

Carol M. Myford, Ph.D.

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EDUCATION

1989	University of Chicago	Ph.D.	Measurement, Evaluation, and Statistical Analysis
1980	University of Georgia	M.A.	Educational Psychology (graduated with distinction)
1973	Hiram College	B.A.	Psychology, Music Education (graduated summa cum laude)

AWARDS

2020	Benjamin Drake Wright Senior Scholar Award, American Educational Research Association Rasch Special Interest Group (recognition for outstanding programmatic research and mentoring in Rasch measurement)
2018-2021	Fulbright Specialist, U.S. Department of State, Bureau of Educational and Cultural Affairs
2013	University of Illinois at Chicago Award for Excellence in Teaching
2009-2015	Fulbright Specialist, U.S. Department of State, Bureau of Educational and Cultural Affairs
2006	Teaching Recognition Award, University of Illinois at Chicago, Council for Excellence in Teaching and Learning
1995-1996	ETS Scientist Award (recognizing outstanding contributions to my field of specialization and to the work of ETS)
1989	Dissertation with Honors, University of Chicago
1985-1988	University of Chicago Unendowed Scholarship
1986	Award of Honors, Preliminary Examinations in Measurement, Evaluation, and Statistical Analysis, University of Chicago
1986	The Carolyn Hoefer Memorial Award in recognition of excellent academic achievement in the first year of doctoral studies, University of Chicago
1975-1976	Teaching Assistantship, University of Georgia
1972-1973	Marcia Kenyon Bissell Scholarship in Voice, Hiram College
1969-1971	Presser Foundation Music Scholarship, Hiram College

EMPLOYMENT HISTORY

2015-present	Associate Professor Emerita, College of Education, Department of Educational Psychology, University of Illinois at Chicago, Chicago, IL
2002-2015	Associate Professor of Educational Psychology, Focus in Measurement, Evaluation, Statistics, and Assessment, College of Education, University of Illinois at Chicago, Chicago, IL
1998-2002	Senior Research Scientist, Educational Testing Service, Center for Measurement Models, Princeton, NJ

1993-1998	Research Scientist, Educational Testing Service, Center for Performance Assessment, Princeton, NJ
1990-1993	Associate Research Scientist, Educational Testing Service, Division of Cognitive and Instructional Science, Princeton, NJ
1989-1990	Adjunct Professor, The School of the Art Institute, Chicago, IL
1985-1986	Research Specialist, Department of Research and Evaluation, Chicago Public Schools
1984-1985	Test Development Specialist, Georgia Assessment Project, Georgia State University, Atlanta, GA
1980-1983	Research Dissemination Specialist, Education Information Center, Georgia Department of Education, Atlanta, GA
1976-1978	Examination Research and Development Technician, State of Georgia Merit System of Personnel Administration, Atlanta, GA
1975-1976	Teaching Assistant, Department of Educational Psychology, University of Georgia, Athens, GA
1974-1975	Test Scorer, Personnel Press Scoring Service, University of Georgia, Athens, GA
1973-1974	Music Therapy Specialist, Cleveland Music School Settlement, Cleveland, OH

ASSESSMENT, EVALUATION, AND MEASUREMENT CONSULTING

2019-present	Universidad Nacional Costa Rica, School of Literature and Language Sciences, Heredia, Costa Rica
2019-present	Omar Dengo Foundation, San Jose, Costa Rica (through the Fulbright Specialist Program, U.S. Department of State, Bureau of Educational and Cultural Affairs)
2019-present	University of Costa Rica, School of Modern Languages (through the Fulbright Specialist Program, U.S. Department of State, Bureau of Educational and Cultural Affairs)
2018-present	University of Costa Rica, Institute of Psychological Research
2017-present	World Bank, Consultant on the Development of a PhD Program in Measurement and Evaluation for National Research University, Higher School of Economics, Institute of Education, Moscow, Russia
2016-2017	University of Illinois at Chicago, Center for the Advancement of Teaching-Learning Communities
2016	Olive-Harvey College, City Colleges of Chicago

2016	Midwestern University, Chicago College of Pharmacy
2015	Central American Technological University, Honduras (through the Fulbright Specialist Program, U.S. Department of State, Bureau of Educational and Cultural Affairs)
2012-2013	Ekurhuleni West College, Johannesburg, South Africa (through the Fulbright Specialist Program, U.S. Department of State, Bureau of Educational and Cultural Affairs)
2012-present	National Research University, Higher School of Economics, Institute of Education, Institute of Education, Program in Psychometrics, Moscow, Russia
2010-2012	The American Board of Orthopaedic Surgery
2009-2010	The Accreditation Council for Graduate Medical Education
2009-2015	Measurement Incorporated
2006-2007	Mathematica, Learning from Assessment Working Group, Head Start National Recording System Quality Assurance and System Development Project
2004	Ohio Foundation for Independent Councils, Best Practices in Minority Retention Grant Program
2003-2005	University of Illinois at Chicago, College of Nursing, College of Engineering
2003-2004	The Chicago Community Trust
2003-2004	University of Chicago, Consortium on Chicago School Research
2003-2004	University of Illinois at Chicago, Partnership READ
2000-2001	Washington Statewide Assessment Program
1997-1998	New York Regents Testing Program
1996-1998	Kentucky Statewide Assessment Program
1995-1996	Western Australia Statewide Arts Assessment project
1993-1994	Vermont Statewide Arts Assessment Program

MEMBERSHIP ON TECHNICAL ADVISORY COMMITTEES OVERSEEING LARGE-SCALE TESTING PROGRAMS

2008-present	ACCESS for ELLs (English Language Learners) Testing Program, WIDA Consortium, University of Wisconsin-Madison
2007-2019	Gwinnett County Public Schools Assessment Program, Suwanee, GA
1995-1998	Delaware Comprehensive Assessment System, Dover, DE

NEW COURSE DEVELOPMENT AT THE UNIVERSITY OF ILLINOIS AT CHICAGO

Graduate Face-to-Face Courses

2002	Educational Program Evaluation
2003	Assessment for Teachers
2003	Assessment for Measurement Professionals
2004	Large-Scale Testing
2004	Issues in Assessment and Measurement
2005	Assessment for School Leaders
2005	Approaches to the Analysis of Rating Data and the Study of Raters
2014	Proseminar in Educational Psychology II: Discourses in the Field (Scientific Writing)

Undergraduate Face-to-Face Courses

2006	Learning, Cognition, and Student Assessment (in collaboration with Keith Thiede)
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Undergraduate Online Courses

