

MARIA ELENA OLIVERI, PHD

(609) 480-6574 oliveri.m@live.com

www.linkedin.com/in/maria-elena-oliveri

RESEARCH ASSOCIATE PROFESSOR & ASSOCIATE DIRECTOR

Research Associate Professor and Associate Director. In this position, she leads the Psychometric Consulting group in seeking new contracts and grants, administering contract- and grant-related activities, providing technical advice, conducting and disseminating research, and supervising the work of staff members in the unit. Extensive experience in workforce and higher education research with a focus on cognitive, character-based, and personality assessments for workplace training and development. Multiyear experience managing multidisciplinary teams, leading complex projects (e.g., designing, developing, validating, and analyzing assessments of workplace competencies), and using assessment data to inform training & development solutions.

Areas of Expertise & Skills:

- Quantitative, qualitative, and mixed methods research expertise
- Strong problem-solving, analytics, oral and written communication, and interpersonal skills
- Expertise in evidence-based assessment design, validation, and program evaluation
- Deep understanding of cross-cultural issues in assessment design and development
- Solid experience managing complex projects, working with individuals at different levels of an organization
- Able to work well independently and as a member or leader of a team on a variety of projects and tasks across diverse lines of business
- Able to plan, prioritize, and manage own work and the work of multidisciplinary teams
- Eager to learn and develop inventive methods that respond to client needs
- Demonstrated commitment to meeting high standards for product and service quality

EDUCATION

Doctor of Philosophy, Ph. D., Measurement, Evaluation, and Research Methodology

University of British Columbia, Vancouver, British Columbia, Canada

Master of Arts, M.A., Measurement, Evaluation, and Research Methodology

University of British Columbia, Vancouver, British Columbia, Canada

Master of Education, M.Ed., Clinical Counselling Psychology

University of British Columbia, Vancouver, British Columbia, Canada

Bachelor of Education, B. Ed., Education/Second Language Learning Specialization

University of British Columbia, Vancouver, British Columbia, Canada

Bachelor of Arts, B.A., Psychology

University of British Columbia, Vancouver, British Columbia, Canada

PROFESSIONAL EXPERIENCE

BUROS TESTING CENTER, UNIVERSITY OF NEBRASKA – LINCOLN 10/2020-Present
Associate Director and Research Associate Professor, responsible for:

Initiating, administering, and writing contract/grant activities and participating in grant activities
Leading the planning team for developing new contracts/grants
Working with clients on continuing multi-year projects
Designing research studies within the context of contract/grant activities
Designing and conducting workshops on measurement topics
Making presentations to clients and at regional and national conferences

EDUCATIONAL TESTING SERVICE, Princeton, NJ 2/2012 – 5/2020

Research Scientist, Career to Academic Readiness Research Center

Contributed to developing a college and career focused research agenda, scoped new projects, wrote proposals and obtained funding for conducting research through internal/external contracts and grants. Delivered technical assistance and quality assurance/reviews for college and workforce assessments.

Responsibilities:

- Applying mixed (quantitative and qualitative) research methods for studying indicators of effective communication and collaboration skills in digitally-born training environments.
- Designing data collection instruments (interviews, focus groups, and surveys).
- Managing multidisciplinary, cross-functional teams in designing and validating assessment
- Mentoring staff/students for advancing scientific research and career advancement.
- Building and sustaining relationships with new partners (e.g., high schools, colleges, and state departments) promoting equitable college and career pathways for all students.
- Disseminating research findings to technical and non-technical audiences for internal and external communications across communication forms (e.g., white papers, articles).
- Securing funding for conducting research studies related to success indicators of communication, collaboration, and team effectiveness.

Select Projects, Contracts, and Grants

- Principal Investigator aligning the U.S. Department of Labor Occupational Network Database content model with Career and Technical Education occupations identifying core skills needed for workplace readiness.
- Principal Investigator designing digital prototypes of workplace English communication and collaboration skills for training and development of diverse college-level learners.
- Collaborator in Texas Workforce Commission Literacy Texas Standards Alignment to Industry Clusters initiative aligning educational outcomes with needed industry jobs.
- Collaborator in Institute of Education Sciences University of Texas San Antonio Educational Research Training Program increasing underrepresented students in STEM careers
- Collaborator in Social Sciences and Humanities Research Council (Canada) grant investigating approaches to support learners' workplace communication skills acquisition.

UNIVERSITY OF BRITISH COLUMBIA, Vancouver, British Columbia, Canada 4/2006 – 1/2012
Research Assistant, Cross-Cultural Assessment, Measurement, and Evaluation Lab

Collaborated in applied-research projects using quantitative, qualitative, and mixed-methods for program evaluation project and evaluating validity and fairness of large-scale educational assessments. Disseminated research findings to technical and non-technical audiences in journals and conference presentations.

- Conducted program evaluation and assessment validity studies using international/national large-scale assessment data.
- Led professional development courses and workshops on fairness, validity, and principled assessment design and development, organized professional meetings and symposia.
- Developed research instruments (e.g., surveys and structured interviews) utilizing them in research involving ministries of education, educators, and assessment specialists.

VANCOUVER SCHOOL BOARD, Vancouver, British Columbia, Canada **4/2004 – 6/2010**
Literacy Mentor and Resource Teacher, Vancouver School District

Developed and implemented district-wide literacy intervention programs supporting student learning. Coordinated district-wide professional development activities for instructors and administrators.

- Collaborated with instructors and administrators developing culturally-sensitive integrated assessment-instruction pedagogical materials supporting second language learners' instruction.
- Held open demonstration classes for teachers to see in-action implementation of innovative integrated teaching and assessment practices.

Most-Read Article of the Year Awards

- Wiley (2017). A Literature Review on Collaborative Problem Solving for College and Workforce Readiness.
- Wiley (2017). Continuing a Culture of Evidence: Expanding Skills in Higher Education.
- Taylor and Francis (2014). Toward Increasing Fairness in Score Scale Calibrations Employed in International Large-Scale Assessments.

SERVICE ACTIVITIES

Advisory Board Member

- Applied Measurement in Education - Current
- Journal of Educational Measurement - Current
- International Journal of Testing - Current
- National Council on Measurement in Education Instructional Topics in Educational Measurement Series (ITEMS) – Current
- Practical Assessment, Research, and Evaluation Journal - Current

Journal Reviewer

- Language Assessment Quarterly
- Review of Large-Scale Assessments in Education

President/Chair/Editor: International and National Organizations

- International Journal of Testing: Associate Journal Editor
- International Test Commission: Steering Committee - Development of international guidelines for technology-based assessments - Current
- International Test Commission: Chair - Development of international guidelines for the fair and valid assessment of linguistically diverse populations - Past
- American Educational Research Association Program Chair for Division D: Educational Assessment, Measurement and Evaluation - Past
- President Vancouver District Learning Assistance Teachers' Association - Past

AWARDS

Social Sciences and Humanities Research Council Doctoral Fellowship
National Council on Measurement in Education: Volunteer of the Year (2011)
Four Year Fellowships (FYF) For Ph.D. Students
Ph.D. Tuition Fee Award
Graduate Entrance Scholarship, Faculty of Graduate Studies

EXTERNAL RESEARCH GRANT ACTIVITIES

The tables below list the external research grants awarded, that are planned, and the ones that received strong ratings. Beyond these grants, I have served as a technical reviewer for internal and external grants and provided technical advice on grants.

