



NATIONAL COUNCIL ON MEASUREMENT IN EDUCATION



News@NCME

Issue: September 2026

President's Message

By Kadriye Ercikan, NCME President, September 10, 2026

Dear NCME Colleagues,

I hope that all of you have been able to take some time this summer for rest, renewal, and connection with family, friends, and colleagues. As we move toward the fall, I am grateful for the many ways our NCME community continues to come together to advance educational measurement in service of the public good.



In August, NCME hosted a member meet-up in Washington, DC, followed by our Summer Board meeting. The meet-up was a wonderful opportunity to connect informally with colleagues in the area—to hear about their current work, learn

comes from the relationships, conversations, and collaborations that sustain our field across institutions, roles, and career stages.



The summer board meeting had a full agenda focused on NCME's strategic direction, member engagement, governance, partnerships, programs, and operations. A central focus was the 2026–2029 strategic plan and how NCME can move from shared goals to implementation, milestones, and visible progress.



The board discussed how NCME can strengthen its role as an essential voice in educational measurement by 2030—supporting rigorous scholarship, inclusive

Several strategic themes are especially important for members to know about.

- First, NCME is working to expand professional learning and career development opportunities, including training, mentoring, networking, career navigation supports, and possible internship pathways.
- Second, we are focused on growing and enriching an engaged measurement community by clarifying the value of membership, strengthening volunteer support, welcoming new members, and broadening participation across sectors and career stages.
- Third, NCME is deepening partnerships and public engagement so that measurement expertise can inform research, policy, practice, and public understanding.
- Finally, we are continuing to strengthen the organizational infrastructure needed to support high-quality conferences, convenings, communications, financial stewardship, and member services.

[Please take time to review the full plan here.](#)

There are many ways for members to be part of this work. I encourage you to participate in NCME committees and SIGIMIEs, attend webinars and meet-ups, contribute to conversations about standards, policy, AI in assessment, classroom assessment, and international issues, and share your ideas about how NCME can best serve our community and the broader public. Members will also see more opportunities to engage through newsletters, calls for volunteers, conference programming, networking events, and other year-round activities.

I also want to highlight two upcoming events of interest to NCME members. First, our second [AIME-Con](#) is coming up October 5–7 in Pittsburgh. Building on the

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year, and registrations are increasing quickly. I encourage members who are interested in attending to register soon, as we may need to close registration once the conference reaches maximum capacity.

The second event is the 51st Annual Conference of the [International Association for Educational Assessment \(IAEA\)](#), which will be held September 27–October 2, 2026, in Toronto under the theme “Trust, Transparency and Technology in Educational Assessment.” IAEA is one of the international organizations with which NCME has been connecting as part of our broader efforts to expand NCME’s international engagement. At the conference, NCME will offer a dedicated session, *Navigating AI’s Transformation of Educational Measurement: Perspectives on Responsible Innovation from NCME*, where we will describe NCME’s work around responsible AI, including the Presidential Task Force on AI, AIME-Con, the Annual Meeting, and standards-related efforts. In addition, we will host a networking reception on Tuesday, September 29 at 5:30 p.m., that will be open to all IAEA attendees and to NCME members in the Toronto area. [Learn more and RSVP here.](#)

As president, I am excited about the momentum we are building together. NCME’s future depends on the active participation, wisdom, and generosity of its members. Thank you for all you do to advance our field, support one another, and help NCME continue to be a home for rigorous, inclusive, and impactful work in educational measurement.

Warm regards,
Kadriye

NCME Updates



2027 Call for Sessions Closes Sunday, September 13

The deadline for the 2027 Annual Meeting Call for Proposals is September 13.

[Find the full details and link to the submission portal online now.](#)

A new addition this year is Failure Fest: Lessons from What Didn't Work, a poster session dedicated to the work that didn't pan out—the studies that produced unexpected or disappointing results, the methods that turned out to be dead ends, the tools or products that didn't perform as hoped, the analytic paths that led nowhere.

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. [Find more about the Annual Meeting online.](#)

Make plans to attend 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. The event will open on November 12 with an Inclusive Measurement for Historically Marginalized Groups (IMHM) SIGIMIE evening reception, open to all attendees.



The [travel grant application](#) is available through September 16 for current members who are presenting at the event with financial need. Please send questions to scca@ncme.org.



