



Joan L. Herman, Eva L. Baker,
and Robert L. Linn

FROM THE DIRECTORS:

ACCELERATING FUTURE POSSIBILITIES FOR ASSESSMENT AND LEARNING

Eva L. Baker, Joan L. Herman, and Robert L. Linn

In this issue:

**CRESST
Conference 2007
page 2**

**AERA/NCME
Conference
Presentations
page 6**

**Eva Baker
welcomed
as new AERA
president
page 12**

In the early 1990s, education historian and scholar Carl Kaestle published an article in *Educational Researcher* called “The Awful Reputation of Education Research” (Kaestle, 1993). Kaestle raised many important questions for the research community, including a central one that is the focus of this article: Does education research matter? Although some time has passed, we believe that Kaestle’s question remains as valid today as it was 13 years ago. As researchers, we may believe that our work is on the cusp of closing the achievement gap or making other valuable societal contributions, but as Kaestle pointed out and we have observed, those outside of education research, from policymakers to superintendents and teachers, often still see our work as taking too long and not making a great deal of difference to learning. Why is this so and what we can do? Let’s take a look from a consumer perspective.

Much of society makes trade-offs in their lives, which is generally contrary to a researcher’s slow and cautious approach. Here are a few examples.

Consumers need (or want) to have things sooner rather than later.

Being good consumers ourselves, we

think this is a relatively true statement, but let’s look at some evidence. The Bureau of Economic Analysis (2006) reported that last year America’s rate of personal debt exceeded its personal savings rate for the first time since World War II. In November 2005 alone, Americans outspent their disposable income by more than \$19 billion (Krishnan, 2006). We believe that this suggests that when consumers want something, they want it now, even if the product is little more than a fad. Hula hoops in the 1960s come to mind as one example.

Education consumers also like to have things sooner rather than later. For example, performance assessment was a rage in the early 1990s because it was something new and flashy, and looked to have great promise. Before almost any research was done, a number of states dropped their multiple-choice accountability systems, replacing them with performance assessments. The research, much of it carried out by CRESST partners, highlighted a number of substantial problems including reliability, efficiency, and costs. Most states, recognizing the issues themselves, quickly returned to multiple-choice accountability systems, even when researchers like Lee Cronbach were asking for more time to help make performance assessment work.

SAVE THE DATE

FOR THE

2007 CRESST CONFERENCE

CRESST is pleased to announce that its next major conference will take place on the UCLA campus, January 22-23rd, 2007. Mark your calendars now for what will be an informative and useful conference to begin 2007. Please note that this is a change in date from our usual September conference. The 2007 CRESST Conference will focus on the future of test-based educational accountability.

To date, invited presenters and tentative session topics include the following:



UCLA Sunset Village Conference Center

Educational Accountability for Learning

Eva Baker, CRESST/UCLA

Educational Accountability Systems

Robert Linn, CRESST/University of Colorado at Boulder

Uses and Misuses of Educational Accountability Results

Joan Herman, CRESST/UCLA

History of Educational Accountability

Lorrie Shepard, CRESST/University of Colorado at Boulder

The Politics of Educational Accountability

Lorraine McDonnell, UC Santa Barbara

Measurement Validity in Educational Accountability

Daniel Koretz, CRESST/Harvard University

Standard Setting

Edward Haertel, CRESST/Stanford University

Causes and Effects

Ed Wiley and Derek Briggs, University of Colorado at Boulder

School Improvement and Educational Accountability

David Miller, American Institutes for Research

Educational Accountability From a Teacher's Perspective

Bella Rosenberg, American Federation of Teachers

Standardized Assessments and Educational Accountability Dilemmas

Stephen Dunbar, University of Iowa/Iowa Testing Programs

Future Directions for Educational Accountability

Michael Feuer, National Research Council

Fairness Issues and Educational Accountability

Katherine Ryan and Bill Trent, University of Illinois at Urbana-Champaign

Reliability and Equating of Assessments

Vonda Kiplinger, Academy School District 20, Colorado Springs, CO

Assessing Growth and Status

Damian Betebenner, Boston College

Contact Danna Schacter at:
dschacter@cse.ucla.edu or 310-794-9174
for further information.

Presenters and topics are subject to change.

Like hula hoops, the performance assessment fad was passing.

Consumers prefer partial solutions now rather than a promise of a full solution sometime in the future.

As the price of gas soared in the past few years, consumers looked for and found quick-fix partial solutions. Enter the Toyota Prius, the perfect partial solution car, getting 51–60 miles per gallon despite a painfully slow 10.3-second 0–60 acceleration rate. Prius sales doubled in 2005 (Pergament, 2006) while SUV sales slumped. Americans can't wait for the first Porsche/Prius hybrid, so we often buy what works best for us now.

