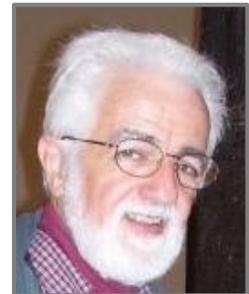


FROM THE PRESIDENT

Laurie Wise, HumRRO

An exciting year for educational measurement has begun with the launch of the two large consortia assessments, Smarter Balanced and PARCC, and with most or all states introducing new summative student assessments as they scramble to monitor the transition of their curriculum to new content standards. Needs for and availability of more formative classroom assessments to assist in the transition to new standards are greater than ever. I'm looking forward to a very exciting annual meeting in Chicago this April. I hope you are all able to attend.



The NCME Board had a productive meeting in January. Among myriad other topics, we spent some time reviewing how our various committees are designed to contribute to NCME's overall mission. Some committees (e.g., Membership, Graduate Student Issues, Awards) target support for the development of measurement professionals. Other committees (e.g., Publication, Website, and Annual Meeting) work to add to technical literature and disseminate research about educational measurement to NCME members. A third set of committees, (e.g., the Standards and Test Use, Outreach and Partnership, and Diversity and Testing Issues) supports valid and effective use of educational measurement by policy makers and the public.

Together, these committees support three general strategies: (a) develop and support measurement professionals, (b) contribute to measurement science, and (c) contribute to sound measurement practice. These three strategies constitute the plan for achieving NCME's overall mission: *To advance the science and practice of measurement in education*. You, too, can help support our mission by getting involved in committee work, contributing to the annual meeting, and continuing an active membership in NCME.

While NCME is making progress on all three strategies, the Board hopes to increase NCME's contribution to measurement practice by promoting assessment literacy, particularly for state assessment leaders and policy makers. To that end, the Board will be using contributions to the Mission Fund to support a workshop on the *Standards for Educational and Psychological Testing* for assessment directors and is planning to update a video on the ABC's of testing for dissemination through the NCME website.

The Board has also been dealing with a number of technical and management issues. A major change is that we have negotiated a contract with a new management company, Fernley and Fernley in Philadelphia, which will take over support for NCME beginning in July and is currently engaged in transition activities to be prepared fully when the transition occurs. This change does not reflect any dissatisfaction or issues with our current management support company, The Rees Group (TRG). Our contract with them was scheduled to end in June and the Board decided it would be best to request proposals from a number of firms. After reviewing these proposals, the Board selected the Fernley and Fernley plan as offering the best potential value for NCME. You will hear more about this transition at our Breakfast Business Meeting in Chicago. Did I mention that we have our annual meeting coming up this April in Chicago? I hope to see you all there.

FROM THE EDITOR

Heather Buzick, Educational Testing Service



In this issue, Laurie Wise has contributed his last article as president of NCME and Jonathan Rollins has written his first article as this year’s graduate student columnist. The Spotlight column introduces NCME Vice President and President-elect Richard Patz, who will begin his term after the annual meeting in April. Following a recommendation from Laurie Wise that NCME members might be interested in hearing directly from the K-12 state comprehensive assessment consortia about how the rollout of the new assessments of the Common Core State Standards (CCSS) is going, I invited directors of PARCC and Smarter Balanced to provide updates. I expect that the following issue will have an article or two on defining and evaluating assessment quality across a range of efforts to assess the CCSS skills.

In the Legal Corner column for this issue, S.E. Phillips discusses the assessment of civics. Committee updates include award and election winners: David Thissen has been awarded the 2015 NCME Award for Career Contributions, Mark Wilson has been elected as vice president and president-elect of NCME, and both Luz Bay and Dale Whittington have been elected to the Board. The Fund Development Committee has provided a list of FAQs for the NCME Mission Fund, and updates are included from three committees: Graduate Student Issues, Membership, and Diversity and Testing. Toward the end of the issue, you will find information on the upcoming annual meeting, held in Chicago on April 15–19. Ye Tong and Jennifer Randall, program chairs, have provided some program highlights, Brian French and Jill van Den Heuvel have given details on the fitness run/walk, and Bill Adams and Ken Fujimoto, a graduate student and an assistant professor, respectively, at Loyola University, Chicago, have offered suggestions for entertainment in Chicago.

I am excited to have started my 3-year term as *Newsletter* editor and am grateful to the Publications Committee and the Board for the invitation to serve. I would like to thank the members of the *Newsletter* Advisory Board, both new and continuing, and in particular, Susan Davis-Becker, past editor, who has been a great help in the transition. I am thankful that Kim Fryer has agreed to help me finalize each issue by taking the lead on proofreading and formatting.

I welcome articles, suggestions for content, and feedback on previous issues. See you in Chicago!

From the President	1
From the Editor.....	2
Graduate Student Corner	3
Conferring About the NCME Conference	3
Spotlight on the People Who Make Our Organization Great.....	5
Updates From the Two K-12 State Comprehensive Assessment Consortia: PARCC and Smarter Balanced	5
Legal Corner: Civics Testing for High School Graduation.....	8
Professor David Thissen: Recipient of the 2015 NCME Award for Career Contributions to Educational Measurement	12
Election Results	13
Graduate Student Issues Committee Update.....	13
NCME Membership Committee Update.....	14
Diversity and Testing Committee Update.....	14
NCME Mission Fund.....	15
2015 Annual Meeting Update	17
NCME Fitness Run/Walk Corner	18
Information About Chicago	18

GRADUATE STUDENT CORNER

CONFERRING ABOUT THE NCME CONFERENCE

Jonathan D. Rollins III, the University of North Carolina at Greensboro



When thinking of the best way to give advice about preparing for the upcoming NCME annual meeting in Chicago, I realized a wealth of information exists in previous newsletters written by graduate student columnists on which I could elaborate. Thus, the first portion of this column includes my summaries and interpretations of important points made by previous columnists. In the second portion, I reflect on the alignment between expectations and experience in relation to attending the NCME annual meeting.

Annual Conference Planning Preparation

2011

Chris Orem, who attended James Madison University, summarized conferences in addition to NCME. In doing so, he provided supplemental conference experiences that support measurement-related topics, but may not be strictly psychometric in nature. Some of the related conferences concern psychology, higher education, and K-12 topics, to name a few. Exploring these conferences is potentially helpful for those interested in psychometric research in specific applied settings.

Exploring local and regional conferences, as Chris suggested, is relevant to preparing for NCME because the experiences are scalable and practical for learning about the inner workings of academic conferences. Furthermore, he provided links to websites where conference lists and resources exist. I'm personally a fan of this avenue, as it provides supplemental opportunities to receive feedback on one's research topics as they develop and deepen, and it offers occasions to rehearse explaining technical topics to a wider range of audiences.

