

CURRICULUM VITAE

Derek C. Briggs

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<http://www.colorado.edu/education/faculty/derekbriggs/>

EDUCATION

Ph.D.	University of California, Berkeley Education, Quantitative Methods and Evaluation	2002
	Dissertation: SAT Coaching, Bias and Causal Inference Chair: Mark Wilson	
B.A.	Carleton College Economics	1993

RESEARCH INTERESTS

Measurement, Learning Progressions, Causal Inference, Test Validity, Growth Models, Value-Added Models, Educational Accountability

PROFESSIONAL EXPERIENCE

2009-present	Associate Professor, Research and Evaluation Methodology, School of Education, University of Colorado at Boulder
2008-present	Program Chair, Research and Evaluation Methodology, School of Education, University of Colorado at Boulder
2003-2009	Assistant Professor, Research and Evaluation Methodology, School of Education, University of Colorado at Boulder
2002-2003	Visiting Postdoctoral Scholar, Berkeley Evaluation and Assessment Research Center, Graduate School of Education, University of California at Berkeley
1998-2002	Graduate Student Researcher, , National Center for Research on Vocational Education (98-00); Berkeley Evaluation and Assessment Research Center (00-02), Graduate School of Education, University of California at Berkeley
1996-1997	Research Assistant, National Association for State Community Services Programs, Washington, D.C.
1993-1996	Assistant Analyst, Macroeconomic Analysis Division, Congressional Budget Office, Washington, D.C.

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TEACHING EXPERIENCE

- EDUC 8230: Quantitative Methods in Educational Research I
- EDUC 7316: Intermediate Statistical Methods
- EDUC 7326: Experimental Design
- EDUC 8710: Measurement in Survey Research
- EDUC 8720: Advanced Topics in Measurement

HONORS/AWARDS

- National Academy of Education/Spencer Postdoctoral Fellowship, 2007-2009
- AERA Division D Mary Catherine Ellwein Outstanding Dissertation Award, 2004
- UC Berkeley Graduate School of Education Commencement Address, 2003
- Educational Testing Service Summer Associate, 2002
- RAND Summer Associate, 2000
- Graduate School of Education Research Centers Coordinator, 1999-2001
- National Center for Educational Statistics, NELS-88 Training Fellowship, Summer 1999
- Graduate School of Education Regents Fellowship, 1999-2002
- Berkeley Evaluation and Assessment Research Center Coordinator, 1998-99
- Departmental Distinction in Economics, Carleton College, 1993

GRANTS

National Science Foundaton. Application of a Diagnostic Classification Model to Learning Progressions in Science: A Constructive Proof. 1,499,455 (PI) (06/01/11 to 05/31/14) [submitted, under review]

Institute for Educational Sciences. Special Education Research and Development Center on Assessment and Accountability. \$1,177,078 (co-PI, subcontract to SRI International) (7/11/11 to 6/30/16) [submitted, under review]

The Carnegie Corporation. Multidimensional Growth Modeling: Estimating Value-Added School Effects with a Multidimensional Vertical Scale. \$300,000 (PI) (January 2009 to December 2011)

American Educational Research Associaton. The Effectiveness of Admissions Test Preparation: New Evidence From ELS:2002. \$20,000 (PI) (January 2008 to December 2008).

National Science Foundation. Undergraduate Science Course Innovations and their Impact on Student Learning. \$121,000 (PI) (January 2007 to January 2008).

University of Colorado. Junior Faculty Development Grant. Vertical Scaling in Value-Added Models for Student Learning. \$4,000 (July 2006 to August 2006).

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National Science Foundation. Learning Assistant model for Teacher Education in Science and Technology. \$2,500,000. (Co-PI) (September 2006 to September 2011).

The Carnegie Corporation. Vertical Scaling in Value-Added Models for Student Learning. \$50,000 (PI) (August 2005 to August 2006).

