Sanford R. Student

srstu@udel.edu | https://sanfordstudent.github.io/

Position

Assistant Professor, Educational Statistics and Research Methods | School of Education, College of Education and Human Development, University of Delaware | 2023-present

- Resident faculty, University of Delaware Data Science Institute
- Faculty affiliate, Center for Research in Education and Social Policy
- Faculty, Ph.D. in Education and Social Policy
- Faculty, M.S. in Data Science

Education

Ph.D., Research and Evaluation Methodology | School of Education, University of Colorado Boulder | May 2023 | Boulder, CO |

Dissertation: *Bridging gaps between psychometric research and practice in U.S. K-12 education* (three article model)

- Advisors: Drs. Derek Briggs (dissertation committee chair) and Benjamin Shear

A.B. Philosophy & A.B. Computer Science | May 2013 | Brown University | Providence, RI

Note: University of Delaware student and postdoc coauthors listed in *italics*. Organization is by year of first publication (i.e., online publication date), which may not match date of publication in an issue of the journal.

Peer-Reviewed Publications

2025

- **Student**, **S.R.** & McCormick, E.M. (2025). Digital module 38: Differential item functioning by multiple variables using moderated nonlinear factor analysis. *Educational Measurement: Issues and Practice, 44*(2), 39-41. https://doi.org/10.1111/emip.12669
- *Saylor,* A., **Student, S.R.** and A. Lanzi (in press). Recognition vs. ability to use external aids: An exploratory item response analysis of the Functional External Memory Aid Tool (FEMAT). *Journal of Speech Language and Hearing Research*
- Briggs, D.C., McClure, K., **Student, S.R.**, Wellberg, S., Minchen, N., Cox, O., Whitfield, E., Buchbinder, N. & L. Davis (2025). Visualizing and reporting content-referenced growth on a learning progression. *Educational Assessment*. Advance online publication. https://doi.org/10.1080/10627197.2025.2503288

- *Lee, H.R.*, **Student, S.R.**, Rutherford, T., Collie, R.J., and A.C. Bart. (2025). Exploring domain-specific and course-specific latent profiles of motivation in computer science. *Learning and Individual Differences*, *120*. https://doi.org/10.1016/j.lindif.2025.102686
- *Ramirez, A.G., Patt, R., Delgado, A.*, Levine, D., **Student, S.R.**, Hirsh-Pasek, K., de Villiers, J., Iglesias, A. and R.M. Golinkoff (2025). A new screener predicts toddlers' language development from age 2 to 3: The QUILS:TOD. *Infant Behavior and Development, 78*. https://doi.org/10.1016/j.infbeh.2024.102024

2024

- **Student, S. R.**, Briggs, D. C., & Davis, L. (2025). Growth across grades and common item grade alignment in vertical scaling using the Rasch model. *Educational Measurement: Issues and Practice, 44*(1), 84–95. https://doi.org/10.1111/emip.12639
- **Student, S.R**. (2024). Growth on 2019 state achievement tests: Empirical benchmarks and the role of scale choice. *Journal of Research on Educational Effectiveness*. Advance online publication. https://doi.org/10.1080/19345747.2024.2360534
- Deverel-Rico, C., Furtak, E.M., **Student, S.R.,** and A. Burkhardt (2024). How can crosscutting concepts organize formative assessments across science classrooms? Results of a video study. *Education Sciences, 14*(10). https://doi.org/10.3390/educsci14101060

2022

- **Student, S.R**. & Gong, B. (2022). Supporting the interpretive validity of student-level claims in science assessment with tiered claim structures. *Educational Measurement: Issues and Practice*, *41*(4), 68-78. https://doi.org/10.1111/emip.12523
- **Student, S.R**. (2022). Vertical scales, deceleration, and empirical benchmarks for growth. *Educational Researcher*, *51*(8), 536-543. https://doi.org/10.3102/0013189X221105873
- **Student, S.R**. (2022). Appraising traditional and purpose-built person fit statistics' power to detect cheating. *Chinese/English Journal of Educational Measurement and Evaluation, 3*(1). https://doi.org/ 10.59863/GYPV1534

