



FROM THE PRESIDENT

By David A. Frisbie, University of Iowa

I have much to share with all of you about organizational changes facing NCME over the next year, and I will use this space in our Newsletter to update you quarterly about our progress. I hope the changes I have outlined below will not, in the end, seem merely transparent to most of you. Rather, I hope you will recognize that things are both different and better for you and for NCME.

Organizational Changes. NCME has enjoyed a rewarding and mutually beneficial relationship with AERA for over 25 years. We've shared an Executive Director, a headquarters facility, a publications staff, and an annual meeting venue. But AERA has decided that it can no longer share its resources with NCME and still accomplish its goals and serve an ever-growing membership. Consequently, the AERA Central Office decided not to renew the current contract with NCME for its central office services. (The current contract runs through June, 2005.) However, there is a desire on the part AERA to maintain a joint annual meeting, and the NCME Board also is quite interested in continuing that relationship. All of this means that the NCME Board is actively seeking new ways for obtaining the basic services that are essential to our operation as a professional organization. I'll briefly mention the avenues we are now pursuing.

- **Publications outsourcing.** For over a year we have discussed, with AERA, the desirability of moving our journal production activities to a commercial publisher. We have solicited and received five proposals to date and are reviewing them now. I expect a decision will be reached this summer.
- **Management services contract.** Once the NCME Board learned that AERA would not likely be offering a proposal for contract renewal, the Board began to search for companies that offer management services to professional associations. We now are reviewing proposals received from two companies and we may solicit another. A decision about this contract is likely to be made before our annual meeting in April, 2005.
- **Annual meeting contract.** We have asked the AERA Central Office to prepare a proposal for a contract to provide certain services to NCME associated with planning and conducting our joint annual meeting. We expect that a proposal will be drafted and sent to us by the end of May. The Board will review that draft and negotiate a final contract as soon as is practical.

Certainly this is a time of change, but it also is a time of opportunity. NCME has led a quite comfortable life because of the stability furnished by its long-standing professional and business relationships with AERA. And although much of that is changing, we also are offered a chance to reexamine our goals, desires, and way of conducting our activities. It's a time for institutional self-reflection, for considering new directions, for questioning routine approaches, and for learning what "outsiders" have to say about what NCME could be. Change also requires patience as we develop relationships with new providers of our services and as we implement new ways of operating. So this is both an unsettling time and an exciting time for NCME. I look forward to coordinating these efforts and sharing news of our progress with you.

Other Issues. In her last Newsletter column, Suzanne Lane noted the decrease in our membership and encouraged all of us to assist in reversing this five-year downward trend. Steve Downing and Chad Buckendahl are co-chairing the Membership Committee this year. And though they'll make a difference through the initiatives they will put in place, all of us need to contribute. Membership forms can be downloaded from the NCME website: give them to students and colleagues. Ask your colleagues if they still belong. (Some think they are still members but have forgotten to pay their dues.) Ask any Board member and they can find out whether your dues status is current.

At the NCME breakfast during our annual meeting in San Diego, I described how our net worth has continued to erode and how our annual financial statements have shown a deficit in the last several years. Through the recent dues and journal subscription increases and some careful cost cutting, we are projecting a much smaller deficit for the current year (2004) and a small surplus for the next year (2005). Once we have contracts in place for publications, the annual meeting, and central office services, more trustworthy projections can be made. Of course, if we can increase our membership to its former level, the financial shortfalls are likely to be history.

Thanks to all of you who continue to serve NCME in a variety of ways and to those of you who have offered to help this year. Your participation is essential for enhancing the vitality of our organization. As we traverse this transitional period, please let me know of your concerns. If something is broken, we can only try to fix it if we are made aware of the need. You can reach me by e-mail at dfrisbie@uiowa.edu.

HOLLAND RECEIVES NCME 2004 CAREER AWARD

By Ron Hambleton, University of Massachusetts

At the Annual Breakfast in San Diego, Dr. Paul Holland from the Educational Testing Service was announced as the recipient of the 2004 NCME Career Achievement Award. Selection committee chair Ronald Hambleton presented the award. The selection committee recognized Dr. Holland's clever and creative initiatives to advance statistical theory and models for solving many practical problems in the field of educational measurement. He contributed to test score equating methodology with 25 years of insightful research that has produced new equating methods, results, and practices. He contributed mightily to the advancement of methods for assessing the adequacy of classes of IRT models. He is widely known for his pioneering work in the field of differential item functioning using the Mantel-Haenszel statistical procedure—work today that is routinely carried out by every test publisher and state department in the country. Finally, his work in mentoring young researchers is widely known and has been immensely important for maintaining and improving the theory and practice of educational measurement.

