

FROM THE PRESIDENT

Linda L. Cook, Educational Testing Service

Dear Colleagues,

This is the last column that I will prepare for the newsletter as your President. It has truly been a privilege to serve NCME as President and to have the opportunity to work with so many wonderful volunteers to further NCME's mission and goals. As I thought about what to say in this column, my first idea was to talk about the wonderful work that has been carried out for the organization this year and to congratulate and thank all of you who have been involved in carrying out this work. And, I certainly do want to thank and congratulate each and every one of you who have given your time and have worked hard to help NCME meet our objectives for this year. However, I have decided instead to focus this column on both the past and the future of our organization and on the celebration of our 75th Anniversary that will be held in San Francisco at the 2013 Annual Meeting.



As many of you already know, the Council was originally established in 1938 as the National Association of Teachers of Educational Measurements. In 1942, the name of the Association was changed to National Council on Measurements Used in Education, and changed again in 1961 to National Council on Measurement in Education. Our organization certainly has a long and rich history.

NCME, as an historic institution has been on my mind quite a bit lately as I think about the fact that we are just about to enter our 75th year. I have recently been reviewing old NCME documents (newsletters, annual meeting programs, etc.) that I have collected over the years as part of the effort to establish an NCME Archives. One article I found in a 1975 edition of NCME Measurement News posed the question: Is NCME over the hill at age 40? The authors did not answer the question, but they seriously examined a set of goals and activities that NCME was then carrying out.

It seems to me that as we contemplate the 75th Anniversary of NCME we might ask ourselves the same question and take this opportunity to contemplate our mission and goals and to renew our commitment to these goals. Many of you are aware that NCME's mission is, *to advance the science and practice of measurement in education*. Our vision is, *to be the recognized authority in measurement in education* and we have the following goals:

1. *Encourage scholarly development in educational measurement*
 1. *Improve measurement instruments and procedures for their administration, scoring, interpretation, and use*
 2. *Improve applications of measurement in assessment of individuals, groups, and evaluation of educational programs*
2. *Disseminate knowledge about educational measurement, including*
 1. *Theory, techniques, and instrumentation for the measurement of educationally relevant human, institutional and social characteristics*
 2. *Procedures appropriate to the interpretation and use of such techniques and instruments*
 3. *Applications of educational measurement with individuals and groups*
3. *Increase NCME's influence within the educational measurement community to ensure sound and ethical measurement practices*
4. *Influence public policy and practice concerning educational measurement*

5. *Promote awareness of measurement in education as a field of study and work to encourage entry into the field and interdisciplinary collaboration*
6. *Provide members with a strong professional identity and intellectual home in educational measurement and enhance the value of membership in NCME*
7. *Increase the operating and financial capacity of the association to enhance its effectiveness and its national recognition*

The above list of goals was adopted by the NCME Board about a year ago and I believe they provide a firm foundation for the organization as we prepare for the future. As you can see, this is a very ambitious set of goals. In my opinion, if we meet these goals, we are in very little danger of being considered “over the hill”, even at age 75. The question is whether or not we are meeting these goals through our activities and, consequently, are serving the field of educational research well. Similar to the authors of the NCME Measurement News 1975 article, I’m going to leave that up to you to judge, but I would like to make a few observations.

One of the key issues for our organization is how to ensure that the research we do is relevant and is used as a resource for change and improvements in education and assessment. This is not an easy task and is one that NCME has struggled with over the years. Our new edited book series, under the direction of Michal Kolen, is one effort we have initiated this year to provide a means of disseminating important research that is relevant to current needs in the areas of education and educational measurement. We have also established a new committee that is currently being co-chaired by Kristen Huff and Scott Marion that focuses on Informing Assessment Policy and Practice. The committee’s recent efforts have addressed informing school based practitioners about issues of test integrity. This year’s annual meeting program, developed by program co-chairs Joanna Gorin and Andre Rupp emphasizes research related to practice and policy as well as methodology.

In addition to these efforts, under the guidance of the Outreach and Partnership Committee, NCME has reached out to organizations such as the Chief State School Officers and the National Association of Test Directors, sharing presentations at annual meetings of these associations and working with them to identify key issues that their constituents face. I believe that as we contemplate our future, we must keep our mission, vision and goals in mind and realize how important it is that we build on these efforts and other efforts similar to these that keep the practitioner first and foremost in our research. This may be our best assurance of remaining a relevant contributor to education and educational measurement for our next 75 years.

That said, it is important to realize that NCME has accomplished a lot in the past 75 years and that we have a lot to celebrate. This celebration actually begins with the 2012 meeting. NCME’s 2012 Conference marks the kick-off of the celebration of NCME’s 75th Anniversary, which will culminate at the 2013 conference in San Francisco. Activities at the 2012 conference include a session on the History of NCME: Past, Present and Future; special features at the NCME Breakfast Meeting; and videos of NCME members that will form the basis for programming at the 2013 conference and other uses. Plans for the 2013 75th Anniversary celebration are in the works and could include the creation of an NCME Timeline with artifacts that represent the history of NCME, development of a time capsule that will be sealed at the conference to be opened at the 100th Anniversary in 2038, sessions devoted to testing in the comics and testing in the movies, and a big celebration Gala, with Ron Berk as MC and featuring winners of competitions for Rock and Research Bands and Psychometric Silliness for the NCME Roast. So this will be a big year for NCME!

I’d like to conclude this column by saying that I believe NCME is in a particularly strong position to serve the field of educational measurement and research as we begin our 75th year. The work we do is more relevant to the issues facing education today than ever before and we are in a better position to have an impact on education and the field of measurement and research than we have had in recent history. I appreciate the opportunity I’ve had to serve as your president this past year and I am looking forward to our celebration of the beginning of our next 75 years that will be held in San Francisco at the 2013 Annual Meeting.

GREETINGS FROM THE NEW EDITOR

Susan Davis-Becker, Alpine Testing Solutions

NCME Friends and Colleagues: I am honored to be given this opportunity to serve as the editor of the Newsletter. I look forward to working with the NCME leadership and members to disseminate information about the exciting work going on within our organization. I want to thank Thanos Patelis, as the outgoing editor, for his great work leading the Newsletter and

continued mentorship. In addition, my sincere appreciation goes out to the members of the NCME Newsletter Advisory Board who have offered their time and expertise to the development of this publication.

In this issue, we have the fourth column from our president Linda Cook who shares some wonderful reflections on the history and future of NCME. We also welcome our graduate student columnist for 2012, Jerome Clauser of the University of Massachusetts-Amherst, who offers some guidance to graduate students for preparing and delivering NCME presentations. Our Member Spotlight in this issue features the incoming president of NCME, Dr. Gregory Cizek. Next, we provide some insight into the work of several NCME committees— in our next issue we will continue this piece by highlighting other committees and the great work they are doing. Our 2012 conference program co-chairs and training session coordinator provide us with highlights of the upcoming annual meeting. This is followed by some exciting updates of work going on within NCME: a call for the NCME membership to review and provide input of a working document on test integrity and new trainings coming to the website. Finally, we conclude with thoughts from Robert Linn on the life and work of Robert Glaser who passed away in February.

GRADUATE STUDENT CORNER: TIPS FOR EFFECTIVE PRESENTING FROM PLANNING TO APPLAUSE

Jerome Clauser, University of Massachusetts - Amherst

The ability to effectively communicate technical content is one of the most important skills for measurement professionals. Unfortunately, for many graduate students, presenting original research can feel like stepping to the edge of a high dive, and facing a room of austere judges. Still, few graduate programs have the time to provide extensive instruction on presenting scholarly work. With that in mind I have prepared a few remarks on presenting to help graduate students prepare for the upcoming NCME conference.



Planning the Structure

*“Ninety percent of how well the talk will go is determined before the speaker steps on the platform.”
-Somers White*

The most difficult part of planning a conference presentation is deciding which sections of your paper should be highlighted and which elements can be safely de-emphasized. Given that speakers typically have only about 12 minutes to present, a full recounting of your paper is impossible and great care must be taken in planning what content will be covered during your presentation. Although each paper presentation is different, it is sometimes helpful to consider that the presentation is not a replacement for reading your paper but rather an opportunity to share your contributions to the field and develop interest in your research. I have provided a few recommendations for structuring presentations to develop interest in your research while highlighting its place in the broader literature.