2012

Jerome Clauser, once a student at the University of Massachusetts-Amherst, described how to give an effective conference presentation, beginning with the planning stages. First, he suggested planning the structure of the presentation based on how it relates to the scope of the full research study that was conducted. Next, he imparted some practical guidelines for how presentation slides can neatly and concisely display information. Finally, he gave strategies for both verbal and nonverbal communication in presenting one's research.

Jerome's column on the NCME annual meeting is a useful resource, not only for advice on planning one's presentation, but also for the exemplary graphics related to constructing presentation slides. Given that the pace of presentations is usually required to be quick, focusing on readability and clarity of ideas is crucial. Additionally, Jerome's advice is applicable to a wide range of presentations, even those given as part of coursework.

2013

Melinda Montgomery, a student at the University of Kansas at the time, provided a summary of strategies for managing potential complications that may arise through both poster presentations and paper presentations. In short, she described challenges in delivering a poster presentation, which include printing the poster, transporting the poster to the conference, and presenting with the poster. For paper presentations, Melinda discussed hurdles related to how the presentation is given and the content of the presentation.

In particular, Melinda's emphasis on the learning process underscores the benefits of attending the NCME annual meeting. As nascent measurement professionals, we graduate students can collect feedback and alternative ideas from those who listen to our presentations. Presenting our research at the conference allows us to hear ideas that are outside of our typical sphere of influence. Along the same lines, attending presentations outside of our comfort zone will only contribute to our progress.

2014

Diane Talley, who is working on her dissertation at the University of North Carolina at Chapel Hill, wrote a piece last year on considerations for preparing a proposal to submit to the annual conference. First, the feasibility of attending the conference and completing a high-quality research study should be considered. Following this, one should give careful attention to selecting a research topic, the presentation format, and the quality of the research proposal being submitted for review.

Her column is particularly valuable for graduate students who are considering submitting a proposal for the 2016 NCME annual meeting. Given that the call for proposals will come out this summer, start planning soon. Especially with the advent of the electronic board presentations at last year's annual meeting, think through fully the best presentation modality in advance.

Expectation and Experience

Experience and learning are complementary. As it relates to our professional learning and development as graduate students, I have found participating in the NCME annual meeting to be a great experience. However, consideration should be given so that our expectations of the conference realistically align with the experiences we will gain while attending the NCME annual meeting. I wish to share a quote from John Dewey, a progressivist philosopher who spent much of his career writing about education.

“We do not learn from experience... we learn from reflecting on experience.”—John Dewey

I believe the above quote captures the essence of preparation for the NCME annual meeting that may not typically be at the forefront of our thinking as graduate students. That is, our expectation of what the conference is like tends to be shaped by what we expect to walk away with once it is over. If you have attended the conference before, the challenge is not being biased by predetermined notions of what your experience was like in the past, as the current year certainly will contain novel experiences. There is merit, though, in reflecting on the lessons learned from previous years. If you have not attended before, the challenge is building expectations of the conference based on what is potentially unknown.

For those who may be attending the conference for the first time, there is merit in having fewer expectations. In essence, I am arguing for the primacy of experience. I believe one should pay attention to experiences, not the expectation of experiences. It is from the expectation of experiences that anxiety can form. In addition, from my own experience with the NCME annual meeting, there is nothing that would warrant being nervous, though I must admit that I was certainly nervous about attending the conference for the first time. It is a wonderful time to network and hear many great ideas, some of which may greatly influence the remainder of your graduate school career and even your eventual practice in measurement. Perhaps if you are having trouble narrowing down or selecting a dissertation topic, this conference may be a way to explore new topics in which you may not have known you had such strong interest, or you may discover that your topic may not sustain such an involved study for a year or more of your life.

For those graduate students who have attended the NCME annual meeting previously, most recently in Philadelphia, you likely came away with both a breadth and depth of new knowledge. This experience was beneficial given that many of us were looking for new ideas for research topics to incorporate in our research agendas. One part of the conference that was particularly beneficial for us was the graduate student poster session. Presenting at this session allowed us to speak with many future colleagues and broadened our horizons into new lines of inquiry. In addition, the conference probably exposed us to new software and applications of psychometric models at the conference in general. If you are like me, you went back to your respective universities/colleges with new ideas to share with your colleagues and use in coursework and through your assistantship.

To reiterate my earlier point, I believe that my experience with NCME was completely separate from my expectations prior to attending the conference. My expectations going into the conference were not good at guiding or predicting the experience I did have, so my advice to other graduate students is to have fewer expectations about what the conference will be like and to spend more of your energy on preparing your presentation as opposed to being nervous about attending the conference. I highly recommend reviewing the previous newsletter columns that were highlighted in the first section in more detail, as they provide very helpful guidelines and suggestions for preparing for NCME.

Author note: Jonathan Rollins is a Ph.D. student in the Department of Educational Research Methodology at the University of North Carolina at Greensboro. Some of his interests include IRT parameter estimation, equating/linking, and dimensionality.

SPOTLIGHT ON THE PEOPLE WHO MAKE OUR ORGANIZATION GREAT

Richard J. Patz, NCME Vice President (and President-elect)

How did you get into the field?

A high school math teacher went to study statistics in graduate school and stumbled across a rich field of study in the intersection of education and statistics.

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

I'm not certain, but I imagine that I would be building things (it's in my nature) in a team environment (which energizes me) with a social purpose (for fulfillment).



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

There are many wonderful career opportunities on both the academic and industry sides of our field. Making an effort to remain professionally active is especially important in the years after graduate school, and NCME is a very supportive and accessible community. Come to the conferences, talk to people from a variety of disciplines and organizations, and study hard!

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

I enjoy being with my family and being outside. We try to ski at least once every winter and spend a week at the beach every summer.

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

On the technical side, computational advances have enabled greater sophistication in psychometric models, and a broadening of the application of models to adjacent, rich areas related to learning. I expect that psychometrics will see more fundamental changes and greater substantive innovation in the next decade or two.

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

This process for me is not very systematic and usually begins with cup of hotel coffee and a printed program.

Who has been a significant influence in your professional life?

Brian Junker was my academic advisor and mentor, Bob Mislevy has been a role model, and Wendy Yen mentored me in matters both technical and corporate, each at important early stages of my career. Over more recent years, the individuals who have had the most influence on my development have been those who have supported me in accomplishing important work in the organizations I have been a part of, and there are too many of these mention by name.

UPDATES FROM THE TWO K-12 STATE COMPREHENSIVE ASSESSMENT CONSORTIA: PARCC AND SMARTER BALANCED

Administration of Operational Assessments Has Begun in PARCC States

David Connerty-Marin and Enis Dogan, Partnership for Assessment of Readiness for College and Careers (PARCC)

Five million students in 11 states and the District of Columbia are expected take the PARCC assessments this year. The assessments are composed of two parts—the performance-based component, administered in early spring, and the end-of-year component, administered near the end of the school year. Students are currently participating in performance-based components in English language arts and mathematics.



