NCME
national
council on
measurement
in education

National Council on Measurement in Education

2007
Annual Meeting
Program

April 10-12, 2007

Chicago, Illinois

ACT

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Center for Testing

caveon
Test Security

GED

CollegeBoard
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Management
Admission
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April Zenisky
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Xiaohui (Dawn) Zhao
Yue Zhao
Xiaowen Zhu
Michael Zieky
Bruno Zumbo

Future Annual Meetings

2008 Annual Meeting

March 25-27

New York, New York

2009 Annual Meeting

April 14-16

San Diego, California

InterContinental Chicago - Floor L (Lobby Level)

Valencia Room

Women

To Seville Ballroom

Valencia East

Prefunction

Valencia West

Business

To Lobby

Seville Ballroom

Seville Ballroom East

Seville Ballroom West
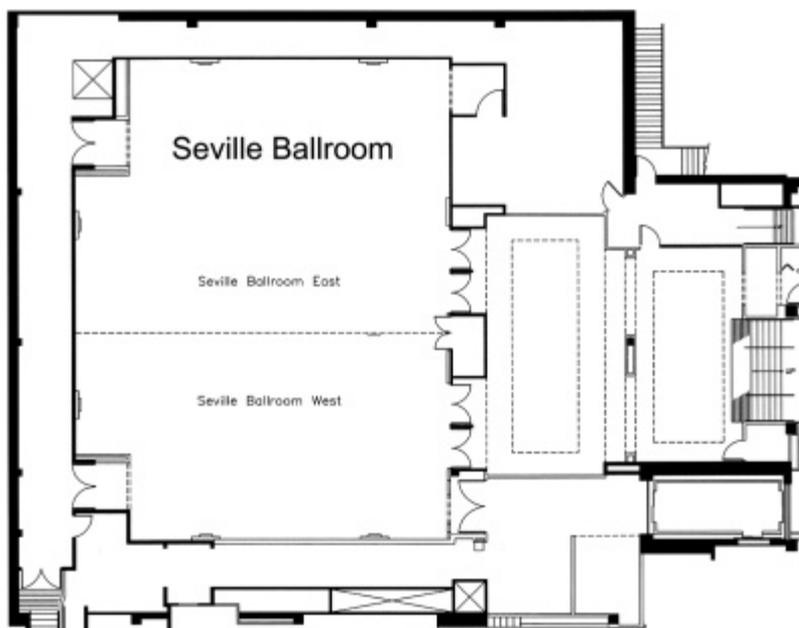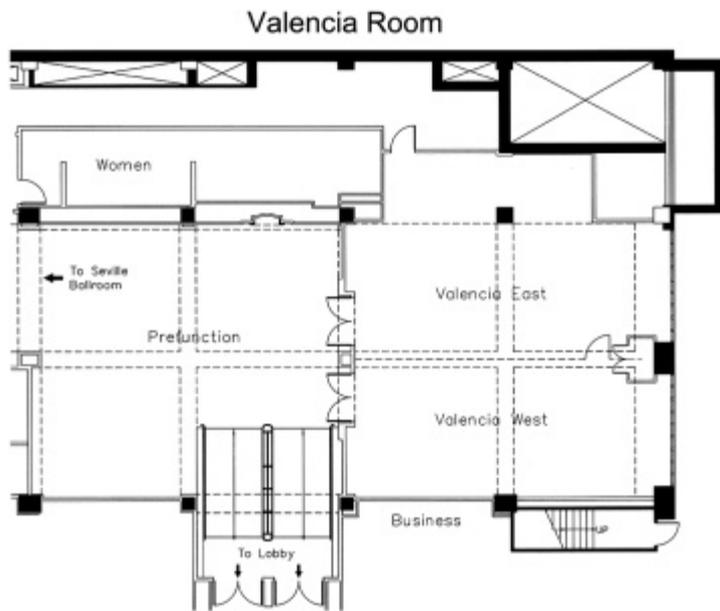
InterContinental Chicago - Floors 3 & 5

Floor 3
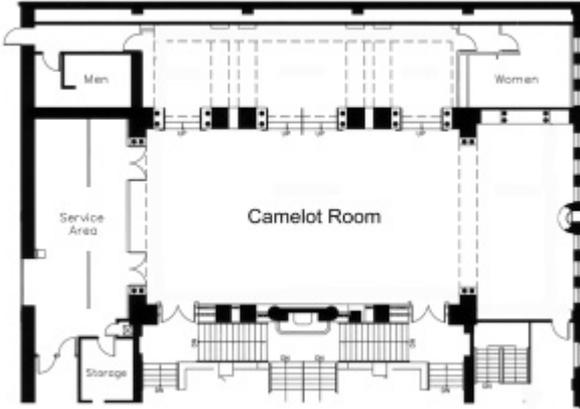
Floor 5

InterContinental Chicago - Floor 7

Empire Ballroom

EXIT

stage

Grand Ballroom

EXIT

EXIT

EXIT

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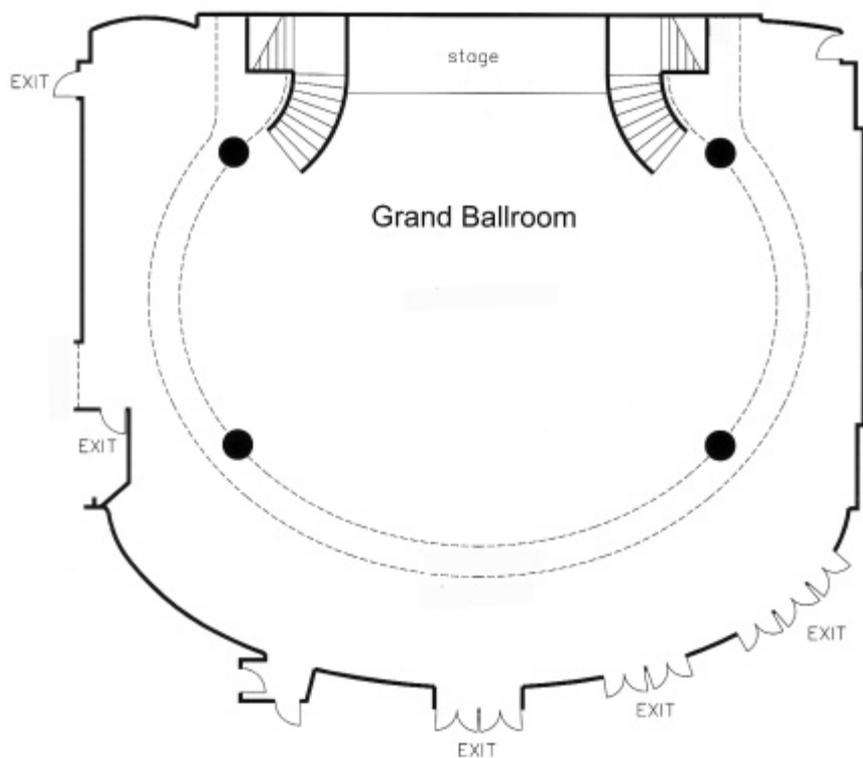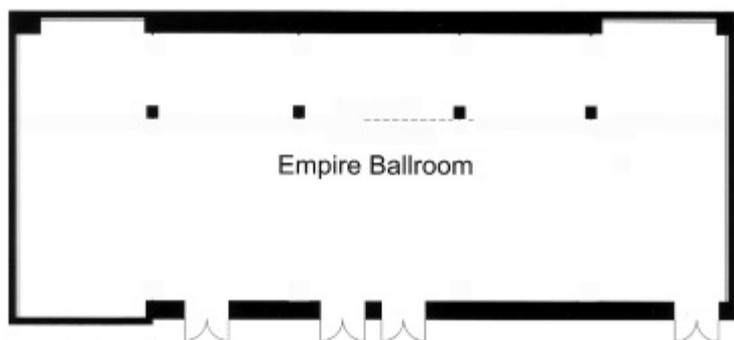
PRE-CONFERENCE TRAINING SESSIONS

NCME's pre-conference training sessions will be held at the InterContinental Chicago hotel. All full-day sessions will run from 8:00 a.m. to 5:00 p.m. All half-day morning sessions will run from 8:00 a.m. to 12:00 noon. All half-day afternoon sessions will run from 1:00 p.m. to 5:00 p.m.

Sunday, April 8

Sunday, 8:00 a.m.–12:00 p.m., InterContinental Seville East, AA
Basic Concepts in Exploratory Factor Analysis
  Presenter: Bruce Thompson, Texas A&M University

The purpose of this introductory training session is to present the rationale for three uses of factor analysis (and especially evaluating the validity of scores), and to present the basic concepts of exploratory (EFA) applications. Topics include basic concepts of exploratory factor analysis; rotation, factor score and higher order methods; and EFA printout interpretation.

Sunday, 8:00 a.m.–5:00 p.m., InterContinental Seville West, BB
Generalizability Theory
  Presenters: Robert Brennan, University of Iowa, Xiaohong Gao, ACT, Inc.

Generalizability theory liberalizes and extends classical test theory. In particular, generalizability theory enables an investigator to disentangle multiple sources of error through the application of analysis of variance procedures to assess the dependability of measurements. The primary goals of this training session are to enable participants to understand the basic principles of generalizability theory, to conduct relatively straightforward generalizability analyses, and to interpret and use the results of such analyses. Mathematical and statistical foundations will be treated only minimally. Major emphasis will be placed upon quickly enabling participants to conduct and interpret relatively straightforward generalizability analyses, then more complicated ones. Examples will include various types of performance assessments. Computer programs for performing generalizability analyses will be discussed and illustrated. The book entitled *Generalizability Theory* (Brennan, 2001) will be distributed to participants and used as a principle reference in the training session.

Sunday, 8:00 a.m.–5:00 p.m., InterContinental Valencia, CC
Bayesian Networks in Educational Assessment
  Presenters: Russell Almond, ETS, Robert Mislevy, University of Maryland, David Williamson, Duanli Yan, ETS

This session will provide the background information on Bayesian networks, Graphical Models and related inference and representation methods and provide examples of their use in educational assessment. The presenters will review and provide intuition about the major methods for manipulating graphical models. It will concentrate on reviewing the existing body of literature on graphical models from other disciplines (in particular, the Uncertainty in Artificial Intelligence literature).

Although the course will review the Evidence Centered Design framework for representing measurement models in educational assessments using graphs, the primary goal is to review the work done in other communities for psychometricians and psychologists.

Sunday, 8:00 a.m.–5:00 p.m., InterContinental Camelot, DD
Skills Diagnosis with Latent Variable Models
Presenters: Jeff Douglas, Hua-Hua Chang, University of Illinois, Jimmy de la Torre, Rutgers University, Robert Henson, University of North Carolina at Greensboro, Jonathan Templin, University of Kansas

The primary aim of skills diagnosis is to develop and analyze tests in ways that reveal information with more diagnostic value, when compared with traditional approaches. In the methods for skills diagnosis that we consider mastery of particular skills or states of knowledge can be represented by a list of binary latent variables, indicating mastery of each of a finite set of skills under diagnosis. The main objective of skills diagnosis is to classify examinees according to this list of skills. In this training session, several popular modeling and classification approaches will be discussed. Three conjunctive latent class models known as the DINA, NIDA, and Fusion models will be introduced, and software for fitting these models with Mplus will be demonstrated. Because of the multidimensional nature of these models, estimation benefits greatly if it can adapt to previous responses. To address this, computerized adaptive testing (CAT) is considered. Because Fisher information does not apply to discrete latent variables, alternative and computationally simple item selection rules are introduced. For CAT settings in which both traditional and diagnostic models are being used, CAT algorithms are introduced for ensuring reliable information for these dual objectives. In addition to sequential methods of test construction, indices for use in fixed-length test construction are also given. The training session is meant to provide practical guidelines for implementing skills diagnosis, and considers the essential topics of identifying the attributes measured by items as well as test equating. Participants will be given access to a website to download software that can be used with Mplus for fitting latent variable models for skills diagnosis.

Sunday, 8:00 a.m.–5:00 p.m., InterContinental Toledo, EE
Considerations in Setting Performance Standards
Presenters: Mary Pitoniak, Michael Zieky, ETS, Marianne Perie, Center for Assessment

This training session intends to answer questions regarding how to choose a standard-setting method, which methods are currently being used, and how to know if the cut scores set for an assessment yield valid interpretations within the context of a particular testing program. Information on vertically moderated standards and adjusting committee-recommended cut scores will also be discussed. Beginning with a historical overview, the session will provide a context regarding how decisions about standard setting are made today. Methodologies currently being used by the states in setting performance standards will be reviewed. Hands-on practice time will be given to allow participants to thoroughly understand the cognitive tasks involved in making the judgments for two of the most commonly used

methods, Bookmark (Lewis, Mitzel, & Green, 1996) and modified Angoff (Angoff, 1971). This exercise will also prepare participants to plan and run modified Angoff and Bookmark standard setting workshops. Finally, significant time will be devoted to studying the validity of standard setting procedures and the resulting cut scores. Using Kane's (1994, 2001) framework, the session will explore three sources of evidence: procedural, internal, and external.

