

Dr. THOMAS M. HALADYNA
Professor Emeritus
Arizona State University

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ACADEMIC BACKGROUND

BS	Elementary Education	Illinois State University
MA	Guidance & Counseling	San Jose State University
PhD	Educational Psychology (Testing, statistics, research)	Arizona State University

RELEVANT EXPERIENCE

2007-present Professor Emeritus at Arizona State University
2002-2003 Visiting Scholar, National Assessment of Educational Progress, Educational Testing Service, Princeton, NJ.
1989-2007 Professor of Educational Psychology, College of Teacher Education and Leadership, Arizona State University
1987- Summer Visiting Scholar, Navy Personnel Research and Development Center, San Diego.
1986-1989 Associate Professor of Educational Psychology, Arizona State University West
1982-1986 Director of Health Programs at American College Test
1979-1982 Research Professor at Teaching Research Division, Oregon Higher Education System
1976-1979 Associate Research Professor at Teaching Research
1974-1976 Assistant Research Professor at Teaching Research
1971-1974 Assistant Professor at Southern Illinois University at Carbondale
1961-1962 Elementary and junior high school teacher in
1963-1968 California and Illinois, grades 4 through 8

SCHOLARSHIP

Publications (Books-Refereed)

Lane, S., Raymond, M., & Haladyna, T. M. (Under development). *Handbook of test development* (2nd ed.). NY: Routledge.
Haladyna, T. M., Rodriguez, M. C., & Downing, S. M. (2013). *Developing and validating test items*. NY: Routledge.
Gierl, M., & Haladyna T. M. (Eds.). (2012). *Automatic item generation: Theory and practice*. NY: Routledge.
Downing, S. M. & Haladyna, T. M. (Eds). (2006) *Handbook of test development*. Mahwah, NJ: Lawrence Erlbaum Associates. (Available in translation in Spanish and Japanese).
Haladyna, T. M. (2004). *Developing and validating multiple-choice test items* (3rd edition). Mahwah, NJ: Lawrence Erlbaum Associates).

- Haladyna, T. M. *Writing multiple-choice items*. (2002). Evanston, IL: Promissor (formerly known as Computerized Adaptive Technologies).
- Haladyna, T. M. (2002). *Essential of standardized achievement testing: Validity and accountability*. Needham Heights, MA: Allyn & Bacon.
- Tindal, G., & Haladyna, T. M. (Eds). (2002) *Large-scale assessment programs for all students: Validity, technical adequacy, and implementation*. Lawrence Erlbaum Associates, Publishers.
- Haladyna, T. M. (1999). *A comprehensive guide to student grading*. Needham Heights, MA: Allyn & Bacon.
- Haladyna, T. M. (1997). *Writing test items to evaluate higher-order thinking*. Needham Heights, MA: Allyn & Bacon.
- Haladyna, T. M. (1994). *Developing and validating multiple-choice test items*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Haladyna, T.M. & Olsen, R.M. (1982). *A source book of instruments for identifying economically disadvantaged talented and gifted*. Seattle, WA: Northwest Clearinghouse for Gifted/Talented Education.
- Roid, G.H. & Haladyna, T.M. (1982). *A technology for test-item writing*. New York: Academic Press.
- Miller, H. G., Williams, R. G., & Haladyna, T. M. (1978). *Beyond facts: Objective ways to measure thinking*. Englewood Cliffs, NJ: Educational Technology Publications.

Chapters in Books

- Haladyna, T. M. (Under development). Item analysis. In S. Lane, M. Raymond, & T. M. Haladyna (Ed.). *Handbook of test development*. NY: Routledge.
- Haladyna, T., & Beardsley, A. (2012). Testing, state versus national. In J. Banks (Ed.), *Encyclopedia of diversity in education*. (pp. 2155-2158). Thousand Oaks, CA: SAGE Publications, Inc.
- Rodriguez, M. C., & Haladyna, T. M. (In press). *APA handbook of testing and assessment in Psychology*, Vol. 1, Chapter 18. Washington, DC: American Psychological Association.
- Rodriguez, M. C., & Haladyna, T. M. (2013). Writing selected-response items for classroom assessment. In J. H. McMillan (Ed.) *Sage Handbook on Research on classroom assessment*, p. 293-312. Thousand Oaks, CA: Sage. .
- Gierl, M. J., & Haladyna, T. M. (2012). Automatic item generation: An introduction. In M. J. Gierl & T. M. Haladyna (Eds.) *Automatic item generation*, pp. 3-12. NY: Routledge.
- Haladyna, M. J. (2012). Automatic item generation: A historical perspective. In M. J. Gierl & T. M. Haladyna (Eds.) *Obstacles for Automatic item generation*, pp. 231-239. NY: Routledge.
- Rodriguez, T. M., & Haladyna, T. M. (2012). In J. A. McMillan (Ed.). Selected-response assessments. *The Sage Handbook of Research on Classroom Assessment*. Thousand Oaks, CA: Sage.
- Mahoney, K., Haladyna, T., & MacSwan, J. (2010). The need for multiple measures in reclassification decisions: A validity study of the Stanford English Language Proficiency Test (SELP). In J. S. Lee, T. G. Wiley, & R. Rumberger (eds.), *The Education of Language Minority Immigrants in the USA*. Bristol, UK: Multilingual Matters.

