

Members of the National Technical Advisory Committee

Michael Beck

As founder and president of Beck Evaluation and Testing Associates (BETA, Inc.), Michael Beck has planned and directed the standard-setting process for 14 state-level assessment programs in 10 states over the past seven years and has served as a consultant in the process for five other states. Overall, BETA, Inc., has developed assessments for 18 programs in 11 states and provided consultation on test-development and test-interpretation issues to 22 state departments of education. In the past year, BETA, Inc., has developed more than 29,000 multiple-choice and open-ended items for use by state and textbook-publisher clients. Before establishing BETA, Inc. in 1983, Mr. Beck was employed by The Psychological Corporation, where he was involved in all phases of test development.

Mary Lyn Bourque

Dr. Mary Lyn Bourque was chief psychometrician for the National Assessment Governing Board from 1989 to 2001, where she was responsible for policy-related technical issues, particularly standard-setting, on the National Assessment of Educational Progress (NAEP). She currently provides consulting services to local and state departments of education and foreign ministries of education, as well as professional development for teachers and administrators in applied measurement topics. A former secondary school science teacher, Dr. Bourque has also served as director of testing for a large urban district and has directed the scoring and evaluation unit of a state regional service center. She is a member of the National Council for Measurement in Education and the American Educational Research Association, and has authored numerous technical reports and articles on applied measurement issues. Her research interests focus on large-scale assessment, standard-setting, and applied measurement issues. She received an Ed.D. from the University of Massachusetts in 1979.

Gregory Cizek

Gregory J. Cizek is Associate Professor of Educational Measurement and Evaluation at the University of North Carolina-Chapel Hill, where he teaches courses in applied psychometrics, statistics, and research methods. Previously Dr. Cizek provided management and psychometric expertise for American College Testing (ACT) for licensing and certification programs, with a primary emphasis in the health-profession fields. Working with ACT, he also helped develop a standard-setting procedure for use with the National Assessment of Educational Progress (NAEP). For the past decade, he has provided standard-setting consultation related to large-scale state testing programs in the elementary and secondary grades. He is the editor of the *Handbook on Educational Policy and Setting Performance Standards: Concepts, Methods, and Perspectives* and has written a number of articles for psychometric journals.

Barbara Dodd

Dr. Barbara Dodd is a Professor in the Department of Educational Psychology at the University of Texas at Austin, where she received her Ph.D. in 1984. Her research interests include the application of classical mental test theory and item-response theory to attitude scaling, academic placement, test equating, and adaptive testing. She currently serves on the Technical Advisory Committees for several state testing programs.

Richard Duran

Dr. Richard Duran received his Ph.D. in Quantitative Psychology from the University of California-Berkeley in 1977. Prior to his appointment as a faculty member in the Graduate School of Education at the University of California-Santa Barbara, he served for seven years as a research scientist as well as the Coordinator of Research for the Test of English as a Foreign Language for the Educational Testing Service (ETS) in Princeton, N.J. In addition to his work at ETS, Dr. Duran has conducted numerous investigations of the test performance and academic achievement of students from non-English backgrounds. He has published two books and numerous articles on the testing of linguistically diverse students. He has served as a member of the National Research Council Board on Testing and Assessment and the U.S. Defense Department Advisory Committee on Personnel Testing. Currently he serves on external Technical Advisory Committees for the state assessment offices for Oregon, Washington, and New York. He also serves on the National Assessment of Educational Progress (NAEP) Validity Studies Panel.

David Francis

Dr. David J. Francis is a professor of Quantitative Methods in the Department of Psychology and the Director of the Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston. He is a fellow of Division 5 (Measurement, Evaluation, and Statistics) of the American Psychology Association and a current member of the National Institute of Child Health and Human Development (NICHD) Mental Retardation Research Subcommittee. Dr. Francis has collaborated in research on reading and reading disabilities, attention problems, developmental consequences of brain injuries and birth defects, and adolescent alcohol abuse. In addition, Dr. Francis currently serves as consulting editor to several psychological journals and is founding partner of FSD Data Services, a contract research services firm based in Houston.

