

**Curriculum Vita  
Daniel Anderson**

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Behavioral Research and Teaching  
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**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 <a href="http://education.uoregon.edu/feature.htm?id=1199">http://education.uoregon.edu/feature.htm?id=1199</a>			
B.S.	Elementary Education, <i>cum laude</i>	Utah State University, Logan	2007

**Research Interests**

I am primarily interested in data science, broadly defined as the intersection between computer science and statistics, as applied to large-scale research in education and psychometrics. I am particularly interested in embedding data science skills within core K-12 education, measuring students' learning and growth over time, and systematic inequalities that influence learning and achievement. 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 Assistant Professor: Behavioral Research and Teaching, University of Oregon (March 2018 – current)
- Research Associate: Behavioral Research and Teaching, University of Oregon (June 2015-February 2016; September 2017 – February 2018)
- IES Post-Doctoral Research Fellow: Center on Teaching and Learning, University of Oregon (March 2016-August 2017)
- Research Assistant: Behavioral Research and Teaching, University of Oregon (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](mailto: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

10. Fien, H., Anderson, D., Nelson, N. J., Kennedy, P., Baker, S. K., & Stoolmiller, M. (2018). 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*, 33, 37-50. doi: 10.1111/ldrp.12161
9. Park, B. J., **Anderson, D.**, Tindal, G., & Alonzo, J. (2017). A Validity Argument for a Mathematics Curriculum-Based Measure: Implications for Response to Intervention Decision-Making. *Journal of Educational Administration and Policy*, 2, 5-18. <http://doi.org/10.22553/keas/2017.2.1.5>

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

4. Tindal, G., and **Anderson, D.** (Revise and Resubmit). Changes in status and performance over time for students with specific learning disabilities.
3. **Anderson, D.** (under review). Separating classroom and school variance in students' within-year reading and mathematics growth.
2. Shanley, L., **Anderson, D.**, and Clarke, B. (under review). Exploring the utility of assessing early mathematics intervention response via embedded assessment.
1. Nese, J. F. T., Farley, D., and **Anderson, D.** (under review). The instructional characteristics of small-group, Grade 1 reading interventions applied in schools.

### Manuscripts in Preparation

1. **Anderson, D.**, and Stevens, J. J. (in preparation). Visualizing and estimating distributional (group) differences.

2. Kovensky, R., **Anderson, D.**, and Leve, L. D. (in preparation). Adverse childhood experiences and sexual risk behavior in adolescent girls: The mediating role of internalizing and externalizing behaviors.

### 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

27. **Anderson, D.**, and Stevens, J. J. (accepted). *Exploring and visualizing achievement and school effects*. Paper accepted for the annual meeting of the National Council on Measurement in Education, New York, NY.
26. Stegenga, S., **Anderson, D.**, Munger, K., and Wennerstrom, E. K. (March, 2018). *Big Data... and Babies!? A Mixed Methods Systematic Scoping Review of Strengths, Challenges, and Implications of Big Data Use in Early Intervention and Early Childhood*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
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. (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/](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). *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.
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#### Software

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2. **Anderson, D.** (2015). *sundry: A sundry of convenience functions*. R package version 0.0.0.9000. Personal R package. See the current development at <https://github.com/DJAnderson07/r2Winsteps>
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**

**Outstanding Reviewer 2017:** *Educational Researcher.*

**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*