

NCMFE



NEW ORLEANS

Annual Meeting Program
April 5 - 7, 1994

**NATIONAL COUNCIL ON
MEASUREMENT IN EDUCATION**

**1994
ANNUAL MEETING
PROGRAM**

**Le Meridien Hotel
New Orleans Marriott
Sheraton New Orleans
New Orleans, Louisiana
April 5 - 7, 1994**

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FUTURE NCME MEETINGS

1995	San Francisco	April 19-21
1996	New York	April 9-11
1997	Chicago	March 25-27

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*The co-chairs would like to acknowledge Bert Brook of ACT for her outstanding contributions to the 1994 Program.

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NCME TRAINING SESSIONS

Admission to the training sessions is limited to ticket holders. Tickets may be obtained by writing to Training/NCME, 1230 17th Street, NW, Washington, DC 20036-3078. **Please enclose payment and a self-addressed stamped envelope.** The deadline for ordering tickets is March 1, 1994. Any remaining available tickets will be sold on a first-come, first-served basis at the conference registration area on the 2nd Floor, Marriott Hotel.

SUNDAY, MONDAY, AND TUESDAY, APRIL 3-5, 1994

Course A, Monday, April 4, 9:00 - 5:00

FEE: \$60.00

ITEM RESPONSE THEORY: THEORY AND PRACTICE

Presenters:

Hariharan Swaminathan and H. Jane Rogers, University of Massachusetts-Amherst

The purpose of this training session is to provide graduate students, researchers, test developers, and measurement specialists with an introduction to the principles and assumptions underlying item response theory (IRT), and through specific applications, show how IRT can be used to solve measurement problems that arise in the areas of test development, assessment of examinee proficiency levels, assessment of bias, and equating. This session is intended to provide participants with a basic understanding of IRT sufficient to enable them to: (1) understand how IRT is applied; (2) read and understand literature in this area; and (3) become aware of new developments in the field and areas in need of further research.

THE PRACTICAL MATTER OF SETTING TEST STANDARDS

Presenters:

Gerard F. Dillon, Carol A. Morrison, and Lynn C. Webb, National Board of Medical Examiners

This session will help participants become aware of some of the common problems associated with standard setting and become familiar with some of the approaches and tools that may be helpful in their own testing context. The session will explore the myths and realities of trying to conduct content-based standard setting activities in an operational setting. Such settings typically bring with them a number of practical limitations that many practitioners encounter. Also, the uncertainties and difficulties that are associated with the standard setting judgment process often produce questions and problems that are consistent across testing contexts. Staff will identify some of the typical constraints and problems associated with the "practice" of standard setting and identify reasonable responses and useful tools for handling such occurrences.

Course C, Sunday, April 3, 1:00 - 5:00 and
Monday, April 4, 9:00 - 5:00

FEE: \$90.00

TEST EQUATING METHODS AND PRACTICE

Presenters:

Michael J. Kolen and Robert L. Brennan, ACT

The purposes of this session are to enable participants to conduct certain types of equating and to appreciate a number of practical issues associated with equating. In practice, equating can be viewed as a process requiring three interrelated choices: (1) choosing a design for collecting data for equating; (2) choosing a definition for the equating relationship; and (3) choosing a particular statistical procedure for estimating the equating relationship. Each of these choices involves both theoretical and practical issues, but practical issues will be stressed and theoretical issues will be given less emphasis. Ample numerical examples will be provided, and computer programs for performing computations will be made available. One-half day will be devoted to applications only. (Participants should have at least one graduate course in measurement and two graduate courses in statistics.)

PERFORMANCE ASSESSMENT: ISSUES IN DEVELOPMENT, SCORING, AND USE

Presenters:

Catherine J. Welch, Deborah J. Harris, Timothy R. Miller, and Edward W. Wolfe, ACT

The primary objective of this session is to familiarize participants with approaches to solving practical problems that are encountered in the development, scoring, and use of performance assessments. Specific topics to be addressed include: (1) development procedures that minimize topic effects, rater effects, and interactions of these effects; (2) procedures for assessing and minimizing differential item functioning in performance assessment items; (3) rater training procedures that emphasize stability over time and minimize the effects of rater variability; (4) procedures for estimating the reliability and generalizability of the scores; and (5) procedures for establishing comparability of multiple forms of the same performance assessment.

Course E, Sunday, April 3, 12:00 noon - 6:00 and
Monday, April 4, 9:00 - 6:00

FEE: \$90.00

APPLICATIONS OF ITEM RESPONSE THEORY: MODELS AND METHODS FOR THE ANALYSIS OF MULTIPLE-CATEGORICAL ITEM RESPONSE DATA

Presenters:

James O. Ramsay, McGill University and David Thissen, University of North Carolina at Chapel Hill

This session is intended to be a "second course" in more advanced topics than have often been included in NCME training sessions on item response theory (IRT). It is intended for persons with some basic familiarity with IRT who wish to add techniques for the analysis of multiple-categorical responses to their repertoires. By the end of the training session, the participants should be able to: (1) explain the psychological and statistical models underlying the parametric approach to multiple-categorical IRT; (2) explain the ideas underlying nonparametric approaches to multiple-categorical IRT; (3) make informed choices about which models and methods are likely to be most useful in a particular context; (4) use computer software that produces the graphical displays that comprise an IRT-based analysis of multiple-category item response data; and (5) interpret graphical displays as they relate to the content and measurement properties of the items and the response alternatives.

DIF/BIAS MODELING AND DETECTION USING SIBTEST WITH AN EMPHASIS ON TESTLET DIF/BIAS**Presenter:**

William F. Stout, University of Illinois

The central purpose of this session is to teach both practitioners and theoreticians how to use SIBTEST effectively to detect DIF/bias. Special emphasis will be placed on the detection and interpretation of testlet DIF; that is, a clump of DIF items that combine to produce a practically important amount of DIF. Emphasis also will be placed upon demonstrating SIBTEST's versatility: for example, it can investigate either single item or testlet DIF; it can detect DIF with good power for either dichotomously or polytomously scored items; it can detect both uniform and non-uniform DIF with good power; and it is computationally extremely fast and, hence, a thorough exploratory and/or confirmatory DIF testlet analysis is computationally feasible.

ASSISTING STATE AND LOCAL EDUCATORS TO SET SOUND ASSESSMENT POLICIES**Presenter:**

Richard J. Stiggins, Assessment Training Institute

The purpose of this training session is to prepare participants to be able to offer technical assistance to state and local policymakers in a manner that is likely to promote sound assessment policy and practice. The intended audience is not the policymakers themselves, but assessment specialists who are in a position to advise policymakers. As a result of participating in this training session, participants will: (1) understand the basic ingredients of a sound educational policy and sound regulations that support policy implementation; (2) know and be able to share the basic elements of an effective school-district and/or state-level assessment policy, (3) understand the differences in assessment policies related to classroom assessment and standardized testing programs; (4) be able to draft teacher and administrator licensing requirements and training program guidelines that demand and promote competence in assessment; and (5) be able to assist districts and states in devising staffing and hiring plans that assure assessment competence in key positions in their organizational structures.

NCME PRESENTATION SESSIONS

MONDAY, APRIL 4, 1994

MONDAY, 4:15 - 7:15

Sheraton: Tennessee Williams, 3rd Floor

NCME BOARD OF DIRECTORS MEETING

Members are invited to attend as observers.

TUESDAY, APRIL 5, 1994

TUESDAY, 8:15 - 10:15

Sheraton: Rosella, 4th Floor

A1 OPEN FORUM: HOW SHOULD NCME RESPOND TO THE CHALLENGE OF INTERNATIONAL MEASUREMENT ISSUES?

