

2004 Annual Meeting Program

National Council on Measurement in Education

San Diego Convention Center
San Diego, CA
April 13-15, 2004

Future Meetings

2005	Montreal	April	12-14
2006	San Francisco	April	9-11
2007	Chicago	TBA	

NCME Officers

President	Suzanne Lane <i>University of Pittsburgh</i>
Vice President	David A. Frisbie <i>University of Iowa</i>
Past President	Linda Crocker <i>University of Florida</i>
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Editors

Journal of Educational Measurement	Barbara G. Dodd <i>University of Texas</i>
Educational Measurement: Issues and Practice	Steven F. Ferrara <i>American Institutes for Research</i>
NCME Newsletter	Susan M. Brookhart <i>Consultant, Helena, MT</i>
ITEMS Editor	Deborah Harris <i>ACT, Inc.</i>
Website Director	David Miller <i>University of Florida</i>

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Program Chairs	Carol S. Parke <i>Duquesne University</i>
	Susan M. Brookhart <i>Consultant, Helena, MT</i>
Training Sessions	Allan S. Cohen <i>University of Georgia</i>
Fitness Run/Walk Co-Directors	David O. Anderson <i>ETS</i>
	Steven Taggart <i>Tagg Running Events</i>
Administrative Support	Rosemary Rynn <i>Duquesne University</i>

Proposal Reviewers

Albanese, Mark A.	Etienne, Patricia M.	Lee, Won-Chan
Allalouf, Avi	Fan, Xitao	Leighton, Jacqueline
Andrews, Jerrilyn V.	Featherman, Carol	Lenke, Joanne M.
Ankenmann, Robert	Fitzpatrick, Anne R.	Lipner, Rebecca S.
Ansley, Timothy N.	Fremer, John J.	Liu, Mei
Baghi, Heibatollah	Frisbie, David A.	Livingston, Samuel
Baldwin, Janet	Gans, Thomas G.	Luecht, Richard M.
Bandalos, Deborah	Gao, Furong	Mabry, Linda
Barron, Sheila	Geisinger, Kurt F.	Maller, Susan
Beck, Michael D.	Gierl, Mark J.	Mandinach, Ellen B.
Becker, Douglas F.	Golub-Smith, Marna	Manhart, Jim
Benson, Jeri	Gonzalez, Eugenio	Marr, Diana B.
Bontempo, Brian D.	Green, Bert F.	Mattar, John
Boughton, Keith A.	Green, Kathy E.	McBee, Maridyth
Boyd, Aimee M.	Gregory, Kelvin D.	McBride, James R.
Brennan, Robert L.	Grima, Angela	McClellan, Catherine
Brown, William L.	Habing, Brian	McMillan, James H.
Brunsmann, Bethany	Haladyna, Thomas	Mead, Ronald J.
Buckendahl, Chad	Hansche Despriet,	Mengeling, Michelle
Bugbee, Alan C.	Linda N.	Merenda, Peter F.
Bunch, Michael B.	Hansen, Eric G.	Michaels, Hillary
Burden, Tim	Harris, Deborah	Miyazaki, Yasuo
Burk, Kathleen	Helms, Barbara J.	Monahan, Patrick
Busk, Patricia L.	Henderson, Dianne	Monsaas, Judith A.
Carlson, James E.	Hendrickson, Amy	Morgan, Deanna L.
Caset, Marks M.	Henry, Stephan A.	Nandakumar, Ratna
Chalhoub-Deville,	Hetter, Rebecca D.	Neel, John H.
Micheline	Hsu, Yi-Ming	Nering, Michael
Chang, Hua-Hua	Huang, Chi-Yu	Neustel, Sandra B.
Chester, Mitchell D.	Hubelbank, Jeanne	Noble, A. Candace
Chiu, Christopher	Ito, Kyoko	O'Neil, Harold F.
Ciechalski, Joseph	Iwamoto, Carolyn	Oranje, Andreas H.
Cizek, Gregory J.	Jefferson, Renee N.	Parkes, Jay
Cook, H. Gary	Johanson, George A.	Patience, Wayne
Daniel, Mark H.	Jones, John P.	Pedulla, Joseph J.
Davis, Laurie L.	Julian, Ellen R.	Penfield, Randall D.
De Ayala, Ralph J.	Julian, Marc	Perie, Marianne
De Champlain,	Kalohn, John C.	Petersen, Nancy S.
Andre	Keller, Lisa	Phelps, Richard P.
Demauro, Gerald E.	Kim, Dong-In	Pitoniak, Mary J.
Deng, Hui	Kim, Seock-Ho	Poggio, John P.
Deville, Craig	Kim, Jong-Pil	Pommerich, Mary
Devito, Pasquale J.	Kingsbury, G. Gage	Pomplun, Mark
Dillon, Gerard F.	Kingston, Neal	Posch, Margaret A.
Dodd, Barbara G.	Kleckler, Beverly M.	Price, Larry R.
Donoghue, John R.	Kobrin, Jennifer	Raiche, Gilles
Downing, Steven M.	Koenig, Judith A.	Raju, Nambury S.
Dresher, Amy R.	Kramer, Gene A.	Raymond, Mark
Eignor, Daniel R.	Lane, Suzanne	Reckase, Mark
Elmore, Patricia	Lee, Yong-Won	Ricker, Kathryn
Ercikan, Kadriye	Lee, Karen	Rindone, Douglas

Roberts, James S.	Smith, Robert L.	Wendler, Cathy L.
Rodriguez, Michael	Smith, Richard M.	Whittington, C. Dale
Rogers, Bruce G.	Stark, Stephen E.	Wiley, Andrew J.
Rosen, Gerald A.	Stiggins, Richard J.	Williamson, David
Rotou, Ourania	Stone, Clement	Wilson, Michael J.
Ryan, Katherine	Switzer, Deborah	Wise, Laureess L.
Sawyer, Richard L.	Sykes, Robert	Wise, Steven L.
Schaeffer, Gary A.	Tay-Lim, Siok Hoon	Wollack, James
Schafer, William D.	Thacker, Arthur A.	Wothke, Werner
Schattgen, Sharon F.	Thompson, Bruce	Wright, Robert J.
Schmidt, Amy E.	Thurlow, Martha L.	Wu, Brad C.
Schnepel, Katherine	Valadez,	Yoes, Michael E.
Schulz, E. M.	Concepcion M.	Yoon, Bokhee
Schwarz, Richard D.	von Davier, Alina	Yumoto, Futoshi
Seong, Tae-Je	Walker, Cindy	Zenisky, April L.
Shermis, Mark D.	Walker, David A.	Zhang, Jinming
Sireci, Stephen G.	Waltman, Kristie K.	Zhao, Jishen C.
Skaggs, Gary	Wang, Shudong	

**NCME Annual Meeting Training Sessions
San Diego, CA April 12-14, 2004**

Admission to training sessions is limited to ticket holders. Tickets may be obtained by writing to Training/NCME, 1230 17th Street NW, Washington, DC 20036-3078. Please enclose payment and a self-addressed stamped envelope. Courses are subject to cancellation for insufficient registration. Any tickets available at the conference will be sold on a first come, first served basis at the AERA/NCME registration area.

All NCME Training Sessions will be held in the San Diego Convention Center, Upper Level-West.

Monday, 9:00 – 5:00 PM Room 4 Upper Level AA

**The Kernel Method of Observed Score Test Equating
Fee: \$95**

Presenters: Paul W. Holland, Alina A. von Davier, Dorothy T. Thayer, ETS

The training session is intended to show participants how to treat test equating as a unified process involving the five steps of presmoothing, estimation, continuization, computing the equating function, and computing the standard error of equating and other accuracy measures. The session will introduce the Kernel Method of Test Equating and demonstrate how it addresses these five steps in a consistent manner. In addition, new ways will be introduced for computing the standard error of equating using a general approach which will accommodate a variety of data collection designs. Next, some new tools will be introduced for deciding between different equating functions, both linear and curvilinear. A new approach will also be presented for handling the counterbalanced design. Finally, some new methods will be illustrated for evaluating equating results. Participants will be provided with a copy of “The Kernel Method of Test Equating” published by Springer Verlag in 2003.

Bayesian Networks in Educational Assessment
Fee: \$95

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

This session will provide background information on Graphical Models, Bayesian networks and related inference and representation methods. It will provide examples of their use in educational assessment. The session will also review and provide intuition about the major methods for manipulating graphical models. Finally, it will concentrate on reviewing the existing body of literature on graphical models from other disciplines (in particular, the Uncertainty in Artificial Intelligence literature). The course will also review the Evidence Centered Design framework for representing measurement models in educational assessments using graphs. The primary objective, however, is to review the work done in other communities for psychometricians and psychologists.

Test Equating Methods and Practices
Fee: \$95

Presenters: Michael J. Kolen, Robert L. Brennan, University of Iowa

The potential need for equating arises whenever a testing program uses multiple forms of a test that are built to the same content and statistical specifications. Equating is a statistical process that is used to adjust scores on different forms of a test so that scores on the forms can be used interchangeably. The goals of the session are for attendees to be able to understand the principles of equating, to conduct equating, and to interpret the results of equating in reasonable ways. Equating will be contrasted with related linking processes. In addition, traditional and IRT equating methodology will be described, and practical issues will be discussed. The focus of the session is on developing a conceptual understanding of equating through numerical examples and discussion of practical issues. Recent developments in equating and linking performance assessments and computer-based tests will be considered. The text for the session will be the new second edition of the presenters' book "Test Equating Methods and Practices," a copy of which is included as part of the fee for the session. The session is designed for upper level graduate students, new Ph.D.'s, testing professionals with operational or oversight responsibility for equating, and others with interest in learning about equating methods and practices. Participants should have at least one graduate course in measurement and two graduate courses in statistics.