SELECTED AWARDED GRANTS

Role (& PIs)	Research Description	Responsibilities	Funding Source	Dates	Amount
Collaborator (U of Texas San Antonio)	Co-led the development of educational and training programs for underserved learners to increase their representation in STEM fields	Developed a week-long experiential program for Young Scientists in STEM	IES	2016-2020	\$961,866
International Collaborator & Consultant (U. of Oslo)	Developed, integrated, and further refined assessment designs and approaches to investigate cross-cultural comparability and the local usefulness of internationally-based scale score estimates of achievement and its correlates (e.g., motivation, economic resources, and well-being); see https://embracingheterogeneity.com	Led a 3-day professional development workshop at U. of Oslo; delivered a national and international presentation and published an article	Norwegian Research Council	2016-2020	\$1,500,000
Collaborator (Karl Haigler Enterprises)	Worked with instructor and employer representatives and aligned the 2016 Texas Content Standards with the knowledge, skills, and abilities needed to succeed in in-demand entry- and intermediate-level jobs within four career and technical education industry clusters (advanced manufacturing, construction, healthcare, and transportation); developed Standards 2.0.	Co-led the development of Standards 2.0, which aligns educational standards, curriculum, instruction, and assessment to in-demand jobs to equip learners with work relevant competencies in literacy and math for native and non-native speakers of English	Adult Literacy Texas	2017-2018	\$200,000
Co-PI	Florida State Assessment Audit	Project oversight, project management, and overview of psychometric and scoring activities	Florida State Department	2020-2023	\$744,884
PI	Psychometric Consulting: Training, Review, Dissemination, & Technical Assistance for California Community College ESL Assessments	Project oversight, project management, and overview of psychometric and scoring activities	Foundation for California Community Colleges	2021-2022	\$190,391
Co-PI (University of Massachusetts)	Adult Skills Assessment Program: Actionable Assessments for Adult Learners	Project co-leadership, identification of adult learners' needs, assessment design and development	US Department of Education. IES	2021-2026	\$3,796,584 UNL \$350,000
PI	Wyoming data analysis, assessment, and score interpretation		Wyoming State Department	2021-2022	545,983

PENDING

Role (Submitting University)	Research Description	Funding Source	Status	Amount
Co-PI (University of Massachusetts)	Improving Workplace English Communication Skills through Antiracist, Linguistically Affirming Next-Generation Formative Assessment Systems	IES	Pending	250,000 UNL 2,250,000 Total

COMPETITIVE RESEARCH GRANTS AWARDED by Educational Testing Service

Role: Principal Investigator			
Granting Agency	Subject	Amount	Year
Educational Testing Service (ETS) R&D	Employee Preparedness for Employment in Career and Technical Education	~\$50,000	2019-2020
ETS R&D	Formative Assessment of Workplace English Communication & Collaboration Skills	~\$100,000 per year	2018-2020
ETS R&D	Digital Training Modules to Teach and Assess Workplace Communications & Collaboration Skills	< \$50,000	2018-2019
ETS Test of English for International Communication (TOEIC)	Validity of Workplace English Communications Test Scores and Consequences of Score Use	~ \$50,000 per year	2015-2018
ETS R&D	Defining Workplace English Communication Construct Elements	~ \$50,000	2017-2018
ETS R&D	Leveraging Digital Technologies to Close the Achievement Gap by Scaffolding Students' Literacy	~\$80,000 per year	2016-2019
ETS TOEIC	Analysis of Impact of Use of Test of English for International Communication Scores	~\$50,000 per year	2015-2016
ETS Graduate Records Examination (GRE)	Higher Education Collaborative Problem Solving Assessment Framework	~\$250,000	2014-2016
ETS R&D	Evaluating Fairness and Cultural-Sensitivity in International Assessments	~\$50,000	2013-2014
ETS R&D	Optimizing International Assessments' Score Scale Calibration Procedures	~ \$25,000	2013
ETS GRE	Measurement Comparability Analysis of the Revised Graduate Records Examination	~\$130,000 per year	2012
ETS GRE	Evaluation of the Predictive Validity of the Personal Potential Index	~\$50,000	2012
Role: Co-Principal Investigator			
ETS TOEIC	TOEIC Redesign	~\$50,000	2016-2017
ETS GRE	Validity of the GRE for Students with Learning Disabilities	~\$73,000	2013
ETS R&D	Digital Games based on Cognitively-Based Assessment Learning Progressions	~\$100,000 per year	2012
ETS GRE	Validity of the Graduate Records Examination Test Preparation Materials	~\$100,000 per year	2012

PUBLICATIONS & PRESENTATIONS

Invited Edited Book

Oliveri, M. E. & Wendler, C. (2020). Higher Education Admission Practices: An International Perspective. Cambridge University Press.

Invited Edited Special Issues

Oliveri, M. E. & Elliot, N. (Eds.). Complex tasks of Hard-to-Assess Workplace Communication Skills. *Journal of Writing Analytics*.

Oliveri, M. E. & Mislevy, R. (Eds.). Next-Generation Assessments of 21st Century Skills. *International Journal of Testing*.

Invited Journal Articles

Oliveri, M.E., Poe, M., Elliot, N (in review). Fairness. In D. F. McCaffrey (Ed.), Quantitative Research/ Educational Measurement, International Encyclopedia of Education, 4th ed., Elsevier.

Oliveri, M.E., Mislevy, R.J., & Slomp, D. (2021). Principled development of workplace English communication part 1: A sociocognitive framework. *The Journal of Writing Analytics*, 5, 34-70. <https://doi.org/10.37514/JWA-J.2021.5.1.02>

Oliveri, M.E., Slomp, D.H., Elliot, N., Rupp, A.A., Mislevy, R.J., Vezzu, M., Tackitt, A., Nastal, A., Nastal, J., Phelps, J., & Osborn, M. (2021). Introduction: Meeting the challenges of workplace English communication in the 21st century. *The Journal of Writing Analytics*, 5, 1-33. <https://doi.org/10.37514/JWA-J.2021.5.1.01>

Oliveri, M.E., Slomp, D., Rupp, A.A., & Mislevy, R.J. (2021). Principled development of workplace English communication part 2: Expanded evidence-centered design and theory of action frameworks. *The Journal of Writing Analytics*, 5, 71-108. <https://doi.org/10.37514/JWA-J.2021.5.1.03>

Oliveri, M.E., Slomp, D., Rupp, A.A., & Mislevy, R.J. (2021). Principled development of workplace English communication part 3: An integrated design and appraisal framework. *The Journal of Writing Analytics*, 5, 109-141. <https://doi.org/10.37514/JWA-J.2021.5.1.04>

Slomp, D.H., Oliveri, M.E., & Elliot, N. (2021). Meeting the challenges of workplace English communication in the 21st century. *The Journal of Writing Analytics*, 5, 342-370. <https://doi.org/10.37514/JWA-J.2021.5.1.11>

Zapata-Rivera, D. Andrews-Todd, J., & Oliveri, M.E. (2021). Communication assessment information in the context of a workplace formative task. *The Journal of Writing Analytics*, 5, 324-341. <https://doi.org/10.37514/JWA-J.2021.5.1.10>

Oliveri, M. E. (2019). Evaluating text complexity to improve the design of formative educational scenario-based assessments for culturally and linguistically diverse populations. In M. Asil, K. Ercikan, & J. Gorin (Eds.). In Cultural Contexts and Priorities in Assessment special issue. *Frontiers in Education*.

