

## Julie Alonzo

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Research Associate Professor & Co-Director

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### Professional Background

#### Education

Ph.D. Educational Leadership Winter 2007  
University of Oregon, Eugene Oregon  
*Specialization:* Learning Assessment and Systems Performance

B.A. English, *Cum Laude* 1990  
Carleton College, Northfield Minnesota  
*Concentration:* Educational Studies

#### Teaching Certificates

National Board for Professional Teaching Standards 2002  
Adolescence and Young Adulthood English Language Arts  
California Professional Clear Single Subject Teaching Credential (English) 1995  
California Cross-cultural Language and Academic Development Specialist 1992  
Minnesota Initial Teaching License (English) 1991

#### Grant-Funded Research Experience

*Project DATA for RTI (Developing Adept Teams for Advancing RTI)*. PI on research grant awarded by the U.S. Department of Education, Institute for Education Sciences. The purpose of this grant is to develop an online professional development program integrated within the easyCBM assessment system to provide teachers with training on key aspects of RTI, including sufficient student screening and progress measurement, developing instructionally adequate programs, and making data-based decisions for instructional change. Budget \$1,499,750 from August 2016 July 2020

*Project Iceberg (Intensifying Cognition, Early literacy and Behavior for Exceptional Reading Growth to Improve Preschool and Kindergarten Data-Based Decision Making and Prevent Reading Disabilities)*. Co-PI on Stepping Up to Technology grant from the U.S. Department of Education, Office of Special Education Programs to reduce reading disability through early intervention with pre-school and kindergarten students. Budget \$2,498,710 from August 2015 – July 2020

*Measuring Oral Reading Fluency: Computerized Oral Reading Evaluation (CORE)*. Core faculty on research grant awarded by the U. S. Department of Education, Institute for Educational Sciences. The purpose of this grant is to develop a computerized assessment system of oral reading fluency that contains an automated scoring algorithm based on a speech recognition engine and a latent variable psychometric model. Budget \$1,599,289 from August 2014 – July 2018.

*Reliability and Validity Evidence for Progress Measures in Reading*. Co-PI on research grant from U. S. Department of Education, Institute for Educational Sciences. This grant examines the technical adequacy of the easyCBM reading measures. Each year focuses on a different facet of technical adequacy and involves multi-state research studies. Budget \$1,596,638 from June 2010 – June 2014.

*Developing Middle School Mathematics Progress Monitoring Measures.* Co-PI on research grant from U.S. Department of Education, Institute of Education Sciences. Oversaw development of multiple forms of mathematics measures aligned to the Common Core State Standards for use in grades 6-8. Budget \$1,631,401 from June 2010 - June 2014.

*Statewide Longitudinal Data Systems (with Oregon Department of Education).* Research Associate on U. S. Department of Education, Institute for Educational Sciences funded project. Scope of work included writing technical documents, developing and recording online curricular units in the area of measurement, interpretation of student data, and school- and district-level implementation of the easyCBM online learning system. Budget: \$3,717,220 from May 2009 – April 2012.

*Assessments Aligned with Grade Level Content Standards and Scaled to Reflect Growth for Students with Disabilities (SWD) and Persistent Learning Problems (PLP).* Co-PI on research grant from U. S. Department of Education, Institute for Educational Sciences. Oversaw development of multiple alternate forms of reading and mathematics measures for use in each of grades K-8. Development included writing, reviewing, and piloting approximately 1800 items per grade (divided equally between mathematics and reading), and conducting technical adequacy studies. Budget: \$1,525,552 from May 2007 – April 2011.

*Model Demonstration Centers on Progress Monitoring (CFDA 84.326M).* Project Manager on U.S. Department of Education model demonstration center. Responsibilities included overseeing the development of the easyCBM online learning system (development of reading measures for use as benchmarking and progress monitoring assessments, K-4 as well as the online system itself), working with a partner district to develop processes and procedures for implementing Response to Intervention district-wide, assisting with the annual and end-of-project reports, and disseminating the findings at state and national conferences as well as through publications. Budget: \$1,189,790 from January 2006 – December 2010.

*Curriculum – Based Measurement for Administrators. Funds for the Improvement of Post Secondary Education,* Research Assistant on U.S. Department of Education funded project. Responsibilities included creating lessons on reliability, various aspects of validity, measurement concepts, data-based-decision-making, and interpreting assessment reports. Budget: \$589,172 from October 2004 – 2007.

*Project ACCESS 2000: Accommodating Curricular Changes for Educational Standard Setting. Directed Research Projects.* Research Assistant on research grant from Office of Special Education and Rehabilitative Services. Responsibilities included working directly with language arts and social studies teachers in a local school district to conduct quasi-experimental studies of concept-based-instruction in high school classrooms. Budget: \$538,188 from 2000 – 2003.

## **Educational Consulting**

International Assessment Consultant, Chemonics 2012 - present

Co-leader of a Task Force on a US-AID funded project working in collaboration with the Republic of Georgia's Ministry of Education and Sciences to create the nation's first Classroom Diagnostic Assessment of Reading. Responsibilities include writing the Conceptual Framework and Methodology sections for reading assessments to be adopted for use across the country, grades 1-6, and overseeing the work of the Georgian-based task force in creating, piloting, revising, and validating the reading assessments.

Private Consultant 2007 - present

Provide consulting services to school districts and educational service districts in the areas of Response to Intervention; using assessment data to guide school-wide improvement efforts, and interpretation of student and school-level data. In addition, I have worked as a private

consultant doing statistical and data analytic work and writing up the results of both qualitative and quantitative studies for various agencies. I have also conducted two independent program evaluations in my role as consultant: one on the impact of a university-level research project in physics education; another on behalf of Learning Point Associates in Naperville, IL.

## Scholarship

### Manuscripts Published in Peer-Reviewed Journals

18. **Alonzo, J.** (2016). The relation between Smarter Balanced and easyCBM Mathematics and Reading Assessments. *Journal of School Administration Research and Development*, 1(1), 17-35..
17. Sáez, L., Nese, J. F. T., **Alonzo, J.**, & Tindal, G. (2016). Individual differences in kindergarten through grade 2 fluency relations. *Learning and Individual Differences*, 49, 100-109.
16. Tindal, G., Nese, J. F. T., Stevens, J., & **Alonzo, J.** (2015). Growth on oral reading fluency measures as a function of special education and measurement sufficiency. *Remedial and Special Education*, 1-13. DOI: 10.1177/0741932515590234
15. Baker, D. L., Biancarosa, G., Park, B. J., Boussetot, T., Smith, J. L., Baker, S. K., Kame'enui, E. J., **Alonzo, J.**, & Tindal, G. (2015). Validity of CBM measures of oral reading fluency and reading comprehension on high-stakes reading assessments in grades 7 and 8. *Reading and Writing: An Interdisciplinary Journal*, 28(1), 57-104.
14. Anderson, D., Irvin, P., **Alonzo, J.**, & Tindal, G. (2014). Gauging item alignment through online systems while controlling for rater effects. *Educational Measurement: Issues and Practice*. doi: 10.1111/emip.12038.
13. Smith, J. L. M., Cummings, K. D., Nese, J. F. T., **Alonzo, J.**, Fien, H., & Baker, S. (2014). The relation of word reading fluency initial level and gains with reading outcomes. *School Psychology Review*, 43(1).
12. Nese, J. F. T., Biancarosa, G., Cummings, K., Kennedy, P., **Alonzo, J.**, Tindal, G. (2013). In search of average growth: Describing within-year oral reading fluency growth for grades 1-8. *Journal of School Psychology*.
11. Basaraba, D., Yovanoff, P., **Alonzo, J.** & Tindal, G. (2012) Examining the structure of reading comprehension: Do literal, inferential, and evaluative comprehension truly exist? *Reading and Writing: An Interdisciplinary Journal*. doi: 10.1007/S11145-012-9372-9
10. Nese, J.F.T., Biancarosa, G., Anderson, D., Lai, C.F., **Alonzo, J.**, & Tindal, G. (2012). Within-year oral reading fluency with CBM: A comparison of models. *Reading and Writing: An Interdisciplinary Journal*. 1-29. doi: 10.1007/s11145-011-9304-0
9. Nese, J.F.T., Park, J., **Alonzo, J.**, & Tindal, G. (2011). Applied curriculum-based measurement as a predictor of high-stakes assessment: Implications for researchers and teachers. *Elementary School Journal*, 111, 608-624.
8. Clarke, B., Nese, J.F.T., **Alonzo, J.**, Smith, J.M.L., Tindal, G., Kame'enui, E.J., & Baker, S.K. (2011). Classification accuracy of easyCBM first grade mathematics measures: Findings and implications for the field. *Assessment for Effective Intervention*, 36, 243-255. doi: 10.1177/1534508411414153
7. Anderson, D., Lai, C.F., **Alonzo, J.**, & Tindal, G. (2011). Examining a grade level math CBM designed for persistently low performing students. *Educational Assessment*, 16, 15-34. doi: 10.1080/10627197.2011.551084

