



**2020 Candidate Name: Susan M. Brookhart**

**Candidate Statement:**

I have been an active member of NCME for 30 years, and it has become my professional home. I served as faculty representative to the Graduate Student Issues Committee (1993-1995), chair of the Outreach and Partnerships Committee (1997-2000), program co-chair for the 2004 annual meeting, editor of the Newsletter (2003-2005), and member of the Board of Directors (2012-2014). I was the editor of *Educational Measurement: Issues and Practice* (2007-2009) during the time it transitioned from a paper to an online submission process. I co-edited a book in the NCME Book Series (2019), *Classroom Assessment and Educational Measurement*. I serve on the NCME Task Force on Classroom Assessment (2016-present) and on the editorial advisory board for the fifth edition of *Educational Measurement*, for which I am co-authoring a chapter, "Assessment to Inform Teaching and Learning."

Currently, I am an independent consultant and Professor Emerita at Duquesne University. I received my Ph.D. from The Ohio State University. My scholarly interests include the role of both formative and summative classroom assessment in student motivation and achievement, the connection between classroom assessment and large-scale assessment, and grading. I am author or co-author of eighteen books – some academic and some professional – and over a hundred articles and book chapters on classroom assessment, teacher professional development, and evaluation. I serve on several editorial boards and research advisory panels. I received the 2014 Jason Millman Award from the Consortium for Research on Educational Assessment and Teaching Effectiveness (CREATE) and the 2015 Samuel J. Messick Memorial Lecture Award from Educational Testing Service/TOEFL.

I have always really appreciated NCME's clear mission: "to advance the science and practice of measurement in education." Much of my own NCME involvement has been related to its publications, which I see as a key process for this mission. Several recent and current NCME initiatives, including the establishment of a new journal, the launch of a task force on classroom assessment, and experimentation with SIGS, are aimed at encouraging and broadening scholarship across the many aspects of educational measurement and assessment. I envision continuing to support these initiatives and, as the next step, working with the board and NCME members to increase the strength and diversity of the membership to support this growth. This ultimately will increase the visibility of NCME and its ability to encourage scholarship and influence policy and practice in educational measurement and assessment. A strong and diverse membership will connect NCME to a growing number of research and

practice networks and increase our reach in the field, allowing us to more fully support the sound, equitable, and effective use of educational measurement and assessment for the good of all learners and educators.