Both components of the assessment are essential to getting a complete picture of student achievement. Together, they measure the full range of the learning standards, including knowledge, concepts, and skills.

PARCC testing is in full swing in all participating states: Arkansas, Colorado, the District of Columbia, Illinois, Maryland, Massachusetts, Mississippi, New Jersey, New Mexico, Ohio, and Rhode Island. As of mid-March, more than 3.5 million test sessions have been completed online. An estimated one million more test sessions have been completed on the paper-and-pencil forms.

It is also the first time for large-scale online testing in most of the states. Testing has gone well in most schools. There have been some minor issues, but nothing serious, especially considering this is the first year of a new test and the first time many states are testing online.

The testing platform has performed well, with no significant technology issues and no system-wide outages or failures. Most calls to the testing call center have been for password resets, pop-up and firewall settings, and other basic issues that can be fixed quickly and easily locally.

Teachers, test coordinators, principals, and others involved at the district and school level prepared in recent months for the assessment by testing devices and getting students ready for the new testing experience.

Teachers' natural inclination to support their students, and principals' instinct to support their teachers, has resulted in largely supportive environments for the spring testing—and more than a few fun videos designed to reduce the stress level for students and administrators.

While the testing itself has gone well, there has been a varied degree of vocal opposition in all of the PARCC states, with some parents saying they will refuse to allow their children to participate in the testing. In a few areas, the “opt out” level has been high—a handful of high schools have reported significant percentages of children not taking the test. Anecdotally, however, the states report that the vast majority of students are taking the test.

The PARCC states have worked hard to present a clear message about the value of the Common Core-aligned tests. While assessment and measurement professionals know the importance of comparability, reliability, and validity, for parents and general audiences, more general information conveyed to teachers and parents about where students are in their academic work is important as well.

Parents, businesspeople, teachers, and others are especially open to understanding the importance of assessments in guaranteeing the promise of rigorous standards. High standards and quality assessments go hand-in-hand and both are essential to ensuring that all students, regardless of income or family background, have equal access to a world-class education.

As the first-ever administration of the PARCC assessments has gotten under way, two colleges in Colorado have become “PARCC pioneers,” institutions of higher education that have formally made PARCC assessment scores part of their placement policies. The goal is to offer high school students the choice to use their scores from the final PARCC high school math and English language arts tests to establish their readiness for entry-level, college-credit bearing courses.

Smarter Balanced States Gear Up for Operational Assessments

Tony Alpert, Smarter Balanced Assessment Consortium

This spring, 18 Smarter Balanced governing states and the U.S. Virgin Islands will deliver online tests to more than seven million students across the country. The scale and scope of the assessments make this the largest online assessment in the nation's history, and successful administration of the tests requires continued collaboration with educators and stakeholders. As we prepare for the months ahead, we will continue to build on the foundations of our success: Smarter Balanced is a high-quality assessment system, created by teachers for students, and is state-led.



Aiming to Deliver a High-Quality Assessment System

The goal of Smarter Balanced has been to develop a high-quality assessment aligned to the Common Core State Standards that helps prepare students for the demands of college and careers. Moving beyond traditional bubble tests is not a change that occurs overnight, and Smarter Balanced is working to reframe assessments so they will challenge students to apply their knowledge and skills to respond to complex real-world problems. Educators, higher education representatives, external experts, and even business leaders have collaborated with Smarter Balanced staff to create an assessment system that supports students as they prepare for college and careers. In addition, the Consortium has focused on creating an assessment that is “balanced.” While most of the media coverage is focused on the end of year test, Smarter Balanced includes critical professional development through our digital library and a bank of interim assessments to gauge student progress throughout the years.

The summative assessments will be delivered in three versions: online adaptive, online fixed form, and paper/pencil. Each of the assessment forms will include questions that have been written and reviewed by educators in each of our states and are aligned to the Common Core State Standards. The new assessments have been designed to offer significant improvement over tests of the past, including writing at every grade, innovative question design, and performance tasks that ask students to demonstrate an array of research, writing, and problem-solving skills. The assessments are intended to result in a more accurate understanding of student knowledge than previous tests because students must show and apply what they know, and the option of guessing a, b, c, or d on a multiple-choice test has been eliminated. In addition, the adaptive nature of the test ensures that the test is precise even when measuring the knowledge and skills of students who perform at very high or very low levels. Furthermore, because the adaptive test provides items that are more in-line with a student’s individual proficiency level, it can help with student engagement and motivation.

The Smarter Balanced operational assessment provides a comprehensive suite of tools and accessibility resources including but not limited to support for online refreshable braille, English glossaries, glossaries translated into 10 languages plus several dialects, audio on the translated glossaries supported by over 600,000 audio files, items fully translated into Spanish, videos of human signers for American Sign Language, text to speech, and dynamically available calculators by grade band that ensure that the tools support the validity of inferences from the test results. The Smarter Balanced practice test available on our website has been updated to include these resources, thereby providing students an opportunity to familiarize themselves with the available accessibility resources in advance of the assessment.

Smarter Balanced Was Created by Teachers for Students

Smarter Balanced is a key part of implementing the Common Core State Standards and preparing all students for success in college and careers. The assessments will provide an academic check-up and are designed to give teachers better information to help students succeed. Educators are valued contributors in a student’s academic trajectory and their involvement in the development of the Smarter Balanced assessments was critical to ensuring the assessments accurately measure student learning.

More than 4,700 educators from Smarter Balanced states directly contributed to the development of the Smarter Balanced Assessment System through participation in activities such as item writing and review, achievement level setting, and the development of the digital library. In total, we have engaged more than 8,000 individuals including educators, administrators, policy makers, parents, and community members throughout the development of the assessment system.

Smarter Balanced is State-Led

Smarter Balanced is a state-led consortium with a transparent, consensus-based governance structure. Our members include 18 governing states and the U.S. Virgin Islands. Governing members are fully committed to Smarter Balanced and have a vote in all policy decisions. Each state in Smarter Balanced has appointed a K-12 and higher education lead that serve as the liaison to the consortium. Smarter Balanced works closely and collaboratively with state education chiefs and elected officials to ensure the assessment system meets the needs of member states. By engaging stakeholders across all Smarter Balanced states, the focus on students can remain at the forefront of decision-making.

