NCME 2024 Annual Meeting
Call for Proposals

April 11 - 14, 2024 – Philadelphia, Pennsylvania

Greetings!

We are pleased to announce that the 2024 National Council on Measurement in Education (NCME) Annual Meeting will take place April 11-14, with April 11 as the in-person training day. There will also be virtual training and paper sessions after April 14. The Annual Meeting will be held in Philadelphia, Pennsylvania.

The theme for the 2024 NCME Annual Meeting is **Reconceptualizing Measurement Theory and Practice to Reduce Inequities**. The underlying goal of the theme is to challenge us to boldly rethink our work at a fundamental level. As we engage in conversations about this issue, it is imperative that we expand beyond discussions about the role of testing to a more open, honest, and critical examination of every aspect of our measurement enterprise. For the 2024 Annual Meeting, we encourage submissions that challenge traditional conceptions of measurement, explore constructive roles for measurement in reducing inequity, and advance the goal of better reflecting the true nature of every individual.

1.   Proposal Submission Timeline

NCME invites you to submit a proposal for presentations and training sessions at its 2024 Annual Meeting. NCME will accept the submission of proposals through Monday, August 28, 2023, at 11:59 PM

PDT. We extended the submission window relative to past years to allow everyone sufficient time to complete their proposals. We do not anticipate extending the deadline. The approximate date for notification of acceptance/rejection decisions is November 20, 2023.

The link to the submission system will be sent out separately when it is open.

QUICK REFERENCE

Proposal Submission Deadline: <u>August 28, 2023</u>

Maximum Number of Presenting Roles for Each Participant: 3

Proposal Categories and Word Limits:

Proposal Categories	Word Limits			
	Title	Abstract	Summary	Schedule
Individual Paper Presentations	12	50	800	--
Coordinated Paper Sessions	12	200	1600	--
Innovation Demonstrations	12	50	500	--
Organized Discussions	12	200	800	--
Training Sessions	12	200	500	500
Graduate Student Paper Presentations	12	50	800	--

2.   Annual Meeting Theme

The theme of the 2024 NCME Annual Meeting is **Reconceptualizing Measurement Theory and Practice to Reduce Inequities**.

Most countries around the world find themselves at an intersection, confronting divergent values associated with increasingly pluralistic societies. Many of these populations have always been heterogeneous, yet the customs, beliefs, and values of non-dominant segments have often been

minimized or rejected. As marginalized communities become more vocal, societal inequities – across race, ethnicity, sex, gender identity, disability, class, or location, to name a few – have come into sharper focus. As measurement researchers, we have a long history of studying educational inequities. Through this work we have identified many areas for improvement. For example, racial group differences in standardized test scores have been used as evidence of differences in opportunity to learn (OTL). These OTL differences, in turn, have been attributed at least in part to a lack of cultural responsiveness in the classroom.

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 to develop more culturally responsive assessment techniques. These conversations are constructive, as they challenge measurement professionals to re-evaluate our roles in building equitable societies.

As we engage in these conversations, it is imperative that we expand beyond discussions about the role of testing to a more open, honest, and critical examination of every aspect of our measurement enterprise. The theme for the 2024 Annual Meeting challenges us to boldly rethink our work at a fundamental level. We encourage and invite research that examines the assumptions implicit in our methodologies, including the nature and source of measurement error, conceptualizations of reliability and validity, traditional meanings we assign to outcomes of our research, and the very notion of objective measurement itself. Research projects responsive to this challenge might:

- Implement more personalized assessment to increase equity in the classroom
- Expand conventional approaches to differential item functioning (DIF) to encompass intersectionality
- Re-examine construct validity to include multiple stakeholder perspectives
- Evaluate the viability of assumptions implicit in quantitative methodologies from the perspective of different segments of the population
- Leverage individuals' social and cultural characteristics when designing assessments
- Incorporate tenets of quantitative critical theory into research and methodology
- Investigate the role of positionality in determining research design and measurement

These examples are illustrative but not exhaustive. For the 2024 conference, we encourage submissions that challenge traditional conceptions of measurement, explore constructive roles for measurement in reducing inequity, and advance the goal of better reflecting the true nature of every individual.

Note that the Annual Meeting theme is not intended to limit the scope of submissions. You can find an extensive list of possible topics in the Review Process and Criteria section of the Call.

