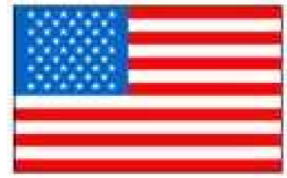
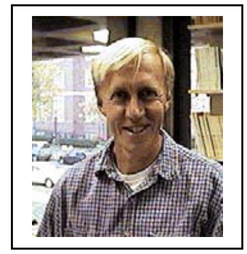
NCME national council on measurement in education



Volume 17, Number 2 NEWSLETTER **June 2009**

FROM THE PRESIDENT: GREETINGS FROM GREENSBORO!

Terry A. Ackerman, University of North Carolina - Greensboro



I am truly honored and humbled to be 65th president of NCME. It is interesting that the person I was hired to replace at the University of North Carolina at Greensboro, Richard Jaeger, was also an NCME president in 1986-87. I am very excited about the year ahead and look forward to working with the membership on many important projects.

I am very fortunate to have a number of great resources at my disposal and would like to introduce you to these energetic people. First, are members of the Board and the areas/committees that they oversee include Todd Rogers (outreach/professional development/partnerships/recruitment), Sherry Rose-Bond (a new member will work with Todd this year), Larry Rudner (standards and test use/diversity and testing/graduate student issues), Michael Rodriguez (also a new member and will work with Larry this year), Susan Loomis (Publications / EM:IP, JEM, Newsletter), Kadriye Ercikan (awards/recognition), Jerry Melican (Chair of our Finance Committee), vice-president Wayne Camara (Website/Membership) and former president Mark Reckase (nominations/elections). Another tremendous resource at my disposal is the staff at our management company, The Rees Group located in Madison, Wisconsin. These people include Susan Rees (TRG's president and CEO), Plumer Lovelace, (NCME's executive director), Drew Nelesen, (Meeting Planner), Nate Ehresman (membership coordinator), Lisa Horton (graphic designer) and John Hofmann (vice president and website manager). Each of these people are extremely competent and a joy to work within the day-to-day running of the organization as well as planning our annual meeting. Plumer, Wayne and I have weekly conference calls to talk through various issues that arise. These include everything from meeting planning with AERA, to committee activities, outreach activities.

I actually started preparing for my year as president back in January. It was then, in the middle of the Wisconsin winter with Lake Mendota frozen over that my two program co-chairs, Bob Henson and John Willse, and workshop coordinator, Luz Bay met with the Rees Group and last year's co-chair Dan Bolt. I felt it was important to get a head start on planning for the 2010 meeting in Denver. Plumer put together a notebook of orientation materials. We walked through the entire process from beginning to end, discussing responsibilities. I think everyone found this orientation meeting extremely helpful. We also met with Kathi Gialluca and Dan Bolt, this past year's program co-chairs, after the NCME breakfast this year. They provided final thoughts they had about making the process more efficient. They both offered their services and help when needed. In talking with Wayne Camara, the new president-elect, we agreed that an orientation meeting around January would become a routine event.

In February, Plumer and I traveled to Washington, D.C., to meet with AERA staff. We talked with AERA's Associate Director, Jerry Stroufe, and their meeting planner, Laurie Cipriani. The purposes of this meeting were to 1) Gain a better understanding of AERA's relationship with NCME and ways in which this could be strengthened; 2) Deliver a list of things that we would like AERA to consider that would make our meeting planning more efficient; and 3) Explore ways AERA could help NCME make connections with policy makers (members of organizations such as Council of Chief State School Officers (CCSSO), members of congress, senators, members of the U.S. Department of Education, and their staff) in order to play a more active role and serve as a resource when assessment policies related to programs such as NCLB are being considered/revised.

On the Monday just prior to the beginning of the NCME program, I held an orientation meeting with new Board members and committee chairs. The goal of this meeting was to articulate the responsibilities of each chair and Board member. I wanted everyone to understand their role and how it related to the overall NCME mission and our strategic plan. I also wanted to make sure they understood expectations and timelines. Being a former Board member, it took me a couple of years to actually understand my role and responsibilities. I think we have a tendency to believe that this information is hard-wired into the DNA of the people we elect to the Board. Clearly, this isn't the case. I think this orientation meeting was also very successful, and expect that Wayne and I will continue to make this a regular event that all chairs and new Board members will put on their schedule.