6. **Alonzo, J.**, Basaraba, D., Tindal, G., & Carriveau, R. (2009). They read, but how well do they understand? An empirical look at the nuances of comprehension. *Assessment for Effective Intervention, 35*, 34-44. doi: 10.1177/1534508408330082
5. **Alonzo, J.**, Tindal, G., & Robinson, Q. L. (2008). Using school-wide response to intervention to close the achievement gap in reading. *ERS Spectrum, 26*, 1-9.
4. Ketterlin-Geller, L. R., **Alonzo, J.**, Braun Monegan, J., & Tindal, G. (2007). Recommendations for accommodations: Implications of (In)consistency. *Remedial and Special Education, 28*, 194-206.
3. **Alonzo, J.**, Bushey, L., Gardner, D., Hasazi, S., Johnstone, C. & Miller, P. (2006). 25 hours in family: How family internships can help school leaders transform from within. *Equity & Excellence in Education, 39*, 1-10.
2. **Alonzo, J.** (2006). Book review of Common formative assessments: How to connect standards-based instruction and assessment. *Teachers College Record*. <http://www.tcrecord.org> ID:12615.
1. Yovanoff, P., Duesbery, L., **Alonzo, J.**, & Tindal, G. (2005). Grade level invariance of a theoretical causal structure predicting reading comprehension with vocabulary and oral reading fluency. *Educational Measurement: Issues and Practice, 4* - 12.

### Journal Manuscripts Currently in Review or Preparation

- Sáez, L., Nese, J. F. T., **Alonzo, J.**, & Tindal, G. (in review). How well does longitudinal beginning Reading fluency measurement reflect reading development?
- Sáez, L., Lai, C. F., **Alonzo, J.**, & Tindal, G. (in review). Kindergarten beginning reading skills growth: A growth mixture model application.

### Book Chapters

8. Tindal, G., **Alonzo, J.**, Sáez, L., & Nese, J. F. T. (in press). Assessment of students with learning disabilities: Using students' performance and progress to inform instruction. In K. Ercikan & J. W. Pellegrino (Eds.), *Validation of Score Meaning in the Next Generation of Assessments*.
7. Tindal, G., & **Alonzo, J.** (2016). Technology-based assessment and problem analysis (pp. 473-492). In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.) *Handbook of Response to Intervention: The Science and Practice of Multi Tiered Systems of Support (2<sup>nd</sup> edition)*. New York: Springer Science.
6. **Alonzo, J.**, & Tindal, G. (2011). The measurement system behind our model for Response to Intervention. In E. Shapiro, N. P. Zigmond, Wallace, T., & Marston, D. (Eds.). *Models for implementing Response to Intervention*. New York: Guilford.
5. Liu, K., **Alonzo, J.** & Tindal, G. (2011). Implementation and outcomes of RTI in the Eugene 4j School District. In E. Shapiro, N. P. Zigmond, Wallace, T., & Marston, D. (Eds.). *Models for implementing Response to Intervention*. New York: Guilford.
4. Curtis, Y., Sullivan, L., **Alonzo, J.**, & Tindal, G. (2011). Context and process for implementing RTI. In E. Shapiro, N. P. Zigmond, Wallace, T., & Marston, D. (Eds.). *Models for implementing Response to Intervention*. New York: Guilford.
3. Bettsworth, L. R., **Alonzo, J.**, & Duesbery, L. (2008). Swimming in the depths: Educators' ongoing effective use of data to guide decision making. In T.J. Kowalski & T. J. Lasley (Eds.). *Handbook on data-based decision making in education*. New York: Routledge.
2. **Alonzo, J.**, Ketterlin-Geller, L.R., & Tindal, G. (2006). Curriculum-based measurement in reading and math: Providing rigorous outcomes to support learning. In L. Florian (Ed.), *The Sage Handbook of Special Education* (pp. 307-318). Thousand Oaks, CA: Sage.
1. Beghetto, R. A., & **Alonzo, J.** (2006). Instructional leadership: Supporting the learning process. *School Leadership: Handbook for Excellence, 4<sup>th</sup> ed.* Thousand Oaks, CA: Corwin.

## Technical Reports

112. Irvin, P. S., Pilger, M., Sáez, L., **Alonzo, J.** (2016). *Innovation Need Survey: Implementing a Technology Tool to Improve Early Data-based Decisions to Address and Prevent Learning Disabilities* (Technical Report No. 1602). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
111. Kahn, J., Nese, J. F. T., **Alonzo, J.** (2016). *Teacher Survey of the Accessibility and Text Features of the Computerized Oral Reading Evaluation (CORE)*. (Technical Report No. 1601). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
110. Anderson, D., Park, S., **Alonzo, J.**, Tindal, G. (2015). *An Exploration of Differential Item Functioning with the easyCBM Middle School Mathematics Tests: Grades 6-8* (Technical Report No. 1501). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
109. Saven, J. L., Tindal, G., Irvin, P. S., Farley, D., **Alonzo, J.** (2014). *easyCBM Norms 2014 Edition*. (Technical Report No. 1409). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
108. Anderson, D., **Alonzo, J.**, Tindal, G., Farley, D., Irvin, P. S., Lai, C. F., Saven, J. L., Wray, K. A. (2014). *Technical Manual: easyCBM* (Technical Report No. 1408). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
107. Guerreiro, M., **Alonzo, J.**, & Tindal, G. (2014). *Internal Consistency of the easyCBM CCSS Reading Measures: Grades 3-8* (Technical Report No. 1407). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
106. Wray, K. A., **Alonzo, J.**, & Tindal, G. (2014). *Internal Consistency of the easyCBM Vocabulary Measures: Grades 2-8* (Technical Report No. 1406). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
105. Wray, K. A., **Alonzo, J.**, & Tindal, G. (2014). *Internal Consistency of the easyCBM CCSS Math Measures: Grades K-8* (Technical Report No. 1405). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
104. Lai, C. F., Sáez, L., **Alonzo, J.**, & Tindal, G. (2014). *Network Analysis of Beginning Reading Instruction* (Technical Report No. 1404). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
103. Wray, K., Lai, C. F., Sáez, L., **Alonzo, J.**, Tindal, G. (2014). *easyCBM Beginning Reading Measures: Grades K-1 Alternate Form Reliability and Criterion Validity With the SAT-10* (Technical Report No. 1403). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
102. Anderson, D., Rowley, B., **Alonzo, J.**, & Tindal, G. (2014). *Criterion Validity Evidence for the easyCBM CCSS Math Measures: Grades 6-8* (Technical Report No. 1402). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
101. Anderson, D., Saven, J. L., Irvin, P. S., **Alonzo, J.**, & Tindal, G. (2014). *Teacher Practices and Student Growth in Mathematics: Grades 6-8* (Technical Report No. 1401). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
100. Saven, J. L., Irvin, P. S., Park, B. J., **Alonzo, J.**, Anderson, D., Tindal, G. (2013). *The Development and Scaling of the easyCBM CCSS Elementary Mathematics Measures: Grade 5* (Technical Report No. 1319). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
99. Irvin, P. S., Saven, J. L., **Alonzo, J.**, Park, B. J., Anderson, D., Tindal, G. (2013). *The Development and Scaling of the easyCBM CCSS Elementary Mathematics Measures: Grade 4* (Technical Report No. 1318). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
98. Saven, J. L., Irvin, P. S., Park, B. J., **Alonzo, J.**, Anderson, D., Tindal, G. (2013). *The Development and Scaling of the easyCBM CCSS Elementary Mathematics Measures: Grade 3* (Technical Report No. 1317). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
97. Irvin, P. S., Saven, J. L., **Alonzo, J.**, Park, B. J., Anderson, D., Tindal, G. (2013). *The Development*

