

RANDY E. BENNETT

Google Scholar: <https://scholar.google.com/citations?user=XZNTUZIAAA&hl=en>

Google Knowledge Panel: <https://g.co/kgs/XZRtnF>

Education

Teachers College, Columbia University

- Ed.D. Special Education--Learning Disabilities, Minor: Measurement (1979)
- Ed.M. Reading and Learning Disabilities (1978)
- M.A. Special Education (1977)

Educational Testing Service & The Roosevelt Hospital, New York, NY

- Predoctoral fellowship in educational and psychological research (1978-1979)

State University of N.Y. at Stony Brook

- B.A. Secondary Education & Liberal Studies, Specialization: English (1973)

Employment Experience

Educational Testing Service, Princeton, NJ (1978-2025)

- Norman O. Frederiksen Chair in Assessment Innovation (2010-2025)
- Distinguished Scientist (2000-2010)
- Director, Research (1996-2000)
- Principal Research Scientist (1991-1996)
- Senior Research Scientist (1986-1991)
- Research Scientist (1983-1986)
- Program Administrator (1979-1983)
- Research Fellow (1978-1979)

Department of Special Education, Teachers College, Columbia University (1977-1980)

- Adjunct Lecturer (1979-1980)
- Adjunct Clinical Instructor (1977-1978)
- Adjunct Educational Diagnostician (1977)

Board of Education, City of New York (1973-1977)

- Educational Diagnostician (p/t) (1977)
- Teacher of English, remedial reading, and remedial math (1974-1976)
- Tutor in remedial reading and remedial math (p/t) (1973, 1974-1975)

Honors and Awards

- Frank B. Womer Lectureship in Measurement and Assessment, Marsal Family School of Education, University of Michigan (2025)
- American Educational Research Association Cognition and Assessment SIG Outstanding Contribution to Research in Cognition and Assessment Award (2024)
- Elected member, National Academy of Education (2022)
- American Educational Research Association (AERA) E.F. Lindquist Award (2020)
- Educational Measurement: Issues and Practices Top Downloaded Paper, "Educational Assessment: What to Watch in a Rapidly Changing World" (2019)
- Educational Measurement: Issues and Practices Top Downloaded Paper, "Are There Gender Differences in How Students Write Their Essays? An Analysis of Writing Processes" (with M. Zhang, P. Deane, & P. van Rijn) (2019)
- Bradley Hanson Award for Contributions to Educational Measurement (NCME) (with H. Guo, M. Zhang, & P. Deane) (2019)

Honors and Awards (con't)

- Fellow, American Educational Research Association (AERA) (2017)
- President-Elect/President/Past President National Council on Measurement in Education (NCME) (2016 – 2019)
- Teachers College, Columbia University Distinguished Alumni Award (2016)
- President, International Association for Educational Assessment (IAEA) (2016 – 2019)
- Vice President, International Association for Educational Assessment (IAEA) (2012 – 2015)
- ETS Career Achievement Award (2005)
- ETS Senior Scientist Award (1996 – 1998)
- Institute for the Study of Exceptional Children Predoctoral Research Fellowship(1978 – 1979)
- PL 93-380 Traineeship in Education of the Learning Disabled (1977 – 1978)
- Grolier Foundation Scholarships (1970 – 1973)
- Dean's List - SUNY at Stony Brook (1970 – 1973)

Membership in Professional Organizations

- American Educational Research Association
- National Council on Measurement in Education
- International Association for Educational Assessment
- e-Assessment Association

Professional Activities

Member, Editorial Advisory Board

- *Journal of Educational Evaluation Research* | 教育评价研究 (2026-),
- *Admissions Testing Research* | 招生考试研究 (2019-),
- *Chinese/English Journal of Educational Measurement and Evaluation* | 教育测量与评估双语季刊 (2019-),
- *Educational Assessment* (2014-),
- *American Educational Research Journal section on Teaching, Learning, and Human Development* (2014-),
- *Assessment in Education: Principles, Policy and Practice* (2012-),
- *Educational Measurement: Issues and Practices* (2013-),
- *Journal of Technology, Learning and Assessment* (2002-2010),
- *Teachers College Record* (2001-2013),
- *Qualifications and Curriculum Authority e-assessment Journal* (2004-2005),
- *Special Services in the Schools* (1983-90, 1995-2003),
- *Diagnostique* (1981-1989),
- *Journal of Learning Disabilities* (1981-1991),
- *New Jersey Journal of School Psychology* (1982-1983),
- *Learning Disabilities Research and Practice* (1991-1994),
- *Exceptional Children* (1991-1994),
- *Journal of Educational Measurement* (1992-1996)

Ad Hoc Reviewer

- American Educational Research Journal
- American Journal on Mental Retardation
- Exceptional Children
- Journal of Applied Developmental Psychology
- Journal of Educational Computing Research

- Journal of Educational Psychology
- Journal of Special Education

Ad Hoc Reviewer (con't)

- New York University Education Quarterly
- Teachers College Record

Member

- NCME Endowment Committee (2026-)
- AERA Division D Executive Committee (2025-26)
- NAEEd Use of Generative AI in Assessment Advisory Committee (2025-2027)
- CAESART Advisory Board (2025-2029)
- AERA Research Advisory Committee (2021-2024)
- USDE Technical Working Group on the Evaluation of the Title I IADA Pilots Program (2021)
- Steering Committee, Forum for World Education (FWE) (2020-)
- Frances M. Ottobre IAEA Distinguished Student Scholarship Committee, International Association for Educational Assessment (2020-)
- Technical Advisory Committee, New Hampshire Department of Education, Performance Assessment of Competency Education (PACE) Accountability System (2016-2017)
- Assessment Council, Western Governors University (2015-)
- Scientific Committee, National Institute for Testing and Evaluation (NITE), Jerusalem, Israel (2015-2025)
- Technical Advisory Committee, Gwinnett County (GA) Public Schools (2013-)
- Technical Advisory Committee, Utah State Board of Education (2013-2017)
- Technical Advisory Committee, National Center on Assessment and Accountability in Special Education (2011-)
- AERA Division D Robert L. Linn Distinguished Address Award Committee (2011-2014)
- Executive Council, Gordon Commission on the Future of Assessment in K-12 Education (2011-2013)
- Technical Advisory Committee, Smarter Balanced Assessment Consortium (2010-) Assessment Study Group, National Governors Association (2009)
- Advisory Panel, Foundations of 21st Century Science Assessments Project (SimScientists), WestEd (2009-2015)
- Technology Working Group, Assessing and Teaching 21st Century Skills, Intel/Microsoft/Cisco (2009)
- Advisory Board, Center for Advanced Technology in the Schools, UCLA (2009-)
- Executive Committee, International Association for Educational Assessment (2008-)
- Technical Advisory Committee, South Dakota Department of Education (2006-)
- Technical Advisory Committee, Oregon Department of Education (2006-2010)
- Publications Committee, International Association for Educational Assessment (2006-)
- Nominating Committee, American Educational Research Association (2006-2008)
- Advisory Panel, Calipers Project, SRI International (2005-2006)
- Technical Advisory Committee, Virginia Department of Education Standards of Learning Assessment (2004-2005)
- Technical Advisory Group, Secretary's *No Child Left Behind* Leadership Summit on Empowering Accountability and Assessment Using Technology, US Department of Education (2003-2004)
- Review Team, Mental Retardation Research Centers, National Institute of Child Health and Human Development, (1988)

Member (con't)

- Review Team, Learning Disabilities Multidisciplinary Research Centers (Special Review Committee), National Institute of Child Health and Human Development/National Institute of Neurological and Communicative Disorders and Stroke (1988-89, 1995)

Chair

- Early Career Award-Section 1 (Measurement, Psychometrics, and Assessment), Division D, American Educational Research Association (2025-26)
- Graduate Student Committee, Division D, American Educational Research Association (2005)
- Publications Committee, International Association for Educational Assessment (2008-2010)
Frances M. Ottobre IAEA Distinguished Student Scholarship Committee, International Association for Educational Assessment (2009-2015)

Acquisitions Editor

- Microcomputers in Special Education, Editor-at-Large Program, American Educational Research Association (1984-1986)

Certificates and Licenses

- New Jersey Permanent Certificate to teach Special Education classes.
- New York State Permanent Certificate to teach Nursery, Kindergarten, Elementary grades 1-6, English 7-12, and Special Education classes.

Publications

Books

- Bennett, R. E., Darling-Hammond, L., & Badrinarayan, A. (2025). *Socioculturally responsive assessment: Implications for theory, measurement, and systems-level policy*. New York: Routledge. DOI: 10.4324/9781003435105
- Andrade, H. L., Bennett, R. E., & Cizek, G. J. (Eds.). (2019). *Handbook of formative assessment in the disciplines*. New York: Routledge.
- Bennett, R. E., & von Davier, M. (Eds.). (2017). *Advancing human assessment: The methodological, psychological, and policy contributions of ETS*. Cham, Switzerland: Springer Open.
- Bennett, R. E., & Ward, W. C. (Eds.). (1993). *Construction vs. choice in cognitive measurement: Issues in constructed response, performance testing, and portfolio assessment*. Hillsdale, NJ: Lawrence Erlbaum Associates. Released as an e-book, 2012, New York: Routledge.
- Willingham, W. W., Ragosta, M., Bennett, R. E., Braun, H. I. Rock, D. A., & Powers, D. E. (1988). *Testing handicapped people*. Boston, MA: Allyn & Bacon.
- Bennett, R. E. (Ed.). (1987). *Planning and evaluating computer education programs*. Columbus, OH: Merrill.
- Bennett, R. E., & Maher, C. A. (Eds.). (1986). *Emerging perspectives in the assessment of exceptional children*. New York: Haworth Press. Also as *Special Services in the Schools*, 1986, 2(2/3).
- Cline, H. F., Bennett, R. E., Kershaw, R. C., Schneiderman, M. B., Stecher, B., & Wilson, S. (1986). *The electronic schoolhouse: The IBM secondary school computer education program*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bennett, R. E., & Maher, C. A. (Eds.). (1984). *Microcomputers and exceptional children*. New York: Haworth Press. Also as *Special Services in the Schools*, 1984, 1(1).