During the NCME meeting this year Wayne, Plumer and I also met with Linda Cook and Barbara Dodd, the current and newly elected Division D vice-presidents. The purpose of this meeting was to explore ways Division D and NCME could collaborate and work for the benefit of both organizations. We talked about joint sessions, holding a joint reception (which we did for the first time this year), and advertising each other's keynote sessions. I'm sure we will continue to talk with Linda and Barbara on a regular basis.

The last meeting I want to tell you about was with Plumer and Brian French, who organizes the fun run. This event does have sponsors but, because of low numbers, the event was a financial loss this year. As some of you know I am a marathon runner (and will run in the Marine Corps Marathon this October) and so this event is near and dear to my heart. Brian and I are going to brainstorm about things we can do to promote this activity more than we have in the past. I suggested we have competition for different categories (university, corporate, etc.). The competition would not be one of speed but of participation. Teams would be awarded points based on the number of people running/walking; taking into account how many papers/posters they are presenting and maybe even the creativeness of their shirts or hats. Winners of the competition could get a silly traveling trophy as well as maybe theta hat hats. I have talked with my colleague Ric Luecht about combining our woodworking skills to create a traveling trophy, something simple that would undoubtedly rival the Stanley Cup or the Lomdardi Trophy. Ric and I also plan to work with Brian to come up with a weighted formula (scary thought I know) that will be fair and interesting (and undoubtedly, to some, biased and controversial). In any event I want everyone to start training! Brian promises that the course in Denver will be down-hill all the way so there are no excuses not to participate.

Finally, I have decided to have a theme for the Denver NCME meeting. It will be "Bridging the Gap between Theory and Practice." I believe that NCME and its members need to do a better job at reaching out and engaging teachers, district and state accountability personnel, and policy makers in meaningful two-way conversations and serve as an effective resource on measurement issues. I hope to have several invited sessions and preconference workshops related to this theme. If you have any thoughts about creating a symposium along these lines, please let me know.

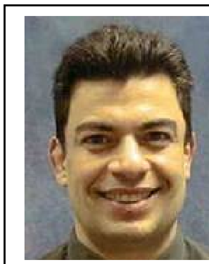
I'm excited about this coming year and being president of NCME. I see great opportunities to increase the visibility and impact of NCME. Towards this end I will update you periodically and gladly welcome any thoughts, ideas or advice you may have to help me move things forward.

Thanks,

Terry

AS PROMISED… A NOTE FROM THE EDITOR

Thanos Patelis, The College Board



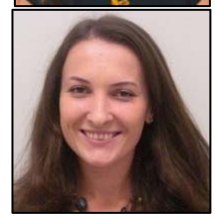
The active NCME Newsletter Advisory Board has offered some wonderful ideas that we hope you enjoy. First, I am honored to present the first article by our current president, Terry Ackerman (University of North Carolina – Greensboro). Second, as promised, please find in this issue Carol Barry’s (James Madison University) standing graduate student column, where she offers the perspectives from relatively new and advance graduate students about their experiences at the conference in San Diego. Also, as promised, I am happy to provide an interview of a beloved colleague, mentor, and friend, Charlie Lewis (Fordham University), in the first installment of getting to know the people that make our organization so wonderful. Additionally, please find an article by Kurt Geisinger commenting on the role of admissions tests in the admissions process, a few reflections of our annual meeting in San Diego (with a link to pictures!), and miscellaneous announcements that you all should be aware of and hopefully find helpful. Please drop me an email with suggestions. Sincerely and at your service, Thanos.

CALL FOR PROPOSALS!!

AERA - The submission system at www.aera.net opens on June 1 and **closes on July 15, 2009**, at 11:59 PM Pacific Time.
NCME - Proposals may be submitted from July 1–**August 1, 2009** at www.NCME.org.

REFLECTIONS ON THE NCME CONFERENCE: TWO PERSPECTIVES

Carol L. Barry, Pamela K. Kaliski, & Anna Zilberberg, James Madison University.



The months following the annual NCME conference are busy ones for graduate students. April, May, and June mark the end of another school year, and the usual graduate student responsibilities are accompanied by a flurry of course exams and projects, dissertation defenses, comprehensive exams, graduations, and plans for summer internships. Unfortunately, for me this often means that it is not until sometime in August when I say to myself, “ok, so what did I get out of NCME?” To help this reflection process occur a bit earlier, I enlisted the help of two of my colleagues to provide their perspective on the NCME Conference.

