

FROM THE PRESIDENT

Rebecca Zwick, Educational Testing Service

Now that fall has arrived, plans for NCME's annual meeting, April 4-8, 2019 in Toronto, are seriously underway! Nearly 700 proposals for papers, symposia, and training sessions are now being reviewed and the NCME hotel has been selected: The Fairmont Royal York. Demos of conference apps are being conducted in hopes of offering a more user-friendly app experience this time around.



Some support for conference attendance is available for grad students. The NCME Pipeline Scholarship will provide travel scholarships to graduate students from historically marginalized groups – specifically African American, Latino/a, and Native American. See the separate newsletter announcement or contact Jennifer Randall (jrandall@educ.umass.edu) for more information. Additional support for grad students may be available through the NCME Mission Fund. Contact Chad Buckendahl (cbuckendahl@acsventures.com) for more information.

Program Chairs Emily Shaw, Krista Mattern, and I have arranged several invited sessions that are in keeping with the theme, “**Communicating with the Public about Educational Measurement.**” As I’ve noted before, my definition of “public” includes parents, educators, policymakers, journalists, and students—an especially important audience because they are often required to take tests without knowing much about the purpose of the assessment or the meaning of the scores. The invited session topics are wide-ranging, including innovative ways of displaying test results, communicating about testing with various constituencies, and communicating about international assessment results. In addition, there will be a session that ties in with the new Excellence in Public Communications Award and a session providing guidelines on communicating research results in the general press. The two remaining invited slots will be devoted to a session on women in measurement, and last but not least, a debate on the use of admissions tests for accountability purposes. We hope you’ll plan to attend as many of these as possible! We expect conference registration to open the week of November 26th.

Also in October, many NCME members will be attending the **Second Annual Conference on Classroom Assessment in Lawrence, Kansas, October 8-10**. Many thanks to Neal Kingston for again hosting the conference and to the Classroom Assessment Task Force, headed by Kristen Huff and Dale Whittington. The NCME Board will be meeting in Lawrence immediately preceding the conference.

Other initiatives: Some highlights

Endorsement of APA statement on college admissions: NCME recently endorsed the American Psychological Association statement opposing the federal government’s decision to eliminate guidelines that support the use of affirmative action in admissions. I would like to explain the process we used to determine whether to endorse the position. The initial proposal to endorse came from the Executive Committee. The 9-person NCME Board then voted unanimously to make the proposed

endorsement statement available for member comment. We received 14 comments, some in favor, some opposed, and some recommending changes in the endorsement wording. We modified the wording in light of these comments and then held a Board vote about whether to proceed with the endorsement. A majority of Board members voted to proceed. Although it is unusual for NCME to take a stand on educational policy issues, the evaluation of college applications is clearly a measurement process. Therefore, while I recognize that some members disagree with the endorsement, I consider it to be consistent with NCME's mission: to advance the science and practice of measurement in education.

Other position statements: NCME has released a new position statement on Theories of Action for Testing Programs. The statement points to the need for testing programs that intend to serve as change agents to “delineate how the program needs to operate so that the desired change is most likely to occur.” A draft position statement on Classroom Assessment is available for member review.

Policy seminar, now scheduled for February 13, 2019: We will again be holding a policy seminar at George Washington University, Washington DC this winter. Stay tuned for details!

NCME Book Series: A new book in the series has just appeared: *Score Reporting Research and Applications*, edited by Diego Zapata-Rivera. Contact series editor Brian Clauser (BCLAUSER@NBME.ORG) with your book ideas!

Journal of Educational Measurement: The Publications Committee is reviewing applications for the editorship of JEM. The new editor's term will begin in 2019, so as to overlap with the terms of current editors George Engelhard and Jonathan Templin.

Membership: As part of our efforts to increase membership, we are offering one year of free membership to graduate students who join as new members. A great deal!

Don't forget to renew your membership, encourage your colleagues to do so, and help us recruit new members! I hope to hear from you about your questions, concerns, and ideas!



FROM THE EDITOR

Megan Welsh, University of California, Davis

Welcome to the September 2018 issue! This issue focuses on the 2019 Conference Theme of Communicating with the Public about Educational Measurement and updates you on all of the hard work that has been going on behind the scenes at NCME, including the position statements Rebecca mentions, new awards and opportunities for graduate students, conference and training opportunities, special issues of journals, and ongoing efforts to publicize our work via social media.



