
André A. Rupp

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(a) CURRENT POSITION

- since 2008 **Assistant Professor**
Department of Measurement, Statistics, and Evaluation (EDMS), University of Maryland, College Park, MD.
Affiliated with the Center for the Advanced Study of Languages (CASL).
- 2005 – 2007 **Visiting Professor**, *Institute for Educational Progress (IQB), Humboldt-University, Berlin, Germany.*

(b) PREVIOUS EMPLOYMENT

- 2003 – 2005 **Assistant Professor**
Faculty of Education, University of Ottawa, Ottawa, ON.
- 2002 – 2003 **Graduate Research Assistant**
Department of Educational and Counseling Psychology, and Special Education, University of British Columbia, Vancouver, BC.
- 2001 – 2003 **Graduate Teaching Assistant**
Department of Statistics, University of British Columbia, Vancouver, BC.
- 1999 – 2001 **Graduate Teaching Assistant**
Department of Mathematics & Statistics, Northern Arizona University, Flagstaff, AZ.
- 1998 – 1999 **Graduate Teaching Assistant**
Department of English, Northern Arizona University, Flagstaff, AZ.

(c) EDUCATION

- 2001 – 2003 **Ph.D. in Measurement, Evaluation, and Research Methodology**
University of British Columbia, Vancouver, BC.
- 1999 – 2001 **M.S. in Mathematics (Statistics emphasis)**
Northern Arizona University, Flagstaff, AZ.
- 1997 – 1999 **M.A. in Teaching English as a Second Language (Applied Linguistics emphasis)**
Northern Arizona University, Flagstaff, AZ.
- 1994 – 1997 **Undergraduate Studies in Mathematics, English, and French**
Universität von Hamburg, Hamburg, Germany.

(d) ACADEMIC HONORS

- 2003 **University Research Scholar**, *University of Ottawa, Ottawa, ON.*
- 2001 **Outstanding Graduate Teaching Assistant with Distinction**, *Department of Mathematics & Statistics at Northern Arizona University, Flagstaff, AZ.*
- 2001 **Outstanding Graduate Student**, *Department of Mathematics & Statistics at Northern Arizona University, Flagstaff, AZ.*
- 2000 **KDD-Cup**, *Knowledge Discovery and Data-mining (KDD), Boston, MA.*

(e) OTHER PROFESSIONAL ACADEMIC ACTIVITIES

- 2008 Member, Division-D Outstanding Dissertation Award Committee (AERA)
- 2008 Member, Bradley Hanson Award Committee (NCME)
- 2000 Consultant, *Statistical Consulting Research Laboratory*, Northern Arizona University, AZ.
- 2000 Intern for statistical applications in data-mining, *Salford-Systems*, San Diego, CA.

(f) TEACHING

Graduate Courses

- 2009 Multivariate Statistics
- 2008-2009 Modern Measurement Theories
- 2008 Quantitative Research Methods I
- 2008 Quantitative Research Methods II
- 2007 Modern Scaling Methods: From IRT to Cognitive Diagnosis Models
- 2006 – 2007 Methods, Foundations, and Applications of Diagnostic Assessment
- 2005 Advanced Measurement Theories
- 2004 Advanced Statistical Methods
- 2004 Recent Advances in Latent Variable Modeling
- 2004 – 2005 Methods and Interpretation in Quantitative Research II
- 2003 – 2004 Methods and Interpretation in Quantitative Research I
- 2002 – 2003 Introduction to Statistics for Research in Education

Undergraduate Courses

- 2008 Introduction to Educational Statistics
- 2003 – 2004 Curriculum Design and Evaluation in Education
- 2002 Learning, Measurement, and Teaching
- 2001 – 2002 Statistical Methods
- 2000 – 2001 Applied Statistics
- 1999 College Algebra
- 1998 – 1999 Freshman Composition

