

**VITA**  
**RICHARD R SUDWEEKS**

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**CURRENT POSITION:**

Professor, Instructional Psychology and Technology Department  
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**PREVIOUS EMPLOYMENT EXPERIENCE:**

1965-66 Teacher, Mayfair High School, Bellflower School District, Bellflower, CA  
1966-69 Teacher, Fillmore LDS Seminary, Fillmore, UT  
1969-70 Curriculum Writer, Central Office Staff, LDS Seminaries & Institutes of Religion,  
Provo, UT  
1970-71 Graduate Assistant, Educational Technology Dept., Arizona State University,  
Tempe, AZ  
1971-73 Assistant Director of Secondary Curriculum, Central Office, LDS Seminaries and  
Institutes of Religion, Salt Lake City, UT  
1973-75 Graduate Assistant, Center for Instructional Research & Curriculum Evaluation  
(CIRCE), University of Illinois, Urbana, IL  
1975-78 Research and Evaluation Specialist, LDS Church Education System,  
Salt Lake City, UT  
1978-79 Instructional Psychologist, F-16 Pilot Training Project, Courseware Inc.,  
Clearfield, UT  
1979-80 Associate Director for Evaluation, Center for Instructional Development,  
Syracuse University, Syracuse, NY  
1980-83 Evaluation Specialist, David O. McKay Institute of Education, Brigham Young  
University, Provo, UT  
1983-present Faculty Member, David O. McKay School Education, Brigham Young University,  
Provo, UT

**EDUCATION:**

B.S.	Brigham Young University	1965	Geography
M.A.	Brigham Young University	1973	Secondary Curriculum and Instruction
PhD.	University of Illinois	1978	Educational Psychology with an emphasis in Quantitative and Evaluative Research Methods

## **BOOKS:**

Worthen, B.R., White, K.R., Fan, X., & Sudweeks, R.R (1999). *Measurement and assessment in the schools* (2nd ed.). New York: Addison Wesley Longman.

## **CHAPTERS/ARTICLES IN BOOKS:**

Sudweeks, R.R (1996). Teaching by the power of the Spirit. In L.R. Hartshorn, D.A. Wright, & C.J. Ostler (Eds.), *The Doctrine and Covenants: A Book of Answers* (pp. 105-122). Salt Lake City: Deseret Book.

Sudweeks, R.R & Diamond, R.M. (1998). Questions for evaluating a college course. In R.M. Diamond (Ed.). *Designing and assessing courses and curricula: A practical guide* (rev. ed., pp. 241-246). San Francisco: Jossey-Bass.

Worthen, B.R. & Sudweeks, R.R (1998). Review of the Eskwall/Shanker Reading Inventory. In J.C. Impara and B.S. Plake (Eds.), *The Thirteenth Mental Measurements Yearbook* (pp. 406-407). Lincoln, NE: Buros Institute of Mental Measurements.

Sudweeks, R.R (2004). Thinking habits and dispositions. In *Brigham Young University 2003-2004 Speeches* (pp. 61-67). Provo, UT: Brigham Young University Publications & Graphics.

Sudweeks, R.R. (2018). Guttman scaling. In B.B. Frey (Ed.), *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation* (vol. 2, pp. 763-766). Los Angeles: Sage Publications.

Sudweeks, R.R. (2018). Internal consistency. In B.B. Frey (Ed.), *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation* (vol. 2, pp. 853-856). Los Angeles: Sage Publications.

Sudweeks, R.R. (2018). Interval-level measurement. In B.B. Frey (Ed.), *The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation* (vol. 2, pp. 870-871). Los Angeles: Sage Publications.

## **JOURNAL ARTICLES:**

Diamond, R.M. & Sudweeks, R.R (1980). A comprehensive approach to course evaluation. *Journal of Instructional Development*, 4(1), 28-34.

Sudweeks, R.R (1991). Validation and standard-setting studies for using the pre-professional skills test for the teacher education program at Brigham Young University. *Contemporary Issues in Reading*, 6, 95-107.

Tolman, M.N., Sudweeks, R.R, Baird, H. & Tolman, R.R. (1991). Does reading ability affect science test scores? *Science and Children*, 29 (1), 44-47.

Hardy, G.R., Sudweeks, R.R, Tolman, M.N. & Baird, J.H. (1991). The impact of using a look-listen method of test administration on primary grade students who are poor listeners. *Science and Children*, 29 (2), 43-45.

- Cook, P.F., Mills, G.E., Andrus, G.R. & Sudweeks, R.R. (1992). Video modeling displays: Do we need professional productions? *New Directions for Educational Reform*, 1(1), 81-89.
- Sudweeks, R.R & Tolman, R.R. (1993). Empirical versus subjective procedures for identifying gender differences in science test items. *Journal of Research in Science Teaching*, 30(1), 3-19.
- Harward, S.V., Allred, R. A. & Sudweeks, R.R (1994). The effectiveness of four self-corrected spelling test methods. *Reading Psychology*, 15(4), 245-271.
- Reutzel, D.R., Sudweeks, R.R & Hollingsworth, P.M. (1994). Issues in reading instruction: The views and information sources of state-level textbook adoption committee members. *Reading Research and Instruction*, 34(2), 149-171.
- Hardy, G.R., Sudweeks, R.R, Tolman, M.N. & Burton, S.J. (1996). Dollars and Sense. *Science and Children*. 34(3), 12-15 & 34.
- Allen, R.D., Swain, M.R., Sudweeks, R.R & Schaalje, G.B. (1998). The impact of recognition opportunities and examination format on students' examination performance. *Advances in Accounting Education*, 1, 189-214.
- Bahr, D. & Sudweeks, R.R (1998). An evaluation of full graphemic cues reading instruction. *Utah Journal of Reading and Literacy*, 3(1), 13-19.
- Kitchen, E., Bell, J.D., Sudweeks, R.R, & Bradshaw, W.S. (2003). Teaching cell biology in the large-enrollment classroom: Methods to promote analytical thinking and assessment of their effectiveness. *Cell Biology Education*, 2, 178-192.
- Wilder, L.K. & Sudweeks, R.R (2003). Reliability of ratings across studies of the BASC. *Education and Treatment of Children*, 26, 382-399.
- Dyches, T.T., Wilder, L.K., Sudweeks, R.R, Obiakor, F.E., & Algozzine, B. (2004). Multicultural issues in autism. *Journal of Autism and Developmental Disorders*, 34, 211-222.
- Sudweeks, R.R, Glissmeyer, C.B., Morrison, T.G., Wilcox, B.R., & Tanner, M.W. (2004). Establishing reliable procedures for rating ELL students' reading comprehension using oral retellings. *Reading Research and Instruction*, 43(2), 65-86.
- Wolfersberger, M.E., Reutzel, D.R., Sudweeks, R.R, & Fawson, P.C. (2004). Developing and validating the *Classroom Literacy Environmental Profile* (CLEP): A tool for examining the "print richness" of early childhood and elementary classrooms. *Journal of Literacy Research*, 36(2), 211-272.
- Hansen, K. Reeve, S., Sudweeks, R.R, Hatch, G., Gonzalez, J., & Bradshaw, W.S. (2004). An argument for changing institutional policy on granting AP credit in English: An empirical study of college sophomores' writing. *Writing Program Administration*, 28, 29-54.
- Sudweeks, R.R, Reeve, S. & Bradshaw, W.S. (2005). A comparison of Generalizability Theory and Many-Facets Rasch Measurement in an analysis of college sophomore writing. *Assessing Writing*, 9(3), 239-261.

