

Nami Shin

Senior Research Associate
Accessible Teaching, Learning, and Assessment Systems (ATLAS)
University of Kansas
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Google Scholar: <https://scholar.google.com/citations?user=a-FhMLsAAAAJ&hl=en>

EDUCATION

Ph. D., Education, Social Research Methodology Division, September 2015

University of California, Los Angeles

Dissertation: *The Effects of English Language Learner Classification on Students' Later Educational Experiences and Academic Achievement*

Committee Chair: Dr. Noreen Webb

Committee Members: Dr. Michael Seltzer, Dr. Alison Bailey, Dr. Meredith Phillips

M.A., Education with an emphasis in Research and Evaluation, June 2010

California State University, Los Angeles

M.A., TESOL (Teaching English to Speakers of Other Languages), June 2010

California State University, Los Angeles

M.Ed., English (as a Foreign Language) Education, February 2007

Ewha Womans University (Seoul, Korea)

B.A., English (as a Foreign Language) Education, February 2004

Ewha Womans University (Seoul, Korea)

EMPLOYMENT: OVERVIEW

2023 – present	Senior Research Associate at ATLAS, University of Kansas
2016 – 2023	Part-time faculty at College of Education, California State University, Los Angeles
2015 – 2023	Research Scientist at UCLA/CRESST
2013 – 2015	Graduate Student Researcher at UCLA/CRESST
2010 – 2013	Graduate Student Researcher to Professors Noreen Webb and Megan Franke, UCLA
2008 – 2010	Graduate Student Researcher to Professor Anne Hafner, California State University, Los Angeles
2008 – 2009	Substitute Teacher, Irvine Unified School District, California
2004 – 2007	Teacher (English as a Foreign Language), Noil Middle School, Seoul, South Korea

RESEARCH EXPERIENCE

Senior Research Associate, March 2023 to Present

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

Dynamic Learning Maps (DLM) alternate assessments

- A national student assessment system that serves students with the most significant cognitive disabilities in grades K-12 in 23 states

- Plan, lead, and support operational and validity research of the DLM alternate assessments such as:
 - Implementation patterns of the DLM Instructionally Embedded Model
 - Access to the general education curriculum for students who communicate using only non-symbolic modes

Research and Evaluation Projects

- Plan, lead, and support research and grant evaluation projects such as:
 - 1% Population Study
 - Pathways for Instructionally Embedded Assessments (PIE)
 - Special Educator Technology-Based Training of Trainers (SETTT)
 - Secondary teachers' implementation of text-dependent analysis instruction
 - Evaluation of student participation and engagement in a statewide assessment
- Develop research questions, design studies, and contribute to writing research grant proposals and reports

Research Scientist, September 2015 to February 2023

UCLA National Center for Research on Evaluation, Standards & Student Testing (CRESST)

***Collaborative for the Alternate Assessment of English Language Proficiency (CAAELP)*, Oct 2019 to February 2023**

- A four-year Competitive Grant for State Assessments Programs by the U.S. Department of Education's Office of Elementary and Secondary Education (2019-2023) to design and develop a K-12 alternate English language proficiency assessment for English learners with the most significant cognitive disabilities that states can use for accountability purposes
- Lead the project's data collection, standard setting, and reporting team
- Collaborate with a range of interest groups and partners
- Conduct simulation studies to develop psychometric models (optimal calibration and scoring) and assessment designs that inform the project's field test and implementation of the operational assessment
- Contribute to assessment design using a principled design approach
- Collaborate with cross-functional teams/partners on alternative item and test design

***The English Language Proficiency Assessment for the 21st Century (ELPA21)*, May 2017 to February 2023**

- A national student assessment system that serves English Learners in grades K-12 in multiple states
- Conduct psychometric and statistical analyses of various levels of data (item-, student-, school-, and state) for the test operation (e.g., the item pool gap analysis; examining the impact of length of practice test on student performance) and write related reports.
- Work with state- and district-level educators on topics that involved data analysis and interpretation, as well as implications for accountability, policy, and practice.
- Plan and lead validity research such as:
 - Long-term English Learners' Performance: In-depth Examination of English Language Proficiency Assessment.
 - English learners' progress toward English language proficiency.
 - A framework for examining English learner student achievement: Understanding the impact of the dual pandemics and the long-term effects of disrupted schooling.