I am especially grateful to Dan Vitale and Michelle Croft for sharing their expertise on communicating with the public about educational measurement and to our fabulous graduate student contributors, Susan Rowe and Kevin Krost for their work in including the voices of graduate students, and graduate student concerns in this issue.

I am also pleased to announce that this will be the last issue of the newsletter that is delivered in pdf format. The December issue will transition to a new, web-based format. Hopefully one that you will enjoy and that will allow both for a wider array of communication media (e.g., video and audio streaming), that will allow readers to click on the articles that they would like to see instead of scrolling through pdfs, and that will also be easily distributed over a wide array of social media platforms.

I hope that you have an enjoyable fall and find the current newsletter informative.

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GRADUATE STUDENT CORNER: YOUR MOST IMPORTANT RELATIONSHIPS IN GRADUATE SCHOOL

Susan Rowe, University of California, Davis and Kevin Krost, Virginia Tech

Forging and maintaining relationships is the key to success in graduate school. It is impossible to complete a degree alone without the support of others to guide you. In this article, we discuss the importance of several vital relationships students have in graduate school. These relationships will help you in and out of graduate school, whether it is selecting a dissertation topic, dealing with non-significant results, or asking for letters of recommendation.



Advisor

Your relationship with your advisor is among the most important of relationships you will have in graduate school. Some institutions will assign you to an advisor upon entering graduate school, but you may opt to have a different advisor when you begin your dissertation. Advisors are a valuable source of knowledge and information; they can help you navigate graduate school, make real your research ideas, and serve as future references. Be transparent with your advisor and let them know exactly what your student and career goals are because they can provide guidance on how to get where you want to be. Your advisor is an excellent resource for information on who's who in their area of research and can connect you to information about fellowships, grants, and internship opportunities.

However, you are not limited to sticking to your advisor if things are not working out. Perhaps your developing research interests changed or you have a better working relationship with another faculty member. It is okay to change advisors, or have multiple (informal) advisors.

Other Faculty

So now that your relationship with your advisor is going spectacular, that is all you need, right?

NO.

It is very important that you cultivate and nurture your relationships with other faculty in your program, department, school, and university. These individuals are not only your professors for other courses, but also mentors, colleagues, employers, co-authors, references, and friends. In some cases, you will have just as much contact with other faculty as you do with your advisor, and sometimes more. For instance, if you are hired to work for a lab or on a grant which is ran by another faculty member, you will have regular contact with them. Or, you could receive a post-doc position in another department after you graduate, so these relationships can be very important. Thus, it is necessary to maintain regular contact with different faculty across the university.

Fellow Graduate Students

Through your coursework and work responsibilities, you will have a great deal of interaction with your fellow graduate students. This should be the case too, since we know that nobody is an island. These individuals will become your friends, colleagues, collaborators, and maybe even family. It is important to reject the notion of them as your competition, and embrace them as your peers with whom you can talk to. Similarly, one of the biggest challenges we are faced with as graduate students is called the Imposter Syndrome. This is the (very untrue) belief that you are unqualified relative to your peers and should not be in graduate school. It is very important to dispel this idea, since it can have a negative impact on your mental health. Therefore, it is necessary to learn early on that you and your fellow students have knowledge that the other does not, and you should not compare yourself to them. They are your friends and family.

Networking Outside Your Institution

You are not limited to only forging relationships with those at your institution. There are several ways to connect with other individuals. Go to conferences and bring those business cards; conferences are an excellent way to meet people who match your research interests. If you are unable to attend conferences, you can also e-mail the authors of your favorite books or journal articles and ask or compliment them about their research. Connecting with those outside your institution could also lend insight on alternate career paths you may find yourself interested in pursuing. Take the initiative when forging these connections. Another way to establish relationships outside of your institution is to develop a professional social media presence. There are a multitude of ways to form connections on social media such as by running a blog, live-tweeting conferences (such as #NCME19), or advertising your skills on LinkedIn.

