Greetings!

I hope you are having an enjoyable summer (or winter -- whatever season it is where you are residing).

The 2023 Annual Meeting
As was previously announced, the 2023 NCME Annual Meeting will be held April 12 (training session day) through April 15, in Chicago in conjunction with the AERA Annual Meeting. The NCME Board of Directors and our management company Talley did investigate various configurations, and determined that holding the meeting in conjunction with AERA in Chicago was the best option for 2023.

In the Future Conference Survey we sent out to NCME members, in addition to the specific survey items, there were open response comment boxes. We received about 230 comments, which were extremely helpful in our understanding of what some members wanted and did not want. We are fully aware it is not possible to host a single Annual Meeting that will satisfy everyone’s preferences, and we do have logistical constraints, including time, space, and costs, but we are trying to move forward with the guidance those of you who responded have provided.

The distance between AERA sessions and NCME sessions in 2022 was an issue for some of you, and we believe we have at least partially addressed this for 2023. The majority of respondents preferred not having the meeting run over the weekend -we were able to somewhat address this by having the Annual Meeting end on Saturday, rather than Sunday or Monday (for logistical reasons, we are not able to end on Friday without shortening the duration of the meeting). Based on your feedback on both the Future Conference Survey and the 2022 post event survey, we are not planning to hold the traditional NCME breakfast. Instead, we are planning an afternoon business meeting followed by the Presidential Reception, which will be open to all NCME in-person attendees (as was done in 2022).
Finally, while the dates for the virtual training sessions and virtual conference sessions have not yet been set, we are trying to accommodate input we have received regarding avoiding Saturday and being considerate of time zone issues, especially for our international presenters.

Please feel free to contact me (deborah-harris@uiowa.edu) and/or the Program Committee (NCMEProgramChairs@talley.com) with thoughts and suggestions around the 2023 Annual Meeting. You are also strongly encouraged to submit proposals on the topics for sessions and trainings you want to see presented and discussed at the meeting.

I chose this for the 2023 Annual Meeting theme for a number of reasons, a couple of which I would like to share with you. First, I think it is important that we consider the utility of what we do. Second, I also think it’s important to be open that we are trying to make better decisions using data; we’re not claiming that every decision we make will be perfect (however you define that). Rather, that decisions will be more likely to be effective with data based on our best methods than without it (in that we put a student in the level of course that is not to easy or too challenging for them, that we award a license to a candidate who does seem in practice to demonstrate they have at least the minimal level of skill, that the value add of the new reading program does seem to exceed that of the old reading program, that scores seem to be representing actual skill level of the construct we are attempting to measure and not extraneous factors,...).

I had three initiatives for my presidential year.

**1. Improve NCME mechanics**

We are making progress on this one! We have drafted numerous updates for the governance handbook and should be releasing an updated version on the NCME website shortly. NCME members voted to approve the Bylaws revisions, so we are updating them. We are trying to be more intentional about transitions, given that many committee chairs and members, SIGIMIE chairs, as well as the NCME President and a third of the NCME Board, rotates every year. To assist with continuity, the 2023 Program Committee has an attendee from the 2024 Program Committee invited to their planning meetings. We are working to improve the Annual Meeting experience for both in-person and virtual attendees. We know NCME sends out frequent emails, announcements, and surveys, but we are committed to sharing information with you, and at the moment, email seems the appropriate vehicle. There are a multitude of details to keep track of, and we are trying to ensure we have good documentation and processes around them. You all can help by ensuring your contact information is up-to-date – on the NCME member database, on any committee or SIGIMIE lists, and in the ScholarOne system for reviewers for JEM and EM:IP.
2. Increase resources available to graduate students and early career scholars
I am delighted to report many committees, SIGIMIEs, and individuals are working on webinars, placing videos on the website, planning a training session, and other initiatives to provide information and experiences for graduate students and early career scholars. Many of these plans have been in the works for some time, and a few are in the early planning stage as part of this initiative. I am also very grateful to those who contacted/met with me with suggestions on what would be useful to students and early career folks. Please keep your suggestions and volunteerism coming!