You can now view breakout sessions for [Artificial Intelligence in Measurement and Education Conference](#) (AIME-Con), October 5–7 in Pittsburgh. This year's conference theme, "Measurement Science in AI-Integrated Assessment and Pedagogy," explores the vital intersection of AI innovation and psychometric rigor, ensuring that the next generation of educational tools is anchored in validity, reliability, and fairness.

You can still register, and the hotel booking deadline is this Friday, September 11. [Read more about keynote speakers](#) Dragan Gašević and Alina A. von Davier online.

Board Nominations Information Session Today

Have questions about nominations or about serving on the board? Join the Nominations Committee on September 10 at 3 p.m. Eastern for an [Informational Session](#).

This year's Nominating Committee requests the nominations of fellow NCME members to set the election slate for three-year terms for the NCME Board of Directors. We request your input on candidates for three board roles as specified in our [NCME Bylaws](#):

- Board Member Serving as Vice President / President Elect
- Board Member Serving in a Local Educational Agency
- Board Member at Large

We will consider all nominations submitted by 11:59 p.m. Pacific on October 30, 2026. Voting members will receive ballots in mid-December, and ballots will be



NCME Endowment Matching Challenge by Past President Andrew Ho

Each month through the new year, an NCME Past President is matching member donations to the [NCME Endowment](#), dollar for dollar, up to \$500. The NCME Endowment is a permanent fund supporting measurement excellence and integrity for generations to come. Each participating Past President was asked to reflect briefly on one question: "What from your presidency do you hope will endure in perpetuity?" This month's past president addresses this prompt below. [To donate, click here.](#)

I am proud to kick off this fundraising drive for [the NCME Endowment](#), which past presidents launched together at the end of my presidential term and [the board approved last year](#). To me, this endowment represents an opportunity to invest in my "professional home" in a manner designed to endure. I am donating because I want to ensure measurement excellence thrives in perpetuity. I hope you will donate, and I hope that I can have the honor of matching your gift.

If the prompt is, "What from my presidency do I hope will endure," one answer is easy: "this endowment." But I will answer a question that invites more historical

for test consequences. [Read Andrew Ho's full post here.](#)

Complete AI Task Force Survey by September 25

AI is arriving in assessment faster than the field's shared guidance for using it well. In July, NCME President Kadriye Ercikan appointed a Presidential Task Force on Responsible AI and charged it with helping the field address validity, fairness, transparency, and quality in AI-integrated assessment.

Our first products are meant to be practical: a checklist for procuring, developing, or using AI-integrated assessments; guidance on fairness and on the explainability of AI-scored work; a webinar series; and sessions at upcoming meetings.

Before we write any of it, we want to hear from you. This [short survey](#) (about five minutes) asks which activities would be most valuable in your work, which issues matter most, and what we have missed. Your answers will shape what the task force takes on first and what it sets aside, so please tell us plainly if our priorities are not yours.

Responses are anonymous unless you choose to share your email at the end. Please respond by Friday, September 25.

Call for NCME Journal Reviewers

NCME is inviting scholars, researchers, and practitioners to apply to serve as peer reviewers for its journals: *Educational Measurement: Issues and Practice (EM:IP)*,

Applications are welcome from individuals who hold or are pursuing an advanced degree (e.g., Ph.D., Ed.D.) and have a demonstrated record of scholarly publications in educational measurement, psychometrics, assessment, quantitative research methods, or related fields.

Interested reviewers are invited to [complete the application](#) form with information about their background, methodological expertise, and review preferences. NCME journal editorial teams will review submissions and contact candidates whose expertise aligns with each journal's reviewing criteria and current needs.

Serving as a peer reviewer is an opportunity to contribute to the educational measurement community and support the publication of high-quality scholarship.

CEJEME Releases Special Issue on Big Data Sources

NCME's [Chinese/English Journal of Educational Measurement and Evaluation](#) (CEJEME) is pleased to announce the publication of a new [Special Issue on Big Data Sources in Educational Measurement](#)! This special issue presents three descriptive papers that introduce publicly shareable big data resources relevant to educational measurement, assessment, and evaluation. The issue aims to serve as both a practical reference for researchers seeking data and a catalyst for broader cultural change in the field toward greater openness, transparency, and equity in the use of large-scale educational data.

three special issues showcase the transformative impact of AI and ML on educational measurement, addressing both their potential and the ethical challenges they pose.

