

Sanford R. Student

srstu@udel.edu | <https://sanfordstudent.github.io/>

Position

Assistant Professor, Educational Statistics and Research Methods | School of Education, College of Education and Human Development, University of Delaware | 2023-present

- Resident faculty, University of Delaware Data Science Institute
- Faculty affiliate, Center for Research in Education and Social Policy
- Faculty, Ph.D. in Education and Social Policy
- Faculty, M.S. in Data Science

Education

Ph.D., Research and Evaluation Methodology | School of Education, University of Colorado Boulder | May 2023 | Boulder, CO |

Dissertation: *Bridging gaps between psychometric research and practice in U.S. K-12 education* (three article model)

- Advisors: Drs. Derek Briggs (dissertation committee chair) and Benjamin Shear

A.B. Philosophy & A.B. Computer Science | May 2013 | Brown University | Providence, RI

Note for publications and preprints: Coauthors of earlier rank when the paper was developed indicated by [<]. Coauthors above rank indicated by [>]. Coauthors of same rank indicated by ⁼. No rank marker means coauthor's position does not clearly fit into any category. Organization is by year of first publication (i.e., online publication date), which may not match date of publication in an issue of the journal.

Peer-Reviewed Publications

2025

- **Student, S.R.** & Read, W.[<] (2025). Applying Bayesian checks of cancellation axioms for interval scaling in limited samples. *Behavior Research Methods*. Advance online publication. <https://doi.org/10.3758/s13428-025-02844-7>
- **Student, S.R.** & McCormick, E.M.⁼ (2025). Digital module 38: Differential item functioning by multiple variables using moderated nonlinear factor analysis. *Educational Measurement: Issues and Practice*, 44(2), 39-41. <https://doi.org/10.1111/emip.12669>
- Saylor, A.[<], **Student, S.R.** and A. Lanzi⁼ (2025). Recognition vs. ability to use external aids: An exploratory item response analysis of the Functional External Memory Aid Tool

(FEMAT). *Journal of Speech Language and Hearing Research*. Advance online publication. https://doi.org/10.1044/2025_JSLHR-25-00019

- Briggs, D.C.[>], McClure, K.[<], **Student, S.R.**, Wellberg, S.⁼, Minchen, N.[>], Cox, O.[<], Whitfield, E.[<], Buchbinder, N.[<] & L. Davis[>] (2025). Visualizing and reporting content-referenced growth on a learning progression. *Educational Assessment*. Advance online publication. <https://doi.org/10.1080/10627197.2025.2503288>
- Lee, H.R.[<], **Student, S.R.**, Rutherford, T.[>], Collie, R.J.[>], and A.C. Bart.[>] (2025). Exploring domain-specific and course-specific latent profiles of motivation in computer science. *Learning and Individual Differences*, 120. <https://doi.org/10.1016/j.lindif.2025.102686>
- Ramirez, A.G.[<], Patt, R.[<], Delgado, A.[<], Levine, D.[<], **Student, S.R.**, Hirsh-Pasek, K.[>], de Villiers, J.[>], Iglesias, A.[>] and R.M. Golinkoff[>] (2025). A new screener predicts toddlers' language development from age 2 to 3: The QUILS:TOD. *Infant Behavior and Development*, 78. <https://doi.org/10.1016/j.infbeh.2024.102024>

2024

- **Student, S. R.**, Briggs, D. C.[>], & Davis, L.[>] (2025). Growth across grades and common item grade alignment in vertical scaling using the Rasch model. *Educational Measurement: Issues and Practice*, 44(1), 84–95. <https://doi.org/10.1111/emip.12639>
- **Student, S.R.** (2024). Growth on 2019 state achievement tests: Empirical benchmarks and the role of scale choice. *Journal of Research on Educational Effectiveness*. Advance online publication. <https://doi.org/10.1080/19345747.2024.2360534>
- Deverel-Rico, C.⁼, Furtak, E.M.[>], **Student, S.R.**, and A. Burkhardt⁼ (2024). How can crosscutting concepts organize formative assessments across science classrooms? Results of a video study. *Education Sciences*, 14(10). <https://doi.org/10.3390/educsci14101060>

