Welcome to the 2024 NCME Annual Meeting! We are so excited to have you join us in Philadelphia!

The theme of the 2024 NCME Annual Meeting is *Reconceptualizing Measurement Theory and Practice to Reduce Inequities*. As measurement researchers, we have a long history of studying educational inequities. Through this work we have identified many areas for improvement. At the same time, standardized tests themselves have been targeted in social, political, and legal arenas as being a major contributor to inequity. Responses in the measurement community have ranged from impassioned defenses on the grounds of fairness, transparency, and access; to critical re-examinations of the definitions of such terms; to active research toward developing more culturally responsive assessment techniques. These conversations are constructive, as they challenge us as measurement professionals to re-evaluate our roles in building equitable societies.

We invite you to attend the training and in-person presentations and engage in conversations with others on how we can truly reconceptualize measurement theory and practice to reduce inequities. Our hope for the 2024 Annual Meeting is to give attendees several ways to think about the theme and have further conversations on related measurement topics and research. There are a few changes to the Annual Meeting that we wanted to highlight.

NCME is planning to offer 19 different training sessions on Thursday April 11. Somewhat different than in years past, all the training sessions will be half-day sessions to allow attendees to attend two training sessions.

The first in-person presentation day, Friday April 12, will kick off with an opening plenary by Sam Kean, the author of *The Disappearing Spoon* and other books related to science history. Our hope is that his talk will challenge us to think about how historical events, inventions, and discoveries outside of the measurement field may have influenced how people think about measurement. The talk will be followed by a coffee break and networking time. The day will close with an invited session focused on the theme where we will hear several perspectives from outside the measurement community on the impact of testing and its role in creating an equitable society. This will be followed by the NCME Welcome Reception.

At different points during the conference, there will be opportunities to engage in hot topic roundtable discussions with colleagues as an alternative to paper sessions. Attendees will be randomly assigned to groups. Discussion prompts on contemporary issues in the field of measurement will be provided. In addition, paper sessions before lunch will be 60 minutes to allow for a longer and more natural lunch break. Exciting debates and important organized discussions will take place in the afternoon each day.

NCME will still have training sessions, innovation demonstrations, paper sessions, and coordinated sessions that people have come to love and expect on a wide range of measurement topics. Below are just a small number of selected sessions that attendees might be interested in each day.

**Thursday, April 11 Training Sessions:**
- Data Cleaning for Data Sharing Using R (Morning)
- Examining MIRT Models from a Graphical Perspective using RShiny and Mathematica (Morning)
- Bayesian Latent Variable Models in Education Research (Afternoon)
- Professional Training for Graduate Students in Measurement (Afternoon)

**Friday, April 12 In-Person Conference Sessions:**
- Opening Keynote and Coffee Social (Morning)
- How are State Assessment Programs and People Using Item-PLD Alignment These Days? (10:05 am to 11:05 am)
- NCME Career Award Presentation by Henry Braun (11:25 am to 12:25 pm)
- Testing Standard Revision Updates and Membership Input (11:25 am to 12:55 pm)
- Toward Balanced and Equitable Assessment Systems (1:15 pm to 2:45 pm)
- Fairness in the Next Generations of the Standards: A Discussion of Equity (3:05 pm to 4:35 pm)
- Invited Session Voices from the Measured: The Role of Testing in an Equitable Society (4:55 pm to 6:25 pm)
- NCME Welcome Reception (Evening)
Saturday, April 13 In-Person Conference Sessions:
- NCME Walk/Run (6:00 am to 7:30 am)
- NCME Business Meeting and Presidential Address (9:00 am to 11:00 am)
- Years of Learning: Relating Changes in Student Attainment to Time (11:25 am to 12:25 pm)
- A Conversation about Rebuilding Pathways to Educational Measurement (1:15 pm to 2:45 pm)
- Foundational Challenges to Foundational Competencies: Debating the Task Force Report (1:15 pm to 2:45 pm)
- Strengthening Partnerships to Improve Classroom Assessment Research, Practice, and Policy (3:05 pm to 4:35 pm)
- One Year after GPT-4: How AI Changed Assessments (3:05 pm to 4:35 pm)
- Sparking a Debate on the Role of Artificial Intelligence in Educational Measurement (4:55 pm to 6:25 pm)
- Re-envisioning Fairness: Far-reaching Implications for Measurement and Assessment Research and Practice (4:55 pm to 6:25 pm)

Sunday, April 14 In-Person Conference Sessions:
- Recent Innovations in Automated Scoring (7:45 am to 9:15 am)
- NCME Mission Fund Selected Projects Showcase (9:35 am to 11:05 am)
- Innovation Demonstration 3 (9:35 am to 11:05 am)
- Surveys of/for the Measurement Community (11:25 am to 12:25 pm)
- A Debate on the Merits of Embedded Standard Setting (1:15 pm to 2:45 pm)
- Personalization in the Service of Equity: What, Why, How, and for Whom? (1:15 pm to 2:45 pm)
- Moving from Accountability to Improvement: A Framework and Lessons from the Field (3:05 pm to 4:35 pm)
- Validating Assessment in a Multicultural, Pluralistic Context (3:05 pm to 4:35 pm)

Electronic Board Sessions Across Days:
- Graduate Student eBoard Sessions 1 and 2 (Friday, April 12, 11:25 am to 12:25 pm; Saturday, April 13, 11:25 am to 12:25 pm)
- Innovation Demonstration Sessions 1 and 2 (Friday, April 12, 10:05 am to 11:05 am; Saturday April 13, 1:15 pm to 2:45 pm)
- Electronic Board Sessions 1, 2, 3, and 4 (Friday, April 12, 1:15 pm to 2:45 pm, Friday, April 12, 3:05 pm to 4:35 pm; Saturday, April 12, 3:05 pm to 4:35 pm; Sunday, April 14, 1:15 pm to 2:45 pm)

We are so thankful to all who have contributed to this engaging program, including submission authors and all volunteers. We are appreciative of the reviewers for providing helpful feedback as well as colleagues who volunteered as discussants and chairs. We want to thank Ji Seung Yang and Wesley Bonifay, the Training and Professional Development Committee Chairs, as well as Janine A. Jackson, Chair of the Graduate Students Issues Committee, for her work on the program. We are also very thankful to the previous NCME program chairs for their help as well as feedback and discussion with next year’s program chairs. Finally, we want to thank the NCME President Michael Walker and NCME Executive Director Rich Patz for their help, support, and encouragement.

Jonathan Weeks and Adam Wyse
2024 NCME Annual Conference Co-Chairs
The SAT Suite Is Going Digital

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**Spring 2024:** SAT® and PSAT™ 10

Learn more at [sat.org/digital-educators](http://sat.org/digital-educators)
TABLE OF CONTENTS

General Meeting Information ................................................................. 06
Floor Plans ............................................................................................. 07
NCME Leadership ..................................................................................09
Proposal Reviewers ............................................................................... 12
Schedule at a Glance .............................................................................16

FULL SCHEDULE

Thursday, April 11 ..................................................................................24
Friday, April 12 .......................................................................................32
Saturday, April 13 ...................................................................................70
Sunday, April 14 ...................................................................................106

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Every individual brings unique experiences, skill sets, and perspectives that work to advance our purpose: continuously improving the quality, fairness, and accessibility of education for all students.

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• Assessment Design, Development, and Evaluation
• Instructional Systems and Capacity Building
• Policy Analysis and Technical Assistance

ACS was established to address a need in the assessment community for design, evaluation, operational support, and quality assurance. Our staff members consult directly with state, regional, national, and international education and credentialing testing programs. ACS has designed and led numerous test development and validation activities, conducted alignment and standard setting studies for a wide variety of clients, and has provided actionable and appropriate guidance and feedback to program leaders on various testing related issues.

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ACS was established to address a need in the assessment community for design, evaluation, operational support, and quality assurance. Our staff members consult directly with state, regional, national, and international education and credentialing testing programs. ACS has designed and led numerous test development and validation activities, conducted alignment and standard setting studies for a wide variety of clients, and has provided actionable and appropriate guidance and feedback to program leaders on various testing related issues.

Design
Program Design & Redesign
Assessment Design & Redesign
Research Design

Operational Support
Standard Setting
Alignment
Psychometric Analysis
Technical Documentation

Quality Assurance
Psychometric Oversight
Program Review and Audit
Program Evaluation
Technical Advisory Committees
Welcome to the 2024 NCME Annual Meeting in Philadelphia, PA!

NCME/AERA REGISTRATION & INFORMATION DESK
NCME/AERA check-in and registration is located at the Pennsylvania Convention Center, in conjunction with the AERA registration desk. Stop by the registration desk to pick up your conference materials including your name badge.

NCME/AERA Registration will be open the following hours:
- Wednesday, April 10  2:00 pm to 7:00 pm
- Thursday, April 11  7:00 am to 7:00 pm
- Friday, April 12  7:00 am to 7:00 pm
- Saturday, April 13  7:00 am to 7:00 pm
- Sunday, April 14  7:00 am to 4:30 pm

In addition to the registration desk, stop by the NCME Information Desk to ask questions about your membership, the program, the NCME Events app, and for any other questions! The Information Desk is located outside Room 126 on the Broad Street entrance of the Convention Center. If you are participating in the NCME 5K Fun Run, please stop by the desk to pick up your shirt.

The NCME Information Desk will be open the following hours:
- Thursday, April 11  7:30 am to 5:00 pm
- Friday, April 12  7:15 am to 5:00 pm
- Saturday, April 13  7:30 am to 5:00 pm
- Sunday, April 14  7:30 am to 12:00 pm

NCME GIVES BACK
This year in conjunction with the NCME Annual Meeting, we are asking NCME members and attendees to consider supporting The Public Interest Law Center through a monetary donation. The Public Interest Law Center uses high-impact legal strategies to advance the civil, social, and economic rights of communities in the Philadelphia region facing discrimination, inequality, and poverty. Please visit their website or scan the QR code below to donate.

DOWNLOAD THE OFFICIAL NCME EVENTS APP
- Download the eConference.io app from the App Store or Google Play.
- Open the app and enter NCME 2024 as the conference code.
- Once you are in the app, “Click to Log In” at the top of the screen and enter the log-in credentials from the Know Before You Go email to access.

SOCIAL MEDIA
Share your experience at the NCME Annual Meeting by using #NCME2024 in your posts!

FUTURE ANNUAL MEETING
Denver, CO
April 24-27, 2025
FLOOR PLANS

LEVEL 1

Exhibit Hall G

13th Street

Broad Street

LEVEL 4

Terrace Ballroom III
Terrace Ballroom IV

2024 ANNUAL MEETING
FLOOR PLANS

Mentoring Tables

Terrace Ballroom IV
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Ji Seung Yang  
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---

The American Board of Internal Medicine is delighted to welcome our colleagues in educational measurement and psychometrics to our home in historic Philadelphia.
ETS is launching something groundbreaking.

April 9, 2024

ets.org/research
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Christiana Aikenosi Akande
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Erin Banjanovic
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Kuan Yu Jin
Marc Anthony Johnson
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Paraskevi (Voula) Kanistra
Klint Kanopka
Yusuf Kara
Hacer Karamese
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Justin L. Kern
Eunhee Keum
Stella Kim
Jennifer Kobrin
Charalampos Kollias
Rodrigo Schames
Kreitchmann
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Ida Lawrence
Anh Thu Le
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Yuan-Ling Liaw
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Youn Seon Lim
Ami Lin
Séverin Lions
Chunyan Liu
Jinghua Liu
Jing Lu
Hotaka Maeda
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Ivy Mejia
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Min Wang
Zhuoran Wang
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Alexander Weissman
Jordan M. Wheeler
Natasha Jayne Williams
Phoebe C. Winter
Tong Wu
Yi-Chen Wu
Yi-Fang Wu
Adam E. Wyse
Jiawei Xiong
Ji Seung Yang
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Paul Zavitkovsky
Fabian Zehner
Ji Zeng
Liru Zhang
Mo Zhang
Rongchun Zhu
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Youngjin Han
Jeneve Nicola Swaby
Ji Seung Yang
Xiaying Zheng

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Kayla Burt
Sandra Liliana Camargo
Salamanca
Carlos Chavez
Guanyu Chen
Hong Chen
Jeongwon Choi
Gang Deng
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Ferdinand Banji Kumolalo
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Bowen Wang
Yu Wang
Tarid Wongvorachan
Yi-jung Wu
Xingyao Xiao
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Learn more from the creator of Navvy

The Impact of Large-scale Diagnostic Classroom Assessment on Student Achievement

Convention Center | Room 121C
11:25 a.m. – 12:25 p.m.

On Sunday, April 14, hear from Navvy creator, Dr. Laine Bradshaw, about why classroom standards-level assessment systems hold promise for improving learning trajectories by providing detailed, just-in-time feedback for informing personalized learning in the classroom.

Dr. Bradshaw will examine the impact of Navvy, a large-scale, diagnostic measurement-based classroom assessment system for learning and student achievement across subjects, grades, and over time.

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<table>
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<tr>
<th>Begin Time</th>
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<th>Room</th>
<th>Session Title</th>
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<tbody>
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<td>An Introduction to Creating Video Games for Measurement: From Design to Analysis*</td>
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<td>Cognitive Diagnosis Modeling: A General Framework Approach and Its Implementation in R*</td>
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<td>Designing Learning Progressions to Advance Equity in Assessment and Learning*</td>
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<td>Demystify Amazon Web Services (AWS): Cloud Computing and Psychometric Applications*</td>
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<td>Applying Data Mining Methods to Detect Test Fraud*</td>
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<td>Examining MIRT Models from a Graphical Perspective Using RShiny and Mathematica*</td>
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<td>Comprehensive Statistical Model Evaluation: Traditional, Bayesian, and Information-theoretic Methods and User-friendly Software*</td>
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<td>Optimal Test Design Approach to Fixed and Adaptive Test Construction using R*</td>
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<td>Computerized Multistage Testing: Theory, Practical Issues, and Solutions (Book by Routledge)*</td>
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<td>Building Monte Carlo Simulations in R for Measurement, Causal Inference, and Beyond!*</td>
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<td>Professional Training for Graduate Students in Measurement*</td>
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<td>Vertical Scaling: Hands-on Practice and Evaluation of IRT Linear and Non-linear Methods*</td>
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<td>How Are State Assessment Programs and People Using Item-PLD Alignment These Days?</td>
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<td>Explorations of GPT</td>
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## FRIDAY, APRIL 12

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<td>Navigating Challenges in Operational Psychometric Environments</td>
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<td>What Are Important Quality Criteria For Assessments In A Competency-Based Educational Program?</td>
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## SATURDAY, APRIL 13

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<td>Methodological Challenges and Solutions for Administering Large-Scale Assessments in India</td>
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<td>Past President’s Luncheon (invite only)</td>
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<td>Leveraging Experiences of Latin American and Muslim Women for Equitable Measurement Practices</td>
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<td>Reconceptualizing Diagnostic Classification Models: Applications and New Development</td>
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<td>Investing in Research and Development to Foster Innovation in PISA</td>
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<td>Tackling Challenges in Automated Scoring: Data Augmentation, Multilingualism, and Feedback Mechanisms</td>
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<td>Computer Adaptive Testing Applications</td>
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<td>A Conversation about Rebuilding Pathways to Educational Measurement</td>
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<td>Promoting Competency-Based Education</td>
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<td>Classroom Assessment and Culturally Responsive Teaching</td>
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<td>Foundational Challenges to Foundational Competencies: Debating the Task Force Report</td>
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<td>Validity of Socioculturally Responsive and Culturally Sustaining Assessments: Issues and Practice</td>
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<td>Re-envisioning Fairness: Far-reaching Implications for Measurement and Assessment Research and Practice (Joint AERA/NCME Session)</td>
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<td>Recent Innovations in Automated Scoring</td>
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<td>Is Your Test Instructionally Useful? How Do You Know?</td>
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<td>Instructing and Assessing Competencies for Future Success: Research From International Baccalaureate</td>
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<td>Incorporating Multiple Data Source to Explore Group Strategy Variations</td>
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<td>Moving from Accountability to Improvement: A Framework and Lessons from the Field</td>
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<td>Validating Assessment in a Multicultural, Pluralistic Context</td>
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Support Every Student with One Coherent Assessment Program

i-Ready Assessment delivers clear data, connects to precise instruction, and is backed by committed service. i-Ready is highly rated by the National Center on Intensive Intervention and trusted by educators to deliver screening, progress monitoring, and benchmark assessments to 12 million students nationwide.

Cambium Assessment is a leading provider of online assessments that shape the educational outcome for millions of students. Cambium Assessment offers summative, interim, and formative assessments. Visit cambiumassessment.com to find out more.

Item Response Theory Modeling with flexMIRT® IRTPRO™
001. An Introduction to Creating Video Games for Measurement: From Design to Analysis
Training Session
8:45 am to 12:45 pm
Convention Center: Level 1 - 120B

Participants will learn about considerations integral to the creation of videogames for measuring player learning, including the affordances of different game mechanics and design choices on gameplay data and how to derive meaningful indicators from gameplay data. We will use a variety of games to demonstrate how particular game mechanics impact the collection of gameplay data, the analyses that consequently can be performed with those data, and what they can reveal about player learning. This introductory session is for people interested in learning more about designing or using games for measurement purposes. It will not cover advanced statistical modeling or data mining. The training session will have three parts. Part 1: Identifying Game Mechanics for Measurement will offer an overview of the relationship between game design and gameplay data. Part II: Extracting Meaningful Events and Indicators from Gameplay Data will offer hands-on experience with the critical analytical process involved identifying important events and deriving indicators. Part III: Examples of Indicators and Analyses of Gameplay Data will focus on basic data analysis approaches that can be used to make sense of gameplay data. Participants should bring a laptop, tablet, or smartphone to access games for the hands-on activities.

Session Organizer:
Elizabeth Redman, UCLA CRESST

Presenters:
Gregory Chung, UCLA CRESST
Tianying Feng, UCLA
Jeremy Roberts, PBS KIDS

002. An Introduction to the Theory of Standard Setting
Training Session
8:45 am to 12:45 pm
Convention Center: Level 1 - 120C

This training session is designed to give attendees a thorough understanding of the goals for the use of standard setting procedures and the basic components of the standard setting procedures that are commonly in use. The intent is to show how the structure and processes used for setting standards of proficiency on educational tests can be used to support a validity argument for the interpretations that are commonly made about examinee performance relative to standards located on reporting score scales. The training session is not designed to train participants on a specific standard setting procedure. Examples will be provided of common standard setting procedures with a focus on how to evaluate whether those standard setting procedures are functioning as intended. The examples will include a discussion of the typical steps in a standard setting procedure including panelist selection, training, selection of test items, standard setting tasks, feedback, and final approval of standards. Some statistical methodology will be described and demonstrated for determining the functional characteristics of a standard setting procedure. The training session is appropriate for anyone who is interested in learning about the conceptual underpinnings of standard setting procedures.

Session Organizer:
Mark Reckase, Psychometric Solutions

003. Data Cleaning for Data Sharing Using R
Training Session
8:45 am to 12:45 pm
Convention Center: Level 1 - 121A

Before sharing research study data, it should be vetted to ensure that it is interpretable, analyzable, and reliable. This half-day virtual workshop will provide a foundational understanding of how to organize data for the purpose of data sharing. This workshop is for any education researcher who could benefit from guidance on how to take a messy raw dataset and organize it into a shareable data product. This workshop assumes you have some experience working with rectangular data, as well as a basic
Training Session
8:45 am to 12:45 pm
Convention Center: Level 1 - 121B

The primary aim of the workshop is to provide participants with the necessary practical experience to use cognitive diagnosis models (CDMs) in applied settings. Moreover, it aims to highlight the theoretical underpinnings needed to ground the proper use of CDMs in practice. In this workshop, participants will be introduced to a proportional reasoning (PR) assessment that was developed from scratch using a CDM paradigm. Participants will get a number of opportunities to work with PR assessment-based data. Moreover, they will learn how to use GDINA, an R package developed by the instructors for a series of CDM analyses (e.g., model calibration, evaluation of model appropriateness at item and test levels, Q-matrix validation, differential item functioning evaluation). To ensure that participants understand the proper use of CDMs, the theoretical bases for these analyses will be discussed. The intended audience of the workshop includes anyone interested in CDMs who has some familiarity with item response theory (IRT) and R programming language. No previous knowledge of CDM is required. By the end of the session, participants are expected to have a basic understanding of the theoretical underpinnings of CDM, as well as the capability to conduct various CDM analyses using the GDINA package.

Session Organizer:
Wenchao Ma, University of Alabama

Presenter:
Jimmy de la Torre, University of Hong Kong

005. Designing Learning Progressions to Advance Equity in Assessment and Learning
Training Session
8:45 am to 12:45 pm
Convention Center: Level 1 - 121C

A learning progression (LP) has the potential to provide actionable information to teachers and students by providing personalized, domain-specific information about what students already know and understand. In this training session, we focus on the design, development, and validation of an LP for the concept of function, which is central to mathematics learning in algebra and beyond. It is important that an LP is validated with the students it is intended to serve. In our work, we have focused on developing and validating an LP and associated activities for students in primarily high-needs schools. During the session, participants will engage in an experiential activity and discuss how it links to the mathematical ideas in the LP, learn how LPs can be developed and applied in a way that advances equity, see examples from steps in an LP validation cycle, and consider how small group work can be interpreted through the lens of an LP. Participants will leave the session with ideas about how to approach LP design and validation, and which psychometric methods can be used for empirical verification.

Session Organizer:
Edith Aurora Graf, ETS

Presenters:
Cheryl Lizano, Southern Illinois University Edwardsville
Peter van Rijn, ETS GLOBAL
**006. Demystify Amazon Web Services (AWS): Cloud Computing and Psychometric Applications**

*Training Session*

8:45 am to 12:45 pm  
Convention Center: Level 1 - 122A

Cloud computing has become increasingly popular over the past few decades, allowing people to store a massive volume of data, access the newest version of software and use the virtual machine with unbeatable computing power. As practitioners who handle assessment data and do various computing tasks daily, it can be helpful to explore how cloud computing technology can be leveraged to improve efficiency and enable effective communication of test results. Given the limitations of existing training materials, a workshop is proposed which targets at audiences who do not come from IT background. In this workshop, we will cover several AWS core services which can be used to accomplish analytical tasks, store outcome in the database, and display results on a dashboard. Participants do not need to have AWS experience. Upon completion, they will be able to streamline typical psychometric tasks, conduct ML and NLP research on cloud, and communicate findings effectively with other stakeholders inside or outside of the organization via interactive dashboard on the cloud. This is a heavy hands-on training and participants are strongly encouraged to bring their laptops to follow along in order to optimize the learning outcomes from this eight-hour training.

**Session Organizer:**  
*Huijuan Meng, Amazon Web Services AWS*

**Presenters:**  
*Vinita Talreja, Amazon Web Services AWS*  
*Ye Ma, Amazon Web Services AWS*  
*CJ Taylor, Amazon Web Services AWS*  
*Jodine Oquendo, Amazon Web Services AWS*

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**007. Applying Data Mining Methods to Detect Test Fraud**

*Training Session*

8:45 am to 12:45 pm  
Convention Center: Level 1 - 122B

This session will provide audience with systematic training on applying various data mining models using software programs: R and/or Python to detect fraud in different test formats, such as computer based, computer adaptive or multistage settings. It covers the basics of these two software programs, theories of selected unsupervised and supervised learning methods, including K-Means, Gaussian Finite Mixture, Self-Organization Mapping, K-Nearest Neighbor, Random Forest, Supported Vector Machine, Neural Network with R/Python demonstrations. Further, the advantages and disadvantages of using each software program will be discussed. This session consists of lectures, demonstrations, and hands-on activities of running various commonly used data mining methods. It is intended for intermediate and advanced graduate students, researchers, and practitioners who are interested in learning the basics and advanced topics related to data mining methods. It is expected the audience will have some basic knowledge of R and Python programming, but not required. Attendees will bring their own laptop and download the software programs free online. It is expected that attendees will master the basics of specify various data mining models and applying these models to detect aberrantly behaved test-takers; further, they can apply the skills to their own research and datasets.

**Session Organizers:**  
*Kaiwen Man, University of Alabama*  
*Sarah Linnea Toton, Caveon Test Security*

**Presenter:**  
*Yiqin Pan, University of Florida*
008. Examining MIRT Models from a Graphical Perspective using RShiny and Mathematica

Training Session
8:45 am to 12:45 pm
Convention Center: Level 1 - 123

The purpose of this workshop is to walk researchers through 15 different item and test analyses based upon two-dimensional IRT compensatory model item parameters estimated from assessment data. We will illustrate each analysis graphically using the software RShiny and Mathematica. Two software packages were developed for this Workshop: MIRTGraphRS and MIRTGraphM. The packages consist of a suite of RShiny and Mathematica programs that require the user to input a file containing their estimated two-dimensional compensatory item parameters and then the user can select to run one of 15 different graphics programs. All graphics can be downloaded to include in reports or articles. The MIRTGraphRS and MIRTGraphM packages are divided into five categories of graphics for Total Test, Test Information, Two-Dimensional Ability Estimation, and Differential Item Functioning. The goal of this workshop is to provide graphical tools that will yield greater insight into what tests are measuring and inform future test development. The session will have an interactive format where the audience can use their laptops and follow the presenters as they describe the various graphics. Attendees will receive a manual, detailing each of the graphics, and a copy of all the R Shiny and Mathematica programs that are discussed.

Session Organizer:
Terry Ackerman, University of Iowa

Presenters:
Mingqin Zhang, National Council of State Boards of Nursing (NCSBN)
Qing Xie, University of Iowa

010. Organizational Leadership for Measurement Experts

Training Session
8:45 am to 12:45 pm
Convention Center: Level 1 - 125

Participants in this training course will learn to identify the skills needed to function effectively as an organizational leader, learn from the real-world experience of measurement professionals who have been effective in leadership roles, and have the opportunity to reflect upon and explore their own interests and skills. Open to all but specifically intended to address the interests of early and mid-career professionals who are engaged in or contemplating organizational leadership roles, individuals from all backgrounds, including those from groups traditionally under-represented in leadership roles, are highly encouraged to participate. The facilitators have both rigorous scientific training and extensive organizational leadership experience. Leveraging NCME’s Foundational Competencies in Educational Measurement, dimensions of effective leadership are presented and discussed broadly, informed by real-world experience from within testing organizations and higher education contexts. The training session will be interactive, affording opportunities for self-reflection, small-group activities, and large-group discussions.

Session Organizer:
Richard Patz, University of California, Berkeley

Presenters:
Ye Tong, NBME
Michael C. Rodriguez, University of Minnesota
Jennifer Dunn, Pearson Assessments
Richard Patz, University of California, Berkeley
011. Diagnostic Classification Modeling with R and Stan
Training Session
1:00 to 5:00 pm
Convention Center: Level 1 - 120B

Diagnostic classification models (DCMs; also known as cognitive diagnostic models [CDMs]) have gained interest in recent years due to their ability to provide fine-grained actionable feedback while keeping test lengths short. In this workshop, we will cover how to easily estimate and evaluate DCMs with R and Stan. The workshop will include hands-on examples of defining a DCM, estimating the model, and evaluating the fit (e.g., test- and item-level fit, classification accuracy and consistency, etc.). The goal of the workshop is to enable participants to implement DCMs in their own work, and thus is intended for anyone who uses, or would like to use, DCMs for applied or research uses (e.g., psychometricians, faculty, applied researchers, graduate students). Although not necessary, prior experience with R will be helpful. All workshop materials, including slides, examples, and solutions will be available on a workshop website. Participants should have access to a laptop they can bring to the workshop in order to follow along with the examples. Instructions for installing any necessary software will be provided.

Session Organizer:
W. Jake Thompson, University of Kansas

012. Educational Testing and Psychometrics with R Package dexter
Training Session
1:00 to 5:00 pm
Convention Center: Level 1 - 120C

Among the 250 core and regular packages listed in the psychometric view of CRAN, dexter stands out by offering a comprehensive system for the management and analysis of test data. This includes a solid SQL data base created automatically, numerous and advanced diagnostic techniques for items and tests, and efficient support for ability estimation (both standard and plausible value based). dexter can calibrate connected multi-booklet designs of great complexity, and analyze large data sets very fast. It includes many innovative techniques for DIF detection, equating, profile analysis, and more. An easy to use graphical interface is provided by the companion package dextergui, while another package, dexterMST, supports a version of multi-stage testing particularly attractive in the context of high stakes exams. dexter is appropriate for production purposes and actually used in production on a daily basis. It was published in the hope of making IRT more appropriate, attractive, and accessible for the many countries and testing establishment around the world that still rely exclusively on classical test theory and traditional equating methods.

Session Organizer:
Ivailo Partchev, CITO

Presenter:
Ivailo Partchev, CITO

013. Bayesian Latent Variable Modeling In Education Research
Training Session
1:00 to 5:00 pm
Convention Center: Level 1 - 121A

The goal of the session is to provide background on Bayesian latent variable modeling and to illustrate the models using education data. We will consider factor analysis models, item response models, structural equation models, and two-level variations, with distinctions between the models becoming especially blurry under a Bayesian viewpoint. Specific topics include theoretical background, advantages and disadvantages of adopting a Bayesian modeling approach, prior and posterior checking, model estimation, and model extension. The topics will be illustrated via case studies in R, especially focusing on the blavaan package paired with Stan. Session attendees are assumed to have some knowledge of item response and/or structural equation models, though not necessarily in depth.

Session Organizer:
Edgar Merkle, University of Missouri
014. Longitudinal Diagnostic Classification Models: Theory and Applications
Training Session
1:00 to 5:00 pm
Convention Center: Level 1 - 121B

Diagnostic classification models (DCMs) are psychometrics tools that focus on providing actionable feedback in the form of examinee attribute classifications. Longitudinal DCMs have been developed and applied as psychometric tools for analyzing diagnostic assessments administered over multiple occasions. Different from traditional psychometric frameworks for growth, which typically provide continuous and norm-referenced growth estimates, longitudinal DCMs provide categorical growth estimates with criterion-referenced interpretations. This workshop focuses on longitudinal DCMs and their application as the psychometric foundation for categorical growth models. After completing this workshop, participants will understand the structure of longitudinal DCMs, be able to estimate longitudinal DCMs using a newly developed R package, and interpret software output. This session is appropriate for graduate students, researchers, and practitioners at the emerging or experienced level. Participants are expected to have a basic knowledge of DCMs and psychometrics to enroll. This session presents both conceptual and technical content and also provides hands-on experience for participants to apply what they learn. Content will mostly be delivered through lecture, and content will be reinforced using hands-on activities. Instructor will encourage audience participation through questions and allow time for discussions among participants and the instructor.

Session Organizer:
Matthew James Madison, University of Georgia

015. Comprehensive Statistical Model Evaluation: Traditional, Bayesian, and Information theoretic Methods and User-friendly Software
Training Session
1:00 to 5:00 pm
Convention Center: Level 1 - 121C

Statistical models play a central role in scientific analysis, inference, and decision-making, so it is imperative that researchers diligently and thoroughly evaluate their models before disseminating them. This training session offers an immersive exploration of three perspectives on statistical model evaluation. Attendees will gain a theoretical and methodological understanding of (1) traditional goodness-of-fit testing and bootstrapping procedures, (2) Bayesian prior and posterior predictive model checking, and (3) information-theoretic techniques that adhere to the principle of minimum description length. This discussion will culminate in a simple framework that integrates all three perspectives. Session leaders will then demonstrate a user-friendly Shiny software application that allows users to upload data, specify a statistical model, select any or all of the methods within the framework, and generate a customized model evaluation report. Attendees should bring their own laptops, with R and RStudio installed prior to the session. The intended audience comprises researchers who use statistical models of any form. The methods covered in this session have been applied to item response theory, factor analysis, and structural equation models, and could be extended to other modeling frameworks. There are no prerequisites for this session, other than general familiarity with the practice of statistical modeling.

Session Organizer:
Wes Bonifay, University of Missouri

Presenters:
Wes Bonifay, University of Missouri
Sonja D Winter, University of Missouri, Columbia
Hanamori Skoblow, University of Missouri
016. Optimal Test Design Approach to Fixed and Adaptive Test Construction using R
Training Session
1:00 to 5:00 pm
Convention Center: Level 1 - 122A

Many testing programs use fixed test forms and computerized adaptive testing (CAT) forms interchangeably, but conventional CAT selects items through computer algorithms while fixed forms are created using iterative review processes. The optimal test design framework provides an integrated solution for creating test forms in various configurations and offers a simplified workflow for meeting complex blueprint requirements. This workshop covers the principles of the optimal test design framework and their applications in fixed and adaptive test construction, along with practical examples and an R package for creating and evaluating various fixed and adaptive test formats.

Session Organizer:
Seung W. Choi, University of Texas at Austin

Presenter:
Sangdon Lim, Cambium Assessment

017. Computerized Multistage Testing: Theory, Practical Issues, and Solutions (Book by Routledge)
Training Session
1:00 to 5:00 pm
Convention Center: Level 1 - 122B

(Revised from NCME Training session 2016-2022) This course provides a general overview of a computerized multistage test (MST) design and its important concepts and processes in the age of AI. The MST design is described alongside the considerations for test development, psychometrics, and engineering. We will also discuss how it differs from other test designs, such as a linear test and a computer adaptive test (CAT), and how to design and conduct simulations for an optimal test.

Session Organizer:
Duanli Yan, ETS

Presenters:
Duanli Yan, ETS
Alina A. von Davier, Duolingo
Kyung (Chris) T. Han, GMAC

018. Building Monte Carlo Simulations in R for Measurement, Causal Inference, and Beyond!
Training Session
1:00 to 5:00 pm
Convention Center: Level 1 - 123

In this course we will learn how to write Monte Carlo simulations in R. Monte Carlo simulations are an essential tool of inquiry, useful both for small-scale investigations and for formal methodological research. Simulation can assess, for example, how much re-testing biases a regression discontinuity design due to undermining the measurement properties of a test score. Our focus is on the best practices of simulation design. Overall, we will show how a specific simulation framework allows for rapid exploration of the impact of different design choices, measurement qualities, and data concerns, and show how simulation can answer questions that are hard to answer using direct computation. For example, available algebraic formulas are often based on asymptotic approximations, which might not “kick in” if sample sizes are moderate; simulation can provide an answer. In this session we will work through two simulation case studies, showcasing a modular programming approach for good design. Code, along with an on-line open-source textbook, will be provided and demonstrated. Students should bring laptops, with R and RStudio installed, to follow along. By the end, students will be able to adapt provided code to their own purposes moving forward. Some familiarity with R is assumed.

Session Organizer:
Luke Weisman Miratrix, Harvard Graduate School of Education
019. Professional Training for Graduate Students in Measurement
Training Session
1:00 to 5:00 pm
Convention Center: Level 1 - 124

This training session will address practical topics for graduate students in measurement to find a job and start a career. First, what to do now while they are still in school to best prepare for a job, which includes the types of training employers look for and how to obtain it (classes, workshops, online training, etc.), how to find a topic and complete a dissertation, how to maximize experiences with networking, internships, social media, and volunteering. Second, how to locate and interview for a job, which includes finding open positions and the application process, including tailoring cover letters, references, and resumes. Third, what to expect in the interview process, including online and in-person interviews, job talks, questions to ask, and negotiating an offer. Last, starting a career, adjusting to the work environment, evaluations, and people (clients, students, co-workers, bosses, mentors, etc.), establishing a career path, searching for grants/funds/awards opportunities, work-life balance, dealing with a bad fit, and staying current. The session addresses working-from-home, publishing, professional associations and service, layoffs, and the wide variety of jobs available. The session is interactive, geared to addressing the attendees’ particular interests during the session, and providing resource material on all topics as a takeaway.

Session Organizer:
Deborah J. Harris, The University of Iowa

Presenters:
Deborah J. Harris, The University of Iowa
Nathan Wall, EMETRIC
Yi-Fang Wu, Cambium Assessment, Inc.

020. Vertical Scaling: Hands-on Practice and Evaluation of IRT Linear and Non-linear Methods
Training Session
1:00 to 5:00 pm
Convention Center: Level 1 - 125

This training demonstrates the empirical application of vertical scaling approaches developed for newly launched large-scale assessments. Vertical scales are a current interest in K-12 testing programs for supporting the measuring and tracking of growth across grade levels. This training session focuses on the following topics: (1) conceptual and technical background of vertical scaling, including the definition of student growth, data collection design, and scaling methods, (2) step-by-step guides to conduct item response theory (IRT) vertical scaling with linear and non-linear methods of converting student ability estimates to scaled scores, (3) a hands-on exercise related to evaluating scaling outcomes and comparing scaled scores, and (4) practical issues and future research topics on vertical scaling. Through the training session, we hope participants will achieve empirical vertical scaling work experience and an understanding of the challenges and limitations related to vertical scaling that psychometricians face in new test development. The training is targeted toward advanced graduate students or new measurement professionals who want to practice vertical scaling. We recommend that participants have some background knowledge in IRT-based equating and scaling, but it is not required. Attendees should bring their own laptops to conduct the hands-on activities.

Session Organizer:
Hyeon-Joo Oh, Riverside Insights

Presenters:
Tim Moses, College Board
Hanwook Yoo, Ascend Learning
021. Keynote Lecture and Conference Opening

Invited Session
7:45 to 9:00 am
Convention Center: Level 3 - Ballroom AB

Presenter:
Sam Kean

Sam Kean is the New York Times bestselling author of six books, including The Icepick Surgeon, The Bastard Brigade, The Dueling Neurosurgeons, and The Disappearing Spoon.

His stories have appeared in The Best American Science and Nature Writing, The New Yorker, The Atlantic, Slate, and Psychology Today, among other places, and his work has been featured on NPR’s “Radiolab”, “Science Friday”, and “All Things Considered,” among other shows. The Bastard Brigade was a “Science Friday” book of the year, while Caesar’s Last Breath was the Guardian science book of the year. The Disappearing Spoon was a runner-up for the Royal Society book of the year. Both The Violinist’s Thumb and The Dueling Neurosurgeons were nominated for PEN’s literary science writing award.

Coffee Social immediately following

022. Nonparametric IRT

Paper Session
10:05 to 11:05 am
Convention Center: Level 1 - 120B

Chair:
Haeju Lee, University of North Carolina Greenboro

Participants:
Evaluating Data Quality Using a Combination of Nonparametric and Parametric IRT Models
Stefanie A. Wind, University of Alabama; Benjamin Kweku Lugu, University of Alabama
We used real and simulated data to examine the performance of sequential MSA procedure and parametric IRT models to evaluate measurement data quality. The findings show that MSA is an effective tool for screening items and participants with careless responses before applying parametric models.

Item-Explanatory Mokken Scaling: Using Nonparametric Item Response Theory to Explore Item Characteristics
Stefanie A. Wind, University of Alabama
We considered how nonparametric IRT techniques can be used to explore item characteristics. We used two real-data illustrations and evaluated the sensitivity of the approach using a simulation. Results suggested that MSA techniques can be extended to examine item properties for evidence of monotonicity and invariant ordering.

Comparing Genetic Algorithms and NIRT for Autism Screening Gender Bias
Yiling Cheng, Kaohsiung Medical University; Mark Reckase, Psychometric Solutions
It has been known that gender differences exist in ASD. Previous approaches often remove items that demonstrate unequal performances across groups. Because certain disorders might exhibit diverse phenotypes, removing items could potentially lead to the exclusion of subgroups. An alternative method for creating screening tools tailored to gender was proposed.

Discussant:
Daniel Bolt, University of Wisconsin, Madison
023. Learning Progressions

Paper Session
10:05 to 11:05 am
Convention Center: Level 1 - 120C

Chair:
Na Liu, Georgia Institute of Technology

Participants:
Cultural Sensitivity of Assessments based on Learning Progressions within Early Childhood Assessment Systems
Joshua Sussman, University of California, Berkeley
This paper examines the learning progressions (LPs) within early learning and kindergarten entry assessment (EL-KEA) systems. We examine the degree to which models of learning and development operationalized by LPs apply equally well to culturally and linguistically diverse (CLD) families and children identified as White.

Fine-Tuning Gpt-3 For Automatic Scoring In Learning Progression
Mingfeng Xue, University of California - Berkeley; Mark Wilson, Berkeley School of Education, University of California, Berkeley; Linda Morell, University of California, BER
Generative Pre-trained Transformer (GPT) is powerful in natural language processing. This research investigates its potential in automatic scoring for items from a learning progression. We leverage the text classification ability of GPT-3 by fine-tuning the models. Results show the fine-tuned GPT-3 models perform satisfactorily in automatic scoring.

Using Machine Learning to Detect Student Learning Levels along a Learning Progression
Duy N. Pham, University of Massachusetts, Amherst; Viet Lai, University of Oregon
We introduced a novel method of using Natural Language Processing and Machine Learning to detect student learning levels using student short responses to a question measuring a learning progression of functions. Accuracy rate of our model was at 86%. Our precision, recall, and F1 scores ranged from .77 to .92.

Discussant:
Mark Wilson, Berkeley School of Education, University of California, Berkeley

024. Oral Reading Fluency Analyses

Paper Session
10:05 to 11:05 am
Convention Center: Level 1 - 121A

Chair:
Yu-Lan Su, Center for Applied Linguistics

Participants:
Modeling Differential Speediness of Readers in Oral Reading Fluency Assessments
Yusuf Kara, Southern Methodist University; Xin Qiao, Shandong Academy of Sciences
This study proposes an extended speed and accuracy model to relax the assumption of constant reading speed in model-based oral reading fluency assessment. Variable reading speed is defined in the form of a quadratic growth model. Theoretical and practical implications are demonstrated through the analysis of an empirical dataset.

Sentence Order Fluency and Formative Assessment of Reading Comprehension
Adam Lekwa, Rutgers, The State University of New Jersey
Formative assessment of reading comprehension has been a psychometric and practical challenge. This presentation introduces Sentence Order Fluency (SOF) as a novel measurement strategy, including evidence of its relationship with comprehension, as well as text characteristics that might promote creation of higher-quality SOF probes.
Validity Evidence of Spanish and English Oral Reading Fluency
Anh Thu Le, University of Notre Dame; Doris Luft Baker, The University of Texas at Austin; Deni Basaraba, Amplify Education
We explore whether the way we measure oral reading fluency in bilingual students is reliable across time points. We used 18 passages in Spanish and English to examine this validity. We ran CFA and found strong evidence for the validity of these passages.

Discussant:
John Sabatini, Institute for Intelligent Systems, University of Memphis

025. Credentialing
Paper Session
10:05 to 11:05 am
Convention Center: Level 1 - 121B

Chair:
Amanda Clauser, National Board of Medical Examiners

Participants:
Assessing Complex Reasoning Through the Design and Development of a Credentialing Program
Susan Davis-Becker, ACS Ventures, LLC; Kelley Stethen, ACS Ventures, LLC; Shelby Williamson, National Strength and Conditioning Association
Credentialing programs are continually challenged to build examinations that evaluate whether candidates can perform job tasks related to professional judgments and evaluations. This presentations details how one program worked towards this goal by implementing a multi-dimensional framework of professional expectations to develop items designed to measure these higher-order thinking tasks.

Integrating Content Area Feedback for Subject Exams in Support of Licensure Preparation
Onur Ramazan, Washington State University; Irina Grabovsky, NBME; Francis O’Donnell, National Board of Medical Examiners; Carol Morrison, NBME
This research introduces new composite scores for content area feedback on the NBME® Clinical Science Subject Exams. Analyses provide strong validity evidence based on internal structure, reliability, and relation to other variables. The results indicate that the composite scores may be helpful to medical students preparing for Step 2.

Word Embeddings For Machine Learning Scoring On Medical Examination Short Answer Items
Yooyoung Park, NBOME; Xia Mao, NBOME
The study investigates how word embeddings can be used in machine learning-based scoring algorithms to score text responses from short answer items on medical examinations. The performances of scoring algorithms using word embeddings in several machine learning approaches are compared. Finally, factors affecting the efficiency of these algorithms are discussed.

Discussant:
Andrew Jones, American Board of Surgery

026. Background Questions and Surveys
Paper Session
10:05 to 11:05 am
Convention Center: Level 1 - 121C

Chair:
Yuan Ge, The College Board

Participants:
Leveraging Background Knowledge Measures to Predict Performance in Scenario-Based Assessments
Jesse R. Sparks, ETS; Teresa Ober, ETS; Blair Lehman, ETS; Diego Zapata-Rivera, ETS
Personalization of tasks based on students’ funds of knowledge, can be a useful method to foster their engagement and learning. This study examined multiple approaches to measure students’ background knowledge related to a scenario-based assessment topic and the degree to which different measures predicted performance on the assessment.
Optimizing Background Questionnaire Score Comparability and Model Fit in International Survey Assessments
Selene Sunmin Lee ETS; Frederic Robin, ETS
To achieve both accurate model data fit and high comparability of scores across many countries and language groups, an item fit RMSD statistic threshold value of 0.20 may be optimal to trigger the estimation of group-specific item parameters for a wide range of background questionnaire scales.

Investigating “Books at Home” as an Indicator of Student Socioeconomic Status
Samuel Dale Ihlenfeldt, University of Minnesota; Kyle Nickodem, University of Minnesota - Twin Cities; Michael C. Rodriguez, University of Minnesota
We investigated the use of a self-reported count of books at home as an indicator of socioeconomic status on a large-scale student survey. Low correlations between books at home, county median household income, and poverty rates, suggest the need for a better indicator. Possible alternatives are discussed.

Discussant:
Stanley N Rabinowitz, EdMetric LLC

027. Network Models
Paper Session
10:05 to 11:05 am
Convention Center: Level 1 - 122A

Chair:
Jiawei Xiong, Pearson

Participants:
Additive Bayesian Network: Exploring The Latent Networks From Textual Responses and Scores
Constanza Mardones, University of Georgia; Shiyu Wang, University of Georgia; Allan Cohen, University of Georgia; Xiaoming Zhai, University of Georgia
This study used the additive Bayesian network (ABN) model to build latent networks between latent attributes learned from a diagnostic classification model and latent topics learned from a latent Dirichlet allocation model. Preliminary results showed that the ABN is useful for detecting the complex relationships between these latent variables.

IRT and FA are Neural Networks: a Friendly Introduction
Denis Federiakin, Johannes Gutenberg University Mainz; Lidia Dobria, Wilbur Wright College; Kevin Shenavai, Johannes Gutenberg University Mainz; Susanne Schmidt, Johannes Gutenberg-University Mainz; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University
We describe how to configure a Neural Network to enable it to estimate the parameters of either Item Response Theory or Factor Analysis models. For this purpose, we utilize the architecture of Variational Autoencoders, which is based on Variational Inference. Real data examples are used for benchmarking.

Using Network Psychometrics to Identify Wording Effects in a Socioemotional Skills Survey
Ashley Clelland, University of Alberta; Okan Bulut, University of Alberta
We explored the effectiveness of using network psychometrics to identify wording effects in five scales from the Organization for Economic Cooperation and Development’s Social and Emotional Skills Survey dataset. We validated network psychometric models against confirmatory factor analysis models and found that results were strongly consistent for two scales.
028. How Are State Assessment Programs and People Using Item-PLD Alignment These Days?

Coordinated Paper Session
10:05 to 11:05 am
Convention Center: Level 1 - 122B

Abstract (for the programs, 200 words) Measurement researchers, psychometricians, and item development leaders now recognize the importance of matching item response demands with knowledge and skill expectations in performance level descriptors (PLDs). While perhaps most important to test score interpretations and uses, item PLD alignment also is important for understanding and using PLDs for instructional planning, alignment of test items to test blueprints and content standards, test forms assembly, and standard setting. It’s also relevant to defining item cognitive complexity. Item-PLD alignment also can reduce inequities for test takers whose exposure to state content standards is limited. In this session, three experts in using item-PLD alignment for operational testing programs will describe their recent work in practical applications of item-PLD alignment. The discussant will comment on the papers and extend the work described in the session to research on and concepts of item cognitive complexity.

Session Organizer:
Steve Ferrara, HumRRO

Participants:
The Expanding Uses of Item-to-Range-ALD Alignment
Christina Schneider, Cambium Assessment, Inc.

