Boston College Department of Educational Research, Measurement & Evaluation (ERME)

ERME at AERA

AERA Annual Meeting & Exhibition
NCME Annual Meeting

New York City
March 24–28, 2008
# ERME at AERA

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I. Introduction to the Boston College Department of Educational Research, Measurement and Evaluation (ERME)
The Educational Research, Measurement and Evaluation (ERME) program at the Lynch School combines the study of research design, statistical methods, and testing and assessment with a research focus on major contemporary education policy issues.

The M.Ed. and Ph.D. programs are designed to prepare students for research and academic careers in education, social sciences and human services. ERME has been training students to examine educational programs, design quantitative research studies, develop assessment instruments, and analyze educational data to help inform policy-making for almost 40 years.

Courses offered include:
- ED/PY 460 Interpretation and Evaluation of Research
- ED/PY 462 Assessment and Test Construction
- ED 466 Models of Curriculum and Program Evaluation
- ED 467 Practical Aspects of Curriculum and Program Evaluation
- ED/PY 468 Introductory Statistics
- ED/PY 565 Large Scale Assessment: Methods and Practice
- ED/PY 851 Design of Qualitative Research

ERME students have the opportunity to work on research projects with individual faculty members or in one of the Lynch School’s research centers. To learn more about the research centers, please visit:

- Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP). http://www.bc.edu/research/csteep/
- Technology and Assessment Study Collaborative (inTASC), http://www.bc.edu/research/intasc/
- TIMSS & PIRLS International Study Center, http://isc.bc.edu/
Dr. Larry Ludlow  
Professor, and Department Chair  
Ph.D., University of Chicago

Research Interests: Applications of item response theory; diagnostic analyses of residuals; estimation of teacher effects.

Dr. Henry Braun  
Boisi Professor of Education and Public Policy, and Director of Center for the Study of Testing, Evaluation and Educational Policy  
Ph.D., Stanford University

Research Interests: Testing and education policy; achievement gaps; statistical modeling; expert systems.

Dr. Walter Haney  
Professor  
Ed.D., Harvard University

Research Interests: Testing and public policy; educational technology; exploratory data analysis; cheating on tests; drawings as an alternative form of assessment.

Dr. Ina Mullis  
Professor, and Director of the International Study Center  
Ph.D., University of Colorado

Research Interests: Large-scale assessment methods in international, national, and state contexts; innovative approaches to measuring student skills and understandings.

Dr. Joseph Pedulla  
Associate Professor  
Ph.D., Boston College

Research Interests: Testing and its impact on public policy; alternative assessment techniques, especially their utilization in urban schools; program evaluation.

Dr. Michael Russell  
Associate Professor  
Ph.D., Boston College

Research Interests: Relationships among school district support of technology, classroom use of technology, and impacts on student learning.

Dr. Laura O'Dwyer  
Assistant Professor  
Ph.D., Boston College

Research Interests: International comparative studies and the effects of organizational characteristics on individual outcomes; impacts of school organizational characteristics on the adoption of technology as a teaching and learning tool.
ERME Research Centers

CSTEEP
www.bc.edu/research/csteep

The Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP) is an educational research organization located at Boston College in the Lynch School of Education. Since its inception in 1980, CSTEEP has conducted research on:

- testing, evaluation, and public policy
- studies to improve school assessment practices
- and international comparative research.

CSTEEP 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. CSTEEP’s professional staff includes nationally and internationally recognized experts in educational measurement, large-scale assessment, evaluation, and policy issues. In addition, CSTEEP’s staff includes faculty from the LSOE’s Educational Research, Measurement, and Evaluation department.

inTASC
intasc@bc.edu

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.

TIMSS & PIRLS
http://isc.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.
II. Conference Information

Annual Meeting Headquarters

The majority of sessions will be held at the Hilton New York, the Sheraton New York, the Marriott Marquis, and the Crowne Plaza Times Square. The AERA 2008 Annual Meeting Exhibition (March 25–27) will be held at the Hilton New York. On-site registration will also be held at Hilton New York.
New York City is considered by many to symbolize the gateway of opportunity in the United States. The history of immigrant families and communities in this metropolitan region is well documented and an important part of the American Dream. Yet the geography of opportunity has become a local, national, and global challenge. Cities and metropolitan regions are experiencing intensified city/suburban fiscal disparities. The trend toward increased class- and race-based geospatial polarization has implications for schools, neighborhoods, and related social institutions and groups. The resulting local, state, and federal government responses often create new problems. There has been an expansion of the policing functions of government, for example, while the demand for many key social services continues to grow (e.g., housing, schools, health, and transportation). Thus local, state, and federal funding remains an important policy consideration and research opportunity.

Funding is only one of the many challenges facing communities within and across social and spatial boundaries. Many scholars have found that metropolitan education does not share the level of civic capacity that is available for other local ventures (e.g., sport stadiums). The term “civic” refers to actions and strategic plans conceived to support the goal of advancing the well-being of the entire community. Some scholars have argued that “civic capacity” captures the extent to which multiple sectors of a region have constructed formal and informal structures to create common objectives and advance common goals (e.g., the Civic Capacity and Urban Education project). Civic capacity requires communities to move beyond immediate relationships and specific occupational roles toward the acceptance of their interdependence and civic responsibility. Civic responsibility in education requires that multiple sectors of the community—individuals, governments, and nongovernment organizations—accept the charge of creating high-quality educational opportunities irrespective of neighborhood or other geospatial considerations.

This year’s Annual Meeting theme provides an intellectual space for scholarship focused on schools, neighborhoods, and communities. Examples of relevant research topics include, but are not limited to (1) higher education and community development, (2) education and social service partnerships, (3) community-based teacher education, (4) project-based learning in metropolitan settings, (5) juvenile justice and opportunity to learn, (6) fiscal policy and planning, and (7) educational role of the professions (e.g., health, law, and engineering).

While in New York City, the AERA community will have an opportunity to explore research, historical writings, and moral arguments. An overarching purpose is to define, frame, contextualize, explain, and debate solutions to the ongoing challenge of linking research on schools, neighborhoods, and communities to matters of civic responsibility and capacity-building opportunities. Please consider participating in this important intellectual endeavor.

Program Highlights for Graduate Students

Division D Graduate Student Seminar (Breakfast Meeting)
The Road Less Traveled: Transitioning from Graduate Student to Professional
Session Organizer and Chair: Linda Chard
Participants: Hao Song, Arturo Olivarez, Raymond Mapuranga, and H. Gary Cook
Monday, March 24, 8:00am-11:30am
NY Marriott Marquis Times Square / Marquis Ballroom, Salon C, 9th Floor

Division D Mentoring Session Luncheon
Session Organizer: Allan Cohen
Participants: Linda L. Cook, Gregory J. Kelley, Robert J. Mislevy, Mark, R. Wilson, Stephen W. Raudenbush, Rebecca Zwick, Bruno D. Zumbo
Tuesday, March 25, 11:30am-1:55pm
Hilton NY / Sutton, Complex, Sutton North, 2nd Floor

NCME Future Directions for the Field of Educational Measurement - A Symposium
Speakers: Dr. Greg Cizek, Dr. Cathy Welch, Dr. Howard Wainer, Dr. Daniel Koretz
Tuesday, March 25, 4:05pm-6:05pm
Broadway Ballroom Act II, Crowne Plaza Hotel

NCME No-Host Welcome Reception
Tuesday, March 25, 6:15pm-7:30pm
Times Square Ballroom, Crowne Plaza Hotel

NCME Breakfast
Wednesday, March 26, 8:15am-10:15am
Broadway Ballroom, Crowne Plaza Hotel

NCME Graduate Student Poster Session
Wednesday, March 26, 4:05pm-6:05pm
Broadway Ballroom Act I, Crowne Plaza Hotel

Division D Fireside Chat
The "S" Factor: How Researchers, Methodologists and Measurement Scholars Build Capacity with a Foundation of Service
Session Organizers/Chairs: Jade Caines, Jill L. Adelson
Session Participants: Jennifer Bell-Elwanger, Lisa Colarossi, Michael Nettles, Ann O'Connell, Leanna Stiefel
Discussant: Linda L. Cook
Thursday, March 27, 4:05pm-5:35pm
NY Marriott Marquis Times Square / Shubert Complex, Uris Room, 6th Floor

Division D Business Meeting and Reception
Thursday, March 27, 6:15pm-8:15pm
NY Marriott Marquis Times Square, Astor Ballroom, 7th Floor
Program Highlights

Presidential Address
The Impact of Anchor Test Configuration on Students’ Proficiency Classifications
Anne Fitzpatrick

Career Award Recipient Address
Schrödinger’s Cat, Rasch’s P, and the Most Dangerous Equation
Howard Wainer; Moderator: Stephen Sireci; Discussant: Andrew Gelman

Invited Symposia
Open Hearing on Revising the 1999 Standards for Educational and Psychological Testing
Organizers/Moderators: Wayne Camara, David Frisbie; Organizer/Presenter: Suzanne Lane; Presenters: Bob Brennan, Eva Baker, Michael Kane, Michael Kolen, Robert Linn, Randy Bennett, Martha Thurlow, Joan Herman, Dan Eignor
Co-sponsored by NCME and AERA Division D

Policy, Technical, and Operational Issues and School Accountability for Growth
Organizer/Presenter: Huynh Huynh; Presenters: Charity Smith, Robert Kennedy, Anita Rawls, Do-Hong Kim, Eugene Kennedy; Discussants: Peter Behuniak, William Schafer

Accessibility, Comparability, and Validity: Evaluating Test Score Equivalence across Test Forms and Subpopulations

The Intersection of Accountability and Measurement: Policy and Psychometrics
Organizer/Moderator: Phoebe Winter; Presenters: Kerri Briggs, David Abrams, Joseph Martineau, Rebecca Kopriva, Karen Barton; Discussant: Robert Linn

Professional Development Programs in Formative Classroom Assessment: Do Changes in Teacher Practice Improve Student Achievement
Organizer/Presenter: Christina Schneider; Presenters: Caroline Wylie, Courtney Bell, Dylan William, Shelley Ragland, Ching Ching Yap, Pamela Kaliski, Susan Brookhart, Connie Moss, Beverly Long; Discussant: Bruce Randel

Dualities of Validity in an International Context
Organizer: William Lori; Presenters: Michelle Boyer, Juan Enrique Froemel, Vyjayanthi Sankar, Sridhar Rajagopalan, Eugenio Gonzalez

Committee-Sponsored Symposia
Future Directions for the Field of Educational Measurement
Gregory Cizek, Howard Wainer, Catherine Welch, Daniel Koretz
Sponsored by the Graduate Student Issues Committee

English Language Learners and NCLB 101
Organizer: Cara Cahalan Laitusis; Presenters: Jamal Abedi, Micheline Chalhoub-Deville, Charlene Rivera, John Young
Sponsored by the Diversity Issues in Testing Committee

Cutting Edge Indicators of Educational Quality for Predicting Global Competitiveness
Organizer: Bonnie Strykowski
Sponsored by the National Association of Testing Directors

Graduate Student Poster Session
Organizer: Graduate Student Issues Committee
This 11th annual poster session of NCME’s Graduate Student Issues Committee provides an opportunity for graduate students to share their work and receive feedback from professionals and their peers.