**Writing Technical Documentation for a Large-Scale
Assessment Program**

Fee: \$25

Presenters: Huynh Huynh, University of South Carolina; J. Patrick Meyer, University of South Carolina; Karen Barton, CTB/McGraw-Hill

The training session will use the writing of the technical documentation for the South Carolina 1999 PACT assessments of English language arts and mathematics (written by Huynh, Meyer, and Barton, 2000) as a guide as well as a case study. It is intended for those who wish to write or know how to write a technical document which can be used for technical or legal support of an assessment program. The participants will be led through the different parts of the assessment program that need description, how to write these parts, how to document the source of data and information, and how to avoid personal judgments which might compromise the technical integrity of the document. The South Carolina PACT technical reports can be found at the following link to the website of the South Carolina Department of Education: http://www.myschools.com/offices/assessment/Publications/Index_of_Technical_Reports.htm.

NATIONAL COUNCIL ON MEASUREMENT IN EDUCATION

2004 Annual Meeting Selected Program Highlights

Carol S. Parke and Susan M. Brookhart, Program Co-Chairs

Presidential Address

Validity of High-Stakes Assessment: Are Students Engaging in Complex Thinking?

Suzanne Lane, NCME President

Career Award Address

Cognitive Psychology and Educational Assessment

Robert J. Mislevy, 2003 NCME Career Award Recipient; Moderator: John Mazzeo; Discussant: Robert Glaser

Invited Symposia

Meshing Measurement with Curriculum and Instruction: Three Venues, Three Strategies --- Interactive Symposium

Organizer and Moderator: W. James Popham; Participants: Duncan MacQuarrie, Doug Christensen, Eva L. Baker

Vertically Moderated Standards: Assumptions, Case Studies, and Applications to School Accountability and NCLB Adequate Yearly Progress

Organizer and Moderator: Huynh Huynh; Participants: Daniel M. Lewis, Steve Ferrara, William D. Schafer, Chad Buckendahl, Huynh Huynh; Discussants: Edward H. Haertel, Robert Lissitz

Career Highlights and Contributions: Robert L. Ebel

Organizers: Gregory J. Cizek, David A. Frisbie, Moderator: David A. Frisbie, Participants: William A. Mehrens, Rick Stiggins, Linda Crocker, Gregory J. Cizek

Hierarchical Modeling of Social and Cognitive Assessment Data

Organizer and Moderator: Brian W. Junker; Participants: Sophia Rabe-Hesketh, Cees A. W. Glas, Jean-Paul Fox, Jeff Douglas, Jimmy de la Torre, Matthew S. Johnson; Discussants: Kadriye Ercikan, Richard Patz

Evaluating State Accountability Systems: Validity and Reliability in the Context of NCLB

Organizer and Moderator: Ellen Forte Fast; Participants: Tom Deeter, Julianne Dow, Robin Jarvis, Carina Wong; Discussants: Eva L. Baker, Scott Marion

What Does it Mean for Classroom Assessments to be Valid? Reliable?

Organizer: Dylan Wiliam, Participants: Pamela Moss, Jay Parkes, Jeff Smith, Rick Stiggins

Committee Sponsored Symposia

The Achievement Gap: Test Bias or School Structures

National Association of Test Directors, Organizer: Thel Kocher; Moderator: Judy Pfannenstiel; Participants: Steve Schellenberg, Stephen G. Sireci, Margaret Jorgensen, Deb Lindsey; Discussant: Glynn D. Ligon

Leave No Child Behind? – Do We Have the Data Required to Make a Call?

Diversity Issues and Testing Committee, Organizer and Moderator: Sharon Robinson; Participants: Martin Carnoy, Chrys Dougherty, Jun Choi, Ashaki Coleman; Discussants: Concepción Valadez, Michael Nettles

The Promise and Perils of Innovative Assessment Designs

Graduate Student Issues Committee, Organizer and Moderator: William P. Skorupski; Participants: Barbara Plake, Robert Mislevy, Brian Clauser, Craig Mills

Other Symposia

Measuring Progress of Students and Schools Under the NCLB Act: Policymakers and Measurement Professionals Working Together

Organizer and Moderator: Ronald J. Dietel (NCME, NCRESST); Participants: Senator Dede Alpert (CA State Senator), Terry Duggan Schwartzbeck (AASA), Geno Flores (Deputy Superintendent for Accountability, CA), Gerald Tirrozi (NASP), Mark Reckase (NCME, Michigan State U.)

Poster Sessions

Classroom Assessment Showcase Poster Session

Organizer: Rick Stiggins. Approximately 20-25 outstanding California teachers will present their classroom assessment work at a coordinated poster session. The teachers will be honored for their work at the NCME Breakfast.

Graduate Student Poster Session

Organizers: Maureen Ewing, Olesya Falenchuk. This session is sponsored by the NCME Graduate Student Issues committee and will include 18 posters displaying research by graduate students.

<http://www.ncme.org>

Program Summary

Unless otherwise specified, all NCME sessions are in the San Diego Convention Center, Upper Level - West. The room number for each session is specified below.

MONDAY, APRIL 12

4:15 PM	Hyatt Madeleine A	NCME Board of Directors Meeting
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TUESDAY, APRIL 13

<i>Time</i>	<i>Session Number</i>	<i>Room Number</i>	<i>Session Title</i>
8:15 AM	A1	3	Vertically Moderated Standards: Assumptions, Case Studies, and Applications to School Accountability and NCLB Adequate Yearly Progress – Invited Symposium
	A2	4	Deployed Automated Writing Evaluation Applications: New Capabilities for Classroom Instruction – Symposium
	A3	5A	Test Use with Specific Populations – Paper Session
	A4	5B	Item Response Theory: Parameter Estimation – Paper Session
10:35	B1	3	Validity – Paper Session
	B2	4	Cognition and Motivation: Inside a Student’s Head – Paper Session
	B3	5A	Standard Setting – Paper Session
	B4	5B	International and National Comparisons: Cognitive Diagnostic Assessment in Mathematics – Symposium
12:25 PM	C1	3	Adequate Yearly Progress: An Investigation of Methods and Application – Symposium
	C2	4	Issues in Computer Adaptive Testing – Paper Session
	C3	5A	Threats to Validity in High Stakes Assessments of Reasoning Skills – Symposium

<i>Time</i>	<i>Session Number</i>	<i>Room Number</i>	<i>Session Title</i>
2:15	D1	3	Hierarchical Modeling of Social and Cognitive Assessment Data – Invited Symposium
	D2	4	Examining the Interval Structure of Bar Examining – Symposium
	D3	5A	Detecting Item Bias for Students with Disabilities and English Language Learners – Symposium
4:05	E1	3	Population Invariance of Test Equating and Linking: Theory Extension and Applications Across Exams – Symposium
	E2	4	The Promise and Perils of Innovative Assessment Designs – Symposium (Sponsored by the NCME Graduate Student Issues Committee)
	E3	5A	Innovations in Multistage Testing – Symposium
	E4	5B	Measurement Challenges in Alternate Assessments for Students with Disabilities – Symposium
6:15	West Terrace	No Host Cocktail Party and Reception	
WEDNESDAY, APRIL 14			
6:00 AM	Marriott Lobby	NCME Fitness Run/Walk	
8:00	F1	6A	NCME Breakfast, Business Meeting, and Presidential Address Validity of High-Stakes Assessment: Are Students Engaging in Complex Thinking?
10:35	G1	3	Computer Adaptive Testing: Item Exposure – Paper Session
	G2	4	Equating I – Paper Session
	G3	5A	Issues in Large-Scale and Licensure Assessment : Scoring, Norms, Latent Distributions – Paper Session
	G4	1B	Classroom Assessment Showcase Poster Session
12:25 PM	H1	2	Evaluating State Accountability Systems: Validity and Reliability in the Context of NCLB – Invited Symposium

<i>Time</i>	<i>Session Number</i>	<i>Room Number</i>	<i>Session Title</i>
	H2	3	The Achievement Gap: Test Bias or School Structures – Symposium (Sponsored by National Association of Test Directors, NATD)
	H3	4	Validity of Computerized Tests – Paper Session
	H4	5A	Connecting Curriculum and Assessment through Meaningful Score Reports – Symposium
2:15	I1	2	Measuring Progress of Students and Schools Under the No Child Left Behind Act: Policymakers and Measurement Professionals Working Together – Symposium
	I2	3	Dimensionality – Paper Session
	I3	4	Item Response Theory: Focus on Graduate Student Research – Symposium
	I4	5A	The Assessment Literacy of Board Certified Teachers – Symposium
4:05	J1	2	Leave No Child Behind?: Do We Have the Data Required to Make a Call? -- Symposium (Sponsored by the NCME Diversity Issues and Testing Committee)
	J2	3	Equating II – Paper Session
	J3	4	What Does it Mean for Classroom Assessments to be Valid? Reliable? – Invited Symposium
	J4	5A	Assessing Model Fit in Psychometrics – Symposium
THURSDAY, APRIL 15			
8:15 AM	K1	3	Markov Chain Monte Carlo Estimation and Item Response Theory – Paper Session
	K2	4	Generalizability Theory and Reliability – Paper Session
	K3	5A	Operationalizing Skills-level Cognitive Diagnosis – Symposium
10:35	L1	2	2003 Career Award Winner Address Cognitive Psychology and Educational Assessment

