

# Joshua M. **Rosenberg**

Assistant Professor, STEM Education

## Curriculum Vita

Research interests: Science education, data science education, quantitative and computational research methods, educational technology

📍 Theory and Practice in Teacher Education  
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🆔 Joshua Rosenberg

## 0.1 Education

- 2011 – 2015 Ph.D., Educational Methodology, Policy and Leadership, University of Oregon  
*Dissertation: Teacher and School Contributions to Student Growth*
- 2008 – 2009 M.S. Educational Leadership, University of Oregon  
*Terminal Project: Educational Accountability: An Examination of Policy and Measurement Practices*
- 2003 – 2007 B.S. Elementary Education, Utah State University

## 0.2 Brief professional history

- 2018 – **Research Assistant Professor**, Behavioral Research and Teaching, University of Oregon
- 2015 – 2018 **Research Associate**, Behavioral Research and Teaching, University of Oregon (*on-leave during post-doc*)
- 2016 – 2017 **IES Post-Doctoral Research Fellow**, Center on Teaching and Learning, University of Oregon
- 2009 – 2015 **Research Assistant**, Behavioral Research and Teaching, University of Oregon

## 0.3 Additional training (received)

*Applied Machine Learning* (2019). Two-day workshop lead by Dr. Max Kuhn

*Summer Institute on Computational Social Science* (2018). Remote week-long workshop lead by Drs. Matthew Salganik & Chris Bail

*Master R Developer Workshop* (2017). Two-day workshop lead by Dr. Hadley Wickham

*Institute of Education Sciences: Cluster-randomized trials* (2016). Two-week long workshop lead by Drs. Larry V. Hedges & Spyros Konstantopoulos








# 1 Teaching

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## 1.1 Data science specialization


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I have led the design, development, and teaching of a new [five-course graduate-level data science specialization](#) offered through the University of Oregon's College of Education. The following lists the sequence of courses in the specialization, as well as the year/quarter the course was most recently taught.

1. *Introduction to data science with R*. (Fall, 2018). CRN: 12074; 3 credit hours. 
2. *Communicating and transforming data*. (Winter, 2019). CRN: 27553; 3 credit hours.  
3. *Functional programming with R*. (Spring, 2019). CRN: 35699; 3 credit hours.  
4. *Applied predictive modeling*. (Spring, 2020). CRN: [planned]; 3 credit hours. 
5. *Capstone*. (Summer, 2020). CRN: [planned]; 4 credit hours. 


## 1.2 Additional courses taught

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1. *Multiple regression in educational research*. (Fall, 2018). CRN: 17258; 3 credit hours. 
2. *Survey of educational research methods*. (Summer, 2018). CRN: 40797; 3 credit hours.
3. *Exploring data with R*. (Spring/Fall, 2017). CRN: 17214/37117; 4 credit hours.

## 1.3 Related experience

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1. *Data processing, analysis, and visualization w/R*. (Fall/Winter/Spring, 2015/2016). Taught internally to BRT researchers credit hours. 
2. *Evidence-based decision making*. (Winter, 2017). CRN: 22130 [co-taught w/Dr. Nancy Heaps]; 4 credit hours.
3. *Multiple regression in educational research [supervised teaching]*. (Fall, 2015). 4 credit hours.
4. *Public elementary school teacher*. (2007-08).

# 2 Scholarship



*Icons link to additional content*

## 2.1 Peer-Reviewed Publications

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- in press* 16. Kovensky, R., Anderson, D., and Leve, L (*in press*). Early adversity and sexual risk in adolescence: externalizing behaviors as a mediator. *Journal of Child & Adolescent Trauma*. doi: [10.1007/s4065](https://doi.org/10.1007/s4065)
- 2019 15. Anderson, D (2019). Exploring teacher and school variance in students' within-year reading and mathematics growth. *School Effectiveness and School Improvement*. 30, 510-530. doi: [10.1080/09243453.2019.1618349](https://doi.org/10.1080/09243453.2019.1618349)