3. Establish and begin implementation of a strategic plan to increase NCME’s influence
The NCME Board discussed some options at our June Board meeting, and we are following up on those. Pipeline recruitment, better communication of what NCME has to offer, and some targeted pieces on assessment literacy seem like possible starting points. We plan further discussion and next steps for the September Board meeting. And, as always, we welcome your suggestions.

What’s it like being President of NCME?
Exciting, humbling, overwhelming, exhilarating, … often all on the same day...

I have been touched and immensely grateful at the number of past presidents and NCME members who have reached out with encouragement, offers of support, advice, and the willingness to take on tasks. The NCME Board and our Talley team (Ethan, Erin, and Brandon) are amazing. The Committees and SIGIMIEs are very active. The Program Team is deep into both the minute details and the overarching vision surrounding the upcoming Annual Meeting.

Some days the to-do list seems to consist of nagging or trying to get meetings on the calendars of very busy people. Other days it’s brainstorming how to implement some initiative or writing something for the NCME Newsletter. The best days are connecting with other NCME members on their ideas for making the measurement world a better place.

In summary, it’s awesome. And I am very grateful to you for the opportunity to serve.

Sincerely,
Deborah
deborah-harris@uiowa.edu
From the Editor:
Arthur (Art) Thacker

The summer edition of the NCME newsletter is always a bit challenging to get out. While many education professionals receive at least a small break during the summer, it is often considered the “busy season” among measurement professionals. This summer has been particularly challenging as COVID-19 recovery efforts continue. State education agencies are frantically doing the things they were forced to put off during the height of the pandemic. Many states were adopting new academic content standards, redesigning assessments, conducting standards setting, or a myriad of other tasks when the pandemic struck, and those efforts have been mostly dormant until now. Statewide summative testing got back to a semblance of normal in spring 2022, generating useable data for many of these activities.

Part of this renewed effort is to gauge the impact of the COVID-19 pandemic. States and their partners in the testing community (testing companies, higher education, charitable foundations, research organizations, and the federal government) are interested in documenting and understanding the changes in student performance since pre-COVID. Most efforts are focusing on students’ academic performance, primarily in reading and mathematics. It is not surprising that evidence consistently shows a substantial decline in mean student performance in both math and reading across numerous state assessments and other measures.

Now, as an education community, we are focused on recovery. We are searching for ways to allow students to “catch up” to where they would likely have been if not for the pandemic. Part of our job as measurement professionals is to build and use rigorous methods for measuring academic performance that allow policy makers and educators to accurately monitor students’ recovery. This will help them gauge what efforts work better than others, and we expect that information to help them improve the overall effectiveness of their recovery strategies. Recovery is a monumental challenge, deserving of all the attention it is receiving.

However, we are devoting comparatively little effort toward characterizing the ways that the pandemic forced the reshaping of teaching and learning. We can all point to increased distance learning as a pandemic-related impact, but we don’t yet know much about what made distance learning effective or ineffective for students. We have not captured the new teaching pedagogies that became necessary during the pandemic, nor scrutinized those practices to ascertain which might be effective during less turbulent times. Our characterizations of “best practice” for teaching may be outdated. They should be systematically reexamined, with rigorous emphasis on documenting student learning
across subgroups and learning environments/modes. Our understanding of what makes a “good teacher” may need to be redefined.

We are also being cautious about what student attributes we measure. Assessment is under fire, even assessments limited to reading and math achievement. The pandemic undoubtedly had far-reaching effects on students, well beyond their capacity to interpret reading passages or solve for x. We know that many students were isolated for long periods during the pandemic. We know that some suffered economic hardship, including loss of housing and stable learning environments. We know that the provision of regular school meals was sometimes interrupted (despite the best efforts of state and local officials). We know that students missed the physical activities associated with their schools’ physical education and sports programs. Thus, it may be time to reach into our “educational measurement” toolkit and examine some non-academic factors that may need to be addressed in addition to our academic recovery efforts.