Similarly, in the classroom, a science teacher may be teaching a lesson tomorrow on Newton's laws, but doesn't have time to prepare a lesson plan or an experiment based on research. She Googles "Newton's Laws Lesson Plan." A half-dozen lesson plans immediately appear, including several with experiments. She selects a lesson plan from Discovery.com and is ready to go. Her immediate need made any research supporting the lesson plan, such as alignment to state standards, a low priority.

Cost, while always an important issue in education, has become more salient.

Policymakers, from presidents to school board members, have to make difficult fiscal decisions. Although education has witnessed several reasonable budgets in recent years, the President's proposed 2007 education budget would reduce education funding by more than \$3.5 billion and eliminate 42 programs. Meanwhile, spending on Homeland Security programs would increase by about 8% (Fessler, 2006). Although it is too early to know what final budget will be approved, the proposed education cuts are reminders that education, including accountability systems, operates in cost-sensitive environments.

Policy claims are often accepted because people say it's too much to fight and we can somehow make the policy work, even when our knowledge says otherwise.

Before the passage of the No Child Left Behind Act ([NCLB] 2002), there was no credible evidence that 100% of students could reach proficient or above

levels on their state tests by 2013/2014. As CRESST Co-director Bob Linn, co-author of this article, pointed out, at that time, no nonselective public school in the nation had 100% of its students scoring at proficient or above levels on its state tests, something he called existence proof (Linn, 2003). Although this and other evidence was obvious prior to NCLB, the law passed with overwhelming support in the Senate and House of Representatives. States admittedly were in a weakened position because a substantial number had failed to develop standards and assessments as required by the 1994 Improving America's Schools Act, while accepting billions of dollars in Title 1 funds. A substantial number of organizations were genuinely positive about our nation's ability to make NCLB work, despite knowledge that suggested otherwise.

Short institutional memory of past reforms or laws contributes to new policies and programs that are little informed by research.

Graduation exams, often called minimum competency tests, were very popular in the late 1970s and 1980s. But they disappeared for about a decade, largely due to the concern that a minimum bar was becoming the standard (Haertel & Herman, 2005). Additionally, though minimum competency tests were expected to be responsible for improvements, gains were not showing up on the National Assessment of Educational Progress (NAEP) test scores, which were relatively flat for 17-year-olds from the early 1970s through 1999 (U.S. Department of Education, 2005).

By the end of this year, nearly half of all states will have graduation exams in place (Peterson, 2005). Short institutional memory forgets that similar minimum competency tests did not lead to increased achievement some 20 years ago, but instead contributed to higher numbers of high school dropouts and inequities along racial lines (Catterall, 1989; Haertel & Herman, 2005).

One Solution to the Problem

In response to the above consumer trade-offs, we, as researchers, have important choices to make. We can dig in our heels and contribute to education research's reputation—although we don't think it is awful, we agree that education research is frequently

not as useful or as fast as it should be. Or we can accept the preceding realities and adapt to the environment in which we exist. To stay in business, we believe that our research must include the components of high quality, speed, reduced costs, and feedback that improves learning. One of the ways to meet these goals is to conduct research and development simultaneously. For example, annual interim work products can contribute to the overall research project and become valuable products in themselves. Here are a few specific ways that we are trying to meet these goals in the CRESST POWERSOURCE[®] assessment project, in which we are developing formative middle school mathematics assessments to improve achievement.

- First, learning research is at the core of our assessment design. POWERSOURCE[®] focuses on big ideas, principles, themes, and schema that do not start with standards per se, but with the mathematical ideas underlying them.

The economic benefit is that the test questions are reusable and recurrent, and spiral through the phases of learning (Figure 1; Niemi & Vendlinski, 2006).

- Second, learning research will support assessment through knowledge representation. For example, we have identified relationships within and among key content and tasks. This strategy uses knowledge maps to design complete assessments, monitor progress, and improve teacher knowledge. Products from this work include design templates for administration and automated scoring. Knowledge maps developed by CRESST provide an example (Figure 2; Herl, Baker, & Niemi, 1996).

- Third, we use student explanation in our assessment design, based on research in instruction and self-assessment. Through explanation, students can see how content and principles go together. The benefit for teachers

Figure 1.

