

## **JONATHAN TEMPLIN**

## **CURRICULUM VITAE**

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The University of Georgia  
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### **EDUCATION**

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**Ph.D. in Psychology (Quantitative; 2004)**  
University of Illinois at Urbana-Champaign

**M.A. in Psychology (2002)**  
University of Illinois at Urbana-Champaign

**M.S. in Statistics (2002)**  
University of Illinois at Urbana-Champaign

**B.A. in Psychology (*magna cum laude*; 1998)**  
California State University, Sacramento; Minor: Statistics

**A.A. in General Studies (1996)**  
American River College; Sacramento, California

**A.S. in Mathematics and Physical Science (1996)**  
American River College; Sacramento, California

### **ACADEMIC POSITIONS**

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**Associate Professor (Starting August 2011 - Present)**  
Department of Educational Psychology and Instructional Technology  
Georgia Center for Assessment  
The University of Georgia

**Assistant Professor (June 2007 – August 2011)**  
Department of Educational Psychology and Instructional Technology  
Georgia Center for Assessment  
The University of Georgia

**Assistant Professor (August 2005 – May 2007)**  
Department of Psychology (Quantitative Program)  
University of Kansas

**Visiting Assistant Professor (January 2005 – May 2005)**  
Department of Educational Psychology (Quantitative Evaluation Program)  
University of Illinois at Urbana-Champaign

## PROFESSIONAL AFFILIATIONS AND ACTIVITIES

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### Psychometric Society:

- **Editorial Council Member** (August, 2011 – July, 2017).
- **Conference Organizer:** 75<sup>th</sup> International Meeting of the Psychometric Society at the University of Georgia in Athens, Georgia (July, 2010).
- **Program and Conference Committee Member:** Psychometric Society (2008–2011).

### American Psychological Association (APA):

- **Division 5 Representative:** Early Career Psychologists Network (2008-2010).

### American Educational Research Association (AERA):

- **Chair and Founding Member:** Cognition and Assessment SIG (2006-Present).
- **Program Chair:** Cognition and Assessment Study Interest Group (2010).
- **Mentoring Committee:** Division D (2008-2010).

### Editorial and Research Service:

- **Editorial Board:** School Psychology Quarterly (July, 2008-Present).
- **NSF Review Panelist:** Division of Research on Learning (2011).
- **Core Panel Member:** Transforming Education: Assessing and Teaching 21<sup>st</sup> Century Skills. Working group on methodological issues. Director: Mark Wilson. (2009-2012).

## PATENTS

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“Method for Estimating Examinee Attribute Parameters in Cognitive Diagnosis Models,” US Patent No. 7,628,614, (Inventor: December 8, 2009).

## CURRENTLY FUNDED GRANT PROPOSALS

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**Principal Investigator:** Collaborative Research: Longitudinal Diagnostic Models (2010-2012). National Science Foundation: Measurement, Methodology, and Statistics Program (MMS; SES-1030337), \$150,000.

**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.

**Key Personnel:** AutoMentor: Virtual Mentoring and Assessment in Computer Games for STEM Learning (2009-2014). National Science Foundation: Division of Research on Learning in Formal and Informal Settings (DRL-0918409) \$2,080,693. PI: David Williamson Shaffer.

**Key Personnel:** An Adaptive Testing System for Diagnosing Sources of Mathematics Difficulties (2010-2013). United States Department of Education, Institute of Educational Sciences (IES-R305A100234) \$1,854,393. PI: Susan Embretson.

**Key Personnel:** Design and Development of a Dynamic Learning Maps Alternate assessment. United States Department of Education, Office of Special Education Programs (2010-2014, \$24,875,111). PI: Neal Kingston.

#### **GRANT PROPOSALS UNDER REVIEW**

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**Principal Investigator:** Dissertation Research: Wald and Score Tests for Item Response Model Selection (under review; with Christy Jenkins, UGA Doctoral Student). National Science Foundation: Measurement, Methodology, and Statistics Program

#### **PREVIOUSLY FUNDED GRANT PROPOSALS**

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**Principal Investigator:** Collaborative Research: Constrained Finite Mixture Models for Psychological Diagnosis and Educational Assessment (2007-2009). National Science Foundation: Measurement, Methodology, and Statistics (MMS; SES-0750859), \$260,000.

