

**AERI**

ASSESSMENT AND EVALUATION  
RESEARCH INITIATIVE  
**TEACHERS COLLEGE**  
COLUMBIA UNIVERSITY



**CELEBRATING  
A TRADITION  
FOR TOMORROW**

**TEACHERS COLLEGE**  
COLUMBIA UNIVERSITY



# Testing Then and Now -

**Building on a Legacy in  
Educational Measurement,  
Assessment and Evaluation**

Monday, December 9, 2013



# Table of Contents

---

<b>ABOUT TEACHERS COLLEGE</b>	<b>2</b>
<b>WELCOME FROM PRESIDENT SUSAN FUHRMAN</b>	<b>3</b>
<b>AGENDA</b>	<b>4</b>
<b>MORE ABOUT THE SESSIONS</b>	<b>6</b>
<b>SPEAKERS</b>	<b>7</b>
<b>ABOUT THE ASSESSMENT AND EVALUATION RESEARCH INITIATIVE-AERI</b>	<b>11</b>
<b>ABOUT OUR PARTNERS</b>	<b>11</b>
<p><b>The Department of Education, Policy, and Social Analysis (EPSA), Teachers College</b>  <b>Institute for Urban and Minority Education (IUME), Teachers College</b>  <b>The Gordon Commission</b></p>	
<b>RECENT AERI PUBLICATIONS</b>	<b>13</b>



## About Teachers College

---

Teachers College (TC), Columbia University is the oldest and largest graduate school of education in the United States. The College is perennially ranked among the best in the nation. Its name notwithstanding, the College is committed to a vision of education writ large, encompassing our four core areas of expertise: health, education, leadership, and psychology.

TC sees its leadership role in two complementary arenas. One is as a major player in policy-making to ensure that schools are reformed and restructured to welcome all students regardless of their socio-economic circumstances. The other is in preparing educators and researchers with mindsets to not only serve students directly but also coordinate the educational, psychological, behavioral, technological, and health initiatives needed to remove barriers to learning at all ages. For 125 years, TC has continued to:

- Engage in research on the central issues facing education
- Prepare the next generation of education leaders
- Educate the current generation of leaders in practice and policy to meet the challenges they face
- Shape the public debate and public policy in education
- Improve practice in educational institutions

Created in 1887 to prepare a new breed of school teachers to educate immigrant children, TC has been home to many of the defining figures in American education including John Dewey, James Earl Russell, Edward Lee Thorndike, Isabel Maitland Stewart, Morton Deutsch, Edmund Gordon, and Maxine Greene.

TC was founded by the philanthropist Grace Hoadley Dodge and philosopher Nicholas Murray Butler to provide a new kind of schooling for the teachers of disadvantaged children in New York City, one that combined a humanitarian concern to help others with a scientific approach to human development and schooling. Historically, TC has demonstrated a commitment to diversity and social justice.

Today, TC's three highly complementary and interrelated areas of study, education, psychology, and health, work to fulfill our vision of TC as a preeminent international human resource development institution, committed to systematic teaching, learning, practice, and research in all the major educative domains. Students are candidates for Master of Arts (M.A.), Master of Education (Ed.M.), Master of Science (M.S.), Doctor of Education (Ed.D.), and Doctor of Philosophy (Ph.D.) degrees.

A combination of distinguished faculty, students dedicated to developing as both scholars and practitioners, renowned research facilities, and all of the cultural and social resources of New York City, make TC an exciting place to be and learn. More information about the history, faculty, and student body of the College is available at [www.tc.edu](http://www.tc.edu).

## Welcome from President Susan Fuhrman

---

Dear Conference Participants:

Welcome to Teachers College and “Testing Then and Now – Building on a Legacy in Educational Measurement, Assessment, and Evaluation.”

The issues of measurement, assessment, and evaluation stand at the heart of the educational debate today, and there could not be a more fitting venue to discuss them than Teachers College. Since 1904, when Edward L. Thorndike published *An Introduction to the Theory of Mental and Social Measurements*, TC has been at the forefront of efforts to quantify what students know, understand and are able to do, and to evaluate how well schools support student learning. From its beginnings, the field has grappled with three formidable challenges to realize its own great promise for diagnosing and overcoming barriers to learning: to assess what students learn and how they can learn it more meaningfully; to evaluate and overcome dangers such as teaching to the test; and to factor in variables such as students’ cultural and economic backgrounds.