LEGAL CORNER: CIVICS TESTING FOR HIGH SCHOOL GRADUATION

S.E. Phillips, Assessment Law Consultant

In 2014, all but three states (Arkansas, Montana, and Oregon) required high school graduates to complete a civics course but only nine states (Colorado, Florida, Georgia, Indiana, Maryland, New York, Ohio, Virginia, and West Virginia) had state accountability assessments in civics/American government (Center for Information and Research on Civic Learning and Engagement, 2015). Two states have recently passed graduation testing requirements in civics and a third is considering following suit. In early January, the Arizona legislature enacted a bill requiring high school students in the state to pass a civics test to earn their diplomas (American Civics Act, 2015; Strauss, 2015). The requirement is effective beginning with the 2016–2017 school year. The law requires “a test identical to the civics component of the naturalization test” administered by the U.S. Citizenship and Immigration Services to foreign nationals applying for U.S. citizenship. The legislature has set the passing standard at 60% (60 items correct). Subsequently, Arizona also repealed its reading, writing and mathematics graduation testing requirements.

In February, North Dakota became the second state to pass a graduation testing requirement in civics. The North Dakota requirement is also effective beginning in the 2016–2017 school year and requires the same 100-item U.S. citizenship civics test as Arizona. However, the North Dakota legislature set its passing rate at 60% for the first year and 70% for subsequent years (Schwarz, 2015). Alabama is considering a similar measure effective in the same school year. One of Alabama’s state senators was quoted as saying “I think it is only fair that all students are required to know the same basic information about their country as those who immigrate to the United States” (Bennett, 2015). Other states considering similar measures include Louisiana, Missouri, Oklahoma, and South Dakota (Schwarz, 2015).

U.S. Citizenship Civics Test

The civics test used in the naturalization process consists of 100 short answer questions covering American government, history, and geography. All 100 questions with correct answers have been released and are posted on the government’s website (U.S. Citizenship and Immigration Services, 2011). Applicants for citizenship are encouraged to study the questions and learn the answers. During individual interviews, each applicant is orally administered up to 10 of the 100 items and must answer six items correctly to pass. (Note that applicants 65 or older who have been legal permanent residents of the United States for at least 20 years are responsible only for the 20 questions marked with an asterisk.)

The content of the questions primarily requires memorization of factual information. See if you can answer 60% of the 10 sample test items in Figure 1 correctly. Answers are at the end of the article.

- | |
|---|
| <p>7. How many amendments does the Constitution have?</p> <p>21. The House of Representatives has how many voting members?</p> <p>31. If both the President and the Vice President can no longer serve, who becomes President?</p> <p>40. Who is the Chief Justice of the United States now?</p> <p>47. What is the name of the Speaker of the House of Representatives now?</p> <p>67. The Federalist Papers supported the passage of the U.S. Constitution. Name <u>one</u> of the writers.</p> <p>71. What territory did the United States buy from France in 1803?</p> <p>77. What did Susan B. Anthony do?</p> <p>79. Who was President during World War I?</p> <p>88. Name <u>one</u> of the two longest rivers in the United States.</p> |
|---|

Figure 1. Questions from the U.S. citizenship civics test.

Motivating Data

Those who oppose the use of the citizenship civics test for high school graduation argue that students can pass it by cramming and that it represents superficial knowledge. Many would prefer to enhance civics education to teach greater understanding of key concepts and critical reasoning skills while minimizing the memorization of “random facts” (Levine, 2015). Retired U.S. Supreme Court Justice Sandra Day O’Connor has been a strong supporter of more in depth civic education.

Nonetheless, there are a number of surveys and statistics cited by proponents of graduation testing in civics that appear to demonstrate a lack of basic knowledge of government and history among the American citizenry. For example, according to the Center for the Study of the American Dream, 33% of native-born citizens would fail the citizenship civics test at the 60% standard but in 2010, 97.5% of immigrants passed the test (Center for the Study of the American Dream, 2015). At a passing standard of 70%, the Center reports that 50% of native-born citizens would fail. Most of the incorrect answers given by the adults surveyed involved basic political facts, identification of key political decision-makers, the Constitution, and the structure of American democracy.

In addition, a 2015 poll of millennials 18–24 years old found that 77% were unable to name either of their state’s U.S. senators (LoGiurato, 2015). Proponents of the new civics testing requirements also cite low proficiency rates on the National Assessment of Educational Progress (NAEP) Grade 12 civic assessments as evidence that high school graduates lack essential citizenship knowledge.

NAEP Grade 12 Civics Assessment

NAEP tests a nationally representative sample of 12th grade students on civics every 4 years. The civics assessment measures “essential knowledge and skills of democratic citizenship and government” (National Center for Educational Statistics [NCES], 2010) and is based on a civics framework developed with the input of experts in civic education and measurement. Its three main areas of assessment include civic knowledge, intellectual skills, and civic dispositions. The NAEP Grade 12 civics proficiency standards describe students performing at the proficient achievement level. They should:

- have a good understanding of how constitutions can limit the power of government and support the rule of law
- be able to describe similarities and differences among constitutional systems of government
- be able to explain fundamental American democratic values, their applications, and their contribution to expanding political participation
- understand the structure of American government and be able to evaluate activities of political parties, interest groups, and media in public affairs
- be able to explain the importance of political participation, public service, and political leadership
- be able to describe major elements of American foreign policy and the performance of major international organizations (NCES, 2010)

Try answering the NAEP Grade 12 civics sample items shown in Figure 2. Answers are at the end of the article.

Assessment results for the NAEP Grade 12 civics assessment are shown in Figure 3. The graph on the left in Figure 3 reports the percentage of students by subgroup in the national sample that scored at or above basic; the graph on the right reports the percentage of those students scoring at or above proficient. In both graphs, data are presented for the 1998, 2006, and 2010 civics assessments.

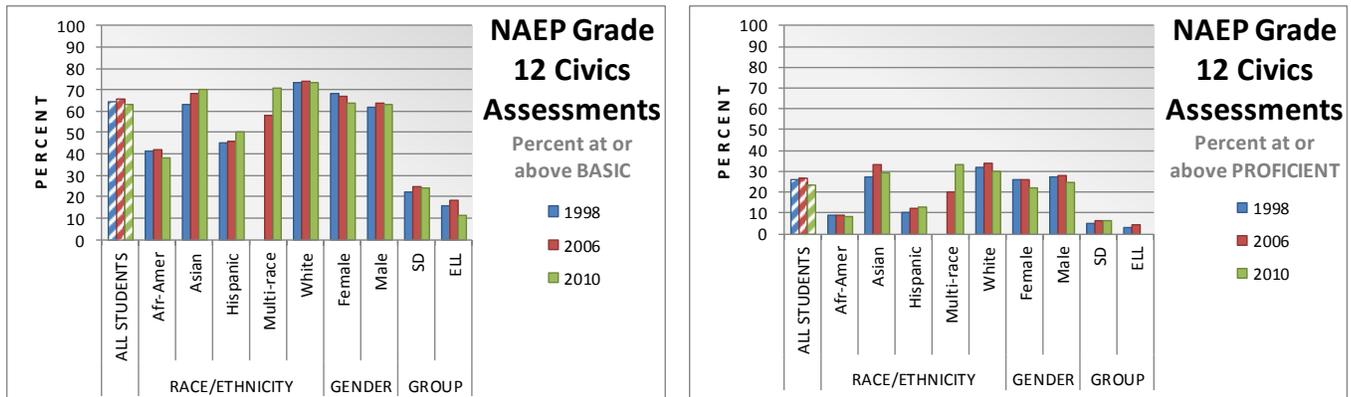


Figure 3. NAEP Grade 12 civics assessment: the percentage of students at or above basic or at or above proficient in 1998, 2006, and 2010. Source: The Nation's Report Card (NCES, 2010).

