

FROM THE PRESIDENT

Rebecca Zwick, Educational Testing Service

First, let me say that it is a great honor to have been elected as president of NCME, and I will do my best to serve the organization. In my role as president, I will, of course, be working closely with past president Randy Bennett, newly elected vice president Stephen Sireci, our excellent Board of Directors, and our executive director, Liz Franks.

In this message, I'd like to start by discussing the theme for this coming year, along with some related initiatives. Following that, I'd like to update you on some of our other enterprises and priorities.

As you may know from my comments at the Breakfast or from the Call for Proposals, the theme for this coming year and for the 2019 NCME convention in Toronto will be **“Communicating with the Public about Educational Measurement.”** We in NCME can play a key role in improving the public understanding of educational tests and more generally, the purposes and methods of educational measurement. I'm using “public” as shorthand for multiple audiences, each of which has somewhat distinct needs—parents, educators, policymakers, journalists, and students of all ages. Students are a particularly important audience, since they are typically the ones who are actually taking tests, often without knowing much about the purpose of the assessment or the meaning of the scores.

From my perspective, communicating with the public has two important facets: One is how best to communicate technical information in a comprehensible way. Conveying information about measurement error is a particular challenge--so challenging that efforts to communicate about uncertainty surrounding test scores are often abandoned completely, allowing score users to believe that scores are more precise than they actually are.

Another facet of public communication involves straightforward and honest conversations about the role of testing in society, recognizing that the role has not always been a positive one. Public concerns about fairness are likely to emerge as paramount in these exchanges, and we need to keep in mind that that many members of the public hold definitions of fairness that differ from those in the *Standards*.

Annual Meeting in Toronto (April 4-8, 2019—Bring your passport!)

The 2019 program chairs, Krista Mattern and Emily Shaw, and I have been working to put together an exciting conference in Toronto. I hope you'll submit a paper or agree to be a reviewer or discussant. This year, we are initiating a brand new proposal submission and review system. The Website Committee, co chaired by Matt Gaertner and Brian Leventhal, and Fernley staff are working hard with our contractor, Higher Logic, to make this a positive experience for all.

At the annual meeting, we plan to include several sessions and guest presentations that focus on communicating with various audiences, including a session intended to help measurement professionals communicate more effectively with the news media.

The meeting will include sessions devoted to creative verbal and visual ways of conveying technical aspects of test scores to various audiences. We also hope to have a session that will feature a lively debate about the utility and fairness of educational tests.



If you have suggestions for sessions or speakers, please contact the program chairs (eshaw@collegeboard.org and krista.mattern@act.org) or contact me directly (rzwick@ets.org). Ideas for training session should be routed to training chair, Jim Roberts (james.roberts@psych.gatech.edu).

Other initiatives and priorities: Some highlights

Classroom Assessment Conference: The second annual conference will again be held in Lawrence, Kansas, October 8-10, 2018. Proposal submission is now open. Many thanks to Neal Kingston for again hosting the conference and to the Classroom Assessment Task Force, headed by Kristen Huff and Dale Whittington.

Policy seminar, January 2019: Last year, we held a policy seminar Washington DC that featured former Education Secretary John B. King as a speaker and George Washington University Dean of the Graduate School of Education and Human Development Michael Feuer as discussant. The seminar was extremely well-received, and we plan to have a second one in Washington in February. Feel free to contact me with suggestions for topics and speakers.

Educational Measurement, Fifth edition: This volume is now underway under the editorship of Linda Cook and Mary Pitoniak. NCME is lucky to have such talented and devoted editors.

New award: Thanks to the Awards Committee and Board liaison Denny Way, we will be launching a new award this year: the NCME Excellence in Public Communications Award, which will recognize media contributions that advance the public's knowledge and understanding of educational measurement. Nomination procedures will be available later this year.

Instructional Topics in Educational Measurement Series (ITEMS): In the past, ITEMS consisted of paper modules that appeared in EM:IP, but those days are coming to an end, thanks to the efforts of André Rupp! Check out the new Web portal at <https://ncme.elevate.commpartners.com>.

Bilingual measurement journal: In collaboration with Beijing Normal University, NCME will soon initiate an online measurement journal that will be published in both Chinese and English. This effort is being spearheaded by Randy Bennett and Li Cai.

NCME Book Series: The most recent book in the series is *Preparing Students for College and Careers*, edited by Katie McClarty, Krista Mattern, and Matthew Gaertner. Contact series editor Brian Clauser (BClauser@NBME.org) with your book ideas!

My final remark is about a serious issue—membership. Our membership has dropped considerably in recent years. The Membership Committee, previously chaired by Sonya Powers and now chaired by Leslie Keng, the Board, and Fernley have been working to turn this around. Vice president Steve Sireci, as liaison to the Membership Committee, has now joined the effort as well. But this is something everyone can help with: Make sure to renew your membership, encourage your colleagues to do so, and help us recruit new members!

I look forward to hearing from you about your questions, concerns, and ideas!



FROM THE EDITOR

Megan Welsh, University of California, Davis



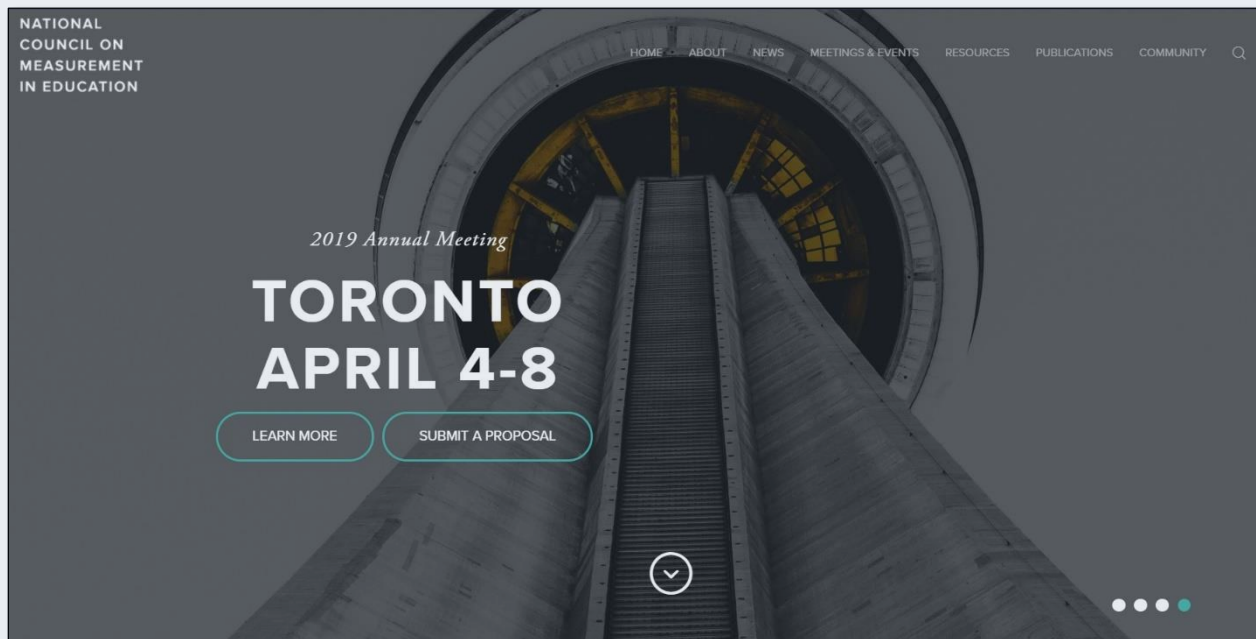
Welcome to the June 2018 issue! There are two main themes to this issue. First, we welcome our new president, Rebecca Zwick, who answers our Spotlight questions and presents her initiatives and priorities. Several contributors also share information related to Rebecca’s work. Matthew Gaertner wrote a piece on test fairness and the consequences of ignoring it. Krista Mattern shares her work using discrepant test scores and GPAs to identify undergraduates who may need extra support or help in finding ways to stretch themselves. Finally, Emily Shaw shares what she has learned by talking with practitioners about how they use the SAT.