14. Shanley, L., Clarke, B., Anderson, D., Turtura, J., Doabler, C., Kurtz-Nelson, E., & Fien, H (2019). Exploring the utility of assessing early mathematics intervention response via embedded assessment. *School Psychology*. doi: [10.1037/spq0000326](https://doi.org/10.1037/spq0000326)
13. Nese, J. F. T., Farley, D., & Anderson, D (2019). Educator-reported instructional characteristics of grade 1 reading interventions within a CBM assessment system. *Learning Disabilities: Research and Practice*. doi: [10.1111/ldrp.12191](https://doi.org/10.1111/ldrp.12191)
12. Tindal, G., and Anderson, D (2019). Changes in status and performance over time for students with specific learning disabilities. *Learning Disabilities Quarterly*. 42, 3-16. doi: [10.1188/0731948718806660](https://doi.org/10.1188/0731948718806660)
- 2018 11. Rosenberg, J, Beymer, P. N., Anderson, D., van Lissa, C.J., and Schmidt, J. A (2018). tidyLPA: An R package to easily carry out latent profile analysis (LPA) using open-source or commercial software. *Journal of Open Source Software*. 3(30), 978. 10.21105/joss.00978 
10. Fien, H., Anderson, D., Nelson, N. J., Kennedy, P., Baker, S. K., & Stoolmiller, M (2018). Examining the impact and school-level predictors of impact variability of an 8th grade reading intervention on at-risk students' reading achievement. *Learning Disabilities Research & Practice*. 33, 37-50. doi: [10.1111/ldrp.12161](https://doi.org/10.1111/ldrp.12161)
- 2017 9. Anderson, D., Kahn, J, and Tindal, G (2017). Exploring the robustness of a unidimensional item response theory model with empirically multidimensional data. *Applied Measurement in Education*. 30, 163-177. doi: [10.1080/08957347.2017.1316277](https://doi.org/10.1080/08957347.2017.1316277) 
8. Park, B. J., Anderson, D., Tindal, G., & Alonzo, J (2017). A validity argument for a mathematics curriculum-based measure: Implications for response to intervention decision-making. *Journal of Educational Administration and Policy*. 2, 5-18. 10.22553/keas/2017.2.1.5 
- 2016 7. Farley, D., Anderson, D., Irvin, P. S., & Tindal, G (2016). Modeling reading growth in Grades 3-5 with an alternate assessment. *Remedial and Special Education*. 38, 195-206. doi: [10.1177/0741932516678661](https://doi.org/10.1177/0741932516678661)
6. Saven, J. L., Anderson, D., Nese, J. F. T., Farley, D., & Tindal, G (2016). Patterns of statewide test participation for students with significant cognitive disabilities. *The Journal of Special Education*. 49, 209-220. doi: [10.1177/0022466915582213](https://doi.org/10.1177/0022466915582213)
- 2015 5. Anderson, D., Farley, D., & Tindal, G (2015). Test design considerations for students with significant cognitive disabilities. *The Journal of Special Education*. 49, 3-15. doi: [10.1177/0022466913491834](https://doi.org/10.1177/0022466913491834) 
4. Anderson, D., Irvin, P. S., Alonzo, J., & Tindal, G (2015). Gauging item alignment through online systems while controlling for rater effects. *Educational Measurement: Issues and Practice*. 34, 22-33. doi: [10.1111/emip.12038](https://doi.org/10.1111/emip.12038) 

- 2013     3. Patarapichayatham, C., Anderson, D., and Kamata, A (2013). Middle school transition: An application of latent transition analysis (LTA) on easyCBM benchmark mathematics data. *The International Journal of Educational Administration and Development*. 4, 745-756. 
- 2012     2. Nese, J. F. T., Biancarosa, G., Anderson, D., Lai, C.-F., Alonzo, J., and Tindal, G (2012). Within-year oral reading fluency with CBM: A comparison of models. *Reading and Writing*. 25, 887-915. doi: [10.1007/s11145-011-9304-0](https://doi.org/10.1007/s11145-011-9304-0)
- 2011     1. Anderson, D., Lai, C., Alonzo, J. and Tindal, G (2011). Examining a grade-level math CBM designed for persistently low-performing students. *Educational Assessment*. 16, 15-34. doi: [10.1080/10627197.2011.551084](https://doi.org/10.1080/10627197.2011.551084) 

