

## CURRICULUM VITAE

### **JAMES H. MCMILLAN**

Date of Preparation: 1/22/20

#### **PERSONAL INFORMATION**

**Name:** James H. McMillan

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Richmond, Virginia 23284  
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#### **EDUCATION**

**Ph.D.** (Educational Psychology), 1976, Northwestern University

**M.A.** (College Student Personnel), 1972, Michigan State University

**B.A.** (Biology), 1970, Albion College

#### **ACADEMIC APPOINTMENTS AND OTHER WORK EXPERIENCE**

**Professor, Department of Foundations of Education**, Virginia Commonwealth University, 1992-2018

**Interim Associate Dean for Academic Affairs, School of Education**, Virginia Commonwealth University, 2015-2017

**Executive Director, Metropolitan Educational Research Consortium**, Virginia Commonwealth University, 1997-2016

**Chair, Department of Foundations of Education**, School of Education, Virginia Commonwealth University, 2003-2013

**Interim Director of Research Services, School of Education**, Virginia Commonwealth University, 2010-2011

**Associate Professor, Division of Educational Studies**, School of Education, Virginia Commonwealth University, 1983-1992

**Assistant Professor, Division of Educational Studies**, School of Education, Virginia Commonwealth University, 1979-1983

**Visiting Assistant Professor, Department of Educational Psychology**, School of Education, University of Iowa, 1978-1979

**Assistant Professor, School of Education**, University of Colorado at Denver, 1976-1978

#### **AREAS OF SPECIAL INTEREST**

- Classroom assessment
- Student perceptions of assessment
- Student assessment errors and mistakes

## SCHOLARSHIP

### BIBLIOGRAPHY

#### Refereed Articles:

McMillan, J. H., & Moore, S. (in press). Better being wrong (sometimes): Classroom assessment that enhances student learning and motivation. *The Clearinghouse*.

Brookhart, S. M., Guskey, T. R., Bowers, A. J., McMillan, J. H., Smith, J. K., Smith, L. F., Stevens, M. T., & Welsh, M. E. (2016). A century of grading research: Meaning and value in the most common educational measure. *Review of Educational Research*, 86(4), 803-848.

McMillan, J. H. (2016). National Board Certified Teachers' perspectives on using measures of student learning for teacher evaluation. *Educational Forum*, 80(1), 48-60. DOI:10.1080/00131725.2015.1102366

Abrams, L. M., McMillan, J. H., & Wetzel, A. P. (2015). Implementing benchmark testing for formative purposes: Teacher voices about what works. *Educational Assessment Evaluation and Accountability*, 27(4), 347-375. DOI: 10.1007/s11092-015-9214-9

McMillan, J. H., Venable, J. C., & Varier, D. (2013). Studies of the effect of formative assessment on student achievement: So much more is needed. *Practical Assessment, Research & Evaluation*, 18(2). <http://pareonline.net>.

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Cauley, K., & McMillan, J. H. (2010). Formative assessment techniques to support student motivation and achievement. *The Clearing House*, 83(1), 1-6.

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McMillan, J. H., & Hearn, J. (2008). Student self-assessment: The key to stronger student motivation and higher achievement. *Educational Horizons*, 87(1), 40-50.

- McMillan, J. H. (2008). Randomized field trials and internal validity: Not so fast my friend. *Practical Assessment, Research, and Evaluation*, 12(15), <http://pareonline.net>.
- McMillan, J. H. (2004). Understanding and improving teachers' classroom decision-making. *Educational Measurement: Issues and Practice*, 22(4), 34-43.
- McMillan, J. H., Myran, S., & Workman, D. (2002). Elementary school teachers' classroom assessment and grading practices. *Journal of Educational Research*, 95(4), 203-214.
- McMillan, J. H., Singh, J., & Simonetta, L. G. (2001). The tyranny of self-oriented self esteem. *Educational Horizons*, 7(2), 92-95.
- McMillan, J. H. (2001). Secondary teachers' classroom assessment and grading practices. *Educational Measurement: Issues and Practice*, 20(1), 20-32.
- McMillan, J. H. (2000). Fundamental assessment principles for teachers and school administrators. *Practical Assessment, Research & Evaluation*, <http://pareonline.net>.
- McMillan, J. H. (1998). Why test scores alone aren't enough. *Virginia Journal of Education*, 91(8), 18-19.
- Reed, D., McMillan, J. H., & McBee, R. H. (1995). Defying the odds: Middle schoolers in high-risk circumstances who succeed. *Middle School Journal*, 27(1), 3-10.
- McMillan, J. H., & Reed, D. (1994). Resilient at-risk students' views about why they succeed. *The Journal of At-Risk Issues*, 1(2), 27-33.
- McMillan, J. H., Simonetta, L., & Singh, J. (1994). Student opinion survey: Development of measures of student motivation. *Educational and Psychological Measurement*, 54, 496-505.
- McMillan, J. H., Henry, G. T., Crosby, D., & Dickey, K. C. (1995). Measuring socioeconomic status at the school level. *Educational Measurement: Issues and Practices*, 14, 15-21.
- Singh, J. & McMillan, J. H. (2002). Staff development practices in schools demonstrating significant improvement on high-stakes tests, *ERS Spectrum*, 20(3), 14-18.
- McMillan, J. H., Singh, J., & Simonetta, L. G. (1995). Self-oriented self-esteem self destructs. *Educational Digest*, 60, 9-11.
- McMillan, J. H., & Reed, D. (1994). At-risk students and resiliency: Factors contributing to academic success. *The Clearing House*, 67, 137-140.

Henry, G. T., McTaggart, M. J., & McMillan, J. H. (1992). Establishing benchmarks for outcome indicators: A statistical approach to developing performance standards. *Evaluation Review, 16*(2), 131-150.

Hambrick, R., & McMillan, J. H. (1989). Using focus groups in the public sector: A tool for academics and practitioners. *Journal of Management Science and Policy Analysis, 6*, 45-53.

McMillan, J. H. (1988). Beyond value-added education: Improvement alone is not enough. *The Journal of Higher Education, 59*, 562-579.

McMillan, J. H. (1987). Enhancing college students' critical thinking: A review of studies. *Research in Higher Education, 26*, 3-29. (also abstracted in *Higher Education Abstracts, 1987*).

McMillan, J. H., Wergin, J. F., Forsyth, D. R., & Brown, J. L. (1986). Student ratings of instruction: A summary of literature. *Instructional Evaluation, 2*, 2-12.

Forsyth, D. R., Pope, W. R., & McMillan, J. H. (1985). Students' reactions after cheating: An attributional analysis. *Contemporary Educational Psychology, 10*, 72-82.