- Young, E. & Sudweeks, R.R. (2005). Gender differential item functioning in the Multidimensional Self Concept Scale with a sample of early adolescent students. *Measurement and Evaluation in Counseling and Guidance*, 38, 29-44.
- Dyches, T.T., Hobbs, K., Wilder, L.K., Sudweeks, R.R., Obiakor, F.E., & Algozzine, B. (2005). Multicultural representation in autism. *Linking Research and Practice in Special Education: An International Perspective*, 1(1), 1-15.
- Hall, K.M., Smith, L.K., Draper, R.J., Bullough, R.V., & Sudweeks, R.R. (2005, Winter). Measuring the self-efficacy of mentor teachers. *Academic Exchange*, 188-192.
- Lusk, M.G., Bickmore, B.R., Christiansen, E.H., & Sudweeks, R.R. (2006). Use of a mentored creative writing project to improve the geology education of preservice elementary teachers. *Journal of Geoscience Education*, 54(1), 31-40.
- Hansen, K., Reeve, S., Gonzalez, J., Sudweeks, R.R., Hatch, G.L., Esplin, P., & Bradshaw, W.S. (2006). Are advanced placement English and first-year college composition equivalent? A comparison of outcomes in the writing of three groups of sophomore college students. *Research in the Teaching of English* 40, 461-501.
- Kitchen, E., King, S.H., Robison, D.F., Sudweeks, R.R., Bradshaw, W.S., & Bell, J.D. (2006). Rethinking exams and letter grades: How much can teachers delegate to students? *CBE—Life Sciences Education*, 5, 270-280.
- Fawson, P.C., Ludlow, B.C., Reutzell, D.R., Sudweeks, R.R., & Smith, J.A. (2006). Examining the reliability of running records: Attaining generalizable results. *Journal of Educational Research*, 100, 113-126.
- Kitchen, E., Reeve, S., Bell, J.D., Sudweeks, R.R., & Bradshaw, W.S. (2007). The development and application of affective assessment in an upper-level cell biology course, *Journal of Research in Science Teaching*, 44(8), 1057-1087.
- Lemley, D., Sudweeks, R.R., Howell, S., Laws, D. & Sawyer, O. (2007). The effects of immediate and delayed feedback on secondary distance learners. *Quarterly Review of Distance Education*, 8(3), 251-260. [This article received the Elizabeth Powell 2008 Community of Practice Award given by the University Continuing Education Association at the association's annual meeting in New Orleans, LA on March 27, 2008. "The Elizabeth Powell Award recognizes publication of merit that make significant contributions to research in the field of distance education."]
- Bahr, D.L. & Sudweeks, R.R. (2008). Teacher-developed mathematics performance assessments in the context of reform-based professional development. *Focus on Learning Problems in Mathematics*, 30 (1), 12-33.
- Cantrell, P. & Sudweeks, R. (2009). Technology task autonomy and gender effects on students performance in rural middle school science classrooms. *Journal of Computers in Mathematics and Science Teaching*, 28, 359-379.
- Battisti, B., Hanegan, N., Sudweeks, R.R., & Cates, R. (2010). Using item response theory to conduct a distracter analysis on the Conceptual Inventory of Natural Selection. *International Journal of Science Education*, 8(5), 845-868.

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- Reutzell, D.R., Dole, J.A., Read, S., Fawson, P., Herman, D., Jones, C.D., Sudweeks, R.R, & Fargo, J. (2011). Conceptually and methodologically vexing issues in teacher knowledge assessment. *Reading & Writing Quarterly*, 27(3), 183-211.
- Reeve, S., Kitchen, E., Sudweeks, R.R, Bell, J.D., & Bradshaw, W.S. (2011). Development of an instrument for measuring self-efficacy in cell biology. *Journal of Applied Measurement*, 12 (3), 242-260.
- Bernfeld, L.E.S., Morrison, T.G., Sudweeks, R.R, & Wilcox, B. (2013). Examining reliability of reading comprehension ratings of fifth grade students' oral retellings. *Literacy Research and Instruction*, 52 (1), 65-86.
- Hawkins, A., Graham, C.R., Sudweeks, R.R, & Barbour, M.K. (2013). Academic performance, course completion rates, and student perception of the quality and frequency of interaction in a virtual high school. *Distance Education*, 34, 64-83.
- Burbank, M., Bennion, J., Clark, S., Moulding, L., Sudweeks, R., & Rawlins, T. (2013). Today's teacher education: Bridges in an age of accountability. *Impact Journal*, 14(2), 34-38.
- Everson, K.C., Feinauer, E., & Sudweeks, R.R (2013). Rethinking teacher evaluation: A conversation about statistical inferences and value-added models. *Harvard Educational Review*, 83, 349-370.
- Moser, G.P., Sudweeks, R.R., Morrison, T.G., & Wilcox, B.R. (2014). Reliability of ratings of children's expressive reading. *Reading Psychology*, 35(1), 58-79.
- Nelson, K.L., Alexander, M., Williams, N.A., & Sudweeks, R.R (2014). Determining adolescent struggling readers' word attack skills with the Core Phonics Survey. *Reading Improvement*, 51(4), 333-340.
- Clark, S.K., Byrnes, D., & Sudweeks, R.R (2015). A comparative examination of student teacher and intern perceptions of teaching ability at the preservice and inservice stages. *Journal of Teacher Education*, 66(2), 170-183.
- Henrie-Barrus, P., Averill, L.A., Sudweeks, R.R., Averill, C.L., & Mota, N. (2016). Development and preliminary validation of the Opioid Abuse Risk Screener. *Health Psychology Open*, 3(1), 1-12.
- Jones, E.A., Larsen, R.A.A., Sudweeks, R.R., Young, R.K., & Gibb, G.S. (2018). Evaluating paraeducator-led reading interventions in elementary school: A multi-cutoff regression-discontinuity analysis. *Journal of Research on Educational Effectiveness*. 11(4), 507-534.
- Manwaring, K.F., Jensen, J.L., Gill, R.A., Sudweeks, R.R., Davies, R.S., & Bybee, S.M. (2018). Scientific reasoning ability does not predict scientific views on evolution among religious individuals. *Evolution: Education & Outreach*, 11(2). doi.org/10.1186/s12052-018-0076-8
- Vogeler, H. A., Fischer, L., Sudweeks, R. R., & Skinner, K. B. (2018). An examination of the factor structure of the Trauma Inventory for Partners of Sex Addicts (TIPSA). *Sexual Addiction & Compulsivity*, 25(1), 46-64.