2009	Assessment in the Urban Elementary Classroom (in collaboration with instructional designers L.K. Curda and Melissa Kelly)
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Graduate Online Courses

2010	Assessment for Measurement Professionals (in collaboration with instructional designer Melissa Kelly)
2011	Educational Program Evaluation (in collaboration with instructional designer Melissa Kelly)

ASSESSMENT AND MEASUREMENT-RELATED WORKSHOPS, TRAINING SEMINARS, AND SUMMER SCHOOL COURSES

- 2020 **Location:** National Research University (Moscow, Russia)
Type of Training: A series of synchronous classes via Zoom to provide measurement training for masters students in the psychometrics program
Topic: Analyzing Rating Data Using a Many-Facet Rasch Measurement Approach
- 2020 **Location:** University of Costa Rica (San Jose, Costa Rica)
Type of Training: A one-week residency to provide assessment training for faculty in the School of Modern Languages
Topic: Constructing, Administering, and Scoring Tests; Constructing Performance-based Assessments
- 2020 **Location:** Universidad Nacional (Heredia, Costa Rica)
Type of Training: A one-week residency to provide assessment training for faculty in the School of Literature and Language Sciences
Topics: Constructing, Administering, and Scoring Tests; Constructing Performance-based Assessments
- 2020 **Location:** Omar Dengo Foundation (San Jose, Costa Rica)
Type of Training: A one-week residency to provide training in the development of assessments to evaluate students' and teachers' achievement of computer programming-related learning outcomes
Topic: Teacher Certification in Computer Science and Computer Programming
- 2019 **Location:** Temple University (Japan campuses in Tokyo and Osaka)
Type of Training: Weekend seminars to provide measurement training for masters and doctoral students in the Teaching English as a Second Language (TESOL) program and the Applied Linguistics program
Topic: The Use of a Many-Facet Rasch Measurement Approach to Analyze Language Assessment Data
- 2019 **Location:** University of Costa Rica (San Jose, Costa Rica)
Type of Training: A one-week Fulbright-sponsored residency to provide assessment training in the School of Modern Languages
Topic: The Role of Raters in High-Stakes Standardized Performance Assessments of Language Proficiency
- 2019 **Location:** Omar Dengo Foundation (San Jose, Costa Rica)
Type of Training: A one-week Fulbright-sponsored residency to conduct a series of training sessions for staff involved in the design of curricula and assessments
Topic: Creating Standardized Performance-Based Tasks and Scoring Tools to Measure Students' Achievement of Computational Thinking-Related Learning Outcomes
- 2019 **Location:** Costa Rican Ministry of Public Education (San Jose, Costa Rica)
Type of Training: A Fulbright-sponsored presentation
Topic: Assessing Students' Achievement of Learning Outcomes That Are Relevant for a Global Society

- 2018 **Location:** National Research University, Higher School of Economics, Institute of Education, Program in Psychometrics (St. Petersburg, Russia)
Type of Training: One-week summer school course, team taught with Lidia Dobria
Topic: Analyzing Rating Data Using Many-Facet Rasch Measurement and Multilevel Rater Modelling Approaches
- 2018 **Location:** University of Costa Rica, Institute of Psychological Research (San Jose, Costa Rica)
Type of Training: One-week course for assessment professionals
Topic: Validity Concerns in High-Stakes Performance-Based Assessment, Analyzing Rating Data Using a Many-Facet Rasch Measurement Approach
- 2017 **Location:** University of Illinois at Chicago, School of Public Health (Chicago, IL)
Type of Training: One-day workshop for faculty
Topic: Council on Education in Public Health Competency Development
- 2017 **Location:** National Research University, Higher School of Economics, Institute of Education, Program in Psychometrics (Moscow, Russia)
Type of Training: Two-day summer school course
Topic: The Design, Administration, Scoring, and Reporting of Results from Performance and Product Assessments
- 2016 **Location:** University of Illinois at Chicago, Center for the Advancement of Teaching-
2017 Learning Communities (Chicago, IL)
Type of Training: Three-hour faculty workshops
Topic: Constructing, Administering, and Scoring Tests: Selected-Response Items, Constructed-Response Items, Scoring Guides, and Rubrics
- 2017 **Location:** National Research University, Higher School of Economics, Institute of Education, Program in Psychometrics (Moscow, Russia)
Type of Training: Two-day master's level classes
Topic: The Design, Administration, Scoring, and Reporting of Results from Performance and Product Assessments
- 2016 **Location:** National Research University, Higher School of Economics, Institute of Education, Program in Psychometrics (Moscow, Russia)
Type of Training: Two-day summer school course
Topic: Analyzing Rating Data Using a Many-Facet Rasch Measurement Approach
- 2016 **Location:** Midwestern University, Chicago College of Pharmacy (Chicago, IL)
Type of Training: Three-hour faculty workshop
Topic: Designing and Using Supply-Type Items and Performance-Based Assessments in Pharmacy Education

- 2016 **Location:** University of Illinois at Chicago, Center for the Advancement of Teaching-Learning Communities (Chicago, IL)
Type of Training: Three-hour faculty workshop
Topic: Constructing Performance-Based Assessments: Designing Specifications, Checklists, Rating Scales, and Rubrics
- 2016 **Location:** Olive-Harvey College, City Colleges of Chicago (Chicago, IL)
Type of Training: Three-hour faculty workshop
Topic: Designing and Using Performance-Based Assessments in Community College Settings
- 2015 **Location:** Central American Technological University (Tegucigalpa, La Ceiba, and San Pedro Sula, Honduras)
Type of Training: A two-week Fulbright-sponsored residency to provide assessment training for department heads working in five Unitec and Ceutec campuses
Topic: Assessment Training for Faculty in Higher Education
- 2015 **Location:** National Research University, Higher School of Economics, Institute of Education, Program in Psychometrics (Moscow, Russia)
2014 **Type of Training:** Two-day summer school courses
Topic: Constructing, Administering, and Scoring Tests: Selected-Response Items, Constructed-Response Items, Scoring Guides, and Rubrics
- 2012 **Location:** Ekurhuleni West College (Johannesburg, South Africa)
Type of Training: A six-week Fulbright-sponsored residency to provide assessment training for lectures in vocational education at six campuses
Topic: Assessment Training for Lecturers in Vocational Education
- 2012 **Location:** National Research University, Higher School of Economics, Institute of Education, Program in Psychometrics (Moscow, Russia)
Type of Training: Two-day master's level classes
Topic: Constructing, Administering, and Scoring Tests: Selected-Response Items, Constructed-Response Items, Scoring Guides, and Rubrics
- 2011 **Location:** 12th Thai Medical Education Conference (Bangkok, Thailand)
Type of Training: Three-hour workshops for medical educators
Topic: Best Practices in Rating Scale Development: Parts 1 and 2
- 2005 **Location:** University of Illinois at Chicago (Chicago, IL)
2006 **Type of Training:** Two-day workshops, team taught with Lidia Dobria
Topic: Analyzing Rating Data Using a Many-Facet Rasch Measurement Approach
- 2006 **Location:** Teachers College, Columbia University (New York, NY)
Type of Training: Two-day workshop, team taught with Lidia Dobria
Topic: Analyzing Rating Data Using a Many-Facet Rasch Measurement Approach