These can be contentious issues, but today the stakes are higher than ever. As new smart technologies emerge that generate real-time data about student performance, we may have the opportunity to create assessment systems suitable for a more dynamic and global society, and as a result, develop better, more personalized instruction as long as we are careful to ensure students’ privacy.

Your work at this conference will be a major step in that direction.

Sincerely,

A handwritten signature in black ink that reads "Susan Fuhrman".

Susan Fuhrman  
President - Teachers College, Columbia University

# Agenda

---

## 7 a.m-6 p.m.

Check-in and registration

## 7:30-8:30 a.m.

Continental breakfast at Everett Lounge

Sponsor: TC

## 8:30-9 a.m.

Opening Ceremony

*Provost Thomas James, TC, Columbia University*

*Warner W. Burke, Edward L. Thorndike Professor of Psychology and Education,  
TC, Columbia University*

**Moderator:**

*Madhabi Chatterji, TC, Columbia University*

## 9-10:45 a.m.

**SESSION I**

**Testing, Assessment, and the Scientific Movement in Education: From the Thorndikes to the Present**

**Some Milestones in the History of Educational Measurement**

*Robert L. Brennan, University of Iowa*

**Robert Ladd Thorndike: The Man and His Legacies**

*Neal Kingston, University of Kansas*

**The Founding and Development of the International Association for the Evaluation of Educational Achievement (IEA) and Reflections on Contributions of TC's Faculty**

*Tjeerd Plomp, University of Twente, The Netherlands*

**Validity, Test Use, and Consequences: Reflections on Some Contemporary Issues in Educational Assessment**

*Madhabi Chatterji, TC, Columbia University*

**Discussant:**

**Designing and Using Assessments to Create Learning Opportunities for Least Advantaged Students**

*Kent McGuire, Southern Education Foundation*

**Moderator:**

*Madhabi Chatterji, TC, Columbia University*

## 10:45-11:15 a.m.

Coffee break at Everett Lounge

Sponsor: Emerald Group Publishing, U.K.

## 11:15 a.m.-1 p.m.

### SESSION II

#### The Gordon Commission's Perspectives: Moving toward Assessment for Learning

##### **The Future of Assessment is Already Here – It's Just Not Evenly Distributed** (*after William Gibson*)

*Robert J. Mislevy, Educational Testing Service*

##### **Connecting Cognitive Science and Measurement Science: An Argument Regarding Necessity and Sufficiency**

*James W. Pellegrino, University of Illinois at Chicago*

##### **A Persistent Problem in Evaluating Writing**

*Clifford Hill, TC, Columbia University*

##### **An Anthropologist's Perspectives on Everyday Assessments and Their Relevance to Formal Assessments**

*Herve Varenne, TC, Columbia University*

##### **Discussant:**

##### **A Visionary Perspective on Assessment for Education, Born of the Gordon Commission on the Future of Assessment**

*Edmund W. Gordon, TC, Columbia University and The Gordon Commission*

##### **Moderator:**

*Ernest Morrell, TC, Columbia University*

## 1-2:45 p.m.

Lunch break - lunch on your own

## 2:45-4:15 p.m.

### SESSION III

#### **Backlash against Testing Today**

This moderated panel discussion will focus on testing and accountability from Pre-K to Higher Education with specific attention to the roots and potential consequences of the contemporary political backlash against testing emanating from educators, state's rights' advocates, affluent suburbanites, and others.

##### **Panel Speakers:**

*Kevin Dougherty, TC, Columbia University*

*Jeffrey R. Henig, TC, Columbia University*

*Frederick M. Hess, The American Enterprise Institute*

*Sharon Lynn Kagan, TC, Columbia University*

*Jal Mehta, Harvard Graduate School of Education*

##### **Moderator:**

*Susan Fuhrman, TC, Columbia University*

## 4:15-4:30 p.m.

#### **Closing Remarks**

*President Susan Fuhrman, TC, Columbia University*

*Anna Neumann, Professor and Chair, Department of Organization and Leadership, TC, Columbia University*

##### **Moderator:**

*Madhabi Chatterji, TC, Columbia University*

## 4:30-6 p.m.

#### **Reception at Everett Lounge**

Sponsor: TC



## More About the Sessions

---

### SESSION I

#### **Testing, Assessment, and the Scientific Movement in Education: From the Thorndikes to the Present**

Session I will honor and critically explore historic contributions of leading scholars from TC—such as Edward L. Thorndike and his son, Robert L. Thorndike—along with major thinkers from in and outside TC who shaped the science and field of educational measurement as it evolved over time into a worldwide testing and evaluation industry. It will remember TC's early presence in international assessment programs through the involvement of Robert L. Thorndike, A. Harry Passow, Richard M. Wolf, Arthur W. Foshay and other faculty, touching on the place and value of such programs today. It will shed light on contemporary issues and associated policies in testing, evaluation, and accountability that are influencing public education and its stakeholders, including students, school leaders, teachers, and the public.

