Introduction to
the Special Issue on Classroom Assessment

Mark Wilson, Maria Aracelia Ruiz-Primero, Pamela Paek

In 2016, following the urgings (Wilson, 2017, 2018) of its then President, the National Council for Measurement in Education (NCME) established a task force “to support and facilitate the integration of classroom assessment into the NCME consciousness and scholarship” (CATF, 2017). The vision for that Task Force included that:

NCME membership and scholarship (conference presentations, training workshops, journals) will reflect a balance of research and theory on the full range of uses of educational assessment. NCME seeks to influence classroom assessment practices through the appropriate application of measurement principles and insights and for these principles and insights to be influenced by classroom practitioners (CATF, 2017).

To support this aspect of its aims, the members of the Task Force quickly moved to establish a conference that is designed to bring together classroom practice-sensitive measurement experts and measurement-sensitive classroom assessment professionals (especially including classroom teachers). The first such conference, entitled The NCME Inaugural Conference on Classroom Assessment and Large-Scale Psychometrics: The Twain Shall Meet was held in Lawrence, Kansas September 12-14, 2017. The meeting, which was very well-attended, and agreed by all to be a resounding success, was hosted by Neal Kingston of the University of Kansas. It was at that meeting that the Journal of Educational Measurement (JEM) Editors (George Engelhard and Jonathan Templin) suggested that a Special Issue on Classroom Assessment be initiated.

1 The initial members of the Task Force were: Heidi L. Andrade, Alison Bailey, Sue Brookhart, Kristen Huff (co-Chair), Neal Kingston, Dale Whittington (co-Chair), Mark Wilson and E. Caroline Wylie

2 The second conference was also held in Lawrence, and the third is soon to be held in Boulder CO.

This is the author manuscript accepted for publication and has undergone full peer review but has not been through the copyediting, typesetting, pagination and proofreading process, which may lead to differences between this version and the Version of Record. Please cite this article as doi: 10.1111/jedm.12231.

This article is protected by copyright. All rights reserved.
Assessment be initiated following the conference, taking advantage of the wealth of interesting and highly-relevant papers that had been presented, as well, of course, of other contributions that might be submitted independently of the Conference.

This Special Issue, then, is one result of that initiative, the subsequent conference, and the efforts of the CATF. The Call for Papers that was subsequently issued by NCME described the aims of the Special Issue as being:

to highlight exemplars of important scholarship in the area of assessment in the context of the classroom, broadly writ, and also accounts of innovative applications of educational measurement research in the classroom. Papers are sought that present new approaches to all aspects of measurement, ranging from construct development, to assessment and outcome space development, to methods of data analysis, and validity studies. In addition, critical reviews of current theory and practice, tutorial presentations of less well known approaches, and novel applications of better known approaches will be considered.

The Call resulted in a total of 35 submissions to the Special Issue. Thankyou! to all who submitted their work.

Eighty reviewers (see the reviewer list in this issue) participated in the reviewing process, many of them reviewing papers more than once. Thankyou! to all of the reviewers for your high-quality and speedy reviews.

The reviewing process took (on average) longer than the usual for JEM. This was due to three aspects of the process. First, the set of papers that were submitted was (by design) different than for the typical JEM submission—as noted above, the Call asked for new views and aspects of measurement, and invited novel methods and perspectives. And that is what was sent in. Second, reviewers were asked to stretch their judgments to be inclusive of this wide range of approaches and materials. Third, as we (the Special Issue Editor and Associate Editors) considered that our role was to foster these new approaches and perspectives, we allowed a further iteration of reviews than is standard for papers that, although not quite ready for acceptance, were deemed to be close enough to encourage further revision. All three contributed to a slower and longer review process than would be the case for a regular JEM issue. Some authors were disappointed by this slow pace, and we apologize to them for that, and we beg their forgiveness, in the interests of broad inclusion.
In the end, eight papers made it all the way through this review process, and these are included here in this Special Issue. Thankyou! to the authors of these papers, for your contributions, and your readiness to respond to reviewers’ comments.

The resulting set of papers can be seen as being composed of several sub-parts, and the papers are listed in order of those sub-parts in the Table of Contents. The first paper (Heritage & Kingston, 2019) is a unique contribution: it was generated by the introductory session at the first Classroom Assessment Conference noted above, where the host (Neal Kingston) and one of the leaders in research and development in classroom assessment, Margaret Heritage, provided different perspectives and ideas about classroom assessment. This set the stage well for that Conference, and was chosen to open this Special Issue for the same reason. Of course, this is a review paper, not a study report, so it does not have the usual structure as for typical JEM papers, but that is quite intentional.

The next set of two of papers (Briggs, Chattergoon & Burkhardt, 2019; Hopster den-Otter, Woods, Eggen & Veldkamp, 2019) both contribute valuable general perspectives on the methodology of classroom assessment, addressing issues regarding (i) student learning objectives, and (ii) a general framework for validity. The next set of four papers (Chen, Senk Thompson & Voogt, 2019; Keuning, Van Geel, Visscher & Fox, 2019; Leighton, 2019; Liu, Kennedy, Ben-Sopel, Carlso, Biancarosa & Davision, 2019), makes valuable contributions to specific areas of the broad domain of classroom assessment in the areas of: reading comprehension, formative assessment feedback, data-based decision-making, and geometry learning, respectively. The final paper (Duckor & Holmberg, 2019) looks beyond the student, to investigate teacher learning progressions.

Finally, Thankyou! to the readers of this Special Issue—we hope you will enjoy the richness and diversity of the papers that are included here, and that you will be inspired by these papers to follow-up with new contributions of your own that contribute to the breadth of JEM, and to the strength of our discipline.

References


This article is protected by copyright. All rights reserved.
Minerva Access is the Institutional Repository of The University of Melbourne

Author/s:
Wilson, M; Ruiz-Primo, MA; Paek, P

Title:
Introduction to the Special Issue on Classroom Assessment

Date:
2019-12-01

Citation:

Persistent Link:
http://hdl.handle.net/11343/286943