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## PRESIDENT'S MESSAGE

*By Amy Hendrickson, NCME President, August 7, 2025*

Dear NCME Community,

As I meet and talk with more members and leaders within NCME, I continue to be overwhelmed by the engagement, ideas, energy, and passion of our board and organization. Here are a few highlights of activities from around the organization.



### **Productive and Energizing NCME Board Meeting**

At our July Board meeting in Philadelphia, we dove into thoughtful discussions on how to better support members, elevate NCME's visibility, and deepen partnerships across the field. From exploring our organizational values and vision to offering feedback to committees and SIGIMIES, the energy was high and the ideas were flowing. We'll meet again in person following the AIME Conference on October 30.

### **AIME Conference: Registration and Travel Support**

[Registration is now open](#) for the upcoming AIME Conference to be held in Pittsburgh, October 27-29! Due to generous contributions, a limited number of travel grants are available to support members' participation in the conference. More information and the application form are available [here](#).

### **NCME 2026 Annual Meeting: Submit Your Proposal by September 12!**

The proposal submission system for the 2026 NCME Annual Meeting is now open! To submit a proposal, please visit [this link](#) and continue to check the [conference webpage](#) for additional information. The GSIC and Annual Meeting co-chairs will be holding a webinar on August 11 at 11:00 AM Eastern to guide graduate students through the submission process. Graduate students are also encouraged to review opportunities for travel support generously sponsored by the Center for Measurement Justice (see below).

### **SIGIMIE News: A New SIGIMIE and a Leaders' Forum**

With approval of the Board, NCME has formally launched the new Assessment and Measurement to Support Classroom Learning (AMSCL) SIGIMIE. See below for more information about the planned focus and role of the group. Additionally, I'll be holding a SIGIMIE Leaders' Forum later in August to provide a space for these volunteers to connect and chat about ways that they may engage their members and collaborate across groups. To join AMSCL or any

other SIGIMIE, please contact [ncme@ncme.org](mailto:ncme@ncme.org).

### **Training and Development: Where are our gaps?**

I am engaging with the Training and Development Committee to conduct a comprehensive review of existing resources and offerings for our members. The aim of this initiative is to synthesize this information for members and to identify gaps and potential areas for future NCME programming that supports career-long growth and development. Please reach out to me if you are interested in providing support to this initiative.

### **Making Our Way to L.A.: Regional Engagement Opportunities**

Plans are underway for a regional NCME meetup this fall in the Bucks County, PA area. Additional details will be shared soon, and we encourage local NCME members to RSVP and take advantage of this opportunity to meet and network with other NCME members.

Thank you for your continued dedication to advancing the field of educational measurement. We look forward to your engagement in the months ahead.

Warmly,

**Amy Hendrickson**

NCME President, 2025

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## **2026 NCME Annual Meeting Call for Proposals Due by September 12**



**□ Submission Deadline: September 12, 2025 □ Los Angeles, California, April 8–11, 2026**

We are excited to announce that the proposal submission portal for the 2026 NCME Annual Meeting is now open!

[Click here to read the Call for Proposals.](#)

[Click here to submit a proposal or to volunteer to be a Reviewer, Chair, or Discussant.](#)

Important Note: The login for this submission system, X-CD, is different than the login information for [www.ncme.org](http://www.ncme.org). You may have created an X-CD account previously. If so, you can find your information by selecting "Find My Account." Otherwise please create a new profile.

**Proposals will be accepted until 11:59 p.m. PDT on Friday, September 12, 2025.**

We extended the submission window relative to past years to allow everyone sufficient time to complete their proposals. **We do not anticipate extending the deadline.**

The Annual Meeting will be held in Los Angeles, California, from April 8 (training session day) through April 11, 2026. Please consider submitting your research and volunteering to be a session chair, discussant, and/or a reviewer. We look forward to receiving your submissions and hope to see you all in Los Angeles. If you have questions, comments, or suggestions, please do not hesitate to contact us at [NCMEProgramChairs@ncme.org](mailto:NCMEProgramChairs@ncme.org).

