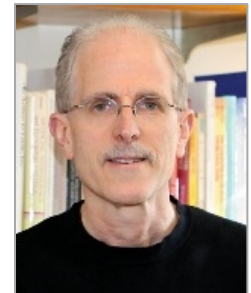


FROM THE PRESIDENT

Randy Bennett, Educational Testing Service



In the June President’s message, I outlined four directions that I hoped the organization would move toward because I felt those directions were very important to NCME’s continued relevance and long-term success. The directions were for NCME to:

- Influence the national discourse on testing and measurement through policy positions and other appropriate mechanisms that engage a variety of audiences;
- Encourage research and development that makes assessment a stronger force for positive impact on teaching and learning;
- Encourage and promote the positive influences of classroom assessment on measurement, and the positive influences of measurement on classroom assessment; and
- Take greater advantage of its international character.

As I noted in the message, these directions are very ambitious, so even incremental achievements in the service of each should be of considerable value.

In the current president’s message, I’d like to briefly describe our progress on the latter two of those directions because they represent new paths for NCME that respond to the changing nature of education and educational measurement.

During his term, Past President Mark Wilson took steps so that NCME could encourage and promote the positive influences of classroom assessment on measurement, and the positive influences of measurement on classroom assessment. The reasoning was that a vast amount of assessment takes place in classrooms, carried out by teachers, students, and (increasingly) by software. NCME members may have much to contribute to the development and improvement of those types of assessment and as much to learn from them.

Following this direction, NCME sponsored a special conference, “Classroom Assessment and Large-Scale Psychometrics: The Twain Shall Meet,” hosted by the Achievement and Assessment Institute at the University of Kansas earlier this month. More than 250 individuals, including teachers and school district administrators, gathered to explore where the meeting of these two distinct types of assessment might be. Their explorations were facilitated through a variety of formats, including structured poster sessions, panel conversations, demonstrations, and, in one case, a “book-club” session in which the audience discussed the presenters’ paper. This year’s special conference was only a beginning. I’m pleased to report that the NCME Board thought that the conference was a great success and has therefore approved the following: a second conference on classroom assessment to take place in 2018, a call for organizations to host a potential 2019 gathering, and continued work by the Classroom Assessment Task Force to chart a vision for NCME’s future activities on this critically important topic.

The second direction on which I wish to report is for NCME to take greater advantage of its international character. Underlying this direction is that NCME already has such a character today. First, we have a significant number of members who reside in countries outside the United States, many of whom regularly attend our annual conference and contribute to the organization in multiple ways. Second, many of our domestic members grew up overseas and maintain professional relationships in their home countries. What these facts mean is that NCME has an existing, and largely untapped, international network.

Why might this international network be worth tapping and even expanding? One reason is that there is a lot NCME has to offer. The methodological advances created by our membership are typically general, with applications that easily cross national boundaries. A second reason is that there is a lot we might learn from colleagues working outside the **United States** with whom we are not yet in regular contact. Finally, our organization's membership has been declining for several years, most noticeably in terms of new subscriptions. Tapping into our international network might be one way we can help reverse that trend.

What does tapping into and potentially expanding our international network mean in practical terms? One action the Board approved is for NCME to become a member of the [International Test Commission](#) (ITC) and of the [International Association for Educational Assessment](#) (IAEA). According to their website, the ITC is "... an association of national psychological associations, test commissions, publishers and other organizations committed to promoting effective testing and assessment policies and to the proper development, evaluation and uses of educational and psychological instruments." In contrast, the IAEA membership includes examining bodies, university departments, research organizations, and government agencies. Its website notes that IAEA's focus is "... to help advance, through professional interchange, the science and practice of educational assessment by organizations around the world." Some NCME members already have ties to one or both of these associations¹ and our organization's membership will formalize those ties. Our joining might also allow individual NCME members to attend the ITC and IAEA conferences at the member rates. The [2018 ITC conference](#) will be held in Montréal, Canada (28th of June to 7th of July) and the 2018 IAEA conference will take place in Oxford, England (9th through the 14th of September).