DISSERTATIONS CHAIRED

- 2007 Cherdsak Iramaneerat, *A Validity Study of a Communication Skills Assessment of Medical Residents*
- 2009 Sarah Austin, *Hierarchies of Abilities and Activity Demands in Allen Diagnostic Module 2nd Ed.: A Validity Study*
- 2010 James E. Houston, *Oral Certification Examination Performance: Relationship to Candidate Performance*
- 2010 Ross Brown, *Measurement of Candidates, Examiners, and Skills across Different Performance Assessment Formats*
- 2011 Johnna Gueorguieva, *Procrastination: A Measurement of Types*
- 2011 Lidia Dobria, *Longitudinal Rater Monitoring with Splines* (Co-chair: G. Karabatsos)
- 2015 Maria Incrocci, *Assessing Potential Predictors of Rater Fit Measures in the Establishment of Performance Standards*
- 2016 Jennifer Sweet, *A Model for Improving Survey Outcomes by Reducing Cognitive Load*

MEMBERSHIP ON DISSERTATION COMMITTEES

- 2006 Xin Liu, *A Bayesian Nonparametric Approach to Testing Essential Unidimensionality in Item Response Theory* (G. Karabatsos, Chair)
- 2006 Byung-In Seo, *Mathematical Writing and Audience among High School Students* (L. Khisty, Chair)
- 2006 Sandra Heldsinger, *Accounting for Unit of Scale in Standard Setting Methodologies* (D. Andrich, Murdoch University, Chair)
- 2007 Kirk Becker, *Computerized Scoring of Text Interviews: A Model for Social-Cognitive Domain Theory* (G. Karabatsos, Chair)
- 2007 Semonti Basu, *Assessing Collaboration between Therapists and Caregivers during Early Intervention Service Delivery* (T. Thorkildsen, Chair)
- 2007 Kathryn Julian, *Measuring Reading Comprehension: An Assessment Based on Psychological Theory* (K. Thiede, Chair)
- 2008 Camille Farrington, *Making Sense of F's: How High Schools Shape Students' Interpretation of and Responses to Failure* (M. Smylie, Chair)
- 2009 Sharon Foley, *Psychometric Properties of a Measure Designed to Assess Stage of Change for Eating Behaviors* (E. Smith, Chair)

- 2011 Asrijanty Asril, *Evaluation of the Indonesian Scholastic Aptitude Test According to the Rasch Model and Its Paradigm* (D. Andrich, Chair)(U. of Western Australia, Perth, Australia)
- 2011 Cynthia Misischia, *Development and Application of an Instrument to Identify Undergraduate Students' Misconceptions: Diffusion and Osmosis* (C. Shanahan, Chair)
- 2011 Keith McCoy, *Impact of Item Parameter Drift on Examinee Ability Measures in a Computer-Adaptive Environment* (G. Karabatsos, Chair)
- 2011 Amy Roedl, *The Presence and Influence of Context Effects on a High-Stakes Certification Examination* (E. Smith, Chair)
- 2014 Erica LaForte, *Validation of Score Interpretations for the BDI-2 Using Rasch Methodology* (E. Smith, Chair)
- 2014 Jonathan Brown, *Investigating the Validity of Using NWEA MAP Results to Predict PSAE and ACT Results* (J. Pellegrino, Chair)
- 2015 Nicole Makas Risk, *The Impact of Item Parameter Drift in Computer Adaptive Testing (CAT)* (E. Smith, Chair)
- 2015 Claire Christensen, *Teacher Observations of Preschoolers' Social-Emotional Behavior: A Formative Evaluation* (K. Zinsser, Chair)
- 2015 Amy Mart, *District Support for Social and Emotional Learning in the Context of No Child Left Behind: Exploring Predictors of School-Level Implementation* (R. Weissberg, Chair)
- 2016 Danielle Blouin, *The Impact of Accreditation on Medical Schools' Processes* (I. Harris, Chair)
- 2020 Inna Antipkina, *Measuring Parental Involvement into Children's Education* (E. Kardanova, Advisor)(National Research University, Moscow, Russia)

MEMBERSHIP ON MASTER'S THESES COMMITTEES

- 2011 Claire Christensen, *Measuring Social and Emotional Content in Educational Television for Children* (R. Weissberg, Chair)
- 2018 Anastasia Loginova, *Assessment of the Creativity of Adolescents in Artistic Activity* (S. R. Yagolkovskiy, Chair)

FUNDED GRANTS

2013 UIC College of Education

Principal Investigator: Dr. Victoria Chou
Proposal Title: *A Proposal for Formative Evaluation of the Chicago Teacher Partnership Program (CTPP) Science Assessment Instruments*
Project Role: Assessment Consultant
Funding Source: Assessment work funded through Dr. Chou's grant from the U.S. Department of Education

2006 Michigan State University, Department of Linguistics and Languages

Principal Investigators: Dr. Paula Winke and Dr. Susan Gass
Proposal Title: *The Effect of Rater Background on the Evaluation of Speech Samples*
Project Role: Statistical Consultant, Methodologist
Funding Source: Educational Testing Service, Test of English as a Foreign Language (TOEFL) Research Program (\$85,720)

2006 UIC College of Education, Department of Special Education

Principal Investigators: Dr. Marie Hughes and Dr. Michelle Parker-Katz
Proposal Title: *Teacher Quality for Students with Disabilities*
Project Role: Statistical Advisor, Methodologist
Funding Source: U.S. Department of Education, Institute of Education Sciences (\$307,700)

2003 UIC College of Education

Principal Investigator: Dr. Victoria Chou
Proposal Title: *Getting and Keeping the Best Teachers in the Toughest Schools: A New Approach to Teacher Support*
Project Role: Assessment Consultant
Funding Source: U.S. Department of Education (\$6,111,513)

