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## **EDUCATIONAL HISTORY**

Pomona College	(Major: History)	B.A. 1968
University of Colorado Boulder	(Major: Counseling)	M.A. 1970
University of Colorado Boulder	(Research & Evaluation Methodology)	Ph.D. 1972

## **APPOINTMENTS**

University Distinguished Professor, School of Education, University of Colorado Boulder, 2010-present.

Dean, School of Education, University of Colorado Boulder, 2001-July 2016.

Professor and Program Chair, Research and Evaluation Methodology, School of Education, University of Colorado at Boulder. Chair from 1974-2003; Associate Professor 1980-1985, Assistant Professor 1974-1980; Director of Graduate Studies, 1989-1995; Interim Dean, 1996-1998.

Research and Evaluation Specialist, Office of Program Evaluation and Research, California State Department of Education, 1972-1974.

## **HONORS AND AWARDS**

2017	George Norlin Award, University of Colorado Boulder Alumni Association (Distinguished Professional Achievement)
2016	CASB State Leadership Award, Colorado Association of School Boards
2012	Robert L. Stearns Award, University of Colorado Boulder Alumni Association (Outstanding Faculty Achievement in Teaching, Research, and Service)
2011	Robert L. Linn Distinguished Address Award, Division D: Measurement and Research Methodology, American Educational Research Association
2010	University Distinguished Professor, University of Colorado Boulder
2005-2009	President, National Academy of Education
2009	Samuel J. Messick Memorial Lecture Award, from the Test of English as a Foreign Language (TOEFL) Program, the International Language Testing Association (ILTA) and the Language Testing Research Colloquium (LTRC)
2008	Fellow, American Educational Research Association
2006	David G. Imig Award for Distinguished Achievements in Teacher Education, American Association of Colleges for Teacher Education
2005	Henry Chauncey Award for Distinguished Service to Assessment and Educational Service, Educational Testing Service
2004	Award for Distinguished Contributions to Research in Education, American Educational Research Association

- 1999-2000 President, American Educational Research Association  
 1999 Award for Career Contributions to Educational Measurement, National Council on Measurement in Education
- 1993-1997 Vice President for Programs, National Academy of Education  
 1994 University of Colorado Faculty Council Award for Excellence  
 1993 Palmer O. Johnson award for best article published in journals of the American Educational Research Association
- 1992 Elected to membership in the National Academy of Education  
 1988-1990 Vice-President of the American Educational Research Association, for Division D: Measurement and Research Methodology
- 1986 American Educational Research Association, Division H award, best policy study, with Mary Lee Smith
- 1982-1983 President, National Council on Measurement in Education  
 1982-1983 Council on Research and Creative Work, Research Grant, University of Colorado at Boulder
- 1983 American Educational Research Association, Division D, outstanding research paper award, with Greg Camilli and David Williams
- 1982 American Educational Research Association, Division D, outstanding research paper award, with M.L. Smith
- 1981 Distinguished Alumni Award, University of Colorado Alumni Association  
 1976-1977 Council on Research and Creative Work, Research Grant, University of Colorado at Boulder
- 1969-1970 University of Colorado Doctoral Fellowship  
 1967-1968 President, Mortar Board, Pomona College

## **PROFESSIONAL ACTIVITIES**

- Member, National Academy of Education, 1992-present. President 2005-2009. Chair of Ethics Committee, 2019-present.
- Member, National Assessment of Educational Progress Validity Studies Panel, National Center for Education Statistics, 1995-present.
- Member, Board of Directors, National Center for the Improvement of Educational Assessment, Dover, New Hampshire, 2018-present.
- Member, The Future of NAEP Panel, National Center for Education Statistics, 2012.
- Chair, Robert L. Linn Distinguished Address Award Committee, Division D: Measurement and Research Methodology, American Educational Research Association, 2012.
- Member, Colorado State Council on Educator Effectiveness, 2010-2015.
- Member, Committee on Value-Added Methodology for Instructional Improvement, Program Evaluations, and Educational Accountability: A Workshop, National Research Council, 2008-2010.
- Member, Committee on Incentives and Test-Based Accountability Systems in Education, National Research Council, 2007-2011.
- Member, Board on Assessment and Testing, National Research Council, 1999-2005.
- Member, Committee on Assessment in Support of Instruction and Learning, National Research Council, 2002-2003.
- President, American Educational Research Association, 1999-2000. Member of the AERA Council and Executive Board as president-elect and past-president, 1998-2001.
- Chair, Career Award Committee, National Council on Measurement in Education, 2000-2001.

Interim Editor, with Hilda Borko, *Educational Researcher*, a publication of the American Educational Research Association, November 1999-March 2001.

Co-chair with The Honorable Steve Gunderson, Panel on Improving of Education Research (PIER), provided recommendations to the Congress on reauthorization of the Office of Educational Research and Improvement, 1999-2000.

Chair, Lindquist Award for Outstanding Contributions in Educational Measurement, American Educational Research Association, 1998-1999.

Co-chair with Sharon Lynn Kagan of the National Education Goals Panel Goal 1 Early Childhood Assessment Resource Group, 1994-1998.

Member of the National Academy of Education's Panel for the Evaluation of the National Assessment of Educational Progress Trial State Assessment, 1989-1997.

Vice President, National Academy of Education, 1993-1997.

Co-chair, with Milbrey W. McLaughlin, of the National Academy of Education Panel on Standards-Based Education Reform, 1994-1995.