Oliveri, M. E. & Mislevy, R. (2019). Introduction to challenges and opportunities in the design of ‘next-generation assessments of 21st century skills special issue. In M. E. Oliveri & Mislevy, R. (Eds.). Next-generation assessments of 21st century skills special issue. *International Journal of Testing*, 19, 97-102. doi.org/10.1080/15305058.2019.1608551. <https://www.tandfonline.com/eprint/3ERZnubGGAeHabubRnsc/full?target=10.1080/15305058.2019.160855>

Oliveri, M. E. (2018). Noncognitive Assessments. The SAGE Encyclopedia of Higher Education, 5v.

Self-Initiated Journal Articles and Research Reports

Oliveri, M. E., Nastal, J., & Slomp, D. (2020). Reflections on Equity-Centered Design. ETS Research Report Series, 2020(1), 1-11. <https://onlinelibrary.wiley.com/doi/full/10.1002/ets2.12307>

Oliveri, M. E., Lawless, R. R., & Mislevy, R. J. (2019). Using evidence-centered design to support the development of culturally and linguistically sensitive collaborative problem-solving assessments. *International Journal of Testing*. DOI: 10.1080/15305058.2018.1543308 <https://www.tandfonline.com/eprint/kczjtG2hTJDDvKKpflz/full?target=10.1080/15305058.2018.1543308>

Oliveri, M. E., & McCulla, L. (2019). Using the Occupational Network Database to assess and improve English language communication for the workplace (Research Report No. RR-19-28). Princeton, NJ: Educational Testing Service. <https://doi.org/10.1002/ets2.12265>

Schmidgall, J., Oliveri, M. E., Duke, T., & Carter Grissom, E. (2019). Justifying the construct definition for a new language proficiency assessment: The redesigned TOEIC Bridge® tests—Framework paper (Research Report No. RR-19-30). Princeton, NJ: Educational Testing Service. <https://doi.org/10.1002/ets2.12267>

McCaffrey, D., Oliveri, M. E., & Holtzman, S. (2018). A Generalizability-Theory study to examine sources of score variance in third-party evaluations used in graduate school admissions decision-making (Research Report No. RR-18-37; GRE Board Research Report No. GRE-18-03). Princeton, NJ: Educational Testing Service. Retrieved from <https://onlinelibrary.wiley.com/doi/epdf/10.1002/ets2.12225>

Oliveri, M. E., & Lawless, R. R. (2018). Analyzing the validity of large-scale assessments administered globally. ETS Research Report No. 18-35. Princeton, NJ: Educational Testing Service.

- Oliveri, M. E., Lawless, R. R., Robin, F., & Bridgeman, B. (2018). An exploratory analysis of differential item functioning and its possible sources in a higher education admissions context. *Applied Measurement in Education, 31*, 1-16
<http://dx.doi.org/10.1080/08957347.2017.1391258>
- Oliveri, M. E., Lawless, R. R., Molloy, H. (2017). A review of collaborative problem solving. ETS Research Report No. RR-17-06; GRE Board Research Report No. GREB-17-03. Princeton, NJ: Educational Testing Service.
- Oliveri, M. E. & Markle, R. (2017). Expanding skills in higher education. ETS Research Report, 1709. Princeton, NJ: Educational Testing Service.
- Oliveri, M. E., & McCaffrey, D., Ezzo, C., & Holtzman, S. (2017). A multilevel factor analysis of third-party evaluations of noncognitive constructs used in admissions decision-making. *Applied Measurement in Education, 30*, 297-313.
<http://dx.doi.org/10.1080/08957347.2017.1353989>.
- Oliveri, M. E. & Tannenbaum, R. J. (2017). The use of TOEIC scores to inform human resource management decisions. ETS Research Report, 17-48. Princeton, NJ: Educational Testing Service. DOI: 10.1002/ets2.1217.
- Buzick, H., Oliveri, M. E., Attali, Y., & Flor, M. (2016). Comparing human and automated essay scoring for prospective graduate students with learning disabilities and/or ADHD. *Applied Measurement in Education, 29*, 161-172, DOI:10.1080/08957347.2016.1171765
- Ercikan, K., & Oliveri, M. E. (2016). In search of validity evidence in support of the interpretation and use of assessments of complex constructs: Discussion of research on assessing 21st century skills, *Applied Measurement in Education, 29*, 310-318. DOI: 10.1080/08957347.2016.1209210
- Oliveri, M. E., Ercikan, K., Lyons-Thomas, J., & Holtzman, S. (2016). Analyzing fairness among linguistic minority populations using a latent class differential item functioning approach. *Applied Measurement in Education, 29*, 17-29. DOI: 10.1080/08957347.2015.1102913
- Oliveri, M. E., & von Davier, A. A. (2016). Psychometrics in support of a valid assessment of linguistic minorities: Implications for the test and sampling designs. *International Journal of Testing, 16*, 205-219, DOI: 10.1080/15305058.2015.1099534
- Oliveri, M. E., Ercikan, K., & Simon, M. (2015). A framework for developing comparable multilingual assessments for minority populations: Why context matters. *International Journal of Testing, 15*, 94-113.
- Oliveri, M. E., Lawless, R., & Young, J. W. (2015). A validity framework for the use and development of exported assessments. *ETS Office of Professional Standards Series*. Princeton, NJ: Educational Testing Service.

