



**2020 Candidate Name: Scott Marion**

**Candidate Statement:**

As a 25-year NCME member, I strongly believe in NCME’s potential to improve measurement practice and to serve as a “home” organization for measurement professionals. I’m pleased to be a candidate for the Board of Directors. I think the range and depth of my knowledge and experiences provide me with a unique perspective to support NCME’s ambitious and important initiatives.

I received a Ph.D. from the University of Colorado Boulder with a concentration in Measurement and Evaluation. I am currently the Executive Director of the National Center for the Improvement of Educational Assessment (Center for Assessment) where I am actively engaged with a broad array of Center for Assessment clients including chief state school officers, legislators, state and district assessment and accountability leaders, and classroom teachers. I joined the Center for Assessment in 2003, serving as a Senior Associate and Associate Director through 2015 before becoming Executive Director. Prior to joining the Center, I was the assessment and accountability director at the Wyoming Department of Education.

I have been an NCME member since 1994 and have supported the organization over the years in numerous roles. I was the initial co-chair of the committee on assessment policy and served as a member of the outreach committee. I have served as a member of the EM:IP editorial board for past eight years and as an ad-hoc reviewer of both JEM and EM:IP for many years. More recently, I have been assisting the NCME Board as a co-writer for a couple of NCME policy statements.

The last several NCME Presidents and Board of Directors have appropriately expanded the focus of NCME to have a greater influence in assessment and accountability policy and to better support high-quality classroom assessment. Both of these initiatives are important for improving the practical relevance of NCME and should continue. In fact, I led the Center for Assessment’s participation as a key partner in the 2019 NCME Classroom Assessment conference. Further, I applaud current outreach efforts to state and district assessment leaders. This is a critical new initiative that I both strongly support and can help lead as a member of the NCME Board. These state and district professionals are the ones responsible for translating our research and advice into practice. We, as a professional organization, need to do a better job of more appropriately integrating these assessment leaders into NCME and supporting them in directing high-quality assessment efforts while navigating tricky political contexts.

My career, particularly my current role at the Center for Assessment, provides me with the knowledge and experience to help lead these efforts on behalf of NCME. I routinely work at the intersection of psychometrics, policy, and practicality where on any given week I could be leading a state's assessment technical advisory committee, supporting classroom teachers in developing next generation science performance tasks, and meeting with state legislators or boards of education to enact educational policy. Additionally, I am the co-facilitator of the Council of Chief State School Officers Technical Issues in Large Scale Assessment State Collaborative—a working group of over 40 state assessment leaders—which puts me into regular with almost all of the nation's assessment leaders. Closer to home, I have served for the past seven years as a member of my town's school board. I look forward to bringing what I have learned throughout my career to continue to advance these important NCME initiatives.