Map of Algebra Knowledge Version 1.4

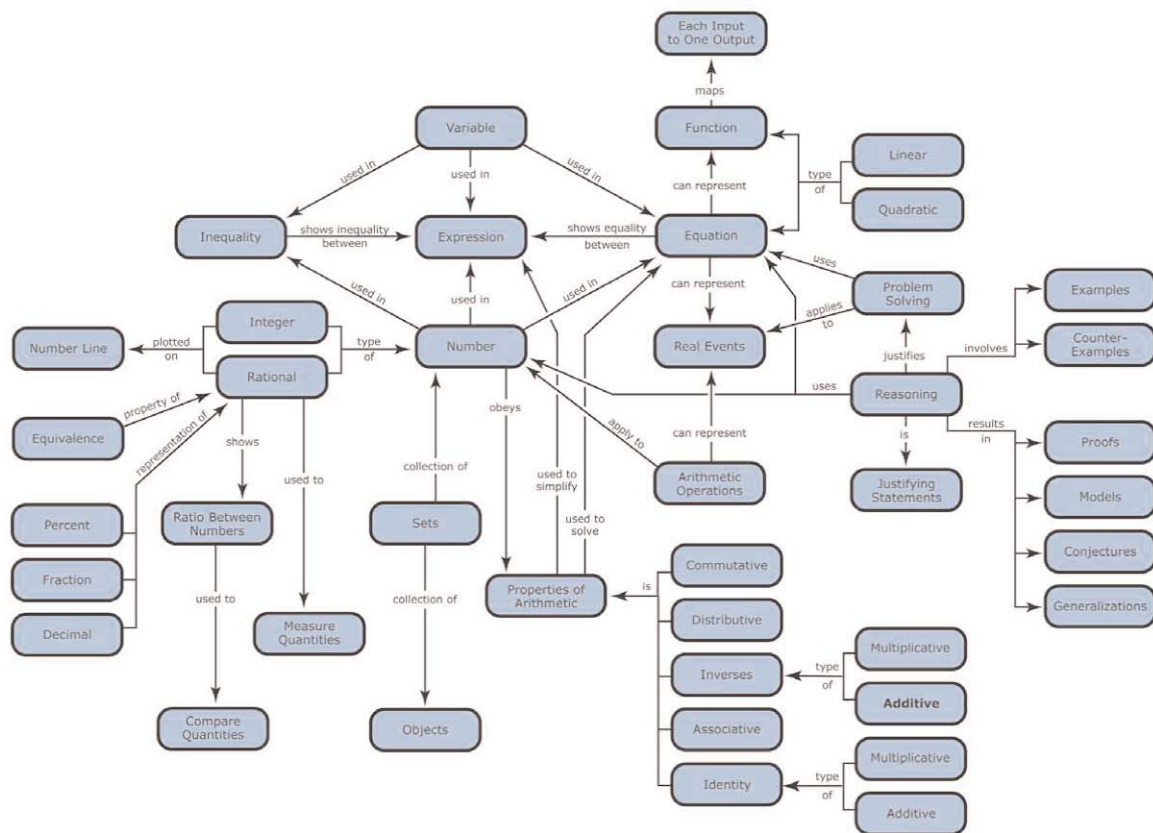
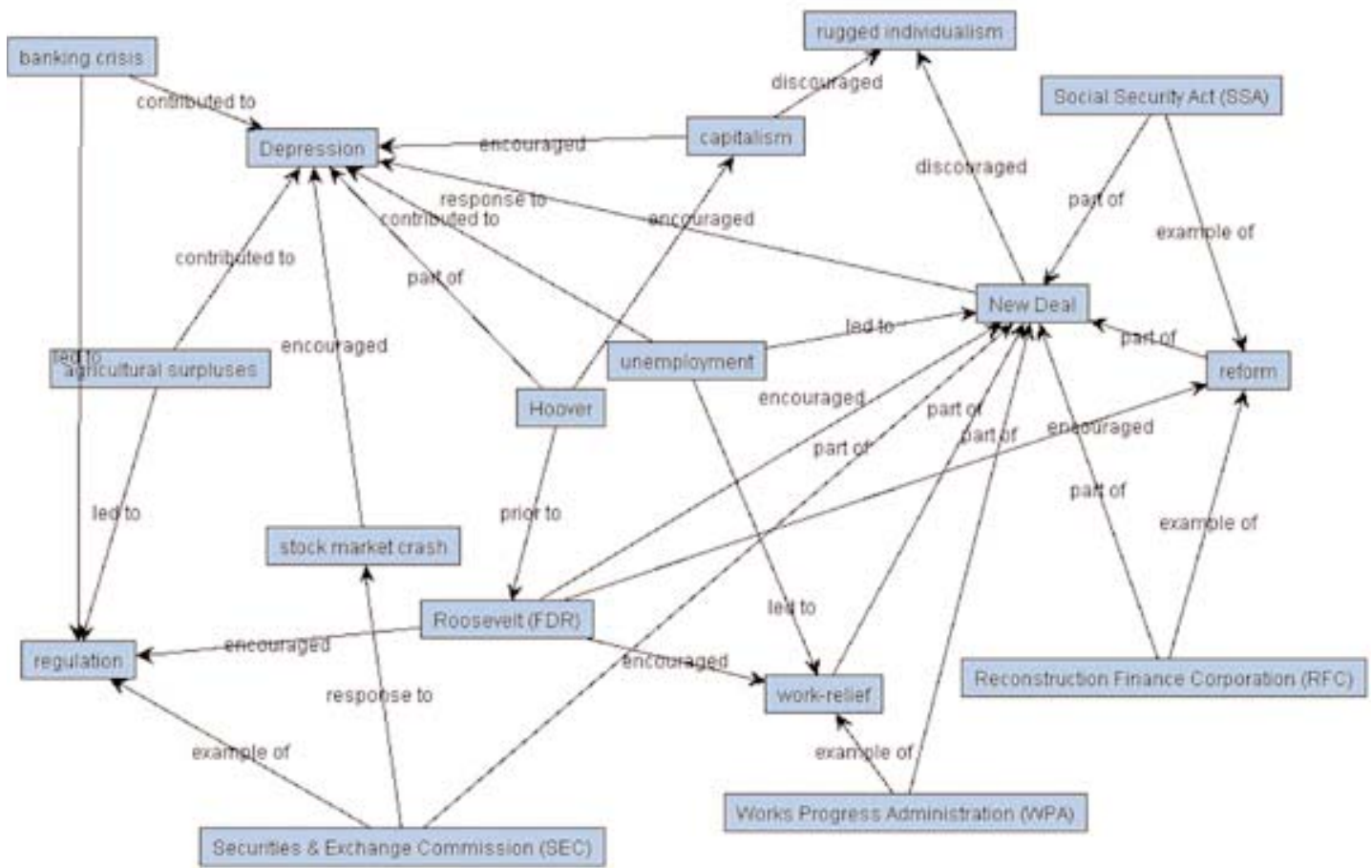