2003 UIC College of Education, Department of Educational Psychology

Principal Investigator: Dr. Keith Thiede
Proposal Title: *Improving Monitoring Accuracy Improves Reading Comprehension*
Project Role: Assessment Consultant, Methodologist
Funding Source: U.S. Department of Education, Institute of Education Sciences (\$780,956)

2001 The Advanced Placement English Literature and Composition Assessment

Principal Investigators: Dr. Edward W. Wolfe, Dr. George Engelhard, Jr. and Dr. Carol M. Myford
Proposal Title: *Monitoring Reader Performance and DRIFT in the AP English Literature and Composition Exam Using Benchmark Essays*
Project Role: Co-Project Director
Funding Source: Advanced Placement Research and Development Committee, The College Board and Educational Testing Service (\$133,100)

1999 The Advanced Placement English Literature and Composition Assessment

Principal Investigators: Dr. George Engelhard, Jr. and Dr. Carol M. Myford
Proposal Title: *Monitoring Reader Performance in the Advanced Placement Program with a Many-faceted Rasch Model*
Project Role: Co-Project Director
Funding Source: Advanced Placement Research and Development Committee, The College Board and Educational Testing Service (\$97,100)

1998 The Assessment Futures Project

Principal Investigators: Dr. Howard Everson, Dr. Henry Braun, Dr. Carol M. Myford, Dr. Len Swanson, Dr. Richard Swartz, Dr. Isaac Bejar, Dr. Wayne Camara
Proposal Title: *Assessment Futures: A Proposal to Build the Research Foundations for the Continued Leadership of The College Board and the Educational Testing Service*
Project Role: Proposal Writing Team Member
Funding Source: The College Board and the Educational Testing Service (\$3,000,000)

1998 The Graduate Management Admission Test (GMAT)

Principal Investigators: Dr. Carol M. Myford, Dr. Jill Burstein, Dr. Karen Kukich, and Mr. Fred Cline
Proposal Title: *Looking for Patterns in Disagreements: A FACETS Analysis of Human Raters and E-rater's Scores on Essays Written for the Graduate Management Admission Test (GMAT)*
Project Roles: Proposal Writer, Co-Project Director
Funding Source: ETS Research Allocation (\$75,600)

1998 The National Board for Professional Teaching Standards

Principal Investigators: Dr. Carol M. Myford and Dr. George Engelhard, Jr.
Proposal Title: *A Proposal to Investigate Assessor Effects in National Board for Professional Teaching Standards Assessments for Middle Childhood/Generalist Teachers and for Early Childhood/Generalist Teachers*
Project Roles: Proposal Writer, Co-Project Director
Funding Source: National Board for Professional Teaching Standards (\$80,000)

1997 The Praxis Series: Professional Assessments for Beginning Teachers

Principal Investigators: Dr. Carol M. Myford, Dr. Gwyneth Boodoo, and Dr. Edward W. Wolfe
Proposal Title: *An Investigation of Examinee Performance on Essay Questions and Test Forms That Were Designed to be Comparable*
Project Roles: Proposal Writer, Co-Project Director
Funding Source: Educational Testing Service (\$135,000)

1996 The Test of Spoken English

Principal Investigators: Dr. Carol M. Myford and Dr. Edward W. Wolfe
Proposal Title: *Monitoring Sources of Variability within the Test of Spoken English Assessment System*
Project Roles: Proposal Writer, Co-Project Director
Funding Source: Test of English as a Foreign Language (TOEFL) Committee of Examiners (\$66,100)

1996 The Carnegie Hall LinkUP! Education Program

Principal Investigators: Dr. Karen Koch, Dr. Carol M. Myford, Dr. Hal Abeles, and Dr. Lenore Pogonowski
Proposal Title: *An Evaluation of the Carnegie Hall LinkUP! Education Program*
Project Roles: Assessment Specialist, Program Evaluator
Funding Source: Carnegie Hall Corporation (\$360,000)

1995 The National Assessment of Educational Progress (NAEP) Arts Assessment

Principal Investigators: Dr. Carol M. Myford, Dr. Joan I. Heller, Dr. Karen Sheingold, Dr. Ann Kindfield, Dr. Lori Morris, Dr. Eugene Johnson
Proposal Title: *Formative Evaluation of the 1995 Field Test of the NAEP Arts Assessment*
Project Roles: Proposal Writing Team Member, Studies Coordinator, Program Evaluator
Funding Source: National Assessment of Educational Progress (\$397,500)

1993 The Arts PROPEL Portfolio Assessment

Principal Investigators: Dr. Carol M. Myford and Dr. Drew Gitomer
Proposal Title: *An Examination of the Pittsburgh Portfolio Assessment*
Project Roles: Proposal Writer, Co-Project Director
Funding Source: Center for Performance Assessment, Educational Testing Service (\$65,000)

1992 The Advanced Placement Studio Art Portfolio Assessment

Principal Investigators: Dr. Carol M. Myford and Dr. Robert J. Mislevy
Proposal Title: *Issues and Technical Procedures in Rating Portfolios*
Project Roles: Proposal Writer, Co-Project Director
Funding Source: Program Research Planning Council, a joint committee of The College Board and Educational Testing Service (\$45,600)

- 1992 The National Assessment of Educational Progress (NAEP) Arts Assessment**
- Principal Investigators: Council of Chief State School Officers, Council for Basic Education, and The College Board
- Proposal Title: *A Proposal to Develop a Consensus Framework, Background Variables, and Reporting Strategies for the National Assessment of Educational Progress Assessment of Arts Education*
- Project Roles: Proposal Writing Team Member, Assessment Specialist, primary author of the assessment and exercise specifications document
- Funding Source: The National Endowment for the Arts and the Getty Center for Education in the Arts through the National Assessment Governing Board (\$1,100,000)
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- 1991 The Test of Written English**
- Principal Investigators: Dr. Carol M. Myford, Dr. Grant Henning, Dr. Diana Marr, and Dr. J. Michael Linacre
- Proposal Title: *Reader Collaboration and Its Potential Role in Equating for the Test of Written English*
- Project Roles: Proposal Writer, Project Director
- Funding Source: Test of English as a Foreign Language (TOEFL) Committee of Examiners, Educational Testing Service (\$69,000)
-
- 1991 The Praxis Series: Professional Assessments for Beginning Teachers**
- Principal Investigators: Dr. Carol M. Myford, Dr. Anna Maria Villegas, and Dr. Anne Reynolds
- Proposal Title: *A Formative Evaluation of the Praxis III Performance Assessment System*
- Project Roles: Proposal Writing Team Member, Studies Coordinator, Program Evaluator
- Funding Source: Praxis III Research and Development Committee, Educational Testing Service (\$168,000)

