

# GAIL LYNN GOLDBERG

## PRIMARY EXPERTISE/INTERESTS

- Design, development, implementation and expert review of large-scale assessments (item, task, and test development) in core content areas and the fine arts, for the general student population and/or for students with significant cognitive disabilities
- Standards review and alignment of standards and curriculum, instruction, and assessment
- Professional development for teachers and instructional leaders on classroom assessment and the use of formative assessment to inform and improve instruction
- Professional development on instructional strategies to enhance literacy learning (reading and writing)
- Design, implementation, monitoring and expert review of large-scale scoring projects (including scoring tool development, range-finding, and validity/reliability checks)
- Design, development, and implementation of formative assessments
- Design, implementation, and reporting of research on teaching and learning

## EDUCATION

1977 Ph.D., the Graduate School, City University of New York; major—Romantic literature; first minor and dissertation field—Victorian poetry and non-fiction prose; second minor field—Milton

1971 B.A., English Honors Program, Queens College, City University of New York

## HONORS

*Post-doctoral:* National Endowment for the Humanities Summer Seminar Award for College Teachers, 1979

*Graduate:* Doctoral Orals passed “With Distinction”

*Undergraduate:* New York State Regents Scholarship, Dean’s List, departmental “High Honors,” graduated Magna Cum Laude, Phi Beta Kappa

## PROFESSIONAL EXPERIENCE IN EDUCATION

Educational Consultant, July 1997-present; assessment development (including design and implementation); professional development with emphasis on using assessment to inform instructional practice, reading and writing instruction, and developing classroom assessments; standards development and review; major contracts (past and present) include, but are not limited to:

- U.S. Department of Education (peer reviewer for Race to the Top Assessment Awards)
- HumRRO (current member of NAEP-QA Technical Advisor Panel; past member of CAHSEE advisory panel)

- CTB (consultant on design of new assessment prototype)
- Pearson Educational Measurement (freelance passage selection, passage writing, item writing, and external review)
- CTB-Acuity Assessment Program (external expert review of ELA assessment component maps, items, and scoring information)
- WESTAT (development of Maryland Assessment of Fine Arts Education; review of Maryland Voluntary State Curriculum and standards for Social Studies; the Fine Arts, Physical Education, Library/School Media, and Foreign Languages)
- Maryland Correctional Education Program, MSDE (statewide workshops on teaching and assessing writing)
- National Science Foundation (revision/refinement of Presidents Award for Excellence in Mathematics and Science Teaching application and scoring criteria)
- AIR (test development lead for an innovative, standards-based assessment for students with significant cognitive disabilities; earlier work for AIR also included design and implementation of English Language Development Assessment scoring study as well as item writing for ELDA and Hawaii State Assessment)
- Maryland PT3 (Preparing Tomorrow's Teachers for Technology) Grant (developing performance tasks and rubrics addressing teacher technology standards for use at college level in pre-service courses)
- Maryland PT3 and Ed Tech Grants (development and evaluation of online technology assessment for teachers and administrators)
- Technology Literacy by 8th Grade Consortium (development of student technology literacy assessment)
- St. Mary's County Public Schools (formative writing assessment; literacy learning; professional development focused on, but not limited to, Title I schools)
- Charles County Public Schools (using classroom and large-scale assessments to inform instruction; instructional strategies for teaching reading and writing; focus on, but not limited to, Title I schools)
- Harford County Public Schools (dimension-driven writing instruction; focus on, but not limited to, Title I schools)
- Kent County Public Schools (formative reading and writing assessment; using assessment to inform instruction)
- Baltimore City Public Schools (developing performance assessment tasks and related scoring tools)
- Cecil County Public Schools (literacy learning with emphasis on gender differences)
- Achieve (alignment of assessments and state content standards)
- American Chemical Society (developing science performance tasks and scoring tools)
- Ohio Alliance for Arts Education (consulted on Ohio Arts Education Assessment Project and conducted workshops on assessment in the fine arts)
- Merced City School District, CA (district-level writing assessment and instructional implications)