Anna Zilberberg is a first year Master’s student for whom NCME was her first major conference. Pamela Kaliski received her Ph.D. in May, but at the time of the conference was a third year doctoral student. My hope is that hearing what two students, at very different points in their careers, got out of the conference might help other graduate students reflect upon their own experiences.

What did you hope to get out of the NCME conference?

Anna (A): I was hoping to broaden my knowledge of the field, meet seasoned researchers and fellow graduate students from other universities, and interact with potential employers. Overall, I felt that attending this conference might complement my graduate school experience and give rise to research ideas. Moreover, I was eager to get to know my fellow graduate students and professors outside of the university settings – as colleagues, rather than classmates and instructors.

Pamela (P): This was my 4^{th} NCME conference, and I am in my final year of graduate work. I am currently focused on the transition I am about to make from being a graduate student to beginning my career and professional life. My main goal for attending NCME this year was to network and meet other professionals in my field to help me with this transition. Also, I was hoping to attend some paper sessions that would help me progress my current research agendas that are underway from my graduate work.

Did attending NCME help you develop in terms of knowledge? If so, how?

A: Yes, I attended a pre-conference NCME workshop on developing non-cognitive assessments led by Dr. Kyllonen and Dr. Roberts. This day-long workshop covered different strategies on designing and validating non-cognitive measures. I am sure that the knowledge I gained will be very useful when I start working on my thesis. Another conference session I attended focused on the use of innovative items in cognitive assessments. This session was especially interesting because it allowed me to learn about cutting-edge research findings on such a novel topic as innovative items. Also, I attended a number of talks on assessment design in higher education, which enriched my understanding of the assessment paradigm.

P: Yes, the trick here was putting some time into planning my agenda at NCME. For example, were there specific areas of my research that I was eager to obtain other opinions/insights about? If so, I searched the NCME program in advance for sessions focused on these topics. Also, I searched for presenters I have seen at past NCME conferences that I have learned a lot from, and tried to attend their presentations as well. NCME presentations represent the cutting edge of educational research, so this is the place to gather important new research findings related to an area.

Did attending NCME help you develop professionally? If so, how?

A: Yes, although I am not currently looking for a job and will not be in the near future, it is nonetheless helpful to get advice about professional positions from those in the field.

P: Yes, in this particular year, because I was focused on networking, most of my professional development resulted from making contacts at presentations and social events linked to NCME (e.g., the NCME no-host party). There are many leaders in the field of educational measurement present at NCME; both listening to their formal presentations and chatting with them in more informal settings throughout the conference has helped me develop professionally.

As a new/experienced graduate student, what do you think was the main benefit of attending the conference?

A: It is hard to pinpoint a specific feature of the conference that was most beneficial. Rather, I would say that the conference provided an educational and professional experience strikingly different from the one students usually acquire in the classroom or as graduate assistants. There was a wide variety of social events, workshops, poster presentations, and talks. At times, I was overwhelmed with choices and not sure what I should do next. Luckily, I could seek the advice and guidance of other students who have attended the conference before and navigated much more efficiently than I did.

P: The main benefit of attending the conference this past year were the contacts I gained at the conference. I am at a point where I am nearing the end of my graduate career and seeking employment for my first job. Attending a conference such as NCME is much more beneficial than simply checking job boards and applying for jobs online. The face-to-face interaction with potential future employers was the main benefit of attending the 2009 NCME conference.

A College Admissions Question: What Would We do if the ACT and SAT did not Exist[1]?

Kurt F. Geisinger, Buros Center for Testing, University of Nebraska-Lincoln

I have been asked by the editor of this publication to address the hypothetical question described in the title. We in testing might find it difficult to believe that many schools would probably not find themselves in dire circumstances if these two paragons of standardized testing did not exist. Let's ponder the ethereal question just a bit.

First, one might ask how Canadian universities evaluate applicants. In the late 1960s, researchers at the Ontario Institute for Studies in Education worked to develop a Canadian scholastic aptitude-like test. Although the test was successfully built, the higher education system ultimately decided not to use such an instrument. So how are students from Canada accepted in Canadian universities? The same way they are at most European universities: on the basis of high school graduation, high school grades or other measures of secondary school performance. The truth of the matter is only a relatively few colleges and universities in the United States or Canada are seriously selective: the Ivy League and like institutions, for example. Those are the schools that receive so many applicants that they must reject numerous candidates who nevertheless could be successful if accepted. Most other institutions are simply being quite ethical: denying admission to those individuals who would otherwise not succeed. Of course, Standard 11.20 of the Standards for Educational and Psychological Testing (AERA, APA & NCME, 1999) states, "In educational, clinical, and counseling settings, a test taker's score should not be interpreted in isolation; collateral information that may lead to alternative explanations for the examinee's test performance should be considered" (p. 117). Normally, this statement applied to the use of grades without a broader context. Grades, too, should not be interpreted in isolation, although it might be argued that GPAs are already an assemblage or summary of numerous different grades earned over time and disciplines.