Preprints and Papers under Review

Revise and resubmit

- **Student, S**.**R.** Using moderated nonlinear factor analysis to separate, and estimate, treatment effects and DIF. *Journal of Educational and Behavioral Statistics* (initially submitted June 2025).
  - Available as preprint at *PsyArXiv* (https://osf.io/preprints/psyarxiv/bkafj_v2).
- **Student**, **S.R.** & *Read, W*. Applying Bayesian checks of cancellation axioms for interval scaling in limited samples. *Behavior Research Methods* (initially submitted April 2025).
  - Available as preprint at *PsyArXiv* (https://osf.io/preprints/psyarxiv/7bzam_v1).
- **Student, S.R.** Vertical scaling with moderated nonlinear factor analysis. *Journal of Educational Measurement* (initially submitted May 2025).
  - Available as preprint at *PsyArXiv* (https://osf.io/preprints/psyarxiv/tqg39_v3).

- **Student, S.R.** & *Snipes, J*. Investigating score inflation in contemporary U.S. state testing. *Assessment in Education: Principles, Policy & Practice*. (initially submitted February 2025).

Submitted/under initial review

- Shores. K. and **Student, S.R.** Making the grade: Accounting for course selection in high school transcripts with item response theory. *Educational Evaluation and Policy Analysis* (submitted June 2025).
  - Available as preprint at *EdWorkingPapers* (https://edworkingpapers.com/ai24-1109).

Unsubmitted preprints

- **Student, S.R.,** Gilbert, J*., Eze, J.*, Young, W.S. and B. Domingue. Instrumental variables regression with latent variables: Accounting for treatment-based differential item functioning as item-level heterogeneity or item parameter moderation.
  - Available as preprint at *PsyArXiv* https://osf.io/preprints/psyarxiv/sudgt_v1

Selected Papers under Development

- **Student, S.R.**, Whitaker, A., Hustedt, J., Purinton, A., Amendum, S., Zubaca, N., Kelly, K., Gant, M. and E. Farley-Ripple. Partnership in practice: Jointly building and using Delaware's early literacy data system. *Prevention Science* (letter of intent for special issue on partnership accepted; manuscript due 11/1/2025).
- **Student, S.R.** and *Read, W*. Interval scales in the wild.
- **Student, S.R.** and Huang, Q. Differential item functioning in the two-parameter log-logistic item response theory model.
- **Student, S.R.**,*Eze, J*., Gilbert, J. Young, W.S. and B. Domingue*.* A note on instrumental variables regression for causal inference on a binary treatment where randomization has failed: the roles of functional form and latent variables.
- **Student, S.R.**, Shear, B.R., and *W. Read*. Communicating effect sizes to teachers: A replication in the U.S. (data collection underway)
- McLean, L., **Student, S.R.**, Granger, K., Chow, J. and E. Hart. Exploring the directionality of emotional transmission between elementary teachers and students across content areas.
- *Ramirez, A.G., Collins, M.A.*, **Student, S.R.**, Craig, J. and R.M. Golinkoff. Beyond baby talk: Exploring parents' language beliefs and practices.
- Erdemandi, M. and **Student. S.R.** Evaluating extreme response style effects on model fit.

Selected Grants and External Funding
2025

- **Student, S.R.** (PI). *Dynamic Measurement Item Parameter Calibration*. Curriculum Associates (in process).

2024

- **Student, S.R.** (PI). *Validating Vertical Scales as Measures of Growth Using Moderated Nonlinear Factor Analysis*. Institute of Education Sciences (R305B240013; $80,000).
- **Student, S.R.** (PI). *Dynamic Measurement Project Work*. Curriculum Associates ($23,000).
- **Student, S.R.** (PI). *Schools, Summers, Slopes: Accurately Modeling Academic Growth in the Study of School-level Inequality.* National Academy of Education/Spencer Foundation Postdoctoral Fellowship (semi-finalist; unfunded).
- Henry, G. (PI). *The Delaware Early Literacy Research Practice Partnership*. WT Grant Foundation (as Key Personnel; funded).
- May, H. (PI). *Enhancing Organizational Data-Driven Decision Making through Modernization of a Statewide School Climate Survey Platform*. Institute of Education Sciences (as co-PI; submitted fall 2024).
- Golinkoff, R. (PI). *A Unique Exploration to Identify Children with Developmental Language Disorder*. National Institutes of Health (as co-Investigator; resubmitted fall 2024; unfunded).
- Golinkoff, R. (PI). *Developing the DASAL: Digital Assessment of Spatial Assembly and Spatial Language*. Institute of Education Sciences (as KP; resubmitted fall 2024).