<i>Time</i>	<i>Session Number</i>	<i>Room Number</i>	<i>Session Title</i>
	L2	3	Differential Item Functioning – Paper Session
	L3	4	A Potpourri of Assessment Issues – Paper Session
12:25 PM	M1	3	Item Response Theory Fit and Model Selection – Paper Session
	M2	4	Construct Integrity in Large-Scale Testing: Developing Assessments Appropriate for a Diverse Population – Symposium
	M3	5A	Meshing Measurement with Curriculum and Instruction: Three Venues, Three Strategies – Invited Interactive Symposium
	M4	5B	Threats to Validity in Writing Assessments – Symposium
2:15	N1	3	Career Highlights and Contributions: Robert L. Ebel – Invited Symposium
	N2	4	Methods of Establishing Vertical Scales, and their Impact on Measuring Growth – Symposium
	N3	5A	Analysis of Spring 2003 New SAT® and New PSAT/NMSQT® Field Trial – Symposium
4:05	O1	3	Technical and Statistical Issues in Test Development – Paper Session
	O2	4	No Child Left Behind and English Language Proficiency Tests: Policy and Psychometric Issues – Symposium
	O3	1B	Graduate Student Poster Session (Sponsored by the NCME Graduate Student Issues Committee)
4:15	Hyatt Madeleine B		NCME Board of Directors Meeting

Major addresses and selected sessions of the annual meeting will be available on cassette tapes. Information on ordering tapes may be obtained at the AERA/NCME registration area.

Monday, 4:15 – 7:15 PM Hyatt, Madeleine A

NCME Board of Directors Meeting

Members of NCME are invited to attend as observers.

All NCME sessions will be held in the San Diego Convention Center, Upper Level – West.

Tuesday, 8:15 – 10:15 AM Room 3 Upper Level A1

Vertically Moderated Standards: Assumptions, Case Studies, and Applications to School Accountability and NCLB Adequate Yearly Progress – Invited Symposium

Organizer

Huynh Huynh, University of South Carolina

Moderator

Karen E. Barton, Research Triangle Institute

Presenters

Huynh Huynh, Christina Schneider, University of South Carolina

Vertically moderated standards as an alternative to vertical scaling: Assumptions, practices, and an odyssey through NAEP

Daniel M. Lewis, CTB/McGraw-Hill; Carolyn Haugh, Boulder Valley School District

A standard setting odyssey: On a quest for across-grade consistency

Steve Ferrara, Eugene Johnson, Wen-Hung Chen, American Institutes for Research

Vertically moderated standards: Logic, procedures, and likely accuracy of judgmentally articulated performance standards

William D. Schafer, University of Maryland

State perspectives on moderation of standards: Technical recommendations and policy considerations

Chad Buckendahl, Buros Institutes; Huynh Huynh, University of South Carolina; Theresa Siskind, Joseph Saunders, SC Dept of Education

From content standards, through technical advisory committee, and to State Board of Education: A case study based on SC PACT 2003 assessments

Huynh Huynh, Dorinda Gallant, Sameano Porchea, University of South Carolina

Vertically moderated standards for SC PACT 1999 assessments: A look back from longitudinal student data

Discussants

Edward H. Haertel, Stanford University

Robert Lissitz, University of Maryland

Tuesday, 8:15 – 10:15 AM Room 4 Upper Level A2

Deployed Automated Writing Evaluation Applications: New Capabilities for Classroom Instruction – Symposium

Organizer/Moderator

Mark D. Shermis, Florida International University

Presenters

Mark Shermis, Florida International University; Jill Burstein, ETS;
Leonard B. Bliss, Florida International University

Can automated essay scoring impact FCAT writing scores?

Jill Burstein, Derrick Higgins, Claudia Gentile, ETS; Daniel Marcu, USC/ISI

Automated evaluation of the quality of organization and development in student essays

Claudia Leacock, ETS

Automated scoring and feedback on content-based responses

Scott Elliot, Kate Darlington, Cathy Mikulas, Vantage Technologies, Inc.

But does it really work? A national study of MY Access! Effectiveness

Thomas Landauer, Knowledge Analysis Technologies, LLC; Simon Dennis, University of Colorado at Boulder; David Farnham, Karen

Lochbaum, Knowledge Analysis Technologies, LLC.

Automated creation and scoring of constructed response vocabulary items

Yigal Attali, ETS

Exploring the feedback and revision features of Criterion

Discussant

W. Lewis Johnson, USC/ISI

Tuesday, 8:15 – 10:15 AM Room 5A Upper Level A3

Test Use with Specific Populations – Paper Session

Moderator

Micheline B. Chalhoub-Deville, University of Iowa

Presenters

Xia Mao, Stephen B. Dunbar, University of Iowa

Construct equivalence of the ITBS for English language learners (ELLs) and non-English language learners (non-ELLs) – A confirmatory factor analysis

Stephen G. Sireci, University of Massachusetts - Amherst; Yongwei Yang, James Harter, Eldin J. Ehrlich, The Gallup Organization

Evaluating guidelines for test adaptations: An empirical analysis of translation quality

Eric G. Hansen, ETS; Robert Mislevy, University of Maryland

Towards a unified validity framework for ensuring access to assessments by individuals with disabilities and English language learners

Guangming Ling, Fordham University; Anne L. Harvey, American Board of Emergency Medicine; Charles Lewis, Fordham University

Comparing the validity and fairness of two models for college admissions

Carol E. George, GED Testing Service; Gary Skaggs, Virginia Tech

Examining the validity of test scores with scheduling and setting accommodations

Discussants

Concepción M. Valadez, University of California, Los Angeles

Carolyn M. Wood, Harford County Public Schools

Tuesday, 8:15 – 10:15 AM Room 5B Upper Level A4

Item Response Theory: Parameter Estimation – Paper Session

Moderator

Cindy M. Walker, University of Wisconsin - Milwaukee

Presenters

Jianbin Fu, Daniel Bolt, University of Wisconsin-Madison

Polytomous extension of the fusion model and its Bayesian parameter estimation

Jennifer M. Bergeron, Randall D. Penfield, University of Florida

Estimating ability under the generalized partial credit model using a weighted likelihood estimator

Shu Qing Qi, Hai Qi Dai, Shu Liang Ding, Jiang Xi Normal University;
Xiang Bo Wang, The College Board; Hu Zhu-jing, Lou Zhao-sheng, Dong Sheng-hong, Zhou Jun, Jiang Xi Normal University; Xu Zhi-yong, Tian Jin Educational Testing Authority

Comparing ANOTE with MULTILOG and PARSCALE on parameter estimation

Peter Baldwin, Lisa A. Keller, Ronald K. Hambleton, University of Massachusetts

Using auxiliary information and Bayesian techniques to improve parameter estimation with small samples

H. Jane Rogers, Hariharan Swaminathan, University of Miami
Effect of errors in item parameter estimates on estimates of population characteristics

Don A. Klinger, Queen's University; Keith A. Boughton, ETS
The impact of multiple raters and sample size on parameter estimation accuracy in the GPCM

Discussants

Bert F. Green, Johns Hopkins University

Andreas H. Oranje, ETS

Tuesday, 10:35 – 12:05 PM Room 3 Upper Level B1

Validity – Paper Session

Moderator

Don A. Klinger, Queen's University, Canada

Presenters

Jeffrey M. Miller, Randall D. Penfield, University of Florida

Improving content validity: A confidence interval for small sample expert agreement

Liru Zhang, Delaware Department of Education

Examining the consequences of a standard-based assessment program from student perspective

Gene A. Kramer, Chien-Lin Yang, Ross Brown, American Dental Association

Validity of the restructured OAT reading comprehension test

David A. Frisbie, Hilleary LaGrone, University of Iowa

The effect of time limits on scores from a standardized achievement battery

Melissa J. Margolis, Brian Clauser, Polina Harik, National Board of Medical Examiners

The impact of differential time limits on scores from a complex computer-administered performance assessment

Discussants

Robert L. Brennan, University of Iowa

Catherine A. McClellan, ETS

Tuesday, 10:35 – 12:05 PM Room 4 Upper Level B2

Cognition and Motivation: Inside a Student's Head – Paper Session

Moderator

Robert Ankenmann, University of Iowa

Presenters

Steven J. Osterlind, Yanyan Sheng, University of Missouri – Columbia

Assessing hierarchical thinking skills in collegians

Mark J. Gierl, Jeff Bisanz, University of Alberta

Using the multidimensionality-based DIF analysis framework to study cognitive skills that elicit group differences

Kadriye Ercikan, José F. Domene, Danielle Law, Serge Lacroix,
University of British Columbia

Identifying sources of DIF using think-aloud protocols: Comparing thought processes of examinees taking tests in English versus in French

Weiling A. Deng, Rutgers University; Malcolm Bauer, ETS; Jeffrey Smith, Rutgers University

Reconceptualizing the measurement of metacognition via the evidence-centered assessment design

Steven L. Wise, James Madison University; G. Gage Kingsbury, Northwest Evaluation Association; Jackie Thomason, Meridian Joint School District No.2; Xiaojing Kong, James Madison University

An investigation of motivation filtering in a statewide achievement testing program

Discussants

David F. Lohman, University of Iowa

Ellen Mandinach, EDC Center for Children and Technology

Tuesday, 10:35 – 12:05 PM Room 5A Upper Level B3

Standard Setting – Paper Session

Moderator

Gerry Dillon, National Board of Medical Examiners

Presenters

William A. Lorie, Karla L. Egan, Ricardo L. Mercado, Adele J.

