

**Race to the Top Assessment Program**  
**Technical Review Member Biographies**  
March 2013

**Peter Behuniak**

Peter Behuniak, Ph.D., is a Professor in Residence in the Department of Educational Psychology at the University of Connecticut. He is the former Director of Student Assessment and Chief of Certification and Professional Development at the Connecticut State Department of Education. Specializing in large-scale assessment, he has provided policy and technical support to 14 states' educational assessment programs. He was an advisor to President Clinton's proposed Voluntary National Test and currently serves on the National Assessment of Educational Progress Validity Studies Panel and the Design and Analysis Committee which are convened by the National Center for Educational Statistics. He was the Chairperson of the Technical Issues in Large Scale Assessment Consortium sponsored by the Council of Chief State School Officers (CCSSO) and a member of the Joint Committee on Testing Practices, sponsored by the American Psychological Association (APA), American Educational Research Association (AERA), and the National Council on Measurement in Education (NCME). He has written about many different aspects of assessment and its appropriate role in the improvement of teaching and learning with articles appearing in a variety of professional journals.

**Gregory Cizek**

Gregory Cizek is Professor of Educational Measurement and Evaluation at the University of North Carolina-Chapel Hill where he teaches courses in psychometrics, assessment, statistics, research methods, and program evaluation. His scholarly interests include standard setting, validity, test security, and testing policy. He is a contributor to the *Handbook of Classroom Assessment* (1998) and *Handbook of Test Development* (2006); editor of the *Handbook of Educational Policy* (1999) and *Setting Performance Standards* (2001, 2012); co-editor of the *Handbook of Formative Assessment* (2010, with H. Andrade), and author of *Filling in the Blanks* (1999), *Cheating on Tests: How to Do It, Detect It, and Prevent It* (1999), *Detecting and Preventing Classroom Cheating* (2003), *Addressing Test Anxiety in a High-Stakes Environment* (with S. Burg, 2005), and *Standard Setting: A Practitioner's Guide* (with M. Bunch, 2007). He provides expert consultation at the state and national level on testing programs and policy, including service as a member of the National Assessment Governing Board which oversees the National Assessment of Educational Progress (NAEP). He has worked in leadership positions in the American Educational Research Association (AERA) and the National Council on Measurement in Education (NCME) where currently serves as president of that organization. Dr. Cizek has managed national licensure and certification testing programs and worked on test development for a statewide testing program. He began his career as an elementary school teacher, and has served as an elected member of a local board of education.

**Rebecca Kopriva**

Rebecca Kopriva is a senior scientist at University of Wisconsin, Wisconsin Center for Educational Research. Author of numerous books, chapters and articles, including the 2008 book, *Improving Testing for ELLs*, Dr. Kopriva investigates how to make formative and summative content assessments, and professional development for ongoing classroom evaluation, accessible for all students, including struggling readers and English learners. Most recently her team has developed and researched a successful approach to using innovative computer-interactive techniques in assessing challenging math, science, and language arts, that allow students to directly demonstrate what they know using simulations, dynamic interactions, supported-text and novel response environments rather than relying on text-heavy tasks. She has also pioneered an individualized system for accommodating English learners with different challenges and strengths into both large-scale and classroom academic assessments.

**Suzanne Lane**

Suzanne Lane is a Professor in the Research Methodology Program at the University of Pittsburgh. Her research and professional interests are in educational measurement and testing, in particular, design, validity and technical issues related to large-scale assessment and accountability systems, including performance-based assessments. Her work is published in journals such as the *Journal of Educational Measurement*, *Applied Measurement in Education*, and *Educational Measurement: Issues and Practice*. She was the President of NCME (2003-2004), Vice President of Division D of AERA (2000-2002), member of the AERA, APA, and NCME Joint Committee for the Revision of the *Standards for Educational and Psychological Testing* (1993-1999), and member of the Management Committee for the next revision of the *Standards* (2006-2015).

**James Pellegrino**

James W. Pellegrino is Liberal Arts and Sciences Distinguished Professor and Distinguished Professor of Education at the University of Illinois at Chicago. He also serves as Co-director of UIC's interdisciplinary Learning Sciences Research Institute. His research and development interests focus on children's and adult's thinking and learning and the implications of cognitive research and theory for assessment and instructional practice. He has published over 270 books, chapters, and articles in the areas of cognition, instruction, and assessment. His current research is funded by the National Science Foundation and the Institute of Education Sciences. He has served as head of several National Academy of Sciences study committees, including co-chair of the Committee on *Learning Research and Educational Practice*, and co-chair of the Committee on the *Foundations of Assessment* which issued the report *Knowing What Students Know: The Science and Design of Educational Assessment*. Most recently he served as a member of the Committee on *Science Learning: Games, Simulations and Education* and as chair of the Committee on *Defining Deeper Learning and 21st Century Skills*. He currently co-chairs the Committee on *Developing Assessments of Science Proficiency in K-12*. He is a past member of the Board on Testing and Assessment of the National Research Council and a lifetime member of the National Academy of Education.

**Kathleen Porter-Magee**

Kathleen Porter-Magee is the Senior Director of the High Quality Standards Program at the Thomas B. Fordham Institute and a Bernard Lee Schwartz Policy Fellow, where she leads the Institute's work on state, national, and international standards evaluation and analysis. Previously, Ms. Porter-Magee served as the senior director of curriculum and professional development for Achievement First (AF), where she oversaw the development of AF's nationally recognized system of interim assessments and managed professional development for the more than 500 teachers across two states. Ms. Porter-Magee has also served as the director of professional development and recruitment for the Archdiocese of Washington, DC Catholic Schools, and she began her career as a classroom teacher at both the middle and high school levels. She holds a B.A. from the College of the Holy Cross in Political Science and French and an M.A. in Education Policy and Leadership from the George Washington University.

**William Schmidt**

William H. Schmidt is a University Distinguished Professor at Michigan State University and director of the Center for the Study of Curriculum. He serves as co-director of the Education Policy Center and holds faculty appointments in Statistics and Education. Previously, he served as National Research Coordinator and Executive Director of the U.S. National Center which oversaw participation of the United States in the IEA sponsored Third International Mathematics and Science Study (TIMSS). He has published in numerous journals including the *Journal of the American Statistical Association*, *Journal of Educational Statistics*, *EEPA*, and the *Journal of Educational Measurement*. He has co-authored eight books including *Why Schools Matter*, *Teacher Education Matters*, and *Inequality for All*. His current writing and research concerns issues of academic content in K-12 schooling, assessment theory and the effects of curriculum on academic achievement. He is also concerned with educational policy related to mathematics, science

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and testing in general. Dr. Schmidt received the 1998 Willard Jacobson Lectureship from The New York Academy of Sciences and is a member of the National Academy of Education. In 2009 he was elected in the first group of Fellows in the American Educational Research Association. Dr. Schmidt served on the Steering Committee for Review of the Evaluation Data on the Effectiveness of NSF-Supported Mathematics Curriculum Materials. He received his A.B. in mathematics from Concordia College in River Forrest, IL and his Ph.D. from the University of Chicago in psychometrics and applied statistics. He was also awarded an honorary doctorate degree from Concordia University in 1997.