

VITA – GERALD TINDAL

Behavioral Research and Teaching
Educational Methodology, Policy, and Leadership
175 Lokey
5262 University of Oregon
Eugene, OR 97403-5262
(541) 346-3535
geraldt@uoregon.edu

Ph.D. 1982 – Educational Psychology - University of Minnesota
B.A. 1975 – Psychology, Honors: Cum Laude
College of Liberal Arts-University of Minnesota

Professional Experience

Director of Behavioral Research and Teaching	2005 – present
Department Head – Educational Methodology, Policy, and Leadership	2017 – 2020
Emeritus Professor	Nov. 1, 2019
Castle-McIntosh-Knight Endowed Professor – UO	2005 – 2019
Department Head – Teacher Education – UO	2005 – 2007
Department Head – Educational Methodology, Policy, and Leadership ¹	1999 – 2011
Professor – Special Education/DELTA – UO	1997 –1999
Associate Professor – Special Education – UO	1990 –1997
Co-Director of Behavioral Research and Teaching	1985 – 2005
Assistant Professor – Special Education – UO	1984 –1990

¹ Sabbatical

2009-2010

Published Articles in Refereed Journals

- Tindal, G., & Anderson, D.** (2019). Changes in status and performance over time for students with specific learning disabilities. *Learning Disability Quarterly*, 42, 3-16. doi: 10.1188/0731948718806660
- Anderson, D., Kahn, J. D., & **Tindal, G.** (2017). Exploring the robustness of a unidimensional item response theory model with empirically multidimensional data. *Applied Measurement in Education*, 30(3), 163-177. <http://dx.doi.org/10.1080/08957347.2017.1316277>
- Elliott, S. N., Kurz, A., **Tindal, G.**, & Yel, N. (2017). Influence of opportunity to learn indices and education status on students' mathematics achievement growth. *Remedial and Special Education*, 38(3), 145-158. <https://doi.org/10.1177/0741932516663000>
- Nese, J. F. T., Kamata, A., & **Tindal, G.** (2017). A two-step sampling weight approach to growth mixture modeling for emergent and developing skills with distributional changes over time. *Journal of School Psychology*, 61, 55-74. <http://dx.doi.org/10.1016/j.jsp.2016.12.001>
- Nese, J. F. T., Stevens, J. J., Schulte, A. C., **Tindal, G.**, & Elliott, S. N. (2017). Modeling the time-varying nature of student exceptionality classification on achievement growth. *The Journal of Special Education*, 51(1), 38-49. <https://doi.org/10.1177/0022466916668164>
- Park, B. J., Anderson, D., **Tindal, G.**, & Alonzo, J. (2017). A validity argument for a mathematics curriculum-based measure: Implications for Response to Intervention decision-making. *Journal of Educational Administration and Policy*, 2, 5-8. <http://doi.org/10.22553/keas/2017.2.1.5>
- Tindal, G.**, Nese, J. F. T., & Stevens, J. J. (2017). Estimating school effects with a state testing program using transition matrices. *Educational Assessment*, 22(3), 189-204. <https://doi.org/10.1080/10627197.2017.1344093>
- Farley, D., Anderson, D., Irvin, S., & **Tindal, G.** (2016). Modeling reading growth in grades 3-5 with an alternate assessment. *Remedial and Special Education*, 38 (4), 195-206. <https://doi.org/10.1177/0741932516678661>
- Saven, J. L., Anderson, D., Nese, J. F. T., Farley, D., & **Tindal, G.** (2016). Patterns of statewide test participation for students with significant cognitive disabilities. *Journal of Special Education*, 49(4), 209-220. <https://doi.org/10.1177/0022466915582213>
- Schulte, A.C., Stevens, J.J., Elliott, S. N., **Tindal, G.**, & Nese, J. F. T. (2016). Achievement gaps for students with disabilities: Stable, widening, or narrowing on a state-wide reading comprehension test? *Journal of Educational Psychology*. 108(7), 925-942. <http://dx.doi.org/10.1037/edu0000107>
- Sáez, L., Nese, J. F. T., Alonzo, J., & **Tindal, G.** (2016). Individual differences in kindergarten through grade 2 fluency relations. *Learning and Individual Differences*, 49, 100-109. <http://dx.doi.org/10.1016/j.lindif.2016.05.020>
- Tindal, G.**, Nese, J. F. T., Farley, D., Saven, J. L., and Elliot, S. N. (2016). Documenting reading growth for students with significant cognitive disabilities, 1-16. *Exceptional Children*. <https://doi.org/10.1177/0014402915585492>
- Tindal, G.**, Nese, J. F. T., Stevens, J., & Alonzo, J. (2016). Growth on oral reading fluency measures as a function of special education and measurement sufficiency. *Remedial and Special Education*, 1-13. <https://doi.org/10.1177/0741932515590234>

- Baker, D. L., Biancarosa, G., Park, B. J., Boussetot, T., Smith, J. L., Baker, S. K., Kame'enui, E. J., Alonzo, J., & **Tindal, G.** (2015). Validity of CBM measures of oral reading fluency and reading comprehension on high-stakes reading assessments in grades 7 and 8. *Reading and Writing: An Interdisciplinary Journal*, 28(1), 57-104. <https://doi.org/10.1007/s11145-014-9505-4>
- Nese, J. F. T., **Tindal, G.**, Stevens, J., & Elliott, S. N. (2015). The influence of multiple administrations of a state achievement test on passing rates for student groups. *Education Policy Analysis Archives*, 23(70). <http://dx.doi.org/10.14507/epaa.v23.1974>
- Stevens, J. J., Schulte, A. C., Elliott, S. N., Nese, J. F. T., & Tindal, G. (2015). Growth and gaps in mathematics achievement of students with and without disabilities on a statewide achievement test. *Journal of School Psychology*, 53(1), 45-62. <https://doi.org/10.1016/j.jsp.2014.11.001>
- Tindal, G.**, Irvin, P. Nese, J. F. T., & Slater, S. (2015) Skills for children entering kindergarten, *Educational Assessment*, 20:4, 297-319. <http://dx.doi.org/10.1080/10627197.2015.1093929>
- Anderson, D., Irvin, P. S., Alonzo, J., & **Tindal, G.** (2014). Gauging item alignment through online systems while controlling for rater effects. *Educational Measurement: Issues and Practice*. doi:10.1111/emip.12038
- Nese, J. F. T., Biancarosa, G., Cummings, K., Kennedy, P., Alonzo, J., **Tindal, G.** (2013). In search of average growth: Describing within-year oral reading fluency growth for grades 1-8. *Journal of School Psychology*, 51, 625-642. <https://doi.org/10.1016/j.jsp.2013.05.006>
- Anderson, D., Farley, D., & **Tindal, G.** (2013). Test design considerations for students with significant cognitive disabilities. *The Journal of Special Education*. Advance online publication. <https://doi.org/10.1177/0022466913491834>
- Basaraba, D., Yovanoff, P., Alonzo, J., & **Tindal, G.** (2013). Examining the structure of reading comprehension: Do literal, inferential, and evaluative comprehension truly exist? *Reading and Writing: An Interdisciplinary Journal*, 26(3), 349-379. DOI: 10.1007/s11145-012-9372-9
- Bolanos, D., Cole, R. A., Ward, W. H., **Tindal, G.**, & Schwanenflugel, P. J. (2013). Automatic assessment of expressive oral reading. *Speech Communication*, 55(2), 221-236. <https://doi.org/10.1016/j.specom.2012.08.002>
- Tindal, G.** (2013). Curriculum-based measurement: A brief history of nearly everything from the 1970s to the present. *ISRN Education (International Scholarly Research Network)*, Volume 2013, Article ID 958530, 29 pages. <http://dx.doi.org/10.1155/2013/958530>
- Nese, J. F. T., Biancarosa, G., Anderson, D., Lai, C. F., & **Tindal, G.** (2012). Within-year oral reading fluency with CBM: A comparison of models. *Reading and Writing*, 25(4), 887-915. <https://doi.org/10.1007/s11145-011-9304-0>
- Anderson, D., Lai, C. F., Alonzo, J., & **Tindal, G.** (2011). Examining a grade-level math CBM designed for persistently low-performing students. *Educational Assessment*, 16, 15-34. doi: 10.1080/10627197.2011.551084
- Clarke, B., Nese, J. F. T., Alonzo, J., Mercier-Smith, J., **Tindal, G.**, Kame'enui, E. J., et al. (2011). Classification accuracy of easyCBM first grade mathematics measures: Findings and implications for the field. *Assessment for Effective Intervention*, 36(4), 243-255. <https://doi.org/10.1177/1534508411414153>

- Nese, J. F. T., Park, B. J., Alonzo, J., & **Tindal, G.** (2011). Applied curriculum-based measurement as a predictor of high-stakes assessment: Implications for researchers and teachers. *Elementary School Journal*, *111*(4), 608-624. DOI: 10.1086/659034
- Tindal, G.**, Yovanoff, P., & Geller, J. (2010). Generalizability theory applied to reading assessments for students with significant cognitive disabilities. *The Journal of Special Education*, *44*(1), 3-17. DOI: 10.1177/0022466908323008
- Alonzo, J., Basaraba, D., **Tindal, G.**, & Carriveau, R. (2009). They read, but how well do they understand?: An empirical look at the nuances of measuring reading comprehension. *Assessment for Effective Intervention*, *35*, 34-44. doi: 10.1177/1534508408330082
- Ketterlin-Geller, L. R., & **Tindal, G.** (2008). Embedded technology: Current and future practices for increasing accessibility for all students. *Journal of Special Education Technology*, *22*(4), 1-15.
- Ketterlin-Geller, L. R., Alonzo, J., Braun-Monegan, J., & **Tindal, G.** (2007). Recommendations for accommodations implications of (in)consistency. *Remedial and Special Education*, *28*(4), 194-206. doi: 10.1177/07419325070280040101
- Ketterlin-Geller, L. R., Yovanoff, P., & **Tindal, G.** (2007). Developing a new paradigm for conducting research on accommodations in mathematics testing. *Exceptional Children*, *73*(3), 331-347.
- Marston, D., Pickart, M., Reschly, A., Heistad, D., Muyskens, P., & **Tindal, G.** (2007). Early literacy measures for improving student reading achievement: Translating research into practice. *Exceptionality*, *15*(2), 97-117. doi: 10.1080/09362830701294177
- Twyman, T., & **Tindal, G.** (2007). Extending curriculum-based measurement into middle/secondary schools: The technical adequacy of the concept maze. *Journal of Applied School Psychology*, *24*(1), 49-67. doi: 10.1300/J370v24n01_03
- Yovanoff, P., & **Tindal, G.** (2007). Scaling early reading alternate assessments with statewide measures. *Exceptional Children*, *73*(2), 184-201.
- Crawford, L., **Tindal, G.**, & Carpenter II, D. M. (2006). Exploring the validity of the Oregon extended writing assessment. *The Journal of Special Education*, *40*(1), 16-27. doi: 10.1177/00224669060400010201
- Hasbrouck, J., & **Tindal, G.** (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, *59*(7), 636-644. doi: 10.1598/RT.59.7.3
- Hollenbeck, K., Twyman, T., & **Tindal, G.** (2006). Determining the exchangeability of concept map and problem-solving essay scores. *Assessment for Effective Intervention*, *31*(2), 51-68. doi: 10.1177/073724770603100205
- Kame'enui, E. J., Fuchs, L., Francis, D., Good, R., O'Connor, R., Simmons, D., et al. (2006). The adequacy of tools for assessing reading competence: A framework and review. *Educational Researcher*, *35*(4), 3-11. doi: 10.3102/0013189X035004003
- Ketterlin-Geller, L. R., McCoy, J. D., Twyman, T., & **Tindal, G.** (2006). Using a concept maze to assess student understanding of secondary-level content. *Assessment for Effective Intervention*, *31*(2), 39-50. doi: 10.1177/073724770603100204
- Twyman, T., McCleery, J., & **Tindal, G.** (2006). Using concepts to frame history content. *The Journal of Experimental Education*, *74*, 331-349.
- Yovanoff, P., Duesbery, L., Alonzo, J., & **Tindal, G.** (2005). Grade-level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency. *Educational Measurement: Issues and Practice*, *24*(3), 4-12. doi: 10.1111/j.1745-3992.2005.00014

- Crawford, L., Helwig, R., & **Tindal, G.** (2004). Writing performance assessments: How important is extended time? *Journal of Learning Disabilities, 37*(2), 132-142. doi: 10.1177/00222194040370020401
- Crawford, L., & **Tindal, G.** (2004). Effects of a read-aloud modification on a standardized reading test. *Exceptionality, 12*(2), 89-106. doi: 10.1207/s15327035ex1202_3
- Tindal, G.** (2004). Large-scale testing of students with disabilities. *Exceptionality, 12*(2), 67-70. doi: 10.1207/s15327035ex1202_1
- Helwig, R., & **Tindal, G.** (2003). An experimental analysis of accommodation decisions on large-scale mathematics tests. *Exceptional Children, 69*(2), 211-225.
- Ketterlin-Geller, L. R., McCoy, J. D., Twyman, T., & **Tindal, G.** (2003). How do critical thinking measures fit within standards-based reform? *Assessment for Effective Intervention, 28*(3-4), 37-48. doi: 10.1177/073724770302800305
- Sutton, J., Nowacek, E. J., Capone, A. M., Hausman, R. M., Stoiber, K., & **Tindal, G.** (2003). Assessment of students from geographically diverse rural areas: Emerging research from four federally funded projects. *Assessment for Effective Intervention, 29*(1), 53-68. doi: 10.1177/073724770302900106
- Tindal, G.**, & Anderson, L. (2003). Making decisions to accommodate students in reading: Issues and options in classroom research and practice. *Research in the Schools, 10*(2), 3-14.
- Tindal, G.**, McDonald, M., Tedesco, M., Glasgow, A., Almond, P., Crawford, L., et al. (2003). Alternate assessments in reading and math: Development and validation for students with significant disabilities. *Exceptional Children, 69*(4), 481-494.
- Twyman, T., Ketterlin-Geller, L. R., McCoy, J. D., & **Tindal, G.** (2003). Effects of concept-based instruction on an English language learner in a rural school: A descriptive case study. *Bilingual Research Journal, 27*(2), 259-274.
- Crawford, L., Almond, P., **Tindal, G.**, & Hollenbeck, K. (2002). Teacher perspectives on inclusion of students with disabilities in high-stakes assessments. *Special Services in the Schools, 18*(1/2), 95-118.
- Helwig, R., Anderson, L., & **Tindal, G.** (2002). Using a concept-grounded, curriculum-based measure in mathematics to predict statewide test scores for middle school students with learning disabilities. *The Journal of Special Education, 36*(2), 102-112. doi: 10.1177/00224669020360020501
- Helwig, R., Rozek-Tedesco, M., & **Tindal, G.** (2002). An oral versus a standard administration of a large-scale mathematics test. *The Journal of Special Education, 36*(1), 39-47. doi: 10.1177/00224669020360010401
- Helwig, R., & **Tindal, G.** (2002). Using general outcome measures in mathematics to measure adequate yearly progress as mandated by Title I. *Assessment for Effective Intervention, 28*(1), 9-18. doi: 10.1177/073724770202800102
- Crawford, L., **Tindal, G.**, & Stieber, S. (2001). Using oral reading rate to predict student performance on statewide achievement tests. *Educational Assessment, 7*(4), 303-323. doi: 10.1207/S15326977EA0704_04
- Hollenbeck, K., Rozek-Tedesco, M., **Tindal, G.**, & Glasgow, A. (2000). An exploratory study of student-paced versus teacher-paced accommodations for large-scale math tests. *Journal of Special Education Technology, 15*(2), 27-36.

- Hasbrouck, J., Parker, R., & **Tindal, G.** (1999). Perceptions of usefulness of case-related activities: Implications for training. *Journal of Educational and Psychological Consultation, 10*(1), 83-90.
- Helwig, R., Rozek-Tedesco, M., **Tindal, G.**, Heath, B., & Almond, P. (1999). Reading as an access to mathematics problem solving on multiple-choice tests for sixth-grade students. *The Journal of Educational Research, 93*(2), 113-125.
- Hollenbeck, K., **Tindal, G.**, & Almond, P. (1999). Reliability and decision consistency: An analysis of writing mode at two times on a statewide test. *Educational Assessment, 6*(1), 23-40. doi: 10.1207/S15326977EA0601_3
- McCleery, J., & **Tindal, G.** (1999). Teaching the scientific method to at-risk students and students with learning disabilities through concept anchoring and explicit instruction. *Remedial and Special Education, 20*(1), 7-18. doi: 10.1177/074193259902000102
- Tindal, G.**, Helwig, R., & Hollenbeck, K. (1999). An update on test accommodations: Perspectives of practice to policy. *Journal of Special Education Leadership, 12*(2), 11-20.
- Hollenbeck, K., **Tindal, G.**, & Almond, P. (1998). Teachers' knowledge of accommodations as a validity issue in high-stakes testing. *The Journal of Special Education, 32*(3), 175-183. doi: 10.1177/002246699803200304
- Tindal, G.**, Heath, B., Hollenbeck, K., Almond, P., & Harniss, M. (1998). Accommodating students with disabilities on large-scale tests: An experimental study. *Exceptional Children, 64*(4), 439-450.
- Hollenbeck, K., & **Tindal, G.** (1996). Teaching law concepts within mainstreamed middle school social studies settings. *Diagnostic, 21*(4), 37-58. doi: 10.1177/073724779602100403
- McCollum, S., & **Tindal, G.** (1996). Supporting students in content area classes using an outcome-based system of collaboration. *Special Services in the Schools, 12*(1/2), 1-17. doi: 10.1300/J008v12n01_01
- Tindal, G.**, & Martson, D. (1996). Technical adequacy of alternative reading measures as performance assessments. *Exceptionality, 6*(4), 201-230. doi: 10.1207/s15327035ex0604_1
- Tindal, G.**, & Nolet, V. (1996). Serving students in middle school content classes: A heuristic study of critical variables linking instruction and assessment. *Journal of Special Education, 29*(4), 414-432. doi: 10.1177/002246699602900404
- Nolet, V., & **Tindal, G.** (1995). Essays as valid measures of learning in middle-school science classes. *Learning Disability Quarterly, 18*, 311-324.
- Tindal, G.**, Rebar, M., Nolet, V., & McCollum, S. (1995). Understanding instructional outcome options for students with special needs in content classes. *Learning Disabilities Research and Practice, 10*(2), 72-84.
- Hasbrouck, J., **Tindal, G.**, & Parker, R. (1994). Objective procedures for scoring students' writing. *Teaching Exceptional Children, 26*(2), 18-22.
- Nolet, V., & **Tindal, G.** (1994). Instruction and learning in middle school science classes: Implications for students with disabilities. *The Journal of Special Education, 28*(2), 166-187. doi: 10.1177/002246699402800204
- Nolet, V., & **Tindal, G.** (1993). Special education in content area classes: Development of a model and practical procedures. *Remedial and Special Education, 14*(1), 36-48. doi: 10.1177/074193259301400106