2022

- **Student, S.R.** & Gong, B.[>] (2022). Supporting the interpretive validity of student-level claims in science assessment with tiered claim structures. *Educational Measurement: Issues and Practice*, 41(4), 68-78. <https://doi.org/10.1111/emip.12523>
 - **Student, S.R.** (2022). Vertical scales, deceleration, and empirical benchmarks for growth. *Educational Researcher*, 51(8), 536-543. <https://doi.org/10.3102/0013189X221105873>
 - **Student, S.R.** (2022). Appraising traditional and purpose-built person fit statistics' power to detect cheating. *Chinese/English Journal of Educational Measurement and Evaluation*, 3(1). <https://doi.org/10.59863/GYPV1534>
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Preprints and Papers under Review

Revise and resubmit

- **Student, S.R.** Causal parameter moderation: Applying moderated nonlinear factor analysis to causal inference with latent outcomes. *Journal of Educational and Behavioral Statistics* (initially submitted June 2025, resubmitted October 2025).
 - Available as preprint at *PsyArXiv* (https://osf.io/preprints/psyarxiv/bkafj_v3).
- **Student, S.R.** Vertical scaling with moderated nonlinear factor analysis. *Journal of Educational Measurement* (submitted May 2025, resubmitted August 2025).
 - Available as preprint at *PsyArXiv* (https://osf.io/preprints/psyarxiv/tqg39_v4).
- **Student, S.R.** & Snipes, J.[<] Investigating score inflation in contemporary U.S. state testing. *Assessment in Education: Principles, Policy & Practice*. (submitted February 2025, resubmitted October 2025).

Submitted/under initial review

- Shores, K.[>] and **Student, S.R.** Making the grade: Accounting for course selection in high school transcripts with item response theory. *Educational Evaluation and Policy Analysis* (submitted June 2025).
 - Available as preprint at *EdWorkingPapers* (<https://edworkingpapers.com/ai24-1109>).

Unsubmitted preprints

- **Student, S.R.**, Gilbert, J.[<], Eze, J.[<], Young, W.S.[<] and B. Domingue[>]. Instrumental variables regression with latent variables: Accounting for treatment-based differential item functioning as item-level heterogeneity or item parameter moderation.
 - Available as preprint at *PsyArXiv* https://osf.io/preprints/psyarxiv/sudgt_v1

Selected Papers under Development

- **Student, S.R.**, Whitaker, A.⁼, Hustedt, J.[>], Purinton, A., Amendum, S.[>], Zubaca, N.⁼, Osgood, D.[<], Fidel, R.[<], Shores, K.[>], Kelly, K., Gant, M. and E. Farley-Ripple[>]. Partnership in practice: Jointly building and using Delaware's early literacy data system. *Prevention Science* (letter of intent for special issue on partnership accepted; manuscript due 11/1/2025).
- **Student, S.R.** and Read, W.[<] Interval scales in the wild.
- **Student, S.R.**, Huang, Q.⁼ and X. Liao⁼. DIF and covariate-informed scoring for the two-parameter log-logistic unipolar IRT model.
- **Student, S.R.**, Eze, J.[<], Gilbert, J.[<], Young, W.S.[<] and B. Domingue[>]. Expanding psychology's causal toolkit: latent outcomes and binary treatments in instrumental variables regression.
- **Student, S.R.**, Shear, B.R.[>], and W. Read[<]. Communicating effect sizes to teachers: A replication in the U.S. (data collection underway)
- McLean, L.[>], **Student, S.R.**, Granger, K.[>], Chow, J.[>] and E. Hart[>]. Exploring the directionality of emotional transmission between elementary teachers and students across content areas.
- Ramirez, A.G.[<], Collins, M.A.[<], **Student, S.R.**, Craig, J.[<] and R.M. Golinkoff⁼. Beyond baby talk: Exploring parents' language beliefs and practices.

