

Curriculum Vitae

Daniel M. Koretz

January, 2015

EDUCATION

Ph.D., Developmental Psychology, 1978, Cornell University.

B.A., cum laude, Anthropology, 1970, Cornell University.

PROFESSIONAL EMPLOYMENT

- 2009- Henry Lee Shattuck Professor of Education, Harvard Graduate School of Education
- 2001-2009 Professor, Harvard Graduate School of Education
- 1995-2001 Senior Social Scientist, RAND Education
- 1998-2000 Professor of Educational Research, Measurement, and Evaluation, Boston College
- 1995 Co-Director, Education Policy Research Program, the Urban Institute
- 1992-1995 Resident Scholar, RAND Institute on Education and Training
- 1987-1992 Senior Social Scientist, RAND
- 1983-1987 Principal Analyst, Human Resources and Community Development Division, Congressional Budget Office, United States Congress
- 1980-1983 Associate Analyst, Human Resources and Community Development Division, Congressional Budget Office, United States Congress
- 1979-1980 Assistant Analyst, Human Resources and Community Development Division, Congressional Budget Office, United States Congress
- 1978-1979 Congressional Science Fellow, American Psychological Association
- 1977-1978 Research Associate, Consortium for Longitudinal Studies, Cornell University

PROFESSIONAL ORGANIZATIONS

- Fellow of the American Educational Research Association, 2010-
- National Academy of Education, 2008-
- American Educational Research Association, 1982-
- National Council on Measurement in Education, 1988-
- Evaluation Research Society, 1978-1983

ADVISORY AND PROFESSIONAL AFFILIATIONS

Research Advisory Board, Centre for Evaluation and Monitoring, Durham University, England

New York State Department of Education Technical Advisory Group, 2010-

Kentucky National Technical Advisory Panel on Assessment and Accountability, 2009-

Board of Directors, Graduate Record Examination, 2007-2011

Faculty Associate and Member of the Steering Committee, Institute for Quantitative Social Science, Harvard University, 2006-present

National Research Council, Committee on Incentives and Test-Based Accountability in Education, 2010-2011

Board on Testing and Assessment, National Research Council, 1999-2006

Blue Ribbon Panel evaluating the NY Performance Assessment Consortium, 2000-2001

Chair, National Research Council, Committee on Embedding Common Test Items in State and District Assessments, 1999

National Research Council, Committee on Equivalency and Linkage of Educational Tests, 1998

“Critical Friends” advisory group to the Deputy Commissioner for Vocational and Educational Services for Individuals with Disabilities, New York State Department of Education, 1998-2001

Advisory Panel on Research and Development, The College Entrance Examination Board, 1996-1999

National Research Council, Committee on Goals 2000 and the Inclusion of Students with Disabilities, 1995-97

Kentucky Instructional Results Information System National Technical Review Panel (convened by the Office of Educational Accountability of the Kentucky Legislature), 1995

National Council on Measurement in Education *ad hoc* Committee on IAEA (ESEA) Title I Assessment Regulations, 1995

National/Local Advisory Committee for the Restructuring of Research and Evaluation Functions for Chicago Public Schools, 1994-1995

Chair, Advisory Panel on Education and Systemic Indicators, National Science Foundation, 1994

Co-Principal Investigator, Technical Review Panel, National Assessment of Educational Progress, 1990-94

Assessment Task Force, National Council on Education Standards and Testing, 1992

National Assessment Governing Board, Cross-Sectional Analysis Advisory Panel, 1991

National Assessment of Educational Progress, Policy Analysis and Use Advisory Committee, 1988-1989

National Assessment of Educational Progress, Cross-Sectional Advisory Panel, 1989-1990

Advisory Board, National Science Teachers Association Project on Scope and Sequence of Science Instruction, 1989-1990

SELECTED REVIEWING

Advisory Editor, *Journal of Educational Measurement*
Editorial Advisory Board, *Educational Measurement: Issues and Practice*
Editorial Advisory Board and guest editor, *Assessment in Education*
Editorial Board, *Educational Assessment*
Educational Measurement: Issues and Practice
Applied Measurement on Education
Journal of Educational and Behavioral Statistics
Educational Policy
Educational Researcher
Educational Evaluation and Policy Analysis
American Educational Research Journal
Institute of Education Sciences, U.S. Department of Education
Carnegie Corporation of New York
General Accounting Office
National Center for Education Statistics
National Science Foundation
Office of Educational Research and Improvement, U. S. Department of Education
National Education Goals Panel
The Pew Charitable Trusts
The Dewitt-Wallace Readers Digest Foundation

PUBLICATIONS AND PRESENTATIONS

Publications

- Koretz, D. (2015). Adapting the practice of measurement to the demands of test-based accountability. *Measurement: Interdisciplinary Research and Perspectives*, 13, 1-25.
- Ng, H. L., and Koretz, D. (2015, in press). Sensitivity of school-performance ratings to scaling decisions. *Applied Measurement in Education*.
- Koretz, D. (2013). Commentary on E. Haertel, "How is testing supposed to improve schooling?" *Measurement: Interdisciplinary Research and Perspectives*, 11(1-2), 40-43.
- Holcombe, R., Jennings, J., & Koretz, D. (2013). The roots of score inflation: An examination of opportunities in two states' tests. In G. Sunderman (Ed.), *Charting reform, achieving equity in a diverse nation*, 163-189. Greenwich, CT: Information Age Publishing. <http://dash.harvard.edu/handle/1/10880587>
- Guo, Q, & Koretz, D. (2013). Estimating the impact of the English immersion law on limited English proficient students' reading achievement. *Education Policy* 27(1), 121-149.

- National Research Council. (2011) (incl. D. Koretz). *Incentives and Test-Based Accountability in Public Education*. Committee on Incentives and Test-Based Accountability in Public Education, M. Hout and S. W. Elliott (Eds.) Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
- Koretz, D. (2011). Lessons from test-based education reform in the U.S. *Zeitschrift für Erziehungswissenschaft (Journal of Educational Science)*, Special Issue 13, 9-24.
- Koretz, D., and Beguin, A. (2010). Self-monitoring assessments for educational accountability systems. *Measurement: Interdisciplinary Research and Perspectives*, 8(2-3: special issue), 92-109.
- Koretz, D. (2010). The validity of score gains on high-stakes tests. In B. McGaw, P. L. Peterson, and E. Baker (Eds.), *International Encyclopedia of Education, 3rd Edition*. Oxford: Elsevier. Vol. 4, pp. 186-192.
- Koretz, D. (2009). Moving past No Child Left Behind. *Science*, 326, 803-804 (November 6).
- Koretz, D. (2009). How do American students measure up? Making sense of international comparisons. *Future of Children*, 19(1), 37-51.
- Koretz, D. (2008). Test-based educational accountability: Research evidence and implications. *Zeitschrift für Pädagogik (Journal of Pedagogy)*, 54(6), 777-790.
- Koretz, D. (2008). A measured approach: Maximizing the promise, and minimizing the pitfalls, of value-added models. *American Educator*, Fall, 18-27, 39.
- Koretz, D. (2008). Further steps toward the development of an accountability-oriented science of measurement . In K. E. Ryan & L. A. Shepard (Eds.), *The Future of Test-Based Educational Accountability*. Mahwah, NJ: Lawrence Erlbaum Associates, 71-91.
- Koretz, D. (2008). *Measuring Up: What Educational Testing Really Tells Us*. Cambridge, MA: Harvard University Press. 2009 Outstanding Book Award, American Association of Colleges for Teacher Education.
- Koretz, D. (2008). The pending reauthorization of NCLB: An opportunity to rethink the basic strategy. In G. L. Sunderman (Ed.), *Holding NCLB Accountable: Achieving Accountability, Equity, and School Reform*. Thousand Oaks, CA: Corwin Press, 9-26.
- Koretz, D. (2007). Using aggregate-level linkages for estimation and validation: Comments on Thissen and Braun & Qian. In Dorans, N. J., Pommerich, M., & Holland, P. W. (Eds.), *Linking and Aligning Scores and Scales*. New York: Springer-Verlag, 339-353.

