

Joseph F. T. Nese
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EDUCATION

Ph.D.	School Psychology University of Maryland, College Park (APA- & NASP-Approved Program)	August 2009
M.A.	School Psychology University of Maryland, College Park	December 2006
B.A.	Psychology; <i>English Minor</i>, Honors University of California at Santa Barbara	June 2002

ACADEMIC APPOINTMENTS

Research Associate Professor	University of Oregon	07/2018 – present
Research Assistant Professor	University of Oregon	05/2015 – 06/2018
Research Associate	University of Oregon	09/2011 – 04/2015
Postdoctoral Research Fellow	University of Oregon <i>Behavioral Research and Teaching</i>	07/2009 – 08/2011

PROFESSIONAL INTERESTS

My research involves educational assessment and applied measurement, focusing on developing and improving systems that support data-based decision making, and using advanced statistical methods to measure and monitor student growth.

GRANTS

Current

Preventing School Exclusion and Opioid Misuse: Effectiveness of the Inclusive Skill-building Learning Approach (ISLA)

National Institute of Health (NIH)

P.I.: Rhonda Nese

Role: Co-Investigator (Co-I)

Budget: \$3,700,000

September 2023 – August 2028

A Comprehensive Measure of Reading Fluency: Uniting and Scaling Accuracy, Rate, and Prosody

U. S. Department of Education, Institute of Education Sciences

Principal Investigator (PI)

Budget: \$1,399,677

July 2020 – June 2024

Developing Computational Tools for Model-based Oral Reading Fluency Assessments

U. S. Department of Education, Institute of Education Sciences

P.I.: Akihito Kamata

Role: Co-Principal Investigator (Co-PI)

Budget: \$899,901

September 2020 – August 2023

Better Readability: Increased Reading Proficiency Through Personalized Reading Formats

Readability Matters

Role: Co-Investigator

\$58,448

May 2022 – June 2024

Project DATA for RTI: Developing Adept Teams for Advancing RTI

U. S. Department of Education, Institute of Education Sciences

PI: Julie Alonzo

Role: Data Analyst

Budget \$1,499,785

August 1, 2016 – July 21, 2020

Completed

Development of an Instructional Alternative to Out of School Suspension: The Instructional Suspension Learning Alternative (ISLA)

U. S. Department of Education, Institute of Education Sciences

PI: Rhonda Nese

Role: Co-Principal Investigator (Co-PI)

Budget \$1,399,962

July 2018 – June 2021

Measuring Oral Reading Fluency: Computerized Oral Reading Evaluation (CORE)

U. S. Department of Education, Institute of Education Sciences

Principal Investigator (PI)

Budget \$1,599,289

August 2014 – July 2019

National Research and Development Center on Assessment and Accountability for Special Education Students (NCAASE)

U. S. Department of Education, Institute of Education Sciences

PI: Gerald Tindal

Role: Data Coordinator

Budget \$11,677,132

July 1, 2011 – June 30, 2018

College of Education Professional Development

University of Oregon

Principal Investigator (PI)

Budget \$2,500

March, 2019

College of Education Professional Development

University of Oregon

Principal Investigator (PI)

Budget \$2,500

March, 2018

The Relation Between Instructional Context and Student Responsiveness to Intervention

Society for the Study of School Psychology, Early Career Research Awards Program

Principal Investigator (PI)

Budget \$9,704

September 2015 – August 2016

A Collaboration for the Advancement of Assessment Models Using Bayesian Networks

University of Oregon, Idea Award

Principal Investigator (PI)

Budget \$4,777

March, 2014

Unfunded

CCU-SpEd: Evaluation of the Classroom Check-Up, A Model for Supporting Teachers and Paraprofessionals

U. S. Department of Education, Institute of Education Sciences

Co-Principal Investigator (Co-PI)

PI: Erin Chaparro

Unfunded (2020)

Project PATS: Performance Assessment Technology System

U. S. Department of Education, Institute of Education Sciences

Co-Principal Investigator (Co-PI)

Under review

July 2021 – June 2025

Preschool Literacy Receptiveness Assessment (LRA) Screening for Identifying Early Reading Difficulties

U. S. Department of Education, Institute of Education Sciences

Co-Principal Investigator (Co-PI)

PI: Leilani Sáez

Unfunded (2020)

Examining the Implementation of State-wide Efforts to Scale-Up An Integrated Response to Intervention Model: The Oregon Implementation Research Partnership

U. S. Department of Education, Institute of Education Sciences

Role: Methodologist

PI: Erin Chaparro

Unfunded (2018)

Project CALL (Coaching Aligned and Leveraged with Leadership): Evaluating the Added-Value of a Leadership Institute Plus Coaching Model within a Statewide MTSS Initiative

U. S. Department of Education, Institute of Education Sciences

Role: Co-Investigator

PI: Erin Chaparro

Unfunded (2018)

Data AIDE: An Innovative Platform to Improve Teacher Decision Making for Student Success

The Spencer Foundation

Principal Investigator

Unfunded (2017)

Exploring the Effects of Targeted Instruction: Toward Improving Teachers' Instructional Decisions

Brady Education Foundation

Principal Investigator

Unfunded (2017)

A Data-Based System to Directly Inform Educators' Instructional Decisions

William T. Grant Foundation

Principal Investigator

Unfunded (2017)

