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### **Education**

Rutgers University Statistics Department	M.S., Statistics; 1989
Graduate School of Education, University of California, Berkeley	Ph.D., Quantitative Methods; 1983 M.A., Quantitative Methods; 1981
Antioch College, Ohio	B.A., Psychology and Education; 1974

### **Current Position**

**7/96 - present**      **Professor, Department of Education, U.C., Santa Barbara**  
**Affiliate, Department of Psychology, UCSB (2003-present)**

Research Methodology Emphasis Leader (1996-present); developer and teacher of quantitative methods courses; methodology consultant for education and other departments

Cofounder and Coordinating Committee member (1999-present), Quantitative Methods in the Social Sciences, an interdisciplinary Ph.D. emphasis involving 10 UCSB departments, established 1999

Principal investigator for the following projects:

- Instructional Modules in Educational Measurement and Statistics for School Personnel (funded by National Science Foundation, 2004-2008). We have produced and evaluated 3 animated instructional modules for K-12 teachers and administrators: "What's the Score?" "What Test Scores Do and Don't Tell Us," and "What's the Difference?"
- Comparing the Utility of SAT Scores and High School GPA in Predicting College Grades: Why Correlation Coefficients Don't Tell the Whole Story (funded by the College Board, 2008-2009). I am exploring the effect of high school quality on the predictive validity of SAT scores and high school grade-point average.

### **Current National Activities in Education, Statistics, and Psychology**

- Member, College Board Psychometric Panel for the SAT/PSAT (2006-)
- Member, Technical Advisory Group, Programme for International Student Assessment (PISA) (2006-)
- Member, Design and Analysis Committee, National Assessment of Educational Progress (NAEP), a federal student achievement survey (2000-present)
- Consultant, Research and Development Division, Educational Testing Service, providing recommendations on scoring and reporting of cognitively based K-12 assessments (2/08-present)

### **Honors and Awards**

- National Council on Measurement in Education Award for Outstanding Dissemination of Educational Measurement Concepts to the Public, for "insightful...balanced scholarship...on standards and high stakes testing and use of the SAT..." (2001)
- Society for Multivariate Experimental Psychology (elected 1998)
- Fellow of the Division of Measurement, Evaluation, and Statistics (Division 5) of the American Psychological Association (elected 1992)

### **Professional Affiliations**

- Division 5 of the American Psychological Association (Fellow)
- American Educational Research Association
- American Statistical Association
- National Council on Measurement in Education
- Psychometric Society

### **Research Grants**

- 2008-09 Comparing the Utility of SAT Scores and High School GPA in Predicting College Grades: Why Correlation Coefficients Don't Tell the Whole Story (The College Board, \$89,733)
- 2004-08 Instructional Modules in Educational Measurement and Statistics for School Personnel (National Science Foundation, \$477,988)
- 2002-04 California and the SAT: A reanalysis of University of California admissions data (Center for Studies in Higher Education, UC Berkeley, \$10,000)
- 2002-03 Special grant for editing a book based on UCSB's conference, "Rethinking the SAT" (UCSB Academic Senate, \$14,500)
- 2002 Special grant for analysis of UC admissions data for UCSB "Town Meeting" on SAT use at UC (UCSB Academic Senate, \$2,000)
- 2001-04 Why do standardized tests "overpredict" the grades of under-represented minorities? (UCSB Academic Senate Research Committee, \$4,600)
- 2001-03 SAT validity for linguistic minorities: An investigation based on regression and survival analyses (American Educational Research Assoc. Grants Program, \$25,000)
- 2000-01 New perspectives on SAT validity: An expanded effort (UCSB Academic Senate Research Committee, \$3,500)
- 1999-02 SAT validity for linguistic minorities (UC Linguistic Minority Research Institute, \$5,000)
- 1999-01 Grant to support development of the Quantitative Methods in the Social Sciences interdisciplinary Ph.D. emphasis (with N. Friedkin) (UCSB Research Across the Disciplines Program, \$12,469)
- 1998-99 An investigation of alternative methods for scale anchoring and item mapping in the National Assessment of Educational Progress (ACT, Inc., \$24,900)
- 1998-99 A discussion of academic admissions issues for the general public and for academic audiences (UCSB Academic Senate Research Committee, \$2800)
- 1996-98 A Bayesian enhancement of Mantel-Haenszel differential item functioning analysis for computer-adaptive tests (Law School Admission Council, \$50,100)