Perhaps more consequentially, we have taken initial steps toward creating what could be the first in a potential series of dual-language electronic journals—rigorous, peer-reviewed publications under the NCME umbrella. We believe that the first electronic journal in this potential series should be in Chinese and English.

Why a Chinese/English electronic journal? The answer is that the assessment community in China is large and quickly growing. In addition, the domestic Chinese representation in our membership is also very substantial. Together, these populations provide the potential for a significant audience, an extensive pool of qualified editorial board members and peer reviewers, and a well of possible manuscripts. Such a journal would ideally build a bridge, bringing work from a dynamic overseas assessment community to the United States and, simultaneously, allowing members in our own domestic community to write for an overseas scientific audience. The vision is that the journal would accept articles in Chinese as well as English and, ideally, publish each article in both languages so that all NCME members could benefit. If successful, other NCME foreign-language publications could potentially follow.

The NCME Board's belief is that members are generally supportive of this idea. A survey conducted earlier this month received responses from 187 individuals who appeared to reflect the diversity of our membership in terms of institutional affiliation, age, and membership type. The survey found that 61% of respondents were in favor, 25% were neutral, and 14% were against the idea.

To be successful, we believe that such a journal would need a Chinese institutional cosponsor, ideally one embedded in that country's assessment community. A highly respected institution has shown interest and the NCME Board has approved entering into negotiations toward a partnership. The Board has further designated Li Cai of the NCME Publications Committee and me to act on behalf of NCME as the negotiating team. The desired result of the negotiations will be a draft agreement that stipulates the journal's audience and substantive focus, the financial and other responsibilities of each of the institutional parties (i.e., NCME and its Chinese partner), and other factors. The draft agreement will be brought to the NCME Board for review, discussion, and a final decision.

An additional aid toward success would be access to translation expertise at low cost. As it turns out, there is a cadre of NCME members who served in translation roles before entering our field or who in other ways developed fluency in both languages. A number of those individuals have already volunteered their time should the journal move forward. NCME publications exist only because of the voluntary contributions of you, our members. It's very heartening to know that there is a ready pool of members who want to continue that honored tradition in this new and important way.

It's critical to note that the intent in pursuing this direction is not to change the U.S. focus of NCME, nor to duplicate the missions of other organizations like the ITC, the Psychometric Society, or the IAEA, but rather to significantly enhance what NCME already does (i.e., attract foreign members, influence measurement research and practice worldwide, and serve our core

¹I am currently an officer of the IAEA.

domestic membership by offering them opportunities to publish and consume the results of high-quality scholarship). Dual-language publications might be one way to achieve those goals more effectively.

If you have reactions to the directions I've described, please email me (rbennett@ets.org), with a copy to Executive Director Elizabeth Franks (efranks@fernley.com). We very much want to hear from you!

The coming months will be exciting and I look forward to hearing from you—and working with you—with respect to making NCME the most influential, relevant, and vibrant organization that it can possibly be.

FROM THE EDITOR

Heather Buzick, Educational Testing Service

We have a light read for you this issue, which I hope is a sign that our members were busy enjoying themselves this summer. In his president's message, Randy gives a progress update that includes highlighting a special, recently held conference on the topic of classroom assessment and discussions about creating an English/Chinese journal. Masha Bertling discusses graduate student engagement with the Graduate Student Issues Committee. This issue's spotlight member is Drew Wiley. We also have the legal corner and a special article on two federally funded projects on science assessment. The issue closes with the mission fund committee update and an update about the fitness walk/run.



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GRADUATE STUDENT CORNER: TO JOIN OR NOT TO JOIN: GRADUATE STUDENTS' ENGAGEMENT WITH GSIC

Masha Bertling, Harvard Graduate School of Education

Last week I noticed that my new chamomile tea turns from golden amber to pink when I squeeze lemon juice into it. As a vehement adherent of Google, I was online just moments later, trying to locate a ferment that comes into reaction with one of the most well-known acids. In 15 minutes, I was on my way to a supermarket to stock up on missing ingredients needed to run my small experiment. Another 2 hours, a bottle of vinegar, and a box of baking soda later—yes, I tend to rerun cool experiments—I was wondering about two things. First, was it a mistake to abandon a chemistry track? Second, could I have spent these several hours in a more productive and useful way? The answer to the first question is a missing data problem that lies in the realm of the potential outcomes framework. The answer to the second one has a direct impact on this article.