3. Proposal Submission Guidelines

The Program Committee will consider proposals across six presentation categories, each of which may include multiple presentation formats. The presentation categories are as follows:

1) Individual paper presentations
2) Coordinated paper sessions
3) Innovation demonstrations
4) Organized discussions
5) Training sessions
6) Graduate student paper presentations

3.1 Individual Paper Presentations

60- OR 90-MINUTE SESSIONS • DIFFERENT FORMATS
PAPERS, CHAIR, AND DISCUSSANT IDENTIFIED BY PROGRAM COMMITTEE

3.1.1 Formats for Individual Paper Presentations

For those who are new to the Annual Meeting, the individual paper presentation format is the most common submission format for a researcher or research team seeking to share their work with other NCME members. Proposals should describe a single paper written by one or more authors. The first author should be the primary presenter, although authors may present together. Individual paper presentations at the 2024 Annual Meeting will be in one of two formats:

(i)   A traditional lecture-style presentation of approximately 12-15 minutes, to be presented in a multiple-paper session with related papers grouped by the Program Committee

(ii)   An individual poster-style presentation using an electronic board (eBoard) in a 60- or 90-minute session

Authors must indicate their preferred presentation format, although the Program Committee may override these preferences to resolve scheduling constraints in the final program. Authors will be notified of presentation format as part of the proposal notification communication.

3.1.2 Specific Guidelines for Individual Paper Presentations

Proposals for individual paper presentations must be prepared for blind review (author names should not be included in the proposal). Proposals must consist of (a) a title of no more than 12 words, (b) an abstract of no more than 50 words (for inclusion in the final program), (c) a summary of research of no more than 800 words, and (d) references, tables, and figures as appropriate. The Program Committee will reject individual paper presentation proposals whose titles, abstracts, or summaries exceed the word limits or are not blind. References, tables, and figures do not count toward the word limits. The summary should include research questions, contributions to the field, methods, and findings. The Program Committee also strongly recommends that authors include the practical implications of their research.

3.2 Coordinated Paper Sessions

60- OR 90-MINUTE SESSIONS • LECTURE STYLE PRESENTATIONS ON A COMMON THEME
PAPERS, CHAIR, AND DISCUSSANT IDENTIFIED BY PROPOSERS

3.2.1 Format of Coordinated Paper Sessions

The Program Committee defines a coordinated paper session as a set of papers organized around a central theme or topic. These sessions will be lecture-style presentations with 3-5 papers and a discussant. The session proposal should meet the following guidelines.

3.2.2 Specific Guidelines for Coordinated Paper Sessions

Proposals for coordinated paper sessions must identify all contributors—authors' and presenters' names (up to 10 per paper) should be included, NOT blinded. Proposals must consist of (a) a title for the session of no more than 12 words, (b) an abstract of no more than 200 words (for inclusion in the final program), (c) a summary of the coordinated paper session (in addition to the abstract) of no more than 1600 words, and (d) references, tables, and figures as appropriate. We will reject proposals whose titles, abstracts, or summaries exceed the word limit (references, tables, and figures do not count toward the word limit). Organizers may use their 1600 words however they wish, for example, a conventional 4-paper coordinated paper session may have a 400-word introduction with four 300-word paper descriptions. Proposals should also identify a discussant/moderator where appropriate.

3.3 Innovation Demonstrations

60- OR 90-MINUTE SESSIONS • DIFFERENT FORMATS

3.3.1 Formats for Innovation Demonstrations

Initiated by the 2022 Annual Meeting Program Committee, demonstrations are intended for sharing innovations that do not fit the traditional format of a research paper nor a training session. For example, the innovation could be a new app or software for participants, a novel solution to a commonly faced problem, or a resource that can benefit the measurement community. Proposals that aim to sell commercial products at the conference will be rejected. However, we welcome proposals that introduce free innovations that run on commercial software. Innovation demonstrations at the 2024 Annual Meeting will be in one of two formats:

(i)   A 15-minute demonstration with other related demonstrations grouped by the Program Committee
(ii)   An individual poster-style electronic board (eBoard) demonstration in a 60- or 90-minute session

Authors must indicate their preferred presentation format, although the Program Committee may override these preferences to resolve scheduling constraints in the final program. Authors will be notified of presentation format as part of the proposal notification communication.