Brandstrom, Dorothy Tele'a, CTB/McGraw-Hill

A comparison of response probability and canonical pseudoresponse item locations: Implications for the bookmark standard setting procedure

Abdullah A. Ferdous, Barbara S. Plake, University of Nebraska - Lincoln

Understanding the factors that influence decisions of panelists in a standard setting study: Does accuracy of the panelists make a difference?

Dixie L. McGinty, Western Carolina University

Illuminating the "black box" of standard setting: An exploratory qualitative study

Discussants

Susan C. Loomis, ACT, Inc.

Mark Reckase, Michigan State University

Tuesday, 10:35 – 12:05 PM Room 5B Upper Level B4

International and National Comparisons: Cognitive Diagnostic Assessment in Mathematics – Symposium

Organizer/Moderator

Anabelle Guerrero, Teachers College, Columbia University

Presenters

Kikumi Tatsuoka, Anabelle Guerrero, James E. Corter, Tomoko Yamada, Teachers College, Columbia University; Curtis Tatsuoka, George Washington University

International comparisons of learning in mathematical thinking skills

Kikumi Tatsuoka, Tao Xin, James E. Corter, Teachers College, Columbia University; Curtis Tatsuoka, George Washington University

Patterns of attribute characteristic curves for content knowledge and mathematical thinking skills: A comparison of twenty countries

Anabelle Guerrero, Tomoko Yamada, Kikumi Tatsuoka, James E. Corter, Teachers College, Columbia University

Learning paths in mathematics and their relation to teacher background variables for the United States, Japan, and Chile

Michael Dean, Enis Dogan, James E. Corter, Kikumi Tatsuoka, Teachers College, Columbia University

Item attributes for explaining TIMSS advanced mathematics test performance

Tao Xin, Kikumi Tatsuoka, Seongah Im, Teachers College, Columbia University; Howard Everson The College Board

An application of rule-space method to equating the TIMSS-R mathematical test with the PSAT

Discussants

Finbarr C. Sloane, National Science Foundation

Jeff Douglas, University of Illinois

Tuesday, 12:25 – 1:55 PM Room 3 Upper Level C1

Adequate Yearly Progress: An Investigation of Methods and Application – Symposium

Organizers

Wendy Yen, ETS

Lora Monfils, ETS

Moderator

Wendy Yen, ETS

Presenters

Marc Julian, Dianne Henderson-Montero, Lora Monfils, Vanessa Lall, Wendy Yen, ETS

Adequate yearly progress: Examination of alternative design and analysis models

Lora Monfils, Dianne Henderson-Montero, Venessa Lall, Joyce Wang, Wendy Yen, ETS

Comparability of AYP methods across years: A simulation study investigating a single population of schools

Yeow Meng Thum, University of California Los Angeles

A model-driven school accountability system

Henry Braun, Jiahe Qian, ETS

Linking state performance standards

Discussant

Edward H. Haertel, Stanford University

Tuesday, 12:25 – 1:55 PM Room 4 Upper Level C2

Issues in Computer Adaptive Testing – Paper Session

Moderator

Carol Morrison Featherman, National Board of Medical Examiners

Presenters

Ronald D. Armstrong, Jennifer Edmonds, Rutgers University

A study of multiple stage adaptive test designs

Xiang Bo Wang, Andrew Wiley, The College Board

Achieving accuracy of retest calibration for a national CAT placement examination with a restricted test length

Meghan K. McGlohen, Hua Hua Chang, Joshua T. Wills, University of Texas at Austin

Combining computer adaptive testing technology with cognitively diagnostic assessment

Alexander Weissman, Law School Admission Council

Mutual information item selection in multiple-category classification CAT

Discussants

G. Gage Kingsbury, Northwest Evaluation Association

Michael E. Yoes, Data Recognition Corporation

Tuesday, 12:25 – 1:55 PM Room 5A Upper Level C3

Threats to Validity in High Stakes Assessments of Reasoning Skills – Symposium

Organizer/Moderator

Carol A. Dwyer, ETS

Presenters

Carol A. Dwyer, ETS

Threats to the validity of high-stakes quantitative assessments

Brent Bridgeman, ETS

Speededness as a threat to construct validity

Nancy Burton, ETS

What verbal reasoning is and is not

Discussant

Susan E. Embretson, University of Kansas

Tuesday, 2:15 – 3:45 PM Room 3 Upper Level D1

**Hierarchical Modeling of Social and Cognitive Assessment Data –
Invited Symposium**

Organizer/Moderator

Brian W. Junker, Carnegie Mellon University

Presenters

Sophia Rabe-Hesketh, University of California, Berkeley

Generalized linear latent and mixed models

Cees A. W. Glas, Jean-Paul Fox, University of Twente, Netherlands

Analysis of variance and regression using multilevel IRT

Jeff Douglas, University of Illinois; Jimmy de la Torre, Rutgers University

Model selection in cognitive diagnosis

Matthew S. Johnson, City University of New York

A B-spline model for nonlinear factor analysis

Discussants

Kadriye Ercikan, University of British Columbia

Richard Patz, Stanford University

Tuesday, 2:15 – 3:45 PM Room 4 Upper Level D2

Examining the Interval Structure of Bar Examining – Symposium

Organizer

Michael T. Kane, National Conference of Bar Examiners

Moderator

Susan M. Case, National Conference of Bar Examiners

Presenters

Susan M. Case, National Conference of Bar Examiners

Introduction and description of testing program

Ping Yin, Robert L. Brennan, University of Iowa

A multivariate generalizability analysis of the multistate bar examination

Chien-Chi Yeh, Clement A. Stone, University of Pittsburgh

A factor analysis of the multistate bar exam

Robert L. Brennan, Lei Wan, Ping Yin, University of Iowa; Won-Chan Lee, ACT Inc.

Classification consistency for single-administration complex assessments

Discussants

Michael Kane, National Conference of Bar Examiners

Brian Clauser, National Board of Medical Examiners

Tuesday, 2:15 – 3:45 PM Room 5A Upper Level D3

Detecting Item Bias for Students with Disabilities and English Language Learners -- Symposium

Organizer/Moderator

Cara Cahalan-Laitusis, ETS

Presenters

Vytas Laitusis, Wayne Camara, Bo Wang, The College Board

An examination of differential item functioning (DIF) between language groups on an assessment of verbal and math reasoning

Jamal Abedi, CRESST/UCLA

DIF analyses based on language background variables

Karen E. Barton, CTB/McGraw-Hill; Holmes Finch, Ball State University

Using DIF analyses to examine assumptions of unidimensionality across groups of students with disabilities, with accommodations, and English language learners

Raylene Harris, Gallaudet University; Ruth Loew, Cara Cahalan-Laitusis,

Linda Cook, ETS

Detecting item bias for deaf and hard of hearing test takers on a licensure exam

Sara Bolt, National Center on Educational Outcomes

Using DIF analysis to examine several commonly-held beliefs about testing accommodations for students with disabilities

Cara Cahalan-Laitusis, Linda L. Cook, John M. Cope, Saba Rizavi, ETS

Detecting item bias for students with disabilities

Discussant

Rebecca J. Kopriva, University of Maryland

Tuesday, 4:05 – 6:05 PM Room 3 Upper Level E1

Population Invariance of Test Equating and Linking: Theory Extension and Applications Across Exams – Symposium

Organizers

Alina A. von Davier, ETS

Mei Liu, Law School Admission Council

Moderator

Paul W. Holland, ETS

Presenters

Alina A. von Davier, Krishna Tateneni, Christine Wilson, ETS

Population invariance of IRT equating for Advanced Placement (AP) Program Exams

Mei Liu, Paul Holland, ETS

Population invariance of linear and non-linear equatings using different sub-populations of LSAT test takers

Wen-Ling Yang, Brad Moulder, Gloria Gao, ETS

Invariance of score linking across gender groups for computerized CLEP examinations

Qing Yi, Deborah Harris, Xiaohong Gao, ACT, Inc.

Invariance of IRT equating across different sub-populations of a science achievement test

Neil Dorans, Jinghua Liu, ETS

The role of the anchor test in achieving population invariance of SAT I equatings

Discussants

Robert L. Brennan, University of Iowa

Nancy Petersen, ACT, Inc.