SUMMARY OF MY CAREER IN EDUCATIONAL MEASUREMENT

By Paul W. Holland, Educational Testing Service

My career has been devoted to the theory and application of statistical methods to problems that arise in the social and behavioral sciences. Prior to coming to ETS, I had done work in discrete data, social networks and robust regression. When I joined the research staff at ETS in 1975 I had little knowledge of psychometrics, but I quickly found that the problems that arose in educational measurement and my statistical training reinforced each other. I had no trouble finding problems that interested me from a statistical perspective and whose solutions had immediate applications to “real” problems at ETS. Since joining ETS, I have worked on test equating, differential item functioning (DIF), item response theory (IRT) and causal inference in non-experimental research. My most practical work has been in test equating and DIF. Equating has roots that go back to the dawn of the science of testing. Problems of linking or equating scores on different tests arose at the beginning of the 20th century, as did the techniques used to solve them. My recent book with Alina von Davier and Dorothy Thayer, *The Kernel Method of Test Equating*, is the capstone of the equating research that I started within a year or two after arriving at ETS. Kernel Equating unifies many equating practices into a coherent whole. Linear and equipercentile methods are seen as aspects of a single method and the data and assumptions needed to justify equating are made explicit. I am very pleased with how this program has progressed for nearly a quarter of a century.

My contributions to DIF, the modern techniques for studying “item bias,” are of a different character. In the mid 1980s, there were several approaches to measuring differences in performance on an item for comparable examinees in different subgroups. I was motivated by the shock that a very simpleminded approach was being promoted by a group of

lawyers who had participated in a lawsuit involving the Golden Rule Insurance Company and the Real Estate Licensing examination of the State of Illinois. What had been a patchwork approach for that specific test was being touted as the solution to item bias control for all tests. I decided that if ETS were to get involved in DIF then what it did ought to be based on the best psychometric thinking I could find and that it ought to be defensible to statistical professionals as well. This led me to advocate the use of the Mantel-Haenszel common odds-ratio measure, which was widely used in biometrics. It had good statistical properties and could be shown to connect easily to item response theory methods that were being developed by psychometricians. I think of my contribution to DIF as being an advocate for responsible methods and for using the best that were available at the time rather than “solving” the problem forever. The book on DIF that I edited with Howard Wainer is useful to the extent that it sets the stage for future improvements in DIF methods and for research into the causes of DIF.

While I have some publications in IRT, these are mostly conceptual and are of interest to specialized audiences. What I think will be my last serious effort is a book that I am writing now that organizes and exposit my work on causal inference in policy research and program evaluation. Causal inference is a significant topic for a wide audience that bridges the gap between science and policy. I hope that this book will help others find their way through the traps that await the unwary along the slippery slope from association to causation.

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RUDNER RECEIVES NCME 2004 ANNUAL AWARD

By Wim van der Linden, University of Twente

Dr. Lawrence M. Rudner received the NCME 2004 Award for Outstanding Dissemination of Educational Measurement Concepts to the Public. Selection committee chair Wim van der Linden presented the award at the Annual Meeting. The plaque read: In recognition of his exceptional work on explaining educational measurement to teachers, educational professionals, and the general public. Dr. Rudner's use of books, websites, and electronic media to make measurement consumers familiar with developments in the field has had a substantial impact on the way it is perceived. His long service as the Director of the ERIC Clearinghouse on Assessment and Evaluation is another example of his tireless efforts to spread results from measurement research around the world.

SUMMARY OF MY WORK DISSEMINATING EDUCATIONAL MEASUREMENT CONCEPTS TO THE PUBLIC

By Lawrence M. Rudner, Graduate Management Admission Council, formerly with the University of Maryland

I am greatly honored to have received this award. My role was mostly conceiving and then managing activities that would provide high quality information to a wide range and large number of non-measurement professionals. The common thread in my dissemination efforts was the involvement of other measurement experts to help convert technical expertise and writing into information the lay public. Thus, I view the award more as a statement about the dedication of profession than my personal efforts. In 18 years, no one has ever turned down a request to participate in one of my collaborative efforts.

