

Jonathan Templin
Curriculum Vitae
University of Georgia, College of Education
Georgia Center for Assessment
Research, Evaluation, Measurement, and Statistics Program
Department of Educational Psychology and Instructional Technology

1. Academic History

<i>Present Rank</i>	Assistant Professor
<i>Recommended Rank</i>	None
<i>Proportion Time Assignments</i>	50% Research; 50% Teaching
<i>Tenure Status</i>	Untenured (Tenure track)
<i>Administrative Title</i>	None
<i>Graduate Faculty Status</i>	Appointed for 7 years, June 2007
<i>Highest Degree</i>	Ph.D. Psychology (Quantitative) University of Illinois at Urbana-Champaign December, 2004 Dissertation: <i>Generalized linear mixed proficiency models for cognitive diagnosis.</i> Major Advisor: Jeffrey Douglas A.M. Psychology (Quantitative) University of Illinois at Urbana-Champaign October, 2002 Thesis: <i>The effects of feedback on the use of probabilistic judgments.</i> Major Advisor: David Budescu M.S. Statistics University of Illinois at Urbana-Champaign June, 2002

B.A. Psychology (*magna cum laude*)
California State University, Sacramento
June, 1998

A.A. General Studies
American River College
June, 1996

A.S. Mathematics and Physical Science
American River College
June, 1996

Academic Positions

Assistant Professor (June 2007 – Present)
The University of Georgia

Georgia Center for Assessment
Department of Educational Psychology and
Instructional Technology

Assistant Professor (August 2005 – May 2007)
University of Kansas

Department of Psychology

Visiting Assistant Professor (January 2005 – May 2005)
University of Illinois at Urbana-Champaign

Department of Educational Psychology

Professional Employment

Senior Research Scientist (June 2004-July 2005)
External Diagnostic Research Group
(Educational Testing Service Sponsored)
Champaign, Illinois

Director: William Stout

Post-graduate awards

None

2. Resident Instruction

Academic courses taught:

Fall, 2008

Applied Correlation and Regression Methods in Education

The University of Georgia, College of Education (ERSH 8320)

Level: Graduate
 Enrollment: 26
 Credit Hours: 3

<u>Course Ratings:</u>	<u>Mean</u>	<u>Median</u>	*New COE Rating System
Overall	4.5	5.0	

Diagnostic Modeling

The University of Georgia, College of Education (ERSH 9800)

Level: Graduate
 Enrollment: 15
 Credit Hours: 3

<u>Course Ratings:</u>	<u>Mean</u>	<u>Median</u>	*New COE Rating System
Overall Mean	4.7	5.0	

Spring, 2008

None

Fall, 2007

Applied Correlation and Regression Methods in Education

The University of Georgia, College of Education (ERSH 8320)

Level: Graduate
 Enrollment: 32
 Credit Hours: 3

<u>Course Ratings:</u>	<u>Mean</u>	<u>Median</u>	*Old COE Rating System
Overall Course Value	3.5	4.0	
General Teaching Ability	3.4	4.0	

Applied Analysis of Variance Methods in Education

The University of Georgia, College of Education (ERSH 8310)

Level: Graduate
 Enrollment: 26
 Credit Hours: 3

<u>Course Ratings:</u>	<u>Mean</u>	<u>Median</u>	*Old COE Rating System
Overall Course Value	4.1	4.0	
General Teaching Ability	3.9	4.0	

Spring, 2007**Statistical Methods in Behavioral and Social Research II (ANOVA)**

University of Kansas, Department of Psychology (PSYC 791/651)

Level: Graduate and Advanced Undergraduate
 Enrollment: 29
 Credit Hours: 4

<u>Course Ratings:</u>	<u>Mean</u>	<u>Median</u>	*On a 5-point scale (5 best)
Is an Effective Teacher	4.6	5.0	
Learning in Course	4.3	5.0	

Statistical Consulting

University of Kansas, Department of Psychology (PSYC 993)

Level: Graduate
 Enrollment: 13
 Credit Hours: 3

<u>Course Ratings:</u>	<u>Mean</u>	<u>Median</u>	*On a 5-point scale (5 best)
Is an Effective Teacher	4.8	5.0	
Learning in Course	3.8	5.0	

Test Theory

University of Kansas, Department of Psychology (PSYC 892/692)

Level: Graduate and Advanced Undergraduate
 Enrollment: 5
 Credit Hours: 3

<u>Course Ratings:</u>	<u>Mean</u>	<u>Median</u>	*On a 5-point scale (5 best)
Is an Effective Teacher	5.0	5.0	
Learning in Course	3.0	3.0	

Fall, 2006**Statistical Methods in Behavioral and Social Research I (Regression)**

University of Kansas, Department of Psychology (PSYC 790)

Level: Graduate and Advanced Undergraduate
 Enrollment: 32
 Credit Hours: 4

<u>Course Ratings:</u>	<u>Mean</u>	<u>Median</u>	*On a 5-point scale (5 best)
Is an Effective Teacher	4.8	5.0	
Learning in Course	4.6	5.0	

Spring, 2006**Measurement Methods in Psychological Research**

University of Kansas, Department of Psychology (PSYC 892)

