

MICHAEL C. RODRIGUEZ

Dean, College of Education & Human Development, University of Minnesota
104 Burton Hall, 178 Pillsbury Drive SE, Minneapolis, MN 55455

EDUCATION

- 1999**, August ***Doctor of Philosophy***, Measurement & Quantitative Methods, College of Education, Michigan State University. Emphasis in educational measurement.
Dissertation: *Linking Classroom Assessment Practices to Large Scale Test Performance*.
Advisor: Susan E. Phillips
- 1995**, March ***Master of Arts***, Social Policy concentration, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota. Emphasis in education policy.
Thesis: *Minnesota Higher Education: Modeling the State Policy Environment*.
Advisor: John E. Brandl
- 1989**, December ***Bachelor of Arts***, Psychology, University of Minnesota, Morris Campus.
Additional program in curriculum and instruction; College of Education, University of Minnesota, Minneapolis (post-BA Elementary Education, 1987-1988).
Advisor: Eric Klinger

PROFESSIONAL EXPERIENCE

Note. Ordered by end date.

- University of Minnesota***, College of Education & Human Development, Minneapolis, MN
- 6/2021 to Present *Dean* (June 21, 2021)
- 5/2015 to Present *Founding Director*, Education Equity Resource Center
- 8/2014 to Present *Professor*, Quantitative Methods in Education (August 25, 2014)
- 1/2013 to Present *Campbell Leadership Chair in Education & Human Development*
- 8/2020 to 6/2021 *Interim Dean* (August 17, 2020)
- 8/2019 to 8/2020 *Associate Dean of Undergraduate Education, Diversity, and International Initiatives* (August 5, 2019)
- 8/2005 to 8/2014 *Associate Professor*, Quantitative Methods in Education (August 29, 2005)
- 8/2007 to 6/2013 *Program Coordinator*, Quantitative Methods in Education
- 8/2002 to 1/2013 *Founding Director*, Office of Research Consultation & Services
- 8/1999 to 8/2005 *Assistant Professor*, Applied Measurement and Evaluation (August 30, 1999)
Department of Educational Psychology
- 6/2007 to 8/2007 ***Michigan State University***, East Lansing, Michigan
Visiting Associate Professor, College of Education [on sabbatical]
- 9/1996 to 8/1999 ***Michigan State University***; East Lansing, Michigan
Research & Teaching Assistantships, College of Education
- 6/1997 to 8/97 ***Educational Testing Service***; Princeton, New Jersey
Measurement Intern, Division of Professional Teaching & Learning

- 9/1994 to 9/96 **Disability Research Systems, Inc.**; Lansing, Michigan
Measurement Specialist
- 9/1992 to 9/94 **Wilder Research Center**, Amherst Wilder Foundation; Saint Paul, Minnesota
Research Associate
- 9/1990 to 9/91 **University of Minnesota**; Minneapolis, Minnesota
Research Assistant, Hubert H. Humphrey Institute of Public Affairs
- 9/1990 to 2016 **TRIO Programs**
Mentor, McNair Achievement Program, U of MN (Occasionally 2001-2016)
Tutor & Counselor, Upward Bound, Michigan State University (1995-98)
Counselor, Talent Search, St. Olaf College (1991-92)
Tutor & Residential Program Coordinator, Upward Bound, St. Olaf (1990-1992)
Research Assistant, Upward Bound, University of Minnesota (1990-91)
Teaching Assistant in Mathematics, TRIO, University of Minnesota (1990-91)
- 1/1988 to 6/88 **University of Minnesota**; Minneapolis, Minnesota
Director, La Raza Student Cultural Center
- 1/1988 to 6/88 **Hiawatha Elementary School**; Minneapolis Public Schools
Teaching Assistant, 1st and 3rd Grade Language Arts
- 9/1987 to 9/88 **University of Minnesota**; Minneapolis, Minnesota
Administrative Assistant, Office of Minority and Special Student Affairs
- 10/1983 to 9/87 **University of Minnesota**; Morris, Minnesota
Student Assistant & Tutor, Academic Assistance Center

MANUSCRIPTS UNDER PEER-REVIEW

Note. Students are underlined.

- Paixao, R., & Rodriguez, M.C. (under revision, 2022). Development and validation of the Evaluation Use Scale for evaluation systems.
- Rodriguez, M.C., & Nickodem, K. (under revision for resubmission). Comprehensive partitioning of student achievement variance to inform equitable policy design. *Education Policy Analysis Archives*.
- Rodriguez, M.C., & Thurlow, M.L. (preliminary acceptance, under revision, 2022). Realizing fairness through accessibility for all test takers and for specific groups. In M. Pitoniak & L. Cook (Eds.), *Educational measurement* (5th ed.). Oxford University Press.
- Wackerle-Hollman, A., Duran, L.K., Raikes, A., Brunner, S., Palma, J., & Rodriguez, M.C. (revising for resubmission). Examining the role of language exposure and use on preschool Spanish language and early literacy skills. *Journal of School Psychology*.
- Wackerle-Hollman, A., Missall, K., Hojnoski, R., Rodriguez, M.C., Running, K., McConnell, S., & Kang, Y. (resubmitted, 2022). To time or not to time: Effects of timing on language and early literacy performance in preschool. *Journal of School Psychology*.

52. Miranda, A., & Rodriguez, M.C. (2022, in press). Determinants of educational aspirations and school grades of rural students. *The Russell Sage Foundation Journal of the Social Sciences*. <https://www.rsfsjournal.org/>
51. Ersan, O., & Rodriguez, M.C. (2021). A positive youth development perspective on mental distress among American Indian/Alaskan Native youth. *American Indian and Alaska Native Mental Health Research*, 28(2), 1-32. <https://doi.org/10.5820/aian.2802.2021.1>
50. Haladyna, T.M., & Rodriguez, M.C. (2021). Using full-information item analysis to improve item quality. *Educational Assessment*, 26(3), 198-211. <https://doi.org/10.1080/10627197.2021.1946390>
49. Wackerle-Hollman, A., Duran, L.K., Rodriguez, M.C., Chavez, C. Miranda, A., & Medina Morales, N. (2021). Understanding how language of instruction impacts early literacy growth for Spanish speaking children. *School Psychology Review*. <https://doi.org/10.1080/2372966X.2021.1906620>
48. Ersan, O., & Rodriguez, M.C. (2020). Socioeconomic status and beyond: A multilevel analysis of TIMSS mathematics achievement given student and school context in Turkey. *Large Scale Assessment in Education*, 8(15), 1-32. <https://doi.org/10.1186/s40536-020-00093-y>
47. Bulut, O., Xiao, J., Rodriguez, M.C., & Gorgun, G. (2020). An empirical investigation of factors contributing to item nonresponse in self-reported bullying instruments. *Journal of School Violence*, 19(4), 539-552. <https://doi.org/10.1080/15388220.2020.1770603>
46. Tatto, M.T., Rodriguez, M.C., & Reckase, M.D. (2020). Early career mathematics teachers: Concepts, methods, and strategies for comparative international research. *Teaching and Teacher Education*, 96. <https://doi.org/10.1016/j.tate.2020.103118>
45. Haladyna, T.M., Rodriguez, M.C., & Stevens, C. (2019). Are multiple-choice items too fat? *Applied Measurement in Education*, 32(4), 350-364. <https://doi.org/10.1080/08957347.2019.1660348>
44. Wackerle-Hollman, A., Durán, L., Brunner, S., Palma, J., Kohlmeier, T., & Rodriguez, M.C. (2019). Developing a measure of Spanish phonological awareness for preschool age children: Spanish Individual Growth and Development Indicators. *Educational Assessment*, 24(1), 33-56. <https://doi.org/10.1080/10627197.2018.1545570>
43. Vue, K., & Rodriguez, M.C. (2018). The role of social-emotional skills and supports for Hmong student achievement. *Hmong Studies Journal*, 19(1), 1-37. <https://www.hmongstudiesjournal.org/hsj-volume-1912018-special-issue-on-hmong-american-education.html>
42. Bulut, O., Davison, M.L., & Rodriguez, M.C. (2017). Estimating between-person and within-person subscore reliability with profile analysis. *Multivariate Behavioral Research*, 52(1), 86-104. <https://doi.org/10.1080/00273171.2016.1253452>
41. Jitendra, A.K., Dupuis, D.N., Star, J.R., & Rodriguez, M.C. (2016). The effects of schema-based instruction on the proportional thinking of students with mathematics difficulties with and without reading difficulties. *Journal of Learning Disabilities*, 49(4), 354-367. <https://doi.org/10.1177/0022219416629646>
40. Tatto, M.T., & Rodriguez, M.C., & Lu, Y. (2015). The influence of teacher education on mathematics teaching knowledge: Local implementation of global ideals. *International Perspectives on Education and Society*, 27, 279-331. <https://doi.org/10.1108/S1479-367920140000027004>
39. Scales, P.C., Roehlkepartain, E.C., Wallace, T., Inselman, A., Stephenson, P., & Rodriguez, M.C. (2015). Assessing youth well-being in global emergency settings: Early results from the Emergency Developmental Assets Profile. *Journal of Adolescence*, 45, 98-102. <https://doi.org/10.1016/j.adolescence.2015.09.002>

38. Bulut, O., Palma, J., Rodriguez, M.C., & Stanke, L. (2015). Evaluating measurement invariance in the measurement of developmental assets in Latino English language groups across developmental stages. *Sage Open*, 5(2). <https://doi.org/10.1177/2158244015586238>
37. McConnell, S.R., Wackerle-Hollman, A.K., Roloff, T.A., & Rodriguez, M.C. (2015). Designing a measurement framework for Response to Intervention in early childhood programs. *Journal of Early Intervention*, 36(4), 263-280. <https://doi.org/10.1177/1053815115578559>
36. Wackerle-Hollman, A.K., Rodriguez, M.I., Bradfield, T.A., Rodriguez, M.C., & McConnell, S.R. (2015). Development of early measures of comprehension: Innovation in Individual Growth & Development Indicators. *Assessment for Effective Intervention*, 40(2), 81-95. <https://doi.org/10.1177/1534508414551404>
35. Rodriguez, M.C., Kettler, R.J., & Elliott, S.N. (2014). Distractor functioning in modified items for test accessibility. *Sage Open*, 4(4), 1-10. <https://doi.org/10.1177/2158244014553586>
34. Bradfield, T.A., Besner, A.C., Wackerle-Hollman, A.K., Albano, A.D., Rodriguez, M.C., & McConnell, S.R. (2014). Redefining Individual Growth & Development Indicators: Oral language. *Assessment for Effective Intervention*, 39(4), 233-244. <https://doi.org/10.1177/1534508413496837>
33. Wackerle-Hollman, A.K., Schmitt, B.A., Bradfield, T.A., Rodriguez, M.C., & McConnell, S.R. (2014). Redefining Individual Growth & Development Indicators: Phonological awareness. *Journal of Learning Disabilities*, 48(5), 495-510. <https://doi.org/10.1177/0022219413510181>
32. Albano, A.D., & Rodriguez, M.C. (2013). Examining differential math performance by gender and opportunity to learn. *Educational and Psychological Measurement*, 73(5), 836-856. <https://doi.org/10.1177/0013164413487375>
31. Baroody, M.M., Barnes-Burroughs, K., Rodriguez, M.C., Sataloff, D.M., & Sataloff, R.T. (2013). Self-reported changes in professional singing voice after surgical intervention treatment for breast cancer: A survey pilot study of female professional singers. *Journal of Voice*, 27(2), 225-229. <https://doi.org/10.1016/j.jvoice.2012.12.014>
30. Danes, S.M., Rodriguez, M.C., & Brewton, K.E. (2013). Learning context when studying financial planning in high schools: Nesting student, teacher, and classroom characteristics. *Financial Counseling and Planning*, 24(2), 20-36. https://www.afcpe.org/wp-content/uploads/2018/10/v24_2_20-36.pdf
29. Jitendra, A.K., Dupuis, D., Rodriguez, M.C., Zaslofsky, A., Slater, S., Cozine-Corroy, K., & Church, C. (2013). A randomized controlled trial of the impact of schema-based instruction on mathematical outcomes for third-grade students with mathematics difficulties. *Elementary School Journal*, 114(2), 252-276. <https://doi.org/10.1086/673199>
28. Jitendra, A.K., Rodriguez, M.C., Kanive, R., Huang, J-P., Church, C., Corroy, K.A., & Zaslofsky, A. (2013). Impact of small-group tutoring interventions on the mathematical problem solving and achievement of third-grade students with mathematics difficulties. *Learning Disability Quarterly*, 36(1), 21-35. <https://doi.org/10.1177/0731948712457561>
27. Jitendra, A.K., Star, J.R., Dupuis, D., & Rodriguez, M.C. (2013). Effectiveness of schema-based instruction for improving seventh-grade students' proportion reasoning: A randomized experiment. *Journal of Research on Educational Effectiveness*, 6(2), 114-136. <https://doi.org/10.1080/19345747.2012.725804>
26. Meinck, S., & Rodriguez, M.C. (2013). Considerations for correlation analysis using clustered data: Working with the Teacher Education and Development Study in Mathematics (TEDS-M) and other international studies. *Large-Scale Assessments in Education*, 1(1), 1-19. <https://doi.org/10.1186/2196-0739-1-7>
25. Albano, A.D., & Rodriguez, M.C. (2012). Statistical equating with measures of oral reading fluency. *Journal of School Psychology*, 50(1), 43-59. <https://doi.org/10.1016/j.jsp.2011.07.002>

24. Barnes-Burroughs, K., & Rodriguez, M.C. (2012). The teaching performer: A survey of assets versus choices in voice use. *Journal of Voice*, 26(5), 642-655. <https://doi.org/10.1016/j.jvoice.2011.10.005>
23. Grier-Reed, T., Appleton, J.J., Rodriguez, M.C., Ganuza, Z., Reschly, A.L. (2012). Exploring the Student Engagement Instrument and career perceptions with college students. *Journal of Educational and Developmental Psychology*, 2(2), 85-96. <https://doi.org/10.5539/jedp.v2n2p85>
22. Restorff, D., Sharpe, M., Abery, B., Rodriguez, M.C., Kim, N.K. (2012). Teacher perceptions of alternate assessments based on alternate achievement standards: Results from a three-state survey. *Research & Practice for Persons with Severe Disabilities*, 37(3), 185-198. <https://doi.org/10.2511/027494812804153570>
21. Jitendra, A.K., Star, J.R., Rodriguez, M.C., Lindell, M., & Someki, F. (2011). Improving students' proportional thinking using schema-based instruction. *Learning and Instruction*, 21(6), 731-745. <https://doi.org/10.1016/j.learninstruc.2011.04.002>
20. Kettler, R.J., Rodriguez, M.C., Bolt, D.M., Elliott, S.N., Beddow, P.A., & Kurz, A. (2011). Modified multiple-choice items for alternate assessments: Reliability, difficulty, and differential boost. *Applied Measurement in Education*, 24(3), 210-234. <https://doi.org/10.1080/08957347.2011.580620>
19. Rodriguez, M.C., Albano, A.D., & Haladyna, T.M. (2011). Item writing for test developers, researchers, and teachers. *Examinations Research [in Chinese]*, 27(4), 85-94.
18. Elliott, S.N., Kettler, R.J., Beddow, P.A., Kurz, A., Compton, E., McGrath, D., Bruen, C., Hinton, K., Palmer, P., Rodriguez, M.C., Bolt, D., & Roach, A.T. (2010). Effects of using modified items to test students with persistent academic difficulties. *Exceptional Children*, 76(4), 475-495. <https://doi.org/10.1177/001440291007600406>
17. Shanedling, J., Van Heest, A., Rodriguez, M.C., Putnam, M., & Agel, J. (2010). Validation of an online assessment of orthopedic surgery residents' cognitive skills and preparedness for carpal tunnel release surgery. *Journal of Graduate Medical Education*, 2(3), 435-441. <https://doi.org/10.4300/JGME-D-09-00103.1>
16. Lane, S., Zumbo, B.D., Abedi, J., Benson, J., Dossey, J., Elliott, S.N., Kane, M., Linn, R., Paredes-Ziker, C., Rodriguez, M.C., Schraw, G., Slattery, J., Thomas, V., & Willhoft, J. (2009). An introduction to the evaluation of NAEP. *Applied Measurement in Education*, 22(4), 309-316. <https://doi.org/10.1080/08957340903221436>
15. Rodriguez, M.C. (2009). Psychometric considerations for alternate assessments based on modified academic achievement standards. *Peabody Journal of Education*, 84(4), 595-602. <https://doi.org/10.1080/01619560903241143>
14. Rodriguez, M.C., Ooms, A., & Montañez, M. (2008). Students' perceptions of online-learning quality given comfort, motivation, satisfaction, and experience. *Journal of Interactive Online Learning*, 7(2), 105-125. <https://www.ncolr.org/jiol/issues/pdf/7.2.2.pdf>
13. Zimmerman, S., Rodriguez, M.C., Rewey, K.L., & Heidemann, S.L. (2008). The impact of an early literacy initiative on the long term academic success of diverse students. *Journal of Education for Students Placed at Risk*, 13(4), 452-481. <https://doi.org/10.1080/10824660802427744>
12. Rodriguez, M.C., & Maeda, Y. (2006). Meta-analysis of coefficient alpha. *Psychological Methods*, 11(3), 306-322. <https://doi.org/10.1037/1082-989X.11.3.306>
11. Rodriguez, M.C. (2005). Three options are optimal for multiple-choice items: A meta-analysis of 80 years of research. *Educational Measurement: Issues and Practice*, 24(2), 3-13. <https://doi.org/10.1111/j.1745-3992.2005.00006.x>
10. Taylor, B.M., Pearson, P.D., Peterson, D., & Rodriguez, M.C. (2005). The CIERA school change framework: An evidence-based approach to professional development and school reading improvement. *Reading Research Quarterly*, 40(1), 40-69. <https://doi.org/10.1598/RRQ.40.1.3>

9. Rodriguez, M.C. (2004). The role of classroom assessment in student performance on TIMSS. *Applied Measurement in Education*, 17(1), 1-24. https://doi.org/10.1207/s15324818ame1701_1
8. Rodriguez, M.C., & Morrobel, D. (2004). A review of Latino youth development research and a call for an asset orientation. *Hispanic Journal of Behavioral Sciences*, 26(2), 107-127. <https://doi.org/10.1177/0739986304264268>
7. Symons, F.J., Thompson, A., & Rodriguez, M.C. (2004). Self-injurious behavior and the efficacy of naltrexone treatment: A quantitative synthesis. *Mental Retardation and Developmental Disabilities Research Reviews*, 10, 193-200. <https://doi.org/10.1002/mrdd.20031>
6. McEvoy, M.A., Estrem, T.L., Rodriguez, M.C., & Olson, M.L. (2003). Assessing relational and physical aggression among preschool children: Intermethod agreement. *Topics in Early Childhood Special Education*, 23(20), 53-63. <https://doi.org/10.1177/02711214030230020101>
5. Rodriguez, M.C. (2003). Construct equivalence of multiple-choice and constructed-response items: A random effects synthesis of correlations. *Journal of Educational Measurement*, 40(2), 163-184. <https://doi.org/10.1111/j.1745-3984.2003.tb01102.x>
4. Taylor, B.M., Pearson, P.D., Peterson, D.S., & Rodriguez, M.C. (2003). Reading growth in high-poverty classrooms: The influence of teacher practices that encourage cognitive engagement in literacy learning. *The Elementary School Journal*, 104(1), 3-28. <https://doi.org/10.1086/499740>
3. Haladyna, T.M., Downing, S.M., & Rodriguez, M.C. (2002). A review of multiple-choice item-writing guidelines for classroom assessment. *Applied Measurement in Education*, 15(3), 309-334. https://doi.org/10.1207/S15324818AME1503_5
2. Taylor, B.M., Peterson, D.S., Pearson, P.D., & Rodriguez, M.C. (2002). Looking inside classrooms: Reflecting on the “how” as well as the “what” in effective reading instruction. *The Reading Teacher*, 56(3), 270-279. <https://www.jstor.org/stable/20205191>
1. Tatto, M.T., Arellano, L.A., Tapia, M., Varela, A.L., & Rodriguez, M.C. (2001). Examining Mexico’s values education in a globally dynamic context. *Journal of Moral Education*, 30(2), 173-198. <https://doi.org/10.1080/03057240120061405>

BOOKS & CHAPTERS

Note. Students are underlined.

