

EDYS SLATERY QUELLMALZ

Associate Director, Assessment, Center for Technology in Learning
SRI International, 333 Ravenswood Avenue, Menlo Park, CA 94025
Voice: 650-859-4826, Fax: 650-859-4605, email: edys.quellmalz@sri.com

Specialized Professional Competence

Cognition, learning, assessment, instruction, curriculum, professional development, evaluation, teacher education

Academic Background

B.A. 1965 University of California, Los Angeles (Psychology)
M.A. 1970 University of California, Los Angeles (Educational Psychology)
Ph.D. 1971 University of California, Los Angeles (Educational Psychology)

Professional Experience

Associate Director, Center for Technology in Learning, Assessment Programs. SRI International, 1993-present
Independent Educational Consultant, 1991-1993
Director, RMC Research California Office; Director, Region F Chapter 1 Technical Assistance Center, 1988-1991
Visiting Associate Professor, School of Education, Stanford University, 1983-1985
Visiting Scholar, School of Education, Stanford University, 1982-1983
Senior Research Associate, Center for Study of Education, UCLA Graduate School of Education, 1976-1984
Member of the Professional Staff, Instructional Development, Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, CA, 1968-1976
Teaching and Research Assistant, University of California, Los Angeles, 1968
Teaching Fellowship, Southwest Regional Laboratory, 1967-1968
Teacher, Los Angeles Unified School District, Sun Valley Junior High School, 1965-1967

Representative Assignments at SRI

Co-Principal Investigator (with Geneva Haertel), Validities of Science Inquiry Assessments. (NSF, REPP). Study of the validities of item formats and performance tasks used in national reference exams: NAEP, TIMSS, New Standards, and in curriculum-embedded assessments.
Co-Principal Investigator (with Geneva Haertel), "21st Century Assessment: Using Technology to Support Student Science Assessment. (NSF, IMD) Planning grant to develop prototype science assessments composed of re-purposed innovative technology-based tools embedded in technology-based science curricula.
Principal Investigator, "Design of Student Assessment Tools for the (GLOBE) Program. (NSF IMD) Development of classroom assessment tools to embed in science learning activities.
Principal Investigator, "Performance Assessment Links in Science (PALS): (NSF IMD) An on-line resource bank to support professional development and accountability programs.
Project Director, "Development of a Resource Library of Division of Undergraduate Education Evaluation Products."(NSF REC) An electronic library of model evaluation documents.
Principal Investigator, "Analysis of the NSF NIE Program on Education Reform." (NSF REPP) A conceptual framework for analyzing the impacts of network-based projects, recommendations for approaches for evaluating such projects, and policy options for future funding directions.
Direct case studies and design student assessment approaches for the evaluations of the Global Learning and Observations to Benefit the Environment (GLOBE) and the Silicon Valley Challenge 2000 programs.
Project Director, "Building a World Class International Test" to support the NSF effort to enhance the quality of the Third International Mathematics and Science Study (TIMSS.. Made recommendations for the design of NAEP Writing Tasks.

Edys Slatery Quellmalz (continued)

Synergistic Activities

Early innovator of on-line resource libraries and professional development environments for assessment and evaluation. Performance Assessment Links in Science (PALS), Online Evaluation Resource Library (OERL), Design of Student Assessment Tools for the GLOBE Program.

Pioneer of performance assessment design for large-scale assessment programs and curriculum projects. National Advisory Board for the IEA International Study of Achievement. National Academy of Education, Alexander-James Study Group on *The Nation's Report Card Improving the Assessment of Student Achievement*. Writing assessment programs: Illinois, California, Maryland, Connecticut. Critical thinking program, Arkansas Multicultural Reading and Thinking Program.

Advisory Board for Center for Research on Evaluation, Standard, and Student Testing (CRESST).

Professional journal leadership. Associate Editor. *Journal of Educational Psychology*, Editorial Board. *Educational Assessment*, Reviewer: *American Educational Research Journal*, *Journal of Educational Psychology*, *Educational Assessment*, *Handbook of Educational Psychology*.

Service in professional organizations. The American Educational Research Association: Research Training Committee, Ad Hoc Committee on the annual meeting, Secretary-Treasurer, Assembly for Research. National Council of Teachers of English, Technical Review Panel: Evaluation Research Society.

Professional Affiliations

American Educational Research Association
National Council on Measurement in Education

Selected Publications

Quellmalz, E. Q. & Haertel, G. D. (in press). Breaking the mold: Technology-based science assessment in the 21st century.

Quellmalz, E.S. (1999). The role of technology in advancing performance standards in science and mathematics learning. In K. Comfort (Ed.) *How Good is Good Enough? Setting Performance Standards for Science and Mathematics Learning*. Washington, DC: American Association for the Advancement of Science.

Quellmalz, E. S. & Hoskyn, J. (1997). Classroom assessment of reasoning strategies. In G.D. Phye (Ed.) *Handbook of Classroom Assessment*. San Diego, CA: Academic Press.

Kozma, R. And Quellmalz, E.S. (1997). *Evaluation Design and Assessment Guidelines for the Molecular Science Project*. Menlo Park, CA: SRI International.

Quellmalz, E. S. (1991). "Developing Criteria for Performance Assessments: The Missing Link." *Applied Measurement in Education*. 4 (4), 319-331.

Other Publications

Kozma, R. and Quellmalz, E. (1997). Issues and needs in evaluating the educational impact of the national information infrastructure. Paper commissioned by the US Department of Education's office of educational technology. Available: <http://www.ed.gov/Technology/Futures/kozma.html>

Quellmalz, E. S., & Hoskins, J. (1988, April). "Making a Difference in Arkansas. The Multicultural Reading and Thinking Project." *Educational Leadership*, 45, 51-55.

Quellmalz, E. S. (1987). "Developing Reasoning Skills." In J. R. Baron & R. J. Sternberg (Eds.), *Teaching Thinking Skills: Theory and Practice*. New York: Freedman Press.

Stiggins, R. J., Rubel, E., & Quellmalz, E. S. (1986). *Measuring Thinking Skills in the Classroom*. Washington, DC: NEA Professional Library.

Quellmalz, E. S. (1984). "Successful Large-Scale Writing Assessment Programs: Where Are We Now and Where Do We Go from Here?" *Educational Measurement: Issues and Practices*, 3 (1), 29-35.

Recent Collaborators: Dr. Joan Herman, CRESST. Dr. Robert Mislevy, Educational Testing Service

Ph.D. Advisor: Dr. Eva Baker, University of California, Los Angeles