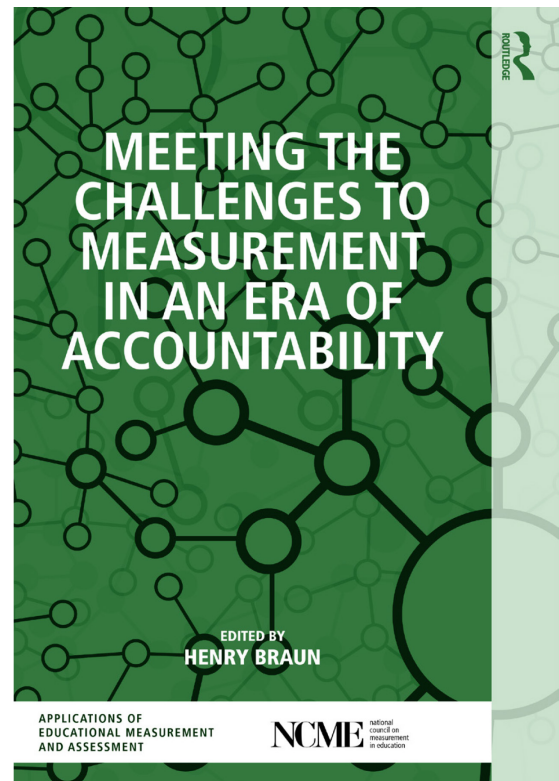


SECOND VOLUME IN THE NCME BOOK SERIES PUBLISHED

The Editorial Board of the NCME APPLICATIONS OF EDUCATIONAL MEASUREMENT AND ASSESSMENT BOOK SERIES is pleased to announce the publication of the second volume, edited by Henry Braun, titled *Meeting the Challenges to Measurement in an Era of Accountability*. Henry Braun is Boisi Professor of Education and Public Policy Director of the Center for the Study of Testing, Evaluation and Education in the Lynch School of Education at Boston College. The volume focuses on the assessment of student achievement in a broad range of grade levels and subject areas with particular attention to their use in the evaluation of teachers and schools overall. In each case, issues related to design and development, psychometric considerations, and validity challenges are covered from both a generic and a content-specific perspective. Readers of this second volume will appreciate the impressive lineup of chapter authors and the excellent content.

1. The Challenges to Measurement in an Era of Accountability: Introduction and Overview. Henry Braun. **2. Design and Development of End of Course Tests for Student Assessment and Teacher Evaluation.** Steve Ferrara and Walter D. Way. **3. Design and Implementation Considerations of Performance-Based and Authentic Assessments for Use in Accountability Systems.** Scott F. Marion and Katie Buckley. **4. Psychometric Considerations for Performance-Based Assessments and Student Learning Objectives.** Suzanne Lane and Charles DePascale. **5. General Introduction to Evidence-Centered Design.** Geneva D. Haertel, Terry P. Vendlinski, Daisy Rutstein, Angela DeBarger, Britte H. Cheng, Eric B. Snow, Cynthia D'Angelo, Christopher Harris, Louise Yarnall, and Liliana Ructtinger. **6. Validity and Accountability: Test Validation for 21st-Century Assessments.** Stephen G. Sireci and Amanda Soto. **7. Commentary: Can Campbell's Law be Mitigated?** Derek C. Briggs. **8. Arts Assessment in an Age of Accountability: Challenges and Opportunities in Implementation, Design, and Measurement.** Scott C. Shuler, Timothy S. Brophy, F. Robert Sabol, Susan McGreevy-Nichols, and Mary J. Schuttler. **9. Assessment Issues in World Languages.** Meg Malone and Paul Sandrock. **10. Use of Evidence-Centered Design in Assessment of History Learning.** Kadriye Ercikan, Peter Seixas, Pamela Kaliski, and Kristen Huff. **11. Assessing the Life Sciences: Using Evidence-Centered Design for Accountability Purposes.** Geneva D. Haertel, Terry P. Vendlinski, Daisy Rutstein, Angela DeBarger, Britte H. Cheng, Cindy Zikar, Christopher Harris, Cynthia D'Angelo, Eric B. Snow, Marie Bienkowski, and Liliana Ructtinger. **12. Assessing Physical and Earth and Space Science in the Context of the NRC Framework for K-12 Science Education and the Next Generation Science Standards.** Nathaniel J. S. Brown, Scott S. Maderer, and James Wood. **13. Transforming Assessment in Mathematics: Introduction.** Patricia A. Klag and Friedrich L. Kluempfen.



FORTHCOMING VOLUMES (TITLES AND PUBLICATION DATES ARE PROVISIONAL)

Fairness in Educational Assessment and Measurement, Edited by Neil J. Dorans and Linda L. Cook (August 2016)
Testing in the Professions: Credentialing Policies and Practice, Edited by Susan Davis-Becker and Chad W. Buckendahl
Validation of Score Meaning in the Next Generation of Assessments, Edited by Kadriye Ercikan and James W. Pellegrino

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