PUBLICATIONS

Refereed Journal Articles

1. Briggs, D. C. & Weeks, J. P. (in press) The persistence of value-added school effects. *Journal of Educational and Behavioral Statistics*.
2. Briggs, D. C. & Weeks, J. P. (2009) The sensitivity of value-added modeling to the creation of a vertical scale. *Education Finance & Policy*, 4(4), 384-414 (Special Issue)
3. Briggs, D. C. & Weeks, J. P. (2009) The impact of vertical scaling decisions on growth interpretations. *Educational Measurement: Issues & Practice*, 28(4). (Special Issue)
4. Domingue, B. W. & Briggs, D. C. (2009) Using linear regression and propensity score matching to estimate the effect of coaching on the SAT. *Multiple Linear Regression Viewpoints*, 35(1), 12-29.
5. Briggs, D. C. (2008) Using explanatory item response models to analyze group differences in science achievement. *Applied Measurement in Education*, 21(2), 89-118.
6. Briggs, D. C. (2008) Synthesizing causal inferences. *Educational Researcher*, 37(1), 15-22.
7. Briggs, D. C., & Wilson, M. (2007) Generalizability in item response modeling. *Journal of Educational Measurement*, Vol 44(2), 131-155.
8. Briggs, D., Alonzo, A., Schwab, C. & Wilson, M. (2006) Diagnostic assessment with ordered multiple-choice items. *Educational Assessment*, 11(1), 33-64.
9. Briggs, D. C. (2005) Meta-analysis: a case study. *Evaluation Review*. Vol 29(2), 87-127.
10. Briggs, D. C. (2004) Causal inference and the Heckman model. *Journal of Educational and Behavioral Statistics*. Vol 29(4), 397-420.
11. Briggs, D. C. & Wilson, M. (2003) An introduction to multidimensional measurement using Rasch models. *Journal of Applied Measurement*, 4(1), 87-100.
12. Briggs, D. C. (2002) SAT coaching, bias and causal inference. *Dissertation Abstracts International*. DAI-A 64/12, p. 4433. (UMI No. 3115515)
13. Briggs, D. C. (2001) The effect of admissions test preparation: evidence from NELS-88. *Chance*, Vol. 14(1), 10-18.
14. Stern, D. & Briggs, D. (2001) Does paid employment help or hinder performance in secondary school? Insights from US high school students. *Journal of Education and Work*, Vol. 14(3), 355-372.
15. Stern, D. & Briggs, D. (2001) Changing admissions policies: mounting pressures, new developments, more questions. *Change* Vol. 33(1), 34-41.

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Refereed Book Chapters

1. Briggs, D. C. & Alonzo, A. C. (2011 forthcoming) The psychometric modeling of ordered multiple-choice item responses for diagnostic assessment with a learning progression. *Learning Progressions In Science*. Sense Publishers.
2. Briggs, D. C. (2011 forthcoming) Cause or Effect? Validating the use of tests for high-stakes inferences in education. Festschrift in honor of the career of Paul Holland.
3. Camilli, G., Sloane, F., Briggs, D. C., Chiu, T-W. (2011 forthcoming) Psychometric perspectives on test fairness: shrinkage estimation. *APA Handbook of Testing and Assessment in Psychology*.
4. Briggs, D. C. (2010). Two Philadelphia reports. In *Think Tank Research Quality: Lessons for Policymakers, the Media, and the Public*, K. Welner, P. Hinchey, A. Molnar, & D. Weizman (Eds). Information Age Publishing.
5. Briggs, D. C. (2010). Schools in eight states: Effects on achievement, attainment, integration, and competition. In *Think Tank Research Quality: Lessons for Policymakers, the Media, and the Public*, K. Welner, P. Hinchey, A. Molnar, & D. Weizman (Eds). Information Age Publishing.
6. Briggs, D. C., & Wiley, E. (2008) Causes and effects. In *The Future of Test-Based Educational Accountability*, K. Ryan & L. Shepard (Eds). Routledge.
7. Ruiz-Primo, M. A., Briggs, D., Shepard, L., Iverson, H., & Huchton, M. (2008). Evaluating the impact of instructional innovations in engineering education. (Evaluando el impacto de las innovaciones instruccionales en la enseñanza de la ingeniería.) In M. Duque (Ed.). *Engineering education for the XXI Century: Foundations, strategies and cases* (pp. 241-274). Bogotá, Colombia: ACOFI Publications.
8. Rijmen, F. & Briggs, D. C. (2004) Multiple person dimensions and latent item predictors. In: *Explanatory Item Response Models: A Generalized Linear and Nonlinear Approach*, P. De Boeck and M. Wilson, eds., Springer.
9. Tuerlinckx, F., Rijmen, F., Molenberghs, G., Verbeke, G., Briggs, D., Van den Noorgate, W., Meulders, M., & De Boeck, P. (2004) Estimation and software. In: *Explanatory Item Response Models: A Generalized Linear and Nonlinear Approach*, P. De Boeck and M. Wilson, eds., Springer.
10. Briggs, D. C. (2004) Evaluating SAT coaching: gains, effects and self-selection. In: *Rethinking the SAT. The Future of Standardized Testing in University Admissions*, R. Zwick, ed., RoutledgeFalmer.
11. Briggs, D. C. (2002) Test preparation programs: impact. *Encyclopedia of Education*. 2nd Edition.