(g) EXTERNAL FUNDING

<u>Year</u>	<u>Foundation / Agency / Institution</u>	<u>Amount</u>	<u>Purpose</u>
2009	National Science Foundation (CAREER)	\$TBA (<i>in development</i>)	Research
2009	National Science Foundation (SAMSI)	\$15,000	Conference
2009	National Science Foundation (EAGER)	\$96,000 (<i>submitted</i>)	Research
2008	National Science Foundation (DRK-12)	\$624,000 (<i>submitted</i>)	Research
2008	National Science Foundation (DRK-12)	\$449,000 (<i>not funded</i>)	Research
2008	National Science Foundation (REESE)	\$496,000 (<i>not funded</i>)	Research
2008	Institute for Education Sciences	\$247,000 (<i>not funded</i>)	Research
2007	German Research Foundation	\$100,000	Research
2007	German Research Foundation	\$450,000 (<i>not funded</i>)	Research
2006	German Research Foundation	\$120,000	Research
2005	Canadian Foundation for Innovation	\$120,000	Infrastructure
2004	Social Sciences and Humanities Research Council (SSHRC)	\$90,000	Research
1997	Federation of German-American Clubs	\$7,500	Scholarship
1997	Fulbright	\$2,000	Travel

(h) INTERAL FUNDING

<u>Year</u>	<u>Foundation / Agency / Institution</u>	<u>Amount</u>	<u>Purpose</u>
2008	University of Maryland (GRB)	\$8,700	Research
2008	University of Maryland (SPARC)	\$10,000	Research
2003 – 2005	University of Ottawa	\$30,000	Research
2003 – 2005	University of Ottawa	\$3,000	Travel
2003	University of Ottawa	\$7,000	Research
2003	University of British Columbia	\$750	Travel
2002 – 2004	University of British Columbia	\$30,000	Research

(i) REVIEWER WORK

Alberta Journal of Educational Research
Applied Psychological Measurement
Canadian Journal of Education
Canadian Journal of Program Evaluation
Canadian Modern Language Review
Diagnostica
Educational Testing Service
International Journal of Testing
Journal of Educational and Behavioral Statistics
Journal of Educational Measurement
Language Assessment Quarterly
Measurement: Interdisciplinary Research and Perspectives
Methodology
National Science Foundation
Organizational Research Methods
Psychological Methods
Psychology Science Quarterly
Psychometrika
Social Sciences and Humanities Research Council
Studies in Educational Evaluation
Zeitschrift für Pädagogik

(j) NATIONAL AND INTERNATIONAL COMMITTEE WORK

2009 – 2011 *Bradley Hanson Award for Contributions to Educational Measurement.* Awarded annually by the National Council on Measurement in Education (NCME). Leader: Jimmy de la Torre, Rutgers, the State University of New Jersey.

2009 – 2011 *AERA Outstanding Quantitative Dissertation Award.* Awarded annually by the American Educational Research Association (AERA). Leader: Sherri Miller, ACT.

since 2009 *Methodological Working Group for the Assessment and Teaching of 21st Century Skills* sponsored by CISCO, INTEL, and Microsoft. Leader: Mark Wilson, BEAR Center, University of California at Berkeley.

(k) SELECTED PUBLICATIONS WITH PEER-REVIEW

Books

1. **Rupp, A. A.**, Templin, J., & Henson, R. J. (in press). *Diagnostic measurement: Theory, methods, and applications*. New York: The Guilford Press.
2. **Rupp, A. A.**, Vock, M., Harsch, C., & Köller, O. (2008). *Developing standards-based assessment items for English as a first foreign language: Context, processes, and outcomes in Germany*. Münster: Waxmann.