Monday, April 9

Monday, 8:00 a.m.–12:00 p.m., InterContinental Empire, FF
Teaching Educational Measurement
Presenters: Deborah Bandalos, University of Georgia, Amanda Ferster, Georgia Department of Education

This training session has been designed to provide ideas, materials, and other resources for those who have teaching responsibilities for an introductory course in educational measurement. The training session will include discussions of topics to include in an educational measurement course, sequencing of topics, responding to the needs of students from different content areas, teaching strategies and materials, assessment methods, and recommendations for books, articles, websites, and other materials. Handouts will include examples of assignments, exercises, and assessments from a variety of experienced teachers of such courses.

Monday, 8:00 a.m.–12:00 p.m., InterContinental Toledo, GG
Student Involvement and Formative Feedback in Classroom Assessment: Measurement Concepts and Issues
Presenters: Jeff Beaudry, University of Southern Maine, Leslie Lukin, Lincoln Public Schools, Lori Nebelsick-Gullett, Lincoln Public Schools

The purpose of this training session is to examine current theory and best practice regarding classroom assessment and grading, how to use this knowledge to promote student learning, and understanding how students benefit from direct involvement in assessment and grading. A key element of this discussion will focus on the development and use of formative assessment and feedback as an important part of the learning process. Learning activities will center on issues of assessment quality and utility. Through the discussion of in-depth case studies of practitioners, participants will explore the following topics:

1. development of a shared language for classroom assessment literacy, development of an understanding of the similarities and differences between assessments that are used for system accountability versus assessments used in classrooms to support the learning process;

2. development and implementation of interpretable and useable formative feedback;

3. development of a fair and equitable learning environment;

4. how to create an environment at the systems level that supports the imple-
    mentation of best practice in the areas of assessment and grading in
    classrooms; and

5. use of data for student learning, teacher planning, and system improvement.

Monday, 8:00 a.m.–5:00 p.m., InterContinental Seville East, HH
The Kernel Method of Observed Score Test Equating
Presenters: Alina von Davier, Paul Holland, Henry Chen, ETS

Test equating methods are used to produce scores that are comparable across
different test forms. The Kernel Method of Test Equating (KE) is a unified approach
to test equating based on a flexible family of equipercentile-like equating functions
that contains the linear equating function as a special case. Observed-score test
equating is viewed as having five steps or parts, each of which involves distinct
ideas. They are: (1) pre-smoothing; (2) estimation of the score probabilities on the
target population; (3) continuization; (4) computing the equating function; and
(5) computing the standard error of equating and related accuracy measures. KE
brings together these steps into an organized whole rather than treating them as
disparate problems. KE exploits pre-smoothing by fitting log-linear models to
score data, and incorporates it into step (5) above. KE provides new tools for com-
paring two or more equating functions and to rationally choose between them. In
this session, theoretical issues will be considered along with numerical examples
and software demonstration using real data. The book with the same title is the
basis of this training session. The theory behind KE will be covered as well as its
application to the Equivalent Groups (EG) Design, Single Group (SG) Design,
Counterbalanced (CB) Design, and Non-Equivalent groups Anchor Test (NEAT)
Design. KE allows us to give a unified discussion of Chain Equating and Post-
Stratification Equating (frequency estimation and Tucker equating). A demo of the
KE-software v.2.0 (ETS, 2006) will be provided. Participants will receive a copy of
the KE-software v. 2.0 (ETS 2006) contingent upon signing a license agreement.
Participants will receive a copy of *The Kernel Method of Test Equating* (von
Davier, Holland & Thayer, 2004).

Monday, 8:00 a.m.–5:00 p.m., InterContinental Camelot, II
Applying Hierarchical Models to Causal Inference
*Presenters: Stephen Raudenbush, University of Chicago, Guanglei Hong,
University of Toronto*

The purpose of this training session is to introduce recent development of causal
inference concepts and methods for evaluating educational policy and program
effects in multi-level settings when randomized experiments are infeasible.
Hierarchical linear and nonlinear models are taught in combination with propensi-
ty score-based methods for causal effect estimation. Education examples will be
used throughout in lecture, discussion, and hands-on practice. Participants need
to bring a laptop computer with SPSS 14.0 installed. Participants are expected to
download and install ahead of time the free 15-day trial edition of the HLM 6
software available at http://www.ssicentral.com/hlm/downloads.html.

Monday, 8:00 a.m.–5:00 p.m., InterContinental Seville West, JJ
Multidimensional Item Response Theory
Presenters: Brian Habing, University of South Carolina, Amy Froelich, Iowa State University

One common problem in educational measurement is determining if an exam or scale satisfies the twin assumptions of unidimensionality and local independence. When these assumptions fail it is then necessary to examine the underlying multidimensional/locally dependent structure and either model that structure or refine the original scale. This training session is designed for those who have been exposed to the standard 1PL and 3PL IRT models and deal with (potentially) multidimensional educational assessments or surveys. It focuses on developing an intuitive understanding of the concepts and methods as opposed to rigorously developing the mathematics. The session begins with a brief review of the assumptions of local independence and unidimensionality, an overview of multidimensional IRT models (including NOHARM and testlet models), and a survey of the common procedures for testing unidimensionality. Mokken scaling and the conditional covariance methods (DIMTEST, DETECT, HCA-CCPROX) are then examined in detail, with hands on opportunities to try the procedures on real data sets. Participants will be provided copies of the software used and are encouraged to bring a laptop running Windows 95 or better. Sijtsma and Molenaar's (2002) "Introduction to Nonparametric Item Response Theory" will also be provided to the participants.

Monday, 1:00 p.m.–5:00 p.m., InterContinental Valencia, KK
Tips for Graduate Students: Advice for Finishing School, Obtaining a Job, and Starting a Career
Presenters: Deborah Harris, ACT, Julio Sanclemente, CTB-McGraw-Hill, Andrew Ho, University of Iowa

The training session has three main components:

1. finishing up the Ph.D. including finding a dissertation topic and how to maximize experiences while still a student (classes, internships, work experiences, networking, professional associations);

2. obtaining a job including how to locate where jobs are available (universities, testing companies, school districts, state departments, professional/licensing organizations, etc.), how to apply for jobs (including targeting cover letters, references, and resumes) and the interview process; and

3. beginning a career including job politics, adjusting to the environment, career path, publishing, professional service, being a mentor/finding a mentor, balancing work and life, and what if I hate my job.

Monday, 1:00 p.m.–5:00 p.m., InterContinental Empire, LL
Vertical Scaling
Presenters: Michael Kolen, University of Iowa, Ye Tong, Pearson Educational Measurement

The potential need for constructing a vertical scale arises whenever a testing program has multiple grade levels and wishes to have a common scale to compare test scores across these grade levels. Vertical scaling uses statistical process to place test scores that measure similar content domain but at different educational levels onto a common scale. The goals of the session are for attendees to be able to understand the principles of vertical scaling, to conduct vertical scaling and to interpret the results of vertical scaling in reasonable ways. Vertical scaling will be contrasted with related equating and linking processes. Traditional and IRT vertical linking methodologies will be described and practical issues will be discussed. The focus is on developing a conceptual understanding of vertical scaling through numerical examples and discussion of practical issues. Importance and challenges related to vertical scaling will be included. The text for the session is a chapter in Kolen and Brennan's (2004) *Test Equating, Scaling, and Linking. Methods and Practices* (Second Edition).

NCME Board of Directors Meeting

Members of NCME are invited to attend as observers.

Educational Measurement, 4th Edition (Session 1)—Invited Symposium

Organizer/Moderator

Robert Brennan, University of Iowa

Presenters

Robert Brennan, University of Iowa
Perspectives on the Evolution and Future of Educational Measurement

Michael Kane, National Conference of Bar Examiners
Validation

Edward Haertel, Stanford University
Reliability

Wendy Yen, Anne Fitzpatrick, ETS
Item Response Theory

Michael Kolen, University of Iowa
Scaling and Norming

Paul Holland, Neil Dorans, ETS
Linking and Equating

Evaluating Differential Item Functioning—Paper Session

Moderator

Terry Ackerman, University of North Carolina, Greensboro

Presenters

Andrea Gotzmann, Karen Wright, CTB/McGraw-Hill
Examination of Type I Error and Power Rates for Items Favoring the Reference and Focal Group When DIF Items Are Unbalanced

Jennifer Koran, University of Maryland
Post Hoc Evaluation of Differential Performance on Items From Computer Adaptive Tests

Jorge Carvajal, William Skorupski, University of Kansas
The Effects of Small Sample Size on Identifying Polytomous DIF Using the Liu-Agresti Estimator of the Cumulative Common Odds Ratio

Randall Penfield, University of Miami
Estimating Differential Step Functioning Effects Under the Graded Response and Generalized Partial Credit Models

Seock-Ho Kim, Allan Cohen, University of Georgia
Detection of DIF in Multiple Groups Using a MANOVA Approach

Sukwoo Kim, Allan Cohen, Seock-Ho Kim, University of Georgia
On Effect Size for DIF in Polytomously Scored Items

Discussants

Bruno Zumbo, University of British Columbia
Craig Wells, University of Massachusetts Amherst

Topics in Multidimensional IRT—Paper Session

Moderator

Joseph Martineau, Michigan Department of Education

Presenters

Holmes Finch, Ball State University
Item Parameter Estimation for the MIRT Model Using Confirmatory Factor Analysis

Jessalyn Smith, Brian Habing, University of South Carolina
"Intuitive" Interpretation of Multidimensional Item Response Theory Model Parameters

Litong Zhang, Brian Habing, University of South Carolina
A Comparison of the Guessing Parameter Estimation for a Multidimensional Item Response Theory Model

Louis Roussos, Abdullah Ferdous, Measured Progress
Recovery of Test Characteristic Curves for Short Dimensionally Distinct Subtests: Comparison of Unidimensional and Multidimensional Calibrations

Roy Levy, Arizona State University, Robert Mislevy, University of Maryland, Sandip Sinharay, ETS
Posterior Predictive Model Checking for Conjunctive Multidimensionality in IRT

Shu Jing Yen, CTB/McGraw-Hill, Leah Walker, University of California, Berkeley
Multidimensional IRT Models for Composite Scores

Discussants

Mark Reckase, Michigan State University
Tony Thompson, Pearson Educational Measurement

Scoring and Rater Issues—Paper Session

Moderator

Stephen Sireci, University of Massachusetts Amherst

Presenters

Leslie Keng, University of Texas, Austin, Ahmet Turhan, Adam Prowker, Pearson Educational Measurement
Imputation Methods for Handling Null Categories in Polytomous Items

Lidia Dobria, George Karabatsos, Carol Myford, University of Illinois, Chicago
Monitoring Rater Performance With a Hierarchical Generalized Linear Model

Richard Schwarz, CTB/McGraw-Hill
Loss Functions and Some Other Properties of Weighted Kappa

Shudong Wang, Michael Young, Thomas Brooks, Hong Jiao, Harcourt Assessment, Gary Skoglund, South Dakota Department of Education
A Comparison of Computer-Automated and Human Scoring Methods for a Large Scale State-Wide Writing Assessment in K–12 Education

Yanyan Sheng, Southern Illinois University, Carbondale, Ourania Rotou, Manfred Steffen, ETS
Traditional or Partial Credit Scoring for Text Completion Items?