When presenting empirical research the most important element is a clear and compelling explanation of the problem. Presenters should explain why this problem is important, why they selected it, and then provide some indication of its implications for the audience. Upon establishing the problem, it is important that the purpose of your research is clearly stated. This section of your presentation should place your work into a relevant context, so that the implications of your research are clear, but avoid spending too much time on presenting a thorough review of the literature. These sections together should clearly establish the problem and outline how your work is supported by previous research in attempting to understand the problem. Graduate students often gloss over this section, assuming that the audience will intuit the problem and purpose as the presentation moves forward, unfortunately this approach will often leave the audience adrift shortly after the presentation begins.

One of the greatest challenges for inexperienced presenters is presenting the methodology and results concisely. Many students wish to linger on these sections since the majority of their time was spent executing the methodology and interpreting the results. Unfortunately, the technical minutiae of the methodology and detailed results are nearly impossible to convey effectively in a short presentation. Instead, when presenting the methodology, focus on explaining and justifying your variables, sample sizes and evaluation criteria. Focus on relevant outcomes when presenting results: “Although method one and two produced no significant findings, method three did yield some interesting results.” This statement allows you to move through the results quickly without getting bogged down in uninteresting results. Generally the goal is to provide enough detail so that your eventual conclusions flow clearly and logically from these sections.

A clear conclusion is of vital importance to your presentation. The conclusion is the message that your audience will take away from your presentation so it is vital that your conclusions are logical and clearly elucidated. Be sure to explain what you have learned from your research and how it is relevant to the field at large. Finally conclude by providing a few words about how this research can be extended in the future. This helps the audience to view your work as a link in the chain of research on the topic and can engage the audience in searching for new solutions to the underlying problem.

Preparing Slides

“Perfection is achieved, not when there is nothing more to add, but when there is nothing left to take away.”

-Antoine de Saint-Exupery

After you have planned the structure of your presentation you will need to prepare slides. During a scholarly presentation, slides should be viewed as a means of enhancing and supporting your prepared remarks. Slides allow presenters to display graphs, tables and images which cannot be concisely conveyed in words. Furthermore, slides can help provide a framework and structure to your presentation. Unfortunately, slides also have the potential to significantly detract from your presentation when used poorly. Slides with too much text, incomprehensible graphics, or needless animations distract the audience and undermine your presentation. Next I will provide a few recommendations selecting a design and effectively displaying slide content.

Selecting an appropriate aesthetic design for your slides may seem like a trivial concern, but even the best slides can detract from a presentation when the selection of colors and fonts renders them indecipherable. The phrase, “You probably can’t read this, but...,” is a sure sign that the design of the slide has failed. The goal should be to design slides which are clear and legible in the presentation venue. Since it is not always possible to evaluate the venue before a conference, there are a few general design principles which will ensure that your slides are effective regardless of venue. Colors should be selected to provide a high contrast between the text and background. Light text on a dark background will be the most legible option but high contrast colors will typically provide clear results in either configuration. Fonts should be large and chosen for clarity. In my experience a 32pt sans-serif font is most appropriate for the body of the text, while a somewhat larger font will be appropriate for the slide titles.

After selecting an appropriate design it is important to consider what content should appear on the slides. The goal for the slide content should be to augment the spoken presentation, not to provide a complete transcript. Therefore, slides should be used to highlight key points and provide an outline of the presentation. Many inexperienced presenters make the mistake of using full passages directly from their paper on their slides. This approach typically leads to cluttered, illegible slides and tempts the presenter into simply reading slide content. Using the slide to provide an outline of the current topic and to highlight important or complex information makes for a more structured and dynamic presentation.

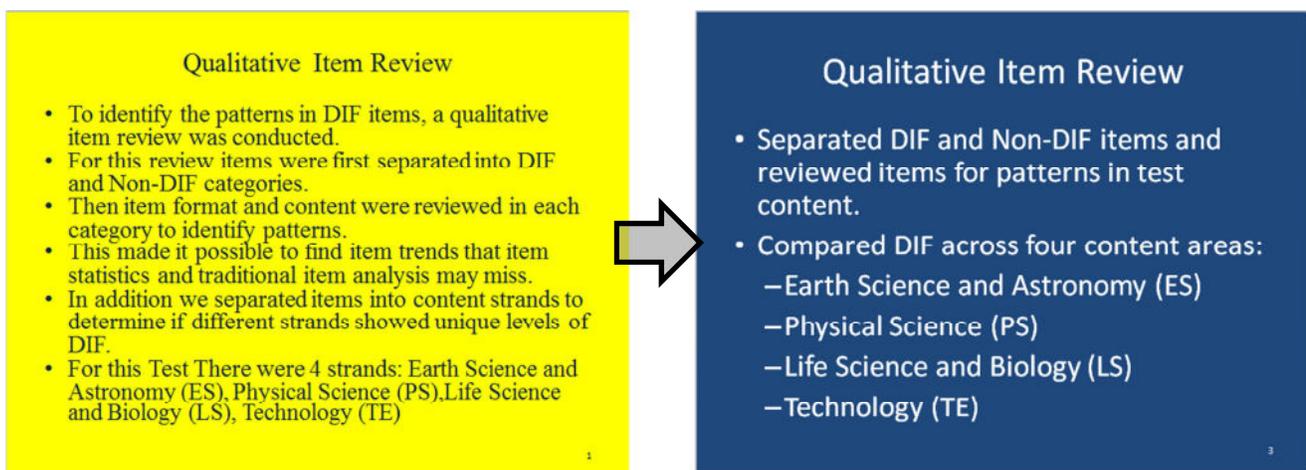


Figure 1. Using clear fonts, high contrast colors, and limited text to enhance clarity.

It is also important to design charts and tables to be clear, simple, and thoughtfully arranged. Values must be large and legible, so tables taken directly from your paper will rarely be appropriate for a conference presentation. To improve clarity, round table values and delete extraneous data wherever possible. Furthermore, when referencing specific table values it is helpful to provide visual clues to help the audience spot the information quickly. Using colors or bolded text to highlight interesting values is a simple and visually appealing way to identify relevant information. Additionally, tasteful application of boxes or

highlighting can draw the audience’s attention to information as it becomes relevant. Regardless of the exact approach, tables should be used with caution.

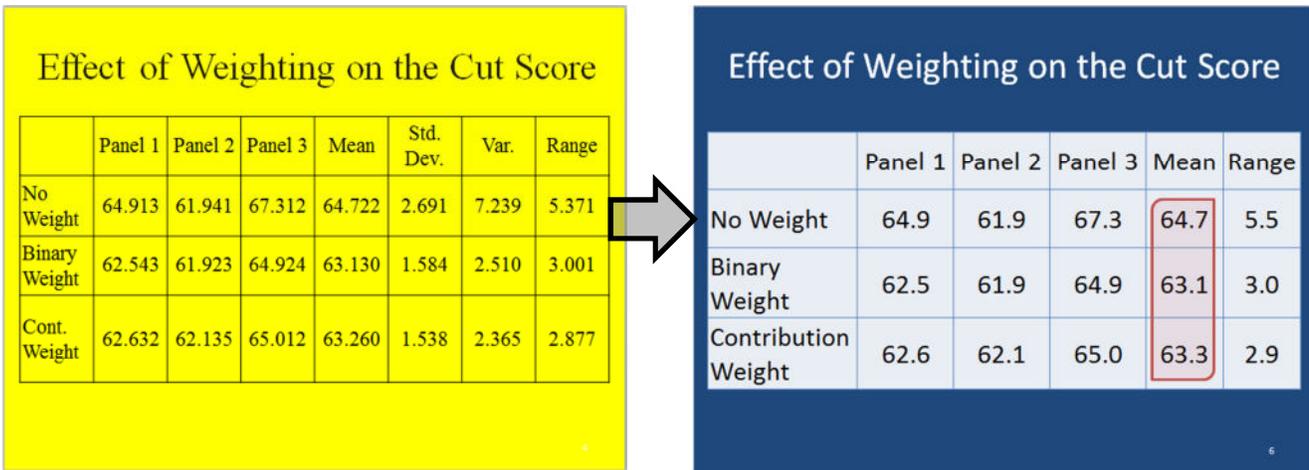


Figure 2. Eliminating extraneous information and highlighting key values can improve table readability.

Overall, using clear, clean and concise slides will improve readability, provide structure, and enhance the presentation.

Presenting your Research

“There are only two types of speakers in the world. 1. The nervous and 2. Liars.” - Mark Twain

After planning your presentation and preparing your slides you should begin developing strategies for presenting your research. Graduate students often feel considerable stress when presenting their work to a room of accomplished researchers and this stress can result in a rushed and uncomfortable presentation. Although there is no single solution to overcoming this discomfort, there are some strategies which can help mitigate the effects of this stress on your presentation.

