

Robert L. Linn, PhD

Curriculum Vitae

Academic Background

PhD Educational Psychology, University of Illinois at Urbana-Champaign, 1965.

MA Educational Psychology, University of Illinois at Urbana-Champaign, 1964.

BA Psychology, University of California, Los Angeles, 1961.

Professional Experience

1996-present Distinguished Professor, School of Education, University of Colorado at Boulder

1987-96 Professor, School of Education, University of Colorado at Boulder

1985-present Co-Director, National Center for Research on Evaluation, Standards, and Student Testing: UCLA in collaboration with the University of Colorado, Stanford University, Harvard University, the RAND Corporation, UCSB, and the University of Pittsburgh

1993-94 Fellow, Center for Advanced Study in the Behavioral Sciences, Stanford, California

1975-87 Professor of Educational Psychology and of Psychology, University of Illinois at Urbana-Champaign

1976-77 Visiting Professor, Graduate School of Education and Visiting Scholar, Center for the Study of Evaluation, University of California at Los Angeles (on leave from the University of Illinois)

1973-75 Associate Professor of Educational Psychology and of Psychology, University of Illinois at Urbana-Champaign

1965-73 Associate Research Psychologist, to Research Psychologist, to Senior Research Psychologist and Director, Developmental Research Division, Educational Testing Service, Princeton, New Jersey

1967 Visiting Lecturer, Educational Psychology Department, University of Wisconsin, Madison, Wisconsin

Professional Affiliations, Honors, Societies

American Educational Research Association

National Council on Measurement in Education

National Academy of Education

Lifetime National Associate of the National Academies

Awards

Award for Best Article in an Electronic Journal in 2000 for the March, 2000 *Educational Researcher* article: "Assessments and Accountability." Presented by The Communication of Research Special Interest Group of the American Educational Research Association (2001).

Distinguished Scientific Contribution Award of the Division of Evaluation, Measurement, and Statistics: Division 5 of the American Psychological Association (1998).

The American Educational Research Association Award for Distinguished Contributions to Educational Research (1997).

Outstanding Publication Award for 1995, Education in the Professions Division, American Educational Research Association (1996).

The National Council on Measurement in Education Career Award (1995).

The E.F. Lindquist Award from American Educational Research Association (1993).

The E.L Thorndike Award, American Psychological Association (1992).

The ETS Award for Distinguished Service to Measurement (1989).

Senior University Scholar, University of Illinois (1986).

Selected Publications - Books

Linn, R. L. (Ed.) (1989). *Educational Measurement: Third Edition*, New York: Macmillan Publishing Co.

Linn, R. L. (Ed.). (1989). *Intelligence: Measurement, theory, and public policy (Proceedings of a symposium in honor of L. G. Humphreys)*. Champaign, IL: University of Illinois Press.

Selected Publications - Articles

Linn, R. L. (in press). Accountability System Design. In J. L. Herman & E. H. Haertel (Eds.), *Uses and Misuses of Data in Accountability Testing*. *Yearbook of the National Society for the Study of Education*, Vol. 104, Part I.

Linn, R. L. (in press). Scientific Evidence in Educational Policy and Practice: Implications for Adequate Yearly Progress. In C. Dwyer (Ed.), *Measurement and Research in the Accountability Era*. Mahwah, NJ: Lawrence Erlbaum Associates.

Linn, R. L. (2004). Accountability Models. In S. Fuhrman & R. Elmore (Eds.), *Redesigning Accountability* (pp. 73-93), New York: Teachers College Press.

Linn, R. L. (2003). "Accountability: Responsibility and Responsible Expectations." *Educational Research*.

Linn, R. L., Baker, E. L., & Betebenner, D. W. (2002). "Accountability systems: Implications of requirements of the "No Child Left Behind Act of 2001." *Educational Researcher*, 31(6), 3-26.

Linn, R. L., Haug, C. (2002). "Stability of school building accountability scores and gains." *Educational Evaluation and Policy Analysis*, 24(1), 29-36.

Linn, R. L. (2001). "Validation of the uses and interpretations of results of state assessment and accountability systems." In J. Tindal & T. Haladyna (Eds.). *Large-scale assessment programs for all students: Development, implementation, and analysis* (pp. 27-48). Mahwah, NJ: Lawrence Erlbaum Associates

Linn, R. L. (2001). "A century of standardized testing: Controversies and pendulum swings." *Educational Assessment*, 7(1), 29-38.

Linn, R. L. (2000). "Assessments and Accountability." *Educational Researcher*, 23(9), 4-14.

Miller, M. D. & Linn, R. L. (2000). "Validation of performance-based assessments." *Applied Psychological Measurement*, 24, no. 4, 367-378.

Linn, R. L. (1999). "Implications of standards-based reform for admissions testing." In S. J. Messick (Ed.). *Assessment in higher education: Issues of access, quality, student development, and public policy* (pp. 73-90). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Linn, R. L. (1998). "Validating inferences from National Assessment of Educational Progress achievement-level reporting." *Applied Measurement in Education*, 11, 23-47.

Cronbach, L. J., Linn, R. L., Brennan, R. L. & Haertel, E. H. (1997). "Generalizability analysis for performance assessments of student achievement or school effectiveness." *Educational and Psychological Measurement*, 57, 373-399.

Linn, R. L. & Baker, E. L. (1996). "Can performance-based student assessments be psychometrically sound?" In J. B. Baron & D. P. Wolf (Eds.), *Performance-based student assessment: Challenges and possibilities. Ninety-fifth Yearbook of the National Society for the Study of Education, Part 1* (pp. 84-103). Chicago: University of Chicago Press.