McMillan, J. H., & Forsyth, D. R. (1983). Attribution-affect relationships following classroom performance. *Contemporary Educational Psychology, 8*, 109-118.

Ispen, S. M., McMillan, J. H., & Fallen, N. H. (1983). An investigation of the reported Woodcock Johnson Tests of Cognition Ability/Wechsler Intelligence Test for Children Revised discrepancy. *Diagnostique, 2*, 32-44.

McMillan, J. H., & Spratt, K. F. (1983). Achievement outcome, task importance, and effort as determinants of student affect. *British Journal of Educational Psychology, 53*, 24-31.

McMillan, J. H., & Forsyth, D. R. (1981). The impact of social psychological factors on school learning: An overview. *Representative Research in Social Psychology, 12*, 20-31.

Forsyth, D. R., & McMillan, J. H. (1981). The attribution cube and reactions to educational outcomes. *Journal of Educational Psychology, 73*, 632-641.

Forsyth, D. R., & McMillan, J. H. (1981). Attributions, affect, and expectations: A test of Weiner's three-dimensional model. *Journal of Educational Psychology, 73*, 393-403.

Rosenthal, D., Peng, J., & McMillan, J. H. (1980). Relationship of adolescent self-concept to perceptions of parents in single- and two-parent families. *International Journal of Behavior Development, 2*, 441-453.

McMillan, J. H. (1980). Enhancing self-concept of junior high students. *The Humanist Educator*, 18(4), 169-175.

McMillan, J. H. (1980). Children's causal attributions in achievements situations. *The Journal of Social Psychology*, 112, 31-39.

McMillan, J. H. (1980). Effect of instructional procedure and pupil locus of control on achievement and attitudes. *Psychology in the Schools*, 17, 123-127.

McMillan, J. H., & May, M. J. (1979). A study of factors influencing attitudes towards science of junior high school students. *Journal of Research in Science Teaching*, 16, 217-222.

McMillan, J. H. (1978). The social psychology of education: New field of study or just educational psychology? *Educational Psychologist*, 12, 345-354.

McMillan, J. H. (1977). The effect of effort and praise in determining student attitudes. *American Educational Research Journal*, 14, 317-330.

McMillan, J. H. (1976). Factors affecting the development of pupil attitudes toward school subjects. *Psychology in the Schools*, 13, 322-325.

McMillan, J. H. (1975). The impact of instructional improvement agencies in higher education. *The Journal of Higher Education*, 66, 17-23.

### **Books:**

McMillan, J. H. (in press). *Foundations of educational research*. (8/e). Boston, MA: Pearson. (also editions 1-7)

Brookhart, S. M. & McMillan, J. H. (Eds.). (2020). *Classroom assessment and measurement*. New York, NY: National Council on Measurement in Education and Routledge.

McMillan, J. H. (Ed.). (2017-2020). *Student assessment for educators*. [book series]. New York, NY: Routledge.

McMillan, J. H. (2018). *Classroom assessment: Principles and practice that enhance student learning and motivation* (7/e). Boston, MA: Pearson. (also editions 1-6)

McMillan, J. H. (2018). *Using students' assessment mistakes and learning deficits to enhance motivation and learning*. New York, NY: Routledge.

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McMillan, J. H., & Wergin, J. F. (2010). *Understanding and evaluating educational research* (4/e). Upper Saddle River, NJ: Merrill/Prentice Hall. (also editions 1-3)

McMillan, J. H. (2008). *Assessment essentials for standards-based education* (2/e). Thousand Oaks, CA: Corwin. (also first edition)

McMillan, J. H. (Ed.). (2007). *Formative classroom assessment: Research, theory and practice*. New York: Teacher's College Press.

Cauley, K., Linder, F., & McMillan, J. H. (Eds.). (2005-2006). *Annual editions: Educational psychology*. Guilford, CT: Dushkin/McGraw Hill (also editions in 1989-2005).

McMillan, J. H., Schumacher, S., & Singh, J. (1997). *Study guide for Research in education: A conceptual introduction* (4th ed.). New York: Harper Collins.

McMillan, J. H. (Ed.). (1988). *Assessing students' learning*. New Directions for Teaching and Learning, 34. San Francisco: Jossey-Bass.

Linder, F., & McMillan, J. H. (Eds.). (1987-88). *Annual editions: Educational psychology*. Guilford, CT: The Dushkin Publishing Group, Inc. (also editions in 1985 and 1982).

McMillan, J. H. (Ed.). (1980). *The social psychology of school learning*. New York: Academic Press.

### **Book Chapters:**

McMillan, J. H. (2020). Discussion of Part I: Assessment information in context. In S. M. Brookhart & J. H. McMillan (Eds.), *Classroom assessment and measurement* (pp. 79-94). New York, NY: National Council of Measurement in Education and Routledge.

McMillan, J. H. (2020). K-12 teachers' grading practices and perspectives: Is "hodgepodge" grading OK? In T. R. Guskey and S. M. Brookhart (Eds.). *What do we know about grading?* (pp. 84-112). Alexandria, VA: ASCD.

Brookhart, S. M., & McMillan, J. H. (2020). Introduction. In S. M. Brookhart & J. H. McMillan (Eds.), *Classroom assessment and measurement* (pp. 1-8). New York, NY: National Council of Measurement in Education and Routledge.

McMillan, J. H. (2016). Student perceptions of assessment. In G. T. L. Brown and L. R. Harris (Eds.), *Handbook of human and social conditions in assessment*, (pp. 221-244). New York and London: Routledge.

Abrams, L., & McMillan, J. H. (2013). Instructional influence of interim assessments: Voices from the field In R. Lissitz (Ed.), *Informing the practice of teaching using formative and interim assessment*, (pp. 103-130). Charlotte, NC: Information Age Publishing.

McMillan, J. H. (2013). Why we need research on classroom assessment. In J. H. McMillan (Ed.). *Sage handbook of research on classroom assessment*, (pp. 3-16). Thousand Oaks, CA: Sage.

McMillan, J. H. (2010). The practical implication of educational aims and contexts for formative assessment. In H. L. Andrade & G. J. Cizek (Eds.). *Handbook of formative assessment*, (pp. 41-58). New York: Routledge.

McMillan, J. H. (2009). Synthesis of issues and implications for practice. In T. Guskey (Ed.), *Practical solutions for serious problems in standards-based grading* (pp. 105-120). Thousand Oaks, CA: Corwin Press.

McMillan, J. H. (2007). Formative classroom assessment: The key to improving student achievement. In J. H. McMillan, (Ed.), *Formative classroom assessment: Research, theory and practice*, (pp. 1-7). New York: Teacher's College Press.