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

**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

#### **GRANT PROPOSALS DECLINED AND UNDER REVISION**

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**Principal Investigator (Core Studies 2 and 3):** Modeling Growth in Achievement of Adolescents with Disabilities. United States Department of Education, Institute of Educational Sciences ~\$10,000,000. PI: Allan Cohen and Noel Gregg.

**Co-Principal Investigator:** Path to Math: Emotion Control, Motivation, and Self-Regulation in College Remedial Mathematics Online Courses. United States Department of Education, Institute of Educational Sciences \$577,800. PI: ChanMin Kim

**Co-Principal Investigator:** Wide Listening to Wide Reading: Promoting Oral Language Development and Fluency to Improve Reading Comprehension by Late Elementary School (2010-2015). United States Department of Education, Institute of Educational Sciences, \$8,453,677. PI: Paula Schwanenflugel.

**Principal Investigator:** Development of Efficient Computational Algorithms for Cognitive Diagnosis in Educational Assessment (2007). Microsoft: A. Richard Newton Breakthrough Research Proposal. \$97,620. Declined.

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

**Co-Principal Investigator:** Georgia Interdisciplinary Training Program in Educational Assessment. United States Department of Education, Institute of Educational Sciences (2009). PI: Allan Cohen. Declined.

**Co-Principal Investigator:** Assessing Middle School Students' Epistemic Understandings in Science. United States Department of Education, Institute of Educational Sciences (2008). PI: Julie Kittleson. Declined.

**Key Personnel:** Using Strip Diagrams to Improve Word Problem Solving in Algebra. United States Department of Education, Institute of Educational Sciences (2010). PI: Sybilla Beckman. Declined

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

#### **AUTHORED BOOKS**

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Rupp, A., **Templin, J.**, & Henson, R. (2010). *Diagnostic Assessment: Theory, Methods, and Applications*. New York: Guilford.

#### **PEER REVIEWED PAPERS (\* INDICATES WORK WITH ADVISEES)**

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**Templin, J.**, & Hoffman, L. (in press). Obtaining Diagnostic Classification Model Estimates using Mplus. *Educational Measurement: Issues and Practice*.

\***Templin, J.**, & Bradshaw, L. (in press). Measuring the reliability of diagnostic classification model examinee estimates. *Journal of Classification*.

Hoffman, L., **Templin, J.**, & Rice, M. (in press). Linking outcomes from Peabody Picture Vocabulary Test forms using item response models. *Journal of Speech, Language, and Hearing Research*.

\*Alexeev, N., **Templin, J.**, & Cohen, A. (2011). Spurious latent classes in the mixture Rasch model. *Journal of Educational Measurement*, 48, 313-332.

Henson, R., **Templin, J.**, & Willse, J. (2009). Defining a family of cognitive diagnosis models using log linear models with latent variables. *Psychometrika*, 74, 191-210.

- Silvia, P., Henson, R., & **Templin, J.** (2009). Are the sources of interest the same for everyone? Using multilevel mixture models to explore individual differences in appraisal structures. *Cognition and Emotion, 23*, 1389-1406.
- Rupp, A., & **Templin, J.** (2009). The (un)usual suspects? A community in search of its identity. *Measurement, 7*, 115-121.
- 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.
- Rupp, A., & **Templin, J.** (2008). The effects of Q-matrix misspecification on parameter estimates and misclassification rates in the DINA model. *Educational and Psychological Measurement, 68*, 78-96.
- 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.
- 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.

**PUBLISHED REVIEWS, PROCEEDINGS, COLUMNS AND WHITE PAPERS**

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- Templin, J.** (2010, July). Methodology...by committee. *The Score, 32* (3), 13-14.
- Templin, J.**, & Hoffman, L. (2010, April). Making consulting count. *The Score, 32* (2), 7-8.