Maher, C. A., & Bennett, R. E. (1984). *Planning and evaluating special education services*. Englewood Cliffs, NJ: Prentice-Hall.

Bennett, R. E. (1980). Basic measurement competence in special education teacher diagnosticians (Doctoral dissertation, Teachers College, Columbia University, 1979). *Dissertation Abstracts International*, 40, 4996a. (University Microfilms No. 8006792).

Chapters

Bennett, R. E. (in press). Modeling that matters: Bob Mislevy's contributions to equity and fairness. In E. Tucker and M. E. Oliveri (Eds.), *Modeling what matters: The research and legacy of Robert J. Mislevy*.

Arslan, B., Bennett, R. E., Sinharay, S., Sparks, J. R., & Ercikan, K. (in press). Personalization as a form of adaptivity to optimize engagement and performance. In M. Xiong & M. Shermis (Eds.), *The Role of AI in Assessment: Revolutionizing Education*. Routledge.

Bennett, R. E. (in press). Assessing competency within a personalized framework. In J. Baird, M. Richardson, & M. Meadows (Eds.), *A life in assessment: Essays inspired by the work of Professor Gordon Stobart*. London: University College London Press.

Bennett, R. E. (in press). Rethinking assessment for equitable education. In A.S. Wells, E. N. Walker, M. Chatterji, & A. Keener (Eds.) *Learning and thriving across the lifespan: The 100-Year intellectual legacy of Professor Edmund W. Gordon*. New York: Teachers College Press.

Bennett, R. E., LaMar, M., & Mazzeo, J. (2025). Technology-based assessment: Validity, modeling, and analysis issues. In L. L. Cook & M. J. Pitoniak (Eds.), *Educational measurement* (5th ed., pp. 581–654). Oxford University Press. DOI: 10.1093/oso/9780197654965.003.0009.

Badrinarayan, A., Bennett, R. E., & Darling-Hammond, L. (2025). Perspectives on socioculturally responsive assessment in large-scale systems. In E. M. Tucker, E. Armour-Thomas, & E. W. Gordon (Eds.), *Handbook for Assessment in the Service of Learning: Volume I* (pp. 166-196). University of Massachusetts Library Press.

Bennett, R. E., Baker, E. L., & Gordon, E. W. (2025). Personalizing assessment for the advancement of equity and learning. In S. Sireci, E. Tucker, & E. W. Gordon (Eds.), *Handbook for Assessment in the Service of Learning: Volume II* (pp. 129-154). University of Massachusetts Library Press.

Bennett, R. E., Darling-Hammond, L., & Badrinarayan, A. (2025). Socioculturally responsive assessment: Present and future. In R. E. Bennett, L. Darling-Hammond, & A. Badrinarayan (Eds.), *Socioculturally responsive assessment: Implications for theory, measurement, and systems-level policy* (pp. 434-442). New York: Routledge. DOI: 10.4324/9781003435105

Bennett, R. E. (2025). A descriptive review of culturally responsive, socioculturally responsive, and related assessment conceptions. In R. E. Bennett, L. Darling-Hammond, & A. Badrinarayan (Eds.), *Socioculturally responsive assessment: Implications for theory, measurement, and systems-level policy* (pp. 11-28). New York: Routledge. DOI: 10.4324/9781003435105

Bennett, R. E. (2020). Interpreting test-score comparisons. In A. I. Berman, E. H. Haertel, & J. W. Pellegrino (Eds.), *Comparability issues in large-scale assessment* (pp. 227-235). Washington, DC: National Academy of Education. <https://doi.org/10.31094/2020/1>

Bennett, R. E. (2019). Integrating measurement principles into formative assessment. In H. L. Andrade, R. E. Bennett, & G. J. Cizek (Eds.), *Handbook of formative assessment in the disciplines* (pp. 20-31). New York: Routledge.

Cizek, G. J., Andrade, H. L., & Bennett, R. E. (2019). Formative assessment: History, definition, and progress. In H. L. Andrade, R. E. Bennett, & G. J. Cizek (Eds.), *Handbook of formative assessment in the disciplines* (pp. 3-19). New York: Routledge.

Bennett, R. E., Zwick, R., & van Rijn, P. (2018). Innovation in K-12 assessment: A review of CBAL research. In H. Jiao and R. W. Lissitz (Eds.), *Technology enhanced innovative assessment: Development,*

- modeling, and scoring from an interdisciplinary perspective (pp.197-247)*. Charlotte: Information Age Publishing Inc.
- Bennett, R. E. (2017). What does it mean to be a nonprofit educational measurement organization in the twenty-first century? In R. E. Bennett & M. von Davier (Eds.), *Advancing human assessment: The methodological, psychological, and policy contributions of ETS* (pp. 1-15). Cham, Switzerland: Springer Open.
- Bennett, R. E., & von Davier, M. (2017). Advancing human assessment: A synthesis over seven decades. In R. E. Bennett & M. von Davier (Eds.), *Advancing human assessment: The methodological, psychological, and policy contributions of ETS* (pp. 635-687). Cham, Switzerland: Springer Open.
- Bennett, R. E., & Zhang, M. (2016). Validity and automated scoring. In F. Drasgow (Ed.), *Technology and testing: Improving educational and psychological measurement* (pp. 142-173). New York: Routledge.
- Bennett, R. E. (2013). Preparing for the future: What educational assessment must do. In The Gordon Commission on the Future of Assessment in Education (Ed.), *To assess, to teach, to learn: A vision for the future of assessment* (Technical report). Author: Princeton, NJ. Available: http://www.gordoncommission.org/rsc/pdfs/bennett_preparing_future_educational_assessment.pdf
- Csapo, B., Ainley, J., Bennett, R., Latour, T., & Law, N. (2012). *Technological issues for computer-based assessment* (pp. 143-230). In P. Griffin, B. McGaw, & E. Care (Eds.), *Assessment and Teaching of 21st Century Skills*. Heidelberg: Springer.
- Bennett, R. E., & Gitomer, D. H. (2009). Transforming K-12 assessment: Integrating accountability testing, formative assessment, and professional support. In C. Wyatt-Smith & J. Cumming (Eds.), *Educational assessment in the 21st century* (pp. 43-61). New York: Springer.
- Drasgow, F., Luecht, R. M., & Bennett, R. E. (2006). Technology and testing. In R. L. Brennan (Ed.), *Educational measurement* (4th ed.) (pp. 471-515). Westport, CT: American Council on Education/Praeger.
- Bennett, R. E. (2006). Moving the field forward: Some thoughts on validity and automated scoring. In D. M. Williamson, R. J. Mislevy, & I. I. Bejar (Eds.), *Automated scoring of complex tasks in computer-based testing* (pp. 403-412). Mahwah, NJ: Erlbaum.
- Bennett, R. E. (2005). Inexorable and inevitable: The continuing story of technology and assessment. In D. Bartram & R. Hambleton (Eds.), *Computer-based testing and the Internet: Issues and advances* (pp. 201-217). Chichester, England: John Wiley.
- Bennett, R. E. (2004). How the internet will help large-scale assessment reinvent itself. In M. Rabinowitz, F. C. Blumberg, & H. Everson (Eds.), *The design of instruction and evaluation: Affordances of using media and technology* (pp. 101-120). Mahwah, NJ: Erlbaum.
- Bennett, R. E. (2003). An electronic infrastructure for a future generation of tests. In H. F. O'Neil & R. Perez (Eds.), *Technology applications in education: A learning view* (pp. 267-281). Mahwah, NJ: Erlbaum.
- Singley, M. K., & Bennett, R. E. (2002). Item generation and beyond: Applications of schema theory to mathematics assessment. In S. Irvine & P. Kyllonen (Eds.), *Item generation for test development* (pp.361-384). Mahwah, NJ: Erlbaum.
- Bennett, R. E., & Persky, H. (2002). Problem solving in technology-rich environments. In Qualifications and Curriculum Authority (Ed.), *Assessing gifted and talented children* (pp. 19-33). London, England: Qualifications and Curriculum Authority.
- Bejar, I. I., & Bennett, R. E. (1999). La puntuación de las respuestas como un parámetro del diseño de exámenes: Implicaciones en la validez [Scoring as a test design parameter: Implications for validity]. In J. Olea, V. Ponsoda, & G. Prieto (Eds.), *Tests informatizados: Fundamentos y aplicaciones* (pp. 53-59). Madrid: Pirámide.