### **Reviewing**

- Reports or proposals for National Center for Education Statistics, National Academy of Sciences, National Science Foundation, National Institute of Statistical Sciences, Springer Publishers, National Council on Measurement in Education, Hampton Research Fund, University of British Columbia.
- *Journal of the American Statistical Association, Psychometrika, Psychological Methods, Applied Psychological Measurement, Applied Measurement in Education, Multivariate Behavioral Research, Journal of Educational Measurement, Journal of Educational and Behavioral Statistics, Educational Measurement: Issues and Practice, Canadian Journal of Behavioral Sciences, Journal of Mathematical Psychology, British Journal of Mathematical and Statistical Psychology.*

## **Past Professional Activities**

### **Professional Offices**

- Vice-President for Division D (Measurement and Research Methodology) of the American Educational Research Association (AERA) and member of AERA Council (2002-4)
- Member, Executive Board of AERA (2003-4)
- Board of Directors, National Council on Measurement in Education (NCME; 2000-3)
- President (1995-6); Program Chair, AERA annual meeting (1995); Secretary Treasurer (1988-1990); Educational Statisticians Special Interest Group (SIG) of AERA:

### **Committees**

- National Research Council/Government Accountability Office expert panel on the assessment of English-Language Learners, University of California, Davis, January 2006.
- National Academy of Sciences Committee on Participation of English-Language Learners and Students with Disabilities in the National Assessment of Educational Progress (2003-4)
- Committee on Psychological Tests and Assessment of the American Psychological Association (2002-4)
- AERA News Media Interactions Committee: Founder and Chair (2002-3), Member (2003-4)
- AERA Ad Hoc Awards Committee (2002)
- NCME Publications Committee (Chair, 2001-3)
- College Board SAT Committee: Chair (2001-2003), Member (1999-2000)
- Organizer, moderator, and presenter: UCSB conference, "Rethinking the SAT," November 2001; editor of a 2004 book based on the conference
- NCME Graduate Student Issues Committee: Faculty Advisor (1999-2001)
- Member, American Statistical Association Management Committee for the *Journal of Educational and Behavioral Statistics* (1999-2001).
- National Academy of Sciences Committee on the Technical Feasibility of Embedding Items in State and District Tests (1999)
- Technical Advisory Committee on Standard-Setting, advising ACT, Inc. and the National Assessment Governing Board on NAEP standard-setting (1997-2000)
- Board of Directors, Gevirtz Research Center, a joint research effort of UCSB's Graduate School of Education and the Santa Barbara Public Schools (1997 to present)
- Defense Advisory Committee on Military Personnel Testing (1991-1994)

### **Editing**

- Advisory Board Member, *Educational Measurement: Issues and Practice* (2003-2007)
- Advisory Editor, *Journal of Educational Measurement* (2003-2007)
- Associate Editor, *Journal of Educational and Behavioral Statistics* (1991-2002)
- Editor, *Journal of Educational Measurement* (1995-1998)
- Editor, special issue of *Journal of Educational Statistics* on the National Assessment of Educational Progress (1992)
- Consulting Editor, *Psychological Assessment* (1988-1991)
- Consulting Editor, *Journal of Consulting and Clinical Psychology* (1985-1989)

### **Consulting**

- Technical Design Team, National Assessment of Adult Literacy (as a consultant to the American Institutes for Research, 1999-2000)
- Senior Fellow, Consortium of Universities (providing psychometric consultation to the US Defense Department, 1998 to 2000)
- Consultant and workshop presenter on psychometrics and statistics, Clinical Services Research Training Program, UC San Francisco (1986-2000)

### **Postdoctoral Work Experience**

**September 1984 to June 1996**      **Division of Statistics and Psychometrics Research, Educational Testing Service, Princeton, NJ:**

**12/95-6/96**      **Principal Research Scientist, Research Statistics Group, ETS**

- Proposed and directed projects on the statistical assessment of test fairness, e.g.,  
A Bayesian approach to the assessment of differential item functioning (DIF)  
Describing and categorizing DIF in polytomous items
- Provided statistical consultation to ETS researchers and staff from testing programs

**7/91-12/95**      **Senior Research Scientist, Research Statistics Group, ETS**

- Proposed, obtained funding for, and directed the following projects:  
Performance of graduates and undergraduates on the Test of Written English  
A simulation study of methods of assessing DIF in computer-adaptive tests
- Provided statistical consultation to ETS researchers, officers, and staff from testing programs, the human resources department, and the legal department