- Mahoney, K., MacSwan, J., Haladyna, T., & Garcia, D. (2010). In P. Gandara & M. Hopkins (Eds.) *Forbidden language: English learners and restrictive language policies* (pp. 50-64). NY: Teachers College Press.
- Downing, S. M., & Haladyna, T. M. (2007). Validity and its threats. In S. M. Downing and R. Yudkowsky (Eds.) (pp. 21-56). *Assessment in health professions education*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Haladyna, T. M. (2004). The conditions of assessment of student learning in Arizona: 2004 In A. Molnar (Ed.) *The conditions of pre-K–12 education in Arizona: 2004*. Tempe, AZ: Education Policy Studies Laboratory at Arizona State University.
- Haladyna, T. M. (2002). Supporting documentation: Assuring more valid test score interpretations (pp. 89-108). In J. Tindal & T. M. Haladyna (Eds.) *Large scale assessment for all students*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Haladyna, T. M. (2002). Research to improve large scale testing. pp. 483-497. In J. Tindal & T. M. Haladyna (Eds.) *Large Scale Assessment Programs for all students*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Haladyna, T. M. (2007). Roles and importance of validity studies in test development (pp. 739-760). In S. M. Downing and T. M. Haladyna (Eds.) *Handbook of test development*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Rodriguez, M., & Haladyna, T. M. (In press.) Objective testing in education. *In American Psychological Association Handbook of Testing and Assessment in Psychology*.

Publications (Books/Monographs-Unrefereed)

- Haladyna, T.M. & Shaughnessy, J.M. (1982). *A manual for the inventory of Affective Aspects of Schooling*. Monmouth, OR: Teaching Research.
- Haladyna, T. M. (1977). *Measuring performance: Teacher-made tests*. Salem OR: Oregon Department of Education.
- Haladyna, T. M. (1978). *The affective reporting system*. Monmouth, OR: Teaching Research.

Publications (Journals--Refereed)

- Haladyna T. M. (2012). The importance of testing medical students' knowledge of what is least likely. *Academic Medicine*, 11, 1454-5
- Amrein-Beardsley, A. & Haladyna, T. M. (2012). Validating a theory-based survey to evaluate teaching effectiveness in higher education. *Journal of Excellence in College Teaching*, 23(1), 17-42.
- Rodriguez, M. C., Albano, A. D., & Haladyna, T. M. (2011). Item writing for test developers, researchers and teachers. *Examination Research*, 4, 85-94.
- Haladyna, T. & Amrein-Beardsley, A. (2009, August). Validation of a research-based student survey of instruction. *Educational Assessment, Evaluation and Accountability*, 21(3), 255-276. <<http://www.springerlink.com/content/m4873358mp43370m/>>
- Beardsley, A. A., & Haladyna, T. (2009). Tinkering with the traditional to assess and promote quality instruction: Learning from a new and unimproved instructional evaluation instrument. *Journal of College Teaching and Learning*, 6(4), 51-64.
- Painter, S., Haladyna, T & Hurwitz, S. (2007). Attracting beginning teachers: The incentives and organizational characteristics that matter. *Planning and Changing*, 38, 108-127.
- Haladyna, T. M. (2006). Perils of standardized achievement testing. *Educational Horizons*, 85(1), 40-43.