17. Tatto, M.T., Rodriguez, M.C., Smith, W., & Reckase, M.D. (2020). *The first five years of teaching mathematics (FIRSTMATH): Concepts, methods, & strategies for comparative international research*. Springer. <https://doi.org/10.1007/978-3-030-44047-3>
16. Tatto, M.T., Rodriguez, M.C., Smith, W., & Reckase, M.D. (Eds.). (2018). *Exploring the mathematics education of teachers using TEDS-M data*. Springer. <https://doi.org/10.1007/978-3-319-92144-0>
15. Rodriguez, M.C., Tatto, M.T., Palma, J.C., & Nickodem, K. (2018). A comparative international study of differences in beliefs between future teachers and their teacher educators. In M.T. Tatto, M.C. Rodriguez, W. Smith, & M. Reckase (Eds.), *Exploring the mathematics education of teachers using TEDS-M data* (pp. 165-192). Springer. https://doi.org/10.1007/978-3-319-92144-0_6
14. Nickodem, K., & Rodriguez, M.C. (2018). Criterion-referenced interpretation. In B. Frey (Ed.), *The SAGE Encyclopedia of educational research, measurement, and evaluation* (pp. 426-428). SAGE Publications. <https://dx.doi.org/10.4135/9781506326139.n166>
13. Rodriguez, M.C., & Albano, A.D. (2017). *The college instructor’s guide to writing test items: Measuring student learning*. Routledge. <https://www.routledge.com/The-College-Instructors-Guide-to-Writing-Test-Items-Measuring-Student/Rodriguez-Albano/p/book/9781138886537>

12. Albano, A.D., & Rodriguez, M.C. (2018). Item development research and practice. In S.N. Elliott, R.J. Kettler, P.A. Beddow, & A. Kurz (Eds.), *Handbook of accessible instruction and testing practices* (pp. 181-198). Springer. <https://link.springer.com/book/10.1007/978-3-319-71126-3>
11. Rodriguez, M.C. (2016). Selected-response item development. In S. Lane, M. Raymond, & T.M. Haladyna (Eds.), *Handbook of test development* (2nd ed., pp. 259-273). Routledge. <https://www.routledge.com/Handbook-of-Test-Development/Lane-Raymond-Haladyna/p/book/9780415626026>
10. Haladyna, T.M., & Rodriguez, M.C. (2013). *Developing and validating test items*. Routledge. <https://doi.org/10.4324/9780203825945>
9. Rodriguez, M.C., & Haladyna, T.M. (2013). Objective testing of educational achievement. In K. Geisinger (Ed.), *APA handbook of testing and assessment in psychology* (pp. 305-314). American Psychological Association. <https://doi.org/10.1037/14047-018>
8. Rodriguez, M.C. (Associate Editor). (2013). *APA handbook of testing and assessment in psychology* (Editor in Chief, K. Geisinger). American Psychological Association. <https://doi.org/10.1037/14047-000>
7. Rodriguez, M.C., & Haladyna, T.M. (2013). Writing selected-response items for classroom assessment. In J.H. McMillan (Ed.), *Sage handbook of research on classroom assessment* (pp. 293-311). SAGE. <http://doi.org/10.4135/9781452218649.n17>
6. Rodriguez, M.C. (2011). Item-writing practice and evidence. In S.N. Elliott, R.J. Kettler, P.A. Beddow, & A. Kurz (Eds.), *Handbook of accessible achievement tests for all students: Bridging the gaps between research, practice, and policy* (pp. 201-216). Springer. https://doi.org/10.1007/978-1-4419-9356-4_11
5. Rodriguez, M.C. (2006). [5 encyclopedic entries] Completion items (p. 167). Multiple-choice items (pp. 642-644). Parallel forms reliability (pp. 730-731). Split half reliability (pp. 933-935). Test retest reliability (pp. 992-994). In N.J. Salkind (Ed.), *Encyclopedia of measurement and statistics*. SAGE Publications. <https://sk.sagepub.com/reference/statistics>
4. Taylor, B.M., Peterson, D.S., Pearson, P.D., & Rodriguez, M.C. (2005). Looking inside classrooms: Reflecting on the “how” as well as the “what” in effective reading instruction. In P. Shannon & J. Edmondson (Eds.), *Reading education policy* (pp. 117-133). International Reading Association. <https://eric.ed.gov/?id=ED488779>
3. Rodriguez, M.C., Morrobel, D., & Villarruel, F.A. (2003). Research realities and a vision of success for Latino youth development. In F.A. Villarruel, D.F. Perkins, L.M Borden, & J.G. Keith (Eds.), *Community youth development: Programs, policies, and practices* (pp. 47-78). SAGE Publications. <http://dx.doi.org/10.4135/9781452233635>
2. Rodriguez, M.C. (2002). Choosing an item format. In G. Tindal & T.M. Haladyna (Eds.), *Large-scale assessment programs for all students: Validity, technical adequacy, and implementation* (pp. 213-231). Lawrence Erlbaum Associates. <https://doi.org/10.4324/9781410605115>
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18. Orr, R.B., Csikari, M.M., Freeman, S., & Rodriguez, M.C. (2022). *Evidence supporting effective construction and use of learning objectives*. *CBE-Life Sciences Education*.
17. Orr, R.B., Csikari, M.M., Freeman, S., & Rodriguez, M.C. (2022). *Evidence-based teaching guide: Learning objectives*. *CBE-Life Sciences Education*. <http://lse.ascb.org/evidence-based-teaching-guides/>
16. Rodriguez, M.C., Chavez, C., Do, T., Miranda, A., Palma, J.R., Smith, M. (2020). *The sociocultural contexts of learning: A brief literature review*. Chan Zuckerberg Initiative. <https://conservancy.umn.edu/handle/11299/217178>
15. Grimm, E., Hansen-Burke, A., Henderson, J., Hensgen, A., Hodges, S., Kember, J., Knewitz, D., McKeveit, N., Olson, E., Phillippe, D., Rodriguez, M.C., & Weeks, M. (2020). *Pursuing educational equity in Minnesota through a statewide multi-tiered system of support*. Minnesota Collective for Educational Equity. <https://www.minnesotacollegeforeducationalequity.org/>
14. Alexander, N., Gibbons, K., Marshall, S.L., Rodriguez, M.C., Sweitzer, J., & Varma, K. (2020). *Implementing principles of Reimagine Minnesota in a period of remote teaching and learning: A response to COVID-19*. Minneapolis Foundation. <https://conservancy.umn.edu/handle/11299/212407>
13. Rodriguez, M.C. (Ed.). (2019). *Expanding the vision of Reimagine Minnesota: A collective education roadmap for education equity*. Minneapolis Foundation. <https://conservancy.umn.edu/handle/11299/211525>
12. Albano, A., Brickman, P., Csikari, M., Julian, D., Orr, R.B., & Rodriguez, M.C. (2019). *Integrating testing and learning: A college-level classroom-assessment training manual*. BioInteractive, Howard Hughes Medical Institute.
11. Kiya, H.B., Rodriguez, M.C., & Borna, K. (2019). *Application of the correlogram in test option randomness*. Proceedings of the 5th Iranian conference on signal processing and intelligent systems (ICSPIS). The Institute of Electrical and Electronics Engineers. <https://en.symposia.ir/SPIS05>
10. Rodriguez, M.C. (2018, July 11). A psychometric perspective on SEL assessment. [Web blog post]. *Measuring SEL: Using data to inspire practice*. CASEL Measuring SEL Network. <http://measuringcel.casel.org/psychometric-perspective-sel-assessment/>
9. Rodriguez, M.C. (contributing author). (2017, June 9). Educational Equity Convening addresses schools, child trauma. [Web blog post]. *Vision 2020 Blog*, College of Education & Human Development, University of Minnesota. <https://cehdvision2020.umn.edu/blog/educational-equity-convening-addresses-schools-child-trauma/>
8. Rodriguez, M.C. (2016, September 15). What you need to know about the GRE [Web blog post]. *Graduate Student Experience Blog*, College of Education & Human Development, University of Minnesota. <https://academics.cehd.umn.edu/graduate/what-you-need-to-know-about-the-gre/>
7. Sweitzer, J. & Rodriguez, M.C. (2016, May 11). Educational equity is Minnesota's most important challenge. *MinnPost*. <https://www.minnpost.com/community-voices/2016/05/educational-equity-minnesotas-most-important-challenge/>
6. Rodriguez, M.C. (2016, February). Measuring and reporting student achievement. *Research to practice brief #4*. Minneapolis, MN: University of Minnesota College Readiness Consortium and Educational Equity Resource Center. <http://www.collegeready.umn.edu/>
5. Rodriguez, M.C. (2014, October 31). An update on closing the achievement gap in Minnesota: Research, policy and practice. [Web blog post]. *Vision 2020 Blog*, College of Education & Human Development, University of Minnesota. <http://cehdvision2020.umn.edu/cehd-blog/closing-achievement-gap-mn/>
4. Elliott, S.N., Rodriguez, M.C., Roach, A.T., Beddow III, P.A., Kettler, R.J., & Kurz, A. (2013). Consortium for Modified Alternate Assessment development and implementation: Lessons learned. In M. Thurlow,

S. Lazarus, & S. Bechard (Eds.), *Lessons learned in federally funded projects that can improve the instruction and assessment of low performing students with disabilities*. Minneapolis, MN: National Center for Educational Outcomes. <https://nceo.umn.edu/docs/OnlinePubs/LessonsLearned.pdf>

3. Rodriguez, M.C. (2010, March). Learning to assess student learning in América Latina. *NCME Newsletter*, 18(1), 12-13. <https://conservancy.umn.edu/handle/11299/226043>
2. Rodriguez, M.C., Matuska, K., Cabrera, J., & Karl, S. (2010). Improving the education of Minnesota's students from pre-K through college: Measuring student progress and using data to drive decision making. *CURA Reporter*, 40(1-2), 3-10. <https://conservancy.umn.edu/handle/11299/118722>
1. Rodriguez, M.C., Taylor, B.M., Pearson, P.D., & Peterson, D. (2005). Revealing an exchange between authors and reviewers about statistical significance [Editorial]. *Reading Research Quarterly*, 40(1), 9-10. <https://ila.onlinelibrary.wiley.com/doi/epdf/10.1598/RRQ.40.1.1>

PEER REVIEWED PRESENTATIONS

Note. Students are underlined.

150. Do, T., Lamm, R., & Rodriguez, M.C. (2022, April 22). Investigating item parameter drift of a sense of belonging measure [Paper presentation]. National Council on Measurement in Education Annual Meeting, San Diego, CA.
149. Ersan, O., & Rodriguez, M.C. (2022, April 22). *Advances in test adaptivity to improve measurement in testlet-based CAT* [Paper presentation]. National Council on Measurement in Education Annual Meeting, San Diego, CA.
148. Faulkner-Bond, M., Huff, K., Rodriguez, M.C., & Taylor, D. (2022, April 22). *De-centering whiteness in assessment practices and products* [Panel presentation, facilitated by M. Faulkner-Bond]. National Council on Measurement in Education Annual Meeting, San Diego, CA.
147. Rodriguez, M.C. (2022, April 22). *Toward more equitable measurement and assessment: Implications for the Test Standards* [Panel presentation, facilitated by F. Worrell]. American Educational Research Association Annual Meeting, San Diego, CA.
146. Chavez, C., & Rodriguez, M.C. (2022, April 23). *A cohort change model for longitudinal analysis of anonymous student surveys* [Paper presentation]. National Council on Measurement in Education Annual Meeting, San Diego, CA.
145. Li, P., Qian, Z., & Rodriguez, M.C. (2022, April 23). *Exploring variance with different levels of data disaggregation* [Paper presentation]. National Council on Measurement in Education Annual Meeting, San Diego, CA.
144. Rodriguez, M.C. (2022, April 24). *Avoiding a train wreck: Working with constituents to rethink equity in assessment* [Panel presentation, facilitated by R. Bennett]. National Council on Measurement in Education Annual Meeting, San Diego, CA.
143. Caesar, J., Lamm, R., Rodriguez, M.C., Zhao, Q., & Heistad, D. (2022, April 25). *Construction and validation of three non-cognitive measures for K-2 students* [Paper presentation]. American Educational Research Association Annual Meeting, San Diego, CA.
142. Rodriguez, M.C. (2021, October 22). *Why we must have culturally and linguistically responsive and sustaining classroom assessments* [Panel presentation, facilitated by D. Taylor]. National Council on Measurement in Education, Classroom Assessment Conference.
141. Caesar, J., Lamm, R., Rodriguez, M.C., & Heistad, D.J. (2021, April 10). *Changes in school start time have a significant effect in the amount of sleep and reported grade point average of students* [Paper presentation]. American Educational Research Association Annual Meeting, Orlando FL. <https://conservancy.umn.edu/handle/11299/219373>

140. Abulela, M., Mrutu, A., Davison, M.L., Rodriguez, M.C., & Harwell, M.R. (2021, April 9). *Development and initial validation of a creative self-efficacy scale for undergraduates: CFA and IRT analyses* [Paper presentation]. American Educational Research Association Annual Meeting, Orlando, FL.
139. Wackerle-Holman, A., Duran, L., Chavez, C., Rodriguez, M., & Miranda, A. (2021, April 7). *Caregiver report of the home language environments of Spanish-speaking children* [Paper presentation]. Society for Research on Child Development Biennial Meeting.
138. Rodriguez, M.C. (2020, October 13). *Access considerations in undergraduate admissions: A measurement perspective*. Strategic Enrollment Management Virtual Workshop, Reinvention Collaborative. <https://reinventioncollaborative.org/>
137. Miranda, A., & Rodriguez, M.C. (2020, October 8). *Determinants of educational aspirations and school grades of rural students*. Growing up in Rural America Online Conference, Russell Sage Foundation.
136. Caesar, J., & Rodriguez, M.C. (2020, July 14-17). *Different ways to demonstrate mathematics achievement growth: Best practices* [Paper presentation]. International Testing Commission Biennial Conference, Esch-sur-Alzette, Luxembourg.
135. Rodriguez, M.C. (2020, July 14-17). *The International Developmental Asset Profile (iDAP) and social & emotional learning framework* [Paper presentation]. International Testing Commission Biennial Conference, Esch-sur-Alzette, Luxembourg.
134. Smith, M., Miranda, A., & Rodriguez, M.C. (2020, July 14-17). *Investigating the multidimensionality of cultural resiliency in a multicultural environment* [Paper presentation]. International Testing Commission Biennial Conference, Esch-sur-Alzette, Luxembourg.
133. Zhao, Q., & Li, J., & Rodriguez, M.C. (2020, July 14-17). *Comprehensive partitioning of students' commitment to learning variance: Research on race groups in the Minnesota Student Survey* [Paper presentation]. International Testing Commission Biennial Conference, Esch-sur-Alzette, Luxembourg.
132. Hojnoski, R., Wackerle-Hollman, A., Missall, K., Rodriguez, M.C., & Kang, Y. (2020, June 22-24). *To time or not to time: The effect of timing on young children's early literacy performance* [Paper presentation]. Administration for Children and Families' National Research Conference on Early Childhood, Arlington, VA.
131. Caesar, J., Karl, S., & Rodriguez, M.C. (2020, April 17-21). *The grass is definitely not greener: Academic performance deeply affected by marijuana use* [Paper presentation]. American Educational Research Association Annual Meeting, San Francisco, CA.
130. Chavez, C., Rodriguez, M.C., Smith, M.C., & Palma Zamora, J., (2020, April 17-21). *Somali student developmental skills, supports, and aspirations, given number of Somali students in a district* [Paper presentation]. American Educational Research Association Annual Meeting, San Francisco, CA.
129. Do, T., Chavez, C., Rodriguez, M.C., Lamm, R., & Dosedel, M. (2020, April 17-21). *Sense of belonging: Measure construction and validation* [Paper presentation]. American Educational Research Association Annual Meeting, San Francisco, CA.
128. Dosedel, M., Rodriguez, M.C., & Mrutu, A. (2020, April 17-21). *Exploring the developmental skills & supports of students in special education* [Paper presentation]. American Educational Research Association Annual Meeting, San Francisco, CA. <https://conservancy.umn.edu/handle/11299/218198>
127. Chavez, C., Rodriguez, M.C., Nickodem, K., Vue, K., & Do, T. (2020, April 16-20). *Estimation of multilevel reliability for social and emotional learning measures* [Paper presentation]. National Council on Measurement in Education Annual Meeting, San Francisco, CA.
126. Ersan, O., & Rodriguez, M.C. (2020, April 16-20). *Measurement invariance for noncognitive measures across unique populations by EIRT* [Paper presentation]. National Council on Measurement in Education Annual Meeting, San Francisco, CA.

125. Rodriguez, M.C., & Dosedel, M. (2020, April 16-20). *Empirical standard setting for SEL measures via the proposed interpretive argument* [Paper presentation]. National Council on Measurement in Education Annual Meeting, San Francisco, CA. <https://conservancy.umn.edu/handle/11299/225357>
124. Smith, M., Miranda, A., Ersan, O., & Rodriguez, M.C. (2020, April 16-20). *College aspirations prediction using social emotional learning measures: A machine learning approach* [Paper presentation]. National Council on Measurement in Education Annual Meeting, San Francisco, CA.
123. Vue, K., Do, T., Nickodem, K., & Rodriguez, M.C. (2020, April 16-20). *A measure of diversity* [Paper presentation]. National Council on Measurement in Education Annual Meeting, San Francisco, CA.
122. Tatto, M.T., Rodriguez, M.C., Smith, W., & Reckase, M. (2020, March). *Developing self-studies of teacher preparation and teaching: Building a professional field* [Paper presentation]. Comparative and International Education Society Annual Meeting, Miami, FL.
121. Kiya, H.B., Rodriguez, M.C., & Borna, K. (2019, December). *Application of the correlogram in test option randomness*. Paper presented at the 5th conference on signal processing and intelligent systems (ICSPIS), Shahrood University of Technology, Shahrood, Iran.
120. Cabrera, J.C., Karl, S.R., Rodriguez, M.C. (2019, April). *Predicting college enrollment for students who partake in music or dance lessons using propensity score matching*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, ON, Canada. <https://conservancy.umn.edu/handle/11299/202395>
119. Chavez, C., Rodriguez, M.C., Do, T., & Ihlenfeldt, S. (2019, April). *Racial and gender expression discrimination among high school students*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, ON, Canada. <https://conservancy.umn.edu/handle/11299/203638>
118. Chavez, C., Rodriguez, M.C., Vue, K., Cabrera, J.C. (2019, April). *A validity argument sensitivity analysis of social-emotional learning measures with few items*. Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, Canada. <https://conservancy.umn.edu/handle/11299/203637>
117. Kang, Y., Nickodem, K., Mang Han, S., Smith, M., & Rodriguez, M.C. (2019, April). *Intensity and breadth of OST activity participation: Connecting latent classes, student characteristics, and educational outcomes*. Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, ON, Canada.
116. Kang, Y., Rodriguez, M., & Vue, K. (2019, April). *Psychometric evaluation of social emotional learning measures: Applying multidimensional IRT*. Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, ON, Canada. <https://conservancy.umn.edu/handle/11299/202392>
115. Lamm, R., Do, T., Rodriguez, M., Scales, P., Roehlkepartain, E., (2019, April). *Measurement invariance of an international developmental assets measure: Alignment of 29 countries*. Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, ON, Canada. <https://conservancy.umn.edu/handle/11299/202397>
114. Nickodem, K., Rodriguez, M.C., Lamm, R., Park, K. (2019, April). *Social-emotional learning measures ICCs and associations with school composition and achievement*. Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, ON, Canada. <https://conservancy.umn.edu/handle/11299/202393>
113. Palma, J., Smith, M., Miranda, A., Rodriguez, M.C. (2019, April). *Teacher-school support, academic goals, and proportion of Latino students: How do they interact?* Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, ON, Canada. <https://conservancy.umn.edu/handle/11299/203275>

112. Rodriguez, M.C. (2019, April). *Interpretation and use validation of social and emotional learning measures in inequitable settings*. Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, ON, Canada.
<https://conservancy.umn.edu/bitstream/handle/11299/202391/>
111. Smith, M., Kang, Y., Vue, K., Miranda, A., & Rodriguez, M.C. (2019, April). *Investigating internal structure of social and emotional learning measures: A bifactor approach*. Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, Canada.
<https://conservancy.umn.edu/handle/11299/202394>
110. Tatto, M.T., Rodriguez, M.C., Palma, J., & Nickodem, K. (2019, April). *A comparative international study of beliefs of future teachers and their teacher educators*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, ON, Canada.
109. Buzhardt, J., Wackerle-Hollman, A., Walker, D., Greenwood, C., Jia, F., McConnell, S., Lease, E., Rodriguez, M.C., & Duran, L. (2019, March). *The effects of technology that supports the use of IGDIs for data-driven intervention decision making*. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
108. Wackerle-Hollman, A., McConnell, S., Lease, E., Rodriguez, M.C., & Duran, L. (2019, March). *Individual Growth and Development Indicators during the preschool years: Research and development*. Paper presented at the biennial meeting of the Society for Research in Child Development, Baltimore, MD.
107. Cabrera, J., Karl, S.R., Chavez, C., & Rodriguez, M.C. (2018, April). *Investigating socioeconomic status proxies: is one proxy enough?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY. <https://conservancy.umn.edu/handle/11299/195477>
106. Cabrera, J., Rodriguez, M.C., Karl, S., & Chavez, C. (2018, April). *In what ways do health behaviors impact academic performance, educational aspirations, and commitment to learning?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
<https://conservancy.umn.edu/handle/11299/195435>
105. Ersan, O., Kang, Y., Rodriguez, M.C., Do, T., & Lamm, R. (2018, April). *Mental distress: Risk and protective factors among American Indian youth*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
<https://conservancy.umn.edu/handle/11299/195225>
104. Kang, Y., Smith, M., Ersan, O., & Rodriguez, M.C. (2018, April). *A pathway to resilience for students who experience trauma: A structural equation modeling approach*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
<https://conservancy.umn.edu/handle/11299/195434>
103. Lamm, R., Vue, K., Do, T., Nickodem, K., & Rodriguez, M.C. (2018, April). *Do LGB students feel safe and why does it matter?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY. <https://conservancy.umn.edu/handle/11299/195227>
102. Lamm, R., Vue, K., Nickodem, K., Do, T., Rodriguez, M.C., & Van Boekel, M. (2018, April). *The role of out-of-school-time positive experiences on risky behaviors*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
<https://conservancy.umn.edu/handle/11299/195228>
101. Rodriguez, M.C., & Nickodem, K. (2018, April). *Comprehensive partitioning of student achievement variance to inform equitable policy design*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York, NY.
<https://conservancy.umn.edu/handle/11299/195229>
100. Nickodem, K., Van Boekel, M., Kang, Y., Lamm, R., & Rodriguez, M.C. (2018, April). *School and community sports participation and positive youth developmental: A multilevel analysis*. Paper

- presented at the annual meeting of the American Educational Research Association, New York, NY. <https://conservancy.umn.edu/handle/11299/195230>
99. Rodriguez, M.C., Bulut, O., Cabrera, J., & Vue, K. (2018, April). *Response processes in noncognitive measures: Validity evidence from explanatory item response modeling*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York, NY. <https://conservancy.umn.edu/handle/11299/195226>
 98. Song, W., Vue, K., Do, T., & Rodriguez, M.C. (2018, April). *Social capital, self-control, and academic achievement in adolescence: A structural equation modeling approach*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
 97. Wang, Q., Rodriguez, M.C., Wackerle-Hollman, A., & McConnell, S. (2018, April). *Exploring issues in test speededness: Insight gained from an early literacy assessment*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York, NY.
 96. Wang, Q., Rodriguez, M.C., Wackerle-Hollman, A., & McConnell, S. (2018, April). *Stratified diagnostic methods for Rasch based computerized adaptive test*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York, NY.
 95. Rodriguez, M.C. (2018, January 26). *Measurement proximity and challenges in addressing educational disparities*. Presentation at the annual midwinter conference of the Minnesota School Psychologist Association, Plymouth, MN.
 94. Wang, Q., Rodriguez, M., Wackerle-Hollman, A., McConnell, S. (2017, October) *Investigating the association between response outcome and response time in an early literacy assessment*. Poster presented at the Timing Impact on Measurement in Education (TIME) conference of the National Board of Medical Examiners, Philadelphia, PA.
 93. Rodriguez, M.C. (2017, April). *Item & test design considering instructional sensitivity*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX. <http://www.edmeasurement.net/presentations/Rodriguez-2017-instructional-sensitivity.pdf>
 92. Rodriguez, M.C., Guzman Ayala, R., & Martinez, I. (2017, April). *The role of support and OST structure for American Indian student post high-school goals*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX. <https://conservancy.umn.edu/handle/11299/194919>
 91. Nickodem, K., Van Boekel, M., Vue, K., Rodriguez, M.C., Bulut, O., Palma, J.R., Kang, Y., & Jang, Y. (2017, April). *Investigating the role of support in athletes' and non-athletes' academic achievement: An SEM approach*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX. <https://conservancy.umn.edu/handle/11299/194921>
 90. Kang, Y., Van Boekel, M., Bulut, O., Nickodem, K., Palma, J.R., Vue, K., Jang, Y.J., & Rodriguez, M.C. (2017, April). *Interaction among gender, race/ethnicity, and school sports participation in youth development*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX. <https://conservancy.umn.edu/handle/11299/194920>
 89. Wang, Q., Wackerle-Hollman, A., Rodriguez, M.C., McConnell, S. (2017, April). *Investigating response time effect in an early literacy assessment*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.
 88. Cabrera, J.C., Karl, S.R., & Rodriguez, M.C. (2017, February). *Las preferencias de comportamiento saludable y sus asociaciones con el rendimiento académico*. (Healthy behavioral choices and their associations with academic achievement.). Paper presented at the meeting of the Congreso Pedagogía, Habana, Cuba.
 87. Kang, Y., Jang, Y.J., Vue, K., & Rodriguez, M.C. (2016, June). *Exploring American Indian students' non-response to educational goals*. Paper presented at the annual meeting of the Society for the

Psychological Study of Social Issues, Minneapolis, MN.