- Koretz, D., and Kim, Y-K. (2007). *Changes in the Black-White Performance Gap in the Elementary School Grades*. CSE Technical Report 715. Los Angeles: Center for the Study of Evaluation, University of California.
- Koretz, D. (2006). Steps toward more effective implementation of the *Standards*. *Educational Measurement: Issues and Practice*, 25(3), 46-50.
- Koretz, D., and Hamilton, L. S. (2006). Testing for accountability in K-12. In R. L. Brennan (Ed.), *Educational measurement* (4th ed.), 531-578. Westport, CT: American Council on Education/Praeger.
- Hamilton, L. S., McCaffrey, D. F., and Koretz, D. (2006). Validating Achievement Gains in Cohort-to-Cohort and Individual Growth-Based Modeling Contexts. In R. Lissitz (Ed.), *Longitudinal and Value Added Modeling of Student Performance*, 407 - 434. Maple Grove, MN: JAM Press.
- Price, J., and Koretz, D. (2005). Building assessment literacy. In K. P. Boudett, E. A. City, and R. M. Murnane (Eds.), *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Cambridge: Harvard Education Press.
- Koretz, D., and McCaffrey, D. (2005). *Using IRT DIF Methods to Evaluate the Validity of Score Gains*. CSE Technical Report 660. Los Angeles: Center for the Study of Evaluation, University of California.
- Koretz, D. (2005). Alignment, high stakes, and the inflation of test scores. In J. Herman and E. Haertel (Eds.), *Uses and misuses of data in accountability testing*. Yearbook of the National Society for the Study of Education, vol. 104, Part 2, 99-118. Malden, MA: Blackwell Publishing.
- McCaffrey, D. F., Lockwood, J. R., Koretz, D., Louis, T. A., and Hamilton, L. S. (2004). Let's see more empirical studies of value-added models of teacher effects: A reply to Raudenbush, Rubin, Stuart and Zanuto. *Journal of Educational and Behavioral Statistics*, 29(1), 139-144.
- McCaffrey, D. F., Lockwood, J. R., Koretz, D., Louis, T. A., and Hamilton, L. (2004). Models for value-added modeling of teacher effects. *Journal of Educational and Behavioral Statistics*, 29(1), 67-101.
- Koretz, D., and Barton, K. (2003-2004). Assessing students with disabilities: Issues and evidence. *Educational Assessment*, 9(1&2), 29-60.
- McCaffrey, D. F., Lockwood, J. R., Koretz, D. M., and Hamilton, L. S. (2003). *Evaluating value-added models for teacher accountability*. Santa Monica: RAND, MG-158-EDU.
- Koretz, D., and Hamilton, L. S. (2003). *Teachers' responses to high-stakes testing and the validity of gains: A pilot study*. CSE Technical Report 610. Los Angeles: Center for the Study of Evaluation, University of California.

- Wainer, H., and Koretz, D. (2003). A political statistic. *Chance*, 16(4), 45-47.
- Koretz, D. (2003). Using multiple measures to address perverse incentives and score inflation. *Educational Measurement: Issues and Practice* 22(2), 18-26.
- Hamilton, L. S., and Koretz, D. (2002). About tests and their use in test-based accountability systems. In L. S. Hamilton, B. M. Stecher, and S. P. Klein (Eds.), *Making Sense of Test-Based Accountability in Education*. Santa Monica: RAND (MR-1554-EDU).
- Koretz, D. (2002). Limitations in the use of achievement tests as measures of educators' productivity. In E. Hanushek, J. Heckman, and D. Neal (Eds.), *Designing Incentives to Promote Human Capital*. Special issue of *The Journal of Human Resources*, 37(4, Fall), 752-777.
- Baker, E.L., Linn, R.L., Herman, J.L., Koretz, D. (2002). *Standards for educational accountability systems* (CRESST Policy Brief 5). Los Angeles: University of California, Center for Research on Evaluation, Standards, and Student Testing. (<http://www.cse.ucla.edu/CRESST/Newsletters/polbrf54.pdf>)
- Koretz, D. (2002). Exit tests and accountability at the high-school level. In *The New Challenge for Public Education: Secondary School Reform – Designs, Standards, and Accountability*. The Aspen Institute Congressional Program, vol. 17, no. 2. Washington, author, 39-48.
- Koretz, D. Russell, M., Shin, D. Horn, C., and Shasby, K. (2002). Testing and Diversity in Postsecondary Education: The Case of California. *Education Policy Analysis Archives*, 10 (1) (January). <http://epaa.asu.edu/ojs/article/view/280>
- Koretz, D., McCaffrey, D., and Hamilton, L. (2001). *Toward a Framework for Validating Gains Under High-Stakes Conditions*. CSE Technical Report 551. Los Angeles: Center for the Study of Evaluation, University of California.
- Koretz, D., and Berends, M. (2001). *Changes in High School Grading Standards in Mathematics, 1982-1992*. Santa Monica: RAND (MR-1445-CB).
- Koretz, D., McCaffrey, D., and Sullivan, T. (2001). Predicting variations in mathematics performance in four countries using TIMSS. *Education Policy Analysis Archives*, 9 (34) (September). <http://epaa.asu.edu/ojs/article/view/363>.
- Koretz, D., McCaffrey, D., and Sullivan, T. (2001). Using TIMSS to Analyze Correlates of Performance Variation in Mathematics. Working Paper No. 2001-095. Washington, D.C.: U.S. Department of Education, National Center for Education Statistics.

