

Naomi Chudowsky, PH.D.
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EDUCATION

- 1986-1991 **Stanford University**
Ph.D. in Educational Psychology
- 1982-1986 **University of California, San Diego**
B.A. in Cognitive Psychology

PROFESSIONAL EXPERIENCE

- 2002 - **TrueScore Consulting, LLC**
present Bend, OR

Founder and Principal

Conduct research and evaluation for decision makers. Responsible for communication with clients, research design, collection and analysis of data, and report writing. Clients have included the Center on Education Policy, National Academy of Education, National Assessment Governing Board, University of Oregon.

- 1998-2009 **National Academy of Sciences**
Washington, DC

Senior Program Officer, Board on Testing and Assessment

Coordinated committee studies related to educational testing. Wrote proposals, convened committees, planned meetings and workshops, reviewed research literature, and wrote committee consensus reports. Research topics included, for example, the appropriate uses of value-added models; how incentives function in accountability systems; advances in the cognitive sciences and the implications for designing educational assessments; and the redesign of the U.S. naturalization test.

- 1997 **U.S. Department of Education, Office of Educational Research and Improvement**
Washington, DC
- Project Officer, Voluntary National Testing Initiative
Served "on loan" from the state of Connecticut under the Intergovernmental Personnel Act (IPA). Coordinated test development for President Clinton's voluntary national testing initiative. Helped oversee the creation of test specifications, test items and scoring rubrics, pilot and field tests, and informational materials for the public.
- 1990-1997 **Connecticut State Department of Education, Bureau of Evaluation and Student Assessment**
Hartford, CT
- Coordinator, High School Assessment Unit (1991-1997)
Coordinated statewide grade ten assessment program, the *Connecticut Academic Performance Test (CAPT)*. Responsibilities included managing item development, producing equated test forms, analyzing data (using SAS, SPSS, Excel), overseeing scoring of constructed-response items, convening advisory committees, writing policy and position papers, providing assessment-related workshops for school districts, managing activities with the contractor, supervising five project staff members.
- Education Service Specialist (1990-1991)
Assisted with developing and administering the *Connecticut Mastery Test (CMT)*, the statewide assessment at grades four, six and eight. Analyzed test data and wrote research reports.
- 1994-1996 **Saint Joseph College, School of Education**
West Hartford, CT
- Adjunct Professor
Taught graduate courses on Educational Psychology and Human Development in teacher certification program.
- OTHER SERVICE
- 2013-2014 Member, Site Council, W.E. Miller Elementary School, Bend, OR
- 2012 Member, Expert Panel on Strengthening the NAEP Background Questions, Convened by the National Assessment Governing Board

1999-2001 Member, Committee on Education Legislation and Policy for the National Council on Measurement in Education (NCME)

PUBLICATIONS

Singer, J., Braun, H., and Chudowsky, N. (2018). *International Education Assessments: Caution, Conundrums, Common Sense*. Washington, DC: National Academy of Education.

Feuer, M., Floden, R., Chudowsky, N. and Ahn, J. (2013). *Evaluation of teacher preparation programs: Purposes, methods, and policy options*. Washington, DC: National Academy of Education.

Chudowsky, N., Chudowsky V., Kober, N., Yoshioka, N. and McMurrer, J. (2013). *Civic education and charter schools: Current knowledge and future research*. Washington, DC: Center on Education Policy.

Chudowsky, N. and Ginsburg, A. (2012) *Who attends charter schools and how are those students doing? Exploratory Analyses of NAEP data prepared for the National Assessment Governing Board*.

Ginsburg, A. and Chudowsky, N. (2012). *Time for Learning: An exploratory analysis of NAEP data prepared for the National Assessment Governing Board*.

Panel on Strengthening the NAEP Background Questions (2012). *NAEP Background Variables: An Underused National Resource*. <http://www.nagb.org/publications/expert-panel-naep-bq-report.pdf>

Kober, N, Chudowsky, V., and Chudowsky, N. (2012). *Slow and uneven progress in narrowing achievement gaps on state tests*. In *Narrowing the Achievement Gap: Perspectives and Strategies for Challenging Times*, eds. T. B. Timar and J. Maxwell-Jolly. Cambridge, MA: Harvard Education Press.

Center on Education Policy (2011). *State Test Score Trends Through 2008-09, Part 3: Student Achievement at 8th Grade*.

