

NCME

national
council on
measurement
in education



2018 Awards and Recognition Ceremony

2018 NCME Award for Career Contributions to Educational Measurement



Dr. Brian E. Clauser

Brian received his doctorate from the University of Massachusetts, Amherst. For the past twenty-five years he has worked at the National Board of Medical Examiners, where he is currently vice president for the Center for Advanced Assessment. During his time at the NBME he led the research project that developed the automated scoring system that was used when computer-based case simulations were

first included as part of the medical licensing examination. This was one of the first high-stakes performance assessments entirely scored by computer. His collaborative research on evaluating the performance of standard setting procedures has resulted in more than 20 publications and conference presentations. More recently his research has focused on the impact of time limits on examinee performance. Brian has published more than 100 journal papers and book chapters on issues related to differential item functioning, performance assessment, automated scoring of complex assessments, standard setting, applications of generalizability theory, test validity, and the history of psychometrics. He is a fellow of the American Educational Research Association, a past editor of the *Journal of Educational Measurement*, and the current editor of the NCME book series.

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

2018 NCME Alicia Cascallar Award for an Outstanding Paper by an Early Career Scholar



Dr. Stefanie Wind

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.

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

2018 NCME Annual Award

Dr. Sean Reardon
Dr. Andrew Ho
Dr. Benjamin Shear
Dr. Erin Fahle
Dr. Demetra Kalogrides
Dr. Ken Shores
Dr. Katherine Castellano



The NCME Annual Award honors outstanding technical or scientific contributions to the public and the field of educational measurement. The 2018 award goes to the team that developed the Stanford Educational Data Archive (SEDA): Sean Reardon, Andrew Ho, Benjamin Shear, Erin Fahle, Demetra Kalogrides, Kenneth Shores, and Katherine Castellano.

We launched SEDA in 2016 to disseminate nationwide educational achievement data—300 million test scores comparable across 50 states and 7 years—freely to the public, including researchers, policymakers, educators, and parents. We hope these data generate evidence about the policies and contexts that are most effective at increasing educational opportunity, and that this evidence will inform educational policy and practices. We encourage you to browse and use the archive yourselves, here: <http://seda.stanford.edu>

Award Committee: Amy Clark (Chair), Amanda Wolkowitz, Lori Nebelsick-Gullett, Melinda Montgomery, Zhenqiu Lu, Benjamin Marsh

2018 Bradley Hanson Award for Contributions to Educational Measurement



Dr. Sandip Sinharay

Sandip Sinharay is a Principal Research Scientist at Educational Testing Service in Princeton, NJ. He received his doctoral degree from the Department of Statistics at Iowa State University in 2001. He received 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, all from the National Council on Measurement in Education. Dr. Sinharay is the joint editor of two books including the volume 26 on Psychometrics of the Handbook of Statistics series. He is the author of 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.

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

2018 NCME Jason Millman Promising Measurement Scholar Award



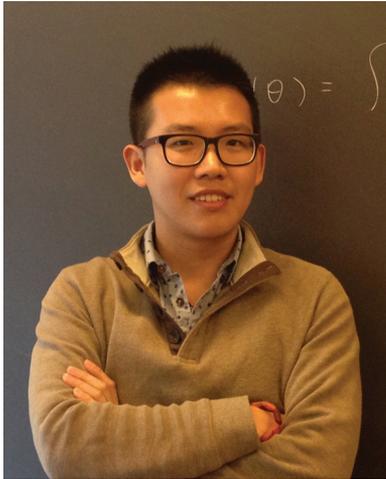
Dr. Richard Feinberg

The Jason Millman Promising Measurement Scholar 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. Richard 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.

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

2018 NCME Brenda H. Loyd Outstanding Dissertation Award



Dr. Yunxiao Chen

Yunxiao Chen is an assistant professor in the Department of Psychology and the Institute for Quantitative Theory and Methods at Emory University. He completed his Ph.D. in Statistics at Columbia University in 2016. Dr. Chen's primary scholarly focus is on the development of statistical and computational methods for solving problems in educational and psychological sciences, under three interrelated topics including (1) large-scale item response data analysis, (2) measurement and predictive

modeling based on students' dynamic behavioral data and (3) adaptive designs in educational measurement and learning. His articles have been published in a number of leading journals including *Psychometrika*, *Journal of the American Statistical Association*, and *Applied Psychological Measurement*.

Dr. Chen's Ph.D. 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.

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

The NCME Awards and Recognition Program rewards achievement in a variety of areas including technical and scientific contributions to the field, outstanding dissertation work, early career scholarship and career contributions.

Career Contributions Award - honors a person whose contributions over a career have had a widespread positive impact on the field of educational measurement, including theoretical or technical developments; ideas or conceptualizations of information to the public about educational measurement that has widely influenced public understanding; and/or applications of theory through procedures, instrument, or program development that have influenced broadly the nature of measurement and practice.

Alicia Cascallar Award - established to honor Alicia's professional commitment and accomplishments, and to continue her practice of mentoring and encouraging promising new scholars in the area of educational measurement.

Annual Award - recognizes contributions over the previous three years that:

- Represent an outstanding technical or scientific contribution to the public or the field of educational measurement, which could include a book or publication which is an application of technology, or innovative ways of solving practical and theoretical measurement problems, inventive instrument development techniques, creative testing procedures or products, or scientific contributions of measurement to research methodology.
- Demonstrate exceptional service, such as a practitioner might provide to a state, district, consortia, or client, excellence in teaching, or outstanding mentorship.

Bradley Hanson Award for Contributions to Educational Measurement – recognizes a recently completed research project or a proposed new research project that promises to make a substantive contribution to the field of educational measurement or the development, instruction or mentoring of new professionals in the field.

Jason Millman Promising Measurement Scholar Award - recognizes a scholar at the early stages of his/her career whose research has the potential to make a major contribution to the applied measurement field.

Brenda H. Loyd Outstanding Dissertation Award - honors an outstanding dissertation in the field of educational measurement.

For more information on NCME Awards and Recognition, including previous award winners, visit www.ncme.org.

Call for nominations for 2019 Awards will be issued in summer, 2018.