

Staffing Plan

The core team key personnel are individuals that are key to the oversight or completion of the project deliverables. We allocated FTE with consideration of our experience supporting the implementation of ISPROUT in Indiana as well as our experiences supporting multiple statewide administrations. We employ individuals with key knowledge and expertise in their respective roles, and utilize a team approach with Agile methodologies to complete deliverables.

An overview of the personnel for this project, organized by their respective organization, role, and responsibilities, is provided below.

The table below [REDACTED]

[REDACTED]			
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]			
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED] [REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]			
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED] [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Staffing and FTE Percentage			
Name and Role/Title	FTE 2024–2025	FTE 2025–2026	FTE 2026–2027
Associate Research Scientist and Associate Director			
Kristen W. Thompson Program Director for Business Systems & Technology Solutions	20-25%	20-25%	20-25%
Lisa Reed Associate Director for Finance and Operations	10-15%	10-15%	10-15%
Sunnie Kim Director for Professional Learning Development & Implementation	20-25%	25-30%	25-30%
Kimberly Lohr Instructional Technologist	20-25%	20-25%	20-25%
Brianna Holmes Professional Development Manager	15-20%	15-20%	15-20%

Note: Johns Hopkins University's policy for full-time employment is an individual who works 75% or more.

The proposed team members and their roles and responsibilities are listed in the table below.

Indiana Team Experience, Roles, and Responsibilities	
Name and Role/Title	Responsibilities
Johns Hopkins School of Education Center for Technology in Educator (JHU CTE) Team	
Karrie Dash Project Manager	Ms. Dash will manage all day-to-day activities related to completing the established scope-of-work. She will serve as the main point-of-contact with state partners and will be readily available for inquiries and questions. She will participate in all meetings with CTE professional development, technology, and business departments, and maintain the relationship with state partners. With a track record of five years effectively managing ISPROUT ELA in Indiana and possessing a PMP certification, she is suitably skilled to excel in the project manager role.
Dr. Linda Z. Carling Director and Associate Research Professor	Dr. Carling will serve as the overall lead and Principal Investigator of the project. A former classroom teacher and curriculum developer, Dr. Carling has two decades of experience with Johns Hopkins Center for Technology in Education (JHU CTE) building and implementing large-scale projects focused on technology and learning. She was also an original member of the team that created the Kindergarten Readiness Assessment, the Early Learning Assessment, the KReady technology system, and all related training and professional development resources, and

	<p>has worked with IDOE for the past five years to implement the ISPROUT ELA. As Director of JHU CTE and lead on this project, Dr. Carling is in a position to reorganize or re-allocate staff and resources as needed to ensure Indiana’s project goals and objectives are successfully met. For this proposed solution, Dr. Carling will:</p> <ul style="list-style-type: none"> ● Provide oversight of the project leadership and key deliverables, particularly with regard to the assessment items, professional development, and reliability of implementation. ● Interface with IDOE leaders to ensure project success. ● Ensure the solutions are met with high standards for high quality and employ strategies that are in line with research and best practice.
<p>David C. Peloff Associate Director and Associate Research Scientist</p>	<p>Mr. Peloff leads the team responsible for the ongoing development and support of the KReady system and was an original member of the team that created the Kindergarten Readiness Assessment, the Early Learning Assessment, and all associated technologies. David Peloff has served on the Ready for Kindergarten leadership team since the inception of the project in 2016 and still plays an active role in the development and implementation of the KReady technology system. For this proposed solution, Mr. Peloff will:</p> <ul style="list-style-type: none"> ● Provide leadership and input to the ongoing development and support of the Ready for Kindergarten system (KReady), particularly in the area of security and the use of innovative approaches. ● Provide oversight of all decisions related to the technical design and implementation of the technology infrastructure. ● Manage major risks and issues related to programs, and create effective contingency plans and escalate issues as needed.
<p>Kristen W. Thompson Program Director for Business Systems & Technology Solutions</p>	<p>Ms. Thompson, also an original member of the KReady team, with more than a decade of experience leading the technology and data system development, implementation, and maintenance for the Kindergarten Readiness Assessment (KRA) and Early Learning Assessment (ELA) including implementation of ISPROUT. She has extensive work experience supporting the state of Ohio and has played an integral role in the initial build and ongoing enhancements of the KReady system. In this proposed solution, Ms. Thompson will:</p> <ul style="list-style-type: none"> ● Lead the technology planning, operation, implementation, performance, and maintenance of the robust KReady system. ● Oversee technology operations and supervise systems and in-house and IT partner staff. ● Troubleshoot complex user and local connectivity issues and network operating systems. Presented resolutions for implementation to users and state partners. ● Manage and implement the software development lifecycle for new technology system and app features and improvements which includes gathering requirements, wireframing and prototyping, build, Quality Assurance testing, and deployment. ● Establish all levels of user accounts and monitor system performance.

	<ul style="list-style-type: none"> ● Prepare reports including those related to system performance, system specifications, resource reports, and schedules of system development.
<p>Dr. Sunnie Kim Program Director for Professional Learning Development & Implementation</p>	<p>Dr. Kim leads the Professional Learning Development and Implementation work at JHU CTE. She has extensive experience leveraging her instructional design expertise and leading the team responsible for all training and professional development services for this proposed solution. Dr. Kim has designed and built training programs, job aids, and evaluations for KRA and ELA training for teachers and data managers. She has facilitated training programs through classroom training courses, informational meetings, written instruction, on-line courses, and one-on-one coaching.</p> <p>This will be a continuation of her role in the state of Indiana as she has done for multiple years. In this proposed solution, Dr. Kim will:</p> <ul style="list-style-type: none"> ● Provide operational oversight and management of the Kindergarten Readiness Assessment (KRA) and Early Learning Assessment (ELA) professional development programming. ● Direct the development of all online KRA and ELA professional development (PD) resources. ● Oversee implementation of training including managing timelines and deliverables, collaborating with stakeholders and subject matter experts, and ensuring fidelity of training delivery. ● Respond to state client training and educational requests and inquiries. ● Lead the team that facilitates the professional trainings. ● Developing metrics to evaluate training products. ● Supervise all tasks assigned to the KRA and ELA professional development staff, including supervising Brilljent, BCForward, and Bingle Research Group subcontractors.
<p>WestEd Team</p>	
<p>Matthew Brunetti Project Director</p>	<p>Mr. Brunetti will direct all project activities for the WestEd team. He will attend all project meetings and ensure that WestEd's activities and tasks are delivered on time and on budget. Mr. Brunetti will also provide technical assistance to IDOE, assist with psychometric analyses and standard setting, attend TAC meetings, and develop the technical reports.</p> <p>Mr. Brunetti has over a decade of experience providing technical assistance to state departments of education and managing early childhood assessment projects, including the past five years for the Indiana Student Performance Readiness and Observation of Understanding Tool (ISPROUT) and the federally funded state consortium for the Ready for Kindergarten Assessment System, on behalf of the Maryland State Department of Education and the Ohio Department of Education, and in conjunction with JHU CTE.</p>

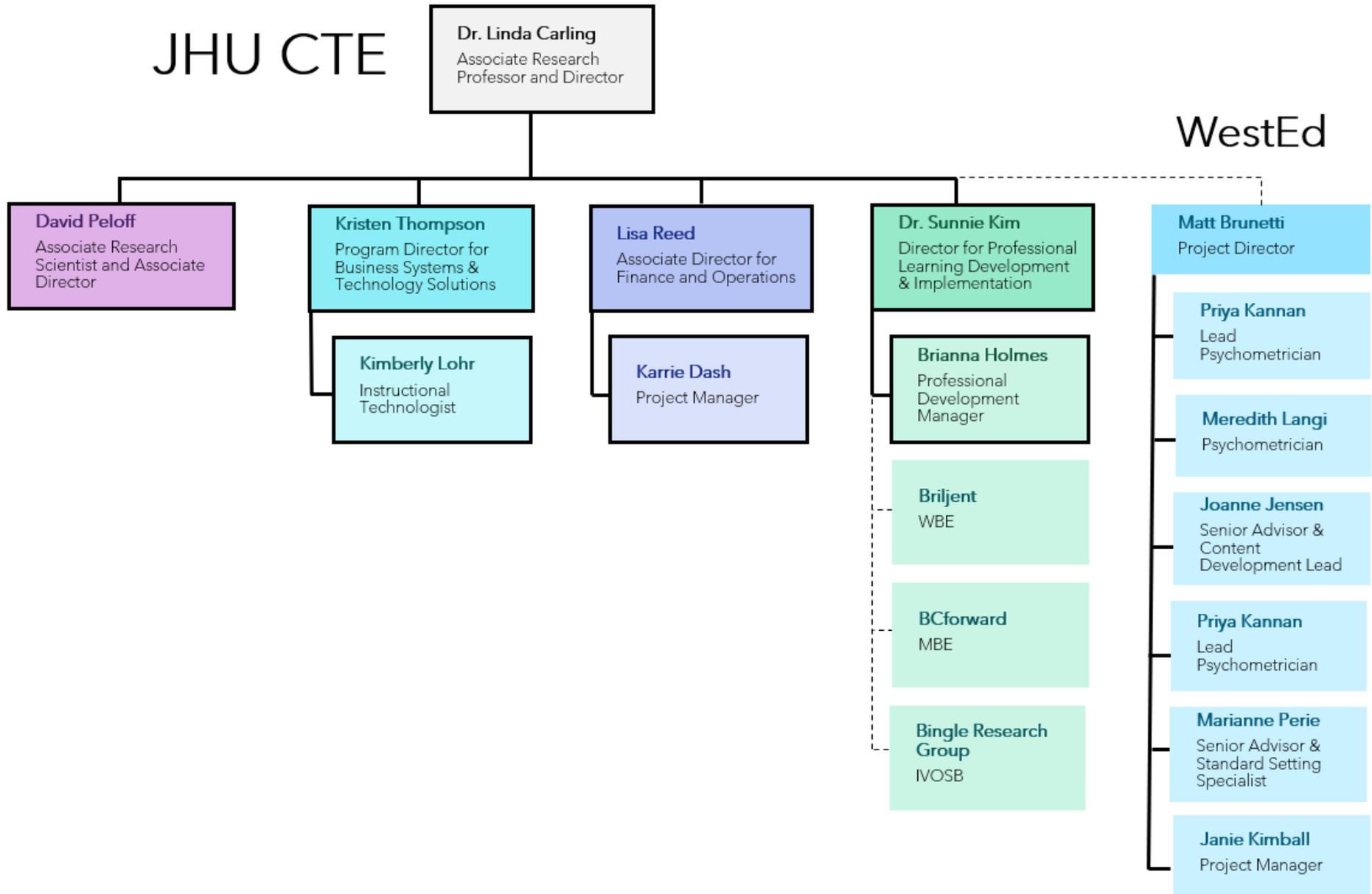
<p>Priya Kannan, PhD Lead Psychometrician</p>	<p>Dr. Kannan will provide technical assistance and lead all psychometric activities, including item and scale analyses, standard setting, and validity studies. Dr. Kannan will also contribute to the development of the technical reports and attend TAC meetings.</p> <p>Dr. Kannan has worked on several early childhood assessment projects, including the Maryland Early Learning Assessment, KRA, and K–2 Diagnostic Assessments and ISPROUT. She has also worked on technical assistance projects with the REL Pacific and the REL Mid-Atlantic, leading instrument and survey development. Dr. Kannan is a renowned expert in the area of score reporting. Her expertise comes from several years of foundational research in standard setting and score reporting, which have resulted in various peer-reviewed publications.</p>
<p>Meredith Langi, PhD Psychometrician</p>	<p>Dr. Langi will support all psychometric activities, conducting item and scale analyses, standard setting, and validity studies. Dr. Langi will also contribute to the development of the technical reports and attend TAC meetings, as needed.</p> <p>Dr. Langi has experience in test development, psychometric modeling and analysis, and score interpretation and utilization. She also has experience teaching elementary school, both in the U.S. and as a Peace Corps Volunteer in Tonga.</p>
<p>Joanne Jensen, PhD Senior Advisor & Content Development Lead</p>	<p>Dr. Jensen will serve as a senior advisor for the project, supporting content alignment and the development of any new assessment content.</p> <p>Dr. Jensen has extensive experience in developing performance-based assessments and criterion-referenced assessments, involving both selected- and constructed-response items and performance tasks and projects. With more than 25 years of service at WestEd, Dr. Jensen is the Director of Assessment Design and Development, where she is responsible for developing strategic solutions to address state and district needs, and she serves as the senior technical advisor for WestEd’s assessment development contracts. She has also provided senior-level technical and management support for several early childhood assessment projects, including for ISPROUT, the Ready for Kindergarten Assessment system in Maryland and Ohio, and Tennessee’s grade 2 assessments for English language arts and mathematics.</p>
<p>Jaylin Nesbitt Research Associate</p>	<p>Ms. Nesbitt will provide research, evaluation, and meeting support for the project. In this role, she will develop the protocols for the educator meetings and focus groups, conduct data analyses, and support the development of the technical reports.</p> <p>Ms. Nesbitt has experience conducting quantitative and qualitative analyses and in designing research studies centered around culturally and linguistically reflective assessments. Prior to joining WestEd, Ms. Nesbitt conducted research on the relationship between African American Vernacular English and perceived writing performance using methods of Natural Language Processing and Structural Equation Modeling.</p>