Level: Graduate
 Enrollment: 8
 Credit Hours: 3

<u>Course Ratings:</u>	<u>Mean</u>	<u>Median</u>	*On a 5-point scale (5 best)
Is an Effective Teacher	4.9	5.0	
Learning in Course	4.6	5.0	

Methods for Clustering and Classification

University of Kansas, Department of Psychology (PSYC 993)

Level: Graduate
 Enrollment: 6
 Credit Hours: 3

<u>Course Ratings:</u>	<u>Mean</u>	<u>Median</u>	*On a 5-point scale (5 best)
Is an Effective Teacher	4.3	5.0	
Learning in Course	4.2	4.0	

Fall, 2005**Multivariate Analysis**

University of Kansas, Department of Psychology (PSYC 990)

Level: Graduate
 Enrollment: 17
 Credit Hours: 3

<u>Course Ratings:</u>	<u>Mean</u>	<u>Median</u>	*On a 5-point scale (5 best)
Is an Effective Teacher	4.4	4.5	
Learning in Course	4.1	4.0	

Quantitative Proseminar

University of Kansas, Department of Psychology (PSYC 993)

Level: Graduate
 Enrollment: 13
 Credit Hours: 3

<u>Course Ratings:</u>	<u>Mean</u>	<u>Median</u>	*On a 5-point scale (5 best)
Is an Effective Teacher	4.9	5.0	
Learning in Course	4.8	5.0	

Spring, 2005**Applied Regression Analysis**

University of Illinois at Urbana-Champaign

Department of Educational Psychology (EPSY 581)

Level: Graduate
 Enrollment: 40
 Credit Hours: 3

<u>Course Ratings:</u>	<u>Mean</u>	<u>Median</u>	*On a 5-point scale (5 best)
Teaching Effectiveness	4.6	5.0	
Course Quality	4.5	5.0	

Students Advised:**Major Advisor: Masters Level (3)**

Jennifer Bozard (The University of Georgia, 2008-Present)
 Thesis: Using diagnostic models to evaluate body dysmorphic disorder
 M.A. Expected: Spring, 2010

Emily Ledford (University of Kansas, 2005-Present)
 Thesis: Exploring the diagnostic structure of two job placement tests.
 M.A. Expected: Fall, 2009

Agung Santoso (The University of Georgia, 2007-2008)
 Thesis: Predictors of educational attainment in Indonesia: Comparing OLS
 regression and Quantile regression approaches
 M.A.: December, 2008

Major Advisor: Doctoral Level (6)

Mushtaq Ahmed (The University of Georgia, 2008-Present)
 Dissertation: Limited information parameter estimation for cognitive diagnostic
 models using a fit function
 Ph.D. Expected: Fall, 2009

Adeya Powell (The University of Georgia, 2008-Present)
 Dissertation: Goodness of fit testing for latent class models
 Ph.D. Expected: Spring, 2010

Jennifer Ivie (University of Kansas, 2005-2007)
 Dissertation: Test taking strategies in computer adaptive testing will improve
 your score: fact or fiction?
 Committee Co-Chair with Susan Embretson and Doug Denney
 Ph.D., June, 2007

Vince Staggs (University of Kansas, 2006-2007)

Mike Clark (University of Kansas, 2006-2007)

Kevin Kupzyk (University of Kansas, 2005-2006)

M.A. Committee Membership (3)

Youngsoon Sohn (The University of Georgia, 2009)

Fu Liu (The University of Georgia, 2008)

Danyale McCurdy (University of Kansas, 2006)

Ph.D. Committee Membership (14; 2 Co-Chaired)

Laine Bradshaw (The University of Georgia, 2009-Present)
Co-chair with Karen Samuelson

Hye-Jeong Choi (The University of Georgia, 2009-Present)
Co-chair with Allan Cohen

Aijun Wang (The University of Georgia, 2009-Present)

Jeffrey Cook (The University of Georgia, 2008-Present)

Anita Zgambo (The University of Georgia, 2008-Present)

Feiming Li (The University of Georgia, 2007-2008)

Miguel Aguirre (University of Kansas, 2007)

Angela Banitt (University of Kansas, 2006-2007)

Andrew Ledbetter (University of Kansas, 2006-2007)

Alicia MacKay (University of Kansas, 2007)

Wenmin Zhang (University of North Carolina at Greensboro, 2006)

Elizabeth Collins (University of Kansas, 2006)

Leslie Karwoski (University of Kansas, 2006)

Susan Reneau (University of Kansas, 2006)

3. Scholarly Activities**a. Publications****Books authored or co-authored**

Rupp, A., **Templin, J.**, & Henson, R. (forthcoming, 2010). Diagnostic Measurement: Theory, Methods, and Applications. New York: Guilford. [Original Edition]

Books edited or co-edited

None

Chapters in Books (* stringent editorial review)

- *Roussos, L., DiBello, L., Henson, R., Jang, E., & **Templin, J.** (in press). Skills diagnosis for education and psychology with IRT-based parametric latent class models. To appear in S.E. Embretson and J. Roberts (Eds.), *New directions in psychological measurement with model-based approaches*. Washington, DC: American Psychological Association.
- ***Templin, J.** (2008). Methods for detecting subgroups in social networks. In Card, N. A., Selig, J. P., & Little, T. D. (Eds.), *Modeling dyadic and interdependent data in developmental research* (pp. 309-334). New York, NY: Routledge.
- *Roussos, L., DiBello, L., Stout, W., Hartz, S., Henson, R., & **Templin, J.** (2007). The Fusion Model skills diagnosis system. In J. Leighton and M. Gierl (Eds.), *Cognitive diagnostic assessment in education* (pp. 275-318). New York, NY: Cambridge University Press.