Assessing students’ physical and mental health is largely outside our purview or expertise as education measurement professionals, and some students’ needs are beyond our capacity to address. However, many of us have developed or used tools to assess students’ social and emotional learning, their capacity to work as team members, and their perspectives related to a host of education-related variables via surveys. These kinds of measures are currently out of favor in many areas of the United States, and we are leery of taking precious teaching and learning time away from teachers and students to collect data. However, if we can measure some of the long-term impacts of COVID, we may be able to mitigate them and reduce the amount of teaching and learning time that recovery requires.

My home state of Kentucky was recently hit with two devastating weather emergencies. A string of tornadoes decimated many small towns in western and central Kentucky in December, and a series of floods wiped away several neighborhoods in eastern Kentucky last month, destroying one elementary school and delaying the start of school for several counties. Localized emergencies like these often strike fast in a relatively small area, so our opportunity to capture their impact on students, get a clear picture of what works best to help them recover—academically and otherwise, and generalize those lessons to the larger education community, is limited. The pandemic was a sustained emergency (and it is not over), impacting millions of students across the entire planet. It would be unconscionable to ignore the opportunity to learn as much as we can from it.
The psychometric community recently lost one of its giants. Ron Hambleton is widely regarded as one of the greatest psychometricians of all time. He won the Career Award from the American Educational Research Association, the American Psychological Association, the Association of Test Publishers, the International Test Commission, and the National Council on Measurement in Education. He served as President of the latter two organizations and received honorary doctoral degrees from the University of Oviedo in Spain and the University of Umea in Sweden. He founded the psychometrics doctoral program at the University of Massachusetts Amherst.

I consider myself fortunate to have known Ron. I was not one of his students, but he taught me the fundamentals of item-response theory. I carried one of his books around until it was dog-eared and worn in my early days in this career (well before joining NCME). I also got to report to Ron on numerous occasions when he served on technical advisory committees for my clients and projects. He always gave sound advice, and he was cautious to make sure his advice was practical. Ron was always friendly when we met outside our professional lives as well. He loved his work as a teacher and as a measurement professional and was always excited and engaging when he spoke about either.

The first time I was asked to speak to a class of education graduate students (at the University of Louisville), the class was studying from one of Ron’s books. I’ve since wondered how many classes in how many universities used Ron’s books as their primary texts. Ron’s influence on the measurement community extends far beyond the University of Massachusetts or NCME.

Stay tuned to our next issue for additional memorials from NCME and for an excellent article on Ron, please read this IJT International article: https://www.intestcom.org/upload/media-library/ti47-1654328711Zs4Lx.pdf
We are excited to serve on the 2023 Annual Meeting committees and cannot wait to kick off another successful year! We would like to thank those who completed the surveys after the 2022 Annual Meeting. Your preferences and suggestions are being considered when making decisions about the 2023 Annual Meeting. Below is a snapshot of the survey results and a quick update on the 2023 Annual Meeting.

A Snapshot of NCME Future Conference Survey Results
- 370 people participated in the survey
- 98% indicated they were planning to attend the 2023 Annual Meeting
- 71% indicated in-person attendance and 6% indicated virtual attendance
- 70% preferred the meeting to be held in the spring (March – May)
- 50% preferred the meeting to be held during weekdays and 23% preferred weekends
- 58% indicated that holding NCME independent of AERA (different city and/or different dates) would not impact their likelihood of NCME attendance

2023 Annual Meeting
When and Where?

The 2023 Annual Meeting will be in-person and virtual, with most of the meeting dates on weekdays.
- In-person Meeting Time: Wednesday, April 12 (training) through Saturday, April 15
- In-person Meeting Location: Chicago, Illinois
- Virtual Meeting Date(s): TBD
- Virtual Training Dates: TBD

What’s New?

To promote conversations among participants, the 2023 program continues with traditional presentation formats and new initiatives from recent years (i.e., Research Blitz and Innovation Demonstrations) with the following addition:
- Clustered eBoard sessions where 2-4 presentations are grouped together so that presenters can better interact with each other and with the audience

We are also working to make the presentations more accessible by recording more in-person sessions and taking the presenter’s time zone into consideration when assigning virtual sessions.
Proposals!