- Taylor, R. L., **Tindal, G.**, Fuchs, L., & Bryant, B. R. (1993). Assessment in the nineties: A possible glance into the future. *Diagnostique, 18*(2), 113-122.
- Hasbrouck, J., & **Tindal, G.** (1992). Curriculum-based oral reading fluency norms for students in grades 2 through 5. *Teaching Exceptional Children, 24*(3), 41-44.
- Parker, R., Hasbrouck, J., & **Tindal, G.** (1992). Greater validity for oral reading fluency: Can miscues help? *The Journal of Special Education, 25*(4), 492-503. doi: 10.1177/002246699202500406
- Parker, R., Hasbrouck, J., & **Tindal, G.** (1992). The maze as a classroom-based reading measure: Construction methods, reliability, and validity. *The Journal of Special Education, 26*(2), 195-218. doi: 10.1177/002246699202600205
- Parker, R., **Tindal, G.**, & Stein, S. (1992). Estimating trend in progress monitoring data: A comparison of simple line-fitting methods. *School Psychology Review, 21*(2), 300-312.
- Tindal, G.**, Flick, D., & Cole, C. (1992). The effect of curriculum on inferences of reading performance and improvement. *Diagnostique, 18*(1), 69-84. doi: 10.1177/153450849201800107
- Tindal, G.**, Parker, R., & Hasbrouck, J. (1992). The construct validity of stages and activities in the consultation process. *Journal of Educational & Psychological Consultation, 3*(2), 99-118. doi: 10.1207/s1532768xjepc0302_2
- Parker, R., **Tindal, G.**, & Hasbrouck, J. (1991). Countable indices of writing quality: Their suitability for screening-eligibility decisions. *Exceptionality, 2*, 1-17. doi: 10.1080/09362839109524763
- Parker, R., **Tindal, G.**, & Hasbrouck, J. (1991). Progress monitoring with objective measures of writing performance for students with disabilities. *Exceptional Children, 58*(1), 61-73.
- Tindal, G.** (1991). Operationalizing learning portfolios: A good idea in search of a method. *Diagnostique, 16*(2), 127-133. doi: 10.1177/153450849101600307
- Tindal, G.**, & Hasbrouck, J. (1991). Analyzing student writing to develop instructional strategies. *Learning Disabilities: Research and Practice, 6*, 237-245.
- Tindal, G.**, & Parker, R. (1991). Identifying measures for evaluating written expression. *Learning Disabilities Research and Practice, 6*, 211-218.
- Tindal, G.**, Parker, R., & Germann, G. (1990). An analysis of mainstream consultation outcomes for secondary students identified as learning disabled. *Learning Disability Quarterly, 13*, 220-229.
- Tindal, G.**, Shinn, M., & Rodden-Nord, K. (1990). Contextually based school consultation: Influential variables. *Exceptional Children, 56*(4), 324-336.
- Parker, R., & **Tindal, G.** (1989). A curriculum evaluation strategy to guide district-level basal text adoption decision-making for special education. *Special Services in the Schools, 5*(1/2), 33-66.
- Parker, R., **Tindal, G.**, & Hasbrouck, J. (1989). Initial validation of two classroom-based measures of reading comprehension. *Diagnostique, 14*(4), 222-240.
- Shinn, M., Gleason, M., & **Tindal, G.** (1989). Varying the difficulty of testing materials: Implications for curriculum-based measurement. *Journal of Special Education, 23*(2), 223-233. doi: 10.1177/002246698902300208
- Tindal, G.**, & Parker, R. (1989). Assessment of written expression for students in compensatory and special education programs. *The Journal of Special Education, 23*(2), 169-183. doi: 10.1177/002246698902300204

- Tindal, G., & Parker, R.** (1989). Development of written retell as a curriculum-based measure in secondary programs. *School Psychology Review, 18*(3), 328-343.
- Tindal, G., & Taylor-Pendegast, S.** (1989). A taxonomy for objectively analyzing the consultation process. *Remedial and Special Education, 10*(2), 6-16. doi: 10.1177/074193258901000204
- Shinn, M., **Tindal, G., D., S., & Marston, D.** (1987). Practice of learning disabilities as social policy. *Learning Disability Quarterly, 10*(1), 17-28. doi: 10.2307/1510751
- Shinn, M., **Tindal, G., & Spira, D.** (1987). Special education referrals as an index of teacher tolerance: Are teachers imperfect tests? *Exceptional Children, 54*(1), 32-40.
- Tindal, G.** (1987). Graphing performance. *Teaching Exceptional Children, 20*(1), 44-46.
- Tindal, G., & Parker, R.** (1987). Direct observation in special education classrooms: Concurrent use of two instruments and their validation. *Journal of Special Education, 21*(2), 43-58. doi: 10.1177/002246698702100205
- Tindal, G., Shinn, M., & Germann, G.** (1987). The effect of different metrics on interpretations of change in program evaluation. *Remedial and Special Education 8*(5), 19-28. doi: 10.1177/074193258700800504
- Tindal, G., Shinn, M., Walz, L., & Germann, G.** (1987). Mainstream consultation in secondary settings: The pine county model. *Journal of Special Education, 21*(3), 94-106. doi: 10.1177/002246698702100308
- Fuchs, D., Fuchs, L., **Tindal, G., & Deno, S.** (1986). Performance instability of learning disabled, emotionally handicapped, and nonhandicapped children. *Learning Disability Quarterly, 9*, 84-88.
- Fuchs, L., Fuchs, D., & **Tindal, G.** (1986). Effects of mastery learning procedures on student achievement. *Journal of Educational Research, 79*(5), 286-291.
- Shinn, M., Ysseldyke, J., Deno, S., & **Tindal, G.** (1986). A comparison of differences between students labeled learning disabled and low achieving on measures of classroom performance. *Journal of Learning Disabilities, 19*, 545-552. doi: 10.1177/002221948601900906
- Wesson, C., Fuchs, L., **Tindal, G., Mirkin, P., & Deno, S.** (1986). Facilitating the efficiency of on-going curriculum-based measurement. *Teacher Education and Special Education, 9*(4), 166-172. doi: 10.1177/088840648600900403
- Deno, S., Marston, D., & **Tindal, G.** (1985). Direct and frequent curriculum-based measurement: An alternative for educational decision-making. *Special Services in the Schools, 2*(2-3), 5-27. doi: 10.1300/J008v02n02_02
- Germann, G., & **Tindal, G.** (1985). An application of curriculum-based assessment: The use of direct and repeated measurement. *Exceptional Children, 52*(3), 244-265.
- Tindal, G.** (1985). Investigating the effectiveness of special education: An analysis of methodology. *Journal of Learning Disabilities, 18*(2), 101-112. doi: 10.1177/002221948501800209
- Tindal, G., Fuchs, L., Fuchs, D., Shinn, M., Deno, S., & Germann, G.** (1985). Empirical validation of criterion-referenced tests. *Journal of Educational Research, 78*(4), 203-209.
- Tindal, G., & Germann, G.** (1985). Models of direct measurement in the determination of eligibility, monitoring of student progress, and evaluation of program effects. *B. C. Journal of Special Education, 9*(4), 365-382.
- Fuchs, L., **Tindal, G., & Deno, S.** (1984). Methodological issues in curriculum-based reading assessment. *Diagnostique, 9*(4), 191-207. doi: 10.1177/073724778400900401

- Marston, D., **Tindal, G.**, & Deno, S. (1984). Eligibility for learning disability services: A direct and repeated measurement approach. *Exceptional Children*, 50(6), 554-556.
- Mirkin, P., Deno, S., **Tindal, G.**, & Kuehnle, K. (1982). Frequency of measurement and data utilization as factors in standardized behavioral assessment of academic skill. *Journal of Behavioral Assessment*, 4(4), 361-370. doi: 10.1007/BF01341230

Published Articles in Non-refereed Journals

- Volwerk, J. J., & **Tindal, G.** (2012). Documenting student performance: An alternative to the traditional calculation of grade point averages. *Journal of College Admission, Summer*, 16-23.
- Alonzo, J., Robinson, Q., & **Tindal, G.** (2008). Using school-wide response to intervention to close the achievement gap in reading. *ERS Spectrum*, 29, 1-9.
- Thurlow, M., **Tindal, G.**, Powers, R., Lewis, P., Laitusis, C., & Breslin-Larson, J. (2007). Research on AT outcomes and large-scale assessments. *Assistive Technology Outcomes and Benefits*, 4(1), 11-27.
- Twyman, T., & **Tindal, G.** (2005). Reaching all of your students in social studies. *TEACHING Exceptional Children Plus*, 1(5).
- Tindal, G.** (2002). Technology to support accommodation in assessment systems. *Tash Newsletter*.
- Tindal, G.** (1999). Tindal speaks out about assessment (Q & A). *Oregon Education Association*, 74(1), 16-18.
- Goldman, P., & **Tindal, G.** (1996). Organizational learning to align regular and special education reform. *Special Education Leadership Review*, 3(1), 119-134.
- Tindal, G.**, & Nolet, V. (1995). Curriculum-based measurement in middle and high schools: Critical thinking skills in content areas. *Focus on Exceptional Children*, 27(7), 1-22.
- Nolet, V., & **Tindal, G.** (1994). Curriculum-based collaboration. *Focus on Exceptional Children*, 27(3), 1-12.
- Tindal, G.**, & Taylor, R. (1994). Teacher-oriented assessment: Options and issues. *LD Forum*.
- Tindal, G.** (1992). Evaluating instructional programs using curriculum-based measurement. *Preventing School Failure*, 36(2), 39-42.
- Wesson, C., Otis-Wilborn, A., Hasbrouck, J., & **Tindal, G.** (1989). Linking assessment, curriculum, and instruction of oral and written language. *Focus on Exceptional Children*, 22(4), 1-12.
- Shinn, M., **Tindal, G.**, & Stein, S. (1988). Curriculum-based measurement and the identification of mildly handicapped students: A research review. *Professional School Psychology*, 3(1), 69-85. doi: 10.1037/h0090531
- Deno, S., Marston, D., Shinn, M., & **Tindal, G.** (1983). Oral reading fluency: A simple datum for scaling reading disability. *Topics in Learning & Learning Disabilities*, 2(4), 53-59.
- Deno, S., Mirkin, P., Chiang, B., Kuehnle, K., Lowry, L., Marston, D., et al. (1981). Current status of research on the development of a formative evaluation system for learning disabilities programs *Bridges to Tomorrow* (pp. 125-150).

Books

- Alonzo, J. Irvin, P. I., Markedonova, Y. and **Tindal, G.** (2022). *Literature Synthesis Writing Guide*. Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Tindal, G.**, Almond, P., Browder, D., Crawford, L., Ferrara, S., Huynh, H., et al. (2005). *Including students with disabilities in large-scale assessments: A white paper for establishing federal policy*. Washington, DC.
<https://osepideasthatwork.org/sites/default/files/LSAExecutiveSummary.pdf>
- Tindal, G.**, & Haladyna, T. (2002). *Large scale assessment programs for all students: Development, implementation, and analysis*. New York: Lawrence Erlbaum.
- Sugai, G., & **Tindal, G.** (1993). *Effective school consultation: An interactive approach*. Pacific Grove, CA: Brooks/Cole Publishers.
- Tindal, G.**, & Marston, D. (1990). *Classroom-based assessment: Evaluating instructional outcomes*. Columbus, OH: Merrill.

Test Reviews

- Tindal, G.** (2018). Review of Rating Scale of Impairment in the 25th *Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (2015). Review of Comprehensive Receptive and Expressive Vocabulary Test in the 20th *Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (2015). Review of English Placement Test in the 20th *Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (2014). Review of Clinical Evaluation Language Fundamentals (*CELF*) Preschool – 2 Spanish in the 19th *Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (2014). Review of *Halpern Critical Thinking Assessment (HCTA, version 21)* in the 19th *Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (2014). Review of Team Skills (Form AR-C) in the 19th *Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (2008). Review of Differential Ability Scales – 2nd Edition In K. Geisinger and R. Spies (Eds.), 17th *Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (2008). Review of Wechsler Nonverbal Ability. In K. Geisinger and R. Spies (Eds.), 17th *Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (2007). Review of Stanford English Language Proficiency Test. In K. Geisinger and R. Spies (Eds.), 16th *Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (2007). Review of Team Skills (Forms A-C). In K. Geisinger and R. Spies (Eds.), 16th *Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.

- Tindal, G., & Nutter, M.** (2003). Review of Wechsler Individual Achievement Test-2nd Edition. In J. Impara and B. Plake (Eds.), *15th Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (2002). Review of the Multimedia Learning Styles Inventory. In J. Impara and B. Plake (Eds.), *14th Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (2002). Review of the Test of Word Reading Efficiency. In J. Impara and B. Plake (Eds.), *14th Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (1999). Review of Psycho-educational Profile Revised (PEP-R). In Kramer, J., & Conoley, J. (Eds.), *13th Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (1999). The Auditory Discrimination and Attention Test: A Review. In Kramer, J., & Conoley, J. (Eds.), *13th Annual Mental Measurements Yearbook*. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (1998). Review of Adult Rating of Oral English. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (1998). S-FRIT: The Slossen Full-Range Intelligence Test. Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (1995). Review of the Developmental Test of Visual Perception (2nd edition). In Kramer, J., & Conoley, J. (Eds.), *12th Annual Mental Measurements Yearbook* (pp. 290-292). Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (1995). Review of the Erhardt Developmental Prehension Assessment. In Kramer, J., & Conoley, J. (Eds.), *12th Annual Mental Measurements Yearbook* (pp. 365-366). Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (1993). A Review of Curriculum-based Procedures on Nine Assessment Components. In Kramer, J., *Curriculum-based measurement* (pp. 25-64). Lincoln, NE: Buros Institute of Mental Measurements.
- Tindal, G.** (1992). Review of the Behavior Analysis Language Instrument. In Kramer, J., & Conoley, J. (Eds.), *11th Annual Mental Measurements Yearbook*, (pp. 90-91). Lincoln, NB: Buros Mental Measurements Institute.
- Tindal, G.** (1992). Review of the Help for Special Preschoolers Assessment Checklist. In Kramer, J., & Conoley, J. (Eds.), *11th Annual Mental Measurements Yearbook*, (pp. 376-377). Lincoln, NB: Buros Mental Measurements Institute.

Chapters and Monographs

- Tindal, G., Alonzo, J., Sáez, L., & Nese, J. F. T.** (2017). Assessment of students with learning disabilities: Using students' performance and progress to inform instruction. In K. Ercikan & J. W. Pellegrino (Eds.), *Validation of Score Meaning in the Next Generation of Assessments*.
- Tindal, G., & Alonzo, J.** (2016). Technology-based assessment and problem analysis (pp. 473-492). In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.) *Handbook of Response to Intervention: The Science and Practice of Multi-Tiered Systems of Support* (2nd edition). New York: Springer Science Inc.

- Sáez, L., Jamgochian, E., & **Tindal, G.** (2013). Accommodating special needs for large-scale assessments. In M. Simon, K. Ercikan, & M. Rousseau (Eds.), *Improving large-scale assessment in education: Theory, issues, and practice* (pp 125-140). London: Taylor and Francis/Routledge.
- Tindal, G.** (2012). Curriculum-based measures (CBM): Application with state assessments. In C. Espin, K. McMaster, S. Rose, & M. M. Wayman (Eds.), *A Measure of Success: Festschrift for Dr. Stanley Deno* (pp 237-246). Minneapolis, MN: University of Minnesota Press.
- Alonzo, J., & **Tindal, G.** (2011). The measurement system behind the RTI model. In E. Shapiro, N. Zigmond, T. Wallace & D. Marston (Eds.), *Models for implementing response to intervention: Tools, outcomes, and implications* (pp. 318-340). New York: Guilford Press.
- Curtis, Y., Sullivan, L., Alonzo, J., & **Tindal, G.** (2011). The context and process for implementation. In E. Shapiro, N. Zigmond, T. Wallace & D. Marston (Eds.), *Models for implementing response to intervention implementation: Tools, outcomes, and implications* (pp. 271-317). New York: Guilford Press.
- Liu, K., Alonzo, J., & **Tindal, G.** (2011). Implementation and outcomes. In E. Shapiro, N. Zigmond, T. Wallace, & D. Marston (Eds.), *Models for implementing response to intervention implementation: Tools, outcomes, and implications* (pp. 341-374). New York: Guilford Press.
- Tindal, G.,** & Anderson, D. (2011). Validity evidence for making decisions about accommodated and modified large-scale test. In S. Elliott, R. Kettler, P. Beddow & A. Kurz (Eds.), *Handbook of accessible achievement tests for ALL students*. New York: Springer.
- Tindal, G.,** & Nese, J. (2011). Applications of curriculum-based measures in making multiple decisions with multiple reference points. In M. A. Mastropieri & T. E. Scruggs (Ed.), *Assessment and intervention: Advances in learning and behavioral disabilities* (Vol. 24, pp 31-58). Bingley, UK: Emerald.
- Carrizales, D., & **Tindal, G.** (2009). Test design and validation of inferences for the Oregon alternate assessment. In R. Lissitz & W. Schafer (Eds.), *Assessments in educational reform* (pp. 240-275). Baltimore, MD: Paul H. Brookes.
- Alonzo, J., Ketterlin-Geller, L. R., & **Tindal, G.** (2007). Curriculum-based measurement in reading and math: Providing rigorous outcomes to support learning. In L. Florian (Ed.), *Handbook of special education* (pp. 307-318). Thousand Oaks, CA: Sage.
- Duesbery, L., Ketterlin-Geller, L. R., McCoy, J., & **Tindal, G.** (2007). Accommodating students with disabilities in online assessments. In S. Howell (Ed.), *Online assessment and measurement, volume II: Case studies from higher education, k-12, and corporate*. Hershey, PA: Idea Group.
- McCoy, J., Twyman, T., Ketterlin-Geller, L. R., & **Tindal, G.** (2007). Academic achievement. In S. Lee (Ed.), *Encyclopedia of school psychology*. Thousand Oaks, CA: Sage Publications.
- Tindal, G.,** & Ketterlin-Geller, L. R. (2007). Test accommodations research: Decision-making, outcomes, and designs. In R. Kopriva (Ed.), *Validity and accommodations: Psychometric and policy perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Ready, D., & **Tindal, G.** (2006). *An investigation of language minority children: Demographic characteristics, initial performance, and growth in achievement* (CSE Technical Report 686). Los Angeles, CA: Center for Research on Evaluation of Standards and Student Testing (CRESST), UCLA Graduate School of Education & Information Studies, National Center for Research on Evaluation, Standards, and Student Testing.
- Technical Work Group. (2006). *Including students with disabilities in large-scale assessments*. Washington, DC: Office of Special Education.
- Tindal, G.** (2006). Alignment of alternate assessments using the Webb system *Aligning assessment to guide the learning of all students*. Washington DC: Council of Chief State School Officers.
- Tindal, G.**, Duesbery, L., & Ketterlin-Geller, L. R. (2006). Managing data for decision-making. In S. Smith & P. Piele (Eds.), *School leadership: Handbook for student learning* (pp. 380-400). Thousand Oaks, CA: Corwin Press.
- Tindal, G.**, & Crawford, L. (2005). Using learning assessments to design effective programs. In D. Edyburn, K. Higgins & R. Boone (Eds.), *Handbook of special education technology research and practice* (pp. 821-834). Whitefish Bay, WI: Knowledge by Design.
- Tindal, G.**, & Ketterlin-Geller, L. R. (2004). Research on mathematics test accommodations relevant to NAEP testing. Washington DC: National Assessment Governing Board.
- Goldman, P., & **Tindal, G.** (2002). Contradictions of school community in restructuring elementary schools: Lessons from a case study. In G. Furman (Ed.), *School as community: From promise to practice* (pp. 97-117). Albany, NY: State University of New York Press.
- Tindal, G.** (2002). How will assessments accommodate students with disabilities? In R. Lissitz & W. Schafer (Eds.), *Assessment in educational reform: Both means and ends* (pp. 100-123). New York: Allyn & Bacon.
- Tindal, G.** (2002). Studies at the university of Oregon. In *Reporting test results for students with disabilities and English-language learners: Summary of a workshop* (pp. 49-53). Washington, D. C.: National Research Council.
- Tindal, G.**, & Crawford, L. (2002). Teaching writing to students with behavior disorders: Metaphor and medium. In K. Lane, F. Gresham & T. O'Shaughnessy (Eds.), *Interventions for children with or at risk for emotional and behavioral disorders*. Boston, MA: Allyn & Bacon.
- Tindal, G.** (2000). Single subject research designs to understand the effects of accommodations in large-scale testing (pp. 1-57). Minneapolis, MN: The National Center for Educational Outcomes.
- Tindal, G.**, & Fuchs, L. (2000). A summary of research on test changes: An empirical basis for defining accommodations. Lexington, KY: Mid-South Regional Resource Center, University of Kentucky.
- Espin, C., & **Tindal, G.** (1998). Curriculum-based measurement for secondary students. In M. Shinn (Ed.), *Advanced applications of curriculum-based measurement* (pp. 214-253). New York: Ingram Book Company.
- Tindal, G.** (1998). Assessment in learning disabilities with a focus on curriculum-based measurement In J. Torgeson & B. Wong (Eds.). *Learning about learning disabilities* (Second ed., pp. 35-66). San Deigo, CA: Academic Press.
- Tindal, G.** (1998). Models for understanding task comparability in accommodated testing. Washington, D. C.: Council of Chief State School Officers.