- Bennett, R. E. (1999). Computer-based testing for examinees with disabilities: On the road to generalized accommodation. In S. Messick (Ed.), *Assessment in Higher Education: Issues of Access, Student Development, and Public Policy* (pp. 181-192). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bennett, R. E. (1994). Environments for presenting and automatically scoring complex constructed-response items. In M. G. Rumsey, C. B. Walker, & J. H. Harris (Eds.), *Personnel selection and classification* (pp. 173-192). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bennett, R. E. (1993). On the meanings of constructed response. In R. E. Bennett & W. C. Ward (Eds.), *Construction vs. choice in cognitive measurement: Issues in constructed response, performance testing, and portfolio assessment* (pp. 1-27). Hillsdale, NJ: Lawrence Erlbaum Associates. Released as the e-book, 2012, New York: Routledge.
- Bennett, R. E. (1993). Toward intelligent assessment: An integration of constructed response testing, artificial intelligence, and model-based measurement. In N. Frederiksen, R. J. Mislevy, and I. Bejar (Eds.), *Test theory for a new generation of tests* (pp. 99-123). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bennett, R. E., Gong, B., Kershaw, R. C., Rock, D. A., Soloway, E., & Macalalad, A. (1990). Assessment of an expert system's ability to grade and diagnose automatically student's constructed responses to computer science problems. In R. O. Freedle (Ed.), *Artificial intelligence and the future of testing* (pp. 293-320). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bennett, R. E. (1988). Evaluating the effectiveness of alternative educational delivery systems. In J. L. Graden, J. E. Zins, and M. J. Curtis, (Eds.), *Alternative educational delivery systems: Enhancing instructional options for all students*. Washington, D.C.: National Association of School Psychologists.
- Bennett, R. E., Rock, D. A., Kaplan, B. A., & Jirele, T. (1988). Psychometric characteristics. In W. W. Willingham, M. Ragosta, R. E. Bennett, H. I. Braun, D. A. Rock, & D. E. Powers, *Testing handicapped people*. Boston, MA: Allyn & Bacon.
- Rock, D. A., Bennett, R. E., Kaplan, B. A., & Jirele, T. (1988). Construct validity. In W. W. Willingham, M. Ragosta, R. E. Bennett, H. I. Braun, D. A. Rock, & D. E. Powers, *Testing handicapped people*. Boston, MA: Allyn & Bacon.
- Bennett, R. E., Ragosta, M., & Stricker, L. J. (1988). Test results. In W. W. Willingham, M. Ragosta, R. E. Bennett, H. I. Braun, D. A. Rock, & D. E. Powers, *Testing handicapped people*. Boston, MA: Allyn & Bacon.
- Bennett, R. E., & Ragosta, M. (1988). Handicapped people. In W. W. Willingham, M. Ragosta, R. E. Bennett, H. I. Braun, D. A. Rock, & D. E. Powers, *Testing handicapped people*. Boston, MA: Allyn & Bacon.
- Bennett, R. E. (1987). Identifying a purpose for computer education programs. In R. E. Bennett (Ed.), *Planning and evaluating computer education programs*. Columbus, OH: Merrill.
- Bennett, R. E. (1987). Planning and evaluating computer education programs: An overview. In R. E. Bennett (Ed.), *Planning and evaluating computer education programs*. Columbus, OH: Merrill.
- Bennett, R. E. (1986). Network support and program operations. In H. F. Cline, R. E. Bennett, R. C. Kershaw, M. B. Schneiderman, B. Stecher, & S. Wilson, *The electronic schoolhouse: The IBM secondary school computer education program*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bennett, R. E., & Wilson, S. (1986). Program impact. In H. F. Cline, R. E. Bennett, R. C. Kershaw, M. B. Schneiderman, B. Stecher, & S. Wilson, *The electronic schoolhouse: The IBM secondary school computer education program*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Bennett, R. E. (1984). Personnel development. In J. E. Ysseldyke (Ed.), *School psychology: The state of the art*. Minneapolis, MN: National School Psychology Inservice Training Network, University of Minnesota.

- Bennett, R. E. (1984). Information management in educational service delivery. In C. A. Maher, R. Illback, & J. Zins (Eds.), *Organizational psychology in the schools: A handbook for professionals*. Springfield, IL: Charles Thomas.
- Bennett, R. E., & Maher, C. A. (1983). Issues in evaluating the impact of special education. In P. Sleeman, L. Messineo, & D. Rockwell (Eds.), *Designing learning programs and environments for students with special learning needs*. Springfield, IL: Charles Thomas.
- Goodman, L., & Bennett, R. E. (1982). Use of norm-referenced assessment for the mildly handicapped: Basic issues reconsidered. In T. Miller & E. Davis (Eds.), *The mildly handicapped student*. New York: Grune & Stratton.

Journal Articles

- Bennett, R. E. (2026). Key trends in educational assessment: How past shapes future|美国教育测评发展的三大趋向. *Journal of China Examinations| 中国考试*, 2026(7).
<https://mp.weixin.qq.com/s/hQEi0f7gGBftxgFACuclBQ>
- Bennett, R. E. (2026). Fairness and postsecondary admissions testing: A selective history. *Applied Measurement in Education*. DOI: 10.1080/08957347.2026.2674562
- Bennett, R. E. (2026). An educational measurement perspective on dealing with uncertainty and bias in classroom formative assessment. *Educational Measurement: Issues and Practice*, 45(3), 1-8. DOI: 10.1111/emip.70031
- Bennett, R. E. (2026). Key trends in educational assessment: Change and constants. |变革与常量：教育评价的关键趋势. *Journal of Educational Evaluation Research, 1| 教育评价研究 2026 年第 1 期*.
- Sinharay, S., Johnson, M. S., Bennett, R. E., Lopez, R. M., Sparks, J. R., & Pillariseti, S. (2025). Investigating elements of culturally responsive assessment in the context of the National Assessment of Educational Progress: An initial exploration. *Educational Measurement: Issues and Practice*, 44(4), 33-51.
- Bennett, R. E. (2025). Personalization: The next assessment frontier. |个性化测评：下一个测评前沿. *Journal of China Examinations| 中国考试*. DOI: 10.19360/j.cnki.11-3303/g4.2025.05.003
<https://mp.weixin.qq.com/s/1swQTjfC5dPPWdlaE8Oug>
- Sinharay, S., Bennett, R. E., Kane, M., & Sparks, J. R. (2025). Validation for personalized assessments: A threats-to-validity approach. *Journal of Educational Measurement*, 62(2), 282-310.
<http://doi.org/10.1111/jedm.12434>
- Bennett, R. E. (2025). Personalising assessment in the service of equity. *Oxford Review of Education*, 51(2), 243-249, DOI: 10.1080/03054985.2024.2439289
- Bennett, R. E. (2025). Rethinking equity and assessment through opportunity to learn. *Assessment in Education: Principles, Policy and Practice*, 32(1), 5-32.
<https://doi.org/10.1080/0969594X.2025.2462549>
- Bennett, R. E. (2024). Personalizing assessment: Dream or nightmare? *Educational Measurement: Issues and Practice*, 43(4), 119-125. <https://doi.org/10.1111/emip.12652>
- Bennett, R. E. (2023). Let's agree to (mostly) agree: Response to Solano-Flores. *Educational Assessment*, 28(2), 122-127. <https://doi.org/10.1080/10627197.2023.2215978>
- Bennett, R. E. (2023). Toward a theory of socioculturally responsive assessment. *Educational Assessment*, 28(2), 88-104.
<http://dx.doi.org/10.1080/10627197.2023.2202312>
- Bennett, R. E. The good side of COVID-19. (2022). *Educational Measurement: issues and Practice*, 41(1), 61-63. <https://doi.org/10.1111/emip.12496>
- Bennett, R. E., Zhang, M., Sinharay, S., Guo, H., & Deane, P. (2022). Are there distinctive profiles in essay-writing processes? *Educational Measurement: Issues and Practice*, 41(2), 55-69.
<https://doi.org/10.1111/emip.12469>

- Bennett, R. E. (2022). AI and equity in assessment and learning. *Admissions Testing Research | 招生考试研究*, 1, 7-15. Also as 测评和学习中的人工智能使用和公平性. *Admissions Testing Research | 招生考试研究*, 1, 1-6. https://www.zhangqiaokeyan.com/academic-journal-cn_detail_thesis/02012102576985.html
- Bennett, R. E., Zhang, M. & Sinharay, S. (2021). How do educationally at-risk men and woman differ in their essay-writing processes? *Chinese/English Journal of Educational Measurement and Evaluation | 教育测量与评估双语季刊*, 2(1), 1-17. <https://doi.org/10.59863/PBOZ7295>. Also as 教育高危群体在写作过程上的性别差异研究. *Chinese/English Journal of Educational Measurement and Evaluation | 教育测量与评估双语季刊*, 2(1), 18-32. <https://doi.org/10.59863/RNSC1388>
- Bennett, R. E., Zhang, M., Deane, P., & van Rijn, P. W. (2020). How do proficient and less proficient students differ in their composition processes? *Educational Assessment*, 25(3), 198–217. <https://doi.org/10.1080/10627197.2020.1804351>
- Guo, H., Zhang, M., Deane, P., & Bennett, R. E. (2020). Effects of scenario-based assessment on students' writing processes. *Journal of Educational Data Mining*, 12(1), 19-45. <https://doi.org/10.5281/zenodo.3911797>
- Guo, H., Zhang, M., Deane, P., & Bennett, R. E. (2019). Writing process differences in subgroups reflected in keystroke logs. *Journal of Educational and Behavioral Statistics*, 44, 571-596. <https://doi.org/10.3102%2F1076998619856590>
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Patents

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- Sack, W., & Bennett, R. E. *Method and system for interactive computer science testing, analysis and feedback*. U.S. Patent No. 5259766. November 9, 1993.

