



NEW YORK

ANNUAL MEETING PROGRAM

APRIL 9-11, 1996

NATIONAL COUNCIL ON MEASUREMENT IN EDUCATION

**1996
ANNUAL MEETING
PROGRAM**

**New York Hilton and Towers
Sheraton New York Hotel and Towers
New York City
April 9-11, 1996**

NATIONAL COUNCIL ON MEASUREMENT IN EDUCATION

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Donoghue, John
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Everson, Howard
Faggen, Jane
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Goldman, Bert
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Hambleton, Ron
Harwell, Michael
Hetter, Rebecca
Hoffman, Kaaren
Hogan, Thomas
Hoover, H.D.
Iddings, William
Impara, James
Jaeger, Richard
Jones, James
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Keesbury, J. Ward
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Lam, Tony
Lane, Suzanne
Laurier, Michel
Lawrence, Ida
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Livingston, Samuel
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Macready, George
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McIntire, Jay

Mehrens, William
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Michaels, Hillary
Monsaas, Judith
Moss, Pamela
Mullis, Ina
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Nichols, Beverly
Olson, John
Osberg, Dave
Pandey, Ted
Patelis, Thanos
Patz, Richard
Pennock-Roman, M.
Perlman, Carole
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Potenza, Maria
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Rogers, Todd
Rokow, Ernest
Rosenfeld, Michael
Rudner, Lawrence
Samjima, Fumiko
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Scheuneman, Janice
Schmitt, A
Schumacker, Randall
Schwarz, Richard
Secolsky, Charles
Sedlacek, William
Sheingold, Karen
Shepard, Lorrie
Shermis, Mark

Sireci, Stephen
Skaggs, Gary
Slaugher, Rachel
Smith, J.
Smith, Richard
Snieckus, Alison
Stecher, Brian
Steffen, Manfred
Stepke, Krysten
Stevens, Joseph
Stocking, Martha
Stout, William
Sundre, Donna
Sugrue, Brenda
Switzer, Deborah
Tate, Richard
Tatsuoka, Kikumi
Tindal, Gerald
Tittle, Carol Kehr
Traub, Ross
Twins, Jon
Van Susteven, Timothy
Vispoel, Walter
Walberg, Herbert
Wang, Ming-Mei
Whitney, Douglas
Williams, Valerie
Wilson, Ann
Wilson, Mark
Woehlke, Paula
Wolf, Lisa
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Wright, David
Yen, Wendy
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Zieky, Michael
Ziomek, Robert
Zyskowski, Gloria

The primary purpose of the Annual Meeting is to enable technical, theoretical, and practical development in measurement to be presented and not the promotion of the sale (at a profit) of documents, services, products, or materials.

NCME TRAINING SESSIONS

Admission to 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.** Courses are subject to cancellation for insufficient registration. The deadline for ordering tickets was **March 1, 1996**. Any remaining available tickets will be sold on a first come, first served basis at the registration area in the Hilton Hotel.

NCME ANNUAL MEETING TRAINING SESSIONS

Course S, Monday, April 8, 1996, 8:00 - 11:30 a.m.

Fee: \$15

INTERRATER RELIABILITY IN PERFORMANCE-BASED ASSESSMENT MEASURES (CO-SPONSORED WITH AERA)

Presenter: Jamal Abedi, University of California, Los Angeles

In this session, different approaches for estimating interrater reliability will be introduced, the problems, limitations, and assumptions underlying each of the commonly used approaches will be discussed, and their application will be illustrated through the use of a program (ITRS) that has been developed recently for estimating interrater reliability. This session will conclude by exploring which index should be used under particular circumstances. A free copy of ITRS and its users guide will be distributed to the participants to be used for their future interrater reliability research/work. Individuals interested in any form of performance-based assessments can enroll in this session, particularly persons interested in the technical aspects of such assessments and in rater or scorer reliability. Participants should have familiarity with psychometric characteristics of educational measures (reliability, validity). Some statistical background and knowledge about rater reliability is desirable, but not required.

Course SS, Monday, April 8, 1996, 8:00 - 11:30 a.m.

Fee: \$60

WEB MAGIC: NAVIGATING THE INTERNET FOR MEASUREMENT RESEARCH

Presenters: Mark D. Shermis, Indiana University, Purdue University, Indianapolis; Paul M. Stemmer, Madonna University; Carl F. Berger, University of Michigan; G. Ernest Anderson, University of Massachusetts, Amherst

This training session is directed toward measurement experts who are interested in exploring how the internet can facilitate their research, scholarly and professional activities. It is assumed that the individuals know how to run one operating system (i.e. DOS, Windows, MacOS, Unix) and are familiar with the general functions of a microcomputer. No background in telecommunications or using the internet is assumed. By the end of this training session, participants should be familiar with the operation of the following programs: Telnet, FTP, Gopher, Netscape, UseNet, Finger and LISTSERV. In addition, participants will be introduced to a variety of ways to find help on the internet, NCME@new information server will be highlighted in the Netscape, Gopher and LISTSERV portions of the workshop. We will provide each participant a copy of *Zen and the Art of the Internet*. Both Windows and Macintosh copies of the Internet software will be distributed.

Course TT, Monday, April 8, 1996, 8:00 - 11:30 a.m.

Fee: \$40

IDENTIFYING AND CHARACTERIZING LATENT GROUPS: AN INTRODUCTION

Presenters: C. Mitchell Dayton, George B. Macready, University of Maryland

The object of this session is to familiarize measurement specialists and researchers with modern developments in latent class analysis (LCA) that have application to applied measurement problems. ICA assumes that at an unobserved latent level, respondents are qualitatively different. This contrasts with item response theory (e.g. Rasch models) in which latent variability along a quantitative continuum is assumed. No background in latent variable analysis is assumed, and basic concepts will be developed with a minimum of mathematical detail. An overview of available computing software will be presented. Specific topics will include: (1) exploratory analysis to identify latent groups; (2) mastery/nonmastery measurement models; (3) scaling models including Guttman scales and intrinsically unscalable classes; (4) simultaneous modeling across two or more groups; (5) assessment of development over times and (6) relations between latent class models and item response theory including recent developments concerning Rasch scalability. Exemplary analysis will be drawn from a variety of fields including the IEA study of reading literacy and survey data used to identify persistent academic cheaters. Participants will receive references to both the theoretic and applied latent class literature that will aid in further study of the topic, a copy of *Latent Class Analysis* (Sage) by McCutcheon, and reprints of several articles. Participants will be able to obtain copies of selected programs during the workshop. Intended audience for this workshop are researchers and measurement specialists interested in latent variable models, it is assumed that participants have studied intermediate level applied statistics (e.g., ANOVA, multiple regression, and contingency table analysis.) Some knowledge of modern measurement theory (IRT) would be helpful for selected topics in the workshop, but is not essential.

Course UU, Monday, April 8, 1996, 8:30 - 11:30 a.m.

Fee: \$40

ENSURING THAT AUTHENTIC ASSESSMENT IS FAIR: IDENTIFYING CULTURAL AND LINGUISTIC ASSUMPTIONS AND DEVELOPING UNBIASED TASKS

Presenters: Ann DelVecchio, Judith Wilde, New Mexico Highlands University

This training session is intended for measurement professionals, teachers, school psychologists, program evaluators, and others who are familiar with authentic assessment, it will be appropriate for those who have used, have developed, or need to develop authentic tasks for measuring academic achievement, language proficiency, or school-related attitudes of diverse populations. Objectives of the training session are: (1) to familiarize participants with guidelines for analyzing cultural and linguistic assumptions of authentic assessments; (2) to review a framework for developing racially, culturally, linguistically, and gender inclusive assessments; (3) to develop, as part of a small group, a pilot version of a racially, culturally, linguistically, and gender inclusive authentic assessment; and (4) to discuss problems and barriers to creating fair assessments with the larger group.

Course VV, Monday, April 8, 1996, 8:30 a.m. - 5:30 p.m.