Center on Education Policy (2011). *State Test Score Trends Through 2008-09, Part 2: Slow and Uneven Progress in Narrowing Gaps*.

Center on Education Policy (2011). *State Test Score Trends Through 2008-09, Part 1: Rising Scores on State Tests and NAEP*.

Center on Education Policy (2010). *An Early Look at the Economic Stimulus Package and the Public Schools: Perspectives from State Leaders*.

- Center on Education Policy (2010). *Student Achievement Policy Briefs: State Trends in Achievement for African American, Latino, and Asian American Students*.
- Center on Education Policy (2010). *Has Progress Been Made in Raising Achievement for English Language Learners?*
- Center on Education Policy (2010). *State Test Score Trends Through 2007-08: Are There Differences in Achievement Between Boys and Girls?*
- National Research Council (2010). *Getting Value out of Value-added*. Braun, H.; Chudowsky, N.; and Koenig, J. (editors). Washington, DC: National Academy Press.
- Center on Education Policy (2009). *Has Progress Been Made in Raising Achievement for Students with Disabilities?*
- Center on Education Policy (2009). *Are Achievement Gaps Closing and is Achievement Rising for All?*
- Center on Education Policy (2009). *Is There a Plateau Effect in Test Scores?*
- Center on Education Policy (2009). *State Test Score Trends Through 2007-08: Is the Emphasis on "Proficiency" Shortchanging Higher- and Lower-Achieving Students?*
- Center on Education Policy (2008). *Has Student Achievement Increased Since 2002? State Test Score Trends Through 2006-07*.
- Center on Education Policy (2007). *Answering the Question That Matters Most: Has Student Achievement Increased Since No Child Left Behind?*
- Center on Education Policy (2007). *No Child Left Behind at Five: A Review of Changes to State Accountability Plans*.
- National Research Council (2007). *International Education and Foreign Languages: Keys to Securing America's Future*, Committee to Review the Title VI and Fulbright- Hays International Education Programs. Washington, DC: The National Academies Press.
- Center on Education Policy (2006). *From the Capital to the Classroom: Year 4 of the No Child Left Behind Act*.
- Center on Education Policy (2006). *State High School Exit Exams: A Challenging Year*
- Center on Education Policy (2006). *State High School Exit Exams: States Try Harder, But Gaps Persist*.

- Center on Education Policy (2005). *States Test Limits of AYP Flexibility*.
- Center on Education Policy (2005). *From the Capitol to the Classroom: Year Three of the No Child Left Behind Act*.
- Center on Education Policy (2005). *Identifying School Districts for Improvement and Corrective Action Under the No Child Left Behind Act*.
- National Research Council (2005). *Lessons Learned About Testing*. Washington, DC: The National Academies Press.
- National Research Council (2004). *Redesigning the U. S. Naturalization Tests: Interim Report*. Committee on the U. S. Naturalization Test Redesign. Washington, DC: The National Academies Press.
- University of Oregon Center for Education Policy Research (2004). *Options for Implementing Objective Alternative Assessments*.
- University of Oregon Center for Education Policy Research (2004). *Study of Alternative Methods to the Washington Assessment of Student Learning (WASL): Feasibility Study Final Report*.
- Center on Education Policy (2004). *Rule Changes Could Help More Schools Meet Test Targets for the No Child Left Behind Act*.
- Center on Education Policy (2004). *From the Capitol to the Classroom: Year 2 of the No Child Left Behind Act*.
- Pellegrino, J., and Chudowsky, N. The foundations of assessment. *Measurement: Interdisciplinary Research and Perspectives*, 1(2), 103-148.
- Chudowsky, N. and Pellegrino, J. (2003). Large-scale assessments that support learning: What will it take? *Theory Into Practice*, 42(1), 75-83.
- Center on Education Policy (2003). *From the Capital to the Classroom: State and Federal Efforts to Implement the No Child Left Behind Act*.
- Center on Education Policy (2002). *State High School Exit Exams: A Baseline Report*.
- Mislevy, R., Wilson, M., Ercikan, K., & Chudowsky, N. (2002). Psychometric principles in student evaluation. D. Nevo & D. Stufflebeam (Eds.), *International Handbook of Educational Evaluation*. Dordrecht, the Netherlands: Kluwer Academic Press.

National Research Council (2001). *Knowing What Students Know: The Science and Design of Educational Assessment*. Committee on the Foundations of Assessment. Washington, DC: National Academy Press.