Commentary and Reviews

1. Briggs, D. C. (2010) Validate high stakes inferences by designing good experiments, not audit items. *Measurement: Interdisciplinary Research and Perspectives*, Vol 8(4), 185-190.
2. Briggs, D. C. (2009) Review of “Charter Schools in Eight States: Effects on Achievement, Attainment, Integration and Competition” by Ron Zimmer, Brian Gill, Kevin Booker, Stephane Lavertu, Tim Sass and John Witte. *Education Policy Studies Laboratory*. Available online at <http://www.epicpolicy.org/thinktank/review-charter-schools-eight-states>.
3. Talbot, R. & Briggs, D. C. (2007) Does theory drive the items or do items drive the theory? *Measurement: Interdisciplinary Research and Perspectives*. Vol 5(2-3), 205-208.
4. Briggs, D. C. (2007) Review of “State Takeover, School Restructuring, Private Management, and Student Achievement in Philadelphia” by Brian Gill, Ron Zimmer, Jolley Christman and Suzanne Blanc and “School Reform in Philadelphia: A Comparison of Student Achievement at Privately-

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- Managed Schools with Student Achievement in Other District Schools' by Paul Peterson. *Education Policy Studies Laboratory*. Available online at http://epsl.asu.edu/epru/epru_2007_thinktankreview.htm.
5. Wiley, E. & Briggs, D.C. (2007) Can value-added assessment improve accountability? *Education Views*. University of Colorado at Boulder, School of Education, Winter 2007.
 6. Briggs, D. C. (2007) Assessing what students know or how they know it? *Measurement: Interdisciplinary Research and Perspectives*. Vol 5(1), 62-65.
 7. Briggs, D. C. (2006) Review of "Getting farther ahead by staying behind: a second-year evaluation of Florida's policy to end social promotion" by Jay Greene and Marcus Winters. *Education Policy Studies Laboratory*. Available online at http://epsl.asu.edu/epru/epru_2006_thinktankreview.htm.
 8. Briggs, D. C. (2006) Book Review: The SAGE Handbook of Quantitative Methods in the Social Sciences. *Applied Psychological Methods*. Vol 30(5), 447-451.
 9. Briggs, D. C. (2004) Comment: making an argument for design validity before interpretive validity. *Measurement: Interdisciplinary Research and Perspectives*. Vol. 2(3), 171-174.
 10. Briggs, D. C. (2002) Comment: Jack Kaplan's new study of SAT coaching. *Chance*. Vol. 15(1), 7-8.

