NEWS @ncme

Official Newsletter *of the* **NCME Community**

PRESIDENT'S *Message*

Dear NCME Community,

September was a productive month for NCME members, as our community was busy, e.g., 1) preparing and submitting proposals for our annual meeting in Denver, 2) attending our NCME Special Conference on Classroom Assessment in Chicago, and 3) advancing NCME's scholarship and professional standards. For my October update, here are a few of our many goings-on.

1) Congratulations to our annual meeting program team! Proposal submissions for our Denver meeting in 2025 increased in all categories this year, including a 50% increase in graduate student submissions. This is a sign of a healthy and growing field. Please pass along appreciation to Katherine Castellano and Scott Monroe (program co-chairs), Qiwei Britt He and Matt Madison (training session co-chairs), and Catherina Villafuerte and Nicolas Mireles (Graduate Student Issues Committee co-chairs) for their great work ensuring an informed and smooth proposal submission process.

2) The spirit of service continues among our over 300 reviewers who volunteered to serve on symposium review panels and to review individual papers. Over 100 reviewers attended "reviewer meetups" that I hosted to engage our reviewers around the dual goals of formative and evaluative ratings. To me, the NCME mission requires both discernment (in selecting the most engaging scholarship and practice to present at the annual meeting) and generosity (in providing feedback that advances the work of all who submitted, regardless of the selection decision).

3) I brought our NCME Board of Directors to the fifth NCME Special Conference on Classroom Assessment at the beautiful Palmer House

Hotel in Chicago. What an event! My thanks to conference organizers from the University of Illinois Chicago (Paul Zavitkovsky), NCIEA (Carla Evans, Caroline Wiley, and Scott Marion), and the Chicago Public Schools (Peter Leonard). I particularly enjoyed seeing so many CPS teachers and staff members attending. I hope all NCME conferences can work to engage local agencies. Please help us to do this in Denver, as well.

4) The theme of our recent board meeting in Chicago was "strategic stewardship, fiscal prudence with ambitious goals." Although the financial position of NCME is strong, it is our responsibility to balance our budget. This will require some difficult decisions, especially given our ambitions around open access to our scholarship and professional guidance. We appreciate your engagement in our deliberations through our committees and SIGIMIEs as well as directly to us as elected board members.

5) Our working dinner discussion topic at our Board of Directors meeting in Chicago was about how Artificial Intelligence is changing the way we work, in general, and, if applicable, specifically around educational measurement. We asked what role NCME should play in advancing expertise in Artificial Intelligence in Educational Measurement (AIME). We are discussing this with Chris Ormerod and John Whitmer as co-chairs of the AIME SIGIMIE, and we hope all who are interested will engage us there and in related sessions at our future meetings.

Thank you, as always, for the many ways that you contribute selflessly to this organization to advance our shared mission.

NCME Board Meeting Picture

2025 Annual Meeting

The 2025 Annual Meeting will be held in Denver, Colorado, from April 23 (training session day) through April 26, 2025. Please consider volunteering to be a session chair, discussant, and reviewer. We are excited to receive your submissions and hope to see you all in Denver.

More information about the 2025 Annual Meeting can be found on the NCME website. If you have questions, comments, or suggestions, please do not hesitate to contact the 2025 Annual Meeting Program Chairs at NCMEProgramChairs@ncme.org.

Read more news on NEWS@ncme webpage

UPCOMING EVENTS

Impacts & Insights of **AI for Education** Measurement
Suggestions for Graduate Students

Christopher Ormerod Ph.D.
Cambium Assessment
AI-SIGMIE Co-Chair

John Whitmer Ed.D.
Federation of American Scientists
AI-SIGMIE Co-Chair

With the rise of tools like ChatGPT, there is increasing awareness and interest in applying AI to educational measurement. Aimed at graduate students in the field, this webinar will offer perspectives on both the opportunities and challenges in developing AI-driven solutions for educational assessment and learning. The discussion will emphasize key measurement practices from the Standards for Educational and Psychological Testing (e.g., validity, reliability, and fairness) and how they can be adapted for AI applications.

Speakers Christopher Ormerod, Ph. D. (Cambium Assessment) and John Whitmer, Ed. D. (Federation of American Scientists), both co-chairs of the AIME SIGIMIE, will also present recent research projects in automated writing scoring systems, exploring the strengths and limitations of current approaches.

Date & Time: October 17, 2024, from 1:00 PM to 2:00 PM ET
Registration: [Register Here](#)

Don't miss this opportunity to engage with leaders in AI and educational measurement!

Enhancing Automated Scoring Engines with Generative AI
A Dual-Study

Presenters: **Justin O. Barber** and **Edward W. Wolfe**, Pearson

Automated Scoring Engines (ASEs) are revolutionizing the scoring of constructed response (CR) assessment items through artificial intelligence. A major challenge in developing ASEs, however, is the limited number of training examples, particularly for infrequent score

categories, driven by high scoring costs. Data augmentation, particularly using generative AI, is emerging as a solution to this issue.