3.3.2   Specific Guidelines for Innovation Demonstrations

Proposals for innovation demonstrations must be prepared for blind review (author names should not be included in the proposal). Proposals must consist of (a) a title of no more than 12 words, (b) an abstract of no more than 50 words (for inclusion in the final program), (b) a summary of the demonstration in no more than 500 words, (c) any software packages required (if applicable), and (d) references, tables, and figures as appropriate. Descriptions of software packages, references, tables, and figures do not count toward the word limits. The Program Committee will reject proposals that exceed these word limits. The summary should accomplish the following:

1) Introduce the innovation itself. Describe the problem it addresses, the typical users (e.g., classroom teachers, researchers), and, if available, evidence of the innovation being put to use. One way to do this quickly and clearly is through a value proposition statement ("This helps X do Y by doing Z"). Regardless of the structure proposers adopt, the summary should clarify the practical utility and implications of the innovation and should not be written as a business case, a product roadmap, or marketing collateral. Moreover, proposers should not assume that their innovation must rely on or have anything to do with technology. As with any other advances in the science of measurement, the innovation can be something based on creativity, logic, and argumentation without reliance on technology.

2) Describe the format of the demonstration (e.g., lecture, brief hands-on training). The Program Committee is interested in novel, interactive presentation formats, but the format should be well-aligned with the innovation itself and feasible given time and technology constraints. For example, it is reasonable to expect that some innovations are best introduced through a lecture and guided tour rather than a hands-on activity requiring nonstandard technology (any technology needs above and beyond the equipment that is standard at conventional paper sessions must be supplied by the presenters).

3) Explain what attendees will be able to do after the demonstration that they likely could not have done before it. Attendees should walk away with a concrete new skill, insight, or technological support that they can leverage in their work without much additional research or training.

3.4   Organized Discussions

PLANNED DEBATE • TOPICS WITH BROAD APPEAL • CLOSE ALIGNMENT WITH ANNUAL MEETING THEME•
FLEXIBLE FORMATS • LIMITED SLOTS AVAILABLE

3.4.1   Formats for Organized Discussions

The Program Committee defines an organized discussion as a planned conversation among researchers and/or practitioners around a theme or topic. We encourage debates, panel discussions, and other innovative formats, especially those involving interactivity with the audience. Preference will be given to proposals that align with the 2024 Annual Meeting theme and to those that offer potential actionable solutions beyond just opinions. The session proposals should clearly describe the format of the proposed session and meet the following guidelines.

3.4.2   Specific Guidelines for Organized Discussions

Proposals for organized discussions must identify all contributors—up to five presenters' names should be included, NOT blinded. Proposals must consist of (a) a title for the session of no more than 12 words, (b) an abstract of no more than 200 words (for inclusion in the final program), and (c) a summary of the organized session (in addition to the abstract) of no more than 800 words that describes the theme or topic of the discussion, the proposed format for the discussion, the significance or implications of the issues for discussion (including key questions that would be addressed), and the perspective(s) that each presenter would represent. The Program Committee will reject proposals whose titles, abstracts, or summaries exceed the word limits. The proposed format should be clearly motivated and clearly described. Proposals should also identify a discussant/moderator where appropriate.

3.5   Training Sessions

SCHEDULED PRE-CONFERENCE • HALF-DAY OR FULL-DAY • VIRTUAL OR IN-PERSON
CLOSE ALIGNMENT WITH NCME MISSION AND THE 2024 ANNUAL MEETING THEME

NCME training sessions are a vital component of the Annual Meeting and should serve the mission goals of promoting best practices in assessment and advancing the science of educational measurement. Presenter(s) must indicate their preference for the session length (half day or full day) and mode (virtual, in-person, or flexible). Virtual sessions will be held after the annual meeting. Half-day, in-person sessions will be held along with the annual meeting; full-day sessions will only be held virtually. Some half-day training sessions will also be offered virtually.

3.5.1   Specific Guidelines for Training Sessions

Proposals for training sessions must include the name(s) of the presenter(s) and consist of:

a) A session title of no more than 12 words. The title should be as descriptive as possible to give NCME members a clear sense of what will be covered.
b) An abstract of no more than 200 words (for inclusion in the final conference program). The abstract should provide an overview of the session content, learning objectives, and the intended audience, and if there are any prerequisites for attending the session. Please indicate if attendees need to bring their own laptops and whether software needs to be installed prior to the session.

c) A summary of no more than 500 words. The summary should highlight the relevance and importance of the topic to the measurement field, what attendees will be able to accomplish after completion of the training (what is the value add of the session), and expertise of the presenter(s).
   a. If the session has been presented before, please indicate the changes and improvement(s) in the proposed session.
   b. If the session is related to software applications, please make sure the emphasis is on how the tool can be applied in practice, not as much on syntax or mathematical formulas.
d) A draft schedule of no more than 500 words. The schedule should list activities and topics to be covered during the proposed session timeline. The proposed activities and topics should focus on what presenter(s) and attendees will be doing during the training. The session should be a balanced combination of instruction, activities, and opportunity for Q&A.

