



national
council on
measurement
in education

Newsletter

Winter 2020

From the President:

Ye Tong



**NCME 2021
Conference Update**

The year 2021 is finally here. I hope you share my optimism for a healthier and more hopeful 2021. In this winter issue of the newsletter, I want to update you on a few exciting areas within the organization: our virtual conference, the webinar series on COVID's impact on assessments, and other NCME highlights.

In early January, NCME announced that because of the pandemic, our 2021 conference will be an online-only event. I am disappointed that we will not be able to gather in person. However, as I have mentioned before, by moving our conference to a virtual environment, we have the rare opportunity to reach a much larger audience. **So mark your calendar and join your colleagues and friends for the annual conference on June 8 through June 11!** The conference this year will be different, given its digital format, but we promise it will still be a great NCME conference experience, with rich content and networking opportunities.

Conference registration will open in February. NCME will make more details available in the spring newsletter. Note that although the registration fee will be much lower compared to that of our traditional in-person conference, we cannot make this a free event, due to the costs associated with the operation of a virtual conference, such as the delivery platform and management staff. Susan Davis-Becker, Ellen Forte, Marianne Perie, and I have put together a webinar series focusing on the changes and challenges in assessment due to the pandemic. Ten webinars are offered, and each is scheduled 3:30–5:00 EST on Thursdays from January 14–

**NCME Webinar
Series: COVID's
Impact on
Assessments**

A Few Additional NCME Highlights

March 18. In this webinar series, we will address current pandemic-related challenges and offer solutions for a variety of topics, including test designs, score interpretations, equating, standard setting, remote administration, and a look into assessment's future. So far, we are seeing very strong attendance at these webinars and are hoping to encourage sound measurement practices through these insightful discussions.

All the webinars are recorded. These sessions can be accessed through the NCME's YouTube channel:

https://www.youtube.com/results?search_query=ncme.

New Editors: The Publication Committee has been busy. After successfully identifying new editors for the NCME Newsletter and the NCME Book Series, the committee also carried out an extensive search for the new editors of EM:IP and ITEMS. Congratulations to Zhongmin Cui, who will be the next editor for EM:IP. Congratulations to Brian Leventhal for taking on the editor role for ITEMS. We appreciate your service to NCME!

2021 Classroom Assessment Conference: The Classroom Assessment Task Force held a successful RFP to host the Fall 2021 Classroom Assessment Conference. This conference will be hosted by the University of Virginia, Virginia Commonwealth University, William & Mary, and George Mason University. The Classroom Assessment Task Force will work closely with the conference committee in the creation of a meaningful professional learning experience for participants.

Executive Director for NCME: The NCME Board is currently considering the potential of adding an Executive Director position to augment the management support provided by the Talley Management Group. The addition of such a position is intended to help further the vision and mission of our organization, to continue to increase our membership, to further enrich membership's experiences, and to enhance our strategies and public relations. An Executive Director Task Force was formed to evaluate the needs, to create the job description, and to work out a plan on how such a position can strengthen our organization. We will keep our membership posted on our progress.

**From the Editor:
Arthur (Art) Thacker**



I am very excited to be taking over as Newsletter Editor. I can only hope to carry on the traditions for excellence and innovation set forth by my predecessor, Megan Welsh. This first issue is a little bit of a “catch-up” version of the newsletter since the release of the fall edition was substantially delayed. It is a little shorter than members are used to and is not web interactive. It exists only as a *.pdf. My goal is to provide a brief update to the fall edition here and then get back on schedule with the next edition.

For members who are not familiar with me, I am a former biochemist and high school teacher. I have been working in measurement at the Human Resources Research Organization (HumRRO) for the past 22 years. My early career focused on designing clever ways to measure complex physiological phenomena to test the efficacy of experimental drugs. I am still trying to come up with clever ways to measure complex phenomena, but now my focus is on achievement and learning.

I live in Louisville, Kentucky, and my city, like so many others, is in recovery mode. COVID vaccines are being distributed and students are tentatively returning to school. NCME has begun a series of webinars on the impact of COVID on assessment. Those webinars, and other efforts by the measurement community, represent a vital step on the road to recovery. It has never been more important to understand what students have learned and what they need to learn to support students, parents, and educators.

**From the Alicia Cascallar
Award Committee:
Amy Clark**



The Alicia Cascallar Award Committee is reviewing nomination materials and will submit the award winner to the NCME board by February 22.