- and Scaling of the easyCBM CCSS Elementary Mathematics Measures: Grade 2* (Technical Report No. 1316). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
96. Saven, J. L., Irvin, P. S., Park, B. J., **Alonzo, J.**, Anderson, D., Tindal, G. (2013). *The Development and Scaling of the easyCBM CCSS Elementary Mathematics Measures: Grade 1* (Technical Report No. 1315). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
95. Irvin, P. S., Saven, J. L., **Alonzo, J.**, Park, B. J., Anderson, D., Tindal, G. (2013). *The Development and Scaling of the easyCBM CCSS Elementary Mathematics Measures: Grade K* (Technical Report No. 1314). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
94. Anderson, D., **Alonzo, J.**, Tindal, G. (2013). *easyCBM CCSS Math Item Scaling and Test Form Revision (2012-2013): Grades 6-8* (Technical Report No. 1313). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
93. Anderson, D., **Alonzo, J.**, Tindal, G. (2013). Study of the Reliability of CCSS-Aligned Math Measures (2012 Research Version): Grades 6-8 (Technical Report No. 1312). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
92. Irvin, P. S., Saven, J. L., **Alonzo, J.**, Park, B. J., & Tindal, G. (2013). The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade K (Technical Report No. 1314). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
91. Saven, J. L., Irvin, P. S., Park, B. J., **Alonzo, J.**, & Tindal, G. (2013). The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 1 (Technical Report No. 1315). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
90. Irvin, P. S., Saven, J. L., **Alonzo, J.**, Park, B. J., & Tindal, G. (2013). The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 2 (Technical Report No. 1316). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
89. Saven, J. L., Irvin, P. S., Park, B. J., **Alonzo, J.**, & Tindal, G. (2013). The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 3 (Technical Report No. 1317). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
88. Irvin, P. S., Saven, J. L., **Alonzo, J.**, Park, B. J., & Tindal, G. (2013). The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 4 (Technical Report No. 1318). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
87. Saven, J. L., Irvin, P. S., Park, B. J., **Alonzo, J.**, & Tindal, G. (2013). The development and scaling of the easyCBM CCSS elementary mathematics measures: Grade 5 (Technical Report No. 1319). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
86. Lai, C. F., **Alonzo, J.**, Tindal, G. (2013). *easyCBM reading criterion related validity evidence: Grades 2-5* (Technical Report No. 1310). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
85. Lai, C. F., **Alonzo, J.**, Tindal, G. (2013). *easyCBM reading criterion related validity evidence: Grades K-1* (Technical Report No. 1309). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
84. **Alonzo, J.**, Park, B. J., Tindal, G. (2013). *An examination of the internal structures of the Gr. K-5 easyCBM CCSS Reading Measures: A construct validity study* (Technical Report No. 1305). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
83. **Alonzo, J.**, Park, B. J., & Tindal, G. (2013). *An examination of the internal structures of the Gr. 6-8 easyCBM CCSS reading measures* (Technical Report No. 1304). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
82. Sáez, L., Irvin, P. S., **Alonzo, J.**, & Tindal, G. (2013). *Alignment with the Common Core State Standards: easyCBM K-3 Word Reading* (Technical Report No. 1303). Eugene, OR: Behavioral Research and Teaching, University of Oregon.

81. **Alonzo, J.**, Gonzalez, M., & Tindal, G. (2012). *The development of easyCBM Spanish Literacy Assessments for Use in Grades K-2*. (Technical Report No. 1301). Eugene, OR: Behavioral Research & Teaching, University of Oregon.
80. Irvin, P. S., Park, B. J., **Alonzo, J.**, Tindal, G. (2012). *The Alignment of the easyCBM Grades 6-8 Math Measures to the Common Core Standards* (Technical Report No. 1230). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
79. Park, B. J., Irvin, P. S., **Alonzo, J.**, Tindal, G. (2012). *The Alignment of the easyCBM Grades 3-5 Math Measures to the Common Core Standards* (Technical Report No. 1229). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
78. Irvin, P. S., Park, B. J., **Alonzo, J.**, Tindal, G. (2012). *The Alignment of the easyCBM Grades K-2 Math Measures to the Common Core Standards* (Technical Report No. 1228). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
77. Sáez, L., Irvin, P. S., **Alonzo, J.**, Tindal, G. (2012). *Phoneme Segmenting Alignment with the Common Core Foundational Skills Standard Two: Grades K-1* (Technical Report No. 1227). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
76. **Alonzo, J.**, Park, B. J., & Tindal, G. (2012). *The development of the easyCBM CCSS reading assessments: Grade 8* (Technical Report No. 1226). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
75. **Alonzo, J.**, Park, B. J., & Tindal, G. (2012). *The development of the easyCBM CCSS reading assessments: Grade 7* (Technical Report No. 1225). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
74. **Alonzo, J.**, Park, B. J., & Tindal, G. (2012). *The development of the easyCBM CCSS reading assessments: Grade 6* (Technical Report No. 1224). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
73. **Alonzo, J.**, Park, B. J., & Tindal, G. (2012). *The development of the easyCBM CCSS reading assessments: Grade 5* (Technical Report No. 1223). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
72. **Alonzo, J.**, Park, B. J., & Tindal, G. (2012). *The development of the easyCBM CCSS reading assessments: Grade 4* (Technical Report No. 1222). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
71. **Alonzo, J.**, Park, B. J., & Tindal, G. (2012). *The development of the easyCBM CCSS reading assessments: Grade 3* (Technical Report No. 1221). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
70. Lai, C. F., Park, B. J., Anderson, D, **Alonzo, J.**, & Tindal, G. (2012). *An examination of the test-retest, alternate form reliability and generalizability study of the easyCBM reading assessments: Grade 5* (Technical Report No. 1220). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
69. **Alonzo, J.**, Lai, C. F., Anderson, D, Park, B. J., & Tindal, G. (2012). *An examination of the test-retest, alternate form reliability and generalizability study of the easyCBM reading assessments: Grade 4* (Technical Report No. 1219). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
68. Park, B. J., Anderson, D, **Alonzo, J.**, Lai, C. F., & Tindal, G. (2012). *An examination of the test-retest, alternate form reliability and generalizability study of the easyCBM reading assessments: Grade 3* (Technical Report No. 1218). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
67. Anderson, D, Lai, C. F., Park, B. J., **Alonzo, J.**, & Tindal, G. (2012). *An examination of the test-retest, alternate form reliability and generalizability study of the easyCBM reading assessments: Grade 2*

