

SHEILA W. VALENCIA
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ACADEMIC PREPARATION

- Ph.D. University of Colorado, Boulder, 1978.
Degree: Curriculum & Instruction - Reading Education, Minor:
Educational Research and Measurement
- M.Ed. M.Ed., State University of New York, Buffalo, 1976.
Degree: Reading Education
- B.S. State University of New York, Buffalo, 1971.
Degree: Elementary and Remedial Education

GRANTS AND CONTRACTS

- US Dept. of Education, Office of Innovation and Improvement. Supporting Effective Educator Development (SEED) Grant Program. Supporting Effective Teaching With Disciplinary Inquiry. Submitted through WestEd, (Advisor and Formative Research Team member). 2018-2021.
- National Assessment Governing Board. Update of Mathematics and Reading Frameworks for National Assessment of Educational Progress (NAEP). Submitted through WestEd, (Co-PI for Reading Framework), 2018-2019.
- American Institutes of Research, sub-contract. NAEP Validity Studies Panel Alignment Study (PI) – 2017-2018.
- NSF REESE Grant, Science in Action: Understanding and sustaining student engagement in environmental science in urban, poverty-impacted schools. (Co-PI). 2013-2017.
- Spencer Foundation. Knowledge in Action 2.0: Deep Learning and Engagement in the High School Government Course. (Co-PI). 2013-2016.
- Knowledge in Action. George Lucas Educational Foundation. 2012-2014 2015.
- George Lucas Educational Foundation, Knowledge in Action (with Bransford, Nolen, Nuygen, Parker, Vye), 2011-2013.
- Bill and Melinda Gates and George Lucas Educational Foundation (with Bransford, Nolen, Nuygen, Parker, Vye), Advanced High School Learning, 2010-2011.
- Arts for Learning (with Bransford, et al.), 2010-2012.
- Carnegie Corporation of New York. Profiles of fourth- and sixth-grade readers: Interactions among decoding, fluency, and comprehension. 2005-2007
- Spencer Foundation. The Rush for Reading Fluency: Issues of Assessment and Implications for Instruction. 2003-2005. PI.
- Office of Superintendent of Public Instruction. The Children Left Behind: English Language Learners Caught in the Middle (w/ T. Stritikus). 2004-2005.
- Nesholm Family Foundation. Kids in the Middle: Seattle Middle School Literacy Project, 2003-2005.
- National Center for Teaching and Policy, Office of Educational Research and Improvement, Principal investigator. Language Arts at the state and local level: Issues of translation and implementation. (Valencia & Dutro), 2000-2001.

National Center for Teaching and Policy, Office of Educational Research and Improvement, Principal investigator. The influence of policy on the development of beginning language arts teachers. (Grossman & Valencia), 1997-2002

National Center for Research in English-Language Arts, Office of Educational Research and Improvement (subcontract). Teachers' appropriation of conceptual and pedagogical tools, (Grossman & Valencia), 1996-2001.

National Reading Research Center, Office of Educational Research and Improvement (subcontract). Literacy Portfolio Assessment, 1992-1995.

Houghton Mifflin Company, Integrated Teaching of the Language Arts, research grant, 1992-1993.

California Commission on Teacher Credentialing and the California State Department on Education (joint project). California New Teacher Project, Research Grant, 6/89-12/89. Principal Investigator, with the Northwest Regional Educational Laboratory.

University of Illinois at Urbana-Champaign, Center for the Study of Reading, Research Grant, 1987-1989.

Office of Special Education. Implementation of a reading and listening comprehension program, 1987-91. (Brown, Campione, Palinscar & Valencia)

Illinois State Board of Education. Development of state reading assessment tests for grades 3, 6, 8, and 10, 1986-89. (Valencia & Pearson)

University of Illinois at Urbana-Champaign, Research Board. Survey of actual and perceived use of tests and test data, 1986-87. (Valencia & Pearson)

Illinois State Board of Education. Development of state reading assessment pilot for grades 3, 6, 8, and & 10, 1985-86. (Valencia & Pearson)

HONORS AND AWARDS

AERA Fellow – Inducted April, 2017

P. David Pearson Scholarly Influence Award, Literacy Research Association, 2015.

Dina Feitelson Research Award, Outstanding research article, International Reading Association, 2012 (Valencia, Smith, Reece, Li, Wixson, Newman).

AACTE, Outstanding Journal of Teacher Education article, 2011 (Valencia, Martin, Place, & Grossman).

Elected and inducted into the International Reading Association Hall of Fame, 2008.

Distinguished Alumni Award. State University of New York at Buffalo, Graduate School of Education, 2004.

“Reach for the Stars” participant – named by AERA, SIG on Basic Research in Reading and Literacy for outstanding research contributions to literacy, 2003.

Celebrate Literacy Award, Northwest Council of the International Reading Association, 1994.

Outstanding Reading Administrator, Colorado Council of IRA, 1985.

Merit Pay Award, School District No. 12, for design and implementation of new language arts curriculum, 1981.

Elizabeth Wilson Scholarship, University of Colorado, 1977-79.

B.S., Cum Laude, State University of New York at Buffalo, 1971.

New York State Regents Scholarship, 1967-71.

SCHOLARSHIP: PRODUCTS

Under review

Valencia, S. W., Parker, W. C., Lo, J., & Taylor, C. Assessing deeper learning: A complex scenario test for high school civics.

Published Works

Books

Valencia, S.W. (1998). Literacy portfolios in action. Belmont, CA: Wadsworth.