<p>Marianna Perie, PhD Senior Advisor & Standard Setting Specialist</p>	<p>Dr. Perie will serve as a senior advisor for the project, supporting psychometric activities and standard setting.</p> <p>Dr. Perie has extensive experience in developing innovative assessment strategies, including psychometric analyses to evaluate the validity of assessments, designing comparability studies, and designing and developing K–2 assessments. With over two decades of experience, Dr. Perie is the Director of Assessment Research and Innovation at WestEd, and her areas of expertise include standard setting, validity theory, assessment design, and research design. She has also served on five state-level technical advisory committees and provided testimony to state legislatures and state boards of education.</p>
<p>Janie Kimball Project Manager</p>	<p>Ms. Kimball will serve as WestEd’s project manager for the project. She will attend all project meetings, maintain the project schedule on behalf of WestEd, and ensure that WestEd’s activities and tasks are delivered on time and on budget.</p> <p>Ms. Kimball has over 20 years of project-management experience in a variety of industries. At WestEd, she has served as a project manager for several large-scale assessment projects, alignment projects, and early childhood assessment projects, including ISPROUT.</p>
<p>Briljent, LLC</p>	
<p>TBD Trainers</p>	<p>Trainers will provide the trainer-of-trainers (ToT) and data manager trainings for the Kindergarten Readiness Assessment and Early Learning Assessment (ISPROUT).</p>
<p>BCforward</p>	
<p>TBD Trainers</p>	<p>Trainers will provide the trainer-of-trainers (ToT) and data manager trainings for the Kindergarten Readiness Assessment and Early Learning Assessment (ISPROUT).</p>
<p>The Bingle Research Group</p>	
<p>Fred Bingle President</p>	<p>Mr. Fred Bingle will be engaging in evaluation services, including a Voices of the Field evaluation.</p>

Any changes in key staff members or subcontractor changes (WestEd, Briljent, BCforward) will be communicated to the State in a timely manner. In the event that one of the named subcontractors needs to be replaced, JHU CTE will obtain approval by the State in advance of their contributions to the program.

Organizational Chart

The organizational chart below contains the structure of the key personnel on this project.



Linda Carling

2800 N. Charles Street, Baltimore, MD 21218

SUMMARY OF RELATED EXPERIENCE

Linda Carling is the Director of the Center for Technology in Education at the School of Education and leads a team of experts focusing on transforming teaching and learning with technology. She has nearly two decades of research and experience providing individuals with accessible, meaningful, and engaging learning opportunities, both in-person and virtually.

Linda Carling builds and implements large-scale learning solutions that combine current pedagogical practices and online tools to engage and transform leaders and educators. Currently, the scope of her work involves designing and implementing technology-supported professional development for state, district, and school leaders to understand and take action around education data; instructing early childhood teachers and special educators to administer and use data from comprehensive early childhood assessments; and building effective partnerships with teachers and families. She has provided leadership as a principal investigator, co-principal investigator, and director for many of the center's grant-funded projects since 2002. Before she helped the School of Education build their first online program in 2001, she was a dedicated classroom teacher and K-12 virtual learning curriculum developer.

EDUCATION

2016 Ed. D. Education, Johns Hopkins University, Baltimore, MD

2002 M.S. Technology and Education, Johns Hopkins University, Baltimore, MD

1999 B.S. Education, University of Maryland, College Park, MD

PROFESSIONAL EXPERIENCE

2002–Present

JHU Center for Technology in Education, Baltimore, Maryland

Director for the Center for Technology in Education and Associate Research Professor
Leads a team of experts focusing on transforming teaching and learning with technology. Acts as a thought partner to state education agencies and school leaders to provide students with accessible, meaningful, and engaging learning opportunities to improve student outcomes.
Builds and implements large-scale learning solutions that combine current pedagogical practices and online tools to engage and transform leaders and educators. Leads implementation of large-scale technology-supported professional development for state, district, and school leaders to understand and act around education data; instructing early childhood teachers and special educators to administer and use data from comprehensive early childhood

assessments; and building effective partnerships with teachers, principal investigator, co-principal investigator, and director for many of the center's grant-funded projects and research initiatives. Prior to becoming Director in July 2021, directed learning design and online teaching and learning program teams and worked as instructional designer. Developed and implemented the first online programs in the JHU School of Education.

2007-2012

JHU School of Education, Baltimore, Maryland

Adjunct Instructor and Advisor for Educational Studies

Led program development, advised, and taught courses in the areas of adult learning, online learning/learning communities, and educational technology.

2000-2002

eSylvan, Baltimore, Maryland

Math Curriculum Developer and Lead Teacher

Created Sylvan's grade one through grade nine online math curriculum as part of a team of five staff. Developed a facilitation model for teaching groups of students.

1999-2000

Montgomery County Public Schools, Silver Spring, MD

Teacher

Developed and implemented daily and unit lesson plans for fourth grade general and special education students. Scored the Maryland state assessment.

1997-1999

Peppertree Child Care Center, Silver Spring, MD

Child Care Teacher

Cared for early childhood and elementary-aged children. Facilitated learning and play experiences.

PROFESSIONAL LICENSES/CERTIFICATIONS/MEMBERSHIPS:

- Member, National Association of the Education of Young Children, Council for Exceptional Children

Karrie Dash

2800 N. Charles Street, Baltimore, MD 21218

SUMMARY OF RELATED EXPERIENCE

- Project and operations manager with experience leading product development aligned with the project and partner vision, providing comprehensive documentation of progress and deliverables, handling change requests, and managing implementation activities.
- Collaborates with clients, vendors, and key stakeholders to ensure that project deliverables are met on time and within scope, specifications, and allocated resources/budgets.
- Managed technology-based initiatives involving all areas of systems installation, configuration, implementation, and maintenance on both software and hardware computing resources while providing quality control over project work, assessing team member performance and ensuring quality deliverables in compliance with company standards and performance metrics.
- Delivered on-ground training and presentations for district staff and stakeholders to support implementation of an early childhood assessment system.
- Knowledgeable in key IT and Security policies and experienced in help desk management.

EDUCATION

Ed.D. B.S., Information Systems and Certificate in MBA Preparatory Studies Program
University of Maryland, Baltimore County, MD

PROFESSIONAL EXPERIENCE

2018 – Present

JHU Center for Technology in Education, Baltimore, Maryland

Project Manager

Responsible for developing, managing, monitoring, and adjusting yearly project schedules, providing comprehensive documentation, conducting application training sessions, managing yearly contract renewals and scope document updates, and implementing new resource management processes.

2017 – Present

No.Inc, Baltimore, Maryland

Product Owner

Coordinated development tasks, acted as a centralized point of contact for development teams, managed the software product life cycle, developed and maintained a prioritized backlog of user stories, predicted and managed risks, handled change requests, ensured alignment with the product vision through clear communication and detailed specifications, conducted daily stand-ups and planning meetings, and collaborated with stakeholders and third-party IT suppliers to meet project deliverables within scope, specifications, and allocated resources.

2013 – 2017

Evergreen Health, Baltimore, Maryland

Help Desk Associate/IT Project Implementation

Served as a Subject Matter Expert in software implementation, managing IT projects, ensuring quality control, collaborating with stakeholders and vendors to meet project deadlines, overseeing IT security, data protection, and compliance, as well as leading and mentoring a team of Help Desk Associates.

PROFESSIONAL LICENSES/CERTIFICATIONS/MEMBERSHIPS:

- Project Management Professional (PMP) certification / Project Management Institute
Number: 2556895 | Issued: April 2019 (Active)
- Certified Scrum Product Owner License: 000723664 | Issued: December 2017 (Active)

L. Sunnie Kim

2800 N. Charles Street, Baltimore, MD 21218

SUMMARY OF RELATED EXPERIENCE

Dr. Sunnie Kim is the Program Director for the Professional Learning Development and Implementation team at the Johns Hopkins University School of Education Center for Technology in Education (JHU CTE). In her role, she leads a team to develop and implement high-quality, large-scale professional development of teachers and administrators across multiple states and projects. She brings over 15 years of experience helping universities and non-profit organizations increase their reach and impact to her work. An avid problem solver, she innovates and improves professional development learning experiences; and as a parent of a child with a disability, she feels especially connected to CTE's mission to create access, opportunity, and success for every learner.