- Moulton, S.D., Young, E.L., & Sudweeks, R.R (2019). Examining the psychometric properties of the SRSS-IE with the nominal response model within a middle school sample. *Assessment for Effective Intervention*, 44(4),1-14.
- Nixon, R.S., Smith, L.K., & Sudweeks, R.R (2019), Elementary teachers' subject matter knowledge across the teacher career cycle. *Journal of Research in Science Teaching*, 56(6), 707-731.
- Wright, J.L., Caldarella, P., Sudweeks, R.R., Anderson, D.H., Heath, M.A., & Williams, L. (2019). A psychometric analysis of the Primary Intervention Rating Scale. *Education*, 139, 219-231.
- Manwaring, K.F., Jensen, J.L., Gill, R.A, Sudweeks, R.R, Davies, R.S., Olsen, J.A., Phillips, A.J., & Bybee, S.M. (2019). Religious affiliation and religiosity and their impact on scientific beliefs in the United States. *BioScience*, 69(4), 292-304.
- Stokes, S.S., Moulton, S., Sudweeks, R.R, & Fischer, L. (2020). An item analysis of the Trauma Inventory for Partners of Sex Addicts. *Sexual Addiction & Compulsivity*, 65(1-2), 65-89.
- Rino, J., Bahr, D.L., Larsen, R.A.A., Sudweeks, R.R, Robinson, J., Everson, K., & Monroe, E.E. (2021). Examining the validity argument of a survey measuring elementary teachers' implementation of standards-based mathematics teaching: An argument-based approach. *Investigations in Mathematics Learning*, 13(2), 91-106.
- Smith, L.K., Nixon, R.S., Sudweeks, R.R, & Larsen, R.A.A. (2022). Elementary teacher characteristics, experiences, and science subject-matter knowledge: Understanding the relationships through structural equation modeling. *Teaching and Teacher Education*, 113, 103661. doi.org/10.1016/j.tate.2022.103661
- Morrison T.G., Wilcox, B., Sudweeks, R.R, Bird, L., Murdoch, E., Bursey, H., & Helvey, M. (2022). Assessment of inference types (AIT): A new test for measuring how well students make inferences. *Reading Psychology*, 43(5-6), 293-316.

## **EVALUATION REPORTS:**

- Sudweeks, R.R., & Walters, L. (1993). *Evaluation of inter-district special education programs and services in Oakland County*. (Report of an evaluation presented to the board of education of the Oakland Intermediate School District and the 28 constituent school districts in Oakland County, Michigan.)
- Sudweeks, R.R & Sudweeks, J.S. (2003). *An evaluation of the K-2 integrated curriculum in selected Utah schools*. A report submitted to the Utah State Office of Education, Salt Lake City, UT.
- Sudweeks, R.R (2015). *An evaluation of the Robert Noyce Scholarship program at Utah Valley University*. Report of an evaluation submitted to the National Science Foundation (NSF grant 0934942). Washington, D.C.

## **OTHER WRITINGS AND PRODUCTS:**

- Tolman, M.N., Tolman, R.R., Sudweeks, R.R., Baird, J.H. & Hardy, G., (1990). *Utah core curriculum assessment series end of level tests: Test booklets*. Two forms (A & B) plus an administrative manual for each of grades 1-3. Salt Lake City, UT: Utah State Office of Education.
- Tolman, R.R., Tolman, M.N., Sudweeks, R.R., Baird, J.H. & Hardy, G., (1990). *Utah core curriculum assessment series end of level tests: Test booklets*. Two forms (A & B) plus an administrative manual for each of grades 4-6. Salt Lake City, UT: Utah State Office of Education.
- Tolman, R.R., Baird, J.H., & Sudweeks, R.R., (1990). *Utah core curriculum assessment item pools: Elementary science, intermediate levels 4-6*. Salt Lake City, UT: Utah State Office of Education.
- Sudweeks, R.R. & Baird, J.H., (1990). *Technical manual: Utah core assessment series end of level tests*. Salt Lake City, UT: Utah State Office of Education.
- Tolman, M.N., Baird, J.H. & Sudweeks, R.R., (1990). *Users Guide: Utah Core Assessment Series End of Level Tests*. Salt Lake City, UT: Utah State Office of Education.
- Zimmerman, B.B., Sudweeks, R.R., Shelley, M.F. & Wood, B., (1990). *How to prepare better tests: Guidelines for university faculty*. Provo, UT: Testing Services, Brigham Young University.
- Burton, S.J., Sudweeks, R.R., Merrill, P.F. & Wood, B., (1990). *How to prepare better multiple-choice tests: Guidelines for university faculty*. Provo, UT: Testing Services, Brigham Young University.
- Sudweeks, R.R. (1990). *Validation of the Pre-Professional Skills Tests and determination of performance standards for the BYU College of Education*. College of Education, Brigham Young University, Provo, UT. (Technical report prepared for Educational Testing Service, Princeton, NJ.)
- Sudweeks, R.R. (1992). *Content validation and standard setting studies for use of the Pre-Professional Skills Test at Utah State University*. College of Education, Utah State University, Logan, UT. (Technical report prepared for Educational Testing Service, Princeton, NJ.)
- Sudweeks, R.R., Dickson, T., & Burton, S.J. (1993). *Instructor's manual* (including teaching tips and test item bank) to accompany the textbook, *Measurement and evaluation in the schools* by B.R. Worthen, W.R. Borg, & K.R. White. New York: Longman.
- Sudweeks, R.R. (1993). *Local validation and standard setting studies for use of the Pre-Professional Skills Tests at Weber State University*. College of Education, Weber State University, Ogden, UT. (Technical report prepared for Educational Testing Service, Princeton, NJ.)
- Sudweeks, R.R., Bahr, D., Jones, C.J., Jones, D., Bishop, K., Bishop, B. & Cook, V. (1993). Series of 28 performance assessment exercises developed for the Utah State Office of Education to accompany the new Utah Elementary School Science Core Curriculum.
- Sudweeks, R.R., Baird, J.H., & Lawrence, B. (1994). Intended learning outcomes for the Utah core curriculum in science. In *Elementary School Science Core Curriculum Standards* (pp. 5-7). Salt Lake City, UT: Utah State Office of Education.
- Sudweeks, R.R. & Fan, X. (1999). *Instructor's manual/Test Bank* to accompany the textbook *Measurement and assessment in the schools* (2nd ed.) by B.R. Worthen, K.R. White, X. Fan, & R.R. Sudweeks. New York: Longman.

Sudweeks, R.R & Baird, J.H. (2002). *Reading, writing, and mathematics skills recommended for inclusion in Utah's Basic Skills Competency Test*. Report to the Steering Committee for the *Basic Skills Competency Test*, Utah State Office of Education.

Fischer, L., Larsen, R.A.A., & Sudweeks, R.R (2019). *The incidence and impact of missing data on Utah's 2018 Sage tests due to parental opt-out and self opt-out*. A report presented to the Office of the Legislative Auditor General.

Pfleger, P.I., Clark, J.C., Simpson, D., Larsen, R.A.A., Olsen, J.A., Owens, M., & Sudweeks, R.R (2021). *Report of Research Aimed at Identifying Barriers to Success and Predictors of Utah Students' Participation in and Completion of Postsecondary Education Based on Statewide Longitudinal Data*. A report presented to the Utah State Board of Education (Grant No. USBE-MI19034-PS).

#### **PRESENTATIONS AT MEETINGS OF PROFESSIONAL SOCIETIES:**

Baird, J.H., Sudweeks, R.R, Tolman, M.N., Tolman, R.R., & Hardy, G. (April, 1990). *Solving problems encountered in large-scale test development projects*. Seminar presented at the annual meeting of the National Science Teachers Association, Atlanta, GA.

Sudweeks, R.R & Tolman, R.R. (April, 1990). *The use of empirical versus subjective procedures for identifying science test items which function differentially for females and males*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Atlanta, GA. (This paper was selected by NARST officers to be presented as one of the association's best papers at the annual meeting of the National Science Teachers Association in Houston, TX, March, 1991.)