Member, Technical Advisory Panel for the President's and Governors' goal on school readiness, 1991-1995

Member, Colorado Task Force on Student Standards and Assessment, 1992-1994.

Vice President, American Educational Research Association, for Division D, Measurement and Research Methodology, 1988-1990.

Educational Testing Service, Trustees' Committee on Research & Development 1981-1983; Visiting Panel On Research, 1984-1990.

Vice-Chair, Panel on the General Aptitude Test Battery, National Research Council, 1987-1989.

Consultant, Medical College Admission Program, Association of American Medical Colleges, 1981-1989.

Chair, Publications Committee, American Educational Research Association, 1986-1988.

Editor, with M.L. Smith & G.V Glass, *American Educational Research Journal*, Volumes 21-23, a publication of the American Educational Research Association, 1983-1986.

Technical Advisory Committee, California Assessment Program, 1978-1985.

Advisory Board, ERIC Clearinghouse on Tests, Measurement and Evaluation, ETS, Princeton, NJ, 1980-1985.

President, National Council on Measurement in Education, 1982-83; Member of the NCME executive board as president-elect and immediate past-president 1981-1984.

Invited Director, AERA training workshop and mentor program for women and minorities on Scholarly Publications, 1983-1984.

Member, Joint Committee on Technical Standards for Educational and Psychological Testing, American Psychological Association, American Educational Research Association, and National Council on Measurement in Education, 1982-1984.

Editor, *Journal of Educational Measurement*, Volumes 15-17, a publication of the National Council on Measurement in Education, 1977-1980.

Representative of the American Educational Research Association to the Joint Committee on Standards for Educational Evaluation, 1975-1980.

Selected mentor, AERA Grant to increase the Participation of Minorities in Educational R & D: worked as mentor with eight participants in supervised journal review process, 1979-1980.

Chair, American Educational Research Association, American College Testing Award Committee, 1979.

Advisory Board, Johns Hopkins University National Symposium on Educational Research. (Criterion-Referenced Measurement, Educational Evaluation Methodology, 1979, Test Item Bias Methodology, 1980).

Member of the "May 12th" Working Group on Evaluation; Chair of the Spring 1977 national meeting.

## **MEMBERSHIPS IN SCHOLARLY AND PROFESSIONAL SOCIETIES**

American Educational Research Association  
National Academy of Education  
National Council on Measurement in Education

## **EDITORIAL REVIEW**

*American Educational Research Journal*, 1980-present  
*Educational Measurement: Issues and Practice*, 1986-present  
*Educational Researcher*, 1981-present  
*Review of Educational Research*, 1978-present  
*Educational Evaluation and Policy Analysis*, 1980-2015  
*Science*, 2010-2015  
*Journal of Educational Measurement*, 1975-2005, 2018 Special Issue  
*American Psychologist*, 1982-2001  
*Journal of Educational Psychology*, 1984-2001  
*Journal of Educational Statistics*, 1985-1990  
*Early Childhood Research Quarterly*, 1988-2001  
*Professional School Psychology*, 1988-2001  
*Applied Measurement in Education*, 1988-2001  
*Elementary School Journal*, 1989-2001  
*Exceptional Children*, 1984-1989  
*Psychometrika*, 1987-1989  
*The Behavioral and Brain Sciences*, 1984  
*Journal of Personality and Social Psychology*, 1982-1983  
*Journal of Applied Psychology*, 1981-1982  
*Psychological Bulletin*, 1979-1981

## **MAJOR RESEARCH GRANTS**

Co-Principal Investigator (with Felice Levine), An Assessment of Education Research Doctorate Programs, National Science Foundation, \$1,997,398, 2008-2011. (Administered at American Educational Research Association).

Principal Investigator (University of Colorado subaward), Institute of Education Sciences, U.S. Department of Education, Subcontract from UCLA: Center for Research on Evaluation, Standards, and Student Testing. \$748,000, 2005-2010.

Co-Principal Investigator (with M. Ruiz-Primo & D. Briggs), Undergraduate Science Course Innovations and Their Impact on Student Learning, \$200,000, 2007-2009.

Co-Principal Investigator (with Fran Stancavage), Sensitivity of NAEP to the Effects of Reform-Based Teaching and Learning in Middle School Mathematics, \$458,136, 2004-2009. (Administered at American Institutes of Research).

Principal Investigator (with R. Linn & H. Borko), Office of Educational Research and Improvement, U.S. Department of Education, Subcontract from UCLA: Center for Research on Evaluation, Standards, and Student Testing (CRESST). \$4,788,018 Total Subcontract Award, 1985-2005.

Principal Investigator, Office of Educational Research and Improvement, U.S. Department of Education, Subcontract from UC Santa Cruz: Center for Research on Education, Diversity, and Excellence (CREDE), \$270,889, 1996-2001.

## **PUBLICATIONS**

### **Books and Monographs**

Ryan, K. E., & Shepard, L. A., (Eds.) (2008). *The future of test-based educational accountability*. New York: Routledge, Taylor and Francis.

Shepard, L., Kagan, S.L., & Wurtz, E. (Eds.) (1998). *Principles and Recommendations for Early Childhood Assessments*. Washington, D.C.: National Education Goals Panel.

