



Issue: June 2026

President's Message

By Kadriye Ercikan, NCME President, June 4, 2026

Dear NCME Colleagues,

As we move into summer, I want to share a few highlights from our May Board meeting and some of the work now underway to advance NCME's mission. Our discussion centered on how NCME can continue to provide leadership for the field at a time of rapid technological change, evolving professional needs, and growing opportunities for broader engagement across communities and contexts.



At the May meeting, the board discussed several important organizational and strategic updates. Among them were continued progress on the revision of the *Standards for Educational and Psychological Testing*, which remains on track for public comment in early fall; ongoing review of NCME's financial policies and reporting processes to support long-term sustainability; and discussion of membership trends, including the importance of understanding and responding to the changing needs of current and prospective members. We also discussed ways NCME can take an even more outward-facing role in supporting the profession through the current technological transition, including trusted guidance, training, and stronger visibility for the value of measurement expertise.

AI-Integrated Assessment. This task force is intended to help NCME provide principled leadership on the responsible use of AI in assessment by identifying priority areas for guidance, capacity building, and collaboration. Its work may include webinars and training opportunities, stronger connections with AI and data science communities, conference programming, and practical resources for researchers and practitioners. The second is the NCME International Issues Committee, which will support expanded engagement with international measurement communities, strengthen global partnerships, and help ensure that NCME remains responsive to educational challenges and innovations across diverse contexts. Together, these initiatives are designed to create meaningful opportunities for member involvement while advancing areas that are central to NCME's future.

There are also several opportunities ahead for members to engage with this work and with one another. A call for volunteers for both the Presidential Task Force and the International Issues Committee is being shared, and I encourage members from a range of backgrounds, roles, and career stages to consider participating. If you are interested in getting involved in either of these initiatives [please complete this interest form](#) or send me an email directly to kercikan@ets.org.

The board also discussed upcoming opportunities for in-person connection, including a member and partner meet-up in Washington, DC on August 19, as well as an NCME-hosted reception at the IAEA 2026 conference in Toronto in the Fall. These gatherings are free and open to all members, and are intended to not only to strengthen professional relationships, but also to broaden dialogue across organizations and communities with shared interests in educational measurement. Please RSVP [here](#) for the August 19 event. Look out for further information and the RSVP form for the IAEA reception in the coming weeks.

I also want to highlight several upcoming conferences and events that reflect NCME's priorities and offer valuable opportunities for learning and exchange. AIME-Con will return this fall with a focus on measurement science in AI-integrated assessment and pedagogy, continuing the important conversations that began last year. The Classroom Assessment Conference this November will provide another important venue for connecting research, policy, and practice around assessment that supports teaching and learning. I am excited about these upcoming events and hoping to see many of you there.

energy, expertise, and commitment of its members, and I am grateful for the ways so many of you contribute through committees, SIGIMIEs, conferences, publications, and informal community building. I look forward to working with you in the months ahead as we continue to strengthen our field, support one another, and advance educational measurement in ways that are rigorous, fair, and drives positive societal impact.

Thanks,
Kadriye

NCME Updates

Volunteers Needed for Presidential Initiatives

NCME invites volunteers to serve on two new presidential initiatives for 2026–2027: the Presidential Task Force on Validity, Fairness, and Quality in AI-Integrated Assessment and the NCME International Issues Committee.

These initiatives reflect President Kadriye Ercikan’s priorities to advance validity, fairness, and quality in AI-integrated assessment; and expand NCME’s engagement with international measurement communities. [Find out more and complete the volunteer interested form.](#)

NCME Signs Two Letter Supporting IES Funding, SBE

The first, signed along with 96 other organizations, calls for the full apportionment of FY25 Institute of Education Sciences funding before it lapses on September 30, 2026. Funding was initially provided to IES but approximately \$289 million has yet to be apportioned to program accounts.

The second letter pertained to funding of the National Science Foundation (NSF) and potential elimination of the Directorate for Social, Behavioral, and Economic Sciences (SBE). The letter, signed along with 37 other organizations, calls to fund NSF to the fullest extent for FY27, allowing SBE and the research it supports to be retained.



AIME-Con 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.

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

EM:IP Cover Graphic/Data Visualization Competition

Have an amazing visual or data display? Submit to the 13th annual [Educational Measurement: Issues and Practice Cover Graphic/Data Visualization Competition!](#)

The editorial staff invites the NCME membership to submit thoughtful and creative diagrams and data visualizations that convey a clear, concise, and easy-to-understand message about educational or psychological data. The winning submission(s) will be printed on a future cover of an online issue.

Submissions are due by 11:59 p.m. Pacific, Wednesday, June 24, 2026.