**1/90-7/91**      **Director, Data Analysis and Scale Development for the National Assessment of Educational Progress (NAEP), ETS**

- Designed and directed data analyses for this federally funded achievement survey
- Hired and trained statistical staff; supervised four Ph.D.-level researchers
- Communicated results to ETS management, national panels, & U.S. Department of Education
- Contributed to NAEP funding proposals to the U. S. Department of Education

**9/84-12/89**      **Research Scientist, Psychometrics Research Group, ETS**

- Designed and conducted analyses of NAEP data; contributed to proposals
- Proposed, obtained funding for, and directed the following projects:  
Analysis of pathways through graduate school for minorities  
The validity of the GMAT for the prediction of success in doctoral study  
Analysis of pathways through graduate school: A case study

**1983-1984**      **NIMH Postdoctoral Fellow, L. L. Thurstone Psychometric Laboratory, University of North Carolina at Chapel Hill**

### **Journal and Book Publications**

Admissions testing. In *International Encyclopedia of Education*, 3<sup>rd</sup> edition (E. Baker, B. McGaw, & P. Peterson, Eds.), Elsevier Ltd., to appear.

Instructional tools in educational measurement and statistics (ITEMS) for school personnel: Evaluation of three web-based training modules (with J. Sklar, G. Wakefield, C. Hamilton, A. Norman, & D. Folsom), *Educational Measurement: Issues and Practice*, 27, pp. 14-27, 2008.

College admissions in 21st century America: The role of grades, tests, and games of chance. *Harvard Educational Review*, 77, pp. 419-428, 2007.

Casting lots for college. Online *Education Week* commentary at [www.edweek.org/go/zwick](http://www.edweek.org/go/zwick), December 2007. Also appears in the *Santa Barbara Independent*, [www.independent.com](http://www.independent.com).

New perspectives on the correlation of SAT scores, high school grades, and socioeconomic factors (with J. G. Green). *Journal of Educational Measurement*, 44, 23-45, 2007.

The future of college admissions testing. *College Board Review*, Fall 2006, pp. 14-17.

Left behind: Many disadvantaged students are 'hidden in averages,' *National CrossTalk*, Summer, 2006, pp. 12-13.

**Journal and Book Publications (continued)**

*Higher education admissions testing*. Invited chapter, R. Brennan (Ed.), *Educational Measurement* (4<sup>th</sup> ed), pp. 647-679, National Council on Measurement in Education/Praeger, 2006.

Predicting college grades and degree completion using high school grades and SAT Scores: The role of student ethnicity and first language (with J. Sklar). *American Educational Research Journal*, 42, 439-464, 2005.

A note on standard errors for survival curves in discrete-time survival analysis (with J. Sklar). *Journal of Educational and Behavioral Statistics*, 30, 75-92, 2005.

Assessment literacy: Do educators know how to make use of the new avalanche of standardized test data? *National CrossTalk*, Fall 2004, pp. 13-14.

*Rethinking the SAT: The Future of Standardized Testing in University Admissions* [Editor and author of preface, pp. ix-xvi.] New York: RoutledgeFalmer, 2004.

Is the SAT a "wealth test?" The link between educational achievement and socioeconomic status. In R. Zwick (ed), *Rethinking the SAT*, pp. 203-216. New York: RoutledgeFalmer, 2004.

SAT validity for linguistic minorities at the University of California, Santa Barbara (with L. Schlemer). *Educational Measurement: Issues and Practice*, 25, 6-16, 2004.

The anti-test backlash. *National CrossTalk*, Fall 2003, pp. 11-12.

What do we learn from high school exit exams? *National CrossTalk*, Winter 2003, pp. 13-14.

Is the SAT a "wealth test?" *Phi Delta Kappan*, December 2002, pp. 307-311.

Application of an empirical Bayes enhancement of Mantel-Haenszel DIF analysis to a computerized adaptive test (with D. Thayer). *Applied Psychological Measurement*, 26, 57-76, 2002.

Revamping the SAT: Will the modified test make the grade? *National CrossTalk*, Summer 2002, 12-13.

*Fair Game? The Use of Standardized Admissions Tests in Higher Education*. New York: RoutledgeFalmer, 2002.

Picking the perfect freshman class: Balancing the academic and nonacademic goals of admissions policy. *National CrossTalk*, Winter 2002, p. 13.