Friends and Family

Graduate school can be a lonely place sometimes, but it does not have to be. While the main purpose is to gain an education, but a secondary purpose is to make friends and either maintain or develop a family. This can be broadened to refer to a social support system, and include parents, siblings, pets, old and new friends, a significant other, and anyone you have contact with. This will expand as you progress through grad school, by meeting people, making friends, and having positive relationships. It is necessary to keep up previous relationships though, including parents and old friends. This will make your life better, by having this social support system which you can consult and talk to whenever you are feeling overwhelmed. Whatever this system is for you, it is important to have one and maintain it during grad school. Take care of yourself, and each other.

For more information on developing relationships in graduate school, consider these resources:

Raver, R. (2012). Grad student advice series: How to network and add value to yourself and others. *The Grad Student Way*. Retrieved from <http://thegradstudentway.com/blog/?p=548>

Repak, N. (2018). The professor/grad relationship. *Grad Resources*. Retrieved from <http://gradresources.org/profgrad-relationships/>

Author notes:

Kevin Krost is a Ph.D. candidate in the Educational Research and Evaluation program at Virginia Tech. His research interests include explanatory item response modeling for equity purposes, cognitive diagnostic modeling, and model/method comparisons.

Susan Rowe is a Ph.D. student at the School of Education with a Learning and Mind Sciences emphasis at the University of California, Davis. Her interests focus on the reduction of test bias and improvement of test fairness for English language-learners using psychometric methods such as item response theory and differential item functioning.

GRADUATE STUDENT ISSUES COMMITTEE UPDATE

Kevin Krost, Virginia Tech



Welcome back graduate students! For some of us, the semester is still new. For other students, the semester has been going for the last month. Which stage of your degree are you at for this semester? Are you taking any interesting classes this semester, or have you made it to the dissertation phase? Wherever you are in this process, make sure you keep your head up and keep your eyes on the prize!

Since the last newsletter, the graduate student issues committee (GSIC) has been hard at work! We recently had a meeting with the AERA Division D graduate student committee to discuss the happy hour we will have at the conference in Toronto. We are hoping for the biggest turnout yet, and will have more details once the conference location is decided. For those who attended last year's social, what did you like the most? What would you like to see again?

Let's not forget about the graduate student research sessions at the upcoming conference. We are receiving proposal reviews as we speak, which should lead to high-quality presentations for this year. Every NCME member should make plans to attend one, if not all, of the graduate student research sessions during this conference. This can help professionals identify promising graduate students, fellow graduate students learn about research they are interested in being conducted, and presenters get valuable feedback on the research they are doing.

A new initiative being developed by the committee is a virtual brownbag session for graduate students involving professionals from educational measurement. There will be an interest form emailed to the graduate student members which will help the committee determine what topics are most interesting. After we learn about which topics graduate students are most interested in, the next step will be to recruit professionals who have expertise in those areas. This will provide further education about topics which might not be covered in other classes.

Another initiative GSIC is working to maintain and improve is the summer internship information. We are ensuring an accurate and up-to-date list of relevant internship programs by contacting known companies. This will include contacting companies that previously had internships but did not in recent summers. Eventually, we will develop a job alert which will have all of the internships in one location which will be sent to interested students.

The last initiative I will discuss is our drive to have all graduate programs classified as science, technology, engineering, and mathematics (STEM) programs. This will benefit international student graduates by providing more time for optional practical training (OPT). The first step for this is to send a survey to all graduate members asking for basic information about their particular program, including STEM-classification. This new initiative is important for increasing equity among international students relative to domestic students.

There have been many developments with GSIC this summer which reflect the values and interests of our graduate student members. We are always interested in hearing from our members about how we're doing and encourage you to engage with us on [Facebook](#). Remember to engage in scientific communication with your research, especially given the relevant theme of the conference this year. We hope to see you in Toronto in April!

SPOTLIGHT ON THE PEOPLE WHO MAKE OUR ORGANIZATION GREAT

Susan Rowe, University of California, Davis



How did you get into the field?

My elementary and secondary education experience was largely shaped by No Child Left Behind. When the standardized end-of-the-year tests came around, I was curious about the tests' purpose and what they were being used for. This curiosity grew stronger as I took college-entrance exams and began my undergraduate education. Diagnostic tests, midterms, finals; tests were all around me. I wondered how tests could be misused to make inaccurate decisions about student population subgroups, such as those in the ethnic or language minority. I began to take courses in statistics and education to learn more about the topic. I discovered that to do what I wanted to do, reduce test bias for underrepresented learners, I would have to go to graduate school.

