

DUBRAVKA SVETINA

Department of Counseling and Educational Psychology
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EDUCATION

Ph.D. Educational Psychology, Arizona State University May 2011
Specialization: Measurement, Statistics, and Methodological Studies

M.A. Educational Psychology, Arizona State University December 2008

M.P.P. Public Policy, University of Northern Iowa May 2004

B.A. Political Science, German Language, University of Northern Iowa May 2002

RESEARCH EXPERIENCE

Associate Professor of Inquiry Methodology July 2018–present
Counseling and Educational Psychology, IU–Bloomington, IN

Assistant Professor of Inquiry Methodology 2011–2018
Counseling and Educational Psychology, IU–Bloomington, IN

Research Assistant/Associate 2005–2011
Educational Psychology, Arizona State University, Tempe, AZ

Research Assistant 2009–2010
Speech and Hearing Sciences, Arizona State University, Tempe, AZ

Summer Intern, CTB/McGraw-Hill, Monterey, CA 2008

TEACHING EXPERIENCE

Faculty Member of Inquiry Methodology August 2011–present
Counseling and Educational Psychology, IU–Bloomington, IN
Courses: Educational Assessment and Psychological Measurement
Psychometric Theory
Advanced Measurement
Intermediate Statistics Applied to Education (face-to-face, online)

Instructor 2010
Educational Psychology, Arizona State University, Tempe, AZ
Course: Introduction to Data Analysis (online)

Teaching Assistant Summer 2007, 2009, 2010
Educational Psychology, Arizona State University, Tempe, AZ
Course: Introduction to Data Analysis (online)

PUBLICATIONS

(R = Research; T = Teaching; S = Service; †= Work with Students)

1. Peer Reviewed Work

27. Jakobson, E., & Svetina, D. (in press). Prescribing structure for validation arguments: Elemental, structural, and ecological validity. To appear in *Applied Measurement in Education*, 28, 202-218. **(ISI impact: .79)**
26. Gabana, N. T., Steinfeldt, J., Wong, Y. J., Chung, Y. B., & Svetina, D. (in press). Attitude of gratitude: Exploring the implementation of a gratitude intervention with college athletes. To appear in *Journal of Applied Sport Psychology*. **(ISI impact: 1.40; 5-year 1.88)** doi: 10.1080/10413200.2018.1498956
25. Cole, S., Svetina, D., & Whiteneck, G. (in press) Developing a barriers scale in the context of travel: TRIP. To appear in *Archives of Physical Medicine and Rehabilitation*. **(ISI impact: 3.08)**
24. Dai, S., Svetina, D., & Chen, C. (2018). Investigation of missing responses in Q-Matrix validation. Advanced online publication. *Applied Psychological Measurement*. doi: 10.1177/0146621618762742 **(ISI impact: .89; 5-year 1.29)**
23. Svetina, D., Feng, Y., Paulsen, J., Valdivia, M., Valdivia, A., & Dai, S. (2018). Examining DIF in the context of CDMs when the Q-matrix is Misspecified. *Frontiers in Psychology*. Advance online publication. doi: 10.3389/fpsyg.2018.00696 **(ISI impact: 2.32)**
22. Wang, X., Svetina, D., & Dai, S. (2018). Exploration of factors affecting the necessity of reporting test subscores. *Journal of Experimental Education*. doi:10.1080/00220973.2017.1409182 **(ISI impact: 1.66)**
21. Svetina, D., & Rutkowski, L. (2017). Multidimensional measurement invariance in an international context: Fit measure performance with many groups. *Journal of Cross-Cultural Psychology*, 48 (7), 991-1008. doi: 10.1177/0022022117717028 **(ISI impact: 1.66)**
20. †Svetina, D., Dai, S., & Wang, X. (2017). Use of cognitive diagnostic model to study differential item functioning in accommodations. *Behaviorometrika*, 44(2), 313-349. doi: 10.1007/s41237-017-0021-0
19. †Svetina, D., Valdivia, A., Underhill, S., Dai, S., & Wang, X. (2017). Recovery of parameters in multidimensional item response theory models under complexity and non-normality. *Applied Psychological Measurement*. Advance online publication. doi: 10.1177/0146621617707507 **(ISI impact: .89; 5-year 1.29)**
18. †Dai, S., Svetina, D., & Wang, X. (2017). Subscore reporting in R. *Journal of Educational and Behavioral Statistics*. Advance online publication. doi: 10.3102/1076998617716462 **(ISI impact: 1.26)**