Matching Items to PLDs and Annotating to Guide Instruction
Arthur Thacker, HumRRO; Andrea Sinclair, HumRRO

Why and How to Use ALDs for Alignment
Ellen Forte, edCount, LLC; Melissa Fincher, edCount, LLC

Discussant:
Steve Ferrara, HumRRO

029. Dimensionality

Paper Session
10:05 to 11:05 am
Convention Center: Level 1 - 123

Chair:
Ji Zeng, Michigan Department of Education

Participants:
Using Bifactor Models to Assess the Dimensionality of Information and Computer Literacy
Yuan-Ling Liaw, IEA Hamburg; Kerstin Drossel, Universität Paderborn; Birgit Eickelmann, Universität Paderborn; Mojca Rozman, IEA Hamburg

Large-scale assessments evaluate education systems in domains such as reading and mathematics, but some argue they mainly reflect overall cognitive ability. Using German ICILS data, we examine the extent to which students’ scores in computer and information literacy, computational thinking, reading, and cognitive tests reflect their overall and subject-specific abilities.

Variational Approximation for Efficient Estimation of Latent Variable Models
Jihang Chen, Boston College; Zhushan Mandy Li, Boston College

This study introduces variational approximation as an efficient alternative to Hamiltonian Monte Carlo (HMC) for latent variable model (e.g., CFA and IRT models) parameter estimation. Through a simulation study, we demonstrate that Variational Approximation offers precise results in high-dimensional, small-sample settings while significantly reducing computational time.

Discussant:
Joseph A. Martineau, ETS
030. Explorations of GPT
Paper Session
10:05 to 11:05 am
Convention Center: Level 1 - 124

Chair:
Paulius Satkus, GMAC

Participants:
Assessment of University Students’ Essays through OpenAI GPT
Ayfer Sayin, Gazi University; Deniz Melanlioglu, Istanbul University
This study examines the applicability of the OpenAI GPT for scoring essays. GPT scores exhibit positive and moderate correlation with expert scores. It is observed that GPT scores content well but has difficulties in scoring text organization. The research underlines the applicability of automatic scoring in languages other than English.

Bridging Bilingual Gaps: An In-depth Exploration of ChatGPT’s Transadaptation Capabilities
Xingyao Xiao, Berkeley School of Education, University of California, Berkeley; Pooya Razavi, Edmentum, Inc; Sonya Powers, Edmentum, Inc.
This research examines ChatGPT’s prowess in transadapting English to Spanish educational content, specifically assessment items in ELA and mathematics. Contrasting ChatGPT outputs with human benchmarks, we gauge linguistic accuracy, contextual relevance, and efficiency. Initial results hint at potential AI improvements and emphasize the delicate equilibrium between rapidity and quality.

Evaluating the Performance of GPT-4 on the GMAT Exam Questions
Yanyan Fu, GMAC; Paulius Satkus, GMAC; Kyung (Chris) T. Han, GMAC
A recent study found that the language model GPT-4 could achieve above the 90th percentile in major assessments (e.g., SAT, LSAT, and GRE). This study examined GPT-4’s performance on the GMAT exam and found that it can achieve the 93rd and 66th percentiles on the Verbal and Quant sections, respectively.

Discussant:
Jiangang Hao, ETS

031. Scaling, Linking, and Equating
Paper Session
10:05 to 11:05 am
Convention Center: Level 1 - 125

Chair:
Leslie Keng, National Board of Medical Examiners

Participants:
A Comparison of Robust Linking Methods with Multiple Outlying Common Items
Seongeun Kim, University of North Carolina at Greensboro; Kyung Yong Kim, University of North Carolina Greensboro
Common items (CIs) play a crucial role in scale linking. When existing outlying CIs, retaining them is recommended to maintain content balance and psychometric characteristics rather than removing them. Robust linking methods, reducing the influence of outlying CIs have been suggested, and those are compared through simulation under various conditions.

Selecting Parameters in Cubic Spline PostSmoothing Using Cross-Validation
Stella Kim, University of North Carolina at Charlotte; Won-Chan Lee, University of Iowa; Hwanggyu Lim, GMAC; Yeonwho Kim, Seoul National University
The purpose of this study is to propose a new approach to selecting a smoothing parameter in cubic-spline functions in equating using a cross-validation technique. Results from the proposed method are evaluated in comparison to various levels of parameters typically used in cubic-spline postsmoothing and log-linear presmoothing through simulation studies.
Vertical Scale Implications When Accelerated Students are Not Double Tested

Elizabeth Ayers-Wright, Cambium Assessment, Inc.; Hongwook Suh, Cambium Assessment, Inc.; Mario Gonzalez, Cambium Assessment

When states have provisions that allow all students to prepare for and take advanced mathematics coursework, eighth grade students are not required to double test. We explore the effect of vertical scale recovery when accelerated eighth grade students test complete an end-of-course assessment instead of the Grade 8 assessment.

Discussant:
Tim Moses, College Board

032. Using Generative AI in Education: Results from Large-Scale EdTech Platform R&D

Coordinated Paper Session
10:05 to 11:05 am
Convention Center: Level 4 - Terrace Ballroom III

Generative Artificial Intelligence (GenAI) made a major technical breakthrough in 2022 with the public release of ChatGPT, DALL-E, LLAMA-2 and other applications that rely on large language models (LLM) to create new text/images in response to human prompts. This technology is early in the hype cycle, but is having substantial impacts in many industries, and education is one of the most promising areas identified for its application. Measurement experts and assessment service providers are familiar with LLMs and use them frequently in automated scoring and other contexts. However, GenAI brings significant challenges to foundational principles in measurement. LLMs are inherently difficult to explain – even by the people creating them. Their training data is neither representative nor static, and in some cases is not even disclosed (e.g. GPT-4). In this context, we suggest that while the concepts of measurement are still important, their practice requires a change in methods. This session seeks to pierce the hype and hyperbole surrounding this new technology through papers that describe Item Development with Duolingo, Tutoring Dialogue with Khanmigo, Automated Distractor Generation & Item Feedback with EEDI, Math Feedback with NAEP Data, and interpretability research using eRater/Textevaluator. This session is organized through NCME’s Generative AI SIGIME.

Session Organizer:
John Whitmer, Federation of American Scientists

Moderator:
Chris Ormerod, Cambium Assessment, Inc.

Participants:
Automated Item Development of Complex Reading and Listening Tasks for Language Assessments
Andrew Runge, Duolingo

Automated Distractor and Feedback Generation for Math Multiple-choice Questions
Andrew Lan, University of Massachusetts at Amherst

Providing dialogue-based stepwise feedback in mathematics
Kristen DiCerbo, Khan Academy

Creating Partially Interpretable Embeddings From Large Language Models Using Best Interpretable Orthogonal Transformations
Paul Deane, ETS

Discussant:
Magdalen Beiting-Parrish, Federation of American Scientists
033. Innovation Demonstration I

**Paper Session**

10:05 to 11:05 am
Convention Center: Level 4 - Terrace Ballroom IV

Participants:

**Aberrance: An R Package For Detecting Aberrance In Test Data**

*Kylie Gorney, Michigan State University; Jiayi Deng, University of Minnesota*

Aberrant behavior refers to any type of unusual behavior that would not be expected under normal circumstances. In this demonstration, we introduce an R package for detecting several types of aberrant behavior, including preknowledge, answer copying, rapid guessing, and more.

**Collaborative Problem Solving Training Program: Arming the 21st Century**

*Carol McGregor Forsyth; Jessica Andrews Todd, ETS; Emily Kerzabi, ETS; Guangming Ling, ETS*

This paper presents a Collaborative Problem Solving (CPS) training program developed within a facilitation system known as EPCAL, with the aim of providing individuals with much-needed training and assessment on how to be effective collaborative problem solvers. This system will be presented as a hands-on activity.

**ShinyBHB: A Shiny App for Bayesian Historical Borrowing in Large-Scale Assessments**

*Weicong Lyu, University of Washington, Seattle; Shaojie Ye, Pinterest; Jianshen Chen, College Board; Sinan Yavuz, University of Wisconsin-Madison; David Kaplan, University of Wisconsin, Madison*

ShinyBHB is a comprehensive application package built on the R package Shiny to implement Bayesian historical borrowing for single-level, multilevel, and longitudinal data. It covers Bayesian models with no borrowing, pooling, aggregated data priors, power priors, commensurate priors, and dynamic priors, with flexible model building and various output formats available.

**A Human-Centered AI-Augmented Approach To Contextualizing Test Performance On Large-Scale Assessments**

*Hongwen Guo, ETS; Matthew S Johnson, ETS; Luis Saldivia, ETS; Michelle Worthington, ETS; Kadriye Ercikan, ETS*

Process data, collected from large-scale assessments, offer opportunities to explore students’ test-taking processes, but manually labeling them is hard to scale. We proposed a human-centered AI approach to make sense of process data to contextualize performance, and to help identify sources of low performance and generate rich feedback.

**Generative AI Chatbot for Large-Scale Assessment Data Analysis**

*Sinan Yavuz, American Institutes for Research; Blue Webb, American Institutes for Research; Paul Bailey, American Institutes for Research; Ting Zhang, American Institutes for Research; Yuqi Liao, American Institutes for Research; Emmanuel Sikali, NCES*

We fine-tuned the generative AI model and developed specific chatbots to help coding for large-scale assessment (LSA) data analyses. The chatbot focuses on helping with NCES LSA data analysis programming with the R package EdSurvey. We focused on methods that write the codes for analyses and debug the written codes.

**Tensor-Based Scoring For Cognitively Diagnostic Models**

*Russell G Almond, Florida State University*

The basic scoring operations for Cognitively Diagnostic models are expressed in terms of tensors, multidimensional arrays. This allows the use of computing optimization tools such as tensorflow or PyTorch in scoring and calibration of CDMs.
034. Rater Models
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 120B

Chair:
Xingyao Xiao, Berkeley School of Education, University of California, Berkeley

Participants:
Evaluating Ratings in a Small-Sample Speaking Assessment: A Hierarchical Rater Model Approach
Mirai Nagasawa, The University of Alabama; Stefanie A. Wind, University of Alabama
We examined rater effects in a small-sample speaking performance assessment using a Bayesian Hierarchical Rater Model (HRM) approach. Results suggested that the HRM is effective for evaluating ratings with small sample sizes and nested structures and provides insight into rater effects related to rubric criteria.

Rating Scale Model in Diagnostic Classification Modeling
Ren Liu, UC Merced; Alexandra Levin Kislyonkova, UC Merced
The study introduces a new Diagnostic Classification Model (DCM) suitable for rating scalelike instruments. The model uses the Rating Scale Model and accommodates it to the assumptions of the DCM framework. The new model is tested in three studies: operational study, simulation study, and model comparison study.

Modelling the Complexity of Competency Assessment Using Facet Analysis
Cuc Thi Kim Nguyen, University of Melbourne; Zhonghua Zhang, University of Melbourne
This presentation addresses the challenge of aggregating and calibrating student abilities for complex competency assessment data involving variety of real-life and divert contexts. The study employs Australian data for assessment of the competency “knowing how to learn” in 2021 as a case study.

Discussant:
Jodi M Casabianca, ETS

035. Reliability Estimation
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 120C

Chair:
Xia Mao, NBOME

Participants:
A Simple procedure for Evaluating the Tau Equivalence Assumption for Coefficient Alpha
Fen Fan, NBME; Chunyan Liu, National Board of Medical Examiners; Peter Baldwin, National Board of Medical Examiners; Brian Clauser, National Board of Medical Examiners
In this paper we will present a simple procedure to evaluate the extent to which violation of the tau equivalent assumption of coefficient alpha inflates the estimated reliability. The procedure is appropriate for use whenever there is systematic nesting of test items (e.g., reading comprehension, science experiment, or medical case).

Extent of Reliability Overestimation for Self-reports when Ignoring Sources of Measurement Error
Walter Vispoel, University of Iowa; Hyeri Hong, California State University, Fresno; Hyeryung Lee; Tingting Chen, University of Iowa
We illustrate how conventional reliability coefficients for self-reports routinely overestimate overall consistency of scores and describe effective techniques to address these issues. We also direct readers to online resources that would enable them to apply and extend those techniques.
Recursive IRT-based Reliability Estimation
Tim Moses, College Board;
Young Koung Kim, College Board

IRT-based reliabilities are traditionally estimated from theoretical assumptions. This proposal considers alternatives obtained through modifications of the Lord-Wingersky recursion algorithm, that more directly reflect observed scores and distributions, and sampling errors. The proposed method is evaluated over common IRT models and several large-volume tests. Additional applications will also be described.

Discussant:
Howard Everson, Graduate Center, City University of New York

036. Surviving and Understanding the US Department of Education’s State Assessment Peer Review
Organized Discussion
11:25 am to 12:25 pm
Convention Center: Level 1 - 121A

The US Department of Education’s peer review of state assessments is much more than an exercise in “checking off the boxes and providing evidence.” This organized discussion will present recommendations for moving the current process towards greater efficiency and benefit. With improved understanding and collaboration, the peer review process can serve as a means of discovering and monitoring student inequities. Panelists will provide an overview of the peer review process and leave attendees with a visual takeaway that outlines the tasks, timelines, roles, and responsibilities for peer review. Peer review experienced panelists will provide advice for providing evidence and surviving the challenges of peer review. The session will dive into the depths of the peer review process by addressing the following critical questions: 1) How can we leverage the peer review process to provide evidence that reduces educational inequities for students with disabilities and our historically marginalized populations? 2) What role and responsibility does the assessment vendor/provider have in the peer review process? 3) What does a more valuable and effective state assessment peer review process look like? 4) How can collaboration with assessment designers, equity champions, and local test administrators help improve the process?

Session Organizer:
Regina A. Lewis, Maine Department of Education

Presenters:
Donald Peasley, US Department of Education
Andrew J. Middlestead, Michigan Department of Education
Zachary Warner, New York State Education Department
Darin Kelberlau, Millard Public Schools
Trent Workman, Pearson

Discussant:
Ellen Forte, edCount, LLC

037. Longitudinal Credentialing
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 121B

Chair:
Seongeun Kim, University of North Carolina at Greensboro

Participants:
Detecting Compromised Items in Longitudinal Assessments through Sequential Procedure
Chansoon Lee, American Board of Internal Medicine

This study employs an IRT-based sequential procedure to detect compromised items in longitudinal assessments. The approach proves effective in identifying potentially compromised items and supporting test security in a longitudinal assessment program.
Equity and Longitudinal Assessments: Perspectives from Physician Assistants/Associates (PAs)
Participating in PANRE-LA
Andrzej Kozikowski, National Commission on Certification of Physician Assistants (NCCPA); Joshua Goodman, National Commission on Certification of Physician Assistants (NCCPA); Andrew Dallas, National Commission on Certification of Physician Assistants (NCCPA)
Ensuring assessments are fair and equitable is a fundamental validity issue. Longitudinal assessments (LAs) may offer more flexibility and unique opportunities to enhance equity. We evaluated potential differences in perspectives and experiences of Physician Assistants/Associates participating in an LA program by a variety of demographic and practice characteristics.

Response Time Patterns and Physician Performance in Longitudinal Assessment for Continuing Certification
Youngjun Lee, The American Board of Anesthesiology; Emily Karen Toutkoushian, The American Board of Anesthesiology; Huaping Sun, American Board of Anesthesiologists
This study aims to explore relationships among response time, item difficulty, and physician performance in longitudinal assessment for continuing certification. Shorter response time is associated with better physician performance. Four distinct physician groups of test-taking behaviors are identified from cluster analysis. Implications about the “less-engaged group” are discussed.

Discussant:
Irina Grabovsky, NBME

038. Computational Thinking and Problem Solving
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 121C

Chair:
Natasha Jayne Williams, Curriculum Associates

Participants:
Assessing Computational Thinking for 9th Grade Students in Rural High Schools
Kathleen C Haynie, Haynie Research and Evaluation; Jerry L. Gorham, Tropical Gulf Measurement
The Computational Thinking Assessment for High School (CTA-HS) was developed through the federally-supported Pathways for Alabama Computer Science (PACS) project. CTA-HS is utilized twice in rural schools across Alabama: with 9th graders as a Year 1 outcome, and with those same students in 11th grade as a Year 3 outcome.

Measuring Computational Thinking Instruction: Reliability Of A New Classroom Observation Instrument
Maria-Paz Fernandez, UCLA; Imelda Nava, UCLA; Jose Felipe Martinez, UCLA - School of Education and Information Studies; Deborah La Torre, UCLA; Leticia Perez, WestEd; Justin Betzelberger, UCLA
The study investigates the reliability of an observation rubric intended to assess and provide formative feedback to improve instructional practices in Computational Thinking. We present the results of our examination of the reliability of ratings of teaching practice generated using the rubric and discuss the various sources of measurement error.

Designing Collaborative Problem Solving Assessment Tasks to Elicit Valuable Workplace Skills
Jessica Andrews Todd, ETS; Carol McGregor Forsyth; Emily Kerzabi, ETS
Collaborative problem solving (CPS) skills are important for workplace success, but little research targets developing research-driven tools that support the development of CPS skills with formative assessment tasks in higher education contexts. We describe a CPS training program and evaluate the extent to which formative assessments tasks elicit targeted skills.

Discussant:
Wayne J. Camara, LSAC
039. IRT Calibrations

**Paper Session**

11:25 am to 12:25 pm

Convention Center: Level 1 - 122A

Chair:

Yi-Fang Wu, Cambium Assessment, Inc.

Participants:

“Don’t Know About ‘I Don’t Know’ ‘?: Handling Such Responses in Likert Scales

Teresa Ober, ETS; Caitlin Tenison, ETS; Jesse R. Sparks, ETS

We examine different methods for scoring “I don’t know” (IDK) responses in Likert self-report measures of prior knowledge of a topic relevant to a scenario-based assessment. Our findings indicate IDK responses may be treated as missing or neutral responses though additional information is gained by accounting for IDK response tendencies.

CAT Item Bank Calibration with New Structured Matrix Completion Based Methods

Yawei Shen, Pearson; Shiyu Wang, University of Georgia

To address the challenges of calibrating an item bank with small sample sizes, this study proposed new methods based on structured matrix completion without assumptions for the missing mechanism. From a simulation study, the proposed methods led to better item parameter estimations than the baseline methods.

Discussant:

Ruben Castaneda, College Board

040. School Accountability Models in the USA and Abroad: Past, Present, Future

**Coordinated Paper Session**

11:25 am to 12:25 pm

Convention Center: Level 1 - 122B

Persistent achievement gaps, exacerbated by COVID shutdowns call to question the effectiveness of ESSA mandated school accountability models. Critics claim they have “underachieved,” and may actually do more harm than good. The strongest criticisms are they are too rigid and summative assessment heavy and are indifferent to the differential history, culture, and values of states, schools and the diverse communities they serve. Many claim they are biased and unfair, particularly to schools with diverse, under-represented student populations. To reimagine a fair, robust, and flexible accountability model that fits the needs of all students and schools, this coordinated paper session begins by looking backwards: how did USA school accountability get to this point? Paper 1 examines the history of school accountability in the USA. Paper 2 contrasts school accountability models across several English-speaking countries, including Australia, Canada and England. Several states are in the process of revising both their assessment and accountability models, post-COVID, and with the goal of greater inclusion, fairness and flexibility. Paper 3 examines these trends relative to the shortcomings of current models and promise of future success. Paper 4 examines the complex process a particular state used to build a new inclusive school accountability system.

Session Organizer:

Stanley N Rabinowitz, EdMetric LLC

Participants:

History of School Accountability in the USA

Jami-Jon Pearson, Measurement Incorporated

New Ideas for School Accountability

Hillary Michaels, HumRRO

Lessons Learned Designing an Inclusive State Accountability Model

Charity Smith, Fetterman & Associates

Discussant:

Karla Egan, EdMetric LLC
041. Response Times
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 123

Chair:
Tony Albano, University of California, Davis

Participants:
A Conceptual Psychometric Model Explaining Residual Dependencies Between Response Accuracy and Time
Weicong Lyu, University of Washington, Seattle; Daniel Bolt, University of Wisconsin, Madison
We illustrate how consistent empirical patterns in the dependencies between response accuracy and response time residuals can be explained by presence of exogenous item specific factors. One important consequence is that psychometric differences associated with fast and slow responses may be artifacts and not manifestations of varying psychological response processes.

Cognitive Processes on Achievement Tests: Intra-Person Differences in Item Response Times Correlations
Susan Embretson, Georgia Institute of Technology
Several item response theory (IRT) models incorporate response times (RT) to increase interpretability and precision of trait level scores. If examinees differ in strategies for using RT, the joint model assumptions may not be plausible. In the current study, mathematical achievement tests are examined for within-examinee differences in RT relationships.

Using Response Times in Answer Similarity Analysis
Kylie Gorney, Michigan State University; James Wollack, University of Wisconsin
We expand the definition of answer similarity to include not only the item scores/responses, but also the item response times. Using detailed simulations and an experimental data set, we show that the new statistics are much more powerful, on average, than existing statistics at detecting several types of simulated collusion.

Discussant:
Ben Domingue, Stanford University

042. Applications of AI
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 124

Chair:
Yanyan Fu, GMAC

Participants:
Fine-Tuned Word Embeddings for Enemy Item Detection
Liu Liu, University of Washington; Marcus Walker, National Commission on Certification of Physician Assistants
This study evaluates GloVe 6B and Clinical BERT for detecting enemy items in a certification item bank. Using word embeddings and machine learning, we aim to improve test precision and validity. Fine-tuned embeddings on specialty corpora contain context relevant to the specialty area with the potential for improved prediction accuracy.

Training AI to Generate Human-Like Item Responses for Field-Testing
Hotaka Maeda, Smarter Balanced
We propose a method of using large-language models to generate human-like item responses by training the model on simulated item response data. Results showed moderate levels of success in using AI-generated responses to recover item parameters. If refined further, AI could potentially replace human test-taker responses for field-testing new items.
Using OpenAI GPT to Generate Reading Comprehension Items
Ayfer Sayin, Gazi University; Mark J Gierl, University of Alberta
The purpose of this study is to introduce and evaluate a method for generating reading comprehension items using automatic item generation. The model generates reading comprehension items where the student is required to identify one irrelevant sentence in passage that contains 5 sentences. The passages were generated using OpenAI GPT-3.

Discussant:
Luke Weisman Miratrix, Harvard Graduate School of Education

043. Situational Judgment Tests
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 125

Chair:
Yuan Ge, The College Board

Participants:
Advancing the Conceptualization and Measurement of Coachability through Novel Situational Judgment Tasks
Kevin Williams, ETS; Teresa Ober, ETS; Devon Kinsey, ETS; Wyman Brantley, ETS
Coachability, which describes how one seeks, engages with, processes, and reacts to feedback and other learning opportunities, is associated with academic, professional, and personal growth. We conducted two studies evaluating a novel coachability situational judgment task, in which we expanded coachability’s conceptualization to include growth mindset and reactions to praise.

Evaluating Rater Bias Effects In Constructed-Response Scoring In Situational Judgment Tests
Jinnie Shin, University of Florida; Zeyuan Jing, University of Florida; Alexander MacIntosh, Acuity Insights
We analyzed 10,536 responses to situational judgment test items using the generalized many-facet Rasch model. This study aimed to identify common argument structures and evaluate rater biases in scoring, considering traits like consistency, severity, and restrictiveness. The research provides insights into refining assessment methodologies.

Evaluating Argumentation Effectiveness Using DeBERTa Token Classification Approach
Lingchen Kong, University of Florida; Alexander MacIntosh, Acuity Insights; Jinnie Shin, University of Florida
This study implements DeBERTa model for evaluating the quality of argument elements in Situational Judgment Tests. Utilizing transfer learning techniques, the model demonstrated high accuracy and agreement in assessing the quality key argumentative elements like “Position” and “Claim.” The approach has significant implications for enhancing the evaluation processes of SJTs.

Discussant:
Patrick Charles Kyllonen, ETS

044. NCME Career Award
Invited Session
11:25 am to 12:25 pm
Convention Center: Level 4 - Terrace Ballroom III

Moderator:
Derek Christian Briggs, University of Colorado Boulder

Presenter:
Henry Braun, Boston College

Discussant:
Sandip Sinharay, ETS
FULL SCHEDULE
FRIDAY, APRIL 12

045. GSIC Poster Session I
Graduate Electronic Board Session
11:25 am to 12:25 pm
Convention Center: Level 4 - Terrace Ballroom IV

Participants:

1. Adapting a Scale to Measure Perceived Father and Mother Autonomy Support Separately
   Yuqing Zou, University of Iowa; Yichong Cao, University of Iowa; Chunrui Zou, University of Pennsylvania
   We adapted a well-established scale to measure perceived father and mother autonomy support (FAS and MAS) separately and validated it. The factor analysis results showed that perceived FAS and MAS are distinct factors with adequate validity, reliability, model fit, and model invariance. These findings have implications for empirical measurement practices.

2. A MFRM Study Comparing Human and Machine Raters in Scoring Oral Reading
   Meng-Hsun Lee, University of Toronto
   The study assessed the consistency of scoring students’ oral readings between human and machine raters. MFRM results indicated an acceptable fit for all raters, with infit and outfit values ranging from 0.50 to 1.50. The machine rater showed significant bias when rating English-L1 students.

3. Assessment Alchemy: Lessons from Global South on Blending Culture, Participation and Validity
   Ketan, University of Massachusetts Amherst
   This study delves into cultural responsiveness in educational assessments, drawing from Participatory Action Research (PAR) and Multicultural Validity. It examines ways to integrate PAR and Multicultural Validity principles and derives insights from India’s ASER survey to offer actionable recommendations for educators and policymakers striving for equitable, inclusive education.

4. Comparing CGS and PME on Estimating DCM Attribute Mastery Profiles
   Jingyang Li, University of Georgia; Matthew James Madison, University of Georgia; Zhenqiu Laura Lu, University of Georgia
   Diagnostic Classification Models have emerged as valuable tools for assessing individuals’ skills and attributes in various fields. In estimating attribute mastery profiles in DCMs, Collapsed Gibbs Sampling and Posterior Mode Estimation are two reliable methods. This research compares the performance of CGS and PME by conducting simulation studies under various conditions.

5. Complementing Borich Needs Assessment with Text Mining by Natural Language Processing
   Yewon Kim, Ewha Womans University; Ja-yoon Lee, Seoul National University; Jaehee Noh, Seoul National University; John Park, United Nations University
   This study explored a possibility of complementing results of Borich needs assessment model by implementing results of text mining by Natural Language Processing followed with principal component analysis, and co-occurrence analysis. The results show that NLP can provide complementary explanations that lead to better understandings of Borich needs assessment model.

6. Continuous Effect Loglinear Diagnostic Classification Model: Incorporating General Continuous Effects in LCDMs
   Sergio Haab, University of Iowa
   In this proposal, a new model incorporating a continuous effect into the log-linear cognitive diagnosis model (LCDM) framework is introduced. The results from the new model suggest that most researchers looking at real data would benefit by acknowledging an underlying continuous effect.

7. Diagnostic Accuracy Of French Screeners With English Criterion Measures For Fi Bilingual Students
   Songtao Wang, OISE/University of Toronto; Krystina Raymond, University of Toronto; Becky Chen, University of Toronto; Kathleen Hipfner-Boucher, Research Officer
   This study assessed phonological awareness in Grade 1 Canadian French immersion students, emphasizing its role in bilingual reading. Using TFHFL screenings, it found demographic variations in identifying at-risk readers, particularly among ELLs and indigenous students. The findings underscore the need for tailored assessment tools in diverse educational settings.
8. Enhancing Precision in the Generalized Graded Unfolding Model (GGUM) Using Multiple Responses
   Na Liu, Georgia Institute of Technology; James S. Roberts, Georgia Institute of Technology
   This research presents a hybrid model combining the GGUM and method of successive intervals (MSI) in order to reduce sample size demands of the GGUM. Both real and simulated data are employed to validate the efficiency and applicability of this hybrid model in evaluating non-cognitive psychological constructs.

9. Evaluating Subgroup Analysis Indices and Guidelines for Automated Scoring Algorithm
   Yichi Zhang, University of Southern California; Edward W Wolfe, Pearson
   There is limited research regarding operational use of agreement indices to detect subgroup differences between automated and human scores. Our study evaluates the accuracy of this application and proposed guidelines based on results of a Monte Carlo simulation.

10. Exploring the Machine Learning Approach to Evaluate Validities of A Game-Based Assessment
    Xinyue Deng, Fordham University; Heining Cham, Fordham University
    This study uses machine learning techniques to assess a cognitive GBA’s validities, utilizing data from Landers et al. (2021). We used random forest models and variable importance calculations to support the GBA’s construct and criterion-related validities. The results showed the promising potential of utilizing machine learning in the GBA field.

11. Impact of Panel Designs in Multidimensional MST with Within-item Multidimensional Structure
    Xi Wang, The University of Iowa; Anthony D. Fina, University of Iowa
    This study investigates the implementation of a multidimensional-MST with a within-item multidimensional structure. Specifically, simulations are used to examine the correlation between dimensions, the routing stage length, and the number of stages within a panel, as well as the effects of these factors on measurement precision and error.

12. Improving Automated Scoring of Prosody of ORF with Between-Word Silence Features
    Kuo Wang, Southern Methodist University; Akihito Kamata, Southern Methodist University; Yusuf Kara, Southern Methodist University; Joseph F. T. Nese, University of Oregon
    This study aimed to use between-word silence times and acoustic features for the automated scoring of prosody in oral reading fluency assessment. The results demonstrated that features related to between-word silence time helped improve the classifier’s performance with Elastic Net regularization.

13. Local Independence and Q3 Values: How much Matters?
    Kelsey Nason, James Madison University; Christine DeMars, James Madison University
    A value of .2 on Yen’s Q3 (1993) is often used to identify violations of local independence large enough to be of concern. Preliminary results suggest that even Q3 values below .2 can yield biased reliability and parameter estimates, with impacts slightly more severe in larger groups of dependent items.

14. Mediation Effect of ICT Attitude on Academic Performance: TIMSS 2019 Grade 8
    Dukjae Lee, University of Virginia; Lisa Keller, UMASS Amherst
    Exploring three Nordic countries, this study found that students’ more frequent usage of digital devices was associated with positive attitudes when using them (ICT Attitude), but negatively affected their academic performances in TIMSS 2019 Grade 8. How the survey questions regarding ICT Attitude written might be one reason.

15. On Some New and Improved Measures for Item Analysis
    Rachel Lee, Columbia University
    Classical item analysis (CIA) has a long history and is still used today by testing companies, in classrooms, and in online-testing software. A new perspective on CIA is provided by signal detection theory, which suggests simple improvements to existing measures and yields some new and improved measures for item analysis.
16. Priors and Evidence: Introducing Bayesian Reasoning to Standard Setting
Sarah Alahmadi, James Madison University; Chad W. Buckendahl, ACS Ventures, LLC
Setting performance standards is critical for the validity of the intended interpretation and use of test scores. Various qualitative concerns with current standard setting methods have been raised by measurement and content experts. We propose a new approach applying the mathematics and reasoning of Bayes’ Theorem to standard setting.

17. Reconceptualization of Educational Measurement in Light of Intersectionality
Anna Yingyi Zhang, Penn State University
The study draws on literature on intersectionality and its application in measurement to address diverse learners’ needs. We analyzed theoretical and empirical studies from five databases and argue that integrating the theoretical framework of intersectionality with existing measurement theory and methodology is possible and make recommendations for research and practice.

18. Synergizing Educators’ Data Attitudes and Digital Teaching Proficiency in Higher Education
Kuixi Du, University of Southern Mississippi; Thomas J Lipscomb, The University of Southern Mississippi; Kyna J Shelley, The University of Southern Mississippi
This research investigates how Mississippi educators’ attitudes toward data utilization impact student capacity development. It analyzes the interplay between data skills, digital teaching, collaboration, and support to enhance post-pandemic education using SEM modeling. Our results aim to strengthen educators’ data literacy, integrating technology to foster student success in the educational landscape.

Tram-Anh Tran Nguyen, University of Massachusetts Amherst; Lisa Keller, UMASS Amherst
While increasing test length can offer broader content coverage and provide more accurate estimates of students’ proficiency, it may also induce cognitive fatigue and speededness. By using simulation, this study examines the effects of increased test length on proficiency estimates while considering the potential influence of cognitive fatigue and speededness.

20. The Impact of Different MST Calibration Designs on Parameter Estimation
Jing Ma, The University of Iowa; Xi Wang, The University of Iowa; Mubarak O Mojeyinola, The University of Iowa; Ahmed Bediwy, The University of Iowa; Anthony D. Fina, University of Iowa
This simulation study investigates the impact of various calibration methods on item parameter estimation in multistage testing (MST). Four calibration methods are examined, revealing differences in parameter recovery performance across two different ability distributions and panels.

21. Uncovering Test-Takers’ Problem-Solving Patterns through Hidden Markov Models and Network Analysis
Xiaoxiao Liu, University of Alberta; Okan Bulut, University of Alberta; Ying Cui, University of Alberta; Yizhu Gao, Government of Alberta
Process data unveils hidden cognition processes during problem-solving. This study used the Programme for the International Assessment of Adult Competencies (PIAAC) data to identify examinees’ problem-solving patterns. Utilizing Hidden Markov models and Gaussian graphical analyses, we found coherent patterns in the correct group, contrasting erratic patterns in the incorrect group.

22. Using Network Psychometrics to Analyze Student Misconceptions in Academic Tests
Jacinta Olson, University of Iowa; Jonathan Templin, University of Iowa
Typical analyses of educational assessments only use the information of whether a student got a question correct, losing all information told by which options they did not choose. In this proposal, we introduce the use of network analysis to investigate how option-level information can be examined.
FRIDAY, APRIL 12

23. Tracing Students’ Practicing: Effects of a Math Learning Program on Anxiety-Performance Link
   Anna Hilz, Leibniz Institute for Science and Mathematics Education; Abe Hofman, University of Amsterdam; Brenda Jansen, University of Amsterdam; Karen Aldrup, IPN - Leibniz Institute for Science and Mathematics Education
   This study (N=880 students) aims to investigate if math anxiety’s negative effect on performance is attributed to avoidance behavior with a math learning program. When tracing students’ practicing over 45 weeks, math anxious students practiced equally. Increased practice resulted in better performance, suggesting math anxious students benefit from such programs.

052. Testing Standards Revision Updates and Membership Input (Joint AERA/NCME Session)
   Organized Discussion
   11:25 am to 12:25 pm
   Convention Center: Second Floor - 201C
   The Standards for Educational and Psychological Testing (Standards) Management Committee (SMC) representing AERA, APA, and NCME, has begun the process to revise the Standards. At the NCME/ AERA joint session on the Standards in April 2023, Kristen Huff and Michael Rodriguez, the SMC representatives from NCME and AERA respectively, presented results of the preliminary survey of NCME and AERA members regarding priorities for revision of the Standards. Since then, the SMC appointed the joint committee (JC) co-chairs and members. The JC has been charged to undertake the revision and they began that process early in 2024. The JC co-chairs will lead a brief presentation on the revision process and summary of their work to date. Members of the JC will join them and open the session inviting input from members of NCME and AERA.

   Presenter:
   Michael C. Rodriguez, University of Minnesota

   Presenter:
   Kristen Huff, Curriculum Associates

046. Towards A New Framework For Measurement In Higher Education Admissions Decision-Making
   Coordinated Paper Session
   1:15 to 2:45 pm
   Convention Center: Level 1 - 120B
   Postsecondary admissions is a process whereby schools determine what they value (i.e., the desired skills and traits of their student body), and measure applicants accordingly. In the U.S., the admissions process is experiencing two major paradigm shifts affecting how students are evaluated; the recent Supreme Court ruling on affirmative action joins the pandemic and accompanying escalation of test-optional and holistic approaches to admissions in greatly changing what schools can measure about applicants, and how. With these shifts comes the opportunity to reflect on the changes that are occurring and to consider the best way forward for higher education admissions – how can schools measure in ways that meet their goals fairly and equitably? In this session, we explore student and admissions professionals’ perspectives on testing in admissions and examine the evidence that has been collected so far on the effects of test-optional admissions. We also explore the well-used but less well-defined term “holistic admissions,” bringing this concept and associated practices into focus and laying out best practices for the holistic measurement of applicants to higher education institutions. Discussion will center on measurement insights for admissions practices, and potential innovations for the new admissions landscape.

   Session Organizer:
   Marisol Kevelson, ETS

   Chair:
   Sara Haviland, ETS
Participants:
Graduate School Admissions Professional, Applicant, and Faculty Perspectives on Admissions Tests
Sara Haviland, ETS; Marisol Kevelson, ETS; Michael E. Walker; Jose de Jesus Sotelo, ETS

Is Test-Optional Enough for Equity?
Reginald M Gooch, ETS; Vinetha Belur, vbelur@ets.org; Sara Haviland, ETS; Ou Lydia Liu, ETS

Unlocking Holistic Admissions: Scan Of Criteria And Procedures Used In Graduate Degree Programs
Teresa Ober, ETS; Olasumbo Oluwalana, ETS; Huidi Yang, NYU; Reginald M Gooch, ETS

In Theory And Practice: Exploring How Admissions Officers Define And Experience Holistic Admissions
Sara Haviland, ETS; Vinetha Belur, vbelur@ets.org

Discussant:
Joseph Paris, West Chester University

047. Innovations in the Measurement of 21st Century Skills
Coordinated Paper Session
1:15 to 2:45 pm
Convention Center: Level 1 - 122B

Developing and measuring skills beyond the traditional core domains in education, such as 21st Century Skills (21CS), can enhance diversity and equity in education and the workforce by offering a wider range of strengths for individuals to capitalize on in pursuit of their best possible future. It is crucial for students to develop and master 21CS, and assessment plays a vital role in providing insights into their proficiency and progress. Our session delves into cutting-edge advancements in the evaluation of 21CS, both for individual learners and groups. We begin by broadening our perspective on 21CS in the context of generative AI, contemplating current frameworks and the possible integration of additional skills, as well as measurement considerations. Next, we examine a new multidimensional approach for measuring and nurturing creative thinking skills in a play-based learning environment. We then investigate innovative findings on the stability and generalizability of individual collaborative problem-solving skills across various task types. Additionally, we explore how Cognitive Diagnostic Modeling can be employed to gain insights into student mastery of 21CS within existing assessments. Lastly, we will discuss the potential of AI in streamlining the labor-intensive and time-consuming aspects of assessment development, particularly in generating critical thinking test items.

Session Organizer:
Kristin Lansing-Stoeffler, ACT, INC.

Chair:
Alina A. von Davier, Duolingo

Participants:
Reexamining 21st Century Skills in the Era of Generative
AI John Weiner, Lifelong Learner Holdings

A Multidimensional Method For Measuring And Fostering Creative Thinking Skills In Learning-Through-Play Setting
Yigal Rosen, BrainPOP; Garrett Jaeger, LEGO Foundation; Michelle Newstadt, BrainPOP; Sara Bakken, BrainPOP; Ilia Rushkin, BrainPOP

Characterizing Individual Collaborative Problem-Solving Through Conditional Transition Profile: Stability Across Tasks And Teams
Jiangang Hao, ETS; Patrick Kyllonen, ETS, Wenju Cui, ETS, Emily Kerzabi, ETS

Hiding in Plain Sight: 21st Century Skills in Existing Assessments
Kristin Lansing-Stoeffler, ACT, INC.; Andries Van der Ark, RESEARCH INSTITUTE OF CHILD DE; Tessa van Schijndel, University of Amsterdam; Jeffrey Steedle, Curriculum Associates; Alina A. von Davier, Duolingo
Harnessing Artificial Intelligence for Generating Items in Critical Thinking Tests  
Alina A. von Davier, Duolingo; Hyo Jeong Shin, Sogang University; Helen Baron, Saville & Holdsworth LTD; Ji Hoon Ryoo, Yonsei University

Discussant:  
Ahmad Rahimi, University of Florida

048. Challenges and Innovations in Creating Interactive Reports of Student Progress and Growth  
Coordinated Paper Session  
1:15 to 2:45 pm  
Convention Center: Level 1 - 121A

Over the past decade the transition of large-scale educational assessment from a largely paper and pencil environment to a digital, internet-based environment have opened the door to new possibilities in the way that stakeholders are able to interact with score reports in ways that better facilitate meaningful interpretations about student learning. The presentations in this session focus on research that attempts to innovate within this space, and some lessons that are being learned in the process. A common question they address is whether score reporting practices in the context of student growth are sufficiently attentive to principles related to the effective graphical visualization of quantitative data in educational measurement, and/or whether these principles are themselves a moving target. Conclusions and recommendations are informed by data from and interactions with both the conveyers of score reports (e.g., state and school district leadership) and the target audience (e.g., teachers and parents).

Session Organizer:  
Derek Christian Briggs, University of Colorado Boulder

Chair:  
Laurie Davis, Curriculum Associates

Participants:  
Designing a Reporting Interface with User Experience in Mind  
Karen Horowitz, Curriculum Associates; Tricia Maas, Curriculum Associates

Content-Referenced Growth: Combining Item Mapping with a Learning Progression  
Erik Whitfield, University of Colorado Boulder; Derek Christian Briggs, University of Colorado Boulder; Olivia Cox, University of Colorado Boulder; Sanford R Student, University of Delaware; Nathan Minchen, Curriculum Associates, LLC; Laurie Davis, Curriculum Associates

Outcomes Reporting: Tracking Growth and Intervention Implementation  
Amy Dray, Spencer Foundation; Sonya Powers, Edmentum, Inc.

Assessment Reporting in Support of Student Learning  
Damian Betebenner, National Center for the Improvement of Educational Assessment; Adam Vanlwaarden, Center for Assessment

Discussants:  
Diego Zapata-Rivera, ETS  
Katherine Furgol Castellano, ETS

049. Navigating Challenges in Operational Psychometric Environments  
Coordinated Paper Session  
1:15 to 2:45 pm  
Convention Center: Level 1 - 121B

Operational psychometric work presents unique challenges due to the intricate demands for accuracy and fairness across diverse assessments. This coordinated session convenes experts, practitioners,
and researchers from various organizations to collectively address these pressing challenges. Our goal is to identify and share practical strategies and solutions that can be expediently deployed to mitigate these challenges. The first paper leverages natural language processing techniques to predict the response time in adaptive Next Generation Science Standards tests and proposes to integrate it into the item development process. Subsequently, the second and third papers tackle challenges of local independence violations in item response theory. Specifically, they address two distinct situations: discrepancies in scoring rubrics within writing tests, and uncontrolled speed at the item-level in timed adaptive exams. Both papers aim to achieve precise item and ability estimates, offering unique solutions for each scenario. The last two papers address the complexities of collaborating with subject matter experts, such as careful management between psychometricians and subject matter subjects, and test construction review, with the objective of optimizing the development of assessment by merging the strengths of both domains.

Session Organizer:
Yawei Shen, Pearson

Chair:
Siyu Wan, ABIM

Participants:
Predicting Response Times for NGSS-Aligned Item Development
Mina Lee, Cambium Assessment; Wanchen Chang, Cambium Assessment; Wei Schneider, Cambium Assessment; Zebing Wu, Cambium Assessment; Suhwa Han, University of Texas at Austin

Adjusting Item Parameter Inflation Caused by Local Item Dependence in Writing Items
Hongyu Diao, ETS; Larissa Smith, ETS

The Effects of Uncontrolled Speededness on IRT Item and Ability Estimation
Jaime Malatesta, GMAC; Paulius Satkus, GMAC; Kyung (Chris) T. Han, GMAC

Collaborating with Subject Matter Experts
Janet Mee, NBME

Best Practice for Review Test Form Constructed from Content Experts
Yang Lu, Pearson; Yawei Shen, Pearson; Mustafa Kuzey Bilir, Pearson

Discussant:
Jiawei Xiong, Pearson

050. Assessment on the AI: Challenges and Opportunities of Leveraging Large Language Model
Coordinated Paper Session
1:15 to 2:45 pm
Convention Center: Level 1 - 121C

In an era where Generative Artificial Intelligence (GAI) and Large Language Models (LLMs) like ChatGPT are becoming increasingly integrated into various sectors, this session aims to explore their transformative potential and challenges in the realms of educational and psychological assessment. Bringing together a diverse group of researchers and educators, the session will delve into five groundbreaking papers that offer innovative approaches, methodologies, and solutions for enhancing the reliability, quality, and adaptability of AI-generated outputs in sensitive and critical areas. The papers cover a wide array of topics, from improving the reliability of language models to automating the process of educational assessment and preventing cheating in online exams. Each paper not only presents novel findings but also discusses the implications for educators, researchers, policymakers, and AI developers. This session provides essential foundational elements and technologies required for leveraging GAI effectively. Whether you are an educator looking to implement AI in your curriculum, a researcher aiming to push the boundaries of what GAI can achieve, or a policymaker interested in the ethical and practical considerations of AI in education, this session offers the tools and insights you need to navigate the complex landscape of Generative Artificial Intelligence in educational and psychological assessments.
Session Organizer:
Jaehwa Choi, George Washington University

Participants:
Realtime Intra-Self-Evaluation: Framework for Coping with Hallucinations of Large Language Models
Dayeon Lee, University of Maryland - College Park

Assessment Reverse Engineering by AI: A Premiere
Shonai Someshwar, UNC Greensboro; Eunji Lee, University of Georgia

Item Modeling for Preventing Assessment Cheating with Technology
Eunji Lee, University of Georgia

Enhancing the Distractor Development Process by Leveraging AI Techniques
Sunhyoung Lee, University of Nebraska-Lincoln

Potential Application of Generative AI in Adaptive Psychological Testing
Yewon Kim, EWHWA Womans University; Yejin Woo, Ewha Womans University; Youn-Jeng Choi, EWHWA Womans University

Discussant:
Jaehwa Choi, George Washington University

051. Cognitive Reasoning and Complexity
Paper Session
1:15 to 2:45 pm
Convention Center: Level 1 - 122A

Chair:
Luciana Cancado, Curriculum Associates

Participants:
Cognitively Complex Thinking in Large-Scale Assessment Items
Jim Patterson, College Board; Dona Carling, College Board
This session reports findings of a study of test questions from a large-scale assessment system using a think-aloud methodology. Analyzed quantitatively and qualitatively, students’ verbal responses as they worked through the questions offer strong evidence that the questions elicited cognitively complex thinking.

Developing Comparability of New Forms of a Cognitive Reasoning Test Internationally
Thanos Patelis, Johns Hopkins U & University of Kansas
The presentation involves the methods and results of developing new forms in Greek while ensuring comparability when the specifications were not clearly articulated. Workshops and alignments with bilingual experts were undertaken. Items were developed and field-tested. Extra analyses were undertaken. Activities enhanced expertise, produced detailed specifications and comparable scores.

General Versus Situational Online Reasoning Among Graduates
Alice Laufer, Johannes Gutenberg University; Denis Federiakin, Johannes Gutenberg University Mainz; Olga Zlatkin-Troitschanskaia, Johannes Gutenberg University
This study used Bayesian regressions to compare students’ self-reported and observed online behavior, revealing no significant correlation. This indicates that general media online use is not necessarily associated with situational online behaviors and that it might depend on other individual factors or contextual factors such as time constraints or stress.

Mental Rotation Performance: Contribution Of Item Features To Difficulties And Functional Adaptation
Mehdi Rajeb, University of Alabama; Andrew Krist, The University of Alabama; Qingzhuo Shi, Northwestern University; Stefanie A. Wind, University of Alabama; Joni Lakin, University of Alabama
Linear logistic test models (LLTM) are used to explore attributes of test items that contribute to
difficulty. Using these attributes, researchers can explore sources of cognitive complexity. This paper goes further to explore attribute invariance for sub-groups, extending our understanding of LLTM for exploring test fairness.

Discussant:
Steve Ferrara, HumRRO

053. Revolutionizing Alignment and Tagging Using AI: Results from the Front Lines
Organized Discussion
1:15 to 2:45 pm
Convention Center: Level 1 - 123

Everyone is talking about the potential for AI to revolutionize the test development pipeline, but many have questions about what it can really do and how to get started. In this information-packed session, attendees will hear from experts on the ground who have developed and implemented a state of the art AI system for tagging assessment items and learning content. Attendees are assured to receive actionable information as this session will contain practical advice about using AI technology from those who have been doing so for the past several years. An AI scientist and a Chief Assessment and Learning Officer will describe how it works, the amazing benefits to be had, and potential pitfalls to be aware of. A director of content development will describe how they implemented AI technology for tagging learning modules, and they will share data and results from this work. Part of the session will be devoted to a lively discussion with the audience. Attendees are assured to leave this session better informed about how AI tagging works, and they will better understand next steps toward using it with their own item banks.

