



# News@NCME

Issue: May 2026

## President's Message

*By Kadriye Ercikan, NCME President, May 7, 2026*

Dear NCME Colleagues,

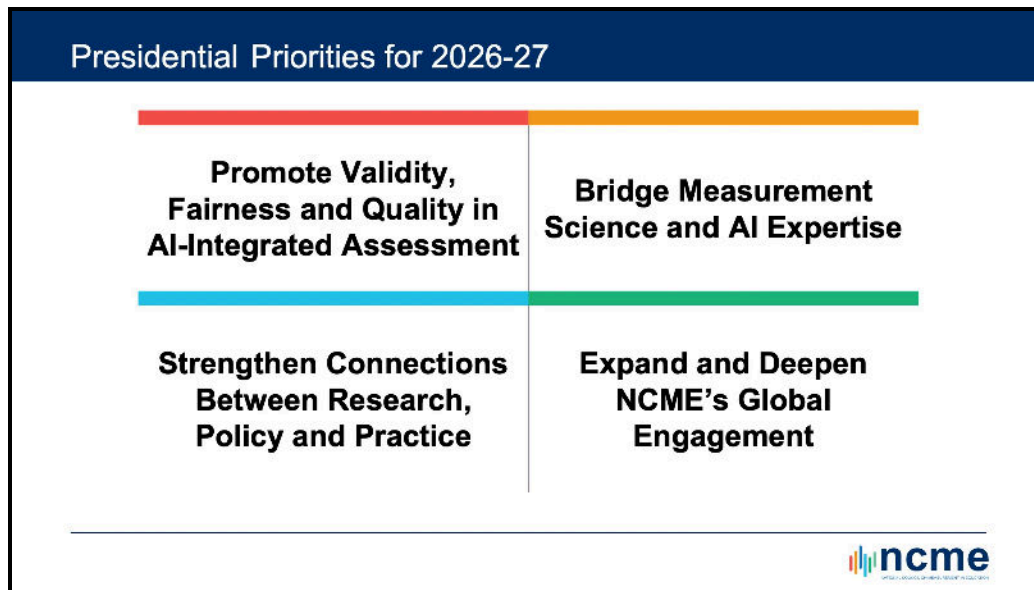
I am deeply honored to serve NCME as its President for 2026–27—an organization that has played a critical role in my career—and I appreciate this opportunity to share my initial thinking about priorities for my presidency. Educational measurement stands at an inflection point. Artificial intelligence is reshaping how assessments are designed, delivered, and interpreted. Public trust in science and institutions is under pressure. And the communities doing this work are more globally distributed than ever before.



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cannot imagine a more important time to serve.

Guided by NCME's mission to advance the theory and application of educational measurement for the benefit of society, my presidency will build on the strong foundation established by prior NCME leadership and be shaped by four priorities that emphasize rigor, fairness, collaboration, and inclusivity—while positioning NCME to lead thoughtfully as part of an AI-integrated future.



### 1. Promote Validity, Fairness, and Quality in AI-Integrated Assessment

AI technologies are increasingly embedded in assessment and learning systems, creating both opportunities (and risks) for validity, fairness, and appropriate use. A central priority of my presidency is to ensure that measurement science remains at the forefront of how AI-integrated assessments are conceptualized, developed, and evaluated. Building on ongoing NCME activities—including AIME-Con and closer attention to AI within the *Standards*—this priority will emphasize principled frameworks, empirical research evaluating efficacy, validity and fairness issues in AI-based assessments, and collective leadership from the measurement community. Planned activities include the formation of a Presidential Task Force focusing on promotion of validity, fairness, and quality in AI-integrated assessment; dedicated conference threads at the 2027 Annual Meeting; and a new webinar series focused on AI-integrated assessment quality.

