



NATIONAL COUNCIL ON MEASUREMENT IN EDUCATION



News@NCME

Issue: July 2026

President's Message

By Kadriye Ercikan, NCME President, July 9, 2026

Dear NCME Colleagues,

I hope this message finds you well and that the summer months are offering each of you some time for rest, renewal, and connection with family, friends, and colleagues. I am writing from New Zealand, where we have just completed a very successful International Test Commission conference on the theme "Testing for Good: Using Tests to Benefit Individuals and Society."



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measurement, with a particular focus on international issues. It was inspiring to hear the range of perspectives represented and to see how colleagues across contexts are engaging with common challenges related to validity, fairness, quality, and the appropriate use of assessments. I also had the pleasure of meeting many wonderful colleagues and am looking forward to developing joint projects and continued collaborations with several of them.

In my ITC Presidential Keynote, I reflected on the need for a paradigm shift in measurement in the AI era. I discussed how AI is reshaping assessment through innovations such as more interactive and simulation-based tasks, personalization, richer process data, and feedback that can better support learning, while also emphasizing that these developments require rigorous evaluation of validity, fairness, and consequences and expansion of these central concepts of measurement. My central message was that the field must develop the concepts, evidence, and standards needed to shape the future of AI-integrated assessment responsibly.

Speaking of conferences, the [call for proposals](#) for the 2027 NCME Annual Meeting has just been released. The conference theme will be “Moving Educational Measurement Forward in Dynamically Changing Technological and Societal Contexts.” This theme reflects both the opportunities and responsibilities facing our field as technological advances, changing educational needs, and broader societal shifts continue to reshape the contexts in which measurement is developed and used.

The call for proposals includes a wide range of examples of priority topics, and I encourage all members to begin thinking now about possible paper, symposium, poster, and workshop submissions. The Annual Meeting is one of the most

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measurement work. I hope the 2027 meeting will provide many opportunities for us to share new research, examine emerging practices, and engage in the kinds of dialogue that help move the field forward.

I am also very pleased to share that we are adding a virtual participation option this year. This is an important step toward giving members greater flexibility to attend and participate, and toward broadening access for colleagues who may not be able to join us in person. I hope this option will support wider engagement across our membership and strengthen NCME's role as an inclusive professional home for the educational measurement community.

As always, NCME's strength comes from the expertise, energy, and commitment of its members. I am grateful for the many ways you contribute to our conferences, committees, SIGIMIEs, publications, and professional community, and I look forward to seeing the ideas and proposals that will shape our 2027 Annual Meeting. In the meantime, I hope you are able to enjoy some restorative summer days, wherever this season finds you.

Thanks,
Kadriye

NCME Updates

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

Register for the Classroom Assessment Conference

Registration is now open for the Conference on Classroom Assessment, November 12–14, at the Radisson Blu at the Mall of America in Bloomington, Minnesota.

Member rates start at \$300 through September 26. You can find details online, including a tentative schedule and information about an optional tour.

Please send questions to scca@ncme.org.



2027 Call for Sessions Open, Virtual Component Added

presentations and training sessions. Join us in shaping the future of educational measurement through bold ideas, rigorous inquiry, and collaborative dialogue.

[Find the full details online now.](#)

In addition to our in-person meeting in Toronto from April 14–17, 2027, we will be introducing a new virtual component to take place on June 3, 2027. This virtual offering is being launched as a pilot initiative, designed to expand opportunities for participation and engagement across our community.

We are enthusiastic about the potential of this new format to increase access, broaden participation, and create additional opportunities for engagement within the NCME community. We look forward to sharing more information in the coming months, including details about programming, session formats, and ways to get involved. [Find more about the Annual Meeting online.](#)

NCME Assessment Literacy Task Force

The NCME Assessment Literacy Task Force held a kickoff meeting on June 29 to begin its work. Over 25 NCME members expressed interest in participating, and the 11 selected members were chosen to provide a balance of perspectives, roles, and experiences across the membership.

The members of the task force are:

- Susan Brookhart, Duquesne University, Task Force Chair
- Tracey Hembry, HumRRO
- Amy Hendrickson, College Board
- Michael Holden, University of Winnipeg

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- Bryan Koerner, MetaMetrics
- Erika Landl, Center for Assessment
- Marianne Perie, Measurement in Practice, LLC
- Jill van den Heuvel, van den Heuvel Consulting, LLC
- Dustin Van Orman, Western Washington University

The initial charge of the task force is to articulate the why, who, and how of NCME's role in advancing assessment literacy, grounded in our mission to benefit society. This includes identifying where NCME can make unique contributions, where partnerships may be most effective, and what types of resources or guidance would have the greatest impact.

