

Committee on Assessment of 21st Century Skills

Biographical Sketches

Joan L. Herman (chair) is Director of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the University of California, Los Angeles. Her research has explored the effects of testing on schools and the design of assessment systems to support school planning and instructional improvement. Her recent work has focused on the validity and utility of teachers' formative assessment practices in science. She also has wide experience as an evaluator of school reform and is noted in bridging research and practice. Among her books are *Tracking Your School's Success: A Guide to Sensible School-Based Evaluation*; and *A Practical Guide to Alternative Assessment*. A former teacher and school board member, Herman also has published extensively in research journals and is a frequent speaker to policy audiences on evaluation and assessment topics. Dr. Herman is currently a member of the joint committee to revise the 1999 Standards for Educational and Psychological Testing. She is past president of the California Educational Research Association; has held a variety of leadership positions in the American Educational Research Association, National Organization of Research Centers, and Knowledge Alliance; and is current editor of *Educational Assessment*. She served as a member of the NRC Committee on Test Design for K-12 Science Achievement and currently serves on the Roundtable on Education Systems and Accountability and on the Committee on Best Practices for State Assessment Systems. Herman received her doctorate of education in Learning and Instruction from the University of California, Los Angeles.

Greg J. Duncan is Distinguished Professor of Education at the University of California, Irvine. He has published extensively on issues of income distribution, child poverty and welfare dependence. He is co-author with Aletha Huston and Tom Weisner of *Higher Ground: New Hope for the Working Poor and Their Children* (2007) and co-editor with Lindsay Chase Lansdale of *For Better and For Worse: Welfare Reform and the Well-Being of Children and Families* (2001). With Jeanne Brooks-Gunn, he co-edited two books on neighborhood poverty and child development. He continues to study neighborhood effects on the development of children and adolescents and other issues involving welfare reform, income distribution, and its consequences for children and adults. Duncan is a member of the interdisciplinary MacArthur Network on the Family and the Economy. He was elected president of the Society for Research in Child Development for 2009-2011. A member of the National Academy of Sciences, Dr. Duncan has served as a member of many NRC panels, including the Panel to Review the National Children's Study Research Plan, and as co-chair of the Committee on Evaluation of Children's Health. He received his PhD in Economics from the University of Michigan.

Deirdre J. Knapp is vice president and director of the Assessment, Training, and Policy Studies Division at the Human Resources Research Organization (HumRRO). Her career has primarily focused on designing and developing performance assessments in the context of employment and credentialing programs, across a range of occupations. In employment settings, Dr. Knapp has worked with screening, enlistment, and promotion testing programs for the military and for various civilian organizations. Dr. Knapp often conducts job analyses and carries out test validation. She has worked with a variety of assessment methods (e.g., multiple-choice tests, live work sample simulations, computerized adaptive tests). Dr. Knapp has published numerous articles, technical reports, and book chapters, including serving as editor (with J. P. Campbell) for *Exploring the Limits in Personnel Selection and Classification*. She was a member of the NRC Committee on the Evaluation of the Impact of Teacher Certification by the National Board for

Professional Teaching Standards. Dr. Knapp earned her bachelors degree in psychology at Ohio University and her masters and doctorate in industrial and organizational psychology at Bowling Green State University.

Patrick C. Kyllonen is the director of the Center of New Constructs at Educational Testing Service (ETS), Princeton, NJ. Before coming to ETS, he was a faculty member at the University of Georgia, and director of the cognitive performance division of the Air Force Research Laboratory. He is the recipient of numerous awards, including one from the technical cooperation program for the design, development, and evaluation of the trait-self-description (personality) inventory for use in 5 countries, has served on the board of several journals, has been a regular reviewer for NSF, IES, and other agencies, and is a fellow of Division 15 of the American Psychological Association. Dr. Kyllonen is known for his work on the measurement of human abilities, working memory, learning and skill acquisition, psychomotor abilities, personality assessment, computer-based testing, and psychometrics. More recently his focus has been on noncognitive assessment. He currently directs the center for new constructs at ETS, which involves a wide array of research and development projects on measurement of noncognitive abilities at all levels of education, from kindergarten through graduate school. He participated in an expert planning meeting as part of the NRC project, Research on 21st Century Competencies: A Planning Process on Behalf of the Hewlett Foundation. Dr. Kyllonen received his Ph.D. in educational psychology in 1984 from Stanford University and his B.A. in experimental psychology from St. John's University.

Paul R. Sackett is the Beverly and Richard Fink Distinguished Professor of Psychology and Liberal Arts at the University of Minnesota. His research interests revolve around various aspects of testing and assessment in workplace, military, and educational settings. His work on issues of fairness and bias in testing includes frequently-cited articles published in *American Psychologist*. He publishes extensively on the assessment of managerial potential and methodological issues in employee selection and has worked with a wide variety of public and private-sector organizations on the design and evaluation of selection and training systems. Dr. Sackett served as founding editor of the journal *Industrial and Organizational Psychology: Perspectives on Science and Practice* and editor of *Personnel Psychology*. He is a former president of the Society for Industrial and Organizational Psychology was co-chair of the Joint Committee on the Standards for Educational and Psychological Testing. His prior NRC service includes membership on the Board on Testing and Assessment and the Committee for the Redesign of the U.S. Naturalization Tests. He chaired the NRC Committee on the Youth Population and Military Recruitment. His awards for teaching, research, and service include the Lifetime Service Award from the National Academy of Sciences. He received his Ph.D. in Industrial and Organizational Psychology at the Ohio State University in 1979.

Juan I. Sanchez is professor of management and international business and Knight-Ridder Byron Harless Chair in Management at Florida International University. He has published approximately 60 articles in refereed journals. He has served in the editorial boards of the *Journal of Applied Psychology*, *Personnel Psychology*, *International Journal of Selection and Assessment*, *Group and Organization Management*, and currently serves as associate editor for the *Journal of Occupational and Organizational Psychology*. He is a Fellow of the American Psychological Association and the Society for Industrial and Organizational Psychology and has consulted with government agencies and private organizations in the U.S., Europe, and Latin America. He served on the NRC Panel to Review the Occupational Information Network (O*NET) and the Committee on FAA Aviation Inspection Staffing Standards. He has M.A. and Ph.D. degrees from the University of South Florida, Tampa.

Steven L. Wise is vice president for research and development at the Northwest Evaluation Association (NWEA) in Oregon. Before joining NWEA in 2008, he established the Institute for Computer-Based Assessment at James Madison University and spent 10 years as a Professor of Psychology, teaching assessment and measurement. Earlier, Dr. Wise taught for 15 years in the

Department of Educational Psychology at the University of Nebraska-Lincoln. He has taught a variety of courses in applied measurement and statistics, including introductory and intermediate statistical methods, correlation methods, meta-analysis, measurement theory, item response theory, and computer-based testing. Dr. Wise has published extensively during the past two decades in applied measurement, with particular emphasis in computer-based testing and the psychology of test taking. In addition, he sits on the editorial board of several academic journals and provides psychometric consultation to a variety of organizations. He served as a reviewer for a report of the BOTA workshop on Best Practices for State Assessment Systems. Dr. Wise received his Ph.D. in educational measurement and statistics from the University of Illinois at Urbana-Champaign in 1981.