

Jennifer Lise Kobrin, Ed.D.

PROFESSIONAL EXPERIENCE

Accessible Teaching, Learning and Assessment Systems (ATLAS), University of Kansas

Assistant Director for Operational Research – April 2022 to present

Research and Evaluation Lead – October 2019 to April 2022

Leads and contributes to operational research and evaluation projects

Hackensack Meridian School of Medicine

Director of Institutional Effectiveness and Assessment – November 2017 to October 2019

Provided leadership in assessment and institutional effectiveness for a new medical school.

Oversaw design, administration and psychometric analysis of student formative and summative assessments for an integrated, competency-based curriculum.

The Graduate Center, City University of New York

Director of Institutional Research and Effectiveness, May 2016 to November 2017

Provided leadership and direction in the design, prioritization, and implementation of an ongoing and coordinated program of institutional research and assessment activities in support of the Graduate Center's institutional effectiveness.

Pearson, Research & Innovation Network, Center for College & Career Success

Senior Research Scientist – July 2013 to April 2016

Designed, managed, and conducted research around college and career success, innovative assessment, formative assessment, and 21st century skills; and to support the efficacy of Pearson's products and services.

The College Board, Office of Research, New York, NY

Research Scientist, Higher Education Research - July 2005 to May 2013.

Associate Research Scientist, Higher Education Research – September 2001 to July 2005.

Assistant Research Scientist – October 2000 to September 2001.

Designed, managed, and conducted research to establish the validity of College Board assessments and to investigate factors related to college success.

EDUCATION

Rutgers - The State University of New Jersey, New Brunswick, New Jersey

Doctor of Education in Educational Statistics and Measurement, with minor in Cognitive Psychology

Boston College, Chestnut Hill, Massachusetts

Master of Education in Educational Research, Measurement, and Evaluation

University of Miami, Coral Gables, Florida

Bachelor of Arts in Psychology, with minor in Elementary School Education

PROFESSIONAL AFFILIATIONS AND SERVICE

National Council on Measurement in Education – *Recording Secretary (2010 – 2015); Chair of Membership Committee (2008-2010); proposal reviewer (2000 – present)*

American Educational Research Association – *Division D Communications Committee Chair (2022-present); Program Chair for Special Interest Group on Test Validity Research & Evaluation (2010-2013); proposal reviewer (2000 – present); Member of Communications Committee (2021 to present)*

Northeastern Educational Research Association – *Board Member (2009-2012); Newsletter Co-editor (2008-2011); proposal reviewer (2000 – present)*

Manuscript reviewer:

International Journal of Testing

Educational Measurement: Issues and Practice

Education Policy Analysis Archives

Journal of Educational Measurement

PUBLICATIONS

Clark, A.K., Kobrin, J.L., Karvonen, M., & Hirt, A. (in press). Teacher use of diagnostic score reports for instructional decision-making in the subsequent academic year. *Practical Assessment Research and Evaluation*.

Kobrin, J., Karvonen, M., Clark, A.C., & Thompson, W.J. (2022). Developing and refining a model of implementation fidelity for an instructionally embedded assessment system. *Practical Assessment Research and Evaluation*, 27(24), 1-19. Available at: <https://scholarworks.umass.edu/pare/vol27/iss1/24>

Kobrin, J. (2022). Evidence-centered design. In B. Frey (Ed.), *The SAGE encyclopedia of research design* (Vol. 1, pp. 514-516). SAGE Publications, Inc., <https://dx.doi.org/10.4135/9781071812082.n191>

Nichols, P., Kobrin, J.L., Lai, E.R., & Koepfler, J. (2017). The role of models of learning and cognition in assessment design and development. *Handbook of Cognition and Assessment* (J. Leighton & A. Rupp, Eds.).

Lai, E. R., Kobrin, J. L., DiCerbo, K. E., & Holland, L. R. (2017). Tracing the assessment triangle with learning progression-aligned assessments in mathematics. *Measurement: Interdisciplinary Research and Perspectives*, 15(3-4), 143-162.