So what are the problems with using high school grades alone to admit students? There are two primary reasons why the supplemental use of tests is most beneficial. The first is that the prediction of college grades can be enhanced by the use of tests such as the SAT and the ACT. For example, Kobrin and her colleagues (2008) recently found that the uncorrected multiple R in predicting freshman grade-point average (GPA) increased from .36 to .46 when SAT scores are added to high school grades (HSGPA). That amounts to an 8% increase in the variance of GPAs accounted for, enough that it would certainly translate to a higher proportion of students failing out of college and a decreased number of successful students at most colleges. The second reason for using test scores as well as HSGPA is simply that high school grade-point averages have, at least in many sections of the country, become highly inflated. "Due to grade inflation and other subjective factors, postsecondary institutions cannot be certain that high-school grades always accurately depict the abilities of their applicants and entering first-year student" (p. 4, ACT, 2005). In such instances, differentiating students using HSGPA is difficult. That problem, given the lack of serious selectivity at most institutions, is not too problematic. Perhaps of more concern to so many of us in testing is the loss of equity. Some schools have avoided inflated grades; others have not. To keep admissions decisions equitable, a common standard like an admissions test is an important component of the system.

Let's consider the SAT and the ACT as we do in many introductory testing classes. The SAT was originally based on an intelligence model (see Lemann, 1999), although it has evolved in a manner that makes it far more a test of developed academic skills. The addition of its writing test, the elimination of antonym and analogy items, and the conversion of the verbal test to one of critical reading have increased this change (see Lawrence et al., 2004). The ACT was initially conceived as

[1] Tests are indicated in alphabetical order.

an achievement test in English, mathematics, social science reading (now reading), and scientific reasoning. However, when one contemplates the correlations between the SAT and the ACT, one realizes that the composites of what they measure appear to be highly similar. Dorans (1997), for example, found correlations among comparable subtests in the low .80s and between the two composites at .92. These are virtually as high as one would expect from different forms of the same test. If the SAT and ACT did not exist as admission tests, we could probably get a kind of collaborative information that we need from other measures that are taken for other reasons.

There are a number of high school-level statewide tests built as part of the No Child Left Behind programs that could be used at some institutions, especially state institutions where most students come from a single state. These tests have been found, in some instances, to correlate highly with the SAT. Some states (e.g., Florida) actually consider students to have passed their statewide tests and graduate high school if they achieve a high enough score on their SAT or ACT. Four states (Illinois, Colorado, Michigan, and Kentucky) actually employ or have employed the ACT as part of their statewide high school assessment programs (Miller & Happel, in press) and Maine uses the SAT in this fashion.

Other standardized measures such as various placement examinations like the Advanced Placement examinations also have potential use in college admissions. At one institution where I served as chief academic officer, we were having trouble convincing some faculty members to provide credit to those entering students who came to the institution with high scores on the AP examinations. One analysis we did indicated that the average four-year college GPA of students who had passed three or more AP examinations in high school was 3.55, whereas the average GPA for the entire institution was only about 2.60.

Geiser and Santelices (2004) conducted a study at the University of California and concluded that for first-time freshmen, AP examination scores were strongly related to measures of college performance, even after controlling for a variety of other related variables such as high school GPA and SAT scores. Hargrove et al. (2009) conducted a large study using Texas public school data and found that both the number of AP examinations taken and average AP examination scores were related to college performance variables such as first year GPA, fourth year GPA, and graduation status. Similarly, many studies have found that the predictive validity of the SAT Subject Tests is not lower than that of the SAT Reasoning Test (Atkinson, 2004). The old maxim that the best predictor of future behavior is past behavior is one of the truisms in our profession. Students who have learned in the past are most likely to continue learning successfully. Achievement tests often predict the future well.