EDUCATION

Ed.D. Educational Technology, Pepperdine University, Los Angeles, CA

M.A. Secondary Education, University of Washington, Seattle, WA

B.A. English, University of California, Davis, CA

PROFESSIONAL EXPERIENCE

2021 – Present

JHU Center for Technology in Education, Baltimore, Maryland

Program Director for Professional Learning Development & Implementation

Leads and manages the Professional Learning team and oversees the implementation of professional development across multiple projects. Responsible for managing scopes and budgets for the professional development activities of sponsored work. Provides consultation for implementation activities across the center and provides insight and input as a member of the Center's leadership team.

2017 – 2021

JHU Center for Technology in Education, Baltimore, Maryland

Project Administrator

Developed professional development programming for educators. Oversaw implementation of training on the content and technology tools including managing timelines and deliverables, collaborating with stakeholders and subject matter experts, and ensuring fidelity of training delivery. Enhance existing professional development delivery methods.

2012 – 2017

Thirty-Two Consulting, Ellicott City, MD

Principal Consultant

Provided a range of instructional technology services based on client needs including e-learning program development and assessment, curriculum/content development, instructional design, project management, quality assurance review, research, and strategic advisory services.

Projects included: designing and developing online training programs for adult learners in various fields, overseeing the evaluation of a new adaptive learning tool to provide recommendations to university administrators, and providing strategic advising for potential online programming for non-traditional students.

2012 – 2017

Michigan State University, East Lansing, MI

Sr. Instructional Designer

Developed multiple online education programs in various fields and audiences. Evaluated and provided strategic advising for existing online programs. Developed creative solutions and implemented innovative tools to increase the impact and extend the reach of programs and projects. Major responsibilities included program development, instructional design, project management, website development, and strategic consulting.

David C. Peloff

2800 N. Charles Street, Baltimore, MD 21218

SUMMARY OF RELATED EXPERIENCE

As Associate Director for Emerging Technologies for the JHU Center for Technology in Education, Dave leads the Center's research and development work exploring the potential impact of virtual & augmented reality, artificial Intelligence & deep learning, and gaming & simulations technologies on learning. Dave also oversees the team that creates software and data systems that support the Center's work, including the Ready for Kindergarten Online (KReady) assessment system and the KRA and ELA mobile apps that are widely deployed across five U.S. states. Other systems developed include the Maryland Online IEP and IFSP, the Electronic Learning Community, the Digital Portfolio, and the Virtual Learning Environment (in collaboration with the JHU Applied Physics Laboratory). Research interests include the effectiveness of touch-screen devices in the formative assessment of young children. As a faculty member, Dave has developed and taught graduate courses for the JHU SOE, most recently Gaming and Simulations for Learning within JHU's International Teaching and Global Leadership program.

EDUCATION

M.A. Curriculum and Instruction, University of North Carolina, Chapel Hill, NC

B.S. Business, Indiana University, Bloomington, IN

PROFESSIONAL EXPERIENCE

2015 – Present

JHU Center for Technology in Education, Baltimore, Maryland

Associate Director for Emerging Technologies

2023 – Present

JHU School Education, Baltimore, Maryland

Associate Research Scientist

Kristen W. Thompson

2800 N. Charles Street, Baltimore, MD 21218

SUMMARY OF RELATED EXPERIENCE

Kristen Thompson is the Program Director for Business Systems and Technology Solutions at the Johns Hopkins University School of Education Center for Technology in Education (JHU CTE). In this role, she builds and implements large scale technology systems, including the Ready for Kindergarten Online System and related technologies that support the Kindergarten Readiness Assessment and Early Learning Assessment solutions in multiple states. She provides technical assistance to educational leaders and teachers around early childhood data and technology system implementation. Previously, she managed and supported the development and delivery of technology and professional development initiatives at JHU CTE. Prior to working at JHU CTE, Ms. Thompson worked as a director of a youth program, as well as a child care teacher.

EDUCATION

M.S. Technology and Education, Johns Hopkins University, Baltimore, MD

B.S. Marketing, Salisbury University, Salisbury, MD

PROFESSIONAL EXPERIENCE

2021 – Present

JHU Center for Technology in Education, Baltimore, Maryland

Program Director for Business Systems and Technology Solutions

Ms. Thompson is an original member of the KReady team, possessing over a decade of expertise in spearheading technology and data system evolution, deployment, and upkeep for both the Kindergarten Readiness Assessment (KRA) and Early Learning Assessment (ELA). With a substantial background in assisting the state of Ohio, she has been a pivotal force in the inception and continuous enhancement of the Ready for Kindergarten Online platform.

2018 – 2021

JHU Center for Technology in Education, Columbia, Maryland

IT Project Manager

Lead the technology planning, operation, implementation, performance, and maintenance of the Ready for Kindergarten Online robust data system. Troubleshoot complex user and local connectivity issues and network operating systems. Presented resolutions for implementation to users and state partners. Participated in scaling up servers for load balancing so that the system runs at optimal performance. Managed and implemented the software development

lifecycle for new technology system and app features and improvements which includes gathering requirements, wireframing and prototyping, build, Quality Assurance testing, and deployment. Established all levels of user accounts and monitors system performance. Prepared reports including those related to system performance, system specifications, resource reports, and schedules of system development.

2015 – 2018

JHU Center for Technology in Education, Columbia, Maryland

Senior Program Coordinator/Instructor

Managed the technology planning, operation, implementation, performance, and maintenance of the Ready for Kindergarten Online robust data system. Troubleshooted complex user and local connectivity issues and network operating systems. Presented resolutions for implementation to users and state partners. Participated in scaling up servers for load balancing so that the system runs at optimal performance. Managed and implemented the software development lifecycle for new technology system and app features and improvements which includes gathering requirements, wireframing and prototyping, build, Quality Assurance testing, and deployment. Established all levels of user accounts and monitored system performance. Created systems for improving large scale implementation of the Ready for Kindergarten Online system and related technologies.

2015 – 2018

JHU Center for Technology in Education, Columbia, Maryland

Senior Program Coordinator/Instructor

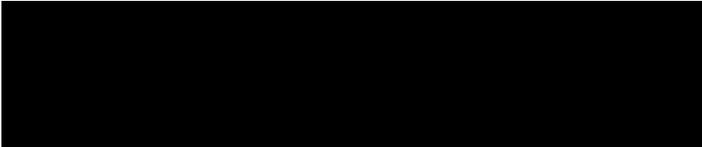
Played an integral role in the initial build and ongoing enhancements of the Ready for Kindergarten Online system. Managed the technology operation, implementation, performance, and maintenance of the Ready for Kindergarten online robust data system. Troubleshooted complex user and local connectivity issues and network operating systems. Presents resolutions for implementation to users and state partners. Participates in scaling up servers for load balancing so that the system runs at optimal performance. Manages and implements the software development lifecycle for new technology system and app features and improvements which includes gathering requirements, wireframing and prototyping, build, Quality Assurance testing, and deployment. Establishes all levels of user accounts and monitors system performance.

2009 – 2012

JHU Center for Technology in Education, Columbia, Maryland

Senior Program Coordinator/Instructor

Managed IT aspects of technology projects. Provided support for Center technology products. Participated in requirements gathering and manage software development lifecycle. Completed Quality Assurance testing. Worked in collaboration with the Emerging Technologies team to maintain and improve technology products for users and troubleshoot user issues.



2006 – 2009

JHU Center for Technology in Education, Columbia, Maryland

Training Facilitator

Provided support to Center technology products. Developed online learning content and technical training resources. Delivered training on technology tools. Handled new account creation.

PROFESSIONAL LICENSES/CERTIFICATIONS/MEMBERSHIPS:

- Certified SCRUM Master

Matthew Brunetti

WestEd, 730 Harrison Street, Suite 500, San Francisco, CA 94107

SUMMARY OF RELATED EXPERIENCE

Matthew Brunetti is a Senior Program Associate in Assessment Research and Innovation at WestEd. In this role, Mr. Brunetti directs large-scale assessment and research projects and provides technical assistance to state departments of education, specializing in data and psychometric analyses, early childhood assessments, and standard setting.

Mr. Brunetti has served as the project director, provided technical assistance, conducted psychometric analyses, and developed technical reports for numerous early childhood assessment programs across several states, including Indiana, Maryland, Ohio, and South Carolina. In the past, Mr. Brunetti managed the state consortium for the Ready for Kindergarten Assessment System on behalf of the Maryland State Department of Education and the Ohio Department of Education, in conjunction with the Johns Hopkins University Center for Technology in Education (JHU CTE) and funded by an Enhanced Assessment Grant (EAG) from the U.S. Department of Education. Prior to the EAG, he managed the initial assessment development and technical assistance for the Ready for Kindergarten Assessment System developed by Maryland and Ohio, in conjunction with JHU CTE and funded by Race to the Top Early Learning Challenge grants.

Prior to joining WestEd, Mr. Brunetti managed the implementation of learning management and student information systems for state and local education agencies, focusing on the effective use of assessments to support standards-based instruction, and taught middle and high school mathematics and digital media.

EDUCATION

- 2020 Graduate Certificate in Educational Research Methodology, University of Illinois at Chicago
- 2013 Coursework, Project and Agile Management, University of California—Berkeley Extension
- 2004 MA, Mathematics, Western New England University
- 2001 BS, Health and Science Studies—Physical Therapy, Quinnipiac University

PROFESSIONAL EXPERIENCE

2016–Present

**Senior Program Associate, Assessment Research and Innovation
WestEd, San Francisco, CA**

Directs large-scale assessment development and research projects and provides consultation and technical assistance to state departments of education to build effective assessment programs. Analyzes assessment and survey data to support validity and reliability. Drafts technical reports to document conclusions and results. Plans, develops, and executes effective strategies to ensure high-quality products and services within set timelines and budgets. Creates and maintains project documentation to record and define requirements, scope, and budgets. Prepares, tracks, and maintains project finances and budgets. Organizes and supervises project staff to meet key program objectives.

2012–2016

**Project Manager, Assessment Design and Development (AD&D)
WestEd, San Francisco, CA**

Managed large-scale assessment development and research projects, including a multistate early childhood assessment consortium. Led item development for K–12 mathematics and ELA summative assessments and early childhood assessments. Optimized resources and provided high-quality service to meet clients' needs and timelines. Built effective relationships with clients, partners, and internal staff. Maintained project documentation; reports; and multiyear, multimillion-dollar budgets. Analyzed research and assessment data and drafted technical reports. Assisted senior-level management with addressing complex implementation challenges. Supervised and mentored junior- and mid-level staff members.