Second, there are many updates related to the new NCME Website and conference proposal system. The new website looks beautiful and I look forward to exploring it in detail in the coming months, especially as we prepare to submit conference proposals by August 1st. We also have updates from two graduate students: Susan Rowe who writes about planning for life after graduate school and Kevin Krost, who provides an update from the Graduate Student Issues Committee. We also celebrate the winners of 2018 NCME Awards, and receive updates from committee chairs.

I hope that your summer is both enjoyable and productive and look forward to seeing you in Toronto next April!

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INTRODUCING THE FULLY REDESIGNED WWW.NCME.ORG



OUR NEW WEBSITE PROVIDES QUICK ACCESS TO THE ANNUAL MEETING PROPOSAL SUBMISSION SYSTEM, NCME'S SOCIAL MEDIA FEEDS (TWITTER, LINKEDIN, AND FACEBOOK), CAREER OPPORTUNITIES, NCME JOURNALS, NEWSLETTERS, AND COMMUNITIES WITH SHARED RESEARCH AND ASSESSMENT INTERESTS.

WEBSITE COMMITTEE UPDATE

Matthew Gaertner, SRI International, and Brian Leventhal, James Madison University

Spring 2018 has been a busy season for the NCME Website Committee. Over the past few months, we have been working with a new vendor and developing content for a fully redesigned website. The [new website](#) will include all the content the current website offers, but with a more modern and intuitive interface. It will also provide quick access to the annual meeting proposal submission system, NCME's social media feeds ([Twitter](#), [LinkedIn](#), and [Facebook](#)), career opportunities, NCME journals, newsletters, and communities with shared research and assessment interests. We will launch the website near the end of June 2018, coinciding with the opening of the proposal submission system for the 2019 annual meeting in Toronto, Canada.



We hope you enjoy the new environment and that you come back often, as we will be adding new features and content throughout the summer and fall. We also hope you won't be shy about sharing suggestions! As a volunteer organization, we rely on our members' feedback to improve our members' experiences; please email the Website Committee chairs Matt Gaertner (matt.gaertner@gmail.com) and Brian Leventhal (leventbc@jmu.edu) with your thoughts – positive, negative, and everything in between – on the new www.ncme.org.

GRADUATE STUDENT CORNER: EXPLORING CAREERS OUTSIDE AND INSIDE ACADEMIA

Susan Rowe, University of California, Davis



As graduate students, we are surrounded by advisors and mentors that hold positions in academia and it seems like we are expected to go on academic path when we have earned a PhD. However, many PhDs leave academia for several reasons (life changes, poor fit, limited jobs, etc.) and take up jobs elsewhere. Unfortunately, at many institutions, there is a stigma against pursuing non-academic careers; there's an assumption within academia that students' ultimate goal is to stay in it. There's almost a "tenure track or bust" attitude, even though the odds of obtaining a tenure track position are low, especially upon completion of a PhD program. There are more PhDs produced than there are academic jobs, thus non-academic careers should be considered as a graduate student.

To encourage students to explore their options, faculty members ought to discuss with their students the benefits of pursuing academic or non-academic careers. Opening up the discussion of postdoctoral work to include nonacademic positions will greatly reduce the stigma around being a PhD student interested in a career in industry. Rather than being seen as a plan B option, careers outside of academia are equally rewarding. Yet many students may not know where to begin when considering what careers are available to them. In this article, I aim to provide resources to graduate students about the types of the careers that are available to them and how to determine what the best fit for them would be.

There are several resources available to explore academic and non-academic careers:

[Versatile PhD](#) serves as a career resource for doctoral students. Your institution may have a subscription to Versatile PhD that provides additional resources such as resume and cover letter help, search functions to identify non-academic contacts and mentors, and detailed information on specific careers from PhDs in those careers. Even if your institution does not subscribe to Versatile PhD, general information is available about career paths such as what the career is, how to get a job, what advancement is like, and what steps to take to prepare for that career. There is not much about educational measurement careers on this site, but the resume and CV samples and firsthand stories from PhDs about their career paths provide valuable information about the journey to find work that is right for you.

[myIDP](#) guides graduate students and postdocs in defining an Individual Development Plan (IDP) for their career goals and creating a step-by-step plan to obtain those goals. Specifically, developing an IDP helps to identify long-term career goals that match your skills, interests, and values as determined by three assessments that have you rate your proficiency in select areas, tasks you enjoy doing (and tasks you would like to avoid), and what outcomes are important to you in your work. These assessments are used to make a plan to improve your skills, set goals, and structure conversations with your advisor. After completing an IDP, you can print out a report and have your career goals and plans handily available to review.

Your institution's career center likely has resources on how to engage in academic and non-academic job searches, such as resume and CV construction, interview preparation, cover letter writing, and position negotiation. In-person workshops may also be available to practice your interviewing and networking skills.

There are also books available to explore career options. *"So What Are You Going to Do with That?": Finding Careers Outside Academia* by Susan Basalla and Maggie Debelius provides information about the non-academic job search. Basalla and Debelius discuss how to translate academic skills into abilities employers outside the academy understand as well as present examples and stories from PhDs who have succeeded in transitioning to a non-academic career. On the other side of the PhD career spectrum, *The Academic Job Search Handbook* by Julia Miller Vick, Jennifer S. Furlong, and Rosanne Lurie give advice on how to succeed in the academic job search although a chapter for non-academic jobs is also included. This book gives a thorough look the entire academic job search process, from preparing CVs and establishing relationships with advisors to concerns for pregnant or international candidates or dual-career couples.

Lastly, search job postings. Don't wait until you begin your job search to peruse what careers are out there. By looking at job postings early, you can obtain information about what skills and experiences are required for positions you would like to apply to, such as what software and statistical analyses are expected to be used. Job postings can be found in many places; your institution may have a website dedicated to job postings, NCME and AERA have job postings on their website. Some

keywords to search for when looking for job postings in educational measurement in other places include psychometrician, director of research, assessment coordinator, consultant, research/statistical analyst, management, etc.

