

## **Carol M. Myford, Ph.D.**



### **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**

2013	University of Illinois at Chicago Award for Excellence in Teaching
2009-2015	Fulbright Specialist, Council for International Exchange of Scholars, Institute of International Education
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 Hoefler 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	Emerita Professor, College of Education, Department of Educational Psychology, University of Illinois at Chicago, Chicago, IL
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- 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**

- 2017-present World Bank, Consultant on the Development of a PhD Program in Measurement and Evaluation for National Research University, Higher School of Economics, 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, Institute of International Education)
- 2012-2013 Ekurhuleni West College, Johannesburg, South Africa (through the Fulbright Specialist Program, Institute of International Education)

2012-present	National Research University, Higher School of Economics, Program in Psychometrics, Moscow, Russia
2010-2012	The American Board of Orthopaedic Surgery
2009-2010	The Accreditation Council for Graduate Medical Education
2009-present	Measurement Incorporated
2006-2007	Mathematica, Learning from Assessment Working Group, Head Start National Recording System Quality Assurance and System Development Project
2006-2010	New Schools for Chicago
2004-2005	University of Illinois at Chicago, Collaborative for Academic, Social and Emotional Learning (CASEL)
2004	Ohio Foundation for Independent Councils, Best Practices in Minority Retention Grant Program
2004	University of Illinois at Chicago, College of Nursing
2003-2005	University of Illinois at Chicago, College of Engineering
2003-2004	The Chicago Community Trust
2003-2004	University of Illinois at Chicago, Partnership READ
2003-2004	University of Chicago, Consortium on Chicago School Research
2003-2012	Illinois State Board of Education
2003	Novgorod State University, Novgorod, Russia
2003	Institute for Learning Innovation, Annapolis, MD
2000-2001	Washington Statewide Assessment Program
1997-1998	New York Regents Testing Program
1996-1998	Kentucky Statewide Assessment Program
1995-1996	Western Australian 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-present	Gwinnett County Public Schools Assessment Program, Suwanee, GA

1995-1998 Delaware Comprehensive Assessment System, Dover, DE

### **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 2<sup>nd</sup> 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, U. of Western Australia, Chair)

- 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. Zinsler, 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* (Ilene Harris, Chair)

### **MEMBERSHIP ON MASTER'S THESES COMMITTEES**

- 2011 Claire Christensen, *Measuring Social and Emotional Content in Educational Television for Children* (R. Weissberg, Chair)

### **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)

#### **Undergraduate Online Courses**

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

**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)

## 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 Educational Testing Service*  
Project Role: Proposal Writer  
Funding Source: The College Board and 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  
Project 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 Writer, 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 Writer, Assessment Specialist, primary author of the

Funding Source: assessment and exercise specifications document  
The National Endowment for the Arts and the Getty Center for Education in the Arts through the National Assessment Governing Board (\$1,100,000)

**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 Writer, Studies Coordinator, Program Evaluator  
Funding Source: Praxis III Research and Development Committee, Educational Testing Service (\$168,000)

**PROFESSIONAL ACTIVITIES**

**Editorial and Reviewer Responsibilities**

2008-present Advisory Editor, *Journal of Educational Measurement*  
1999-present Member, Editorial Review Board, *Journal of Applied Measurement*  
1997-1999 Associate Editor, ETS Center for Performance Assessment Research Report Series  
1995-2001 Member, Educational/Psychological Editorial Board, *Journal of Outcome Measurement*  
1988-1989 Member, Board of Student Editors, *American Journal of Education*  
1984-1985 Assistant Editor, *Georgia Educational Researcher*  
1982-1984 Member, Editorial Review Board, *Georgia Educational Researcher*  
  