- Erdemandi, M.[<] and **Student, S.R.** Evaluating extreme response style effects on model fit.
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Selected Grants and External Funding

2025

- **Student, S.R.** (PI). *Dynamic Measurement Item Parameter Calibration*. Curriculum Associates (\$25,000; funded).
- **Student, S.R.** (PI). *The Search for Interval Scales: A Study of Large-Scale International Assessment Item Response Data*. AERA-NSF Research Grants program (\$35,000; under review).
- **Student, S.R.** (PI). *Schools, Summers, Slopes: Accurately Modeling Academic Growth in the Study of School-level Inequality*. National Academy of Education/Spencer Foundation Postdoctoral Fellowship (resubmission in preparation).
- Shores, K. and **Student, S.R.** (PIs). *Using High School Transcript Data to Study Mobility in High School*. Urban Institute Student Upward Mobility Initiative (\$250,000; LOI under review).
- Golinkoff, R. and Myers, L. (PIs). *From Bump to Baby: Exploring Parents' Prenatal Expectations & Postpartum Realities of Media Use*. Children and Screens Digital Media and Developing Minds Congress Grant (\$150,000; LOI under review).
- Golinkoff, R. (PI). *A Unique Exploration to Identify Children with Developmental Language Disorder*. National Institutes of Health (as co-PI; \$485,000, under review).

2024

- **Student, S.R.** (PI). *Validating Vertical Scales as Measures of Growth Using Moderated Nonlinear Factor Analysis*. Institute of Education Sciences (R305B240013; \$80,000).
- **Student, S.R.** (PI). *Dynamic Measurement Project Work*. Curriculum Associates (\$23,000).
- **Student, S.R.** (PI). *Schools, Summers, Slopes: Accurately Modeling Academic Growth in the Study of School-level Inequality*. National Academy of Education/Spencer Foundation Postdoctoral Fellowship (semi-finalist; unfunded).
- Henry, G. (PI). *The Delaware Early Literacy Research Practice Partnership*. WT Grant Foundation (as Key Personnel; funded).
- May, H. (PI). *Enhancing Organizational Data-Driven Decision Making through Modernization of a Statewide School Climate Survey Platform*. Institute of Education Sciences (as co-PI; submitted fall 2024).
- Golinkoff, R. (PI). *Developing the DASAL: Digital Assessment of Spatial Assembly and Spatial Language*. Institute of Education Sciences (as KP; resubmitted fall 2024).

2023

- Barnes, T. (Principal Investigator). *Emotion Mastery Inventory*. Assessment for Good (as co-PI; unfunded).