## 2.2 Manuscripts under review for publication

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1. Anderson, D., Rowley, B., Irvin, P. S., Rosenberg, J. M., & Stegenga, S (*revise & resubmit*). Evaluating content-related validity evidence using a text-based, machine learning procedure. 





## 2.3 Book chapters


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2. Rosenberg, J. M., Lawson, M. A., Anderson, D., Rutherford, T., & Jones, R. S (*forthcoming*). Making data science “count”: Data science and Learning, Design, and Technology research. In E. Romero-Hall (Ed.). *Research Methods in Learning Design & Technology* Routledge: New York, NY
1. Tindal, G., and Anderson, D (2011). Validity evidence for making decisions about accommodated and modified large-scale tests. In Elliot, S. N., Kettler, R. J., Beddow, P. A., & Kurz, A. (Eds.). *Accessible tests of student achievement: Issues, innovations, and applications* (pp. 183-200). New York, NY: Springer

## 2.4 National & International Conference Presentations

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- 2019     29. Anderson, D., Rowley, B., Stegenga, S., Irvin, P. S., and Rosenberg, J. M (April, 2019). *Evaluating content-related validity evidence using text modeling*. Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, ON.  
- 2018     28. Anderson, D., and Tindal, G (October, 2018). *Changes in status and performance for students with learning disabilities*. Poster presented at the annual meeting of the Council for Learning Disabilities, Portland, OR. 
27. Anderson, D., and Stevens, J. J (April, 2018). *Exploring and visualizing school achievement and school effects*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York, NY. 





26. Stegenga, S., Anderson, D., Munger, K., and Wennerstrom, E. K (March, 2018). *Big Data... and Babies!? A Mixed Methods Systematic Scoping Review of Strengths, Challenges, and Implications of Big Data Use in Early Intervention and Early Childhood*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA. 
- 2017
25. Anderson, D., Stevens, J. J., and Nese, J. F. T (April, 2017). *Visualizing Achievement Gaps Across the Full Distribution*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.
  24. Stevens, J. J., Anderson, D., Nese, J. F. T., and Tindal, G (April, 2017). *Using Effect Size Measures to Estimate and Report Achievement Gaps*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.
  23. Pilger, M., Fien, H., Nelson, N. J., Anderson, D. and Otterstedt, J (February, 2017). *Self-Regulation and Math Achievement: Potential Mitigating Benefits of Instructional Gaming*. Paper presented at the annual meeting of the National Association of School Psychologists, Washington, DC.
  22. Nese, J. F. T., Anderson, D., and Farley, D (February, 2017). *What Does Reading Intervention Look Like?*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- 2016
21. Anderson, D., and Stevens, J. J (December, 2016). *Visualizing Achievement Gaps Across the Full Scale*. Poster presented at the Principal Investigators Meeting, Institute of Education Sciences, Washington, DC.
  20. Anderson, D (May, 2016). *Exploring the Latino-White Achievement Gap Across Disability Classifications Over Time*. Poster presented at the Education and Inequality in 21st Century America conference at Stanford University, Palo Alto, CA.
  19. Anderson, D., and Stevens, J. J (April, 2016). *Cohort and content variability in value-added model school effects*. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, DC.
- 2015
18. Anderson, D., and Stevens, J. J (April, 2015). *Exploring the impact of cohort variability on teacher effects*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.
  17. Anderson, D (April, 2015). *Within-year variance in mathematics growth between students, teachers, and schools*. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL.
  16. Anderson, D., Irvin, P. S., Nese, J. F. T, Alonzo, J., Tindal, G (April, 2015). *National middle school mathematics within-year growth norms*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
  15. Anderson, D., Kahn, J. D., Alonzo, J, and Tindal, G (April, 2015). *Exploring the item factor structure of a CCSS-aligned middle school mathematics CBM*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