Classroom Assessment Proposals Due July 1

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

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 July 1. [Find out more online.](#)



NCME Meet-Up in D.C. on August 19

You're invited to join NCME for a meet-up in the Washington, D.C. area for networking over light appetizers and beverages. [RSVP by August 9!](#)

Journal Access Restored for NCME Members

Access to all [NCME journals](#) was restored in mid-May, allowing members, when logged in, to access articles from the *Journal of Educational Measurement* and *Educational Measurement: Issues and Practice*, as well as the *Chinese/English Journal of Educational Measurement and Evaluation* and *Educational Assessment*.

Find more NCME news online.

Upcoming Events

Key Trends in Educational Assessment: How Past Shapes Future

This paper, presented by Randy Bennett, traces significant events affecting the conception of fairness, describes the decline of standardized postsecondary admissions testing, and briefly summarizes personalized assessment.

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This is presented by the Inclusive Measurement for Historical Marginalized Group (IMHM) SIGIMIE.



June 19, 3 p.m. Eastern | Virtual



[Read More & RSVP](#)



Introduction of the Assessment and Measurement to Support Classroom Learning SIGMIE

This webinar will introduce the purpose and vision of the new Assessment and Measurement to Support Classroom Learning (AMSCL) SIGMIE within NCME and its connection to the Classroom Assessment Committee. The session will feature a panel of leading experts exploring what classroom assessment is and why it remains a critical focus in the field.

This is presented by the Assessment and Measurement to Support Classroom Learning (AMSCL) SIGIMIE.



September 29, 2 p.m. Eastern | Virtual



[Read More & RSVP](#)

Find a full calendar of upcoming events online.

NCME Journal Highlights

Educational Assessment

A New Rubric Designed for Teaching and Learning

By Jill Wertheim, Lauren Stoll, and Catherine Zozakiewicz

introduce the Learning-Centered Rubric (LCR), a new rubric model designed to better align assessment, interpretation, and instructional feedback.

Drawing on principles of high-quality assessment design, the LCR provides actionable, equitable, and asset-based information about student learning. The authors also examine the rubric's technical qualities and discuss how it can support more meaningful classroom instruction and assessment practices. The article highlights the important role that rubric design plays in helping educators translate assessment results into improved teaching and learning.

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



Evaluating Rater Effects of Large Language Models in Automated Essay Scoring: GPT, Claude, Gemini, and DeepSeek

By Hong Jiao, Dan Song, and Won-Chan Lee

Large language models (LLMs) are increasingly being used for automated essay scoring, but questions remain about their reliability and potential scoring biases. This study compared 10 leading LLMs—including ChatGPT, Claude, Gemini, and DeepSeek models—with human expert raters across two writing tasks.

Using measures of scoring accuracy, consistency, and rater effects, the authors found that ChatGPT 4o, Gemini 1.5 Pro, and Claude 3.5 Sonnet generally demonstrated strong performance, producing accurate and consistent scores with relatively limited rater effects.

The findings highlight the potential of LLMs to support automated writing assessment while underscoring the importance of continued research into the reliability and fairness of AI-generated scores.

👉 [Read the full article in *Educational Measurement: Issues and Practice*](#)

The Item Response Warehouse: What It Is, How to Use It, and Targets for Potential Improvements

By Savira D. Nadela, Hansol Lee, Nishka Jain, Ayaan Gupta, Xingyi Zhang, and Benjamin W. Domingue

The Item Response Warehouse (IRW) is a growing repository of harmonized item response datasets designed to support research in educational and psychological measurement. This article provides a practical introduction to the IRW, helping researchers understand its structure, available metadata, and tools for accessing and analyzing data.

The authors demonstrate how users can explore datasets through the IRW website and use dedicated R and Python packages to filter datasets, download response-level data, and generate standardized citations. The article also highlights additional features, including access to item text and ongoing development efforts aimed at expanding the resource.

As a guide for both new and experienced users, the paper showcases the IRW's potential to support methodological research, secondary data analysis, and reproducible measurement science.

👉 [Read the full article in CEJEME](#)



Sense of Belonging in Science: A Focus on the Construct

By Linda Morell, Mingfeng Xue, Katherine Nielsen, Sabine Jeske, Rachel Harris, Michelle Phillips, and Mark Wilson

A sense of belonging plays a critical role in students' engagement and success in science, yet the construct has often been poorly defined and measured, particularly for adolescents. This study addresses that gap by developing and validating the Sense of Belonging in Science Survey (BiSS) for high school students.

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construct-centered approach to define the dimensions of belonging in science and create a 12-item measure. Evidence from multiple sources supported the survey's reliability, validity, and fairness.

The findings underscore the importance of clearly defining constructs before measuring them and demonstrate how a strong theoretical foundation can lead to more meaningful assessment and interpretation.

👉 [Read the full article in the *Journal of Educational Measurement*](#)

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.

NCME Career Center

Hiring: Director and Full Professor, Buros Center for Testing

The Director serves as the chief executive and academic leader of the Buros Center for Testing, a globally respected, non-profit organization committed to improving the science and practice of testing and assessment through rigorous scholarship, psychometric research, and editorial leadership of industry-standard test reviews.

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