Selected Professional Reports and Other Written Works

- Shores, K. & **Student, S.R.** (2025). *What's in a high school transcript? Measuring high school performance beyond GPA*. The Brookings Institution.
<https://www.brookings.edu/articles/whats-in-a-high-school-transcript-measuring-high-school-performance-beyond-gpa/>
- Ihlenfeldt, S.D., **Student, S.R.**, Lyons, S., Dadey, N., Forte, E., & P. Winter (2024). *Enhancing Peer Review: Supporting Innovation in State Assessment Systems*. Lyons Assessment Consulting and Foresight Law and Policy.
<https://lyonsassessmentconsulting.com/resource/recommendations-for-supporting-innovative-state-assessment-systems/>
- Briggs, D.C., Cox, O., **Student, S.R.** & E. Whitfield* (2023). *Teacher perspectives on the content-referenced growth reporting prototype: Findings from interviews*. Center for Assessment, Design, Research and Evaluation (CADRE).
<https://www.colorado.edu/cadre/2024/02/20/teacher-perspectives-content-referenced-growth-reporting-prototype-findings-interviews>. *Authors listed in alphabetical order, all contributed equally to the writing of report.
- **Student, S.R.**, Lyons, S. & French, D. (2023). *Performance assessment: A vehicle for improving the utility and validity of local and state assessment systems*. Education Commonwealth Project. <https://www.mciea.org/s/Performance-assessment-A-vehicle-for-improving-the-utility-and-validity-of-local-and-state-assessmen.pdf>
- Lyons, S. & **Student, S.R.** (2023). *A framework for reimagining school accountability*. Lyons Assessment Consulting.
https://www.lyonsassessmentconsulting.com/assets/files/Lyons-Student_AFrameworkforReimaginingSchoolAccountability.pdf
- Wellberg, S., Briggs, D. C., & **Student, S. R.** (2023). *Big ideas in the understanding of fractions: A learning progression*. Center for Assessment, Design, Research and Evaluation (CADRE). <https://www.colorado.edu/cadre/2023/03/22/big-ideas-understanding-fractions-learning-progression>
- Lyons, S. and **Student, S. R.** (2022). *Leaps for Equitable, 21st Century Learning: 2022 Technical Report*. Lyons Assessment Consulting and Transcend.
<https://www.lyonsassessmentconsulting.com/assets/files/Leaps-StudentVoiceSurveyTechnicalManual-June2022.pdf>
- **Student, S.R.** (2022). Making large-scale science assessment meaningful. *Next Gen Navigator*. <https://www.nsta.org/blog/making-large-scale-science-assessment-meaningful>
- Lyons, S., Hinds, B. F., **Student, S. R.**, & Denker, H. (2022). *Improving the Language of Achievement Level Labels in Statewide Assessment: Gathering Stakeholder Feedback to Support a Growth Mindset*. Cognia and Lyons Assessment Consulting.
<https://lyonsassessmentconsulting.com/resource/improving-the-language-of-achievement-level-labels-in-statewide-assessment-gathering-stakeholder-feedback-to-support-a-growth-mindset/>
- Shear, B.R., Diaz-Bilello, E., **Student, S. R.**, and Pierre-Louis, M. (2021). *Evaluation of Colorado School Turnaround Network and School Turnaround Leadership Development Grants: Descriptive analysis of 2015-2020 cohorts*. The Center for Assessment, Design, Research and Evaluation (CADRE).
https://www.colorado.edu/cadre/sites/default/files/attached-files/evaluation_of_colorado_school_turnaround_network_and_school_turnaround_leadership_development_grants- descriptive analysis of 2015-2020 cohort feb 2021.pdf

Conference Papers and Presentations

- **Student, S.R.** and Read, W. (2026, April). *Interval scales in the wild*. In **Kanopka, K.** (session organizer), *Data-intensive psychometric research 2: Return to the Item Response Warehouse*. Paper submitted for presentation at the NCME Annual Conference, Los Angeles, CA.
- Krist, A., **Student, S.R.**, and S. Wind (2026, April). *Performance of Rasch trees for differential item functioning under misspecification*. Paper submitted for presentation at the NCME Annual Conference, Los Angeles, CA.
- Shores, K. and **Student, S.R.** (2025, November). *Making the grade: Accounting for course selection in high school transcripts with Item Response Theory*. Paper accepted for presentation at the Association for Public Policy Analysis & Management Fall Research Conference, Seattle, WA.
- Osgood, D., Whitaker, A., Farley-Ripple, E., Hustedt, J., Zubaca, N., Fidel, R., **Student, S.R.**, Amendum, S., & Purinton, A. (2025, October). *Structural validity of a statewide kindergarten readiness assessment*. Poster presented at SREE Annual Conference, Chicago, IL.
- Fidel, R., Whitaker, A., Amendum, S., Hustedt, J., Osgood, D., **Student, S.R.**, and N. Zubaca (2025, October). *A statewide kindergarten readiness assessment's relationship to 3rd grade literacy*. Paper presented at SREE Annual Conference, Chicago, IL.
- Stagge, F., Cohen, M.L., **Student, S.R.**, and A. Lanzi (2025, September). *Does socioeconomic status influence subjective cognitive function? Evaluating the Everyday Cognition across area deprivation index levels*. Paper presented at the Eleanor M. Saffran Conference for Cognitive Neuroscience, Philadelphia, PA.
- **Student, S.R.** (2025, July). *Strengthening cross-grade comparisons on a vertical scale using moderated nonlinear factor analysis*. Poster presented at the International Meeting of the Psychometric Society, Minneapolis, MN.
- **Student, S.R.**, Gilbert, J., Eze, J. and B. Domingue (2025, July). *Instrumental variables regression with latent variables: Accounting for treatment-based differential item functioning as item-level heterogeneity or item parameter moderation*. Paper presented at the International Meeting of the Psychometric Society, Minneapolis, MN.
- **Student, S.R.** (2025, July). *Exploring the use of regularized moderated nonlinear factor analysis to estimate treatment effects and item-level deviations in randomized controlled trials*. In **Student, S.R.** (session organizer), *What can parameter moderation do for you?* Paper presented at the International Meeting of the Psychometric Society, Minneapolis, MN.
- **Student, S.R.** (2025, April). *Strengthening cross-grade comparisons on a vertical scale with regularized DIF Analysis*. Paper presented at the NCME Annual Meeting, Denver, CO.
- **Student, S.R.** and Snipes, J. (2025, April). *Is there evidence of score inflation on SBAC?* Paper presented at the AERA Annual Meeting, Division H, Denver, CO.
- **Student, S.R.**, Shear, B.R. & W. Read (2025). *Communicating effect sizes to teachers: A replication in the U.S.* Paper presented at the NCME Annual Meeting, Denver, CO.
- **Student, S.R.** & Briggs, D.C. (2025, April). *A self-contained Empirical Bayes approach to weekly scoring*. In Rome, L. (session organizer), *Dynamic measurement of student*