- Blue Ribbon Panel on the New York Performance Standards Consortium (Everson, H.T., Koretz, D.M., Linn, R.L., Phillips, S.E., Qualls, A.L., and Stake, R.), (2001). *New York Performance Standards Consortium Schools' Alternative Assessment Systems: An Evaluation Report*. New York City: Author.
- Koretz, D., and Hamilton, L. (2001). The Performance of Students with Disabilities on New York's revised regents comprehensive Examination in English. CSE Technical Report 540. Los Angeles: Center for the Study of Evaluation, University of California.
- Koretz, D. (2000). *The Impact of Score Differences on the Admission of Minority Students: An Illustration*. Chestnut Hill, MA: National Board on Educational Testing and Public Policy. NBETPP Statements, 1(5), June.
- Koretz, D., and Hamilton, L. (2000). Assessment of Students with Disabilities In Kentucky: Inclusion, Student Performance, and Validity. *Educational Evaluation and Policy Analysis*, 22(3), 255-272.
- Koretz, D. M., Bertenthal, M. W., and Green, B., Eds. (1999). *Embedding Common Test Items in State and District Assessments*. (National Research Council, Committee on Embedding Common Test Items in State and District Assessments.) Washington: National Academy Press.
- Koretz, D. and Hamilton, L. (1999). *Assessing Students with Disabilities in Kentucky: The Effects of Accommodations, Format, and Subject*. CSE Technical Report 498. Los Angeles: Center for the Study of Evaluation, University of California.
- National Research Council, Committee on Equivalency and linkage of Educational Tests (1999) (incl. D. Koretz). *Uncommon Measures: Equivalence and Linkage Among Educational Tests*. Washington, DC: National Academy Press.
- Koretz, D., and Barron, S. I. (1998). *The Validity of Gains on the Kentucky Instructional Results Information System (KIRIS)*. MR-1014-EDU, Santa Monica: RAND.
- Koretz, D. (1998). Large-scale portfolio assessments in the US: Evidence pertaining to the quality of measurement. In D. Koretz, A. Wolf, and P. Broadfoot (Eds.), *Records of Achievement*. Special issue of *Assessment In Education*, 5(3), 309-334. Reprinted in W. Harlen, Ed. (2008), *Student Assessment and Learning*. London: Sage.
- Koretz, D. (1997). Indicators of educational achievement. In R. Hauser, B. Brown, and W. Prosser (Eds.), *Indicators of Children's Well-Being* (pp. 208-234). New York: Russell Sage Foundation.

- Koretz, D. (1997). *The Assessment of Students with Disabilities in Kentucky*. CSE Technical Report 431. Los Angeles: Center for the Study of Evaluation, University of California.
- National Research Council, Committee on Goals 2000 and the Inclusion of Students with Disabilities (1997) (incl. D. Koretz). *Educating One and All: Students with Disabilities and Standards-Based Reform*. Washington, D.C.: National Academy Press.
- Koretz, D. (1996). Using student assessments for educational accountability. In E. A. Hanushek and D. W. Jorgenson (Eds.), *Improving the Performance of America's Schools* (pp. 171-196). Washington, D.C.: National Academy Press.
- Barron, S. I., and Koretz, D. M. (1996). An evaluation of the robustness of the National Assessment of Educational Progress trend estimates for racial/ethnic subgroups. *Educational Assessment*, 3(3), 209-248.
- Berends, M., and Koretz, D. (1996). Reporting minority students' test scores: How well can the National Assessment of Educational Progress account for differences in social context? *Educational Assessment*, 3(3), 249-285.
- Koretz, D., Barron, S., Mitchell, K., and Stecher, B. (1996). *The Perceived Effects of the Kentucky Instructional Results Information System (KIRIS)*. MR-792-PCT/FF, Santa Monica: RAND.
- Stecher, B. M, and Koretz, D. (1996). *Issues in Building an Indicator System for Mathematics and Science Education*. MR-738-NSF, Santa Monica: RAND.
- Koretz, D., Mitchell, K., Barron, S., and Keith, S. (1996). *The Perceived Effects of the Maryland School Performance Assessment Program*. CSE Technical Report No. 409. Los Angeles: Center for the Study of Evaluation, University of California.
- Koretz, D., and Deibert, E. (1996). Setting standards and interpreting achievement: A cautionary tale from the National Assessment of Educational Progress. *Educational Assessment*, 3(1), 53-81.
- Burstein, L., Koretz, D., Linn, R. L., Sugrue, B., Novak, J., Baker, E., and Harris, E. L. (1995/1996). Describing performance standards: The validity of the 1992 NAEP achievement level descriptors as characterizations of mathematics performance. *Educational Assessment*, 3(1), 9-51.
- Linn, R. L., Koretz, D., and Baker, E. L. (1996). *Assessing the Validity of the National Assessment of Educational Progress: Final Report of the NAEP Technical Review Panel*. CSE Technical Report 416. Los Angeles: Center for the Study of Evaluation, University of California.

- Hambleton, R. K., Jaeger, R. M., Koretz, D., Linn, R. L., Millman, J., and Phillips, S. E. (1995). *Review of the Measurement Quality of the Kentucky Instructional Results Information System, 1991-1994*. Frankfort: Office of Education Accountability, Kentucky General Assembly, June.
- Klein, S. P., McCaffrey, D., Stecher, B., and Koretz, D. (1995). The reliability of mathematics portfolio scores: Lessons from the Vermont experience. *Applied Measurement in Education*, 8(3), 243-260.
- Koretz, D. (1995). The quality of information from NAEP: two examples of work done in collaboration with Leigh Burstein. *Educational Evaluation and Policy Analysis*, 17 (3), 280-294.
- Koretz, D. (1995). Sometimes a cigar is just a cigar, and often a test is just a test. In Diane Ravitch (Ed.), *Debating the Future of American Education: Do We Need National Standards and Assessment?* (pp. 154-166). Washington, D. C.: The Brookings Institution (Brookings Dialogs on Public Policy Series).
- Koretz, D., Stecher, B., Klein, S., and McCaffrey, D. (1994). The Vermont Portfolio Assessment Program: Findings and Implications. *Educational Measurement: Issues and Practice*, 13 (3), 5-16.
- Koretz, D., Stecher, B., Klein, S., and McCaffrey, D. (1994). *The Evolution of a Portfolio Program: The Impact and Quality of the Vermont Program in its Second Year (1992-93)*, Los Angeles: Center for Research on Evaluation, Standards and Student Testing, UCLA (CSE Technical Report 385).
- Sugrue, B., Novak, J., Burstein, L., Lewis, E., Koretz, D., and Linn, R. (1994). *Mapping Test Items to the 1992 Mathematics Achievement Levels Descriptions: Mathematics Educators' Interpretations and Their Relationship to Student Performance*. CSE Technical Report 393. Los Angeles: Center for the Study of Evaluation, University of California.
- Koretz, D., Stecher, B., Klein, S., McCaffrey, D., and Deibert, E. (1993). *Can Portfolios Assess Student Performance and Influence Instruction? The 1991-92 Vermont Experience*, Santa Monica, CA: RAND, RP-259. Los Angeles: Center for Research on Evaluation, Standards and Student Testing, UCLA (CSE Technical Report 371).
- Koretz, D., and Deibert, E. (1993). *Interpretations of National Assessment of Educational Progress (NAEP) Anchor Points and Achievement Levels by the Print Media in 1991*, MR-385-NCES, Santa Monica: RAND.