- Wilson, M., Bejar, I., Scalise, K., & **Templin, J.** (2010, January). Perspectives on methodological issues for the assessment of 21<sup>st</sup> century skills. A white paper by the Methodological Issues Working Group of the *Assessment and Teaching of 21<sup>st</sup> Century Skills* Project. Retrieval from <http://atc21s.org/index.php/resources/white-papers/>.
- Hoffman, L., & **Templin, J.** (2010, January). Goodness of fit: Finding the tenure track job that suits your talents. *The Score*, 32(1), 12.
- Izsák, A., Lobato, J., Orrill, C. H., Cohen, A. S., & **Templin, J.** (2009, February). Psychometric Models and Assessments of Teacher Knowledge. Proceedings for the Twelfth Special Interest Group of the Mathematical Association of America on Research in Undergraduate Mathematics Education. Paper retrieved July 2, 2009, from <http://rume.org/crume2009/proceedings.html>.
- Templin, J.** (2009, July). Focus on early career psychologists. *The Score*, 31(3), 19.
- Templin, J.**, Ho, M.-H., Anderson, C. J., & Wasserman, S. (2003). Mixed effects p\* model for multiple social networks. *2003 Proceedings of the American Statistical Association*, Bayesian Statistical Sciences Section, 4198-4024. Alexandria, VA: American Statistical Association.
- Templin, J.** (2002). Review of the book *Curve ball: Baseball, statistics, and the role of chance in the game*. *Chance*, 15(4), 39-40.

#### BOOK CHAPTERS

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- Templin, J.** & Jiao, H. (in press). Applying model-based approaches to identify performance category classifications. In G. Cizek (Ed.), *Setting performance standards: Theory and application* (2<sup>nd</sup>. Ed.). New York, NY: Routledge.
- Templin, J.**, & Rupp, A. A. (in press). On the origins of a statistical species: The evolution of diagnostic classification models within the psychometric taxonomy. In G. R. Hancock and G. B. Macready (Eds.), *Advances in latent class analysis: A festschrift in honor of C. Mitchell Dayton*. Charlotte, NC: Information Age Publishing.
- Wilson, M., Bejar, I., Scalise, K., **Templin, J.**, William, D., & Torres Iribara, D. (2012). Perspectives on methodological issues. In P. Griffin, B. McGaw, and E. Care (Eds.) *Assessment and teaching of 21<sup>st</sup> century skills* (pp. 67-141). New York, NY: Springer.
- Roussos, L., DiBello, L., Henson, R., Jang, E., & **Templin, J.** (2010). Skills diagnosis for education and psychology with IRT-based parametric latent class models (pp. 35-70). In S.E. Embretson (Ed.), *Measuring psychological constructs: Advances in model-based approaches*. Washington, DC: American Psychological Association.

**Templin, J.** (2008). Methods for detecting subgroups in social networks. In N. A. Card, J. P. Selig, & T. D. Little (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.

#### **TECHNICAL REPORTS**

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Henson, R., Roussos, L., & **Templin, J.** (2005). *Fusion model "fit" indices*. External Diagnostic Research Group Technical Report.

Henson, R., Stout, W., & **Templin, J.** (2005). *Using cognitive model-based sum-scores to do skills diagnosis*. External Diagnostic Research Group Technical Report.

Henson, R., & **Templin, J.** (2005). *Hierarchical log-linear modeling of the joint skill distribution*. External Diagnostic Research Group Technical Report.

Henson, R., & **Templin, J.** (2005). *Q-matrix robustness for Arpeggio System analysis of the fusion model*. External Diagnostic Research Group Technical Report.

Roussos, L., **Templin, J.**, & Henson, R. (2005). *Theoretically grounded linking and equating for mastery/non-mastery skills diagnosis models*. External Diagnostic Research Group Technical Report.

**Templin, J.**, Roussos, L., Templin, S., & Henson, R. (2005). *Comparison of latent attribute joint distribution estimation methods*. External Diagnostic Research Group Technical Report.

**Templin, J.**, & Henson, R. (2005). *The random effects reparameterized unified model: a model for joint estimation of discrete skills and continuous ability*. External Diagnostic Research Group Technical Report.

**Templin, J.**, & Henson, R. (2005). *Hierarchical models for skills diagnosis: item response theory comparisons and complements*. External Diagnostic Research Group Technical Report.

**Templin, J.**, Henson, R., Roussos, L., & Stout, W. (2005). *The enhanced simarpeggulator for heterogeneous attributes*. External Diagnostic Research Group Technical Report.

Henson, R., Roussos, L., & **Templin, J.** (2004). *Cognitive diagnostic fit indices*. External Diagnostic Research Group Technical Report.