Two books and two web-based activities are worth mentioning. To disseminate information to teachers, Bill Schafer and I edited a book, *What Teachers Need to Know about Assessment*, which was published by the National Education Association (NEA). This book was designed to help teachers become knowledgeable users of teacher-constructed and district/state sponsored assessments. To disseminate information to education reporters, Carol Boston and I edited the book, *What Reporters Need to Know about Test Scores*, which was published by the Education Writers Association. This book consists of case studies of recent education reporting along with commentary by prominent measurement experts.

My work on the web is perhaps better known. I am the founding editor of an on-line journal, *Practical Assessment Research and Evaluation* (PARE). As of mid May, the 132 titles in this journal had been retrieved almost 2 million times in the past years. I also served as the Director of the ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) for the last 18 years. It was in that capacity that I designed and implemented the ERIC/AE web site. In its day, more than 12,000 users visited each day and transferred more than 780 megabytes of information—the equivalent of 175 copies of the King James Bible. Nearly half of the users were K-12 teachers, K-12 administrators, and education students. The web site was among the 10,000 most popular sites on the

entire internet and Rankings.com listed more than 76,000 links to the site. My online CAT tutorial, now at <http://edres.org/scripts/cat/>, was among the well-used products at the old ERIC site.

NCME 2004 ANNUAL MEETING HIGHLIGHTS

By Carol S. Parke, Duquesne University

NCME's 2004 Annual Meeting, held April 13-15 in San Diego, covered a wide variety of relevant measurement topics in the form of paper presentations, symposia, and poster sessions. Highlights include sessions on vertically moderated standards; hierarchical modeling; evaluating state accountability systems; classroom assessment; strategies for meshing measurement, curriculum, instruction; diversity issues; and achievement gap issues. Suzanne Lane delivered her Presidential Address entitled "Validity of High-Stakes Assessment: Are Students Engaging in Complex Thinking?"; and Bob Mislevy presented his Career Award Address entitled "Cognitive Psychology and Educational Assessment". A new type of session was created to draw attention to exemplary contributions of a former NCME member and demonstrate the long-lasting impact and current relevance of that person's work – this year the session highlighted Robert L. Ebel. Several sessions discussed issues related to the No Child Left Behind (NCLB) legislation and Adequate Yearly Progress (AYP), for instance, ways in which policymakers and measurement professionals can work together. Local California teachers were honored at the Breakfast and presented their classroom assessment work at a coordinated poster session. The Graduate Students Issues Committee organized an invited symposium on innovative assessment designs and displayed student research at a poster session. Carol Parke and Sue Brookhart were the 2004 annual meeting program co-chairs. NCME also sponsored four training sessions on equating, Bayesian networks, and writing technical documentation. Allan Cohen was the 2004 training session chair.

NCME 2004 ELECTION RESULTS

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CHIU RECEIVES NCME 2004 MILLMAN AWARD

Dr. Chris Chiu, Research Scientist at the Law School Admissions Council, received the NCME 2004 Jason Millman Promising Measurement Scholar Award. Award committee chair Susan Loomis presented the award at the 2004 NCME annual meeting. Chris Chiu is an author of the book *Scoring Large Scale Performance Assessments Based on Human Judgments: Generalizability Theory*; a developer of computer software; and author or coauthor of cross-disciplinary articles in *Applied Psychological Measurement*, *Journal of Data Science*, *Journal of Modern Applied Statistical Methods*, *Journal of Outcome Measurement*, *Journal of Educational and Behavioral Statistics*, *Journal of Psychoactive Drugs*, *Journal of Writing*, and *Mycological Research*. He received the outstanding dissertation award from the American Educational Research Association Division D. Chris Chiu received a Ph.D. from Michigan State University, interned at the Educational Testing Service and at American College Testing, Inc., and was a research fellow of the American Statistical Association/National Science Foundation.

SUMMARY OF MY RESEARCH

By Chris Chiu, Law School Admission Council

It is an honor to be selected for the Jason Millman Award. As a member since 1995, I am in debt to NCME, because it provides me with ample opportunities to present my work, advance my knowledge of subjects related to standardized-testing research, and network with colleagues in the field of measurement.