### 2. Bridge Measurement Science and AI Expertise

To meet the challenges of AI-enabled assessment, NCME must actively connect measurement scientists with experts in data science, AI, and related fields—

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learning and collaboration through year-round webinars and training opportunities, structured engagement with external AI and data science organizations, and the development of mentorship circles designed to build a pipeline of interdisciplinary expertise. These efforts aim to strengthen the capacity of NCME members to engage critically and productively with emerging technologies.

### **3. Strengthen Connections Between Research, Policy, and Practice**

Educational measurement has its greatest impact when research insights connect with stakeholder needs and inform policy decisions and practical applications. Deepening NCME's role to build bridges among researchers, practitioners, and policymakers is a third priority. Building on prior initiatives, this work will include dedicated conference sessions at the 2027 Annual Meeting to promote researcher-practitioner dialogue, practitioner-oriented briefs derived from conference content, and the co-hosting of special theme conferences with partner organizations that serve policy and practice communities. These activities are intended to promote dialogue across communities, enhance the accessibility and relevance of measurement research, and support evidence-based decision making in education.

### **4. Expand and Deepen NCME's Global Engagement**

Finally, my presidency will prioritize expanding NCME's international presence and partnerships. Educational measurement is inherently global, and the field benefits from the diverse perspectives, contexts, and traditions that colleagues around the world bring. This priority builds on the foundation of international journals and expanded recognition of global doctoral programs by establishing an International Issues Committee whose mandate will be to strengthen connections between NCME and the international measurement community, creating international issues focused conference sessions, NCME-international partner session exchanges to promote a cross-national dialogue, and mapping a network of international measurement associations to serve as long-term partners. Together, these efforts aim to enhance mutual learning, broaden participation, and position NCME as a globally engaged professional home for measurement scholars and practitioners.

### **Moving Forward**

These priorities are reflective of my initial thoughts and intended to be advanced collaboratively with the NCME Board of Directors, committees, SIGIMIEs, past

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reflects our community's collective values, ambitions, and goals in service of NCME's mission and members.

Thank you for your trust and confidence. look forward to serving NCME and its members in this new role.

Kadriye

## NCME Updates

### Classroom Assessment Conference Proposals Open

The NCME Special Conference on Classroom Assessment will be November 12-14, at the Radisson Blu at the Mall of America in Bloomington, Minnesota.

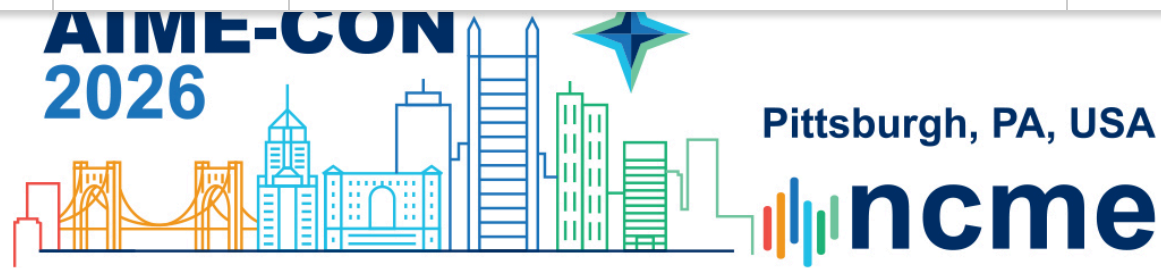
This year's CAC theme is "Creating Equity & Innovation through the Confluence of Research and Practice in Classroom Assessment." Participants will encounter many ways of knowing what students know and can do throughout the conference.

**The call for proposals is open with a submission deadline of May 29.** [Find out more online.](#)



The Inclusive Measurement for Historically Marginalized Groups SIGIMIE will be hosting a reception for all conference attendees at that conference. Details forthcoming.

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## AIME-Con Keynotes Announced, Proposals Due June 14

The NCME Artificial Intelligence in Measurement and Education Conference (AIME-Con) will be in Pittsburgh, October 5–7. This year’s theme, “Measurement Science in AI-Integrated Assessment and Pedagogy,” highlights the critical intersection of artificial intelligence innovation and psychometric rigor.