Selected Prototypes

- NAEP Technology Rich Environments (TRE) Simulation*. Computer-based information and communications technology assessment task that required students to discover underlying scientific relationships through experimentation. (with H. Persky, A. Weiss, F. Jenkins, L. Mang, and K. Bentley)
- NAEP Technology Rich Environments (TRE) Search*. Computer-based information and communications technology assessment task that required students to search a simulated World Wide Web to locate information and answer questions. (with H. Persky, A. Weiss, F. Jenkins, D. Forer, M. Wagner, and K. Bentley)
- Geometric Construction* (1998). Computer-based item type for presenting and automatically scoring in real time geometric responses to math items that may or may not have a single best answer. (with M. Morley, D. Quardt, and Probal Tahbaldar)
- Generating Examples Graphical Modeling*. (1997-1998). Computer-based item type for presenting and automatically scoring in real time graphical responses to math items that may or may not have a single best answer. (with M. Morley, D. Quardt, and Probal Tahbaldar)
- Generating Examples*. (1996-1998). Computer-based item type for presenting and automatically scoring in real time responses to math items that have no single best answer. (with M. Morley, K. Singley, D. Quardt, D. Jacquemin, and G. Marshall)
- Multimedia Test Items*. (1995-1996). Items demonstrating various uses of multimedia for large-scale testing programs. (with G. Marshall, J. Hessinger, J. Zack, M. Goodman, T. Ligget, H. Kahn)
- Mathematical Feedback Response Type*. (1995-1996). Computer-delivered response type that gives feedback to examinees after they have entered an incorrect mathematical problem solution but before asking them to try again. (with M. Sebrechts)
- Mathematical Expressions Response Type*. (1994-1998). Computer-based item type for presenting and automatically scoring in real time responses to open-ended math items in which the response is a rational expression. (with K. Singley, M. Morley, D. Bostain, K. Berger, A. Vasilev, and the GRE Mathematical Reasoning Team).
- Advanced Placement Computer Science Problem Package*. (1994-1995). Derivative of the APCS Practice System, consisting of 50 programming problems that generate test data and that display the results of running a problem solution on that data. (with J. Wadkins)
- Advanced Placement Computer Science Practice System (v.4)*. (1994-1995). Instructional software package that attempts to automatically score and qualitatively describe student solutions to programming problems. (with J. Wadkins, W. Sack, E. Soloway)
- Performance assessment development checklist*. (1994). Paper checklist for test development and program staff to use in designing new tests. (with K. Gerritz)
- Similarity Rating Response Type*. (1994). A computer-based response type for measuring the representational component of mathematical proficiency. (with M. Sebrechts)

- Sorting Response Type*. (1994). A second computer-based method for measuring the representational component of mathematical proficiency. (with M. Sebrechts)
- Generating Explanations Human Scoring Tool*. (1994). An interface for human judges to use in scoring Generating Explanations items. (with P. Tahbaldar)
- Generating Explanations Response Type*. (1993). Computer-based version of the Formulating-Hypotheses item. (with H. Trenholm and R. Kaplan)
- Algebra Assessment System*. (1992). A system for gathering, automatically scoring, and qualitatively describing multi-line responses to open-ended mathematical items. (with M. Sebrechts and I. Katz)
- Podiatry Assessment Demonstration Videodisk*. (1988). Multimedia simulation for assessing basic skills in podiatric medicine. (with B. Bridgeman)

Major Presentations

- Key trends in educational assessment: How past shapes future*. Keynote presentation at the Second Educational Examination and Evaluation Reform Forum, Beijing Normal University, Beijing, PRC, November 2025.
- Key trends in educational assessment: Change and constants*. Keynote presentation at the International Forum on Frontiers in Educational Assessment, University of Macau, Macau SAR, PRC, November 2025.
- Design considerations for California Science Test mini performance tasks*. Presented to the California State Board of Education, July 2025.
- Formative assessment and educational measurement. Presented as part of the coordinated session, *On the Nature and Rigor of Classroom Assessment* (S. Brookhart, Chair), at the National Council on Measurement in Education annual meeting, Denver (CO), April 2025.
- Fairness in admissions: A selective historical context. Presented as part of the organized discussion, *Are standardized admissions tests fair? If not, how might we make them fairer?* at the the National Council on Measurement in Education annual meeting, Denver (CO), April 2025.
- Personalizing assessment: Dream or nightmare?* Frank B. Womer Invitational Keynote Presentation at the Michigan School Testing Conference, Ann Arbor (MI), February 2025.
- Personalizing assessment: Dream or nightmare?* Frank B. Womer Lectureship in Measurement and Assessment at the Marsal Family School of Education, University of Michigan, Ann Arbor (MI), February 2025. https://education.mivideo.it.umich.edu/media/t/1_4eutcnuw/61086891
- Personalizing assessment*. Keynote presentation at the 7th International Conference on Education Evaluation and Monitoring, Beijing Normal University, Beijing, PRC, December 2024.
- Personalizing assessment with equity in mind*. Presented at the Equity in Measurement and Assessment Conference (EMAC), Wilmington, DE, October 2024.
- Personalizing assessment*. Presented at the annual meeting of the International Association for Educational Assessment, Philadelphia, PA, September 2024.
- Four decades of research in cognition and assessment*. Invited presentation at the annual meeting of the American Educational Research Association Cognition and Assessment Special Interest Group, Philadelphia, April 2024.
- Personalization in the service of equity: Context. Presented as part of the Organized Discussion session, *Personalization in the service of equity: What, why, and for whom?* (R. E. Bennett, Chair), at the annual conference of the National Council on Measurement in Education, Philadelphia, April 2024.
- Do we really need a new conceptualization of fairness? Presented as part of the Organized Discussion session, *Re-envisioning fairness: Far-reaching implications for measurement and assessment*

- research and practice* (A. Bailey & J. F. Martinez, Chairs), at the annual conference of the National Council on Measurement in Education, Philadelphia, April 2024.
- Sociocultural responsiveness in large-scale US national and state assessment. Presented as part of the International Relations Committee invited session, *Large-scale educational assessments for equity, diversity and inclusion: International perspectives* (Jaekyung Lee, Chair), at the annual meeting of the American Educational Research Association, Philadelphia, April 2024.
- Socioculturally responsive assessment: The short version*. Presented at the UCLA/CRESST/PACE conference, "Re-Envisioning Fairness in Educational Assessment and the Next Edition of the Standards," Los Angeles, October 2023.
- Socioculturally responsive assessment: What is it and what does it look like?* Presented at the annual meeting of the Association of Test Publishers, Dallas (TX), March 2023.
- Socioculturally responsive assessment*. Presented virtually as part of the panel, "Assessments integrating teaching and learning" (E. W. Gordon, Chair) at the conference, Extending his reach: Promoting the educational legacy of Edmund W. Gordon, UCLA, Los Angeles, November 2022.
- Socioculturally responsive assessment: What is it and what does it look like?* Lindquist Legacy Colloquium presented at the University of Iowa, Iowa City, October 20, 2022.
- Socioculturally responsive assessment*. Presented at the annual meeting of the International Association for Educational Assessment, Mexico City, Mexico, October 2022.
- Integrating assessment, teaching, and learning through principles for sociocultural responsiveness*. Presented virtually as part of the Coordinated Paper Session, "Reflections on Edmund Gordon's Pedagogical Troika: Integrating assessment, teaching and learning" (S. Sireci, Chair), National Council on Measurement in Education, San Diego, April 2022.
- Avoiding a train wreck: Working with constituents to rethink equity in assessment*. Presented virtually as part of the Panel Session, Avoiding a train wreck: Working with constituents to rethink equity in assessment (Y. Tong, Chair), National Council on Measurement in Education, San Diego, April 2022.
- Are there distinctive profiles in examinee essay-writing processes*. Keynote virtual presentation at the Shanghai Municipal Educational Examinations Authority International Symposium on Educational Assessment, November 2021. (with M. Zhang, H. Guo, S. Sinharay, & P. Deane)
- AI and equity in assessment and learning*. Keynote virtual presentation at The World Conference on Artificial Intelligence Education Forum: Intelligent Teaching--From Standardization to Personalization. Shanghai, June 2021.
- Rethinking equity and assessment through opportunity to learn* (aka Equity and assessment in the post-COVID-19 era). E.F. Lindquist Award invited paper presentation at the annual virtual meeting of the American Educational Research Association, April 2021.
<https://aera21am.simcita.net/#loc=contentid49480>
- Suggestions for the future of K-12 assessment and accountability. Presented as part of the National Academy of Education webinar, *Educational Assessments in the COVID-19 Era and Beyond* (S. Marion, Chair), March 2021.
- Interpreting test-score comparisons. Presented as part of the National Council on Measurement in Education Virtual Coordinated Session, *How to achieve (or partially achieve) comparability of scores from large-scale assessments* (E. Haertel & J. Pellegrino, Chairs), August 2020.
- How do proficient and less-proficient students differ in their composition processes? Presented as part of the National Council on Measurement in Education Virtual Coordinated Session, *Using process data for advancing the practice and science of educational measurement* (J. Herman, Chair), August 2020. (with M. Zhang, P. Dean, & P. W. van Rijn)