McLaughlin, M., & Shepard, L.A. (1995). *Improving Education through Standards-Based Reform: A Report by the National Academy of Education Panel on Standards-Based Education Reform*. Stanford, CA: National Academy of Education.

Camilli, G., & Shepard, L.A. (1994). *Methods for Identifying Biased Test Items*. Thousand Oaks, CA: SAGE Publications.

Shepard, L., Glaser, R., Linn, R., & Bohrnstedt, G. (1993). *Setting Performance Standards for Student Achievement: A Report of the National Academy of Education Panel on the Evaluation of the 1992 Achievement Levels*. Stanford, CA: National Academy of Education.

Shepard, L.A., & Smith, M.L. (Eds.). (1989). *Flunking Grades: Research and Policies on Retention*. London: The Falmer Press.

### **Journal Articles**

Shepard, L. A. (2019). Classroom assessment to support teaching and learning. *The ANNALS of the American Academy of Political and Social Science*, 683, 183-200.

Shepard, L. A. (2018). Learning progressions as tools for assessment and learning, *Applied Measurement in Education*, 165-174.

Shepard, L. A., Penuel, W. R., & Pellegrino, J. W. (2018). Classroom assessment principles to support learning and avoid the harms of testing, *Educational Measurement: Issues and Practice*, 37(1), 52-57.

- Shepard, L. A., Penuel, W. R., & Pellegrino, J. W. (2018). Using learning and motivation theories to coherently link formative assessment, grading practices, and large-scale assessment, *Educational Measurement: Issues and Practice*, 37(1), 21-34.
- Shepard, L. A., Penuel, W. R., & Davidson, K. L. (2017). Design principles for new systems of assessment, *Phi Delta Kappan*, 98(6), 47-52.
- Shepard, L. A. (2016). Evaluating test validity: Reprise and progress, *Assessment in Education: Principles, Policy, & Practice*, 23(2), 268-280.
- Shepard, L. A. (2016). Testing and assessment for the good of education: Contributions of AERA presidents, 1915-2015, *Educational Researcher*, 45(2), 112-121.
- Shepard, L. A. (2013). Validity for what purpose? *Teachers College Record*, 115(9), 1-12.
- Shepard, L. A. (2013). Why lessons learned from the past require Haertel's expanded scope for test validation, *Measurement: Interdisciplinary Research and Perspectives*, 11(1-2), 50-54.
- Briggs, D. C., Ruiz-Primo, M. A., Furtak, E., Shepard, L., & Yin, Y. (2012). Meta-analytic methodology and inferences about the efficacy of formative assessment, *Educational Measurement: Issues and Practice*, 31(4), 13-17.
- Shepard, L. A. (2012). Assessment lessons from K-12 education research: Knowledge representation, learning, and motivation, *2011 Physics Education Research Conference*, AIP Conf. Proc. 1413, 73-76.
- Ruiz-Primo, M. A., Briggs, D., Iverson, H., Talbot, R., & Shepard, L. A. (2011). Impact of undergraduate science course innovations on learning, *Science*, 331, 1269-1270.
- Shepard, L. A. (2010). Next-generation assessments. *Science*, 330, 890.
- Shepard, L. A. (2010). What the marketplace has brought us: Item-by-item teaching with little instructional insight. *Peabody Journal of Education*, 85(2), 246-257.
- Shepard, L. A. (2009). Commentary: Evaluating the validity of formative and interim assessment, *Educational Measurement: Issues and Practice*, 28(3), 32-37.
- Shepard, L. A. (2008). Commentary on the National Mathematics Advisory Panel recommendations on assessment, *Educational Researcher*, 37(9), 602-609.
- Shepard, L. A. (2005). Linking formative assessment to scaffolding, *Educational Leadership*, 63(3), 66-70.
- Shepard, L. A. (2002). The hazards of high-stakes testing, *Issues in Science and Technology*, 19(2), 53-58.

- Glaser-Raymo, J., & Shepard, L.A. (2000). Representation, voice, and inclusion: AERA in the Year 2000. *Educational Researcher*, 29(9), 11-14.
- Shepard, L.A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29(7), 4-14. Translated into Swedish and republished as, Shepard, L.A. (2000). Utvardering som en källa till insikt och hjälp. *Pedagogiska Magasinet*, 4, 36-42.
- Shepard, L.A., Kagan, S.L., & Wurtz, E. (1998). Goal 1 early childhood assessments resource group recommendations. *Young Children*, 53, 52-54.
- Shepard, L.A. (1997). Children not ready to learn? The invalidity of school readiness testing. *Psychology in the Schools*, 34, 85-97.
- Shepard, L.A. (1997). The centrality of test use and consequences for test validity. *Educational Measurement: Issues and Practice*, 16, 5-8.
- Shepard, L.A., Smith, M.L., & Marion, S.F. (1996). Failed evidence on grade retention. *Psychology in the Schools*, 33, 251-261.
- Shepard, L.A., Flexer, R.J., Hiebert, E.H., Marion, S.F., Mayfield, V., & Weston, T.J. (1996). Effects of introducing classroom performance assessments on student learning. *Educational Measurement: Issues and Practice*, 15, 7-18.
- Shepard, L.A., & Bliem, C.L. (1995). Parents' thinking about standardized tests and performance assessments. *Educational Researcher*, 24, 25-32.
- Shepard, L.A. (1995). Using assessment to improve learning. *Educational Leadership*, 52, 38-43.
- Shepard, L.A. (1994). The challenges of assessing young children appropriately. *Phi Delta Kappan*, 76, 206-212.
- Shepard, L.A. (1993). The place of testing reform in educational reform: A reply to Cizek. *Educational Researcher*, 22, 10-13.
- Shepard, L.A. (1993). Evaluating test validity. In L. Darling-Hammond (Ed.), *Review of Research in Education*, Vol. 19. Washington, DC: American Educational Research Association.
- Shepard, L.A. (1992). Psychometric properties of the Gesell Developmental Assessment: A critique. *Early Childhood Research Quarterly*, 7, 47-52.
- Shepard, L.A. (1991). Will national tests improve student learning? *Phi Delta Kappan*, 72, 232-238.
- Shepard, L.A. (1991). Readiness testing in local school districts: An analysis of backdoor policies. *Journal of Education Policy*, 159-179. Co-published in S.H. Fuhrman & B. Malen (Eds.). *The politics of curriculum and testing: The 1990 yearbook of the Politics of Education Association*. London: Taylor & Francis.