(Open Forum)

Organizer: Tse-chi Hsu, University of Pittsburgh

Moderator: Anthony J. Nitko, University of Pittsburgh

Panelists:

Ronald K. Hambleton, University of Massachusetts-Amherst; William Loxley, International Association for the Evaluation of Educational Achievement; Frances M. Ottobre, International Association for Educational Assessment; David Bateson, University of British Columbia; Der-Hsin Fan, National Taiwan Normal University; Gyenam Kim Kang, Yeounwee Lee, Yonsei University; Jean-Marie De Ketele, Universite Catholique De Louvain; Wayne J. Camara, American Psychological Association; Houcan Zhang, Beijing Normal University

A2 LINKING EDUCATIONAL ASSESSMENTS TO NAEP

(Invited Symposium)

Organizer/Moderator: Michael J. Kolen, ACT

Presenters:

Comparing NAEP Proficiency From Various States with IAEP Countries

Albert E. Beaton, Eugenio Gonzalez, Boston College

Statistical Linking Procedures for Deriving Point Estimates and Associated Standard Errors

Peter J. Pashley, Law School Admission Services; Charles Lewis, Duanli Yan, ETS

Comparing Math Proficiency Distributions Obtained From NAEP Assessment and From Regression on Other Math Tests

Bruce Bloxom, Laress L. Wise, Defense Manpower Data Center; Alan Nicewander, ACT; Peter J. Pashley, Law School Admission Services; Duanli Yan, ETS

Linking Statewide Tests to the National Assessment of Educational Progress: Stability of Results

Vonda L. Kiplinger, Robert L. Linn, University of Colorado-Boulder

Discussants: Robert L. Brennan, ACT; Wendy M. Yen, CTB Macmillan/McGraw-Hill

A3 ASSESSMENT IN THE PROFESSIONS

(Paper Presentation)

Moderator: Ronald A. Berk, Johns Hopkins University

Presenters:

Equivalence of Weights for Test Specifications Obtained Using Empirical and Judgmental Procedures

Mark R. Raymond, American Registry of Radiologic Technologists

Defining Legal Writing: An Empirical Analysis of the Legal Memorandum

Hunter M. Breland, ETS

Sources of Variance in a Performance Based Assessment of Medical Competence

Douglas Ripkey, Brian E. Clauser, National Board of Medical Examiners

Multiple True-False Items: Validity in Medical Specialty Certification

Steven M. Downing, Louis J. Grosso, John J. Norcini, American Board of Internal Medicine

Item Type and Ability Measured: The Validity of Multiple True-False Items

Rebecca A. Baranowski, Steven M. Downing, Louis J. Grosso, Paul A. Poniowski, John J. Norcini, American Board of Internal Medicine

Discussants: Barbara Showers, Wisconsin Department of Regulation and Licensing; Annie W. Ward, Consultant

TUESDAY, 8:15 - 9:45

Sheraton: Pontchartrain B, 3rd Floor

**A4 THE PEDAGOGICAL KNOWLEDGE BASE AND ITS RELATIONSHIP TO
TEACHER ASSESSMENT**

(Invited Interactive Symposium, Co-sponsor: AERA Division K)

Moderator: Carol Anne Dwyer, ETS

Presenters:

Lovely H. Billups, American Federation of Teachers; Hilda Borko, University of Colorado–Boulder; Glen Cutlip, National Education Association; Gary R. Galluzzo, University of Northern Colorado; Penelope Peterson, Michigan State University; Claire Ellen Weinstein, University of Texas–Austin; Merlin C. Wittrock, UCLA

TUESDAY, 8:15 - 10:15

Sheraton: Ballroom A, 5th Floor

**A5 REVISION OF STANDARDS FOR EDUCATIONAL AND PSYCHOLOGICAL
TESTING: ADVICE FROM THE MEMBERSHIP**

(Town Meeting, Co-sponsor: AERA)

Moderators: Eva Baker, CRESST/UCLA; Charles D. Spielberger, University of South Florida

Presenters:

Lloyd Bond, University of North Carolina–Greensboro; Leonard Feldt, University of Iowa; Bert F. Green, Johns Hopkins University; Edward H. Haertel, Stanford University; Suzanne Lane, University of Pittsburgh; Pamela A. Moss, University of Michigan; Diana C. Pullin, Boston College

Discussant: Daniel R. Eignor, ETS

A6 CROSS-NATIONAL MEASUREMENT OF OPPORTUNITIES TO LEARN IN MATHEMATICS AND SCIENCE

(Symposium, Co-sponsor: AERA Division D)

Moderator: Senta Raizen, National Center for Improving Science Education, The Network

Presenters:

Measuring Curricular Intentions for Distribution of Opportunities to Learn Through Document Analysis Procedures

Edward D. Britton, National Center for Improving Science Education, The Network; Curtis McKnight, University of Oklahoma

Methodological Aspects in the Study of the Relationship Between Educational Opportunities and Student Achievement

Leigh Burstein, CRESST/UCLA

Measurement of Content Coverage Goals and Opportunity to Learn

William Schmidt, Gilbert A. Valverde, Michigan State University

The Use of Curriculum Frameworks as Measurement Tools in the Third International Mathematics and Science Study

David E. Wiley, Northwestern University

Display and Analysis of Complex Curriculum Data

Richard Wolfe, OISE

Discussant: Richard J. Shavelson, University of California-Santa Barbara

A7 EQUITY ISSUES IN PERFORMANCE ASSESSMENT

(Symposium, Co-sponsor: AERA Division D, AERA Division I)

Moderator: George Madaus, Boston College

Presenters:

Sources of Inequity: Understanding Students' Responses to Assessment

Patricia Murphy, Open University, U.K.

The Relationship of Background Factors to National Curriculum Assessment: Results at Age 7

Sally Thomas, University of London

The Nature of Differences in Attainment and Progress from 7 to 16

Pam Sammons, University of London

Undermining Gender Stereotypes: Examination and Coursework Performance at Age 16

Jannette Elwood, University of London

What Do We Mean by Equity in Relation to Assessment?

Caroline Gipps, University of London

Discussants: Lesley Parker, National Key Centre for Teaching and Research in School Science; Leonie Rennie, National Key Centre for Teaching and Research in School Science; Harvey Goldstein, University of London

B1 PERFORMANCE ASSESSMENT: CONSTRUCTION AND CONSEQUENCES

(Paper Presentation)

Moderator: Linda Ann Bond, NCREL

Presenters:

Teacher Preference for Traditional Versus Portfolio Assessment: An Experimental Study

Samuel B. Green, Nona Tollefson, Kandace Fleming, University of Kansas

The Implementation and Impact of Vermont's Portfolio Assessment During its Second Year

Brian M. Stecher, Eric Hamilton, RAND

A Method for Setting Multi-Level Performance Standards on Objective or Constructed Response Tests

John P. Poggio, Douglas R. Glasnapp, University of Kansas

Use of Three Procedures for Detecting DIF in a Mathematics Performance Assessment

Ning Wang, Suzanne Lane, University of Pittsburgh

Discussants: Joy A. Frechtling, WESTAT, Inc.; Jeffrey K. Smith, Rutgers University

B2 APPROACHES TO COGNITIVE MODELING

(Symposium, Co-sponsor: AERA Division D)

Organizer/Moderator: William F. Stout, University of Illinois

Presenters:

Concept Mapping Approach to Assessing Student Understanding

Takahiro Sato, NEC Corporation; Delwyn Harnisch, University of Illinois;

Susumu Yamagi, Johoku Saitama High School

Unified Cognitive/Psychometric Diagnostic Assessment Model

Louis V. DiBello, William F. Stout, University of Illinois

Cognitive Diagnosis Using Latent Trait Models

Fumiko Samejima, University of Tennessee

Measuring Abilities on Covert Processes With Multicomponent Latent Trait Models

Susan E. Embretson, University of Kansas

Discussants: Anthony E. Kelly, Rutgers University; Kikumi K. Tatsuoka, ETS

TUESDAY, 10:35 - 12:05

Sheraton: Pontchartrain B, 3rd Floor

B3 ACHIEVEMENT LEVELS REPORTING ON THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: A TECHNICAL AND POLICY DEBATE

(Symposium, Co-sponsor: AERA Division D)

Moderator: Emerson Elliott, NCES

Presenters:

Thomas H. Saterfiel, ACT; Gail McColl, General Accounting Office; Lorrie Shepard, University of Colorado–Boulder; Leigh Burstein, CRESST/UCLA

Discussants: Mark Musick, National Assessment Governing Board; Jeff McFarland, Counsel, U.S. House of Representatives

TUESDAY, 10:35 - 12:05

Sheraton: Pontchartrain C, 3rd Floor

B4 THE POWER OF KNOWLEDGE-BASED PRACTICE: REALIZING THAT ALL STUDENTS CAN LEARN

(Invited Address, Co-sponsor: AERA Division K, AERA)

Moderator: Jane Stallings, Texas A&M University

Speaker:

Sharon Robinson, Office of Educational Research and Improvement

TUESDAY, 12:25 - 1:55

Sheraton: Bayside B, 4th Floor

C1 WHAT IN THE WORLD ARE WORLD CLASS STANDARDS?