My research interests can be grouped into three inter-related areas: (1) data-visualization techniques, (2) generalizability theory (G theory), and (3) item response theory (IRT). My interest in data-visualization was stimulated by a research fellowship sponsored by the American Statistical Association (ASA) and the National Science Foundation (NSF). For this fellowship, my colleague Ronald Fecso encouraged me to develop a quick-and-easy-to-implement graphical method for analyzing longitudinal data. With some experimentation, I developed a computer program to implement a data-visualization method. I called it *SEER* because it can help researchers, decision makers, and the public *see* the complex data patterns in large data sets and perhaps make predictions for the future.

The SEER method can be used to visualize longitudinal, categorical, and repeated measures data by unfolding the multi-dimensional space in data sets into a two-dimensional space. As a result, we can understand complex data patterns using simple two-dimensional displays similar to those used in a scatterplot. The SEER method can be implemented using computing tools such as C++, Visual Basic, JAVA, EXCEL, SAS, SPSS, and MATLAB. Over the past three years, the SEER method has been used to (a) examine test scores of repeat test-takers who have taken the Law School Admission Test (LSAT), (b) monitor score consistency of human raters in performance based assessments, and (c) understand relationship between education degrees and career paths of people with doctoral degrees in science and engineering.

SEER also has a potential for plotting the bootstrap standard error of equating and for examining the speededness of measurement instruments. In summary, the SEER visualization tool can be considered a non-parametric method with functions similar to those in non-parametric IRT models.

Generalizability theory is another line of research that has attracted my attention for the past 10 years. My recent work has focused on making G theory flexible enough for use in practical settings. To this end, I worked with my friend and colleague Edward Wolfe to come up with a method to conduct generalizability analyses for large and sparsely filled data sets, which often appear in large-scale performance based assessment programs.

I have recently worked with Ronald Fecso on another aspect of G theory, weighting. In retrospect, Jason Millman had an indirect impact on this line of research because he and Gene Glass published a *JEM* article which lays the groundwork for my research. I developed a set of notations and principles for incorporating complex weights to estimate variance components (the essentials in generalizability analyses). Such a line of research relaxes the simple random sampling assumption made in the traditional G theory framework. With the weighting capacity, researchers can now assign different weights when monitoring the reliability of test scores using a two-faceted measurement model.

Reliability analysis is another area of research interest for me. I have collaborated with Robert Brennan, Peter Pashley, Kimberly Swygert, and Alan Nicewander. In a joint project, we developed a number of analytical methods to aid the test development process and help psychometricians decide when to report a composite score over subscores of a test with multiple sections, such as the LSAT. This research was presented at the 2003 NCME annual meeting, in Chicago.

The International Meeting of the Psychometric Society, IMPS-2004, will be held at the historic Asilomar Conference Grounds in Pacific Grove (Monterey) California, June 14-17, 2004. The program covers a range of theoretical and applied topics including the latest developments in educational and psychological measurement, quantitative psychology, statistics, mathematics, and political and economic sciences. Intensive, full-day training courses are available on multilevel and latent variable models and test equating. Keynote lectures by internationally renowned scholars explore foundations of modern psychometrics and important connections with developments in related fields. For more information, and to register for the conference, visit the Psychometric Society online at <http://www.psychometricsociety.org>. If you have questions about the conference or how you may participate, please contact Richard Patz (patz@stanford.edu).

BOYD RECEIVES NCME 2004 BRENDA LOYD DISSERTATION AWARD

By Anne Fitzpatrick, Educational Testing Service

Dr. Aimee M. Boyd was the recipient of NCME's eighth annual Brenda H. Loyd award for her outstanding dissertation in the field of educational measurement. The criteria used by the Dissertation Award Committee to evaluate nominees for the award included (1) the significance of the contribution to the field of educational measurement, (2) the quality of the literature review, (3) the technical quality of the research, and (4) the clarity of the writing. Committee chair Anne Fitzpatrick presented the award at the 2004 NCME breakfast.