- Shepard, L.A. (1991). Psychometricians' beliefs about learning. *Educational Researcher*, 20, 2-16.
- Shepard, L.A. & Smith, M.L. (1990). Synthesis of research on grade retention. *Educational Leadership*, 47, 84-88.
- Shepard, L.A. (1990). Inflated test score gains: Is the problem old norms or teaching the test? *Educational Measurement: Issues and Practice*, 9, 15-22.
- Shepard, L.A. (1989). Why we need better assessments. *Educational Leadership*, 46,4-9.
- Graue, M.E. & Shepard, L.A. (1989). Predictive validity of the Gesell School Readiness Tests. *Early Childhood Research Quarterly*, 4, 303-315.
- Bredenkamp, S. & Shepard, L. (1989). How best to protect children from inappropriate school expectations, practices, and policies. *Young Children*, 44, 14-24.
- Smith, M.L. & Shepard, L.A. (1988). What doesn't work: Explaining policies of retention in the early grades. *Research Information for Teachers*. New Zealand Council for Educational Research and the Australian Council for Research. (Reprinted from *Phi Delta Kappan*, 1987).
- Smith, M.L. & Shepard, L.A. (1988). Kindergarten readiness and retention: A qualitative study of teachers' beliefs and practices. *American Educational Research Journal*, 25, 307-333.
- Shepard, L.A. & Smith, M.L. (1988). Flunking kindergarten: Escalating curriculum leaves many behind. *American Educator*, 12, 34-38.
- Shepard, L.A. & Smith, M.L. (1988). Escalating academic demand in kindergarten: Counterproductive policies. *The Elementary School Journal*, 89, 135-145.
- Smith, M.L. & Shepard, L.A. (1987). What doesn't work: Explaining policies of retention in early grades. *Phi Delta Kappan*, 68, 129-134.
- Shepard, L.A. & Smith, M.L. (1987). Effects of kindergarten retention at the end of first grade. *Psychology in the Schools*, 24, 346-357.
- Shepard, L.A. & Kreitzer, A. (1987). The Texas teacher test. *Educational Researcher*, 16, 22-31.
- Camilli, G. & Shepard, L.A. (1987). The inadequacy of ANOVA for detecting test bias. *Journal of Educational Statistics*, 12, 87-99.
- Shepard, L.A. (1987). The new push for excellence: Widening the schism between regular and special education. *Exceptional Children*, 53, 327-329.
- Shepard, L.A. & Smith, M.L. (1986). Synthesis of research on school readiness and kindergarten retention. *Educational Leadership*, 44, 78-86.



- Camilli, G. & Shepard, L.A. (1985). A computer program to aid the detection of biased test items. *Educational and Psychological Measurement, 45*, 595-600.
- Shepard, L.A. (1985). Reply to Madaus. *Educational Measurement: Issues and Practice, 4*, 14-16.
- Shepard, L.A., Camilli, G., & Williams, D. (1985). Validity of approximation techniques for detecting item bias. *Journal of Educational Measurement, 22*, 77-105.
- Shepard, L., Camilli, G., & Williams, D.M. (1984). Accounting for statistical artifacts in item bias research. *Journal of Educational Statistics, 9*, 93-128.
- Shepard, L.A., Smith, M.L., & Vojir, C.P. (1983). Characteristics of pupils identified as learning disabled. *American Educational Research Journal, 20*, 309-331.
- Shepard, L. (1983). The role of measurement in educational policy: Lessons from the identification of learning disabilities. *Educational Measurement: Issues and Practice, 2*, 4-8.
- Davis, W.A. & Shepard, L.A. (1983). Specialists' use of tests and clinical judgment in the diagnosis of learning disabilities. *Learning Disability Quarterly, 6*, 128-138.
- Shepard, L.A. & Smith, M.L. (1983). An evaluation of the identification of learning disabled students in Colorado. *Learning Disability Quarterly, 6*, 115-127.
- Shepard, L., Camilli, G., & Averill, M. (1981). Comparison of procedures for detecting test-item bias with both internal and external ability criteria. *Journal of Educational Statistics, 6*, 317-375.
- Shepard, L.A. (1980). Standard setting issues and methods. *Applied Psychological Measurement, 4*, 477-467.
- Shepard, L.A. (1980). An evaluation of the regression discrepancy method for identifying children with learning disabilities. *Journal of Special Education, 14*, 79-91.
- Shepard, L.A. (1980). Reporting the results of statewide assessment. *Studies in Educational Evaluation, 6*, 119-125.
- Shepard, L.A. (1979). Purposes of Assessment. *Studies in Educational Evaluation, 5*, 13-26.
- Shepard, L.A. (1979). Construct and predictive validity of the California Entry Level Test. *Educational and Psychological Measurement, 40*, 867-877.
- Shepard, L.A. (1979). Norm-referenced vs. criterion-referenced tests. *Educational Horizons, 58*, 26-32.
- Shepard, L.A. (1979). Self-acceptance: The evaluative component of the self-concept construct. *American Educational Research Journal, 16*, 139-160.