Tuesday, 4:05 – 6:05 PM Room 4 Upper Level E2

**The Promise and Perils of Innovative Assessment Designs –
Symposium (Sponsored by the NCME Graduate Student Issues
Committee)**

Organizer/Moderator

William P. Skorupski, University of Massachusetts - Amherst

Presenters

Barbara Plake, University of Nebraska, Lincoln

Standard setting with innovative assessment designs

Robert Mislevy, University of Maryland

The challenge of context

Brian Clauser, National Board of Medical Examiners

Performance assessment in high-stakes licensure examinations

Craig Mills, American Institute of Certified Public Accountants

*Making sausage: Developing computer-based tests for operational
assessment programs*

Tuesday, 4:05 – 6:05 PM Room 5A Upper Level E3

Innovations in Multistage Testing – Symposium

Organizers/Moderators

Alan D. Mead, American Institute of Certified Public Accountants

Aster Tessema, American Institute of Certified Public Accountants

Presenters

April L. Zenisky, Ronald K. Hambleton, University of Massachusetts at
Amherst

*Investigating the effects of selected multistage test design alternatives
on credentialing outcomes*

Ning Han, Ronald K. Hambleton, University of Massachusetts at Amherst

Detecting exposed test items in a computer-based testing environment

Krista Breithaupt, American Institute of Certified Public Accountants;

Adelaide Ariel, Bernard Veldkamp, University of Twente

*Balancing item exposure and optimality in automated assembly for
multistage testing*

Wim J. van der Linden, University of Twente; Alan D. Mead, American
Institute of Certified Public Accountants

*A sequential Bayesian procedure for item calibration in multistage
testing*

Ben-Roy Do, Siang Chee Chuah, Fritz Drasgow, University of Illinois at
Urbana-Champaign

Item parameter recovery with adaptive tests

Discussant

Deborah L. Schnipke, Virtual Psychometrics

Tuesday, 4:05 – 6:05 PM Room 5B Upper Level E4

Measurement Challenges in Alternate Assessments for Students with Disabilities – Symposium

Organizer

Stuart Kahl, Measured Progress

Moderator

Edward Roeber, Michigan Department of Education

Presenters

Michelle Derbenwick, Colorado Department of Education

Reliability of the CSAPA: Measures, assumptions, and interpretations”

Susan Izard, Measured Progress

Measurement issues in New Hampshire’s alternative assessment program

Teri Siskind, South Carolina Department of Education

South Carolina’s two alternate assessment programs: Technical issues in performance test and portfolio approaches

Discussants

Joe Ryan, ASU West

Gregory Cizek, University of North Carolina-Chapel Hill

Edward Roeber, Michigan Department of Education

Tuesday, 6:15 – 7:30 PM West Terrace, Upper Level

No-Host Cocktail Party and Reception

Members of NCME are invited to attend the No-Host Cocktail Party and Reception, which will be held in conjunction with the NCME Graduate Student Issues Committee reception.

The reception is sponsored by:

American College Testing, Inc. (ACT, Inc.)

American Institutes of Research (AIR)

Educational Testing Service (ETS)

The College Board

General Educational Development (GED) Testing Service

Harcourt Educational Measurement

Law School Admissions Council (LSAC)

National Board of Medical Examiners (NBME)

National Evaluation Systems (NES)

Measured Progress

Wednesday, 6:00 – 7:30 AM Marriott Lobby

NCME Fitness Run/Walk

Co-Directors

David O. Anderson, ETS

Steven Taggart, Tagg Running Events

Run or walk a 5K/2.5K course along San Diego Bay in Embarcadero Marina Park. Meet in the lobby of the San Diego Marriott Hotel at 6:00 AM for signup. Group will leave promptly at 6:20 AM for the starting line. Runners/walkers can return by foot to their hotels after completing the course. Pre-registration is required.

This event is made possible through the sponsorship of:
Applied Measurement Professionals, Inc.; CTB/McGraw-Hill; ETS;
Harcourt Assessment; National Evaluation Systems, Inc.; and Riverside Publishing.

Wednesday, 8:00 – 10:15 AM Room 6A Upper Level F1

**NCME Breakfast, Business Meeting, and Presidential Address
Validity of High-Stakes Assessment: Are Students Engaging in
Complex Thinking?**

Presenter

Suzanne Lane, University of Pittsburgh

NCME members who would like to attend only the Presidential address are welcome at 9:00 AM.

Cassettes of this session will be available for purchase in the registration area.

Wednesday, 10:35 – 12:05 PM Room 3 Upper Level G1

Computer Adaptive Testing: Item Exposure – Paper Session

Moderator

Amy Hendrickson, University of Maryland

Presenters

Bernard P. Veldkamp, University of Twente; Theo J.H.M. Eggen, Angela Verschoor, Konstantin Maroujenkov, Citogroep

Item exposure control in CAT by active item pool management

Laurie Laughlin Davis, Pearson Educational Measurement

Strategies for controlling item exposure in computerized adaptive testing with the partial credit model

Shu-Ying Chen, National Chung-Cheng University, Taiwan

Controlling item exposure and test overlap in computerized adaptive testing

Ying Lu, Ronald K. Hambleton, University of Massachusetts - Amherst

Statistics for detecting disclosed items in a CAT environment

Paul E. Jones, Russell Smith, Eric Jenson, Thomson Prometric

Item parameter drift in small-volume continuously available non-adaptive computerized certification tests in the information technology industry

Discussants

Brian Bontempo, Mountain Measurement, Inc.

Steven L. Wise, James Madison University

Wednesday, 10:35 – 12:05 PM Room 4 Upper Level G2

Equating I – Paper Session

Moderator

Andre F. De Champlain, National Board of Medical Examiners

Presenters

Seonghoon Kim, University of Iowa; Won-Chan Lee, ACT, Inc.

IRT scale transformation methods for mixed-format tests

Gary E. Skaggs, Virginia Tech

Passing score stability when equating with very small samples

Lisa A. Keller, William Skorupski, University of Massachusetts -

Amherst; Hariharan Swaminathan, University of Miami

Assessing changes in the ability distribution with mixed format tests: A comparison of IRT equating techniques

Zhongmin Cui, Michael J. Kolen, University of Iowa

Comparison of parametric and non-parametric bootstrap methods for estimating random error in equipercentile equating

Heekyoung Kim, Won-Chan Lee, ACT, Inc.; Seonghoon Kim, University of Iowa

The effects of IRT scale transformation procedures on equating

Discussants

Daniel R. Eignor, ETS

Judith Koenig, National Academy of Sciences

Wednesday, 10:35 – 12:05 PM Room 5A Upper Level G3

Issues in Large-Scale and Licensure Assessment : Scoring, Norms, Latent Distributions – Paper Session

Moderator

A. Candace Noble, ACT, Inc.

Presenters

Catherine A. McClellan, John R. Donoghue, Ying Jin, ETS

The effects of study design on statistics used to monitor polytomous constructed-response scoring

Matthias von Davier, ETS; Haniza Yon, Michigan State University

Comparing conditioning models with relaxed assumptions

Dean A. Colton, ACT, Inc.

Approximating national norms by sampling from user data

Ning Wang, Widener University; John Stahl, Promissor, Inc.

Rescaling job analysis task weights for the development of test specifications

Discussants

Brian Gong, The Center for Assessment

E. Matthew Schulz, ACT, Inc.

Wednesday, 10:35 – 12:05 PM Room 1B Upper Level G4

Classroom Assessment Showcase Poster Session

Organizer

Rick Stiggins, Assessment Training Institute

Description: Approximately 20-25 outstanding California teachers will present their classroom assessment work at a coordinated poster session. The teachers will be honored for their work at the NCME Breakfast.

Wednesday, 12:25 – 1:55 PM Room 2 Upper Level H1

Evaluating State Accountability Systems: Validity and Reliability in the Context of NCLB – Invited Symposium

Organizer/Moderator

Ellen Forte Fast, edCount, LLC

Presenters

Tom Deeter, Iowa Department of Education

Iowa's accountability system: What we know, what we've learned, and where to go from here

Juliane Dow, Massachusetts Department of Education

Massachusetts' approach to school and district accountability

Robin Jarvis, Louisiana Department of Education

The validity of Louisiana's multi-tier accountability system

Carina Wong, Pennsylvania Department of Education

The challenges of designing a valid accountability system in Pennsylvania

Discussants

Eva L. Baker, CRESST/UCLA

Scott Marion, Center for Assessment

Wednesday, 12:25 – 1:55 PM Room 3 Upper Level H2

The Achievement Gap: Test Bias or School Structures – Symposium (Sponsored by National Association of Test Directors, NATD)

Organizer

Thel Kocher, Blue Valley Schools

Moderator

Judy Pfannenstiel, Research and Training Associates, Inc.

Presenters

Steve Schellenberg, Saint Paul Public Schools

The historical context

Stephen G. Sireci, University of Massachusetts - Amherst

The role of sensitivity review and differential item functioning analyses in reducing the achievement gap

Margaret Jorgensen, Harcourt Assessment, Inc.

A test publisher perspective

Deb Lindsey, Milwaukee Public Schools

A district perspective

Discussant

Glynn D. Ligon, ESP Solutions Group

Wednesday, 12:25 – 1:55 PM Room 4 Upper Level H3

Validity of Computerized Tests – Paper Session

Moderator

Lauress Wise, HumRRO

Presenters

Anastasia E. Raczek, Quality Metric Incorporated, Boston College;
Stephen M. Haley, Boston University; John E. Ware, Jr., Quality Metric Inc., Tufts University School of Medicine

A comparison of computerized adaptive and paper-and-pencil assessment of pediatric disability

John Poggio, Douglas Glasnapp, Xiangdon Yang, University of Kansas;
Andrew Poggio, University of Iowa

An experimental study of score results from computerized and paper and pencil mathematics testing in a state large scale assessment program

Lei Yu, Kevin Larkin, Samuel Livingston, John Bonett, ETS
Investigating differences in examinee performance on computer-based and handwritten essays

Douglas Glasnapp, John Poggio, University of Kansas; Andrew Poggio, University of Iowa; Xiangdon Yang, University of Kansas
Student attitudes and perceptions regarding computerized testing as a method for formal assessment

Seock-Ho Kim, University of Georgia
On content relevance and representativeness in computerized adaptive testing

Discussants

Ourania Rotou, ETS

Mark D. Shermis, Florida International University

Wednesday, 12:25 – 1:55 PM Room 5A Upper Level H4

Connecting Curriculum and Assessment through Meaningful Score Reports – Symposium