SUMMARY OF MY DISSERTATION RESEARCH

By Aimee Boyd, ACT

My dissertation evaluated several exposure control procedures in computerized adaptive testing (CAT) systems based on the three-parameter logistic testlet response theory model (TRT; Wainer, Bradlow, & Du, 2000) and the partial credit model (PC; Masters, 1982) for testlets. Item parameters for the two models were based on calibrations of examinee responses to 22 forms of the Verbal Reasoning section of the Medical College Admissions Test. Exposure control procedures included the randomesque (Kingsbury & Zara, 1989), the modified within .10 logits (Davis & Dodd, 2001), two levels of the progressive restricted (Revuelta & Ponsoda, 1998), two levels of the Sympon-Hetter (Sympon & Hetter, 1985), and maximum information, a no exposure control procedure under both measurement models. Ability estimates and the testlet effect parameters were obtained through expected a posteriori (EAP) estimation. The Kingsbury and Zara (1989) procedure provided content balancing and controlled the number of items per testlet. The stopping rule was a fixed length of seven testlets resulting in 50 multiple-choice items. Each CAT system was replicated ten times.

In general, exposure control did not impact measurement precision. The differentiation in the performance of the exposure control conditions was revealed through pool utilization and testlet overlap rates. The Sympon-Hetter conditions did not administer 52-57% of the items for PC and 59-64% of the items for TRT. The randomesque and modified within .10 logits conditions did not administer 28% of the items for PC and 32% of the items for TRT. The progressive restricted conditions used all the available testlets in the pool on average for both the PC and TRT models. The Sympon-Hetter conditions showed, on average, at least one testlet in common across examinees for both models. For examinees with similar ability levels, the testlet overlap increased to one and a half and two testlets for ability levels within one and two logits, respectively. The randomesque, modified within .10 logits, and progressive restricted conditions reported the least number of testlet overlaps, revealing that on average examinees had less than one testlet in common for both the PC and TRT model whether ability levels were similar or different.

This research expanded the application of the progressive restricted procedure to CAT systems using EAP estimation with the TRT model and the PC model. Further research is needed to explore the effectiveness of the progressive restricted procedure with polytomous CAT systems based on other IRT models and mixed-model CAT systems. CAT systems based on a TRT model that allows selecting items adaptively *within* a testlet, rather than at the testlet level, might further expand functional item pool size. This line of research could potentially address some of the test security issues of current CATs.

Davis, L. L., & Dodd, B. G. (2001). *An examination of testlet scoring and item exposure constraints in the verbal reasoning section of the MCAT*. MCAT Monograph Series.

Kingsbury, G. G., & Zara, A. R. (1989). Procedures for selecting items for computerized adaptive tests. *Applied Measurement in Education*, 2, 359-375.

Masters, G. N. (1982). A Rasch model for partial credit scoring. *Psychometrika*, 47, 149-174.

Revuelta J. & Ponsoda V. (1998). A comparison of item exposure control methods in computerized adaptive testing. *Journal of Educational Measurement*, 35(4), 311-327.

Sympon, J. B., & Hetter, R. D. (1985, October). *Controlling item exposure rates in computerized adaptive testing*. Paper presented at the annual meeting of the Military Testing Association. San Diego, CA: Navy Personnel Research and Development Center.

Wainer H., Bradlow, E. T., & Du, Z. (2000). Testlet response theory: An analog for the 3PL model useful in testlet-based adaptive testing. In W. J. van der Linden & C. A. W. Glass (Eds.), *Computerized Adaptive Testing: Theory and Practice* (pp. 245-269). Netherlands: Kluwer Academic Publishers.

CALLS FOR AWARD NOMINATIONS NCME 2005 AWARDS

The following Calls for Award Nominations are abbreviated versions of the full Calls for Nominations that can be found on the NCME web site:

www.ncme.org

NCME members are encouraged to nominate individuals for these awards, which will be presented at the 2005 NCME Annual Meeting in Montreal. Be sure to check the web site for complete nomination and submission details.

Call for the NCME Award for Career Contributions to Educational Measurement

NCME members are encouraged to nominate individuals for the NCME Career Contributions Award. The award honors living persons whose publications, presentations, and professional activities over a career have had a widespread positive impact on the field of educational measurement. These influential contributions may include theoretical or technical developments, service to professional organizations, conceptualizations of educational measurement that have enhanced public understanding of measurement programs, applications of theory that have influenced the nature of educational tests and measurements, or innovative ideas that have significantly affected measurement practices. Award recipients receive a check for \$1,000 and a citation at the NCME Annual Breakfast. In addition, recipients are invited to provide an invited address at the next year's NCME Annual Meeting. To be considered by the Award Committee, a nomination must include two items: (a) a 1-or 2-page summary of the nature, significance, and impact of the nominee's contribution to the field of educational measurement, and (b) an up-to-date copy of the nominee's vita. Please submit seven (7) copies of all materials by December 15, 2004 to : Dr. Richard Luecht, Educational Research Methodology, 209 Curry, UNCG, PO Box 26170, Greensboro, NC 27402-6170 [Telephone: 336-334-3473; email: rmluecht@uncg.edu]