Overall, NAEP Grade 12 civics proficiency decreased slightly from 1998 to 2010. In 1998, 26% of students scored proficient or above while 24% did so in 2010. Corresponding data for basic and above were 65% and 64%, respectively. Performance differences by race/ethnicity were similar in pattern to the differences seen on many state standardized tests. White and Asian students scored higher than African American and Hispanic students and the percentage of students with disabilities and English language learners scoring proficient or above was extremely low. However, it is important to note that performance for all subgroups of students at the high school level may be depressed due to challenging content administered under unmotivated conditions with no individual student scores reported. Although the data for basic and above are much higher, these results may still be viewed as disappointing given the large number of states that require completion of civics courses for graduation.

Conclusion

Two states have already legislated passage of the U.S. citizenship civics test as a graduation requirement at the same 60% passing standard required of immigrants. Five others may soon follow suit. However, this civics testing requirement differs from the citizenship test and from other graduation tests in significant ways. Immigrants are administered an oral exam of up to 10 items sampled from a pool of 100 while high school students in Arizona and North Dakota will be administered a written test that includes all 100 items in the pool. High school graduation tests are usually developed by the state and aligned to its state standards but in this case the test had already been developed by an outside agency when the states mandated the test. But perhaps most importantly, high school students will have access to all the items and answers for study prior to taking the civics graduation test. In addition, with a relatively low passing standard of 60% and multiple retests, failures should be minimized. Nonetheless, the NAEP Grade 12 civics assessment results suggest that differential performance across subgroups and the provision of appropriate testing adaptations may still be of concern. Unknown at this time is what effect the new civics testing requirement will have on the civics education or political participation of affected graduates.

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ANSWERS TO CITIZENSHIP SAMPLE CIVICS ITEMS: 7. 27 21. 435 31. *Speaker of the House* 40. *John Roberts* 47. *John Boehner* 67. *Madison, Hamilton, Jay, Publius* 71. *Louisiana* 77. *fought for women's civil rights* 79. *Woodrow Wilson* 88. *Missouri, Mississippi*

ANSWERS TO NAEP GRADE 12 SAMPLE CIVICS ITEMS: 1. B 2. C 3. D 4. A 5. D

PROFESSOR DAVID THISSEN: RECIPIENT OF THE 2015 NCME AWARD FOR CAREER CONTRIBUTIONS TO EDUCATIONAL MEASUREMENT

Committee for the NCME Award for Career Contributions to Educational Measurement

Congratulations to Professor David Thissen, who has been awarded the 2015 NCME Award for Career Contributions to Educational Measurement. The award honors outstanding scholars whose publications and professional activities over a career have had a widespread positive impact on the field of educational measurement. In a featured session at the 2015 NCME annual meeting, Professor Thissen will be honored and will deliver a presentation on his research.

Professor Thissen is in the quantitative program in the Department of Psychology at the University of North Carolina at Chapel Hill. His research has been in the areas of item response theory models, models for human growth and development, computer adaptive testing, and graphical displays of data, to name a few. He has published more than 110 articles, 40 chapters, four books, and nine software programs. He was an associate editor for *Psychometrika* (1986–2002), an advisory editor for the *Journal of Educational Measurement* (1989–2005), on the editorial board for *Psychological Methods* (1995), and an editor for the *Journal of Educational and Behavioral Statistics* (2005–2007).



ELECTION RESULTS

Jim Wollack, Election Committee Chair



Last fall, NCME held its annual elections for vice president and Board of Directors.

The Election Committee is pleased to announce that Mark Wilson has been elected to serve as the vice president/president-elect of NCME. Professor Wilson's 3-year term will begin as vice president at the conclusion of the 2015 annual meeting; he will serve as the NCME president following the 2016 annual meeting and will conclude his term as immediate past president the following year. He is a professor of education at the University of California, Berkeley. He has been involved in NCME for more than 25 years and has a wealth of leadership experience in other related organizations, previously serving as president of the Psychometric Society, a member of the National Academy of Education, a fellow of both the American Psychological Association and the American Educational Research Association, and a founding editor of *Measurement: Interdisciplinary Research and Practices*.

In addition, Luz Bay and Dale Whittington have each been elected to serve 3-year terms on the Board of Directors. Their terms will also commence immediately following the 2015 annual meeting. Dr. Bay is a senior psychometrician at the College Board and has been a member of NCME for 20 years. Dr. Whittington is the director of research and accountability at the Shaker Heights City School District and has been an NCME member for 39 years. They both have served the organization and the measurement community in many different capacities over their careers.

The Election Committee would like to also express its gratitude to fellow nominees Cindy Walker, William Skorupski, and Leonard Bianchi for their willingness to run for office and their commitments to serve the NCME and the profession. We are very proud to have such a talented and dedicated membership.



Mark Wilson



Luz Bay



Dale Whittington

GRADUATE STUDENT ISSUES COMMITTEE UPDATE

Lisa Beymer



The Graduate Student Issues Committee (GSIC) is responsible for ensuring that graduate student needs are recognized and met as a part of the GSIC's work within NCME. A primary focus of the GSIC for the upcoming annual meeting was to provide additional access and ease of presentation for this year's Graduate Student Poster Session presenters. With this end in mind, the Committee approached the NCME Board requesting a fully electronic session. The request was met with full funding! This year will mark the first for this type of presentation format, where all graduate students will present electronically instead of through typical poster presentation. "We on the GSIC agreed that this is a positive step forward for our graduate students, as the electronic board presentations provide continuity among presenters, lessen the costs of presentation materials, alleviate travel burden of presentation materials, and create a more up-to-date and appealing presentation format," stated GSIC Chair Lisa Beymer. For information on time and location of the Graduate Student Poster Session, please see the 2015 NCME annual meeting program.

NCME MEMBERSHIP COMMITTEE UPDATE

Matt Gaertner



The NCME Membership Committee had an active and exciting year in 2014, but before we get to that, it may help to remind readers of our committee's role within NCME. We are charged with monitoring NCME membership and developing and supporting initiatives that may attract (a) new members to our organization and (b) talented professionals to the field of educational measurement. It's no small task, and in any given year our role entails some new research and some ongoing organizational support. This was no different in 2014. While we attended to our normal responsibilities throughout the year (e.g., supporting new member sign-ups during the annual meeting), we also embarked on some new initiatives intended to strengthen NCME's membership base and position the organization for continued growth.