14. Farley, D., Anderson, D., Irvin, P. S., Saven, J. L., and Tindal G (April, 2015). *Modeling reading growth for alternate assessments based on alternate achievement standards (AA-AAS)*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- 2013    13. Anderson, D., Irvin, P. S., Alonzo, J., & Tindal, G (April, 2013). *Modeling rater effects in a formative mathematics alignment study*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA.
12. Irvin, P. S., Anderson, D., Saven, J., Alonzo, J. and Tindal, G (April, 2013). *Within-year growth in math: Implications for progress-monitoring using RTI*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
11. Saven, J., Anderson, D., Nese, J. F. T., Alonzo, J., and Tindal, G (April, 2013). *Teacher decision making and within-year growth in math*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
10. Patarapichayatham, C., Nese, J. F. T., & Anderson, D (April, 2013). *Within-year grade 2 math growth: Using a 2PL second-order item response theory growth model*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA.
9. Anderson, D., Alonzo, J., and Tindal, G (February, 2013). *Best practices in oral reading fluency administration*. Paper presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.
8. Patarapichayatham, C., Anderson, D., & Kamata, A (February, 2013). *Middle School Transition: An Application of Latent Transition Analysis (LTA) on easyCBM® Benchmark Mathematics Data*. Paper presented at the Conference on Educational Reform, SiemReap, Cambodia.
- 2012    7. Anderson, D (June, 2012). *An analysis of growth in alternate assessments*. Paper presented at the annual meeting of the Council of Chief State School Officers (CCSSO), National Conference on Student Assessment, Minneapolis, MN.
6. Alonzo, J., Park, B.J., Lai, C.F., Anderson, D., and Irvin, P. S (February, 2012). *The appropriateness of different types of CBM measures for first- and second-grade students receiving literacy instruction in Spanish*. Poster presented at the Pacific Coast Research Conference, Coronado, CA.
- 2011    5. Park, B. J., Anderson, D., Alonzo, J., and Tindal, G (April, 2011). *Use of Student Growth to Predict State Assessment Performance*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

4. Park, B. J., Anderson, D., Nese, J. F. T., Alonzo, J., and Tindal, G (April, 2011). *The Classification Accuracy of Mathematics Screening Measures*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- 2010 3. Nese, J. F. T., Anderson, D., and Tindal, G (May, 2010). *The invariance of the easyCBM® mathematics measures across educational setting, language, and ethnic groups*. Paper presented at the annual meeting of the National Council of Measurement in Education, Denver, CO.
2. Anderson, D., Park, B. J., and Tindal, G (May, 2010). *An examination of the easyCBM® benchmark tests and the Oregon statewide tests in grades 6-8 mathematics*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
1. Anderson, D (May, 2010). *Accountability plans and the growth model pilot program: An examination of state policy effects on the percentage of schools making adequate yearly progress*. Poster presented at the annual meeting of the American Educational Research Association, Denver, CO.

## 2.5 Regional conferences



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4. Anderson, D (September, 2018). *My research and the COE*. Presentation at the Joint Meeting of the University of Oregon's Data Science Initiative and Oregon Health and Science University. 
3. Anderson, D (June, 2018). *Contribute to open source with pretty slides*. Presentation at the annual Cascadia R Conference. 
2. Anderson, D (April, 2018). *Developing your first R package: A case study with esvis*. Presentation at the Eugene R Users Group Meetup. 
1. Anderson, D (June, 2017). *esvis: An R package for effect size visualizations*. Presentation at the annual Cascadia R Conference. 









## 2.6 Technical reports (selected)

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I am a co-author on over [sixty](#) technical reports. Below is a sample of 10 that are among the most cited.