Shepard, L.A. and Hopkins, K.D. (1977). Regression and the Matching Fallacy in Quasi-Experimental Research. *NABTE Review*, 4, 11-14.

Shepard, L.A. (1976). Setting standards and living with them. *Florida Journal of Educational Research*, 18, 28-32.

### **Book Chapters**

Shepard, L. A. (2020). Should “measurement” have a role in teacher learning about classroom assessment? In S. M. Brookhart & J. H. McMillan (Eds.), *Classroom assessment and measurement*. New York: Routledge.

Penuel, W. R., & Shepard, L. A. (2016). Assessment and teaching. In D. H. Gitomer & C. A. Bell (Eds.), *Handbook of research on teaching*, 5<sup>th</sup> edition (Pp. 787-850). Washington, DC: American Educational Research Association.

Penuel, W. R., & Shepard, L. A. (2016). Social models of learning and assessment. In A. A. Rupp & J. P. Leighton (Ed.). *Handbook of cognition and assessment: Frameworks, methodologies, and applications* (Pp. 146-173). New York: Wiley-Blackwell.

Shepard, L. A. (2015). If we know so much from research on learning, why are educational reforms not successful? In M. J. Feuer, A. I. Berman, & R. C. Atkinson (Eds.). *Past as prologue: The National Academy of Education at 50 Members reflect* (Pp. 41-51). Washington, DC: National Academy of Education.

Shepard, L.A. (2012). Equity in assessment. In J. A. Banks (Ed.), *Encyclopedia of diversity in education*. Los Angeles: Sage.

Shepard, L.A. (2011). Assessing with integrity in the face of high-stakes testing. In P. J. Dunston, L.B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gillis, & C. C. Bates (Eds.), *60<sup>th</sup> Yearbook of the Literacy Research Association* (Pp. 18-32). Oak Creek, WI: Literacy Research Association.

Shepard, L.A. (2008). Formative assessment: Caveat emptor. In C. A. Dwyer (Ed.), *The Future of Assessment: Shaping Teaching and Learning* (Pp. 279-303). New York: Lawrence Erlbaum.

Shepard, L.A. (2008). Assessment. In S. Mathison & E. W. Ross (Eds.), *Battleground Schools* (Pp. 43-55). Westport, CN: Greenwood Press.

Shepard, L. A. (2008). A brief history of accountability testing, 1965-2007. In Ryan, K. E. & Shepard, L. A. (Eds.) *The Future of Tests-Based Educational Accountability* (Pp. 25-46). New York: Routledge.

Shepard, L.A. (2006). Classroom assessment. In R. L. Brennan's *Education Measurement*, Fourth Edition (Pp. 623-646). Westport, CT: Greenwood Publishing Group.

- Shepard, L., Hammerness, K., Darling-Hammond, L., & Rust, F. (2005). Assessment. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 275-326). San Francisco: Jossey-Bass.
- Shepard, L.A. (2004). Understanding research on the consequences of grade retention. In Walberg, H. J., Reynolds, A. J., & Wang, M. C. (Eds.), *Can unlike students learn together?: Grade retention, tracking, and grouping* (pp. 183-202). Greenwich, CN: Information Age Publishing.
- Shepard, L.A. (2004). Curricular coherence in assessment design. In M. Wilson (Eds.), *Toward coherence between classroom assessment and accountability* (pp. 239-249). Chicago, IL: University of Chicago Press.
- Shepard, L.A. (2003). Reconsidering large-scale assessment to heighten its relevance to learning. In J.M. Atkin & J.E. Coffey (Eds.), *Everyday assessment in the science classroom* (pp. 121-146). Arlington, VA: National Science Teachers Association.
- Shepard, L. A. (2003). Standardized tests and high-stakes assessment. In Guthrie, J. (ed.) *Encyclopedia of education*, 2<sup>nd</sup> edition. New York: Macmillan.
- Shepard, L. A. (2002). Comment on grade retention and social promotion in Texas, 1994-99: Academic achievement among elementary school students. In D. Ravitch (Ed.), *Brookings papers on education policy: 2002* (pp. 56-67). Washington, DC: Brookings Institution Press.
- Shepard, L. A. (2001). The role of classroom assessment in teaching and learning. In V. Richardson (Ed.), *Handbook of research on teaching* (4<sup>th</sup> ed., pp. 1066-1101). Washington, DC: American Educational Research Association.
- Bradekamp, S., & Shepard, L. (1998). Assessing young children's learning and development. In R. Brandt (Ed.), *Assessing Student Learning: New rules, New Realities*. Arlington, VA: Educational Research Service.
- Shepard, L.A. (1995). Implications for standard setting of the National Academy of Education Evaluation of National Assessment of Educational Progress Achievement Levels. *Proceedings from the Joint Conference on Standard Setting for Large-Scale Assessments*. Washington, D.C.: National Assessment Governing Board and National Center for Education Statistics.
- Shepard, L.A. (1994). Grade repeating. In T. Husen & T N Postlethwaite (Eds.), *The International Encyclopedia of Education* (2nd ed.). Oxford: Pergamon Press.
- Shepard, L.A., & Graue, M.E. (1993). The morass of school readiness testing: Research on test use and test validity. In B. Spodek (Ed.), *Handbook of Research on the Education of Young Children*. New York: Teachers College Press.
- Shepard, L.A. (1992). Uses and abuses of testing. In Marvin C. Alkin (Ed.), *Encyclopedia of Educational Research, Sixth Edition*, pp. 1477-1485. New York: MacMillan.