Panorkou, N., & Kobrin, J. L. (2017). Enhancing teachers' formative assessment practices through learning trajectory-based professional development. *Mathematics Teacher Educator*, 5(2), 178-201.

Kobrin, J.L., & Panorkou, N. (2016). The Building Blocks of Learning: An informed understanding of learning progressions can lead to more productive discussions about student work. *Educational Leadership*.

Kobrin, J.L., Larson, S.J., Cromwell, A., & Garza, P. (2015). A framework for evaluating learning progressions on features related to their intended uses. *Journal of Educational Research and Practice*.

Engelhard Jr, G., Kobrin, J. L., & Wind, S. A. (2014). Exploring Differential Subgroup Functioning on SAT Writing Items: What Happens When English Is Not a Test Taker's Best Language? *International Journal of Testing*, 14(4), 339-359.

Kobrin, J. L. (2014). Learning progressions in action in a middle school: a case study. *Professional Development in Education*, 1-3.

Kobrin, J.L., & Edwards, K. (2014). Impact of online applications on trends in higher education outcomes. *College & University Journal*, 89 (1), 2-11.

Engelhard, G., Wind, S.A., Kobrin, J.L., & Chajewski, M. (2014). *Differential Item and Person Functioning in Large-Scale Writing Assessments Within the Context of the SAT®*. (College Board Research Report No. 2013-6). New York: College Board.

Kobrin, J.L., & Patterson, B.F. (2012). *The SAT and SAT Subject Tests: Discrepant scores and incremental validity*. (College Board Research Report No. 2012-2). New York: College Board.

Kobrin, J.L., Patterson, B.F., Wiley, A., & Mattern, K.D. (2012). *A standard setting study to establish college success criteria to inform the SAT college and career readiness benchmark*. (College Board Research Report No. 2012-3). New York: College Board.

Kobrin, J. L., & Shaw, E. J. (2012). *The SAT Essay and College Performance: Understanding What Essay Scores Add to HSGPA and SAT*. (College Board Research Report No. 2012-9). New York: College Board.

Mattern, K. D., Patterson, B. F., & Kobrin, J. L. (2012). *The validity of SAT scores in predicting first-year mathematics and English grades* (No. 2012-1). (College Board Research Report No. 2). New York: College Board.

Shaw, E. J., Kobrin, J. L., Patterson, B. F., & Mattern, K. D. (2012). *The validity of the SAT for predicting cumulative grade point average by college major*. (College Board Research Report No. 2012-6). New York: College Board.

Kobrin, J. L., Deng, H., & Shaw, E. J. (2011). The association between SAT prompt characteristics, response features, and essay scores. *Assessing Writing*, 16(3), 154-169.

Kobrin, J.L, Kim, Y., & Sackett, P. (2011). Modeling the predictive validity of SAT mathematics items using item characteristics. *Educational and Psychological Measurement*, 72(1), 99-119.

Kobrin, J. L., & Patterson, B. F. (2011). Contextual factors associated with the validity of SAT scores and high school GPA for predicting first-year college grades. *Educational Assessment*, 16(4), 207-226.

Kobrin, J.L., Sinharay, S., Haberman, S.J., & Chajewski, M. (2011). *An investigation of the fit of linear regression models to data from an SAT validity study*. (College Board Research Report No. 2011-3). New York: College Board.

Mattern, K. D., Shaw, E. J., & Kobrin, J. L. (2011). An alternative presentation of incremental validity: Discrepant SAT and HSGPA performance. *Educational and Psychological Measurement*, 71(4), 638-662.

