



2020 Candidate Name: Sharyn L. Rosenberg

Candidate Statement:

As a member of NCME since 2005, I have served as Chair of the Membership Committee, mentored several graduate students both formally and informally during annual meetings, and organized and presented in many conference sessions. I received a B.A. in Educational Studies from Brown University and an M.A. and Ph.D. in Educational Psychology, Measurement, and Evaluation from the University of North Carolina at Chapel Hill. My experience in the measurement field over the past decade has included working with both small-scale and large-scale state, national, and international assessments; analyzing data and conducting research studies; overseeing standard setting activities; convening technical advisory groups; presenting to technical and non-technical audiences on a wide variety of psychometric issues; and working with a variety of constituents in both technical and policy settings.

Since 2013, I have served as the Assistant Director for Psychometrics at the National Assessment Governing Board. The 26-member Board—comprised of state and local policy makers, measurement experts, business representatives, and members of the general public—is charged with setting policy for the National Assessment of Educational Progress (NAEP). As the chief technical expert for measurement issues on the Board staff, much of my work is focused on applying psychometric expertise to policy matters and translating technical issues to non-technical people.

NCME is recognized as the premier measurement organization among psychometricians but is less well-known by other constituents who are impacted by assessment. I commend NCME for its ongoing efforts to increase engagement with state and local professionals, such as by hosting a recent session at the National Conference on Student Assessment and offering NCME memberships to representatives from state agencies. Given my expertise and professional experience, I am particularly interested in increasing efforts to engage with practitioners and policymakers to ensure that assessment decisions are informed by psychometric research and best practice.

I would like to see NCME continue and expand efforts to connect measurement experts with policymakers and practitioners, and to increase assessment literacy and professional development opportunities. I would be interested in exploring the establishment of local communities of psychometricians, state and local assessment professionals, and policymakers. Periodic events on assessment topics throughout the year in select locations could enhance the value of membership in

NCME; provide members with a strong professional identity; and influence public policy and practice by facilitating conversations across stakeholder groups. I would also like to see NCME continue and expand current professional development efforts, including high quality training and mentoring opportunities for new measurement professionals.