### SESSION II

#### **The Gordon Commission's Perspective: Moving towards Assessment for Learning**

Session II will present the thinking and recommendations of the Gordon Commission on the future of assessment in education led by Professor Edmund W. Gordon and other members of the Commission. This session will argue for a broader conceptualization of assessment to foster student learning and better teaching, highlighting a vision for technology-based assessment models. It will critique the best of current assessment models and anticipate future needs and goals in the service of educational excellence and equity by the mid-21<sup>st</sup> century. The Commission's session is intended to involve wide public participation with complete transparency. Highlights of the Commission's recently released reports will be presented.

### SESSION III

#### **Backlash against Testing Today**

Session III will focus on the contemporary backlash against testing in the U.S. considering its various roots and projecting its possible consequences. Opposition to high stakes testing has emerged in a number of different forms rooted in different constituencies today. Some of the early opposition—the so-called “Scarsdale Revolt”—involved affluent parents upset about diversion from what they considered to be richer educational exercises and a perceived focus on memorization over creativity, [www.nytimes.com/2001/04/13/nyregion/in-high-scoring-scarsdale-a-revolt-against-state-tests.html](http://www.nytimes.com/2001/04/13/nyregion/in-high-scoring-scarsdale-a-revolt-against-state-tests.html).

Another source has come from teachers and parents in schools that began being marked as “failures” by virtue of not meeting Adequate Yearly Progress (AYP) targets under the No Child Left Behind act. Educators have complained more generally that the focus on narrowly gauged standardized tests has conflicted with their professional judgment about what constitutes good schooling. All of this is further complicated by recent high profile cases of educator cheating and test company errors.



## Speakers

---

### **ROBERT L. BRENNAN**

Dr. Robert L. Brennan is E. F. Lindquist Chair in Measurement and Testing and Director of the Center for Advanced Studies in Measurement and Assessment in the College of Education of The University of Iowa. He is the author or co-author of numerous journal articles and several books including *Generalizability Theory* (2001) and *Test Equating, Scaling, and Linking Methods and Practices* (2004). Also, he is the editor of the fourth edition of *Educational Measurement* (2006). Dr. Brennan has served as Vice-President of Division D of the American Educational Research Association (AERA) and President of the National Council on Measurement in Education (NCME). He was the co-recipient of the 2000 NCME Award for Career Contributions to Educational Measurement, recipient of the 2004 E. F. Lindquist Award for Contributions to the Field of Educational Measurement sponsored by the AERA and ACT, and recipient of the 2011 Career Achievement Award from the Association of Test Publishers.

### **MADHABI CHATTERJI**

Madhabi Chatterji is Associate Professor of Measurement, Evaluation, and Education and the founding Director of the Assessment and Evaluation Research Initiative (AERI) at Teachers College, Columbia University. Dr. Chatterji's publications focus on the topics of instrument design, validation, and validity; evidence standards and the "evidence debate" in education and the health sciences; standards-based educational reforms; educational equity; and diagnostic classroom assessment. Her research has been recognized by the American Educational Research Association (Outstanding Publication Award, 2004; Outstanding Reviewer, 2006), the Florida Educational Research Association (Distinguished Paper Award, 1995), the Fulbright Commission (2008), and through competitive research grants from the National Science Foundation and other government/private agencies. Dr. Chatterji has served on several national and international advisory panels including an expert consensus committee convened by the Institute of Medicine of the National Academies (2008-10). Recent publications include: *Validity and Test Use-An International Dialogue on Educational Assessment, Accountability, and Equity* (2013, Emerald, U.K.); *When Education Measures Go Public-Stakeholder Conversations on How and Why Validity Breaks Down*

(Teachers College Record-Special Issue, 2013); and *L.E.A.D.: A framework for evidence gathering and use for the prevention of obesity and other complex public health problems* (Health Education & Behavior, 2013).