Figure 2. Great Depression Map.



is that student explanation confirms student knowledge or misunderstanding and allows teachers to adjust instruction. Thus, the assessment has both diagnostic and feedback value.

- Fourth, we are supporting learning in our assessment design by adopting integrated worked examples in assessments, as described by researchers such as John Sweller (2002) and Richard Mayer (Mayer & Moreno, 2003). Worked examples provide a total picture of the goal in procedural learning or problem solving and can be arranged at different levels of complexity.

All four of these strategies support learning, teaching, and transfer and are being integrated into the new POWERSOURCE[®] formative assessments in middle school pre-algebra and algebra. We are using experimental treatments to develop the assessments, determine their impact on learning, and assess the transfer and relative speed of acquisition of student knowledge. Our research is simultaneous with development, incorporating quality, speed, reduced costs, and feedback that supports learning. R&D that matters for consumers.



CRESST at AERA 2006

Once again, CRESST researchers had a substantial presence at the annual meetings of the American Educational Research Association and the National Council on Measurement in Education, held this year from April 7-11 in San Francisco. A special congratulations to CRESST Co-director Eva L. Baker on the beginning of her one-year term as AERA President, assuming leadership from University of Wisconsin-Madison researcher Gloria Ladson-Billings. (See page 12 for further details.)

Below is a partial list of CRESST partner presentations at AERA/NCME. Not all sessions are funded by CRESST. We have asked partners to share with us copies of their PowerPoint presentations or relevant papers, which will be added to the CRESST Web site, CRESST.org, in the month ahead.



Eva L. Baker and Gloria Ladson-Billings

APRIL 7, FRIDAY

13.029

No Child Left Behind in 2004: Results From the National Longitudinal Study of NCLB and Study of State Implementations of NCLB

Implementation of the Accountability Provisions of No Child Left Behind

Brian M. Stecher, RAND

13.054

Understanding Classroom Practice: Links Among Student Outcomes, Mathematical Tasks, Teacher Practice, and Student Participation

Student Discourse, Teacher Practices, and Student Learning in Mathematics Classrooms

Noreen M. Webb, UCLA

20.018

Classroom Assessment SIG Business Meeting

Comments on Current Trends, Practices, and Issues in Classroom Assessment

Lorrie A. Shepard, University of Colorado at Boulder

APRIL 8, SATURDAY

26.026

Principled Assessment Designs for Inquiry (PADI): A Comprehensive Walk Through the Online Assessment System

Overview of PADI Concepts and Components

Robert J. Mislevy, University of Maryland

26.045

Student Achievement of Diverse Learners

Examining the Variability in the Achievement Gap Between Students With Disabilities and Nondisabled Students