The major new initiative in 2014 was a first-of-its-kind survey of lapsed NCME members. We recruited individuals who let their memberships expire at some point in the past 3 years; from them we hoped to learn what leads people to join (and then leave) NCME, what lapsed members' NCME involvement looks like, and what might entice lapsed members to return to our organization. While we admit our results may reflect a hint of nonresponse bias (those whose memberships ended 3 years ago were less likely to respond), the survey did reveal some interesting patterns. One lesson seems clear: A substantial number of people join NCME for a year and then allow their membership to expire. This may be partially addressed by streamlining and simplifying the online renewal and registration process, but just as important, there is much NCME can do to make the first year of membership a more integrative and rewarding experience. By welcoming new members to the organization and designing programs to meet their needs (not just during the annual meeting, but throughout the year as well), NCME can demonstrate the many benefits of membership relative to its modest cost.

In the coming years, we plan to continue our research on the needs and expectations of our members, design new initiatives to enhance the membership experience, and continue our service to the measurement profession. One way we do that is by maintaining a current list of graduate programs offering advanced measurement training in the United States and Canada ([http://ncme.org/default/assets/File/pdf/GradStudents/Measurement_program_descriptions%20\(2014-05-06\).pdf](http://ncme.org/default/assets/File/pdf/GradStudents/Measurement_program_descriptions%20(2014-05-06).pdf)). If you oversee one of these graduate programs, please take some time to check out the guide and contact Matt Gaertner (matthew.gaertner@pearson.com) with any corrections.

The Membership Committee welcomes feedback from colleagues. Please feel free to email current chair Matt Gaertner (matthew.gaertner@person.com) or incoming chair Joni Lakin (jml0035@auburn.edu) with any suggestions. Best wishes for a productive 2015 and we look forward to seeing you in Chicago.

DIVERSITY AND TESTING COMMITTEE UPDATE

Martha Thurlow, University of Minnesota, and Meagan Karvonen, University of Kansas



Diversity is defined by NCME as "...the quality or fact of being diverse or different. This can be along the dimensions of gender, age, ethnicity, race, sexual orientation, socio-economic status, physical abilities, political beliefs, religious beliefs or their ideologies."

The Diversity and Testing Committee examines issues of fairness in testing and test use for diverse populations. The thinking about what fairness means has evolved over the past two decades, with much more consideration given now to what it means in a broader sense and to how fairness in testing can be demonstrated and documented. Fairness is something that must be considered from the very beginning of test conceptualization and throughout the test development and implementation process by analyses and reporting.

The Diversity and Testing Committee identifies issues relevant to diverse members and test takers and organizes a symposium for NCME’s annual meeting. It addresses issues that are relevant and important to diversity in NCME’s internal governance and all activities, doing so in collaboration with other NCME governance groups.

The Diversity and Testing Committee is composed of six members, one of which is a student member. Members serve a 3-year term, with the student member appointed annually based on the recommendation of the area director, Amy Hendrickson. The current members of the committee are Peter Conforti, Claudia Flowers, Dorinda Gallant, Meagen Karvonen, Carsten Wilmes, and Lei Yu. Please consider volunteering to serve on the committee.

The 2015 Diversity and Testing Committee’s Invited Symposium is titled “Exploring the Implications of the ‘Fairness’ Chapter of the 2014 *Standards for Educational and Psychological Testing*.” The symposium will explore the dramatic shift in the *Testing Standards* represented by the addition of the foundational chapter on fairness and the removal of chapters on language diversity and test takers with disabilities. In the symposium, presenters deeply involved in the development of the *Testing Standards*, specifically the chapter on fairness, will share their reflections on the development process and decisions made. Discussants include the perspectives of a state assessment contractor, a NAEP representative, and an organization that works with states on technical adequacy of assessments provide their reflections.

The session, moderated by Meagan Karvonen, University of Kansas, will feature presentations by Barbara Plake and Linda Cook, both members of the Joint Standards Committee. Discussants include Edynn Sato (Pearson), Peggy Carr (National Center for Education Statistics), and Brian Gong (National Center for the Improvement of Educational Assessment). The symposium is scheduled for April 19, 2015, from 8:15 am to 10:15 am, in the InterContinental Hotel.

NCME MISSION FUND

Linda Hargrove, Cathy Wendler, Wayne Camara, Linda Cook, Deborah Harris, Suzanne Lane, and Seohong Pak



Linda Hargrove (chair)



Cathy Wendler



Wayne Camara



Linda Cook



Deborah Harris



Suzanne Lane



Seohong Pak

As of March 1, almost \$38,000 has been contributed by more than 120 members to NCME’s Mission Fund, which was launched at the 2014 NCME annual meeting in Philadelphia. Establishment of the Mission Fund is a first step in NCME’s main charge

to the Fund Development Committee: providing donors with a tangible means to support advancing NCME's mission in the science and practice of measurement in education. In this article, committee members Linda Hargrove (chair), Wayne Camara, Linda Cook, Deborah Harris, Suzanne Lane, Seohong Pak (graduate student representative), and Cathy Wendler address common questions about the Mission Fund.

What led to the launch of the Mission Fund at NCME's 2014 annual meeting?

Prior to NCME's 75th anniversary in 2013, members were reflecting on NCME's role as the largest and most important educational measurement organization in the world. NCME members touch and influence many areas of the measurement field from teaching to research to test development. NCME members were asking, and continue to ask, what else they can do to increase awareness of sound measurement and testing practices—what else they can do to make a difference in support of NCME's mission, vision, and goals. With this in mind, the NCME Board of Directors formed an ad hoc committee in early 2011 to develop a plan for establishing a charitable giving arm, followed by the establishment of the Fund Development Committee in 2013, which was charged to further develop and implement a work plan. As a result, the Board approved the launch of the NCME Mission Fund in 2014 as a first step in establishing a permanent charitable giving arm for NCME.

What are fundraising goals for the Mission Fund?

Fundraising goals are \$50,000 per year for the first three years (mid-2014 to mid-2017). During this short-term phase, funds will be obtained primarily from NCME members, corporate donors, and charitable events. Memorials and other tributes are also possible, allowing NCME members and others to make a donation in honor/memory of someone. Also, a grant or scholarship can be established in honor of someone. In the long-term phase (mid-2017 and later), it is expected that legacy arrangements will be available. This will allow NCME members and others to make charitable bequests by naming the NCME Mission Fund as a beneficiary in their wills.

How will donations to the mission fund be used to support NCME's mission, vision, and goals?