- Patterson, B. F., Kobrin, J. L., & Packman, S. (2011). *Advanced Placement exam-taking and performance: Relationships with first-year subject area college grades*. (College Board Research Report No. 2011-4). New York: College Board.
- Wyatt, J., Kobrin, J.L., Wiley, A., Camara, W.J., & Proestler, N. (2011). *SAT benchmarks: Development of a college readiness benchmark and its relationship to secondary and postsecondary school performance*. (College Board Research Note No. 2011-5). New York: College Board.
- Mattern, K. D., Shaw, E. J., & Kobrin, J. L. (2010). Academic Fit: Is the Right School the Best School or is the Best School the Right School? *Journal of Advanced Academics*, 21(3), 368-391.
- Mattern, K., Kobrin, J., Patterson, B., Shaw, E., & Camara, W. (2009). Validity is in the eye of the beholder. Conveying SAT research findings to the general public. In R. Lissitz (Ed.), *The concept of validity. Revisions, new directions & applications*. Washington, DC: Information Age Publishing.
- Patterson, B. F., Mattern, K. D., & Kobrin, J. L. (2009). *Validity of the SAT for predicting FYGPA: 2007 SAT validity sample*. (College Board Statistical Report). New York: College Board.
- Shaw, E. J., Kobrin, J. L., Packman, S. F., & Schmidt, A. E. (2009). Describing students involved in the search phase of the college choice process: A cluster analysis study. *Journal of Advanced Academics*, 20(4), 662-700.
- Kobrin, J.L., Patterson, B.F., Shaw, E.J., Mattern, K.D., & Barbuti, S.M. (2008). *Validity of the SAT for predicting first-year college grade point average*. (College Board Research Report No. 2008-5). New York: College Board.
- Mattern, K. D., Patterson, B. F., Barbuti, S. M., Kobrin, J. L., & Shaw, E. J. (2008). *Differential validity and prediction of the SAT*. (College Board Research Report No. 2008-4). New York: College Board.
- Kobrin, J.L. (2007). *Determining SAT benchmarks for college readiness*. (College Board Research Note No. RN-30). New York: College Board.
- Kobrin, J.L., Deng, H., & Shaw, E.J. (2007). Does quantity equal quality? The relationship between length of response and scores on the SAT essay. *Journal of Applied Testing Technology*, 8 (1). Available from <http://www.testpublishers.org/jattmain.htm>.
- Kobrin, J. L., & Melican, G. (2007). *Comparability of scores on the new and prior versions of the SAT reasoning test*. (College Board Research Note No. RN-31). New York: College Board.
- Mattern, K. D., Kobrin, J. L., & Camara, W. J. (2007). *SAT writing: An overview of research and psychometrics to date*. (College Board Research Note No. RN-32). New York: College Board.
- Noeth, R. J., & Kobrin, J. L. (2007). *Writing changes in the nation's K-12 education system*. (College Board Research Note No. RN-34). New York: College Board.
- Deng, H., & Kobrin, J. L. (2006). *The impact of course taking on performance on SAT items with higher-level mathematics content*. (College Board Research Report No. 2006-8). New York: College Board.

Kobrin, J. L., & Kimmel, E. W. (2006). *Test development and technical information on the writing section of the SAT Reasoning Test™*. (College Board Research Note No. RN-25). New York: College Board.

Kobrin, J.L., & Michel, R.S. (2006). *The SAT as a predictor of different levels of college performance*. (College Board Research Report No. 2006-3). New York: College Board.

Kobrin, J.L., Sathy, V., & Shaw, E.J. (2006). *A historical view of subgroup performance differences on the SAT Reasoning Test*. (College Board Research Report No. 2006-5). New York: College Board.

Kobrin, J.L., Camara, W.J., & Milewski, G.B. (2004). The utility of the SAT I and SAT II for admissions decisions in California and the nation. In R. Zwick (Ed.). *Rethinking the SAT: The future of standardized testing in university admissions*. New York: RoutledgeFalmer.

Conference Presentations

Kobrin, J.L., Karvonen, M., Clark, A.K., & Thompson, W.J. (2022, April). *Developing and refining a model for measuring implementation fidelity for an instructionally embedded assessment system*. Paper presented at the annual meeting of the National Council on Measurement in Education. San Diego, CA. April 22, 2022.

Kobrin, J.L., Clark, A.K., Beitling, B., & Thompson, W.J. (2022, April). The impact of COVID-19 on education for students with significant cognitive disabilities. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA. April 25, 2022.

Hoover, J., Kobrin, J.L., Thompson, W.J. & Wang, W. (2022, April). Development and evaluation of a composite item fit statistic for diagnostic classification models. Paper presented at the annual meeting of the National Council on Measurement in Education. San Diego, CA. April 23, 2022.