

BIOGRAPHICAL SKETCH

MARYELLEN C. HARMON

EDUCATION:

- Ed.D., Humanistic Education, specializations: Curriculum & Supervision, & Organizational Development, University of Massachusetts, Amherst
M.S., Physical Chemistry, University of Detroit
MAT, Mathematics, University of Detroit
B.S. Professional Chemistry, University of Detroit

RECENT PROFESSIONAL EXPERIENCE:

- 2000-2001 Assessment and Evaluation consultant for 4 NSF-funded projects, one NSRC curriculum project, and 2 privately funded curriculum & assessment development projects
- 1986 - present Educational Consultant for curriculum and assessment
- 1986-1999 Senior Research Associate, Center for the Study of Testing, Evaluation, and Educational Policy, Boston College, Chestnut Hill, MA. Specialization: alternative assessments in science and mathematics; Curriculum and evaluation.
- 1993-1997, International Coordinator for Performance Assessment, Third International Mathematics and Science Study
- 1976 - pres. Consultant, public school districts and private schools in Michigan, California, New York, Connecticut, Louisiana, Illinois, Washington State, Delaware, New Jersey, Alabama, Nevada: curriculum & assessment, organizational development, evaluation, teacher formation in performance assessment, rubrics, and interpretation of results
- 1992-1994. Research leader for science for development and evaluation of alternative assessments for use in large urban school districts (11-district project) Urban Development Assessment Consortium (UDAC).
- 1987-93 Development of alternative assessments for Educational Development Center, Newton, MA for 3 NSF funded projects in science and mathematics.
- 1989-92 Lead researcher for science and mathematics, NSF-funded study of existing standardized and textbook tests in mathematics and science.
- 1988-90 Associate Director, Center for the Study of Testing, Evaluation, and Educational Policy, Boston College, Chestnut Hill, MA
- 1986-93 NSF Evaluator for Teacher Education Programs, Middle School Science and Mathematics, University of Georgia and Boston University
- NSF Proposal evaluation for Science and Mathematics Curriculum and Evaluation
- 1983-88 Faculty, Boston College, Administration, Curriculum & Supervision, Philosophy of Education
- 1980-83 Co-director Teacher Education Program & Director Practicum Programs, Madonna University, Livonia, Michigan
- Director Multicultural Education Program, Madonna University
- 1980-85 NCATE Experienced Evaluator, 5 universities
- 1976-80 Superintendent of Schools, Archdiocese of Detroit (210 schools)
- 1976-86 Regional Supervisor for Mathematics and Sciences for private school network: New York, Connecticut, Michigan

1980-97 Curriculum and Assessment Consultant; Staff Development in Public and Private Systems in Albany, Providence, Greenwich CT, New Orleans, San Francisco & Menlo, Chicago, Birmingham & Huntsville, Indianapolis, Houston, Miami, Buffalo, New York, Cleveland

RECENT PUBLICATIONS:

Co-editor and author of 2 chapters: Performance Assessment in the Third International Mathematics and Science Study, (1999). Special Issue International Journal of Educational Evaluation

Performance Assessment in the Third International Mathematics and Science Study: An International Perspective (1999). Elsevier Publishing

Performance Assessment in the Third International Mathematics and Science Study, (1997). IEA, TIMSS International Study Center, Boston College, Chestnut Hill, MA

Performance Assessment Administration Manual, 1995, IEA, TIMSS International Study Center, Boston College, Chestnut Hill, MA

Performance Assessment Coding Manual, (1995) IEA, TIMSS International Study Center, Boston College, Chestnut Hill, MA

“The Changing Role of Assessment in Evaluating Science Education Reform: (1995) in *Emerging Roles of Evaluation in Science Education Reform*, R. O’Sullivan [Ed.] New Directions for Program Evaluation, San Francisco, Jossey-Bass Publishers, 65, Spring 1995.

Going beyond the Written Word: What Performance Assessment Can Tell Us about Concept Understanding. (1993) Paper presented at Third International Seminar on Misconceptions and Educational Strategies in Science and Mathematics, Cornell University, Ithaca, New York.

Present Standardized Testing and Alternative Models: Implications for Girls in the Physical Sciences. Paper presented to the Symposium on Girls and the Physical Sciences, Wright Center, Tufts University, March 1993

Standardized and Textbook Tests Today. Keynote for Pre-Session on Assessment, Annual Conference National League of Nurses, June 1993 (in press)

An Analysis of Standardized and Text-embedded Tests in Mathematics (1992). in Madaus, G., West, M. Harmon, M., Lomax, R. *The Influence of Testing on Teaching Mathematics and Science in Grades 4-12*. Chestnut Hill, MA, Center for the Study of Testing, Evaluation, and Educational Policy, Boston College.

An Analysis of Standardized and Text-embedded Tests in Science (1992). in Madaus, G., West, M. Harmon, M., Lomax, R. *The Influence of Testing on Teaching Mathematics and Science in Grades 4-12*. Chestnut Hill, MA, Center for the Study of Testing, Evaluation, and Educational Policy, Boston College.

Science Testing and Curriculum Reform, (1992). Paper presented at the San Francisco meeting of the American Education Research Association

The Tests that Shape Students' Lives (1992). Paper presented at the San Francisco meeting of the American Education Research Association.

The Influence of Assessment on Reform in Science Education (1992). Paper presented at the American Evaluation Association meeting in Seattle, Washington, November 1992.

The Influence of Testing on Teaching Math and Science in Grades 4-12, (1992). co-author with West, Lomax, et. al., Boston College, author Appendix B, C: technical reports for standardized and text-embedded mathematics and for science tests.

Fairness in Testing (1991) in Kulm, G., et al. *Science Assessment in the Service of Reform*, Washington, D.C., American Association for the Advancement of Science.

Assessment for Hands-On Elementary Science, with J. Mokros, in Hein, George (1990) *The Assessment of Hands-On Elementary Science Programs*, North Dakota Study Group on Evaluation.

Fair Testing Issues: Are Science Assessments Biased? (1990). in *This Year in School Science: Assessment in the Service of Instruction*, Washington, D.C., American Association for the Advancement of Science.