I didn't realize that graduate school was even an option for me until I engaged in research after my freshman year. I worked in a couple labs during my undergraduate as a research assistant and discovered I had a passion for the research process. I enjoyed working with participants, organizing data, and discovering results. Once I was accepted into graduate school, I was fortunate enough to be guided by advisers to the specific methodologies I needed to learn to answer my research questions.

If you weren't in this field, what would you do?

I have a wide variety of interests and I can see myself thriving in other fields. I considered getting my teaching credential and teaching Kindergarten through 3rd grade when I was applying to graduate school. I enjoy crafting so maybe I would be an artist.

What advice would you have for graduate students who want to get into this field?

Immerse yourself in psychometrics and take more statistics classes than is required. Measurement requires different models for different contexts and I highly recommend having at least a basic understanding of the methods most commonly used. If your institution doesn't offer classes in methods you are interested in, take the initiative to learn it yourself. There are many tutorials online to learn from and forums available for specific programming and modelling concerns. I would also recommend to read blog posts of graduate students and early career scholars. These sources are a great way to see what the field is actually like and how to navigate it.

What do you like to do for fun outside of work?

My three biggest loves outside of my work are video games, crafting, and my cat, Daenerys. My favorite video games are role-playing games with a mind-blowing plot twist, although I also enjoy some online games. I pride myself in my crafting ability; I quilt, make stained glass, paint, and teach others how to crochet amigurumi toys at my local craft center.

What would you say has been one of the biggest innovations in psychometrics in the last decade or two?

As a graduate student, I'm relatively new to the field compared to several others, but I would highlight the availability of information on the internet. This isn't specific to psychometrics, but it has been so beneficial to my work in psychometrics. When I have a question about what I'm working on, I don't have to wait for feedback from an adviser because I can get instantaneous information online. If I want to learn more about a statistical approach but there's no one at my institution who is familiar with it, I can find a tutorial online that covers all the bases and is easily searchable for specific details.

When you go to conferences, how do you pick what sessions to attend?

When I attend conferences, I pick sessions that are closely aligned with my research interests. This way I can be in the same room with others whose papers I have read and I can hear questions asked about the material that I may not be able to read in a formal paper. I also use conferences as an opportunity to see statistical methods I am unfamiliar with in action. It helps me identify modelling concerns, what statistics are critical to report, how best to illustrate results in a graph or table, etc. I use conferences to inform my work and also improve how I present my results by observing what works around me.

Who has been a significant influence in your professional life?

Jamal Abedi, my adviser, gives supports my ideas and encourages me to pursue the answers to my research questions. Next is Christine Coughlin, my mentor in undergraduate. Working with her as a research assistant inspired me to apply to graduate school and everything I know about data management I learned from her. Huy Chung and Yu Zhang, post docs I worked

with, have also influenced me. Huy was there at the beginning of my graduate career and made my transition a smooth one. Yu has always been open to collaboration and has shown me how to balance many projects. Lastly, I have been influenced by my fellow students at UC Davis, particularly the other fellows I have met through a fellowship that supports my studies. They engage me in research topics outside of my bubble and I walk away from our discussions knowing a little more about psychometrics.

BEYOND THE PROFESSIONAL RESEARCH PAPER: HOW TO COMMUNICATE YOUR WORK TO POLICYMAKERS, EDUCATORS, AND THE GENERAL PUBLIC

Dan Vitale and Michelle Croft, ACT, Inc.

Introduction

Just think: you have made a game-changing discovery in the field of educational measurement. Your research has been published in one of the leading journals and you are the talk of your colleagues.

But it's often also important to communicate your findings outside your professional community, especially if they have implications for policy, parents, or the public sphere. Finding the right way to communicate with the public can potentially make the difference between being part of an important public conversation and having your findings go unabsorbed, misunderstood or, worse, ignored. The problem: how to find that right way?