Making the grade: The SAT vs. the GPA, *San Francisco Chronicle*, Oct. 29, 2001, p. A17.

Measuring academic potential: Is the SAT II the answer to the college admissions dilemma? *National CrossTalk*, Fall 2001, pp. 12-13.

Making the grade: The SAT versus the GPA. *National CrossTalk*, Summer 2001, p. 10.

An investigation of alternative methods for item mapping in the National Assessment of Educational Progress (with D. Senturk, J. Wang, & S. Loomis). *Educ. Measurement: Issues and Practice*, 20, 15-25, 2001.

Can a thermometer cure a fever? The role of testing in educational reform. *National CrossTalk*, Spring 2001, p. 12.

What causes the test-score gap in higher education? Perspectives on the Office for Civil Rights resource guide on high-stakes testing. *Change Magazine*, March/April, 2001, pp. 33-37.

**Journal and Book Publications (continued)**

The standard bearers. *San Francisco Chronicle*, Sunday section, pp. 1, 4, Dec. 17, 2000.

Standards for the standards movement: Do high school exit exams measure up? *National CrossTalk*, Fall 2000, pp. 10-11.

College Admissions: Moving the Bar. (Commentary). *Santa Barbara News-Press*, pp. G1-G2, Sept. 3, 2000.

The assessment of differential item functioning in computer-adaptive tests. Chapter in *Computerized Adaptive Testing: Theory and Practice*, W. J. van der Linden & C. A. W. Glas, Eds., Kluwer, 2000.

Review of Test Theory: A Unified Treatment, by Roderick P. McDonald (Erlbaum, 1999). *Journal of the American Statistical Association*, 95, 1012-1013, 2000.

Using loss functions for DIF detection: An empirical Bayes approach (with D. Thayer & C. Lewis). *Journal of Educational and Behavioral Statistics*, 25, 225-247, 2000.

An empirical Bayes approach to Mantel-Haenszel DIF analysis (with D. Thayer & C. Lewis). *Journal of Educational Measurement*, 36, 1-28, 1999.

A response to "Setting reasonable and useful performance standards" in the National Academy of Sciences' *Grading the Nation's Report Card* (with R. K. Hambleton, R. L. Brennan, W. Brown, B. Dodd, R. A. Forsyth, W. A. Mehrens, J. Nellhaus, M. Reckase, D. Rindone, & W. van der Linden). *Educ. Measurement: Issues and Practice*, 19, 5-14, 2000.

Eliminating standardized tests in college admissions: The new affirmative action? *Phi Delta Kappan*, 320-324, December 1999.

Back door affirmative action. *Education Week*, February 10, 1999, pp. 56, 35.

Descriptive and inferential procedures for assessing DIF in polytomous items (with D. Thayer & J. Mazzeo). *Applied Measurement in Education*, 10, 321-344, 1997.

Effect of adaptive administration on the variability of the Mantel-Haenszel measure of differential item functioning. *Educ. and Psych. Measurement*, 57, 412-421, 1997.

Estimating the importance of differential item functioning (with T. Rudas). *Journal of Educational and Behavioral Statistics*, 22, 31-45, 1997.

Evaluating the magnitude of differential item functioning in polytomous items. (with D. Thayer). *Journal of Educational and Behavioral Statistics*, 21, 187-201, 1996.

Effect of Rasch calibration on ability and DIF estimation in computer-adaptive tests (with D. Thayer & M. Wingersky). *Journal of Educ. Measurement*, 1995, 32, 341-363.

A simulation study of methods for assessing differential item functioning in computerized adaptive tests (with D. Thayer & M. Wingersky). *Applied Psychological Measurement*, 18, 121-140, 1994.

Assessment of differential item functioning for performance tasks (with J. Donoghue & A. Grima). *Journal of Educational Measurement*, 30, 233-251, 1993.

Empirical Bayes analysis of families of survival curves: Applications to the analysis of degree attainment (with H. Braun). *Journal of Educ. Statistics*, 18, 285-303, 1993.

**Journal and Book Publications (continued)**

Pairwise comparison procedures for one-way analysis of variance designs. Invited chapter in G. Keren & C. Lewis (Eds.), *A handbook for data analysis in the behavioral sciences: Statistical issues*, pp. 43-71. Erlbaum, 1993.