- Koretz, D., Klein, S., McCaffrey, D., and Stecher, B. (1993). *Interim Report: The Reliability of Vermont Portfolio Scores in the 1992-93 School Year*, Santa Monica, Calif: RAND, RP-260. Los Angeles: Center for Research on Evaluation, Standards and Student Testing, UCLA (CSE Technical Report 370).
- Koretz, D., D. McCaffrey, S. Klein, R. Bell, B. Stecher (1992). *The Reliability of Scores from the 1992 Vermont Portfolio Assessment Program: Interim Report*, RAND Institute on Education and Training, Santa Monica, CA, December. CSE Technical Report 355. Los Angeles: Center for the Study of Evaluation, University of California.
- Linn, R., D. Koretz, E. Baker, and L. Burstein (1992). *The Validity and Credibility of the Achievement Levels for the 1990 Assessment of Education Progress in Mathematics*, Los Angeles: Center for Research in Evaluation, Standards & Student Testing, UCLA (CSE Technical Report).
- Koretz, D., Lewis, E., Burstein, L., and Skewes-Cox, T. (1992). *Omitted and Not-Reached Items in Mathematics in the 1990 National Assessment of Educational Progress*. RAND, Los Angeles: Center for Research on Evaluation, Standards and Student Testing, UCLA (CSE Technical Report 357).
- Koretz, D., B. Stecher, E. Deibert (1992). *The Vermont Portfolio Assessment Program: Interim Report on Implementation and Impact, 1991-92 School Year*, Los Angeles: Center for Research on Evaluation, Standards and Student Testing, UCLA (CSE Technical Report 350).
- Koretz, D. (1992). What happened to test scores, and why? *Educational Measurement: Issues and Practice*, 11 (4), Winter, 7-11.
- Koretz, D. (1992). *Validating and Evaluating Indicators of Mathematics and Science Education*, N-2900-NSF, Santa Monica: RAND.
- Koretz, D. (1992). NAEP and National testing: Issues and implications for educators. In M. Kean (ed.), *NASSP (National Association of Secondary School Principals) Bulletin*, September 1992.
- Koretz, D. (1992). State and national assessment. In M. C. Alkin (ed.), *Encyclopedia of Educational Research*, Sixth Edition, Washington, D.C.: American Educational Research Association, pp. 1262-1267.
- Dunbar, S., Koretz, D. and Hoover, H. D. (1991). Quality control in the development and use of performance assessment. *Applied Measurement in Education*, 4 (4), pp. 289-303.
- Koretz, D., (1991). State comparisons using NAEP: Large costs, disappointing benefits. *Educational Researcher*, 20 (3), April, 19-21.

- Koretz, D. (1990). The Educational Reform Movement: Is it grounded in data? *Educational Administration Quarterly* 24 (3), August 1988, 350-359. Reprinted as "Educational Practices and Test Scores: The Search for the Missing Link" in Samuel B. Bacharach (ed.), *Education Reform*, Boston: Allyn & Bacon.
- Koretz, D., with E. Lewis, and L. DeSilets (1990). *Trends in the Postsecondary Enrollment of Minorities*, R-3948-FF, Santa Monica: RAND.
- Koretz, D. (1989). The new National Assessment: What it can and cannot do, *Issues '89*, Washington, D.C.: National Education Association, January, pp. 32-37.
- Koretz, D. (1988). Arriving in Lake Wobegon: Are standardized tests exaggerating achievement and distorting instruction? *American Educator*, Summer, 12 (2), pp. 8-15, 46-52.
- Koretz, D. (1987). *Educational Achievement: Explanations and Implications of Recent Trends*. Washington, D.C.: Congressional Budget Office, August.
- Koretz, D. (1986). *Trends in Educational Achievement*. Washington, D.C.: Congressional Budget Office, April.
- Ginsburg, P., and Koretz, D. (1983). Do empty beds generate additional hospitalization? A National test of the Roemer Hypothesis. *Health Care Financing Review*, Fall, 5 (1), 87-92 (co-authored).
- Koretz, D. (1982). *Catastrophic Medical Expenses: Patterns in the Non-Elderly, Non-Poor Population*. Washington, D.C.: Congressional Budget Office, December.
- Koretz, D. (1982). Developing useful evaluations: A case history and some practical guidelines. In L. Saxe and D. Koretz (Eds.), *Making Evaluations Useful to Congress. New Directions in Program Evaluation*, No. 14, San Francisco: Jossey-Bass, June.
- Lazar, I., Koretz, D., Royce, J., and Beller, E.K. (1982). Some social and motivational effects of preschool intervention. In D. McClelland (Ed.), *Education For Values*. New York: Irvington.
- Saxe, L., and Koretz, D. (Eds) (1982). *Making Evaluations Useful to Congress. New Directions in Program Evaluation*, No. 14. San Francisco: Jossey-Bass, June.
- Ginsburg, P., and Koretz, D. (1981). Comment on W. B. Schwartz and P. L. Joskow, Duplicated hospital facilities: How much can we save by consolidating them? *New England Journal of Medicine*, 304 (16), 979.
- Koretz, D. (1981). *The Impact of PSROs on Health Care Costs: Update of CBO's 1979 Evaluation*. Washington, D.C.: Congressional Budget Office, January.

Ginsburg, P. and Koretz, D. (1979). *The Effect of PSROs on Health Care Costs: Current Findings and Future Evaluations*. Washington, D.C.: Congressional Budget Office, June.

Koretz, D. (1979). Validity shrinkage in psychopathology research: An example of the need for caution. *Journal of Abnormal Psychology*, 88 (3), 328-333.

Consortium for Longitudinal Studies (1978). *Lasting Effects After Preschool*. Administration for Children, Youth, and Families, USDHEW, October (co-authored).

Recent Working Papers

Koretz, D., & Jennings, J. L. (2010). *The (Mis)Understanding and Use of Data from Educational Tests*. Paper prepared for the Spencer Foundation, October. (<http://www.spencer.org/resources/content/3/3/8/documents/Koretz--Jennings-paper.pdf>)

Koretz, D. (2010). *Some Implications of Current Policy for Educational Measurement*. Paper prepared for the K-12 Assessment and Performance Management Center, Educational Testing Service, January. (<http://www.k12center.org/rsc/pdf/KoretzPresenterSession3.pdf>)

Presentations, Briefings, and Testimony

Koretz, D. (2014). Using tests for monitoring and accountability. Invited address, Agencia de Calidad de la Educación, Santiago, Chile, November 3.

Koretz, D., and Ng, H. L. (2014). Investigating the validity of school evaluations based on high-stakes tests. Invited address, 5th ICFES International Seminar on Education Research, Bogotá, Colombia, October 31.