Monographs

None

Journal Articles (* peer reviewed)

- *Henson, R., **Templin, J.**, & Willse, J. (in press). Defining a family of cognitive diagnosis models using log linear models. *Psychometrika*.
- *Silvia, P., Henson, R., & **Templin, J.** (in press). Are the sources of interest the same for everyone? Using multilevel mixture models to explore individual differences in appraisal structures. *Cognition and Emotion*.
- *Rupp, A., & **Templin, J.** (2008). Unique characteristics of diagnostic models: a review of the current state-of-the-art. *Measurement*, *6*, 219-262.
- ***Templin, J.**, Henson, R., Templin, S., & Roussos, L. (2008). Robustness of unidimensional hierarchical modeling of discrete attribute association in cognitive diagnosis models. *Applied Psychological Measurement*, *32*, 559-574.
- *Hamilton, N., A., Affleck, G., Tennen, H., Karlson, C., Luxton, D., Preacher, K. J., & **Templin, J.** (2008). Fibromyalgia: the role of sleep in affect and in negative event reactivity and recovery. *Health Psychology*, *27*, 490-497.

- *Henson, R., **Templin, J.**, & Douglas, J. (2007). Use of subscores for estimation of skill masteries. *Journal of Educational Measurement*, 44, 361-376.
- *Roussos, L., **Templin, J.**, & Henson, R. (2007). Skills Diagnosis using IRT-based Latent Class Models. *Journal of Educational Measurement*, 44, 293-311.
- *Rupp, A., & **Templin, J.** (2007). The effects of Q-matrix misspecification on parameter estimates and misclassification rates in the DINA model. *Educational and Psychological Measurement*, 68, 78-96.
- ***Templin, J.**, & Henson, R. (2006). Measurement of psychological disorders using cognitive diagnosis models. *Psychological Methods*, 11, 287-305.
- *Hirshman, E., Meritt, P., Wang, C. C. L., Wierman, M., Budescu, D. V., Kohrt, W., **Templin, J.**, & Bhasin, S. (2004). Androgens and estrogens mediate the effects of dehydroepiandrosterone (DHEA) on cognition in post-menopausal women. *Hormones and Behavior*, 45, 144-155.

Bulletins or Reports

- Henson, R., Roussos, L., & **Templin, J.** (2005). Fusion model “fit” indices. ETS External Diagnostic Research Group Technical Report.
- Henson, R., Stout, W., & **Templin, J.** (2005). Using cognitive model-based sum-scores to do skills diagnosis. ETS External Diagnostic Research Group Technical Report.
- Henson, R., & **Templin, J.** (2005a). Q-matrix robustness for Arpeggio System analysis of the fusion model. ETS External Diagnostic Research Group Technical Report.
- Henson, R., & **Templin, J.** (2005b). Hierarchical log-linear modeling of the attribute joint distribution. ETS External Diagnostic Research Group Technical Report.
- Henson, R., & **Templin, J.** (2005c). Four simulation test models with generated data sets.
- Roussos, L., **Templin, J.**, & Henson, R. (2005). Theoretically grounded linking and equating for mastery/non-mastery skills diagnosis models. ETS External Diagnostic Research Group Technical Report.

- Templin, J., Roussos, L., Templin, S., & Henson, R. (2005).** Comparison of latent attribute joint distribution estimation methods. ETS External Diagnostic Research Group Technical Report.
- Templin, J., & Henson, R. (2005a).** The random effects reparameterized unified model: a model for joint estimation of discrete skills and continuous ability. ETS External Diagnostic Research Group Technical Report.
- Templin, J., & Henson, R. (2005b).** Hierarchical models for skills diagnosis: item response theory comparisons and complements. ETS External Diagnostic Research Group Technical Report.
- Templin, J., Henson, R., Roussos, L., & Stout, W. (2005).** The enhanced simarpeggulator for heterogeneous attributes. ETS External Diagnostic Research Group Technical Report.
- Henson, R., Roussos, L., & **Templin, J. (2004).** Cognitive diagnostic fit indices. ETS External Diagnostic Research Group Technical Report.
- Henson, R., & **Templin, J. (2004a).** Creating a proficiency scale with models for cognitive diagnosis. ETS External Diagnostic Research Group Technical Report.
- Henson, R., & **Templin, J. (2004b).** Modifications of the Arpeggio algorithm to permit analysis of NAEP. ETS External Diagnostic Research Group Technical Report.
- Henson, R., **Templin, J., et al. (2004).** Proposed Arpeggio algorithm improvements: description, implementation, and evaluation. ETS External Diagnostic Research Group Technical Report.
- Henson, R., **Templin, J., & Porch, F. (2004a).** Description of the underlying algorithm of Arpeggio 1.3.1m: an approach to handle missing data at random. ETS External Diagnostic Research Group Technical Report.
- Henson, R., **Templin, J., & Porch, F. (2004b).** Description of the underlying algorithm of Polyarpeggiopoly 1.3.4. ETS External Diagnostic Research Group Technical Report.
- Roussos, L., & Templin, J. (2004).** Effect of skill heterogeneity on fusion model equation: a comparison of two methods. ETS External Diagnostic Research Group Technical Report.
- Templin, J., & Henson, R. (2004).** Proficiency scaling. ETS External Diagnostic Research Group Technical Report.