2023

- Barnes, T. (Principal Investigator). *Emotion Mastery Inventory*. Assessment for Good (as co-PI; unfunded).

Selected Professional Reports and Other Written Works

- Shores, K. & **Student, S.R.** (2025)**.** *What's in a high school transcript? Measuring high school performance beyond GPA.* The Brookings Institution. https://www.brookings.edu/articles/whats-in-a-high-school-transcript-measuring-high-school-performance-beyond-gpa/
- Ihlenfeldt, S.D., **Student, S.R.**, Lyons, S., Dadey, N., Forte, E., & P. Winter (2024). *Enhancing Peer Review: Supporting Innovation in State Assessment Systems*. Lyons Assessment Consulting and Foresight Law and Policy. https://lyonsassessmentconsulting.com/resource/recommendations-for-supporting-innovative-state-assessment-systems/
- Briggs. D.C., Cox, O., **Student, S.R.** & E. Whitfield* (2023). *Teacher perspectives on the content-referenced growth reporting prototype: Findings from interviews.* Center for Assessment, Design, Research and Evaluation (CADRE). https://www.colorado.edu/cadre/2024/02/20/teacher-perspectives-content-referenced-growth-reporting-prototype-findings-interviews. *Authors listed in alphabetical order, all contributed equally to the writing of report.
- **Student, S.R.**, Lyons, S. & French, D. (2023). *Performance assessment: A vehicle for improving the utility and validity of local and state assessment systems*. Education Commonwealth Project. https://www.mciea.org/s/Performance-assessment-A-vehicle-for-improving-the-utility-and-validity-of-local-and-state-assessmen.pdf
- Lyons, S. & **Student, S.R.** (2023). *A framework for reimagining school accountability*. Lyons Assessment Consulting. https://www.lyonsassessmentconsulting.com/assets/files/Lyons-Student_AFrameworkforReimaginingSchoolAccountability.pdf

- Wellberg, S., Briggs, D. C., & **Student, S. R.** (2023). *Big ideas in the understanding of fractions: A learning progression*. Center for Assessment, Design, Research and Evaluation (CADRE). https://www.colorado.edu/cadre/2023/03/22/big-ideas-understanding-fractions-learning-progression
- Lyons, S. and **Student, S. R.** (2022). *Leaps for Equitable, 21st Century Learning: 2022 Technical Report.* Lyons Assessment Consulting and Transcend. https://www.lyonsassessmentconsulting.com/assets/files/Leaps-StudentVoiceSurveyTechnicalManual-June2022.pdf
- **Student, S.R.** (2022). Making large-scale science assessment meaningful. *Next Gen Navigator.* https://www.nsta.org/blog/making-large-scale-science-assessment-meaningful
- Lyons, S., Hinds, B. F., **Student, S. R.**, & Denker, H. (2022). *Improving the Language of Achievement Level Labels in Statewide Assessment: Gathering Stakeholder Feedback to Support a Growth Mindset.* Cognia and Lyons Assessment Consulting. https://lyonsassessmentconsulting.com/resource/improving-the-language-of-achievevment-level-labels-in-statewide-assessment-gathering-stakeholder-feedback-to-support-a-growth-mindset/
- Shear, B.R., Diaz-Bilello, E., **Student, S. R.**, and Pierre-Louis, M. (2021). *Evaluation of Colorado School Turnaround Network and School Turnaround Leadership Development Grants: Descriptive analysis of 2015-2020 cohorts*. The Center for Assessment, Design, Research and Evaluation (CADRE). https://www.colorado.edu/cadre/sites/default/files/attached-files/evaluation_of_colorado_school_turnaround_network_and_school_turnaround_leadership_development_grants-_descriptive_analysis_of_2015-2020_cohort_feb_2021.pdf