Koretz, D. (2014). Using large-scale assessment to improve education: Lessons from the U.S. experience. Invited address, World Bank/ National Institute for the Evaluation of Education workshop: *Towards a New Generation of Standardized Student Assessments*. Mexico City, June 23.

Koretz, D. (2013). Learning from research on test-based accountability. Invited address, World Bank symposium: *Assessment for Global Learning*. Washington, D.C., November 7.

Koretz, D. (2013). Will the Common Core fix test-based accountability? Keynote address, Shanker Institute Seminar, Washington, D.C., March 12.

Koretz, D. (2012). Using tests for evaluation: Experiences from the U.S. Keynote address at the third annual ICFES International Seminar on Educational Research. Bogota, Colombia, November 1.

- Koretz, D. (2012). Validation of inferences under high-stakes conditions. In S. Sireci (Chair), *Exploring Unintended or Inappropriate Interpretations, Uses, and Consequences of Test Scores*. Symposium presented at the annual meeting of the American Educational Research Association, Vancouver, B.C., April 16.
- Jennings, J., Bearak, J., & Koretz, D. (2011). Accountability and the reproduction of racial inequality in American education. Paper presented at the Annual Meetings of the Sociology of Education Association, Asilomar, CA.
- Jennings, J., Bearak, J., & Koretz, D. (2011). Accountability and the reproduction of racial inequality in American education. Paper presented at the Annual Meetings of the American Sociological Association, Las Vegas, NV
- Guo, Q., & Koretz, D. M. (2011). Differential gains on standards with high test weights. Paper presented at the annual conference of the Association for Education Finance and Policy, Seattle, WA, March 25.
- Dougherty, S. M., Jennings, J. L., and Koretz, D. M. (2011). Accounting for accountability Gains: Evidence from New York City's School Progress Reports. Paper presented at the annual conference of the Association for Education Finance and Policy, Seattle, WA, March 25.
- Dougherty, S. M., Jennings, J. L., and Koretz, D. M. (2011). *Modeling Accountability Gains: An Innovative Use of New York's School Progress Reports*, Modern Modeling Methods Conference, University of Connecticut, May.
- Dougherty, S. M., Jennings, J. L., and Koretz, D. M. (2011). *Understanding Accountability-Induced Score Gains: Evidence from New York City's School Progress Reports*, Association for Public Policy Analysis and Management, Fall Research Conference, Washington DC, November.
- Koretz, D. (2010). Using Tests for Accountability: Experiences from the U.S. Invited address, MIDE_UC Measurement Center, Pontificia Universidad Catolica de Chile, Santiago, Chile, May 26.
- Koretz, D. (2010). Test-based accountability: Issues and topics for research. Invited seminar, Pontificia Universidad Catolica de Chile, Santiago, Chile, May 28.
- Koretz, D., and Beguin, A. (2010). Self-monitoring assessments (SMAs) for educational accountability systems. In H. I. Braun (Chair), *Innovations in Test-Based Educational Accountability*. Invited symposium at the annual meeting of the American Educational Research Association, Denver, CO, May 1.

- Koretz, D. (2008). Lessons from test-based education reform in the U.S. Invited address, *Zeitschrift für Erziehungswissenschaft-Forum 2008: Transforming Education – Large-scale Reform Projects in Education Systems and their Effects, German and International Experience*. Berlin, Germany, December 12.
- Koretz, D. (2008). Designing sensible accountability systems for the education sector. Invited address, World Bank Human Development Forum 2008, Washington, D.C., November 3.
- Koretz, D. (2008). Learning from the U.S. experience: The challenge of holding schools accountable for student performance. Invited address, Wissenschaftszentrum Berlin für Sozialforschung (Social Science Research Center Berlin), June 25.
- Koretz, D. (2008). New directions in measurement: Career considerations. In L. Hollingworth, *Future Directions for the Field of Educational Measurement*, symposium at the annual meeting of the National Council on Measurement in Education, New York, March 25.
- Koretz, D. (2008). Test-based educational accountability: Evidence and new directions. 21st Congress of the German Corporation for Educational Science, Dresden, Germany, March 18.
- Koretz, D. (2008) Issues in designing a monitoring and accountability program for the education system. Invited address, Netherlands Educational Research Association, Arnhem, the Netherlands, January 7.
- Koretz, D. (2007). Test-based monitoring and accountability: Time to take Lindquist's warning seriously. Annual Coffman Lecture (invited), University of Iowa, Iowa City, IA, October 11.
- Koretz, D. (2007). Inflation of scores in educational accountability systems: Empirical findings and a psychometric framework. In *Biases from Behavioral Responses to Measurement: Perspectives from Theoretical Economics, Health Care, Education, and Social Services*, Eric M. Mindich Conference on Experimental Social Science, Harvard Institute for Quantitative Social Science, May 4.
- Koretz, D. (2007). Validity in an era of accountability. Invited presentation at the annual meeting of the Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, January 22.
- Koretz, D. (2006). Research on test-centered educational accountability: past findings and new directions. Invited lecture at the Max Planck Institute for Human Development, Berlin, Germany, December 15.

- Koretz, D. (2006). The pending reauthorization of NCLB: An opportunity to rethink the basic strategy. Invited presentation for the Civil Rights Project/ Earl Warren Institute roundtable Discussion on the Reauthorization of No Child Left Behind, Washington, D.C., November 16.
- Koretz, D. (2006). Exploring the feasibility of an enforcement mechanism for the *Standards*. In J. Koenig (Chair), *Following the Standards for Educational and Psychological Testing: The Challenges of Ensuring Sound Measurement Practice*. Symposium at the annual meeting of the National Council on Measurement in Education, San Francisco, April 10
- Koretz, D. (2006). Issues in the design of Israel's educational accountability system. Invited address, the Israeli National Authority for Testing and Evaluation in Education (RAMA), Tel Aviv, January 19.
- Koretz, D. (2006). Adapting assessment for accountability. Invited lecture series, the National Institute for Testing and Evaluation, Jerusalem, January 16-18.
- Koretz, D. (2005). Evaluating performance changes when outcome measures are corrupted. Invited presentation to the Working Group on Health Disparities, Harvard School of Public Health, October 25.
- Koretz, D. (2005). Adapting measurement to reflect accountability. Invited presentation at the annual meeting of the Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, September 8.
- Koretz, D. (2005). Using aggregate-level linkages for estimation and validation: Comments on Thissen and Braun & Qian. Invited presentation in the Educational Testing Service conference, *Linking and Aligning Scores and Scales: A Conference in Honor of Ledyard R. Tucker's Approach to Theory and Practice*. Princeton, N.J.: Princeton University, June 24.
- Koretz, D. (2005). Some principles of assessment for education writers. Invited presentation in *Understanding, Using and Questioning Education Research: An Education Statistics, Testing and Research Program for Reporters*, a workshop jointly sponsored by the Education Writers Association, the Nieman Foundation for Journalism and the Harvard Graduate School of Education. Cambridge, February 26.
- Koretz, D. (2005). Analytical issues in evaluations based on test scores. Invited presentation at the Israel Academy of Sciences and Humanities, Jerusalem, January 20 (sponsored jointly by the Academy, Yad Hanadiv, and the Ministry of Education).