International Graduate Programs List Available

Aligned with NCME President Kadriye Ercikan's initiatives to broaden the international reach of the organization, and building from prior presidential initiatives to increase awareness of graduate programs in educational measurement, NCME and the Psychometric Society have jointly released a list of graduate programs that support psychometrics and educational measurement throughout the world.

- A sortable, downloadable spreadsheet version of this list is available [here](#).
- An interactive map of these programs is available [here](#).

This information is also [hosted on the NCME website](#). We encourage members to share this information with prospective students and interested colleagues.

All of these Ph.D. programs develop expertise in psychometrics and/or educational measurement competencies. However, programs vary in size, discipline, focus, funding, and possible future career paths.

For more information, please follow the embedded links in the [list](#), which describe programs, admissions procedures, faculty members, related degrees, and related Centers, as applicable.

measurement in North America, originally published last year, [remains here](#).

Find more NCME news online.

Upcoming Events

Understanding the Content Development Cycle ... Or Why Item Development Costs So Much Time & Money

In this webinar, Marjorie Wine will guide you through the core content development cycle—a process that remains remarkably consistent across assessments. From its six major stages (plus field and operational testing) to its dozens of intricate sub-steps, you will gain an insider's view of the complex processes led by Content Development Professionals (CDPs) and discover how their work provides the foundational evidence supporting an assessment's validity argument.

This is presented by the Large-Scale Assessment SIGIMIE.



September 18, Noon Eastern | Virtual



[Read More & RSVP](#)

Culturally Responsive Assessments in the Context of the National Assessment of Educational Progress: An Initial

This session will feature Dr. Sandip Sinharay,
ETS Research Institute.

This is presented by the IMHM SIGIMIE.



September 18, 3 p.m. Eastern | Virtual



[Read More & RSVP](#)



Introduction of the Assessment and Measurement to Support Classroom Learning SIGMIE

The session will feature a panel of leading experts exploring what classroom assessment is and why it remains a critical focus in the field. Participants will then engage in small-group discussions to reflect on key ideas, consider implications for the SIGMIE, and help shape future topics. The webinar will conclude with an invitation to stay connected through upcoming events, including the November conference and future SIGMIE programming.

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



September 29, 2 p.m. Eastern | Virtual



[Read More & RSVP](#)

Metacognition, Evaluation, and Exercises

This session presents a method for teaching and learning educational measurement with AI, built on two habits: attending to the model's reasoning as well as one's own in terms of metacognition and executive function, since every answer rests on silent inferences about the learner's goal and about the standard of good practice that applies to it; and attention to the popular misconceptions and salient misunderstandings that these models have uncritically learned from the broad literature and now reproduce with confidence.

This is presented by the Training and Professional Development Committee.



September 30, 1 p.m. Eastern | Virtual



[Read More & RSVP](#)

Why Educational Measurement Matters in the Age of AI

This public-facing NCME webinar brings together leaders in educational measurement, assessment, learning analytics, and AI in education to discuss what our field can contribute in the age of modern AI. Panelists Andrew Ho from Harvard University, Kristen DiCerbo from Khan Academy, and Alyssa Wise from Vanderbilt University will explore why concepts such as validity, fairness, evidence, interpretation, and responsible use are essential for designing and evaluating AI-enabled educational systems. The session will be moderated by Seyedahmad (Ahmad) Rahimi, chair of the NCME



Andrew Ho

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including AI in education, learning analytics, EDM, EdTech, and the learning sciences.

This is presented by the NCME Communications Committee.



October 9, 10:30 a.m. Eastern | Virtual



[Read More & RSVP](#)



Kristen DiCerbo



Alyssa Wise

Find a full calendar of upcoming events online.

NCME Journal Highlights

Educational Assessment

Demographic Variations in Test-Taking Behaviors and Performance: Insights from a High-Stakes Admissions Test

demographic groups? In this article, the authors use log-file data from more than 118,000 U.S. test-takers on a graduate admissions test to examine behaviors such as time spent on initial item visits, revisiting items, and revising answers.