Fee: \$95

INTRODUCTION TO COMPUTERIZED TEST ASSEMBLY

Presenters: Ellen Timminga, Wim J. van der Linden, University of Twente

This training session offers an introduction to procedures for computerized test assembly and teaches the participants to use the software package CONTEST which has been developed as a tool for fully automated test assembly. Though the session's primary focus is on practitioners at the above institutions. It will also be of interest to test theorists who want to be informed about the algorithms and heuristics to solve test assembly problems. The objectives of the training session are: (1) to refresh the basic concepts and principles of classical and IRT-based test assembly; (2) to present an overview of test assembly problems as they occur in practical settings; (3) to teach the participants to formulate a test assembly problem as a problem of constrained optimization; (4) to familiarize the participants with the use of algorithms and heuristics to solve such constrained optimization problems; (5) to demonstrate the use of software for computerized test assembly; and (6) to offer participants the possibility to teaching individuals and group-based problem solving, demos, preparation of computer jobs and execution of computer runs. Participants will receive a free preprint of the book *Linear Models for Optimal Test Design* by Ellen Timminga and Wim van de Linden.

Course WW, Wednesday, April 10, 1996, 2:15 - 6:15 p.m.

Fee: \$40

BASIC CONCEPTS IN EVALUATING THE RELIABILITY OF SCORES: A FRIENDLY INTRODUCTION TO NEWER METHODS INVOLVING GENERALIZABILITY THEORY

Presenter: Bruce Thompson, Texas A&M University, Baylor College of Medicine

The purpose of this training session is to discuss the elements of generalizability theory for the many persons not primarily trained in measurement who remain unfamiliar with this useful (if not essential) theory. Generalizability theory can be particularly useful studying complex phenomena involving multiple measurement facets, such as phenomena related to efforts to evaluate effective teaching in schools, the theme of the AERA conference. The emphasis will be on presenting basic concepts in a user-friendly accessible manner. The session will be introductory and presume no prior background in measurement theories. In addition to becoming familiar with basic concepts of generalizability theory, and recognizing the inherent limits of classical theory, participants will leave the session able to conduct their own generalizability studies for at least simple balanced designs.

Course XX, Monday, April 8, 1996, 8:30 - 11:30 a.m.

Fee: \$40

PRACTICAL ISSUES IN CREATING TEST PLANS FOR MULTIPLE-CHOICE AND PERFORMANCE ASSESSMENTS

Presenters: Susan Thomas, Jim Hogan, Educational Testing Service

This training session targets persons involved in test development and validation who are interested in creating test plans that are linked to job and/or content analyses. Those who have some experience in test development should receive the most benefit, but other professionals interested in creating a sound basis for testing programs may also find the workshop useful. The object of the workshop is to familiarize participants with the practical issues that arise when test plans are created for multiple-choice and/or performance assessments. Of particular concern will be issues relating to providing evidence for the validity of the assessment through linkages to either job analysis or content/curriculum analysis. Specifically, following the workshop, participants should be aware of:

1. the role of a good test plan in test development and validation;
2. the kinds of information that good test plans should contain;
3. how differences in item type (measurement methods) affect the structure of test plans;
4. the level of detail needed to provide useful guidance to test developers;
5. the process of linking the results of a job analysis to test plans;
6. decisions that must be made during the test plan development process such as sub-score reporting and weighing of the topics; and
7. the consequences of using poorly designed test plans.

The format of the workshop will be a combination of lecture, discussion, demonstration and hands-on activities.

Course YY, Monday, April 8, 1996, 8:00 - 11:30 a.m.

Fee: \$40

COMPUTERIZED ADAPTIVE TESTING --PSYCHOMETRIC ISSUES AND PRACTICAL APPLICATIONS

Presenters: Cynthia G. Parshall, Institute for Instructional Research and Practice; Timothy C. Davey, ACT

The session will cover a wide range of issues which must be considered for the successful implementation of a computerized testing program. These issues will include practical concerns such as the impact of examinees' prior computer experience, the need to establish direct comparability between a computer version and a paper-and-pencil version of an exam, and the appropriate means for estimating reliability and validity in computerized assessment. This training session will also address the basics of item response theory, with an emphasis on the psychometric issues that are essential to computer adaptive testing. Psychometric topics will include item response functions, item selection algorithms, and ability estimation. Finally, competing models or computerized assessment will be presented. These different testing models, which include computerized linear, adaptive, and classification tests, will be compared on the basis of item development requirements, flexibility, efficiency, security and cost. Each participant will receive a set of reference materials related to requirements for computerized tests and the standards for use of computerized tests. These materials will be in the form of a booklet, which will include all overheads used throughout the presentation along with additional support materials. The intended audience for this training session is practitioners and researchers with adequate background in measurement principles, who might nevertheless have minimal familiarity with the issues in computerized assessment.

TEST EQUATING METHODS AND PRACTICES

Presenters: Michael J. Kolen, ACT; Robert L. Brennan, University of Iowa

The goal of this session are for attendees to be able to understand the principles of equating, to conduct equating, and to interpret the results of equating in reasonable ways. The potential need for equating arises whenever a testing program uses multiple forms of a test that are built to the same content and statistical specifications. Equating is a statistical process that is used to adjust scores on test forms so that the scores on the forms can be used interchangeably. Equating will be contrasted to related linking processes, traditional and IRT squating methodology will be described, and practical issues will be discussed. The focus is on developing a conceptual understanding of equating through numerical examples and discussion of practical issues. Recent developments in equating and linking performance assessments and computerized tests will be considered. The text for the session will be the co-directors' 1995 book *Test Equating Methods and Practices*, a copy of which is included as part of the fee for the session. The session is designed for upper level graduate students, new PhDs, and others interested in learning about equating. Participants should have taken at least one graduate course in measurement and two in statistics.

COLLECTION AND AVAILABILITY OF PAPERS

The ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) will collect papers from the NCME Annual Meeting for possible dissemination in the ERIC System. If you have not sent in two copies of your paper to ERIC/AE before the Meeting, please leave them at the ERIC exhibit booth or forward them when available to AERA and NCME Acquisitions, ERIC Clearinghouse on Assessment and Evaluation, 210 O'Boyle Hall, Catholic University of America, Washington, DC 20064. ERIC/AE will forward your paper to the appropriate clearinghouse.

Papers accepted as ERIC documents will be available within 4 to 8 months after the Meeting at ERIC microfiche collections or through the ERIC Document Reproduction Service (800-477-3742). In the interim, requests for papers should be referred to the author. Inclusion in ERIC does not preclude you from publishing your paper elsewhere. Write or call ERIC/AE at 800-464-3742 if you have questions. The Central Office does not collect or distribute copies of the Annual Meeting papers.

PROGRAM HIGHLIGHTS

Monday, 12:00 - 1:30

Hilton, West Ballroom, 3rd Floor

AA. The Bell Curve Debate Continues

(Panel Discussion with Audience Participation)

Organizer/Moderator: Carole Bleistein, Educational Testing Service

Presenters: Ernest House, University of Colorado; Linda Gottfredson, Harvard University; Cecil Reynolds, Texas A&M University; Nancy Cole, Educational Testing Service

Tuesday, 10:35 - 12:05

Hilton, Murray Hill A, 2nd Floor

B1. Historical Perspectives on Measurement Theory

(Panel Discussion with Audience Participation)

Organizer/Moderator: George Engelhard, Emory University

Presenters: R. Darrell Bock, Benjamin D. Wright, University of Chicago; Robert Brennan, University of Iowa; Ross Traub, Ontario Institute for Studies in Education

Tuesday, 12:25 - 1:55

Hilton, Murray Hill A, 2nd Floor

C1. Computer-based Innovative Items

(Invited Symposium)

Organizer: Cynthia G. Parshall, Institute for Instructional Research and Practice

Moderator: Bruce C. Aaron, Hillsborough County Public Schools

Presenters: *Innovations: Graphics, Sound and Alternative Response Modes*

Cynthia G. Parshall, Rob Stewart and Judy Ritter, Institute for Instructional Research and Practice

Innovative CBT Item Formats in a Teacher Licensing Program

Kathleen O'Neill and Valerie Folk, Educational Testing Service

Using Multimedia Technology to Create Innovative Items.