Want to get more advice on exploring career options? Consider reading these resources:

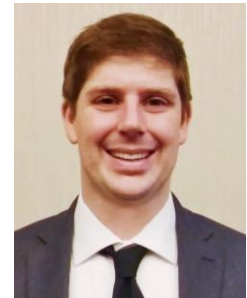
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Author note: Susan Rowe is a Ph.D. student at the School of Education with a Learning and Mind Sciences emphasis at the University of California, Davis. Her interests focus on the reduction of test bias and improvement of test fairness for English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

GRADUATE STUDENT ISSUES COMMITTEE UPDATE

Kevin Krost, Virginia Tech

Summer is here! This means a lot of different things for everyone. Was this your first year in graduate school? Are you collecting data for your dissertation? Adjusting to a different environment for your internship? Or, are you busy developing a proposal for the upcoming conference? Hopefully, you are taking some time for yourself to relax and enjoy life now that the semester has finished.



Since the previous conference, the Graduate Student Issues Committee (GSIC) has been working very hard to accomplish several different tasks like increasing outreach, planning graduate student sessions, and updating graduate program information. We are enthusiastic to continue building a strong and inclusive community. That is, we will keep our rubric “GSIC member profiles” to allow you to get to know the new committee members and your fellow graduate students. By doing this, we want to highlight research our members engage with and potentially spark collaboration among graduate students with similar scientific interests. The purpose of this is to help students connect with one another professionally in a mutually beneficial arrangement, while encouraging inter- and transdisciplinarity.

We are also working very hard on preparing for next year’s conference (yes, already!). Given success in previous years, we will continue our electronic board research sessions where you can present your research, even if it has not been completed. These sessions provide unique opportunity to get feedback on on-going research from best professionals in the field, as well as fellow students.

The next thing we are currently working on is the annual graduate student social hosted jointly with the AERA Division D Graduate Student Committees. Those of you who attended the social this year, know how much fun it was. And for those of you unable to make it, we hope to see you there next year to meet fellow grad students, hang out, and enjoy yourself during the conference!

The last thing to highlight is the theme of the upcoming conference. During the NCME 2018 Breakfast, the incoming president Dr. Rebecca Zwick declared “Communicating with the Public about Educational Measurement” as the focus of NCME 2019. I think this is an excellent theme which we can pursue in a variety of ways. The use of Twitter has grown in popularity within the larger scientific community as a quick and easy way to communicate research within a specific field and the general population. I have seen very few blogs about measurement and educational research, both from grad students and professionals (e.g., [Assessment Systems](#), [Alpine Testing Solutions](#), and [Kevin Krost](#)). The same applies to Twitter, where hashtags [#psychometrics](#) and [#edresearch](#) remain sparse. Therefore, I encourage everyone to get more involved with various social outlets. Keep in mind these are all different avenues to get your research out there and increase the broader impact beyond our field.

SPOTLIGHT ON THE PEOPLE WHO MAKE OUR ORGANIZATION GREAT

Rebecca Zwick, Educational Testing Service



How did you get into the field?

Like many people, I got into our field through a circuitous route. I studied art, psychology, and education as an undergraduate and particularly liked my statistics class, in which we had to sign up to use a large table-model calculator in order to do our homework. After graduating and working at a psychiatric halfway house, a juvenile detention center, and a day care center (at the same time, for a while), I decided to pursue a graduate degree in Social Welfare at UC Berkeley. However, after one quarter, I concluded that it was the wrong field for me, so I became a graduate school dropout. To pay the rent, I found a couple of jobs coding data for research projects and then a job as a research assistant for a study of hyperactivity in children. Through this work, I discovered that there was a Ph.D. program at Berkeley in Quantitative Methods in Education, which sounded great.

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

I've asked myself this question many times over the years, coming up with answers ranging from laboratory scientist to novelist.

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

I have three general pieces of advice. One is to get as much background as possible in mathematical statistics. Another is to get experience working with real data, and a third is to work on communications skills, both oral and written. All of these things will improve your ability to function as a psychometrician or educational statistician and will also help you to stand out as a job candidate.

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

I love traveling (particularly if hiking is involved), running, and reading fiction. I'm also addicted to ken-ken and sudoku.

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

I think the biggest innovations in our field have not been in psychometrics per se, but in the integration of psychometrics, computing, and cognitive science. Combining knowledge from these three areas has allowed for the development and analysis of some very innovative and engaging assessments that could not have existed 20 years ago.

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

Although I do pay attention to topic, I often seek out presenters that I know from experience will have something interesting to say.

Who has been a significant influence in your professional life?

My professors at Berkeley and at Rutgers (where I earned a Statistics degree) were important influences. But the many wonderful colleagues I've had the chance to work with in my 20+ years at ETS have played an even more important role. And of course, being part of NCME and other professional organizations has given me the chance to learn from psychometric and statistical colleagues around the world.

WHO IS READY, AND WHO GETS IN? ELEVATING FAIRNESS IN EDUCATIONAL ASSESSMENT

Matthew N. Gaertner, WestEd

What does it mean to be ready for college? Who deserves admission to selective universities? The answers to these questions ought to reflect our values (Moses, 2002; Bowen & Bok, 1998). Of course, not all our values are mutually supportive, and depending on who you ask, different considerations – academic excellence, personal character, diversity, historical disadvantage – deserve priority over others. As a parent and an assessment researcher focused on equal educational opportunity, I have argued that fairness – conceptualizing it, operationalizing it, and putting it into practice – ought to be our animating principle. And few educational researchers have done more to define fairness and articulate its implications for educational assessment than NCME President Rebecca Zwick.



Fairness in assessment concerns multiple educational systems, industries, and life stages. Zwick’s scholarly work on the subject is similarly expansive. For example, in a recent NCME volume on college- and career-readiness measurement (McClarty, Mattern, & Gaertner, 2017), Zwick addresses fairness in new models of postsecondary-readiness assessment. What tasks can we design to generate evidence of readiness? How, if at all, should we quantify and consider personal qualities (e.g., conscientiousness, grit) among that evidence? What are the consequences of readiness diagnoses, that is, will they support or inhibit student progress? Zwick’s analysis is empirically driven, exacting, and tough. To wit, although new readiness models tout the value of behavioral and psychosocial indicators alongside academic ones (Conley, 2017; Nagaoka et al., 2013; Gaertner & McClarty, 2015; Wyatt et al., 2011), Zwick points out that these multidimensional measures may advance predictive power at the expense of fairness. Sure, adding measures of tenacity, task persistence, or extroversion to a regression model will boost variance explained in just about any academic or economic outcome. But are such measures free of bias, and are the underlying traits teachable? Zwick reminds us that “Efforts to use student or teacher questionnaires for measuring these so-called noncognitive factors can be affected by interpretation errors, widely varying frames of reference, and deliberate distortions...[and] If these qualities are more appropriately considered dispositions rather than behaviors, we need to consider the implications of labeling students as unready for college because they have ‘the wrong personality’” (Zwick, 2017a, pp. 98-99).

