

# April L. Zenisky Laguilles

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## Education

Doctor of Education (Psychometric Methods), University of Massachusetts, Amherst, MA, 2004.  
Title of dissertation: *Evaluating the effects of several multi-stage testing design variables on selected psychometric outcomes for certification and licensure assessment.*

Master of Education (Psychometric Methods), University of Massachusetts, Amherst, MA, 1999.

Bachelor of Arts (Psychology and English), *cum laude*, Amherst College, Amherst, MA, 1997.

## Current Position

*December, 2002 to Present:*

Senior Research Fellow / Project Manager,

Director of Computer-Based Testing Initiatives (promotion, September 2004),

Adjunct Assistant Professor of Education (appointment, January 2005)

Center for Educational Assessment, University of Massachusetts, Amherst, MA

Assist with the development of new computerized adult education assessments; design and carry out research studies for Center projects; evaluate computer-based test designs and delivery systems; oversee data gathering and data analysis as well as serve as liaison between contracting agencies and the Center; provide evaluations of current testing practices and policies and assist project staff in developing program-monitoring protocols; prepare and teach workshops and courses on assessment fundamentals and specialized topics in educational measurement. Other responsibilities include writing technical manuals/reports and supervision of office manager and Center staff.

## Selected Other Professional Experience

*September, 2004 to September, 2005:*

Member, Core Knowledge Group, Assessment Special Collection, Midwest Literacy Information and Communication System

Serve as member of advisory group providing input for Midwest LINCS (an online resource for adult/family literacy), assist in quality control of Assessment Special Collection by providing a psychometric perspective on the assessment materials suggested for inclusion on the site and by locating and suggesting sites for review.

***September, 1998 to December, 2002:***

Research Assistant, Research and Evaluation Methods Program, School of Education, University of Massachusetts, Amherst, MA

Performed statistical and IRT analyses on data for multiple agencies (including the Massachusetts Department of Education, the American Institute of Certified Public Accountants, Microsoft Corporation, the Teacher Education Coordinating Council at UMass); wrote technical and research reports on innovations in performance assessment and studying multi-stage computer-based testing designs in a large-scale credentialing context; demonstrated data analysis techniques and psychometric software at instructional seminars held for graduate students in the School of Education, and provided statistical and research consulting services to faculty and doctoral candidates in the School of Education.

***Summer, 2002:***

Summer Research Fellow, American Institute of Certified Public Accountants, Ewing, NJ

Designed and completed simulation studies of multi-stage testing focusing on comparison of test designs incorporating content and statistical constraints and a range of statistical targets.

***September, 2001 to August, 2002:***

Doctoral Fellow, Professional Examination Service, New York, NY

Researched psychometric literature on the strengths and weaknesses of computer-based test designs and the complex interactions among these designs and other variables that impact on the measurement properties of credentialing examination scores and pass/fail decisions.

***Summer, 2001:***

Graduate Research Intern, American Institutes for Research, Washington, D.C.

Designed and completed simulation study evaluating sensitivity and stability of equating links over time to choice of scaling model, method of mapping proficiencies to linked observed scores, number of embedded items, and changes in type and level of item non-response. Evaluated emerging software package to be distributed by NCES to facilitate secondary analysis of NAEP data.

***Summer, 2000:***

Pre-Doctoral Fellow, Educational Testing Service (Score Reporting Group, National Assessment of Educational Progress (NAEP)), Princeton, NJ

Analyzed results of exploratory study administering NAEP mathematics items by computer. Examined student response patterns and evaluated item formats. Participated in multiple aspects of NAEP report development, including data analysis, writing, layout/design, and review process.

***Summer, 1999:***

Graduate Student Research Fellow, Association of American Medical Colleges (Medical College Admissions Test Division), Washington, D. C.

Investigated the existence and influence of passage-based local item dependence on multiple-choice test sections of the MCAT.

***October, 1997 to May, 2000:***

Tutor/Mentor, Educational Talent Search, University of Massachusetts at Amherst, Amherst, MA

Provided instructional support in all academic subject areas to at-risk high school students in the Amherst area at academic resource center as part of United States Department of Education/University of Massachusetts - Amherst outreach program; also taught basic academic and testing skills to G.E.D. candidates at the Greater Holyoke Youth Service Corps and the Community Adolescent Resource and Education Center in Holyoke, MA.