When beginning your presentation, take a few seconds to breathe and make eye contact with a few random members of the audience. This technique gives you a moment to center yourself and serves as an effective way to connect with your audience. Once you begin your presentation focus on speaking slowly and clearly. This is particularly important for the first minute or two, as you are likely to become less nervous and rushed as you present. Committing your first few sentences to memory will help ensure a smooth introduction as you settle into the presentation. Although speaking quickly may be the most common sign of a nervous presenter, controlling your body language is also important. Many inexperienced presenters will sway, pace, or gesticulate wildly as they present. To avoid these distracting behaviors, be sure to plant your feet at the start of your presentation. If you feel the need to step or sway, wiggling your toes is a comforting and invisible substitute. To avoid unnecessary hand gestures, limit your gesturing to signify the beginning or end of a topic with a simple open or close gesture. This approach will make it easier to keep your hands at your side during the rest of the presentation. These techniques will help to ensure that your presentation is clear, focused and effective.

Perhaps the greatest misconception among graduate students is the belief that a good presentation is the result of innate talent or the natural byproduct of good research. Effective presentations are the results of considerable preparation and practice. The skilled orators in our field are not, for the most part, naturally gifted. They have learned strategies for planning, preparing, and presenting their research that are so compelling and logical that the finished product seems effortless. Although most of us are years away from this ultimate goal, now is the time to develop effective presenting strategies. So one day when you feel the pressure of standing alone on the high dive, all you will have to do is drop softly into the water and wait for the applause.

SPOTLIGHT ON THE PEOPLE WHO MAKE OUR ORGANIZATION GREAT – GREGORY CIZEK, UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL CHAPEL HILL

For this issue, we are fortunate to receive some insights and reflections from Dr. Gregory Cizek. In addition to being a professor of Educational Measurement, Dr. Cizek is the vice president of NCME.



How did you get into this field?

In my senior year as an undergraduate in an elementary education program, I needed one elective course to fill my schedule. Because it was my last semester, I wanted something that met all the right criteria: not an early morning class, no class that met on Fridays, nothing that would rock my GPA, etc. The course that seemed to fit the bill was called Testing and Grading. It was taught by a professor I hadn't heard of previously, Dr. Robert Ebel. Surely it couldn't be that hard to learn which students should get As, which should get Bs, and so on.

It turned out to be the most interesting, rigorous, and useful course I had taken in my program. Several years later when I made a decision to transition from being an elementary school teacher, I recalled how much I had enjoyed the content of that course and reasoned that pursuing further education in the area of testing would not only be something different, but also would perhaps allow me to build on the classroom experience I had gained.

If you weren't doing this what would you do?

At the time that I was offered admission into the measurement program at Michigan State University (another in a seemingly unabated string of Type I errors from which I have benefitted greatly!), I had also been accepted for training as an air traffic controller. So, if I weren't doing assessment work, I might be enjoying the peaceful sights of aircraft taking off and landing from a control tower somewhere.

What advice would you offer a graduate student who is thinking about psychometrics?

First, I'd say to bring someone with you. There is a great need for measurement specialists, and there are so many opportunities. Second, I'd recommend that folks get some grounding in something substantive related to teaching and learning. I view assessment as a service profession—in service of those who direct teaching and learning—that helps ensure high quality information is available to those who need to make educational decisions. Having a better understanding of the contexts and uses of assessment information will help measurement specialists to understand the problems faced by educators and to craft better solutions with greater impact and utility.

When not teaching or researching, what do you do or like doing?

I like to spend time with the people I love and care about, especially family, friends from church, and other important relationships. As far as other stuff, I enjoy building and fixing things (mostly woodworking) and spending time at a small home in the middle of nowhere in southern Michigan—a retreat from regular life where it's possible to lay outside and read a book, think about research ideas, do some target shooting, pitch horseshoes, play shuffleboard at a local hangout, and enjoy hosting visits from friends and neighbors.

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

There has been a lot of very good work done in many areas, but perhaps especially in the areas of innovative item and test formats, automated scoring, and score reporting. Some of that work has made it into operation testing contexts, but too little. I think we are currently able to do far more than has been routinely adopted in the contexts where it could most effectively and efficiently be applied. For example, multi-stage, adaptive testing has been incorporated into high-level licensure and certification programs, but not as well received in K-12 contexts. More informative and user friendly score reports are becoming more common in K-12 contexts, but not as widely adopted in credentialing programs. Automated scoring of constructed responses is a proven technology that hasn't been roundly embraced in either context despite its record of accuracy and efficiency.

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

I remember conferences before there was a move away from what are sometimes disparagingly referred to as "talking head" sessions, where a prominent and prolific scholar was given a considerable amount of time to discuss his or her research. I miss those. I like to seek out sessions where people who have a record of substantial contributions to the field are presenting either current work or sweeping intellectual syntheses of influential lines of research. I also like to attend sessions in which prominent and productive scholars from outside the field of measurement are presenting. I think I just really appreciate it when my own thinking is stimulated, challenged, or extended by really smart people—and there are plenty of them in our field, so finding NCME sessions that fit the bill is always an easy task.

Who has been a significant influence in your professional life?

Aside from acknowledging my debt for what God has done to influence my professional life—although I should hasten to add that I have frequently failed to be faithful in following that intended influence—I think that the single most significant personal influence in my professional life has been William Mehrens. Bill was on my doctoral committee at Michigan State University, but I would say we didn't have a lot of interaction during my graduate program. We became much closer after I completed my degree and we crossed paths on various committees. I admire the way that Bill can see both the technical and educational aspects of a problem. I think Bill was (and is) a model for all of us in many ways: he is technically very competent and savvy. He has an uncommon way of providing even the most critical feedback in a constructive, polite, and non-threatening way. Perhaps most of all, he is a model of how to lead a life of Christian faith with humility, commitment, and an authentic desire to love and serve others.

AN INTRODUCTION TO NCME COMMITTEES

Within NCME there are a number of committees doing fantastic work to support the mission and efforts of our organization. In this issue we have highlighted several of these committees and the work they are doing. Specifically, the committees featured are Budget and Finance, Recruitment, Website Management, Web-based Trainings (Ad-hoc), Training and Professional Development, Publications, Award, Graduate Student Issues, Standards and Test Use, Outreach and Partnership, and Membership.

Budget and Finance Committee

Anne R. Fitzpatrick, Willow Farm (Chair) and Jerry Melican, The College Board (Past Chair)

The Budget and Finance Committee is responsible for developing NCME's annual budget, monitoring NCME's investment portfolio, and addressing financial issues and policy questions as they arise. The committee works closely with an accountant at The Rees Group, which provides NCME's management services, and with an investment advisor at the Royal Bank of Canada, where NCME's investment portfolio resides. The committee's work is varied and very interesting. It is also very gratifying, as we know that we are helping to ensure that NCME is financially healthy and will remain so in the future. Indeed for some of us, work on this committee has been the most rewarding committee work that we have ever done for NCME.

The current members of the committee are Anne Fitzpatrick, Linda Hargrove, Jerry Melican and Elaine Rodeck. At the end of their terms in April, Jerry and Elaine will be replaced by Lynda Reese and Richard Sawyer. None of us consider ourselves experts in finance, investments, or financial policy. We simply share an interest in the financial underpinnings of NCME and a wish to serve the organization.

Following is a summary of the committee activities:

- 1) Develop Annual Budget: Prepare NCME's annual budget, revenues and expenses, which NCME's board reviews, revises, and finally adopts.
- 2) Monitor NCME's financial activities:
 - Review NCME monthly revenues and expenses.



- Review/approve selected invoices for payment.
- Periodically monitor NCME's checking account activity.
- Review/approve requests for expenditures for unbudgeted activities, as needed.

3) Monitor Investments: Work with NCME's investment advisor to ensure that the portfolio meets the performance and asset mix criteria specified in NCME's investment policy.

4) Other Activities:

- Draft new financial policies and procedures, as needed.
- Periodically review/evaluate NCME's insurance coverage.
- Contribute to contract negotiations with AERA and/or TRG, as needed.

Soon we will be posting selected financial reports on NCME's website, so that they can be easily accessed by NCME members.

If you have questions or are interested in learning more about the committee and its work, please email Anne Fitzpatrick (annefitz@razzolink.com).