Valencia, S.W., Hiebert, E.H. & Afflerbach, P.A., (Eds.) (1994). Authentic reading assessment: Practices and possibilities. Newark, DE: International Reading Association.

Marzano, R., Valencia, S., Hagerty, P., & DiStefano, P. (1987). Reading diagnosis and instruction: Theory into practice. Englewood Cliffs, NJ: Prentice-Hall.

Articles & Book Chapters (Juried*)

- * Valencia, S. W., Wixson, K. K., Kitmitto, S., & Blankenship, C. (2020). A comparison of NAEP Reading and NAEP Writing assessment with current-generation state assessment in English Language Arts. American Institutes of Research. <https://www.air.org/resource/report/comparison-naep-assessments-current-generation-state-assessments>
- * Parker, W. C., Valencia, S. W., & Lo, J. C. (2017). Teaching for deeper political learning: a design experiment. Journal of Curriculum Studies, DOI: 10.1080/00220272.2017.1343386
- * Valencia, S. W., Wixson, K. K., Ackerman, T. A., & Sanders, E. (2017). Identifying text-task-reader interactions related to item and block difficulty in the National Assessment for Educational Progress Reading Assessment. American Institutes of Research Reports. <https://www.air.org/topic/p-12-education-and-social-development/national-assessment-educational-progress-naep>
- * Greenleaf, C. & Valencia, S. W. (2017). Missing in action: Learning from texts in subject-matter classrooms. In K. Hinchman & D Appleman (Eds.) (pp. 235-256). Adolescent literacies: A handbook of practice-based research. New York: Guilford,
- *Valencia, S. W., & Parker, W. C. (2016). Learning from text in an advanced government and politics course. Citizenship Teaching and Learning, 11(1), 87-103.
- * Valencia, S. & Parker, W.C. (2015). Literacy and learning in an advanced government and politics course. International Journal of Citizenship Teaching and Learning, 11(1), 87-104.
- *Valencia, S.W., Wixson, K.K., & Pearson, P.D. (2014). Putting text complexity in context: Refocusing on comprehension of complex text. Elementary School Journal, 115(2), 270-289.

- * Pearson, P. D., Valencia, S. W., & Wixson, K.K. (2014). Complicating the world of reading assessment: Toward better assessments for better teaching. Theory Into Practice 53(3), 236-246.
- * McDonald, M., Kazemi, E., Kelly-Petersen, M., Mikolasy, K., Thompson, J., Valencia, S., & Windschitl, M. (2014). Practice makes practice: Learning to teach in teacher education. Peabody Journal of Education, 89(4), 500-515.
- *Wixson, K. K. & Valencia, S. W. (2014). CCSS-ELA: Suggestions and cautions for implementing the reading standards. The Reading Teacher, 67(6), 430-434.
- Wixson, K. K., Lipson, M.Y., Valencia, S. W. (2014). Response to intervention (rti) for teaching and learning in language and literacy. In A.C. Stone , E. R. Silliman, B. J. Ehern, & K. Apel (Eds.) (pp. 637-653). Handbook of Language and Literacy. New York: Guilford.
- *Wixson, K.K., Valencia, S.W., Murphy, S, & Phillips, G.W. (2013). Study of NAEP Reading and Writing Frameworks and Assessments in Relation to the Common Core State Standards in English Language Arts. In F. Stancavage, G. W. Bohrnstedt, S. Rosenberg, & T. Zhang (Eds.), Examining the Content and Context of the Common Core State Standards: A First Look at Implications for the National Assessment of Educational Progress. A publication of the NAEP Validity Studies Panel, San Mateo, CA: American Institutes for Research.
- *Valencia, S. W. & Wixson, K. K. (2013). CCSS-ELA: Suggestions and cautions for implementing the reading standards. The Reading Teacher, 67(3), 181-185.
- * Parker, W. C., Lo, J., Yeo, A. J., Valencia, S., Nguyen, D., Abbott, R. D., Bransford, J. D., Vye N. J. (2013). "Beyond breadth-speed-test: Toward deeper knowing and engagement in an Advanced Placement course." American Educational Research Journal, 50(6), 1424-1459.
- Valencia, S. W. & Hebard, H. (2012). Ongoing classroom literacy assessment: Strategies for informing instruction and monitoring student progress. In B. M. Taylor & N. K. Duke (Eds.). Handbook of Effective Literacy Practices. New York: Guilford.
- Valencia, S. W., Pearson, P. D., Wixson, K. K. (2011). Assessing and tracking progress in reading comprehension: The search for keystone elements in college and career readiness. Princeton: Center for K-12 Assessment & Performance Management at ETS. http://www.k12center.org/publications/through_course.html
- *Wixson, K. K., & Valencia, S. W. (2011). Assessment in RTI: What teachers and specialists need to know. The Reading Teacher, 64, 366-369.
- * Boss, S., Johanson, C., Arnold, S., Parker, W.C., Nguyen, D., Mosborg, S., Nolen, S., Valencia, S., Vye, N., & Bransford, J. (2011). The quest for deeper learning and engagement in advanced high school courses. Foundation Review, 3, 12-23.
- Valencia, S. W. (2011). Using assessment to improve teaching and learning. In S. J. Samuels & A. E. Farstrup (Eds.). What research has to say about reading instruction (4th ed., pp.379-405). Newark, DE: International Reading Association.
- *Valencia, S. W., Smith, A. T., Reece, A. M., Li, M., Wixson, K. K. & Newman, H. (2010). Reading fluency assessment: Issues of construct, criterion, and consequential validity. Reading Research Quarterly, 45, 270-291.
- *Au, K. H. & Valencia, S. W. (2010). Fulfilling the potential of standards-based education: Promising policy principles. Language Arts 87, 373-380.