NCME Fitness Run/Walk
Organizer: Brian F. French
Run a 5K or walk a 2.5K course in Riverside Park, Manhattan’s most spectacular waterfront park. Commemorative T-Shirts will be given to all participants.
III. ERME

Participants

At A Glance

**AERA**

**Faculty**
- Henry Braun
- Larry Ludlow
- Michael Martin
- Ina Mullis
- Laura O'Dwyer
- Joseph Pedulla
- Michael Russell

**Former Faculty**
- Damian Betebenner

**Graduate Students**
- Matthew Cannady
- Rachel Kay
- Emilie Mitescu
- Yi Shang
- Octavio Suarez Munist

**Alumni**
- Lisa Abrams
- Damian Bebell
- Marguerite Clarke
- Robert Connor
- Sarah Enterline
- Carolyn Fidelman

**NCME**

**Faculty**
- Henry Braun

**Former Faculty**
- Damian Betebenner

**Adjunct Faculty**
- Tzur Karelitz

**Alumni**
- Eugenio Gonzalez
- Susan Gracia
- Barbara Helms
- Sue Henderson
- Catherine Horn
- Dana Kelly
- Ann Kennedy
- Jennifer Kobrin
- Helena Miranda
- Michael O'Leary
- Andrew Poggio

## AERA 2008

### ERME Participants by NAME

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**Note**

ETS Strategic Workforce Solutions Division

is recruiting research scientists and measurement professionals.

Please join us for breakfast to learn more about career opportunities with ETS.

Thursday, March 27, 2008 • 8 to 10:30 a.m.
Crowne Plaza Hotel – Times Square Manhattan 1605 Broadway at 49th Street Broadway Ballroom, Act I, 4th Floor
New York, NY 10019

RSVP by March 14, 2008 [www.ets.org/aerabreak.html](http://www.ets.org/aerabreak.html)
IV. Program Schedule

Session Ranges

Session numbers are grouped by date, time of day, and session number ranges.

1.010–6.010  Sunday Morning–Afternoon, March 23
7.010–11.010  Monday Morning, March 24
12.001–16.097  Monday Afternoon, March 24
17.011–19.010  Monday Evening, March 24
20.010–27.010  Tuesday Morning, March 25
28.001–33.093  Tuesday Afternoon, March 25
34.010–35.010  Tuesday Evening, March 25
36.010–40.018  Wednesday Morning, March 26
41.001–45.010  Wednesday Afternoon, March 26
46.010–47.011  Wednesday Evening, March 26
48.010–55.014  Thursday Morning, March 27
56.010–61.083  Thursday Afternoon, March 27
62.010–63.049  Thursday Evening, March 27
64.001–73.010  Friday Morning–Afternoon, March 28
74.010–75.012  Saturday Morning–Afternoon, March 29
## ERME Presentations OVERVIEW

See next pages for more detailed information.

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<th>Day</th>
<th>Time</th>
<th>Session</th>
<th>Division</th>
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<tr>
<td>Monday</td>
<td>12:00 pm to 1:30 pm</td>
<td>12.021. International Comparisons of Large-Scale Assessments.</td>
<td>Division D-Measurement and Research Methodology</td>
<td>New York Marriott Marquis Times Square, Harlem Room, 7th Floor</td>
</tr>
<tr>
<td>Monday</td>
<td>12:00 pm to 1:30 pm</td>
<td>12.040. Technology, Math, and Science Teaching.</td>
<td>Division K-Teaching and Teacher Education</td>
<td>Hilton New York, Nassau Suite A, 2nd Floor</td>
</tr>
<tr>
<td>Monday</td>
<td>2:15 pm to 3:45 pm</td>
<td>14.027. Testing Content Knowledge or Testing Language Proficiency: Challenges and Promises in Assessing English Language Learners.</td>
<td>Division D-Measurement and Research Methodology</td>
<td>Crowne Plaza Hotel Times Square, Room 1500, 15th Floor</td>
</tr>
<tr>
<td>Monday</td>
<td>4:05 pm to 5:35 pm</td>
<td>16.022. Examining the Impacts of One-to-One Laptop Initiatives.</td>
<td>Division C-Learning and Instruction</td>
<td>Hilton New York, Sutton Complex, Sutton Center, 2nd Floor</td>
</tr>
<tr>
<td>Monday</td>
<td>4:05 pm to 5:45 pm</td>
<td>16.093. Cognition and Assessment: Methods and Applications.</td>
<td>SIG-Cognition and Assessment</td>
<td>New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor</td>
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<tr>
<td>Tuesday</td>
<td>8:15 am to 10:15 am</td>
<td>22.011. The Educational Pipeline and Its Consequences for Students: Realizing Bakke's Legacy.</td>
<td>Presidential Session</td>
<td>Hilton New York, Murray Hill Suite B, 2nd Floor</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:15 am to 9:45 am</td>
<td>22.023. Effectiveness of Mathematics Curriculum and Programs.</td>
<td>Division C-Learning and Instruction</td>
<td>Hilton New York, East Suite, 4th Floor</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:15 am to 9:45 am</td>
<td>22.048. Diversifying the Workforce: Examining Induction, Retention, and Development of New Teachers of Color.</td>
<td>Division K-Teaching and Teacher Education</td>
<td>Sheraton New York Hotel &amp; Towers, Executive Conference Center, Conference Room L, Lower Lobby</td>
</tr>
<tr>
<td>Tuesday</td>
<td>9:05 am to 9:45 am</td>
<td>24.018. Issues in Middle and High School Mathematics.</td>
<td>Division C-Learning and Instruction</td>
<td>Sheraton New York Hotel &amp; Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor</td>
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<tr>
<td>Tuesday</td>
<td>10:35 am to 12:05 pm</td>
<td>25.070. Quality in Early Education Settings.</td>
<td>SIG-Early Education and Child Development</td>
<td>Crowne Plaza Hotel Times Square, Times Square Ballroom, Section A, Lobby Level</td>
</tr>
<tr>
<td>Tuesday</td>
<td>12:25 pm to 1:55 pm</td>
<td>28.047. Literacy, Coaches, and Professional Development: Implications for Teacher Education.</td>
<td>Division K-Teaching and Teacher Education</td>
<td>Sheraton New York Hotel &amp; Towers, Liberty Suite 4, 3rd Floor</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1:00 pm to 5:00 pm</td>
<td>29.013. PGR23: Using International Large-Scale Assessment Data.</td>
<td>Professional Development Training</td>
<td>New York Marriott Marquis Times Square, Soho Complex, OliveRead Room, 7th Floor</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1:15 pm to 1:55 pm</td>
<td>30.010. Achievement, Attrition, Assessment, and Full-Service Schooling.</td>
<td>Division A-Administration, Organization, and Leadership</td>
<td>Hilton New York, Tronon Ballroom/Petit Tronon, 3rd Floor</td>
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<tr>
<td>Tuesday</td>
<td>1:15 pm to 1:55 pm</td>
<td>30.019. Applications in Rasch Measurement.</td>
<td>SIG-Rasch Measurement</td>
<td>Sheraton New York Hotel &amp; Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor</td>
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<tr>
<td>Tuesday</td>
<td>2:15 pm to 3:45 pm</td>
<td>31.082. Secondary and Postsecondary Transition in Special Education.</td>
<td>SIG-Special Education Research</td>
<td>Sheraton New York Hotel &amp; Towers, Park Suite 1, 5th Floor</td>
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<tr>
<td>Wednesday</td>
<td>8:15 am to 9:45 am</td>
<td>37.033. Large-Scale Assessment: Qualitative and Quantitative Views.</td>
<td>Division H-School Evaluation and Program Development co-sponsored with SIG-Large Scale Assessment</td>
<td>New York Marriott Marquis Times Square, Empire Complex, Chelsea Room, 7th Floor</td>
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<tr>
<td>Wednesday</td>
<td>12:25 pm to 1:55 pm</td>
<td>41.059. Classroom Assessment: Models for Research and Practice.</td>
<td>SIG-Classroom Assessment</td>
<td>Sheraton New York Hotel &amp; Towers, Executive Conference Center, Conference Room F, Lower Lobby</td>
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<tr>
<td>Wednesday</td>
<td>1:15 pm to 1:55 pm</td>
<td>42.026. Standards, Mandated Policy, and Innovative Change.</td>
<td>SIG-Educational Change</td>
<td>New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor</td>
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<tr>
<td>Wednesday</td>
<td>2:15 pm to 3:45 pm</td>
<td>43.015. Gender and Education.</td>
<td>Committee on Scholars and Advocates for Gender Equity (SAGE)</td>
<td>Sheraton New York Hotel &amp; Towers, Madison Suite 6, 5th Floor</td>
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<tr>
<td>Wednesday</td>
<td>2:15 pm to 3:45 pm</td>
<td>43.107. Posters in Mathematics Education.</td>
<td>Division C-Learning and Instruction</td>
<td>Hilton New York, Americas Hall, 3rd Floor</td>
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<td>Thursday</td>
<td>8:15 am to 9:45 am</td>
<td>50.026. Learning, Development, and Cognitive Strategies in Multilingual Settings.</td>
<td>Division G-Social Context of Education</td>
<td>Crowne Plaza Hotel Times Square, Room 1507, 15th Floor</td>
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<td>Thursday</td>
<td>12:25 pm to 1:55 pm</td>
<td>56.041. Civic Dialogue and Engagement on Campus.</td>
<td>Division J-Postsecondary Education</td>
<td>Crowne Plaza Hotel Times Square, Room 1504, 15th Floor</td>
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<tr>
<td>Thursday</td>
<td>12:25 pm to 1:55 pm</td>
<td>56.086. Computer and Internet Applications in Education SIG-Poster Session.</td>
<td>SIG-Computer and Internet Applications in Education</td>
<td>Hilton New York, Americas Hall, 3rd Floor</td>
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<tr>
<td>Thursday</td>
<td>2:15 pm to 3:45 pm</td>
<td>59.004. The Intricacies of Accountability Policy.</td>
<td>Division Educational Policy and Politics</td>
<td>Crown Plaza Hotel Times Square, Times Square Ballroom, Section A, Lobby Level</td>
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<tr>
<td>Thursday</td>
<td>2:15 pm to 3:45 pm</td>
<td>59.093. Division J Poster Session 3.</td>
<td>Division J-Postsecondary Education</td>
<td>Hilton New York, Americas Hall, 3rd Floor</td>
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<tr>
<td>Thursday</td>
<td>3:05 pm to 3:45 pm</td>
<td>60.014. High-Quality Classroom Assessment: Research, Design, and Development.</td>
<td>SIG-Classroom Assessment</td>
<td>Sheraton New York Hotel &amp; Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor</td>
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<td>Thursday</td>
<td>4:05 pm to 5:35 pm</td>
<td>61.036. Pedagogical Sophistication and Improved Classroom Practice.</td>
<td>Division K-Teaching and Teacher Education</td>
<td>Hilton New York, Concourse H, Concourse Level</td>
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<td>Friday</td>
<td>10:35 am to 12:05 pm</td>
<td>67.029. Growth and Group Change Model Applications.</td>
<td>Division D-Measurement and Research Methodology</td>
<td>Crown Plaza Hotel Times Square, Times Square Ballroom, Section C, Lobby Level</td>
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<td>Friday</td>
<td>10:35 am to 12:05 pm</td>
<td>67.046. Promises and Complexities in Enacting Cultural Practices by Teachers of Color in High-Minority Schools.</td>
<td>Division K-Teaching and Teacher Education</td>
<td>Sheraton New York Hotel &amp; Towers, Liberty Suite 4, 3rd Floor</td>
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<td>Friday</td>
<td>12:25 pm to 1:55 pm</td>
<td>68.026. Measuring Teachers in the Classroom.</td>
<td>Division D-Measurement and Research Methodology</td>
<td>Crowne Plaza Hotel Times Square, Room 504, 5th Floor</td>
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<td>Friday</td>
<td>2:15 pm to 3:45 pm</td>
<td>71.015. PIRLS 2006: Reading Curriculum and Achievement in 40 Countries Around the World.</td>
<td>Division B-Curriculum Studies</td>
<td>Sheraton New York Hotel &amp; Towers, Riverside Suite, 3rd Floor</td>
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<td>Friday</td>
<td>2:15 pm to 3:45 pm</td>
<td>71.016. Becoming Teachers: A Situative Look at Identity, Motivation, and Learning.</td>
<td>Division C-Learning and Instruction co-sponsored with SIG-Motivation in Education</td>
<td>Sheraton New York Hotel &amp; Towers, Central Park West, 2nd Floor</td>
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<td>Friday</td>
<td>2:15 pm to 3:45 pm</td>
<td>71.043. The Importance of Comprehensive Assessment in Accountability Policy.</td>
<td>Division L-Educational Policy and Politics</td>
<td>Crown Plaza Hotel Times Square, Times Square Ballroom, Section A, Lobby Level</td>
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<td>Friday</td>
<td>2:15 pm to 3:45 pm</td>
<td>71.064. Methodological Issues in Survey Research as Applied in Educational Settings.</td>
<td>SIG-Survey Research in Education</td>
<td>Sheraton New York Hotel &amp; Towers, Executive Conference Center, Conference Room E, Lower Lobby</td>
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12.021. International Comparisons of Large-Scale Assessments.
Division D-Measurement and Research Methodology, New York Marriott Marquis Times Square, Harlem Room, 7th Floor, 12:00 pm to 1:30 pm