- Haladyna, T. M., & Downing, S. M. (2004). Construct-irrelevant variance in high-stakes testing. *Educational Measurement: Issues and Practice*, 23(1), 17-27.
- Downing, S. M., & Haladyna, S. M. (2004). Validity threats: Overcoming interference with proposed interpretations of assessment data. *Medical Education*, 38, 327-333.
- Haladyna, T. M., & Kramer, G., (2004). The validity of subscores for a credentialing examination. *Evaluation in the Health Professions*.
- Haladyna, T. M. (2002). Supporting documentation: Assuring more valid test score interpretations and uses. In G. Tindal & T. Haladyna (Eds.), *Large-scale assessment programs for all students: Development, implementation, and analysis* (pp. 89-198). Mahwah, NJ: Lawrence Erlbaum Associates.
- Haladyna, T. M. (2002). Epilogue: Theory and research improve large-scale testing. In G. Tindal & T. Haladyna (Eds.), *Large-scale assessment programs for all students: Development, implementation, and analysis* (pp. 483-497). Mahwah, NJ: Lawrence Erlbaum Associates.
- Haladyna, T. M., Downing, S. M., & Rodriguez, M. C. (2002). A review of multiple-choice item-writing guidelines for classroom assessment. *Applied Measurement in Education*, 15(3), 309-334.
- Miyasaka, J., Haas, N., Haladyna, T. (Spring 2001). Best preparation for testing is good teaching. *Arizona School Boards Journal*, 26-27.
- Haladyna, T. M., Haladyna, R. R., & Merino, C. (2001) Preparación de preguntas de opciones múltiples para medir el aprendizaje de los estudiantes . *La Revista Iberoamericana de Educación*. (http://www.campus-oei.org/revista/lectores_ev.htm)
- Ong, W., Allison, J., & Haladyna, T. M. (2000). Student achievement in comparable single-age and multi-age third grade classrooms, *Early Childhood Education*, 14, 205-215.
- Haladyna, T. M., & Hess, R. K. (1999). Conjunctive and compensatory standard setting models in high-stakes testing. *Educational Assessment*, 6(2) 129-153 .
- Haladyna, T. M., Allison, J., & Haas, N. (1998). Continuing tensions in standardized testing. *Childhood Education*, 74(5).
- Haladyna, T. M. (1997). Guest editor's note. *Applied Measurement in Education*, 10, 1-3.
- Downing, S. M. & Haladyna, T. M. (1997). Test item development: Validity evidence from quality assurance procedures. *Applied Measurement in Education*, 10, 61-82
- Downing, S. M., & Haladyna, T. M. (1996). Model for evaluating high-stakes testing programs: Why the fox should not guard the chicken coop. *Educational Measurement: Issues and Practice*, 15, 5-12.
- Haladyna, T. M. (1996). The trouble with standardized testing. *Arizona School Boards Journal*, 26-29.
- Downing, S. M. & Haladyna, T. M. (1995). Evaluating licensure and certification examination programs. *CLEAR Exam Review*, 6, 23-26.
- Haladyna, T. M. (1994). A research agenda for credentialing examinations. *Evaluation in the Health Professions*, 17, 242-253.
- Haladyna, T. M. & Hess, R. (1994). The detection and correction of bias in student ratings of instruction. *Research in Higher Education*, 35, 669-687.
- Crehan, K. D., Haladyna, T. M., & Brewer, B., (1993) Use of an inclusive option and the optimal number of options for multiple-choice items. *Educational and Psychological Measurement*, 53, 241-247.