(Invited Panel Discussion)

Organizer/Moderator: Sharif Shakrani, NCES

Panelists:

What We Can Learn From the Curricula of 50 Countries

William Schmidt, Michigan State University

World Class Standards: The Mathematical Sciences Education Perspective

Thomas Romberg, University of Wisconsin–Madison

Measuring Standards in the National Assessment of Educational Progress

Gary Phillips, NCES

Test Items in the International Assessment of Educational Progress: What Can We Learn?

Larry Suter, National Science Foundation

Discussants: Albert E. Beaton, Boston College; Michael Feuer, National Academy of Sciences

C2 DIFFERENTIAL ITEM FUNCTIONING (DIF) IN MULTIFACTOR ASSESSMENTS

(Paper Presentation)

Moderator: Sylvia T. Johnson, Howard University

Presenters:

Identification of Valid Subtests for DIF Analyses When Tests Are Intentionally Multidimensional

William F. Stout, University of Illinois; Kathleen Mazor, Pankaja Narayanan, University of Massachusetts–Amherst

Differential Functioning in Testlets

Donald R. Green, Cheryl P. Donovan, CTB Macmillan/McGraw-Hill

The Influence of the Dimensionality of the Matching Criterion on DIF Identification Using the Mantel-Haenszel and Logistic Regression Procedures

Brian E. Clauser, Ronald J. Nungester, Douglas Ripkey, National Board of Medical Examiners; Kathleen Mazor, University of Massachusetts–Amherst

A Simultaneous Approach to Multi-Factor DIF Analysis

Huixing Tang, The Psychological Corporation

Discussants: Timothy R. Miller, ACT; Nancy S. Peterson, ETS

C3 COMPUTERIZED ADAPTIVE TESTING

(Paper Presentation)

Moderator: Cynthia G. Parshall, ACT

Presenters:

Computer Adaptive Testing: Exploring Examinee Response Time Using Hierarchical Linear Modeling

Betty A. Bergstrom, Richard Gershon, Computer Adaptive Technologies, Inc.; Mary Lunz, American Society of Clinical Pathologists

Modeling Item Response Latencies in Computerized Adaptive Tests

G. Gage Kingsbury, Ronald L. Houser, Portland Public Schools; Anthony R. Zara, National Council of State Boards of Nursing

Simulation of a Computerized Adaptive Test in Medicine: Effects of Group Test Targeting on Ability Estimates and Precision

Raja G. Subhiyah, Carol A. Morrison, National Board of Medical Examiners

The Effect of Restricting Ability Distributions in the Estimation of Item Difficulties: Implications for a CAT Implementation

Kyoko Ito, Robert C. Sykes, CTB Macmillan/McGraw-Hill

Discussants: Bert F. Green, Johns Hopkins University; Laurell L. Wise, Defense Manpower Data Center

D1 IRT LINKING AND SCALING ISSUES

(Paper Presentation)

Moderator: Linda L. Cook, ETS

Presenters:

Linking Multidimensional Item Calibrations

Tim C. Davey, ACT; T. C. Oshima, Georgia State University

A Comparison of Procedures to Detect Item Parameter Drift

Steven P. Isham, John R. Donoghue, ETS

Conditional Standard Errors of Measurement for Scale Scores Using IRT

Michael J. Kolen, Lingjia Zeng, Bradley A. Hanson, ACT

Evaluation of Procedures for Linking Multidimensional Item Calibrations

T. C. Oshima, Georgia State University; Tim C. Davey, ACT

Discussants: Neal M. Kingston, Kentucky Department of Education; David Thissen, University of North Carolina–Chapel Hill

D2 JOINT COMMITTEE ON COMPETENCY STANDARDS IN STUDENT ASSESSMENT FOR EDUCATIONAL ADMINISTRATORS UPDATE: OPEN HEARING ON PROPOSED STANDARDS

(Invited Open Hearing)

Organizer/Moderator: James C. Impara, University of Nebraska–Lincoln

Panelists:

Historical Perspective on the Project

Jack Merwin, University of Minnesota

Development of the Standards

Barbara S. Plake, University of Nebraska–Lincoln

Overview of the Proposed Standards

James C. Impara, University of Nebraska–Lincoln

D3 ALTERNATIVE ASSESSMENT FORMATS

(Paper Presentation)

Moderator: Carol Robinson-Singer, Accountability and Development Associates

Presenters:

Influence of Item Format on the Internal Characteristics of Alternate Forms of Tests of Language Skills

Gayle B. Bray, Stephen B. Dunbar, University of Iowa

Psychometric Characteristics of the Multiple-Correct Multiple-Choice Item

Douglas R. Glasnapp, John P. Poggio, University of Kansas

Item Function Characteristics and Dimensionality for Alternative Response Formats in Mathematics

Peter Behuniak, John B. Rogers, Mohamed Dirir, Connecticut Department of Education

Investigation of Language Sensitive Modifications in a Pilot Study of CLAS, the California Learning Assessment System

Rebecca J. Kopriva, Karen Lowrey, California Department of Education; John Martois, Los Angeles County Department of Education

Discussants: Joanne M. Lenke, The Psychological Corporation; Robert W. Lissitz, University of Maryland

E1 "WHATEVER HAPPENED TO THE MEASUREMENT OF INTELLIGENCE?"

(Symposium)

Organizer/Moderator: Gregory J. Cizek, University of Toledo

Presenters:

What Is/Was This Thing Called Intelligence and How Do We Know?

John J. Fremer, ETS

What Are These Things Called Intelligences and How Might We Measure Them?

Howard Gardner, Harvard University

What Good Is This Thing Called Intelligence and Why Bother to Measure It?

Asa G. Hilliard, Georgia State University

What Do the Courts Say About Measuring Intelligence?

Diana C. Pullin, Boston College

Discussants: Timothy Z. Keith, Alfred University; David F. Lohman, University of Iowa

E2 ISSUES IN DISTRICT, STATE, AND NATIONAL ASSESSMENT

(Paper Presentation)

Moderator: Mary Lyn Bourque, National Assessment Governing Board

Presenters:

A Longitudinal Multiple Indicators Assessment of an Interdistrict Transfer Program

Robert W. Lissitz, University of Maryland; Susan Uchitelle, Voluntary Interdistrict Coordinating Council

Predicting Individual College Student Performance Using Building-Level State Assessment Information

David J. Martin, Texas A&M University

An HLM Exploration of Between-School Effects Related to Within-School SAT Score Differences in Texas: Accountability Implications?

Linda L. Hargrove, Lynn T. Mellor, Texas Education Agency

The Performance of Graduating High School Seniors: Do the U.S. High Schools Measure Up?

Joan E. Auchter, American Council on Education; Gary Scaggs, West Mesa Associates

Linking State Tests to NAEP

Kadriye Ercikan, CTB Macmillan/McGraw-Hill

Discussants: Steven Ferrara, Maryland Department of Education; Sue Rigney, Vermont Department of Education

E3 FACTORS INFLUENCING THE PERFORMANCE OF MEDICAL STUDENTS ON LICENSURE EXAMS

(Symposium, Co-sponsor: AERA Division I, AERA Division D, SIG/Professional Licensure and Certification)

Moderator: James O. Woolliscroft, University of Michigan

Presenters:

Ronald J. Nungester, Douglas F. Becker, David B. Swanson, Susan M. Case, National Board of Medical Examiners

Discussant: Karen J. Mitchell, RAND

E4 RESEARCH DIRECTIONS IN EDUCATIONAL MEASUREMENT: THE DISSERTATION AND BEYOND

(Invited Symposium, Co-sponsor: AERA Division D)

Organizer: NCME Graduate Student Issues Committee

Moderator: Anthony J. Nitko, University of Pittsburgh

Presenters:

Standard Setting

Ronald K. Hambleton, University of Massachusetts–Amherst

Equating and Scaling

Neil J. Dorans, ETS

Performance Assessment

Eva Baker, CRESST/UCLA

Differential Item Functioning

Rebecca Zwick, ETS

Item Response Theory

Mark D. Reckase, ACT

Immediately following the presentations a reception will be held from 5:15 to 6:15 p.m. The reception is sponsored by ACT, ETS, the National Board of Medical Examiners, and The Psychological Corporation. A representative from each of these organizations will be available at the reception to discuss potential career opportunities with interested students. Both the session and reception are open to all AERA and NCME members; graduate students are especially encouraged to attend to meet professionals in the field.