Chair: Leslie Rutkowski, International Association for the Evaluation of Educational Achievement Data Processing Center

Participants:
- How Do Other Countries Measure up to the Mathematics and Science Achievement Levels on the National Assessment of Educational Progress? Ronald K. Hambleton, University of Massachusetts; Zachary R. Smith, University of Massachusetts - Amherst; Stephen G. Sireci, University of Massachusetts
- A Comparison of PISA and TIMSS 2003 Achievement Results in Mathematics. Margaret Li-min Wu, University of Melbourne
- The Accuracy of Longitudinal Comparisons on International Educational Assessments: The Case of Jurisdictions with Low Achievement. Yunmei Xu, University of Toronto

Discussants: Eugenio Gonzalez, Educational Testing Service, Steven L. Wise, James Madison University

Division K Teaching and Teacher Education, Hilton New York, Nassau Suite A, 2nd Floor, 12:00 pm to 1:30 pm

Chair: Victoria B. Costa, California State University - Fullerton

Participants:
- Computing in Context: Low-Income Latino Youth in an Advanced-Placement Computer Science High School Classroom. Jesse Moya, University of California – Los Angeles
- Examining School System Influences on Math Teachers’ Technology Integration Practices. Anika S. Ball-Anthony, University of Michigan; Lawrence M. Clark, University of Maryland
- Factors Concerning Integration of Biotechnology Into Secondary Biology. Amber L Mansius, Brigham Young University; Nikki L. Hanegan, Brigham Young University
- Preservice Science and Mathematics Teachers’ Computer-Related Self-Efficacy and Attitudes: The Relationship among These Variables. Savas Pamuk, Middle East Technical University; Deniz Peker, Middle East Technical University
- The Louisiana Algebra I Online Initiative as a Model for Teacher Professional Development: Examining Teacher Experiences. Laura M. O’Dwyer, Boston College; Rebecca A. Carey, Education Development Center, Inc.; Glenn M. Kleiman, North Carolina State University

14.027. Testing Content Knowledge or Testing Language Proficiency: Challenges and Promises in Assessing English Language Learners.
Division D-Measurement and Research Methodology, Crowne Plaza Hotel Times Square, Room 1506, 15th Floor, 2:15 pm to 3:45 pm

Chair: Maria Martiniello, Educational Testing Service

Participants:
- Deepening Analysis of Large-Scale Assessment Data: Understanding the Results for English-Language Learners. Caroline E. Parker, Education Development Center, Inc.; Josephyne K. Louie, Educational Development Center, Inc.; Laura M. O’Dwyer, Boston College
- Using Think-Aloud Protocols to Examine Sources of DIF for ELLs in Math Word Problems. Maria Martiniello, Educational Testing Service
- Testing for the Future: Addressing the Needs of Low-Literacy English Learners by Moving Beyond the Use of Common Item Types Across Tests. Rebecca Kopriva, University of Maryland; James Bauman, Center for Applied Linguistics; Dorry M. Kenyon, Center for Applied Linguistics
- Access as a Key to Valid English Language Learner Assessment: Extending Opportunity to Learn and Universal Design. Edynn Sato, WestEd

Discussants: Catherine Snow, Harvard University; Jamal Abedi, University of California – Davis
Division C-Learning and Instruction, Hilton New York, Sutton Complex, Sutton Center, 2nd Floor, 4:05 pm to 5:35 pm

Chairs: Damian J. Bebell, Boston College, Michael K. Russell, Boston College

Participants:
- Evaluation of the Texas Technology Immersion Pilot (eTxTIP): Year Two Results. Kelly S. Shapley, Shapley Research Associates, LLC.
- Maine's Impact Study of Technology in Mathematics (MISTM). David L. Silvernail, University of Southern Maine
- Assessing Change in Stakeholder Engagement With Constructs of Practice at Four Technology-Rich Schools. Mark E. Weston, University of Colorado – Denver
- 1:1 Computing: Year Two Results from the Berkshire Wireless Learning Initiative Evaluation. Damian J. Bebell, Boston College

SIG-Cognition and Assessment, New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor, 4:05 pm to 4:55 pm

Tables:
- 7. Building a Cognitive Model to Inform Item Difficulty in Reading Comprehension Items: an Application of Rule-Space Methodology. Dubravka Svetina, Arizona State University; Joanna Sandra Gorin, Arizona State University; Kikum Tatsuoka, Teachers College, Columbia University
- 8. Cognitive Diagnostic Assessment: The Development of the Q-Matrix for a Large-Scale High School Mathematics Test. Saad Chahine, University of Toronto; Ruth Beatty, Institute of Child Study, University of Toronto; Nenad Radakovic, OISE/University of Toronto; Eunice Eunhee Jang, OISE/University of Toronto
- 9. Measuring Argumentation: What's Behind the Numbers? Alina Reznitskaya, Montclair State University; Li-Jen Kuo, Northern Illinois University; Richard C. Anderson, University of Illinois - Urbana-Champaign
- 10. Subgroup Comparisons of Taiwanese Mathematics Performance: From a Perspective of Cognitive Attributes. Yi-Hsin Chen, University of South Florida; John M. Ferron, University of South Florida; Joanna Sandra Gorin, Arizona State University; Marilyn S. Thompson, Arizona State University; Kikum Tatsuoka, Teachers College, Columbia University
- 12. Using the Theory of Successful Intelligence as a Framework for Developing Assessments in AP Physics. Linda Jarvis, Yale University; Steven Stemler, Wesleyan University
- 13. Validating the Use of Cortical Measures of Cognition in Intervention Research with Children. James A. Bovaird, University of Nebraska - Lincoln; Kevin A Kupzyk, University of Nebraska - Lincoln
22.011. The Educational Pipeline and Its Consequences for Students: Realizing Bakke's Legacy.
Presidential Session, Hilton New York, Murray Hill Suite B, 2nd Floor, 8:15 am to 10:15 am

Chair: Patricia Marin, University of California - Santa Barbara

Participants:
- O'Connor's Claim: The Educational Pipeline and Bakke, John T. Yun, University of California - Santa Barbara; Chungmei Lee, The Civil Rights Project
- Educational Attainment in the States: Are We Progressing Toward Equity in 2028? Donald E. Heller, Penn State University
- Bakke Beyond College Access: Investigating Racial/Ethnic Differences in College Completion, Michal Kurlaender, University of California - Davis; Erika Felts, University of California - Davis
- Is 1500 the New 1280? The SAT and Admissions Since Bakke, Catherine L. Horn, University of California - Santa Barbara; John T. Yun, University of California - Santa Barbara
- Shaping the Equity Agenda: Bakke's Contribution to the Next 30 Years of Research, Gary A. Orfield, University of California - Los Angeles

Discussant: Gary A. Orfield, University of California - Los Angeles

22.023. Effectiveness of Mathematics Curriculum and Programs.
Division C-Learning and Instruction, Hilton New York, East Suite, 4th Floor, 8:15 am to 9:45 am

Chair: Jae Meen Baek, Arizona State University

Participants:
- A Study of the Effectiveness of the Louisiana Algebra I Online Course, Laura M. O'Dwyer, Boston College; Rebecca A. Carey, Education Development Center, Inc.; Glenn M. Kleiman, North Carolina State University
- Effects of a Reformed Curriculum on Student Learning Outcomes in Primary Mathematics, Yujing Ni, Chinese University of Hong Kong; Qiong Li, Beijing Normal University; Jinya Cai, University of Delaware; Kit-Tai Hau, Chinese University of Hong Kong; Zhonghua Zhang, Chinese University of Hong Kong
- Classroom Connectivity in Promoting Mathematics and Science Achievement: Year One Results, Stephen J. Pape, University of Florida; Douglas Owens, Ohio State University; Karen E. Irving, Ohio State University; Christy Kim Boscardin, University of California - Los Angeles; Vehbi Sanalan, Ohio State University; Louis Abrahamson, Better Education Foundation; Sukru Kaya, Ohio State University; Hye Sook Shin, University of California - Los Angeles
- Using Computerized Adaptive Testing and an Accelerated Longitudinal Design to Index Learning Progressions in Early Mathematics Development, Joseph Betts, University of New Mexico; James R. McBride, Renaissance Learning
- The Vermont Mathematics Initiative: Student Achievement from Grade 4 to Grade 10, Herman W. Meyers, University of Vermont; Douglas Harris, Vermont Institutes; Kenneth Gross, University of Vermont

Discussant: David C. Webb, University of Colorado - Boulder

Division K-Teaching and Teacher Education, Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room L, Lower Lobby, 8:15 am to 9:45 am

Chair: Betty Achinstein, University of California - Santa Cruz

Participants:
- Profile of New Teachers of Color in U.S. Public Schools: A Look at Issues of Quantity and Quality, Ana Maria Villegas, Montclair State University
- National Data on Minority and Black Teacher Turnover and Induction, Richard Ingersoll, University of Pennsylvania; Robert L. Connor, University of Pennsylvania
- When Retention's Not Enough for New Teachers of Color: School Contexts and Culturally Relevant Teaching, Betty Achinstein, University of California - Santa Cruz; Rodney T. Ogawa, University of California - Santa Cruz
- Exploring an "Easy Transition" Hypothesis for Teachers of Color: Supports and Challenges, Lisa S. Johnson, University of California - Santa Cruz

Discussant: Gloria J. Ladson-Billings, University of Wisconsin - Madison
24.018. Issues in Middle and High School Mathematics.
Division C-Learning and Instruction, Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor, 9:05 am to 9:45 am