Commissioned Paper and Reports

1. Briggs, D. C. & Domingue, B. D. (2010) Hawaii school improvement growth model analysis: 2009 results and sensitivity analysis. A Report Commissioned by the Hawaii Department of Education.
2. Gaertner, M. & Briggs, D. C. (2009) Detecting and addressing item parameter drift in IRT test equating contexts. A Report Commissioned by the National Center for the Improvement of Educational Assessment.
3. Briggs, D. C. (2009) Preparation for college admissions exams. A Report Commissioned by the National Association of College Admissions Counselors. Available online at <http://www.nacacnet.org/PublicationsResources/Research/Documents/TestPrepDiscussionPaper.pdf>
4. Briggs, D. C. & Weeks, J. P. (2009) Hawaii school improvement: growth model analysis. A Report Commissioned by the Hawaii Department of Education.
5. Briggs, D. C. (2008) The goals and uses of value-added models. Paper prepared for a workshop held by the Committee on Value-Added Methodology for Instructional Improvement, Program Evaluation and Educational Accountability sponsored by the National Research Council and the National Academy of Education, Washington DC: November 13-14, 2008.
6. Briggs, D. C., Geil, K., & Harlow, D. (2007) The STEM Colorado Program: Descriptive Statistics from Fall 2003 to Spring 2006. Available online at <http://stem.colorado.edu>
7. Briggs, D. C., Geil, K., & Harlow, D. (2006) An evaluation of the learning assistant experience in the STEM Colorado program: Spring 2005. Available online at <http://stem.colorado.edu>
8. Briggs, Derek C., Geil, Kimberly, Harlow, Danielle, & Hassell, Linda. (2005) An Evaluation of the Learning Assistant Experience in the STEM Colorado Program: Fall 2004. Available online at <http://stem.colorado.edu>
9. Maidl, C., Briggs, D., Phelps, A., & Stern, D. S. (1999) New college admissions procedures: implications and possibilities for career-related learning. National Center for Research in Vocational Education: MDS-1203.

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Professional Conference Papers

1. Briggs, D. C. (2010). Why aren't states with developmental score scales measuring growth? Paper presented at the 2010 International Meeting of the Psychometric Society, Athens, GA, July 10, 2010.
2. Briggs, D. C. (2010). The problem with vertical scales. Paper presented at the 2010 Annual Meeting of the American Educational Research Association, Denver, CO, May 3, 2010.
3. Weeks, J. P., Domingue, B. & Briggs, D. C. (2010) Is a multidimensional vertical scale really necessary? Modeling student achievement growth in multiple dimensions. Paper presented at annual meeting of the National Council for Measurement in Education, Denver, CO, May 1, 2010.
4. Iverson, H.I., Briggs, D.C., Ruiz-Primo, M.A., Talbot, R.M., & Shepard, L.A. (2010, May) A closer look at undergraduate physics course Innovations: a meta-analysis of their impact on student learning. Paper presented at the American Educational Research Association Annual Meeting, Denver, CO, April 30, 2010.
5. Iverson, H., Briggs, D. C., Ruiz-Primo, M., Talbot, R., & Shepard, L. (2009). Undergraduate Physics Course Innovations and Their Impact on Student Learning. 2009 PHYSICS EDUCATION RESEARCH CONFERENCE. Ann Arbor (MI), 29–30 July 2009. AIP Conference Proceedings Volume 1179, pp. 169-172.
6. Briggs, D. C. & Alonzo, A. C. (2009) The psychometric modeling of ordered multiple-choice item responses for diagnostic assessment with a learning progression. Paper presented at the Learning Progressions in Science (LeaPS) Conference, Iowa City, IA, June 25, 2009.
7. Briggs, D. C. & Alonzo, A. C. (2009) Building a Learning Progression as a Cognitive Model. Paper presented at the symposium “How to Build a Cognitive Model for Educational Assessments,” at the annual meeting of the National Council for Measurement in Education, San Diego, CA, April 16, 2009.
8. Choi, J., Briggs, D. C. & Wilson, M. (2009) Multidimensional Extension of Generalizability in Item Response Modeling. Paper presented at the annual meeting of the National Council for Measurement in Education, San Diego, CA, April 16, 2009.
9. Briggs, D. C. & Betebenner, D. (2009) Is Growth in Student Achievement Scale Dependent? Paper presented at the invited symposium “Measuring and Evaluating Changes in Student Achievement: A Conversation about Technical and Conceptual Issues” at the annual meeting of the National Council for Measurement in Education, San Diego, CA, April 14, 2009.
10. Talbot, R., Briggs, D. C. & Otero, V. (2009) Can Science Teachers’ Strategic Knowledge be Conceptualized as a Learning Progression? Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 14, 2009.
11. Domingue, B. & Briggs, D. C. (2009) Using Propensity Score Matching to Estimate the Effect of Coaching on the SAT. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA, April 14, 2009.
12. Briggs, D. C., Weeks, J. P., & Wiley, E. W. (2008). The Sensitivity of Value-Added Modeling to Vertical Scaling. Paper presented at the National Conference on Value-Added Modeling, April 22-24, 2008, Madison, WI.
13. Briggs, D. C. & Weeks, J. P. (2008) The Persistence of Value-Added School Effects. Paper presented at the 2008 Annual Meeting of the American Educational Research Association, Division D, New York, NY. March 27, 2008.
14. Briggs, D. C. , Weeks, J. P. & Wiley, E. (2008) The Impact of Vertical Scaling Decisions on Growth Projections. Paper presented at the annual meeting of the National Council for Measurement in Education Annual Conference, March 26, 2008, New York, NY.