NO HOST COCKTAIL PARTY AND RECEPTION

Members of NCME are invited to the annual No Host Cocktail Party and Reception which will be held in conjunction with the NCME Graduate Student Issues Committee reception.

WEDNESDAY, APRIL 6, 1994

WEDNESDAY, 5:50 - 7:30 am

Marriott: Inside Lobby

F1 NCME FITNESS RUN/WALK

(Run/Walk)

Organizer: Ronald A. Berk, Johns Hopkins University

Run or walk 5K/2.5K course in Audubon Park. MEET IN THE LOBBY OF THE MARRIOTT AT 5:50 AM. Buses will leave promptly at 6:00 am for the park. The last bus will return to the Marriott by 7:30 am. PREREGISTRATION IS REQUIRED.

This event is made possible through the sponsorship of: The Psychological Corporation, CTB Macmillan/McGraw-Hill, and Riverside Publishing Company.

WEDNESDAY, 8:00 - 9:00

Marriott: Bissonet, 3rd Floor

G1 NCME ANNUAL BREAKFAST

WEDNESDAY, 9:00 - 10:15

Marriott: Bissonet, 3rd Floor

H1 NCME BUSINESS MEETING AND PRESIDENTIAL ADDRESS:

Is the Curriculum a Reasonable Basis for Assessment Reform?

Anthony J. Nitko, University of Pittsburgh

WEDNESDAY, 10:35 - 12:05

Marriott: La Galerie 6, 2nd Floor

I1 SCALES, SCORES, AND REPORTING TO ENHANCE THE UTILITY OF EDUCATIONAL TESTING

(Invited Address)

Moderator: Hariharan Swaminathan, University of Massachusetts-Amherst

Speaker:

Ronald K. Hambleton, University of Massachusetts-Amherst

1993 NCME Career Award Recipient

Discussants: Robert Forsyth, University of Iowa; Ingemar Wedman, University of Umea

I2 MATERIALS AND STRATEGIES FOR TEACHING TEACHERS ABOUT CLASSROOM ASSESSMENT

(Invited Symposium, Co-sponsor: AERA Division K)

Organizer: Barbara S. Plake, University of Nebraska–Lincoln

Moderator: Edward D. Roeber, Council of Chief State School Officers

Presenters:

Development of Teacher Assessment Training Prototype in Communicating Test Results

Barbara S. Plake, University of Nebraska–Lincoln

Continuation of NCME's Teacher Assessment Training Projects

James C. Impara, University of Nebraska–Lincoln

Discussants: Anthony J. Nitko, University of Pittsburgh; William D. Schafer, University of Maryland

I3 AFFECTIVE MEASUREMENT

(Paper Presentation)

Moderator: Esther E. Diamond, Consultant

Presenters:

Development, Reliability and Construct Validity of an Instrument to Measure Professional Learning Environment Characteristics of Schools

Karen S. Loup, Chad D. Ellett, Louisiana State University; Nitin S. Naik, Wheeling Jesuit College

Development, Construct Validation, and Reliability of an Instrument to Measure the Affective Component of Caring in the Helping Professions

Barbara S. Moffett, Southeastern Louisiana University; Chad D. Ellett, Louisiana State University

Gender Differences in Attitudes Toward Science

Julianne M. Smist, Springfield College; Francis X. Archambault, Steven V. Owen, University of Connecticut

An Investigation of Students' Affective Responses to Alternative Assessments

Laura S. Hamilton, Stanford University

Discussants: H. D. Hoover, University of Iowa; Bruce Thompson, Texas A&M University

J1 COMPARISON OF COMPUTERIZED-ADAPTIVE AND SELF-ADAPTIVE TESTS

(Paper Presentation)

Moderator: Tony D. Thompson, ACT

Presenters:

Comparing Computerized Adaptive and Self-Adapted Tests: The Influence of Examinee Achievement Locus of Control

Steven L. Wise, Linda L. Roos, Barbara S. Plake, University of Nebraska-Lincoln

The Effect of Overlapping Items on Measurement Accuracy and Efficiency of Two-Stage Testing in Comparison to CAT

Hae-Ok Kim, Barbara S. Plake, University of Nebraska-Lincoln

Effects of Informed Item Selection on Test Performance and Anxiety for Examinees Administered a Self-Adapted Test

Barbara S. Plake, Steven L. Wise, Linda L. Roos, University of Nebraska-Lincoln

Computerized Adaptive and Self-Adapted Music Listening Tests: Psychometric Features and Motivational Benefits

Walter P. Vispoel, University of Iowa

Discussants: Linda M. Crocker, University of Florida; Mark D. Reckase, ACT

J2 MEMBERSHIP FORUM ON THE PROPOSED NCME CODE OF ETHICS

(Invited Open Forum)

Organizer/Moderator: Cynthia B. Schmeiser, ACT

Presenters:

Kurt F. Geisinger, State University of New York-Oswego; Sharon Johnson-Lewis, Detroit Public Schools; Edward D. Roeber, Council of Chief State School Officers; William D. Schafer, University of Maryland; Cynthia B. Schmeiser, ACT

Discussants: Daniel R. Eignor, NCME Standards and Test Use Committee, ETS; M. Kevin Matter, National Association of Test Directors, Cherry Creek Schools; Christa Winter, NCME Minority Issues and Testing Committee, Lewis and Clark College

J3 A MEASUREMENT-DRIVEN INSTRUCTION VERSUS INSTRUCTION-DRIVEN MEASUREMENT DEBATE: WHO SHOULD BE BEHIND THE WHEEL?

(Debate, Co-sponsor: AERA Division D)

Organizer: W. James Popham, University of California and IOX Assessment Associates

Moderator: Sarah J. Stanley, IOX Assessment Associates

Presenters:

Defending Instruction-Driven Measurement

Roger Farr, Indiana University

Defending Measurement-Driven Instruction

W. James Popham, University of California and IOX Assessment Associates

Discussant: Stan Bernkopf, Georgia Department of Education

J4 EFFECTS OF CLASSROOM PERFORMANCE ASSESSMENTS ON TEACHERS AND STUDENTS

(Symposium, Co-sponsor: AERA Division D)

Moderator: Karen Sheingold, ETS

Presenters:

Explanation as a Target and a Tool of Assessment: Experiences of Third-Grade Teachers

Roberta J. Flexer, Hilda Borko, Vicky Mayfield, Kate Cumbo, University of Colorado-Boulder

How Does My Teacher Know What I Know?: Third Graders' Perceptions of Math, Reading, and Assessment

Kathryn H. Davinroy, Carribeth L. Bliem, Vicky Mayfield, University of Colorado-Boulder

Effects of Introducing Classroom Performance Assessments on Student Learning

Lorrie Shepard, Roberta J. Flexer, Elfrieda H. Hiebert, University of Colorado-Boulder

Discussant: Nancy S. Cole, ETS

PROGRAM HIGHLIGHTS

NCME BOARD OF DIRECTORS MEETING

Members are invited to attend as observers.

