NCME
national
council on
measurement
in education

National Council on Measurement in Education

2006
Annual Meeting
Program

April 8-10, 2006

San Francisco, California

NCME • 2006 Annual Meeting & Training Sessions

NCME Officers

President   James Impara
                                  Buros Center for Testing/Caveon, LLC

Vice-President   Daniel R. Eignor
                                  Educational Testing Service

Past-President   David A. Frisbie
                                  University of Iowa

Executive Officer   Bruce Wheeler
                                  NCME Executive Director

Directors

Terry Ackerman   *University of North Carolina, Greensboro*

Jeri Benson   *University of Florida*

Linda L. Cook   *Educational Testing Service*

Judith A. Koenig   *National Research Council*

Duncan MacQuarrie   *Harcourt Assessment, Inc.*

Hariharan Swaminathan   *University of Connecticut*

Editors

Journal of Educational Measurement	Michael J. Kolen *University of Iowa*
Educational Measurement Issues and Practice	Steve F. Ferrara *American Institutes for Research*
NCME Newsletter	N. Scott Bishop *Riverside Publishing*
Website Director	M. David Miller *University of Florida*

2006 Annual Meeting Chairs

Program Chairs	Chad W. Buckendahl *Buros Center for Testing University of Nebraska, Lincoln* Leslie E. Lukin *Lincoln Public Schools*
Training Sessions	Lori Nebelsick-Gullett *Lincoln Public Schools*
Fitness Run/Walk Director	Brian F. French *Purdue University*
Program Chair Assistant	Alyson M. Schenk *University of Nebraska, Lincoln*

Proposal Reviewers

David Anderson
Deborah Bandalos
Patricia Baron
Sheila Barron
Luz Bay
Michael Beck
Dmitry Belov
Nancy Bene
Betty Bergstrom
N. Scott Bishop
Keith Boughton
Brent Bridgeman
Susan Brookhart
Tom Brooks
Bethany Brunsman
Alan Bugbee
Cara Cahalan-Laitusis
Eduardo Cascallar
Hua-Hua Chang
Gregory Cizek
Allan Cohen
Yoav Cohen
Carolyn Crone
Zhongmin Cui
Teresa Dauber
Laurie Davis
Susan Davis
Jimmy de la Torre
Hui Deng
Craig Deville
Barbara Dodd
Allen Doolittle
Steven Downing
Amy Dresher
Jennifer Dunn
Kadriye Ercikan
Abdullah Ferdous
Richard Fischer
Anne Fitzpatrick
John Fremer
David Frisbie
Naomi Gafni
LeAnn Gamache
Xiaohong Gao
Marna Golub-Smith
Louis Grosso
Robin Guille
Brian Habing

Diane Henderson-
  Montero
Amy Hendrickson
Peter Hendrickson
Steve Henry
Mike Herrick
Kaaren Hoffman
Liz Hollingworth
Kristen Huff
Michael Jodoin
Patrick Jones
Vinetta Jones
Marc Julian
John Kalohn
Michael Kane
Shameem Khaliq
Seock-Ho Kim
Yoonok Kim
Beverly Klecker
Don Klinger
Judith Koenig
Anna Kubiak
Paul La Marca
Ida Lawrence
Young-Wan Lee
Ming Lei
Jacqueline Leighton
Mei Liu
Yanmei Li
Zhushan Mandy Li
Susan Loomis
Susan J. Maller
Scott Marion
Joy Matthews-Lopez
Martha McCall
Catherine McClellan
Rob McEntarffer
Ronald Mead
Michelle Mengeling
M. David Miller
Lora Monfils
Lori Nebelsick-Gullett
Michael Nering
Julie Noble
Ruben Orit
Elena Papanastosiou
Thanos Patelis
Randall Penfield
Nancy Petersen

Mary Pitoniak
Barbara Plake
Jiahe Qian
James S. Roberts
Rochelle Robert
Fred Robin
H. Jane Rogers
Louis Roussos
Mark Shermis
Sandip Sinharay
Gary Skaggs
William Skorupski
Lisa Smith
Jeffrey Smith
Robert Smith
William Stout
Michael Strozeski
Richard Sullivan
Catherine Taylor
Jonathan Templin
Aster Tessema
Martha Thurlow
Ye Tong
Tsung-Hsun Tsai
Concepcion Valadez
Christina Van Barneveld
Cindy Walker
Kris Waltman
Xiang Bo Wang
Thomas Watkins
Walter D. Way
Mi-Young Webb
Cathy Wendler
Cheryl Wild
Ed Wiley
Joe Willhoft
James Wollack
Mary Yakimowski
Shu Jing Yen
Qing Yi
Ping Yin
Phillip Young
Lei Yu
April Zenisky-Laguilles
Jinming Zhang
Su Zhang
Michael Zieky
Eric Zilbert

Future Annual Meetings

2007 Annual Meeting
April 10-12
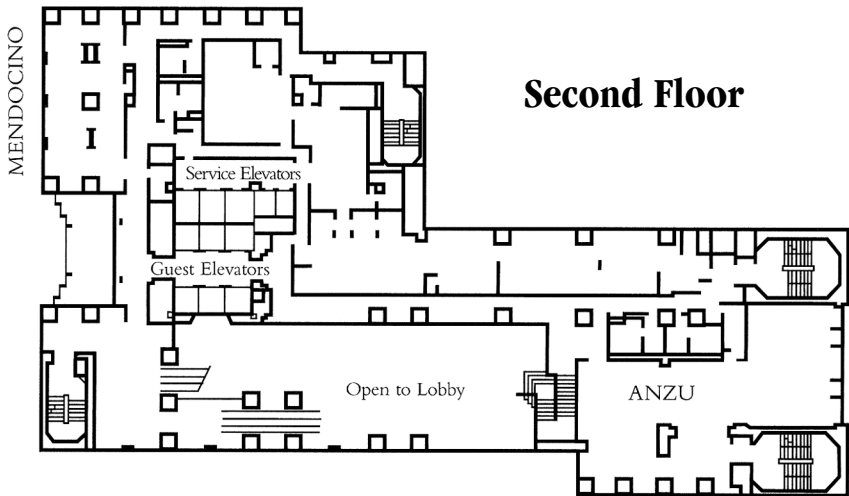Chicago, Illinois

2008 Annual Meeting
March 25-27
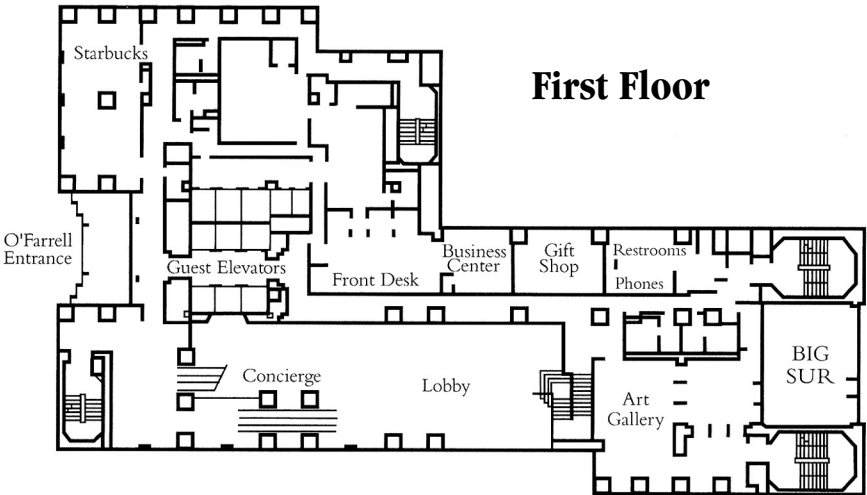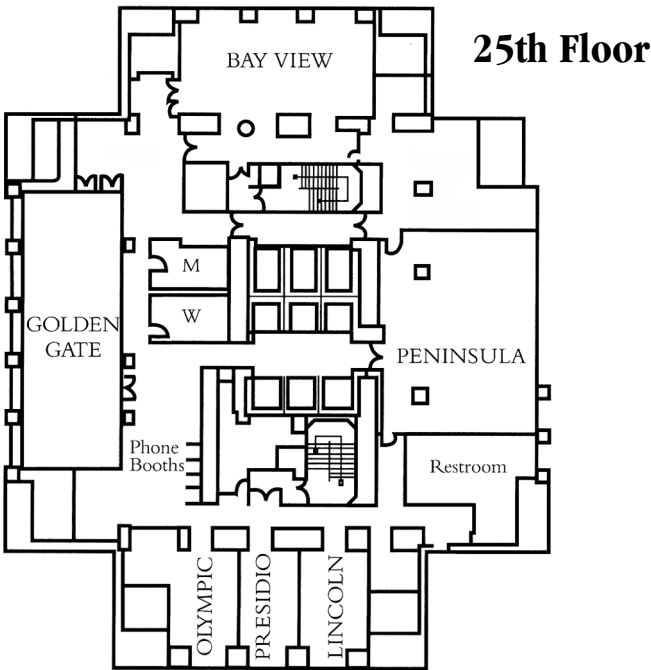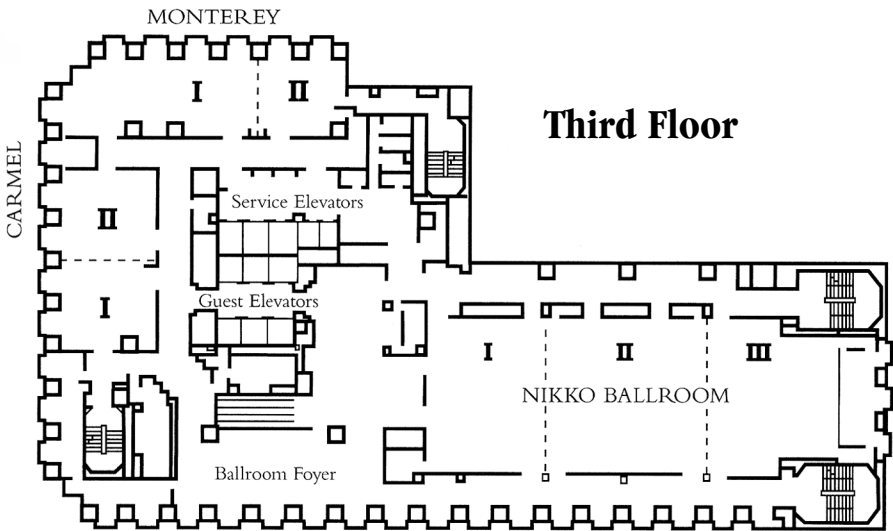New York, New York

2009 Annual Meeting
April 14-16
San Diego, California

Hotel Nikko San Francisco - Floor Plans

First Floor

Starbucks

O'Farrell
Entrance

Guest Elevators

Front Desk

Business
Center

Gift
Shop

Restrooms

Phones

Concierge

Lobby

Art
Gallery

BIG
SUR

Second Floor

MENDOCINO

II

I

Service Elevators

Guest Elevators

Open to Lobby

ANZU

Hotel Nikko San Francisco - Floor Plans

Third Floor

MONTEREY

CARMEL

I II

II

I

Service Elevators

Guest Elevators

Ballroom Foyer

NIKKO BALLROOM

I II III

25th Floor

BAY VIEW

GOLDEN GATE

M

W

PENINSULA

Phone Booths

Restroom

OLYMPIC PRESIDIO LINCOLN

PRE-CONFERENCE TRAINING SESSIONS

NCME's pre-conference training sessions will be held at the Hotel Nikko San Francisco. 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.

Thursday, April 6

8:00 a.m.-5:00 p.m.. . . . . Monterey Ballroom I
Considerations in Setting Performance Standards
Presenters: Marianne Perie, Mary Pitoniak, Michael Zieky

This session focuses on setting performance standards: how to choose a 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 also will be included. 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 and modified Angoff. 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. This session is intended for anyone who needs to understand how to run a standard setting session and the complexities involved. Participants will be provided with a booklet containing a series of articles relevant to the field, as well as some sample standard setting materials.

8:00 a.m.-5:00 p.m.. . . . . Peninsula Room
Test Equating Methods and Practice
Presenters: Michael Kolen, Robert Brennan

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 test forms 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, traditional and IRT equating methodology will be described, and practical issues will be discussed. The focus 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 co-directors' book *Test Equating, Scaling, and Linking Methods and Practices* (Second Edition), 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.

8:00 a.m.-5:00 p.m.. . . . . Mendocino Room
Skills Diagnosis with Latent Variable Models
Presenters: Jeff Douglas, Jimmy de la Torre, Hua Chang, Robert Henson,
Jon Templin

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.

8:00 a.m.-5:00 p.m.. . . . . Nikko Ballroom III
Bayesian Networks in Educational Assessment
Presenters: Russel Almond, Robert Mislevy, David Williamson, Duanli Yan

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. It 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.

This session is intended for people who have a good knowledge of probability and statistics (at the level of a college course in statistics with mathematics), but little experience with graphical models (Bayes nets) and related technologies. The audience should have some exposure to Bayesian ideas of inference, but extensive experience is not necessary. For the most part, we will discuss models in term

of mathematics, not equations. Although key theorems in the area will be discussed, the goal will be to provide intuition rather than rigorous proof. It is recommended that participants bring a laptop computer.

8:00 a.m.-12:00 noon . . . . **Monterey Ballroom II**
Direct Estimation Software Interactive (DESI)
   Presenters: Lydia Gladkova, Rebecca Moran, Matthias von Davier

DESI is a software program that gives estimates of the regression of a latent, or unobserved variable on a set of independent observed regressors and provides estimates of subgroup means and standard deviations based on these estimates. DESI also enables estimates based on multiple imputations from the latent variable posterior distribution. The EM algorithm, which is the statistical core of the program, works for any regression problem with missing variables. However, the main target of this session will be to demonstrate how the program works in context of a large-scale educational assessment. The underlying statistical model is a linear multivariate latent regression with unknown parameters. The estimation is performed through an iterative procedure based on the EM algorithm. The specific steps of the procedure depend on the number of subscales. The group statistics (means, standard errors and achievement levels) are estimated by using multiple imputations in a simulation subroutine.

In this session, the presenter will cover the statistical background of the underlying algorithm and its application to the educational assessment environment, and will demonstrate DESI, first using simulated data as examples and then by using real-life examples with NAEP National and State data. The DESI help manual written by ETS research staff will be the basis for this training session.

1:00 p.m.-5:00 p.m. . . . . **Monterey Ballroom II**
Exploring Growth Models Under NCLB
   Presenters: Richard Hill, Ellen Forte Fast, Scott Marion, Bill Erpenbach

This training session will give people the latest information (current at the time of the NCME Annual Meeting) about what the United States Department of Education is allowing for growth models in the accountability plans required under No Child Left Behind, and ways that states might propose modifying their current AYP plans that would 1) provide increased validity to the process of identifying schools in need of improvement, and 2) have some chance of being approved. The session will be organized around the following ideas:

1. Clarifying why a growth model might do a better job of identifying the schools that are doing a good job with all their students than a status-only accountability model would.
2. Outlining all the ways that growth or value-added models might be incorporated into AYP plans.
3. Describing the methods that have been proposed to USED, which have been accepted and which have not, and the reasons for these decisions.
4. Suggesting next steps for states: a working component of the session during which participants have the opportunity to propose models/solutions and to obtain feedback from the panel, as well as other participants, in terms of validity and likelihood of acceptance by the USED.

1:00 p.m.-5:00 p.m.. . . . . Carmel
Designing Tests with Security in Mind
  Presenters: Cyndy Fitzgerald, David Foster, Jamie Mulkey

States and local school districts have increased the frequency with which they are involved in high stakes testing. More and more educational entities have been affected by NCLB and have instituted their own high stakes testing programs related to end-of-course exams, and high school graduation. Similarly, high stakes credentialing (both licensure and certification) testing is also on the increase. As the stakes associated with testing increase, so do the rewards for test fraud. Test fraud takes on many forms, including cheating and stealing test items to use in test prep courses or to sell on the Internet. What can we, as test developers or sponsors do to help thwart those individuals who may be involved in test fraud?

This course provides insights and strategies to help those in the testing industry develop tests that hinder those who would behave in fraudulent ways. Test fraud will be defined, strategies for writing both multiple-choice and performance items that will make fraudulent behavior more difficult will be demonstrated, and test assembly strategies to help protect against fraud will be discussed. Item-writing strategies and the type of test fraud these strategies help to eliminate will also be discussed. Performance-related item development strategies are divided into two categories: general strategies and strategies for computer-based testing. In addition, test development and/or test assembly methods will also be included in the discussion of how to make tests more secure.

Friday, April 7

8:00 a.m.-5:00 p.m. . . . . Nikko Ballroom II
Applying Hierarchical Models to Causal Inference
  Presenters: Stephen Raudenbush, Guanglei Hong

The purpose of this training session is to introduce the recent development of causal inference concepts and methods for evaluating educational policy and program effects in multi-level settings when randomized experiments are infeasible. The presenters will teach hierarchical linear and nonlinear models in combination with propensity score-based methods for causal effect estimation. Education examples will be used throughout in lecture, discussion, and hands-on practice. The session is intended for researchers interested in investigating the effectiveness of educational policies, intervention programs, and various educational practices. It is recommended that participants bring a laptop computer with SPSS 13.0 or any other generic statistical software installed (e.g., SAS, S-PLUS, STATA).

8:00 a.m.-5:00 p.m.. . . . . Nikko Ballroom I
The Kernel Method of Observed Score Test Equating
  Presenters: Alina von Davier, Paul Holland, Ning Han

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. We view any observed-score test equating 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 comparing 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 presenter will cover the theory behind KE 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 (ETS, 2005) will be provided.

8:00 a.m.-5:00 p.m.. . . . . Monterey Ballroom
Practice Analysis for Licensing and Certification Programs
Presenters: Roberta Chinn, Norman Hertz

This training session will present various approaches for conducting practice analysis for regulatory purposes. There will be a mix of didactic presentation and participant exercises that illustrate the cognitive tasks involved in a practice analysis. The didactic presentation will provide 1) methodologies and models for practice analysis; 2) sampling strategies; and 3) approaches to data analysis and test plan construction. Participant exercises will address strategies for eliciting task and knowledge information from interviewees, conceptualizing tasks and knowledge, developing organizational frameworks, and developing narrative definitions of content domains. Participants will be provided binders with outlines of lecture topics, description of exercises, and a list of references for further reading.

8:00 a.m.-12:00 noon . . . . Nikko Ballroom III
Student Involvement and Formative Feedback in Classroom Assessment:
Measurement Concepts & Issues
Presenters: Jeff Beaudry, Dylan Wiliam, Sara Bryant

The purpose of this training session is to examine current theory and practice of classroom assessment, and focus on how students can benefit from direct involvement in classroom assessment. With increasing emphasis on formative assessment, this training session will provide a clear distinction between teacher-designed and commercial formative assessment. Learning activities will center on contemporary conceptions of validity and reliability, especially as they relate to student involvement in classroom assessment. Through the discussion of in-depth case studies of practicing teachers participants will explore a variety of issues such as: 1) development of a shared language of assessment; 2) clarification of achievement targets (content validity and setting goals); 3) opportunities for formative feedback; 4) development of formative assessment products to set and re-set standards; 5) development of fair and equitable learning environment; 6) use of data for student learning and teacher planning; and 7) support of peer and social learning.

8:00 a.m.-12:00 noon . . . . **Carmel**
Tips for Graduate Students: Advice for Finishing School, Obtaining a Job, and
Starting a Career
   Presenters: Deborah Harris, Julio Sanclemente, Tammie Cumming

This training session will have 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 asso-
ciations); 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 to do if you hate your job.

1:00 p.m.-5:00 p.m.. . . . . **Nikko Ballroom III**
Planning and Developing a Testing Program
   Presenters: Tom Haladyna, Steve Downing

This four-hour training helps interested participants learn to plan and develop a
high quality testing program for measuring educational achievement in the schools
or for credentialing. The training draws heavily on the *Handbook of Test
Development* (Downing and Haladyna, Eds., 2006) which contains 33 chapters on
all aspects of test development authored by leading authorities in testing. The
recently published *Handbook* will be provided to participants, together with other
workshop materials, which will be useful in assisting participants in developing
tests. A 12-step process forms the basis for the planning of a testing program.
Participants are expected to put into practice concepts, principles, and procedures
learned from this training session to create a testing plan. This document can be
used to develop a testing program that follows guidelines suggested in the
Standards for Educational and Psychological Testing. The plan should also enable
the collection and organization of validity evidence that is valuable in any testing
program.

1:00 p.m.-5:00 p.m.. . . . . **Carmel**
Teaching Educational Measurement
   Presenter: Deborah Bandalos

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 top-
ics to include in an educational measurement course, sequencing of topics,
responding to the needs of students from different content areas, teaching strate-
gies and materials, assessment methods, and recommendations for books, arti-
cles, websites, and other materials. Handouts will include examples of assign-
ments, exercises, and assessments from a variety of experienced teachers of
such courses.

Saturday, 8:15 a.m.-10:15 a.m., Nikko Ballroom I, A1

The Use of Response Time to Improve Computer-delivered Tests – Symposium

Organizer/Moderator

G. Gage Kingsbury, Northwest Evaluation Association

Presenters

Martha S. McCall, Northwest Evaluation Association, Brian Bontempo, Mountain Measurement
The nature of time as a variable

Wim J. van der Linden, University of Twente
Two empirical Bayes methods for using response times to improve item selection in adaptive testing

John Cronin, Northwest Evaluation Association
The affect of test stakes on item response time, response accuracy, and growth as measured on a computerized-adaptive test

Steven L. Wise, Dennison Bhola, Sheng-Ta Yang, James Madison University
Taking the time to improve the validity of low-stakes tests: The effort-monitoring CBT

Xiaojing J. Kong, Steven L. Wise, Christine J. Harmes, Sheng-Ta Yang, James Madison University
Motivational effects of praise in response-time-based feedback: A follow-up study of the effort-monitoring CBT

Discussant

Anthony R. Zara, Pearson Educational Measurement/VUE

Saturday, 8:15 a.m.-10:15 a.m., Nikko Ballroom II, A2

Shaping Policy and Practice: The Measurement Community's Role Across the Educational Continuum – Invited Symposium

Organizer/Moderator

Ed Wiley, University of Colorado, Boulder

Presenters

Lorrie Shepard, University of Colorado, Boulder
Using learning progressions to link classroom assessment and large scale assessments

Robert Linn, University of Colorado, Boulder
Large scale assessment and school improvement: Contributions of the measurement community

Ed Wiley, University of Colorado, Boulder
Teacher quality and credentialing: The role of the measurement community in shaping policy and practice

Richard Shavelson, Stanford University
Assessing learning to hold higher education accountable

Discussants

Daniel Koretz, Harvard University
Lorraine McDonnell, University of California, Santa Barbara

Saturday, 8:15 a.m.-10:15 a.m., Nikko Ballroom III, A3

**Using Assessment Results to Improve District and School Practice –
Related Paper Session**

Organizer/Moderator

Laura S. Hamilton, RAND Corporation

Presenters

J.R. Lockwood, Daniel F. McCaffrey, RAND Corporation
How robust are value-added measures of teacher effects?