- Almond, P., **Tindal, G.**, & Stieber, S. (1997). Linking inclusion to conclusions: An empirical study of participation of students with disabilities in statewide testing programs (OR Report 1) *State Assessment Series* (pp. 1-36). Minneapolis, MN: National Center on Educational Outcomes, University of Minnesota.
- Tindal, G.** (1997). Issues in performance assessment for students with disabilities: Inclusion, technical adequacy, and interpretation of performance outcomes. In R. Taylor (Ed.), *Assessment of individuals with mental retardation* (pp. 73-101). San Diego, CA: Singular Publishing Group.
- Marston, D., & **Tindal, G.** (1994). Performance monitoring. In A. T. J. Grimes (Ed.), *Best practices in school psychology* (pp. 597-608). Washington, D. C.: National Association for School Psychologists.
- Tindal, G.**, & Germann, G. (1991). Mainstream consultation agreements in secondary schools. In G. Stoner, M. Shinn & H. Walker (Eds.), *Interventions for achievement and behavior problems* (pp. 495-517). Silver Spring, MD: The National Association of School Psychologists.
- Tindal, G.** (1989). Evaluating the effectiveness of educational programs at the systems level using curriculum-based measurement. In M. Shinn (Ed.), *Curriculum-based measurement: Assessing special children* (Vol. 1, pp. 202-239). New York: The Guilford Press.
- Shinn, M., & **Tindal, G.** (1988). Using student performance data in academics: A pragmatic and defensible approach to non-discriminatory assessment. In R. L. Jones (Ed.), *Psychoeducational assessment of minority group children: A casebook* (pp. 383-407). Berkeley, CA: Cobb & Henry.
- Tindal, G.** (1988). Curriculum-based measurement. In J. L. Graden, J. E. Zins & M. J. Curtis (Eds.), *Alternative Educational Delivery Systems: Enhancing instructional options for all students* (pp. 111-135). Washington, DC: National Association of School Psychologists.
- Epps, S., & **Tindal, G.** (1987). The effectiveness of differential programming in serving students with mild handicaps: Placement options and instructional programming. In M. Wang, M. Reynolds & H. Walberg (Eds.), *Handbook of special education: Research and practice* (Vol. 1, pp. 213-248). Oxford: Pergamon.
- Rodden-Nord, K., & **Tindal, G.** (1987). Sex ratios in special education. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of Special Education: A Reference for the Education of the Handicapped and Other Exceptional Children and Adults* (pp. 1427-1429). New York, NY: Wiley.
- Tindal, G.**, & Rodden-Nord, K. (1987). Public schools and special education. In C. R. Reynolds & L. Mann (Eds.), *Encyclopedia of special education: A reference for the education of the handicapped and other exceptional children and adults* (pp. 1281-1285). New York, NY: Wiley.
- Tindal, G.**, & Marston, D. (1986). Approaches to assessment. In J. Torgeson & B. Wong (Eds.), *Psychological and educational perspectives on learning disabilities* (pp. 55-84). Orlando, FL: Academic Press.
- Tindal, G.**, Wesson, C., & Deno, S. (1982). The pine county model for special education delivery: A data-based system. Minneapolis, MN: Minnesota University, Minneapolis Institute for Research on Learning Disabilities.

Technical Reports (available at <https://brtprojects.org>)

Behavioral Research and Teaching Reports on Mathematics and Reading (2003 – present)

- Nobles, S., Anderson, D., Raman, M., Laird, K. & **Tindal, G.** ReadWorks Article-A-Day: *Using a maze assessment to test the impact of building background knowledge on reading comprehension.* (Technical Report No. 1902). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Irvin, P. S., Sáez, L., Pilger, M., Alonzo, J., Squires, J., Twombly, L., & **Tindal, G.** (2018). *Project ICEBERG exploration: Using implementation science to guide preschool reading disabilities prevention.* Technical Report No. 1802). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Tindal, G.** (2017). *Oral reading fluency: Outcomes from 30 Years of research* (Technical Report No. 1701). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Hasbrouck, J. & **Tindal, G.** (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Park, S., Alonzo, J., **Tindal, G.** (2015). *An exploration of differential item functioning with the easyCBM middle school mathematics tests: Grades 6-8* (Technical Report No. 1501). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Saven, J. L., **Tindal, G.**, Irvin, P. S., Farley, D., & Alonzo, J. (2014). *easyCBM norms 2014 edition* (Technical Report No. 1409). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Alonzo, J., **Tindal, G.**, Farley, D., Irvin, P. S., Lai, C. F., Saven, J. L., & Wray, K. A. (2014). *Technical manual: easyCBM* (Technical Report No. 1408). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Guerreiro, M., Alonzo, J., **Tindal, G.** (2014). *Internal consistency of the easyCBM CCSS reading measures grades k-8* (Technical Report No. 1407). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Wray, K. A., Alonzo, J., **Tindal, G.** (2014). *Internal consistency of the easyCBM vocabulary measures grades 2-8* (Technical Report No. 1406). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Wray, K. A., Alonzo, J., **Tindal, G.** (2014). *Internal consistency of the easyCBM CCSS math measures grades k-8* (Technical Report No. 1405). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Lai, C. F., Sáez, L., Alonzo, J., **Tindal, G.** (2014). *Network analysis of beginning reading instruction* (Technical Report No. 1404). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- Anderson, D., Rowley, B., Alonzo, J., & **Tindal, G.** (2014). *easyCBM beginning reading measures: Grades k-1 alternate form reliability and criterion validity with the SAT-10* (Technical Report No. 1403). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Rowley, B., Alonzo, J., & **Tindal, G.** (2014). *Criterion validity evidence for the easyCBM CCSS math measures: Grades 6-8* (Technical Report No. 1402). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Saven, J. L., Irvin, P. S., Alonzo, J., & **Tindal, G.** (2014). *Teacher practices and student growth in mathematics: Grades 6-8* (Technical Report No. 1401). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Saven, J. L., Irvin, P. S., Park, B. J., Alonzo, J., Anderson, D., & **Tindal, G.** (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 5* (Technical Report No. 1319). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Irvin, P. S., Saven, J. L., Alonzo, J., Park, B. J., Anderson, D., & **Tindal, G.** (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 4* (Technical Report No. 1318). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Saven, J. L., Irvin, P. S., Park, B. J., Alonzo, J., Anderson, D., & **Tindal, G.** (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 3* (Technical Report No. 1317). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Irvin, P. S., Saven, J. L., Alonzo, J., Park, B. J., Anderson, D., & **Tindal, G.** (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 2* (Technical Report No. 1316). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Saven, J. L., Irvin, P. S., Park, B. J., Alonzo, J., Anderson, D., & **Tindal, G.** (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 1* (Technical Report No. 1315). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Irvin, P. S., Saven, J. L., Alonzo, J., Park, B. J., Anderson, D., & **Tindal, G.** (2013). *The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade K* (Technical Report No. 1314). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Alonzo, J., & **Tindal, G.** (2013). *easyCBM CCSS math item scaling and test form revision (2012-2013): Grades 6-8* (Technical Report No. 1313). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Alonzo, J., & **Tindal, G.** (2013). *Study of the reliability of CCSS-aligned math measures (2012 Research Version): Grades 6-8* (Technical Report No. 1312). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Farley, D., Saven, J. L., **Tindal, G.**, & Nese, J. F. T. (2013). *Analysis of growth on state tests for students with significant cognitive disabilities* (Technical Report No. 1311). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Lai, C. F., Alonzo, J., & **Tindal, G.** (2013). *easyCBM reading criterion related validity evidence: Grades 2-5* (Technical Report No. 1310). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- Lai, C. F., Alonzo, J., & **Tindal, G.** (2013). *easyCBM reading criterion related validity evidence: Grades K-1* (Technical Report No. 1309). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Sáez, L., Lai, C. F., & **Tindal, G.** (2013). *Learning Progressions: Tools for assessment and instruction for all learners* (Technical Report No. 1307). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Park, B. J., & **Tindal, G.** (2013). *An examination of the internal structures of the Gr. k-5 easyCBM CCSS reading measures: A construct validity study* (Technical Report No. 1305). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Park, B. J., & **Tindal, G.** (2013). *An examination of the internal structures of the grade 6-8 easyCBM CCSS reading measures* (Technical Report No. 1304). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Sáez, L., Irvin, P. S., Alonzo, J., & **Tindal, G.** (2013). *Alignment with the Common Core State Standards: easyCBM k-3 word reading* (Technical Report No. 1303). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Park, B. J., & **Tindal, G.** (2013). *Examining the internal structure of the easyCBM reading measures, grades k-5* (Technical Report No. 1302). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Gonzalez, M., & **Tindal, G.** (2013). *The development of easyCBM Spanish literacy assessments for use in grades k-2.* (Technical Report No. 1301). Eugene, OR: Behavioral Research & Teaching, University of Oregon.
- Irvin, P. S., Park, B. J., Alonzo, J., & **Tindal, G.** (2012). *The alignment of the easyCBM grades 6-8 math measures to the Common Core Standards* (Technical Report No. 1230). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Park, B. J., Irvin, P. S., Alonzo, J., & **Tindal, G.** (2012). *The alignment of the easyCBM grades 3-5 math measures to the Common Core Standards* (Technical Report No. 1229). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Irvin, P. S., Park, B. J., Alonzo, J., & **Tindal, G.** (2012). *The alignment of the easyCBM grades k-2 math measures to the Common Core Standards* (Technical Report No. 1228). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Sáez, L., Irvin, P. S., Alonzo, J., & **Tindal, G.** (2012). *Phoneme segmenting alignment with the Common Core Foundational Skills Standard Two: Grades k-1* (Technical Report No. 1227). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Park, B. J., & **Tindal, G.** (2012). *The development of the easyCBM CCSS reading assessments: Grade 8* (Technical Report No. 1226). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Park, B. J., & **Tindal, G.** (2012). *The development of the easyCBM CCSS reading assessments: Grade 7* (Technical Report No. 1225). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Park, B. J., & **Tindal, G.** (2012). *The development of the easyCBM CCSS reading assessments: Grade 6* (Technical Report No. 1224). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Park, B. J., & **Tindal, G.** (2012). *The development of the easyCBM CCSS reading assessments: Grade 5* (Technical Report No. 1223). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- Alonzo, J., Park, B. J., & **Tindal, G.** (2012). *The development of the easyCBM CCSS reading assessments: Grade 4* (Technical Report No. 1222). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Park, B. J., & **Tindal, G.** (2012). *The development of the easyCBM CCSS reading assessments: Grade 3* (Technical Report No. 1221). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Lai, C. F., Park, B. J., Anderson, D., Alonzo, J., & **Tindal, G.** (2012). *An examination of the test-retest, alternate form reliability and generalizability study of the easyCBM reading assessments: Grade 5* (Technical Report No. 1220). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Lai, C. F., Park, B. J., Anderson, D., Alonzo, J., & **Tindal, G.** (2012). *An examination of the test-retest, alternate form reliability and generalizability study of the easyCBM reading assessments: Grade 5* (Technical Report No. 1220). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Lai, C. F., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *An examination of the test-retest, alternate form reliability and generalizability study of the easyCBM reading assessments: Grade 4* (Technical Report No. 1219). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Park, B. J., Anderson, D., Alonzo, J., Lai, C. F., & **Tindal, G.** (2012). *An examination of the test-retest, alternate form reliability and generalizability study of the easyCBM reading assessments: Grade 3* (Technical Report No. 1218). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Lai, C. F., Park, B. J., Alonzo, J., & **Tindal, G.** (2012). *An examination of the test-retest, alternate form reliability and generalizability study of the easyCBM reading assessments: Grade 2* (Technical Report No. 1217). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Park, B. J., Lai, C. F., Alonzo, J., & **Tindal, G.** (2012). *An examination of the test-retest, alternate form reliability and generalizability study of the easyCBM reading assessments: Grade 1* (Technical Report No. 1216). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *The development of CBM vocabulary measures: Grade 8* (Technical Report No. 1215). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *The development of CBM vocabulary measures: Grade 7* (Technical Report No. 1214). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *The development of CBM vocabulary measures: Grade 6* (Technical Report No. 1213). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *The development of CBM vocabulary measures: Grade 5* (Technical Report No. 1212). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *The development of CBM vocabulary measures: Grade 4* (Technical Report No. 1211). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- Alonzo, J., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *The development of CBM vocabulary measures: Grade 3* (Technical Report No. 1210). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *The development of CBM vocabulary measures: Grade 2* (Technical Report No. 1209). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Irvin, P. S., Alonzo, J., & **Tindal, G.** (2012). *The alignment of the easyCBM middle school mathematics CCSS measures to the Common Core State Standards* (Technical Report No. 1208). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Irvin, P. S., Patarapichayatham, C., Alonzo, J., & **Tindal, G.** (2012). *The development and scaling of the easyCBM CCSS middle school mathematics measures* (Technical Report No. 1207). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *The development of CBM vocabulary measures: Grade 2* (Technical Report No. 1209). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *The development of CBM vocabulary measures: Grade 3* (Technical Report No. 1210). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *The development of CBM vocabulary measures: Grade 4* (Technical Report No. 1211). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *The development of CBM vocabulary measures: Grade 5* (Technical Report No. 1212). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *The development of CBM vocabulary measures: Grade 6* (Technical Report No. 1213). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *The development of CBM vocabulary measures: Grade 7* (Technical Report No. 1214). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *The development of CBM vocabulary measures: Grade 8* (Technical Report No. 1215). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Lai, C. F., Anderson, D., Park, B. J., & **Tindal, G.** (2012). *An examination of test-retest, alternate form reliability, and generalizability theory study of the easyCBM reading assessments: Grade 4* (Technical Report No. 1219). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Lai, C. F., Park, B. J., Alonzo, J., & **Tindal, G.** (2012). *An examination of test-retest, alternate form reliability, and generalizability theory study of the easyCBM reading assessments: Grade 2* (Technical Report No. 1217). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- Anderson, D., Park, B. J., Lai, C. F., Alonzo, J., & **Tindal, G.** (2012). *An examination of test-retest, alternate form reliability, and generalizability theory study of the easyCBM reading assessments: Grade 1* (Technical Report No. 1216). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Irvin, P. S., Alonzo, J., Lai, C. F., Park, B. J., & **Tindal, G.** (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 7* (Technical Report No. 1206). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Irvin, P. S., Alonzo, J., Park, B. J., Lai, C. F., & **Tindal, G.** (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 6* (Technical Report No. 1205). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Lai, C. F., Irvin, P. S., Alonzo, J., Park, B. J., & **Tindal, G.** (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 2* (Technical Report No. 1201). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Lai, C. F., Irvin, P. S., Park, B. J., Alonzo, J., & **Tindal, G.** (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 3* (Technical Report No. 1202). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Lai, C. F., Park, B. J., Anderson, D., Alonzo, J., & **Tindal, G.** (2012). *An examination of test-retest, alternate form reliability, and generalizability theory study of the easyCBM reading assessments: Grade 5* (Technical Report No. 1220). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Park, B. J., Anderson, D., Alonzo, J., Lai, C. F., & **Tindal, G.** (2012). *An examination of test-retest, alternate form reliability, and generalizability theory study of the easyCBM reading assessments: Grade 3* (Technical Report No. 1218). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Park, B. J., Irvin, P. S., Alonzo, J., Lai, C. F., & **Tindal, G.** (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 4* (Technical Report No. 1203). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Park, B. J., Irvin, P. S., Lai, C. F., Alonzo, J., & **Tindal, G.** (2012). *Analyzing the Reliability of the easyCBM Reading Comprehension Measures: Grade 5* (Technical Report No. 1204). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., & **Tindal, G.** (2011). *Instrument and survey analysis technical report: Program implementation survey* (Technical Report No. 1112). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Alonzo, J., & **Tindal, G.** (2011). *A cross-validation of easyCBM mathematics cut scores in Oregon: 2009-2010* (Technical Report No. 1104). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Alonzo, J., & **Tindal, G.** (2011). *A cross-validation of easyCBM mathematics cut scores in Washington state: 2009-2010 Test* (Technical Report No. 1105). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Alonzo, J., & **Tindal, G.** (2011). *easyCBM reading criterion related validity evidence: Oregon state test 2009-2010* (Technical Report No. 1103). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Alonzo, J., & **Tindal, G.** (2011). *easyCBM reading criterion related to validity evidence: Washington state test 2009-2010* (Technical Report No. 1101). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- Anderson, D., Park, B. J., Irvin, P. S., Alonzo, J., & **Tindal, G.** (2011). *Diagnostic efficiency of easyCBM reading: Washington state* (Technical Report No. 1107). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Irvin, P. S., Park, B. J., Anderson, D., Alonzo, J., & **Tindal, G.** (2011). *A cross-validation of easyCBM reading cut scores in Washington: 2009-2010* (Technical Report No. 1109). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Nese, J. F. T., Anderson, D., Hoelscher, K., **Tindal, G.**, & Alonzo, J. (2011). *Progress monitoring instrument development: Silent reading fluency, vocabulary, and reading comprehension* (Technical Report No. 1110). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Park, B. J., Alonzo, J., & **Tindal, G.** (2011). *The development and technical adequacy of seventh-grade reading comprehension measures in a progress monitoring assessment* (Technical Report No. 1102). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Park, B. J., Anderson, D., Irvin, P. S., Alonzo, J., & **Tindal, G.** (2011). *Diagnostic efficiency of easyCBM reading: Oregon* (Technical Report No. 1106). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Park, B. J., Irvin, P. S., Anderson, D., Alonzo, J., & **Tindal, G.** (2011). *A cross-validation of easyCBM Reading cut scores in Oregon: 2009-2010* (Technical Report No. 1108). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Patarapichayatham, C., Anderson, D., Irvin, P. S., Kamata, A., Alonzo, J., & **Tindal, G.** (2011). *easyCBM slope reliability: Letter names, word reading fluency, and passage reading fluency* (Technical Report No. 1111). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Nese, J. F. T., Lai, C. F., Anderson, D., Park, B. J., & **Tindal, G.** (2010). *The alignment of easyCBM math measures to curriculum standards* (Technical Report No. 1002) Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., **Tindal, G.**, & Lai, C. F. (2010). *Making the good even better: Feedback from easyCBM focus groups, school year 2009/2010* (Technical Report 1001). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Alonzo, J., & **Tindal, G.** (2010). *Diagnostic efficiency of easyCBM math: Oregon* (Technical Report No. 1009). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Alonzo, J., & **Tindal, G.** (2010c). *easyCBM mathematics criterion related validity evidence: Oregon state test* (Technical Report No. 1011). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Alonzo, J., & **Tindal, G.** (2010). *Diagnostic efficiency of easyCBM mathematics: Washington state* (Technical Report No. 1008). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Alonzo, J., & **Tindal, G.** (2010). *easyCBM mathematics criterion related validity evidence: Washington state test* (Technical Report No. 1010). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Anderson, D., Lai, C. F., Nese, J. F. T., Park, B. J., Sáez, L., Jamgochian, E. M., Alonzo, J., & **Tindal, G.** (2010). *Technical adequacy of the easyCBM primary-level mathematics measures (grades k-2), 2009-2010 version* (Technical Report No. 1006). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- Jamgochian, E. M., Park, B. J., Nese, J. F. T., Lai, C. F., Sáez. L., Anderson, D., Alonzo, J., & **Tindal, G.** (2010). *Technical adequacy of the easyCBM grade 2 reading measures* (Technical Report No. 1004). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Lai, C. F., Nese, J. F. T., Jamgochian, E. M., Alonzo, J., & **Tindal, G.** (2010). *Technical adequacy of the easyCBM primary-level reading measures (grades k-1), 2009-2010 version* (Technical Report No. 1003). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Nese, J. F. T., Lai, C. F., Anderson, D., Jamgochian, E. M., Kamata, A., Sáez. L., Park, B. J., Alonzo, J., **Tindal, G.** (2010). *Technical adequacy of the easyCBM mathematics measures: Grades 3-8: 2009-2010 version* (Technical Report No. 1007). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Nese, J. F. T., Lai, C. F., Anderson, D., Park, B. J., **Tindal, G.**, & Alonzo, J. (2010). *The alignment of easyCBM math measures to curriculum standards* (Technical Report No. 1002). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Sáez. L., Park, B. J., Nese, J. F. T., Jamgochian, E. M., Lai, C. F., Anderson, D., Kamata, A., Alonzo, J., & **Tindal, G.** (2010). *Technical adequacy of the easyCBM reading measures (grades 3-7), 2009-2010 version* (Technical Report No. 1005). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Anderson, D., & **Tindal, G.** (2009). *IRT analysis of general outcome measures in grades 1-8* (Technical Report No. 0916). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Lai, C. F., & **Tindal, G.** (2009). *The development of k-8 progress monitoring measures in mathematics for use with the 2% and the general education populations: Grade 2* (Technical Report No. 0920). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Lai, C. F., & **Tindal, G.** (2009). *The development of k-8 progress monitoring measures in mathematics for use with the 2% and general education populations: Grade 3* (Technical Report No. 0902). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Lai, C. F., & **Tindal, G.** (2009). *Mathematics for use with the 2% and general education populations: Grade 4* (Technical Report No. 0903). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., & **Tindal, G.** (2009). *Alternate form and test-retest reliability of easyCBM reading measures* (Technical Report No. 0906). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., & **Tindal, G.** (2009). *The development of k-8 progress monitoring measures in mathematics for use with the 2% and general education populations: Grade 1* (Technical Report No. 0919). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., & **Tindal, G.** (2009). *The development of k-8 progress monitoring measures in mathematics for use with the 2% and general education populations: Kindergarten* (Technical Report No. 0921). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- Anderson, D., **Tindal, G.**, & Alonzo, J. (2009). *Internal consistency of general outcome measures in grades 1-8* (Technical Report No. 0915). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Lai, C. F., Alonzo, J., & **Tindal, G.** (2009). *The development of k-8 progress monitoring measures in mathematics for use with the 2% and general education populations: Grade 5* (Technical Report No. 0901). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Lai, C. F., Alonzo, J., & **Tindal, G.** (2009). *The development of k-8 progress monitoring measures in mathematics for use with the 2% and the general education populations: Grade 6* (Technical Report No. 0907). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Lai, C. F., Alonzo, J., & **Tindal, G.** (2009). *The development of k-8 progress monitoring measures in mathematics for use with the 2% and general populations: Grade 7* (Technical Report No. 0908). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Lai, C. F., Alonzo, J., & **Tindal, G.** (2009). *The development of k-8 progress monitoring measures in mathematics for use with the 2% and general education populations: Grade 8* (Technical Report No. 0904). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Mariano, G., **Tindal, G.**, Carrizales, D., & Lenhardt, B. (2009). *Analysis of teacher accommodation recommendations for a large-scale test* (Technical Report No. 0905). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Tindal, G.**, Alonzo, J., & Anderson, D. (2009). *Local normative data on easyCBM® reading and mathematics: Fall 2009* (Technical Report No. 0918). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Tindal, G.**, Nese, J. F., & Alonzo, J. (2009). *Criterion-related evidence using easyCBM® reading measures and student demographics to predict state test performance in grades 3-8* (Technical Report No. 0910). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Tindal, G.**, Nese, J. F., & Alonzo, J. (2009). *Hierarchical linear modeling of passage reading fluency growth as a function of student characteristics* (Technical Report No. 0922). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Liu, K., & **Tindal, G.** (2008). *Examining the technical adequacy of second-grade reading comprehension measures in a progress monitoring assessment system* (Technical Report No. 0808). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Park, B. J., & **Tindal, G.** (2008). *The development of middle school passage reading fluency measures in a progress monitoring assessment system* (Technical Report No. 46). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., & **Tindal, G.** (2008). *Examining the technical adequacy of fifth-grade reading comprehension measures in a progress monitoring assessment system* (Technical Report No. 0807). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., & **Tindal, G.** (2008). *The development of fifth-grade passage reading fluency measures for use in a progress monitoring assessment system* (Technical Report No. 43). Eugene, OR: Behavioral Research and Teaching.