Pete G. Goldschmidt, UCLA

A2 (NCME)

Shaping Policy and Practice: The Measurement Community's Role Across the Educational Continuum—Invited Symposium

Using Learning Progressions to Link Classroom Assessment and Large Scale Assessments

Lorrie A. Shepard, University of Colorado at Boulder

*Large Scale Assessment and School Improvement:
Contributions of the Measurement Community*
Robert L. Linn, University of Colorado at Boulder

*Assessing Learning to Hold Higher Education
Accountable*
Richard J. Shavelson, Stanford University

A3 (NCME)
Using Assessment Results to Improve District and
School Practice—Related Paper Session

Using Test-Score Data in the Classroom
Brian M. Stecher, RAND

A5 (NCME)
Multidimensionality in IRT—Paper Session

*Posterior Predictive Model Checking for Within-Item
Multidimensionality in IRT*
Robert J. Mislevy, University of Maryland



*H. D. Hoover,
University of Iowa*

*Congratulations to former CRESST National
Advisory Board member H. D. Hoover, University of
Iowa, who received the distinguished E. F. Lindquist
Award at this year's American Educational Research
Association meeting. Named in honor of E. F.
Lindquist, a pioneering scholar and researcher who
started the Iowa Testing Programs and co-founded
ACT, the award recognizes outstanding applied
or theoretical research in the field of testing and
measurement. Professor Hoover was honored for four
decades of contributions to the theory and practice of
educational measurement.*

28.030
Extending Common Methodological Approaches to
School Accountability and Evaluation: Latent Class
and Longitudinal Methods

*Synthesizing Multiple Accountability Models Into
Coherent Indicators of School Performance*
Pete G. Goldschmidt, UCLA

*A New Value-Added Model With an Educational Gap
Parameter Capturing the Distribution of Student Growth
Using Multiple-Cohorts Longitudinal Data*
Kilchan Choi, UCLA

*Application of Multilevel Growth Mixture Models to
Explore Reading Developmental Trajectories*
Christy Kim Boscardin, UCLA

28.084
Identifying Interventions That Improve Student
Learning on a Large Scale: Scale Up in Principle and
Scale Up in Practice

*Principles for Scaling Up: Choosing, Measuring Effects,
and Promoting the Widespread Use of Educational
Innovation*
Eva L. Baker, UCLA

B5 (NCME)
Assessment in Higher Education—Invited
Symposium

*Assessment of Student Learning in College: Rhetoric and
Promises*
Richard J. Shavelson, Stanford University

30.012
Support Opportunities for Training and Small
Grants in Education Research

*National Academy of Education/Spencer Postdoctoral
Fellows*
Lorrie A. Shepard, University of Colorado at
Boulder

30.057
The Problem-Solving Cycle: An Approach to
Mathematics Professional Development

*The Problem-Solving Cycle: Professional Development to
Support the Transition From Arithmetic to Algebraic
Reasoning*
Hilda Borko, University of Colorado at Boulder

33.022

How to Support Explanation in the Classroom: The Role of Teachers and Tasks

Student Discourse and Learning in Elementary School Mathematics Classrooms

Noreen M. Webb, UCLA

33.028

Diverse Strategies for Conducting Qualitative Research

Using Cognitive Interviews to Examine the Validity of Teachers' Responses to Vignette-Based Measures of Instruction

Brian M. Stecher, RAND

33.037

Measuring the Quality of Mathematics Instruction: Approaches, Issues, and Findings

Using Classroom Artifacts to Measure Instructional Practice in Middle-School Mathematics: The SCOOP Notebook

Hilda Borko, University of Colorado at Boulder, and **Brian M. Stecher**, RAND

Measuring Instructional Quality in Mathematics: Lessons Learned From Development of the Instructional Quality Assessment (IQA) Toolkit

Lindsay Clare Matsumura, University of Pittsburgh



AERA Presenter
Jamal Abedi,
CRESST/
UC Davis

34.017

Science and Assessment

Online Assessment Within an Ontological Framework

Jia Wang and **Terry P. Vendlinski**, UCLA

Tools to Improve Formative Assessment

David M. Niemi, UCLA

35.028

Technology for Assessment: Innovation and Impact

TBall: Technology-Based Assessment of Language and Literacy

Alison Bailey, **Margaret Heritage**, **Eva L. Baker**, **Christy Kim Boscardin**, and **Larry Casey**, UCLA

APRIL 9, SUNDAY

41.022

Inclusion and Accommodation of English Language Learners

Accommodations for English Language Learners That May Alter the Construct Being Measured