We are always faced with choices about how we spend our time. One of the ways I have chosen to spend my time is serving on the Graduate Student Issues Committee (GSIC), currently as the chair. My work on the committee—a committee that is dedicated to represent interests of NCME graduate students—is motivated by the passion I have for building a strong and inclusive community, since I believe having like-minded peers around you can make a tremendous difference on how we experience graduate school. More so, there is solid evidence suggesting that engagement with student’s leadership organizations has a positive impact on various academic and career outcomes (e.g., Brandes, 2006; Leithwood, Seashore, Anderson, & Wahlstrom, 2004; Lizzio & Wilson, 2009; Robinson, Lloyd, & Rowe, 2009; Rockinson-Szapkiw, Spaulding, & Bade, 2014). Despite the potential and realized benefits of the GSIC, the committee struggles to grow its members and active participants. Every year there are too few applications to join the committee, too few submissions to the Graduate Students Research session, too few volunteers to organize an event. Why do we have this struggle? To shed light on the matter, I launched a survey to all our 309 NCME graduate students. After a considerable amount of time, only 15 people replied, further illustrating the difficulty in engaging our graduate student members.

Let’s focus on one of the questions I asked: *Have you ever considered joining GSIC? Why?* Simple open-ended response question that allowed students to provide as much or as little detail as they wanted. All of the 15 responses turned to be miraculously similar and can be broadly classified into two categories, *information* and *time*.

What I labeled as *information* concerned the absence of knowledge about GSIC. Respondents simply do not know who we are and what we are doing: *There's no information available on the website that explains what the committee does. I didn't know about the organization. What do you do? Did not know it existed.* Makes sense, right? Why would I join an organization I don’t even know exists? The NCME website provides a sparse description of what GSIC is: *This committee is responsible for ensuring that NCME meets the needs of graduate students and that graduate student issues are foremost in the organization’s strategic planning and initiatives.*² What this actually means is that we represent all of our graduate students in academic and administrative matters. Through ongoing dialogue with students and the NCME Board, we aim to raise and address the most pressing issues, be they general or specific, that graduate students face during a particular tumultuous time in their lives. We provide students with opportunities, such as presenting their work-in-progress during the research session at the annual meeting, attending training sessions at the reduced rate, acquiring information about possible internships throughout the year, and many more.

The *time* category concerned the lack of time to engage with the committee, particularly in the presence of alternative paid opportunities. Responses included: *I don’t have time. I’d rather be doing paid research. I’m not sure I have time, and I hope to graduate in June.* This appears to be very reasonable to me and taps directly into how we prioritize some activities above others. Perhaps there is some alternative universe, in which me running my tea experiments and binge-watching TV shows is not only fun, but has a tremendous positive impact on the world. Perhaps I am even paid for this. That said, as graduate students we have limited time and resources at our disposal and acquiring an additional paid RA position might be more beneficial at certain stages of our graduate studies. Is it really the case though that we cannot carve out any time for community service? Not only is engaging with a committee such as GSIC a very enjoyable and rewarding experience, which can above all make a real difference for many of our peers, it is also a valuable opportunity for learning more about NCME as a whole and advocating for broader change. It can further make a personal difference because you have a priceless opportunity to network with leaders in our field.

Is being part of GSIC a huge time commitment? No! Each of our members has the flexibility to decide which tasks they engage with, how much time they spend, and when they volunteer. You can get engaged with any of the following: reaching out to the leading testing companies in the country in order to keep information about internship opportunities up to date, recruit reviewers for the NCME Graduate Student Research session, organize annual social event in collaboration with AERA Div D graduate students, take care of our presence on social media (join our [Facebook page](#) if you haven’t done so yet), or maybe launch a new initiative (for instance, this year we are introducing a Faces of GSIC initiative that will feature our graduate students and help us all to better get to know each other).

Am I encouraging all of our graduate students to consider joining the committee? Yes, absolutely. Please do not hesitate to reach out to me directly or any of our committee members. We would be happy to talk to you about the GSIC and opportunities for getting involved. We come from different backgrounds, we speak with many voices, but only as we come together we can be heard and ultimately make a difference.