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15. Talbot, R., & Briggs, D.C. (2008) Measuring the Pedagogical Sophistication of Science Teachers using the Flexible Application of Student-Centered Instruction (FASCI) Instrument. Annual Meeting of the American Educational Research Association, Division D, New York, NY. March 27, 2008.
16. Briggs, D. C., Geil, K., Harlow, D & Talbot, R. (2007). Measuring the Pedagogical Sophistication of Math and Science Teachers using Scenario-based Items. Paper presented at the 2007 Annual Meeting of the American Educational Research Association, Division D, Chicago,IL. April 10, 2007.
17. Briggs, D. C., Wiley, E., & Weeks, J. (2006) Vertical scaling in value-added models for student learning: a simulation study. Paper presented at the 2006 Annual Meeting of the American Educational Research Association, Division D, San Francisco, CA. April 10, 2006.
18. Briggs, D. C. (2005) Measuring racial/ethnic achievement gaps by dimension and level. Presentation at the 2005 AERA Conference, Montreal, Canada. April 12, 2005.
19. Briggs, D. C. (2004) Generalizability theory in item response modeling. Presentation at the International Meeting of the Psychometric Society, Pacific Grove, CA. June 15, 2004.
20. Briggs, D., Alonzo, A., Schwab, C. & Wilson, M. (2004) Developmental assessment with ordered multiple-choice items. Presentation at the 2004 AERA Conference, San Diego, CA. April 15, 2004.
21. Briggs, D. C. (2003) Causal inference and the Heckman model. Paper presented at the National Council on Measurement in Education, Chicago, IL. April 22, 2003.
22. Briggs, D. C. & Wilson, M. (2001) An introduction to multidimensional measurement using Rasch models. Paper presented at the 2001 AERA Conference, Seattle, WA. April 10, 2001.
23. Stern, David S., & Briggs, D. (1999) Competition or complementarity between work and school: some insights from high school students. Paper presented at 1999 AERA Conference, Montreal.

Selected Working Papers

1. Briggs, D. C. (in progress). Measuring growth.
2. Ruiz-Primo, M. A., Iverson, H., Briggs, D. C., Shepard, L. & Talbot, R. (in review) The impact of undergraduate science course innovations on student learning. Submitted to *Science*.
3. Briggs, D.C. & Domingue, B.W. (in progress) The effect of admissions test preparation: new evidence from ELS 02.