John F. Pane, Jacob W. Dembosky, RAND Corporation
Challenges to data-driven decision making in smaller school districts

Julie Marsh, RAND Corporation
Barriers to effective data use: Findings from three urban school districts

Laura S. Hamilton, Brian M. Stecher, RAND Corporation
Using test-score data in the classroom

Discussant

Joan L. Herman, CRESST/University of California, Los Angeles

Saturday, 8:15 a.m.-10:15 a.m., Monterey, A4

Topics in DIF and Item Parameter Drift – Paper Session

Moderator

Alan Bugbee, National Board of Osteopathic Medical Examiners

Presenters

Randall D. Penfield, University of Miami
A nonparametric method for assessing differential step functioning in polytomous items

Rebecca J. Gokiert, Jacqueline P. Leighton, University of Alberta
A three-stage approach for identifying gender differences on large-scale science assessments

Seon-Hi Shin, Nathan Wall, Harcourt Assessment, Inc.
Three differential item functioning detection methods with three different ability distributions

Holmes Finch, Ball State University, Brian F. French, Purdue University
Detection of crossing differential item functioning: A comparison of four methods

James A. Wollack, Hyun Jung Sung, Taehoon Kang, University of Wisconsin, Madison
The impact of compounding item parameter drift on ability estimation

Paul E. Jones, Russell W. Smith, Thomson Prometric
Item parameter drift in certification exams and its impact on pass-fail decision making

Discussant

Seock-Ho Kim, University of Georgia

Saturday, 8:15 a.m.-10:15 a.m., Carmel, A5

Multidimensionality in IRT – Paper Session

Moderator

Amy Hendrickson, University of Maryland

Presenters

Lixiong Gu, Educational Testing Service, Lihua Yao, CTB/McGraw-Hill
A Bayesian multidimensional item response theory approach to improve parameter estimates for short tests with small sample sizes

Mark J. Gierl, Jacqueline P. Leighton, Xuan Tan, University of Alberta
Evaluating the cluster consistency of DETECT when data display complex dimensional structures

Matthew Finkelman, Measured Progress, Giles Hooker, McGill University, Keith Boughton, Lihua Yao, CTB/McGraw-Hill
Estimation irregularities in compensatory MIRT models

Yanwei Zhang, AICPA, Ratna Nandakumar, University of Delaware
Robustness of ability estimation to multidimensionality in CAST with implications to test assembly

Roy Levy, Robert J. Mislevy, University of Maryland, Sandip Sinharay, Educational Testing Service
Posterior predictive model checking for within-item multidimensionality in IRT

Discussants

David Thissen, University of North Carolina, Chapel Hill
Jinming Zhang, Educational Testing Service

Saturday, 10:35 a.m.-12:05 p.m., Nikko Ballroom I, B1

Emerging Psychometric Methods for Item Response Data – Symposium

Organizer/Moderator

Matthias von Davier, Educational Testing Service

Presenters

Matthias von Davier, Shirley Xu, Educational Testing Service
A class of cognitive diagnosis models for survey assessments

Xiaomin Huang, EMDS, College Park, Matthias von Davier, Educational Testing Service
Comparing latent trait models for large-scale survey background

James S. Roberts, Georgia Institute of Technology
Mixtures of the generalized graded unfolding model: Advances and applications of item response theory models for attitude measurement

Jinming Zhang, Educational Testing Service
A cognitive diagnosis model of raw responses for multiple-choice items

Sandip Sinharay, Matthias von Davier, Zhumei Guo, Educational Testing Service
Assessing the fit of latent regression models

Discussant

Susan Embretson, Georgia Institute of Technology

Saturday, 10:35 a.m.-12:05 p.m., Nikko Ballroom II, B2

Integrating Psychometrics and Education Policy: An Interactive Symposium – Symposium

Organizer

Stephen G. Sireci, University of Massachusetts, Amherst

Moderator

Kathryn A. McDermott, University of Massachusetts, Amherst

Presenters

Gregory J. Cizek, University of North Carolina, Chapel Hill
Test consequences, test validity, and testing policy

Lorraine M. McDonnell, University of California, Santa Barbara
Assessment as a policy instrument

Scott Marion, National Center for the Improvement of Educational Assessment
Theories of action in state and federal accountability systems: What might it look like if we did it right?

Kathryn A. McDermott, University of Massachusetts, Amherst
The politics of state accountability policy

Stephen G. Sireci, Christine Lewis, Andrea Martone, University of Massachusetts, Amherst
Why can't we all just get along? How psychometricians can work with school districts to improve student learning

Matthew Militello, University of Massachusetts, Amherst, Gary Sykes, Michigan State University
Why schools have trouble using test data

Discussant

Peggy Carr, National Center for Education Statistics

Saturday, 10:35 a.m.-12:05 p.m., Nikko Ballroom III, B3

Differential Item Functioning in Special Populations – Paper Session

Moderator

Craig S. Wells, University of Massachusetts, Amherst

Presenters

N. Scott Bishop, David Swift, Sid Sharairi, Riverside Publishing, Pui-Wa Lei, Penn State University, Chris Domaleski, Georgia Department of Education
Alternative procedures for identifying non-reading test items with high reading loads

Andre A. Rupp, Institute for Quality Management in Education, Hyeran Choi, Tracy Ferne, University of Ottawa
Integration of psychometric and cognitive information into differential item functioning (DIF) analysis: Impact of imputation methods and a cognitive approach to predicting DIF in SAIP reading comprehension items

Jorge Carvajal-Espinoza, Andrew Poggio, University of Kansas
Studying equivalence of Spanish language versions of a large scale assessment: Differential item functioning in the cognitive and affective domain

Maria Martiniello, Harvard Graduate School of Education
Linguistic complexity and item-anchored DIF detection for ELLs in the MCAS mathematics test

Behroz T. Maneckshana, Lora Monfils, Cara Cahalan-Laitusis, Mary Pitoniak, Educational Testing Service
Differential item functioning comparisons of disability categories for an alternate assessment

Discussants

Kadriye Ercikan, University of British Columbia
Jiahe Qian, Educational Testing Service

Saturday, 10:35 a.m.-12:05 p.m., Monterey, B4

Topics in Performance and Alternate Assessment – Paper Session

Moderator

Joy Matthews-Lopez, Ohio University

Presenters

Dorinda J. Gallant, Ohio State University, Huynh Huynh, University of South Carolina
Predictive validity evidence for a curriculum-embedded performance assessment for young children in language arts and mathematics

Cathleen A. Kennedy, University of California, Berkeley
Simplified scoring of performance activities: Comparing assessment stories from complex and simple scoring approaches

Patricia J. Almond, University of Oregon
Multiple measures in performance-based alternate assessment using structured instructional tasks and activities

Zachary G. Stoumbos, Ronald D. Armstrong, Min Shi, Rutgers University
Person-fit measurement based on adaptive statistical process control

Sharon Mendes-Barnett, Diagnostic Accreditation Program, Bruno D. Zumbo, University of British Columbia
Relative performance of scoring designs for the assessment of constructed responses

Discussants

C. Dale Whittington, Shaker Heights Schools
Suzanne Lane, University of Pittsburgh

Saturday, 10:35 a.m.-12:05 p.m., Carmel, B5

Assessment in Higher Education – Invited Symposium

Organizer/Moderator

Donna Sundre, James Madison University

Presenters

Trudy W. Banta, Indiana University - Purdue University, Indianapolis
Validity of institutional quality comparisons

Peter Ewell, National Center for Higher Education Management Systems
Policy and politics in assessment in higher education

Richard Shavelson, Stanford University
Assessment of student learning in college: Rhetoric and promises

Brian Lindquist, University of Phoenix
Not deja vu all over again: Reengineering learning assessment at University of Phoenix

Discussants

Jessica Jonson, University of Nebraska, Lincoln
Jeff Smith, University of Otago

Saturday, 12:25 p.m.-1:55 p.m., Nikko Ballroom I, C1

Strengthening the Diversity Pipeline to Educational Measurement: The Role of Testing in Access, Recruitment, Participation, and Retention – Symposium
   (Sponsored by the Diversity Issues and Testing Committee)

Organizer/Moderator

Michael C. Rodriguez, University of Minnesota

Presenters

Susan Cooper-Loomis, NAGB
National standardized test participation: Preparation, motivation and performance

Catherine M. Millett, Educational Testing Service
Enhancing the success of diverse college and graduate students: Promoting access to the profession

Elena C. Papanastasiou, Intercollege, Cyprus
Psychometric testing and psychometricians outside the USA

Jennifer Godinez, Minnesota Minority Education Partnership, Inc.
A model of access to higher education: Addressing a changing demographic

Ernest Davenport, University of Minnesota
The relation of achievement to number versus pattern of course taking

Discussant

Michael C. Rodriguez, University of Minnesota

Saturday, 12:25 p.m.-1:55 p.m., Nikko Ballroom II, C2

Current Issues in Test Security – Invited Symposium

Organizer/Moderator

John Fremer, Caveon Test Security

Presenters

John Fremer, Caveon Test Security
Setting standards for test security: What do we need? What do we have?

Gregory J. Cizek, University of North Carolina, Chapel Hill
A systemic perspective on cheating

Ronald K. Hambleton, University of Massachusetts, Amherst
Have my test items been stolen? Item statistics to find out

W. James Popham, University of California, Los Angeles
Muting educators' motivation to cheat on "can't win" accountability tests

Discussant

Kathleen T. Williams, The College Board

Saturday, 12:25 p.m.-1:55 p.m., Nikko Ballroom III, C3

Unidimensional and Multidimensional Approaches to Vertical Scaling in Practical Contexts – Symposium

Organizer/Moderator

Dianne Henderson-Montero, Educational Testing Service

Presenters

Lydia Gladkova, Xueli Xu, Educational Testing Service
Cross grade scaling in NAEP: Linking design and analysis

Joyce Wang, Educational Testing Service
Establishing and evaluating a vertical scale within a complex assessment battery

Zhen Wang, Thakur Karkee, Donald Ross Green, CTB/McGraw-Hill
Exploring the effects of dimensionality on three vertical scaling procedures

Lihua Yao, CTB/McGraw-Hill
A non-compensatory multidimensional, multi-group IRT model for vertical scaling

Discussants

Hariharan Swaminathan, University of Connecticut
Richard J. Patz, RJ Patz, Inc.

Saturday, 12:25 p.m.-1:55 p.m., Carmel, C5

The Texas Assessment of Knowledge and Skills in Transition: Comparability of Online and Paper Administrations – Related Paper Session

Organizer/Moderator

Walter D. Way, Pearson Educational Measurement

Presenters

Laurie L. Davis, Pearson Educational Measurement
Score comparability of online and paper administrations of the Texas Assessment of Knowledge and Skills

Leslie Keng, University of Texas, Austin
Item-level comparative analysis of online and paper administrations of the Texas Assessment of Knowledge and Skills

Steven J. Fitzpatrick, Pearson Educational Measurement
Essay responses in online and paper Administrations of the Texas Assessment of Knowledge and Skills

Katie L. McClarty, University of Texas, Austin
Survey responses from students and administrators to online versions of the Texas Assessment of Knowledge and Skills

Discussant

Michael J. Kolen, University of Iowa

Saturday, 2:15 p.m.-3:45 p.m., Nikko Ballroom I, D1

Providing Diagnostic Information to Support Reform Efforts under NCLB – Symposium

Organizers

Dianne Henderson-Montero, Lora Monfils, Educational Testing Service

Moderator

Lora Monfils, Educational Testing Service

Presenters

Chingwei (David) Shin, Pearson Educational Measurement
A comparison of methods for estimating subscale scores for mixed-format tests

Jack Vevea, University of California, Santa Cruz, Michael Edwards, Ohio State University
Who can benefit from subscore augmentation? Investigating the characteristics of simulees for whom augmented subscores are more accurate than non-augmented scores

Lora Monfils, Dianne Henderson-Montero, Teresa Dawber, Ning Han, Educational Testing Service
Supporting reform efforts through diagnostic subscore reports: Implications for schools

Dylan Wiliam, Caroline Wylie, Educational Testing Service
Diagnostic information based on a single item

Discussants

Gary Schaeffer, CTB/McGraw-Hill
Mark Wilson, University of California, Berkeley

Saturday, 2:15 p.m.-3:45 p.m., Nikko Ballroom II, D2

Innovations in Item Difficulty Modeling: Recent Developments and Novel Applications – Related Paper Session

Organizers

Kristen Huff, The College Board
Joanna S. Gorin, Arizona State University

Moderator

Maureen Ewing, The College Board

Presenters

Joanna S. Gorin, Arizona State University
Using alternative data sources to inform item difficulty modeling

Kathleen M. Sheehan, Irene Kostin, Hilary Persky, Educational Testing Service
Predicting item difficulty as a function of inferential processing requirements

Kristen Huff, The College Board
Using item difficulty modeling to inform descriptive score reports

Susan E. Embretson, Georgia Institute of Technology
Operationalizing the processes in mathematical reasoning: From human to artificial intelligence

Discussants

Isaac Bejar, Educational Testing Service
Patrick Kyllonen, Educational Testing Service

Saturday, 2:15 p.m.-3:45 p.m., Monterey, D4

Improving the Validity of School Accountability Systems with Standards-based Measures of Student Growth – Invited Symposium

Organizer/Moderator

Scott Marion, National Center for the Improvement of Educational Assessment

Presenters

Scott Marion, National Center for the Improvement of Educational Assessment
Validity considerations when measuring growth

Damian Betebenner, Boston College
Using Markov chain analysis to construct transition probability matrices

Rich Hill, National Center for the Improvement of Educational Assessment
Incorporating values into growth-based accountability systems

Discussant

Michael J. Kolen, University of Iowa

Saturday, 2:15 p.m.-3:45 p.m., Carmel, D5

Issues in Scaling and Equating – Paper Session

Moderator

Ming Lei, ACT, Inc.

Presenters

Jee-Seon Kim, University of Wisconsin, Madison
Using the distractor categories of multiple-choice items to improve IRT linking

Ye Tong, Pearson Educational Measurement, Michael J. Kolen, University of Iowa
Scale shrinkage

Huijuan Meng, Michael J. Kolen, David Lohman, University of Iowa
An empirical investigation of IRT scaling methods: How different IRT models, parameter estimation procedures, proficiency estimation methods, and estimation programs affect the results of vertical scaling for the Cognitive Abilities Test

Tzu-Yun Chin, University of Nebraska, Lincoln, Wonsuk Kim, Michael L. Nering, Measured Progress
Five statistical factors that influence IRT vertical scaling

NooRee Huh, ACT, Inc., Michael J. Kolen, University of Iowa
Group invariance in a concordance context

Discussants

Jimmy de la Torre, Rutgers University
Alina A. von Davier, Educational Testing Service

Saturday, 4:05 p.m.-6:05 p.m., Nikko Ballroom I, E1

Psychometric Research with Policy Implications for Certification & Licensure – Invited Symposium

Organizer/Moderator

Thomas O'Neill, National Council of State Boards of Nursing

Presenters

Thomas O'Neill, Weiwei Liu, Michelle Reynolds, National Council of State Boards of Nursing
Impact of English as a second language (ESL) status on NCLEX performance

Gene A. Kramer, Laura M. Neumann, American Dental Association
Assessing scientific content in an integrated, clinically relevant context

Betty Bergstrom, Kirk Becker, Jim Masters, Timothy Muckle, Promissor
Modeling item difficulty for performance assessments that include critical steps

Russell W. Smith, Thomson Prometric
The implications of DIF and bias in certification testing

Brian Bontempo, Mountain Measurement, Jerry Gorham, Pearson VUE
A comparison of traditional and IRT based item quality criteria

Discussants

G. Gage Kingsbury, NWEA
Barbara S. Plake, University of Nebraska, Lincoln

Saturday, 4:05 p.m.-6:05 p.m., Nikko Ballroom II, E2

Topics in Scoring and Validity – Paper Session

Moderator

Douglas Penfield, Rutgers University

Presenters

Lyle F. Bachman, University of California, Los Angeles
Linking validity and use in educational assessments

Dong-In Kim, Seung Choi, Kay Um, CTB/McGraw-Hill, Jungnam Kim, University of Iowa
A comparison of methods for estimating classification consistency

Holmes Finch, Ball State University, Karen Barton, CTB/McGraw-Hill, J. Patrick Meyer, Center for Assessment and Research Studies, James Madison University
Differential item function analysis for accommodated versus not accommodated students

Deborah J. Harris, ACT, Inc.
Providing domain scores and national percentile ranks on augmented tests

Xiaoying Ma, Soojin Kim, Michael E. Walker, Educational Testing Service
Optimal weighting of section scores in forming a composite score

Lawrence Rudner, Johnette Peyton, Graduate Management Admission Council
Consider propensity scores to compare treatments

Discussants

W. Todd Rogers, University of Alberta
Anne R. Fitzpatrick, Educational Testing Service

Saturday, 4:05 p.m.-6:05 p.m., Nikko Ballroom III, E3

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

Organizers

William J. Bonk, University of Colorado, Boulder
Samantha Burg, University of North Carolina, Chapel Hill
Marc Kroopnick, University of Maryland
Elaine Rodeck, University of Nebraska, Lincoln
Daniel Sass, University of Wisconsin, Milwaukee

Session A: 4:05 p.m.-5:00 p.m.

William J. Bonk, University of Colorado, Boulder
Group oral second language testing: The influence of shyness/outgoingness, group makeup, prompt, and gender on individual scores

Jeremy D. Penn, University of Nebraska, Lincoln
Exploring the use of assessments and assessment data in school improvement: A case study of one Midwestern school

Xiaohui Zhao, Timothy Ansley, University of Iowa
Estimating school and district accountability using augmented tests

Shayna A. Rusticus, Anita M. Hubley, University of British Columbia
Measurement invariance of the multidimensional Body-Self Relations Questionnaire: Can we compare across gender and age?

Marie-Helene Hebert, Universite Laval, Eric Frenette, Universite du Quebec a Rimouski, Richard Bertrand, Pierre Valois, Universite Laval
Assessing DIF stability across French and English Canadian jurisdictions

Stephanie D. Mayorga-Tipton, Gregory M. Hurtz, California State University, Sacramento
Potential methods for minimizing false positive test results for repeated test takers

Peng Lin, University of Maryland
The impact of categorization on latent growth modeling using ML estimator

Natalie L. Flindt, University of Oregon
Exploring the relationship between reading fluency and reading comprehension across different grade levels

Jinyan Huang, Queen's University
Examining the score reliability of large-scale ESL students' writing: A generalizability theory approach

Cheryl Poth, Don A. Klinger, Queen's University
Student and class factors associated with reading, writing and mathematics achievement

Shelley P. Ross, University of Victoria
A critical examination of measurement issues in goal orientation research

Sungworn Ngudgratoke, Michigan State University, Haniza Yon, Educational Testing Service
Vertical linking of tests composed of testlets: A comparison between 3-PL model, graded response model, and testlet response model

Lai Kwan Pei, Susan J. Maller, Purdue University
Monte Carlo simulation study of differential weights on composite reliability and validity

Sonia Shukla, OISE/University of Toronto
Gender differences on the Mental Rotation Test: The effect of instructions on guessing behaviour

Kevin A. Kupzyk, Jonathan Templin, University of Kansas
Multithreaded algorithms for scalable estimation of cognitive diagnosis models

Hua Wei, University of Maryland, College Park
Rating agreement and rating accuracy in a large-scale writing assessment

Jiawen Zhou, Mark J. Gierl, Xuan Tan, Centre for Research in Applied Measurement and Evaluation, University of Alberta
Evaluating the performance of MULTISIB using different multidimensional matching criteria

Sun-Joo Cho, Feiming Li, Deborah Bandalos, University of Georgia
Accuracy of the parallel analysis procedure in exploratory factor analysis of polychoric correlations

Anne M. Gadermann, Cornelia Zeisser, Bruno D. Zumbo, University of British Columbia
Reliability estimates for likert scales: Ordinal coefficients alpha and theta

Mingchuan Hsieh, Sheila Barron, University of Iowa
An investigation of Bayesian sequential procedure in computerized classification tests

Kyung Tyek Han, Stephen G. Sireci, Craig S. Wells, April Zenisky-Laguilles, University of Massachusetts, Amherst
Methods for evaluating educational gains at the program level

Eric B. Snow, University of Colorado, Boulder
Validating an assessment of information and communication technology literacy for higher education

Nicole Traxel, Thomas A. Schmitt, Sonya K. Sedivy, University of Wisconsin, Milwaukee
Could lack of anxiety cause ability to be underestimated in computerized adaptive testing?

Emily C. Ledford, Jonathan Templin, University of Kansas, Robert A. Henson, University of North Carolina, Greensboro
Incorporating multiple opinions of test construction experts into cognitive diagnosis model Q-matrix construction

Session B: 5:10 p.m.-6:05 p.m.

