



## NEW ORLEANS, A CITY OF MANY DELIGHTS

*Arthur M. Halbrook, CCSSO*

Welcome to New Orleans, the Crescent City, a city veiled in myths and legends, a city that never sleeps, a city alive with excitement that beckons you to visit. But how does one begin? Perhaps a few suggestions would help.

The city is internationally known for its cuisine, especially seafood. For the oyster lovers, look no further than Felix's or Acmes located on Iberville in the French Quarter (FQ). Stand at the bar and watch big gulf oysters being shucked in front of you. Add a brew (or perhaps two) and your evening is off to a grand beginning. If you're looking for a po' boy (a hoagie in Northern language) try Masperos on Chartres (FQ). The shrimp, oyster, and ham poboys are mouth watering and at a price that won't break the wallet. For traditional Louisiana menus, the Gumbo Shop on St. Peter (FQ) is outstanding. Their seafood gumbo---filled with oysters, shrimp, and crab---is excellent, and other dishes such as red beans and rice and jambalaya are equally good. Other places worth mentioning are Ralph and Kakoos (FQ) and Mike Andersons (FQ) that specialize in fried entrees and large portions. Excellent restaurants are also to be found in several of the local neighborhoods such as Manales on Napoleon and Mandina's on Canal. If you decide to dine in style, several restaurants should be considered and of course, reservations are essential. Brennens (FQ), Broussards (FQ), Mr. B's Bistro (FQ), and Commander's Palace in the Garden District are among the premier restaurants in New Orleans.

And what would a trip to New Orleans be without a late night (or early morning) visit to Café du Monde across from Jackson Square in the French Quarter? The small café is the home of beignets and coffee. The beignets (French donuts covered with powdered sugar) and a steaming cup of hot coffee, are the perfect way to begin the day or end an evening.

But New Orleans is much more than just food. One will find the city abounding in things to do and see. The French Quarter is the center of activity. Explore its narrow streets, its antique stores, the French market, Jackson Square, the Cabildo, and St. Louis Cathedral. Stroll along the river levee boardwalk, take a paddle wheeler trip on the Mississippi, and shop in the many boutiques. Revel in its acclaimed music---jazz in Preservation Hall, cajun music at Patouts or Mulates, and the piano bar at Pat O'Briens. To drink a hurricane at Pat O's and spend late evenings at its piano bar is a New Orleans tradition.

And for folks with other interests, New Orleans has a casino that serves both the high rollers and those simply interested in trying their luck on the quarter slot machines. The Aquarium of the Americas, one of the top five aquariums in the US, is an adventure into exotic marine worlds and is adjacent to an IMAX theater. The Audubon Zoo, located in Audubon Park, is also an interesting destination. Reached by the St. Charles Avenue streetcar, which passes through the elegant Garden District, and free bus shuttle, the zoo is home to thousands of animals and exhibits. If one has time to venture outside the city, tour the lavish plantations along the Mississippi River or take a guided tour of one of the adjacent swamps.

Whatever you seek, in New Orleans you are likely to find it. Be it the food, the music, or the entertainment, the city is a portrait of many colors. Fall in love with its charm and its people. Oh, and don't forget to buy a praline from Aunt Salley's or Evan's to bring home.

## NCME 2002 Annual Meeting

Sheraton New Orleans Hotel  
New Orleans Marriott  
Le Meridien New Orleans  
New Orleans, LA  
April 2 - 4, 2002

## NCME ANNUAL MEETING TRAINING SESSIONS

New Orleans, LA, April 1-5, 2002

Admission to training sessions is limited to ticket holders. Tickets may be obtained by writing to Training/NCME, 1230 17th Street, NW, Washington, DC 20036-3078. Please enclose payment and a self-addressed stamped envelope. Courses are subject to cancellation for insufficient registration. Some courses require advanced registration. The deadline for ordering tickets is March 15, 2002. The schedule of the sessions is tentative. Any tickets available at the conference will be sold on a first-come, first-served basis at the registration area in one of the convention hotels.