Session Organizer:
Brad Bolender, Finetune

Presenters:
Brad Bolender, Finetune
Christine Mills, Ascend Learning
Nick Koprowicz, Sr. AI and Machine Learning Scientist at Prometric

054. Tackling Unfairness in AI Scoring from Multiple Angles
Coordinated Paper Session
1:15 to 2:45 pm
Convention Center: Level 1 - 124

The use of artificial intelligence (AI) to score constructed responses is an area of educational measurement undergoing rapid development. There are new use contexts introduced each day and new AI technology such as generative AI is being incorporated into scoring systems. New use contexts and AI capabilities challenge the “standard practices” for how to best build and evaluate automated scoring models. One leading concern is the fairness of AI scores. While AI affords more agile applications of testing and learning solutions, its major limitation is measurement and algorithmic bias (Johnson et al., 2022). New use contexts allow for unexpected and unanticipated sources of bias to be introduced into scores. This coordinated session will have five papers summarizing a program of research that has investigated how to reduce unfairness in different ways, or from different angles. Two papers will propose methods for engine development and model building (Liu & Fauss; Flor), one paper will investigate methods for detecting subgroup bias (Casabianca), another paper will report on how to follow-up on traditional subgroup analyses by performing differential feature functioning analysis (Choi), and the last paper explores methods for explainable AI and how they can be used to improve transparency and fairness (Zhang).

Session Organizer:
Jodi M Casabianca, ETS

Chair:
Daniel McCaffrey, ETS
FRIDAY, APRIL 12

Participants:

**A Bayesian Nonparametric Model for Flexible Automated Scoring**
Xiang Liu, ETS; Michael Fauss, ETS

**Fairness Aspects Of Similarity-Based Automated Short-Answer Scoring**
Michael Flor, ETS

**A Comparison of Fairness Evaluation Methods for AI Scores**
Jodi M Casabianca, ETS; Daniel McCaffrey, ETS; Matthew S Johnson, ETS; Chen Li, ETS

**Examining Partial Derivatives to Identify Causes of Differential Prediction Bias in Automated Scores**
Ikkyu Choi, ETS; Matthew S Johnson, ETS

**Explainable AI: Exploring Subgroup Differences in Short-Response Scoring**
Mo Zhang, ETS; Chunyi Ruan, ETS; Matthew S Johnson, ETS

055. Automated Scoring I

**Paper Session**
1:15 to 2:45 pm
Convention Center: Level 1 - 125

Chair:
Alexander Kwako, Cambium Assessment

Participants:

**Automated Assessment of Finer-Grained Writing Conventions: A Case Study on Pronoun-Antecedent Agreement**
Honeiah Karimi, University of California – Santa, Barbara; Amy Burkhardt, Cambium Assessment, Inc.; Susan Lottridge, Cambium Assessment, Inc
We focus on the automatic detection of a fine-grained element that contributes to an essay’s Conventions score: pronoun-antecedent agreement errors. We first implement a solution on a small set of test cases and then describe our lessons learned when applying it to a large set of student essays.

**Automated Essay Scoring: Feature Selection with Scaling for Increased Performance and Interpretability**
Christopher Jones, College Board
Automated essay scoring has become dominated by black-box algorithms in recent years, failing to gain acceptance from skeptics. This study explores regression models around overshadowed readability indices with mean/sigma scaling. These models yield comparable results for reading and exceeded human agreement for writing essays while retaining interpretability.

**The Effects of an Automated Writing Evaluation System on State Test Performance**
Yue Huang, Measurement Incorporated; Joshua Wilson, University of Delaware
This study explored the statewide implementation of an automated writing evaluation (AWE) system. A quasi-experimental design using the propensity score method was conducted to explore its impact on students’ state test performance. Findings show that more AWE usage was causally associated with better outcome when compared to less/no usage.

**Three Novel Aspects of the Statistical Evaluation of Automated Scoring Systems**
Edmund Jones, Cambridge University Press & Assessment; Mark Gales, Enhanced Speech Technology; Shilin Gao, Cambridge University Press & Assessment
Systems for automated scoring of constructed responses are evaluated using measures of the agreement between their scores and scores from expert human raters. We argue that additional statistical methods are needed, to address fairness for low- and high-ability candidates, compare the overall distributions, and show the accuracy of agreement measures.

Discussant:
Mark D. Shermis, Performance Assessment Analytics, LLC
056. Toward Balanced and Equitable Assessment Systems: Considerations for Implementation and Use
Organized Discussion
1:15 to 2:45 pm
Convention Center: Level 4 - Terrace Ballroom III

This session will engage participants in a discussion about the recently published National Academy of Education (NAEd) volume, The Implementation and Use of Balanced Assessment Systems. The volume’s steering committee and chapter authors put forth a multi-faceted argument that balanced assessment systems must first and foremost support equitable and ambitious teaching. We discuss the system-level design, implementation, and policy levers needed to support these aims. In addition to defining these goals, this session will provide an analytic framework to examine the national-level policy logics, policy pressures on states and local districts, and capacities of states and local districts to implement and use balanced assessment systems. This schema will better inform how states and districts understand the multi-dimensional idea of balanced assessment systems and therefore support its implementation and use. By centering on equitable and ambitious teaching and learning, this volume emphasizes the supportive and critical roles that states and districts need to play in enacting and using assessments.

Session Organizer:
Scott Marion, National Center for the Improvement of Educational Assessment

Presenters:
James Pellegrino, University of Illinois at Chicago
Lorrie Shepard, University of Colorado Boulder
Guillermo Solano-Flores, Stanford University
Jennifer Randall, University of Michigan

057. Electronic Board Session I
Electronic Board Session
1:15 to 2:45 pm
Convention Center: Level 4 - Terrace Ballroom IV

Participants:

1. A Bayesian Logistic Regression Method to Calibrate Pretest Items in Multistage Testing
TsungHan Ho, ETS
The Bayesian logistic regression (BLR: Ho, 2023) method was developed to address the response sparseness of linking items leading to concern about the quality of the link to the item bank in multistage testing. An optimized approach is proposed to improve the BLR performance evaluated using the simulation data.

2. An Examination Of Factors That Relate To Item Parameter Drift: A Survival Analysis
Dongwei Wang, UMass Amherst; Carl Setzer, AICPA
The purpose of this study is to identify item characteristics that relate to the likelihood of items being flagged for item parameter drift. Results indicate that certain item parameter estimates, revisions to content codes, and item skill levels impact the likelihood of being flagged.

3. Assessing the Efficacy of Multilevel Structural Equation Modeling for Estimating Cross-Level Interactions
Hahyeong Kim, University of Illinois at Urbana-Champaign; Xinchang Zhou, UIUC
This study aims to explore the effectiveness of multilevel structural equation modeling (MSEM) to assess cross-level interaction effects without creating proxy measures based on group means or group-centered variables which has been used in conventional multilevel modeling (MLM). To achieve the goal, this study includes Monte Carlo simulation.

4. A Structural Change Analysis To Detect Item Preknowledge
Onur Demirkaya, Riverside Insights
This research examines the application of structural change analysis with score-based tests for identifying item preknowledge in tests scored dichotomously. The study employed simulations and two linear versions of a computer-administered licensure exam to showcase the efficacy of the suggested test, especially when there’s varying confidence regarding the compromised items.
5. Comparison of Human Rater and Automatic Scoring on Students’ Ability Estimation
   Zhen Wang, Cambium Assessment; Xiaotong Yang, Florida State University
   The purpose is to compare human rater with automatic scoring in terms of examinees’ ability estimation with IRT-based rater model. Each speaking item is analyzed with both IRT models without rater-effect and with rater-effects. The effects of different rating design may substantially increase the bias in examinees’ ability estimation.

6. Detecting Item Preknowledge On Re-Used Forms
   Aijun Wang, FSBPT; Yu Zhang, Federation of State Boards of Physical Therapy
   This study proposes a simple and easy-to-implement approach to identify item compromise on re-used forms. It also examines the level of confidence in the validity of test scores based on the data collected from the reused forms.

7. Enhancing Test Security: Utilizing Parallel MST Pools for Effective MST Panel Assembly
   Hong Chen, The University of Iowa; YuLan Su, Center for Applied Linguistics
   This study demonstrates the effectiveness of constructing parallel MST panels through unlimited parallel sub-pools while monitoring item exposure rate and overlap rate throughout the assembly process. Simulation studies reveal that multiple panels assembled by parallel sub-pools achieve comparable decision accuracy as a single panel assembled by the entire item pool.

8. Evaluating Approaches to Handling Dependent Effect Sizes in Meta-Analyses: A Simulation Study
   Ting Sun, University of Utah; Chuang Wang, University of North Carolina at Charlotte
   This study evaluated the averaging method, robust variance estimation (RVE), and three-level meta-analysis (3LM) in handling dependent correlational effect sizes in meta-analyses. Data were simulated with varying levels of number of studies, effect sizes, and sample size. Results revealed that 3LM and RVE produced unbiased estimates of effect sizes.

9. Evaluating Subscore Interpretation for an Interactive Score Reporting Dashboard
   Francis O’Donnell, National Board of Medical Examiners; Rich Feinberg, National Board of Medical Examiners
   Score reporting dashboards can present subscore information in novel ways, helping to meet growing demand for more detailed assessment results. We utilized a survey approach to uncover how student dashboard users intend to use subscore results, what features made the presentation of results confusing, and what factors contributed to misinterpretation.

10. Impact of Group Variability on Rasch Equating Under the Random Groups Design
    Chunyan Liu, National Board of Medical Examiners; Michael Kolen, The University of Iowa; Raja G Subhiyah, National Board of Medical Examiners
    Group equivalence is assumed when performing random groups equating. However, in practice, proficiencies for examinees taking different forms may not be equivalent if random assignment or form spiraling doesn’t work well. In this study, we will investigate the impact of various differences in group proficiencies on Rasch true-score equating.

11. Measuring Significantly Disabled English Language Learners’ Language Proficiency Progression
    Kyoungwon Lee Bishop, WIDA at University of Wisconsin Madison; Hacer Karamese, WIDA at University of Wisconsin; Shangchao Min, Zhejiang University; Xin (Grace) Li, University of Wisconsin-Madison; Edynn Sato, Sato Education Consulting LLC
    This research challenges historical notions of limited language development among ELs with significant cognitive disabilities. By merging IRT and CDM methodologies, we provide a comprehensive understanding of their language proficiency, offering vital insights for educators, policymakers, and practitioners.

12. DIF: Cross-country Functionality of a Large Scale Spanish Language College Entrance Exam
    Ruben Castaneda, College Board
    The PAA is a Spanish language large-scale standardized test used for college admissions in Puerto Rico and Latin America. This study investigated the PAA for differential item functioning (DIF). We discuss methods of detecting DIF and identified country-level features that may lead to potential DIF.
13. Exploring the Impact of Culturally-Relevant Assessment Material on Black Students’ Reading Comprehension
Armani Michia Morris
This study applies a diagnostic classification model (DCM) to investigate the impact of culturally-relevant assessment materials on Black students’ reading scores. Results suggest that average-level readers with high prior knowledge of African-American culture have a higher chance of being masters on African-American-orientated texts than they do on other cultural texts.

14. Informative IG Variance Priors for Bayesian Multilevel Item Response Model Precision
Liu Liu, University of Washington; Elizabeth A. Sanders, University of Washington, Seattle
This study demonstrates how inverse gamma can be leveraged for informative variance priors in Bayesian multilevel item response models. Using a 20% subsample of 71 countries with PISA 2018 math data, credible intervals for posterior intercept estimates based on informative variance priors were more precise, while capturing full sample estimates.

15. Modeling Between- and Within-Person Response Time-Response Dependency: A Comparison Between Two Approaches
He Ren, University of Washington; Chun Wang, University of Washington; Elizabeth A. Sanders, University of Washington, Seattle
Response Time (RT) provides essential information about individuals’ test-taking behaviors. Given that RT-response relationship differs at between- and within-person levels, this study aims to model and differentiate such dependency at these two levels simultaneously. Two models are evaluated and compared through an empirical study.

16. Optimizing Test Length with Deep Reinforcement Learning
James Zoucha, University of Northern Colorado; Igor Himelfarb, NBCE; Nai-En Tang, National Board of Chiropractic Examiners; Bruce L. Shotts, NBCE
Employing deep reinforcement learning, we investigated whether a reduced item subset adhering to structural constraints could match the precision of the complete set in estimating student ability. Although combinations yielded similar precision, none fulfilled all additional constraints.

17. Score Equity Assessment of Clinical Assessment Linking in Subgroups
Hsin-Ro Wei, Riverside Insights; Hyeon-Joo Oh, Riverside Insights; Youngmi Cho, Riverside Insights
The purpose of this study is to examine the score equity assessment (SEA) in three subtests of the clinical assessment battery (e.g., Woodcock-Johnson test) in gender, race/ethnicity, and age groups. The preliminary results for the three subtests suggested that score equity was achieved with respect to gender groups.

18. Using Process Data in Diagnostic Classification Modeling with More Flexible Distributional Assumptions
Xin Qiao, Shandong Academy of Sciences
Jointly modeling of process data and item responses helps improve classification accuracy and provides more comprehensive diagnosis in cognitive diagnostic modeling with the premise of correct model specifications. This study proposes the use of the flexible Conway-Maxwell-Poisson (CMP) distribution for action counts in this context for more accurate statistical inference.

19. A Recommendation System To Support Teachers’ Continuous Formative Assessment In Blended Classrooms
Jinnie Choi, Savvas Learning Company
Ideally, K-12 teachers in blended classrooms use digital assessment results to adjust instruction in a continuous and formative manner. In reality, challenges remain in quickly and accurately identifying optimal instructional resources aligned to students’ assessment results. We describe an approach to instructional recommendation that aims to address these challenges.

20. Examining Differences in Student Group Performance Using the QuantCrit Framework
Quintin Love, WestEd; Lauren White, Pearson; Daniel Murphy, WestEd; Sumbo Oluwalana, WestEd
Using the QuantCrit framework, this paper critically examines the statistical analyses and associated outcomes and inferences to assess the degree to which the Massachusetts innovative
Radhika Kapoor, Stanford University; Juanita Hicks, AIR
Process data collected in NAEP 2017, such as clicks and interaction with items, is analyzed for one Grade 4 Math item. This study uses a Fuzzy Miner algorithm to extract and distinguish action sequences of students who got the item correct, partially correct, or incorrect.

22. Evaluating Dimensionality in Non-cognitive Measures: Exploratory vs. Hierarchical Exploratory Graph Analysis
Tarid Wongvorachan, University of Alberta; Okan Bulut, University of Alberta; Guher Gorgun, University of Alberta
Network psychometrics is a new approach to exploring dimensionality of a measurement tool using partial correlations among items. In this study, we compared the performance of exploratory graph analysis (EGA) and hierarchical EGA in detecting the dimensional structure of a non-cognitive measure.

23. A Micro-Longitudinal Approach to the Effects of Immediate Feedback on Test-Taker Emotions
Livia Kuklick, IPN Kiel, Germany; Ute Mertens, Leibniz Institute for Science and Mathematics Education; Sara Finney, James Madison University; Marlit Annalena Lindner, IWM - Leibniz Institut für Wissensmedien, University of Tübingen
This study investigated the effects of implementing immediate, automated feedback in a computer-based low-stakes assessment. While students’ positive emotions and performance decreased over the course of the assessment without feedback, they increased with feedback. Data imply that automated feedback may buffer undesirable item position effects in low-stakes contexts.

24. Proficiency is Still Not Enough
Pohai Kukea Shultz, University of Hawaii at Manoa; Kerry Englert, Seneca Consulting, LLC
Typical deficit approaches to communicating assessment results are not useful or equitable for marginalized students. To identify better ways of data reporting, we must work toward a system that gives voice to our communities. Our presentation will focus on how Hawaii’s KĀ‘EO assessment is advancing data reporting through community engagement.

058. Comprehensive Assessment and Score Development: The NIH Infant and Toddler Toolbox
Coordinated Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 120B

The NIH Infant and Toddler (“Baby”) Toolbox (NBT) is a groundbreaking measurement tool designed for children aged 1 through 42 months. The NBT leverages the capabilities of an iPad, incorporating built-in eye-tracking technology and brief video clips, to facilitate precise, objective assessments of children’s developmental functioning. The administration of the NBT, along with data collection and scoring, is a central focus of this symposium. One key aspect of the NBT is its use of passive-viewing gaze measures, which are particularly suitable for children under 24 months of age. An administrator sets up a task on the iPad, which monitors where the child is looking as they view test stimuli on the screen. Crucially, the iPad’s front-facing camera captures the child’s gaze, allowing for a non-verbal expression of their comprehension and responses. Additionally, the development of normative data for these innovative assessments will be discussed, shedding light on how this tool can be used effectively to assess and understand the cognitive development of infants and toddlers. In sum, the NBT represents a cutting-edge approach to early childhood assessment, offering new insights into the developmental processes of our youngest learners.

Session Organizer:
Lihua Yao, Northwestern University

Chair:
Daniel Lewis, Creative Measurement Solutions LLC
Participants:  
**An Overview Of The Nih Baby Toolbox: Introduction, Validation, Scoring, And Norming**  
Lihua Yao, Northwestern University; Vitali Ustinovich, Northwestern University; Aaron J. Kaat, Northwestern University; Miriam A. Novack, Northwestern University; Rachel Hanrahan, Northwestern University; Paula H. Sievert, Helium Foot Software; Cindy J. Nowinski, Northwestern University; Courtney Blackwell, Northwestern University; Rachel Flynn, San Francisco State University; Maria Varela Diaz, Northwestern University; Sarah Pila-Leiderman, Northwestern University; Richard C. Gershon, Northwestern University

**Models for Social Functioning/Behavior Assessment**  
Maxwell Mansolf, Northwestern University; Lihua Yao, Northwestern University; Hugh Adam, Northwestern University; Aaron Kaat, Northwestern University

**Validation of the Baby Toolbox**  
Miriam A. Novack, Northwestern University; Y. Catherine Han, Northwestern University; Elizabeth M. Dworak, Northwestern University; Aaron J. Kaat, Northwestern University

**Norm Development of the Baby Toolbox**  
Y. Catherine Han, Northwestern University, Aaron Kaat, Northwestern University; Lihua Yao, Northwestern University; Miriam A. Novack, Northwestern University; Elizabeth M. Dworak, Northwestern University; Richard C. Gershon, Northwestern University; Kay Savio, Sago

Discussant:  
Richard Patz, University of California, Berkeley

**059. Randomly Parallel Tests: Theory, Use, and Benefits**  
Coordinated Paper Session  
3:05 to 4:35 pm  
Convention Center: Level 1 - 120C

This session will explore theoretical and practical perspectives of this old/new innovation of creating and using randomly parallel tests (including the large pools of items) or the resulting randomly parallel test forms. Presentations will cover the history and theory of randomly parallel tests, including the closely related topic of stratified randomly parallel tests. The definitions of sources of measurement error, both random and systematic, and for true scores are revisited. Also presented are recommended procedures that quantify various psychometric properties of such testing, such as reliability. Procedures for efficiently building such tests today will be showcased. Finally, simulations and empirical research will provide evidence for the use of randomly parallel tests in operational testing programs.

Session Organizer:  
David Foster, Caveon Test Security

Participants:  
**Randomly Parallel Forms: Some History, Theory, and Challenges**  
Robert Brennan, University of Iowa

**Psychometric Framework and Properties of Randomly Parallel Forms**  
Won-Chan Lee, University of Iowa; Stella Kim, University of North Carolina at Charlotte

**What is the Generalizability of Randomly Parallel Forms?**  
Craig Wells, UMass Amherst; David Foster, Caveon Test Security; Jungwon Kyung, Umass Amherst

**Evaluating the Test Security Benefits of Randomly Parallel Tests: Protecting Against Pre-Knowledge**  
Sergio Araneda, Caveon; David Foster, Caveon Test Security; Andrew Marder, Caveon

Discussant:  
Wayne J. Camara, LSAC
FRIDAY, APRIL 12

060. Furthering research underpinning OECD Programme for International Student Assessment - PISA
Coordinated Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 121A

This session presents a collection of papers that each aim to contribute to the research base that feeds into the ongoing improvement of the OECD PISA study. As a large-scale assessment that places a significant priority on maintaining cross-sectional trends, it is important that research balances the needs to maintain the underpinning constructs, with innovation that improves the efficiency of the assessment and integrates new approaches from the literature. This is particularly important in the context of PISA, a study that is growing in size: both in the number of participants, but also in the growing size of item pools and questionnaire forms. The focus in this session is embedded in the context of the now concluded 2022 cycle, and forthcoming 2025 cycle. In 2025, more than 90 countries will participate in PISA, all core assessment domains (Reading, Mathematics, and Science) will transition to be adaptive tests, and the questionnaire item pool will continue to grow and develop. In turn, the papers presented here interrogate how consistent international measurement and comparisons can be maintained, how we can efficiently assemble adaptive tests, how we can ensure contextual questionnaire material is relevant, and how to better interpret group-level differences in contextual constructs.

Session Organizer:
Alejandra Osses-Vargas, Australian Council for Educational Research

Chair:
Goran Lazendic, ACER

Participants:
Considering the Balance Between Measurement Non-Invariance and Construct Validity

Implication of Modelling Choices for Indicators of Economic, Cultural, and Social Status

Unpacking Automated Test Assembly: New Findings and Directions for the Future

Developing Empirical Growth Benchmarks to Interpret Group-Level Differences in PISA
Francesco Avvisati, OECD

061. Linguistically Equitable Reading Screening: Bias Analyses and Universal Item Design
Coordinated Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 121B

The majority of US states mandate universal reading screening, which calls for thoughtful solutions to ensure screening remains equitable for the ever-growing bilingual student population. The Multitudes project is developing a free K-1 reading screener, focused on early identification of reading problems in California’s linguistically diverse population. We therefore incorporate multilingual learners throughout the entire assessment development process. In this session, we describe the development and
evaluation of a pilot version of the screener using a suite of existing English reading measures and evaluate it with a focus on linguistic fairness (paper 1). Subsequently, we present the development and evaluation of a suite of English and Spanish tasks, culturally and linguistically tailored to California’s student population. Papers 2 and 3 discuss the development of a sentence repetition and word reading task, respectively, and investigate the roles of language proficiency and linguistic features of the stimuli on item difficulty. Paper 4 provides a novel way of screening Spanish/English bilingual students regardless of their language profile by using conceptual scoring for an expressive vocabulary task. Overall, in this session, we sketch out the process of developing a linguistically equitable reading screener and share valuable insights into appropriate design and analysis considerations.

Session Organizer:
Julian Maximilian Siebert, Stanford University

Participants:
Universal Reading Screening for California: Linguistically Sensitive Task Selection and Prediction Evaluation
Julian Maximilian Siebert, Stanford University; Hugh Catts, Florida State University; Yaacov Petscher, Florida Center for Reading Research; Francesca Pei, University of California, San Francisco; Marilu Gorno Tempini, University of California, San Francisco

Item Difficulty in English/Spanish Sentence Repetition Tasks and Correlations with English Proficiency
Amy Pratt, University of Cincinatti; Javier Jasso, The Ohio State University; Lillian Duran, University of Oregon; Mónica Zegers, University of California, San Francisco; Cengiz Zopluoglu, University of Oregon

Spanish Word Reading: Considerations for Item Selection, Stimulus Analysis, and Item Difficulty
Mónica Zegers, University of California, San Francisco; Julian Maximilian Siebert, Stanford University; Cengiz Zopluoglu, University of Oregon

Conceptual Scoring in Universal Screening: An Example Using Expressive Vocabulary
Lillian Duran, University of Oregon; Cengiz Zopluoglu, University of Oregon; Mónica Zegers, University of California, San Francisco; Julian Maximilian Siebert, Stanford University

Discussant:
Ben Domingue, Stanford University

062. Using Assessment Engineering and Item Complexity Modeling to Enhance Score Interpretation
Coordinated Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 121C

Subject matter experts (SMEs) used assessment engineering techniques to define complexity design layers (CDLs) and develop complexity scoring protocols (CSPs) for MAP Growth math and reading assessments. Psychometricians used the ratings and derived complexity covariates (DCCs) to predict item difficulty. Purposes of the work include the development of resources to facilitate score interpretation and automatic item generation. Math and reading SMEs followed a similar process to define the CDLs and CSPs. They drew from existing literature and content standards to define the initial versions. SMEs then went through two rounds of rating a sample of 50 items and revising the protocols. After a final round of revisions, SMEs rated a sample of 100 items in each subject. Psychometricians analyzed the ratings. R-squared was 0.79 for the math analysis and it was 0.69 for the reading analysis. The analysis explored a variety of machine learning methods for producing DCCs and predicting item difficulty. Two papers in this coordinated session describe work by the SMEs to define and refine the CDLs and CSPs in math and reading. The other two papers describe item difficulty modeling results using regression and a variety of machine learning methods.

Session Organizer:
Patrick Meyer, NWEA
FULL SCHEDULE
FRIDAY, APRIL 12

Chair:
Richard Melvin Luecht, University of North Carolina at Greensboro

Participants:
Developing Complexity Design Layers and Scoring Protocols for Math Items
Sarah Whitney, NWEA; Alane Ferland, NWEA; Mark Lawler, NWEA; Desiree Spikings, NWEA; Mary Resanovich, NWEA

Math Item Difficulty Modeling Using Complexity Design Layers and Item Metadata
Xueming Li, NWEA

Defining Text Complexity, Item Complexity, and the Text-by-Item Interaction for Reading Assessment
Gina Wilmurth, NWEA; Julie Richardson, NWEA; Adam Withycombe, NWEA; Janice Lee Johnson, NWEA

Reading Item Difficulty Modeling with Various Machine Learning Methods
Ann Hu, NWEA; Patrick Meyer, NWEA

Discussant:
Steve Ferrara, HumRRO

063. Bayesian Techniques
Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 122A

Chair:
Klint Kanopka, New York University

Participants:
Integrating Bayesian Explanatory IRT Models and CAT Algorithms for Small Sample Settings
Ae Kyong Jung, University of Iowa; Jonathan Templin, University of Iowa; Anne Corinne Huggins-Manley, University of Florida; Tae Yeon Kwon, University of Florida; Jiehan Li
This study investigates the integration of Bayesian explanatory item response models and computerized adaptive testing algorithms to address limited sample size challenges in classroom assessments. The study introduces novel algorithms for item selection and ability estimation with a fully Bayesian approach. Explanatory IRT models are utilized to efficiently estimate item properties.

Item Wording Effects within Variations of ESEM and BSEM Factor Models
Hyeri Hong, California State University, Fresno; Earvin Balderama, California State University, Fresno
Method effects can cause misinterpretation of results in self-report measures if not properly controlled. We investigated controls for negative and positive item wording effects within Exploratory and Bayesian structural equation modeling procedures. The results suggest that ESEM WLSMV and informative Bayesian factor analytic techniques reduce the item wording effects.

Performance of Non-parametric Approaches to Model Selection in Mixture Psychometric Models
Clifford Erhardt Hauenstein, Johns Hopkins School of Medicine; Eunbee Kim, Georgia Institute of Technology
A pseudo non-parametric method for model selection in mixture modeling applications has recently been proposed as an improved alternative to fully non-parametric methods. We evaluate performance of this recent method for mixture and hidden Markov IRT models. Additionally, we discuss its utility over traditional model selection approaches.
Sensitivity Of Fit Measures To Misspecification In Ordinal Bayesian Confirmatory Factor Analysis
Ejike Edeh, University of Arkansas; Xinya Liang, Department of Rehabilitation, Human Resources and Communication Disorders, University of Arkansas
This study investigates the sensitivity of various fit measures in ordinal BCFA, including posterior predictive p-value, BIC, DIC, WIC, and LOO, to the misspecification of dimensionality and cross-loadings. The findings shed light on how each fit measure behaves under different prior specifications and ordinal distributions.

Discussant:
Wes Bonifay, University of Missouri

064. What Are Important Quality Criteria For Assessments In A Competency-Based Educational Program?
Organized Discussion
3:05 to 4:35 pm
Convention Center: Level 4 - Terrace 3

There continues to be an increase and interest in competency-based education programs in both K-12 and higher education. The definitions and descriptions of competency-based education programs have assessments as the foundation. But there are various types of assessments that are used. As we know, we must gather evidence to support the quality of these assessments. Unfortunately, many programs start quickly, have limited staff and funding, and are forced to stage the various aspects of evidence over time. Because there are various types of assessments and various types of evidence needed, decisions need to be made as to what evidence should be prioritized first, second, third, etc. In this session, three presenters with experience and expertise in assessment and competency-based education will offer their suggestions for what is the most important criterion for assessments. After each of the presenters have made their suggestions, the chair of this session will ask the presenters whether they would change their recommendation based on what the other presenters indicated. Additionally, the chair will turn to the audience for comments and questions. This session should offer those involved in implementing competency-based education programs and/or responsible for the assessments some actionable ideas.

Session Organizer:
Thanos Patelis, Johns Hopkins University & University of Kansas

Moderator:
Thanos Patelis, Johns Hopkins University & University of Kansas

Presenters:
Neal Kingston, University of Kansas
Katie McClarty, McGraw Hill Education
Scott Marion, National Center for the Improvement of Educational Assessment

065. Subscores: A Practical Guide for Their Production and Consumption
Coordinated Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 123

This coordinated session highlights the contents of the just-published book entitled, “Subscores: A Practical Guide for Their Production and Consumption”. The book synthesizes research on the most salient topics and questions related to subscores so that a broad range of stakeholders can have a coherent and complete source of practical advice when considering test design and score interpretation decisions. In this session, we will provide an overview of the main themes of the book including: (1) historical context and application with the U.S. Census and Armed Services Vocational Aptitude Battery (ASVAB) as illustrative examples, (2) what subscores look like in practice and considerations for score report design, (3) how to tell which subscores add value and hence are worth reporting, and (4) how often subscores add value in practice and what credible options are available when they don’t. We will also include recommendations for communicating subscore challenges and opportunities to facilitate a productive dialogue in the likely scenario that subscores lack sufficient psychometric properties to...
Session Organizers:
*Rich Feinberg, National Board of Medical Examiners*
*Shelby Joel Haberman*

Participants:
**Historical Context For Subscore Use With The U.s. Census As An Illustrative Example**
*Howard Wainer, National Board of Medical Examiners*

**How Do Various Stakeholders Use Subscore Information?**
*Chris Domaleski, Center for Assessment*

**How Subscores Are Reported, Design Considerations, And How To Quantify Subscore Value**
*Rich Feinberg, National Board of Medical Examiners*

**How Often Subscores Add Value And What Can Be Done When They Don’t**
*Sandip Sinharay, ETS*

Discussant:
*David Thissen, University of North Carolina*

066. Unpacking Test-Taker (Dis)Engagement: Innovative Approaches to Enhance Validity in Educational Assessment

**Coordinated Paper Session**
**3:05 to 4:35 pm**
**Convention Center: Level 1 - 122B**

The validity of inferences drawn from educational assessments is contingent not only on the quality of the test items but also on the level of engagement exhibited by the test takers. Disengagement can distort scores, potentially underestimating a student’s abilities. This session delves into the multifaceted nature of test (dis)engagement, the methodologies to detect it, and address its effects. Presentation 1 examines the impact of disengagement-adjusted scoring, recommending score-adjustment procedures consider both rapid guessing and performance change information. Presentation 2 uses Monte Carlo simulations to quantify how disengagement affects the recovery of latent growth curve model parameter estimates and exemplifies how to mitigate related issues. Presentation 3 uses Monte Carlo simulations to examine the parameter recovery of the multidimensional Nested Logit Model, which measures ability and test-taking effort jointly to gain a deeper comprehension of test-takers’ response behaviors. Presentation 4 employs AI algorithms to analyze students’ navigation patterns in the NAEP assessments, offering insights into test engagement. Lastly, Presentation 5 introduces and validates the Cognitive Modeling Method, a theory-driven approach to detect not-fully-effortful responses to further improve inferences drawn from assessments. Together, these presentations highlight the importance of (dis)engagement in assessments and provide novel approaches to ensure valid score interpretation.

Session Organizer:
*Burcu Arslan, ETS Global B.V.*

Chair:
*Burcu Arslan, ETS Global B.V.*

Participants:
**The Impact of Disengagement-Adjusted Scoring on Test Score Validity**
*Steven Wise, Measurement Consultant; Megan Kuhfeld, NWEA; Jazmin Isaacs, NWEA*

**Quantifying the Effect of Test Disengagement on Student Growth Estimates**
*James Soland, University of Virginia*
Joint Modeling of Ability and Test-Taking Effort with Multidimensional Nested Logit Model
Okan Bulut, University of Alberta; Kylie Gorney, Michigan State University; Seyma N. Yildirim-Erbasli, Concordia University of Edmonton

Investigate Students’ Engagement with the NAEP Assessment Through Item Navigation
Hongwen Guo, ETS; Matthew S Johnson, ETS; Luis Saldívia, ETS; Michelle Worthington, ETS

Introducing and Evaluating a Theory-Driven Method to Detect Not-Fully-Effortful Responses
Burcu Arslan, ETS Global B.V.; Blair Lehman, ETS; Marlit Annalena Lindner, IWM - Leibniz Institut für Wissensmedien, University of Tübingen

Discussant:
Frank Goldhammer, DIPF | Leibniz Institute for Research and Information in Education, ZIB

067. Cognitive Diagnostic Models I
Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 125

Chair:
Justin L. Kern, University of Illinois at Urbana-Champaign

Participants:
A Polytomous Extension of the Higher-order, Hidden Markov Model with Hierarchical Trajectories
Danhui Zhang, Beijing Normal University; Shixiu Ren, Beijing Normal University; Xin Xu, Beijing Normal University; Xintong Shan, Beijing Normal University
In this paper, a new method called PHO-HMM was suggested for analyzing polytomous response data to accurately track students’ learning progress over time. The results of both simulation and empirical studies demonstrated that the PHO-HMM model can be effectively used for longitudinal polytomous response data.

Longitudinal CDMs With Small Samples: In Contrast to Nonparametric CD Methods
Hyunjee Oh; Chia-Yi Chiu, University of Minnesota
The study aims to examine the effectiveness of the existing longitudinal CDMs in analyzing small samples, in contrast to the nonparametric classification methods. The findings of this study will serve as a practical guideline for analyzing longitudinal data in CD based on the sample size.

Nonparametric Cognitive Diagnosis When Attributes are Polytomous
Youn Seon Lim, University of Cincinnati
Within cognitive diagnosis models, attributes are typically perceived as binary. However, polytomous attributes may yield higher precision in the assessment of examinees’ attribute mastery. This study proposed a nonparametric method for cognitive diagnosis for use with polytomous attributes, called the “Nonparametric Polytomous Attributes Diagnostic Classification” (NPADC) method.

Q-Matrix Accuracy Indices for Cognitive Diagnosis Models
Rodrigo Schames Kreitchmann, Universidad Nacional de Educacion a Distancia; Jimmy de la Torre, University of Hong Kong
This study introduces a family of indices to quantify the uncertainties associated with the provisional Q-matrix specifications. Based on the posterior probabilities of the q-vectors for each item, the kappa indices indicate the proportion of correctly specified q-entries. Simulation results demonstrate their effectiveness in determining the quality of Q-matrix specifications.
Discussant:
Laine Bradshaw, Pearson
068. Fairness in the Next Generation of the Standards: A Discussion on Equity
Organized Discussion (Joint AERA/NCME Session)
3:05 to 4:35 pm
Convention Center: Level 2 - 203AB

This panel is jointly sponsored by NCME and AERA, and will discuss issues related to how the next version of the Standards for Educational and Psychological Testing should treat the role of fairness from the perspective of equity for traditionally marginalized racial-ethnic communities. In early 2023, NCME and AERA both surveyed membership on the issues that should be addressed in the next generation of the Standards, which are currently undergoing review for revision. In both surveys, the theme of fairness was prominent. There is much discussion in the field of educational measurement about how assessment purpose and use, design, psychometrics, analyses, and interpretation should evolve to better ensure equitable treatment of students from all populations, including and especially students from historically marginalized communities. The members of the panel have been carefully chosen to represent voices from a variety of perspectives in the field: academics, practitioners, and graduate students. NOTE: Charlotte Gilbar is a presenter, not a discussant, but it would only allow me to add 5 presenters.

Session Organizer:
Michael C. Rodriguez, University of Minnesota

Presenters:
Michael E. Walker
Pohai Kukea Shultz, University of Hawaii at Manoa
Molly Faulkner-Bond, WestEd
Montserrat B Valdivia Medinaceli, UC DAVIS
Tyrone Howard, UCLA
Kyndra Middleton, Howard University

Discussant:
Charlotte Gilbar, Natrona County School District

069. Electronic Board Session II
Electronic Board Session
3:05 to 4:35 pm
Convention Center: Level 4 - Terrace Ballroom IV

Participants:
1. An Evaluation Of Factors Influencing Inclusive Calibrations
   Mingjia Ma, Cambium Assessment, Inc.; Elizabeth Ayers-Wright, Cambium Assessment, Inc.;
   Christina Schneider, Cambium Assessment, Inc.; Jocelynn Pittman, Cambium Assessment
   Items translated into a different language often share parameters with the original language
   version of the item. Inclusive calibrations occur when examinees taking the translated assessment
   are included with the original language population. This paper investigates how examinee sub-
   populations influence the scoring tables under inclusive calibration.

2. Comparing CUSUMs using Z-scores and Model-Based Residuals for Detecting Aberrant
   Responses
   Xuan Wang, National Conference of Bar Examiners; Mengyao Zhang, National Conference of Bar
   Examiners
   This study aims to compare the performance of two types of CUSUM procedures, traditional CUSUM
   using Z-scores and CUSUM using model-based residuals, and to evaluate how UB/LB thresholds,
   detection rates and detected outliers differ when applying these procedures under various
   conditions of test length and sample size.

3. Enhancing Performance Prediction with Transformer-Based Deep Knowledge Tracing
   Fang Peng, Houghton Mifflin Harcourt
   Deep Knowledge Tracing (DKT) is a research frontier that leverages deep learning techniques to
model and predict students’ learning progress. This study explores a transformer-based DKT model to forecast student responses, unveil patterns in knowledge acquisition, and infer relationships among measured knowledge components from large-scale assessment data.

4. Exploring Maximum Likelihood Estimation with Fence Method in Final Scoring in CAT
   Chunxin Wang, ACT INC.; Jie Li; Yi He, Edmentum; Jin Zhang, ACT; Chi-Yu Huang, ACT, INC
   This study explores the scoring method of maximum likelihood estimation with fence (MLEF) in final scoring in CAT. The results will provide information on how the MLEF method can be implemented in practice to yield optimal results given the test length, selection method, and ability levels of examinees.

5. Investigation of Measurement Invariance for Computational Thinking Assessment
   Richard Brown, West Coast Analytics; Emily Anne Brown, University of North Texas
   Previous research has been limited regarding the measurement of computational thinking, particularly as a learning progression in K-12. This study investigates the measurement invariance of a newly developed measure of computational thinking (Toyama, et al., 2020; Wilson, et al., 2021).

6. MIRT Linking for the Bifactor with Mixed Format Test
   Sohee Kim, University of South Alabama; Yulim Kang, Yonsei University
   This study compared MIRT linking methods (CC and FIPC) for the bifactor model with mixed format tests. Different ratios of common item formats and group ability distributions were considered. The both methods well recovered the item parameters and they produced similar patterns based on the outcomes from simulation.

7. Psychometric Properties of Illinois Bullying Scale For Youths in Restrictive School Settings
   Wenchao Ma, University of Alabama; June Preast, University of Alabama; Kristine Jolivette, University of Alabama; Kimberly Odom, University of Alabama; Stephanie Shelton, The University of Alabama; Olivia Hester, University of Alabama; Sara Sanders, University of Alabama; Nicole Prewitt, University of Alabama
   The present study investigated the psychometric properties of the Illinois bullying/victimization scale within restrictive school settings. Exploratory structural equation modeling (ESEM) was used and was found to provide better model-data fit than confirmatory factor analysis. Some modifications to the scale were suggested based on ESEM analysis.

8. Seed Mining: Using Intentional Seed Setting to P-hack Bootstrap Estimates
   Wilson Hatcher, UNLV CREA
   We introduce “seed-mining” as a method of p-hacking bootstrap estimations. Seed mining is the systematic search for a seed that produces a confidence interval or p-value that helps publication likelihood. Including the seed in pre-registration of studies that use bootstrapping and similar methods can reduce the threat.

9. Investigating The Impact Of Test Wiseness In Multiple Response Items: A Simulation Study
   Jiayi Deng, University of Minnesota, Twin Cities; Kirk Becker, Pearson
   This simulation investigated ability estimation accuracy for multiple response (MR) items when manipulating: (a) item stem presentation; (b) item structure design; (c) number of keys; (d) scoring method; (e) test wiseness; and (f) test length. Results suggest test wisness and item scoring decisions can bias ability estimation in MR items.

10. Assessing Differential Item Functioning of the Children’s Hope Scale (CHS)
    Latif Kadir, The Ohio State University; Desmond Atitsogbey, The Ohio State University; Jerry Bean, The Ohio State University
    Differential Item Functioning is a common measurement issue that plagues measurement scales, rendering results from such scales biased as it yields an unfair advantage to a group of test takers. This study conducts DIF and DTF analyses on the CHS across gender and race. Results indicate consistency across both groups.
11. Comparing Interrater Reliability Assessment Methods Using Simulation
   Tianshu Pan, Pearson
   Intraclass correlations (ICC) are often applied to assess interrater reliability. Pan and Yin (2023) suggested using Theil-index ratios. This study compares their performances using simulation. The results show the Theil-index ratios tend to be close to true ICC values and their estimates, and ICC tend to underestimate the interrater reliability.

12. Evaluating the Effect of Bootstrap-Resampling in Enhancing the Norming Accuracy
   Tong Wu, Riverside Insights; Hyeon-Joo Oh, Riverside Insights; David Dailey, Dailey Data Group; Erica Laforte, Northwestern University
   Norm-referenced tests rely on precise normed scores to measure an examinee’s relative standing, potentially impacting major life decisions. This study investigates bootstrap-resampling technique to enhance the accuracy of reference ability scores, a type of normed scores, when paired with different norming methods under a set of simulation conditions.

   Hatice Cigdem Bulut, Northern Alberta Institute of Technology; Betul Gokcen Dogan Lacin, Mustafa Kemal University
   This study explores the complex relationships among the items from two noncognitive measures using psychometric network models. The results reveal new insights into the relationships between noncognitive measures, distinct from traditional measurement models. Also, these models allow for investigating the invariance of the noncognitive measures based on external variables.

14. How Many Is Enough to Calibrate Mixed Format of 3PL and GPCM?
   Hye-Jeong Choi, Human Resources Research Organization; Dipendra Subedi, Pearson; Yufeng Berry, Minnesota Department of Education; Meng Fan, Human Resources Research Organization; Gerald Griph, Pearson; Changjiang Wang, Pearson; Yvette M Nemeth, HumRRO
   This study intends to investigate the effects of sample size on mixed IRT model parameter calibration (3PL and generalized partial credit model). The performance of three software packages (PROC IRT, IRTPRO, and mirt) will be compared. To do so, a simulation study will be conducted to evaluate recovery of parameters.

15. Impact of Item Statistics on Item Evaluations by Content Experts
   This study examines the influence of assessment item statistics on the item review process. Statistics are provided for half of a set of items, randomly selected. Content experts use the same item evaluation criteria to evaluate both sets of items. Differences in evaluation outcomes across item sets are compared.

16. Investigating Scientific Inquiry Processes in an Interactive Task with Sequential Analysis
   Shuang Wang, Beijing Normal University; An Hu, State Key Laboratory for Artificial Microstructure and Mesoscopic Physics, School of Physics, Peking Universit; Tao Xin, Beijing Normal University; Wei Tian, Beijing Normal University
   In this study, we integrated log data and lag sequential analysis to extract behavioral characteristics of scientific inquiry processes in an interactive task for measuring scientific literacy. By analyzing the log data of 334 fourth-grade students, we identified and visualized behavioral patterns and cognitive strategies related to task performance.

17. Developing and Validating a Short Digital Literacy Assessment for Grade 3 - 12 Students
   Qianqian Pan, National Institute of Education, Nanyang Technological University; Yuxiao Zhang, Purdue University; Qianru Liang, Jinan University; Sisi Tao, The University of Hong Kong, Faculty of Education; Min Lan, Zhejiang Normal University; Cheng Yong Tan, The University of Hong Kong; Nancy Law, University of Hong Kong
   This study aims to validate a short digital literacy (DL) assessment based on a DL assessment
with strong psychometric properties. Analyses showed that this short DL assessment measures a unidimensional DL with good psychometric properties. Both long and short DL assessments exhibited comparable performance trends across gender and grades.

18. Latent Profile Analysis: Comparison of Achievement versus Ability-Derived Subgroups of Mathematical Skills
Sharon Frey, Riverside Insights; Onur Demirkaya, Riverside Insights; Sid Sharairi, Riverside Insights
This study compares latent profiles derived with student subgroups of varying levels of mathematical skills defined by achievement and ability assessment scores. Achievement and ability cut scores for identifying students at both ends of the mathematics spectrum were applied and the resulting latent profiles within each condition were compared.

19. Sparse Variational Approximations For Partially Confirmatory Factor Analysis
Yi Jin, University of Hong Kong; Jinsong Chen, University of Hong Kong
Different to MCMC-based methods for partially confirmatory factor analysis models (PCFA), this study proposes using sparse variational approximation approach as a compelling and faster alternative, which can achieve considerable accuracy in terms of computationally efficiency and accuracy-efficiency trade-offs, with scalability to large-scale problems.

20. Estimate Benchmark Assessment Cut Scores to Predict State Assessment Performance Levels
Yi He, Edmentum, Inc.; Sonya Powers, Edmentum, Inc.
One important purpose of benchmark assessments is to predict students’ performance levels on the state summative assessments. This study compares three methods (equipercentile linking, LOESS regression, and ROC analysis) to estimate cut scores on benchmark assessments and investigates the impact of correlations and sample sizes on the effectiveness of prediction.

070. Voices from the Measured: The Role of Testing in an Equitable Society
Invited Session
4:55 to 6:25 pm
Convention Center: Level 4 - Terrace Ballroom III
Moderator:
Michael E. Walker
Panelists include:
Leslie Calebrese, Rutgers University
Cheryl Logan, University of Pennsylvania
Hal Smith, National Urban League

NCME WELCOME RECEPTION
(open to all attendees)
Friday, April 12 | 6:25 to 8 pm
Convention Center: Level 4 - Terrace Ballroom IV

SATURDAY, APRIL 13

071. Hot Topics in Measurement - Roundtable Discussion I
Organized Discussion
7:45 to 8:45 am
Convention Center: Level 4 - Terrace Ballroom IV
Moderator:
Jonathan Weeks, ETS
072. Evaluating Fit
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 120B

Chair:
Lizzy Wu, University of Illinois Urbana-Champaign

Participants:
Assessing Fit in Common Factor Models Using Empirical Moment Functions
Youjin Sung, University of Maryland, College Park; Yang Liu, University of Maryland, College Park
A comprehensive fit assessment framework is developed for common factor models. Residuals are defined using empirical moment functions, which estimate the conditional moments of response variables given common factors. Formal statistical tests are then constructed, and their performance is evaluated via simulations and real data examples.

Evaluating Model Replication Efforts Through Prior Predictive Similarity Checking
Sonja D Winter, University of Missouri, Columbia; Wes Bonifay, University of Missouri; Hanamori Skoblow, University of Missouri; Ashley Watts, Vanderbilt University
In model-based research, goodness-of-fit (GOF) of the original model (e.g., CFA) to the replication data is routinely provided as evidence of replication. We demonstrate that GOF obscures important differences between the original and replication studies. We present Bayesian prior predictive similarity checking: a tool for rigorously evaluating model-based replication.