Jamal Abedi, University of California, Davis

41.026

Assessment in Support of Learning: Moving From Concept to Reality

Assessment in Support of Student Learning: Defining Effective Practices and Their Precursors

Joan L. Herman, **Ellen Osmundson**, and **Sam O. Nagashima**, UCLA

43.048

Teacher Assessment

Teacher Informal Assessment Practices and Their Impact on Students' Learning

Maria Araceli Ruiz-Primo, Stanford University

45.065

Sampling, Validity, and Other Methodological Issues Involving NAEP Data

Using Test Content to Address Trend Discrepancies Between NAEP and California State Tests

Edward H. Haertel, Stanford University

H1 (NCME)

Beyond NCLB: From Measuring Status to Informing Improvement—Symposium

Turning an Accountability Policy Into a Learning System

Eva L. Baker, UCLA

47.021

Developing Knowledge and Practice Integrating Science and Literacy Education: Toward a Scientifically Literate Commonwealth

Integrating Literacy and Science Instruction in High School for Underprepared Students: Impact on Teacher Practice, Student Engagement, and Student Achievement

Joan L. Herman and **Christy Kim Boscardin**, UCLA

47.062

Perspectives on School Indicators: New Ones and New Uses

The Impact of School Performance on Neighborhood Real-Estate Values: Parents Voting With Their Feet

Pete G. Goldschmidt, UCLA

J1 (NCME)

Reverse-Engineering Scientific Inquiry Assessments Using PADI—Symposium

Reverse-Engineering the Mystery Boxes Task

Robert J. Mislevy, University of Maryland

APRIL 10, MONDAY

55.028

Policies, Methods, and Capabilities to Support Continuous Diagnostic Assessment

Policies, Methods, and Capabilities to Support Continuous Diagnostic Assessment

Robert J. Mislevy, University of Maryland

K2 (NCME)

Following the Standards for Educational and Psychological Testing: The Challenges of Ensuring Sound Measurement Practice—Symposium

Exploring the Feasibility of Specifying Enforcement Mechanisms in the Standards

Daniel M. Koretz, Harvard Graduate School of Education

57.033

How Are States Considering Using Growth Models in No Child Left Behind Accountability Systems? Examples From Four States

Growth, Value-Added, and Status: Popular Words, But Are They Practical for States?

Pete G. Goldschmidt, UCLA



AERA Presenter
Christy Kim
Boscardin,
CRESST/UCLA

57.043

Professional Learning Experiences and the Practice of Teaching: The Role of Artifacts of Practice

Learning From the Problem-Solving Cycle

Hilda Borko, University of Colorado at Boulder

57.053

Developing Expertise in Classroom Assessment: CAESL's Efforts to Impact Practice

The CAESL Leadership Academy to Interpret Student Work in Science

Sam O. Nagashima and **Terry P. Vendlinski**, UCLA

57.085

Learning, Cognition, and Development

The Effectiveness of Worked Examples in a Game-Based Learning Environment

Harold F. O'Neil, University of Southern California

59.030

Statistical Techniques and Strategies for Addressing Questions Concerning the Conditions Under Which Educational Programs Are Effective and for Whom

Examining Heterogeneity in Residual Variance in Experimental and Quasi-Experimental Settings

Michael H. Seltzer, UCLA

Studying the Sensitivity of Inferences to Possible Unmeasured Confounding Variables in Multisite Evaluations

Michael H. Seltzer, UCLA

59.036

Does Accountability Advance Student Achievement?
What Are the Research Findings?

*Impact of Academic Language on Student Performance
and Implications for Outcome-Based Reform Efforts*

Christy Kim Boscardin, UCLA

*Integrating Academic Language and ELL Instructional
Needs Into Opportunity to Learn Measures*

Christy Kim Boscardin, UCLA

M2 (NCME)

Designing Accessible Reading Assessments for
Students With Disabilities: A Research Based
Approach—Related Paper Session

*Examining Background Variables of Students With
Disabilities That Affect Reading*

Jamal Abedi, University of California, Davis

M4 (NCME)

Topics in Classroom Assessment—Paper
Presentation

*An Exploratory Study Examining the Feasibility of
Using Bayesian Networks to Predict Circuit Analysis
Understanding*

Gregory K. Chung and Gary B. Dionne, UCLA

*Diagnostic Assessment of Student Learning of Patterns
in 8th Grade Math Classes: An Evidence-Centered
Design Approach*

Robert J. Mislevy, University of Maryland

62.010

Curriculum (as) Conversation: Situated Research in
Mathematics and Science

*Evaluating Variation in Pedagogy and Delivery of
Inquiry-Based Science Curriculum in the Classroom: A
Fidelity of Implementation Approach*