Findings in educational measurement—or any field of research, for that matter—are not easy to communicate to the public. Like most research, educational measurement typically follows the standard format for professional publication, which includes sections for methodology (the “how”), results (the “what”), and discussion (the “so what”). The format is designed for an audience of specialists, who have learned what to expect from it: what information to look for, and where in your report to find it.

The first thing to understand about communicating research findings to a public made up almost entirely of non-specialists is that they are unfamiliar with your primary means of communicating your findings to the world. They *don't* know what to look for, and they *don't* know where to find it.

Also, educational measurement research (like most fields of research) has its own specialized terminology and its own assumptions about what its findings signify. So the second thing to understand about communicating your findings to the public is that they will likely not know most of the words you typically use to describe your findings or, if they do know them, will frequently think they mean something else. (Think of “discrimination”: for measurement experts, it's merely the ability to distinguish among test takers, but in general use it has a quite different and negatively charged meaning.)

The third and arguably most important thing to understand is that there is not just one “public.” The audience of non-specialists for educational measurement research will tend to be policymakers, educators, parents, or people who are just interested in education or education policy.

The greatest challenge, usually, is that you need to communicate your findings *differently* for the different audiences. Each has its own interests and needs. And before you begin, you first need to think about *why* your research is important to a particular audience: Do your findings have implications for education policy or practice, or for society at large? Can they help to solve a problem?

The good news? The rest of this article gives you some tips on how to do it.

Organizing your findings for policymakers

Not surprisingly, policymakers want you to get to the point—they are busy and don't have time for elaborate preliminaries or explanations. Most policymakers are less interested in your “how” (the methodology). Mostly, policymakers want to find out what they can *do* about something.



So, when preparing your findings for an audience of policymakers, it usually makes the most sense to lead with your “so what”—that is, the part you usually save for the end, in your discussion section: the primary point(s) on which you want the policymakers to take action. It will likely also help if your “so what” includes a brief explanation of how taking action will benefit the policymakers’ constituents: those they represent and serve. You may also choose to include some of the “what” (that is, some of the information from your results section) that got you to the “so what.”

Organizing your findings for educators

Educators are similar to policymakers in that they are looking for solutions to problems and may have the power to implement them, on a school- or district-wide basis. And perhaps a little more so than policymakers, educators are also interested in the results that led you to the “so what.” Thus you will likely have a little more latitude to talk about your research itself rather than just its implications for action.

Educators also resemble policymakers in the sense that they too have constituents: their students. So, again, it will probably be helpful to explain to educators how implementing your proposed solution to a problem will benefit students in the short and/or long term.

Organizing your findings for other interested readers

The tips for communicating with educators will usually also apply to parents or the general reader—perhaps even more so, since you tend to have a little more time and space to get your messages across.

The best way to hold the general reader’s interest is through how you structure and organize your communication. So it makes sense, for example, to follow the manner of a news article: to begin with your “what,” and perhaps also hint at your “so what,” to get the reader’s attention and hook them into wanting to read further, where you’ll explain your work and its implications in greater detail.

You will also want to make the reader’s journey as easy and enjoyable as possible by writing as clearly and concisely as your material allows. A great, time-honored resource to help you write clearly and concisely is William Strunk Jr. and E. B. White’s *The Elements of Style*, where you’ll find advice such as avoiding jargon, preferring the active voice to the passive voice (“We analyzed the data” instead of “The data were analyzed,” for example), and omitting unnecessary words.

But we’ve also learned from our experience in communicating educational measurement research to a general audience that it benefits immensely from a few other very specific techniques (which you can also use in addressing the other two audiences):

- **Define terms the first time you use them—then use them consistently.** There’s nothing wrong with using a specialized term as long as you define it for the reader right away. That way, readers will have your definition in mind as they continue, or can refer back to it if they forget. Even more important, use the *same* term each time you reference the concept. Synonyms are apt to confuse readers of research findings, especially if they had to work hard to understand the meaning of the first term you used. Don’t identify a waxen object with a wick that holds a flame as a “candle” and then expect readers to recognize it later when you call it a “taper.” Precision in your communication is crucial, and repetition is often crucial to precision.
- **Present information in a logical sequence.** The greater the complexity of your findings, the more you’ll need to walk readers carefully through them. The way you do this is actually quite simple: Don’t put carts before horses. If understanding something requires already understanding one or more other things, explain those other things first, in a prior sentence, paragraph, or section—whatever makes the most sense given what you’re explaining.
- **Use transitional phrases to help readers keep their bearings.** Sentence and paragraph openers such as “Then,” “Therefore,” or “Finally,” or ordinals such as “First,” “Second,” and “Third” (after stating that you are going to present a three-part idea, say) help readers draw connections among your concepts or claims. Similarly, phrases like “As we will see” or “As discussed earlier” enable readers to look back or ahead in your communication, so they can gauge where they’ve been or will soon be going.