Implied Probabilities of Polytomous Response Functions for Model-Based Prediction and Comparison
Ben Domingue, Stanford University; Klint Kanopka, New York University; Esther Ulitzsch, University of Oslo; Lijin Zhang, Stanford Graduate School of Education
Polytomous response models are typically motivated by assumptions about specific dichotomizations. We build on this by considering all possible dichotomizations. We enumerate such dichotomizations and show that many of these dichotomizations have dramatically different forms when computed for different models. These differences can be used to evaluate model fit.

Discussant:
Holmes Finch, Ball State University

073. Reliability and Scoring
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 120C

Chair:
Cheng Hua, University of Montevallo
Participants:
Designing Scoring Reliability and Instructional Support into Classroom-Based Math Assessments
Xingyao Xiao, Berkeley School of Education, University of California, Berkeley; Richard Patz,
University of California, Berkeley; Mark Wilson, Berkeley School of Education, University of California,
Berkeley
This study examines how classroom assessments employing open-ended items can attend to
scoring reliability in a manner both instructionally supportive and validity enhancing. The approach
is implemented for a classroom-focused, math assessment. Data from human-scored student
responses are analyzed, with implications for construct validity and score reliability discussed.

Examining the Psychometric Impact of Targeted and Random Double-Scoring in Mixed-Format
Assessments
Yangmeng Xu, University of Alabama; Stefanie A. Wind, University of Alabama
Double-scoring CR item responses is a common but costly practice in mixed-format assessments.
We explored how targeted and random double-scoring impact the psychometric quality of examinee
achievement estimates. We found that these two approaches have a similar impact on examinee
achievement and fit. We consider implications for research and practice.

Extending Multivariate G-theory Designs to Incorporate Congeneric Relationships and Assess
Subscale Added-Value
Walter Vispoel, University of Iowa; Hyeryung Lee, University of Iowa; Tingting Chen, University of Iowa
We demonstrate how structural equation models can extend multivariate G-theory designs to allow
for congeneric relationships among scores. Results revealed that generalizability coefficients and
subscale added-value indices for persons × items × occasions congeneric designs consistently
exceeded those for traditional multivariate generalizability theory designs at both composite and
subscale levels.

Discussant:
Igor Himelfarb, NCBE

074. Longitudinal and Multilevel Models
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 121A

Chair:
Edgar Sanchez, ACT

Participants:
Contextual Predictors Of Academic Success: Findings From The Pacific Islands
Tim Friedman, ACER; Seema Prasad, Educational Quality and Assessment Programme (EQAP)
The study uses data from the only regional large-scale assessment in the Pacific Islands to
investigate which contextual factors predict achievement in primary age students, using multi-level
models. Results show that a range of student characteristics and school level factor contribute to
models of achievement.

Monotonicity in Longitudinal Regressions
Judit Antal, College Board; Ying Lu, College Board
Longitudinal regression models assess student growth over time. In tracking growth, it is reasonable
to expect monotonic functions, even though they are not always attainable. This study investigates
the use of growth models and provides recommendation for a technique that ensures monotonicity
and provides reasonable fit.
Specialized Longitudinal Mixture IRT Model Measuring Differential Learning Progress in Target Domains
Minho Lee, University of California Los Angeles; Minjeong Jeon, UCLA
We propose a specialized longitudinal mixture item response model that simultaneously assesses growth in a construct of interest and differential learning progress on target domains. Two empirical examples and a simulation study will be presented to demonstrate the usefulness of the proposed model over existing models.

Discussant:
Lihua Yao, Northwestern University

075. Considerations in Assessing Special Populations
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 121B

Chair:
Heather Buzick, ETS

Participants:
Exploring Universal Text-to-Speech Use in Assessment from a Cognitive Demand Perspective
Ejike Edeh, University of Arkansas; Heather Buzick, ETS
Text-to-speech (TTS) is increasingly offered to any student during testing, to expand opportunities for fairness and equity. There is a need to fully understand who uses and benefits from it, the cognitive demands associated with its use, and the factors that may inhibit its use.

Sheryl Lazarus, National Center On Educational; Mari Quanbeck, University of Minnesota - Twin Cities
States struggle to meet ESSA's 1.0% cap on student participation in the alternate assessment. This paper examines the relationship between AA-AAAS participation rates and placement rates in more restrictive educational settings, read aloud allowance on the general assessment, and using “time spent receiving special education services” in making participation decisions.

Discussant:
Edynn Sato, Sato Education Consulting LLC

076. Oral Reading Fluency Models
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 121C

Chair:
Hyeon-Ah Kang, University of Texas at Austin

Participants:
A Sentence-Level Joint Testlet Model for Measuring Oral Reading Fluency
Yusuf Kara, Southern Methodist University; Akihito Kamata, Southern Methodist University; Cornelis Potgieter, Texas Christian University; Joseph F. T. Nese, University of Oregon; Xin Qiao, Shandong Academy of Sciences
This study introduces a testlet-based model for measuring the speed, accuracy, and oral reading fluency of students. Similar to testlet response models, a binomial-lognormal hierarchical speed and accuracy model is extended to account for dependency among sentences within passages. The utility of the model is demonstrated on an empirical dataset.

Enhancing Precision in Joint Count-Time Measurement Models: A Testlet Approach
Cornelis Potgieter, Texas Christian University; Yusuf Kara, Southern Methodist University; Akhito
Kamata, Southern Methodist University
This study introduces a testlet model for jointly-observed count and time assessment data. Incorporating latent accuracy and speed dimensions, our approach captures item correlations within and between testlets. Method of Moments and Maximum Likelihood parameter estimation methods are developed. Methods are compared through simulation and empirical illustration.

Measuring Reading Fluency through Response Time and Accuracy
Mingfeng Xue, University of California - Berkeley; Qing Cai, University of California, Berkeley
We propose a novel approach to measuring reading fluency by recoding responses according to the combination of response accuracy and response time. Then the GPCM is applied. Results show that our proposed method yields estimates with satisfactory reliability and superior validity compared to the joint model (van der Linden, 2007).

Discussant:
Adam E Wyse, Renaissance

077. Effort Responding
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 122A

Chair:
Carina McCormick, Southeast Community College Board of Governors

Participants:
Detecting Low-Effort Response Patterns in Computerized Adaptive Tests via a Nonparametric Approach
Dandan Chen, Pearson; Elizabeth Adele Patton, Curriculum Associates; Logan Rome, Curriculum Associates
We applied a nonparametric approach, hierarchical clustering, to group item response time data from 146,519 examinees in Grades 1-8 who completed the i-Ready Diagnostic, a large-scale CAT. We unveiled patterns of examinees’ low effort throughout CAT, which has important implications for future test development and effort-moderated response modeling.

Impact of Student Engagement within Summative Assessments
Marc W Julian, DRC; Litong Zhang, DRC; Xiao Zhang, DRC; Daisy Ye, Houghton Mifflin Harcourt
Item response times were used as an indicator of examinee engagement during a large-scale test administration. The degree to which engagement and associated impact of disengagement varies across different test administrations, regions, schools, classrooms, and other demographic information is explored to better understand our systems of measurement.

Response Strategies In Multiple-Choice Tests: An Option-Position-Based Strategies Inventory
Séverin Lions, CIAE - Universidad de Chile; María Paz Blanco, Center for Advanced Research in Education (FB0003), Institute of Education, Universidad de Chile, Santiago, Chile; Gabriel Ortega, Center for Advanced Research in Education (FB0003), Institute of Education, Universidad de Chile, Santiago, Chile; Pablo Dartnell, Center for Advanced Research in Education (FB0003), Institute of Education; Center for Mathematical Modeling (ACE210010 and FB210005); and Department of Mathematical Engineering; all from Universidad de Chile, Santiago, Chile; Consuelo Andrea Soto
Two hundred interviews about response strategies to solve multiple-choice test items were conducted to determine which option-position-based strategies students use and when. Results showed that most students use option-position-based strategies when they lack content knowledge or time. An inventory of these strategies is presented.

Discussant:
Christine DeMars, James Madison University
078. Methodological Challenges and Solutions for Administering Large-Scale Assessments in India

**Coordinated Paper Session**
11:25 am to 12:25 pm
Convention Center: Level 1 - 122B

This symposium presents our collaborative efforts with India’s assessment governmental agency to improve assessment methodologies to promote evidence-based policies for equitable opportunities across genders and social classes. The first presentation introduces the National Achievement Survey (NAS), which is one of the key measures of student achievement in India. In the second study, we investigate differences between test designs that administer all subjects of interest to all students and test designs that administer a subset of these subjects. The goal here is to maximize the precision of group-level statistics while taking into account the constraints related to sample size and testing time. In the third study, proficiency estimates of subgroups derived from plausible values (PVs) are compared with those derived with weighted maximum likelihood estimates (WLEs). In the fourth study, principal components analysis is compared to principal components regression and partial least squares in reducing the large number of background variables often seen in IRT latent regression models used in LSA. The final study compares currently used operational ad-hoc procedures for treating missing responses with modern imputation-based approaches.

Session Organizer:
Jonas Bertling, ETS

Participants:
**The National Achievement Survey in India**
Indrani Bhaduri, National Council of Educational Research and Training, India; Dinesh Prasad Saklani, National Council of Educational Research and Training, India; Jonas Bertling, ETS

**Methodological Considerations in Measuring Single or Multiple Subjects in Large-Scale Assessment Design**
Han-Hui Por, ETS; Daniel McCaffrey, ETS; Indrani Bhaduri, National Council of Educational Research and Training, India

**Comparing Group Scores from Plausible Values and Weighted Maximum Likelihood Estimates**
Parth Tusharbhai Soni, Indian Institute of Management Ahmedabad; Daniel McCaffrey, ETS; Indrani Bhaduri, National Council of Educational Research and Training, India

**A Comparison of Data-reduction Techniques for IRT Latent Regression**
Peter van Rijn, ETS GLOBAL; Jonas Bertling, ETS; Indrani Bhaduri, National Council of Educational Research and Training, India

**Modern Techniques for Treatment of Missing Item Responses in Large-Scale Survey Assessments**
Kamal Chawla, University of Delaware; Usama Ali, ETS; Peter van Rijn, ETS GLOBAL

079. Missing Data

**Paper Session**
11:25 am to 12:25 pm
Convention Center: Level 1 - 123

Chair:
Xin Qiao, Shandong Academy of Sciences

Participants:
**Detection of Differential Item Functioning with Missing Values in the Grouping Variable**
Isaac Li, American Board of Psychiatry and Neurology; David Shin, Pearson
Licensure/certification exams that allow examinees to report their demographics voluntarily face missing values in the variables for manifest groups in DIF study. This research explores various approaches that can tackle this problem by comparing their performance in DIF detection in simulation. These methods are applied to a medical exam dataset.
Parameter Recovery from Higher Order Item Response Theory Models with Structural Missingness
Yale Quan, University of Washington; Chun Wang, University of Washington
By combining HO-IRT models with structural missingness researchers can control instrument length while still measuring hierarchical general and subdomain constructs. This study provides insight into the application of HO-IRT models with structural missingness by exploring how group design, sample size, and correlation influence parameter recovery.

Tackling Missing Data from Omitted and Not-reached Items: A Model-based Approach
Dongwei Wang, UMass Amherst; Craig Wells, UMass Amherst
In low-stakes assessment, there is often a substantive amount of missing data observed from omitted and not-reached items. Missing item responses are often MNAR and lead to biased parameter estimates if not handled properly. This study evaluated and compared the accuracy of parameter estimates between classical approaches and model-based approaches.

080. Years of Learning: Relating Changes in Student Attainment to Time
Coordinated Paper Session
11:25 am to 12:25 pm
Convention Center: Level 4 - Terrace Ballroom III
One of the most prominent ways that educational assessment has entered into mainstream media over the last several years is in discussions of the academic impact associated with the COVID-19 pandemic (i.e., learning loss). Numerous headlines have been written communicating the negative impacts of the pandemic on student academic achievement. In most cases, to facilitate communication with the general public, academic impact is reported as months or years or learning. For example, headlines declaring that students lost several months of learning were common. In terms of concise communication, there is a clear advantage to using years of learning as a measure of academic impact over more standard indicators like effect size. Current president of NCME Andrew Ho weighed in on the subject on Twitter declaring his support for reporting academic impact in terms of months of learning despite potential technical shortcomings to better communicate results to non-technical stakeholders. But do the benefits of simplicity outweigh the risks of misinterpretation? In this coordinated session we present papers that highlight the subtle psychometric and practical issues that underlie the conversion of changes in academic attainment to exposure time to learning.

Session Organizer:
Damian Betebenner, National Center for the Improvement of Educational Assessment

Participants:
Vertical Scale Design and Years of Learning
Sanford R. Student, University of Delaware; Derek Christian Briggs, University of Colorado Boulder; Laurie Davis, Curriculum Associates

Using Growth Norms to (In)Validate Years of Learning
Damian Betebenner, National Center for the Improvement of Educational Assessment; Charles DePascale, Psychometric Confections, LLC

Contrasting Years of Learning Approaches Using a Common Scale
Eric Stickney, Renaissance
081. GSIC Poster Session II
Graduate Electronic Board Session
11:25 am to 12:25 pm
Convention Center: Level 4 - Terrace Ballroom IV

Participants:

1. **AI in Assessment: Revolutionizing Item Development for Professional Licensure Examinations**
   *Oscar Rios, PSI Services LLC; Tony Albano, University of California Davis*
   
   This proposal evaluates items developed using artificial intelligence (AI) within the licensure examination context. By combining empirical findings, established best practices, and theoretical insights, we aim to provide a comprehensive overview that aids in the understanding of the potential of AI-driven assessment tools.

2. **A Modified Bisquare Estimation Procedure for Identifying Partial Disengagement**
   *Claudia J Ventura, University of Connecticut; Joseph A. Ríos, University of Minnesota*
   
   Evaluating examinees’ true ability becomes notably challenging due to the presence of aberrant responses, especially those that are partially disengaged. In this study, we propose a new procedure to identify and downweight partial disengagement (PD), while addressing the limitations of previous methods.

3. **Comparative Analysis of Zero-Shot and Task-Specific Transformer Models in Argumentation Analysis**
   *Nils-Jonathan Schaller, IPN – Leibniz Institute for Science and Mathematics Education*
   
   In this paper, we present a comparison between a zero-shot language model and a task-specific transformer model specifically trained on the DARIUS corpus. Both models predict argumentative structures in German high school essays with the goal of providing adaptive feedback. We measure their performance using the same DARIUS testing corpus.

4. **Comparing the Performances of Anchor Item Replacement Procedures**
   *Cihan Demir, Washington State University; Matthew Swain, American Board of Internal Medicine*
   
   Drifted anchor item parameters can negatively affect equating processes. Replacement offers a potential solution. We assessed two replacement procedures — only b-parameter and b-parameter + content — utilizing real ABIM datasets. Results show effectiveness in maintaining psychometric quality; however, careful consideration is needed to maintain the mini-test property of anchor item sets.

5. **Concurrent ATA: Integrating MST Simulation Factors into Automated Test Assembly**
   *Hong Chen, The University of Iowa; YuLan Su, Center for Applied Linguistics*
   
   The proposal introduces a concurrent automated test assembly approach for assembling multiple multistage test (MST) panels using mixed-integer linear programming (MIP). Integrating design factors during panel assembly reduces the effect of confounding factors and facilitates conclusions in the simulation study. Moreover, valuable optimization suggestions for the ATA process are included.

6. **Demonstrating Lord and Wingersky 2.5 as a Method for Differential Subscale Functioning**
   *Jared Block, UCLA; Steve Reise, UCLA*
   
   The present research uses the Alcohol Use Disorder scale to show the effectiveness of Lord and Wingersky 2.5 to detect person fit. External correlates are also analyzed, demonstrating the potential use of LW 2.5 as a method of detection of DIF at the subscale level.

7. **DIF and ‘Don’t Know’ Responses in the NFCS’s Financial Literacy Questions**
   *Horacio A Rocha, CUNY Graduate Center; Jay Verkuilen, CUNY Graduate Center*
   
   Financial Literacy is an essential life skill in today’s very complex world. This paper studies the impact of Don't Know responses on DIF and overall scoring of financial literacy questions on the 2021 NFCS survey. Preliminary conclusions suggest that DIF and responses are affected by these types of responses.
8. Evaluating Algorithm Efficacy of an Item-Level Computer Adaptive Test with Routing Stage  
Cassandra Griger, University of Iowa; Ahmed Bediwy, The University of Iowa; Jonathan Templin, University of Iowa  
This study aims to evaluate a hybrid computer-based testing algorithm, the routing stage preceding item-level Computerized Adaptive Test (rCAT), for its efficacy and accuracy in ability measurement. It compares rCAT with traditional CAT under varying conditions. The research aims to optimize algorithm design, potentially benefiting educational and clinical testing.

9. Exploring Students’ Receptivity to Feedback: A Latent Profile Analysis  
Jan Luca Bahr, Leibniz Institute for Science and Mathematics Education; Lars Höft, Leibniz Institute for Science and Mathematics Education; Thorben Jansen, Leibniz Institute for Science and Mathematics Education  
We performed latent profile analysis on students’ receptivity to instructional feedback (RIF) on a dataset of N=1800. We characterized three RIF profiles, predicted profile membership using established factors (cognitive ability, personality traits, prior achievement, age, and gender) that relate to feedback reception, and examined how profile membership influenced writing performance.

10. How can Large Language Models Revolutionize Learning Analytics?  
Elisabetta Mazzullo, University of Alberta; Okan Bulut, University of Alberta; Tarid Wongvorachan, University of Alberta; Bin Tan, University of Alberta  
Large language models continue to revolutionize all aspects of education, including learning analytics. In this study, we summarize the literature on the ongoing challenges in the design and application of LA in education, explain how large language models be leveraged to address these challenges, and offer directions for future research.

11. Impact Of Zero-Cell Correction Strategies On The Estimation Of Tetrachoric Correlation Matrices  
Jeongwon Choi, Vanderbilt University; Hao Wu, Vanderbilt University  
This study investigates different zero-cell correction strategies in estimating tetrachoric correlation matrices, including which value to add, whether to keep marginals, and where to add. Preliminary results show that the correction strategy significantly affects the positive-definiteness of the correlation matrix. Correlation size and threshold pattern moderate the results.

12. IRT Chained Equipercentile Equating  
Min Liang, University of Iowa; Won-Chan Lee, University of Iowa  
This study aims to propose a new IRT chained equipercentile (CE) equating method under the common-item nonequivalent groups (CINEG) design. The new method utilizes the IRT fitted score distributions instead of the observed score distributions in traditional CE equating. The effects of ability distribution on the equating results were also evaluated.

Mubarak O. Mojoyinola, The University of Iowa; Ahmed Bediwy, The University of Iowa; Jing Ma, The University of Iowa; Anthony D. Fina, University of Iowa  
Given the proliferation of commercial and open-source IRT software, with varying capabilities and supporting documentation, the evaluation and comparison of these software programs is critical. This study aims to evaluate item parameter recovery in an MST for the most popular programs. Examined factors include priors, sample size, and ability distributions.

14. Performance and Authentic Assessment Practices in Basic Schools in Ghana  
Francis Ankomah, Ohio University; Frank Agyemang Oppong, Ohio University  
The study examined the practice of performance/authentic assessment among teachers by adopting explanatory sequential mixed methods design. A sample of 1264 basic school teachers were engaged. It emerged that teachers had a negative perception, which influenced their willingness to practice. Recommendations were made to the Ministry of Education.
15. Psychometric Properties of Composite Theta Scores for Simple Structure MIRT Model
   Huan Liu, University of Iowa; Won-Chan Lee, University of Iowa
   This study introduces analytic formulas and procedures for estimating CSEMs, reliability coefficients, and classification indices for the composite theta scores under the framework of SS-MIRT model. Preliminary results from two real data sets, one mixed-format assessment and one test spanning multiple content domains, are presented to illustrate the proposed methods.

   Haoyang Yu, Accessible Teaching, Learning, and Assessment Systems (ATLAS) at Achievement & Assessment Institute
   This study simulates Computer Adaptive Testing (CAT) for ESL vocabulary placement using a 96-item bank and the Generalized Partial Credit Model. It finds no superior algorithm for measurement accuracy but identifies efficient ones that expedite testing, benefiting marginalized groups.

17. Teachers’ and Administrators’ Grading Perceptions
   Sarah Ruth Morris, University of Arkansas; Fabio Andres Parra-Martinez, University of Arkansas
   We will explore teachers’ and administrators’ grading perceptions using a sample of Arkansas educators. In prior work, we find teachers who have liberal political ideologies are more likely to prefer grading equity practices. While we wait on results for the principals, we will measure how principals prefer grading equity practices.

18. The Changing Role of Testing in Admissions Decisions
   Yen Vo, University of Iowa; Jeongmin Ji, University of Iowa; Xiaoting Zhong, University of Iowa; Catherine Welch, University of Iowa; Stephen Dunbar, University of Iowa; Anthony D. Fina, University of Iowa
   The impact of the pandemic and social inequality discussions have significantly changed the traditional college admission process. This study explores replacing traditional admission tests with statewide assessments that are accessible and aligned for all students. Results support consistent admission scores while also creating pathways for all students.

   Michael Ilagan, ETS Canada; Jamie Mikeska, ETS; Beata Beigman Klebanov, ETS
   Effectively facilitating students’ discussions while encouraging them to engage with each other’s ideas is a difficult skill to master for teachers. In the context of simulated science discussions for developing this skill, we developed an automated system to assess the teacher’s performance as well as provide positive examples as feedback.

20. Using Large Language Models for Automatic Item Generation to Create Multiple-Choice Questions
   Nour Armoush, University of Alberta; Mark J Gierl, University of Alberta
   This research-in-progress investigates an automatic item generation (AIG) methodology which utilizes subject matter expert (SME) model and large language model capabilities to create a large number of high quality items. We follow Gierl et al. (2017) three-step method in AIG. Items will be evaluated by textual features and by SME.

21. Using Process Data to Explain Gender Differences in PIRLS 2021
   Dihao Leng, Boston College; Matthias von Davier, Boston College
   Girls consistently outperform boys on average in international large-scale reading assessments. This study categorized students into three types utilizing mixture models on PIRLS 2021 process data: “Rapid”, “Middle”, and “Slow”. The “Rapid” type includes more boys. The study examines whether the response process types explain gender achievement gaps in reading.

   Olushola Olufemi Soyoye, University of Delaware
   This project aims to investigate the viability of using a large language model to automatically generate appropriate contexts based on the target construct and numerical data. We fine-tuned a pre-trained language model to generate mathematics items. Results show that the fine-tuned model can achieve accuracy and control in automated item generation.
23. Validation Of Dass And The Brief Rcope Inventory Among Ghanaian Population
Enoch Tsey, University of Cape Coast; Regina Mawusi Nugba, University of Cape Coast
Lack of item clarity on the DASS and the Brief RCOPE Scale possess a lot of validity and reliability threats to researchers/clinicians who often administer these scales to respondents in Ghana. This study seeks to validate the aforementioned scales among the Ghanaian population through the lenses of CTT and IRT.

082. Leveraging Experiences of Latin American and Muslim Women for Equitable Measurement Practices
Organized Discussion
1:15 to 2:45 pm
Convention Center: Level 1 - 120B
This panel discussion session moderated by Dr. Fiona Hinds aims to explore the narratives and experiences of Latin American and Muslim women in the field of educational measurement, and a liberation model for re-imagining an equitable system for the measurement industry that is inclusive of racial and gender equity, local culture, and language. The presenters: Dr. Shelia Lallmamode, Independent Assessment Researcher Dr. Xaviera Gonzalez-Wegener, Dr. Leslie Rosales and Maria Hamdani, MSc will illustrate the findings of qualitative research studies and provide insight into the intersectionality of identities and experiences of Latin American and Muslim women to uncover challenges and barriers. The researchers will provide insights to explore transformative viewpoints of creating a liberation model that addresses frameworks and strategies for overcoming racial, gender, cultural and language inequities in educational measurement.

Session Organizer:
Fiona Hinds, Independent Consultant

Presenters:
Leslie Vanessa Rosales de Veliz, JML Measurement and Testing Services, LLC
Xaviera Gonzalez-Wegener, UCL Institute of Education
Sheila Lallmamode, Independent Assessment Researcher

Discussant:
Maria Hamdani, Center for Measurement Justice

083. Reconceptualizing Diagnostic Classification Models: Applications and New Development Coordinated Paper Session
1:15 to 2:45 pm
Convention Center: Level 1 - 120C
Diagnostic paradigms have gained prominence in educational measurement following increase in demands for testing instruments that are closely aligned with instructional practices and can present actionable diagnostic feedback. Cognitive diagnostic models (CDMs) or diagnostic classification models (DCMs) have since emerged as a promising approach capable of identifying students’ strengths and weaknesses on multiple fine-grained knowledge skills. Recently, research has been focused on extending classical models that exploit the wealth of student information available in modern assessments to more accurately reflect their knowledge states. The end goal is to make better informed diagnostic decisions and thus, enhance the learning process for each student. In this organized paper session, the speakers will discuss applied and methodological advances in CDMs working toward this purpose. Topics include leveraging process data using a subtask-based approach for diagnostic modeling via deep learning; and incorporating various response types under a novel paradigm of identifiable general-response diagnostic models; recognizing the effects of and accounting for differences in test-taking behaviors within CDMs such as rapid guessing and omission and assessing both intervention effectiveness and impact of covariates in longitudinal settings. An expert in diagnostic models will be the discussant for this coordinated paper session.

Session Organizer:
Yon Soo Suh, NWEA
FULL SCHEDULE
SATURDAY, APRIL 13

Chair:
Shiyu Wang, University of Georgia

Participants:
Diagnostic Assessment via Process Data based on Subtask Analysis
Susu Zhang, University of Illinois at Urbana-Champaign

New Paradigm Of Identifiable General-Response Diagnostic Models: Beyond Categorical Data
Seunghyun Lee, Columbia University; Yuqi Gu, Columbia University

A Motivation-based Cognitive Diagnostic Model for Insufficient Responses Detection
Yingshi Huang, University of California, Los Angeles; Shiyu Wang, University of Georgia; Yanfang Pan, Beijing Normal University; Xiangyu Lu; Ping Chen, Beijing Normal University

Considerations and Recommendations for Rapid Guessing with Examinee Motivation Filtering in DCMs
Nicolas Mireles, James Madison University; Yu Bao, James Madison University

Assessing Intervention Effectiveness and the Impact of Covariates Using Longitudinal Cognitive Diagnosis Models
Benjamin Kweku Lugu, University of Alabama; Ying Chen, University of Illinois at Chicago; Yue Yin, University of Illinois at Chicago; Wenchao Ma, University of Alabama

Discussant:
W. Jake Thompson, University of Kansas

084. Investing in Research and Development to Foster Innovation in PISA
Coordinated Paper Session
1:15 to 2:45 pm
Convention Center: Level 1 - 121A

This session presents a collection of studies undertaken as part of the PISA Research, Development and Innovation (RDI) initiative, through which the PISA Governing Board aims to introduce conceptual, methodological and operational advances in how the OECD’s PISA study is conducted. PISA faces a number of challenges to the adoption of frontier technologies and of new methods, chief among them the large number of languages (about 100) and the wide variation in national contexts in which the assessment is conducted. These challenges are shared with other international large-scale assessments, such as the IEA’s TIMSS or PIRLS. All presentations in this session illustrate how these challenges play out throughout the assessment cycle, but also how they give rise to fertile research questions. The session will in particular present results in three areas: • the use of artificial intelligence and natural-language processing technologies for the automatic coding of open responses (2 presentations); • the measurement of students’ socio-economic status; • the use of adaptive technologies to increase accessibility in an international context;

Session Organizer:
Francesco Avvisati, OECD

Participants:
Improving the Measure of Socio-Economic Status: Lessons from the PISA 2022 Cycle
Francesco Avvisati, OECD; Celine Wuyts, OECD

Improving Accessibility in PISA for Students with Special Needs
Ava Guez, OECD; Ketan, University of Massachusetts; Mario Piacentini, OECD

Beyond Human Raters: Using AI and NLP in PISA’s Creative Thinking Tests
Ricardo Primi, University of Sao Francisco; Roger E. Beaty, Penn State University; John D. Patterson, Penn State University; Mathias Benedek, University of Graz; Ivandre Paraboni, Universidade de São Paulo; Denis Dumas, University of Georgia; Peter Organisciak, University of Denver; Tiago A Caliço, Organization for Economic Cooperation and Development; Mario Piacentini, OECD
From Free-Form Job Descriptions to Standardized Occupational Codes: A Machine-Learning Approach
Tiago A Caliço, Organization for Economic Cooperation and Development; Francesco Avvisati, OECD

Discussant:
Emmanuel Sikali, NCES

085. Putting Research into Practice: Case Studies Developing Reporting Tools with Stakeholder Engagement
Coordinated Paper Session
1:15 to 2:45 pm
Convention Center: Level 1 - 121B

Although educational research is often motivated by an interest in improving achievement-score-related measures for stakeholder use, researchers are rarely involved in the translation of that research into practice. This session highlights four case studies in which researchers engaged with diverse groups of stakeholders in rigorous, iterative processes of development and engagement to create digestible reporting tools that avoid misinterpretations and are accessible to a variety of stakeholders. We demonstrate how partnerships with stakeholders via co-design, focus groups, usability studies, surveys, or stakeholder meetings are key to designing reporting tools with equitable access to all intended audiences. We highlight lessons learned about communicating complex concepts and measures to various audiences. The first presentation focuses on bridging the gap between assessment results and instructional action with classroom-level score reports for a through-year assessment program. The second highlights the process of creating school/district-level summaries of an improved aggregate-level growth score. The third provides a few examples of the development process for tools in the National Assessment of Educational Progress (NAEP) reporting ecosystem, including the recently developed NAEP achievement gap tool. The fourth illustrates the application of the iterative multistep framework in the development of parent/family reports for early learning assessments in one state.

Session Organizer:
Katherine Furgol Castellano, ETS

Chair:
Katherine Furgol Castellano, ETS

Participants:
What Does this Mean for My Next Unit? A Classroom Reporting Approach
Nathan Dadey, Center for Assessment; E. Caroline Wylie, Center for Assessment

A State’s Journey of Communicating School/District Summaries of Student Growth
Joseph A. Martineau, ETS; Kimberly Mundhenk, California Department of Education; Katherine Furgol Castellano, ETS

How Stakeholder Needs Inform An Equitable And Meaningful Nation’s Report Card
Robert Finnegan, ETS; Madeline Goodman, ETS; Timothy Shaw, Forum One Communications

Need For Ongoing Monitoring After Operational Deployment: Indiana ISPROUT Reports
Priya Kannan, WestEd; Matthew Brunetti, WestEd; Jaylin Nesbitt, WestEd; Lynn Schemel, Indiana Department of Education

Discussant:
Karoline Jarr, Curriculum Associates
086. Tackling Challenges in Automated Scoring: Data Augmentation, Multilingualism, and Feedback Mechanisms
Coordinated Paper Session
1:15 to 2:45 pm
Convention Center: Level 1 - 121C

Educational assessments have been undergoing a transformative evolution, with automated scoring systems emerging as a nexus between advanced technology and pedagogical needs. This session illuminates the innovations harmonizing current challenges in automated scoring, offering a unified vision for the future of scoring mechanisms. Central to this vision is data augmentation, a strategy that not only addresses challenges like class imbalances but also fortifies the foundation for more precise and inclusive scoring models. As education transcends borders, the imperative to adeptly handle multilingual responses also becomes more evident. This necessitates automated scoring systems that are linguistically versatile, ensuring fairness and accuracy across diverse linguistic landscapes. Beyond mere scoring, the session also delves into the potential of automating feedback and distractor generation, especially in assessments with multiple-choice items. This signifies a shift towards a more holistic, responsive, and adaptive assessment experience. Collectively, this session with five papers will present a cohesive narrative, emphasizing that the future of automated scoring transcends mere efficiency. Our session envisions a landscape marked by inclusivity, adaptability, and a holistic approach to education, where technology and pedagogy converge to enhance the assessment experience for all stakeholders.

Session Organizer:
Xiaoming Zhai, University of Georgia

Chairs:
Xiaoming Zhai, University of Georgia
Hong Jiao, University of Maryland

Participants:
Data Augmentation for Class Imbalance in Developing Generic Models in Science Assessment
Hong Jiao, University of Maryland; Chandramani Fnu, University of Maryland; Xiaoming Zhai, University of Georgia

Text Augmentation for Enhancing the Accuracy of Automated Scoring in Low-Resource Languages
Tahereh Firoozi, University of Alberta; Okan Bulut, University of Alberta; Guher Gorgun, University of Alberta

Data Augmentation Using GPT-4 for Unbalanced Dataset in Automated Assessment
Luyang Fang, University of Georgia; Gyeong-Geon Lee, University of Georgia; Xiaoming Zhai, University of Georgia

AI-Based Automated Scoring Of Multilingual Responses In International Large-Scale Assessment
Ji Yoon Jung, Boston College; Lillian Tyack, Boston College; Matthias von Davier, Boston College

Exploring Automated Distractor And Feedback Generation For Math Multiple-Choice Questions
William McNichols, UMass Amherst; Wanyong Feng, UMass Amherst; Jake Lee, UMass Amherst; Alex Scarlatos, UMass Amherst; Andrew Lan, University of Massachusetts at Amherst; Digory Smith, Eedi; Simon Woodhead, Eedi

Discussant:
Susan Lottridge, Cambium Assessment
087. Computer Adaptive Testing Applications

Paper Session
1:15 to 2:45 pm
Convention Center: Level 1 - 122A

Chair:
Yuan-Ling Liaw, IEA Hamburg

Participants:
A Score-Based Method for Detecting Item Compromise and Preknowledge in CAT
Kylie Gorney, Michigan State University; Chansoon Lee, American Board of Internal Medicine; Jianshen Chen, College Board
We develop a score-based method for detecting compromised items and examinees with preknowledge in computerized adaptive tests. A detailed simulation study reveals that the new method produces small false positive rates and large true positive rates across most conditions.

Enhancing Global Efficiency in CAT: A Maximin Information Criterion for Item Selection
Hsiu-Yi Chao, Soochow University; Jyun-Hong Chen, National Cheng Kung University
To enhance global test efficiency, this study applies maximin information criterion (MMI) for item selection. MMI tailors item selection to each examinee’s provisional trait estimate, improving the efficiency of item administration. Simulation results indicate that MMI outperforms other ISRs by offering comparable RMSE and a more balanced item pool usage.

Adaptive Testing for Multiple-Choice, Multiple-Attempt Test Items
Yikai Lu, University of Notre Dame; Ying Cheng, University of Notre Dame
This study proposes the combination of multiple-choice, multiple-attempt test items and CAT (MM-CAT). Our small-scale simulation study demonstrated that CAT can benefit from allowing multiple attempts on items by either improving the accuracy of theta estimates in fixed-length CAT or reducing the test length of variable-length CAT.

Measuring Test-Taking Engagement on Computerized Adaptive Test
Guanyu Chen, The University of British Columbia; Ching-Lin Shih, National Sun Yat-sen University; Yan Liu, Carleton University
This study investigated test-taking engagement through RT-based and model-based approaches using CAT data, comparing the results of both approaches. It also explored the relationship between English proficiency and test-taking engagement, offering insights into the underlying mechanisms. These results lay the foundation for subsequent studies integrating demographic and psychological variables.

Discussant:
Laurie Davis, Curriculum Associates

088. A Conversation about Rebuilding Pathways to Educational Measurement

Organized Discussion
1:15 to 2:45 pm
Convention Center: Level 1 - 122B

The pathway from college to careers is changing rapidly, including the educational measurement pathway. For decades we have seen a slow decline in measurement graduate program enrollments. With a quickening pace in this trend over the last few years, and current professionals leaving traditional measurement positions, there is a need to consider what steps need to be taken to support the field in growing. The Educators of Measurement SIGIMIE spent the year gathering information on these issues. The session brings together a panel of diverse viewpoints to engage in conversation with the audience about how to build sustainable efforts for recruiting and retaining future measurement professionals. We will present what we have learned from the last year and pose questions to the audience via text message and our panel to cover a variety of topics on this issue. The conversation will lay the foundation for recommendations for next steps with NCME and our educational and industry partners.
Session Organizer:
Deborah Harris, University of Iowa

Presenters:
Anne Corinne Huggins-Manley, University of Florida
Brian French, Washington State University
Justin L. Kern, University of Illinois at Urbana-Champaign

089. Scaling, Linking, and Equating in Automatic Item Generation
Organized Discussion
1:15 to 2:45 pm
Convention Center: Level 1 - 123

Automatic Item Generation (AIG) refers to the process of developing items from various inputs, such as item models, with the aid of computer algorithm. Although scaling, linking, and equating (SLE) is a common topic in the literature, there have been relatively few research discussing SLE in the context of AIG. Thus, the goal of this organized discussion session is to bring professionals from both academia and industry together to discuss the applications and issues of SLE in AIG.

Session Organizers:
Kyung Yong Kim, University of North Carolina Greenboro
Min Wang, College Board

Presenters:
Richard Melvin Luecht, University of North Carolina at Greensboro
Ikkyu Choi, ETS
Weiwei Cui, College Board
Thomas Proctor, College Board

090. Promoting Competency-Based Education: Competency Frameworks and Classroom Implementation
Coordinated Paper Session
1:15 to 2:45 pm
Convention Center: Level 1 - 124

The 21st century is a skills century. An effective educational system needs to reflect students’ nonlinear educational pathways and focus on their competencies, rather than fixed seat time. This coordinated session aims to shed light on the most salient aspects of competence-based education (CBE), including theoretical frameworks, skills definition, application of AI in skills extraction, and innovative district implementation. It includes five papers: • A comprehensive overview of competency frameworks and a set of durable skills that are cross-cutting and predictive of future success. • A discussion of how improvement science can be used to facilitate the implementation of CBE to enable teachers to offer personalized guidance and collaborate with a network of educators. • An illustration of the innovative approach the Cajon Valley School District in California adopts in implementing CBE through Learner Employment Records. • Insights on critical skills expected of employers and trends data in career trajectory and how that impacts CBE, and • The application of AI in extracting skills from unstructured data to enable the recognition of a wide variety of prior learning. The five presentations jointly provide a unique opportunity for the audience to gain insights into CBE, connecting researchers, practitioners, administrators, and employers.

Session Organizer:
Ou Lydia Liu, ETS

Participants:
Skills for the Future: A New Vision for Skills-Based Assessment
Ou Lydia Liu, ETS; Yuan Wang, ETS; Lei Liu, ETS; Guangming Ling, ETS
Building Collective Capacity for Competency Based Education: The Promise of Networked Improvement  
*David Sherer, Carnegie Foundation; Paul LeMahieu, Carnegie Foundation*

**Cajon Valley’s Data Journey**  
*Chris Collins, Cajon Valley Union School District; David Miyashiro, Cajon Valley Union School District; Karen Minshew, Cajon Valley Union School District; Bethany Schwappach, Cajon Valley Union School District; Jana Leonard, Cajon Valley Union School District*

**From Classroom to Boardroom: Decoding the Skills of High Career**  
*Arcs Yustina Saleh, The Burning Glass Institute*

**Ai Mapping Of Learning And Working Experience Into A Skill-Based Profile**  
*Guangming Ling, ETS; Carol McGregor Forsyth; Blair Lehman, ETS; Andrew Hoang, ETS; Keith Kiser, ETS; Diego Zapata-Rivera, ETS*

Discussant:  
*Anthony Bryk, Carnegie Foundation*

**091. Classroom Assessment and Culturally Responsive Teaching**  
**Paper Session**  
1:15 to 2:45 pm  
Convention Center: Level 1 - 125

Chair:  
*Roti Chakraborty, Georgia State University*

Participants:  
**A Discussion About Culturally Responsive Assessment for Classroom Assessment Practices**  
*Janine Jackson, Morgan State University; Kyndra Middleton, Howard University*

This study presents practical considerations for implementing culturally responsive strategies into the teaching and learning cycle to facilitate alignment between teaching activities and classroom assessments in K-12 schools. We examine classroom assessment design, scoring, reporting, and use. Recommendations are discussed that consider teachers, administrators, parents, and students experiences and responses.

**A Psychometric Argument for Culturally Responsive Assessment**  
*Catherine Taylor, University of Washington; Steve Ferrara, Cognia/Steve Ferrara*

This presentation demonstrates how test development and psychometric methods guarantee standardized tests are not appropriate for all students. Development practices are dominated by ideas and backgrounds of middle-class White culture. The more students differ from mainstream White culture, the less likely they are to perform well on standardized tests.

**Attending to Politics to Reduce Inequities in Assessment Policy and Practice**  
*Sarah Beach, University of Virginia*

This study considers how politics play a key role in measurement practice through a one-state case study that is then discussed within the larger national narrative. Theoretical framing about how politics can be attended to in order to address the NCME theme of reducing inequities is considered.

**Designing Assessments to Support Instruction**  
*Brooke Nash, University of Kansas; Mary Majerus, Missouri Department of Elementary and Secondary Education; Shaun Bates, Missouri Department of Elementary and Secondary Education*

New assessment models that better support instruction are needed. Current models tend to create arbitrary checkpoints of student proficiency unrelated to instruction and learning. We describe instructionally embedded assessments designed to provide timely data and meet summative reporting needs. Findings from teacher focus groups on assessment features are presented.

Discussant:  
*Joshua Sussman, University of California, Berkeley*
092. Foundational Challenges to Foundational Competencies: Debating the Task Force Report
Organized Discussion
1:15 to 2:45 pm
Convention Center: Level 4 - Terrace Ballroom III

What are “foundational competencies in educational measurement”? What knowledge, skills, and abilities must modern students of educational measurement possess in order to continue learning in our field? In March of 2023, a 12-member NCME Presidential Task Force delivered a report answering these questions, identifying three competency domains and five competency subdomains, and demonstrating how educational measurement careers and curricula develop these competencies. In this symposium, presenters will put the Task Force Report to the test by challenging the framework along four substantive dimensions. First, Alina von Davier argues that the rapid rise of Artificial Intelligence demands greater emphasis on intersections between computational competencies and educational measurement competencies. Second, Pohai Kukea Shultz recommends a stronger emphasis on community engagement as a necessary condition for valid use. Third, Sue Brookhart shows how Task Force competencies compare to the 2015 Classroom Assessment Standards and argues that the frameworks should interact. Fourth, Kristen Huff discusses how the Task Force framework can advance the revision of the 2014 AERA/APA/NCME Standards for Educational and Psychological Testing, particularly with respect to issues of Fairness and Context. Derek Briggs, who charged the Task Force when he was NCME President, will moderate discussion among presenters and the audience.

Session Organizer:
Andrew Ho, Harvard Graduate School of Education

Moderator:
Derek Christian Briggs, University of Colorado Boulder

Presenters:
Alina A. von Davier, Duolingo
Pohai Kukea Shultz, University of Hawaii at Manoa
Susan Brookhart, Duquesne University
Kristen Huff, Curriculum Associates

093. Innovation Demonstration II
Electronic Board Session
1:15 to 2:45 pm
Convention Center: Level 4 - Terrace Ballroom IV

Participants:

1. Affordable Population Scale Assessments through Mobile Paper-Digital Integration
   Nirmal Patel, Smart Paper
   Paper, when paired with computer vision, provides a cost-effective method for population-scale assessments, enabling data-informed instruction for all students, irrespective of digital access. This demonstration shows the elements of the mobile paper-digital integration system that solves the assessment scale issue, as shown in India at 4.5 million student scale.

2. Comparison Of Free Annotation Packages For Data Labeling
   Janet Mee, NBME; Milton Quranda, NBME; Andrew Houriet, NBME; Thai Quang Ong, National Board of Medical Examiners; Wenli Ouyang, National Board of Medical Examiners; Christopher Runyon, NBME; Victoria Yaneva, NBME
   ML and AI applications in assessment frequently require labeled or annotated data. Measurement professionals may struggle to obtain and manage annotations due to software constraints. This demonstration compares the features and functionality of three no-cost annotation solutions: Scale Studio, John Snow Labs NLP Lab, and BRAT.
3. Generative AI Chatbot As NAEP Helpdesk
   Ting Zhang, American Institutes for Research; Yuqi Liao, American Institutes for Research; Paul Bailey, American Institutes for Research; Blue Webb, American Institutes for Research; Sinan Yavuz, American Institutes for Research; Emmanuel Sikali, NCES

   We fine-tuned the generative AI model and developed a chatbot to help with NAEP data and methodology questions. Our goal is to improve accessibility, efficiency, and user satisfaction in accessing and understanding NAEP data by implementing a generative AI chatbot. We focused on methods that eliminate misinformation from chatbot output.

4. Reducing Data Usage Barriers: Using Bookdown for Flexible, Open-Source Data Documentation
   Karen Yi, American Institutes for Research; Grant Adams, American Institutes for Research; Juanita Hicks, American Institutes for Research; Ruhan Circi, American Institutes for Research

   Data releases can involve dozens of data files and accompanying documentation, which can quickly become confusing. To remove barriers to data usage, reduce time spent in user support, and promote collaboration among data users, we centralized documentation using bookdown, an R package that builds distributable, living books from R Markdown.

5. R Shiny Application for Regression Discontinuity Analysis with Measurement Models
   Muwon Kwon, University of Maryland - College Park; Youngjin Han, University of Maryland College Park; Youjin Sung, University of Maryland, College Park; Ji Seung Yang, University of Maryland; Yang Liu, University of Maryland, College Park

   We introduce an R shiny application for regression discontinuity analysis with latent running and/or outcome variables measured by categorical and/or continuous responses. The web-based application allows researchers to examine heterogeneity and generalizability of average treatment effect by adopting the novel approach with a straightforward graphical interface and produce publication-ready figures.

6. TDCM: An R Package for Estimating Longitudinal Diagnostic Classification Models
   Matthew James Madison, University of Georgia; Sergio Haab, University of Iowa; Minjeong Jeon, UCLA; Michael Cotterell, University of Georgia

   Longitudinal diagnostic classification models (DCMs) are psychometric tools for analyzing diagnostic assessments administered over multiple occasions. Different from traditional psychometric frameworks for growth, longitudinal DCMs provide categorical growth estimates with criterion-referenced interpretations. This brief hands-on training introduces and demonstrates a newly developed R package for estimating longitudinal DCMs.

7. Your AI-powered Exam Development Associate – Welcome to the World of Possibilities!
   Vinita Talreja, AWS; Jennifer Davis, Amazon Web Services (AWS)

   We will demonstrate a novel and user-friendly chatbot that uses the power of Large Language models to help with common tasks in the assessment development lifecycle, from Job Task Analysis to Item writing and review. We will discuss how we have used the chatbot for operational work and lessons learned.

8. Template-Based Automated Item Generation and Management System
   Yanyan Fu, GMAC

   The template-based automated item generation (TAIG) is a promising approach for effectively developing exam questions. However, it is often constrained by technology limitations because creating flexible and complex templates and managing the TAIG development process easily have not been achieved simultaneously. This demonstration offered a solution to the problem.

094. What a Cluster! Examining Local Item Dependence in Multidimensional Science Assessment
   Coordinated Paper Session
   3:05 to 4:35 pm
   Convention Center: Level 1 - 120B

   In assessing multidimensional science standards using items related to phenomena, questions about item clusters are likely to arise. Will we meet the assumption of local item independence (LID) which is fundamental in Item Response Theory? The four papers presented in this session each address cluster-based assessment of multidimensional science standards: a large-scale testing vendor’s findings from
the largest operational application of a bifactor model across state summative assessment programs; a university center’s research questioning the traditional method of model comparison to examine testlet effects if the intended purpose is individual measurement rather than parameter estimation; a large scale testing vendor’s analysis of two summative assessments where evidence of LID was not found; and, a research organization’s findings from two unique state’s summative assessments where comparisons between stand-alone items and cluster-based tasks could be made, and no evidence of LID was found. The session discussant worked on the NRC science framework, several state assessments, and the updated framework for NAEP science, and will engage the presenters and audience in lively academic dialogue around item dependency in cluster-based science assessments.