Petersen, G.A., Sudweeks, R.R & Baird, J.H. (April, 1990). *Test-wise responses of third-, fifth-, and sixth-grade students to clued and unclued multiple-choice science items*. Paper presented at the annual meeting of the National Council on Measurement in Education, Boston, MA.

Sudweeks, R.R (Oct., 1990). *Science misconceptions of Utah elementary school students*. Symposium presentation at the annual meeting of the Northern Rocky Mountain Educational Research Association, Greeley, CO.

Sudweeks, R.R & Dickson, T. (April, 1991). *The planning practices of high school biology and social studies teachers in designing tests and other assessment procedures*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Lake Geneva, Wisconsin.

Harris, B.R., Harrison, G.V., & Sudweeks, R.R (April, 1991). *Learner-generated summaries in tutorial courseware*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL

Sudweeks, R.R, Larson, D.C., Briscoe, R.G. & Van Komen, G.J. (April, 1991). *Adolescent alcohol consumption: Beer drinking in a non-drinking state*. Paper presented at the annual meeting of the Western Social Science Association, Reno, NV.

Sudweeks, R.R & Dickson, T. (Oct., 1991). *Issues related to constructing and grading essay exams: A review of recent research*. Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Jackson, WY.



- Griph, G.W. & Sudweeks, R.R (Oct., 1991). *The stability and agreement of the Mantel-Haenszel and item response theory methods of detecting differential item functioning*. Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Jackson, WY.
- Sudweeks, R.R & Baird, J.H. (Oct., 1991). *Constructing interpretive exercises*. Seminar presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Jackson, WY.
- Sudweeks, R.R & Baird, J.H. (Nov., 1991). *Improving the use of performance assessment in public school classrooms*. Workshop presented at the annual meeting of the Utah Association for Supervision and Curriculum Development, Salt Lake City, UT.
- McKenna, H. J & Sudweeks, R.R (April, 1992). *The effects of thick versus thin matching on Mantel-Haenszel estimates of differential item functioning*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco.
- Griph, G.W. & Sudweeks, R.R. (April, 1992). *Differential item functioning: Issues of item classification*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco.
- Baird, J.H. & Sudweeks, R.R (Oct., 1992). *Classroom assessment practices of biology and social science teachers in Utah high schools*. Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Custer State Park, South Dakota.
- Sudweeks, R.R., Van Mondfrans, A., & Walters, L.C. (Sept., 1993). *The development of a Likert scale to assess educators' attitudes toward the practice of inclusion*. Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Jackson, WY.
- Sudweeks, R.R. & Clay, S.L. (March, 1994). *Using performance assessment to elicit cognitive processes: A comparison of knowledgeable versus less knowledgeable students*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, Anaheim, CA.
- Sudweeks, R.R. & Clay, S.L. (Oct., 1994). *Constructing performance assessments for use in science and mathematics classrooms*. Workshop presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Sun Valley, ID.
- Sudweeks, R.R. (Dec., 1994). *Development of the intended learning outcomes for the new Utah elementary school science curriculum*. Presentation at the National Science Teachers Association Area Convention, Las Vegas, NV.
- Sudweeks, R.R. (Dec., 1994). *How to construct performance assessments for elementary school science classrooms*. Workshop presentation at the area convention of the National Science Teachers Association, Las Vegas, NV.
- Sudweeks, R.R & Clay, S.L. (April, 1995). *Two alternative approaches to performance assessment*. Paper presented at the annual meeting of the National Association for Research in Science Teaching, San Francisco, CA.
- Sudweeks, R.R (Oct., 1995). *How to successfully score performance assessments*. Workshop presented at the area convention of the National Science Teachers Association, Salt Lake City, UT.

- Sudweeks, R.R (Oct., 1995). Organizer and moderator of panel discussion: Overcoming the obstacles to successful use of performance assessments in science classrooms. Participants included C. J. Jones, J. H. Baird, M. N. Tolman, D. Jones, and G. Twitchell. Presented at the area convention of the National Science Teachers Association, Salt Lake City, UT.
- McKenna, H.J. & Sudweeks, R.R (April, 1996). *Detection of mathematics application items in the Stanford Achievement Test that function differentially for students with different levels of reading ability*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Sudweeks, R.R (Oct., 1996). *Teaching statistics using spreadsheet software*. Workshop presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Detroit Lakes, MN.
- Tolman, M.N., Hardy, G.R., & Sudweeks, R.R (Oct., 1996). *Effectiveness of the Christa McAuliffe Space Education Center*. Presented at the area convention of the National Science Teachers Association, Phoenix, AZ.
- Hardy, G.R., Sudweeks, R. R, and Tolman, G.R. (Oct., 1996). *Dollars and Cents*. Presented at the area convention of the National Science Teachers Association, Phoenix, AZ.
- Hardy, G.R., Tolman, M.N. & Sudweeks, R.R (Dec., 1997). *Availability of science materials in the elementary school classroom*. Presented at the area convention of the National Science Teachers Association, Nashville, TN.
- Hardy, G.R., Tolman, M.N. & Sudweeks, R.R (Dec., 1997). *Reference materials used by elementary teachers and students in America*. Presented at the area convention of the National Science Teachers Association, Nashville, TN.
- Glissmeyer, C.B. & Sudweeks, R.R (Nov. 1998). *Oral retelling as a measure of reading comprehension: The generalizability of ratings of college-aged second language learners reading expository text*. Paper presented the annual meeting of the California Educational Research Association, San Diego.
- Mitchell, A., Erickson, L.B. & Sudweeks, R.R (Nov. 1998). *Literature or textbook: Does method really make a difference?* Paper presented at the 78th annual conference of the National Council for the Social Studies, Anaheim, CA.
- Wolfersberger, M. A. & Sudweeks, R.R (April, 1999). *The development of the Classroom Literacy Environment Profile and an investigation of the generalizability of CLEP ratings*. Poster session presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- Allen, S. & Sudweeks, R.R (April, 2001). *Identifying and managing local item dependence in context-dependent item sets*. Paper presented the annual meeting of the American Educational Research Association, Seattle, WA.
- Sudweeks, R.R., Bell, J.D. & Bradshaw, W.S. (May, 2001). *Factors affecting the reliability of ratings of data analysis skills in cellular biology*. Poster session presented at the 8th Annual Undergraduate Education Conference of the American Society for Microbiology, Orlando, FL.