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## NEW SIGMIE LAUNCHED

The Assessment and Measurement to Support Classroom Learning (AMSCL) SIGIMIE focuses on how classroom assessment and educational measurement interact to promote student learning. The purposes of the SIGIMIE include initiating, reviewing, and disseminating high-quality theory, research, policy, and practice, and supporting scholars in the field, including early career scholars and graduate students. To serve these purposes, the SIGIMIE promotes rigorous research into classroom assessment practices, using all legitimate research approaches and methods, and active collaboration with other SIGIMIEs and groups outside of NCME that share an interest in promoting research into classroom assessment. To join AMSCL or any other SIGIMIE, please contact [ncme@ncme.org](mailto:ncme@ncme.org).

Co-Chair: Yoav Bergner ([ybb2@nyu.edu](mailto:ybb2@nyu.edu))

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Read more news on [NEWS@ncme](mailto:NEWS@ncme) webpage

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## UPCOMING EVENTS

### Graduate Student Webinar: Preparing Your Proposal for the 2026 NCME Annual Meeting

The Graduate Student Issues Committee (GSIC) invites all graduate students to a virtual informational session to support those planning to submit a proposal for the 2026 NCME Annual Meeting. This session will be held on:

- Monday, August 11, 2025**
- 11:00 AM – 12:00 PM ET**
- Virtual (Zoom)**

This hour-long event will feature Annual Meeting Program Committee Co-Chairs, Pamela Kaliski and Stefanie Wind, who will walk attendees through the submission platform, provide an overview of the proposal process, and answer questions during an open Q&A.

Whether you're considering a poster, paper, or another type of submission—or if this is your first time participating—this session will offer practical insight directly from those coordinating the conference program.

□ [Register Here](#) (Zoom details will be sent to registered participants before the session.)

Please share this announcement with fellow students and colleagues who may be interested. The proposal submission deadline is Friday, September 12, 2025, so don't miss this chance to prepare your best submission.

For questions about the session or about GSIC, contact:

- Kayla Burt ([ksburt@mit.edu](mailto:ksburt@mit.edu)) | Graduate Student Issues Committee Co-Chairs
- Claudia Ventura ([claudia.j.ventura@uconn.edu](mailto:claudia.j.ventura@uconn.edu)) | Graduate Student Issues Committee Co-Chairs

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## AIME SIGIMIE Webinar: Using AI to Generate Medical Certification Exam Items

The NCME Artificial Intelligence in Measurement and Education (AIME) SIGIMIE invites you to an upcoming webinar exploring the use of large language models (LLMs) in generating high-quality medical certification exam items.

### About the Session

This presentation will delve into innovative methods for leveraging LLMs—such as GPT-4—to generate assessment items for the **Physician Assistant National Recertifying Exam – Longitudinal Assessment (PANRE-LA)**, focusing on cardiovascular medicine as a case study.

Presenter **Henry Makinde** (University of North Carolina at Greensboro) will walk attendees through the stepwise development of item generation techniques, including:

- Zero-shot and few-shot prompting
- Few-shot chain-of-thought (FSCoT) prompting
- Fine-tuned GPT models with embedded medical knowledge
- Retrieval-augmented generation (RAG) using PubMed and textbook content

The presentation will share results from a blind review in which nine subject matter experts evaluated a mix of AI-generated and human-written items based on quality metrics such as accuracy, clarity, plausibility of distractors, and required revisions. AI-generated items performed comparably to human-authored ones, often requiring only minor edits. Experts were only 50%

### □ Presenter

**Henry Makinde, University of North Carolina at Greensboro**

### □ Date

**Wednesday, August 13, 2025**

### □ Time

**4:00 – 5:00 PM EST**

### □ Location

Zoom, Join the Meeting:

□ [Zoom Link](#)

accurate in identifying AI-authored items—highlighting the realism and promise of LLMs in content creation.

## Why Attend?

This webinar will offer key insights for those interested in:

- Innovations in test item development
- The integration of domain-specific knowledge into AI workflows
- Practical applications of AI in certification and licensure assessment

This event is free and open to all NCME members and guests.

For questions about the session or AIME SIGIMIE, please contact the AIME Chair Chris Ormerod at [christopher.ormerod@cambiumassessment.com](mailto:christopher.ormerod@cambiumassessment.com).