### N. MCMC Item Calibration: A Primer

Presenters: Douglas H. Jones and Francis A. Mendez, Rutgers University  
Date: Tuesday, April 2, 2:15-6:15  
Fee: \$15

The intended audience for this session is measurement graduate students, practitioners, and researchers wishing to understand Markov Chain Monte Carlo simulation and its application to Bayesian statistics in IRT. The primary objective for this session is to provide participants with the tools to apply MCMC to their own IRT models.

### O. Test Equating Methods and Practices

Presenters: Michael J. Kolen and Robert L. Brennan, University of Iowa  
Date: Monday, April 1, 9:00-5:00  
Fee: \$95

The potential need for equating arises whenever a testing program uses multiple forms of a test that are developed according to the same specifications. The general purpose of equating is to adjust scores so that examinees are neither advantaged nor disadvantaged for taking a relatively difficult or easy test form. Practical issues will be considered in this session, along with numerical examples using both real and synthetic data. Upper-level graduate students, new PhD's, testing professionals with operational or oversight responsibility for equating, and others with interest in learning about equating methods and practices will be interested in this session. Participants should have taken at least one graduate course in measurement and two graduate courses in statistics.

### P. Secrets to Creating Successful Surveys

Presenter: Susan Thomas, IBM  
Date: Monday, April 1, 8:15-12:15  
Fee: \$15

This training session is targeted to persons who are designing surveys for research studies or as a means for gathering data for decision making, including practitioners, researchers, graduate students, and professors who include a unit on

developing a survey in their Research Design courses. The overall objective of this session is to provide participants with details of the processes involved in developing a survey that will help ensure the success of the survey. Those who attend the session will learn about the variety of formats that can be used with surveys, the relationship of survey format to audience, sampling strategies to help ensure a good response rate, and differences in preparing surveys for e-mail and web distribution.

### Q. Finishing Up and Finding a Job: Practical Suggestions for Graduate Students in Measurement

Presenters: Deborah J. Harris, ACT, Inc.; Dara Martinovich-Barhite, Wisconsin State Department of Public Instruction  
Date: Wednesday, April 3, 2:15-6:15  
Fee: \$15

This training session is targeted towards graduate students in measurement who have questions in such areas as the following: where jobs are available (e.g., school districts, state departments), what employers look for in application materials, what types of questions might be asked at an interview, what questions an interviewee should ask, possible dissertation topics, etc. Graduate students in other areas might gain some benefit from this session, but the materials will be specifically geared to graduate students in measurement.

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# NCME 2002 ANNUAL MEETING

April 2-4, 2002, New Orleans, LA

## SELECTED PROGRAM HIGHLIGHTS

### PRESIDENTIAL ADDRESS

- ❖ **Some Common Misconceptions about Tests and Testing** – *H. D. Hoover*

### CAREER AWARD ADDRESS

- ❖ **The Measurement Mystique: A Review of the Contributions of Sylvia T. Johnson to the Measurement Community**  
*Organizer: Gerunda Hughes*

### COMMITTEE SPONSORED SYMPOSIA

- ❖ **Excellence in Classroom Assessment Training in Teacher Education**  
*Classroom Assessment Award Committee, Moderator: Rick Stiggins*
- ❖ **Designing the Perfect Large -Scale Assessment**  
*Graduate Student Issues Committee, Organizer and Moderator: Lisa A. Keller*
  - Investigating DIF – *Bruno Zumbo*
  - Measuring Change and Equating – *Hariharan Swaminathan*
  - Reliability/Validity Issues – *Linda Crocker*
  - Standard Setting – *Barbara Plake*
  - Test Design – *Ron Hambleton*
- ❖ **Measuring the Impact of Professional Development Programs in Math and Science Education for English Language Learners and Ethnically Diverse Students**  
*Minority Issues and Testing Committee, Moderator: Concepción M. Valadez*

### INVITED SYMPOSIUM

- ❖ **Beyond psychometrics: Assessment in the 21<sup>st</sup> century** (Satirical Symposium)  
*Organizer: Stephen Sireci; Moderator Kevin Sweeney*
  - Standard Setting Sitting Down – *Andrew Wiley*
  - On Defining A Psychometrician – *Luz Bay*
  - The Psychometric Properties of Pearson's Product Moment Correlation Coefficient – *Gilbert Andrada*

### INVITED ADDRESS

- ❖ **The Bush Accountability and Assessment Agenda: New Opportunities and Challenges**  
*Susan Neuman, US Department of Education, Elementary and Secondary Education Assistant Secretary*

The 2002 NCME Annual Meeting Program can now be viewed online. Also now online is the Responsibilities of Participants in NCME Sessions. They can be viewed at <http://www.ncme.org/annual/programs.ace>.