- Bell, J.D., Sudweeks, R.R., & Bradshaw, W.S. (May 2001). *Assessing student performance on data interpretation tasks in a cell biology course*. Poster session presentation at the 8th Annual Undergraduate Education Conference of the American Society for Microbiology, Orlando, FL.
- Bradshaw, W.S., Bell, J.D., & Sudweeks, R.R. (May 2001). *Didactic strategies in teaching analytical skills in a cell biology course*. Poster session presented at the 8th Annual Undergraduate Education Conference of the American Society for Microbiology, Orlando, FL.
- Sudweeks, R.R., Rogers, E. & Smith, R.M. (June, 2001). *Using Rasch scaling methods to describe and report student achievement of intended outcomes*. Poster session presented at the annual Assessment Conference of the American Association of Higher Education, Denver, CO.
- Sudweeks, R.R., Curtin, J. & Smith, K. (October, 2001). *Creating a mission-based alumni questionnaire using Rasch scaling procedures*. Workshop presented at the annual meeting of the Rocky Mountain Association for Institutional Research, Vail CO.
- Olsen, D., Sudweeks, R.R., & Smart, D. (2002, June), *Assessing difficult to measure institutional aspirations: Using alumni feedback to examine character, service, and spirituality*. Presented at the annual assessment conference of the American Association of Higher Education, Boston, MA.
- Sudweeks, R.R. (2002, July). *Understanding the uses and abuses of grade-equivalent scores from standardized tests*. Presented at the Utah Rural Schools Conference, Cedar City, UT.
- Sudweeks, R.R. (2002, July). *Using scores from standardized tests to improve instruction*. Presented at the Utah Rural Schools Conference, Cedar City, UT.
- Curtin, J.A., Sudweeks, R.R., Smith, R.M. (2003, April). *Analyzing DIF for polytomous responses of university alumni to a follow-up questionnaire*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Sudweeks, R.R., Bradshaw, W.S. & Reeve, S. (2003, July). *Using generalizability theory to improve the reliability of an essay rating procedure*. Paper presented at the Summer Conference of Writing Program Administrators, Grand Rapids, MI.
- Miller, R.L., Sudweeks, R.R., & Erickson, L. (2003, Oct.). *The reliability of ratings of student Teachers in the Teacher Education Department at Brigham Young University*. Paper presented at the annual meeting of the National Network for Educational Renewal, Salt Lake City, UT.
- Reutzell, D.R., Dole, J.A., Sudweeks, R.R., Fawson, P.C., Read, S., Smith, J.A., Donaldson, R., Jones, C.D., Herman, K., & Dritz, D. (2007, April). *Developing the Literacy Instruction Knowledge Scales (LIKS): A comprehensive assessment of primary grade teachers' knowledge of reading and writing instruction*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Sudweeks, R.R., Forgione, M.A., Bullough, R., V., Jr., Bahr, D.L., Monroe, E.E., Thayn, S., & McEwen, M. (2008, March), *Constructing vertically scaled mathematics tests for tracking student growth in value-added studies of teacher effectiveness*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York City.
- Reutzell, D.R. & Sudweeks, R.R. (2008, June). *Assessing teacher knowledge in reading and writing instruction: Perplexities, problems, and promises*. Symposium presentation at the Third Annual Research Conference sponsored by the Institute of Education Sciences, Washington, DC.

- Davison, K. & Sudweeks, R.R. (2010, September). Uses, misuses, and abuses of hypothesis testing. Workshop presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Big Sky, MT.
- Sudweeks, R.R, Olsen, J., & Allen, D. (2010, October). *A divide-and-conquer approach to assessing the dimensionality of vertically scaled mathematics items using exploratory and confirmatory factor analysis*. Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Big Sky, MT.
- Sudweeks, R.R, Walker, T., & Davison, K. (2010, October). An introduction to and overview of confirmatory factor analysis. Workshop presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Big Sky, MT.
- Bernfeld, E.S., Morrison, T., Wilcox, B., & Sudweeks, R.R (2010, November). Establishing reliability of ratings of fifth-graders' oral retellings of narrative text. Paper presented at the annual meeting of the Association of Literacy Educators and Researchers, Omaha, NB.
- Hardy, A., Young, M., Yi, Q., Sudweeks, R.R, & Bahr, D. (2011, March). Investigating the content and construct representation of a common-item design when creating a vertical scale. Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.
- Hite, J.M., Hite, S.J., Sudweeks, R.R, & Walker, T.D. (2011). *Validating TRENDS: the Typology of Relational Embeddedness Network Data Survey*. Paper presented at the 31<sup>st</sup> Sunbelt Conference, St. Petersburg, FL.
- Sudweeks, R.R & Eckstein, G. (2011, October). The effects of different decisions about how many factors to retain when performing exploratory factor analysis. Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Jackson, WY.
- Sudweeks, R.R & Bliss, T.J. (2011, October). Using and interpreting Cronbach's alpha coefficient properly and avoiding misuse and misinterpretation. Workshop presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Jackson, WY.
- Sudweeks, R.R, Davison, K., Shaw, L, & Hall, G. (2011, October). Issues and promise of value-added measurement to improve teaching. Panel discussion presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Jackson, WY.
- Bliss, T.J, Zaugg, H., Allen, D. & Sudweeks, R.R (2011, October), *Descriptive and psychometric analysis of the Alberta Assessment Model*. Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Park City, UT.
- Bahr, D., Monroe, E., Wentworth, N., Sudweeks, R.R, & Rino, J. (2012, October), *Survey measuring elementary teacher's implementation of standards-based mathematics teaching: A psychometric analysis*. Paper presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Park City, UT.
- Davison, K. & Sudweeks, R.R (2012, October). *Introduction to propensity score matching*. Series of two workshops presented at the annual meeting of the Northern Rocky Mountain Educational Research Association, Park City, UT.

- Jensen, E., Olsen, D., & Sudweeks, R.R (2016, April). *Substantiating goal fulfillment in higher education: Developing useful measures of noncognitive college success indicators*. Paper presented at the International Objective Measurement Conference, Washington, DC.
- Jones, E.A., Sudweeks, R.R, & Larsen, R.A.A. (2016, April). *Using regression discontinuity with multiple cutoffs to estimate treatment effects in elementary school reading interventions*. Poster presented at the annual meeting of the American Educational Research Association, Washington, DC.
- Nixon, R.S., Smith, L.K., & Sudweeks, R.R. (2017, January). *Prospective vs. novice teachers: Teaching experience and science subject-matter knowledge*. Paper presented at the annual meeting of the Association for Science Teacher Education, Des Moines, IA.
- Smith, L.K., Nixon, R.S., & Sudweeks, R.R. (2017, April). *Aspects of elementary teachers' experience: Predictors of science teachers' subject-matter knowledge*. Paper presented at the annual conference of the National Association for Research in Science Teaching, San Antonio, TX.
- McLachlan, L., Sudweeks, R.R, & Pinnegar, S. (2017, April). *Exploring relationships among teacher beliefs, motivation, and classroom practices: A structural equation modeling analysis*. Poster presented at the American Educational Research Association, San Antonio, TX.
- McLachlan, L., Popham, A., Sudweeks, R., & Summers, T. (2018, April). *Development of a teacher performance assessment used within a state consortium of teacher preparation programs*. Poster presented at the annual meeting of the American Educational Research Association, New York City, NY.
- McEwen, M.R. & Sudweeks, R.R (2018, April). *Creating and visualizing incomplete rating designs intended for Many-Facet Rasch Model analysis*. Paper presented at the meeting of the International Objective Measurement Workshop, New York City, NY.
- McEwen, M.R. & Sudweeks, R.R (2018, April). The effects of incomplete rating designs on results from Many-Facets Rasch Model analyses. Paper presented at the biannual meeting of the International Objective Measurement Workshop, New York City, NY.
- Sudweeks, R.R., Cox, T., & McEwen, M.R. (2018, April). *How to use Facets software*. Workshop presented at the biannual meeting of the International Objective Measurement Workshop, New York City, NY.
- Osguthorpe, R.D., Clark, S.K., & Sudweeks, R.R (2021, April). *Measuring self-efficacy in the moral work of teaching*. Paper presented at the online meeting of the American Educational Research Association.