² http://www.ncme.org/ncme/NCME/About/Committees/Graduate_Student_Issues/NCME/About1/Committee/Graduate_Student_Issues.aspx?hkey=c07cc2bd-c438-42c7-9262-2df24554a343

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Author note: Masha Bertling, M.S., is a Ph.D. student in education at Harvard University, where she studies education policy and program evaluation. Her primary research aim is to advance psychometric and statistical models to better inform educational policies and practices. She is particularly interested in college readiness and differential access to higher education, as well as ways we can better understand and measure student’s learning and growth. Currently, Masha serves as an advisory board graduate student member at ACT and has been recently elected as a chair of NCME Graduate Student Issues Committee (GSIC). Previously, she worked as a research assistant in the Research & Development division at Educational Testing Service.

SPOTLIGHT ON THE PEOPLE WHO MAKE OUR ORGANIZATION GREAT

Andrew Wiley, ACS Ventures, LLC

How did you get into the field?

As an undergraduate, one of my teachers took me under his wing and taught me more than I can even recall about some absolutely critical, but not really academic things. I am thinking about things like nice long meals with friends and learning to enjoy the moments in front of you. We rarely discussed academic things, but when we did, we would often have extended arguments about issues around educational assessment. I did not really know much of anything about it at the time, but he managed to steer me in the direction of the psychometrics program at Fordham University.



The other critical incident was when I got my first internship as I wrapped up my third year at Fordham. I ended up interning with Steve Sireci at the American Council on Education. Steve was fantastic to work with, and this was the first time the psychometric work I was learning in school was being directly applied to an educational setting. I quickly learned to enjoy the mix of methodology and policy and have been working primarily in educational setting since that time.

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

I will sadly have to admit that my horrible jump shot and my aging knees are eliminating the possibility of a career in the NBA. Instead of that, I could envision myself as a teacher, perhaps history, which is a bit of a hobby of mine. Alternatively, life as a travel writer sounds like it could be a nice way to spend my time, so maybe that is where I would land.

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

I can think of two things off the top of my head. First, when you go to conferences, make sure you talk with some strangers. While attending sessions is important, take the time to talk with the presenters and others. I think some graduate students don’t realize how much more information they can gain through some conversations, and how much that adds to the overall conference experience.

The second thing I would recommend is keeping up with the news in educational assessment. I meet a lot of graduate students who can discuss the fine points of methodology, and that is great. But I walk away even more impressed when I hear someone talking about how the work they are focused on fits within the larger assessment community and how it can help address issues or questions that we hear about in the larger educational community.

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

I like to kayak and go out on Jamaica Bay here in Brooklyn on a regular basis. I am also trying to teach myself to cook, so I enjoy finding some obscure food store with some exotic spice or food and trying to make something with what I find (my poor wife). I have also started reading books on Middle Eastern history and quickly realized how little I know and how much more there is to know about this region of the world.

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

I think we are getting close to being able to measure what steps people have followed when they are answering questions. As I prepared to write my responses, I went back and looked in the previous few newsletters. Not too surprisingly, the response from Randy Bennett was fantastic, and he said it much better than I ever could. The potential we have here, especially when it comes to formative type assessments, I think could be a game changer. The information that we could transmit to students, teachers, and parents could be incredibly informative and I think could change not just assessment, but the educational system as a whole.

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

I usually pick a theme and go heavy on the sessions around that theme. The theme is usually focused on a topic that has arisen with a client on which I feel like I need to educate myself. I tried to attend those sessions and usually do a bit of background reading beforehand so that when I speak with the presenters, I can learn a bit more about their work and where they believe the field is heading.

Who has been a significant influence in your professional life?

This list could be incredibly long, as there are too many people for me to even mention. But a few people stand out. I mentioned Steve Sireci, who was one of my first supervisors in the field. Steve has an impressive ability to get work done and has an amazing approach to both work and life in general that I will always appreciate.

