Test Standards, which has been charged with completing the revision, is preparing to release a draft in January, 2011. We wanted to share the announcement below with NCME members, as well as individuals and organizations involved with measurement and assessment issues. We also encourage you to share this announcement with other organizations and groups whom you believe would be interested in reviewing and commenting on the draft revision of the Test Standards. We hope individuals and organizations interested in assessment and measurement will review the draft and submit comments according to the procedures described in the announcement. The January 2011 draft will be the only draft open to the public for review and comment.

Wayne Camara, Suzanne Lane, and David Frisbie

### **COMMENTS ON REVISIONS TO STANDARDS FOR EDUCATIONAL AND PSYCHOLOGICAL TESTING**

The Joint Committee charged with revising the Test Standards has released a draft revision for comments. The draft revision of the Standards for Educational and Psychological Testing (AERA, APA, NCME) is posted at <http://www.teststandards.net> under the tab labeled 'REVISION' and then 'Comment on the Revision'. An on-line template will allow individuals and organizations to review the draft revision and to submit their recommendations and rationale for each recommendation. All comments and recommendations must be submitted to the Joint Committee through this mechanism and must be completed by approximately April 20, 2011. Please share this announcement with organizations and groups interested in professional and scientific issues concerning testing and assessment.

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## **OTHER ANNOUNCEMENTS**

### **CASMA SUMMER EQUATING WORKSHOP**

**June 27 - July 1, 2011 --- Iowa City, IA**

A more intensive and extensive workshop than a one-day session on equating will be offered by CASMA on June 27 - July 1, 2011. Two similar workshops were offered previously. They were well received and well-attended. For the 2011 workshop, attendance will be limited to 18 persons. We realize that these difficult economic times may impede attendance. If registration is too low to justify holding the workshop, fees will be returned. No workshop can replace a full-length course, but this particular workshop should provide participants with a good working knowledge of basic equating designs, statistical procedures, and applications.

Visit the workshop web page [www.education.uiowa.edu/casma/equating\\_workshop.htm](http://www.education.uiowa.edu/casma/equating_workshop.htm) for details.

Should you have any procedural, housing, or registration questions, contact Jennifer Jones at 319-335-5439. Workshop content questions can be directed to Bob Brennan, University of Iowa, at 319-335-5405.

### **CALL for NOMINATIONS for NCME Newsletter Editor**

The NCME Publication Committee is requesting nominations or self-nominations for the position of NCME Newsletter editor. Undertaking this kind of position allows one the opportunity to make an important contribution to our organization. The

newsletter is a quarterly publication containing announcements and news about current events related to research and practice in educational measurement. The newsletter editor selects an advisory board and, together, they solicit ideas for the newsletter. The current editor of the NCME Newsletter is Thanos Patelis. His 3-year term will come to an end in December 2011. If you are interested, please send your CV by Friday April 15, 2011 to Mark Gierl, University of Alberta, ([mark.gierl@ualberta.ca](mailto:mark.gierl@ualberta.ca)). After April 15, a list of candidates will be selected and presented to the President, who will rank order the top three candidates and present these candidates to the Board. The Board will then vote on each of the candidates thereby reaching a decision. The new editor will be appointed at the 2011 annual meeting in New Orleans, and begin his or her term on January 1, 2012.

## Professional Development Opportunity

AERA is offering a number of unique professional development courses this year including one that may be of special interest to NCME members. *PDC13: Making an Impact with Your Research through Effective Presentations, Social Media, and Writing* will focus on improving your communications skills with in-class practice. **Saturday, April 9, 1- 5 pm**, fee: \$95. Instructors are Ron Dietel, CRESST/UCLA; Barbara McKenna, Stanford University; and Paul Baker, Wisconsin Center for Education Research. More information: <http://communicateresearch.wordpress.com/>  
Registration - <http://communicateresearch.wordpress.com/register/>  
Syllabus - <http://communicateresearch.files.wordpress.com/2011/01/communications-101.docx>  
Blog - <http://communicateresearch.wordpress.com/> ; Ning - <http://aera2010.ning.com/>