Maria Araceli Ruiz-Primo, Stanford University

63.030

Using Simulations for Assessments

Simulation-Based Assessment of Air Defense Planning
**William L. Bewley, Gregory K. Chung, and Girlie
C. Delacruz, UCLA**

Making Simulations Educationally Beneficial

Terry P. Vendlinski and David M. Niemi, UCLA

63.038

Evaluation: A Focus on Middle School and High
School

Keeping Kids in School: An LA's BEST Example

Denise Huang, UCLA

63.039

Evaluation: A Focus on Research Methodology

*Defining the Baseline Sample in Evaluation Studies
Using Observational Data in Nested Longitudinal
Settings: Addressing Complexity in Identifying Multiple
Cohort Samples*

**Marjorie H. Chinen and Pete G. Goldschmidt,
UCLA**

N2 (NCME)

Quality Benchmarks: Assessments for Accountability
Now and Long Term Learning—Symposium

*Moving to the Next Generation System Design:
Integrating Cognition, Assessment, and Learning*

Eva L. Baker, UCLA

*POWERSOURCE[®] Assessments, Design, Development,
and Effectiveness*

David M. Niemi and Terry P. Vendlinski, UCLA

*Improving Assessment in Mathematics: A Professional
Development Intervention*

Margaret Heritage, UCLA

The Validity of Assessment Systems

Joan L. Herman, UCLA

65.025

Assessment: Multi-Contextual Perspectives

*Evaluating Student Writing With Performance
Assessment*

**Eva Chen, David M. Niemi, and Noelle Griffin,
UCLA**

O1 (NCME)

Issues in Differential Item Functioning—Paper
Session

*Using Structured Mixture IRT Models to Study
Differentiating Item Functioning*

Robert J. Mislevy, University of Maryland

71.030

Issues in Writing and Performance Assessment

Alignment of Science and Mathematics State-Level Standards and Assessments: The Role of Rater Agreement

Noreen M. Webb and **Joan L. Herman**, UCLA

73.036

Using Technology in the Classroom

An Exploratory Study of a Novel Online Formative Assessment Tool to Promote Students' Circuit Problem Solving

Gregory K. Chung, UCLA

73.042

Culturally Responsive Practice and the Responsive Classroom Climate

The Contribution of Instructional Quality and Classroom Climate to Students' Behavior in Urban Middle Schools

Lindsay Clare Matsumura, University of Pittsburgh

74.011

What Do We Know About Assessment Accommodations for English Language Learners (ELL)?

Are Accommodations Used for ELL Students Valid?

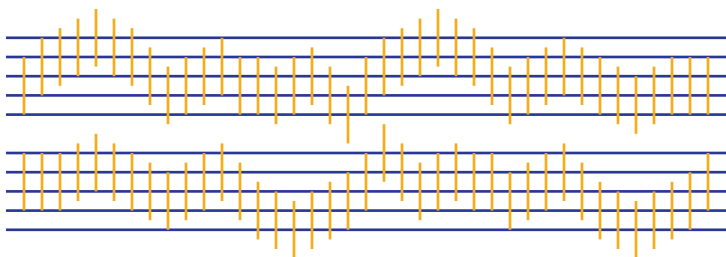
Jamal Abedi, University of California, Davis

