

FEEDBACK QUESTIONNAIRE

Instructional Topics in Educational Measurement

National Council on Measurement in Education

Please take a moment to complete this feedback questionnaire. Information you provide will help assure that revisions to this unit and future instructional units are responsive to your needs.

Briefly describe the audience with which you have or intend to use this instructional module:

How will the module be used with this audience (e.g., role of the module, planned related activities)?

This instructional module is intended to have the characteristics listed below. How well did it achieve each characteristic? Following each statement, circle the appropriate number, or circle the question mark if you have insufficient information to judge.

- | | Very well | | | | Not at all | |
|--|-----------|---|---|---|------------|---|
| a) Facilitates instruction in your course or workshop. | 5 | 4 | 3 | 2 | 1 | ? |
| b) Represents a self-contained instructional unit. | 5 | 4 | 3 | 2 | 1 | ? |
| c) Actively involves the reader by incorporating relevant exercises. | 5 | 4 | 3 | 2 | 1 | ? |
| d) Allows readers to evaluate their own proficiency after completing the module. | 5 | 4 | 3 | 2 | 1 | ? |
| e) Identifies supplemental references and other sources of information. | 5 | 4 | 3 | 2 | 1 | ? |
| f) The accompanying teaching aids help you to explain or discuss concepts addressed in the module. | 5 | 4 | 3 | 2 | 1 | ? |

What are the most significant *advantages* of this module, and how important are these advantages?

What are the most significant *limitations* of this module, and how important are these limitations?

What changes to this instructional module would make it more useful?

What changes to the teaching aids would make them more useful?

Please use a separate page if insufficient space is provided above. Also feel free to add further comments you feel will benefit this or other modules.

Thank you for your response. Mail the completed questionnaire to:

ITEMS Feedback
National Council on Measurement in Education
1230 17th Street
Washington, DC 20036

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1230 17th Street, NW, Washington, DC 20036-3078

The National Council on Measurement in Education (NCME) is a professional organization of about 2,300 members. Many members are involved in either the construction and uses of educational tests or the development and evaluation of measurement models and methods. NCME's membership includes college faculty, credentialing exam personnel, test developers, state and federal testing and research directors, local test directors, research and development staff, professional evaluators, graduate students in measurement, and others involved and interested in testing issues and practices. NCME members are committed to the continual improvement of testing and measurement practices in education.

Annual dues include three quarterly publications:

- **The *Journal of Educational Measurement (JEM)*** publishes articles on technical and theoretical developments in measurement and improvements in the application of measurement methods in educational settings. Reviews of new testing instruments and publications are also included.
- ***Educational Measurement: Issues and Practice (EM:IP)*** features articles that deal with the practical aspects of testing in educational settings. This publication is aimed at practitioners and users of tests, and it is intended to provide a forum for presenting major perspectives on current testing issues and problems. Issues of recent focus include minority issues in testing, teachers' views on testing, the Golden Rule settlement, the role of computers in testing, measurement skills for teachers, and credentialing exams.
- A **quarterly newsletter** features updates on testing issues, legal concerns, and organizational/membership activities throughout the testing and measurement communities.

Join NCME and you will have the opportunity to contribute to the growth of the profession and improve your own knowledge and skills in testing and measurement through reading NCME publications, attending the NCME Annual Meetings, and serving on NCME committees and task forces. For NCME to fulfill its mission, persons who are actively involved in educational testing should be members. We hope you will seriously consider joining NCME.

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For new members only, not for renewals

Please print or type all information

Name _____
LAST FIRST
Mailing Address _____
ZIP _____

I am applying for membership in the following category:

___ Active member \$40.00
___ Associate member \$40.00
___ Student member free*
Int'l postage/handling \$ 4.00
Amount enclosed \$ _____
(U.S. funds)

Endorsement for eligibility for student status:

Printed name of NCME member

Signature of NCME member

Optional Information

Sex: ___ Female
___ Male

Ethnic background:

- ___ (1) Black or African American
___ (2) Asian or Pacific Islander
___ (3) American Indian or other Native American
___ (4) Hispanic
___ (5) Caucasian (other than Hispanic)
___ (6) Other:

Fax: (____) _____

E-mail: _____

Type of organization in which currently employed:

- ___ (1) College or university
___ (2) School system
___ (3) State agency
___ (4) Federal agency
___ (5) Testing organization
___ (6) Industry
___ (7) R&D organization
___ (8) Other: _____

Telephone: (____) _____

*Free student membership is limited to one year for first-time members and requires endorsement of NCME faculty member. Annual membership dues include \$10.00 for a subscription to *EM:IP* and \$22.50 for a subscription to *JEM*.