Organizer

Kristen L. Huff, The College Board

Moderator

Thanos Patelis, The College Board

Presenters

Mary-Margaret Kerns, The College Board; Terry Salinger, American Institutes for Research

Development of the College Board Standards and Proficiencies for college success

Robin O'Callaghan, Arthur VanderVeen, Mary Morley, The College Board

An item mapping process for producing descriptive feedback

Kristen Huff, The College Board

A practical application of evidence centered design principles:

Aligning items to proficiencies

Maureen Ewing, Kristen L. Huff, The College Board

A comparison of item grouping methods for producing descriptive feedback

Discussants

Joan L. Herman, CRESST/UCLA

Andrew Porter, Vanderbilt University

Wednesday, 2:15 – 3:45 PM Room 2 Upper Level I1

Measuring Progress of Students and Schools Under the No Child Left Behind Act: Policymakers and Measurement Professionals Working Together – Symposium

Organizer/Moderator

Ronald J. Dietel, National Center for Research on Evaluation, Standards and Student Testing at UCLA, and National Council on Measurement in Education

Presenters

Senator Dede Alpert, California State Senator

What state policymakers need from the measurement community

Terry Duggan Schwartzbeck, American Association of School Administrators; Geno Flores, Deputy Superintendent for Accountability, California

What school administrators need from the measurement community

Gerald Tirrozi, National Association of Secondary Principals

What state agencies need from the measurement community

Mark Reckase, Michigan State University/National Council on Measurement in Education

A master plan for how the measurement community can meet the needs of policymakers, administrators, and states

Wednesday, 2:15 – 3:45 PM Room 3 Upper Level I2

Dimensionality – Paper Session

Moderator

Marianne Perie, ETS

Presenters

Lihua Yao, CTB/McGraw-Hill; Xia Mao, University of Iowa

Unidimensional and multidimensional estimation of vertical scaled tests with complex structure

Holmes Finch, Ball State University; Brian Habing, University of South Carolina

NOHARM goodness of fit statistic anomalies

Paul Yovanoff, Luke Duesbery, Julie Alonzo, Leanne Bettsworth, Gerald Tindal, University of Oregon

Group invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency

Cindy M. Walker, Razia Azen, University of Wisconsin - Milwaukee

Statistical versus substantive dimensionality: The effect of distributional differences on dimensionality assessment using DIMTEST

Marc E. Gessaroli, National Board of Medical Examiners

Using hierarchical multidimensional IRT to calculate augmented subscores

Discussants

James E. Carlson, National Assessment Governing Board

Andre F. De Champlain, National Board of Medical Examiners

Wednesday, 2:15 – 3:45 PM Room 4 Upper Level I3

Item Response Theory: Focus on Graduate Student Research – Symposium

Organizer/Moderator

Sharon Mendes-Barnett, University of British Columbia

Presenters

Peter Baldwin, University of Massachusetts-Amherst

Accounting for random error in IRT equating procedures: Considering an alternative method

Michael C. Edwards, University of North Carolina at Chapel Hill

Multi-stage computerized adaptive testing: Using item response theory for design selection

Ying Lu, University of Massachusetts-Amherst

The comparability of reliability estimates based on IRT parameters to the classical reliability coefficient

Hsiu-Ting Yu, University of Illinois at Urbana-Champaign

Item response theory models and log-multiplicative association models: Empirical comparisons on estimates

Chingwei David Shin, University of Iowa

Comparing IRT equating results of different ways of cumulating the differences between the characteristic curves methods

Discussants

Kadriye Ercikan, University of British Columbia

Ronald K. Hambleton, University of Massachusetts-Amherst

Wednesday, 2:15 – 3:45 PM Room 5A Upper Level I4

The Assessment Literacy of Board Certified Teachers – Symposium

Organizer/Moderator

Rick Stiggins, Assessment Training Institute

Presenters

Rick Stiggins, Assessment Training Institute

Overview of project background and purposes

Judy Arter, Assessment Training Institute

Analyzing and standardizing NBPTS classroom assessment competencies

Martha Hudson, University of North Carolina at Chapel Hill

Data collection instruments and procedures

Rita O'Sullivan, University of North Carolina at Chapel Hill

Data analysis and results

Wednesday, 4:05 – 6:05 PM Room 2 Upper Level J1

Leave No Child Behind?: Do We Have the Data Required to Make a Call? -- Symposium (Sponsored by the NCME Diversity Issues and Testing Committee)

Organizer/Moderator

Sharon Robinson, ETS

Presenters

Martin Carnoy, Stanford University

Accountability and state NAEP results in math and reading: What can be inferred?

Chrys Dougherty, National Center for Educational Accountability

How better state data can lead to school improvement

Jun Choi, New Jersey Department of Education

NJ SMART – Standards Measurement and Resource for Teaching: Lessons from the frontline of a statewide effort to collect, analyze, and report quality education data

Ashaki Coleman, Cherry Hill Public Schools

National data systems: Are they half empty or half full?

Discussants

Concepción Valadez, University of California, Los Angeles

Michael Nettles, ETS

Wednesday, 4:05 – 6:05 PM Room 3 Upper Level J2

Equating II – Paper Session

Moderator

Brenda Siok-Hoon Tay-Lim, ETS

Presenters

Yanmei Li, Daniel Bolt, Jianbin Fu, University of Wisconsin - Madison

A test characteristic curve linking method for the testlet model

Shuhong Li, University of Massachusetts - Amherst; Shudong Wang,

Harcourt Educational Measurement; Stephen G. Sireci, Ronald K.

Hambleton, University of Massachusetts - Amherst

Accounting for Testlet Structure in Vertical Scaling

William P. Skorupski, University of Massachusetts - Amherst; Kimberly

A. Swygert, Howard Wainer, National Board of Medical Examiners; Eric

T. Bradlow, University of Pennsylvania; John R. Boulet, Educational

Commission for Foreign Medical Graduates

A comparison of two complex models for scaling response data from a standardized-patient-based performance assessment

N. Scott Bishop, Sid Sharairi, Yuming Liu, Riverside Publishing; Marian

Dabney, Lloyd Komatsu, Chris Domaleski, Georgia Department of Education

Comparing equating results over multiple years from dichotomous and polytomous IRT models for a test composed of testlets

Dong-In Kim, Seung Choi, CTB/McGraw-Hill; Guemin Lee, Keimyung

University, Korea; Kooghyang R. Um, CTB/McGraw Hill

A comparison of the common-item and random-groups equating

Michalis P. Michaelides, The College Board; Edward H. Haertel, Stanford University

Sampling of common items: An ignored source of error in test equating

Discussants

Anne R. Fitzpatrick, ETS

Michael J. Kolen, University of Iowa

Wednesday, 4:05 – 6:05 PM Room 4 Upper Level J3

**What Does it Mean for Classroom Assessments to be Valid?
Reliable? – Invited Symposium**

Organizer

Dylan Wiliam, ETS

Presenters

Pamela Moss, University of Michigan

Hermeneutics as a guide to validity in classroom assessment

Jay Parkes, University of New Mexico

*What does it mean for classroom assessment to be valid and reliable –
in classrooms of diverse students?*

Jeff Smith, Rutgers University

Reconceptualizing reliability as sufficiency of information

Rick Stiggins, Assessment Training Institute

*Using classroom assessment to overcome a legacy of mistaken
assessment beliefs*

Dylan Wiliam, ETS

Assessment and the regulation of learning

Wednesday, 4:05 – 6:05 PM Room 5A Upper Level J4

Assessing Model Fit in Psychometrics – Symposium

Organizer

Sandip Sinharay, ETS

Moderator

H. Jane Rogers, University of Miami

Presenters

Ronald K. Hambleton, Ning Han, University of Massachusetts Amherst

*Assessing the fit of IRT models: Issues, statistical approaches, and the
consequences of model misfit*

Sandip Sinharay, Matthew Johnson, ETS

*Posterior predictive model checking for assessing fit of statistical
models in psychometrics*

John Donoghue, Catherine A. McClellan, Andreas Oranje, ETS

*Asymptotic distribution of an IRT Measure of fit (Q_{DH}): Results based
on pseudocounts*

Maria Orlando, Rand Corporation

An item fit index for IRT models

Klaas Sijtsma, Tilburg University

New methods for fitting individuals' item-score vectors

Discussants

Hariharan Swaminathan, University of Miami

Matthias von Davier, ETS

Thursday, 8:15 – 10:15 AM Room 3 Upper Level K1

Markov Chain Monte Carlo Estimation and Item Response Theory – Paper Session

Moderator

Ralph J. De Ayala, University of Nebraska

Presenters

Chiou-Yueh Shyu, Deborah Harris, ACT, Inc.