Ann W. French and Janet Godwin, American College Testing

Computerized Adaptive Testing with the Partial-Credit Model

Richard C. Gershon and Betty A. Bergstrom, Computer Adaptive Technologies, Inc.

Discussant: Robert Ankenmann, University of Iowa

Tuesday, 2:15 - 3:45

Hilton, Murray Hill A, 2nd Floor

D1. Research Directions in Educational Measurement: The Dissertation and Beyond

(Invited Symposium)

Organizer/Moderator: John Young, Rutgers University

Presenters: Pamela Moss, University of Michigan; Audrey Qualls, American College Testing; Michael Kolen, American College Testing; Nancy Cole, Educational Testing Service; Richard Shavelson, Stanford University

Tuesday, 2:15 - 3:45

Hilton, Madison, 2nd Floor

D2. Theory and Practice in Large-Scale Performance Assessments
(Invited Symposium)

- Organizer/Moderator:** Gordon Ensign, Washington State Commission on Student Learning
- Presenters:** Xiaohong Gao, American College Testing; Tonya R. Moon, University of Virginia; Paul D. Nichols, University of Wisconsin-Milwaukee; Joseph M. Ryan, Arizona State University West; James S. Terwilliger, University of Minnesota
- Discussant:** James Popham, UCLA/IOX Assessment Associates

Wednesday, 12:25 - 1:55

Sheraton, Riverside Ballroom, 3rd Floor

H1. CATucopia Measurement Issues Faced by a Large-Scale Computer Adaptive Testing Program
(Invited Symposium)

- Organizer:** Maria T. Potenza, Educational Testing Service
- Moderator:** Craig Mills, Educational Testing Service
- Presenters:** *Collateral Information in Item Calibration.*
Kathy Billeud, University of North Carolina at Chapel Hill; Manfred Steffen, Educational Testing Service
- Controlling Exposure Rates of Items Conditional on Ability Using the Multinomial Method in Computerized Adaptive Testing.*
Martha L. Stocking, Charles Lewis, Educational Testing Service
- GRE CAT Test-Taking Strategy and Scoring Issues.*
Sharon Slater, University of Massachusetts at Amherst; Gary Schaeffer, Educational Testing Service
- Simulation Studies of Item Disclosure Effects.*
William C. Ward, Maria T. Potenza, and Martha L. Stocking, Educational Testing Service
- Person-fit Indices and Their Role in the CAT Environment.*
Lori A. Davis, University of North Carolina at Chapel Hill; Charles Lewis, Educational Testing Service
- Discussants:** Timothy Davies, American College Testing; Ronald Hambleton, University of Massachusetts

Thursday, 8:15 - 9:45

Hilton, Nassau A, 2nd Floor

K1. Psychometric Issues in Setting Standards on the NAEP
(Invited Symposium)

Organizer: Susan Cooper Loomis, American College Testing

Moderator: Robert Brennan, University of Iowa

Presenters: Luz Bay, American College Testing; Mary Lyn Bourque, National Assessment Governing Board; Wen-Hung Chen, American College Testing; Timothy Davey, American College Testing; Eugene Johnson, Educational Testing Service; Michael Kane, University of Wisconsin; Alan Nicewander, American College Testing; Mark Reckase, American College Testing

Discussants: Robert Mislevy, Educational Testing Service; Sharif Shakrani, National Center for Education Statistics

Thursday, 10:35 - 12:05

Hilton, Nassau A, 2nd Floor

L1. Grading Essays by Computer: Qualitative and Quantitative Grading in Large Programs and in Classrooms
(Invited Symposium)

Organizer/Moderator: Ellis B. Page, Duke University

Presenters: *Project Essay Grade and Writing Traits: Qualitative and Quantitative Combined.*
Ellis B. Page, Duke University; Matthew J. Lavoie, TruJudge, Inc.

PEG in Schools: Utility in the Classrooms?

Gary B. Stuck, University of North Carolina at Chapel Hill

Tracking Progress in Student Writing: Repeated Measures?

Dale Truman, Windham High School, Conn.

Types of Construct Validity in PEG Measures.

Timothy Z. Keith, Alfred University

Discussants: J. William Asher, Purdue University; Barbara S. Plake, University of Nebraska, Lincoln; David Lubinski, Iowa State University

Thursday, 12:25 - 1:55

Hilton, Nassau A, 2nd Floor

M1. Perspectives on Reporting Scaling Results to Students and Teachers
(Invited Symposium)

Organizer: Delwyn Harnish, University of Illinois at Urbana-Champaign

Moderator: Howard Everson, College Board

Presenters: Delwyn Harnish, University of Illinois at Urbana-Champaign; Nancy Burton, Educational Testing Service; Kevin Singley, Educational Testing Service; Kikumi Tatsuoka, Educational Testing Service; Jesse Wilkins, University of Illinois at Urbana-Champaign

Discussant: Ronald Hambleton, University of Massachusetts

Thursday, 2:15 - 3:45

Hilton, Nassau A, 2nd Floor

N1. Update on the Revision of the Standards

(Invited Symposium)

Organizer/Moderator: Daniel Eignor, Educational Testing Service

Presenters: Eva Baker, UCLA, CSE/CRESST; Lloyd Bond, University of North Carolina at Greensboro; Leonard Feldt, University of Iowa; Bert Green, Johns Hopkins University; Suzanne Lane, University of Pittsburgh; Pamela Moss, University of Michigan

Discussants: Gregory Cizak, University of Toledo; Ross Green, CTB/McGraw-Hill; Carlos Martinez, Hillsborough Co. (FL) Public Schools

Thursday, 4:05 - 5:35

Hilton, Nassau A, 2nd Floor

O1. National and State Assessment Reports: Are They Understood? How Can They be Improved

(Invited Symposium)

Organizer: Ronald Hambleton, University of Massachusetts

Moderator: Sharif Shakrani, National Center for Education Statistics

Presenters: Ronald Hambleton, University of Massachusetts; Richard M. Jaeger, University of North Carolina at Greensboro; Howard Wainer, Educational Testing Service

Discussants: George Bohrnstedt, American Institutes for Research; Jack Jennings, Institute for Educational Leadership

NCME PRESENTATION SESSIONS

Monday, April 8, 1996

Monday, 12:00 - 1:30

Hilton, West Ballroom, 3rd Floor

AA. The Bell Curve Debate Continues
(Panel Discussion with Audience Participation)

Organizer/Moderator: Carole Bleistein, Educational Testing Service

Presenters: Ernest House, University of Colorado; Linda Gottfredson, Harvard University; Cecil Reynolds, Texas A&M University; Nancy Cole, Educational Testing Service

TUESDAY, APRIL 9, 1996

Tuesday, 8:15 - 10:15

Hilton, Murray Hill A, 2nd Floor

A1. Yikes: Motivation and Anxiety in Examinee Performance
(Paper Presentation)

Organizer/Moderator: Laurie Rothenburg, West Georgia College

Presenters: *Self-Efficacy, Item Difficulty, and Persistence in Constructed-Response Tests.*

Susan Gerber, State University of New York at Buffalo

An Application of Confirmatory Factor Analysis with Item Parcels for Testing the Structure of Test Anxiety among Israeli-Arab High School Students.

Fadia Nasser, Tomone Takahashi, University of Georgia

The Role of Examinee Motivation in Assessment: -- Celebrity, Scene Stealer, or Cameo?

Donna L. Sundre, James Madison University

Effects of Answer Feedback and Test Anxiety on the Psychometric and Motivational

Characteristics of Computer-adaptive and Self-adaptive Vocabulary Tests.

Walter P. Vispoel, Bethany Brunzman, Ellen Forte, Timothy Bleiler, University

of Iowa

Understanding Psychological Processes and Curricular Factors that Underlie the

Examinee's Choices of Constructed Response Items on a Test.