PRESENTATIONS

1. Briggs, D. C. (2010) Can We Use Large-Scale Assessments for both Summative and Formative Purposes? Invited presentation at the Reidy Interactive Lectures Series, Cambridge, MA, October 22, 2010.
2. Briggs, D. C. (2010) Rationales for measuring growth in student achievement: choosing between orthodoxy and pragmatism. Invited presentation at the BEAR Seminar, University of California, Berkeley, September 14, 2010.
3. Briggs, D. C. (2010) Making inferences about teachers and schools in the United States: Do we need value-added? Invited presentation at the 2010 Symposium on Causality, Jena University, Germany, July 14, 2010.

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4. Weeks, J. P., Domingue, B. & Briggs, D. C. (2010) Design issues in developing a multidimensional vertical scale. Presentation at the 2010 International Meeting of the Psychometric Society, Athens, GA, July 10, 2010.
5. Briggs, D. C. (2010) Pathology or pragmatism? Why psychometricians don't measure growth in student achievement. School of Education Colloquium Series, University of Colorado, April 7, 2010.
6. Briggs, D. C. (2009) Using Learning Progressions on a Large-Scale Basis. Invited presentation to the Massachusetts Department of Education, November 13, 2009.
7. Briggs, D. C. & Alonzo, A. C. (2009) Building a Learning Progression as a Cognitive Model. Presentation at the symposium "How to Build a Cognitive Model for Educational Assessments," at the annual meeting of the National Council for Measurement in Education, San Diego, CA, April 16, 2009.
8. Choi, J., Briggs, D. C. & Wilson, M. (2009) Multidimensional Extension of Generalizability in Item Response Modeling. Presentation at the annual meeting of the National Council for Measurement in Education, San Diego, CA, April 16, 2009.
9. Briggs, D. C. & Betebenner, D. (2009) Is Growth in Student Achievement Scale Dependent? Presentation at the invited symposium "Measuring and Evaluating Changes in Student Achievement: A Conversation about Technical and Conceptual Issues" at the annual meeting of the National Council for Measurement in Education, San Diego, CA, April 14, 2009.
10. Talbot, R., Briggs, D. C. & Otero, V. (2009) Can Science Teachers' Strategic Knowledge be Conceptualized as a Learning Progression? Presentation at the annual meeting of the American Educational Research Association, San Diego, CA, April 14, 2009.
11. Domingue, B. & Briggs, D. C. (2009) Using Propensity Score Matching to Estimate the Effect of Coaching on the SAT. Presentation at the annual meeting of the American Educational Research Association, San Diego, CA, April 14, 2009.
12. Briggs, D. C. (2008) The goals and uses of value-added models. Presentation for a workshop held by the Committee on Value-Added Methodology for Instructional Improvement, Program Evaluation and Educational Accountability sponsored by the National Research Council and the National Academy of Education, Washington DC: November 13-14, 2008.
13. Briggs, D. C. (2008) Validating the use of tests for high-stake inferences in education. Presentation at the National Academy of Education's Annual Meeting and Fellow's Retreat. Seattle, WA. October 17, 2008.
14. Briggs, D. C. (2008) Cause or effect? Validating the use of tests for high-stake inferences in education. Invited presentation at the Festschrift in honor of the career of Paul Holland, ETS, Princeton, NJ. Sep 20, 2008.
15. Briggs, D. C. (2008) Cause or effect? Validating the use of tests for high-stake inferences in education. Invited presentation at the Symposium on Causality, Jena, Germany. July 18, 2008.
16. Ruiz-Primo, M. A., Briggs, D., Shepard, L., Iverson, H., & Huchton, M. (2008, June). *Innovations in undergraduate science education: Lessons Learned*. Invited talk as a Conference Plenary Session. International Conference of Active Learning in Engineering Education. Bogotá, Colombia.
17. Briggs, D.C., Weeks, J. P. & Wiley. E. (2008) The Impact of Vertical Scaling Decisions on Growth Projections. Presentation at the National Conference on Student Assessment, June 16, 2008, Orlando, FL.
18. Briggs, D. C., Weeks, J. P. & Wiley. E. (2008) Vertical Scaling in Value-Added Models for Student Learning. Presentation at the National Conference for Value-Added Modeling, April 23, 2008, Madison, WI.