Finally, there are other reasons why these two three-letter tests are useful. Knowing the average test scores at institutions helps students self-select appropriate colleges and universities and aids guidance counselors in helping students find schools where they are likely to fit in academically. Tracking average scores over time can also help determine various admission trends at institutions, useful information for applicants, counselors and the institutions themselves alike, something that can only happen when test forms are equated, as they are with the SAT and ACT.

There was a time early in the history of U.S. college admissions when some institutions built their own measures to use in selecting students. I suppose if the SAT and ACT did not exist, some highly selective institutions or those with specialized missions might once again return to developing their own admission tests, just as the Ivy League used essay tests for this purpose 90 years ago. (And imagine how joyful college faculty members would be to grade such measures!) Such a change would seem like a giant step backward. The quality of both the SAT and the ACT is superb: They represent the very best measures in our industry. We could use grades alone or tests meant for other purposes to attempt to make admission decisions, but why would we want to?

These measures are not perfect as so many of their critics have concluded. The SAT and ACT help colleges and universities to accept students who will succeed educationally and to reject those most likely to fail. Although proud of that achievement, we should re-double our efforts to improve both of these already fine measures as well as to ensure that they are used appropriately. These two efforts will help testing enhance the educational process and assist educational institutions to adjust to an ever changing educational system.

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SPOTLIGHT ON THE PEOPLE WHO MAKE OUR ORGANIZATION GREAT – CHARLIE LEWIS

Thanos Patelis, The College Board

Why do people continue to come to our annual conference? Why do we have so many members that once they become members and come to the conference continue to do so every year for decades? Well, it's not only the quality, innovation, and utility of the content, but the people themselves. So, in an effort to get us to know the people, each issue will offer excerpts from interviews of the people who make our organization great.

This interview is of Charlie Lewis, currently at Fordham University after being at ETS for many years. In an effort for us to get to know Charlie, we asked him a number of questions and the excerpts of his responses are provided below.

How did you get into this field?

Charlie: By accident…. I was a math major in college, never taking a stats course. I was a psychology minor, never taking an intelligence or personality course. But I got interested in experimental psychology, focused on perception. One of my college professors, Hans Wallach, was a real Gestalt psychologist. He had studied at the University of Berlin under Wolfgang Köhler. I was intrigued by visual perception research and I worked in Wallach's lab. We even co-authored or rather he included me as a co-author on a paper. I thought that this was cool stuff and was looking forward to a research career in an academic environment having nothing to do with psychometrics. When I was in my senior year at college in 1964-1965, in light of the turbulent times, my friends and I thought that going to graduate school was a good choice, so I applied to a few math programs. Then one day I saw a poster on the math department's bulletin board about a psychometrics program chaired by Harold Gulliksen at Princeton with a fellowship at ETS. So, on a lark, I applied, was admitted, and received the ETS fellowship. [Editor: It's interesting how now Charlie Lewis oversees the College Board internships at Fordham University offering graduate students a similar experience to what he had as a grad student.] I stuck with the program, and my fellow students and the faculty members were great.

If you weren't doing this what would you do?

Charlie: This is a fun hypothetical. Well, I would have gone to graduate school in math and probably be teaching math at a college or high school. (After sitting through many badly taught courses, I thought I could do a better job.) Teaching was always in my life as both my parents had been teachers and that early exposure gave me the feeling that it would be a worthwhile endeavor. I did teach psychometrics for many years, at Dartmouth, Illinois and Groningen, before going to work at ETS. Also, if it weren't for Andrew Wiley, who asked me to be on his dissertation committee at Fordham University, who knows if I would have gotten back to teaching...

What advice would you offer a graduate student who is thinking about psychometrics?

Charlie: Few people grow up dreaming of getting to be psychometricians. Generally, people get exposed to some aspect of testing that attracts them. As a result, people come from diverse backgrounds actually making psychometrics a more interesting field. So, even though they have these different backgrounds, I would suggest that people be sure to take psychology and math courses. It really doesn't hurt to take as much psychology and math as possible. Psychometrics is not just about methods. The psychological content is also important. Folks who have a pure statistics background may not think they need to know about psychology, and that's too bad. Of course, taking math and knowing matrix algebra and calculus makes life easier. But, the fun is that our field is enriched by colleagues from many different backgrounds.

When not teaching or researching, what do you do or like doing?