- Shepard, L.A. (1992). Retention and redshirting of kindergarten children. In Williams, L.R., & Fromberg, D.P. (Eds.), *Encyclopedia of Early Childhood Education*. New York: Garland Publishing.
- Shepard, L.A. (1992). Commentary: What policy makers who mandate tests should know about the new psychology of intellectual ability and learning. In B.R. Gifford & M.C. O'Connor (Eds.), *Changing assessments: Alternative views of aptitude, achievement, and instruction*. Boston: Kluwer Academic Publishers.
- Graue, M.E. & Shepard, L.A. (1992). Public school entrance age. In Williams, L.R., & Fromberg, D.P. (Eds.), *Encyclopedia of Early Childhood Education*. New York: Garland Publishing.
- Shepard, L.A. (1991). Negative policies for dealing with diversity: When does assessment and diagnosis turn into sorting and segregation. In E. Hiebert (Ed.), *Literacy for a Diverse Society: Perspectives, Practices, and Policies*. New York: Teachers College Press.
- Shepard, L.A. (1991). The influence of standardized tests on early childhood curriculum, teachers, and children. In B. Spodek & O.N. Saracho (Eds.), *Issues in Early Childhood Curriculum (Yearbook in Early Childhood Education, Vol. 2)*. New York: Teachers College Press.
- Shepard, L.A. (1990). The responsibilities of test developers for test misuse. *The Uses of Standardized Tests in American Education: Proceedings of the 1989 ETS Invitational Conference*. Princeton, NJ: Educational Testing Service. Pp. 37-44.
- Shepard, L.A. (1989). Identification of mild handicaps. In R.L. Linn (Ed.), *Educational Measurement*. Third Edition. Washington, D.C.: The American Council on Education and MacMillan Publishing Company.
- The following chapters in L.A. Shepard & M.L. Smith (Eds.). (1989). *Flunking Grades: Research and Policies on Retention*. New York: The Falmer Press.
- Shepard, L.A. & Smith, M.L. Introduction and overview.
- Grissom, J.B. & Shepard, L.A. Repeating and dropping out of school.
- Shepard, L.A. A review of research on kindergarten retention.
- Shepard, L.A. & Smith, M.L. Academic and emotional effects of kindergarten retention in one school district.
- Smith, M.L. & Shepard, L.A. Flunking grades: A recapitulation.
- Shepard, L.A. (1987). The Assessment of Readiness for School: Psychometric and Other Considerations. In G.H. Brown & E.M. Faupel (Eds.), *The Assessment of Readiness for School: Implications for a Statistical Program*. Washington, D.C.: Center for Education Statistics.

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## **Reviews**

- Shepard, L. A. (2019). *NEPC Review: Education System Alignment for 21<sup>st</sup> Century Skills: Focus on Assessment*. Boulder, CO: National Education Policy Center.
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- Shepard, L.A. (1985). Review of Comprehensive Tests of Basic Skills. Third Edition. In James V. Mitchell, Jr. (Ed.), *The Ninth Mental Measurements Yearbook*. Lincoln, NE: University of Nebraska.
- Shepard, L.A. (1985). Review of Stanford Diagnostic Mathematics Test. In James V. Mitchell, Jr. (Ed.), *The Ninth Mental Measurements Yearbook*. Lincoln, NE: University of Nebraska.
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## **Reports**

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- Shepard, L. (2000, Winter/Spring). CSAP is a good test, but some uses are inappropriate. *Leading Edge*, 1-3. (Denver, CO: Colorado Association of School Boards)
- Shepard, L.A. (2000). *The Role of Classroom Assessment in Teaching and Learning*. CSE Technical Report 517. Los Angeles: National Center for Research, Evaluation, Standards, and Student Testing (CRESST), University of California.
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- Shepard, L.A. (1977, April). A Checklist for Evaluating Large-Scale Assessment Programs. Occasional Paper Series, Evaluation Center, Western Michigan University.
- Shepard, L.A. (1975, May). Final Report. Foothills Elementary School Parent Survey, Boulder Valley School District.
- Shepard, L. (1974, March). *California Assessment Program*. Filmstrip and tape. California Department of Education.
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- Worthen, B., Millman, J., Hood, P., Frazier, C., Lidstrom, D., Shepard, L., & Rogers, T. (1972, December). *The Ohio Accountability Project: Evaluation Report of the Accountability Models*. Ohio State University Evaluation Center, R.F. Number 3503-A1.
- Shepard, L. & Glass, Gene V (1972). A multitrait-multimethod approach to the construct validation of acceptance of self and acceptance of others. Grant #OEG 8-72-004 (509). U.S. Department of Health, Education, and Welfare.
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### **White Papers and Major Lectures**

Shepard, L. A., Diaz-Bilello, E., Penuel, W. R., & Marion, S. F. (2020). Classroom assessment principles to support teaching and learning. Center for Assessment, Design, Research and Evaluation (CADRE), School of Education, University of Colorado Boulder.