Maryland State Department of Education: specialist in test development, December 1986-July 1997; responsibilities included:

- Leading in the design, application, and implementation of scoring protocols and materials for the Maryland School Performance Assessment Program (MSPAP), a multi-disciplinary performance assessment at grades 3, 5, and 8 (reading, writing, mathematics, science, and social studies)
- Serving as scoring lead on the Design Options Team for a high school assessment component of MSPP (Maryland School Performance Program)
- Leading in the design and implementation of a grade 11 multi-disciplinary school portfolio assessment
- Serving as scoring expert on NAEP 1996 assessment of the arts
- Leading in design, implementation and scoring of the Maryland Writing Test (MWT), a statewide minimum competency direct writing assessment required for graduation from high school
- Designing and delivering instructional support to teachers, resource teachers and other LEA staff
- Administering pertinent contracts and supervising committees involved in the development and scoring of MSPAP and MWT
- Conducting and reporting research on performance assessment response behaviors, direct assessment scoring, reading, writing, and writing assessment

Goucher College, Towson, MD: adjunct assistant professor, 1986; assistant professor, 1985-86; instructor, 1983-85; writing basic—advanced

Washington University, St. Louis, MO: instructor, 1979-1983; composition, nineteenth and twentieth century literature

Webster College, Webster Groves, MO: instructor, 1977-1979; literature and the arts

#### SELECTED PAPERS AND WORKSHOPS (single-authored unless otherwise indicated)

Goldberg, G., and Hislop, B., "Presentation, Preference, and Performance: Impact of Text Format on Literacy Learning of Boys and Girls," American Educational Research Association (AERA), 2005.

"What's Good for the Goslings? Identifying and Responding to Emerging Gender Differences in Young Learners," presented at International Reading Association Conference (IRA), 2003 (part of symposium (also chaired) titled "Literacy and Gender: Is What's Good for the Goose Really Good for the Gander?")

Sweezy, M. and Goldberg, G. "Coordinating Classroom Assessment and Instructional Intervention in Reading: One School's Story," AERA, 2002.

"What's the Story with Boys (and Girls)? Addressing the Differences in How They Read and Write," presented at annual Association for Supervision and Curriculum Development (ASCD) Conference, 2002.

"From Preference to Performance: Responding to Gender Differences in Reading," presented at the

National Council of Teachers of English (NCTE), 2001.

Goldberg, G., Roswell, B., and Cole Bayer, E. "A Crack in the Mirror: Consequences of Modifying a Writing Assessment to Match Instructional Practice," AERA, 2001.

Roswell, B. and Goldberg, G., "Constructing Identity Through Constructed Response: Gendered Stories in a Large-Scale Performance Assessment," AERA, 1999.

Goldberg, G. and Roswell, B., "Perception and Practice: The Impact of Teachers' Scoring Experience on Performance-Based Instruction and Classroom Assessment," AERA, 1998.

Goldberg, G., Roswell, B., and Michaels, H., "Evaluating Writing and Language Usage Within Content-Based Performance Assessment Tasks: Issues and Innovations," AERA, 1997.

Goldberg, G., Roswell, B., and Michaels, H., "New Directions in Writing Assessment: Issues and Implications of Assessing Expressive Writing in Multiple Genres," AERA, 1996.

"Teaching Strategies for Improved Classroom Assessment: Development and Scoring Implications of Constructed Response Performance Assessment Activities, AERA, 1996.

Goldberg, G., and Michaels, H., "Same Scorer Judgments on Multiple Content Area Items in Integrated Performance Assessment," AERA, 1995.

Ferrara, S., Goldberg, G., and McTighe, J., "Ways in Which Teachers Communicate Learning Targets, Criteria and Standards to Their Students," AERA, 1995.