- Koretz, D. (2005). Measurement issues in evaluating student and school performance. Invited presentation at the Israel Academy of Sciences and Humanities, Jerusalem, January 19 (sponsored jointly by the Academy, Yad Hanadiv, and the Ministry of Education).
- Koretz, D. (2004). Next steps for test-based accountability. Invited presentation at the annual meeting of the Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, September 10.
- Koretz, D. (2003). Rethinking the role of testing in education reform. Invited address, Aspen Institute Breakfast Seminar for Members of Congress, Washington, D.C., September 25.
- Koretz, D. (2003). Attempting to discern the effects of the NCLB accountability provisions on learning. In K. Ercikan (Chair), *Effects of Accountability on Learning*. Presidential invited session, annual meeting of the American Educational Research Association, Chicago, April 22.
- Koretz, D. (2002). Believe me, it is not cheating, but some strange method. Invited presentation at the annual meeting of the Center for Research on Evaluation, Standards, and Student Testing, Los Angeles, September 11.
- Koretz, D. (2002). Using multiple measures to address perverse incentives and score inflation. In W. Yen (Chair), *Multiple Perspectives on Multiple Measures*. Symposium presented at the annual meeting of the National Council on Measurement in Education New Orleans, April 4.
- Koretz, D. (2002). Exploring the variance in eighth-grade mathematics performance in TIMSS. In L. Suter (Chair), *Schools, Classrooms, and Students as Units of Analysis: New evidence on the Components of Variance of Student Achievement and Social Status from Large Cross-National Studies*. Symposium presented at the annual meeting of the American Educational Research Association New Orleans, April 3.
- Koretz, D. (2002). A framework for validating score gains under high-stakes conditions. Invited address, ACT Visiting Scholars Lecture Series, Iowa City, March 25, 2002.
- Koretz, D. (2002). Exit tests and accountability at the high-school level. Invited address to the ninth annual Aspen Institute Congressional Program, Phoenix, AZ, February 17.
- Koretz, D. (2001). Issues raised by the use of tests in admissions. Invited address to the Educational Effects of Diversity in Higher Education study group, American Academy of Arts and Sciences. Cambridge, MA, May 4.

- Koretz, D. (2001). Examples of standards for accountability systems. In E. Baker (Chair), *Holding Accountability Systems Accountable: Research-Based Standards*. Symposium presented at the annual meeting of the American Educational Research Association, Seattle, WA, April 13.
- Koretz, D., McCaffrey, D., and Hamilton, L. (2001). Toward a framework for validating gains under high-stakes conditions. In D. Koretz (Chair), *New Work on the Evaluation of High Stakes Testing Programs*. Symposium presented at the annual meeting of the National Council on Measurement in Education, Seattle, WA, April 11.
- Koretz, D. (2000). Score Inflation from High-Stakes Testing: Implications for Evaluating Teaching and Education Policies. Invited address, Institute for Research on Poverty, University of Wisconsin-Madison, October 26.
- Koretz, D. (2000). Steps toward lessened score inflation. Invited presentation at the annual meeting of the Center for Research on Evaluation, Standards, and Student Testing, University of California at Los Angeles, September 14.
- Koretz, D. (2000). Elements of a better educational accountability system. In E. A. Baker (Chair), *Beyond Magical Thinking: Designing Ideal Assessment and Accountability Systems*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, April 25.
- Koretz, D. (2000). Assessing students with disabilities: Policy context and research issues. In L. Hamilton (Chair), *Increased Inclusion of Students with Disabilities in Assessments: Experience at the National, State, and Local Levels*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, April 26.
- Koretz, D. (2000). Taking stock of standards-based assessments. In M. Futrell and G. Sroufe (Chairs), *Assessing the Standards and Assessment Movement: Closing the Achievement Gap*. Invited symposium presented at the annual meeting of the American Educational Research Association, New Orleans, April 26.
- Koretz, D. (2000). Embedding to obtain comparable scores across states. In B. Hanson (Chair), *Linking Educational Assessments*. Invited symposium presented at the annual meeting of the National Council on Measurement In Education, New Orleans, April 25.
- Koretz, D. (2000). Embedding common test items in state and district assessments. In J. Koenig (Chair), *Comparing Student, District, and State Achievement to National Standards*. Symposium presented at the annual meeting of the National Council on Measurement In Education, New Orleans, April 27.

- Hamilton, L., and Koretz, D. (2000). Assessing students with disabilities in a statewide testing program. In L. Hamilton (Chair), *Increased Inclusion of Students with Disabilities in Assessments: Experience at the National, State, and Local Levels*. Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, April 26.
- Koretz, D. (2000). Test score corruption in performance assessments. In Eva Baker (Chair), *Recent Findings on Assessing Individuals*. Panel presented at RAND-National Science Foundation conference on *Policy and Measurement Issues in Large-Scale Science and Mathematics Assessment*. Washington, DC: March 24.
- Koretz, D. (1999). Foggy lenses: Limitations in the use of achievement tests as measures of educators' productivity. Invited presentation in E. A. Hanushek, J. J. Heckman, and D. Neal (Organizers), *Devising Incentives to Promote Human Capital*, National Academy of Sciences conference. Irvine, CA (Beckman Center), December 18).
- Koretz, D. (1999). Test-based accountability: Taking stock. Invited presentation at the annual meeting of the Center for Research on Evaluation, Standards, and Student Testing, University of California at Los Angeles, September 17.
- Koretz, D. (1999). The benefits of an independent test monitoring body from the perspective of empirical research. In M. Clark (Chair), *An Independent Test Monitoring Body: The Reconstitution of the National Commission on Testing and Public Policy*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, April 23.
- Koretz, D., and Hamilton, L. (1998). Does format matter for students with disabilities? Invited presentation at the annual meeting of the Center for Research on Evaluation, Standards, and Student Testing, University of California at Los Angeles, September 10.
- Koretz, D. (1998). Evidence pertaining to the validity of score gains on the Kentucky Instructional Results Information System (KIRIS). In R. G. Hoffman (Chair), *Establishing Meaning: Validity Evidence for the Kentucky Instructional Results Information System (KIRIS)*. Symposium presented at the annual meeting of the National Council on Measurement in Education, San Diego, April 16.
- Koretz, D. (1998). Testimony before the Committee on Education and the Workforce, US House of Representatives, February 23.
- Koretz, D. (1997). Issues arising in including students with disabilities in large-scale assessments. Presentation to a colloquium of the Board on Testing and Assessment, National Research Council/National Academy of Sciences, Washington, September 18.