PROFESSIONAL ACTIVITIES

Editorial and Reviewer Responsibilities

2008-2019	Advisory Editor, <i>Journal of Educational Measurement</i>
1999-present	Member, Editorial Review Board, <i>Journal of Applied Measurement</i>
1997-1999	Associate Editor, ETS Center for Performance Assessment Research Report Series
1995-2001	Member, Educational/Psychological Editorial Board, <i>Journal of Outcome Measurement</i>
1988-1989	Member, Board of Student Editors, <i>American Journal of Education</i>
1984-1985	Assistant Editor, <i>Georgia Educational Researcher</i>
1982-1984	Member, Editorial Review Board, <i>Georgia Educational Researcher</i>
2019-present	Ad hoc reviewer, <i>Language Testing in Asia</i>
2013-present	Ad hoc reviewer, <i>Assessing Writing</i>
2013-present	Ad hoc reviewer, <i>Spanish Journal of Psychology</i>
2012-present	Ad hoc reviewer, <i>Language Testing</i>
2012-present	Ad hoc reviewer, <i>Educational Assessment</i>
2010-present	Ad hoc reviewer, <i>Academic Medicine</i>
2010-present	Ad hoc reviewer, <i>Educational Research and Evaluation</i>
2010-present	Ad hoc reviewer, <i>Assessment in Education: Principles, Policy & Practice</i>
2008-present	Ad hoc reviewer, <i>American Journal of Occupational Therapy</i>
2000-present	Ad hoc reviewer, <i>Journal of Educational and Behavioral Statistics</i>
1999-present	Ad hoc reviewer, <i>Journal of Applied Measurement</i>
1995-2001	Ad hoc reviewer, <i>Journal of Outcome Measurement</i>
1995-present	Ad hoc reviewer, <i>Journal of Educational Measurement</i>
1995-present	Ad hoc reviewer, <i>American Journal of Education</i>
1995-present	Ad hoc reviewer, <i>Applied Psychological Measurement</i>
1990-2002	Ad hoc reviewer, <i>ETS Research Report and Research Memoranda Series</i>
2015-present	Peer Reviewer for the Fulbright Specialist Program, U. S. Department of State's Bureau of Educational and Cultural Affairs and World Learning
1995-present	Ad hoc reviewer of proposals for ETS, AERA, NCME, Australian Research Council, Spencer Foundation, National Center for Education Statistics of the U.S. Dept. of Education Office of Educational Research and Improvement, Rasch Measurement SIG of AERA, UIC Fulbright Office

Offices Held/Appointed Positions/Committee Responsibilities

2012-2014	Member, UIC Task Force on Student Retention, Undergraduate Student Success Planning Initiative
2012-2014	Member, UIC Office of Special Scholarship Programs, Fulbright Committee (application review of graduate students applying for Fulbright Fellowships)
2012	Member, UIC Office of Sustainability, Sustainability Strategic Thinking Advisory Committee
2011-2015	Member, UIC College of Education Executive Committee
2011-2014	Member, UIC College of Education, Elementary Education Assessment Alignment Committee
2011-2014	Member, UIC College of Education, Council on Teacher Education Assessment Committee
2008-2010	Member, UIC College of Education, Educational Programs and Policies Committee
2006-2008	Member, UIC College of Education, Advisory Committee for Educational Leadership
2005-2007	Member, UIC College of Education Executive Committee
2005-2010	Member, Technical Advisory Committee, New Schools for Chicago
2005-2006	Member, Chicago Public Schools, Advancing Literacy Coordinating Council
2004-2008	Member, UIC College of Education, Unit Assessment Committee
2004-2008	Member, UIC College of Education, General Education Assessment Committee
2002-2003	Member, UIC College of Education, Honors Committee
2001-2002	Member, ETS Board of Review

1997-2002	Research Coordinator, Advanced Placement (AP) Research and Development Advisory Committee
1998-2002	Member, School and College Services Research Council, ETS
1998-2002	Member, ETS Program Auditing Team
1996-2002	Member, Education Committee, Young Audiences of New Jersey, Inc.
1999	Member, ETS Task Force on Increasing Client Satisfaction
1998-1999	Member, Assessment Futures Planning Team, ETS
1998	Member, Essay Assessment Research Planning Team, ETS
1996-1998	Member, ETS Strategic Direction 3 Research Advisory Council
1994-1997	Coordinator, Sensitivity Review for ETS Research
1994-1997	Member, Advanced Placement (AP) Research and Development Advisory Committee
1995-1996	Member, ETS Steering Group for Evaluation Research
1992-1994	ETS Liaison, College Board Arts Advisory Committee
1993-1994	Member, College Board/MENC Study Group on Interdisciplinary Learning through the Arts
1994-1995	Secretary, Rasch Measurement SIG (Special Interest Group) of AERA
1990-1994	Member, Program Committee for Rasch Measurement SIG (Special Interest Group) for AERA
1990-1991	Member, Program Committee for Rasch Measurement SIG (Special Interest Group) for the International Objective Measurement Workshop

AFFILIATIONS

National Council on Measurement in Education
Phi Beta Kappa
Kappa Delta Pi (National Education Honorary)

PUBLICATIONS

Refereed Journal Articles

- Knoch, U., Fairbairn, J., Myford, C. M., & Huisman, A. (2018). Evaluating the relative effectiveness of online and face-to-face training of new writing raters. *Papers in Language Testing and Assessment*, 7(1), 61-86.
- Dymnicki, A., Henry, D., & Myford, C. M. (2015). The development of an instrument to measure school readiness for a prevention program. *Learning Environments Research*, 18(2), 267-287.
- Till, H., Ker, J., Myford, C. M., Stirling, K., & Mires, G. (2015, March 26). Constructing and evaluating a validity argument for the final-year ward simulation exercise. *Advances in Health Sciences Education*, doi: 10.1007/s10459-015-9601-5
- Christensen, C., & Myford, C. M. (2014). Measuring social and emotional content in children's television: An instrument development study. *Journal of Broadcasting and Electronic Media*, 58(1), 21-41.
- Winke, P., Gass, S., & Myford, C. M. (2013). Raters' L2 background as a potential source of bias in rating oral performance. *Language Testing*, 30(2), 231-252.
- Boyle, M., & Myford, C. M. (2013). Pharmacists' expectations for entry-level practitioner competency. *American Journal of Pharmaceutical Education*, 77(1), Article 5.

