

Joanna Gorin

Joanna S. Gorin is Vice President of Research at ETS. She received her Ph.D. in quantitative psychology (minor: cognitive psychology) from the University of Kansas in 2002 and her M.A. in educational psychology (major: quantitative methods, minor: learning) from the University of Texas at Austin in 1999. Joanna started her long standing association with ETS as a student intern and later, a Gulliksen Fellow. She was a member of the National Assessment of Educational Progress's Design and Analysis Committee (NAEP DAC) from 2008-2012 and now serves as the executive director of the NAEP Survey Assessment Innovations Laboratory (SAIL). Joanna was the recipient of the 2007 Jason Millman Promising Measurement Scholar award, awarded by the National Council on Measurement in Education, and is the founder and former president of the Cognition & Assessment Special Interest Group of the American Educational Research Association.

Joanna came to ETS from a dual appointment at Arizona State University (ASU) as associate professor in the School of Social and Family Dynamics and research scientist in the Learning Sciences Institute. Her research has focused on the integration of cognitive and psychometric theory to principled assessment design and analysis, including studies of item difficulty and cognitive complexity, as well as the feasibility of item generation for verbal and spatial reasoning tasks. Joanna has rich connections with ETS that include collaboration with staff on the IES funded Reading for Understanding (RfU) project, where she was principal investigator of ASU's efforts in collecting eye-tracking and validity data. While at ASU, she also served as co-principal investigator on an IES grant to develop a screener for Spanish-speaking children ages 4-6 that more validly and accurately identifies those children with specific language impairments in need of additional resources to support their learning and development. Her recent publications have focused on the role of cognitive and psychometric models, methods, and tools to support improved measurement of complex competencies, including literacy and Next Generation Science Standards.

In her current role, Dr. Gorin oversees a research and development agenda around next-generation educational assessments, specifically exploring the use of games and simulations for formative and summative assessment. Current projects underway at her center and in the NAEP innovations lab include research on the use of conversation-based simulations for assessment of student misconceptions, the use of virtual worlds for improved measurement of integrated literacy competencies, and the use of gestures and multimodal data in the assessment of hard-to-measure STEM skills.