Tables:
7. Strengthening Technology's Impact on Mathematical Achievement. Beth Bos, Texas State University
9. Diagnosing Algebraic Misconceptions in 8th- and 9th-Grade Students: Results From the Diagnostic Algebra Assessment Experimental Study. Helena P. Miranda, Boston College; Rachel E. Kay, Boston College; Michael K. Russell, Boston College
10. The Effects of Calculator Usage on the Mathematics Achievements of Students in Grade 9. Gerry Shiel, Saint Patrick's College; Michael O'Leary, Saint Patrick's College; Sean Close, St. Patrick's College - Dublin; Elizabeth Oldham, Trinity College - Dublin; Therese Dooley, St. Patrick's College – Dublin
11. The Effects of Changes in Beliefs on Middle-School Students' Theories of Intelligence and Achievement in Mathematics. Megan Westwood Taylor, Stanford University; Aki Murata, Stanford University

28.047. Literacy, Coaches, and Professional Development: Implications for Teacher Education.
Division K-Teaching and Teacher Education, Sheraton New York Hotel & Towers, Liberty Suite 4, 3rd Floor, 12:25 pm to 1:55 pm

Chair: Emily R. Smith, Fairfield University

Participants:
- Creating Literacy Learning Communities in a High School Through Connected Coaching. David B. Strahan, Western Carolina University; Martha Geitner, Asheville City Schools; Michael Lodico, Asheville City Schools
- The Multiple Meanings of "Literacy Coach": Categories of Coaches and Their Evolution over Time. Theresa Deussen, Northwest Regional Educational Laboratory; Elizabeth Autio, Northwest Regional Educational Laboratory
- The Discourses Informing Literacy Coaches Work: A Close Look at Schools, Neighborhoods, and Communities and the Influences These Have on Coaches' Practices. Kristin Nicole Rainville, Manhattanville College
- Teacher-Centered Professionalism: A Discourse of Social Justice Within a Teacher Reading Group. Sarah Jane Twomey, University of Hawaii - Manoa
- Weaving the Strands: Effective Professional Development that Advances the Common Goals within Universal Pre-K. Nancy Clark-Chiarelli, Educational Development Center, Inc.; Julie A. Hirschler, Education Development Center, Inc.; Barbara J. Helms, Educational Development Center, Inc.; Joanne P. Brady, Education Development Center, Inc.

Discussant: Stephen H. Fletcher, University of California - Santa Cruz

29.013. PDC33: Using International Large-Scale Assessment Data.
Professional Development Training, New York Marriott Marquis Times Square, Soho Complex, Olmstead Room, 7th Floor, 1:00 pm to 5:00 pm

Director:
Leslie Rutkowski, International Association for the Evaluation of Educational Achievement Data Processing Center

Participant:
Using International Large-Scale Assessment Data. Leslie Rutkowski, International Association for the Evaluation of Educational Achievement Data Processing Center

Instructors:
David Joseph Rutkowski, International Association for the Evaluation of Educational Achievement; Oliver Neuschmidt, International Association for the Evaluation of Educational Achievement; Eugenio Gonzalez, Educational Testing Service
ERME Presentations

Tuesday, March 25, 2008

30.010. Achievement, Attrition, Assessment, and Full-Service Schooling.
Division A-Administration, Organization, and Leadership, Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor, 1:15 pm to 1:55 pm

Tables:
1. Deepening Teacher Content Knowledge Through Collaborative Inquiry: A Vertical Discussion. Monica Byrne-Jimenez, Hofstra University; Margaret Terry Orr, Bank Street College of Education
3. Full-Service Schools, Community Agencies, and Schools of Education in a Complementary Fit of Research and Practice. Charles R. Watson, University of Evansville
5. Teachers’ Perceptions and Kindergarteners’ Achievement: Evidence from the ECLS-K Study. Yubo Zhang, K12 Inc.; Timothy R. Konold, University of Virginia
6. The Effects of Internal and External Conditions on Teacher Attrition in a Large School District. Cathy Nadokny, Ft. Bend ISD; Catherine L. Horn, University of Houston; Doris Lee Prater, University of Houston

30.019. Applications in Rasch Measurement.
SIG-Rasch Measurement, Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor, 1:15 pm to 1:55 pm

Tables:
3. Applying the Rasch Model to Develop a Tacit Knowledge Measure of Effective Superintendent Leadership. Christian E. Mueller, University of Memphis; Kelly D. Bradley, University of Kentucky

31.082. Secondary and Postsecondary Transition in Special Education.
SIG-Special Education Research, Sheraton New York Hotel & Towers, Park Suite 1, 5th Floor, 2:15 pm to 3:45 pm

Chair: Jeanne B. Repetto, University of Florida

Participants:
- A Comparative Analysis of Students With Disabilities Standard and Nonstandard Diploma Earning Patterns in Virginia. Lisa M. Abrams, Virginia Commonwealth University; Paul Gerber, Virginia Commonwealth University
- Youth Voices: Perceptions and Expectations of Youth with Disabilities. Lynn A. Newman, SRI International
- How Student Attitudes Toward Requesting Accommodations Are Related to Academic Achievement in Postsecondary Education. Lucy M. Barnard, Texas Tech University; William Y. Lan, Texas Tech University; DeAnn Lechtenberger, Texas Tech University
- Post-School Outcomes of Adults Recently Diagnosed with Learning Disabilities. Cheryl A. Duquette, University of Ottawa; Stephanie Elizabeth Fullarton, University of Ottawa

Discussant: David Scanlon, Boston College
ERME Presentations

Tuesday, March 25, 2008

Division D-Measurement and Research Methodology, New York Marriott Marquis Times Square, Barrymore Room, 9th Floor, 4:05 pm to 6:05 pm

Chair: Andrew Poggio, Computerized Assessments and Learning

Participants:
- Effectiveness of Testlet Model Estimation With Weighted Least Squares. Jessalyn Smith, University of South Carolina; Brian T. Habing, University of South Carolina
- Item-Selection Strategies in Computerized Adaptive Testing Under the Rasch Testlet Model. Ching-Lin Shih, National Taichung University; Wen-Chung Wang, National Chung Cheng University
- Evaluation of the Impact of Exposed Items on Final Proficiency Estimate in Computerized Adaptive Testing. Qi Diao, Michigan State University; Mark D. Reckase, Michigan State University

Discussants: G. Gage Kingsbury, Northwest Education Association, Tim Davey, ETS

Tuesday, 10:35 a.m. – 12:05 p.m., Room 405 – 406, B3, Investigations and Extensions of Differential Item Functioning Models – Paper Session

Moderator: Deborah Bandalos, University of Georgia

Presenters:
- Sun-Joo Cho, University of California, Berkeley, Allan Cohen, University of Georgia, Jonathan Templin, University of Georgia, Multidimensional Mixture IRT Model for DIF Analysis
- Tianshu Pan, Michigan State University, Using the Multivariate Multilevel Logistic Regression Model to Detect Differential Item Functioning: A Comparison with the Hierarchical Generalized Linear Model DIF Detection Procedure
- Han Bao, University of Maryland, Mitchell Dayton, University of Maryland, Amy Hendrickson, College Board, Investigating Differential Item Functioning Amplification and Cancellation in Application of Item Response Testlet Models

Discussant: Bruno Zumbo, University of British Columbia

Tuesday, 12:25 p.m. – 1:55 p.m., Broadway Ballroom Act II, C1, Dualities of Validity in an International Context – Invited Symposium

Organizer/Moderator: William Loné, CTB/McGraw-Hill

Presenters:
- Eugenio Gonzalez, IEA-ETS Research Institute, Interpreting DIF in the Context of IEA’s International Assessments
- Sridhar Rajagopalan, Education Initiatives, India, Vyjayanthi Sankar, Education Initiatives, India, Assessment of Student Learning Across the Metro Cities of India: Implications of Validity for Different School Boards

Discussant: Patricia Baron, Educational Testing Service
Tuesday, 12:25 p.m. – 1:55 p.m., Room 401 – 402, C4, Advances in Cognitive Diagnostic Modeling – Paper Session

Moderator: Jonathan Templin, University of Georgia

Presenters:
- Jimmy de la Torre, Rutgers University, Ying Liu, University of Illinois, Urbana-Champaign, A Cognitive Diagnosis Model for Continuous Response
- YuFang Zhu, Jiangxi Normal University, ShuLiang Ding, Jiangxi Normal University, TongLu Zhao, Tianjin Municipal Educational Admission and Examinations Authority, ZhiYong Xu, Tianjin Municipal Educational Admission and Examinations Authority, A Polytomous Extension of AHM and a New Classification Method
- Ying Cui, University of Alberta, Jacqueline Leighton, University of Alberta, The Hierarchy Consistency Index: Evaluating Person Fit for Cognitive Diagnostic Assessment
- Jianbin Fu, Educational Testing Service, A Comparison Study of the Dichotomous Fusion Family of Models

Discussant: John Poggio, University of Kansas

Tuesday, 2:15 p.m. – 3:45 p.m., Room 405 – 406, D3, Cognitive Diagnostic Assessment: Models and Issues – Paper Session

Moderator: John Fremer, Caveon Test Security

Presenters:
- Tzur Karelitz, Tufts University, Jimmy de la Torre, Rutgers University, When Do Measurement Models Produce Diagnostic Information? An Investigation of the Assumptions of Cognitive Diagnosis Modeling
- Leanne Ketterlin-Geller, University of Oregon, Eunju Jung, University of Oregon, Josh Geller, University of Oregon, Kimy Liu, University of Oregon, Cognitive Diagnostic Assessment: Defining a Cognitive Model
- Young-Sun Lee, Columbia University, Jimmy de la Torre, Rutgers University, Cognitive Diagnosticity of IRT-Constructed Assessment: An Empirical Investigation
- Jacqueline Leighton, University of Alberta, Ying Cui, University of Alberta, Ken Cor, University of Alberta, Testing Expert-Based and Student-Based Cognitive Models: An Application of the Attribute Hierarchy Method and Hierarchical Consistency Index

Discussant: Joanna Gorin, Arizona State University

Tuesday, 4:05 p.m. – 6:05 p.m., Room 403 – 404, E5, Growth Modeling: Policy, Applications, and Special Populations – Paper Session

Moderator: Jennifer Kobrin, College Board

Presenters:
- Lihshing Wang, University of Cincinnati, Bethany Vice Bowling, Northern Kentucky University, Neurocognitive Research Basis for Using Growth Models in Accountability Assessment
- Zhen Wang, Pearson Educational Measurement, Husein Taherbhai, The Federation of the State Boards of Physical Therapy, Ming Xu, New York State Education Department, Sz-Shyan Wu, New York State Education Department, Modeling Growth in English Language Proficiency with Longitudinal Data
- Lynn Alhgrim-Delzell, University of North Carolina, Charlotte, Claudia Flowers, University of North Carolina, Charlotte, Diane Browder, University of North Carolina, Charlotte, Measuring Language and Reading Skills for Students with Intellectual Disabilities

Discussant: Paul Nichols, Pearson
ERME Presentations

Wednesday, March 26, 2008

37.033. Large-Scale Assessment: Qualitative and Quantitative Views.
Division H-School Evaluation and Program Development co-sponsored with SIG-Large Scale Assessment, New York Marriott Marquis Times Square, Empire Complex, Chelsea Room, 7th Floor, 8:15 am to 9:45 am

Chair: Paul Favaro, Peel District School Board - Ontario

Participants:

- AISI: Seven Years of Enthusiasm: Improving Learning and Schools - Innovation, Renewal, Sustainability. Nelly Mcewen, Alberta Education
- The Impact of Benchmark Assessments Aligned to State Standards on Student Achievement in Middle School Mathematics. Sue Henderson, WestEd; Anthony Petrosino, University of Texas - Austin; Sarah Guckenburg, WestEd; Stephen Hamilton, WestEd
- Voice in High-Stakes Writing Assessment. Guanfang Zhao, New York University
- State Assessments versus NAEP: How Are States Reporting the Results from Multiple Measures? Joann L. Moore, University of Iowa; Kris Waltman, University of Iowa