Presenters are responsible for communicating with attendees prior to the session and preparing all materials (e.g., slide decks, user guides, example software code, or special equipment for demonstration) needed for the session or providing attendees with information about how to obtain any suggested texts or required software.

3.6 Graduate Student Paper Presentations

60- OR 90-MINUTE SESSIONS • ELECTRONIC BOARD FORMAT

Graduate students are encouraged to submit proposals for completed research satisfying the associated requirements in any presentation category. Alternatively—or in addition to submitting a proposal in another category—graduate students may consider submitting a proposal to the Graduate Student Research session. Papers submitted for consideration in this session may include either completed research OR research-in-progress with preliminary findings. All presenters in the Graduate Student Research session will use the electronic board (eBoard) format.

3.6.1 Specific Guidelines for Graduate Student Paper Presentations

Proposals should follow the word limit guidelines for individual paper presentations listed in Section 3.1. Proposals submitted for consideration in the Graduate Student Research session cannot be submitted as an individual paper presentation nor as part of a coordinated paper session. The committee will reject all duplicated proposals.

4. Review Process and Criteria

For all proposals, review ratings will be based on the degree to which:

- The research offers a novel and well-articulated contribution to measurement theory and/or practice.

- The research methods are well articulated and appropriate.
- There is evidence that the work is well-defined in scope and will be completed by March 2024 (research-in-progress with preliminary findings will be considered for graduate student paper presentations).
- The proposal addresses a topic that is of perceived interest to NCME members.

Submitting authors will be asked to identify topic areas most relevant to their proposed work by answering the following three questions. They will have an opportunity to select recommended keywords as appropriate. These keywords are neither mutually exclusive nor exhaustive but serve to improve the likelihood that papers will be reviewed by appropriate reviewers.

1. To which assessment or testing setting does your research apply?

- Assessment of Special Populations
- College Admissions
- Credentialing/Licensure
- Higher Education
- International Assessment
- Language Proficiency Testing
- PreK-12 Education
- Other

2. What connections does your research have to policies, practices, and current events?

- Assessment Delivery/Administration
- Assessment Design
- Assessing Noncognitive Skills
- Classroom Assessment
- Educational Accountability
- Score Comparability
- Fairness and Equity
- Formative/Interim Assessment
- Large Scale Assessment
- Impact of COVID-19
- Impact of Test Optional/Test Blind Policies
- Reliability
- Remote Testing
- Score Reporting
- Test Security
- Validity and/or Validation
- Other

3. Which of the following topics or methodologies are central to your research?

- Alignment Studies
- Analysis of Process of Data
- Artificial Intelligence

- Bayesian Techniques
- Classical Test Theory
- Classification/Decision Theory
- Cognitive Diagnostic Models/Diagnostic Classification Models
- Computerized Adaptive Testing
- Conceptual/Historical/Philosophical Issues Related to Educational Measurement
- Data Mining Techniques
- Design Innovation
- Dimensionality/Factor Analysis
- Generalizability Theory
- Growth Modeling/Longitudinal Analysis
- Item Response Theory
- Job/Practice Analysis
- Machine Learning
- Mixed Method Evaluations
- Mixed Models (e.g., Multilevel Models)
- Natural Language Processing
- Performance Levels and Standard Setting
- Qualitative Analysis (Interviews, Case studies, Ethnography)
- Rater analysis
- Reliability and Measurement Error
- Regression Modeling (Application of General or Generalized Linear Models)
- Scaling, Linking and Equating
- Surveys
- Structural Equation Modeling
- Testing Invariance and Differential Item Functioning
- Other

4.1 Innovation Demonstration Review Criteria

Innovation Demonstrations at the 2024 Annual Meeting are distinct from traditional research studies and will be evaluated according to familiar but slightly different criteria.