## Second call for papers on Applications of Operations Research in Educational Measurement Special Volume of Annals of Operations Research

This special volume of Annals of Operations Research will concentrate on the use of operations research within the educational measurement industry. This volume is geared toward both academicians and practitioners. Topics of interest include, but are not limited to, the following:

- Static, dynamic, and robust test assembly
- Parameter estimation for large-scale educational models
- Analysis of test results
- Methods used to recognize aberrant behavior (person fit and item fit)
- Simulation of educational measurement systems
- Stochastic processing of items and test takers
- Analysis of item pools
- Item-difficulty modeling
- Item generation

Submission procedure:

Please find complete submission instructions at <http://www.editorialmanager.com/anor/>.

When requested to select an article type, please select "SI: Educational Measurement".

Each paper will be peer reviewed.

Special volume editor:

Dr. Dmitry I. Belov, Law School Admission Council, [dbelov@lsac.org](mailto:dbelov@lsac.org)

A note from the editor:

Dr. Ronald D. Armstrong was the co-editor of this volume until his sudden death on January 15, 2011. Professor Armstrong was one of the first to apply operations research methodology to educational measurement issues, making substantial contributions to the field of educational and psychological measurement. In response to this tragic loss, and in recognition of Dr. Armstrong's legacy to the operations research and educational/psychological measurement fields, this volume will be dedicated to his memory. Note that the submission deadline for papers has also been extended.

Important dates:

Submission deadline: July 1, 2011

Final version due: September 1, 2012

Publication: Papers will be published online very soon after acceptance

# Things To Do in New Orleans

Link to the website for each establishment by clicking on the web address indicated below.