- Integrating measurement principles into formative assessment.* Keynote presentation at the Shanghai Municipal Educational Examination Authority 2019 Examination Evaluation International Seminar, Shanghai, PRC, November 2019.
- Integrating measurement principles into formative assessment.* Presented at the annual meeting of the International Association for Educational Assessment, Baku, Azerbaijan, September 2019.
- Statistical modeling of writing process data.* Bradley Hanson Award Presentation at the annual meeting of the National Council on Measurement in Education, Toronto, Canada, April 2019. (with H. Guo, M. Zhang, & P. Deane)
- Integrating measurement principles into formative assessment.* Presented at the annual meeting of the National Council on Measurement in Education, Toronto, Canada, April 2019.
- How do proficient vs. less proficient students differ in their composition processes?* Presented at the annual meeting of the International Association for Educational Assessment, Oxford, England, September 2018. (with M. Zhang, P. Deane, & P. van Rijn)
- Educational assessment: What to watch in a rapidly changing world.* Presidential address at the annual meeting of the National Council on Measurement in Education, New York City, April 2018.
- Using theory for assessment design: An example from CBAL.* Presented at the 2017 International Conference on Examinations and Assessments, Shanghai, China, October 2017.
- Gender differences in problem-solving processes: Results from writing assessment.* Presented at the annual meeting of the International Association for Educational Assessment, Batumi, Georgia, October 2017. (with M. Zhang, P. Deane, & P. van Rijn)
- Assessment as intervention. Presentation as part of the panel, *What should innovative assessments designed to have positive impact on teaching and learning for all students be like?* (S. Marion, Chair), at the National Conference on Student Assessment, Austin, TX, June 2017.
- Some thoughts about the future of K-12 assessment. Presented as part of the symposium, *The future of educational assessment: Design, equity, and validity* (E. Baker, Chair), at the National Conference on Student Assessment, Philadelphia (PA), June 2016.
- Are there group differences in essay-writing processes? Presented as part of the symposium, *Test performance can tell us about problem-solving processes: Implications for building equitable assessment systems* (P. Carr, Chair), at the National Conference on Student Assessment, Philadelphia (PA), June 2016. (with M. Zhang, P. Deane, & P. van Rijn)
- Opt out: A brief review. Presented as part of the symposium, *Opt out: Implications for building equitable assessment systems for all students* (R. Bennett, Chair), at the National Conference on Student Assessment, Philadelphia (PA), June 2016.
- Scenario-based assessment in writing: An experimental study. Presented as part of the symposium, *The validity of scenario-based assessment: Empirical results* (R. Bennett, Chair), at the annual meeting of the National Council on Measurement in Education, Washington (DC), April 2016. (with M. Zhang, P. Deane, & P. van Rijn)
- Three categories of change for educational assessment: Almost certain, unlikely, and anybody's guess. Presented as part of the symposium, *The End of Testing?* (R. Bennett, Chair), at the annual meeting of the National Council on Measurement in Education, Washington (DC), April 2016.
- Opt out: An analysis of issues.* Presentation at the annual meeting of the Association of Test Publishers (ATP), Orlando (FL), March 2016.
- Some thoughts on the future of educational assessment. Presented as part of the the panel session, *The Future of educational assessment* (R. Bennett, Chair), at SXSW.EDU, Austin (TX), March 2016.
- Opt out: An analysis of issues.* Paper presented at the annual meeting of the International Association for Educational Assessment, Lawrence (KS), October 2015.
- Validity considerations for next-generation assessment: A "theory of action" perspective. Presented as part of the symposium, *Comparing expectations for validity models and for new assessments:*

- Goals, approaches, feasibility, and impact* (M. Chester, Chair), at the National Conference on Student Assessment, San Diego (CA), June 2015.
- Measuring well *and* modeling good teaching and learning practice: An example from CBAL. Presentation at the Van Leer Jerusalem Institute international conference, *Assessment and evaluation in the service of learning*, Jerusalem, Israel, December 2014.
- Measuring well and modeling good teaching and learning practice: An example from CBAL*. Presentation at the annual conference of the Association for Educational Assessment-Europe, Tallinn, Estonia, November 2014.
- The future of assessment in schools: What is and isn't likely to change. Presentation as part of the Education Week webinar, *What's next in K-12 assessment?* (A. Reborá, Chair). October 20, 2014.
- Formative assessment information should *not* be used in educator evaluation. Presentation as part of the session, *Should formative assessment be used in educator evaluation? If not, why not? If so, how?* (E. Roeber, Chair) at the National Conference on Student Assessment, New Orleans, June 2014.
- Continuous, embedded, electronic assessment should *not* replace the traditional accountability test. Presented as part of the session, *Next Generation Assessment: Should Continuous, Embedded, Electronic Assessment Replace the Traditional Accountability Test?* (R. Bennett, Chair) at the National Conference on Student Assessment, New Orleans, June 2014.
- Assessments of tomorrow: What they must be*. Presentations at the Singapore Examinations and Assessment Board (SEAB) Assessment Seminar for School Teachers I and II, Singapore, May 2014.
- Consequential decisions from continuously-gathered electronic interactions: Could it really work?* Paper presented at the annual meeting of the International Association for Educational Assessment, Singapore, May 2014.
- Validity and automated essay scoring*. Presentation at the meeting of the Academic Forum on English Language Testing in Asia (AFELTA), Singapore, May 2014.
- Technology and testing: Improving educational and psychological measurement. Presentation as part of the invited symposium, *New NCME Applications of Educational Measurement and Assessment book series* (M. Kolen, Chair), at the annual meeting of the National Council on Measurement in Education, Philadelphia (PA), April 2014. (with F. Drasgow)
- Using innovative assessment to measure complex competencies and model good teaching and learning practice. Invited presentation as part of the symposium, *Technology-enhanced items in large-scale assessments* (W. Camara, Chair), at the annual meeting of the American Educational Research Association, Philadelphia (PA), April 2014.
- Consequential decisions from continuously-gathered electronic interactions: Could it really work?* Paper presented at the annual meeting of the National Council on Measurement in Education, Philadelphia (PA), April 2014.
- Touchstone and innovator. Invited presentation as part of the panel, *Innovation and NAEP: A special role* (A. Friedman, Chair), at the National Assessment Governing Board (NAGB) 25th Anniversary, Washington, DC, February 2014.
- Assessments of tomorrow: What they must be*. Invited paper presented at the annual meeting of the International Association for Educational Assessment, Tel Aviv, Israel, October 2013.
- Validity and automated essay scoring*. Paper presented at the annual meeting of the International Association for Educational Assessment, Tel Aviv, Israel, October 2013. (with M. Zhang)
- Formative assessment: Process *and* tool. Presentation as part of the symposium, *Is there a role for formalized tools in formative assessment?* (B. Dolan, Chair), at the National Conference on Student Assessment, National Harbor (MD), June 22, 2013

Theory of action and validation: An example from CBAL. Presentation as part of the symposium, *Incorporating a theory of action into validation*, (S. Sireci, chair), at the National Conference on Student Assessment, National Harbor (MD), June 2013.

Validity and automated scoring. Invited presentation as part of the training session, *A crash course in hot topics in large-scale assessment* (Ye Tong, Chair), at the annual meeting of the National Council on Measurement in Education, April 2013.

An innovations laboratory: Thirteen goals for assessment programs of the future. Invited presentation at the NAEP-State Partnership conference on Shaping the Future of NAEP and Large-Scale Assessment, Bethesda (MD), January 2013.

Preparing for the future: What educational assessment must do. Presentation at the Askwith Forum, Harvard University Graduate School of Education, Cambridge (MA), January 2013.

Current developments in performance assessment. Invited paper presented at the The First International Conference on Assessment & Evaluation, Riyadh, Saudi Arabia, December 2012.

Creating accountability tests that model good teaching and learning practice. Presented as part of the symposium, *The use and misuse of assessment data in test-based accountability systems* (S. Maughan, Chair), at the annual meeting of the International Association for Educational Assessment, Astana, Kazakhstan, September 2012.

Preparing for the future: What educational assessment must do. Paper presented at the annual meeting of the International Association for Educational Assessment, Astana, Kazakhstan, September 2012.

CBAL: Modeling good instructional and learning practice through assessment. Presented as part of the symposium, *Creating tests that measure well and that model good instructional and learning practice* (R. Bennett, Chair), at the National Conference on Student Assessment, Minneapolis (MN), June 2012.

Theory of action as a framework for evaluating an assessment program. Commentary paper presented as part of the Roundtable session, *Searching for clarity with theories of action and validity arguments: The place of consequence* (S. F. Marion, Chair), AERA, Vancouver, Canada, April 2012.

CBAL: Cognitively Based Assessment of, for, and as Learning. Paper presented at the annual meeting of the International Association for Educational Assessment, Manila, Philippines, October 2011.

Innovative assessment systems: The role of new technology. Presentation at the International Computer Assisted Assessment Conference, Southampton, England, July 2011

Theory of action and educational assessment. Paper presented as part of the symposium, *Towards Valid Accountability Decision Making*, (I. Bejar, Chair) at the National Conference on Student Assessment, Orlando (FL), June 2011.

Moving toward a theory of summative and formative assessment: An example from CBAL. Presentation to the Gordon Commission on the Future of Assessment in K-12 Education. Princeton, NJ, May 2011.

Validity issues with online assessments. Invited presentation at the US ED Race to the Top Assessment Program Technical Assistance Public Meeting on Technology Infrastructure Needs in States, Districts, and Schools, Washington, DC, April 2011.

The role of technology in performance assessment. Paper presented as part of the symposium, *Next Generation Performance Assessments and the Assessment of College Readiness* (B. Gong, Chair), at the annual meeting of the National Council on Measurement in Education, New Orleans (LA), April 2011.

