



Edward Roeber, Ph.D., Assessment Director of MAC and MAC Board Member; Consultant Assessment Solutions Group

Education: Ph.D. in Measurement and Evaluation from The University of Michigan.

Biography: Since co-founding the MAC in 2007, Ed has worked on several assessment-related projects for the MAC: managing the FAME program, including the research and evaluation; co-the Michigan Assessment Literacy Facilitator's Association (MALFA); co-leading a project to create competency-based performance assessments; and contributing to the development of course materials and serving as faculty for the Assessment Learning Institute. He remains focused on developing resources to improve the assessment literacy of Michigan educators, policymakers, and other citizens based on MAC's Assessment Literacy Standards. Ed also serves as the co-director of the annual Michigan School Testing Conference. Ed has been an adjunct professor at Michigan State University, teaching classroom assessment to in-service teachers, administrators, and consultants. He directed assessment and accountability for the Michigan Department of Education (25 years); served as vice-president at Measured Progress, where he created a program in 13 states to develop and use alternate assessments with students with severe intellectual disabilities; and directed the student assessment program at the Council of Chief State School Officers and created the SCASS program (now called Collaboratives) that engages more than 600 educators from most states in learning about and learning to use assessment in a variety of educational contexts. He started his career as an assessment development specialist for NAEP at the Education Commission of the States.

A Bit of Assessment Advice: *"We're not finished teaching until all kids have learned. I think there's a realization by some, at least, that all kids can — and must — achieve. ...We're no longer screening, sorting, and selecting kids at different work and social class levels. Instead, we're trying to prepare all students for their future opportunities and to open up doors for all students. We are still fighting that battle. It's one of the things that energized me for my entire career. It keeps me at it, believing that all children really can learn. Don't presume failure because that becomes a self-fulfilling or negative prophecy."*