Sonya K. Sedivy, Bo Zhang, Nicole M. Traxel, University of Wisconsin, Milwaukee
Detection of DIF with polytomous items in the presence of missing data

Tianli Li, Michigan State University
The effect of multidimensionality of science tests on vertical scaling

Jungnam Kim, University of Iowa, Dong-In Kim, CTB/McGrawHill
A comparison of the four calibration methods in IRT equating using common-item nonequivalent group design

Xin Liu, George Karabatsos, University of Illinois, Chicago
A Bayesian Nonparametric Approach to Testing Essential Unidimensionality

Jennifer L. Ivie, Jonathan Templin, University of Kansas
Local optima in cognitive diagnosis models

Cornelia Zeisser, Bruno D. Zumbo, University of British Columbia
Effects of outlier contamination on the factor structure in a factor analysis model using maximum likelihood and generalized least squares estimation: A simulation study

Marc H. Kroopnick, Roy Levy, University of Maryland, College Park
Comparing fully Bayesian and marginal maximum likelihood estimation of multi-dimensional item response models for polytomous items

Weihua Fan, University of Maryland, College Park
The impact of categorization in assessing partial invariance

Ying Cui, Jacqueline P. Leighton, Yinggan Zheng, University of Alberta
Evaluating the performance of the two classification methods for the attribute hierarchy method

Jonathan P. Weeks, University of Colorado, Boulder
Using transition matrices and IRT to measure longitudinal school achievement growth

Changjiang Wang, Mark Gierl, Jacqueline P. Leighton, Centre for Research in Applied Measurement and Evaluation, University of Alberta
Investigating the cognitive processes underlying student performance on a foreign language reading test: An application of the attribute hierarchy method

Yue Zhao, University of Massachusetts, Amherst
Detecting differential item functioning in small samples

Dana V. Diaconu, Boston College, Lynch School of Education
A logistic regression model to account for the probability of reaching a high performance on TIMSS 2003 chemistry content domain

Chen-Miao Chen, Young-Sun Lee, Columbia University
Comparing BILOG-MG and WINSTEPS in item parameter recovery of Rasch model

Tricia K. Lehman, University of Colorado, Boulder
Identifying key indicators to measure systemic school reform

Stephen J. Jirka, University of Massachusetts, Amherst
Exploration of local item dependence in a large-scale state test

Victoria Obe, Young-Sun Lee, Columbia University
Comparison of nonparametric DIF detection in testlet data

Enis Dogan, Columbia University
DIF as a hypothesis testing method

Sara E. Templin, University of Illinois, Urbana-Champaign, Jonathan L. Templin, Janet Marquis, University of Kansas
Statistical properties of age equivalent scores

Jaehwa Choi, University of Maryland, Young-Sun Lee, Columbia University
The intervention effect analysis on the latent trait growth

Minhee Seo, Louis Roussos, University of Illinois, Urbana-Champaign
An investigation of DIMTEST Type 1 error on short tests

Jenelle Braun-Monegan, University of Oregon
Method for setting and validating passing scores

Salih Binici, Kuzey Bilir, Florida State University
Explanatory differential item functioning via HLM and SAS NLMIXED procedure

Daniel A. Sass, Cindy M. Walker, University of Wisconsin, Milwaukee
Item parameters influence on multidimensionality detection using DIMTEST

Saturday, 4:05 p.m.-6:05 p.m., Monterey, E4

Topics in Standard Setting – Paper Session

Moderator

Abdullah Ferdous, Measured Progress

Presenters

John D. Mattar, National Evaluation Systems, Inc.
The validity of the Angoff standard setting procedure

Yoonok Kim, Maurice Odondi, Charles Snead, Excelsior College
Application of a modified Angoff standard-setting methodology in a mixed-format exam

Gary Skaggs, Serge Hein, Risper Awuor, Virginia Polytechnic Institute and State University
A testlet variation of the bookmark standard setting procedure

Ping Yin, Jim Sconing, ACT, Inc.
Estimating standard errors of cut scores for Angoff-based and bookmark-based procedures: A generalizability theory approach

Ricardo L. Mercado, Karla L. Egan, Michaela Gelin, Dorothy Tele'a, Adele Brandstrom CTB/McGraw-Hill
The distribution of ordered items in the bookmark standard setting procedure

Jodi McIlroy, University of Toronto
The effect of judges' decision type in a standard setting exercise to set multiple cutpoints

Discussants

Daniel Lewis, CTB/McGraw-Hill
Mary Pitoniak, Educational Testing Service

Saturday, 4:05 p.m.-6:05 p.m., Carmel, E5

Improving Diagnostic Subscore Estimation and Classification – Symposium

Organizers

Keith A. Boughton, Lihua Yao, CTB/McGraw-Hill

Moderator

Gary Schaeffer, CTB/McGraw-Hill

Presenters

Lihua Yao, Keith A. Boughton, CTB/McGraw-Hill, William Lorie, Educational Testing Service
A multidimensional item response modeling approach for improving subscale proficiency estimation and classification

Andrew Dwyer, University of Nebraska, Lincoln, Keith A. Boughton, Lihua Yao, Manfred Steffen, Daniel Lewis, CTB/McGraw-Hill
A comparison of subscale score augmentation methods using empirical data

Keith A. Boughton, Lihua Yao, Daniel Lewis, CTB/McGraw-Hill
Reporting diagnostic subscale scores for tests composed of complex structure

Lihua Yao, Keith A. Boughton, CTB/McGraw-Hill
Multidimensional linking of diagnostic subscale scores

Matthew Finkelman, Measured Progress, Giles Hooker, McGill University, Keith A. Boughton, Lihua Yao, CTB/McGraw-Hill
A multidimensional adaptive testing (MAT) algorithm for improving subscale proficiency estimation and classification

Discussants

Mark Reckase, Michigan State University
Wim van der Linden, University of Twente

Saturday, 6:15 p.m.-7:30 p.m., Renaissance Parc 55 Hotel
Barcelona II Room

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:

ACT, Inc.

Buros Center for Testing

Caveon Test Security

The College Board

Educational Testing Service

GED Testing Service

Graduate Management Admission Council

Harcourt Assessment

Houghton Mifflin

Measured Progress

Measurement, Inc.

National Board of Medical Examiners

Sunday, 5:45 a.m.-7:30 a.m., Nikko Lobby

NCME Fitness Run/Walk

Organizer

Brian F. French, Purdue University

Run 5K or walk a 2.5K course near the Golden Gate Bridge. Meet in the lobby of the Nikko at 5:45 a.m. PREREGISTRATION IS REQUIRED.

This event is made possible through the sponsorship of:

ACT, Inc.

Buros Center for Testing

Caveon Test Security

The College Board

Educational Testing Service

GED Testing Service

Graduate Management Admission Council

Harcourt Assessment

Houghton Mifflin

Measured Progress

Measurement, Inc.

National Board of Medical Examiners

Sunday, 8:00 a.m.-10:15 a.m., Nikko Ballroom, F1

NCME Breakfast, Business Meeting, and Presidential Address

Errors and Omissions: Some Illustrations from Unpublished Research

Presenter

James C. Impara, Buros Center for Testing/Caveon, LLC

Sunday, 10:35 a.m.-12:05 p.m., Mendocino Room, G1

2nd International Conference on Classroom Assessment: Classroom Assessment Practices and Issues from Five Regions – Invited Symposium

Organizer

Susan M. Brookhart, Duquesne University & Brookhart Enterprises, LLC

Moderator

Richard J. Stiggins, Assessment Training Institute

Presenters

Graham Maxwell, Queensland Studies Authority
Australia

Lorna Earl, OISE
Canada

Linda Allal, University of Geneva
Continental Europe

Dylan Wiliam, Educational Testing Service
United Kingdom

Susan M. Brookhart, Duquesne University & Brookhart Enterprises, LLC
United States

Discussants

W. James Popham, University of California, Los Angeles
Lorrie A. Shepard, University of Colorado, Boulder

Sunday, 10:35 a.m.-12:05 p.m., Monterey, G2

Alternate and Modified Assessments for Accountability and AYP Requirements: Policy, Technology, and Implementation Considerations – Invited Symposium

Organizer/Moderator

Huynh Huynh, University of South Carolina

Presenters

Steve Ferrara, Gail Goldberg, American Institutes for Research, Suzanne Swaffield, Theresa Siskind, Douglas Alexander, South Carolina Department of Education
Conducting research to assure inclusion of students with the most significant cognitive disabilities

Meagan Karvonen, Western Carolina University, Claudia Flowers, Shawnee Wakeman, University of North Carolina, Charlotte
Measuring the enacted curriculum for students with significant cognitive disabilities

Karen Barton, CTB/McGraw-Hill
Approaches to developing modified alternate assessments

Huynh Huynh, Do-Hong Kim, University of South Carolina, Christina Schneider, South Carolina Department of Education
Technical considerations in using cross-grade items for modified assessments

Gerald Tindal, University of Oregon
Accommodation station as a computer-based delivery mode for modified and alternate assessments

Discussants

Carolyn Haug, Measured Progress
Michael C. Rodriguez, University of Minnesota

Sunday, 10:35 a.m.-12:05 p.m., Carmel, G3

Topics in Computer Based Testing – Paper Session

Moderator

April Zenisky-Laguilles, University of Massachusetts, Amherst

Presenters

Qing Yi, Harcourt Assessment, Inc., Jinming Zhang, Educational Testing Service, Hua-Hua Chang, University of Illinois, Urbana-Champaign
An empirical study on effectiveness of using multiple item pools in CAT

Alexander Weissman, Dmitry I. Belov, Law School Admission Council, Ronald D. Armstrong, Rutgers University
Multiple-category classification and mutual information routing in multistage adaptive tests

Hai-Jing Lin, Shu-Liang Din, Jiangxi Normal University, Hua-Hua Chang, University of Illinois, Urbana-Champaign
Computerized adaptive testing for cognitive diagnosis

Aleksandr Shneyderman, Miami-Dade County Public Schools, Mark D. Shermis, Florida International University, Yigal Attali, Educational Testing Service
Factors associated with writing assessment difficulty in automated essay scoring

Walter D. Way, Laurie L. Davis, Steven J. Fitzpatrick, Ming Lei, Tony Thompson, Pearson Educational Measurement
Design and evaluation of a state assessment for limited English proficient students using computerized adaptive testing

Discussants

Steven L. Wise, James Madison University
Betty Bergstrom, Promissor

Sunday, 12:25 p.m.-1:55 p.m., Nikko Ballroom I, H1

Beyond NCLB: From Measuring Status to Informing Improvement – Symposium
   (Sponsored by the National Association of Test Directors, NATD)

Organizer/Moderator

Bonnie C. Wilkerson, Northbrook School District 27

Presenters

Eva L. Baker, University of California, Los Angeles
Turning an accountability policy into a learning system

G. Gage Kingsbury, Northwest Evaluation Association
Tools to translate data into meaningful instructional information

Judith A. Arter, Assessment Training Institute
What users need to know and be able to do to use data for the improvement of instruction: A perspective on bringing teachers and student-learners into the analysis of test results and planning of future actions

Discussant

Karen E. Banks, Data Detectives, Vancouver, Washington

Sunday, 12:25 p.m.-1:55 p.m., Nikko Ballroom II, H2

Topics in IRT Modeling – Paper Session

Moderator

Patricia Baron, Educational Testing Service

Presenters

EunYoung Lim, Louis Roussos, University of Illinois, Urbana-Champaign
A modified nonparametric dimensionality assessment (DIMTEST) for short tests

Jianbin Fu, American Institutes for Research, Daniel M. Bolt, University of Wisconsin, Madison, Yanmei Li, American Institutes for Research
Application of the polytomous fusion model to a standardized achievement test

Feiming Li, Allan S. Cohen, Seock-Ho Kim, Sun-Joo Cho, University of Georgia
Model selection methods for mixture dichotomous IRT models

Hyun Jung Sung, Taehoon Kang, University of Wisconsin, Madison
Choosing a polytomous IRT model with Bayesian model selection methods

James S. Roberts, Mayank Seksaria, Georgia Institute of Technology, Qianli Ma, University of Maryland
A polytomous item response model for estimating latent change across repeated assessments

Discussants

Cindy M. Walker, University of Wisconsin, Milwaukee
Ronald K. Hambleton, University of Massachusetts, Amherst

Sunday, 12:25 p.m.-1:55 p.m., Nikko Ballroom III, H3

Evaluating Validity Evidence – Paper Session

Moderator

Jacqueline P. Leighton, University of Alberta

Presenters

Yasuyo Sawaki, Yong-Won Lee, Educational Testing Service
A comparison of three cognitive diagnosis models in modeling examinees' reading and listening skill mastery patterns

Huafang Zhao, Montgomery County Public Schools, Brian Robinson, New Jersey Department of Education, Fanmin Guo, Graduate Management Admission Council
How well the New Jersey's grade eight proficiency assessment serves its designed purpose

Terran L. Brown, Rebecca Zwick, University of California, Santa Barbara
Application of hierarchical linear modeling to a predictive validity study of college admissions tests

Tami Kennet-Cohen, Shmuel Bronner, Yoav Cohen, National Institute for Testing and Evaluation, Israel
Maximizimg the validity of a test as a function of subtest lengths for a fixed total testing time: A comparison between two methods

Brent Bridgeman, Judith Pollack, Nancy Burton, Educational Testing Service
Predicting cumulative grades in college courses: Exploring the myths

Discussants

Marc Julian, CTB/McGraw-Hill
Luz Bay, Measured Progress

Sunday, 12:25 p.m.-1:55 p.m., Monterey, H4

Psychometric and Research Initiatives for the New GRE – Related Paper Session

Organizer

Ourania Rotou, Educational Testing Service

Moderator

Roxanna P. Menson, New Jersey State Department of Education

Presenters

Mei Liu, Marna Golub-Smith, Ourania Rotou, Educational Testing Service
Overview of issues and research designs for the development of the new GRE general test

Marna Golub-Smith, Fred Robin, Educational Testing Service, Roxanna P. Menson, New Jersey State Department of Education
The development of a revised verbal measure for the new GRE

Ourania Rotou, Mei Liu, Aleta Sclan, Educational Testing Service
A configuration study of the quantitative measure for the new GRE

Jishen C. Zhao, Educational Testing Service, Renband Zhu, American Board of Internal Medicine, Fanmin Guo, Graduate Management Admissions Council, Karin Zeller, Educational Testing Service
Timing configuration and psychometric properties of the new GRE analytical writing measure

Discussants

Nancy Petersen, ACT, Inc.
Michael J. Kolen, University of Iowa

Sunday, 12:25 p.m.-1:55 p.m., Carmel, H5

Issues in Licensure and Certification Testing – Paper Session

Moderator

Susan L. Davis, Buros Center for Testing, University of Nebraska, Lincoln

Presenters

Andre F. De Champlain, Laurel Sample, National Board of Medical Examiners
Modeling passing rates longitudinally on the United States Medical Licensing
Examination using survival data analysis

Terri Collin, Claudio Violato, University of Calgary
Aptitude, achievement and performance in medicine: A latent variable path
model

*Dan Anderson, Sandra Nuestel, Mark R. Raymond, American Registry of
Radiologic Technologists*
Item exposure and practice effects in professional certification: Do examinees
benefit from seeing the same items on repeat administrations?

S. Glover Takahashi, Arthur Rothman, University of Toronto
Validation of a large scale clinical examination

Lei Wan, Won-Chan Lee, Robert L. Brennan, Yuehmei Chien, University of Iowa
Comparison of non-IRT procedures for estimating classification consistency and
accuracy for complex assessments

Discussants

Cheryl Wild, Wild & Associates
Beth Noeller, ACT, Inc.

Sunday, 2:15 p.m.-3:45 p.m., Nikko Ballroom I, I1

2005 Career Award Winner Address

Response-time Modeling and Applications

Moderator

Richard M. Luecht, University of North Carolina, Greensboro

Presenter

Wim J. van der Linden, University of Twente

Discussant

Ronald K. Hambleton, University of Massachusetts, Amherst

Sunday, 2:15 p.m.-3:45 p.m., Nikko Ballroom II, I2

Classroometrics: Measurement Theory from a Classroom Assessment Perspective – Related Paper Session

Organizer/Moderator

Susan M. Brookhart, Duquesne University

Presenters

Susan M. Brookhart, Duquesne University
Validity opportunities and threats in classroom assessment

C. Dale Whittington, Shaker Heights City Schools
Validity, standards, alignment, instruction, and learning

Rebecca L. Norman, University of Nebraska, Lincoln
Item sufficiency in educational assessments when multiple cut-points are used

Jay Parkes, Tilia Giron, University of New Mexico
Reliability arguments in classrooms

Discussant

Lorrie A. Shepard, University of Colorado, Boulder

Sunday, 2:15 p.m.-3:45 p.m., Nikko Ballroom III, I3

Evaluating Assumptions in Score Interpretation – Paper Session

Moderator

Randall D. Penfield, University of Miami

Presenters

Hong Jiao, Shudong Wang, Harcourt Assessment, Inc., Akihito Kamata, Florida State University, Yasuo Miyazaki, Virginia Polytechnic Institute and State University
An investigation of local item dependence using multilevel testlet model

Chi-wen Kao, Samuel A. Livingston, Ying Feng, Educational Testing Service
Examining an alternative to score equating: A randomly equivalent forms approach

Henry I. Braun, Cathy Trapani, Educational Testing Service, Yanxuan Qu, Michigan State University
Value-added assessment of schools: Sensitivity to choice of scale

Jeffrey T. Steedle, Stanford University School of Education
Seeking evidence supporting assumptions underlying the measurement of progress variable levels

Pei-Hua Chen, ACT, Inc.
IRT-based automated test assembly: A sampling and stratification approach with content balance

Discussants

Martha McCall, NWEA
Robert W. Lissitz, University of Maryland

Sunday, 2:15 p.m.-3:45 p.m., Monterey, I4

Evaluating Fit in IRT – Paper Session

Moderator

Christina van Barneveld, Lakehead University

Presenters

Jimmy de la Torre, Weiling Deng, Rutgers University
Correcting ability estimates and its corresponding reference distribution: Can it improve assessment of person fit?

Yue Zhao, Ronald K. Hambleton, University of Massachusetts, Amherst
Impact of item misfit on examinee ability estimates

Ying Lu, Educational Testing Service
Evaluating the consequences of IRT model misfit in computer adaptive testing

Andrew A. Mroch, Daniel M. Bolt, University of Wisconsin, Madison
An IRT-based person-fit approach for studying test speededness

Shuhong Li, Craig S. Wells, University of Massachusetts, Amherst
A model fit statistic for Samejima's graded response model

Discussants

Catherine McClellan, Educational Testing Service
George Engelhard, Jr., Emory University

Sunday, 2:15 p.m.-3:45 p.m., Carmel, I5

Issues in Score Equating – Paper Session

Moderator

Xiaohong Gao, ACT, Inc.

Presenters

Gautam Puhan, Educational Testing Service
Scale drift in test equating on a large-scale certification test

Linjun Shen, National Board of Osteopathic Medical Examiners, Chris Domaleski, Georgia Department of Education
A comparison of pre-equating with post-administration one-step equating for initial computerized testing

Michael E. Walker, Jinghua Liu, Educational Testing Service
Differential effects hypothesis vs. invariance hypothesis under formula scoring

William P. Skorupski, University of Kansas
The effects of item parameter drift on equating test scores

Discussants

Brian Habing, University of South Carolina
Michael Kane, NCBE

Sunday, 4:05 p.m.-6:05 p.m., Nikko Ballroom I, J1

Reverse-Engineering Scientific Inquiry Assessments Using PADI – Symposium

Organizer/Moderator

Kathleen C. Haynie, Kathleen Haynie Consulting

Presenters

Andrea Lash, SRI International, Kathleen C. Haynie, Kathleen Haynie Consulting, Michelle M. Riconscente, University of Maryland
Reverse-engineering science inquiry tasks using PADI

Kathleen C. Haynie, Kathleen Haynie Consulting, Geneva Haertel, Andrea Lash, Edys Quellmalz, SRI International
Reverse-engineering the NAEP floating pencil task

Graham Seibert, Robert Mislevy, University of Maryland, Lawrence Hamel, CodeGuild, Inc.
Reverse and forward-engineering the mystery powders task

Angela Haydel-DeBarger, SRI International, Futoshi Yumoto, University of Maryland, Geneva Haertel, Edys Quellmalz, SRI International
Reverse-engineering GLOBE classroom assessment tools

Michelle M. Riconscente, Robert Mislevy, University of Maryland
Reverse-Engineering the mystery boxes task

Discussants

Drew Gitomer, National Opinion Research Center
Gregory Chung, University of California, Los Angeles

Sunday, 4:05 p.m.-6:05 p.m., Nikko Ballroom III, J3

Contemporary Problems in Psychometrics (Satirical) – Invited Symposium

Organizer/Moderator

Stephen G. Sireci, University of Massachusetts, Amherst

Presenters

Ronald K. Hambleton, April Zenisky-Laguilles, University of Massachusetts, Amherst
The rules of score reporting: From colored paper to confrontation

Godzilla, University of Tokyo, Anne T. Exzem, Fairtest
Godzilla versus Fairtest: A policy debate

L. Berrel, Citizens for Truth in Education, Maureen Ewing, The College Broad, David Givemore, Streets of New York City, Mary Pitoniak, Educational Testy Service, Axl Thorn, Guns for Roses, John Revota P.S. 461, Georg Bushe, President of the United States
In search of the child left behind

Andrew Wiley, The College Broad
Standard setting: Capricious, but not arbitrary

Thanos Patelis, The College Broad
Improving reliability beyond 0.912371

David Crosby, Our House Educational Collaborative, Anabelle Guerrero, Professional Procrastination Service, Kristen Huff, Northern Industrial Community Education Advisory Specialists, Rozanna Rozanadana, Filmore School District, Craig S. Mills, American Institute of Pubic Accountants, Kevin Sweeney, Measured Profits
The Haight-Ashbury Higher Achievement Technical Advisory Committee (HA-HA TAC)

Discussants

David M. Williamson, Williamson & Sons
Bruno D. Zumbo, Acid Tests, Inc.