- (Technical Report No. 1217). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
66. Anderson, D, Park, B. J., Lai, C. F., **Alonzo, J.**, & Tindal, G. (2012). *An examination of the test-retest, alternate form reliability and generalizability study of the easyCBM reading assessments: Grade 1* (Technical Report No. 1216). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
  65. **Alonzo, J.**, Anderson, D, Park, B. J., & Tindal, G. (2012). *The development of CBM vocabulary measures: Grade 8* (Technical Report No. 1215). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
  64. **Alonzo, J.**, Anderson, D, Park, B. J., & Tindal, G. (2012). *The development of CBM vocabulary measures: Grade 7* (Technical Report No. 1214). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
  63. **Alonzo, J.**, Anderson, D, Park, B. J., & Tindal, G. (2012). *The development of CBM vocabulary measures: Grade 6* (Technical Report No. 1213). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
  62. **Alonzo, J.**, Anderson, D, Park, B. J., & Tindal, G. (2012). *The development of CBM vocabulary measures: Grade 5* (Technical Report No. 1212). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
  61. **Alonzo, J.**, Anderson, D, Park, B. J., & Tindal, G. (2012). *The development of CBM vocabulary measures: Grade 4* (Technical Report No. 1211). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
  60. **Alonzo, J.**, Anderson, D, Park, B. J., & Tindal, G. (2012). *The development of CBM vocabulary measures: Grade 3* (Technical Report No. 1210). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
  59. **Alonzo, J.**, Anderson, D, Park, B. J., & Tindal, G. (2012). *The development of CBM vocabulary measures: Grade 2* (Technical Report No. 1209). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
  58. Anderson, D., Irvin, P. S., **Alonzo, J.**, & Tindal, G. (2012). *The alignment of the easyCBM middle school mathematics CCSS measures to the Common Core State Standards* (Technical Report No. 1208). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
  57. Anderson, D., Irvin, P. S., Patarapichayatham, C., **Alonzo, J.**, & Tindal, G. (2012). *The development and scaling of the easyCBM CCSS middle school mathematics measures* (Technical Report No. 1207). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
  56. Irvin, P. S., **Alonzo, J.**, Lai, C. F., Park, B. J., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 7* (Technical Report No. 1206). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
  55. Irvin, P. S., **Alonzo, J.**, Park, B. J., Lai, C. F., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 6* (Technical Report No. 1205). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
  54. Park, B. J., Irvin, P. S., Lai, C. F., **Alonzo, J.**, & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 5* (Technical Report No. 1204). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
  53. Park, B. J., Irvin, P. S., **Alonzo, J.**, Lai, C. F., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 4* (Technical Report No. 1203). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
  52. Lai, C. F., Irvin, P. S., Park, B. J., **Alonzo, J.**, & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 3* (Technical Report No. 1202). Eugene, OR: Behavioral Research and Teaching, University of Oregon.



51. Lai, C. F., Irvin, P. S., **Alonzo, J.**, Park, B. J., & Tindal, G. (2012). *Analyzing the reliability of the easyCBM reading comprehension measures: Grade 2* (Technical Report No. 1201). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
50. Patarapichayatham, C., Anderson, D., Irvin, P.S., Kamata, A., **Alonzo, J.**, Tindal, G. (2011). *easyCBM® Slope Reliability: Letter Names, Word Reading Fluency, and Passage Reading Fluency* (Technical Report No. 1111). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
49. **Alonzo, J.**, & Tindal, G. (2011). *Instrument and Survey Analysis Technical Report: Program Implementation Survey* (Technical Report No. 1112). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
48. Nese, J. F. T., Anderson, D., Hoelscher, K., Tindal, G., & **Alonzo, J.** (2011). *Progress Monitoring Instrument Development: Silent Reading Fluency, Vocabulary, and Reading Comprehension* (Technical Report No. 1110). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
47. Irvin, P. S., Park, B. J., Anderson, D., **Alonzo, J.**, & Tindal, G. (2011). *A cross-validation of easyCBM reading cut scores in Washington: 2009-2010* (Technical Report No. 1109). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
46. Park, B. J., Irvin, P. S., Anderson, D., **Alonzo, J.**, & Tindal, G. (2011). *A cross-validation of easyCBM reading cut scores in Oregon: 2009-2010* (Technical Report No. 1108). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
45. Anderson, D., **Alonzo, J.**, & Tindal, G. (2011). *A cross-validation of easyCBM mathematics cut scores in Washington state: 2009-2010 Test* (Technical Report No. 1105). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
44. Anderson, D., **Alonzo, J.**, & Tindal, G. (2011). *A cross-validation of easyCBM mathematics cut scores in Oregon: 2009-2010* (Technical Report No. 1104). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
43. Park, B. J., **Alonzo, J.**, & Tindal, G. (2011). *The development and technical adequacy of seventh-grade reading comprehension measures in a progress monitoring assessment system* (Technical Report No. 1102). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
42. Anderson, D., **Alonzo, J.**, & Tindal, G. (2011). *easyCBM reading criterion related validity evidence: Oregon state test 2009-2010* (Technical Report No. 1103). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
41. Anderson, D., **Alonzo, J.**, & Tindal, G. (2011). *easyCBM reading criterion related validity evidence: Washington state test 2009-2010* (Technical Report No. 1101). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
40. Anderson, D., **Alonzo, J.**, & Tindal, G. (2011). *Diagnostic efficiency of easyCBM® Mathematics: Oregon.* (Technical Report #1102). Eugene, OR: Behavioral Research and Teaching.
39. Anderson, D., **Alonzo, J.**, & Tindal, G. (2011). *Diagnostic efficiency of easyCBM® Reading: Washington.* (Technical Report #1103). Eugene, OR: Behavioral Research and Teaching.
38. Anderson, D., **Alonzo, J.**, & Tindal, G. (2010). *Diagnostic efficiency of easyCBM® Mathematics: Washington state.* (Technical Report #1008). Eugene, OR: Behavioral Research and Teaching.
37. Anderson, D., **Alonzo, J.**, & Tindal, G. (2010). *Diagnostic efficiency of easyCBM® Reading: Oregon.* (Technical Report #1009). Eugene, OR: Behavioral Research and Teaching.
36. Anderson, D., **Alonzo, J.**, & Tindal, G. (2010). *easyCBM® mathematics: Criterion related validity evidence: Washington state test.* (Technical Report #1010). Eugene, OR: Behavioral Research and Teaching.
35. Anderson, D., **Alonzo, J.**, & Tindal, G. (2010). *easyCBM® mathematics: Criterion related validity evidence: Oregon state test.* (Technical Report #1011). Eugene, OR: Behavioral Research and Teaching.