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Forsyth, D. R., & McMillan, J. H. (1991). Some practical proposals for motivating students to study and achieve. In R. J. Menges and M. Svinicki (Eds.), *Approaching instructional problems through theoretical perspectives. New Directions for Teaching and Learning*, 44, (pp.53-66). San Francisco: Jossey-Bass.

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McMillan, J. H. (1987). Academic aptitude tests; Classroom dynamics; Grading in education; and Rote learning. In R. Corsini (Ed.), *Concise encyclopedia of psychology*. New York: John Wiley and Sons.

Seyfarth, J., Hill, J. W., Orelove, F., McMillan, J. H., & Wehman, P. (1985). Factors influencing parents' vocational aspirations for their mentally retarded children. In P. Wehman, & J. W. Hill (Eds.), *Competitive employment for persons with mental retardation: From research to practice*. Richmond, Virginia: Rehabilitation Research and Training Center, School of Education (also appeared as an article in *Mental Retardation*).

McMillan, J. H. (1984). Rote learning; culture fair tests; academic aptitude tests; grading in education; and classroom dynamics. In R. Corsini (Ed.), *Encyclopedia of psychology*. New York: John Wiley and Sons.

McMillan, J. H. (1982). An individual differences perspective to instruction in human development and learning: A response. In S. Rosen (Ed.), *Proceedings of the Conference on Foundations Aspects of Teacher Education in Relation to Dean's Grant Projects*. University of Minnesota, College of Education, National Support Systems Project.

McMillan, J. H. (1980). A social psychological view of learning. In J. H. McMillan (Ed.), *The social psychology of school learning*. New York: Academic Press.

McMillan, J. H. (1980). Attitude development and measurement. In J. H. McMillan (Ed.), *The social psychology of school learning*. New York: Academic Press.

Mathis, B. C., Menges, R., & McMillan, J. H. (1977). The content and boundaries of educational psychology. In D. J. Treffinger, J. K. Davis, & R. E. Ripple (Eds.), *Handbook on teaching educational psychology*. New York: Academic Press.

#### **Other Scholarly Publications:**

McMillan, J. H., Shakeshaft, C., Hutton, A., & Hope, S. (2017). *School climate survey development*. Richmond, VA: Metropolitan Educational Research Consortium.

Robnolt, V. & McMillan, J. H. (2015). *Response to intervention to educate the diverse needs of elementary students*. Richmond, VA: Metropolitan Educational Research Consortium.

McMillan, J.H., 2015. Classroom assessment. In J. D. Wright (Ed.), *International encyclopedia of the social & behavioral sciences* (2nd Ed., Vol 3), (pp. 819–824), Oxford: Elsevier..

McMillan, J. H., & Gogia, L. (2014). Data collection in educational research. *Oxford Bibliographies in Education*. doi: 10.1093/obo/9780199756810-0087

McMillan, J. H., Senechal, J., Marrs, S., Stringer, J. K., & Carlson-Jaquez, H. (2014). Final report: Evaluation of community of caring. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., Mohn, R. S., & Hammack, M. V. (2013). Quantitative research designs in education. *Oxford Bibliographies - Education*, <http://www.oxfordbibliographies.com/>

McMillan, J. H., Abrams, L. M., & Varier, D. (2012). Formative assessment practices with benchmark testing: Phase 2. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.



McMillan, J. H., Abrams, L. M., & Wetzel, A. (2011). Formative assessment use of benchmark testing. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., Cohen, J., Abrams, L., Cauley, K., Pannozzo, G., & Hearn, J. (2010). Understanding secondary teachers' formative assessment practices and their relationship to student motivation. ERIC ED507712.

McMillan, J. H., & Singh J. (2008). Final evaluation report: Central Virginia consortium for transforming teaching and learning using technology. Richmond, VA: Metropolitan Educational Research Consortium Virginia Commonwealth University.

McMillan, J. H., & Hearn, J. (2008). Final evaluation report: Mathematics Content Integrated Teaching (MCIT) Project. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., (2007). Final evaluation report: Preparing highly qualified middle school mathematics teachers across Virginia. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & Jovanovich, D. M., (2007). Evaluation of the pathways to teaching NSF-ATE grant 2006 – 2007. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & Singh, J. (2007). Helping our students excel (H.O.P.E.) in science: Evaluation report for summer, 2007. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & Singh, J. (2007). Central Virginia consortium for transforming teaching and learning using technology: Evaluation report for 2006-2007. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & Singh, J. (2007). Evaluation of the PODET-ESL project 2006-07. Report for summer 2007. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & Singh, J. (2006). Central Virginia consortium for transforming teaching and learning using technology: Evaluation report for 2005-2006. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & Singh, J. (2006). Evaluation of the PODET-ESL project 2005-06. Report for summer 2006. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & Singh, J. (2006). Evaluation of the PODET-ESL project 2005-06. Report for spring 2006. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J.H. (2006). The impact of high-stakes test results on teachers' instructional and classroom assessment practices. ERIC Document 490648.

McMillan, J. H., & Singh, J. (2005). Central Virginia consortium for transforming teaching and learning using technology: Evaluation report for 2004-2005. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & Singh, J. (2005). Evaluation of the PODET-ESL project 2004-05. Report for summer 2005. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & Singh, J. (2005). Evaluation of the PODET-ESL project 2004-05. Report for spring 2005. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & Singh, J. (2004). Evaluation of the PODET-ESL project 2003-04. Report for spring 2004. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & Singh, J. (2004). Evaluation of the educational technology grant 2003-04. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & McKelvey S., (2003). Teacher use of high-stakes test score data to improve instruction. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H. & McKelvey, S. (2003). Teachers' use of high-stakes test score data to improve instruction. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & Fiore, D. (2003). Report on the Virginia Superintendents' Professional Development Survey. Richmond, VA: Commonwealth Educational Policy Institute, Virginia Commonwealth University.

McMillan, J. H. (2003). Report on the Virginia Administrative Licensure Graduate Professional Preparation Survey. Richmond, VA: Commonwealth Educational Policy Institute, Virginia Commonwealth University.

McMillan, J. H., & Fiore, D. (2003). Report on the Virginia Administrative Licensure Graduate Professional Preparation Survey. Richmond, VA: Commonwealth Educational Policy Institute, Virginia Commonwealth University.

Singh, J., & McMillan, J. H. (2002). Staff development practices in schools demonstrating significant improvement on high-stakes tests. ERIC Document 464 103.

McMillan, J. H., & Lawson, S. (2001). Secondary science teachers' classroom assessment and grading practices. ERIC Document 450 158.