[Find more NCME news online.](#)

Upcoming Events

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.

 **September 29, 2 p.m. Eastern | Virtual**

 [Read More & RSVP](#)

Find a full calendar of upcoming events online.

NCME Journal Highlights

Educational Assessment

Identifying Patterns of Disengagement in Low-Stakes Assessments

By Jack Gilmore, Yu Bao, Jonathan Henriques, and Brian C. Leventhal

Low-stakes assessments can provide valuable information about student learning, but their validity depends on students putting forth meaningful effort. In this article, the authors examine patterns of disengagement and introduce two new classifications of test-level disengagement: accelerated responders and non-accelerated responders.

Accelerated responders begin to rapidly guess after reaching a certain point in an assessment, whereas non-accelerated responders display different

By identifying these distinct response patterns, the research provides new insights into student test-taking behavior and offers practical guidance for developing interventions that encourage greater engagement and improve the validity of assessment results.

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



When Is Classroom Assessment Educational Measurement?

By Susan M. Brookhart and Sarah M. Bonner

The relationship between classroom assessment and educational measurement has long been debated. In this article, the authors use the TISM framework—Theory, Instrumentation, Scales and Units, and Modeling—to clarify when classroom assessment qualifies as educational measurement and when it does not.

The authors argue that classroom assessments producing quantitative scores, grades, or performance levels are forms of educational measurement because they rely on measurement theory, appropriate instruments, meaningful scales, and the modeling of error. In contrast, qualitative feedback designed to support learning serves a different, though equally important, purpose.

and instructional practice.

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

教育测量与评估双语期刊
CHINESE/ENGLISH
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Learning at Scale as Infrastructure: LMS Platforms, Data Pipelines, and Language-Based Evidence for Educational Measurement

By Danielle S. McNamara, Michelle Banawan, Renu Balyan, Rod D. Roscoe, and Tracy Arner

As digital learning environments continue to expand, researchers have access to unprecedented amounts of educational data. In this article, the authors argue that learning at scale is shaped not only by advanced analytics but also by the institutional infrastructure that collects, manages, and governs learning data.

Using the Arizona State University Learning@Scale digital learning network as an example, the authors examine how learning management systems, data pipelines, and platform-integrated tools create research-ready datasets. They also highlight the untapped potential of language-based data—such as discussion board posts and written assignments—as rich sources of evidence for educational measurement.

The article emphasizes the importance of considering privacy, governance, equity, and validity when designing and interpreting large-scale educational data

👉 [Read the full article in the *Chinese/English Journal of Educational Measurement and Evaluation*](#)



Using Exploratory Item Response Modeling to Identify the Hierarchical Structure of Anti-Racism Value Stance Constructs among Teachers

By Jerred Jolin and Alexander Mario Blum

How do teachers develop confidence in understanding and applying anti-racist practices? In this article, the authors introduce the Anti-Racism Value Stance Survey (ARVSS), a new instrument designed to measure teachers' confidence after participating in state-sponsored professional development.

Using exploratory item response modeling, the study identifies two complementary developmental frameworks: one describing growth in understanding anti-racism concepts and another outlining increasing readiness to take anti-racist action. The findings suggest that teachers' conceptual understanding and confidence to act develop together over time.

The article demonstrates how innovative measurement approaches can support the development of valid assessment tools and inform teacher preparation, professional learning, and future research in multicultural and anti-racist education.

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: Postdoctoral Fellow in Education Research – Quantitative Analyses, Southern Methodist University

The Research in Mathematics Education unit at Southern Methodist University seeks a full-time postdoctoral research associate to conduct research related to Tier 2 mathematics interventions implemented with students experiencing mathematics difficulty (MD). The successful candidate will join an interdisciplinary team of education researchers and practitioners.

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Hiring: Postdoctoral Fellow in Education Research – Artificial Intelligence in Education, Southern Methodist University

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application of natural language processing, machine learning, and/or artificial intelligence in intervention settings for students experiencing mathematics difficulty (MD). The successful candidate will join an interdisciplinary team of education researchers and practitioners.

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