### **KEVIN DOUGHERTY**

Kevin J. Dougherty is Associate Professor in the Departments of Education Policy & Social Analysis and Organization & Leadership and Senior Research Associate at the Community College Research Center (CCRC), Teachers College, Columbia University. He received his doctorate in sociology from Harvard University in 1983. He has published widely on the origins and impacts of community college, performance funding for higher education, state policies affecting access to and success in community colleges, transfer between community colleges and four-year colleges, and in-state tuition eligibility at public colleges and universities for undocumented immigrant students. At CCRC, Dougherty is leading a project that is examining the implementation of state performance funding in three states (Indiana, Ohio, and Tennessee) and its impact on institutional and student outcomes at eighteen public institutions.

### **SUSAN FUHRMAN**

Susan Fuhrman is the President of Teachers College, Columbia University, founding Director and Chair of the Management Committee of the Consortium for Policy Research in Education (CPRE), and President of the National Academy of Education. Dr. Fuhrman's substantial leadership track record includes, most recently, her term as Dean of the University of Pennsylvania's Graduate School of Education from 1995-2006 where she was also the school's George and Diane Weiss Professor of Education. While at the University of Pennsylvania, Dr. Fuhrman was influential in creating a new community school as a partnership between the University and the city of Philadelphia. She is a former Vice President of the American Educational Research Association as well as a former Trustee Board member of the Carnegie Foundation for the Advancement of Teaching and a former non-executive Director of Pearson PLC, the international education and publishing company. Dr. Fuhrman received bachelors and masters degrees in history from Northwestern University and a Ph.D. in political science and education from Teachers College and Columbia University.

**EDMUND W. GORDON**

Edmund W. Gordon is the John M. Musser Professor of Psychology, Emeritus at Yale University; Richard March Hoe Professor, Emeritus of Psychology and Education at Teachers College, Columbia University; and Director Emeritus of the Institute for Urban and Minority Education (IUME) at Teachers College, Columbia University. Gordon’s distinguished career spans professional practice, scholarly life as a minister, clinical and counseling psychologist, research scientist, author, editor, and professor. He has held appointments at several of the nation’s leading universities including Howard, Yeshiva, Columbia, City University of New York, and Yale. Additionally, Gordon has served as visiting professor at City College of New York and Harvard University. From July 2000 until August 2001, he was Vice President for Academic Affairs and Interim Dean of Faculty at Teachers College, Columbia University.

**JEFFREY R. HENIG**

Jeffrey R. Henig is a professor of political science and education at Teachers College, Columbia University, where he also serves as chair of the Department of Education Policy & Social Analysis. He is the author, coauthor, or co-editor of ten books including *The Color of School Reform: Race, Politics and the Challenge of Urban Education* and *Building Civic Capacity: The Politics of Reforming Urban Schools* both of which were named--in 1999 and 2001, respectively--the best book written on urban politics by the Urban Politics Section of the American Political Science Association, and *Spin Cycle: How Research Gets Used in Policy Debates: The Case of Charter Schools*, which won the American Educational Research Association’s Outstanding Book Award in 2010. His most recent book, *The End of Exceptionalism In American Education: The Changing Politics of School Reform*, was published by Harvard Education Press in January 2013.

**FREDERICK M. HESS**

An educator, political scientist, and author, Frederick M. Hess studies K-12 and higher education issues. His books include *Cage-Busting Leadership*, *The Same Thing Over and Over*, *Education Unbound*, *Common Sense School Reform*, *Revolution at the Margins*, and *Spinning Wheels*. He also authors the popular *Education Week* blog, “Rick Hess Straight Up.” His work has appeared in outlets including *Teachers College Record*, *Harvard Education Review*, *Social Science Quarterly*, *U.S. News & World Report*, *Atlantic*, *Washington Post*, *New York Times*, and *Wall Street Journal*. Hess serves as executive editor of *Education Next*, on the review board for the Broad Prize in Urban Education,

and on the boards of directors of the National Association of Charter School Authorizers and 4.0 SCHOOLS. A former high school social studies teacher, he has taught at the University of Virginia, the University of Pennsylvania, Georgetown University, Rice University, and Harvard University.