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## COMMITTEE UPDATES

Since 2021, the Classroom Assessment Committee has been working to expand venues to disseminate classroom assessment research. As part of that effort, we are pleased to share this [Special Issue on Classroom Assessment in Educational Assessment](#). To date, the issue includes an [introduction](#) and four articles, with more to follow:

- [Embodied Stories of Assessment for Learning: How Classroom Spaces Impact Opportunities for Learning and Little Justices](#), Willis and Cowie
- [How Can Features of Classroom Activity Systems Center Students' Ideas and Experiences in Formative Assessment? A Study of Sensemaking and Answer-Making Frames](#), Deverel-Rico and Furtak
- [Leveraging Students' Cultural and Linguistic Assets for Assessment: A Framework for Culturally Conscious Assessment in the Chicago Public Schools](#), Badrinarayan, Lyons, Miranda, Klyachkina and Leonard
- [Actionable Assessment: Designing Meaningful Score Reports to Support Student Engagement](#), by Wright, Henson and Malkin

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## Call for Papers: Special Issue on Big Data Sources in Educational Measurement

[The Chinese/English Journal of Educational Measurement and Evaluation \(CEJEME\)](#) — an official journal of NCME — invites submissions for a **special issue focused on big data sources in educational measurement**. This issue seeks to promote open science and equitable access by featuring **descriptive articles that introduce real-world, publicly or legally shareable datasets**. Each article should detail the dataset's origin, structure, access procedures, and research potential, without needing to report any empirical findings.

While there is no strict threshold for size, eligible datasets should contain **at least several thousand rows** (e.g., student records, learning events) and **multiple variables**. **Only datasets collected from real-world observations will be accepted**; synthetic or artificially generated data are not eligible.

Authors must have the **legal authority** to describe the dataset and ensure compliance with applicable laws and ethical standards (e.g., FERPA, GDPR).

All prospective contributors are **required to submit a Letter of Interest (LOI) by August 15, 2025**, after which selected authors will be invited to submit the full paper. Please consult the [full Call for Papers](#) for LOI instructions and the planned timeline of the special issue.

We warmly welcome your contributions to this timely initiative supporting transparency, reproducibility, and innovation in educational measurement.

**Full Call for Papers (PDF):** [Link](#)

**Special Issue Co-Editors:**

Yi Zheng, Arizona State University, [yi.isabel.zheng@asu.edu](mailto:yi.isabel.zheng@asu.edu)

Okan Bulut, University of Alberta, [bulut@ualberta.ca](mailto:bulut@ualberta.ca)

For inquiries about the special issue or to discuss the suitability of your proposed dataset description, please feel free to contact either co-editor.

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Logos for NCMER and Beijing Normal University are also present.

## NCME Career Center

### Now Hiring: Psychometrician at Inspire Global Assessments

- Location:** Vancouver, British Columbia, Canada (Remote Work Optional)
- Status:** Full-Time | Temporary (Through January 2028)



**Inspire Global Assessments**, in collaboration with the **British Columbia College of Nurses & Midwives**, is seeking a highly skilled **Psychometrician** to support the development of a fully virtual, AI-integrated assessment platform. This is a unique opportunity to shape the future of performance-based, competency-driven assessments in healthcare regulation.

#### About Inspire

Inspire Global Assessments is an innovation-focused assessment organization advancing modern, equity-minded testing practices for healthcare professions. The role will support both operational and future-focused projects, including transformative AI-based assessment models.

#### Position Overview

Reporting to the Executive Director, the Psychometrician will lead psychometric design and evaluation efforts for virtual assessments and contribute to operational psychometric work across Inspire's programs. The role requires expertise in computational psychometrics, test theory, and advanced analytics.

### **Key Responsibilities**

#### **Virtual, AI-Integrated Platform Development**

- Lead psychometric design and scoring frameworks for immersive virtual assessments
- Collaborate with vendors and tech teams on AI-enhanced scoring and data infrastructure
- Ensure psychometric integrity through validation, standard setting, and QA protocols
- Contribute to product innovation through applied research, environmental scans, and strategy discussions

#### **Operational Program Support**

- Conduct item- and test-level analysis using CTT and IRT
- Design and facilitate standard setting, item writing, and pilot testing
- Produce technical documentation and performance reports
- Manage data pipelines and support cross-functional collaboration

#### **Preferred Qualifications**

- **Master's degree** in Educational Measurement, Quantitative Methods, or related field (Ph.D. preferred)
- 3–5 years of experience in high-stakes assessment, certification, or licensure testing
- Advanced knowledge of CTT, IRT, G-Theory, SEM, HLM, and AI/NLP applications
- Proficiency in R and Python (FlexMIRT preferred); experience with SQL, SAS, SPSS, Winsteps, etc.
- Familiarity with generative AI, virtual assessment tools, and prompt engineering
- Strong communication and stakeholder engagement skills
- Project management experience in complex, multi-stakeholder settings
- Understanding of EDI principles and the historical context of Indigenous health in Canada is an asset