10. Anderson, D., Alonzo, J., Tindal, G., Farley, D., Irvin, P. S., Lai, C. F., Saven, J. L., Wray, K. A (2014). *Technical Manual: easyCBM* (Technical Report No. 1408). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
9. Anderson, D (2013). *Hierarchical Linear Modeling (HLM): An Introduction to Key Concepts Within Cross-Sectional and Growth Modeling Frameworks* (Technical Report No. 1308). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 



8. Anderson, D., Irvin, P. S., Patarapichayatham, C., Alonzo, J., & Tindal, G (2012). *The development and scaling of the easyCBM CCSS middle school mathematics measures* (Technical Report No. 1207). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
7. Anderson, D., Park, B. J., Lai, C. F., Alonzo, J., & Tindal, G (2012). *An examination of test-retest, alternate form reliability, and generalizability theory study of the easyCBM reading assessments: Grade 1* (Technical Report No. 1216). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
6. Lai, C.F., Nese, J.F.T., Jamgochian, E.M., Kamata, A., Anderson, D., Park, B.J., Alonzo, J., & Tindal, G (2010). *Technical adequacy of the easyCBM primary-level reading measures (Grades K-1), 2009-2010 version* (Technical Report No. 1003). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
5. Sáez, L., Park, B. J., Nese, J. F. T., Jamgochian, E. M., Lai, C. F., Anderson, D., Kamata, A., Alonzo, J., & Tindal, G. (2010) (2010). *Technical Adequacy of the easyCBM Reading Measures (Grades 3-7), 2009-2010 Version* (Technical Report No. 1005). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
4. Nese, J. F. T., Lai, C. F., Anderson, D., Park, B. J., Tindal, G., & Alonzo, J (2010). *The alignment of easyCBM math measures to curriculum standards* (Technical Report No. 1002). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
3. Nese, J. F. T., Lai, C. F., Anderson, D., Jamgochian, E. M., Kamata, A., Sáez. L., Park, B. J., Alonzo, J., & Tindal, G (2010). *Technical adequacy of the easyCBM mathematics measures: Grades 3-8, 2009-2010 version* (Technical Report No. 1007). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
2. Anderson, D., Lai, C. F., Nese, J. F. T., Park, B. J., Sáez. L., Jamgochian, E. M., Alonzo, J., & Tindal, G (2010). *Technical adequacy of the easyCBM primary-level mathematics measures (grades K-2), 2009-2010 version* (Technical Report No. 1006). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 
1. Jamgochian, E. M., Park, B. J., Nese, J. F. T., Lai, C. F., Sáez. L., Anderson, D., Alonzo, J., & Tindal, G (2010). *Technical adequacy of the easyCBM grade 2 reading measures* (Technical Report No. 1004). Eugene, OR: Behavioral Research and Teaching, University of Oregon. 

## 3 External Funding Activity

*Icons link to additional content*

### 3.1 Under review

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1. Community, opportunity, and disparity in educational systems: Project CODES. July 2020 to June 2024. Proposed budget: \$1,399,808. **Role:** Principal Investigator. FTE: 0.30.
2. Digital assessments of writing using multiple metrics to reflect improvement for students with disabilities. September 2020 to August 2024. Proposed budget: \$1,399,163. **Role:** Principal Investigator. FTE: 0.35.
3. Community health and school readiness: Closing the gap. January 2020 to December 2020. Proposed budget: \$48,903.17. **Role:** Principal Investigator. FTE: 0.00.






## 3.2 Current projects

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1. Evaluation of return to school programs for traumatic brain injury. September 2019 to August 2023. Total budged: \$2,189,469. **Role:** Statistical analyst/advisor. PI: Ann Glang. FTE: 0.10.
2. Oregon Extended Assessment. September 2019 to August 2020. Total budged: \$628,012. **Role:** Statistical analyst/psychometrician. PI: Gerald Tindal. FTE: 0.24.

