

Curriculum Vita Daniel Anderson

Address

Center on Teaching and Learning
1600 Millrace Drive, Suite 207
Eugene, OR 97403

Contact

Phone: (541) 346-3317
Email: daniela@uoregon.edu

Education

Degree	Department	Institution	Conferred
Ph.D.	Educational Methodology, Policy, and Leadership	University of Oregon, Eugene	2015
<i>Dissertation – Teacher and School Contributions to Student Growth</i> <i>Advisor – Joseph Stevens</i>			
M.S.	Educational Leadership	University of Oregon, Eugene	2009
<i>Terminal Project – Educational Accountability: An Examination of Policy and Measurement Practices.</i> Posted online at http://education.uoregon.edu/feature.htm?id=1199			
B.S.	Elementary Education, <i>cum laude</i>	Utah State University, Logan	2007

Research Interests

I am broadly interested in issues of educational measurement and research methodology, specifically those focused on growth models. I am also interested in large-scale data systems, and how modern approaches to analysis and visualization of data can provide deeper or new understandings of underlying phenomena (i.e., computational research in education).

Brief Professional History

Research

IES Post-Doctoral Research Fellow: Center on Teaching and Learning (March 2016-present)
Research Associate: Behavioral Research and Teaching (June 2015-February 2016)
Research Assistant: Behavioral Research and Teaching (2009-2015)

- Project manager: Four year \$1,631,401 federal grant. Co-PIs: Gerald Tindal & Julie Alonzo. Award number R324A100026

Teaching

- EDLD 610: Exploring Data with R (4 Credits: Spring 2017/Fall 2017; CRN 37117/17214)
- A taste of R: Mini-course on R (4 sessions, two hours each) taught to faculty in the UO COE, Winter, 2017
- EDLD 610: Evidence-Based Decision Making (Winter, 2017; CRN 22130; co-taught with Dr. Nancy Heapes)

- Data Processing, Analysis, and Visualization with R (Fall, 2015, Winter and Spring, 2016; taught internally to BRT researchers)
- SPED 610 – Oregon Extended Assessment (Winter, 2015)
- Supervised college teaching – Multiple Regression (October 2013 – December 2013)
- Tutor – Doctoral level statistics and psychometric classes (ongoing)
- Public School Teacher – Grade Six (June 2007-May 2008)

Consulting

Research for Educational Progress, LLC (researchedpro@gmail.com)

- Lead Analyst, Vertical Scale Creation (K-2 and 3-5): consultation with *Florida Center for Research in Science, Technology, Engineering and Mathematics*, through their involvement with *Instructional Research Group* (March 2017 – present).
- Lead Statistical Analyst – Pennsylvania Alternate Assessment: consultant for Dillard Research Associates (March 2016 – present)
- Training: *Data processing, analysis, and visualization with R*. Two day training at Florida State University (June 2016)
- Statistical Analyst – Early Childhood CARES (February 2014-February 2016)
- Lead Statistical Analyst – Alaska Alternate Assessment: consultant for Dillard Research Associates (February 2010-July 2015)
- School/District Assessment Trainer (ongoing)

Other Training

- Cluster-randomized trials (July 18-28, 2016). Institute of Education Sciences. Workshop leaders: Larry V. Hedges and Spyros Konstantopoulos.
- Master R Developer Workshop. Workshop leader: Hadley Wickham.

Scholarship

Refereed Journal Articles

8. **Anderson, D.**, Kahn, J, and Tindal, G. (2017). Exploring the Robustness of a Unidimensional Item Response Theory Model with Empirically Multidimensional Data. *Applied Measurement in Education*. 30, 163-177. doi: 10.1080/08957347.2017.1316277
7. Farley, D., **Anderson, D.**, Irvin, P. S., & Tindal, G. (2016). Modeling reading growth in Grades 3-5 with an alternate assessment. *Remedial and Special Education*, 38, 195-206. doi: 10.1177/0741932516678661
6. Saven, J. L., **Anderson, D.**, Nese, J. F. T., Farley, D., & Tindal, G. (2016). Patterns of Statewide Test Participation for Students With Significant Cognitive Disabilities. *The Journal of Special Education*. 49, 209-220. doi: 10.1177/0022466915582213
5. **Anderson, D.**, Farley, D., & Tindal, G. (2015). Test Design Considerations for Students With Significant Cognitive Disabilities. *The Journal of Special Education*, 49, 3-15. doi: 10.1177/0022466913491834