Shepard, L. A. (2019, August 29). Data Walls Demoralize Students. Assessment Expert Lorrie Shepard Explains Why, *Newsletter*. Boulder, CO: National Education Policy Center.

Baker, E. L., Barton, P. E., Darling-Hammond, L., Haertel, E., Ladd, H. F., Linn, R. L., Ravitch, D., Rothstein, R., Shavelson, R. J., & Shepard, L. A. (2010). *Problems with the use of student test scores to evaluate teachers*. Washington, DC: Economic Policy Institute.

Shepard, L., Hannaway, J., & Baker, E. (2009). *Standards, assessments, and accountability*. Washington, DC: National Academy of Education. Available at: [http://www.naeducation.org/Standards\\_Assessments\\_Accountability\\_White\\_Paper.pdf](http://www.naeducation.org/Standards_Assessments_Accountability_White_Paper.pdf)

Shepard, L.A. (1996). *Measuring achievement. What does it mean to test for robust understandings?* William H. Angoff Memorial Lecture Series. Princeton, NJ: Educational Testing Services.

### **Dissertation**

Shepard, L.A. (1972). *A multitrait-multimethod approach to the construct validity of self-acceptance*. Unpublished doctoral dissertation, University of Colorado.

## Papers

- Shepard, L. A. (2020, April). Can the harms of testing be stopped by assessment literacy. Paper prepared for the annual meeting of the American Educational Research Association but cancelled due to COVID-19.
- Shepard, L. A., Penuel, W. R., & Pellegrino, J. W. (2017, September 13). Using learning and motivation theories to coherently link formative assessment, grading practices, and large-scale assessment. Paper presented at the Special Conference on Classroom Assessment and Large-Scale Psychometrics: The Twain Shall Meet, National Council on Measurement in Education, Lawrence, KS.
- Shepard, L. A. (2012, April). Evaluating the use of tests to measure teacher effectiveness: Validity as a theory-of-action framework. Paper presented at the annual meeting of the National Council on Measurement in Education, Vancouver.
- Shepard, L. A. (2000, October). Understanding research on the consequences of retention. Paper presented at the National Invitational Conference, "Can Unlike Students Learn Together? Grade Retention, Tracking, and Grouping," sponsored by the Laboratory for Student Success at Temple University Center for Research in Human Development and Education, Alexandria, VA.
- Shepard, L.A. (2000, April). The role of assessment in a learning culture. Presidential address presented at the annual meeting of the American Educational Research Association, New Orleans.
- Shepard, L., Kupermintz, H., & Linn, R. (2000, February). Cautions regarding the Sanders Value-Added Assessment System. Response Panel comments, presented at the annual conference of the Colorado Staff Development Council, Denver.
- Shepard, L. (2000, January). Comments on Colorado's Accreditation Benchmarks and Suggestions for Improvement, white paper prepared for Colorado Association of School Boards and Denver Area Superintendents' Council.
- Shepard, L.A. (1996, April). For the proposition: Consequential validity is a psychometrically useful concept. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Shepard, L.A., Flexer, R.J., Hiebert, E.H., Marion, S.F., Mayfield, V., & Weston, T.J. (1994, April). Effects of introducing classroom performance assessments on student learning. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Shepard, L.A., & Bliem, C.L. (1993, April 13). Parent opinions about standardized tests, teacher's information and performance assessments. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

- Shepard, L.A. (1992, April). Chapter 1's part in the juggernaut of standardized testing. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Shepard, L.A. (1992, April). Large-scale early childhood assessment versus every-pupil readiness testing. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Shepard, L.A. (1991, June). Will national tests improve student learning? Paper presented at the American Educational Research Association Public Interest Invitational Conference, Accountability as a State Reform Instrument: Impact on Teaching, Learning, and Minority Issues and Incentives for Improvement, Washington, DC.
- Shepard, L.A., & Cutts-Dougherty, K. (1991, April). Effects of high-stakes testing on instruction. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Koretz, D., Linn, R.L., Dunbar, S.B., & Shepard, L.A. (1991, April). The effects of high-stakes testing on achievement: Preliminary findings about generalization across tests. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Shepard, L.A. (1990, April). Psychometricians' beliefs about learning. Vice presidential address to Division D of the American Educational Research Association, Boston.
- Shepard, L.A. Negative policies for dealing with diversity: When does assessment and diagnosis turn into sorting and segregation. Presentation at the annual School and University Conference of the School of Education, University of Colorado at Boulder, April 21, 1989.
- Grissom, J.B. & Shepard, L.A. (1989, March). Structural equation modeling of retention and overage effects on dropping out of school. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Shepard, L.A., Graue, M.E. & Catto, S.F. (1989, March). Delayed entry into kindergarten and escalation of academic demands. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Shepard, L.A. (1989, March). Inflated test score gains: Is it old norms or teaching the test? Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Shepard, L.A. (1989, January). Ability testing for special school placements. Paper presented in the symposium, "Ability Testing: Uses, Consequences, and Conflicts," at the annual meeting of the American Association for the Advancement of Science, San Francisco.
- Shepard, L.A. (1988, April). The harm of measurement-driven instruction. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