I was also lucky enough to work with Judy Koenig when I was still in graduate school working at the AAMC on the MCAT exam. Judy is a consummate professional and I watched how she worked with committees, executives, and fellow employees. She is still a model for how to navigate those relationships and to do so in a way that respects everyone's perspective, but still fights for the integrity of the assessment programs I work with.

I also have to mention Wayne Camara. I worked at the College Board for quite a bit of time, and Wayne was my boss for most of it. Wayne was a fantastic mentor and I will always cherish the early morning BS sessions we had. They were rarely about work, but I always walked away with two or three new ideas. Wayne is one of those folks who just seems to effortlessly bring out brilliant ideas and find ways to apply them. He was also the person to push me to get out more often into the larger measurement community, which has greatly aided me in all aspects of my work.

And that's really just a few of the numerous people I should be mentioning. There are others, from my friends at Fordham to my two colleagues, Chad and Susan, whom I still lean on and steal ideas from on an almost daily basis.

LEGAL CORNER: WHEN TESTING INNOVATIONS MEET COPYRIGHT LAW

Michelle Croft, ACT

Test items are expensive. It takes a significant amount of resources for an item to make it onto an operational test form. There are many different ways that testing organizations can protect their investments in the items they develop, but one essential element for test security is establishing ownership—copyright—of the material. Recent actions by the U.S. Copyright Office that complicate the process of obtaining copyright for test items may jeopardize testing organizations' ability to do so.



Copyright is a legal protection for original works that provides the copyright owner the exclusive right to conduct activities such as copying or publicly displaying the work ([U.S. Copyright Office, Circular 1](#)). There are legal repercussions for infringing (i.e., using the work without permission) on a copyright. If a copyright is infringed, the copyright holder can receive actual damages (e.g., a testing organization could receive the cost of item development or the profits lost from item exposure); any of the infringer's profits that can be attributed to infringing on the copyright; and statutory damages that can range from \$200 to \$150,000, depending on whether the infringement was done willfully ([17 U.S.C. § 504](#)). In addition to infringement lawsuits, copyright is also needed for enforcement of the [Digital](#)

[Millennium Copyright Act](#) (DMCA), which requires Internet service providers to remove material posted on a website without the copyright owner’s authorization. Thus, if a website were to post test items, the test publisher has a mechanism to have the items removed.

So how does someone get a copyright? According to the U.S. Copyright Office’s [Circular 1](#), a copyright is automatically secured when the work is created, which means that it is “fixed in a copy” or recorded for the first time. For instance, if you take a picture on vacation, you have a copyright to that photo and others may not use it without your permission. Despite having an automatic copyright, it is preferable to register the copyright with the U.S. Copyright Office. Registration establishes a public record of the copyright claim. This is particularly important because the copyright holder needs that registration before an infringement lawsuit can be filed.

Tests have their own registration process. This is because copyrighted materials must be available for public inspection ([17 U.S.C. § 705\(b\)](#)). However, if a test was made available for public inspection, it could “prejudice the future utility, quality, and integrity of the test materials” ([Compendium Chapter 700](#)). Thus, there are special rules permitting testing organizations to present redacted versions of a test to the Copyright Office; in this way, not all of the material can be viewed and any public inspection is supervised by Copyright Office officials.

To qualify for this special registration process, tests must meet the definition of “secure test.” A secure test is defined in [37 C.F.R. § 202.13](#) as “a nonmarketed test administered under supervision at specified centers on scheduled dates, all copies of which are accounted for and either destroyed or returned to restricted locked storage following each administration.”

In the past, it was possible for testing organizations to submit secure tests as either paper forms or electronic item banks. However, under a new [interim rule](#) and the recently revised [Circular 64](#), this is no longer an option. Circular 64 specifically states: “Questions that are stored in—or randomly pulled from—a database or test bank cannot be registered as a secure test if the database or test bank is simply a medium for storing questions and does not represent an actual test that is administered at specified test centers.” The interim rule mandates that such a database or test bank be submitted under a separate “database deposit requirement.”

As outlined by the [Association of Test Publishers](#) (ATP), the interim rule and revised Circular 64 are limiting, particularly for computer-based testing. Having to register tests individually is not only time consuming and costly, but may potentially limit innovations in testing. The alternative of registering a database or test bank is also problematic because there are fewer security protections to protect the test items.