- Oliveri, M. E., Ercikan, K., Zumbo, B. D., & Lawless, R. R. (2014). Uncovering substantive patterns in student responses in international large-scale assessments – Comparing a latent class to a manifest DIF approach. *International Journal of Testing, 14*, 265-287.
<http://www.tandfonline.com/eprint/FCIfD4RG82WX3gaaQJgY/full>
- Oliveri, M. E., & Ezzo, C. (2014). The role of noncognitive measures in higher education admissions. *The Journal of the World Universities Forum, 6*(4), 55-65.
- Oliveri, M. E., & Khan, S. (2014). Further thoughts on how task features impact evidence from assessments embedded in simulations and games. *Measurement: Interdisciplinary Research & Perspectives, 51-53*.
- Oliveri, M. E., & von Davier, M. (2014). Toward increasing fairness in score scale calibrations employed in international large-scale assessments. *International Journal of Testing, 14*, 1-21, doi:10.1080/15305058.2013.825265.
<https://www.tandfonline.com/eprint/egseCNrAlgyV58q9rDE4/full>
- Young, J. W., Baldwin, D., Chiu, L., Davis, L., Gao, R., Hauck, M., Michel, R., Nissan, S., Oliveri, M. E., Shaw, A., Stephan, M., & Zieky, M. (2014) *Cultural Sensitivity Review*. Educational Testing Service, Princeton, NJ.
- Oliveri, M. E., Ercikan, K., & Zumbo, B. D. (2013). Analysis of sources of latent class DIF in international assessments. *International Journal of Testing, 13*, 272–293.
<https://www.tandfonline.com/eprint/gZGveYGwDpVFufK7zpz/full>
- Sandilands, D., Oliveri, M. E., Zumbo, B. D., & Ercikan, K. (2013). Investigating sources of differential item functioning in international large-scale assessments using a confirmatory approach. *International Journal of Testing, 13*, 152-174.
- Roth, W.-M., Oliveri, M. E., Sandilands, D., Lyons-Thomas, J., & Ercikan, K. (2013). Investigating sources of differential item functioning using expert think-aloud protocols. *International Journal of Science Education, 35*, 546-576.
- Oliveri, M. E., Olson, B., Ercikan, K., & Zumbo, B. D. (2012). Methodologies for investigating item- and test-level measurement equivalence in international large-scale assessments. *International Journal of Testing, 12*, 203-223.
- Oliveri, M. E., & Ercikan, K. (2011). Do different approaches to examining construct comparability lead to similar conclusions? *Applied Measurement in Education, 24*, 1–18.
- Oliveri, M. E., & von Davier, M. (2011). Investigation of model fit and score scale comparability in international assessments. *Journal of Psychological Test and Assessment Modeling. Special issue on methodological advances in educational and psychological testing, 53*(3), 315-333.

Invited Book Chapters

- Oliveri, M. E. (2020). Global challenges and common admissions models, (pp. 1-4). In M. E. Oliveri & C. Wendler (Eds.), *Higher Education Admission Practices: An International Perspective*. Cambridge University Press.
- Oliveri, M. E. (2020). Assessments used in higher education admissions, (pp. 233-236). In M. E. Oliveri & C. Wendler (Eds.), *Higher Education Admission Practices: An International Perspective*. Cambridge University Press.
- Oliveri, M. E., Mislevy, R., & Elliot, N. (2020). New horizons for postsecondary placement and admission practices in the United States, (pp. 347-375). In M. E. Oliveri & C. Wendler (Eds.), *Higher Education Admission Practices: An International Perspective*. Cambridge University Press.
- Oliveri, M. E. & Tannenbaum, R. J. (2019). Are we teaching & assessing the relevant English skills for success in the international workplace?, (pp.343-354). In V. H. Kenon & S. V. Palsole (Eds.), *The Wiley Handbook of Global Workplace Learning*. Wiley Blackwell.
- Acereda, A., Liu, L., Markle, R., Oliveri, M. E., Rios, J. (2018). Signaling success for minority students and minority-serving institutions in an age of credentialing and accountability innovation, (pp. 13-34). In A. G. de los Santos, L. I. Rendon, G. F. Keller, A. Acereda, E. M. Bensimon, & R. J. Tannenbaum. *New Directions: Assessment and Preparation of Hispanic College Students*. Bilingual Press.
- Oliveri, M. E., & Tannenbaum, R. J. (2018). Insights into using TOEIC® test scores to inform human resource management decisions. In D. E. Powers & J. E. Schmidgall (Eds.), *The Research Foundation for the TOEIC® Tests A Compendium of Studies* (Vol. 3, pp. 13.1-13.10). Retrieved from <https://www.ets.org/s/toEIC/pdf/research-compedium.pdf>
- Oliveri, M. E., & von Davier, M. (2017). Examining trends in item misfit in international large-scale assessments, (pp. 121-146). In H. Jiao & R. W. Lissitz (Eds.), *Test Fairness in the New Generation of Large-Scale Assessment*. Information Age.
- Turkan, S., Oliveri, M. E., & Cabrera, J. (2013). Using translation as a test accommodation with culturally and linguistically diverse learners. In D. Tsagari, & G. Floros (Eds.), *Translation in Language Teaching and Assessment* (pp. 215-234). Newcastle upon Tyne, UK: Cambridge Scholars Publishing.
- Ercikan, K., & Oliveri, M. E. (2013). Is fairness research doing justice? A modest proposal for an alternative validation approach in differential item functioning (DIF) investigations. In M. Chatterji (Ed.) *Validity and test use: An international dialogue on educational assessment, accountability and equity* (pp. 69–86). Bingley, UK: Emerald Publishing.

Ercikan, K., Oliveri, M. E., & Sandilands, D. (2013). Large-scale assessments of achievement in Canada. In J. Hattie, & E. M. Anderman (Eds.), *International guide to student achievement* (pp. 456–459). New York: Routledge/Taylor & Francis.

Ercikan, K., Simon, M., & Oliveri, M. E. (2012). Score comparability of multiple language versions of assessments within jurisdictions. In M. Simon, K. Ercikan, & M. Rousseau (Eds.), *Improving large-scale assessment in education: Theory, issues and practice* (pp. 110–124). New York: Routledge/Taylor & Francis.

Oliveri, M. E., Gundersen-Bryden, B., & Ercikan, K. (2012). Scoring issues in large-scale assessments. In M. Simon, K. Ercikan, & M. Rousseau (Eds.), *Improving large-scale assessment in education: Theory, issues and practice* (pp. 143–153). New York: Routledge/Taylor & Francis.

Invited Newsletters & Blogs

Oliveri, M. E., Sato, E., & Patelis, T. (2015, June). Introducing a series on fairness and testing. *National Council on Measurement in Education*, 23(2), pp.6-7.

Oliveri, M. E. & Ercikan, K. (2016, Summer). Gearing Up for the Centennial. *American Educational Research Association*, 26, 6.

Invited Book Reviews

Sandilands, D., Lyons-Thomas, J., Oliveri, M. E., & Barclay McKeown, S. (2014). [Review of the book] *The learning sciences in educational assessment: The role of cognitive models*, by J. P. Leighton & M. J. Gierl]. *Alberta Journal of Educational Research*, 59(2), 324–328.

Technical and Professional Resources

Reports for Clients

Texas Workforce Commission. (2019). *The Texas Adult Education and Literacy Content Standards 2.0*. Austin, TX: Texas Workforce Commission.
[https://tcall.tamu.edu/docs/Standards20FINAL_AccessibleVersion\(3-29-19\).pdf](https://tcall.tamu.edu/docs/Standards20FINAL_AccessibleVersion(3-29-19).pdf)

(Chair, Oliveri, M. E.). International Test Commission. (2018). *ITC Guidelines for the Large-Scale Assessment of Linguistically and Culturally Diverse Populations*. Retrieved from
https://www.intestcom.org/files/guideline_diverse_populations.pdf

O'Sullivan, J., Canning, P., Siegel, L., & Oliveri, M. E. (2009). *Key factors in literacy success for school-aged children*. Council of Ministers of Education, Canada.