McMillan, J. H. (2001). Some pedagogical tips for teaching statistics. ERIC Document 453 251.

McMillan, J. H. (2001). Online assessment. Richmond, VA: Commonwealth Educational Policy Institute, Virginia Commonwealth University.

McMillan, J. H. (2001). Effectiveness of summer remediation: A review of literature. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & Singh, J. (2000). Standards of learning training initiative evaluation. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H. (2000). Basic assessment concepts for teachers and school administrators. ERIC/AE Digest Series EDO-TM-00-09.

Certo, J. L., & McMillan, J. H. (2000). Evaluating admission procedures and criteria: An audit/study. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H. (2000). Testing consequences. Richmond, VA: Commonwealth Educational Policy Institute, Virginia Commonwealth University.

McMillan, J. H. (2000). The Virginia Standards of Learning. Richmond, VA: Commonwealth Educational Policy Institute, Virginia Commonwealth University.

McMillan, J. H. (2000). High-stakes testing. Richmond, VA: Commonwealth Educational Policy Institute, Virginia Commonwealth University.

McMillan, J. H. (2000). School report cards. Richmond, VA: Commonwealth Educational Policy Institute, Virginia Commonwealth University.

McMillan, J. H., & Workman, D. (2000). Teachers' classroom assessment and grading practices: Phase 2. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H. (1999). Unit of analysis in experiments: Some design considerations for educational researchers. ERIC Document 428 135.

McMillan, J. H. (1999). The devastating effect of zeros on grades: What can be done? ERIC Document 428 136.

McMillan, J. H., & Workman, D. (1999). Teachers' classroom assessment and grading practices: Phase 1. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., & Workman, D. (1999). Teachers' classroom assessment and grading practices: A review of literature. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H., Myran, S. P. (1998). Final evaluation report of the mathematics & science center. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H. (1998). High school follow up surveys: What works? Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

Trevett, S., & McMillan, J. H. (1998). Enhancing parental involvement in urban schools: Types of programs, characteristics of successful programs, and program strategies. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H. (1996, September 3). Critics are wrong: Schools perform well. *Richmond Times Dispatch*.

McMillan, J. H. (1995). [Review of the book Teacher self-evaluation: Teachers in their own mirrors]. *Evaluation and Program Planning*, 18.

McMillan, J. H., Reed, D. (1993). Defying the odds: a study of resilient at-risk students. Richmond, VA: Metropolitan Educational Research Consortium, Virginia Commonwealth University.

McMillan, J. H. (1989). Teaching critical thinking: In search of zippers. *VCU Teaching*, 2, 19-21.

McMillan, J. H. (1984). Virginia's beginning teacher assistance program: A response to challenge. *Thought Patterns*, 18-21.

McMillan, J. H. (1973). Relevancy and conflict: Using old principles to aid cognitive learning. *College Student Journal*, 7, 17-23.

McMillan, J. H. (1972). The preparation of academic administrators of liberal arts colleges. *M.S.U. Orient*, 7, 26-36.

McMillan, J. H. (1972). Admissions in the small, private college. *M.S.U. Orient*, 6, 15-16.

### **REFEREED PROFESSIONAL PRESENTATIONS**

McMillan, J. H. (2019). Development and validation of the perceptions of science classroom assessment student self-report. Paper presented at the Annual Classroom Assessment conference, sponsored by the National Council of Measurement in Education, Boulder.

McMillan, J. H. (2019). Scaling up assessment literacy in teacher preparation programs: A panel discussion. Presented at the Annual Meeting of the National Council of Measurement in Education, Toronto.

McMillan, J. H. (2019). Discussant: Classroom assessment and educational measurement. Presented at the Annual Meeting of the National Council of Measurement in Education, Toronto.

Cuba, M. J., Nomi, B., & McMillan, J. H. (2019). Supporting undocumented students: A comparative study of interventions for preservice school professionals. Paper presented at the Annual Meeting of the American Educational Research Association, Toronto.

McMillan, J. H. (2018). Being wrong (Sometimes): How students' classroom assessment mistakes and learning errors enhance learning and motivation. Symposium organized and accepted for presentation at the Annual Meeting of the American Educational Research Association.

McMillan, J. H. (2017). Student perceptions of assessment. Paper presented at the Annual Meeting of the National Council of Measurement in Education, San Antonio.

McMillan, J. H. (2017). Wrong answers on classroom assessments: Benefits for learning and motivation. Paper presented at the Annual Meeting of the National Council of Measurement in Education, San Antonio.

McMillan, J. H. (2017). Classroom assessment: Promises, perils, and next steps moving forward. Symposium presented at the Annual Meeting of the National Council of Measurement in Education, San Antonio.

McMillan, J. H. (2017). The power of working together: Highlighting highly effective district-university partnerships. Panel presentation at the Annual Meeting of the American Educational Research Association, San Antonio.

McMillan, J. H. (2016). Teachers' perceptions of grading and grading practices. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.

McMillan, J. H. (2016). Learning from history: How K-12 assessment will impact student learning over the next decade. Panelist for a symposium presented at the Annual Meeting of the National Council on Measurement in Education, Washington, D.C.

Robnolt, V., McMillan, J. H., & Hutton, A. C. (2016). Response to intervention implementation to educate the diverse needs of elementary students. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.

McMillan, J. H., Hutton, A. C., & Turner, A. B. (2015). Using students' assessment mistakes and learning deficits to enhance motivation and learning. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

McMillan, J. H., Rankins, F., Carlson-Jaquez, H., & Sthreshley, S. (2015). Regression to the mean: Using school accountability test score changes across years to illustrate deleterious effects. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

McMillan, J. H., & Turner, A. B. (2015). Student voices about assessment: A goal theory perspective. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

McMillan, J. H. (2014). Student perceptions of assessment. Presentation at the Annual Meeting of the Consortium for Research on Educational Assessment and Teaching Effectiveness, Williamsburg, VA.

Turner, A. B., & McMillan, J. H. (2014). Student voices about assessment: A goal theory perspective. Paper presented at the Annual Meeting of the Northeastern Educational Research Association, Trumbull, CT.

McMillan, J. H. (2014). Understanding student voices about assessment: Links to learning and motivation. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia.

McMillan, J. H. (2013). National board certified teachers' perspectives on using measures of student learning for teacher evaluation. Paper presentation at the Annual Meeting of the Consortium for Research on Educational Assessment and Teacher Effectiveness, Atlanta.

Sthreshley, S., Carlson-Jaquez, H., & McMillan, J. H. (2013). A study of the relationship of SOL change scores across years. Presentation at the Annual Meeting of the Virginia Educational Research Association, Charlottesville.