2011–2012

**Senior Project Coordinator, AD&D
WestEd, San Francisco, CA**

Coordinated and managed assessment development and research projects and assisted senior-level management with addressing and resolving complex implementation challenges. Contributed to project designs and executed implementation strategies to ensure timely service and deliverables. Maintained project documentation and reports. Arranged for appropriate staffing to ensure the success of projects. Supervised and mentored junior staff members.

2009–2011

**Mathematics and Digital Media Teacher, City Arts & Technology High School
Envision Schools, San Francisco, CA**

Instructed Algebra 2 and Digital Media Arts courses and served as lead mathematics teacher, overseeing the development of the project-based mathematics curriculum and assessments.

2006–2011

Educational Project Specialist

GlobalScholar, Bellevue, WA, and San Francisco, CA

Managed the implementation of web-based learning management and student information systems for state and local education agencies. Coordinated with product and sales teams to prioritize product improvements and to promote customer engagement and satisfaction. Conducted training sessions and analyzed end-user feedback to improve the functionality of the learning-management products. Managed item banks and conducted standards alignments and item analyses.

2006–2007

Mathematics Teacher, Southern Hills Middle School and Monarch K–8 School

Boulder Valley School District, Boulder, CO

Instructed Mathematics 7, Mathematics 8, Algebra 1, and Geometry courses and designed and delivered staff development, including the implementation of a student advisory program.

2001–2006

Mathematics Teacher, Chicopee High School

Chicopee Public Schools, Chicopee, MA

Instructed Algebra 1 and 2, Geometry, Precalculus, and AP Calculus courses; designed and delivered staff development; redesigned the mathematics curriculum; served as assistant coach for ice hockey and golf teams; and served as adviser to several student-led organizations.

SELECTED PUBLICATIONS AND PRESENTATIONS

Jensen, J. L., Goldstein, J., & Brunetti, M. A. (2021). *Kindergarten readiness assessments help identify skill gaps*. WestEd.

Jensen, J. L., Goldstein, J., & Brunetti, M. A. (2021). *K–2 assessment systems enable early intervention to foster student success*. WestEd.

Brunetti, M., Hemberg, B., Brandt, C., & McNeilly, M. (2019). *North Carolina’s statewide assessment system: How does the statewide assessment system support progress toward meeting the Leandro tenets?* WestEd.

Brunetti, M., Peloff, D., & Wagner, R. (2018, June). *The development and implementation of an enhanced version 2.0 Kindergarten Readiness Assessment (KRA) informed by four years of administration across Maryland and Ohio*. Presentation at the National Conference on Student Assessment, San Diego, CA.

Brunetti, M., Grafwallner, R., Nunn, J., & Siddens, S. (2015, June). *Ready for Kindergarten: Lessons from the field in the implementation of a kindergarten readiness assessment*. Presentation at the National Conference on Student Assessment, San Diego, CA.

PROFESSIONAL AFFILIATIONS

- National Council on Measurement in Education

Joanne L. Jensen

WestEd, 730 Harrison Street, Suite 500, San Francisco, CA 94107

SUMMARY OF RELATED EXPERIENCE

Joanne Jensen is the Director of Assessment Design and Development at WestEd. Dr. Jensen is responsible for developing strategic solutions to address state and district needs, and she serves as a senior technical advisor for WestEd's assessment development contracts. With more than 30 years of service at WestEd, Dr. Jensen has extensive experience supporting states in the development of standards-based assessments involving both paper-based and computer-administered assessments. In collaboration with state clients, she has led development activities that included performance-based items and tasks, technology-enhanced items, single-option and multiple-option selected-response items, and a range of constructed-response item types. She presently serves as the senior advisor for the development of Arizona's English Language Learner Assessment (AZELLA), Louisiana's summative assessments for social studies and science, and the Indiana Student Performance Readiness and Observation of Understanding Tool (ISPROUT) for students ages 3–5.

She previously served as the senior technical advisor for Louisiana's Diagnostic Assessments for ELA and mathematics for grades 3–10, and Tennessee's ELA and mathematics assessments for grade 2. She also served as the senior technical and management advisor for a joint project with Johns Hopkins University to develop the Early Childhood Comprehensive Assessment System for Maryland and Ohio and its extension through an Enhanced Assessment Grant to an expanded consortium of states. For more than 15 years, she served as the Project Director for Nevada's Proficiency Examination Program, which included criterion-referenced assessments for grades 3 through high school. She also previously served as the Project Director at WestEd for Kentucky's Commonwealth Accountability Testing System (CATS) assessment development; West Virginia's WESTEST Statewide Assessment Program for English/language arts, mathematics, science, and social studies; the Massachusetts Comprehensive Assessment System science and history/social sciences assessments; the End-of-Semester Assessment Program for the Cincinnati Public Schools for grades 9, 10, 11, and 12 in the content areas of English, mathematics, science, and social studies; and the development of a Comprehensive Student Certification System for the National Academy Foundation combining career-technical competencies with 21st-century skills.

EDUCATION

1994 PhD, Educational Psychology, University of California, Berkeley
Areas: Research Methods, Educational Measurement, Learning Theory

1984 MA, Education, University of California, Berkeley

1980 BA (summa cum laude), Psychology, California State University, Fresno

PROFESSIONAL EXPERIENCE

2020–Present

**Director, Assessment Design and Development
WestEd, San Francisco, CA**

Responsibilities include leadership of strategic initiatives, innovations, and resource development. Serves as primary liaison to vendor partners.

2007–2020

Director of Assessment Client Relations, Standards, Assessment, and Accountability Services, WestEd, San Francisco, CA

Responsibilities included program-wide management of strategic initiatives for innovations, and resource development. Served as primary liaison to vendor partners.

2000–2007

Director of Test Development, Assessment, Standards, and Development Services, WestEd, San Francisco, CA

Responsibilities included program management support and coordination of content support for assessment development contracts.

1991–2000

**Research Associate, Far West Laboratory for Educational Research and Development
WestEd, San Francisco, CA**

Responsibilities included development of standards and assessments for large-scale assessment contracts. Activities included item development and editing, item and bias facilitation, forms construction and review, scoring-related activities, and standard setting.

1986–1990

**Supervisor/Trainer, “Learning from Text” Staff, School of Education
University of California, Berkeley, CA**

Responsibilities included program management support and coordination of content support for assessment development contracts.

1980–1986

**Research Assistant, Far West Laboratory for Educational Research and Development
WestEd, San Francisco, CA**

Responsibilities included recruitment of research participants and supervision and training of research assistants responsible for observations and data collection. Activities included

development of surveys and observational protocols, conducting classroom observations and teacher interviews, and data analysis.

SELECTED PUBLICATIONS AND PRESENTATIONS

Jensen, J. (2018). *The development and implementation of an enhanced version 2.0 kindergarten readiness assessment (KRA) informed by four years of administration across Maryland and Ohio*. Symposium presentation at the National Conference on Student Assessment, San Diego, CA.

Jensen, J. (2018). *Preparing for grade 3: Tennessee's innovative assessment for grade 2*. Paper presented to the National Conference on Student Assessment, San Diego, CA.

Jensen, J. (2016). *Kentucky's experience with three-dimensional science assessment*. Symposium presentation at the National Conference on Student Assessment, Philadelphia, PA.

Jensen, J. (2015). *Ready for kindergarten: Lessons from the field in the implementation of a kindergarten readiness assessment*. Symposium presentation at the National Conference on Student Assessment, San Diego, CA.

Jensen, J. (2015). *Evaluating student motivation in field testing: Concepts, implementation, analysis, and interpretation*. Paper presented to the National Conference on Student Assessment, San Diego, CA.

Jensen, J. (2014). *Teacher scoring as professional development*. Session moderator at the California Education Research Association Annual Meeting, San Diego, CA.

Jensen, J. (2009). *Alignment: Methods and implications*. Paper presented to the Council of Chief State School Officers National Conference on Student Assessment, Los Angeles, CA.

Jensen, J. (2008). *Assessment at the high school level: Oh the choices we have!* Paper presented to the Council of Chief State School Officers National Conference on Student Assessment, Orlando, FL.

Jensen, J. (2008). *The Webbs we weave*. Paper presented to the Council of Chief State School Officers National Conference on Student Assessment, Orlando, FL.

Jensen, J. (2006). *NAEP as a validity indicator*. Paper presented to the Council of Chief State School Officers Large-Scale Assessment Conference, San Francisco, CA.

Jensen, J. (2006). *UDA versus DOK: From the perspective of a test developer*. Paper presented to the Council of Chief State School Officers Large-Scale Assessment Conference, San Francisco, CA.

Jensen, J. (2005). *Assessment, accountability, and testing*. Invited address for visiting scholars, WestEd, San Francisco, CA.

Jensen, J. (2003). *Implications of No Child Left Behind (NCLB) for test development*. Paper presented to the Council of Chief State School Officers Large-Scale Assessment Conference, San Antonio, TX.

Jensen, J. (2002). *The effects of varied stakes on state science assessment content and performance standards*. Paper presented to the Council of Chief State School Officers Large-Scale Assessment Conference, Palm Desert, CA.

Jensen, J. (2001). *Resetting student performance standards for Kentucky's accountability assessment: Comparing information from multiple methods—implications for test development*. Paper presented at the Annual Conference of the American Educational Research Association, Seattle, WA.

Jensen, J., & Rabinowitz, S. (2001). *The clash of norm-referenced and criterion-referenced assessment*. Paper presented to the Council of Chief State School Officers Large-Scale Assessment Conference, Houston, TX.

Jensen, J., & Constantine, N. (1995). Review of the Murphy-Meisgeier Type Indicator for Children. In J. C. Conoley & J. C. Impara (Eds.), *The mental measurements yearbook*. The University of Nebraska Press.

Nafziger, D. H., & Jensen, J. (1995). Review of Australian Council for Educational Research Tests of Basic Skills. In J. C. Conoley & J. C. Impara (Eds.), *The mental measurements yearbook*. The University of Nebraska Press.

Nafziger, D. H., & Jensen, J. (1995). Review of School Assessment Survey. In J. C. Conoley & J. C. Impara (Eds.), *The mental measurements yearbook*. The University of Nebraska Press.

Jensen, J. (1993). *A differentiation of common uses of standards to support educational reform*. Paper presented at the Annual Conference of the California Educational Research Association, Long Beach, CA.

Jensen, J. (1992). *A further examination of the effects of item order on response patterns and an investigation of the implications of item revision*. Paper presented at the Annual Conference of the American Educational Research Association, San Francisco, CA.