Recruitment Committee

Lora Monfils, Educational Testing Service (Chair) and Scott Bishop, ACT, Inc. (Co-chair)

The Recruitment of Educational Measurement Specialists Committee is responsible for engaging in efforts to support recruitment of new and diverse talent to NCME; to increase NCME membership from graduate students, underrepresented groups, and prospective members from allied fields of study and work by recommending, developing, and/or implementing new initiatives, programs, policies, and products, or strategies. To this end, the committee works collaboratively to coordinate its work and activities with other NCME governance groups (e.g., the Diversity Issues and Testing Committee, the Membership Committee, the Outreach and Partnerships Committee, the Website Committee and the Graduate Student Issues Committee).

The committee works to identify the types of individuals NCME seeks to recruit (qualifications, work setting, and educational background) and provides rationale for expanding the membership base in this fashion (in collaboration with other committees). The committee identifies and evaluates NCME's value proposition for new members (e.g., state assessment directors and associated staff, policymakers, assessment stake-holders) and oversees and evaluates all recruitment efforts across NCME. The committee also communicates with prospective members about the benefits and experiences that NCME can provide.

The current members are Lora Monfils and Scott Bishop (co-chairs), Richard Sawyer, Jaime Cid, Matthew Gaertner, Kyndra Middleton, and Kelly O'Shea.

Specific activities include: developing goals and strategies for increasing regular and student membership in collaboration with Membership, Diversity, Outreach and Partnerships, and Graduate Student Issues Committees; proposing relevant new initiatives (e.g., goals, strategies, implementation plans, fiscal implications, and evaluation methods); designing and evaluating new recruitment activities (e.g., mailings, conference attendance, newsletter articles); and developing and monitoring metrics for recruitment activities.

If you have questions or are interested in learning more about the committee and its work, please email Lora Monfils (lmonfils@ets.org) or Scott Bishop (Scott.Bishop@act.org).

Website Management Committee

Kris Waltman, University of Iowa (Chair) and Patrick Meyer, University of Virginia (In-coming Chair)

The Website Management Committee is responsible for developing website policies and procedures; overseeing website updates, organization, and functionality; auditing website traffic and making necessary revisions to the design. The committee works in close collaboration with the Website Content Editor, John Willse.

Current members of the committee are Kris Waltman, Patrick Meyer, Rosemary Reshetar, Ye Tong, Emily Lai, April Zenisky, Michael Finch, Joy Matthews-Lopez, and Chris Domaleski. Joy and Chris



are rotating off the committee at the Annual Meeting, and will be replaced by Bethany Brunsman and Brett Foley.



As you are hopefully aware by now, the NCME website has recently been subjected to a dramatic “face lift.” Our goal in redesigning the website was to have a website that would assist NCME in fulfilling its mission to advance the science and practice of measurement in education. To accomplish this goal, we focused on finding ways that the website could be used to provide support to NCME members related to their involvement in the organization, as well as to provide measurement resources for members and non-members of NCME who have interests in technical and policy issues. We hope that the new website design will be used to serve these purposes, but recognize that without the input and active involvement of NCME members this potential will not be realized.

Redesigning the website has been the most fun and rewarding part of our efforts. The more challenging part has been trying to figure out a system of support for the website, as we recognized that the previous system (if there was one) was no longer effective. Our efforts in this area were guided by the premise that the website should be treated as a publication—the most “public” of all of our publications. Thus, more oversight of the website was needed and this supervision and guidance needed to come from the NCME membership—not our management company. To provide this oversight and guidance, the NCME Board approved the creation of the following three entities: Website Content Editor, Website Editorial Board, and Website Advisory Board. A brief description these entities is provided below, as well as the role of the Webmaster, to help you understand how (at least in theory) we think things should work.

Website Content Editor: The Website Content Editor (currently John Willse) is responsible for all content posted on the website, and is assisted by several individuals within the organization as well as by members of the NCME central office (i.e., Executive Director, Meeting Planner, Membership Coordinator, and Webmaster). The Editor works with members of the NCME Board of Directors, the Website Advisory Board, the Website Editorial Board, and other NCME editors to evaluate suggested messages or topics to include on the website. The Editor identifies relevant content to feature on the website and commissions NCME members in the development of this content, and writes and/or edits copy for the entire website. The Editor appoints and utilizes the Website Editorial Board for evaluating the relevance, accuracy, and appropriateness of measurement-related content submitted for posting; and works with the Website Advisory Board to review and update content.

Website Editorial Board: This group is appointed by the Editor and is chosen to reflect the diversity of the NCME membership. Terms for members of the Editorial Board parallel the term for the editor. The Editor defines the role of the Editorial Board in order to facilitate maintaining relevant, accurate, and appropriate measurement-related content on the website. For example, they may assist the Editor in selecting themes, seeking manuscripts, locating materials of interest to readers, reviewing manuscripts, and/or advising the Editor on publication decisions.

Website Advisory Board: Members of this group include the Board Liaison to the awards committees in addition to a representative from each of the following nine committees: Membership, Recruitment, Outreach and Partnership, Diversity Issues and Testing, Graduate Student Issues, Standards and Test Use, Informing Assessment Policy and Use, Annual Meeting Program, and Training and Professional Development. Representatives from these committees serve on the Website Advisory Board as a way to assist their committee in fulfilling its individual mission. The role of this Board is to evaluate suggested messages or topics to include on the website, identify relevant content to feature on the site and commission NCME members in the development of this content, and review and update content relevant to their charge.

Webmaster: John Hofmann, at NCME’s Central Office, is responsible for ensuring that the web servers, hardware and software are operating accurately; implementing the website design; generating and revising web pages; and examining traffic through the site. The Webmaster takes direction from the Website Content Editor, Chair of the Website Management Committee, and the NCME Executive Director.

Now that we have launched the new website, we are looking forward to finding ways in which new content and/or functionality could be added to the site to better fit the needs of our membership. If you have any suggestions or just want to provide us with constructive feedback, please use the “Contact Committee” function located in the “Members” section of the website.

Ad Hoc Committee on Web-based Trainings

Amy Hendrickson, *The College Board (Co-Chair)* and Terry Ackerman, *University of North Carolina-Greensboro (Co-Chair)*

NCME president, Linda Cook, established the Ad Hoc Committee on Web-based Trainings in the summer of 2011. The work of the committee is to expand on and improve NCME's webcast offerings as well as to investigate the possibility of offering training sessions on demand via the NCME website. The goals of the committee are in service to the mission to advance the science and practice of measurement in education and its goal to disseminate knowledge about educational measurement.



The current committee members are Amy Hendrickson and Terry Ackerman (co-chairs), Michael Rodriguez and Ye Tong.

One aspect of the committee's work is to choose which conference training sessions will be webcast live to over 80 sites in developing countries simultaneously with the conference workshop, train the moderators for these sessions, and generally ensure that the webcasts run smoothly.

In addition, the committee has worked over the last 9 months to launch a pilot of on-demand trainings to be offered on the NCME website. We have identified two previously webcast 4-hour training sessions and have edited these into 3 or 4 hour long sessions to make them more easily accessible to web participants. These sessions will be offered as a pilot, free on the NCME website, starting in April 2012, for a 3-month trial offering. If the trial is successful (based on the number of people that access and complete the sessions as well as the feedback received on the evaluations following the sessions), then we will work to continue to provide these and other sessions, according to a fee schedule.



We have chosen the sessions "Vertical Scaling Methodologies, Applications, and Research" led by Michael Kolen and Ye Tong, and "Impacting Learning Through the use of Formative Assessment" led by Julia Payne-Lewis and Stuart Kahl to include in the trial. We encourage all educational measurement practitioners and researchers, graduate students and university instructors to participate in the pilot offer. After you view the sessions, please complete the evaluation about your experience. This information will help us to continue and expand on the NCME web-based training session offerings.

If you have questions or are interested in learning more about the committee and its work, please email Amy Hendrickson (ahendrickson@collegeboard.org) or Terry Ackerman (taackerm@uncg.edu).

Training and Professional Development Committee

Heather M. Buzick, *Educational Testing Service (Chair)*

The Training and Professional Development Committee is responsible for recruiting presenters and reviewing proposals for training sessions held in conjunction with the NCME annual meeting and putting together the training session program. Training session attendance has been around 400 each year. The committee recruits presenters and chooses training sessions to provide members practical and engaging sessions on measurement, test development, software, and statistics. The committee is also involved in other activities to support the training and professional development of NCME members.

The current members of the committee are Heather Buzick (chair), Leslie Keng (in-coming co-chair), Amy Hendrickson (past chair), and Stacy Sculthorp (graduate student representative). The overlap across incoming chair, current chair, and past chair offers continuity for the committee—an opportunity for the incoming chair to learn about the chair activities and duties and for the past chair to offer insight from previous experience.