Conclusion

As you know, research is not simple. Your guiding principle when communicating with the public is not to “dumb down” your work but rather to *describe it in straightforward language*—an acquired skill that takes practice. It may help for you to share your drafts with a friend or family member who is not a specialist in your field. If there is something they don’t

understand, chances are that it needs revising or clarification. With time, you'll find that instead of feeling frustrated that your readers don't know what to look for in your work or where to find it, you'll have the satisfaction of helping them understand something they didn't know before, and if necessary to act on it.

PROGRAM CHAIRS UPDATE

NCME 2019 Annual Meeting
April 4-8, 2019; Toronto, Ontario, Canada
2019 Theme: Communicating with the Public about Educational Measurement

Conference Chairs:
Krista Mattern, ACT, and Emily Shaw, The College Board
Krista Mattern **Emily Shaw**



Training and Professional Development Chair:
Jim Roberts, Georgia Institute of Technology

Graduate Student Issues Committee (GSIC) Chair:
Kevin Krost, Virginia Tech



Jim Roberts

Kevin Krost

First, our sincere thanks and appreciation to everyone who submitted a proposal for the 2019 annual meeting. We were pleased to receive 511 individual, 63 coordinated, 85 graduate student research, and 31 training session proposals. We were also really thrilled that more than 230 people volunteered to review proposals this year! We are grateful to those of you who reviewed proposals and particularly appreciate your patience as we work out some of the kinks with our new submission and review system. We will then be busy this fall analyzing the reviews and building the actual program and look forward to another update later in 2018!

NCME DIVERSITY ISSUES IN TESTING COMMITTEE UPDATE

Jennifer Randall, University of Massachusetts, Amherst

NCME's Diversity Issues in Testing Committee would like to make members aware of NCME's Pipeline Scholarships, which will offer travel scholarships for graduate student presenters who are members of *historically underrepresented/marginalized groups* (African American, Latino/a, or Native American). The funding will defer travel costs to help students attend either the 2018 Classroom Assessment Conference in Lawrence, KS (5 students up to \$1000 each) or the 2019 NCME Annual Meeting in Toronto (5 students up to \$1400 each). The official call for applications for the NCME Annual Meeting/Conference will happen immediately following conference proposal decision notifications.



The committee will also host a reception at the NCME Annual Meeting in Toronto for both graduate students and professionals from historically marginalized groups.

NCME MISSION FUND COMMITTEE UPDATE



Chad Buckendahl (chair)



Michelle Boyer



Ellen Forte



Canda Mueller



Francis O'Donnell



Cathy Wendler



John Willse

As mentioned during the summer issue, we have been working on developing a Call for Proposals for grants from the fund to provide support for individuals, groups, and activities. Look for the Call to be announced this fall and consider submitting a proposal. The Mission Fund Committee has been working closely with the NCME Board of Directors to align our work in support of various NCME initiatives.

We also want to welcome Francis O'Donnell of the University of Massachusetts, Amherst who has joined the committee as the graduate student representative. Thanks to everyone who applied and please consider additional volunteer opportunities with NCME to stay involved.

To provide awards from the fund to help advance NCME's mission of advancing science and practice in measurement in education, we will also be engaging in a fundraising campaign in 2018-19. You can donate directly through NCME's website by going to <http://www.ncme.org/>. Use the "Donate" button on the NCME homepage, login with your member information, select the NCME Mission Fund, and type in the amount you are donating. Any amount is appreciated! Also, if you have questions or innovative ideas for contributions (e.g., book royalties, in-kind contributions) that you could make to the fund, please contact any member of the committee or the NCME central office. As you consider a gift to the fund, here are the areas where your contributions can help support:

- Support for graduate students, early career faculty, and early career practitioners in the measurement field. **Funding for activities that expand educational and professional opportunities for newer NCME members, both students and active members.**
- **Responding to public perceptions of measurement and testing.** Funding for special initiatives outside of existing NCME activities designed to promote a broader understanding of high quality assessment practices and appropriate test use among diverse groups of assessment stakeholders.
- **Co-Sponsorship among NCME committees or with external agencies or organizations.** Funding that involves members of two or more NCME committees or an NCME committee and an external agency or organization in support of activities larger than any single committee's charge.