"When Teachers Score Large-Scale Performance Assessments: Issues and Implications," presented at Council of Chief State School Officers Conference on Large-Scale Assessment (CCSSO), 1994.

Goldberg, G., and Kapinus, B., "Problematic Responses to Reading Performance Assessment Tasks: Sources and Implications," AERA, 1992.

"Portfolios: Linking Assessment and Instruction," presented at the Maryland Association for Supervision and Curriculum Development (MASCD), 1992.

"Topic Literacy and Off-Topic Responses," presented at the Eighth Annual Conference of the National Testing Network in Writing (NTNW), 1990.

"Maintaining Scoring Standards," 7th Annual NTNW, 1989.

Goldberg, G., and Bartnick, L., "Designing a Review and Appeal Process for a Large Scale Writing Assessment Program, AERA, 1989.

"Teachers and Testers: Teamwork for Stability of Scoring Standards, presented at the National Council of Teachers of English Conference on College Composition and Communication (CCCC), 1988.

Goldberg, G., and Bartnick, L., "Maintaining Scoring Standards Over a Rubric Transition Process," AERA, 1988. "Publishing Student Writing: Consensus Between Classroom and Community," CCCC, 1987.

"Student-Centered Publication: A Writing Program Press," presented at the College English Association (Mid-Atlantic Group) Convention, 1986.

“Tutoring and Peer Publishing,” presented at the 2nd Annual Conference on Peer Tutoring and Writing, 1985.

“The Writing Process Across the Grades,” presented at the Penn State Conference on Rhetoric and Composition, 1985.

“Connections Between Process and Product: Towards a Writer’s Profile,” CCCC, 1985.

#### REPRESENTATIVE SCHOLARLY PUBLICATIONS (single authored unless otherwise indicated)

Goldberg, G., and Roswell, B. *Reading, Writing, and Gender: Instructional Strategies and Classroom Activities That Work for Girls and Boys*. New York: Eye on Education, 2002.

Goldberg, G., and Roswell, B. “Are Multiple Measures Meaningful?” *Lessons from a Statewide Performance Assessment*. *Applied Measurement in Education*, 14 (2), 125-150.

Goldberg, G., and Roswell, B. “From Perception to Practice: The Impact of Teachers’ Scoring Experience on Performance-Based Instruction and Classroom Assessment.” *Educational Assessment*, 6 (4), 257-290.

Goldberg, G., Roswell, B., and Michaels, H. “A Question of Choice: Assessing Writing in Multiple Genres.” *Assessing Writing*, 5 (1), 39-70.

Goldberg, G., Roswell, B., and Michaels, H. “Can Assessment Mirror Instruction?: A Look at Peer Response and Revision in a Large-Scale Writing Test.” *Educational Assessment*, 3 (4), 287-314.

“Using Scoring Considerations to Develop Effective Performance Assessment Tasks.” *A Handbook for Student Performance Assessment in an Era of Restructuring*. Ed. Robert Blum and Judith Arter. Alexandria, VA: ASCD. 1996, pp. V-5:1-5.

“Learning the Score: What Teachers Discover From Scoring Performance Assessment Tasks.” *Teaching Thinking and Problem Solving*, 16 (1), 1, 3-6.

Goldberg, G., and Kapinus, B. *Problematic Responses to Reading Performance Assessment Tasks: Sources and Implications*. *Applied Measurement in Education*, 6 (4), 281-305.

“Topic Literacy and Off-Topic Responses.” *Notes from the National Testing Network in Writing*. New York, CUNY, 1991. 6-7.

“Maintaining Scoring Standards in Large-Scale Writing Assessment: Mediating Between Teachers and Readers.” *Notes from the National Testing Network in Writing*. New York, CUNY, 1990. 4.

#### CERTIFICATION

Maryland Department of Transportation certified Minority Business Enterprise (MBE/DBE)  
No. 00-238