Beyond the measures themselves, Zwick offers cautions about the potential consequences of readiness designations. Many well-meaning assessment professionals will argue that measuring something does not make it longer, shorter, heavier, or lighter. In educational contexts, some evidence suggests otherwise. Longitudinal studies show that rather than prompting increased support, “not ready” designations – and subsequent placement in “regular” rather than “academic” tracks – may diminish teachers’ expectations for students and students’ expectations for themselves. Moreover, for disadvantaged students, “not ready” designations are less likely to lead to additional academic resources (e.g., college prep coursework) to address academic weaknesses. As Zwick notes, “It would be a grim scenario indeed if students deemed unready were disadvantaged through lowered expectations and also lacked the opportunity to improve their readiness” (Zwick, 2017a, p. 100). Importantly, Zwick does not call for the wholesale rejection of standardized assessments, academic or otherwise. Like many NCME members, she has dedicated substantial intellect and energy to research on tests. Zwick simply reminds us that the *Standards for Educational and Psychological Testing*, to which we faithfully attend in high-stakes testing, deserve no less attention in new “holistic” models of postsecondary readiness.

Of course, testing’s benefits and discontents do not end in high school. The concept of fairness is particularly fraught in college admissions. For many students and families, this is where the standardized testing rubber meets the road – the point at which tests become meaningful, and their consequences material. Ironically, the high stakes of college admission are often accompanied by opaque selection criteria and idiosyncratic guidelines for appropriate test use. The field needs systematic definitions of effectiveness and fairness in college admissions – definitions that promote the same transparency we expect in other selection processes. In her new book *Who Gets In?*, Zwick provides them: “Effectiveness...refer[s] to the degree to which admissions policies and procedures achieve their intended goals...Fairness pertains to whether the goal itself and the means through which it is implemented are ethical and just” (Zwick, 2017b, pp. 22-23). In educational measurement, we know these concepts by another name – validity.

From this foundational and user-friendly definition of validity, Zwick proceeds in *Who Gets In?* to interrogate fairness in admissions – what it should look like in practice, whether current traditions and innovations reflect that ideal, and promising new avenues. Along the way, Zwick critically examines new and ostensibly equity-minded admissions reforms, like percent plans based on class rank (Horn, 2012; Kidder & Gandara, 2015), affirmative action based on race and socioeconomic status (Gaertner & Hart, 2013; 2015), and SAT/ACT-optional admissions (Hiss & Franks, 2014; Belasco, Rosinger, and Hearn, 2015).

By reviewing the literature and conducting her own simulations using the Education Longitudinal Study of 2002, Zwick lays bare each innovation's strengths, weaknesses, and fairness in practice. Percentage plans, though transparent in some respects, are largely ineffective as a race-neutral means for improving racial diversity. Affirmative action plans providing additional consideration based on socioeconomic status or race tend to boost the diversity factor they target (e.g., socioeconomic status) but not the factor they do not target (e.g., race). Test-optional policies may increase the number of applications colleges receive and lower their admissions rates, but these policies also implicitly add weight to other sections of an applicants' resumes, such as unpaid internships or extra-curricular activities, which can exacerbate the advantages affluent students already enjoy.

If these innovations advance fairness in theory but not fairness in fact, what are the alternatives? As one option, Zwick suggests constrained optimization – whereby characteristics such as SAT/ACT scores and high school GPA in the admitted student pool are maximized under constraints such as a target percentage of Pell Grant recipients – may hold promise. In fact, this approach embodies important principles of fairness – in admissions and more generally in assessment. The goals are transparent. The mechanisms, though technically sophisticated, are publicly available. The efficiency with which the mechanisms serve the goals is evaluable. These bedrock principles of fairness should pervade not just admissions, but educational assessment, intervention, placement, and selection processes more generally. I look forward to NCME, under the stewardship of a researcher who literally wrote the books, leading the field toward embedding fairness in every aspect of educational measurement.

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THE VALUE OF MULTIPLE MEASURES OF STUDENT PERFORMANCE: INSIGHTS FROM RESEARCH ON DISCREPANT TEST SCORES AND HIGH SCHOOL GRADES

Krista Mattern, ACT, Inc.



It is an interesting and exciting time to be a higher education researcher given the current climate around the use of student data. Particularly, two recent trends – use of big data and test-optional admission policies – seem to be pushing the field in new, yet opposing directions. As a researcher who is passionate about helping stakeholders make appropriate use of data and encourage data-driven decision making, these trends have implications for my own work. In particular, my research on discrepant test score and high school GPA (HSGPA) performance highlights how test optional policies can result in the loss of useful information. However, on the opposite end of the spectrum, current practices in big data in higher education include creating and relying on machine-learned models that use all available information which can result in a loss of transparency and interpretability (i.e., “why” this student is more likely to succeed as compared to another). Further complicating the current state is emerging legislation to address heightened concerns surrounding student data security and privacy.

As is the case with most issues, it would behoove us as a field to strive for a happy medium where we take advantage of useful, reliable, and valid data to help students, educators, and policymakers make informed and relevant educational decisions, but we should ensure that our models are driven by theory and backed by rigorous measurement practices. In this article, I will focus on the impact of ignoring useful information as is the case with test-optional admission policies, drawing on findings from my discrepant research to support these points.

Discrepant Performance and Test-Optional Admission Policies

A variety of reasons have been given to support an institution’s decision to adopt a test-optional admission policy. In a recent report, I outline five commonly cited reasons (Mattern & Allen, 2016). In this article, I want to focus on one of those reasons – the belief that test scores do not add any information above and beyond HSGPA. It is true that the two measures often provide a consistent signal about students’ preparation level and readiness for college; however, the correlation between the two measures is far from perfect. The two measures tend to correlate around the mid .50s (Kobrin et al., 2006; Westrick et al., 2015).

In fact, a sizable percentage of students tend to perform discrepantly on the two measures. Depending on how discrepant performance is defined, estimates of its prevalence range from about a fourth to over a third of tested students (Sanchez & Mattern, 2018). For discrepant students, information from both measures is meaningful and useful to admission officers; however, it may be the case that these students are the most likely ones to withhold scores under test-optional policies. That is, students who have exceptionally high grades in high school but mediocre or poor test scores would be wise to not include their test scores as part of their college application.

However, research has found that those test scores are a valid indicator of students’ academic preparation level as they are predictive of college performance (Mattern & Allen, 2016; Mattern, Shaw, & Kobrin, 2011). We have found that prediction models based only on HSGPA overpredict how well students with discrepantly higher HSGPAs will do in the first year of college. On a four-point grading scale, the first-year GPA of students with discrepantly higher HSGPA is overpredicted by a magnitude of -0.31 (Mattern & Allen, 2016). In other words, if your model predicted that a discrepantly high HSGPA student is going to get a B- in the first year of college, it’s more likely that they are going to get a C+. For non-discrepant students, using only HSGPA, only ACT, or both measures to predict their college performance did not result in differential prediction. On the other hand, only the model that included both HSGPA and ACT scores did not result in meaningful differential prediction for discrepant students – students with both discrepantly higher HSGPAs and students with discrepantly higher test scores.

We should think about this issue not only from an admission viewpoint but also in terms of wanting to improve student retention and success for these students once on campus. As more institutions begin developing early alert warning systems to identify students who are at-risk both academically as well as in terms of persisting, test scores can be one of many useful

inputs into the system. Ignoring such information may run the risk of failing to identify at-risk students who have high HSGPAs but low test scores and who could benefit from additional resources.