## HIGHLIGHTED SESSIONS

### **Obtaining validity evidence through the use of cognitive laboratories: Three unique approaches**

*Organizer and Moderator, Diane R. Garavaglia*

Using Cognitive Laboratory Methods in the Development of Conversational Spanish Assessment Tasks – *Diane Garavaglia*

Understanding Adult Processing Skills through the Use of Cognitive Laboratories – *Christine Paulsen*

Using a Cognitive Laboratory Method to Assess Cognitive Processing and Validity of Algebra Items – *Kristine Burnaska*

### **Test Adaptation Research: Methodological Advances and Results**

*Organizer and Moderator, Ronald Hambleton*

Equating Translated Verbal Test Forms Using Multiple Channels – *Avi Allalouf & Joel Rapp*

Differential Validity and Utility of Successive and Simultaneous Approaches to the Development of Equivalent Achievement Tests in French and English – *W. Todd Rogers & Mark J. Gierl*

Disentangling Sources of Differential Item Functioning in Multi-language Assessments – *Kadriye Ercikan & Tanya McCreith*

An Analysis of the Psychometric Properties of Bilingual Test Forms – *Stephen G. Sireci & Shameem Khaliq*

### **Automated Item Generation: Psychometrics to Support an Emerging Technology**

*Organizer and Moderator, Walter Way*

Tolerable Variation in Item Parameter Estimation – *Saba Rizavi*

Item Calibration Using Expected Response Functions – *Feng Yu*

Hierarchical Approaches to Item Model Calibration – *Matthew Johnson*

Using Testlet Response Theory to Evaluate the Equivalence of Automatically Generated multiple-choice Items – *David Williamson*

### **Interpreting the Results of Three Different Standard Setting Procedures**

*Organizer and Moderator, Donald Ross Green*

Standard Setting: A Bookmark Approach – *Donald Ross Green*

The Integrated Holistic Judgment Procedure – *Craig Mills & Hillary Michaels*

Guiding Standard Setting via the Contrasting Groups Methodology – *John Poggio*

### **Comparing Three Models for Analyzing the Alignment of Assessments to Standards and Curriculum: Discussion of Quality of the Measures**

*Organizer and Moderator, Rolf Blank*

Alignment Analysis of Language Arts Standards and Assessments for Four States

Alignment Analysis of Assessments and Instruction: Results from a Multi-State Analysis

Benchmarking Standards and Aligning Tests to Standards: A Good Test of What?

### **National hearing on the student evaluation standards (An interactive symposium)**

*Organizer, Arlen R. Gullickson; Moderator, Mark Wilson*

*Panelists: Gwen Airasian, Pam Ehly, Amy Fraunholtz, Kevin Hollenbeck, Don Yarbrough, and Gary Wegenke*

### **NCME FITNESS RUN/WALK**

Run or walk 5K/2.5K course in Audubon Park. Meet in the lobby of the Marriott Hotel at 5:50 A.M. Buses will leave promptly at 6:00 A.M. for the Park. The last bus will return to the Marriott by 7:30 A.M. Advanced registration is required. Commemorative T-shirts will be given to all participants.

**R. Reliability Generalization: A Meta-Analytic Method to Characterize Variations in the Reliability of a Measure's Scores Across Administrations**

Presenters: Tammi Vacha-Haase, Colorado State University; Robin K. Henson, University of North Texas; Bruce Thompson, Texas A&M University and Baylor College of Medicine

Date: Monday, April 1, 2:15–6:15

Fee: \$15

This training session presents a user-friendly introduction to the basic concepts of a new measurement meta-analytic method: Reliability Generalization (RG). The session presumes no specialized background except basic familiarity with common analysis of variance. RG characterizes the typical reliability of scores for a given test across studies and the amount of variability in reliability coefficients across studies. A continually updated bibliography of RG studies is posted at: <http://www.coe.tamu.edu/~bthompson/religenr.htm>.