17. Rutkowski, L., & **Svetina, D.** (2017). Measurement invariance in international surveys: Categorical indicators and fit measure performance. *Applied Measurement in Education*, 30(1), 39-51, doi: 10.1080/08957347.2016.1243540 (**ISI impact: .79**)
16. **Svetina, D.**, & Levy, R. (2016). Dimensionality in compensatory MIRT when complex structure exists: Evaluation of DETECT and NOHARM. *Journal of Experimental Education*, 84(2), 398-420. (**ISI impact: 1.66**)
15. Maltese, A., Harsh, J. A., & **Svetina, D.** (2015). Data visualization literacy: Investigating data interpretation along the novice expert continuum. *Journal of College Science Teaching*, 45(1), 84-90.
14. †Levy, R., Xu, Y., Yel, N., & **Svetina, D.** (2015). A Standardized generalized dimensionality discrepancy measure and a standardized model-based covariance for dimensionality assessment for multidimensional models. *Journal of Educational Measurement*, 52, 144-158. (**ISI impact: .98**)
13. Baldonado, A. A., **Svetina, D.**, & Gorin, S. J. (2015). Using necessary information to identify item dependence in passage-based reading comprehension tests. *Applied Measurement in Education*, 28, 202-218. (**ISI impact: .79**)
12. Dubasik, V., & **Svetina, D.** (2014). Estimating parent-teacher agreement over time on reports of Spanish-English productive vocabulary. *Language, Speech, and Hearing Services in Schools*, 45(4), 325-336. (**ISI impact: 1.19; 5-year 1.88**)
11. **Svetina, D.**, & Rutkowski, L. (2014). Detecting differential item functioning using generalized logistic regression in the context of large-scale assessments. *Large-Scale Assessment in Education*, 2:4.
10. **Svetina, D.**, & Levy, R. (2014). A framework for dimensionality assessment for multidimensional item response models: A methodological review. *Educational Assessment*, 19, 35-57. doi: 10.1080/10627197.2014.869450 (**ISI impact: .89**)
9. Rutkowski, L., & **Svetina D.** (2014). Assessing the hypothesis of measurement invariance in the context of large-scale assessments. *Educational and Psychological Measurement*, 74(1), 31-57. doi: 10.1177/0013164413498257. (**ISI impact: 1.55**)
8. **Svetina, D.** (2013). Assessing dimensionality in noncompensatory MIRT with complex structure. *Educational and Psychological Measurement*, 73(2), 312-338. doi:10.1177/0013164412461353. (**ISI impact: 1.55**)
7. †**Svetina, D.**, Crawford, A. A., Levy, R., Green, S. B., Scott, L., Thompson, M., Gorin, J. S., Fay, D., Kunze, K. (2013). Designing small-scale tests: A simulation study of parameter recovery with the 1-PL. *Psychological Test and Assessment Modeling*, 55, 335-360.
6. **Svetina, D.**, & Levy, R. (2012). An overview of software for conducting dimensionality assessment in multidimensional models. *Applied Psychological Measurement*, 36, 659-669. doi: 10.1177/0146621612454593 (**ISI impact: .89**)

5. Gray, S., Brinkely, S., & **Svetina, D.** (2012). Word learning by preschoolers with SLI: Effect of phonotactic probability and object familiarity. *Journal of Speech, Language, and Hearing Research*, *55*, 1289-1300. doi: 10.1044/1092-4388(2012/11-0095 (**ISI impact: 1.77; 5-year 2.33**))
4. **Svetina, D.**, Gorin, J. S., & Tatsuoka, K. K. (2011). Defining and comparing the reading comprehension construct: A cognitive-psychometric modeling approach. *International Journal of Testing*, *11*, 1-23.
3. Levy, R., & **Svetina, D.** (2011). A generalized dimensionality discrepancy measure for dimensionality assessment in multidimensional item response theory. *British Journal of Mathematical and Statistical Psychology*, *64*, 208-232. (**ISI impact: 3.51**)
2. Ferrara, S., **Svetina, D.**, Skucha, S., & Davidson, A. (2011). Test development with standard setting and growth in mind. *Educational Measurement: Issues and Practice*, *30*(4), 3-15. (**ISI impact: 1.42**)
1. †Crawford, A. V., Green, S. B., Levy, R., Lo, W. J., Scott, L., **Svetina, D.**, & Thompson, M. S. (2010). Evaluation of parallel analysis methods for determining the number of factors. *Educational and Psychological Measurement*, *70*, 885-901. Note: Authorship listed alphabetically. (**ISI impact: 1.55**)

