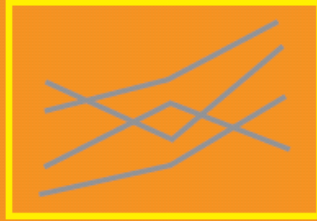


**Longitudinal and
Value Added Models
of Student Performance**



Robert Lissitz

Longitudinal and Value Added Modeling of Student Performance

Edited by
Robert W. Lissitz

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JAM Press is pleased to announce the new book, *Longitudinal and Value Added Modeling of Student Performance*, is available. The book is available in soft cover (\$57, ISBN 0-975535 1-9-6) and hard cover (\$69, ISBN 0-9755351-8-8).

Postage and handling are additional. Information on ordering the book is found on the reverse of this announcement. Information is also available at the *Journal of Applied Measurement* web site (www.jampress.org). Please go to the JAM Press Books page on the website and scroll down to the new books section.

This book is based on the very well received Conference of the same name held on the University of Maryland Campus on November 7 and 8, 2005. This book presents a variety of chapters regarding the theory and application of Longitudinal (Growth) Modeling and Value Added determinations of Student Achievement. It is hoped that this book will be found to be stimulating to academics, psychometrics personnel, as well as to school practitioners who are concerned with the monitoring of student performance across time and the organization of schools to utilize this information to encourage maximizing student performance across time. Concerns include statistical theory, estimation issues, and a variety of approaches to modeling that have direct application to this school problem. NCLB has emphasized the status of Cross-sectional Cohorts through the analysis of AYP measures. This is one approach to the problem of measuring school performance. This book is concerned with alternatives that will permit schools to model the performance of individual students with the hope that all students might eventually have their performance maximized as they progress through the school experience. This goal requires the field to develop new ways to measure such progress and new ideas for the use of such measures by the schools. We hope that this book will contribute to the research base for this topic leading to applications that enhance the success of schools.

The titles and authors of the fourteen chapters are as follows:

- Robert Lissitz, University of Maryland, Harold Doran, AIR, William Schafer, University of Maryland, and Joseph Willhoft, State of Washington

Growth Modeling, Value Added Modeling, and Linking: An Introduction

- Richard Hill, Brian Gong, Scott Marion and Charles De Pascale, Center for Assessment

Using Value Tables to Explicitly Value Student Growth

- David Kaplan, Heidi M. Sweetman, University of Delaware

Two Perspectives on the Development of Mathematical Competencies in Young Children: An Application of Continuous and Categorical Latent Variable Modeling

- Bill Schafer, University of Maryland and Jon S. Twing, Pearson Educational Measurement

Growth Pathways as a Basis for AYP

- Catherine A. McClellan, Lydia Gladkova, and Xueli Xu, Educational Testing Service

Cross-Grade Scales in NAEP: Research and Real-Life Experience

- Y. M. Thum, University of California Los Angeles

Measuring and Comparing Academic Progress Towards a Standard Using Bayesian Performance Profiles

- Harold Doran, American Institutes for Research
Longitudinal Modeling in Education: Standards-Based Applications, Technical Considerations, and Scaling up via Feasible Software
- James Roberts, Georgia Institute of Technology, Qianli Ma, Yi Cao, and Yunyun Dai, University of Maryland
IRT Models for the Measurement of Change across Repeated Measurements
- Robert Smith and Wendy Yen, Educational Testing Service
Options for Measuring Growth
- Joseph Stevens, University of Oregon, and Keith Zvoch, University of Nevada at Las Vegas
Issues in the Implementation of Longitudinal Growth Models for Student Achievement
- Susan Rigney, U.S. Department of Education
Growth Models to Reform Policy and Practice: Do They Conflict?
- Gage Kingsbury and Marty McCall, North West Educational Association
Hybrid Growth Models for Estimating School Success: Theory and Application
- William Sanders, S. Paul Wright, and June C. Rivers, SAS Institute, Inc. *Measurement of Academic Growth of Individual Students Toward Variable and Meaningful Academic Standards*
- J.R. Lockwood, Daniel F. McCaffrey, Laura Hamilton, and Brian Stecher, Rand Corporation
The (sometimes harsh) Reality of Longitudinal Student Achievement Modeling
- Laura S. Hamilton, Daniel M. Koretz, and Daniel F. McCaffrey, Rand Corporation
Validating Achievement Gains in Cohort-to-Cohort and Growth-Based Modeling Contexts

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