Test, Measurement, & Research Services

Quarterly Newsletter
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Welcome

by Jason Wachsmuth

Welcome to the winter 2011 issue of Pearson's Test, Measurement, & Research Services (TMRS) Newsletter, which is aimed at publicizing the ongoing research efforts of our group to the measurement community, both within and outside Pearson.

This newsletter is intended for widespread dissemination. If you or someone you know would like to be added to the distribution list, or if you require a printed version of the newsletter, please contact me directly. I also welcome questions, comments, and suggestions as support for a continual effort to improve the newsletter. Back issues can be downloaded from the Research Publications section of the Assessment & Information website.

Jason Wachsmuth
Associate Systems Product Support Analyst, Editor
Systems Product Support Team
Psychometric and Research Services
Assessment & Information
Pearson
jason.wachsmuth@pearson.com
319.339.6400 Ext 216005

Guest Editor's Note

by Denny Way

There was a time as an undergraduate that I fancied myself a serious student of philosophy. Like many, I enjoyed the Greek philosophers—Plato in particular—but also Heraclitus, a pre-Socratic thinker known for his melancholy and his obscure, often incomprehensible expression of ideas. Arguably to our benefit, millenniums of revisionist history have shaped the fragments of wisdom credited to Heraclitus into more popular and accessible quotes. One of my favorites is, "It is better to hide ignorance, but it is hard to do this when we relax over wine," which I only occasionally fail to take to heart. Perhaps Heraclitus's best-known quote concerns change and goes something like this: "No man ever steps in the same river twice, for it's not the same river and he's not the same man." This notion of constancy in change is especially applicable today to Pearson and to the work of Test, Measurement, & Research Services. Over the past several years, the assets and responsibilities of TMRS have expanded beyond our traditional roles in supporting large-scale assessment programs. This is not to belittle in any way the important work that we will continue to do for state customers or national (Common Core) consortia. But our research and assessment capabilities are now becoming a truly global shared service and our collaborations and project work are extending across Pearson business units both nationally and internationally. It is therefore fitting in this time of change that the TMRS Newsletter evolves as well.

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PEARSON

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Beginning with the spring 2012 issue, the TMRS Newsletter will become the Pearson Research and Assessment Newsletter. Our focus will change slightly to more prominently highlight and publicize the broader research and assessment activities that are occurring globally across Pearson. In this issue of the TMRS Newsletter, two announcements serve to begin this transition. One describes the connection between the Research and Development agenda that **Kimberly O'Malley** is leading and the Pearson Research and Innovation Centre led by **Sir Michael Barber**, Pearson's Chief Education Advisor. The second describes the work and activities of the Pearson Assessment Community (PAC), a global community of Pearson staff linked through their interests and skills in the area of assessment.

Over the past four years, the newsletter has provided a great vehicle for highlighting our research and assessment work for colleagues both within and outside of Pearson and it will continue to do so going forward. Heraclitus noted that, "everything flows," and I am confident that the waters encountered in our next steps will be warm and stimulating. As for my career as a budding philosopher, it took a turn of heart when I encountered Immanuel Kant, and that happily led to a Ph.D. in Educational Measurement and Applied Statistics. But, of course, you never know what is around that next bend in the river.

Walter (Denny) Way
Senior Vice President, Psychometric & Research Services
Assessment & Information
Pearson

Announcements

EXPANDING PEARSON K-12 RESEARCH AND DEVELOPMENT

Pearson's transition to next generation learning and assessment systems emphasizes research and development (R&D). The key to meeting our students' needs in the future relies on new technologies, methods, measures, and processes. The research and development Pearson is conducting and investing in today will develop the new technologies needed in the future.

As an example, Pearson' cutting edge speech recognition and scoring processes allow students to speak into a telephone—from a business landline or a personal cell phone—to gauge students' speaking fluency, oral reading rate, accuracy, and expressiveness. Diagnostic information is returned to students in real time and in digital format, allowing students to address areas of weakness immediately.

To coordinate and promote its research and development efforts, Pearson has recently made three organizational changes. First, **Sir Michael Barber**, one of the world's leading educational reformists and previous education advisor to Tony Blair in the United Kingdom, joined Pearson in September 2011. He created the Research, Knowledge, and Innovation Centre designed to coordinate research across Pearson globally and promote research that is high quality and informative, contributes to product and service innovation, focuses on key reform questions, and promotes Pearson as the education thought leader.