- Esfandiari, R., & Myford, C. M. (2013). Severity differences among self-assessors, peer-assessors, and teacher assessors rating EFL essays. *Assessing Writing, 18*(2), 111-131.
- Till, H., Myford, C. M., & Dowell, J. (2013). Improving student selection using multiple mini interviews with multifaceted Rasch modeling. *Academic Medicine, 88*(2), 1-8.
- Myford, C. M. (2012). Rater cognition research: Some possible directions for the future. *Educational Measurement: Issues and Practice, 31*(3), 48-49.
- Myford, C. M., & Wolfe, E. W. (2009). Monitoring rater performance over time: A framework for detecting differential accuracy and differential scale category use. *Journal of Educational Measurement, 46*(4), 371-389.
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Refereed Research Reports

- Winke, P., Gass, S., & Myford, C. M. (2011). *The relationship between raters' prior language study and the evaluation of foreign language speech samples*. (TOEFL iBT™ Research Report No. 16). Princeton, NJ: Educational Testing Service.
- Wolfe, E. W., Myford, C. M., Engelhard, G. E., & Manalo, J. R. (2007). *Monitoring reader performance and DRIFT in the AP English Literature and Composition examination using benchmark essays*. (College Board Research Report No. 2007-2). New York, NY: The College Board.
- Engelhard, G., Jr., & Myford, C. M. (2003). *Monitoring faculty consultant performance in the Advanced Placement English Literature and Composition program with a many-faceted Rasch model* (College Board Research Report No. 2003-1). New York, NY: The College Board.
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- Myford, C. M., Marr, D. M., & Linacre, J. M. (1996). *Reader calibration and its potential role in equating for the Test of Written English* (TOEFL Research Report No. 52). Princeton, NJ: TOEFL Research Program, Educational Testing Service.
- Myford, C. M., & Mislavy, R. J. (1995). *Monitoring and improving a portfolio assessment system* (RR-94-05). Princeton, NJ: Educational Testing Service, Center for Performance Assessment.
- Davidson, L., Myford, C., Plasket, D., Scripp, L., Swinton, S., Torff, B., & Waanders, J. (1992). *Arts PROPEL: A handbook for music*. Princeton, NJ: Educational Testing Service.

Refereed Book Chapters

- Engelhard, G., Jr., & Myford, C. M. (2010). Comparison of single- and double-assessor scoring designs for the assessment of accomplished teaching. In M. L. Garner, G. Engelhard, Jr., W. P. Fisher, Jr., & M. Wilson (Eds.), *Advances in Rasch Measurement, Volume 1*. Maple Grove, MN: JAM Press.
- Myford, C. M., & Wolfe, E. W. (2004). Detecting and measuring rater effects using many-facet Rasch measurement: Part I. In E. V. Smith, Jr. & R. M. Smith (Eds.), *Introduction to Rasch measurement* (pp. 460-517). Maple Grove, MN: JAM Press.
- Myford, C. M., & Wolfe, E. W. (2004). Detecting and measuring rater effects using many-facet Rasch measurement: Part II. In E. V. Smith, Jr. & R. M. Smith (Eds.), *Introduction to Rasch measurement* (pp. 518-574). Maple Grove, MN: JAM Press.
- Myford, C. M., & Sims-Gunzenhauser, A. (2004). The evolution of large-scale assessment programs in the visual arts. In E. W. Eisner & M. D. Day (Eds.), *Handbook of research and policy in art education* (pp. 637-666). Mahwah, NJ: Lawrence Erlbaum Associates.
- Paulukonis, S. T., Myford, C. M., & Heller, J. I. (2000). Formative evaluation of a performance assessment scoring system. In M. Wilson & G. Engelhard, Jr. (Eds.), *Objective measurement: Theory into practice* (Vol. 5, pp. 15-40). Stamford, CT: Ablex Publishing Co.
- Wolfe, E. W., Chiu, C. W. T., & Myford, C. M. (2000). Detecting rater effects in simulated data with a multi-faceted Rasch rating scale model. In M. Wilson & G. Engelhard, Jr. (Eds.), *Objective measurement: Theory into practice* (Vol. 5, pp. 147-164). Stamford, CT: Ablex Publishing Co.

Exercise Specifications for a National Assessment

- National Assessment Governing Board. (1994). *NAEP arts education assessment and exercise specifications*. Washington, DC: Author. (C. M. Myford, primary author)
- Myford, C. M. (1994). *Guidelines for NAEP arts assessment exercise developers*. Princeton, NJ: Educational Testing Service.

Training Manual Development

Myford, C. M. (2020). *Analyzing Rating Data using Linacre's Facets Computer Program: A Set of Training Materials to Learn to Run the Program and Interpret Output*. Chicago, IL: University of Illinois at Chicago.

Myford, C. M. (2020). *Making Sense of Output from a Facets Analysis*. Chicago, IL: University of Illinois at Chicago

Myford, C. M. (2019). *Creating Judging Plans*. Chicago, IL: University of Illinois at Chicago.

Book Reviews

Myford, C. M. (2004). [Review of the book *Automated Essay Scoring: A Cross-Disciplinary Perspective*]. *Journal of Applied Measurement*, 5(1), 111-114.

Myford, C. M. (1996). [Review of the book *Authentic Assessment in Action: Studies of Schools and Students at Work*]. *American Journal of Education*, 104(2), 162-165.

Program Evaluation Reports

Koch, K., Hall, R., & Myford, C. M. (1998). *What did students learn and how do we know: A practical guide to designing and carrying out a classroom music assessment*. New York, NY: Carnegie Hall.

Myford, C. M., & Cline, F. (1998). *Assessing the impact of LinkUP! on student learning: Interim report of findings from phase III student assessment activities*. Princeton, NJ: Center for Performance Assessment, Educational Testing Service.

Myford, C. M., Koch, K., & Cline, F. (1998). *1997 LinkUP! teacher survey summary of results: Interim report of findings from phase III of the Carnegie Hall LinkUP! program*. New York, NY: Carnegie Hall.

Myford, C. M., Koch, K., Abeles, H. F., & Pogonowski, L. (1997). *Evaluation of the Carnegie Hall LinkUP! program: Interim report of findings from phases I and II*. New York, NY: Carnegie Hall.

Myford, C. M. (1995). *Report of findings from the analysis of scorer questionnaires from the 1995 NAEP visual arts field test*. Princeton, NJ: Educational Testing Service.

