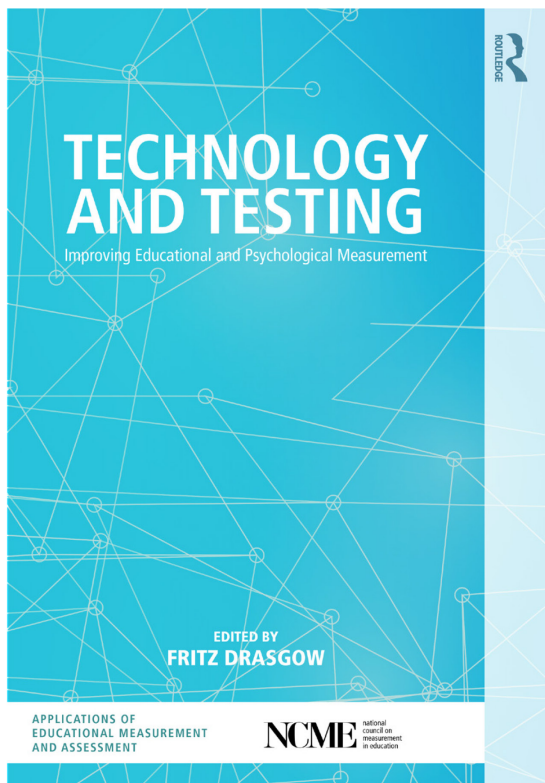


FIRST VOLUME PUBLISHED IN THE NCME BOOK SERIES

The Editorial Board of the NCME APPLICATIONS OF EDUCATIONAL MEASUREMENT AND ASSESSMENT BOOK SERIES is pleased to announce publication of the first volume, edited by Fritz Drasgow, titled *Technology and Testing—Improving Educational and Psychological Measurement*. It is fitting to initiate the series with a volume on the use of

technology that has become central to a wide range of aspects of tests and assessments, including item and test development, delivery, scoring, analysis, and score reporting. Fritz Drasgow, Professor of Psychology and Dean of the School of Labor and Employment Relations at the University of Illinois at Urbana-Champaign, has been on the forefront of the use of technology in tests and assessments since the late 1970s and has authored several books in the measurement field. Readers of this first volume will appreciate the impressive lineup of chapter authors and the excellent content.



1. Managing Ongoing Changes to the Test: Agile Strategies for Continuous Innovation. Cynthia G. Parshall & Robin A. Guille. **2. Psychometrics and Game-Based Assessment.** Robert J. Mislevy, Andreas Oranje, Kristen DiCerbo, Malcolm I. Bauer, Alina von Davier, and Michael John. **3. Issues in Simulation-Based Assessment.** Brian E. Clouser, Melissa J. Margolis, and Jerome C. Clouser. **4. Actor or Avatar? Considerations in Selecting Appropriate Formats for Assessment Content.** Eric C. Popp, Kathy Tuzinski, and Michael Fetzer. **Commentary on Chapter 1-4: Using Technology to Enhance Assessments.** Stephen G. Sireci. **5. Using Technology-Enhanced Processes to Generate Test Items in Multiple Languages.** Mark J. Gierl, Hollis Lai, Karen Fung, and Bin Zheng. **6. Automated Test Assembly.** Krista Breithaupt and Donovan Hare. **7. Validity and Automated Scoring.** Randy Elliot Bennett and Mo Zhang. **Commentary on Chapter 5-7: Moving from Art to Science.** Mark D. Reckase. **8. Computer-Based Test Delivery Models, Data, and Operational Implementation Issues.** Richard M. Luecht. **9. Mobile Psychological Assessment.** Oleksandr S. Chernyshenko and Stephen Stark. **10. Increasing the Accessibility of Assessments Through Technology.** Elizabeth Stone, Cara C. Laitusis, and Linda L. Cook. **11. Testing Technology and Its Effects on Test Security.** David Foster. **Commentary on Chapter 8-11: Technology and Test Administration: The Search for Validity.** Kurt F. Geisinger. **12. From Standardization to Personalization: The Comparability of Scores Based on Different Testing Conditions, Modes, and Devices.** Walter D. Way, Laurie L. Davis, Leslie Keng, and Ellen Strain-Seymour. **13. Diagnostic Assessment: Methods for the Reliable Measurement of Multidimensional Abilities.** Jonathan Templin. **14. Item Response Models for CBT.** Daniel Bolt. **15. Using Prizes to Facilitate Change in Educational Assessment.** Mark D. Shermis and Jaison Morgan. **Commentary on Chapters 12-15: Future Directions: Challenge and Opportunity.** Edward Haertel.

FORTHCOMING VOLUMES (TITLES AND PUBLICATION DATES ARE PROVISIONAL)

Fairness in Educational Assessment and Measurement, Edited by Neil J. Dorans and Linda L. Cook (August 2016)

Testing in the Professions: Credentialing Policies and Practice, Edited by Susan Davis-Becker and Chad W. Buckendahl

Validation of Score Meaning in the Next Generation of Assessments, Edited by Kadriye Ercikan and James W. Pellegrino

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