**From 2021 NCME
Program and Training
Committees:
Leslie Keng**



The 2021 NCME Annual Meeting Program and Training Committees would like to thank our members for both the quantity and quality of the proposals submitted for this year's conference. We would also like to thank all the volunteers who reviewed the proposals. Thanks to their efforts, we were able to send out decisions about the submissions before the holidays in mid-December. We are now in the process of putting together the program for the conference. This includes a series of invited sessions around the conference theme "Bridging Research and Practice", which will span the history (past), current practices (present), and future of how research has influenced our industry. We are also excited to announce the NCME Committee on Diversity Issues in Testing (CODIT) featured session entitled "Black Lives Matter in Educational Measurement". In addition to an engaging conference program, NCME's popular pre-conference training sessions will be held virtually this year, with a broad selection of full or half-day sessions that offer participants active learning opportunities to gain new knowledge and stay current on topics in our field. More information about specific sessions and the conference program are forthcoming.

We were hoping that the annual meeting could be in-person or hybrid. As the NCME President, Dr. Ye Tong, recently announced however, because of the continued surge in COVID numbers and after careful consideration, the Board has decided to move the annual meeting to a virtual event. The program and training committee are considering ideas to make the virtual conference experience more engaging. We have been looking at what other conferences are doing but are also open to ideas from our members. Please share your ideas by emailing us at NCME2021ProgramChairs@talley.com. We will share more detailed about the conference format and special events during and surrounding the scheduled dates of June 8-11 in the coming months. So please stay tuned and stay healthy!

**From the Standards and
Test Use Committee:
Melinda Taylor**



For the past year, the Standards and Test Use Committee has been working on revisions to the Code of Fair Testing Practices in Education. Before that we revised the NCME Code of Ethics; however, the updates are not reflected on the NCME website. One of our next activities is to do a meta review of all the various guidance documents on testing practice and make a recommendation for how to streamline those. We hope to have updated documents on the website soon.

**From the Committee on
Informing Assessment
Policy:
Judith Koenig**



The Committee on Informing Assessment Policy has been working hard on their mission to develop resources for policy makers, assessment directors, journalists, and others as they try to tackle the difficult educational measurement issues we currently face. The committee is looking at three approaches: (1) an online directory of NCME members paired with their areas of expertise as a way to match those with questions to those with answers; (2) an expansion of the NCME website to include a set of “tabs” that lead to repositories of information curated for non-NCME audiences; and (3) a set of on-line events featuring NCME members discussing important and timely measurement issues, as a way to highlight the enormous fount of expertise within the NCME community. Watch this space for updates on these ideas.

**From the Chinese/English
Journal of Educational
Measurement and
Evaluation:
Michael Peabody**



The Chinese/English Journal of Educational Measurement and Evaluation (CEJEME), edited by Li Cai and Tao Xin, has published its first issue.

<https://www.ce-jeme.org/journal/>

The journal's mission is to facilitate the exchange of advances in scholarship and practice between China and the assessment and evaluation communities in the US and beyond. Our hope is that CEJEME will give members of the Chinese educational assessment and evaluation communities a vehicle for disseminating their advances in scholarship and practice to members of the assessment and evaluation communities around the world. At the same time, we hope to give assessment and evaluation community members outside of China a vehicle for sharing their advances in scholarship and practice with their Chinese colleagues. To achieve its mission, CEJEME publishes each article in Chinese as well as in English, fully translated and verified by the journal's Translation Committee.

The inaugural issue features a set of articles that touch on a variety of aspects important to the history, current focus, and future development of educational measurement that we hope the readers will appreciate:

1. Editorial, *Li Cai and Tao Xin*
2. De-"Constructing" Test Validation, *Stephen G. Sireci*
3. An Intellectual History of Parametric Item Response Theory Models in the Twentieth Century, *David Thissen and Lynne Steinberg*
4. The Development of Psychological and Educational Measurement in China, *Houcan Zhang and Fang Luo*

**Educational
Measurement: Issues
and Practice Update**

The NCME Publications Committee is excited to announce that Zhongmin Cui has been selected as the next editor of *Educational Measurement: Issues and Practice* (EM:IP). Zhongmin will serve as the lead Editor from January 2022 through December 2024. Dr. Cui has over 15 years of experience in assessment and measurement issues including tackling applied problems in diagnostic assessment, accommodations, and accountability. He is experienced as a reviewer for a number of journals, serving on the editorial board of journals, and is currently Associate Editor for EM:IP. More information on EM:IP can be found here: <https://www.ncme.org/publications/em-ip>.

**Instructional Topics in
Educational
Measurement Update**

The NCME Publications Committee is excited to announce that Brian Leventhal has been selected as the next editor of *Instructional Topics in Educational Measurement* (ITEMS).

Brian will serve as the ITEMS Editor from January 2022 through December 2024. Dr. Leventhal has extensive instructional design experience from his role as an Assistant Professor at James Madison University and he is currently chair of NCME's Educators of Measurement SIGIMIE. He also brings technology expertise which he demonstrated as co-chair of NCME's Website Committee where he co-led the website redesign effort and has previously authored two ITEMS modules.

More information on ITEMS can be found here: <https://www.ncme.org/resources/items>.