



*Candidate Name:* Andrew Ho

*Candidate Statement.*

I am a Professor of Education at the Harvard Graduate School of Education, where I have taught measurement and statistics since 2010. I received my Ph.D. in Educational Psychology and my M.S. in Statistics from Stanford University. My first faculty position was at the University of Iowa.

NCME has supported me throughout my career in measurement, from my first graduate student paper to the Brenda H. Loyd Outstanding Dissertation Award and the Jason Millman Promising Measurement Scholar Award. It has been my privilege to support NCME in return. I have served on the Newsletter Advisory Committee, Awards Committees, and the Committee on Diversity in Testing. I also co-chaired the program for the Washington, DC, meeting in 2016. I have presented in every annual meeting since my first, 15 years ago.

My broad research aims are to improve the design, use, and interpretation of test scores in educational policy and practice. I have documented the misuse of proficiency-based statistics in state and federal policy analysis, clarified properties of student growth models for both technical and general audiences, and advocated for wiser school and teacher accountability metrics. I am also committed to improving data access for research uses. I have opened data archives with Isaac Chuang at MIT, for international online learning data, and with Sean Reardon at Stanford, for U.S. state testing data. In my service commitments, I serve on the National Assessment Governing Board, the Board of the Carnegie Foundation for the Advancement of Teaching, and a number of technical advisory committees for states and testing organizations.

If elected to serve on the NCME Board of Directors, I would work to improve the influence of both our consensus perspectives (e.g., the Standards) and our leading-edge research (e.g., JEM & EM:IP) by partnering strategically with other disciplines in the health/social/data sciences and improving digital access and online visibility. I also share our current and past presidents' interest in improving the use of measurements in classrooms, and for teaching and learning. We are the National Council on Measurement IN Education, not the National Council on Measurement OF Education. Finally, I hope to improve graduate student opportunities for training and collaboration to continue to attract the best talent to our field.