Finally, our research has also found that discrepant performance is related to student and school characteristics. For example, students from lower socio-economic status backgrounds and underserved minority students are more likely to have higher HSGPAs as compared to test scores. Moreover, students with higher HSGPAs are more likely to attend high schools in rural area, serving a larger percentage of students eligible for free or reduced lunch, and having a smaller percentage of students who are college-bound. Such findings highlight potential disparities in educational opportunities among underserved students. Rather than ignoring such information, we can use it to advocate for more resources and improvements among poor-performing districts to promote educational equality for all students.

I want to close on an entertaining but relevant story. I was talking about this very issue last week with some colleagues and how tests often get a bad rap, to which I replied, “don’t shoot the messenger!” One of my colleagues then offered up a funny story. He said he was talking to his brother who had just visited the doctor. The doctor told the brother he needed to lose 20 pounds. The colleague asked his brother what he was going to do. The brother replied, “Find a new doctor”. Similarly, it seems like higher education is in search of a new “measure” but I would argue that ignoring standardized test scores may have negative unintended consequences that should also be considered.

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RECENT DEVELOPMENTS IN SAT USE: COMMUNICATING WITH TEST USERS AT COLLEGES AND UNIVERSITIES

Emily Shaw, *The College Board*

Over the past few months, I’ve been collaborating with colleges and universities on a project to better understand how SAT scores are used in practice by enrollment management offices and the data and evidence they collect to support these uses. It is not necessarily commonplace that test developers and test users have this conversation and check-in about test score validity and the process of validation but it certainly promotes meaningful and appropriate score use, identifies educational opportunities that would benefit test users, and results in areas for future research by the test developer. I’m going to talk about three challenges and opportunities that I’ve observed based on this recent work, including: (1) test users are not often well-versed in the language of validity; (2) test users appreciate clear and copious validation evidence and benefit from tools to assist with conducting and interpreting this type of research; and (3) measurement researchers can learn a great deal about smart and interesting applications of test score use by openly communicating with test users.



The *Standards for Educational and Psychological Testing* notes that the process of validation is a shared responsibility between the test user and test developer (AERA, APA, and NCME, 2014). And while this makes a great deal of sense, it is likely less clear in practice. This is why I greatly appreciate the 2019 NCME conference theme, *Communicating with the Public about Educational Measurement*. Communicating with broad audiences is something we have been doing as a field but until we hyper-focus on areas for improvement, we may not make some of the necessary advancements in communication that are needed. In my professional role at the College Board, I work closely with enrollment managers and institutional researchers at colleges and universities and there is vast variation in knowledge and understanding of measurement, statistics, and general best practices in test use. There are few leaders in enrollment management that have a deep understanding of test validity and validation and most will scratch their heads when you tell them validity is not a property of a test. In other words, I fear we haven’t armed our higher education test users with the information they need to understand their responsibility in this shared burden of proof. I’d be surprised if more than a few owned a copy of the

Standards, but that is also not the simplest read for someone less fluent in the measurement vernacular. I do think organizations like the College Board, ACT, ETS, NCME, and others should continue to think about developing targeted training opportunities, or abbreviated user-friendly publications for test users that would help them to understand what they need to know from the *Standards* and how that translates into best practices in the important roles that they hold on campus.

Second, although enrollment managers and institutional researchers may be less immersed in the language of test validity, they still remain quite interested in it and appreciate the availability of it – both at the national level, but much more so at the institutional level. This has been a shift over time in that conversations about national validity research, while still very important, have veered to more consultative conversations with institutions based on their own institution-specific validity study results. In some ways, I've noticed almost a dismissal of national validity information in favor of institution-specific information. This is not necessarily completely unwise, in that we know there can be great variation in test score-criterion relationships by institution for many reasons including student performance, programs of study offered, grading standards at the institution, homogeneity of campus experience, etc. (e.g. Baird, 1983; Kobrin & Patterson, 2011; Shen, Sackett, Kuncel, Beatty, Rigdon, & Kiger, 2012). But at scale, it's difficult to help all institutions obtain the validity evidence they need to support the use of test scores for intended purposes on campus. The College Board just undertook a major redesign of its free, automated validity study service to incorporate the analysis of additional study outcomes such as retention and completion (above course grades and GPA), to provide clearer graphs, context, and language around study findings, to allow for analysis at a system level that can be disaggregated to the campus level, and to provide flexibility in format for sharing results across offices within an institution among other features. While some institutions conduct their own sophisticated validity research – typically either in their enrollment analytics office, their institutional research office, or their office of testing – many institutions have faced staff and budget cuts that have made validity studies difficult to conduct in a comprehensive manner. To the extent that test publishers and measurement professionals can help institutions to conduct these important studies, the more robust and well-informed they will be. Doing this well, and providing appropriate interpretative support across the hundreds or thousands of test users, is the challenge and opportunity for measurement professionals.

Finally, it's been really fascinating to see test scores in use/practice in higher education. You will all be glad to know that I have not been shocked or horrified by score uses on campuses but pleasantly surprised by a few. Not surprisingly, scores are used as part of a holistic review of an applicant and/or in predictive models of first-year GPA or retention to second-year, for example. But test scores are smartly used to identify admitted students for special advising programs that apply targeted and intensive academic advising efforts to ensure that students are successful in the first-year and beyond. Also, based on previous research, including work that Krista Mattern and I previously conducted (Shaw & Mattern, 2013), one institution interviewed is continuously analyzing the residual value calculated from the predicted GPA (from test scores and other information) minus the actual college GPA. The magnitude and direction of this value shows how much better or worse the student is performing from how they were expected to perform. Students with large positive and negative residuals are at greater risk for leaving an institution (though for different reasons). What makes this value particularly important is that a student may have a GPA above 2.00 and not appear at risk to the institution, but with a large residual value indicating underperformance, the institution can identify the student as someone they should reach out to. This institution shared that, indeed, students with large residual values signifying underperformance were more likely to leave their institution and were not automatically identified by a very low GPA.

I feel energized about these areas where validity researchers and test score users can better connect and find synergies. I hope that as a field we work together to talk more frequently and clearly with our test users. Using the example of SAT test score users in colleges and universities, I know that we can produce educational materials that convey best practices in measurement while not getting stuck on jargon like *criterion unreliability* or *discriminant evidence*. I'm also excited about the different analyses and graphs we can produce by collaborating – both for national and institution-specific research -- that can communicate validity evidence in ways that don't require a Master's degree in statistics. And let's commit to continuing our conversation with test users so that we can learn about what test score use really looks like on the ground on a continual basis – instead of imagining or hoping it looks exactly like we envisioned or planned.

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THE REAL-WORLD MEASUREMENT PROBLEMS IN NEED OF OUR ATTENTION: COLLEGE AND CAREER READINESS

Ellen Forte, edCount, LLC



College and career readiness (CCR) are ubiquitous goals for the preparation of students in K-12 education settings across the United States. Among those in the policy community, defining readiness and coalescing resources to support its development are key drivers for many initiatives. But, while some measurement experts are deeply engaged in figuring out what such readiness means and how to assess it, others are less clear about readiness and its implications for our field. Federal education policy, as now defined in the *Every Student Succeeds Act of 2015* (ESSA), allows states to target CCR as goals and to use indicators of “postsecondary readiness” in their state accountability systems. Prior to ESSA, however, CCR were not part of the *Elementary and Secondary Act* (ESEA) legislation. Rather, when the new Obama administration recognized that an ESEA reauthorization to fix the critical problems with the *No Child Left Behind Act of 2001* (NCLB) would take years to effect, the U.S. Department of Education (ED) introduced readiness expectations in relation to its flexibility waivers and Race to the Top grant program. These policies emerged around the same time that many states, in partnership with some national organizations, established the Common Core State Standards (CCSS) in English language arts and mathematics. The CCSS are intended to represent expectations for students in kindergarten through grade 12 that lead to readiness for success in college and career settings; in spite of rhetoric to the contrary, neither congress nor ED has ever required states to adopt the CCSS.