McMillan, J. H. (2013). Learning, motivation, and high-stakes testing: A changing context for research on classroom assessment. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

McMillan, J. H. (2013). Advancing research in classroom assessment. Symposium organizer and moderator. Annual Meeting of the American Educational Research Association, San Francisco.

Abrams, L. M., Varier, D., & McMillan, J. H. (2013). Teachers' use of benchmark assessment data to inform instruction and promote learning. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

McMillan, J. H. (2012). Classroom assessment and teacher evaluation: Issues, Ideas, and Implications. Paper presented at the Annual Meeting of the National Evaluation Institute, Washington, DC.

McMillan, J. H. (2012). Research on classroom assessment: Laying the foundation. Session organizer and paper presented at the Annual Meeting of the American Educational Research Association, Vancouver.

McMillan, J. H. (2012). The qualities of quality classroom assessment. Moderator for session presented at the annual meeting of the National Council of Measurement in Education, Vancouver, Canada.

McMillan, J. H. (2012). Classroom assessment and teacher evaluation: Issues, Ideas, and Implications. Paper presented at the Annual Meeting of the National Evaluation Institute, Washington, DC.

McMillan, J. H., & Abrams, L. M. (2011). Making the most of benchmark testing: Voices from the field. Paper presented at the annual meeting of CREATE, National Evaluation Institute, Oxford, MS.

McMillan, J. H., & Abrams, L. (2011). Learning from interim assessments: District implementation to classroom practice. Paper presented at the annual MARCES annual conference, College Park, MD.

McMillan, J. H. (2011). Research on classroom assessment, (Session organizer and moderator) at the annual meeting of the American Educational Research Association, Vancouver, Canada.

McMillan, J. H. (2011). Reporting and discussing effect size: Still the road less traveled? Presentation at the Annual Meeting of the American Educational Research Association, New Orleans.

Abrams, L. M., & McMillan, J. H. (2011). Teachers' formative uses of benchmark testing data. Presentation at the Annual Meeting of the American Educational Research Association

Abrams, L. M., McMillan, J. H., & Wetzel, A. (2010). Teachers' voices about the effectiveness of benchmark testing. Presentation at the National Evaluation Institute CREATE Conference, Williamsburg, VA.

McMillan, J. H., Abrams, L. M., Pannoza, G. M., & Cauley, K. (2008). Understanding secondary teachers' formative assessment practices and their relationships to student motivation. Paper presented at the Annual Meeting of the American Educational Research Association, New York.

McMillan, J.H. (2007). Classroom assessment and grading practices as related to student motivation. Symposium presented at the Annual Meeting of the American Educational Research Association, Chicago.

McMillan, J. H., (2005). Symposium on formative classroom assessment, (symposium organizer and moderator), American Educational Research Association Annual Meeting, Montreal.

Brookhart, S. M. & McMillan, J. H. (2005). Grading. Workshop presented at the National Council on Measurement in Education Annual Meeting, Montreal.

McMillan, J. H., Snyder, A., & Williams, L. (2004). The relationship between school climate and high-stakes test achievement. Paper presented at the Annual Meeting of the American Educational Research Association, San Diego.

McMillan, J. H. (2002). The impact of high-stakes external testing on classroom assessment decision-making. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

McMillan, J. H. & Snyder, A. (2002). The effectiveness of summer remediation for high-stakes testing. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

McMillan, J. H. (2001). Pedagogical tips for teaching educational statistics. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle.

McMillan, J. H., Lawson, S., Lewis, K., & Snyder, A. (2002). Reporting effect size: The road less traveled. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

McMillan, J. H. (2000). Teachers' classroom assessment and grading practices and decision-making. Paper presented at the Annual Meeting of the National Council of Measurement in Education, New Orleans (Also presented at the 2000 Annual Meeting of the Virginia Educational Research Association, Hampton, Virginia).

McMillan, J. H. (2000). Examining categories of rival hypotheses for educational



research. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

McMillan, J. H. (2000). Basic assessment concepts for teachers and school administrators. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

Cauley, K., & McMillan, J. H. (2000). Do teachers grade differently in low SES middle schools? Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.

McMillan, J. H. (2000). Assessment and accountability. Paper presented at the Annual Meeting of the North Carolina Educational Research Association, Raleigh, NC.

McMillan, J. H. (1999). The impact of mandated statewide testing on teachers' classroom assessment and instructional practices. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

McMillan, J. H. (1999). Elementary teachers' classroom and assessment grading practices. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

McMillan, J. H. (1999). Utilization of textbooks in courses in educational research and statistics. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

McMillan, J. H. (1999). Truth or consequences about research: The missing link. Paper presented at the annual meeting of the Virginia Educational Research Association, Richmond, VA.

McMillan, J. H. (1998). The impact of implementing statewide standards of learning tests on instructional and assessment practices in the classroom. Paper presented at the annual meeting of the Virginia Educational Research Association, Richmond, VA.

McMillan, J. H. (1997). How teachers' professional judgments about assessment and grading set standards. Paper presented at the ASCD Conference on Teaching and Learning: The Assessment-Instruction Connection, Orlando.

McMillan, J. H. (1996). Public perceptions about what to include on school report cards. Paper presented at the annual meeting of the American Educational Research Association, New York.

McMillan, J. H. (1995). Successful remediation strategies for the literacy passport test. Paper presented at the annual meeting of the Virginia Association for Supervision and Curriculum Development, Williamsburg, VA.

McMillan, J. H. (1994). How teachers' professional judgments about assessment set standards. Paper presented at the International Conference on Standards and Assessment, Research Triangle Park, N.C.

McMillan, J. H. (1994). Impact and implications of Virginia's mandated outcome accountability project: Phase II. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

McMillan, J. H. (1994). State indication systems: The state of the art. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.

McMillan, J. H., Nagle, J., & Duke, D. (1993). Impact and implications of Virginia: Mandated outcome accountability project. Paper at the annual meeting of the American Educational Research Association, Atlanta.

McMillan, J. H., & Reed, D. F. (1993). A qualitative study of resilient at-risk students. Paper presented at the annual meeting of the American Educational Research Association, Atlanta.

McMillan, J. H., Simonetta, L. G., & Singh, J. (1992). Selfism and life satisfaction: How much emphasis on self-esteem is too much? Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

McMillan, J. H., & Henry, G. (1991). Developing outcome indicators for Virginia's Educational Performance Recognition Program. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

McMillan, J. H., Henry, G., McTaggart, M., & Dickey, K. (1991). Evaluating graphical displays of performance indicator data. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

McMillan, J. H., Henry, G., McTaggart, M., & Dickey, K. (1990). Comparison bands for Virginia's Educational Performance Recognition Program. Paper presented at the annual meeting of the American Educational Research Association, Boston.