Xiang Bo Wang, Law School Admission Council

The Effects of Test-specific Motivation and Anxiety on Test Performance.

Lisa F. Wolf, Terry DiPaolo, Felician College; Jeffrey K. Smith, Rutgers University

Discussant: Thomas Guskey, University of Kentucky

Tuesday, 8:15 - 10:15

Hilton, Madison, 2nd Floor

A2. DIF: Conditioning Variables

(Paper Presentation)

Organizer/Moderator: Audrey Qualls, University of Iowa

Presenters: *Improving the Matching for DIF Analysis by Conditioning on Both Test Score and an Educational Background Variable.*

Brian E. Clauser, Ronald J. Nungester, National Board of Medical Examiners;
Hariharan Swaminathan, University of Massachusetts

Formulation of an Alternative Method for Determining Levels of Comparison for the Generalized Mantel-Haenszel using IRT Ability Estimates.

Sharon Frey, Kim Kiljoong, Riverside Publishing Company
The Consistency of Differential Item Functioning Indices when Subpopulations are Defined by Relevant Educational and Psychological Variables.

Thomas E. Langenfeld, West Georgia College
The Influence of Conditioning Variables on Assessing DIF in a Purposefully Multidimensional Test.

Sheue-Mei Lu, Stephen B. Dunbar, University of Iowa
Assessing Differential Impact: Effects of DIF Screening on Examinee Performance, Test Characteristics, and Test Dimensionality.

Linette P. Ross, Brian E. Clauser, Susan Case, National Board of Medical Examiners; Ratna Nandakumar, University of Delaware
Differential Item Functioning by Gender on a Large-scale Science Performance Assessment.

Timothy J. Weston, Scott Marion, University of Colorado

Discussant: Gregory Camilli, Rutgers University

Tuesday, 8:15 - 10:15

Hilton, Room 504, 5th Floor

A3. Technical Issues in CAT I

(Paper Presentation)

Organizer/Moderator: Linda Cook, Educational Testing Service

Presenters: *Effect of Scaling IRT Estimates in Classification CAT When Unidimensionality is Violated.*

A. A. Abdel-fattah, American College Testing

Information Theory and CAT.

Hua-Hua Chang, Educational Testing Service; Zhiliang Ying, Rutgers University
Utility of Global Information and Predicting Starting Abilities in Min CAT.

Meichu Fan, American College Testing; Yaowen Hsu, American College Testing

The Impact of Bias in Maximum-likelihood Estimation on the Accuracy of Scores from Computerized Adaptive Tests.

G. Gage Kingsbury, Portland Public Schools

Heuristic-Based CAT: Balancing Item Information, Content, and Exposure.

Richard M. Luecht, Ronald J. Nungester, Amrita Hadadi, National Board of Medical Examiners

A Search Procedure to Determine Sets of Optimal Decision Points when Using Testlet-based Bayesian Sequential Testing Procedures.

Robert Smith, Charles Lewis, Educational Testing Service

Discussant: H. Swaminathan, University of Massachusetts at Amherst

Tuesday, 10:35 - 12:05

Hilton, Murray Hill A, 2nd Floor

B1. Historical Perspectives on Measurement Theory

(Panel Discussion with Audience Participation)

Organizer/Moderator: George Engelhard, Emory University

Presenters: R. Darrell Bock, Benjamin D. Wright, University of Chicago; Robert Brennan, University of Iowa; Ross Traub, Ontario Institute for Studies in Education

Tuesday, 10:35 - 12:05

Hilton, Madison, 2nd Floor

B2. Equating and Scaling

(Paper Presentation)

Organizer/Moderator: Cynthia B. Schmeiser, American College Testing

Presenters: *How Scaling Design and Method Affect the Primary Score Scale Associated with a Multi-level Achievement Test.*

Kevin M. Andrews, American College Testing; H. D. Hoover, Iowa Testing Programs

A Comparison of Equating Methods Applied to Performance-Based Assessments.

Sara S. Hennings, Thomas M. Hirsch, Riverside Publishing Company

Comparison of Three Equating Approaches to a Random-Group Common-Form Design.

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

A Tree-Based Approach to Proficiency Scaling.

Kathleen M. Sheehan, Educational Testing Service

Comparison of Item Response Theory and Thurstonian Methods of Vertical Scaling.

Wendy M. Yen, George R. Burket, CTB/McGraw-Hill

Discussant: Richard M. Luecht, National Board of Medical Standards

Tuesday, 10:35 - 12:05

Hilton, Room 504, 5th Floor

B3. Lessons Learned from 40 Years of Constructed-Response Testing in the Advanced Placement Program

(Symposium)

Organizer/Moderator: Gary L. Marco, Educational Testing Service

Presenters: Wade Curry, The College Board; Chancey Jones, Educational Testing Service; Rick Morgan, Educational Testing Service; Anita Solow, Grinnell College

Discussants: Doris Helms, Clemson University; Gregory Camilli, Rutgers University

Tuesday, 12:25 -1:55

Hilton, Murray Hill A, 2nd Floor

C1. Computer-based Innovative Items

(Invited Symposium)

Organizer: Cynthia G. Parshall, Institute for Instructional Research and Practice

Moderator: Bruce C. Aaron, Hillsborough County Public Schools

Presenters: *Innovations: Graphics, Sound and Alternative Response Modes*

Cynthia G. Parshall, Rob Stewart and Judy Ritter, Institute for Instructional Research and Practice

Innovative CBT Item Formats in a Teacher Licensing Program

Kathleen O'Neill and Valerie Folk, Educational Testing Service

Using Multimedia Technology to Create Innovative Items.

Ann W. French and Janet Godwin, American College Testing

Computerized Adaptive Testing with the Partial-Credit Model

Richard C. Gershon and Betty A. Bergstrom, Computer Adaptive Technologies, Inc.

Discussant: Robert Ankenmann, University of Iowa

Tuesday, 12:25 -1:55

Hilton, Madison, 2nd Floor

C2. Issues in Performance Assessment

(Paper Presentation)

Organizer/Moderator: Tonya Moon, University of Virginia

Presenters: *The Validity and Reliability of Portfolio Assessment of Eighth Grade Language Arts Students.*

Susan M. Brookhart, Douglas A. Masciola, Duquesne University

Detecting and Interpreting Invalid Judgment Processes Among Raters of Student Assessment Portfolios.

Joan I. Heller, Karen Sheingold, Athena M. Nunez, Carol M. Myford, Educational Testing Service

Gender and Race Differences on State-Mandated Performance Assessments: An Analysis of School-level and Content-area Effects.

Scott F. Marion, Lorrie A. Shepard, University of Colorado

Optimal Designs for Performance Assessments: The Subject Factor.

Jay Parkes, Pennsylvania State University

Sounding Out the Psychometrics of a Music Performance Measure.