Yong-Won Lee, Seoul National University
Variability of Automated Essay Scores: Generic, Hybrid, and Prompt-Specific Models

Discussants

Mark Shermis, University of Florida
David Williamson, ETS

Topics in Standard Setting—Paper Session

Moderator

Donald Ross Green, CTB/McGraw-Hill

Presenters

Gary Skaggs, Serge Hein, Virginia Polytechnic Institute and State University
A Comparison of the Yes/No and Single-Passage Bookmark Standard-Setting
Procedures

Robert Lissitz, Hua Wei, University of Maryland
Consistency of Standard Setting in an Augmented State Testing System

Jonathan Templin, Andrew Poggio, Patrick Irwin, University of Kansas, Robert Henson, University of North Carolina, Greensboro
Latent Class Model-Based Approaches to Standard Setting

Robert Lissitz, Marc Kroopnick, University of Maryland
An Adaptive Procedure for Standard Setting and a Comparison With Traditional
Approaches

Patrick Irwin, University of Kansas, Chad Buckendahl, University of Nebraska, Lincoln, Andrew Poggio, University of Kansas
Examinee-Centered Standard Setting: An Alternative Approach

Rianne Janssen, Daniël Van Nijlen, University of Leuven (Belgium)
Modeling Judgments in the Angoff and Contrasting-Groups Method of Standard
Setting

Discussants

Susan Cooper Loomis, National Assessment Governing Board
Michael Bunch, Measurement Incorporated

AERA/NCME Joint Hearing on the Proposed Program Evaluation Standards, 3rd Edition (2nd Revision)
(Invited Symposium Co-Sponsored with AERA)

Organizers

Steve Henry, Topeka Public Schools, James Mears, AERA, Donald Yarbrough, University of Iowa

Moderator

Arlen Gullikson, Western Michigan University

Presenters

Arlen Gullickson, Western Michigan University
A Brief Overview of the JCSEE Standards Development Process and Procedures

Donald Yarbrough, University of Iowa
Key Issues Regarding Revisions in Format, Content, and Organization

Rodney Hopson, Duquesne University, Lyn Shulha, Queen's University at Kingston, Ontario
Proposed Revisions to the Propriety Standards

Lyn Shulha, Queen's University at Kingston, Ontario, Rodney Hopson, Duquesne University
Proposed Revisions to the Utility Standards

Flora Caruthers, Florida Office of Program Policy Analysis and Government Accountability, Donald Yarbrough, University of Iowa
Proposed Revisions to the Feasibility Standards

Donald Yarbrough, University of Iowa, Flora Caruthers, Florida Office of Program Policy Analysis and Government Accountability
Proposed Revisions to the Accuracy Standards

Donald Yarbrough, University of Iowa
Proposed Metaevaluation Standard

Arlen Gullickson, Western Michigan University, Flora Caruthers, Florida Office of Program Policy Analysis and Government Accountability, Rodney Hopson, Duquesne University, Lyn Shulha, Queen's University at Kingston, Ontario, Donald Yarbrough, University of Iowa
Moderated Discussion and Recorded Comments and Suggestions From the Audience

Tuesday, 10:35 a.m.–12:05 p.m., InterContinental Seville East, B1

Emerging Issues in Score Equating—Symposium

Organizer

Sandip Sinharay, ETS

Moderator

Alina von Davier, ETS

Presenters

Sandip Sinharay, Paul Holland, ETS
Choice of Anchor Test in Equating

Sooyeon Kim, Alina von Davier, Shelby Haberman, ETS
Investigating the Effectiveness of a Synthetic Linking Function on Small Sample Equating

Tim Moses, Paul Holland, ETS
Selection Strategies for Loglinear Smoothing Models and Their Effect on Equating Function Accuracy

Gautam Puhan, Alina von Davier, Shaloo Gupta, ETS
Zero Frequencies in the Anchor Test: Impact on Smoothing and Equating

Jinghua Liu, ETS, Xiaowen Zhu, University of Pittsburgh
Development of Non-Equated Indices of Population Invariance

Discussant

Michael Kolen, University of Iowa

Tuesday, 10:35 a.m.–12:05 p.m., InterContinental Seville West, B2

**Innovative Research to Enhance NAEP Estimation Methodology—
Related Paper Session**

Organizers

Amy Dresher, Jennifer Richardson, ETS

Moderator

Jennifer Richardson, ETS

Presenters

Rebecca Moran, Amy Dresher, ETS
Results from NAEP Marginal Estimation Research on Multivariate Scales

Lydia Gladkova, Andreas Oranje, ETS
Selecting Predictors for NAEP's Latent Regression Model

Deping Li, Andreas Oranje, ETS
On the Estimation of Hierarchical Latent Linear Models for Large Scale
Assessments

Xueli Xu, ETS
Estimating the Latent Ability Distribution: Application of the Generalized Skew-
Elliptical Distribution in IRT

*Chia-Yi Chiu, University of Illinois, Urbana-Champaign, Matthias von Davier,
Xueli Xu, ETS*
Linking With the General Diagnosis Model

Discussants

Robert Mislevy, University of Maryland
Richard Patz, R.J. Patz, Inc.

Item-Level Technical-Quality Issues—Paper Session

Moderator

Ye Tong, Pearson Educational Measurement

Presenters

Doyoung Kim, R. J. De Ayala, University of Nebraska, Lincoln, Abdullah Ferdous, Michael Nering, Measured Progress
Assessing Relative Performance of Local Item Dependence (LID) Indexes

Irina Grabovsky, Janine Hawley, Raja Subhiyah, National Board of Medical Examiners, Scott Arbet, NCCPA
Assessing Speededness of a Computer-Administered Test: Effects on Item Response Times and Item Performance

Leonardo Sotaridona, CTB/McGraw-Hill, Seung Choi, Northwestern University and Evanston Northwestern Healthcare
A Nonparametric Approach to Detect a Disproportionate Number of Identical Item Responses on a Test

Steven Wise, Xiaojing Kong, Dena Pastor, James Madison University
Understanding Correlates of Rapid-Guessing Behavior in Low-Stakes Testing: Implications for Test Development and Measurement Practice

Yongwei Yang, The Gallup Organization, Abdullah Ferdous, Measured Progress, Tzu-Yun Chin, University of Nebraska, Lincoln
Exposed Items Detection in Personnel Selection Assessment: An Exploration of a New Item Statistic

Discussants

Wim van der Linden, University of Twente
Cindy Walker, University of Wisconsin, Milwaukee

Mode and Usability Effects in Computer-Based Testing—Paper Session

Moderator

Gary Schaeffer, CTB/McGraw-Hill

Presenters

Do-Hong Kim, University of North Carolina, Charlotte, Huynh Huynh, University of South Carolina
Equivalence of the Statewide Computer-Based and Paper-and-Pencil End-of-Course Tests

Joseph Betts, Renaissance Learning, Keith Topping, University of Dundee, Scotland, James McBride, Renaissance Learning
An International Linking Study of a Computerized Adaptive Test of Reading With a Traditional Paper-and-Pencil Test of Reading Comprehension

Robert Sykes, Kyoko Ito, Cristina Ilangakoon, CTB/McGraw-Hill
Evaluating the Mode of Administration of Algebra and Algebra Readiness Tests

Walter D. Way, Kay Um, Chow-Hong Lin, Katie Larsen McClarty, Pearson Educational Measurement
An Evaluation of a Matched Samples Method for Assessing the Comparability of Online and Paper Test Performance

Daniel Hoffman, J. Christine Harmes, James Madison University
Usability Evaluation for Computer-Based Testing Software: Comparing Method Effects on Information Acquisition

Discussants

Tim Davey, ETS
Daniel Segall, Defense Manpower Data Center

2006 Career Award Winner Address

Standard Setters: Stand Up and Take a Stand!

Moderator

James C. Impara, University of Nebraska, Lincoln, Caveon Test Security

Presenter

Barbara Plake, University of Nebraska, Lincoln

Discussant

Ronald Hambleton, University of Massachusetts Amherst

Educational Measurement, 4th Edition (Session 2)—Invited Symposium

Organizer

Robert Brennan, University of Iowa

Moderator

Mary Pitoniak, ETS

Presenters

Cynthia Schmeiser, Catherine Welch, ACT Inc.
Test Development

Allan Cohen, University of Georgia, James Wollack, University of Wisconsin, Madison
Test Administration, Security, Scoring, and Reporting

Suzanne Lane, Clement Stone, University of Pittsburgh
Performance Assessment

Ronald Hambleton, University of Massachusetts Amherst, Mary Pitoniak, ETS
Setting Performance Standards

Fritz Drasgow, University of Illinois, Urbana-Champaign, Richard Luecht, University of North Carolina, Greensboro, Randy Bennett, ETS
Technology and Testing

The Psychometric Properties of Multi-Component, High-Stakes Assessments Employing Compensatory Scoring, Bar Examinations and Law School GPAs—Related Paper Session

Organizer/Moderator

Michael Kane, National Conference of Bar Examiners

Presenters

Susan Case, National Conference of Bar Examiners
Overview of the Road to Becoming a Lawyer

Michael Kane, Susan Case, Andrew Mroch, Douglas Ripkey, National Conference of Bar Examiners
Psychometric Properties of Composite Scores

Douglas Ripkey, Andrew Mroch, National Conference of Bar Examiners
The Reliability of Law School Grade Point Averages

Andrew Mroch, Douglas Ripkey, National Conference of Bar Examiners
Structural Models Relating LSAT, Undergraduate GPAs, Law-School GPAs, and Bar Examinations

Lei Wan, Pearson Educational Measurement, Robert Brennan, Won-Chan Lee, University of Iowa
Decision Consistency for Multi-Component, High Stakes Assessments

Discussants

Brian Clauser, National Board of Medical Examiners
Edward Haertel, Stanford University

Enhancing Online Assessments Through Technology: Challenges and Opportunities in Designing Innovative Computer-Based Test Items— Related Paper Session

Organizer/Moderator

Michael Harms, Pearson Educational Measurement

Presenters

Robert Dolan, Center for Applied Special Technology (CAST)
Applying Universal Design to Develop Effective Computer-Based Assessments

Michael Harms, Pearson Educational Measurement
Effects of Usage Characteristics on Construct Validity of Computer-Based Assessments

Leanne Ketterlin-Geller, University of Oregon
Validity of Emerging Assessment Technologies: Levels of Evidence

Geneva Haertel, SRI
Principled Assessment Designs for Inquiry (PADI) as a Framework for Developing Innovative Computer-Based Assessments

Discussant

Gerald Tindal, University of Oregon

Evaluating and Comparing Equating Results—Paper Session

Moderator

Shudong Wang, Harcourt Assessment

Presenters

Haniza Yon, ETS, Corwin Sullivan, Harvard University
Performance Differences Among New and Established Methods of Vertical
Scaling with Multidimensional Data

HeeKyoung Kim, ACT, Inc., Michael Kolen, University of Iowa
Population Invariance of Equating for Nonrepeaters and Repeaters

Nooree Huh, ACT, Inc., Won-Chan Lee, University of Iowa
The Effect of Different Factors on Group Invariance in Concordance Context
With a Single Group Design

Yanlin Jiang, Alina von Davier, Henry Chen, ETS
Percent Relative Error for Chain Equipercentile Equating in Non-Equivalent-
Groups Anchor Test Design

YoungWoo Cho, ACT, Inc., Won-Chan Lee, University of Iowa
Comparing Bootstrap Standard Errors of Equating for Polytomously Scored
Items

Discussants

Michael Walker, ETS
Gerald Melican, College Board

Examining DIF and DDF for Students With Disabilities on State English Language Arts Assessments: A Summary of Research from the National Accessible Reading Assessment Projects—Related Paper Session

Organizer/Moderator

Cara Cahalan-Laitusis, ETS

Presenters

Linda Cook, Mary Pitoniak, Cara Cahalan-Laitusis, Frederick Cline, ETS
Examining Differential Item Functioning for a Reading Test Administered With a Read Aloud Accommodation

Elizabeth Stone, Linda Cook, Cara Cahalan-Laitusis, Frederick Cline, ETS
Using Differential Item Functioning to Investigate the Impact of Testing Accommodations on an English Language Arts Assessment for Students Who are Blind and Visually Impaired

Jamal Abedi, University of California, Davis, Seth Leon, Jenny Kao, UCLA/CRESST
Examining the Differential Pattern of Responses to Distractors Across Students' Disability Status

Kyndra Middleton, University of Iowa
Examining Test Items for Differential Distractor Functioning Among Students With Learning Disabilities

Discussant

Kadriye Ercikan, University of British Columbia

Factors Affecting Equating Results—Paper Session

Moderator

Dianne Henderson-Montero, ETS

Presenters

Huijuan Meng, Tianyou Wang, Walter Vispoel, Won-Chan Lee, Chunxin Wang, University of Iowa
A Comparison of IRT Calibration Methods for Mixed-Format Tests in Vertical Scaling

Jungnam Kim, CTB/McGraw-Hill, David Frisbie, Michael Kolen, University of Iowa, Dong-In Kim, CTB/McGraw-Hill
A Comparison of Calibration Methods and Proficiency Estimators for Creating IRT Vertical Scales

Kyung Han, Craig Wells, University of Massachusetts Amherst
Impact of Differential Item Functioning (DIF) on Test Equating and Proficiency Estimates

Lisa Keller, Su Baldwin, University of Massachusetts Amherst
The Effect of Changing Equating Methods on Monitoring Growth in Mixed-Format Tests

Marc Kroopnick, University of Maryland, Amy Hendrickson, College Board
Impact of Varying Ability Distributions on the Errors of IRT Equating for the Common Item Non-Equivalent Groups Design