Because the rule is interim for now, there is still the possibility that the Copyright Office could change it in response to public comment. Any member of the public can submit a comment until December 11, 2017, through the comment form on the [Federal Register’s website](#). However, a change would require the Copyright Office to have a more sophisticated understanding of new technology related to assessment. Barring that, it could require new legislation expanding the definition of a secure test to accommodate recent changes in how the testing industry operates. NCME and testing organizations may assist in this process through advocacy work that provides suggestions on how to change the secure test definition. Doing so would require identifying the limitations in the current definition as well as explaining technological advances in testing in clear, understandable language and highlighting how these advances are advantageous to test takers in education through the workforce.

TWO NEW FEDERALLY FUNDED PROJECTS ON SCIENCE ASSESSMENT

Ellen Forte, edCount, LLC, and Meagan Karvonen, University of Kansas

In early December 2016, the U.S. Department of Education alerted Nebraska and Maryland that their applications for Enhanced Assessment Grants (EAGs) had been accepted and funded. Each of the multistate, multipartner consortia engaged in these new EAG projects is focusing on the issues facing states as they design and build new science assessments meant to meet U.S. federal requirements in Grades 3 through 8 and high school. Both projects were officially funded and began work in spring 2017.



EAGs opportunities are offered to U.S. states “to enhance the quality of assessment instruments and assessment systems used by States for measuring the academic achievement of elementary and secondary school students” (<https://www.federalregister.gov/documents/2016/08/08/2016-18532/applications-for-new-awards-enhanced-assessment-instruments-grant-program-enhanced-assessment>). The recently awarded EAG funds derive from section 6112 of the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), known as the *No Child Left Behind Act of 2001* or NCLB, which was in effect through the 2016-2017 school year (the subsequent reauthorization of ESEA, known as the *Every Student Succeeds Act of 2015* or ESSA, takes effect beginning with the 2017-2018 school year). As part of its administration of states and local implementation of ESEA, the Office of Elementary and Secondary Education (OESE) at the U.S. Department of Education manages the EAG program along with the federal peer review process for states’ systems of standards, assessments, and accountability and other programs.

Given that they are funded using federal tax dollars, the EAG projects must offer clear benefits for educators and education stakeholders in all states, not just those partnering on the grants. By sharing information about these projects via this article in the NCME newsletter, we hope to spark interest across the education measurement community to enhance our reach as well as provide opportunities for others’ engagement in our work. Below, we describe each of the two new EAG projects. We encourage anyone interested in more information to contact us!

SCILLSS: Strengthening Claims-Based Interpretations and Uses of Local and Large-Scale Science Assessment Scores

The SCILLSS project (pronounced *skills*) engages Nebraska, Montana, and Wyoming along with partner vendors edCount, LLC, ACS Ventures, LLC, SRI International, and PIRE in a 4-year project targeting improvements in the design of science assessments meant for the general student population in Grades 3 through 8 and high school.

SCILLSS is grounded in a principled-design approach to the development of science assessments that can be generalized to a wide range of assessments; its fundamental premise is that the knowledge, skills, and performance defined in content and performance standards should drive both large-scale assessment development and the development of curricula and classroom instruction. The interpretations of the standards for both purposes should be the same and be openly shared.

Over its 4 years, SCILLSS will produce a design framework and related tools to support collaboration among state and local educators and their vendors in building coordinated systems of science assessments and instructional resources. The SCILLSS repertoire of tools will include a set of online assessment literacy modules; guidance on the development of science claims, task models, item templates, and performance level descriptors; a database populated with examples of student work that reflect the skills defined in content standards for each performance level; and protocols to support state and local self-evaluation of assessment systems and collaboration among state and local educators on assessment evaluation and design endeavors.

Ellen Forte of edCount, LLC, and Chad Buckendahl of ACS Ventures, LLC, are the coprincipal investigators for the SCILLSS project and Liz Summers of edCount, LLC, is the project director. Our expert panel includes Joanna Gorin (ETS), Kristen Huff (Curriculum Associates), Suzanne Lane (University of Pittsburgh), Richard Lesh (Indiana University at Bloomington), Mark Lyford (University of Wyoming), Ric Luecht (University of North Carolina at Greensboro), Paul Nichols (ACT), Pamela Paek (ACT), Jim Pellegrino (University of Illinois at Chicago), and David Pugalee (University of North Carolina at Charlotte).