proficiency for continuous assessment. Paper presented at the NCME Annual Meeting, Denver, CO.

- **Student, S.R.** & Read, W. *Applying Bayesian checks of cancellation axioms for interval scaling in limited samples*. Paper presented at the International Objective Measurement Workshop, Boulder, CO.
- Rome, L., **Student, S.R.** and T. Daisher (2025, April). *Growth modeling for Bayesian priors in repeated measurement of student ability*. Paper presented at the NCME Annual Meeting, Denver, CO.
- Vu, L. & **Student, S.R.** (2025, April). *An item-level investigation of the impact of Kumon*. Poster presented at the NCME Annual Meeting, Denver, CO.
- Lee, H.R., **Student, S.R.**, Rutherford, T., Collie, R.J., and A.C. Bart. (2025, April). *Profiles of domain- and course-specific motivation in computer science*. Paper presented at the AERA Annual Meeting, Denver, CO.
- **Student, S.R.** (2025, January). *Strengthening cross-grade comparisons on a vertical scale using moderated nonlinear factor analysis*. Poster prepared for IES PI Meeting, Washington, D.C. (cancelled due to inclement weather).
- **Student, S.R.** (2024, April). *Validating, calibrating and linking vertical scales with moderated Item Response Theory*. Paper presented at the NCME Annual Meeting, Philadelphia, PA.
- **Student, S.R.**, Briggs, D.C. & Davis, L. (2024, April). *Vertical scale design and years of learning*. Paper presented at the NCME Annual Meeting, Philadelphia, PA.
- **Student, S.R.**, Banjanovic, E., Minchen, N., Rome, L. & Daisher, T. (2024, April). *Item parameter estimation from short student quizzes*. In Rome, L. (session organizer), *Assessment and Instruction Coherence for Dynamic Measurement of Student Proficiency*. Presented at the NCME Annual Meeting, Philadelphia, PA.
- **Student, S.R.** (2023, December). *Empirical tests of the assumptions underlying growth measurement in vertical scaling*. In Hartel, D. and Kanopka, K. (session organizers), *Applied statistical and psychometrics issues in measurement*. Presentation at the Conference on Computational and Methodological Statistics, Berlin, DE.
- **Student, S.R.** (2023, April). *What's in a year: Updated annual growth trends on vertically scaled tests*. Paper presented at the NCME Annual Meeting, Chicago, IL.
- **Student, S.R.** & Briggs, D.C. (2023, April). *Investigating the relationship between linking direction and growth magnitudes in vertical scaling*. Paper presented at the International Objective Measurement Workshop, Chicago, IL.
- Furtak, E.M., Deverel-Rico, C. & **Student, S.R.** (2023, April). *How can crosscutting concepts organize formative assessments across science classrooms? Results of a video study*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- **Student, S. R.**, Lyons, S., Shoukry, Y., Nitkin, D. & Picucci, A. (2022, October). *Leaps: an assessment system for tracking school transformation and student learning experiences*. Paper presented at the Northeast Educational Research Association Annual Conference, Trumbull, CT.
- **Student, S. R.** (2022, April). *Calibrating and validating the uses of a vertical scale in a computerized adaptive setting*. In Briggs, D.C. (session organizer), *A Content-Referenced Approach to the Interpretation of Growth*. Presentation given at the NCME Annual Meeting, San Diego, CA.