Templin, J. (2004). Estimation of the RUM without alpha tilde: a general model for the proficiency space of examinee ability. ETS External Diagnostic Research Group Technical Report.

Templin, J., & Douglas, J. (2004a). Higher order RUM. ETS External Diagnostic Research Group Technical Report.

Templin, J., & Douglas, J. (2004b). Fast classification. ETS External Diagnostic Research Group Technical Report.

Templin, J., Henson, R., Roussos, L., & Templin, S. (2004). Characteristics of and modifications to the RUM completeness term. ETS External Diagnostic Research Group Technical Report.

Templin, J., Henson, R., Templin, S., & Roussos, L. (2004). Robustness of unidimensional hierarchical modeling of discrete attribute association in cognitive diagnosis models. ETS External Diagnostic Research Group Technical Report.

Templin, S., **Templin, J., & Henson, R.** (2004). Fast calibration. ETS External Diagnostic Research Group Technical Report.

Henson, R., Roussos, L., Stout, W., Douglas, J., He, X., & **Templin, J.** (2003). Estimation of attribute association. ETS External Diagnostic Research Group Technical Report.

Henson, R., **Templin, J., & Porch, F.** (2003). Description of the underlying algorithm of Arpeggio 1.3. ETS External Diagnostic Research Group Technical Report.

Templin, J., He, X., Roussos, L., & Stout, W. (2003). The pseudo-item method: a simple technique for analysis of polytomous data with the fusion model. ETS External Diagnostic Research Group Technical Report.

Templin, J., Roussos, L., & Stout, W. (2003). An extension of the current fusion model to treat polytomous attributes. ETS External Diagnostic Research Group Technical Report.

Abstracts

None

Book Reviews (* stringent editorial review)

***Templin, J.** (2002). Review of the book *Curve ball: Baseball, statistics, and the role of chance in the game*. *Chance*, 15(4), 39-40.

Works Submitted but Not Yet Accepted

Willse, J., Henson, R., & **Templin, J.** (under review). Using sumscores or IRT in place of cognitive diagnostic models: Can more familiar models do the job?

Templin, J., & Hoffman, L. (under review). Obtaining diagnostic classification model estimates using Mplus.

Templin, J., Henson, R., Rupp, A., Jang, E., & Ahmed, M. (under revision). Diagnostic models for nominal response data.

Templin, J., Henson, R., & Douglas, J. (under revision). General theory and estimation of cognitive diagnosis models as constrained latent class models.

Templin, J., Poggio, A., Irwin, P., & Henson, R. (under revision). Combining borderline and contrasting groups methods: A latent class analysis approach to standard setting.

Templin, J. (under revision). Generalized linear mixed proficiency models for cognitive diagnosis.

Templin, J., & Henson, R. (under revision). The random effects reparameterized unified model.

Other works: Patents

“Method for Estimating Examinee Attribute Parameters in Cognitive Diagnosis Models,” Pending – US Patent Application No. 10,924,069, (2004; Application #20060040247). Role: Inventor.

b. Creative contributions other than formal publications

Statistical Software

Bolt, D., Chen, H., DiBello, L., Hartz, S., Henson, R., Roussos, L., Stout, W., & **Templin, J.** (2008). The Arpeggio Suite: software for cognitive skills diagnostic assessment [Computer software and Manual]. St. Paul, MN: Assessment Systems. [Major Contributor]

Templin, J. (2006-2008). CDM: cognitive diagnosis modeling with Mplus [Computer software and Manual]. Author owned: retrievable from <http://jtemplin.myweb.uga.edu/cdm>.

Templin, J. (2005). Arpeggio 2.0 [Computer software and Manual]. Author owned: retrievable upon request.

Henson, R., & **Templin, J.** (2004). Polyarpeggiopoly [Computer software and Manual]. Champaign, IL: ETS External Diagnostic Research Group.

Templin, J. (2004a). FastClass [Computer software and Manual]. Champaign, IL: ETS External Diagnostic Research Group.

Templin, J. (2004b). Higher Order RUM Program [Computer software and Manual]. Champaign, IL: ETS External Diagnostic Research Group.

Templin, J., & Henson, R. (2004). Profscal 1.0 [Computer software and Manual]. Champaign, IL: ETS External Diagnostic Research Group.

Templin, J. (2003a). Arpbinom/Dapigen [Computer software and Manual]. Champaign, IL: ETS External Diagnostic Research Group.

Templin, J. (2003b). Arporder/Papdigen [Computer software and Manual]. Champaign, IL: ETS External Diagnostic Research Group.

c. Grants received and applied for

Funded Grant Applications

Principal Investigator: Collaborative Research: Constrained Finite Mixture Models for Psychological Diagnosis and Educational Assessment (2007-2009). National Science Foundation: Measurement, Methodology, and Statistics Program (MMS; SES-0750859), \$92,934.

Co-Principal Investigator: Diagnosing Teachers' Multiplicative Reasoning (2008-2010). National Science Foundation: Discovery Research K-12 (DRK-12; DRL-0822064), \$944,163. PI: Andrew Izsák.