- Valencia, S.W. (2010). Reader profiles and reading disabilities. In R. Allington & A. McGill-Franzen (Eds.). Handbook of reading disabilities research. Mahwah, NJ: Lawrence Erlbaum.
- *Valencia, S. W., Martin, S. D., Place, N. A., & Grossman, P. (2009). Complex interaction in student teaching: Lost opportunities for learning. Journal of Teacher Education, 60, 304-322.
- Valencia, S. W. (2007). Inquiry-oriented assessment. In J. Paratore, & R. McCormack (Eds.). Classroom literacy assessment: making sense of what students know and do. New York: Guilford.
- Nolen, S. B., & Valencia, S. W. (2006). Classroom portfolio assessment: Implications for writing motivation. Età Evolutiva, 84-93.
- *Valencia, S.W., Place, N.A., Martin, S.D., & Grossman, P.L. (2006). Curriculum materials for elementary reading: Shackles and scaffolds for beginning teachers. Elementary School Journal, 107, 93-120.
- Valencia, S.W. & Pearson, P.D. (2006). Reading assessment: Time for a change. In R. Robinson (Ed). Issues and innovation in literacy. International Reading Association. Newark, DE: International Reading Association. (reprinted from Reading Teacher, 40(8), 726-732).
- Valencia, S.W., & Riddle Buly, M.R. (2005). What struggling readers REALLY need. In S. Barrentine & S. Stokes (Eds.). Reading assessment: Principles and practices for elementary teachers, 2nd edition. Newark, DE: International Reading Association. (reprinted from The Reading Teacher).
- Valencia, S.W., & Riddle Buly, M.R. (2004). What struggling readers REALLY need. In Preparing reading professionals: A collection from the International Reading Association. Newark, DE: International Reading Association. (reprinted from The Reading Teacher, 57, 520-533).
- *Dutro, E. & Valencia, S.W. (2004). State and District Content Standards: Issues of Alignment, Influence, and Utility. Education Policy Analysis Archives. 12(45).
- Valencia, S.W., & Riddle Buly, M.R. (2004). What struggling readers REALLY need. Australian Journal of Language and Literacy, 27, 217-233. (reprinted from The Reading Teacher, 57, 520-533.)
- Valencia, S.W. & Wixson, K.K. (2004). Literacy policy and policy research that makes a difference. In R. Ruddell (Ed.) Theoretical models and processes of reading. Newark, DE: International Reading Association. (reprinted from J. Hoffman, D. Schallert, C. Fairbanks, J. Worthy, B. Malock (Eds.). Fiftieth Yearbook of the National Reading Conference (pp.21-43). Chicago: National Reading Conference).
- *Valencia, S.W., & Riddle Buly, M.R. (2004). What struggling readers REALLY need. The Reading Teacher, 57, 520-533.
- *Riddle Buly, M., & Valencia, S.W. (2002). Below the bar: Profiles of students who fail state reading tests. Educational Evaluation and Policy Analysis, 24, 219-239
- Valencia, S.W. (2002). Accountability and testing. In B. Guzzetti (Ed.), Literacy in America: An Encyclopedia (pp.5-8). New York: ABC Publishers.
- *Grossman, P.L., Thompson, C., & Valencia, S.W. (2002). Focusing the concerns of new teachers: The district as teacher educator. In M. Knapp, M. McLaughlin, J.

- Marsh, & A. Hightower (Eds.), School districts and instructional renewal: Opening the conversation (pp 129-142). New York: Teachers College Press.
- Grossman, P., Thompson, C., & Valencia, S. W. (2002). District policy and beginning teachers. ERS Spectrum: Journal of School Research and Information, 20, pp. 12-22.
- Valencia, S.W. & Wixson, K.K. (2001). Literacy policy and policy research that makes a difference. In J. Hoffman, D. Schallert, C. Fairbanks, J. Worthy, B. Malock (Eds.). Fiftieth Yearbook of the National Reading Conference (pp.21-43). Chicago: National Reading Conference.
- Grossman, P.L., Valencia, S.W., Evans, K., Thompson, C., Martin, S., Place, N. (2001). Transitions into teaching: Learning to teach writing in teacher education and beyond. In C.M. Roller (Ed.), Learning to teach reading: Setting the research agenda (pp.80-99). Newark, DE: International Reading Association (reprinted from Journal of Literacy Research, 32(4), (631-662).)
- Valencia, S.W. & Wixson, K.K. (2001). Inside English/Language Arts standards: What's in a grade? Reading Research Quarterly, 36(2), 202-211.
- *Grossman, P.L., Valencia, S.W., Evans, K., Thompson, C., Martin, S., Place, N. (2000). Transitions into teaching: Learning to teach writing in teacher education and beyond. Journal of Literacy Research, 32(4), 631-662.
- Valencia, S.W. (2000). Literacy assessment in the next millennium. Reading Research Quarterly, 35(2), 247-249.
- *Valencia, S.W. & Wixson, K.K. (2000). Policy-oriented research on literacy standards and assessment. In M. Kamil, P. Mosenthal, P. D. Pearson, & R. Barr (Eds.). Handbook of reading research, Volume 3. (pp. 909-935). Mahwah, N.J.: Lawrence Erlbaum Associates, Publishers.
- Hoffman, J.V., Au, K.A., Harrison, C., Paris, S.G., Pearson, P.D., Santa, C.M, Silver, S.H., & Valencia, S.W. (1999). High-stakes assessments in reading: Consequences, concerns, and common sense. In S. Barrentine (Ed.). Reading assessment: Principles and practices for elementary teachers (p. 247-260). Newark, DE: International Reading Association.
- *Grossman, P.L., Smagorinsky, P., & Valencia, S.W. (1999). Appropriating tools for teaching English: A theoretical framework for research on learning to teach. American Journal of Education, 108, 1-21.
- Valencia, S.W. & Lipson, M. Y.(1998). Thematic instruction: A quest for challenging ideas and meaningful learning. In T. Raphael & K. Au (Eds.). Literature-based instruction: Reshaping the curriculum. Norwood: Christopher Gordon.
- *Valencia, S.W. & Au, K.H. (1997). Portfolios across educational contexts: Issues of evaluation, teacher development, and system validity. Educational Assessment (4), 1, 1-35.
- Valencia, S.W. (1997). Authentic classroom assessment of early literacy. Preventing School Failure, 41(2), 63-70.
- Au, K.H. & Valencia, S.W. (1997). The complexities of portfolio assessment. In N. Burbules & D. Hansen (Eds.). The predicaments of teaching. Boulder: Westview.
- Grossman, P. L., Valencia, S.W., & Hamel, F. (1997). Preparing language arts teachers in a time of reform. In J. Flood, S. B. Heath, D. Lapp (Eds.) A handbook for literacy

