

Curriculum Vita Daniel Anderson

Address

Center on Teaching and Learning
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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 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., educational data science).

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

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)

- Training: *Data processing, analysis, and visualization with R*. Two day training at Florida State University (June 2016)
- Lead Statistical Analyst – Pennsylvania Alternate Assessment: consultant for Dillard Research Associates (March 2016 – present)
- 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.

Scholarship

Refereed Journal Articles

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

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.

Conference Presentations

21. **Anderson, D.** (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.
20. **Anderson, D.**, and Stevens, J. J. (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.
 19. **Anderson, D.**, and Stevens, J. J. (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.
 18. **Anderson, D.** (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.
 17. **Anderson, D.**, Irvin, P. S., Nese, J. F. T, Alonzo, J., Tindal, G. (2015). *National middle school mathematics within-year growth norms*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
 16. **Anderson, D.**, Kahn, J. D., Alonzo, J, and Tindal, G. (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.
 15. Farley, D., **Anderson, D.**, Irvin, P. S., Saven, J. L., and Tindal G. (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.
 14. **Anderson, D.**, Irvin, P. S., Alonzo, J., & Tindal, G. (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.
 13. Irvin, P. S., **Anderson, D.**, Saven, J., Alonzo, J. and Tindal, G. (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.
 12. Saven, J., **Anderson, D.**, Nese, J. F. T., Alonzo, J., and Tindal, G. (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.
 11. Patarapichayatham, C., Nese, J. F. T., & **Anderson, D.** (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.
 10. **Anderson, D.**, Alonzo, J., and Tindal, G. (2013). *Best practices in oral reading fluency administration*. Paper presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
 9. Patarapichayatham, C., **Anderson, D.**, & Kamata, A. (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.

8. **Anderson, D.** (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.
7. Alonzo, J., Park, B.J., Lai, C.F., **Anderson, D.**, and Irvin, P. S. (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.
6. Park, B. J., **Anderson, D.**, Alonzo, J., and Tindal, G. (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.
5. Park, B. J., **Anderson, D.**, Nese, J. F. T., Alonzo, J., and Tindal, G. (2011). *The Classification Accuracy of Mathematics Screening Measures*. Poster presented for the 2011 annual meeting of the American Educational Research Association, New Orleans LA.
4. **Anderson, D.**, Park, B. J., and Tindal, G. (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.
3. Nese, J. F. T., **Anderson, D.**, and Tindal, G. (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.** (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.
1. **Anderson, D.** (2009). *State educational ranks by national assessment of educational progress versus No Child Left Behind*. Poster presented at the University of Oregon's Educational Diversity Affairs Committee Meeting, Eugene, OR.

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

Manuscripts in Preparation and Under Review

1. Farley, D., **Anderson, D.**, Irvin, P. S., & Tindal, G. (Under Review). Modeling reading growth in Grades 3-5 with an alternate assessment.
2. **Anderson, D.**, Kahn, J, and Tindal, G. (Under Review). Exploring the Robustness of a Unidimensional Item Response Theory Model with Empirically Multidimensional Data.
3. **Anderson, D.** (in preparation). Separating Classroom and School Variance in Students' Within-Year Mathematics Growth.
4. **Anderson, D.**, and Stevens, J. J. (in preparation). Cohort variability in within-year growth while accounting for classroom-level nesting.
5. **Anderson, D.**, and Stevens, J. J. (in preparation). The stability of school-effect estimates across cohorts and content area.

Practitioner Oriented Publications

8. **Anderson, D.** (2010). *Building meaning from the unknown: Contextual analysis*. Posted on the BRT professional development website at http://slds.ziptrain.com/files/ContextCluesLitRev_V2.pdf
7. **Anderson, D.** (2010). *Mathematical fluency: A cursory look at importance and Strategies*. Posted on the BRT professional development website at http://slds.ziptrain.com/files/MathFluencyLitRev_V2.pdf
6. **Anderson, D.** (2010). *Preventing math failures: Evidence-based teaching practices*. Posted on the BRT professional development website at http://slds.ziptrain.com/files/MthProbSolvLit_V3_0.pdf
5. **Anderson, D.** (2010). *Primer on guided reading*. Posted on the BRT professional development website at http://slds.ziptrain.com/files/PrimerGddRdg_V4.pdf
4. **Anderson, D.** (2010). *Providing corrective feedback during oral reading: Why, when, and how?* Posted on the BRT professional development website at http://slds.ziptrain.com/files/CrctvFdbck_Lit_V2.pdf
3. **Anderson, D.** (2010). *Mnemonics: Silly strategy or powerful teaching tool?* Posted on the BRT professional development website at http://slds.ziptrain.com/users/auth/view_training.php?tid=52

2. **Anderson, D.** (2010). *The importance of a vocabulary rich curriculum*. Posted on the BRT professional development website at http://slds.ziptrain.com/files/Rdg_Vocab_Lit_V2.pdf
1. **Anderson, D.** (2008) *Myths and Misconceptions of Acceleration*. ERIC document #ED503034. Posted online at http://www.eric.ed.gov:80/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED503034&ERICExtSearch_SearchType_0=no&accno=ED503034

Software

1. **Anderson, D.** (2015). *r2Winsteps: An R package for interfacing between the statistical software R and the Rasch modeling software Winsteps*. See the current development at <https://github.com/DJAnderson07/r2Winsteps>

Professional Service

I serve as a peer reviewer for *Reading Research Quarterly*, and have previously reviewed manuscripts for the *American Educational Research Journal*, *Educational Assessment*, *Studies in Educational Evaluation*, and *Language Testing*. I have also served as a reviewer for the annual conference for the *Council for Exceptional Children*.

In August of 2015, I served on a review panel sponsored by HumRRO and the Thomas B. Fordham Institute to review Next Generation assessments, specifically Smarter Balanced, for accessibility (i.e., the extent to which students with a disability and/or English learners would be able to access the test content and demonstrate their knowledge without being impeded by their specific disability or English language deficits). The final report is available here: <https://www.humrro.org/corpsite/press-release/next-generation-high-school-assessments>

I also am currently teaching a course on R programming to BRT researchers internally. See the current development and materials for the course here: <https://github.com/DJAnderson07/CourseR>

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 H: Research, Evaluation and Assessment in Schools

SIGs: *Multilevel modeling*

School effectiveness and school improvement

School indicators, profiles, and accountability