Discussant: Michael J. Flicek, Natrona County School District – Wyoming

SIG-Classroom Assessment, Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room F, Lower Lobby, 12:25 pm to 1:55 pm

Chair: Nancy R. Cook-Smith, Harvard-Smithsonian Center for Astrophysics

Participants:

- A Taxonomy of Elementary and Secondary Teachers’ Classroom Assessment and Grading Practices. Lisa M. Abrams, Virginia Commonwealth University
- Alternative Assessment and the Teaching of Mandarin Chinese to Elementary School Students in Multilingual Singapore. Wengao Gong, National University of Singapore; Kim H. Koh, Nanyang Technological University
- Creating Locally Developed Science Benchmark Assessments. Terry P. Vendlinski, University of California - Los Angeles; Sam O. Nagashima, University of California - Los Angeles; Joan L. Herman, University of California - Los Angeles
- Development and Analysis of an Integrated Screening, Progress Monitoring, and Cognitive Assessment System for K-3 Mathematics. Young-Sun Lee, Teachers College, Columbia University; Sandra Pappas, Teachers College, Columbia University; Erica S. Lembke, University of Missouri; Herbert P. Ginsburg, Teachers College, Columbia University

Discussant: James H. McMillan, Virginia Commonwealth University

42.026. Standards, Mandated Policy, and Innovative Change.
SIG-Educational Change, New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor, 1:15 pm to 1:55 pm

Tables:
20. A Mixed Methods Study on CBAM and the Adoption of Thin Client Computers by Adolescents. Cynthia M. Sistek-Chandler, University of San Diego
21. A Study of the Effective Change Zone Needs of Educators Implementing the Georgia Performance Standards. Walter S. Polka, Georgia Southern University
22. Curriculum for Cultivating Democracy: Perspectives of Turkish Faculty on Democracy and Human Rights. Arda Arkan, Hacettepe University; Bugrahan Yalvac, Texas A&M University; Jacob Easley, Mercy College
23. Educational Change: Building Community Through PLCs. Caryn M. Wells, Oakland University; Lindsey Feun, Oakland Public Schools – Michigan
24. Factors Associated With Change in the Importance Placed on Writing Instruction in America’s Schools. Jennifer L. Kobrin, College Board; Richard J. Noeth, Educational Testing Service
25. The Use of Deliberative Polling on a Contentious Education Policy Issue in a Divided Society. Tony M. Gallagher, Queen’s University
ERME Presentations

Wednesday, March 26, 2008

43.015. Gender and Education.
Committee on Scholars and Advocates for Gender Equity (SAGE), Sheraton New York Hotel & Towers, Madison Suite 6, 5th Floor, 2:15 pm to 3:45 pm

Chair: Vanessa Diane Cross, Ohio State University

Participants:
- Single-Sex Education: Effect on Achievement and Engagement of Inner-City African American Students. Darcy A. Russotto, Temple University; Joseph P. Du Cetté, Temple University
- Single-Sex Middle School Science Classrooms: Investigation of Classroom Practices and their effect on Students' Learning. Howard Glasser, Michigan State University
- Gender and Achievement in Developing Countries: Results From Language, Mathematics, and Science Assessments in Seven Countries. Chen-Su Chen, American Institutes for Research; Dana L. Kelly, American Institutes for Research
- The Effects of Computerized Adaptive Testing on Anxiety Levels in Test-Takers: An Examination of Gender Differences. Barbara Fritts, University of Missouri - Kansas City; Jacob M. Marszałek, University of Missouri – Kansas City
- The Impact of Social Networking on Increasing Retention for Black Males at a HBCU. Robert Terry Palmer, Morgan State University; Shederick A. McClendon, University of Massachusetts; Adriel Adon Hilton, Morgan State University; John Michael Lee, College Board

Discussant: Edward Fergus, New York University

Division K-Teaching and Teacher Education, Hilton New York, Gramercy Suite B, 2nd Floor, 2:15 pm to 3:45 pm

Chair: Ana Maria Villegas, Montclair State University

Participants:
- Toward a Theory of Teacher Education for Social Justice. Marilyn Cochran-Smith, Boston College
- Social Justice Beliefs and Practices: Measuring Change Over Time. Larry H. Ludlow, Boston College; Joseph J. Pedulla, Boston College; Sarah Enterline, Boston College; Emilie N. Mitescu, Boston College
- Comparing Teaching for Social Justice for Teachers From Two Pathways. Joseph J. Pedulla, Boston College; Yves Salomon-Fernandez, Boston College; Cindy Jong, Boston College; Emilie N. Mitescu, Boston College
- Authentic Intellectual Work: Pupil Learning and Teaching for Social Justice. Ann Marie Gleeson, Boston College; Kara Mitchell, Boston College; Robert Baroz, Boston College; Aubrey Janice Scheopner, Boston College; Marilyn Cochran-Smith, Boston College

Discussants: Ana Maria Villegas, Montclair State University, Nicholas M. Michelli, CUNY
ERME at AERA 2008

ERME Presentations

Wednesday, March 26, 2008

43.107. Posters in Mathematics Education.
Division C-Learning and Instruction, Hilton New York, Americas Hall, 3rd Floor, 2:15 pm to 3:45 pm

Posters:
60. American and Chinese Parents’ Beliefs and Involvement in Their Children’s Mathematics Learning. Yinggu Pan, University of California - Riverside; Mary Theresa Gauvin, University of California – Riverside
61. Confirmatory Factor Analysis of Diagnostic Tests for Variable, Equality, and Graphing Misconceptions Using Data from the Diagnostic Algebra Assessment Study. Helena P. Miranda, Boston College; Michael K. Russell, Boston College; Rachel E. Kay, Boston College
62. Framing the Analysis of Written Measurement Curricula. John P. Smith, Michigan State University; Leslie Dietiker, Michigan State University; Gulcin Tan Sisman, Akdeniz University; Kosze Lee, Michigan State University; Hanna Figueras, Michigan State University; Aaron Mosier, Michigan State University
63. A Vision of Society that Enhances the Teaching and Learning of Mathematics. Beatriz E. Quintos, University of Arizona; Olga G. Torres, Tucson Unified School District
64. Forms of Participation in Small-Group Work in Mathematics. Joanna Higgins, Victoria University - Wellington
65. Effect of a Web-Based Instruction on Preservice Teachers’ Knowledge of Fraction. Cheng-Yao Lin, Southern Illinois University – Carbondale
66. Middle-School Mathematics Teachers: What Is Value Within the Classroom? Caroline Cassie-Marie Williams, University of Wisconsin – Madison
67. Nepero Longitudinal Study: The Equality Task. Anna Maria Roncoroni, University of Pavia; Elio Pessa, University of Pavia
68. Using a Measurement Model to Support Fifth Graders’ Development of Fraction Understanding. Julie C. McNamara, University of California – Berkeley
70. A Longitudinal Examination of Achievement-Related Beliefs in Children With Discrepant Patterns of Mathematics Achievement. Laurie B. Hanich, Millersville University, Sandra A. Deemer, Millersville University
71. Representational Triggers and Their Influence in Problem-Solving. Shirley M. Matteson, Killeen Independent School District – Texas
72. Using Examples and Non-Examples in Text Writing on Seventh Grade Students’ Acquisition of a Geometry Concept. Jianpeng Guo, University of Hong Kong; Ling-Yan Yang, University of Iowa
73. A Multilevel Analysis of Mathematics Literacy in Canada and Japan. Anita Ram, OISE/University of Toronto
74. Culturally Relevant Mathematics: The Community Mapping Project. Noel D. Einyedy, University of California - Los Angeles; Joshua Adam Danish, University of California - Los Angeles; Deborah A. Fields, University of California - Los Angeles; Linda L. Kao, University of California – Los Angeles; Matthew Hart, Santa Monica Malibu Unified School District, Shihl Mukhopadhyay, California State University - Northridge

Discussants: John P. Smith, Michigan State University, Victoria M. Hand, University of Colorado - Boulder, Karen D. King, New York University, Dorothy Y. White, University of Georgia, Jon R. Star, Harvard University

Wednesday, 10:35 a.m. – 12:05 p.m., Room 401 – 402, F5
Approaches to Construct Validation – Paper Session

Moderator: Sherry Rose-Bond, Columbus Public Schools

Presenters:
• Saad Chahine, Ontario Institute for Studies in Education of the University of Toronto, Ruth Beatty, Ontario Institute for Studies in Education of the University of Toronto, Monique Herbert, Ontario Institute for Studies in Education of the University of Toronto, Eunice Jang, Ontario Institute for Studies in Education of the University of Toronto. If We Change the Context, Then Does That Change the Construct Measured?
• Xiangdong Yang, Indiana University, Lesa Hoffman, University of Nebraska. A Construct Modeling Approach to Evaluating Measurement Invariance
• Rebecca Gokiert, University of Alberta, Jacqueline Leighton, University of Alberta. Large-Scale Science Assessment: Three Forms of Construct Validity Evidence
• Dawn Xiaohui Zhao, American Association of Medical College. Investigating the Impact of a Combination of Factors on the Validity of Customized Norms
• Andrew Poggio, Computerized Assessments and Learning. Patrick Irwin, University of Kansas, Brooke Nash, University of Kansas. The Consequential Impact of Formative Assessments on Student Learning and Instruction: How Are Educators Using Formative Feedback?

Discussant: Ruth Childs, OISE/University of Toronto
ERME Presentations

Wednesday, March 26, 2008

Wednesday, 12:25 p.m. – 1:55 p.m., Room 501 – 502, G2
The NCLB Growth Model Pilot Program: Consequences and Alternatives – Coordinated Session

Organizer: Derek Briggs, University of Colorado, Boulder
Moderator: Liz Hollingworth, University of Iowa

Presenters:
- Jennifer Dunn, National Center for the Improvement of Educational Assessment, Holding Schools Accountable for the Growth of Non-Proficient Students: Coordinating Measurement and Accountability
- Andrew Ho, University of Iowa, Tracey Magda, University of Iowa, The Dependency of Growth Models on Proficiency Standards
- Damian Betebenner, National Center for the Improvement of Educational Assessment, Normative and Criterion Referenced Conceptions of Student Growth

Discussant: Joseph Martineau, Michigan Department of Education

Wednesday, 2:15 p.m. – 3:45 p.m., Room 405 – 406, H4
Item Difficulty and Information – Paper Session

Moderator: Eugenio Gonzalez, IEA-ETS Research Institute

Presenters:
- Erika Hall, Pearson, Timothy Ansley, University of Iowa, Exploring the Use of Item Bank Information to improve IRT Item Parameter Estimation
- Joanna Gorin, Arizona State University, Andre Rupp, University of Maryland, Dubravka Svetina, Arizona State University, An HLM Analysis of Reading Comprehension Item Difficulty Factors
- Dmitry Belov, Law School Admission Council, Lily Knezevich, Law School Admission Council, Predicting Item Difficulty with Semantic Similarity Measures
- Fanmin Guo, Graduate Management Admission Council, Lawrence Rudner, Graduate Management Admission Council, Eileen Talento-Miller, Graduate Management Admission Council, Scaling Item Difficulty Estimates from Non-Equivalent Groups
- Susan Embretson, Georgia Institute of Technology, Understanding and Quantifying Cognitive Complexity Level in Multiple Choice Mathematical Items