<https://conservancy.umn.edu/handle/11299/195187>

86. Rodriguez, M.C., & Vue, K. (2016, June). *Rigorous measurement from a statewide youth survey*. Paper presented at the annual meeting of the Society for the Psychological Study of Social Issues, Minneapolis, MN. <https://conservancy.umn.edu/handle/11299/195187>
85. Cabrera, J.C., Karl, S.R., & Rodriguez, M.C. (2016, April). *Healthy choices and their associations with academic achievement and future school plans*. Paper presented at the annual meeting of the American Educational Research Association, Washington DC. <https://conservancy.umn.edu/handle/11299/194914>
84. Cox, M., Rodriguez, M.C., & Edwards, K. (2016, April). *Empirical alignment of assessments to standards: A new direction for kindergarten entry*. Paper presented at the annual meeting of the American Educational Research Association, Washington DC.
83. Guzman Ayala, R., Rodriguez, M.C., & Palma Zamora, J.R. (2016, April). *Achieving goals: Role of support and structure for Latina/o student post high school goals*. Paper presented at the annual meeting of the American Educational Research Association, Washington DC. <https://conservancy.umn.edu/handle/11299/194916>
82. Karl, S.R., Cabrera, J.C., & Rodriguez, M.C. (2016, April). *A re-examination of the importance of students' school connectedness*. Paper presented at the annual meeting of the American Educational Research Association, Washington DC. <https://conservancy.umn.edu/handle/11299/194918>
81. Nickodem, K., Van Boekel, M., Stanke, L., Palma Zamora, J.R., Vue, K., Bulut, O., Kang, Y., Chang, Y., & Rodriguez, M.C. (2016, April). *LGB students and school sports: A positive youth development approach*. Paper presented at the annual meeting of the American Educational Research Association, Washington DC. <https://conservancy.umn.edu/handle/11299/194917>
80. Rodriguez, M.C., Vue, K., & Palma, J. (2016, April). *Measuring being bullied in the context of racial and religious DIF*. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington DC. <https://conservancy.umn.edu/handle/11299/194913>
79. Stanke, L., Bulut, O., Rodriguez, M.C., & Palma, J. (2016, April). *Investigating linear and nonlinear item parameter drift with explanatory IRT models*. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington DC. <https://conservancy.umn.edu/handle/11299/194915>
78. Bankov, K., & Rodriguez, M.C. (2015, April). *Novice teachers' mathematical knowledge for teaching: Conceptualizing, measuring and reporting on pilot results*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
77. Bulut, O., Van Boekel, M., Stanke, L., Palma, J.R., Nickodem, K., Vue, K., Chang, Y.F., Latterell, N., & Rodriguez, M.C. (2015, April). *Effects of participation in school sports on academic and social outcome variables*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. <https://conservancy.umn.edu/handle/11299/194912>
76. Reckase, M.D., Tatto, M.T., & Rodriguez, M.C. (2015, April). *Conceptualizing and measuring teaching quality and effectiveness*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
75. Rodriguez, M.C., & Tatto, M.T. (2015, April). *Conceptualizing and measuring opportunities to learn and the contexts of teaching*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
74. Tatto, M.T., Reckase, M.D., Rodriguez, M.C., Bankov, K., & Smith, W.M. (2015, April). *The development and assessment of mathematical teaching expertise: Educational and scientific importance of the study*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

73. Vue, K., Van Boekel, M., Chang, Y.F., Rodriguez, M.C., Palma, J.C., Stanke, L., Latterell, N., & Nickodem, K. (2015, April). *Measuring ethnic diversity in schools*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
<https://conservancy.umn.edu/handle/11299/194911>
72. Tatto, M.T., Rodriguez, M.C., & Palma, J. (2015, March). *Factoring in the teacher educators: Views about learning to teach mathematics to diverse students*. Paper presented at the annual meeting of the Comparative and International Education Society, Washington, DC.
71. Bulut, O., Van Boekel, M., Palma, J.R., Stanke, L., & Rodriguez, M.C. (2014, April). *Investigating the effects of school sports on academic and social outcomes*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
<https://conservancy.umn.edu/handle/11299/194909>
70. Cabrera, J.C., Oliveri, M., & Rodriguez, M.C. (2014, April). *Implications of using multilevel latent class analyses on school policy interventions*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
<https://conservancy.umn.edu/handle/11299/194907>
69. Cabrera, J.C., Rodriguez, M.C., Palma, J.R., & Stanke, L. (2014, April). *The influence of individual, family-related, and structural factors on Latino students' academic performance: An ethnic breakdown*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
<https://conservancy.umn.edu/handle/11299/194906>
68. Karl, S.R., Cabrera, J.C., & Rodriguez, M.C. (2014, April). *Examining the importance of students' sense of belonging in school*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. <https://conservancy.umn.edu/handle/11299/194908>
67. Palma, J.R., Van Boekel, M., Stanke, L., Vue, Y., Cabrera, J.C., Chang, Y., Latterell, N., Karl, S.R., Rodriguez, M.C., & Bulut, O. (2014, April). *Examining after school activities: Do breadth and intensity matter?* Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA. <https://conservancy.umn.edu/handle/11299/194905>
66. Wackerle-Hollman, A., Duran, L., Rodriguez, M., & McConnell, S. (2013, May). *Spanish-English bilingual language development and implications for assessment*. Paper presented at the Inaugural Bilingual Research Conference, Houston, TX.
65. Bulut, O., Stanke, L., Rodriguez, M.C., Palma, J., Vue, Y., & Cabrera, J.C. (2013, April). *Examining item parameter drift as a source of construct shift*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
<https://conservancy.umn.edu/handle/11299/194902>
64. Jang, Y., & Rodriguez, M.C. (2013, April). *Essential elements of childcare for child development*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
63. Jitendra, A.K., Zaslofsky, A., Dupuis, D.N., & Rodriguez, M.C. (2013, April). *Improving the problem-solving performance of third-grade students with mathematics difficulties*. Paper presented at the Council on Exceptional Children Convention and Expo, San Antonio, TX.
62. Stanke, L., Palma, J., Bulut, O., & Rodriguez, M.C. (2013, April). *Investigating measurement invariance assumptions using item parameter drift across grade levels and ELL groups*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA.
<https://conservancy.umn.edu/handle/11299/194901>
61. Tatto, M.T., & Rodriguez, M.C. (2013, April). *Learning to teach mathematics: Policy implementation and results across international contexts*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
60. Vue, Y., Stanke, L., Palma, J.R., Cabrera, J.C., Bulut, O., Latterell, N., Rodriguez, M.C. (2013, April). *Using school climate to positively develop youth*. Paper presented at the annual meeting of the American

Educational Research Association, San Francisco, CA.

<https://conservancy.umn.edu/handle/11299/194903>

59. Wackerle-Hollman, A., Durán, L., Rodriguez, M.C., & McConnell, S. (2013, April). *Spanish-English bilingual language development & implications for assessment*. Poster presented at the biennial meeting of the Society for Research in Child Development, Seattle, WA.
58. Jitendra, A., Star, J.R., Dupuis, D.N., & Rodriguez, M.C. (2013, March). *Effectiveness of schema-based instruction for improving seventh-grade students' proportional reasoning: A randomized experiment*. Paper presented at the spring 2013 meeting of the Society for Research on Educational Effectiveness, Washington, DC
57. Tatto, M.T., & Rodriguez, M.C. (2013, March). *The influence of pre-service teacher education in learning to teach primary level mathematics: The IEA TEDS-M study report*. Paper presented at the annual meeting of the Comparative and International Education Society, New Orleans, LA.
56. Jitendra, A., Rodriguez, M.C., Star, J., & Dupuis, D. (2012, April). *Effectiveness of small-group tutoring interventions for improving the mathematical problem solving performance of third grade students with Mathematics difficulties: a randomized experiment*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
55. Jitendra, A., Star, J., Dupuis, D., Rodriguez, M.C., & Someki, F. (2012, April). *Effectiveness of schema-based instruction for improving seventh-grade students' proportional reasoning: A randomized experiment*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
54. Palma, J., Rodriguez, M.C., Cabrera, J.C., Albano, A.D., Vue, Y. Warshawsky, A.J. (2012, April). *Effects of positive assets and socio-economic status on academic performance*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
<https://conservancy.umn.edu/handle/11299/194897>
53. Warshawsky, A.J., Rodriguez, M.C., Cabrera, J.C., Palma, J., Albano, A.D., & Vue, Y. (2012, April). *Attitudes toward school and school plans given levels of family alcohol, substance, and physical abuse*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada. <https://conservancy.umn.edu/handle/11299/194900>
52. Albano, A.D., & Rodriguez, M.C. (2012, April). *Multilevel modeling of item parameter drift*. Paper presented at the annual meeting of the National Council on Measurement in Education, Vancouver, Canada. <https://conservancy.umn.edu/handle/11299/194898>
51. Rodriguez, M.C. (2012, April). *Challenges and successes of building measures relevant to research on teacher education in international contexts. The IEA TEDS-M Study*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
50. Palma, J., Rodriguez, M.C., Elliot, S.N., Roach, A.T., & Kettler, R.J. (2012, April). *The think-aloud method for the validation of item modifications to improve test accessibility*. Paper presented at the annual meeting of the National Council on Measurement in Education, Vancouver, Canada.
49. Tatto, T.M., & Rodriguez, M.C. (2012, April). *Measuring the impact of teacher education on learning to teach mathematics: The IEA TEDS-M Study*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
48. Jitendra, A.K., Dupuis, D.N., & Rodriguez, M.C. (2012, September). *Effectiveness of small-group tutoring interventions for improving the mathematical problem-solving performance of third-grade students with mathematics difficulties: A randomized experiment*. Paper presented at the fall 2012 meeting of the Society for Research on Educational Effectiveness, Washington DC.
47. Rodriguez, M.C. (2012, October). *Balancing rigor and feasibility in evaluation design*. Paper presented at the annual meeting of the American Evaluation Association, Minneapolis, MN.

46. Albano, A.D., Rodriguez, M.C., McConnell, S., Bradfield, T., & Wackerle-Hollman, A. (2011, April). *Scaling with measures of early literacy*. Paper presented at the meeting of the National Council on Measurement in Education, New Orleans, LA.
45. Bradfield, T., Wackerle-Hollman, A., McConnell, S., Rodriguez, M.C. & Albano, A.D. (2011, April). *Construct identification to support early literacy measurement*. Paper presented at the meeting of the National Council for Measurement in Education, New Orleans, LA.
44. Jitendra, A.K., Star, J.R., Rodriguez, M.C., Lindel, M., Someki, F. (2011, April). *Enhancing seventh grade students' proportional thinking using schema-based instruction*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
43. Rodriguez, M.C., Albano, A.D., McConnell, S., Wackerle-Hollman, A. & Bradfield, T. (2011, April). *Standard setting with innovative measures of early literacy: Contrasting groups*. Paper presented at the meeting of the National Council for Measurement in Education, New Orleans, LA.
42. Rodriguez, M.C., Rubio, F., Meckes, L., Landsdale, J. (2011, April). *Setting standards issues and practice in Latin America*. Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.
41. Wackerle-Hollman, A., Bradfield, T., McConnell, S., Albano, A.D., & Rodriguez, M.C. (2011, April). *Task development and item analysis in innovative measures of early literacy*. Paper presented at the meeting of the National Council for Measurement in Education, New Orleans, LA.
40. Good, R.H., Kaminski, R.A., Powell-Smith, K., McConnell, S., Rodriguez, M.C., & Greenwood, C. (2011, February). *Developing benchmark goals and cut-points for risk: alternative approaches*. A panel presentation presented at the Pacific Coast Research Conference, Coronado, CA.
39. McConnell, S., Rodriguez, M.C., Schmitt, B. & Clayton, K. (2011, February). *Early childhood response to intervention: Using second-generation IGDIs*. Symposium presented at annual meetings of the National Association of School Psychologists, San Francisco, CA
38. Jitendra, A. K., & Rodriguez, M. (2011, February). *Enhancing problem-solving performance of students with mathematics difficulties: Tier 2 interventions*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
37. Jitendra, A.K., Star, J., Rodriguez, M.C. (2011, February). *Effects of schema-based instruction on seventh graders' proportional thinking*. Paper presented at the annual meeting of the National Association of School Psychologists, San Francisco, CA.
36. Cabrera, J., & Rodriguez, M.C. (2011, April). *Latino youth's beliefs and attitudes and their influence on after-school activity participation*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. <https://conservancy.umn.edu/handle/11299/194895>
35. Jitendra, A.K., & Rodriguez, M.C. (2011, April). *Tier 2 interventions for third graders and characteristics that moderate mathematics outcomes*. Paper presented at the annual meeting of the Council for Exceptional Children, National Harbor, MD.
34. Meinck, S., & Rodriguez, M.C. (2011, May). *Considerations for correlational analyses using data from the Teacher Education and Development Study in Mathematics (TEDS-M)*. Paper presented at the annual meeting of the Comparative and International Education Society, Montreal, Canada.
33. Barnes-Burroughs, K., & Rodriguez, M.C. (2011, June). *The teaching performer: A survey of assets vs. choices in voice use*. Paper presented at the annual symposium of The Voice Foundation: Care of the Professional Voice, Philadelphia, PA.
32. Rewey, K., Curiel, J., Rodriguez, M.C., & SiWan Zimmerman, S. (2010, November). *The impact of gaining early awareness and readiness for undergraduate program (Gear Up) on student academic preparedness*. Paper presented at the annual meeting of the American Evaluation Association, San Antonio, TX.

31. McConnell, S., Missall, K., Rodriguez, M.C., & Wackerle-Hollman A. (2010, February). *Monitoring progress on progress monitoring: Recent innovations in the design and evaluation of Individual Growth & Development Indicators*. A panel presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.
30. Tatto, M.T., & Rodriguez, M.C. (2010, February). *Methodological challenges and findings in a cross-national study of mathematics teacher preparation*. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Atlanta, GA.
29. Cabrera, J., & Rodriguez, M.C. (2010, May). *Positive Latino youth development: The impact of perceived community support on Latino youths' school plans*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
<https://conservancy.umn.edu/handle/11299/194894>
28. Rodriguez, M.C. (2010, May). *Assessment of learning in the context of educational reform: Experiences from América Latina*. Symposium Chair. Symposium presented at the annual meeting of the National Council on Measurement in Education, Denver, CO.
27. Tatto, M.T., & Rodriguez, M.C., Bankov, K. (2010, May). *Measurement of the opportunities that teacher education students have to acquire the mathematics knowledge and pedagogy required to teach in programs of teacher education*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
26. Elliott, S.N., Beddow, P.A., Roach, A.T., & Rodriguez, M.C. (2009, June). *Designing more accessible achievement tests for all students*. Symposium presented at the Council of Chief State School Officers--National Conference on Student Assessment, Los Angeles, CA.
25. Elliott, S.N., Roach, A.T., Kettler, R.J., & Rodriguez, M.C. (2009, April). *Designing and evaluating modified items for students with disabilities: Research results*. Symposium presented at the annual meeting of the National Council on Measurement in Education, San Diego, CA.
24. Rodriguez, M.C. (2009, June). *Examining distractor effectiveness in modified items for students with disabilities*. Paper presented at the Council of Chief State School Officers' National Conference on Student Assessment, Los Angeles, CA.
23. Rodriguez, M.C., Elliott, S.N., Kettler, R.J., & Beddow, P.A. (2009, April). *The role of item response attractors in the modification of test items*. Paper presented in the symposium Designing and Evaluating Modified Items for Students with Disabilities: Research Results (S. Elliott, Chair), at the annual meeting of the National Council on Measurement in Educational, San Diego, CA.
22. Rodriguez, M.C., Rego, O., & Rubio, F. (2009, April). *Examining variation in independent replications of the Bookmark standard setting method on two tests*. Paper presented at the annual meeting of the National Council on Measurement in Educational, San Diego, CA.
21. Byun, S., Rodriguez, M.C. (2008, March). *Challenges in measuring mathematics content of graduating teacher education students*. Paper presented at the annual meeting of the Comparative and International Education Society, New York, NY.
20. Elliott, S.N., Beddow, P., Palmer, P., Roach, A.T., Rodriguez, M., Compton, E., & Bruen, C. (2008, June). *Modified alternate assessments: Design strategies and experimental results*. Symposium presented at the Council of Chief State School Officers' National Conference on Student Assessment, Orlando, FL.
19. Maeda, Y., Rodriguez, M.C. (2008, March). *Challenges in measuring the nature of assessment-focused learning opportunities offered by pre-service teacher education*. Paper presented at the annual meeting of the Comparative and International Education Society, New York, NY.
18. Rodriguez, M.C. (2008, June). *Item and distractor analysis*. Paper presented in the symposium Modified Achievement Tests: Design Strategies and Experimental Results (S. Elliott, Chair), at the Council of Chief State School Officers' National Conference on Student Assessment, Orlando, FL.

17. Rodriguez, M.C., Pabón, M., Tafur, D.A., & de Alba-Johnson, N.F. (2007, April). *The think-aloud method for the validation of program evaluation instruments with English and Spanish speaking youth*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. <https://conservancy.umn.edu/handle/11299/195196>
16. Ooms, A., & Rodriguez, M.C. (2007, April). *A validity-based evaluation model development process: A new approach to developing evaluation models*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
15. Rodriguez, M.C. (2007, April). *Measuring student performance*. Paper presented in the symposium on Education Policy Research at the annual meeting of the American Educational Research Association, Chicago, IL.
14. Rodriguez, M.C., Jung, T., Maeda, Y., Hernandez, A. (2007, April). *Investigating out-of-school time experiences: Background, attitudes, values, and beliefs*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. <https://conservancy.umn.edu/handle/11299/194699>
13. Rodriguez, M.C., Ooms, A., Yan, Y., & Montanez, M. (2005, April). *Perceptions of quality of online learning given comfort with technology, online learning experience, & satisfaction*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
12. de Alba-Johnson, N.F., Rodriguez, M.C., Arias, L., Zelin Johnson, C., McConnell, S., & McEvoy, M.A. (2004, April). *Is professional training enough? The effect of coaching in the practice of early literacy instruction*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
11. Rodriguez, M.C. (2003, February). *Child performance on pre-K early literacy measures*. Paper presented at the annual meeting of the Pacific Coast Research Conference, La Jolla, CA.
10. Rodriguez, M.C., & Jung, T. (2003, April). *The replicability of reliability generalization*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
9. Bebeau, M., Rodriguez, M.C., & Maeda, Y. (2002, March). *Using DIT moral schema profiles to evaluate educational intervention effects*. Paper presented at annual meeting of the Association for Practical and Professional Ethics, Cincinnati, OH.
8. Rodriguez, M.C., & Maeda, Y. (2002, April). *Statistical issues of reliability generalization and an application to achievement data*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
7. Rodriguez, M.C., & Morrobel, D. (2002, April). *Latino youth development: A vision of success in a period of empirical drought*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. <https://conservancy.umn.edu/handle/11299/195195>
6. Rodriguez, M.C. (2000, April). *Linking classroom assessment practices to large-scale test performance*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
5. Rodriguez, M.C. (2000, April). *Synthesis of psychometric properties*. Paper presented in a symposium, Trends in Meta-Analysis (B. J. Becker, chair), at the annual meeting of the American Educational Research Association, New Orleans, LA
4. Rodriguez, M.C. (1998, April). *The construct equivalence of multiple-choice and constructed-response items: A random effects synthesis of correlations*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
3. Rodriguez, M.C. (1997, March). *The art & science of item writing: A meta-analysis of multiple-choice item format effects*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

2. Frey, W., Jakwerth, P., & Rodriguez, M.C. (1996, April). *Using teacher-generated data for statewide reporting of student performance*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
1. Rodriguez, M.C. (1995, April). *Post-high school education and career information sources, needs, and preferences: Responses from students and parents in rural and urban ethnic minority communities*. Paper presented at the University of Chicago Coordinating Council for Minority Issues' annual conference on Inquiries and Explorations in Race and Ethnic Studies, Chicago, IL.