Norma Sinclair, Mohamed Dirir, Connecticut State Department of Education;

T. Clark Saunders, University of Hartford; John M. Holahan, Yale University

Discussant: Anne Fitzpatrick, CTB/McGraw-Hill

Tuesday, 12:25 -1:55

Hilton, Room 504, 5th Floor

C3. Student Involvement in Assessment

(Symposium)

Organizer/Moderator: Catherine Welch, American College Testing

Presenters: *Students' Role in the Development of Large Standardized Assessments.*
Sherri Miller, American College Testing
The Student's Role in Large-Scale Portfolio Assessment: Providing Evidence of Competency.
Maryl Gearhart, Shelby Wolf, CRESST
Student Involvement in Portfolio Assessment.
Edward Wolfe, American College Testing
Student Responses in Assessment: A Cry for Help?
Catherine Welch, American College Testing
Student Involvement in Assessment: Implications for Ethics.
Cynthia Schmeiser, American College Testing

Discussants: Joan Herman, CRESST

Tuesday, 2:15 - 3:45

Hilton, Murray Hill A, 2nd Floor

D1. Research Directions in Educational Measurement: The Dissertation and Beyond

(Invited Symposium)

Organizer/Moderator: John Young, Rutgers University

Presenters: Pamela Moss, University of Michigan; Audrey Qualls, American College Testing;
Michael Kolen, American College Testing; Nancy Cole, Educational Testing Service;
Richard Shavelson, Stanford University

Tuesday, 2:15 - 3:45

Hilton, Madison, 2nd Floor

D2. Theory and Practice in Large-Scale Performance Assessments

(Invited Symposium)

Organizer/Moderator: Gordon Ensign, Washington State Commission on Student Learning

Presenters: Xiaohong Gao, American College Testing; Tonya R. Moon, University of Virginia; Paul D. Nichols, University of Wisconsin-Milwaukee; Joseph M. Ryan, Arizona State University West; James S. Terwilliger, University of Minnesota

Discussant: James Popham, UCLA/IOX Assessment Associates

D3. Item Review in Computerized Adaptive Testing

(Symposium)

Organizer/Moderator: Lisa F. Wolf, Felician College**Presenters:** *A Critical Analysis of the Arguments for and against Item Review in Computerized Adaptive Testing.*

Steven L. Wise, University of Nebraska-Lincoln

The Influence of Answer Review/Change Options, Administration Formats, and Individual Difference Variables on the Psychometric and Motivational Characteristics of Computerized Vocabulary Tests.

Walter P. Vispoel, University of Iowa

The Effects of Examinees Using a Computerized Adaptive Test Review Option to Manipulate Their Ability Estimate: A Simulation Study.

Thomas R. Rocklin, Walter P. Vispoel, Tianyou Wang, University of Iowa

Item Review and Adaptive Testing.

G. Gage Kingsbury, Portland Public Schools

A Qualitative Study of the Conditions Under Which Examinees Change Answers on a Computer-Adaptive Test.

Steven F. Ferrara, Maryland State Department of Education; Steven L. Wise, University of Nebraska-Lincoln; Frances Albert, Deborah Gilmartin, Jessie Pollack, Maryland State Department of Education

Discussants: Mary E. Lunz, American Society of Clinical Pathologists; Bert F. Green, Johns Hopkins University**E1. Standard Setting**

(Paper Presentation)

Organizer/Moderator: Nancy Petersen, Educational Testing Service**Presenters:** *A More Conclusive Comparison of the Nedelsky and Angoff Standard-Setting Methods.*

Lei Chang, University of Central Florida

Teachers' Ability to Estimate Item Difficulty: A Test of the Assumptions in the Angoff Standard Setting Method.

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

Judgmental Standard Setting Using a Cognitive Components Model.

Dixie McGinty, John H. Neel, Georgia State University

Using the Rasch Model in the Standard Setting Process.

Danette W. McKinley, Larry S. Newman, Randall F. Wisner, Assessment Systems, Inc.

Intrajudge Consistency Using the Angoff Standard Setting Method.

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

An Investigation of the Use of Social Moderation to Link Statewide Achievement Test Results with Results from the NAEP Trial State Assessment.

Kristie K. Waltman, David A. Frisbie, University of Iowa

Discussant: William Mehrens, Michigan State University

Tuesday, 4:05 - 6:05

Hilton, Madison, 2nd Floor

E2. Six Singular Contributions

(Paper Presentation)

Organizer/Moderator: Mary Garner, Emory University

Presenters: *Measurement of Self-Perception of Jungian Psychological Types.*

Janet Melancon, Loyola University; Bruce Thompson, Texas A& M University

Enhancing Parent Involvement in Schools: A Large-Scale Parent Survey.

Mary Johnson, Educational Consultant; Jill Goldman, Susan Kerner-Hoeg,
Caliber Associates; Karla Stark, Department of Defense Dependent Schools

Using Item Parameters to Find Powerful Thought Forms.

Michael E. Martinez, University of California, Irvine

Why We Can't Say Much about the Status of Students with Disabilities during Education Reform.

Kevin McGrew, Martha Thurlow, Mike Vanderwood, National Center on
Educational Outcomes

 *The Effect of Extended Time Limits on Learning Disabled Students' Scores on Standardized Reading Tests.*

Carole L. Perlman, Jeanne Borger, Carla Collins, Janet Elenbogen and Judith
Wood, Chicago Public Schools

How Well Do Researchers Report Their Measures?

Dale Whittingham, John Carroll University

Discussant: Jeffrey K. Smith, Rutgers University

Tuesday, 4:05 - 6:05

Hilton, Room 504, 5th Floor

E3. Technical Issues in CAT I

(Paper Presentation)

Organizer/Moderator: Robert Rentz, Questar Datasystems

Presenters: *The Effects of Item Pool Size on CAT Proficiency Estimation and Classification Accuracy.*

Carol Morrison Featherman, Raja G. Subhiyah, Amrita Hadadi, National Board
of Medical Examiners

Calibration of On-line Pretest Data Using BILOG.

Valerie Greaud Folk, Marna Golub-Smith, Educational Testing Service

A Comparison of the Range of Differential Test Functioning for Items that Fit the 2PLM under Traditional and Computer Adaptive Test Formats.

Daniel M. Lewis, CTB/McGraw-Hill

A Model for Score Maximization within the CAT Environment.

Michael L. Nering, University of Minnesota; Neil Dorans, Charles Lewis,
Educational Testing Service

The Effects of Small Sample Calibrations on Computerized Adaptive Testing.

Liane N. Patsula, University of Massachusetts at Amherst; Peter J. Pashley, Law
School Admission Council

A Comparison of the Traditional Maximum Information Method and the Global Information Method in CAT Item Selection.

K. Linda Tang, Educational Testing Service

Discussant: Alan Bugbee, American College

Tuesday, 6:00 - ?

Hilton, Murray Hill A, 2nd Floor

E4. 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.

This reception is made possible through the sponsorship of: American College Testing, CTB/McGraw-Hill, Educational Testing Service, GED Testing Service of the American Council on Education, National Board of Medical Examiners, Professional Examination Services, and The Psychological Corporation.

WEDNESDAY, APRIL 10, 1996

Wednesday, 5:50 - 7:30

Sheraton, Inside Lobby

F1. NCME Fitness Run/Walk
(Run/Walk)

Run/Walk Co-Directors: Ronald A. Berk, Johns Hopkins University; Bill Noel, REQUIN Enterprises

Run or walk 5K/2.5K course in Central Park. MEET IN THE LOBBY (53rd Street & 7th Avenue) OF THE SHERATON HOTEL AT 5:50 A.M. Group will leave promptly at 6:00 A.M. for the Park. Runners/walkers can return to their hotels when they have completed the course. PREREGISTRATION IS REQUIRED.

This event is made possible through the sponsorship of: Harcourt Brace Educational Measurement, CTB/McGraw-Hill, Riverside Publishing Company, and Runner's World.

Wednesday, 8:00 - 10:15

Sheraton, New York Ballroom A, 3rd Floor

F2. NCME Breakfast

A Tribute to Brenda H. Loyd: Her Teaching, Research, and Service

Wednesday, 10:35 - 12:05

Sheraton, Riverside Ballroom, 3rd Floor

G1. Item Parameter Estimation

(Paper Presentation)

Organizer/Moderator: Nuria M. Cuevas, Northeastern Ohio Universities

Presenters: *Calibration and Scoring of Tests with Multiple-Choice and Constructed-Response Item Types.*
Kadriye Ercikan, Marc W. Julian, Valerie B. Link, Richard Schwarz,
CTB/McGraw-Hill

Item Parameter Estimation of the Multi-dimensional Two-parameter Logistic Item Response Theory Model.

Yaowen Hsu, American College Testing; Terry A. Ackermann, University of Illinois at Urbana-Champaign

An Estimation Procedure for the Structural Parameters of the Unified Cognitive/IRT Model.

Hai Jiang, University of Illinois at Urbana-Champaign; Louis V. DiBello, Law School Admission Council

How Contaminated by Guessing are Item-Parameter Estimates and What Can Be Done about It?