Thank you in advance for your generous donation! Through the years NCME has made important contributions to education and measurement. With your help we will continue to do so.

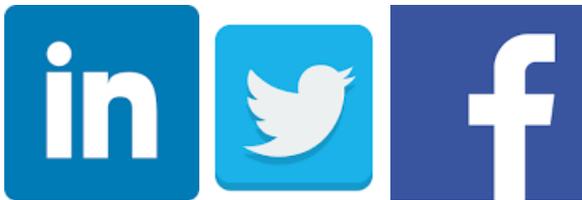
The NCME Mission Fund Committee

Chad Buckendahl, Chair
Michelle Boyer
Ellen Forte
Canda Mueller
Francis O'Donnell
Cathy Wendler
John Willse

NCME SOCIAL MEDIA COMMITTEE UPDATE

Alina von Davier, ACT, Joni Lakin, Auburn University, and Matthew Gaertner, WestEd

The **Social Media Committee** is busy tweeting and posting as usual. Remember to join and post on the Facebook NCME Members only page, follow the company page, and follow us on LinkedIn and Twitter (@ncme38). If you love social media and want to get involved with promoting NCME, contact us on any of these platforms. You can also access our social media by clicking on the graphics below.



WEBSITE COMMITTEE UPDATE

Brian Leventhal, James Madison University, and Matthew Gaertner, WestEd

The **Website Committee** had a busy summer, developing, launching, and regularly updating the proposal submission and review system for the 2019 Annual Meeting in Toronto. We hope that proposal submitters and reviewers found the system simple and intuitive. We also hope that NCME members have perused the redesigned website (if you haven't yet, drop what you're doing and head to www.ncme.org!). In the coming months we will be adding features to the site, including online communities of practice that focus on specific topics (e.g., automated scoring) or professional roles (e.g., junior faculty in educational measurement). As always, if you have any suggestions, compliments, or critiques, we would appreciate the feedback. Email the co-chairs Matt Gaertner (matt.gaertner@gmail.com) and Brian Leventhal (leventbc@jmu.edu); we look forward to hearing from you.



MEMBERSHIP COMMITTEE UPDATE

Leslie Keng, Center for Assessment (NCIEA)

The Membership Committee is pleased to announce that the NCME Board has approved us to offer free membership to graduate students who have never been NCME members before. NEW graduate student members can join at NO COST through 12/31/19. To take advantage of this offer, please [join here](#) and provide the name of a sponsor who is a current member and is on the faculty of your university.



AWARD COMMITTEE UPDATE

NCME recognizes achievement in a variety of areas including technical and scientific contributions to the field, outstanding dissertation work, early career scholarship and career contributions. Award committees are responsible for soliciting nominations from the membership and selecting a recipient. Committee chairs announce the winners at the annual business meeting and breakfast.

Call for 2019 Awards Nominations - Deadline extended to September 30!

NCME is now accepting nominations for each of the 2019 awards. Please visit NCME's [awards page](#) for complete details, including a list of all awards, criteria, eligibility, history, committee members, and nomination process.

Nominations will only be accepted using the online forms, which can be found on the [awards page](#). Please contact ncme@fernley.com or the committee chair with questions. Winners will be selected by committees by October 30 and notified of their award by the NCME President in early November. The awards will be presented during the NCME Annual Breakfast Meeting in Toronto on April 7, 2019.

Information on some of the many awards available can be found below:

Excellence in Public Communications Award (New in 2019)

Ellen Forte, edCount, LLC

We have established a new award, the NCME [Excellence in Public Communications Award](#). This award is presented for media contributions that effectively advance the public's knowledge and understanding of educational measurement. Recipients may be recognized for a particular piece of media coverage published within two years of the annual NCME conference at which the award is to be presented, or for a distinguished record of disseminating knowledge of educational measurement to the general public over time. An award need not be given each year. Award recipients receive a plaque and a \$1,000 cash payment.