#### **OTHER PRESENTATIONS AND SPECIAL PROJECTS:**

Co-Director and Instructor, Five-week summer workshop in instructional development, LDS Seminaries and Institutes of Religion, Provo, UT, 1970.

*Alternative approaches to assessing affective outcomes*. Paper presented at the symposium on Measuring Affect in Education, College of Education, Brigham Young University, April, 1972.

*Assessing the outcomes of training sessions.* Workshop presented at the annual training conference, Illinois Department of Transportation, Allerton Park, IL, January, 1974.

*Designing and conducting an evaluation.* Presented at the Curriculum Development Workshop, Instructional Development Center, University of Bridgeport, CT, June 15, 1979.

Four presentations on evaluation in higher education, Seventh and Eighth Annual Sagamore Seminars on Instructional Development in Higher Education, Syracuse University Minnowbrook Conference Center, Blue Mountain Lake, NY, July 1979 and July 1980.

*Responsive evaluation.* Presented as part of a series of traveling workshops for the National Curriculum Study Institute on Evaluation sponsored by the Association for Supervision and Curriculum Development, New York City, August 1979; San Francisco, August 1980; Sarasota, FL, January 1981; and Colorado Springs, CO, June 1981.

Evaluation consultant, College of Arts and Science, University of Rhode Island, Kingston, RI, June 1979 to February 1980.

*Uses and abuses of testing in school evaluation.* Presentation at the Mid-year Faculty Workshop, Payson High School, Payson, UT, January 1981.

*A review of research findings on class-size and teaching effectiveness.* Presented at the Creative Classroom Conclave, College of Engineering Faculty, Brigham Young University, January, 1981.

*Developing and using performance tests.* A workshop presented to the faculty of the College of Engineering, Brigham Young University, January-February, 1982.

*Improving classroom testing and evaluation procedures.* Faculty Inservice Workshop, Brigham Young University--Hawaii Campus, Laie, Hawaii, August, 1982.

*Suggestions for improving public education in the state of Utah.* Presented to the Joint Interim Committee on Education, Utah State Senate and House of Representatives, June, 1984.

*What patrons can do to improve schools.* Series of four classes presented jointly with Adrian Van Mondfrans at Education Week, Brigham Young University, Provo, Utah, August, 1984.

*How to evaluate your performance as a school board member.* Workshop presented jointly with R.G. Briscoe at the annual meeting of the Utah School Boards Association, Salt Lake City, January, 1986 and at the annual convention of the National School Boards Association, San Francisco, April, 1987.

*Constructing and scoring essay tests, and Performance testing in the college classroom,*  
Two inservice training workshops presented to the faculty of Utah Valley Community College, May, 1987.

*Using essay tests and interpretive exercises to assess complex cognitive outcomes, and Writing better objective test items.* Two inservice training workshops presented at the CES Higher Education Summer Workshop, Brigham Young University, Provo, Utah, June, 1987.

*Alternatives to consolidation of rural school districts.* A seminar presented jointly with Adrian Van Mondfrans to the 10th annual Utah Rural Schools Conference sponsored by the Utah State Office of Education, Price, Utah, August, 1988.

*A review of the feasibility study conducted for the Cache County and Logan City School Districts.* Report presented to the Joint Interim Committee on Education, Utah Legislature, September 21, 1988 and to the Utah State Board of Education, October 14, 1988.

*Constructing better examinations.* An inservice training workshop presented to the faculty of Snow College, Ephraim, Utah. September, 1989.

*Improving the use of essay exams.* Faculty inservice training workshop sponsored by the Honors and General Education Program. Brigham Young University, Provo, Utah. March 3, 1990.

*How to write lesson plans to teach higher order thinking skills.* Presented at the ACT Workshop, Granite School District, Salt Lake County, UT, June, 1990

*Evaluation of Learning.* Presented jointly with J. Hugh Baird at the Dimensions of Teaching Effectiveness Workshop sponsored by the Honors and General Education Program, Brigham Young University, Provo, UT, August, 1990.

*Evaluating student achievement in design courses.* Presented jointly with Adrian van Mondfrans to the faculty of the Department of Design, Brigham Young University, February, 1991.

Series of inservice training workshops on assessing higher-order thinking presented to teachers of the Science-Technology-Society courses in Utah high schools with the assistance of J. Hugh Baird. These workshops were funded by an \$8,000 Title II Eisenhower grant administered by the Utah State System of Higher Education, September, 1990--June, 1992.

*Developing curriculum and instruction consistent with the purposes of schooling.* Presentation to the faculty of Dixon Middle School, Provo, Utah, November, 1991.

*Family, school, and peer influence on adolescent alcohol use in Utah.* Paper by Larson, D.C., Briscoe, R.G., Caycedo, J.C., & Sudweeks, R.R. Paper presented at the 19th annual conference of the Center for Studies of the Family, Brigham Young University, Provo, Utah, March 1992.

*Planning and evaluating classroom tests.* Presentation to the Utah NCS Users Group Meeting sponsored by National Computer Systems. Salt Lake City, Utah, May 1992.

*Authentic Assessment.* Seminar presented to the 14th annual Utah Rural Schools Conference sponsored by the Utah State Office of Education, Orem, Utah, July 1992.

*Constructing better test items for certification examinations.* Workshop presented at Word Perfect Corporation, Orem, Utah, July 1992.

Expert witness called by the defense to testify in the court hearing of a case challenging the validity of the performance test used in the chiropractic licensing examination, Division of Occupational and Professional Licensing, Utah State Department of Commerce, Salt Lake City, UT, December, 1992.

*The basics of item response theory.* A series of two training seminars presented to the Learning Disabilities Test Selection Committee, Utah State Office of Education, Salt Lake City, UT, March and October, 1993.

Consultant, PPST Validation and Standard Setting Project, College of Education, Weber State University, Logan, Utah, April-November, 1993.

Steering committee member and consultant on assessment-related issues, Elementary School Science Core Curriculum Revision Project, Utah State Office of Education, Salt Lake City, Utah, 1993-94.

Consultant on the development of performance assessments for elementary school mathematics curricula. Jostens Learning Corporation, Carlsbad, CA. (April 1993-June, 1994).

*Improving assessment of student achievement in university courses.* Workshop presented jointly with Adrian van Mondfrans, Faculty Development Center, Brigham Young University, June, 1994.

*Constructing valid and reliable tests.* Workshop presented to the faculty at Utah Valley State College, Orem, Utah, August 1994

*How to score performance assessments in science.* Workshop presented to secondary science teachers sponsored by the Utah Office of Education, Midvale Utah, January, 1995.

*How to write and score essay questions.* Series of two faculty development workshops presented to the faculty of the Department of Spanish and Portuguese Languages, Brigham Young University, January-February, 1995.

*How to construct context-dependent test items.* Presented at the workshop for new faculty sponsored by the Faculty Center, Brigham Young University, Provo, UT, May 6th, 1997.

*Performance assessment in college classrooms.* Presented at the workshop for new faculty sponsored by the Faculty Center, Brigham Young University, Provo, UT, May 13th, 1997.

*Improving the use of essay tests in college classrooms.* Presented at the workshop for new faculty sponsored by the Faculty Center, Brigham Young University, Provo, UT, May, 1998.

*Mistakes to avoid when using students' scores from standardized tests as a basis for making instructional decisions.* Keynote speech presented at the Utah Testing and Evaluation Conference, Snowbird Resort, October 29, 1998.