Book Chapters

1. Mislevy, J., **Rupp, A. A.**, & Stapleton, L. (2009). Sampling considerations and statistical accommodations for large-scale studies of student achievement. In M. Simon, K. Ercikan, & M. Rousseau (Eds.), *An international handbook for large-scale assessments*. Publisher to be determined.
2. **Rupp, A. A.**, Oehler, R., Vock, M., & Leucht, M. (2009). The structure and empirical characteristics of the standard-setting item pool. In O. Köller et al. (Eds.), *Developing standards-based assessment items for English as a first foreign language: Standard-setting procedures in Germany*. Münster: Waxmann.
3. **Rupp, A. A.**, & Mislevy, R. J. (2007). Cognitive foundations of structured item response theory models. In J. Leighton & M. Gierl (Eds.), *Cognitive diagnostic assessment in education: Theory and applications* (pp. 205-241). Cambridge: Cambridge University Press.
4. **Rupp, A. A.**, & Vock, M. (2007). National educational standards in Germany: Methodological challenges for developing and calibrating standards-based tests. In D. Waddington, P. Nentwig, & S. Schanze (Eds.), *Making it comparable: Standards in science education* (pp. 173-198). Münster: Waxman.
5. Zumbo, B. D., & **Rupp, A. A.** (2004). Responsible modeling of measurement data for appropriate inferences: Important advances in reliability and validity theory. In D. Kaplan (Ed.), *Handbook of quantitative methodology for the social sciences* (pp. 73-92). Newbury Park, CA: Sage Press.

Book Reviews

1. Koran, J., Kohli, N., & **Rupp, A. A.** (in press). Improving Testing: Applying Process Tools and Techniques to Assure Quality [Book Review]. *Journal of Educational Measurement*.
2. **Rupp, A. A.**, & Böhme, K. (2008). Handbook of test development [Book review]. *International Journal of Testing*, 8, 111-125.
3. **Rupp, A. A.** (1999). Statistics for corpus linguistics [Book review]. *Computational Linguistics*, 25, 452.

Encyclopedia Entries

1. Gushta, M., **Rupp, A. A.** (in press). Reliability. In N. Salkind (Ed.), *Encyclopedia of research design*. Thousand Oaks, CA: Sage.
2. Mislevy, J., & **Rupp, A. A.** (in press). Concurrent and predictive validity. In N. Salkind (Ed.), *Encyclopedia of research design*. Thousand Oaks, CA: Sage.

3. Walk, M., & **Rupp, A. A.** (in press). Pearson product-moment correlation coefficient. In N. Salkind (Ed.), *Encyclopedia of research design*. Thousand Oaks, CA: Sage.
4. **Rupp, A. A.** (2006). Cognitive psychometric assessment. In N. Salkind (Ed.), *Encyclopedia of measurement and statistics* (Vol. 1, pp. 163-164). Thousand Oaks, CA: Sage.
5. **Rupp, A. A.** (2006). Parameter invariance. In N. Salkind (Ed.), *Encyclopedia of measurement and statistics* (Vol. 2, pp. 733-736). Thousand Oaks, CA: Sage.
6. **Rupp, A. A.**, & Pant, A. (2006). Validity theory. In N. Salkind (Ed.), *Encyclopedia of measurement and statistics* (Vol. 3, pp. 1032-1035). Thousand Oaks, CA: Sage.
7. **Rupp, A. A.** (2005). Maximum likelihood item response theory estimation. In B. Everitt & D. Howell (Eds.), *Encyclopedia of statistics in behavioral science*. New York: Wiley.

Papers in National and International Journals (Selection)