**CLIFFORD HILL**

Clifford Hill is the Arthur I. Gates Professor of Language and Education Emeritus at Teachers College, Columbia University. He is also the former Director of the Program in African Languages at Columbia University where he taught the Hausa language. He was a research fellow at institutions abroad such as the *Max Planck Institut für Psycholinguistik* and the *Institut Nationale de Recherches Pédagogiques* in Paris. In the United States, his research was funded by the National Science Foundation, the National Endowment for the Humanities, the American Council of Learned Societies as well as by private foundations such as Ford, Rockefeller, Spencer, Aaron Diamond, and Nathan Cummings. This range of research experience is reflected in his publications: sociolinguistic research led to publications in such fields as oral culture, multilingualism, and bilingual education; psycholinguistic research on language, space, and time led to articles translated into various languages and published in Europe, Africa, and Asia; and research on testing and assessment led to publications such as *Children and Reading Tests and From Testing to Assessment: English as an International Language*.

**SHARON LYNN KAGAN**

Sharon Lynn Kagan is the Virginia and Leonard Marx Professor of Early Childhood and Family Policy and Co-Director of the National Center for Children and Families at Teachers College, Columbia University, and Adjunct Professor at Yale University’s Child Study Center. Recognized internationally and nationally for her accomplishments related to the care and education of young children, Dr. Kagan is the author of over 250 articles and 14 books. Dr. Kagan serves on numerous international and national boards and panels, consults with many countries and states, and works with diverse organizations. In these efforts, she focuses on the application of research to public policy on topics such as child care, Head Start, preschool programs, family-school relationships, early childhood systems and infrastructure development, professional development, and standards, assessment, and accountability in early childhood education. Recipient of international and national honorary doctoral degrees, Dr. Kagan is past President of the National Association for the Education of Young Children

and of Family Support America. She has served as Chair of the National Education Goals Panel Technical Planning Group for Goal One; a member of the Clinton Education Transition Team; a Distinguished Fellow for the Education Commission of the States; and a member of numerous National Academy of Sciences foundation and administration panels. She was made a Fellow of the American Educational Research Association (AERA) in 2010 and was elected to membership in the National Academy of Education in 2012. She is the only woman in the history of American Education to receive its three most prestigious awards: the 2004 Distinguished Service Award from the Council of Chief State School Officers (CCSSO), the 2005 James Bryant Conant Award for Lifetime Service to Education from the Education Commission of the States (ECS), and the Harold W. McGraw, Jr. Prize in Education.

### **NEAL KINGSTON**

Neal Kingston received his Ph.D. in Psychological Measurement and Research Design from Teachers College, Columbia University in 1983. Dr. Kingston had the privilege of taking several courses with R.L. Thorndike as well as with his advisor, Marv Sontag, his dissertation chair, Richard Wolf, Elizabeth Hagen, Jane Monroe, Owen Whitby, Karl Heiner, and Edmund Gordon (Guidance and Counseling Department). Dr. Kingston worked as a psychometrician and then executive at several testing organizations, as Associate Commissioner of Education in Kentucky during the early years of the Kentucky Educational Reform Act, and currently is a Professor in the Psychology and Research in Education Department at the University of Kansas. He serves as Director of the Achievement and Assessment Institute and Co-Director of the Center for Educational Research and Evaluation. His research focuses on helping large-scale assessments that better support student learning. Dr. Kingston is principal investigator of the Dynamic Learning Maps Alternate Assessment Consortium – seventeen states building a radically different assessment system for students with significant cognitive disabilities.

### **KENT MCGUIRE**

Kent McGuire is the President and CEO of the Southern Education Foundation headquartered in Atlanta, Georgia. The Foundation focuses on public policy and educational practice from Pre-K to higher education in the southern United States. Through a variety of programs and services, SEF has been particularly concerned with questions of equal access to quality education for children and youth and to the participation and success of poor and minority students in

post-secondary education. Prior to joining the Foundation, Dr. McGuire was the Dean of the College of Education at Temple University and a Professor in the Department of Educational Leadership and Policy Studies. Before this Dr. McGuire was Senior Vice President at MDRC, where his responsibilities included leadership of the corporation's Education, Children, and Youth division. From 1998 to 2001, Dr. McGuire served in the Clinton administration as Assistant Secretary of Education, where he served as the senior officer for the department's research and development agency. As the education program officer for the Philadelphia-based Pew Charitable Trusts from 1995 to 1998, he managed Pew's K-12 grants portfolio. From 1991 to 1995, Dr. McGuire served as education program director for the Eli Lilly Endowment. Dr. McGuire received his doctorate in public administration from the University of Colorado, his master's degree in education administration and policy from Teachers College, Columbia University, and his bachelor's degree in economics from the University of Michigan.