Now it is time to submit proposals! We welcome proposals of individual papers, innovation demonstrations, coordinated paper sessions, coordinated discussions, and training sessions. In recognition of the theme of leveraging measurement for better decisions, we seek a broad range of proposals for inclusion on the 2023 Annual Meeting program. Additionally, topics below are of particular interest:

- Pros and cons of test optional/test blind policies
- Innovative communication of test results
- Effective uses of test data for better decisions
- Insights and concrete solutions in measurement in response to challenges in education (e.g., COVID-19, social justice, fairness, etc.)

Please submit your proposals before the deadline.
- Refer to Call for Proposals for details
- Proposal Submission Deadline: Monday, August 15, 2022, 11:59pm PDT

Your Participation Matters!

The success of the 2023 Annual Meeting depends on help from you. In addition to sharing your insights and research through presentations, you can participate and help in many ways, including:

- Sign up to be a volunteer for reviewers, chairs, and discussants
- Update your contact information and affiliation on the NCME website. This will ensure you receive all communications for the Annual Meeting on time.
- Please indicate the time zone from which you are going to present virtually. We will keep our international presenters in mind.

With contributions from all, we are working to plan for a meeting that is accessible, informative, and impactful. Please contact us at NCMEProgramChairs@talley.com if you have questions or suggestions.
The NCME Graduate Student Issues Committee (GSIC) wanted to invite more students to join our work this year. We suggested the creation of a new figure we call “volunteer student members.” We asked the NCME board to change the rules of our committee, including official recognition for the work volunteer students can do. The NCME board accepted our proposal. The NCME GSIC meets every first Monday of the month at 3 pm EST. If you are a student and you want to volunteer for the work we do at the GSIC, don’t hesitate to join us. Add our calendar of activities at the GSIC on this link.

NCME GSIC Writing Circle

We are glad to announce the start of a writing circle for graduate students sponsored by the GSIC. The writing circle meets every Wednesday at 10 am EST time. We invite graduate students to join this circle and find the motivation to finish that paper, or that code waiting for your attention. Join us via zoom on this link! This circle will be hosted by Montserrat Valdivia and Catherina Villafuerte.

NCME GSIC Standards Study Group

Last year we initiated at the GSIC a study group focused on the AERA, APA, and NCME Standards for Educational and Psychological Testing. The group has finished its first year of activities, covering all chapters with discussion sessions and Q&A sessions with experts of each chapter. Check video recordings of the sessions here. We plan to start the second and last part of the study group in September 2022. This second part of the group will focus on writing a document and statement with our views about the new version of the Standards in its beginning stages. Stay tuned!

Diversity Issues and Testing Committee
Cathy (Can) Shao

After a successful collaboration at the AERA/NCME conference this year, the NCME CODIT will be collaborating once again with AERA Division D Equity and Inclusion committee on organizing an exciting equity-centered session for the NCME/AERA conference next year – stay tuned for more details!

We encourage any coordinated session or organized discussion that addresses or reflects diversity issues in testing, broadly conceived, to nominate their session by selecting the "I would like this session to be considered for the NCME Diversity Issues in Testing Invited Session" option during the regular submission process. All such proposals will be reviewed and selected under standard procedures regardless of nomination status. However, nominated proposals will also be reviewed by both committees for distinction as the NCME/AERA Diversity Issues in
Testing Invited Session, and, if selected, will be given a prominent placement in the program.

After a huge success this year, our committee will be collaborating once again with the NCME Membership Committee, Graduate Student Issues Committee (GSIC), and the Outreach committee to organize the reception for historically marginalized students and researchers at the 2023 NCME conference.

*Educational Measurement: Issues and Practice*

Zhongmin Cui (Editor)

I can hardly believe that I am compiling the third issue of my three-year term as editor. I hope you have enjoyed the first two issues and will continue to enjoy the ones to come.