## **Consulting**

### ***Current and former clients include:***

National Research Council, National Academy of Sciences, Washington, D.C.  
R. J. Patz, Inc., Santa Cruz, CA.  
Educational Testing Service, Princeton, NJ  
Pearson Educational Measurement, Austin, TX  
Chartered Alternative Investment Analyst Association, Amherst, MA  
Psychometric and Evaluative Research Services, Amherst, MA  
International Test Commission

## **Publications**

Sireci, S. G., & Zenisky, A. L. (2006). Innovative item formats in computer-based testing: In pursuit of improved construct representation. In S. M. Downing and T. M. Haladyna, Eds., Handbook of Test Development (pp. 329-348). Mahwah, NJ: Lawrence Erlbaum Associates.

Zenisky, A. L. (2005). Computer-based test designs. Encyclopedia of Behavioral Sciences, 1 (pp.350-354). Chichester, England: John Wiley & Sons, Ltd.

Zenisky, A. L., Hambleton, R. K., and Robin, F. (2004). DIF detection and interpretation in large-scale science assessments: Informing item-writing practices. Educational Assessment, 9(1&2), 61-78.

Zenisky, A. L., Keller, L. A., & Sireci, S. G. (2004). A basic primer for understanding standardized tests and using test scores. Adventures in Assessment, 16, 29-34,

Zenisky, A. L., & Hambleton, R. K. (2003). Formats for assessment. In R. F. Ballesteros, (Ed.), Encyclopedia of Psychological Assessment (pp. 420-424). London: Sage.

Zenisky, A. L., Hambleton, R. K., & Robin, F. (2003). Detection of differential item functioning in large-scale state assessments: A study evaluating a two-stage approach. Educational and Psychological Measurement, 63 (1), 49-62.

Hambleton, R. K., & Zenisky, A. (2003). Advances in criterion-referenced testing methods and practices. In C. R. Reynolds & R. W. Kamphaus (Eds.), The handbook of psychological and educational assessment [2<sup>nd</sup> ed., pp. 377-404]. New York: The Guilford Press.

Lutkus, A. D., & Mazzeo, J., with Zhang, J., Jerry, L., Barton, K. E., & Zenisky, A. (2003). Including special-needs students in the NAEP 1998 reading assessment, Part 1, Comparison of overall results with and without accommodations [NCES 2003-467]. Washington, D. C.: U. S.

Department of Education, Institute of Education Sciences, National Center for Education Statistics.

Zenisky, A. L., Hambleton, R. K., & Sireci, S. G. (2002). Effects of local item dependencies on the validity of item, test, and ability statistics. Journal of Educational Measurement, 39 (4), 1-16.

Zenisky, A. L., & Sireci, S. G. (2002). Technological innovations in large-scale assessment. Applied Measurement in Education, 15(4), 337-362.

### **Publications, Reports, and Presentations in preparation/in press**

Jodoin, M. G., Zenisky, A. L., & Hambleton, R. K. (in press). Comparison of the psychometric properties of several computer-based test designs for credentialing exams with multiple purposes. Applied Measurement in Education.

Zenisky, A. L. (in press). Performance-based assessment. Paper to be published in the Encyclopedia of Measurement and Statistics.

Hambleton, R. K., Zenisky, A. L., & Jodoin, M. G. (in preparation). New computer-based testing designs and item formats for the next generation of tests. Invited paper for the International Journal of Testing.

Hambleton, R. K., & Zenisky, A. L. (in preparation). Multi-stage testing in education and credentialing. Chapter in preparation for the second edition of Computer-adaptive testing: Theory and practice (W. J. van der Linden and C. A. W. Glas, Eds.).

Hambleton, R. K., & Zenisky, A. L. (in preparation). Adapting tests for cross-cultural assessment. Chapter in preparation for Cross-Cultural Research Methods (D. Matsumoto & F. van de Vijver, Eds.).

Zenisky, A. L., and Hambleton, R. K. (in preparation). Disseminating the 'Nation's Report Card' in the states: Reporting strategies and practices of NAEP state coordinators. Paper in preparation for the Comprehensive Evaluation of NAEP.