Keynotes at this event will include Professor Dragan Gašević and Alina A. von Davier. [Full bios may be found online.](#)



**The [call for proposals](#) will close June 14. [Find more details online.](#)**

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## 2026 Graduate Student eBoard Competition Winners

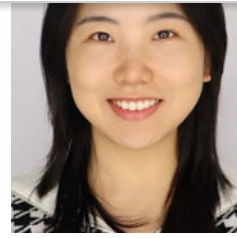
The Graduate Student eBoard Competition, hosted by the Graduate Student Issues Committee (GSIC), was designed to showcase innovative graduate research while providing participants with valuable professional development opportunities. At the Annual Meeting, students presented live alongside their eBoards, creating an interactive environment for discussion and feedback. [Four outstanding participants were ultimately recognized with monetary awards for their work.](#)

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First Place  
Tai Sun Jeong



Second Place  
Laura Pires  
Gifford



Third Place  
Jing Huang



Fourth Place  
YunHang Yin

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## Assessment Literacy Task Force

As shared during her Presidential Update at the NCME Annual Meeting Business Meeting, Past President Amy Hendrickson is launching a Task Force on Assessment Literacy to take a more strategic and coordinated approach to NCME's role in this space. This task force will bring multiple perspectives together to define a path forward. Its charge is to articulate the *why, who, and how* of NCME's role in advancing assessment literacy, grounded in our mission to benefit society.

You can [find the full news update here](#). If you are interested in contributing to this effort, please complete this [form](#).

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## Post-Annual Meeting Resources Available

We'd also like to extend a thank you to the attendees, presenters, volunteers, and sponsors who contributed to the Annual Meeting! For those who want to dive back into the Annual Meeting experience, you can check out the [final proceedings](#)

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## Successful 2026 NCME Fitness Walk/Run

Thank you to those who participated in the 2026 NCME Fitness 2.5k/5k Walk/Run! It was a gorgeous day and such a beautiful course—though definitely hilly! We had a great turnout and so much enthusiasm for the event.

This year, had a record number of teams competing for the coveted Team Competition Title. We are pleased to announce that the **Pearson Purple Pacers** ( $\alpha \geq .90$ ) were this year's winning team!! Congratulations on an outstanding showing, coordinated purple team shirts, and an alliterative team name!

We were especially thrilled to see our **2025 and 2026 NCME President** lace up and join the fun!

Honorable mentions go out to:



**HumRRO to the Finish!**

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Associates)



College Board



Iowa 4eva!

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## Scaling, Linking, and Equating SIGIMIE Seeks Vice Chair

The Contemporary Issues in Scaling, Linking, and Equating (SLE) SIGIMIE welcomes your participation in the 2026–27 year. Please consider joining the SLE SIGIMIE and consider expressing your interest in serving as vice chair.

**How to Join:** [ncme.org](https://www.ncme.org) > Involvement > SIGIMIEs > Join a SIGIMIE > Find the “Contemporary Issues in Scaling, Linking, & Equating” > Click [+Join Community]

**Express Interest in the Vice Chair Role:** Please complete [the survey](#) by Friday, May 22.

If you have any questions, feel free to contact the SLE SIGIMIE chairs at [sle.sigimie@gmail.com](mailto:sle.sigimie@gmail.com).

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## Large-Scale Assessments SIGIMIE Launches New Year with Member Survey

The Large-Scale Assessments SIGIMIE is beginning a new year of activities following a successful Annual Meeting in Los Angeles, where many members connected and shared insights in educational measurement.

New SIGIMIE Chair Regina Lewis has formally stepped into the role and is joined by Co-Chair Youn Seon Lim and NCME Board Liaison Chris Rozunick. The

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To guide planning for the year ahead, the SIGIMIE leadership has developed a [member survey](#) to identify interests, areas of expertise, and availability for involvement. Member input will play a key role in shaping upcoming initiatives, events, and opportunities for engagement. **All SIGIMIE members are encouraged to complete the survey by May 20.**

This outreach reflects NCME's ongoing commitment to member-driven programming and meaningful engagement across its Special Interest Groups.