Linn, R. L. & Baker, E. L. (1995). "What do international assessments imply for world-class standards?" *Educational Evaluation and Policy Analysis*, 17, 405-418.

Linn, E. L. (1994). "Fair test use: Research and policy." In J. Rumsey, C. Walker, & J. Harris. *Personnel selection and classification* (pp. 363-375). Hillsdale, NJ: Erlbaum.

Linn, R. L. (1994). "Evaluating the technical quality proposed national examination systems." *American Journal of Education*, 102, 565-580.

Linn, R. L. (1994). "Performance assessment: Policy promises and technical measurement standards." *Educational Researcher*, 23 (9), 4-14.

Linn, R. L. (1993). "Linking results of distinct assessments." *Applied Measurement in Education*, 6, 83-102.

Linn, R. L. (1993). "Educational assessment: Expanded expectations and challenges." *Educational Evaluation and Policy Analysis*, 15, 1-16.

Linn, R. L. (1992). "Achievement testing." In MAC. Alkin (Ed.), *Encyclopedia of Educational Research, Volume 1*, 6th ed. (pp. 1-12). New York: Macmillan.

Linn, R. L. & Dunbar, S. B. (1992). "Issues in the design and reporting of the National Assessment of Educational Progress." *Journal of Educational Measurement*, 29, 177-194.

Linn, R. L. & Hambleton, R. K. (1991). "Customized tests and customized norms." *Applied Measurement in Education*, 4, 185-207.

Linn, R. L., Baker, E. L., & Dunbar, S. B. (1991). "Complex, performance-based assessment: Expectations and validation criteria." *Educational Researcher*, 20, No. 8, 15-21.

Linn, R. L. (1990). "Has item response theory increased the validity of achievement test scores?" *Applied Measurement in Education*, 3, 115-141.

Linn, R. L., Graue, M. E., & Sanders, N. M. (1990). "Comparing state and district test results to national norms: The validity of claims that 'everyone is above average.'" *Educational Measurement: Issues and Practice*, 9, No. 3, 5-14.

Linn, R. L., & Dunbar, S. B. (1990). "The nation's report card goes home: Good news and bad about trends in achievement." *Phi Delta Kappan*, 72 (2), 127-133.

Linn, R. L. (1988). "State-by-state comparisons of achievement: Suggestions for enhancing validity." *Educational Researcher*, 17, No. 3, 6-9.

Linn, R. L. & Drasgow, F. (1987). "Implications of the Golden Rule settlement for test construction." *Educational Measurement: Issues and Practice*, 6, No. 2, 13-17.

Linn, R. L. (1987). "Accountability: The comparison of educational systems and the quality of test results." *Educational Policy*, 1, 181-198.

Linn, R. L. (1986). "Testing and Assessment in education: Policy issues." *American Psychologist*, 41, 1153-1160.

Linn, R. L. (1984). "Selection Bias: Multiple meanings." *Journal of Educational Measurement*, 21, 33-47.

- Linn, R. L. (1983). "The Pearson selection formulas: Implications for studies of predictive bias and estimates of educational effects in selected samples." *Journal of Educational Measurement*, 20, 1-15.
- Linn, R. L. & Dunbar, S. B. (1982). "Predictive validity of admissions measures: corrections for selection on several variables." *Journal of College Student Personnel*, 23, 222-226.
- Linn, R. L. (1982). "Admissions testing on trial." *American Psychologist*, 37, 279-291.
- Linn, R. L. & Harnisch, D. L. (1981). "Interactions between item content and group membership on achievement test items." *Journal of Educational Measurement*, 18, 109-118.
- Linn, R. L. (1980). "Issues of validity for criterion-referenced measures." *Applied Psychological Measurement*, 4, 547-561.
- Linn, R. L. (1979). "The validity of inferences based on the proposed Title I evaluation models." *Educational Evaluation and Policy Analysis*, 1, 23-32.
- Linn, R. L. (1978). "Single group validity, differential validity and differential prediction." *Journal of Applied Psychology*, 63, 507-512.
- Linn, R. L. & Slinde, J. A. (1977). "The determination of the significance of change between pre and posttesting periods." *Review of Educational Research*, 47, 121-150.
- Linn, R. L. (1976). "In search of fair selection procedures." *Journal of Educational Measurement*, 13, 53-58.
- Linn, R. L. (1973). "Fair test use in selection." *Review of Educational Research*, 43, 139-164.
- Linn, R. L., and Werts, C. E. (1971). "Considerations for studies of test bias." *Journal of Educational Measurement*, 8, 1-4.
- Werts, C. E., and Linn, R. L. (1970). "Path analysis: Psychological examples." *Psychological Bulletin*, 74, 193-212.
- Cleary, T. A., and Linn, R. L. (1969). "Error of measurement and the power of a statistical test." *British Journal of Mathematical and Statistical Psychology*, 22, 49-55.
- Linn, R. L. (1968). "Range restriction problems in the use of self-selected groups for test validation." *Psychological Bulletin*, 69, 69-73.
- Linn, R. L. (1966). "Grade adjustment for prediction of academic performance, a review." *Journal of Educational Measurement*, 3, 313-329.

Selected Grants

Principal Investigator on Grants received: Office of Educational Research and Improvement, U.S. Department of Education, Subcontract from UCLA: Center for Research on Evaluation, Standards, and Student Testing. \$959,238
Total Award, 2001-06

Principal Investigator on Grants received: Office of Educational Research and Improvement, U.S. Department of Education, Subcontract from UCLA: Center for Research on Evaluation, Standards, and Student Testing. \$1,537,953
Total Award, 1996-2001

Current Research

Comparative analyses of current assessment and accountability systems