34. Anderson, D., Lai, C.F., Nese, J.F.T., Park, B.J., Sáez, L., Jamgochian, E.M., **Alonzo, J.**, & Tindal, G. (2010). *Technical adequacy of the easyCBM primary-level mathematics measures (Grades K-2), 2009-2010 version*. (Technical Report #1006). Eugene, OR: Behavioral Research and Teaching.
33. Lai, C.F., Nese, J.F.T., Jamgochian, E.M., Kamata, A., Anderson, D., Park, B.J., **Alonzo, J.**, & Tindal, G. (2010). *Technical adequacy of the easyCBM primary-level reading measures (Grades K-1), 2009-2010 version*. (Technical Report #1003). Eugene, OR: Behavioral Research and Teaching.
32. Nese, J.F.T., Lai, C. F., Anderson, D., Jamgochian, E.M., Kamata, A., Sáez, L., Park, B.J., **Alonzo, J.**, & Tindal, G. (2010). *Technical adequacy of the easyCBM mathematics measures, (Grades 3-8), 2009-2010 version*. (Technical Report #1007). Eugene, OR: Behavioral Research and Teaching.
31. Nese, J.F., Lai, C.F., Anderson, D., Park, B.J., **Alonzo, J.**, & Tindal, G. (2010). *The alignment of easyCBM math measures to curriculum standards*. (Technical Report #1002). Eugene, OR: Behavioral Research and Teaching.
30. Jamgochian, E.M., Park, B.J., Nese, J.F.T., Lai, C.F., Sáez, L., Anderson, D., **Alonzo, J.**, & Tindal, G. (2010) *Technical adequacy of the easyCBM grade 2 reading measures, 2009-2010 version*. (Technical Report #1004). Eugene, OR: Behavioral Research and Teaching.
29. Sáez, L., Park, B.J., Nese, J.F.T., Jamgochian, E.M., Lai, C.F., Anderson, D., **Alonzo, J.**, & Tindal, G. (2010) *Technical adequacy of the easyCBM reading measures (Grades 3-8), 2009-2010 Version*. (Technical Report #1005). Eugene, OR: Behavioral Research and Teaching.
28. **Alonzo, J.**, Anderson, D., & Tindal, G. (2009). *IRT analysis of general outcome measures in grades 1-8* (Technical Report No. 0916). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
27. **Alonzo, J.**, Tindal, G., & Anderson, D. (2009). *Internal consistency of general outcome measures in grades 1-8* (Technical Report No. 0915). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
26. **Alonzo, J.**, & Tindal, G. (2009). *The development of K-8 progress monitoring measures in mathematics for use with the 2% and general education populations: Grade Kindergarten* (Technical Report No. 0921). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
25. **Alonzo, J.**, & Tindal, G. (2009). *The development of K-8 progress monitoring measures in mathematics for use with the 2% and general education populations: Grade 1* (Technical Report No. 0919). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
24. **Alonzo, J.**, Lai, C. F., & Tindal, G. (2009). *The development of K-8 progress monitoring measures in mathematics for use with the 2% and general education populations: Grade 2* (Technical Report No. 0920). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
23. **Alonzo, J.**, Lai, C.F., & Tindal, G. (2009). *The development of K-8 progress monitoring measures in mathematics for use with the 2% and general education populations: Grade 3* (Technical Report #0902). Eugene, OR: Behavioral Research and Teaching.
22. **Alonzo, J.**, Lai, C.F., Tindal, G. (2009). *The development of K-8 progress monitoring measures in mathematics for use with the 2% and general education populations: Grade 4* (Technical Report #0903). Eugene, OR: Behavioral Research and Teaching.
21. Lai, C.F., **Alonzo, J.**, & Tindal, G. (2009). *The development of K-8 progress monitoring measures in mathematics for use with the 2% and general education populations: Grade 5* (Technical Report #0901). Eugene, OR: Behavioral Research and Teaching.
20. Lai, C. F., **Alonzo, J.**, & Tindal, G. (2009). *The development of K-8 progress monitoring measures in mathematics for use with the 2% and general education populations: Grade 6* (Technical Report No. 0907). Eugene, OR: Behavioral Research and Teaching, University of Oregon

19. Lai, C.F., **Alonzo**, J., & Tindal, G. (2009). *The development of K-8 progress monitoring measures in mathematics for use with the 2% and general education populations: Grade 7* (Technical Report No. 0908). Eugene, OR: Behavioral Research and Teaching: University of Oregon.
18. Lai, C.F., **Alonzo**, J., & Tindal, G. (2009). *The development of K-8 progress monitoring measures in mathematics for use with the 2% and general education populations: Grade 8* (Technical Report #0904). Eugene, OR: Behavioral Research and Teaching.
17. **Alonzo**, J., & Tindal, G., (2009). *Alternate form and test-retest reliability of easyCBM reading measures* (Technical Report #0906). Eugene, OR: Behavioral Research and Teaching.
16. **Alonzo**, J., Liu, K., & Tindal, G. (2008). *Examining the technical adequacy of second-grade reading comprehension measures in a progress monitoring assessment system* (Technical Report # 44). Eugene, OR: Behavioral Research and Teaching.
15. **Alonzo**, J., Park, B.J., & Tindal, G. (2008). *The development of middle school passage reading fluency measures for use in a progress monitoring assessment system* (Technical Report # 46). Eugene, OR: Behavioral Research and Teaching.
14. **Alonzo**, J., & Tindal, G. (2008). *Examining the technical adequacy of fifth-grade reading comprehension measures in a progress monitoring assessment system* (Technical Report # 45). Eugene, OR: Behavioral Research and Teaching.
13. **Alonzo**, J., & Tindal, G. (2008). *Examining the technical adequacy of fifth-grade passage reading fluency measures in a progress monitoring assessment system* (Technical Report # 43). Eugene, OR: Behavioral Research and Teaching.
12. **Alonzo**, J., Liu, K., & Tindal, G. (2007). *Examining the technical adequacy of reading comprehension measures in a progress monitoring assessment system* (Technical Report # 41). Eugene, OR: Behavioral Research and Teaching.
11. **Alonzo**, J., & Tindal, G. (2007). *Examining the technical adequacy of early literacy measures in a progress monitoring assessment system: Letter names, letter sounds, and phoneme segmenting* (Technical Report # 39). Eugene, OR: Behavioral Research and Teaching.
10. **Alonzo**, J., & Tindal, G. (2007). *Examining the technical adequacy of word reading and passage reading fluency measures in a progress monitoring assessment system* (Technical Report # 40). Eugene, OR: Behavioral Research and Teaching.
9. **Alonzo**, J., Tindal, G., & McCoy, J. (2005). *Measuring teachers' efficacy working with diverse student needs: Testing a measurement model*. (Technical Report No. 38). Eugene, OR: University of Oregon, College of Education, Behavioral Research and Teaching.
8. **Alonzo**, J., Ketterlin-Geller, L.R., & Tindal, G. (2004). *Instrument development: Examining the appropriateness of student and teacher surveys for determining the need for testing accommodations* (Technical Report No. 31). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.
7. **Alonzo**, J. & Tindal, G. (2004). *District reading assessments, spring 2004 administration* (Technical Report No. 30). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.
6. Ketterlin-Geller, L. R., **Alonzo**, J., & Tindal, G. (2004). *Use of focus groups to inform the construction of a universally designed mathematics test* (Technical Report No. 28). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.
5. **Alonzo**, J. & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for first-grade students* (Technical Report No. 26). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.
4. **Alonzo**, J. & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for fourth-grade students* (Technical Report No. 25). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

3. **Alonzo, J.** & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for sixth-grade students* (Technical Report No. 24). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.
2. **Alonzo, J.** & Tindal, G. (2004). *Analysis of reading fluency and comprehension measures for seventh-grade students* (Technical Report No. 23). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.
1. **Alonzo, J.,** & Tindal, G. (2003). *The effect of concept mazes in a ninth grade language arts classroom* (Technical Report No. 20). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching.

### **Curriculum**

4. **Alonzo, J.** (2009). *Nothing Up My Sleeve: Unveiling the Magic of Statistics; Essential Statistics for Graduate Students in Educational Leadership*. Eugene, OR: Behavioral Research and Teaching.
3. **Alonzo, J.,** Duesbery, L., Ketterlin-Geller, L.R., & Tindal, G. (2005). *Reliability: Measurement concepts in education: An interactive web-based curriculum for students in educational leadership*. Eugene, OR: Behavioral Research and Teaching.
2. Conley, D. & **Alonzo, J.** (2005). *Helping a wider range of students realize the promise of postsecondary education: Curriculum module for Educational Administration Programs*. Burlington, VT: The National Institute on Leadership, Disability, and Students Placed at Risk
1. Conley, D. & **Alonzo, J.** (2004). *High performance, low fault tolerant organizations: Curriculum module for Educational Administration Programs*. Burlington, VT: The National Institute on Leadership, Disability, and Students Placed at Risk.