Zenisky, A. L., and Baldwin, P. (in preparation). Using item response time data in test development and validation: Research with beginning computer users. Paper in preparation for the annual meeting of the National Council on Measurement in Education.

Han, K.-T., Sireci, S. G., Wells, C. S., and Zenisky, A. L. (in preparation). Methods for evaluating educational gains at the program level. Poster to be presented at the annual meeting of the National Council on Measurement in Education.

### **Technical Reports**

Zenisky, A. L., and Jirka, S. (2006). NAEP web-based score reporting evaluation: Review of website usage and usability research methodologies. Center for Educational Assessment Report No. 588. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L., Hambleton, R. K., and Smith, Z.R. (2006). Do math educators understand NAEP score reports? Evaluating the utility of selected NAEP data displays. Center for Educational Assessment Report No. 587. Amherst, MA: University of Massachusetts, School of Education.

Baldwin, P., Martone, D., Zenisky, A. L., Sireci, S. G., & Hambleton, R. K. (2005). Massachusetts Adult Proficiency Tests: Summary of spring 2005 pilot test results. Center for Educational Assessment Report No. 583. Amherst, MA: University of Massachusetts, School of Education.

Patz, R. J., & Zenisky, A. L. (2005). Technical report of the 2004 bookmark standard setting procedures for adult literacy. Report submitted to the National Research Council Committee on Performance Levels in Adult Literacy

Sireci, S. G., Wells, C. S., Kyungtyek, H., & Zenisky, A. L. (2004). Evaluating educational gains at the program level: Options and recommendations for the Massachusetts Department of Education's Office of Adult and Community Learning Services. Center for Educational Assessment Report No. 559. Amherst, MA: University of Massachusetts, School of Education.

Sireci, S. G., & Zenisky, A. L. (2004, September). Establishing criteria for meaningful gain on the BEST Plus. Center for Educational Assessment Report No. 547. Amherst, MA: University of Massachusetts, School of Education.

Hauger, J., Zenisky, A. L., & Sireci, S. G. (2004, March). Summary of item and dimensionality analyses on Regulation simulation pilot-test data. American Institute of Certified Public Accountants Technical Report, 2 (11). Jersey City, NJ: AICPA.

Zenisky, A. L., & Sireci, S. G. (2004). Should teachers of adult ESOL students in Massachusetts score their own students' REEP writings?: Initial findings. Center for Educational Assessment Report No. 539. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L., Hambleton, R. K., & Sireci, S. G. (2004). Computerized testing options for adult basic education in Massachusetts. Center for Educational Assessment Report No. 536. Amherst, MA: University of Massachusetts, School of Education.

O'Neil, T., Zenisky, A. L., & Sireci, S. G. (2004). Viability analysis of current computer-based testing options for adult basic education in the state of Massachusetts. Center for Educational Assessment Report No. 535. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L., & Hambleton, R. K. (2004). Effects of selected multi-stage test design alternatives on credentialing examination outcomes. Center for Educational Assessment Report No. 523. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L., Keller, L. A., and Sireci, S.G. (2004). More than just a number: Interpreting test scores for ABE/ESOL assessment. Center for Educational Assessment Report No. 520. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L., Sireci, S.G., Jirka, S. J., and Keller, R. R. (2004). REEP prompt tryout fall 2003: Procedures and results. Center for Educational Assessment Report No. 518. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L., & Sireci, S. G. (2003). Results of REEP prompt tryout study spring 2003. Center for Educational Assessment Report No. 492. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L., & Sireci, S. G. (2003). Statistical analysis of current REEP writing prompts. Center for Educational Assessment Report No. 486. Amherst, MA: University of Massachusetts, School of Education.

Keller, L. A., & Zenisky, A. L. (2003). Toward a psychometrics for assessment in adult basic education. Center for Educational Assessment Report No. 496. Amherst, MA: University of Massachusetts, School of Education.