Conference Papers and Presentations
- Shores, K. and **Student, S.R.** (2025, November). *Making the Grade: Accounting for Course Selection in High School Transcripts with Item Response Theory*. Paper accepted for presentation at the Association for Public Policy Analysis & Management Fall Research Conference, Seattle, WA.
- Osgood, D., Amendum, S., Fidel, R., Hustedt, J., **Student, S.R.**, Whitaker, A. and N. Zubaca. *Structural Validity of a Statewide Kindergarten Readiness Assessment*. Paper accepted for presentation at SREE Annual Conference, Chicago, IL.
- Fidel, R., Whitaker, A., Amendum, S., Hustedt, J., Osgood, D., **Student, S.R.**, and N. Zubaca. *A Statewide Kindergarten Readiness Assessment's Relationship to 3rd Grade Literacy*. Paper accepted for presentation at SREE Annual Conference, Chicago, IL.
- **Student, S.R.** (2025, July). *Strengthening cross-grade comparisons on a vertical scale using moderated nonlinear factor analysis.* Poster presented at the International Meeting of the Psychometric Society, Minneapolis, MN.
- **Student, S.R.,** Gilbert, J*., Eze, J.* and B. Domingue (2025, July). *Instrumental variables regression with latent variables: Accounting for treatment-based differential item functioning as item-level heterogeneity or item parameter moderation*. Paper presented at the International Meeting of the Psychometric Society, Minneapolis, MN.
- **Student. S.R.** (2025, July). *Exploring the use of regularized moderated nonlinear factor analysis to estimate treatment effects and item-level deviations in randomized controlled trials*. In **Student, S.R.** (session organizer), *What can parameter moderation do for you?*

Paper presented at the International Meeting of the Psychometric Society, Minneapolis, MN.

- **Student, S.R.** (2025, April). *Strengthening cross-grade comparisons on a vertical scale with regularized DIF Analysis.* Paper presented at the NCME Annual Meeting, Denver, CO.
- **Student, S.R.** and *Snipes, J.* (2025, April). Is there evidence of score inflation on SBAC? Paper accepted for presentation at the AERA Annual Meeting, Division H, Denver, CO.
- **Student, S.R.,** Shear, B.R. & *W. Read* (2025). *Communicating effect sizes to teachers: A replication in the U.S.* Paper presented at the NCME Annual Meeting, Denver, CO.
- **Student, S.R.** & Briggs, D.C. (2025, April). *A self-contained Empirical Bayes approach to weekly scoring.* In Rome. L. (session organizer), Dynamic measurement of student proficiency for continuous assessment. Paper presented at the NCME Annual Meeting, Denver, CO.
- **Student**, S.R. & *Read, W. Applying Bayesian checks of cancellation axioms for interval scaling in limited samples.* Paper presented at the International Objective Measurement Workshop, Boulder, CO.
- Rome. L., **Student. S.R.** and T. Daisher (2025, April). *Growth modeling for Bayesian priors in repeated measurement of student ability*. Paper presented at the NCME Annual Meeting, Denver, CO.
- *Vu, L.* & **Student, S.R.** (2025, April). *An item-level investigation of the impact of Kumon.* Poster presented at the NCME Annual Meeting, Denver, CO.
- *Lee, H.R.*, **Student, S.R.**, Rutherford, T., Collie, R.J., and A.C. Bart. (2025, April). *Profiles of domain- and course-specific motivation in computer science*. Paper presented at the AERA Annual Meeting, Denver, CO.
- **Student, S.R.** (2025, January). *Strengthening cross-grade comparisons on a vertical scale using moderated nonlinear factor analysis*. Poster prepared for IES PI Meeting, Washington, D.C. (cancelled due to inclement weather).
- **Student, S.R.** (2024, April). *Validating, calibrating and linking vertical scales with moderated Item Response Theory*. Paper presented at the NCME Annual Meeting, Philadelphia, PA.
- **Student, S.R.**, Briggs, D.C. & Davis, L. (2024, April). *Vertical scale design and years of learning*. Paper presented at the NCME Annual Meeting, Philadelphia, PA.
- **Student, S.R.**, Banjanovic, E., Minchen, N., Rome, L. & Daisher, T. (2024, April). *Item parameter estimation from short student quizzes*. In Rome, L. (session organizer), *Assessment and Instruction Coherence for Dynamic Measurement of Student Proficiency*. Presented at the NCME Annual Meeting, Philadelphia, PA.
- **Student, S.R.** (2023, December). *Empirical tests of the assumptions underlying growth measurement in vertical scaling*. In Hartel, D. and Kanopka, K. (session organizers), *Applied statistical and psychometrics issues in measurement*. Presentation at the Conference on Computational and Methodological Statistics, Berlin, DE.
- **Student, S.R.** (2023, April). *What's in a year: Updated annual growth trends on vertically scaled tests.* Paper presented at the NCME Annual Meeting, Chicago, IL.
- **Student, S.R.** & Briggs, D.C. (2023, April). *Investigating the relationship between linking direction and growth magnitudes in vertical scaling*. Paper presented at the International Objective Measurement Workshop, Chicago, IL.

