

**NCME VIRTUAL ANNUAL MEETING
SCHEDULE AT A GLANCE**

WEDNESDAY, SEPTEMBER 9

<p>11:00 AM – 12:30 PM ET</p>	<p>Psychometric Innovations and Advances in Medical Educational Assessments</p>	<p><u>Participants:</u></p> <p>Helping Item Writers by Making NLP-Based Suggestions for Item Distractors Peter Baldwin, National Board of Medical Examiners (NBME); Victoria Yaneva, National Board of Medical Examiners; Janet Mee, National Board of Medical Examiners; Brian Clauser, National Board of Medical Examiners; Le An Ha, University of Wolverhampton</p> <p>On the Utility of Using Transfer Learning to Predict Item Characteristics Kang Xue, University of Georgia; Victoria Yaneva, National Board of Medical Examiners; Christopher Runyon, NBME</p> <p>Exploring Automated Assessment of Spoken English Proficiency for Medical Licensure Exams Su G. Somay, National Board of Medical Examiners (NBME); Jessica Salt, Education Commission for Foreign Medical Graduates (ECFMG)</p> <p>An Automated Scoring Routine for Constructed Responses on a Medical Licensure Exam Christopher Runyon, NBME; Polina Harik, National Board of Medical Examiners; Abeed Sarker, Emory University School of Medicine; Graciela Gonzalez-Hernandez, University of Pennsylvania</p> <p>Identifying Response Pattern in Clinical Notes with NLP Feature Identification Janet Mee, National Board of Medical Examiners; Ravi Pandian, National Board of Medical Examiners; Andrew Houriet, National Board of Medical Examiners; Christopher Yang, Drexel University</p> <p>IRTTree Response Style Modeling for Improving Feedbacks about Cognitive Biases Lale Khorramdel, National Board of Medical Examiners; Matthias von Davier, National Board of Medical Examiners; Ann King, National Board of Medical Examiners; Andrew Houriet, National Board of Medical Examiners</p> <p><u>Session Organizers:</u></p> <p>Lale Khorramdel, National Board of Medical Examiners</p> <p>Christopher Runyon, NBME</p> <p><u>Chair:</u></p> <p>Lale Khorramdel, National Board of Medical Examiners</p> <p><u>Discussant:</u></p> <p>Isaac I Bejar, Educational Testing Service</p>
<p>1:00 – 2:30 PM ET</p>	<p>Fireside Chat with Classroom Assessment Task Force: Making Measurement Meaningful with Classroom Assessment</p>	<p><u>Presenters:</u></p> <p>Sue Brookhart, Duquesne University</p> <p>Heidi Andrade, SUNY Albany</p> <p>Mark Wilson, University of California, Berkeley</p>