Interval estimation for proficiency in multiple-format testing

Robert L. Smith, Charles Lewis, ETS

Constructing latent traits in item response theory

Amy R. Drescher, ETS

An empirical investigation of LID using the testlet model: A further look

Keith A. Boughton, Sooyeon Kim, ETS; Don Klinger, Queen's University

Marginal maximum likelihood estimation versus Markov Chain Monte

Carlo estimation in performance-based assessments

Kentaro Yamamoto, Keith Boughton, ETS

Recovery of item parameters and switching distributions in the HYBRID model for test speededness: A comparison of marginal maximum likelihood and Markov Chain Monte Carlo estimation

Discussants

Jimmy de la Torre, Rutgers University

Seock-Ho Kim, University of Georgia

Thursday, 8:15 – 10:15 AM Room 4 Upper Level K2

Generalizability Theory and Reliability – Paper Session

Moderator

Jay Parkes, University of New Mexico

Presenters

Ping Yin, Robert L. Brennan, University of Iowa

Estimating the overall and conditional standard errors of measurement of district mean difference scores in generalizability theory

Knut A. Hagtvet, University of Oslo; Frantisek Man, University of South Bohemia

Using generalizability theory to estimate item order effects in multi-facet measurement designs

Christopher Chiu, Law School Admission Council

Using weights in generalizability theory

Nathan R. Kuncel, Marcus Crede, Lisa L. Thomas, University of Illinois at Urbana - Champaign

The reliability of self-reported grade point averages, class ranks, and test scores: A meta-analysis

Nambury S. Raju, Illinois Institute of Technology; T.C. Oshima, Georgia State University

An alternate formulation for assessing the reliability of an expanded or reduced test

David F. Lohman, University of Iowa

Personal standard errors of measurement: A practical alternative to caution indices

Discussants

Samuel A. Livingston, ETS

Stephen G. Sireci, University of Massachusetts – Amherst

Thursday, 8:15 – 10:15 AM Room 5A Upper Level K3

Operationalizing Skills-level Cognitive Diagnosis – Symposium

Organizer/Moderator

Louis V. DiBello, ETS

Presenters

Jon Templin, Xuming He, Louis Roussos, University of Illinois-Urbana;

Daniel Bolt, University of Wisconsin-Madison;

Polytomous (graded response) item and polytomous (graded) attribute scoring

Robert Henson, William Stout, Xuming He, Jeff Douglas, University of Illinois-Urbana

Measures of reliability in models for skills diagnosis

Andrew Dean Ho, Stanford University; Louis V. DeBello, ETS

Application of the fusion model skills diagnosis system to large-scale assessments

Meghan McGlohen, University of Texas-Austin; Ed Miller, Texas

Education Agency; Hua-Hua Chang, University of Texas-Austin

Analyzing Texas data using the fusion model

Terry A. Ackerman, University of North Carolina-Greensboro; Cindy Walker, University of Wisconsin-Milwaukee; Mark Gierl, University of Alberta; Tina L. Heafner, University of North Carolina-Charlotte

Using the fusion model to develop a high stakes science assessment

Thursday, 10:35 – 12:05 PM Room 2 Upper Level L1

2003 Career Award Winner Address

Cognitive Psychology and Educational Assessment

Moderator

John Mazzeo, ETS

Presenter

Robert J. Mislevy, University of Maryland

Discussant

Robert Glaser, University of Pittsburgh

Thursday, 10:35 – 12:05 PM Room 3 Upper Level L2

Differential Item Functioning – Paper Session

Moderator

Dianne Henderson-Montero, ETS

Presenters

Patrick O. Monahan, Indiana University at Indianapolis

Examining the assumption of linearity of the logit in the logistic regression procedure for detecting DIF

Hye-Sook Park, Korea University

The effect of item location of an opinion survey on differential item (measure) functioning using a multilevel analysis method

Tae-Je Seong, Ewha Woman University; Youngsuk Suh, University of Wisconsin-Madison; Young-Sun Lee, Columbia University; Allan S. Cohen, University of Georgia

Examining type 1 error and power for detection of differential item and testlet functioning

Marilyn L. Abbott, University of Alberta

The identification and interpretation of group differences on the Canadian language benchmarks assessment reading items

Discussants

Mei Liu, Law School Admission Council

Stephen E. Stark, University of South Florida

Thursday, 10:35 – 12:05 PM Room 4 Upper Level L3

A Potpourri of Assessment Issues – Paper Session

Moderator

Thomas Haladyna, Arizona State University

Presenters

Shameem Nyla Khaliq, Stephen G. Sireci, University of Massachusetts - Amherst

Evaluating automated essay scoring programs: Beyond percent agreement and Pearson Correlations

Lawrence M. Rudner, Graduate Management Admission Council

Expected classification accuracy

Hyun Sook Yi, Robert L. Brennan, University of Iowa

Methods for estimating classification consistency

J. Patrick Meyer, Dohong Kim, Ching Ching Yap, University of South Carolina

Tracking aggregate level attitude change with item category maps

Charles W. Peters, Patricia Ann Kenney, University of Michigan

Incorporating and modeling classroom assessment in a teacher education program

Discussants

Richard L. Sawyer, ACT, Inc.

Catherine S. Taylor, University of Washington

Thursday, 12:25 – 1:55 PM Room 3 Upper Level M1

Item Response Theory Fit and Model Selection – Paper Session

Moderator

John R. Donoghue, ETS

Presenters

Rashid Saif Al-Mahrazi, Sultan Qaboos University

Investigating new modification of the between-fit of person's responses with IRT models

Bo Zhang, University of Wisconsin - Milwaukee; Clement A. Stone, University of Pittsburgh

Conditioning on total score in a goodness-of-fit statistic for compensatory multidimensional IRT models

Sarah von Schrader, Timothy Ansley, Seonghoon Kim, University of Iowa

Examination of item fit indices for polytomous item response models

Taehoon Kang, Allan S. Cohen, University of Wisconsin - Madison

IRT model selection methods for dichotomous items

Feng Yu, Lei Yu, Robert L. Smith, ETS

Sample size, test length, and IRT model selection

Discussants

Amy R. Drescher, ETS

Neal Kingston, Measured Progress

Thursday, 12:25 – 1:55 PM Room 4 Upper Level M2

Construct Integrity in Large-Scale Testing: Developing Assessments Appropriate for a Diverse Population – Symposium

Organizer/Moderator

Phoebe C. Winter, University of Maryland

Presenters

Rebecca J. Kopriva, University of Maryland

Conceptual overview

David E. Wiley, Phoebe C. Winter, Linda Dager Wilson, University of Maryland

Using comprehensive construct identification to develop test items: The item cluster approach

Phoebe C. Winter, Chen-Su Chen, Maria Sprehn, Patricia Walker Webb, University of Maryland

An empirical investigation of the item cluster approach

David E. Wiley, Rebecca J. Kopriva, Phoebe C. Winter, University of Maryland

Testing and evaluating conceptual hypotheses: Statistical alternatives

Discussants

Robert J. Mislevy, University of Maryland

David Sweet, U.S. Department of Education

Thursday, 12:25 – 1:55 PM Room 5A Upper Level M3

Meshing Measurement with Curriculum and Instruction: Three Venues, Three Strategies – Invited Interactive Symposium

Organizer/Moderator

W. James Popham, University of California, Los Angeles

Presenters

Duncan MacQuarrie, Harcourt Educational Measurement

Collaboration at the district level: It can happen, but it depends...

Doug Christensen, Nebraska Commissioner of Education

It takes a team: Going beyond cooperation and consensus

Eva L. Baker, CRESST/UCLA

Building social capital for educational reform: A university perspective

Thursday, 12:25 – 1:55 PM Room 5B Upper Level M4

Threats to Validity in Writing Assessments – Symposium

Organizer/Moderator

Carol A. Dwyer, ETS

Presenters

Hunter Breland, Claudia Gentile, ETS

Toward a construct of writing ability

Donald Powers, ETS

Effects of predisclosing essay prompts

Martin Chodorow, ETS

Plagiarism and high-stakes tests

Discussant

Linda M. Crocker, University of Florida

Thursday, 2:15 – 3:45 PM Room 3 Upper Level N1

Career Highlights and Contributions: Robert L. Ebel – Invited Symposium

Organizers

Gregory J. Cizek, University of North Carolina
David A. Frisbie, University of Iowa

Moderator

David A. Frisbie, University of Iowa

Presenters

William A. Mehrens, Michigan State University
A biographical sketch of Bob Ebel
Rick Stiggins, Assessment Training Institute
Robert Ebel's contributions to classroom measurement Practices
Linda Crocker, University of Florida
Robert Ebel's contributions to measurement theory
Gregory J. Cizek, University of North Carolina
Bob Ebel: Educational statesman

Thursday, 2:15 – 3:45 PM Room 4 Upper Level N2

Methods of Establishing Vertical Scales, and their Impact on Measuring Growth – Symposium

Organizer

Deborah J. Harris, ACT, Inc.