4. **Anderson, D.**, Irvin, P. S., Alonzo, J., & Tindal, G. A. (2015). Gauging Item Alignment Through Online Systems While Controlling for Rater Effects. *Educational Measurement: Issues and Practice*, *34*, 22-33. doi: 10.1111/emip.12038
3. Patarapichayatham, C., **Anderson, D.**, and Kamata, A. (2013). Middle school transition: An application of latent transition analysis (LTA) on easyCBM benchmark mathematics data. *The International Journal of Educational Administration and Development*, *4*, 745-756.
2. Nese, J. F. T., Biancarosa, G., **Anderson, D.**, Lai, C.-F., Alonzo, J., and 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
1. **Anderson, D.**, Lai, C., Alonzo, J. and 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

Manuscripts Submitted for Publication

2. Fien, H., **Anderson, D.**, Nelson, N. J., Baker, S. K., Kennedy, P. (under review). Examining the Impact and School-Level Predictors of Impact Variability of an 8th Grade Reading Intervention on At-Risk Students' Reading Achievement.
1. Park, B. J., **Anderson, D.**, Tindal, G., Alonzo, J. (under review). Using a state test to explore response to intervention classification: A validity argument for a mathematics curriculum-based measure.

Book Chapters

1. Tindal, G., and **Anderson D.** (2011). Validity evidence for making decisions about accommodated and modified large-scale tests. In Elliot, S. N., Kettler, R. J., Beddow, P. A., & Kurz, A. (Eds.), *Accessible tests of student achievement: Issues, innovations, and applications*, (pp.183-200). New York, NY: Springer.

National and International Conference Presentations

25. **Anderson, D.**, Stevens, J. J., and Nese, J. F. T. (April, 2017). *Visualizing Achievement Gaps Across the Full Distribution*. Paper accepted to the annual meeting of the National Council on Measurement in Education, San Antonio, TX.
24. Stevens, J. J., **Anderson, D.**, Nese, J. F. T., and Tindal, G. (April, 2017). *Using Effect Size Measures to Estimate and Report Achievement Gaps*. Paper accepted to the annual meeting of the National Council on Measurement in Education, San Antonio, TX.
23. Pilger, M., Fien, H., Nelson, N. J., **Anderson, D.** and Otterstedt, J. (February, 2017). *Self-Regulation and Math Achievement: Potential Mitigating Benefits of Instructional Gaming*. Paper accepted to the annual meeting of the National Association of School Psychologists, Washington, DC.
22. Nese, J. F. T., **Anderson, D.**, and Farley, D. (February, 2017). *What Does Reading Intervention Look Like?* Poster presented at the annual Pacific Coast Research Conference, Coronado, CA.

21. **Anderson, D.**, and Stevens, J. J. (December, 2016). *Visualizing Achievement Gaps Across the Full Scale*. Poster presented at the annual Principal Investigators Meeting, Institute of Education Sciences, Washington, DC.
20. **Anderson, D.** (May, 2016). *Exploring the Latino-White Achievement Gap Across Disability Classifications Over Time*. Poster presented at the Education and Inequality in 21st Century America conference at Stanford University, Palo Alto, CA.
19. **Anderson, D.**, and Stevens, J. J. (April, 2016). *Cohort and content variability in value-added model school effects*. Paper accepted at the annual meeting of the National Council on Measurement in Education, Washington, DC.
18. **Anderson, D.**, and Stevens, J. J. (April, 2015). *Exploring the impact of cohort variability on teacher effects*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
17. **Anderson, D.** (April, 2015). *Within-year variance in mathematics growth between students, teachers, and schools*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
16. **Anderson, D.**, 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.
15. **Anderson, D.**, Kahn, J. D., Alonzo, J., and Tindal, G. (April, 2015). *Exploring the item factor structure of a CCSS-aligned middle school mathematics CBM*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
14. Farley, D., **Anderson, D.**, Irvin, P. S., Saven, J. L., and Tindal G. (April, 2015). *Modeling reading growth for alternate assessments based on alternate achievement standards (AA-AAS)*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
13. **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.
12. Irvin, P. S., **Anderson, D.**, Saven, J., Alonzo, J. and Tindal, G. (April, 2013). *Within-year growth in math: Implications for progress-monitoring using RTI*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
11. Saven, J., **Anderson, D.**, Nese, J. F. T., Alonzo, J., and Tindal, G. (April, 2013). *Teacher decision making and within-year growth in math*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
10. Patarapichayatham, C., Nese, J. F. T., & **Anderson, D.** (April, 2013). *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, San Francisco, CA.
9. **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.