Bayesian System as Basis for Teacher Decision Making: BaySys

U. S. Department of Education, Institute of Education Sciences
Principal Investigator (PI)
Unfunded (2015, 2016)

The Oregon Equity Project: Longitudinal Integration of Academic, Behavioral, Demographic, and Juvenile Justice Data for Addressing Opportunity Gaps for Students

National Science Foundation
Co-Principal Investigator
PI: Rhonda N. T. Nese
Unfunded (2016)

An Inquiry into Reliability of Growth Trajectory

U. S. Department of Education, Institute of Education Sciences
Co-Principal Investigator
PI: Akihito Kamata
Unfunded (2013)

SCHOLARSHIP

Peer-Reviewed Articles

- Wang, K., Qiao, X., Sammit, G., Larson, E. C., Nese, J. F. T., Kamata, A. (under review). *Improving Automated Scoring of Prosody in Oral Reading Fluency Using Deep Learning Algorithm*.
- Qiao, X., Kamata, A., Kara, Y., Potgieter, C., Nese, J. F. T. (under review). *Beta-binomial model for count data: an application in estimating model-based oral reading fluency*.
34. Kara, Y., Kamata, A., Ozkeshin, E. E., Qiao, X., & **Nese, J. F. T.** (2023). Predicting oral reading fluency scores by between-word silence times using natural language processing and random forest algorithm. *Psychological Test and Assessment Modeling*, 65, 36-54.
33. Mannan, I., **Nese, J. F. T.**, Newson, A., Nese, R., & Kjellstrand J. (2023). Addressing discipline equity: The Inclusive Skill-Building Learning Approach (ISLA) an alternative to exclusionary discipline. *Preventing School Failure: Alternative Education for Children and Youth*
32. Nese, R. N. T., **Nese, J. F. T.**, Santiago-Rosario, M., Izzard, S., Newson, A., Pimentel-Mannan, I., Cohen Lissman, D., Daza, T., Triplett, D., Malose, S. (under review). *Improving classroom engagement and reducing exclusionary discipline: a quasi-experimental study of the Inclusive Skill-building Learning Approach during COVID-19*.
31. Qiao, X., Kamata, A., Kara, Y., Potgieter, C., & **Nese, J. F. T.** (under review). *Beta-binomial model for count data: An application in estimating model-based oral reading fluency*.
30. Kara, Y., Kamata, A., Qiao, X., Potgieter, C., **Nese, J. F. T.** (2022). Equating Oral Reading Fluency Scores: A Model-Based Approach. *Educational and Psychological Measurement*. doi: 10.1177/00131644221148122

29. **Nese, J. F. T.** (2022). Comparing the growth and predictive performance of a traditional oral reading fluency measure with an experimental novel measure. *AERA Open*, 8, 1-19. doi: 10.1177/23328584211071112
28. *Furjanic, D. J., *Mannan, I., *Hamilton, J, **Nese, J. F. T.**, *Austin, S., *Izzard, S., Nese, R. T. N. (2021). Improving a universal intervention for reducing exclusionary discipline practices using student and teacher guidance. *Psychology in the Schools*.
27. *Pilger Suhr, M., **Nese, J. F. T.**, & Alonzo, J. (2021). Parallel reading and mathematics growth for English learners. *Journal of School Psychology*, 85, 94-112. doi: 10.1016/j.jsp.2021.02.003
26. *Sutherland, M., Clarke, B., **Nese, J. F. T.**, Strand Cary, M., Shanley, L., *Furjanic, D., & Durán, L. (2020). Investigating the utility of a kindergarten number line assessment compared to an early numeracy screening battery. *Early Childhood Research Quarterly*.
25. **Nese, J. F. T.**, & Kamata, A. (2021). Evidence for automated scoring and shorter passages of CBM-R in early elementary school. *School Psychology*, 36, 47-59.
24. Nese, R. N. T., **Nese, J. F. T.**, McCroskey, C., Meng, P., Triplett, D., & Bastable, E. (2021). Moving away from disproportionate exclusionary discipline: Developing and utilizing a continuum of preventative and instructional supports. *Preventing School Failure: Alternative Education for Children and Youth*, 65, 301-311. doi: doi.org/10.1080/1045988X.2021.1937019
23. **Nese, J. F. T.**, & Kamata, A. (2021). Addressing the large standard error of traditional CBM-R: Estimating the conditional standard error of a model-based estimate of CBM-R. *Assessment for Effective Intervention*, 47, 53-58.
22. Kara, Y., Kamata, A., Potgieter, C., & **Nese, J. F. T.** (2020). Estimating model-based oral reading fluency: A Bayesian approach. *Educational and Psychological Measurement*, 80, 847-869. doi: 10.1177/0013164419900208
21. Nese, R. N. T., *Bastable, E., *Gion, C., *Massar, M., **Nese, J. F. T.**, & *McCroskey, C. (2020). Preliminary analysis of an instructional alternative to exclusionary discipline. *The Journal of At-Risk Issues*, 23, 1-14.
20. **Nese, J. F. T.**, Farley, D., & Anderson, D. (2019). Educator reported instructional characteristics of grade 1 reading interventions within a CBM assessment system. *Learning Disabilities Research & Practice*, 34, 97-109. doi: 10.1111/ldrp.12191
19. Nese, R. N., **Nese, J. F. T.**, McIntosh, K., Mercer, S. H., & Kittelman, A. (2019). Predicting latency of reaching adequate implementation of Tier I schoolwide positive behavioral interventions and supports. *Journal of Positive Behavior Interventions*, 21, 106-116.
18. Tindal, G., **Nese, J. F. T.**, Stevens, J. J. (2017). Estimating school effects with a state testing program using transition matrices. *Educational Assessment*, 22, 189-204. doi: 10.1080/10627197.2017.1344093
17. **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. doi: 10.1016/j.jsp.2016.12.001
16. **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. *Journal of Special Education*, 51, 38-49. doi: 10.1177/0022466916668164