- Jung, E., Liu, K., Ketterlin-Geller, L. R., & **Tindal, G.** (2008). *Instrument development procedures for mathematics measures* (Technical Report No. 0802). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Liu, K., Carling, K., Ketterlin-Geller, L. R., & **Tindal, G.** (2008). *Instrument development procedures for rapid reading rate measures* (Technical Report No. 0805). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Liu, K., Ketterlin-Geller, L. R., Yovanoff, P., & **Tindal, G.** (2008). *Examining item functioning of math screening measures for grades 1-8 students* (Technical Report No. 0804). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Liu, K., Sundstrom-Hebert, K., Ketterlin-Geller, L. R., & **Tindal, G.** (2008). *Instrument development procedures for maze measures* (Technical Report No. 0806). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Liu, K., Sundstrom-Hebert, K., Ketterlin-Geller, L. R., & **Tindal, G.** (2008). *Instrument development procedures for silent reading measures* (Technical Report No. 0803). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Tindal, G.**, Lee, D., & Ketterlin-Geller, L. R. (2008). *The reliability of teacher decision-making in recommending accommodations for large-scale tests* (Technical Report No. 0801). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Liu, K., & **Tindal, G.** (2007). *Examining the technical adequacy of reading comprehension measures in a progress monitoring assessment system* (Technical Report No. 41). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., & **Tindal, G.** (2007). *The development of early literacy measures for use in a progress monitoring assessment system: Letter names, letter sounds and phoneme segmenting* (Technical Report No. 39). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., & **Tindal, G.** (2007). *The development of word and passage reading fluency measures in a progress monitoring assessment system* (Technical Report No. 40). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Martinez, M., Ketterlin-Geller, L. R., & **Tindal, G.** (2007). *Content-related evidence for validity for mathematics tests: Teacher review* (Technical Report No. 42). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., **Tindal, G.**, & McCoy, J. (2005). *Measuring teachers' efficacy working with diverse student needs: Testing a measurement model* (Technical Report No. 38). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Hasbrouck, J., & **Tindal, G.** (2005). *Oral reading fluency: 90 years of measurement* (Technical Report No. 33). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., Ketterlin-Geller, L. R., & **Tindal, G.** (2004). *Instrument development: Examining the appropriateness of student and teacher surveys for determining the need for testing accommodations* (Technical Report No. 31). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., & **Tindal, G.** (2004). *Analysis of reading fluency and comprehension measures for first-grade students* (Technical Report No. 25). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., & **Tindal, G.** (2004). *Analysis of reading fluency and comprehension measures for fourth-grade students* (Technical Report No. 27). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

- Alonzo, J., & **Tindal, G.** (2004). *Analysis of reading fluency and comprehension measures for seventh-grade students* (Technical Report No. 23). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., & **Tindal, G.** (2004). *Analysis of reading fluency and comprehension measures for sixth-grade students* (Technical Report No. 24). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., & **Tindal, G.** (2004). *District reading assessments, spring 2004 administration* (Technical Report No. 30). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Beghetto, R., & **Tindal, G.** (2004). *Analysis of reading fluency and comprehension measures for fifth grade students* (Technical Report No. 28): Behavioral Research and Teaching, University of Oregon.
- Ketterlin-Geller, L. R., Alonzo, J., & **Tindal, G.** (2004). *Use of focus groups to inform the construction of a universally designed mathematics test* (Technical Report No. 29). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Ketterlin-Geller, L. R., & **Tindal, G.** (2004). *Analysis of reading fluency and comprehension measures for 3rd-grade students* (Technical Report No. 22). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
- Alonzo, J., & **Tindal, G.** (2003). *The effect of concept mazes in a ninth grade language arts classroom* (Technical Report No. 20). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

Other Technical Reports from National Projects

- Tindal, G.,** & Way, D. (in press). *Rethinking Standardization for NAEP: Increasing Equity and Access*. A White Paper with the NAEP Validity Studies Panel. Washington DC.
- Tindal, G.,** Nese, J. F. T., & Anderson, D. (2011). *Students participating in alternate assessments judged against modified achievement standards (AA-MAS)*. Washington, DC: National Council on Learning Disabilities (NCLD).
- Almond, P., Ciproletti, B., & **Tindal, G.** (2007). *Consequences of alternate assessment*. In Handbook for Developing Alternate Assessment Technical Adequacy (DAATA): Producing Documentation for States' Alternate Assessments for Students with Significant Cognitive Disabilities. Washington, D.C.: Council of Chief State School Officers.
- Tindal, G.,** Almond, P., & Cipoletti, B. (2007). *Content-related evidence: Alignment of alternate assessments with standards*. In Handbook for Developing Alternate Assessment Technical Adequacy (DAATA): Producing Documentation for States' Alternate Assessments for Students with Significant Cognitive Disabilities. Washington, D.C.: Council of Chief State School Officers.
- Tindal, G.,** & Yovanoff, P. (2007). *Reliability of alternate assessments*. In Handbook for Developing Alternate Assessment Technical Adequacy (DAATA): Producing Documentation for States' Alternate Assessments for Students with Significant Cognitive Disabilities. Washington, D.C.: Council of Chief State School Officers.

- Tindal, G., Yovanoff, P., & Geller, J. (2007).** *Criterion-related evidence for alternate assessments in reading and mathematics.* In Handbook for Developing Alternate Assessment Technical Adequacy (DAATA): Producing Documentation for States' Alternate Assessments for Students with Significant Cognitive Disabilities. Washington, D.C.: Council of Chief State School Officers.
- Tindal, G., Yovanoff, P., & Geller, J. (2007).** *Generalizability research on alternate assessments in reading.* In Handbook for Developing Alternate Assessment Technical Adequacy (DAATA): Producing Documentation for States' Alternate Assessments for Students with Significant Cognitive Disabilities. Washington, D.C.: Council of Chief State School Officers.
- Tindal, G. (2005).** *Evaluation of Alaska alternate assessment and developmental profile.* Unpublished document.
- Tindal, G., Cipoletti, B., & Almond, P. (2005).** *Alternate assessments: evidence based on test content and alignment with standards.* Eugene, OR: University of Oregon Behavioral Research and Teaching.
- Tindal, T., & Ketterlin-Geller, L.R. (2004).** *Research on mathematics test accommodations relevant to NAEP testing.* Washington, D.C.: National Assessment Governing Board. Available at <http://www.nagb.org/pubs/conferences/tindal.pdf>.
- Tindal, G. (2002).** *Accommodating mathematics testing using a videotaped read aloud administration.* Washington, D. C. Council of Chief State School Officers.
- Tindal, G., Van Loo, D., Chow, E., & Gall, J. (2002).** *Reliability summary of the 2001 Oregon extended assessment: Reading, writing, and math results.*
- Crawford, L., Anderson, L., Finzel, A., Butera, D., & **Tindal, G.** (2001). *Project OUTREACH: Consulting with teachers on use of student performance data.* Eugene, OR: University of Oregon Research, Consultation, and Teaching Program
- Crawford, L., Butera, D., & **Tindal, G.** (2001). *Reading comprehension: Strategies for instruction and evaluation.* Eugene, OR: University of Oregon Research, Consultation, and Teaching Program.

Curricular Materials

- Ketterlin-Geller, L. R. & **Tindal, G.** (2002). *Concept-based instruction: Science* (2nd Ed.). Hood River, OR: Ed Progress.
- McDonald, M., Ketterlin-Geller, L. R., & **Tindal, G.** (2002). *Concept-based instruction: Mathematics* (2nd Ed.). Hood River, OR: Ed Progress.
- Tindal, G., Alonzo, J., & Ketterlin-Geller, L. R. (2002). *Concept-based instruction: Language Arts* (2nd Ed.). Hood River, OR: Ed Progress.
- Twyman, T., Ketterlin-Geller, L. R., & **Tindal, G.** (2002). *Concept-based instruction: High school social science* (2nd Ed.). Hood River, OR: Ed Progress.
- Ketterlin-Geller, L.R. & Tindal, G. (2001). *Concept-based instruction: Science.* Hood River, OR: Ed Progress.
- McCoy, J. D., Ketterlin-Geller, L. R., & **Tindal, G.** (2001). *Concept-based instruction: Middle school social studies.* Hood River, OR: Ed Progress.
- McDonald, M., Ketterlin-Geller, L. R., & **Tindal, G.** (2001). *Concept-based instruction: Mathematics.* Hood River, OR: Ed Progress.

Tindal, G. & Ketterlin-Geller, L. (2001). *Concept-based instruction: Language arts*. Hood River, OR: Ed Progress.

Twyman, T., Ketterlin-Geller, L. R., & **Tindal, G.** (2001). *Concept-based instruction: High school social studies*. Hood River, OR: Ed Progress.

Keynote Addresses

Riverside Leadership Summit (July 2011, Chicago, IL). Curriculum-based measurement in response to intervention (RTI) systems.

Blind assessor: Are we constraining or enriching student learning? (November 2010, Sydney, Australia). Individual differences or individual difference.

Mater Dei Special Education Conference (November 2010, Campbelltown, Australia).

Including students with disabilities in large scale testing: Traveling blue highways and the many issues encountered in the U.S.

Providing teachers information on student performance and progress.

University of Minnesota Distinguished Alumni Award (October 2009, Minneapolis, MN). Blue highways in school psychology: Landmarks and roads rarely wandered

Florida Educational Research Association (November 2007, Tampa, FL). The conundrum of achieving a unitary view of validity with multiple forms of participation in large-scale testing programs.

Conference Presentations (1979 – Present)

(presentations and papers are listed within organizations)

International

The Hawaii International Conference on Education (January 5th - 8th, 2019, Honolulu, HI).

Stevens, J. J., Schulte, A. C., Nese, J. F. T., & **Tindal, G.** Comparing Alternative Models for Estimating School Performance in Four State Accountability Systems. (Paper Presentation).

Hawaii International Conference on Education (January 2012, Honolulu, HI).

Stevens, J. & **Tindal, G.** Hierarchical linear modeling of oral reading fluency growth as a function of student characteristics. Paper Session.

Council for Learning Disabilities 33rd International Conference (October 2011, Austin, TX).

Tindal, G. Curriculum-based measurement in response to intervention systems.

26th International Conference on Learning Disabilities (October 2004, Las Vegas, NV).

Tindal, G., and Ketterlin-Geller, L. Computer-based test accommodations

Australian Society for Educational Technology Conference (July 2000, Toowoomba, Queensland, University of Southern Queensland).

Tindal, G., & Glasgow, A. Computer based testing. Presentation

Queensland Guidance & Counseling Association (June 2000, Toowoomba, Queensland).
Assessment of adaptive behaviors.

Tindal, G. The use of accommodations for students with disabilities taking high stakes tests.

International Conference of the Association for Children with Learning Disabilities (February-March 1980, Milwaukee, WI).

Tindal, G. Simple approaches to assessing learning disabled students' spelling performance, social status, reading proficiency and written expression, with Deno, S., Mirkin, P., Kuehnle, K., Evans, P., Lowry, L., Wesson, C., Chiang, B., & Marston, D.

National

National Conference on Student Assessment (June 27th – 29th, 2018, San Diego, CA).

Schulte, A. C., Stevens, J. J., & **Tindal, G.** Academic growth and gaps for specific student subgroups on state accountability tests. (Symposium).

National Conference on Student Assessment (June 28th – June 30th, 2017, Austin, TX).

Stevens, J. J., Schulte, A. C., & **Tindal, G.** Comparing alternative school accountability models with attention to achievement growth and gaps for student subgroups (Presentation).

American Educational Research Association (April 8th – April 27th – May 1st, 2017, San Antonio, TX).

Irvin, P. S., **Tindal, G.** & Slater, S. Examining the factor structure and measurement invariance of a large-scale kindergarten entry assessment (Presentation).

National Council on Measurement in Education (April 26th – 30th, 2017, San Antonio, TX).

Irvin, P. S., **Tindal, G.** & Slater, S. (2017). Examining the relation between kindergarten entry and emerging literacy and math achievement. (Presentation).

Stevens, J. J., Anderson, D., Nese, J. F. T., & **Tindal, G.** Using effect size measures to estimate and report achievement gaps. (Presentation).

Office of Special Education Programs Project Director Conference (Aug. 1-3, 2016, Washington DC).

Tindal, G., Schulte, A. C., Elliott, S. N., & Egnor, D. 'Students With Disabilities' (SWDs') achievement growth and gaps.

American Educational Research Association (April 8th – April 12th, 2016, Washington, DC).

Alonzo, J., & **Tindal, G.** Interventions being implemented in response to intervention: A snapshot of the nation. (Paper Session).

Council of Chief State School Officers (2016, February, Los Angeles, CA).

Tindal, G. Findings on within year growth from NCAASE: Update to the ASES SCASS (Assessing Special Education Students State Collaborative on Assessment and Student Standards). (Presentation).

National Center Education Research/ National Center Special Education Research Principal Investigators Meeting, Institute of Education Sciences, (2015, December, Washington, DC).

Stevens, J. J., Schulte, A. C., Elliott, S. N., **Tindal, G.**, & Nese, J. F. T. A constellation of findings from NCAASE. (Paper presentation).

National Conference on Student Assessment (June 22-25, 2015, San Diego, CA).

Tindal, G., Schulte, A. C., & Stevens, J. J., Elliott, S. N., & Nese, J. F. T. New research findings from the National Center on Assessment and Accountability for Special Education (NCAASE). (Symposium).

National Council on Measurement in Education (April 15th – 19th, 2015, Chicago, IL).

Nese, J. F. T., **Tindal, G.**, Stevens, J. J., Schulte, A., Saven, J. L., & Farley, D. Modeling growth for NCLB subgroups: Effects of time-varying disability classification. In J. J. Stevens (Chair), Research and development on assessment and accountability for special education. (Coordinated Papers Session).

Stevens, J. J., Nese, J. F. T., & **Tindal, G.** Comparing different methods for representing and interpreting student growth.

Elliott, S. N., Kurz, A., **Tindal, G.**, Stevens, J. J., & Yel, N. Mathematics achievement gaps for elementary and secondary students: The influence of opportunity to learn and special education status (Year 2 report).

American Educational Research Association (April 16th-20th, 2015, Chicago, IL).