McMillan, J. H. (1989). Focus group interviews: Implications for educational research. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

McMillan, J. H. (1989). Conceptualizing and assessing college student values. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

McMillan, J. H. (1989). Teaching statistical regression: Simplifying a principle that is hard to understand. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

McMillan, J. H. (1987). Assessing value outcomes. Paper presented at the Third National Conference on Assessment in Higher Education, Chicago.

McMillan, J. H. (1987). Techniques for evaluating value-added data: Judging validity, improvement and causal inferences. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C.

McMillan, J. H. (1986). Enhancing college students' critical thinking: A review of studies. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

McMillan, J. H. (1986). (Organizer and Chair). Research in critical thinking: State of the art. Symposium conducted at the annual meeting of the American Educational Research Association, San Francisco.

McMillan, J. H. (1984). (Organizer and Chair). Performance evaluation of teaching: Contrasting approaches and State programs to assess the classroom performance of beginning teachers: Lessons, issues and recommendations. Two symposiums conducted at the annual meeting of the American Educational Research, New Orleans.

McMillan, J. H. (1983). Validity of the National Examination of Heart Knowledge as judged by teacher educators. Paper presented at the American Alliance of Health, Physical Education, Recreation and Dance National Convention, Los Angeles.

McMillan, J. H. (1983). A content validation study of the National Teacher Examination Area Examinations for Virginia K-12 teachers and instructional supervisors. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

McMillan, J. H., & Forsyth, D. R. (1983). Educational outcomes: Some affective and attributional correlates. Paper presented at the annual meeting of the American Psychological Association, Washington, D.C.

McMillan, J. H., & Forsyth, D. R. (1982). Attribution-affect relationships following classroom performance. Paper presented at the annual meeting of the American Educational Research Association, New York.

McMillan, J. H., Ipsen, S., & Fallen, N. (1982). An investigation of the WJ/WISC-R discrepancy. Paper presented at the annual meeting of the American Educational Research Association, New York. (Also presented at the annual meeting of the Virginia Council for Exceptional Children, March 5, 1982).

McMillan, J. H., & with Forsyth, D. R. (1981). Attributions, affect and expectations: A test of Weiner's Three Dimensional Model. Paper presented at the annual convention of the

Eastern Educational Research Association, Philadelphia. (Also presented at the annual convention of the Eastern Psychological Association, New York, 1981).

McMillan, J. H., & with Forsyth, D. R. (1981). The attribution cube and reactions to educational outcomes. Paper presented at the annual convention of the Eastern Educational Research Association, Philadelphia. (Also presented at the annual convention of the Eastern Psychological Association, New York, 1981).

McMillan, J. H. (1981). An activity for teaching statistical regression in introductory research courses. Paper presented at the annual convention of the Eastern Educational Research Association, Philadelphia.

McMillan, J. H. (1980). Attributions and affect in a real-life testing situation. Paper presented at the annual meeting of the American Educational Research Association, Boston.

McMillan, J. H. (1978). A program to enhance self-concept of junior high students. Paper presented at the annual meeting of the American Educational Research Association, Toronto.

McMillan, J. H. (1977). The effect of effort and feedback on the formation of student attitudes. Paper presented at the annual meeting of the American Psychological Association, San Francisco.

### **NON-REFEREED PROFESSIONAL PRESENTATIONS**

McMillan, J. H. (2017). The signal and the noise: Making assessment matter. Invited presentation at the Annual Meeting of the Consortium for Research on Educational Assessment and Teaching Effectiveness, Virginia Beach.

McMillan, J. H. (2016). Development of the School Climate Survey. Presented to the Policy and Planning Council of the Metropolitan Educational Research Consortium, Richmond, VA.

McMillan, J. H. (2015). VAMMINATOR SURPRUME teacher evaluation system. Presentation at Virginia Commonwealth University, School of Education.

McMillan, J. H. (2015). Reflections on a career in educational research: Lessons learned, regrets, and admonitions. Presentation at the University of South Africa (UNISA), College of Education.

McMillan, J. H. (2015). What's most important about educational research: Seek simplicity and mistrust it. Presentation at the University of South Africa (UNISA), College of Education.

McMillan, J. H. (2015). The signal and the noise: Why educational research is both essential and difficult. Presentation at the University of South Africa (UNISA), College of Education.

McMillan, J. H. (2014). Data driven or data doped? Why classroom assessment matters most. Presented at the Annual Meeting of the Virginia Association of Test Directors, Richmond, VA.

McMillan, J. H. (2013). Some not-so-scientific reflections on a career in educational research. Presentation at the Annual Meeting of the Virginia Educational Research Association, Charlottesville.

McMillan, J. H. (2013). Use of student artifacts for teacher evaluation. Presentation at the Annual Meeting of the Virginia Association of Test Directors, Richmond.

McMillan, J. H. (2013). Classroom assessment: The missing key to effective teacher evaluation. Paper presented at the Annual Meeting of the Metropolitan Educational Research Consortium, Richmond, VA.

McMillan, J. H. (2013). Classroom assessment: The missing key to effective teacher evaluation. Paper presented at the Annual Meeting of the Metropolitan Educational Research Consortium, Richmond, VA.

McMillan, J. H., & Abrams, L. M. (2011). ~~Benchmark~~ Benchmark Interim assessment: Voices from the field - recommendations for practice. Paper presented at the Annual Meeting of the Virginia Association of Test Directors, Richmond.

McMillan, J. H. (2010). The perfect storm: How policy, research, and assessment will transform public education. Presentation at the Annual Meeting of the Mid-Western Educational Research Association, Columbus, Ohio.

McMillan, J. H. (2010). Assessment trends in the United States. Presentation at the Assessment Research Center, Hong Kong Institute of Education, Hong Kong.

McMillan, J. H. (2010). Cognitive and sociocultural advances in learning and motivation research and theory: The need for coherence with assessment. Presentation at the Hong Kong International School Annual Assessment Conference, Hong Kong.

McMillan, J. H. (2009). Educational research methods: Importance, effective teaching methods, and successful assessment strategies. Presentation at the Centro de Investigaciones Educativas, Universidad de Puerto Rico, San Juan, Puerto Rico.

McMillan, J. H. (2009). Benchmark assessments: Promises and perils (Are we wasting our resources?). Presentation at the Annual Meeting of the Virginia Association of Test Directors, Richmond, Virginia.