2. Book Chapters

4. Brown, N. J. S., **Svetina, D.**, & Dai, S. (2015). Analyzing NAEP data at the construct level. In P. Kloosterman, D. Mohr, & C. Walcott (Eds.) *What mathematics do students know and how is that knowledge changing? Evidence from the National Assessment of Educational Progress*. Information Age Publishing.
3. Brown, N. J. S., Dai, S., & **Svetina, D.** (2015). Analyzing NAEP data at the item level. In P. Kloosterman, D. Mohr, & C. Walcott (Eds.) *What mathematics do students know and how is that knowledge changing? Evidence from the National Assessment of Educational Progress*. Information Age Publishing.
2. Gorin, J. S., & **Svetina, D.** (2012). Cognitive psychometric models as a tool for reading assessment engineering. In J. Sabatini, T. O'Reilly, & E. R. Albro (Eds.) *Reaching an understanding: Innovations in how we view reading assessment*. Rowman & Littlefield Education.
1. Gorin, J. S., & **Svetina, D.** (2011). Test design with higher order cognition in mind. In G. Schraw (Ed.). *Current perspectives on cognition, learning, and instruction: Assessment of higher order thinking skills*. Information Age Publishing.

3. Reports and Other Published Work

5. Rutkowski, L., & **Svetina, D.** (2013). *OECD TALIS Expert Paper on Measurement Equivalence Method*. Paper commissioned by the Organisation for Economic Co-operation and De-

velopment.

4. Chiang, Y-C., et al., (2011). *Using Value Added Models to Evaluate Teacher Preparation Programs*. Paper commissioned by the Dean Gerardo Gonzalez, Indiana University.

3. **Svetina, D.** (2011). *Book review: Rupp, A., Templin, J., & Henson, R. A. (2010). Diagnostic Measurement: Theory, Methods, and Applications*. New York, NY: Guilford Press. *Journal of Educational Measurement*, 48(2), 223-228. doi: 10.1111/j.1745-3984.2011.00141.x

2. Gorin, J. S., & **Svetina, D.** (2008b). *SAT Critical Reading Q-Matrix Study: LLTM Analysis of Q-matrix Attributes*. Technical report submitted to the College Board.

1. Gorin, J. S., & **Svetina, D.** (2008a). *SAT Critical Reading Q-Matrix Study: Preliminary Attribute Generation and Coding*. Technical Report submitted to the College Board.

4. Software Authored

2. Dai, S., Wang, X., & **Svetina, D.** (2016b). TestDataImputation: Missing item responses imputation for test and assessment data. (R package version 1.0) [Computer software]. <http://CRAN.R-project.org/package=TestDataImputation>.

1. Dai, S., Wang, X., & **Svetina, D.** (2016a). subscore: Subscore computing functions in classical test theory. (R package version 2.0) [Computer software]. <http://CRAN.R-project.org/package=subscore>.

5. Publications under Review

3. Dai, S., Wang, X., & **Svetina, D.**. *The application of minimum discrepancy estimation*. Manuscript submitted for publication.

2. **Svetina, D.**, Rutkowski, L., & Rutkowski, D. *Establishing measurement invariance via multiple-group CFA: An illustration using Mplus and the lavaan package in R*. Manuscript submitted for publication.

1. Rutkowski, L., **Svetina, D.**, & Liaw, T-Y. *The impact of category collapsing strategies on tests of categorical measurement invariance*. Manuscript submitted for publication.

6. Publications in Preparation

Svetina, D., & Valdivia, A. *Heuristic, machine-learning based measure to detect violations of local independence in IRT*. Manuscript in preparation for publication.

†**Svetina, D.**, Underhill, S., & Wang, X. *Accommodations in NAEP: Analysis of DIF across years*. Manuscript in preparation for publication.