		<p>E Caroline Wylie, Educational Testing Service</p> <p>Jade Caines Lee, University of New Hampshire</p> <p>Alison Bailey, UCLA</p> <p>Neal Kingston, University of Kansas</p> <p>Dale Whittington, Retired</p> <p><u>Session Organizer:</u></p> <p>Kristen Huff, Curriculum Associates</p>
<p>5:00 – 6:30 PM ET</p>	<p>Using Psychometric Approaches to Improve Test Development</p>	<p><u>Participants:</u></p> <p>Developing Useful Test Blueprints: An Evaluation Study Andrew C. Dwyer, American Board of Pediatrics; Robert Furter, American Board of Pediatrics</p> <p>One Blueprint Fits All? Using Person-centered Methodological Approaches in Practice Analysis Studies Pamela Kaliski, American Board of Internal Medicine; Kelly Foelber, ABIM; Jerome Clauser, ABIM</p> <p>The Effect of Item Writing Experience on Item Quality Bozhidar M. Bashkov, American Board of Internal Medicine; Jerome Clauser, ABIM</p> <p>Modeling Text Complexity Judgments and Their Association with Item Difficulty Brian F. Patterson, Curriculum Associates; Pamela Seastrand, Curriculum Associates</p> <p>Using Item Text to Predict Item Survival: Can It Go Beyond Linguistic Characteristics Victoria Yaneva, National Board of Medical Examiners; Le An Ha, University of Wolverhampton; Peter Baldwin, National Board of Medical Examiners (NBME); Janet Mee, National Board of Medical Examiners</p> <p><u>Session Organizer:</u></p> <p>Bozhidar M. Bashkov, American Board of Internal Medicine</p> <p><u>Discussant:</u></p> <p>Kurt F. Geisinger, Buros Center for Testing</p>
<p>7:30 – 9:00 PM ET</p>	<p>NCME Social Event: Trivia <i>Pre-registration required;</i> <i>N<= 150</i></p>	<p>Join us for a virtual game night with “The Go Remote: Virtual Game Show!”</p> <p>HOW IT WORKS: Grab some headphones, a beverage of your choice, and your game face (yes-you will want to turn on your laptop video for this!) for an action-packed Happy Hour Game Show. Compete in live games such as: Trivia, Pictionary, Name that Movie/Tune, and GIF Battles. This session will be hosted outside of the event platform. Pre-registration required. Sign up here.</p>

THURSDAY, SEPTEMBER 10

<p>9:00 – 10:30 AM ET</p>	<p>Assessing Collaborative Problem Solving at Scale: The Status Quo and the Next</p>	<p><u>Participants:</u></p> <p>CPS assessment in ATC21S - learning from the past Esther Care, <i>Brookings Institution</i></p> <p>Updates on CPS Assessment in PISA 2015 Art Graesser, <i>University of Memphis</i></p> <p>Assessing CPS: Conceptualization and Methodological Differences between the CSCL and Assessment Communities Nancy Law, <i>University of Hongkong</i></p> <p>Learning & Assessment of Collaborative Problem Solving at ACT Alina von Davier, <i>ACTNext</i>; Kristin Stoeffler, <i>ACTNext by ACT</i>; Benjamin Deonovic, <i>ACTNext by ACT</i>; Michael Yudelson, <i>ACTNext by ACT</i>; Pravin Chopade, <i>ACTNext by ACT</i>; David Edwards, <i>ACTNext by ACT</i>; Saad Khan, <i>ACTNext by ACT</i>; Yigal Rosen, <i>ACTNext by ACT</i></p> <p>ETS' Efforts towards Learning and Assessments of CPS at Scale Jiangang Hao, <i>Educational Testing Service</i></p> <p><u>Session Organizer:</u></p> <p>Jiangang Hao, <i>Educational Testing Service</i></p> <p><u>Discussant:</u></p> <p>Patrick Kyllonen, <i>Educational Testing Service</i></p>
<p>11:00 AM – 12:30 PM ET</p>	<p>Assessment of Mathematical and Scientific Reasoning: An alternative to Machine-scoring Open-Ended Items</p>	<p><u>Participants:</u></p> <p>Investigating an Alternative to Machine-scoring of Open-Ended Items Mark Wilson, <i>University of California, Berkeley</i></p> <p>Developing selected response items for a data-based decision-making instrument Amy Arneson, <i>Education Northwest</i></p> <p>An Exploration of Selected-Response Items Compared to Constructed-Response Item Types in Science Education Linda Morell, <i>University of California, Berkeley</i>; Weeraphat Suksiri, <i>University of California-Berkeley</i>; Sara Dozier, <i>Stanford University</i>; Jonathan Osborne, <i>Stanford University</i>; Mark Wilson, <i>University of California, Berkeley</i></p> <p>Comparing Selected Response and Constructed Response Items in Mathematical Problem Solving Yukie Toyama, <i>University of California</i>; Jerred Jolin, <i>University of California, Berkeley</i>; James Mason, <i>University of California, Berkeley</i>; Mark Wilson, <i>University of California, Berkeley</i></p> <p><u>Session Organizer:</u></p> <p>Mark Wilson, <i>University of California, Berkeley</i></p> <p><u>Chair:</u></p> <p>Karen Draney, <i>University of California Berkeley</i></p> <p><u>Discussants:</u></p>