Name	Type	Address	Phone	Cost	Web Page
Acme Oyster House	Seafood	724 Iberville St. (bet. Bourbon & Royal Sts.)	504-522-5973	I to M	<a href="http://www.acmeoyster.com">www.acmeoyster.com</a>
Angeli on Decatur	Mediterranean	1141 Decatur St. (bet. Governor Nicholls St. & Ursulines Ave.)	504-566-0077	I	Not available
Arnaud's	Creole; Seafood	813 Bienville St. (bet. Bourbon & Dauphine Sts.)	504-523-5433	M to E	<a href="http://www.arnaudsrestaurant.com">www.arnaudsrestaurant.com</a>
Bayona	American; Contemporary Louisiana	430 Dauphine St. (bet. Conti & St. Louis Sts.)	504-525-4455	E	<a href="http://www.bayona.com">www.bayona.com</a>
Begue's	Creole; French	Royal Sonesta Hotel; 300 Bourbon St. (bet. Bienville & Conti Sts.)	504-553-2278	M to E	<a href="http://www.beguesneworleans.com">www.beguesneworleans.com</a>
Bennachin	Vegetarian; West African	1212 Royal St. (bet. Barracks & Governor Nicholls Sts.)	504-522-1230	I	Not available
Blue Nile Music Club	Live Music	532 Frenchmen Street	504-948-2583	M	<a href="http://www.bluenilelive.com">www.bluenilelive.com</a>
Bouche Wine Bar and Cigar Lounge	Wine; Cigar	840 Tchoupitoulas St	504-267-7485	E	Not available
Brennan's	Creole	417 Royal St. (bet. Conti & St. Louis Sts.)	504-525-9711	M to E	<a href="http://www.brennansneworleans.com">www.brennansneworleans.com</a>
Café Du Monde	Coffeehouse; Dessert	800 Decatur St. (St. Ann St.)	504-525-4544	I to M	<a href="http://www.cafedumonde.com">www.cafedumonde.com</a>
Café Giovanni	Italian	117 Decatur St. (bet. Canal & Iberville Sts.)	504-529-2154	M to E	<a href="http://www.cafegiovanni.com">www.cafegiovanni.com</a>
Commander's Palace	Creole	1403 Washington Ave. (Coliseum St.)	504-899-8221	E	<a href="http://www.commanderspalace.com">www.commanderspalace.com</a>
Coop's Place	Cajun; Southern	1109 Decatur St. (Ursulines Ave.)	504-525-9053	I	<a href="http://www.coopspalace.net">www.coopspalace.net</a>
Cooter Brown's Tavern & Oyster Bar	Bar	509 S Carrollton Ave	504-866-9104	M	<a href="http://www.cooterbrowns.com">www.cooterbrowns.com</a>
Country Flame	Cuban	620 Iberville St. (Exchange Pl.)	504-522-1138	I	Not available
Crescent City Brewhouse	Brewhouse	527 Decatur Street	504-522-0571	M to E	<a href="http://www.crescentcitybrewhouse.com">www.crescentcitybrewhouse.com</a>
d.b.a	Pub; live music	618 Frenchman	504-942-3731	M to E	<a href="http://www.dbabars.com/dbano/">www.dbabars.com/dbano/</a>
Dickie Brennan's Steakhouse	Steakhouse	716 Iberville St. (bet. Bourbon & Royal Sts.)	504-522-2467	M to E	<a href="http://www.dickiebrennanssteakhouse.com">www.dickiebrennanssteakhouse.com</a>
Eat	Cajun; Southern	900 Dumaine St. (Dauphine St.)	504-522-7222	I to M	<a href="http://www.eatnola.com">www.eatnola.com</a>
El Gato Negro	Mexican	81 French Market Pl. (Barracks St.)	504-525-9752	I to M	<a href="http://www.elgatoneronola.com">www.elgatoneronola.com</a>
Felipe's Taqueria	Mexican	301 N. Peters St. (Bienville St.)	504-267-4406	I	<a href="http://www.felipestaqueria.com/home/">www.felipestaqueria.com/home/</a>
Friar Tuck's	Sports Bar	5130 Freret St	504-891-4080	M	Not available
Funky Pirate	Bar; Live Music	727 Bourbon St	Not Available	I to M	<a href="http://www.tropicalisle.com/">www.tropicalisle.com/</a>
Galatoire's	Creole; French	209 Bourbon St. (Iberville St.)	504-525-2021	E	<a href="http://www.galatoires.com">www.galatoires.com</a>
Green Goddess	Eclectic; Vegetarian	307 Exchange Pl. (Bienville St.)	504-301-3347	I to M	<a href="http://www.greengoddessnola.com">www.greengoddessnola.com</a>
Gumbo Shop	Creole	630 St. Peter St. (bet. Chartres & Royal Sts.)	504-525-1486	I to M	<a href="http://www.gumboshop.com">www.gumboshop.com</a>
GW Fins	Seafood	808 Bienville St. (bet. Bourbon & Dauphine Sts.)	504-581-3467	E	<a href="http://www.gwfins.com/nola/">www.gwfins.com/nola/</a>
Hard Rock Café	American; Live Music	418 N. Peters St.	504-529-5617	M to E	<a href="http://www.hardrock.com/new-orleans">www.hardrock.com/new-orleans</a>