2013-present Ad hoc reviewer, *Assessing Writing*  
2013-present Ad hoc reviewer, *Spanish Journal of Psychology*  
2012-present Ad hoc reviewer, *Language Testing*  
2012-present Ad hoc reviewer, *Educational Assessment*  
2010-present Ad hoc reviewer, *Academic Medicine*  
2010-present Ad hoc reviewer, *Educational Research and Evaluation*  
2010-present Ad hoc reviewer, *Assessment in Education: Principles, Policy & Practice*  
2008-present Ad hoc reviewer, *American Journal of Occupational Therapy*  
2000-present Ad hoc reviewer, *Journal of Educational and Behavioral Statistics*  
1999-present Ad hoc reviewer, *Journal of Applied Measurement*  
1995-2001 Ad hoc reviewer, *Journal of Outcome Measurement*  
1995-present Ad hoc reviewer, *Journal of Educational Measurement*  
1995-present Ad hoc reviewer, *American Journal of Education*  
1995-present Ad hoc reviewer, *Applied Psychological Measurement*  
1990-2002 Ad hoc reviewer, *ETS Research Report and Research Memoranda Series*

- 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  
 American Evaluation Association  
 Phi Beta Kappa  
 Kappa Delta Pi (National Education Honorary)

## PUBLICATIONS

### Refereed Journal Articles

- 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.
- Houston, J. E., & Myford, C. M. (2009). Judges' perception of candidates' organization and communication, in relation to oral certification examination ratings. *Academic Medicine, 84*(11), 1603-1609.
- Engelhard, G., & Myford, C. M. (2009). Comparison of single- and double-assessor scoring designs for the assessment of accomplished teaching. *Journal of Applied Measurement, 10*(1), 52-69.
- Iramaneerat, C., Myford, C., Yudkowsky, R., & Lowenstein, T. (2009). Evaluating the effectiveness of rating instruments for a communication skills assessment of medical residents. *Advances in Health Sciences Education, 14*, 575-594.
- Iramaneerat, C., Yudkowsky, R., Myford, C., & Downing, S. (2008). Quality control of an OSCE using generalizability theory and many-faceted Rasch measurement. *Advances in Health Sciences Education, 13*(4), 479-493.
- Myford, C. M., & Wolfe, E. W. (2004). Detecting and measuring rater effects using many-facet Rasch measurement: Part II. *Journal of Applied Measurement, 5*(2), 189-227.

- Myford, C. M., & Wolfe, E. W. (2003). Detecting and measuring rater effects using many-facet Rasch measurement: Part I. *Journal of Applied Measurement*, 4(4), 386-422.
- Myford, C. M., & Wolfe, E. W. (2002). When raters disagree, then what: Examining a third-rating discrepancy resolution procedure and its utility for identifying unusual patterns of ratings. *Journal of Applied Measurement*, 3(3), 300-324.
- Myford, C. M. (2002). Investigating design features of descriptive graphic rating scales. *Applied Measurement in Education*, 15(2), 187-215.
- Myford, C. M., & Engelhard, G., Jr. (2002). Evaluating the psychometric quality of the National Board for Professional Teaching Standards Early Childhood/Generalist assessment system. *Journal of Personnel Evaluation in Education*, 15(4), 253-285.
- Myford, C. M., & Cline, F. (2001). Designing assessment instruments to measure the impact of participation in short-term educational programs. *Studies in Educational Evaluation*, 27, 107-131.
- Wolfe, E. W., Moulder, B. M., & Myford, C. M. (2001). Methods for detecting differential rater functioning over time (DRIFT). *Journal of Applied Measurement*, 2(3), 256-280.
- Camara, W., Dorans, N. J., Morgan, R., & Myford, C. M. (2000). Advanced Placement: Access not exclusion. *Education Policy Analysis Archives* [On-line serial], 8(40), 1-12.
- Heller, J. I., Sheingold, K., & Myford, C. M. (1998). Reasoning about evidence in portfolios: Cognitive foundations for valid and reliable assessment. *Educational Assessment*, 5(1), 5-40.
- Myford, C. M. (1996). Planning for a statewide arts assessment: The Western Australian experience. *Newsletter of the Special Research Interest Group in Measurement and Evaluation (Music Educators National Conference)*, 18, 10-12.
- Linacre, J. M., Engelhard, Jr., G., Tatum, D. S., & Myford, C. M. (1994). Measurement with judges: Many-faceted conjoint measurement. *International Journal of Educational Research*, 21(6), 569-577.
- Myford, C. M. (1990). Rasch meets Hamlet. *Rasch Measurement: Transactions of the Rasch Measurement SIG*, 4(2), 105.
- Myford, C. M. (1984). Criteria for evaluating educational research: A guide for writers submitting manuscripts to the *Georgia Educational Researcher*. *Georgia Educational Researcher*, 3, 74-78.