McMillan, J. H. (2009). Benchmark testing. Professional development presentation to Chesterfield County Public Schools, Virginia.

McMillan, J. H. (2008). Conducting quantitative educational research: A Workshop. North-West University, Potchefstroom Campus, Potchefstroom, South Africa

McMillan, J. H. (2007). Formative assessment. University of Richmond, Richmond VA.

McMillan, J. H. (2007). Classroom assessment: New directions for teaching and learning, Morris-Board School teacher workshop. Morristown, NJ.

McMillan, J. H. (2007). Grading and assessment practices and student motivation. James River High School, Midlothian, VA.

McMillan, J. H., & Miller, L. M. (2004). Using test scores accurately: Beyond statistical significance and reliability, Virginia Association of Test Director's Annual Meeting, November, Richmond.

McMillan, J. H. (2003). Teachers' use of SOL test scores for instruction and classroom assessments. Paper presented at the Annual Meeting of the Virginia Association of Test Directors, Richmond, Virginia.

McMillan, J. H. (2003). Superintendents' professional development. Presentation to the Virginia Joint Legislative Commission and Task Force on Educational Leadership, Richmond, Virginia.

McMillan, J. H. (2003). Teachers' use of high-stakes test results to improve instruction, Metropolitan Educational Research Consortium, Virginia Commonwealth University, Richmond, Virginia.

McMillan, J. H. (2003). The impact of high-stakes testing on classroom assessment Decision-making. Paper presented at the Annual Meeting of the Virginia Educational Research Association, Richmond, Virginia.

McMillan, J. H. (2003). Alignment. Alignment? Alignment! SOL, SOL tests, and classroom assessment. Paper presented at the Annual Meeting of the Virginia Association of Test Directors, Richmond, Virginia.

McMillan, J. H. (2000). Raising SOL test scores through improved classroom assessment. Presentation at the Virginia Association of Test Directors Annual Meeting. Richmond, VA.

McMillan, J. H. (1994). Focus groups: What, when, why, and how. Paper presented to the Virginia State Agency Public Affairs Association, Richmond, VA.

McMillan, J. H. (1993). The Metropolitan Education Research Consortium: A university/public school partnership. Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta. (Also presented at the 1993 Annual Meeting of the Virginia Educational Research Association, Richmond, VA).

## **GRANTS AND CONTRACTS**

### **Internal Grants:**

Principal Investigator of \$20,000 grant for Effectiveness of Arts Integration, Virginia Commonwealth University, 2011-2012.

Principal Investigator of \$7,000 grant for Graphing Statistical Trends in Education, 2002-2003, Commonwealth Educational Policy Institute, Virginia Commonwealth University.

Principal Investigator of \$5,000 grant for Successful Remediation Strategies for the Literacy Passport Test, 1994-1995, Metropolitan Educational Research Consortium, Virginia Commonwealth University.

Virginia Commonwealth University, School of Education, \$2,000 Instructional Development Grant, 1980 and 1982.

### **External Grants:**

Principal Investigator of \$32,450 contract for Evaluation of Community of Caring in Richmond City Schools, 2013-2014, Richmond Campaign to Prevent Teen Pregnancy, Richmond, VA.

Principal Investigator of \$11,000 contract to evaluate Optics and Light Project, University of Virginia, 2010-2011.

Principal Investigator of \$30,000 contract to evaluate STEM and INSPRIR Technology Professional Development programs, 2009-2011, Longwood University.

Co-Principal Investigator of \$62,000 grant for an Alignment Study of Virginia's High Stakes Tests to Standards, 2006-2007, Virginia Department of Education.

Principal Investigator of \$45,000 contract for Central Virginia Consortium Technology Infusion Evaluation, 2003-2006.

Principal Investigator of \$8,000 contract for Project PODET Evaluation, 2005-2006, Virginia Commonwealth University.

Principal Investigator of \$10,000 contract for Project PASS Evaluation, 2004-2005, Virginia Commonwealth University.

Principal Investigator of \$35,000 grant for Virginia Graduates and Non-Graduates, 2004-2005, Virginia Department of Education.

Principal Investigator of \$18,000 contract to evaluate Project Teaching American History, 2004-2006, Chesterfield County Public Schools, Virginia.

Principal Investigator of \$20,000 grant for Analyses of Virginia Adequate Yearly Progress Data, 2003-2004, Virginia Department of Education.

Principal Investigator of \$8,000 grant for Mentoring New Teacher Grant Evaluations, 2003-2004, Virginia Commonwealth University.

Principal Investigator of \$24,000 grant for Measuring and Reporting School Culture, 2002-2004, Chesterfield County Public Schools, Virginia.

Principal Investigator of \$78,000 contract for Evaluation of the Richmond City Schools NSF Excellence in Science and Mathematics Project, 1998-2002, Richmond City Public Schools, Virginia.

Principal Investigator of \$310,000 grant for Evaluation of the Virginia Standards of Learning Statewide Training Initiative, 1998-2001, Virginia Department of Education.

Principal Investigator of \$78,000 grant for Evaluation of Virginia Learn and Serve, 1997-1999, Virginia Department of Education.

Principal Investigator of \$13,000 contract for Evaluation of the Richmond Mathematics and Science Center, 1997-1998, Richmond Mathematics and Science Center.

Principal Investigator of \$14,000 contract for Evaluation of the Better Information Project, 1997-1998, Virginia State Council of Higher Education.

Principal Investigator of \$160,000 grant for Virginia Learn and Serve Technical Assistance and Evaluation, 1995-1997, Virginia Department of Education.

Principal Investigator of \$25,000 grant for Project Awareness Assessment, 1995-1997, Chesterfield County Public Schools, Virginia.

Co-principal Investigator of \$43,740 grant for Virginia Assessment Re-Design, 1995-1996, Virginia Department of Education.

Principal Investigator of \$2,600 grant for Virginia Pre-School Initiative Surveys, 1995-1996, Virginia Department of Education.

Principal Investigator of \$10,000 grant for Evaluation of Better Information Project, 1994, Virginia State Council of Higher Education.

Principal Investigator of \$34,178 grant for Use of OAP for Accountability: Policy Implications and Alternatives, 1993-1994, Virginia Department of Education.



Principal Investigator of \$10,000 grant for Outcome Accountability Project: Implications and Impact II, 1993-1994, Virginia Department of Education.

Principal Investigator of \$12,351 contract for Virginia SETS Evaluation, 1993-1994, Virginia Department of Education.

Co-principal Investigator of \$20,000 grant for Outcome Accountability Project: Implications and Impacts, 1992-1993, Virginia Department of Education.