WORKSHOPS

58. *Data interpretation and communication from an equity lens*. October 8, 2021. Workshop conducted with the Minnesota Assessment Group, virtually.
57. *Creating an equity lens to be responsive to multiple stakeholders in education*. September 10, 2021. Workshop conducted with the Minnesota Assessment Group, virtually.
56. *Classroom assessment in balanced assessment systems*. October 9, 2020. Workshop conducted with the Minnesota Assessment Group, virtually.
55. *Toward balanced assessment systems*. December 13, 2019. Workshop conducted with the Minnesota Assessment Group, Roseville, MN.
54. *Survey design & implementation: Analysis and reporting*. July 16, 2019. Part IV Workshop conducted at St. Paul Public Schools, St. Paul, MN.
53. *Survey design & implementation: Validity and validation*. July 9, 2019. Part III Workshop conducted at St. Paul Public Schools, St. Paul, MN.
52. *Survey design & implementation: Item writing*. June 27, 2019. Part II Workshop conducted at St. Paul Public Schools, St. Paul, MN.
51. *Survey design & implementation: The social context*. June 26, 2019. Part I Workshop conducted at St. Paul Public Schools, St. Paul, MN.
50. *Survey design and analysis to support interpretation and use*. April 30, 2019. Workshop conducted with students visiting from Chungbuk National University, Korea; through CEHD International Programs, University of Minnesota, Minneapolis, MN.
49. *Survey design and analysis to support valid interpretation and use*. March 12, 2019. Workshop conducted at the Minnesota Evaluation Studies Institute, St. Paul, MN.
48. *Exploring dimensions of social and emotional learning in cross-national contexts*. January 24, 2019. Workshop conducted with visiting Korean college students in teacher preparation programs; through CEHD International Programs, University of Minnesota, Minneapolis, MN.
47. *The promise of formative uses of assessment: Building a culture of assessment*. November 16, 2018. Workshop conducted with the Minnesota Assessment Group, Roseville, MN.
46. *Classroom assessment essentials and item development to support teaching and learning in mathematics*. November 15, 2018. Workshop conducted with teachers at Pine City High School, Pine City, MN.
45. *Classroom assessment essentials and principles of measurement to support teaching & learning*. November 13, 2018. Workshop conducted with educators, district assessment coordinators, and school administrators in the Southeast education region of MN, Southeast Service Coop, Rochester, MN.
44. *Classroom assessment essentials and principles of measurement to support teaching & learning*. November 8, 2018. Workshop conducted with educators, district assessment coordinators, and school

administrators in the Northeast education region of MN, Arrowhead Regional Computing Consortium, Hermantown, MN.

43. *Classroom assessment essentials and principles of measurement to support teaching & learning*. November 6, 2018. Workshop conducted with educators, district assessment coordinators, and school administrators in the Central education region of MN, Metro ESCU, Arden Hills, MN.
42. *Classroom assessment essentials and principles of measurement to support teaching & learning*. November 1, 2018. Workshop conducted with educators, district assessment coordinators, and school administrators in the Northwest education region of MN, Northwest Service Coop, Thief River Falls, MN.
41. *Classroom assessment essentials and principles of measurement to support teaching & learning*. October 31, 2018. Workshop conducted for educators, district assessment coordinators, and school administrators in North Central education region of MN, Sourcewell, Staples, MN.
40. *Principles of measurement to support teaching & learning (to meet accountability demands)*. October 30, 2018. Workshop conducted with district assessment coordinators and school administrators in the West Central education region of MN, Lakes Country Service Coop, Fergus Falls, MN.
39. *Classroom assessment essentials to support teaching and learning*. October 30, 2018. Workshop conducted for educators in the West Central education region of MN, Lakes Country Service Coop, Fergus Falls, MN.
38. *Principles of measurement to support teaching & learning (to meet accountability demands)*. October 29, 2018. Workshop conducted with district assessment coordinators and school administrators in the Central education region of MN, Resource Training and Solutions, Sartell, MN.
37. *Classroom assessment essentials to support teaching and learning*. October 29, 2018. Workshop conducted for educators in the Central education region of MN, Resource Training and Solutions, Sartell, MN.
36. *Principles of measurement to support teaching & learning (to meet accountability demands)*. October 16, 2018. Workshop conducted with district assessment coordinators and school administrators in the South Central education region of MN, SC Service Coop, Mankato, MN.
35. *Classroom assessment essentials to support teaching and learning*. October 16, 2018. Workshop conducted with educators in the South Central educational region of MN, SC Service Coop, Mankato, MN.
34. *Principles of measurement to support teaching & learning (to meet accountability demands)*. October 15, 2018. Workshop conducted with district assessment coordinators and school administrators in the South West education region of MN, SW/WC Service Coop, Marshall, MN.
33. *Classroom assessment essentials to support teaching and learning*. October 15, 2018. Workshop conducted with educators in the South West educational region of MN, SW/WC Service Coop, Marshall, MN.
32. *Measurement principles to support assessments data use for local decision making*. September 17, 2018. Workshop conducted with the Edina Public Schools Superintendent Leadership Team, Edina, MN.
31. *Item writing for valid measurement*, with Anthony Albano, April 12, 2018. Professional Development Course, at the annual meeting of the National Council on Measurement in Education, New York, NY.
30. *Principles of educational measurement to support teaching and learning*. November 8, 2017. Workshop conducted with the Minnesota Assessment Group, Roseville, MN.
29. *Measurement principles to support high-quality qualitative and quantitative research and evaluation*. August 17, 2016. Workshop conducted with the Minneapolis Public Schools Office of Research, Evaluation, and Assessment staff, Minneapolis, MN.
28. *Item writing for valid measurement*, with Anthony Albano, April 8, 2016. Professional Development Course, at the annual meeting of the National Council on Measurement in Education, Washington DC.

27. *Creating local assessments for local decision making*. August 6, 2015. Workshop conducted with the Richfield Public Schools Superintendent Leadership Team, Richfield, MN.
26. *Statistical and measurement challenges in reporting on achievement gaps: Technical guidance for MN school districts*, December 12, 2014. Workshop conducted with the Minnesota Assessment Group, St. Paul, MN.
25. *Measurement & statistical principles & procedures supporting score interpretations and uses*. November 4, 2014. Workshop conducted with the Hennepin County Department of Community Corrections and Rehabilitation, in cooperation with the Hennepin-University Partnership, Minneapolis, MN.
24. *Item writing for valid measurement*, with Anthony Albano, April 3, 2014. Professional Development Course, at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA.
23. *Estimating and communicating about achievement gaps: Developing guidance for MN school districts*, December 13, 2013. Workshop conducted with the Minnesota Assessment Group, St. Paul, MN.
22. *Pre-service teacher education and mathematics knowledge for teaching: Learning to work with data from an international investigation using TEDS-M*, October 5-7, 2012 (with Teresa Tatto, Michigan State University). Workshop conducted with international researchers at Michigan State University, East Lansing, MI.
21. *Teacher Education Study in Mathematics workshop (TEDS-M)*, April 22, 2012 (with Teresa Tatto, Michigan State University). Professional Development Course, at the annual meeting of the Comparative and International Education Society, San Juan, Puerto Rico.
20. *Scaling theory and practice*. July 18-20, 2011. Workshop conducted with the Guatemala Ministry of Education and USAID Guatemala, Guatemala City, Guatemala.
19. *Test item development and special populations*. March 21, 2011. Workshop conducted with Division of Instructional Support, Texas Region One Education Service Center. Edinburg, TX.
18. *Análisis factorial confirmatorio y calibración y equiparación TRI* (Confirmatory factor analysis & IRT calibration and equating: Creating an integrated approach to test design, analysis and reporting). November 8-12, 2010. Workshop conducted with the Guatemala Ministry of Education and USAID Guatemala, Guatemala City, Guatemala.
17. *Constructing measures using IRT*. June 1, 2010. Quantitative Methods in Education Summer Institute for faculty and research staff in the College of Education and Human Development, University of Minnesota.
16. *Developing & validating high quality tests and test items*. May 20, 2010. Continuing Education professional development training workshop conducted with the faculty of Molloy College, Division of Undergraduate Nursing, New York, NY.
15. *Moving from art to science: An item-writing course for test developers, researchers, and teachers*, with Thomas Haladyna and Anthony Albano, April 30, 2010. Professional Development Course, at the annual meeting of the National Council on Measurement in Education, Denver, CO.
14. *Item writing to support learning in classroom assessments*. October 7, 2008. Workshop conducted with Saint Paul Public Schools, Saint Paul, MN.
13. *Taller de introducción a los modelos jerárquicos lineales* (Workshop on hierarchical linear modeling), July 8-10, 2008. Workshop conducted with the Guatemala Ministry of Education and USAID Guatemala, Guatemala City, Guatemala.
12. *An item-writing course for assessing teachers' mathematics & pedagogical knowledge in national & international research*, March 2008. Professional Development Course, at the annual meeting of the AERA, New York, NY.

11. *Making surveys effective*, May 2001-2006, 2008. Workshop conducted at the Minnesota Evaluation Studies Institute, Twin Cities, MN.
10. *Taller con temas relacionados a teoría de respuesta al ítem* (Workshop on applications of item response theory), November 20-21, 2007. Central American Invitational Workshop conducted with USAID Guatemala, Guatemala City, Guatemala.
9. *Evidence and preference: Bias in scoring*, November, 2007. Teacher Education Study in Mathematics (TEDS-M, Michigan State University International Research Center) Scoring Training, Miami, FL.
8. *Hierarchical modeling and analysis*, May, 2007. Invitation Workshop conducted for Action Consulting and Evaluation Team, Minneapolis, MN.
7. *Taller de TRI y el análisis de los datos* (Workshop on item response theory and data analysis), March 21-22, 2007. Workshop conducted with USAID Guatemala, Guatemala City, Guatemala.
6. *Rasch analysis to support standard setting, scaling, and equating*, December 7, 2006. Workshop conducted with USAID Guatemala. Guatemala City, Guatemala.
5. *Essential psychometric methods for scoring & equating large-scale achievement tests*, October 30-November 3, 2006. Central American Invitational Workshop conducted with USAID Guatemala. Guatemala City, Guatemala.
4. *Value-added analysis by multi-level modeling with SPSS linear mixed models & HLM*, June 2005. Workshop conducted with the Office of Research, Evaluation, and Assessment, Saint Paul Public Schools, MN.
3. *Designing web surveys*, May 2002, 2004. Workshop conducted at the Minnesota Evaluation Studies Institute, Saint Paul, MN.
2. *Evaluating evaluations*, October 2000. Workshop conducted at the Minnesota Council on Nonprofits annual meeting, Saint Paul, MN.
1. *Performance assessment systems for students with disabilities*, June 1996. A trainer's workshop conducted with teacher trainers for the Florida Bureau of Student Services and Special Education, Orlando, FL.

PUBLISHED RESEARCH MONOGRAPHS

Note. Students are underlined.

25. Rodriguez, M.C., & Lamm, R. (2020). *MN student community profiles 2013-2019: Exploring developmental skills, supports, and challenges*. MN Youth Development Research Group, University of Minnesota. <https://conservancy.umn.edu/handle/11299/225355>
24. Rodriguez, M.C., & Lamm, R. (2018). *MN student community profiles 2016: Exploring developmental skills, supports, and challenges*. Minneapolis, MN: MN Youth Development Research Group, University of Minnesota. <https://conservancy.umn.edu/handle/11299/197996>
23. Rodriguez, M.C. (2017). *Exploring developmental skills, supports, and challenges of Minnesota youth: A new picture of what MN youth bring to families, schools, and communities*. Minneapolis, MN: MN Youth Development Research Group, University of Minnesota. <https://conservancy.umn.edu/handle/11299/195194>
22. Tatto, M.T., Schwille, J., Senk, S.L., Ingvarson, L., Rowley, G., Peck, R., Bankov, K., Rodriguez, M., & Reckase, M. (2012). *Policy, practice, and readiness to teach primary and secondary mathematics in 17 countries. Findings from the IEA Teacher Education and Development Study in Mathematics (TEDS-M)*. Amsterdam, the Netherlands: International Association for the Evaluation of Educational Achievement. <https://eric.ed.gov/?id=ED542380>
21. Elliott, S.N., Rodriguez, M.C., Roach, A.T., & Kettler, R.J. (2011). *AIMS EA 2010 Field Test: Test performance and summary item statistics. Consortium for Modified Alternate Assessment Development*

and Implementation. Report to the Arizona Department of Education. Nashville, TN: Vanderbilt University.

20. Halpin, D., Sharpe, M., Abery, B., Rodriguez, M.C., Lim, B., & Kim, N.K. (2011). *Exploring consequential validity of alternate assessments based on alternate achievement standards. Results of an online teacher survey in a three state consortium report to the states*. Report funded by US Department of Education Grant # H373X070020. Institute on Community Integration, University of Minnesota.
19. Jitendra, A.K., Rodriguez, M.C., Kanive, R., Huang, J., Church, C., Corroy, K.C., & Zaslofski, A. (2011). *The impact of small-group tutoring interventions on the mathematical problem solving and achievement of third grade students with mathematics difficulties*. Report to the NIH, Grant # 5RC1HD063996-02. Department of Educational Psychology, University of Minnesota.
18. McConnell, S.R., Wackerle-Hollman, A.K., Bradfield, T.A., & Rodriguez, M.C. (2011). *Individual Growth and Development Indicators: Early literacy plus*. St. Paul, MN: Early Learning Labs, Inc.
17. Tatto, M.T., Schwille, J., Senk, S.L., Bankov, K., Rodriguez, M.C., Reckase, M., Ingvarson, L., Rowley, G., & Peck, R. (2011). *The teacher education study in mathematics (TEDS-M), international report: Findings from the IEA study of the mathematics preparation of future teachers*. East Lansing, MI: Michigan State University, TEDS-M International Study Center.
16. Elliott, S.N., Rodriguez, M.C., Roach, A.T., & Kettler, R.J. (2010). *AIMS EA 2009 pilot study: Test performance and summary item statistics. Consortium for modified alternate assessment development and implementation*. Report to the Arizona Department of Education. Nashville, TN: Vanderbilt University.
15. Banks, A., Contreras, G.M., Gutierrez, R., Rivera, F., Pergament, S., & Rodriguez, M.C. (2008). *Understanding behaviors, values, motivations, and recommendations of Latino subgroups in designing effective community-based tobacco cessation programs*. Minneapolis, MN: HACER [Hispanic Advocacy and Community Empowerment through Research].
14. Rodriguez, M.C., Albano, A.D., Maeda, Y., & Jung, T. (2008). *A look at out-of-school time activities and individual characteristics of youth: Secondary data analysis of the Minnesota Student Survey, the MN Household Child Care Study, and the Search Institute Attitudes & Behavior Survey*. Minneapolis, MN: Applied Research Collaborative on Youth Development, Extension Service, University of Minnesota. <https://conservancy.umn.edu/handle/11299/194893>
13. Rodriguez, M.C., Maeda, Y., Albano, A.D., & Jung, T. (2008). *Investigating out-of-school time experiences: Background, attitudes, values, and beliefs*. Minneapolis, MN: Applied Research Collaborative on Youth Development, Extension Service, University of Minnesota. See <https://conservancy.umn.edu/handle/11299/194699>
12. Erdman, J.A., Rodriguez, M.C., Golub, E., Banks, A., & Ortiz, R. (2006). *Let us meet you where you are: Securing the educational accomplishments of migrant students*. Minneapolis, MN: HACER [Hispanic Advocacy and Community Empowerment through Research].
11. McConnell, S., Rodriguez, M.C., McEvoy, M., van den Broek, P., Horst, K., & Passe, A., (2005). *Minnesota's early literacy training program final report. Early Childhood Educator Professional Development Project* (CFDA: 84.349A). Minneapolis, MN: Center for Early Education and Development, University of Minnesota.
10. Rodriguez, M.C. (2005). *Professional development in St. Paul Public Schools: Results of the professional development surveys of mentees, mentors, teachers with professional development plans, and principals*. St. Paul, MN: Saint Paul Public Schools.
9. Rodriguez, M.C., Maeda, Y., & Johnson, K. (2005). *Analysis of Saint Paul Public School classroom-based diagnostic assessments, SAT10, and MCA results for 2004*. St. Paul, MN: SPPS.

8. McConnell, S., Rodriguez, M.C., Horst, K., Passe, A., & van den Broek, P. (2004). *Minnesota's early literacy training program report, year 2. Early Childhood Educator Professional Development Project* (CFDA: 84.349A). Minneapolis, MN: Center for Early Education and Development, University of Minnesota.
7. McConnell, S., Horst, K., Passe, A., Rodriguez, M.C., & van den Broek, P. (2003). *Minnesota's early literacy training project report, year 1. Early Childhood Educator Professional Development Project* (CFDA: 84.349A). Minneapolis, MN: Center for Early Education and Development, University of Minnesota.
6. Taylor, B.M., Pearson, P.D., Peterson, D., & Rodriguez, M.C. (2002). *The CIERA school change project: Using research, data, and study groups to improve classroom reading instruction and increase students' reading achievement*. CIERA Report #2-017. The Center for the Improvement of Early Reading Achievement, University of Michigan—Ann Arbor.
<http://www-personal.umich.edu/~hapgood/CIERATayloretal2-017.pdf>
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3. Rodriguez, M.C. (1995). *Minnesota higher education: Modeling the state policy environment*. Unpublished MA thesis, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota.
2. Rodriguez, M.C. (1994). *Frogtown Latino community assessment*. Saint Paul, MN: Bigelow Foundation.
1. Rodriguez, M.C. (1994). *Minnesota post-high school education and career information sources, needs, and preferences*. A study funded by the Minnesota Higher Education Coordinating Board. Saint Paul, MN: Wilder Research Center.

TECHNICAL REPORTS & MANUALS

Note. Students are underlined.

24. Rodriguez, M.C. (2021). *Technical report on developmental skills, supports, & challenges from the 2013-2019 Minnesota Student Survey*. Minnesota Youth Development Research Group, University of Minnesota. <https://conservancy.umn.edu/handle/11299/225357>
23. Wackerle-Hollman, A., Durán, L., Rodriguez, M.C., Brunner, S., Kohlmeier, T., Collard, C., & Palma, J. (2017). *Spanish Individual Growth & Development Indicators: IGDIs-Español technical manual*. IGDILab, University of Minnesota. <https://conservancy.umn.edu/handle/11299/201548>
22. Rodriguez, M.C. (2017). *Technical report on developmental skills, supports, & challenges: 2013 & 2016 Minnesota Student Survey*. Minnesota Youth Development Research Group, University of Minnesota. <https://conservancy.umn.edu/handle/11299/195197>
21. Rodriguez, M.C. (2015). *Concurrent calibration of early childhood assessments toward empirical alignment: Phase II school readiness pilot study*. Minnesota Department of Education.
20. Rodriguez, M.C. (2015). *Technical report on developmental skills, supports, & challenges: 2013 Minnesota Student Survey*. Minnesota Youth Development Research Group, University of Minnesota. <http://www.edmeasurement.net/MAG/Rodriguez2013MSSv2.pdf>
19. Rodriguez, M.C. (2014). *Alignment of early childhood measures to Early Childhood Indicators of Progress and MN kindergarten state standards: Minnesota's school readiness pilot study phase 1*. Minnesota Department of Education.
18. Wackerle-Hollman, A., Duran, L., Rodriguez, M., Palma, J., & Brunner, S. (2014). *Technical report #3: Evaluating S-IGDI measures: Iterative decision-making in the development process*. Center for Early