- Furtak, E.M., Deverel-Rico, C. & **Student, S.R.** (2023, April). *How can crosscutting concepts organize formative assessments across science classrooms? Results of a video study.* Paper presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL.
- **Student. S. R.**, Lyons, S., Shoukry, Y., Nitkin, D. & Picucci, A. (2022, October). *Leaps: an assessment system for tracking school transformation and student learning experiences.* Paper presented at the Northeast Educational Research Association Annual Conference, Trumbull, CT.
- **Student. S. R.** (2022, April). *Calibrating and validating the uses of a vertical scale in a computerized adaptive setting.* In Briggs, D.C. (session organizer), *A Content-Referenced Approach to the Interpretation of Growth.* Presentation given at the NCME Annual Meeting, San Diego, CA.
- Lyons, S., Hinds, F., **Student, S. R.** & Denker, H. (2022, April). *Developing culturally responsive items for an urban district interim assessment program.* Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA.
- Wellberg, S., Briggs, D.C., & **Student, S. R.** (2022, April). *Synthesizing big ideas in the understanding of fractions: A learning progression.* Paper presented at the annual meeting of American Educational Research Association (AERA), San Diego, CA.
- **Student, S. R.** (2021, October). *Reviewing the implications of vertical scaling issues for empirical growth benchmarks.* Paper presented at the Northern Rocky Mountain Education Research Association Annual Meeting, Ketchum, ID.
- **Student, S. R.** (2021, July). *A comparison of the power of four traditional and four purpose-built person fit statistics to detect cheating.* Poster presented at the International Meeting of the Psychometric Society, conducted remotely.
- **Student, S. R.** & Gong, B. (2021, June). *Tiered claims: A new approach to claims about students in NGSS assessment.* Poster presented at the annual meeting of the National Council on Measurement in Education (NCME), conducted remotely.
- Deverel-Rico, C. & **Student, S. R.** (2021, June). *Towards an approach for evaluating equity in UTeach.* Presentation at the UTeach STEM Educators Virtual Conference Equity and Racial Justice in STEM Teacher Development Virtual Summit.
- **Student, S. R.** & Gong, B. (2021, April). *Supporting the interpretive validity of student-level claims in science assessment with tiered claims structures.* Paper presented at the annual meeting of the American Educational Research Association (AERA), conducted remotely.
- **Student, S. R.**, Briggs, D., Toutkoushian, E. & Confrey, J. (2020, April). *Keeping it on the level: Using learning trajectories for diagnostic inferences.* Paper presented at the 2020 International Objective Measurement Workshop, Berkeley, CA (conference conducted remotely in 2021).
- **Student, S. R.** & Burkhardt, A. (2019, September). *Making inferences from PBICs to the learning progression.* In Briggs, D.C. (session organizer), *Learning Progressions and NGSS.* Presentation given at the NCME Special Conference on Classroom Assessment, Boulder, CO.

Invited talks

- **Student. S.R.** (2025, February). Academic growth, comparisons across time, and comparisons across scales: Challenges and potential remedies. Presentation to the University of Maryland Monday Symposium in Measurement and Statistics.
- **Student, S.R.** (2022, November). Studies in student growth as context for effect sizes. Presentation to the University of Delaware School of Education.
- Shear, B. R. & **Student, S. R.** (2022, March). Guidance on effect size interpretation in educational research: Part 2. Presentation to the Association of Colorado Educational Evaluators.
- Shear, B. R. & **Student, S. R.** (2022, February). Guidance on effect size interpretation in educational research. Presentation to the Association of Colorado Educational Evaluators.

Research and Relevant Work Experience

Prior research roles

Doctoral Researcher | Center for Assessment Design, Research and Evaluation | August 2018-May 2023 | Boulder, CO

Summer intern | National Center for the Improvement of Educational Assessment | June 2020-August 2020 | Dover, NH (completed remotely due to COVID-19)

Prior consulting roles

Research Associate | Lyons Assessment Consulting | July 2021-July 2023 | Wayland, MA (remote position)

Lead researcher, Commission on the Future of Legal Education Bar Exam study | American Bar Association | May 2019-January 2020 | Boulder, CO

Relevant prior professional experience

Software Engineer | edX | February 2016-August 2018

Teaching Experience

School of Education, University of Delaware

Note: all ratings out of 5.