The study found generally small demographic differences in test-taking behaviors, with the largest differences involving item revisitation. Although relationships between these behaviors and performance varied across demographic groups and quantitative and verbal sections, they were generally small to moderate. Performance gaps across groups, however, were substantially larger.

The findings suggest that test-taking behaviors matter but do not fully account for demographic differences in performance, highlighting the need to consider additional factors when interpreting performance disparities on high-stakes assessments.

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

Educational Measurement
ISSUES AND PRACTICE

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Knowing What Students Know—An Essay on the Contributions of Robert Mislevy

By James W. Pellegrino, Mark Wilson, and Kadriye Ercikan

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design of educational assessment. In this essay, the authors reflect on Robert Mislevy's contributions to the National Research Council committee that produced this landmark report.

The authors revisit the context surrounding the committee's work and key ideas from *Knowing What Students Know*, highlighting their influence on educational assessment over the past 25 years. They also describe how Mislevy helped shape the articulation of these ideas and their impact on the field.

The essay offers a perspective on the development of modern assessment theory while recognizing Mislevy's contributions to how researchers and practitioners think about what students know and how assessments can provide evidence of that knowledge.

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

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



The Rise of Artificial Intelligence in Educational Measurement: Opportunities and Ethical Challenges

By Okan Bulut, Maggie Beiting-Parrish, Jodi M. Casabianca, Sharon C. Slater, Hong Jiao, Dan Song, Christopher Ormerod, Deborah Gbemisola Fabiyi, Rodica Ivan, Cole Walsh, Oscar Rios, Joshua Wilson, Seyma N. Yildirim-Erbasli, Tarid Wongvorachan, Joyce Xinle Liu, Bin Tan, and Polina Morilova

article, members of NCME's Special Interest Group on AI in Measurement and Education (AIME) examine both the opportunities these technologies create and the ethical challenges that accompany their use.

The authors highlight key considerations surrounding validity, reliability, transparency, fairness, and equity, including concerns about algorithmic bias, automation bias, opaque decision-making, and environmental impact. They also examine efforts by educators, policymakers, and testing organizations to establish guidance for the responsible use of AI in assessment.

The article underscores the importance of pairing technological innovation with strong ethical standards, ongoing research, and careful evaluation to ensure that AI supports fair, valid, and effective educational measurement.

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



Group Anchoring in Rater-Mediated Assessments with Sparse Designs and Rater Effects

By Stefanie A. Wind, Eli Jones, and Brian Wesolowski

In rater-mediated assessments, it is often impractical for every rater to evaluate every student, resulting in sparse rating designs that can affect the accuracy of

collected.

Using a simulation study and ratings of high school students' musical performances, the authors compared group anchoring with several disconnected and sparse rating designs. The findings suggest that group anchoring can produce student achievement estimates comparable to those from partially connected designs, particularly with larger samples. Results were less stable, however, when estimating rater effects.

The article highlights group anchoring as a potentially useful alternative for estimating student achievement in sparse assessment designs while emphasizing the need for caution when the goal is to evaluate rater severity.

👉 [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: Psychometrician, MetaMetrics

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as well as research projects maintaining current offerings or developing new products.

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Hiring: Psychometrician, Center For Applied Linguistics

Under the guidance of the Director of Psychometrics and Quantitative Research, the Psychometrician is responsible for designing and conducting psychometric analyses of test performance; conducting psychometric analyses related to test construction, validity, reliability, equating, and scoring; preparing technical reports; developing, maintaining, and applying quality control procedures; providing quantitative guidance to professional research staff at CAL; and coordinating external quantitative resources on behalf of the organization.

[Find Out More & Apply](#)

Hiring: Senior Psychometrician, NBME

Senior Psychometrician must effectively collaborate with a variety of internal staff including data analysts, test developers, information technologists, and program managers. In addition, external facing communication and engagement with clients and subject matter experts from a wide range of medical and health care fields is also necessary.

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Lexington County School District One

Provides leadership in assessing performance and in collecting, analyzing, interpreting, and distributing data needed for accountability, program planning, and budget development in all aspects of assessment programs and program evaluation. Responsibilities include recommending and/or designing assessment instruments and strategies; overseeing test administration and data collection; planning data storage and retrieval procedures for test and accountability data; preparing reports; training district administrators; scoring, archiving, analyzing, reporting, and interpreting test data and accountability data.

👉 [Find Out More & Apply](#)

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