1. **Rupp, A. A.** (2009). *Compensation during estimation of the DINA model under Q-matrix misspecification*. Manuscript submitted for publication.
2. **Rupp, A. A.**, Gushta, M., Mislevy, R. J., & Shaffer, D. W. (2008). *Evidence-centered design of epistemic games: Measurement principles for complex learning environments*. Manuscript submitted for publication.
3. Choi, J., Kim, S., & **Rupp, A. A.** (2008). *Estimating structural equation models within a Bayesian framework: A concrete example of a Markov-chain Monte Carlo method*. Manuscript submitted for publication.
4. Mislevy, J., & **Rupp, A. A.** (2008). *Using item response theory in survey research: Accommodating complex assessment and sampling designs*. Manuscript submitted for publication.
5. Frey, A., Hartig, J., & **Rupp, A. A.** (in press). Booklet designs in large-scale assessments of student achievement: Theory and practice. *Educational Measurement: Issues and Practice, ITEMS Series*.
6. Shaffer, D. W., Hatfield, D., Svarovsky, G. N., Nash, P., Nulty, A., Bagley, E., Franke, K., **Rupp, A. A.**, & Mislevy, R. J. (in press). Epistemic network analysis: A prototype for 21st century assessment of learning. *The International Journal of Learning and Media*.
7. Böhme, K., & **Rupp, A. A.** (2009). *The diagnosis of orthographic competencies in a large-scale assessment*. Manuscript in preparation.
8. Gorin, J. S., **Rupp, A. A.**, & Svetina, D. (2009). *An HLM analysis of reading comprehension item difficulty factors*. Manuscript in preparation.
9. Templin, J., Ahmed, M., Henson, R., **Rupp, A. A.**, & Jang, E. (2008). *Diagnostic models for nominal response data*. Manuscript submitted for publication.
10. **Rupp, A. A.**, & Harsch, C. (2008). *Establishing standards-based proficiency scales for writing tasked linked to the CEFR: Results from generalizability and facets analyses*. Manuscript submitted for publication.
11. Kunina, O., **Rupp, A. A.**, & Wilhelm, O. (in press). A practical illustration of multidimensional diagnostic skills profiling: Comparing results from confirmatory factor analysis and diagnostic classification models. *Studies in Educational Evaluation*.

12. Pant, H. A., **Rupp, A. A.**, Tiffin-Richards, S., & Köller, O. (in press). Validity issues in standard-setting studies. *Studies in Educational Evaluation*.
13. **Rupp, A. A.**, & Templin, J. (2008). Unique characteristics of cognitive diagnosis models: A comprehensive review of the current state-of-the-art. *Measurement: Interdisciplinary Research and Perspectives*, 6, 219-262.
14. Robitzsch, A., & **Rupp, A. A.** (in press). Impact of missing data on the detection of differential item functioning: The case of Mantel-Haenszel and logistic regression analysis. *Educational and Psychological Measurement*.
15. **Rupp, A. A.** (2008). Lost in translation? Meaning and decision making in actual and possible worlds. *Measurement: Interdisciplinary Research and Perspectives*, 6, 117-123.
16. **Rupp, A. A.**, & Templin, J. (2008). The effects of Q-matrix misspecification on parameter estimates and classification accuracy in the DINA model. *Educational and Psychological Measurement*, 68, 78-96.
17. Lesaux, N. K., **Rupp, A. A.**, & Siegel, L. S. (2007). Growth in reading skills of children from diverse linguistic backgrounds: Findings from a 5-year longitudinal study. *Journal of Educational Psychology*, 99, 821-834.
18. **Rupp, A. A.** (2007). The answer is in the question: A guide for describing and investigating the conceptual foundations and statistical properties of cognitive psychometric models. *International Journal of Testing*, 7, 95-125.
19. Ferne, T., & **Rupp, A. A.** (2007). A synthesis of 15 years of research on DIF in language testing: Methodological advances, challenges, and recommendations. *Language Assessment Quarterly*, 4, 113-148.
20. **Rupp, A. A.**, Lesaux, N. K., & Siegel, L. S. (2006). Meeting expectations? Empirical investigations of a standards-based assessment of reading comprehension. *Educational Evaluation and Policy Analysis*, 28, 315-333.
21. **Rupp, A. A.**, Leucht, M., & Hartung, R. (2006). Die Kompetenzbrille aufsetzen: Verfahren zur multiplen Klassifikation von Lernenden für Kompetenzdiagnostik in Unterricht und Testung [Through the competency glasses: Methods for multiple classifications of learners in teaching and testing for the purpose of competency diagnosis]. *Unterrichtswissenschaft*, 34, 195-219.
22. **Rupp, A. A.**, Ferne, T., & Choi, H. (2006). How assessing reading comprehension with multiple-choice questions shapes the construct: A cognitive processing perspective. *Language Testing*, 23, 441-474.
23. **Rupp, A. A.**, & Zumbo, B. D. (2006). Understanding parameter invariance in unidimensional IRT models. *Educational and Psychological Measurement*, 66, 63-84.
24. **Rupp, A. A.** (2005). Quantifying subpopulation differences for a lack of invariance using complex examinee profiles: An exploratory multi-group approach using functional data analysis. *Educational Research and Evaluation*, 11, 71-98.
25. **Rupp, A. A.**, & Zumbo, B. D. (2004). A note on how to quantify and report whether IRT parameter invariance holds: When Pearson correlations are not enough. *Educational and Psychological Measurement*, 64, 588-599.