## 3.3 Completed projects

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1. Developing middle school mathematics progress monitoring measures. June 2010 to June 2014. Total budged: \$1,631,403. **Role:** Project Manager. PI: Gerald Tindal. FTE: 0.51 to 0.61 across project years. 
2. National research and development center on assessment and accountability. July 2011 to June 2018. Total budged: \$11,677,134. **Role:** Research Associate. PI: Gerald Tindal. FTE: 0.10 to 0.47 across project years. 
3. Reliability and validity evidence for progress measures in reading. June 2010 to May 2014. Total budged: \$1,596,638. **Role:** Research Assistant. PI: Gerald Tindal. FTE: 0.28 to 0.45 across project years. 







# 4 Software development

*Icons link to additional content*

I am active in the R community and have developed a number of packages. My GitHub repositories for R rank in the [top 30 \(of 8,590\) nationally and top 100 \(of 72,387\) worldwide](#). Below is a summary of packages I have authored and contributed to, as well as a few interactive data applications.





## 4.1 Author

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6. Barrett, T. S., & Anderson, D (2019). biosketchr: Rmarkdown for biosketches. R package version 0.1.4. 
5. Anderson, D., Heiss, A., & Rosenberg, J. M (2019). equatiomatic: Convert R models to LaTeX equations. R package version 0.0.0.9000. 
4. Anderson, D (2018). slidex: Convert microsoft PowerPoint slides to markdown/HTML slides. R package version 0.0.0.9000. 
3. Anderson, D (2018). esvis: Visualization and estimation of effect sizes. R package version 0.2.0. 
2. Anderson, D (2016). sundry: A sundry of convenience functions. R package version 0.0.0.9000. 
1. Anderson, D (2015). r2Winsteps: A package for interfacing between R and the Rasch modeling software Winsteps. R package version 0.0.0.9000. 




## 4.2 Contributor

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2. Xie, Y (2018). xaringan: Presentation ninja. R package version 0.6.3.  
1. Rosenberg, J. M (2018). tidyLPA: Easily carry out latent profile analysis. R package version 0.1.3.  

## 4.3 Web applications

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2. Anderson, D (2019). Geographical variance in achievement gaps.  
1. Anderson, D (2019). Early learning alliance. 

# 5 Professional Service

## 5.1 Working Committees

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3. *Core Member (two-year appointment): Social Systems Data Science Network.* (2019-current). University of Oregon.
2. *Faculty Advisory Committee: Research Advanced Computing Services.* (2018-current). University of Oregon.
1. *Panel Member, Next Generation Assessment Review for Accessibility for Students with Disabilities.* (August, 2015). Sponsored by HumRRO and the Thomas B. Fordham Institute.

## 5.2 Doctoral committees

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I have served on the following doctoral committee.

1. Sondra Stegenga. (2018-2019). Dissertation title: *Maximizing pilot phase measures to inform quality improvement: Using a sequential mixed methods design with interrupted time series to examine feasibility, uptake, and drivers of an evidence based practice in part c/early intervention systems.* University of Oregon.

## 5.3 Workshops delivered

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2. *Developing transparent and reproducible research with R.* (April, 2019). Training provided at the Annual meeting of the American Educational Research Association, Toronto, ON.
1. *A taste of R: Mini-course on R (4 sessions, two hours each).* (Winter, 2017). Training provided for University of Oregon faculty in the College of Education.

## 5.4 Ad hoc reviewer

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I have served as a peer reviewer for the following journals:

Educational Researcher	Reading Research Quarterly
American Educational Research Journal	Journal of Special Education
Educational Measurement: Issues and Practice	Remedial and Special Education
Applied Psychological Measurement	Open Education Studies
Educational Assessment	Studies in Educational Evaluation
	Language Testing

## 6 Awards

2. Outstanding reviewer: *Educational Researcher*. (2017).
1. Terminal project of distinction. (2009). Awarded for outstanding Master's degree Terminal Project.

## 7 Professional Affiliations

3. American Educational Research Association
2. National Council of Measurement in Education
1. Data Visualization Society