Second, Pearson convened a team of researchers and leaders representing the different K-12 business units and shared services. This team has begun a four-step process to create Pearson's next generation research and development roadmap. That process includes:

a. defining the future of next generation learning and assessment systems for learners and leaders;

b. reviewing existing and planned Pearson-funded R&D projects;

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Expanding Pearson K-12 Research and Development from page 2

c. identifying gaps that need to be filled for Pearson to be prepared for next generation learning and assessment systems; and

d. creating a roadmap that will take Pearson from today to the future. The roadmap will be aligned with the global research initiatives that Dr. Barber is leading.

Third, Pearson has created a network of research and innovation centers. In these centers, national research experts create, connect, and communicate new inventions and technology that will drive rapid transition to next generation learning and assessment systems. These centers will support Pearson through expertise in educational reform topics, collaborations with external research experts/universities/organizations, and consultation services. Experts in the centers will provide professional development for Pearson staff members, customer presentations where they can share recent breakthroughs in research and current educational reform efforts in their topic areas, proposal support, thought and policy papers, webinars, and expertise translating the research into products and services. Examples of research these centers will conduct include (1) developing methods to tailor educational content to the specific needs of learners and leaders using adaptive technology, (2) creating data dashboards that will engage students, parents, and educators with performance and progress information showing a more comprehensive and user-friendly view of where students are, where they have been, and where they are heading, (3) generating a taxonomy of next generation performance item types that will include multi-step student math problems, simulations and gaming, and (4) implementing artificial intelligence that will offer students rapid feedback on speaking, reading, mathematics, and writing and offer teachers efficient and effective methods for scoring student work.

The increased investment in R&D combined with the organizational changes will move Pearson forward as a thought leader in combining learning and assessment information to monitor student progress, promote evidence-based practices and educational products with demonstrated effectiveness, and focus our efforts and energy on what matters most—student learning.

THE PEARSON ASSESSMENT COMMUNITY

The Pearson Assessment Community (PAC) is a global shared services organization, or community of interest, that has been established to address emerging needs for assessment services in places where those services do not currently exist, or where assessment support is needed. PAC serves to identify and obtain resources to support a new test, content, technology, management support or other services, under the direction of the responsible business unit.

Bob Dudley

Irene Janiszewska

PAC operates as a virtual global team, drawing upon Pearson assessment resources throughout the world. In 2011, PAC was responsible for winning several assessment-related contracts in Australia, India, and South America. PAC also contributed to Pearson's winning proposal for developing the cognitive frameworks for the Programme for the International Student Assessment (PISA).

One of PACs goals is to develop a database of "Pearson Associates", in-country individuals with expertise in item writing, test development, psychometrics, policy or other assessment-related competencies. Associates may be current employees, or non-employees with relevant expertise and an understanding of in-country assessment opportunities.

PAC has also developed a Pearson Associates database, which is managed by two colleagues in Australia, **Irene Janiszewska** and **Bob Dudley.** Irene and Bob joined Pearson in late August, are fully dedicated to the PAC, and will be instrumental to the expansion of PAC's mission to support global assessment in 2012.

We in TMRS are excited to be active participants in the PAC. It broadens our experiences, exposes us to new colleagues and cultures, and gives us the opportunity to be truly global citizens of Pearson.

SYSTEM PRODUCT SUPPORT

In December 2011, a team called System Product Support was created within Psychometric and Research Services to support the ever increasing technology support required to process and configure XML based documentation, as well as support other complex applications within TMRS. The team's responsibilities will include Java, SAS, and XML coding and support activities, as well as system product support for the Test Map Transformation Tool (T3), ePRS, and ITTB. In December 2011, Brandon Harvey was promoted from Senior Research Associate to Supervisor of System Product Support to oversee the team's staff.

Brandon Harvey first worked for NCS (precursor to Pearson) as a scorer in 1999. In 2004, Brandon joined Pearson full-time working in the Government Solutions division supporting the CMS contract. He switched divisions to Pearson Educational Measurement in 2005, working in PRS on the Test Map Team as one of its founding members. As a member of the Test Map Team, Brandon has supported numerous projects as lead Research Associate, written code that is used by all team members, helped establish processes followed by all team members to ensure quality of work, been the lead Data Analyst at data reviews and standards settings, facilitated at data reviews, and taken on numerous special assignments as needed by senior management. Reporting to Brandon are Morgen Hickey and Jason Wachsmuth.