The validity of the GMAT for the prediction of grades in doctoral study in business and management: An empirical Bayes approach. *Journal of Educational Statistics*, 18, 91-107, 1993.

Differences in graduate school attainment patterns across academic programs and demographic groups. In J. Jones, M. E. Goertz, & C. V. Kuh (Eds.), *Minorities in graduate education: Pipeline, policy, and practice*. Princeton: ETS, 1992.

Overview of the National Assessment of Educational Progress (with A. E. Beaton). *Journal of Educational Statistics*, 17, 95-109, 1992.

Statistical and psychometric issues in the measurement of educational achievement trends: Examples from the National Assessment of Educational Progress. *Journal of Educational Statistics*, 17, 205-218, 1992.

Effects of item order and context on estimation of NAEP reading proficiency. *Educational Measurement: Issues and Practice*, 10, 10-16, 1991.

When do item response function and Mantel-Haenszel definitions of differential item functioning coincide? *Journal of Educational Statistics*, 15, 185-197, 1990.

Analysis of differential item functioning in the NAEP history assessment (with K. Ercikan). *Journal of Educational Measurement*, 26, 55-66, 1989.

Another look at interrater agreement. *Psychological Bulletin*, 103, 374-378, 1988.

Assessing the dimensionality of NAEP reading data. *Journal of Educational Measurement*, 24, 293-308, 1987.

Some properties of the correlation matrix of dichotomous Guttman items. *Psychometrika*, 52, 515-520, 1987.

Mathematics and science test scores as related to courses taken in high school and other factors (with L. V. Jones, E. C. Davenport, A. Bryson, & T. Bekhuis). *Journal of Educational Measurement*, 23, 197-208, 1986.

A multivariate perspective on the analysis of categorical data (with E. M. Cramer). *Applied Psychological Measurement*, 10, 141-145, 1986.

Rank & normal scores alternatives to Hotelling's  $T^2$ . *Multivariate Behavioral Research*, 21, 169-86, 1986.

Testing pairwise contrasts in one-way analysis of variance designs. Invited contribution to statistical series, *Psychoneuroendocrinology*, 1, 253-276, 1986.

Effectiveness of a client pretherapy orientation videotape (with C. C. Attkisson). *Journal of Counseling Psychology*, 32, 514-524, 1985.

Nonparametric one-way multivariate analysis of variance: A computational approach based on the Pillai-Bartlett trace. *Psychological Bulletin*, 97, 148-152, 1985.

**Journal and Book Publications (continued)**

The selection of pairwise multiple comparison procedures for parametric and nonparametric analysis of variance models (with L. A. Marascuilo). *Psychological Bulletin*, 95, 148-155, 1984.

The use of reception checks in client pretherapy orientation research (with C. C. Attkisson). *Journal of Clinical Psychology*, 40, 446-452, 1984.

Assessing the psychometric properties of psychodiagnostic systems: How do the Research Diagnostic Criteria measure up? *Journal of Consulting and Clinical Psychology*, 51, 117-131, 1983.

Comment on Barnard: Another look at strength and direction of attitude using contrasts (with L. A. Marascuilo). *Psychological Bulletin*, 94, 534-539, 1983.

Statistical tests for correlated proportions: Some extensions (with V. Neuhoff, L. A. Marascuilo, & J. R. Levin). *Psychological Bulletin*, 92, 258-271, 1982.

The Client Satisfaction Questionnaire: Psychometric properties and correlations with service utilization and psychotherapy outcome (with C. Attkisson). *Evaluation and Program Planning*, 5, 233-237, 1982.

Can evaluation provide useful information? (with L. A. Marascuilo). *California Journal of Teacher Education*, 8, 61-80, 1981.

### **Selected Papers in Progress, Technical Reports and Proceedings**

*College admissions testing*. Paper commissioned by the National Association for College Admission Counseling, February 2007. At [www.nacac.net.org](http://www.nacac.net.org).

*California and the SAT: A reanalysis of University of California admissions data* (with T. Brown & J. C. Sklar). Center for Studies in Higher Education, UC Berkeley, Research and Occasional Papers Series, July 2004. At <http://repositories.cdlib.org/cshe/CSHE-8-04>.

Contributions to *Keeping Score for All: The Effects of Inclusion and Accommodation Policies on Large-Scale Educational Assessment*. Washington, DC: National Academy Press, 2004.