Discussants

Nancy Petersen, ACT, Inc.
Tsung-Hsun Tsai, American Dental Association

Psychometric Lessons Learned in a Large-Scale Medical Licensure Performance Assessment: The USMLE Step 2 Test of Clinical Skills—Symposium

Organizer

Andre De Champlain, National Board of Medical Examiners

Moderator

Kimberly Swygert, National Board of Medical Examiners

Presenters

Gerard Dillon, National Board of Medical Examiners
Overview of the United States Medical Licensing Examination™ (USMLE™) Step 2 Clinical Skills (CS) Examination

Irina Grabovsky, Polina Harik, Brian Clauser, David Swanson, Kimberly Swygert, National Board of Medical Examiners
Equating Performance-Based Assessment Test: Using Ordinary Least Squares for Estimation of Rater Stringency

Polina Harik, Brian Clauser, David Swanson, Ronald Nungester, Irina Grabovsky, National Board of Medical Examiners
Stability of Parameter Estimates for Standardized Patient Equating

Andre De Champlain, David Swanson, Marcia Winward, Kimberly Swygert, National Board of Medical Examiners
Gathering Evidence to Support the Structural Aspect of Validity of the USMLE Step 2 Test of Clinical Skills Using Confirmatory Factor Analysis

Eric Muller, Melissa Margolis, Brian Clauser, National Board of Medical Examiners
Setting Standards for the USMLE Step 2 Clinical Skills Examination

Discussant

Ronald Hambleton, University of Massachusetts Amherst

Cognitive-Psychometric Approaches to Assessment—Paper Session

Moderator

Kikumi Tatsuoka, Columbia University

Presenters

Changjiang Wang, Mark Gierl, University of Alberta
Investigating the Cognitive Processes Underlying Student Performance on the
SAT Critical Reading Subtest

Feifei Ye, Clement Stone, Suzanne Lane, University of Pittsburgh
Providing Subscale Scores for Diagnostic Information: A Case Study of
an 8th Grade Math Assessment

Lingyun Gao, Todd Rogers, University of Alberta
Cognitive-Psychometric Modeling of the MELAB Reading Item Performance

Mark Gierl, Ying Cui, Steve Hunka, University of Alberta
Using Connectionist Models to Evaluate Examinees' Response Patterns on
Tests Using the Attribute Hierarchy Method

Discussants

Patrick Kyllonen, ETS
J. Patrick Meyer, James Madison University

**Measuring Growth Using Vertical Scales and Other Means—
Invited Symposium**

Organizer

Anne Fitzpatrick, ETS

Moderator

Lora Monfils, ETS

Presenters

Damian Betebenner, Boston College
Using Growth to Assess Performance Level Alignment Across Grades

Kilchan Choi, CRESST/UCLA
Teacher Effect Profile Model: Estimating Simultaneous Growth Processes of
Students and Teachers

*Wendy Yen, Venessa Lall, Lora Monfils, ETS, Markus Broer, Qatar Supreme
Education Council, Shameem Gaj, Robert Smith, Ying Lu, Lixiong Gu, ETS*
Evaluating Academic Progress Without a Vertical Scale

Richard Patz, R.J. Patz, Inc.
Vertical Scaling for Assessment and Accountability

Discussant

David Thissen, University of North Carolina, Chapel Hill

Tuesday, 2:15 p.m.–3:45 p.m., InterContinental Valencia, D5

Advances in Modeling—Paper Session

Moderator

Holmes Finch, Ball State University

Presenters

James Wollack, Youngsuk Suh, Daniel Bolt, University of Wisconsin, Madison
A Comparison of Models for Analyzing Inadvertently Speeded Tests

Su Baldwin, University of Massachusetts Amherst, Eric Bradlow, University of Pennsylvania, Howard Wainer, National Board of Medical Examiners, Xiaohui Wang, University of Virginia
Bayesian Testlet Response Theory With Covariates: An Introduction and Two Applications

Sun-Joo Cho, Allan Cohen, Seock-Ho Kim, University of Georgia, Brian Bottge, University of Wisconsin, Madison
Latent Transition Analysis With a Mixture Item Response Theory Measurement Model

Weiwei Cui, University of Maryland, James Roberts, Georgia Institute of Technology
Generalized Graded Unfolding Model for the Assessment of Change Across Repeated Measurements

Chi-Ming Su, Wen-Chung Wang, National Chung Cheng University
Nonlinear Structural Equation Models: An Item Response Modeling Approach to Categorical Response Variables

Discussants

Derek Briggs, University of Colorado, Boulder
Brian Junker, Carnegie Mellon University

Issues in Classification—Paper Session

Moderator

Kevin Meara, ETS

Presenters

Damian Betebenner, Yi Shang, Yun Xiang, Yan Zhao, Xiaohui Yue, Boston College
The Impact of Performance Level Misclassification on Measures of School Quality: A Latent Class Approach

Fanmin Guo, Graduate Management Admission Council, Huafang Zhao, Montgomery County Public Schools, Maryland, Roxanna Menson, State Department of Education, New Jersey
Should Classical or IRT Classification Accuracy Indices Be Used?

Mingchuan Hsieh, American Institutes for Research, Timothy Ansley, University of Iowa
An Investigation of a Bayesian Decision-Theoretic Procedure in the Context of Mastery Tests

Ronald Armstrong, Rutgers University, Dmitry Belov, Law School Admission Council, Alexander Weissman, ETS
A Study of Multiple-Category Classification With Multistage Adaptive Tests

Wei He, Michigan State University, Shudong Wang, Hong Jiao, Harcourt Assessment, Inc.
Robustness of the SPRT Procedure in CMT When Local Item Independence Assumption Is Violated

Won-Chan Lee, University of Iowa
Classification Consistency Under the Compound Multinomial Model

Discussants

Samuel Livingston, ETS
Lawrence Rudner, Graduate Management Admission Council

Students in the Gap(s): Who Is Not Validly Assessed in Large-Scale Assessment Systems and What Do They Really Need?—Roundtable Discussion

Organizer/Moderator

Sue Bechard, Measured Progress

Presenters

Caroline Parker, Educational Development Center, Inc., Susan Saxon, Educational Alliance, Brown University, Sue Bechard, Ken Godin, Measured Progress, Lisa Famularo, inTASC, Boston College
Where Are the Gaps in the Assessment Systems of the Project States and What Are the Reasons for the Achievement Gaps? (Classroom Teacher Perspective)

Sue Bechard, Ken Godin, Measured Progress, Michael Hock, Vermont Department of Education
Who Are the Students in the Assessment System Gaps and How Can States Identify Them? (State Assessment Director Perspective)

Michael Russell, inTASC, Boston College, Lisa Famularo, inTASC, Boston College, Robert Dolan, Center for Applied Special Technologies (CAST)
What Should the Assessment Options Be for Students in the Gaps? (Assessment Vendor Perspective)

Investigating Computerized Testing: What Are We Learning About Computerized Testing and Contributing to Sound Measurement Practice—Symposium

Organizer/Moderator

John Poggio, University of Kansas

Presenters

Neal Kingston, University of Kansas
Meta-Analysis of Studies of the Comparability of Computer and Paper Multiple-Choice Tests Administered to K–12 Students

Douglas Glasnapp, Yang Xaingdong, University of Kansas
Item Types and Formats and Their Impact on Student Performance During Online Testing

Andrew Poggio, University of Kansas
The Utility and Impact of Online Computerized Formative and Early Warning Assessments on Instruction and Student Performance

Patrick Irwin, University of Kansas
Using Technology to Assist Students Overcome Anxiety About Computerized Testing

John Poggio, University of Kansas
Cautions Regarding the CAT Rule Not Allowing Students to Return to Previously Answered Test Items

Jonathan Templin, Amanda Wolkowitz, University of Kansas, Jon Twing, Pearson Educational Measurement
When to Test: Before or After Lunch? Before or After Spring Break? Tuesday or Friday?

Discussant

Jon Twing, Pearson Educational Measurement

Assessing English Language Learners—Paper Session

Moderator

Alvaro Arce-Ferrer, Harcourt Assessment

Presenters

Christine Lewis, Craig Wells, University of Massachusetts Amherst
The Effect of DIF on the Proficiency Classification of LEP Students

Jerome Shaw, University of California, Santa Cruz, Sam Nagashima, CRESST/UCLA
Science Performance Assessment and English Learners: Results From an Elementary Reform Initiative

Julie Alonzo, Paul Yovanoff, Gerald Tindal, University of Oregon
An Examination of Early Reading Skill Covariance Structure Invariance Across Spanish-Speaking English Language Learners in Grades 3 and 4 and Their Native English-Speaking Peers

Yanling Zhang, Xiaoying Ma, Michael Walker, ETS
Examining the Effects of Scaling Constructed-Response Scores for an English Language Writing Assessment

Yasuyo Sawaki, Lawrence Stricker, Andreas Oranje, ETS
The Factor Structure of an ESL Test With Tasks That Integrate Modalities

Discussants

Jamal Abedi, University of California, Davis
John Young, ETS

Measurement Challenges Within NCLB and the Role of Statistics, Testing, and Evaluation Professionals—Symposium
   (Sponsored by the Graduate Student Issues Committee)

Organizers

Marc Kroopnick, University of Maryland
Elaine Rodeck, University of Nebraska-Lincoln

Moderator

Judith Koenig, National Research Council

Presenter

Sean Mulvenon, University of Arkansas

Discussants

Anne Fitzpatrick, ETS
Mitchell Chester, Ohio Department of Education
Steve Ferrara, American Institutes for Research
Ross Santy, US Department of Education

No-Host Welcome Reception for Current and New Members

Members of NCME are invited to attend the No-Host Welcome Reception for Current and New Members, which will be held in conjunction with the NCME Graduate Student Issues Committee Reception. Free drink tickets for graduate students and new members of NCME will be available at the desk near the entrance to the room. New members will be wearing ribbons indicating their status on their conference badges. Please extend a welcome.

The reception is sponsored by:

ACT, Inc.

Buros Center for Testing

Caveon Test Security

The College Board

Educational Testing Service

GED Testing Service

Graduate Management Admission Council

Measurement, Inc.

National Board of Medical Examiners

Wednesday, 8:00 a.m.–10:15 a.m., InterContinental Grand Ballroom

NCME Breakfast, Business Meeting, and Presidential Address

The Concordance Table: An Invitation to Misuse Test Scores

Presenter

Daniel Eignor, ETS

Wednesday, 10:35 a.m.–12:05 p.m., InterContinental Seville Ballroom Foyer., G1

ETS/NCME Teacher Classroom Assessment Recognition Program

Organizers

Rick Stiggins and Judy Arter, ETS Assessment Training Institute

Description

The following Illinois state and local educational leaders and teachers will present their state-wide and local support for and uses of classroom assessment to support student learning. They will be honored for their work at the NCME breakfast.