- CBAL: Results from piloting innovative K-12 assessments. Paper presented as part of the symposium, *Integrating Classroom Assessments into Balanced State Assessment Systems* (R.N. Vineyard, Chair), at the annual meeting of the American Educational Research Association, New Orleans (LA), April 2011.
- Four years of CBAL: Learning about through-course assessment.* Paper presented at the Invitational Research Symposium on Through-Course Summative Assessment, Atlanta (GA), February 2011. (with J. Sabatini & P. Deane)
- Theory of action and validity argument in the context of through-course summative assessment.* Paper presented at the Invitational Research Symposium on Through-Course Summative Assessment, Atlanta (GA), February 2011. (with B. Bridgeman & M. Kane)
- Formative assessment: A critical review.* Presentation at the Center for Educational Measurement conference, "The Promise of Formative Assessment," Manila, Philippines, February 2011.
- Formative assessment: A critical review.* Presentation at the annual meeting of the International Association for Educational Assessment, Bangkok, Thailand, August 2010.
- Innovative assessment systems: The role of new technology.* Presentation at the annual meeting of the International Association for Educational Assessment, Bangkok, Thailand, August 2010.
- Formative assessment: Can the claims for effectiveness be substantiated? Presentation as part of the special session, *Examining formative assessment* (R. Bennett, Chair), at the meeting of the International Test Commission, Hong Kong, SAR, China, July 2010.
- Cognitively Based Assessment of, for, and as Learning (CBAL): A preliminary theory of action for summative and formative assessment. Invited paper presented as part of the symposium, *Innovations in test-based educational accountability*, (H. Braun, chair), at the annual meeting of the American Educational Research Association, Denver, CO, May 2010.
- CBAL: Exploring design principles for improving assessment. Paper presented as part of the symposium, *Classroom assessments in balanced state assessment systems*, (R. Vineyard, chair), at the annual meeting of the American Educational Research Association, Denver, CO, May 2010.
- Measuring problem solving with technology: A demonstration study for NAEP. Paper presented as part of the symposium, *Implementing large-scale, technology-based assessments in five countries*, (B. Csapo, chair), at the annual meeting of the American Educational Research Association, Denver, CO, May 2010.
- Innovative assessment systems: The role of new technology.* Invited presentation at the National Research Council Board on Testing and Assessment Best Practices for State Assessment Workshop II, April 2010.
- Formative assessment: A critical review.* Cambridge Assessment Network Seminar, Cambridge, England, February 2010. Podcast available at <https://www.cambridgeassessment.org.uk/news/audio/view/formative-assessment-a-critical-review/>
- Envisioning the future: Principles for designing innovative K-12 assessment systems.* Invited presentation at the Association of Test Publishers annual conference, Orlando, FL, February 2010.
- Recommendations for the Race to the Top Assessment Program.* Invited presentation at the US ED Race to the Top Assessment Program Public & Expert Input Meetings, Washington, DC, January 2010.
- Recommendations for deploying innovative technologies to create better assessments.* Invited presentation at the US ED Race to the Top Assessment Program Public & Expert Input Meetings, Boston, MA, November 2009.
- Recommendations for platform functionality.* Invited presentation at the US ED Race to the Top Assessment Program Public & Expert Input Meetings, Boston, MA, November 2009.
- Recommendations for supporting interim assessments.* Invited presentation at the US ED Race to the Top Assessment Program Public & Expert Input Meetings, Boston, MA, November 2009.

- Using technology to measure old and new domains.* Presented at a meeting of the Japan Association for Research on Testing, Tokyo, Japan, September 2009.
- Formative Assessment: Can the claims for effectiveness be substantiated?* Paper presented at the annual conference of the International Association for Educational Assessment, Brisbane, Australia, September 2009.
- Results and Lessons Learned from the NAEP Problem Solving in Technology-Rich Environments Study.* Paper presented at the annual conference of the International Association for Educational Assessment, Cambridge, England, September 2008. (with H. Persky, A. Weiss, and F. Jenkins)
- Assessment of, for, and as learning: Can we have all three?* Invited presentation at the International Conference on Teaching and Learning with Technology, Singapore, August 2008.
- What does it mean to be a nonprofit educational measurement organization in the 21st century?* Invited keynote presentation at the conference of the International Test Commission, Liverpool, England, July 2008.
- The NAEP Problem Solving in Technology-Rich Environments Study: Some results and lessons.* Presented at the National Conference on Student Assessment of the Council for Chief State School Officers, Orlando, FL, June 2008.
- Using technology to measure 21st Century skills. Presentation at the National Coalition for Technology in Education and Training (NCTET) Education for the Digital Learner Forum, *Assessment 101: How is Technology Changing Testing?* Washington, DC, May 2008.
- Assessing problem solving in technology-rich environments.* Invited presentation at the Singapore Examinations and Assessment Board, Singapore, May 2008.
- Assessing problem solving in technology-rich environments.* Invited presentation at the Singapore Ministry of Education, Singapore, May 2008.
- Relevance of the Standards to current and future technology.* Invited presentation as part of the Open Hearing on Revising the 1999 *Standards for Educational and Psychological Testing* at the annual conferences of the National Council on Measurement in Education and the American Educational Research Association, New York, March 2008.
- Assessment of, for, and as learning: Can we have all three?* Invited presentation at the Singapore Examinations and Assessment Board, Singapore, February 2008.
- Assessment of, for, and as learning: Can we have all three?* Invited presentation at the National Institute of Education, Nanyang Technological University, Singapore, February 2008.
- What does it mean to be a nonprofit educational measurement organization in the 21st century?* Paper presented at the annual conference of the International Association for Educational Assessment, Baku, Azerbaijan, September 2007.
- The context and the problem. Presented as part of the session, *Assessment of, for, and as learning: A vision for putting it all together* (R. Bennett, chair), at the annual conference of the Council for Chief State School Officers, Nashville, TN, June 2007. (with D. Gitomer)
- Technology and writing assessment: Lessons learned from NAEP.* Presentation at the annual conference of the Council for Chief State School Officers, Nashville, TN, June 2007.
- Assessment of, for, and as learning: Can we have all three?* Invited presentation at the Institute of Educational Assessors' National Assessment Conference, London, England, May 2007.
http://www.ioea.org.uk/Home/news_and_events/annual_conference/day1/randy_bennett.aspx
- Assessment of, for, and as learning: Can we have all three?* Invited presentation at the Qualifications and Curriculum Authority/National Assessment Agency, London, England, May 2007.

- Technology-based science assessment: Some thoughts on knowing quality. Invited presentation as part of the symposium, *Technology-based science assessment and how you know its quality* (A. Ho, chair), at the annual meeting of the American Educational Research Association, Chicago, IL, April 2007.
- The legal basis and historical roots of nonprofit educational organizations. Presentation as part of the roundtable, *What should be the role of nonprofit organizations in educational testing?* (R. Bennett, chair), at the annual meeting of the National Council on Measurement in Education, Chicago, IL, April 2007.
- Technology and testing. Presentation as part of the invited symposium, *Educational Measurement, 4th edition (Session II)*. (M. Pitoniak, chair), at the annual meeting of the National Council on Measurement in Education, Chicago, IL, April 2007. (with F. Drasgow & R. Luecht)
- What does it mean to be a nonprofit educational measurement organization in the 21st century?* Invited presentation at the Qualifications and Curriculum Authority, London, England, October 2006.
- What does it mean to be a nonprofit educational measurement organization in the 21st century?* Invited presentation at the Cambridge International Assessment Conference: Assessment in a Social Context, Cambridge, England, October 2006.
- Technology and writing assessment: Lessons learned from the US National Assessment of Educational Progress*. Invited keynote paper presented at the annual conference of the International Association for Educational Assessment, Singapore, May 2006.
- Technology and writing assessment: Lessons learned from the US National Assessment of Educational Progress*. Invited presentation at the Qualifications and Curriculum Authority, London, England, May 2006.
- Does it matter if I take my writing test on computer? Paper presented as part of the symposium, *Issues in computer-delivered performance assessment in writing* (R. Bennett, chair), at the annual meeting of the National Council on Measurement in Education, San Francisco, CA, April 2006. (with N. Horkay, N. Allen, B. Kaplan, & F. Yan)
- What does it mean to be a nonprofit educational measurement organization in the 21st century?* Invited presentation at the College Board, New York, NY, January 2006.
- Current issues and future directions for the computer-based assessment of writing*. Invited keynote presentation at the annual conference of the Nederlandse Vereniging voor Examens (Dutch Examinations Association) Almelo, Netherlands, November 2005.
- Current issues and future directions for the computer-based assessment of writing*. Invited presentation at CITO, Arnhem, Netherlands, November 2005.
- What does it mean to be a nonprofit educational measurement organization in the 21st century?* Invited presentation at the National Institute for Testing and Evaluation, Jerusalem, Israel, August 2005.
- The NAEP Technology-Based Assessment Project*. Invited presentation to the National Assessment Governing Board, Washington, DC, August 2005.
- Current issues and future directions in using computers for performance assessment in writing. Invited presentation as part of the symposium, *Future directions for performance assessment* (C. Parke, chair), at the annual meeting of the National Council on Measurement in Education, Montreal, Canada, April 2005.
- Do the scores mean the same thing if we use the computer?* Invited presentation at the conference of the Association for Test Publishers, Phoenix, AZ, March 2005.
- The ABCs of computer-based testing*. Presentation at the 5th Association for Educational Assessment - Europe conference, Budapest, Hungary, November 2004. (with A. Ben-Simon)
- Do the scores mean the same thing if we use the computer?* Invited presentation at the 2004 CRESST Conference, Los Angeles, CA, September 2004.