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19. Briggs, D. C. & Weeks, J. P. (2008) The Persistence of Value-Added School Effects. Presented at the 2008 Annual Meeting of the American Educational Research Association, Division D, New York, NY. March 27, 2008.
20. Talbot, R., & Briggs, D.C. (2008) Measuring the Pedagogical Sophistication of Science Teachers using the Flexible Application of Student-Centered Instruction (FASCI) Instrument. Annual Meeting of the American Educational Research Association, Division D, New York, NY. March 27, 2008.
21. Briggs, D.C., Weeks, J. P. & Wiley, E. (2008) The Impact of Vertical Scaling Decisions on Growth Projections. Presentation at the annual meeting of the National Council for Measurement in Education Annual Conference, March 26, 2008, New York, NY.
22. Briggs, D. C. (2008) The Process of Developing and Validating Learning Progressions: Issues From Two Case Studies. Poster Presented at the Annual Meeting of the American Educational Research Association, Division D, New York, NY. March 25, 2008.
23. Talbot, R. M., Briggs, D., & Otero, V. (2008). A new instrument for measuring the pedagogical knowledge of physics teachers. Workshop given at the Physics Teacher Education Coalition Conference. Austin, TX. March 1, 2008.
24. Briggs, D. C. (2008) The Measurement of Learning Progressions. Invited talk at the University of Arizona, February 21, 2008.
25. Briggs, D. C. (2007). Value-Added Modeling as a Tool for Accountability. Education in the Public Interest Center Conference. Boulder, CO. October 12, 2007.
26. Briggs, D. C., Geil, K., Harlow, D & Talbot, R. (2007). Measuring the pedagogical sophistication of math and science teachers using scenario-based items Paper presented at the 2007 Annual Meeting of the American Educational Research Association, Division D, Chicago, IL. April 10, 2007.
27. Briggs, D. C. (2007) Causes and Effects. Invited presentation for CRESST Conference: The Future of Test-based Accountability. Los Angeles, CA. January 22, 2007.
28. Briggs, D. C., Wiley, E., & Weeks, J. (2006) Vertical scaling in value-added models for student learning: a simulation study. Paper presented at the 2006 Annual Meeting of the American Educational Research Association, Division D, San Francisco, CA. April 10, 2006.
29. Wilson, M. & Briggs, D. C. (2005). Generalizability in item response modeling. Invited lecture presented at the 21st University of Twente IRT Workshop, Enschede, The Netherlands.
30. Briggs, D. C. (2004) Adequate yearly progress and causal inference. Presentation at the CRESST Conference, Los Angeles, CA. September 9, 2004.
31. Briggs, D. C. (2004) Multidimensionality and latent item predictors as extensions to item response modeling under a GLMM framework. Presentation at the Society for Multivariate Analysis in the Behavioral Sciences Conference, Jenna, Germany. July 21, 2004.
32. Briggs, D., Alonzo, A., Schwab, C. & Wilson, M. (2004) Developmental assessment with ordered multiple-choice items. Presentation at the International Meeting of the Psychometric Society, Pacific Grove, CA. June 16, 2004.
33. Briggs, D. C. (2003) SAT coaching and causal inference. Presentation at the National Council on Measurement in Education, Chicago, IL. April 22, 2003.
34. Briggs, D. C. (2003) SAT coaching and causal inference. Presentation at the UCLA Department of Statistics, Los Angeles, CA. February 11, 2003.
35. Briggs, D. C. (2002) Evaluating SAT test preparation: gains, effects and self-selection. Presentation at the Western Regional Meeting of The College Board, Anaheim, CA. February 24, 2002.
36. Briggs, D. C. & Hansen, B. (2001) Evaluating SAT test preparation: gains, effects and self-selection. Presentation at the University of California, Santa Barbara "Rethinking