- Koretz, D. (1997). Empirical evidence about assessing students with disabilities from the Kentucky assessment system. Paper presented at the annual meeting of the Center for Research on Evaluation, Standards, and Student Testing, University of California at Los Angeles, September 4.
- Koretz, D. (1997). Simple pleasures are the best: Uses for the National Assessment of Educational Progress. Invited address to the Committee on the Evaluation of National and State Assessments of Educational Progress, National Research Council/National Academy of Sciences, Washington, May 1.
- Koretz, D. (1996). Issues in the assessment of students with disabilities. Paper presented at the annual meeting of the Center for Research on Evaluation, Standards, and Student Testing, University of California at Los Angeles, September.
- Koretz, D. (1996). Preparing students for the MSPAP assessments. In Jessie Pollack (Chair), *Assessment-Based Educational Reform: A Look at Two State Programs, part 2*. Symposium presented at the annual meeting of the American Educational Research Association, New York, April.
- Koretz, D. (1996). Preparing students for the KIRIS assessments. In Ed Reidy (Chair), *Assessment-Based Educational Reform: A Look at Two State Programs, part 1*. Symposium presented at the annual meeting of the American Educational Research Association, New York, April.
- Koretz, D. (1995). Reliability of scoring, reliability of scores, and validity: Comparing portfolios to other performance assessments. Invited presentation, RAND/National Science Foundation Conference on Performance Assessments, Washington, D. C., December 1.
- Koretz, D. (1995). Testimony before the District of Columbia Subcommittee of the Senate Committee on Appropriations, May 23.
- Koretz, D. (1994). Indicators of Educational Achievement. Invited paper for a conference on *Indicators of Child Well-Being* co-sponsored by the Institute for Research on Poverty, the National Institute on Child Health and Human Development, the Office of the Assistant Secretary for Planning and Evaluation (Department of Health and Human Services), and Child Trends, Inc. Washington, D. C., November 17.
- Koretz, D. (1994). Achievement Tests and Measures of Educational Productivity. Invited address to the Board on Science, Technology, and Economic Policy of the National Research Council. Washington, D. C., October 13.
- Koretz, D. (1994). Reconciling Impatience with Technical Standards. Invited paper presented at the annual meeting of the Center for Research, Evaluation, and Student Testing, University of California at Los Angeles, September.

- Koretz, D. (1994). Sometimes a cigar is just a cigar, and often a test is just a test. Invited address at a symposium entitled *National Standards and Assessments in American Education: Where Do We Go From Here?* Brown Center on Education Policy, The Brookings Institution, May 18.
- Koretz, D. (1994). A second year of portfolios in Vermont: findings and implications. In J. L. Herman (Chair), *Portfolio Assessment: What do the Data Tell Us?* Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, April 4.
- Koretz, D. (1994). National testing: The political process has prevailed. In L. Barber (Chair), *Educational Assessment: Are the Politicians Winning Two Years Later?* Symposium presented at the annual meeting of the American Educational Research Association, New Orleans, April 5.
- Berends, M., Koretz, D., and Lewis, E. (1994). *Measuring Racial and Ethnic Test Score Differences: Can the NAEP Account for Dissimilarities in Social Context?* Paper presented at the Annual Meetings of the American Educational Research Association, New Orleans, April.
- Koretz, D. (1994). Implications of RAND's evaluation of the Vermont assessment program for monitoring pending educational reforms. Invited address to the Board on Testing and Assessment, National Academy of Sciences, Washington, DC, March 9.
- Koretz, D., Harrison, E., and McCaffrey, D. (1993). Validating and evaluating the Vermont Portfolio Assessment Program. In H.D. Hoover (Chair), *And Now for Something Entirely Different: Results from Vermont's Portfolio Assessment*, invited symposium at the annual meeting of the National Council for Measurement in Education, Atlanta, April.
- Koretz, D. (1993). An Overview of RAND's Evaluation of the Vermont Portfolio Assessment Program. In J. Herman (Chair), *Portfolio Assessment: Rhetoric Meets the Reality of Data*, symposium at the annual meeting of the American Educational Research Association, Atlanta, April.
- Koretz, D. (1993). Setting Reasonable Expectations for Performance Assessment and Reform. Invited briefing, American Educational Research Association Education Policy Forum, Washington, D.C., February 26.
- Koretz, D. (1993). Performance Assessments in Mathematics and Science: Technical Concerns and Practical Experience. Presented at *Beyond National Standards and Goals: Excellence in Mathematics and Science Education, K-16*, sponsored by the National Science Foundation. Washington, D.C., February 11.

- Koretz, D. (1993). RAND's Evaluation of the Vermont Portfolio Assessment Program: Key Findings and Implications for State Assessment Programs. Invited address at the annual Assessment Directors Conference of the Council of Chief State School Officers, Tampa, January.
- Koretz, D. (1993). Results and Implications of RAND's Evaluation of the Vermont Portfolio Assessment Program. Briefing presented to the Vermont State Board of Education, January.
- Koretz, D., Madaus, G., Haertel, E., and Beaton, A. (1992). *National Educational Standards and Testing: A Response to the Recommendations of the National Council on Education Standards and Testing*. Testimony before the U.S. House of Representatives, Education and Labor Committee, Washington, D.C. (Available as CT-100 from RAND.)
- Koretz, D. (1992). Models for Collaboration and Change: Experiences from the RAND/Vermont collaboration. Paper presented at the annual conference of the Center for Research on Evaluation, Standards, and Student Testing, University of California at Los Angeles, September.
- Koretz, D. (1992). Evaluating performance Assessment. Paper presented at the Education Commission of the States Annual Conference on Assessment, Boulder, June.
- Koretz, D. (1992). Technical Issues in Implementing Performance Assessment Programs. Invited address, conference on *Diversifying Student Assessment* sponsored by Boston College and the Newton Public Schools, Newton, MA, November 20.
- Koretz, D. (1992). NAEP and the Movement Toward National Testing. In S. Johnson-Lewis (Chair), *Educational Assessment: Are the Politicians Winning?* Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, April 22.
- Koretz, D. (1991). Abusing More Innovative Tests. Education Commission of the States Annual Conference on Assessment, Boulder, June.
- Koretz, D. (1991). Evaluating Performance Assessments. Education Commission of the States Annual Conference on Assessment, Boulder, June.
- Koretz, D. (1991). Conceptual and Practical Issues in Performance Assessment. In S.B. Dunbar (chair), *Technical and Conceptual Issues in Evaluating Performance Assessment*, Invited symposium, annual meetings of the American Educational Research Association and the National Council on Measurement in Education, Chicago, April.