Discussant: Derek Briggs, University of Colorado, Boulder
50.026. Learning, Development, and Cognitive Strategies in Multilingual Settings.
Division G-Social Context of Education, Crowne Plaza Hotel Times Square, Room 1507, 15th Floor, 8:15 am to 9:45 am

Chair: Eliane B. Rubinstein-Avila, University of Arizona

Participants:
- Bilingual Children's Vocabulary Skills in English and Spanish From Preschool to First Grade. Mariela M. Paez, Boston College; Octavio Suarez Munist, Boston College
- Building on Each Other's Knowledge: The Social Distribution of Bilingualism in a Dual-Immersion Program. Laura Anne Hill-Bonnet, University of California - Santa Barbara; Jin-Sook Lee, University of California - Santa Barbara
- Cognition and Misrecognition: A Bourdieuan Analysis of Cognitive Strategy Instruction in a Multilingual Classroom. Lara J. Handsfield, Illinois State University; Robert T. Jimenez, Vanderbilt University
- The Genesis of Learner Strategies: New Immigrant Korean Adolescents Learning the English Language. Eun-Young Jang, Vanderbilt University

Discussant: Jeff Macswan, Arizona State University

56.041. Civic Dialogue and Engagement on Campus.
Division J-Postsecondary Education, Crowne Plaza Hotel Times Square, Room 1504, 15th Floor, 12:25 pm to 1:55 pm

Chair: Catherine L. Horn, University of Houston

Participants:
- Building Civic Responsibility Through Global Education: Role of International Students in the Educational Experiences of Domestic Students. Olga Kostareva, Winona State University; Alina Slapac, University of Missouri St. Louis; Sangmin Kim, Winona State University
- College Student Liberalism: Considering the Effects of Normative Context and Peer Groups on Changes in College Students' Liberal Perspectives. Kevin Eagan, University of California - Los Angeles
- Comparison of Civic Attitudes and Behaviors of Asian American Students and White Students. Chiaki Kotori
- Taking Race into Account: Charting Student Attitudes toward Affirmative Action. Julie Jinwon Park, University of California - Los Angeles

Discussant: Benita J. Barnes, University of Massachusetts - Amherst

56.086. Computer and Internet Applications in Education SIG Poster Session.
SIG-Computer and Internet Applications in Education, Hilton New York, Americas Hall, 3rd Floor, 12:25 pm to 1:55 pm

Posters:
2. A Two-Year Project to Improve Teaching and Learning: Results From One State's Intensive Implementation. Kelly F. Glassett, Southern Illinois University; Lynne R. Schrum, George Mason University
3. Adding the Power of Technologies and Network Theory to Bibliographic Analysis in Educational Research. Amie Hauer, University of Minnesota
4. InstantWebQuest 2.0: New Way of Creating WebQuests. Zafer Unal, University of South Florida - St. Petersburg; Aslihan Ucludag, Florida State University
5. Instructional Implications for the Use of Games With Students of Differing Experience Levels. Rachel Sophia Phillips, University of Washington
6. Practices of Global Distance Education: Case Study of Korea. Seung-Hee Lee, Indiana University; Richard Magiuka, Indiana University; Xiaoing Liu, Indiana University
7. Social Presence and Group Formation during Computer-Supported Collaborative Learning. Caroline Luall Hilk, University of Minnesota; Robert L. Jorczak, University of Minnesota
8. Technology and Teacher Change: Has the Emergence of Technology Changed the Way Experienced Educators Teach? Gina Lynn Shelley, University of Utah
ERME at AERA 2008

Thursday, March 27, 2008

59.054. The Intricacies of Accountability Policy.
Division L Educational Policy and Politics, Crowne Plaza Hotel Times Square, Times Square Ballroom, Section A, Lobby Level, 2:15 pm to 3:45 pm

Chair: Marguerite M. Clarke, World Bank

Participants:
- Associations Between Student Achievement and Student Learning: Implications for Value-Added School
- Accountability Models. Douglas Ready, Teachers College, Columbia University; Elisabeth Katrin Thurston, Teachers College, Columbia University
- Changing AYP From Pass-Fail to Differentiated Grades and Consequences: Results From a National Database. James E. Taylor, American Institutes for Research; Yu Zhang, American Institutes for Research
- Coherence of NCLB Accountability Determinations. Arie J. Van Der Ploeg, Learning Point Associates

Discussant: Mitchell D. Chester, Ohio Department of Education

59.093. Division J Poster Session 3.
Division J-Postsecondary Education, Hilton New York, Americas Hall, 3rd Floor, 2:15 pm to 3:45 pm

Posters:
1. Styles of Instructors in the University Classroom: Similarities to Parenting Styles. Jeffrey T. Coldren, Youngstown State University
2. The College Choice Process for First- and Second-Generation Asian American Students Enrolled at an Elite University. Jessica Kim, University of Pennsylvania
3. Toward a Latino College Persistence Model. Lorenzo Antonio Gutierrez-Jarquin, University of Michigan
4. Use of a Vicarious Experience Presentation to Increase Academic Self-Efficacy. Robert Bartsch, University of Houston - Clear Lake; Heather Meerman, University of Houston - Clear Lake
5. Using Program-Wide, Competency-Based Assessment to Improve an Undergraduate Health Services Preparatory Program. Peter J. Swerdzewski, James Madison University; Krisi Leanne Lewis, James Madison University
7. What Makes Professors and Classmates Trustworthy for Ethnically Diverse First-Year Doctoral Students? Ebru Kilic-Bebek, Cleveland State University
8. Toward Civic Responsibility: A Research on Students and Service Learning. Thienhuong Hoang, California State Polytechnic University - Pomona
9. Getting the Job: Attributional Retraining and the Employment Interview. Nathan C. Hall, University of California - Irvine; Shannan Jackson, University of Waterloo; Lia Marie Daniels, University of Manitoba; Thomas Goetz, University of Konstanz
10. So, Can You Swim?: Black Professors Answer White Folks’ Questions. Jean Moule, Oregon State University – Corvallis
11. A Rational Approach to Understanding the Use of Effective Teaching Practices. Carrie B. Myers, Montana State University; Scott M. Myers, Montana State University
12. Cluster Analysis of Students Engaged in the Search Phase of the College Choice Process. Emily J. Shaw, The College Board; Jennifer L. Kobrin, College Board
14. Toward Civic Responsibility: A Research on Students and Service Learning. Thienhuong Hoang, California State Polytechnic University - Pomona
15. Getting the Job: Attributional Retraining and the Employment Interview. Nathan C. Hall, University of California - Irvine; Shannan Jackson, University of Waterloo; Lia Marie Daniels, University of Manitoba; Thomas Goetz, University of Konstanz

60.014. High-Quality Classroom Assessment: Research, Design, and Development.
SIG-Classroom Assessment, Sheraton New York Hotel & Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor, 3:05 pm to 3:45 pm

Tables:
1. A Sociocultural and Metacognitive Approach to Reconceptualizing Feedback. Jennifer Ann Quynn, University of Washington; Min Li, University of Washington
2. Developing Elementary Teachers’ Pedagogical Content Knowledge to Enhance Assessment for Learning Practices. Bronwen Cowie, University of Waikato; Judy Moreland, University of Waikato; Alister T. Jones, University of Waikato; Kathrin Oterl-Cass, CSTER, The University of Waikato, Hamilton, New Zealand
4. Examining One Aspect of Assessment During Student Teaching: Changes Made in Response to Student Difficulties. Lisa E. Johnson, Winthrop University; Susan K. Green, Winthrop University
5. Formative Assessments Integrated into a MUVE That Provides Real-Time Feedback for Teachers on Student Learning. Edward Dieterle, Harvard University
6. Understanding Secondary Teachers’ Formative Assessment Practices and Their Relationships to Student Motivation. James H. Mcmillan, Virginia Commonwealth University; Lisa M. Abrams, Virginia Commonwealth University; Gina M. Pannozzo, Virginia Commonwealth University; Kathleen M. Cauley, Virginia Commonwealth University
7. “I really need feedback to learn:” Students’ perspectives on the effectiveness of the differential feedback messages. Anastasiya A Lipnevich, ETS, Princeton; Jeffrey K. Smith, University of Utah; Steven M. Barnhart, Middlesex County College
61.036. Pedagogical Sophistication and Improved Classroom Practice.  
Division K-Teaching and Teacher Education, Hilton New York, Concourse H, Concourse Level, 4:05 pm to 5:35 pm

Chair: Damian E. Jenkins, University of California - Santa Barbara

Participants:
- From Mine to Yours: Teaching Ownership in the Middle School Science Classroom. Gerald Ardito, Pierre Van Cortlandt Middle School; Christine D. Clayton, Pace University
- The Relationship between AP Biology Teacher Practices and Student AP Exam Performance. Pamela L. Paek, University of Texas - Austin; Henry I. Braun, Boston College; Catherine Trapani, ETS; Eva Porte, University of California - Berkeley; Don Powers, ETS
- Investigating Science Teachers' Perceptions of Inquiry: The Impact of Participation in RETs on Such Notions. Yavuz Saka, Florida State University; Sherry S. Southerland, Florida State University; Barry W. Golden, Florida State University
- Measuring the Pedagogical Sophistication of Science Teachers. Robert M. Talbot, University of Colorado; Derek C. Briggs, University of Colorado

Discussant: Cathleen C. Loving, Texas A&M University

Thursday, 10:35 a.m. – 12:05 p.m., Room 405 – 406, K2
Equity and Comparability In International Large Scale Assessments: Issues Related To Language And Curriculum Differences – Coordinated Session

Organizer: Leslie Rutkowski, International Association for the Evaluation of Educational Achievement (IEA) - Data Processing & Research Center (DPC)

Moderator: Eugene Gonzalez, IEA-ETS Research Institute

Presenters:
- Juliane Barth, IEA-DPC, Leslie Rutkowski, IEA-DPC, Curriculum Coverage and Scale Correlation on TIMSS 2003
- Kadriye Ercikan, University of British Columbia, Eugene Gonzalez, IEA-ETS Research Institute, Score Scale Comparability on Multilingual Versions of Tests
- Malena Oliveri, University of British Columbia, Comparability of French & English Versions of PISA 2003 Problem Solving
- Aletta Grisay, University of Liege, Belgium, Eugene Gonzalez, IEA-ETS Research Institute, Christian Monseur, University of Liege, Belgium. Equivalence of Item Difficulties Across National Versions in PIRLS and PISA Reading Assessments

Discussants: Ronald Hambleton, University of Massachusetts, Amherst, Linda Cook, Educational Testing Service
ERME Presentations

Friday, March 28, 2008

Division D-Measurement and Research Methodology, Crowne Plaza Hotel Times Square, Times Square Ballroom, Section C, Lobby Level, 10:35 am to 12:05 pm

Chair: Yeow Meng Thum, Michigan State University

Participants:
- Establishing Markov Models as Viable Tools for Education and Intervention Research. Timothy Gaskill, University of Nebraska - Lincoln; Jeremy Penn, University of Nebraska - Lincoln; James A. Bovaird, University of Nebraska - Lincoln
- Experimental and Nonexperimental Estimates of Program Impact Using the Tennessee STAR Experiment. Russell Cole, University of Pennsylvania
- Missing Data and Model Stability in Growth Mixture Models. Christine Qi Liu, University of Virginia; Xitao Fan, University of Virginia; Stephen A. Sivo, University of Central Florida
- Model-Implied, Outcome-Dependent Measurement of SES. Sara J. Vagi, University of Miami; Kevin John Vagi, University of Miami
- On Defining a Year’s Growth. Damian W. Betebenner, National Center for the Improvement of Educational Assessment, Inc.; Yi Shang, Boston College