**S. Graphical Models in Educational Assessment**

Presenters: Russell G. Almond, ETS; Robert J. Mislevy, University of Maryland; David M. Williamson, ETS

Date: Monday, April 1, 8:30–5:00

Fee: \$95

The term *graphical models* refers to a probability distribution which is factored according to a graph—nodes of the graph represent variables in the distribution and edges are chosen to represent conditional dependencies among the variables. Because conditional independence relations can be read from the graph, the graph provides an intuitive picture of the statistical model. As such it provides a mechanism for communication between measurement specialists and domain area experts. Graphical models, especially the Bayesian networks (graphical models over discrete spaces), have proved very popular in the artificial intelligence community producing applications in the following areas: medical diagnosis, reliability, military intelligence, speech recognition, music understanding, user modeling, and educational testing.

**NEW WEBSITE EDITOR ANNOUNCED**

Rebecca Zwick, NCME Board member and Publications Chair, is pleased to announce the appointment of Bradley Hanson as new website editor. Brad succeeds Del Harnisch, who has served in that capacity since the website's creation. The NCME website provides a means of communication between NCME and its members. In addition it promulgates professional standards, and provides access to literature about educational measurement theory and practice. Brad's three-year term begins in July 2002.

**TESTING AND DIVERSITY IN POSTSECONDARY EDUCATION: THE CASE OF CALIFORNIA**

*Daniel Koretz, Harvard University, and others*

*Citation:* Koretz, D., Russell, M., Shin, C.D., Horn, C. & Shasby, K. (2002, January 7). Testing and diversity in postsecondary education: The case of California, Education Policy Analysis Archives, 10(1). Retrieved from <http://epaa.asu.edu/epaa/v10n1/>. Please note that this study was conducted under the auspices of the National Board on Educational Testing and Public Policy at Boston College.

The past several years have seen numerous efforts to scale back or eliminate affirmative action in postsecondary admissions. In response, policymakers and postsecondary institutions in many states are searching for ways to maintain the diversity of student populations without resorting to a prohibited focus on race. In response to these changes, this study used data from California and a simplified model of the University of California admissions process to explore how various approaches to admissions affect the diversity of the admitted student population.

"Race-neutral" admissions based solely on test scores and grades were compared with the results of actual admissions before and after the elimination of affirmative action. A final set of analyses explored the effects on diversity of alternative approaches that take into account factors other than grades and scores, but not race or ethnicity. Replacing the former admissions process that included preferences with a race-neutral model based solely on GPA and SAT-I scores substantially reduced minority representation at the two most selective UC campuses but had much smaller effects at the other six, less selective campuses. SAT-I scores contributed to but were not the sole cause of the underrepresentation of African American and Hispanic students.

A race-neutral model based solely on GPA also produced an underrepresentation of minorities, albeit a less severe one. None of the alternative admissions models analyzed could replicate the composition of the student population that was in place before the termination of affirmative action in California. The only approach that substantially increased the representation of minority students was accepting most students on the basis of within-school rather than statewide rankings, and this approach caused a sizable drop in both the average SAT scores and the average GPA of admitted applicants, particularly among African American and Hispanic students. Although admissions systems differ, the basic findings of this study are likely to apply at a general level to many universities and underscore the difficulty of providing proportional representation for underserved minority students at highly selective institutions without explicit preferences.

## NOMINATIONS FOR EDITOR SOUGHT

The Publications Committee is soliciting nominations for the editor of the NCME Newsletter. The next Newsletter editor will be responsible for Newsletter issues appearing between January 2003 and December 2005. NCME funds are available to support production of the Newsletter. Nominations will be screened by the NCME Publications Committee. The committee offers a slate to the president who, in turn, makes a recommendation for appointment to the NCME Board of Directors. This appointment process is designed to provide for a smooth transition between the incoming and outgoing editors.

If you are interested in this position, if you would like to nominate a colleague, or if you would like additional information, please contact Kris Waltman, Publications Committee member ([kwaltman@aea10.k12.ia.us](mailto:kwaltman@aea10.k12.ia.us) or phone: 319-399-6727).

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