Find more NCME news online.

## Upcoming Events

### **Beyond Additional Human Scores: Automated Scoring Reliability Estimation in ILSAs**

Scoring reliability has traditionally depended on inter-rater agreement, which requires additional human scores that are costly, time-consuming, and vulnerable to rater effects. These challenges are especially amplified in international large-scale assessments (ILSAs), which involve massive volumes of multilingual responses across more than 60 countries.

 **May 14, 4 p.m. Eastern | Virtual**

 [Read More & RSVP](#)

Find a full calendar of upcoming events online.

## NCME Journal Highlights

*Please note that NCME is working diligently with Wiley to restore access to the Journal of Educational Measurement and Educational Measurement: Issues and Practice. We*

# Educational Assessment

## Exploring the Feasibility and Usefulness of Creating Computer Adaptive Surveys When Respondents Agree to Most Items

By James Soland

Computer adaptive testing (CAT) is widely used in educational assessment, but can it work effectively for surveys where most respondents agree with nearly all items? This study explores the application of CAT to socio-emotional measures, which often produce highly skewed responses and limited item difficulty.

Using Monte Carlo simulations, the study compares CAT-based surveys with traditional fixed-form instruments, examining how item pool size, difficulty, and test length affect score accuracy and precision.

CAT surveys produced more precise scores while requiring fewer items, offering a more efficient and personalized measurement approach—even in contexts with limited response variability.

The findings point to CAT as a promising and underutilized tool for improving socio-emotional assessment.

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

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## Classroom Assessment Validation: Proficiency Claims and Uses

By James H. McMillan

Teachers make important decisions based on classroom assessments—but how can they ensure those decisions are valid? This article introduces a practical approach to validation tailored specifically for classroom contexts, where assessment purposes are varied and often immediate.

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intended uses of those claims are appropriate. The framework emphasizes the importance of gathering evidence and considering alternative explanations when interpreting student performance.

By applying this structured reasoning process, teachers can strengthen the quality and defensibility of their assessment practices.

The article provides concrete examples to support implementation in real classroom settings.

👉 [Learn more about this article and EM: IP](#)

教育测量与评估双语期刊  
CHINESE/ENGLISH  
JOURNAL OF EDUCATIONAL MEASUREMENT AND EVALUATION



## Natural Language Processing Pipeline for Assessment Data: An R-Based Tutorial

By Constanza Mardones-Segovia, Shiyu Wang, and Allan S. Cohen

Natural language processing (NLP) is increasingly used to analyze written responses in educational assessments—but how can researchers get started? This tutorial provides a practical, step-by-step guide to building an NLP pipeline for assessment data.

The authors walk readers through key stages, including text preprocessing, feature extraction, and analysis, with an emphasis on preserving meaning and context in examinee responses.

An applied example using R and Latent Dirichlet Allocation (LDA) demonstrates how to implement each step in practice.

This article serves as an accessible introduction for researchers and practitioners looking to incorporate NLP methods into educational measurement.

👉 [Learn more about this article and CEJEME](#)

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## Improving Ability Estimation Accuracy for Automated Item Generated Forms under Multistage Testing

By Stella Y. Kim and Won-Chan Lee

Automated item generation (AIG) is transforming how assessments are developed—but how does it perform in complex testing designs like multistage testing (MST)? This study addresses a key gap by examining how item parameter assumptions affect ability estimation accuracy in AIG-based assessments.

Using simulation across multiple MST designs, the authors propose a method for adjusting template-based item parameters rather than assuming all generated items share identical characteristics.

The results show that this approach significantly improves the accuracy of ability estimates compared to more simplified methods.

These findings offer practical guidance for testing organizations seeking to integrate AIG into adaptive and multistage assessment systems.

👉 [Learn more about this article and JEM](#)

*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).*



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