26. **Rupp, A. A.**, Dey, D. K., & Zumbo, B. D. (2004) To Bayes or not to Bayes, from whether to when: Applications of Bayesian methodology to modeling. *Structural Equation Modeling*, 11, 424-451.
27. **Rupp, A. A.** (2003). Item response modeling with BILOG-MG and MULTILOG for Windows. *International Journal of Testing*, 3, 365-384.
28. **Rupp, A. A.**, & Zumbo, B. D. (2003). Which model is best? Robustness properties to justify model choice among unidimensional IRT models under item parameter drift. *The Alberta Journal of Educational Research*, 49, 264-276.
29. **Rupp, A. A.** (2002). Feature selection for choosing and assembling measurement models: A building-block-based organization. *International Journal of Testing*, 2, 311-360.
30. **Rupp, A. A.**, Garcia, P., & Jamieson, J. (2001). Combining multiple regression and CART to understand difficulty in second language reading and listening comprehension test items. *International Journal of Testing*, 1, 185-216.

Papers in National or International Conference Proceedings

1. **Rupp, A. A.**, Choi, Y., Gushta, M., Mislevy, R. J., Bagley, E., Nash, P., Hatfield, D., Svarowski, G., & Shaffer, D. (in press). Modeling learning progressions in epistemic games with epistemic network analysis: Principles for data analysis and generation. *Proceedings from the Learning Progressions in Science Conference* held in Iowa City, IA, June 24-26.

Technical Reports

1. **Rupp, A. A.** (2005). *Investigating the psychometric and inferential properties of the Intercultural Living and Working Inventory: Challenges, findings, and recommendations* (Technical Report). Ottawa, ON: Canada Foreign Services Institute.

(I) SELECTED PRESENTATIONS WITH PEER-REVIEW

Presentations at National and International Conferences

1. **Rupp, A. A.**, Gushta, M., Thies, M.-C., Choi, Y.-Y., Mislevy, R. J., Shaffer, D., Bagley, E., Hatfield, D., & Nash, P. (2009). *Representing learning progressions in epistemic games: Statistical challenges, innovations, and solutions*. Presented at the Learning Progressions in Science (LeaPS) conference, Iowa City, IO, June 24-26.
2. Kunina, O., Wilhelm, O., & **Rupp, A. A.** (2009). Validity of proficiency profiles in arithmetic ability based on cognitive diagnosis models. AERA SIG: Cognition & Assessment Session, Monday, 2:15-3:45, Marriott Hotel, Mission Hills.
3. **Rupp, A. A.** (2009). *Software for calibrating diagnostic classification models: An overview of the current state-of-the-art*. Organizer and moderator of symposium for the SIG: Cognition & Assessment at the annual meeting of the American Educational Research Association (AERA), San Diego, CA, April 12-17.
4. Zhang, T., & **Rupp, A. A.** (2009). *Assessing the model fit of cognitive diagnosis models through Bayesian methods: A simulation study*. Presented at the annual meeting of the National Council for Measurement in Education (NCME), San Diego, CA, April 14-16.