- Lyons, S., Hinds, F., **Student, S. R.** & Denker, H. (2022, April). *Developing culturally responsive items for an urban district interim assessment program*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
 - Wellberg, S., Briggs, D.C., & **Student, S. R.** (2022, April). *Synthesizing big ideas in the understanding of fractions: A learning progression*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
 - **Student, S. R.** (2021, October). *Reviewing the implications of vertical scaling issues for empirical growth benchmarks*. Paper presented at the Northern Rocky Mountain Education Research Association Annual Meeting, Ketchum, ID.
 - **Student, S. R.** (2021, July). *A comparison of the power of four traditional and four purpose-built person fit statistics to detect cheating*. Poster presented at the International Meeting of the Psychometric Society, conducted remotely.
 - **Student, S. R.** & Gong, B. (2021, June). *Tiered claims: A new approach to claims about students in NGSS assessment*. Poster presented at the annual meeting of the National Council on Measurement in Education (NCME), conducted remotely.
 - Deverel-Rico, C. & **Student, S. R.** (2021, June). *Towards an approach for evaluating equity in UTeach*. Presentation at the UTeach STEM Educators Virtual Conference Equity and Racial Justice in STEM Teacher Development Virtual Summit.
 - **Student, S. R.** & Gong, B. (2021, April). *Supporting the interpretive validity of student-level claims in science assessment with tiered claims structures*. Paper presented at the annual meeting of the American Educational Research Association (AERA), conducted remotely.
 - **Student, S. R.**, Briggs, D., Toutkoushian, E. & Confrey, J. (2020, April). *Keeping it on the level: Using learning trajectories for diagnostic inferences*. Paper presented at the 2020 International Objective Measurement Workshop, Berkeley, CA (conference conducted remotely in 2021).
 - **Student, S. R.** & Burkhardt, A. (2019, September). *Making inferences from PBICs to the learning progression*. In Briggs, D.C. (session organizer), *Learning Progressions and NGSS*. Presentation given at the NCME Special Conference on Classroom Assessment, Boulder, CO.
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Invited talks

- **Student, S.R.** (2025, February). Academic growth, comparisons across time, and comparisons across scales: Challenges and potential remedies. Presentation to the University of Maryland Monday Symposium in Measurement and Statistics.
- **Student, S.R.** (2022, November). Studies in student growth as context for effect sizes. Presentation to the University of Delaware School of Education.
- Shear, B. R. & **Student, S. R.** (2022, March). Guidance on effect size interpretation in educational research: Part 2. Presentation to the Association of Colorado Educational Evaluators.
- Shear, B. R. & **Student, S. R.** (2022, February). Guidance on effect size interpretation in educational research. Presentation to the Association of Colorado Educational Evaluators.

Teaching Experience

School of Education, University of Delaware

Note: all ratings out of 5.

Instructor of Record | EDUC 812 Introduction to Structural Equation Modeling | Spring 2025

- Redesigned all course assessments
- Course/instructor overall ratings: 4.90/4.90

Instructor of Record | EDUC 872 Advanced Educational Measurement | Fall 2024

- Fully redesigned course
- Course/instructor overall ratings: 5.00/5.00

Instructor of Record | EDUC 865 Educational Measurement Theory | Spring 2024

- Fully redesigned course
- Course/instructor overall ratings: 4.92/5.00

Instructor of Record | EDUC 867-011 Survey Design for the Social Sciences | Fall 2023

- New course
- Course/instructor overall ratings: 4.73/4.82

School of Education, University of Colorado Boulder

Graduate Teaching Assistant | Quantitative Methods I | Fall 2019

Computer Science Department, Brown University

Undergraduate Teaching Assistant | Introduction to Object-Oriented Programming in Java | Fall 2010, Fall 2011