Co-Principal Investigator/Core Faculty: Georgia Measurement and Assessment Training – Postdoctoral Program (2008-2012). United States Department of Education, Institute of Educational Sciences (IES- R324B080006), \$596,652. PI: Randy Kamphaus.

Co-Principal Investigator: Assessing Middle School Students' Understandings of the Nature of Scientific Knowledge (2008). University of Georgia, College of Education, Large Collaborative Research Development Grant, \$11,900. PI: Julie Kittleson.

Key Personnel: Improving Adults' Reading Outcomes with Strategic Tutoring and Content Enhancement Routines (2007-2011). United States Department of Education, Institute of Educational Sciences (IES NCER), \$1,991,961. PI: Darryl Mellard

Principal Investigator: Constrained Finite Mixture Models for Psychological Diagnosis and Educational Assessment (2006). University of Kansas, New Faculty General Research Fund, \$8,000.

Pending Grant Applications

Principal Investigator: Collaborative Research: Longitudinal Diagnostic Models (2009-2011). National Science Foundation: Measurement, Methodology, and Statistics Program.

Co-Principal Investigator: Assessing Middle School Students' Epistemic Understandings in Science. United States Department of Education, Institute of Educational Sciences (2009-2013). PI: Julie Kittleson.

Core Faculty: Georgia Interdisciplinary Training Program in Educational Assessment. United States Department of Education, Institute of Educational Sciences (2009-2013). PI: Allan Cohen.

Declined Grant Applications

Key Personnel: An Adaptive Testing System for Diagnosing Sources of Mathematics Difficulties (2009-2012). United States Department of Education, Institute of Educational Sciences (IES NCER). PI: Susan Embretson.

Principal Investigator: Collaborative Research: Longitudinal Diagnostic Models (2009-2011). National Science Foundation: Measurement, Methodology, and Statistics Program.

Principal Investigator: Development of Efficient Computational Algorithms for Cognitive Diagnosis in Educational Assessment (2007). Microsoft: A. Richard Newton Breakthrough Research Proposal. Declined.

Principal Investigator: Collaborative Research: Constrained Finite Mixture Models for Psychological Diagnosis and Educational Assessment (2006-2008). National Science Foundation: Mathematical, Social, and Behavioral Sciences Program (MSBS). Declined.

Key Personnel: An Adaptive Testing System for Diagnosing Sources of Mathematics Difficulties (2008-2011). United States Department of Education, Institute of Educational Sciences (IES NCER). PI: Susan Embretson. Declined.

Key Personnel: Central Alliance for Science, Technology, Engineering, and Mathematics (CASTEM) for Students with Disabilities (2007-2009). National Science Foundation. PI: Darryl Mallard. Declined.

d. Recognitions and outstanding achievements

Awards

Received campus-wide recognition for teaching excellence: Applied Regression Analysis (Spring, 2005, Department of Educational Psychology, University of Illinois at Urbana-Champaign).

Best Research Study, 2005: Henson, R., & **Templin, J.** (2005, December). Extending cognitive diagnosis models to evaluate the validity of DSM criteria for the diagnosis of pathological gambling. Poster presented at the 2005 National Council for Responsible Gaming: Gambling and Addiction conference in Las Vegas, Nevada.

Best Research Study, 2004: **Templin, J.**, & Henson, R. (2004, December). Using cognitive diagnosis models for the measurement and evaluation of pathological gambling. Poster presented at the 2004 National Council for Responsible Gaming: Gambling and Addiction conference in Las Vegas, Nevada.

e. Areas in which research is done

Diagnostic Modeling (Cognitive Diagnosis)
 Psychometrics
 Applied Statistics
 Generalized Linear Latent and Mixed Models
 Multivariate Statistics
 Classification Methodology

f. Supervision of student research

Number of theses supervised:	3
Number of dissertations supervised:	5
Number of presentations with students:	14
Number of submitted publications with students:	2

g. Editorship or editorial board member of journals or other learned publications

Editorial Board Member: School Psychology Quarterly

h. Convention papers (* published counterpart; **invited)

2009

** **Templin, J.** (2009, July). On the origin of species: the evolution of diagnostic modeling within the psychometric taxonomy. State-of-the-art talk to be given at the annual Psychometric Society conference in Cambridge, England.

Henson, R., & **Templin, J.** (2009, April). Using diagnostic model criteria as proficiency standards: combining psychometrics and statistics to produce accurate examinee classification. Paper to be presented at the annual National Council on Measurement in Education conference in San Diego, California.

Choi, H.-J., **Templin, J.**, Henson, R., & Cohen, A. (2009, April). A diagnostic classification mixture Rasch model (DCMixRM) for mediating attributes and ability. Paper to be presented at the annual National Council on Measurement in Education conference in San Diego, California.

Cohen, A., **Templin, J.**, & Bradshaw, L. (2009, April). Beyond unidimensionality: measuring all of achievement. Paper to be presented at the annual National Council on Measurement in Education conference in San Diego, California.

Henson, R., **Templin, J.**, & Irwin, P. (2009, April). Ancillary random effects: a way to obtain diagnostic information from existing large scale tests. Paper to be presented at the annual National Council on Measurement in Education conference in San Diego, California.