†**Svetina, D.**, Gross, R., Sarraf, S., & Li, J. *Measurement invariance in longitudinal models*. Manuscript in preparation for publication.

†Feng, Y., & **Svetina, D.** (2018). *A Comparison of C-RUM and MIRT in item parameters and classification accuracy*. Manuscript in preparation for publication.

†Feng, Y., Medinaceli, M.V.,**Svetina, D.**, & Paulsen, J. (2018). *The Impact of restrictive models and Q-matrix misspecification on classification accuracy*. Manuscript in preparation for publication.

†Paulsen, J., Valdivia, M., **Svetina, D.**, & Feng, Y. *Examining the impact of differential item functioning on classification accuracy in cognitive diagnostic models*. Manuscript in preparation for publication.

†Dai, S., & **Svetina, D.**, & Wang, X. *Making multilevel diagnostic inferences in large scale assessments*. Manuscript in preparation for publication.

†Dai, S., Wang, X., **Svetina, D.**, Underhill, S., & Feng, Y. *The application of minimum discrepancy maximum likelihood estimation method in cognitive diagnostic models*. Manuscript in preparation for publication.

Valdivia, A., & **Svetina, D.** *Teaching sampling distribution and confidence intervals through active engagement and learning*. Manuscript in preparation for publication.

PRESENTATIONS

Svetina, D. , Valdivia, A., Feng, Y., Valdivia, M., Paulsen, J., & Dai, S. (2018, April). *Examining DIF in the context of CDMs when the Q-matrix is Misspecified*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York, NY

Feng, Y., & **Svetina, D.**(2018). *A Comparison of C-RUM and MIRT in Item Parameters and Classification Accuracy*. Presented at the annual meeting of the National Council on Measurement in Education, New York City, NY.

Dai, S., & **Svetina, D.** (2018, April). *Impact of Q-matrix and Assessment Designs on Application of Cognitive Diagnostic Models*. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Dai, S., Wang, X., & **Svetina, D.** (2018, April). *A Further Investigation of the Generalized Dimensionality Discrepancy Measure for (Multi)Dimensionality Assessment*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York, NY.

Valdivia, A. & **Svetina, D.** (2017, August). *Heuristic, machine-learning based measure to detect violations of local independence in IRT*. Poster to be presented at the annual meeting of the American Psychological Association, Washington, DC.

Valdivia, A. & **Svetina, D.** (2017, August). *Teaching sampling and confidence intervals through active engagement and learning*. Poster to be presented at the annual meeting of

the American Psychological Association, Washington, DC.

Rutkowski, L., **Svetina, D.**, & Liaw, Y-C. (2017, June). Symposium *Embracing heterogeneity in international large-scale assessments*. Paper to be presented at the 7th IEA International Research Conference, Prague, Czech Republic.

Dai, S., **Svetina, D.**, & Chen, C. (2017, April). *Dealing with missingness in cognitive diagnostic models when the Q-matrix is misspecified*. Paper to be presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.

Wang, X., **Svetina, D.**, Dai, S. & Zhang, O. (2017, April). *How much can we gain from collateral information for subscore reporting?* Paper to be presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.

Dai, S., **Svetina, D.**, & Wang, X. (2017, April). *Making multilevel diagnostic inferences in large-scale assessments. (Coordinated Session)* Paper to be presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.

Dai, S., & **Svetina, D.** (2017, April). *Investigation and treatment of missing responses in implementation of cognitive diagnostic models*. Paper to be presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Dai, S., Wang, X., **Svetina, D.**, Underhill, S., & Feng, Y. (2017, April). *The application of minimum discrepancy estimation in implementation of cognitive diagnostic models*. Paper to be presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Svetina, D. (2016, September). *Understanding what students know: Gaining insights through NAEP data*. Invited presentation at Center for Evaluation and Educational Policy, Indiana University, Bloomington, IN.

Svetina, D. & Rutkowski, L. (2016, April). *Measurement invariance in international large-scale assessments: Ordered-categorical outcomes in a multidimensional context*. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, DC.

Svetina, D. (2016, April). *Work-Life Balance. A Myth?* Presented at Inquiry Brownbag, Counseling and Educational Psychology Department, Indiana University, Bloomington, IN.