Service and review work

Professional organization service

National Council on Measurement in Education

- Discussant, 2025 NCME Annual Meeting
- Committee Chair (2024-26), NCME Archives Committee
- Session Chair and Discussant, 2024 NCME Annual Meeting
- Reviewer, Session Chair and Discussant, 2023 NCME Annual Meeting

- Member (2023-2024), NCME Archives Committee
- Graduate student member (2022-23), NCME Archives Committee
- Session Chair, 2022 NCME Annual Meeting
- Graduate student member and reviewer (2021 and 2022), NCME Career Contributions Award Committee
- Conference Room Manager, 2021 NCME Annual Meeting (conducted virtually)

American Educational Research Association

- Reviewer, Test Validity SIG, 2024 AERA Annual Meeting
- Reviewer, Test Validity SIG, 2023 AERA Annual Meeting
- Reviewer, Division D, 2022 AERA Annual Meeting
- Reviewer, Test Validity SIG, 2022 AERA Annual Meeting

International Objective Measurement Workshop

- 2025:
 - Organizing committee member
 - Proposal reviewer
 - Session chair
 - Keynote workshop support

Other professional organization service

- Discussant, 2022 Northeastern Educational Research Association Annual Conference
- Session chair, 2022 Northeastern Educational Research Association Annual Conference
- Reviewer, 2022 Northeastern Educational Research Association Annual Conference
- Reviewer, 2021 Northern Rocky Mountain Education Research Association Annual Conference

Journal peer review service

Editorial Board

- *Measurement and Evaluation in Counseling and Development*

Ad Hoc Reviews

- *Journal of Educational Measurement*
- *Educational Measurement: Issues and Practice*
- *Journal of Research on Educational Effectiveness*
- *Metacognition and Learning*
- *Assessment in Education: Principles, Policy & Practice*
- *Foundations*

Department, state and national service

University of Delaware School of Education

- Member, Faculty Affairs Committee (2023-2025)

- Search committee member, Educational Statistics and Data Science assistant professor (2023-2024)
- Resident Faculty, Data Science Institute (2023-present)
- Session chair, Steele Symposium: 2024, 2025
- Poster judge, Steel Symposium: 2025

State of California

- Member, California Desired Results Developmental Profile Technical Advisory Committee (2025-present)

State of Delaware

- Member, Delaware Accountability System Growth Component Working Group (2024)
- Hiring Committee Member, Psychometric Associate Position (2024)

State of Maryland

- Member, Maryland State Department of Education Technical Advisory Committee (2024-present)

Prior institutions

- Member, student committee, University of Colorado Boulder School of Education doctoral core curriculum revision (2022)
- Co-creator, introductory R performance task for incoming doctoral students (2021)
- Reviewer, Schools of Opportunity Recognition Program (2019)

Student Advising

Current advisees

- Wyatt Read (Year 2, ESRM)
- Jesse Eze (Year 4, ESRM)

Dissertation Committees

- Olushola Soyoye: *Advantages (and Risks?) of Bayesian Methods for Small Sample Causal Inference in Small-Sample Randomized Experiments in Education: A Monte Carlo Study* (2025)

Honors

- Selected attendee, American Institutes for Research/National Center for Educational Statistics Winter 2020 National Assessment of Educational Progress Data Training Workshop, Arlington, VA.
- Nominee, 2024 National Council on Measurement in Education Dissertation Award.

- Co-recipient, 2024 American Education Research Associated Classroom Assessment Special Interest Group Early Career Paper Award (with C. Deverel-Rico, A. Burkhardt).
 - Semi-finalist, 2024 Spencer/NAEd Postdoctoral Fellowship.
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Research and Relevant Work Experience

Prior research roles

Doctoral Researcher | Center for Assessment Design, Research and Evaluation | August 2018-May 2023 | Boulder, CO

Summer intern | National Center for the Improvement of Educational Assessment | June 2020-August 2020 | Dover, NH (completed remotely due to COVID-19)

Prior consulting roles

Research Associate | Lyons Assessment Consulting | July 2021-July 2023 | Wayland, MA (remote position)

Lead researcher, Commission on the Future of Legal Education Bar Exam study | American Bar Association | May 2019-January 2020 | Boulder, CO

Relevant prior professional experience

Software Engineer | edX | February 2016-August 2018