Templin, J., & Henson, R. (2009, April). Practical issues in using diagnostic estimates: measuring the reliability and validity of diagnostic estimates. Paper to be presented at the annual National Council on Measurement in Education conference in San Diego, California.

***Templin, J.**, Henson, R., Douglas, J., & Hoffman, L. (2009, April). Estimating a family of diagnostic classification models with Mplus. Paper to be presented at the annual American Educational Research Association conference in San Diego, California.

2008

Templin, J., & Hoffman, L. (2008, August). Employing non-normal random effects in multilevel models. Poster presented at the annual American Psychological Association conference in Boston, MA.

Hoffman, L., & **Templin, J.** (2008, August). The impact of alternative specifications of time on examining individual differences in change. Poster presented at the annual American Psychological Association conference in Boston, MA.

****Templin, J.**, & Henson, R. (2008, April). Understanding the impact of skill acquisition: relating diagnostic assessments to measureable outcomes. Paper presented at the University of North Carolina at Greensboro mini-conference on cognitive diagnosis.

Li, F., **Templin, J.**, & Cohen, A. (2008, March). A relaxed higher order DINA model for attribute-level DIF. Paper presented at the 2008 National Council on Measurement in Education conference in New York, New York.

Templin, J., Cohen, A., and Henson, R. (2008, March). Constructing tests for optimal classification in standard setting. Paper presented at the 2008 National Council on Measurement in Education conference in New York, New York.

Cho, S.-J., Cohen, A., & **Templin, J.** (2008, March). Multidimensional mixture IRT model for DIF analysis. Paper presented at the 2008 National Council on Measurement in Education conference in New York, New York.

***Templin, J.**, Henson, R., Rupp, A., Jang, E., & Ahmed, M. (2008, March). Cognitive diagnosis models for nominal response data. Paper presented at the 2008 National Council on Measurement in Education conference in New York, New York.

Henson, R., **Templin, J.**, Burke, M., Willse, J. (2008, March). Estimation of the log-linear model with latent classes for the purpose of cognitive diagnosis. Paper presented at the 2008 National Council on Measurement in Education conference in New York, New York.

- Burke, M. Henson, R., **Templin, J.** (2008, March). Assessing English proficiency with the logistic cognitive diagnosis model. Paper presented at the 2008 National Council on Measurement in Education conference in New York, New York.
- Willse, J., Henson, R., & **Templin, J.** (2008, March). K-means with latent class refinement: Cognitive diagnosis with few assumptions. Paper presented at the 2008 National Council on Measurement in Education conference in New York, New York.
- Henson, R., & **Templin, J.** (2008, March). Implementation of standards setting for a geometry end-of-course exam. Paper presented at the 2008 American Educational Research Association conference in New York, New York.
- Templin, J.**, & Henson, R. (2008, March). Understanding the impact of skill acquisition: relating diagnostic assessments to measureable outcomes. Paper presented at the 2008 American Educational Research Association conference in New York, New York.

2007

- Templin, J.**, Hoffman, L., & Lorenz, F. (2007, November). Assessing fit in models for population heterogeneity of developmental trajectories. Paper presented at the 2007 Gerontological Society of America conference in San Francisco, California.
- Bandalos, D., & **Templin, J.** (2007, October). Six (plus or minus two) degrees of separation: SMEP social networks. Paper presented at the 2007 Society for Multivariate Experimental Psychology conference in Chapel Hill, North Carolina.
- **Templin, J.** (2007, October). Assessing cognitive diagnosis model fit using limited information methods. Paper presented at the 2007 International Conference on Advances in Interdisciplinary Statistics and Combinatorics in Greensboro, North Carolina.
- **Templin, J.**, & Henson, R. (2007, September). Extending cognitive diagnosis models to evaluate the validity of DSM criteria for the diagnosis of pathological gambling. Invited talk, Department of Psychology, Georgia Institute of Technology.
- *Templin, J.**, Poggio, A., Irwin, P., & Henson, R. (2007, April). Latent class model based approaches to standard setting. Paper presented at the 2007 National Council on Measurement in Education conference in Chicago, Illinois.

Wolkowitz, A., **Templin, J.**, & Twing, J. (2007, April). When to test: Before or after lunch? Before or after spring break? Tuesday or Friday? Paper presented at the 2007 National Council on Measurement in Education conference in Chicago, Illinois.

Templin, J., Henson, R., Poggio, A., Irwin, P., Poggio, J., & Glasnapp, D. (2007, April). Searching for cognitive structure in Kansas. Paper presented at the 2007 National Council on Measurement in Education conference in Chicago, Illinois.

Templin, J., & Henson, R. (2007, April). Contrasting parameterizations of the proficiency space in models for skills assessment. Paper presented at the 2007 National Council on Measurement in Education conference in Chicago, Illinois.

Henson, R., & **Templin, J.** (2007, April). Importance of Q-matrix construction and its effects cognitive diagnosis model results. Paper presented at the 2007 National Council on Measurement in Education conference in Chicago, Illinois.

Willse, J., Henson, R., & **Templin, J.** (2007, April). Using sum scores or IRT in place of cognitive diagnosis models: Can existing or more familiar models do the job? Paper presented at the 2007 National Council on Measurement in Education conference in Chicago, Illinois.