### **Presentations at Research Conferences**

56. Irvin, P.S., & **Alonzo, J.** (2017, February). Teacher Test of RTI Knowledge and Practice. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
55. Nese, J. F., **Alonzo, J.** Biancarosa, G., Kamata, A., & Khan, J. (2017, February). Text Messages: Examining Different Estimates of Text Complexity. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
54. **Alonzo, J.** & Tindal, G. (2016, April). Interventions Being Implemented in RTI: A Snapshot of the Nation. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
53. Nese, J. F., T., **Alonzo, J.** & Kamata, A. (2016, April). Comparing Passage Length and Human vs Speech Recognition Scoring of Oral Reading Fluency. Paper presented at the annual meeting of the American Educational Research Association, Washington, DC.
52. Nese, J. F. T., Kamata, A., & **Alonzo, J.** (2015, July). Exploring the evidence of speech recognition and shorter passage length in Computerized Oral Reading Fluency (CORE). In K. Cummings (Chair), Assessment fidelity in reading research: Effects of examiner, reading passage, and scoring methods. Symposium conducted at the Society for the Scientific Study of Reading (SSSR), Hawaii.
51. Irvin, P.S., Nese, J.F.T, **Alonzo, J.,** & Tindal, G. (April 2015). National Middle School Mathematics Within-Year Growth Norms. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
50. Thier, M. Irvin, P.S., **Alonzo, J.,** & Tindal, G. (April 2015). An Examination of Kindergarten-Entry Skills by Locale. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

49. Anderson, D.J., Kahn, J.D., Farley, D., **Alonzo, J.**, & Tindal, G. (April 2015). Exploring the Item Factor of a CCSS-Aligned Middle School Mathematics CBM. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
48. Nese, J.F.T., Sáez, L., **Alonzo, J.**, & Tindal, G., (February 2015). Ascending the ORF Slope: Three Methods to Identify Meaningful ORF Plateaus. Paper presented at the annual meeting of the Pacific Coast Research Conference, Coronado, CA.
47. **Alonzo, J.** (September 2014). Common Core 101 and Assessment. Invited Keynote Address at the Georgia Association of School Psychologists Fall Conference, Savannah, GA.
46. Lai, C. F., **Alonzo, J.**, & Tindal, G. (April 2014) Criterion Validity for the easyCBM® Grades K-5 Reading Measures. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
45. Sáez, L., Lai, C. F., **Alonzo, J.**, & Tindal, G. (April 2014). Gaining a Better Understanding of Beginning Reading Skill Development Across Kindergarten Learners: A Growth Mixture Model Application. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
44. **Alonzo, J.**, Irvin, P.S., & Nese, J. F. T. (February 2014). Love those curves: Analyzing comparability of easyCBM CCSS math test forms. Poster presented at the 2014 Pacific Coast Research Conference, Coronado, CA.
43. **Alonzo, J.** (December 2013). *Strengthening the core through proper alignment*. Paper presented at the 92<sup>nd</sup> Annual California Educational Research Association Conference, Anaheim, CA.
42. Anderson, D., Irvin, P. S., **Alonzo, J.**, & Tindal, G. (April 2013). *Modeling rater effects in a formative mathematics alignment study*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA.
41. Park, B. J., Betts, J., **Alonzo, J.**, & Tindal, G. (April 2013). *Investigation of reading development patterns for students in early grades using latent transition analysis*. Paper presented at the 2013 American Educational Research Association Annual Meeting, San Francisco, CA.
40. Saven, J. L., Anderson, D. J., Nese, J. **Alonzo, J.**, & Tindal, G. (April 2013). *Teacher decision-making and within-year growth in math*. Paper presented at the 2013 American Educational Research Association Annual Meeting, San Francisco, CA.
39. Irvin, P. S., Anderson, D., J., Saven, J. L., **Alonzo, J.**, & Tindal, G. (April 2013). *Within-year growth in math: Implications for progress-monitoring using RTI*. Paper presented at the 2013 American Educational Research Association Annual Meeting, San Francisco, CA.
38. Shapiro, E. S., **Alonzo, J.**, Christ, T., Nese, J., White, M. J., & Tindal, G. (February 2013). New developments in technology-enhanced assessment methods for RTI models. Symposium presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
37. Irvin, P.S., Park, B. J., **Alonzo, J.**, & Tindal, G. (February 2013). easyCBM 6-8 math alignment to the Common Core State Standards. Poster presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
36. Park, B. J., Irvin, P.S., **Alonzo, J.**, & Tindal, G. (February 2013). easyCBM K-5 math alignment with the Common Core State Standards. Poster presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
35. Anderson, D., **Alonzo, J.**, and Tindal, G. (February 2013). Best practices in oral reading fluency administration. Paper presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.

34. **Alonzo, J.**, Bender, F., Nese, R., & Tindal, G. (April 2012). *Response to RTI: A study of five schools implementing Response to Intervention*. Paper presented at the 2012 American Educational Research Association Annual Meeting, Vancouver, British Columbia.
33. Park, B.J., Pinkney, C., **Alonzo, J.** & Tindal, G. (April 2012). *Growth estimation of oral reading fluency using growth mixture modeling*. Paper presented at the 2012 American Educational Research Association Annual Meeting, Vancouver, British Columbia.
32. Park, B.J., Sáez, L., **Alonzo, J.** & Tindal, G. (April 2012). *Distractor analysis: What can we learn from it?* Paper presented at the 2012 American Educational Research Association Annual Meeting, Vancouver, British Columbia.
31. **Alonzo, J.**, Park, B.J., Lai, C.F., Anderson, D., Irvin, P. S. (February 2012). *The appropriateness of different types of CBM measures for first- and second-grade students receiving literacy instruction in Spanish*. Poster presented at the 2012 Pacific Coast Research Conference, Coronado, CA.
30. Alonzo, J., Park, B.J., & Tindal, G. (May 2011). *easyCBM online progress monitoring system designed for use in schools using an RTI approach*. Workshop presented at the 2011 International Reading Association Annual Convention, Orlando, FL.
29. Nese, J.F., Park, B.J., Kamata, A., **Alonzo, J.**, & Tindal, G. (April 2011). *The reliability of CBM reading growth estimates for different student groups*. Paper presented at the 2011 National Council on Measurement in Education Annual Meeting. New Orleans, LA.
28. Nese, J.F., Jamgochian, E., **Alonzo, J.**, & Tindal, G. (April 2011). *Estimates of curriculum-based measurement (CBM) reading growth for student groups and how they predict state test scores*. Paper presented at the 2011 American Educational Research Association Annual Meeting. New Orleans, LA.
27. Lai, C.F., Jamgochian, E., **Alonzo, J.**, & Tindal, G. (April 2011). *Examining a universally designed curriculum-based measure in mathematics*. Paper presented at the 2011 American Educational Research Association Annual Meeting. New Orleans, LA.
26. Park, B.J., Nese, J.F., **Alonzo, J.**, & Tindal, G. (April 2011). *Classification accuracy of mathematics screening measures*. Poster presented at the 2011 American Educational Research Association Annual Meeting. New Orleans, LA.
25. Park, B.J., Anderson, D.J., **Alonzo, J.**, & Tindal, G. (April 2011). *Use of student growth to predict state assessment performance*. Paper presented at the 2011 American Educational Research Association Annual Meeting. New Orleans, LA.
24. **Alonzo, J.**, Mariano, G., Nese, J., & Tindal, G. (April 2010). *Benchmarking the middle: Evaluating the predictive validity of formative reading measures*. Paper presented at the 2010 American Educational Research Association Annual Meeting, Denver, CO.
23. **Alonzo, J.**, Park, B. J., Lai, C. F., & Tindal, G. (April 2010) *Evaluating the Invariance of Middle School CBM Measures in Mathematics for Students in Special Populations*. Paper presented at the 2010 American Educational Research Association Annual Meeting, Denver, CO.
22. **Alonzo, J.**, Lai, C. F., & Tindal, G. (April 2010) *Examining the Reliability of the easyCBM Reading Assessments*. Paper presented at the 2010 Council for Exceptional Children Convention, Nashville, TN.
21. Mariano, G., **Alonzo, J.**, Park, J. & Tindal, G. (April 2010). *Reliability of the easyCBM Progress Monitoring Measures in Mathematics*. Poster presented at the Council of Exceptional Children's 2010 Conference, Nashville, TN.
20. **Alonzo, J.**, Mariano, G., & Nese, J. *Reliability of the easyCBM Reading Assessments*. (February 2010). Poster presented at the 18<sup>th</sup> Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
19. Good, R. H., III, Christ, T.J., Yovanoff, P., **Alonzo, J.**, Powell-Smith, K.A., & Atkins, T. (February 2010). *Real problems and potential solutions for oral reading fluency progress monitoring*. Panel