- educators: Research on teaching the communicative and visual arts (pp 407-416). New York: Macmillan.
- Valencia, S. W. (1995). Test-equivalent forms. In A. C. Purves (Ed.), Encyclopedia of English studies and language arts. Englewood Cliffs, NJ: Scholastic, Inc.
- *Wixson, K.K., Valencia, S.W., & Lipson, M. Y. (1994). Issues in literacy assessment: Facing the realities of internal and external assessment. Journal of Reading Behavior, 26(3), 315-337.
- *Valencia, S. W., & Place, N. (1994). Portfolios: A process for enhancing teaching and learning. The Reading Teacher, 47(8), 666-669.
- Valencia, S. W., & Place, N. (1994). Literacy portfolios for teaching, learning, and accountability. In S. W. Valencia, E. H. Hiebert, & P. Afflerbach (Eds.), Authentic reading assessment: Practices and possibilities (pp. 134-156). Newark, DE: International Reading Association.
- Valencia, S. W., Hiebert, E. H., & Afflerbach, P. P. (1994). Realizing the possibilities of performance assessment: Current trends and future issues. In S. W. Valencia, E. H. Hiebert, & P. P. Afflerbach (Eds.), Authentic reading assignment: Practices and possibilities (pp. 286-300). Newark, DE: International Reading Association.
- Hiebert, E. H., Valencia, S. W., & Afflerbach, P. P. (1994). Authentic reading assessment: Definitions and perspectives. In S. W. Valencia, E. H. Hiebert, & P. P. Afflerbach (Eds.), Authentic reading assignment: Practices and possibilities (pp. 6-21). Newark, DE: International Reading Association.
- *Lipson, M. V., Valencia, S. W., Wixson, K. K., & Peters, C. W. (1993). Integration and thematic teaching to improve teaching and learning. Language Arts, 70, 10-21.
- *Paris, S. G., Calfee, R. C., Filby, N., Hiebert, E. H., Pearson, P. D., Valencia, S. W., & Wolf, K. P. (1992). A framework for authentic literacy assessment. The Reading Teacher, 46(2), 88-89.
- *Valencia, S. W., Hiebert, E. H., & Kapinus, B. (1992). National assessment of educational progress: What do we know and what lies ahead? The Reading Teacher, 45(9), 730-734.
- Peters, C. W., Wixson, K. K., Valencia, S. W., & Pearson, P. D. (1992). Changing statewide reading assessment: A case study of Michigan and Illinois. In B. Gifford & M.C. O'Connor (Eds.) (pp. 295-391). Boston: Kluwer Academic Publishers.
- Valencia, S. W. (1992). Assessment in reading and writing instruction. In R. Bossone (Ed.), Proceedings of the Thirteenth Conference of the University/Urban Schools National Task Force (pp. 66-75). New York: The Graduate School and University Center of the City University of New York.
- *Valencia, S. W., & Calfee, R. (1991). The development and use of literacy portfolios for students, classes, and teachers. Applied Measurement in Education, 4(4), 333-346.
- Valencia, S. W. (1991). New assessment books. The Reading Teacher, 45(3), 244-245.
- *Valencia, S. W., Stallman, A. C., Commeyras, M., Pearson, P. D., & Hartman, D. (1991). Four measures of topical knowledge: A study of construct validity. Reading Research Quarterly, 26(3), 204-233.

