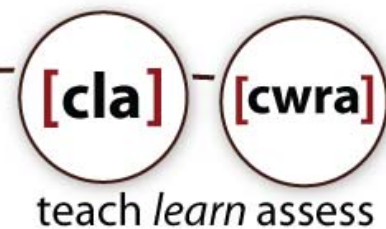




Council for Aid to Education
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CAE ANNOUNCES FORMATION OF A TECHNICAL ADVISORY GROUP TO ASSIST WITH DEVELOPMENT OF NEXT GENERATION EDUCATIONAL ASSESSMENTS

The Technical Advisory Group (TAG) will be essential in guiding CAE's vision as it develops tasks for new assessments that are part of the Race To the Top initiative

New York, NY, May 8, 2012 – CAE (Council for Aid to Education), a leading provider of advanced assessment tools for K-12 and Post-Secondary Education, today announced the formation of its new Technical Advisory Group (TAG). The TAG will assist CAE in developing the next generation of educational assessments for K-12 as well as post-secondary education.

“We are extremely pleased to have such a distinguished panel of internationally recognized experts joining our Technical Advisory Group,” said Roger Benjamin, President of CAE. “Having such a capable group of advisors will greatly help move our innovative assessment agenda forward.”

CAE, well known for the Collegiate Learning assessment (CLA), which measures critical thinking skills, is also recognized as a leading provider of assessments for K-12 as well. The CLA and its sister assessment, the College and Work Readiness Assessment (CWRA)), are used by colleges and high schools to measure individual student skills as well as institution performance and growth. CAE now participates along with several other key industry partners in the development of the new assessments as part of the Race to the Top Assessment Program.

Technical Advisory Group (TAG) members include:

Mark Battersby, Ph.D | Professor, Department of Philosophy | Capilano University

Mark Battersby is a professor of philosophy at Capilano University where he has taught courses in critical thinking since 1978. He has also taught critical thinking at the University of British Columbia, Simon Fraser University and Stanford University. Dr. Battersby is the founder of the *British Columbia Association for Critical Thinking Research and Instruction* and has written and presented extensively on the subject of critical thinking and informal logic. He also led a provincial curriculum reform project focusing on learning outcomes in higher education. In addition to informal logic and argumentation theory, his research interests include philosophy of science, statistics, and democratic participation. His book on critical thinking about statistical and scientific information, *Is that a Fact?* was published by Broadview Press in 2009 and his critical thinking textbook, *Reason in the Balance: An Inquiry Approach to Critical Thinking*, written with Sharon Bailin, was published by McGraw Hill in 2010.

Professor Derek C. Briggs, Ph.D. | School of Education | University of Colorado, Boulder

Derek Briggs is Associate Professor of quantitative methods and policy analysis at the University of Colorado at Boulder. His research agenda focuses upon building sound methodological approaches for the valid measurement and evaluation of growth in student achievement. Among his recent publications are "Causal Inference and the Heckman Model," *Journal of Educational and Behavioral Statistics*; "Meta-Analysis: A Case Study," *Evaluation Review*, and "An Introduction to Multidimensional Measurement," *Journal of Applied Measurement*. Dr. Briggs is a member, among others, of Editorial Board, Educational Assessment, National Education Policy Center, and National Council on Measurement in Education.

Scott Elliot, Ed.D. | President | SEG Measurement and Senior Fellow CAE

Scott Elliot serves as the President of SEG Measurement providing assessment and research services to educational publishers, assessment providers, government and credentialing agencies. Dr. Elliot has been conducting educational research for K-12 and higher education for more than 30 years and has published more than 75 papers, chapters, articles and books.

Steve Ferrara, Ph.D. | Vice President | Pearson Educational Measurement

Steve Ferrara, a recognized expert in assessment, has published widely during his nearly 30 year career. Dr. Ferrara recently joined Pearson's team of psychometricians assuming a major role in performance assessment. He developed the ID Matching emerging research on standard-setting panelist cognition. Dr. Ferrara, vice president and co-director of Pearson's new Center for Performance Assessment, has extensive background in all aspects of classroom and large-scale assessment, standard setting and the role of assessment in standard-based educational reform.