Although there is no federal definition of CCR, ED added the [College and Career Readiness and Success Center](#) to the set of content centers it funded beginning in 2012 to support state and local implementation of policy priorities. States determine their own definitions of readiness and whether they want to include CCR goals in how they evaluate district and school performance.

Readiness definitions vary in their particulars, but generally encompass facets of behavior beyond those addressed in academic standards for content areas. That is, CCR includes academic knowledge and skills as well as other skills, orientations, and characteristics. For example, [Oregon](#) lists “practices personal, time, and budget management through planning and decision-making” and “works productively in teams” among its characteristics of a “college and career Oregonian.” [Massachusetts](#) includes a number of “competencies” organized under the headings of learning, workplace readiness, civic readiness, and qualities and strategies. At the risk of opening up a can of worms about various definitions of the term “competency”, I will gently adopt that term to mean the range of things included in CCR definitions from this point forward.

Those responsible for defining CCR look to the nature of postsecondary contexts to determine what competencies students should develop during their K-12 experiences. [KnowledgeWorks](#), a public charitable foundation headquartered in Cincinnati, has taken a different approach in a recent publication, [The Future of Learning: Redefining Readiness from the Inside Out](#), published in 2017. They extrapolated emerging trends into the future when babies born today will be young adults stepping into their world of work. Their analyses suggest that that future world of work will demand greater flexibility and adaptability of employees due in part to the increasing presence of smart machines and other technologies. KnowledgeWorks highlights the role of “core social-emotional skills”, including individual awareness/emotional regulation, social awareness/empathy and perspective-taking, and self-discovery/deep self-knowledge, in navigating the workplace successfully in 2040. They argue that people will need those strong core social-emotional skills to support the cognitive and metacognitive practices, such as thriving in “ambiguity and uncertainty” and learning “anything, anywhere”, necessary to negotiate workplace demands.

Social and emotional competencies are among those that some states considered including in their accountability systems to address the ESSA requirement that such systems include “not less than one indicator of school quality or student success” beyond those for academic achievement and English language proficiency. However, no state moved forward with indicators of social or emotional competencies in its ESSA accountability plan. While these “other” competencies seem to be of increasing interest to educators and policy-makers, researchers such as Angela Duckworth and David Yeager, whose work is often cited in arguments for implementing programs to develop social and emotional competencies, do not support the use of social and emotional learning indicators for high stakes purposes at this time. They underscore that existing measurement of these competencies is not rigorous enough to bear such a validity burden.

Some in our measurement community may be skeptical of the entire notion of including social and emotional competencies among the goals for K-12 education; others may accept them as goals and recognize the significant challenges to attempts to measure them. In any case, we may want to take a page from the KnowledgeWorks forecasting approach and consider what competencies measurement professionals will need in the years to come. How will the nature and range of concepts we are asked to measure change? How can we ensure rigor as the scope of our measurement targets expands? How might we expand what we mean by measurement and reflect on what we should be measuring? How, indeed.

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 and Emily Shaw
Training and Professional Development Chair: James Roberts
Graduate Student Issues Committee (GSIC) Chair: Kevin Krost

Information of note:

- [Submission system](#) is open from late-June through August 1, 2018
- The program chairs will accept proposals for (a) individual presentations, (b) coordinated sessions, and (c) training sessions.
- We are seeking proposal reviewers! We encourage NCME members to [volunteer to be a reviewer](#) through proposal submission system.
- Approximate date for notification of acceptance/rejection decisions: November 15, 2018
- Discussants will provide comments in individual paper sessions at the 2019 annual meeting. [Volunteer to be a discussant](#) through the submission system!
- Consider nominating your coordinated session to be featured as the NCME Committee on Diversity Issues in Testing (CODIT) Invited Session—more details on this can be found in the Call for Proposals

Please reference the [2019 Call for Proposals](#) on the NCME website for full details on the theme and submission instructions. Additional information on international travel considerations will also be provided.

On behalf of NCME, we are looking forward to the 81st Annual Meeting in Toronto (don't forget your passport!). If you have any further questions, please contact us: programchairs@ncme.org



Krista Mattern



Emily Shaw



James Roberts



Kevin Krost

2018 NCME AWARD WINNERS

Career Contribution Award: Brian Clauser

Alicia Cascallar Award: Stefanie Wind

Annual Award: Stanford Education Data Archive (SEDA): Andrew Ho, Benjamin Shear, Sean Reardon, Erin Fahle, Katherine Castellano, Ken Shores, Demetra Kalogrides

Bradley Hanson Award: Sandip Sinharay

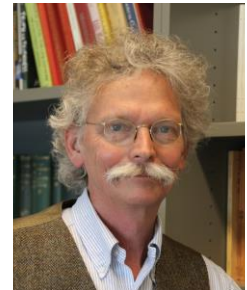
Jason Millman Award: Richard Feinberg

Brenda H. Loyd Award: Yunxiao Chen

THE 2018 Winner of the NCME Award for Career Contributions to Educational Measurement

Award Committee: Allan Cohen (Chair), Barbara Plake, Anita Rawls, Michael Kane, Michael Kolen, Neil Dorans, and Seohyun Kim

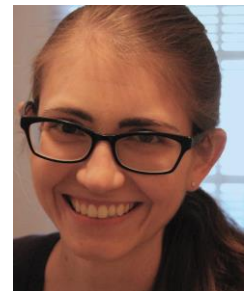
Congratulations to Brian Clauser, who has been awarded the 2018 NCME Award for Career Contributions to Educational Measurement. The NCME Career Contribution Award was designed to recognize an individual’s impact on, scholarship in, and service to the field of Educational Measurement. Brian was recognized by his nominees for his strong contributions to the field of educational measurement, specifically in the areas of standard setting, performance-based assessment, and differential item functioning. Brian wrote over 100 peer-reviewed publications and served as a mentor to numerous junior scholars and practitioners. He also served the profession as editor of the Journal of Educational Measurement and chair of the editorial board for the NCME Book Series. As the recipient of this award, Brian received a monetary award, a plaque and an invitation to present at the 2019 Annual Meeting.



The 2018 Winner of the Alicia Cascallar Award for an Outstanding Paper by an Early Career Scholar

Award Committee: Melinda Taylor (Chair), Eduardo Cascallar, Gregory Cizek, Phoebe Winter, Priya Kannan, Robert Schwartz, Brian Patterson, Thai Ong

Dr. Stephanie Wind is the 2018 winner of the Alicia Cascallar Award for an Outstanding Paper by an Early Career Scholar. She is an assistant professor of measurement and evaluation at the University of Alabama. The award has been established to honor Alicia Cascallar’s professional commitment and accomplishments and to continue her practice of mentoring and encouraging promising new scholars in the area of educational measurement. The award acknowledges an outstanding paper presented at one of the two most recent NCME annual meetings.