Discussant: Mark L. Davison, University of Minnesota

Division K-Teaching and Teacher Education, Sheraton New York Hotel & Towers, Liberty Suite 4, 3rd Floor, 10:35 am to 12:05 pm

Chair: Betty Achinstein, University of California - Santa Cruz

Participants:
- Promises and Complexities of Research on the High Expectations of Teachers of Color. Jacqueline J. Irvine, Emory University
- Cultural Relevant Pedagogy by New Teachers of Color in High-Minority Schools: Promises and Complexities. Betty Achinstein, University of California - Santa Cruz; Rodney T. Ogawa, University of California - Santa Cruz
- What It Takes to Be a Role Model: Perspectives from New Teachers of Color and Their Students. Lisa S. Johnson, University of California - Santa Cruz
- Factors that Impact Satisfaction and Retention of Teachers of Color: A National Profile. Robert L Connor, University of Pennsylvania

Discussant: Jeannie Oakes, University of California - Los Angeles

68.026. Measuring Teachers in the Classroom.
Division D Measurement and Research Methodology, Crowne Plaza Hotel Times Square, Room 504, 5th Floor, 12:25 pm to 1:55 pm

Chair: Michael C. Rodriguez, University of Minnesota

Participants:
- Is It Cheating? An Investigation of How Teachers Resolve Assessment Administration Dilemmas. Ruth A. Childs, OISE/University of Toronto; Linda Umezawa, Ontario Institute for Studies in Education of the University of Toronto; Monique Bernadette Herbert, OISE/University of Toronto; Yunmei Xu, University of Toronto
- Measuring Constructivist Practice: The Development of the Activities of Instruction Survey. Lisa L. Grable, North Carolina State University; Amy Overbay, North Carolina State University; Ashley Seaton, North Carolina State University; Jason W. Osborne, North Carolina State University
- Measuring ‘Teacher-Centrism’. Maria Pampaka, University of Manchester; Julian S. Williams, University of Manchester; Pauline S Davis, University of Manchester; Geoff Wake, University of Manchester

Discussants: Joseph J. Pedulla, Boston College, Gregory J. Cizek, University of North Carolina - Chapel Hill
ERME Presentations

Friday, March 28, 2008

71.015. PIRLS 2006: Reading Curriculum and Achievement in 40 Countries Around the World.
Division B-Curriculum Studies, Sheraton New York Hotel & Towers, Riverside Suite, 3rd Floor, 2:15 pm to 3:45 pm

Chair: Hans Wagemaker,

Participants:
- The Reading Curriculum and Contexts for Reading Instruction in the Primary Grades in the 40 PIRLS 2006 Countries. Ann M. Kennedy, Boston College
- 4th-Grade Reading Achievement in the 40 PIRLS 2006 Countries. Ina V.S. Mullis, Boston College
- Home, School, and Classroom Factors Related to Reading Achievement in the 40 PIRLS 2006 Countries. Michael O. Martin, Boston College

Discussant: Val W. Plisko, United States Department of Education

71.043. The Importance of Comprehensive Assessment in Accountability Policy.
Division L-Educational Policy and Politics, Crowne Plaza Hotel Times Square, Times Square Ballroom, Section A, Lobby Level, 2:15 pm to 3:45 pm

Chair: Cynthia Gerstl-Pepin, University of Vermont

Participants:
- Is "No Child Left Behind" Working? A Historical Analysis. Marguerite M. Clarke, World Bank
- The Alignment of High School Exit Exams and College Performance. Jerome V. D'Agostino, Ohio State University; Adriana Diane Cinetta, University of Arizona
- The Impact of State NCLB Accountability Systems on Student Outcomes: An Analysis of NAEP Results across States. Xin Wei, Stanford University
- Using the ACT in NCLB Accountability Tests: Effects on Teaching and Learning. Elaine M. Allensworth, University of Chicago; Macarena M. Correa, Consortium on Chicago School Research; Stephen M. Ponisciak, Consortium on Chicago School Research

Discussant: V. Darleen Opfer, University of Cambridge

SIG-Survey Research in Education, Sheraton New York Hotel & Towers, Executive Conference Center, Conference Room E, Lower Lobby, 2:15 pm to 3:45 pm

Chair: Kelly D. Bradley, University of Kentucky

Participants:
- A Meta-Regression of Survey Response Rates in Counseling and Clinical Psychology. Kathy E. Green, University of Denver; Pamela S. Van Horn, University of Denver; Monica Martinussen
- Development and Validation of a Writing Dispositions Scale for Elementary and Middle School Students. Carolyn L. Piazza, Florida State University; Carl F. Siebert, Florida State University
- Effects of Survey Web Page Design and Reward Methods on College Students' Participation. Yanling Sun, Montclair State University
- Evaluation and Implementation of Web Surveys in School-Based Settings. Robin Tepper Jacob, University of Michigan; Lesli Scott, University of Michigan; Ashley Bowers, University of Michigan
- Survey Non-Response and Ratings Bias for Online Course Evaluation. Carolyn G. Fidelman, Center for Applied Linguistics

Discussant: Gail D. Hughes, University of Arkansas - Little Rock Edward W. Wolfe, Virginia Tech University
Boston College Reception

Wednesday, March 26, 2008
from 7:00-8:15pm

Hilton New York
1335 Avenue of the Americas
New York
Bryant Suite, 2nd Floor
Hor d’oeuvres and cash bar
V. Hotel Information
### ERME Presentations by Hotel

#### Crowne Plaza Hotel Times Square

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<td>Monday</td>
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<td>14.027. Testing Content Knowledge or Testing Language Proficiency: Challenges and Promises in Assessing English Language Learners.</td>
<td>Division D-Measurement and Research Methodology</td>
<td>Crowne Plaza Hotel Times Square, Room 1506, 15th Floor</td>
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<td>Tuesday</td>
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<td>25.070. Quality in Early Education Settings.</td>
<td>SIG-Early Education and Child Development</td>
<td>Crowne Plaza Hotel Times Square, Times Square Ballroom, Section A, Lobby Level</td>
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<td>Thursday</td>
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<td>50.026. Learning, Development, and Cognitive Strategies in Multilingual Settings.</td>
<td>Division G-Social Context of Education</td>
<td>Crowne Plaza Hotel Times Square, Room 1507, 15th Floor</td>
</tr>
<tr>
<td>Thursday</td>
<td>12:25 pm to 1:55 pm</td>
<td>56.041. Civic Dialogue and Engagement on Campus.</td>
<td>Division J-Postsecondary Education</td>
<td>Crowne Plaza Hotel Times Square, Room 1504, 15th Floor</td>
</tr>
<tr>
<td>Thursday</td>
<td>2:15 pm to 3:45 pm</td>
<td>59.054. The Intricacies of Accountability Policy.</td>
<td>Division Leducational Policy and Politics</td>
<td>Crowne Plaza Hotel Times Square, Times Square Ballroom, Section A, Lobby Level</td>
</tr>
<tr>
<td>Friday</td>
<td>10:35 am to 12:05 pm</td>
<td>67.028. Growth and Group Change Model Applications.</td>
<td>Division D-Measurement and Research Methodology</td>
<td>Crowne Plaza Hotel Times Square, Times Square Ballroom, Section C, Lobby Level</td>
</tr>
<tr>
<td>Friday</td>
<td>12:25 pm to 1:55 pm</td>
<td>68.026. Measuring Teachers in the Classroom.</td>
<td>Division D Measurement and Research Methodology</td>
<td>Crowne Plaza Hotel Times Square, Room 504, 5th Floor</td>
</tr>
<tr>
<td>Friday</td>
<td>2:15 pm to 3:45 pm</td>
<td>71.043. The Importance of Comprehensive Assessment in Accountability Policy.</td>
<td>Division L-Educational Policy and Politics</td>
<td>Crowne Plaza Hotel Times Square, Times Square Ballroom, Section A, Lobby Level</td>
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### Hilton New York

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<thead>
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<tbody>
<tr>
<td>Monday</td>
<td>12:00 pm to 1:30 pm</td>
<td>12.040. Technology, Math, and Science Teaching.</td>
<td>Division K Teaching and Teacher Education</td>
<td>Hilton New York, Nassau Suite A, 2nd Floor</td>
</tr>
<tr>
<td>Monday</td>
<td>4:05 pm to 5:35 pm</td>
<td>16.022. Examining the Impacts of One-to-One Laptop Initiatives.</td>
<td>Division C-Learning and Instruction</td>
<td>Hilton New York, Sutton Complex, Sutton Center, 2nd Floor</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:15 am to 10:15 am</td>
<td>22.011. The Educational Pipeline and Its Consequences for Students: Realizing Bakke's Legacy.</td>
<td>Presidential Session</td>
<td>Hilton New York, Murray Hill Suite B, 2nd Floor</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:15 am to 9:45 am</td>
<td>22.023. Effectiveness of Mathematics Curriculum and Programs.</td>
<td>Division C-Learning and Instruction</td>
<td>Hilton New York, East Suite, 4th Floor</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1:15 pm to 1:55 pm</td>
<td>30.010. Achievement, Attrition, Assessment, and Full-Service Schooling.</td>
<td>Division A-Administration, Organization, and Leadership</td>
<td>Hilton New York, Trianon Ballroom/Petit Trianon, 3rd floor</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2:15 pm to 3:45 pm</td>
<td>43.107. Posters in Mathematics Education.</td>
<td>Division C-Learning and Instruction</td>
<td>Hilton New York, Americas Hall, 3rd Floor</td>
</tr>
<tr>
<td>Thursday</td>
<td>12:25 pm to 1:55 pm</td>
<td>56.086. Computer and Internet Applications in Education SIG Poster Session.</td>
<td>SIG-Computer and Internet Applications in Education</td>
<td>Hilton New York, Americas Hall, 3rd Floor</td>
</tr>
<tr>
<td>Thursday</td>
<td>2:15 pm to 3:45 pm</td>
<td>59.093. Division J Poster Session 3.</td>
<td>Division J-Postsecondary Education</td>
<td>Hilton New York, Americas Hall, 3rd Floor</td>
</tr>
<tr>
<td>Thursday</td>
<td>4:05 pm to 5:35 pm</td>
<td>61.036. Pedagogical Sophistication and Improved Classroom Practice</td>
<td>Division K-Teaching and Teacher Education</td>
<td>Hilton New York, Conference H, Conference Level</td>
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<tr>
<td>Monday</td>
<td>12:00 pm to 1:30 pm</td>
<td>12.021. International Comparisons of Large-Scale Assessments.</td>
<td>Division D-Measurement and Research Methodology</td>
<td>New York Marriott Marquis Times Square, Harlem Room, 7th Floor</td>
</tr>
<tr>
<td>Monday</td>
<td>4:05 pm to 4:55 pm</td>
<td>16.093. Cognition and Assessment: Methods and Applications.</td>
<td>SIG-Cognition and Assessment</td>
<td>New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1:00 pm to 5:00 pm</td>
<td>29.013. PDC33: Using International Large-Scale Assessment Data.</td>
<td>Professional Development Training</td>
<td>New York Marriott Marquis Times Square, Soho Complex, Olmstead Room, 7th Floor</td>
</tr>
<tr>
<td>Wednesday</td>
<td>8:15 am to 9:45 am</td>
<td>37.033. Large-Scale Assessment: Qualitative and Quantitative Views.</td>
<td>Division H-School Evaluation and Program Development co-sponsored with SIG-Large Scale Assessment</td>
<td>New York Marriott Marquis Times Square, Empire Complex, Chelsea Room, 7th Floor</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1:15 pm to 1:55 pm</td>
<td>42.026. Standards, Mandated Policy, and Innovative Change.</td>
<td>SIG-Educational Change</td>
<td>New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor</td>
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## Sheraton New York Hotel & Towers

