



# News@NCME

Issue: January 2026

Editor: Cheng Hua

## President's Message

*By Amy Hendrickson, NCME President, January 8, 2026*

Dear NCME Colleagues,

The start of a new year is a natural moment to reflect and to look forward, and I am doing so with both continuity and change in mind. NCME enters 2026 on the strong foundation of the organization's core mission and goals, while also embracing new leadership, new partnerships, and new opportunities to support our members and strengthen and advance the field of educational measurement.



Below are key updates and several ways to stay engaged with NCME in the months ahead.

### **Welcome to Our New Executive Director: Susan Lyons**

We are pleased to welcome Susan Lyons as [NCME's new Executive Director](#). Susan brings extensive leadership experience and a strong commitment to professional service, and she joins NCME at a moment of both continuity and opportunity. As Executive Director, Susan will build on NCME's strong foundation—supporting our members, sustaining core programs, and upholding the values that have long defined the organization—while also providing steady operational

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strengthen our impact and broaden our reach. We are excited to partner with Susan and look forward to the perspective she brings to this role. Please join us in welcoming her to the NCME community.

## **NCME Elections Close January 15: Check Email for Ballot**

NCME members are invited to vote for the incoming Board of Directors for 2026, with the election closing January 15. We are fortunate to have a slate of six qualified and experienced candidates for you to choose from. All have volunteered their time, service, and ideas to be added to this election slate.

[Candidate statements are now available on the NCME website.](#)

Eligible voting members have received an email and link to the ballot through our voting system, OpaVote. If you have not received a ballot, please verify it is not in your junk email, then contact [ncme@ncme.org](mailto:ncme@ncme.org). Thank you to the Nominations and Elections Committee, consisting of Andrew Ho, Derek Briggs, and Kristen Huff, for assembling this great slate of candidates.

## **New Membership Benefits: Educational Assessment and Educational Measurement 5 Access**

NCME is pleased to announce that members may now access the journal [Educational Assessment](#) for free through the NCME website. The NCME Classroom Assessment Committee (CAC) has worked for over two years to arrange for this outlet for high-quality research on classroom summative and formative assessment. Complete access to *Educational Assessment*, including back issues, is now free for all NCME members using the portal once logged into your NCME account. [See more information here.](#)

Additionally, the NCME-sponsored fifth edition of Educational Measurement is also available, including via [open access](#) due to contributions from Susan Trent and the family of former NCME Board Member Steve Ferrara. Many thanks to all those involved in bringing this edition to publication, including editors Linda Cook and Mary Pitoniak.

## **Making Our Way to LA: Regional Meet-Up in Iowa City on February 19**

I am excited to host a second NCME regional meet-up, this time in Iowa City, Iowa, on February 19. This informal gathering is designed to foster connection,

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and your local colleagues for good company, good discussion, and a chance to connect with fellow NCME members. [Find more details and register here.](#)

## **NCME 2026 Annual Meeting: Registration is Now Open**

Speaking of making our way to L.A., registration is now open for the [NCME Annual Meeting](#), April 8–11! This year's meeting will be held at the InterContinental Los Angeles Downtown and will provide an enriching educational and memorable experience. I am grateful that we were able to maintain our previous registration rates and also that we will be providing travel grants again this year. More information about the conference is available [here](#).

## **Content and Assessment Development Specialists Focus Groups: Thank You for the Rich Conversations**

I, along with Cara Laitusis and Sue Lottridge, recently convened focus groups with leaders of assessment development specialists to better understand their professional needs, challenges, and priorities. We are grateful to those who participated and shared their perspectives candidly. Insights from these conversations will help to inform NCME's initiatives in the areas of programming, resources, and engagement opportunities tailored to this important segment of our membership and field.

## **Committee Focus: Website Committee**

Later in the newsletter, read more about how the Website Committee was integral to the transition of the NCME website and worked closely with Atria staff to ensure a seamless experience for our members. The committee continues its work to improve the usability, clarity, and functionality of the website, and we appreciate the committee's behind-the-scenes labor.