Session Organizer: Sarah Quesen, WestEd

Participants:
Calibration Model for Three-Dimensional Science Assessments
Allison Boykin, Cambium Learning Group; Suhwa Han, University of Texas at Austin; Frank Rijmen, Cambium Assessment

Examining Local Item Dependence Effects in Testlets: Practical and Statistical Significance
Perman Gochyyev, University of California, Berkeley; Mark Wilson, Berkeley School of Education, University of California, Berkeley

Exploring LID in Two NGSS Large Scale State Testing Programs
Timothy O’Neil, Pearson

Evaluating Item Clusters in Multidimensional Science Assessment
Sarah Quesen, WestEd; Marianne Perie, WestEd; Daniel Murphy, WestEd

Discussant: James Pellegrino, University of Illinois at Chicago

095. Equity by Design: New Models for Implementing Universal Design
Coordinated Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 120C

Principles of universal design have the potential to improve the assessment of diverse populations by expanding the ways that students may engage with assessments and demonstrate their knowledge and skills (CAST, 2018). Despite its potential to address equity, universal design has a limited but growing evidence base on its application for assessment (Ketterlin-Geller, 2005; Preiser, 2008; Thompson et al., 2002). Our community can provide insights into new forms of measurement of engagement (process data), synthesize research findings, and propose new models for communicating levels of efficacy and rigor of evidence informed research. These new models can then inform the next generation of the Joint Standards for technical quality (AERA, NCME, APA Joint Standards) and integrate with existing standards for digital accessibility (W3C) and culturally responsive assessment (Montenegro & Jankowski, 2020). Stepping beyond high stakes assessments, this collection of papers will address how new ideas of universal design can be integrated into assessment practices. The papers include a range of topics: a new framework, alignment considerations, student choice, and adaptations to improve accessibility. A discussant will respond on how the ideas in these papers can be used to support more equitable and universally designed assessments.

Session Organizer: Melissa L. Gholson, ATLAS, University of Kansas
Participants:
A Case for Reimagining Universal Design in Assessment Systems  
*Cara C Laitusis, Center for Assessment; Meagan Karvonen, University of Kansas*

Systems Universal Design for Standards Alignment  
*Anne H Davidson, EdMetric LLC*

Studying the Role of Choice in Assessment Tasks: Process Evidence and Impacts  
*Meagan Karvonen, University of Kansas; Brooke Nash, University of Kansas; Robert Dolan, Diverse Learners Consulting*

Designing Assessments to Improve Access: A Case from Early Mathematics  
*Leanne Ketterlin Geller, Southern Methodist University; Christopher Johnstone, University of Minnesota; Anne Hayes, Inclusive Development Partners*

Discussant:  
*Molly Faulkner-Bond, WestEd*

096. Based on True Story: Developing CAT-based High-stakes Exam with Latest Innovations  
**Coordinated Paper Session**  
3:05 to 4:35 pm  
Convention Center: Level 1 - 121A

Since its inception in 1954, the Graduate Management Admission Test (GMAT) has been the leading assessment for admissions to 7700+ MBA and business-related programs across 2400+ global universities. With the evolving demography of test-takers, propelled by the geo-political dynamics and the emergence of the Generation Z cohort, coupled with the nuanced shifts in the considerations and process for admission decision making, and the concomitant advancements in information technology, it became crucial for the GMAT exam to undergo continuous evolution to maintain its relevance in the market and effectively cater to the needs of its users and stakeholders. Recently unveiled in 2023, the latest iteration of the GMAT, aptly named GMAT Focus, represents a monumental transformation of the exam, marking the most significant overhaul in its 70-year history. This comprehensive redesigning, underpinned by a decade of research and three years of meticulous development and execution, epitomizes the commitment to progress. In this coordinated session, the psychometricians intricately involved in the evolution of GMAT Focus unveil novel innovations integrated into the new test format. Moreover, they candidly share insights gleaned from real-world experiences, alongside the challenges surmounted during the course of its conceptualization and implementation.

Session Organizer:  
*Kyung (Chris) T. Han, GMAC*

Participants:
New CAT Design for Optimizing Measurement Efficiency and Test Security  
*Kyung (Chris) T. Han, GMAC; Yanyan Fu, GMAC; Sung-Hyuck Lee, GMAC*

Improving Test-Taking Experience of CAT with Review & Edit Feature  
*Paulius Satkus, GMAC; Kyung (Chris) T. Han, GMAC*

Designing Score Scales and Student Reports in Presence of Test Construct Changes  
*Jaime Malatesta, GMAC; Hwanggyu Lim, GMAC; Kyung (Chris) T. Han, GMAC*

Conducting Triangulated Predictive Validity Study Using Test Data from Past  
*Yanyan Fu, Graduate Management Admission Council; Kyung (Chris) T. Han, GMAC*

Streamlining Test Pool Production Using Honeycomb Framework  
*Hwanggyu Lim, GMAC; Kyung (Chris) T. Han, GMAC*

Discussant:  
*Kirk Becker, Pearson*
097. Approaches to Evaluating Item Quality
Coordinated Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 121B

The old aphorism, “If you want to know what a test measures, look at the items,” rings true because it is impossible to have a high-quality test without high-quality items. This session presents the results of three efforts to examine item quality. The first presentation discusses a project designed to assess item quality outside the standard content and bias reviews typically conducted by vendors. The evaluation criteria, which are publicly available, can be applied to a broad array of assessment types and designs including state summative, interim, and curriculum-embedded assessments. The second presentation describes a tool and process designed to support an independent evaluation of commercial interim assessments. The process includes the review of operational test items by teams of educators against a detailed set of item quality expectations. Finally, we discuss a protocol developed to help districts make informed assessment procurement decisions. In this case, item quality is evaluated through the review of vendor documentation supporting claims of item quality and appropriateness. In sharing these efforts, we hope to motivate more extensive discussions about the quality of items we offer to students to support inferences about student learning.

Session Organizer:
Erika Landl, Center for Assessment

Participants:
Extending the Evaluation of Item Quality in New Hampshire
Erika Landl, Center for Assessment; Brian Gong, Center for Assessment

Evaluating the Implementation of New Hampshire’s Item Quality Criteria
Rebecca Kelley, University of New Hampshire; Erika Landl, Center for Assessment; Scott Marion, National Center for the Improvement of Educational Assessment

Piloting the District Assessment Procurement Protocol
Susan Lyons, Lyons Assessment Consulting; Erika Landl, Center for Assessment

Evaluating Item Quality within the Interim Assessment Evaluation Toolkit
Michael Briscoe, Ed Reports

Discussants:
Kristen Huff, Curriculum Associates
Kristen Crawford, New Hampshire Department of Education

098. Automatic Item Generation
Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 121C

Chair:
Dandan Chen, Pearson

Participants:
Leveraging Pre-Trained Large Language Models for Automatic Item Generation: A Scoping Review
Bin Tan, University of Alberta; Nour Armoush, University of Alberta; Okan Bulut, University of Alberta; Elisabetta Mazzullo, University of Alberta; Mark Gierl, University of Alberta

This scoping review examined 60 research studies that utilized pre-trained language models (PLMs) and large language models (LLMs) for automatic item generation (AIG). We summarized popular models, their specific usage in AIG, model performance, and the characteristics of items generated, underscoring the significant potential of PLMs and LLMs in AIG.
Producing Item Sets in Automatic Item Generation
Hollis Lai, University of Alberta; Mark J Gierl, University of Alberta; Veronica Vele, Australian Dental Council
Our paper demonstrates a new method for generating item sets—a set of items related to a common clinical scenario—through the existing template-based item generation approach. We provide an overview of the method, the modifications required, and a demonstration of the method in the content area of dentistry.

Transforming Item Generation in Modern Assessment Systems with Generative AI
Yunting Liu, UC Berkeley; Shreya Bhandari, University of California, Berkeley; Zachary A. Pardos, University of California, Berkeley
This study examines how generative AI can aid the process of item generation. Items generated by prompting the ChatGPT 4.0 model are compared with items generated by humans in terms of costs and psychometric properties. Meticulous psychometric linking design is applied to ensure the comparability of the item parameters.

Predicting Expert Judgment on the Quality of Automatically Generated Items
Guher Gorgun, University of Alberta; Ikkyu Choi, ETS; Jiyun Zu, ETS
The goal of this study is to predict expert judgment of the quality of automatically generated items. We employed two approaches: a feature-engineering approach using random forest and gradient boosting classifiers and a representation learning approach using BERT. The best performing models were achieved with the feature engineering approach.

Discussant:
Tony Albano, University of California Davis

099. Validity and Test Use
Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 122A

Chair:
Anne Traynor, Purdue University

Participants:
Appropriate Use of Test Scores from A Large-Scale Assessment
Salih Binici, Florida Department of Education; Yachen Luo, Human Resources Research Organization
This study examines consequences of model misfit and measurement error on reporting outcomes for a large-scale assessment. It investigates whether ignoring model misspecification and measurement error has any practical impact on reported scale scores for parents and teachers, also their secondary use in statistical analyses to inform policy makers.

College Grading Trends Pre- and Post Covid
Paul Westrick, College Board; Emily Shaw, College Board; Emily Angehr, College Board; Jessica Marini, College Board
Utilizing course grade data from 47 four-year higher education institutions, this study highlights the increase in first-year grade point average (FYGPA) and domain-specific college GPAs between the 2017-2018 and 2021-2022 academic years. High school GPA also rose, while SAT scores remained relatively unchanged. Implications for validity research are discussed.

Examining External Validity through a Cultural Lens
Kerry Englert, Seneca Consulting, LLC; Pohai Kukea Shultz, University of Hawaii at Manoa
Developing culturally appropriate assessments calls for a process that integrates cultural and community input. This presentation highlights how language, culture, and worldview play integral roles in development. We will provide examples of how validity studies must evolve to integrate community perspectives that simultaneously build technical quality.
Understanding Parents’ Interpretation and Use of Individual Student Score Reports

Brian Gane, Accessible Teaching, Learning, and Assessment Systems ATLAS University of Kansas; Amy Clark, ATLAS: University of Kansas; Deborah Adkins, Accessible Teaching, Learning, and Assessment Systems ATLAS

Score report feedback provides important consequential evidence. We collected and analyzed parent feedback on individual student score report interpretation and use. Feedback revealed successes and challenges around effective interpretation and use of the current score report design and suggested features for revision or redesign.

Discussant:
Michael C. Rodriguez, University of Minnesota

100. Strengthening Partnerships to Improve Classroom Assessment Research, Practice, and Policy (Joint AERA/NCME Session)

Organized Discussion
3:05 to 4:35 pm
Convention Center: Level 1 - 122B

According to Mark Wilson’s 2016 remarks, educational measurement’s core activity is to help in the educational progress of each student as they learn; the topic of classroom assessment is indeed crucial for the entire educational enterprise and should be seen as the most likely pathway for educational measurement to make a positive and central contribution to education (https://www.ncme.org/community/ncme-committees/classroom-assessment/classroom-assessment129). Since these remarks, a taskforce was formed to elevate the position of classroom assessment within NCME. Now a committee, we seek to engage all members and conference attendees in an organized discussion about Committee initiatives and goals in order to gather feedback on alignment with NCME’s broader mission and vision.

Session Organizer:
Jade Caines Lee, University of Kansas

Moderator:
Dustin Van Orman, Western Washington University

Presenters:
James McMillan, Virginia Commonwealth University
Derek Christian Briggs, University of Colorado Boulder
Michele Carney, Boise State University
Yoav Bergner, New York University
Bryan Drost, Rocky River City School District

101. Pipeline Trends in Certification and Licensure: Psychometric Implications

Organized Discussion
3:05 to 4:35 pm
Convention Center: Level 1 - 123

Like trends observed in higher education with more institutions moving to test-optional policies, licensing and certification programs, are seeing shifts in their student and/or candidate pipeline. These changes may be due to declining college enrollments or generational shifts in student sentiment, learning preferences, and priorities, deregulation and anti-credentialing (e.g., licensure, certification) movements, Covid-19, and economic issues such as increased costs, to name a few. These shifts are not necessarily (or even likely) to be driven by psychometrics-focused issues, but there may be some interaction – and the nature of the work of psychometricians on these exams will surely be impacted.
over time. This session highlights similarities and differences among three licensure and certification programs in distinct sectors – financial services, healthcare, and legal services. Presenters will summarize the trends observed in their programs’ exam taking and performance. They will respond to questions about perceived drivers of these changes, the shorter and longer-term impacts to the respective professions, and what have been the actions and reactions to respond to these trends. The session will conclude with a discussant synthesizing how trends in these programs are being interpreted in the broader credentialing community and the implications for psychometric training programs and practitioners.

Session Organizer:
Joshua Stopek, AICPA

Moderator:
Chad W. Buckendahl, ACS Ventures, LLC

Presenters:
Matthew Schultz, AICPA
Rosemary Reshetar, National Conference of Bar Examiners
Mengyao Zhang, National Conference of Bar Examiners
Drew Weiner, National Conference of Bar Examiners
Joshua Goodman, National Commission on Certification of Physician Assistants (NCCPA)

102. Rooted in Community: Equitable Design and Practice in Assessment
Organized Discussion
3:05 to 4:35 pm
Convention Center: Level 1 - 124

The education field needs examples of what equitable assessment systems look like in practice. Assessment and practice are closely intertwined. Data is a powerful tool for informing instruction and policy. Ideally, what we value in practice should drive what we measure, however, too often decisions about what to measure and how to measure it are made apart from practice. The field lacks knowledge and proofs of concepts about how the assessment process can: reflect the values, priorities, perspectives and goals of local communities, particularly Black, Brown, Indigenous and other People of Color communities (BBIPOC); provide systems data that go beyond individual student outcomes data and towards a more holistic, contextualized picture of schools and the student, family and community experience. Changing these systems requires new processes, approaches and tools. This session will share findings from a landscape scan of district appetite for equitable practice in assessment and enabling conditions identified by district leaders. Panelists will share tools and case examples of leading efforts across the country to advance equitable assessment practices in measuring academic progress, school learning conditions and social and emotional learning.

Session Organizer:
Ila Deshmukh Towery, Education First

Presenters:
Christina Cipriano, Education Collaboratory at Yale
Sasha Rabkin, Equal Opportunity Schools

Discussant:
Laura Hamilton, American Institutes for Research
103. Multistage Testing  
**Paper Session**  
3:05 to 4:35 pm  
Convention Center: Level 1 - 125

**Chair:**  
*Kristin M. Morrison, Curriculum Associates*

**Participants:**  
**Explore Feasibility Of Using Multiple Imputation For Dimensionality Analyses In Multistage Testing**  
*Danqi Zhu, Fordham University; Louis Roussos, Cognia; Han Yi Kim, Cognia; Sandra Sweeney, Cognia; Qi Qin, Cognia*  
This study examines the feasibility of using multiple imputation by chained equations (MICE) for dimensionality analyses in multistage test. We compare four MICE based methods and evaluate using DIMTEST and DETECT indexes. Results show that MICE with random forest has highest accuracy to recover the true factor structure.

**Mitigating Preknowledge Bias in Ability Estimates in Multistage Testing**  
*Merve Sarac, College Board; James Wollack, University of Wisconsin*  
We investigated a mitigation strategy in a multistage test (MST) to reduce score bias when item preknowledge occurs, which downweights observations on potentially compromised items during interim ability estimation to route examinees to modules of appropriate difficulty in successive stages. Results showed that preknowledge-weighting produced lower bias in ability estimates.

**The Effect of Theta Distribution on Multistage Simulations**  
*Elizabeth Ayers-Wright, Cambium Assessment, Inc.; Tao Jiang, Cambium Assessment, Inc; Christina Schneider, Cambium Assessment, Inc.; Hongwook Suh, Cambium Assessment, Inc.*  
Increasingly, states are considering adaptive through-year assessments. Previous research has examined the effect of theta initialization on simulations when assuming an underlying Normal distribution of student ability. However, observed ability distributions are often non-Normal. This paper extends previous research to look at the effect of ability distribution on multistage simulations.

**Vertical Scaling in Multistage Adaptive Language Assessment**  
*Kyoungwon Lee Bishop, WIDA at University of Wisconsin Madison; Hacer Karamese, WIDA at University of Wisconsin; Xin (Grace) Li, University of Wisconsin-Madison; Edynn Sato, Sato Education Consulting LLC*  
This proposal outlines a study aimed at exploring various psychometric methods to establish vertical scaling within a multistage adaptive system (MST) for a large-scale language assessment.

**Discussant:**  
*Jonathan Weeks, ETS*

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104. One Year After GPT-4: How AI Changed Assessments?  
**Organized Discussion**  
3:05 to 4:35 pm  
Convention Center: Level 4 - Terrace Ballroom III

At NCME 2023, just a few weeks after the GPT-4 was released, we organized a panel discussion around the potential implications of GPT-4 and other advanced AI tools in educational assessment. With a year having elapsed since the last well-attended session, we propose a new panel discussion to reflect on how the landscape of assessments has been shaped and elevated by the transformative influence of powerful AIs ever since. Our discussion will center around the five key areas of assessment, skills and constructs, item and task development, psychometric methodologies, reimagining assessment administration, and upskilling of psychometric practitioners. We hope this panel discussion can catalyze the exchange of ideas and insights, steering us collectively toward a more cohesive understanding of the transformative potential of AI in assessment.
Session Organizer:
Jiangang Hao, ETS

Moderator:
Alina A. von Davier, Duolingo

Presenters:
Victoria Yaneva, NBME
Susan Lottridge, Cambium Assessment
Matthias von Davier, Boston College
Deborah Harris, University of Iowa

105. Electronic Board Session III
Electronic Board Session
3:05 to 4:35 pm
Convention Center: Level 4 - Terrace Ballroom IV

Participants:
1. **ddSimilar: A Joint Statistical Cluster Analysis Of Test Collusion**
   Luyao Peng, Awada Tech LLC; Sandip Sinharay, ETS
   To identify test collusion, previous studies are either model-based or machine learning-based. Model-based methods require model assumptions, and all those methods may not work well when the test data are small. We proposed ddSimilar, which uses a Bayesian non-parametric prior to enhance the similarity index to detect group-level test collusions.

2. **Dynamic Learning Models Within Cognitive Diagnosis Framework to Quantify Heterogeneous Learning Effectiveness**
   Yanyan Tan, Pearson; Shiyu Wang, University of Georgia
   This study proposed two dynamic learning models to quantify heterogeneous contributions from different learning materials. We also explored the appropriate learning design considering the effect of different factors on proposed models’ performance. The preliminary results indicate the compressed model fits better and materials measuring a single skill are more effective.

3. **Incorporating CUSUM Procedure with Machine Learning to Detect Proxy Testing**
   Guangyun Liu, University of Iowa; Xuechun Zhou, Ascend Learning
   This study aims to detect proxy testers in repeated testing using machine learning techniques incorporating a statistical process control procedure, cumulative sum (CUSUM) with weighted residuals between observed and expected item scores. Results show that SVM and NN with CUSUM incorporated have a higher sensitivity and lower false positive rate.

4. **Integrating Multiple Perspectives in Validating Measures of Culturally Responsive Schooling**
   Lisa Keller, UMASS Amherst; Stella Kim, University of North Carolina at Charlotte; Jonathan Supovitz, University of Pennsylvania; Constance Lindsay, University of North Carolina at Chapel Hill
   This paper investigates validating measures of culturally responsive schooling using data collected from multiple stakeholder perspectives. A discussion of how to integrate the various perspectives, along with the data themselves is provided. Data come from over 2000 stakeholders across 120 schools. The results indicate that multiple perspectives are needed.

5. **Investigating Test-Taking Behaviors of Multilingual Learners in PISA 2018**
   Jung Yeon Park, George Mason University; Zikun Li, George Mason University; Sean Joo, University of Kansas; Hyejin Yoon, Michigan State University
   This study investigates links between multilingual learners’ test-taking behaviors and performance in math, science, and reading tests to uncover unique learning needs of different home language groups. Specifically, PISA 2018 digital data was employed to conduct measurement invariance, differential item functioning, and response time functioning.
6. Item Exposure Control with Reverse Cumulative Sum of Exposure Counts in CAT
   Jyun-Hong Chen, National Cheng Kung University; Hsiu-Yi Chao, Soochow University
   To maintain measurement precision while controlling item exposure, we propose the Seq-SH procedure to emphasize exposure control early on and prioritize ability estimation later in CAT. The results indicated that Seq-SH can efficiently improve trait estimation by dynamically adjusting exposure control parameters and facilitating the use of popular items.

7. The Effect of Estimation Methods on Bifactor Models with Ordinal Responses
   Xinchang Zhou, University of Illinois at Urbana-Champaign; Bo Zhang, University of Illinois at Urbana-Champaign; Yan Xia, University of Illinois at Urbana-Champaign
   This simulation study aims to systematically examine the statistical performance of estimators in bifactor models when ordered categorical responses are present. Results show that WLSMV outperformed ULSMV and MLR in statistical power, but MLR resulted in higher convergence rates and smaller bias. Keywords: Bifactor model, WLSMV, ULSMV, MLR, ordinal data

8. The Effect of Patient Gender on ChatGPT’s Success When Answering Medical MCQs
   Peter Baldwin, National Board of Medical Examiners; Nina James Braum-Bharti, Germantown Friends School; Miles Somay Baldwin, Harriton
   One concern about AI systems is their potential to reproduce biases present in their training data. In this paper, we investigate one possible manifestation of such bias by asking ChatGPT to answer gender-neutral medical MCQs rewritten to include patient gender. Results suggest that gender affects ChatGPT’s success on these items.

9. Using Displacement for Anchor Item Stability Check in Rasch Model Linking
   Youngmi Cho, Riverside Assessments; Hsin-Ro Wei, Riverside Insights; Hyeon-Joo Oh, Riverside Insights
   Simulation and real data studies are used to investigate the appropriateness of using the displacement values provided in the Winsteps for anchor item stability check. The results are compared against four scale transformation methods under different conditions of the length of anchor item set and item response missingness.

10. Advancing Graduate-Level Statistics Education: A Computerized Adaptive E-Learning Platform
    Yu Wang, University of Minnesota - Twin Cities; Chia-Yi Chiu, University of Minnesota
    This project crafted an e-learning platform for education graduate students. Integrating cognitive diagnostic models and the nonparametric item selection method, this platform can tailor learning materials for students. Preliminary survey results show students hold positive attitudes toward the platform, and the feedback provided by it is informative.

11. An Application of Bi-factor MIRT Model to MST with Intersectional Routing
    Hyesung Shin; Guemin Lee, Yonsei University
    This study investigates the effectiveness of intersectional routing (ISR), with bi-factor MIRT model for mixed-format MST composed of MC and FR items. Simulation results show that ISR holds potential as an effective approach for accurate ability estimation, especially when test length is short and correlation between sections are high.

12. Developing And Considering An Item Response Model Which Captures Inattention Fluctuations
    Yuki Shimizu; Hidetoki Ishii, Nagoya University
    This study proposed an item response model which eliminates the effects of inattentive responses in self-report surveys with anchoring vignettes. Simulation studies showed that the proposed model estimated item discrimination and high trait values better than existing models. A numerical example also delivered practical guidelines to design such questionnaires.

13. Developing Dual-objective CD-CAT Algorithms for College Gate-way STEM Courses
    Xiuxiu Tang, Purdue University; Yuxiao Zhang, Purdue University; Hua-Hua Chang, Purdue University
    The study proposes dual-objective cognitive diagnostic computerized adaptive testing (CD-CAT) algorithms for college gate-way STEM courses, which will use more information from the estimation of examinees’ overall ability at the beginning of the test and switch the assessment focus to the estimation of examinees’ skill mastery as the test proceed.
14. Developing Indicators of Code Quality For Block-Based Programming
*Tianying Feng, UCLA CRESST; Gregory Chung, UCLA CRESST; Charles Parks, UCLA CRESST*
We present an automated approach to analyzing code structures of block-based programs and developing indicators of code quality: complexity, content, and structure. Using sample responses for debugging tasks from the Scratch repository, we validate how our indicators reflect a priori categorizations of four debugging patterns and present preliminary findings.

15. Examining Test Preparation, Test-Taker Attitudes, and High-Stakes Outcomes
*Steven Nydick, Duolingo; Ramsey Cardwell, Duolingo; Jill Burstein, Duolingo*
High-stakes assessment outcomes may profoundly impact test takers’ educational and professional goals. Test preparation supports item familiarity, but may also impact a test-taker’s attitudes and assessment outcomes. Using an attitudes survey, we examined relationships between test-taker attitudes, their practice test use for a high-stakes language test, and high-stakes outcomes.

16. Efficiency of CAT with a Cognitively Designed Item
*Bank Hao Luo, Department of Educational Psychology, Faculty of Education, East China Normal University; Xiangdong Yang, Department of Educational Psychology, Faculty of Education, East China Normal University*
The efficiency of CAT was compared when using different models to calibrate item bank based on cognitive design system approach. Research has shown that the loss of CAT efficiency caused by the use of predicted difficulty can be compensated by improving the explanatory rate or adding several items.

17. Stratified AIG Item Selection for Form Assembly
*Marcus Walker, National Commission on Certification of Physician Assistants; Yanlin Jiang, National Commission on Certification of Physician Assistants; Andrew Dallas, National Commission on Certification of Physician Assistants (NCCPA)*
The study proposed a stratified item selection approach to sample a group of items with overall control on content distribution from AIG item pool. Sampled items have been evaluated from text and psychometric perspectives. The results show the selected items obsessed reasonable text dissimilarity and item statistics convergence.

*Biao Zeng, Beijing Normal University; Minjeong Jeon, UCLA*
This study employed an LSIRT model to investigate method effects, revealing its ability to accurately estimate valence-induced method effects and their strength through interaction maps. Importantly, this approach goes beyond the established theoretical framework of Confirmatory Factor Analysis, enabling simultaneous consideration of hypothesized method effects and other potential confounding effects.

*Jianbin Fu, ETS*
The multidimensional generalized partial preference model (MGPPM) is a newly proposed IRT model for forced-choice questionnaires. The current study develops a maximum marginal likelihood estimation with an expectation-maximization algorithm for the MGPPM. Simulated and real data will be used to study its parameter recovery and demonstrate its use in practice.

*Hanna Choi, EWHA Womans University; Eunjeong Jeon, EWHA Womans University; Youn-Jeng Choi, EWHA Womans University*
This study identifies research trends in process data using text mining. We analyzed more than 600 journal and dissertation abstracts using the Topicmodels R package. Implications for the use of process data can be obtained through this study.
106. Validity of Socioculturally Responsive and Culturally Sustaining Assessments: Issues and Practice

Coordinated Paper Session
4:55 to 6:25 pm
Convention Center: Level 1 - 120B

Our diverse student population learns in a range of ways; however, assessments tend to require demonstrations of learning in relatively narrow, prescribed ways. There are implications for how students from different cultures engage with and apply their knowledge and skills to assessment tasks that either are not relevant or aligned with their culture. Additionally, expectations and criteria for evaluating performance on these tasks tend to privilege the culture of the test developer and may not acknowledge ways of knowing in other cultures. Culture is a critical consideration vis-a-vis students’ ways of knowing, thinking, learning, and doing, and culture ought to be considered in assessment design and development. In this coordinated paper session, issues and practices related to the validity of socioculturally responsive and culturally sustaining assessments will be discussed. Presenters address the role of culture as foundational to assessment development and (re)evaluate considerations and evidence related to establishing assessment validity. Since assessment can shape and drive needed educational reforms and improve student achievement, the papers in this session are intended to be resources for indigenous communities, state departments of education, policymakers, test developers, and the research community to support such efforts and to promote social justice, fairness, and equity.

Session Organizer:
Edynn Sato, Sato Education Consulting LLC

Moderator:
Edynn Sato, Sato Education Consulting LLC

Participants:
Integrating Cognitive and Psychometric Models to Produce Socioculturally Responsive Assessments
Edynn Sato, Sato Education Consulting LLC; Grace Li, WIDA at the University of Wisconsin – Madison; Justin Kelly, Center for Applied Linguistics

Assessment of First Nations Languages: A Review of Literature
Lorena Alarcon, University of Illinois at Urbana-Champaign

Culturally Sustaining and Valid Alaska Native Language Assessment
Rosalie Grant, WIDA at the University of Wisconsin – Madison

Reconceptualizing Assessment for Equity and Social Justice: Native language Assessment in Hawaii
Pohai Kukea Shultz, University of Hawaii at Manoa; Kerry Englert, Seneca Consulting, LLC

Discussant:
Sally Samson, University of Alaska, Fairbanks

107. Findings from a Pilot Study of Classroom-based NGSS Aligned Prototype Assessments

Coordinated Paper Session
4:55 to 6:25 pm
Convention Center: Level 1 - 120C

This coordinated paper session addressed the challenge of designing and developing prototype NGSS aligned assessments for use in elementary school science classrooms. The papers in this session describe various aspects of the Stackable, Instructionally-embedded, Portable Science project (SIPS), a federally funded collaborative effort to address simultaneously states’ needs for large-scale science assessments and the needs of educators, parents, and students for resources that support science learning throughout the school year. Collectively, the five papers will: (a) provide an overview of the project’s overall design logic for the integration of curriculum, instruction, and assessment at each of Grades 5 and 8; (b) illustrate the end-of-unit design approaches, and application of methods and the resulting instructional resources for content area units at each grade level; (c) provide a summary of the findings from a multi-state pilot study of the administration of the instructionally aligned end-of-unit
assessments; (d) describe the methodology used to establish cut scores for an integrated set of SIPS through-course science assessments in grades 5 and 8; and (e) summarize the work of the SIPS project and speak to NCME members who are interested in addressing states’ need for quality, standards-aligned science assessments that generate meaningful, interpretable, and actionable results.

Session Organizer:
**Howard Everson, Graduate Center, City University of New York**

Participants:
**SIPS Project Overview**  
Ellen Forte, edCount, LLC

**Design of Prototype End-of-Unit Assessment Tasks**  
Daisy Wise Rutstein, edCount, LLC

**Overview of the Pilot Study Results**  
Howard Everson, Graduate Center, City University of New York

**Establishing Science Learning Standards**  
Daniel Lewis, Creative Measurement Solutions LLC

**Summary of Findings from the SIPS Project**  
James Pellegrino, University of Illinois at Chicago

Discussant:
Kristen Huff, Curriculum Associates

108. Unveiling Narratives: Advancing Equity in Psychometric Testing Through Black Scholars’ Perspectives

**Coordinated Paper Session**
4:55 to 6:25 pm  
Convention Center: Level 1 - 121A

This coordinated paper session illuminates the multifaceted landscape of educational measurement, emphasizing the importance of acknowledging the past while charting a course towards a more equitable future. Comprising four papers, this session embarks on a journey that spans the past, present, and future of bias in testing, guided by emerging Black scholars in psychometrics. The first paper provides a succinct historical overview of psychometrics, honing in on bias in testing, spanning from the 1890s to the present. The second paper offers an exploration of the groundbreaking work of Robert Lee Williams, highlighting his contributions and the challenges he faced. The third paper delves into contemporary practices of differential item functioning (DIF) analyses and their implications, illustrating how traditional conceptions of race and ethnicity continue to shape testing practices. Lastly, the session concludes by examining the narratives of present-day Black psychometricians, showcasing how they confront the weaponization of their identity in their daily work.

Session Organizer:
**Malitsitso Moteane, University of North Carolina at Greensboro**

Chair:
**Fiona Hinds, Independent Consultant**

Participants:
**Revisiting Psychometrics History: Black Scholars’ New Perspective on Psychometric Development**  
Malitsitso Moteane, University of North Carolina at Greensboro; Teneka Steed; Janine Jackson, Morgan State University

**An Ode to the Contributions of Robert Lee Williams to Educational Testing**  
Brianna Hooks-Singletary, UNCG; Malitsitso Moteane, University of North Carolina at Greensboro;
FULL SCHEDULE
SATURDAY, APRIL 13

Henry Makinde, Student; Jaylin N. Nesbitt, James Madison University

Critically Exploring Race and Ethnicity as Grouping Variables in DIF Studies
Malitsitso Moteane, University of North Carolina at Greensboro

The Lived Experiences of Black Psychometricians in Academia and Industry
Janine Jackson, Morgan State University; Teneka Steed; Brianna Hooks-Singletary, University of North Carolina at Greensboro

Discussants:
Micheline Chalhoub-Deville, University of North Carolina, GRE
Damon Bryant

109. Is That a Mode Difference? Demystifying Mode Effect Detection and Adjustment Methods
Coordinated Paper Session
4:55 to 6:25 pm
Convention Center: Level 1 - 121B

Mode differences are often examined through mode studies using experimental or quasi-experimental designs and, if needed, adjusted for using equating methodology. The purpose of this session is to invite researchers and practitioners into a thorough re-evaluation and discussion of commonly used mode effect detection methods and linking designs. The first two studies presented in this session evaluate the effectiveness of various statistical methods to obtain equivalent groups without random assignment, one for multiple-choice tests and one for a writing test. The investigations are based on manipulations of operational data from paper testing so that the true mode differences are known. The third study highlights advantages and pitfalls of all three linking designs through demonstrations using simulated data. The study is motivated by common misconceptions and misunderstandings and seeks to provide enhanced perspectives to researchers and practitioners. The fourth study deals with practical situations in which true mode effects are unknown. In this study, results obtained through chained linking with a random groups design and those from a direct linking through propensity score matching are compared. Insights and information gained from this session can inform practical decisions about mode effect detection methods and mode linking designs.

Session Organizer:
Dongmei Li, ACT

Chair:
Jeffrey Steedle, Curriculum Associates

Participants:
Finding Optimal Solutions for Mode Effect Detections Without Random Assignment
Scott Woods, ACT, Inc.; Shalini Kapoor, ACT, INC.; Jeffrey Steedle, Curriculum Associates

Finding Optimal Solutions for Detecting and Adjusting Writing Mode Differences
YoungWoo Cho, ACT; Dongmei Li, ACT; Ann Arthur, ACT

Showcasing Advantages and Pitfalls in Mode Detection and Adjustment Methods
Dongmei Li, ACT; Ann Arthur, ACT; Hongling Wang, ACT, INC.

Is That a Real Mode Difference?
Shalini Kapoor, ACT, INC.; Chen Qiu, ACT, INC.; Dongmei Li, ACT

Discussant:
Deborah Harris, University of Iowa
110. Item Response Theory

Paper Session
4:55 to 6:25 pm
Convention Center: Level 1 - 121C

Chair:
Yi-Fang Wu, Cambium Assessment, Inc.

Participants:
A Fused SDT/IRT Model for Multiple-Choice and Open-Ended Items
Lawrence T. DeCarlo, Teachers College, Columbia University
Exams often consist of different types of items, such as multiple-choice and open-ended items, which raises questions about which of a variety of item response theory (IRT) models should be used. The present study shows practical advantages of a choice model based on signal detection theory.

Combining Teacher Observations With Test Data Using A Mixed Fixed/Random Psychometric Model
Mark Wilson, Berkeley School of Education, University of California, Berkeley; Perman Gochyyev, University of California, Berkeley
We present findings from a multi-year study, where we merge teachers’ in-class observations (treated as random items), with item responses to pre- and post-tests (treated as fixed items). For content/interpretation this is based on a construct maps across the two modes. For analysis we use the mixed fixed/random-item IRT model.

Unipolar IRT and Measurement of Vocabulary Knowledge
Qi Huang, University of Wisconsin - Madison; Daniel Bolt, University of Wisconsin, Madison
Unipolar IRT models (e.g., log normal distribution of proficiency, cumulative log-logistic measurement model) use positive latent trait metrics having an absolute zero to represent absence of the construct. We apply unipolar IRT to a vocabulary test and demonstrate how empirically arbitrary IRT modeling choices significantly affect quantification of item/test information.

Discussant:
Stephen G Sireci, University of Massachusetts, Amherst

111. Alternative Ways of Estimating Performance in Large Scale Assessments

Paper Session
4:55 to 6:25 pm
Convention Center: Level 1 - 122A

Chair:
Jianshen Chen, College Board

Participants:
Estimating Student Achievement in Large-Scale Assessments: Can Latent Regression Substitute Plausible Values?
Danielle Siegel, University of California, Davis; Ting Zhang, American Institutes for Research; Paul Bailey, American Institutes for Research; Sinan Yavuz, American Institutes for Research
Direct estimation (DE) is a latent regression approach alternative to the use of plausible values to analyze large-scale assessment data. Findings about how well DE performs are mixed. A comparison with simulated data suggests that DE is a suitable alternative to the plausible value approach.

Exploring Ways To Facilitate Estimation of Mean Naep Achievement of Schools
David Barnat, American Institutes for Research; Markus Broer, American Institutes for Research
Motivated by the prospect of facilitating school-centric instead of student-centric reporting with NAEP data, our study finds that a technique involving the use of school-level plausible values generates mean achievement estimates for groups of schools that approximate benchmark values of achievement estimated through multilevel regression modeling.
Forgoing Invariance Assumptions for Better Measurement in Comparative International Education Survey Research
Anne Traynor, Purdue University; Ming-Min Cheng, Purdue University; Yimei Xiong, Purdue University; Rumeysa Gorgulu, Purdue University; Amirreza Mehrabi, Purdue University

In this theory project, we argue that forgoing measurement invariance assumptions to focus on optimal representation of participant attributes (e.g., students’ attitudes, educators’ perceptions) by the survey items in a comparative international education study may produce better measurement within countries, and more trustworthy comparisons of explanatory model results across countries.

Improving School Aggregate Scores by Accounting for Missing Student Achievement Data
Scott Monroe, UMASS Amherst

For ESSA reporting, states routinely exclude nonparticipating students when calculating school aggregates of student achievement scores. However, depending on the nature of the nonparticipation (e.g., student opt-out), the aggregates may be biased. This study proposes multiple imputation to account for missing student data and improve the accuracy of school aggregates.

Discussant:
Matthias von Davier, Boston College

112. Re-envisioning Fairness: Far-reaching Implications for Measurement and Assessment Research and Practice (Joint AERA/NCME Session)
Organized Discussion
4:55 to 6:25 pm
Convention Center: Level 1 - 122B

The educational measurement community is experiencing heightened concerns for fairness and educational assessment faces increased criticism of its role as a perpetuator of system inequities. The proposed organized discussion will address conference themes — reducing inequities and dismantling racial injustices — through examining the treatment of fairness in measurement and assessment with implications for future research and practice. The anticipated revision of the current edition of the Standards for Educational and Psychological Testing (AERA, APA, NCME, 2014) could not be more timely as the current Standards position fairness as one of three key foundations. Along with validity and reliability, fairness undergirds assessment design, development, validation, and use. This notion of fairness deals with technical concerns that are largely under the control of measurement professionals, whereas issues related to equality of opportunity and the distribution of resources and privilege in our society are currently excluded from the Standards. Five scholars, whose work has been deeply impactful in the areas of assessment and measurement (across large-scale and classroom assessment) will focus on the meaning of fairness in contemporary measurement and assessment, address the conceptual and methodological challenges in adopting new approaches to fairness, and consider implications for research and practice.

Session Organizer:
Alison Bailey, UCLA

Moderator:
Jose Felipe Martinez, UCLA - School of Education and Information Studies

Presenters:
Jade Caines Lee, University of Kansas
Guillermo Solano-Flores, Stanford University
Rochelle Michel, Smarter Balanced
Randy Bennett, ETS
Ye Tong, NBME
113. Next-Gen Assessments: Probing Higher Cognitive Dimensions in the Common Core Era
   Organized Discussion
   4:55 to 6:25 pm
   Convention Center: Level 1 - 123

Modern education is rapidly evolving, necessitating the move towards assessing higher cognitive
dimensions congruent with Common Core Standards. While these standards typically resonate with
elevated cognition levels, past assessment methods largely remained at rudimentary taxonomy levels.
As technology advances, so does our capability to creatively gauge quintessential skills. This discussion
aims to explore how the intersection of technology and evolving educational paradigms can foster the
development of assessment tools that genuinely reflect the depth and breadth of today’s educational
objectives, aligning seamlessly with NAAD’s commitment to equity, diversity, and best practices in
measurement.

Session Organizer:
Matt Raimondi, School District U-46

Presenters:
Arthur Thacker, HumRRO
Patrick Meyer, NWEA
Luis Saldivia, ETS

114. Writing Assessments and Rater Effects
   Paper Session
   4:55 to 6:25 pm
   Convention Center: Level 1 - 124

Chair:
Ye Yuan, University of Georgia

Participants:
Questioning the Copying of Text: Validity of Lower Elementary Source-Based Writing Rubric
   Laura Boynton Hauerwas, Providence College; Elizabeth L. Adams, American Institutes for Research
The paper explores the validity of a new source-based writing rubric for lower elementary students
that was developed in a larger study. The analysis of survey and focus group data provides
information about content and response process validity of the assessment and explores how raters
address text copying developmentally.

Automated Rater Routing Algorithm for Essays using Unfolding Scale and Topic Models
   Jordan M. Wheeler, University of Georgia; George Engelhard, UGA; Jue Wang, University of Science
   and Technology of China
This study proposes and demonstrates a new algorithm that predicts the location of essays on
an unfolding scale. The predicted unfolding location of an essay is then used to assign raters that
are more likely to accurately score the essay. This framework increases the validity and fairness of
human-scored essays.

Rater Effects vs Robo-Effects: Profiling Automated Classroom Evaluation
   Michael Hardy, Stanford University
Could a microphone improve the reliability of classroom observation ratings? This paper employs
both Generalizability Theory and IRT rater models to contrast human rater effects with the effects
observed in automated ratings produced by custom NLP models trained on classroom transcripts to
investigate how they might support human observers.
Pursuing Fair Writing Assessment: Halo Effects in Primary School EFL Writing
Ruth Trüb, FHNW School of Education; Julian Lohmann, Kiel University; Jens Möller, Kiel University; Stefan Daniel Keller, Zurich University of Teacher Education
Using a corpus of young EFL learners’ texts, we analyzed which aspects of text quality influence pre-service teachers’ assessment of other criteria (halo effects). Orthography, vocabulary, and punctuation revealed significant halo effects on various criteria. Communicative effect, complexity and correctness of syntax and grammar are determined by other text qualities.

Discussant:
Paul Deane, ETS

115. Test Security and Test Taking Behavior
Paper Session
4:55 to 6:25 pm
Convention Center: Level 1 - 125

Chair:
Kylie Gorney, Michigan State University

Participants:
An Experimental Manipulation of Test Consequences on Test-Taking Behaviors
Michalis Michaelides, University of Cyprus; Despoina Chatzidimitriou, University of Cyprus; Myria Chatzimichail, University of Cyprus
Examinee test-taking behaviors may differ depending on the stakes of an assessment, and thus compromise score validity. The study examined self-reported test-taking effort, importance and anxiety in a survey experiment in Cyprus. Students responded differently on anxiety, but not on effort or importance perceptions, across high-, low-, and no-stakes conditions.

Detecting Illicit Collaboration Using Machine Learning
Danqi Zhu, Fordham University; Joseph Grochowslawski, College Board; Amy H. Hendrickson, College Board
This study proposes a framework that combines IRT modeling and machine learning for detecting illicit group collaboration among test takers. In preliminary empirical and simulation studies, this approach achieved high detection rate, which shows promise for efficient pre-screening in educational assessments.

Spectral Clustering of Mixed-Type Data for Collusion Detection
Soo Ingrisone, Pearson; James Ingrisone, Pearson VUE
The effectiveness of spectral clustering (SC) on mixed type-data for detecting collusion groups on Computer-Based Tests is explored. Real testing data from a certification exam are used. The level of overlap between the collusion cluster and exact response matches on incorrectly keyed items in a study guide are compared.

Test Security: A Multivariate Outlier Detection Study
Cecilia Alves, Medical Council of Canada; Qi Guo, Medical Council of Canada; Andrea Julie Gotzmann, Medical Council of Canada
The COVID-19 pandemic disrupted traditional in-person testing models, leading to the rise of remote proctoring. This study utilized the isolation forest algorithm to analyze testing data from a medical licensure exam, aiming to identify both outlier items and candidates. Preliminary results indicate low percentages of anomaly items and candidates.

Discussant:
James Wollack, University of Wisconsin
116. Sparking a Debate on the Role of Artificial Intelligence in Educational Measurement
Organized Discussion
4:55 to 6:25 pm
Convention Center: Level 4 - Terrace Ballroom III

Artificial intelligence (AI) has proven a useful and powerful technology for applications across numerous disciplines and industries. The growth of AI tools and applications reflects the zeitgeist of our times—AI is increasingly deployed to gain efficiencies through automation and provide precise predictions. Accordingly, educational researchers, methodologists, and psychometricians are increasingly interested in the role of artificial intelligence (AI) in educational measurement. The practice of educational and psychological measurement is guided by principles and standards. The proliferation of AI has in many ways outpaced The Standards and the purpose of this symposium is to provide a forum for debate concerning the role of AI for educational measurement. Researchers at Duolingo recently were the first educational testing company to produce “Responsible AI Standards” (RAIS) for AI in educational assessment (Burstein, 2023). Through short presentations and moderated debate, several educational measurement leaders will attempt to achieve consensus or draw clear lines of disagreement about how or whether to use AI in educational measurement.

Session Organizer:
Steven Culpepper, University of Illinois Urbana-Champaign

Moderator:
Brian Junker, Carnegie Mellon University

Presenters:
Alina A. von Davier, Duolingo
Andrew Ho, Harvard Graduate School of Education
Ezekiel Dixon-Roman, University of Pennsylvania
Hua-Hua Chang, Purdue University
Derek Christian Briggs, University of Colorado Boulder
Matthew S Johnson, ETS

117. Recent Innovations in Automated Scoring
Coordinated Paper Session
7:45 to 9:15 am
Convention Center: Level 1 - 120C

This coordinated session illustrates five recent developments in automated scoring. Some of the developments are due to the incorporation of transformer models or their variants (Devlin et al., 2019; Vaswani et al., 2017), the refinement of topic identification strategies (Xiong et al., 2021), or technological breakthroughs (Saxton et al., 2019). The first paper shows the challenges and complications of trying to operationalize the scoring of math items. The second uses an mBERT transformer model to evaluate writing in Persian, but can easily be applied to a number of different languages. The third paper highlights how Latent Dirichlet Allocation has improved to help with identifying the topic of writing. The fourth explains the advances in the automated scoring of spoken responses. The last paper is an example of how a traditional operational scoring engine was improved by adopting variations of BERT transformer models. Taken as a whole, these developments highlight that inroads in one area of automated scoring often impact other areas in a positive way. Ultimately, these recent innovations in automated scoring contribute to the broader goal of more equitable and effective educational measurement.

Session Organizer:
Mark D. Shermis, Performance Assessment Analytics, LLC

Moderator:
Joshua Wilson, University of Delaware
SUNDAY, APRIL 14

Participants:
**Automated Scoring of Math Constructed-Response Items**  
Scott Hellman, Pearson; Luis Alejandro Andrade-Lotero, Pearson; Kyle Habermehl, Pearson; Alicia Bouy, Pearson; Lee Becker, Pearson

**Scoring Essays Written in Persian Using a Transformer-Based Model: Implications for Multilingual AES**  
Tahereh Firoozi, University of Alberta; Mark J Gierl, University of Alberta

**Latent Dirichlet Allocation of Essays**  
Jordan Wheeler, University of Nebraska Lincoln; Shiyu Wang, University of Georgia; Allan Cohen, University of Georgia

**Automated Scoring and Feedback for Spoken Language**  
Klaus Zechner, ETS; Ching-Ni Hsieh, ETS

**Redesigning Automated Scoring Engines to include Transformer-based Deep Learning Models**  
Susan Lottridge, Cambium Assessment, Inc; Christopher Michael Ormerod, Cambium Assessment; Milan Patel, Cambium Assessment, Inc.

