

# **Samuel D. Ihlenfeldt**

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## **EDUCATION**

Fall 2023 (Anticipated)  
Ph.D. Student in Quantitative Methods in Education  
Measurement Concentration  
University of Minnesota, Minneapolis, MN

June 2014  
B.A. in Mathematics  
Statistics Concentration  
Carleton College, Northfield, MN

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## **PROFESSIONAL EXPERIENCE**

University of Minnesota, Minneapolis, MN  
Department of Educational Psychology  
Graduate Student Researcher  
August 2017 – Present

Minnesota Department of Education, Roseville, MN  
Statewide Testing Division  
Research Intern  
August 2020 – May 2021

Pearson  
Educational Portfolio, Clinical Assessment Division  
John P. Yackel and Pearson Assessment Internship  
August 2021 – May 2022

Pearson  
Educational Portfolio, Clinical Assessment Division  
Contracted Researcher  
May 2022 – September 2022

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## **PUBLICATIONS**

### **Refereed Journal Articles**

**Ihlenfeldt, S. D., & Rios, J. A.** (2022). Do admissions English assessments predict success in higher education? A meta-analysis. *Language Testing*. Advanced online publication. <https://doi.org/10.1177/02655322221112364>

Rios, J. A., Deng, J., & **Ihlenfeldt, S. D.** (accepted). To what degree does rapid guessing underestimate test performance? A meta-analytic investigation. *Educational Assessment*.

Rios, J. A., & **Ihlenfeldt, S. D.** (2021). State assessment score reporting practices for English learner parents. *Educational Measurement: Issues and Practice*, 40(3), 31-41. <https://doi.org/10.1111/emip.12424>

Rios, J. A., **Ihlenfeldt, S. D.**, & Chavez, C. (2020). Are accommodations for English learners on state accountability assessments evidence-based? A multi-study systematic review and meta-analysis. *Educational Measurement: Issues and Practice*, 39(4), 65-75. <https://doi.org/10.1111/emip.12337>

Rios, J. A., **Ihlenfeldt, S. D.**, Dosedel, M., & Riegelman, A. (2020). A topical and methodological systematic review of meta-analyses published in the educational measurement literature. *Educational Measurement: Issues and Practice*, 39(1), 71–81. <https://doi.org/10.1111/emip.12282>

### Manuscripts in Preparation

**Ihlenfeldt, S. D.**, Berry, Y., & Rios, J. A. (2022). *Examining the effectiveness of a pop-up glossary accommodation on a large-scale state assessment*. Manuscript submitted for publication to Educational Assessment.

**Ihlenfeldt, S. D.**, Deng, J. (2022). *Evaluating rapid guessing response patterns on multistage assessment: A simulation study*. Manuscript in preparation.

Rios, J. A., & **Ihlenfeldt, S. D.** (2022). *Robust estimation of ability amidst noneffortful responses: A modified weighted likelihood approach*. Manuscript in preparation.

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### Awards and Honors

National Council on Measurement in Education (NCME) Mission Fund Grant  
NCME  
April 2022

Quantitative Methods in Education Student Leadership Award  
University of Minnesota  
May 2020

College of Education and Human Development Hauge Fellowship  
University of Minnesota  
April 2021

Quantitative Methods in Education Teaching Award  
University of Minnesota  
May 2021

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## INVITED TALKS

**Ihlenfeldt, S. D.** (2021, April) *Surveying national assessment and score reporting practices for English learners*. Presented as part of the IEMP Educational Measurement Speaker Series.

**Ihlenfeldt, S. D.** (2021, April) *Examining the effectiveness of a pop-up glossary accommodation on a large-scale state assessment*. Presented to the Minnesota Department of Education.

**Ihlenfeldt, S. D., & Taylor, D.** (2020, December) *Cultivating research interests in educational measurement*. Presented as part of the NCME Brown Bag Speaker Series.

**Ihlenfeldt, S. D.** (2020, February). *Do admissions English assessments predict success in higher education? A meta-analysis*. Presented at the University of Minnesota, Minneapolis, MN.

Minnesota Youth Development Research Group (2018, March). *Summary of research conducted by the Minnesota youth development research group*. Presented to the Minnesota Student Survey Interagency Team at the Minnesota Department of Human Services Education, St. Paul, MN.