In January 2012, **Morgen Hickey** was promoted to Systems Product Support Analyst. Morgen earned an MA in Clinical Psychology from the University of Missouri at Columbia in 1993. She joined Pearson in March 2007 as the supporting Research Associate for several Georgia and New York projects. In her new role, Morgen anticipates mastering new programming languages and database interfaces, developing and updating process documentation, building instruction modules, and conducting training on T3 and ePRS products. She is excited to be a part of this new venture and its success.

In January 2012, **Jason Wachsmuth** was promoted to Associate Systems Product Support Analyst. Jason earned a BA in Psychology from UW-Eau Claire in 2007, and began his career at Pearson PRS in April 2008. His experience includes: Test Map Team, TMRS Newsletter Editor, project manager of PRS's psychometric internship, lead RA for multiple equating projects, and the lead and sole RA for numerous online and onsite standard setting events and data review meetings. His outstanding contributions include developing SAS code to generate student and school level reports, a task normally done outside PRS, and introducing innovation to multiple projects by implementing the use of an audience response system for data collection at item review, data review, and standard settings. In his new role, Jason looks forward to working hard to become an outstanding Java programmer and learning and utilizing other software and technologies, implementing a variety of data collection and product support solutions, and continuing to facilitate at standard settings.

2012 PEARSON RESEARCH FELLOWSHIP

Pearson will offer an 8-week fellowship in the summer of 2012 to four doctoral students with outstanding research skills who wish to gain experience in educational assessment. The fellowship will include hands-on experience in the development and analysis of data for K-12 assessments. Specific activities may include item analysis/key check procedures, test construction, scaling and equating, technical writing, comparability studies, attendance/facilitation of item review committees, and other research projects. Fellows will also have an opportunity to learn about item content development, scoring and processing, and other aspects of educational testing.

Dates

The 8-week fellowship will take place from June 4, 2012 through July 27, 2012.

Locations

One fellowship is available in each of the following cities: Austin, Texas; San Antonio, Texas; Iowa City, Iowa; and Tulsa, Oklahoma.

Fellowship Goals

Fellows will have the opportunity to work closely with a team of Pearson research scientists in order to

1) Gain experience in many of the tasks involved in a K-12 assessment contract.

2) Collaborate on a research paper, abstract, or presentation for national dissemination.

3) Better understand ways to collaborate and communicate about educational measurement.

Award

The award includes a $5,000 stipend. Transportation costs to and from Austin/San Antonio/Iowa City/Tulsa will be provided. Corporate housing will be provided for fellows commuting more than 50 miles.

Qualifications

Fellows should be currently enrolled in a doctoral program in educational measurement, educational statistics, educational psychology, or a similar program. Two to three years of doctoral-level coursework are required. Fellows should have strong written and verbal communication skills. Pearson summer fellows may not participate in other summer internship or externship programs concurrently.

Application Procedure

Each candidate should submit a curriculum vita, copy of graduate school transcript, two letters of recommendation, and a statement of purpose describing his or her interest in the fellowship. All application materials must be received by February 24, 2012. Fellowship awards will be announced by March 16, 2012. Materials should be submitted to:

Kimberly O'Malley, Ph.D., Vice President
ATTN: Christine Carlson
Psychometric & Research Services
Assessment & Information
Pearson
2510 N. Dodge Street, Mailstop HR180
Iowa City, IA 52245-9555

DIVISION D GRADUATE STUDENT SEMINAR

Session Organizers: **Laurie Davis,** Emily J. Shaw Participants: Barbara G. Dodd, Wayne Camara, Holmes Finch, Leslie Keng, Amy Schmidt, and Jodi Casabianca

Are You a Next Generation Methodologist? Transitioning From Graduate Student to Professional in a Next Generation Research & Assessment World

This session will provide a forum for panelists to discuss the skills that will be needed for success in different areas of methodological research, application, and assessment in the future. These skills may or may not be the traditional types of skills that students in our field typically focus on developing. In addition, the panelists will discuss the transition from graduate school to professional life and related considerations and issues. The panelists' experience spans academic and applied settings and various points in career trajectories. They will offer relevant advice from their own experiences, as well as general suggestions about avenues to success. To register for this session, send your name, complete mailing address, and preferred e-mail address to Laurie Davis at laurie.davis@austin.rr.com. Registrants must be members of AERA Division-D. The first 50 graduate students to register for and attend the Division D Graduate Student Seminar will receive a $50 contribution toward conference expenses.