Myford, C. M., & Lehman, P. (1993). *Formative studies of Praxis III: Classroom performance assessments--Questionnaire results* (Formative study B1) (RM 94-1). Princeton, NJ: Educational Testing Service.

Myford, C. M., & Lehman, P. (1993). *Formative studies of Praxis III: Classroom performance assessments--Assessors' evaluation of their own classroom observation notes, interview notes, and record-of-evidence forms* (Formative study B3) (RM 94-3). Princeton, NJ: Educational Testing Service.

Myford, C. M., Villegas, A. M., Reynolds, A., Camp, R., Danielson, C., Jones, J., Knapp, J., Lehman, P., Mandinach, E., Morris, L., Sims-Gunzenhauser, A., & Sjostrom, B. (1993). *Formative studies of Praxis III: Classroom performance assessments--An overview* (RR-94-20). Princeton, NJ: Educational Testing Service.

PRESENTATIONS

Invited Keynote Addresses

- Myford, C. M. (2019, April). *Assessing students' achievement of learning outcomes that are relevant for a global society*. San Jose, Costa Rica: Ministry of Public Education.
- Myford, C. M. (2018, May). *The challenges of using raters' ratings as measures of performance in high-stakes assessments*. San Jose, Costa Rica: University of Costa Rica.
- Myford, C. M. (2011, October). *Rater effects in the assessment of medical competencies*. Plenary session presentation for the 12th Thai Medical Education Conference. Bangkok, Thailand.
- Myford, C. M. (2011, October). *Developing a tool for assessing attitudes*. Plenary session presentation for the 12th Thai Medical Education Conference. Bangkok, Thailand.
- Myford, C. M. (2004, February). *Creating and using evidence from classroom-based assessments*. Invited keynote address for the Partnership READ conference, National Teacher Academy, Chicago, IL.
- Myford, C. M. (1999, August). *Assessment for accountability vs. assessment to improve teaching and learning: Are they two different animals?* International keynote address for the Australian Curriculum Assessment and Certification Authorities conference, Perth, Western Australia.

Invited Lectures and Presentations

- Myford, C. M. (2019, October). *Raters and their influences in performance-based assessments*. Invited presentation for the Distinguished Lecturer Series of Temple University, Tokyo and Osaka, Japan.
- Myford, C. M. (2017, April). *Rater effects and their influence in open-ended assessments*. Invited presentation for the National Research University Higher School of Economics Psychometrics Series, Moscow, Russia.
- Myford, C. M. (2015, November). *Becoming competent in assessment*. Invited presentation at the Central American Technological University, Tegucigalpa, Honduras.
- Myford, C. M. (2004, April). *Supporting teachers' efforts to design effective classroom-based systems for assessing literacy: What is the role of the school leader?* Invited presentation for the Partnership READ conference, Chicago, IL.
- Myford, C. M. (2002, February). *Designing and implementing a large-scale classroom-based performance assessment*. Invited lecture at the University of Illinois at Chicago, Chicago, IL.

- Myford, C. M. (2002, January and February). *Designing and carrying out a large-scale classroom music assessment*. Invited lectures at the University of Akron, Akron, OH, and the University of Toledo, Toledo, OH.
- Myford, C. M. (2001, February and 2002, February). *Assessing the assessors: Quality control monitoring for large-scale performance assessment systems*. Invited lectures at the University of Maryland, College Park, MD, and the University of Toledo, Toledo, OH.
- Myford, C. M. (2000, March). *Carnegie Hall LinkUP! program evaluation*. Invited lecture at Teachers College, Columbia University, New York, NY.
- Myford, C. M. (1999, August). *Impact of technology on marking: Web-based marking systems and automated essay marking*. Invited presentation for the Australian Curriculum Assessment and Certification Authorities conference, Perth, Western Australia. (Also presented to the Senior Secondary Assessment Board of South Australia, Adelaide; the Victorian Board of Studies, Melbourne; and the New South Wales Board of Studies, Sydney.)
- Myford, C. M. (1999, August). *Performance assessment in the arts*. Invited presentation for the Senior Secondary Assessment Board of South Australia, Adelaide. (Also presented at the Victorian Board of Studies, Melbourne; and the New South Wales Board of Studies, Sydney.)
- Myford, C. M., Koch, K., & Hall, R. (1999, June). *Looking at our programs through different lenses*. Invited presentation for the American Symphony Orchestra League National Conference, Chicago, IL.
- Myford, C. M. (1999, January). *Linking assessment to instruction: The Advanced Placement Studio Art Program*. Invited presentation for a meeting of the Committee on Foundations of Assessment, Board of Testing and Assessment, National Academy of Sciences/National Research Council, Washington, DC.
- Myford, C. M. (1997, December). *Report on the evaluation of the Carnegie Hall LinkUP! program*. Invited presentation to the Carnegie Hall Board of Directors, New York, NY.
- Myford, C. M. (1995, September). *Monitoring standards in the arts: The NAEP arts experience*. Invited presentation at Murdoch University, Perth, Western Australia.
- Myford, C. M. (1995, March). *An overview of the NAEP arts assessment research plan*. Invited presentation for a meeting of the National Assessment of Educational Progress Arts Assessment Standing Committee, Washington, DC.
- Myford, C. M. (1995, February). *Navigating through the framework and specifications for the NAEP arts assessment*. Invited presentation for a meeting of the National Assessment of Educational Progress Design and Analysis Committee (DAC), Washington, DC.
- Myford, C. M., & Mislevy, R. J. (1994, November). *Findings from the Advanced Placement Studio Art portfolio study*. Invited presentation to the Visiting Panel for Research, Educational Testing Service, Princeton, NJ.
- Myford, C. M. (1994, February). *Will the NAEP arts assessment have an impact on state and local arts assessment efforts?* Invited presentation for a statewide meeting of the Vermont Arts Education Association, Brattleboro, VT.

- Myford, C. M. (1993, October). *Planning for a national assessment in the arts*. Invited presentation for the annual meeting of the New Jersey chapter of the Alliance for Arts Education, Princeton, NJ.
- Myford, C. M., & Mislavy, R. J. (1993, May). *Initial findings from the Advanced Placement Studio Art portfolio assessment study*. Invited presentation for a meeting of the Advanced Placement Studio Art Program Committee, Educational Testing Service, Princeton, NJ.
- Myford, C. M. (1991, February). *Developing performance assessments in music and visual arts*. Invited presentation at the DuPage-Kane Educational Service Center, Wheaton, IL.
- Myford, C. M. (1990, December). *Development of procedural scenarios*. Invited presentation for a meeting of the ETS Stage III National Advisory Committee for The Praxis Series: Professional Assessments for Beginning Teachers, Princeton, NJ.