Deborah L. Schnipke, Law School Admission Council

Corrected Rasch Asymptotic Standard Errors for Person Ability Estimates.

Richard M. Smith, Rehabilitation Foundation Inc./Marianjoy Hospital

Discussant: Mark Reckase, American College Testing

Wednesday, 10:35 - 12:05

Sheraton, Riverside Suite, 3rd Floor

G2. Dimensionality 1

(Paper Presentation)

Organizer/Moderator: Jeri Benson, University of Georgia

Presenters: *A Comparison of the Approximate X^2 and DIMTEST: Condition of Pseudo-guessing and Correlated Factors.*

Krista Breithaupt and M. E. Gessaroli, University of Ottawa

Using Resampling to Eliminate DIMTEST Estimation Bias.

Furong Gao, University of Illinois at Urbana-Champaign

Further Evaluation of Using New Proximity Measures to Detect Simulated Dimensionality Structure.

Louis A. Roussos, Law School Admission Council; William F. Stout, University of Illinois at Urbana-Champaign

Further Test of Local Independence in Addition to Covariance Exploring.

Hongsheng Wu, University of Illinois at Urbana-Champaign

The Effects of Violations of Unidimensionality on Item Response Theory Equating.

Huilan Xing, Stephen B. Dunbar, University of Iowa; Michael J. Kolen, University of Iowa

Discussant: Ming Mei Wang, Educational Testing Service

Wednesday, 10:35 - 12:05

Sheraton, Carnegie 1, 3rd Floor

G3. Renorming the ASVAB: The 1996 Profile of American Youth
(Symposium)

Organizer/Moderator: Jane M. Arabian, Office of the Secretary of Defense

Presenters: *The 1996 Profile of American Youth: Overview*
Linda T. Curran, Defense Manpower Data Center
Implementing the Computerized Adaptive Version of the ASVAB Nationwide
Linda Jordan, Defense Manpower Data Center
Methodological Studies for the 1996 Profile of American Youth
James R. McBride, Brian K. Waters and Janice Laurence, HumRRO
Appropriateness of the ASVAB Tests for Very Young Examinees
Cathy Stawarski, Brian K. Waters, and James R. McBride, HumRRO
Data Analyses for the Profile of American Youth
Eric Bradlow, Educational Testing Service

Discussant: Michael J. Kolen, American College Testing

Wednesday, 10:35 - 12:05

Sheraton, Royal A, 2nd Floor

G4. Research and Policy Issues for the Development, Interpretation, and Use of Assessments in Classrooms: Examples from Mathematics Assessment Research with Teachers.

(Symposium, Sponsor: AERA, NCME)

Organizer/Moderator: Carol Kehr Tittle, City University of New York

Presenters: Caroline Gipps, Bet McCallum and Margaret Brown, University of London; Kathy Kelly-Benjamin, Florida Institute of Technology; Roberta J. Flexer, University of Colorado; Carol Kehr Tittle, City University of New York

Discussants: Sandra P. Marshall, San Diego State University; Lorrie A. Shepard, University of Colorado

Wednesday, 12:25 - 1:55

Sheraton, Riverside Ballroom, 3rd Floor

H1. CATucopia Measurement Issues Faced by a Large-Scale Computer Adaptive Testing Program

(Invited Symposium)

Organizer: Maria T. Potenza, Educational Testing Service

Moderator: Craig Mills, Educational Testing Service

Presenters: *Collateral Information in Item Calibration.*

Kathy Billeud, University of North Carolina at Chapel Hill; Manfred Steffen, Educational Testing Service

Controlling Exposure Rates of Items Conditional on Ability Using the Multinomial Method in Computerized Adaptive Testing.

Martha L. Stocking, Charles Lewis, Educational Testing Service

GRE CAT Test-Taking Strategy and Scoring Issues.

Sharon Slater, University of Massachusetts at Amherst; Gary Schaeffer, Educational Testing Service

Simulation Studies of Item Disclosure Effects.

William C. Ward, Maria T. Potenza, and Martha L. Stocking, Educational Testing Service

Person-fit Indices and Their Role in the CAT Environment.

Lori A. Davis, University of North Carolina at Chapel Hill; Charles Lewis, Educational Testing Service

Discussants: Timothy Davies, American College Testing; Ronald Hambleton, University of Massachusetts

Wednesday, 12:25 - 1:55

Sheraton, Riverside Suite, 3rd Floor

H2. Teachers as Assessors

(Paper Presentation)

Organizer/Moderator: Pam Aschbacher, UCLA/CRESST

Presenters: *Hodgepodge Grading: Endorsed by Teachers and Students Alike.*

Lawrence H. Cross, Robert B. Frary, Virginia Tech University

Examining Teaching Practices: A Study in the Context of Certification and Professional Development.

Jacqueline Jones, Richard Tannenbaum, Educational Testing Service

Educators' Perceptions of the Effectiveness of Their Schools' Practices for Disseminating Results of Standardized Testing.

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

Evaluating High School Teachers' Written Grading Policies from a Measurement Perspective.

Anthony L. Truog, Stephen J. Friedman, University of Wisconsin-Whitewater

Teacher Assessment Competency: A Rasch Model Analysis.

Zhicheng Zhang, University of Alabama

Discussant: Carol Dwyer, Educational Testing Service

Wednesday, 12:25 - 1:55

Sheraton, Carnegie 1, 3rd Floor

H3. Current Issues in Test Administration

(Panel Discussion)

Organizer/Moderator: Guy Glidden, Wichita Public Schools

Presenters: *Current Trends Affecting Test Administration.*
Karen Banks, Wake County Public Schools
Teacher and Test Administrator Guidelines for the New Frontier.
Paul LeMahieu, Delaware Education, Research and Development Center
Successful Efforts to Improve Test Administration Practices.
Lorna Barl, Scarborough Board of Education; Kevin Matter, Cherry Creek Schools
Policies and Standards: Their Role and Revision.
Marty Ward, Guilford County Public Schools
Dealing with Irregularities When You Find Them.
Guy Glidden, Wichita Public Schools and group discussion

Wednesday, 2:15 - 3:45

Sheraton, Riverside Ballroom, 3rd Floor

I1. Classification and Placement

(Paper Presentation)

Organizer/Moderator: John Young, Rutgers University

Presenters: *A Comparison of Applied Prediction Models in a Pass/Fail Licensure Context.*
Jane C. Folske, Richard Luecht, Raja G. Subhiyah and Douglas F. Becker,
National Board of Medical Examiners
Assessing the Effectiveness of Course Placement Systems in College.
Richard Sawyer, American College Testing
Classification Reliability from Multiple Choice Tests Using IRT.
E. Matthew Schulz, Michael J. Kolen, W. Alan Nicewander, American College Testing
Trace Lines for Classification Decisions.
Richard Schwarz, CTB/McGraw-Hill
An Investigation of the Use of Pre-defined Mathematics Performance Standards to Establish Performance Regions on the Iowa Tests of Basic Skills.
Kristie K. Waltman, David A. Frisbie, University of Iowa

Discussant:  Douglas Whitney, Regents College

Wednesday, 2:15 - 3:45

Sheraton, Riverside Suite, 3rd Floor

12. Assessment in the Humanities

(Paper Presentation)

Organizer/Moderator: George Engelhard, Emory University

Presenters: *Reliability Study of the Test of Written English Using Generalizability Theory.*
Gwyneth M. Boodoo, Educational Testing Service
Development and Scoring Issues for the GRE Writing Test.
Mary Fowles, Educational Testing Service
Preliminary Validation Research on the GRE Writing Test.
Don Powers, Educational Testing Service
Listening and Writing, Two Skills for the Price of One?
Joyce R. McLarty, Work Keys Development; Xiaohong Gao, Marcia Stientjes,
American College Testing
Results of a NAEP U.S. History Group Assessment Special Study.
Nancy A. Mead, Weld County (CO) School District #6, Amy Pearlmuter,
Educational Testing Service

Discussant: Judy Monsaas, North Georgia College

Wednesday, 2:15 - 3:45

Sheraton, Carnegie 1, 3rd Floor

13. Performance-based Assessments of Generic Work Readiness Skills: Lessons from the Field

(Symposium)

Organizer/Moderator: Stanley Rabinowitz, Far West Laboratory

Presenters: Gary Eggen, New Standards; Daniel McLaughlin, Far West Laboratory; Wayne Neuberger, Oregon Department of Education; Catherine Smith, Michigan Department of Education

Discussants: Sri Ananda, Far West Laboratory; Phyllis Grummon, Michigan State University

5th

14. Cross-Lingual Assessment: Is Close Enough Suficiente?

(Symposium)

Organizer: Stephen Sireci, University of Massachusetts at Amherst**Moderator:** Michal Beller, The Open University of Israel**Presenters:** *Technical Issues in Linking Assessments Across Languages.*

Stephen Sireci, University of Massachusetts at Amherst

Method and Concerns in the Translation of an Achievement Test.