Henson, R., & **Templin, J.** (2004). *Creating a proficiency scale with models for cognitive diagnosis*. External Diagnostic Research Group Technical Report.

Henson, R., & **Templin, J.** (2004). *Modifications of the Arpeggio algorithm to permit analysis of NAEP*. External Diagnostic Research Group Technical Report.

- Henson, R., **Templin, J.**, et al. (2004). *Proposed Arpeggio algorithm improvements: description, implementation, and evaluation*. External Diagnostic Research Group Technical Report.
- Henson, R., **Templin, J.**, & Porch, F. (2004). *Description of the underlying algorithm of Arpeggio 1.3.1m: an approach to handle missing data at random*. External Diagnostic Research Group Technical Report.
- Henson, R., **Templin, J.**, & Porch, F. (2004). *Description of the underlying algorithm of Polyarpeggiopoly 1.3.4*. External Diagnostic Research Group Technical Report.
- Roussos, L.**, & Templin, J. (2004). *Effect of skill heterogeneity on fusion model equation: a comparison of two methods*. External Diagnostic Research Group Technical Report.
- Templin, J.**, & Henson, R. (2004). *Proficiency scaling*. 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*. External Diagnostic Research Group Technical Report.
- Templin, J.**, & Douglas, J. (2004). *Higher order RUM*. External Diagnostic Research Group Technical Report.
- Templin, J.**, & Douglas, J. (2004). *Fast classification*. External Diagnostic Research Group Technical Report.
- Templin, J.**, Henson, R., Roussos, L., & Templin, S. (2004). *Characteristics of and modifications to the RUM completeness term*. 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*. External Diagnostic Research Group Technical Report.
- Templin, S., **Templin, J.**, & Henson, R. (2004). *Fast calibration*. External Diagnostic Research Group Technical Report.
- Henson, R., Roussos, L., Stout, W., Douglas, J., He, X., & **Templin, J.** (2003). *Estimation of attribute association*. External Diagnostic Research Group Technical Report.
- Henson, R., **Templin, J.**, & Porch, F. (2003). *Description of the underlying algorithm of Arpeggio 1.3*. 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*. External Diagnostic Research Group Technical Report.

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

#### **DEVELOPED SOFTWARE**

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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]. St. Paul, MN: Assessment Systems. [Major Contributor]. <http://www.assess.com/xcart/product.php?productid=437&cat=1&page=1>

**Templin, J.** (2006). Higher order DINO [Computer software]. Author owned: retrievable upon request.

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

**Templin, J.** (2006). RERUM 1.0: a program for estimating the random effects reparameterized unified model [Computer software]. Author owned: retrievable upon request.

**Templin, J.** (2005). DINA EM [Computer software]. Author owned: retrievable upon request.

**Templin, J.** (2005). DINO EM [Computer software]. Author owned: retrievable upon request.

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

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

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

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

**Templin, J.,** & Henson, R. (2004). Profscale 1.0 [Computer software]. Champaign, IL: External Diagnostic Research Group.

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

**Templin, J.** (2003). Arporder/Padigen [Computer software]. Champaign, IL: External Diagnostic Research Group.

**PRESENTATIONS (\* DENOTES INVITED; \*\* DENOTES WORK WITH ADVISEES)**

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**2011**

- \***Templin, J.**, & Kingston, N. (2011, October). *Psychometric issues in formative assessment: measuring student learning throughout an academic year using interim assessments*. Invited talk for the 11<sup>th</sup> annual Maryland Assessment Conference in College Park, MD.
- \***Templin, J.**, (2011, October). *Diagnostic modeling: psychometric issues and statistical challenges*. Invited talk. Department of Statistics, University of South Carolina.
- \***Templin, J.**, (2011, September). *Conceptual foundations of diagnostic measurement*. Invited talk, Interdisciplinary Conferences on Assessment in K-12 Mathematics: Collaborations between Mathematics Education and Psychometrics in Atlanta, GA.
- \*\*Sen, S., Cohen, S. A., Kim, S., & **Templin, J.** (2011, August). *Comparative analysis of common statistical models used for value-added assessment of school performance*. Poster presented at the annual meeting of the American Psychological Association in Washington, DC.
- \*\***Templin, J.** & Bradshaw, L. (2011, April). *A hypothesis test for attribute hierarchies in diagnostic classification models*. Paper presented at the annual meeting of the National Council on Measurement in Education in New Orleans, LA.
- \*\*Bradshaw, L., & **Templin, J.** (2011, April). *A nominal response model for scaling ability and diagnosing misconceptions*. Paper presented at the annual meeting of the National Council on Measurement in Education in New Orleans, LA.