### **JAL MEHTA**

Jal Mehta is an associate professor at the Harvard Graduate School of Education. His primary research interest is in understanding what it would take to create high quality schooling at scale with a particular interest in the professionalization of teaching. He is the author of *The Allure of Order: High Hopes, Dashed Expectations, and the Troubled Quest to Remake American Schooling* (New York: Oxford University Press, 2013) and the co-editor of *The Futures of School Reform* (Cambridge: Harvard Education Press, 2012). He is currently working on two projects: *In Search of Deeper Learning*, a contemporary study of schools, systems, and nations that are seeking to produce ambitious instruction; and *The Chastened Dream*, a history of the effort to link social science with social policy to achieve social progress. Jal received his Ph.D. in Sociology and Social Policy from Harvard University.

### **ROBERT J. MISLEVY**

Robert Mislevy is the Frederic M. Lord Chair in Measurement and Statistics at ETS. He was previously Professor of Measurement and Statistics at the University of Maryland, and Affiliate Professor of Survey Methods and of Second Language Acquisition. His research applies developments in technology, statistics, and cognitive science to practical problems in assessment. He developed the 'plausible values' methodology for the National Assessment of Educational Progress, helped Cisco Systems develop simulation-based assessments of network engineering, and with Linda

Steinberg and Russell Almond, created an “evidence centered” assessment design framework. Prof. Mislavy’s publications include Automated Scoring of Complex Tasks in Computer-Based Testing and the chapter “Cognitive Psychology” in Educational Measurement. He has received career contributions awards from AERA and NCME, and three times won NCME’s Award for Technical Contributions to Measurement. He is a past president of the Psychometric Society and a member of the National Academy of Education.

### **ERNEST MORRELL**

Ernest Morrell is the Director of the Institute for Urban and Minority Education (IUME) and Professor of English Education at Teachers College, Columbia University. He is also the president of the National Council of Teachers of English (NCTE), a 40,000-member organization founded in 1911. His research has focused on innovative socially, culturally, and technologically relevant pedagogical practices that promote academic literacy development, social and emotional learning, and college access; powerful models of teacher learning in city schools; and comprehensive models of school change. Professor Morrell has written more than 50 articles that have appeared in journals such as the *Teachers College Record*, *the Journal of Teacher Education*, *Reading Research Quarterly*, *English Education*, *the English Journal*, *the Journal of Adolescent and Adult Literacy*, *Action in Teacher Education*, and the *Annual Yearbook of the National Reading Conference*. He has written numerous book chapters and authored five books including *Critical Media Pedagogy: Teaching for Achievement in City Schools*, *The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools and Critical Literacy and Urban Youth: Pedagogies of Access, Dissent, and Liberation*. Professor Morrell has earned numerous commendations for his university teaching including UCLA’s Department of Education’s Distinguished Teaching Award. He received his Ph.D. in Language, Literacy, and Culture from the University of California, Berkeley where he was the recipient of the Outstanding Dissertation award.

### **JAMES W. PELLEGRINO**

James W. Pellegrino is Liberal Arts and Sciences Distinguished Professor and Distinguished Professor of Education at the University of Illinois at Chicago. He also serves as co-director of UIC’s interdisciplinary Learning Sciences Research Institute. His research and development interests focus on childrens’ and adults’ thinking and learning and the implications of cognitive research and theory for assessment and instructional practice. He has published over 275 books, chapters, and articles in the

areas of cognition, instruction, and assessment. His current research is funded by the National Science Foundation and the Institute of Education Sciences. He has served as head of several National Academy of Sciences study committees including co-chair of the Committee on the Foundations of Assessment and co-chair of the Committee on Deeper Learning and 21<sup>st</sup> Century Skills. He currently co-chairs the Committee on Developing Assessments of Science Proficiency in K-12. He is a lifetime member of the National Academy of Education and currently serves on the Technical Advisory Committees (TAC) of the SBAC, PARCC, DLM, and NCSC consortia of states funded under the USDOE Race to the Top assessment initiative.