*Basic concepts and applications of item response theory.* Inservice training workshop presented to the staff of the Evaluation and Assessment Division, Utah State Office of Education, Provo, Utah, June 22, 2000.

*Using test scores as basis for making informed decisions about how to improve classroom instruction.* Series of two inservice workshops presented to the principals and central office staff of the Provo School District, Provo, Utah, December 10, 2001 and January 7, 2002.

*Aligning instructional methods and assessment practices with curricular goals.* Presented to the faculty of Orem High School, Orem, Utah, February 1, 2008.



*Problems and Possibilities Associated with Using Mathematics Tests to Track Student Growth and Assess Teacher Effectiveness.* Presented jointly with John Bennion to the Education Interim Committee of the Utah Legislature in Salt Lake City, May 22, 2008.

*The Use, Misuse, and Misinterpretation of Coefficient Alpha,* Invited presentation given at the meeting of the Church Sponsored Educational Research Practitioners, Aug. 1, 2008, Provo UT.

*Why Documenting Student Learning Matters* (Keynote Address to the Faculty at the New Academic Year Annual Meeting). Dixie State University, St. George, UT, August 15, 2016.

### **THESES AND DISSERTATIONS SUPERVISED:**

Isbell, Celia Ann (1985). *The incongruence of two criterion-referenced tests used to assess mastery of the same skills.* EdD dissertation.

Gubler, Shandon D. (1985). *The development and evaluation of a collegiate excellence program designed to utilize an organizer as a tool to assist students in improving their academic performance.* EdD dissertation.

Applegate, Lynn R. (1985). *The formative evaluation of a graduate-level quantitative reasoning class.* EdD dissertation.

Smith, Brian L. (1986). *Academic tasks and student response strategies in LDS Seminary classrooms.* PhD dissertation.

Lake, David L. (1987). *The effects of self-evaluation and teacher-evaluation on missionary trainees.* PhD dissertation.

Thurman, Richard (1988). *The effect of temporal position of reviews on the retention of a paired-associate task.* PhD dissertation.

Hall, Robert F. (1988). *Highly-similar versus relatively-dissimilar stimuli in instruction on an aural discrimination task.* PhD dissertation.

Moss, Vanessa D. (1988). *The development and validation of a scale for assessing parents' attitudes towards year-round school.* M.S. thesis.

Francis, Leslie (1988). *Alternative methods of estimating the curricular validity of locally constructed course examinations.* PhD dissertation.

Dunn, Bill, (1989). *Respondent centered item generation vs. expert centered item generation for Likert Scale construction.* PhD dissertation.

Petersen, Gary A. (1989). *Test-wise responses of third-, fifth-, and sixth-grade students to clued and unclued multiple-choice science items.* PhD dissertation.

Eisley, Mark E. (1990). *The effect of sentence form and problem scope in multiple-choice item stems on indices of test and item quality.* PhD dissertation.

Johnson, Kelly C. (1990). *The development and evaluation of an information management system for LDS Seminaries.* EdD dissertation.

- Lin, Wang Man (1992). *The development of a reading comprehension test for the Chinese Basic Course at the Defense Language Institute*. M.S. thesis.
- Matsumoto, Audrey (1993). *Performance assessment of separate component skills in elementary school science versus a composite integrated skill*. M.S. thesis.
- Gull, Gayla (1993). *Standardized testing results in grades four, seven, nine, and ten from a predominantly home school population*. M.S. thesis.
- Eschler, Wayne (1993). *How explicit, empirically-determined mental models of experts and typical users influence design decisions*. PhD dissertation.
- Howell, Scott L. (1994). *The effects of using test blueprints as a test preparation method*. PhD dissertation.
- Mishou, Matthew A. (1995). *Tutor fidelity in the implementation of a remedial reading program*. M.S. thesis.
- McKenna, Hazel (1995). *Detection of mathematics application items in the Stanford Achievement Test that are differentially difficult for students with different levels of reading ability*. PhD dissertation.
- Zaugg, Holt (1995). *Development of process-centered assessments for Grade 8 mathematics*. M.S. thesis.
- Griph Gerald W. (1996). *"It's all in the translation:" The equivalence of an English language versus a Japanese language version of a computer certification exam*. PhD dissertation.
- Martineau, Joseph A. (1997). *Exchangeability of two modes of performance assessment*. M.S. thesis.
- Bothell, Timothy W. (1998). *Exact replacement scoring versus semantically acceptable scoring of cloze passages as a basis for classifying students into reading ability levels*. PhD Dissertation.
- Elzey, Robert (1998). *The construct validity of the principles of edification as measures of edifying teaching in the LDS Church Educational System*. PhD dissertation.
- Allen, Sally (2000). *Identifying and managing local item dependence in context-dependent item sets*. M.S. Thesis.
- Miller, Robert L. (2001). *The reliability of ratings of student teachers in the Teacher Education Department at Brigham Young University*. PhD Dissertation.
- Thayn, Kim Scott (2001). *The effects of small sample sets in item selection*. M.S. project.
- Nielson, Elizabeth R. (2002). *Investigating the effects of combining positively and negatively oriented items on the dimensionality of Likert scales*. PhD Dissertation.
- Reiner, Christian M. (2002). *How to prepare effective essay questions: Guidelines for university faculty*. M.S. Project.

- Spencer, Steven G. (2002). *The generalizability of ratings in a freshman English composition course*. M.S. Project.
- Steadman, Anna Kay (2003). *The development and use of a performance assessment and a two-tiered, multiple-choice test to identify misconceptions among preservice elementary school teachers about the area of rectangles*. M.S. Thesis.
- Pearson, Kathryn R. (2003). *Design and development of the Self-Efficacy for Musical Studies scale*. M.S. Project.
- Rogers, Eric Paul (2005). *Scale construction and halo effect in secondary student ratings of teacher performance*. PhD Dissertation.
- Lemley, Duane Charles (2005). *Delayed versus immediate feedback in an independent study high school setting*. PhD Dissertation.
- Robison, Diane F. (2006). *Active learning in a large enrollment introductory biology class: Problem solving, formative feedback, and teaching as learning*. PhD Dissertation.
- Curtin, Joseph (2007). *Testing the assumption of sample invariance of item difficulty parameters in the Rasch rating scale model*. PhD Dissertation.
- Talbert, Bradford N. (2007). *Development of the Characteristics of Science Questionnaire (CSQ): Assessing student knowledge of the Utah State Secondary Science Core intended learning outcome 6 on the nature of science*. M.S. Thesis.
- Hunter, Eric D. (2007). *Using interactive diagrams in a Web-based tutorial to teach graduate students about statistical power*. M.S. Thesis.
- Lees, Jared (2007). *Differential item functioning analysis of the Herrmann Brain Dominance Instrument*. M.S. Project.
- Verhaaren, Catherine (2008). *Improving course assessments through a product assessment template*. M.S. Thesis.
- Plummer, Kenneth J. (2008). *Psychometric properties of a construct-a-map task designed to account for proposition choice*. PhD dissertation.
- Wang, Kairong (2008). *Investigating the domain of geometric indicative reasoning: A structural equation modeling analysis*. PhD dissertation.
- Radford, Brian (2009). *The effect of formative assessments on teaching and learning*. M.S. thesis.
- Erskine, Dana (2010). *Effect of prompted reflection and metacognitive skill instruction on university freshmen's use of metacognition*. PhD dissertation.
- Snelson, Laura Jimenez (2011). *Estimating the reliability of concept map ratings using a scoring rubric based on three attributes*. PhD dissertation.