Sunday, 4:05 p.m.-6:05 p.m., Monterey, J4

Design Characteristics in Equating – Paper Session

Moderator

Mei Liu, Educational Testing Service

Presenters

Doyoung Park, Won-Chan Lee, University of Iowa
The effects of IRT scale transformation methods on equating for mixed-format tests

Yuehmei Chien, Robert L. Brennan, Michael J. Kolen, University of Iowa, Tsung-Hsun Tsai, Harcourt Assessment, Inc.
Assessing the effect of common item types on IRT scale transformation for mixed-format tests

Chingwei (David) Shin, Pearson Educational Measurement, Yuehmei Chien, University of Iowa
Comparing different ways of cumulating the differences between characteristic curves in IRT equating for mixed format test

Kathryn L. Ricker, Alina A. von Davier, Educational Testing Service
The role of the anchor test in a non-equivalent groups design

Tianyou Wang, Won-Chan Lee, Robert L. Brennan, Michael J. Kolen, University of Iowa
A comparison of the frequency estimation and chained equipercentile equating methods under the common-item non-equivalent groups design

Discussants

Daniel Bolt, University of Wisconsin, Madison
Henry I. Braun, Educational Testing Service

Sunday, 4:05 p.m.-6:05 p.m., Carmel, J5

Issues in IRT Estimation – Paper Session

Moderator

Cathy Wendler, Educational Testing Service

Presenters

Jinming Zhang, Educational Testing Service, Minge Xie, Rutgers University
An asymptotic expansion of maximum likelihood estimate of ability incorporating the uncertainty of item parameter estimation

Yingchen Wang, Terry Ackerman, University of North Carolina, Greensboro
A comparison of different simulation procedures to study local dependence

R.J. De Ayala, Brett Foley, University of Nebraska, Lincoln
A logistic regression estimation approach for item response theory

Fen Luo, Shu-Liang Din, Jiangxi Normal University, Xiang Bo Wang, The College Board
A more efficient approach to improve 2PL IRT item parameter estimation

Peter Baldwin, University of Massachusetts, Amherst
Using common IRT discrimination parameters for subsets of items to improve small sample estimation

Discussant

Dianne Henderson-Montero, Educational Testing Service

Monday, 8:15 a.m.-10:15 a.m., Nikko Ballroom I, K1

Practical Item Calibration Issues Encountered in Establishing an Item Pool – Symposium

Organizer

JongPil Kim, ACT, Inc.

Moderator

Chi-Yu Huang, ACT, Inc.

Presenters

Hanwei Chen, Xiaohong Gao, Deborah J. Harris, ACT, Inc.
Selecting the population: An investigation of the stability of item parameter estimates across population

Chi-Yu Huang, YoungWoo Cho, Heru Widiatmo, ACT, Inc.
Comparing dichotomous and polytomous IRT models and scoring procedures for answer & evidence type of multiple-choice items

Jianlin Hou, Seeonghoon Kim, Xiaohong Gao, ACT, Inc.
The impact of different IRT calibration models on equating an exam with common stimulus-based items

Seonghoon Kim, ACT, Inc.
A study on IRT fixed parameter calibration methods using BILOG-MG

JongPil Kim, NooRee Huh, ACT, Inc.
Empirical study of using collateral information for calibrating pretest items with small sample size

Discussants

Mark Reckase, Michigan State University
Michael J. Kolen, University of Iowa

Monday, 8:15 a.m.-10:15 a.m., Nikko Ballroom II, K2

**Following the Standards for Educational and Psychological Testing:
The Challenges of Ensuring Sound Measurement Practice – Symposium**

Organizer/Moderator

Judith A. Koenig, National Research Council

Presenters

Stephen Dunbar, University of Iowa
The challenges of meeting the Standards: The perspective of test developers

William G. Harris, Association of Test Publishers
The challenges of meeting the Standards: The perspective of test publishers

Barbara S. Plake, University of Nebraska, Lincoln
Using the Standards to evaluate the redesign of the U.S. Citizenship
Examination

Stephen G. Sireci, University of Massachusetts, Amherst
Enforcing the Standards: Exploring the use of the Standards by the courts

Daniel Koretz, Harvard University
Exploring the feasibility of specifying enforcement mechanisms in the Standards

Discussants

Lauress Wise, HumRRO
Robert Linn, University of Colorado

Monday, 8:15 a.m.-10:15 a.m., Nikko Ballroom III, K3

Issues in Computer Based Testing – Paper Session

Moderator

Qing Yi, Harcourt Assessment, Inc.

Presenters

Deanna L. Morgan, The College Board, Walter D. Way, Pearson Educational Measurement
A comparison of online calibration methods for a CAT

Do-Hong Kim, Huynh Huynh, University of South Carolina
A comparison of student performance between paper-and-pencil and computer-based testing in four content areas

Mary Pommerich, Daniel O. Segall, Defense Manpower Data Center
Local dependence in an operational CAT: Diagnosis and implications

Ying Cheng, Hua-Hua Chang, University of Texas, Austin, Xiang Bo Wang, The College Board
Constraints-weighted information method for item selection of severely constrained computerized adaptive testing

Brandi A. Weiss, University of Maryland, Steven L. Wise, James Madison University
An investigation of new computations of response time effort

April Zenisky-Laguilles, Peter Baldwin, University of Massachusetts, Amherst
Using item response time data in test development and validation: Research with beginning computer users

Discussants

Barbara Dodd, University of Texas, Austin
Wim van der Linden, University of Twente

Monday, 8:15 a.m.-10:15 a.m., Monterey, K4

Issues in Reliability – Paper Session

Moderator

Cara Cahalan-Laitusis, Educational Testing Service

Presenters

Won-Chan Lee, Tianyou Wang, University of Iowa, Seonghoon Kim, ACT, Inc., Robert L. Brennan, University of Iowa
A strong true-score model for polytomous items

Brad Ching-Chao Wu, Meichu Fan, Pearson Educational Measurement, Yuehmei Chien, University of Iowa
Evaluating the bias of coefficient alpha under complex test structure

Yanwei Zhang, Krista Breithaupt, Aster Tessema, AICPA
Empirical vs. expected IRT-based reliability estimation in computerized multi-stage testing (MST)

William P. Skorupski, Jorge E. Carvajal-Espinoza, University of Kansas
A comparison of approaches for improving the reliability of objective level scores

Ying Cui, Jacqueline P. Leighton, Mark J. Gierl, Steve Hunka, University of Alberta
The hierarchical consistency index: A person-fit statistic for the attribute hierarchical method

Ye Tong, Pearson Educational Measurement, Robert L. Brennan, CASMA, The University of Iowa
Bootstrap techniques in estimating variability in generalizability theory

Discussants

Hua-Hua Chang, University of Illinois, Urbana-Champaign
Lawrence Rudner, Graduate Management Admission Council

Monday, 8:15 a.m.-10:15 a.m., Carmel, K5

Applications of Speech and Natural Language Processing (NLP) Technologies in Language Learning and Assessment – Symposium

Organizers

Xiaoming Xi, Klaus Zechner, Educational Testing Service

Moderator

Xiaoming Xi, Educational Testing Service

Presenters

Yong-Won Lee, Educational Testing Service
Analytic essay scoring: Validity evidence and diagnostic potential for automated scores

Xiaoming Xi, Klaus Zechner, Isaac Bejar, Educational Testing Service
Extracting meaningful speech features to support diagnostic feedback: An ECD approach to automated scoring

Derrick Higgins, Educational Testing Service
Phonetic challenge: L1-specific estimation of pronunciation difficulty

Discussant

Horacio Franco, SRI International

Monday, 10:35 a.m.-12:05 p.m., Nikko Ballroom I, L1

New Constructs, New Methods and New Technologies for Assessment: What Could Go Wrong? Lessons Learned from Innovations in Assessment – Symposium

Organizer/Moderator

David M. Williamson, Educational Testing Service

Presenters

Henry I. Braun, Educational Testing Service
Implementing graphical design simulation tasks for architectural licensure

Dennis Frezzo, John Behrens, Sarah DeMark, Cisco Systems
The intersection of simulations, games and assessments

Melissa Margolis, Brian Clauser, National Board of Medical Examiners
Five years of experience with computer-based case simulations

David M. Williamson, Educational Testing Service
Developing a simulation-based assessment of information and communications technology literacy

Discussant

Patrick Kyllonen, Educational Testing Service

Monday, 10:35 a.m.-12:05 p.m., Nikko Ballroom II, L2

Issues in Large Scale Assessment under NCLB – Paper Session

Moderator

Bethany Brunsman, Lincoln Public Schools

Presenters

Erika Stevenson, Kris Waltman, University of Iowa
The impact of NCLB on instructional changes: A consequential validity study

Liru Zhang, Katia Foret, Delaware Department of Education, Se-Kang Kim, C. Allen Lau, Harcourt Assessment, Inc.
Investigating longitudinal school achievement patterns using profile analysis via multidimensional scaling (PAMS)

Andreas H. Oranje, Educational Testing Service
Confidence intervals for percentages in complex samples

Lihshing Wang, University of Cincinnati
Controversies of standardized assessment in educational accountability reform: A critical synthesis of multidisciplinary evidence

Tawnya L. Knupp, Timothy N. Ansley, University of Iowa
Testing practices and attitudes toward testing in light of NCLB

Xiaoying Ma, Yanling Zhang, Soojin Kim, Lou DiBello, Educational Testing Service
Evaluation of alternative linking methods for a skill-based large-scale assessment

Discussants

Steve Ferrara, American Institute for Research
Wendy Yen, Educational Testing Service

Monday, 10:35 a.m.-12:05 p.m., Nikko Ballroom III, L3

Technical Issues in Test Development and Interpretation – Paper Session

Moderator

Ying Lu, Educational Testing Service

Presenters

Thakur Karkee, Zhen Wang, Donald Ross Green, CTB/McGraw-Hill, Richard Patz, R.J. Patz, Inc.
Vertical scaling of English language proficiency assessments using common examinees design: A comparison of three methods

Stanley Rabinowitz, Edynn Sato, WestEd
Technical adequacy of assessments for English language learners

Jie Lin, W. Todd Rogers, University of Alberta
Validity of the simultaneous approach to the development of equivalent achievement tests in English and French (Stage III)

Xiang Bo Wang, Kathleen Williams, Hui Deng, The College Board
A hybrid psychometric approach to predict examinee performance and test properties when lacking IRT statistics

David Navon, Haifa University, Israel, Yoav Cohen, National Institute for Testing & Evaluation, Israel
On an alternative use of automated essay system

Discussants

H. Jane Rogers, University of Connecticut
Sharif Shakrani, Michigan State University

Monday, 10:35 a.m.-12:05 p.m., Monterey, L4

Evaluating Fit in Measurement – Paper Session

Moderator

Brent Bridgeman, Educational Testing Service

Presenters

Clement A. Stone, Yutong Yin, University of Pittsburgh
Accounting for uncertainty in item and ability parameter estimation in an item response theory model fit statistic

Elena C. Papanastasiou, Intercollege, Cyprus
Psychometric changes on item difficulty and examinee abilitie: The issue of item review

Peng Lin, Amy Hendrickson, University of Maryland
Fit and differential functioning of alternative response options for the ACT English exam

Angela J. Verschoor, Cito, Vladimir N. Beloborodov, FIPI
Preventing the bankruptcy of an item bank

Discussants

Deborah Bandalos, University of Georgia
Hariharen Swaminathan, University of Connecticut

Monday, 10:35 a.m.-12:05 p.m., Carmel, L5

Recent Advances in Score Equating – Symposium

Organizer/Moderator

Sandip Sinharay, Educational Testing Service

Presenters

Sandip Sinharay, Paul Holland, Educational Testing Service
The correlation between the scores of a test and an anchor test

Sooyeon Kim, Alina A. von Davier, Educational Testing Service
Equating with small samples in non-equivalent-groups anchor test design

Jonathan Manalo, Alina A. von Davier, Educational Testing Service
Empirical standard errors for two population invariance measures in the linear equating case

Yanxuan Qu, Michigan State University, Alina A. von Davier Educational Testing Service
Comparison of two approaches for counter-balanced design in a kernel equating framework

Alina A. von Davier, Paul Holland, Sandip Sinharay, Ning Han, Educational Testing Service
Testable predictions of post-stratification and chained equating methods

Discussants

Michael J. Kolen, University of Iowa
Nancy Petersen, ACT, Inc.

Monday, 12:25 p.m.-1:55 p.m., Nikko Ballroom I, M1

Issues in Scaling and DIF – Paper Session

Moderator

Michael Jodoin, Educational Testing Service

Presenters

Craig S. Wells, University of Massachusetts, Allan S. Cohen, University of Georgia, Ronald C. Serlin, University of Wisconsin, Madison
Use of iterative linking with an equivalency test for DIF

Yanmei Li, American Institutes for Research, Daniel M. Bolt, University of Wisconsin, Madison, Jianbin Fu, American Institutes for Research
A multiple-group testlet model and its application to DIF

Wei He, Michigan State University, Edward W. Wolfe, Virginia Tech University
Treatment of non-administered items on individually administered intelligence tests

Richard M. Luecht, University of North Carolina, Greensboro, Mark J. Gierl, University of Alberta, Kristen Huff, The College Board
Scalability and the development of useful diagnostic scales

Shuhong Li, University of Massachusetts, Amherst
Evaluating the consistency of classifications using item response theory

Discussant

James S. Roberts, Georgia Institute of Technology

Monday, 12:25 p.m.-1:55 p.m., Nikko Ballroom II, M2

Designing Accessible Reading Assessments for Students with Disabilities: A Research Based Approach – Related Paper Session

Organizer/Moderator

Linda L. Cook, Educational Testing Service

Presenters

Cara Cahalan-Laitusis, Educational Testing Service
An examination of the validity of a read aloud accommodation for a standardized reading assessment using differential boost and predictive validity as criteria

Mary J. Pitoniak, Linda L. Cook, Cara Cahalan-Laitusis, Educational Testing Service
Using differential item functioning analyses to investigate the impact of testing accommodations on an English language arts assessment

Linda L. Cook, Daniel R. Eignor, Educational Testing Service
Using factor analysis to investigate the impact of testing accommodations on English language arts assessments

Jamal Abedi, University of California, Davis
Examining background variables of students with disabilities that affect reading

Martha L. Thurlow, Sheryl Lazarus, Christopher J. Johnstone, Ross Moen, NCEO University of Minnesota
Analysis of current accessibility characteristics of state reading assessments

Discussant

Stephen G. Sireci, University of Massachusetts, Amherst

Monday, 12:25 p.m.-1:55 p.m., Nikko Ballroom III, M3

Topics in Equating – Paper Session

Moderator

Eric Zilbert, California Department of Education

Presenters

Robert L. Smith, Educational Testing Service, Charles Lewis, Fordham University
A theoretical framework for evaluating equating methods

Adam Prowker, Pearson Educational Measurement, Gregory Camilli, Rutgers University
Long-term stability of two common equating methods: What No Child Left Behind could mean for equating practices

N. Scott Bishop, Sid Sharairi, David Swift, Riverside Publishing, Pui-Wa Lei, Penn State University, Chris Domaleski, Georgia Department of Education
Comparing growth and AYP results over multiple years using different IRT scale transformation procedures

Amy Hendrickson, Yi Cao, Soo Eun Chae, Dongyang Li, University of Maryland
Effect of base year on IRT vertical scaling from scaling-test and common-item designs

Hyun Sook Yi, Yonsei University, Seonghoon Kim, Jong-Pil Kim, ACT, Inc.
Performance of IRT pre-equating under the presence of context effects

Discussants

Tsung-Hsun Tsai, Harcourt Assessment, Inc.
Paul Holland, Educational Testing Service

Monday, 12:25 p.m.-1:55 p.m., Monterey, M4

Topics in Classroom Assessment – Paper Session

Moderator

Kris Waltman, University of Iowa

Presenters

Lori Olafson, Lisa D. Bendixen, Michelle Weibel, University of Nevada, Las Vegas
Pre-service teachers' perceptions of classroom assessment

Gregory Chung, Gary B. Dionne, University of California, Los Angeles/CRESST, William J. Kaiser, University of California, Los Angeles/HSEAS
An exploratory study examining the feasibility of using Bayesian networks to predict circuit analysis understanding

Juan Du, University of California, Berkeley
Linking scoring rubrics with the construct: A comparison of two scoring rubrics

Feifei Ye, The Ohio State University, Russell Almond, Educational Testing Service, Robert Mislevy, University of Maryland
Diagnostic assessment of student learning of patterns in 8th grade math classes: an evidence-centered design approach

Christina Wikström, Department of Educational Measurement, Umeå University, Sweden
Classroom assessment and grading - validity issues in the selection process to higher education

Discussants

Steve Henry, Topeka Public Schools
Catherine Taylor, University of Washington

Monday, 12:25 p.m.-1:55 p.m., Carmel, M5

Skills Assessment in Practice: Model Refinement and Exploration – Symposium

Organizer/Moderator

Jonathan L. Templin, University of Kansas, Robert Henson, University of North Carolina, Greensboro

Presenters

Jennifer L. Ivie, Jonathan L. Templin, University of Kansas
Analysis of the Raven's Progressive Matrices (RPM) scale using skills assessment

Eunice E. Jang, Ontario Institute for Studies in Education, University of Toronto, Louis Roussos, University of Illinois, Urbana-Champaign
An investigation into the Q-matrix construction and refining process: Triangulating multiple sources of data

Jonathan L. Templin, University of Kansas, Robert A. Henson, University of North Carolina, Greensboro
A Bayesian method for incorporating uncertainty into Q-matrix estimation in skills assessment

Robert A. Henson, University of North Carolina, Greensboro, Jonathan L. Templin, University of Kansas
Bayesian Q-matrix inference using the reparameterized unified model

Terry Ackerman, Wenmin Zhang, Robert A. Henson, University of North Carolina, Greensboro, Jonathan L. Templin, University of Kansas
Evaluating a third grade science benchmark test using a skills assessment model: Q-matrix evaluation

Discussant

Jeff Douglas, University of Illinois, Urbana-Champaign

Monday, 2:15 p.m.-3:45 p.m., Nikko Ballroom I, N1

Probability for Success: Finding the Right Career Path – Symposium
(Sponsored by the Graduate Student Issues Committee)

Organizers/Moderators

Samantha Burg, University of North Carolina, Chapel Hill
Elaine Rodeck, University of Nebraska, Lincoln

Presenters

Joanna S. Gorin, Arizona State University

Edward Roeber, Michigan Department of Education

Elliot Inman, The Education Practice, SAS

Kimberly A. Swygert, National Board of Medical Examiners

Monday, 2:15 p.m.-3:45 p.m., Nikko Ballroom II, N2

Quality Benchmarks: Assessments for Accountability Now and Long Term Learning – Symposium

Organizer

Joan L. Herman, University of California, Los Angeles/CRESST

Moderator

David Sweet, U.S. Department of Education, IES

Presenters

Eva L. Baker, University of California, Los Angeles/CRESST
Moving to the next generation system design: Integrating cognition, assessment and learning

David Niemi, Terry Vendlinski, University of California, Los Angeles/CRESST
POWERSOURCE assessments: Design, development and effectiveness

Margaret Heritage, University of California, Los Angeles/CRESST
Improving assessment in mathematics: A professional development intervention

Joan L. Herman, University of California, Los Angeles CRESST, Robert Linn, CRESST
The validity of assessment systems

Discussant

Lynn Winters, Long Beach Unified School District

Monday, 2:15 p.m.-3:45 p.m., Nikko Ballroom III, N3

Scoring and Score Interpretation in IRT – Paper Session

Moderator

Marna Golub-Smith, Educational Testing Service

Presenters

Tzur M. Karelitz, Mark R. Wilson, Karen Draney, University of California, Berkeley
Diagnostic assessment using continuous vs. discrete ability models

James E. Carlson, Educational Testing Service
Issues in differential weighting of items in IRT scoring

Youngsuk Suh, Taehoon Kang, James A. Wollack, Su-Young Kim, University of Wisconsin, Madison
A comparison of test scoring methods in the presence of test speededness

J. Patrick Meyer, Steven L. Wise, James Madison University
Obtaining information from multiple-choice distracters using a nonparametric response time model

C. Allen Lau, Hong Jiao, Wendy Lam, Harcourt Assessment, Inc.
A simulation study to compare pattern scoring and number-correct scoring with 3PL-IRT model

Discussants

Judith Koenig, National Academies of Science
Xiang Bo Wang, The College Board

Issues in Computer-Delivered Performance Assessment in Writing – Related Paper Session

Organizer/Moderator

Randy E. Bennett, Educational Testing Service

Presenters

Randy E. Bennett, Educational Testing Service
Does it matter if I take my writing test on computer?