In addition to putting together the training session program, over the past few years the committee has worked on several areas to expand opportunities for training and professional development. For the past two years, our student member has organized a training session aimed particularly at graduate students. In addition, the committee has offered live webcasts of several training sessions to international audiences for the past several years and has investigated ways to offer training and professional development outside of the annual meeting (i.e. see *New Training Resources Coming To The NCME Website* in this issue).

If you have questions or are interested in learning more about the committee and its work, please email Heather Buzick (HBuzick@ets.org).

Publications Committee

Krista Breithaupt, Medical Council of Canada (Chair)

This Publications Committee is responsible for maintaining direct contact with all publishers on behalf of NCME. The committee works directly with the publisher(s) and central office to review and report sales volumes, distribution, citations and other metrics relevant to evaluating the success of NCME journals and books to the Board. The committee maintains long-term trend data on these metrics and provides recommendations concerning publication policies, new initiatives or promotions, page limits, format and other related issues. The committee also monitors submissions, the timeliness of the review and publication process, and looks for ways to continuously improve NCME's publications program to respond to member needs and further disseminate scholarly work in educational measurement. Finally, the committee responds to publication issues that may arise; resolves disputes about publications; initiates proposals for new publications; and coordinates the searches for new editors.



The Publications Committee typically consists of six members and one student member. The current committee includes Krista Breithaupt (chair), Rose McCallin, Se-Kang Kim, Jim Carlson, Marianne Perie, Mark Raymond, and Wanchen Chang (student member).

If you have questions or are interested in learning more about the committee and its work, please email Krista Breithaupt (kbreithaupt@mcc.ca).

Award Committees

Deborah J. Harris, ACT (Board Liaison for Award Committees)

The six Award Committees are responsible for recruiting nominations for the respective awards, reviewing nominations with respect to established criteria, and selecting an award winner. The awards have been established to honor NCME's mission and former members, and to recognize exceptional talent.

The [Alicia Cascallar Award for an Outstanding Paper by an Early Career Scholar](#) was established to honor Dr. Cascallar's professional commitment and accomplishments and to continue her practice of mentoring and encouraging promising new scholars in the area of educational measurement. The award is given to an early career scholar for an outstanding paper presented at a recent NCME Annual Meeting.



The focus of the [Annual Award](#) rotates annually among the following three themes: (a) Technical or Scientific Contributions to the Field of Educational Measurement, (b) Outstanding Example of Application of Educational Measurement Technology to a Specific Problem, and (c) Outstanding Dissemination of Educational Measurement Concepts to the Public.

The [Bradley A. Hanson Award for Contributions to Educational Measurement](#) honors Dr. Hanson, who served the educational measurement profession as a scholar, practitioner, mentor, and developer of open source scientific software. The award is presented in support of projects that promise to make a significant contribution to the field of educational measurement, and/or that promise to make a significant contribution to the development of new professionals in the field.

The [Brenda H. Loyd Outstanding Dissertation Award](#) was established to honor Dr. Loyd's work with graduate students in the field of educational measurement. Dissertations are evaluated on their significance of contribution to the field of educational measurement, quality of literature review, technical quality of research, and clarity of writing.

The [Award for Career Contributions to Educational Measurement](#) honors a person whose contributions over a career have had widespread positive impact on the field of educational measurement. These influential contributions might include theoretical or technical developments; ideas or conceptualization of information to the public about educational measurement that has widely influenced public understanding; and applications of theory through procedures, instrument, or program development that have influenced broadly the nature of measurement and practice.

The [Jason Millman Promising Measurement Scholar Award](#) was designed to honor Dr. Millman's work by recognizing a scholar at the early stages of his/her career whose research has the potential to make a major contribution to the applied measurement field.

Lists of previous award winners, as well as additional information on each of the six awards, is available on the NCME website.

If you have questions or are interested in learning more about the committees and their work, please email Deborah Harris (deborah.harris@act.org).

Graduate Student Issues Committee

Chad Gotch, Washington State University (Chair) and Ian Hembry, University of Texas at Austin (Incoming Chair)

The Graduate Student Issues Committee provides opportunities at the NCME annual meeting for graduate students to present, review, and consume research, as well as network with students and professionals in the field. Outside the annual meeting, the committee develops and maintains a suite of informational resources (e.g., web content, annual meeting handouts, internships list) to connect graduate students with professional learning opportunities. Additionally, the committee works alongside professionals on NCME committees that support the needs and interests of graduate students.

The current student members of the committee are Chad Gotch, Ian Hembry, Jeff Patton, Amanda Soto, Chia-Lin Tsai, and Robert Zwisler. Holmes Finch, Don Klinger, and Andre Rupp serve as faculty advisors.



GSIC committee members have worked through the year to organize two events at the annual meeting.

- 1) Graduate Student Poster Session: This session will feature the work of 42 graduate students from across the United States, Canada, South Korea, and China. Presenting authors received high marks from their graduate student peers, who served as proposal reviewers.
- 2) GSIC invited symposium: The 2012 installment of this annual event will feature discussion of issues that are central to the academic development and professional training of graduate students and new professionals. Panelists will discuss major national educational reform efforts (e.g., Common Core State Standards Initiative, PARCC and SMARTER Balanced common assessments, ESEA reauthorization), which have the potential to lead to significant shifts in measurement policy and practice, and what it all means for students who are preparing their programs of study and building skills to become employable. Perspectives from state departments of education, academia, and both large and small testing companies will be provided.

We encourage you to check out these sessions, and contribute to the development of future leaders in the field.

If you have any questions about the work of the GSIC or suggestions for how the committee can serve the community, please email Ian Hembry (ncmegrads@gmail.com).

Standards and Test Use Committee

Cynthia A. Searcy, Association of American Medical Colleges (Outgoing Chair) and Randy Penfield, University of North Carolina at Greensboro (Incoming Chair)

The Standards and Test Use Committee has the responsibility for providing input to the Board concerning revisions to the Standards for Educational and Psychological Testing (the Standards), coordinating the NCME review of the Standards, performing scheduled, recurring reviews of NCME-approved standards and guidelines (e.g., The Code of Fair Testing Practices in Education [2004]), and recommending new standards and guidelines as needed. When the Standards are under revision, the committee works closely with the Joint Committee, who is responsible for the content and standards for each chapter of the Standards. The committee's work is both humbling and inspiring because of the opportunity to work with varied experts who shape the foundation of testing.

The current members of the committee are Cynthia Searcy, Randy Penfield, Lynn Webb, Rosemary Reshetar, Philip Ackerman, Neil Dorans, and Amanda Ferster. Steve Ferrara is the liaison between the STUC committee and the Joint Committee. Collectively, we are researchers, psychometricians, applied testing specialists, academicians, and students who are interested in contributing to the organization.

Our activities fall into the following three main areas.

- 1) Develop annual review schedule: Prepare a plan for the standards to be reviewed, the process for the review, and associated timelines.
- 2) Recruit experts: Recruit experts in the field willing to review and provide detailed feedback on standards and guidelines, or to develop new standards and guidelines as warranted.

3) Provide input to the NCME Board: Make a formal recommendation to the NCME Board of Directors regarding standards and guidelines submitted for Board approval.

We will be posting a description of the review process and schedule on NCME's website in the near future. We also anticipate seeing the next version of the draft Standards this summer or early fall.

If you have questions or are interested in learning more about the committee and its work, please email Randy Penfield (rdpenfie@uncg.edu).

Outreach and Partnership Committee

Ada Woo, NCSBN (Chair) and Jason Nicholas (Past Chair)

The Outreach and Partnership Committee is responsible for developing strategic partnerships with external groups and organizations to advance the science and practice of measurement in education. The committee's mission includes identifying other organizations and groups for potential collaboration with NCME on a short-term and long-term basis and working with these groups to develop and implement plans for collaborative initiatives.

The current members of the committee are Anthony Benners (co-chair), Tzur Karelitz, Minji Lee, Ed Roeber, Tim Victor and Cathy Welch.

Following is a summary of the committee charges:

- 1) Increase NCME's visibility as a leader in the field of assessment and measurement.
- 2) Advance NCME as an organization that develops and promotes best practices for professionals engaged in a wide assortment of assessment and measurement activities.
- 3) Identify relevant organizations for partnerships and relationships that will advance and enhance the mission of NCME, and draft plans for activities with materials/services for the identified organizations, including developing and executing such activities, materials, services, as appropriate.