Charlie: What I do now is different than a few years back. As we're getting older, my wife and I are spending more time with our family, who are in Florida and the Netherlands. When I was younger, I liked bike riding, photography, hiking, and camping to some degree. Biking was something I did all the time. After I started at ETS, there was some kind of seminar in Princeton [down the windy, narrow roads from ETS]. Most drove, but I took my bike. Henry Braun passed me in his car with disbelief, worried that his new colleague was going to be killed. But in the Netherlands, where I lived before coming to ETS, many people bike rather than drive.

What would you say has been one of the biggest innovations in psychometrics in the last decade or two?

Charlie: There have been a lot of innovations in our field. But the top one in the '90s and continuing is all the work on computer-based testing (CBT). So, the #1 innovation since the '90s would be CBTs – mainly adaptive but not exclusively. There are many theoretical and practical things in this area that still need to be addressed. There's continuing interest in making use of the computer or the web as a test delivery tool and the corresponding psychometric issues (e.g., new item types, measurement models, security issues, automatic generation of items, and automated scoring of constructed responses).

As a second big innovation, I'd identify all the developments in equating, as seen in work by Mike Kolen, Bob Brennan, Paul Holland, Alina von Davier, and Dorothy Thayer, as well as at ETS's linking and scaling conference. This is a very stimulating area.

More general statistical developments are also having a major impact: (a) Bayesian methods including Markov Chain Monte Carlo (MCMC) procedures for fitting complicated models (using, e.g., WINBUGS); (b) multilevel models (HLM), reviving work from the '70s and extending it in the past 10-15 years; and (c) advances in structural equation models (SEM) that include the extension to more complex models and non-normal data accompanied by good software and textbooks.

These last 10-20 years have been an exciting time (somewhat of a golden age) in psychometrics, with lots of innovations and developments, and much progress being made.

When you go to conferences, how do you pick what sessions to attend?

Charlie: Well, in recent years, I haven't been going to as many as I used to. But, when I go, I decided early on that it's very easy to get overloaded and often times felt my head spinning. So, I decided that, in addition to going to sessions, I would make time to spend with friends and colleagues.

Thanos: But, how do you decide?

Charlie: (1) Select sessions on topics that I'm really into; (2) Select sessions where I know the people presenting (e.g., current students, former students); in addition to getting the content, it turns into a socially rewarding experience.

Who has been a significant influence in your professional life?

Charlie: There have been plenty of significant influences! As a grad student, there were three teachers who were very influential: (a) Harold Gulliksen, who was a kind, thoughtful mentor; (b) John Tukey, who was my dissertation advisor - his being so smart was a little intimidating, but I had the great fortune to get to know him; (c) Mel Novick, who introduced me to Bayesian statistics and asked me to join him for several summers after grad school to collaborate on research in Bayesian methods. At the University of Illinois, Ledyard Tucker was a wonderful colleague and mentor. At ETS, there are so many colleagues that influenced me. And now at Fordham, I have many colleagues and students who continue to be an influence in my life.

NATIONAL COUNCIL ON MEASUREMENT IN EDUCATION 2009 ANNUAL MEETING: REFLECTIONS

Much appreciation is extended to our annual meeting chairs, Daniel Bolt, University of Wisconsin-Madison, and Kathleen Gialluca, Pearson, for putting together an exciting program in San Diego.

Dan and Kathi reflected:

This year's NCME program featured a total of 18 workshop training sessions, 11 invited sessions, 15 coordinated sessions, 44 paper sessions and a graduate student poster session, and was held in the Hard Rock Hotel in San Diego, CA. A new set of topic descriptors was used to organize the sessions this year, as reflected in the NCME Call for Proposals. Also new this year was the decision to co-host the traditional NCME No-Host Cocktail Party with AERA Division D. Reactions to the session content and structure were very positive. Future work is underway to re-examine the proposal review process as well as consider additional session formats (e.g., poster sessions) to accommodate the growing numbers of submissions each year. Thanks to all participants for a successful conference!

Visual opportunities for you to reflect:

NCME is pleased to offer you photographs of the conference. Link to them here:

http://www.ncme.org/meeting/2009/sanImages.cfm

NCME Awards:

The NCME awards and awardees, as announced in the NCME Breakfast, Business Meeting, and Presidential Address on April 15, 2009 are as follows:

Career Contributions Award
Michael T. Kane
National Conference of Bar Examiners
In appreciation of more than 37 years of contributions to the theory and practice of educational measurement which have fundamentally altered the landscape of assessment and influenced countless professionals.