**2010**

- \*\*Bradshaw, L., & **Templin, J.** (2010, July). *Combining scaling and classification: A model for scaling ability and diagnosing misconceptions with nominal response item types*. Paper presented at the annual meeting of the Psychometric Society in Athens, GA.
- \*\*Alexeev, N., **Templin, J.**, & Cohen, A. (2010, July). *Model selection: Mixture Rasch model versus mixture 2PL*. Paper presented at the annual meeting of the Psychometric Society in Athens, GA.
- \*\*Choi, H.-J., & **Templin, J.** (2010, July). *Missing data in diagnostic classification models: A Monte Carlo study*. Paper presented at the annual meeting of the Psychometric Society in Athens, GA.
- \***Templin, J.** (2010, April). *Diagnostic Measurement: Methods for the reliable assessment of multiple abilities or traits*. Invited talk, College of Education, Georgia State University.

**Templin, J.** (2010, April). *Classification model based standard setting methods*. Paper presented at the annual meeting of the National Council on Measurement in Education in Denver, Colorado.

\*\*Alexeev, N., **Templin, J.**, & Cohen, A. (2010, April). *Detecting spurious latent classes with the mixture Rasch model*. Paper presented at the annual meeting of the National Council on Measurement in Education in Denver, Colorado.

\*\*Choi, H.-J., **Templin, J.**, Cohen, A., & Atwood, C. (2010, April). *The impact of model misspecification on estimation accuracy in diagnostic classification models*. Paper presented at the annual meeting of the National Council on Measurement in Education in Denver, Colorado.

Wolkowitz, A., **Templin, J.**, & Kingston, N. (2010, April). *An analysis of the time and day of the week that student perform best on assessments*. Paper presented at the annual meeting of the National Council on Measurement in Education in Denver, Colorado.

Bandalos, D., & **Templin, J.** (2010, April). *An investigation of the assumptions of the robust weighted least squares estimator in categorical latent variable models*. Paper presented at the annual meeting of the American Educational Research Association in Denver, Colorado.

## 2009

\***Templin, J.**, & Henson, R. (2009, December). *Extracting diagnostic information from existing large scale tests*. Invited talk, Department of Psychology, Georgia Institute of Technology.

Bandalos, D., & **Templin, J.** (2009, October). *An investigation of the assumptions of the robust weighted least squares estimator in latent variable models for categorical data*. Paper presented at the annual meeting of the Society for Multivariate Experimental Psychology in Shalishan, Oregon.

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

\*\*Choi, H.-J., **Templin, J.**, Henson, R., & Cohen, A. (2009, July). *A diagnostic classification mixture Rasch model (DCMixRM)*. Paper presented at the annual meeting of the Psychometric Society 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 presented at the annual meeting of the National Council on Measurement in Education in San Diego, California.

\***Templin, J.** (2009, June). *Classification-based psychological measurement via confirmatory mixture models*. Paper presented at the annual meeting of the Classification Society of North America in St. Louis, Missouri.

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

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

**Templin, J.**, & Henson, R. (2009, April). *Measuring the reliability of diagnostic model examinee estimates*. Paper presented at the annual meeting of the National Council on Measurement in Education in San Diego, California.

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

## **2008**

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

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

\***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 annual meeting of the National Council on Measurement in Education 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 annual meeting of the National Council on Measurement in Education 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 annual meeting of the National Council on Measurement in Education 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 annual meeting of the National Council on Measurement in Education 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 annual meeting of the National Council on Measurement in Education 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 annual meeting of the National Council on Measurement in Education 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 annual meeting of the National Council on Measurement in Education 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 annual meeting of the American Educational Research Association 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 annual meeting of the American Educational Research Association 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 annual meeting of the Gerontological Society of America 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 annual meeting of the Society for Multivariate Experimental Psychology in Chapel Hill, North Carolina.