Staggs, V., Ledford, E., **Templin, J.**, & Henson, R. (2007, April). Evaluating diagnostic model Q-matrix completeness using conditional covariance. Poster presented at the 2007 National Council on Measurement in Education conference in Chicago, Illinois.

2006

***Templin, J.**, & Henson, R. (2006, June). The random effects reparameterized unified model: A constrained finite mixture model for skills diagnosis and psychological assessment. Paper presented during the 2006 Psychometric Society conference in Montréal, Quebec.

*Henson, R., & **Templin, J.** (2006, June). The DINO: A disjunctive model for skills assessment. Paper presented during the 2006 Psychometric Society conference in Montreal, Quebec.

Ackerman, T., Zhang, W., Henson, R., & **Templin, J.** (2006, April). Evaluating a third grade science benchmark test using a skills assessment model: Q-matrix evaluation. Paper presented during the 2006 National Council on Measurement in Education conference in San Francisco, California.

- Henson, R., & **Templin, J.** (2006, April). Bayesian Q-matrix inference using the Reparameterized Unified Model. Paper presented during the 2006 National Council on Measurement in Education conference in San Francisco, California.
- Templin, J.**, & Henson, R. (2006, April). A Bayesian method for incorporating uncertainty into Q-matrix estimation in skills assessment. Paper presented during the 2006 National Council on Measurement in Education conference in San Francisco, California
- Ivie, J., & **Templin, J.** (2006, April). Analysis of the Raven's Progressive Matrices (RPM) scale using skills assessment. Paper presented during the 2006 National Council on Measurement in Education conference in San Francisco, California.
- Ivie, J., & **Templin, J.** (2006, April). Local optima in cognitive diagnosis models. Poster presented during the 2006 National Council on Measurement in Education conference in San Francisco, California.
- Kupzyk, K., & **Templin, J.** (2006, April). Multithreaded algorithms for scalable estimation of cognitive diagnosis models. Poster presented during the 2006 National Council on Measurement in Education conference in San Francisco, California.
- Ledford, E., & **Templin, J.** (2006, April). Incorporating multiple opinions of test construction experts into cognitive diagnosis Model Q-matrix construction. Poster presented during the 2006 National Council on Measurement in Education conference in San Francisco, California.
- Templin, S., **Templin, J.**, & Marquis, J. (2006, April). Statistical properties of age equivalent scores. Poster presented during the 2006 National Council on Measurement in Education conference in San Francisco, California.
- Henson, R., & **Templin, J.** (2006, February). Extending cognitive diagnosis models to evaluate the validity of DSM criteria for the diagnosis of pathological gambling. Poster presented at the Georgia Institute of Technology New Directions in Psychological Measurement with Model-Based Approaches conference in Atlanta, Georgia.
- Templin, J.**, & Henson, R. (2006, February). Using cognitive diagnosis models for the measurement and evaluation of pathological gambling. Poster presented at the Georgia Institute of Technology New Directions in Psychological Measurement with Model-Based Approaches conference in Atlanta, Georgia.

****Templin, J., & Henson, R.** (2006, February). Practical adaptations of cognitive diagnosis models. Invited talk, Department of Educational Research Methodology, The University of North Carolina, Greensboro.

2005

Henson, R., & **Templin, J.** (2005, December). Extending cognitive diagnosis models to evaluate the validity of DSM criteria for the diagnosis of pathological gambling. Poster presented at the 2005 National Council for Responsible Gaming: Gambling and Addiction conference in Las Vegas, Nevada. Awarded top research prize.

Ackerman, T., Bartz, D., Henson, R., & **Templin, J.** (2005, July). Creating and evaluating a third grade science benchmark test using a cognitive diagnosis model. Paper presented at the 2005 meeting of the Psychometric Society in Tilburg, The Netherlands.

DiBello, L., Henson, R., **Templin, J.**, & Almond, R. (2005, July). Definition and estimation of skills classification reliability. Paper presented at the 2005 meeting of the Psychometric Society in Tilburg, The Netherlands.

Wang, X., & **Templin, J.** (2005, June). Enhancing score feedback for Accuplacer tests with domain-based information – using elementary algebra as an example. Paper presented at the 2005 Accuplacer/WritePlacer Plus national conference.

2004

Templin, J., & Henson, R. (2004, December). Using cognitive diagnosis models for the measurement and evaluation of pathological gambling. Poster presented at the 2004 National Council for Responsible Gaming: Gambling and Addiction conference in Las Vegas, Nevada. Awarded top research prize.

Templin, J., & Henson, R. (2004, November). Incorporating subjective probability into the design and development of cognitively diagnostic tests. Poster presented at the 2004 meeting of the Society for Judgment and Decision Making in Minneapolis, Minnesota.

Contractor, N., Brandon, D., Huang, M., Palazzolo, E., Steinley, D., Su, C., Suri, R., & **Templin, J.** (2004, November). Extensions to information retrieval in transactive memory systems. Paper presented at the National Communication Association convention in Chicago, Illinois.

****Templin, J., & Henson, R.** (2004, September). Using cognitive diagnosis models to analyze and diagnose psychological disorders. Quantitative Division Seminar for the Department of Psychology at the University of Illinois at Urbana-Champaign.