Discussant:  
Mark D. Shermis, Performance Assessment Analytics, LLC

118. **Assessment and Instruction Coherence for Dynamic Measurement of Student Proficiency**  
Coordinated Paper Session  
7:45 to 9:15 am  
Convention Center: Level 1 - 121A

Interactions with digital lessons represent great opportunities for measurement; this data could be used to update reports, track student growth, and evaluate the effectiveness of instruction, all within the context of student learning. In this session, we will share research connecting data from a large-scale digital assessment to data from digital lessons. The first paper will examine the content alignment between assessment items and lesson quiz items in two domains and grade levels. The second and third papers explore the various context effects surrounding the lesson quiz items and seek to understand how these effects contribute to item performance. For the second paper, we administered lessons to students under a variety of conditions, some with instruction and some without, to examine the effect of instruction and feedback on estimation of IRT parameters. The third study attempts to estimate item parameters from lessons as they are administered naturally in students’ lesson path and attempts to account for the effects of preceding instruction and restriction of range in the sample in estimating parameters. Finally, pulling together the previous papers, we apply a tracking algorithm (Glicko) to students’ assessment and lesson data to track students’ learning in mathematics throughout the academic year.

Session Organizer:  
Logan Rome, Curriculum Associates

Participants:  
**Alignment of Digital Assessment and Instruction Items**  
Amanda Brice, Curriculum Associates

**The Effect of Instruction and Feedback on IRT Parameter Estimation**  
FULL SCHEDULE
SUNDAY, APRIL 14

Item Parameter Estimation from Students' Lesson Paths
Sanford R. Student, University of Delaware; Erin Banjanovic, Curriculum Associates; Logan Rome, Curriculum Associates

Tracking Student Learning Through Digital Instruction
Ted Daisher, Curriculum Associates; Erin Banjanovic, Curriculum Associates; Matthew Myers, University of Delaware; Sanford R Student, University of Delaware; Logan Rome, Curriculum Associates

Discussant:
Ying Cheng, University of Notre Dame

119. Social Emotional Learning
Paper Session
7:45 to 9:15 am
Convention Center: Level 1 - 121B

Chair:
Tuba Gezer, UNC Charlotte

Participants:
Classifying Students and Schools Based on Social-Emotional Learning Trajectories: An Exploratory Study
Jessica Elizabeth Schnittka Hoskins, UCLA
This study used mixture modeling to classify students and schools based on middle school social-emotional learning trajectories. Focusing on one construct (social awareness) five classes of students and three classes of schools emerged. In this presentation, I will discuss potential uses of these classifications for promoting equity in schools.

Cultural Adaptation of a Social and Emotional Assessment for Spanish Speaking Students
Jennifer Robitaille, Aperture Education; Emily Hope Parker, Aperture Education; Matthew Buczek, Aperture Education; Evelyn Johnson, Aperture Education
Best practice suggests that we not just translate but adapt assessments into other languages, ensuring cultural appropriateness and validity. We present our approach to creating cultural adaptations of a social and emotional assessment and share results of applying this process to the Spanish language version of the student self-report assessment.

Response Anchoring and Student Disengagement on Self-Report Measures of Social-Emotional Learning
Daniel Bolt, University of Wisconsin, Madison; Yang Caroline Wang, Education Analytics
Response anchoring, the tendency for respondents to provide item responses equivalent (or in close proximity to) immediately preceding responses, often reflects disengaged responding. Using Grade 4-12 student responses to social-emotional learning measures, we examine student and item covariates that predict anchoring, and demonstrate score bias and survey design implications.

Integrating Transformative SEL into Formative Classroom Assessment
Jerome De Lisle, University of the West Indies; Reina Braithwaite, The University of the West Indies; Nalini Ramsawak-Jodha, University of the West Indies, St. Augustine, Trinidad; Nicola Mark-Worrell; Kristy Phillip, The University of the West Indies; Nirmala Rammarine, The University of the West Indies; Patricia Claxton
In promoting SEL everyday in schools, a useful strategy might be to incorporate SEL into formative classroom assessment. Transformative SEL enhances student capability and reduces inequity. We describe and illustrate theory and evidence-based protocols for classroom teachers to directly target SEL competencies through classroom assessment informed by different SEL frameworks.

Discussant:
Marianne Perie, WestEd
120. Automated Scoring II  
**Paper Session**  
7:45 to 9:15 am  
Convention Center: Level 1 - 121C

Chair:  
*Merve Sarac, College Board*

Participants:  
Comparing Measurement Properties of GPT and Human Scoring in Student Constructed Responses  
*Eun Hye Ham, Kongju National University*  
The study investigates whether the psychometric properties of GPT scoring are comparable to those of human scoring when scoring university students’ constructed responses in scenario-based assessment. We explore various GPT prompting methods and compare the factor structures and Rasch models fitted to GPT-scored data with those of human-scored data.

Fair or Flawed? Analyzing Biases in Automatic Text-Response Scoring  
*Nico Andersen, DIPF | Leibniz Institute for Research and Information in Education; Fabian Zehner, DIPF | Leibniz Institute for Research and Information in Education, Centre f. Int. Student Assessm.; Julia Mang, TUM School of Education, Centre for International Student Assessment (ZIB), Technical University of Munich (TUM); Frank Goldhammer, DIPF | Leibniz Institute for Research and Information in Education, ZIB*  
To measure the fairness of automatic scoring, models were trained on text-responses from the PISA 2015 reading comprehension tasks and results were compared between students of different genders and students who speak a different language at home. Scoring models systematically overestimate the performance of non-native speakers, giving them an advantage.

The Integration of Automated Essay Scoring Models Using Hierarchical Rater Models  
*Aron Fink, Goethe University Frankfurt; Sebastian Gombert, Leibniz Institute for Research and Information in Education; Tuo Liu, Goethe University Frankfurt, Germany; Andreas Frey, Goethe University Frankfurt*  
We propose a model-based method to integrate predicted scores from multiple automated essay scoring models (AESMs) and investigate its performance on data from an essay writing test. The proposed method achieves higher accuracy and is able to establish a higher level of measurement invariance compared to the individual AESMs.

Use of Data Augmentation in Automated Essay Scoring Training Data  
*Justin O Barber, Pearson; Edward W Wolfe, Pearson*  
Automated Essay Scoring (AES) requires costly human scored responses to train an engine. Our study explores how data augmentation (DA) method and insertion rate impacts AES model accuracy. Our results suggest that DA methods may improve model performance with as few as 10 generated examples.

Discussant:  
*Hongwen Guo, ETS*

121. Differential Item Functioning I  
**Paper Session**  
7:45 to 9:15 am  
Convention Center: Level 1 - 122A

Participants:  
Application of the IRT Residual DIF Framework to Ordinally Scored Polytomous Items  
*Hwanggyu Lim, GMAC; Jaime Malatesta, GMAC*  
This study extends the IRT residual DIF detection framework (RDIF) for ordinally scored polytomous items. Preliminary simulation results indicate that the RDIF framework offers effective control of Type
I error and sufficient power compared to other methods, making it a practical tool for evaluating DIF in polytomously scored items.

**Choice of the RMSD Cutoff for Multigroup-DIF Detection**

*Dandan Chen, Pearson; Jinming Zhang, University of Illinois Urbana-Champaign*

The root mean square deviation (RMSD) approach is commonly used with an arbitrary cutoff. We investigated the efficacy of various RMSD cutoffs and proposed a model-based approach to select an appropriate cutoff for RMSD for multi-group DIF detection. Researchers can use our proposed model to choose the right RMSD cutoff.

**Comparison of CRUM and 2PL-CMIRT Models in the Context of DIF**

*Ahmet Guven, Augusta University; Yanyun Yang, Florida State University*

The two-parameter logistic compensatory MIRT model (2PL-CMIRT) and compensatory reparametrized unified model (CRUM) have a lot in common. The purpose of this study was to compare the performance of the Wald and likelihood ratio tests in both the 2PL-CMIRT model and the CRUM in detecting DIF when data were retrofitted.

**Using a Rasch Differential Item Functioning Approach to Investigate Early Childhood Assessments**

*Toshiko Kamei, University of Melbourne; Nafisa Awwal, University of Melbourne; Lan Anh Nguyen Khoa, University of Melbourne; Jane Page, University of Melbourne*

This paper establishes the generalisability validity of eight assessments based on learning progressions for teachers of children aged 2 -6 in Victorian kindergarten programs. Through a Rasch differential functioning analysis (DIF), the study showed their applicability for all children, including those with a diagnosis of autism spectrum disorder (ASD).

**Discussant:**

*Jinghua Liu, National Board of Osteopathic Medical Examiners*

### 122. Large Scale Assessment

**Paper Session**

7:45 to 9:15 am

**Convention Center: Level 1 - 122B**

**Chair:**

*Tiago A Caliço, Organization for Economic Cooperation and Development*

**Participants:**

**A New Strategy for TIMSS Quality Assurance**

*Henry Braun, Boston College; Matthias von Davier, Boston College; Jihang Chen, Boston College*

International large-scale assessments have become higher stakes for governments’ education policies. This has led to an increased incentive to deviate from assessment guidelines and best practices in order to increase scores. This report describes strategies to identify unusual country-level results based on the estimated relationships between outcomes and background/contextual factors.

**How Can PIRLS Take Advantage of Adaptive Testing?**

*Montserrat B. Valdivia Medinaceli, University of California Davis; Leslie Rutkowski, Indiana University*

This paper investigates the efficacy of Group Adaptive Testing (GAT) in international large-scale assessments (ILSAs), specifically the Progress in International Reading Literacy Study (PIRLS). GAT aims to enhance measurement precision at the ends of the proficiency continuum. This paper studies the challenges of the item pool alignment with proficiency distribution.

**Linking NAEP and TIMSS Scores to Compare US States with TIMSS Countries**

*Paul Bailey, American Institutes for Research; Ting Zhang, American Institutes for Research; Huade Huo, AIR; Charles Blankenship, American Institutes for Research; Blue Webb, American Institutes for Research*

The study linked NAEP and TIMSS scale scores to compare US states with TIMSS countries. Building upon existing linking techniques, we enhanced the techniques by employing a Taylor series approach. This refinement enables us to make comparisons between US states and TIMSS countries, rendering the analyses feasible and replicable.
123. Developing Curriculum-Agnostic, Instructionally Relevant Assessments
Coordinated Paper Session
7:45 to 9:15 am
Convention Center: Level 1 - 123

Ongoing efforts to incorporate assessment systems in classrooms rely on assessments providing evidence of students’ current understandings, skills, or reasoning patterns in actionable ways (Pellegrino, diBello, & Goldman, 2016). Such assessments must satisfy the need for instructional relevance through proximity to the learning environment while being broadly applicable and supported by sophisticated validation approaches often reserved for distal assessments (Ruiz-Primo et al., 2012). In this session, we bring five papers that illustrate evidence-centered approaches to designing instructionally relevant computer-based assessments in key domains of middle school math and science. We will conclude with comments from discussant Jim Pellegrino.

Session Organizer:
Helena Connolly, Houghton Mifflin Harcourt

Participants:
Using Cognitive Models to Develop Instructionally Relevant Assessments
Helena Connolly, Houghton Mifflin Harcourt; Gavin Fulmer, HMH; Shiv Karunakaran, HMH; Susan Kowalski, HMH; Tyler Matta, NWEA

Developing an Assessment of Student Reasoning About Ratio
Helena Connolly, Houghton Mifflin Harcourt; Shiv Karunakaran, HMH; Colleen Oppenzato, HMH; Tyler Matta, NWEA

Developing an Assessment of Student Reasoning About Chemical Reactions
Katherine Lazenby, HMH; Gavin Fulmer, HMH; Susan Kowalski, HMH

Developing an Assessment of Student Understanding About Fraction Division
Colleen Oppenzato, HMH; Helena Connolly, Houghton Mifflin Harcourt; Erik Ruzek, HMH; Tyler Matta, NWEA

Putting the Cognitive in Cognitive Diagnostic Models
Daniel Katz, NWEA; Yon Soo Suh, NWEA; Meredith Langi, WestEd; Tyler Matta, NWEA

Discussant:
James Pellegrino, University of Illinois at Chicago

124. Student Growth
Paper Session
7:45 to 9:15 am
Convention Center: Level 1 - 124

Chair:
Paulius Satkus, GMAC

Participants:
Too Good to Be True: MAP Growth Reportage in Three Urban Districts
Paul Zavitkovsky, Center for Urban Education Leadership, University of Illinois at Chicago
This ongoing study compares ten years of same-student data from NWEA and state testing in three urban districts. Preliminary z-score analysis reveals large and persistent anomalies between many comparable NWEA and state test distributions. This finding casts doubt on the claim that NWEA reportage consistently reflects statewide learning standards.

Modeling Students’ Growth in an Adaptive Learning System Using Deep-IRT
Tongtong Zou, Columbia University; Jinah Choi, Edmentum, Inc.; Sonya Powers, Edmentum, Inc.
In this study, the Deep-IRT model is fitted to quiz items in an adaptive learning system. Preliminary
results showed good model prediction accuracy. The next step is to integrate latent knowledge state estimates for the prediction of students’ growth on future assessments and to compare with traditional IRT methods’ outputs.

Aggregating Interim Assessment Scores for Summative Decisions: Exploring Longitudinally-Weighted Proficiency Estimators
Aaron Myers, ABIM
Competency-based assessment programs consisting of multiple, shorter, interim assessments rather than a longer summative assessment have garnered recent attention. Little consideration has been given to how interim scores are aggregated to produce summative scores. We propose and evaluate four IRT-based longitudinally-weighted proficiency estimators. Implications of weighted scoring are discussed.

A Comparison of Through-Year Cumulative Scoring Methods
Garron Gianopulos, Cambium Assessment; Chris Rozunick, TEA
We compare eight methods for producing cumulative scores from a through-year assessment. We examine whether a cumulative score might perform as well as a single EOY summative score, both in terms of measuring short-term and long-term learning. We discuss the trade-offs of cumulative scores.

Discussant:
Katherine Furgol Castellano, ETS

125. Applications of AI II
Paper Session
7:45 to 9:15 am
Convention Center: Level 1 - 125

Chair:
Jeongwon Choi, Vanderbilt University

Participants:
Artificial Intelligence Approach to Classifying Oral Reading Fluency Performances
Gozde Sirganci, Southern Methodist University; Sarunya Somsong, Srinakharinwirot University & Southern Methodist University; Akihito Kamata, Southern Methodist University
This study aims to identify meaningful classes for individuals with similar oral reading fluency scores by combining clustering and neural network methods. We analyze an empirical dataset to demonstrate how this approach can provide a clearer picture of the student’s ORF level by understanding the characteristics of their group.

Effect of Administering Isomorphs on Ability Estimates in Multistage Testing
Hyung Jin Kim, University of Iowa; Won-Chan Lee, University of Iowa
As computer-based testing becomes more prevalent, the need to have more available items has increased, leading to greater interest in automatic item generation. The study considers four approaches for administering and scoring isomorphs, evaluating their performance in terms of the accuracy in ability estimates.

Enhancing Automated Short-Answer Grading: The Impact of a Robust Scoring Rubric
Wallace Nascimento Pinto, University of Florida; Lodi Lipien, Florida Virtual School; April Fleetwood, Florida Virtual School; Jinnie Shin, University of Florida
We examined the effect of a robust scoring rubric to mitigate scoring inconsistency on an automated short-answer grading system. Human scoring inconsistencies may have adverse impact on performance, reliability, and validity. We refined a Transformer-based model using the new scores generated from the robust rubric to improve the scoring performance.
Examining ChatGPT’s Influence on Assisting Students with L2 Writing Tasks
Dan Song, University of Iowa; Alexander Tang, University of Hawaii at Mānoa
This study reconceptualizes educational inequities by examining AI's role, notably ChatGPT, in second language learning. It explores its effect on L2 writing in a Mandarin context, comparing students’ performances on AP Chinese writing tasks. The research focuses on differential outcomes and potential improvements with AI assistance in learning.

Discussant:
Hollis Lai, University of Alberta

126. Exploring Validity of NAEP: Multiple Approaches and Perspectives
Coordinated Paper Session
7:45 to 9:15 am
Convention Center: Level 4 - Terrace Ballroom III

As the largest nationally representative, continuing evaluation of the condition of education in the United States, the primary purpose of the National Assessment of Educational Progress (NAEP) is to measure the educational achievement and progress of the nation's students at established grades and ages. To achieve this purpose, ensuring validity in NAEP is imperative. This coordinated session presents 4 recent research studies to provide validity evidence for NAEP. The first study explores potential differential functioning in NAEP at the test level, aiming to provide important new insights into the validity and fairness of NAEP. The second study investigates measurement invariance of NAEP noncognitive indices across assessment years, applying the updated guidelines by Wu & Estabrook and the region of measurement equivalence method. The third study examines speededness in NAEP, by evaluating the effects of speededness on IRT estimation and group ability estimates and explores empirical guidelines to evaluate test speededness. The last study addresses validity in the context of Socioculturally Responsive Assessment, an ongoing quest to advance equity and fairness in educational assessment, by exploring how a reading passage from NAEP that is culturally relevant for Hispanic students is related to the performance of Hispanic students and other student subgroups.

Session Organizer:
Young Yee Kim, American Institutes for Research

Chair:
Markus Broer, American Institutes for Research

Participants:
Exploration of Differential Test Functioning in NAEP
Soo Lee, American Institutes for Research; Xiaying Zheng, American Institutes for Research

Investigating Measurement Invariance in NAEP Student Questionnaire Indices
Xiaying Zheng, American Institutes for Research; Young Yee Kim, American Institutes for Research; Soo Lee, American Institutes for Research; emma king, American Institutes for Research; Xiaoying Feng, American Institutes for Research

Are NAEP Assessments Speeded? How to Evaluate Speededness of NAEP?
Young Yee Kim, American Institutes for Research; Xiaying Zheng, American Institutes for Research; Xiaoying Feng, American Institutes for Research

A Potentially Culturally Relevant NAEP Reading Text Passage And Student Literary
Sakiko Ikoma, American Institutes for Research; Xiaying Zheng, American Institutes for Research; yuan zhang, American Institutes for Research; Yifan Bai, American Institutes for Research; Markus Broer, American Institutes for Research

Discussant:
Mark Reckase, Psychometric Solutions
127. Innovation Demonstration III
Paper Session
9:35 to 11:05 am
Convention Center: Level 1 - 120B

Participants:
A Needs Assessment to Guide Professional Development in Justice-Oriented Assessment
Brian C Leventhal, James Madison University; Sara Finney, James Madison University; Elaine Kaye, James Madison University; Nicole Wilson, James Madison University
We showcase a Needs Assessment to determine a professional's values, confidence, and perceived barriers to engaging in work related to fairness, equity, and social justice in educational assessment. We share the resource, discuss our PhD program's experience using the assessment, and how our unit used results to guide professional development.

EdTalk: Intelligent Conversational Agent for Informational Retrieval from Education Reports
Bhashithe Abeysinghe, American Institutes for Research; Abhinav Cheruvu, Texas A&M University; Ruhan Circi, American Institutes for Research
EdTalk is a conversational agent that utilizes large language models to conduct document retrieval from education reports by referring to its knowledge base. It generates factual answers by addressing the issue of hallucination. EdTalk aims to make information more accessible to a wide range of users.

The Benefits of a Center of Excellence for Assessment Research
Janet Mee, NBME; Kerbie Addis, NBME; Edie Bissel, NBME; Angelica Hutchinson, NBME; Daniel Jurich, National Board of Medical Examiners; Leta S Re-McGlynn, National Board of Medical Examiners; Amber Montanano, NBME; John Moore, NBME; Linette P. Ross, NBME; Kimberly Swygert, National Board of Medical Examiners; Ye Tong, NBME
An Assessment Research Center of Excellence is a pivotal initiative to foster advancements in assessment methodologies, uphold standardization, and promote communication among measurement professionals at a testing company. This cross-unit structure provides a place for sharing and collaboration that focuses on improving research processes across an organization.

128. Test Taking Effort and Careless Responding
Paper Session
9:35 to 11:05 am
Convention Center: Level 1 - 120C

Chair:
Hyeri Hong, California State University, Fresno

Participants:
A Mixture Unfolding Model for Insufficient Effort Responses
Kuan Yu Jin, HKEAA; Chen-Wei Liu, National Taiwan Normal University
Insufficient effort responses, which can reduce reliability and validity, are often collected in surveys. Following the ideal-point approach, a mixture unfolding model is proposed that not only performs parameter estimation but identifies aberrant respondents. The simulation results showed good parameter recovery and high classification rates of the new model.

Examining Noneffortful Responding In Survey Responses And SEL Factors
Rik Lamm, Bloomington Public Schools; Mohammed Abulela, University of Minnesota; Kyle Nickodem, University of Minnesota - Twin Cities; Michael C. Rodriguez, University of Minnesota
Using a state wide survey of students for nonacademic topics, noneffortful error is measured. This is measured overall across the survey along with being measured by grade. Factors measuring social and emotional learning were analyzed with the effect of removing the noneffortful responses.
Investigating the Relationships Between Test-taking Effort and Performance: Self-Report and Time-Based Measures
Xiaoxiao Liu, University of Alberta; Ying Cui, University of Alberta
Process data from students’ item-solving process could be used to measure examinees’ cognitive effort in testing. Utilizing Programme for International Student Assessment (PISA) 2018 data, structural equation modeling analyses found that self-reported effort mediated the relationship between learning attitudes, resilience and time-based effort as well as performance.

Identifying Careless Responses in Surveys with Missing Data
Yuan Ge, The College Board; Stefanie A. Wind, University of Alabama; Eli Andrew Jones, The University of Memphis; Chia-Lin Tsai, University of Northern Colorado
This research will evaluate the sensitivity of IRT indicators in identifying careless responders with incomplete data, which can help with the detection of patterns of missingness in realistic data collection settings and address the need of accurate response pattern indicators. Our preliminary findings suggested to include person-fit statistics in CR investigations.

Discussant:
Edison Choe, Renaissance

129. Innovations and Practices of AI and Language Models in Large-Scale Assessments
Coordinated Paper Session
9:35 to 11:05 am
Convention Center: Level 1 - 121A

Although not new, artificial intelligence (AI) gained extreme popularity with the introduction of ChatGPT in Fall of 2022. It resulted in great excitement and anxiety, particularly for educators. Advances in AI, natural language processing (NLP), and machine learning are now central topics in educational assessment. A proliferation of research and practices have explored the use of these techniques throughout the assessment process. While the potential for automatic item generation (AIG) and automated scoring were promising, concerns arose about privacy and the exclusion of human roles and professional expertise. Many fear the use of automated techniques and decision-making will result in a lack of interpretability of assessment scores and black boxes of accountability. Challenges have also arisen in ensuring the psychometric properties and the fairness of AI-based scores. The focus of this coordinated session is to investigate the advances of AI and NLP in large-scale assessment settings from research to practice. Over four papers, we explore several issues in evaluating the item quality within AIG, the use of language models in flagging learners in danger, and the use of AI in providing assessment feedback in practice. Attendees will improve their understanding of AI as it becomes increasingly prevalent in education.

Session Organizer:
Shenghai Dai, Washington State University

Participants:
Using Large Language Models for Evaluating Item Quality in Large-Scale Assessments
Guher Gorgun, University of Alberta; Okan Bulut, University of Alberta

The Importance of Emotion Recognition for Identifying Learners in Danger in Large-Scale Assessments
Joshua Southerland, Pearson; Luis Alejandro Andrade, Pearson VUE; Lee Becker, Pearson; Kyle Habermehl, Pearson

Providing Standards-Based AI-Generated Feedback to Students on Their Writing
Susan Lottridge, Cambium Assessment, Inc; Sherri Woolf, Consultant; Chris Ormerod, Cambium Assessment, Inc.; Michael Flynn, Cambium Assessment, Inc.; Julie Benson, Cambium Assessment, Inc.; Kevin Dwyer, Cambium Assessment

Organizational Adoption of Generative AI Assessment and Feedback Tools – Early Successes and Challenges
Rachel Forman, McKinsey & Company
130. NCME Mission Fund Selected Projects Showcase
Coordinated Paper Session
9:35 to 11:05 am
Convention Center: Level 1 - 121B

As the NCME Mission Fund Committee, we are delighted to organize this session, dedicated to the exceptional individuals who have been recipients of our mission fund and honorable mention awards in the last two years. This session serves as a platform for these esteemed awardees to showcase and share their remarkable work, which has not only significantly contributed to the field of education but also exemplified our commitment to excellence and innovation. In this session, we will have the privilege of witnessing the transformative impact of their research and initiatives, highlighting the influence of the NCME Mission Fund on educational measurement.

Session Organizer:
Ren Liu, University of California, MERC

Chair:
Stella Kim, UNC Charlotte

Participants:
UDeveloping and Evaluating Score Reports Adapted for Parents Whose Primary Language is Not English
Samuel Dale Ihlenfeldt, University of Minnesota

A Guiding Framework for Effective, Equitable Classroom Assessment for Teacher Practice and Student Success
Dustin Van Orman, Western Washington University; Erin Riley-Lepo, The College of New Jersey

Validation & Implementation of a School-Based Gender Identity Screener for Children
Matthew Diemer, University of Michigan

Identify and Address Complex, Intersectional Forms of Bias in Largescale Assessments
James Soland, University of Virginia

131. Equity-Centered Innovations in Early Learning Assessment
Coordinated Paper Session
9:35 to 11:05 am
Convention Center: Level 1 - 121C

Young children increasingly attend early childhood education settings before they enter kindergarten. Yet practitioners in these diverse settings often lack reliable, unbiased data on children’s skills that could inform instruction and other programmatic decisions. This coordinated paper session introduces four novel assessment approaches for early learning settings intended to provide actionable insights to ultimately drive more equitable early learning outcomes. Several of these innovations rely on recent technological advancements, including generative AI, to capture the abilities of preliterate children who often have short attention spans and limited experience with formal learning situations. The first paper describes an approach that builds on traditional observation-based assessment by leveraging large language models to support more efficient and unbiased observations and incorporating tablet-based games. The second describes an integrated, informal assessment approach relying on activities embedded within a widely used learning application. The third explores whether playful tablet-based assessments can capture children’s skills across multiple domains simultaneously. The final paper describes a literacy and language assessment developed with an anti-bias anti-racism (ABAR) lens. The session will conclude with a discussion on future directions in early learning assessment to center equity and ensure tools are aligned with the needs of end-users.

Session Organizer:
Emily Hanno, MDRC
SUNDAY, APRIL 14

Chair:
Ximena Portilla, MDRC

Participants:
An Integrated Observation and Game-Based Early Learning Assessment Approach
Ben Thier, Cognitive ToyBox

Embedded Assessment for Early Childhood
Kristen DiCerbo, Khan Academy; Caroline Hu Flexer, Khan Academy

Multidimensional Assessment Approach for Young Learners
Sara Bakken, BrainPop; Yigal Rosen, BrainPop

Applying an Anti-Bias, Anti-Racist Lens to Early Learning Assessment Development
Alisha Wackerle-Hollman, University of Minnesota; Lillian Duran, University of Oregon

Discussant:
Emily Hanno, MDRC

132. Co-Design/Participatory Design Approaches to Assessment Development: Learnings from Four Implementation Studies
Coordinated Paper Session
9:35 to 11:05 am
Convention Center: Level 1 - 122A

In recent years, the education and assessment communities have seen a renewed focus on culturally relevant, justice-oriented, socioculturally responsive approaches. An increasing number of frameworks and theoretical approaches have been proposed in the last years. A common theme across these equity-centered approaches is a call for including diverse stakeholders, including students, in the assessment development process. This approach is sometimes referred to as co-design or participatory design. While promising, the effective implementation of co-design/participatory design practices within the assessment development process remains an open question. During this session, we will present four research projects that implemented co-design/participatory design practices in their assessment development efforts. Each project uses a different approach to the implementation of these practices. After a summary of each project, presenters will discuss what value was gained from the implementation, what challenges were presented, and what was learned about co-design/participatory design practices in assessment development. The four presentations will be followed by a discussion session led by Dr. Solano-Flores, who will first offer his perspective on those practices and then open the floor for a collegiate discussion about co-design/participatory design practices.

Session Organizer:
Cristina Anguiano-Carrasco, ACT

Chair:
Cristina Anguiano-Carrasco, ACT

Participants:
Cultural Content in Assessment Items: What Students Notice, Choose, and Prefer
Molly Faulkner-Bond, WestEd; Priya Kannan, WestEd; Jaylin N Nesbitt, James Madison University; Marianne Perie, WestEd

The Adult Skills Assessment Program (ASAP): From Socioculturally Responsive Principles to Actions
Javier Suarez-Alvarez, University of Massachusetts Amherst; April Zenisky, University of Massachusetts Amherst; Stephen G Sireci, University of Massachusetts, Amherst; Maria-Elena Oliveri, University of Nebraska

Toward More Equitable Assessments of Social and Emotional Learning (and Beyond)
Cristina Anguiano-Carrasco, ACT; Nola Daley, ACT; Jeremy Burrus, ACT; Nancy Lewin, ACT; Temple Lovelace, Assessment for Good; Lauren D. Kendall Brooks
The Promise of Participatory Construct Mapping  
*Fernanda Gandara, Room to Read*

Discussant:  
*Guillermo Solano-Flores, Stanford University*

**133. Educational Measurement, Fifth Edition: A New Approach (Joint AERA/NCME Session)***  
*Coordinated Paper Session*  
9:35 to 11:05 am  
*Convention Center: Level 1 - 122B*

The first edition of Educational Measurement was edited by E.F. Lindquist and published in 1951, followed by three more editions. Those editions documented information about theory and techniques, updated it, and compared it to that in previous editions. The primary audience has traditionally been scientists with advanced degrees in measurement. The fifth edition will expand the focus of the audience to scholars in related fields and sciences. Consequently, the chapters have been crafted to be maximally accessible and useful to as broad an audience as possible. In this session, the editors provide a preview of the fifth edition, and discuss their goals and the changes introduced. Then, four chapter authors describe the goals and content of their chapters.

**Session Organizer:**  
*Mary Pitoniak, ETS*

**Chairs:**  
*Linda Cook, ETS*  
*Mary Pitoniak, ETS*

**Participants:**  
**The History of Educational Measurement**  
*Brian Clauser, National Board of Medical Examiners; Jerome Clauser, American Board of Internal Medicine (ABIM); Amanda Clauser, National Board of Medical Examiners*

**Validity in Educational Measurement**  
*Suzanne Lane, University of Pittsburgh; Scott Marion, National Center for the Improvement of Educational Assessment*

**Assessment of Social-Emotional, Character, Behavioral, and Intrapersonal and Interpersonal Skills**  
*Patrick Charles Kyllonen, ETS; Jiyun Zu, ETS*

**Assessment in International Contexts**  
*Henry Braun, Boston College; Irwin Kirsch, ETS*

**134. Deciphering US Students’ Post-COVID Performance Results from National Assessment of Educational Progress***  
*Coordinated Paper Session*  
9:35 to 11:05 am  
*Convention Center: Level 1 - 123*

As the largest nationally representative, continuing evaluation of the condition of education in USA, the National Assessment of Educational Progress (NAEP) provides valid measures of the educational achievement and progress of the nation’s students at established grades and ages. The NAEP 2022 results, the first post-pandemic NAEP results, showed declines in mathematics and reading at both grades 4 and 8, compared to 2019. The results were expected, as the COVID-19 pandemic brought widespread disruptions to education systems leading to learning losses or lags. However, how to
interpret the NAEP 2022 results remains a challenge as many factors could relate to such large declines. This session tries to decipher US students’ post-COVID performance results in NAEP. The first study examines whether demographic compositional changes are associated with changes in grade 8 mathematics performance, applying propensity weights. The second study investigates the role of absenteeism in score declines between 2019 and 2022, using multiple regression analyses. The third study examines the absentee rate change by achievement level and contribution of the change to score declines using Blinder-Oaxaca decomposition. The fourth study investigates achievement gaps by SES before and after the pandemic and how changes differed by student group.

Session Organizer:
Young Yee Kim, American Institutes for Research

Chair:
Xiaying Zheng, American Institutes for Research

Participants:
Public-School Composition Change And Post-Covid Performance In NAEP: A Propensity Weights Approach
Martin Hooper, American Institutes for Research; David Bamat, American Institutes for Research; Rebecca Shipan, American Institutes for Research; George William Bohrnstedt, American Institutes for Research

Potential Effect of Absenteeism on Declines in Students’ Performance in NAEP 2022
Sinan Yavuz, American Institutes for Research; Young Yee Kim, American Institutes for Research

Deeper Dive Into The Relationship Between Absenteeism and NAEP Performance
Young Yee Kim, American Institutes for Research; Sinan Yavuz, American Institutes for Research; Xiaying Zheng, American Institutes for Research

Changes In Ses Achievement Gap Pre- And Post-Pandemic: Evidence From NAEP
Yifan Bai, American Institutes for Research; Markus Broer, American Institutes for Research

Discussant:
David Thissen, University of North Carolina

135. Machine Learning Aspects of Computational Psychometrics
Coordinated Paper Session
9:35 to 11:05 am
Convention Center: Level 1 - 124

Computational psychometrics blends theory-based psychometrics with data-driven approaches from machine learning, data science, and artificial intelligence. Focusing on machine learning aspects, this coordinated paper session highlights five recent developments that harness computational psychometrics to confront educational measurement challenges spanning open item scoring, item calibration, and item feature selection. The first paper uses deep learning to automatically score open-response items on several criteria regarding style and content, and illustrates how such analyses can be implemented in R. Papers two to four aim to drastically minimize sample size requirements for piloting and calibration studies. The second paper uses automated machine learning to construct IRT models based on item-level features to speed up the piloting process and improve model fit. The third paper informs Bayesian estimation of the three parameter logistic model (3PL) with item parameters predicted by neural networks trained on items’ linguistic features. The fourth paper presents a likelihood-free, neural-network-based estimation approach for the 3PL that draws on a given item pool to minimize sample size requirements. The fifth paper investigates feature selection procedures in the presence of missing data, comparing the performance of commonly used machine learning techniques (LASSO, Elastic Net) and recently developed approaches based on metaheuristics (Genetic Algorithm).

Session Organizers:
Esther Ulitzsch, University of Oslo
Dmitry I. Belov, Law School Admission Council
Participants:

**Application of Deep Learning for the Evaluation of Text Responses**  
*Rudolf Debelak, University of Zurich; Benjamin Wolf, University of Zurich*

**AutoIRT: Improving the Fit of IRT Models Using Automated Machine Learning**  
*James Sharpnack, Duolingo; Phoebe Mulcaire, Duolingo; Geoff LaFlair, Duolingo; Kevin Yancey, Duolingo*

**Calibration Sample Reduction by Enriching IRT Estimation with NLP-Informed Parameter Predictions**  
*Esther Ulitzsch, University of Oslo; Dmitry I. Belov, Law School Admission Council; Alexander Robitzsch, Leibniz Institute for Science and Mathematics Education; Oliver Lüdtke, Leibniz Institute for Science and Mathematics Education*

**Neural Networks Approach to Estimate the 3PL in Small Samples**  
*Dmitry I. Belov, Law School Admission Council; Esther Ulitzsch, University of Oslo; Oliver Lüdtke, Leibniz Institute for Science and Mathematics Education*

**Machine Learning Approaches to Variable Selection with Ignorable Missing Data**  
*Catherine Bain, University of Oklahoma; Dingjing Shi, University of Oklahoma*

Discussant:  
*Hong Jiao, University of Maryland*

**136. Alignment and Standard Setting: Interrogating Methodologies in Support of Instructional Utility**  
*Coordinated Paper Session*  
*9:35 to 11:05 am*  
*Convention Center: Level 1 - 125*

Quenemoen & Thurlow (2019) wrote, “PLDs [performance level descriptors] are definitions of grade-to-grade expectations, and as such are essential resources in determining whether an individual student has received access—through specialized instruction and supports—to the same content and expectations as other students, whether based on general or alternate achievement expectations (p. 26).” At the heart of their argument is the notion that PLDs support equal access to the rigor of learning expectations because they illuminate the state standards. This notion centers in using principled assessment design (PAD) and an evidenced-based approach for developing PLDs. It requires item writing and alignment to PLDs, and perhaps standard setting methods that more fully rely on PLDs being accurate. For assessments to be instructionally useful they may need to clearly describe validated theories of learning. This suggests evidence must be collected, interrogated, and if the data is not optimal, PLDs or items may need to be refined over time. When differences exist between Range PLDs and item difficulty, assessment developers may need to determine a framework under which Range PLDs or items can or should be revised.

Session Organizer:  
*Christina Schneider, Cambium Assessment*

Participants:

**Without Achievement Level Descriptors There Cannot Be Alignment**  
*Ellen Forte, edCount, LLC*

**Examining Test Score Interpretations on a Computer Adaptive Assessment for Alternate Assessment**  
*Christina Schneider, Cambium Assessment; Jocelynn Pittman, Cambium Assessment; Matthew Gill, South Dakota Department of Education*
Refining Range ALDs: Bridging Predicted Learning Progressions with Empirical Insights  
Karla Egan, EdMetric LLC; Melina Franklin, EdMetric, LLC

Embedded Standard Setting Efficacy Under Different Item Alignment and Empirical Difficulty Conditions  
Jing Chen, Cambium Assessment; Sangdon Lim, Cambium Assessment; Christina Schneider, Cambium Assessment

Discussant:  
Susan Davis-Becker, ACS Ventures, LLC

137. Is Your Test Instructionally Useful? How Do You Know?  
Coordinated Paper Session  
9:35 to 11:05 am  
Convention Center: Level 4 - Terrace Ballroom III

Many assessments are promoted as instructionally useful. Unfortunately, this term and the companion term, “instructional utility,” are often used without clearly describing the characteristics of the assessment or evidence to support such claims. We define instructional utility “as it pertains to assessment processes and results, as the insights derived from the assessment, broadly speaking, that bear directly on the interactions among the teacher, student, and the content about student learning and instruction relative to specific learning targets that are the focus of current, immediately past, or near future instruction” (Evans and Marion, in press). In addition to clearly conceptualizing the terminology associated with the ways in which assessments might be used to support instruction and learning for the students taking the assessment, this session offers two presentations highlighting empirical analyses from two different types of testing programs to evaluate the degree to which these assessments are meaningfully serving instructional aims. More pragmatically, we aim to provide a framework for thinking about creating instructionally useful assessments to help educators and test developers better support student learning in their schools and districts.

Session Organizer:  
Scott Marion, National Center for the Improvement of Educational Assessment

Participants:  
Instructional Utility of Assessments: A Conceptual Framework  
Scott Marion, National Center for the Improvement of Educational Assessment; Carla M. Evans, National Center for the Improvement of Educational Assessment

Assessment Features that Impact Instructional Utility  
Carla M. Evans, National Center for the Improvement of Educational Assessment; Scott Marion, National Center for the Improvement of Educational Assessment

Investigating Teacher Use of Benchmark Modules to Improve Instruction in Utah  
Kyla Mcclure, University of Colorado Boulder

An Instructional Utility Case Study: Considering the Lousanna Innovative Assessment Pilot  
Nathan Dadey, Center for Assessment

Discussant:  
Lorrie Shepard, University of Colorado Boulder

138. Hot Topics in Measurement - Roundtable Discussion II  
Organized Discussion  
9:35 to 11:05 am  
Convention Center: Level 4 - Terrace Ballroom IV

Moderator:  
Jonathan Weeks, ETS
139. Classification  
**Paper Session**  
11:25 am to 12:25 pm  
Convention Center: Level 1 - 120C

Chair:  
*Eunbee Kim, Georgia Institute of Technology*

Participants:  
*A Unified True-Score Framework for Classification Indices with Application to Curriculum-Based Measures*  
*Edison Choe, Renaissance; Adam E Wyse, Renaissance*  
We introduce a unified treatment of computing classification accuracy and consistency indices based on true-score theory using single-administration data. New and existing models for true scores and errors are assembled, and some model fit criteria are suggested. The proposed framework is applied to data from several K-3 curriculum-based measures (CBMs).

*Classification Consistency and Accuracy with Conjunctive Decision Rule*  
*Seohee Park, American Board of Internal Medicine*  
This study considers the estimation of classification consistency and accuracy when handling a conjunctive decision. We propose four approaches using θ-cut scores: Integration with MVN, Integration with UVN, Monte-Carlo sampling with MVN, and Monte-Carlo sampling with UVN. To illustrate these methods, this study employs data from a large-scale certification organization.

*Exploration Of Multi-Year Pooling To Bolster The Reliability Of School Accountability Decisions*  
*Brendan Longe, University of Massachusetts Amherst*  
Small schools must be included in accountability systems despite the challenge of less reliable decisions from small n-sizes. One solution is pooling data across years. A multi-year accountability system was simulated to investigate the impact of sample pooling. Results help accountability designers evaluate pooling alternatives, a common but understudied practice.

Discussant:  
*Won-Chan Lee, University of Iowa*

140. Model Considerations  
**Paper Session**  
11:25 am to 12:25 pm  
Convention Center: Level 1 - 121A

Chair:  
*Ami Lin, Aledev Consulting*

Participants:  
*A Comparison of Item Parameter Estimates between Three- and Five-option MC Items*  
*Jiayi Deng, University of Minnesota, Twin Cities; Yun Leng Wong, University of Minnesota; Joseph DeWeese, University of Minnesota; Seulbi Bailey Lee, Graduate Student; Patrick Kennedy, University of Oregon; Gina Biancarosa, University Of Oregon; David Weiss, University Of Minnesota; Mark Davison, University of Minnesota*  
This study aims to compare the estimates of item difficulty, item discrimination, and information functions between multiple-choice items comprising either three or five options, using data collected from a reading comprehension assessment. The findings suggested significant influence of option count on difficulty, discrimination, and information.

*Examining the Mode Effect on Students’ Civic Perception and Political Participation*  
*Yuan-Ling Liaw, IEA Hamburg; Rolf Strietholt, IEA Hamburg*  
This paper explores the mode effect using data from IEA's International Civic and Citizenship Education Study (ICCS), which transitioned to digital assessment in 2022 via computers or tablets. Computer-based responses generally indicate higher importance of citizenship behaviors and greater expectancy of participation.
The Effects of Estimation Methods and Method Factors in Factor Analytic Techniques
Hyeri Hong, California State University, Fresno

We investigated the effects of estimation methods and controls of negatively and positively phrased items for Neuroticism domain scale in the IPIP-NEO-300. The results showed that Bayesian-IP models best represented correlated factor, bifactor, and hierarchical frameworks of the structure of personality and controlling for method factors improved the model fits.

Discussant:
Tiago A Caliço, Organization for Economic Cooperation and Development

141. Application Essays and Characters in Higher Education Admissions
Coordinated Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 121B

The recent rejection of race-based affirmative action from the Supreme Court presented new challenges to U.S. higher education, besides challenges related to the use of quantitative (e.g., high school grades) and qualitative (e.g., application essays and recommendation letters) information. These challenges have a complex impact on the diversity and success rate of college students. In this session, we will explore possible answers to these challenges from multiple angles. The first paper examines the application essays’ content in its relationship with demographic and socio-economic background variables, admissions status, and post-admissions success indicators (such as first semester GPA), based on a large pool of applications for a public university. The second paper investigates AI’s role in application essay preparation and its evaluation in admissions, exploring possible biases associated with the use of large language models in both processes. The third paper shares findings in terms of using behavioral skills assessment to assist with college and graduate admissions, and its implications for diversity, equity, and post-admissions success. Together, these three papers would provide new ideas and information to further the discussion and exploration of a valid and fair admissions process for U.S. higher education.

Session Organizer:
Guangming Ling, ETS

Chair:
Ou Lydia Liu, ETS

Participants:
Evaluating Application Essays’ Content in Shaping College Admissions Decisions and College Success
Guangming Ling, ETS; Michael Flor, ETS; Sugene Cho-Baker, ETS

The Evolution of Al Bias: Large Language Models and Holistic Review
Jinsook Lee, Cornell University; Aaron Jordan Alvero; Thorsten Joachims, Cornell University; Rene Kizilecec, Cornell University

Using A Behavioral Assessment To Assist Graduate Admissions: Some Initial Evidence
Patrick Charles Kyllonen, ETS; Daniel Fishtein, ETS

Discussant:
Li Cai, UCLA
142. Cognitive Diagnostic Models Applications
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 121C

Chair:
Youn Seon Lim, University of Cincinnati

Participants:
Applications of Cognitive Diagnosis Modeling: A Systematic Review
Xiyu Wang, Purdue University; Yukiko Maeda, Purdue University; Hua-Hua Chang, Purdue University
We conducted a systematic review on Cognitive Diagnosis Models (CDM) applied in educational settings. Although CDM has made significant methodological advancements in the past decade, it is still underutilized in practice. The study identifies key trends, challenges, and offers insights for enhancing the practical applications of CDM in education.

Student Growth Percentiles in a Diagnostic Model Framework
Madeline Schellman, Pearson; Matthew James Madison, University of Georgia; Shiyu Wang, University of Georgia
Modeling growth is important in large-scale assessment. For diagnostic classification models (DCMs) to realize their potential, researchers must examine how current growth modeling techniques can be employed in a DCM framework. This paper introduces the diagnostic growth percentile (DGP) and evaluates the reliability of DGPs under various assessment conditions.

The Impact of Large-Scale Diagnostic Classroom Assessment on Student Achievement
Laine Bradshaw, Pearson; Ruchi Sachdeva, Pearson; Madeline Schellman, Pearson; Jordan Wheeler, University of Nebraska-Lincoln
Diagnostic measurement-based assessment systems hold promise for improving equity in learning by providing detailed, just-in-time feedback for informing personalized learning in the classroom. We examine the impact of a large-scale, diagnostic measurement-based classroom assessment system for learning on student achievement across subjects, grades, and over time.

Discussant:
Scott Monroe, UMASS Amherst

143. Models for International Assessments
Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 122A

Participants:
Applying LASSO Regression to Understand House Effect on PIRLS 2021 Turkey Results
Serife Okay, Hacettepe University; Sinan Yavuz, American Institutes for Research; Selahattin Gelbal, Hacettepe University
This research explores the application of LASSO regression to the PIRLS 2021 Turkey dataset. Given the observed multicollinearity among the selected variables, LASSO, a regularization technique, is employed to derive more precise insights. The analysis also uses the five plausible values (PVs) provided in the dataset to ensure robust conclusions.

Improving Graphical Response Scoring Accuracy in TIMSS 2023 with AI-Human Expert Integration
Lillian Tyack, Boston College; Matthias von Davier, Boston College
Students sometimes respond to graphical response items in unusual ways where it may be unclear what score the response should receive, leading to inconsistent scoring between human raters. This presentation proposes an AI-based validation method to identify and select these “borderline” responses for expert validation and scoring in TIMSS.

Underlying Generic Problem-Solving Competence in PISA 2012 Constructs: Skill Audit Findings
Lan Anh Nguyen Khoa, University of Melbourne
The study investigates the existence of a Generic problem-solving concept in PISA 2012 Computer-
based assessment constructs. It argues for its existence in PISA 2012 Mathematics, Digital Reading, and Creative PS assessments, supported by skill audits of 38 released items. Findings suggest an underlying, generic PS competence across these domains.

Discussant: 
Leslie Rutkowski, Indiana University

144. Text & Measurement: Critical Approaches to Measuring Text & Measuring Our Field
Coordinated Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 122B

Amidst fast-moving change, the field of measurement has much to offer in text analysis, as well as much to learn from it. In this session, we share insights from the intersection of natural language processing (NLP) and measurement, with a focus on measuring biases in language. The first paper will seek to measure the biases of ChatGPT-generated text using NLP methods, in the context of a practice-based concern for high school counselors: ChatGPT-drafted letters of recommendation. The second presentation draws on NLP methods to analyze the use of deficit-based language within the measurement field itself in a quant-crit based study of measurement journals. The final presentation will set forth a framework for combining NLP methods with measurement methods to construct scales that measure constructs of interests across large bodies of text, with an application to syllabi data. Assessing and reducing biases in the production and review of text has remained a difficult problem to measure and address. Through our panel, we grapple with what it means to measure constructs, especially those related to equity, within text mediums that have not historically been examined at scale.