8. Patarapichayatham, C., **Anderson, D.**, & Kamata, A. (February, 2013). *Middle School Transition: An Application of Latent Transition Analysis (LTA) on easyCBM® Benchmark Mathematics Data*. Paper presented at the 6th International Conference on Educational Reform, SiemReap, Cambodia.
7. **Anderson, D.** (June, 2012). *An analysis of growth in alternate assessments*. Presented at the annual Council of Chief State School Officers (CCSSO) meeting, National Conference on Student Assessment, Minneapolis, MN.
6. Alonzo, J., Park, B.J., Lai, C.F., **Anderson, D.**, and 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 annual Pacific Coast Research Conference, Coronado, CA.
5. Park, B. J., **Anderson, D.**, Alonzo, J., and Tindal, G. (April, 2011). *Use of Student Growth to Predict State Assessment Performance*. Paper presented for the 2011 annual meeting of the American Educational Research Association, New Orleans LA.
4. Park, B. J., **Anderson, D.**, Nese, J. F. T., Alonzo, J., and Tindal, G. (April, 2011). *The Classification Accuracy of Mathematics Screening Measures*. Poster presented for the 2011 annual meeting of the American Educational Research Association, New Orleans LA.
3. Nese, J. F. T., **Anderson, D.**, and Tindal, G. (May, 2010). *The invariance of the easyCBM® mathematics measures across educational setting, language, and ethnic groups*. Paper presented at the annual meeting of the National Council of Measurement in Education, Denver CO.
2. **Anderson, D.**, Park, B. J., and Tindal, G. (May, 2010). *An examination of the easyCBM® benchmark tests and the Oregon statewide tests in grades 6-8 mathematics*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
1. **Anderson, D.** (May, 2010). *Accountability plans and the growth model pilot program: An examination of state policy effects on the percentage of schools making adequate yearly progress*. Poster presented at the annual meeting of the American Educational Research Association, Denver, CO.

Regional Conference Presentations

1. **Anderson, D.** (June, 2017). *esvis: An R package for effect size visualizations*. Presentation at the inaugural Cascadia R Conference in Portland, OR. Slides available here: https://djanderson07.github.io/cascadia_r_conf-slides/

Technical Reports

53. **Anderson, D.**, Park, S., Alonzo, J., and 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.
52. **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.

51. **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.
50. **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.
49. 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.
48. 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.
47. 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.
46. 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.
45. 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.
44. 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.
43. 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.
42. **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.
41. **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.
40. **Anderson, D.** (2013). *Hierarchical Linear Modeling (HLM): An Introduction to Key Concepts Within Cross-Sectional and Growth Modeling Frameworks* (Technical Report

- No. 1308). Eugene, OR: Behavioral Research and Teaching, University of Oregon. [also published at <http://www.ncaase.com/publications/tech-reports>]
39. **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.
 38. **Anderson, D.**, Irvin, P. S., Alonzo, J., & Tindal, G. (2012). *The alignment of the easyCBM CCSS measures to the common core state standards* (Technical Report No. 1208). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
 37. **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.
 36. 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.
 35. 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.
 34. 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.
 33. **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.
 32. **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.
 31. 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.
 30. 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.
 29. 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.

28. 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.
27. 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.
26. 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.
25. 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.
24. 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.
23. 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.
22. Park, B. J., **Anderson, D.**, Irvin, P. S., Alonzo, J., & Tindal, G. (2011). *Diagnostic Efficiency of easyCBM Reading: Oregon* (Technical Report No. 1106). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
21. **Anderson, D.**, Park, B. J., Irvin, P. S., Alonzo, J., & Tindal, G. (2011). *Diagnostic Efficiency of easyCBM Reading: Washington State* (Technical Report No. 1107). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
20. 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.
19. 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.
18. **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.
17. **Anderson, D.**, Alonzo, J., & Tindal, G. (2011). *A Cross-validation of easyCBM Mathematics Cut Scores in Washington State: 2009-2010* (Technical Report No. 1105). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
16. **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.