The innovation should address the stated problem in a unique and novel way, which may build upon prior research but should not be a newer version of an existing tool with minor fixes and updates. Moreover, a demonstration author does not need to have invented the subject of his or her presentation (it may be a website with resources for teaching); however, for such resources to be considered "something new," they should be familiar to few measurement professionals and the author must be an expert in their use. This is what separates a demonstration from a recommendation.

The following criteria will be used for the evaluation of innovation demonstration proposals.

- The proposed demonstration offers a novel contribution to the measurement community.
- The proposed demonstration offers an elegant/creative/appealing solution to a well-stated problem.
- The proposed demonstration offers a product or solution that participants can readily use.

- The proposed demonstration is expected to be of reasonably high interest to NCME members.

4.2 Training Session Review Criteria

Training sessions are a vital part of NCME. For the 2024 Annual Meeting a key change from past years is that full-day sessions will only be accepted as virtual sessions. Half-day sessions will be considered for either in-person or virtual sessions. Determinations regarding the format (in-person or virtual) will consider proposer preferences but will be made ultimately at the discretion of the program committee.

For training session proposals, review ratings will be based on:

- The relevance/importance of topic to the measurement community.
- The quality of planned activities.
- The quality of the learning objectives.
- The perceived interest of the topic to NCME members.

5. Call for Discussants

We will continue to have session discussants for the individual paper sessions in 2024. However, we intend to change the role slightly such that discussants serve more as facilitators. That is, rather than using their time to summarize the papers and provide comments that connect the papers, discussants should be prepared with questions for each presenter and facilitate discussion among the attendees while ensuring that time is allocated to each presenter to respond to questions. We need your help to make this aspect of the 2024 Annual Meeting successful! You can volunteer to be a discussant through the proposal system, so please consider signing up to be a discussant during the submission process or by emailing NCMEProgramChairs@talley.com.

6. General Conference Rules

The following rules have been established to encourage a wide range of participation by NCME members and minimize schedule conflicts that arise when sessions are arranged in the final program.

1) Both members and nonmembers may submit proposals.
2) Submission of a proposal represents an agreement that presenting authors will register for and attend the Annual Meeting if their proposal is accepted. All presenting authors **must** register for the conference. Presenters who do not register will not be allowed to present.
3) The first author of every paper should be the primary presenter for that paper. This aligns with the expectations of conference attendees and should hold for both individual presentations and coordinated sessions with multiple papers.
4) Participants may have a maximum of three presenting roles. Roles that count toward this limit include presentation authors of individual papers and innovation demonstrations, presenting authors of papers in coordinated sessions, speaking members of panels, and speaking members

of debates. Discussants, moderators of debates, chairs of sessions, and invited speakers do not count toward this limit. Participants who submit proposals in excess of these rules will be subject to having one or more of their proposals disqualified from consideration.

Furthermore, the following rules have been established to ensure a high quality of presentations that are maximally beneficial for audiences in different sessions:

1) Should you be unable to attend the Annual Meeting due to unforeseen circumstances, it is your responsibility to inform the Program Committee as early as possible. You must either arrange for someone else to assume your role in a session or withdraw your presentation.
2) The paper, presentation, demonstration, or discussion should not have been published nor presented at a previous NCME meeting or any other academic conference.
3) Authors presenting in individual paper sessions are **REQUIRED** to submit papers (not slides) to discussants a minimum of 2 weeks in advance of the 2024 Annual Meeting. Discussants have discretion to accept papers submitted after that deadline and can decline to provide comments on papers that are received late.

7. Closing

On behalf of NCME, we are looking forward to the 2024 Annual Meeting as an opportunity to hear and present new research, to share different perspectives on important topics, to engage with colleagues, to take advantage of learning opportunities, and discuss practical approaches to reconceptualizing best practices in measurement to reduce inequities. Please submit your research, volunteer to be a discussant and/or a reviewer, mark the dates on your calendar, and get ready for an impactful conference next April in Philadelphia. If we can help in any way, or if you have comments or suggestions you would like to share, please do not hesitate to contact us at NCMEProgramChairs@talley.com.

Sincerely,

Jonathan Weeks and Adam Wyse
Co-Chairs, Annual Meeting Program Committee

Wes Bonify and Ji Seung Yang
Co-Chairs, Training and Professional Development

Janine A. Jackson
Chair, Graduate Student Issues Committee