74.068

Speaking Clearly About What "Value-Added" Is; Showing What "Value-Added" Reports

Practical Considerations for Choosing an Accountability Model

Pete G. Goldschmidt, UCLA



References

- Bureau of Economic Analysis. (2006). *National income and product accounts. Table 2.1 Personal Income and Its Disposition*. Washington, DC: Author. Retrieved April 17, 2006, from <http://www.bea.gov/bea/dn/nipaweb/TableView.asp?SelectedTable=58&FirstYear=2003&LastYear=2005&Freq=Qtr>
- Catterall, J. S. (1989). Standards and school dropouts: A national study of tests required for high school graduation. *American Journal of Education*, 98, 1-34.
- Fessler, P. (2006, February 6). *Homeland security spending on the rise*. Retrieved April 17, 2006, from the National Public Radio Web site: <http://www.npr.org/templates/story/story.php?storyId=5192631>
- Haertel, E. H., & Herman, J. L. (2005). A historical perspective on validity arguments for accountability testing. In J. L. Herman & E. H. Haertel (Eds.), *Uses and misuses of data for educational accountability and improvement* (National Society for the Study of Education Yearbook, Vol. 104, Part 2, pp. 1-34). Chicago: National Society for the Study of Education. Distributed by Blackwell Publishing.
- Herl, H. E., Baker, E. L., & Niemi, D. (1996). Construct validation of an approach to modeling cognitive structure of U.S. history knowledge. *Journal of Educational Research*, 89, 206-218.
- Improving America's Schools Act of 1994, Pub. L. No. 103-382, 108 Stat. 3518 (1994).
- Kaestle, C. (1993). The awful reputation of education research. *Educational Researcher*, 22(1), 23-31.
- Krishnan, A. (2006, January 22). What keeps us from saving? *The News and Observer*. Retrieved April 17, 2006, from <http://www.newsobserver.com/690/story/391131.html>
- Linn, R. L. (2003, April). *Accountability: Responsibility and reasonable expectations*. Presidential address presented at the 2003 annual meeting of the American Educational Research Association, Chicago, IL.
- Mayer, R. E., & Moreno, R. (2003). Nine ways to reduce cognitive load in multimedia learning. *Educational Psychologist*, 38, 43-52.
- Niemi, D., & Vendlinski, T. P. (2006, April). POWERSOURCE[®] assessments: Design, development and effectiveness. In D. Sweet (Moderator), *Quality benchmarks: Assessments for accountability now and long-term learning*. Symposium presented at the annual meeting of the National Council on Measurement in Education, San Francisco.
- No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002).
- Pergament, A. (2006, March 5). Prius sales double. *Fortune Business Report*. Retrieved April 17, 2006, from http://www.rnews.com/Story_2004.cfm?ID=35571&rnews_story_type=71&category=10
- Peterson, K. (2005, May 23). High school exit exams on the rise. *Stateline.org*. Retrieved April 17, 2006, from <http://www.stateline.org/live/ViewPage.action?siteNodeId=136&languageId=1&contentId=33244>
- Sweller, J. (2002, July). Visualisation and instructional design. In R. Ploetzner (Ed.), *Proceedings of the International Workshop on Dynamic Visualizations and Learning*. Tübingen: Knowledge Media Research Center. Retrieved April 17, 2006, from www.iwm-kmrc.de/workshops/visualization/sweller.pdf
- U.S. Department of Education, National Center for Education Statistics. (2005). *Digest of education statistics, 2004* (NCES 2006-005; chap. 2). Washington, DC: Author. Retrieved April 17, 2006, from http://nces.ed.gov/programs/digest/d04/ch_2.asp#5

CRESST Co-director Eva Baker Begins Term as AERA President

Congratulations to CRESST Co-director Eva L. Baker, who assumed the presidency of the American Educational Research Association (AERA) from outgoing president Gloria Ladson-Billings at the conclusion of the April 2006 AERA annual meeting.

Baker, a professor of educational psychology and social research methods in the UCLA Graduate School of Education and Information Studies, has been a co-director of CRESST since its founding in 1985 and the director of UCLA's Center for the Study of Evaluation since 1975. An educational psychologist, Professor Baker has concentrated her research on assessment and accountability models, as well as on the design and validation of technology-based learning and assessment systems.

Among her other professional activities, Professor Baker co-chaired the 1999 revision of the *Standards for Educational and Psychological Testing*, a joint project of AERA, the American Psychological Association, and the National Council on Measurement in Education. She chaired the National Research Council's Board on Testing and Assessment and served as a member of the National Council on Education Standards and Testing, chairing the Assessment Task Force.

The American Educational Research Association represents approximately 22,700 educators who conduct research and evaluation in education. Founded in 1916 and based in Washington, DC, AERA offers a comprehensive program of scholarly publications, professional development and fellowships, and meetings to advance education research, disseminate knowledge, and improve the capacity of the profession to serve the public good.



Eva L. Baker, UCLA/CRESST

GRADUATE SCHOOL OF
**EDUCATION &
INFORMATION
STUDIES**

Center for Research on Evaluation,
Standards, and Student Testing
Eva L. Baker, Co-director
Robert L. Linn, Co-director
Joan L. Herman, Co-director
Daniel Koretz, Associate Director
Ronald Dietel, CRESST Line Editor
Katharine Fry, Editorial Assistant
Danna Schacter, Project Assistant

UCLA Center for the Study of Evaluation
CSE/CRESST
GSE&IS BLDG MAILBOX 951522
LOS ANGELES CA 90095-1522
ADDRESS SERVICE REQUESTED

PRESORTED
STANDARD
U.S. POSTAGE
PAID
LAGUNA BEACH, CA
PERMIT NO. 400

The work reported herein was supported under the Educational Research and Development Centers Program, PR/Award Number R305B960002, as administered by the Institute of Education Sciences, U.S. Department of Education. The findings and opinions expressed in this publication do not reflect the positions or policies of the National Center for Education Research, the Institute of Education Sciences, or the U.S. Department of Education.