- *Dole, J. A., Valencia, S. W., Greer, E. A., & Wardrop, J. (1991). The effects of prereading instruction on the comprehension of narrative and expository text. Reading Research Quarterly, 26(2), 142-159.
- Valencia, S. W. (1991). Portfolio: Panacea or Pandora's box? In F. Finch (Ed.), Educational Performance Testing. Chicago: The Riverside Publishing Co.
- *Parker, W. C., McDaniel, J. E., & Valencia, S. W. (1990). Teaching and prompting critical thinking on public issues. Social Education, 55(1), 41-44.
- Valencia, S. W. (1990). Alternative assessment: Separating the wheat from the chaff. The Reading Teacher, 44(1), 60-61.
- *Valencia, S. W. (1990). A portfolio approach to classroom reading assessment: The whys, whats, and hows. The Reading Teacher, 43(4), 338-340.
- Valencia, S. W. (1990). National survey of the use of test data for educational decision making. In P. Afflerbach (Ed.), Issues in statewide reading assessment (pp. 75-100). Washington, D.C.: American Institutes for Research.
- Valencia, S. W., McGinley, W., & Pearson, P. D. (1990). Assessing reading and writing: Building a more complete picture. In G. Duffy & P. Anders (Eds.), Reading in the Middle School. Newark, DE: International Reading Association.
- *Valencia, S. W., & Stallman, A. C. (1989). Multiple measures of prior knowledge: Comparative predictive validity. In S. McCormick & J. Zutell (Eds.), Cognitive and Social Perspectives for Literacy Research and Instruction, Thirty-Eighth Yearbook of the National Reading Conference (pp. 427-436). Chicago: National Reading Conference.
- *Valencia, S. W., Pearson, P. D., Peters, C. W., & Wixson, K. K. (1989). Theory and practice in statewide reading assessment: Closing the gap. Educational Leadership, 47(7), 57-63.
- *Valencia, S. W., & Killion, J. P. (1988). Overcoming obstacles to teacher change: Direction From school-based efforts. Journal of Staff Development, 9(2), 2-9.
- *Valencia, S. W., & Pearson, P. D. (1988). Principles for classroom comprehension assessment. Remedial and Special Education, 9(1), 26-35.
- Harnisch, D. L., & Valencia, S. W. (1988). Scan-Tron Reading Test. In D. Keyser & R. Sweetland (Eds.), Test Critiques, vol. VII. Kansas City, MO: Test Corporation of America.
- *Pearson, P. D., & Valencia, S. W. (1987). Assessment, accountability, and professional prerogative. In J. E. Readence & R. S. Baldwin (Eds.), Research in literacy: Merging perspectives, Thirty-Sixth Yearbook of the National Reading Conference (pp. 3-16). Rochester, NY: National Reading Conference.
- *Valencia, S. W., & Pearson, P. D. (1986). Reading assessment: Time for a change. Reading Teacher, 40(8), 726-732.
- Valencia, S., Dole, J., DiStefano, P., & Hagerty, P. (1983). What research says to the classroom teacher. Denver: Colorado Council of the International Reading Association.
- *Noe, M., DiStefano, P., & Valencia, S. (1981). Measurement of the effects of purpose and passage difficulty on reading flexibility. Journal of Educational Psychology, 73(3), 602-605.
- *DiStefano, P., & Valencia, S. (1980) Effects of syntactic maturity on comprehension of graded reading passages. Journal of Educational Research, 73(4), 247-251.

Technical Reports

- *Wixson, K. K., Valencia, S. W., Murphy, S., & Phillips, G. (2013). Study of NAEP reading and writing frameworks and assessments in relation to the Common Core State Standards in English Language Arts. NAEP Validity Study Panel, American Institutes for Research.
- Dutro, E., & Valencia, S.W. (2004). The relation between state and district literacy standards: Issues of alignment, influence, and utility. Seattle, WA: Center for the Study of Teaching and Policy.
- *Riddle Buly, M. & Valencia, S.W. (2003). Meeting the needs of failing readers: Cautions and considerations for state policy. Seattle, WA: Center for the Study of Teaching and Policy.
- *Grossman, P.L., Thompson, C., & Valencia, S.W. (2001). District policy and beginning teachers: Where the twain shall meet. Seattle, WA: Center for the Study of Teaching and Policy.
- *Valencia, S.W. & Wixson, K.K. (1999). Policy-oriented research on literacy standards and assessment. (Technical Report No. 3-004). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement, University of Michigan.
- *Grossman, P.L., Smagorinsky, P. & Valencia, S.W. (1999). Appropriating conceptual and pedagogical tools for teaching English: A conceptual framework for studying professional development. (Technical Report No. 12011). Albany, N.Y.: National Research Center on English Learning and Achievement, University at Albany, State University of New York.
- Valencia, S.W., Calfee, R.C., Duffy, Gerald, G., Salinger, T., & Wixson, K.K. (1998). Report of the expert panel on the Washington State second grade testing program. University of Washington, Seattle.
- *Valencia, S.W. & Au, K.H. (1996). Portfolios across educational contexts: Issues of evaluation, teacher development, and system validity. National Reading Research Report No. 73. University of Maryland, National Reading Research Center.
- Wolf, K., Filby, N., Paris, S., Valencia, S., Pearson, D., Hiebert, E., & Calfee, R. (1991). KEEP literacy assessment system. Final report from the Far West Laboratory for Educational Research and Development.
- Murray, S. L., Faddis, B. J., Sommer, A. T., Ryer, P., Calfee, R. C., Millman, J., & Valencia, S. W. (1990). Assessment of pedagogical competence in elementary reading and language arts. Northwest Regional Education Laboratory, Portland.
- *Valencia, S. W., Stallman, A. C., Commeyras, M., Pearson, P. D., & Hartman, D. (1990). Four measures of topical knowledge: A study of construct validity. Technical Report, Center for the Study of Reading, University of Illinois, Urbana No. 501-Champaign.
- *Valencia, S. W., & Killion, J. P. (1989). Implementing research-based literacy instruction: Direction from three case studies. Technical Report No. 462, Center for the Study of Reading, University of Illinois, Urbana-Champaign.
- Linn, R. L., & Valencia, S. W. (1988). Components of reading comprehension: Measurement and interrelationships. Technical Report, Center for Student Testing, Evaluation and Standards, University of Colorado, Boulder.