DiBello, L., **Templin, J., & Henson, R.** (2004, June). Large-scale student profile scoring: Applications to operational tests – next generation TOEFL. Paper presented at the 2004 meeting of the Psychometric Society in Pacific Grove, California.

Ho, A., Zapata, D., & **Templin, J.** (2004, June). Large-scale student profile scoring: Fast classification and other operational issues for large scale testing. Paper presented at the 2004 meeting of the Psychometric Society in Pacific Grove, California.

Templin, J., He, X., Roussos, L., & Bolt, D. (2004, April). Polytomous (graded response) item and polytomous (graded) attribute scoring. Presented at the 2004 meeting of the National Council on Measurement in Education in San Diego, California.

Templin, J., Roussos, L., & Stout, W. (2004, March). Modeling ordered polytomous attributes through ordered dichotomous attributes. Paper presented at Educational Testing Service, Princeton, New Jersey.

****Templin, J.** (2004, February). Estimation of the reparameterized unified model using MCMC. QUERIES seminar for the Department of Educational Psychology at the University of Illinois at Urbana-Champaign.

2003

***Templin, J., Ho, M.-H., Anderson, C., & Wasserman, S.** (2003, August). Mixed effects p* model for multiple social networks. Paper presented at the 2003 American Statistical Association Joint Statistical Meetings in San Francisco, California.

Contractor, N., Palazzolo, E., Su, C., Ruta, D., Brandon, D., Huang, M., & **Templin, J.** (2003, February) Multi-theoretical multi-level (MTML) models for understanding the emergence of knowledge networks. Presented at the International Sunbelt Social Network Conference, Cancun, Mexico.

2002

Templin, J., Budescu, D., & Wallsten, T. (2002, November). Improving the quality of probability judgments by performance feedback. Presented at the 2002 meeting of the Psychonomics Society in Kansas City, Missouri.

Palazzolo, E., Su, C., Ruta, D., Brandon, D., Huang, M., & **Templin, J.** (2002, September). Understanding information retrieval between coworkers from a multi-theoretical framework. Presented at the Organizational Communication Mini-Conference, Purdue University, West Lafayette, Indiana.

2001

None

2000

Templin, S., **Templin, J.**, & Jones, L. (2000, April). The ecological validity of computer simulated roulette. Presented at the 2000 meeting of the Rocky Mountain Psychological Association in Reno, Nevada.

4. Public service**External Consultant**

Measurement Incorporated (March, 2008)

- Co-taught and developed training course on hierarchical linear models.

American Board of Internal Medicine (July, 2007)

- Co-taught and developed training course on item response theory methods.

University of Kansas, Center for Educational Testing and Evaluation (July, 2006)

- Aided in setting proficiency standards for state of Kansas general and modified End of Grade assessments in mathematics and reading.

University of Kansas, Schiefelbusch Center for Lifespan Studies (May, 2006)

- Assisted in analyses using longitudinal models for educational achievement and child development. Directed study group on Generalized Linear Mixed Effects Models.

College Board (April 2005 – August 2005)

- Developed software applications for estimation of diagnostic models. Implemented Q-matrix construction methods for aggregating opinions of multiple test construction experts.

5. Other Services

Service to Professional Societies

Founding Member/Vice President/President Elect: American Educational Research Association Cognition and Assessment Study Interest Group (2006-Present).

Mentoring Committee Member: American Educational Research Association, Division D (2008-Present).

Division 5 Representative: American Psychological Association Early Career Psychologists Network (2008-Present).

Conference Host: International Meeting of the Psychometric Society (July 2010).

Program and conference committee member: Psychometric Society (2008–Present).

Statistical Workshops Taught

Hierarchical Linear Models (March, 2009). Language testing research colloquium in Denver, Colorado.

Cognitive Diagnosis Mini-Workshop (April, 2008). University of North Carolina at Greensboro. With T. Ackerman, R. Henson, J. de la Torre, E. Jang, and J. Willse.

Skills Diagnosis with Latent Variable Models (April, 2009; March, 2008; April 2007; April 2006; April 2005). National Council on Measurement in Education pre-conference workshop. With J. Douglas, R. Henson, J. de la Torre, and H.-H. Chang.

Item Response Theory (June, 2007). University of Kansas Summer Institute. With W. Skorupski.

Skills Diagnosis with Latent Variable Models (June, 2006). International Meeting of the Psychometric Society pre-conference workshop. With J. Douglas, R. Henson, J. de la Torre, and H.-H. Chang.

Social Network Analysis (June, 2003, June 2002). The Interuniversity Consortium for Political and Social Research (ICPSR). With S. Wasserman.

External Reviewer

Psychological Methods
 Psychometrika
 Multivariate Behavioral Research
 Applied Psychological Measurement
 Educational and Psychological Measurement
 Educational Measurement: Issues and Practice
 International Journal of Testing
 Journal of Statistics in Medicine
 Behavior Research Methods
 Child Development
 School Psychology Quarterly
 International Journal of Behavioral Development
 National Science Foundation
 Social Sciences and Humanities Research Council of Canada
 American Educational Research Association (Division D and Cognition and Assessment SIG)
 National Council for Measurement in Education
 American Psychological Association (Division 5)

Core Panel Member

Transforming Education: Assessing and Teaching 21st Century Skills.
 Working group on methodological issues. Director: Mark Wilson. (2009-2012).