15. Nese, R. N. T., McIntosh, K., **Nese, J. F. T.**, *Ghemraoui, A., Bloom, J., Johnson, N. W., Phillips, D., Richter, M. F., & Hoselton, R. (2016). Predicting abandonment of school-wide positive behavioral interventions and supports. *Behavioral Disorders*, 42, 261-270.
14. Saèz, 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. doi: 10.1016/j.lindif.2016.05.020
13. 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, 925-942. doi: 10.1037/edu0000107
12. **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. doi: 10.14507/epaa.v23.1974
11. Tindal, G., *Irvine, P. S., **Nese, J. F. T.**, & Slater, S. (2015). Skills for children entering kindergarten. *Educational Assessment*, 20, 297-319. doi: 10.1080/10627197.2015.1093929
10. 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*, 37, 28-40. doi: 10.1177/0741932515590234
9. *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. *The Journal of Special Education*, 49, 209-220. doi: 10.1177/0022466915582213
8. Tindal, G., **Nese, J. F. T.**, *Farley, D., *Saven, J. L., Elliott, S. N. (2016). Documenting reading achievement and growth for students taking alternate assessments. *Exceptional Children*, 82, 321-336.
7. Stevens, J. J., Schulte, A. C., Elliott, S. N., **Nese, J. F. T.**, & Tindal, G. (2014). Growth and gaps in mathematics achievement of students with and without disabilities on a statewide achievement test. *Journal of School Psychology*, 53, 45-62. doi:10.1016/j.jsp.2014.11.001
6. Mercer-Smith, J., Cummings, K., **Nese, J. F. T.**, Fien, H. (2014). The relation of word reading fluency initial level and gains with reading outcomes. *School Psychology Review*, 43, 30-40.
5. **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. doi: 10.1016/j.jsp.2013.05.006
4. **Article of the Year, 2013 Assessment for Effective Intervention**
Kamata, A., **Nese, J. F. T.**, Patarapichayatham, C., & Lai, C. F. (2013). Modeling nonlinear growth with three data points: Illustration with benchmarking data. *Assessment for Effective Intervention*, 38, 105-116. doi: 10.1177/1534508412457872
3. **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, 887-915. doi: 10.1007/s11145-011-9304-0

2. 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. *The Elementary School Journal*, 111, 608-624. doi: 10.1086/659034
1. Clarke, B., Nese, J. F. T., Alonzo, J., Mercier-Smith, J., Tindal G., Kame'enui, E. J., & Baker, S. (2011). Classification accuracy of easyCBM first grade mathematics measures: Findings and implications for the field. *Assessment for Effective Intervention*, 36, 243-255. doi: 10.1177/1534508411414153

Book Chapters

2. Tindal, G., Alonzo, J., Sáez, L., & Nese, J. F. T. (2017). Assessment of students with disabilities: Using students' responses to inform instruction. In K. Ercikan and J. Pellegrino (Eds.), *Validation of Score Meaning in the Next Generation of Assessments: The Use of Response Processes* (pp. 113-126). New York, NY: Routledge.
1. Tindal, G. & Nese, J. F. T. (2011). Applications of curriculum-based measures in making decisions with multiple reference points. In T.E. Scruggs and M.A. Mastropieri (Eds.), *Assessment and intervention: Advances in learning and behavioral disabilities* (Vol. 24, pp 31-58). Bingley, UK: Emerald.

Newsletter Articles

1. *Torki, R. N., & Nese, J. F., (2010, March/April). Acronyms in Education. *NASP Communiqué*, 38, 34.

Technical Reports & Briefs

21. Nese, R. N. T., Santiago-Rosario, M. R., Nese, J. F. T., Triplett, D., Malose, S., Hamilton, J., Izzard, S., & Newson, A (2023). Instructional and restorative alternatives to exclusionary discipline: A guide to implementing the five components of the Inclusive Skill-building Learning Approach (ISLA). *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports*. <https://www.pbis.org/resource/instructional-and-restorative-alternatives-to-exclusionary-discipline-isla-guide>
20. Irvin, P. S., Siler, S., Swinehart, J., Susbury, S., Anderson, D., Townsend, E., Tindal, S., Rowley, B., Tindal, G., Loving-Rider, S., Dippold, L. Gilhooly, F., Irwin, D., Johnson, D., Loan, C. M., Mason, L., McClintock, K., Meeks, D., Nese, J. F. T., ... Zielenski, L. (2023). *Technical report on the development of the Virginia Essentialized Standards of Learning (VESOL)*. University of Oregon, Behavioral Research and Teaching, & Office of Teaching, Learning & Assessment, Virginia Department of Education.
19. Nese, J. F. T., Anderson, D., Irvin, P. S., & Alonzo, J. (2018). *In-Brief: Reliability of the Slope of the easyCBM® Math Measures* (Technical Report No. 1804). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
18. Nese, J. F. T., Anderson, D., Irvin, P. S., & Alonzo, J. (2018). *In-Brief: Reliability of the Slope of the easyCBM® Reading Measures* (Technical Report No. 1803). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
17. *Kahn, J., Nese, J. F. T., & Alonzo, J. (2016). *Teacher survey of the accessibility and text features of the Computerized Oral Reading Evaluation (CORE)* (Technical