- Linn, R. L., Valencia, S. W., & Ryan, K. E. (1987). Speed and accuracy of word decoding and recognition. CSE Report No. 267, Center for the Study of Evaluation, Graduate School of Education, University of California, Los Angeles.
- Valencia, S. W., & Pearson, P. D. (1986). Reading assessment initiatives in the state of Illinois, 1985-1986. Springfield: Illinois State Board of Education.
- Linn, R. L., Valencia, S. W. (1986). Reading Assessment: Practice and theoretical perspectives. CSE Report No. 266, Center for the Study of Evaluation, Graduate School of Education, University of California, Los Angeles.
- *Valencia, S. W., & Pearson, P. D. (1986). New models for reading assessment (Reading Ed. Rep. No. 71), Center for the Study of Reading, University of Illinois, Urbana-Champaign.

News Periodicals

- Valencia, S. W. (1991-1992). Sizing up standards in the United States: Perspectives on educational goals, standards, and assessment issues. Reading Today, 9(3), 10.
- Valencia, S. W. (1990). Trends from the nation's reading report card, 1971-88: A critical reading task. Reading Today, 7(6), 24.
- Valencia, S. W., & Guthrie, J. T. (1989). Point/counterpoint: State-by-state comparisons on national assessments. Reading Today, 7(3), 14-15.

Assessment Materials

- Valencia, S. W., Pearson, P. D., Reeve, R. A., & Shanahan, T. (1987). Illinois Goal Assessment Program--Reading. Springfield: Illinois State Board of Education. (Reading tests for grades 3,6,8, and 10).
- Valencia, S. W., Pearson, P. D., Reeve, R. A., Shanahan, T., Croll, V., Foertsch, D., Foertsch, M., & Seda, I. (1986). Illinois Assessment of Educational Progress. Springfield: Illinois State Board of Education. (Reading tests for grades 3, 6, 8, and 10.)

Professional Papers

Juried Papers

- Valencia, S. W. (2017). The role of learning from text in high school PBL classrooms: Lessons from the front. Paper presented at the annual meeting of the Literacy Research Association, Tampa 2017.
- Valencia, S. W. & Wixson, K. K. (2016). Toward a more valid, complex model of reading assessment development, interpretation, and policy. Paper presented at the annual meeting of the Literacy Research Association, Nashville, Dec. 2016.
- Valencia, S.W., Adams, C., & Nachtigal, S. (2016). Opportunities to learn new literacy standards and assessment in diverse setting. Paper presented at the annual meeting of American Educational Research Association, Washington, April, 2016.

- Parker, W.C., Lo, A., Valencia, S. W., & Nguyen, D. (2016). Reinventing the high school government course: Political simulations, literacy development, and district context. American Educational Research Association, Washington, April, 2016.
- Valencia, S.W., Adams, C., & Nachtigal, S. (2015). Rigorous content learning: Making text-based learning real. Paper presented at the annual conference of the Literacy Research Association, San Diego, CA.
- Valencia, S. W. (2016). Effective professional development in disciplinary literacy in middle and high school. Paper presented at the annual conference of the Literacy Research Association, San Diego, CA.
- Parker, W.C., Valencia, S., & Lo, J. (2015). The high school Government course in the 'Excellence for All' era." Paper presented at the annual meeting of the American Educational Research Association, Chicago, April, 2015.
- Valencia, S. W. (2014). The evolution of learning from disciplinary text. Paper presented at the annual conference of the Literacy Research Association, Marco Island, FL.
- Wixson, K. K. & Valencia, S.W. (2014). A study of NAEP reading and writing frameworks with the Common Core English Language Arts Standards. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.
- Valencia, S.W. Nachtigal, S., & Adams, C. M. (2014). Disciplinary literacy in the advanced placement government course in poverty-impacted urban schools. Paper presented at the annual meeting of the American Educational Research Association, Philadelphia.
- Valencia, S. W., Wixson, K. K., & Pearson, P.D. (2013). Contextualizing text complexity: The promise of text-task scenarios. Paper presented at the annual meeting of the Literacy Research Association, Houston, TX.
- Valencia, S. W., Donat, E., & Danielson, K. (2013). Practice-based teacher education: Bridging the gap between fieldwork and coursework. Paper presented at the annual meeting of the Literacy Research Association, Houston, TX.
- Valencia, S. W. & Nachtigal, S. (2012). Rigorous coursework in urban high schools: Literacy challenges for teachers and students. Paper presented at the annual meeting of the Literacy Research Association, San Diego, CA.
- Valencia, S.W., Wixson, K. K., & Pearson, P.D. (2012). A proposal for new comprehension assessments. Addressing issues of text complexity and reading process. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, B.C.
- Valencia, S.W., & Nachtigal, S. (2012). Literacy challenges for teachers and students in rigorous courses in urban high schools. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, B.C.
- Valencia, S.W. (2011). Navigating practice-based teaching in literacy methods courses: Learning in, from, and with schools. Paper presented at the Literacy Research Association, Jacksonville, FL.
- Wixson, K.K., Valencia, S.W., Pearson, P.D. (2011). Issues in developing reading comprehension assessments aligned with the Common Core State Standards. . Paper presented at the Literacy Research Association, Jacksonville, FL.

