

NCME 2019 Annual Meeting
April 4-8, 2019
Toronto, Ontario, Canada

Communicating with the Public about Educational Measurement

**Call for Proposals for Individual Presentations, Coordinated Sessions, and
Training Sessions**

Call for Proposals - Deadline: August 1, 2018

The National Council on Measurement in Education (NCME) invites you to submit a proposal for presentations and sessions at its Annual Meeting, April 4-8, 2019 in Toronto, Ontario, Canada. NCME will accept the submission of proposals through Wednesday, August 1, at 11:59 PM PDT. The approximate date for notification of acceptance/rejection decisions is November 15, 2018.

[Click here](#) to start the proposal submission process.

CONFERENCE THEME

The theme of the 2019 NCME conference is “Communicating with the Public about Educational Measurement.” In the context of this theme, the “public” is meant to include many possible audiences-- voters, parents, educators, policymakers, journalists, and students of all ages. Ways of communicating directly with students are of particular interest. The “communications” theme encompasses two strands. One is technical in nature: We need to continue to work on developing creative and effective ways to communicate test results in a comprehensible way. This includes communicating clearly about measurement error—an ongoing challenge. Improvements in both verbal and visual means of communication, possibly including dynamic displays, are included here. Another facet of communicating with the public involves engaging in a straightforward and honest way about the role of testing in society, recognizing that it has not always been a positive one. Acknowledging the pluses and minuses of testing can lead us to produce better, fairer tests, while increasing our credibility in the eyes of the public.

In recognition of this theme, the program committee seeks a broad range of proposals for inclusion on the 2019 conference program. Additionally, those concerned with the topics below are of particular interest:

- Innovative approaches for verbal or visual communication of test results
- Dynamic displays for communicating test results
- Communicating about the pros and cons of testing

- Communicating test results directly to students
- Communicating with various audiences about test fairness.

Note that the conference theme is not intended to limit the scope of submissions and you can find an extensive list of possible topics below (in the Review Process and Criteria section of the Call).

Proposal Submission Guidelines

The Program Committee will accept proposals for (a) Individual Presentations, (b) Coordinated Sessions, and (c) Training Sessions.

Individual Presentations (15-Minute Presentations or 60-90 Minute Electronic Boards).

This category is for proposals to present work from a single paper written by one or more authors. The first author should be the primary presenter. Individual presentations at the annual meeting in April of 2019 will be in one of two formats: (i) a lecture-style presentation of approximately 12-15 minutes, to be presented in a multiple-paper session with related papers grouped by topic by the Program Committee; or (ii) a poster-style presentation using an electronic board in a 60- or 90-minute session. Authors must indicate their preference for (i) or (ii), 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.

- **Specific Guidelines:** Proposals for individual presentations **must** be prepared for blind review—author names should not be included in the document. 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 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, methods, and findings. The Program Committee also strongly recommends that authors include the practical implications of their research (see the Evaluation and Review Criteria below).

Coordinated Sessions (90- or 120-Minute Sessions). Proposals for Coordinated Sessions are applications for 90- or 120-minute slots. The Program Committee expects that coordinated sessions will most often be coordinated lecture-style presentations with 3-5 papers and a discussant, but we also welcome debates, panel discussions, and other innovative formats. The session proposal should clearly describe the format of the proposed session and meet the following guidelines:

- **Specific Guidelines:** Proposals for **coordinated sessions** must identify all contributors—author and presenter 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), (c) a summary of the coordinated session (in addition to the abstract) of no more than 1600 words, and (d) references, tables, and figures as appropriate. The Program Committee will reject proposals whose titles, abstracts, or summaries exceed the word limits—references, tables, and figures do not count toward the word limits. Organizers may use the 1600 words however they wish, for example, a conventional 4-paper symposium may have a 400-word introduction with four 300-word paper descriptions. Alternative formats should be clearly motivated and clearly described. The Program Committee will evaluate the contribution of these sessions against the contribution of more traditional coordinated paper sessions. Proposals should also identify a discussant/moderator where appropriate.

Training Sessions. We invite proposals for training sessions addressing themes relevant to the mission of NCME. These sessions are scheduled to occur April 4 (Thursday) and 5 (Friday), 2019. Presenters must indicate their preference to teach either a half-day (8:00 a.m. – 12:00 p.m. or 1:00 p.m. – 5:00 p.m.) or a full-day (8:00 a.m. – 5:00 p.m.) session.

- **Specific Guidelines:** Proposals for **training sessions** must include the name(s) of the presenter(s) and 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 no more than 500 words, and (d) a draft schedule of proposed activities and topics to be covered during the proposed session timeline (this is excluded from the 500 word limit in the summary; no more than 500 words). The title should be as descriptive as possible to give NCME members a clear sense of what will be covered. The abstract should provide an overview of the session content, method of instruction, learning objectives, the intended audience, and laptop/software use. The summary should highlight the goals for the session, expertise of the presenter(s), and the relevance/importance of the topic. The schedule of proposed activities and topics should focus specifically on what presenter(s) will be doing during the session. Proposals should indicate whether the training session can be simultaneously broadcast as a webinar, and if so, whether a recording of the webinar can be maintained on the NCME website.

All questions can be forwarded to James Roberts (james.roberts@psych.gatech.edu).

Graduate Student Issues Committee (GSIC). All graduate students are invited to submit a proposal for the Graduate Student Research Session at the NCME Annual Meeting, April 4-8, 2019 in Toronto, Ontario. The GSIC will accept the submission of proposals through Wednesday, August 1, at 11:59 PM PDT.

