

**Joseph F. T. Nese**  
175 Education  
5262 University of Oregon  
Eugene, OR 97403  
541-346-3535  
jnese@uoregon.edu

## EDUCATION

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

## ACADEMIC APPOINTMENTS

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

## PROFESSIONAL INTERESTS

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

## GRANTS

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

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

Principal Investigator (PI)

Budget \$1,599,289

August 2014 – July 2018

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.

### *A Collaboration for the Advancement of Assessment Models Using Bayesian Networks*

University of Oregon, Idea Award

Principal Investigator (PI)

Budget \$4,777

March, 2014

### *The Relation Between Instructional Context and Student Responsiveness to Intervention*

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

Principal Investigator (PI)

Budget \$9,704

September 2015 – August 2016

The purposes of this grant are to: (a) describe the instructional context of Tier 2 and Tier 3 reading interventions in a sample of students in schools/districts across the country applying an academic RTI framework, (b) model reading growth/gains of these students, and (c) analyze the effects of instructional variables on student reading growth and gains to determine what instructional components contribute to responsiveness.

### *Bayesian System as Basis for Teacher Decision Making: BaySys*

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

Principal Investigator (PI)

Pending

September 2017 – August 2020

We propose to develop and validate a system based on probabilistic estimations from a dynamic Bayesian network model that serves as the basis for instructional decision-making for teachers using applied screening and formative assessment systems in a Response to Intervention (RTI) framework.

### *Development of an Instructional Alternative to Out of School Suspension*

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

Methodologist

Pending

July 2017 – June 2020

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

National Science Foundation

Co-Principal Investigator

Unfunded (2016)

The purpose of this project was to develop a user-friendly, large-scale next-generation data resource to advance fundamental research in education, economics, and juvenile justice.

*An Inquiry into Reliability of Growth Trajectory*

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

Co-Principal Investigator

Unfunded (2013)

The purpose of this grant was to develop and investigate reliability estimation methods for growth trajectory under linear and polynomial growth curve models.

## SCHOLARSHIP

### Peer-Reviewed Articles

18. Tindal, G., Nese, J. F. T., Stevens, J. J. (in press). Documenting school effects in a state testing program using transition matrices. *Educational Assessment*.
17. Nese, J. F. T., Kamata, A., & Tindal, G. (2017). A two-step sampling weight approach to growth mixture modeling for emergent and developing skills with distributional changes over time. *Journal of School Psychology* 61, 55-74. doi: 10.1016/j.jsp.2016.12.001
16. Nese, J. F. T., Stevens, J. J., Schulte, A. C., Tindal, G., & Elliott, S. N. (in press). Modeling the time-varying nature of student exceptionality classification on achievement growth. *Journal of Special Education*. doi: 10.1177/0022466916668164
15. Nese, R. N. T., McIntosh, K., Nese, J. F. T., Ghemraoui, A., Bloom, J., Johnson, N. W., Phillips, D., Richter, M. F., & Hoselton, R. (2016). Predicting abandonment of school-wide behavior support interventions and supports. *Behavioral Disorders*, 42, 261-270.
14. Saèz, L., Nese, J. F. T., Alonzo, J., & Tindal, G. (2016). Individual differences in kindergarten through grade 2 fluency relations. *Learning and Individual Differences*, 49, 100-109. doi: 10.1016/j.lindif.2016.05.020
13. Schulte, A. C., Stevens, J. J., Elliott, S. N., Tindal, G., & Nese, J. F. T. (2016). Achievement gaps for students with disabilities: Stable, widening, or narrowing on a state-wide reading comprehension test? *Journal of Educational Psychology*, 108, 925-942. doi: 10.1037/edu0000107
12. Nese, J. F. T., Tindal, G., Stevens, J., & Elliott, S. N. (2015). The influence of multiple administrations of a state achievement test on passing rates for student groups. *Education Policy Analysis Archives*, 23. doi: 10.14507/epaa.v23.1974
11. Tindal, G., \*Irvin, P. S., Nese, J. F. T., & Slater, S. (2015). Skills for children entering kindergarten. *Educational Assessment*, 20, 297-319. doi:

10.1080/10627197.2015.1093929

10. Tindal, G., Nese, J. F. T., Stevens, J., & Alonzo, J. (2016). Growth on oral reading fluency measures as a function of special education and measurement sufficiency. *Remedial and Special Education, 37*, 28-40. doi: 10.1177/0741932515590234
9. \*Saven, J. L., \*Anderson, D., Nese, J. F. T., \*Farely, D., & Tindal, G. (2016). Patterns of statewide test participation for students with significant cognitive disabilities. *The Journal of Special Education, 49*, 209-220. doi: 10.1177/0022466915582213
8. Tindal, G., Nese, J. F. T., \*Farley, D., \*Saven, J. L., Elliott, S. N. (in press). Documenting reading achievement and growth for students taking alternate assessments. *Exceptional Children*.
7. Stevens, J. J., Schulte, A. C., Elliott, S. N., Nese, J. F. T., & Tindal, G. (2014). Growth and gaps in mathematics achievement of students with and without disabilities on a statewide achievement test. *Journal of School Psychology, 53*, 45-62. doi:10.1016/j.jsp.2014.11.001
6. Mercer-Smith, J., Cummings, K., Nese, J. F. T., Fien, H. (2014). The relation of word reading fluency initial level and gains with reading outcomes. *School Psychology Review, 43*, 30-40.
5. Nese, J. F. T., Biancarosa, G., Cummings, K., \*Kennedy, P., Alonzo, J., Tindal, G. (2013). In search of average growth: Describing within-year oral reading fluency growth for grades 1-8. *Journal of School Psychology, 51*, 625-642. doi: 10.1016/j.jsp.2013.05.006
4. **Article of the Year, 2013 Assessment for Effective Intervention**  
Kamata, A., Nese, J. F. T., Patarapichayatham, C., & Lai, C. F. (2013). Modeling nonlinear growth with three data points: Illustration with benchmarking data. *Assessment for Effective Intervention, 38*, 105-116. doi: 10.1177/1534508412457872
3. Nese, J. F. T., Biancarosa, G., \*Anderson, D., \*Lai, C. F., & Tindal, G. (2012). Within-year oral reading fluency with CBM: A comparison of models. *Reading and Writing, 25*, 887-915. doi: 10.1007/s11145-011-9304-0
2. Nese, J. F. T., \*Park, B. J., Alonzo, J., & Tindal, G. (2011). Applied curriculum-based measurement as a predictor of high-stakes assessment: Implications for researchers and teachers. *The Elementary School Journal, 111*, 608-624. doi: 10.1086/659034
1. Clarke, B., Nese, J. F. T., Alonzo, J., Mercier-Smith, J., Tindal G., Kame'enui, E. J., & Baker, S. (2011). Classification accuracy of easyCBM first grade mathematics measures: Findings and implications for the field. *Assessment for Effective Intervention, 36*, 243-255. doi: 10.1177/1534508411414153

### Book Chapters

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

## Newsletter Articles

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

## Technical Reports & Briefs

17. Kahn, J., Nese, J. F. T., & Alonzo, J. (2016). *Teacher survey of the accessibility and text features of the Computerized Oral Reading Evaluation (CORE)* (Technical Report No. 1601). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
16. Nese, J. F. T. (2013). *Statistical test for latent growth nonlinearity with three time points*. Retrieved from the National Center on Assessment and Accountability (NCAASE) website: <http://ncaase.com/publications/in-briefs>
15. Patarapichayatham, C., Nese, J.F.T., & Sáez, L. (2013). *The plateau of oral reading fluency growth: A preliminary investigation*. Retrieved from the National Center on Assessment and Accountability (NCAASE) website: <http://ncaase.com/publications/in-briefs>
14. \*Irvin, P. S., Alonzo, J., Nese, J. F. T., & Tindal, G. (2013). *Learning to read: kindergarten readiness growth in reading skills*. Retrieved from the National Center on Assessment and Accountability (NCAASE) website: <http://ncaase.com/publications/in-briefs>
13. Tindal, G., & Nese, J. F. T. (2013). *Oral reading fluency growth: a sample of methodology and findings*. Retrieved from the National Center on Assessment and Accountability (NCAASE) website: <http://ncaase.com/publications/in-briefs>
12. Nese, J. F. T., \*Lai, C. F., Anderson, D. (2013). *A Primer on Longitudinal Data Analysis in Education* (Technical Report No. 1320). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
11. \*Anderson, D., Patarapichayatham, C., Nese, J. F. T. (2013). *Basic Concepts of Structural Equation Modeling* (Technical Report No. 1306). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
10. \*Farley, D., \*Saven, J. L., Tindal, G., Nese, J. F. T. (2013). *Analysis of Growth on State Tests for Students With Significant Cognitive Disabilities* (Technical Report No. 1311). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
9. Nese, J. F. T., \*Anderson, D., Hoelscher, K., Tindal, G., & Alonzo, J. (2011). *Progress Monitoring Instrument Development: Silent Reading Fluency, Vocabulary, and Reading Comprehension* (Technical Report No. 1110). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
8. Nese, J. F. T., \*Lai, C. F., \*Anderson, D., Jamgochian, E. M., Kamata, A., Saez, L., et al. (2010). *Technical Adequacy of the easyCBM® Mathematics Measures: Grades 3-8, 2009-2010 Version* (Technical Report No. 1007). Eugene, OR: Behavioral Research and Teaching, University of Oregon. (<http://www.brtpjects.org/publications/technical-reports>)
7. Nese, J. F., \*Lai, C. F., \*Anderson, D., \*Park, B. J., & Tindal, G., Alonzo, J. (2010). *The Alignment of easyCBM Math Measures to Curriculum Standards* (Technical Report No. 1002). Eugene, OR: Behavioral Research and Teaching, University of Oregon. (<http://www.brtpjects.org/publications/technical-reports>)