2007 Award Winning Teachers and School Leaders

Aurora, Illinois
Sean Daleiden, Elementary Teacher, Reading Among Disabled Learners

Bloomington Illinois
Suzy Dees, 8th Grade Writing
Debbie Davis, 8th Grade Reading
JoLynn Plato, 8th Grade Math
Julie Dawson, 3rd Grade Reading
Melanie Stanley, 2nd Grade Math
Diane Steminski, Administrator
Bob Neilsen, District Superintendent

Hinsdale, Illinois
Paul Kimpton, High School Music

Naperville, Illinois
Jim Gardner, Katie Sheehan, and Lisa Forsythe, 6th Grade Math
Joan Benson and Jean Carson, 2nd Grade Literacy and Math
Paula Smith and Mathew Gerwig, 6th Grade Math and Social Sciences
Jeff Van Harlingen, 7th Grade Collaboration
Katherine Barr, 7th Grade Writing
Anthony Romanelli, 8th Grade Language Arts

Illinois State Leaders
Jay Linksman, Center for Professional Development
Rebecca McCabe, State Assessment Director

Computerized Adaptive and Computer-Based Testing—Paper Session

Moderator

Carol Morrison Featherman, National Board of Medical Examiners

Presenters

Deanna Morgan, College Board, Hao Song, Rutgers University, Konstantin Augemberg, Fordham University
Content Monitoring for Tests Administered for an Online CAT

Gyenam Kim Kang, Korea Nazarene University, David J. Weiss, University of Minnesota, Twin Cities
Measuring Individual Change With Computerized Adaptive Testing

Jingyu Liu, Clement Stone, University of Pittsburgh
Comparing Multi-dimensional and Unidimensional Computer-Adaptive Strategies in Psychological and Health Assessment

Lawrence Rudner, Eileen Talento-Miller, Graduate Management Admission Council
Diagnostic Testing Using Decision Theory

Matthew Finkelman, Michael Nering, Louis Roussos, Measured Progress
Conditional Item Exposure in Multidimensional Adaptive Testing

Discussants

Richard Luecht, University of North Carolina, Greensboro
Alexander Weissman, ETS

Evaluating Validity Evidence—Paper Session

Moderator

Carolyn Wentzel, ETS

Presenters

Betty Jo Miller, Donna Sundre, J. Carl Setzer, Xiaofang Zeng, James Madison University
Content Validity: A Comparison of Two Methods

Girlie Delacruz, Gregory Chung, Margaret Heritage, Terry Vendlinski, Alison Bailey, UCLA/CRESST
Validating Knowledge Elicitation Techniques: Examining the Relation Between Measures of Content Knowledge and Knowledge of Teaching in Algebra

Hyeon-Joo Oh, ETS, Viji Sathy, College Board
Construct Comparability and Continuity in the SAT®

Mark Albanese, Susan Dottl, Philip Farrell, University of Wisconsin, Madison
Medical School, Licensure Exam, and Residency Performance of Students With Discrepant MCAT Scores and Premedical Undergraduate GPAs

Mary Lunz, Measurement Research Associates, Inc., Phillip Bashook, University of Illinois, Chicago
The Impact of Examiner Communication Ability on Oral Examination Outcomes

Discussants

Howard Everson, Fordham University/American Institutes for Research
Brent Bridgeman, ETS

Wednesday, 10:35 a.m.–12:05 p.m., InterContinental Seville West, G4

Topics in Generalizability Theory—Paper Session

Moderator

Amy Hendrickson, College Board

Presenters

Alvaro Arce-Ferrer, Harcourt Assessment, Ping Yin, ACT, Inc.
Standard Errors of Cut Scores for Vertically Scaled Assessments: A
Generalizability Theory Study of Angoff-Based Standard Setting

Dongmei Li, Robert Brennan, University of Iowa
A Multi-Group Generalizability Analysis of a Large Scale Reading
Comprehension Test

*Min-Jeong Jeon, Jeong-Won Hwang, Guemin Lee, Sang-Jin Kang, Yonsei
University*
Estimating Reliability of School-Level Scores Under Multilevel and
Generalizability Theory Models

Lin Wang, Yanling Zhang, Shuhong Li, ETS
Evaluating Alternative Treatments of Rater Effect in a Generalizability Application

Discussants

Brian Clauser, National Board of Medical Examiners
Richard Shavelson, Stanford University

**Does Writing Make the Grade on College Admissions Tests?—
Related Paper Session**

Organizer/Moderator

Wayne Camara, College Board

Presenters

Deborah Harris, Dean Colton, ACT
Technical Characteristics of the ACT Writing Test

Catherine Welch, Dean Colton, Xiaohong Gao, ACT
Operational Results from the ACT Writing Test

Amy Schmidt, Michael Walker, ETS, Wayne Camara, College Board
Technical Characteristics of the SAT Writing Test

Hui Deng, Jennifer Kobrin, Emily Shaw, College Board
Essay Features and Their Influence on the SAT Essay Score

Discussants

Stephen Dunbar, University of Iowa
Rebecca Zwick, University of California, Santa Barbara

Linking Using IRT—Paper Session

Moderator

Anja Römhild, University of Nebraska, Lincoln

Presenters

Alina von Davier, Matthias von Davier, ETS
A Unified Approach to IRT Scale Linking and Scale Transformations

Anton Béguin, Cito, Anoek Maan, Leiden University
IRT Linking of High-Stakes Tests With a Low-Stakes Anchor: An Application of Mixed IRT

Chanho Park, University of Wisconsin, Madison, Taehoon Kang, ACT, Inc., James Wollack, University of Wisconsin, Madison
Application of Multilevel IRT to Multiple-Form Linking When Common Items Are Drifted

William Skorupski, Hongwook Suh, University of Kansas
Assessing Differences in Academic Achievement by Comparing Equated Test Scores: The Effects of Discrimination and Difficulty Item Parameter Drift

Discussants

Hariharan Swaminathan, University of Connecticut
Irina Grabovsky, National Board of Medical Examiners

Cognitive Aspects of Assessment—Paper Session

Moderator

Jennifer Kobrin, College Board

Presenters

Brent Duckor, University of California, Berkeley
Measuring Measuring: An Item Response Theory Approach

Haya Shamir, Marleigh Norton, Julianne Peel, Michael Crowther, Waterford Research Institute
Assessing Segmenting With Computerized Testing

Mingyu Feng, Neil Heffernan, Worcester Polytechnic Institute
Assessing Students' Performance Longitudinally: Item Difficulty Parameter vs. Skill Learning Tracking

Miriam Vock, Institute for Educational Progress, Humboldt University Berlin, Germany, Franzis Preckel, University of Trier, Germany
Mental Abilities and School Performance: How Reasoning and Creativity Mediate the Influence of Processing Speed and Memory on Achievement

J. Patrick Meyer, J. Carl Setzer, James Madison University
An Explanatory Item Response Model Analysis of a Diagnostic Measure to Facilitate Classroom Instruction

Discussants

Joanna Gorin, Arizona State University
David Lohman, University of Iowa

Alternative Predictors of Academic Performance: The Glass Is Half Empty–Symposium

Organizer/Moderator

Nathan Kuncel, University of Minnesota

Presenters

Jennifer Vannelli, Gantz Wiley, Nathan Kuncel, Deniz Ones, University of Minnesota
A Mixed Recommendation for Letters of Recommendation

Matthew Borneman, Sara Cooper, David Klieger, Nathan Kuncel, University of Minnesota
The Efficacy of the Admissions Interview

Sara Cooper, David Klieger, Matthew Borneman, Nathan Kuncel, University of Minnesota
A Meta-Analytic Examination of Personal Statements: Implications for Predicting Performance in School

David Klieger, Matthew Borneman, Sara Cooper, Nathan Kuncel, University of Minnesota
Quality of Prior Academic Institutions in Academic Admissions: A Problematic but Palpable Improvement in Prediction

Discussant

Cathy Wendler, ETS

**Computerized Testing's Developments, Challenges, and Promise:
The Contributions of David J. Weiss—Invited Symposium**

Organizer/Moderator

Mark Davison, University of Minnesota

Participants

Tributes From Former Students:

Isaac Bejar, ETS
Naomi Gafni, National Institute of Testing and Evaluation
G. Gage Kingsbury, Northwest Evaluation Association
Steven Reise, University of California, Los Angeles

Presentation

David J. Weiss, University of Minnesota
Adaptive—and Electronic—Testing: Past, Present, and Future

Discussant

Mark Davison, University of Minnesota

Topics in Classroom Assessment—Paper Session

Moderator

Dorinda Gallant, Ohio State University

Presenters

Bo Zhang, University of Wisconsin, Milwaukee
A New Method to Account for Individual Contribution to Group Work in
Classroom Assessment

France Gagnon, Jaclyn Stewart, University of British Columbia
Supporting the Design of Meaningful Diagnostic Assessments in Higher
Education

Lorena Llosa, New York University
Can We Trust Teacher Judgments? Supporting a Validity Argument for a
Standards-Based Classroom Assessment

Patricia Hardré, Kendrick Davis, University of Oklahoma
The Perceptions of Student Motivation Questionnaire: A New Measure for
Teacher Perceptions of the 'How' and 'Why' of Student Motivation

*Christina Schneider, CTB/McGraw-Hill, J. Patrick Meyer, Sue Lottridge,
Betty Jo Miller, Pamela Kaliski, James Madison University*
The Effect of Classroom Assessment Professional Development on English
Language Arts and Mathematics Student Achievement

Discussants

Chad Buckendahl, University of Nebraska, Lincoln
Bruce Rogers, University of Northern Iowa

**Enhancing the Interpretability of Diagnostic Assessments:
Finding the Wealth That Exists in the Details—Related Paper Session**

Organizer/Moderator

Rene Lawless, ETS

Presenters

Jim Minstrell, Pam Kraus, Tara Madhyastha, Facet Innovations, Seattle, WA
Facets and Facet Clusters as a Theoretical Backdrop for Designing Assessment
Items

William Bart, University of Minnesota
What Is a Highly Diagnostic Test Item? A Dense Item Perspective

*Caroline Wylie, ETS, Dylan Wiliam, Institute of Education, King's College,
London*
Analyzing Diagnostic Items: What Makes a Student Response Interpretable?

Kentaro Kato, William Bart, University of Minnesota
Use of Multiple Answer Keys for Diagnostic Assessment

Edith Aurora Graf, ETS
The Use of Item Modeling in the Design and Interpretation of Diagnostic Items

Discussants

Finbarr Sloane, Arizona State University
Derek C. Briggs, University of Colorado at Boulder

Issues in the Evaluation of Dimensionality—Paper Session

Moderator

Zhen Wang, Harcourt Assessment

Presenters

Brian French, Susan Maller, Purdue University, Bruno Zumbo, University of British Columbia
The Influence of Differential Item Functioning on Multi-Sample Confirmatory Factor Analysis

Hua Wei, Robert Mislevy, University of Maryland
Multidimensionality in the NAEP Science Assessment

Minhee Seo, University of Illinois, Urbana-Champaign, Louis Roussos, Measured Progress
Development and Evaluation of a DIMTEST Effect-Size Measure

Xuan Tan, ETS, Mark Gierl, University of Alberta
Refinement of the DETECT Indices for Evaluating the Strength and Structure of Multidimensionality

Discussants

William Skorupski, University of Kansas
James Wollack, University of Wisconsin, Madison

Investigating Differential Item Functioning With Small Samples—Symposium

Organizer

Lei Yu, ETS

Moderator

John Mazzeo, ETS

Presenters

Lei Yu, Tim Moses, Gautam Puhan, Neil Dorans, ETS
A Practical Investigation of Detecting DIF With Small Sample Sizes

Sandip Sinharay, Neil Dorans, Mary Grant, Edwin Blew, Colleen Knorr, ETS
Small-Sample DIF Estimation Using a Full Bayesian Approach

Gautam Puhan, Tim Moses, Lei Yu, Neil Dorans
Small-Sample DIF Estimation Using Log-Linear Smoothing: A SIBTEST Application

Tim Moses, Jing Miao, ETS
An Incisive Look at a Suspect Regression Correction

Discussants

Gregory Camilli, Rutgers University
Rebecca Zwick, University of California, Santa Barbara

Wednesday, 2:15 p.m.–3:45 p.m., InterContinental Seville East, I4

Topics in Large-Scale Assessment—Paper Session

Moderator

Amy Dresher, ETS

Presenters

Don Klinger, Queen's University, Todd Rogers, University of Alberta
Do Large-Scale Assessment Programs Attempt Too Much? Educator
Perceptions of the Testing Purposes and Issues

*William Tirre, National Center for Education Statistics, Enis Dogan, Howard
Everson, Fordham University/American Institutes for Research, Steven
Osterlind, American Institutes for Research*
The Performance Effects of Word Locator Cues on the NAEP Reading
Assessment

Jiahe Qian, ETS
Jackknife Variance Estimation for the Mean Estimates of Posterior Distributions
for the Assessments Using Conditioning Models

Ou Lydia Liu, ETS, Mark Wilson, University of California, Berkeley
Gender Differences in Large-Scale Math Assessments: PISA Trend 2000–2003

*Paul Jones, Thomson Prometric, Russell Smith, Alpine Testing Solutions,
Richard Hanna, Siobhan Matthewson, The Northern Ireland Council for
Curriculum, Examinations, and Assessment*
Replacing Two Constructed-Response Exams With a Single Multiple-Choice
Surrogate for Making High-Stakes Qualifications Decisions in Northern Ireland

Discussants

Mary Lyn Bourque, Mid-Atlantic Psychometric Services
Judy Burry-Stock, University of Alabama

Educational Measurement, 4th Edition (Session 3)—Invited Symposium

Organizer

Robert Brennan, University of Iowa

Moderator

Daniel Eignor, ETS

Presenters

Micheline Chalhoub-Deville, Craig Deville, University of North Carolina, Greensboro
Old, Borrowed, and New Thoughts in Second Language Testing

Daniel Koretz, Harvard Graduate School of Education, Laura Hamilton, RAND Corporation
Testing for Accountability in K–12

Steve Ferrara, Gerald DeMauro, American Institutes for Research
Standardized Assessment of Individual Achievement in K–12

Lorrie Shepard, University of Colorado, Boulder
Classroom Assessment

John Mazzeo, Stephen Lazer, Michael Zieky, ETS
Monitoring Educational Progress With Group-Score Assessments