Session Organizer:
Brein Mosely, Harvard University

Chair:
Sebastian Muñoz-Najar Galvez, Harvard University

Participants:
**Deficit-based Language in Measurement Journals: A Quant-Crit Informed Textual Analysis**
Brein Mosely, Harvard University; Zach Himmelsbach, Harvard University; Sebastian Muñoz-Najar Galvez, Harvard University

**Measuring Text: A Framework for Developing and Validating Scales for Text Analysis**
Emma M. Klugman, Harvard Graduate School of Education

**ChatGPT as a Writing Assistant: Merit and Adversity Framing in Recommendation Letters**
Amy Desiderio, Harvard; Sheridan Stewart, Harvard; Sebastian Muñoz-Najar Galvez, Harvard; Julius DiLorenzo, Harvard; Jen Ha, Harvard; Matthew Nicola, Harvard; Tara P. Nicola, Harvard Graduate School of Education; Megan Richardson, Harvard; Mandy Savitz-Romer, Harvard

Discussant:
Luke Weisman Miratrix, Harvard Graduate School of Education
145. Instructing and Assessing Competencies for Future Success: Research From International Baccalaureate
Coordinated Paper Session
11:25 am to 12:25 pm
Convention Center: Level 1 - 123

According to employers globally, competencies such as creative and critical thinking, analytical thinking, communication, and ethical thinking are critical for future workforce success (World Economic Forum, 2023). The International Baccalaureate (IB) recently proposed an ambitious research and development project focused on examining how instruction and assessment can accelerate the development of these competencies in schools and classrooms. In this coordinated session, the IB Global Director of Research and Design will discuss the IB’s vision for the IB Learner. She will describe how IB is advancing the operationalization of “competencies of the future” through a focused research agenda. Following, independent researchers will present the results of two literature reviews on two success competencies: creative thinking and ethical thinking. Each presentation will offer a synthesis definition of each competency (creative thinking and ethical thinking), summarize evidence to support their instructional malleability, and summarize evidence informing effective pedagogy and assessment. Presentations will conclude with implications for future assessment and measurement research and practice, which apply to a broad range of success competencies.

Session Organizer:
Willard Christopher Brandt, National Center for the Improvement of Educational Assessment

Participants:
IB International's Role in Supporting the Development of Competencies of the Future
Jennifer Merriman, International Baccalaureate

A Review of Creative Thinking and Implications for Assessment Design and Use
Chris Brandt, Center for Assessment

Defining and Assessing Ethical Thinking in Cross-National Education Contexts.
William A. Lorie, Center for Assessment

Discussant:
Thanos Patelis, Johns Hopkins University & University of Kansas

146. Creating a Cadre of Culturally Responsive Measurement Professionals - GSIC and Digital Promise Joint Session
Organized Discussion
11:25 am to 12:25 pm
Convention Center: 126A

Presenters:
Janine Jackson, Morgan State University
Darius D. Taylor, UMASS Amherst
Thao Vo, Washington State University
Sara Finney, James Madison University
Brian French, Washington State University
Drew Gitomer, Rutgers, The State University of New Jersey
Brian C Leventhal, James Madison University
Jennifer Randall, University of Michigan
Mary Roduta Roberts, University of Alberta
Michael Russell, Boston College
Stephen G Sireci, University of Massachusetts, Amherst
David Sul, Sul & Associates International
Catherine Taylor, University of Washington
Fiona Hinds, Independent Consultant
Emi Iwatani, Digital Promise
Susan Lyons, Lyons Assessment Consulting
Mya Poe, Northeastern University
147. Surveys of/for the Measurement Community  
**Paper Session**  
11:25 am to 12:25 pm  
**Convention Center: Level 4 - Terrace Ballroom III**

**Chair:**  
Sanford R Student, University of Delaware

**Participants:**  
- Analyzing Open-Responses In A Post-Exam Survey Using Natural Language Processing Methods  
  Yunyi Long, National Board of Osteopathic Medical Examiners; Xia Mao, NBOME  
  This study compares two Natural Language Processing (NLP) methods and human coding for analyzing open-response survey data in a high-stakes medical examination. Initial findings revealed that NLP categorized open-responses in a similar way as human coding. The possibility and future directions of utilizing NLP to grasp candidates’ feedback are discussed.

- MxML Phase 2: Survey Of The Measurement Community  
  Yi Zheng, Arizona State University; Sijia Huang, Indiana University Bloomington; Susu Zhang, University of Illinois at Urbana-Champaign; Steven Nydick, Duolingo  
  Studies incorporating ML into measurement have grown exponentially in the last 10 years. The MxML project explores the impact and consequences of adopting ML in measurement. The current Phase 2 of this project will conduct a survey of the measurement community about their experience, attitude, and thoughts toward ML.

- The Item Response Warehouse (IRW): A Large Open Repository of Response Data  
  Ben Domingue, Stanford University; Klint Kanopka, New York University; Lucy Caffrey-Maffei, Stanford University; Radhika Kapoor, Stanford University; Susu Zhang, University of Illinois at Urbana-Champaign; Yiqing Liu, University of Illinois  
  In contrast with other disciplines, psychometrics has limited public data. The IRW is designed to change that through the collection and standardization of a large volume of item response datasets. We describe key elements of the data standardization process and the nearly 1 billion item responses already in the IRW.

**Discussant:**  
Brian Gong, Center for Assessment

148. The Digital SAT: Concordance Studies and Post-Admin Analyses  
**Coordinated Paper Session**  
1:15 to 2:45 pm  
**Convention Center: Level 1 - 120B**

The SAT suite assessment has been taken digitally by international students since March 2023 and will be taken digitally starting in Fall 2023 for students taking PSAT/NMSQT and 2024 for U.S.-based students taking SAT. The new digital SAT, administered as a multi-stage adaptive test, continues to measure the knowledge and skills that students learn in high school and matter most for college and career readiness. The digital SAT suite assessments are scored on a 1600 scale and scores can be used
to track growth across the SAT Suite of Assessments over time. Concordance studies and post-admin analyses have been conducted to ensure that the digital SAT assessments maintain the scale score metric and score integrity. In this coordinated session, five presentations will focus on three aspects of maintaining the score metric and integrity of the score for digital SAT assessments: concordance studies, post-admin psychometric and forensic analyses. Analyses results and key findings on these topics will be shared to address the questions and issues brought by the transition to the digital SAT, a multi-stage adaptive test.

Session Organizer:
Weiwei Cui, College Board

Participants:
**Straight-line Concordance Studies**
Thomas Proctor, College Board

**Concordance Studies: Link Paper SAT to Digital SAT**
Weiwei Cui, College Board

**PSAT/NMSQT Concordance Studies**
Oliver Zhang, College Board

**Post-Admin Monitoring Studies**
Jonathan Beard, College Board

**Post-Admin Forensic Analyses**
Hui Deng, College Board

Discussant:
Richard Melvin Luecht, University of North Carolina at Greensboro

149. **Revisiting Common Assumptions and Practices in Vertical Scaling**

Coordinated Paper Session
1:15 to 2:45 pm
Convention Center: Level 1 - 121A

Increasingly, vertical scales are being used in practice to better understand student progress in core academic subjects over time. Yet, the construction of vertical scales often relies on practices and assumptions supported by relatively little evidence, especially given the consequences associated with uses of those scales. In this coordinate paper session, we revisit some of those assumptions and practices. The first study (Briggs) examines an assumption central to use of vertical scales—namely that they possess equal-interval properties—and provides options for psychometricians to test that assumption that are both axiomatic and pragmatic. The second (Soland & Edwards) and third (Liao & Bolt) revisit rules of thumb about how many linking items are needed in adjacent grades, including when common forms of measurement model misspecification occur. Meanwhile, the fourth paper (Student) uses moderated nonlinear factor analysis to probe assumptions underlying an incredibly common practice, namely using different grades from cross-sectional data as a proxy for how students develop longitudinally, which assumes differences across grades are not affecting item parameters. In total, this panel not only raises questions about one of the most important tools in psychometrics, but also tries to provide solutions that can be used by measurement practitioners.

Session Organizer:
James Soland, University of Virginia

Participants:
**On the Justification and Evaluation of an Interval Scale**
Derek Christian Briggs, University of Colorado Boulder

**Revisiting the 20% Rule of Thumb for Linking Items in Vertical Scales**
James Soland, University of Virginia; Kelly Edwards, American Board of Pediatrics
Implications of IRT Model Misspecification on Vertical Scale Linking  
Xiangyi Liao, University of Wisconsin, Madison; Daniel Bolt, University of Wisconsin, Madison

Validating, Calibrating and Linking Vertical Scales with Moderated Item Response Theory  
Sanford R. Student, University of Delaware

Discussant:  
Scott Monroe, UMASS Amherst

150. Incorporating Multiple Data Source to Explore Group Strategy Variations  
Coordinated Paper Session  
1:15 to 2:45 pm  
Convention Center: Level 1 - 121B

This coordinated session focuses on incorporating multiple data source to explore the group strategy variations beyond merely response data to address potential measurement fairness issues. Our session covers a broad range of process data exploration and showcases both advanced psychometric modeling and data-driven approach to identify the variations in problem-solving strategies and provide potential solution to leverage these variations in the measurement. The first paper presents a response time-based finite-mixture item response theory approach for flexible modeling examinee-and-item-specific item-solving strategies. The second paper introduces a mixture hidden Markov model to leverage action sequences with elapsed time to highlight test takers’ strategy variation in reading pause states. The third paper demonstrates how to combine the Seldonian algorithm and adversarial neural networks to estimate the degree that students’ online or remote learning preparedness levels impact feature extraction and predictive model interpretation, focusing on the “time-on-task” features. The fourth paper presents the strategy variations in missing responses and behavioral pattern extraction in interactive computational thinking tasks across countries via a sequence mining approach. These studies lead a pressing direction of integrating multiple data source in large-scale assessments to provide a new angle to assure the equitable measurement across groups with various backgrounds.

Session Organizer:  
Qiwei He, Georgetown University

Participants:  
A Response Time-based Finite-mixture Item Response Theory Model for Item-Solving Strategy  
Sijia Huang, Indiana University Bloomington; Jinwen Luo, UCLA; Minjeong Jeon, UCLA

Identifying Group Difference by Latent Sequence Modeling on Process Data with Elapsed Time  
Ling Chen, Columbia University; Qiwei He, Georgetown University

Towards Fair Learning Analytics: An Application of the Seldonian Algorithm  
Okan Bulut, University of Alberta; Jinnie Shin, University of Florida; Wallace Nascimento Pinto, University of Florida

Profiling Behavioral Patterns in Interactive Computational Thinking Tasks Across Countries  
Qiwei He, Georgetown University; Eugenio Gonzalez, ETS

Discussant:  
Steven Culpepper, University of Illinois Urbana-Champaign

151. Cognitive Diagnostic Models II  
Paper Session  
1:15 to 2:45 pm  
Convention Center: Level 1 - 121C

Chair:  
Yesim Ozer Ozkan, Gaziantep University
Participants:

**A More Accurate Evaluation of the Potential Advantages of the eMC-DINA Model**
Zechu Feng, The University of Hong Kong; Jimmy de la Torre, University of Hong Kong
The eMC-DINA model is a flexible CDM for multiple-choice data. Although its advantages over the MC-DINA and DINA models have been demonstrated, the results may not be accurate given how the comparison models were treated. This paper presents a more accurate comparison, and shows the advantages of the eMC-DINA remain.

**Combining Regularization and Logistic Regression Model to Validate the Q-Matrix for CDM**
Xiaojian Sun; Tao Xin, Beijing Normal University; Naiqing Song, Southwest University
In this study, we combine the L1 regularization and multiple logistic regression (MLR) model to validate the Q-matrix. Results show that the regularized MLR method: (a) produces better Q-matrix recovery rate, true positive rate, and true negative rate than either the MLR-B or the Hull method for most conditions.

**On Posterior Probability of Latent Classifications in Diagnostic Models**
Jimmy de la Torre, University of Hong Kong; Rodrigo Schames Kreitchmann, Universidad Nacional de Educacion a Distancia
Parametric estimation of person parameters in cognitive diagnosis models hinges on posterior probabilities that are sample-dependent. This study investigates the impact of sample dependency on model calibration and scoring, proposing a multiple imputation procedure to correct it. Simulation results highlight the superiority of the new method with small samples.

**Small Sample Cognitive Diagnosis Using Bayesian Catalytic Priors**
David Arthur, Purdue University Statistics; Arman Sabbaghi, Purdue University Department of Statistics; Hua-Hua Chang, Purdue University
Cognitive Diagnosis Models (CDMs) are powerful tools but can be underutilized in classroom settings due to large sample size requirements. Through simulation studies and using Tatsuoka's fraction subtraction dataset, we demonstrate how Bayesian catalytic priors can lead to improved estimation and classification accuracy of CDMs in small sample sizes.

Discussant:
Anne Corinne Huggins-Manley, University of Florida

152. Process Data
Paper Session
1:15 to 2:45 pm
Convention Center: Level 1 - 122A

Chair:
Magdalen Beiting-Parrish, CUNY Graduate Center

Participants:

**A Scanpath Trajectory Reading Eye-Tracking Spatio-Temporal Similarity (STRESS) Measure**
Matthew David Naveiras, Riverside Insights; Sun-Joo Cho, Peabody College of Vanderbilt; Amanda Goodwin, Vanderbilt University; Jorge Salas, Vanderbilt University; Eduardo Davalos, Vanderbilt University
Eye-tracking data can be compared between people to investigate how readers process text differently. This study presents a similarity measure (STRESS) designed to capture the dynamic spatio-temporal characteristics of eye-tracking data that are unique to reading data. The STRESS measure is validated through a qualitative analysis and a simulation study.

**Test-Taking Experience: How Does Automated Feedback Impact Achievement Emotions Over Time?**
Ute Mertens, Leibniz Institute for Science and Mathematics Education; Livia Kuklick, IPN Kiel, Germany; Marlit Annalena Lindner, IWM - Leibniz Institut für Wissensmedien, University of Tübingen
We investigated the impact of two automated feedback approaches on the emotional responses of 335 undergraduate participants during a fact-based science test. Analysis of process data revealed that providing feedback significantly enhanced student emotions compared to the absence of feedback, particularly towards the end of the test.
Using Process Data to Assess Item Readability Impact on Accessibility Feature Usage

Adam Hearn, American Institutes for Research; Burhan Ogut, American Institutes for Research; Ruhan Ciri, American Institutes for Research

Using process data from the NAEP G8 Math assessment, this study explored the relationship between item readability and accessibility feature usage. Using a random-effects approach, we found that more complex text was associated with varying usage of certain accessibility features, with significant differential effects for students with disabilities.

Discussant:
Klint Kanopka, New York University

153. A Debate on the Merits of Embedded Standard Setting
Organized Discussion
1:15 to 2:45 pm
Convention Center: Level 1 - 122B

Embedded standard setting (ESS) has emerged as an alternative to the traditional multi-round in-person or online standard setting workshop. Daniel Lewis will argue that when item writers create test items purposefully aligned to carefully crafted performance level descriptors (PLDs), and when empirical data support the alignment of items to PLDs, then cut scores can be estimated directly (as described by Lewis & Cook, 2020 and Lewis, Lee, & Choi; 2022). Marianne Perie has collected data from at least one state that, she will argue, challenge some of the assertions made by Dr. Lewis regarding ESS. She will share those data as well as caveats about the method. In the course of the debate, Drs. Lewis and Perie will have an opportunity to present their respective cases and challenge each other’s arguments. Gregory Cizek will provide commentary on both presentations and ask questions to elicit clarification of points made by each speaker. Following the debate, audience members will have an opportunity to ask questions, comment, or prompt further debate.

Session Organizer:
Michael Brannen Bunch, Measurement Incorporated

Moderator:
Michael Brannen Bunch, Measurement Incorporated

Presenters:
Daniel Lewis, Creative Measurement Solutions LLC
Marianne Perie, WestEd

Discussant:
Gregory Cizek, University of North Carolina Chapel Hill

154. Equity and Fairness: Building Relationships that Bridge Gaps
Organized Discussion
1:15 to 2:45 pm
Convention Center: Level 1 - 123

As our nation continues to recover from the pandemic’s impact, our marginalized students continue to recover from the years of racism and inequities that preceded the pandemic. While progress is noted in both areas, it is slow. Much work lies ahead of us, particularly in equity. The work towards educational equity and social justice has been exhausting but advocates nationwide continue to advance the work by challenging long-standing beliefs and promoting new pathways. Despite some progress, passionate advocates continue to push for much needed change to our current education, assessment, and
accountability systems. Change will require us to build relationships and come together as champions. This session does just that. Panelists will utilize their diverse experiences to explore the benefits of bridging gaps within and between existing advocacy organizations; between research and practice; between federal, state, and local leaders. The challenge? No gap will or can be bridged without building relationships first. The goal? To highlight the efforts of some of our most respected equity in assessment advocates as they discuss the importance of building relationships that improve our educational instruction and assessments especially for those most historically marginalized.

Session Organizers:
*Elda Garcia, Imagine Learning*
*Christina Laster, Parent and Family Advocate*

Presenters:
*Maria Armstrong, Association of Latino Administrators and Superintendents*
*Molly Faulkner-Bond, WestEd*
*Jade Caines Lee, University of Kansas*

155. Culturally Responsive Assessment in Classrooms and Large-Scale Contexts: Theory, Research, and Practice
Organized Discussion
1:15 to 2:45 pm
Convention Center: Level 1 - 124

This invited session describes how a culturally responsive lens shapes assessment purpose, design, implementation, use, and validation. The panelists will introduce an NCME volume that explores the conceptual foundations and implications of culturally responsive assessment in K-12 large-scale and classroom contexts. Editors will provide an overview of the book’s purpose, organization, and contributors. Scholars, who serve as discussants within the book, will provide an overview of each section of the book and their perspectives about the themes and ideas in the given section. Questions relevant to the discussion include: • What is culturally responsive assessment, why is it important and needed? • What foundations of current assessment practice and shape contemporary assessment design, implementation, use, and validation practices? • What practices and conceptual foundations will need to change (or be adjusted) to yield assessment tools and processes that are culturally responsive? • How will culturally responsive assessment differ in K-12 large-scale versus classroom assessment contexts? The goals for the session are to provide current perspectives on culturally responsive assessment and to prompt discussion among the panelists and the audience about how measurement and assessment must change to better align with a pluralistic and multicultural society.

Session Organizer:
*Carla M. Evans, National Center for the Improvement of Educational Assessment*

Moderator:
*Kadriye Ercikan, ETS*

Presenters:
*Catherine Taylor, University of Washington*
*Carla M. Evans, National Center for the Improvement of Educational Assessment*
*Guillermo Solano-Flores, Stanford University*
*Elena Diaz-Bilello, University of Colorado Boulder, Center for Assessment, Design, Research and Evaluation (CADRE)*
*Robert Joseph Mislevy, retired*
156. Medical and Credentialing Test Applications
   Paper Session
   1:15 to 2:45 pm
   Convention Center: Level 1 - 125

Chair:
Leslie Keng, National Board of Medical Examiners

Participants:
Comparability between In-Person versus Virtual Modality of Performance Examinations
Karen Fung, The Pharmacy Examining Board of Canada (PEBC); Salma Satchu, The Pharmacy Examining Board of Canada; Mahmoud Suleiman, The Pharmacy Examining Board of Canada; Yuen Chu, The Pharmacy Examining Board of Canada; John Pugsley, Pharmacy Examining Board of CA
A pilot study was conducted by a Canadian certification body to compare the traditional in-person format of a performance exam (OSCE) to the virtual modality. Comparability from the perspectives of reliability, validity, performance, and participant experiences were examined. Adaptations made, analyses performed, and results will be discussed in this presentation.

Evaluating Chatbot Performance on Board Continuous Certification Examinations: Methodological Considerations and Results
Caroline Prendergast, American Board of Surgery; Andrew Jones, American Board of Surgery; Carol L Barry, American Board of Surgery; Chandler Scott-Smith, American Board of Surgery
The recent expansion of access to LLM-powered chatbots has raised questions about chatbot performance on certification and licensure assessments. This study evaluates the performance of multiple chatbot programs on a medical board continuous certification assessment and outlines the implications of various research design considerations when evaluating chatbot performance.

Investigating Predictors of Response Time on a Medical Knowledge Test
Marc Anthony Johnson, National Board of Medical Examiners; Leslie Keng, National Board of Medical Examiners; Linette P. Ross, NBME; Jada Wilse, University of North Carolina
The evaluation of item response time has become a popular investigative analysis with the rise of computer-based testing. This study investigates how examinee characteristics, performance, and item type interact as predictors of item response time. This study will aid test developers in using item response time data in constructing exams.

Discussant:
Chad W. Buckendahl, ACS Ventures, LLC

157. Personalization in the Service of Equity: What, Why, How, and for Whom?
   Organized Discussion
   1:15 to 2:45 pm
   Convention Center: Level 4 - Terrace Ballroom III

The growing recognition of the need to address longstanding issues of social justice is causing some education departments to revise content standards and some assessment organizations, and many members of our field, to rethink traditional definitions of equity and fairness. Evolving definitions include the need to account for differences in sociocultural backgrounds, funds of knowledge, interests, values, and practices that individuals from diverse cultures bring to learning and assessment. In keeping with this need, a variety of approaches to assessment have been proposed. Among those approaches are culturally responsive assessment, socioculturally responsive assessment, antiracist assessment, culturally sustaining assessment, justice-oriented assessment, and universal design for assessment. These approaches put into focus various student groups, some targeted (e.g., African-American students, English learners, students with disabilities) and others more broadly constituted (e.g., minoritized learners). The goal of this organized discussion is to interrogate the idea that rather than conceptualizing approaches to assessment around such groupings, it might be more productive substantively, logistically, and politically to design for the individual—i.e., to personalize. Among the questions the panel will address are what does such design entail, how might we know if it was successful, and what conceptual and technical issues might it raise.
FULL SCHEDULE
SUNDAY, APRIL 14

Session Organizer:
Randy Bennett, ETS

Presenters:
Lauren Kendall Brooks, Assessment for Good
Blair Lehman, ETS
Aneesha Badrinarayan, Learning Policy Institute
Sandip Sinharay, ETS

158. Electronic Board Session IV
Electronic Board Session
1:15 to 2:45 pm
Convention Center: Level 4 - Terrace Ballroom IV

Participants:

1. A Fit Propensity Effect Size Approach to Improve Model Selection
   Holmes Finch, Ball State University; Brian French, Washington State University; Jason Immekus, University of Louisville
   Despite their limitations, latent variable model selection relies on fit indices. Fit propensity (FP) is advanced to overcome limitations, where good model fit and low FP compared to alternative models are preferred. An effect size approach to characterizing FP is investigated using a simulation study. Results demonstrate improved model selection.

2. An Experimental Investigation of Preknowledge Effects on Speed and Accuracy Using IRTrees
   Justin L. Kern, University of Illinois at Urbana-Champaign; Hahyeong Kim, University of Illinois at Urbana-Champaign
   IRTree models are IRT models that assume a tree structure for response processes. In the current project, we develop a two-level IRTree model to investigate the effects of preknowledge on speed and accuracy, accounting for speed effects on accuracy, in an experimentally obtained data set.

3. A Two-Step Q-Matrix Estimation Method
   Hyunjoo Kim, University of Illinois at Urbana-Champaign; Hans Friedrich Koehn, University of Illinois at Urbana-Champaign; Chia-Yi Chiu, University of Minnesota
   The validity of cognitive diagnosis (CD) depends crucially on the correct specification of the Q-matrix. Data-driven Q-matrix estimation methods have been developed that purportedly are more accurate than curricular experts. An efficient two-step Q-matrix estimation is proposed for use with any CD model.

4. Ensuring Knowledge in Certification Using Natural Language Processing
   Heath Kincaid, American Board of Obstetrics and Gynecology; Anthony Sparks, American Board of OB/GYN; Pooja Shivraj, American Board of OB/GYN; George Wendel, American Board of Obstetrics and Gynecology
   The American Board of Obstetrics and Gynecology has created a novel procedure using Natural Language Processing combined with Subject Matter Experts to identify overlapping content on an examination. This novel procedure ensures displaying a breadth and depth of knowledge are mandatory to become certified, and helps ensure certification decisions defensibility.

5. Evaluation of Vertical Scaling for the Alternate English Language Proficiency Assessment
   Yage Leah Guo, Center for Applied Linguistics; Shu Jing Yen, Center for Applied Linguistics
   Alternate assessments have historically not been developed with the same level of psychometric rigor as the regular assessments developed for general education population. Therefore, schools cannot measure growth across grades or over time. The purpose of this study is to evaluate the new vertical scale by comparing two calibration procedures.
6. Examining Long-Term Dynamics in Multistage Adaptive Testing  
Hacer Karamese, WIDA at the University of Wisconsin-Madison; Won-Chan Lee, University of Iowa; Kyoungwon Lee Bishop, WIDA at the University of Wisconsin Madison  
This study explores the impact of accumulated linking error, particularly on the final scores obtained through a long-term linking chain established during field-testing. A series of simulations were conducted to investigate the long-term impact of the linkage plan, calibration method, field-test sample distribution, and population shifts on the MST scores.

7. Examining the dimensionality for the OSCE using Exploratory Graph Analysis  
Nai-En Tang; Igor Himelfarb, NBCE; Andrew Gow, National Board of Chiropractic Examiners (NBCE); Chia-Lin Tsai, University of Northern Colorado  
This study examined the dimensionality of the chiropractic objective structured clinical examinations (OSCE) license exam using exploratory graph analysis (EGA). Varying numbers of dimensions and low item stability from the replicate bootstrap samples were found. This may suggest the existence of complex structure and within-item multidimensional properties of OSCE exam.

8. Investigating Measurement Invariance in the Content-Language Integrated Education for Multilingual Learners Scale  
Jung Yeon Park, George Mason University; Sujin Kim, George Mason University; Xiaowen Chen, George Mason University  
This study validates a scale assessing teachers’ critical awareness for MLs in content classrooms based upon 458 U.S. teacher responses. Using categorical multiple-group CFA approach, we evaluate measurement invariance across roles and grade-levels. We conduct a simulation study to examine the utility of alternative model fit statistics and cut-off values.

William J Muntean, National Council of State Boards of Nursing; Joe Betts, NCSBN; Zhuoran Wang, National Council of State Boards of Nursing (NCSBN)  
Computerized Adaptive Testing (CAT) efficiently estimates candidate abilities through strategic item administration. Despite its merits, adaptive principles are not widely used for pretesting polytomous items. This study explores the advantages of online calibrations for polytomous items and item sets using novel selection algorithms and termination criteria.

10. Predicting SJT Item Difficulty in Military Promotion Testing  
Avery Nicole Garcia, United States Air Force; Isabelle Ebert, United States Air Force; Mark Rose  
This study investigated prediction of SJT item difficulties (ns = 35,139 – 42,561 for two tests) by SME ratings of SJT response effectiveness. About 30 subject matter experts rated forty SJT items. Findings indicated that SME ratings predicted difficulty, and certain characteristics (rater job level) affected these predictions.

11. Item Parameter Drift of Social and Emotional Learning Measures Over Time  
Alejandra Miranda, University of Minnesota - Twin Cities; Pablo Vivas Corrales, University of Minnesota; Mireya Carmen-Martinez Smith, Amplify Education; Michael C. Rodriguez, University of Minnesota  
Item parameter drift is important, may jeopardize validity and fairness of score interpretation, and is rarely examined for noncognitive measures. A large dataset was used to examine IPD over nine years in multiple ways for three noncognitive measures. No serious IPD was found, suggesting good stability of item parameter estimates.

Bowen Wang, University of Florida; Hwanggyu Lim, GMAC; Kyung (Chris) T. Han, GMAC  
We explore the IRT-residual based DIF (RDIF) detection method in multidimensional testing contexts. Given its promising performance in the preliminary simulation, along with appealing features like computational simplicity and no need for separate item calibration, the RDIF framework can be an effective methodology for assessing DIF within multidimensional testing environments.
13. Exploring the Feasibility of Micro-Certification for Out-of-School Youth in the Philippines
   Farhan Azim, The University of Melbourne; Bruce Beswick, The University of Melbourne; Rebekah Luo, University of Melbourne; Marlene Ferido, The University of the Philippines; Lalaine Bagui, The University of the Philippines
   This study explored the potential of micro-certification within the Philippine Alternative Learning System (ALS) to improve educational outcomes and address low enrolment and completion rates for out-of-school youth. Focusing on two life skills – Communication and Teamwork & Cooperation – the study developed and validated assessment frameworks, instruments, and supporting materials.

14. Impact of Item Characteristics on Item Selection Procedures in Mokken Scale Analysis
   Benjamin Kweku Lugu, University of Alabama; Stefanie A. Wind, University of Alabama
   We examined the impact of problematic item characteristics on the accuracy of item scale classifications based on automated selection procedures (AISP) in Mokken Scale Analysis (MSA). Although AISP was fairly robust to violation of invariant item ordering, results v monotonicity and scalability violations compromised the accuracy of scale assignment.

15. Improving Transformer-Based Automated Scoring of K-12 Science Items
   Alexander Kwako, Cambium Assessment, Inc.; Chris Ormerod, Cambium Assessment, Inc.
   Transformer-based language models, such as ELECTRA, are often effective at scoring short, constructed response (SCR) items. Yet, for some times, ELECTRA underperforms. This paper focuses on six, difficult-to-autoscore K-12 science items. We explore four techniques for improving model performance. Results indicate our novel approaches can improve SCR autoscoring with ELECTRA.

   Mohammed Abulela, University of Minnesota; Kyle Nickodem, University of Minnesota - Twin Cities; Michael C. Rodriguez, University of Minnesota
   We assessed measurement invariance for five social and emotional learning measures across four administrations (2013, 2016, 2019, 2022) of a statewide student survey using RMSEAD for the nested model comparisons with ordinal items. We also estimated standardized mean differences, which indicated sharp post-COVID decline.

17. Using Process Data and Neuroimaging to Enhance the Validity of Neuropsychological Assessment
   Nixi Wang, University of Washington; Shuping Lim, National University of Singapore; Aveline A. Vasu, National University of Singapore; Suan Peen Foo, National University of Singapore; Evelyn Law, National University of Singapore
   This study examined the utility of process data and neuroimaging evidences in advancing neuropsychological assessment research. Specifically, it showed that the integration of multiple data sources allows for a more precise characterization of the predictive validity of neuropsychological assessment of executive function (EF).

159. Culturally Responsive and Sustaining Approaches to Constructed Response Scoring in Assessment
   Coordinated Paper Session
   3:05 to 4:35 pm
   Convention Center: Level 1 - 120C
   Purposeful action to reduce majority bias is required throughout a scoring system to ensure valid and fair score interpretations for all students. The four papers in this session weave together recommendations for scoring essays in large-scale assessment from a panel of diverse voices and perspectives. Authors will provide a path that leads to a culturally responsive scoring system: focusing on item and rubric development; prioritizing the representation of diverse groups in the scoring sample; and providing hand- and automated-scoring recommendations designed to be practical to implement and posed to offer an immediate impact. Authors will discuss assumptions that underlie scoring and how bias may encroach into the most well-intentioned scoring system without an active antiracist stance; identify approaches that can lead to more culturally responsive and sustainable scoring processes to promote equitable measurement practices; provide evidence to support their claims; and, encourage large-scale assessment providers to be intentional in applying culturally responsive practices in the development of human and automated scoring systems.
Session Organizer:
Sarah Quesen, WestEd

Participants:
Culturally Responsive and Sustaining Approaches to Item and Rubric Alignment
Heather Roeters-Solano, Pearson

Culturally Responsive and Sustaining Approaches to Sample Representation and Metrics for Evaluation
Jaylin Nesbitt, WestEd

Culturally Responsive and Sustaining Approaches to Hand-scoring Processes
Susan Lottridge, Cambium Assessment, Inc

Culturally Responsive and Sustaining Approaches to Automated-Scoring Processes
Sarah Quesen, WestEd; Karen Lochbaum, Pearson

Discussant:
Lauren White, Pearson

160. A Principled Design Approach to Developing an Alternate English Language Proficiency Assessment
Coordinated Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 121A

The valid assessment of a complex construct like English language development targeted for the small and diverse population of students with the most significant cognitive disabilities presents unique challenges and requires a systematic test development process. This session’s presenters will detail the design and development of the Alt ELPA—an alternate English language development test developed under a principled assessment design (PAD) framework. Specifically, the presenters will (a) provide a context for the challenges due to the complexity of the construct and diversity of the small student population, (b) recount how states and researchers applied principled assessment design to understand, articulate expectations for, and measure the receptive and productive language development of students while creating a fair and accessible assessment with meaningful scores, (c) describe calibrating and scoring the Alt ELPA, given the challenges of federal reporting requirements, small sample sizes and high degrees of missingness and incompleteness of data, and (d) describe the Embedded Standard Setting (ESS) process for the Alt ELPA and in particular, how ESS places specific, but modest requirements throughout the PAD test development lifecycle to support a coherent assessment system. A nationally recognized expert in special student populations will discuss and contextualize the various presentations.

Session Organizer:
Daniel Lewis, Creative Measurement Solutions LLC

Chair:
Cathryn Still, ELPA21

Participants:
Developing a Research-Based Alt ELPA Theory of Action and Accessibility Policy
Kristin Liu, University of Minnesota
Expanding Expectations of Communication for English Learners to Increase Fairness in Assessment
Cathryn Still, ELPA21

Calibration and Scoring of the Alt ELPA
Yun-Kyung Kim, UCLA; Li Cai, UCLA

Embedded Standard Setting for the Alt ELPA
Daniel Lewis, Creative Measurement Solutions LLC

Discussant:
Martha Thurlow, National Center on Educational Outcomes

161. Large Language Models in Assessment: Guidelines, Characteristics and Biases
Coordinated Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 121B

In the rapidly evolving landscape of education, testing and assessment, AI-powered large language models (LLMs), such as ChatGPT, are becoming increasingly prevalent. This coordinated session aims to explore various aspects of LLMs that help to better understand their properties, strengths, and weaknesses. While the focus is on writing assessments, we conjecture that many of the presented findings will generalize to other areas as well. The session features four talks: The first two talks explore the linguistic characteristics and overall quality of AI-generated essays. The first talk studies the difference between several state-of-the-art LLMs, both proprietary and open source, while the second talk focuses on the effect of the sampling temperature – a simple yet consequential parameter. The remaining two talks focus on detection of AI-generated essays. The third talk provides guidelines and discusses best practices for the use of such detectors, while the fourth talk investigates the issues of potential biases detectors might show against or in favor of non-native speakers.
Session Organizer:
Michael Fauss, ETS

Participants:
Comparison of Essays Generated by Different LLMs
Yang Zhong, University of Pittsburgh; Jiangang Hao, ETS; Michael Fauss, ETS

Effects of Sampling Temperature on Writing Style and Quality
Michael Fauss, ETS; Jiangang Hao, ETS; Chen Li, ETS

Practical Considerations of Using Detectors of AI-Generated Essays: Dos and Don’ts
Jiangang Hao, ETS; Michael Fauss, ETS

Towards Investigating the Fairness of Detecting LLM-Generated Essays
Yang Jiang, ETS; Jiangang Hao, ETS; Michael Fauss, ETS; Chen Li, ETS

162. Addressing Fairness Concerns in Digital-First, AI-Powered Testing Environments
Coordinated Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 121C

The testing landscape has dramatically changed in recent years due to the digitization of test content and the use of AI in test development and scoring. Although these changes have led to lower costs, shorter assessments, and a greater focus on delightful, personalized experiences for test takers, they also raise new fairness concerns that threaten the credibility of assessments among stakeholders. Some of these concerns include a general distrust in “black box” AI decision-making, a belief that assessments produce unfair outcomes (e.g., in university admissions), and that professional practices...
in the assessment industry are insensitive to complex forms of bias (e.g., bias due to intersectionality). In this coordinated session, the presenters seek to address some of these fairness concerns via the development of responsible AI standards, the justification of delightful test content, the analysis of measurement bias across multiple background variables, and the personalization of test content under well-defined constraints. The discussant will prepare questions of each presenter and facilitate discussion among the attendees.

Session Organizer:
Will Belzak, Duolingo

Participants:
Responsible AI for Assessment as Professional Responsibility
Jill Burstein, Duolingo; Geoff LaFlair, Duolingo; Kevin Yancey, Duolingo; Alina A. von Davier, Duolingo

Digital-First Content Development for Test-Taker Delight and Fairness
Yena Park, Duolingo

Evaluating DIF Across Multiple Background Variables Simultaneously
Will Belzak, Duolingo

Constraining for Fairness
Stephen G Sireci, UMASS Amherst; Duy N. Pham, UMASS Amherst

Discussant:
Victoria Yaneva, NBME

163. Process Data and Data Quality
Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 122A

Chair:
Mo Zhang, ETS

Participants:
Detecting Pre-Knowledge Via Classification Tree-Based Modeling Of Responses, Response Times, and Visual Fixations
Kaiwen Man, University of Alabama; Qipeng Chen, University of Alabama; Peida Zhan, Zhejiang Normal University
Technology-enhanced learning system (TELS) has drawn much attention in educational assessment recently. To gain behavioral inferences by properly modeling multi-source data collected from TELS, this study proposes an innovative structural classification tree-based model for jointly modeling responses, response times, and visual fixations to detect aberrant test-taking behavior like preknowledge responding.

Susceptibility Of Data Quality Indicators To Prevalence Of Low Quality Responses
Nivedita Bhaktha, GESIS
In this study, we examined the performance of the three most commonly used data quality indicators - maximum long string, intra-individual response variability, and Mahalanobis distance, in identifying low-quality responses (LQR) in the sample. We present the results of a simulation study that considered different types and prevalence of LQR.
Treating Rapid Responses As Incorrect Improves Estimates Of Test Performance  
Daniel B. Wright, UNLV; Sarah Wolff, UNLV  
Rapid responding can be a sign of non-thoughtful responding. Several approaches have been put forward that can have value in different situations. Using grade 9-12 personal learning assessments, NAEP, and ACT data, we show that treating rapid response as incorrect improves the reliability for all three of these assessments.

Upsetting the Apple CART: Classification Trees for Process Data from Performance-Based Assessments  
Nate Smith, UMASS Amherst; Rich Feinberg, National Board of Medical Examiners; Chunyan Liu, National Board of Medical Examiners; Lisa Keller, UMASS Amherst  
This research analyzes process data from a virtual performance-based assessment (VPBA), where examinees manage a simulated patient scenario. Through the application of classification trees to sequenced actions, this study illuminates an interpretable, data-driven methodology for highlighting salient patterns in VPBAs, enhancing understanding of examinee actions within complex action spaces.

Discussant:  
Okan Bulut, University of Alberta

164. Moving from Accountability to Improvement: A Framework and Lessons from the Field  
Coordinated Paper Session  
3:05 to 4:35 pm  
Convention Center: Level 1 - 122B  
Recent policy debates about the future of accountability in education have emphasized the need to re-imagine accountability systems in ways that will promote equitable, high-quality learning opportunities for all students. Educators and researchers have offered numerous policy recommendations including an expansion of systems to measure a broader set of outcomes, an increased emphasis on monitoring opportunity to learn (OTL), and, perhaps most significantly, a prioritization of supports for school improvement that will benefit all learners, especially those who have been denied access to well-resourced, effective, and supportive learning environments. This session explores efforts to re-imagine accountability systems as accountability and improvement systems, drawing on recent research on prior efforts to use large-scale data to promote school improvement. The first presentation discusses five strategies for improving these systems, making them more inclusive, equitable, and informative. The remaining four presenters will describe concrete applications of these strategies, exploring their implications in more detail. The session will include a discussant who will synthesize the work presented and moderate a discussion with the audience.

Session Organizer:  
Laura Hamilton, American Institutes for Research

Participants:  
A Framework to Improve Accountability, and Examples from the Field  
Chris Brandt, Center for Assessment; Juan Manuel D’Bro, National Center for the Improvement of Educational Assessment

Filling in the (Data) Gap for Equitable Decision Making  
Samantha Neiman, American Institutes for Research; Kyosin Kang, American Institutes for Research

Measuring and Monitoring Comprehensive, Whole-Child Supports  
Jonathan Schweig, RAND Corporation

Incorporating Teachers’ Perspectives into Accountability and Improvement System Design  
Sam Rikoon, American Institutes for Research; Margarita Olivera Aguilar, ETS GLOBAL; Laura Hamilton, American Institutes for Research

Student Experience and Measurement in Education: A DisCrit QuantCrit Turn  
David Hernandez-Saca, University of Northern Iowa

Discussant:  
Lillian Pace, KnowledgeWorks
165. Performance Levels and Standard Setting

Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 124

Chair:
Xinhui Maggie Xiong, ETS

Participants:
A Task-based Approach to External Validation in Standard Setting Research
Kathryn Hille, ETS; Jonathan Schmidgall, ETS
Overlapping Task Type Performance is a novel source of external validity evidence for cut scores on newly (re)designed tests that share some task types with an existing test that already has operational data and established cut scores. Methodology, a successful implementation, and potential applications for personalized assessments will be shared.

Incorporating Cluster Analysis Results into Standard Setting
Ji Zeng, Michigan Department of Education; Shiqi Hao, Michigan Department of Education; Jessalyn Smith, DRC
The primary goal of this study is to employ statistical methodology to help determine plausible cut score ranges that can narrow panelist’s focus at standard setting. We conducted a K-modes cluster analysis on two summative NGSS science assessments to examine the method’s effectiveness.

The Stability of Cut Score Estimates from the Beuk Standard Setting Method
Joe Grochowalski, College Board; Lauren Molin, College Board; Lei Wan, College Board; Amy H. Hendrickson, College Board
We examined the stability of cut scores from the Beuk method. We studied the effects of panelist agreement and score distributions, and we introduce a bootstrapping procedure to estimate standard errors. We simulated varying panel disagreement, sizes, and number of bootstrap replications. The results provide guidance about achieving optimal stability.

Discussant:
Michael Brannen Bunch, Measurement Incorporated

166. Differential Item Functioning II

Paper Session
3:05 to 4:35 pm
Convention Center: Level 1 - 125

Chair:
Montserrat B Valdivia Medinaceli, UC DAVIS

Participants:
A Framework for Evaluating Intersectional Fairness in Algorithmic Decision Making
Youmi Suk, Teachers College Columbia University; Kyung (Chris) T. Han, GMAC
This study proposes an extension of a recently proposed framework for algorithmic fairness, known as “differential algorithmic functioning” (DAF), to include the concept of intersectionality. The proposed intersectional DAF framework provides theoretical and technical definitions, as well as practical tools and guidelines for assessing intersectional fairness in modern algorithms.

Detecting and Investigating Polytomous Items with Nonuniform-Bidirectional Drift
Hao Jià, National Council of State Boards of Nursing NCSBN; William J Muntean, National Council of State Boards of Nursing; Joe Betts, NCSBN; Zhuoran Wang, National Council of State Boards of Nursing (NCSBN)
The Monte Carlo simulation was employed to model two testing administrations, encompassing 81 scenarios, where polytomous items demonstrated nonuniform-bidirectional drift. The findings revealed notable impacts of the drift on distinct ability groups and substantiated the efficacy of the Weighted Root Mean Square Difference in identifying nonuniform-bidirectional drift over conventional methods.
Detecting DIF in the Multi-Unidimensional Pairwise Preference (MUPP) IRT Model
Lavanya Shravan Kumar, University of South Florida; Naidan Tu, University of South Florida; Sean Joo, University of Kansas; Stephen Stark, University of South Florida
Multidimensional forced-choice (MFC) measures are gaining prominence in noncognitive assessment. Yet there has been little research on detecting differential item functioning (DIF) with models for forced-choice measures. This research examines Lord's chi-square and item parameter replication (IPR) methods with MFC tests based on the Multi-Unidimensional Pairwise Preference (MUPP) model.

Discussant:
Dubravka Svetina Valdivia, Indiana University

167. Validating Assessment in a Multicultural, Pluralistic Context
Coordinated Paper Session
3:05 to 4:35 pm
Convention Center: Level 4 - Terrace Ballroom III

This coordinated paper session brings together four papers, each of which introduces a new framework for validating assessments in a culturally, linguistically, and socially diverse society. The papers in this session each offer a different approach, but all recognize the central roles that language and culture play in learning, and therefore in the assessment of learning. Additionally, each paper grapples with the sociopolitical power of assessment to perpetuate or disrupt patterns of systemic marginalization. This session is intended to create conversation among leading measurement professionals who are redefining what it means to validate an assessment in a pluralistic context, where diversity is explicitly valued. After a brief overview of the frameworks from each of the presenting authors, our discussant, Dr. Solano-Flores, will share insights into where our frameworks overlap and where they present opposing viewpoints. We will close with a facilitated panel conversation among the presenting authors that aims to build consensus and identify the most promising paths forward for advancing the theoretical and conceptual foundations of validity within a multicultural, pluralistic setting.