Anderson, D., Irvin, P. S., Nese, J. F. T., Alonzo, J., & **Tindal, G.** National middle school mathematics within-year growth norms. (Paper Presentation).

Anderson, D., Alonzo, J., Kahn, J. D., & **Tindal, G.** Exploring the item factor structure of a CCSS-aligned middle school mathematics CBM. (Paper Presentation).

Farley, D., Anderson, D., Irvin, P. S., Saven, J. L., & **Tindal, G.** Modeling reading growth for alternate assessments based on alternate achievement standards (AA-AAS). (Research Paper Session).

Irvin, P. S., Their, M., Alonzo, J. & **Tindal, G.** An examination of kindergarten-entry skills by locale. In Roundtable Session, Investigating the Student Perspectives: Assessment, College Experiences, and Instruction.

Tindal, G., & Nese, J. F. T. (2015, April). Evaluating growth of students with significant cognitive disabilities on alternate assessments.

Council for Exceptional Children (April 8th – 11th 2015, San Diego, CA).

Tindal, G., & Nese, J. F. T. Evaluating growth of students with significant cognitive disabilities on alternate assessments.

Pacific Coast Research Conference (February 5th – 7th, 2015, San Diego, CA).

Nese, J. F. T., Alonzo, J., Sáez, L., & **Tindal, G.** Ascending the ORF slope: Three methods to identify meaningful ORF plateaus (Poster Presentation).

Council for Exceptional Children (April 8th – 11th 2014, Philadelphia, PA).

Tindal, G., Schulte, A., & Elliott, S. N. Critical issues in studying growth on state tests for students with disabilities.

National Council on Measurement in Education, (April 4th – 6th, 2014, Philadelphia, PA).

Tindal, G., Saven, J. Nese, J. F. T., & Anderson, D. An analysis of norms for early reading curriculum-based measures.

Elliott, S. N., Kurz, A., **Tindal, G.**, & Yel, N. Predicting end of year mathematics achievement with opportunity to learn and CBM measures. (Year 1 report).

Tindal, G., Nese, J. F. T., Farley, D. & Saven, J. L. Documenting growth for students with significant cognitive disabilities.

Flowers, C. P., Lakin, J., **Tindal, G.**, Thurlow, M., Briggs, D., & Kalen, M. J. Diversity and testing issues.

American Psychological Association (APA) Conference (August 2013, Honolulu, HI)

Nese, J. F. T., **Tindal, G.**, & Alonzo, J. (2013, August). Describing the reading fluency growth of progress monitored students (Poster).

Nese, J. F. T., **Tindal, G.**, Stevens, J. J., Schulte, A., & Elliott, S. N. Opening the black box of data cleaning for state data. (Poster).

American Educational Research Association (April 27th – May 1st, 2013, San Francisco, CA).

Saven, J. L., Anderson, D. J., Nese, J. F. T., Alonzo, J., & **Tindal, G.** Teacher decision making and within-year growth in math.

Park, B. J., Betts, J., Alonzo, J., & **Tindal, G.** Investigation of reading development patterns for students in early grades using latent transition analysis.

Irvin, P. S., Anderson, D. A., Saven, J. L., Alonzo, J., & **Tindal, G.** Within-year growth in math: Implications for progress-monitoring using RTI.

Tindal, G. Data management, data mining, and data utilization with curriculum-based measurement systems. (Paper presented in P. Piety as Chair in Big data: New opportunities for measurement & data analysis).

National Council on Measurement in Education, (April 26th – 30th, 2013, San Francisco, CA).

Anderson, D., Irvin, P. S., Alonzo, J., & **Tindal, G.** Modeling rater effects in a formative mathematics alignment study.

Tindal, G., Irvin, P. S., & Nese, J. F. T. Learning to read: A review of research on growth in reading skills. (Paper presented with J. Stevens as Chair, Research and development on assessment and accountability for special education).

Tindal, G. & Nese, J. F. T. Within-year achievement growth trajectories using progress monitoring measures. (Paper presented with J. Stevens as Chair, Research and development on assessment and accountability for special education).

Council for Exceptional Children (April 3rd – 6th 2013, San Antonio, TX).

Saven, J. L. Farley, D., & **Tindal, G.** Growth models for students with disabilities.

National Association of School Psychologists (February 2013, Seattle, WA).

Ysseldyke, J., & **Tindal, G.** Effectiveness of progress monitoring and formative assessment: empirical evidence. (Contributor: Daniel Bolt).

Anderson, D., Alonzo, J., & **Tindal, G.** Best practices in oral reading fluency administration.

Shapiro, E., Alonzo, J., & Christ, T. New developments in technology-enhanced assessment methods for RTI models. (Contributors: Nese, J.F.T., & **Tindal, G.**).

Irvin, P. S., Alonzo, J., **Tindal, G.**, & Park, B. J. EasyCBM k-5 math alignment with the Common Core State Standards.

National Student Assessment Conference (June 2012, Orlando, FL).

Tindal, G. A summary of critical issues in growth models (Session leader).

Tindal, G. The need for adequate scoring systems in alternate assessments to reflect growth.

American Educational Research Association (April 2012, Vancouver, B. C., Canada).

Park, B. J., Sáez, L., Alonzo, J., & **Tindal, G.** Distractor analysis: What can we learn from it?

Park, B. J., Pinkney, C., Alonzo, J., & **Tindal, G.** Growth estimation of oral reading fluency using growth mixture modeling.

Sáez, L., Patarapichayatham, C., Basaraba, D., **Tindal, G.**, & Park, B. J. Reading comprehension test item difficulty and complexity

Alonzo, J., Bender, F., Nese, R. N. T., & **Tindal, G.** Response to RTI: A study of five schools implementing response to intervention.

National Council on Measurement in Education (April 2012, Vancouver, B. C., Canada).

Tindal, G. and Nese, J. F. T. Within year achievement growth using curriculum based measurement.

Council for Exceptional Children Convention & Expo. (April 2012, Denver, CO).

Tindal, G. Invited Session on Accountability and Large Scale Assessment presented.

Pacific Coast Research Conference (February 2012, Coronado, CA).

Tindal, G., Nese, J., Saez, L., & Alonzo, J. Validating progress monitoring in the context of RTI. (Final presentation).

Nese, J. F. T., Kamata, A., Nese, R. N. T., Park, B. J., & **Tindal, G.** An exploration of growth models for within-year grade 5 oral reading fluency. (Poster presentation).

National Student Assessment Conference (June 2011, Orlando, FL).

Tindal, G. Weigert, S., Quenemoen, R., Kingston, N., Danielson, L., & McSheehan, M. Preparing ALL students for life, work, and citizenship: The next generation of alternate assessments.

Tindal, G., Tilly III, D. W., Foster, T., Betts, J., Smith, R., & Ysseldyke, J. Assessment methodologies used to personalize instruction for diverse learners: Evidence of effectiveness.

Tindal, G., Seeratan, K. L., & Loving-Ryder, S. Measuring and modeling growth for students. (Presentation with Buzick as Moderator).

Pacific Coast Research Conference (PCRC) 19th Annual Meeting (February 2011, Coronado, CA).

Tindal, G. Alonzo, J., Nese, J. F. T., & Saez, L. Balancing on three legs: The tension between aligning to standards, predicting high stakes outcomes, and being sensitive to growth. Advances in benchmark assessment in mathematics. (Symposium with E. Shapiro as Chair).

Council for Exceptional Children (April 2011, National Harbor, MD).

Zigmond, N., **Tindal, G.** & Roach, A Making valid inferences of proficiency for students with significant disabilities taking alternate assessments. (Presentation).

American Educational Research Association (April 2011, New Orleans, LA).

Tindal, G. Analysis of EasyCBM mathematics with attention to English language learners. Language demands of content assessments and validity of accommodations for English language learners. (Symposium with Martiniello, M).

Park, B., Anderson, D. J., Alonzo, J., & **Tindal, G.** Use of student growth to predict state assessment performance. (Paper session with Belton-Kocher, E. as Moderator in Examining teacher and student issues in large-scale assessments).

Tindal, G., Nese, J. F. T., Jamgochian, E. M., Kamata, A., & Alonzo, J. Estimates of curriculum-based measurement (CBM) reading growth for student groups and how they predict state test scores. (Roundtable with Christensen, L. L. as Moderator in Assessing college readiness, innovation, and student growth).

Tindal, G. & Nese, J. F. T. Creating forms of CBM silent reading fluency and vocabulary that are scaled and equivalent. (Poster session).

Tindal, G., Park, B. J., Nese, J. F. T., & Alonzo, J. The classification accuracy of mathematics screening measures. (Poster session).

Tindal, G., Lai, C. F., Jamgochian, E. M., & Alonzo, J. Examining a universally designed curriculum based measure in mathematics. (Paper session).

Tindal, G., Nese, J. F., Jamgochian, E., Kamata, A., & Alonzo, J. Estimates of CBM reading growth for student groups and how they predict state test scores. (Poster session).

National Council on Measurement in Education (April 2011, New Orleans, LA).

Tindal, G., Nese, J. F. T., Park, B. J., Kamata, A., & Alonzo, J. The reliability of CBM reading growth estimates for different student groups. (Presentation with Cara Laitusis as Moderator).

Tindal, G. Curriculum based measurement and response to intervention. (Presentation with Loomis, S. as Discussant).

Pacific Coast Research Conference (PCRC) 19th Annual Meeting (February 2011, Coronado, CA).

Tindal, G., Alonzo, J., Nese, J. F. T., & Saez. Balancing on three legs: The tension between aligning to standards, predicting high-stakes outcomes, and being sensitive to growth. (Symposium with L. In E. Shapiro as Chair in Advances in benchmark assessment in mathematics).

Council for Exceptional Children (April 2011, National Harbor, MD).

N. Zigmond (Organizer), **Tindal, G.,** & Roach, A. Making valid inferences of proficiency for students with significant disabilities taking alternate assessments. (Presentation).

National Council on Measurement in Education (April 2011, New Orleans, LA).

Tindal, G., Nese, J. F. T., Park, B. J., Kamata, A., & Alonzo, J. The reliability of CBM reading growth estimates for different student groups. (Presentation with Cara Laitusis as Moderator).

Tindal, G. Curriculum Based Measurement and Response to Intervention. (Presentation with Loomis, S. as Discussant).

N.B. The remaining presentations are listed with presenters, when present, unordered

American Educational Research Association (April 2011, New Orleans, LA).

Analysis of EasyCBM mathematics with attention to English language learners. Symposium with Martiniello, M. Language demands of content assessments and validity of accommodations for English language learners.

Use of student growth to predict state assessment performance. Paper session with Park, B., Anderson, D. J., & Alonzo, J. In Belton-Kocher, E. (Moderator), Examining teacher and student issues in large-scale assessments.

Estimates of curriculum-based measurement (CBM) reading growth for student groups and how they predict state test scores. Roundtable with Nese, J. F. T., & Jamgochian, E. M., Assessing college readiness, innovation, and student growth, with Kamata, A., Alonzo, J., and Christensen, L. L. as Moderator.

Creating forms of CBM silent reading fluency and vocabulary that are scaled and equivalent. Poster session with Nese, J. F. T.

The classification accuracy of mathematics screening measures. Poster session with Park, B. J., Nese, J. F. T., & Alonzo, J.

Examining a universally designed curriculum based measure in mathematics. Paper session with Lai, C. F., Jamgochian, E. M., & Alonzo, J.

Estimates of CBM reading growth for student groups and how they predict state test scores. Poster session with Nese, J. F., Jamgochian, E., Kamata, A., & Alonzo, J.

Estimates of CBM reading growth for student groups and how they predict state test score. (Poster session with Nese, J. F., Jamgochian, E., Kamata, A., & Alonzo, J.

Council for Exceptional Children (April 2010, Nashville, TN).

Monitoring student progress in mathematics using the NCTM focal points as benchmarks, with Alonzo, J.

American Educational Research Council (April 2010, Denver, CO).

An examination of the easyCBM benchmark tests and the Oregon Statewide Tests in grade 6-8 mathematics, with Anderson, D. & Park, B.

Evaluating the invariance of middle school CBM measures in mathematics for students in special Populations, with Alonzo, J. & Lai, C.F.

Considerations for the alternate assessment based on modified achievement standards predicting the likelihood of student meeting proficiency on a statewide assessment in mathematics, with Lai, C.F. & Mariano, G.

Benchmarking the middle: Evaluating the predictive validity of formative reading measures, with Alonzo, J. & Mariano, G.

The invariance of the easyCBM math measures across educational setting and language groups, with Park, B. & Mariano, G.

Modeling within-year reading growth using curriculum-based measurement: Which model fits best? with Nese, J. F. T.

Office of Special Education Programs Project Directors' Meeting (July 2009, Washington, DC).

Progress monitoring model demonstration projects, with Shapiro, E., Marston, D., Wallace, T., Kloo, A., & Zigmond, N.

Council of Chief State School Officers Large Assessment Conference (June 2009, Los Angeles, CA).

Progress monitoring in reading: Ensuring technical quality of formative assessments, with Dolan, B., Litts, M., & Poggio, J..

Institute of Educational Sciences Project Directors' Meeting (June 2009, Washington, DC).

Teacher accommodations recommendations for a large-scale test, with Mariano, G.

American Educational Research Association (April 2009, San Diego, CA).

Guidelines for assessment of English language learners' academic content knowledge comparison of item difficulty among literal, inferential, and evaluative questions in grades 2 and 4 passages, with Liu, Alonzo, J., & Bheda, D.

Fifth grade reading passage comprehension: An IRT examination of difficulty, with Basaraba, D., & Alonzo, J.

National Council on Measurement in Education (April 2009, San Diego, CA).

Expanding boundaries of large-scale assessments for students with disabilities: Increasing access through technological supports in training in large-scale assessment and accommodating students with disabilities: Past, present, and future (Diversity Issues in Testing Committee – Invited Symposium), with Bolt, S. (Organizer), Thurlow, M., Plake, B., Cahalan, C., & Kitmitto, S.

Pacific Coast Research Conference (February, 2009, Coronado, CA).

Alternate assessment: Access and constructs, with Yovanoff, P., Lee, D., & Kamata, A.

Council of Chief State School Officers Large Assessment Conference (June 2008, Orlando, FL).

Accommodations decisions: Evidence based versus subjective decision, with Abedi, J., Thurlow, M., Rivera, C., Carrizales, D., & Rigney, S.

Society for Research on Educational Effectiveness (March 2008, Washington, DC).

Scaling scores on district level mathematics screening tests for estimating growth relative to state performance standards, with Yonvaoff, P. (lead presenter) and Ketterlin-Geller, L.

American Educational Research Association (April 2008, New York, NY).

Reading assessment for students with significant cognitive disabilities: A gap between instruction and assessment, with Katz-Buonincontro.

Assessing the testing of bilingual learners' achievement: What we know now and what remains to be learned, with Gonzales, M., & Alonzo, J.

Factors contributing to performance gap between English language learners and students with disabilities and their non-ELL/Non-SD peers, with Abedi, J., Sato, Rabinowitz, S., Shakrani, S., & Malouf, D.

Phonological awareness and Spanish literacy: Considerations for assessment, with Alonzo, J., & Gonzalez, M.

Mind your p's and q's: Approaching literacy instruction from an IRT base, with Duesbury, L., & Alonzo, J.

SIG - inclusion and accommodation in large-scale assessment. SIG Business Meeting, with Bechard, S., & Crawford, L.

Council for Exceptional Children (April 2008, Boston, MA).

Just in time: The intersection of UDL, RTI, and progress monitoring, with Fuchs, D., Fuchs, L., Hall, T., & Winston, M.

Pacific Coast Research Conference (February 2008, San Diego, CA).

Outcome measures in evaluation of RTI implementation, with Shapiro, E., Kloo, A., Zigmond, N., Wallace, T., Marston, D., & Alonzo, J.

University of Maryland Eighth Annual Maryland Conference: Alternate Assessment (October 2007).

Sampling the domain for evidence of achievement, with Carrizales, D.

American Educational Research Council (April 2007, Chicago, IL).

Inclusion and accommodation in large-scale assessment - SIG Business Meeting and Panel Discussion, with Elliott, J.

Attribute-isolation feedback in computer-based testing, with Duesbury, L., & Twyman, T.

Using school-wide response to intervention to close the achievement gap in reading, with Alonzo, J. & Robinson, Q.

Technical adequacy of recommendations for accommodations in research influences on decisions for assessing and accommodating English language learners and students with disabilities, with Elliott, S., & Malouf, D.

A case study of RTI implementation across three elementary school sites, with Liu, K., & Alonzo, J.

An examination of early reading skill covariance structure invariance across Spanish-speaking English language learners in grades 3 and 4 and their native English-speaking peers, with Alonzo, J., & Yovanoff, P.

Using school-wide response to intervention to close the achievement gap in reading, with Alonzo, & Robinson, Q.

Educators' ongoing effective use of data to guide decision-making, with Bettesworth, L.

National Council on Measurement in Education (April 2007, Chicago, IL).

Enhancing online assessments through technology: Challenges and opportunities in designing innovative computer-based test items - discussant for Harms, M.

Validity of emerging assessment technologies: Levels of evidence, with Ketterlin-Geller, L.

An examination of early reading skill covariance structure invariance across Spanish-speaking English language learners in grades 3 and 4 and their native English-speaking peers, with Alonzo, J., & Yovanoff, P.

Pacific Coast Research Conference (February 2007, San Diego, CA).

Progress monitoring in reading.

Office of Special Education Programs Annual Project Director's Meeting (August 2006, Washington, DC).

- Refinements, enhancements, and new directions, with Adoin, S., Christ, T. & Robinson, S.
- The white paper released: Including students with disabilities in large-scale assessments. Presentation with Haladyna, T., Browder, D., Ferrara, S., & Zigmond, N.
- Alternate assessments: A case study of students and systems, with Egnor, D., Rigney, S., Thurlow, M., & Blackerby, J.

Large-Scale Assessment Conference. (June 2006, San Francisco, CA).

- The white paper released: Including students with disabilities in large-scale assessments, with Haladyna, T., Browder, D., Ferrara, S., & Zigmond, N.
- Project DAATA: Handbook and research to support states embarking on technical adequacy studies, with Cipoletti, B., & Almond, P.
- Effective accommodations for English-language learners: Lessons learned from research on students with disabilities, with Abedi, J., Miner, K., & Ketterlin-Geller, L.
- Issues in classification, inclusion, and accommodations for ELL students with disabilities, with Sireci, S., Anderson, T., & Abedi, J.
- The validity (or lack thereof) of large-scale writing tests, with Haladyna, T., Ferrara, S., & Randel, B.
- Validation of alternate assessment scores and uses: Evidence, issues, and examples, with Roach, A., & Elliott, S.
- Using technology to enhance accessible assessments for all students, with Felix, A., Townsend, R., Burling, K., Ketterlin-Geller, L., & Harns, M.

American Educational Research Association (April 2006, San Francisco, CA).

- Developing technical adequacy in alternate assessments for students with significant cognitive disabilities, with Warren, S., Cipoletti, B., Almond, A., Farley, D., & Hall, S.
- Assessment of students with disabilities. Discussant for Malmgren, K., Ergui, C., Karvonen, M., Kissel, H., & Kim, D.
- A journey through reliability of a decision-making model for testing students with disabilities, with Koran, J., Kopriva, R., Foster, C., & Carr, T.
- Special education teachers' and administrators' ranking of teacher retention factors, with Duesbury, L., & Twyman, T.
- Administrator's use of data to guide instructional decision-making, with Bettesworth, L., & Alonzo, J.
- Generalizability and technical adequacy in alternate assessments for students with significant cognitive disabilities, with Warren, S., Cipoletti, B., Almond, P., Farley, D., & Hall, S.
- Ensuring accessible assessments through technology: Universal design goes Online. Discussant for Harns, M., Hanna, E., Dolan, R., Ketterlin-Geller, L. R., & Hansen, E.
- Investigating conative factors' effects on third-grade mathematics performance, with Ketterlin-Geller, L., Alonzo, J., & Duesbury, L.