House of Blues	Live Music	225 Decatur St.	504-310-4999	M to E	<a href="http://www.houseofblues.com/venues/clubvenues/neworleans/">www.houseofblues.com/venues/clubvenues/neworleans/</a>
Iris	American	Bienville House; 321 N. Peters St. (bet. Bienville & Conti Sts.)	504-299-3944	E	<a href="http://www.irishneworleans.com">www.irishneworleans.com</a>
Johnny's Po-Boy	Deli; Po-Boys	511 St. Louis St. (bet. Chartres & Decatur Sts.)	504-524-8129	I	<a href="http://www.johnnypoboy.com">www.johnnypoboy.com</a>
K-Paul's Louisiana Kitchen	Cajun	416 Chartres St. (bet. Conti & St. Louis Sts.)	877-553-3401	M to E	<a href="http://www.chefpaul.com/kpaul">www.chefpaul.com/kpaul</a>
Krazy Korner	Nightclub; Bar	640 Bourbon St	504-524-3157	M	<a href="http://www.krazykorner.com">www.krazykorner.com</a>
Lafitte's Blacksmith House	Historic Bar	941 Bourbon	504-522-9377	M to E	<a href="http://www.lafittesblacksmithshop.com/Homepage.html">www.lafittesblacksmithshop.com/Homepage.html</a>
Louisiana Pizza Kitchen	Italian	95 French Market Pl. (Barracks St.)	504-522-9500	I to M	<a href="http://www.louisianapizzakitche.com">www.louisianapizzakitche.com</a>
Maison	Nightclub; Bar	508 Frenchmen Street	504-371-5543	M	<a href="http://www.maisonfrenchmen.com">www.maisonfrenchmen.com</a>
Margaritaville	Caribbean; Bar	1104 Decatur Street	504-592-2565	M	<a href="http://www.margaritavilleneworleans.com">www.margaritavilleneworleans.com</a>
Mid-City Lanes Rock 'n Bowl	Live Music; Bowling	3016 S Carrollton Ave	504-482-3133	M	<a href="http://www.rockandbowl.com">www.rockandbowl.com</a>
Molly's on Toulouse	Bar	732 Toulouse Street	504-568-1915	M	Not available
NOLA	Contemporary Louisiana	534 St. Louis St. (bet. Chartres & Decatur Sts.)	504-522-6652	E	<a href="http://www.emerils.com/restaurant/2/NOLA-Restaurant/">www.emerils.com/restaurant/2/NOLA-Restaurant/</a>
Old Absinthe House	Bar	240 Bourbon Street	504-523-3181	M to E	Not available
Palm Court Jazz Café	Live Jazz	1204 Decatur Street	504-525-0200	M to E	<a href="http://www.palmcourtjazzcafe.com">www.palmcourtjazzcafe.com</a>
Pat O'Brien's	Pub; live music	718 St. Peter St	504-525-4823	M to E	<a href="http://www.patobriens.com/patobriens/neworleans/">www.patobriens.com/patobriens/neworleans/</a>
Pelican Club	American	312 Exchange Pl. (Bienville St.)	504-523-1504	E	<a href="http://www.pelicanclub.com/">www.pelicanclub.com/</a>
Port of Call	American; Hamburgers	838 Esplanade Ave. (Dauphine St.)	504-523-0120	I to M	<a href="http://www.portofcallnola.com">www.portofcallnola.com</a>
Red Fish Grill	Seafood	115 Bourbon St. (bet. Canal & Iberville Sts.)	504-598-1200	M	<a href="http://www.redfishgrill.com/">www.redfishgrill.com/</a>
Rib Room	Steakhouse	Omni Royal Orleans; 621 St. Louis St. (Chartres St.)	504-529-7046	E	<a href="http://www.ribroomneworleans.com">www.ribroomneworleans.com</a>
Rock-n-Sake Bar & Sushi	Sushi	823 Fulton St. (bet. Julia & St. Joseph Sts.)	504-581-7253	M to E	<a href="http://www.rocknsake.com">www.rocknsake.com</a>
Voodoo BBQ	Barbecue	1501 St. Charles Ave. (Martin Luther King Jr. Blvd.)	504-522-4647	I	<a href="http://www.voodooobqbandgrill.com/st_charles_store.htm">www.voodooobqbandgrill.com/st_charles_store.htm</a>
Yo Mama's Bar and Grill	Pub	727 Saint Peter St.	504-522-1125	M	<a href="http://www.yomamasbarandgrill.com">www.yomamasbarandgrill.com</a>

Notes: I = Inexpensive; M = Moderately Expensive; E = Expensive

NCME does not endorse or otherwise support each location above, but this list is provided as information to the membership.



**April 7-10, 2011**

**The 2011 French Quarter Festival will feature 4 days of Festival**

**There will be 17 outdoor stages showcasing multiple genres of music including gospel, jazz, funk, classical, cajun and zydeco, brass bands and much more. Be sure to check out the 2011 French Quarter Festival Schedule so you don't miss your favorite musicians!**

**[www.fqfi.org/frenchquarterfest/fqfi\\_music.html](http://www.fqfi.org/frenchquarterfest/fqfi_music.html)**

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