Underhill, S., **Svetina, D.**, Valdivia, A., Dai, S., & Wang, X. (2016, April). *Parameter recovery in multidimensional item response theory models under complexity and nonnormality*. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, DC.

Svetina, D. (2015, October). *To simulate or not to simulate?* Presentation given at the IU Psychometricians, Bloomington, IN.

Svetina, D., Dai, S., & Wang, X. (2015, April). *Accommodations and NAEP: Going beyond*

differential item functioning. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Dai, S., **Svetina, D.**, & Brown, N. J. S. (2015, April). *Predicting skipping behavior in NAEP mathematics assessment: A multi-level modeling approach*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.

Rutkowski, L., & **Svetina, D.** (2015, April). *Measurement invariance in international surveys: Categorical indicators & fit measure performance*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.

Svetina, D., & Rutkowski, L. (2014, August). *Detecting DIF using generalized logistic regression in context of large-scale assessments*. Poster to be presented at the annual meeting of the American Psychological Association, Washington, DC.

Svetina, D., & Wang, X. (2014, April). *Examination of different methods to test for invariance in accommodations when mixture data formats exist: Illustration of the NAEP*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Wang, X., **Svetina, D.**, & Zhang, O. (2014, April). *Performance comparison between parametric and nonparametric DIF methods*. Poster presented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA.

Brown, N. J. S., Dai, S., & **Svetina, D.** (2014, April). *Predictors of omitted responses on the 2009 NAEP mathematics assessment*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Brown, N. J. S., **Svetina, D.**, & Dai, S. (2014, April). *Impact of methods of scoring omitted responses on achievement gaps*. Paper presented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA.

Svetina, D. (2013, April). *Complex item structure recovery in multidimensional item response theory*. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Rutkowski, L., & **Svetina, D.** (2013, April). *Assessing the hypothesis of measurement invariance in the context of large-scale assessments*. Paper presented at the annual meeting of National Council on Measurement in Education, San Francisco, CA.

Svetina, D. (2012, April). *Assessing dimensionality in noncompensatory MIRT with complex structure*. Paper presented at the annual meeting of the National Council on Measurement in Education, Vancouver, British Columbia, CA.

Svetina, D., & Levy, R. (2012, April). *Dimensionality in compensatory MIRT when complex structure exists: Evaluation of DETECT and NOHARM*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, CA.

Svetina, D. (2011, October). *Current methods in assessing the structure of item responses: A closer look at NOHARM and DETECT*. Paper presented at Inquiry Brownbag, Counseling and Educational Psychology Department, Indiana University, Bloomington, IN.

Green, S. B., Levy, R., Thompson, M. S., Lu, M., Lo, W. J., **Svetina, D.**, Crawford, A. V., & Scott, L. (2011, April). *Use of completely random data to assess the number of factors with parallel analysis: An empirical evaluation of a conceptual flaw and its correction*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Gorin, J. S., & **Svetina, D.** (2010, May). *Cognitive and psychometric innovations in item difficulty modeling*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Levy, R., & **Svetina, D.** (2010, May). *A framework for characterizing dimensionality assessment and overview of current approaches*. Paper presented at the annual meeting of the National Council on Measurement in Education, Denver, CO.

Crawford, A. V., Green, S. B., Levy, R., Lo, W. L., Scott, L., **Svetina, D.**, & Thompson, M. S. (2009, April). *Evaluation of parallel analysis methods for determining the number of factors*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA. Note: authors ordered alphabetically.

Ferrara, S., **Svetina, D.**, Davidson, A., & Skucha, S. (2009, April). *Knowledge and skill demands of items that indicate grade-to-grade growth for setting performance standards*. Paper presented at the invited symposium at the annual meeting of the National Council on Measurement in Education, San Diego, CA.

Levy, R., & **Svetina, D.** (2009, April). *Dimensionality assessment for multidimensional item response theory via posterior predictive model checking*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego, CA.

Ferrara, S., **Svetina, D.**, & Davidson, A. (2008, July). *Coding frameworks to illuminate achievement test item response demands: Empirical support and two types of applications*. Paper presented to the research department at CTB/McGraw-Hill, Monterey, CA.

