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## Introduction to the Inaugural Issue of CEJEME

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## Introduction to the Inaugural Issue of CEJEME

Li Cai on behalf of the NCME-appointed editorial team

As the year 2020 draws to a close, we continue to be humbled by the many surprising turns of events, including a pandemic and the aftermaths, that have defined 2020. Despite the uncertainty and occasional bewilderment in the world that surrounds us, we are launching a new, freely accessible electronic journal at this time. Given the circumstances, perhaps there is less fanfare that we would like to see, but we believe that now is precisely when rational conversations and open discussions are needed about public education, especially educational measurement and evaluation. This topic lies at the heart of constructive solutions to many vexing educational and societal issues stemming from alarming disparities that the pandemic has laid bare in front of us all. Recent world events also showed us the need to promote international professional exchange, especially at times when international tensions have been rising, because such exchange helps make clear that big problems such as those we face in education can only be successfully addressed through broad-based collaboration.

The *Chinese/English Journal of Educational Measurement and Evaluation* (CEJEME) is the fruit of collaboration between NCME and the Collaborative Innovation Center of Assessment for Basic Education Quality at Beijing Normal University, a collaboration that is the result of the foresight of NCME's membership and multiple Presidents of NCME, and the strategic thinking of the Collaborative Center's leadership. The journal's mission is to facilitate the exchange of advances in scholarship and practice between China and the assessment and evaluation communities in the US and beyond. Our hope is that CEJEME will give members of the Chinese educational assessment and evaluation communities a vehicle for disseminating their advances in scholarship and practice to members of the assessment and evaluation communities around the world. At the same time, we hope to give assessment and evaluation community members outside of China a vehicle for sharing their advances in scholarship and practice with their Chinese colleagues. To achieve its mission, CEJEME publishes each article in Chinese as well as in English, fully translated and verified by the journal's Translation Committee. The inaugural issue features articles that touch on a variety of aspects important to the history, current focus, and future development of educational measurement that we hope the readers will appreciate.

The existence of the journal owes an especially large share of gratitude to the visionary early leadership of Dr. Randy Bennett, as well as to the NCME Board of Directors who supported the idea and its development. We thank the members of the Editorial Board and the Translation Committee for their service and guidance, and the NCME Publications Committee for their leadership and advocacy. The NCME membership, of course, is our ultimate and unwavering supporter, providing us with a strong mandate through a referendum with an overwhelming vote in favor of the creation of this journal. Many NCME members have volunteered their time to help start the peer review process, by contributing, reviewing, and translating. We cannot thank you enough. The editorial team hopes that our international community of researchers will enjoy reading the volumes and contribute to the discussions, and in return the editorial team will endeavor to keep serving the readers and authors and continue down the path of establishing a duo-language journal publication where few have gone before.

# Introduction to the Inaugural Issue of CEJEME

Tao Xin on behalf of the BNU-appointed editorial team

With the continuous advancement of economic globalization and the rapid development of modern information technology, the field of education is undergoing a huge change. The cooperation and competition of all humanity have profoundly affected the education systems of all countries in the world, and personalized learning and intelligent teaching have subverted the traditional learning mode. In such a context, in order to grasp the opportunities and challenges faced by the development of education, we may need education measurement and evaluation more than at any time in history. Regarding educational measurement and evaluation, only by continuously clarifying its purpose, innovating its technology, optimizing its process, and promoting the application of its result can we truly discover the problems in education and then promote the development of student, society, and the country. In October 2020, *The Overall Plan for Deepening the Reform of Education Evaluation in the New Era* issued by the Chinese government proposed “four evaluations” for the first time. They are “improving the summative evaluation”, “strengthening the formative evaluation”, “exploring the value-added evaluation”, and “consummating the comprehensive evaluation”, which has confirmed the importance of educational measurement and evaluation at the national level. Therefore, it is urgent to discuss the methods and applications of educational measurement and evaluation.

With the strong support from multiple presidents of NCME and leaders of Beijing Normal University, a new electronic journal, *Chinese/English Journal of Educational Measurement and Evaluation* (CEJEME), is launched jointly by NCME and Beijing Normal University. The journal not only serves as a bridge for the exchange of academic and practical experience between the educational measurement and evaluation communities from China, the United States, and other regions, but also plays an important role in promoting the discipline development and talent team construction of educational measurement in China. It will publish high-level original works in educational measurement technology and educational evaluation practice, and all articles will be published in both Chinese and English. The three articles in the inaugural issue focus on the de-“constructing” test validation, the history of parametric item response theory models in the 20th century, and the development of psychological and educational measurement in China, respectively. I sincerely hope that readers can benefit a lot from them.

As the inaugural issue of the journal is about to come out, I would like to extend my special thanks to Dr. Randy Bennett for his foresight and strong support. Many thanks also go to the members of the Editorial Board and the Translation Committee for their support and service, as well as the leadership and advocacy of the Publishing Committee. Meanwhile, I am grateful for the support and encouragement from the leaders of Beijing Normal University, as well as the efforts of my colleagues from the Collaborative Innovation Center of Assessment for Basic Education Quality. The editorial team of Beijing Normal University will make unremitting efforts to improve the quality of CEJEME and expand the influence of the journal, so as to better serve readers and authors.