The mission fund will provide support for outreach, dissemination, and research activities facilitating advancement of knowledge in the science and practice of measurement in education and provide the opportunity for everyone to make a difference. Examples may include:

- Workshops or small conferences designed to improve measurement and testing theory and application or expansion of measurement knowledge into other fields, such as teacher education
- Funding for the dissemination of measurement knowledge and procedures both domestically and internationally, such as projects for promoting proper test use
- Outreach activities such as grants to encourage exchange in the science and practice of measurement
- Support for the professional development of graduate students and early career scholars

Doesn't NCME already have sufficient assets to support the activities described above?

NCME does use some of the assets in its investment portfolio to support mission-based initiatives. To expand the number and scope of mission-relevant activities that can be supported, the establishment of a dedicated development fund, such as the mission fund, provides a donor-supported avenue to promote NCME's mission, vision, and goals.

How soon will the mission fund begin supporting mission-relevant activities?

NCME's Board of Directors is committed to a balanced approach in building reserves and positioning the mission fund as a permanent charitable giving arm of the organization, while ensuring regular and responsible use of the fund on activities supporting NCME's mission. The larger the rate of growth, the sooner more activities can be funded. Each year, the NCME Board of Directors will review and approve a plan for using accruals in the Mission Fund.

In January 2015, NCME's Board of Directors approved the first activity for Mission Fund support: an NCME pre-session workshop at the June 2015 National Conference on Student Assessment. This workshop is designed to help state assessment personnel understand the implications of the newly released *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 2014) in everyday practice and how the *Testing Standards* can be used in preparation for the peer review process. Three members of the committee authoring the *Testing Standards*, Linda Cook, Laura Hamilton, and Laress Wise, will discuss validity, fairness, accountability, and other issues for state testing in the interactive workshop. The NCME Mission Fund will provide a copy of the *Testing Standards* for onsite participants; the session will also be offered remotely.

If one wishes to make one or more cash donations to the Mission Fund, how will the contributions be acknowledged?

NCME provides a receipt and acknowledges each donation by mail. Each donation is tax-deductible. Donors will be publicly acknowledged annually, unless anonymity is requested, according to the cumulative total of donations made at the bronze (\$10-\$99), silver (\$100-\$499), gold (\$500-\$999), platinum (\$1,000-\$4,999), or diamond (\$5,000+) levels of giving. In addition, gifts made in honor/memory of an individual will be noted.

How can I make a donation to the Mission Fund?

There are two basic ways.

Donations can be made online at <http://www.ncme.org> by going to the Members' tab to log in (member login required) and using the donation link to complete credit card payment information.

Donations can also be made using the online Mission Fund brochure located at http://ncme.org/default/assets/File/Committee%20Docs/Fund%20Development/NCME_2014_Brochure_V2h.pdf. Print, complete, and detach the contribution form in the brochure and mail or fax to NCME as instructed in the brochure.

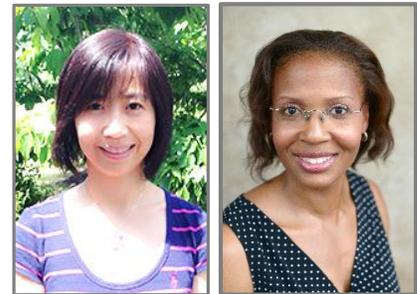
References

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

2015 ANNUAL MEETING UPDATE

Ye Tong and Jennifer Randall

The NCME annual meeting is just weeks away! We have highlighted the invited sessions by conference day below to help you in your final preparation for the conference. We look forward to seeing you in Chicago!



Friday, April 17

- The Role of the Measurement Profession in the Renewal of ESEA and Other Federal Education Initiatives, John King, Senior Advisor Delegated the Duties of Deputy Secretary, USED
- Implementing the Common Core Assessments at the District and School Levels: Voices From the Field—Overcoming Challenges, Making it Work, NCME-NATD Symposium
- From Funded to Unfunded: What Makes the Differences, Spencer Foundation
- *Handbook of Test Development* (2nd ed.): Major Advances and Implications for Test Developers
- Quality Focus: Experiences From a Number of Assessment Programs
- Advances in Test Score Reporting
- Satirical Session, Contemporary Problems in Educational Measurement
- NCME/AERA joint reception, with a free photo booth!

Saturday, April 18

- NCME Breakfast
- NCME Presidential Address: Educational Measurement: What Lies Ahead
- NCME Career Award Presentation: Item Response Theory, Serendipity, and Bad Questions
- Measurement and Implementation Challenges in Early Childhood Education
- Debate: The Importance of Instructional Sensitivity
- A Dialogue for Addressing Measurement and Data Gaps in Education
- Standard Setting in the Common Core World: PARCC and Smarter Balanced Experiences
- Electronic board session at noon and at 4 pm; cash bar for the 4 pm session

Sunday, April 19

- Fun Run
- NCME First Yoga Session
- Debate: Equal Interval Scales in Educational Testing: Attainable Goal or Myth?
- Exploring the Implications of the “Fairness” Chapter of the 2014 *Standards for Educational and Psychological Testing*
- NCME Award Session
- Electronic board session at noon and at 4 pm; cash bar for the 4 pm session

NCME FITNESS RUN/WALK CORNER

Brian French & Jill van den Heuvel for the NCME Fitness Run/Walk

The details for the NCME Run/Walk in Chicago are nearly complete. We have once again selected long-sleeve tech shirts. Please pick up your shirt and information at the NCME hotel at the main NCME information table on a day prior to the event. We will be taking a 10 to 15 minute walk to the start line.

Please plan to meet in the lobby of the NCME hotel by 5:45 Sunday morning. There is still time to register online or onsite through the AERA registration process. Looking forward to seeing everyone there!



INFORMATION ABOUT CHICAGO

Things to Do in Chicago

Bill Adams, Loyola University, Chicago

Looking for something to do while you are in Chicago for the conference? Loyola’s graduate program in research methodology is located in the heart of Chicago’s Gold Coast restaurant, museum, and shopping districts. My colleagues and I can regularly be seen having fun at the following locations after class!