Issues in Testing of Special Populations—Paper Session

Moderator

Patricia Almond, University of Oregon

Presenters

Claudia Flowers, UNC Charlotte, Meagan Karvonen, Western Carolina University, Diane Browder, Shawnee Wakeman, UNC Charlotte
Comparison of Alignment Indices Across Two Alternate Assessments Based on Alternate Achievement Standards: Performance and Portfolio Formats

Eric Hansen, Valerie Shute, ETS
Towards Accessible Test Delivery Systems: The Usability of a Prototype System for Improving the Accessibility of Mathematics Tests by Individuals With Visual Disabilities

Jorge Carvajal, Andrew Poggio, Center for Educational Testing and Evaluation, University of Kansas
Examining Measurement Equivalence for a Translated Test in a Statewide Assessment Program

Noel Gregg, University of Georgia, Stephen Bowden, University of Melbourne, Deborah Bandalos, University of Georgia, Jim Holdnack, Larry Weiss, The Psychological Corporation
Latent Mean and Covariance Differences With Measurement Equivalence in College Students With Learning Disabilities and AD/HD Compared to a WAIS-III and WMS-III Normative Sample

Pui-Wa Lei, Qiong Wu, James DiPerna, Paul Morgan, Pennsylvania State University
Composing Shorter Test Forms for Progress Monitoring of Head Start Children in Mathematics Skills

Yoav Cohen, Pnina Hanani, Naomi Gafni, Ruth Fortus, Yosef Pavlov, NITE
A Comparison of Parallel Test Transadaptations

Discussants

Karen Barton, CTB/McGraw-Hill
Deanna Morgan, College Board

Graduate Student Poster Session
  (Sponsored by the Graduate Student Issues Committee)

Organizers

Su Baldwin, University of Massachusetts Amherst
William Bonk, University of Colorado, Boulder
Marc Kroopnick, University of Maryland
Tracey Magda, University of Iowa
Yan Liu, University of British Columbia

Presenters

Soo Eun Chae, University of Maryland, Amy Hendrickson, College Board
A Comparison of the Stocking-Lord and Haebara Scale Transformations for IRT Vertical Scaling

Deborah A. Obara, Lori Olafson, University of Nevada, Las Vegas
Construct Dimensions of Preservice Teachers' Dispositions

Xiaowen Zhu, Laura H. Scholl, Kevin H. Kim, University of Pittsburgh
A Simulation Study of Fitting a CFA Model to EFA Data

Lin Peng, University of Maryland
Using the Multigroup Factor Analysis Approach to Test the Invariance of Test Construct Across Grade Levels

Maria Veronica Santelices, University of California, Berkeley
Differential Item Functioning in the SAT Reasoning Test

Nathan A. Thompson, David J. Weiss, University of Minnesota
A Comparison of Two Computerized Classification Test Methods for Multiple Cutscore Testing with Polytomous IRT

Sonya K. Sedivy, Bo Zhang, University of Wisconsin, Milwaukee
The Effect of Unequal Sample Size on the Detection of Differential Item Functioning

Heather M. Mann, Daisy W. Rutstein, Gregory R. Hancock, University of Maryland
A Comparison of Invariance Testing Strategies for Multisample Covariance Structure Analysis

Wei Tao, Boston College
Applying the Score-based Testlet Method in Handling Local Item Dependence in the Pediatric Evaluation of Disability Inventory (PEDI)

Michelle M. Langer, University of North Carolina, Chapel Hill
Linking in Developmental Scales with Item Response Theory

Nicole M. Traxel, Bo Zhang, University of Wisconsin, Milwaukee
Interviewer Variance in Educational Achievement Tests: An Empirical Example

Per-Erik Lyrén, Umeå University, Sweden, Ronald Hambleton, University of Massachusetts Amherst
Systematic Error in Random Groups Equating: An Examination of the Equal Ability Distribution Assumption

Daniel H. Breidenbach, Brian French, Purdue University
Ordinal Logistic Regression to Detect Differential Item Functioning for Gender in the Institution Integration Scale

Ariela Greenberg, Randall Penfield, Daryl Greenfield, University of Miami
Comparing Logistic Regression and Mantel-Haenszel Methods in Detecting Uniform DIF in a Large-Scale Assessment

Kyong Hee Chon, Won-Chan Lee, University of Iowa
A Multivariate Generalizability Analysis Based on the Table of Specifications Model

Jennifer Koran, University of Maryland, R.J. Kopriva, Michigan State University
Placing Values on Test Accommodation Recommendations for Individual English Language Learners

Peter J. Swerdzewski, Amanda M. Dainis, Sara J. Finney, Christine J. Harmes, James Madison University
Skipping the Test: Using Evidence to Inform Policy Related to Those Students Who Avoid Taking Low-Stakes Assessments in College

Dena James, Joseph Stevens, University of Oregon
Invariance of the TerraNova—Comprehensive Tests of Basic Skills Across Ethnicity and English Proficiency

Su Zhang, Robert L. Brennan, University of Iowa
Multivariate Generalizabilty Analysis of TOEIC Score Dependability

Hye-Jeong Choi, Cigdem Alagoz, University of Georgia
Invariance of the Classroom Environment Scale (CES) Across Genders in High Schools Using Confirmative Factor Analysis (CFA)

Ningying Wu, Susan Maller, Purdue University
Using MIMIC Modeling to Detect Differential Testlet Functioning in the Medical College Admission Test (MCAT) Verbal Reasoning Section

Yan Huo, Hua-Hua Chang, University of Illinois, Urbana-Champaign
Variable-Length a-Stratified Item Selection Method in the CAT-based Wagner Assessment Test

Jin Eun Yoo, Brian French, Susan J. Maller, Purdue University
Inclusive Strategy with Confirmatory Factor Analysis, Multiple Imputation, and All Incomplete Variables

Bixiang Ren, University of Tennessee
Classical Test Theory and Item Response Theory: A Monte Carlo Comparison of Item/Person Statistics

Yinggan Zheng, Mark J. Gierl, Ying Cui, University of Alberta
Using Real Data to Compare DIF Detection and Effect Size Measures Among Mantel-Haenszel, SIBTEST, and Logistic Regression Procedures

Elaine Rodeck, Tzu-Yun Chin, Susan Davis, Barbara Plake University of Nebraska-Lincoln
Examining Panelist Evaluations and Cut Scores in a Standard Setting Study: Bilingual Study in English and French

Tianli Li, Michigan State University
Tracking Students Academic Growth Under Circumstances of Significance Construct Shift Across Grade Levels

Cigdem Alagoz, Allan Cohen, Hye-Jeong Choi, University of Georgia
Speededness Effect on Item Scoring and Equating

Amanda Dainis, Peter Swerdzewski, Christine Harmes, James Madison University
The Effect of Innovative Item Placement on Computer Based Test Motivation and Performance

Thomas P. Proctor, University of Iowa
Comparability of Item Formats: A Multi Trait Multi Method Application of Multivariate Generalizability Theory

Cristina Ungureanu, Beth Johnson, University of South Carolina
Theoretical Justification for Extended Conditional Covariance Measures

Monique Herbert, Olesya Falenchuk, University of Toronto
An Investigation of the Effect of Sample Size and Dimensionality on the Accuracy of IRT Item Parameter and Ability Estimates for Polytomous Items

Daniel Sass, Cindy Walker, University of Wisconsin, Milwaukee
An Evaluation of the Type I Error and Power Rates for NOHARM's Item Factor Loading Using Multidimensional Item Response Theory Data

Meng Wu, Leslie Hendrix, University of South Carolina
DETECT Based Hypothesis Test for Unidimensionality

Bihua Xiang, Jiawen Zhou, University of Alberta
Assessing Parameter Drift in the IRT Framework

Vincent Staggs, Emily Fall, Jonathan Templin, University of Kansas, Robert Henson, University of North Carolina, Greensboro
Evaluating Diagnostic Model Q-Matrix Completeness Using Conditional Covariance

Yunyun Dai, Robert Mislevy, University of Maryland
Applying the Simple Solution to Label-Switching Problem in Structured Mixture IRT: Some New Observations and Findings From Simulation Study

Mya Martin-Glenn, University of Denver
Teachers' Perceptions of Their Preparation for Using Standards-Based Teaching Methods

M. Kuzey Bilir, Salih Binici, Florida State University
Growth Mixture Modeling (GMM) of Reading Achievement in Large Scale Assessment Via M-Plus

Wei He, Michigan State University
The Effect of Dimensionality Structure of the Item Pool on the Classification Accuracy and Efficiency in a Computerized Mastery Test Using SPRT Procedures

Kelly Godfrey, University of North Carolina, Greensboro
Effects of Presmoothing on Kernel Equating: Choosing the Best Log-Linear Model

James Coraggio, University of South Florida
Exploring the Generalizability of Performance Standards: A Monte Carlo Study

Zachary Smith, Craig Wells, Ronald Hambleton, University of Massachusetts Amherst
The Sampling Distribution of the Mean in the Presence of Non-Normal Data

Lim EunYoung, University of Illinois, Urbana Champaign, Roussos Louis, Measured Progress
Evaluation for the Effect of Proportion Used Examinees of Nonparametric Dimensionality Assessment (DIMTEST)

Dubravka Svetina, Joanna Gorin, Arizona State University, Kikumi Tatsuoka, Columbia University Emeritus
Item Difficulty Modeling: Cognitive Model to Inform Item Difficulty in Reading Comprehension Items

William Bonk, Edward Wiley, University of Colorado, Boulder
Modeling Micro-Level Changes in Learning: A Random Coefficients Model Approach to Performance on the Serial Recall Test

Diagnostic Models: What Works?—Symposium

Organizer

Xueli Xu, ETS

Moderator

Matthias von Davier, ETS

Presenters

Xueli Xu, Matthias von Davier, ETS
Fitting Structured General Diagnostic Models

Kikumi Tatsuoka, Columbia University, Anthony Kelly, George Mason University, Curtis Tatsuoka, Columbia University, Ferenc Varadi, Tanar Software
Rule Space Analysis of a Benchmark Test of a School District in Florida: Effects of Courses on the Development of Mathematical Thinking Skills

Russell Almond, Duanli Yan, ETS, Robert Mislevy, University of Maryland
Using Anchor Sets to Identify Scale and Location of Multiple Latent Variables

Jonathan Templin, University of Kansas, Robert Henson, University of North Carolina, Greensboro, Andrew Poggio, Patrick Irwin, John Poggio, University of Kansas
Searching for Cognitive Structure in Kansas

Ying Liu, Jeffrey Douglas, University of Illinois, Urbana-Champaign
Person Fit in Cognitive Diagnosis

Robert Henson, The University of North Carolina at Greensboro, Jonathan Templin, University of Kansas
Large-Scale Language Assessment Using Cognitive Diagnosis Models

Jimmy de la Torre, Rutgers University
Evaluation of Model Fit in a Large-Scale Assessment Application of Cognitive Diagnosis

Discussants

Mark Reckase, Michigan State University
Andre Rupp, Institut zur Qualitätsentwicklung im Bildungswesen

Wednesday, 4:05 p.m.–6:05 p.m., InterContinental Seville East, J5

On-Demand Learning-Embedded Benchmark Assessment Using Classroom-Accessible Technology—Symposium

Organizer/Moderator

Brian Junker, Carnegie Mellon University

Presenters

Jean-Claude Falmagne, University of California, Irvine
Assessing Mathematical Knowledge in a Learning Space: Validity and Reliability

Valerie Shute, Eric Hansen, Russell Almond, ETS
ACED Evaluation

Neil Heffernan, Worcester Polytechnic Institute, Kenneth Koedinger, Carnegie Mellon University
Relieving Accountability Pressures on Teachers With an Online System that Teaches as It Assesses

Brian Junker, Carnegie Mellon University
Uncertainty, Prediction, and Teacher Feedback Using an Online System That Teaches as It Assesses

Discussant

Mark Wilson, University of California, Berkeley

NCME Fitness Run/Walk

Organizer

Brian F. French, Purdue University

Run 5K or walk a 2.5K course near the Lakefront. Meet in the lobby of the InterContinental at 5:45 a.m. PREREGISTRATION IS REQUIRED.

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    Graduate Management Admission Council

    Measurement, Inc.