		<p>Richard Patz, University of California-Berkeley</p> <p>Jonathan Osborne, Stanford University</p>
1:00 – 2:00 PM ET	<p>Presidential Address: “Psychometricians in the Hands of an Angry Mob.”</p>	<p>Stephen G. Sireci, University of Massachusetts Amherst</p> <p>Ye Tong, Pearson</p>
2:30 – 4:00 PM ET	<p>Beyond Accommodations: Intentional Design Methods for Improving Validity When Assessing Diverse Populations</p>	<p><u>Participants:</u></p> <p>Improving Fairness: Theories of Action and Intentional Design Methods Melissa L. Gholson, <i>Educational Testing Service</i></p> <p>Equitable Assessment through Twinning Danielle Guzman-Orth, <i>Educational Testing Service</i>; Cary Supalo, <i>Educational Testing Service</i>; Cinda Parton, <i>WestEd</i></p> <p>Applying Universal Design Principles to the Accessible Test Development Process Robert P Dolan, <i>Diverse Learners Consulting</i>; Cara Wojcik, <i>CAST</i>; Jenna Gravel, <i>CAST</i>; Allison Posey, <i>CAST</i>; Elizabeth Hartmann, <i>Lasell College</i>; Kimberly Ducharme, <i>CAST</i>; Jose Blackorby, <i>CAST</i></p> <p><u>Session Organizer:</u></p> <p>Robert P Dolan, <i>Diverse Learners Consulting</i></p> <p><u>Discussant:</u></p> <p>Sheryl Lazarus, <i>National Center on Educational Outcomes</i></p>
4:30 – 6:00 PM ET	<p>Principled Item Design: State- of-the-Art</p>	<p><u>Participants:</u></p> <p>Test and Item Development with Cognitive Design Systems: Some Examples Susan Embretson, <i>Professor</i></p> <p>The Interplay of Validity and Efficiency Isaac I Bejar, <i>Educational Testing Service</i></p> <p>Considerations for Training Subject Matter Experts to Write Item Models Audra Kosh, <i>Edmentum</i></p> <p>The Challenges of Principled Item Design Richard Luecht, <i>University of North Carolina</i></p> <p>Automated Item Generation Using Deep Learning Matthias von Davier, <i>National Board of Medical Examiners</i></p> <p><u>Session Organizers:</u></p> <p>Richard Luecht, <i>University of North Carolina</i></p> <p>Isaac I Bejar, <i>Educational Testing Service</i></p> <p><u>Chair:</u></p> <p>Richard Luecht, <i>University of North Carolina</i></p>

		Discussant: Steve Ferrara , Measured Progress
6:00 – 7:00 PM ET	DREAM ON! (DR inking, E ating, And Measurement ON line Party)	Stephen G. Sireci , University of Massachusetts Amherst Bruno D. Zumbo , University of British Columbia Saskia Wools , CITO
FRIDAY, SEPTEMBER 11		
11:00 AM – 12:30 PM ET	Feasibility of an Embedded Field-Test Model in the Enhancement of Preequating	<u>Participants:</u> An Overview of the Embedded Field-Test Model Wei Tao , ACT Evaluating Impacts on Operational Item Performance in the Embedded Field-Test Model Troy Chen , ACT Comparing CTT Postequating and IRT Preequating in the Embedded Field-Test Model Yi-Fang Wu , ACT Investigating Potential Confounding Testing Mode Effects in Transition from Postequating to Preequating Yong He , ACT <u>Session Organizer:</u> Yi-Fang Wu , ACT <u>Chair:</u> Yi-Fang Wu , ACT <u>Discussant:</u> Deborah Harris , University of Iowa
1:00 PM – 2:30 PM ET	Separate but (Un)Equal? Measurement Expertise vs. Policy Knowledge in Testing for Accountability	<u>Participants:</u> Does the Measurement Community ‘Own’ the Problems on Interpretation and Use of Test Scores? Ellen Forte , edCount, LLC Ensuring that Test Use Leads to the Intended, Positive Consequences, while Minimizing Unintended, Negative Consequences Suzanne Lane , University of Pittsburgh Towards Inclusive Assessments for all Students, and Inclusive Accountability Systems Martha Lynn Thurlow , NCEO/University of Minnesota Mapping the Relationship Between Policy and Measurement Considerations in Supporting Accountability Testing Neal Kingston , University of Kansas Separate and Unequal? Lessons from Selective High Schools Uses of Standardized Test Scores Howard Everson , City University of New York