- Education & Development, University of Minnesota. <http://innovation.umn.edu/igdi/projects/spanish-igdis/>
17. Wackerle-Hollman, A., Duran, L., Brunner, S., Palma, J., Rodriguez, M., Kohlmeier, T., & Callard, C. (2014). *Technical report # 2: On demonstrating construct validity using Wilson's model to create S-IGDI pilot measures*. Center for Early Education & Development, University of Minnesota. <http://innovation.umn.edu/igdi/projects/spanish-igdis/>
 16. Rodriguez, M.C. (2013). *Technical guidance report #7: Receiver/operator curve (ROC) analysis*. Center for Response to Intervention in Early Childhood, University of Minnesota. <https://conservancy.umn.edu/handle/11299/201555>
 15. Rodriguez, M.C. (2013). *Technical guidance report #6: Estimating growth in HLM*. Center for Response to Intervention in Early Childhood, University of Minnesota. <https://conservancy.umn.edu/handle/11299/201554>
 14. Rodriguez, M.C. (2013). *Technical guidance report #5: Rasch score precision and reliability*. Center for Response to Intervention in Early Childhood, University of Minnesota. <https://conservancy.umn.edu/handle/11299/201553>
 13. Bankov, K., Senk, S.L., Peck, R., Tatto, M.T., Rodriguez, M.C., & Maeda, Y. (2013). Development of the TEDS-M mathematics assessment frameworks, instruments, and scoring guides. In M.T. Tatto (Ed.), *The Teacher Education and Development Study in Mathematics (TEDS-M): Policy, practice, and readiness to teach primary and secondary mathematics in 17 countries. Technical report* (pp. 31-46). International Association for the Evaluation of Educational Achievement. https://www.iea.nl/sites/default/files/2019-05/TEDS-M_technical_report.pdf
 12. Tatto, M.T., Rodriguez, M.C., Ingvarson, L., Rowley, G., Maeda, Y., & Buyn, S-Y. (2013). Development of the TEDS-M survey questionnaires. In M.T. Tatto (Ed.), *The Teacher Education and Development Study in Mathematics (TEDS-M): Policy, practice, and readiness to teach primary and secondary mathematics in 17 countries. Technical report* (pp. 47-70). International Association for the Evaluation of Educational Achievement. https://www.iea.nl/sites/default/files/2019-05/TEDS-M_technical_report.pdf
 11. Tatto, M.T., Rodriguez, M.C., Reckase, M., Rowley, G., & Lu, Y. (2013). Scale development and reporting: Opportunities to learn, beliefs and mathematics knowledge for teaching. In M.T. Tatto (Ed.), *The Teacher Education and Development Study in Mathematics (TEDS-M): Policy, practice, and readiness to teach primary and secondary mathematics in 17 countries. Technical report* (pp. 161-176). International Association for the Evaluation of Educational Achievement. https://www.iea.nl/sites/default/files/2019-05/TEDS-M_technical_report.pdf
 10. Wackerle-Hollman, A., Brunner, S., Duran, L., McConnell, S., Palma, J., Kohlmeier, T., Callard, C., & Rodriguez, M. (2012). *Technical report #1: The development of early literacy skills in bilingual and Spanish-speaking preschool-age children: A literature review*. Center for Early Education & Development, University of Minnesota. <http://innovation.umn.edu/igdi/projects/spanish-igdis/>
 9. Rodriguez, M.C. (2011). *Technical guidance report #4: The Rasch model*. Center for Response to Intervention in Early Childhood, University of Minnesota. <https://conservancy.umn.edu/handle/11299/201552>
 8. Tatto, M.T., Senk, S.L., Bankov, K., Rodriguez, M.C., & Peck, R. (2011). *TEDS-M 2008 assessment frameworks: Measuring future primary and secondary teachers' mathematics and mathematics pedagogy knowledge*. Michigan State University, TEDS-M International Study Center. <http://teds.educ.msu.edu/reports/>
 7. Rodriguez, M.C. (2010). *Technical guidance report #3: Using contrasting groups design in standard setting*. Center for Response to Intervention in Early Childhood, University of Minnesota. <https://conservancy.umn.edu/handle/11299/201551>

6. Rodriguez, M.C. (2010). *Technical guidance report #2: Building a validity framework*. Center for Response to Intervention in Early Childhood, University of Minnesota.
<https://conservancy.umn.edu/handle/11299/201550>
5. Rodriguez, M.C. (2009). *Technical guidance report #1: Item response theory modeling*. Center for Response to Intervention in Early Childhood, University of Minnesota.
<https://conservancy.umn.edu/handle/11299/201549>
4. Albano, A.D., & Rodriguez, M.C., (2008). *MI-Access functional independence science: Michigan's alternate assessment program technical manual*. Office of Educational Assessment and Accountability, Michigan Department of Education.
3. Rodriguez, M.C. (2007). *Manual técnico: Pruebas nacionales de estándares educativo*. [Technical manual: National tests of educational standards]. Programa Estándares e Investigación Educativa, USAID, Guatemala.
2. Rodriguez, M.C., & Harring, J. (2007). *MI-Access functional independence: Michigan's alternate assessment program technical manual*. Office of Educational Assessment and Accountability, Michigan Department of Education.
1. Rodriguez, M.C. (2004). *MI-Access phase I: Michigan's alternate assessment program. Technical manual*. Special Education & Early Intervention Services, Michigan Department of Education.

EVALUATION REPORTS

24. Curiel, J., Rewey, K., Rodriguez, M.C., & SiWan Zimmerman, S. (2010). *Get Ready/Gear UP Program 2010 technical report. An evaluation report to the Minnesota Office of Higher Education*. Minneapolis, MN: ACET Inc.
23. Gutierrez, R., Contreras, G.M., Pergament, S., Banks, A., Rivera, F., & Rodriguez, M.C. (2010). *Understanding behaviors, values, motivations, and recommendations of Latino subgroups in designing effective community-based tobacco cessation programs*. Minneapolis, MN: Hispanic Advocacy and Community Empowerment through Research.
22. Rodriguez, M.C. (2008). *A campus action model for building a Latino supportive campus*. Minneapolis, MN: Minnesota Network of Latinos in Education.
21. Cheung, S., Rewey, K.L., & Rodriguez, M.C. (2007). *Minnesota Reading Corps Program: Year-end cross-site assessment report*. Minneapolis, MN: ServeMinnesota.
20. Zimmerman, S.S., Rodriguez, M.C., & Rewey, K.L. (2007). *Words Work! Cohort 1 Study. A six-year academic comparison of Words Work! and non-Words Work! Ramsey Action Programs Head Start children in the Saint Paul Public Schools*. Saint Paul, MN: Saint Paul Foundation.
19. Cheung, S., & Rodriguez, M.C. (2006). *The long-term impact of Words Work! A five-year academic comparison of Words Work! and non-Words Work! Ramsey Action Programs Head Start children in the Saint Paul Public Schools*. Saint Paul, MN: Saint Paul Foundation.
18. Rodriguez, M.C. (2006). *Revision of the student release questions in the University of Minnesota Student Evaluation of Teaching Form: Pilot results report*. Minneapolis, MN: Office of Research Consultation, University of Minnesota.
17. Cheung, S., & Rodriguez, M.C. (2005). *A four-year (2002-2005) academic comparison of Words Work! and non-Words Work! Ramsey Action Programs Head Start children in the Saint Paul Public Schools*. Saint Paul, MN: Saint Paul Foundation.
16. Cheung, S., & Rodriguez, M.C. (2004). *A three-year (2002-2004) academic comparison of Words Work! and non-Words Work! Ramsey Action Programs Head Start children in the Saint Paul Public Schools*. Saint Paul, MN: Saint Paul Foundation.

15. Cheung, S., & Rodriguez, M.C. (2003). *A two-year (2002-2003) academic comparison of Words Work! and non-Words Work! Ramsey Action Programs Head Start children in the Saint Paul Public Schools*. Saint Paul, MN: Saint Paul Foundation.
14. Cheung, S., & Rodriguez, M.C. (2002). *An academic comparison of Words Work! and non-Words Work! Ramsey Action Programs Head Start children in the Saint Paul Public Schools*. Saint Paul, MN: Saint Paul Foundation.
13. Rodriguez, M.C. (2002). *An evaluation system to support program development: Community-based education for youth. The case of Latino youth violence prevention*. Saint Paul, MN: Casa de Esperanza.
12. Cheung, S., Rodriguez, M.C., & Vang, C. (2001). *Wisconsin READS initiative: Second year evaluation report*. Chicago, IL: North Central Regional Educational Laboratory.
11. Cheung, S., Rodriguez, M.C., & Vang, C. (2000). *Wisconsin READS initiative: First year evaluation report*. Chicago, IL: North Central Regional Educational Laboratory.
10. Rodriguez, M.C. (2000). *Impact of the Bremer Banks Community Service Representative Program*. Saint Paul, MN: Bremer Foundation.
9. Rodriguez, M.C. (1999). *Evaluation of the Partners Internship Program, a Bremer Foundation initiative*. Saint Paul, MN: Bremer Foundation.
8. Rodriguez, M.C. (1995). *Development of the School-Family-Community Partnership Inventory to evaluate partnership quality in charter schools*. East Lansing, MI: The Michigan Partnership for New Education (LEONA Group).
7. Chase, R.A., & Rodriguez, M.C. (1994). *Southeast Asian Community Coalition for Youth and Families year one evaluation report*. A study funded by the Southeast Asian Community Coalition for Youth and Families. Saint Paul, MN: Wilder Research Center.
6. Chase, R.A., & Rodriguez, M.C. (1993). *Impacts of Health Start's Adolescent Health Services on adolescent risk-taking behavior and mental health*. A study funded by Health Start, Inc. (management company of Saint Paul Public Schools' school-based health clinics). Saint Paul, MN: Wilder Research Center.
5. Chase, R.A., & Rodriguez, M.C. (1993). *Pregnant street youth project*. A study funded by Face to Face Health and Counseling Service, Inc. Saint Paul, MN: Wilder Research Center.
4. Rodriguez, M.C. (1993). *Alcohol & Other Drug Awareness Assessment for court ordered DUI program participants*. Minneapolis, MN: University of Minnesota Community-University Health Care Center.
3. Rodriguez, M.C. (1991). *Developing an effective vision for the future: An evaluation of the strategic management plan of the City of Eau Claire*. A report supported by the Directory of Planning and Development, City of Eau Claire, WI.
2. Rodriguez, M.C. (1991). *The implementation of the state school board rule on the development of inclusive education plans*. A project supported by the Minnesota Minority Education Partnership, Saint Paul, MN.
1. Rodriguez, M.C. (1990). *The status of prevention activities in Ramsey County*. A report supported by the Ramsey County Child Abuse Prevention Council, MN.

INVITED PRESENTATIONS

99. Rodriguez, M.C. (2021, July 27). Can universal design for learning promote assessment fairness & equity? [Webinar] Universal Design for Learning Implementation & Research Network. <https://udl-irn.org/>
98. Rodriguez, M.C. (2021, April 27). *Preparing professionals for educational equity*. Forum keynote presentation at the meeting of the University of Minnesota Retirees Association, Minneapolis, MN.
97. Rodriguez, M.C. (2020, December 11). *The future of race equity in education in Minnesota*. Keynote presentation at the annual meeting of the Minnesota Education Equity Partnership (Racing to Justice: Seizing the Moment of Truth) St. Paul, MN.
96. Rodriguez, M.C. (2020, June 16). *The role of social and emotional learning in academic achievement*. Presentation to the Minnesota House of Representatives Education Policy Committee, St. Paul, MN.
95. Rodriguez, M.C. (2020, March 10). *Developmental skills, supports, and challenges from the 2013, 2016, & 2019 Minnesota Student Survey*. Presentation at the Minnesota Safe and Supportive Schools Conference, Brooklyn Park, MN.
94. Rodriguez, M.C. (2020, March 9). *Hearing our students: Developmental skills, supports, and challenges in Partners for Student Success schools*. Presentation to the Partners for Student Success districts, including St. Cloud, Sauk Rapids-Rice, and Sartell-St. Stephens; St. Cloud State University, St. Cloud, MN.
93. Rodriguez, M.C. (2020, March 6). *Measuring achievement gaps and social and emotional learning*. Presentation to the Minnesota House of Representatives at the Education Symposium: Bridging the gap - Eliminating racial disparities in education so children can reach their full potential, St. Paul, MN. <https://www.house.leg.state.mn.us/live/5>
92. Rodriguez, M.C. (2019, December 5). *The story behind "Expanding the Vision of Reimagine Minnesota: A Collective Education Roadmap for Action."* Keynote address to the 2019 Reimagine Education event, organized by the Minneapolis Foundation, Minneapolis Convention Center, MN.
91. Rodriguez, M.C. (2019, October 14). *Advances in measurement and data use to promote educational equity*. Presentation to education leaders and faculty and students from the Federal University of Espirito Santo, Vitória, Brazil.
90. Rodriguez, M.C. (2019, July 17). *Socio-cultural psychometrics to support score interpretation & use*. Presentation to the 2019 cohort of Executive PhD candidates, Department of Organizational Leadership, Policy, and Development, University of Minnesota, Minneapolis, MN.
89. Rodriguez, M.C. (2019, May 17). *Validating measures of social and emotional learning*. Presentation to Bloomington Public Schools research exchange, Bloomington, MN.
88. Rodriguez, M.C. (2019, May 8). *The world is in those seats*. CEHD Graduate Commencement Speech, University of Minnesota, Minneapolis, MN. <https://news.cehd.umn.edu/rodriguez-delivers-2019-cehd-grad-commencement-keynote/>
87. Rodriguez, M.C. (2019, April 7). *Assessment lessons from the National Research Council and the promise of formative assessment*. Presentation to the National Association of Assessment Directors at their meeting during the annual meeting of the American Educational Research Association, Toronto, Canada.
86. Rodriguez, M.C. (2019, February 19). *Using test scores for undergraduate admissions: Considerations for test-optional policies*. Presentation to the University of Minnesota President's Cabinet, Minneapolis, MN.
85. Rodriguez, M.C. (2019, February 5). *Assessment literacy: Pragmatic psychometrics to support score interpretation and use*. Presentation to the Assessment Division staff, Minnesota Department of Education, Roseville, MN.

84. Rodriguez, M.C. (2019, January 21). *The role of classroom assessment and the social context of schooling to support teaching & learning*. Presentation to the superintendent, staff, and teachers at Breckenridge High School, Breckenridge, MN.
83. Rodriguez, M.C. (2018, October 24). *Validation of measures of social and emotional learning in the Minnesota Student Survey*. Presentation to the Generation Next Data Committee, Minneapolis, MN.
82. Rodriguez, M.C. (2018, October 22). *Pushing the psychometrics of social and emotional learning assessment to meet function*. Presentation to the Buros Center for Testing and Spencer Foundation Expert Panel on Psychometric Guidelines for Social and Emotional Learning Assessments, Omaha, NE.
81. Rodriguez, M.C. (2018, September 27). *Examining social & emotional learning to uncover racial (in)equity in educational outcomes*. Presentation to the 5th World Conference on Remedies to Racial & Ethnic Economic Inequality, Vitória, Espírito Santo, Brazil.
80. Rodriguez, M.C. (2018, August 29). *Positive youth development and the social context of schooling: Moving toward equity*. Presentation to the 2018 Teaching Artists Cohort, Guthrie Theatre, Minneapolis, MN.
79. Rodriguez, M.C. (2018, August 22). *Learning from students: What MN youth tell us about their school engagement, given their developmental skills, supports, and challenges*. Presentation at the 2018 School Engagement Conference, Center for Advanced Studies in Child Welfare, University of Minnesota, Minneapolis, MN.
78. Rodriguez, M.C. (2018, June 14). *Understanding the many levels of test score use in the service of teaching and learning*. Presentation to the superintendent, school principals, and department directors of Buffalo-Hanover-Montrose Public Schools, Buffalo, MN.
77. Rodriguez, M.C. (2018, May 2). *Hearing our students: What MN youth tell us about their developmental skills, supports, and challenges*. Keynote presented at the Minnesota disproportionality in suspensions and expulsions convening, Roseville, MN.
76. Rodriguez, M.C. (2018, April 20). *Exploiting survey data for methodological and substantive lessons*. Presented to the CanAm Symposium, University of Minnesota, Minneapolis, MN.
75. Rodriguez, M.C. (2018, April 18). *The challenging contexts facing MN students and the skills and supports that make them successful*. Presentation to the University of Minnesota Twin-Cities student chapter of Education Minnesota, Minneapolis, MN.
74. Rodriguez, M.C. (2018, March 23). *Exploring substantive and methodological research with the Minnesota Student Survey*. Presentation to staff of the Minnesota Departments of Education, Health, Human Services, and Public Safety, Department of Human Services, St. Paul, MN.
73. Rodriguez, M.C. (2018, February 2). *Conceptualizing and measuring beliefs, opportunities to learn, and the contexts of teaching in the first international study of novice teachers of mathematics*. Presentation to the faculty of the Mary Lou Fulton Teachers College, Arizona State University, Tempe, AZ.
72. Rodriguez, M.C. (2018, January 11). *Exploring youth developmental skills, supports, & challenges in the Great Expectations communities of MN*. Presentation to Great Expectations (Interfaith Outreach, Orono and Wayzata Public Schools), Plymouth, MN.
71. Rodriguez, M.C. (2017, November 29). *Principles of longitudinal modeling for applied research*. Presentation to Carlson Graduate Practicum, Carlson School of Management, Minneapolis, MN.
70. Rodriguez, M.C. (2017, October 26). *What does MSS tell us about afterschool access for youth?* Presentation to Ignite Afterschool: National Lights on Afterschool event, Minneapolis, MN.
69. Rodriguez, M.C. (2017, September 22). *Meeting unique learning needs in a standards-based accountability environment*. Presentation to Designs for Learning Education Summit for Special Education Educators and Administrators, St. Paul, MN.

68. Rodriguez, M.C. (2017, June 20). *Exploring developmental skills, supports, and challenges of Minnesota youth*. Presentation to the Educational Equity in Action Convening, University of Minnesota, Minneapolis, MN.
 Statewide youth: <https://conservancy.umn.edu/handle/11299/195193>
 American Indian Youth: <https://conservancy.umn.edu/handle/11299/195192>
 Hmong Youth: <https://conservancy.umn.edu/handle/11299/195191>
 Youth in Special Education: <https://conservancy.umn.edu/handle/11299/195189>
 Youth who identify as LGBTQ: <https://conservancy.umn.edu/handle/11299/195188>
 Youth who experience Trauma: <https://conservancy.umn.edu/handle/11299/195190>
67. Rodriguez, M.C. (2017, April 20). *Standards for data reporting, interpretation, and use*. Presentation to GradMinnesota, St. Paul, MN.
66. Rodriguez, M.C. (2017, April 13). *The many way of equity in education and beyond*. Webinar for University of Minnesota Extension, St. Paul, MN.
65. Rodriguez, M.C. (2017, March 21). *Exploring developmental skills, supports, & challenges with Partners for Student Success schools*. Presentation to the Partners for Student Success districts, including St. Cloud, Sauk Rapids-Rice, and Sartell-St. Stephens; St. Cloud State University, St. Cloud, MN.
64. Rodriguez, M.C. (2017, February 21). *Exploring developmental skills, supports, & challenges with Lakeville students*. Presentation to the Lakeville Public Schools School Board, Lakeville, MN.
63. Rodriguez, M.C. (2017, February 9). *Exploring developmental skills, supports, & challenges with Dakota County youth*. Presentation to the Dakota County Healthy Communities Collaborative, West St. Paul, MN.
62. Rodriguez, M.C. (2017, January 25). *Developmental skills, supports, and challenges from the 2013 and 2016 Minnesota Student Survey*. Presentation at the Minnesota Safe and Supportive Schools Conference, St. Paul, MN.
61. Rodriguez, M.C. (2016, May 10). *Building profiles of developmental skills, supports, and challenges from the MSS*. Presentation to Bloomington Public Schools research exchange, Bloomington, MN.
60. Rodriguez, M.C. (2016, April 6). *Creating youth profiles of developmental skills, supports, and challenges from the MSS*. Presentation to Lakeville Area Public Schools administrative leadership team, Lakeville, MN.
59. Rodriguez, M.C. (2016, March 24). *What do tests really measure?* Presentation at the Veritas Speaker Series, Saint Rafael School, San Rafael, CA.
58. Rodriguez, M.C., & Sweitzer, J. (2016, February 11). *U of M work in addressing achievement gaps*. Presentation to the Board of Regents, University of Minnesota, Minneapolis, MN.
57. Rodriguez, M.C. (2016, February 10). *Developing and using profiles of student developmental skills and supports*. Presentation at the St. Paul Children's Collaborative, St. Paul, MN.
56. Rodriguez, M.C. (2016, January 22). *Using the Minnesota Student Survey data to create youth profiles of developmental skills, supports, and challenges*. Presentation at the Minnesota Safe and Supportive Schools Conference, St. Paul, MN.
55. Rodriguez, M.C. (2016, January 15). *Achievement gaps within and between schools: Exploring variation in achievement in the Minnesota Comprehensive Assessments*. Presentation at the Minnesota Assessment Group meeting, Roseville, MN.
54. Rodriguez, M.C. (2015, November 24). *Equipping our youth with social-emotional skills: Evidence from the Minnesota Student Survey*. Presentation at the University of Minnesota, Extension Center for Youth Development Symposium, Minneapolis, MN.

53. Cox, M., Rodriguez, M.C., Edwards, K. (2015, November 17). *Minnesota's Kindergarten Entry Profile*. Webinar for Minnesota School District Educators and Administrators, Minnesota Department of Education, Roseville, MN.
52. Cox, M., Rodriguez, M.C., Edwards, K. (2015, November 5). *Minnesota's Kindergarten Entry Profile: Pilot Results*. Webinar for Minnesota Early Childhood Education Stakeholders, Minnesota Department of Education, Roseville, MN.
51. Rodriguez, M.C., Sweitzer, J. (2015, October 6). *Engaging the Educational Equity Resource Center with Minnesota Communities*. Presentation at the Minnesota Committee on the Achievement Gap, Mt. Zion Temple, St. Paul, MN.
50. Rodriguez, M.C. (2015, August 3). *Making sense of school testing: Equity and accuracy in using data*. Presentation at the Minnesota School Boards Association Summer Seminar, Minneapolis, MN.
49. Rodriguez, M.C. (2015, June 23). *Assessment literacy to support test score interpretation and use*. Presentation at the University of Minnesota Principals Academy, Minneapolis, MN.
48. Rodriguez, M.C. (2015, June 17). *School leader knowledge and skills for achieving educational equity*. Presentation at the annual meeting of the Minnesota Association of Secondary School Principals, Breezy Point, MN.
47. Rodriguez, M.C. (2015, May 15). *Using principles of measurement to support score interpretation*. Presentation at the Minnesota Assessment Group meeting, Roseville, MN.
46. Rodriguez, M.C. (2015, April 3). *Measurement of social-emotional preparedness for learning*. Presentation at the College Readiness and Achievement Gaps Talks, College of Education and Human Development, University of Minnesota, Minneapolis, MN.
45. Rodriguez, M.C. (2015, March 20). *Survey psychometrics in practice*. Presentation at the Minnesota Assessment Group meeting, Roseville, MN.
44. Rodriguez, M.C. (2015, March 19). *Measurement essentials to support instrument selection, development, and use*. Presentation at the Research Education Day, Gillette Children's Hospital, St. Paul, MN.
43. Palma, J., Brunner, S., Wackerle-Hollman, A., & Rodriguez, M. (2015, March 6). *Estimating detectable growth in Spanish-English bilingual preschoolers' early literacy skills*. Poster presented at the annual Graduate Student Research Day, Educational Psychology, University of Minnesota, Minneapolis, MN.
42. Rodriguez, M.C. (2014, December 5). *Addressing achievement gaps – STEM and all*. Presentation to the STEM Education Center, University of Minnesota, St. Paul, MN.
41. Rodriguez, M.C. (2014, November 14). *Measuring student assets and challenges from the Minnesota Student Survey*. Presentation to the Minnesota Student Survey Interagency Team, St. Paul, MN.
40. Rodriguez, M.C. (2014, November 10). *Measuring social-emotional learning from the Minnesota Student Survey*. Presentation to the Education Leadership Team of the Mayor's Office of the City of St. Paul, MN.
39. Rodriguez, M.C. (2014, October 3). *Student asset profiles from the Minnesota Student Survey*. Presentation to the St. Paul Public Schools Evaluation Roundtable, St. Paul, MN.
38. Rodriguez, M.C. (2014, August 4). *Mind the gap: Bringing research to practice. Beyond data-driven decision Making*. Presentation at the annual conference of the Minnesota Reading Research Center, University of Minnesota, Minneapolis, MN.
37. Rodriguez, M.C. (2014, July 14). *Understanding the Teacher Education and Development Study in Mathematics data structure to facilitate meaningful analyses*. Presentation at the TEDS-M dissemination workshop, Limerick, Ireland.
36. Rodriguez, M.C. (2014, April 11). *Analyzing survey item data*. Presentation to the Department of Education Policy & Leadership, Southern Methodist University, Dallas, TX.

