Curriculum Vita
Daniel Anderson

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Education

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

Research Interests

I am primarily interested data science, broadly defined as the intersection between computer science and statistics, as applied to large-scale research in education. I am particularly interested in the *educational production function*, which states that students' achievement is driven by a series of inputs, including the teacher, school, family, community, etc., as well as systematic inequalities in the educational production function (e.g., students in particular neighborhoods having less access to quality instruction). I also enjoy promoting the virtues of the statistical computing language R and occasionally developing software. Much of my current work, which may or may not be represented in my vita, is available at my personal website: http://www.dandersondata.com

Brief Professional History

Research

- Research Associate: Behavioral Research and Teaching (June 2015-February 2016; September 2017 - current)
- IES Post-Doctoral Research Fellow: Center on Teaching and Learning (March 2016-August 2017)
- Research Assistant: Behavioral Research and Teaching (2009-2015)

Teaching

- EDLD 610: Exploring Data with R (4 Credits: Fall 2017; CRN: 17214)
- EDLD 610: Exploring Data with R (4 Credits: Spring 2017; CRN: 37117)
- 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

- Master R Developer Workshop (January, 2017). Workshop leader: Hadley Wickham.
- Cluster-randomized trials (July 18-28, 2016). Institute of Education Sciences. Workshop leaders: Larry V. Hedges and Spyros Konstantopoulos.

Scholarship

Refereed Journal Articles

9. Fien, H., **Anderson, D.**, Nelson, N. J., Baker, S. K., Kennedy, P. (*in press*). Examining the impact and school-level predictors of impact variability of an 8th grade reading intervention on at-risk students' reading achievement. *Learning Disabilities Research & Practice*.

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. Tindal, G. and **Anderson, D.** (under review). Changes in status and performance over time for students with specific learning disabilities.
1. Park, B. J., **Anderson, D.**, Tindal, G., and Alonzo, J. (under review). Using a state test to explore response to intervention classification: A validity argument for a mathematics curriculum-based measure.

Manuscripts in Preparation

3. **Anderson, D.** (in preparation). Separating classroom and school variance in students' within-year mathematics growth.
2. **Anderson, D.**, and Stevens, J. J. (in preparation). Visualizing and estimating distributional (group) differences.
1. **Anderson, D.**, and Stevens, J. J. (in preparation). Examining variance in value-added model estimates of school performance.

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 presented at 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 presented at 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 presented at 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. (Februrary, 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

54. Schoen, R. C., **Anderson, D.**, & Champagne, Z. (2017). Elementary mathematics student assessment: Measuring the performance of grades K, 1, and 2 students in number and operations in fall 2015. (Research Report No. 2017-04). Tallahassee, FL: Learning Systems Institute, Florida State University.

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). T*echnical 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

External Funding Activity

Under Review as PI or co-PI

4. Putting Large-Scale Data to Work in Applied Educational Settings. *Joint fellowship with the National Academy of Education and the Spencer Foundation*. Budget: $75,000 over two years. **Role:** Principle Investigator.

3. Open and Reproducible Research in Education. *Fellowship with the rOpenSci foundation*. Proposed Budget: $54,574 over one year. **Role:** Principle Investigator.

2. Measures of Application and Reasoning in Science (Project MARS). *National Science Foundation*. Proposed Budget: $449,844 over two years. Principle Investigator: Shawn Irvin. **Role:** Co-Principle Investigator

1. Learning Receptiveness Assessment (LRA) Screening and Decision-making in Preschool and Kindergarten: A Tablet-based Tool for Improving Kindergarten Readiness. *Institute of Education Sciences*. Proposed Budget: $1,399,980 over four years. Principle Investigator: Leilani Sáez. **Role:** Co-Principle Investigator.

Under Review as Key Personnel

2. Project WriteRightNow! Curriculum-based Assessment/Intervention for Writing by Students with Disabilities. *Institute of Education Sciences*. Proposed Budget: $1,399,700 over four years. Principal Investigator: Gerald Tindal. **Role:** Research design and data analyst.

1. Exploring the Effects of Targeted Instruction: Toward Improving Teachers' Instructional Decisions. *Brady Education Foundation*. Proposed Budget: $202,917 over two years. Principal Investigator: Joseph Nese. **Role:** Data Coordinator/Analyst.

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

College of Education Workshop: A taste of R: Mini-course on R (4 sessions, two hours each) taught to faculty in the UO COE, Winter, 2017

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

Peer reviewer for the following journals

- Educational Researcher
- American Educational Research Journal
- Reading Research Quarterly
- Remedial and Special Education
- Educational Assessment
- Studies in Educational Evaluation
- Language Testing

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