Monday, April 4, 4:15 - 7:15 pm
Thursday, April 7, 4:00 - 7:00 pm

Sheraton: Tennessee Williams, 3rd Floor
Marriott: Napoleon, 41st Floor

NO HOST COCKTAIL PARTY AND RECEPTION

Tuesday, April 5, 5:30 - 7:00 pm

Sheraton: Bayside B, 4th Floor

NCME FITNESS RUN/WALK

Wednesday, April 6, 5:50 - 7:30 am

Marriott: Inside Lobby

NCME ANNUAL BREAKFAST

Wednesday, April 6, 8:00 - 9:00 am

Marriott: Bissonet, 3rd Floor

NCME BUSINESS MEETING AND PRESIDENTIAL ADDRESS

Wednesday, April 6, 9:00 - 10:15 am

Marriott: Bissonet, 3rd Floor

Is the Curriculum a Reasonable Basis for Assessment Reform?

Anthony J. Nitko, University of Pittsburgh

A2 LINKING EDUCATIONAL ASSESSMENTS TO NAEP

(Invited Symposium)

Tuesday, April 5, 8:15 - 10:15 am

Sheraton: Bayside B, 4th Floor

Org./Mod.: Michael J. Kolen, ACT

Presenters: Albert E. Beaton, Eugenio Gonzalez, Boston College; Peter J. Pashley, Law School Admission Services; Charles Lewis, Duanli Yan, ETS; Bruce Bloxom, Laress L. Wise, Defense Manpower Data Center; Alan Nicewander, ACT; Vonda L. Kiplinger, Robert L. Linn, University of Colorado-Boulder

Discussants: Robert L. Brennan, ACT; Wendy M. Yen, CTB Macmillan/McGraw-Hill

C1 WHAT IN THE WORLD ARE WORLD CLASS STANDARDS?

(Invited Panel Discussion)

Tuesday, April 5, 12:25 - 1:55 pm

Sheraton: Bayside B, 4th Floor

Org./Mod.: Sharif Shakrani, NCES

Panelists: William Schmidt, Michigan State University; Thomas Romberg, University of Wisconsin-Madison; Gary Phillips, NCES; Larry Suter, National Science Foundation

Discussants: Albert E. Beaton, Boston College; Michael Feuer, National Academy of Sciences

PROGRAM HIGHLIGHTS

D2 JOINT COMMITTEE ON COMPETENCY STANDARDS IN STUDENT ASSESSMENT FOR EDUCATIONAL ADMINISTRATORS UPDATE: OPEN HEARING ON PROPOSED STANDARDS

(Invited Open Hearing)

Tuesday, April 5, 2:15 - 3:45 pm

Sheraton: Bayside B, 4th Floor

Org./Mod.: James C. Impara, University of Nebraska-Lincoln

Panelists: Jack Merwin, University of Minnesota; Barbara S. Plake, James C. Impara, University of Nebraska-Lincoln

E4 RESEARCH DIRECTIONS IN EDUCATIONAL MEASUREMENT: THE DISSERTATION AND BEYOND

(Invited Symposium, Co-sponsor: AERA Division D)

Tuesday, April 5, 4:05 - 6:05 pm

Sheraton: Bayside B, 4th Floor

Org.: NCME Graduate Student Issues Committee

Mod.: Anthony J. Nitko, University of Pittsburgh

Presenters: Ronald K. Hambleton, University of Massachusetts-Amherst; Neil J. Dorans, ETS; Eva Baker, CRESST/UCLA; Rebecca Zwick, ETS; Mark D. Reckase, ACT

II SCALES, SCORES, AND REPORTING TO ENHANCE THE UTILITY OF EDUCATIONAL TESTING

(Invited Address)

Wednesday, April 6, 10:35 - 12:05 pm

Marriott: La Galerie 6, 2nd Floor

Mod.: Hariharan Swaminathan, University of Massachusetts-Amherst

Speaker: Ronald K. Hambleton, University of Massachusetts-Amherst, 1993 NCME Career Award Recipient

Discussants: Robert Forsyth, University of Iowa; Ingemar Wedman, University of Umea

12 MATERIALS AND STRATEGIES FOR TEACHING TEACHERS ABOUT CLASSROOM ASSESSMENT

(Invited Symposium, Co-sponsor: AERA Division K)

Wednesday, April 6, 10:35 - 12:05 pm

Marriott: Mardi Gras C, 3rd Floor

Org.: Barbara S. Plake, University of Nebraska-Lincoln

Mod.: Edward D. Roeber, Council of Chief State School Officers

Presenters: Barbara S. Plake, James C. Impara, University of Nebraska-Lincoln

Discussants: Anthony J. Nitko, University of Pittsburgh; William D. Schafer, University of Maryland

PROGRAM HIGHLIGHTS

J2 MEMBERSHIP FORUM ON THE PROPOSED NCME CODE OF ETHICS

(Invited Open Forum)

Wednesday, April 6, 12:25 - 1:55 pm

Marriott: Bonaparte, 4th Floor

Org./Mod.: Cynthia B. Schmeiser, ACT

Presenters: Kurt F. Geisinger, State University of New York-Oswego; Sharon Johnson-Lewis, Detroit Public Schools; Edward D. Roeber, Council of Chief State School Officers; William D. Schafer, University of Maryland; Cynthia B. Schmeiser, ACT

Discussants: Daniel R. Eignor, NCME Standards and Test Use Committee, ETS; M. Kevin Matter, National Association of Test Directors, Cherry Creek Schools; Christa Winter, NCME Minority Issues and Testing Committee, Lewis and Clark College

K2 HOW TEACHERS VIEW THE CLASSROOM ASSESSMENT PROCESS

(Invited Panel Discussion, Co-sponsor: AERA Division K)

Wednesday, April 6, 2:15 - 4:15 pm

Marriott: Mardi Gras C, 3rd Floor

Org./Mod.: Richard J. Stiggins, Assessment Training Institute

Discussion

Leaders: Al Oosterhoff, Florida State University; Richard J. Stiggins, Assessment Training Institute

Panelists: New Orleans Area Teachers

K4 MINORITIES AND TESTING: WHAT'S THE BEEF? A SEQUEL TO THE 1976 NCME PRESIDENTIAL ADDRESS: "DEAR MAMA, WHY DON'T THEY LOVE ME ANYMORE?"

(Invited Symposium, Co-sponsor: AERA Division D)

Wednesday, April 6, 2:15 - 4:15 pm

Marriott: La Galerie 6, 2nd Floor

Org./Mod.: Ayres G. D'Costa, Ohio State University

Presenters: George Madaus, Boston College; Sharon Johnson-Lewis, Detroit Public Schools; Warren Simmons, Annie E. Casey Foundation; Thomas Fitzgibbon, Planning Development Evaluation Associates

Discussant: Nancy S. Cole, ETS

L1 NATIONAL ASSOCIATION OF TEST DIRECTORS' PERFORMANCE ASSESSMENT QUALITY STANDARDS

(Invited Symposium)

Wednesday, April 6, 4:05 - 6:05 pm

Marriott: Mardi Gras D, 3rd Floor

Org./Mod.: Carole L. Perlman, Chicago Public Schools

Presenters: Stephen B. Dunbar, University of Iowa; Joe B. Hansen, Colorado Springs Public Schools; Larry Barber, Phi Delta Kappa

Panelists: Judith Costa, Clark County (NV) Public Schools; Maryellen Donahue, Boston Public Schools; Aaron Gay, Jr., Norfolk (VA) Public Schools; Mary Moore, Dayton Public Schools

Discussants: Michael Kean, CTB Macmillan/McGraw-Hill; Thomas Kerins, Illinois State Board of Education

PROGRAM HIGHLIGHTS

M4 ASSESSMENT IN THE TWENTY-FIRST CENTURY: ISSUES, TECHNOLOGIES, AND CHALLENGES

(Invited Colloquium, Co-sponsor: AERA Division D)

Thursday, April 7, 8:15 - 10:15 am

Le Meridien: Ile de France I, 3rd Floor

Org./Mod.: Brenda H. Loyd, University of Virginia

Presenters: Paul Stemmer, Madonna University; Mark D. Reckase, ACT; Michael T. Kane, University of Wisconsin-Madison; Mark R. Wilson, University of California-Berkeley; Joan Boykoff Baron, Connecticut Department of Education and PACE, Harvard University; Steven Ferrara, Maryland Department of Education; Suzanne Lane, University of Pittsburgh; Drew Gitomer, ETS

Discussant: Robert L. Brennan, ACT

P1 IMPLICATIONS OF ESEA LEGISLATION FOR ASSESSMENT

(Invited Symposium)

Thursday, April 7, 2:15 - 3:45 pm

Le Meridien: Maurepas, 3rd Floor

Org./Mod.: Stephen B. Dunbar, University of Iowa

Presenters: Milton Matthews, Mississippi Department of Education; Michael Kean, CTB Macmillan/McGraw-Hill; Audrey Qualls, University of Iowa

Discussant: Michael Feuer, National Academy of Sciences

Q3 HOW WILL THE NATIONAL CURRICULUM STANDARDS BE MEASURED AT THE NATIONAL, STATE, AND LOCAL LEVELS?