5. Kohli, N., Koran, J., & **Rupp, A. A.** (2009). *An alternative comparison of item and person statistics based on item response theory versus classical test theory*. Presented at the annual meeting of the National Council for Measurement in Education (NCME), San Diego, CA, April 14-16.
6. **Rupp, A. A.** (2009). *Interesting applications of statistical and psychometric models*. Presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA, April 12-17.
7. **Rupp, A. A.** (2009). *IRT applications*. Presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA, April 12-17.
8. **Rupp, A. A.** (2009). *Test speededness and consequences*. Presented at the annual meeting of the National Council for Measurement in Education (NCME), San Diego, CA, April 14-16.
9. Kunina, O., Wilhelm, O., & **Rupp, A. A.** (2008, August). *Modeling multidimensional structure with diagnostic classification models and confirmatory factor analysis models*. Presented at the bi-annual Fourth Biennial Joint EARLI / Northumbria Assessment Conference, Berlin / Potsdam, Germany, August 27-29.
10. Kunina, O., **Rupp, A. A.**, & Wilhelm, O. (2008, July). *Convergence of skill profiles for cognitive diagnosis models and other multidimensional scaling approaches: An empirical illustration with a diagnostic mathematics assessment*. Presented at the annual meeting of the Psychometric Society, Durham, NH, June 29-July 2.
11. Zhang, T., & **Rupp, A. A.** (2008, July). *Sensitivity of parameter recovery and classification accuracy for cognitive diagnosis models for prior specification under a Bayesian estimation framework*. Presented at the annual meeting of the Psychometric Society, Durham, NH, June 29-July 2.
12. **Rupp, A. A.** (2008, March). *Methodological versus explanatory power in cognitively diagnostic assessment*. Presented at the annual meeting of the American Educational Research Association (AERA), New York, NY, March 24-28.
13. Harsch, C., **Rupp, A. A.**, Oehler, R., & Martin, G. (2008, March). *Rating quality of writing tasks linked to the CEFR: Results from generalizability and facets analyses*. Presented at the annual meeting of the American Educational Research Association (AERA), New York, NY, March 24-28.
14. Gorin, J.S., **Rupp, A. A.**, & Svetina, D. (2007, March). *An HLM analysis of reading comprehension item difficulty factors*. Presented at the annual meeting of the National Council on Measurement in Education (NCME), New York, NY, March 25-27.
15. Böhme, K., & **Rupp, A. A.** (2008, March). *Diagnostic assessment of orthographic competence in a large-scale assessment*. Presented at the annual meeting of the American Educational Research Association (AERA), New York, NY, March 24-28.
16. Templin, J., Ahmed, M., Henson, R., **Rupp, A. A.**, & Jang, E. (2008, March). *Diagnostic models for nominal response data*. Presented at the annual meeting of the National Council on Measurement in Education (NCME), New York, NY, March 25-27.
17. **Rupp, A. A.** (2007, April). *Unique characteristics of cognitive diagnosis models*. Presented as part of the symposium 'Fundamental characteristics of models for skills assessment' at the annual meeting of the National Council on Measurement in Education (NCME), Chicago, IL, April 10-12.
18. **Rupp, A. A.** (2007, April). *Challenges for and benefits of applying cognitive diagnosis models in practice*. Presented at the annual meeting of the National Council on Measurement in Education (NCME), Chicago, IL, April 10-12.