## **Graduate Programs in Measurement: A Growing Resource**

NCME has recently updated and shared a [comprehensive list of U.S.-based graduate programs](#) in educational measurement, psychometrics, and closely related fields. This resource is intended to support prospective students, advisors, employers, and anyone seeking a clearer picture of the preparation pathways into our field. In parallel, NCME is collaborating with the Psychometric Society to develop a complementary international list of graduate programs. This effort reflects our shared commitment to supporting the global measurement

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As always, thank you for your engagement, your service, and your commitment to advancing educational measurement in the service of society. I look forward to working together in the year ahead as NCME continues to move the field forward.

Warm regards,  
Amy Hendrickson  
President, NCME

## NCME Updates

### Registration Open for NCME 2026!

Registration is now open for the [NCME Annual Meeting](#) in Los Angeles, April 8–11! This year's meeting will be held at the InterContinental Los Angeles Downtown and will offer rich opportunities to explore new research, engage with diverse perspectives on timely measurement issues, strengthen professional networks, and connect with colleagues who share your commitment to advancing our field.

Please note: Annual Meeting registration is hosted by AREA. [You can find helpful tips for registration here](#). Be sure to use the same email address on file with NCME as this is the data point AERA uses to verify membership status. If you are an NCME member and don't receive member rates, please contact AERA registration support ([registration@aera.net](mailto:registration@aera.net) or [\(202\) 238-3200](tel:(202)238-3200), option 3) to assist in verifying membership in their system.

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### News@NCME: 2026 Release Schedule

As we look ahead to a productive year, NCME would like to share the planned release schedule for News@NCME in 2026. We rely on timely contributions from NCME committees, SIGIMIEs, and members to keep the newsletter vibrant and relevant.

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release date. [You may find the full calendar and additional details online.](#) If your group has updates, events, calls, or resources to share, please email them to [news@ncme.org](mailto:news@ncme.org).

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## Don't Miss Out—Renew Your NCME Membership

Your 2026 membership renewal is now available—and renewing today ensures you don't miss the *discounted registration rate* for the 2026 NCME/AERA Annual Meeting.

As a member, you'll enjoy reduced conference registration fees, subscriptions to NCME's four journals, access to members-only resources and professional development opportunities, and connections with a vibrant community dedicated to advancing educational measurement.

### Renewing is easy!

- [Log in to your NCME account](#)
- Click the **Pay Now** button in the Membership Renewal section of your dashboard

 **Need to reset your password?** With NCME's new online experience, you'll need to set a new password (your username remains the same). [Go here to reset your password.](#)

For questions about your membership, access, or payment, please contact us at [ncme@ncme.org](mailto:ncme@ncme.org). Thank you for being an essential part of the NCME community!

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## Fifth Edition of Educational Measurement Published

NCME is excited to announce that the fifth edition of *Educational Measurement* was published in December 2025. This edition is characterized by several firsts: (1) it is sponsored solely by NCME, (2) it has women as its editors—Linda Cook and Mary

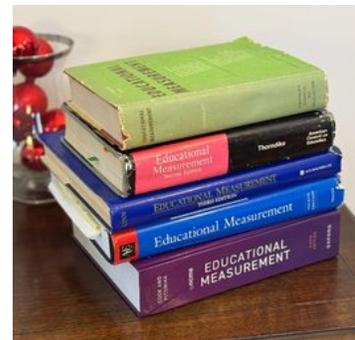
We wish to thank all of the contributors to the volume:

- 2 editors who navigated the book through stormy seas
- 52 preeminent authors who shared their knowledge across 21 chapters
- 63 reviewer-collaborators who provided valuable formative feedback
- 19 members of the Editorial Board who helped guide the vision
- Susan Trent and the Steve Ferrara family for making the open-access version possible

The printed book can be ordered at all major booksellers. The open access version is also available widely; the link to the Oxford University Press website for the book is [here](#).



*Linda Cook and Mary Pitoniak*



*Educational Measurement books from the 1st edition to 5th edition.*

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## Website Committee Updates

As you likely recall from the NCME President's [December 2025](#) message, the [new NCME website](#) launched on November 18. This was a lengthy project that required coordination between a number of different working groups. The committee would like to thank everyone at Atria that helped make this very complex transition a success. We would also like to thank Rich Patz, whose guidance and leadership throughout this process were invaluable.

