



MEET YOUR 2003-2004 PRESIDENT – SUZANNE LANE

Suzanne Lane is a professor in the Research Methodology program at the University of Pittsburgh. Her research focus is on technical and validity issues related to large-scale assessments, including performance-based assessments. She has published her research in journals such as *Journal of Educational Measurement*, *Applied Measurement in Education*, *Educational Measurement: Issues and Practice*, and *Educational Assessment*. She served on the Joint Committee on the Revision of the *Standards for Educational and Psychological Testing* (1993-1998), chaired the Committee for the NCME Award for Best Technical Contribution to Educational Measurement (1993-1994), and was a program co-chair for the 1993 NCME Annual Meeting. Suzanne was Vice President for AERA's Division D (2000-2002) and chaired AERA's Palmer O. Johnson Memorial Award Committee (2002-2003). She has served on the editorial board for the *Journal of Educational Measurement*, *Educational Measurement: Issues and Practice*, *Applied Measurement in Education*, *Educational Researcher*, *American Educational Research Journal*, and *Educational Assessment*.

A BRIEF MESSAGE FROM YOUR PRESIDENT – SUZANNE LANE

Greetings! I would like to thank you for providing me with the opportunity to serve NCME as President for the 2003-2004 year. In this edition of our newsletter, I thought I would update you on some NCME activities.

The votes have been counted! David Frisbie will be serving as Vice President of NCME and Jeri Benson and Duncan MacQuarrie will be serving as members on the NCME Board this year. Congratulations! I am also pleased to announce that Carol Parke and Susan Brookhart will serve as the co-chairs for the 2004 NCME Annual Meeting and Allan Cohen will serve as the chair for the training sessions. They have posted a call for proposals on the NCME website (ncme.org) and are at the beginning stages of creating an excellent meeting for us in San Diego next year.

We are very fortunate to have David Miller as our new editor of the NCME website. In addition, the NCME Publications Committee, chaired by Douglas Becker, is soliciting nominations for the editor of the *Journal of Educational Measurement* (see our website). We are looking forward to receiving your nominations for this significant position.

If you were at the NCME Annual Breakfast in Chicago, you already have heard the exciting news – the *Journal of Educational Measurement* is now available on CD-ROM! It contains all issues from the first year of publication to the year 2000, and is word searchable by content and author. Look inside this edition for ordering information.

For the past few years, as reported at the annual breakfasts and the newsletter, NCME has operated on a deficit budget. The Board has implemented some initiatives in an attempt to increase revenue for NCME. A few of

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the initiatives that have occurred during the past year include: cost of the NCME breakfast at the annual meeting increased from \$16.00 to \$20.00 (student rate is \$16.00), institution subscription prices for *JEM* and *EM:IP* increased to \$110.00 and \$65.00, respectively, and NCME annual dues, via a vote from the membership, increased from \$45.00 to \$60.00 (student rate is \$30.00). During the upcoming year, the Board will continue to identify ways to decrease our deficit.

I look forward to serving you during the next year as President of NCME. I am eager to hear from you with regard to your suggestions for promoting and enhancing our organization (sl@pitt.edu).

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REFLECTIONS ON THE 2003 NCME PROGRAM

Activities related to the 2003 NCME Conference are now winding down, thereby providing some time for reflection on what transpired in late April. All in all, we are extremely pleased with how the conference turned out. We have heard many positive comments about the content of the program we were able to assemble, and we are happy that the membership seems to have found it to be an engaging conference. Part of the credit for our success must be shared with the organizers of the invited and yearly sessions. All individuals that we contacted agreed to put together invited sessions, many of which turned out to be terrific, and the organizers of the yearly sessions delivered on some very timely topics this year. We were particularly delighted with how the sessions related to the NCLB legislation and related to the testing of individuals with disabilities turned out. We were also happy to see the unusual level of interest in equating and scaling topics, two of our old favorites, presumably because of NCLB requirements for demonstrating “Adequate Yearly Progress.”

Part of the reason for the success of the conference also has to do with the number and quality of the proposal submissions we received. We got 70 more paper and symposium submissions than were received in 2002. Part of this may be due to our having to extend the submission deadline by two weeks, but we’d also like to think this reflects an increased level of interest in being part of the NCME Conference program. Unfortunately, the total number of NCME sessions could not be increased from the number last year, and as a result, the overall acceptance rate dropped from 63% in 2002 to 53% this year. We saw a number of good proposals that likely would have been accepted in other years, and we encourage the authors of such proposals to consider resubmitting them for 2004.

Not everything about the Conference turned out to be positive, however. We know that for many of the sessions the assigned rooms were simply not large enough. While this has happened before, it seemed worse this time around, at least to us. We have contacted the chairs of the various sessions and asked them to provide information about their sessions, particularly information on whether there were capacity problems. We will prepare a report that hopefully will form the basis for improvements next year, especially in presenting an argument for larger rooms for the NCME sessions. Finally, we know that for at least one session, the proxima that had been requested never arrived. We apologize for this and will help in working to rectify this problem before next year’s conference.