National Council on Measurement in Education (April 2006, San Francisco, CA).

Accommodation station as a computer-based delivery mode for modified and alternate assessments, with Huynh, H., Ferrara, S., Karvonen, M., Barton, K., Haug, C., & Rodriguez, M.

American Psychological Association Annual Meeting (August 2006, Washington, DC).

Conative dimensionality in elementary school mathematics, with Duesbury, L., Ketterlin-Geller, L. R., & Alonzo, J.

Accommodating Students with Disabilities on State Assessments: What Works? (March 2006, Savannah, GA).

Accommodations research: Reconsidering the test accommodation validation process: A paradigm for research design with initial outcomes. Plenary Session.

National Center for Technology Innovation (November 2005, Washington, DC).

Better assessment of student outcomes through Technology, with Lewis, P., Russell, M., & Thurlow, M.

National Conference on Large-Scale Assessment (June 2005, San Antonio, TX).

Alignment to standards: Alternate assessments, expanded benchmarks, Universal design for learning, and individualized education programs, with Almond, P., Filbin, J., & Hall, T.

Setting alternate achievement standards: Challenges and solutions, with Carrizales, D., Ferrara, S., Elliott, S., Ketterlin-Geller, L. R., & Arnold, N.

Developing alternate assessment technical adequacy (ASES-DAATA): Discussions and initial findings of a collaborative research study, with Cipoletti, B., Almond, P., Barth, J., & Warren, S.

Validity of accommodations used in NAEP and NCLB for English language learners and students with disabilities, with Abedi, J., Thurlow, M., Van Anderson, T., & Ayala, L.

Applying guidelines for technical documentation of large-scale assessment to alternate assessments, with Almond, P., Bechard, S., Kearns, J., Quenomen, R., & Rigney, S.

Current and future technological applications in large-scale assessment, with Ketterlin-Geller, L. R., Hall, T., Russell, M., & Poggio, J.

Including students with disabilities in large-scale testing programs – a preview of federal initiatives.

National Council on Measurement in Education (April 2005, Montreal, Canada).

Developing a new paradigm for conducting research on accommodations in mathematics testing, with Ketterlin-Geller, L.

American Educational Research Association (April 2005, Montreal, Canada).

Teaching concepts across the content: Including special needs students through concept-based instruction, with McCoy, J. & Twyman, T.

Statewide reading and mathematics achievement for Oregon's students with disabilities: Then and now, with Almond, P., & Steiber, S.

Using a computer adapted, conceptually based history text to increase comprehension and problem-solving skills for students with disabilities, with Twyman, T.

Silent reading fluency: A viable indicator of reading competency? with Alonzo, J., & Ketterlin-Geller, L.

Office of Special Education '04 Capacity Building Institute (July 2004, Washington, D. C.)

Technology to aid in accommodation assessments that inform decision-making

National Conference on Large-Scale Assessment (June 2004, Boston, MA).

Ensuring comparability and validity through flexibility of presentation and response, with Dolan, R., Barton, K., & Winter, P.

Meeting alignment challenges: A computer-based alignment analysis tool, with models for analyzing vertical alignment and alternate assessments, with Townsend, R., Zhang, L., Wise, L., Winter, P., & Halbrook, A.

Approaching the validation of alternate assessments: A research framework and examples from states, with Cahalan, C., Cook, L., Morgan, D., Bechard, S., Thurlow, M., & Roeber, E.

Improving assessment access through computer-based accommodations, with Russell, M., Landau, S., Miranda, H., & Dolan, R.

Universal design for assessment: Theoretical foundations and practical implications, with Abedi, J., Hall, T., & Ketterlin-Geller, L.

National Council on Measurement in Education (April 2004, San Diego, CA).

Group invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency, with Yovanoff, P., Duesbury, L., Alonzo, J., & Bettesworth, L.

American Educational Research Association Annual Meeting (April 2004, San Diego, CA).

What is the role of research in accommodation decision-making for English language learners? Discussant for Sharif Shakrani, S., Maihoff, N., Goldstein, A., Thurlow, M., & Abedi, J.

Constructing a validity argument for a district-level math screener test, with Ketterlin-Geller, L.

Reliability and validity of the Oregon extended writing assessment, with Crawford, L.

Predicting fifth- and sixth-grade reading achievement using curriculum based measurements, with Duesbury, L., Alonzo, J., Bettesworth, L., & Yovanoff, P.

American Psychological Association (APA) Annual Meeting (July 2004, Honolulu, HI).

Practical curriculum based measurement, with Duesbury, L., & Alonzo, J.

Pacific Coast Research Conference (February 2004, San Diego, CA).

High stakes testing and children in special education: Studies from three states.

University Council for Education Administration (November 2003, Portland, OR).

When standards and assessments apply to all students, with Conley, D.

Committee on Test Design for K-12 Science Achievement, National Academy of Science Center for Education, Board on Testing and Assessment Panel (October 2003, Irvine, CA).

Testimony on the universal design of assessment.

Conference on Validity and Accommodations: Psychometric and Policy Perspectives (August 2003, Center on Student Assessment Validity in Education – College Park, MD).

Test accommodations research: Decision-making, outcomes, and designs.

National Conference on Large-Scale Assessment (June 2003, San Antonio, TX).

Improved alignment tools for enhanced, more accessible assessments: Development of an electronic, automated alignment system for states, with Townsend, R., Weiss, L., Howard, T., Webb, N. & Olson, J.

Alternate assessment – research findings and implications for state practice, with Arnold, N., McCabe, P., & Almond, P.

Research on universal design of assessment: Making assessments accessible and valid for all, with Thompson, S., Kearns, J., & Malouf, D.

What is adequate yearly progress? with Bechard, S., Rigney, S., Izard, S., Weiner, D., & Roeber, E.

Annual Meeting of the American Educational Research Association (April 2003, Chicago, IL).

Findings from concept-based instruction: Implications for practice, with Twyman, T., Ketterlin-Geller, L. R., McCoy, J. D. Influence of case-based instruction on pre-service teachers' decision-making skills, with Ketterlin-Geller, L. R., & McCoy, J. D.

Scaling early reading performance in state testing programs, with Yovanoff, P.

Dimensions of research on accommodations: Emerging connections to practice. Symposium Chair, with Hollenbeck, K., Elliott, S., Thurlow, M., & DeStephano, L.

Testing accommodations for students with disabilities and English language learner, Discussant for Cahalan, C. (Chair).

Council for Exceptional Children International Conference (April 2003, Seattle, WA).

A decision-making model to include students with disabilities in large-scale assessments, with Tedesco, M., Jungjohann, K., Nutter, M., & Almond, P.

Pacific Coast Research Conference (February 2003, La Jolla, CA).

Accommodations for students with disabilities: Research to practice, with Hollenbeck, K., & Crawford, L.

Harvard Institute on Critical Issues in Urban Special Education (July 2002, Boston, MA).

Using classroom data to monitor progress and improve instruction – Part I and Part II.

Large Scale Assessment Conference (June 2002, Palm Springs, CA).

Three approaches to standardizing alternate assessments, with Stancavage, F., Almond, P., & Bechard, S.

Council for Exceptional Children (April 2002, New York, NY).

Alternate assessments for students with significant disabilities: Development and validation.

President's Commission on Educational Excellence in Special Education (March 13, 2002, Des Moines, IA).

Witness to the commission task force on outcomes and accountability. Outcomes and accountability systems for students with disabilities.

Pacific Coast Research Conference (February 2002, La Jolla, CA).

Alternate assessments for students with significant disabilities, with Schulte, A., Elbaum, B., & Zigmond, N.

Council of Chief State School Officers Large Assessment Conference (June 2001, Houston, TX).

Alternate assessment forum plenary session on alternate assessments: Research Panel.

Invited Presentation to the Business Meeting of Inclusion of Students with Disabilities and English Language Learners in Large Scale Assessments Special Interest Group (April 2001, Seattle, WA).

A program of research on accommodations for students with disabilities in large scale testing. American Educational Research Association, with Helwig, R., Crawford, L., Tedesco, M., & Hollenbeck, K.

National Council on Measurement in Education Annual Meeting (April 2001, Seattle, WA).

Invited panelist on testing accommodations: Raising a white flag or waving a checkered one? A Paper for an Interactive Symposium, with Cizek, G., Geisinger, K., Pullin, D., Sjolund, R.

Pacific Coast Research Conference (February 2001, La Jolla, CA).

Children with disabilities in large-scale assessments, with Hollenbeck, K., & Schulte, A.

Council of Chief State School Officers Large Assessment Conference (June 2000, Snowbird, UT).

Not alternate, comprehensive! A system that includes students with disabilities, measures standards, and reports of progress, with Almond, P., Arick, J., & Siewert, B.

Council for Exceptional Children (April 2000, Vancouver, Canada).

Pre-conference workshop on implementing and evaluating test accommodations and access to the general education curriculum, with Hall, T., Helwig, K., & Hollenbeck, K.

Pacific Coast Research Conference (February 2000, La Jolla, CA).

Test accommodations, using research to inform policy and practice, with Hollenbeck, K., & Rice, D.

Council of Chief State School Officers National Conference on Large Scale Assessment. (June 1998, Colorado Springs, CO).

Empirical evidence for informing assessment accommodations decisions.

Findings from research on the effects of assessment accommodations.

LEP, special education, and title 1 large-scale assessments – can we find one size fits all approach that works?

American Educational Research Association Annual Conference (April 1998, San Diego, CA).

Read aloud and video accommodations in statewide mathematics assessments.

An evaluation of computer accommodations in large scale writing tests: Participation, judgment and outcomes.

Council for Exceptional Children National Conference (April 1998, Minneapolis, MN).

Empirically validated accommodations for high stakes, large-scale assessment.

Measuring your students' progress in reading using oral reading fluency.

Testing students with disabilities in statewide assessment programs: Participation, accommodation, and reporting outcomes.

Using brief basic skills measures to predict scores on a statewide test.

Pacific Coast Research Conference (February 1998, San Diego, CA).

Use of general outcome measures in reading and written expression for decision-making.

American Educational Research Association Annual Conference (March 1997, Chicago, IL).

Current research studying the inclusion and accommodation of students with special needs in large scale assessment.

American Educational Research Association Annual Conference (March 1997, Chicago, IL).

Inclusion and accommodation in large scale testing, practice and perception for students with learning disabilities, with Hollenbeck, K.

American Educational Research Association Annual Conference (March 1997, Chicago, IL).

Test accommodations for students with disabilities in high stakes decision-making: Issues, options, and outcomes.

Council for Exceptional Children (April 1997, Salt Lake City, UT).

Accommodations for students with disabilities.

Update on assessment panel for the council of educational and diagnostic services.

Inclusion of students with disabilities.

Pacific Coast Research Conference (February 1997, La Jolla, CA).

Extending curriculum-based measurement to the secondary level.

American Educational Research Association Annual Conference (April 1996, New York, NY).

Linking achievement to instructional content with a focus on student misconceptions.

Assessment of learning in middle school content classes: Necessary and sufficient measures, with Nolet, V. & Stieber, S.

Council for Exceptional Children Annual Convention (April 1996, Orlando, FL).

Teaching the scientific method to students with learning disabilities using concept anchoring, with McCleery, J.

Council for Exceptional Children Annual Convention (April 1996, Orlando, FL).

Administration of special education programs in content areas: A systems approach, with Cole, C.

Council for Exceptional Children Annual Convention (April 1996, Orlando, FL).

Components of successful special education programs in middle schools using performance assessments.

Pacific Coast Research Conference (February 1996, La Jolla, CA).

Using measures of academic growth to identify successful indicators of instruction for students with mild disabilities.

Council for Educational and Diagnostic Services (CEDS) (November 1995, New Orleans, LA).

Inclusion and adaptation in multi-age classrooms: Opposing forces with zero sum gains or necessary ingredients to restructuring?

American Educational Research Association Annual Conference (April 1995, San Francisco, CA).

Essays as valid performance assessments in middle school science classes.

Council for Exceptional Children Annual Convention (April 1995, Indianapolis, IN).

Restructuring and inclusion in early elementary programs: The multi-age classroom.

Knowing and doing in inclusive middle school science: Performance measures of student achievement, with Rebar, M.

Success for all: Focusing content curricula on concepts and problem-solving, with McCleery, J.

Content area modification and assessment: An inclusion study of students with disabilities, with Hall, T.

Pacific Coast Research Conference (February 1995, Laguna Beach, CA).

Special education and school reform: Top down or content up?

American Educational Research Association Annual Conference (April 1994, New Orleans, LA).

Progress monitoring of reading and writing skills: Variations of procedures and applications, with Hall, T.

Council for Exceptional Children Annual Convention (April 1994, Denver, CO).

Critical thinking in students with learning disabilities within middle school science classes. Using curriculum-based measurement (CBM) in secondary content areas and secondary settings.

Data-based collaboration in middle school content classes, with Nolet, V.

Monitoring minority student progress in special education using applications of curriculum-based assessment, with Hall, T.

Progress monitoring of reading and writing skills: Variations of procedures and applications.

Pacific Coast Research Conference (February 1994, La Jolla, CA).

Investigating the construct validity of critical thinking skills with implications for serving students in middle school content classes.

Jazzin' up Assessment, Council for Educational Diagnostic Services (October 1993, New Orleans, LA).

Assessment of critical thinking and problem-solving in content areas.

American Educational Research Association Annual Conference (April 1993, Atlanta, GA).

Knowing what and knowing how in science: The function of information in problem solving. Using student performance to assess curriculum impact in reading.

Council for Exceptional Children Annual Convention (April 1993, San Antonio, TX).

The future of assessment in the '90s.

Serving students with disabilities in content classes: Integrating instruction and assessment.

Reading instruction and measurement: Using story grammar and retell to instruct and evaluate comprehension.

Content collaboration: Special education for middle school classes, with Nolet, V. & McCollum, S.

Pacific Coast Research Conference (February 1993, Redondo Beach, CA).

The chimera in content-area assessment research and practice: Realigning and focusing tasks, responses, and scale analyses.

American Educational Research Association (April 1992, San Francisco, CA).

Technical adequacy of alternative whole language reading measures, with Marston, D.

Rating behavioral interventions: Ecological soundness & empowerment, with Parker, R. & Garrison, M.

Teaching and learning of higher order thinking skills: One won't do without the other, with Nolet, V.

ACSA's Special Education Committee, Special Education Winter Workshop (January 1992, Monterey, CA).

Session: Looking at learning: Program evaluation based on individual student diversity, with Merchant, K.

The Council for Exceptional Children (April 1992, Baltimore, Maryland).

A multi-referenced program evaluation using classroom-based measures in reading and written expression.

Council for Exceptional Children (April 1991, Atlanta, Georgia).

Presentation: Large-sample reading norms for curriculum-based measurement, with Hasbrouck, J., & Parker, R.

Council for Learning Disabilities (October 1991, Minneapolis, Minnesota).

Measuring reading and writing progress, with Fuchs, L., & Fuchs, D.

American Educational Research Association Annual Conference (April 1991, Chicago, Illinois).

Criterion validity of an integrated reading-writing assessment, with Nolet, V.
An integrated assessment of reading and writing skills for elementary students.

Council for Learning Disabilities (October 1990, Austin, Texas).

Solving problems through responsive consultation-A strategy that works!, with Garrison, M.,
Hasbrouck, J. & Nyberg, L.

American Educational Research Association (April 1990, Boston, Massachusetts).

Paper Presentation Session: “Curriculum assessment.”

The technical adequacy of curriculum-based measures in making educational decision: A look
at construct validity.

Curriculum modification in reading: The assessment of differential effectiveness, with Hall, T.
The reliability and criterion-related validity of oral reading miscues, with Parker, R., &
Hasbrouck, J.

The reliability of concept comparisons and concept maps for measuring text comprehension,
with Parker, R.

The construct validity of curriculum-based measures of achievement: A multi-trait –
multimethod analysis.

Evidence of construct validity in published achievement tests.

*Washington Organization Reading Development- International Reading Association- Annual
Reading Research Conference (March 1989).*

Strategies for placing students into instructional reading groups: Efficient, curriculum-based
procedures, with Hasbrouck, J.

Oral reading fluency plus miscues: Predictive validity of a new metric, with Parker, R.

Council for Exceptional Children (April 1989, San Francisco, CA).

Teacher decision-making using classroom-based measures.

*Curriculum-Based Assessment: Examining Old Problems, Evaluating New Solutions. (October,
Nebraska).*

Developing curriculum-based assessment in entire school districts: A retrospective analysis of
the Pine Country experience.

Council for Exceptional Children Annual Convention (March-April 1988, Washington, D.C.)

Oregon Team #4 Team Presentation with Germann, G. Objective procedures for scoring
students’ writing, with Hasbrouck, J.

National Association of School Psychologists Convention Proceedings (1987).

A data-based analysis of school priorities: The role of support personnel, with Taylor-
Pendergast, S.

American Educational Research Association (April 1986, San Francisco, CA).

Metrics of effectiveness in program evaluation, with Shinn, M., & Germann, G.

The Council for Exceptional Children Annual Convention (April 1986, New Orleans, Louisiana).

Evaluating classroom performance of teachers of emotionally disturbed students Presentation: Student performance as a measure of teacher competency.

British Columbia Federation Council for Exceptional Children Annual Institute (April 1986, Vancouver, British Columbia).

Curriculum based assessment.

The Council for Exceptional Children Annual Convention (April 1985, Anaheim, CA).

Evaluating effectiveness of special education: Alternatives and outcomes, with Germann, G.

National Association of School Psychologists Convention Proceedings (1984).

A measurement system for integrating assessment intervention and evaluation, with Germann, G., Deno, S., Marston, D., & Shinn, M.

National Association of School Psychologists Convention Proceedings (1982).

Direct measurement: Research and practice in evaluation of students eligible for LD services, with Shinn, M.

The Council for Exceptional Children Annual Convention (April 1982, Houston, Texas).

Service delivery systems in rural settings- Presentation: Case study examples of implementation of alternative model.

The Council for Exceptional Children Annual Convention (April 1981, New York).

Demonstration of the continuous evaluation training materials.

Regional

Oregon Department of Education/ The Confederation of Oregon School Administrators Summer Assessment Institute (August 3rd – 5th, 2016, Eugene, OR).

Accessibility to grade-level content for students with significant cognitive disabilities, with Lenhardt, B., Reeve, V., & Farley, D.

Pennsylvania Training and Technical Assistance Network (PaTTAN) (March 2004, Harrisburg, PA).

Progress monitoring and mathematics achievement: Curriculum-based measurement.

Maryland State Department of Education Conference on Assessing Impact: Evaluating Staff Development in (October 2003, Ocean City, MD).

Curriculum-based measurement in three parts.

California Department of Education Fall Conference (October 1991, Sacramento, CA).

Is special education effective? Redesigning the chimera, with Bourgaize, L. & Amato, C.

Oregon Conference Poster Session (February 1991, Oregon).

Curriculum-based oral reading fluency norms for students in grades 2-5, with Hasbrouck, J.

California Department of Education Conference (October 1990, Sacramento, CA).

Presentations: Classroom based assessment: A collaborative model and curriculum based measurement, with Amato, C. & Putnam, D.

The Curriculum-Based Measurement Training Institute (November 1987, Minneapolis, Minnesota).

Summarizing student performance with CBM.

Precision Teaching Conference (March 1989, San Diego, CA).

Preconference institute, with Starlin, C.