Anat Ben-Simon, National Institute for Testing and Evaluation, Randy E. Bennett, Educational Testing Service
Toward theoretically meaningful automated essay scoring

Yigal Attali, Educational Testing Service
On-the-fly customization of automated essay scoring

Discussant

Suzanne Lane, University of Pittsburgh

Monday, 2:15 p.m.-3:45 p.m., Carmel, N5

Large-Scale Data Visualization for Educational Measurement: Frameworks, Methodology, Algorithms, Examples, and Issues – Related Paper Session

Organizer/Moderator

Chris Chiu, Law School Admission Council

Presenters

Chris Chiu, Peter Pashley, Law School Admission Council, Ivy Li, Educational Testing Service, Marilyn Seastrom, Peggy Carr, National Center for Educational Statistics
An overview of data visualization for psychometrics and educational measurement

Ivy Li, Educational Testing Service, Chris Chiu, Law School Admission Council, Susan Dalesandro, Law School Admission Council
Algorithms and data structures for analyzing and visualizing rater networks for paper, computer, and internet-based writing assessments

Chris Chiu, Jennifer Lawlor, Law School Admission Council, Ivy Li, Educational Testing Service
Applications of data visualizing techniques and network algorithms for monitoring potential test security threats in high-stakes examinations administered on paper, computer, and via the Internet

Dmitry Belov, Chris Chiu, Alexander Weissman, Law School Admission Council
Computational and statistical visualization in measurement: Algorithms and compatibility

Discussants

Chris Chiu, Law School Admission Council
Ivy Li, Educational Testing Service
Dmitry Belov, Law School Admission Council

Monday, 4:05 p.m.-6:05 p.m., Nikko Ballroom I, O1

Issues in Differential Item Functioning – Paper Session

Moderator

Eduardo Cascallar, Assessment Group International

Presenters

Michel Rousseau, Université de Moncton, Richard Bertrand, Université Laval, Nancy Boiteau, Université du Québec à Rimouski
Impact of missing data treatment on the efficiency of DIF methods

Tim Davey, Elizabeth Stone, Educational Testing Service
Factors affecting item drift over time and across repeated exposure

Kathleen Banks, University of Iowa, Cindy M. Walker, University of Wisconsin, Milwaukee
Performance of SIBTEST when focal group examinees have missing data

Yunyun Dai, Robert J. Mislevy, University of Maryland, College Park
Using structured mixture IRT models to study differentiating item functioning

Chingwei (David) Shin, Rob Kirkpatric, Pearson Educational Measurement, Yuehmei Chien, Timothy Ansley, University of Iowa, Tsung-Hsun Tsai, Harcourt Assessment, Inc.
The effect of collateral test information on the reliability and confidence interval of objective score — a comparison study for the mixed format test

Discussants

Russell W. Smith, Thomson Prometric
James A. Wollack, University of Wisconsin, Madison

Monday, 4:05 p.m.-6:05 p.m., Nikko Ballroom II, O2

Methodologies for Estimating Group-Level Results – Related Paper Session

Organizer/Moderator

Catherine A. McClellan, Educational Testing Service

Presenters

John R. Donoghue, Educational Testing Service
Perspectives and context on marginal estimation techniques

Amy R. Dresher, Educational Testing Service
Results from NAEP marginal estimation research

Sandip Sinharay, Matthias von Davier, Educational Testing Service
Extending software for fitting the NAEP marginal estimation model

Xueli Xu, Matthias von Davier Educational Testing Service
NAEP profile scoring

Discussant

Brian Junker, Carnegie Mellon University

Score Interpretation in Large Scale Assessment – Paper Session

Moderator

Lisa Smith, University of Otago

Presenters

Robert W. Lissitz, Weihua Fan, University of Maryland, College Park, Terry Alban, Howard County Public Schools, Bruce Hislop, Prince George's County Public Schools, Doug Strader, Carolyn Wood, Harford County Public Schools, Steve Perakis, Charles County Public Schools
The prediction of performance on the Maryland high school graduation exam: Magnitude, modeling and reliability of results

Yanling Zhang, Lou DiBello, Gautam Puhan, Educational Testing Service, Robert A. Henson, Jonathan Templin, Educational Testing Service External Diagnostic Research Team
Estimating skills classification reliability of student profiles scores for a large-scale international English language assessment

Alvaro Arce-Ferrer, Harcourt Assessment, Inc., Ping Yin, ACT, Inc.
Profile reliability for an individual: Comparison of classical and generalizability theory approaches

Carolyn R. Crone, Yanling Zhang, Anna T. Kubiak, Educational Testing Service
Cross-validation of proficiency levels for large-scale English language assessment test

Don A. Klinger, Jinyan Huang, Chloe Soibelman, Queen's University
The impact of language and culture on the factors associated with student achievement on a high-stakes literacy assessment

Discussant

Thanos Patelis, The College Board

Monday, 4:05 p.m.-6:05 p.m., Monterey, O4

Enhancing Accessible Assessments through Technology: Universal Design Goes Online – Related Paper Session

Organizer/Moderator

Michael Harms, Pearson Educational Measurement

Presenters

Elizabeth Hanna, Pearson Educational Measurement
Constructing innovative computer-administered tasks and items according to universal design: Guidelines for test developers

Robert Dolan, CAST
Constructing innovative computer-administered tasks and items according to universal design: Illustrative examples with pilot data

Leanne R. Ketterlin-Geller, University of Oregon
Embedding accommodations for English language learners and students with disabilities into computer-based assessments

Eric G. Hansen, Educational Testing Service
Using an evidence centered design framework to construct valid and accessible computer-based assessments

Discussants

Gerald Tindal, University of Oregon
Michael Russell, Boston College

Monday, 4:05 p.m.-6:05 p.m., Carmel, O5

Topics in Validity/Test Use – Paper Session

Moderator

Martha L. Thurlow, University of Minnesota

Presenters

Stephen N. Elliott, Vanderbilt University, Elizabeth Compton, Southwest Regional Special Education Office, Boise State University, Andrew T. Roach, Vanderbilt University Medical Center
Concurrent and predictive validity evidence for Idaho alternate assessment scores of students with and without significant disabilities

Claudia Flowers, Lynn Ahlgrim-Delzell, University of North Carolina, Charlotte, Meagan Karvonen, Western Carolina University
A factor analysis of the intended and unintended consequences of the use of alternate assessments

Deborah L. Bandalos, K. Noel Gregg, University of Georgia
Woodcock-Johnson III and the adult population with and without learning disabilities: Inferences for decision making

Paul M. Johnson, John W. Young, Rutgers University
Undergraduate admissions models incorporating socioeconomically-adjusted test scores

Jennifer Koran, Rebecca Kopriva, Jessica Emick, University of Maryland, J. Ryan Monroe, Prince George's County Public Schools, Maryland, Patricia Walker-Webb, Diane Garavaglia, Consultant
A multiple measures approach for gathering information to make individualized test accommodation decisions for English language learners

Discussants

Jamal Abedi, University of California, Davis
Karen Barton, CTB/McGraw-Hill

Monday, 4:15 p.m.-7:15 p.m., Lincoln Room

NCME Board of Directors Meeting

Index to Sessions for Program Participants

Davenport, Ernest	C1	Flowers, Claudia	G2, O5
Davey, Tim	O1	Foley, Brett	J5
Davis, Laurie L.	C5, G3	Foret, Katia	L2
Davis, Susan L.	H5	Franco, Horatio	K5
Dawber, Teresa	D1	Fremer, John	C2
De Ayala, R.J.	J5	French, Brian F.	A4
De Champlain, Andre	H5	Frenette, Eric	E3
de la Torre, Jimmy	H2, I4, D5	Frezzo, Dennis	L1
DeMark, Sarah	L1	Fu, Jianbin	H2, M1
Dembosky, Jacob W.	A3	Gadermann, Anne M.	E3
Deng, Hui	L3	Gallant, Dorinda J.	B4
Deng, Weiling	I4	Gao, Xiaohong	I5, K1
Diaconu, Dana V.	E3	Garavaglia, Diane	O5
DiBello, Lou	L2, O3	Gelin, Michaela	E4
Din, Shu-Liang	G3, J5	Gierl, Mark J.	A5, E3, K4, M1
Dionne, Gary B.	M4	Giron, Tilia	I2
Dodd, Barbara	K3	Gitomer, Drew	J1
Dogan, Enis	E3	Gladkova, Lydia	C3
Dolan, Robert	O4	Godinez, Jennifer	C1
Domaleski, Chris	B3, I5, M3	Gokiert, Rebecca J.	A4
Donoghue, John R.	O2	Goldberg, Gail	G2
Douglas, Jeff	M5	Golub-Smith, Marna	H4, N3
Draney, Karen	N3	Gorham, Jerry	E1
Dresher, Amy R.	O2	Gorin, Joanna S.	D2, N1
Du, Juan	M4	Green, Donald Ross	C3, L3
Dunbar, Stephen	K2	Gregg, K. Noel	O5
Dwyer, Andrew	E5	Gu, Lixiong	A5
Earl, Lorna	G1	Guo, Fanmin	H3, H4
Edwards, Michael	D1	Guo, Zhumei	B1
Egan, Karla L.	E4	Habing, Brian	I5
Eignor, Daniel R.	M2	Haertel, Geneva	J1
Elliot, Stephen N.	O5	Hambleton, Ronald K.	C2, H2, I1, I4, J3
Embretson, Susan	B1, D2	Hamel, Lawrence	J1
Emick, Jessica	O5	Hamilton, Laura S.	A3
Engelhard, Jr., George	I4	Han, Kyung Tyek	E3
Ercikan, Kadriye	B3	Han, Ning	D1, L5
Ewell, Peter	B5	Hanna, Elizabeth	O4
Ewing, Maureen	D2, J3	Hansen, Eric G.	O4
Fan, Meichu	K4	Harmes, Christine J.	A1
Fan, Weihua	E3, O3	Harms, Michael	O4
Feng, Ying	I3	Harris, Deborah J.	E2, K1
Ferdous, Abdullah	E4	Harris, William G.	K2
Ferne, Tracy	B3	Haug, Carolyn	G2
Ferrara, Steve	G2, L2	Haydel-DeBarger, Angela	J1
Finch, Holmes	A4, E2	Haynie, Kathleen C.	J1
Finkelman, Matthew	A5, E5	He, Wei	M1
Fitzpatrick, Anne	E2	Hebert, Marie-Helene	E3
Fitzpatrick, Steven J.	C5, G3	Hein, Serge	E4
Flindt, Natalie L.	E3		

Henderson-Montero, Dianne H.   C3, D1, J5
Hendrickson, Amy   A5, L4, M3
Henry, Steve   M4
Henson, Robert A.   E3, M5, O3
Heritage, Margaret   N2
Herman, Joan L.   A3, N2
Higgins, Derrick   K5
Hill, Rich   D4
Hislop, Bruce   O3
Holland, Paul   L5, M3
Hooker, Giles   A5, E5
Hou, Jianlin   K1
Hsieh, Mingchuan   E3
Huang, Chi-Yu   K1
Huang, Jinyan   E3, O3
Huang, Xiaomin   B1
Hubley, Anita M.   E3
Huff, Kristen   D2, J3, M1
Huh, NooRee   D5, K1
Hunka, Steve   K4
Hurtz, Gregory M.   E3
Huynh, Huynh   B4, G2, K3
Impara, James C.   F1
Inman, Elliot   N1
Ivie, Jenniver L.   E3, M5
Jang, Eunice E.   M5
Jiao, Hong   I3, N3
Jirka, Stephen J.   E3
Jodoin, Michael   M1
Johnson, Paul M.   O5
Johnstone, Christopher J.   M2
Jones, Paul E.   A4
Jonson, Jessica   B5
Julian, Marc   H3
Junker, Brian   O2
Kaiser, William J.   M4
Kamata, Akihito   I3
Kane, Michael   I5
Kang, Taehoon   A4, H2, N3
Kao, Chi-wen   I3
Karabatsos, George   E3
Karelitz, Tzur M.   N3
Karkee, Thakur   C3, L3
Karvonen, Meagan   G2, O5
Keng, Leslie   C5
Kennedy, Cathleen A.   B4
Kennet-Cohen, Tami   H3

Ketterlin-Geller, Leanne R.   O4
Kim, Do-Hong   G2, K3
Kim, Dong-In   E2, E3
Kim, Jee-Seon   D5
Kim, JongPil   K1, M3
Kim, Jungnam   E2, E3
Kim, Se-Kang   L2
Kim, Seock-Ho   A4, H2
Kim, Seonghoon   K1, K4, M3
Kim, Soojin   E2, L2
Kim, Sooyeon   L5
Kim, Su-Young   N3
Kim, Wonsuk   D5
Kim, Yoonok   E4
Kingsbury, G. Gage   A1, E1, H1
Kirkpatric, Rob   O1
Klinger, Don A.   E3, O3
Knupp, Tawnya   L2
Koenig, Judith A.   K2, N3
Kolen, Michael J.   C5, D4, D5, H4, J4, K1, L5
Kong, Xiaojing J.   A1
Kopriva, Rebecca   O5
Koran, Jennifer   O5
Koretz, Daniel   A2, K2
Kostin, Irene   D2
Kramer, Gene A.   E1
Kroopnick, Marc H.   E3
Kubiak, Anna T.   O3
Kupzyk, Kevin A.   E3
Kyllonen, Patrick   D2, L1
Lam, Wendy   N3
Lane, Suzanne   B4, N4
Lash, Andrea   J1
Lau, C. Allen   L2, N3
Lawlor, Jennifer   N5
Lazarus, Sheryl   M2
Ledford, Emily C.   E3
Lee, Won-Chan   H5, J4, K4
Lee, Yong-Won   H3, K5
Lee, Young-Sun   E3
Lehman, Tricia K.   E3
Lei, Ming   D5, G3
Lei, Pui-Wa   B3, M3
Leighton, Jacqueline P.   A4, A5, E3, H3, K4
Levy, Roy   A5, E3
Lewis, Charles   M3

Pommerich, Mary	K3	Shakrani, Sharif	L3
Popham, W. James	C2, G1	Sharairi, Sid	B3, M3
Poth, Cheryl	E3	Shavelson, Richard	A2, B5
Prowker, Adam	M3	Sheehan, Kathleen M.	D2
Puhan, Gautam	I5, O3	Shen, Linjun	I5
Qian, Jiahe	B3	Shephard, Lorrie	A2, G1, I2
Qu, Yanxuan	I3, L5	Shermis, Mark D.	G3
Quellmalz, Edys	J1	Shi, Min	B4
Rabinowitz, Stanley	L3	Shin, Chingwei (David)	D1, J4, O1
Raymond, Mark R.	H5	Shin, Seon-Hi	A4
Reckase, Mark	E5, K1	Shneyderman, Aleksandr	G3
Reynolds, Michelle	E1	Shukla, Sonia	E3
Ricker, Kathryn L.	J4	Sinharay, Sandip	A5, B1, L5, O2
Riconscente, Michelle M.	J1	Sireci, Stephen	B2, E3, J3, K2, M2
Roach, Andrew T.	O5	Siskind, Theresa	G2
Roberts, James S.	B1, H2, M1	Skaggs, Gary	E4
Robin, Fred	H4	Skorupski, William P.	I5, K4
Robinson, Brian	H3	Smith, Jeff	B5
Rodeck, Elaine	N1, E3	Smith, Lisa	O3
Rodriguez, Michael C.	C1, G2	Smith, Robert L.	M3
Roeber, Edward	N1	Smith, Russell W.	A4, E1, O1
Rogers, H. Jane	L3	Snead, Charles	E4
Rogers, W. Todd	E2, L3	Snow, Eric B.	E3
Ross, Shelley P.	E3	Soibelman, Chloe	O3
Rothman, Arthur	H5	Stecher, Brian M.	A3
Rotou, Ourania	H4	Steedle, Jeffrey T.	I3
Rousseau, Michel	O1	Steffen, Manfred	E5
Roussos, Louis	E3, H2, M5	Stevenson, Erika	L2
Rudner, Lawrence M.	E2, K4	Stiggins, Richard	G1
Rupp, Andre	B3	Stone, Clement A.	L4
Russell, Michael	O4	Stone, Elizabeth	O1
Rusticus, Shayna A.	E3	Stoumbos, Zachary G.	B4
Sample, Laurel	H5	Strader, Doug	O3
Sass, Daniel A.	E3	Suh, Youngsuk	N3
Sato, Edynn	L3	Sundre, Donna	B5
Sawaki, Yasuyo	H3	Sung, Hyun Jung	A4, H2
Schaeffer, Gary	D1, E5	Sundre, Suzanne	G2
Schmitt, Thomas A.	E3	Swaffield, Suzanne	G2
Schneider, Christina	G2	Swaminathan, Hariharan	C3, L4
Sclan, Aleta	H4	Sweet, David	N2
Sconing, Jim	E4	Sweeney, Kevin	J3
Seastrom, Marilyn	N5	Swift, David	B3, M3
Sedivy, Sonya K.	E3	Swygert, Kimberly A.	N1
Segall, Daniel O.	K3	Sykes, Gary	B2
Seibert, Graham	J1	Takahashi, S. Glover	H5
Seksaria, Mayank	H2	Tan, Xuan	A5, E3
Seo, Minhee	E3	Taylor, Catherine	M4
Serlin, Ronald C.	M1	Tele'a, Dorothy	E4
		Templin, Jonathan	E3, M5, O3

Templin, Sara E.	E3	Wilkerson, Bonnie C.	H1
Tessema, Aster	K4	Wiliam, Dylan	D1, G1
Thissen, David	A5	Williams, Kathleen T.	C2, L3
Thompson, Tony	G3	Williamson, David M.	J3, L1
Thurlow, Martha L.	M2, O5	Wilson, Mark	D1, N3
Tindal, Gerald	G2, O4	Winters, Lynn	N2
Tong, Ye	D5, K4	Wise, Lauress	K2
Trapani, Cathy	I3	Wise, Steven L.	A1, G3, K3, N3
Traxel, Nicole M.	E3	Wolfe, Edward W.	M1
Tsai, Tsung-Hsun	J4, M3, O1	Wollack, James A.	A4, N3, O1
Um, Kay	E2	Wood, Carolyn	O3
Valois, Pierre	E3	Wu, Brad Ching-Chao	K4
van Barneveld, Christina	I4	Wylie, Caroline	D1
van der Linden, Wim J.	A1, E5, I1, K3	Xi, Xiaoming	K5
Vendlinski, Terry	N2	Xie, Minge	J5
Verschoor, Angela J.	L4	Xu, Shirley	B1
Vevea, Jack	D1	Xu, Xueli	C3, O2
Violato, Claudio	H5	Yang, Sheng-Ta	A1
von Davier, Alina	D5, J4, L5	Yao, Lihua	A5, C4, E5
von Davier, Matthias	B1, O2	Ye, Feifei	M4
Wakeman, Shawnee	G2	Yen, Wendy	L2
Walker, Cindy M.	E3, H2, O1	Yi, Hyun Sook	M3
Walker, Michael E.	E2, I5	Yi, Qing	G3, K3
Walker-Webb, Patricia	O5	Yin, Ping	E4, O3
Wall, Nathan	A4	Yin, Yutong	L4
Waltman, Kris	L2, M4	Yon, Haniza	E3
Wan, Lei	H5	Young, John W.	O5
Wang, Changjiang	E3	Yumoto, Futoshi	J1
Wang, Joyce	C3	Zara, Anthony R.	A1
Wang, Lihshing	L2	Zechner, Klaus	K5
Wang, Shudong	I3	Zeisser, Cornelia	E3
Wang, Tianyou	J4, K4	Zeller, Karin	H4
Wang, Xiang Bo	J5, K3, L3, N3	Zenisky-Laguilles, April	E3, G3, J3, K3
Wang, Yingchen	J5	Zhang, Bo	E3
Wang, Zhen	C3, L3	Zhang, Jinming	A5, B1, G3, J5
Way, Walter D.	C5, G3, K3	Zhang, Liru	L2
Weeks, Jonathan P.	E3	Zhang, Wenmin	M5
Wei, Hua	E3	Zhang, Yanling	L2, O3
Weibel, Michelle	M4	Zhang, Yanwei O.	A5, K4
Weiss, Brandi A.	K3	Zhao, Huafang	H3
Weissman, Alexander	G3, N5	Zhao, Jishen C.	H4
Wells, Craig S.	B3, E3, I4, M1	Zhao, Xiaohui	E3
Wendler, Cathy	J5	Zhao, Yue	E3, I4
Whittington, C. Dale	B4, I2	Zheng, Yinggan	E3
Widiatmo, Heru	K1	Zhou, Jiawen	E3
Wikström, Christina	M4	Zhu, Renband	H4
Wild, Cheryl	H5	Zilbert, Eric	M3
Wiley, Andrew	J3	Zumbo, Bruno	B4, E3, J3
Wiley, Ed	A2	Zwick, Rebecca	H3

Addresses of First Authors, Discussants, and Moderators

Abedi, Jamal, University of California, Davis, 1 Shields Ave, Davis, CA 95616, jabedi@ucdavis.edu

Ackerman, Terry, University of North Carolina, Greensboro, Educational Research Methodology, 207 Curry Building, Greensboro, NC 27402-6171, taackerm@uncg.edu

Allal, Linda, University of Geneva, FPSE, 40bd Pont d'Arve, Geneva, 1205, Switzerland, Linda.Allal@pse.unige.ch

Almond, Patricia J., University of Oregon, PO Box 899, Mulino, OR 97042-0899, razberi@teleport.com

Anderson, Dan, American Registry of Radiologic Technologists, 1255 Northland Drive, St. Paul, MN 55120, dan.anderson@arrt.org

Arce-Ferrer, Alvaro, Harcourt Assessment, Inc., 19500 Bulverde Road, San Antonio, TX 78259-3701, alvaro_arce-ferrer@harcourt.com

Armstrong, Ronald D., Rutgers University, 1102 Boulevard, Unit #11, Seaside Heights, NJ 08751-2122, r.d.armstrong@att.net

Arter, Judith A., Assessment Training Institute, 317 SW Alder St, Ste 1200, Portland, OR 97204-2529, arterj@assessmentinst.com

Attali, Yigal, Educational Testing Service, Rosedale Road, Princeton, NJ 08541, yattali@ets.org

Bachman, Lyle F., University of California, Los Angeles, 3300 Rolfe Hall, Los Angeles, CA 90095-1531, lfb@humnet.ucla.edu

Baker, Eva L., University of California, Los Angeles, GSE & IS Building, Room 302, Los Angeles, CA 90095, eva@ucla.edu

Baldwin, Peter, University of Massachusetts, Amherst, 230 South St., Ashfield, MA 01330, pbaldwin@educ.umass.edu

Bandalos, Deborah, University of Georgia, 325V Aderhold Hall, University of Georgia, Athens, GA 30606, bandalos@uga.edu

Banks, Karen E., Data Detectives, 2113 NE 153rd Ave, Vancouver, WA 98684, datadetectives@earthlink.net

Banks, Kathleen, University of Iowa, 332 Lindquist Center, Iowa City, IA 52242, kathleen-banks@uiowa.edu

Banta, Trudy, Indiana University-Purdue University, Indianapolis, tbanta@iupui.edu

Baron, Patricia, Educational Testing Service, Rosedale Road, Mail 15-L, Princeton, NJ 08541, pbaron@ets.org

Barton, Karen, CTB/McGraw-Hill, 5712 Stuarts Ridge Rd, Wake Forest, NC 27587, karen_barton@ctb.com

Bay, Luz, Measured Progress, PO Box 1217, Dover, NH 03821, lbay@measuredprogress.org

Behrens, John, Cisco Systems, Inc., 170 W. Tasman Drive, San Jose, CA 95134, jbehrens@cisco.com

Bejar, Isaac, Educational Testing Service, Rosedale Road, Mail 11-R, Princeton, NJ 08541, ibejar@ets.org

Belov, Dmitry, Law School Admission Council, 662 Penn Street, Box 40, Newton, PA 18940-0040, dbelov@LSAC.org

Bennett, Randy E., Educational Testing Service, MS 17-R, Rosedale Road, Princeton, NJ 08540, rbennett@ets.org

Ben-Simon, Anat, National Institute for Testing and Evaluation, PO Box 26150, Jerusalem, Israel 91260, anat@nite.org.il