STAFF UPDATES AND ACCOLADES

Psychometric and Research Services

Reyhan (Burcu) Kaniskan

Hirotaka (Hiro) Fukuhara

In October 2011, **Reyhan (Burcu) Kaniskan** and **Hirotaka (Hiro) Fukuhara** joined the San Antonio, Texas office. Burcu completed her doctoral program at the University of Connecticut and defended her dissertation in September. In her dissertation, Burcu investigated the prediction and projection accuracy of different growth models using reading and mathematics statewide assessment programs. Her research interests include psychometric models including IRT, SEM, latent class models, teacher/school effectiveness, and growth models. Hiro earned his Ph.D. from Florida State University in 2009 and worked at the Florida Department of Education for five years. Hiro's research interests include DIF and testlets.

"In January 2012, **Morgen Hickey** celebrated five years of service with Pearson. Morgen has an MA in clinical psychology from the University of Missouri at Columbia. Since joining Pearson, Morgen has served as the lead Research Associate for a number of projects: Georgia End-Of-Course Assessment, Georgia High School Graduation Program, New York State Regents Examinations, and New York State 3-8 Assessment Programs. In addition to being a fantastic SAS programmer, Morgen has been the lead RA for a number of large standard settings (most recently the MN standard setting for four assessments in one week) and has produced countless analyses for data review, item banking, and technical documentation. Congratulations Morgen!"

Ye Tong, Ph.D., Manager, Psychometric and Research Services

In December 2011, **Kristy Kindle**, Research Associate, transferred from Iowa City, Iowa to the Austin, Texas office. Over the next few months, she will transition from the TN program to the TX assessment programs.

In December 2011, Senior Research Scientist **Ed Wolfe's** paper, "Cognitive radio testing using psychometric approaches," won the Best of R&D Track Paper Award at the SDR'11 Winn-Comm conference in Washington, DC. Abstract: Cognitive radios promise efficient spectrum use, but their flexibility complicates testing. We propose to improve cognitive radio development and testing using approaches developed for efficiently measuring and testing human cognitive characteristics. Cognitive radio testing requirements, applicable psychometric approaches, and a planned software-controlled cognitive radio testbed are described.

In December 2011, **Julie Miles, Ph.D.**, Director of Psychometric and Research Services, was elected to a three-year term on the Advisory Council of the Iowa Educational Research & Evaluation Association (IEREA) and attended her first meeting in Ames, Iowa, on December 2, 2011. Previous PRS staff members on the IEREA Council include **Jon Twing, Ph.D.**, who was President in 2007. The Association's purpose is:

- to promote basic and applied research and evaluation in education,
- to exchange educational research and evaluation methodologies,
- to promote the dissemination and application of research and evaluation findings, and
- to encourage communication and cooperation among educational researchers and evaluators.

Membership in the association is open to all persons interested in educational research and evaluation.

In November 2011, **Katie McClarty, Ph.D.**, Manager of Research Services, presented about gaming for assessment to an audience of nearly 500 attendees at an Austin, Texas Chamber of Commerce meeting. Additionally, Katie recently won a TMRS contest to name Pearson's new standard setting method, "Evidence Based Standard Setting," to be described in detail in the upcoming standard setting book by Gregory J. Cizek, Ph.D., Professor of Educational Measurement and Evaluation at the University of North Carolina.

Knowledge Technologies

In November 2011, **Lindsay Horn** joined the Knowledge Technologies group as an Item Bank Manager/Assistant Test Developer. Based in Palo Alto, California, Lindsay will oversee development and maintenance of items used in KT's automated tests of spoken language. Lindsay received her MA in Industrial/Organizational Psychology from George Mason University. She spent three years with the Federation of State Boards of Physical Therapy, where she was involved in test development activities including conducting quantitative and qualitative analyses and managing the development and vetting of test items used in the National Physical Therapy Exam.

Content Support Services

In December 2011, **Ingrid Perkins** joined Pearson as a Senior Administrative Assistant in the San Antonio, Texas office. Prior to joining Pearson, Ingrid served as executive support for the 711th Human Performance Wing, Plans and Programs Directorate (711 HPW/XP) at Brooks-City Base in San Antonio, Texas, in support of the aerospace medical learning, consultation, aerospace medical investigations, and aircrew health assessments mission. Ingrid also has extensive administrative experience in the court system, having previously held positions at the Bexar County Courthouse and at the City of Temple, Texas Municipal Court. Ingrid is currently pursuing her BA in Business Management.