Sireci, S. G., and Zenisky, A. L. (2003). Defining criteria for meaningful gain in Massachusetts Adult Basic Education Programs. Center for Educational Assessment Report No. 497. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L. (2002). An empirical investigation of selected-multi-stage testing design variables for test assembly and decision accuracy outcomes for credentialing exams. Center for Educational Assessment Report No. 469. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L. (2002). Multi-stage testing for credentialing exams: Test delivery models, research findings, and research opportunities. Paper prepared for Professional Examination Service, New York, NY. [Also Center for Educational Assessment Report No. 465. Amherst, MA: University of Massachusetts, School of Education.]

Jodoin, M. G., Zenisky, A. L., & Hambleton, R. K. (2002). Comparing the psychometric properties of multistage and fixed forms test designs for credentialing examinations. Center for Educational Assessment Report No. 448. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L., Hambleton, R. K., & Robin, F. (2001). DIF detection in large-scale science assessment: Informing item writing practices. Center for Educational Assessment Report No. 429. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L., & Hambleton, R. K. (2001). Recent criticisms and concerns associated with reporting of large-scale assessment results. Center for Educational Assessment Report No. 425. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L., Hambleton, R. K., & Robin, F. (2001). Detection of differential item functioning: A study evaluating a two-stage process. Laboratory of Psychometric and Evaluative Research Report No. 406. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L., & Sireci, S. G. (2001). Feasibility review of selected performance assessment item types for the Computerized Uniform CPA Exam. Laboratory of Psychometric and Evaluative Research Report No. 405. Amherst, MA: University of Massachusetts, School of Education.

Hambleton, R. K., Zenisky, A. L., & Jodoin, M. G. (2001). Test designs, item formats, and scoring methods for the 21<sup>st</sup> century. Laboratory of Psychometric and Evaluative Research Report No. 382. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L. (2000). Technological innovations in performance assessment for licensure and certification exams: Current research and future directions. Laboratory of Psychometric and Evaluative Research Report No. 383. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L., O'Neil, T. P., and Ying, L. (2000). 2000 Massachusetts Comprehensive Assessment System (MCAS) Test and Item Descriptive Statistics. A research report prepared for Harcourt Educational Measurement, October 2000.

Hambleton, R. K., Impara, J., Mehrens, W., Plake, B. S., Pitoniak, M. J., Zenisky, A. L., and Smith, L. F. (2000). Psychometric review of the Maryland School Performance Assessment Program (Final Report). Abell Foundation: Baltimore, MD.

Zenisky, A. L. (1999). Student opinions needed! Again! Attitudes about the Study Centers and tutoring staff at Amherst Regional High School. A research report prepared for the University of Massachusetts Enrollment Services, June 1999.

Zenisky, A. L., Hambleton, R. K., & Sireci, S. G. (1999). Assessing the impact of local item dependencies on the validity of MCAT item, test, and ability statistics. Laboratory of Psychometric and Evaluative Research Report No. 363. Amherst, MA: University of Massachusetts, School of Education.

Zenisky, A. L., & Jodoin, M. G. (1999). Current and future research in multi-stage testing. Laboratory of Psychometric and Evaluative Research Report No. 370. Amherst, MA: University of Massachusetts, School of Education.

Bastari, B., Xing, D., Purwono, U., Dillingham, A., & Zenisky, A. L. (1999). Appraising the psychometric quality of the Grade 10 Massachusetts Comprehensive Assessment System. Laboratory of Psychometric and Evaluative Research Report No. 353. Amherst, MA: University of Massachusetts, School of Education.

Keller, L. A., Rodriguez, G. A., & Zenisky, A. L. (1999). Assessing the dimensionality of the grade 4 MCAS science test: A multi-method analysis. Laboratory of Psychometric and Evaluative Research Report No. 364. Amherst, MA: University of Massachusetts, School of Education.

Keller, L. A., & Zenisky, A. L. (1999). A survey of teacher education programs: University of Massachusetts at Amherst. A report to the Teacher Education Coordinating Council at the University of Massachusetts.

Zenisky, A. L. (1998). Student opinions needed: Educational Talent Search and the Study Center. A research report prepared for the University of Massachusetts Enrollment Services, June 1998.

## Conference Presentations

Han, K., Sireci, S. G., Wells, C. G., & Zenisky, A. L. (2005, October). Methods for evaluating educational gains at the program level. Paper presented at the annual meeting of the Northeastern Educational Research Association, Kerhonkson, NY.