### **TJEERD PLOMP**

Tjeerd Plomp is Professor Emeritus of the University of Twente, Enschede, The Netherlands, where he was a professor in curriculum development and evaluation from 1981 to 1999. He represented The Netherlands in the General Assembly of the International Association for the Evaluation of Educational Achievement (IEA) from 1987 to 1989. He was the Chair of the IEA from 1989 to 1999. During his time with IEA, he served as Chair for the Computers in Education study (COMPED), the Third International Mathematics and Science Study (TIMSS), and the Second International Technology in Education Study (SITES). He was also Study Director for IEA SITES 2006, which surveyed schools and teachers of mathematics and science on technology and computer use and related pedagogical approaches.

### **HERVE VARENNE**

Herve Varenne is a Professor of Education in the Programs in Anthropology and Education and Applied Anthropology in the Department of International and Transcultural Studies of Teachers College, Columbia University. His scholarly interests include culture, communication, and education with special attention to comparative and historical conditions. While Chair of the Department from 2001-2006, he guest edited a special issue of *Teachers College Record*, “Alternative Anthropological Perspectives on Education” (2007). He has been co-director with Edmund W. Gordon of a Study Group on Comprehensive Education and co-edited, in collaboration with Dr. Linda Lin, two more volumes including *Theoretical Perspectives on Comprehensive Education: The Way Forward*, Vol. 2 (2009) and *Educating Comprehensively: Varieties of Educational Experience*, Vol. 3 (2010).



## About the Assessment and Evaluation Research Initiative-AERI

---

**Our Mission:** AERI's mission is to promote meaningful use of assessment and evaluation information around the world and across disciplines with a primary focus on education.

**What We Do:** AERI achieves its mission through four strands of activity, targeting domestic and global audiences in education and other applied fields. These are:

- Conferences and forums on contemporary issues in assessment and evaluation
- Publications, reports, and policy briefs for academic and practitioner audiences
- Sponsored research projects and partnerships
- Capacity-building activities and institutes for educators, researchers, and policy-makers

**Our Values:** AERI's work is guided by a philosophy of innovation and knowledge generation in the assessment and evaluation sciences, through collaborative learning, stakeholder-orientation, and the use of participatory approaches in providing service.

**Our Partners, Sponsors, and Funders:** AERI's work has been supported by: the National Science Foundation, Educational Testing Service, the Stemmler Fund of the National Board of Medical Examiners, the Office of the National Coordinator at the U.S. Department of Health and Human Services; the National Educational Policy Center at the University of Colorado at Boulder, various units and departments at Columbia University's health sciences campus, and Barnard College.

AERI is pleased to host its second conference, "Testing Then and Now" as a part of TC's 125<sup>th</sup> year celebrations. AERI is also pleased to announce publications generated through its inaugural 2012 conference on the topic of validity (now available in print; see page 13). AERI was established in 2006, and is housed in the Department of Organization and Leadership at TC. More information about AERI can be found at [www.tc.columbia.edu/aeri/](http://www.tc.columbia.edu/aeri/). Contact us at: [aeri@tc.edu](mailto:aeri@tc.edu).

## About Our Partners

---

### **The Department of Education, Policy, and Social Analysis (EPSA), Teachers College**

EPSA, launched in 2011 in response to faculty and student desires for a more comprehensive approach to studying education issues and policies, brought together existing programs in Economics and Education, Politics and Education, and Sociology and Education, and sparked the creation of a new interdisciplinary program in Education Policy.

We focus on how governments, markets, and societal conditions shape schooling and the broader enterprise of creating a population that is informed about the challenges and opportunities it confronts, able to critically analyze its needs and interests, and prepared to work together to make a better world. More information about the department, faculty, programs, and courses are available at [www.tc.columbia.edu/epsa](http://www.tc.columbia.edu/epsa).

### **Institute for Urban and Minority Education (IUME), Teachers College**

For almost forty years, IUME has used advocacy, demonstration, evaluation, information dissemination, research, and technical assistance to study and seek to improve the quality of life chances through education in the communities of urban and minority peoples. The Institute continues to focus on the implications of population diversity in the context of the demand for pluralistic competencies for the design and management of teaching and learning transactions in schools and other environments for education. The central goal of IUME is to understand and uncouple the relationship between the social divisions to which persons are assigned and outcomes of education.

Today IUME's objective of fostering the development of communities of color is more critical than ever. Recent efforts and initiatives are focused on increasing university and community partnerships to promote institutional services in the community as well as civic engagement and social responsibility. More information about the Institute is available at [iume.tc.columbia.edu](http://iume.tc.columbia.edu).