SELECTED PROFESSIONAL ACTIVITIES

- Officer and Referee, Large-Scale Assessment Special Interest Group (SIG), American Educational Research Association
- Referee, Association of Test Publishers
- Referee, *Curriculum and Instruction*
- Referee, *Educational Researcher*

Priya Kannan

WestEd, 730 Harrison Street, Suite 500, San Francisco, CA 94107

SUMMARY OF RELATED EXPERIENCE

Priya Kannan is a Senior Research Associate II at WestEd with over 15 years of experience. In her role at WestEd, Dr. Kannan provides psychometric support to a number of large-scale multi-year contracts for states such as Maryland, Ohio, and Indiana and for various Regional Educational Laboratories (e.g., REL Pacific and REL Mid-Atlantic) by leading work on instrument development, instrument validation, score report design and validation, and consultation on various psychometric issues in the development and validation of current and new assessments. Dr. Kannan is a nationally renowned expert in the area of score reporting and her expertise comes from several years of foundational research in the area of score interpretation, which have resulted in various peer-reviewed publications, including a chapter on score reporting in the 4th edition of the International Encyclopedia of Education and a chapter on standard setting in the 5th edition of Educational Measurement. Prior to joining WestEd, Dr. Kannan was a Research Scientist at Educational Testing Service (ETS) for 11 years where she led foundational research on standard setting and score reporting, including leading score reporting work for various large-scale ETS programs, consulting on the NAEP reporting framework, and leading a project to conceptualize reporting frameworks to counter the achievement gap discourse by using OTL variables for disaggregating data. She has served on and chaired several committees for national organizations such as AERA and NCME.

EDUCATION

- 2011 PhD, Research Methodology, University of Pittsburgh
- 2003 MA, Industrial/Organizational Psychology, Minnesota State University, Mankato
- 2001 MS, Experimental Psychology, Bangalore University, India
- 1999 BA, Psychology, Economics, and Sociology, Bangalore University, India

PROFESSIONAL EXPERIENCE

2022–Present

**Senior Research Associate II, Assessment Research and Innovations (AR&I)
WestEd, San Francisco, CA**

Provides psychometric guidance and technical assistance for current contracts including work for various Regional Educational Laboratories (e.g., REL Pacific and REL Mid-Atlantic) by leading work on instrument development, survey design and development, and provides expert consultation in

issues related to score reporting for various large-scale multi-year contracts including the Indiana ISPROUT Assessments and the Maryland early learning and K-2 assessments. Provides intellectual leadership in identifying areas for research innovations and supports business development.

2015–2022

Managing Research Scientist
Educational Testing Service, Princeton, NJ

Led cross-functional teams of scientists, research assistants, UI/UX designers, psychometricians, and program/product managers in mixed methods investigations to identify user needs and evaluate usability of score reports for various large-scale ETS testing programs including GRE, TOEFL, Praxis, ETS clients including NAEP, large-scale new product development (NPD) efforts, and for K-12 testing contracts for states such as Texas and California. Served as the Evaluator for the Region 3 Comprehensive Center (R3CC) in providing technical assistance to the regions of Puerto Rico and U.S. Virgin Islands.

2011–2015

Associate Research Scientist
Educational Testing Service, Princeton, NJ

Conceptualized, proposed, obtained funding for, and directed several moderate to large-scale multi-year projects including a cross-divisional (R&D and IT) collaborative effort aimed to improve ETS' corporate capabilities in interactive dashboard score reports. Led multiple quantitative simulation studies that resulted in several peer-reviewed publications and contributed to methodological innovations in standard setting at ETS.

2007–2011

Research Associate
University of Pittsburgh, Pittsburgh, PA

Served as the methodology lead to support a 3-year NSF grant at the Department of Instruction and Learning by providing consultation in research design and statistical methods. Also served as the validity consultant by evaluating the procedural validity of standard setting studies conducted for the Science, Reading, and Mathematics Pennsylvania Alternate State Assessments (PASA) for students with significant cognitive disabilities in grades K-12.

2004–2007

Teaching Fellow
University of Pittsburgh, Pittsburgh, PA

Taught graduate level courses in Introduction to Research Methodology and Introduction to Statistics for the School of Education terminal Master's programs. Designed and taught a new upper-level undergraduate course in Introduction to Industrial/Organizational Psychology which was not previously offered at the University of Pittsburgh.

2004–2007

Adjunct Professor

Minnesota State University, Mankato, MN

Taught undergraduate level courses in History of Psychology and Introduction to Statistics.

SELECTED PUBLICATIONS

Kannan, P. (2023). *Score reporting: Design and evaluation methods informed by research.* In R. J. Tierney, F. Rizvi, & K. Ercikan (Eds.), *International Encyclopedia of Education* (Fourth Edition) (pp. 217–229). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.10031-4>

Brown, G. T. L., **Kannan, P.**, Sinharay, S., Zapata-Rivera, D., & Zenisky, A. L. (2023). Challenges and opportunities in score reporting: A panel of personal perspectives. *Frontiers in Education, 8*: 1211580. <https://www.frontiersin.org/articles/10.3389/educ.2023.1211580>

Kannan, P. & Zapata-Rivera D (2022) Facilitating the Use of Data from Multiple Sources for Formative Learning in the Context of Digital Assessments: Informing the Design and Development of Learning Analytic Dashboards. *Frontiers in Education, 7*:913594. <https://doi.org/10.3389/educ.2022.913594>

Ferrara, S., Davis-Becker, S., **Kannan, P.**, & Reynolds, K. (forthcoming). *Standard Setting: A Taxonomy of Cognitive-Judgmental Tasks and Implications for Research and Practice.* In L. L. Cook & M. J. Pitoniak (Eds.) *Educational Measurement* (5th ed.).

Kannan, P., Zapata-Rivera, D., & Bryant, A. D (2021). Evaluating parent comprehension of measurement error information presented in score reports, *Practical Assessment, Research, and Evaluation, 26* (12). <https://scholarworks.umass.edu/pare/vol26/iss1/12>

Kannan, P., Bryant, A. D., Shao, S., & Wylie, E. C. (2021). *Identifying teachers' needs for results from interim unit assessments* (Research Report No. RR-21-08). ETS. <https://doi.org/10.1002/ets2.12320>

Zapata-Rivera, D., **Kannan, P.**, Forsyth, C., Peters, S., Bryant, A. D., Guo, E., & Long, R. (2018). *Designing and Evaluating Reporting Systems in the Context of New Assessments.* In D. D. Schmorrow & C. M. Fidopiastis (Eds.), AC 2018, LNAI 10916, pp 143-153.

Kannan, P., Zapata-Rivera, D., Mikeska, J., Bryant, A. D., Long, R., & Howell, H. (2018a). *Providing Formative Feedback to Pre-service Teachers as they Practice Facilitation of High-Quality Discussions in Simulated Mathematics and Science Methods Classrooms.* In E. Langran & J. Borup (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference*, pp. 1570-1575.

Kannan, P., Tannenbaum, R. J., & Hebert, D. (2018). *Anchored graphical representations: A graphical alternative to traditional just qualified candidate descriptors for licensure tests*

- (Research Report No. RR-18-40). Princeton, NJ: Educational Testing Service.
<https://doi.org/10.1002/ets2.12228>
- Kannan, P.**, Zapata-Rivera, D. & Leibowitz, E. A. (2018). The Interpretation of Score Reports by Diverse Subgroups of Parents. *Educational Assessment* 23 (3): 173-194.
<https://doi.org/10.1080/10627197.2018.1477584>
- Zapata-Rivera, D., **Kannan, P.**, & Zwick, R. (2018). *Communicating measurement error information to teachers and parents*. In D. Zapata-Rivera (Ed.), *Score Reporting Research and Applications* (pp. 63 – 74). New York, NY: Routledge.
- Kannan, P.**, & Sgammato, A. (2017). *Articulation of cut-scores in the context of the next-generation assessments* (Research Report No. RR-17-34). Princeton, NJ: Educational Testing Service.
<https://doi.org/10.1002/ets2.12162>
- Kannan, P.** (2016). *Vertical articulation of cut-scores across the grades: Current practices and methodological implications in the light of the next generation of K-12 assessments*. (ETS Research Report No. RR-16-29). Princeton, NJ: Educational Testing Service.
<https://files.eric.ed.gov/fulltext/EJ1124776.pdf>
- Tannenbaum, R. J., Baron, P. A., & **Kannan, P.** (2015). *Alignment between innovative summative assessment prototypes and the Common Core State Standards: An exploratory investigation*. (ETS Research Memorandum No. RM-15-07). Princeton, NJ: Educational Testing Service.
- Kannan, P.**, Sgammato, A., & Tannenbaum, R. J. (2015). Evaluating the operational feasibility of using subsets of items to recommend minimal competency cut scores. *Applied Measurement in Education*, 28 (4): 292-307. <https://doi.org/10.1080/08957347.2015.1062766>
- Kannan, P.**, Sgammato, A., Tannenbaum, R. J., & Katz, I. R. (2015). Evaluating the consistency of Angoff-based cut-scores using subsets of items within a Generalizability theory framework. *Applied Measurement in Education*, 28 (3): 169-186.
<https://psycnet.apa.org/doi/10.1080/08957347.2015.1042156>
- Tannenbaum, R. J. & **Kannan, P.** (2015). Consistency of Angoff-based standard-setting judgments: Are item judgments and passing scores replicable across different panels of experts? *Educational Assessment*, 20, 66-78.
- Kannan, P.** (2014). *Content and performance standard articulation practices across the states: Report summarizing the results from a survey of the state departments of education* (ETS Research Memorandum No. RM-14-09). Princeton, NJ: Educational Testing Service.
- Katz, I. R., Tannenbaum, R. J., & **Kannan, P.** (2009). Virtual standard setting. *Clear Exam Review*, 20 (2): 19-27.

SELECTED PRESENTATIONS

Kannan, P., Feinberg, R. O'Donnell, F., Zapata-Rivera, D., & Zenisky, A. L. (2023, April). *Tools and Strategies for the Design and Evaluation of Interactive Dashboard Reports*, Workshop to be presented at the 2023 annual meeting of the National Council for Measurement in Education.

Kannan, P. (2023, April). *Challenges and Opportunities in Score Reporting*. In P. Kannan., A.L., Zenisky, S. Sinharay., G. T. Brown., L. Corrin & D. Zapata-Rivera, Invited panel discussion to be presented at the 2023 annual meeting of the National Council for Measurement in Education.

Faulkner-Bond, M., Perie, M., & **Kannan, P.** (2023, April). Investigating Mirror and Window Items Reflecting Diverse Populations. Paper to be presented at the 2023 annual meeting of the National Council for Measurement in Education.