- Ercikan, K, Arim, R., Oliveri, M., & Sandilands, D. (2008). *Evaluation of Dimensions of the Work of the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) and of its Programme of Cooperation with the International Institute for Educational Planning (IIEP)*. UNESCO, Internal Oversight Service, Internal Oversight Service Evaluation Section, IOS/EVS/PI/91 (48 pages).
- Ercikan, K, Arim, R., Oliveri, M., & Sandilands, D. (2008). *Evaluation of the Literacy Assessment and Monitoring Programme (LAMP) UNESCO Institute for Statistics (UIS)*. UNESCO, Internal Oversight Service, Internal Oversight Service Evaluation Section, IOS/EVS/PI/91 (29 pages).
- Bauer, D., Belanger, D., Berner, C., Boschung, S., Chipman, M., Edmonds, J., Garcia, M., Hamilton, V., Morissette, N., Oliveri, M., & Roy, N. (2009). *Fostering family literacy in the primary grades*. Vancouver: Vancouver Board of Education. (15 pages).
- Oliveri, M. (2006). *Identifying & supporting students with learning differences in the classroom*. Vancouver: British Columbia Teachers' Federation.
- Oliveri, M., & Patenaude, D. (2005). *Literacy, assessment & academic planning*. In resources for new French Immersion teachers. Vancouver: British Columbia Teachers' Federation.

Unpublished Theses

- Oliveri, M. E. (2012). Investigation of within group heterogeneity in measurement comparability research. *Unpublished PhD dissertation*, University of British Columbia, Vancouver, BC, Canada.
- Oliveri, M. E. (2008). Analysis of Construct Comparability in the Program for International Student Assessment in the Program for International Student Assessment, Problem-Solving Measure. *Unpublished MA Thesis*, University of British Columbia, Vancouver, BC, Canada.

Seminars and Professional Development Courses

Refereed Online Digital Modules

- Mislevy, R. J., & Oliveri, M. E. (2019). *Digital module 09: Sociocognitive assessment for diverse populations (Version 2.0)*. Available online at <https://ncme.elevate.commpartners.com>

Refereed In-Person Courses and Seminars

Invited

- Oliveri, M.E. (2021, June 11). What are our current values in educational test development? [Conference Presentation]. NCME 2021 Annual Meeting, Baltimore, MD, United States.

- Oliveri, M. E. (2021, March). Fairness Fireside Chat [Online Panel]. NCME 2021.

- Oliveri, M.E. (2021, June 1). Global Considerations for Technology-Based Assessment Guidelines. In S. Sireci (Session Organizer), Guidelines for technology-based assessment: An ITC and ATP collaboration. [Coordinated Paper Session]. NCME 2021 Annual Meeting, Baltimore, MD, United States.
- Oliveri, M.E. (2021, July 10). Global Considerations for Technology-Based Assessment Guidelines. In S. Sireci (Session Organizer), Guidelines for technology-based assessment: An ITC and ATP collaboration. [Coordinated Paper Session]. ITC 2021 Bi-Annual Meeting.
- Oliveri, M. E. (2018, June). Insights on the ITC Guidelines on language- and culture-sensitive instrument development in support of comparability, cultural relevance, and translatability. In OECD-GEIS Translating and Adapting Instruments in Large Scale Assessments. Paper presented at the Organization for Economic Cooperation and Development, Paris, France.
- Oliveri, M. E. (2018, April). Division D Peer-Reviewing Workshop. Preconference workshop conducted at the annual American Educational Research Association conference, New York, NY.
- Oliveri, M. E. (2018, March). Applying the evidence-centered design approach to design and develop formative tasks for diverse learners. Workshop presented at the University of Texas, San Antonio, TX.
- Oliveri, M. E. (2018, March). A sociocognitive approach to evidence-centered design and the development of formative assessments for diverse learners. Workshop presented at the University of Texas, San Antonio, TX.
- Oliveri, M. E. (2018, February). Innovative approaches to designing and developing formative tasks for diverse learners in elementary schools. Seminar presented at the University of South Florida, Tampa, FL.
- Oliveri, M. E. (2018, February). Innovative approaches to designing and developing formative tasks for workplace English communication. Seminar presented at the University of Massachusetts, Amherst, MA.
- Oliveri, M. E. (2016, October). *Identifying and mitigating unintended consequences of test use*. Invited three-day workshop presented at University of Oslo, Oslo, Norway.

Self-Initiated

- Oliveri, M.E. (2021, June 9). Foundational concepts in fairness in assessment [Conference Presentation]. NCME 2021 Annual Meeting, Baltimore, MD, United States.

- Oliveri, M. E. & Slomp, D. (2020, April). Examining the Consequences of Assessment Design and Use Because Assessment Matters. Workshop presented at the annual National Council on Measurement in Education conference, San Francisco, California (conference cancelled).
- Slomp, D., Corrigan, J., & Oliveri, M.E. (2021, May 18). Blended integrated design and appraisal framework and theory of action frameworks to build technology-based formative assessment for learning modules of workplace English communication skills. In M.E. Oliveri (Session Chair), *Writing analytics for social justice impact: Culturally-sustaining anti-racist frameworks to advance pedagogical and assessment approaches for all learners* [Virtual Symposium]. The 2021 Writing Analytics Spring Virtual Symposium. <https://writinganalytics.colostate.edu/>
- Slomp, D., & Oliveri, M.E. (2021, June 8). *Bridging research and practice by examining the consequences of assessment design and use* [Training Session]. NCME 2021 Annual Meeting, Baltimore, MD, United States.
- Oliveri, M. E., & Zenisky, A. (2018, July). Test and Score Report Design Principles for Culturally and Linguistically Diverse Populations. Workshop presented at the 11th conference of the International Test Commission, Montreal, Canada.
- Oliveri, M. E. & Wendler, C. W. (2017, April). *Enhancing the validity argument of assessments: identifying, understanding, and mitigating unintended consequences of test use*. Professional development workshop presented at AERA, San Antonio, TX.
- Oliveri, M. E. (2017, April). *Considerations for using assessments worldwide in principled ways*. Student workshop presented at AERA, San Antonio, TX.
- Oliveri, M. E. (2016, July). *A consequential validity framework model to understand unintended consequences of test use*. Half-day workshop presented at the biannual conference of the International Test Commission conference, Vancouver, British Columbia, Canada.
- Oliveri, M. E. & Wendler, C. (2016, July). *Identifying and mitigating unintended consequences of test use*. Halfday workshop presented at the biannual conference of the International Test Commission conference, Vancouver, British Columbia, Canada.

Invited Workshops for Non-Technical Audiences (Teachers/Practitioners)

- Oliveri, M. E., Rupp, A. A., & Slomp, D. (March, 2020). Designing digital modules for teaching and assessing workplace communication: Principles, Methods, and Challenges. Paper presented at the University of Lethbridge, Alberta, Canada.
- Oliveri, M. E. (2006, November). Evaluating students' literacy skills. Workshop presented at Queen Elizabeth Elementary School, Vancouver, BC, Canada.