If you have questions or are interested in learning more about the committee and its work, please email Ada Woo (awoo@ncsbn.org).

Membership Committee

Kelly Godfrey, The College Board (Co-Chair) and Min Li, University of Washington (Co-Chair)

The Membership Committee is charged with the task of supporting NCME's Board of Directors in its efforts to maintain and serve the general membership of the organization. Responsibilities of this committee include: obtaining volunteers to staff the NCME booth in the exhibit hall, where information on the organization and its mission as well as membership benefits is shared with interested professionals; staffing the NCME breakfast every year, which serves as an awards banquet as well as a platform for the annual Presidential address; working alongside AERA's Division D representatives for the AERA/NCME joint reception during the annual meeting; and supporting other committees, such as the Website and Recruitment Committees, and the Board of Directors as needed. The Membership Committee is comprised of nine current NCME members who each serve a three year term, and one revolving graduate student member who serves one year.



The current committee members are Min Li, Kelly Godfrey, Paul Nichols, Carolyn Wood, Michael Beck, Jerry Gorham, Frank Rijmen, Diane Signatur, Howard Mzumara, and Raman Grover (student member). Min, Carolyn, and Paul are rotating off the committee at the Annual Meeting, and will be replaced by Sharyn Rosenberg (in-coming co-chair), Michael Bunch, and Erika Hall.

If you have any questions about the Membership Committee, please contact Kelly Godfrey (kgodfrey@collegeboard.org).

2012 NCME ANNUAL MEETING AND TRAINING SESSIONS

PRE-CONFERENCE TRAINING SESSIONS, APRIL 12-13

IN-CONFERENCE TRAINING SESSIONS, APRIL 16

APRIL 12-16, VANCOUVER, BC, CANADA

Our program co-chairs, Joanna S. Gorin and André A. Rupp, are excited to present you with an expanded range of session types and topics during the 2012 Annual Meeting! We received a total of 539 submissions across the Methodology, Practice, and Policy orientations, of which 252 proposals were accepted. The accepted papers and sessions were used to create a total of 22 paper sessions and 29 coordinated sessions. In addition, we have a variety of sponsored, co-sponsored and invited sessions. We invite you to visit the NCME website for a full list of the sessions and presentations. However, allow us to highlight some of the exciting additions to this year's program:



- An inaugural Opening Plenary Session with Dr. John Q. Easton, the Director of the Institute of Education Sciences, on 'How the Testing Community Can Help Advance Education Policy and Practice'
- A '75th Anniversary Kickoff Session' that serves as the official launch of activities leading toward the 2013 meeting in San Francisco
- Two co-sponsored sessions with the National Association of Test Directors and the Council of Chief State School Officers
- An invited multimedia session on 'Testing Around the World' hosted by Terry Ackerman, which includes video participation from speakers from China, Honduras, Guatemala, and South Africa
- A series of three structured demonstration sessions, which feature seven computer stations that participants can explore during the session; topics include 'Assessment of Students with Severe Cognitive Disabilities', 'Reading for Understanding', and 'Embedded Assessments in Digital Learning Environments'
- Two innovative format sessions on 'The Qualities of Quality in Classroom Assessment' and 'The Recruitment and Training of Measurement Professionals';
- Two training sessions during the conference on 'IRT-based Test Linking in R' and 'A Generalized Linear Mixed Model Approach to IRT Measurement Issues'
- Six committee-sponsored sessions, three additional invited sessions, and the graduate student poster session; and, finally,
- The NCME Breakfast and Presidential Address, the NCME fitness run/walk, and, of course, the 51 paper and coordinated sessions mentioned earlier!



The NCME Training and Professional Development Committee, led by chair Heather Buzick, will be offering three days of training sessions for researchers and practitioners. The program includes 15 sessions on a variety of topics, including student growth percentiles, item response theory (IRT) software, and cognitive diagnosis modeling. Each session will offer some hands-on or engaging activities. This year, we are continuing or expanding on the following recent additions to the program:



- We will offer a 'day of training' for graduate students, a program that was successfully implemented last year. The two four-hour back-to-back sessions, offered at a discounted price, will provide information to help students improve their presentation and publication skills and prepare them for entry into the job market.
- Based on positive feedback from the past two years, we will be webcasting four training sessions live to over 80 international sites. You can learn more about the webcast training sessions and other ways that NCME is expanding its training session offerings in this issue of the NCME Newsletter.
- Based on feedback from the recent NCME membership survey and the 2011 training session evaluations, this year we are expanding our offering of training sessions during the conference to two half-day sessions (offered on Monday, April 16th). Our intent is to make training sessions more accessible to members, particularly those who cannot make it to a pre-conference session.

The 15 training sessions included in this year's program were chosen by the committee from 20 proposed and invited sessions. Successful proposals were ones on which the committee judged that the topic is important to measurement theory or practice in educational settings, that the presenters were highly qualified for the session, that had high enrollments and positive reviews

when previously offered by NCME, that the topic was desired by past sessions' attendees, and that the presenters planned on including hands-on or engaging activities during the training session.

Below you can find more details on these highlights of this conference including a complete list of training sessions. You can also find the full details for all sessions and activities at this conference in the official conference program, which is posted online at <http://ncme.org/annual-meeting/next-meeting/>

Please note that this year the NCME Board has decided not to mail the conference program in advance. Rather, the printed program brochure will be available in hardcopy upon your arrival at the conference.

The entire NCME Board, along with Joanna, André, and Heather, are looking forward to seeing you all soon in Vancouver, BC, Canada!

Annual Meeting Program Highlights

Inaugural Opening Plenary

Topic: How can the testing community help advance education policy and practice?

Time: Saturday, 10:15-12:05, Regency Ballroom A, Session B1

Moderator: Gregory J. Cizek

Presenter: John Q. Easton, Director of the Institute of Education Sciences

Invited Multimedia Session

Topic: Testing around the world

Time: Sunday, 2:15-3:45, Georgia Room B, Session I5

Moderator: Terry Ackerman

Presenters: Fang Chen, Jeff Lansdale, Fernando Rubio, and Anil Kanjee

Discussants: Michael Rodriguez and Luz Bay

Structured Demonstration Sessions

Structured Demonstration Session I: Assessment of students with significant cognitive disabilities: Dynamic Learning Maps (DLM) & National Center and State Collaborative (NCSC)

Time: Sunday, 12:25-1:55, Regency EF, Session H8

Moderator: Martha Thurlow and Alan Sheinker

Presenters: Jacqui Kearns, Claudia Flowers, Marianne Perie, Ellen Forte, Kellie Thomas, Neil Kingston, and Tom Walsh

Discussants: Neil Kingston and Rachel Quenemoen

Structured Demonstration Session II: Embedded assessment in innovative digital learning environments

Time: Sunday, 2:15-3:45, Regency EF, Session I8

Moderators: André A. Rupp and Valerie Shute

Presenters: Yoon Jeon Kim, Deirdre Kerr, Kristen DiCerbo, Cynthia D'Angelo, Edys Quellmalz, Dixie Ching, and Douglas Clark

Discussants: Valerie Shute and Matthew Ventura

Structured Demonstration Session III: Reading for understanding: Assessment and core teams

Time: Sunday, 4:05-6:05, Regency EF, Session J8

Moderator: Joanna S. Gorin

Opening Remarks: John Easton

Presenters: John Sabatini, Tenaha O'Reilly, Yaacov Petscher, James Pellegrino, Carolyn Denton, Ann A. O'Connell, and M. Adelaida Restrepo

Innovative Format Sessions

Innovative Format Session I: The qualities of quality in classroom assessment

Time: Monday, 10:35-12:05, Georgia Room A, Session L3

Organizer: Sarah Bonner

Moderator: Jay Parkes

Presenters: Sarah Bonner, Jay Parkes, Robin Tierney, and Bruce Randel

Discussants: Susan Brookhart and Michael Kane

Innovative Format Session II: The recruitment and training of measurement professionals

Time: Saturday, 2:15-3:45, Georgia Room B, Session D5

Organizer: Deborah Bandalos

Moderator: Carol Barry

Presenters: Sara Finney and Deborah Bandalos

Discussant: Barbara Plake

75th Anniversary Kick-off Session

Topic: Educational measurement and NCME: Past, present, and future

Time: Saturday, 4:05-6:05, Georgia Room B, Session E5

Moderator: Wayne Camara

Presenters: Ronald Hambleton, Suzanne Lane, and Mark Reckase

Discussant: Barbara Plake

In-Conference Training Sessions

In-conference Training Session I: IRT-based test linking in R

Time: Monday, 8-12, Plaza Ballroom C, Session OO, Webcast

Presenters: Jonathan Weeks and Benjamin Domingue

Webcast Moderator: Benjamin Domingue

In-conference Training Session II: A generalized linear mixed model approach to IRT measurement issues

Time: Monday, 1-5, Plaza Ballroom C, Session QQ, Webcast

Presenters: Paul De Boeck and Sun-Joo Cho

Webcast Moderator: Robert Zwitser

Co-Sponsored Sessions

Co-sponsored Session I: National Association of Test Directors & NCME

Topic: Data use in a world of common standards and assessments: How can aligned, timed, and comparative student assessment data impact teacher practice and support student success?