- Do the scores mean the same thing if we use the computer?* Invited keynote presentation at the 8th International Computer Assisted Assessment (CAA) Conference, Loughborough, England, July 2004.
- Do the scores mean the same thing if we use the computer?* Invited presentation at the Qualifications and Curriculum Authority, London, England, July 2004.
- Scoring simulation assessments.* Invited presentation at the 8th International Computer Assisted Assessment (CAA) Conference, Loughborough, England, July 2004.
- Comparability in online assessment. Presentation as part of the symposium, *The comparability of paper and online tests: Data from the states and from NAEP* (S. Triplett, chair), at the Council for Chief State School Officers' National Conference on Large-Scale Assessment, Boston, MA, June 2004.
- Automated essay scoring: What are the issues?* Workshop presented at the annual conference of the International Association for Educational Assessment, Philadelphia, PA, June 2004. (with A. Ben-Simon & Y. Cohen)
- Assessing complex problem solving performances.* Invited presentation as part of the Workshop of the Committee on Test Design for K-12 Science Achievement, National Research Council Board on Testing and Assessment, Washington, D.C., May 2004.
- Assessing complex problem-solving performances in NAEP. Presentation as part of the symposium, *Designing assessments of student learning in technology-supported learning environments* (E. Quellmalz, chair), American Educational Research Association, San Diego, CA, April 2004.
- Comparability issues in online assessment.* Invited presentation at the US Department of Education Secretary's No Child Left Behind Leadership Summit, "Empowering Accountability and Assessment Using Technology," St. Louis, MO, March 2004.
- Technology and assessment.* Invited presentation at the CASMA-ACT conference on Current Challenges in Educational Testing, Iowa City, IA, November 2003.
- Online assessment and the comparability of score meaning.* Invited keynote presentation at the conference of the International Association for Educational Assessment, Manchester, England, October 2003.
- The NAEP Writing Online study.* Presentation as part of the symposium, *Bringing computerized testing to NAEP: The Technology-Based Assessment Project*, (H. Spurlock, chair), at the National Conference on Large-Scale Assessment, San Antonio, TX, June 2003.
- The NAEP Technology-Based Assessment Project.* Presentation as part of the pre-session, *Technology-Based Assessment: Lessons learned and future plans*, (S. Triplett, S. Lazer, & R. Bennett, chairs), at the National Conference on Large-Scale Assessment, San Antonio, TX, June 2003.
- Technology and testing.* Invited presentation at the Hechinger Institute on Education and the Media Seminar on Testing, Kansas City, MO, May 2003.
- Inexorable and inevitable: The continuing story of technology and assessment.* Invited keynote presentation at the conference of the Association for Test Publishers, Amelia Island, FL, February 2003.
- Inexorable and inevitable: The continuing story of technology and assessment.* Paper presented at the conference of the International Association for Educational Assessment, Hong Kong, PRC, September 2002.
- The Technology-Rich Environments Study: Toward knowing what the nation's students know.* Invited presentation to the National Research Council Board on Testing and Assessment, Woods Hole, MA, July 2002.
- Inexorable and inevitable: The continuing story of technology and assessment.* Invited presentation at the International Test Commission conference on computer-based testing and the Internet, Winchester, England, June 2002.

- The NAEP Technology-Rich Environments (TRE) Study. Presentation as part of the symposium, *e-learning and e-assessment*, (M. Beller, chair), at the International Test Commission conference on computer-based testing and the Internet, Winchester, England, June 2002.
- Inexorable and inevitable: The continuing story of technology and assessment. Paper presented as part of the symposium, *The impact of technology on assessment: New opportunities for knowing what students know* (J. Pellegrino, Chair), American Educational Research Association, New Orleans, April 2002.
- Technology and the unmasking of constructs*. Paper presented at the National Research Council, Board on Testing and Assessment Workshop on Technology and Assessment: Thinking Ahead, Washington, DC, November 2001. (with Drew Gitomer)
- How the Internet will help large-scale assessment reinvent itself*. Invited presentation at the College Entrance Examination Board, New York, September 2001.
- Automatic item generation*. Presentation at the University of Cambridge Local Examinations Syndicate, Cambridge, England, July 2001.
- How the Internet will help large-scale assessment reinvent itself*. Invited colloquium sponsored by the Board on Testing and Assessment, National Academy of Sciences, Washington, D.C., April 2001.
- NAEP technology-based assessment project*. Paper presented at the conference of the International Association for Educational Assessment, Rio de Janeiro, Brazil, May 2001. (with H. Persky)
- Using new technology in NAEP: The NAEP technology-based assessment studies. Paper presented as part of the invited symposium, *The "Three W's" meet the "Three R's": Computer-based testing in the schools—Why, what, and how* (R. E. Bennett, Chair), at the annual meeting of the National Council on Measurement in Education, Seattle, April 2001.
- The NAEP Problem Solving in Technology-Rich Environments project*. Invited presentation at the "Assessing Gifted and Talented Children International Seminar," London, England, February 2001. (with H. Persky)
- The future of student assessment: The role of new technology*. Invited presentation at the AEL/USDE conference, "Online Student Assessment: The Future of State Testing," Washington, D.C., November 2000.
- The future of assessment: The role of technology*. Invited presentation at the APEC (Asian-Pacific Economic Cooperation) Conference, Los Angeles, October 2000.
- How the Internet will help large-scale assessment reinvent itself*. Paper presented at the conference of the International Association for Educational Assessment, Jerusalem, Israel, May 2000.
- Technology based assessment: Where's it going?* Invited presentation at the Policy and Measurement Issues in Large-Scale Science and Mathematics Assessment RAND/NSF Conference, Washington, D.C., March 2000.
- Using new technology to improve assessment: Implications for large-scale surveys*. Invited presentation to the National Assessment Governing Board, Washington, D.C., November 1999.
- Using new technology to improve assessment*. Invited presentation at the National Research Council Board on Testing and Assessment "Workshop on Technology and Assessment," Washington, D.C., September 1999.
- Using new technology to improve assessment and NAEP Technology Based Assessment Project*. Presentations at the Qualifications and Curriculum Authority, London (UK), August 1999.
- Using new technology to improve assessment*. Paper presented at the conference of the International Association for Educational Assessment, Lake Bled, Slovenia, May 1999.
- Automatic item generation in mathematics: A demonstration and discussion of the Test Creation Assistant*. Demonstration session presented at the annual meeting of the National Council on Measurement in Education, Montreal, April 1999. (with P. Brittingham, J. Fife, M. Morley, K. Singley, & M. Zelman)

- Item generation and beyond: Applications of schema theory to mathematics assessment.* Paper presented at the "Generating Items for Cognitive Tests: Theory and Practice" conference, Princeton, NJ, November 1998. (with K. Singley)
- Using new technology to improve assessment.* Invited presentation at the 1998 CRESST Assessment Conference, Los Angeles, September 1998.
- Three response types for broadening the conception of mathematical problem solving in computerized-adaptive tests. Paper presented as part of the symposium, *Automated scoring of constructed responses: From construct representation to operational implementation* (I. I. Bejar, Chair), at the annual meeting of the National Council on Measurement in Education, San Diego, April 1998. Paper also presented at the annual meeting of the International Association for Educational Assessment, Bridgetown, Barbados, May 1998. (with M. Morley & D. Quardt)
- Speculations on the future of large-scale educational assessment in the United States.* Paper presented at the conference of the International Association for Educational Assessment, Durban, Republic of South Africa, June 1997.
- Validity and automated scoring: It's not only the scoring. Paper presented as part of the symposium, *Validity considerations for automated scoring of open-ended responses* (H. I. Braun, Chair), at the annual meeting of the National Council on Measurement in Education, Chicago, March 1997. (with I. Bejar)
- Speculations on the future of large-scale educational assessment.* Invited presentation to the National Research Council Board on Testing and Assessment, Orlando, FL, March 1997.
- Using multimedia in computer-based testing programs.* Presented at the 1996 CRESST Assessment Conference, Los Angeles, September 1996. (with M. Goodman, J. Hessinger, J. Ligget, H. Kahn, & J. Zack)
- Using multimedia in large-scale computer-based testing programs.* Paper presented at the conference of the International Association for Educational Assessment, Beijing, People's Republic of China, September 1996. (with M. Goodman, J. Hessinger, J. Ligget, H. Kahn, & J. Zack)
- The effects of technology on large-scale testing programs and The implications of technology for testing examinees with disabilities.* Invited presentation to the National Research Council Board on Testing and Assessment, Washington, D.C., May 1996.
- Using multimedia in large-scale computer-based testing programs.* Demonstration presented at the annual meeting of the American Educational Research Association, New York, April 1996. (with M. Goodman, J. Hessinger, H. Kahn, T. Ligget, G. Marshall, J. Zack)
- Toward computer-based performance assessment in mathematics.* Paper presented at the conference of the International Association for Educational Assessment, Montreal, June, 1995. (with M. K. Singley). Also as Singley, M. K., & Bennett, R. E. (1997). *Toward computer-based performance assessment in mathematics.* In *New horizons in learning assessment*. Montreal, Canada: Universite de Montreal.
- The role of technology in assessment that increases participation in post-compulsory education.* Paper presented at the conference of the International Association for Educational Assessment, Wellington, New Zealand, October, 1994.
- Interactive performance assessment in computer science: The Advanced Placement Computer Science (APCS) Practice System. Paper presented as part of the experimental session, *Two sessions on computer-based performance assessment* (R. Bennett, Chair), at the annual meeting of the American Educational Research Association, New Orleans, April 1994. (with J. Wadkins)
- Two sessions on computer-based performance assessment.* Chair of experimental session presented at the annual meeting of the American Educational Research Association, New Orleans, April 1994.
- On the meanings of constructed response.* Paper presented at the annual meeting of the American Educational Research Association, Atlanta, April 1993.