In November 2011, **Janet Fowler** was promoted to Research Librarian and **Jami Wireman** to Senior Research Librarian.

Janet holds a Master's Degree in Library Science from Kent State University. In her almost four years at Pearson, Janet has performed fact-checking research for numerous programs, and served as the lead Research Librarian on such projects as FCAT Science, New York ELA, and Puerto Rico English. Janet has been a key player in the success of the RL team in meeting many aggressive deadlines, and has been instrumental in the development of new work processes for ever-evolving projects.

Jami Wireman has been with Pearson for five years and holds a Master's Degree in Library and Information Science from the University of North Texas. In addition to providing fact-checking research for programs, Jami has served as the lead Research Librarian for projects such as FCAT ELA, Oklahoma EOI Biology and 3-8 Science, Puerto Rico Spanish, and South Dakota ELA. Jami has been a valuable contributor to TMRS initiatives, as well as the "go to" person for many process improvement efforts and ancillary projects.

In September 2011, **Gina Musselman, Ph.D.**, was promoted to Senior Content Specialist for ELL. Gina has been a Pearson employee for over six years and brings a wealth of academic knowledge and practical experience to the ELL team. She has a BA in Spanish Education from Eastern Mennonite University, an MA in Linguistics from Northeastern Illinois University, and a Ph.D. in Linguistics from El Colegio de México. She also has an ELL/Bilingual Education Endorsement, and is fluent in three languages: Spanish, Portuguese, and English. Since joining Pearson, Gina has supported numerous projects and led the initial effort to organize Universal Design internal reviews. She created and delivered training to Pearson staff on UDR and she still conducts reviews for numerous projects. Along with her current project work, Gina often volunteers to facilitate bias and sensitivity review meetings for other state projects. Gina currently works on the ELL team where she is the co-lead on the Puerto Rico Spanish assessment. In the past six years she has supported other ELL projects for Michigan and Minnesota.

Digital Content Development

In November 2011, **Philip Moody** and **James Setaro** were promoted to functional managers within the Digital Content Development group.

Philip joined Pearson in 2006 as a Project Manager within what was then a Texas-dedicated group working on new online interfaces, innovative items, tools for XML-based content management, and production efforts for online items. He has provided the Austin team with guidance and direction as it transitioned from Online Content to Digital Content Development and assumed new responsibilities working on the TestNav Content Layer. Several business functions now report to Philip in his role as DCD's Manager of Content Delivery and Client Support. These include business analysis (Kristy Harris), release roll-out and training (Sarah Schuster and Andrea Swehosky), quality assurance, and client support. The quality assurance team has undergone expansion with two new hires in Austin, Texas—Vijay Kadri and Luis Stolk—who will work closely with our contract QA resources in Mumbai, India. The client support team is also expanding; Armin Gutzmer has been joined by Lavanya Reddy returning to Pearson as a term-of-project employee, and in January Alec Oliver officially transferred to DCD.

James's promotion comes just shy of his ten-year anniversary with Pearson. He has worked on TestNav in various capacities and across various versions since joining Pearson. His talents became available to DCD as the team started work on the content layer of TestNav 7.5. The timing has been ideal as he has helped the group mature in its software engineering practices and formalize its agile programming methodology. As the Manager of Software Development, James will lead DCD's talented team of developers in Austin, Texas, and Mumbai, India.

Publications

Dolan, R. P., & Burling, K. S. (2012). *Computer-based testing in higher education.* In C. Secolsky & D. B. Denision (Eds.), Handbook on Measurement, Assessment, and Evaluation in Higher Education. New York, NY: Routledge.

Fuhrken, C., & Bedard, C. (2011). *Writing for the big screen: Literacy experiences in a moviemaking project.* Language Arts, 89, 113–124.

Conference Participation

Centre for Applied Linguistics Language Testing Forum

Lam, J. F., & Downey, R. (2011, November). *Language tests for immigrants to the Netherlands.* Closing address delivered at the Centre for Applied Linguistics Language Testing Forum 2011, University of Warwick, UK.

Chinese Language Education Forum

Suzuki, M., & Li, X. (2011, November). *Evaluating the usefulness of an automated spoken Chinese proficiency test.* Paper presented at the 2011 Chinese Language Education Forum, Burlingame, CA.