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- the SAT in University Admissions" Conference, Santa Barbara, CA. November 12, 2001.
37. Briggs, D. C. (2001) The effect of admissions test preparation: evidence from NELS:88. Presentation at the Board of Testing and Assessment, National Research Council, Washington, D.C. June 6, 2001.
 38. Briggs, D. C. & Wilson, M. (2001) An introduction to multidimensional measurement using Rasch models. Presentation at the 2001 AERA Conference, Seattle, WA. April 10, 2001.
 39. Briggs, D. C.. (2000) Measuring the racial/ethnic gap in science achievement. Presentation at the Berkeley Evaluation and Assessment Research (BEAR) Seminar, UC Berkeley Department of Education.
 40. Briggs, D. C. & Wilson, M. (2000) An introduction to multidimensional measurement. Presentation at the International Objective Measurement Workshop, New Orleans, LA. April 22, 2000.
 41. Wilson, M & Briggs, D. (1999) An introduction to individual growth modeling: A multilevel modeling perspective. Presentation at the Institute for Human Development, UC Berkeley Department of Psychology. December 3, 1999.
 42. Briggs, D. (1999) Longitudinal data in educational research: NELS-88. Presentation at the Berkeley Evaluation and Assessment Research (BEAR) Seminar, UC Berkeley Department of Education.

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- American Statistical Association
- National Education Policy Center
- National Council on Measurement in Education
- Rasch Modeling Special Interest Group
- The Psychometric Society

PROFESSIONAL SERVICE

Advisory Boards & Committees

- Editorial Board, *Educational Assessment* (2010-)
- Editorial Board, *Educational Researcher* (2006-2009)
- Editorial Board, *Educational Measurement: Issues and Practice* (2007-2009)
- Partnership for the Assessment of College and Career Readiness (PARCC) Consortium, Technical Advisory Panel
- Smarter Balanced Assessment Consortium, Technical Advisory Panel
- State of Montana Assessment Technical Advisory Committee (2006-)
- State of Utah Assessment Technical Advisory Committee (2007-)
- Gates Foundation, Measures of Effective Teaching Technical Advisory Panel, 2010
- National Council on Measurement in Education, Brenda Loyd Dissertation Award Committee, 2008-2011
- Expert Panel, Evaluating the Validity of English Language Proficiency Assessments, (2009-2011)
- Expert Panel, GSEG Consortia: Validity Evaluation, National Alternate Assessment Center (2008-2009)

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- Expert Panel, Growth Model Task Force, National Center for Learning Disabilities. (2008)
- National Science Foundation (2006 ALT Review Panel)

Leadership Positions

- NCME Dissertation Award Committee Chair, 2010
- Conference Chair, International Objective Measurement Workshop 2010
- AERA Division L, Section 5 Program Chair, 2009-2010
- University of Colorado, School of Education, Research and Evaluation Methodology Program Chair, 2008-current

Manuscript Reviews

- American Educational Research Association Annual Conference
- American Educational Research Journal
- Applied Psychological Measurement
- Behavioral Research Methods
- Cognition and Instruction
- Educational Evaluation and Policy Analysis
- Educational Measurement: Issues and Practice
- Educational Policy
- Educational Researcher
- Evaluation Review
- Journal of Educational Measurement
- Journal of Educational and Behavioral Statistics
- Journal of Experimental Child Psychology
- Journal of Teacher Education
- Multivariate Behavioral Research
- National Council of Measurement in Education Annual Conference
- Physical Review
- Psychometrika
- Psychological Methods
- Review of Educational Research
- Routledge Publications
- SAGE Publications

School of Education

- Chair of Research and Evaluation Methodology Search Committee 2008-09
- Graduate Student Recruitment Taskforce, 2006-2008
- Coordinator of Bi-Weekly Research & Evaluation Methodology Seminar, 2003-2008
- Research and Evaluation Methodology Search Committee, 2004-05.
- Science Education Search Committee, 2005-2006.
- Doctoral Curriculum Taskforce, 2003-2005.

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