Edward Haertel, Ph.D. | Jacks Family Professor of Education | Stanford University

Dr. Haertel, widely published, focuses on psychometrics and educational policy, especially test-based accountability and related policy uses of test data. His recent work has examined standard-setting methods, limitations of value-added models for teacher and school accountability, impacts of testing on curriculum, students, and educational policy, test reliability, and generalizability theory. Dr. Haertel has also been a member of numerous national education research groups; including the Board of on Testing and Assessment (BOTA) and the National Research Council.

Sandra Miller Holst, Ph.D. | Vice President of Student Affairs | Maricopa Community Colleges

In addition to her leadership roles as the Dean/Associate Dean of Education Opportunity Center, Bronx Community College and Executive Director of the Florida Transition Project, Daytona Beach Community College, among others, Dr. Miller-Holst has served for eight years as the Senior Director of The College Board. She has been in her current position of Vice President and Dean of Student Services and Enrollment Management at Dutchess Community College since 2005. Dr. Miller-Holst has numerous experiences providing services to educationally and economically disadvantaged students. These include teaching in the classroom, as well as serving in roles of academic counselor, and proposal reviewer for NASPA and the Department of Education.

Stephen Klein, Ph.D. | Director of Research and Development | CAE

Dr. Klein was research scientist at RAND for over 30 years, ranging from 1975-2006. He supervises research and development activities associated with the CLA and CWRA. Over a long

career he has designed and directed seminal studies in the fields of education, criminal justice, health and military manpower. He is the creator of the clinical part of the bar exam used in most states and originated the performance assessment that was the basis for the CLA. He has authored or co-authored over 300 research papers, book chapters, monographs and books.

Cynthia Board Schmeiser, Ph.D. | Educational Consultant | Former President, ACT Education Division and Senior Vice President of Research and Development | ACT

Dr. Schmeiser is a recognized national and international leader in assessment and has helped set the direction for assessment for several decades. She has served as president of the National Council on Measurement in Education (NCME). Dr. Schmeiser currently serves as a member of the board of trustees of the American Council of Education (ACE) and the Gates National Advisory Committee among other committees. She is the author of numerous publications on measurement of assessment issues

Jeffrey Steedle, Ph.D. | Senior Measurement Scientist | CAE (TAG Chair)

Dr. Steedle's research interests include value-added measurement, performance assessment, student motivation, and innovative assessment methods and has published widely in these areas. He is actively involved in the development of the new Common Core assessments for the Race to the Top Assessment Program, manages scoring operations, conducts psychometric analyses, and leads other research projects.

For more information on the CAE, and its existing performance assessments, CLA and CWRA, please visit www.cae.org.

About CAE

CAE (Council for Aid to Education) is a national nonprofit education assessment company focused on improving quality and access in K-16 education through the development and implementation of performance assessment, and other innovative assessment methodologies. The Collegiate Learning Assessment (CLA)—a national effort to assess the quality of undergraduate education by directly measuring student learning outcomes—is central to that focus. CAE has recently introduced the College and Work Readiness Assessment (CWRA) increasingly used in high schools. The CLA is also being adapted for international use in the Organization of Economic Cooperation and Development (OECD)'s Assessment of Higher Education Learning Outcomes (AHELO) Feasibility Study. CAE has recently been tapped to help develop the next generation of assessments by the Smarter Balanced Assessment Consortium as part of a collaborative of partnering organizations—headed by CTB/McGraw-Hill—for the new Common Core Assessments which states will be able to use to evaluate the progress of elementary, middle, and high school students toward meeting the new Common Core State Standards. As such, CAE is now central to the development of performance assessment throughout the K-16 education system in the United States.

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With questions, please contact CAE President, Roger Benjamin, at 212.217.0808 or roger@cae.org.