Time: Sunday, 4:05-6:05, Georgia Room B, Session J5

Moderator: Trevor Mahlum

Presenters: Enis Dogan, Kim Schildkamp, Arie van der Ploeg, and Jeff Wayman

Co-sponsored Session II: Council of Chief State School Officers & NCME

Topic: Linking scores from different assessments: Evaluating approaches for comparisons of different groups across different tests

Time: Monday, 8:15-10:15, Georgia Room B, Session K4

Moderator: Anne Howard

Presenters: Wayne Camara, Laress Wise, Joseph Martineau, and Kristen Huff

Discussant: Hillary Michaels

Committee-Sponsored Sessions

Awards Committee

Topic: Award-winning research from the 2011 NCME award recipients

Time: Saturday, 12:25-1:55, Plaza Ballroom C, Session C3

Moderator: Deborah Harris

Presenters: Brian Lukoff, Lydia Liu, Werner Wothke, and Sun-Joo Cho

Awards Committee

Topic: Career award address

Time: Sunday, 12:25-1:55, Georgia Room B, Session H5

Moderator: Mark Wilson

Presenter: Edward Haertel

Discussant: Daniel Koretz

Diversity Issues and Testing Committee

Topic: Equitable assessment of special populations

Time: Sunday, 10:35-12:05, Georgia Room B, Session G5

Moderator: Edynn Sato

Presenters: Jamal Abedi, Stephanie Cawthon, Karin Hess, and Michael Kolen

Discussant: James Pellegrino

Publications Committee

Topic: Thematic orientations and successful publication strategies for selected measurement journals

Time: Sunday, 10:35-12:05, Oxford, Session G7

Moderator: Joanna S. Gorin

Panelists: Jacqueline Leighton, Brian Clauser, and George Marcoulides

Assessment Policy and Practice Committee

Topic: The use of test scores to evaluate educators

Time: Sunday, 12:25-1:55, Georgia Room B, Session C5

Organizers: Kristen Huff and Scott Marion

Moderator: Judith Koenig

Presenters: Henry Braun, Drew Gitomer, and Laurie Shepard

Discussants: Derek Briggs and Doug Harris

Graduate Student Issues Committee

Topic: Emerging issues in graduate student preparation and the work of new professionals

Time: Monday, 10:35-12:05, Georgia Room B, Session L4

Moderator: Chad Gotch

Panelists: Phoebe Winter, Brian Gong, Derek Briggs, and Dianne Henderson-Monterro

Invited Symposia

Invited Symposium I: Advances in psychometrics

Time: Monday, 8:15-10:15, Plaza Ballroom B, Session K2

Moderator: André A. Rupp

Presenters: Jonathan Templin, Jean-Paul Fox, Wim van der Linden, Li Cai, and Frank Rijmen

Discussant: Anton Béguin

Invited Symposium II: Assessment of linguistic minorities: An international perspective

Time: Sunday, 2:15-3:45, Balmoral, Session I6

Moderator: Eva Baker

Presenters: Stephen May, Jürgen Baumert, Guillermo Solano-Flores, and Kadriye Ercikan

Discussants: Guadalupe Valdes and Ronald Hambleton

Invited Symposium III: Test and assessment in China: Reform on score reporting, interpretation, and utilization

Time: Saturday, 2:15-3:45, Georgia Room A, Session D4

Moderator: Mary Pitoniak

Presenters: Guangming Li, Ning Han, Lei Wang, Tao Xin, and Qungsi Liu

Discussant: Fanmin Guo

Graduate Student Poster Session

Time: Sunday, 4:05-6:05, Regency D, Session J9

Organizers: Chad Gotch, Ian Hembry, Jeffrey Patton, Amanda Soto, Chia-Lin Tsai, and Robert Zwitter

Fitness Run / Walk

Time: Monday, 5:40 a.m. – 7:30 a.m.

Organizers: Brian French and Jill van den Heuvel

Breakfast & Business Meeting

Time: Sunday, 8-9:30, Regency Ballroom A

Presidential Address

Time: Sunday, 9:30-10:15, Regency Ballroom A

Speaker: Linda Cook

Annual Meeting Training Sessions

The sessions designated with an asterisk (*) are those that will be webcast live to over 80 international sites.

Thursday, April 12, 2012

Assessing 21st Century Skills

Patrick C. Kyllonen, Richard D. Roberts, and Jonas P. Bertling, Educational Testing Service
Fee: \$110
Time: 8:00 a.m.-5:00 p.m.

Cognitive Diagnosis Modeling: A General Framework Approach

Jimmy De La Torre, Chia-Yi Chiu, and Jinsong Chen, Rutgers, the State University of New Jersey
Fee: \$105
Time: 8:00 a.m.-5:00 p.m.

Diagnostic Measurement: Theory, Methods, and Applications

Laine Bradshaw, James Madison University; Jonathan Templin, University of Georgia
Fee: \$55
Time: 8:00 a.m.-5:00 p.m.

Bayesian Networks in Educational Assessment

Russell G. Almond, Florida State University; Robert J. Mislevy, David M. Williamson, and Duanli Yan, Educational Testing Service
Fee: \$55
Time: 8:00 a.m.-5:00 p.m.

Multidimensional Item Response Theory: Theory and Applications and BMIRT, LinkMIRT, and SimuMIRT Software

Lihua Yao, Defense Manpower Data Center; Mark Reckase, Michigan State University; Yuan Hong, American Institutes for Research; Ying Cheng, University of Notre Dame
Fee: \$55
Time: 8:00 a.m.-5:00 p.m.

Friday, April 13, 2012

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 Graduate School of Education; Nathan L. Wall, eMetric, LLC
Fee: \$30
Time: 8:00 a.m.-12:00 p.m.

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

Steve Wise, Northwest Evaluation Association; Brian French, Washington State University; André Rupp, University of Maryland; Susan Brookhart, Brookhart Enterprises LLC
Fee: \$30
Time: 1:00 p.m.-5:00 p.m.

An Introduction to Student Growth Percentiles: Concepts, Calculation, Visualization and Use

Damian W. Betebenner, National Center for the Improvement of Educational Assessment; Adam Van Iwaarden, University of Colorado, Boulder
Fee: \$110
Time: 8:00 a.m.-5:00 p.m.

Test Equating Methods and Practices

Michael J. Kolen, and Robert L. Brennan, University of Iowa
Fee: \$90
Time: 8:00 a.m.-5:00 p.m.

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

Kristen Huff, Regents Research Fund; Maureen Ewing, Amy Hendrickson, and Pamela Kaliski, College Board; Sheryl Packman, Consultant
Fee: \$55
Time: 8:00 a.m.-5:00 p.m.

Language in Assessment—Approaches for Distinguishing and Addressing Construct-Irrelevant and Construct-Relevant Language: Research-Based Applications of Linguistic Modification and Academic English Language

Edynn Sato, Rachel Lagunoff, and Pamela Yeagley, WestEd
Fee: \$105
Time: 8:00 a.m.-5:00 p.m.

Standard Setting in the Real World*

Michael Bunch, Measurement Incorporated
Fee: \$55
Time: 8:00 a.m.-12:00 p.m.

Issues and Advances in Constructed- Response*

James Carlson and Derrick C. Higgins, Educational Testing Service; Catherine McClellan, Clowder Consulting; Jean C. Williams and Richard D. Schwarz, Educational Testing Service
Fee: \$105
Time: 1:00 p.m.-5:00 p.m.

Monday, April 16, 2012

A Generalized Linear Mixed Model Approach to IRT Measurement Issues*

Paul De Boeck, University of Amsterdam; Sun-Joo Cho, Peabody College of Vanderbilt University
Fee: \$55
Time: 1:00 p.m.-5:00 p.m.

IRT-Based Test Linking in R*

Jonathan Weeks, Educational Testing Service; Benjamin Domingue, University of Colorado at Boulder
Fee: \$55
Time: 8:00 a.m.-12:00 p.m.