6. \*Lai, C.F., Nese, J.F.T., Jamgochian, E.M., Kamata, A., \*Anderson, D., \*Park, B.J., Alonzo, J., & Tindal, G. (2010). *Technical adequacy of the easyCBM primary-level reading measures (Grades K-1), 2009-2010 version*. (Technical Report No. 1003). Eugene, OR: Behavioral Research and Teaching, University of Oregon. (<http://www.brtprojects.org/publications/technical-reports>)
5. Saez, L., \*Park, B. J., Nese, J. F. T., Jamgochian, E. M., \*Lai, C. F., \*Anderson, D., Kamata, A., Alonzo, J., & Tindal, G. (2010). *Technical Adequacy of the easyCBM Reading Measures (Grades 3-7), 2009-2010 Version* (Technical Report No. 1005). Eugene, OR: Behavioral Research and Teaching, University of Oregon. (<http://www.brtprojects.org/publications/technical-reports>)
4. Jamgochian, E. M., \*Park, B. J., Nese, J. F. T., \*Lai, C. F., Saez, L., \*Anderson, D., Alonzo, J., & Tindal, G. (2010). *Technical Adequacy of the easyCBM Grade 2 Reading Measures* (Technical Report No. 1004). Eugene, OR: Behavioral Research and Teaching, University of Oregon. (<http://www.brtprojects.org/publications/technical-reports>)
3. \*Anderson, D., \*Lai, C. F., Nese, J. F. T., \*Park, B. J., Saez, L., Jamgochian, E. M., Alonzo, J., & Tindal, G. (2010). *Technical Adequacy of the easyCBM Primary-Level Mathematics Measures (Grades K-2), 2009-2010 Version* (Technical Report No. 1006). Eugene, OR: Behavioral Research and Teaching, University of Oregon. (<http://www.brtprojects.org/publications/technical-reports>)
2. Tindal, G., Nese, J., & Alonzo, J. (2009). *Hierarchical linear modeling of passage reading fluency growth as a function of student characteristics* (Technical Report No. 0922). Eugene, OR: Behavioral Research and Teaching, University of Oregon. (<http://www.brtprojects.org/publications/technical-reports>)
1. Tindal, G., Nese, J. F., & Alonzo, J. (2009). *Criterion-related evidence using easyCBM<sup>®</sup> reading measures and student demographics to predict state test performance in grades 3-8* (Technical Report No. 0910). Eugene, OR: Behavioral Research and Teaching, University of Oregon. (<http://www.brtprojects.org/publications/technical-reports>)

## National Conferences

55. Nese, J. F. T., Kamata, A., & Kahn, J. (2017, April). *Predictors of low agreement between automated speech recognition and human scores*. Poster presented at the annual meeting of the National Council on Measurement in Education (NCME), San Antonio, TX.
54. Anderson, D., Stevens, J. J., & Nese, J. F. T. (2017, April). *Visualizing Effect Sizes Across the Full Distribution*. Paper presented at the annual meeting of the National Council on Measurement in Education (NCME), San Antonio, TX.
54. Stevens, J. J., Anderson, D., Nese, J. F. T., & Tindal, G. (2017, April). *Using Effect Size Measures to Estimate and Report Achievement Gaps*. Paper presented at the annual meeting of the National Council on Measurement in Education (NCME), San Antonio, TX.
52. Nese, J. F. T., Farley, D., & Anderson, D. (2017, February). *What does reading intervention look like?* Poster presented at the Annual Meeting of the Pacific Coast Research Conference (PCRC), Coronado, CA.
51. Nese, J. F. T., Alonzo, J., Biancarosa, G., Kamata, A., & Kahn, J. (2017, February). *Text*