- The Advanced Placement Computer Science Practice and Feedback System.* System demonstration at the Second International Conference on Intelligent Tutoring Systems, Montreal, Canada, June 1992. Also as Sack, W., Bennett, R., & Soloway, E. (1992). *The Advanced Placement Computer Science Practice and Feedback System.* In C. Frasson & G. Gauthier (Eds.), *Systems Demonstrations of the Second International Conference on Intelligent Tutoring Systems.* Montreal, Canada.
- Automatically scoring constructed-response items.* Paper presented at the Army Research Institute Conference on Selection and Classification for the U.S. Army, Alexandria, VA, May 1992.
- Strategy differences between constructed-response and multiple-choice SAT Mathematics items.* Paper presented at the annual meeting of the American Educational Research Association, San Francisco, April 1992. (With I. Katz, D. E. Friedman, and A. M. Gallagher)
- Measurement issues associated with using constructed-response items in large-scale assessment.* Chair of symposium presented at the annual meeting of the American Educational Research Association, San Francisco, April 1992.
- The Advanced Placement Computer Science Practice and Feedback System.* Paper presented at the NATO Advanced Research Workshop on Cognitive Models and Intelligent Environments for Learning, Genoa, Italy, March 1992. (With W. Sack and E. Soloway).
- Analysis of complex constructed-response mathematical items. Paper presented as part of the symposium, *Constructed-response testing* (A. Gerb, Chair), at the annual meeting of the Military Testing Association, San Antonio, October 1991. (With M. M. Sebrechts and D. A. Rock).
- A goal-based model explains student algebra errors and mimics expert assessment.* Presented at the annual conference of the American Psychological Society, Washington, D.C., June 1991. (With M. M. Sebrechts and D. A. Rock)
- Free-response and multiple-choice items: Measures of the same ability? Paper presented as part of the symposium, *Constructed-response versus multiple-choice testing: Does it really make a difference?* (W. C. Ward, Chair), at the annual conference of the American Educational Research Association, Boston, April 1990.
- Agreement between expert system and human ratings of constructed responses to computer science problems. Paper presented as part of the symposium, *Improving educational assessment through artificial intelligence and cognitive science* (R. E. Bennett, Chair), at the annual conference of the American Educational Research Association, San Francisco, March 1989.
- Improving educational assessment through artificial intelligence and cognitive science.* Chair of symposium presented at the annual conference of the American Educational Research Association, San Francisco, March 1989.
- The Plan to Revise Special Education in New Jersey: Development, implementation, and evaluation.* Chair of session presented at the annual conference of the Council for Exceptional Children, San Francisco, April 1989.
- Evaluating implementation of the Plan to Revise Special Education. Presented as part of the session, *The Plan to Revise Special Education in New Jersey: Development, implementation, and evaluation*, at the annual conference of the Council for Exceptional Children, San Francisco, April 1989
- Learning disabled students and the SAT: A review of the research.* Presented at the annual conference of the Association for Handicapped Student Service Programs in Postsecondary Education, Washington, D. C., July 1987.
- Operation and impact of the IBM Program. Presented as part of the symposium, *Computers in the schools: The IBM Model Schools Project* (M. A. Danovich, Chair), at the 8th National Educational Computing Conference, Philadelphia, June 1987.

- College-bound learning disabled students: Do modified admissions tests accurately represent their abilities?* Presented at the annual meeting of the Association for Children and Adults with Learning Disabilities, New York, March 1986.
- The IBM/ETS Secondary School Computer Education Program.* Presented at the World Conference on computers in Education, Norfolk, VA, July, 1985. (With R. Kershaw, M. Schneiderman, & B. Stecher.) Audio tape #WCCE85-24B. Aurora, CA: Meyer Communications Corporation, 1985. Summary in D. Duncan & D. Harris, *Proceedings of the 4th World Conference on Computers in Education* (Participant's Edition, Part 1). Amsterdam: North-Holland, 1985.
- Educational telecomputing: The new frontier?* Paper presented at the annual meeting of the American Educational Research Association, Chicago, April 1985.
- The fairness of postsecondary admissions tests for handicapped students.* Presented at the annual meeting of the American Educational Research Association, Chicago, April 1985. (With M. Ragosta)
- Evaluating microcomputer programs. Presented as part of the symposium, *Microcomputers and special needs populations: Emerging perspectives and promising practices* (C. A. Maher, Chair), at the annual meeting of the American Psychological Association, Toronto, Canada, August, 1984.
- Evaluating the effectiveness of special education programs.* Presented at the annual convention of the Council for Exceptional Children, Washington, D.C., April 1984.
- Misconceptions in developing special education information management systems.* Paper presented at the annual meeting of the American Educational Research Association, Montreal, April 1983.
- Describing the competencies of assessment personnel: Current knowledge. Presented as part of the symposium, *Methods and procedures for evaluating assessment services in the schools* (C. A. Maher, Chair), at the annual meeting of the American Psychological Association, Washington, DC, August 1982.
- Effectiveness in special education: What is it and how can it be measured?* Chair of symposium presented at the annual convention of the Council for Exceptional Children, Houston, April 1982.
- Special and general education program evaluation: Perspectives on their similarities and differences. Paper presented as part of the symposium, *Problems and issues in special education program evaluation* (M. Kean, Chair) at the annual meeting of the American Educational Research Association, New York City, March 1982.
- Issues in evaluating program and service outcomes in special education. Presented as part of the symposium, *Developing and implementing special education program evaluation* (C. A. Maher, Chair), at the annual meeting of the American Educational Research Association, Los Angeles, August 1981.
- Research and evaluation priorities for special education assessment. Presented as part of the symposium, *Implementing PL 94-142: Research and evaluation in school psychology* (C. A. Maher, Chair), at the annual meeting of the American Educational Research Association, Los Angeles, August 1981.
- Competence and assessment.* Invited presentation at the American Psychological Association Board of Director's Conference on Testing, Assessment, and Public Policy. In *Transcripts: APA Conference on Testing, Assessment, and Public Policy*. Washington, DC: APA, 1981.
- A framework for evaluating educational services for exceptional children.* Presented at the annual meeting of the National Association of School Psychologists, Houston, April 1981. (With C. Maher & R. Illback) Summary in *Convention 81 Proceedings*. Stratford, CT: National Association of School Psychologists, 1981.
- A multi-method approach to the assessment of handicapped children.* Presented at the annual meeting of the National Association of School Psychologists, Houston, April 1981. Summary in *Convention 81 Proceedings*. Stratford, CT: National Association of School Psychologists, 1981.

The assessment process. Presented as part of the symposium, *What every parent should know about assessment* (S. Anderson, Chair), at the International Conference of the Association for Children with Learning Disabilities, Atlanta, February 1981. Audio tape in Anderson, S., Shepherd, M., Bennett, R. E., & Rentz, C. *What every parent should know about assessment*. Garden Grove, CA: InfoMedix, 1981. (Program #81-24, S17).

Issues in the educational assessment of children with learning and behavior disorders. Paper presented at the Council for Exceptional Children Conference on Seriously Emotionally Disturbed, Minneapolis, August 1980. (ERIC Document Reproduction Service No. ED 195 115).

The special education teacher diagnostician: Professional training needs. Paper presented at the International Conference of the Association for Children with Learning Disabilities, Milwaukee, February 1980. (ERIC Document Reproduction Service No. ED 209 848).

Videos, Podcasts, and Interviews

Oxford University Centre for Educational Assessment. (2024). *University admissions*. <https://youtu.be/7t003jRq6-s>

Oxford University Centre for Educational Assessment. (2024). *Assessment fairness*. <https://vimeo.com/1013528047>

George Washington University Graduate School of Education and Development. (2023). *Should tests be socioculturally responsive?* Edfix Episode 30. <https://gsehd.gwu.edu/edfix-ts-ep30>

ETS. (2018). *Randy Bennett on seven decades of advancing human assessment*. Princeton, NJ: Educational Testing Service. <https://www.youtube.com/watch?v=ANvpyqfXTT4&list=PLGMRTyeZJNWbqRJb5SqNDjnkz9a65RuVW>

NCME. (2017, March). Spotlight on the people who make our organization great: Randy Bennett, Educational Testing Service. *NCME Newsletter*, 25(1), 5-6. Available from www.ncme.org

AERA. (2016, Summer/Fall). The Division D International Committee interviews Randy Bennett. *D'News*, 9-10. American Educational Research Association, Division D. Available from <http://www.aera.net/Portals/38/docs/DivD/aera%20d%20summer%202016.pdf?ver=2016-08-29-171523-630>

ETS. (2016). *Pulling to the edge: Advancing assessment: Randy Bennett and Paul Deane on Cognitively Based Assessment of, for, and as Learning*. Princeton, NJ: Educational Testing Service.

ETS. (2016). The opt-out movement: Why it matters. Princeton, NJ: Educational Testing Service. <https://www.youtube.com/watch?v=ImmV3gH8iVk>

EdWeek. (2005, December). *Computer-based testing*. Internet chat sponsored by Education Week on the Web.

EdWeek. (2003, May). *Technology Counts 2003, pencils down: Technology's answer to testing*. Internet chat sponsored by Education Week on the Web.

Associated Press. (1982, March). *Federal budget cuts and special education*. Broadcast nationwide on the Associated Press Radio Network.

Associated Press. (1982, March). *Using microcomputers in special education administration*. Broadcast nationwide on the Associated Press Radio Network.

Associated Press. (1982, March). *Microcomputers in special education*. Broadcast nationwide on the Associated Press Radio Network.

Associated Press. (1981, February). *Bias in special education assessment*. Broadcast nationwide on the Associated Press Radio Network.

Associated Press. (1981, February). *Professional competence in assessment*. Broadcast nationwide on the Associated Press Radio Network, November 1980.