NWEA Research Journal Articles

February 2018

Researchers at NWEA regularly publish in peer-reviewed journals and other education research publications in the following areas:

- Assessment Design & Innovation
- Education Policy & Practice
- Measurement & Scale
- Research Methods
- Student Assessment Engagement

Assessment Design & Innovation

Adkins, D., & Guerreiro, M. (in press). Learning styles: Considerations for technology enhanced item design. *British Journal of Educational Technology*.

Guerreiro, M., & Nordengren, C. (in press). "No Fun Games": Engagement effects of two gameful assessment prototypes. *Journal of Research on Technology in Education*

Soland, J. (2017). Combining academic, noncognitive, and college knowledge measures to identify students not on track for college: A data-driven approach. *Research and Practice in Assessment, 12,* 5–19.

Ralston, N. C., Waggoner, J. M., Tarasawa, B., & Jackson, A. (2016). Concurrent validity of the independent reading level assessment framework and a state assessment. *Journal of At-Risk Issues, 19*(2), 1–8.

Wise, S. L., Kingsbury, G. G., & Webb, N. L. (2015). Evaluating content alignment in computerized adaptive testing. *Educational Measurement: Issues and Practice, 34*(4), 41–18.

Kingsbury, G. G., Freemna, E., & Nesterak, M. (2014). The potential of adaptive assessment. *Education Leadership,* 71(6).

Education Policy & Practice

Jensen, N., Rice, A., & Soland, J. (in press). The influence of rapidly guessed item responses on teacher value-added estimates: Implications for policy and practice. *Educational Evaluation and Policy Analysis*.

Jackson, C., Wenk Gotwals, A., & Tarasawa, B. (2017). How to implement assessment literacy. *Principal Leadership*, 52–56.

Soland, J. (2017). Is teacher value added a matter of scale? The practical consequences of treating an ordinal scale as interval for estimation of teacher effects. *Applied Measurement in Education, 30*(1), 52–70.

Tarasawa, B., Ralston, N. C., & Waggoner, J. (2017). Leveraging university-school district research partnerships: Exploring the longitudinal effects of an early kindergarten transition program. *Journal of Applied Research on Children, 7*(1).

Ralston, N., Tarasawa, B., Waggoner, J., Smith, R., & Naegele, Z. (2016). Developing practitioner-scholars though university-school district research partnerships: Multiple perspectives on collaborative research. *Journal of Public Scholarship in Higher Education, 6*, 94–107.

Jensen, N. (2015). Get it right: Common sense on the common core [Audio podcasts] Learning First Alliance.

Soland, J. (2015). Is Moneyball the next big thing in education? *Phi Delta Kappan, 96*(4), 64–67.

Tarasawa, B., & Waggoner, J. (2015). Increasing parental involvement of English language learner families: What the research says. *Journal of Children and Poverty, 21*(2), 129–134.

Cronin, J., & Jensen, C. (2014). The phantom collapse of student achievement in New York. *Phi Delta Kappan, 96*(2), 60–66.

Hegedus, A. (2014). Making teacher goal setting more powerful. *TASA INSIGHT Magazine, 29*(1), 23–27.

Yeagley, R. (2014). Understanding academic growth models. *National Association of Elementary School Principals (NAESP) Principal Magazine,* 30–34.

Cronin, J. (2013). Are you using data ethically? *Principal Leadership.*

Dahlin, M., & Cronin, J. (2013). Developing more meaningful definitions of college readiness. *TASA INSIGHT Magazine, 28*(4), 13–15.

Hegedus, A. (2013). Moving from data to making a difference. *TASA INSIGHT Magazine, 28*(2), 17–21.

Jensen, N., Cronin, J., & Hegedus, A. (2013). Using test scores for teacher evaluation: Why caution is necessary. *TASA INSIGHT Magazine, 28*(1), 15–17.

Measurement & Scale

Bo, Y. E., Budescu, D. V., Lewis, C., Tetlock, P. E., & Mellers, B. (2017). An IRT forecasting model: Linking proper scoring rules to item response theory. *Judgment and Decision Making, 12*(2), 90–103.

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He, W., & Wolfe, E. W. (2010). Item equivalence in English and Chinese translation of a cognitive development test for preschoolers. *International Journal of Testing, 10*(1), 80–94.

Research Methods

Thum, Y. M. (2015). The effective use of student and school descriptive indicators of learning progress: From the conditional growth index to the learning productivity measurement system. In R. Lissitz & H. Jiao (Eds.), *Value added modeling and growth modeling with particular application to teacher and school effectiveness* (pp. 237–269). Charlotte, NC: Information Age Publishing, Inc.

Xiang, Y., & Tarasawa, B. (2015). Propensity score stratification using multilevel models to examine charter school achievement effects. *Journal of School Choice, 9*(2), 179–196.

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Student Assessment Engagement

Soland, J. (in press). Are achievement gap estimates biased by differential student test effort? Putting an important policy metric to the test. *Teachers College Record.*

Wise, S. L. (2017). Rapid-guessing behavior: Its identification, interpretation, and implications. *Educational Measurement: Issues and Practice, 36*(4), 52–61Cronin, J., Jensen, N., & Wise, S. L. (2016). Students improve even amid evaluation controversy. *Phi Delta Kappan, 98*(2), 58–65.

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