19. **Rupp, A. A.**, & Templin, J. (2006, July). *The sensitivity of models for cognitive diagnosis to misspecifications of the Q-matrix*. Presented at the meeting of the Society for Multivariate Analysis in Behavioral Science (SMABS), Budapest, Hungary, July 1-6.
20. **Rupp, A. A.**, & Robitzsch, A. (2006, July). *The impact of missing data on the detection of differential item functioning*. Presented at the meeting of the Society for Multivariate Analysis in Behavioral Science (SMABS), Budapest, Hungary, July 1-6.
21. **Rupp, A. A.**, Choi, H., & Ferne, T. (2006, April). *Integration of psychometric and cognitive information into differential item functioning (DIF) analyses: Impact of imputation methods and a cognitive approach to predicting DIF in SAIP reading comprehension items*. Presented at the annual meeting of the National Council on Measurement in Education (NCME), San Francisco, CA, April 7-10.
22. **Rupp, A. A.**, & Lesaux, N. (2005, April). *Construct validity of state-standards reading assessment: A 5-year longitudinal study*. Presented at the annual meeting of the American Educational Research Association (AERA), Montréal, QC, April 11-15.
23. **Rupp, A. A.** (2005, April). *Methodological considerations and challenges in test adaptation and test translation processes: A discussion*. Presented at the annual meeting of the National Council on Measurement in Education (NCME), Montréal, QC, April 12-14.
24. Ferne, T., & **Rupp, A. A.** (2005, July). *Methods and findings for differential functioning of language assessments*. Presented at the Language Testing Research Colloquium (LTRC), Ottawa, ON, July 22.
25. **Rupp, A. A.**, & Watermann, R. (2005, April). *Item, Examinee, and Context Contributions to DIF in the German TOSCA Study*. Presented at the annual meeting of the American Educational Research Association (AERA), Montréal, QC, April 11-15.
26. **Rupp, A. A.**, & Montgomery, C. (2005, April). *Differential functioning of two measures of stress and problem-solving for Francophone teacher-education students in Canada*. Presented at the annual meeting of the American Educational Research Association (AERA), Montréal, QC, April 11-15.
27. **Rupp, A. A.**, & Lesaux, N. (2005, April). *Construct validity of state-standards reading assessment: A 5-year longitudinal study*. Presented at the annual meeting of the American Educational Research Association (AERA), Montréal, QC, Canada, April 11-15.
28. **Rupp, A. A.** (2004, October). *A framework for describing and investigating the conceptual foundations and statistical properties of cognitive psychometric models*. Presented at the 4th Spearman Conference at ETS, Philadelphia, PA, October 20-24.
29. **Rupp, A. A.** (2004, July). *Analytical, numerical, and visual investigations of parameter invariance in IRT models*. Presented at the 24th biannual meeting of the Society for Multivariate Analysis in Behavioral Science (SMABS), Jena, Germany, July 17-22.
30. **Rupp, A. A.** (2004, July). *An exploratory multi-group approach for carving out differential performance profiles within an IRT metric*. Presented at the 24th biannual meeting of the Society for Multivariate Analysis in Behavioral Science (SMABS), Jena, Germany, July 17-22.
31. **Rupp, A. A.** (2004, April). *Investigating the statistical properties of a novel exploratory methodology for differentiating between performance profiles of diverse learner groups*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA, April 12-16.

32. **Rupp, A. A.** (2004, April). *Conceptual and statistical issues in understanding and utilizing DIF for substantive inferences*. Presented at the annual meeting of the American Educational Research Association (AERA), San Diego, CA, April 12-16.
33. **Rupp, A. A., & Zumbo, B. D.** (2003, April). *Bias coefficients for lack of invariance in basic unidimensional IRT models*. Presented at the annual meeting of the National Council for Measurement in Education (NCME), Chicago, IL, April 21-25.
34. **Rupp, A. A., Koh, K., & Zumbo, B. D.** (2003, April). *What is the impact on exploratory factor analysis results of a polychoric correlation matrix from LISREL/PRELIS and EQS when some respondents are not able to follow the rating scale?* Presented at the annual meeting of the American Educational Research Association (AERA), Chicago, IL, April 21-25.
35. Garcia, P., **Rupp, A. A., & Jamieson, J.** (2002, April). *Combining methodologies to account for item difficulty in a reading and listening comprehension test*. Presented at the annual meeting of the American Association of Applied Linguistics (AAAL). Salt Lake City, UT, April 5 – 9.