Zenisky, A. L. (2005, July). Unveiling the mystery behind large-scale testing. Invited presentation given at the American Federation of Teachers QuEST conference, Washington, D.C.

Zenisky, A. L., Keller, L.A., and Hauger, J. B. (2005, April). Psychometrics without pain: An overview of the fundamentals of educational testing. Pre-conference workshop presented at the annual meeting of the New England Educational Research Organization, Northampton, MA.

Zenisky, A. L., & Sireci, S. G. (2005, April). No adult left behind, either: Creating large-scale computer-based tests for adult basic education students. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Quebec, Canada. [Also Center for Educational Assessment Report No. 563. Amherst, MA: University of Massachusetts, School of Education.]

Zenisky, A. L., & Sireci, S. G. (2005, March). Computer-based testing's not just for kids anymore: Developing CBTs for adult basic education. Poster presented at the sixth annual conference of the Association of Test Publishers, Scottsdale, AZ.

Sireci, S. G., & Zenisky, A. L. (2004, October). New tests for ABE Reading and Mathematics assessment. Presentation given at the Massachusetts ABE Directors' Conference, Falmouth, MA.

Valle, M., Zenisky, A. L., & Sireci, S. G. (2004, June). Psychometrics without pain: Assessment 101 for policymakers and practitioners. Workshop presented at the annual meeting of the Council of Chief State School Officers, Boston, MA.

Zenisky, A. L., & Hambleton, R. K. (2004, April). Effects of selected multi-stage test design alternatives on credentialing examination outcomes. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego, CA.

Zenisky, A. L., & Sireci, S. G. (2003, October). Measuring change in writing proficiency for adult ESL learners: A validity study. Paper presented at the annual meeting of the Northeastern Educational Research Association, Kerhonkson, NY.

Zenisky, A. L., Sireci, S. G., & Hambleton, R. K. (2003, October). Developing quality assessments for adult basic education: Selecting item formats and developing quality items. Presentation at the Massachusetts Coalition for Adult Education Network conference, Marlborough, MA.

Sireci, S. G., Zenisky, A. L., Cora, M., & Schwerdtfeger, J. (2003, September). Assessment 101. Presentation at the annual Massachusetts Adult Basic Education Directors' Meeting, Sturbridge, MA.



Zenisky, A. L. (2002, June). Technology and test items in computer-based assessment: Enhancing measurement through format and design. Paper presented at the International Conference on Computer-Based Testing and the Internet: Building Guidelines for Best Practice, Winchester, England.

Zenisky, A. L. (2002, April). Exploring the effects of omitted responses on item and ability estimation with fixed common item parameter test equating. Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.

Zenisky, A. L., & Jodoin, M. G. (2002, April). A framework for conceptualizing assessment formats. Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.

Jodoin, M. G., Zenisky, A. L., & Hambleton, R. K. (2002, April). Comparison of the psychometric properties of several computer-based test designs for credentialing exams. Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.

Zenisky, A. L. (2001, October). Investigating the accumulation of equating error in fixed common item parameter linking: A simulation study. Paper presented at the annual meeting of the Northeastern Educational Research Association, Kerhonkson, NY.

Zenisky, A. L., Hambleton, R. K., & Robin, F. (2001, August). Interpreting DIF in large-scale state assessment data. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Hambleton, R. K., Zenisky, A. L., & Jodoin, M. G. (2001, July). Computer-based test designs and item formats for the next generation of tests. An invited paper presented at the 7<sup>th</sup> European Congress on Psychology, London.

Zenisky, A. L., Hambleton, R. K., & Robin, F. (2001, April). Detection of differential item functioning in large-scale state assessments: A study in the use of a two-stage methodology. Paper presented at the annual meeting of the National Council on Measurement in Education, Seattle, WA.

Hambleton, R. K., & Zenisky, A. L. (2001, April). Studies to improve the way state and national test scores are reported. Paper presented at the annual meeting of the National Council on Measurement in Education, Seattle, WA.

Zenisky, A. L., Hambleton, R. K., & Sireci, S. G. (2000, April). Assessing the impact of local item dependencies on the validity of MCAT item, test, and ability statistics. Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.