Svetina, D. (2008, October). *Cognitive attributes for SAT critical reading items: Expert ratings of primary and secondary skills*. Paper presented at annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.

Gorin, J. S., Rupp, A., & **Svetina, D.** (2008, March). *An HLM analysis of reading comprehension item difficulty factors*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.

Svetina, D., Gorin, J. S., & Tatsuoka, K. (2008, March). *A cognitive model to inform item difficulty in reading comprehension: An application of Rule-space methodology*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.

Svetina, D., Gorin, J. S., & Tatsuoka, K. (2007, April). *Item difficulty modeling: Cognitive model to inform item difficulty in reading comprehension items*. Poster presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.

O'Brien, J., & **Svetina, D.** (2006, April). *Are engagement indicators in mathematics learning related to higher mathematics literacy scores?* Paper presented at the 3rd annual Graduate Students Social Science Symposium. Arizona State University, Tempe, AZ. Note: Authors ordered alphabetically.

Svetina, D. (2006, April). *Strategies for problem solving in reading: Evidence from eye-tracking*. Poster presented at the 3rd annual Graduate Students Social Science Symposium. Arizona State University, Tempe, AZ.

Gorin, J. S., Blanchard, J., & **Svetina, D.** (2006, January). *Empirical examinations of Target-Teach effectiveness*. Paper presented at the annual workshop of Evan-Newton, Inc.

Svetina, D. (2001, May). *Water resource management and the role of the United Nations*. Paper presented at the Moscow State Linguistic University, Moscow, Russia.

FUNDING

2017 **Key Personnel.** *Evaluation of a scale of meaning-making between children with severe communication problems and their communication partners.* (not awarded) (PI: E. Alant, IU). *National Institutes of Health*, amount requested \$275,000.

2017 **Principal Investigator.** *What can we learn from Baby FACES assessment?: The impact of teacher quality and the classroom environment on childrens cognitive and social-emotional scores.* (awarded) *IU's Kempf Trust Grant*, \$19,000 plus student tuition/fee remission.

2017 **Expert Consultant.** *A Self-Determination perspective on barriers to and facilitators of travel after spinal cord injury.* (awarded) (PI: S. Cole, IU). *Craig H. Nielsen Foundation*, \$7,500.

2017 **Principal Investigator for IU.** *Collaborative Research: "Seeing data": Data visualization literacy in the introductory life and earth science classroom.* (not awarded) (PIs: J. Harsh, James Madison University; K. Stofer, University of Florida). *National Science Foundation*, total amount requested \$600,000 (IU's share \$209,252).

2016 **Principal Investigator for IU.** *Embracing heterogeneity in international surveys: Optimal test design and parameter estimation.* (awarded) (PI: L. Rutkowski, University of Oslo). *Norwegian Research Council*, total awarded \$1,612,380 (IU's share \$90,000).

2015 **Principal Investigator for IU.** *Collaborative research: PRIME: Performance-based assessment of undergraduate researchers scientific thinking skills.* (not awarded) (PI: J. Harsh, James Madison University). *National Science Foundation*, total amount requested

\$300,000 (IU's share \$159,856).

2015 **Principal Investigator.** *Assessing graphing literacy: instrument development.* (not awarded) *IU's Proffitt Grant*, amount requested \$19,000 plus student tuition/fee remission.

2014 **Co-Principal Investigator.** *Assessing multinational interest in STEM China.* (not awarded) (PI: A. Maltese). *National Science Foundation*, amount requested \$865,889.

2013 **Co-Principal Investigator.** *Mathematics instruction and assessment as moderators of student risk factors.* (not awarded) (PI: A. Howland). *Institute of Education Sciences*, amount requested \$564,317.

2013 **Psychometric and Statistical Consultant.** *Iterative model building: A program for training quality teachers.* (not awarded) (PIs: E. Galindo, V. Akerson, & M. Park-Rogers). *National Science Foundation*, amount requested \$2,178,751.

2013 **Principal Investigator.** *Impact of testing accommodations on mathematics NAEP for students with disabilities: An item response theory approach.* (awarded) *IU's Proffitt Grant*, \$19,000 plus student tuition/fee remission.

2013 **Principal Investigator.** *Examining cultural equivalence of TALIS field trial data.* (awarded) *Organisation for Economic Co-operation and Development, OECD*, \$4,290/€1,250.