Dr. Wind’s paper “*Adjacent Categories Mokken Models for Rater Mediated Assessments*” is an example of outstanding methodological research in educational measurement that exemplifies her ongoing work in the context of rater-mediated educational performance assessments. This study examines the potential usefulness of adjacent-categories Mokken scaling as an approach that can be used to explore basic psychometric characteristics of performance assessment ratings before a parametric model is applied – a step that is often overlooked modern measurement (e.g., IRT) research. In essence, this research reflects a call to IRT researchers to examine fundamental measurement properties, while still maintaining strict requirements for defining measurement and evaluating raters.

The 2018 Winner of the Annual Award

Award Committee: Amy Clark (chair), Laura Lu, Lori Nebelsick-Gullet, Jessalyn Smith, Melinda Montgomery, Amanda Wolkowitz, and Benjamin Marsh

Each year the Annual Award is given to recognize an outstanding technical or scientific contribution to the public or the field of educational measurement. The 2018 Annual Award was presented to the team who developed the Stanford Educational Data Archive (SEDA). SEDA exemplifies an outstanding contribution to both the public and the field in the aim of making educational assessment data publicly available. There are over 20 publications that use the SEDA and several of these studies that aim to link student test score data across states to a common scale, compare geographic and racial/ethnic differences, and examine a variety of attributes that contribute to educational conditions, not only test scores. The publication record further demonstrates its application and utility in the field. This data is available to researchers at no cost and the SEDA team hopes that researchers will use this data to examine



differences found across states or subgroups on interest.

The 2018 Winner of the Bradley Hansen Award

Award Committee: Priya Kannan (Chair), Anne Corinne Huggins-Manley, Steve Ferrara, Deanna Morgan, Feifei Ye, Joseph Rios, Scott Hanson, Francis Rick, Joyce Medina

Dr. Sandip Sinharay is the 2018 winner of the Bradley Hansen Award, which honors researchers whose recently completed or newly proposed work that “promises to make a substantive contribution to the field of educational measurement, or the development, instruction, or mentoring of new professionals in the world.” He is a Principal Research Scientist at Educational Testing Service.

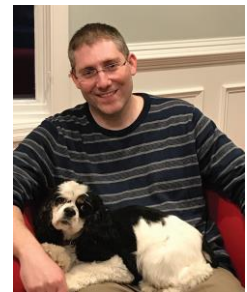


Dr. Sinharay has won multiple awards over the course of his career, including: the Award for Outstanding Technical or Scientific Contribution to the Field of Educational measurement in 2015 and 2009, the Jason Millman Promising Measurement Scholar Award in 2006, and the Alicia Cascallar award in 2005. He is the joint editor of two books including the volume on Psychometrics of the Handbook of Statistics series, and has authored more than 100 research articles in peer-reviewed journals in educational measurement and statistics. He was an editor of the Journal of Educational and Behavioral Statistics between 2010 and 2014. His research interests include Bayesian statistics, detection of test fraud, missing data analysis, model checking and model selection methods, and reporting of diagnostic scores.

The 2018 Winner of the Jason Millman Promising Measurement Scholar Award

Award Committee: Michael Jodoin (Chair), Dorota Staniewska, Kyung (Chris) T. Han, Matthew Burke, Wei He, Yong He, Darius Taylor

Dr. Richard Feinberg was this year’s Jason Millman Promising Measurement Scholar. This award recognizes a scholar at the early stages of their career whose research has the potential to make a major contribution to the applied measurement field.

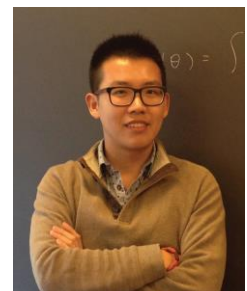


The award committee unanimously selected Dr. Feinberg based on his extensive publication and presentation record, notably including well-developed research agendas related to subscores and testing time. These research programs, along with his upcoming co-edited book ‘Integrating Timing Considerations to Improve Testing Practices’, part of the NCME Book Series, will continue to impact the field in the coming years. Rich’s service contributions as a conference and journal reviewer and as an advisory editor to the ITEMS section of Educational Measurement: Issues and Practices stood out amongst the award nominees. He is the recipient of the 2017 AERA Division I Established Investigator Award for his outstanding work on education in the professions, and won the EM:IP Cover Graphic/ Data Visualization Award in three consecutive years: 2016, 2017, and 2018.

The 2018 Winner of the Brenda H. Loyd Outstanding Dissertation Award

Award Committee: Qiwei Britt He (Chair), Allan Cohen, Jungnam Kim, Jean-Paul Fox, Jungnam Kim, Shiyu Wang, Vincent Kieftenbeld, Nevermind Chigoba

Yunxiao Chen, an assistant professor in the Department of Psychology and the Institute for Quantitative Theory and Methods at Emory University, is the recipient of the Brenda H. Loyd Outstanding Dissertation Award. This award recognizes an outstanding dissertation in the field of educational measurement. He completed his Ph.D. in Statistics at Columbia University in 2016.



Dr. Chen’s dissertation develops novel statistical learning models and techniques to address two important problems in measurement theory. The first problem is on improving the measurement validity when the commonly adopted local independence assumption is violated in measurement models. Dr. Chen proposes a fused latent variable and graphical model, which can substantially improve the measurement validity by automatically adjusting for an unknown local dependence structure using a sparse graphical model component. The second problem is on learning the relationship between the items and the latent attributes from data, for which Dr. Chen provides statistical solid and computationally efficient methods through a latent variable selection formulation. These developments are novel and significant additions to modern measurement theory.

NCME MISSION FUND COMMITTEE UPDATE



Chad Buckendahl (chair)



Ellen Forte



Canda Mueller



Cathy Wendler



John Willse



Michelle Boyer

Following the recent Annual Meeting in New York City, we have been working on developing a Call for Proposals for grants from the fund to provide support for individuals and activities. The Fund Committee has been working closely with the NCME Board of Directors to align our work in support of various NCME initiatives. Look for an announcement for the Call later this summer.

In addition, Dr. Cathy Wendler completed her term as Chair of the committee while Dr. Deborah Harris completed her term on the committee. We want to thank each of them for their service on the committee and their contributions to helping to bring the fund from concept to reality. We also want to thank Dr. Michelle Boyer who previously served as a student representative on the committee, but upon her graduation agreed to continue to serve. The committee received multiple applications for the new student representative that will be filled during its June meeting.

Recognizing that to be able 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 this year. You can donate directly through [NCME's website](#). 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 one of the members 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.