Zenisky, A. L., Hambleton, R. K., & Sireci, S. G. (1999, October). Evaluating local item dependence on a high-stakes admissions test. Paper presented at the annual meeting of the Northeastern Educational Research Association, Ellenville, NY.

Keller, L. A., Rodriguez, G., & Zenisky, A. L. (1999, October). Assessing the dimensionality of the grade 4 MCAS science test: A multi-method analysis. Paper presented at the meeting of the Northeastern Educational Research Association, Ellenville, NY.

Zenisky, A. L., Bastari, B., Xing, D., Purwono, U., & Dillingham, A. (1999, April). Grade 10 MCAS: Descriptive statistics and differential item functioning. Poster presented at the School of Education Graduate Student Poster Conference, University of Massachusetts at Amherst, Amherst, MA.

### **Awards, Fellowships, and Scholarships**

Amherst College Memorial Fellow in Psychometrics, Amherst College: Amherst, MA  
(1999-2000; 2000-2001; 2001-2002)

Margaret Hyland Scholarship, Community Foundation of Western Massachusetts: Springfield, MA  
(1999-2000; 2000-2001; 2001-2002)

James Z. Naurison Scholarship, Community Foundation of Western Massachusetts: Springfield, MA  
(1998-1999; 1999-2000; 2000-2001; 2001-2002)

Doctoral Fellow in Applied Measurement, Professional Examination Service: New York, NY  
(2001-2002)

Graduate School Travel Award, University of Massachusetts at Amherst: Amherst, MA  
(1999-2000; 2001-2002)

Psychometric Fellowship, Research and Evaluation Methods Program, School of Education, University of Massachusetts at Amherst: Amherst, MA  
(2000-2001; 2001-2002)

Academic All-American, American Collegiate Hockey Association  
(2003-2004)

### **Professional Service and Affiliations**

Program Co-Chair, Northeastern Educational Research Association (2007)

Session Moderator, American Educational Research Association and National Council on Measurement in Education (2006)

Grant Reviewer, United States Department of Education / Office of Special Education Programs (2005)

Session Discussant, National Council on Measurement in Education (2005)

Session Discussant, American Educational Research Association (2004)

Proposal Reviewer, American Educational Research Association (2002-present)

Proposal Reviewer, National Council on Measurement in Education (2001-present)

Article Reviewer, *Encyclopedia of Social Measurement*, Academic Press, Inc. (2002)

Co-Moderator, Graduate Student Paper Session, National Council on Measurement in Education, Seattle, WA (April, 2001)

Member, National Council on Measurement in Education (1998-present)

Member, Northeastern Educational Research Association (1998-present)

Member, American Educational Research Association (1998-present)

Member, American Psychological Association (2001-2003)

Member, International Test Commission (2006)

Student Member, Lecturer Search Committee, Research and Evaluation Methods Program,  
School of Education, University of Massachusetts at Amherst (2002)

## **Graduate Coursework**

### ***Measurement, Research Methods, and Educational Policy***

Item Response Theory I and II, Advanced Measurement Seminar, Classical Test Theory, Scaling Methods for the Behavioral Sciences, Test Construction, Validity Theory, Alternative Assessment, Current Issues in Education, Applied Research Practicum, Attitudes and Opinions, Fundamentals of Educational and Psychological Testing, Educational Research Methods, Politics of Education, Qualitative Research Methods, Seminar in Adolescent Literature, Study of the Detection of Bias in Test Items

### ***Statistics***

Introduction to Statistics and Computer Analysis I and II, Applied Multivariate Statistics I and II, Regression and the Analysis of Variance, Structural Equation Modeling

### ***Programming***

Psychometric and Statistical Modeling with Fortran 90

## **Computer Skills**

### ***Psychometric and Statistical Packages***

SPSS, SAS, BILOG, ALSCAL, DIMTEST, MULTILOG, DATAGEN, RESGEN, PARSCALE, LISREL/PRELIS

### ***Programming language***

FORTTRAN

### ***Other***

HTML, basic Javascript

## References

### **Ronald K. Hambleton**

*Distinguished University Professor*

University of Massachusetts at Amherst

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### **Stephen G. Sireci**

*Professor of Education*

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### **Lisa A. Keller**

*Assistant Professor of Education*

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