One of us (Dan) has agreed to stay on the Program Committee for next year to help the 2004 Co-chairs, Carol Parke and Sue Brookhart, get the program ready. We have a number of things that we can share with Carol and Sue to help with preparation for next year.

We’d like to thank all who helped in making this past NCME meeting a definite success and we look forward to seeing all of you next April in San Diego.

Dan Eignor
Linda Cook
2003 NCME Program Co-chairs
May 7, 2003

2003 NCME DISSERTATION AWARD

David Miller, University of Florida

The Brenda H. Loyd Outstanding Dissertation Award was presented to Sarah McConnell Hartz in recognition for her dissertation, "A Bayesian Framework for the Unified Model for Assessing Cognitive Abilities: Blending Theory and Practicality". The chair of her doctoral committee was Dr. William Stout. Her dissertation developed a practical skills diagnostic formative assessment methodology. The dissertation was a mix of theoretical and applied innovations, which included, (1) statistical models, their parameters, and how to improve the model, (2) Bayesian procedures, (3) developing MCMC estimation procedures, (4) data analysis-both simulated and real, and (5) evaluation of results. In addition, her orientation was very practical, focusing on test results and how they would be used.

2003 NCME CAREER AWARD

Robert Brennan, University of Iowa

The 2003 National Council on Measurement in Education Award for Career Contributions to Educational Measurement was presented to Robert J. Mislevy at the NCME breakfast at the annual meeting in April. The 2003 Career Award Committee members were Robert L. Brennan (Chair), Steven F. Ferrara, Dean Goodman (Student Member), Cynthia G. Parshall, and Nancy S. Petersen. The citation reads as follows: "In recognition of the exceptional impact of his work to both the theory and practice of educational measurement. His work on the National Assessment of Educational Progress integrates developments in plausible values, matrix sampling, IRT, and complex survey sampling designs; his widely used BILOG computer program continues to make IRT accessible to measurement specialists throughout the world; his work on linking educational assessments, estimating latent population distributions, computerized adaptive testing, and evidence-based test design are widely known; his

work on measurement models and cognitive science holds promise for integrating both fields; and he has attained national prominence through his research and service to the measurement profession." A special session will be reserved on the 2004 Annual Meeting program for his address to the membership.

AERA CLASSROOM ASSESSMENT SPECIAL INTEREST GROUP

Jim McMillan, Virginia Commonwealth University

The AERA Classroom Assessment Special Interest Group sponsored several sessions this year at the AERA Annual Meeting. Membership has increased significantly in the last year and now is almost 150 strong. The highlight of the meeting was a presentation by Paul Black on the importance of formative assessment. Two new officers were elected to join Brian Gong, SIG chair. Jim Flaitz was elected program chair and SIG vice-chair, and Jeff Beaudry was elected secretary/treasurer. There was continuing dialog about the need for further outreach of classroom assessment.

Three Outstanding Research Paper awards were presented for papers presented at Classroom Assessment sessions during the 2002 AERA Annual Meeting:

- To Nancy McMunn, Wendy McColskey & Ken O'Connor, SERVE, for "District Building Teacher Capacity in Classroom Assessment";
- To Zane Olina & Howard J. Sullivan, Arizona State University, for "Effects of Teacher and Self-assessment on Student Performance";
- To Sue Brookhart & Janeen Peretin, Duquesne University, for "Patterns of Relationship Among Motivational and Effort Variables for Different Classroom Assessments."

NEA CALLS FOR BALANCED ASSESSMENT

As part of its ongoing *Student Assessment Series*, the National Education Association recently published a new response to the decades of domination by standardized testing that culminated in the passage of the No Child Left Behind Law. According to Glen Cutlip, series editor, the vision paper, entitled “Balanced Assessment: The Key to Accountability and Improved Learning,” calls for a reorientation that gives equal attention to standardized and classroom assessment, both working in the service of school improvement.

NEA collaborated with Rick Stiggins and the Assessment Training Institute to identify the keys to achieving balance in assessment. One key is to understand the fundamental differences between the two. The paper highlights differences in purpose, intended users, achievement targets, results, roles and responsibilities of those involved, and the manner in which each connects assessment to student motivation. At the same time, however, suggestions are advanced for taking advantage of that which they must have in common—how to find an appropriate synergy between the two.

The paper cites evidence from an international educational research community that a stronger reliance on classroom assessment in school improvement can yield unprecedented gains in student achievement, especially in low performing schools. Those gains have been realized in many contexts by increasing the accuracy of classroom assessment, providing students with continuous access to descriptive feedback on performance and involving students deeply in the assessment, record keeping and communication process.

We can achieve balance, NEA contends, only by investing in the development and use of high quality large-scale assessments, providing comprehensive long-term professional development programs in classroom assessment literacy for practicing teachers and administrators, and acting purposefully to end decades of neglect in pre-service teacher and administrator training in assessment.

According to Cutlip, this vision paper is to be followed soon with a publication that identifies the specific classroom assessment competencies teachers need to have the opportunity to master. These competencies, also developed in collaboration with ATI, prepare teachers to gather accurate information about student achievement and to use that information to maximize student learning.

