Candidate Name: Leslie Keng

Candidate Statement:
My name is Leslie Keng. I am the Director of Psychometrics for the Psychometrics and Data Analysis department at the National Board of Medical Examiners (NBME). In my role, I support the ongoing research, development, administration, and maintenance of NBME's examinations and provides measurement expertise to the design, analysis, and processes of new and existing NBME products and services. I have over 18 years of experience supporting the development, implementation, and evaluation of assessment systems and programs.

Prior to joining NBME, I was a Senior Associate at the Center for Assessment where I helped states and districts in the design, implementation and continuous improvement of their testing programs and the communication of assessment outcomes. I was also a Principal Research Scientist at Pearson where I led the operational psychometric work for two of the largest assessment programs in the United States – Texas and the PARCC consortium. A former high school mathematics teacher, I earned a Bachelor of Mathematics degree in computer science from the University of Waterloo and Bachelor of Education from Queen's University in Canada. I also completed a Master's in Statistics and received my Ph.D. in Educational Psychology from the University of Texas in Austin.

I have been a member of NCME since 2008. I served as co-chair of the Training and Professional Development Committee in 2012-2013. I served on the Membership Committee from 2016 to 2019, including as the Committee Chair in 2018-2019. I also served as the Program Chair for the Annual Meeting for two consecutive years in 2020-2021 and in 2021-2022.

If elected to the NCME Board, I plan to focus on programs and initiatives that will help prepare our members for the challenges that we face in our rapidly evolving field due to innovations such as big data and artificial intelligence. More specifically, I am a strong proponent of the recent work by the [NCME Task Force on Foundational Competencies in Educational Measurement](#). I would push to extend and expand the Task Force's work to be inclusive of all measurement professionals in our field, not just graduate students considering a career in educational measurement.

I also believe that, as a community, we can do better at framing and communicating about the important work that we do. As the late great Dr. Ron Hambleton famously said, "Lead with the reports!" As measurement professionals, we put so much careful thought and diligent effort to support the psychometric integrity of our work. However, the recipients and users of our work, usually summarized in score reports, do not know how to appropriately interpret and/or use it. Consequently, the value of work is often overlooked, minimized, misunderstood and/or misused. I often say that "We, as psychometricians, have a branding problem." As a board member, I would encourage NCME to invest in resources and learning opportunities to help members develop their skills in data visualization and in communicating with different audiences, and to find ways to effectively promote assessment literacy within our community and with the stakeholders of our work.