(Invited Symposium: Co-sponsor: AERA Division D)

Thursday, April 7, 4:05 - 6:05 pm

Le Meridien: Maurepas, 3rd Floor

Org./Mod.: Ramsay W. Selden, Council of Chief State School Officers

Presenters: Dale Carlson, California Department of Education; Philip Daro, California Math Project; Michael Kean, CTB Macmillan/McGraw-Hill; Carole L. Perlman, Chicago Public Schools; Sharif Shakrani, NCES

Discussants: Jennifer O'Day, Stanford University; Stu Rankin, University of Michigan

WEDNESDAY, 2:15 - 4:15

Le Meridien: Maurepas, 3rd Floor

K1 INTRODUCING COMPUTER-ADAPTIVE TESTING IN A HIGH-STAKES LICENSURE ENVIRONMENT: THE NCLEX/CAT EXPERIENCE

(Symposium, Co-sponsor: AERA Division I, AERA Division D, SIG/Professional Licensure and Certification)

Moderator: Linda D. Waters, ETS

Presenters:

Anthony R. Zara, National Council of State Boards of Nursing; Candus K. Hedberg, Roger C. Kershaw, Walter D. Way, ETS

Discussants: Douglas F. Becker, National Board of Medical Examiners; Richard C. Gershon, Computer Adaptive Technologies, Inc.

WEDNESDAY, 2:15 - 4:15

Marriott: Mardi Gras C, 3rd Floor

K2 HOW TEACHERS VIEW THE CLASSROOM ASSESSMENT PROCESS

(Invited Panel Discussion, Co-sponsor: AERA Division K)

Organizer/Moderator: Richard J. Stiggins, Assessment Training Institute

Discussion Leaders:

Al Oosterhoff, Florida State University; Richard J. Stiggins, Assessment Training Institute

Issues to be Addressed:

1. *How Do Teachers Really Use Assessment in the Classroom?*
2. *What Special Kinds of Assessment Methods Do Teachers Really Use in the Classroom?*
3. *How Do Teachers Know Whether Assessment Worked in Their Classrooms?*
4. *How Well Trained Are Teachers to Address Assessment Issues?*

Panelists: New Orleans Area Teachers

WEDNESDAY, 2:15 - 3:45

Marriott: Bonaparte, 4th Floor

K3 ISSUES IN DEVELOPING AND ADMINISTERING THE NEW SAT TO STUDENTS WITH DISABILITIES

(Symposium)

Organizer/Moderator: W. Edward Curley, ETS

Presenters:

Developing Tests for Students With Disabilities

Geraldine May, James Braswell, ETS

Services for Students With Disabilities Taking the New SAT

H. Gray Williams, ETS

Establishing Timing Limits for the New SAT for Students With Disabilities

Nancy K. Wright, Cathy L. W. Wendler, ETS

Reactions of Students With Disabilities to the New SAT

Cathy L. W. Wendler, Nancy K. Wright, ETS

Discussants: Jack Blackburn, University of Virginia; Susan E. Phillips, Michigan State University

WEDNESDAY, 2:15 - 4:15

Marriott: La Galerie 6, 2nd Floor

K4 MINORITIES AND TESTING: WHAT'S THE BEEF? A SEQUEL TO THE 1976 NCME PRESIDENTIAL ADDRESS: "DEAR MAMA, WHY DON'T THEY LOVE ME ANYMORE?"

(Invited Symposium, Co-sponsor: AERA Division D)

Organizer/Moderator: Ayres G. D'Costa, Ohio State University

Presenters:

George Madaus, Boston College; Sharon Johnson-Lewis, Detroit Public Schools; Warren Simmons, Annie E. Casey Foundation; Thomas Fitzgibbon, Planning Development Evaluation Associates

Discussant: Nancy S. Cole, ETS

WEDNESDAY, 4:15 - 5:15

Marriott: Suite 630

TOWN MEETING

NCME's Minority and Testing Committee is hosting this meeting to seek input from interested conference participants, especially minority members involved in testing issues, about how NCME can increase its role with minorities. The Committee will also report findings from its recent survey of minority/testing needs and seek membership reactions and suggestions.

WEDNESDAY, 4:05 - 6:05

Marriott: Mardi Gras D, 3rd Floor

L1 NATIONAL ASSOCIATION OF TEST DIRECTORS' PERFORMANCE ASSESSMENT QUALITY STANDARDS

(Invited Symposium)

Organizer/Moderator: Carole L. Perlman, Chicago Public Schools

Presenters:

Stephen B. Dunbar, University of Iowa; Joe B. Hansen, Colorado Springs Public Schools; Larry Barber, Phi Delta Kappa

Panelists:

Judith Costa, Clark County (NV) Public Schools; Maryellen Donahue, Boston Public Schools; Aaron Gay, Jr., Norfolk (VA) Public Schools; Mary Moore, Dayton Public Schools

Discussants: Michael Kean, CTB Macmillan/McGraw-Hill; Thomas Kerins, Illinois State Board of Education

L2 ASSESSING DIMENSIONALITY IN ITEM RESPONSE THEORY MODELS
(Paper Presentation)

Moderator: James Algina, University of Florida

Presenters:

An Investigation of the Characteristics of Multidimensional Item Response Theory Models

Choong-Ki Lim, Timothy N. Ansley, University of Iowa

A Revised Modified Parallel Analysis (RMPA) for the Construction of Unidimensional Item Pools

David V. Budescu, University of Illinois; Yoav Cohen, Anat Ben-Simon, National Institute for Testing and Evaluation

Assessment of Unidimensionality for Partial Credit Polytomous Items: A Modification of DIMTEST

Hsin-hung Li, William F. Stout, University of Illinois

A Model Selection Approach to Fitting Nonparametric Multidimensional IRT Models That Uses DIMTEST and a New Index of Multidimensionality as Diagnostic Tools

Jeff Douglas, Hae Rim Kim, William F. Stout, University of Illinois

Testing the Robustness of DIMTEST on Nonnormal Ability Distributions

Ratna Nandakumar, University of Delaware

Discussants: Fumiko Samejima, University of Tennessee; Wim J. van der Linden, Universiteit Twente

L3 INVESTIGATIONS OF DIFFERENTIAL ITEM FUNCTIONING (DIF) PROCEDURES

(Paper Presentation)

Moderator: Barbara G. Dodd, University of Texas–Austin

Presenters:

Logistic Regression Procedures for Detecting DIF in Nondichotomous Item Responses

H. Jane Rogers, Hariharan Swaminathan, University of Massachusetts–Amherst

The Effects of Sample Size and Criterion Variable on the Identification of DIF by the Mantel-Haenszel and Logistic Regression Procedures

Fang Tian, Xiao L. Pang, Marvin W. Boss, University of Ottawa

An Investigation of Lord's Procedure for Detection of Differential Item Functioning

Seock-Ho Kim, Allan S. Cohen, University of Wisconsin–Madison; Hae-Ok Kim, University of Nebraska–Lincoln

Smoothed Standardization: A Small Sample DIF Procedure

Neil J. Dorans, ETS; Maria T. Potenza, University of Nebraska–Lincoln; James O. Ramsay, McGill University

Gender Differences on a Test of Mathematics: Multidimensionality or Differential Test Functioning?