Bergstrom, Betty, Promissor, 2626 North Lakeview Avenue, #1808, Chicago, IL 60614, Betty_Bergstrom@Promissor.com

Betebenner, Damian, Boston College, Educational Research, Measurement & Evaluation, Lynch School of Education, Chestnut Hill, MA 02467, damian.betebenner_at_bc.edu

Binici, Salih, Florida State University, 925 E. Magnolia Drive # M-3, Tallahassee, FL 32301, salihbinici@hotmail.com

Bishop, N. Scott, Riverside Publishing, 425 Spring Lake Drive, Itasca, IL 60143, scott_bishop@hmco.com

Bolt, Daniel, University of Wisconsin, Madison, 1025 W. Johnson Street, Room 859, Madison, WI 53706, dmbolt@wisc.edu

Bonk, William J., University of Colorado, Boulder, Campus Box 345, Muenzinger D-244, Boulder, CO 80309, bonk@colorado.edu

Bontempo, Brian, Mountain Measurement, Inc., 4134 N. Kerby Ave, Portland, OR 97217-3034, brian@mountainmeasurement.com

Boughton, Keith A., CTB/McGraw-Hill, 20 Ryan Ranch Rd., Monterey, CA 93940, keith_boughton@ctb.com

Braun, Henry I., Educational Testing Service, Rosedale Road, Mailstop 12-T, Princeton, NJ 08541, hbraun@ets.org

Braun-Monegan, Jenelle, University of Oregon, 6 LeGrande Blvd, Aurora, IL 60506-4840, jbraunmo@uoregon.edu

Bridgeman, Brent, Educational Testing Service, 09-R, Princeton, NJ 08541, bbridgeman@ets.org

Brookhart, Susan M., Duquesne University, 2502 Gold Rush Avenue, Helena, MT 59601, susanbrookhart@bresnan.net

Brown, Terran L., University of California, Santa Barbara, 406 Arundell Cir, Fillmore, CA 93015, tbrown@education.ucsb.edu

Brunsman, Bethany, Lincoln Public Schools, 7911 Red Oak Road, Lincoln, NE 68516-6344, bbrunsm@lps.org

Bugbee, Alan, National Board of Osteopathic Medical Examiners, National Center for Clinical Skills Testing, 101 W. Elm St, Suite 150, Conshohocken, PA 19428, acbugbee@nbome.org

Burg, Samantha, University of North Carolina, Chapel Hill, 3812 Summerwood Ct, Raleigh, NC 27613, sburg@nc.rr.com

Cahalan-Laitusis, Cara, Educational Testing Service, Rosedale Road, Princeton, NJ 08540, ccahalan-laitusis@ets.org

Carlson, James E., Educational Testing Service, 13787 River Forest Drive, Fort Myers, FL 33905, jcarlson@ets.org

Carr, Peggy, National Center for Education Statistics, 1990 K Street, NW, Room 8095, Washington, DC 20006, Peggy.Carr@ed.gov

Carvajal-Espinoza, Jorge, University of Kansas, 2832 Iowa St, Apt G-2, Lawrence, KS 66046, carvajal@ku.edu

Cascallar, Eduardo, Assessment Group International, SPRL, Avenue des Saisons 100-102 (bte 30), 1050 Bruxelles, Belgium, agi_group@msn.com

Chang, Hua-Hua, University of Illinois, Urbana/Champaign, 226 Education Building, 1310 S. 6th Street, MC 708, Champaign, IL 61820, hhchang@uiuc.edu

Chen, Chen-Miao, Teachers College, Columbia University, 509 W 121st St, Apt 812, New York, NY 10027, cc2410@columbia.edu

Chen, Hanwei, ACT, Inc., PO Box 4072, Iowa City, IA 52243, hanwei.chen@act.org

Chen, Pei-Hua, ACT, Inc., 936 Boston Way, Apt 4B, Coralville, IA 52241, peihuac@gmail.com

Cheng, Ying, University of Texas, Austin, 5504 Windward Dr, Austin, TX 78723, alisoncy@mail.utexas.edu

Chien, Yuehmei, University of Iowa, 1543 McKinley Place, Iowa City, IA 52246, yueh-mei-chien@uiowa.edu

Chin, Tzu-Yun, University of Nebraska, Lincoln, 114 Teachers College Hall, Lincoln, NE 68588-0345, tzuyun@unlserve.unl.edu

Chiu, Chris, Law School Admission Council, 662 Penn Street, Newtown, PA 18940, cchiu@lsac.org

Cho, Sun-Joo, 1287 Cedar Shoals Dr, #408, Athens, GA 30605, sjcho@uga.edu

Choi, Jaehwa, University of Maryland, Department of Measurement, Statistics & Evaluation, 1230 Benjamin Building, College Park, MD 20742-1115, sfutures@yahoo.com

Chung, Gregory, University of California, Los Angeles, 10945 Le Conte 1400C, Box 957150, Los Angeles, CA 90095-7150, greg@ucla.edu

Cizek, Gregory J., University of North Carolina, Chapel Hill, 112 Peabody Hall, 111 Middlebrook Ct, Chapel Hill, NC 27514, cizek@unc.edu

Cohen, Allan S., University of Georgia

Cohen, Yoav, National Institute for Testing & Evaluation, Israel, POB 26015, Jerusalem, Israel 91260, yoav@nite.org.il

Collin, Terri, University of Calgary

Cook, Linda L., Educational Testing Service, Rosedale Rd, MS 07R, Princeton, NJ 08541, lcook@ets.org

Cooper-Loomis, Susan, National Assessment Governing Board, 800 North Capitol Street NW, Suite 825, Washington, DC 20002, susan.loomis@ed.gov

Crone, Carolyn R., CTB/McGraw-Hill, Monterey, CA, Carolyn_Crone@ctb.com

Cronin, John, Northwest Evaluation Association, 5885 SW Meadows Rd, Suite #200, Lake Oswego, OR 97035-3526, john.cronin@nwea.org

Cui, Ying, University of Alberta, 6-110, Educational North, Faculty of Education, Edmonton, AB T6G 2G5, yc@ualberta.ca

Dai, Yunyun, University of Maryland, College Park, 1230 Benjamin Building, College Park, MD 20742, ydai@umuc.edu

Davenport, Ernest, University of Minnesota, 178 Pillsbury Drive SE, Minneapolis, MN 55455, lqr6576@umn.edu

Davey, Tim, Educational Testing Service, Rosedale Road, Princeton, NJ 08542, tdavey@ets.org

Davis, Laurie L., Pearson Educational Measurement, 2201 Donley Dr, Ste 100, Austin, TX 78758

Davis, Susan L., Buros Center for Testing, University of Nebraska, Lincoln, 23A.1 TEAC, Lincoln, NE 68588-0353, sdavis7@unl.edu

De Ayala, R., University of Nebraska, Lincoln, Dep of Ed Psyc, TEAC 114, Lincoln, NE 68588, rdeayala2@unl.edu

De Champlain, Andre, National Board of Medical Examiners, 3750 Market Street, Philadelphia, PA 19104, adechamplain@nbme.org

de la Torre, Jimmy, Rutgers University, 10 Seminary Place, New Brunswick, NJ 08901, jdelator@rci.rutgers.edu

Deng, Weiling, Rutgers University, Rm 327, Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08901, weilingd@rci.rutgers.edu

Diaconu, Dana V., Boston College, Lynch School of Education, 140 Commonwealth Ave, Chestnut Hill, MA 02467, diaconu@bc.edu

Dodd, Barbara, University of Texas, Austin, 1 University Station, Austin, TX 78712, bg.dodd@mail.utexas.edu

Dogan, Enis, Teachers College, Columbia University, 525 W 120th St, New York, NY 10027, ed346@columbia.edu

Dolan, Robert, CAST

Donoghue, John R., Educational Testing Service, Rosedale Road, Princeton, NJ 08541, jdonaghue@ets.org

Douglas, Jeff, University of Illinois, Urbana/Champaign, 101 Illini Hall, 725 S. Wright St., Champaign, IL 61820, jeffdoug@stat.uiuc.edu

Dresher, Amy, Educational Testing Service, Rosedale Road, MS-02-T, Princeton, NJ 08541, adresher@ets.org

Du, Juan, University of California, Berkeley, 782 San Luis Rd, Berkeley, CA 94707, juandu@berkeley.edu

Dunbar, Stephen, University of Iowa, 224B Lindquist Center, Iowa Testing Programs, College of Education, Iowa City, IA 52242, steve-dunbar@uiowa.edu

Dwyer, Andrew, University of Nebraska, Lincoln, 3534 Madison Ave, Lincoln, NE 68504, acdwyer777@yahoo.com

Earl, Lorna, University of Toronto, 123 Kenilworth Ave, Toronto, Ontario M4L 3S7, Canada, learl@oise.utoronto.ca

Elliot, Stephen N., Vanderbilt University, 404 Wyatt, 318A MRL Building, 110 Magnolia Cir, Nashville, TN 37235, steve.elliott@Vanderbilt.Edu

Embretson, Susan, Georgia Institute of Technology, School of Psychology, 654 Cherry St., Atlanta, GA 30332-0170, Susan.Embretson@Psych.gatech.edu

Engelhard, Jr., George, Emory University, 1784 North Decatur Rd, Suite 240, Atlanta, GA 30322, gengelh@emory.edu

Ercikan, Kadriye, University of British Columbia, 2125 Main Mall, ECPS, Vancouver, V6T 1Z4, BC, kadriye.ercikan@ubc.ca

Ewell, Peter, National Center for Higher Education Management Systems, 3035 Center Green Drive, Suite 150, Boulder, CO 80301-2251, peter@nchems.org

Ewing, Maureen, The College Board, mewing@collegeboard.org

Fan, Meichu, Pearson Educational Measurement, 2510 N Dodge St, Iowa City, IA 52245, meichu.fan@pearson.com

Fan, Weihua, University of Maryland, College Park, 9314 Cherry Hill Road, Apt 704, College Park, MD 20740, fanweihua2000@yahoo.com

Ferdous, Abdullah, Measured Progress, 171 Watson Rd., Dover, NH 03820, aferdous@measuredprogress.org

Ferrara, Steve, American Institutes for Research, 1000 Thomas Jefferson St NW, Washington, DC 20007, sferrara@air.org

Finch, Holmes, Ball State University, TC 521, Muncie, IN 47304, whfinch@bsn.edu

Finkelman, Matthew, Measured Progress, 71 Webb Place, Apt 211, Dover, NH 03820, mattstat2000@yahoo.com

Fitzpatrick, Anne R., Educational Testing Service, 80 Garden Court, Suite 202, Monterey, CA 93940, afitzpatrick@ets.org

Fitzpatrick, Steven J., Pearson Educational Measurement, 9224 Spicebrush Dr, Austin, TX 78722-2219, steven.fitzpatrick@pearson.com

Flindt, Natalie L., University of Oregon, College of Education, 5261 University of Oregon, Eugene, OR 97403, nflindt@uoregon.edu

Flowers, Claudia, University of North Carolina, Charlotte, 9201 University City Blvd, Charlotte, NC 28223-0001, cpflower@email.uncc.edu

Franco, Horacio, SRI International, EJ123, 333 Ravenswood Ave, Menlo Park, CA 94025, hef@speech.sri.com

Fremer, John, Caveon Test Security, 1023 Mt. Eyre Rd, Washington Crossing, PA 18977, jfremer@comcast.net

French, Brian F., Purdue University, Beering Hall, College of Education, 100 N. University Street, West Lafayette, IN 47907, frenchb@purdue.edu

Frezzo, Dennis, Cisco Systems, Inc., 170 West Tasman Dr, San Jose, CA 95134, dfrezzo@cisco.com

Fu, Jianbin, American Institutes for Research, 1000 Thomas Jefferson St NW, Washington, DC 20007, jfu@air.org

Gadermann, Anne M., University of British Columbia, Green College, Room 200, 6201 Cecil Green Park Rd, Vancouver, BC V6T 1Z1, gaderman@interchange.ubc.ca

Gallant, Dorinda J., Ohio State University, School of Educational Policy & Leadership, 315B Ramseyer Hall, 29 W. Woodruff Ave, Columbus, OH 43210, gallantd@mailbox.sc.edu

Gao, Xiaohong, ACT, Inc., Measurement Research Dept, 500 ACT Dr, MZ 62, PO Box 168, Iowa City, IA 52243, xiaohong.gao@act.org

Gierl, Mark J., University of Alberta, 6-110 Education North, Faculty of Education, University of Alberta, Edmonton, AB T6G 2G5, mark.gierl@ualberta.ca

Gitomer, Drew, National Opinion Research Center, 1350 Connecticut Ave, NW, Suite 500, Washington, DC 20036, gitomer-drew@norc.uchicago.edu

Gladkova, Lydia, Educational Testing Service, Rosedale Rd, Princeton, NJ 08541, lgladkova@ets.org

Godinez, Jennifer, Minnesota Minority Education Partnership, Inc., 2233 University Avenue W., Ste 220, Minneapolis, MN 55455

Gokiert, Rebecca J., University of Alberta, Centre for Research in Applied Measurement and Evaluation (CRAME), 6-110 Education North, University of Alberta, Edmonton, AB T6G 2G5, rgokiert@ualberta.ca

Golub-Smith, Marna, Educational Testing Service, Rosedale Rd, Princeton, NJ 08541, mgolub-smith@ets.org

Gorin, Joanna S., Arizona State University, PO Box 870611, Tempe, AZ 85251, joanna.gorin@asu.edu

Gu, Lixiong, Educational Testing Service, 666 Rosedale Rd, MS 13 P, Princeton, NJ 08541, gulixion@msu.edu

Habing, Brian, University of South Carolina, Leconte College, Columbia, SC 29208, habing@stat.sc.edu

Hambleton, Ronald K., University of Massachusetts, Amherst, 152 Hills South, Amherst, MA 01003, rkh@educ.umass.edu

Hamilton, Laura S., RAND Corporation, 201 North Craig St, Suite 202, Pittsburgh, PA 15215, laurah@rand.org

Han, Kyung Tyek, University of Massachusetts, Amherst, 990 N Pleasant St #G34, Amherst, MA 01002, doryhan@gmail.com

Hanna, Elizabeth, Pearson Educational Measurement, elizabeth.hanna@pearson.com

Hansen, Eric G., Educational Testing Service, Rosedale Rd, Princeton, NJ 08541, ehansen@ets.org

Harms, Michael, Pearson Educational Measurement, 3678 Foxana Dr, Iowa City, IA 52246, michael.harms@Pearson.com

Harris, Deborah J., ACT, Inc., PO Box 168, 500 ACT Drive, Iowa City, IA 52243, harris@act.org

Harris, William G., Association of Test Publishers, 1201 Pennsylvania Ave, Suite 300, Washington, DC 20004

Haug, Carolyn, Measured Progress, 10115 West 101st Dr, Westminster, CO 80021, chaug@measuredprogress.org

Haydel-DeBarger, Angela, SRI International, 333 Ravenswood Ave., BN 334, Menlo Park, CA 94025, angela.haydel@sri.com

Haynie, Kathleen C., Kathleen Haynie Consulting, 27 Pineview Ct, Skillman, NJ 08558, kchaynie@stanfordalumni.org

He, Wei, Michigan State University, 1724 E. Grand River Ave, Apt 1, East Lansing, MI 48823, hewei1@msu.edu

Hebert, Marie-Helene, Universite Laval, Faculte des Sciences de l'education, Bureau 466, Quebec, QC GIK 7P4, marie-helene.hebert.2@ulaval.ca

Henderson-Montero, Dianne H., Educational Testing Service, 80 Garden Court, Suite 202, Monterey, CA 93940, dhenderson-montero@ets.org

Hendrickson, Amy, University of Maryland, 1230 B Benjamin Building, Edms, College Park, MD 20742, ahendric@umd.edu

Henry, Steve, Topeka Public Schools, 6317 S W 32nd St, Topeka, KS 66614, shenry@topeka.k12.ks.us

Henson, Robert A., University of North Carolina, Greensboro, 233 Curry Building, Educational Research Methodology, Greensboro, NC 27402-6170, rahenson@uncg.edu

Heritage, Margaret, University of California, Los Angeles/CRESST, Box 957150, 1400 Ueberroth, Los Angeles, CA 90095-7150, mheritag@ucla.edu

Herman, Joan L., University of California, Los Angeles/CRESST, 300 Charles Young Dr North, GSE&IS Blg 3rd Floor, Mailbox 951522, Los Angeles, CA 90095, Herman@cse.ucla.edu

Higgins, Derrick, Educational Testing Service, Rosedale Rd, Princeton, NJ 08541, dhiggins@ets.org

Hill, Rich, National Center for Improvement of Educational Assessment, PO Box 351, Dover, NH 03821-0351, rhill@nciea.org

Holland, Paul, Educational Testing Service, Rosedale Rd, MS 12 T, Princeton, NJ 08541, pholland@ets.org

Hou, Jianlin, ACT, Inc., 500 ACT Dr, Iowa City, IA 52243-0168, Jianlin.Hou@act.org

Hsieh, Mingchuan, The University of Iowa, 393 Hawkeye Court, Iowa City, IA 52246, mingchuanhsieh@yahoo.com

Huang, Chi-Yu, ACT, Inc., 500 ACT Dr, Iowa City, IA 52243-0168, Chi-Yu.Huang@uiowa.edu

Huang, Jinyan, Queen's University, 99 University Avenue, Kingston, ON K7L 3N6, jinyan_huangca@yahoo.ca

Huang, Xiaomin, EMDS, College Park

Huff, Kristen, The College Board, 45 Columbus Ave, New York, NY 10023, khuff@collegeboard.org

Huh, NooRee, ACT, Inc., 1912 Generry Dr, Coralville, IA 52241, nooree.huh@act.org

Huynh, Huynh, University of South Carolina, College of Education, Columbia, SC 29208, hhuynh@gwm.sc.edu

Impara, James C., Buros Center for Testing & Caveon, LLC, 21J TEAC, Lincoln, NE 68588-0348, jimpara1@unl.edu

Inman, Elliot, The Education Practice, SAS

Ivie, Jennifer L., University of Kansas, Fraser Hall Rm 458, 1415 Jayhawk Blvd, Lawrence, KS 66045-7556, ivie@ku.edu

Jang, Eunice E., University of Toronto, Ontario Institute for Studies in Education, 252 Bloor Street W, Toronto, ON M5S 1V6, ejang@oise.utoronto.ca

Jiao, Hong, Harcourt Assessment, Inc., 19500 Bulverde Rd, San Antonio, TX 78259, hjiao@usa.net

Jirka, Stephen J., University of Massachusetts, Amherst, 152 Hills South, Amherst, MA 01003, sjirka@educ.umass.edu

Jodoin, Michael, Educational Testing Service, Rosedale Rd, Mailstop 03T, Princeton, NJ 08541, mjodoin@ets.org

Johnson, Paul M., Rutgers University, Office of Enrollment Management, 65 Davidson Rd, Room 202, Piscataway, NJ 08854-8097, johnson@ugadm.rutgers.edu

Jones, Paul E., Thomson Prometric, 350 South 400 West, Lindon, UT 84042, paul.jones@thomson.com

Jonson, Jessica, University of Nebraska, Lincoln, 201 SEH, Lincoln, NE 68588-0683, jjonson2@unl.edu

Julian, Marc, CTB/McGraw-Hill, 170 Virginia Ave, Athens, GA 30601, mjulian@uga.edu

Junker, Brian, Carnegie Mellon University, Department of Statistics, 132E Baker Hall, Pittsburgh, PA 15213, brian@stat.cmu.edu

Kane, Michael, National Conference of Bar Examiners, 402 West Wilson St, Madison, WI 53703-3614, mkane@ncbex.org

Kao, Chi-wen, Educational Testing Service, 40L, 664 Rosedale Rd, Princeton, NJ 08540, ckao@ets.org

Karelitz, Tzur M., University of California, Berkeley, BEAR Center, 2000 Center St, Berkeley, CA 94704, tmk@berkeley.edu

Karkee, Thakur, CTB/McGraw-Hill, 20 Ryan Ranch Rd, Monterey, CA 93940, thakur_karkee@ctb.com

Karvonen, Meagan, Western Carolina University, Killian 256, Cullowhee, NC 28723, Karvonen@wcu.edu

Keng, Leslie, University of Texas, Austin, Department of Educational Psychology, College of Education, 1 University Station D5800, Austin, TX 78712, lkeng@mail.utexas.edu

Kennedy, Cathleen A., University of California, Berkeley, BEAR Center, Graduate School of Education, Berkeley, CA 94720-1680, cakennedy@berkeley.edu

Kennet-Cohen, Tami, National Institute for Testing & Evaluation, Israel, PO Box 26015, Jerusalem 91260, Israel, tami@nite.org.il

Ketterlin-Geller, Leanne R., University of Oregon, 241 Education, Eugene, OR 97403-5262, lketterl@uoregon.edu

Kim, Do-Hong, University of South Carolina, 551 River Hill Circle #428, Columbia, SC 29210, dohongkim@sc.rr.com

Kim, Dong-In, CTB/McGraw-Hill, 7400 South Alton Court, Centennial, CO 80112, dkim@ctb.com

Kim, Jee-Seon, University of Wisconsin, Madison, Department of Educational Psychology, 1025 W Johnson St, Madison, WI 53705, jeeseonkim@wisc.edu

Kim, Jong-Pil, ACT, Inc., 500 ACT Drive, PO Box 168, Iowa city, IA 52243, jp.kim@act.org

Kim, Jungnam, University of Iowa, 12076 E. Lake Cir, Greenwood Village, CO 80111, jungnam-kim@uiowa.edu

Kim, Seock-Ho, University of Georgia, 325 Aderhold Hall, Athens, GA 30602-7143, skim@coe.uga.edu

Kim, Seonghoon, 500 ACT Drive, PO Box 168, Iowa City, IA, 52243-0168

Kim, Soojin, Educational Testing Service, Rosedale Rd, 40L 664, Princeton, NJ 08540, soojin76@gmail.com

Kim, Sooyeon, Educational Testing Service, Rosedale Rd, Princeton, NJ 08541, skim@ets.org

Kim, Yoonok, Excelsior College, 7 Columbia Circle, Albany, NY 12203, ykim@excelsior.edu