- Koretz, D., Linn, R. L., Dunbar, S. B., and Shepard, L. A. (1991). The Effects of High-Stakes Testing: Preliminary Evidence About Generalization Across Tests. In R.L. Linn (chair), *The Effects of High Stakes Testing*, symposium presented at the annual meetings of the American Educational Research Association and the National Council on Measurement in Education, Chicago, April.
<http://dash.harvard.edu/handle/1/10880553>.
- Koretz, D. (1991). Testimony (on national testing issues) before the Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor, U.S. House of Representatives, March 13.
- Koretz, D. (1991). Invited briefing to staff of the U.S. House of Representatives and U.S. Senate on educational assessment issues, January.
- Koretz, D. (1990). Issues in National Assessment. Invited address to the National School Boards Association Advocacy Forum on Federal and National Education Issues, Washington, D.C., October.
- Koretz, D. (1990). Developing Better Tests: What's Needed? Presented at the annual Education Commission of the States/Colorado Department of Education Assessment Conference, Boulder, June.
- Koretz, D. (1990). Legitimate and Illegitimate Uses of the NAEP Scales. Presented at the annual Education Commission of the States/Colorado Department of Education Assessment Conference, Boulder, June.
- Koretz, D. (1990). Appropriate and Inappropriate Uses of Educational Tests. Invited Address at the annual Educational Leadership Conference, University of Iowa, April.
- Koretz, D. (1989). What State Comparisons Cannot Tell Us. Invited Address before the National Assessment Governing Board, Washington, D.C., September.
- Koretz, D. (1989). The NAEP Proficiency Scales: Some Flies in the Ointment? Presented at the annual Education Commission of the States/Colorado Department of Education Assessment Conference, Boulder, Colorado, June.
- Koretz, D. (1989). State Comparisons Using the National Assessment of Educational Progress: What Will We Gain? Presented at the annual Education Commission of the States/Colorado Department of Education Assessment Conference, Boulder, Colorado, June.
- Koretz, D. (1989). Accountability and Educational Reform in New York: Some Risks in Relying Excessively on Achievement Tests. Invited address, New York State School Boards Association conference on educational reform, Albany, New York, May.

- Koretz, D. (1989). Educational Implications of Statewide Testing in Texas. Invited Keynote address, Third Annual Texas Testing Conference, Austin, Texas, March.
- Koretz, D. (1989). Educational Accountability: The Risks of Misusing Achievement Tests. Invited address, the New York State Education Department New Perspectives Conference, West Point, January 26.
- Koretz, D. (1988). Some Dangers in Test-Based Educational Accountability. Invited address, Public Policy Institute of New York, Albany, October 25.
- Koretz, D. (1988). Considerations in Designing a Statewide Assessment Program to Improve Instruction. Invited address to the Governor and Commissioner of Education of Vermont and others, Seyon Ranch, Vermont, August 25.
- Koretz, D. (1988). Gauging the Validity of Indicators of Coursework Reforms: Issues and Examples. Presented at the annual Education Commission of the States/Colorado Department of Education Assessment Conference, Boulder, Colorado, June 14.
- Koretz, D. (1987). Explanations and Implications of Recent Trends in Educational Achievement. Invited address, Office of Educational Research and Improvement staff seminar, U.S. Department of Education, June 23.
- Koretz, D. (1987). Some Risks in the Comparative Use of Educational Indicators. Presented in Arthur Wise (Chair), *A National Report Card: The Promise and Perils of the Comparative Use of Educational Indicators*. Symposium conducted at the annual meeting of the American Educational Research Association, Washington, D.C., April.
- Koretz, D. (1986). The School Science Curriculum: What We Know, and What We'd Like to Know. Invited presentation to the National Forum for School Science, Forum 86: *The Science Curriculum*, sponsored by the American Association for the Advancement of Science, Washington, D.C., November 14.
- Koretz, D. (1986). Education in Low-Income, Low-Performance Schools: Troubling Findings and Some Unanswered Questions. Invited presentation to a conference on "Understanding Low-Income, Low-Performance Schools," Office of Research, U.S. Department of Education, Washington, D.C., October 17.
- Koretz, D. (1985). Trends in Child Poverty in New York and the Nation: Implications for Education Policy. Invited address to the New York State Education Policy Seminars, Albany, New York, April 11.
- Koretz, D., and Ventresca, M. (1985). Poverty Trends in the School-Age Population. Presented in J. Noell (Chair), *Demographic and Social Trends in the School-Age Population*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, Illinois, April.

- Ventresca, M., and Koretz, D., (1985). Trends in the Ethnic Composition of the School-Age Population. Presented in J. Noell (Chair), *Demographic and Social Trends in the School-Age Population*. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, Illinois, April.
- Koretz, D. (1984 and 1983). The Prognosis for Social Programs: Constraints Imposed by the Budget and the Budget Process. Invited addresses to the Fellows of the Bush Centers for the Study of Child Development and Social Policy. Washington, D.C., April.
- Koretz, D. (1983). Costs Incurred Versus Benefits Conferred: Understanding the Uses and Limitations of Evaluations and Cost-Benefit Analyses. Three Executive Forums, Government Affairs Institute, Office of Personnel Management, Washington, D.C., June-July.
- Koretz, D. (1980). Making Evaluation Useful to the Congress. Presented at the annual meeting of the Evaluation Research Society, Washington, D.C., November.
- Koretz, D. (1979). Do PSROs Lower Hospital Use and Save Money? Presented to the National Professional Review Council, Washington, D.C.
- Koretz, D., and Ramsey, B. (1979). Long-Term Noncognitive Effects of Intervention. In F. Palmer (Chair), *Persistence of Preschool Effects: Evidence of Impact*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, San Francisco, March.
- Koretz, D., Vopava, J., and Darlington, D. (1978). Matching Early Intervention Programs to Children: Some Methodological Limitations. In B. Brown (Chair), *Matching Early Intervention Programs to Children*. Symposium conducted at the annual meeting of the American Association for the Advancement of Science, Washington, D.C., February.

Other Working Papers

- Koretz, D., and Ventresca, M. (1984). *Poverty Among Children*. Washington, D.C.: Congressional Budget Office, December.
- Congressional Budget Office (1983). *Demographic and Social Trends: Implications for Federal Support of Dependent-Care Services for Children and the Elderly*. Washington, D.C.: Congressional Budget Office, June (co-authored).
- Koretz, D. (1983). *Initiatives in Science and Mathematics Education: Issues and Options*. Washington, D.C.: Congressional Budget Office, April.
- Koretz, D. (1983). *Science and Mathematics Education: Issues in Shaping a Federal Initiative*. Washington, D.C.: Congressional Budget Office, March.

Koretz, D. (1982). *Title I (Chapter 1) Compensatory Education: Current Issues*. Washington, D.C.: Congressional Budget Office, March.

Congressional Budget Office (1982). *Effects of Tax and Benefit Reductions Enacted in 1981 for Households in Different Income Categories*. Washington, D.C.: Congressional Budget Office, February (co-authored).

Koretz, D. (1981). *Protection From Catastrophic Medical Expenses: The Effects of Limiting Family Liability Under Existing Employee Insurance Programs*. Washington, D.C.: Congressional Budget Office, August.