### **The Gordon Commission**

The Gordon Commission is a group of outstanding educational leaders who will produce a vision for assessment that is fair and beneficial to improving U.S. education and which will advance technology to improve educational measurement and student achievement. The members of The Gordon Commission are distinguished scholars in the fields of education sciences, psychometrics and public policy, and thoughtful leaders in the arena of public affairs.

The Gordon Commission on the Future of Assessment in Education has a three-fold mission:

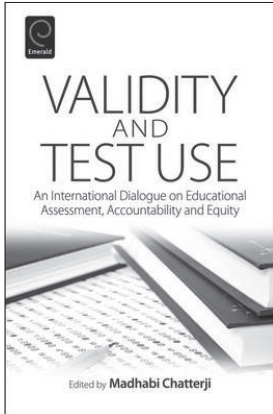
- 1.** Study the best of extant educational assessment policy, practice, and technology
- 2.** Consider our best estimates of how education will change in the future and what it will need from educational measurement during the 21st century
- 3.** Generate recommendations concerning the design of future models for and uses of educational assessment to support the demands and needs of education as these varied needs can be anticipated to be in the next quarter century and beyond

The Commission will evaluate the current state of educational assessment and the uses of its data. The Commission will explore ways in which emerging developments in pedagogical, cognitive, and technological sciences can be leveraged in the design of educational assessment instruments, procedures, and systems that are more powerful accelerants of student learning, of effective teaching, and of effective educational system management.

It will also review and critique the best of our current assessments and models and anticipate future needs and goals in the service of educational excellence and equity by the mid-21st century. The Commission is expected to conduct its inquiries and deliberations with wide public participation and complete transparency, and will make public its report to the field. More information about The Gordon Commission is available at [gordoncommission.org](http://gordoncommission.org).

## Recent AERI Publications

---



**Validity and Test Use** examines the overlapping topics of validity, validation, and use of educational tests and test data in practice, policy, and evaluative contexts around the globe. Reflecting perspectives of a prominent cadre of measurement and evaluation scholars and policy experts, the book offers new insights and frameworks for improving validity at the nexus of assessment design and use.

**Featured Authors:** Michael T. Kane, Adrie Visscher, Michael J. Feuer, and many others.

**Edited by** Madhabi Chatterji

**Publication date:** 11 Oct 2013

**Imprint:** Emerald Group Publishing Limited

**ISBN:** 9781781909461

For more information:

[www.emeraldinsight.com/products/books/notable/page.htm?id=9781781909461](http://www.emeraldinsight.com/products/books/notable/page.htm?id=9781781909461)

---



### ***When Education Measures Go Public - Stakeholder Perspectives on How and Why Validity Breaks Down***

Edited by Madhabi Chatterji

Volume 115, Number 9, 2013

**Featured Authors:** Eva Baker, Leo Casey, Jeffrey Henig, Lorrie Shepard, David Steiner, Kevin Welner, and Madhabi Chatterji

For more information, please visit:

[www.tcrecord.org/Issue.asp?volyear=2013&number=9&volume=115](http://www.tcrecord.org/Issue.asp?volyear=2013&number=9&volume=115)

To obtain this issue: [www.tcrecord.org/Subscriptions.asp](http://www.tcrecord.org/Subscriptions.asp)

---

### **COMING SOON:**

**AERI-NEPC *eBriefs* in Quality Assurance in Education, January, 2014**

#### ***Improving Validity Around the World***

*Understanding Validity and Fairness Issues in High-Stakes Individual Testing Situations*

By Jade Caines, Beatrice L. Bridglall and Madhabi Chatterji

*Understanding Validity Issues in Models of School and Teacher Evaluation*

By Beatrice L. Bridglall, Jade Caines and Madhabi Chatterji

*Understanding Validity Issues in International Large Scale Assessments*

By Meiko Lin, Erin Bumgarner and Madhabi Chatterji

*Understanding Validity Issues Surrounding Test-based Accountability Measures*

By Nancy Koh, Vikash Reddy and Madhabi Chatterji

For more information, please contact us at [aeri@tc.edu](mailto:aeri@tc.edu)



**TEACHERS COLLEGE**  

---

**COLUMBIA UNIVERSITY**

[www.tc.edu](http://www.tc.edu)