- Report No. 1601). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
16. **Nese, J. F. T.** (2013). *Statistical test for latent growth nonlinearity with three time points*. Retrieved from the National Center on Assessment and Accountability (NCAASE) website: <http://ncaase.com/publications/in-briefs>
 15. Patarapichayatham, C., **Nese, J.F.T.**, & Sáez, L. (2013). *The plateau of oral reading fluency growth: A preliminary investigation*. Retrieved from the National Center on Assessment and Accountability (NCAASE) website: <http://ncaase.com/publications/in-briefs>
 14. *Irvin, P. S., Alonzo, J., **Nese, J. F. T.**, & Tindal, G. (2013). *Learning to read: kindergarten readiness growth in reading skills*. Retrieved from the National Center on Assessment and Accountability (NCAASE) website: <http://ncaase.com/publications/in-briefs>
 13. Tindal, G., & **Nese, J. F. T.** (2013). *Oral reading fluency growth: a sample of methodology and findings*. Retrieved from the National Center on Assessment and Accountability (NCAASE) website: <http://ncaase.com/publications/in-briefs>
 12. **Nese, J. F. T.**, *Lai, C. F., Anderson, D. (2013). *A Primer on Longitudinal Data Analysis in Education* (Technical Report No. 1320). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
 11. *Anderson, D., Patarapichayatham, C., **Nese, J. F. T.** (2013). *Basic Concepts of Structural Equation Modeling* (Technical Report No. 1306). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
 10. *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.
 9. **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.
 8. **Nese, J. F. T.**, *Lai, C. F., *Anderson, D., Jamgochian, E. M., Kamata, A., Saez, L., et al. (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. (<http://www.brtprojects.org/publications/technical-reports>)
 7. **Nese, J. F.**, *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. (<http://www.brtprojects.org/publications/technical-reports>)
 6. *Lai, C.F., **Nese, J.F.T.**, Jamgochian, E.M., Kamata, A., *Anderson, D., *Park, B.J., 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. (<http://www.brtprojects.org/publications/technical-reports>)
 5. Saez, 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.
(<http://www.brtprojects.org/publications/technical-reports>)
4. Jamgochian, E. M., *Park, B. J., **Nese, J. F. T.**, *Lai, C. F., Saez, 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.
(<http://www.brtprojects.org/publications/technical-reports>)
 3. *Anderson, D., *Lai, C. F., **Nese, J. F. T.**, *Park, B. J., Saez, 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.
(<http://www.brtprojects.org/publications/technical-reports>)
 2. Tindal, G., **Nese, J.**, & 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.
(<http://www.brtprojects.org/publications/technical-reports>)
 1. 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. (<http://www.brtprojects.org/publications/technical-reports>)

National Conferences

69. Wang, Y., Wu, Z., **Nese, J. F. T.**, Kamata, A., Nilabh, V., & Larson E. (2024, April). *Improving Oral Reading Fluency Assessment through Sub-sequence Matching of Acoustic Word Embeddings*. Presented at the IEEE International Conference on Acoustics, Speech and Signal Processing (IEEE ICASSP), Seoul, Korea.
68. **Nese, J. F. T.** (2023, May). *Prosody and Oral Reading Fluency Collection and Annotation*. In E. Larson (Chair), *Improving Literacy Assessments through Automated Transcriptions and Scoring of Student Verbal Responses: The case of Vocabulary, Prosody, and Oral Reading Fluency*. Symposium conducted at the Institute of Education Sciences (IES) Annual Principal Investigators Meeting.
67. Wang, Y., Larson, E. C., **Nese, J. F. T.**, & Kamata, A. (2023, April). *Sub-sequence Matching Algorithm for Improving Automated Speech Recognitions for ORF Assessment*. Presented at National Council for Measurement in Education (NCME), Chicago, IL.
66. Wang, K., Qiao, X., Sammit, G., Larson, E. C., **Nese, J. F. T.**, & Kamata A. (2023, April). *Improving Automated Scoring of Prosody Using Deep Learning Algorithm*. Presented at National Council for Measurement in Education (NCME), Chicago, IL.
65. Sammit, G., Wu, Z., Wang, Y., Wu, Z., Kamata, A., **Nese, J.F.T.**, & Larson, E. C. (2022, May). *Automated prosody classification for oral reading fluency with quadratic kappa loss and attentive x-vectors*. Paper presented at the annual meeting of the International Conference on Acoustics, Speech, & Signal Processing (ICASSP), Singapore.
64. Kara, Y., **Nese, J. F. T.**, & Kamata, A. (2022, April). Practical implications of the model-based approach to ORF assessment. In A. Kamata's (Chair) *Model-based Approach*