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

- J. (2014, April). *Critical issues in studying growth on state tests for students with disabilities*. Paper presented at the annual meeting of the Council for Exceptional Children (CEC), Philadelphia, PA.
38. Alonzo, J., \*Irvin, P. S., & Nese, J. F. T. (2014, February). *Love those curves: Analyzing comparability of easyCBM CCSS math test forms*. Poster presented at the 22<sup>nd</sup> Annual Meeting of the Pacific Coast Research Conference (PCRC), Coronado, CA.
  37. Stevens, J. J. & Nese, J. F. T., (2014, January). *Mathematics achievement growth and achievement gaps for students with disabilities*. Paper presented at the annual meeting of the Hawaii International Conference on Education (HICE), Honolulu, HI.
  36. Nese, J. F. T., Tindal, G., Stevens, J. J., Schulte, A., & Elliott, S. N. (2013, August). *Opening the black box of data cleaning for state data*. Poster presented at the annual meeting of the American Psychological Association (APA) Conference, Honolulu, HI.
  35. Nese, J. F. T., Tindal, G., & Alonzo, J. (2013, August). *Describing the reading fluency growth of progress monitored students*. Poster presented at the annual meeting of the American Psychological Association (APA) Conference, Honolulu, HI.
  34. Patarapichayatham, C., Nese, J. F. T., \*Anderson, D. (2013, April). *Within-year grade 2 math growth: using a 2PL second-order item response theory growth model*. Paper presented at the annual meeting of the National Council on Measurement in Education (NCME), San Francisco, CA.
  33. Tindal, G., & Nese, J. F. T. (2013, April). Within-year ORF achievement trajectories using progress monitoring measures. In J. J. Stevens (Chair), *Research and Development on Assessment and Accountability for Special Education*. Coordinated Papers Session conducted at the annual meeting of the National Council on Measurement in Education (NCME), San Francisco, CA.
  32. \*Irvin, P. S., Nese, J. F. T., & Tindal, G. (2013, April). Learning to read: A review of research on growth in reading skills. In J. J. Stevens (Chair), *Research and Development on Assessment and Accountability for Special Education*. Coordinated Papers Session conducted at the annual meeting of the National Council on Measurement in Education (NCME), San Francisco, CA.
  31. Patarapichayatham, C., Nese, J. F. T., Saez, L. (2013, April). *The plateau of Oral Reading Fluency growth: An initial recommendation when to stop assessing*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
  30. \*Saven, J. L., \*Anderson, D., Nese, J. F. T., Alonzo, J., & Tindal, G. (2013, April). *Teacher decision making and within-year growth in math*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Francisco, CA.
  29. \*Saven, J. L., \*Farley, D., Nese, J. F. T., & Tindal, G. (2013, April). *Growth models for students with significant cognitive disabilities*. Poster presented at the annual meeting of the Council for Exceptional Children (CEC), San Antonio, TX.
  28. Stevens, J. J., Nese, J. F. T., Schulte, A. (2013, January). *Comparing different methods for representing and interpreting student growth*. Paper presented at the annual meeting of the Hawaii International Conference on Education (HICE), Honolulu, HI.
  27. Nese, J. F. T., Saèz, L., Alonzo, J., & Tindal, G. (2012, August). *The (un)systematic application of progress monitoring assessments*. Poster presented at the Annual