- presentation at the 18<sup>th</sup> Annual Meeting of the Pacific Coast Research Conference, Coronado, CA.
18. Basaraba, D., **Alonzo**, J., & Tindal, G. (April, 2009). *Fifth-grade reading comprehension: An IRT examination of difficulty*. Paper presented at the 90<sup>th</sup> Annual Meeting of the American Educational Research Association, San Diego.
  17. Liu, K., **Alonzo**, J., Tindal, G., & Bheda, D. (April, 2009). *Comparing item difficulty among literal, inferential, and evaluative questions in grades 2 and 4 passages*. Paper presented at the 90<sup>th</sup> Annual Meeting of the American Educational Research Association, San Diego.
  16. **Alonzo**, J., Tindal, G., Marston, D., Kloo, A., & Shapiro, E. (February, 2009). *Results of a four-year model demonstration project on progress monitoring in an RTI framework*. Panel presentation at the 17<sup>th</sup> Annual Meeting of the Pacific Coast Research Conference, San Diego.
  15. **Alonzo**, J., Gonzalez, M., & Tindal, G. (March, 2008). *Phonological awareness and Spanish literacy: Considerations for assessment*. Paper presented at the 89<sup>th</sup> Annual Meeting of the American Educational Research Association, New York.
  14. Duesbery, L., **Alonzo**, J., & Tindal, G. (March, 2008). *Mind your P's and Q's: Approaching literacy instruction from an IRT base*. Paper presented at the 89<sup>th</sup> Annual Meeting of the American Educational Research Association, New York.
  13. Shapiro, E., Kloo, A., Wallace, T., Marston, D., Tindal, G., & **Alonzo**, J. (February, 2008). *Outcome measures in evaluation of RTI implementation*. Panel presentation at the 16<sup>th</sup> Annual Meeting of the Pacific Coast Research Conference, San Diego.
  12. **Alonzo**, J., Yovanoff, P., & Tindal, G. (April, 2007). *An examination of early reading skill covariance structure invariance across Spanish-speaking English language learners in Grades 3 and 4 and their native English-speaking peers*. Paper presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, IL.
  11. **Alonzo**, J., Robinson, Q., & Tindal, G. (April, 2007). *Using school-wide response to intervention to close the achievement gap in reading*. Paper presented at the 88<sup>th</sup> Annual Meeting of the American Educational Research Association, Chicago, IL.
  10. Liu, K., **Alonzo**, J. & Tindal, G.. (April, 2007). *A case study of RTI implementation across three elementary school sites*. Paper presented at the 88<sup>th</sup> Annual Meeting of the American Educational Research Association, Chicago, IL.
  9. **Alonzo**, J., Tindal, G., Sullivan, L., & Curtis, Y. (February, 2007). *EasyCBM: An introduction to a new state-of-the-art progress monitoring assessment system*. Presented at the 40<sup>th</sup> annual Oregon Conference, Eugene, OR.
  8. Ketterlin-Geller, L.R., **Alonzo**, J., Duesbery, L., & Tindal, G. (April, 2006). *Investigating conative factors' effects on third-grade mathematics performance*. Paper presented at the 87<sup>th</sup> Annual Meeting of the American Educational Research Association, San Francisco.
  7. **Alonzo**, J. (February, 2006). *Using reading assessment results to guide instructional decision making*. Invited presentation at the Superintendent's Strategies for Student Success Follow-up Institute. Portland, OR: Oregon Department of Education.
  6. Duesbery, L., Ketterlin-Geller, L.R., **Alonzo**, J., & Tindal, G. (August, 2005). *Conative dimensionality in elementary school mathematics*. Poster presented at the American Psychological Association Annual Meeting, Washington, DC.
  5. Ketterlin-Geller, L.R., **Alonzo**, J., Carrizales, D., & Tindal, G. (April, 2005). *Silent reading fluency: A viable alternative to oral reading fluency?* Paper presented at the 86<sup>th</sup> Annual Meeting of the American Educational Research Association, Montreal, Canada.
  4. Hasazi, S., DeLeon, A., Miller, P., Roberts, F., Gardner, D., Johnstone, C., & **Alonzo**, J. (2004). *Connecting Leaders, Families, and Communities: Broadening Leadership Preparation through Community-*

- Family Internships*. Presented at the Annual Meeting of the University Council for Educational Administration, Kansas City, MO.
3. Duesbery, L., **Alonzo**, J., Bettsworth, L., Tindal, G., & Yovanoff, P. (2004). *Predicting Middle School Reading Achievement Using Practical Curriculum Based Measures of Reading*. Paper presented at the American Educational Research Association Annual Meeting, San Diego, CA.
  2. Yovanoff, P., Duesbery, L., **Alonzo**, J. & Tindal, G. (2004). *Group Invariance of a Theoretical Causal Structure Predicting Reading Comprehension with Vocabulary and Oral Reading Fluency*. Paper presented at the Annual Meeting of the National Council on Measurement in Education, San Diego, CA.
  1. Duesbery, L., **Alonzo**, J., & Tindal, G. (July, 2004). *Practical curriculum based measurement*. Presented at the American Psychological Association (APA) Annual Meeting: Honolulu, HI.

## Professional Experience

### College Teaching Experience

*I have taught the following graduate level courses at the University of Oregon*

- Professional Writing
- Action Research
- Measurement and Assessment
- Middle / Secondary Teacher Education Curriculum, Assessment Alignment
- Measurement in Decision Making
- Introduction to Research Methods
- Mid/Sec Capstone Project

### Public School Experience

<u>English/Journalism Teacher, Advancement Via Individual Determination Teacher</u>	2000 - 2002
Los Gatos High School, Los Gatos, CA	
<u>English/ESL/Economics/Physical Education/Computer Applications Teacher</u>	1996 – 2000
Anzar High School, San Juan Bautista, CA	
<u>School Administrator</u>	1998 – 2000
Anzar High School, San Juan Bautista, CA	
<u>English/Sheltered English/ESL Teacher</u>	1991 – 1996
Mt. Pleasant High School, San Jose, CA	