- to Oral Reading Fluency Assessment. National Council on Measurement in Education (NCME), San Diego, CA.
63. Kamata, A., & Nese, J. F. T. (2022, April). Introduction to Model-based Approach to Oral Reading Fluency Assessment. In A. Kamata's (Chair) *Model-based Approach to Oral Reading Fluency Assessment*. National Council on Measurement in Education (NCME), San Diego, CA.
 62. Kamata, A., Kara, Y., Potgieter, C. J., & Nese, J. F. T. (2020, March). *Equating oral reading fluency scores: A model-based approach*. Paper accepted for presentation at the 8th annual Texas Universities Educational Statistics and Psychometrics Meeting, College Station, TX.
 61. Nese, J. F. T., Anderson, D., & Kamata, A. (2020, April). *Preliminary consequential validity evidence for a computerized oral reading fluency assessment*. Paper to be presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA. (Conference Canceled)
 60. Kamata, A., Kara, Y., Potgieter, C. J., & Nese, J. F. T. (2020, April). *Equating oral reading fluency scores: A model-based approach*. Proposal accepted for presentation at the annual meeting of National Council on Measurement in Education, San Francisco, CA.
 59. Nese, J. F. T. & Kamata, A. (2020, February). *Reducing the standard error of measurement (SEM) of oral reading fluency (ORF)*. Poster to be presented at the annual meeting of the Pacific Coast Research Conference (PCRC), Coronado, CA.
 58. Sutherland*, M., Clarke, B., Nese, J. F. T., Strand Cary, M., Shanley, L., Furjanic*, D., & Heller*, N. (2020, February). *Exploring the number line assessment as an early numeracy screener*. Poster to be presented at the annual meeting of the Council for Exceptional Children (CEC), Portland, OR.
 57. Nese, J. F. T. & Kamata, A. (2020, February). *Accuracy of speech recognition in oral reading fluency for diverse student groups*. Poster presented at the annual meeting of the Council for Exceptional Children (CEC), Portland, OR.
 56. Stevens, J. J., Schulte, A. C., Nese, J. F. T., & Tindal, G. (2019, January). *Comparing alternative models for estimating school performance in four state accountability systems*. Paper presented at the annual meeting of the Hawaii International Conference on Education (HICE), Honolulu, HI.
 55. Nese, J. F. T., Kamata, A., & *Kahn, J. (2017, April). *Predictors of low agreement between automated speech recognition and human scores*. Poster presented at the annual meeting of the National Council on Measurement in Education (NCME), San Antonio, TX.
 54. Anderson, D., Stevens, J. J., & Nese, J. F. T. (2017, April). *Visualizing Effect Sizes Across the Full Distribution*. Paper presented at the annual meeting of the National Council on Measurement in Education (NCME), San Antonio, TX.
 54. Stevens, J. J., Anderson, D., Nese, J. F. T., & Tindal, G. (2017, April). *Using Effect Size Measures to Estimate and Report Achievement Gaps*. Paper presented at the annual meeting of the National Council on Measurement in Education (NCME), San Antonio, TX.
 52. Nese, J. F. T., Farley, D., & Anderson, D. (2017, February). *What does reading intervention look like?* Poster presented at the Annual Meeting of the Pacific Coast Research Conference (PCRC), Coronado, CA.

51. **Nese, J. F. T.,** Alonzo, J., Biancarosa, G., Kamata, A., & *Kahn, J. (2017, February). *Text messages: Examining different estimates of text complexity*. Poster presented at the Annual Meeting of the Pacific Coast Research Conference (PCRC), Coronado, CA.
50. **Nese, J. F. T.,** Alonzo, J., & Kamata, A. (2016, April). *Comparing passage lengths and human vs. speech recognition scoring or oral reading fluency*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Washington, DC.
49. **Nese, J. F. T.,** Kamata, A., & Alonzo, J. (2015, July). *Exploring the evidence of speech recognition and shorter passage length in Computerized Oral Reading Fluency (CORE)*. In K. Cummings (Chair), *Assessment fidelity in reading research: Effects of examiner, reading passage, and scoring methods*. Symposium conducted at the Society for the Scientific Study of Reading (SSSR), Hawaii.
48. Schulte, A. C., Stevens, J. J., Elliott, S. N., Tindal, G., & **Nese, J. F. T.** (2015, June). *New research findings from the National Center on Assessment and Accountability for Special Education (NCAASE)*. Symposium submitted to The National Conference on Student Assessment (NCSA), San Diego, CA.
47. **Nese, J. F. T.,** & Kamata, A. (2015, April). *A two-step growth mixture model with distributional changes over time*. Paper presented at the annual meeting of the National Council on Measurement in Education (NCME), Chicago, IL.
46. Stevens, J. J., **Nese, J. F. T.,** & Tindal, G. (2015, April). *Alternative Methods for Computing Growth Norms*. In J. J. Stevens (Chair), *Research and Development on Assessment and Accountability for Special Education*. Coordinated Papers Session conducted at the annual meeting of the National Council on Measurement in Education (NCME), Chicago, IL.
45. **Nese, J. F. T.,** Tindal, G., Stevens, J. J., Schulte, A., *Saven, J. L., & *Farley, D. (2015, April). *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 conducted at the annual meeting of the National Council on Measurement in Education (NCME), Chicago, IL.
44. Anderson, D., *Irvin, P. S., **Nese, J. F. T.,** Alonzo, J., & Tindal, G. (2015, April). *National middle school mathematics within-year growth norms*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
43. Tindal, G., & **Nese, J. F. T.** (2015, April). *Evaluating growth of students with significant cognitive disabilities on alternate assessments*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC), San Diego, CA.
42. **Nese, J. F. T.,** Alonzo, J., Sáez, L., & Tindal, G. (2015, February). *Ascending the ORF slope: Three methods to identify meaningful ORF plateaus*. Poster presented at the Annual Meeting of the Pacific Coast Research Conference (PCRC), Coronado, CA.
41. Tindal, G., *Saven, J. L., **Nese, J. F. T.,** *Anderson, D., & Betts, J. (2014, April). *An analysis of norms for early reading curriculum-based measures*. Paper presented at the annual meeting of the National Council on Measurement in Education (NCME), Philadelphia, PA.