35. Rodriguez, M.C. (2013, June 18). *GRE revised general test: Meeting modern demands of graduate education*. Presentation to the McNair Scholars Program, University of Minnesota.
34. Rodriguez, M.C. (2013, May). *Estimating and communicating about achievement gaps*. Presentation at the Minnesota Assessment Group meeting, Roseville, MN.
33. Palma, J., Brunner, S., Wackerle-Hollman, A., Rodriguez, M.C. & McConnell, S. (2013, March 4). *Comparing simultaneous and sequential Spanish-English bilingual children's item interpretations using think aloud methodology: validity evidence for the S-IGDI picture naming task*. Poster presented at the annual Graduate Student Research Day, Educational Psychology, University of Minnesota, Minneapolis, MN.
32. Rodriguez, M.C. (2012, November). *Challenges of developing measures for cross-national studies: The cases of TEDS-M and FirstMath*. Presentation at the Trends in Mathematics Education Conference, Cork, Ireland.
31. Rodriguez, M.C. (2012, July). *Logros y desafíos de los instrumentos actuales de evaluación*. (Strengths and weaknesses of standardized evaluation assessments). Presentation at the Cátedra Benjamin Bloom para la educación en Guatemala (Benjamin Bloom lecture for education in Guatemala).
30. Rodriguez, M.C. (2012, June). *GRE revised general test: Meeting modern demands of graduate education*. Presentation to the McNair Scholars Program, University of Minnesota.
29. Rodriguez, M.C. (2011, March). *Experiments on item modification*. Educational Measurement & Statistics and the Iowa Testing Program, University of Iowa, Iowa City, Iowa.
28. McConnell, S., Bradfield, T.A., Wackerle-Hollman, A., Rodriguez, M.C. (2011, March). *IGDIs in support of RTI in preschool settings*. Presentation at the meeting of the Midwest Instructional Leadership Council, St. Paul, MN.
27. Rodriguez, M.C. (2011, March). *GRE construct redesign and implications for test preparation*. Presentation to the McNair Scholars Program, University of Minnesota.
26. Rodriguez, M.C. (2010, December). *Research design and methodology to support successful grant proposals*. Presentation to the CEHD Coffee Break for Grants, University of Minnesota.
25. Rodriguez, M.C. (2010, November). *Using formative assessment to improve instruction and student learning*. Minnesota Assessment Group meeting, Roseville, MN.
24. Rodriguez, M.C. (2010, August). *Data literate leadership: Lessons from driving decisions from data in schools*. A response to presentations by data leaders at the St. Paul Public Schools Data Summit, St. Paul, MN.
23. Lim, B., Halpin, D., Abery, B., & Rodriguez, M. (2010, July). *The role of contextual and evidential variables on student performance on the AA-AAS*. A poster presented at the OSEP Project Director's meeting, Washington DC.
22. Rodriguez, M.C. (2010, May). *Making the most of standardized testing for college admissions*. Midwest Association of College Admission Counseling, Minneapolis, MN.
21. Rodriguez, M.C. (2009, November). *Data driven decision making and formative assessment: Communicating effectively with teachers*. Minnesota Assessment Group meeting, Roseville, MN.
20. Rodriguez, M.C. (2009, July). *Empirical evidence and theoretical considerations on multiple-choice distractor functioning*. Minnesota Department of Education, Research and Assessment, Roseville, MN.
19. Rodriguez, M.C. (2008, October). *Building Latino supportive campuses through a model of measuring, monitoring and attaining*; Minnesota Network of Latinos in Higher Education, Hamline University, Saint Paul, MN.
18. Rodriguez, M.C. (2008, April). *Measurement essentials to support assessment for learning*. StatChat Minnesota Statistics Education Group, Macalester College, Saint Paul, MN.

17. Rodriguez, M.C. (2008, January). *GRE construct redesign: Meeting modern demands of graduate education*. Graduate School, University of Minnesota, Minneapolis, MN.
16. Rodriguez, M.C. (2007, November). *Research design & methodology*. Research Coffee Break presentation, sponsored by the Office of Research and Policy, College of Education & Human Development, University of Minnesota, Minneapolis, MN.
15. Rodriguez, M.C. (2007, November). *Measurement essentials to support assessment for learning*. Webinar presented to the Consortium for the Advancement of Undergraduate Statistics Education (CAUSE). Available online at <http://www.causeweb.org/webinar>
14. Rodriguez, M.C. (2007, October). *Institutional support of Latino students, staff, & faculty*. Minnesota Network of Latinos in Higher Education, Minneapolis, MN.
13. Rodriguez, M.C. (2007, August). *Rasch scaling and sampling design in large scale surveys: Striving for validity and efficiency*. Presented at the Minnesota Veterans Administration Medical Center, Center for Chronic Disease Outcomes Research, Minneapolis, MN.
12. Rodriguez, M.C. (2007, June). *Scale evaluation: Using pilot data in the Teacher Education Study in Mathematics (TEDS-M) to improve questionnaire development*. Presented at the TEDS-M 2007 National Research Coordinators Meeting, Taipei, Taiwan, Republic of China.
11. Rodriguez, M.C. (2007, June). *Assets in individual, family, and community-based research: Protective and resiliency factors in Latino communities*. Presented to the Advisory Committee on Understanding Behaviors, Values, Motivations, and Recommendations of Latino Subgroups in Developing Effective Community-Based Tobacco Cessation Programs, Centro Campesino, Owatonna, MN. <https://conservancy.umn.edu/handle/11299/194892>
10. Rodriguez, M.C. (2006, September). *Investigating the role of attitudes, values, and beliefs in youth risk-taking behaviors*. Presented at the quarterly meeting of the Minnesota Applied Research Collaborative on Youth Development, Minneapolis, MN.
9. Rodriguez, M.C. (2006, September). *Academic achievement and growth of migrant students in Minnesota*. Presented at the annual meeting of MN State Migrant Education Program coordinators, St. Cloud, MN.
8. Rodriguez, M.C. (2004, August). *Measurement essentials for assessments that work*. Presented at the Assessment Resource Tools for Improving Statistical Thinking (ARTIST) Roundtable Conference, Appleton, WI.
7. Rodriguez, M.C. (2004, January). *Using data to inform decisions under No Child Left Behind*. Presented to the Minneapolis Public School Counselors Association, Minneapolis, MN.
6. Rodriguez, M.C. (2002, April). *Evidence-based research: How should we sample in Career & Technical Education studies?* Presented at the National Research Center for Career and Technical Education Professional Development Colloquium, Minneapolis, MN.
5. Rodriguez, M.C. (2000, October). *Evaluating evaluation*. Presented at the Annual Conference of the Minnesota Council on Nonprofits, Saint Paul, MN.
4. Rodriguez, M.C. (2000, May). *A practical approach to evaluation of school-based reading programs*. Presented to the Wisconsin Department of Public Instruction, WI.
3. Rodriguez, M.C. (1999, December). *Critical measurement issues in applied research and evaluation*. Presented to the Wilder Research Center, Saint Paul, MN.
2. Rodriguez, M.C. (1994, April). *Understanding the process, outcomes, and political context of community collaborations*. Paper presented at the American Evaluation Association, Minnesota Chapter meeting, Bloomington, MN.
1. Rodriguez, M.C. (1990, October). *Addressing racism in the American system of education*. Paper presented to the faculty of St. Olaf College, Northfield, MN.

FUNDED GRANTS

Grants: External Sources – Total awards = \$14,641,422

17. *Research partnership with Minneapolis Public Schools: Implementation science supports* (PI, 2021-2023, with the Center for Applied Research for Educational Improvement, University of Minnesota). \$50,000. Minneapolis Foundation.
16. *Individual Growth and Development Indicators for Hmong preschoolers: High quality screening tools for diverse learners* (Investigator [7%], with PI A. Wackerle-Hollman, U of M, 2021-2025). \$2,000,000. USDE, IES.
15. *Computer adaptive storybook assessment (CASA)* (Investigator [5%], with PI A. Wackerle-Hollman, U of M, 2021-2025). \$2,000,000. USDE, IES.
14. *Measures mapping: Review of measures of sociocultural contexts of teaching and learning* (PI, with Minnesota Youth Development Research Group, summer 2020). \$50,000. Chan Zuckerberg Initiative.
13. *Individual Growth and Development Indicators: Automated performance evaluation of early language and literacy in Español* (Investigator [6%], with PI A. Wackerle-Hollman, U of M, 2020-2024). \$1,399,999. USDE, IES.
12. *Expanding the vision of Reimagine Minnesota: A collective education roadmap for action* (PI, 2019). \$50,000. Minneapolis Foundation.
11. *Expanding Individual Growth & Development Indicators of language and early literacy for universal screening in multi-tiered systems of support with three-year-olds* (Investigator [3%], with PI S. McConnell, U of M, 2016-2020). \$1,399,998. USED, IES.
10. *Making progress with progress monitoring: Developing early literacy and language Individual Growth & Development Indicators as progress monitoring tools* (Investigator [12%], with PI A. Wackerle-Hollman, U of M, 2016-2020). \$1,400,000. USDE, IES.
9. *Expanding early language and literacy Spanish Individual Growth & Development Indicators to monitor progress: PM-S-IGDIs* (Investigator [13%], with PI A. Wackerle-Hollman, U of M, 2016-2020). \$1,400,000. USDE, IES.
8. *Individual Growth & Development Indicators—Automated applications for performance evaluation of early literacy* (Investigator [10%], with PI A. Wackerle-Hollman & S. McConnell, U of M, 2014-2019). \$1,499,997. USDE, IES.
7. *Research and development of Spanish Individual Growth & Development Indicators* (Investigator [10%], with PI A. Wackerle-Hollman & S. McConnell, U of M; & L. Duran, U of ID, 2011-2016). \$1,599,980. USDE, IES.
6. *Decision rule research project: Curriculum based measurement in reading* (Investigator [10%, one year only], with PI T. Christ & M. Harwell, U of M, 2013-2014). \$1,765,330. USDE, IES. [not included in total above]
5. *Dissemination award for: Understanding behaviors, values, motivations, and recommendations of Latino subgroups in developing effective community-based tobacco cessation programs* (PI, with G. Contreras, Centro Campesino, 2009-2010). \$10,000. Community-Academic Research Dissemination Award, ClearWay Minnesota.
4. *Identifying essential elements of early childcare* (PI, 2009). \$75,000. McKnight Foundation, Minneapolis, MN.

3. *Consortium for modified alternate assessment development and implementation.* (Co-PI, with PI S. Elliot, Vanderbilt University, & A. Roach, Georgia State University, 2007-2011). \$1,999,875 (\$112,495 at University of Minnesota). USDE, IDEA General Supervision Enhancement Grant Competition. [only the U of M portion is included in total above]
2. *Understanding behaviors, values, motivations, and recommendations of Latino subgroups in developing effective community-based tobacco cessation programs.* (PI, with Centro Campesino, 2006-2008). \$129,375. Developmental Community-Academic Research Award, ClearWay Minnesota.
1. *Early childhood educator professional development program* (Investigator [10%], with PI M. McEvoy & S. McConnell, U of M, 2001-2004). \$1,539,578. USDE.

Grants: University Sources – Total Awards = \$118,420

15. *Brazil education equity research & practice collaborative* (2019). \$10,000. Global Signature Grant, CEHD.
14. *Engaging American Indian students with culturally responsive assessments* (PI, with J. McComas, 2017). \$7,027. Educational Psychology, CEHD. \$6,943. Dean's Office, CEHD.
13. *International travel to Guatemala for GRA* (2012). \$783. Educational Psychology Minigrant, CEHD.
12. *International travel to Guatemala for GRA* (2011). \$626. Educational Psychology Minigrant, CEHD.
11. *Secondary analysis of the Minnesota Student Survey* (PI, 2011). \$2,262. Educational Psychology Minigrant, CEHD.
10. *Research collaboration with the University of New Mexico, Albuquerque* (PI, 2010). \$800. Educational Psychology ICI Minigrant, CEHD.
9. *Developing a statewide report card on Latino supportive institutions* (PI, 2008). \$4,850. Office for Public Engagement Seed Grant.
8. *Utilizing models of data-driven decision making to secure the success of all MN students in K-12 and beyond* (PI, 2007-2008). \$33,158. Faculty Interactive Research Program, Center for Urban & Regional Affairs.
7. *Cross-cultural validation of youth program evaluation instruments* (PI, 2006). \$5,500. President's Faculty Multicultural Research Award.
6. *Revision and renorming of the Minnesota Mathematics Attitude Inventory* (PI, 2003). \$4,589. Psychological Foundations of Education Program.
5. *Online survey design & sampling tutorial* (PI, 2002). \$4,365. Grants for Enhanced Learning through Technology, CEHD
4. *Synthesis of psychometric properties* (PI, 2001-2002). \$16,517. Grant-in-Aid, Vice President for Research.
3. *The validity of reliability generalization* (PI, 2001). \$5,000. Summer Research Grant, CEHD.
2. *Latino youth development and culturally relevant program evaluation* (PI, 2000-2001). \$8,000. CommUniversity Grant, Center for Urban & Regional Affairs.
1. *English language needs and barriers in rural Minnesota immigrant communities* (PI, 2000). \$8,000. CommUniversity Grant, Center for Urban & Regional Affairs.

GRANT REQUESTS UNDER REVIEW & Historical Unfunded Proposals

47. *Effective policies for reducing racial gaps in education outcomes*. (Co-PI, with P. Glewwe, University of Minnesota, A. Nath, Federal Reserve Bank of Minneapolis; submitted January 26, 2022). \$100,000. Washington Center for Equitable Growth.
46. *The Minnesota Inference Assessment (MIA)*. (Investigator [10%], with P. Kendeou and K. McMaster, submitted August 20, 2020 for 2021-2024). [\$1,999,093 not funded]. USDE, IES.
45. *Broadening Mathematics Participation for Underrepresented Groups through Research and Engagement in Teacher Preparation and Development: A Cross-National Collaboration*. (PI, with Tatto, Arizona State University, & Smith, University of Nebraska-Lincoln, submitted November 21, 2019 for 2020-2024). [\$254,629 not funded]. Minnesota subaward. NSF.
44. *Computer Adaptive Storybook Assessment (CASA)*. (Investigator at 5% effort, with Wackerle-Hollman, submitted August 2019 for 2020-2024). [\$1,399,991 not funded]. USDE, IES.
43. *Individual Growth and Development Indicators for Hmong preschoolers: High quality screening tools for diverse learners*. (Investigator at 7% effort, with Wackerle-Hollman, submitted August 2019 for 2020-2024). [\$1,399,965 not funded]. USDE, IES.
42. *Teacher Education and Development Study in Mathematics II (TEDS-M II)*. (PI, with Tatto, Arizona State University, & Smith, University of Nebraska-Lincoln, submitted January 21, 2019 for 2019-2023). [\$254,714 not funded]. Minnesota subaward. NSF.
41. *Individual Growth and Development Indicators for Hmong preschoolers*. (Co-Investigator, with Wackerle-Hollman and McConnell, U of MN; submitted August 2018 for 2019-2023). [\$1,399,987 not funded]. USDE, IES.
40. *Individual Growth and Development Indicators: Automated performance evaluation of early language and literacy in Español: IGDI-APEL-Español*. (Co-Investigator, with Alisha Wackerle-Hollman, U of MN; submitted August 2018 for 2019-2023). [\$1,399,999 not funded]. USDE, IES.
39. *Developmental trajectories in English and Spanish: Home and school influences*. (Co-Investigator, with Lillian Duran, University of Oregon, and Alisha Wackerle-Hollman, U of MN; submitted January 2018 for 2018-2023). [\$1,207,056 Minnesota subaward; not funded]. NIH, R01.
38. *A cross-national investigation of the preparation, effectiveness and retention of beginning elementary and middle school teachers of mathematics: Aligning standards to practice*. (PI, with Tatto, Arizona State University, & Smith, University of Nebraska-Lincoln; submitted September 2017 for 2018-2022). [\$214,328 Minnesota subaward; not funded]. NSF, CORE Program.
37. *Translation of school interventions to promote whole child well-being: A systems-based analysis*. (Co-Investigator, with Marizen Ramirez, U of M; submitted February 2017, for 2017-2018). [\$1,101,993 not funded]. Robert Wood Johnson Foundation.
36. *Engaging American Indian Students with culturally responsive assessments*. (PI, submitted January 2017 for 2017-2018). [\$7,000 not funded]. IDEA Multicultural Research Award, U of M.
35. *Development of the Proola Assessment Literacy Measure (PALM): From practice analysis with educators to validation with student outcomes*. (Investigator 10%, with PI A. Albano, University of Nebraska-Lincoln, resubmitted August 2016 for 2017-20). [\$84,624 Minnesota subaward not funded]. USDE, IES.
34. *Engaging American Indian students through culturally responsive assessment*. (PI, submitted March 2016 for 2016-17). [\$44,922 not funded]. Center for Urban & Regional Affairs, U of M.

33. *Development of the Proola Assessment Literacy Measure (PALM): From practice analysis with educators to validation with student outcomes.* (Investigator 10%, with PI A. Albano, University of Nebraska-Lincoln, submitted August 2015 for 2016-19). [\$80,202 Minnesota subaward not funded]. USDE, IES.
32. *Social network foundations of academic success for Blacks and Whites: Can we close the gap?* (Investigator 3%, with PI T. Grier-Reed, U of M, submitted August 2015 for 2016-19). [\$736,886 not funded]. USDE, IES.
31. *Are Northside Achievement Zone kindergartners ready to succeed? A partnership approach to understanding scholar and family performance.* (Investigator, 2%, with PI A. Wackerle-Hollman, U of M; submitted June 4, 2015 for 2015-18). [\$400,000 not funded]. Spencer Foundation.
30. *Minnesota Evaluation Partnership (MEP): Implementation and outcomes of Minnesota readiness standards and data systems.* (Investigator 10%, with PI T. Christ, U of M; submitted June 10, 2015 for 2015-20). [\$5,000,000 not funded]. USDE, IES.
29. *Minnesota educational measurement graduate assistantships in areas of national need (GAANN) fellowship program.* (Principal Investigator, 10%; resubmitted May 23, 2015 for 2015-19). [\$442,917 with \$227,883 matching funds, not funded]. USDE.
28. *FirstMath: The first five years of mathematics teaching study.* (Principal Investigator on subcontract with Michigan State University, Teresa Tatto; submitted February 4, 2015 for 2015-2019). [\$353,395 Minnesota subaward not funded]. National Science Foundation.
27. *Expanding Individual Growth & Development Indicators of language and early literacy for universal screening in multi-tiered systems of support with three-year-olds.* (Investigator, with PI S. McConnell, U of M, submitted August 2014 for 2015-2019). [\$1,597,490 not funded]. USED, IES.
26. *Making progress with progress monitoring: Developing early literacy and language Individual Growth & Development Indicators as progress monitoring tools.* (Investigator, with PI A. Wackerle-Hollman, U of M, submitted August 2014 for 2015-2019). [\$1,600,000 not funded]. USDE, IES.
25. *Expanding early language and literacy Individual Growth & Development Indicators to monitor progress: PM-S-IGDIs.* (Investigator, with PI A. Wackerle-Hollman, U of M, submitted August 2014 for 2015-2019). [\$1,600,000 not funded]. USDE, IES.
24. *Minnesota interdisciplinary predoctoral training program in the science of early foundations of academic success (MN-SEFAS).* (Investigator, with S. McConnell & M. Mazzocco, U of M, resubmitted August 2014 for 2015-2020). [\$3,999,964 not funded]. USDE, IES.
23. *Civic-building discourse as a resource for democracy: A proposal to measure core skills, dispositions, and climate for discussion across difference.* (Co-Investigator with PI P. Avery & co-investigators E. Beaumont & J. Miller, U of M, submitted October 2014 for 2015-2017). [\$394,879 not funded]. Spencer Foundation.
22. *Validating MyiLOGS scores and creating an interpretive framework for evaluating the effectiveness of teachers.* (Co-Investigator, with S. Elliott, Arizona State University, resubmitted September 2013 for 2014-2018). [\$1,600,000 not funded]. USDE, IES.
21. *Securing full implementation of the World's Best Workforce legislation.* (PI, U of M, submitted May 2014 for 2014-15). [\$40,121 not funded]. Center for Urban & Regional Affairs, U of M.
20. *The effects of school choice on equity and reciprocity among disadvantaged student groups in Minneapolis schools.* (Co-Investigator, with T. LaLiberte & S. Hong, U of M, 2014-2016). [\$343,943 not funded]. Spencer Foundation.
19. *Growth & Development Indicators – Automated applications for performance evaluation of early literacy* (Co-Investigator, with A. Wackerle-Hollman & S. McConnell, U of M, 2013-2017). [\$1,499,742 not funded] USDE, IES.