*Do SAT scores and high school grades predict college grades and degree completion? A study of four language/ethnicity groups* (with J. Sklar). AERA Grants Program report, 2003.

*Admissions testing at the University of California: The BOARS [Board on Admissions and Relations with Schools] proposal*. Prepared for the UCSB Town Meeting on the SAT, March 29, 2002.

*Analysis of University of California admissions data from the UC Office of the President* (with J. C. Sklar). Prepared for the UCSB Town Meeting on the SAT, March 29, 2002.

*How well does the SAT predict college grades for language minority students? A study of two freshman cohorts at UC Santa Barbara* (with L. Schlemer). UC Linguistic Minority Research Institute report series, April 2002. Available at [www.lmri.ucsb.edu](http://www.lmri.ucsb.edu).

Contributions to *Embedding Questions: The Pursuit of a Common Measure in Uncommon Tests*. Washington, DC: National Academy Press, 1999.

*An investigation of the validity of an empirical Bayes approach to Mantel-Haenszel DIF analysis* (with D. Thayer & C. Lewis). (ETS Research Rept. 97-21) Princeton: ETS, 1997.

*Describing and categorizing DIF in polytomous items* (with D. Thayer and J. Mazzeo). (ETS Research Rept. 97-05) Princeton: ETS, 1997.

### **Selected Papers in Progress, Technical Reports and Proceedings (continued)**

*A comparison of the performance of graduate and undergraduate school applicants on the Test of Written English* (with D. Thayer). TOEFL Research Rept. 50; ETS Res. Rept. 95-15) Princeton: ETS, 1995.

Test and item bias: An overview. *Proceedings of the Social Statistics section of the 1994 meeting of the American Statistical Association*. Washington, DC: ASA, 1995.

*The effect of the probability of correct response on the variability of measures of differential item functioning*. (ETS Research Rept. 94-44) Princeton: ETS, 1994.

*Evaluation of the magnitude of differential item functioning in polytomous items*. (with D. Thayer). (ETS Research Rept. 94-13) Princeton: ETS, 1994.

*DIF analysis for pretest items in computer-adaptive testing*. (with D. Thayer & M. Wingersky). (ETS Research Rept. 94-33) Princeton: ETS, 1994.

*Effect of Rasch calibration on ability and DIF estimation in computer-adaptive tests* (with D. Thayer & M. Wingersky). (ETS Research Rept. 94-32) Princeton: ETS, 1994.

*Assessing differential item functioning in performance tests*. (with J. Donoghue & A. Grima). (ETS Research Rept. 93-14) Princeton: ETS, 1993.

*Empirical Bayes analysis of families of survival curves: Applications to the analysis of degree attainment* (with H. Braun). (ETS Research Rept. 93-29) Princeton: ETS, 1993.

Differential item functioning analysis for computer-adaptive tests and other IRT-scored measures (with D. Thayer & M. Wingersky). *Proceedings of the 34th Annual Conference of the Military Testing Assoc., San Diego, October 1992, Vol I*.

### **TV and Radio Interviews**

"Evening Update," with Alicia Vestal, September 6, 2005. Topic: Test score interpretation.

"Jim Bohannon Show," KVTA radio, Ventura, CA, July 19, 2005. Topic: NSF Project, Instructional Tools in Educational Measurement and Statistics (ITEMS) for School Personnel.

"The Conversation," with Russ Reynolds, KUOW, Seattle, October 28, 2003. Topic: Appropriate SAT use.

"Perspectives," with Richard Baker, Kstate Public Radio, Manhattan, Kansas, recorded March 7, 2003. Topic: High school graduation tests and other high-stakes tests.

"Line to Learning," with Andrea Rifkin, TV channel 8, Santa Barbara, recorded August 30, 2002. Topic: College admissions tests.

"Michael Krasny Show," KQED public radio, San Francisco, June 27, 2002. Topic: College admissions tests and other high-stakes tests.

"1370 connection," with Bob Smith, TV channel WXXI and public radio 1370, Rochester, NY, June 10, 2002. Topic: Standardized tests.

"Voice of Santa Barbara," with Jerry Cornfield, TV channel 8, Santa Barbara and KEYT radio, May 29, 2002. Topic: College admissions tests.

"Brian Lehrer Show," WNYC public radio, New York City, May 16, 2002. Topic: Proposed changes to the SAT.

### **Selected Presentations**

*Facilitating implementation of NCLB: The ITEMS project.* Invited presentation, Education Policy Forum, UC Santa Barbara, January 2008.