**\*Templin, J.** (2007, October). *Assessing cognitive diagnosis model fit using limited information methods*. Paper presented at the 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, May). *Latent class model based approaches to standard setting*. Poster presented at the Festschrift for Barbara Plake conference in Lincoln, Nebraska.
- \*\*Templin, J.,** Poggio, A., Irwin, P., & Henson, R. (2007, April). *Latent class model based approaches to standard setting*. Paper presented at the annual meeting 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 annual meeting of the National Council on Measurement in Education 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 annual meeting of the National Council on Measurement in Education in Chicago, Illinois.
- Templin, J.,** & Henson, R. (2007, April). *Contrasting parameterizations of the proficiency space in models for skills assessment*. Paper presented at the annual meeting of the National Council on Measurement in Education 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 annual meeting of the National Council on Measurement in Education 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 annual meeting of the National Council on Measurement in Education 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 annual meeting of the National Council on Measurement in Education 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 at the annual meeting of the Psychometric Society in Montréal, Quebec.
- Henson, R., & **Templin, J.** (2006, June). *The DINO: A disjunctive model for skills assessment*. Paper presented at the annual meeting of the Psychometric Society in Montreal, Quebec.
- Henson, R., & **Templin, J.** (2006, April). *Bayesian Q-matrix inference using the Reparameterized Unified Model*. Paper presented during the annual meeting of the National Council on Measurement in Education 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 annual meeting of the National Council on Measurement in Education 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 annual meeting of the 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 annual meeting of the National Council on Measurement in Education in San Francisco, California.

**\*\*Kupzyk, K., & Templin, J.** (2006, April). *Multithreaded algorithms for scalable estimation of cognitive diagnosis models*. Poster presented during the annual meeting of the National Council on Measurement in Education 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 annual meeting of the National Council on Measurement in Education in San Francisco, California.

**Templin, S., Templin, J., & Marquis, J.** (2006, April). *Statistical properties of age equivalent scores*. Poster presented during the annual meeting of the National Council on Measurement in Education 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 annual meeting of the National Council for Responsible Gaming: Gambling and Addiction 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 annual 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 annual 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 annual meeting of the Accuplacer/WritePlacer Plus group.

## **2004**

**Templin, J.**, & Henson, R. (2004, December). *Using cognitive diagnosis models for the measurement and evaluation of pathological gambling*. Poster presented at the annual meeting of the National Council for Responsible Gaming: Gambling and Addiction 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 annual 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 annual meeting of the National Communication Association in Chicago, Illinois.

**Templin, J.**, & Henson, R. (2004, September). *Using cognitive diagnosis models to analyze and diagnose psychological disorders*. Invited talk, 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 annual 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 annual 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*. Paper presented at the annual 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*. Invited talk, Department of Educational Psychology, the University of Illinois at Urbana-Champaign.

### **2003 and previous**

**Templin, J.**, Ho, M.-H., Anderson, C., & Wasserman, S. (2003, August). *Mixed effects  $p^*$  model for multiple social networks*. Paper presented at the annual meeting of the American Statistical Association 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*. Paper presented at the annual meeting of the International Sunbelt Social Network Society, Cancun, Mexico.

**Templin, J.**, Budescu, D., & Wallsten, T. (2002, November). *Improving the quality of probability judgments by performance feedback*. Paper presented at the annual 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*. Paper presented at the Organizational Communication Mini-Conference, Purdue University, West Lafayette, Indiana.

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

**Templin, J.** (1998, April). *Big effect? Boosting GPA by 10 percent*. Poster presented at the annual meeting of the Western Psychological Association in Albuquerque, New Mexico.

### **ACADEMIC COURSES TAUGHT**

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**Introduction to Structural Equation Modeling** (ERSH 8750, Spring 2012). University of Georgia: Research, Evaluation, Measurement, and Statistics Program.

**Multivariate Methods in Education** (ERSH 8350, Fall 2011). University of Georgia: Research, Evaluation, Measurement, and Statistics Program.

**Advanced Multivariate Statistical Methods** (Summer, 2011). University of Michigan: Interuniversity Consortium for Political and Social Research Summer Program.

**Item Response Theory** (Summer, 2011). University of Michigan: Interuniversity Consortium for Political and Social Research Summer Short Course.