Alicia Cascallar Award for Outstanding Paper by an Early Career Scholar

Brian Patterson, Curriculum Associates

Here at the Cascallar Committee we are actively performing outreach to elicit the best applications that we can. Part of our goals this year, we are seeking to get the word out about this important award and part of how we're doing that is reaching out to graduate programs so that current faculty and recent alumni are sure to hear about this wonderful opportunity. We are looking forward to reviewing the application packages!



Jason Millman Promising Measurement Scholar Award

Yong He, ACT



The Jason Millman Promising Measurement Scholar Award committee has seven members:

- Yong He, Chair
- Chris Han, Chair-Elect
- Richard Feinberg
- Matthew Burke
- Catherine Welch
- Dorota Staniewska
- Thai Ong, Student Member

Our committee members have proactively contacted colleagues in the field to apply for the award or nominate qualified scholars.

JOURNAL OF EDUCATIONAL MEASUREMENT CALL FOR PAPERS

Stefanie Wind, University of Alabama, and George Engelhard, University of Georgia

Special Issue of *JEM*:
Rater-Mediated Assessments



The *Journal of Educational Measurement (JEM)* is planning a special issue featuring work on the topic of Rater-Mediated Assessments. Special Issue editors, Stefanie A. Wind and George Engelhard, Jr. are dedicating this issue to publication of exemplars of important scholarship in the area of assessments that depend in a fundamental way on human judgment and cognition. Rater-mediated assessments are ubiquitous in educational measurement, ranging from assessments of written essays (e.g., statewide assessments), musical performances (e.g., band competitions), and mathematics achievement (e.g., Advanced Placement exams).

Papers are sought that present interesting and innovative approaches to the psychometric aspects of rater-mediated assessments, such as the development of tasks and rubrics, considerations of models of human judgment and cognition relevant to performance assessments, and innovative ways of using human judgments in educational assessments.

Papers on research, theory, and practice related to rater-mediated assessments in the context of educational measurement will be considered for inclusion in this Special Issue. Papers discussing techniques without specific educational applications will have lower priority.

Based on peer review, eight to ten of the most competitive papers will be published in this *JEM* special issue.

Articles should conform to the *JEM* manuscript submission guidelines. Authors should indicate in their cover letter that they are submitting to this special issue. Submissions will be refereed according to standard procedures for *JEM*.

*Submissions received by **November 31, 2018** will be considered, but earlier submission is appreciated. Papers for the special issue should be submitted directly to the ScholarOne system: <https://mc.manuscriptcentral.com/jedm>. Please ensure that you select Special Issue as the article type.*

The special issue editors are Stefanie A. Wind (University of Alabama) and George Engelhard, Jr. (University of Georgia). For additional information about the special issue, please contact Stefanie A. Wind: swind@ua.edu.

ASSESSMENT IN THE DISCIPLINES CONFERENCE: OCTOBER 8-10



NCME will host the second annual conference on the confluence of classroom assessment and large-scale psychometrics and related disciplines **from October 8-10 on the University of Kansas campus**. Historically, different assessment perspectives regarding classroom assessment have operated in isolation. The purpose of this conference is to bring together the many voices and perspectives of experts and practitioners of assessment in order to improve student learning. This year's theme is Assessment in the Disciplines.

POSITION STATEMENTS AND POSITION PAPERS

The NCME Board of Directors have issued several new position statements and position papers: on college admissions and classroom assessment.

College Admissions

The American Psychological Association (APA) recently released a statement opposing the Federal Government's decision to eliminate guidelines that support affirmative action in college admissions. [Click here to view the APA Statement.](#)

In response, the NCME Board of Directors is issuing the following statement:

NCME acknowledges the complexities of the college admissions process and believes colleges should not be restricted with respect to the variables they use to make admissions decisions. Therefore, we stand in agreement with APA on this issue, and encourage colleges to use the academic and demographic information they believe is most valuable in achieving their admissions goals.

Classroom Assessment

The NCME Board has provisionally adopted a third policy statement on classroom assessment, which can be found [here](#).

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