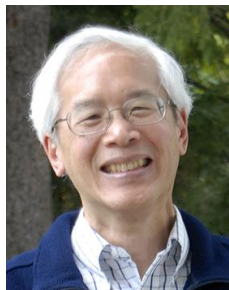
The NCME Mission Fund Committee

Chad Buckendahl, Chair
Michelle Boyer
Ellen Forte
Canda Mueller
Cathy Wendler
John Willse

COMMITTEE ON INFORMING ASSESSMENT POLICY AND PRACTICE

Brian Gong, Center for Assessment (NCIEA) and Judith Koenig, National Academy of Sciences

NCME is committed to providing support to its professional members and to the broader audiences of those who use educational measurement instruments and methods. As part of its support, NCME is producing concise position statements to guide best practice on a number of important topics. The first NCME position statement addressed the importance of student participation in worthwhile assessments. NCME has invited member comment on three subsequent statements in the process of being finalized regarding test security practices, the use of college admissions tests for unintended purposes, and theories of action for testing programs. NCME invites members to suggest additional topics. Suggestions may be sent to the NCME Committee on Informing Assessment Policy and Practice (Brian Gong, bgong@nciea.org or Judith Koenig, jkoenig@nas.edu, co-chairs).



NCME OUTREACH & PARTNERSHIP COMMITTEE UPDATE

Stephen Benton, the IDEA Center

The Outreach and Partnership Committee was asked to review the position statements discussed above by the Committee on Informing Assessment Policy and Practice and to offer our suggestions. We independently reviewed the documents and then discussed them during a phone meeting.

On the whole, members of the NCME O & P committee found more to like than dislike about the position statements. They covered many of the important issues surrounding student participation in state assessments, test security, and theories of action. However, we did have the following concerns:



Position Statements on Student Participation in State Assessment

1. The following points might be added to the bullet points under the purposes state assessments serve:
 - States need achievement test to document students’ achievement levels. If students don’t participate state assessments, a state’s students could be unfairly labelled as “not meeting the standards” in the knowledge of a subject.
 - Testing can be an important part of learning.
 - Schools, districts, and states all need the valuable state assessment data to examine the effectiveness of their educational practices and policies.

2. Some of the statements contain redundant information.

The Position Statement on Student Participation in State Assessments for Educators

In its current form, the position statement sounds like we're trying to tell educators what they know to be true which may appear condescending. In addition, the position makes the assumption that all educators would agree with all statements made. For example, "You also know that the information from high-quality assessments provides teachers with valuable feedback about their teaching..." In the current climate, many teachers might not describe the assessments they are using as "high quality"; some would also state that they are not getting "valuable feedback." Both of these descriptions are based on opinions but are stated as facts. If teachers disagree with the opinions currently found in the statement, particularly in the first paragraph, then committee members are concerned that teachers will be turned off and may even stop reading. NCME runs the risk of losing this opportunity to build better understanding and collaboration across the professions.

The Position Statement on Student Participation in State Assessments for Policy Makers and Journalists

In comparison, we like these statements better because they seem to be more fact based and include fewer judgments and opinions that could cause disagreement.

Test Security Position Statement

We question whether the term "test sponsor" will be understood by the intended audience. For example, we are not sure that a parent would know the meaning of test sponsor. However, if they are not the intended audience, then this is not an issue.

Theories of Action Position Statement

While we do not disagree with the content of the statement, we wonder if there are ways that we could provide additional concrete support via examples. The concept of "theories of action" is relatively academic in nature. Could we provide information and language within the statement to make it less academic and more accessible? If we really want programs to begin documenting a theory of action, what can we do to support that effort?

NCME PIPELINE SCHOLARSHIP

Jennifer Randall, University of Massachusetts, Amherst, and Lietta Scott, Arizona Department of Education

As graduate students consider submitting proposals to NCME conferences, we would like to make members aware of NCME's Pipeline Scholarships. In an effort to increase diversity in the field of measurement, this year NCME will offer travel scholarships for graduate student presenters who are members of *historically underrepresented/marginalized groups*

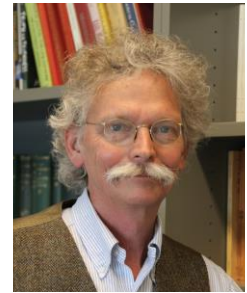
(African American, Latino/a, or Native American). The funding will defer travel costs to help students attend either the 2018 Classroom Assessment Conference in Lawrence, KS (3 students up to \$1000 each) or the 2019 NCME Annual Meeting in Toronto (5 students up to \$1400 each). If you are, or are aware of, a doctoral student who might qualify for this funding opportunity, please help us spread the word. The official call for applications will happen immediately following conference proposal decision notifications.



NCME BOOK SERIES EDITORIAL BOARD SOLICITS PROPOSALS FOR FUTURE VOLUMES

Brian Clauser, *National Board of Medical Examiners*

The NCME Applications of Measurement and Assessment book series is intended to increase understanding and inform research-based educational measurement and assessment. The intended audience includes NCME members, graduate students in measurement and assessment, and professionals in related fields (e.g., psychology, curriculum and instruction, learning sciences, and certification and licensure).



[Six Books have been published in the series](#) and three more are in production or preparation. These include:

- Technology and Testing: Improving Educational and Psychological Measurement, edited by Fritz Drasgow
- Meeting the Challenges to Measurement in an Era of Accountability, edited by Henry Braun
- Fairness in Educational Assessment and Measurement, edited by Neil Dorans & Linda Cook
- Testing in the Professions, edited by Susan Davis-Becker & Chad Buckendahl
- Validation of Score Meaning for the Next Generation of Assessments, edited by Kadriye Ercikan & James Pellegrino
- Preparing Students for College and Careers, edited by Katie Larsen McClarty, Krista Mattern, & Matthew Gaertner
- Score Reporting: Research and Applications, edited by Diego Zapata-Rivera
- Integrating Timing Considerations to Improve testing Practice edited by Melissa Margolis and Richard Fienberg
- Classroom Assessment and Educational Measurement edited by Susan Brookhart & James McMillan

The NCME Book Series Editorial Board is soliciting ideas for additional edited volumes from the NCME membership. We welcome your suggestions of possible topics for future volumes. We also invite proposals from members interested editing a future volume. NCME members interested in pursuing an idea for a volume should provide a brief (no more than 2-page) description. The description should include content coverage, intended audiences, other similar books currently available, and features that would distinguish this book from such similar books.

Please send your suggestions or proposals to Brian Clauser (bclauser@nbme.org).

DON'T MISS OUT ON VITAL NCME INFORMATION!

Add an additional Email to Your Profile Contact Information.

We understand that professional or school affiliations can change, and when they do, email addresses become out of date. When this happens, we don't want to lose contact with you.

Please add an additional email (one not likely to change) to your profile. This way, if your first email doesn't work, NCME can still reach you with important email updates about upcoming meetings and conferences, networking opportunities, educational forums, and membership renewal reminders (so you can continue to receive NCME member benefits).

NOTE: Adding an additional email will not result in you receiving duplicate emails. NCME will only contact you at this additional email if we are unable to reach you at your primary email address.

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2. Click on "Profile".
3. Click on the pencil icon next to "Contact Details".
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5. Add an additional email in the section labeled "Additional Email"
6. Click "Save".

In the "My Account Details" section please review all of your contact information to be sure it is up to date. NCME members can update contact information at any time.

Questions? Need Help? Please contact NCME headquarters at (215) 461-6263 or ncme@fernley.com at any time (hours are M-F, 9-5 ET). NCME staff can assist you with login, updating your profile, or any other questions you may have.

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