Annual Fall Conference Washington Association of School Psychologists (October, Everett, WA).

Curriculum based procedures: Nuts & bolts, with Shinn, M.

Blended support programs and effective regular education strategies for children with mild learning problems-what does the research and practice say? (1984, Washington)

Referral, assessment and service delivery.

The Fall Conference sponsored by MNASH, MinnABA, and AAMD (1982).

Factors influencing the use of time-series data for evaluating institutional programs.

Annual Minnesota ACLD State Conference- Focus on Learning Disabilities (September 1979, Bloomington, MN).

Increasing I.E.P. success through simple and informal measurement of student performance, with Deno, S., & Mirkin, P.

Non-Conference Consultations and Presentations

California Task Force on Writing Assessment (October 27-28, 2004)

National Academy of Science (October 18, 2003)

Educational Testing Service – Visiting Scholar for Summer Internship Program (July 2003)

U. S. Department of Education – Meeting on Alternate Assessments and Alternate Achievement Standards (July 24, 2003)

Colorado Enhanced Assessment Grant – Technical Design Team (2003)

SENDDDD PISA Meeting – Research on participation and accommodations for special needs students in PISA (June 2002)

Software Development

Tindal, G., Alonzo, J., Glasgow, A., & Ulmer, K. (2006). easyCBM (<https://easyCBM.com>) – Reading and Mathematics Assessment

Tindal, G., Glasgow, A., & Lewellyn, J. (2019). WriteRightNow (<https://writerightnow.com>) – Writing Assessment and Intervention

Tindal, G., Glasgow, A., & Lewellyn, J. (2019). CBM Skills (<https://cbmskills.com>) – Mathematics Diagnostic Assessment

Grant Reviewer

United Way of Lane County Grant Reviewer for Kids in Transition to School – Social Innovation Fund External Evaluation (December 2015 – January 2016)
Institute of Education Science: Effective Science and Mathematics Education Research, U. S. Department of Education. March 20-22, 2004.
Institute of Education Science: Effective Mathematics Education Research, U. S. Department of Education. June 26-27, 2003.
U.S. Department of Education (1985-1986)

External Reviewer for Promotion and Tenure

University of California – Berkeley (2020)
University of California Riverside – (2019)
Boston University – (2017)
University of Texas – Austin (2017)
University of Delaware (2016)
Leiden University, Holland (2014)
University of Minnesota (2014)
Rutgers University (2013)
Iowa State University (2013)
University of Texas – Austin (2012)
University of Denver (2011)
Florida State University (2008)
Boston College (2004)
University of North Carolina (2004)
Arizona State University (2004)
University of Maryland (2003)
University of Minnesota (1999)
University of Nebraska (1998)

Current Editorial Activity

Journal of Special Education (Editorial Board)
Learning Disabilities Quarterly (Editorial Board)
Learning Disabilities: Research and Practice (Ad Hoc Reviewer)
Assessment for Effective Instruction (Ad Hoc Reviewer)
Educational Measurement: Issues and Practices (Ad Hoc Reviewer)
Exceptional Children (Ad Hoc Reviewer)
Education Assessment (Ad Hoc Reviewer)
Journal of School Psychology (Ad Hoc Reviewer)
School Psychology Review (Ad Hoc Reviewer)

Past Editorial Activity: Sustained and Ad Hoc

Remedial and Special Education (Editorial Board)	2010-2020
Educational Researcher (Ad Hoc Reviewer)	2015-2016
Applied Psychology in the Schools (Ad Hoc Reviewer)	
Journal of Technology and Learning Assessment (Ad Hoc Reviewer)	
Journal of Research in the Schools (Ad Hoc Reviewer)	
The Journal of Educational Research (Ad Hoc Reviewer)	
Special Services in the Schools (Ad Hoc Reviewer)	
Journal of Learning Disabilities (Editorial Board)	2002-2004
Associate Editor-Exceptional Children	1995-2000
Editor-Diagnostique; Assessment for Effective Instruction	1993-1999
Educational Resources Information Clearinghouse (ERIC)	1989-1991
Youth and Children Services (Ad Hoc Reviewer)	1989-1990
Book Publishers: Charles E. Merrill, Pro-Ed, Houghton-Mifflin	1987, 1996

Current Advisory Boards

Collaborative for the Alternate Assessment of English Language Proficiency (CAELP)	2020 – Present
Oregon Technical Advisory Committee	2020 – Present
NAEP Validity Studies Panel	2015 – Present
National Center on Educational Outcomes Technical Work Group	2017 – Present
Oregon Department of Education Accommodations Panel	2000 – Present
Council of Chief State School Officers Special Education Task Force	2010 – Present

Past Advisory Boards

Council for Exceptional Children – Program Advisory Committee Accountability Systems for Students with Disabilities (2013 – 2020)	
Pennsylvania Technical Advisory Group (2015 – 2016)	
Dynamic Learning Maps (DLM) – University of Kansas (2015 – 2016)	
National Center on Educational Outcomes Technical Work Group	
Professional Development Committee (Oregon Department of Education)	
Oregon Department of Education Technical Advisory Committee	
Educational Testing Service (ETS): Accessible Reading Assessments	
NAEP Technical Advisory group on <i>Accommodations for English Language Learners</i> (July 2008).	
NAEP Technical Advisory Group on <i>Impact of Accommodations on Inclusion Rates</i> (December 2007)	
South Carolina Department of Education: Enhanced Assessment Instruments. <i>Achieving accurate results for diverse learners: Accommodations and access enhanced item formats for English language learners and students with disabilities.</i>	
CRESST and Council of Chief State School Officers: Enhanced Assessment Instruments. <i>Validity of accommodations for LEP students with disabilities in math and English proficiency content assessments.</i>	

Past Advisory Work and Consultation

Panel Chair for the National Council of Measurement in Education	
Panel 10, Subject Matter, Accessibility and Special Topic Areas	2013 – 2014
New York Technical Advisory Group	2006 – 2012
Iowa Technical Advisory Committee	2006 – 2008
National Study on Alternate Assessments (SRI)	2006 – 2008
Center for Assistive Specialized Technology (CAST)	2002 – 2005
Kennedy Krieger Institute – Alternate Assessments	2013
American Institute for Research – Communication and Coordination Council	2013
Office of Special Education Programs – Within Year Academic Growth	2012-2013
USAID – Republic of Georgia Diagnostic Reading Assessment	2012-2013
Eugene Public Schools, Eugene, OR	1989-2012
Bethel Public Schools, Bethel, OR	1988-2012
Springfield Public Schools	1985-2012
Council of Chief State School Officers	
Technical Issues in Large-Scale Assessment (TILSA)	1999-2005
Technical Guidelines on Performance Assessments (TGPA)	1996-1999
Assessing Special Education Students	1996-2006
Cottage Grove School District, Cottage Grove, OR	1989-2003
Greater Albany School District, OR	1995-1998
Gold Beach School District, OR	1995-1998
Oregon Department of Education Technical Design Team	1995-2001
Palmdale Public Schools, CA	1992-1997
Bakersfield School District, CA	1989-1993
Pajaro Valley Unified School District, Watsonville, CA	1989-1992
Office of Superintendent of Public Instruction, WA	1988-1993
Klamath Falls Public Schools, Klamath Falls, OR	1988-1989
Tacoma Public Schools, Tacoma, WA	1987-1992
Blythedale Children's Hospital, Valhalla, NY	1987-1988
Grants Pass Public Schools, Grants Pass, OR	1986-1989
Educational Service District #112, Vancouver, WA	1985-1986, 1991
Pine County Special Education Cooperative, Sandstone, MN	1984-1995
Springfield Public Schools, Springfield, OR	1984-1995
Minneapolis Public Schools, Minneapolis, MN	1984-1999

Co-Principal Investigator on BRT Grants

Institute for Education Sciences: Project DATA for RTI: Developing Adept Teams for Advancing RTI (Special Education Research Grants, Professional Development for Teachers and Related Service Providers, Development and Innovation) • **PI:** Dr. Alonzo. (2015 – 2019).

OSEP Stepping Up Technology: Project Iceberg (Intensifying Cognition, Early literacy and Behavior for Exceptional Reading Growth) to Improve Preschool and Kindergarten Data-Based Decision-Making and Prevent Reading Disabilities • **PI:** Dr. Saez. (2015 – 2018).

Principal Investigator/Project Director on BRT Grants (~\$49 million from 1985 – 2021)

Extended Assessments in Oregon Department of Education. Budget: \$675,000 from 2020 – 2021.

Memorandum of Agreement between the Virginia Department of Education and the University of Oregon. Budget: \$1,683,000 Contract from 2020 – 2023.

Extended Assessments in Oregon Department of Education. Budget: \$675,000 from 2020 – 2021.

Extended Assessments in Pennsylvania. Budget: \$215,000 from April to July 2020.

Extended Assessments in Oregon Department of Education. Budget: \$666,258 from 2019 – 2020.

Extended Assessments in Oregon Department of Education. Budget: \$646,852 from 2018 – 2019.

Extended Assessments in Oregon Department of Education. Budget: \$628,012 from 2017 – 2018.

Extended Assessments in Oregon Department of Education. Budget: \$609,758 from 2016 – 2017.

Extended Assessments in Oregon Department of Education. Budget: \$405,726 from 2015 – 2016.

National Research and Development Center on Assessment and Accountability. U. S. Department of Education, Institute for Educational Sciences, Budget: \$11,677,134 from July 2011 – June 2018.

Reliability and Validity Evidence for Progress Measures in Reading. U. S. Department of Education, Institute for Educational Sciences, Budget: \$1,596,638 from June 2010 – June 2014.

Developing Middle School Mathematics Progress Monitoring Measures. U. S. Department of Education, Institute for Educational Sciences, Budget: \$1,631,401 from June 2010 – June 2014.

Extended Assessments in Oregon Department of Education. Budget: \$621,898 from 2013 – 2014.

Extended Assessments in Oregon Department of Education. Budget: \$463,155 from 2012 – 2013.

Statewide Longitudinal Data Systems (with Oregon Department of Education). U. S. Department of Education, Institute for Educational Sciences. Budget: \$3,717,220 from May 2009 – April 2012.

Extended Assessments in Oregon Department of Education. Budget: \$350,000 from 2011 – 2012.

Response to Intervention with Reading Curriculum-Based Measures. U. S. Office of Special Education Programs, Steppingstones of Technology Innovation for Children with Disabilities. Budget: \$396,736 from May 2009 – April 2011.

Postdoctoral Fellowships on Progress Monitoring in Reading and Mathematics. U. S. Department of Education, Institute for Educational Sciences. Budget: \$662,000 from 2008 – 2012.

Extended Assessments in Oregon Department of Education. Budget: \$418,000 from 2010 – 2011.

Extended Assessments in Oregon Department of Education. Budget: \$301,000 from 2008 – 2010.

Assessments Aligned with Grade Level Content Standards and Scaled to Reflect Growth for Students with Disabilities (SWD) and Persistent Learning Problems (PLP). U. S. Department of Education, Institute for Educational Sciences. Budget: \$1,525,552 from May 2007 – April 2011.

Extended Assessments in Oregon. Budget: \$406,753 from 2006 – 2007.

Enhanced Assessment Instruments. U. S. Department of Education. Budget: \$1,061,000 from 2006 – 2008.

Scaffolded – Extended Assessment Systems (SEAS). U. S. Department of Education, Office of Special Education Programs. Budget: \$307,363 from 2006 – 2007.

Technology and Standards Based Reform (CFDA 84.327B). U.S. Department of Education. Budget: \$896,971 from January 2006 – December 2008.

Model Demonstration Centers on Progress Monitoring (CFDA 84.326M). U.S. Department of Education. Budget: \$1,189,790 from January 2006 – December 2008.

Development of Extended Measures (CBM) to link with the Oregon Statewide Assessment System. Oregon Department of Education. Budget: \$351,336 from 2005 – 2006.

Project DAATA – Developing Alternate Assessment Technical Adequacy. Enhanced Assessment Instruments Grant (CFDA 84.368A), U.S. Department of Education. Budget: \$818,000 from October 2004 – May 2006.

Curriculum – Based Measurement for Administrators. Funds for the Improvement of Post-Secondary Education, U.S. Department of Education. \$589,172 from October 2004 – 2007.

Early Childhood Foundations and Assessment. Oregon Department of Education. Budget: \$110,000 from Oct. 2004 – Aug. 2005.

Development of Extended Measures (CBM) to link with the Oregon Statewide Assessment System. Oregon Department of Education. Budget: \$270,000 from 2004 – 2005.

Project MAP: Making Accommodations Personalized. Directed Research and Innovation to Improve Services and Results for Children with Disabilities – U.S. Department of Education. Budget: \$538,901 from 2002 – 2005

State Improvement Grant. Oregon Department of Education – U.S. Department of Education. Budget: \$399,685 from 2002 – 2007.

Project AID: Using Technology to AID in Accommodations Assessments that Inform Decision – Making. Steppingstones, Phase II – U.S. Department of Education. Budget: \$399,790 from 2002 – 2004.

A Proposal to GUIDE Educational Supports Using Curriculum – Based Measurement and Direct Instruction – Generating Useful Information to Direct and Examine Educational Supports. Improving the Preparation of Personnel to Serve Children with High – Incidence Disabilities – U.S. Department of Education. Budget: \$799,896 from 2002 – 2006.

Development of Extended Measures (CBM) to link with the Oregon Statewide Assessment System. Oregon Department of Education. Budget: \$900,000 from 2000 – 2004.

Project CASIAS – Comprehensive Assessment System for Including All Students. Inclusion of Students with Disabilities in Large Scale Assessment Programs. Office of Special Education and Rehabilitative Services and Oregon Department of Education. Budget: \$990,217 from 2000 – 2003.

Project ACCESS 2000: Accommodating Curricular Changes for Educational Standard Setting. Directed Research Projects. Office of Special Education and Rehabilitative Services. Budget: \$538,188 from 2000 – 2003.

Development of Modified Measures to link with the Oregon Statewide Assessment System. Oregon Department of Education. Budget: \$99,000 from 1999 – 2000.

Project PASAR – Providing Access to Standards – based Assessments and Requirements. Preparation of Leadership Personnel. Office of Special Education and Rehabilitative Services. Budget: \$789,763 from 1999 – 2003.

Project CITES – Collaborative Integration Teams for Educating Students. Model Demonstration Project for Children with Disabilities. Office of Special Education and Rehabilitative Services. Budget: \$402,303 from 1999 – 2002.

PROGRESS in Outreach – Providing Reasonable Outcomes on Growth to Evaluate Students and Systems. Outreach Grant. Office of Special Education and Rehabilitative Services. Budget: \$449,973 from 1999 – 2002.

Project SUPPORT – Supplying University Preservice Preparation for Organizing Resources to Teachers to Implement IDEA '97. Office of Special Education and Rehabilitative Services. Budget: \$597,732 from 1998 – 2001.

Project CONNECT: Connecting Organized kNowledge through Networks to Enhance Content Teaching. Office of Special Education and Rehabilitative Services. Budget: \$397,448 from 1998 – 2000.

Project Validate: Validating Accommodations that Legitimize Individuals' with Disabilities Access to Testing in Education. Office of Special Education and Rehabilitative Services. Budget: \$540,000 from 1997 – 2000.

State Collaborative on Assessment and Student Standards – Assessing Special Education Students Inclusive Comprehensive Assessment System Research Delaware Large Scale Assessment Program – RFP DOE 00 – 1 \$50,000 from July1, 1999 to June 30, 2000.

Development of Modified Measures to link with the Oregon Statewide Assessment System. Oregon Department of Education. Budget: \$78,000 from 1998 – 1999.

Linking IEPs with the Certificate of Initial Mastery (CIM). Oregon Department of Education. Budget: \$76,000 from 1998 – 1999.

A Research Proposal to Investigate Accommodations in Large – Scale Testing Programs: Ensuring Access to Test Demands. Council of Chief State School Officers. Budget: \$232,238 from 1997 – 1998.

Aligning IEPs with CIM Benchmarks and Standards. In – service Training Project with Oregon Department of Education. Budget: \$125,000 from 1997 – 1998.

A Preceptor Model to Leadership Training in Special Education: Three Program Options from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$610,720 from 1994 – 2000.

CASE: Consultation – based Assessment in Special Education. Personnel Preparation Grant from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$573,820 from 1994 – 1999.

Project Co – Director (with Dr. Cole, Bethel School District 52). *Aligning IEPs with CIM Benchmarks and Standards.* Inservice Training Project with Oregon Department of Education. Budget: \$100,000 from 1996 – 1997.

SUCCEED: Securing Understanding of Content through Content and Explicit Environmental Demands. Research Grant from U.S. Department of Education, Division of Innovation and Development. Budget: \$825,000 from 1993 – 1998.

DEPARTURE: Designing Educational Programs Aligned with Reforms in Teaching and Uniform Restructuring in Education. Research Grant from U.S. Department of Education, Division of Innovation and Development. Budget: \$600,000 from 1993 – 1997.

DIRECT: Developing Individuals Responsible for Enhancing Content Teaching. Leadership Training Grant from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$301,710 from 1993 – 1998.

FOCUS: Framing and Orienting Content for Understanding by Students. Research Grant from U.S. Department of Education, Division of Innovation and Development. Budget: \$75,000 from 1992 – 1993.

COMBINE: Classroom Oriented Measurement to Benefit Instruction in Needed Environments. Personnel Preparation Grant from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$377,416 from 1992 – 1996.

A Preceptor Model to Leadership Training in Special Education: Three Program Options. U.S. Department of Education: Office of Special Education and Rehabilitative Services. Budget: \$240,630 from 1991 – 1994.

TACTIC: Teaching Assessment of Critical Thinking for Instruction in Content Areas. Special Projects Grant from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$246,402 from 1991 – 1994.

Pre – Referral Consultation Training Program. Training Grant from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$181,440 from 1990 – 1993.

Teacher – Parent Consultant Training Program. Training Grant from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$240,000 from 1989 – 1992.

Behavior Consultant Training Program. Training Grant from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$213,468 from 1988 – 1991.

Classroom Interventions for Students with Learning and Behavior Problems: A Decision Making Model. Research Grant from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$12,487 from 1988 – 1989.

Training Special Educators in Consultation. Training Grant from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$199,140 from 1987 – 1990.

Training Special Educators in Curriculum – Based Assessment, Direct Instruction, and Consultation. Training Grant from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$214,698 from 1987 – 1990.

Training Regular Educators in Special Education Related Services. Training Grant from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$268,610 from 1986 – 1989.

Resource Consultation Applied in Educational Settings. Research Grant from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$11,963 from 1986 – 1987.

Training Special Educators at the Standard Certification and Masters Level. Training Grant from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$108,000 from 1985 – 1988.

Training Special Educators at the Standard Certification and Masters Level. Training Grant from U.S. Department of Education, Office of Special Education and Rehabilitative Services. Budget: \$188,646 from 1984 – 1987.