*EM:IP*’s primary purpose remains to promote “a better understanding of and reasoned debate on assessment, evaluation, testing, and related issues of practical importance to educators and the public.” To this end, we plan to continue publishing sections of special topics that are timely, thought-provoking, and practical. In the first issue we published a special section of “Lingering Impact of COVID-19 on Educational Measurement.” There is no doubt that the pandemic will affect our field longer than many of us have thought. Currently, we are planning for a special section on the application of machine learning in educational measurement, a topic that is influencing our field but insufficiently understood. Because *EM:IP*’s readership is very broad, we do not want to prescribe a list of topics—any topic that fits the scope of the journal and relates to machine learning will be considered. Details on this special section can be found online at https://onlinelibrary.wiley.com/doi/10.1111/emip.12504. The deadline for submission was August 1, 2022. Considering many of you may have taken or be taking well-deserved breaks during the summer, we have extended the deadline to August 15. Take a short rest now and submit your excellent research studies after you are refreshed.

We welcome any suggestions on what you would like to see over the next three years. Although we may not be able to follow every suggestion, your recommendations do help to shape the journal’s future—it is your journal!
The Classroom Assessment Committee had the following committee members roll off as of June 30, 2022: Alison Bailey, Mark Wilson and Neal Kingston. We are very grateful for their support and service as they have been with the group since it was initially formed as a Task Force. Three new members were selected in June and will be announced in the next newsletter.

The Classroom Assessment Committee is working on finalizing their mission objectives. They are also planning for the next Classroom Assessment Conference in Fall 2023. Look for details in your email and we hope you will plan to attend.

The State and Local Assessment Leaders SIGMIE continues to discuss how the pandemic has impacted state assessments and plans to have deeper discussions on state plans for post-pandemic assessment systems. There has been a great deal of discussion about what the next school year will bring in terms of “normality.” If we (NCME) hope to influence post-pandemic assessment planning, we need to be thinking about what we want to say as an organization.

We would like to build off the alignment session we held with Sara Christopherson as guest speaker. We plan to hold similar meetings, with a guest speaker, every few months based on members’ interests and needs.

Our primary goal is to assist in the development and execution of the member expertise survey and to compile its results. A secondary goal will be to assist in the development and execution of the member expertise database for journalists and policymakers.

Ethan at Talley reports that over 90 NCME members have responded to our survey thus far. That’s great news!

Member expertise survey and database

Promoting the NCME website
CIAP has in the past proposed a resource library for the NCME website. A subgroup of the committee met earlier this year to discuss ideas around using existing content, including recordings of past sessions hosted by NCME, to increase traffic to the website and use of NCME as a resource.
We are pleased to announce that Fellowships will be made available to graduate students from Black, Brown, and Indigenous groups to attend the 2023 Annual Meeting of NCME, participate in workshops associated with the conference, and participate in ongoing activities aimed toward supporting their careers in educational measurement. The primary goal of the Fellowship program is to increase the representation of minoritized persons working in the field of educational measurement. The Fellows will receive funding for travel to attend the 2023 Annual meeting in Chicago, free registration for pre-conference workshops, free NCME conference registration, and inclusion in a series of professional development activities designed to support them in navigating a successful trajectory in the educational measurement field and a network of colleagues and mentors within the field.

Eligibility

All graduate students enrolled in doctoral programs in educational measurement, educational research, psychometrics, or quantitative psychology, who identify as Black, Brown, or Indigenous may apply. Preference will be given to students enrolled in doctoral programs most closely associated with educational measurement or psychometrics who have submitted a proposal for NCME 2023. Up to 30 Fellowships will be awarded.

Fellowship Details

Fellows will receive funding for airfare, hotel accommodations, and meal stipends up to $3,000 to attend the NCME Annual Meeting in Chicago from April 12-15, 2023.

Application Information

To apply for the Fellowship, applicants should submit:

- Complete application form [here](#), which includes a brief (200-250 word) description of research interest(s)
- Submit via email as one (1) document
  - curriculum vita or résumé
Applications materials should be sent to jrandall@umass.edu. **Applications will be reviewed and Fellowships will be awarded beginning November 1, 2022.** Final application deadline is **December 1, 2022.**

For more information, contact Jennifer Randall at jrandall@measurementjustice.org