Katherine E. Ryan, University of Illinois

Discussants: Terry A. Ackerman, University of Illinois; Paul W. Holland, University of California–Berkeley

THURSDAY, APRIL 7, 1994

THURSDAY, 8:15 - 10:15

Le Meridien: St. Claude, 3rd Floor

M1 FACTORS IMPACTING STUDENT PERFORMANCE

(Paper Presentation)

Moderator: Judith Arter, NWREL

Presenters:

The Effect of Cognitive Styles on Changing Multiple-Choice Answers

Stephen J. Friedman, Gregory L. Cook, University of Wisconsin-Whitewater

The Effect of Context and Gender on Assessment of Estimation

Janice C. Lewis, University of Iowa

Consequence of Performance, Test Motivation, and Mentally Taxing Items

Lisa F. Wolf, Felician College; Jeffrey K. Smith, Rutgers University; Marilyn E. Birnbaum, North Plainfield Public Schools

Dimensions of Content and Difficulty in Binary Test Items

Kristie K. Waltman, Stephen B. Dunbar, University of Iowa

Listening to Test Takers: The Use of Supplemental Comments in Assessments

Thomas F. Donlon, Thomas Edison State College

Discussants: Karen F. Gold, University of Maryland; Douglas R. Whitney, Regents College

THURSDAY, 8:15 - 10:15

Le Meridien: Orleans, 3rd Floor

M2 DEVELOPMENT AND INTRODUCTION OF A COMPUTER ADAPTIVE GRE GENERAL TEST

(Symposium)

Organizer/Moderator: Craig N. Mills, ETS

Presenters:

Introduction and Overview

Marna Golub-Smith, ETS

Comparability of CBT and CAT Scores

Gary Schaeffer, ETS

Item and Subgroup Issues in the CAT Environment

Manfred Steffen, ETS

Conclusions and Future Directions

Rob Durso, Craig N. Mills, ETS

Discussants: Lloyd Bond, University of North Carolina-Greensboro; Hariharan Swaminathan, University of Massachusetts-Amherst

M3 ENFORCING PROFESSIONAL STANDARDS IN MEASUREMENT (OR DO WE NEED THE TESTING POLICE?)

(Panel Discussion)

Organizer/Moderator: Wayne J. Camara, American Psychological Association

Panelists:

Walter M. Haney, Boston College; Michael Kean, CTB Macmillan/McGraw-Hill; Dianne Brown, American Psychological Association; Kurt F. Geisinger, State University of New York-Oswego

M4 ASSESSMENT IN THE TWENTY-FIRST CENTURY: ISSUES, TECHNOLOGIES, AND CHALLENGES

(Invited Colloquium, Co-sponsor: AERA Division D)

Organizer/Moderator: Brenda H. Loyd, University of Virginia

Presenters:

What Are the Emerging Technologies Which Could Impact the Nature of Assessments in the Twenty-First Century?

Paul Stemmer, Madonna University; Mark D. Reckase, ACT

What Technical Issues Might Be Major Concerns in Implementing New Assessments and New Technologies?

Michael T. Kane, University of Wisconsin-Madison; Mark R. Wilson, University of California-Berkeley

What Will Be the Challenges in Reporting and Using Assessment Results as Assessment and Instruction Become More Fully Integrated?

Joan Boykoff Baron, Connecticut Department of Education and PACE, Harvard University; Steven Ferrara, Maryland Department of Education

What Are the Implications of Cognitive Psychology for Assessment in the Twenty-First Century?

Suzanne Lane, University of Pittsburgh; Drew Gitomer, ETS

Discussant: Robert L. Brennan, ACT

THURSDAY, 10:35 - 12:05

Le Meridien: Maurepas, 3rd Floor

N1 NURTURING AFFECTIVE ASSESSMENT IN THE CLASSROOM

(Symposium, Co-sponsor: AERA Division D)

Organizer: W. James Popham, University of California and IOX Assessment Associates

Moderator: Barbara S. Plake, University of Nebraska-Lincoln

Presenters:

The Classroom Applicability of Unobtrusive Affective Measurement

Lorin W. Anderson, University of South Carolina

Performance Assessments as Affective Measurement Strategies

Richard J. Stiggins, Assessment Training Institute

Anonymity Enhancement Procedures for Classroom Affective Assessment

W. James Popham, University of California and IOX Assessment Associates

Discussants: Barbara S. Plake, University of Nebraska-Lincoln; Paul D. Sandifer, ACT

THURSDAY, 10:35 - 12:05

Le Meridien: Orleans, 3rd Floor

N2 PERFORMANCE ASSESSMENT SCORING, SCALING, AND EQUATING

(Paper Presentation)

Moderator: Stan Bernkopf, Georgia Department of Education

Presenters:

Issues in Equating Performance Assessments

Deborah J. Harris, Catherine J. Welch, ACT

The Consistency Between Ratings Collected in Different Test Years

Anne R. Fitzpatrick, Kadriye Ercikan, Wendy M. Yen, CTB Macmillan/

McGraw-Hill; Steven Ferrara, Maryland Department of Education

A Technical Comparison of Analytic and Holistic Scoring Methods

Catherine J. Welch, Deborah J. Harris, ACT

Binary-Based Versus Weight-Based Scoring In Science Performance Assessments

Guillermo Solano-Flores, Richard J. Shavelson, University of California-Santa Barbara

Discussants: Joan L. Herman, CRESST/UCLA; Brenda H. Loyd, University of Virginia

THURSDAY, 10:35 - 12:05

Le Meridien: Ile de France I, 3rd Floor

N3 DEATH OF A PARADIGM: REPLACING MULTIPLE CHOICE WITH MULTIPLE RATINGS

(Invited Address, Co-sponsor: AERA Division D)

Speaker:

Michael Scriven, Evaluation and Development Group

O1 PROFICIENCY MODELS AND PERFORMANCE ASSESSMENTS: WHAT DEVELOPERS OF PERFORMANCE ASSESSMENTS CAN LEARN FROM THE EXPERIENCE OF LANGUAGE TEST DEVELOPERS

(Symposium, Co-sponsor: AERA)

Organizer: Dorry Mann Kenyon, Center for Applied Linguistics

Moderator: J. Charles Alderson, University of Lancaster

Presenters:

Proficiency Scales and Performance Assessment: Guidelines for Measurement

Grant Henning, Pennsylvania State University

Model-based Performance Assessments of Writing: How Differing Models Produce Differing Assessments

Liz Hamp-Lyons, University of Colorado

Matching Performance Elicitation Tasks and Rating Scales With Proficiency Constructs

Elana Shohamy, Tel Aviv University

Evaluating the Effectiveness of Performance Assessment Tasks: Interplay of Proficiency Models and Practice

Dorry Mann Kenyon, Center for Applied Linguistics

Discussant: J. Charles Alderson, University of Lancaster

O2 TECHNICAL WORK IN SUPPORT OF LARGE-SCALE COMPUTER ADAPTIVE TESTS

(Symposium)

Organizer/Moderator: Daniel R. Eignor, ETS

Presenters:

Calibration and Scaling of the Praxis I: Computer-Based Academic Skills Assessments™

Valerie Greaud Folk, Marna Golub-Smith, ETS

Pinpointing Praxis I CAT Characteristics Through Simulation Procedures

Muo-Ying Li, Valerie Greaud Folk, Martha L. Stocking, ETS

The Effects of Item Pool Depth on the Accuracy of Pass/Fail Decisions for the NCLEX/CATs™

Walter D. Way, Kathleen A. Haynie, ETS

Establishing the Comparability of the NCLEX/CATs™ With Traditional NCLEX Exams

Daniel R. Eignor, Karen E. Amoss, ETS

Discussants: Tim C. Davey, ACT; Bert F. Green, Johns Hopkins University

THURSDAY, 12:25 - 1:55

Le Meridien: Orleans, 3rd Floor

O3 ETHICS IN ASSESSMENT IN THE SCHOOLS

(Paper Presentation)

Moderator: E. Roger Trent, Ohio Department of Education

Presenters:

Appropriate Testing Practices: Evidence From a Statewide Survey of Principals

Judith A. Monsaas, Emory University

Testing Directors', Supervisors', and Teachers' Perceptions of the Effectiveness of Their Schools' Practices Related to the Management of Standardized Testing

Ronald N. Marso, Fred L. Pigge, Bowling Green State University

Teacher, Administrator and NCME Member Attitudes Toward Procedures for Raising Standardized Test Scores