- The effects of COVID-19 on English language development of English learners.
- Write research grant proposals and reports
- Contribute to the preparation of evidence to submit for the U.S. Department of Education's Assessment Peer Review

IES Research Center: National Research and Development Center to Improve Education for Secondary English Learners, Oct 2020 to 2022

- Contribute to this cross-agency collaboration, particularly in relation to this Center's examination of English learners' access to core content courses from grades 8-12 and their academic outcomes
- Conduct state-level English learner policy review in four states
- Manage data collection from a state and coordinate with study partners on data analysis and interpretation

Smarter Balanced Assessment Consortium (SBAC), September 2015 to June 2017

- Conduct psychometric and statistical analyses of various levels of data (item-, student-, school-, and state) for the operational test (e.g., the assessment results summary by state) and write related reports
- Prepare for the technical report of the assessment
- Interact with state members about the assessment data, data collection, and technical questions related to the assessment.
- Plan and lead research projects such as:
 - Comparability study of computer-based and paper-based tests for English language learners
 - Study to Investigate the Relationship Between Smarter Balanced and English Language Proficiency Assessments

Evaluation of the Utah Item Pool and Adaptive Algorithm, March to June 2016

- Conduct psychometric and statistical analysis of the test item pool and adaptive algorithm and write reports on the analysis

Graduate Student Researcher, December 2008- August 2015

UCLA National Center for Research on Evaluation, Standards & Student Testing (CRESST)

Smarter Balanced Assessment Consortium, March to August 2015

- Conduct quantitative data analysis and write reports on the analysis

Evaluation of Mobilizing for Innovative Computer Science Teaching and Learning (MOBILIZE), September 2013 to June 2014

- Conduct quantitative data analysis and write reports on the analysis

Evaluation of Magnet Schools Assistance Program (MSAP), January 2013 to June 2014

- Conduct quantitative data analysis and write reports on the analysis

UCLA Graduate School of Education and Information Studies

Improving Mathematics Achievement Through Active Student Participation in Mathematics Classrooms (Principal Investigators: Professors Noreen Webb and Megan Franke), June 2010 to June 2013

- Conduct qualitative data analysis of video data of classroom interactions

California State University, Los Angeles

Preparing for WASC (Western Association of Schools and Colleges) evaluation of California State University, Los Angeles (Supervisor: Professor Anne Hafner), December 2008 to August 2010

- Conduct quantitative and qualitative data analysis and write reports on the analysis

PUBLICATIONS

Peer-reviewed Journal Articles

Thompson, K., Bovee, J., Bromley, K., Umansky, I., & **Shin, N.** (2026). Bilingual education enrollment for multilingual English learner-classified students with disabilities: Evidence from Oregon. *Bilingual Research Journal*. DOI: [10.1080/15235882.2025.2599937](https://doi.org/10.1080/15235882.2025.2599937)

Umansky, I., **Shin, N.**, Thompson, K., Avelar, J., & Bovee, J. (2025). Beyond English instruction: A multistate analysis of Lau's unfulfilled promise of access to core content. *Bilingual Research Journal*, 47(4). 504-531. DOI: [10.1080/15235882.2024.2412532](https://doi.org/10.1080/15235882.2024.2412532)

Shin, N. (2024). Raising the bar: How revising an English language proficiency test for initial English learner classification affects students' later academic achievement. *Educational Assessment*, 29(2). 75-102. DOI: [10.1080/10627197.2024.2350960](https://doi.org/10.1080/10627197.2024.2350960)

Shin, N., Kao, J., Keum, E., Sato, E., & Choi, K. (2023). How long-term English learners perform on an English language proficiency assessment during grades 2 through 5: An examination of assessment tasks and features. *Journal of Education for Students Placed at Risk*, 28(1). 7-46. DOI: [10.1080/10824669.2022.2123329](https://doi.org/10.1080/10824669.2022.2123329)

Shin, N. (2020). Stuck in the middle: Examination of long-term English learners. *International Multilingual Research Journal*, 14(3), 181-205. DOI: [10.1080/19313152.2019.1681614](https://doi.org/10.1080/19313152.2019.1681614)

Shin, N. (2018). The effects of the initial English language learner classification on students' later academic outcomes. *Educational Evaluation and Policy Analysis*, 40(2). 175-195. DOI: [10.3102/0162373717737378](https://doi.org/10.3102/0162373717737378)

Franke, M. L., Turrou, A.C., Webb, N.M., Ing, M., Wong, J., **Shin, N.**, & Fernandez, C. (2015). Student engagement with others' mathematical ideas. *The Elementary School Journal*, 116(1), 126-148. DOI: [10.1086/683174](https://doi.org/10.1086/683174)

Ing, M., Webb, N. M., Franke, M. L., Turrou, A. C., Wong, J., **Shin, N.**, & Fernandez, C. (2015). Student participation in elementary mathematics classrooms: The missing link between teacher practices and student achievement? *Educational Studies in Mathematics*, 90(1). DOI: [10.1007/s10649-015-9625-z](https://doi.org/10.1007/s10649-015-9625-z)