2013 **Co-Principal Investigator.** *Exploring learning potential in a web-based dynamic assessment tool.* (not awarded). *Indiana University Collaborative Research Grant*, amount requested \$59,414.

SERVICE

Associate Editor, <i>Frontiers in Psychology</i>	
Section Quantitative Psychology and Measurement	2017–present
Co-Chair, Section 1 Programming Committee Division D AERA	2018–present
Chair, Cognition and Assessment SIG, AERA (<i>elected</i>)	2018–present
Member, R & D, External Partnerships Committee, School of Education, IU	2018–present
Member, Long Range Planning Committee, Bloomington Faculty Council, IU	2018–present
Faculty mentor, NC Mentorship, NCME	2016–present
Member, Archives Committee, NCME	2018–present
Member, Student Conduct Code Hearing Commission, IU	2015–present
Reviewer, Cognition and Assessment SIG, AERA	2007–present
Reviewer, Division D, AERA	2014–present
Chair, Graduate Student Seminar Committee, Division D, AERA	2016–2018
Faculty mentor, Graduate Student Issues Committee, NCME	2015–2018
Member, International Programs Committee, Indiana University (IU)	2016–2018
Vice-Chair, Cognition and Assessment SIG, AERA (<i>elected</i>)	2015–2018
Member, Dissertation of the Year Committee, School of Education, IU	2013, 2016
Session Chair, AERA annual meeting	2013, 2016, 2017
Member, Search Committee, Inquiry Methodology Program, IU	2013, 2016

Assistant Chair, Graduate Student Seminar Committee, Division D, AERA	2015–2016
Chair/Co-Chair, Membership Committee, Division 5, APA	2013–2015
Member, Faculty Development Committee, School of Education, IU	2012–2015
Reviewer, NCME annual meeting	2011–2015
Program Chair, Cognition and Assessment SIG, AERA (<i>elected</i>)	2014
Member, Student Affairs Committee, IU	2013–2014
Contributor, Cognition and Assessment SIG Newsletter, AERA	2013–2014
Analyst Advisor for Psychometric Analysis for HAPS, IU	2013
Ad-hoc Reviewer for Outstanding Dissertation, Cognition and Assessment SIG, AERA	2013
Contributor, APA Task Force Commentary, School of Education, IU	2013
Judge, Women in Science Research Conference, IU	2012
Member, School of Education Value-Added Modeling Initiative Committee, IU	2011–2012
Contributor, NCME Newsletter	2010–2012
Graduate Student Representative, Division D, AERA	2008–2010
Chair, Graduate Student Issues Committee, NCME	2008–2009

PROFESSIONAL AWARDS AND ACADEMIC HONORS

2014	Indiana University <i>Trustees' Teaching Award</i>
2014	University of Northern Iowa Graduate College Outstanding Alumni Recognition
2011	Svetina, D. , Gorin, J. S., & Tatsuoka, K. Most read online article. <i>International Journal of Testing</i>
2011	College Board Scholarship
2006	Graduate College Fellowship, Arizona State University
2005	Newcomer Graduate Assistant of the Year, Oklahoma State University

STATISTICAL WORKSHOPS TAUGHT

2017 **Quantitative Research and Data Analysis.** University of Prishtina, Kosovo. (in conjunction with the Transformational Leadership Program - Scholarships and Partnerships at University of Prishtina, the Center for International Education, Development and Reserach, World Learning, and USAID)

PROFESSIONAL MEMBERSHIPS

Since 2006	American Educational Research Association (AERA)
Since 2007	National Council on Measurement in Education (NCME)
Since 2012	American Psychological Association (APA), Division 5
2010–2012	Northeast Educational Research Association (NERA)

PROFESSIONAL DEVELOPMENT

Multidimensional Item Response Theory: Theory and Applications and BMIRT, LinkMIRT, and SimuMIRT Software; NCME workshop	2012
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Test Equating Methods and Practices; NCME workshop	2012
Bayesian Networks in Educational Assessment; NCME workshop	2011

RESEARCH INTERESTS

Educational and psychological measurement; (multidimensional) item response theory; dimensionality assessment; differential item functioning and measurement invariance; psychometric modeling, including Bayesian and cognitive diagnostic models