*Empirical Bayes DIF assessment.* Invited lecture, Visiting Scholar Program, Measured Progress, Dover, New Hampshire, August 2007.

*Web-based training in measurement and statistics for school personnel: The ITEMS project.* Invited lecture, Visiting Scholar Program, Measured Progress, Dover, New Hampshire, August 2007.

*Development and evaluation of 3 web-based training modules in educational measurement and statistics.* Presented at the Quantitative Methods in the Social Sciences colloquium, UCSB, May 2007.

*Higher education admissions testing.* Invited presentation at the annual meeting of the National Council on Measurement in Education (NCME), Chicago, April 2007.

*Measuring the Black-White achievement gap in racially isolated schools.* Presented by T. Brown at the annual meeting of the American Educational Research Association (AERA), Chicago, April 2007.

*Instructional Tools in Educational Measurement and Statistics (ITEMS) for School Personnel.* Presented with J. Sklar at the National Educational Computing Conference, San Diego, July 2006 and the Joint Statistical Meetings, Seattle, August 2006.

*Instructional Tools in Educational Measurement and Statistics (ITEMS) for School Personnel: Year 2.* Poster presented at the Teacher Professional Continuum Conference sponsored by the National Science Foundation and the Center for Science Education, Reston, Virginia, May 2006.

*Application of hierarchical linear modeling to a predictive validity study of college admissions tests.* Presented by T. Brown at the annual NCME meeting, San Francisco, April 2006.

*New perspectives on the correlation of SAT scores, high school grades, and socioeconomic factors.* Presented at the Quantitative Methods in the Social Sciences colloquium, UCSB, March 2006.

*ITEMS: A professional development resource for school personnel.* Presented at the K12 High-Speed Network Applications Coordination Committee mtg., Sacramento, Aug. 2005 and the Assoc. of Calif. School Administrators Curriculum, Instruction & Assessment Committee mtg, Sacramento, Oct. 2005.

*Instructional Tools in Educational Measurement and Statistics (ITEMS) for School Personnel.* Poster presented at the Teacher Professional Continuum Conference sponsored by the National Science Foundation and the Center for Science Education, Washington DC, June 2005.

*Evaluating the association between socioeconomic status and educational achievement: Methodological and societal factors.* Invited contribution to the annual NCME meeting, Montreal, April 2005.

*Participation of students with disabilities and English-language learners in NAEP and other large-scale assessments.* Presented at the Conference on Large-Scale Assessment, Boston, June 22, 2004.

*UC Admissions: The controversy over "comprehensive review."* Invited presentation, Meeting of the Dean's Council, Gevirtz Graduate School of Education, UCSB, May 7, 2004.

*Recent findings on the prediction of college performance: The role of writing skills, language background, and socioeconomic factors.* Vice-presidential address at the annual AERA meeting San Diego, April 15, 2004. Also presented at the Interdisciplinary Human Development Seminar, UCSB, May 3, 2004.

*How will "No Child Left Behind" affect schools and students?* Presented at the annual meeting of the American Association for the Advancement of Science, Seattle, February 15, 2004.

**Selected Presentations (continued)**

*Statistical and psychometric definitions of test fairness*, Cognitive and Perceptual Sciences Seminar, Department of Psychology, UCSB, October 31, 2003.

*Six perils and pitfalls of test score interpretation*. Invited presentation, Hechinger Institute on Education and the Media Seminar, Kansas City Missouri, June 1, 2003.

*California and the SAT: A reanalysis of University of California admissions data*. Presented at the annual colloquium, Center for Studies in Higher Education, UC Berkeley, May 2, 2003.

*A reanalysis of University of California admissions data*. Presented at the annual AERA meeting, Chicago, April 25, 2003.

*Highlighting UCSB women authors*. Invited presentation, Professional Women's Association Seventh Annual Conference, UCSB, April 30, 2003

Session organizer and moderator, *How Can Researchers and the News Media Work Together to Improve Public Understanding of Educational Assessment?* AERA Division D Vice Presidential Invited Panel Discussion at the annual AERA meeting, Chicago, April 24, 2003.

*Do SAT scores and high school grades predict college success? A study of college grades and degree completion among language and ethnic groups*. Presented at the Quantitative Methods in the Social Sciences colloquium, UCSB. February 13, 2003.

*SAT validity for linguistic minorities*. Presented at the annual AERA meeting, New Orleans, April 2002.

