



**2020 Candidate Name: Derek Briggs**

**Candidate Statement:**

I am currently Professor of Education at the University of Colorado Boulder where I serve as the Chair of the School of Education's Research and Evaluation Methodology program and the Director of the Center for Assessment, Design, Research and Evaluation (CADRE). I received my PhD in Quantitative Methods at the University of California at Berkeley in 2002.

I have been a member of NCME since 1999, and I have never missed the annual conference since I joined. I have served as a member of the editorial boards of EM:IP and JEM, as editor of EMIP (2013-2015), and as an at-large member of the Board of Directors (2016-2019). Most recently in September of 2019, I had the honor of organizing and co-hosting (with Lorrie Shepard and support from CADRE staff) a successful Conference on Classroom Assessment in Boulder. I am especially proud of my time as EM:IP editor. Beyond the initiatives I was able to implement (special issues commemorating the 75<sup>th</sup> anniversary of NCME and the release of the 3<sup>rd</sup> edition of the Test Standards; earlyview of accepted manuscripts, expedited review times), I greatly enjoyed providing authors with feedback and support to help shape new contributions to the literature.

My research agenda focuses upon building sound methodological approaches for the measurement and evaluation of growth in student learning. I have published widely on this topic, and I think I have made noteworthy contributions in studies I have conducted on vertical scaling, growth modeling, learning progressions, diagnostic assessment and admissions test preparation. A defining feature of my research is the attention I place on design and theory as a guiding light for psychometric modeling and analysis. In recent years I have become increasingly interested in the historical and conceptual foundations of measurement in education, and I am finishing a book on the topic that I expect to be completed in 2020.

I was fortunate to serve as an NCME Board Member under three effective and forward-looking presidents—Mark Wilson, Randy Bennett and Rebecca Zwick. Mark pushed for NCME to do more to facilitate scholarship and discourse around classroom assessment; Randy enacted the first series of NCME position statements in an effort to increase the influence of the organization on the policy and practice of educational testing; and Rebecca emphasized the importance of opening lines of communication to a broader audience through regular interactions with national and local news media.

Most recently, Steve Sireci has placed an emphasis on making NCME relevant to a broader set of stakeholders that include state departments of education and the teaching community. To this end, Steve has spotlighted the “E” in NCME. On the one hand, he reminds us that education needs to be central to the context in which tests are developed and used. On the other hand, he has challenged us to come to grips with outside perspectives that view testing policies and practices as a subversion of another important “E”--the commitment to equality of educational opportunity.

I would like to continue to build upon these initiatives and the progress that has been made in realizing them. I am committed to making sure that NCME will continue to provide its members with a sense of professional identity and community. I would also work with the Board to devote renewed attention to one of NCME’s core goals of promoting awareness of measurement in education as a field of study. As NCME membership becomes increasingly diverse, it is all the more important for us to reflect and consider what it should entail both to practice measurement, and to truly “study” it. For NCME to achieve its goals as an organization, I believe a balance needs to be struck between science and practice, and between theory and application. But this is not at all straightforward to achieve. What kind of education and training do we want for the next generation of NCME members and leaders? The future of educational measurement depends on the ways we answer this important question, and as president of NCME I would make it priority to give this the attention it deserves.