Instructor of Record | EDUC 812 Introduction to Structural Equation Modeling | Spring 2025

- Redesigned all course assessments
- Course/instructor overall ratings: 4.90/4.90

Instructor of Record | EDUC 872 Advanced Educational Measurement | Fall 2024

- Fully redesigned course
- Course/instructor overall ratings: 5.00/5.00

Instructor of Record | EDUC 865 Educational Measurement Theory | Spring 2024

- Fully redesigned course
- Course/instructor overall ratings: 4.92/5.00

Instructor of Record | EDUC 867-011 Survey Design for the Social Sciences | Fall 2023

- New course
- Course/instructor overall ratings: 4.73/4.82

School of Education, University of Colorado Boulder

Graduate Teaching Assistant | Quantitative Methods I | Fall 2019

Computer Science Department, Brown University

Undergraduate Teaching Assistant | Introduction to Object-Oriented Programming in Java | Fall 2010, Fall 2011

Service and review work

Professional organization service

National Council on Measurement in Education

- Discussant, 2025 NCME Annual Meeting
- Committee Chair (2024-26), NCME Archives Committee
- Session Chair and Discussant, 2024 NCME Annual Meeting
- Reviewer, Session Chair and Discussant, 2023 NCME Annual Meeting
- Member (2023-2024), NCME Archives Committee
- Graduate student member (2022-23), NCME Archives Committee
- Session Chair, 2022 NCME Annual Meeting
- Graduate student member and reviewer (2021 and 2022), NCME Career Contributions Award Committee
- Conference Room Manager, 2021 NCME Annual Meeting (conducted virtually)

American Educational Research Association
- Reviewer, Test Validity SIG, 2024 AERA Annual Meeting
- Reviewer, Test Validity SIG, 2023 AERA Annual Meeting
- Reviewer, Division D, 2022 AERA Annual Meeting
- Reviewer, Test Validity SIG, 2022 AERA Annual Meeting

International Objective Measurement Workshop
- 2025:
    - Organizing committee member
    - Proposal reviewer
    - Session chair
    - Keynote workshop support

Other professional organization service
- Discussant, 2022 Northeastern Educational Research Association Annual Conference
- Session chair, 2022 Northeastern Educational Research Association Annual Conference
- Reviewer, 2022 Northeastern Educational Research Association Annual Conference
- Reviewer, 2021 Northern Rocky Mountain Education Research Association Annual Conference

Journal peer review service

Ad Hoc Reviews
- *Journal of Educational Measurement*
- *Educational Measurement: Issues and Practice*
- *Journal of Research on Educational Effectiveness*
- *Metacognition and Learning*
- *Assessment in Education: Principles, Policy & Practice*
- *Foundations*
- *Measurement and Evaluation in Counseling and Development*

Department, state and national service

University of Delaware School of Education
- Member, Faculty Affairs Committee (2023-present)
- Search committee member, Educational Statistics and Data Science assistant professor (2023-2024)
- Resident Faculty, Data Science Institute (2023-present)
- Session chair, Steele Symposium: 2024, 2025
- Poster judge, Steel Symposium: 2025

State of California
- Member, California Desired Results Developmental Profile Technical Advisory Committee (2025-present)

State of Delaware
- Member, Delaware Accountability System Growth Component Working Group (2024)
- Hiring Committee Member, Psychometric Associate Position (2024-present; search ongoing)

State of Maryland
- Member, Maryland State Department of Education Technical Advisory Committee (2024-present)

Prior institutions
- Member, student committee, University of Colorado Boulder School of Education doctoral core curriculum revision (2022)
- Co-creator, introductory R performance task for incoming doctoral students (2021)
- Reviewer, Schools of Opportunity Recognition Program (2019)

Honors
- Selected attendee, American Institutes for Research/National Center for Educational Statistics Winter 2020 National Assessment of Educational Progress Data Training Workshop, Arlington, VA.
- Nominee, 2024 National Council on Measurement in Education Dissertation Award.
- Co-recipient, 2024 American Education Research Associated Classroom Assessment Special Interest Group Early Career Paper Award (with C. Deverel-Rico, A. Burkhardt).
- Semi-finalist, 2024 Spencer/NAEd Postdoctoral Fellowship.