

The national and international demand for sophisticated education researchers is reflected at Boston College through the **two world-renowned** Lynch School of Education and ERME-affiliated research centers:

1. **Center for the Study of Testing, Evaluation, and Educational Policy (CSTEED)** which includes the **Technology and Assessment Study Collaborative (inTASC)**
2. **TIMSS and PIRLS International Study Center**



Both research centers receive extraordinary external funding that often create more graduate student research opportunities than ERME has graduate students to fill.



The long term educational aim of these research center efforts is to produce a new generation of highly skilled professionals prepared to apply and develop **cutting edge data collection, statistical analysis and assessment techniques** that capitalize on the efficiency, flexibility, and reach of existing and emerging technologies.

For example, ERME is very interested in becoming a **leader in the use of technology** to enhance research and assessment. This includes developing new uses of computers (and developing new technology) to collect, analyze and present information and use of computers to assess students for both formative and summative purposes. Current research proposals include the development and validation of **computer-based testing environments**, development and validation of **diagnostic testing techniques**, development of new data collection techniques, and development of new tools for disseminating research findings.

The efforts of both centers will benefit from new hires with recent theoretical and practical experience in advanced psychometrics, statistics, and program evaluation. In addition, both research centers receive **extraordinary external funding** that creates more **graduate student research opportunities** than ERME currently has graduate students to fill.



The Center for the Study of Testing, Evaluation, and Educational Policy

(CSTEPP) is an educational research organization located at Boston College in the Lynch School of Education (LSOE). Since its inception in 1980, CSTEPP has

conducted research on: testing, evaluation, and public policy, studies to improve school assessment practices, and international comparative research. CSTEPP conducts its work on both small and large scales, working with individual schools, districts, states, as well as countries to advance educational testing practices and policy, and to improve the quality and fairness of education. CSTEPP's professional staff includes nationally and internationally recognized experts in educational measurement, large-scale assessment, evaluation, and policy issues. In addition, CSTEPP's staff includes faculty from the LSOE's Educational Research, Measurement, and Evaluation department.

For more information about CSTEPP, please visit: www.bc.edu/research/csteep.



The Technology and Assessment Study Collaborative (inTASC)

is a not-for-profit research group that works collaboratively with schools, educational agencies, and businesses to conduct research and development on a variety of issues related to technology and assessment. inTASC brings together researchers who have examined

several aspects of technology and assessment in schools over the past decade to focus on new questions and issues that arise from the field. inTASC is unique in that it does not develop research studies and then seek schools to participate in research activities. Instead, schools, educational agencies, and businesses approach inTASC with their own ideas and/or questions that require systematic research to address. Research conducted by inTASC is developed, conducted, and often disseminated in collaboration with our educational and business partners.

For more information about inTASC, please visit: intasc@bc.edu.



The TIMSS and PIRLS International Study Center

conducts comparative studies in educational achievement throughout the

world. Principally, the Center directs two main efforts—Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS)—under the auspices of the International Association for the Evaluation of Educational Achievement. TIMSS 2007 is the fourth in a cycle of internationally comparative assessments dedicated to improving teaching and learning in mathematics and science for students around the world. Carried out every four years at the fourth and eighth grades, TIMSS provides data about trends in mathematics and science achievement over time. PIRLS 2006 is the second in a cycle of internationally comparative reading assessments carried out every five years. Conducted at the fourth grade, this world-wide assessment and research project is designed to measure trends in children's reading literacy achievement and collect information about the policy and practices related to learning to read and reading instruction.

For more information about the TIMSS and PIRLS International Study Center, please visit: <http://isc.bc.edu>.