- Haladyna, T. M. & Downing, S. M. (1993). How many options is enough for a multiple-choice test item. *Educational and Psychological Measurement*.
- Haladyna, T. M. (1992a). Context dependent item sets. *Educational Measurement: Issues and Practices, 11*, 21-25.
- Haladyna, T. M. (1992b). The effectiveness of several multiple-choice formats. *Applied Measurement in Education, 5*, 73-88.
- Nolen, S. B., Haladyna, T. M., and Haas, N. S. (1992). Uses and abuses of achievement test scores. *Educational Measurement: Issues and Practices, 11*, 9-15.
- Haladyna, T. M. (1992). Test Score Pollution: Implications for limited English proficient students Proceedings of the Second National Research Symposium on Limited English Proficient Student Issues: Focus on Evaluation and Measurement. Volume 2. Washington, DC: United States Department of Education Office of Bilingual Education and Minority Languages Affairs.
- Haladyna, T. M., Nolen, S. B., & Haas, N. S. (1991). Raising standardized achievement test scores and the origins of test score pollution. *Educational Researcher, 20*, 2-7.
- Haladyna, T. M. (1991). Generic questioning strategies for linking teaching and testing. *Educational Technology: Research and Development, 39*, 73-81.
- Crehan, K. D., & Haladyna, T. M. (1991). The validity of two item-writing rules. *The Journal of Experimental Education, 59*, 183-192.
- Haladyna, T. M. (1991) Test score pollution: Implications for limited English proficient students. Proceedings of the Second National Research Symposium on Limited English Proficient Student Issues: Focus on Evaluation and Measurement. Washington, DC: OBEMLA.
- Nolen, S. B., & Haladyna, T. M. (1990). Motivation and studying in high school science. *The Journal of Research in Science Teaching, 27*, 115-126.
- Nolen, S. B. & Haladyna, T. M. (1990). Teacher goals and study strategies: Measures of student perceptions. *Educational and Psychological Measurement, 50*, 191-202.
- Nolen, S. B. & Haladyna, T. M. (1990). Personal and environmental influences on students' beliefs about effective study strategies. *Contemporary Educational Psychology, 15*, 116-130.
- Haladyna, T. M. (1990). Effects of empirical option weighting on estimating domain scores and making pass/fail decisions. *Applied Measurement in Education, 3* 231-244.
- Haladyna, T. M. (1990). Advances in item design. *Rasch measurement transactions, 4*(2), 103
- Haladyna, T. M., & Downing, S. M. (1989a). A taxonomy of multiple-choice item-writing rules. *Applied Measurement in Education, 1*, 37-50.
- Haladyna, T. M., & Downing, S. M. (1989b). The validity of a taxonomy of multiple-choice item-writing rules. *Applied Measurement in Education, 1*, 51-78.
- Haladyna, T. M., & Shindoll, R. R. (1989). Item shells: A method for writing effective multiple-choice test items. *Evaluation and the Health Professions, 12*, 97-104.
- Haladyna, T. M. (1987). Three components in the establishment of a certification testing program. *Evaluation in the Health Professions, 10*, 139-172.
- Haladyna, T. M. (1987). Implications from an independent observer: The Rasch model. In *Riding the Rasch Tiger*. Portland, OR: National Association of Test Directors.
- Shaughnessy, J. M. & Haladyna, T. M. (1986). Research on student attitudes toward the social studies. *Social Education, 49*, 692-695.

- Shaughnessy, J. M., Haladyna, T. M., & Shaughnessy, J. M. (1983). A causal analysis of attitude toward mathematics. *Journal of Research in Mathematics Education, 14*, 18-29.
- Shaughnessy, J. M., Haladyna, T. M., & Shaughnessy, J. M. (1983). Relations of student, teacher and learning environment variables to attitude toward mathematics. *School Science and Mathematics, 83*, 21-37.
- Haladyna, T. M. & Roid, G. H. (1983). A comparison of two item selection procedures for constructing criterion-referenced tests. *Journal of Educational Measurement, 20*, 271-282.
- Haladyna, T.M. & Roid, G. H. (1983). Two alternative methods for criterion-referenced instructional program assessment. *Educational Technology, 28*, 35-38.
- Haladyna, T.M. (1985). A review of "A Guide to Criterion-referenced Test Construction", *Journal of Educational Measurement, 22*, 313-316.
- Haladyna, T. M., Olsen, R. M., & Shaughnessy, J. M. (1983). Correlates of class attitude toward science. *Journal of Research for Science Teaching, 20*, 311-324.
- Haladyna, T. M., Shaughnessy, J. M., & Redsun, A. (1982). Relations of student, teacher and learning environment variables to attitude toward social studies. *Journal of Social Studies Research, 6*, 36-44.
- Haladyna, T. M., Shaughnessy, J. M., & Redsun, A. (1982). Factors related to class attitude toward social studies. *Theory and Research in Social Education, 10*, 1-26.
- Haladyna, T. M. (1982a). Two alternative methods for criterion-referenced instructional program assessment. *Educational Leadership, 23*, 467-470.
- Haladyna, T. M. (1982b). A quantitative synthesis of student attitude toward science as a school subject matter. *Science Education, 66*, 671-687.
- Haladyna, T. M., Olsen, R. M., & Shaughnessy, J. M. (1982). Relations of student, teacher and learning environment variables to attitude toward science. *Science Education, 66*, 547-563.
- Haladyna, T. M., & Roid, G. H. (1981). The role of instructional sensitivity in the empirical review of criterion-referenced test items. *Journal of Educational Measurement, 18*, 39-53.
- Haladyna, T.M. (1981). "Researcher's comments" In W.R. Borg (Ed.), *Applying educational research: A practical guide for teachers*. New York, NY: Longman.
- Roid, G. H., & Haladyna, T. M. (1980). Toward a technology of test item writing. *Review of Education Research, 50*, 293-314.
- Haladyna, T. M., & Thomas, G. P. (1979a). The affective reporting system. *Journal of Educational Measurement, 16*, 49-54.
- Haladyna, T. M., & Thomas, G. P. (1979b). The attitudes of elementary school children toward school and subject matters. *Journal of Experimental Education, 48*, 18-23. Reprinted in W.R. Borg (ed.). (1981). *Applying educational research: A practical guide for teachers*. New York, NY: Longman.
- Roid, G. H., & Haladyna, T. M. (1978). The use of domains and item forms in the formative evaluation of instructional materials. *Educational and Psychological Measurement, 38*, 19-28.
- Roid, G. H., & Haladyna, T. M. (1977). Measurement problems in the formative evaluation of instructional systems. *Improving Human Performance, 6*, 30-44.
- Haladyna, T. M. (1976). Measurement issues related to performance standards. *Florida Journal of Educational Research, 18*, 33-4.