University Teaching: 1990 – 2021*

Row Labels	Actual Enrollment
1990-1991	322
Class Assess Pro	66
Class Consult	17
Dissertation	23
Prac Clasrm Cons	4
Prac Classrm Cons	6
Prac Clsrm Cons	3
Prac Coll Teach	8
Prac Research	9
Prac Supervision	4
Read Master Proj	37
Reading	91
Res & Wr Spec Ed	18
Research	8
Sem Class Con II	7
Sem Cls Con III	6
Wrk Cur Bas Meas	15
1991-1992	272
Class Assess Proc	31
Class Consult	23
Dissertation	24
Prac Classroom Consult	3
Prac Clsrm Consultation	3
Prac College Teaching	4
Prac PC Stat Lab	6
Prac Research	7

Practicum	11
Read Master Proj	14
Read Masters Project	15
Reading	104
Research	7
Sem Adv Resrch Design	9
Sem Class Consult II	3
Sem Class Consult III	3
Thesis	1
Wrk Oregon Conference	4
1992-93	246
Class Assess Pro	27
Class Consult	35
Classrm Assess Proced	34
Prac Classroom Consult	13
Prac Clsrn Consult	12
Sem Adv Classrm Assess	6
Sem Assess Alternative	10
Sem Assessment Altern	1
Sem Class Consult II	11
Sem Class Consult III	11
Sem Doc Sp Ed Research	8
Sem Doc SPED Research	8
Sem Ins-Assess Linkage	4
Sem Prob Solv in Cons	9
Work Oregon Conference	10
Wrk Oregon Conference	41
Wrk Progress Monitor	6
1993-94	182
Classrm Assess Proced	62
Classrm Consultation	46
Prac Classroom Consult	5
Prac Clsrn Consult	11
Sem Altern Inst/Assess	7
Sem Class Consult II	7
Sem Class Consult III	6
Sem Doc SPED Research	7
Sem Ins-Assess Linkage	7
Work Oregon Conference	1
Wrk OR Conf Cur Ed Iss	15
Wrk Oregon Conference	8
1994-95	113
Classrm Assess Proced	47
Prac Classroom Consult	4

Sem Alts Instruc Assmt	8
Sem Classrm Assess	3
Sem Doc Sp Ed Research	3
Sem Doc SPED Research	3
Sem Ins-Assess Linkage	12
Sem Stu Assess & Eval	21
Wrk OR Conf Cur Ed Iss	6
Wrk Oregon Conference	6
1995-96	119
Classrm Assess Proced	24
Classrm Consultation	16
Prac Classroom Consult	25
Sem Classroom Assess	14
Sem Doc Sp Ed Research	7
Sem Ins-Assess Linkage	11
Sem Instructnl Consult	12
Wrk Alts Instr & Assmt	2
Wrk Oregon Conference	8
1996-97	123
Classrm Assess Proced	21
Classrm Consultation	16
Prac Classroom Consult	15
Sem Assess & Ed Reform	21
Sem Classroom Assess	8
Sem Consultation III	7
Sem Decision Make	8
Sem Instruction Assess	8
Sem Measur & Info Sys	7
Wrk Oregon Conf 1997	9
Wrk Oregon Conference	3
1997-98	198
Classrm Assess Proced	59
Mid/Sec Sch Curr Asses	65
Prac Classroom Consult	15
Prac Instr Assessment	7
Sem Classroom Assess	7
Sem Cons Alt Learn Env	7
Sem Instruction Assess	7
Sem Learning Organiz	12
Sem Measur Decis Mak	7
Wrk Oregon Conf 1998	11
Wrk Oregon Conference	1
1998-99	356
Classrm Assess Proced	73

Mid/Sec Sch Curr Asses	93
Prac Class Observation	19
Prac Classroom Accommm	16
Prac Classroom Observ	22
Sem Assessment/Acommm	20
Sem Idea Mandate	19
Sem Instruction Assess	22
Sem Learning Organizat	17
Sem Measur Decis Mak	29
Wrk Align Teach/Learn	19
Wrk Oregon Conference	7
1999-2000	320
Classrm Assess Proced	56
Mid/Sec Sch Curr Asses	94
Prac Class Observation	14
Prac Classroom Accommm	16
Prac Classroom Observ	16
Sem Assessment/Acommm	18
Sem Idea Mandate	14
Sem Instruction Assess	14
Sem Learning Organizat	30
Sem Measur Decis Mak	27
Wrk Oregon Conf 2000	4
Wrk Stu Progress Data	17
2000-2001	406
Classrm Assess Proced	94
Curr Iss Measur/Assess	16
Mid/Sec Sch Curr Asses	90
Prac Class Observation	20
Prac Classroom Accommm	17
Prac Classroom Observ	14
Sem Action Research	43
Sem Assessment/Acommm	19
Sem Idea Mandate	19
Sem Instruction Assess	19
Sem Learning Organiz	29
Sem Measur Decis Mak	17
Sem Standards/Account	9
2001-2002	407
Classrm Assess Proced	96
Curr Iss Measur/Assess	11
Mid/Sec Sch Curr Asses	105
Professional Writing	18
Res Comprehensive Exam	13

Res Lit Synthesis Exam	9
Sem Action Research	30
Sem Dissertation Prep	4
Sem Learning Organiz	31
Sem Learning Organizat	19
Sem Measur Decis Mak	38
Sem Measure Dec Making	16
Wrk Concept-Base Instr	3
Wrk Conf Instruc Strat	14
2002-2003	264
Action Research	27
Analy Teach & Learning	28
Iss Measur & Assess	13
Learning Organization	32
Mid-Sec Curr Assess	65
Professional Writing	15
Read Profess Writing	1
Res Guide	12
Sem Interp Quan Ed Res	9
Sem Iss in Meas/Assess	2
Sem Learning Organizat	5
Sem Project Guide	27
Sem Quantit Res Meth	15
Wrk Appl Concept Instr	7
Wrk Oregon Conference	6
2003-2004	188
Classrm Assess Proced	60
Dissertation	1
Iss Measur & Assess	16
Learning Organization	17
Professional Writing	24
Sem Comp/Dissert Prep	2
Sem Dissertation Prep	29
Sem Guide	11
Sem Project Guide	22
Wrk Iss Measure/Assess	2
Wrk Oregon Conference	4
2004-2005	144
Disserta Proposal Prep	22
Learning Organization	35
Multicult Divers Prac	14
Professional Writing	15
Res Lit Synthesis	2
Res Qual Quant	1

Sem Guide	9
Sem Project Guide	18
Wrk Extended Assessmnt	20
Wrk Oregon Conference	8
2005-2006	114
Disserta Proposal Prep	19
Dissertation	24
Lit Synth	3
Professional Writing	8
Qual Quant	7
Res Lit Synth	1
Res Lit Synthesis	4
Res Qual Quant	14
Sem Guide	6
Sem Project Guide	12
Wrk Alt Assess Disabil	11
Wrk Oregon Conference	5
2006-2007	125
Dissertation	5
Found of Ed Res III	5
Foundations of Ed III	12
Learning Organization	11
Profession Iss Ed III	18
Professional Writing	23
Res Comp Exams	6
Res Lit Synth	3
Res Lit Synthesis Exam	5
Res Qual Quant	2
Res Qual Quant Exam	5
Sem Guide	8
Sem Project Guide	18
Wrk Oregon Conference	4
2007-2008	69
Dissert Meth Apprentic	11
Profession Iss Ed I	13
Profession Iss Ed II	9
Profession Iss Ed III	9
Professional Writing	21
Sem Project Guide	6
2008-2009	64
Dissert Meth Apprentic	8
Profession Iss Ed I	14
Profession Iss Ed II	14
Profession Iss Ed III	13

Professional Writing	15
2010-2011	88
Dissert Meth Apprentic	7
Sem Adv Research Writ	7
Sem Adv Research Write	8
Sem Adv Resrch Writing	7
Sem Cultural Awareness	12
Wrk Inst IssuesK-12 Ed	47
2011-2012	99
Dissert Meth Apprentic	13
Research Writing III	9
Sem Res Writing III	4
Sem Research Write II	13
Sem Research Writing I	13
Wrk CARE Close Ach Gap	9
Wrk Inst IssuesK-12 Ed	38
2012-2013	44
Dissert Meth Apprentic	9
Wrk Inst Iss K-12 Ed	35
2018-2019	38
Professional Writ III	38
2020-2021	50
Ev-Based DecMkg Supplt	1
Evid-Based Decisions	8
Evid-Based Decsn Makng	19
Professional Writ III	22
2021-2022	15
Evid-Based Decsn Makng	7
PhD Pro Careers Sem	8
Grand Total of Actual Enrollment	4,366

* From 1984 – 1989, I directed the Resource Consultant Training Program, a grant funded program from the Office of Special Education Programs (OSEP) with 10 students enrolled annually in Resource Consultant I, Resource Consultant II, Resource Consultant III, and a Practicum

Doctoral Student Committees (Chair, Co-Chair, Member, and Institutional Representative)*Assumed Chair status with Kathleen Scalise – Spring Quarter 2020*

Michael Their: PhD (Educational Methodology and Leadership) – Graduation in May 2020

Brent Walsh: DEd (Educational Methodology and Leadership) – Graduation in May 2020

Last	First	Major	Position
Alltucker	Kevin	Educational Leadership	Co-Chairperson
Alonzo	Julie	Educational Leadership	Chairperson
Anderson	Lisbeth	SPED: Exceptional Learner	Chairperson
Anderson	Gail	Educational Leadership	Chairperson
Baker	Doris	Educational Leadership	Chairperson
Barker	Elizabeth	Educational Leadership	Chairperson
Basaraba	Deni	Educational Leadership	Core Member
Bettesworth	Leanne	Educational Leadership	Chairperson
Birk	Lisa	Educational Leadership	Chairperson
Braun-Monegan	Jenelle	Educational Leadership	Core Member
Bridges	Carolyn	Educational Leadership	Co-Chairperson
Brown	Donald	Educational Leadership	Chairperson
Bullock	Jonathon	Educational Policy & Management	Chairperson
Cardiff	Candace	Educational Leadership	Chairperson
Carrizales	Dianna	School Psychology	Co-Chairperson
Cena	Johanna	Educational Leadership	Core Member
Charboneau	Thomas	Educational Leadership	Chairperson
Clott	Aimee	Educational Leadership	Core Member
Coleman	Matthew	Educational Leadership	Chairperson
Conway	Grant	Educational Leadership	Core Member
Crawford	Malinda	SPED: Exceptional Learner	Chairperson
Curtis	Consuelo	Educational Leadership	Chairperson
Deboy	Sara	Educational Leadership	Core Member
Dey	John	Educational Leadership	Chairperson
Di Cecco	Yvonne	Special Education	Core Member
Dickson	Shirley	Special Education: Exceptional Learner	Core Member
Duesbery	Luke	Educational Leadership	Core Member
Edwards	Eric	Sociology	Institutional Rep
Eide	Matthew	Educational Leadership	Chairperson
Eliason	Bert	Educational Leadership	Chairperson
Fee	Kira	Educational Leadership	Chairperson
Ferguson	Katherine	Educational Leadership	Chairperson
Frazee	Keith	Educational Leadership	Chairperson
Fuller	Jeffrey	Educational Leadership	Chairperson

Furjanic	David	School Psychology	Institutional Rep
Gander	Brian	Educational Leadership	Chairperson
Garrison	Ramona	Special Education	Chairperson
Gelbrich	Judith	Curriculum & Instruction	Core Member
Glazener	Laurie	Educational Leadership	Chairperson
Gomez	Angela	Educational Leadership	Chairperson
Guest	Elise	Educational Leadership	Chairperson
Hagerman	Thomas	Educational Leadership	Co-Chairperson
Hahn	Sara	Educational Leadership	Core Member
Hall	Tracey	Special Education	Chairperson
Harrison	Chad	School Psychology	Institutional Rep
Hasbrouck	Jan	Special Education: Exceptional Learner	Chairperson
Havlin	Patricia	Educational Leadership	Chairperson
Haxhiraj	Brikena	Educational Leadership	Chairperson
Heapes	Nancy	Educational Leadership	Chairperson
Helwig	Robert	Educational Policy & Management	Core Member
Hendershott	Brad	Educational Leadership	Core Member
Hollenbeck	Keith	SPED: Exceptional Learner	Core Member
Irvin	Phillip	Educational Leadership	Chairperson
Jablonski	Dennis	Educational Leadership	Chairperson
Jacobson	David	Educational Leadership	Chairperson
Jasso y Thomas	Lynda	Educational Policy & Management	Co-Chairperson
Johnson	Teresa	Educational Leadership	Co-Chairperson
Johnson-Struempler	Kersten	Educational Leadership	Co-Chairperson
Jung	EunJu	Special Education	Core Member
Keeley	Kevin	Educational Policy & Management	Co-Chairperson
Ketterlin Geller	Leanne	Educational Leadership	Chairperson
Killen	Carey	Educational Leadership	Chairperson
Kim	Myounghee	Special Education: Exceptional Learner	Core Member
Knox	Antoinette	Educational Leadership	Chairperson
Krankowski	Edward	Educational Leadership	Chairperson
Lai	Cheng-Fei	Educational Leadership	Core Member
Lake	Johnny	Educational Leadership	Co-Chairperson
Lambeth	Cathryn	Educational Leadership	Chairperson
Landsom	David Alan	Special Education: Exceptional Learner	Core Member
Lane	Scott	Educational Policy & Management	Core Member
Lassell	Deborah	Educational Leadership	Core Member
Lee	Changnam	Special Education: Exceptional Learner	Chairperson
Lee	Young-Yon	Special Education: Exceptional Learner	Core Member

Lehman	Michael	Educational Policy & Management	Core Member
Levy	Theresa	Educational Leadership	Core Member
Linder	Cheryl	Educational Leadership	Chairperson
Liu	Kimy	Special Education	Co-Chairperson
Maddalena	Nicholas	Special Education	Core Member
Margo	Desiree	Educational Leadership	Chairperson
Mc Coy	Jan	Educational Leadership	Chairperson
Mc Cullum	Nancy	Educational Policy & Management	Chairperson
McCleery	Jennifer	Educational Policy & Management	Chairperson
McKee	Michael	Educational Leadership	Chairperson
Megert	Brian	Educational Leadership	Chairperson
Meigs	Patrick	Educational Leadership	Core Member
Meng	Paul	Special Education	Institutional Rep
Miner	Kathryn	Educational Leadership	Chairperson
Morton	Christopher	Educational Leadership	Chairperson
Nolet	Victor	Special Education	Chairperson
Nutter	Michelle	Educational Policy & Management	Chairperson
O'Shea	Linda	Educational Leadership	Chairperson
Omlin-Ruback	Holly	Educational Leadership	Chairperson
Opalinski	Gail	Educational Leadership	Co-Chairperson
Opp-Beckman	Leslie	Educational Policy & Management	Core Member
Parent	Krista	Educational Leadership	Chairperson
Park	Bitnara	Educational Leadership	Core Member
Park	Sunhi	Quantitative Research Methods in Education	Core Member
Parker	Richard	Curriculum & Instruction	Chairperson
Parra	Christina	Educational Leadership	Chairperson
Partsafas	Andrea (Andrea)	Educational Leadership	Core Member
Potter	Melissa	Educational Leadership	Chairperson
Ramberg	Zachary	Educational Leadership	Chairperson
Rebar	Michael	SPED: Exceptional Learner	Chairperson
Rehmann	Robyn	Educational Leadership	Co-Chairperson
Reuter	Heitho	Educational Leadership	Chairperson
Rhoades	William	Educational Leadership	Chairperson
Robinson	Quintin	Educational Leadership	Core Member
Robinson	Marc	Educational Leadership	Co-Chairperson
Rodden-Nord	Kathleen	School Psychology	Core Member
Rowley	Brock	Educational Leadership	Chairperson
Ryan	Amanda	Educational Leadership	Chairperson
Saven	Jessica	Educational Leadership	Chairperson

Short	Barbara	Educational Leadership	Core Member
Silver	Marisa	Educational Leadership	Chairperson
Simpson	Steven	Educational Leadership	Chairperson
Smith	Lori	Educational Leadership	Co-Chairperson
Soisson	Barbara	Educational Leadership	Core Member
Soltz	Sarah	Educational Leadership	Chairperson
Spencer-Iiams	Jennifer	Educational Leadership	Core Member
Spencer-Riddle	Catherine	Educational Leadership	Chairperson
Stiller	Michael	Educational Policy & Management	Co-Chairperson
Sugg	Steven	Educational Leadership	Chairperson
Sulaiman	Ahmad	Educational Policy & Management	Chairperson
Talbert	Kelly	Educational Leadership	Chairperson
Tedesco	Marick	SPED: Exceptional Learner	Chairperson
Towe	Chad	Educational Leadership	Chairperson
Tupou	Samuel	Educational Leadership	Chairperson
Twyman	Todd	Educational Leadership	Chairperson
Unruh	Deanne	Educational Policy & Management	Chairperson
Upton	Michele	School Psychology	Core Member
Wilson	Katherine	Educational Leadership	Core Member
Wilson (Baker)	Allison	Special Education	Institutional Rep
Zeller	Karen	Educational Methodology, Policy, and Leadership	Chair

University of Oregon and External Service

University of Oregon

High Performance Computer Facility committee	2016-2017
UO Allen Hall Data Center	2012-2013
Williams Council on Undergraduate Education	2007-2008
Technology Transfer	1996-2000
Technology Budget Committee	1995-2002
International Studies	1996-2000
Technology Task Force	1994-1996
ERB Memorial Union	1986-1987
Traffic Appeals	1988-1990

College of Education

Educational Methodology, Policy, and Leadership	2017-2019
Department Head	
Faculty Personnel Committee	2020
Dean's Faculty Advisory Committee	2015-2017
Tenure Track Faculty Workload	2016-2017
Educational Methodology, Policy, and Leadership	
Department Head	

Educational Methodology, Policy, and Leadership Department Head	2010-2011
Educational Leadership – Department Head	1999-2009
Teacher Education-Department Head	2005-2007
Oregon Conference Coordinator	1988-2006
Division Educational Leadership, Technology, and Administration Curriculum Review Committee	1996-2000
Program Review Committee	1996-2000
<i>Special Education Area</i>	
Doctoral Committee (Chair from 1988-1991)	1984-1998
TSPC Task Force	1985-1986
Master's Committee	1984-1988
<i>Division of Teacher Education (Eliminated: June 1990)</i>	
Council on Improvement in Professional Education	1988-1989
Retreat Mission Statement	1987-1988
Promotion and Tenure Committee	1986-1988
Evaluation Committee	1997-2000
Undergraduate Advisory Committee	1997-2000
Instructional Council	1987-1989
TSPC	1984-1985

Search Committees

Leadership Faculty for Educational Methodology, Policy, and Leadership (Winter 2020)
 Measurement Data Science for Educational Methodology, Policy, & Leadership (Summer 2019)
 Faculty for Educational Methodology, Policy, & Leadership (Spring 2013)
 Faculty for Educational Methodology, Policy, & Leadership (Spring 2012)
 Faculty for Educational Methodology, Policy, & Leadership (Winter 2009)
 Faculty for Educational Methodology, Policy, & Leadership (Winter 2008)
 Member of Media Services Director Search Committee – (Spring/Summer 2008)
 Member of Dean Search Committee – College of Education (Spring 2008)
 Chair for Institute for Educational Sciences Post-doc Fellow in BRT (Spring/Summer 2008)
 Chair for Multicultural – Diversity Tenure Track Faculty in Educational Leadership (Fall 2007)
 Chair for Learning Assessment Tenure Track Faculty in Educational Leadership (2000 – 2005)

Professional Memberships

Council for Exceptional Children (CEC) – Until 2019
 American Educational Research Association (AERA) – Until 2019

- Special Interest Group in Special Education (AERA) – Until 2019
- Division K: Research on Teaching and Teacher Education (AERA) – Until 2019
- Special Interest Group in Classroom Assessment (AERA) – Until 2019

National Council on Measurement in Education (NCME) – Until 2019

Awards

Distinguished Teaching Award – College of Education (UO)	May 2019
Distinguished Research and Outreach Award, (UO), College of Education	April 2014
Distinguished Researcher Award, AERA Special Education Research SIG	April 2012
President’s Award, Confederation of Oregon School Administrators	August 2011
Distinguished Alumnus – University of Minnesota	September 2008
1 of 100 Most Distinguished Alumni in past 100 Years (UM)	May 2006