Call for the NCME Award for Award for an Outstanding Example of Application of Educational Measurement Technology to a Specific Problem

In the year 2005, NCME will honor outstanding dissemination of educational measurement concepts to the public in 2002, 2003 or 2004. Selection criteria are quality and inventiveness of the application on the practice of educational measurement. Selection criteria for the award will include quality, innovation, and importance of the contribution. Self nominations are encouraged as are nominations for others. Individuals or groups are eligible for this award. Nominees need not be NCME members. A nomination consists of 6 copies of a 3-5 page statement summarizing the application of educational measurement technology to a specific issue, as well as an electronic version of the statement. Applicants should clearly describe and demonstrate the importance of the contribution to the field of educational measurement technology. Additional supporting documentation is welcome. Applications should include the names and addresses of two persons familiar with the specific application and its results. The committee may request further materials and may contact others who are likely to be able to evaluate the contribution. Please submit six (6) copies of all materials by December 15, 2004 to: Dr. James S. Roberts, Department of Measurement, Statistics & Evaluation, 1230F Benjamin Building, University of Maryland, College Park, MD 20742 [(301) 405-3630 Voice ; (301) 314-9245 Fax ; email: jrobert4@umd.edu]

Call for the Jason Millman Promising Measurement Scholar Award

The Jason Millman Promising Scholar Award honors the lifetime work of Dr. Millman and continues his support of scholars who are just beginning their research careers. In addition to recognition by NCME, the successful candidate will receive \$1000. Only one candidate will be chosen to receive the award each year. To be eligible for the award, the candidate must have: received the doctorate within the last five years; two (2) or more unique papers either accepted for presentation at an NCME annual meeting or published in NCME publications within the last five years; and the support of his/her professional colleagues that his/her work represents a significant contribution to the field of applied measurement. Applications/ nominations must include the following items: (1) letter of nomination from a professional colleague who is a member in good standing of NCME; (2) at least two letters of recommendation (from persons other than the nominator) that speak to the candidate's contributions to the field of measurement as a teacher, and/or as an applied measurement practitioner, and/or as a measurement researcher, and the reasons for which the candidate's work represents a significant contribution to the field of applied measurement; (3) two or more unique papers presented at any of the last 5 NCME annual meetings, or published in the last 5 years in an NCME publication (the candidate must be the first author on all multiple-author papers and provide a statement that defines his/her contributions to the paper); (4) candidate's current curriculum vita ; and (5) a letter from the candidate outlining his/her career goals and how his/her work contributes significantly to the field of measurement. Deadline for submission is November 5, 2004. One (1) copy is required for materials submitted electronically. Six (6) copies are required for materials submitted as hard copy, submitted on the same date. If more than one mode of delivery is used for the submission, the candidate must notify the Committee chair of the modes and expected date(s) of arrival. Submit materials to Committee Chair Jeff Smith at: [electronic submissions] jefsmith@rci.rutgers.edu, use Subject Line: NCME Millman Award; [print submissions] Dr. Jeffrey K. Smith, Attn: NCME Millman Award, Graduate School of Education, Rutgers University, 10 Seminary Place, New Brunswick, NJ 08901 [(732) 932-7496, ext. 8320; FAX: (732) 932-6829]