40. Tindal, G., & Nese, J. F. T. (2014, April). *Documenting growth for students with significant cognitive disabilities*. Paper presented at the annual meeting of the National Council on Measurement in Education (NCME), Philadelphia, PA.
39. Tindal, G., Stevens, J. J., Nese, J. F. T., Schulte, A., Elliott, S. N., Kurz, A., & Buckley, J. (2014, April). *Critical issues in studying growth on state tests for students with disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC), Philadelphia, PA.
38. Alonzo, J., *Irvin, P. S., & Nese, J. F. T. (2014, February). *Love those curves: Analyzing comparability of easyCBM CCSS math test forms*. Poster presented at the 22nd Annual Meeting of the Pacific Coast Research Conference (PCRC), Coronado, CA.
37. Stevens, J. J. & Nese, J. F. T., (2014, January). *Mathematics achievement growth and achievement gaps for students with disabilities*. Paper presented at the annual meeting of the Hawaii International Conference on Education (HICE), Honolulu, HI.
36. Nese, J. F. T., Tindal, G., Stevens, J. J., Schulte, A., & Elliott, S. N. (2013, August). *Opening the black box of data cleaning for state data*. Poster presented at the annual meeting of the American Psychological Association (APA) Conference, Honolulu, HI.
35. Nese, J. F. T., Tindal, G., & Alonzo, J. (2013, August). *Describing the reading fluency growth of progress monitored students*. Poster presented at the annual meeting of the American Psychological Association (APA) Conference, Honolulu, HI.
34. Patarapichayatham, C., Nese, J. F. T., *Anderson, D. (2013, April). *Within-year grade 2 math growth: using a 2PL second-order item response theory growth model*. Paper presented at the annual meeting of the National Council on Measurement in Education (NCME), San Francisco, CA.
33. Tindal, G., & Nese, J. F. T. (2013, April). Within-year ORF achievement trajectories using progress monitoring measures. In J. J. Stevens (Chair), *Research and Development on Assessment and Accountability for Special Education*. Coordinated Papers Session conducted at the annual meeting of the National Council on Measurement in Education (NCME), San Francisco, CA.
32. *Irvin, P. S., Nese, J. F. T., & Tindal, G. (2013, April). Learning to read: A review of research on growth in reading skills. In J. J. Stevens (Chair), *Research and Development on Assessment and Accountability for Special Education*. Coordinated Papers Session conducted at the annual meeting of the National Council on Measurement in Education (NCME), San Francisco, CA.
31. Patarapichayatham, C., Nese, J. F. T., Saez, L. (2013, April). *The plateau of Oral Reading Fluency growth: An initial recommendation when to stop assessing*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
30. *Saven, J. L., *Anderson, D., Nese, J. F. T., Alonzo, J., & Tindal, G. (2013, April). *Teacher decision making and within-year growth in math*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
29. *Saven, J. L., *Farley, D., Nese, J. F. T., & Tindal, G. (2013, April). *Growth models for students with significant cognitive disabilities*. Poster presented at the annual meeting of the Council for Exceptional Children (CEC), San Antonio, TX.