[Apply Now](#)

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## **Now Hiring: Psychometrician at Ascend Learning**

- Location:** Remote
- Status:** Full-time | Exempt

Ascend Learning is seeking a qualified **Psychometrician** to join its dynamic team. This is a full-time, remote position offering the opportunity to contribute to high-impact assessments across nursing, allied health, emergency services,



fitness, and other professional education programs.

### **About Ascend Learning**

Ascend Learning is a leading provider of data-driven, outcomes-based solutions across the education and healthcare sectors. With a portfolio of innovative brands, Ascend empowers learners, educators, and professionals throughout the learning lifecycle—from certification and licensure to continuing education and career advancement.

### **Position Overview**

The Psychometrician will be responsible for the design, analysis, and evaluation of assessments using classical test theory (CTT), item response theory (IRT), standard setting, and equating methods. The role supports product development and research initiatives aimed at improving the validity, fairness, and efficacy of learning tools and assessments.

### **Key Responsibilities**

- Conduct psychometric analyses using CTT, IRT, equating, and standard setting methodologies
- Collaborate with cross-functional teams to address technical and client-related issues
- Design and conduct research on test efficacy and predictive validity
- Analyze student pass rates and learning outcomes
- Develop psychometric reports and present research findings internally and externally

### **Preferred Qualifications**

- Ph.D. in Educational Measurement, Psychometrics, Educational Psychology, or a related field
- Minimum 3 years of relevant experience
- Proficiency with statistical software (SAS, R, Python, Winsteps)
- Experience with psychometric reporting, predictive validity research, and assessment efficacy evaluation
- Strong communication and time-management skills
- Experience facilitating standard-setting, item development, or practice analysis meetings is preferred

**Click [here](#) to apply**

For additional career opportunities, visit Ascend Learning's full [Job Board](#).

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Now Hiring: **Director of Research Programs at the University of Notre Dame**

- Location: Notre Dame, Indiana
- Status: Full-time | Exempt



The **Center for Educational Research and Action (ERA)** at the University of Notre Dame is seeking a strategic and visionary **Director of Research Programs** to help expand its interdisciplinary research initiatives and impact.

ERA operates at the intersection of cognitive science, education, policy, and public service. The Director will serve as ERA's senior research administrator, overseeing program implementation, managing a team of research associates, and advancing a collaborative research agenda. This role requires strong leadership, scholarly expertise, and operational management skills.

**Key responsibilities include:**

- Leading and publishing original research aligned with ERA's mission
- Supervising research staff and mentoring early-career researchers
- Supporting grant strategy and research operations
- Building partnerships across academic departments and external stakeholders
- Ensuring rigorous, ethical, and equity-informed research practices

**Qualifications:**

- Ph.D. in a relevant field (e.g., education, cognitive science, psychology, HCI, or public policy) preferred
- At least 5 years of research or academic experience
- Demonstrated leadership in interdisciplinary research and team management
- Proficiency with research tools (e.g., R, Python, Tableau, Qualtrics)

This is an opportunity to join a high-impact team dedicated to research-informed educational change.

[Apply Now](#)

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**The NCME board is temporarily waiving fees for posting jobs at our NCME Career Center for all newly advertised positions. We hope any members who may have lost their positions can harness the NCME network, as well as the opportunity to meet in person at our annual meeting, to find new opportunities. To post a Job, check [here](#).**

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**To post your hiring information in the News@NCME Newsletter, please email [News@NCME.org](mailto:News@NCME.org) for details.**

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## News from Other Organizations

NCME is pleased to share news of events and opportunities from other organizations when they may be of interest to our members. NCME is not affiliated with these organizations and has no role in their events or programs.

**NCME Conference Travel Scholarship Sponsored by the Center for Measurement Justice**

We are pleased to announce that scholarships to attend the 2026 NCME Annual Meeting will be made available to doctoral students who come from an educational, cultural, or geographic background that is underrepresented in the field of educational measurement and assessment.