In our first study, we investigated multiple data augmentation methods and their impact on ASE performance. Simulated CR responses were created using these techniques to expand training datasets. The second study specifically focused on generative AI's effectiveness for data augmentation, evaluating ASE performance using metrics such as score point recall and quadratic weighted kappa to measure agreement between human and ASE scores. Our findings show that ASEs trained with generative AI-augmented datasets can achieve performance equal to or even surpass human raters.

This presentation will delve into the methodologies, key results, and implications of both studies, highlighting how generative AI can enhance the reliability and accuracy of automated scoring systems.

Join us for the AIME meeting on October 9th at 4:00 PM ET!
Event link: Join here

To learn more about AIME, visit ncme-aime.org or sign up at NCME.org. We hope to see you there!

Chris Ormerod, Co-Chair | John Whitmer, Co-Chair | Maggie Beiting-Parish, Secretary

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NCME Classroom Assessment News

Indicate your support for the creation of a new SIGIMIE: *Assessment and Measurement to Support Learning*

Educators' classroom assessment practices can have profound impacts on student learning, skills in learning, motivation, and well-being in school. We propose to launch a SIGIMIE that would focus on the intersections and synergies of assessment and measurement practice to benefit student learning. The SIGIMIE's purpose would be to facilitate collaboration on the initiation, review, and dissemination of high-quality theory, research, and practice of assessment and measurement that is supportive of student learning to research communities and the public.

NCME requires us to provide evidence of interest in a new SIGIMIE: Please ***sign up*** if you support the creation of this important community.

Call for Webinar Speakers

As part of NCME's goal to promote knowledge, understanding, and implementation of best practices in educational assessment and measurement, the NCME Classroom Assessment Committee will continue to host webinars that elevate the ideas of NCME members and other scholars, teachers, and district/county/state leaders who are leaders in classroom assessment practice and research.

If you would like to participate in a webinar or know a colleague who would, ***please complete this short interest form***. We welcome self- and peer- nominations.

Call for Hosts for the 2026 NCME Special Conference on Classroom Assessment

Are you passionate about advancing classroom assessment research and practice? The NCME Classroom Assessment Committee is excited to invite applications to host the 2026 conference! This is a unique opportunity to shape the future of educational assessment by creating a space for educators, researchers, and policymakers to collaborate. As the host, you'll have the chance to influence the event's theme, structure, and overall experience. Showcase your city and institution while contributing to impactful discussions in the field. We welcome multi-institution collaborations and encourage collaborations across educational systems (e.g., district-university partnerships).

Click here to learn more about hosting and helping to lead the charge in classroom assessment innovation!

Call for Authors to Publish in *ITEMS!*

Dr. Stella Kim
stella-kim@charlotte.edu
Incoming Editor, Instructional Topics in Educational Measurement Series

Do you want to share your expertise with a broader audience in an interactive format? Are you interested in publishing in *Educational Measurement: Issues and Practice*? If so, consider developing an ITEMS module!

What Are ITEMS Modules?
ITEMS modules are instructional resources designed to introduce key topics in educational measurement. With our user-friendly templates, you can get started without needing special instructional design skills or prior teaching experience.

Benefits of Developing an ITEMS Module:
- Self-Paced Publication Cycle: Complete the process in less than a year.
- Publication in a Reputable Journal: Gain visibility in *Educational Measurement: Issues and Practice*.
- Enhance Communication skills: Improve your communication and instructional skills by creating a module on a topic of your interest.
- Support Colleagues and Learners: ITEMS serves as a freely accessible learning resource for a diverse audience, including practitioners, graduate students, scholars, and the public. You can help them become familiar with important topics!

Topics:
ITEMS are currently open to any topics related to educational measurement. Preferred topics may include, but are not limited to, process data, learning analytics, machine learning techniques in educational measurement, and advanced psychometric methods for evaluating bias and fairness. This is a fantastic opportunity for graduate students and early career professionals eager to share

emerging topics in educational measurement!

If you're interested, **Click Here** to fill out the form. If you have any questions, don't hesitate to reach out!

New Employment Opportunities in Educational Measurement

1. Delaware Department of Education – Education Associate, Psychometrician (Full-time, Dover, DE)
Lead psychometric aspects of the state accountability and student assessment system. A Ph.D. in psychometrics or related field is preferred, with 5+ years of relevant experience. Apply here

2. University of North Carolina – Assistant Professor of Quantitative Psychology (Full-time, Chapel Hill, NC)
Seeking expertise in high-density data structures for interdisciplinary research. A Ph.D. in Psychology or Neuroscience is required. Apply here

3. Aspen Publishing – Project Manager (Full-time, Remote)
Manage cross-functional teams to deliver projects related to educational assessment. Requires 8-10+ years of project management experience. Apply here

4. University of Texas at Tyler – Director of Clinical Assessment Team (Full-time, Tyler, TX)
Lead the development of observational coding systems for medical students' non-cognitive skills. Ph.D. in psychology or related field preferred. Apply here

5. University of Kansas – Psychometrician (Full-time, Lawrence, KS)
Support psychometric work for K-12 large-scale assessment programs. Requires a Ph.D. in educational measurement and at least one year of experience. Apply here

Click here for detailed job descriptions.

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