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<tr>
<td>Tuesday</td>
<td>8:15 am to 9:45 am</td>
<td>22.048. Diversifying the Workforce: Examining Induction, Retention, and Development of New Teachers of Color.</td>
<td>Division K-Teaching and Teacher Education</td>
<td>Sheraton New York Hotel &amp; Towers, Executive Conference Center, Conference Room L, Lower Lobby</td>
</tr>
<tr>
<td>Tuesday</td>
<td>9:05 am to 9:45 am</td>
<td>24.018. Issues in Middle and High School Mathematics.</td>
<td>Division C-Learning and Instruction</td>
<td>Sheraton New York Hotel &amp; Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor</td>
</tr>
<tr>
<td>Tuesday</td>
<td>12:25 pm to 1:55 pm</td>
<td>28.047. Literacy, Coaches, and Professional Development: Implications for Teacher Education.</td>
<td>Division K-Teaching and Teacher Education</td>
<td>Sheraton New York Hotel &amp; Towers, Liberty Suite 4, 3rd Floor</td>
</tr>
<tr>
<td>Tuesday</td>
<td>1:15 pm to 1:55 pm</td>
<td>30.019. Applications in Rasch Measurement.</td>
<td>SIG-Rasch Measurement</td>
<td>Sheraton New York Hotel &amp; Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor</td>
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<tr>
<td>Tuesday</td>
<td>2:15 pm to 3:45 pm</td>
<td>31.082. Secondary and Postsecondary Transition in Special Education.</td>
<td>SIG-Special Education Research</td>
<td>Sheraton New York Hotel &amp; Towers, Park Suite 1, 5th Floor</td>
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<tr>
<td>Wednesday</td>
<td>12:25 pm to 1:55 pm</td>
<td>41.059. Classroom Assessment: Models for Research and Practice.</td>
<td>SIG-Classroom Assessment</td>
<td>Sheraton New York Hotel &amp; Towers, Executive Conference Center, Conference Room F, Lower Lobby</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2:15 pm to 3:45 pm</td>
<td>43.015. Gender and Education.</td>
<td>Committee on Scholars and Advocates for Gender Equity (SAGE)</td>
<td>Sheraton New York Hotel &amp; Towers, Madison Suite 6, 5th Floor</td>
</tr>
<tr>
<td>Thursday</td>
<td>3:05 pm to 3:45 pm</td>
<td>60.014. High-Quality Classroom Assessment: Research, Design, and Development.</td>
<td>SIG-Classroom Assessment</td>
<td>Sheraton New York Hotel &amp; Towers, Metropolitan Ballroom, Metropolitan East, 2nd Floor</td>
</tr>
<tr>
<td>Friday</td>
<td>10:35 am to 12:05 pm</td>
<td>67.046. Promises and Complexities in Enacting Cultural Practices by Teachers of Color in High-Minority Schools.</td>
<td>Division K-Teaching and Teacher Education</td>
<td>Sheraton New York Hotel &amp; Towers, Liberty Suite 4, 3rd Floor</td>
</tr>
<tr>
<td>Friday</td>
<td>2:15 pm to 3:45 pm</td>
<td>71.015. PIRLS 2006: Reading Curriculum and Achievement in 40 Countries Around the World.</td>
<td>Division B-Curriculum Studies</td>
<td>Sheraton New York Hotel &amp; Towers, Riverside Suite, 3rd Floor</td>
</tr>
<tr>
<td>Friday</td>
<td>2:15 pm to 3:45 pm</td>
<td>71.016. Becoming Teachers: A Situative Look at Identity, Motivation, and Learning.</td>
<td>Division C-Learning and Instruction co-sponsored with SIG-Motivation in Education</td>
<td>Sheraton New York Hotel &amp; Towers, Central Park West, 2nd Floor</td>
</tr>
<tr>
<td>Friday</td>
<td>2:15 pm to 3:45 pm</td>
<td>71.064. Methodological Issues in Survey Research as Applied in Educational Settings.</td>
<td>SIG-Survey Research in Education</td>
<td>Sheraton New York Hotel &amp; Towers, Executive Conference Center, Conference Room E, Lower Lobby</td>
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Map of Hotels

1. Affinia Manhattan
2. Ameritania Hotel
3. Crowne Plaza Times Square
4. Doubletree Metropolitan Hotel
5. Flatotel New York
6. Hilton New York
7. New York Marriott Marquis
8. Milford Plaza Hotel
9. Paramount Hotel
10. Park Central New York Hotel
11. Sheraton Manhattan
12. Sheraton New York
13. Warwick Hotel
14. Wellington Hotel
HOTELS

1. Affinia Hotel
371 Seventh Avenue

Located in the heart of the fashion district, minutes from the Jacob Javits Convention Center, Madison Square Garden and Penn Station. Travelers choose the Affinia Hotel for its spacious suites and unrivaled access to business centers, shopping, and theater. Hotel services include: a concierge, fitness center, restaurant, room service, meeting rooms, secretarial services and valet service. Guest room amenities include cable movie channels, two line phones with voicemail, and Dataport (computer, fax, and modem hook-up).

2. Ameritania Hotel
230 West 54th Street

See the lights on Broadway just moments from the Ed Sullivan Theatre in Manhattan's entertainment district, and enjoy a complimentary New York-style breakfast each morning. Make yourself at home in the sleek, but comfy rooms designed with simple, modern lines and all the necessities for a great night's sleep. Be surrounded by chic and updated ambiance in the high-tech lobby and enjoy the benefits of the nearby fitness facility to start your morning off right.

3. Crowne Plaza Times Square
(UCME Headquarter Hotel & AERA Co-Headquarter Hotel)
1505 Broadway

This elegant 46-story hotel is located at Broadway and 49th Street in the heart of New York's theater district. The hotel is within easy walking distance of the city's other famous sights and attractions, restaurants and shopping along Fifth Avenue. The hotel offers two bars, Samplings Restaurant, room service, a fitness center, and the largest hotel pool in Manhattan.

4. Doubletree Metropolitan Hotel
599 Lexington Avenue

Located at Lexington Avenue and 51st Street in the heart of Midtown Manhattan's fashionable East Side, this hotel is within walking distance of Park Avenue, Rockefeller Center, and the Broadway theater district. It was recently renovated with 21st-century amenities and restored to reflect its retro, 1960s deco glory. Guests may enjoy afternoon tea or evening cocktails at the chic and trendy The Met Bar. The Met Grill serves elegant cuisine in popular surroundings for breakfast, lunch, and dinner daily. As always with Doubletree Hotels - a very special warm chocolate chip cookie is provided at check-in.

5. Flatotel
135 West 52nd Street

This is one of the most charming hotels in New York, located conveniently in the heart of midtown New York near major cultural attractions. This hotel features 288 deluxe rooms, including 76 spacious suites with custom designed furniture and state of the art amenities. It offers boutique-style hotel intimacy with apartment size rooms.

6. Hilton New York (AERA Co-Headquarter Hotel)
1335 Avenue of the Americas

This hotel offers the perfect location at Rockefeller Center. It is the new hotel for the millennium featuring a just completed $90 million renovation and redesign as the Hilton flagship hotel. A favorite hotel of business and leisure travelers worldwide, hotel guests are one block from Fifth Avenue shopping, near Broadway theaters, and in the heart of the business and media capital of the world. Guests can walk to attractions, boutiques, restaurants, and nightclubs.

7. Marriott Marquis (AERA Co-Headquarter Hotel)
1535 Broadway

A modern 45-story luxury hotel in the heart of Times Square with spacious newly renovated guest rooms. This downtown New York hotel is a place of style, leisure, and comfort where the busy traveler can unwind in the heart of the city. It is located steps from the excitement of Broadway shows, Toys "R" Us, Rockefeller Center, MTV, and the Fashion District. The NY Marriott Marquis is a non-smoking hotel.

8. Milford Plaza Hotel
270 West 45th Street

Located in the heart of Midtown Manhattan's Theater District, this landmark hotel redefines efficient service with exceptional value in hotel accommodations and the conveniences of proximity to all of New York's major attractions including Times Square, corporate business headquarters, and the Javits Convention Center.

9. Paramount Hotel
235 West 46th Street

This hotel is situated directly in the heart of New York City's energized Times Square theater district, Rockefeller Center, Fifth Avenue shopping and museums. The Hard Rock Hotel staff fulfills the role of "concierge"; guests need to only contact the front desk for any service they require. The hotel features a business center with full computer and telecommunications services, three restaurants, a 24-hour fitness center, a children's playroom and a nightclub. The hotel also offers its guests 24-hour room service, valet/laundry service, in-room massage, portable computers, mobile phones, and fax upon request.

10. Park Central Hotel
870 Seventh Avenue

This 25-story first-class luxury hotel offers classic sophistication in a midtown location and is conveniently located half a block from Carnegie Hall, one block from Broadway, and two blocks from Central Park and Fifth Avenue shops. The hotel takes pride in the thick walls and floors of the building, guaranteeing a quiet night's sleep. Each of the 934 spacious soundproofed rooms feature a high ceiling, smart black-and-tan color scheme, large wooden armoire, and an updated bathroom with marble sink.

11. Sheraton Manhattan
790 Seventh Avenue

This hotel is easily accessible from Newark, JFK, and LGA airports and within walking distance of Fifth Avenue, Broadway theaters, Central Park, and Rockefeller Center. Ideally located for both business and leisure travel, the 22-story hotel features 661 Standard and Club Level guestrooms including seven suites and non-smoking and disabled facilities.

12. Sheraton New York (AERA Co-Headquarter Hotel)
811 Seventh Avenue

This newly renovated hotel is ideally located for both business and leisure travel. Exceeding your expectations is always the goal at the Sheraton New York. This hotel goes beyond superb accommodations with deluxe amenities and connects you to the best music, art, entertainment, and nightlife of New York.

13. Wellington Hotel
871 Seventh Avenue at Fifty-Fifth Street

Centrally located in Midtown Manhattan, the Wellington Hotel is within walking distance of Times Square, Carnegie Hall, Rockefeller Center, Radio City Music Hall, Lincoln Center, Central Park, Fifth Avenue Shopping, the Theater District, Fortune 500 Corporate Headquarters and the Museum of Modern Art. The Wellington is also a short distance from the United Nations, Jacob K. Javits Convention Center, the Empire State Building, and Madison Square Garden as well as world famous fine dining. From the hotel's elegantly appointed lobby to each of the 700 beautifully decorated rooms, staying at the Wellington Hotel is designed to make traveling as comfortable and convenient as being at home.
Crowne Plaza Times Square
Hotel Floor Plan

Crowne Plaza Times Square – Times Square Ballroom
Crowne Plaza Times Square
Hotel Floor Plan

Crowne Plaza Times Square – Fourth Floor
Crowne Plaza Times Square
Hotel Floor Plan

Crowne Plaza Times Square – Fifth Floor
Crowne Plaza Times Square
Hotel Floor Plan

Crowne Plaza Times Square – Fifteenth Floor