Kingsbury, G. Gage, Northwest Evaluation Association, 5885 SW Meadows Rd, Suite #200, Lake Oswego, OR 97035, gage.kingsbury@nwea.org

Klinger, Don A., Queen's University, A206 Duncan McArthur, Kingston, ON K7L 3N6, klingerd@educ.queensu.ca

Knupp, Tawnya, University of Iowa, 229C Lindquist Center, Iowa City, IA 52242, tawnya-knupp@uiowa.edu

Koenig, Judith A., National Research Council, Board on Testing and Assessment, 500 Fifth St, NW, Washington, DC 20001, jkoenig@nas.edu

Kolen, Michael, University of Iowa, 224-B1 LC Linquist Center, Iowa City, IA 52242-1529, Michael-Kolen@uiowa.Edu

Kong, Xiaojing J., James Madison University, kongxx@jmu.edu

Koran, Jennifer, University of Maryland, 1230 Benjamin Building, College Park, MD 20783, jkoran@umd.edu

Koretz, Daniel, Harvard Graduate School of Education, 415 Gutman Library, 6 Appian Way, Cambridge, MA 02138, danielkoretz@harvard.edu

Kramer, Gene A., American Dental Association, Department of Testing Services, 211 East Chicago Ave, Sixth Floor, Chicago, IL 60611-2678, kramerg@ada.org

Kroopnick, Marc H., University of Maryland, EDMS Department, 1230 Benjamin Building, College Park, MD 20742, mhkroop@umd.edu

Kupzyk, Kevin A., University of Kansas, Department of Psychology, 426 Fraser Hall, 1415 Jayhawk Blvd., Lawrence, KS 66045, kevink@ku.edu

Kyllonen, Patrick, Educational Testing Service, Rosedale Rd, MS 16-R, Princeton, NJ 08541, pkyllonen@ets.org

Lane, Suzanne, University of Pittsburgh, 5T Posvar Hall, School of Education, Pittsburgh, PA 15260, sl@pitt.edu

Lash, Andrea, SRI International, Center for Educational Policy, 333 Ravenswood Ave, Menlo Park, CA 94025, andrea.lash@sri.com

Lau, C. Allen, Harcourt Assessment, Inc., 19500 Bulverde Rd, San Antonio, TX 78259-3701, allen_lau@harcourt.com

Ledford, Emily C., University of Kansas, 415 Fraser Hall, 1415 Jayhawk Blvd, Lawrence, KS 66048, eledford@ku.edu

Lee, Won-Chan, University of Iowa, CASMA, 210E Lindquist Center, Iowa City, IA 52242, won-chan-lee@uiowa.edu

Lee, Yong-Won, Educational Testing Service, MS 10-R ETS, Rosedale Rd, Princeton, NJ 08541, ylee@ets.org

Lee, Young-Sun, Columbia University

Lehman, Tricia K., University of Colorado, Boulder, 1810 Oxford Dr, Loveland, CO 80538, tricia.lehman@colorado.edu

Lei, Ming, ACT, Inc., 500 ACT Dr, PO Box 168, Iowa City, IA 52243-0168, ming.lei@act.org

Leighton, Jacqueline P., University of Alberta, 6-110 Education North, Faculty of Education, Edmonton, AB T6G 2G5, jacqueline.leighton@ualberta.ca

Levy, Roy, University of Maryland, 1230 Benjamin Building, University of Maryland, College Park, MD 20742, levyr@umd.edu

Lewis, Daniel, CTB/McGraw-Hill, 20 Ryan Ranch Road, Monterey, CA 93940, Daniel_Lewis@ctb.com

Li, Feiming, University of Georgia, 107 College Station Rd, Apt D213, Athens, GA 30605, feiming@uga.edu

Li, Ivy, Educational Testing Service, 500 ACT Dr, PO Box 168, Iowa City, IA 52243-0168, ivy.li@act.org

Li, Shuhong, University of Massachusetts, Amherst, 279 Amherst Rd, Apt 24-B, Sunderland, MA 01375, shuhong@educ.umass.edu

Li, Tianli, Michigan State University, 931 Cherry Lane, Apt G, East Lansing, MI 48823, litianli@msu.edu

Li, Yanmei, American Institutes for Research, 1000 Thomas Jefferson St, NW, Washington, DC 20007-3835, yli@air.org

Lim, EunYoung, University of Illinois, Urbana-Champaign, 1107 W Green St, #429, Urbana, IL 61801, eunlim1@uiuc.edu

Lin, Hai-Jing, Jiangxi Normal University, No. 437, Beijing West Rd, Nanchang, Jiangxi, China 330027

Lin, Jie, University of Alberta, 237 Michener Park, Edmonton, AB T6H 4M5, jie@ualberta.ca

Lin, Peng, University of Maryland, 9334 Edmonston Rd, Apt 302, Greenbelt, MD 20770, linpengxa@yahoo.com.cn

Lindquist, Brian, University of Phoenix, 4615 East Elwood St, Mail Stop 10-0040, Phoenix, AZ 95040, lindquist@phoenix.edu

Linn, Robert, University of Colorado, PO Box 1815, Ouray, CO 81427, robert.linn@colorado.edu

Lissitz, Robert W., University of Maryland, Measurement and Statistics, College of Education, College Park, MD 20742, rlissitz@umd.edu

Liu, Mei, Educational Testing Service, Rosedale Rd, MS 13 L, Princeton, NJ 08541, mliu@ets.org

Liu, Xin, University of Illinois, Chicago, College of Education, 1040 W. Harrison St, M/C 147, Chicago, IL 60607, xliu15@uic.edu

Lockwood, J.R. , RAND Corporation, 1776 Main Street, PO Box 2138, Santa Monica, CA 90407-2138, John_Lockwood@rand.org

Lu, Ying, Educational Testing Service, Rosedale Rd, MS 13-P, Princeton, NJ 08541, ylu@ets.org

Luecht, Richard M., University of North Carolina, Greensboro, 209 Curry Building, 1000 Spring Garden St, Greensboro, NC 27403, rmluecht@uncg.edu

Luo, Fen, Jiangxi Normal University, No. 437, Beijing West Rd, Nanchang, Jiangxi, China 330027, luofen312@163.com

Ma, Xiaoying, Educational Testing Service, Rosedale Rd, MS 40-L, Princeton, NJ 08541, xma@ets.org

Manalo, Jonathan, Educational Testing Service, Rosedale Rd, Princeton, NJ 08541, jmanalo@ets.org

Maneckshana, Behroz T., Educational Testing Service, Rosedale Rd, Princeton, NJ 08541, bmaneckshana@ets.org

Margolis, Melissa, National Board of Medical Examiners, 3750 Market Street, Philadelphia, PA 19104-3102, mmargolis@nbme.org

Marion, Scott, National Center for the Improvement of Educational Assessment, 7392 Mt. Sherman Rd, Longmont, CO 80503, smarion@nciea.org

Marsh, Julie, RAND Corporation, Julie_Marsh@rand.org

Martiniello, Maria, Harvard Graduate School of Education, 65 Eustis St, Cambridge, MA 02140, maria@pz.harvard.edu

Mattar, John, National Evaluation Systems, Inc., 300 Venture Way, Hadley, MA 01035, jmattar@mail.nesinc.com

Matthews-L'opez, Joy, Ohio University, College of Osteopathic Medicine, 415 Grosvenor Hall, OU-COM, Athens, OH 45701, matthej2@ohio.edu

Maxwell, Graham, Graham Maxwell Consulting, 34 Camborne Place, Chapel Hill, Queensland, 4069, Australia, gsmax@bigpond.net.au

Mayorga-Tipton, Stephanie D., California State University Sacramento, 6000 J St, Sacramento, CA 95819, stephanie_mayorga@dca.ca.gov

McCall, Martha S., Northwest Evaluation Association, 8320 SW 39th Ave, Portland, OR 97219, marty.mccall@nwea.org

McClarty, Katie L., University of Texas, Austin, Department of Psychology, College of Liberal Arts, 1 University Station A8000, Austin, TX 78712, katie-larsen@mail.utexas.edu

McClellan, Catherine A., Educational Testing Service, Rosedale Rd, MS 02-T, Princeton, NJ 08541, cmcclellan@ets.org

McDermott, Kathryn A., University of Massachusetts, Amherst, 429 Hills House North, Amherst, MA 01003, mcdermott@educ.umass.edu

McDonnell, Lorraine, University of California, Santa Barbara, mcdonnell@polsci.ucsb.edu

McIlroy, Jodi M., University of Toronto, 3-805 Fraser Elliott Bldg, 190 Elizabeth St, Toronto, ON M5G 2C4, jodi.herold@utoronto.ca

Mendes-Barnett, Sharon, Diagnostic Accreditation Program, Suite 501, 777 West Broadway Ave, Vancouver, BC V5Z 4J7, sbarnett@dap.org

Meng, Huijuan, University of Iowa, 353 Hawkeye Court, Iowa City, IA 52246, huijuan-meng@uiowa.edu

Menson, Roxanna P., New Jersey State Department of Education, Office of Assessment and Evaluation, Trenton, NJ 08625-0500, roxanna.menson@doe.state.nj.us

Mercado, Ricardo L., CTB/McGraw-Hill, 1566 Moffett St, Salinas, CA 93905, ricardo_mercado@ctb.com

Meyer, J. Patrick, James Madison University, Center for Assessment and Research Studies, MSC 6806, Harrisonburg, VA 22807, meyerjp@jmu.edu

Militello, Matthew, University of Massachusetts, Amherst, mattm@educ.umass.edu

Millett, Catherine M., Educational Testing Service, Rosedale Rd, Princeton, NJ 08541, cmillett@ets.org

Mislevy, Robert, University of Maryland, College Park, 1230C Benjamin Building, College Park, MD 20742-1115, rmislevy@umd.edu

Monfils, Lora, Educational Testing Service, 80 Garden Court, Ste 202, Monterey, CA 93940, lmonfils@ets.org

Morgan, Deanna L., The College Board, 45 Columbus Ave, New York, NY 10023, demorgan@collegeboard.org

Mroch, Andrew, University of Wisconsin, Madison, 1025 West Johnson St, Room 373, Madison, WI 53706, aamroch@wisc.edu

Navon, David, Haifa University, Cognitive Psychology & Human Factors, Rabin Rm 7111, Haifa, Israel 31905, dnavon@psy.haifa.ac.il

Nering, Michael, Measured Progress, 171 Watson Road, Dover, NH 03820, mnering@measuredprogress.org

Ngudgratoke, Sungworn, Michigan State University, Department of Counseling, Educational Psychology, and Special Education, 447 Erickson Hall, East Lansing, MI 48824, ngudgrat@msu.edu

Niemi, David, University of California, Los Angeles/CRESST, Box 957150, 1400 PVUB, Los Angeles, CA 90095-7150, niemi@cse.ucla.edu

Noeller, Beth, ACT, Inc., 101 ACT Dr, PO Box 168, Iowa City, IA 52243-0168, beth.noeller@act.org

Norman, Rebecca L., University of Nebraska, Lincoln, 213 TEAC, Lincoln, NE 68588, rebeccalnorman@yahoo.com

Obe, Victoria, Teachers College, Columbia University, 86 Park Ave, Apt 1, Hoboken, NJ 07030, victoriaobe@yahoo.com

Olafson, Lori, University of Nevada, Las Vegas, 4505 Maryland Parkway, Las Vegas, NV 89154-3003, lolafson@ccmail.nevada.edu

O'Neill, Thomas, National Council of State Boards of Nursing, 3331 Wenonah Ave, Berwyn, IL 60402, toneill@ncsbn.org

Oranje, Andreas, Educational Testing Service, Mailstop 02-T, Rosedale Road, Princeton, NJ 08541, aoranje@ets.org

Pane, John F., RAND Corporation, 1776 Main St, PO Box 2138, Santa Monica, CA 90407-2138, John_Pane@rand.org

Papanastasiou, Elena, Intercollege, Cyprus, 7 Mourouzi Street #402, Nicosia, Cyprus 1055, elenapap@ucy.ac.cy

Park, Doyoung, University of Iowa, 733 Hawkeye Dr, Iowa City, IA 52246, pdywsk@hanmail.net

Parkes, Jay, University of New Mexico, 128 Simpson Hall, Albuquerque, NM 87131-1246, parkes@unm.edu,

Patelis, Thanos, The College Board, 45 Columbus Ave, New York, NY 10023, tpatelis@collegeboard.org

Patz, Richard J., R.J. Patz, Inc., 1414 Soquel Ave, Suite 212, Santa Cruz, CA 95062, richard.patz@rjpatz.com

Pei, Lai Kwan, Purdue University, School of Education, Purdue University, West Lafayette, IN 47906, lpei@purdue.edu

Penfield, Douglas, Rutgers University, School of Education, New Brunswick, NJ 08901, dougpen@rci.rutgers.edu

Penfield, Randall D., University of Miami, PO Box 248065, Coral Gables, FL 33124-2040, penfield@miami.edu

Penn, Jeremy D., University of Nebraska, Lincoln, 8640 Lexington Ave, Apt 438, Lincoln, NE 68505, jeremy_penn@hotmail.com

Perie, Marianne, Educational Testing Service, 1408 Sarah Dr, Silver Spring, MD 20904, mperie@ets.org

Petersen, Nancy, ACT, Inc., 500 ACT Dr, PO Box 168, Iowa City, IA 52243-0168, nancy.petersen@act.org

Pitoniak, Mary, Educational Testing Service, Rosedale Rd, MS-02 T, Princeton, NJ 08541, mpitoniak@ets.org

Plake, Barbara S., University of Nebraska, Lincoln, Buros Center for Testing, 21G TEAC, Lincoln, NE 68588-0348, bplake@unl.edu

Pommerich, Mary, Defense Manpower Data Center, DoD Center Monterey Bay, 400 Gigling Rd, Seaside, CA 93955, mary.pommerich@osd.pentagon.mil

Popham, W. James, University of California, Los Angeles, Box 951521, 2327 MH, Los Angeles, CA 90095-1521, wpopham@ucla.edu

Poth, Cheryl, Queen's University, McArthur Hall, Faculty of Education, Kingston, ON K7L 4T3, pothc@educ.queensu.ca

Prowker, Adam, Pearson Educational Measurement, 2201 Donely Dr, Suite 100, Austin, TX 78758, adam.prowker@pearson.com

Puhan, Gautam, Educational Testing Service, Rosedale Rd, MS 17L, Princeton, NJ 08541, gpuhan@ets.org

Qian, Jiahe, Educational Testing Service, Rosedale Rd, MS 02T, Princeton, NJ 08541, jquian@ets.org

Qu, Yanxuan, Michigan State University, quyanxua@msu.edu

Rabinowitz, Stanley, WestEd, 730 Harrison St, San Francisco, CA 94107, srabino@wested.org

Raymond, Mark R., American Registry of Radiologic Technologists, 1255 Northland Drive, Saint Paul, MN 55123, mark.raymond@arrt.org

Reckase, Mark, Michigan State University, 461 Erickson Hall, East Lansing, MI 48824-1034, reckase@pilot.msu.edu

Ricker, Kathryn L., Educational Testing Service, Rosedale Rd, MS 17-L, Princeton, NJ 08648, kricker@ets.org

Riconscente, Michelle M., University of Maryland, Department of Human Development, 3304 Benjamin Building, College Park, MD 20742-1131, mriconsc@umd.edu

Roach, Andrew T., Vanderbilt University Medical Center, 3301 Golf Club Ln, Nashville, TN 37215, andy.roach@vanderbilt.edu

Roberts, James S., Georgia Institute of Technology, School of Psychology, Coon Building, Room 232, 654 Cherry St, Atlanta, GA 30332-0170, james.roberts@psych.gatech.edu

Rodeck, Elaine, University of Nebraska, Lincoln

Rodriguez, Michael C., University of Minnesota, 206 Burton Hall, 178 Pillsbury Drive SE, Minneapolis, MN 55455, mcrdz@umn.edu

Roeber, Edward, Michigan Department of Education

Rogers, H. Jane, University of Connecticut, Measurement, Evaluation, & Assessment, Neag School of Education, Storrs, CT 06269, helen.rogers@uconn.edu

Rogers, W. Todd, University of Alberta, CRAME, 6-110 Education Centre North, Faculty of Education, University of Alberta, Edmonton, AB T6G 2G5, todd.rogers@ualberta.ca

Ross, Shelley P., University of Victoria, Dept. of Educational Psychology & Leadership Studies, Faculty of Education, University of Victoria, PO Box 3010, Victoria, BC V8W3N4, spr@uvic.ca

Rotou, Ourania, Educational Testing Service, Rosedale Rd, MS 40-L, Princeton, NJ 08541, orotou@ets.org

Rousseau, Michel, Université de Moncton, Campus de Moncton, Faculté des sciences de l'Education, Moncton, NB E1A 3E9, roussem@umoncton.ca

Rudner, Lawrence M., Graduate Management Admission Council, 1600 Tysons Blvd, Suite 1400, McLean, VA 22102, LRudner@gmac.com

Rupp, Andre, Institute for Educational Progress (IQB), Heesesstrasse 7, Berlin, Germany 12169, Andre.Rupp@IQB.hu-berlin.de

Russell, Michael, Boston College, Campion Hall, Rm 332C, 140 Commonwealth Ave, Chestnut Hill, MA 02467, russelmh@bc.edu

Rusticus, Shayna A., University of British Columbia, 2125 Main Mall, Vancouver, BC V6T1Z4, shayna@interchange.ubc.ca

Sass, Daniel A., University of Wisconsin-Milwaukee, Department of Educational Psychology, 2400 E. Hartford Ave, PO Box 413, Enderis Hall 775, Milwaukee, WI 53201, dsass@uwm.edu

Sawaki, Yasuyo, Educational Testing Service, Rosedale Rd, Princeton, NJ 08541, ysawaki@ets.org

Schaeffer, Gary, CTB/McGraw-Hill, 20 Ryan Ranch Rd, Monterey, CA 93940, gary_schaeffer@ctb.com

Sedivy, Sonya K., University of Wisconsin, Milwaukee, 4348 N. Woodburn St, Shorewood, WI 53211, sksedivy@uwm.edu

Seibert, Graham, University of Maryland, Department of Measurement, Statistics & Evaluation, 1230 Benjamin Building, College Park, MD 20742-1115, graham1@grahamseibert.com

Seo, Minhee, University of Illinois, Urbana-Champaign, 2403 N Neil St, Apt #102, Champaign, IL 61820, minseo@uiuc.edu

Shakrani, Sharif, Michigan State University, 4700 Hawk Hollow Dr E, Bath, MI 48808, shakrani@msu.edu

Shavelson, Richard, Stanford University, School of Education, Stanford, CA 94305-3096, richs@stanford.edu

Sheehan, Kathleen M., Educational Testing Service, Rosedale Rd, MS 03-T, Princeton, NJ 08541, ksheehan@ets.org

Shen, Linjun, National Board of Osteopathic Medical Examiners, 8765 W. Higgins Rd, Suite 200, Chicago, IL 60631, lshen@nbome.org

Shephard, Lorrie A., University of Colorado, Boulder, School of Education Room 124, 249 UCB, Boulder, CO 80309-0249, lorrie.shepard@colorado.edu

Shin, Chingwei (David), Pearson Educational Measurement, 1543 McKinley Place, Iowa City, IA 52246, david.shin@pearson.com

Shin, Seon-Hi, Harcourt Assessment, Inc., 19500, Bulverde Rd, San Antonio, TX 78259, seon-hi_shin@harcourt.com

Shneyderman, Aleksandr, Miami-Dade County Public Schools, 20401 NE 30 Ave, #110, Aventura, FL 33180, ashneyderman@dadeschools.net

Shukla, Sonia, OISE/University of Toronto, 5 Misty Hills Trail, Scarborough, ON M1X 1S4, sshukla@sprint.ca

Sinharay, Sandip, Educational Testing Service, MS 12T, Rosedale Rd, Princeton, NJ 08541, ssinharay@ets.org

Sireci, Stephen G., University of Massachusetts, Amherst, School of Education, 156 Hills South, University of Massachusetts, Amherst, MA 01003-4140, sireci@acad.umass.edu

Skaggs, Gary, Virginia Polytechnic Institute and State University, 319 East Eggleston, Dept. of Educational Leadership and Policy Studies, Blacksburg, VA 24061, gskaggs@vt.edu

Skorupski, William P., University of Kansas, 1122 West Campus Rd, 639 JRP, University of Kansas, Lawrence, KS 66045, wps@ku.edu

Smith, Jeff K., Rutgers University, Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08901, jeffreyksmith@gmail.com

Smith, Lisa F., EARU, University of Otago, PO Box 56, Dunedin, New Zealand 9015, LFS115jk@gmail.com

Smith, Robert L., Educational Testing Service, MS 11-L, Rosedale Rd, Princeton, NJ 08541, rlsmith@ets.org

Smith, Russell W., Thomson Prometric, 31 Antero Dr, Henderson, NV 89074, russell.smith@thomson.com

Snow, Eric B., University of Colorado, Boulder, 249 UCB, School of Education, Boulder, CO 80309-0249, eric.snow@colorado.edu

Steedle, Jeffrey T., Stanford University School of Education, 485 Lasuen Mall, Stanford, CA 94305-3009, jsteedle@stanford.edu

Stevenson, Erika, University of Iowa, 706 E. College St, # 5, Iowa City, IA 52240, erika-stevenson@uiowa.edu

Stiggins, Richard, Assessment Training Institute, 317 SW Alder St, Ste 1200, Portland, OR 97204-2529, ricks@assessmentinst.com

Stone, Clement A., University of Pittsburgh, 5920 Posvar Hall, University of Pittsburgh, Pittsburgh, PA 15260, cas@pitt.edu

Stoumbos, Zachary G., Rutgers University, Ms/Cis, 180 University Ave, Newark, NJ 07102, stoumbos@andromeda.rutgers.edu

Suh, Youngsuk, University of Wisconsin, Madison, 1210 Twinleaf Lane, Madison, WI 53719, youngsuksuh@wisc.edu

Sundre, Donna, James Madison University, Center for Assessment and Research Studies, MSC 6806, Harrisonburg, VA 22807, sundredl@jmu.edu

Sung, Hyun Jung, University of Wisconsin, Madison, 373 Educational Science Bldg, 1025 W. Johnson St, Madison, WI 53705, hjsung@wisc.edu