- Oliveri, M. E. (2006, November). Helping struggling students in the classroom. Workshop presented at the Vancouver School Board, Vancouver, BC, Canada.
- Oliveri, M. E. (2006, October). Evaluating students' literacy progress in French Immersion Programs. Workshop presented at the Vancouver School Board, Vancouver, BC, Canada.
- Oliveri, M. E. (2006, September). Curriculum-based and standardized assessments. Workshop presented at the Vancouver School Board, Vancouver, BC, Canada.
- Oliveri, M. E. (2006, September). Phonological awareness. Workshop presented at the Vancouver School Board, Vancouver, BC, Canada.
- Oliveri, M. E., & Patenaude, D. (2005, August). Literacy, assessment & academic planning. Workshop presented at the Provincial French Immersion Teachers conference, British Columbia Teachers' Federation, Vancouver, BC, Canada.
- Oliveri, M. E. (2005, November). Resource teachers' needs analysis. Workshop presented at the Vancouver School Board, Vancouver, BC, Canada.

PRESENTATIONS

Refereed Invited Presentations

- Oliveri, M. E. (2021, March). Fairness Fireside Chat. Invited online panel discussion presented at the annual National Council on Measurement in Education conference.
- Oliveri, M. E. (2020, April). The value of and values in educational assessment. Invited paper presented at the annual National Council on Measurement in Education conference, San Francisco, California (conference cancelled).
- Oliveri, M. E. (2019, April). Sociocognitive assessment for diverse populations. Paper presented at the annual National Council on Measurement in Education conference, Toronto, ON.
- Oliveri, M. E. (2019, April). Equity-centered design. Paper presented at the annual National Council on Measurement in Education conference, Toronto, ON.
- Oliveri, M. E. (2019, January). Designing and developing formative assessments of communication and collaboration skills for workplace readiness. Paper presented at The 7th International Conference on Writing Analytics, St. Petersburg, FL.
- Oliveri, M. E. (2018, December). Evaluating text complexity to develop accessible formative scenario-based assessments for underserved populations. Paper presented at Educational Testing Service, Princeton, NJ.

- Oliveri, M. E. (2018, December). Developing modular scenario-based tasks to formatively assess workplace English communication. Paper presented at Educational Testing Service, Princeton, NJ.
- Oliveri, M. E. (2018, October). Developing modular scenario-based tasks to formatively assess workplace English communication. Paper presented at Academic to Career Research Seminar Series at Educational Testing Service, Princeton, NJ.
- Oliveri, M. E. (2018, April). Kitchen Design: A research prototype to assess communication at work. In O. Troitschanskaia (Chair). Assessing student learning outcomes in higher education. Affiliated group of the KoKoHs Program and international perspectives. Symposium conducted at the annual American Educational Research Association conference, New York, NY.
- Oliveri, M. E., Mislevy, R., & Elliot, N. (2018, April). Distributed and local assessment paradigms: Can they co-exist in symbiotic ways? In M. E. Oliveri (Chair), *Challenges and opportunities on international higher education admission practices*. Symposium submission invited by the NCME executive committee. Symposium conducted at the annual National Council on Measurement in Education conference, New York, NY.
- Lima, C., Carmona, G., & Oliveri, M. E. (2018, March). Examining the impact of students' English language proficiency in large-scale assessment. Paper presented at Educational Testing Service, San Antonio, TX.
- Oliveri, M. E. (2018, March). The Green Islands – A Science inspired literacy task for diverse learners in elementary grades. Paper presented at Educational Testing Service, Princeton, NJ.
- Oliveri, M. E. (2018, February). Using professional course development software to create interactive learning and assessment activities. Paper presented at Turnbull Brown Bag, Educational Testing Service, Princeton, NJ.
- Oliveri, M. E. (2018, February). Innovative approaches to designing and developing formative tasks for diverse learners in elementary schools. Paper presented at the University of South Florida, Tampa, FL.
- Oliveri, M. E. (2018, February). Innovative approaches to designing and developing formative tasks for workplace English communication. Paper presented at the University of Massachusetts, Amherst, MA.

Self-Initiated Refereed

Symposia

- Oliveri, M. E., Rupp, A. A., Slomp, D. & Elliot, N. (2020, April). Evidence Synthesis for Theories of Action. In M. E. Oliveri (Chair), *Digital Activities for Workplace Communication and Collaboration: Opportunities, Frameworks, and Challenges*. Paper presented at the annual National Council on Measurement in Education conference, San Francisco, California (conference cancelled).
- Rupp, A. A., Mislevy, R., & Oliveri, M. E., (2020, April). Sociocognitive Considerations for Psychometric Modeling. In M. E. Oliveri (Chair), *Digital Activities for Workplace Communication and Collaboration: Opportunities, Frameworks, and Challenges*. Paper presented at the annual National Council on Measurement in Education conference, San Francisco, California (conference cancelled).
- Slomp, D., Oliveri, M. E., & Corrigan, J. (2020, April). Assessment to Support Independence and Resilience in Workplace Communication. In M. E. Oliveri (Chair), *Digital Activities for Workplace Communication and Collaboration: Opportunities, Frameworks, and Challenges*. Paper presented at the annual American Educational Research Association conference, San Francisco, California (conference cancelled).
- Zapata-Rivera, D. & Oliveri, M. E., (2020, April). Effective Communication of Diagnostic Information. In M. E. Oliveri (Chair), *Digital Activities for Workplace Communication and Collaboration: Opportunities, Frameworks, and Challenges*. Paper presented at the annual National Council on Measurement in Education conference, San Francisco, California (conference cancelled).
- Oliveri, M. E., Mislevy, R., & Elliot, N. (2018, April). Distributed and local assessment paradigms: Can they co-exist in symbiotic ways? In M. E. Oliveri (Chair), *Challenges and opportunities on international higher education admission practices*. Symposium conducted at the annual National Council on Measurement in Education conference, New York, NY.
- Oliveri, M. E., Mislevy, R. & Elliot, N. (2018, July). New horizons for postsecondary placement and admission practices. In C. Wendler (Chair), *International Perspectives in Higher Education Admissions*. Symposium conducted at the 11th conference of the International Test Commission, Montréal, Canada.
- Oliveri, M. E., D. Rutkowski, & L. Rutkowski (2017, June). Bridging validity and evaluation to match ILSA claims and country aims. In L. Rutkowski (Chair). *Embracing heterogeneity in international large-scale assessments*. Symposium conducted at the biannual IEA International, Research Conference, 26-30 June 2017, Prague, Czech Republic.
- Oliveri, M. E., Carmona, G., Mislevy, R. J. & Lawless, R. R. (2017, April). Assessing diverse learners with frogs. In M. E. Oliveri (Chair). *Innovative approaches to fairly designing and developing measures for diverse populations*. Symposium conducted at the annual National Council on Measurement in Education conference, San Antonio, Texas.