Joanne Lenke

Dr. Joanne Lenke has been involved in the test publishing industry for more than 30 years, both as an independent consultant and as an employee of Harcourt Educational Measurement (HEM). As part of her duties, she has participated in and supervised the research and development of a variety of both norm- and criterion-referenced tests. In addition, she designed the first standard-setting study conducted for a norm-referenced test and assisted in training and facilitating the standard-setting panels for that test. For the past two years, Dr. Lenke has served as a consultant specializing in testing issues. Currently she serves as Vice-President of Custom Test Programs for HEM.

William A. Mehrens

A professor emeritus of the Department of Education at Michigan State University in East Lansing, MI., Dr. William A. Mehrens is considered one of the foremost experts in the field of psychometric measurement theory and education. He has authored numerous books used widely as college texts in educational measurement and has won a variety of honors for his contributions in the field. His interests include legal issues in high-stakes testing, teaching to the test, and performance assessment. He has held office in several professional organizations, including as president of the National Council on Measurement in Education (NCME), as president of the Association for Measurement and Evaluation in Guidance, and as vice president of Division D of the American Educational Research Association (AERA). Dr. Mehrens served as a professor at Michigan State University from 1970 until his retirement last year.

Susan Phillips

A former professor of Educational Measurement at Michigan State University and an attorney, Dr. S. E. Phillips is one of the nation's foremost authorities on assessment law, particularly with regard to high-stakes statewide assessments and standardized tests. Recently Dr. Phillips served as an expert witness and consultant in the Texas GI Forum lawsuit, in which the state of Texas successfully defended the exit level TAAS test required for high school graduation. Dr. Phillips also serves on Technical Advisory Committees or as a consultant on legal or psychometric for numerous other statewide testing programs in which standard setting is a primary issue. Dr. Phillips has served as a consultant to TEA for statewide testing programs since the early 1980s.

Michael Rodriguez

As a professor of Educational Psychology at the University of Minnesota, Dr. Michael C. Rodriguez has participated in large-scale test design for both regular and special education settings in several states, with a special interest in alternative assessments for students with moderate to severe disabilities. Recently he has worked with the Educational Testing Service (ETS) to examine possible impact related to cut scores for a principal's licensure program. Currently he is investigating variability in measurement error of state test results across schools and is involved in a research project examining Latino youth development.

Joseph Ryan

Director of the Research Consulting Center at Arizona State University West in Phoenix and a professor at the university, Dr. Joseph Ryan has worked in the area of applied psychometrics for more than 20 years. He has extensive experience with the standard-setting process and procedures, including the Nedelsky, Angoff, and various other item-mapping methodologies. Recently he contributed two chapters to the book, *Issues, Research, and Methodologies for Large Scale Assessment Programs*, G. Tindel and T. Haladyna (Eds.), to be published by Lawrence Earlbaum Co. Dr. Ryan has also served as an advisor on standard setting in a dozen states and has worked as a consultant for most of the major testing companies.

E. Roger Trent

Dr. E. Roger Trent is Executive Director Emeritus for the Ohio Department of Education. Prior to this, Dr. Trent served as a director for 14 years. In these roles Dr. Trent was responsible for the overall operation of statewide testing programs in Ohio. His duties included recommending to the state board of education performance standards for proficiency tests in five subject areas at four grade levels; working with a national technical advisory committee to define a standard-setting methodology; convening committees to recommend standards for each test; convening review committees to determine whether the proper methodology was followed and whether standards appeared to be reasonable; and recommending specific cut scores for each test. For more than a decade, Dr. Trent has participated as a member of Technical Advisory Committees in a number of states.

Audrey Qualls

Dr. Audrey L. Qualls is an associate professor of educational measurement and statistics at the University of Iowa and a co-author of the Iowa Test of Basic Skills. Her research and expertise include the development of large-scale assessment tools, score reliability, and the interpretation and use of information yielded from standardized tests. She teaches both undergraduate and graduate courses in applied statistics and educational measurement. Dr. Qualls has a Ph.D. in educational measurement and statistics from the University of Iowa.