Annual Award for outstanding technical or scientific contribution to the field of educational measurement
Shelby Haberman, Sandip Sinharay and Gautam Puhan
ETS
In recognition of their research on *Reporting of Subscores Based on Classical Test Theory*.

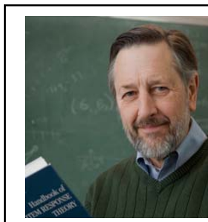
Alicia Cascallar Award
Deping Li, ETS, Chien-Ming Chen, National Academy of Educational Research Preparatory, and Yanlin Jiang, ETS
In recognition of their paper entitled *Investigation of the Criteria for Assessing Scale Stability*.

Bradley Hanson Award for Contributions to Educational Measurement
Ying Cheng
University of Notre Dame
In recognition of her research project *Variable-Length Computerized Adaptive Testing System for Cognitive Diagnosis* and its potential contribution to the field of educational measurement and to advance the goals embodied in Brad's work.

Jason Millman Promising Scholar Award
Jimmy de la Torre
Rutgers, The State University of New Jersey
In recognition of his work as a scholar at the early stages of his career, whose research in the areas of multidimensional item response theory and cognitive diagnostic modeling has the potential to make a major contribution to the field in applied measurement.

The Annual Meeting between a Rock and a Hard Place

Mark D. Reckase, Michigan State University



When planning started for the 2009 Annual Meeting of NCME, the Board was informed by AERA that the meeting hotel would be the Omni. The administrative staff immediately started making plans to visit the facility and check the locations for meetings and workshops. Then NCME was seemingly put between a rock and a hard place by AERA because of a last minute switch in hotels to the Hard Rock Hotel. Initially, the Board was concerned because of our joint experience with Hard Rock Restaurants. Would the place be noisy? How does this hotel fit with a professional meeting? What can we do about it?

Well, I am pleased to say that our concerns were unfounded, at least from my perspective. I thought the meeting facilities were great. The rooms were good size with good sound systems. The area outside the meeting rooms was a great place to meet people between sessions. The location was very convenient to the Convention Center and the Gas Lamp District of San Diego. The hotel also made it appear that NCME is the youthful, happening organization unlike the stodgy old AERA. The only down side was the distance to parties at some of the other hotels.

I didn't get to go to many sessions, that is one of the disadvantages of being president, but from the sessions I did attend, I thought the technical program was great. I hope you all had the same experience.

NCME has little control over the hotel that we have for the annual meeting because of the contract we have with AERA. However, in the future, maybe we should ask for the funky, cool hotel to maintain the exciting youthful image. This time it happened because of issues within AERA. Maybe we can be proactive and say that we like this kind of atmosphere.

If we go that route, I do need to warn the next president Wayne Camera about a potential negative outcome. I had a great presidential suite at the Hard Rock, but it was directly above the rooftop bar and the music kept going until 11 or 11:30 p.m. That is not a problem if you are a youthful rocker. But if you want to get to bed early, the vibrations from the bass go right through you. From my perspective, that was a small price to pay and who goes to bed before midnight anyway?

News from Our Colleagues about Other Conferences

Division 5 (Evaluation, Measurement, & Statistics) Sessions at the 2009 American Psychological Association (APA) Convention in Toronto, Canada

Division 5 has an outstanding program this year in Toronto and we hope that you will plan to attend. With the exception of the Executive Committee Business Meeting the night before the conference, the programming of the sessions sponsored or co-sponsored by Division 5 begins on Thursday August 6 at 8:00 a.m. and continues through Sunday, August 9, 2009 at 2:00 p.m. Preliminary information about the program is available on the Division 5 website: http://www.apa.org/divisions/div5/homepage.html.

New this year to the APA convention is the methodology track within the "Convention within a Convention" – a group of *free* introductory workshops and symposia on a number of topics, including:

- Introduction to Bayesian Analysis (Zhiyong Zhang)
- Meta-Analysis: The State of the Art and Opportunities in Psychological Research (Noel Card)
- Introduction to the Actor-Partner Interdependence Model for the Study of Dyads (David Kenny)
- Statistical Mediation and Moderation Analysis: How and for Whom Do Interventions Work? (Leona Aiken & Steve West)
- Factorial Invariance: Why It's Important and How to Test for It (Todd Little)
- Why We Need to Understand Changes in Each Individual Before We Can Understand Changes Among Individuals (Peter Molenaar)
- Methodological Advances in Functional Neuroimaging: The State of the Science (Larry Price)
- Using Receiver Operating Characteristic Analysis to Explore the Nature of Recognition Memory (John Wixted)
- A Comprehensive Framework for Multilevel Mediation (Kristopher Preacher)
- Intensive Repeated-Measures Studies: Their Uses and Benefits (Martin Sliwinski)