		<p>Why Assessment Professionals Should Cultivate Policy Analysis Skills Aaron Pallas, <i>Columbia University, Teachers College</i></p> <p>Conflicting Theories of Action? Reconciling Mindsets of Measurement vs. K-12 Stakeholders to Improve Validity and Consequences of Testing Madhabi Chatterji, <i>Columbia University, Teachers College</i></p> <p><u>Session Organizer:</u></p> <p>Madhabi Chatterji, Columbia University, Teachers College</p>
3:00 PM – 4:30 PM ET	New Research Findings on Understanding and Managing Test-Taking Disengagement	<p><u>Participants:</u></p> <p>Aggregate-Level Ability Estimation Accuracy Under Varying Noneffortful Responding Types and Rates Joseph A. Rios, <i>University of Minnesota</i>; Chelsey Legacy, <i>University of Minnesota</i></p> <p>Using Retest Data to Evaluate and Improve Effort-Moderated Scoring Steven L. Wise, <i>NWEA</i>; <i>Megan R. Kuhfeld</i>, <i>NWEA</i></p> <p>How to Design a Drag-and-Drop Item for Motivated Responding Blair Lehman, <i>ETS</i>; Burcu Arslan, <i>ETS</i></p> <p>Test Value and Emotions: Predicting Examinee Effort and Performance on Low-Stakes Tests Paulius Satkus, <i>James Madison University</i>; Sara J. Finney, <i>James Madison University</i></p> <p>Do Students Rapidly Guess Repeatedly Over Time? A Longitudinal Analysis James Soland, <i>NWEA</i>; Megan R. Kuhfeld, <i>NWEA</i></p> <p><u>Session Organizer:</u></p> <p>Steven L. Wise, <i>NWEA</i></p> <p><u>Chair:</u></p> <p>Dena Pastor, <i>James Madison University</i></p>
5 PM ET – 6:30 PM ET	Insights on Text-to-Speech as a Universal Design Feature: NAEP Mathematics Process Data	<p><u>Participants:</u></p> <p>Evaluation of the Text-to-Speech (TTS) Tool Using NAEP Process Data Soo Lee, <i>American Institutes for Research</i></p> <p>Exploration of TTS Using the Differential Boost Framework Juanita Hicks, <i>American Institutes for Research</i></p> <p>Exploring Read-Aloud Sentences to Understand Learners' TTS Use Tendency Ruhan Circi, <i>AIR</i></p> <p><u>Session Organizer:</u></p> <p>Juanita Hicks, <i>American Institutes for Research</i></p> <p><u>Discussant:</u></p> <p>Heather Buzick, <i>Educational Testing Service</i></p>
6:30 PM – 7:30 PM ET	GSIC Social Event	<p><u>Hosts:</u></p> <p>Maura O’Riordan, <i>University of Massachusetts Amherst</i></p>

		<i>Scott Holcomb</i> , UNC Charlotte
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For the full line up, including sessions descriptions and call in information, visit the online portal – [CLICK HERE!](#)