- Thayn, Kim Scott (2011). *An evaluation of multiple-choice test questions deliberately designed to include multiple correct answers*. PhD dissertation.
- Ure, Abigail (2011). *The effect of raters and rating conditions on the reliability of the Missionary Training Assessment*. PhD dissertation.
- Hardy, Assunta (2011). *Investigating How Equating Guidelines for Screening and Selecting Common Items Apply When Creating Vertically Scaled Elementary Mathematics Tests*. PhD dissertation.
- Yoon, Young-Beol (2011). *A comparative analysis of two forms of Gyeonggi English Communicative Ability Test based on classical test theory and item response theory*. M.S. thesis.
- Davison, K.K.C. (2012). *Propensity score methods as alternatives to value-added modeling for the estimation of teacher contributions to student achievement*. PhD dissertation.
- Phillips, W. (2012). *Evaluation of the effectiveness of the Students and Teachers Achieving Reading Success program for first graders*. PhD dissertation.
- Bliss, TJ (2013). *A model of digital textbook quality from the perspective of college students*. PhD dissertation.
- Radford, B. (2014). *The effect of formative assessments on language performance*. PhD. dissertation.
- Thompson, K.R. (2015). *Analysis of undergraduate grade trends at Brigham Young University across a 20-year period*. PhD dissertation.
- Qudisat, R. M. (2015). *Effect of gender, guilt, and shame on BYU Business school students' innovativeness: A structural equation modeling approach*. PhD dissertation.
- Jones, E. (2016). *A multiple-cutoff regression-discontinuity analysis of the effects of Tier 2 reading interventions in a Title I elementary school*. PhD. dissertation.
- Allen, D. (2016). *The impact of shortening a long survey on response rate and response quality*. PhD. dissertation.
- Chapman, S. (2016). *Student growth trajectories with summer achievement loss using hierarchical and growth modeling*. PhD. dissertation.
- Wilcox, M. (2016). *Evidence for the validity of the Student Risk Screening Scale in middle school: A multilevel confirmatory factor analysis*. PhD. dissertation.
- Alsarhan, A.M. (2017). *Alternative methods of estimating the degree of uncertainty in student ratings of teaching*. PhD. dissertation.
- Stokes, S.S. (2017). *An examination of the psychometric properties of Trauma Inventory for Partners of Sex Addicts (TIPSA)*. PhD. dissertation.
- McEwen, M. (2018). *The effects of incomplete rating designs on results from Many-facets Rasch Model analyses*. PhD. dissertation.

- Anderson, N. (2019). *Testing a scale of teacher beliefs about universal curriculum integration in the 21<sup>st</sup> century*. PhD dissertation.
- Fuentes, D. (2019). *A validity study of the Cognitively Guided Instruction Teacher Knowledge Assessment*. PhD dissertation.
- Allen, H. L. (2020). *Factor structure of the Jordan Performance Appraisal System: A multilevel, multi-group study using categorical and count data*. PhD dissertation.
- Pfleger, P.I. (2020). *Designing software to unify person-fit assessment*. PhD dissertation.
- Jones, B.L. (2021). *A psychometric analysis of the Precalculus Concept Assessment*. PhD dissertation.
- Simpson, D.M. (2021). *The problem of missing data and the Conover solution in state-level data*. PhD dissertation.
- Busath, C.H. (2021). *The development of a social and emotional well-being scale using ESEM and CFA: Synergistic stories in complex models*. PhD dissertation.
- McIntire, A. (2022). *A comparison of methods of rating creative writing: A Many Facets Rasch and user experience analysis*. PhD dissertation.

#### **PROFESSIONAL AFFILIATIONS:**

- National Council on Measurement in Education
- American Educational Research Association
- Program chair for the Multiple Linear Regression/General Linear Model SIG (2004 and 2005)

#### **FUNDED RESEARCH:**

- Dissemination and Assessment of Best Practices in Teaching Analytical Reasoning in Biology,  
Co-investigators: John D. Bell, William S. Bradshaw, and R.R Sudweeks. Funded by the Fund for the Improvement of Postsecondary Education (Grant No. P116B041238, \$486,570, Sept. 1, 2004-Aug. 31, 2007)
- Connecting Primary Grade Teacher Knowledge to Primary Grade Student Achievement: Developing the Evidence-Based Reading/Writing Teacher Knowledge Assessment System.  
Co-investigators: D. Ray Reutzel, Parker Fawson, and Jamison Fargo (Utah State University), Janice A. Dole (University of Utah), and R.R Sudweeks (Brigham Young University), Teacher Quality Research—Reading/Writing Grant (No. CFDA #84.305, \$926,810, Sept. 1, 2005-August 31, 2008) funded by the Institute for Education Sciences in the United States Office of Education.
- Influence of Teaching Experience on Elementary Teachers’ Grade-level Subject Matter Knowledge and Documented Science Misconceptions. Principal investigator: Ryan S. Nixon (Teacher Education Department); Co-investigators: Leigh K. Smith (Teacher Education Department) and Richard R. Sudweeks (Department of Instructional Psychology); \$22,900 awarded by the David O. McKay School of Education Research and Projects Committee, January 2016—January 2018.

Determining the Effects of Two Instructional Strategies when Teaching Second Graders to Read and Write Science Informational Text. Principal investigator: Sarah Clark (Teacher Education Department); Co-investigator: Richard Sudweeks (Instructional Psychology & Technology Department); \$33, 597 awarded by the David O. McKay School of Education Research and Projects Committee, January, 2018--January, 2020.

Analysis of data from the Utah Statewide Longitudinal Data System aimed at identifying barriers to success and predictors of Utah students' participation in and completion of postsecondary education. Principal Investigator: Richard Sudweeks (Educational Inquiry, Measurement, and Evaluation PhD program); Co-investigators: Joseph Ross Larsen, Joseph Olsen, Michael Owens and four EIME graduate students; \$75,000 awarded by the Utah State Board of Education, January 2019-August 2020 (Grant No. USBE-MI19034-PS).

The Effectiveness of Formative Assessments Developed by PLC's as a Basis for Informing Instructional Decisions and Collaborative Lesson Planning Strategies to Enhance Student achievement in Middle School Mathematics. Co-investigators: Richard Sudweeks and Tod Johnson; \$29,060 awarded by the CITES Fellowship Program in the David O. McKay School of Education, January 2023-2025.

#### **AWARDS RECEIVED:**

##### David O. McKay Fellowship

Two-year fellowship awarded August 23, 2005 at the Annual University Conference "In recognition of scholarly efforts in teaching and teacher education, especially in light of the aims of a BYU education."

##### Benjamin Cluff Jr. Award for Excellence in Education

Awarded by the David O. McKay School of Education, March 2010

##### Steven M. Rose Teaching and Learning Faculty Fellowship

Three-year fellowship (2012-2015) awarded "To recognize achievement in and support for teaching and learning and mentoring activities."

##### Nancy Peery Marriott Outstanding Mentor Award

Awarded by the David O. McKay School of Education, August 2013

##### Distinguished Service Award for Contributions to Higher Education in Utah,

Awarded at the annual conference of the Utah Academy of Sciences, Arts, & Letters, March 27, 2015.