Moderator

Amy B. Hendrickson, University of Maryland

Presenters

Amy B. Hendrickson, University of Maryland; Michael J. Kolen, Ye Tong, University of Iowa
Comparison of IRT vertical scaling from scaling test and common item designs
Ye Tong, University of Iowa; Deborah J. Harris, ACT, Inc.
The impact of choice of linking and scales on vertical scaling
Chiou-Yueh Shyu, Xiaohong Gao, Deborah J. Harris, ACT, Inc.
Vertical scaling with multiple-format tests
Deborah J Harris, ACT, Inc.; Amy B. Hendrickson, University of Maryland; Ye Tong, University of Iowa; Seon-Hi Shin, Chiou-Yueh Shyu, ACT, Inc.
Vertical scales and the measurement of growth

Discussants

Michael J. Kolen, University of Iowa
Richard J. Patz, Stanford University

Thursday, 2:15 – 3:45 PM Room 5A Upper Level N3

Analysis of Spring 2003 New SAT® and New PSAT/NMSQT® Field Trial – Symposium

Organizer/Moderator

Linda Cook, ETS

Presenters

Jinghua Liu, Miriam Feigenbaum, ETS

Data collection design and sample characteristics of the Spring 2003 field trial for the new SAT® and new PSAT/NMSQT®

Rosemary Reshetar, Jinghua Liu, Miriam Feigenbaum, ETS

New SAT® field trial prototype analysis

Patricia Baron, ETS

The impact of changes to the PSAT/NMSQT® on the National Merit Selection Index

Michael Walker, Jinghua Liu, ETS

Scaling issues associated with the new SAT® writing test

Jinghua Liu, Miriam Feigenbaum, Neil Dorans, ETS

Equatability of the new SAT® to the current SATI®

Discussants

Hariharan Swaminathan, University of Miami

Daniel M. Bolt, University of Wisconsin-Madison

Thursday, 4:05 – 6:05 PM Room 3 Upper Level O1

Technical and Statistical Issues in Test Development – Paper Session

Moderator

Lisa Keller, University of Massachusetts

Presenters

Dmitry Belov, Law School Admission Council; Ronald D. Armstrong, Rutgers University

A Monte Carlo approach for item pool analysis and design

Jennifer L. Dunn, University of Toronto

The jackknife and IRT: An amalgamation of classical and modern test theories

Fumiko Samejima, University of Tennessee

Expansion of the logistic positive exponent family of models to a continuous response model in the heterogeneous case

Jiahe Qian, Shelby J. Haberman, ETS

The best linear predictor for true score from a holistic score and an estimated score derived from the E-rater®

Discussants

Richard M. Luecht, University of North Carolina at Greensboro

John P. Poggio, University of Kansas

No Child Left Behind and English Language Proficiency Tests: Policy and Psychometric Issues – Symposium

Organizer

Jamal Abedi, CRESST/UCLA

Moderator

David Sweet, U.S. Department of Education

Presenters

Steve Ferrara, American Institutes for Research

Current efforts in developing English language proficiency measures as required by NCLB: Description of an 18-state collaboration with information from other efforts

Robert Linqunti, WestEd, Western Regional Educational Laboratory

Assessing English language proficiency under Title III: Policy issues and options

John Olson, Council of Chief State School Officers

Critical psychometric and policy issues that states and their vendors need to address to meet NCLB requirements for assessments of English language proficiency

Jamal Abedi, CRESST/UCLA

Research findings on the technical/psychometric issues concerning existing English language proficiency tests

Discussants

Linda Cook, ETS

Julia Lara, Council of Chief State School Officers

David Sweet, U.S. Department of Education

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

Organizers

Maureen Ewing, Fordham University

Olesya Falenchuk, University of Toronto

Presenters

1. Amral Sidiq Ali, University of Toronto

Measuring school improvement

2. Chanh Park, University of Wisconsin-Madison

A Monte Carlo study comparing parametric and nonparametric DIF detection methods for dichotomous items

3. Dan A. Sass, Thomas A. Schmitt, Cindy M. Walker, University of Wisconsin-Milwaukee

An evaluation of BILOG-MG with skewed theta distributions using various estimation procedures: A simulation study

4. Feifei Ye, Ohio State University; Russell Almond, ETS; Robert J. Mislevy, University of Maryland; Duanli Yan, ETS

Sensitivity to prior distributions in calibrating a Bayesian network for language assessment

5. Greg Sadesky, Matthew Gushta, University of Alberta

Applying Rule-Space Methodology to the problem of standard setting

6. Felipe Martinez, University of California, Los Angeles

Comparing classical and item response theories for use in college admissions

7. Kara M. Owens, James Madison University

The relationship between achievement goal orientation and item difficulty selection in a self-adapted test

8. Maria Papapolydorou, Robert J. Mislevy, University of Maryland

A Bayesian estimation approach to investigate test performance for interpreting and understanding graphs

9. Matthew Gushta, University of Alberta

Equivalence across modes of administration: An item-level analysis of computer-and paper-based test versions

10. Peggy K. Jones, Cynthia G. Parshall, John M. Ferron, University of South Florida

Preliminary computer-administered MCAT data versus paper-and-pencil MCAT: A comparability study

11. Pei-Hua Chen, University of Texas at Austin; Se-Kang Kim, Harcourt Educational Measurement
Comparison of three different linking procedures: Concurrent calibration, fixed item parameter, and mean/sigma scaling methods
12. Penny E. Nichol, University of Minnesota
Comparing alternative exam form structures
13. Qianli Ma, Amy B. Hendrickson, University of Maryland
Comparability of Maryland school performance assessment program scores across students with and without accommodations
14. Rebecca Gokiert, Kathryn Ricker, University of Alberta
A comparison of gender DIF on the WISC-III in Canadian and American national standardization samples
15. Shirley Y Y Li, University of Alberta
Assessing the effects of substantive and statistical DIF analyses on common-item nonequivalent group equating design in translated tests
16. Tammiee Dickenson, University of South Carolina
A comparison of ability estimates for locally dependent data using a standard IRT model and a testlet model
17. Weiwei Cui, James Roberts, Han Bao, University of Maryland
Data demands for the generalized graded unfolding model
18. Xia Mao, University of Iowa; Daniel M. Lewis, CTB/McGraw-Hill; Machteld Hoskens CTB/McGraw-Hill
A comparison of vertical scale stability using horizontal versus augmented anchor sets

Thursday, 4:15 – 7:15 PM Hyatt, Madeleine B

NCME Board of Directors Meeting

Members of NCME are invited to attend as observers.

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Pfannenstiel, Judy	H2	Schwartzbeck, Terri	I1
Plake, Barbara S.	B3, E2	Duggan	
Poggio, Andrew	H3	Seong, Tae-Je	L2
Poggio, John P.	H3, O1	Sharairi, Sid	J2
Popham, W. James	M3	Sheng, Yanyan	B2
Porchea, Sameano	A1	Sheng-hong, Dong	A4
Porter, Andrew	H4	Shermis, Mark D.	A2, H3
Powers, Donald	M4	Shin, Chingwei David	I3
Qi, Shu Qing	A4	Shin, Sion-Hi	N2
Qian, Jiahe	C1, O1	Shyu, Chiou-Yueh	K1, N2
Rabe-Hesketh, Sophia	D1	Sijtsma, Klaas	J4
Raczek, Anastasia E.	H3	Sinharay, Sandip	J4
Raju, Nambury S.	K2	Sireci, Stephen G.	A3, H2, J2, K2, L3
Reckase, Mark	B3, I1	Siskind, Theresa	A1, E4
Reshetar, Rosemary	N3	Skaggs, Gary	A3, G2
Ricker, Kathryn	O3	Skorupski, William P.	E2, G2, J2
Rizavi, Saba	D3	Sloane, Finbarr C.	B4
Roberts, James	O3	Smith, Jeffrey	B2, J3

Smith, Robert L.	K1, M1	Wainer, Howard	J2
Smith, Russell	G1	Walker, Cindy M.	A4, I2, K3, O3
Sprehn, Maria	M2	Walker, Michael	N3
Stahl, John	G3	Wan, Lei	D2
Stark, Stephen E.	L2	Wang, Joyce	C1
Stiggins, Richard J.	G4, I4, J3, N1	Wang, Ning	G3
Stone, Clement A.	D2, M1	Wang, Shudong	J2
Stout, William	K3	Wang, Xiang Bo	A4, C2, D3
Suh, Youngsuk	L2	Ware, John E. Jr.	H3
Swaminathan, Hariharan	A4, G2, J4, N3	Webb, Patricia Walker	M2
Sweet, David	M2, O2	Weissman, Alexander	C2
Swygert, Kimberly A.	J2	Wiley, Andrew	C2
Tateneni, Krishna	E1	Wiley, David E.	M2
Tatsuoka, Curtis	B4	Wiliam, Dylan	J3
Tatsuoka, Kikumi	B4	Wills, Joshua T.	C2
Tay-Lim, Brenda Siok- Hoon	J2	Wilson, Christine	E1
Taylor, Catherine S.	L3	Wilson, Linda Dager	M2
Tele'a, Dorothy	B3	Winter, Phoebe C.	M2
Templin, Jon	K3	Wise, Laureess (Laurie)	H3
Tessema, Aster	E3	Wise, Steven L.	B2, G1
Thomas, Lisa L.	K2	Wong, Carina	H1
Thomason, Jackie	B2	Wood, Carolyn M.	A3
Thum, Yeow Meng	C1	Xin, Tao	B4
Tindal, Gerald	I2	Yamada, Tomoko	B4
Tirrozi, Gerald	I1	Yamamoto, Kentaro	K1
Tong, Ye	N2	Yan, Duanli	O3
Um, Kooghyang R.	J2	Yang, Chien-Lin	B1
Valadez, Concepción M.	A3, J1	Yang, Wen-Ling	E1
van der Linden, Wim J.	E3	Yang, Xiangdon	H3
VanderVeen, Arthur	H4	Yang, Yongwei	A3
Veldkamp, Bernard P.	E3, G1	Yao, Lihua	I2
Verschoor, Angela	G1	Yap, Ching Ching	L3
von Davier, Alina A.	E1	Ye, Feifei	O3
von Davier, Matthias	G3, J4	Yeh, Chien-Chi	D2
von Schrader, Sarah	M1	Yen, Wendy	C1
		Yi, Hyun Sook	L3

Yi, Qing	E1
Yin, Ping	D2, K2
Yoes, Michael E.	C2
Yon, Haniza	G3
Yovanoff, Paul	I2
Yu, Feng	M1
Yu, Hsiu-Ting	I3
Yu, Lei	H3, M1
Zenisky, April L.	E3
Zhang, Bo	M1
Zhang, Liru	B1
Zhao-sheng, Lou	A4
Zhi-yong, Xu	A4
Zhou, Jun	A4
Zhu-jing, Hu	A4