I-SMART: Innovations in Science Map, Assessment, and Reporting Technologies

I-SMART is a partnership between Maryland (lead state), Missouri, New Jersey, New York, and Oklahoma, in collaboration with the Achievement and Assessment Institute at the University of Kansas and CAST. The overarching goal is to maximize science achievement and progress across grades for students with significant cognitive disabilities who take alternate assessments and for students with or without disabilities who are not yet meeting grade-level standards in Grades 3-8 and high school.

I-SMART will develop and evaluate learning map models for science, building on existing maps around grade-level targets and integrating learning map models that include knowledge and skills in English language arts and mathematics. Based on the learning map models, the project will develop short assessments that incorporate science disciplinary content and science and engineering practices in highly engaging, universally designed, and technology-delivered formats. Additionally, a reporting dashboard will leverage the learning map model structure to provide feedback on student performance as well as support teaching, learning, and communication with parents.

Into these products, I-SMART will interleave principles of universal design for learning that will expand the use of universal design for learning principles in learning map and assessment development. Also, the I-SMART assessment design process

will incorporate critical elements of evidence-centered design, including the development of design patterns that list assessment attributes, as well as templates, specifications, and descriptions of tasks.

Meagan Karvonen (University of Kansas) is the principal investigator and Marcie Torchon (Maryland State Department of Education) is the project director. coprincipal investigators include Josey Blackorby (CAST), Russell Swinburne-Romine (University of Kansas), and Gail Tiemann (University of Kansas). The I-SMART project governance board includes representatives from all collaborating states as well as technical advisors: Karen Erickson (University of North Carolina-Chapel Hill), Neal Kingston (University of Kansas), Cara Laitusis (ETS), James Pellegrino (University of Illinois at Chicago), Michael Wehmeyer (University of Kansas), and Phoebe Winter (independent consultant).

NCME MISSION FUND COMMITTEE UPDATE



Chad Buckendahl



Ellen Forte



Deborah Harris



Canda Mueller



Cathy Wendler (chair)



John Willse



Michelle Boyer (student rep)

The *Mission Fund* is the charitable giving arm for NCME and supports activities which advance our mission in the science and practice of measurement in education. Activities supported by the Fund fall outside those supported by the operational budget and these activities cannot happen without your support.

There are many colleagues who have shaped our professional and personal lives as well as made important contributions to the measurement field. Consider acknowledging them by making a tax-deductible donation in honor or memory of a colleague who has had an impact on you.

To contribute

- Go to <http://www.ncme.org/>. Use the donate link found at the top right of the NCME homepage, log on with your member information, select the NCME Mission Fund, and type in the amount you are donating. Then print and complete the form below indicating in whose memory/honor you are contributing and fax it to NCME at 215-564-2175 or mail it to NCME, 100 N. 20th Street, Suite 400, Philadelphia, PA 19103 USA.
- Or contribute by check or credit card by printing and completing the form below. Fax the form to NCME at 215-564-2175 or mail the form with your check to NCME, 100 N. 20th Street, Suite 400, Philadelphia, PA 19103 USA.

The NCME Mission Fund Committee thanks you in advance for your donation.

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NCME FITNESS WALK/RUN CORNER

*Jill van den Heuvel, Alpine Testing Solutions, and Katherine Furgol Castellano, Educational Testing Service
(with Brian French, Washington State University, Pullman, advising)*

We hope everyone has enjoyed a great summer with lots of opportunities of walking/running in the sunny weather! We hope that folks enjoy the transition to the cooler weather as fall approaches and that you are looking forward to the conference in New York next year. We are looking forward to returning to this destination after 10 years. We plan to hold the design-the-shirt competition again this year, so watch for calls for submissions. We also hope to elicit more participation in the team competition. So let us know



what it will take to get you and your colleagues out on a fun walk/run one morning of the conference. As those who regularly attend can attest, it is a great way to kick start a day of the conference.

See you in New York!

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