15. **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.
14. **Anderson, D.**, Alonzo, J., & Tindal, G. (2010). *Diagnostic Efficiency of easyCBM Math: Oregon* (Technical Report No. 1009). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
13. **Anderson, D.**, Alonzo, J., & Tindal, G. (2010). *Diagnostic Efficiency of easyCBM Mathematics: Washington State* (Technical Report No. 1008). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
12. **Anderson, D.**, Alonzo, J., & Tindal, G. (2010). *easyCBM Mathematics Criterion Related Validity Evidence: Oregon State Test* (Technical Report No. 1011). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
11. **Anderson, D.**, Alonzo, J., & Tindal, G. (2010). *easyCBM Mathematics Criterion Related Validity Evidence: Washington State Test* (Technical Report No. 1010). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
10. **Anderson, D.**, Lai, C. F., Nese, J. F. T., Park, B. J., Sáez, L., Jamgochian, E. M., Alonzo, J., & Tindal, G. (2010). *Technical Adequacy of the easyCBM Primary-Level Mathematics Measures (Grades K-2), 2009-2010 Version* (Technical Report No. 1006). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
9. Nese, J. F. T., Lai, C. F., **Anderson, D.**, Jamgochian, E. M., Kamata, A., Sáez, L., Park, B. J., Alonzo, J., and Tindal, G. (2010). *Technical Adequacy of the easyCBM Mathematics Measures: Grades 3-8, 2009-2010 Version* (Technical Report No. 1007). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
8. 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.
7. Jamgochian, E. M., Park, B. J., Nese, J. F. T., Lai, C. F., Sáez, L., **Anderson, D.**, Alonzo, J., & Tindal, G. (2010). *Technical Adequacy of the easyCBM Grade 2 Reading Measures* (Technical Report No. 1004). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
6. Sáez, L., Park, B. J., Nese, J. F. T., Jamgochian, E. M., Lai, C. F., **Anderson, D.**, Kamata, A., Alonzo, J., & Tindal, G. (2010). *Technical Adequacy of the easyCBM Reading Measures (Grades 3-7), 2009-2010 Version* (Technical Report No. 1005). Eugene, OR: Behavioral Research and Teaching, University of Oregon.
5. Nese, J. F. T., Lai, C. F., **Anderson, D.**, Park, B. J., Tindal, G., and 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.
4. Lai, C.F., **Anderson, D.**, Jonas, S., & Tindal, G. (2010). *Alignment of alternate assessment mathematics items: January 2010.* Prepared for Oregon's peer review of alternate

assessment math field test items. Eugene, OR: Behavioral Research and Teaching, University of Oregon

3. **Anderson, D.**, Tindal, G., & Alonzo, J. (2009). *Internal consistency of general outcome measures in grades 1-8* (Technical Report No. 0915). Eugene, OR: Behavioral Research and Teaching, University of Oregon
2. 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
1. Tindal, G., Alonzo, J., & **Anderson, D.** (2009). *Local normative data on easyCBM[®] reading and mathematics: Fall 2009* (Technical Report No. 0918). Eugene, OR: Behavioral Research and Teaching, University of Oregon

Software

2. **Anderson, D.** (2017). *esvis: Visualization and Estimation of Effect Sizes*. R package version 0.1.0. <https://CRAN.R-project.org/package=esvis>. Developmental branch: <https://github.com/DJAnderson07/esvis>
1. **Anderson, D.** (2015). *r2Winsteps: A package for interfacing between R and the Rasch modeling software Winsteps*. R package version 0.0.0.9000. See the current development at <https://github.com/DJAnderson07/r2Winsteps>

Professional Service

Peer reviewer for the following

- *Educational Researcher*
- *American Educational Research Journal*
- *Reading Research Quarterly*
- *Educational Assessment*
- *Studies in Educational Evaluation*
- *Language Testing*

Panel member, Next Generation Assessment Review for Accessibility for Students with Disabilities (August, 2015), sponsored by HumRRO and the Thomas B. Fordham Institute. Final report is available at: <https://www.humrro.org/corpsite/press-release/next-generation-high-school-assessments>

Awards

Terminal Project of Distinction – Awarded for outstanding Masters Terminal Project in Educational Leadership: Graduating class of 2009. Posted at <https://education.uoregon.edu/ms-educational-leadership/masters-terminal-project>

Professional Affiliations

National Council on Measurement in Education (NCME)

American Educational Research Association (AERA)

Division D: Measurement and Research Methodology

SIGs: *Multilevel modeling*

School effectiveness and school improvement

School indicators, profiles, and accountability