Kannan, P., Zenisky, A. L., Zapata-Rivera, D., & Feinberg, R. (2022, April). Tools and Strategies for the Design and Evaluation of Interactive Dashboard Reports, Workshop presented at the 2022 annual meeting of the National Council for Measurement in Education.

Kannan, P., Deane, P., & Phelps, G. (2022, April). *Validating Writing Traits for Classroom Assessment Purposes*. Paper presented at the 2022 annual meeting of the American Educational Research Association.

Kannan, P., Zenisky, A. L., Zapata-Rivera, D., & Feinberg, R. (2022, April). *Tools and Strategies for the Design and Evaluation of Interactive Dashboard Reports*. Workshop presented at the 2022 annual meeting of the National Council for Measurement in Education.

Kannan, P., Bryant, A. D., Shao, S., & Wylie, E. C. (2019, April). *Teachers' Interpretations of Interim Assessment Results Presented in a Learning Progressions Framework*. Paper presented at the 2019 annual meeting of the National Council for Measurement in Education.

Kannan, P., Beigman-Klebanov, B., Shao, S., & Long, R. (2019, April). *Evaluating teachers' needs for on-going feedback from a technology-based book reading intervention*. Paper presented at the 2019 annual meeting of the National Council for Measurement in Education.

Kannan, P., Bryant, A. D., Zapata-Rivera, D., & Peters, S. (2017, April). Evaluating Parent Comprehension of Measurement Error Presented in Score Reports. Paper presented at the 2017 annual meeting of the National Council for Measurement in Education.

Dickey, J., **Kannan, P.**, Rick, F., Sireci, S., Slater, S., & Zenisky, A. (2017, April). Parent Perspectives on Summative Score Reports. Paper presented at the 2017 annual meeting of the National Council for Measurement in Education.

Kannan, P., Tannenbaum, R. J., & Hebert, D. (2017, April). A Graphical Alternative to Traditional Borderline Examinee Descriptors for Licensure Tests. Paper presented at the 2017 annual meeting of the National Council for Measurement in Education.

- Kannan, P.**, Zapata-Rivera, D., & Leibowitz, E. A. (2016, April). Evaluating the validity of score reports with diverse subgroups of parents. Paper presented at the annual meeting of the National Council for Measurement in Education, Washington, DC.
- Tannenbaum, R. J., **Kannan, P.**, Leibowitz, E. A., Choi, I., & Papageorgiou, S. (2016, April). Interactive Score Reports: A Strategic and Systematic Approach to Development. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, DC.
- Kannan, P.** & Sgammato, A. (2015, April). Impact of Grade-level Correlation on Classification Consistency of Moderated Cut-scores. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Sgammato, A. & **Kannan, P.** (2015, April). Linking Considerations for Logistic Regression-based Moderation Methods. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Tannenbaum, R. J., Katz, I. R., & **Kannan, P.** (2015, April). Anchored Graphical Representations: An Alternative to Traditional Performance Level Descriptors. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Luo, X., **Kannan, P.**, & Tannenbaum, R. J. (2015, April). Setting Standards in Adaptive Testing: An Adaptive Bookmark Method. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Sgammato, A. & **Kannan, P.** (2015, April). Using Subsets of Items to Estimate Cut-scores on a Test of English Language Proficiency. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Kannan, P.** (2014, June). Vertical Articulation in the Context of States' Transition to the Common Core State Standards. Symposium presented at the 2014 National Conference on Student Assessment (CCSSO Annual conference), New Orleans, LA.
- Kannan, P.**, Sgammato, A., Tannenbaum, R. J., & Katz, I. R. (2014, April). Evaluating the operational feasibility of using item subsets for standard-setting. Paper presented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA.
- Tannenbaum, R. J. & **Kannan, P.** (2014, April). Consistency of Angoff-based standard-setting judgments: Evidence across multiple licensure tests. Paper presented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA.
- Baron, P., **Kannan, P.**, & Katz, I. (2013, November). Variance in Standard Setting Judgments: Investigating Cognitive Sources. Paper presented at the 2013 meeting of the Northeastern Educational Research Association, Rocky Hill, CT.

- Kannan, P.**, Sgammato, A., Tannenbaum, R., & Katz, I. (2013, April). Using subsets of items to estimate minimal competency cut-scores: A G-theory approach. Paper presented at the annual meeting of the National Council on Measurement in Education. San Francisco, CA.
- Tannenbaum, R., Baron, P., & **Kannan, P.** (2013, April). Alignment between innovative summative assessment prototypes and the Common Core State Standards: An exploratory investigation. Paper presented at the annual meeting of the National Council on Measurement in Education. San Francisco, CA.
- Chapman, A., Katz, I. R., Attali, Y., & **Kannan, P.** (2013, April). The role of working memory in experts' standard setting judgments. Multimedia presentation at the 2013 annual meeting of the National Council on Measurement in Education, San Francisco, CA.
- Kannan, P.**, & Kim, K. H. (2012, April). Comparing DIF detection for multidimensional polytomous models using MG-CFA and MGRM-DFIT. Paper presented at the annual meeting of the National Council on Measurement in Education. Vancouver, BC.
- Markle, R., Bertling, J., **Kannan, P.**, & Elliott, D. (2012, April). Skills and Attitudes for College Success: A Multi-group Confirmatory Factor Analysis with First-Generation College Students. Paper presented at the annual meeting of the American Educational Research Association. Vancouver, BC.
- Kannan, P.**, & Kim, K. H. (2009, April). Item parameter recovery for a within-item multidimensional graded response model: A SEM-CFA perspective. Paper presented at the annual meeting of the National Council on Measurement in Education. San Diego, CA.
- Singer-Gabella, M., Cartier, J. L., Forman, E., Knapp, N., **Kannan, P.**, Shahan, E., Lancaster, L., & Barrick, N. (2009, April). Contextualizing learning progressions for prospective elementary teachers of mathematics and science. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.
- Kannan, P.**, Pohlig, R. T., & Kim, K. H. (2008, May). Examining the robustness of ANOVA against the violation of normality: A comparison of the power of ANOVA to the non-parametric bootstrapping technique. Poster presented at the American Psychological Science Annual Convention, Chicago, IL.
- Pohlig, R. T., **Kannan, P.**, & Kim, K. H. (2008, May). A comparison of power and rejection rates of ANOVA and robust ANOVA when outliers are present. Poster presented at the American Psychological Science Annual Convention, Chicago, IL.
- Kannan, P.**, & Ye, F. (2008, March). Item parameter recovery for a Multidimensional Graded Response Model using different estimation methods. Poster presented at the National Council on Measurement in Education Annual Meeting, New York, NY.
- Cartier, J., Sink, W., **Kannan, P.**, & Kochhar, J. (2008, March). Pre-service elementary teachers' appropriation of an instructional planning framework. Paper presented at the National Association for Research in Science Teaching Annual Meeting, Baltimore, MD.

Cartier, J. L., Gunckel, K., Schwarz, C., Smith, E., Sink, W., **Kannan, P.**, & Forman, E. (2008, March). Examining elementary science curriculum materials through the lens of instructional frameworks: Supporting pre-service teacher learning. Paper presented at the American Educational Research Association Annual Meeting, New York, NY.

Goernert, P. N., Widner Jr., R. L., **Kannan, P.**, & Otani, H. (2002, October). Assessing the accuracy of hypermnesia with the item-method of directed forgetting. Paper presented at the 2nd Annual Northern Lights Conference, Grand Forks, ND.

SELECTED PROFESSIONAL ACTIVITIES

- Editorial Board, Practical Assessment Research and Evaluation (2020 – Present)
- Associate Editor, ETS Research Report Series (2019 – 2022)
- Chair, Division-D Reception Committee, AERA (2022 – 2023)
- Chair, Division-D Significant Contributions Committee, AERA (2020 – 2021)
- Chair, Bradley Hanson Award Committee, NCME (2017 – 2018)
- Chair, Committee on Diversity Issues in Testing (CODIT), NCME (2016 – 2017)

PROFESSIONAL AFFILIATIONS

- American Educational Research Association, AERA (2006 – Present)
- National Council on Measurement in Education, NCME (2006 – Present)

Meredith Langi

WestEd, 730 Harrison Street, San Francisco, CA 94107

SUMMARY OF RELATED EXPERIENCE

Dr. Meredith Langi is a Research Associate and Psychometrician at WestEd. Dr. Langi supports assessment evaluation and psychometric analysis. Her areas of interest include psychometric analysis and modeling, instructional relevance of assessment data, and personalization of assessments. She has experience in test development, psychometric modeling and analysis, score interpretation and utilization, as well as experience teaching elementary school both in the U.S. and as a Peace Corps Volunteer in Tonga.

EDUCATION

- 2021 PhD, Educational Measurement, University of California, Los Angeles
- 2021 MS, Statistics, University of California, Los Angeles
- 2014 EdM, International Education Policy, Harvard University
- 2007 BA, Elementary Education, magna cum laude, Concordia University, Irvine

PROFESSIONAL EXPERIENCE

2023–Present

***Research Associate and Psychometrician, Assessment Innovation & Research
WestEd, Alameda, CA***

Provides technical assistance and expertise in projects relating to educational measurement, including psychometric analyses, statistical modeling, and reliability and validity studies.

2021–2023

***Research Scientist, Measurement and Quantitative Sciences
NWEA, Portland, OR***

Co-led and supported assessment development projects for developing personalized and instructionally relevant assessments for K-8 education. Co-authored research papers on a variety of education measurement and education policy topics leading to peer-reviewed publications, blogs, and internal reports.

2018-2021

Graduate Student Researcher, Center for Research on Evaluation, Standards, and Student Testing

University of California, Los Angeles, Los Angeles, CA

Conducted psychometric and quantitative analyses of large-scale ELPA21 data on topics such as growth in English development and item response theory modeling. Co-authored technical reports for a variety of projects.

2017-2020

Statistics Consultant, Graduate School of Education & Information Studies

University of California, Los Angeles, Los Angeles, CA

Provide statistical analysis and data presentation support, led training workshops, and provided statistical assignment support to doctoral students.

2017-2019

Graduate Student Researcher, Graduate School of Education & Information Studies

University of California, Los Angeles, Los Angeles, CA

Conducted quantitative analyses including single-level and multi-level regressions and developed coding rubrics for video coding resulting in peer-reviewed journal articles.

2014-2015

Research Analyst, Harvard Graduate School of Education

Harvard University, Cambridge, MA

Conducted quantitative data analyses including regression diagnostics, sensitivity analyses, and item-level analyses leading and co-authored peer-reviewed journal articles.

2009-2013

Peace Corps Volunteer, United States Peace Corps

Tonga, South Pacific

Developed strategic plans for teacher resource center, led teacher training workshops, taught English to primary school students, and trained new volunteers.