    National Board of Medical Examiners

Approaches to Measuring Growth—Paper Session

Moderator

Xuejun Shen, Stanford University

Presenters

Andrew Ho, University of Iowa
Describing the Pliability of Growth Statistics Under Transformations of the Vertical Scale

Feiming Li, Allan Cohen, University of Georgia, Brian Bottge, University of Wisconsin, Madison
Latent Transition Analysis Model for Assessing Change in Cognitive Skills Across Repeated Measures

Insu Paek, ETS, Derek Briggs, University of Colorado, Boulder, Mark Wilson, University of California, Berkeley
Modeling Growth in Longitudinal Data Using Item Response Theory

Melinda Taylor, James Madison University, Jennifer Dunn, Center for Assessment
Modeling Growth: Purposes and Consequences of Using Various Models

Tianli Li, Mark Reckase, Michigan State University
Generating Multidimensional Item Responses for Cross-Grade Achievement Tests

Zhen Wang, Michael J. Young, Harcourt Assessment
Exploring the Dimensionality of a Vertically Scaled English Language Proficiency Assessment

Discussants

Amy Dresher, ETS
Walter D. Way, Pearson Educational Measurement

Kernel Equating: Applications and Developments—Related Paper Session

Organizer

Jill Allspach, ETS

Moderator

Alina von Davier, ETS

Presenters

Michele Damiano, Jill Allspach, ETS
Evaluating Kernel Equating and Traditional Equating Methods With Real Test Data: How Comparable Is Kernel Equating?

Michael Mekhael, Alina von Davier, ETS
The Effects of Loglinear Models on Kernel Equating Results

Tim Moses, ETS
Using the Kernel Method for Estimating the Standard Errors of Population Invariance Measures

Xia Mao, Pearson Educational Measurement, Robert Ankenmann, University of Iowa, Alina von Davier, ETS
An Investigation of the Accuracy of the Estimates of Standard Errors for the Kernel Equating Functions

Tianyou Wang, University of Iowa
An Alternative Continuization Method to the Kernel Method in von Davier, Holland, and Thayer's (2004) Test Equating Framework

Discussants

Deborah Harris, ACT
Gary Skaggs, Virginia Polytechnic Institute and State University

Assessment Engineering: An Emerging Discipline—Invited Symposium

Organizer/Moderator

Richard Luecht, University of North Carolina, Greensboro

Presenters

Richard Luecht, University of North Carolina, Greensboro
Assessment Engineering in Language Testing: From Data Models and
Templates to Psychometrics

Mark Gierl, CRAME, University of Alberta
Assessment Engineering Using the Attribute Hierarchy Method

Robert Mislevy, University of Maryland, Geneva Haertel, SRI, International
Implications of Evidence-Centered Design for Educational Testing: Lessons from
the PADI Project

Mark Wilson, University of California, Berkeley
Constructing Measures

James Pellegrino, University of Illinois, Chicago
Assessment Design Driven by Cognitive Theory and Research: Practical Reality
or Pipe Dream?

Discussant

Kristen Huff, College Board

Diagnostic Approaches to Assessment—Paper Session

Moderator

Andre Rupp, Institut zur Qualitätsentwicklung im Bildungswesen

Presenters

Jianbin Fu, Yanmei Li, ETS
An Integrative Review of Cognitively Diagnostic Psychometric Models

Hao Song, Jimmy de la Torre, Rutgers University
Simultaneous Estimation of the Overall and Domain Abilities: A Higher-Order IRT Approach

Lawrence Rudner, Eileen Talento-Miller, Graduate Management Admission Council
Multidimensional Adaptive Diagnostic Testing Using Decision Theory

Nathaniel Anozie, Brian Junker, Carnegie Mellon University
Investigating the Utility of a Conjunctive Model in Q-Matrix Assessment Using Monthly Student Records in an Online Tutoring System

Ying Cheng, Hua-Hua Chang, University of Illinois, Urbana-Champaign
Dual Information Method in Cognitive Diagnostic Computerized Adaptive Testing

Chingwei Shin, Pearson Educational Measurement, Yuehmei Chien, University of Iowa
Using Bayesian Sequential Analyses in Evaluating the Prior Effect for the Estimation of Subscale Scores

Discussants

Matthias von Davier, ETS
Jeffrey Douglas, University of Illinois, Urbana-Champaign

Ability and Parameter Estimation—Paper Session

Moderator

Mary Lunz, Measurement Research Associates, Inc.

Presenters

Christina van Barneveld, Lakehead University
The Use of a "Flag" Item to Measure the Impact of Examinee Low Motivation on Item Parameter Estimates for the 3PL Item Response Model

Jinming Zhang, Ting Lu, ETS
Refinements of Bias Correction Procedure for Ability Estimator

Ping Yin, ACT, Inc.
The Effects of Examinee and Test Characteristics on Parameter Estimates in Polytomous IRT

Jimmy de la Torre, Yuan Hong, Weiling Deng, Rutgers University
Impact of Latent Class Structure and Prior Distribution on Item Parameter Estimates of the DINA Model

Yi-Hsuan Lee, Columbia University, Jinming Zhang, ETS
Comparing Different Approaches of Bias Correction for Ability Estimation in IRT Models

Seon-Hi Shin, Harcourt Assessment, Se-Kang Kim, Fordham University, Daeryong Seo, Harcourt Assessment, Inc.
Examining Factors Causing Different Outcomes of Pre- and Post-Equating in Rasch-Based Equating

Discussants

Daniel Bolt, University of Wisconsin, Madison
Hua-Hua Chang, University of Illinois, Urbana-Champaign

**Accountability, Measurement, and Value-Added Models—
Invited Symposium**

Organizer

Hariharan Swaminathan, University of Connecticut

Moderator

H. Jane Rogers, University of Connecticut

Presenters

Robert Linn, University of Colorado, Boulder
Use of Value-Added Models in Accountability

Hariharan Swaminathan, University of Connecticut
Value-Added Models

James Carlson, ETS
Vertical Scaling Issues

Henry Braun, Boston College
Value-Added Modeling and Education Policy

Howard Wainer, National Board of Medical Examiners
Value-Added Measurement—Some Challenges to Its Use

Discussant

Stephen Sireci, University of Massachusetts Amherst

Classical Approaches to Equating—Paper Session

Moderator

Lisa Keller, University of Massachusetts Amherst

Presenters

Chi-wen Liao, Jerry Gorham, Natalie Hatrak, ETS
Examining the Length, Content Representation, and Difficulty of an Anchor Test in Non-Equivalent Groups Design for a Large-Scale English Proficiency Test

George Karabatsos, University of Illinois, Chicago, Walker Stephen, University of Kent, United Kingdom
A Bayesian Nonparametric Approach to Test Equating

Samuel Livingston, Judit Antal, ETS
Resolving Equating Inconsistencies: How the Man With Four Watches Decides What Time It Is

Tianyou Wang, Robert Brennan, University of Iowa
A Modified Frequency Estimation Equating Method for the Common-Item Non-Equivalent Groups Design

Zhongmin Cui, ACT Inc., Michael Kolen, University of Iowa
An Introduction of Two New Smoothing Methods in Equating: The Cubic B-Spline Presmoothing Method and the Direct Presmoothing Method

Discussants

Kathryn Ricker, ETS
Neal Kingston, University of Kansas

Comparability of Adapted Versions of Multilingual Tests: Implications of Incomparability on Score Interpretations in International Assessments—Symposium

Organizer/Moderator

Kadriye Ercikan, University of British Columbia

Presenters

Kadriye Ercikan, University of British Columbia
Methodological Issues in Creating Comparable Scales in International Assessments

Stephanie Barclay-McKeown, Yan Liu, Kadriye Ercikan, University of British Columbia
Degree of Score Incomparability in International Assessments: Empirical Findings for Cyprus, England, Taiwan, and the USA

Kim Koh, Nanyang Technological University, Kadriye Ercikan, University of British Columbia
A Comparison of Scaling Procedures for the Determination of Measurement Invariance in the English and Chinese Versions of TIMSS

Eugene Gonzalez, ETS, Ann Kennedy, TIMSS & PIRLS International Study Center
Reporting PIRLS Scores on a Common Scale

Discussants

Linda Cook, ETS
Ronald Hambleton, University of Massachusetts Amherst

Setting Performance Standards for Schools in Accountability Programs: Policy, Technical, and Operational Issues—Symposium

Organizer

Huynh Huynh, University of South Carolina

Moderator

Anita Rawls, University of South Carolina

Presenters

Eugene Kennedy, Louisiana State University
Standard Setting Challenges for School Performance Rating Systems

Robert Kennedy, University of Arkansas for Medical Sciences
Use of Policy-Induced and School Descriptor Methodology

Charity Smith, Arkansas Department of Education
School Performance Index: The Arkansas Experience from Act 35 to Field Review and State Board of Education

Huynh Huynh, University of South Carolina
Validity, Reliability, and Other Technical Considerations

Charity Smith, Arkansas Department of Education
Final Deliberations by State Board of Education

Discussants

Peter Behuniak, University of Connecticut
William Schafer, University of Maryland

**Reporting Scores in a Business Competitive Environment—
Related Paper Session**

Organizer/Moderator

Ida Lawrence, ETS

Presenters

Ida Lawrence, John Mazzeo, ETS
Tensions Between Market Demands and Technical Quality

Shelby Haberman, Sandip Sinharay, Gautam Puhan, ETS
Subscores:To Report or Not to Report?

Neil Dorans, Jinghua Liu, ETS
Are Reported Scores the Same When Content and Conditions of Measurement
Change?

Michael Walker, ETS
Criteria to Consider When Reporting Constructed-Response Scores

Discussant

Robert Brennan, University of Iowa

**Raju's Differential Functioning of Items and Tests (DFIT):
Past and Future—Symposium**

Organizer

T.C. Oshima, Georgia State University

Moderator

Wim van der Linden, University of Twente

Presenters

T.C. Oshima, Georgia State University
A Didactic Explanation of the DFIT Framework

Terry Ackerman, Tiese Roxbury, University of North Carolina, Greensboro
A Comparison of DFIT DIF Detection Accuracy With SIBTEST and Mantel-Haenzel DIF Detection Procedures

Scott Morris, Kristen Fortmann, Illinois Institute of Technology, T.C. Oshima, Georgia State University
An Evaluation of the Item Parameter Replication Method for DFIT Analysis of Polytomous Items

David Blitz, Evanston Northwestern Healthcare and Illinois Institute of Technology, Jin-Shei Lai, Evanston Northwestern Healthcare and Northwestern University Feinberg School of Medicine, Scott Morris, Illinois Institute of Technology
Evaluating Polytomous DIF in a Small Sample Using the pedsFACIT-F

Mike Nering, Wonsuk Kim, Measured Progress
Evaluation of Equating Items Using DFIT

Discussants

Seock-Ho Kim, University of Georgia
Louis Roussos, Measured Progress

Large-Scale Assessment: Issues and Approaches—Paper Session

Moderator

LeAnn Gamache, The Areta Group

Presenters

Andrew Poggio, John Poggio, University of Kansas
The Utility of Norm-Referenced Tests in the Context of Customized, Criterion-Referenced State Assessment Programs

Brian Bontempo, Mountain Measurement, Carl Hauser, G. Gage Kingsbury, Northwest Evaluation Association
A Process for Calculating Group Performance on Assessment Objectives Measured by an Adaptive Test

Ilona Arnold-Berkovits, The Grow Network/McGraw-Hill
An Examination of Subscale Score Estimation and Classification Methods for Large-Scale Assessments With Dichotomous Data

Liru Zhang, Patsy Kersteter, Foret Katia, Delaware Department of Education, Shudong Wang, Harcourt Assessment
Linking a Statewide Assessment to the 2003 National Assessment of Educational Progress (NAEP) for 4th and 8th Grade Mathematics

Yuki Nozawa, Kris Waltman, Emily Lai, University of Iowa
Discrepancies Between Test Scores from High-Stakes and Low-Stakes Contexts: An Investigation of the Effects of School-Level Characteristics and Test-Preparation Practices

Discussants

Lauress Wise, HumRRO
Marc Julian, CTB/McGraw-Hill

Educational Measurement, 4th Edition (Session 4)—Invited Symposium

Organizer

Robert Brennan, University of Iowa

Moderator

Michael Jodoin, ETS

Presenters

Greg Camilli, Rutgers University
Test Fairness

Robert Mislevy, University of Maryland
Cognitive Psychology and Educational Assessment

Rebecca Zwick, University of California, Santa Barbara
Higher Education Admissions Testing

Brian Clauser, Melissa Margolis, National Board of Medical Examiners, Susan Case, National Council of Bar Examiners
Testing for Licensure and Certification in the Professions

S. Phillips, Consultant, Wayne Camara, College Board
Legal and Ethical Issues

Evaluating Model-Data Fit—Paper Session

Moderator

Ruth Childs, OISE, University of Toronto

Presenters

Kyong Hee Chon, Won-Chan Lee, Timothy Ansley, University of Iowa
Assessing IRT Model-Data Fit for Mixed Format Tests

Ying Lu, Robert Smith, ETS
Evaluating the Consequences of IRT Model Misfit in Equating

Tie Liang, Craig Wells, University of Massachusetts Amherst
A Model Fit Statistic for the Generalized Partial Credit Model

Ying Lu, ETS, Jing Chen, AIR, Hyeon-Joo Oh, ETS
Investigation of the Performance of an Alternate Goodness-of-Fit Statistic

Discussants

Barbara Dodd, University of Texas, Austin
H. Jane Rogers, University of Connecticut

NCLB: Changing It; Fixing It; Living With It—Symposium
   (Sponsored by the National Association of Test Directors, NATD)

Organizer/Moderator

Sherry Rose-Bond, Columbus Public Schools, NATD

Presenters

Robert Linn, University of Colorado, Boulder
A National Overview of NCLB

Judy Feil, Ohio Department of Education
The State of NCLB at a State Department of Education

David Kroeze, Northbrook (IL) School District 27
Is a High-Performing District's Performance High Enough for NCLB?