Conference Papers

- Till, H., Myford, C. M., & Dowell, J. (2015, January). *Building validity arguments for performance assessments used in medical school admission decisions: Investigating examiner performance in the multiple mini-interview process*. Paper presented at the Sixth International Conference on Probabilistic Models for Measurement in Education, Psychology, Social Science and Health, Cape Town, South Africa.
- Brown, R., & Myford, C. M. (2011, April). *Investigating method effects in medical specialty certification organization performance assessments*. Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.
- Austin S., & Myford, C. M. (2010, April). *A study of assessment theory and practice within the Cognitive Disabilities Model: A many-faceted Rasch analysis of the Allen Diagnostic Module Placemat Task*. Paper presented at the annual conference of the American Occupational Therapy Association, Orlando, FL.
- Iramaneerat, C., Myford, C. M., & Yudkowsky, R. (2006, July). *Item dependency in an objective structured clinical examination*. Paper presented at the seventh annual MHPE Summer Conference, Chicago, IL.
- Iramaneerat, C., Myford, C. M., & Yudkowsky, R. (2006, April). *Item dependency in an objective structured clinical examination*. Paper presented at the International Objective Measurement Workshop, Berkeley, CA.
- Iramaneerat, C., & Myford, C. M. (2006, April). *Rater effects in clinical performance ratings of surgery residents*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Dobria, L., Karabatsos, G., & Myford, C. M. (2006, April). *Monitoring rater performance with a hierarchical generalized linear model*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
- Myford, C. M., Wolfe, E. W., Engelhard, G., Jr., & Manalo, J. (2005, April). *Monitoring rater performance and DRIFT in the Advanced Placement English Literature and Composition examination using benchmark essays*. Paper presented at the annual meeting of the National Council on Measurement in Education, Montréal, Canada.

- Engelhard, G. Jr., & Myford, C. M. (2002, April). *Monitoring reader performance in the Advanced Placement English Literature and Composition program with a many-faceted Rasch model*. Paper presented at the Eleventh International Objective Measurement Workshop, New Orleans, LA.
- Myford, C. M., & Cline, F. (2002, April). *Looking for patterns in disagreements: A Facets analysis of human raters and e-rater's scores on essays written for the Graduate Management Admission Test (GMAT)*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Engelhard, G., Jr., & Myford, C. M. (2001, April). *Monitoring reader performance in the Advanced Placement English Literature and Composition program with a many-faceted Rasch model*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Engelhard, G., Jr., Myford, C. M., & Cline, F. (2000, April). *Examining the influences of assessor severity on the certification of highly accomplished teachers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Myford, C. M. (1999, August). *Accountability vs. assessment*. Paper presented at the Victorian Board of Studies Invitational Seminar, Melbourne, Victoria, Australia.
- Myford, C. M., & Cline, F. (1999, April). *Using classroom-based performance assessment data to document program impact: An example from the performing arts*. Paper presented at the annual meeting of the American Educational Research Association, Montréal, Canada.
- Myford, C. M. (1998, April). *Strengthening the ties that bind: Improving the linking network in sparsely connected rating designs*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Myford, C. M., Koch, K., & Hall, R. (1997, March). *Report on Carnegie Hall/Educational Testing Service/Teachers College assessment study of Carnegie Hall's LinkUP! program*. Paper presented at the Carnegie Hall Education Conference, New York, NY.
- Myford, C. M. (1996, April). *Designing large-scale assessments in music: The Western Australian experience*. Paper presented at the annual meeting of the Music Educators National Conference, Kansas City, MO.
- Myford, C. M. (1996, April). *Constructing scoring rubrics: Using Facets to study design features of descriptive graphic rating scales*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Myford, C. M. (1995, April). *Calibrating readers of the Test of Written English*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Myford, C. M. (1995, March). *Reader calibration and its potential role in equating the Test of Written English*. Paper presented at the annual meeting of the Teachers of English to Speakers of Other Languages (TESOL), Long Beach, CA.
- Myford, C. M. (1995, January). *Designing a national assessment in the arts for the 1990's*. Paper presented at the biennial conference of the Getty Center for Education in the Arts, Washington, DC.

- Myford, C. M. (1993, April). *Evaluating a portfolio assessment procedure: Facets as a quality control tool*. Paper presented at the biennial meeting of the International Objective Measurement Workshop, Atlanta, GA.
- Myford, C. M. (1993, April). *Generalizability theory and multifacet Rasch: Tools for analyzing performance rating*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Myford, C. M., & Mislavy, R. J. (1993, April). *A framework for monitoring and improving a portfolio assessment system*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Myford, C. M. (1992, April). *Identifying, representing, and controlling for judge differences in performance assessments: An example from the visual arts*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Myford, C. M. (1991, April). *Assessment of acting ability*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Myford, C. M. (1991, April). *Judging acting ability: The transition from novice to expert*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Myford, C. M. (1989, December). *Stability in aesthetic judgment*. Paper presented at the Midwest Objective Measurement Seminar, Chicago, IL.
- Myford, C. M. (1989, May). *Measuring acting ability*. Paper presented at the Midwest Objective Measurement Seminar, Chicago, IL.
- Myford, C. M. (1987, August). *Increasing the objectivity of theater arts judging*. Paper presented at the annual meeting of the American Alliance for Theater and Education, Chicago, IL.

Other Seminars and Presentations at the Educational Testing Service (ETS)

- Myford, C. M. (1998, March). *Assessing the impact of student involvement in LinkUP! classroom workshops and concerts on their learning*. Presentation at the Educational Testing Service, Princeton, NJ.
- Myford, C. M. (1995, March). *Rubric formats*. Seminar presented at the Educational Testing Service, Princeton, NJ.
- Myford, C. M., Mislavy, R. J., Sims-Gunzenhauser, A., & Danielson, C. (1993, June). *Ensuring informed judgment of complex performances*. Presentation for the Center for Performance Assessment Working Seminar Series, Educational Testing Service, Princeton, NJ.
- Myford, C. M. (1991, February). *The role of technology in the observation of teachers for licensure and certification*. Presentation to the Program on Technology and Assessment, Educational Testing Service, Princeton, NJ.
- Myford, C. M. (1991, January). *Methodology-related research activities for Stage III of the NTE successor*. Seminar presented at the Educational Testing Service, Princeton, NJ.

Myford, C. M. (1990, November). *Stage III research activities*. Presentation to the Cognition and Performance Group, Educational Testing Service, Princeton, NJ

December 2020