SELECTED PUBLICATIONS AND PRESENTATIONS

Wise, S., Kingsbury, G., & Langi, M. (in press). Change in engagement during test events: An argument for weighted scoring? *Applied Measurement in Education*.

Peters, S., Langi, M., Kuhfeld, M., & Lewis, K. (2023). Unequal learning loss: How the COVID-19 pandemic influenced the academic growth of learners at the tails of the achievement distribution. (EdWorkingPaper: 23-787). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/z2ek-4937>

Lee, M., & Langi, M. (2023, April 13-15). *Utilizing a constrained mixture item response theory model with computer adaptive data: A simulation study* [Computer Adaptive Assessments]. National Council on Educational Measurement/Annual Meeting, Chicago, IL, United States.

Langi, M., & Jeon, M. (2022). Identifying and supporting academically low-performing schools in a developing country: An application of a specialized multilevel IRT model to PISA-D assessment data. *Psychometrika*, 1-25.

Langi, M. (2022, April 21-26). *Application of a specialized constrained mixture item response theory model to computer adaptive data* [Virtual Poster Session]. American Educational Research Association/Annual Meeting, San Diego, CA, United States.

Koretz, D., & Langi, M. (2018). Predicting freshman grade-point average from test scores: Effects of variation within and between high schools. *Educational Measurement: Issues and Practice*, 37(2), 9-19.

Langi, M., Schweig, J., Martinez, J.F., Edelman, A., Thompson, L., & Schnittke J. (2018, March). *Student perceptions of the learning environment: Exploring consensus in student survey responses as an indicator of classroom climate*. Portland, OR, United States.

Koretz, D., Jennings, J.L., Ng, H.L., Yu, C., Braslow, D., & Langi, M. (2016). Auditing for score inflation using self-monitoring assessments: Findings from three pilot studies. *Educational Assessment*, 21(4), 231-247.

Koretz, D., Yu, C., Mbekeani, P., Langi, M., Dhaliwal, T., & Braslow, D. (2016). Predicting freshman grade point average from college admissions test scores and state high school test scores. *AERA Open*, 2(4), 2332858416670601.

SELECTED PROFESSIONAL ACTIVITIES

- Teaching assistant, University of California, Los Angeles; Survey Research Methods and Toolkit for Advanced Quantitative Methods (2019-2020)
- Consultant, Institute of Education, University of the South Pacific (2017-2018)
- Graduate student mentor and representative, Social Research Methodology (2018-2020)

PROFESSIONAL AFFILIATIONS

- National Council on Measurement in Education
- American Education Research Association

Jaylin Nesbitt

WestEd 730 Harrison Street, Suite 500, San Francisco, CA 94107

SUMMARY OF RELATED EXPERIENCE

Jaylin Nesbitt is a Research Associate on the Assessment Research & Innovation (AR&I) team at WestEd. Ms. Nesbitt conducts quantitative and qualitative analyses and assists in designing educational research studies centered around culturally and linguistically reflective assessments and early literacy assessments. Ms. Nesbitt's responsibilities include conducting data analyses, designing data collection protocols, supporting focus groups, conducting literature reviews, and writing reports. Prior to joining WestEd, Ms. Nesbitt conducted research on the relationship between African American Vernacular English and perceived writing performance using methods of Natural Language Processing and Structural Equation Modeling.

EDUCATION

2022 MA, Quantitative Psychology, James Madison University

2020 BS, Psychology, *summa cum laude*, Spelman College

PROFESSIONAL EXPERIENCE

2022–Present

**Research Associate I, Assessment Research and Innovation
WestEd, San Francisco, CA**

Provide direct research assistance within WestEd teams through the cleaning and analyzing of complex data sets, design of qualitative data collection protocols, conducting individual interviews, research and literature reviews, and the writing of reports.

June 2022- Aug 2022

**Administration for Community Living
Public Research and Evaluation Services, Novi, MI**

Transcribed employee interviews, conducted a qualitative thematic analysis on responses, and provided a qualitative report summarizing responses with emerging themes and suggested recommendations based on responses.

June 2022–September 2022

**Research Intern, Cambium Assessment
Cambium Learning Group, Dallas, TX**

Spearheaded the idea for the machine learning team to incorporate AAVE in automated scoring, developed codebook for identifying AAVE in student writing through extensive literature searches to ensure the construct of AAVE was adequately represented, and conducted data analyses to investigate the prevalence of AAVE across demographic variables.

2021–2022

**Graduate Teacher’s Assistant, Department of Graduate Psychology
James Madison University, Harrisonburg, VA**

Assisted the primary instructors on courses in measurement theory and data management through weekly office hours, grading homework, providing feedback, and lecture development.

2020–2021

**Graduate Assistant, Center for Assessment and Research Studies
James Madison University, Harrisonburg, VA**

Managed and analyzed data obtained from the university-wide assessment day to assess longitudinal progress of the general education program.

SELECTED PUBLICATIONS AND PRESENTATIONS

Nesbitt, J., Young, M., & Lottridge, S. (2023, April). *The Prevalence of African American Vernacular English (AAVE) in Student Written Responses*. National Council on Measurement in Education Annual Meeting, Chicago, IL.

Nesbitt, J. (2022). *Writing while Black: AAVE and perceived writing performance* [Master’s thesis, James Madison University]. James Madison University Libraries.

Nesbitt, J. (April, 2020). *Differential item functioning analysis on the NIH Toolbox Picture Vocabulary Test in Black and White participants* [Poster presentation]. Graduate School Showcase, James Madison University.

SELECTED PROFESSIONAL ACTIVITIES

- Professional Skill Building Workshop Facilitator (June 2021)
- Ad Hoc Reviewer, Archives of Clinical Neuropsychology (2021)

PROFESSIONAL AFFILIATIONS

- National Council on Measurement in Education
- Psi Chi International Honor Society

Marianne Perie

WestEd, 730 Harrison St, Suite 500, San Francisco, CA 94107

SUMMARY OF RELATED EXPERIENCE

Marianne Perie is the Director of Assessment Research and Innovation at WestEd. With over 20 years of experience in district, state, national, and international assessment, Dr. Perie provides oversight of various research projects aimed at increasing the validity of test results and improving their usability for teachers and students, including designing innovative assessment strategies, running psychometric analyses to evaluate the validity of interim assessment scores, designing and developing K–2 assessments, and conducting comparability studies. Her areas of expertise include standard setting, validity theory, assessment design, and research design. Dr. Perie received a BA in Psychology from Cornell University and a PhD in Educational Research, Evaluation, and Measurement from the University of Virginia.

EDUCATION

1994 PhD, Educational Research, Evaluation, and Measurement, University of Virginia

1990 BA, Psychology, Cornell University

PROFESSIONAL EXPERIENCE

2022–Present

Director, Assessment Research and Innovation
WestEd, San Francisco, CA

Leads a group of psychometricians and researchers to work with state and industry clients to develop new psychometric techniques, scoring and reporting mechanisms, inclusive assessment design, and innovative testing formats. Specific projects include designing an innovative assessment strategy for science in Massachusetts, conducting psychometric analyses on interim assessments, designing and developing K–2 assessments, and conducting comparability studies.

2018–2022

President, Measurement in Practice, LLC
Stilwell, KS

Served as President of Measurement in Practice, LLC, a small educational consulting firm focusing on K–12 assessment and accountability. Served on five state technical advisory committees. As an extension of the advisory work, provided testimony to state legislatures and state boards of education, evaluated standard-setting workshops, facilitated task-force

meetings, and provided professional development on formative evaluation practices and data literacy. Worked with states on evidence-centered design of assessments written to new content standards, emphasizing the importance of developing performance level descriptors early in the process. Consulted with the Council for Chief State School Officers, coordinating the state collaborative on Technical Issues in Large Scale Assessment.

2016–2018

**Director, Center for Assessment and Accountability Research and Design
University of Kansas, Lawrence, KS**

Formed the research center named the Center for Assessment and Accountability Research and Design. Overseeing a group of researchers, led 12 staff and graduate assistants on a U.S. Department of Education–funded grant to take English language arts and mathematics learning maps developed through the Dynamic Learning Maps project and make them accessible to teachers. The staff designed instructional frameworks and formative assessment tools to locate the students on the map and move them forward. Designed research studies on the usability of the maps, the visualization tools, and the software as well as the outcomes of students whose teachers worked with the map. In addition, led a project to develop a new accountability system for Oklahoma as well as one focused on performance tasks for classroom use in Alaska.

2013–2016

**Director, Center for Educational Testing and Evaluation (CETE)
University of Kansas, Lawrence, KS**

Joined CETE as its codirector in January 2013 and managed a staff that grew from 85 researchers to over 150 researchers, staff, and graduate students. Under tenure, there were four major assessment development and administration projects as well as three research grants. Oversaw all assessments developed for the state of Kansas and worked with the Kansas Department of Education on issues of both assessment and accountability. Oversaw the work of the Career Pathways collaborative working to develop an assessment for students in Career and Technical Education programs that resulted in a technical certification. Won a grant to work with the Alaska Department of Education to design their new assessment program and was a senior technical advisor to the Dynamic Learning Maps consortium.

2013–2018

**Courtesy Graduate Faculty
University of Kansas, Lawrence, KS**

Was granted special graduate faculty status in October 2013. Co-taught a graduate seminar on current issues in measurement in the division of Psychology and Research in Education. Served on two dissertation committees.

2006–2013

**Senior Associate
National Center for the Improvement of Educational Assessment, Inc., Dover, NH**

Responsibilities included consulting with numerous states on such issues as optimal design of assessment and accountability systems, creating or documenting legally defensible approaches

to accountability, and gathering validity evidence for assessment and accountability programs. Also served on state technical advisory committees and worked with several of the State Collaborative on Assessment and Student Standards (SCASS) groups. Provided technical advice on setting performance standards to several states and consortia. Ran workshops and wrote extensively on standard setting. Applied expertise in validity evaluation to develop strong validity arguments for alternate assessments, including AA-AAS, AA-MAS, and ELPAs, and to design studies to examine various propositions and evaluate the argument based on the findings. Designed and evaluated alternate assessments for students with disabilities and provided several technical assistance workshops to states through the Office of Special Education Programs and the Office of Elementary and Secondary Education. Led the development of the summative assessment for one of the multistate consortia developing an AA-AAS linked to the Common Core State Standards.

2003–2006

**Senior Program Administrator
Educational Testing Service, Princeton, NJ**

Responsibilities included leading all K–12 standard-setting planning, design, and implementation for state NCLB contracts as well as several international contracts. Developed an internal training program to teach staff to run standard-setting workshops, coauthored an update to the 1982 Passing Scores publication, and taught graduate-level seminars on standard setting. In 2005, also worked as the National Reports Coordinator for the National Assessment of Educational Progress (NAEP). During this time, collaborated with NCES, NAGB, and a staff of 20 to design, analyze, write, and produce all national-level NAEP reports using data from the 2004 and 2005 surveys.