Webb, N. M., Franke, M. L., Ing, M., Wong, J., Fernandez, C.H., **Shin, N.**, & Turrou, A. C. (2014). Engaging with others' mathematical ideas: Interrelationships among student participation, teachers' instructional practices, and learning. *International Journal of Educational Research*, 63, 79-93. DOI: [10.1016/j.ijer.2013.02.001](https://doi.org/10.1016/j.ijer.2013.02.001)

Shin, N., & Shin, SK. (2010). Effects of diagnostic tests on classroom teaching and learning. *Korean Journal of Applied Linguistics*, 26(3), 325-349.

Manuscripts in Preparation

Shin, N., Thompson, K. D., Umansky, I., & Avelar, J. (Under Revision). Pathways to college: Access and success in advanced high school courses for English learner classified students.

Karvonen, M., **Shin, N.,** & Erickson, K. (Under Review). Access to the general education curriculum for students who communicate using only non-symbolic modes.

Karvonen, M., Bechard, S., Oliver, Gholson, M., & **Shin, N.** (In Preparation). Alternate assessment policy: Learning from history and looking ahead.

Karvonen, M., **Shin, N.,** Gholson, M., Thomas, J., Bechard, S. (In Preparation). SWSCD over time: population shifts in response to change in 1% cap

Shin, N., Karvonen, M., & Gholson, M. (In Preparation). Impact of 1% threshold on English learner students with the most significant cognitive disabilities.

SELECTED PRESENTATIONS

Shin, N., Karvonen, M., & Gholson, M. (2026). Impact of ESSA on alternate assessment access for English learners with significant cognitive disabilities. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, CA.

Karvonen, M., Gholson, M., & **Shin, N.** (2026). Alternate assessment participation and performance over the years: ESSA-era changes in state policy and practice. Paper presented at the annual meeting of the National Council on Measurement in Education, Los Angeles, CA.

Thompson, K. D., Bromley, K., Umansky, I.M., & **Shin, N.** (2026). Bilingual Education Enrollment for multilingual English learner-classified students with disabilities: Evidence from Oregon. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, CA.
 Karvonen, M., **Shin, N.,** & Erickson, K. (2025). Access to the general curriculum for students who communicate using only non-symbolic modes. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Schuster, J., **Shin, N.,** & Johnson, P. S. (2025). Characteristics of middle and high school text-dependent analysis instruction and the support educators need. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Umansky, I., **Shin, N.,** Thompson, K., Avelar, J., & Bovee, J. (2024). Beyond English instruction: A Multistate Analysis of Lau's Unfulfilled Promise of Access to Core Content. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Thompson, K., Avelar, J., Umansky, I., Bromley, K., Bovee, J., & **Shin, N.** (2024). *Who waives English learner services and how does waiving services impact course-taking and graduation?* SREE. Baltimore, MD.

Shin, N. (2023, April). *Long-term English learners' test scores and grades*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.

Shin, N., & Cai, L. (2022, June). *Psychometric models for an alternate English language proficiency assessment*. Paper presented at the annual meeting of the National Conference on Student Assessment, Virtual Conference.

Shin, N., Sato, E., Kao, J., & Keum, E. (2022, April). *Long-term English learners' performance: in-depth examination of English language proficiency assessment*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Shin, N., Sato, E., & Kao, J. (2022, April). *Understanding the impact of disrupted schooling on English learner student achievement*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego, CA.

Shin, N., & Cai, L. (2021, June). *Psychometric perspectives of developing an alternate English language proficiency assessment*. Paper presented at the annual meeting of the National Conference on Student Assessment, Virtual Conference.

Shin, N. (2021, June). *Iterative development of performance level descriptors for an alternate English language proficiency assessment*. Paper presented at the annual meeting of the National Conference on Student Assessment, Virtual Conference.

Shin, N., & Hansen, M. (2021, April). *Exploring optimal cut scores of an English language proficiency assessment: Receiver Operating Characteristics (ROC) analysis*. Paper presented at the annual meeting of the American Educational Research Association, Virtual Conference.

Shin, N., & Cai, L. (2021, June). *Psychometric perspectives of developing an alternate English language proficiency assessment*. Paper presented at the annual meeting of the National Council on Measurement in Education, Virtual Conference.

Shin, N. (2019, August). *The effects of the initial English language learner classification on students' later academic outcomes*. Presented at the Beijing Normal University workshop at Los Angeles: University of California, Los Angeles, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Shin, N. (2019, April). *Examination of long-term English learners*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, Canada.