- Haladyna, T. M. (1975). On the psychometric-edumetric dimensions of tests. *American Psychologist*, 30, 603-4.
- Haladyna, T. M. (1974). Effects of different samples on item and test characteristics of criterion-referenced tests. *Journal of Educational Measurement*, 11, 93-100.

Consulting Activities
Planning, Developing, and Evaluating Testing Programs.
Item Writing Training and Evaluation
Validity Studies

(Public Schools and Agencies)

Akron University
Arizona Department of Education,
Astoria School District (Oregon)
Beaverton Public Schools (Oregon)
Center for the Study of Evaluation at UCLA (California)
Central Point (OR) School District (Oregon)
Columbia County School District (Oregon)
Eastern Oregon State College
Educational Service District #112, Vancouver, Washington
Ferris State College (Michigan)
Glendale Elementary School District (Arizona)
Kansas State Board of Education
Kyrene (Arizona) School District (Arizona)
Lebanon (OR) School District (Oregon)
Monmouth-Independence School District (Oregon)
Northeast Missouri State University
Northwest Evaluation Association (Oregon)
New York University Dental School
Oregon State School for the Deaf-Blind
Oregon Health Sciences University, School of Nursing
Oregon Health Sciences University, School of Dentistry
Oregon Department of Education,
Oregon Department of Mental Health
Pearson Digital Learning
Pearson Testing
Peoria Unified School District (Arizona)
Portland Public School (Oregon)
Portland State University (Oregon)
Southern Oregon State College
Southern Illinois University
Superintendent of Public Instruction in Washington
Tempe Unified School District (Arizona)
University of North Texas
University of Oregon
Vancouver (Washington) School District
Washington County Educational Service District
Washington State Board of Education
Washington Elementary School District, Wichita (Kansas) School District

(Certification/Licensing)

American Academy of Facial Plastic and Reconstructive Surgery
American Academy of Otolaryngology, Head and Neck Surgery
American Association of Dental Examiners
American Association of Medical Acupuncture
Association of Social Work Boards
American Board of Cosmetic Surgery
American Board of Facial Plastic and Reconstructive Surgery
American Board of Hair Restoration Surgery
American Board of Hospice and Palliative Medicine
American Board of Ophthalmic Facial Plastic and Reconstructive Surgery
American Board of Otolaryngology,
American Compensation Association
American Dental Association,
American Society of Hand Therapists
American Society of Surgery of the Hand
Arizona Department of Human Resources: Emergency Medical Technicians
Arizona Department of Public Safety
Arizona Peace Officers Standards and Training Board
Arizona Supreme Court
Central Region Dental Testing Services
Colorado Peace Officers Standards and Training Board
Dental Interactive Simulation Corporation
Educational Testing Service
Emergency Nurses Association
Good Samaritan Hospital, Phoenix, Arizona
Good Samaritan Hospital, Portland, Oregon
Louisiana Bar Examination
Microsoft Corporation
Motorola Corporation
National Association of Boards of Pharmacy
National Association of State Boards of Accountancy
New York University School of Dentistry
Oregon Department of Health
Oregon Department of Mental Health
Oregon Health Sciences University, School of Dentistry
Oregon Health Sciences University, School of Nursing
Tufts University School of Dentistry
University of Loyola School of Law
United States Army Skill Qualification Testing
United States Navy Personnel Research Development Center
Western Regional Dental Examining Board