Peter H. Wood, Thomas Bennett, Bowling Green State University

The Evaluation of Two Indices of Answer Copying and the Development of a Spliced Index

Robert B. Frary, T. Nicolaus Tideman, Virginia Polytechnic Institute and State University

Discussants: Carole L. Perlman, Chicago Public Schools; Cynthia B. Schmeiser, ACT

THURSDAY, 2:15 - 3:45

Le Meridien: Maurepas, 3rd Floor

P1 IMPLICATIONS OF ESEA LEGISLATION FOR ASSESSMENT

(Invited Symposium)

Organizer/Moderator: Stephen B. Dunbar, University of Iowa

Presenters:

Milton Matthews, Mississippi Department of Education; Michael Kean, CTB

Macmillan/McGraw-Hill; Audrey Qualls, University of Iowa

Discussant: Michael Feuer, National Academy of Sciences

THURSDAY, 2:15 - 3:45

Le Meridien: Orleans, 3rd Floor

P2 DIFFERENTIAL STUDENT PERFORMANCE

(Paper Presentation)

Moderator: Nancy W. Burton, ETS

Presenters:

Differential Prediction of College Grades by Gender and by Ethnicity

John W. Young, Rutgers University

Eliciting Utility Functions for Validating Course Placement Systems

Richard L. Sawyer, ACT

Gender Differences in Achievement Test Scores

Lei Han, H. D. Hoover, University of Iowa

Career Maturity in Adolescence: Reliability and Validity of Self-Ratings of Abilities by Gender and Ethnicity

Bert W. Westbrook, R. W. Buck, Jr., D. Carol Wynne, North Carolina State University; Eleanor Sanford, North Carolina Department of Public Instruction

Discussants: Timothy N. Ansley, University of Iowa; Sue M. Legg, University of Florida

P3 PERFORMANCE ASSESSMENT: EVALUATING COMPETING PERSPECTIVES ON USE FOR HIGH STAKES TESTING

(Symposium, Co-sponsor: AERA Division I)

Organizer: LeAnn M. Gamache, ACT

Moderator: Charles B. Friedman, ACT

Presenters:

Importance of Research in Development of Performance Assessments

Charles B. Friedman, ACT

Issues in Development of a Performance Test for Lawyers

Jane Peterson Smith, National Conference of Bar Examiners

Issues of Generalizability: Tasks, Raters, and Contexts

LeAnn M. Gamache, ACT

Issues of Candidate Perception

Charles S. Kuncze, ACT

Issues of Content Validity

Marcia A. Kuechenmeister, ACT

Discussants: Michael T. Kane, University of Wisconsin–Madison; David E. Wiley, Northwestern University

Q1 ISSUES IN THE DEVELOPMENT OF A COMPUTER ADAPTIVE PLACEMENT TEST

(Symposium)

Organizer: Cynthia G. Parshall, ACT

Moderator: Mark D. Reckase, ACT

Presenters:

The Selection of Test Items for Decision Making With a Computer Adaptive Test

Judith A. Spray, Mark D. Reckase, ACT

An Investigation of DIF in Adaptive Versus Paper-and-Pencil Administration Modes

Timothy R. Miller, Cynthia G. Parshall, ACT

Response Latency: An Investigation into Determinants of Item-Level Timing

Cynthia G. Parshall, David Mittelholtz, Timothy R. Miller, ACT

Using an Assessment of Prior Knowledge to Clarify Reading Test Scores: Possible Approaches

David Mittelholtz, Janet Godwin, ACT

Scoring an Innovative Writing Assessment: Option Weighting, Data Meiosis, and the SPRT

Tim C. Davey, ACT

Discussants: Kathleen A. O'Neill, ETS; Steven L. Wise, University of Nebraska–Lincoln

THURSDAY, 4:05 - 6:05

Le Meridien: St. Claude, 3rd Floor

Q2 EFFECTS OF SCALE CHOICE ON SCORE DISTRIBUTIONS AND SCORE INFERENCES

(Symposium)

Organizers: Linda L. Cook and Neil J. Dorans, ETS

Moderator: Howard T. Everson, College Board

Presenters:

Policy Considerations in Choosing a Score Scale

Linda L. Cook, ETS

Choosing and Evaluating a Scale Transformation

Neil J. Dorans, ETS

Effects of Scale Choice on Score Distributions

Neil J. Dorans, ETS

Effects of Scale Choice on Predictive Validity

Rick Morgan, ETS

Ripple Effects of Scale Choice on Related Scales

Daniel R. Eignor, ETS

Discussants: Robert L. Brennan, ACT; Sylvia T. Johnson, Howard University

THURSDAY, 4:05 - 6:05

Le Meridien: Maurepas, 3rd Floor

Q3 HOW WILL THE NATIONAL CURRICULUM STANDARDS BE MEASURED AT THE NATIONAL, STATE, AND LOCAL LEVELS?

(Invited Symposium: Co-sponsor: AERA Division D)

Organizer/Moderator: Ramsay W. Selden, Council of Chief State School Officers

Presenters:

Dale Carlson, California Department of Education; Philip Daro, California Math Project; Michael Kean, CTB Macmillan/McGraw-Hill; Carole L. Perlman, Chicago Public Schools; Sharif Shakrani, NCES

Discussants: Jennifer O'Day, Stanford University; Stu Rankin, University of Michigan

THURSDAY, 4:05 - 6:05

Le Meridien: St. Jerome, 3rd Floor

Q4 MEASUREMENT-DRIVEN REFORM: RESEARCH ON POLICY, PRACTICE, AND REPERCUSSIONS

(Symposium, Co-sponsor: AERA Division D)

Presenters:

Mary Lee Smith, Audrey J. Noble, Walter Heinecke, Arizona State University

Discussants: Sandra Mathison, SUNY-Albany; William Firestone, Rutgers University

Q5 THE JOINT COMMITTEE REVISION OF THE STANDARDS FOR PROGRAM EVALUATION: COMMENTS FROM DIVERSE PERSPECTIVES

(Symposium, Co-sponsor: AERA Division H)

Moderator: Joy A. Frechtling, WESTAT, Inc.

Presenters:

Old and More Recent History of the Inception and Revision of the Program Evaluation Standards

Daniel L. Stufflebeam, Western Michigan University

The Processes of Developing National Standards That Meet ANSI Guidelines

James R. Sanders, Western Michigan University

The Revised Program Evaluation Standards and Their Treatment of Measurement Issues

W. Todd Rogers, University of Alberta

The Revised Program Evaluation Standards From the Perspective of a Qualitative Researcher

Margaret LeCompte, University of Colorado-Boulder

Implications of Using the Revised Program Evaluation Standards in Local Education Agencies

James S. DeGracie, Mesa (AZ) Public Schools

The Revised Program Evaluation Standards and Their Correlation with the Evaluation Use Literature

Bruce Thompson, Texas A&M University

Discussants: Carl Candoli, AL/HRMM; Bruce Gold, AL/HRMM

Q6 SETTING PERFORMANCE STANDARDS ON COMPLEX PERFORMANCE ASSESSMENTS: THREE METHODS, PRELIMINARY RESULTS, AND AN ANALYTIC CRITIQUE

(Interactive Symposium, Co-sponsor: AERA Division D, AERA Division I)

Moderator: Joan Baratz-Snowden, NBPTS

Presenters:

The Performance Domain and the Structure of the Decision Space

Barbara S. Plake, University of Nebraska–Lincoln

An Integration and Reprise: What We Think We've Learned

Barbara S. Plake, University of Nebraska–Lincoln

Setting Performance Standards Through Two-Stage Judgmental Policy Capturing

Richard M. Jaeger, University of North Carolina–Greensboro

Using an Extended Angoff Procedure to Set Standards on Complex Performance Assessments

Ronald K. Hambleton, University of Massachusetts–Amherst

A Single-Stage Dominant Profile Method for Setting Standards on Complex Performance Assessments

Penny Pence, University of Pittsburgh; Sarah Putnam, University of North Carolina–Greensboro

Discussants: Ronald Berk, Johns Hopkins University; Craig Mills, ETS; Lorrie Shepard, University of Colorado–Boulder

NCME BOARD OF DIRECTORS MEETING

Members are invited to attend as observers.

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