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

16. **Nese, J. F.**, Mariano, G., & Tindal, G. (2010, June). *Differential item and test functioning analysis of CBM mathematics assessments: A multilevel latent regression model*. Poster presented at the Institute for Education Sciences (IES) Annual Conference, Washington, DC.
15. Mariano, G., **Nese, J. F.**, & Tindal, G. (2010, June). *Benchmark mathematics assessments grades K-8*. Poster presented at the Institute for Education Sciences (IES) Annual Conference, Washington, DC.
14. **Nese, J. F.**, \*Anderson, A., & Tindal, G. (2010, May). *The invariance of the easyCBM mathematics measures across educational setting, language, and ethnic groups*. Paper presented at the National Council on Measurement in Education (NCME) Annual Meeting, Denver, CO.
13. **Nese, J. F.**, \*Park, B. J., & Tindal, G. (2010, May). *The Predictive validity of easyCBM reading benchmark scores with state standardized reading tests*. Poster presented at the American Educational Research Association (AERA) 2010 Annual Conference, Denver, CO.
12. **Nese, J. F.**, Biancarosa, G., & Tindal, G. (2010, May). *Modeling within-year reading growth using curriculum-based measurement: Which model fits best?* Invited poster presented at the American Educational Research Association (AERA) Annual Conference, Denver, CO.
11. \*Lai, C. F., **Nese, J. F.**, \*Park, B. J., & Tindal, G. (2010, March). *Reliability and validity of easyCBM mathematics assessments, grades K-5*. Poster presented at the National Association of School Psychologists (NASP) Annual Convention, Chicago, IL.
10. \*Park, B. J., **Nese, J. F.**, \*Lai, C. F., & Tindal, G. (2010, March). *Technical adequacy for easyCBM reading for grade 5 and 8*. Poster presented at the National Association of School Psychologists (NASP) Annual Convention, Chicago, IL.
9. Alonzo, J., Mariano, G., & **Nese, J. F.** (2010, February). *Reliability of the easyCBM reading assessments*. Poster presented at the 18<sup>th</sup> Annual Meeting of the Pacific Coast Research Conference (PCRC), Coronado, CA.
8. Gottfredson, G. D., \***Nese, J. F.**, \*Nebbergall, A. J., & \*Shaw, F. (2008, May). *Alternative measures of implementation in an experimental study of elementary school social skills instruction*. Paper presented at the annual meeting of the Society for Prevention Research (SPR), San Francisco.
7. \*Nebbergall, A. J., & \***Nese, J. F.** (2008, March). *Influence of neighborhood characteristics and a school-based prevention intervention on student social and academic development*. Poster at the annual meeting of the American Educational Research Association (AERA), New York, NY.
6. Gottfredson, G. D., \*Nebbergall, A. J., \* **Nese, J. F.**, \*Harak, E., & \*Shaw, F. (2008, March). *An experimental evaluation of three-years of implementation of an elementary school social competency instructional program*. Presentation at the annual meeting of the Society for Research on Educational Effectiveness (SREE), Washington, DC.
5. \***Nese, J. F.**, \*Nebbergall, A.J., \*Harak, E. T., Gottfredson, G. D. (2007, August). *Experimental Effects of an Environment-Wide Intervention on Academic Achievement*. Symposium at the Annual American Psychological Association (APA) Conference, San Francisco, CA.
4. \*Harak, E. T., \*Nebbergall, A. J., Silverman, A. B., \***Nese, J. F.**, Strein, W. O.,

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

### Invited Presentations

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

\* Student author.

### TEACHING EXPERIENCE

<b>Introduction to Measurement and Assessment</b>	University of Oregon <i>Educational Methodology, Policy, and Leadership Department</i>	01/2011 – 03/2011
<b>Counseling Skills: Introduction to Practicum</b>	University of Maryland, College Park <i>Counseling and Personnel Services Department</i>	08/2007 – 12/2007
<b>Cognitive Assessment</b>	University of Maryland, College Park <i>Counseling and Personnel Services Department</i>	01/2008 – 05/2008

### TRAINING EXPERIENCE

<b>Graduate Research Assistant</b>	University of Maryland, College Park <i>Character Education Inquiry University of Maryland and</i>	08/2006 – 05/2008
------------------------------------	---	-------------------

*Anne Arundel County Public Schools*

**Graduate Assistant**                      University of Maryland, College Park      08/2004 – 05/2006  
*Department of Counseling and  
Personnel Services*

**PRACTICIONER EXPERIENCE**

**School Psychology Intern**              Anne Arundel County Public Schools      08/2008 – 06/2009

**PRACTICUM EXPERIENCE**

***Assessment, Intervention, Consultation***

Montgomery County Public Schools                      08/2006 – 01/2007  
Howard County Public Schools                              08/2005 – 05/2006  
Psychological and Educational Evaluation and Research      08/2005 – 05/2006  
Prince George’s County Public Schools                      08/2005 – 05/2006  
Howard County Public Schools                                  01/2005 – 06/2005

***Counseling***

Montgomery County Public Schools                      01/2007 – 06/2007

**SERVICE**

**Review Board**

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

**Ad-hoc Reviewer**

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

**PROFESSIONAL SOCIETIES**

American Psychological Association (APA)  
American Educational Research Association (AERA)  
National Council on Measurement in Education (NCME)  
National Association of School Psychologists (NASP)