28. Stevens, J. J., **Nese, J. F. T.**, Schulte, A. (2013, January). *Comparing different methods for representing and interpreting student growth*. Paper presented at the annual meeting of the Hawaii International Conference on Education (HICE), Honolulu, HI.
27. **Nese, J. F. T.**, Saèz, L., Alonzo, J., & Tindal, G. (2012, August). *The (un)systematic application of progress monitoring assessments*. Poster presented at the Annual American Psychological Association (APA) Conference, Orlando, FL.
26. Biancarosa, G., **Nese, J. F. T.**, Cummings, K., *Kennedy, P., Alonzo, J., & Tindal, G. (2012, July). Individual moderators of within-year ORF growth: The role of student characteristics and grade level across grades 2-8. In Y. Kim & G. Biancarosa (Chairs), *Digging deeper into reading fluency*. Symposium conducted at the annual meeting of the Society for Scientific Studies of Reading (SSSR), Montreal, Canada.
25. **Nese, J. F. T.** (2012, June). *Within-year growth on interim assessments*. In G. Tindal (Chair), *A Summary of Critical Issues in Growth Models for a Fully Inclusive Assessment System*. Symposium conducted at The National Conference on Student Assessment (NCSA), Minneapolis, MN.
24. Tindal, G., & **Nese, J. F. T.** (2012, April). Within-year achievement growth using curriculum based measures. In J. J. Stevens (Chair), *Research and Development on Assessment and Accountability for Special Education*. Coordinated Papers Session conducted at the National Council on Measurement in Education (NCME) Annual Meeting, Vancouver, BC.
23. **Nese, J. F. T.**, Kamata, A., *Nese, R. N. T., *Park, B. J. (2012, February). *An exploration of growth models for within-year grade 5 oral reading fluency*. Poster presented at the 20th Annual Meeting of the Pacific Coast Research Conference (PCRC), Coronado, CA.
22. **Nese, J. F. T.** (2012, February). *The link between measurement sufficiency and instructional decision-making*. In G. Tindal (Chair), *Validating Progress Monitoring in the Context of RTI*. Symposium conducted at the 20th Annual Meeting of the Pacific Coast Research Conference (PCRC), Coronado, CA.
21. **Nese, J. F. T.**, *Park, B. J., Kamata, A., & Tindal, G. (2011, April). The reliability of CBM reading growth estimates for different student groups. In Cara Laitusis (Moderator), *Curriculum based measurement and response to intervention*. Symposium conducted at the National Council on Measurement in Education (NCME) Annual Meeting, New Orleans, LA.
20. **Nese, J. F. T.**, Jamgochian, E. M., Kamata, A., Alonzo, J., & Tindal, G. (2011, April). *Estimates of curriculum-based measurement (CBM) reading growth for student groups and how they predict state test scores*. Paper session presented at the American Educational Research Association (AERA) 2011 Annual Conference, New Orleans, LA.
19. **Nese, J. F. T.**, & Tindal, G. (2011, April). *Creating forms of CBM silent reading fluency and vocabulary that are scaled and equivalent*. Poster session presented at the American Educational Research Association (AERA) 2011 Annual Conference, New Orleans, LA.
18. *Park, B. J., *Anderson, D., **Nese, J. F. T.**, Alonzo, J., & Tindal, G. (2011, April). *The classification accuracy of mathematics screening measures*. Poster session presented at the American Educational Research Association (AERA) 2011 Annual Conference, New Orleans, LA.

17. Alonzo, J., **Nese, J. F. T.**, & Saez, L. (2011, February). Balancing on three legs: The tension between aligning to standards, predicting high-stakes outcomes, and being sensitive to growth. In E. Shapiro (Chair), *Advances in benchmark assessment in mathematics*. Symposium conducted at the 19th Annual Meeting of the Pacific Coast Research Conference (PCRC), Coronado, CA.
16. **Nese, J. F.**, Mariano, G., & Tindal, G. (2010, June). *Differential item and test functioning analysis of CBM mathematics assessments: A multilevel latent regression model*. Poster presented at the Institute for Education Sciences (IES) Annual Conference, Washington, DC.
15. Mariano, G., **Nese, J. F.**, & Tindal, G. (2010, June). *Benchmark mathematics assessments grades K-8*. Poster presented at the Institute for Education Sciences (IES) Annual Conference, Washington, DC.
14. **Nese, J. F.**, *Anderson, A., & Tindal, G. (2010, May). *The invariance of the easyCBM mathematics measures across educational setting, language, and ethnic groups*. Paper presented at the National Council on Measurement in Education (NCME) Annual Meeting, Denver, CO.
13. **Nese, J. F.**, *Park, B. J., & Tindal, G. (2010, May). *The Predictive validity of easyCBM reading benchmark scores with state standardized reading tests*. Poster presented at the American Educational Research Association (AERA) 2010 Annual Conference, Denver, CO.
12. **Nese, J. F.**, Biancarosa, G., & Tindal, G. (2010, May). *Modeling within-year reading growth using curriculum-based measurement: Which model fits best?* Invited poster presented at the American Educational Research Association (AERA) Annual Conference, Denver, CO.
11. *Lai, C. F., **Nese, J. F.**, *Park, B. J., & Tindal, G. (2010, March). *Reliability and validity of easyCBM mathematics assessments, grades K-5*. Poster presented at the National Association of School Psychologists (NASP) Annual Convention, Chicago, IL.
10. *Park, B. J., **Nese, J. F.**, *Lai, C. F., & Tindal, G. (2010, March). *Technical adequacy for easyCBM reading for grade 5 and 8*. Poster presented at the National Association of School Psychologists (NASP) Annual Convention, Chicago, IL.
9. Alonzo, J., Mariano, G., & **Nese, J. F.** (2010, February). *Reliability of the easyCBM reading assessments*. Poster presented at the 18th Annual Meeting of the Pacific Coast Research Conference (PCRC), Coronado, CA.
8. Gottfredson, G. D., ***Nese, J. F.**, *Nebbergall, A. J., & *Shaw, F. (2008, May). Alternative measures of implementation in an experimental study of elementary school social skills instruction. Paper presented at the annual meeting of the Society for Prevention Research (SPR), San Francisco.
7. *Nebbergall, A. J., & ***Nese, J. F.** (2008, March). *Influence of neighborhood characteristics and a school-based prevention intervention on student social and academic development*. Poster at the annual meeting of the American Educational Research Association (AERA), New York, NY.
6. Gottfredson, G. D., *Nebbergall, A. J., * **Nese, J. F.**, *Harak, E., & *Shaw, F. (2008, March). *An experimental evaluation of three-years of implementation of an elementary school social competency instructional program*. Presentation at the annual meeting of the Society for Research on Educational Effectiveness (SREE), Washington, DC.