East Coast Organization of Language Testers

Downey, R., Lam, J. F., & Van Moere, A. (2011, October). *The assessment of reading comprehension skills for immigrants: The case of the Netherlands.* Paper presented at the 10th annual meeting of the East Coast Organization of Language Testers. Washington, DC.

Language Testing Forum

Lam, J. F., & Downey, R. (2011, November). *Language tests for immigrants to the Netherlands: Development of a reading comprehension test.* Closing address presented at the 2011 Language Testing Forum, Coventry, England.

International Association for Computerized Adaptive Testing Conference

Chien, Y., Shin, C. D., & Way, W. D. (2011, October). *A heuristic of CAT item selection procedure for testlets.* Paper presented at the annual meeting of the International Association for Computerized Adaptive Testing, Pacific Grove, CA.

Meyers, J., & Miles, J. (2011, October). *Evaluation of response latency times in a nursing assessment.* Paper presented at the annual meeting of the International Association for Computerized Adaptive Testing, Pacific Grove, CA.

Meyers, J., & Shin, C. D. (2011, October). *The impact of testing administration time expiration on CAT ability estimation.* Paper presented at the annual meeting of the International Association for Computerized Adaptive Testing, Pacific Grove, CA.

Setzer, J. C., & Hall, E. (2011, October). *The effect of overlap between a routing test information function and population ability distribution in a multistage adaptive test*. Poster presented at the annual meeting of the International Association for Computerized Adaptive Testing, Pacific Grove, CA.

Song, T., & Reckase, M. D. (2011, October). *The effect of fitting a unidimensional IRT model to multidimensional data in content-balanced computerized adaptive testing*. Paper presented at the annual meeting of the International Association for Computerized Adaptive Testing, Pacific Grove, CA.

National Academy of Education Adaptive Educational Technologies Summit

Dolan, R. P. (2011, December). *SuccessMaker and intelligent tutoring research*. Presentation given at the National Academy of Education Adaptive Educational Technologies Summit, Washington, DC.

National Council for the Social Studies

Rivas, J., & Ruff, L. (2011, December). *Mining the past: Primary sources in U.S. History assessment.* Poster presented at the 91st annual meeting of the National Council for the Social Studies, Washington, DC.

National Council of Teachers of English

Fuhrken, C. (2011, November). *Scaffolding reading instruction in an age of testing.* Paper presented at the annual meeting of the National Council of Teachers of English, Chicago, IL.

Northeastern Educational Research Association

O'Malley, K., McClarty, K., Magda (Hembry), T., & Burling, K. (2011, October). *Making sense of the metrics: Student growth, value-added models, and teacher effectiveness*. Paper presented at the 42nd annual meeting of the Northeastern Educational Research Association, Hartford, CT.

SDR Wireless Innovation Forum Conference on Communications Technologies and Software Defined Radio

Dietrich, C. B., Wolfe, E. W., & Vanhoy, G. (2011, November). *Cognitive radio testing using psychometric approaches.* Paper presented at SDR'11-WInnComm, Washington, DC.

Tennessee Educator Series

Miles, J. (2011, December). *Leading the way: Successful implementation of the CCSS ELA and math assessments*. Presentation given at the Tennessee Educator Series, Nashville, TN.

Miles, J. (2011, December). *Leading the way: Successful implementation of the CCSS ELA and math assessments*. Presentation given at the Tennessee Educator Series, Knoxville, TN.

Texas Council for the Social Studies

Rivas, J., & Ruff, L. (2011, October). *Writing challenging U.S. History assessments in an assessment-driven world*. Presentation given at the annual meeting of the Texas Council for the Social Studies, Austin, TX.

University of Iowa Graduate Seminar

Miles, J. (2011, November). *Race to the top: What the new federal legislation means for today's psychometrician*. Presentation given at the University of Iowa Educational Measurement Graduate Seminar, Iowa City, IA.

University of Massachusetts Graduate Seminar

Twing, J. S. (2011, November). *Our flat world is also upside down: Perspectives on international assessment from a vendor.* Presentation given at the University of Massachusetts Research and Evaluation Methods Program and Center for Education Assessment, Amherst, MA.

Virginia Association of Testing Directors

Miles, J. (2011, October). *Unraveling the mysteries of standard setting and scaled scores.* Presentation given at the annual Virginia Association of Testing Directors, Richmond, VA.

Upcoming Conference Participation

American Educational Research Association

In November 2011, the following proposals by TMRS staff were accepted for presentation at the 2012 American Educational Research Association Annual Meeting in Vancouver, British Columbia, Canada.