### **TRAVEL SCHOLARSHIP ELIGIBILITY**

CMJ seeks graduate students in educational measurement and assessment, psychometrics, or quantitative psychology who are members of historically underrepresented communities in these fields. Preference will be given to students enrolled in doctoral programs, though MA students are also welcome to apply. Further preference will be given to those who have submitted a proposal for NCME 2026 or the concurrent AERA Annual Meeting; however, the Travel Scholarship is intended to cover the costs of attendance at NCME specifically, and may not be used to cover AERA conference registration. Up to 30 scholarships will be awarded

### **SCHOLARSHIP DETAILS**

Scholars will receive up to \$3,000 to attend the NCME Annual Meeting in Los Angeles, CA, from April 8-11, 2026. This funding may only be used to cover airfare, hotel accommodations, meal stipends, NCME conference registration, and other approved conference-related expenses.

### **APPLICATION INFORMATION**

To apply for the Travel Scholarship, applicants should: 1. Complete the application form, which includes a brief (200-250 word) description of research interest(s) 2. Submit the following via email as one (1) document: ○ curriculum vita or résumé ○ graduate school transcript (unofficial copy is acceptable) ○ if applicable, a copy of the proposal submitted to NCME or AERA 2026 (Note: Proposals do not have to be accepted in order to qualify for the scholarship.)



Applications will be reviewed and scholarships will be awarded beginning October 15, 2025. Final application deadline is November 1, 2025. For more information, email us at [cmj@measurementjustice.org](mailto:cmj@measurementjustice.org).



**Learner-Centered**  
COLLABORATIVE



## **Learner-Centered Assessment Graduate/Early-Career Fellowship 2025**

The Learner-Centered Assessment Graduate/Early-Career Fellowship invites graduate students and early-career scholars to provide consultative advice in educational assessment and measurement. As a fellow, you will work

alongside K-12 practitioners to address pressing problems related to learner-centered education, particularly for historically excluded learners. The fellowship will begin in Fall 2025, with flexible engagement timelines, concluding by December 31, 2025.

### **Responsibilities:**

- Participate in orientation and check-ins organized by Digital Promise and LCC.
- Work with K-12 partners to identify and address their assessment needs, using an equity-focused lens.
- Contribute approximately 30 hours to the assessment needs of the district/school.
- Present findings in a final virtual presentation with a slide deck or report.
- Complete a program survey or exit interview at the end of the engagement.

### **Qualifications:**

**Required:** Graduate students or recent graduates (within the past 5 years) in educational assessment, measurement, or related fields; completion of introductory measurement and statistics courses by Spring 2025; prior experience in equity-focused assessment.

**Preferred:** Experience or coursework in U.S. K-12 education and education equity.

### **Compensation:**

\$2,000 honorarium in appreciation for your service, with the added benefit of mentoring by a senior scholar and opportunities to engage with K-12 districts focused on equity and learner-centered education.

### **To Apply: [Application](#)**

Submit your application by **August 8, 2025**, for priority consideration. Applications will be reviewed on a rolling basis. Apply through this link: [Application Form](#).

For additional insights into the fellowship, check out previous Fellows' experiences via the [Digital Promise blog](#).

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## Remembering Dr. Michael Finger

It is with deep sadness that we share the sudden, unexpected passing of our friend and colleague [Dr. Michael Finger](#), senior psychometrician at Cognia. Mike was not the sort of person to seek the academic limelight or publicize his own work. In credentialing, licensure, or K-12 summative, he was one of the many unsung operational technicians who make an assessment cycle run, and at that work, he was one of the best and an inspiration to his colleagues.



He could read and operationalize most any research paper in a few hours. He did the work of three people and always found the time to pitch in and help his

teammates whenever necessary. If someone dropped the ball, he'd pick it up without making a big deal of it. "We're all one team," he'd say indifferently. Despite his gruff exterior, those who got to know him well found an expansive, generous heart, sharp wit, and fiercely loyal defender. Mike loved cooking, programming, gaming, and superhero comics. He navigated a complicated and confusing world with great integrity and determination. A Zoom memorial is planned for August 15. See [Frank Padellaro's LinkedIn page](#) for more information.

News@NCME invites obituary submissions to honor members of our community who have contributed to the field of educational measurement. If you would like to recognize the life and work of a deceased colleague, please contact us at [News@NCME.org](mailto:News@NCME.org) to share their story.



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