### **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.
- Engelhard, G., Jr., Myford, C. M., & Cline, F. (2000). *Investigating assessor effects in National Board for Professional Teaching Standards assessments for Early Childhood/Generalist and Middle Childhood/Generalist certification* (ETS Research Report RR-00-13). Princeton, NJ: Educational Testing Service.
- Myford, C. M., & Wolfe, E. W. (2000). *Monitoring sources of variability within the Test of Spoken English assessment system* (TOEFL Research Report No. 65). Princeton, NJ: TOEFL Research Program, Educational Testing Service.
- Myford, C. M., & Wolfe, E. W. (2000). *Strengthening the ties that bind: Improving the linking network in sparsely connected rating designs* (TOEFL Technical Report No. 15). Princeton, NJ: TOEFL Research Program, Educational Testing Service.
- Wolfe, E. W., Chiu, W. T., & Myford, C. M. (1999). *The manifestation of common rater effects in multi-faceted Rasch analyses* (ETS Research Report RR-97-02). Princeton, NJ: Center for Performance Assessment, Educational Testing Service.
- Heller, J. I., Sheingold, K., & Myford, C. M. (1998). *Reasoning about evidence in portfolios: Cognitive foundations for valid and reliable assessment* (RR-98-01). Princeton, NJ: Center for Performance Assessment, Educational Testing Service.
- 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. (2015). *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.

### **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. (2011, October). *Rater effects in the assessment of medical competencies*. Bangkok, Thailand: 12th Thai Medical Education Conference, plenary session presentation.

Myford, C. M. (2011, October). *Developing a tool for assessing attitudes*. Bangkok, Thailand: 12th Thai Medical Education Conference, plenary session presentation.

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.

### 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, CA.
- 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.

### **Workshops, Training Seminars, and Other Presentations**

Myford, C. M. (2017, May). *Council on Education in Public Health competency development*. Workshop for faculty teaching in the University of Illinois at Chicago School of Public Health.

Myford, C. M. (2017, April). *The design, administration, scoring, and reporting of results from performance and product assessments*. Master's level classes conducted in Moscow, Russia for the National Research University Higher School of Economics, Program in Psychometrics.

Myford, C. M. (2017, April). *Rater effects and their influence in open-ended assessments*. Presentation at the National Research University Higher School of Economics Psychometrics Series, Moscow, Russia.

Myford, C. M. (2016, October; 2017, February). *Constructing, administering, and scoring tests: Selected-response items, constructed-response items, scoring guides, and rubrics*. Workshops conducted at the University of Illinois at Chicago, Center for the Advancement of Teaching-Learning Communities.

Myford, C. M. (2016, July). *Training in many-facet Rasch measurement*. A summer school course conducted in Voronovo, Russia for the National Research University Higher School of Economics, Program in Psychometrics.

Myford, C. M. (2016, June). *Designing and using supply-type items and performance-based assessments in pharmacy education*. Workshop conducted at Midwestern University, Chicago College of Pharmacy.

Myford, C. M. (2016, April). *Constructing performance-based assessments: Designing specifications, checklist, rating scales, and rubrics*. Workshops conducted at the University of Illinois at Chicago, Center for the Advancement of Teaching-Learning Communities.

Myford, C. M. (2016, February/March). *Designing and using performance-based assessments in community college settings*. Workshops conducted at Olive-Harvey College, City Colleges of Chicago.

Myford, C. M. (2015, November/December) *Assessment training*. A two-week Fulbright-sponsored assessment training program for department heads working in five Unitec and Ceutec campuses of the Central American Technological University in Tegucigalpa, La Ceiba, and San Pedro Sula, Honduras.

Myford, C. M. (2015, July). *Test construction*. A summer school course conducted in Voronovo, Russia for the National Research University Higher School of Economics, Program in Psychometrics.

Myford, C. M. (2014, July). *Test construction*. A summer school course conducted in Voronovo, Russia for the National Research University Higher School of Economics, Program in Psychometrics.