Call for the Bradley Hanson Award for Contributions To Educational Measurement

The Bradley Hanson Award program honors Brad's contributions to the field of educational measurement and the goals embodied in his work as a scholar, practitioner, mentor, and developer of open source scientific software. The program annually awards a total of \$1000 to a nominee or nominees in support of projects that promise to make a significant contribution to the field of educational measurement, and/or that promise to make a significant contribution to the development of new professionals in the field. To be eligible for the award a candidate must (1) be a member of NCME or be a graduate student under the supervision of an NCME member; and (2) be working on a project that promises to make a significant contribution to the field of educational measurement and or a significant contribution to the development of new professionals in the field. Nominations, which describe both a project and a

candidate recipient, will be evaluated by three criteria: (1) the importance of the project to be supported, (2) the importance of the financial award to the success of the project; and (3) the qualifications of the candidate and his or her ability to ensure the success of the project. Applications/nominations for the award must include the following: (1) letter of nomination from a member in good standing of NCME (self nominations/applications are welcome), describing both the candidate and the project to be supported, addressing specifically the selection criteria detailed above; (2) at least one additional letter of recommendation (from person(s) other than the nominator) addressing the qualifications of the candidate and the importance of the project; and (3) candidate's curriculum vita. For additional information on this award contact the Committee Chair: Richard Patz at rpatz@mindspring.com. Please submit seven (7) copies of all materials by November 1, 2004 to: Dr. Wayne Camara, The College Board, 45 Columbus Avenue, New York, NY 10023, Attn: Bradley Hanson Award

Call for the Alicia Cascallar Award for an Outstanding Paper by an Early Career Scholar

Alicia Cascallar, who published most of her work as Alicia P. Schmitt, is best remembered for her prolific work in the area of differential item functioning (DIF). The Alicia Cascallar Award for an Outstanding Paper by an Early Career Scholar has been established to honor Alicia's professional commitment and accomplishments and to continue her practice of mentoring and encouraging promising new scholars in the area of educational measurement. An award of \$500, a citation, and a waiver of NCME conference fees will be provided as partial support for an early career member of NCME to travel to the annual meeting. The award will be given for the most outstanding paper by an early career scholar that is accepted for presentation at the Annual Meeting. To be eligible for this award the individual must have his or her proposal accepted for the NCME Annual Meeting and it must include a research paper that is either presented in a paper session or as part of a symposium or panel discussion. The author(s) must be an early career member of NCME (received their doctoral degree within 5 years of the annual meeting). Papers will be evaluated for their scientific merit, clarity and completeness, the extent to which the material is redundant with previous publications and presentations, and the relevance of the work to practitioners in the field. After notification of acceptance to the Annual Meeting, authors will submit 6 copies of their completed research papers and a 3-5 page executive summary of the research and its relevance to the Award Chair for review. For multi-authored papers, the first author must meet the above eligibility criteria, and will receive the cash award and citation. If there is more than one eligible author for the same proposal, eligible recipients will receive a citation and the cash prize will be evenly divided among them. Nominees for the award can be either self-nominated or nominated by some other person. Candidates may submit electronic (1 copy) or hard copy (7 copies) versions of their papers. Submit materials by January 30, 2005 to: Dr. Linda Cook (Attn: Alicia Cascallar Award), Center for Validity Research--MS 07R, Educational Testing Service, Rosedale Road, Princeton, NJ 08541 [email: lcCook@ets.org]

Call for the Brenda H. Loyd Outstanding Dissertation Award

The National Council on Measurement in Education (NCME) is seeking nominations for the ninth annual Brenda H. Loyd Award for an outstanding dissertation in the field of educational measurement. Nominations will be accepted for dissertations completed between July 1, 2002, and June 30, 2004. The author of the dissertation need not be a member of NCME. However, the author's advisor must be a member of NCME. The winner of the award will receive \$1,000 and a commemorative plaque. In addition, the advisor or committee chair for the award-winning dissertation will receive a letter of congratulations. An honorable mention award may also be given; its recipient will be recognized with a certificate. To nominate a dissertation, the following items should be submitted to the Chair of the Brenda H. Loyd Dissertation Award Committee: (a) a letter of nomination from the author's advisor; (b) a summary of the dissertation research (up to 10 double-spaced pages), including the rationale for the study, research questions, methodology, results, and conclusions; (c) a table of contents (including a list of tables and figures); and (d) a statement from the graduate school confirming the date of completion and acceptance of the dissertation. The criteria used by the Dissertation Award Committee include the significance of the contribution to the field of educational measurement, quality of the literature review, technical quality of the research, and clarity of the writing. Please submit seven (7) copies of all materials by November 12, 2004, to: Dr. Lisa F. Smith, Chair, NCME Brenda H. Loyd Dissertation Award Committee, Psychology Department, Kean University, 1000 Morris Avenue, Union, New Jersey 07083 [Telephone: 908-737-4022; email: lsmith@kean.edu]