In addition, the graduate student APA organization (APAGS) is offering the following free supplemental workshops:

- Keynote Address: Structural Equation Modeling (SEM; Barbara Byrne)
- Advances in Longitudinal Mediation Analysis (Scott Maxwell)
- Growth Curve Analysis (Lesa Hoffman)
- Mediation and Moderation (Andrew Hayes)
- Longitudinal Modeling (Keith Widaman)

Dr. Barbara Byrne will provide workshops on SEM:

- Basic Concepts and Applications of Structural Equation Modeling (half-day; Barbara Byrne)
- Confirmatory Factor Analysis Applications and the Full Structural Equation Model (full day; Barbara Byrne)

The Division 5 programming will also include the following multi-participant symposia:

- Ten Years After the Task Force on Statistical Inference Report (Jose Cortina, Chair)

- Quantitative and Qualitative Inquiry – Beyond the Divide (Gwyneth Boodoo & Kenneth Gergen, Chairs)
- Revising the Standards for Educational and Psychological Testing (Wayne Camara, Chair)
- Evaluating and Optimizing Measurement Comparison Across Longitudinal Studies (Scott Hofer & Kevin Grimm, Chairs)
- Role of Mixed Methods in Psychological Research (Gwyneth Boodoo, Chair)
- Opening Up Quantitative Psychology: Encouraging Diversity in Focus, Participation, and Application (Frank Worrell, Chair)

The Division 5 programming will feature the following opportunities to meet and network with other methodologists:

- Meet-and-Greet Assessment Breakfast
- Poster Session: Measurement, Evaluation, Assessment, and Statistics – From Theory to Application
- Poster Session: Meet-and-Greet Session for Early Career Scholars of Division 5

Finally, Division 5 invited addresses and award sessions include:

- Gwyneth Boodoo, Presidential Address
- Howard Wainer, Pictures at an Exhibition: The Role of Visual Displays in an Evidence Based Science (Samuel J. Messick Distinguished Scientific Contributions Award)
- Lawrence J. Hubert, Abraham Lincoln's Eighth Judicial Circuit (1850) in the Age of MapQuest (Jacob Cohen Award for Distinguished Contributions to Teaching and Mentoring)
- W. Holmes Finch, On the Need for Multilevel Modeling in Item Response Theory (Anne Anastasi Early Career Award)
- Libo Li, Robust Statistical Tests for Evaluating the Hypothesis of Close Fit of Misspecified Mean and Covariance Structural Models (Distinguished Dissertation Award)

The Psychometric Society is pleased to announce that the 74th Annual and the 16th International Conference of the Society will take place at St. John's College, Cambridge between the 20th and the 24th July, 2009.

The conference will contain *pre-conference workshops*: (20th July): Workshop leaders will include Andrew Pickles, Alina von Davier, Matthias von Davier and Jeroen Vermunt; *keynote lectures*: Speakers include Peter Cogden, Bill Dickens and Ken Koedinger; *invited speakers*: Presentations by Edo Airoldi, Herb Marsh, Tom Minka, Rebecca Nugent, Nanny Wermuth and Carol Woods; *state-of-the-art talks*: Presentations by Jon Templin, Francis Tuerlinckx, Ellen Hamaker, Takahiro Hoshino Elena Erosheva and Andries van der Ark; *symposia*: Sessions organized by Casper Albers, Wim van der Linden, Heungsum Hwang, Frank Rijman and Edward Ip, Ulf Kröhne and Rolf Steyer, Denny Borsboom and Roderick McDonald; *contributed papers*: Over 200 psychometricians from all over the world submitted proposals for oral presentations for the conference. Those selected illustrate the diversity of the growing international expertise in the discipline; *emeritus lecture*: Roderick P. McDonald kindly agree to share with us his latest thinking on the topic of latent quantities; *posters*: There will be two poster sessions, and all posters will be entered for the poster prize, to be awarded during the Thursday Banquet; *prizes and awards*: A number of prizes and awards are made during the course of the IMPS 2009 meeting; *social events*. The social program aims to take advantage of the many local services and facilities.

Send articles or information for this newsletter to:

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