1995–2006

**Principle Research Analyst
American Institutes for Research, Washington, DC**

Responsibilities included leading standard-setting activities on three state assessment programs as well as with one large district. Also served as the psychometric liaison for a large state assessment program and as the co-PI on an NSF grant analyzing the item construct validity of science assessments. Worked to design reporting plans for state assessment programs and ran psychometric analyses to determine feasibility of continuing NAEP long-term trend. Worked on the Voluntary National Test (VNT), specifically examining the feasibility of linking VNT to NAEP. Codirected international activities contract and conducted cognitive labs examining validity of international assessment items and background questionnaires. Analyzed several large-scale data sets, including those from NAEP and national and international literacy assessments, and produced reports for the National Center of Education Statistics (NCES). Served as technical advisor on U.S. educational data to an international group within the Organization of Economic Cooperation and Development (OECD).

SELECTED PUBLICATIONS AND PRESENTATIONS

- Perie, M. (2020). Comparability across different assessment systems. In A. I. Berman, E. H. Haertel, & J. W. Pellegrino (Eds.), *Comparability of large-scale educational assessments: Issues and recommendations*. National Academy of Education.
- Walker, C., & Perie, M. (2019). State partnerships moving forward with college-readiness assessments: A response to Camara, et al. *Educational Measurement: Issues and Practices*, 38(4), 29–30.
- Roeber, E., Olson, J., Topol, B., Webb, N., Christophersen, S., Perie, M., Pace, J., Lazarus, S., & Thurlow, M. (2018). *Feasibility of the use of the ACT and SAT in lieu of Florida statewide assessments* [White paper]. Florida State Department of Education. <http://www.fldoe.org/core/fileparse.php/5663/urlt/FeasIBILITYactsat.pdf>
- Perie, M. (2017, December). *An assessment for every purpose, under heaven* [Presentation]. Michigan Assessment Consortium, Assessment Learning Network, Lansing, MI.
- Kopriva, R., Thurlow, M., Perie, M., Lazarus, S., & Clark, A. (2016). Test takers and the validity of score interpretations. *Educational Psychologist*, 51(1), 108–128.
- Perie, M., & Zhao, F. (2016, April). *A passage-based approach to setting cut scores on ELA assessments* [Presentation]. Annual Meeting for the National Council on Measurement, Washington, DC.
- Perie, M., & Huff, K. (2015). Determining content and cognitive demand for educational assessments. In S. Lane, M. Raymond, & T. Haladyna (Eds.), *Handbook of test design*. Taylor and Francis.
- Perie, M., & Domaleski, C. (2013, June). *Promoting equity in state education accountability system* [Presentation]. CCSSO Large-Scale Assessment Conference, National Harbor, MD.
- Gotch, C., & Perie, M. (2012, April). *Using validity arguments to evaluate the technical quality of local assessment systems* [Presentation]. Annual Meeting of the American Educational Research Association, Vancouver, Canada.
- Perie, M., & Forte, E. (2011). Developing a validity argument for assessments of students in the margins. In M. Russell (Ed.), *Assessing students in the margins: Challenges, strategies, and techniques*. Information Age Publishing.
- Perie, M., & Thurlow, M. (2011). Setting achievement standards on assessments for students with disabilities. In G. Cizek (Ed.), *Setting performance standards: Foundations, methods, and innovations* (2nd ed.). Routledge.
- Li, Y., Marion, S., Perie, M., & Gong, B. (2010). An approach for evaluating the technical quality of interim assessments. *Peabody Journal of Education*, 85(2), 163–185.

Perie, M. (2010). Developing achievement level descriptors and setting cut scores on an alternate assessment based on modified achievement standards. In M. Perie (Ed.), *Teaching and assessing low-achieving students with disabilities: A guide to alternate assessments based on modified achievement standards* (pp. 185–212). Brookes Publishing.

Perie, M. (2010). *Setting alternate achievement standards*. University of Kentucky, Human Development Institute, National Alternate Assessment Center.
<http://www.naacpartners.org/products/whitePapers/18020.pdf>

Perie, M. (Ed.). (2010). *Teaching and assessing low-achieving students with disabilities: A guide to alternate assessments based on modified achievement standards*. Brookes Publishing.

Marion, S., & Perie, M. (2009). An introduction to validity arguments in alternate assessments. In W. D. Schaeffer and R. W. Lissitz (Eds.), *Alternate assessment: Proceedings from the 8th Annual MARCES Conference*. Brookes Publishing.

Perie, M., Marion, S., & Gong, B. (2009). Moving towards a comprehensive assessment system: A framework for considering interim assessment. *Educational Measurement: Issues and Practice*, 28(3), 5–13.

Ferrara, S., Perie, M., & Johnson, E. (2008). Matching the judgmental task with standard setting panelist expertise: The Item-Descriptor (ID) Matching procedure. *Journal of Applied Testing Technology*, 9(1).

Perie, M. (2008). A guide to understanding and developing performance level descriptors. *Educational Measurement: Issues and Practice*, 27(4), 15–29.

Perie, M., & Marion, S. (2008). *Constructing a validity argument for an alternate assessment based on Alternate Achievement Standards (AA-AAS)*. National Center for the Improvement of Educational Assessment (NCIEA).

Zieky, M., Perie, M., & Livingston, S. (2008). *Cutscores: A manual for setting performance standards on educational and occupational tests*. Educational Testing Service.

Perie, M. (2007). *Key elements in educational accountability models*. Council of Chief State School Officers.

Perie, M., Zieky, M., & Pitnoniak, M. (2007, 2006, 2005, April). *Considerations in setting performance standards* [Training session presentation]. Annual Meeting of the National Council on Measurement, Education, Montreal, Canada.

Gong, B., Perie, M., & Dunn, J. (2006). *Using student longitudinal growth measures for school accountability*. National Center for the Improvement of Educational Assessment (NCIEA).

Mazzeo, J., Kulick, E., Tay-Lim, B., & Perie, M. (2006). *Technical report for the 2000 Market-Basket Study in Mathematics* (ETS-NAEP Report #06-T01). Educational Testing Service.

Perie, M., Vanneman, A., & Goldstein, A. (2006). *Student achievement in private schools: Results from NAEP 2000–2005* (NCES 2006–459). U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Government Printing Office.

Zieky, M., Perie, M., & Livingston, S. (2006). *A primer on setting cut scores on tests of educational achievement* (ETS Research Report #1134). Educational Testing Service.

Duncan, T., Perie, M., Ferrara, S., & Chilikuri, R. (2005). *Cognition, conation, and affect in middle-school students: Implications for the construct validity of science assessment items*. American Institutes for Research.

Perie, M., Grigg, W., & Dion, G. (2005). *The nation's report card: Mathematics 2005* (NCES 2006–453). U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Government Printing Office.

Perie, M., Grigg, W., & Donohue, P. (2005). *The nation's report card: Reading 2005* (NCES 2006–451). U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Government Printing Office.

Perie, M., & Moran, R. (2005). *NAEP 2004 trends in academic progress: Three decades of student performance in reading and mathematics* (NCES 2005–464). U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Government Printing Office.

Perie, M. (2002). *Cognitive laboratory investigations of the problem-solving inquiry items for the Trend in International Mathematics and Science Study (TIMSS)* [Report prepared for the National Center for Education Statistics]. American Institutes for Research.

Garavaglia, D., Searcy, C., Perie, M., Oppler, S., & Ferrara, S. (2000). *Translating the NAEP achievement levels to the voluntary national tests* [Report prepared for the National Assessment Governing Board]. American Institutes for Research.

Perie, M., Sherman, J., Phillips, G., & Riggan, M. (2000). *Elementary and secondary education: An international perspective*. U.S. Department of Education, National Center for Education Statistics.

Perie, M., Williams, T., Kastberg, D., Gruner, A., & Binkley, M. (1999, April). *Literacy in the labor force: Examining the supply and demand of literacy in twelve nations* [Presentation]. Annual AERA conference, Montreal, Canada.

Perie, M., & Baker, D. P. (1997). *Job satisfaction among America's teachers: Effects of workplace conditions, background characteristics, and teacher compensation*. U.S. Department of Education, National Center for Education Statistics.

Perie, M., Baker, D., & Bobbitt, S. (1997). *Time spent teaching core academic subjects in elementary schools: Comparisons across community, school, teacher, and student characteristics*. U.S. Department of Education, National Center for Education Statistics.

Perie, M., Jing, Z., Pearson, R., Sherman, J., & Snyder, T. (1997). *International education indicators: A time series perspective*. U.S. Department of Education, National Center for Education Statistics.

Callahan, C., Bland, J., Adams, C., Moore, S., Moon, T., Perie, M., & McIntyre, J. (1995). Participation of young women in special schools of math/science/and technology. In K. D. Arnold, K. D. Noble, and R. F. Subodnik (Eds.), *Remarkable women: Perspectives in female talent development*. Hampton Press, Inc.

Dunning, D., Perie, M., & Story, A. (1991). Self-serving prototypes of social categories. *Journal of Personality and Social Psychology*, 61(6).

SELECTED PROFESSIONAL ACTIVITIES

- Massachusetts Technical Advisory Committee (2019–2021)
- Florida Technical Advisory Committee (2017–present)
- Wisconsin Technical Advisory Committee (2017–present)
- Washington, DC, Technical Advisory Committee (2017–present)
- Indiana Technical Advisory Committee (2016–2021)
- Oklahoma Technical Advisory Committee (2013–present; Chair 2018–present)
- New York Technical Advisory Committee Co-Chair (2012–present)
- Tennessee Technical Advisory Committee Chair (2012–present)
- AICPA Psychometric Oversight Committee (2018–2021)
- Kentucky Technical Advisory Committee (2017–2020)
- Council for Chief State School Officers, Coordinator for Technical Issues in Large Scale Assessment (TILSA) (2014–2017)
- ELPA21 Consortium Technical Advisory Committee (2014–2015)
- North Carolina Technical Advisory Committee (2013–2014)
- College Board Research Advisory Committee (2012–2017)
- GED Testing Service Technical Advisory Committee (2008–2014)
- Pennsylvania Technical Advisory Committee Facilitator (2007–2012)
- Puerto Rico Technical Advisory Committee (2007–2012)

PROFESSIONAL AFFILIATIONS

- American Educational Research Associate (1991–present)
- National Council on Measurement in Education (1991–present)
- Editorial Board, *Educational Measurement: Issues and Practices* (2004–2006, 2010–2019)