Arce-Ferrer, A., & Diaz, I. Studying effects of data collection equating designs on online testing comparability study.

Arce-Ferrer, A., Lin, A., & O'Neil, T. Investigation of anchor item set purification.

Chien, Y., & Brennan, R. Applying the testlet response theory to the random facet px(i:c) design of generalizability theory.

Dolan, B., Goodman, J., & Strain-Seymour, E. Evaluation of a game-based performance task for measuring collaborative problem-solving skills.

Griph, G. Simplifying automated test assembly and the tuning of draft forms through the abstraction of critical item properties.

Lai, E., Way, W. D., Pecheone, R., Hess, K., Monowar-Jones, L., Flicek, M., & Lazer, S. Performance-based assessment: Something old, something new.

Powers, S., Kong, J., & Williams, N. Connecting English language learning and academic performance: A prediction study.

Shin, D., & Chien, Y. A comparison of person-fit statistics in computerized adaptive test using empirical data from two CAT algorithms.

Song, T. Investigating early mathematics achievement trajectories for English language learners by growth mixture models.

Wang, H., Shin, D., & Chien, Y. Examining the effect of assigned cut scores and scoring weights on classification decisions.

You, W. Multilevel graded response model in longitudinal study: Formulation and illustration.

Association of Test Publishers: Innovations in Testing

Griph, G. (2012, February). *Automated test form assembly and beyond, easily!* Session to be presented at ATP's 13th annual meeting of the ATP Innovations in Testing, Palm Springs, CA.

National Council of Measurement in Education

In November, 2011, the following proposals by TMRS staff were accepted for presentation at the 2012 National Council of Measurement in Education Annual Meeting in Vancouver, British Columbia, Canada.

Arce-Ferrer, A., & Lange, R. An experimental investigation of test adaptation strategies with multiple subpopulations.

Chien, Y., Shin, D., Song, T., Simon, C., Dolan, R., & Way, W. D. An exploratory study for the initial placement test of online math learning courseware using the attribute hierarchy model and computerized adaptive testing.

Hall, E. Development of the career and college ready assessment targets for the next generation GED assessment.

Ingrisone, J., & Levy, J. Item modification analysis for alternate assessments based on modified achievement standards.

Kirkpatrick, R., Turhan, A., & Lin, J. Linking two assessment systems using common-item IRT method and equipercentile linking method.

Lai, E., & Viering, M. Assessing 21st century skills: Integrating research findings.

Lin, J., & Wei, H. Using out-of-level items in computerized adaptive testing.

Mao, X. A comparison of pre-equating and post-equating with less than optimal samples in the large-scale state assessment context.

McClarty, K., Keng, L., Williams, N., LaSalle, A., Davis, L., Murphy, D., Gaertner, M., & O'Malley, K. Too high, too low, or just right: Using empirical evidence to incorporate policy considerations in setting statewide performance standards

McClarty, K., Murphy, D., Keng, L., Turhan, A., & Tong, Y. Putting ducks in a row: Methods for the empirical alignment of performance standards.

Meyers, J., Murphy, S., Goodman, J., & Turhan, A. The impact of item position change on item parameters and common item equating results under the 3PL model.

Mroch, A., Moore, C., Foltz, P., & Lochbaum, K. Automated scoring of constructed response science prompts using intelligent essay assessor.

O'Neil, T., & Arce-Ferrer, A. Empirical investigation of anchor item set purification processes in 3PL IRT equating.

Powers, S., & Turhan, A. Population invariance of vertical scaling results.

Shin, D., & Chien, Y. A comparison of two content balancing methods for fixed and variable length computerized adaptive test.

Wall, N., Harris, D., Yi, Q., & Gao, X. Invariance of equating functions across different subgroups of examinees taking a science achievement test revisited: Is it just a sampling issue?

Way, W. D., Murphy, D., & Keng, L. The case for performance based tasks without equating.

Wei, H., & Yi, Q. Mixed-format test equating in the presence of multidimensionality and rater severity variations.

Yi, Q., & Fan, M. Impact of item parameter shifts on score estimates in computerized adaptive testing.

Texas Council of Teachers of English Language Arts

Fuhrken, C. (January, 2012). *STAAR power in the reading classroom.* Paper to be presented at the 47th annual meeting of the Texas Council of Teachers of English Language Arts, San Antonio, TX.