- Oliveri, M. E. & Markle, R. (2017, April). Expanding skills in higher education. In R. Markle (Chair). *Trends, challenges, and opportunities in higher educational student learning outcomes assessment*. Symposium conducted at the annual American Educational Research Association conference, San Antonio, Texas.
- Oliveri, M. E., & von Davier, M. (2016, April). Examining trends in item misfit in international large-scale assessments. In M. E. Oliveri (Chair), *Issues and challenges in the fair and valid assessment of diverse populations in the 21st century*. Symposium conducted at the annual American Educational Research Association Annual conference, Washington, D.C.
- Lawless, R. R. & Oliveri, M. E. (2016, July). Understanding item and test development and adaptation guidelines. In M. E. Oliveri (Chair), *ITC guidelines in support of the fair and valid assessment of linguistically diverse populations*. Symposium conducted at the biannual conference of the International Test Commission conference, Vancouver, British Columbia, Canada.
- Oliveri, M. E. (2016, July). Validity considerations on the assessment of linguistically diverse populations. In M. E. Oliveri (Chair), *ITC guidelines in support of the fair and valid assessment of linguistically diverse populations*. Symposium conducted at the biannual conference of the International Test Commission conference, Vancouver, British Columbia, Canada.
- Oliveri, M. E., Lawless, R. R. (2016, July). A validity argument for the fair and valid assessment of linguistically diverse populations. In P. Elosua (Chair), *Testing in linguistically diverse contexts*. Symposium conducted at the biannual conference of the International Test Commission conference, Vancouver, British Columbia, Canada.
- Lawless, R. R. & Oliveri, M. E. (2016, July). Guidelines for the development and adaptation of items for linguistically diverse populations. In M. E. Oliveri (Chair), *ITC guidelines in support of the fair and valid assessment of linguistically diverse populations*. Symposium conducted at the biannual conference of the International Test Commission conference, Vancouver, British Columbia, Canada.
- van de Vijver, F. J. R., Oliveri, M. E., & Elosua, P. (2016, July). Context for assessing linguistically diverse populations. In M. E. Oliveri (Chair), *ITC guidelines in support of the fair and valid assessment of linguistically diverse populations*. Symposium conducted at the biannual conference of the International Test Commission conference, Vancouver, British Columbia, Canada.
- Oliveri, M. E., Lawless, R. R., & Mislevy, R. J. (2016, April). A construct-centered approach to assessing collaborative problem-solving. In T. Patelis (Chair), *Fairness issues and validation of non-cognitive skills*. Symposium conducted at the annual National Council on Measurement in Education conference, Washington, D.C.

- von Davier, A. A., Oliveri, M. E., & Lawless, R. (2014, July). International Test Commission standards for assessing linguistic minorities. In M. E. Oliveri, A. A. von Davier, & P. Elosua (Chairs), *Considerations and guidelines on the fair assessment of linguistically diverse populations*. Invited symposium conducted at the meeting of the International Test Commission conference, San Sebastian, Spain.
- Cabrera, J., Karl, S. R., Rodriguez, M. C., & Oliveri, M. E. (2014, April). Implications of using multilevel latent class analyses on school policy interventions. In M. E. Oliveri (Chair), *Problems with interpretations of multilevel data – Extending research beyond hierarchical linear modeling*. Paper presented at the annual American Educational Research Association conference, Philadelphia, PA.
- Oliveri, M. E., & Ercikan, K., & Simon, M. (2014, April). A framework for the development of comparable multilingual assessments. In J. W. Young (Chair), *Validity and fairness issues in assessing second-language test-takers*. Paper presented at the annual American Educational Research Association conference, Philadelphia, PA.
- Oliveri, M. E., McCaffrey, D., Holtzman, S., & Ezzo, C. (2014, April). Investigating the factor structure of the Personal Potential Index using a multilevel factor analysis approach. In M. E. Oliveri (Chair), *Problems with interpretations of multilevel data – Extending research beyond hierarchical linear modeling*. Paper presented at the annual American Educational Research Association conference, Philadelphia, PA.

Paper and Poster Presentations

- Oliveri, M. E., Rupp, A. A., & Slomp, D. (2020, February). Designing digital modules for teaching and assessing workplace communication: Principles, methods, and challenges. Paper presented at The 8th International Conference on Writing Analytics, St. Petersburg, FL.
- Oliveri, M. E., Rutkowski, D., & Rutkowski, L. (2018, July). An evaluation framework in support of meaningful country participation in international large-scale assessments. Paper presented at the 11th conference of the International Test Commission, Montréal, Canada.
- Stark, S., Oliveri, M. E., & Nye, C. (2018, July). International Journal of Testing: Submission trends, highlights, and upcoming issues. Paper presented at the 11th conference of the International Test Commission, Montreal, Canada.
- Oliveri, M. E. (2018, April). Applying evidence-centered design to develop a workplace English communication task. Electronic poster presented at the annual National Council on Measurement in Education conference, New York, NY.
- Oliveri, M. E. & Lawless, R. R. (2017, April). A validity framework in support of the principled use of repurposed assessments. Poster presented at the annual National Council on Measurement in Education conference, San Antonio, TX.

- Lawless, R. R. & Oliveri, M. E. (2016, July). *DIF and linguistic minorities: Using an evidence-centered design approach to bring items to life*. Paper presented at the biannual conference of the International Test Commission conference, Vancouver, British Columbia, Canada. McKeown, S., Oliveri, M. E., & Sandilands, D. (2016, July). *Enhancing our interpretation of sources of DIF in post-secondary international surveys*. Paper presented at the biannual conference of the International Test Commission conference, Vancouver, British Columbia, Canada.
- Oliveri, M. E., & Tannenbaum, R. J. (2016, March). *Considerations for designing assessments of english language skills for the international workplace*. Paper presented at the Comparative and International Education Society, Vancouver, British Columbia, Canada.
- Oliveri, M. E., Tannenbaum, R., & Molloy, H. (2015, October). *Identifying unintended consequences of test use*. Paper presented at the annual Northeastern Research Association conference, Trumbull, CT.
- Oliveri, M. E. & McCaffrey, D. (2015, April). *Addressing the dilemma of nested structures in construct validity research*. Paper presented at the annual National Council on Measurement in Education conference, Chicago, IL.
- Oliveri, M. E., Buzick, H. M., & Flor, M. (2014, November). *What are fair accommodations on an essay test for students with learning disabilities?* Paper presented at the annual Association for the Study of Higher Education conference, Washington D.C.
- Oliveri, M. E., Lawless, R., Robin, F. (2014, October). *Understanding sources of DIF for GRE test takers*. Paper presented at the annual Northeastern Research Association conference, Trumbull, CT.
- Oliveri, M. E., Lawless, R., Robin, F. (2014, September). *Assessing the match between the GRE and the test-taker populations*. Report presented at ETS's Informal Brown Bag Research-Business Seminar Series, Princeton, NJ.
- Oliveri, M. E., Lawless, R., Robin, F. (2014, September). *Investigating items and sources of items functioning differentially in the Revised GRE General Test*. Report presented at ETS's Higher Education Research Seminar Series, Princeton, NJ.
- Oliveri, M. E., Lawless, R., Robin, F., Holtzman, S., & Young, J. (2014, August). *Examining DIF and its sources for multiple GRE test-taker groups*. Paper presented at ETS's 2014 Turnbull Hall Brown Bag Presentation Series, Princeton, NJ.
- Song, Y., Sparks, J. R., Brantley, J. W., Jackson, T., Zapata, D., & Oliveri, M. E. (2014, June). *Developing argumentation skills through game-based assessment*. Poster presented at the Games+Learning+Society 10 Conference. Madison, WI.
- Oliveri, M. E. (2014, May). *Enhancing Accuracy in the Use of Measures Based on Others' Ratings*. Poster presented at the meeting of the Association for Institutional Research, Orlando, FL.