*The BOARS [Board of Admissions and Relations with Schools] Proposal for University of California Admissions Testing*. Invited panelist, UC Regents meeting, San Francisco, March, 2002.

*Is the SAT a wealth test?* Invited presentation, College Board Western Regional Meeting, Anaheim, CA, February 2002. Also presented at the conference on "Rethinking the SAT," UCSB, November 2001.

*The SAT: All questions answered*. Invited panelist, College Board National Forum, Denver, October 2001.

*Admissions without test scores: The new affirmative action?* Presented at the Gevirtz Graduate School of Education, UCSB, June 11, 2001.

*Differential item functioning: State of the art*. Presented at the annual NCME meeting, Seattle, April 2001.

*What we know about illustrating student progress at the three NAEP achievement levels*. Presented at the annual AERA meeting, Seattle, April 2001.

*An investigation of alternative methods for item mapping in the National Assessment of Educational Progress*. Presented at the annual AERA meeting, Seattle, April 2001.

*Assessing bias in educational test items: Bayesian enhancements of a standard approach*. Invited contribution to the Jerzy Neyman Seminar Series, Statistics Department, UC Berkeley, Nov. 2000. Also presented at the Quantitative Methods in the Social Sciences colloquium, UCSB, Nov. 2000.

*Admissions without test scores: The new affirmative action?* President's invited address, Southwest Educational Research Association, Dallas, January 2000.

*Will admissions without test scores increase diversity on California campuses?* Invited presentation, University of California, Berkeley, October 1999.

**Selected Presentations (continued)**

Invited discussant, *National Academy of Sciences Forum on Educational Excellence and Testing Equity*, SRI International, Menlo Park, CA, October 1999.

*Item mapping criteria for NAEP achievement levels* [invited contribution to National Center for Educ. Statistics symposium], Large-Scale Assessment Conference, Snowbird, Utah, June 1999.

*Understanding DIF through contingency tables, complete DIF histories, curricular analysis, and cognitive research.* Presented at the annual NCME meeting, Montreal, April 1999.

*An empirical Bayes approach to Mantel-Haenszel DIF analysis: Theoretical development and application to CAT data.* Presented at the annual Psychometric Society meeting, Urbana, Illinois, June 1998.

*A simulation study of an empirical Bayes enhancement of Mantel-Haenszel DIF analysis in a testlet-based CAT.* Presented at the annual AERA meeting, San Diego, April 1998.

*An empirical Bayes approach to Mantel-Haenszel DIF analysis for computer-adaptive tests.* Invited presentations: Defense Manpower Data Center, Monterey, November 1997 and American Institutes for Research, Palo Alto, December 1997.

*Would the abolition of statistical significance testing lead to better science?* Invited symposium presentation at the annual AERA meeting, Chicago, March 1997.

*An empirical Bayes approach to Mantel-Haenszel DIF analysis for computer-adaptive tests.* Presented at the annual NCME meeting, Chicago, March 1997.

*Using loss functions for DIF detection: An empirical Bayes approach.* Presented at the annual NCME meeting, Chicago, March 1997.

*Statistical assessment of differential item functioning: Current methods and a possible new approach.* Presented at the Graduate School of Education UCSB, June 1995.

*Prediction of success in graduate school: Selected results on factors affecting Ph.D. completion and grades.* Presented at the Graduate School of Education UCSB, June 1995.

*Statistical assessment of the fairness of educational test items.* Presented at the Statistics Department, University of Michigan, May 1995.

*Stability of DIF classification: An alternative representation of the variability of the Mantel-Haenszel DIF statistic.* Presented at the annual NCME meeting, San Francisco, April 1995.

*Test and item bias: An overview.* Invited symposium contribution at the annual meeting of the American Statistical Association, Toronto, August 1994.

*Differential item functioning in new modes of assessment: Opportunities for experimental and methodological research.* Invited presentation at the annual NCME meeting, New Orleans, April 1994.

*Describing and categorizing DIF in polytomous items.* Presented at the annual AERA meeting, New Orleans, April 1994.

*Differential item functioning analysis for computer-adaptive tests and other IRT-scored measures.* Presented at the annual Psychometric Society meeting, Berkeley, June 1993.

*Toward a more explicit definition of item bias.* Invited presentation, Conference in honor of Lyle Jones, University of North Carolina, Chapel Hill, November 1992.