- Valencia, S. W. & Wixson, K. K. (2011). The purposes and uses of assessment in an RTI system. RTI Assessment Preconvention Institute, International Reading Association Annual Conference, Orlando, FL.
- Valencia, S. W., Westover, A., Lucero, Al M., & Alvarez, L. (2011). Reading comprehension challenges of English-language learners. AERA Annual Conference, Denver, CO.
- Valencia, S. W. (2010). Working on puzzles of practice: Contexts that enhance teacher learning. Literacy Research Association Annual Conference, Ft. Worth TX.
- Valencia, S. W., Lucero, A. M., & Alvarez, L. (2010). Reading Comprehension Challenges of Intermediate-Level English Language Learners. Literacy Research Association Annual Conference, Ft. Worth TX.
- Valencia, S.W. (2009). Considerations and dilemmas for constructing textbook assessments. Paper presented at the American Educational Research Association, San Diego, CA.
- Valencia, S.W., Westover, A., Lucero, A., & Alvarez, L. (2008). Understanding the comprehension of English language learners: Challenges and instructional implications. Paper presented at the National Reading Conference, Orlando, FL.
- Valencia, S. W. (2008). Taking a closer look. Paper presented at the International Reading Association meeting, Atlanta, GA.
- Valencia, S. D. (2009). Response to intervention and assessment: A critical link. Paper presented at the preconvention institute of the International Reading Association meeting, Phoenix, AZ.
- Valencia, S. W. (2008). Assessment and instruction of oral reading fluency for English language students. California Reading Association, Sacramento, CA.
- Valencia, S.W. (2008). Oral reading fluency: Issues of assessment and implications for instruction. Western regional meeting of the International Reading Association, Seattle, WA.
- Smith, A. T., Reece, A. M., & Valencia, S. W. (2007). Adolescent English language learners' main idea retellings of expository text. Paper presented at the National Reading Conference, Austin, Texas.
- Valencia, S. W. (2007). But I don't want to perish: Experienced researchers discuss the ins and outs of publishing. Paper presented at the National Reading Conference, Austin, Texas.
- Valencia, S. W. (2007). Using assessment to inform instruction: Cautions and recommendations. Paper presented at the Washington State Educational Research Association meeting. Seattle, WA.
- Valencia, S. W. (2006). Inquiry-oriented assessment. Paper presented at the annual meeting of the International Reading Association, Chicago,
- Valencia, S. W. Smith, A., Reece, A., Newman, H., Wixson, K.K., Li, M. (2006). Assessment of oral reading fluency: New models. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Valencia, S. W. (2005). Closing the instruction gap: Lessons from research. Paper presented at the annual meeting of the International Reading Association, San Antonio, TX.

- Valencia, S.W & Stritikus, T. T. (2005). Children Left Behind: Policy and programs for ELL students in Washington state. Paper presented at the annual meeting of Washington Educational Research Association.
- Valencia, S. W., Stritikus, T. T., & Park, C. (2005). English Language Learners caught in the middle. Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- Valencia, S. W., Smith, A.T., Newman, H., Reece, A., Archer, K., & Wixson, K.K. (2004). The rush for oral reading fluency: Issues of assessment and implications for instruction. National Reading Conference, San Antonio.
- Valencia, S. W. (2004). Literacy policy and policy research that makes a difference. International Reading Association, Reno.
- Valencia, S. W. (2003). Profiles of struggling readers. Paper presented at the annual meeting of the International Reading Association, Orlando.
- Valencia, S.W. (2003). The many roads to good (and poor) reading comprehension. Paper presented at the annual meeting of the International Reading Association, Orlando.
- Grossman, P. L. & Valencia, S. W. (2003). Learning from small-scale longitudinal studies: The Transitions into Teaching Project. Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Valencia, S. W., Place, N. A., & Martin, S. (2002). Curriculum Materials for Elementary Reading: Shackles or Scaffolds for Teacher Learning. Paper presented at the annual meeting of the International Reading Association, San Francisco.
- Valencia, S. W., Place, N. A., & Martin, S. (2002). How much is too much, how little is too little: Beginning teachers' learning from reading curriculum. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Valencia, S.W., Place, N.A. & Martin, S. (2000). Beginning teachers and curriculum materials: Navigating the terrain. National Reading Conference, Scottsdale, AZ.
- Valencia, S.W. (2000). Transitions into teaching: A longitudinal study of learning to teach reading. Paper presented at Reading Research 2000. Indianapolis, IN.
- Valencia, S.W. (2000). Early identification of struggling readers in Washington state: Creating educative policy. Paper presented at the annual meeting of the International Reading Association, Indianapolis, IN.
- Grossman, P.L., Valencia, S.W. , Jay, J., Martin, S., & Place, N. (2000). Navigating coursework and field experience: The process of learning to teach. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Grossman, P.L., Valencia, S.W. , Thompson, C. (2000). District policy as a context for learning to teach. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Valencia, S.W. (2000). Engaging students in self-reflection and self-evaluation. Colorado Council of the International Reading Association, Denver, CO.
- Valencia, S.W., Martin, S., & Place, N. (1999). Transitions into teaching: Paths of beginning elementary language arts teachers. Paper presented at the annual meeting of the National Reading Conference, Orlando, FL.