Shin, N., Hansen, M., & Keum, E. (2019, April). *Length of practice and performance on a computer-based English language proficiency screener*. Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, Canada.

Shin, N. (2018, April). *Psychometric perspectives on fairness in English language proficiency assessments*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York City, NY.

Shin, N. (2017, April). *The effects of test-based English language learner classification criteria on academic achievement*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.

Shin, N., Hansen, M., & Cai, L. (2016, April). *Comparability study of computer-based and paper-based tests for English language learners*. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, D.C.

Shin, N. (2015, April). *The Effects of English Language Learner Classification on Students' Educational Experience and Later Academic Achievement*. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.

Shin, N. (2014, April). *The Effects of Afterschool Program on English Language Learners' Academic Achievement: Hierarchical Linear Modeling Approach*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Ing, M.M., Webb, N.M., Franke, M.L., Turrou, A.C., Wong, J., **Shin, N.**, & Fernandez, C.H. (2014, April). *How Student Participation Mediates the Relationship Between Teacher Practices and Student Achievement*. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

Fernandez, C., Franke, M., Ing, M., **Shin, N.**, Turrou, A., Webb, N., & Wong, J. (2013, April). *The Teacher's Role in Promoting Productive Student Dialogue in Elementary Mathematics Classrooms*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Shin, N. (2012, April). *Generalizability Analyses of Postsecondary Students' Needs Analysis Survey of Academic Language Skills*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Webb, N., Franke, M., Ing, M., Turrou, A., **Shin, N.**, Fernandez, C., Monroe, S., & Wong, J. (2012, April). *Facilitating Productive Student Dialogue in Mathematics Classrooms*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, British Columbia, Canada.

Hafner, A., & **Shin, N.** (2010, April). *Evaluating Value Added in Learning Outcomes in Higher Education using the Collegiate Learning Assessment*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Shin, N., Kato, N., & Wisenhunt, M. (2010, March). *Needs Assessment of Native and Non-Native TESOL Graduate Students*. Paper presented at the annual meeting of Teachers of English to Speakers of Other Languages (TESOL), Boston, MA.

RESEARCH GRANTS

Senior Statistician. (funding years: 2019-2023). Competitive Grant for State Assessments Programs by the U.S. Department of Education's Office of Elementary and Secondary Education. *Collaborative for the*

Alternate Assessment of English Language Proficiency (CAAELP). (PI: Iowa Department of Education; CRESST as the project management partner). \$7,823,519

Researcher. (funding years: 2020-2025). U.S. Department of Education, Institute of Education Sciences. *National Research and Development Center to Improve Education for Secondary English Learners*. (Center PI: Aída Walquí at WestEd; CRESST as a subcontractor). \$10,000,000.

Principal Investigator. (funding years: 2014-2015). University of California Los Angeles Graduate Programs Dissertation Year Fellowship. *The Effects of English Language Learner Classification on Students' Later Educational Experiences and Academic Achievement*. \$20,000 plus standard tuition and fees.

SERVICE AND OTHER PROFESSIONAL ACTIVITIES

Journal Reviewer

American Educational Research Journal

American Journal of Education

Educational Assessment

Educational Evaluation and Policy Analysis

Journal of Education for Multilingualism (Review Panel)

TESOL Journal

Conference Reviewer

Society for Research in Child Development (SRCD) Conference: Education Section.

Consultant. (2024-2025). U.S. Department of Education, Institute of Education Sciences. *Improving Opportunities and Achievement for English Learners in Secondary School Settings* (PI: Aída Walquí at WestEd).

Technical Advisor. (2022-2023). U.S. Department of Education, Institute of Education Sciences. *Study of the Impact of English Learner Reclassification Policies* (PI: Westat). \$2,999,905.

FELLOWSHIPS AND AWARDS

Dissertation Year Fellowship, 2014-2015

University of California, Los Angeles

Graduate Division Fellowship, 2010-2014

University of California, Los Angeles

Ewha Alumni Scholarship, December 2001

Ewha Womans University (Seoul, Korea)

Dean's List, December 2002 – May 2003

Wilson College (Chambersburg, PA)

The James Applegate Academic Award, April 2003

Wilson College (Chambersburg, PA)

PROFESSIONAL AFFILIATIONS

Member, American Educational Research Association
Member, National Council on Measurement in Education

CERTIFICATES

Secondary Teacher Certificate for English as a Foreign Language granted by the Korean Ministry of Education
California Preliminary Single Subject Teaching Credential granted by California Commission on Teacher Credentialing (Was valid 04/10/2008 through 05/01/2013)

STATISTICAL SOFTWARE

R, Stata, SPSS

LANGUAGES

Fluent in Korean (native) and English