VANCOUVER ATTRACTIONS

There are lots of things to see and do in Vancouver! As the third largest city in Canada, there are numerous options for dining, shopping, and entertainment. Check out these websites for ideas and suggestions!

- <http://www.tourismvancouver.com/>
- <http://www.vancouverattractions.com/home>
- <http://vancouver.ca/visitors.htm>
- <http://www.hellobc.com/vancouver.aspx>
- <http://www.vancouvertourist.com/>

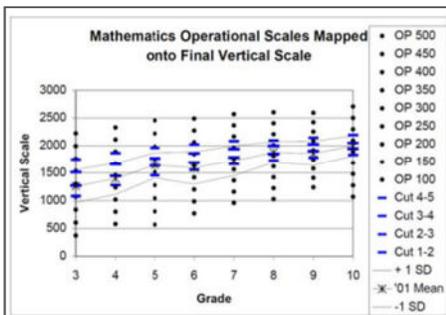
ANNOUNCEMENTS: NCME

NEW TRAINING RESOURCES COMING TO THE NCME WEBSITE

NCME is creating an exciting opportunity that follows its mission to advance the science and practice of measurement in education and its goal to disseminate knowledge about educational measurement. Beginning in April, NCME will be offering several training workshops on demand via the NCME website. These webinars have been created from recordings of 4-hour workshops that were presented at past NCME meetings. These webinars have been pared down into one-hour segments, so that viewers can more easily access and move through the webinars. NCME will be offering these webinars **FREE** during a three month pilot. NCME encourages all educational measurement practitioners and researchers to take advantage of this offer. The webinars will also provide an excellent chance for graduate students and university instructors to supplement their coursework with seminal information provided by top experts in the educational measurement field. During this trial period we will be offering the following two workshop webinar series:

Vertical Scaling Methodologies, Applications, and Research

Presented by Michael J. Kolen, University of Iowa and Ye Tong, Pearson



The potential need for constructing a vertical scale arises whenever a testing program has multiple grade levels and wishes to have a common scale to compare test scores across these grade levels. The focus of this session is on developing a conceptual understanding of vertical scaling through numerical examples and discussion of practical issues. There are five sections in the session, including: (1) introduction and scaling perspectives; (2) structure of tests and data collection designs; (3) vertical scaling methods; (4) vertical scaling example and vertical scales in state assessments; and (5) limitations, practical considerations, and research in vertical scaling.

Impacting Learning through the use of Formative Assessment

Presented by Julia Payne-Lewis and Stuart R. Kahl, Measured Progress

Formative assessment is effective within the larger framework of a comprehensive assessment system. In this session, the presenters take a look at the research about formative uses of assessment results from a practical vantage point and provide ways to transform theory into real-world practice. The focus of this session is to prepare educators to take these skills and ideas back to their classrooms, schools, and districts, and to support discussions about how to engage in formative uses of assessments with colleagues. There are three sections in this session, including: (1) introduction to formative assessment and strategies; (2) examples of learning targets and formative assessment strategies; and (3) formative assessment strategies.

	Formative		Summative	
Type	Classroom Formative	Classroom Summative	District/Local Summative	State/National Summative
When	Daily	Unit/Weekly/End-of-Unit	Monthly/Quarterly/End-of-Year	Annually
Purpose	Monitor and track students' learning progress	Communicate quality information about students' progress	Identify groups of students needing additional support	Accountability, rank, and school improvement goals
What	Worksheets, quizzes, and exit tickets	Teacher-developed and/or standardized end-of-unit, end-of-course, or end-of-year tests	Common, statewide, or district-wide tests	Examples: CLEP, ACT, SAT, NAEP, TIMSS

Keep an eye out on the NCME website for further information and the launch of the webinars at www.ncme.org. After you view the sessions, please complete the evaluation about your experience as this information will help us to continue and expand on the NCME web-based training session offerings.

TEST INTEGRITY: NCME LEADS THE WAY...WITH YOUR HELP

Sherry Rose-Bond, Columbus (OH) City Schools

In late fall of 2011, Greg Cizek, President Elect of NCME, received a request from the United States Department of Education to create a Test Integrity policy that encompasses the collective viewpoint of NCME's educational assessment experts. A working committee was selected to work with members of NCME's Standards and Test Use Committee. The members of this working committee include Scott Bishop, Kristen Huff, Karen Mitchell, Sherry Rose-Bond, Paul Stemmer, Roger Trent, and James Wollack.

The charge given to the committee by Dr. Cizek was to create a brief policy statement that outlines the most critical elements required to ensure the integrity of any assessment process, but particularly of high-stakes state assessments associated with NCLB, RttT, and the like. The policy should reflect a consensus of both the committee's and NCME's view of the best and most appropriate standards for test integrity and professional conduct available today.



The committee concluded that the primary audience for the policy statement would be the Chief State School Officers and State Test Directors. The committee decided the statement should be concise and as much as possible avoid technical language. Additionally, it should be informative, unambiguous, and understandable to all stakeholders. The assumption was made that the statement would be shared with appropriate state staff, policy makers and local educators. Groups directly affected by this policy would require more sophisticated and detailed clarification and guidance, and would need to provide a local context for these general policies. To this end, the draft contains side notes, references, and appendices to provide more clarity of the statements for practitioners and stakeholders.

The document underwent extensive review and rewriting by the members of the Committee. The NCME Executive Committee reviewed the draft and improved the language. The final step of this short timeline is to request feedback from the NCME members.

The final policy statement will be of great benefit to all stakeholders, and it is important that it reflect the views of our membership. Your input is of great importance to the Committee. The timeline is very short but we are determined to make the best possible policy statement that reflects the most ethical and professional conduct required to ensure assessment integrity.

Given the parameters and goals of this policy statement stated above, we are asking each of you to review the draft document (click the link below) and send your comments, recommendations, feedback to NCME.Test.Integrity@gmail.com by April 13, 2012. We sincerely thank you in advance for your cooperation.

The draft Test Integrity Document can be accessed by clicking [HERE](#)

WHAT'S NEW?

Members on the Move

Joanna Gorin → Research Director, Cognitive and Learning Sciences Group, Educational Testing Service

New Software

Damon - new open-source software package developed by Mark Moulton, Pythias Consulting, to implement multidimensional Rasch. It was designed to specifically apply Rasch's objectivity criterion to highly multidimensional datasets. It is documented and available for download through www.pythiasconsulting.com.

OTHER CONFERENCES OF INTEREST

Teach Your Children Well: A Conference to Honor Ronald K. Hambleton

The Center for Educational Assessment at the University of Massachusetts Amherst will host a conference honoring Professor Ronald K. Hambleton, November 9-10, 2012. For more information about the conference and the forthcoming call for poster presentations, please visit the conference web site: www.umass.edu/ronference.

The following regional educational research associations have open calls for proposals.

Mid-Western Educational Research Association

Annual Conference: November 7-10, 2012
Location: Hilton Orrington Hotel, Evanston, Illinois
Call for Proposals: Open until May 1, 2012
Web page: www.mwera.org

Mid-South Educational Research Association

Annual Conference: November 7-9, 2012
Location: Griffin Gate Marriott Resort & Spa, Lexington, Kentucky
Call for Proposals: Open until July 15, 2012
Web page: www.msra.org

Northern Rocky Mountain Educational Research Association

Annual Conference: October 4-5, 2012
Location: The Canyons Resort, Park City, Utah
Call for Proposals: Open until May 15, 2012
Web page: www.nrmera.org

IN MEMORY OF ROBERT GLASER (1921-2012)

The following was prepared by Robert Linn and originally published on the NCME website.

Robert Glaser was internationally recognized for his distinguished contributions to so many areas of psychology, cognitive psychology, learning and instruction, and educational measurement. His contributions to educational measurement reflected his deep interest in learning. He introduced the idea of criterion-referenced measurement in the 1960's because he wanted measurement to focus on learning and compare a student's achievement to a performance criterion rather than to other students. His notion of criterion-referenced measurement fundamentally changed the way people develop and think about educational measurement as a tool to enhance learning and instruction. He was a wonderful mentor, who was always interested in what students and colleagues were doing. He encouraged them to do their best by asking questions such as "what did you discover today?" He was a founding director of the Learning Research and Development Center (LRDC) and University Professor Emeritus at the University of Pittsburgh. Robert Glaser died on February 4, 2012 at the age of 91. He will be sorely missed.

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<http://ncme.org/publications/newsletter/>

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