- Shepard, L.A., & Kreitzer, A.E. (1987, April). The Texas teacher test. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.
- Shepard, L.A. (1986, April). School readiness and kindergarten retention: A policy analysis. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Shepard, L.A. & Smith, M.L. (1985, April). Effects of kindergarten retention at the end of first grade. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Shepard, L.A., Camilli, G., & Williams, D. (1984, April). Validity of approximation techniques for detecting item bias. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Shepard, L. (1983, April). The role of measurement in educational policy: Lessons from the identification of learning disabilities. Presidential address given at the annual meeting of the National Council on Measurement in Education, Montreal.
- Shepard, L., Camilli, G., & Williams, D.M. (1983, April). Accounting for statistical artifacts in item bias research. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- Shepard, L.A. & Smith, M.L. (1982, March). An evaluation of the identification of children with learning disabilities in Colorado. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Smith, M.L., Shepard, L.A., Davis, A., & House, E. (1981, October). The Colorado Evaluation of learning disabilities identification practices. Symposium presented at the joint meeting of the Evaluation Network and Evaluation Research Society, Austin, TX.
- Shepard, L.A. (1981, April). Research vs. evaluation--Similarities and differences: Implications for theory and practice. Symposium at the annual meeting of the American Educational Research Association, Los Angeles, CA.
- Shepard, L.A. (1980, November). Definitions of bias. Paper presented at the Johns Hopkins University, National Symposium on Educational Research. Test Item Bias Methodology: The State of the Art. Washington, D.C.
- Shepard, L.A. (1980, June). Absolute standards for placement and certification. Invited presentation at the Fourth International Symposium for Educational Testing, Antwerp, Belgium.
- Shepard, L.A., Camilli, G. & Averill, M. (1980, April). A comparison of six procedures for detecting test bias using both internal and external ability criteria. Paper presented at the annual meeting of the National Council on Measurement in Education, Boston, MA.

- Shepard, L.A. (1978). A debate on the proposition: Adequate measurement technology exists to implement fair, equitable and useful minimum competency testing programs. *Proceedings of the National Conference on Minimum Competency Testing*. Portland, OR: Clearinghouse for Applied Performance Testing, Northwest Regional Educational Laboratory.
- Shepard, L.A. (1978, June). Purposes of assessment. Paper presented at the Eighth Annual Conference on Large-Scale Assessment. Sponsored by the National Assessment of Educational Progress.
- Shepard, L.A. (1977, April). A Methodologist's Perspective on the Need for Educational Evaluation Guidelines and Standards. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Shepard, L.A. (1977, April). Reporting Results of Competency-Based Assessment. Paper presented at the annual meeting of the National Council on Measurement in Education, New York.
- Shepard, L.A. (1976, June). A method of evaluating assessment. Paper presented at the Sixth Annual Conference on Large-Scale Assessment.
- Shepard, L.A. (1976, April). Setting standards and living with them. Paper presented as part of an invited symposium on measurement problems associated with competency-based education. National Council on Measurement in Education annual meeting, San Francisco, CA.
- Shepard, L.A. (1975, April). Reporting the results of statewide assessment. Paper presented at the annual meeting of the American Research Association, Washington, D.C.
- Shepard, L.A. (1975, April). *Developing the California Entry Level Test: Construct validity of the subtests*. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, D.C.
- Shepard, L.A. & Glass, G.V (1973, February). A multitrait-multimethod approach to the construct validation of self-acceptance. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

### **Presentations, Talks, Colloquia (omitted)**

## **UNIVERSITY SERVICE**

### **School of Education**

Salary Committee, 2018-present.

Dean, 2001-2016.

Interim Dean, 1996-1998.

Director of Graduate Studies, School of Education, 1988-1995.

Division Chair, Research and Evaluation Methodology, 1975-2001.

Chair, Program Review Self-Study Committee, School of Education, 1990.

**Categories of service omitted, 1974-present:** Search committees, faculty mentoring, Nominations of colleagues for awards, program development and curriculum committees.

### **Boulder Campus**

Member, Advisory Board, Center for Teaching and Learning, Boulder Campus, 2019-present.

University Distinguished Professors, elections and ad hoc advisory group, Boulder Campus, 2010-present.

Member, ATLAS Committee on Assessment and Evaluation, Boulder Campus, 1999.

Member, Chancellor's Committee on Federal Relations, Boulder Campus, 1998-2001.

Chair, Internal Review Committee for reappointment of Dean Ross Corotis.

Boulder Faculty Assembly 1993-1996; Executive Committee, 1994-1996.

Member, Vice-Chancellor's Academic Planning Committee, 1995-1996.

Chair, Boulder Faculty Assembly Enrollment Task Force, 1994-1995.

Member, Chancellor's Buffalo Futures Enrollment Task Force, 1994-1995.

Salary Equity Methodology Committee, Boulder Campus, 1990-1993.

Program Review Panel, Boulder Campus, 1988-1991.

Program Review, School of Journalism, 1987-1988.

Dean's level PT&R review, Journalism, 1987

Chancellor's Fellowship Committee, 1987.

Graduate School Executive Committee, 1986-1987.

Vice-Chancellor's Advisory Committee on promotion and tenure, 1981-1986.