Shopping

- 900 N. Michigan (<http://www.shop900.com/>)
- The Magnificent Mile (<http://www.themagnificentmile.com/shopping/>)
- The Shops at North Bridge (<http://www.theshopsatnorthbridge.com/>)
- State Street Shopping (<http://www.chicagoneighborhoods.cc/shopping/statest.html>)
- Water Tower Place (<http://www.shopwatertower.com/>)

Favorite Parks and Other Places to Visit

- Buckingham Fountain (<http://www.chicagoparkdistrict.com/parks/clarence-f-buckingham-memorial-fountain/>)
- Chicago’s Lakefront Trail (http://en.wikipedia.org/wiki/Chicago_Lakefront_Trail)
- Grant Park (<http://www.chicagoparkdistrict.com/parks/grant-park/>)
- Jay Pritzker Pavilion and Chicago Bean (http://www.cityofchicago.org/city/en/depts/dca/supp_info/millennium_park.html)
- John Hancock Building (<http://www.johnhancockcenterchicago.com/>)
- Navy pier (<https://navypier.com/>)
- Lincoln Park (<http://www.chicagoparkdistrict.com/parks/lincoln-park/>)
- Lincoln Park Zoo (<http://www.lpzoo.org/>)

- Willis Tower (<http://www.willistower.com/>)

World Class Museums

- Adler Planetarium (<http://www.adlerplanetarium.org/>)
- Art Institute of Chicago (<http://www.artic.edu/>)
- Chicago Children's Museum (<http://www.chicagochildrensmuseum.org/>)
- Field Museum of Natural History (<http://www.fieldmuseum.org/>)
- Lincoln Park Conservatory (<http://www.chicagoparkdistrict.com/parks/lincoln-park-conservatory/>)
- Museum of Science and Industry (<http://www.msichicago.org/>)
- Oak Street Beach (<http://www.cpdbeaches.com/beaches/oak-street-beach/>)
- Shedd Aquarium (<http://www.sheddaquarium.org/>)

Restaurants and Bars

- Bub City (<http://www.bubcitychicago.com/>)
- Bubba Gump Shrimp Co (<http://www.bubbagump.com/>)
- Chicago Diner (<http://www.veggiediner.com/wp/>)
- Cocello (<http://cocello.com/>)
- ENO wine bar on Michigan Avenue (<http://www.enowinerooms.com/hotspots/intercontinental-chicago>)
- Everest (<http://www.everestrestaurant.com/>)
- Freddie's Pizza and Sandwiches (<http://www.freddieson31st.com/>)
- Frontera Grill (<http://www.rickbayless.com/restaurants/grill.html>)
- Hard Rock Café (<http://www.hardrock.com/locations/cafes3/cafe.aspx?LocationID=98&MIBEnumID=3>)
- Harry Caray's Tavern (<http://www.harrycaraystavern.com/>)
- Harry Caray's 7th Inning Stretch (<http://www.harrycarays.com/harrycaraysseventhinningstretch/Home.aspx>)
- Hub51 (<http://www.hub51chicago.com/>)
- Longman & Eagle (<http://www.longmanandeagle.com/>)
- MK (<http://www.mkchicago.com/>)
- Pops for Champaign (<http://popsforchampaign.com/>)
- Trump International Hotel and Tower (<http://www.trumphotelcollection.com/chicago/>)
- The Violet Hour (<http://theviolethour.com/>)

Concert, Comedy, and Theater Venues

- Buddy Guy's Legends (<http://www.buddyguy.com/>)
- Chicago Theatre (<http://www.thechicagotheatre.com/>)
- Double Door (<http://www.doubledoor.com/>)
- Empty Bottle (<http://emptybottle.com>)
- The Goodman Theatre (<http://www.goodmantheatre.org/>)
- The Hideout (<http://www.hideoutchicago.com/>)
- Laugh Factory (<http://www.laughfactory.com/clubs/chicago>)
- Lincoln Hall (<http://www.lincolnhallchicago.com/>)
- Metro (<http://www.metrochicago.com/>)
- The Mid (<http://www.themidchicago.com/>)
- Reggies (<http://www.reggieslive.com/>)
- Schubas (<http://www.schubas.com/>)
- The Second City (<http://www.secondcity.com/>)
- Smart Bar (<http://smartbarchicago.com/>)
- Zanies (<http://www.chicago.zanies.com/news.php?viewStory=535>)

Seeing Chicago

Ken A. Fujimoto, Loyola University, Chicago



Bill Adams has provided many excellent things to see and places to eat. I highly recommend all of his suggestions. I provide a few other suggestions.

Some different ways to see Chicago's lakefront and the city architecture.

- Architecture River Tour (<http://www.architecture.org/rivercruise>). Excellent opportunity to see the Chicago architecture and lakefront while riding a boat.
- Bike Tour (<http://www.bobbysbikehike.com/Tours.aspx>).
- City Segway Tours (http://chicago.citysegwaytours.com/tours?gclid=CKiWw_P0rcQCFZOBaQodq0YAMg). For those who want to explore the lakefront while remaining on land.

Food

Some of these suggestions are not the healthiest, but if you want the Chicago experience, then these are the places to try. First off is deep dish pizza.

Deep Dish Pizza

- Gino's East Gold Coast (<http://www.ginoseast.com>). The nearest one (which is also the original) is located on 162 E Superior St.
- Giordano's Pizza (<http://giordanos.com>). Nearest one is located in Gold Coast/Magnificent Mile (730 N. Rush Street).

Must Try

- Al's Italian Beef (<http://www.alsbeef.com/illinois.html>). Chicago is known for their Italian beef sandwiches. I highly recommend getting it dipped and adding the peppers. The nearest one is on 169 W Ontario St.
- Portillos (<http://www.portillos.com/portillos/locations/>). Their hot dogs are a must. Nearest one is located at 100 W. Ontario.
- Stan's Donuts and Coffee (<http://www.stansdonutschicago.com>). Amazing donuts. The Nutella Banana Pocket is a must get. Nearest one is 259 E. Erie St., Suite 100.

Italian Food

- Davanti Enoteca (<http://davantienoteca.com/rivernorth/>)
- Labriola Caf  (<http://labriolacafe.com/chicago>)

Chinatown in Chicago

From the conference venue area, take the Red Line train toward 95th/Dan Ryan and get off on Cermak—Chinatown stop.

- MingHin Cuisine (<http://www.minghincuisine.com>). Excellent place for dim sum.
- Phoenix Restaurant (<http://www.phoenixchinatownchicago.com/#about>). Another great place for dim sum.

Coffee

- Intelligentsia Coffee (<http://www.intelligentsiacoffee.com>). Intelligentsia is one of Chicago's local roasters (although they now have two other cities they call home). The nearest Intelligentsia coffee shop is located on 53 E Randolph St.



The NCME Mission Fund

Make a Difference!

Advance NCME's Mission,
Vision, & Goals

- *The Mission Fund allows NCME the potential to carry out a variety of mission-driven activities such as workshops and small conferences, outreach, dissemination, and support of early career scholars and students.*
- *Contributions to the Mission Fund will be used to support special activities and are kept separate from the NCME's operational budget.*
- *In its first 10 months, the fund has raised almost \$38,000 from more than 120 NCME members!*
- *Please help NCME reach its \$50,000 goal for Year 1 by making your tax-deductible contribution today at:*
<https://ncme.org/members/ncme-development-fund-donation/>
(member login required)
- *You may also contribute at the NCME information booth at the 2015 annual meeting.*

**To get the NCME Newsletter four times a year
(March, June, September, and December)
go to <http://ncme.org/publications/newsletter/>**

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