Graduate students, please note:

- All presenters in the 2019 NCME Graduate Student Research Session will use the electronic board format.

- Graduate students submitting their work for consideration in this session may submit either completed research OR research-in-progress.
- The proposal should not be submitted elsewhere or have been previously presented at another conference.
- Note that proposals submitted for the Graduate Student Research Session do not count against the maximum of one individual presentation submission.

All questions can be forwarded to Kevin Krost (kevinkrost@vt.edu).

Nominate your coordinated session to be the NCME Diversity Issues in Testing Invited Session. The NCME Committee on Diversity Issues in Testing (CODIT) announces a new opportunity for all organizers of and participants in coordinated sessions. We encourage any coordinated session 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 sessions will be reviewed and selected under standard procedures regardless of nomination status. However, nominated sessions will also be reviewed by the CODIT for distinction as the NCME Diversity Issues in Testing Invited Session, with prominent placement in the program. The NCME CODIT and the NCME Board hope that this encourages session proposals to incorporate and consider issues of diversity as they develop and present their research topics and findings.

Please contact the Chair of the CODIT, Jennifer Randall (jrandall@educ.umass.edu) with questions about this opportunity!

All proposals must be submitted by 11:59 PM Pacific time on August 1, 2018
Approximate date for notification of acceptance/rejection decisions: November 15, 2018

REVIEW PROCESS AND CRITERIA

For **individual submissions**, submitters should select topic areas most relevant to their proposed work. Panels consisting of members with experience in the topic area will review the individual submissions. Submitters should rank the top one to three of the following topic areas according to fit with their work:

- Administration Conditions, Timing, and Test Security
- Advances in Factor Analysis and Structural Equation Models
- Advances in Item Response Theory
- Assessing Student Learning Outcomes (Formative, Interim, and Summative)
- Assessment Innovations, Technological Innovations, and Technology Integration in Assessment
- Assessment of Special Populations and Subgroups

- Classroom Assessment
- Cognitive Diagnostic Models
- Communicating and Reporting Test Scores and Results
- Computerized Adaptive and Multistage Testing
- Emerging Psychometric Models and Methods
- Evaluating Psychometric Models (DIF, Measurement Invariance, Goodness of Fit)
- Fairness Issues in Assessment
- Linking and Equating
- Policy Issues in Assessment
- Privacy Issues in Assessment
- Reliability, Scores, and Scoring
- Standard Setting, Performance Level Descriptors
- Test Design, Test Construction, and Test Items and Formats
- Test-based Accountability Metrics (Value-Added Models, Teacher Observations)
- Validity
- Vertical Scaling and Growth Modeling

Submitting authors will have an opportunity to submit additional 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 raters.

All **coordinated sessions** will be reviewed by individuals with expertise in relevant topic areas.

For both **individual submissions** and **coordinated sessions**, reviewer ratings will be based on the degree to which:

- The research offers a novel and/or well-articulated contribution to the field, above and beyond the existing literature, for theory and/or practice;
- The conceptual/theoretical framework supporting the work is clear;
- The choice of research methods supports the desired conclusions;
- There is evidence of the completeness of the work. Work in progress is unlikely to be accepted unless authors can demonstrate, through their preliminary findings, that final work is promising, likely to be complete by March of 2019 (including completion of a conference paper), and well-defined in scope.

CALL FOR DISCUSSANTS

We will continue to have session discussants for NCME's individual paper sessions in 2019, and thus we will need your help to make this aspect of NCME 2019 successful! Please consider signing up to be a discussant during the submission process or by emailing ProgramChairs@ncme.org.

GENERAL MEETING RULES

The following rules have been established to 1) encourage a wide range of participation by NCME members and 2) minimize schedule conflicts that arise when sessions are arranged in the final program schedule.

1. Both members and nonmembers may submit proposals. Presenting authors who are nonmembers must join NCME prior to presenting their work at the annual meeting in April.
2. Submission of the 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 no later than February 1.
3. The first author of every paper should be the primary presenter for that paper. This aligns with the expectations of conference attendees reading the program. This should hold both for Individual Presentations and Coordinated Sessions with multiple papers.
4. Participants may propose a maximum of one Individual Presentation as first author.
5. In addition, participants may have presenting roles in a maximum of two proposals for coordinated sessions. Roles that count toward this limit include first authors in papers in coordinated sessions, speaking members of panels, and speaking members of debates. Discussants, moderators of debates, chairs of sessions who do little more than introduce presenters and keep time, and invited speakers, do not count toward this limit.
6. Participants that 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 us as early as possible. You must either arrange for someone else to assume your role in a session or withdraw your presentation.
2. The same presentation may not have been made previously at an NCME Annual 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 2019 Annual Meeting. Discussants have discretion to accept papers submitted after that deadline and can decline to provide comments on papers that are received late.

CLOSING COMMENTS

On behalf of NCME, we are looking forward to the 81st Annual Meeting in Toronto (don't forget your passport!). Submit your research, volunteer to be a discussant, and plan for a stimulating and engaging meeting. If you have any questions, please do not hesitate to contact us.

Sincerely,

Krista Mattern and Emily Shaw, Co-Chairs, Annual Meeting Program Committee

Jim Roberts, Chair, Training and Professional Development

Kevin Krost, GSIC Chair

Contact us: ProgramChairs@ncme.org