18. *Validating MyiLOGS scores and creating an interpretive framework for evaluating the effectiveness of teachers* (Co-Investigator, with S. Elliott, Arizona State University, 2013-2017). [\$1,600,000 not funded]. USDE, IES.
17. *Measuring up!--Examining the predictive validity of the Individual Growth & Development Indicators 2.0: Identification measures of early development* (Co-Investigator, with T. Bradfield, U of M, 2013-2017). [\$1,597,385 not funded]. USDE, IES.
16. *Developmental assets and academic success: A longitudinal study* (PI, 2013-2017). [\$1,599,727 not funded]. USDE, IES, CFDA 84.305.
15. *Dynamic screening for language impairment in Spanish-speaking bilingual preschool children* (co-PI, with J. Patterson, University of New Mexico; 2012-2016). [\$131,221 Minnesota subaward not funded]. USDE, IES.
14. *Research and development of Spanish Individual Growth & Development Indicators* (co-PI, with A. Wackerle-Hollman, U of M, & L. Duran, Idaho; 2011-2014). [\$1,800,188 not funded]. USDE, IES.
13. *Dynamic screening for language impairment in Spanish-speaking bilingual preschool children* (co-PI, with J. Patterson, University of New Mexico; 2011-2015). [\$121,421 Minnesota subaward not funded]. USDE, IES.
12. *Formative assessment of students with limited formal education* (PI, with T. Albano, 2011-2012). [\$40,000 not funded]. Spencer Foundation.
11. *Connecting youth developmental assets and important teen outcomes, including school achievement & engagement, and thriving & risk-taking behavior* (PI, 2011-2013). [\$665,568 not funded]. USDE, IES, CFDA 84.305A-1.
10. *Minnesota educational measurement graduate assistants in areas of national need (GAANN) Fellowship Program.* (Director, 2010-2013). [\$525,060 not funded]. USDE, Office of Postsecondary Education CFDA 84.200A.
9. *National research & development center on assessment and accountability for special education* with G. Tindal, A. Schulte, S. Elliott, & J.J. Stevens (Key Personnel, 2010-2015). [\$315,492 Minnesota subaward not funded]. USDE, IES, Special Education Center 84.324C.
8. *Connecting developmental assets and important teen outcomes, including school achievement & engagement, and thriving & risk-taking behavior* (PI, 2010-2012). [\$586,208, not funded]. USDE, IES, CFDA 84.305.
7. *Access to success*, with A. Lee & K. Miksch, PSTL (Co-Investigator, 2007). [\$1,178,463 not funded]. USDE, IES, CFDA 84.305.
6. *Creating district capacity for the school change framework*, with D. Peterson, L. Helman, J. York-Barr, & P. Magnuson (Co-PI, 2007). [\$2,775,776 not funded]. USDE, IES, CFDA 84.305.
5. *The efficacy of K-12 online learning delivery structures: An examination of student achievement, classroom engagement and virtual pedagogy*, with J. Ysseldyke, J. Hughes, & S. McCleod (Co-PI, 2005). [\$2,994,780 not funded]. USDE, IES.
4. *Improving school readiness of American Indian children demonstration project*, with S. Turner. (Co-PI, 2005). [\$900,000 not funded]. Submitted through St. Paul Public Schools to the USDE, CFDA 84.299A.
3. *Exploring the relationship between nonformal learning environments and the promotion of science literacy and STEM education*, with M. Marczak & S. Carlson (Co-PI, 2005). [\$1,014,879 not funded]. National Science Foundation.
2. *Urban school-based health clinic use among culturally diverse adolescence*, (PI, 2004). [\$34,989 not funded]. Spencer Foundation.

1. *An evaluation of a congregational response team training program to mobilize Latino communities to end domestic violence*, with Casa de Esperanza (Co-PI, 2003). [\$235,115 not funded]. National Institute of Justice, U.S. Department of Justice.

RESEARCH ROLES

Current (ordered alphabetically)

IGDILab, Investigator. Individual Growth and Development Indicators (IGDIs) include a suite of measures of early language and literacy designed for use with preschool children, including English, Spanish, and Hmong measures. I provide psychometric support and supervision of graduate students in the Lab. Working with IGDIs since 2000. <https://innovation.umn.edu/igdi/>

Minnesota Youth Development Research Group, Director. Through collaboration with the MN Department of Education and Department of Health, the research group respond to requests from school-community collaboratives, community organizations, and school districts for summary data reports regarding social and emotional skills, supports, and challenges from the Minnesota Student Survey. Since 2012. <https://sites.google.com/view/mnydrgr>

Reimagine Education, Director. With the support of the Minneapolis Foundation, a team of researchers from the College of Education at the University of Minnesota support the work of the Association of Metropolitan School Districts effort called Reimagine Minnesota [<https://www.amsd.org/reimagineminnesota/>], to address persistent education disparities. Since 2018. <https://www.minneapolisfoundation.org/reimagine-education/>

Historical (ordered by end-date)

FirstMath International Study of Novice Mathematics Teachers (NSF planning funds), Co-PI, with T. Tatto (Michigan State University) & W. Smith (University of Nebraska-Lincoln). Countries involved: Brazil, Bulgaria, Chile, China, Chinese Taipei, France, Germany, Guatemala, Honduras, India, Ireland, Italy, Mexico, Norway, Peru, Philippines, Poland, Saudi Arabia, Slovakia, South Africa, Thailand, Turkey, USA. 2012-2020.

Psychometric Analysis of the Student Experience in the Research University (SERU) Survey, collaboration with the UMN Office of Institutional Research, 2018-2020.

Mapping Connections between STEM and Social-Emotional Development (SED) Conference. (NSF Funded expert-specialist conference) with G. Naom, PEAR Institute, Harvard Medical School and McLean Hospital. Member of conference steering committee, 2020.

Expanding Early Language and Literacy Spanish Individual Growth & Development Indicators to Monitor Progress: PM-S-IGDIs. (IES funded) with PI A. Wackerle-Hollman, U of M. Co-Investigator, 10% effort, 2016-2020.

Expanding Individual Growth & Development Indicators of Language and Early Literacy for Universal Screening in Multi-Tiered Systems of Support with Three-Year-Olds. (IES funded) with PI S. McConnell, U of M. Consultant, 2% effort, 2016-2020.

Exploring variability in Minnesota Comprehensive Assessments: Partitioning Achievement Gaps, (non-funded) PI. Research in collaboration with the Minnesota Department of Education, through a data-sharing agreement. 2015-2020.

Making Progress with Progress Monitoring: Developing Early Literacy and Language Individual Growth & Development Indicators as Progress Monitoring Tools. (IES funded) with PI A. Wackerle-Hollman, U of M. Co-Investigator, 10% effort, 2016-2020.

Technology-Enhanced Item Experiments to Explore Effective Item Response Modes in Achievement Testing. With Minnesota Department of Education. Co-Investigator, in-kind effort, 2018-2019.

IGDI-Automated Applications for Performance Evaluation of Early Literacy (IES funded) with A. Wackerle-Hollman & S. McConnell, CEED. Co-Investigator, 10% effort, 2014-2018. 2018-2019 no-cost extension, in-kind effort.

Leveraging Developmental Relationships with Teachers to Enhance Student Motivation, (IES funded) PIs include Search Institute researchers and David Heistad, Bloomington Public Schools). Psychometric, research design and analysis consultant, 2017-2019.

Research and development of Spanish Individual Growth & Development Indicators, (IES funded) with A. Wackerle-Hollman & S. McConnell, CEED, U of M, & L. Duran, Idaho. Co-Investigator. 10% effort. [2011-2017]

Teacher Education and Development Study in Mathematics, International Dissemination Grant (NSF & IEA funded). With Teresa Tatto, Michigan State University & Australian Council on Educational Research. Senior Research Coordinator for Psychometrics. Countries involved: Australia, Botswana, Bulgaria, Canada, Chile, Chinese Taipei, Georgia, Germany, Malaysia, Norway, Oman, Philippines, Poland, Russian Federation, Singapore, Spain, Switzerland, Thailand, USA. Initial funding 2006-2012. NSF dissemination funding. [2012-2014]

Decision Rule Research Project: Curriculum Based Measurement in Readings (IES funded) with T. Christ & M. Harwell, Educational Psychology, U of M. 10% effort. [2013-2014]

Center for Response to Intervention in Early Childhood (IES funded) with S. McConnell, CEED, U of M. Psychometrician. 10% effort. [2008-2013]

Center for Personalized Prevention Research in Children's Mental Health (NIMH Prevention Developing Center), U of M, 10% effort. Data Management and Applied Statistics Unit Manager. [2010-2013]

Center of Excellence for Mental Health Workforce Training, U of M, 10% effort. Psychometric Supervisor. [2012-2013]

International Teacher Education and Development Study in Mathematics (TEDS-M, funded through NSF & IEA). With Teresa Tatto, Michigan State University & Australian Council on Educational Research. Senior Research Coordinator for Psychometrics. [2006-2012]

Minnesota Center for Reading Research. Affiliated research faculty. [2005-2010]

Vanderbilt University, Psychometric Research Scientist. USDOE Enhanced Assessment Grant (CFDA 84.368A), Consortium for Alternate Assessment Validity and Experimental Studies. [2006-2008]

RAP Head Start Words Work! Initiative Follow-Along Study, Data analyst; Action Consulting & Evaluation Team, Minneapolis, MN. [2001-2008]

Early Childhood Educator Professional Development Program, with M. McEvoy & S. McConnell, Co-PI [2001-2004]

Center for the Improvement of Early Reading Achievement (CIERA); measurement specialist, Michigan State University & University of Minnesota. [1997-2005]

AWARDS

2020 Friend of Public Education Award, Association of Metropolitan School Districts, Minnesota.

2019 Distinguished Service Award, Buros Center for Testing, University of Nebraska-Lincoln.

2019 C. Eugene Allen Award for Innovative International Initiatives, Global Programs and Strategy (GPS) Alliance, University of Minnesota.

2017 CEHD Big Ideas Competition in support of the 2017-2018 Capital Campaign, for the proposal regarding a College-Wide Interdisciplinary Initiative for Minnesota Youth Policy (with Karen Seashore).

2014 Distinguished Alumni, Woodbury High School, Woodbury, MN.

2010 President's Volunteer Service Award, US President's Council on Service and Civic Participation.

2009 Award for Outstanding Contributions to Postbaccalaureate, Graduate, and Professional Education; University of Minnesota; and Academy of Distinguished Teachers, University of Minnesota.

- 2008 Distinguished Alumni, University of Minnesota—Morris Alumni Association.
- 2008 Robert H. Beck Faculty Teaching Award, College of Education & Human Development Alumni Society, University of Minnesota.
- 2005 Albert J. Harris Research Award of the International Reading Association for the article: Reading growth in high-poverty classrooms: The influence of teacher practices that encourage cognitive engagement in literacy learning. *Elementary School Journal*, 104, 3-28.
- 2004 Community Service Award, College of Education & Human Development, University of Minnesota.

Pre-Faculty Appointment Awards

- 1997-1999 Michigan State University, National Council on Measurement in Education Graduate Fellowship.
- 1994-1997 Michigan State University, Robert L. Ebel Scholar.
- 1995-1996 Michigan State University, Latinos Unidos Para Estudiantes Scholarship.
- 1989-1990 U of M, Graduate School Fellowship, Humphrey Institute of Public Affairs.
- 1987 U of M-Morris, Edson Award for Scholastic Achievement & Contribution to Campus Life.
- 1986 U of M-Morris, Outstanding Student Leadership Award.
- 1983-1984 U of M-Morris, Freshman Academic Scholar Award.

TEACHING & CURRICULUM DEVELOPMENT

Regularly Offered Courses:

- EPSY 5221: Principles of Educational & Psychological Measurement [annually 1999-2019]
- EPSY 5244: Survey Design, Sampling, & Implementation [annually 2000-2018]
- EPSY 5245: Advanced Survey Data Analysis [2008, 2011, 2012, 2014, 2018]
- EPSY 8224: Performance Assessment [2005, 2011, 2019]
- EPSY 8225: Operational Measurement [2016, 2018, 2020]

Special Topics Courses, Occasionally Taught or Previously Taught

- EPSY 5223: Standard Setting [2008, 2011]
- EPSY 5231: Introduction to Statistics & Measurement [2000 S, 2000 F, 2001, 2002]
- EPSY 8223: Equating [2008, 2010, 2012]
- EPSY 8226: Item Response Theory [2017]
- EPSY 8261: Data Analysis I [2000]
- EPSY 8268: Hierarchical Linear Modeling in Educational Research [2000, 2001, 2017]
- EPSY 8269: Matrix Algebra for Statistical Modeling [2002, 2004-2006, 2008, 2014]
- EPSY 8290: Meta-Analysis [2005]

Curriculum Development

- EPSY 5221 was redesigned and reviewed through a major course revision process.
- EPSY 5223, 5244, 5245, 8223, 8224, 8225, and 8269 were newly developed for the QME curriculum.
- Development of 1-credit module regarding Assessment Literacy for teacher preparation program, Curriculum & Instruction, with Misti Sato and Keisha Varma (2016-2018).

Collaborative Efforts

- Co-taught EPSY 8224 Performance Assessment with McGuire [2011]
- Co-taught EPSY 8215 Advanced Research Methods with Davison & McConnell [2008]
- Co-taught EPSY 8220 Meta-Analysis with Harwell [2005]

Assessment of Student Learning Outcomes advisor to the Department of Post-Secondary Teaching and Learning, CEHD (2007-2009)

Initiated the Quantitative Methods Summer Institute. (2010 & 2011)

Faculty Development Activities

Big10 Academic Alliance, Academic Leadership Program, U of M. (2018-2019)

Bush Early Career Faculty Development Program, U of M. (2000-2001)

ADVISING

Current PhD Advisees (anticipated year of completion) and awards received:

- M. Abulela (2024, co-advisor) Campbell Leadership Chair RA;
- B. Cermak (2026, co-advisor);
- C. Chavez (2023) Graduate School Fellowship, Chan-Zuckerberg Fellow 2021;
- J. Deng (2024, co-advisor) Jack Merwin Graduate Assistantship;
- Ö. Erşan (2022) MDE Summer Internship, AICPA Internship, UMN Doctoral Dissertation Fellowship;
- S. Ihlenfeldt (2022, co-advisor) Campbell Leadership Chair RA, John P. Yackel/Pearson Graduate Assistantship
- Y. Jang (2022);
- J. Jung (2026, co-advisor);
- R. Lamm (2023, co-advisor) Campbell Leadership Chair RA, Bloomington Public Schools RA;
- J. Li (2023, coadvisor) John P. Yackel/Pearson Graduate Assistantship;
- A. Miranda (2023) Russell Sage Foundation Scholar, Chan-Zuckerberg Fellow 2021 & 2022;
- B. Morrow (2024, co-advisor);
- Y. Vue (2022) DOVE Fellowship, QME Student Research Award;
- Q. Zhao (2023, co-advisor) Bloomington Public Schools RA.

PhD Advisees (Degree Year). Dissertation Title. Awards. [employer following graduation or updated if known]

14. J. Palma (2021). *Modeling response processes in early literacy measures*. DOVE Fellowship, Multicultural Recognition Award, CEHD Bruininks-Hagstrum Graduate Fellowship in Educational Psychology, Campbell Leadership Chair RA. [University of Texas—Austin]
13. Smith, Mireya Carmen-Martinez (2020). *Using psychometric models to measure social and emotional learning constructs*. [Minneapolis Public Schools]
12. Ceasar, Julio (2020). *Standardized bilingual assessments: Meeting the demands of the demographic changes of secondary schools in the United States*. ETS Summer Internship, ETS PreDoctoral Fellowship. [Bloomington Public Schools]
11. Steinkamp, Susan (2017). *Identifying aberrant responding: Use of multiple measures*. [Scantron]
10. Stanke, Luke (2016). *Modeling item features that characterize measurement bias*. U of M Doctoral Dissertation Fellowship. [Consulting]
9. Dupuis, Danielle (2015). *The effects of test score reliability and test dimensionality on teachers' value-added scores and inferences*. Graduate School Fellowship. [University of Minnesota]
8. Bulut, Okan (2013). *Between-person and within-person subscore reliability: Comparison of unidimensional and multidimensional IRT models*. John P. Yackel/Pearson Assessment Graduate Fellowship; Mary Corcoran Graduate Fellowship; 2016 NCME Cascallar Award. [University of Alberta]
7. Albano, Anthony (2012). *Multilevel modeling of item position effects*. ETS Internship. [University of California—Davis]
6. Swinburne Romine, Rebecca (2011). *Interview coding of attachment style: Using profile analysis to understand the patterns involved*. [University of Kansas]
5. Gaillard, Philippe (2009). *Evaluating the assumption of homogeneity of variance via equivalence testing*. [Auburn University]

4. Lee, Elaine (2008). *A latent growth curve analysis of the impact of school mobility on the reading scores of poor and non-poor children in the U.S.* [Hawaii Department of Education]
3. Maeda, Yukiko (2007). *Monte Carlo evidence regarding the effects of violating assumed conditions of two-level hierarchical models for cross-sectional data.* [Purdue University]
2. Betts, Joseph (2006). *The effects of different methods of handling missing values for the computation of internal consistency reliability.* (co-advisee). [Michigan State University]
1. Ooms, Ann (2006). *The iterative evaluation model for improving online educational resources.* (co-advisee) [Kingston University, London]

*Doctoral Dissertation Final Oral Examining Committees (*Advisee):* Total count = 81

2021-2022: J. Palma*

2020-2021: H. Chun

2019-2020: J. Caesar*, C. Diggs, B. Liu, K. Nickodem, B. Rudolph, M. Smith*, S. Yoo

2018-2019: Y. Peralta, Q. Wang, J. Dahlke, B. Pennington

2017-2018: M. Moreno

2016-2017: S. Su, R. Wilson, S. Steinkamp*

2015-2016: D. Dupuis*, M. Chen, L. Stanke*

2014-2015: [sabbatical year] J. Cheers-Young

2013-2014: A. Besner, T.W. Chen, B. Schmitt

2012-2013: A. Pohl, M. Tanabe, A. Xie, B. LeBeau, Russell Swinburne-Romine, O. Bulut*, C. Zopluoglu, A. Medhanie, L. Flynn, B. Byiers, C. Hilk

2011-2012: C. Close, L. Akey, A. Albano*, T. Tyler, J. Park

2010-2011: D. Seo, Rebecca Swinburne-Romine*, G. Johnson

2009-2010: K. Matuska, M. Pabón, T. Canales

2008-2009: P. Gaillard*, S. Gladding, J. Jeon, M. Kanada, K. Lee

2007-2008: E. Lee*, H. Libbey, L. Greenseid

2006-2007: [sabbatical year] J. Appleton, Y. Maeda*

2005-2006: J. Betts*, K. Bogner Warzon, C. Choi, K. Duke, S. Hong, Y. Kang, N. Madyun, S. Thirumalai, A. Ooms*, J. Lies, T. Shin, R. Wilder

2004-2005: W. Edwards, M. Jacobs Cassuto, T. Harmati

2003-2004: J. Weinberg, S. Bolt, A. Fahmy

2002-2003: P. Gustafson, T. Estrem, J. Good

2001-2002: L. Edman, L. Kinne

2000-2001: R. Narveson, R. Lehmann

1999-2000: H. J. Park

Master's Degree Graduates (Advisees only)

2020-2021: C. Chavez, M. Abulela

2019-2020: S. Karl

2018-2019: R. Lamm

2017-2018: S. He, K. Kelly

2015-2016: Y. Jang

2012-2013: N. Kim

2010-2011: T. Jung

2004-2005: A. Ramaekers

University Level Service

Twin Cities Deans Council (2020-present)
Center for Advanced Research on Language Acquisition (CARLA), Advisory Board (2021-present)
Educational Equity Resource Center, Co-Director (2014-2020), Director (2021-present)
Morris Campus Capital Campaign Committee, Driven: The University of Minnesota Campaign (2019-2020)
U of M Driven to Discover Campaign, campaign story contributor, including television commercials, ads in the New York Times and national magazines (e.g., Delta Sky Magazine), and MN highway billboards (2016-2018)
Diversity of Views and Experiences (DOVE), Graduate Student Fellowship Selection Committee (2010-2014, 2017-2018)
Educational Equity in Action Convening II, Co-Facilitator (June 20-21, 2017)
Educational Equity in Action Convening, Co-Facilitator (June 20-21, 2016)
U of M, Morris Chancellor's Advisory Council (2007-2015)
Graduate School, Graduate Student Learning Outcomes and Assessment Committee (2012-2014)
University Senate (1985-1988, 2004-2006, 2009-2012)
Measuring Undergraduate Learning Outcomes: A Working Agenda for Public Research Universities, Steering Committee (2007-2009)
Equity & Diversity Research Institute, Steering Committee (2009)
University Council for Enhancing Student Learning, Work Group on Data (2009)
University Senate Campus Committee on Student Behavior (**Chair** 2005-2008, member 2002-2008)
Community Assistantship Program Advisory Committee, Center for Urban & Regional Affairs (2000-2007)
University Task Force: Strengthen Excellence through Diversity (1990-1991)
Student Senate Consultative Committee (1987-1988)
University Internal Governance Review Committee (1986-1987)
Special Senate Committee on Governance (1986-1987)
University Student Senate **Chair/Vice Chair** (1986-1987)
Morris Campus Assembly (1985-1987)
Morris Campus Student Body President, Morris Campus Student Association (1985-1986)
Board of Regents, Morris Campus Student Representative (1985)