Swaminathan, Hariharan, University of Connecticut, Unit 2064, Storrs, CT 06269, swami@uconn.edu

Sweet, David, U.S. Department of Education, IES, 555 New Jersey Ave, NW, Washington, DC 20208, David.Sweet@ed.gov

Swygert, Kimberly A., National Board of Medical Examiners, 3750 Market St, Philadelphia, PA 19104, kswygert@NBME.org

Takahashi, Susan Glover, University of Toronto, 700 Bay St, Suite 200, PB Box 332, Toronto, ON M5G 1Z6, sglover.takahashi@utoronto.ca

Taylor, Catherine, University of Washington, 312 Miller Hall, Box 353600, Seattle, WA 98195-3600, ctaylor@u.washington.edu

Templin, Jonathan L., University of Kansas, 1415 Jayhawk Blvd, Rm 426, Lawrence, KS 66045, jtemplin@ku.edu

Templin, Sara E., University of Illinois, Urbana-Champaign, 309 Campbell Dr, Lawrence, KS 66049, stemplin@ku.edu

Thissen, David, University of North Carolina, Chapel Hill, CB #3270, Davie Hall, Chapel Hill, NC 27599-3270, dthissen@email.unc.edu

Thurlow, Martha, University of Minnesota, NCEO 350 Elliott Hall, 75 E Rider Rd, Minneapolis, MN 55455, thurl001@umn.edu

Tindal, Gerald, University of Oregon, College of Education, 5267 University of Oregon, Eugene, OR 97403-5267, geraldt@uoregon.edu

Tong, Ye, Pearson Educational Measurement, 2510 North Dodge St, Iowa City, IA 52245, ye.tong@pearson.com

Traxel, Nicole, University of Wisconsin, Milwaukee, 315 W Beutel Rd, Port Washington, WI 53074, nmtraxel@uwm.edu

Tsai, Tsung-Hsun, Riverside Publishing, 425 Spring Lake Dr, Itasca, IL 60143, Tsung-Hsun_Tsai@hmco.com

van Barneveld, Christina, Lakehead University, 955 Oliver Rd, Thunder Bay, ON P7B 5E1, cvanbarn@lakeheadu.ca

van der Linden, Wim, University of Twente, PO Box 217, 7500 AE Enschede, The Netherlands, W.J.vanderLinden@edte.utwente.nl

Verschoor, Angela, Cito, PO Box 1034, 6801 MG Arnhem, The Netherlands, angela. verschoor@cito

Vevea, Jack, University of California, Santa Cruz, Department of Psychology, Social Sciences II, 1156 High St, Santa Cruz, CA 95064-1077, jvevea@ucsc.edu

Violato, Claudio, University of Calgary, Faculty of Medicine, 3330 Hospital Dr NW, Dept of Community Health Sciences, Calgary, AB T2N 4N1, violato@ucalgary.ca

von Davier, Alina, Educational Testing Service, Rosedale Rd, MS 13 L, Princeton, NJ 08541, avondavier@ets.org

von Davier, Matthias, Educational Testing Service, Rosedale Rd, MS 02T, Princeton, NJ 08541, mvondavier@ets.org

Walker, Cindy M., University of Wisconsin, Madison, PO Box 413, Enderis Hall 785, Milwaukee, WI 53201, cmwalker@uwm.edu

Walker, Michael E., Educational Testing Service, Rosedale Rd MS 40-L, Princeton, NJ 08541, mwalker@ets.org

Waltman, Kris, University of Iowa, 1935 Jeffrey St, Iowa City, IA 52246, kris-waltman@uiowa.edu

Wan, Lei, University of Iowa, 21 N. Johnson St. #18A, Iowa City, IA 52245, lei-wan@uiowa.edu

Wang, Changjiang, Centre for Research in Applied Measurement and Evaluation, University of Alberta, 110 Education North, Department of Educational Psychology, Edmonton, AB T6G 2G5, cw21@ualberta.ca

Wang, Joyce, Educational Testing Service, Rosedale Rd, Princeton, NJ 08541, jwang@ets.org

Wang, Lihshing, University of Cincinnati, Mail Location 0002, Division of Educational Studies, 2624 Clifton Ave, Cincinnati, OH 45221, Leigh.Wang@uc.edu

Wang, Shudong, Harcourt Assessment Inc., 19500 Bulverde Rd, San Antonio, TX 78259, Shudong_wang@harcourt.com

Wang, Tianyou, University of Iowa, CASMA, 210B Lindquist Center, Iowa City, IA 52242, tianyou-wang@uiowa.edu

Wang, Xiang Bo, The College Board, 45 Columbus Ave, New York, NY 10023, Bwang@collegeboard.org

Wang, Yingchen, University of North Carolina, Greensboro, 419 Woodlawn Ave, Greensboro, NC 27401, y_wang2@uncg.edu

Wang, Zhen, CTB/McGraw-Hill, 20 Ryan Ranch Rd, Monterey, CA 93940, zhen_wang@ctb.com

Way, Walter D., Pearson Educational Measurement, 240 Safford Dr, Pinehurst, NC 28374, denny.way@pearson.com

Weeks, Jonathan P., University of Colorado, Boulder, School of Education, UCB 249, Boulder, CO 80309, weeksjp@colorado.edu

Wei, Hua, University of Maryland, College Park, 1230 Benjamin Building, University of Maryland, College Park, MD 20742, weihua@wam.umd.edu

Weiss, Brandi A., University of Maryland, 1721 Wind Haven Way, Vienna, VA 22182-1966, weissba@umd.edu

Weissman, Alexander, Law School Admission Council, 662 Penn St, Newtown, PA 18940, aweissman@lsac.org

Wells, Craig, University of Massachusetts, 158 Hills South, Amherst, MA 01003, cswells@educ.umass.edu

Wendler, Cathy, Educational Testing Service, Rosedale Rd MS 09-R, Princeton, NJ 08541, cwendler@ets.org

Whittington, C. Dale, Shaker Heights Schools, 15600 Parkland Drive, Shaker Heights, OH 44120, whittington_d@shaker-heights.k12.oh.us

Wikström, Christina, Department of Educational Measurement, Umeå University, SE-901-87, Umeå, Sweden, christina.wikstrom@edmeas.umu.se

Wild, Cheryl, Wild & Associates, Inc., 539 Main St, #200, Avon by the Sea, NJ 07717

Wiley, Andrew, The College Board, 45 Columbus Avenue, New York, NY 10023

Wiley, Ed, University of Colorado, Boulder, School of Education, 249 UCB, Boulder, CO 80309-0249, ed.wiley@colorado.edu

Wilkerson, Bonnie C., Northbrook School District 27, 1250 Sanders Rd, Northbrook, IL 60062, wilkerson.b@nb27.org

William, Dylan, Educational Testing Service, Rosedale Rd, MS-04 R, Princeton, NJ 08541, dwilliam@ets.org

Williams, Kathleen T., The College Board, 45 Columbus Ave, New York, NY 10023, kwilliams@collegeboard.org

Williamson, David M., Educational Testing Service, 665 Rosedale Rd, Princeton, NJ 08541, dmwilliamson@ets.org

Wilson, Mark, University of California, Berkeley, GSE, 3659 Tolman Hall #1670, Berkeley, CA 94720-1670, mrwilson@socrates.berkeley.edu

Winters, Lynn, Long Beach Unified School District, 1515 Hughes Way, Long Beach, CA 90810, lwinters@lbusd.k12.ca.us

Wise, Lauress, HumRRO, 66 Canal Center Plaza, Suite 400, Alexandria, VA 22314-1591, lwise@humrro.org

Wise, Steven L., James Madison University, Center for Assessment MSC 6806, Harrisonburg, VA 22807, wisesl@jmu.edu

Wollack, James A., University of Wisconsin, Madison, 1025 W. Johnson St, #373, Madison, WI 53706, jwollack@wisc.edu

Wu, Brad Ching-Chao, Pearson Educational Measurement, 2510 North Dodge Street, Iowa City, IA 52245, ccwu_98@yahoo.com

Xi, Xiaoming, Educational Testing Service, Rosedale Rd, Princeton, NJ 08648, xxi@ets.org

Xu, Xueli, Educational Testing Service, Rosedale Rd, Princeton, NJ 08541, xxu@ets.org

Yao, Lihua, CTB/McGraw-Hill, 20 Ryan Ranch Rd, Monterey, CA 93940, lihua_yao@ctb.com

Ye, Feifei, Ohio State University, 522 Montgomery Ct, Columbus, OH 43210, leaves40@yahoo.com

Yen, Wendy, Educational Testing Service, 80 Garden Court, #202, Monterey, CA 93940, wyen@ets.org

Yi, Hyun Sook, Yonsei University, 201-1005 Dealim e-Pyonhansesang, Yonggang-dong, Mapo-gu, Seoul, South Korea 121-070, hyunsyi@naver.com

Yi, Qing, Harcourt Assessment, Inc., 3115 Monarch, San Antonio, TX 78259, qing_yi@harcourt.com

Yin, Ping, ACT, Inc., 500 ACT Dr, Iowa City, IA 52243, ping.yin@act.org

Zara, Anthony R., Pearson Educational Measurement/VUE, 5601 Green Valley Drive, Bloomington, MN 55437-1099, Tony.Zara@pearson.com

Zechner, Klaus, Educational Testing Service, Rosedale Rd, Princeton, NJ 08541, kzechner@ets.org

Zeisser, Cornelia, University of British Columbia, 2125 Main Mall, Department of ECPS, Vancouver, BC V6T 1Z4, cornelia_zeisser@alumni.sfu.ca

Zenisky-Laguilles, April, University of Massachusetts, Amherst, 119 Lathrop St, South Hadley, MA 01075, azenisky@educ.umass.edu

Zhang, Jinming, Educational Testing Service, Rosedale Rd, MS 02-T, Princeton, NJ 08541, jzhang@ets.org

Zhang, Liru, Delaware Department of Education, Townsend Building, Dover, DE 19901, lzhang@doe.k12.de.us

Zhang, Yanling, Educational Testing Service, MS 11L, Rosedale Rd, Princeton, NJ 08541, yxzhang@ets.org

Zhang, Yanwei O., AICPA, 1230 Parkway Ave, Suite 311, Ewing, NJ 08628, ywzhang@aicpa.org

Zhao, Huafang, Montgomery County Public Schools, Department of Shared Accountability, 850 Hungerford Drive, Room 11, Rockville, MD 20850, Huafang_zhao@mcpsmd.org

Zhao, Jishen C., Educational Testing Service, Rosedale Rd, Princeton, NJ 08541, jzhao@ets.org

Zhao, Xiaohui, University of Iowa, 718 Walnut St, Iowa City, IA 52240, xiaohui-zhao@uiowa.edu

Zhao, Yue, University of Massachusetts, Amherst, 345 Lincoln Ave, Apt. 223, Amherst, MA 01002, yuezh@educ.umass.edu

Zhou, Jiawen, Centre for Research in Applied Measurement and Evaluation, University of Alberta, 6-110 Education Centre North, Faculty of Education, Edmonton, AB T6G 2G5, jzhou@ualberta.ca

Zilbert, Eric, California Department of Education, 1430 N. St, Suite 5408, PO Box 944272, Sacramento, CA 94244-2720, ezilbert@cde.ca.gov

Zumbo, Bruno, University of British Columbia, Scarfe Building, 2125 Main Mall, Department of ECPS, Vancouver, BC V6T IZ4, bruno.zumbo@ubc.ca

Notes

Notes

2006 NCME Annual Meeting • Schedule-at-a-Glance

TIME	SESSION NUMBER	ROOM	SESSION TITLE
Friday, April 7, 2006			
4:00 p.m.-7:00 p.m.		Lincoln	NCME Board of Directors Meeting
Saturday, April 8, 2006			
8:15 a.m.-10:15 a.m	A1	Nikko Ballroom I	The Use of Response Time to Improve Computer-Delivered Tests – Symposium
8:15 a.m.-10:15 a.m.	A2	Nikko Ballroom II	Shaping Policy and Practice: The Measurement Community's Role Across the Educational Continuum – Invited Symposium
8:15 a.m.-10:15 a.m.	A3	Nikko Ballroom III	Using Assessment Results to Improve District and School Practice – Related Paper Session
8:15 a.m.-10:15 a.m.	A4	Monterey Ballroom	Topics in DIF and Item Parameter Drift – Paper Session
8:15 a.m.-10:15 a.m.	A5	Carmel	Multidimensionality in IRT – Paper Session
10:35 a.m.-12:05 p.m.	B1	Nikko Ballroom I	Emerging Psychometric Methods for Item Response Data – Symposium
10:35 a.m.-12:05 p.m.	B2	Nikko Ballroom II	Integrating Psychometrics and Education Policy: An Interactive Symposium
10:35 a.m.-12:05 p.m.	B3	Nikko Ballroom III	Differential Item Functioning in Special Populations – Paper Session
10:35 a.m.-12:05 p.m.	B4	Monterey Ballroom	Topics in Performance and Alternate Assessment – Paper Session
10:35 a.m.-12:05 p.m.	B5	Carmel	Assessment in Higher Education – Invited Symposium
12:25 p.m.-1:55 p.m.	C1	Nikko Ballroom I	Strengthening the Diversity Pipeline to Educational Measurement: The Role of Testing in Access, Recruitment, Participation, and Retention – Symposium *(Sponsored by the Diversity Issues and Testing Committee)*
12:25 p.m.-1:55 p.m.	C2	Nikko Ballroom II	Current issues in Test Security – Invited Symposium
12:25 p.m.-1:55 p.m.	C3	Nikko Ballroom III	Unidimensional and Multidimensional Approaches to Vertical Scaling in Practical Contexts – Symposium
12:25 p.m.-1:55 p.m.	C5	Carmel	The Texas Assessment of Knowledge and Skills in Transition: Comparability of Online and Paper Administrations – Related Paper Session

TIME	SESSION NUMBER	ROOM	SESSION TITLE
2:15 p.m.-3:45 p.m.	D1	Nikko Ballroom I	Providing Diagnostic Information to Support Reform Efforts under NCLB – Symposium
2:15 p.m.-3:45 p.m.	D2	Nikko Ballroom II	Innovations in Item Difficulty Modeling: Recent Developments and Novel Applications – Related Paper Session
2:15 p.m.-3:45 p.m.	D4	Monterey Ballroom	Improving the Validity of School Accountability Systems with Standards-Based Measures of Student Growth – Invited Symposium
2:15 p.m.-3:45 p.m.	D5	Carmel	Issues in Scaling and Equating – Paper Session
4:05 p.m.-6:05 p.m.	E1	Nikko Ballroom I	Psychometric Research with Policy Implications for Certification & Licensure – Invited Symposium
4:05 p.m.-6:05 p.m.	E2	Nikko Ballroom II	Topics in Scoring and Validity – Paper Session
4:05 p.m.-6:05 p.m.	E3	Nikko Ballroom III	Graduate Student Poster Session *(Sponsored by the Graduate Student Issues Committee)*
4:05 p.m.-6:05 p.m.	E4	Monterey Ballroom	Topics in Standard Setting – Paper Session
4:05 p.m.-6:05 p.m.	E5	Carmel	Improving Diagnostic Subscore Estimation and Classification – Symposium
6:15 p.m.-7:30 p.m.		Barcelona II Room Parc 55 Hotel	No-Host Cocktail Party and Reception

Sunday, April 9, 2006

TIME	SESSION NUMBER	ROOM	SESSION TITLE
5:45 a.m.-7:30 a.m.		Meet in the Hotel Nikko Lobby	NCME Fitness Run/Walk
8:00 a.m.-10:15 a.m.	F1	Nikko Ballroom	NCME Breakfast, Business Meeting and Presidential Address *(bring your ticket for admission)*
10:35 a.m.-12:05 p.m.	G1	Mendocino Room	2nd International Conference on Classroom Assessment: Classroom Assessment Practices and Issues from Five Regions – Invited Symposium
10:35 a.m.-12:05 p.m.	G2	Monterey Ballroom	Alternate and Modified Assessments for Accountability and AYP Requirements: Policy, Technology, and Implementation Considerations – Invited Symposium
10:35 a.m.-12:05 p.m.	G3	Carmel	Topics in Computer Based Testing – Paper Session
12:25 p.m.-1:55 p.m.	H1	Nikko Ballroom I	Beyond NCLB: From Measuring Status to Informing Improvement – Symposium *(Sponsored by the National Association of Test Directors, NATD)*

TIME	SESSION NUMBER	ROOM	SESSION TITLE
12:25 p.m.-1:55 p.m.	H2	Nikko Ballroom II	Topics in IRT Modeling – Paper Session
12:25 p.m.-1:55 p.m.	H3	Nikko Ballroom III	Evaluating Validity Evidence – Paper Session
12:25 p.m.-1:55 p.m.	H4	Monterey Ballroom	Psychometric and Research Initiatives for the New GRE – Related Paper Session
12:25 p.m.-1:55 p.m.	H5	Carmel	Issues in Licensure and Certification Testing – Paper Session
2:15 p.m.-3:45 p.m.	I1	Nikko Ballroom I	2005 Career Award Winner Address Response-Time Modeling and Applications
2:15 p.m.-3:45 p.m.	I2	Nikko Ballroom II	Classroometrics: Measurement Theory from a Classroom Assessment Perspective – Related Paper Session
2:15 p.m.-3:45 p.m.	I3	Nikko Ballroom III	Evaluating Assumptions in Score Interpretation – Paper Session
2:15 p.m.-3:45 p.m.	I4	Monterey Ballroom	Evaluating Fit in IRT – Paper Session
2:15 p.m.-3:45 p.m.	I5	Carmel	Issues in Score Equating – Paper Session
4:05 p.m.-6:05 p.m.	J1	Nikko Ballroom I	Reverse-Engineering Scientific Inquiry Assessments Using PADI – Symposium
4:05 p.m.-6:05 p.m.	J3	Nikko Ballroom III	Contemporary Problems in Psychometrics (Satirical) – Invited Symposium
4:05 p.m.-6:05 p.m.	J4	Monterey Ballroom	Design Characteristics in Equating – Paper Session
4:05 p.m.-6:05 p.m.	J5	Carmel	Issues in IRT Estimation – Paper Session

Monday, April 10, 2006

TIME	SESSION NUMBER	ROOM	SESSION TITLE
8:15 a.m.-10:15 a.m.	K1	Nikko Ballroom I	Practical Item Calibration Issues Encountered in Establishing an Item Pool – Symposium
8:15 a.m.-10:15 a.m.	K2	Nikko Ballroom II	Following the Standards for Educational and Psychological Testing: The Challenges of Ensuring Sound Measurement Practice – Symposium
8:15 a.m.-10:15 a.m.	K3	Nikko Ballroom III	Issues in Computer-Based Testing – Paper Session
8:15 a.m.-10:15 a.m.	K4	Monterey Ballroom	Issues in Reliability – Paper Session
8:15 a.m.-10:15 a.m.	K5	Carmel	Applications of Speech and Natural Language Processing (NLP) Technologies in Language Learning and Assessment – Symposium
10:35 a.m.-12:05 p.m.	L1	Nikko Ballroom I	New Constructs, New Methods and New Technologies for Assessment: What Could Go Wrong? Lessons Learned from Innovations in Assessment – Symposium

TIME	SESSION NUMBER	ROOM	SESSION TITLE
10:35 a.m.-12:05 p.m.	L2	Nikko Ballroom II	Issues in Large Scale Assessment Under NCLB – Paper Session
10:35 a.m.-12:05 p.m.	L3	Nikko Ballroom III	Technical Issues in Test Development and Interpretation – Paper Session
10:35 a.m.-12:05 p.m.	L4	Monterey Ballroom	Evaluating Fit in Measurement – Paper Session
10:35 a.m.-12:05 p.m.	L5	Carmel	Recent Advances in Score Equating – Symposium
12:25 p.m.-1:55 p.m.	M1	Nikko Ballroom I	Issues in Scaling and DIF – Paper Session
12:25 p.m.-1:55 p.m.	M2	Nikko Ballroom II	Designing Accessible Reading Assessments for Students with Disabilities: A Research – Based Approach – Related Paper Session
12:25 p.m.-1:55 p.m.	M3	Nikko Ballroom III	Topics in Equating – Paper Session
12:25 p.m.-1:55 p.m.	M4	Monterey Ballroom	Topics in Classroom Assessment – Paper Session
12:25 p.m.-1:55 p.m.	M5	Carmel	Skills Assessment in Practice: Model Refinement and Exploration – Symposium
2:15 p.m.-3:45 p.m.	N1	Nikko Ballroom I	Probability for Success: Finding the Right Career Path – Symposium *(Sponsored by the Graduate Student Issues Committee)*
2:15 p.m.-3:45 p.m.	N2	Nikko Ballroom II	Quality Benchmarks: Assessments for Accountability Now and Long Term Learning – Symposium
2:15 p.m.-3:45 p.m.	N3	Nikko Ballroom III	Scoring and Score Interpretation in IRT – Paper Session
2:15 p.m.-3:45 p.m.	N4	Monterey Ballroom	Issues in Computer-Delivered Performance Assessment in Writing – Related Paper Session
2:15 p.m.-3:45 p.m.	N5	Carmel	Large-Scale Data Visualization for Educational Measurement: Frameworks, Methodology, Algorithms, Examples, and Issues – Related Paper Session
4:05 p.m.-6:05 p.m.	O1	Nikko Ballroom I	Issues in Differential Item Functioning – Paper Session
4:05 p.m.-6:05 p.m.	O2	Nikko Ballroom II	Methodologies for Estimating Group-Level Results – Related Paper Session
4:05 p.m.-6:05 p.m.	O3	Nikko Ballroom III	Score Interpretation in Large Scale Assessment – Paper Session
4:05 p.m.-6:05 p.m.	O4	Monterey Ballroom	Enhancing Accessible Assessments through Technology: Universal Design Goes Online – Related Paper Session
4:05 p.m.-6:05 p.m.	O5	Carmel	Topics in Validity/Test Use – Paper Session
4:15 p.m.-7:15 p.m.	Lincoln		NCME Board of Directors Meeting

The National Council on Measurement in Education
is deeply grateful to the following organizations for their
generous financial support of our 2006 Annual Meeting.