Barbara Boyd, Loaned Executive to Columbus (OH) Public Schools, Nationwide Mutual Insurance Company
Business Looks at NCLB's Bottom Line

Discussant

Glynn Ligon, ESP Solutions Group

Issues in Policy and Score Reporting—Paper Session

Moderator

Sharif Shakrani, Michigan State University

Presenters

Ana Karantonis, Ronald Hambleton, Craig Wells, University of Massachusetts Amherst
Defining Performance Categories: Using an IRT-Based Approach to Identify "Exemplar" Items

Chad Buckendahl, Buros Center for Testing, University of Nebraska, Lincoln
Psychometrics in the Courtroom: A Matter of Life and Death?

Susan Davis, Chad Buckendahl, Buros Center for Testing, University of Nebraska, Lincoln
Evaluating NCLB's Peer Review Process: A Comparison of State Compliance Decisions

Tawnya Knupp, Timothy Ansley, University of Iowa
Testing Practices and Attitudes Toward Testing in Light of NCLB

Tony Thompson, Pearson Educational Measurement
Some Issues in Computing Conditional Standard Errors of Measurement for State Testing Programs

Discussants

Ellen Forte, edCount, LLC
Thanos Patelis, College Board

Revising the Standards for Educational and Psychological Testing: The Next Generation
  (Invited Symposium Co-Sponsored with AERA)

Organizer/Moderator

Wayne Camara, College Board

Presenters

Barbara Plake, University of Nebraska, Lincoln
Should the Standards for Educational and Psychological Testing Be Revised? Obtaining NCME's Perspective

Suzanne Lane, University of Pittsburgh
Standards for Educational and Psychological Testing: Looking Forward From AERA's Perspective

Wayne Camara, College Board
Limitations in Applying the Testing Standards in Educational Assessment

Daniel Eignor, ETS
The Needed Interface Between Developing Theory and the Next Version of the Standards for Educational and Psychological Testing

Approaches to Vertical Scaling—Paper Session

Moderator

Robert Lissitz, University of Maryland

Presenters

Ahmet Turhan, Ye Tong, Kay Um, Pearson Educational Measurement
Effects of Anchor Item Properties and Dimensionality of Test on Vertical Scaling

Yi Cao, Dongyang Li, University of Maryland, Amy Hendrickson, College Board
Maintaining Vertical Scales Under the Common-Item Design: A Simulation Study

Hong Jiao, Shudong Wang, Harcourt Assessment
The Effects of the Selection of Vertical Linking Items on Modeling Student Growth

Huijuan Meng, Tianyou Wang, Walter Vispoel, Won-Chan Lee, University of Iowa, Bin Chen, Harcourt Assessment
The Influence of Format Effects on IRT Calibrations of Mixed-Format Test Data in Vertical Scaling

Ye Tong, Pearson Educational Measurement, Michael Kolen, University of Iowa
Priors in Vertical Scaling

Discussants

Wendy Yen, ETS
Robert Linn, University of Colorado, Boulder

Applications of Generalizability Theory in Understanding Measurement Precision—Symposium

Organizer

Xiaohong Gao, Deborah Harris, ACT, Inc.

Moderator

Dean Colton, ACT, Inc.

Presenters

Xiaohong Gao, Deborah Harris, ACT, Inc.
Use of Domain Scores Based on Item Complexity to Estimate Level Proficiency

Ping Yin, Xiaohong Gao, ACT, Inc.
Estimating Individual Profile Reliability: A Comparison of Two Approaches

Jianlin Hou, Xiaohong Gao, ACT, Inc.
Estimating Conditional Standard Errors of Measurement Under Single- and Alternate-Form Administrations

Ping Yin, Xiaohong Gao, ACT, Inc.
Effects of Summing and Averaging for Polytomous Items: An Empirical Evaluation

Discussants

Richard Shavelson, Stanford University
Robert Brennan, University of Iowa

Diversity Issues and Testing: Choosing a Career in Testing and Measurement—Roundtable Discussion
(Sponsored by the Diversity Issues and Testing Committee)

Organizer/Moderator

Susan Cooper Loomis, National Assessment Governing Board

Participants

Luz Bay, Measured Progress
Micheline Chalhoub-Deville, University of North Carolina, Greensboro
Dorinda Gallant, Ohio State University
Michael E. Martinez, University of California, Irvine
George Wimberly, American Educational Research Association

Fundamental Characteristics of Models for Skills Assessment—Symposium

Organizers

Robert Henson, The University of North Carolina at Greensboro, Jonathan Templin, University of Kansas

Moderator

Jonathan Templin, University of Kansas

Presenters

Andre Rupp, Institut zur Qualitätsentwicklung im Bildungswesen
Unique Characteristics of Cognitive Diagnosis Models

Robert Henson, The University of North Carolina at Greensboro, Jonathan Templin, University of Kansas
Defining a Family of Cognitive Diagnosis Models

Jonathan Templin, University of Kansas, Robert Henson, The University of North Carolina at Greensboro
Contrasting Parameterizations of the Proficiency Space in Models for Cognitive Diagnosis

Jeffrey Douglas, University of Illinois, Urbana-Champaign
Are Sumscores, IRT, and MIRT Useful Alternatives to Cognitive Diagnosis?

John Willse, Robert Henson, The University of North Carolina at Greensboro, Jonathan Templin, University of Kansas
Using Sum Scores or IRT in Place of Cognitive Diagnostic Models: Can More Familiar Models Do the Job?

Discussant

Brian Junker, Carnegie Mellon University

What Should Be the Role of Nonprofit Organizations in Educational Testing?—Roundtable Discussion

Organizer/Moderator

Randy Bennett, ETS

Presenters

Randy Bennett, ETS
The Legal Basis and Historical Roots of Nonprofit Educational Organizations

Nancy Petersen, Steve Robbins, ACT, Inc.
Helping People Achieve Education and Workplace Success: Back to the Future

Allan Olson, NWEA
Mission-Driven vs. Profit-Oriented Organizations

Discussants

Michael Feuer, National Research Council
Henry Levin, Columbia University

Noncognitive Assessment in Education—Symposium

Organizer/Moderator

Patrick Kyllonen, ETS

Presenters

Wayne Camara, Viji Sathy, Krista Mattern, College Board
Noncognitive Assessments in College Admissions

Linda Jarvin, Tufts University
Using Sternberg's Theory of Successful Intelligence as a Framework for
Developing Assessments

*Richard D. Roberts, ETS, Ralf Schulze, Muenster University, Germany, Carolyn
MacCann, ETS*
Student 360 (Prep for Success): A Valid Medium for Noncognitive Assessment?

Angela Duckworth, University of Pennsylvania
Performance = Rate x Time

Steven Robbins, Jeff Allen, Richard Sawyer, ACT, Inc.
Do Psychosocial Factors Have a Role in Promoting College Success?

Jihyun Lee, Madeline Goodman, Malcolm Bauer, Margaret Redman, ETS
Enhance: Noncognitive Assessments for K–12

Discussant

James Heckman, University of Chicago, Nobel Laureate in Economics

Innovations in Standard Setting—Related Paper Session

Organizers

Abdullah Ferdous, Measured Progress, Barbara Plake, University of Nebraska, Lincoln

Moderator

Barbara Plake, University of Nebraska, Lincoln

Presenters

Kevin Sweeney, Abdullah Ferdous, Measured Progress
Variations of "Body of Work" Standard Setting Method

Stephen Sireci, Peter Baldwin, Drey Martone, Kyung Han, University of Massachusetts Amherst
Determining Cut Points on a Multi-Stage Test for Federally Established Proficiency Levels

Barbara Plake, University of Nebraska, Lincoln, Abdullah Ferdous, Measured Progress
A Mathematical Formulation for Computing Inter-Panelist Inconsistency for Body of Work, Bookmark, and Yes/No Variation of Angoff Method

Abdullah Ferdous, Measured Progress
The Use of Subsets of Test Items in a Bookmark Standard Setting Method

Russell Smith, Alpine Testing Solutions, Abdullah Ferdous, Measured Progress
Using a Subset of Items for a Modified Angoff Standard Setting Study—An Automated Item Selection Procedure

Discussants

Ronald Hambleton, University of Massachusetts Amherst
Gregory Cizek, University of North Carolina, Chapel Hill

The Challenge to Computerized Adaptive Testing: Increasing Security Without Sacrificing Efficiency–Symposium

Organizers

Hua-Hua Chang, University of Illinois, Urbana-Champaign, Tim Davey, ETS

Moderator

Peter Pashley, Law School Admission Council

Presenters

Wim van der Linden, University of Twente, Fanmin Guo, Graduate Management Admission Council
A Bayesian Procedure for Detecting Response Time Aberrance

Jinming Zhang, ETS, Hua-Hua Chang, University of Illinois, Urbana-Champaign
Theoretically Comparing Single-Pool and Multiple-Pool Designs Regarding Test Security

Qing Yi, Harcourt Assessment, Jinming Zhang, ETS, Hua-Hua Chang, University of Illinois, Urbana-Champaign
Improving CAT Test Security by Using an Adjusted-Pool Approach

Hua-Hua Chang, University of Illinois, Urbana-Champaign, Yaowen Hsu, Pearson Educational Measurement
Should We Use "Recycled" Items in CAT?

Tim Davey, Elizabeth Stone, ETS
Securing Adaptive Testing Through Balanced Item Use

Discussants

Mark Reckase, Michigan State University
Howard Wainer, National Board of Medical Examiners

Practical Issues Encountered in Equating—Symposium

Organizer/Moderator

Jong-Pil Kim, ACT, Inc.

Presenters

HeeKyung Kim, ACT, Inc.
The Effects of Subgroup Size on Population Invariance of Equating

Zhongmin Cui, ACT, Inc.
Automatically Choosing Smoothing Degrees in Equipercentile Equating

Jeffrey T. Steedle, Stanford University, Xiahong Gao, Chi-Yu Huang, ACT, Inc.
Discerning the Effects of Common Item Choice for Equating to an IRT Calibrated Pool When Examinee Groups Differ in Ability

Yi Cao, University of Maryland, Ping Yin, Xiahong Gao, ACT, Inc.
Comparison of IRT and Classical Equating Methods for Tests Consisting of Polytomously Scored Items

Peng Lin, University of Maryland, Seonghoon Kim, Keimyung University, Jong-Pil Kim, ACT, Inc., Tim Miller, Pearson Educational Measurement
An Investigation of Equating/Calibration With Longer and Shorter Forms of a Standardized Test

Discussants

Michael Kolen, University of Iowa
Seock-Ho Kim, University of Georgia

Multivariate and Mixture Distribution Extensions of the Rasch Model—Symposium

Organizers

Matthias von Davier, ETS, Claus Carstensen, Institute for Science Education

Moderator

Juergen Rost, Institute for Science Education

Presenters

Matthias von Davier, ETS, Claus Carstensen, Institute for Science Education, Juergen Rost, Institute for Science Education
Extending or Abandoning the Rasch Model?

Mark Wilson, Karen Draney, University of California, Berkeley
Application of the Saltus Model to Stage-Like Data

Ray Adams, Margaret Wu, University of Melbourne
The Mixed-Coefficients Multinomial Logit Model—A Generalized Form of the Rasch Model

Claus Carstensen, Juergen Rost, Institute for Science Education
Multidimensional Three Mode Models: An Application from Assessing Scientific Literacy

Keith Boughton, CTB/McGraw Hill, Kentaro Yamamoto, ETS
A Hybrid Model for Speededness

Akihito Kamata, Florida State University, Yuk Fai Cheong, Emory University
Multilevel Rasch Models

Discussant

Juergen Rost, Institute for Science Education

NCME Board of Directors Meeting

Members of NCME are invited to attend as observers.

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