Principal Investigator of \$31,000 grant for Outcome Accountability Project for National and International Indicator Systems: The State of the Art, 1992-1993, Virginia Department of Education.

Principal Investigator of \$106,000 grant for Outcome Accountability Project Research, 1991-1992, from the Virginia Department of Education.

Principal Investigator of \$4,500 grant for An Investigation of the Relationship Between Leisure Time Activities, Drug Usage, and Attitudes Among Richmond Youth, 1992, City of Richmond, Virginia.

Principal Investigator of \$33,000 grant for Development of Provisional Certificate Program for Beginning Teachers in Virginia, 1982-1983, Virginia Department of Education.

Principal Investigator of \$17,000 grant for Content Validation Study of the National Teacher Examination Area Examinations by K-12 Teachers and Instructional Supervisors, 1981-1982, Virginia Department of Education.

## **TEACHING AND ADVISING**

### **COURSES TAUGHT**

#### **At VCU**

Quantitative Research Design  
Research Methods in Education  
Educational Measurement and Evaluation  
Educational Psychology  
Dissertation Seminar

### **DISSERTATIONS CHAIRED**

Jennifer Spisak, *Secondary student information literacy self-efficacy vs. performance*, 2018.

David T. Marshall, *Testing the ability of two series of models to predict high school graduation status*, 2017.

Amy Hutton, *Assessing acquiescence in surveys using positively and negatively worded questions*, 2017.

Heather A. Carlson-Jaquez, *Development of an instrument to measure k-12 teacher demoralization in a test-based accountability context*, 2016.

Sarah L. Marrs, *Development of the student perceptions of writing feedback scale*, 2016.

Divya Varier, *A case study examining formative assessment in a postsecondary English language program*, 2015.

Amanda McGann, *The effects of sleep problems and depression on alcohol-related negative consequences among college students*, 2013.

Kelly Lockeman, *The impact of service-learning among other predictors for persistence and degree completion of undergraduate students*, 2012.

Yovhane L. Metcalfe, *A logistic regression and discriminant function analysis of enrollment characteristics of student veterans with and without disabilities*, 2012.

James M. Ellis, Jr., *Cognitive origins of the “BIMBY” effect: A mixed methods exploration of survey ratings regarding and quality of public schools*, 2011.

Diana M. Yesbeck, *Grading practices: Teachers’ consideration of academic and non-academic factors*, 2011.

Angela P. Wetzel, *Factor analysis methods and validity evidence: A systematic review of instrument development across the continuum of medical education*, 2011.

Enid A. Virago, *Death notification skills, secondary stress, and compassion fatigue in a level one urban trauma center*, 2010.

Patricia L. Fox, *Does growth data make a difference?: Teacher decision making processes using growth data versus status data*, 2010.

Sarah B. Calveric, *Elementary teachers’ assessment beliefs and practices*, 2010.

Helen S. Whitehurst, *Predicting potential high school truants: A cross validation analysis*, 2008.

Gerald Craver, A comparison of ordinary least squares and instrumental variables regression for high intensity disease management evaluation, 2008.

Tracy M. Walker, Identifying characteristics of high school students considered at-risk for dropping out utilizing high stakes testing data, 2008.

Richard S. Mohn, Jr., Comparison of event history analysis and latent growth modeling for college student perseverance, 2007.

Kitty J. Boitnott, Comparisons of attitudes of eighth graders toward computer use and technology based on gender and race/ethnicity, 2006.

Mary Angela Coleman, Construct validity evidence based on internal structure: Exploring and comparing the use of rasch measurement modeling and factor analysis with a measure of student motivation, 2006.

John K. Trammell, Development of the postsecondary student survey of disability-related stigma (SSDRS), 2006.

Susan P. McKelvey, The relationship between the Virginia standards of learning tests and new PSAT/NMSQT, 2006.

Donna M. Jovanovich, Investigating the relationship between early reading assessments and third grade high-stakes testing in an urban school district, 2005.

Angela Snyder, The impact of high-stakes tests on high school students' decisions to drop out of school, 2004.

Kristy L. Lewis, The psychometric properties of the inner strength questionnaire for women with chronic health conditions, 2004.

Sonya R. Lawson, predictors of primary care residency choice and perceptions of medical practice of virginia commonwealth university school of medicine graduates, 2003.

Suzanne Nash, Volatility of high-stakes elementary test scores as a function of school enrollment, 2002.

Jacqueline W. Wilson, Secondary school administrative and instructional teams: A qualitative study of leader temperament type, 1996.

Martha C. Coffield, Play counseling as used by elementary school counselors, 1995.

John P. Sullivan, Perceptions of a family preservation service by recipient parents and other stakeholders, 1994.

## **SERVICE**

### **MEMBERSHIPS IN ORGANIZATIONS AND SOCIETIES**

#### **Professional:**

American Educational Research Association  
National Council on Measurement in Education

### **SPECIAL AWARDS, FELLOWSHIPS AND OTHER HONORS**

Recipient of the 2017 Jason Millman Award, from CREATE (Consortium for Research on Educational Assessment and Teaching Effectiveness), for significant contributions to the fields of assessment, research, and evaluation.

Recipient of the 2013 Charles Ruch Award for Teaching, from the School of Education, Virginia Commonwealth University.

Recipient of the 2013 Charles Clear Research Award, from the Virginia Educational Research Association, for sustained contribution to educational research or evaluation in the Commonwealth of Virginia or the nation.

Recipient of the 2012 Distinguished Paper Award, Consortium of State and Regional Educational Research Associations, American Educational Research Association Annual Meeting, Vancouver, Canada.

Recipient of the 2006 Award of Excellence, School of Education, Virginia Commonwealth University, for faculty achievement in scholarship, teaching, and service.

Recipient of a 2002 American Educational Research Association Outstanding Paper Award for the Virginia Educational Research Association.

Recipient of the 2000 Excellence in Assessment Award, from the Virginia Association of Test Directors.

Recipient of the 1997 Brenda Lloyd Research Award, from the Virginia Educational Research Association.

Recipient of the 1993 Research Award, Virginia Educational Research Association.

Recipient of the 1991 Virginia Commonwealth University, School of Education, Alumni Distinguished Faculty Award.

Recipient of Virginia Commonwealth University, School of Education Research Grants, 1984, 1985, and 1989.

Research Fellow for *A Review of Critical Thinking*, 1985-1986, from the Virginia State Council of Higher Education.

Recipient of the 1981 Virginia Commonwealth University \$4,000 Faculty Grant-in-Aid award for research, 1981.

Recipient of Virginia Commonwealth University, School of Education, Faculty Award for Distinguished Scholarship, 1991.