Session Organizer:
Susan Lyons, Lyons Assessment Consulting

Participants:
Assessment Validation Frameworks For Culturally Responsive Assessment
David Slomp, University of Lethbridge; Mya Poe, Northeastern University; Maria Elena Oliveri, Buros Center for Testing-UNL

Validity Considerations For Culturally Responsive Assessments
Scott Marion, National Center for the Improvement of Educational Assessment; Suzanne Lane, University of Pittsburgh

A Framework For Enacting Equity Aims In Assessment Use: A Justice-Oriented Approach
Susan Lyons, Lyons Assessment Consulting; Maria Elena Oliveri, Buros Center for Testing-UNL; Mya Poe, Northeastern University

Prioritizing Just Social Outcomes For Diverse Readers And Writers: A Conceptual Framework
Elena Forzani, Boston University; Julie Corrigan, Concordia University; David Slomp, University of Lethbridge

Discussant:
Guillermo Solano-Flores, Stanford University
**PARTICIPANT INDEX**
(Last Name, First Name, Session Number)

<table>
<thead>
<tr>
<th>Abeysinghe, Bhashithe, 127</th>
<th>Basaraba, Deni, 024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abulela, Mohammed, 128, 158</td>
<td>Bates, Shaun, 091</td>
</tr>
<tr>
<td>Ackerman, Terry, 008</td>
<td>Beach, Sarah, 091</td>
</tr>
<tr>
<td>Adam, Hugh, 058</td>
<td>Bean, Jerry, 069</td>
</tr>
<tr>
<td>Adams, Elizabeth L., 114</td>
<td>Beard, Jonathan, 148</td>
</tr>
<tr>
<td>Adams, Grant, 093</td>
<td>Beaty, Roger E., 084</td>
</tr>
<tr>
<td>Adams, Raymond J, 060</td>
<td>Becker, Kirk, 069, 096</td>
</tr>
<tr>
<td>Addis, Kerbie, 127</td>
<td>Becker, Lee, 117, 129</td>
</tr>
<tr>
<td>Adkins, Deborah, 099</td>
<td>Bediwy, Ahmed, 045, 081</td>
</tr>
<tr>
<td>A Keller, Lisa A., 105</td>
<td>Beigman Klebanov, Beata, 081</td>
</tr>
<tr>
<td>Alahmadi, Sarah, 045</td>
<td>Beiting-Parrish, Magdalen, 032, 152</td>
</tr>
<tr>
<td>Alarcon, Lorena, 106</td>
<td>Belev, Dmitry I., 135</td>
</tr>
<tr>
<td>Albano, Tony, 041, 081, 098</td>
<td>Belur, Vinetha, 046</td>
</tr>
<tr>
<td>Aldrup, Karen, 045</td>
<td>Belzak, Will, 162</td>
</tr>
<tr>
<td>Ali, Usama, 078</td>
<td>Benedek, Mathias, 084</td>
</tr>
<tr>
<td>Almond, Russell G, 033</td>
<td>Bennett, Randy, 112, 157</td>
</tr>
<tr>
<td>Alvero, Aaron Jordan, 141</td>
<td>Benson, Julie, 129</td>
</tr>
<tr>
<td>Alves, Cecilia, 115</td>
<td>Berezner, Alla, 060</td>
</tr>
<tr>
<td>Andersen, Nico, 120</td>
<td>Bergner, Yoav, 100</td>
</tr>
<tr>
<td>Andrade-Lotero, Luis Alejandro, 117, 129</td>
<td>Berry, Yufeng, 069</td>
</tr>
<tr>
<td>Angehr, Emily, 099</td>
<td>Bertling, Jonas, 078</td>
</tr>
<tr>
<td>Anguiano-Carrasco, Cristina, 132</td>
<td>Beswick, Bruce, 158</td>
</tr>
<tr>
<td>Ankohmah, Francis, 081</td>
<td>Betebenner, Damian, 048, 080</td>
</tr>
<tr>
<td>Antal, Judit, 074</td>
<td>Betts, Joe, 158, 166</td>
</tr>
<tr>
<td>Araneda, Sergio, 059</td>
<td>Betzelberger, Justin, 038</td>
</tr>
<tr>
<td>Armouch, Nour, 081, 098</td>
<td>Bhaduri, Indrani, 078</td>
</tr>
<tr>
<td>Armstrong, Maria, 154</td>
<td>Bhaktha, Nivedita, 163</td>
</tr>
<tr>
<td>Arslan, Burcu, 066</td>
<td>Bhandari, Shreya, 098</td>
</tr>
<tr>
<td>Arthur, Ann, 109</td>
<td>Biancarosa, Gina, 140</td>
</tr>
<tr>
<td>Arthur, David, 151</td>
<td>Bilir, Mustafa Kuzey, 049</td>
</tr>
<tr>
<td>Atitsogbey, Desmond, 069</td>
<td>Binici, Salih, 099</td>
</tr>
<tr>
<td>Avvisati, Francesco, 060, 084</td>
<td>Bishop, Kyoungwon Lee, 057, 103, 158</td>
</tr>
<tr>
<td>Awwal, Nafisa, 121</td>
<td>Bissel, Edie, 127</td>
</tr>
<tr>
<td>Ayers-Wright, Elizabeth, 031, 069, 103</td>
<td>Blanco, Maria Paz, 077</td>
</tr>
<tr>
<td>Azim, Farhan, 158</td>
<td>Blankenship, Charles, 122</td>
</tr>
<tr>
<td>Badrinarayan, Aneesha, 157</td>
<td>Block, Jared, 081</td>
</tr>
<tr>
<td>Bagui, Lalaine, 158</td>
<td>Bohnstedt, George William, 134</td>
</tr>
<tr>
<td>Bahr, Jan Luca, 081</td>
<td>Bolender, Brad, 053</td>
</tr>
<tr>
<td>Bai, Yifan, 126, 134</td>
<td>Bolt, Daniel, 022, 041, 110, 119, 149</td>
</tr>
<tr>
<td>Bailey, Alison, 112</td>
<td>Bonifay, Wes, 015, 063, 072</td>
</tr>
<tr>
<td>Bailey, Paul, 033, 093, 111, 122</td>
<td>Boothe-Corley, Rebekah, 069</td>
</tr>
<tr>
<td>Bain, Catherine, 135</td>
<td>Bouy, Alicia, 117</td>
</tr>
<tr>
<td>Baker, Doris Luft, 024</td>
<td>Boykin, Allison, 094</td>
</tr>
<tr>
<td>Bakken, Sara, 047, 131</td>
<td>Bradshaw, Laine, 067, 142</td>
</tr>
<tr>
<td>Balderama, Earvin, 063</td>
<td>Braithwaite, Reina, 119</td>
</tr>
<tr>
<td>Baldwin, Miles Somay, 105</td>
<td>Brandt, Chris, 145, 164</td>
</tr>
<tr>
<td>Baldwin, Peter, 035, 105</td>
<td>Brantley, Wyman, 043</td>
</tr>
<tr>
<td>Bamat, David, 111, 134</td>
<td>Braun, Jihang, 029, 122</td>
</tr>
<tr>
<td>Banjanovic, Erin, 118</td>
<td>Chen, Jing, 136</td>
</tr>
<tr>
<td>Bao, Yu, 083</td>
<td>Chen, Jinsong, 069</td>
</tr>
<tr>
<td>Barber, Justin O, 120</td>
<td>Chen, Ping, 083, 152</td>
</tr>
<tr>
<td>Baron, Helen, 047</td>
<td>Chen, Qipeng, 163</td>
</tr>
<tr>
<td>Barry, Carol L, 156</td>
<td>Chen, Tingting, 035, 073</td>
</tr>
<tr>
<td>Brookhart, Susan, 092</td>
<td>Chen, Xiaowen, 158</td>
</tr>
<tr>
<td>Brown, Emily Anne, 069</td>
<td>Chen, Ying, 083</td>
</tr>
<tr>
<td>Brown, Richard, 069</td>
<td>Cheng, Ming-Min, 111</td>
</tr>
<tr>
<td>Brunetti, Matthew, 085</td>
<td>Cheng, Yiling, 022</td>
</tr>
<tr>
<td>Bryant, Damon, 108, 146</td>
<td>Caffrey-Maffei, Lucy, 147</td>
</tr>
<tr>
<td>Bryk, Anthony, 090</td>
<td>Cai, Li, 141, 160</td>
</tr>
<tr>
<td>Buckendahl, Chad W., 045, 101, 156</td>
<td>Cai, Qing, 076</td>
</tr>
<tr>
<td>Bulut, Hatic Cigdem, 069</td>
<td>Calíco, Tiago A, 084, 122, 140</td>
</tr>
<tr>
<td>Bulut, Okan, 027, 045, 057, 066, 081, 086, 098, 129, 150, 163</td>
<td>Camara, Wayne J., 038, 059</td>
</tr>
<tr>
<td>Bunch, Michael Brannen, 153, 165</td>
<td>Cancado, Luciana, 051</td>
</tr>
<tr>
<td>Burkhardt, Amy, 055</td>
<td>Cao, Yichong, 045</td>
</tr>
<tr>
<td>Burress, Jeremy, 132</td>
<td>Cardwell, Ramsey, 105</td>
</tr>
<tr>
<td>Burstein, Jill, 065</td>
<td>Carley, Dona, 051</td>
</tr>
<tr>
<td>Burkhardt, Amy, 055</td>
<td>Carney, Michele, 100</td>
</tr>
<tr>
<td>Burzick, Heather, 075</td>
<td>Casabianca, Jodi M, 034, 054</td>
</tr>
<tr>
<td>Catts, Hugh, 061</td>
<td>Castaneda, Ruben, 039, 057</td>
</tr>
<tr>
<td>Chakraborty, Roti, 091</td>
<td>Catto, Hugh, 061</td>
</tr>
<tr>
<td>Chalhoub-Deville, Micheline, 108</td>
<td>Chakraborty, Roti, 091</td>
</tr>
<tr>
<td>Cham, Heining, 045</td>
<td>Chang, Hua-Hua, 057, 116, 142, 151</td>
</tr>
<tr>
<td>Chang, Wanchen, 049</td>
<td>Chao, Hsiu-Yi, 087, 105</td>
</tr>
<tr>
<td>Chatzidimitriou, Despoina, 115</td>
<td>Chatzimichail, Myria, 115</td>
</tr>
<tr>
<td>Chaivalitkulchai, Myria, 115</td>
<td>Chawala, Kamal, 078</td>
</tr>
<tr>
<td>Chen, Becky, 045</td>
<td>Chen, Dandan, 077, 098, 121</td>
</tr>
<tr>
<td>Chen, Guanyu, 087</td>
<td>Chen, Hong, 057, 081</td>
</tr>
<tr>
<td>Chen, Jianshen, 033, 087, 111</td>
<td>Chen, Jinhui, 029, 122</td>
</tr>
<tr>
<td>Chen, Jing, 136</td>
<td>Chen, Jinsong, 069</td>
</tr>
<tr>
<td>Chen, Jyun-Hong, 087, 105</td>
<td>Chen, Ling, 150</td>
</tr>
<tr>
<td>Chen, Ping, 083, 152</td>
<td>Chen, Qing, 076</td>
</tr>
<tr>
<td>Chen, Tingting, 035, 073</td>
<td>Chen, Xiaowen, 158</td>
</tr>
<tr>
<td>Cheng, Tingting, 035, 073</td>
<td>Chen, Ying, 083</td>
</tr>
<tr>
<td>Cheng, Ming-Min, 111</td>
<td>Cheng, Yiling, 022</td>
</tr>
<tr>
<td>Cheng, Yiling, 022</td>
<td>Cheng, Yiling, 022</td>
</tr>
</tbody>
</table>

2024 ANNUAL MEETING
PARTICIPANT INDEX
(Last Name, First Name, Session Number)

Cheng, Ying, 087, 118
Cheruvu, Abhinav, 127
Chiu, Chia-Yi, 067, 105, 158
Cho, Sun-Joo, 152
Cho, Youngmi, 057, 105
Cho, YoungWoo, 109
Cho-Baker, sugene, 141
Choe, Edison, 128, 139
Choi, Hanna, 105
Choi, Hye-Jeong, 069
Choi, Ikkyu, 054, 089, 098
Choi, Jaehwa, 050
Choi, Jeongwon, 081, 125
Choi, Jinah, 069, 124
Choi, Jinnie, 057
Choi, Seung W., 016
Choi, Youn-Jeng, 050, 105
Chu, Yuen, 156
Chung, Gregory, 001, 105
Cipriano, Christina, 102
Circi, Ruhan, 093, 127, 152
Cizek, Gregory, 153
Clark, Amy, 099
Clauser, Amanda, 025, 133
Clauser, Brian, 035, 133
Clauser, Jerome, 133
Claxton, Patricia, 119
Clelland, Ashley, 027
Cloney, Daniel, 060
Cohen, Allan, 027, 117
Collins, Chris, 090
Connolly, Helena, 123
Cook, Linda, 133
Corrigan, Julie, 167
 Cotterell, Michael, 093
Cox, Olivia, 048
Crawford, Kristen, 097
Crespo Cruz, Eduardo Javier, 146
Cui, Mengyao, 110
Cui, Weiwei, 089, 148
Cui, Wenju, 047
Cui, Ying, 045, 128
Culpepper, Steven, 116, 150
Dadey, Nathan, 085, 137
Dai, Shenghai, 129
Dailey, David, 069
Daisher, Ted, 118
Daley, Nola, 132
Dallas, Andrew, 037, 105
Dartnell, Pablo, 077
Davalos, Eduardo, 152
Davidson, Anne H, 095
Davis, Jennifer, 093
Davis, Laurie, 048, 080, 087
Davis-Becker, Susan, 025, 136
Davison, Mark, 140
D’Brot, Juan Manuel, 009, 164
Deane, Paul, 032, 114
Debelak, Rudolf, 135
DeCarlo, Lawrence T., 110
de la Torre, Jimmy, 004, 067, 151
De Lisle, Jerome, 119
DeMars, Christine, 045, 077
Demir, Cihan, 081
Demirkaya, Onur, 057, 069
Deng, Hui, 148
Deng, Jiayi, 033, 069, 140
Deng, Xinyue, 045
DePascale, Charles, 080
Deshmukh Towery, Ila, 102
Desiderio, Amy, 144
DeWeese, Joseph, 140
Diao, Hongyu, 049
Diaz, Maria, 058
Diaz-Billettlo, Elena, 155
DeCerbo, Kristen, 032, 131
Diemer, Matthew, 130
Dillorenzo, Julius, 144
Dixon-Roman, Ezekiel, 116
Dobria, Lidia, 027
Dogan Lacin, Betul Gokcen, 069
Dolan, Robert, 095
Domaleski, Chris, 065
Domingue, Ben, 041, 061, 072, 147
Dray, Amy, 048
Drossel, Kerstin, 029
Drost, Bryan, 100
Du, Kuixi, 045
Dumas, Denis, 084
Dunbar, Stephen, 081
Dunn, Jennifer, 010
Duran, Lillian, 061, 131
Dworak, Elizabeth, 058
Dwyer, Kevin, 129
Ebert, Isabelle, 158
Edeh, Ejike, 063, 075
Edwards, Kelly, 149
Egan, Karla, 040, 136
Eickelmann, Birgit, 029
Embretson, Susan, 041
Engelhard, George, 114
Englert, Kerry, 057, 099, 106
Ercikan, Kadiyrie, 033, 155
Evans, Carla M., 137, 155
Everson, Howard, 035, 107
Fan, Fen, 035
Fan, Meng, 069
Fang, Luyang, 086
Faulkner-Bond, Molly, 068, 095, 132,
## PARTICIPANT INDEX

**Last Name, First Name, Session Number**

| Gianopulos, Garron, 124 |
| Gierl, Mark J., 042, 081, 098, 117 |
| Gilbar, Charlotte, 068 |
| Gill, Matthew, 136 |
| Gitomer, Drew, 146 |
| Gochyyev, Perman, 094, 110 |
| Goldhammer, Frank, 066, 120 |
| Gong, Brian, 097, 147 |
| Gonzalez, Eugenio, 150 |
| Gonzalez, Mario, 031 |
| Gonzalez-Wegener, Xaviera, 082 |
| Gooch, Reginald M, 046 |
| Goodman, Joshua, 037, 101 |
| Goodman, Madeline, 085 |
| Goodwin, Amanda, 152 |
| Gorgun, Guher, 057, 086, 098, 129 |
| Gorham, Amanda, 146 |
| Gorham, Jerry L., 038 |
| Gorney, Kylie, 033, 041, 066, 087, 115 |
| Gorno Tempini, Marilu, 061 |
| Gotzmann, Andrea Julie, 115 |
| Graf, Edith Aurora, 005 |
| Grant, Rosalie, 106 |
| Griger, Cassondra, 081 |
| Grif, Gerald, 069 |
| Grochowalski, Joseph, 115, 165 |
| Gu, Yuqi, 083 |
| Guez, Ava, 084 |
| Guo, Hongwen, 033, 066, 120 |
| Guo, Qi, 115 |
| Guo, Yage Leah, 158 |
| Guven, Ahmet, 121 |
| Ha, Jen, 144 |
| Haab, Sergio, 045, 093 |
| Haberman, Shelby Joel, 065 |
| Habermehl, Kyle, 117, 129 |
| Ham, Eun Hye, 120 |
| Hamdani, Maria, 082, 146 |
| Hamilton, Laura, 102, 164 |
| Hamilton, Lauren, 069 |
| Han, Catherine, 058 |
| Han, Kyung (Chris) T., 017, 030, 049, 096, 158, 166 |
| Han, Suhwa, 049, 094 |
| Han, Youngjin, 093 |
| Hanno, Emily, 131 |
| Hanrahan, Rachel, 058 |
| Hao, Jianguang, 030, 047, 104, 161 |
| Hao, Shiqi, 165 |
| Hardy, Michael, 114 |
| Harris, Deborah J., 019, 088, 104, 109 |
| Haryanto, Bakir, 060 |
| Hatcher, Wilson, 069 |
| Hauk, Clifford Erhardt, 063 |
| Hauerwas, Laura Boynton, 114 |
| Haviland, Sara, 046 |
| Hayes, Anne, 095 |
| Haynie, Kathleen C, 038 |
| He, Qiwei, 150 |
| He, Yi, 039, 069 |
| Hearn, Adam, 152 |
| Hellman, Scott, 117 |
| Hendrickson, Amy H., 115, 165 |
| Hernandez-Saca, David, 164 |
| Hester, Olivia, 069 |
| Hicks, Juana, 057, 093 |
| Hille, Kathlyn, 165 |
| Hilt, Anna, 045 |
| Himelfarb, Igor, 057, 073, 158 |
| Himmelsbach, Zach, 144 |
| Hinds, Fiona, 082, 108, 146 |
| Hippien-Boucher, Kathleen, 045 |
| Ho, Andrew, 092, 116 |
| Ho, Tsung Han, 057 |
| Hoang, Andrew, 090 |
| Hofman, Abe, 045 |
| Hoh, Lars, 081 |
| Hong, Hyeri, 035, 063, 128, 140 |
| Hooks-Singleton, Brianna, 108 |
| Hooper, Martin, 134 |
| Horbach, Andrea, 081 |
| Horowitz, Karen, 048 |
| Huitert, Andrew, 093 |
| Howard, Tyrone, 068 |
| Hsieh, Ching-Ni, 117 |
| Hu, An, 069 |
| Hu, Ann, 062 |
| Hua, Cheng, 073 |
| Huang, Chi-Yu, 069 |
| Huang, Fuchun, 060 |
| Huang, Qi, 110 |
| Huang Sijia, 147, 150 |
| Huang, Yingshi, 083 |
| Huang, Yue, 055 |
| Huff, Kristen, 052, 092, 097, 107 |
| Hu Flexer, Caroline, 131 |
| Huggins-Manley, Anne Corinne, 063, 088, 151 |
| Huo, Huaide, 122 |
| Hutchinson, Angelica, 127 |
| Iihlenfeldt, Samuel Dale, 026, 130 |
| Ikoma, Sakiko, 126 |
| Ilagan, Michael, 081 |
| Immekus, Jason, 158 |
| Ingrisone, James, 115 |
| Ingrisone, Soo, 115 |
| Isaacs, Jazmin, 066 |
| Ishii, Hidetoki, 105 |
| Iwatani, Emi, 146 |
| Jackson, Janine, 091, 108, 146 |
| Jaeger, Garet, 047 |
| Jansen, Brenda, 045 |
| Jansen, Thorben, 081 |
| Jarr, Karoline, 085 |
| Jasso, Javier, 061 |
| Jeon, Eunjong, 105 |
| Jeon, Minjeong, 074, 093, 105, 150 |
| Ji, Jeongmin, 081 |
| Jia, Hao, 166 |
| Jiang, Tao, 103 |
| Jiang, Yang, 161 |
| Jiang, Yanlin, 105 |
| Jiao, Hong, 086, 135 |
| Jin, Kuan Yu, 128 |
| Jin, Yi, 069 |
| Jing, Zeyuan, 043 |
| Joachims, Thorsten, 141 |
| Johnson, Evelyn, 119 |
| Johnson, Janice Lee, 062 |
| Johnson, Marc Anthony, 156 |
| Johnson, Matthew S, 033, 054, 066, 116 |
| Johnstone, Christopher, 095 |
| Jolivet, Kristine, 069 |
| Jones, Andrew, 025, 156 |
| Jones, Christopher, 055 |
| Jones, Edmund, 055 |
| Jones, El Array, 128 |
| Joo, Sean, 105, 166 |
| Julian, Marc W, 077 |
| Jung, Aeyoung, 063 |
| Jung, Ji Yoon, 086 |
| Junker, Brian, 116 |
| Jurich, Daniel, 127 |
| Kaat, Aaron, 058 |
| Kadri, Latif, 069 |
| Kamata, Akihito, 045, 076, 125 |
| Kamei, Toshiko, 121 |
| Kang, Hyeon-Ah, 076 |
| Kang, Kyosin, 164 |
| Kang, Yulim, 069 |
| Kannan, Priya, 085, 132 |
| Kanopka, Klint, 063, 072, 147, 152 |
| Kaplan, David, 033, 060 |
| Kapoor, Radhika, 057, 147 |
| Kapoor, Shalini, 109 |
| Kara, Yusuf, 024, 045, 076 |
| Karamese, Hacer, 057, 103, 158 |
| Karim, Honiah, 055 |
| Karunakaran, Shiv, 123 |
| Karvonen, Meagan, 095 |
Katz, Daniel, 123
Kaye, Elaine, 127
Kean, Sam, 021
Kelberlau, Darin, 036
Keller, Lisa, 045, 163
Keller, Stefan Daniel, 114
Kelley, Rebecca, 097
Kelly, Justin, 106
Kendall Brooks, Lauren D., 132
Kim, Eunbee, 063, 139
Kim, Han Yi, 057
Kim, Hyung Jin, 125
Kim, Hyunjoo, 057
Kim, Kyung Yong, 031, 089
Kim, Sohee, 069
Kim, Yeonwho, 031
Kim, Young Kun, 035
Kim, Young Yee, 045
Kim, Yun-Kyung, 037
Kingsbury, Tiffany, 043
Kingston, Neal, 027, 064
Kisse, Devon, 043
Kirsch, Irwin, 133
Kiser, Keith, 090
Kiselyonkova, Alexandra Levin, 034
Kizilecic, Rene, 141
Klugman, Emma M., 144
Koehn, Hans Friedrich, 158
Kolen, Michael, 057
Kong, Lingchen, 043
Koprowicz, Nick, 053
Kowalski, Susan, 123
Kozikowski, Andrzej, 037
Kreitchmann, Rodrigo Schames, 067, 151
Krist, Andrew, 051
Krost, Kevin, 075, 143
Kuhfeld, Megan, 066
Kueka Shultz, Pohai, 057, 068, 092, 099, 106
Kuklick, Livia, 057, 152
Kumar, Lavanya Shrvan, 166
Kwako, Alexander, 055, 158
Kwon, Muwon, 093
Kwon, Tae Yeon, 063
Kyllonen, Patrick Charles, 043, 047, 133, 141
Kyung, Jungwon, 059
LaFlair, Geoff, 135, 162
Lafort, Erica, 069
Lai, Hollis, 098, 125
Lai, Viet, 023
Laitsusis, Cara C, 095
Lakin, Joni, 051
Lallmamode, Sheila, 082
Lamm, Rik, 128
Lan, Andrew, 032, 086
Lan, Min, 069
Landl, Erika, 097
Lan, Suzanne, 133, 167
Langi, Meredith, 123
Lansing-Stoeffler, Kristin, 047
Laster, Christina, 154
La Torre, Deborah, 038
Lafer, Alice, 051
Law, Evelyn, 158
Law, Nancy, 069
Lawler, Mark, 062
Lazarus, Sheryl, 075
Lazenby, Katherine, 123
Lazendic, Goran, 060
Le, Anh Thu, 024
Lee, Chansoon, 037, 087
Lee, Dayeon, 050
Lee, Dukjae, 045, 121
Lee, Eunji, 050
Lee, Guemin, 105
Lee, Gyeong-Geon, 086
Lee, Haeju, 022
Lee, Hyeryung, 035, 072
Lee, Jae Caines, 100, 112, 146, 154
Lee, Ja, 086
Lee, Ja-yoon, 045
Lee, Jinsook, 141
Lee, Meng-Hsun, 045
Lee, Minh, 049
Lee, Minho, 074
Lee, Rachel, 045
Lee, Selene Sunmin, 026
Lee, Seulbi Bailey, 140
Lee, Seunghyun, 083
Lee, Soo, 126
Lee, Sung-Hyuck, 096
Lee, Sunhyoung, 050
Lee, Won-Chan, 031, 059, 081, 125, 139, 158
Lee, Youngjun, 037
Lehman, Blair, 026, 066, 090, 157
Lekwa, Adam, 024
LeMahieu, Paul, 090
Leng, Dihao, 081
Leonard, Jana, 090
Leventhal, Brian C, 127, 146
Lewin, Nancy, 132
Lewis, Crystal, 003
Lewis, Daniel, 058, 107, 153, 160
Lewis, Regina A., 036
Li, Chen, 054, 161
Li, Dongmei, 109
Li, Grace, 106
Li, Isaac, 079
Li, Jie, 069
Li, Jiehan, 063
Li, Jingyang, 045
Li, Xin (Grace), 057, 103
Li, Xuming, 062
Li, Zhushan Mandy, 029
Li, Zikun, 105
Liang, Min, 081
Liang, Qianru, 069
Liang, Xinya, 063
Liao, Xiangyi, 149
Liao, Yuqi, 033, 093
Liaw, Yuan-Ling, 029, 087, 140
Lim, Hwanggyu, 031, 096, 121, 158
Lim, Sangdon, 016, 136
Lim, Shuping, 158
Lin, Ami, 140
Lindner, Marlit Annalena, 057, 066, 152
Lindsay, Constance, 105
Ling, Guangming, 033, 090, 141
Lions, Séverine, 077
Lipien, Lodi, 125
Lipscomb, Thomas J, 045
Liu, Chen-Wei, 128
Liu, Chunyan, 035, 057, 163
Liu, Guanyun, 105
Liu, Huan, 081
Liu, Jinghua, 121
Liu, Kristin, 160
Liu, Lei, 090
Liu, Liu, 042, 057
Liu, Na, 023, 045
Liu, Ou Lydia, 046, 090, 141
Liu, Ren, 130
Liu, Tuo, 120
Liu, Xiang, 054
Liu, Xiaoxiao, 045, 128
Liu, Yan, 087
Liu, Yang, 072, 093
Liu, Yiying, 147
Liu, Yunting, 098
PARTICIPANT INDEX
(Last Name, First Name, Session Number)

Lizano, Cheryl, 005
Lochbaum, Karen, 159
Lohmann, Julian, 114
Long, Yunyi, 147
Longe, Brendan, 139
Lorie, William A., 009, 145
Lottridge, Susan, 055, 086, 104, 117, 129, 159
Love, Quintin, 057
Lovelace, Temple, 132, 157
Lu, Xiangyu, 083, 152
Lu, Yang, 049
Lu, Yikai, 087
Lu, Ying, 074
Lu, Zhenqiu Laura, 022, 083, 158
Lugu, Benjamin Kweku, 022, 083, 158
Luo, Hao, 105
Luo, Jinyun, 150
Luo, Rebecca, 158
Luo, Yichen, 099
Lyons, Susan, 097, 146, 167
Lyu, Weicong, 033, 041
Ma, Jing, 045, 081
Ma, Mingxia, 069
Ma, Wenchen, 004, 069, 083
Ma, Ye, 006, 069
Maas, Tricia, 048
MacIntosh, Alexander, 043
Madison, Matthew James, 014, 045, 093, 142
Maeda, Hotaka, 042
Maeda, Yukiko, 142
Majerus, Mary, 091
Makinde, Henry, 108
Malatesta, Jaime, 049, 096, 121
Man, Kaiwen, 007, 163
Mang, Julia, 120
Mansolf, Maxwell, 058
Mao, Xia, 025, 035, 147
Mared, Andrew, 059
Mardones, Constanza, 027
Marini, Jessica, 099
Marion, Scott, 056, 064, 097, 133, 137, 167
Mark-Worrell, Nicola, 119
Martineau, Joseph A., 029, 085
Martinez, Jose Felipe, 038, 112
Matewere, Roshi, 069
Matta, Tyler, 123
Mazzullo, Elisabetta, 081, 098
McCaffrey, Daniel, 054, 078
McClarty, Katie, 064
McClure, Kyla, 137
McCormick, Carina, 077
McCmillan, James, 100
McNichols, William, 086
Mee, Janet, 049, 093, 127
Melaniloqui, Deniz, 030
Meng, Huijuan, 006
Merkle, Edgar, 013
Merriman, Jennifer, 145
Merton, Ute, 057, 081, 152
Meyer, Jennifer, 081
Meyer, Patrick, 062, 113
Michaelides, Michalis, 115
Michaels, Hillary, 040
Michel, Rochelle, 112
Middlestead, Andrew J., 036
Middleton, Kyndra, 091
Mikeska, Jamie, 081
Mills, Christine, 053
Min, Shangchao, 057
Minchen, Nathan, 048, 118
Minshew, Karen, 090
Miranda, Alejandro, 158
Miratrix, Luke Weisman, 018, 042, 144
Mireles, Nicolas, 083
Mislevy, Robert Joseph, 155
Miyashiro, David, 090
Mojoyinola, Mubarak O, 045, 081
Molin, Lauren, 165
Möller, Jens, 114
Monteiro, Scott, 111, 142, 149
Montanaro, Amber, 127
Moore, John, 127
Morell, Linda, 023
Morris, Armani Mia, 057
Morris, Sarah Ruth, 081
Morison, Carol, 025
Morison, Kristin M., 103
Moses, Brent, 144
Moses, Tim, 020, 031, 035
Moteane, Malisitsos, 108
Mucil, Phoebe, 135
Mulvihill, Megan M, 110
Mundhenk, Kimberly, 085
Muñoz-Najar Galvez, Sebastian, 144
Muntean, William J, 158, 166
Murphy, Daniel, 057, 094
Myers, Aaron, 124
Myers, Matthew, 118
Nagasawa, Mirai, 034
Nash, Brooke, 091, 095
Nason, Kelsey, 045
Nava, Imelda, 038
Naveiras, Matthew David, 152
Neiman, Samantha, 164
Nemeth, Yvette M, 069
Nesbitt, Jaylin N., 085, 108, 132, 159
Nese, Joseph F. T., 045, 076
Newstadt, Michelle, 047
Nguyen, Cuc Thi Kim, 034
Nguyen, Tram-Anh Tran, 045
Nguyen Khoa, Lan Anh, 121, 143
Nickodem, Kyle, 026, 128, 158
Nicola, Matthew, 144
Nicola, Tara P., 144
Noh, Jaehee, 045
Novack, Miriam, 058
Nowinski, Cindy, 058
Nugba, Regina Maswui, 081
Nydict, Steven, 105, 147
Ober, Teresa, 026, 039, 043, 046
Odom, Kimberly, 069
O'Donnell, Francis, 025, 057, 156
Ogut, Burhan, 152
Oh, Hyeon-Joo, 020, 057, 069, 105
Oh, Hyunjee, 067
Okay, Serife, 143
Olivarez-Durden, Sandra, 069
Olivera Aguilar, Margarita, 164
Oliveri, Maria-Elena, 132, 167
Olson, Jacinta, 045
Oluwalana, Olasumbo, 046
O’Neil, Timothy, 094
Ong, Thai Quang, 093
Oppenizzo, Colleen, 123
Oppong, Frank Agyemang, 081
Oquendo, Jodine, 006
Organisciak, Peter, 084
Ormerod, Chris, 032, 117, 129, 158
Ortega, Gabriel, 077
Osses-Vargas, Alejandro, 060
Ouyang, Wenli, 093
Ozer Ozkan, Yesim, 151
Page, Lillian, 164
Page, Jane, 121
Pan, Jianqian, 069
Pan, Tianyu, 069
Pan, Yanfang, 083
Pan, Yiqin, 007
Paraboni, Ivandre, 084
Pardos, Zachary A., 098
Paris, Joseph, 046
Park, John, 045
Park, Jung Yeon, 105, 158
Park, Jung Yeon, 105, 147
Park, Jung Yeon, 105, 147
Park, Jung Yeon, 105, 147
Park, Jung Yeon, 105, 147
Park, Jung Yeon, 105, 147
Park, Jung Yeon, 105, 147
Park, Jung Yeon, 105, 147
Park, Jung Yeon, 105, 147
Park, Jung Yeon, 105, 147
| Park, Seohee, 139 | Rahimi, Ahmad, 047 |
| Park, Yena, 162 | Raimondi, Matt, 113 |
| Park, Yoo-yoong, 025 | Rajeb, Mehdi, 051 |
| Parker, Emily Hope, 119 | Ramazan, Onur, 025 |
| Parks, Charles, 105 | Ramnarine, Nirmala, 019 |
| Parra-Martinez, Fabio Andres, 081 | Ramsawak-Jodha, Nalin, 119 |
| Partchev, Ivailo, 012 | Randall, Jennifer, 056, 146 |
| Patel, Milan, 117 | Raymond, Kristina, 045 |
| Patel, Nirmal, 093 | Razavi, Pooya, 030 |
| Patelas, Thanos, 051, 064, 145 | Reckase, Mark, 002, 022, 126 |
| Patterson, Jim, 051 | Redman, Elizabeth, 001 |
| Patterson, John D., 084 | Reise, Steve, 081 |
| Patton, Elizabeth Adele, 077 | Re-McGlynn, Leta S., 127 |
| Patz, Richard, 010, 058, 073 | Ren, He, 057 |
| Pearson, Jami-Jon, 040 | Ren, Shixiu, 067 |
| Peasley, Donald, 036 | Resanovich, Mary, 062 |
| Pei, Francesca, 061 | Reshetar, Rosemary, 101 |
| Pellegrino, James, 056, 094, 107, 123 | Rhodes, Sally, 069 |
| Peng, Fang, 069 | Richardson, Julie, 062 |
| Peng, Luyao, 105 | Richardson, Megan, 144 |
| Perez, Leticia, 038 | Rijmen, Frank, 094 |
| Perie, Marianne, 094, 119, 132, 153 | Rikoan, Sam, 164 |
| Petscher, Yaacov, 061 | Rios, Joseph A., 081 |
| Pham, Duy N., 023, 162 | Rios, Oscar, 081 |
| Phillip, kristy, 119 | Roberts, James S., 045 |
| Piacentini, Mario, 084 | Roberts, Jeremy, 001 |
| Pila, Sarah, 058 | Robin, Frederic, 026 |
| Pinsonneault, Laura, 009 | Robitaille, Jennifer, 119 |
| Pinto, Wallace Nascimento, 125, 150 | Robitzsch, Alexander, 135 |
| Pitoniak, Mary, 133 | Rocha, Horacio A., 081 |
| Pittman, Jocelynn, 069, 136 | Rodriguez, Michael C., 010, 026, 052, 068, 099, 128, 158 |
| Poe, Mya, 146, 167 | Rodutka Roberts, Mary, 146 |
| Por, Han-Hui, 078 | Roeters-Solano, Heather, 159 |
| Portilla, Ximena, 131 | Rome, Logan, 077, 118 |
| Potgieter, Cornelis, 076 | Rosales de Veliz, Leslie Vanessa, 082 |
| Powers, Sonya, 030, 039, 048, 069, 124 | Rose, Mark, 158 |
| Prasad, Seema, 074 | Rosen, Yigal, 047, 131 |
| Pratt, Amy, 061 | Ross, Linette P., 127, 156 |
| Preast, June, 069 | Rousosos, Louis, 103 |
| Prendergast, Caroline, 156 | Rozman, Mojca, 029 |
| Prewitt, Nicole, 069 | Rozunic, Chris, 124 |
| Primi, Ricardo, 084 | Ruan, Chunyi, 054 |
| Proctor, Thomas, 089, 148 | Rubel, Jennifer, 069 |
| Pugsley, John, 156 | Rubright, Jonathan, 130 |
| Qiao, Xin, 024, 057, 076, 079 | Runge, Andrew, 032 |
| Qin, Qi, 103 | Runyon, Christopher, 093 |
| Qiu, Chen, 109 | Rupp, Andre, 009 |
| Quan, Yale, 079 | Rushkin, Ilia, 047 |
| Quanbeck, Mari, 075 | Russell, Michael, 146 |
| Quesen, Sarah, 094, 159 | Rutkowski, Leslie, 084, 122, 129, 143 |
| Quranda, Milton, 093 | Rutstein, Daisy Wise, 107 |
| Rabinowitz, Stanley N., 026, 040 | Ruzek, Erik, 123 |
| Rabkin, Sasha, 102 | Ryoo, Ji Hoon, 047 |
| Sabatini, John, 024 | Sabbagh, Arman, 151 |
| Sabah, Jen, 146 | Sachdeva, Ruchi, 142 |
| Saklani, Dinesh Prasad, 078 | Salas, Jorge, 152 |
| Saldivia, Luis, 033, 066, 113 | Saleh, Vustina, 090 |
| Samson, Sally, 106 | Sanchez, Edgar, 074 |
| Sanders, Elizabeth A., 057 | Sanders, Sara, 069 |
| Sarac, Merve, 103, 120 | Satchu, Salma, 156 |
| Savitz-Romer, Mandy, 144 | Sayin, Ayfer, 030, 042 |
| Sciarlatos, Alex, 086 | Schaller, Nils-Jonathan, 081 |
| Schellman, Madeline, 142 | Schemel, Lynn, 085 |
| Schiller, Ronja, 081 | Schmidgall, Jonathan, 165 |
| Schmidt, Susanne, 027 | Schneider, Christina, 028, 069, 103, 136 |
| Schneider, Wei, 049 | Schnittka Hoskins, Jessica Elizabeth, 119 |
| Schultz, Matthew, 101 | Schwantner, Ursula, 060 |
| Schwappach, Bethany, 090 | Schweig, Jonathan, 164 |
| Scott-Smith, Chandler, 156 | Setzer, Carl, 057 |
| Shan, Xintong, 067 | Sharairi, Sid, 069 |
| Sharai, James, 135 | Shaw, Emily, 099 |
| Shaw, Timothy, 085 | Shelley, Kyna J., 045 |
| Shin, David, 079 | Shelton, Stephanie, 069 |
| Shen, Yawei, 039, 049 | Shenavai, Kevin, 027 |
| Shenavai, Kevin, 027 | Shepard, Lorrie, 056, 137 |
| Sherer, David, 090 | Shermis, Mark D., 055, 117 |
| Shi, Dingjing, 135 | Shi, Qingzhou, 051 |
| Shi, Yawei, 039, 049 | Shin, David, 079 |
| Shin, Hyesung, 105 | Shin, Hyesung, 105 |
| Shin, Hyo Jeong, 047 | Shin, Hyo Jeong, 047 |
| Shin, Jinnie, 043, 125, 150 | Shin, Jinnie, 043, 125, 150 |
PARTICIPANT INDEX
(last name, first name, session number)

Shipan, Rebecca, 134
Shivraj, Pooja, 158
Shotts, Bruce L., 057
Siebert, Julian Maximilian, 061
Siegel, Danielle, 111
Sievert, Paula, 058
Sikali, Emmanuel, 033, 093
Sinclair, Andrea, 028
Sinharay, Sandip, 044, 065, 105, 157
Sireci, Stephen G, 110, 132, 146, 162
Sirganci, Gozde, 125
Skoblow, Hanamori, 015, 072
Slomp, David, 167
Smith, Charity, 040
Smith, Digory, 086
Smith, Jessalyn, 165
Smith, Larissa, 049
Smith, Mireya Carmen-Martinez, 158
Smith, Nate, 163
Soland, James, 066, 130, 149
Solano-Flores, Guillermo, 056, 112, 132, 155, 167
Someshwar, Shonai, 050
Somsong, Sarunya, 125
Song, Dan, 125
Song, Naiqing, 151
Soni, Parth Tusharbhai, 078
Sotelo, Jose de Jesus, 046
Soto, Consuelo Andrea, 077
Southender, Joshua, 129
Soyoye, Olushola Olufemi, 081
Sparks, Anthony, 158
Sparks, Jesse R., 026, 039
Spikings, Desiree, 062
Stark, Stephen, 166
Steed, Teneka, 108
Steedle, Jeffrey, 047, 109
Stethen, Kelley, 109
Steedle, Jeffrey, 144
Stickney, Eric, 080
Still, Cathryn, 160
Stopek, Joshua, 101
Strietholt, Rolf, 140
Student, Sanford R., 048, 080, 118, 147, 149
Su, Yulan, 024, 057, 081
Suarez-Alvarez, Javier, 132
Subedi, Dipendra, 069
Subhiyah, Raj G., 057
Sudheesh, Athul, 039
Suh, Hongwook, 031, 103
Suh, Yon Soo, 083, 123
Suk, Youmi, 166
Sul, David, 146
Suleiman, Mahmoud, 156
Sun, Huaping, 037
Sun, Ting, 057
Sun, Xiaojian, 151
Sung, Youjin, 072, 093
Supovitz, Jonathan, 105
Sussman, Joshua, 023, 091
Svetina Valdivia, Dubravka, 166
Swain, Matthew, 081
Sweeney, Sandra, 103
Swygert, Kimberly, 127
Talreja, Vinita, 006, 093
Tan, Bin, 081, 098
Tan, Cheng Yong, 069
Tan, Ling, 060
Tan, Yanyan, 105
Tang, Alexander, 125
Tang, Nai-En, 057, 158
Tang, Xiuxiu, 105
Tao, Sisi, 069
Taylor, Catherine, 091, 146, 155
Taylor, C.J, 006
Taylor, Darius D., 146
Templin, Jonathan, 045, 063, 081
Tenison, Caitlin, 039
Thacker, Arthur, 028, 113
Thier, Ben, 131
Thissen, David, 065, 134
Thompson, W. Jake, 011, 083
Thurlow, Martha, 160
Tian, Wei, 069
Todd, Jessica Andrews, 033, 038
Tong, Ye, 010, 112, 127
Toton, Sarah Linnea, 007
Tourkoushian, Emily Karen, 037
Traynor, Anne, 099, 111
Trüb, Ruth, 114
Tsai, Chia-Lin, 128, 158
Tsey, Enoch, 081
Tu, Naidan, 166
Tyack, Lillian, 086, 143
Ulitzsch, Esther, 072, 135
Valdivia Medinaceli, Montserrat B., 068, 122, 166
Valuable, Andries, 047
Vanlaar, Adam, 048
Van Orman, Dustin, 100, 130, 146
van Rijn, Peter, 005, 078
van Schijndel, Tessa, 047
Vasu, Aijun, 057
Veit, Veronica, 098
Ventrica, Claudia J, 081
Verkwijlen, Jay, 081
Vispoel, Walter, 035, 073
Vivas Corrales, Pablo, 158
Vo, Thao, 146
Vo, Yen, 081
Von Davier, Alina A., 017, 047, 092, 104, 116, 162
Von Davier, Matthias, 081, 086, 104, 111, 122, 143
Walker, Marcus, 042, 105
Walker, Michael E., 046, 068, 070
Wall, Nathan, 019
Wall,(collection)
Wang, Shiyu, 081
Wang, Chun, 057, 079
Wang, Chunxiong, 109
Wang, Hongling, 109
Wang, Yue, 014
Wang, Min, 089
Wang, Nixi, 158
Wang, Shiyu, 027, 039, 083, 105, 117, 142
Wang, Shuang, 069
Wang, Songtao, 045
Wang, Xi, 045
Wang, Xiyu, 142
Wang, Xuan, 069
Wang, Yang Caroline, 119
Wang, Yu, 105
Wang, Yuan, 090
Wang, Zhen, 057
Wang, Zhouran, 158, 166
Wanner, Zachary, 036
Waters, Charlotte, 060
Watts, Ashley, 072
Webb, Blue, 033, 093, 122
Weeks, Jonathan, 071, 103, 138
Wei, Hsin-Ro, 057, 105
Weiner, Drew, 101
Weiner, John, 047
Weiss, David, 140
Welch, Catherine, 081
Wells, Craig, 059, 079
Wendel, George, 158
Westrick, Paul, 099
Wheeler, Jordan M., 114, 117, 142
White, Lauren, 057, 159
Whitfield, Erik, 048
Whitmer, John, 032
Whitney, Sarah, 062
<table>
<thead>
<tr>
<th>Name</th>
<th>Last Name, First Name, Session Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Williams, Kevin</td>
<td>043</td>
</tr>
<tr>
<td>Williams, Natasha Jayne</td>
<td>038</td>
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<tr>
<td>Williamson, Shelby</td>
<td>025</td>
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<td>Willse, Jada</td>
<td>156</td>
</tr>
<tr>
<td>Wilmurth, Gina</td>
<td>062</td>
</tr>
<tr>
<td>Wilson, Joshua</td>
<td>055, 117</td>
</tr>
<tr>
<td>Wilson, Mark</td>
<td>023, 073, 094, 110</td>
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<tr>
<td>Wilson, Nicole</td>
<td>127</td>
</tr>
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<td>Wind, Stefanie A.</td>
<td>022, 034, 051, 073, 128, 158</td>
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<td>Winter, Sonja D</td>
<td>015, 072</td>
</tr>
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<td>066</td>
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<td>062</td>
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</tr>
<tr>
<td>Wolfe, Edward W</td>
<td>045, 120</td>
</tr>
<tr>
<td>Wolff, Sarah</td>
<td>163</td>
</tr>
<tr>
<td>Wollack, James</td>
<td>041, 103, 115</td>
</tr>
<tr>
<td>Wong, Yun Leng</td>
<td>140</td>
</tr>
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<td>057, 081</td>
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<td>086</td>
</tr>
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<td>109</td>
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<td>129</td>
</tr>
<tr>
<td>Workman, Trent</td>
<td>036</td>
</tr>
<tr>
<td>Worthington, Michelle</td>
<td>033, 066</td>
</tr>
<tr>
<td>Wright, Daniel B.</td>
<td>163</td>
</tr>
<tr>
<td>Wu, Hao</td>
<td>081</td>
</tr>
<tr>
<td>Wu, Lizzy</td>
<td>072</td>
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<td>069</td>
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<td>076, 139</td>
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<td>105</td>
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<tr>
<td>Xiao, Xingyao</td>
<td>030, 034, 073</td>
</tr>
<tr>
<td>Xie, Qing</td>
<td>008</td>
</tr>
<tr>
<td>Xin, Tao</td>
<td>069, 151</td>
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<tr>
<td>Xiong, Jiawei</td>
<td>027, 049</td>
</tr>
<tr>
<td>Xiong, Xinhui Maggie</td>
<td>165</td>
</tr>
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<td>Xiong, Yimei</td>
<td>111</td>
</tr>
<tr>
<td>Xu, Xin</td>
<td>067</td>
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</tr>
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<td>017</td>
</tr>
<tr>
<td>Yancey, Kevin</td>
<td>135, 162</td>
</tr>
<tr>
<td>Yaneva, Victoria</td>
<td>093, 104, 162</td>
</tr>
<tr>
<td>Yang, Huidi</td>
<td>046</td>
</tr>
<tr>
<td>Yang, Ji Seung</td>
<td>093</td>
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<td>105</td>
</tr>
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<td>057</td>
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<td>Yang, Yanyun</td>
<td>121</td>
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<td>Yao, Lihua</td>
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</tr>
<tr>
<td>Yavuz, Sinan</td>
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<td>Ye, Daisy</td>
<td>077</td>
</tr>
<tr>
<td>Ye, Shaojie</td>
<td>033</td>
</tr>
<tr>
<td>Yen, Shu Jing</td>
<td>158</td>
</tr>
<tr>
<td>Yi, Karen</td>
<td>093</td>
</tr>
<tr>
<td>Yildirim-Erbasli, Seyma N.</td>
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<td>083</td>
</tr>
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<td>020</td>
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<td>105</td>
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<td>Yu, Haoyang</td>
<td>081</td>
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<td>Yuan, Ye</td>
<td>114</td>
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<td>Zapata-Rivera, Diego</td>
<td>026, 048, 090</td>
</tr>
<tr>
<td>Zavitkovsky, Paul</td>
<td>124</td>
</tr>
<tr>
<td>Zechnner, Klaus</td>
<td>117</td>
</tr>
<tr>
<td>Zegers, Mónica</td>
<td>061</td>
</tr>
<tr>
<td>Zehner, Fabian</td>
<td>120</td>
</tr>
<tr>
<td>Zeng, Biao</td>
<td>105</td>
</tr>
<tr>
<td>Zeng, Ji</td>
<td>029, 165</td>
</tr>
<tr>
<td>Zenisky, April</td>
<td>132</td>
</tr>
<tr>
<td>Zhai, Xiaoming</td>
<td>027, 086</td>
</tr>
<tr>
<td>Zhan, Peida</td>
<td>163</td>
</tr>
<tr>
<td>Zhang, Anna Yinqi</td>
<td>045</td>
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<td>105</td>
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</tr>
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</tr>
<tr>
<td>Zhang, Mo</td>
<td>054, 163</td>
</tr>
<tr>
<td>Zhang, Oliver</td>
<td>148</td>
</tr>
<tr>
<td>Zhang, Susu</td>
<td>083, 147</td>
</tr>
<tr>
<td>Zhang, Susu</td>
<td>147</td>
</tr>
<tr>
<td>Zhang, Ting</td>
<td>033, 093, 111, 122</td>
</tr>
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<td>077</td>
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<tr>
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<td>045</td>
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<td>126</td>
</tr>
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<td>Zhang, Yuxiao</td>
<td>069, 105</td>
</tr>
<tr>
<td>Zhang, Zhonghua</td>
<td>034</td>
</tr>
<tr>
<td>Zheng, Xiaying</td>
<td>126, 134</td>
</tr>
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<td>Zheng, Yi</td>
<td>147</td>
</tr>
<tr>
<td>Zhong, Xiaoting</td>
<td>081</td>
</tr>
<tr>
<td>Zhong, Yang</td>
<td>161</td>
</tr>
<tr>
<td>Zhou, Xinchang</td>
<td>057, 105</td>
</tr>
<tr>
<td>Zhou, Xuechun</td>
<td>105</td>
</tr>
<tr>
<td>Zhu, Dani</td>
<td>103, 115</td>
</tr>
<tr>
<td>Zlatkin-Troitschanskaia, Olga</td>
<td>027, 051</td>
</tr>
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<td>Zopluoglu, Cengiz</td>
<td>061</td>
</tr>
<tr>
<td>Zou, Chunrui</td>
<td>045</td>
</tr>
<tr>
<td>Zou, Tongtong</td>
<td>124</td>
</tr>
<tr>
<td>Zou, Yuqing</td>
<td>045</td>
</tr>
<tr>
<td>Zoucha, James</td>
<td>057</td>
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</tbody>
</table>

2024 ANNUAL MEETING
<table>
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<th>Name</th>
<th>Affiliation</th>
<th>Email</th>
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<td>University of Virginia</td>
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