College Level Service

CEHD Senior Management Team (2019-present)
CEHD Diversity Committee, **Chair** (2019-2020)
Faculty Search Committees (1999-2000, 2000-01, 2001-02, 2002-03, 2003-04, 2004-05, 2007-08 **Chair**, 2009-10, 2010-11, 2011-12 **Chair**, 2017-18 **Chair**, 2018-19 **Chair**)
Task Force on CEHD Social Justice Framework (2018-2019)
Task Force on Teacher Education Signature Assessments (2017-2018)
Child Development, Cognition, and Learning Assessment Task Group; Educator Preparation & Policy Council, CEHD (2015-2017)
Teacher Education Redesign Initiative (Bush Foundation project), Measurement Consultant (2009-2015)
Office of Research Consultation & Services, Director (2000-2013)
Center for Early Education & Development Advisory Committee (2005-2007)
CEHD Diversity Committee, **Chair** (2005-2006)
CEHD Technology Committee (2000-2002)

Department/Program Level Service

Synopsis Committee **Chair**, J. Rios (fall 2019)
Promotion Review Committee, S. Varma (summer, fall 2018)
Synopsis Committee **Chair**, J. Rios (fall 2018)
Graduate Advisory Council (spring, 2017)
Synopsis Committee, A. Sullivan, P. Kendeou, S. Varma (fall 2016)

Associate Professor Review Committee (fall 2016)
Synopsis Committee **Chair**, J. Wolff (fall 2016)
Promotion & Tenure Review Committee, K. Varma (summer, fall 2013)
Department of Educational Psychology Steering Committee (2007-2013)
Quantitative Methods in Education, Program Coordinator (2007-2013)
Synopsis Committee, K. Varma (fall 2012)
Synopsis Committee, K. Varma (fall 2011)
Synopsis Committee, K. Varma (fall 2010)
Synopsis Committee, K. Varma (fall 2009)
Synopsis Committee, K. Varma (fall 2008)

SERVICE TO THE DISCIPLINE AND PROFESSION

Editorships

APA Handbook of Testing & Assessment in Psychology, Associate Editor, Educational Testing section, 2009-2013 (K. Geisinger, Editor-in-Chief)

Editorial Board Membership

Am. Journal on Intellectual & Developmental Disabilities (methodology consulting editor), 2018-present
Applied Measurement in Education, 2007-present
Journal of Educational Measurement, 2002-2007, 2017-2019
Educational Measurement: Issues and Practice, 2007-2009
Computers in Human Behavior, 2002-2011

Journal Standing Reviewer

Applied Measurement in Education, 2005-present
Applied Psychological Measurement, 2003-present
Educational Measurement: Issues and Practice, 2006-present
Journal of Educational Measurement, 2002-2019

Journal Ad Hoc Reviewer (alphabetical, noting year of active reviews)

American Educational Research Journal, 2015
Analyses of Social Issues in Public Policy, 2006
Anatomical Sciences Education, 2014
Behaviormetrika, 2018
British Journal of Mathematical and Statistical Psychology, 2009
BMC Medical Education, 2017-2019
CBE Life Sciences Education, 2016
Cognitive Science, 2018
Educational Assessment, 2013, 2015-2016, 2019
Educational Evaluation and Policy Analysis, 2006-2007
Educational and Psychological Measurement, 2007-2008
Educational Policy Analysis Archives, 2015
Educational Researcher, 2010-2011
Educational Research Journal, 2013
International Journal of Science and Mathematics Education, 2012
International Journal of Testing, 2010, 2015
Journal of Educational & Behavioral Statistics, 1999-2012
Journal of Educational Measurement, 2001-2012
Journal of Engineering Education, 2010
Journal of Experimental Education, 2011-2012
Journal of Interactive Online Learning, 2009

Journal of Latinos and Education, 2018-2019
Journal of Research in Mathematics Education, 2010
Journal of School Psychology, 2008
Language Testing, 2008-2010
Large-scale Assessments in Education, 2016
Psicologica, 2016
Psychological Methods, 2001-2012
PLOS One, 2014
Research Synthesis Methods, 2012
Review of Education Research, 2006-2008
Studies in Educational Evaluation, 2017, 2021
Testing, Psychometrics, Methodology in Applied Psychology, 2014
Urban Education, 2007, 2020

Book Proposal Reviewer

Routledge Publisher, 2013, 2014, 2015, 2017, 2020

Program Review

Quantitative Methods and Human Development, College of Education, University of Maryland, Fall 2019.

Professional Membership

American Educational Research Association, 1995-present
 Division-D Mentoring Committee, 2002-2007
 Division-D Graduate Student Seminar Committee, 1998-2000
American Psychological Association, 1999-present
 Division 5, Affiliate member
International Testing Commission, 2018-present
National Association of Assessment Directors, 2018-present
National Council on Measurement in Education, 1995-present
 Foundational Competencies in Educational Measurement Task Force, 2021-2023
 NCME Leadership Nominating Committee, 2020-2021
 Board of Directors, 2009-2012, 2019-2020
 Digital Presence Oversight Committee, 2017-2020
 Annual Meeting Committee, 2014
 Webinar Development Committee, 2010-2014
 Committee on Diversity Issues and Testing, Chair 2005-2006, member 2005-2008

Review Panel for Funding Agency

National Science Foundation, Committee of Visitors, REESE program review panel, 2012

Research Proposal Review

Instituto de Investigaciones Psicológicas [Psychological Research Institute], University of Costa Rica,
 Faculty research proposal peer reviewer, 2017
Institute of Educational Sciences (IES) US Department of Education research grant proposal review panels
 (Social & Behavioral Research Panel standing member), 2006-2014
National Science Foundation, Research and Evaluation on Education in Science and Engineering grant
 program (REESE), 2009-2010
Spencer Foundation Dissertation Fellowship Selection Committee, 2008-2009

PUBLIC SERVICE & OUTREACH

Media Coverage [Interviews]

- Lombard, B. (2021, December 23). UMN and Minneapolis Public Schools partner to develop learning and detaching strategies. *Minnesota Daily*. <https://mndaily.com/270333/news/umn-and-minneapolis-public-schools-partner-to-develop-learning-and-teaching-strategies/>
- Klecker, M. (2021, November 16). Minneapolis Public Schools, University of Minnesota partner for education research. *Star Tribune*. <https://www.startribune.com/minneapolis-public-schools-university-of-minnesota-partner-for-education-research/600117457/>
- Irvin, M. (2021, October 13). UMN establishes disciplinary process for faculty noncompliance with COVID-19 vaccine attestation mandate. *Minnesota Daily*. <https://mndaily.com/269266/news/umn-establishes-disciplinary-process-for-faculty-noncompliance-with-covid-19-vaccine-attestation-mandate/>
- Moe, K. (2021, September). A conversation with new CEHD dean Michael C. Rodriguez. *CEHD Connect*. <https://connect.cehd.umn.edu/a-conversation-with-new-cehd-dean-michael-c-rodriguez/>
- Golden, E., & Webster, M.J. (2021, August 27). Minnesota student math, reading scores drop in pandemic year, along with the number of test takers. *Star Tribune*. <https://www.startribune.com/minnesota-student-math-reading-scores-drop-in-pandemic-year-along-with-the-number-of-test-takers/600091432/>
- Voigt, M. (2021, July 30). A summer time of administrative change: New UMN deans discuss their positions. *Minnesota Daily*. <https://mndaily.com/268536/news/a-summer-time-of-administrative-change-new-umn-deans-discuss-their-positions/>
- Askari, Y. (2021, June 11). Beyond the numbers: How to think about Minnesota's graduation rates. *MinnPost*. <https://www.minnpost.com/education/2021/06/beyond-the-numbers-how-to-think-about-minnesotas-graduation-rates/>
- Askari, Y. (2021, April 14). How will Minnesota schools use \$1.3 billion in COVID relief funds? *MinnPost*. <https://www.minnpost.com/education/2021/04/how-will-minnesota-schools-use-1-3-billion-in-covid-relief-funds/>
- Regional Educational Laboratory Midwest. (2021, January 12). *Learning for a lifetime: Utilizing social and emotional learning to improve student outcomes*. Institute of Education Sciences, U.S. Department of Education. <https://ies.ed.gov/ncee/edlabs/regions/midwest/videos/social-emotional-learning-for-a-lifetime.aspx>
- Matchtig, A. (2020, November 18). Interim deans weigh in on the challenges of being in temporary leadership roles during pandemic. *Minnesota Daily*. <https://mndaily.com/263915/news/interim-deans-weigh-in-on-the-challenges-of-being-in-temporary-leadership-roles-during-pandemic/>
- Adler, E. (2020, May 23). ACT to offer online, at-home version of test this fall: Educators have concerns about equity and security. *Star Tribune*. <https://www.startribune.com/act-to-offer-online-at-home-version-of-test-this-fall/570723992/>
- Editorial Board. (2020, May 5). Report shows potential long-term benefits of distance learning: Forced by pandemic, distance education may offer new ways to reach and teach Minnesota kids. *Star Tribune*. <https://www.startribune.com/report-shows-potential-long-term-benefits-of-distance-learning/570221372/>
- Shockman, E. (2019, December 5). Report recommends steps to close Minnesota's education gaps. *Minnesota Public Radio*. <https://www.mprnews.org/story/2019/12/04/report-recommends-steps-to-close-minnesotas-education-gaps>
- Shockman, E. (2019, August 29). Minnesota math scores continue to decline; achievement gaps persist. *Minnesota Public Radio*. <https://www.mprnews.org/story/2019/08/29/minnesota-math-scores-continue-decline>
- Marta, G. (2019, Spring/Summer). On the road: Bringing assessment training to Minnesota schools. *CEHD Connect*. <https://connect.cehd.umn.edu/on-the-road/>
- Marta, G. (2018, Spring/Summer). What we're learning about gaps. Michael Rodriguez talks about the state's stubborn gaps in academic opportunities and achievement. *CEHD Connect*. <http://connect.cehd.umn.edu/learning-about-gaps/>

- Marta, G. (2018, Spring/Summer). Listening to Minnesota students. *CEHD Connect*.
<http://connect.cehd.umn.edu/listening-to-minnesota-students/>
- Wastvedt, S. (2017, August 7). Minnesota math performance slipping; reading up slightly. *Minnesota Public Radio*. <https://www.mprnews.org/story/2017/08/07/minnesota-math-performance-slips-reading-up-slightly>
- Hartman, C. (2017, August 7). Chad Hartman Show: Live interview following the release of MN achievement test scores. *WCCO Radio* (live).
- Hinrichs, E. (2017, March 21). Minnesota is really good at collecting student data, but not the best at using it. *MinnPost*. <https://www.minnpost.com/education/2017/03/minnesota-really-good-collecting-student-data-not-best-using-it>
- Wastvedt, S. (2017, February 23). Minnesota's high school graduation rates inched up last year, as racial gaps narrowed slightly. *Minnesota Public Radio*. <http://www.mprnews.org/story/2017/02/23/minnesotas-high-school-graduation-rates-inched-up-last-year>
- T Brand Studios. (2017, January 17). Today's research, tomorrow's solutions. How the brightest minds are combating the world's biggest challenges. [Paid Post]. *The New York Times*.
<http://paidpost.nytimes.com/university-of-minnesota/todays-research-tomorrows-solutions.html>
- Wastvedt, S. (2016, July 28). Test scores stagnant, achievement gap unchanged, new state education data says. *Minnesota Public Radio*. <http://www.mprnews.org/story/2016/07/28/minnesota-education-data-test-scores-stagnant-achievement-gap-remains>
- Verges, J. (2016, July 28). State math, reading scores stall in the latest round of testing. *St. Paul Pioneer Press*.
<http://www.twincities.com/2016/07/28/math-reading-scores-disappoint/>
- Editorial. (2015, October 20). It's about the kids. *St. Paul Pioneer Press*.
http://www.twincities.com/opinion/pp%20editorials/ci_28998351/st-paul:-its-about-the-kids:-pioneer-press-editorial
- Yuen, L. (2015, October 15). Reading, writing, resilience? A new way to shrink the achievement gap. *Minnesota Public Radio*. <http://www.mprnews.org/story/2015/10/15/achievement-gap>
- Editorial. (2015, May 12). A tailored, local approach to our school gap. *St. Paul Pioneer Press*.
http://www.twincities.com/opinion/ci_28100577/st-paul-tailored-local-approach-our-school-gap
- Post, T. (2015, February 19). MN near bottom in on-time graduation for students of color. *Minnesota Public Radio*. <http://www.mprnews.org/story/2015/02/18/graduation-rates>
- Dawolo Towns, L. (2013, August 14). U of M takes on Minnesota's school achievement gap – Community organizations collaborate on Northside research. *Minnesota Spokesman Recorder*. <http://spokesman-recorder.com/2013/08/14/u-of-m-takes-on-minnesotas-school-achievement-gap-community-organizations-collaborate-on-northside-research/>
- Marty, G. (2013, Spring/Summer). Working in the achievement gap: The new Campbell Leadership Chair based in CEHD will lead the U's efforts. *CEHD Connect*. <http://connect.cehd.umn.edu/wp-content/uploads/2015/10/Connect2013-Spring.pdf>
- Post, T. (2013, April 18). State considers new ways of testing students. *Minnesota Public Radio*.
<http://www.mprnews.org/story/2013/04/18/education/state-standardized-testing>
- [Began tracking Media presence in 2013.]

Current External Service Activities

- Generation Next, Data Committee, Minneapolis, MN (2013-present)
- Minneapolis Foundation, Board of Trustees, Minneapolis, MN (2019-present)
- Minnesota Education Equity Partnership, Research Collaborative, St. Paul, MN (1990-present)
- U.S. Department of Defense, Defense Advisory Committee for Military Personnel Testing (2012-2021; **Chair** 2018-2021)
- U.S. Department of Education, Technical Working Group for the Evaluation of the Title I Innovative Assessment and Accountability Demonstration Authority Pilot Program (2021-present)
- Youthprise, Minneapolis, MN, Research partnership (2018-present)

Current External Consulting Activities

- Association of American Medical Colleges, Technical Advisory Committee (2015-present)

College Board, Admissions Research Consortium (ARC) Research Advisory Committee (2021-present)
Curriculum Associates, Cultural and Linguistic Responsive Assessment National Panel (2020-present)
Educational Testing Service, National Assessment of Educational Progress (NAEP) Design and Analysis Committee (2013-present)
National Board of Professional Teaching Standards, Technical Advisory Group (2013-present, **Chair** 2016-present)
New York State Education Department, Technical Advisory Committee (2012-present)

Historical External Service & Consulting Activities [ordered by end-date]

Curriculum Associates, Technical Advisory Committee (2019-2021)
E3: Education, Excellence, and Equity; Advisory Board, San Rafael, CA (2014-2020)
Buros Center for Testing, University of Nebraska-Lincoln, Scholar Panel on Psychometric Guidelines for Social and Emotional Learning Assessments (Spencer Foundation grant), Lincoln, NE (2018-2019)
Search Institute, Minneapolis, MN. Board of Directors (2009-2020)
ACT, Inc. (American College Testing Program), Technical Advisory Committee (2015-2019)
Buros Center for Testing, University of Nebraska-Lincoln, National Advisory Council (2011-2019)
National Board of Professional Teaching Standards, Certification Council (2013-2019)
Wisconsin Department of Public Instruction, Technical Advisory Committee (2018-2019)
Minnesota Department of Education, **Chair**, Social and Emotional Learning State Assessment Workgroup, Roseville, MN (2016-2017)
Minnesota Department of Education, Every Student Succeeds Act (ESSA) Accountability System Technical Committee, Roseville, MN (2016-2017)
National Latin@ Network, Research Advisory Board, Casa de Esperanza, Saint Paul, MN (2012-2017)
Minnesota Department of Education, Social and Emotional Learning Competencies Development Workgroup, Roseville, MN (2016)
ACT, Inc., Blue Ribbon Panel on Testing Accommodations for English Learners, Iowa City, Iowa (2016)
Minneapolis Public Schools, Office of Research Evaluation & Assessment, Teacher Performance Assessment Advisory Committee, Minneapolis, MN (2012-2016)
Minnesota Department of Education, Statewide Early Childhood Assessment System, Psychometric Consultant (2012-2015)
Generation Next, Social-Emotional Learning Working Group, Minneapolis, MN (2013-2015)
GradMinnesota Strategic Planning Group, Minnesota Alliance with Youth, St. Paul, MN (2014-2015)
Saint Paul Public Schools, Measurement Consultant (2002-2015)
Long Prairie-Grey Eagle School District, MN. Evaluation Consultant (2000-2015)
National Board of Professional Teaching Standards, National Board Certification for Accomplished Principals Technical Advisory Group (2010-2014)
Minnesota Department of Education, Compass Test Eligibility Stakeholders Meeting, facilitated by HumRRO (November 3, 2014)
GradMinnesota (Initiative of the Minnesota Governor's Office and Department of Education), Subcommittee on Implementing Early Warning Systems and Providing Tiered Supports for Students (2014).
Joint Committee on Standards for Educational Evaluation, Classroom Assessment Standards Validation Panel (2013-2014)
American Institutes for Research, NAEP Mapping Study Expert Panel. (January, 2014)
Minnesota Department of Education, Multiple Measures Rating System Technical Revision Committee. (2013)
Educational Testing Service. Graduate Record Exam (GRE) Technical Advisory Committee (2005-2013; **Chair**, 2006-2013)
Juárez & Associates, Inc., USAID, Guatemala. Educational Reform in the Classroom Project, Psychometric consultant (2010-2013)
Action Consulting & Evaluation Team, Minneapolis, MN. Evaluation of Get Ready/Gear Up Programs (with Minnesota Office of Higher Education) (2009-2013)
College Board Advocacy and Policy Center. Hispanic Supplement to the College Completion Agenda, Planning and Development Committee (2011-2012)
Minnesota Department of Human Services, Child Assessment Review Committee (2010-2012)

istation, Dallas, TX. Validity study of ISIP-Español reading assessment. Psychometric Consultant (2010-2012)
 College Board, National Science Foundation Advanced Placement Science Development & Implementation
 Advisory Panel (2009-2011)
 Juárez & Associates, Inc., USAID, Guatemala. National Education Research and Evaluation System,
 Psychometric Consultant (2006-2010)
 Minnesota Network of Latinos in Higher Education. Minneapolis, MN. Member (2007-2010)
 College Board, Advisory Committee on Research (2006-2009)
 National Board of Professional Teaching Standards; Assessment Certification Advisory Committee (2005-2008;
Chair, 2007-2008)
 Questar Assessment Inc. (Formerly BETA), Consulting Psychometrician [equating] (2003-2008)
 Saint Paul Public Schools, Office of Research, Evaluation, & Assessment, Technical Advisory Committee
 (2007-2008)
 Educational Testing Service, Visiting Panel on Research (2003-2007)
 National Assessment of Educational Progress (NAEP) National Evaluation Technical Working Group; Buros
 Center for Testing (University of Nebraska-Lincoln) and University of Massachusetts (2005-2007)
 Juárez & Associates, Inc., USAID, Jamaica. Expanding Education Horizons Project, Psychometric consultant
 (2006)
 Michigan Department of Education Office of Educational, Accountability & Assessment (OEAA), Research
 Advisory Committee (2006-2007)
 Michigan Department of Education Office of Educational, Accountability & Assessment (OEAA), Technical
 Advisory Committee (2005-2006)
 Casa de Esperanza, Saint Paul, MN. Evaluation Consultant (2002-2006)
 Minnesota Commission on Out-of-School Time, Commissioner (2004-2005)
 La Escuelita, Minneapolis, MN. Evaluation Consultant (2000-2005)
 Ready 4 K, St. Paul, MN, Evaluation Consultant (2005)
 United States Office of Special Education Programs (OSEP), Technical Work Group on Large-Scale
 Assessment for Special Education, Independent Review Panel member (2005)
 English Proficiency for All Students, Northeast Consortium, Technical Advisory Committee; Accountability
 Works Inc. (2003-2004)
 Michigan Department of Education Office of Special Education, Alternate Assessment Technical Advisory
 Committee (2000-2004)
 Bush Foundation, St. Paul, MN. Evaluation Consultant (2003)
 Texas Education Agency, Austin, TX. Technical Advisory Committee (2001-2002)
 Bremer Foundation, St. Paul, MN. Evaluation Consultant (1999-2000)
 Michigan Partnership for New Education, School-Family-Community Partnership Project, Lansing, Michigan.
 Measurement Consultant (1996-1999)
 Office of Special Education Services, Michigan Department of Education, Lansing, Michigan. Evaluation
 Consultant (1996-1998)
 Lansing Public School District, Pattengill Middle School, Mentoring Program Coordinator (1996-1999)
 La Raza Federation of Minnesota, Secretary and Treasurer (1992-1994)
 St. Paul West Side Citizens' Organization, Education Committee **Chair** (1991-1992)
 St. Paul School Board's Referendum Exploration Advisory Committee (1991)
 City of St. Paul, District 5 Planning Council, Human Concerns & Education Task Force (1989-1990)

HONORS & SPECIAL APPOINTMENTS

Note. Ordered by end-date.

2019-present	Board of Trustees, Minneapolis Foundation
2017-present	University of Minnesota President's Club & UM-Morris Chancellor's Society.
2013-present	Campbell Leadership Chair in Education & Human Development (endowed).
2019-2020	Board of Directors, National Council on Measurement in Education.
2019, May	Graduate Commencement Keynote Speaker, CEHD, U of M.
2018-2019	Fellow, Academic Leadership Program, B1G Academic Alliance.
2011-2019	Distinguished Professor of Educational Psychology and Psychometrics, Southern Institute for the Performing Voice.
2009-2012	Board of Directors, National Council on Measurement in Education.
2006-2008	Fellow, Center for Early Education and Development, University of Minnesota.
2007, Summer	Visiting Associate Professor, College of Education, Michigan State University.
2004-2005	Commissioner, Minnesota Commission on Out-of-School Time.
2000-2001	Bush Early Career Faculty Development Program, U of M.
1992	Hispanic Youth Leadership Conference, Spanish Speaking Affairs Council.