

Randy E. Bennett

Randy Bennett is Principal with [*Assessment Innovation Matters*](#). Prior to that position, he held the Norman O. Frederiksen Chair in Assessment Innovation at ETS in Princeton, NJ, USA from 2010 to 2025. His work focuses on integrating advances in the learning sciences, technology, and measurement to design new approaches to assessment that enhance equity and have positive impact on teaching and learning. His recent work centers on explicating the idea of personalized assessments and, relatedly, assessments that are “born socioculturally responsive,” including proposing an initial theory and provisional assessment-design principles.

From 1999–2005, he directed the National Assessment of Educational Progress (NAEP) Technology-Based Assessment project, which included the first administration of digital performance assessments to nationally representative samples of US school students and the first use of logfile data in such samples to measure problem-solving processes. From 2007–2016, he directed the CBAL research initiative (Cognitively Based Assessment of, for, and as Learning), which focused on creating theory-based summative and formative assessment intended to model good teaching and learning practice.

Bennett is a past president of the International Association for Educational Assessment and a past president of the National Council on Measurement in Education (NCME). He is a fellow of the American Educational Research Association (AERA) and an elected member of the US National Academy of Education. He is a recipient of the NCME Bradley Hanson Contributions to Educational Measurement Award (with H. Guo, M. Zhang, & P. Deane), the Teachers College Columbia University Distinguished Alumni Award, the ETS Senior Scientist Award, the ETS Career Achievement Award, the AERA E. F. Lindquist Award, and the AERA Cognition and Assessment SIG Award for Outstanding Contribution to Research in Cognition and Assessment.