The committee would like to express a special thanks to Nathan Dadey for his many years of service and for staying on well after his term expired to ensure the website transition was successfully completed.

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committee who spent countless hours reviewing content to ensure that nothing was lost in the transition: Sergio Araneda, Luciana Cancado, Amy Clark, Cheng Hua, Ying Lu, and Kelley Stethen.



Michael Peabody,  
Website Committee Chair

Although the new website was launched, the work of the committee does not stop. We will be continuing to investigate improvements to the website that enhance the user experience. If you have suggestions for improvements or additions, please feel free to reach out to me ([michael.peabody77@gmail.com](mailto:michael.peabody77@gmail.com)) or another member of the Website Committee. We welcome your ideas as we move into this next phase.

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## Call for Proposals: NCME Mission Fund Grant Program

The NCME Mission Fund is now accepting proposals for the 2025–2026 cycle; proposals are due by January 31. Grants of up to \$20,000 are available for projects that advance NCME’s mission and align with President Amy Hendrickson’s theme of service and collaboration. We welcome proposals from researchers and practitioners working to improve educational assessment in large-scale or classroom settings. [Find out more about example topics, funding details, and proposal requirements online.](#)

Find more NCME news online.

## Upcoming Events

### Cafe AI: An Educators of Measurement SIGIMIE Coffee Hour

This session is an opportunity to connect with colleagues, exchange ideas, and explore practical strategies for using AI in the classroom. Whether you’re

[Subscribe](#)[Past Issues](#)[Translate ▼](#) **January 14, 3–4 p.m. Eastern | Virtual** [Read More & RSVP](#)

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## **When Language Models Model Items and Examinees: Methodological Considerations for Evaluation**

In this session, Dr. Ikkyu Choi (ETS) will explore key methodological considerations for evaluating LM-based approaches, with a focus on scenarios involving limited or no human response data, large item pools, and real-time operational use.

**January 14, 4–5 p.m. Eastern | Virtual**

[Read More & RSVP](#)

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## **Classroom Assessment Series Part 1: Teachers as Assessment Leaders**

This is one part of a three-part series from the Classroom Assessment Committee. This session focuses on communicating classroom assessment with students, families, and colleagues.

**January 19, Noon–1 p.m. Eastern | Virtual**

[Read More & RSVP](#)

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## **Aligning AI with Assessment Standards**

As AI tools become increasingly integrated into assessment design and delivery, how can we ensure they align with professional testing standards? Join us for a timely presentation exploring this question, featuring a case study on using AI to generate reading passages for the National Assessment of Educational Progress.

 **January 23, 3–4 p.m. Eastern | Virtual** [Read More & RSVP](#)

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## Future of K12 Webinar

This panel webinar brings together assessment experts and state leaders to discuss the future of K12 state summative assessments.

 **January 29, Noon–1:30 p.m. Eastern | Virtual**

 [Read More & RSVP](#)

Find a full calendar of upcoming events online.

# NCME Journal Highlights

## New Journal Access for NCME Members: Educational Assessment Journal

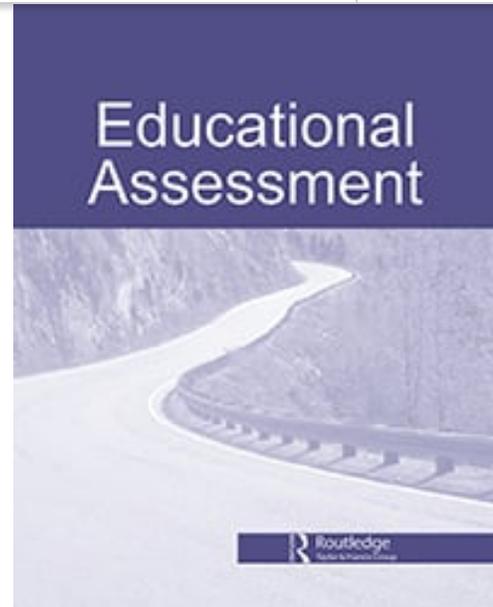
NCME is pleased to announce that members now have free access to the journal *Educational Assessment* following a new partnership with Taylor & Francis to support high-quality research in classroom assessment. This collaboration, led by the Classroom Assessment Committee, began in 2024 and resulted in the 2025 *Special Issue on Classroom Assessment*, guest edited by Caroline Wylie, Michele Carney, Renae Pullen, Mark Wilson, and Alison Bailey. [Read more.](#)

In this News@NCME issue, we highlight three new research articles from *Educational Measurement*—be sure to explore them!