Charles Stansfield, Second Language Testing, Inc.

Relative Effects of English Proficiency on Subject versus General Admissions Tests.

Maria Pennock-Roman, Educational Testing Service

*Inclusion of Limited-English Proficient Students in the National Assessment of**Educational Progress: A Field Test.*

Gary Phillips, National Center for Educational Statistics

Guidelines for Adapting Educational and Psychological Tests.

Ron Hambleton, University of Massachusetts at Amherst

Discussant: Linda Cook, Educational Testing Service

J1. Issues in Polytomous and Partial Credit Models

(Paper Presentation)

Organizer/Moderator: Robert Ankenmann, University of Iowa**Presenters:** *Parameter Recovery for the Partial Credit Model Using MULTILOG.*

Seung W. Choi, Karon F. Cook and Barbara G. Dodd, University of Texas at Austin

A Comparison of Three Polytomous IRT Models in the Context of Testlet Scoring.

Karon F. Cook, University of Texas at Austin

Exploring Monotonicity in Polytomous Item Response Data.

Brian W. Junker, Carnegie Mellon University

A Comparison of Four Differential Item Functioning (DIF) Methods for Polytomously Scored Items.

Lynn T. Mellor, Texas Education Agency

Polychotomous Responses and the Test Score.

Fumiko Samejima, University of Tennessee

Scaling Polytomous Items That Have Been Scored by Two Raters.

Robert Sykes, Wendy M. Yen, and Kyoko Ito, CTB/McGraw-Hill

Discussant: Jim Carlson, Educational Testing Service

Wednesday, 4:05 - 6:05

Sheraton, Riverside Suite, 3rd Floor

J2. New Directions in Mathematics Assessments

(Paper Presentation)

Organizer/Moderator: Cheryll M. Adams, Indiana Academy/Ball State University

- Presenters:** *Diagnosis of Student Mathematics Performance from Grid-in Item Responses.*
John B. Rogers, Connecticut State Department of Education
- Consequences of a Mathematics Performance Assessment.*
Suzanne Lane, Carol Parke, University of Pittsburgh
- Measuring Mathematics Course-Taking in High School.*
Mary Naifeh, Sharif Shakrani, Bureau of the Census/National Center for Education Statistics
- Using the Multitrait-Multimethod Framework to Investigate Evidence of Construct Validity on a Sixth-grade Mathematics Test.*
John B. Rogers, Connecticut State Department of Education
- Detecting DIF on Mathematics Items: The Case for Gender and Calculator Sensitivity.*
Katherine Ryan, University of Illinois
- The Influence of Personal Response in Mathematical Communication Prompts on Student Performance.*
Catherine S. Taylor, University of Washington

Discussant: John Dossey, Illinois State University

Wednesday, 4:05 - 6:05

Sheraton, Carnegie 1, 3rd Floor

J3. DIF: Technical Investigations

(Paper Presentation)

Organizer/Moderator: M. David Miller, University of Florida

- Presenters:** *Nonconstant Dimensionality Across a Score Scale: Effects on Two DIF Statistics.*
Nancy H. Bene', University of Texas at Austin
- Characterizing the Sampling Distributions of IRT Drift/DIF Statistics.*
Steven Isham, John R. Donoghue, Educational Testing Service
- Detecting DIF in Multiple Groups: The Problem of Small Sample Sizes.*
Anil Kanjee, University of Witwatersrand
- Differential Bundle Functioning (DBF) Using the DFIT Framework: Procedures for Identifying Possible of DIF.*
T.C. Oshima, Georgia State University; Nambury S. Raju, Georgia Institute of Technology; Claudia P. Flowers, University of North Carolina at Charlotte; Jeffrey Slind, Psychological Corporation
- Identifying IRT Defined DIF Using Logistic Regression and the Mantel-Haenszel Procedure*
Jim Penny, University Research Associates
- The Sensitivity of the Mantel-Haenszel Statistic to Variations in Sampling Procedure in DIF Analysis.*
Elizabeth A. Witt, University of Kansas; Robert D. Ankenmann, Stephen B. Dunbar, University of Iowa

Discussant: Paul W. Holland, University of California at Berkeley

THURSDAY, APRIL 11, 1996

Thursday, 8:15 - 9:45

Hilton, Nassau A, 2nd Floor

K1. Psychometric Issues in Setting Standards on the NAEP

(Invited Symposium)

Organizer: Susan Cooper Loomis, American College Testing

Moderator: Robert Brennan, University of Iowa

Presenters: Luz Bay, American College Testing; Mary Lyn Bourque, National Assessment Governing Board; Wen-Hung Chen, American College Testing; Timothy Davey, American College Testing; Eugene Johnson, Educational Testing Service; Michael Kane, University of Wisconsin; Alan Nicewander, American College Testing; Mark Reckase, American College Testing

Discussants: Robert Mislevy, Educational Testing Service; Sharif Shakrani, National Center for Education Statistics

Thursday, 8:15 - 9:45

Hilton, Room 520, 5th Floor

K2. School-Based Special Studies of a Large-Scale Performance Assessment: Results and Implications for Assessment and Instruction

(Symposium)

Organizer: Mario Yepes-Baraya, Educational Testing Service

Moderator: Brian Gong, Kentucky Department of Education and University of Louisville

Presenters: *A Cognitive Analysis Based on the NAEP Science Assessment*
Mario Yepes-Baraya, Nancy L. Allen, Educational Testing Service
The 1995 NAEP Observational Study of Twelfth Grade Mathematics
Frank F. Jenkins, Jacqueline Jones, Educational Testing Service
The NAEP Science Classroom Work Study
Christine O'Sullivan, Amy Pearlmuter, Educational Testing Service

Discussants: Brian Gong, Kentucky Department of Education and University of Louisville
Brenda Sugrue, University of Northern Colorado

Thursday, 8:15 - 9:45

Hilton, Room 504, 5th Floor

K3. The Context of School Achievement

(Symposium)

Organizer/Moderator: Thomas M. Haladyna, Arizona State University West

Presenters: Robert Hess, Arizona State University West; Eugene Kennedy, Louisiana State University; Garrett Mandeville, University of South Carolina; William Webster, Dallas School District

Discussants: Joseph Ryan, Arizona State University West; Robert Olsen, Vancouver (WA) School District

Thursday, 10:35 - 12:05

Hilton, Nassau A, 2nd Floor

L1. Grading Essays by Computer: Qualitative and Quantative Grading in Large Programs and in Classrooms

(Invited Symposium)

Organizer/Moderator: Ellis B. Page, Duke University

Presenters: *Project Essay Grade and Writing Traits: Qualitative and Quantitative Combined.*

Ellis B. Page, Duke University; Matthew J. Lavoie, TruJudge, Inc.

PEG in Schools: Utility in the Classrooms?

Gary B. Stuck, University of North Carolina at Chapel Hill

Tracking Progress in Student Writing: Repeated Measures?