For details or to order a copy of the vision paper, contact Glen Cutlip at 202-822-7369 or GCutlip@nea.org.

Sources: National Education Association and Assessment Training Institute

ITEMS MODULES ON NCME WEBSITE

Deborah Harris, ITEMS Editor

Instructional Topics in Educational Measurement (ITEMS) modules are published in *Educational Measurement: Issues and Practice*. They provide brief instructional materials on various measurement topics suitable for class or workshop use.

We would like to announce that Del Harnisch has updated the ITEMS section of the NCME website (<http://www.ncme.org>), so each previously published ITEMS module now links to a PDF file. This will allow members to download a copy of any module they wish.

CALL FOR NOMINATIONS: JEM EDITOR

The NCME Publications Committee is soliciting nominations for the editor of *Journal of Educational Measurement*. The next JEM editor will be responsible for issues appearing between January 2005 and December 2007. The NCME Publications Committee will screen nominations. 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.

The *Journal of Educational Measurement* is a quarterly journal that publishes original measurement research, reports on new measurement instruments, provides reviews of measurement publications, and reports on innovative measurement applications. The topics addressed will interest those concerned with the practice of measurement in field settings as well as be of interest to measurement theorists. In addition to presenting new contributions to measurement theory and practice, *JEM* also serves as a vehicle for improving educational measurement applications in a variety of settings.

If you are interested in this position, if you would like to nominate a colleague, or if you would like additional information, please contact Douglas Becker, NCME Publications Committee (douglas_becker@hmco.com or phone: 800-767-8420, ext.7006). Deadline for nominations is August 16, 2003.

NEW EDITOR FOR EM:IP

Steven F. Ferrara, American Institutes for Research, has been named the next editor of *Educational Measurement: Issues and Practice* for the term 2004-2006.

2003 JASON MILLMAN PROMISING SCHOLAR AWARD

The 2003 NCME Jason Millman Promising Scholar Award was presented to Daniel M. Bolt, from the Department of Educational Psychology at the University of Wisconsin-Madison, at the NCME breakfast in April. He was presented with a plaque that reads "In recognition of his scholarly research in the field of applied measurement during the early stages of his career." Meredith Millman was present and addressed the breakfast, describing her late husband's longstanding interest in mentoring young scholars. The award began at Cornell University where Dr. Millman had served on the faculty.

BACK ISSUES OF JEM AVAILABLE ON CD

The *Journal of Educational Measurement*, Volumes 1 to 37 (1964-2000) will be available on CD in July. Articles will be searchable. Cost is \$85 for members, plus \$3 shipping/handling, and \$250 for institutions, plus \$3 shipping/handling.

To order by mail, send order to:
NCME CD-ROM
1230 17th Street NW
Washington, DC 20036

Check, VISA, or MasterCard payment is accepted.

IPMAAC ASSESSMENT SEMINARS

OFFERED

Laura L. Miller, Pennsylvania State University

Pennsylvania State University (Penn State) has entered into agreements with the International Personnel Management Association Assessment Council (IPMAAC) and the Mid-Atlantic Personnel Assessment Consortium (MAPAC) which will make IPMAAC and MAPAC personnel assessment seminars more accessible to practitioners. As a result of the agreements, Penn State established the Center for Personnel Assessment and Selection (CPAS) under the Justice and Safety Institute of the College of Liberal Arts. The Center will be offering personnel assessment seminars in a variety of locations nationwide.

The following three-day seminars will be offered by the Penn State Center for Personnel Assessment and Selection under the agreements with IPMAAC and MAPAC. Additional seminars may be added in the future.

IPMAAC Seminars

- Examination Planning (Planning Hiring and Promotional Assessments)
- Ratings of Training and Experiences (T&Es)
- Structured Employment and Promotional Interviewing (Oral Examinations)

MAPAC Seminars

- Job Analysis for Content Validation
- Written Test Item Writing
- Statistics for Personnel Selection Specialists

The first CPAS course offerings will be in the fall of 2003. Dates and locations can be found at the CPAS web site, <http://www.outreach.psu.edu/cpas>.

For further information concerning the training programs, contact:

Avis Kunz Pennsylvania State University outreach office at alm2@outreach.psu.edu at 814-863-6725.

2004 ANNUAL MEETING – CALL FOR PROPOSALS ALERT

*Carol S. Parke and Susan M. Brookhart
2004 Annual Meeting Co-Chairs*

The 2004 NCME Annual Meeting will be held in San Diego, California, April 13-15, 2004. Due date for all proposals (papers, coordinated sessions, and training sessions) is August 11, 2003. Allan Cohen is the program chair for training sessions.

The complete Call for Proposals, including forms and directions, is available on the NCME website at http://www.ncme.org/annual/NCME_2004_Call.doc and will also be published in the next issue of *Educational Measurement: Issues and Practice*.

2003 WIM VAN DER LINDEN TECHNICAL AWARD

The 2003 NCME Wim van der Linden Technical Award was presented to James Ramsay at the NCME breakfast in April. Terry Ackerman, chair of the awards committee, presented the award for Dr. Ramsay's work with statistical models and computer applications for data analysis.