 **Access** – All NCME members can now access *Educational Assessment*, including back issues, by logging into their NCME account.

 **New Feature: Educator Notes** – Select articles will be accompanied by educator notes, companion pieces designed to translate research into practice for educators and practitioners.

encouraged to submit to *Educational Assessment*, including the upcoming special issue on formative uses of classroom observation tools, guest edited by Courtney Bell and Drew Gitomer. **The abstract deadline is January 19, 2026.**



This partnership complements NCME's commitment to excellence across its journals: *Journal of Educational Measurement*, *Educational Measurement: Issues and Practice*, and the *Chinese/English Journal of Educational Measurement and Evaluation*.

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## Looking Beyond a Single Score: Examining Student Mathematical Strengths Using ALEKS Data

By Christopher G. Lechuga, Jeffrey Matayoshi, and Shayan Doroudi

Traditional assessments often reduce student performance to a single score—but what if that score masks individual strengths? This study uses data from the adaptive tutoring system ALEKS to explore how multidimensional measures of mathematical ability can provide a richer, more nuanced understanding of student learning.

The authors compare three metrics capturing different constructs of mathematical knowledge and find that module-specific performance reveals variation that overall ability scores often miss. Notably, 80% of students—including many in the bottom overall quartile—ranked above the median in at least one skill area.

These findings suggest promising implications for instructional practices, including strength-based teaching and more flexible approaches to grouping

 [Read the full article in Educational Assessment](#)

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## Connecting Perception to Practice: Formative Assessment Skills Among Ethiopian University Faculty

*By Million Yilma, Menna Olango, and Samuel Assefa*

How do university instructors' perceptions of their formative assessment skills relate to what they actually do in the classroom? This study surveyed 380 faculty members across four public universities in Ethiopia to explore that connection.

Using an adapted Assessment Practices Inventory (API) and advanced correlation analyses, the authors found a strong, positive relationship between teachers' self-perceived formative assessment skills and their reported practices. Instructors who felt more confident in areas such as feedback, observation, and student involvement also reported applying those skills more regularly.

The findings point to the importance of targeted professional development that enhances instructors' confidence and competence in formative assessment—ultimately improving assessment practices in higher education.

 [Read the full article in Educational Assessment](#)

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## Predicting Interview Success: Comparing Typed and Video Responses in Open-Response SJTs

*By C. Robb, P. W. Banks, H. L. Copeland, A. MacIntosh, R. Ivan, J. B. Moskowitz, et al.*

How well can early assessments predict future interview performance in admissions? This study explores the predictive validity of a new open-response situational judgment test (SJT) that includes both typed- and video-response items, aimed at evaluating personal and professional skills.

Using admissions data from 1,011 medical school applicants across two U.S. programs, the authors found that the combined-response SJT format significantly improved prediction of interview performance compared to typed-only SJTs. Correlations ranged from  $r = 0.37$ – $0.48$ , and logistic regression results showed meaningful increases in odds of strong interview outcomes.

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efficient tool for holistic admissions—particularly in high-volume applicant contexts.

👉 [Read the full article in Educational Assessment](#)

*News@NCME welcomes submissions from editors or authors of NCME-affiliated journals who wish to recommend specific research articles for newsletter coverage. Eligible journals include: Educational Assessment, Educational Measurement: Issues and Practice, Journal of Educational Measurement, and Chinese/English Journal of Educational Measurement and Evaluation. Articles must have been published within the past 3 years. If a study is older, it may still be considered if it has been cited over 100 times. Contact [news@ncme.org](mailto:news@ncme.org).*

## NCME Career Center

### Now Hiring: Manager – Psychometrics at ARRT

The American Registry of Radiologic Technologists (ARRT) is seeking a Manager – Psychometrics to lead a team ensuring the psychometric quality of ARRT's certification programs. This full-time, exempt role involves overseeing exam development, scaling, and scoring; conducting applied psychometric research; and advancing strategic assessment initiatives.



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