- Myford, C. M. (2012, July/August). *Assessment training in vocational education*. A six-week Fulbright-sponsored assessment training program for lecturers in vocational education at six campuses of Ekurhuleni West College in Johannesburg, South Africa.
- Myford, C. M. (2012, June). *Rater effects and their influence in open-ended assessments*. Presentation at the National Research University Higher School of Economics Psychometrics Series, Moscow, Russia.
- Myford, C. M. (2012, May). *Test construction*. Master's level classes conducted in Moscow, Russia for the National Research University Higher School of Economics, Program in Psychometrics.
- Myford, C. M. (2011, October). *Best practices in rating scale development: Part 1*. Pre-conference workshop conducted in Bangkok, Thailand for medical educators attending the 12th Thai Medical Education Conference.
- Myford, C. M. (2011, October). *Best practices in rating scale development: Part 2*. Pre-conference workshop conducted in Bangkok, Thailand for medical educators attending the 12th Thai Medical Education Conference.
- Myford, C. M., & Dobria, L. (2005, July; 2006, July). *Training in many-facet Rasch measurement*. Workshop conducted at the University of Illinois at Chicago, Chicago, IL.
- Myford, C. M., & Dobria, L. (2006, August). *Training in many-facet Rasch measurement*. Workshop conducted at Teachers College, Columbia University. New York, NY.
- 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?* Presentation at the Partnership READ conference, Chicago, IL.
- Myford, C. M. (2004, February). *Creating and using evidence from classroom-based assessments*. Keynote address for a Partnership READ conference, National Teacher Academy, Chicago, IL.
- Myford, C. M. (2002, February). *Designing and implementing a large-scale classroom-based performance assessment*. Presentation 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*. Presentations 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*. Presentations 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*. Presentation 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*. Workshop presented at 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*. Workshop presented at 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*. Workshop presented at the American Symphony Orchestra League National Conference, Chicago, IL.
- Myford, C. M. (1999, January). *Linking assessment to instruction: The Advanced Placement Studio Art Program*. Presentation at 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. (1998, March). *Assessing the impact of student involvement in LinkUP! classroom workshops and concerts on their learning*. Seminar presented at the Educational Testing Service, Princeton, NJ.
- Myford, C. M. (1997, December). *Report on the evaluation of the Carnegie Hall LinkUP! program*. 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*. Presentation at Murdoch University, Perth, Western Australia.
- Myford, C. M. (1995, March). *Rubric formats*. Seminar presented at the Educational Testing Service, Princeton, NJ.
- Myford, C. M. (1995, March). *An overview of the NAEP arts assessment research plan*. Presentation at 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*. Presentation at a meeting of the National Assessment of Educational Progress Design and Analysis Committee (DAC), Washington, DC.
- Myford, C. M., & Mislavy, R. J. (1994, November). *Findings from the Advanced Placement Studio Art portfolio study*. 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?* Presentation at a statewide meeting of the Vermont Arts Education Association, Brattleboro, VT.
- Myford, C. M. (1993, October). *Planning for a national assessment in the arts*. Presentation at the annual meeting of the New Jersey chapter of the Alliance for Arts Education, Princeton, NJ.
- Myford, C. M., Mislavy, R. J., Sims-Gunzenhauser, A., & Danielson, C. (1993, June). *Ensuring informed judgment of complex performances*. Presentation at the Center for Performance Assessment Working Seminar Series, Educational Testing Service, Princeton, NJ.
- Myford, C. M., & Mislavy, R. J. (1993, May). *Initial findings from the Advanced Placement Studio Art portfolio assessment study*. Presentation at a meeting of the Advanced Placement Studio Art Program, 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, February). *Developing performance assessments in music and visual arts*. Presentation at the DuPage-Kane Educational Service Center, Wheaton, IL.
- 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, December). *Development of procedural scenarios*. Presentation to the ETS Stage III National Advisory Committee for The Praxis Series: Professional Assessments for Beginning Teachers, Princeton, NJ.
- Myford, C. M. (1990, November). *Stage III research activities*. Presentation to the Cognition and Performance Group, Educational Testing Service, Princeton, NJ

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