**Multilevel Modeling** (EPSY 8990; Spring 2011). University of Georgia: Research, Evaluation, Measurement, and Statistics Program.

**Diagnostic Modeling** (ERSH 9800, Fall 2008). University of Georgia: Research, Evaluation, Measurement, and Statistics Program.

**Applied Correlation and Regression Methods in Education** (ERSH 8320, Fall 2007, Fall 2008) University of Georgia: Research, Evaluation, Measurement, and Statistics Program.

**Applied Analysis of Variance Methods in Education** (ERSH 8310, Fall 2007; Fall 2009). University of Georgia: Research, Evaluation, Measurement, and Statistics Program.

**Statistical Methods in Psychology – II: General Linear Models** (PSYC 791, Spring 2007). University of Kansas: Department of Psychology, Quantitative Program.

**Test Theory: Classical Test Theory, Item Response Theory, and Factor Analysis** (PSYC 890, Spring 2007). University of Kansas: Department of Psychology, Quantitative Program.

**Statistical Consulting** (PSYC 993, Spring 2007). University of Kansas: Department of Psychology, Quantitative Program.

**Statistical Methods in Psychology – I: Basic Statistics and General Linear Models** (PSYC 790, Fall 2006). University of Kansas: Department of Psychology, Quantitative Program.

**Methods for Clustering and Classification** (PSYC 993, Spring 2006). University of Kansas: Department of Psychology, Quantitative Program.

**Test Theory: Classical Test Theory, Item Response Theory, and Factor Analysis** (PSYC 890, Spring 2006). University of Kansas: Department of Psychology, Quantitative Program.

**Multivariate Analysis** (PSYC 990, Fall 2005). University of Kansas: Department of Psychology, Quantitative Program.

**Applied Regression Analysis** (EPSY 581, Spring 2005). University of Illinois at Urbana-Champaign: Department of Educational Psychology.

#### **STATISTICAL WORKSHOPS TAUGHT**

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**Item Response Theory** (July, 2011). University of Michigan, University of Michigan: Interuniversity Consortium for Political and Social Research Summer Short Course.

**Diagnostic Classification Models** (April, 2011). American Educational Research Association conference in New Orleans, LA. With Laine Bradshaw.

**Diagnostic Classification Models** (October, 2010). The University of Georgia. With Laine Bradshaw.

**Diagnostic Classification Models** (July, 2009). Metametrics, Incorporated.

**Diagnostic Classification Models** (April, 2009). University of Nebraska-Lincoln.

**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.

#### **STUDENT ADVISING**

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- Chair or co-chair, Ph.D.: 5; Masters: 3
- Committee member, Ph.D. : 13; Masters:5
- Advisor to 8 Ph.D. students and 1 post doctoral scholar (2005-2011)

#### **ADDITIONAL RESEARCH EXPERIENCE**

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##### **External Consultant (2007)**

- American Board of Internal Medicine

##### **External Consultant (2006)**

- University of Kansas, Center for Educational Testing and Evaluation
- University of Kansas, Schiefelbusch Center for Lifespan Studies

##### **External Consultant (2005)**

- College Board

##### **Senior Research Scientist/External Consultant (2004-2005)**

- External Diagnostic Research Group (Educational Testing Service Supported)

## **AWARDS AND FELLOWSHIPS**

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### **Pre-doctoral Fellow (July 2000 – June 2002)**

- National Institute of Mental Health Quantitative Methods Training Grant. Department of Psychology, University of Illinois at Urbana-Champaign.

### **Campus-Wide Recognition for Teaching Excellence**

- Applied Regression Analysis (Spring, 2005, Department of Educational Psychology, University of Illinois at Urbana-Champaign).

### **Best Poster, 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 Poster, 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.

## **EXTERNAL REVIEWER**

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- Psychological Methods
- Psychometrika
- Multivariate Behavioral Research
- Applied Psychological Measurement
- Educational and Psychological Measurement
- Educational Measurement: Issues and Practice
- International Journal of Testing
- Applied Measurement in Education
- Journal of Statistics in Medicine
- Behavior Research Methods
- Child Development
- Language Testing
- 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; Cognition and Assessment)
- National Council on Measurement in Education
- American Psychological Association (Division 5)