Dale Truman, Windham High School, Conn.

Types of Construct Validity in PEG Measures.

Timothy Z. Keith, Alfred University

Discussants: J. William Asher, Purdue University; Barbara S. Plake, University of Nebraska, Lincoln;

David Lubinski, Iowa State University

Thursday, 10:35 - 12:05

Hilton, Room 520, 5th Floor

L2. Dimensionality 2

(Paper Presentation)

Organizer/Moderator: Raja Subhiah, National Board of Medical Examiners

Presenters: *Assessing the Dimensionality of Item Response Matrices with Small Sample Sizes and Short Test Lengths.*

Andre F. DeChamplain, LSAC - Psychometrics Group; Marc E. Gessaroli, National Board of Medical Examiners

On Reporting IRT Ability Scores When the Test is Not Unidimensional.

Mohamed A. Dirir, Norma Sinclair, Connecticut State Department of Education;

Comparison of the Dimensional Structure of the SAT I Reasoning Test with the SAT II:

Math Level I and Writing Tests.

Thomas W. Doub, Vanderbilt University; Ida Lawrence, Educational Testing Service

Assessing the Dimensionality of the Interaction between Items on a Mathematics Subtest of an American College Testing (ACT) Exam and Subgroups of the ACT Examinee Population.

Ronna L. Turner, Terry A. Ackerman, University of Illinois at Urbana-Champaign; Mark D. Reckase, Timothy C. Davey, Timothy R. Miller, Tony D. Thompson, American College Testing

A Theoretical Index of Dimensionality and Its Estimation.

Jinming Zhang, University of Illinois at Urbana-Champaign

Discussant: Bill Koch, University of Texas

Thursday, 10:35 - 12:05

Hilton, Room 504, 5th Floor

L3. Analysis of Language Test Performance Using Cognitive Diagnostic Approach
(Symposium)

Organizer: Gary Buck, Educational Testing Service

Moderator: Howard Everson, College Board

Presenters: Gary Buck, Irene Kostin, Kikumi Tatsuoka, Educational Testing Service; Saito Hisami, Masahiro Kasai, University of Illinois at Urbana-Champaign

Discussants: Charles Alderson, University of Lancaster; Robert L. Linn, University of Colorado

Thursday, 12:25 - 1:55

Hilton, Nassau A, 2nd Floor

M1. Perspectives on Reporting Scaling Results to Students and Teachers
(Invited Symposium)

Organizer: Delwyn Harnish, University of Illinois at Urbana-Champaign

Moderator: Howard Everson, College Board

Presenters: Delwyn Harnish, Jesse Wilkins, University of Illinois at Urbana-Champaign; Nancy Burton, Kevin Singley, Kikumi Tatsuoka, Educational Testing Service

Discussant: Ronald Hambleton, University of Massachusetts

Thursday, 12:25 - 1:55

Hilton, Room 520, 5th Floor

M2. Validity Issues in Performance Assessment: Five Years of the Kentucky Instructional Results Information System
(Symposium)

Organizer/Moderator: Douglas Penfield, Rutgers University

Presenters: Neal Kingston, Jonathan Dings, Sean Donovan, Kentucky Department of Education

Discussants: Edward Roeber, Council Chief State School Officers

Thursday, 12:25 - 1:55

Hilton, Room 504, 5th Floor

M3. The Characteristics of Portfolio Assessment: The Evaluation of a Pilot Project
(Symposium)

Organizer: Mark Reckase, American College Testing

Moderator: Sharon Schattgen, University of Missouri at Columbia

Presenters: Mark Reckase, Catherine Welch, Edward Wolfe, Timothy Miller, American College Testing

Discussant: Daniel Koretz, The Urban Institute

Thursday, 2:15 - 3:45

Hilton, Nassau A, 2nd Floor

N1. Update on the Revision of the Standards

(Invited Symposium)

Organizer/Moderator: Daniel Eignor, Educational Testing Service

Presenters: Eva Baker, UCLA, CSE/CRESST; Lloyd Bond, University of North Carolina at Greensboro; Leonard Feldt, University of Iowa; Bert Green, Johns Hopkins University; Suzanne Lane, University of Pittsburgh; Pamela Moss, University of Michigan

Discussants: Gregory Cizak, University of Toledo; Ross Green, CTB/McGraw-Hill; Carlos Martinez, Hillsborough Co. (FL) Public Schools

Thursday, 2:15 - 3:45

Hilton, Room 520, 5th Floor

N2. Research in Medical Performance Assessment

(Paper Presentation)

Organizer/Moderator: Julie Leahy, Chauncey Group International

Presenters: *Developing an Examinee Score Profile for a Complex Performance-based Assessment.*

Van Yihua Fan, Stephen G. Clyman, Nancy A. Orr, National Board of Medical Examiners

The Answer Key as a Source of Error in Authentic Assessment.

John J. Norcini, Rosemary Reshetar, Rebecce Lipner, American Board of Internal Medicine

An Investigation of the Difficulty of Computer Based Case Simulations.

Janice D. Scheuneman, Van Yihua Fan, National Board of Medical Examiners
Clinicians' Perceptions of Medical Students' Reasoning on Multiple Choice Items.

Olive H. Triska, Thomas Maguire, Ernest N. Skakun, University of Alberta

Discussant: Mary E. Lunz, American Society of Clinical Pathologists

Thursday, 2:15 - 3:45

Hilton, Room 504, 5th Floor

N3. Caught in the Web of Measurement Information

(Symposium)

Organizer: Mark Shermis, Indiana University-Purdue University at Indianapolis

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

Presenters: Nancy L. Shiffler, Ann Arbor Public Schools; Jean Pierce, Northern Illinois University; Ann Harmon, University of North Carolina at Greensboro; Paul M. Stemmer, Madonna University

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

Thursday, 4:05 - 5:35

Hilton, Nassau A, 2nd Floor

01. National and State Assessment Reports: Are They Understood? How Can They be Improved

(Invited Symposium)

Organizer: Ronald Hambleton, University of Massachusetts

Moderator: Sharif Shakrani, National Center for Education Statistics

Presenters: Ronald Hambleton, University of Massachusetts; Richard M. Jaeger, University of North Carolina at Greensboro; Howard Wainer, Educational Testing Service

Discussants: George Bohrnstedt, American Institutes for Research; Jack Jennings, Institute for Educational Leadership

Thursday, 4:05 - 5:35

Hilton, Room 520, 5th Floor

02. School-Based Measurement Issues

(Paper Presentation)

Organizer/Moderator: Mark L. Davison, University of Minnesota

Presenters: *HLM Modeling of Coursework, AP, and Other Academic Context Variables Related to SAT Scores in Texas.*

Linda L. Hargrove, Michael X. Mao, Gema Barkanic, Texas Education Agency

Factor Analytic Methods for Determining Whether Multiple-choice and Constructed-response Tests Measure the Same Construct.

Jim Manhart, University of Iowa

School-level IRT Assessment of Year-to-year Performance Changes.

Richard Tate, Florida State University; Mark Heidorn, Florida Department of Education

Exploring Obstacles to School Reform: Development of a Measure of Teachers' Attitudes Toward School Improvement.

Bruce W. Hall, Jim Tremmel, University of South Florida

Using Distance Measures to Form School Comparison Groups in Large-Scale Assessments.

Michael James Young, University of Pittsburgh; Bokhee Yoon, CTB/McGraw

Discussant: Lyle V. Jones, University of North Carolina at Chapel Hill

Thursday, 4:05 - 5:35

Hilton, Room 504, 5th Floor

03. The Use of Performance Assessments in Georgia's High School Graduation Tests

(Symposium)

Organizer/Moderator: Michael B. Bunch, Measurement Inc.

Presenters: David Anderson, Marian Dabney, Angelika Pohl, Georgia Department of Education; Winston Fitzpatrick, Measurement Inc.

Discussants: Gerald E. DeMauro, New Jersey Department of Education; Larry Gabbert, Delaware Department of Public Instruction

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