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## CONFERENCE PARTICIPATION

### Papers Presented

#### 2022

**Ihlenfeldt, S. D., Deng, J.** (2022, April 21–24). *Evaluating rapid guessing response patterns on multistage assessment: A simulation study* [Paper presentation]. Presented at the annual meeting of the National Council of Measurement in Education, San Diego, CA.

Rios, J. A., Deng, J., **Ihlenfeldt, S. D.** (2022, April 21–24). *To what degree does rapid guessing distort test performance? A meta-analytic investigation* [Paper presentation]. Presented at

the annual meeting of the National Council of Measurement in Education, San Diego, CA.

## 2021

**Ihlenfeldt, S. D., & Rios, J. A.** (2021, June 8-11). *State assessment score reporting practices for English learner parents* [Paper presentation]. Paper to be presented at the annual meeting of the National Council of Measurement in Education, virtual.

## 2020

Chavez, C., Rios, J. A., & **Ihlenfeldt, S. D.** (2020, April 16–20). *A systematic review of nationally available testing accommodations for English learners* [Paper presentation]. The annual meeting of the National Council of Measurement in Education, San Francisco, CA. (*Cancelled*)

**Ihlenfeldt, S. D.,** Rios, J. A., & Chavez, C. (2020, April 16–20). *A meta-analysis on the effectiveness of English learner testing accommodations* [Paper presentation]. The annual meeting of the National Council of Measurement in Education, San Francisco, CA. (*Cancelled*)

Lamm, R., & **Ihlenfeldt, S. D.** (2020, April 17–21). *Measurement invariance of developmental skill and support measures for transgender youth* [Paper presentation]. The annual meeting of the American Educational Research Association, San Francisco, CA. (*Cancelled*)

**Ihlenfeldt, S. D.,** Lamm, R., & Do, T. (2020, July 14–17). *Measurement invariance of an international developmental assets measure: Alignment across and within geographical regions* [Paper presentation]. The 12<sup>th</sup> meeting of the International Test Commission, Luxembourg. (*Cancelled*)

Rios, J. A., Klein, S., & **Ihlenfeldt, S. D.** (2020, August 2–5). *Do instructor and course evaluations in STEM gateway courses predict STEM retention?* [PowerPoint presentation]. Bluenotes GLOBAL 2020, Online.

## 2019

Chavez, C., Rodriguez, M. C., Do, T. T., **Ihlenfeldt, S. D.** (2019, April 5-9). *Racial and gender expression discrimination among high school students* [Paper presentation]. Annual Meeting of the American Educational Research Association, Toronto, Canada.

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## TEACHING EXPERIENCE

Carleton College  
Visiting Instructor in Statistics  
*Introduction to Statistics* (Spring, 2021)

University of Minnesota, College of Education and Human Development  
Instructor of Record  
*Basic and Applied Statistics* (Spring and Fall, 2020, Spring, 2021)

University of Minnesota, College of Education and Human Development  
Teaching Assistant  
*Basic and Applied Statistics* (Spring and Fall, 2019; Summer, 2020)

University of Minnesota, College of Education and Human Development  
Teaching Assistant  
*Introductory Statistical Methods* (Fall, 2018)

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## PROFESSIONAL SERVICE

NCME Graduate Student Issues Committee 2019–2021  
NCME Social Media Ambassador 2020–2021

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## RESEARCH INTERESTS

Improving large-scale assessment validity for English learners  
Developing assessment feedback techniques that consider individual differences  
Student development of 21<sup>st</sup> century skills  
Improving educational measurement practices

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## RELATED PROFESSIONAL SKILLS

### Statistical Software

General Statistical Software: R, RStudio  
Structural Equation Modeling Software: Mplus, Lavaan  
Survey Software: jMetrik, Qualtrics  
Equating: Winsteps  
Item Response Theory Software: IRTPRO  
Simulation Software: R

Qualitative Software: NVivo

### **Languages**

Spanish: Full professional proficiency

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### **PROFESSIONAL AFFILIATIONS**

American Educational Research Association, Division D  
Improving Educational Measurement Practices Research Lab  
Minnesota Youth Development Research Group  
National Council on Measurement in Education