5. *Nese, J. F., *Nebbergall, A.J., *Harak, E. T., Gottfredson, G. D. (2007, August). *Experimental Effects of an Environment-Wide Intervention on Academic Achievement*. Symposium at the Annual American Psychological Association (APA) Conference, San Francisco, CA.
4. *Harak, E. T., *Nebbergall, A. J., Silverman, A. B., *Nese, J. F., Strein, W. O., Gottfredson, G. D. (2007, August). *Intervention Effects on Student Self-Report of Social Competency and Problem Behaviors*. Symposium at the Annual American Psychological Association (APA) Conference, San Francisco, CA.
3. *Nebbergall, A.J., *Harak, E. T., Silverman, A. B., Strein, W. O., *Nese, J. F., Gottfredson, G. D. (2007, August). *Intervention Effects on Parent and Teacher Ratings of Social Competency*. Symposium at the Annual American Psychological Association (APA) Conference, San Francisco, CA.
2. *Nese, J. F., *Harak, E. T., *Nebbergall, A. J., & Gottfredson, G. D. (2006, August). *Early elementary school influences on student engagement in learning*. Symposium at the Annual American Psychological Association (APA) Conference, New Orleans, LA.
1. Gottfredson, G. D., *Harak, E., *Nebbergall, A. J., *Nese, J. F., Martin, L., Silverman, A., & Wooleyhand, D. (2006, June). *Character Education Inquiry: An Experimental Evaluation of a Social Competency Program*. Institute of Educational Sciences Research Conference, Washington, D. C.

Invited Presentations

2. Nese, J. F. T. (January, 2016). *Improving systems that support data-based decision making*. Invited research colloquium presented at the meeting of the Quantitative Methods Laboratory at the University of Oregon.
1. Nese, J. F. T., Kamata, A., *Park, B. J., *Nese, R. N. T., & Tindal, G. (2012, May). *An inquiry into the reliability of growth*. Invited research colloquium presented at the meeting of the Texas Institute for Measurement, Evaluation, and Statistics (TIMES) at the University of Houston, webinar.

* Student author.

TEACHING EXPERIENCE

Introduction to Data Science with R	University of Oregon	Fall 2019
	<i>Educational Methodology,</i>	Fall 2020
	<i>Policy, and Leadership</i>	Fall 2021
	<i>Department</i>	Fall 2022
		Fall 2023
Applied Machine Learning for Educational Data Science	University of Oregon	Spring 2020
	<i>Educational Methodology, Policy, and Leadership Department</i>	Fall 2020
Educational Data Science Capstone	University of Oregon	Winter 2021

*Educational Methodology,
Policy, and Leadership
Department*

**Introduction to Measurement and
Assessment**

University of Oregon
*Educational Methodology,
Policy, and Leadership
Department*

Winter 2011

**Counseling Skills: Introduction to
Practicum**

University of Maryland,
College Park
*Counseling and Personnel
Services Department*

Fall 2007

Cognitive Assessment

University of Maryland,
College Park
*Counseling and Personnel
Services Department*

Spring 2008

Supervised Research Credits

Paul Meng, Supervised Research Credits (SPECS, 2019)

Makayla Whitney, Supervised Research Credits (EMPL, 2020, 2021)

PRACTICIONER EXPERIENCE

School Psychology Intern

Anne Arundel County Public Schools

08/2008 – 06/2009

PRACTICUM EXPERIENCE

Assessment, Intervention, Consultation

Montgomery County Public Schools

08/2006 – 01/2007

Howard County Public Schools

08/2005 – 05/2006

Psychological and Educational Evaluation and Research

08/2005 – 05/2006

Prince George's County Public Schools

08/2005 – 05/2006

Howard County Public Schools

01/2005 – 06/2005

Counseling

Montgomery County Public Schools

01/2007 – 06/2007

SERVICE

College and Department

Behavioral Research and Teaching Hiring Committee

Quantitative Curriculum Review Task Force (2019, 2020)

Social Systems Data Science Network Member (2019, 2020)
Faculty and Staff Awards Committee (2018, 2019)
Professional Development Policy Committee (2017)
Instructor of Record for SPED PhD Research Credits (2017)
Non-Tenured Track Faculty (NTTF) Promotion Committee (2016, 2017, 2021, 2022)
Funded Graduate Employees (2014-2017)
University of Oregon Research Advisory Council (2021-present)
UO Graduate Research Forum Panel Judge (2023)

Service on Graduate Student Committees

Melissa Harman, Dissertation Committee Member (SPECS, 2021)
David Furjanic, Dissertation Committee Member (SPECS, 2020)
Frank Bender, Dissertation Committee Member (EMPL, 2018)

Editorial Review Board

The Elementary School Journal (ESJ)
Journal of School Psychology (JSP)

Ad-hoc Reviewer

Assessment for Effective Intervention
Journal of School Psychology
American Educational Research Journal – Social and Institutional Analysis (AERJ-SIA)
American Educational Research Journal – Teaching, Learning and Human Development (AERJ-TLHD)