## Service

### Service on Peer Review Panels and Federally-Funded Alignment Studies

<u>Reviewer</u> , National Science Foundation	2016
Served as Primary Reviewer for three proposals, Secondary Reviewer for six proposals, and Panelist for 7 additional proposals in 2016.	
<u>Reviewer</u> , National Institute of Justice School Safety Initiatives Competition	2014
Served as Lead Technical Reviewer for two different blind review panels, evaluating 9 grant proposals in July, and 10 grant proposals in August, 2014.	
<u>Reviewer</u> , Federal Advanced Placement Incentives Grant Competition	July 2008, June 2011
Served as a member of a blind review panel, evaluating 9 proposals in the federal API grant competition in 2008, and 6 proposals in 2011.	
<u>Reviewer</u> , Mentoring for Youth with Disabilities Grant Competition	June 2011
Served as a member of a blind review panel, evaluating 15 proposals in the federal Mentoring for Youth with Disabilities grant from the Office of Juvenile Justice Programs.	
<u>Reviewer</u> , Federal Teacher Incentive Fund Grant Competition	July 2010



- Served as a member of a blind review panel, evaluating proposals in a Department of Education grant competition in Washington, DC.
- Reviewer, Federal BJA Coordinated Tribal Assistance Solicitation June 2010  
Served as a member of a blind review panel, evaluating 15 proposals in a Department of Justice grant competition.
- Panelist, WestEd Alignment Study: NAEP and SAT Assessments May 2010  
Served as a member of an 8-person expert panel, using Webb's alignment methodology to evaluate the degree of alignment between the language arts sections of the NAEP and the SAT.
- Reviewer, Federal Teacher Quality Partnership Grants Program Competition Aug & Nov 2009  
Served as a member of two different blind review panels, evaluating 8 proposals in the federal TQP grant competition, round one and two.
- Reviewer, *Assessment for Effective Intervention* 2010 - present  
Review manuscripts submitted for publication in *Assessment for Effective Intervention*.
- Reviewer, *Journal of Educational Measurement* 2008 - present  
Review manuscripts submitted for publication in *Journal of Educational Measurement*.
- Reviewer, National Council on Measurement in Education 2009 – present  
Review conference proposals submitted to the NCME Annual Meeting.
- Reviewer, American Educational Research Association 2007 - present  
Review conference proposals submitted to the Annual Meeting for the following divisions (SIG – Bilingual Education Research; Division H: Research, Evaluation, and Assessment in Schools; SIG – Inclusion and Accommodation in Large-Scale Assessment; SIG – Research Use).

### **Research Unit Service**

- Graduate Teaching Fellow Search Committee Member 2009 - present  
Served as a member of the search committee for GTF Research Assistants in Behavioral Research and Teaching.
- Office Specialist 2 Search Committee Member 2011  
Served as a member of the search committee for an Office Specialist 2 position in Behavioral Research and Teaching.
- Technology Specialist 2 Search Committee Member 2011  
Served as a member of the search committee for a Technology Specialist 2 position in Behavioral Research and Teaching.
- Research Associate Search Committee Member 2010  
Served as a member of the search committee for a research associate position in Behavioral Research and Teaching. Search resulted in the hiring of a full-time research associate with a specialization in assessment development and data analysis.

### **Departmental Service**

- Faculty Search Committee Member 2011  
Served as a member of the search committee for a non-tenure-line associate professor and Director of the Administrative Licensure program position in the department of Educational Methodology Policy and Leadership.
- Faculty Search Committee Member 2010  
Served as a member of the search committee for a tenure-line associate / full professor position in the department of Educational Methodology Policy and Leadership. Search resulted in the hiring of a full professor with a specialization in Educational Technology.

- Faculty Search Committee Member 2009  
Served as a member of the search committee for a tenure-line assistant / associate professor position in the department of Educational Leadership. Search resulted in the hiring of an Associate professor with a specialization in educational methodology / statistical modeling.
- Faculty Search Committee Member 2008  
Served as a member of the search committee for a non tenure-line assistant / associate faculty position in the department of Educational Leadership. Search resulted in the hiring of an Associate professor with a specialization in educational leadership.
- Faculty Search Committee Member 2008  
Served as a member of the search committee for a tenure-line assistant / associate professor position in the department of Educational Leadership. Search resulted in the hiring of an Associate professor with a specialization in large-scale data analysis and HLM.
- Faculty Search Committee Member 2006  
Served as the graduate student representative on a search committee for tenure-line assistant / associate / full professor positions in the department of Educational Leadership. Search resulted in the hiring of two Associate professors with specializations in assessment validity and e-learning and a full professor with a specialization in large-scale data analysis and HLM.

### **Service within the College of Education**

- Member, NTTF Tenure Review Committee 2015 - present  
Serve as a member of the College of Education's NTTF Promotion Review Committee at the University of Oregon.
- Member, Research and Outreach Council 2011 - present  
Serve as a member of the College of Education's Research and Outreach Council at the University of Oregon.
- Member, College of Education Scholarship Committee 2009/2010  
Served as a member of the College of Education's Scholarship Committee, reviewing approximately 30 undergraduate and graduate student scholarship applications and assisting with the selection of scholarship awardees.
- Member, College of Education New Building User Group 2006 - 2008  
Served as a member of the University of Oregon's new building user group, assisting with the selection of the architectural firm hired to build a new College of Education and providing feedback about design and functionality.

### **Service on Student Dissertation Committees**

#### Dissertation Committee Core Member for the Following EMPL D.Ed. Students

- Sarah Soltz (2016)
- Brooke Wagner (2016)
- Brikena Haxhiraj (2013)
- Linda O'Shea (2013)
- Marisa Silver (2012)
- Samuel Tupou (2012)
- Desiree Margo (2012)
- Lisa Birk (2012)
- Angela Gomez (2011)

### **Non-Profit Service**

- Secretary, Center on Educational Assessment Accountability 2007 – present

- Elected to the Board of the non-profit CEAA, where I serve as secretary.
- President, WE United 2016 – present  
Responsible for working with an elected Board of Directors to facilitate the development and expansion of the equestrian sport of Working Equitation in the United States.
- President, Working Equitation Oregon 2013 – present  
Elected to serve as President. Responsible for assisting with the development of the equestrian sport of Working Equitation throughout the state of Oregon. In addition, my responsibilities include providing support and assistance for the Working Equitation organizations in the neighboring states of California and Washington.
- Member, Andalusian/Lusitano Committee, United States Equestrian Federation 2008 - present  
Appointed to the 18-member A/L Committee of the USEF, responsible for policy and regulations related to horse shows across the United States.
- Secretary, Oregon Horse Rescue 2013 - present  
Elected the Board of the non-profit Oregon Horse Rescue, where I serve as secretary.
- President, International Andalusian and Lusitano Horse Association 2008 - 2014  
Elected as Chief Executive Officer of an international non-profit with an annual operating budget of \$750,000, a 28-member Board of Directors, and 3 full time employees. Responsibilities include facilitating quarterly in-person and monthly conference call Board meetings, negotiating all contracts, supervising paid employees and volunteer workforce, and providing educational outreach to members of the public interested in learning more about the purebred Andalusian and Lusitano horse breeds. Prior to being elected President, served two years as an elected Regional Director on the Board.
- Vice Chair, Working Equitation International Association of the USA 2013 – 2015  
Appointed to the Executive Board of WEIAUSA, as Vice Chair. Responsible for developing the equestrian sport of Working Equitation in the United States, in collaboration with the World Association of Working Equitation, based in Italy, and the United States Equestrian Federation.
- Volunteer, Amigos de Las Americas, Ecuador 1985  
Spent two months as a community health-worker in rural Ecuador, where my responsibilities included providing community education on the dangers of rabies and carrying out a campaign to vaccinate cats and dogs against the disease throughout the province of Loja.

### **Language Proficiency**

**English:** Native Speaker

**Spanish:** Conversationally fluent in both written and spoken Spanish. Took classes in Spanish throughout high school and college.