- Buzick, H., Oliveri, M. E., Flor, M., & Attali, Y. (2014, April). *A validity study on e-rater and human raters: scoring GRE essays from test takers with LD or ADHD*. Paper presented at the annual National Council on Measurement in Education conference, Philadelphia, PA.
- Song, Y., Sparks, J. R., Brantley, W., Oliveri, M. E., & Zapata-Rivera, D. (2014, April). *Designing game activities to assess students' argumentation skills*. Paper presented at the annual American Educational Research Association conference, Philadelphia, PA.
- Oliveri, M. E. (2013, September). *How many dimensions does the PPI actually have?* Report presented at ETS's Informal Brown Bag Research-Business Seminar Series, Princeton, NJ.
- Oliveri, M. E. (2013, September). *The validation and fairness of third-party evaluations: Explorations of the ETS® Personal Potential Index (PPI)*. Report presented at Turnbull Hall Brown Bag Presentation Series, Princeton, NJ.
- Buzick, H., Oliveri, M. E., Flor, M., & Attali, Y. (2013, August). *A validity study on e-rater and human raters: scoring GRE essays from test takers with LD or ADHD*. Presentation given at ETS's 2013 Assessment Innovations Brown Bag Presentation Series, Princeton, NJ.
- Oliveri, M. E. (2013, June). *Advances in methodological research with noncognitive measures*. Report presented at ETS's Meeting for Summer Interns, Princeton, NJ.
- Oliveri, M. E. (2013, May). *Research on the Personal Potential Index*. Report presented at ETS's Informal Business Brown Bag Luncheon Series, Princeton, NJ.
- von Davier, A. A., & Oliveri, M. E. (2013, April). *Psychometrics in support of a valid assessment of linguistic subgroups: Implications for the test and sampling designs*. Paper presented at the annual meeting of the National Council on Measurement in Education conference, San Francisco, CA.
- Oliveri, M. E. (2013, January). *"Current" Landscape of MOOCs* Report presented at ETS's Informal Brown Bag Luncheon Series, Princeton, NJ.
- Oliveri, M. E. (2013, January). *How fair is the use of noncognitive measures in higher education admissions?* Paper presented at the bi-annual World Universities Forum, Vancouver, British Columbia, Canada.
- Oliveri, M. E., & von Davier, M. (2012, November). *Optimizing score scale calibration procedures in international large-scale assessments*. Poster presented at the Ronference: A conference to honor Ronald K. Hambleton, University of Massachusetts, Amherst, MA.
- Ercikan, K., & Oliveri, M. E. (2012, July). *Heterogeneity of linguistic minority students in differential item functioning analyses*. Paper presented at the bi-annual meeting of the International Test Commission Conference, Amsterdam, Netherlands.

- Oliveri, M. E., & von Davier, M. (2012, July). *Application of hierarchical mixture item response theory models to international large-scale assessment data*. Paper presented at the bi-annual meeting of the International Test Commission Conference, Amsterdam, Netherlands.
- Barclay-McKeown, S., Oliveri, M. E., & Sandilands, D. (2012, April). *Examining the correspondence of differential item functioning and findings from focus groups using data from the national survey of student engagement*. Paper presented at the annual National Council on Measurement in Education conference, Vancouver, British Columbia, Canada.
- Oliveri, M. E., Ercikan, K., & Zumbo, B. D. (2012, April). *Identifying sources of latent class DIF*. Paper presented at the annual National Council on Measurement in Education conference, Vancouver, British Columbia, Canada.
- Roth, W. M., Oliveri, M. E., Sandilands, D., Lyons-Thomas, J., & Ercikan, K. (2012, April). *Tracking sources of DIF using expert think-aloud protocols*. Paper presented at the annual National Council on Measurement in Education conference, Vancouver, British Columbia, Canada.
- Sandilands, D., Oliveri, M. E., Zumbo, B. D., & Ercikan, K. (2011, April). *Investigating sources of DIF in international large-scale assessments using a confirmatory approach*. Paper presented at the annual National Council on Measurement in Education conference, New Orleans, LA.
- Oliveri, M. E., & von Davier, M. (2010, July). *Investigation of model fit and score scale comparability in international assessments*. Paper presented at the annual International Meeting of the Psychometric Society, Athens, GA.
- Ercikan, K., Simon, M., Oliveri, M. E., & Dufour, N. (2010, May). *Score comparability of multiple language versions of assessments within jurisdictions*. Paper presented at the meeting of the Canadian Society for Studies in Education, Montreal, Quebec, Canada.
- Oliveri, M. E., Gundersen-Bryden, B., & Ercikan, K. (2010, May). *Complexities, challenges and opportunities in scoring provincial assessments: A perspective from British Columbia*. Paper presented at the meeting of the Canadian Society for Studies in Education, Montreal, Quebec, Canada.
- Oliveri, M. E., & von Davier, M. (2010, April). *Investigation of model fit and score scale comparability in international assessments*. Paper presented at the annual National Council on Measurement in Education conference, Denver, CO.
- Oliveri, M. E., Olson, B., Ercikan, K., & Zumbo, B. D. (2009, April). *Comparability of methods used to detect DIF and DTF*. Poster presented at the annual National Council on Measurement in Education conference, San Diego, CA.
- Sandilands, D., & Oliveri, M. E. (2009, April). *Score scale comparability in international educational assessments*. Poster presented at the annual National Council on Measurement in Education conference, San Diego, CA.

- Oliveri, M. E. (2008, July). *Inventory of measures adopted by Canadian educational jurisdictions regarding comparability of results of bilingual assessments*. Paper presented at the bi-annual meeting of the International Test Commission conference, Liverpool, England.
- Oliveri, M. E. & Olson, B. (2008, July). *Diverse approaches to examining construct comparability across English and French versions of PISA 2003*. Paper presented at the III European Congress of Methodology, Oviedo, Spain.
- Oliveri, M. E. (2008, May). *Implementation of the Official Languages Act in provincial assessments*. Paper presented at the meeting of the Canadian Society for the Study of Education conference, University of British Columbia, Vancouver, BC.
- Oliveri, M. E., & Ercikan, K. (2008, March). *Analysis of construct comparability in the Program for International Student Assessment 2003 problem-solving measure*. Paper presented at the annual National Council on Measurement in Education conference, New York, NY.
- Oliveri, M. E. (2007, June). *Score comparability in PISA 2003 problem-solving measure*. Paper presented at the Large-scale Assessment conference, University of Ottawa, Ottawa, Canada.
- Oliveri, M. E. (2006, January). *Identifying learning disabilities*. Paper presented at the Provincial Francophone and French Immersion Teachers' Association conference, British Columbia Teachers' Federation, Richmond, BC, Canada.
- Oliveri, M. E. (2005, August). *Identifying students' learning profiles*. Presented at the meeting of the Lower Mainland French Immersion Teachers Conference, Vancouver, BC, Canada