

Samuel D. Ihlenfeldt

University of Minnesota | (651) 274-7322 | ihlen010@umn.edu

EDUCATION

Spring 2024 (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

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 – May 2023

Saint Paul Public Schools
Research, Evaluation, and Assessment
Research Analyst Intern
August 2022 – May 2023

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. (2023). *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. (2023). *Evaluating rapid guessing response patterns on multistage assessment: A simulation study*. Manuscript in preparation.
- Rios, J. A., & **Ihlenfeldt, S. D.** (2023). *Robust estimation of ability amidst noneffortful responses: A modified weighted likelihood approach*. Manuscript in preparation.

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

INVITED TALKS

Ihlenfeldt, S. D. (2022, October) *Examining the effectiveness of a pop-up glossary accommodation on a large-scale state assessment*. Presented to the Minnesota Department of Education and the Minnesota Comprehensive Assessment Technical Advisory Committee.

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., & 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.

CONFERENCE PARTICIPATION

Papers Presented

2023

Ihlenfeldt, S. D., Rios, J. A. (2023, April 12–15). *Investigating how emotional affect moderates the relationship between feedback type and uptake* [Paper presentation]. To be presented at the annual meeting of the National Council of Measurement in Education, Chicago, IL.

Hochstetter, A., Sohn, H., Jaquith, J., **Ihlenfeldt, S. D.** (2023, June 26–28). *Individual score report designs for alternate and general assessments: What are other states doing?* [Paper Presentation]. To be presented at the annual meeting of the National Conference on Student Assessment, New Orleans, LA.

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 12th 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.

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)

PROFESSIONAL SERVICE

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

RESEARCH INTERESTS

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

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

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