Invited Seminars & Presentations

1. **Rupp, A. A.,** Choi, Y.-Y., Gushta, M., Mislevy, R. J., Thies, M.-C., Bagley, E., Hatfield, D., Nash, P., & Shaffer, D. (2009). *Statistical research for data structures from epistemic games: A brainstorm of ideas*. Presented at the third meeting of the Assessment Group for Sociocultural and Games-based Learning sponsored by the John D. and Catherine T. MacArthur foundation, Phoenix, AZ, May 14-17.
2. **Rupp, A. A.** (2009, May). *Strategies for successful collaboration*. Panel member in the opening panel of the 2009 College of Education Graduate Student Research Conference, University of Maryland, College Park, MD, May 1.
3. **Rupp, A. A.** (2008, April). *Psychological vs. psychometric dimensionality in diagnostic language assessments: Challenges for integrated assessment systems*. Invited presentation at the conference entitled Reading in the 21st Century co-sponsored by ETS and IES, Philadelphia, PA, April 16-19.
4. **Rupp, A. A.** (2007, November). *Current issues in second language assessment: Lessons from large-scale contexts about bridging theoretical desiderata and practical resource constraints*. Invited presentation at the International Research Symposium on Chinese Language Education and Teacher Development, Shanghai, China, November 2-3.
5. **Rupp, A. A.** (2007, August). *Cognitive diagnostic assessment and cognitive diagnosis models: Theoretical potentials and practical challenges*. Invited seminar at the Graduate School for Educational Measurement at the Max-Planck Institute for Educational Research, Berlin, Germany, August 1.
6. **Rupp, A. A.** (2007, April). *Consensual standard-setting methods and empirical psychometric approaches to the setting of cut-scores*. Invited presentation at the meeting of the Methodological Research Group Germany, Austria, Switzerland, and Luxemburg (DACHL), Berlin, April 27.
7. **Rupp, A. A.** (2005, February). *Hunting the ghost in the machine: General and cognitive psychometric models for modeling and understanding response processes for language tests*. Invited seminar at the Max-Planck Institute for Educational Research, Berlin, Germany, February 24.
8. **Rupp, A. A.** (2004, July). *Parameter invariance: Statistical approaches to modeling and understanding a fundamental property of measurement*. Invited seminar at the Max-Planck Institute for Educational Research, Berlin, Germany, July 29.


Workshops & Special Programs

1. **Rupp, A. A.** (2009, May). *Diagnostic measurement: Theory, methods, and applications*. Workshop held at the University of Maryland, College Park, MD, May 28-29.
2. de la Torre, J., & **Rupp, A. A.** (2009, July). *Cognitive diagnosis models: Taking the temperature of the current state-of-the-art and charting out the future*. Co-director of working group held at the Statistical and Applied Mathematical Science Institute (SAMSI), Research Triangle Park, NC, July 13-17.
3. **Rupp, A. A.** (2007, March). *The role of basic statistics in test development and proficiency scaling*. Workshop held at the Centre Internationale d'Études Pédagogiques (CIEP), Sèvres, France, March 22.
4. Douglas, J., Tatsuoka, K., Roussos, L., de la Torre, J., Tatsuoka, C., Chang, H., & **Rupp, A. A.** (2005, April). *Latent variable models for cognitive diagnosis*. Workshop presented at the annual meeting of the National Council on Measurement in Education (NCME), Montréal, Canada, April 10, 2005.
5. **Rupp, A. A.** (2002 – 2003). *Statistical power and sample size determination for study design*. Workshop held repeatedly at the Vancouver General Hospital, Vancouver, BC, Canada.
6. **Rupp, A. A.** (2002). *Model selection for data analysis*. Workshop held at the Vancouver General Hospital, Vancouver, BC, Canada.
7. **Rupp, A. A.** (2001 – 2003). *Hypothesis tests: Important tools for decision-making in statistical inference*. Workshop held repeatedly at the Vancouver General Hospital, Vancouver, BC, Canada.
8. **Rupp, A. A.** (2001 - 2003). *Confidence intervals: Important tools for decision-making in statistical inference*. Workshop held repeatedly at the Vancouver General Hospital, Vancouver, BC, Canada.

(m) PROFESSIONAL DEVELOPMENT

1. **Rupp, A. A.** (2008, September). Participated in the conference entitled *Educational Testing in America: State Assessments, Achievement Gaps, National Policy and Innovations* co-sponsored by the Educational Testing Service (ETS) and the College Board, Washington D.C., September 8.
2. **Rupp, A. A.** (2008, November). Participated in the workshop on *Value-added Models* co-sponsored by the National Academy of Education and the National Research Council's (NRC) Board on Testing and Assessment, Washington D.C., November 13-14.

(n) SIGNATURE



(André A. Rupp)

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