- Grossman, P.L., Valencia, S.W., Evans, K., Jay, J., Martin, S., Place, N., Thompson, C. (April, 1999). Learning to teach writing: Conceptual and pedagogical tools. Paper presented at the annual meeting of the American Education Research Association, Montreal, Canada.
- Valencia, S. W. (December, 1998). Balancing external and internal assessment: What will it take? Paper presented at the annual meeting of the National Reading Conference, Austin, TX.
- Grossman, P., Valencia, S.W., Smagorinsky, P., Evan, K., O'Donnell, C., Konopak, B., & Fry, P. (1998). Learning to teach: A perspective from activity theory. American Educational Research Association, San Diego, CA.
- Valencia, S.W. & Place, N. (1998). Classroom assessment and teacher judgment: The role of portfolios and professional development. National Reading Conference, Scottsdale, AZ.
- Valencia, S.W. (1997). Using classroom-based assessments for multiple purposes. International Reading Association, Atlanta, GA.
- Valencia, S.W., Place, N. Bradley, S. & Richardson, P. (1997). The Bellevue Literacy Portfolio Project. International Reading Association, Atlanta, GA.
- Valencia, S.W. (1996). Using themes in literature-based classrooms. International Reading Association, New Orleans, LA.
- Valencia, S. W. & Au, K. H. (1996). Literacy portfolios across cultural contexts. American Educational Research Association, New Orleans, LA.
- Valencia, S.W., Place, N., Bradley, S. & Richardson, P. (1995). Literacy portfolios in elementary classrooms. Commission on Student Learning, Assessment Conference, Seattle, WA.
- Valencia, S.W. (1995). Thematic instruction in the reading program. International Reading Association, Anaheim, CA.
- Valencia, S.W. & Au, K.H. (1994). Literacy portfolios across sites and cultural contexts. National Reading Conference, San Diego, CA.
- Valencia, S.W. (1994). A national survey of practices in thematic/integrated language arts instruction. American Educational Research Conference, New Orleans, LA.
- Valencia, S. W. (1993). Reliability and validity of literacy portfolios across classrooms. National Reading Conference, Charleston, SC.
- Valencia, S. W. (1993). Building assessment systems. Annual meeting of the International Reading Association, San Antonio, Texas.
- Valencia, S. W., & Place, N. (1992). Implementing literacy portfolios at the district and classroom level. Annual meeting of the National Reading Conference, San Antonio, Texas.
- Valencia, S. W., Calfee, R., Parks, S., Pearson, P. D., & Wolf, K. (1992). Assessing student literacy learning through classroom artifacts and student interviews. Annual meeting of the National Reading Conference, San Antonio, Texas.
- Valencia, S. W., Atash, N., Selden, R., & Brinkley, M. (1992). Scaling and achievement level setting for new assessments. Annual meeting of the American Educational Research Association, San Francisco.
- Valencia, S. W., & Calfee, R. (1992). Student portfolio and teacher logbooks: You can't have one without the other. Annual meeting of the American Educational Research Association, San Francisco.

- Valencia, S. W. (1991). The validity and reliability of the Illinois Goal Achievement Program in Reading. Annual meeting of the National Reading Conference, Palm Springs, CA.
- Valencia, S. W. (1991). The design of alternative assessment: Challenges and problems. National Council of Teachers of English, Seattle.
- Valencia, S. W. (1990). Individual reading assessment: An interactive approach. International Meeting of the International Reading Association, Stockholm, Sweden.
- Valencia, S. W. (1990). Assessment and decision making in the schools, and What to include in an assessment portfolio. Annual meeting of the International Reading Association, Atlanta, GA.
- Valencia, S. W., Parker, W., & McDaniel, J. (1989). Teaching critical thinking as a strategy. Annual meeting of the American Educational Research Association, San Francisco.
- Valencia, S. W., & Armbruster, B. (1989). Do basal reading programs prepare children for reading science textbooks? Annual meeting of the American Educational Research Association, San Francisco.
- Valencia, S. W. (1989). Obstacles to decision making, and Validating decision making through on-going assessment. Preconvention Institute, Guiding Teachers to be Decision Makers in Reading Instruction, Annual meeting of the International Reading Association, New Orleans, LA.
- Valencia, S. W., & Stallman, A. (1988). Multiple measures of prior knowledge: Comparative predictive validity. Annual meeting of the National Reading Conference, Tucson, AZ.
- Valencia, S. W. (1988). NAEP report: Who reads best: Cautions concerning the 1986 self-report data. Annual meeting of the International Reading Association, Toronto, Canada.
- Valencia, S. W. (1988). Teacher effectiveness should not be based on student test results. Annual meeting of the International Reading Association, Toronto, Canada.
- Valencia, S. W., & Reeve, R. A. (1988). Measuring strategic flexibility in large-scale tests of reading comprehension. Annual meeting of the American Educational Research Association, New Orleans, LA.
- Valencia, S. W. (1988). National survey of the use of test data for educational decision making. Annual meeting of the American Educational Research Association, New Orleans.
- Valencia, S. W. (1988). Research basis for reforming the assessment of reading comprehension. Annual meeting of the American Educational Research Association, New Orleans, LA.
- Valencia, S. W. (1988). New strategies for assessing reading comprehension: Aligning theory with practice. Annual meeting of the Washington Organization for Reading Development, Seattle.
- Valencia, S. W., Stallman, A. C., Commeyras, M., & Greer, E. A. (1987). Three methods of assessing prior knowledge: A validation study. Annual meeting of the National Reading Conference, St. Petersburg Beach, FL.

- Valencia, S. W., & Pearson, P. D. (1987). Reading comprehension assessment: Can it be reconciled with current reading theory? Annual meeting of the National Reading Conference, St. Petersburg Beach, FL.
- Valencia, S. W. (1987). Reading reconceptualized: The new Illinois Reading Test. Annual meeting of the Education Commission of the States, Conference on Assessment and Educational Quality, Boulder, CO.
- Valencia, S. W., Pearson, P. D., Reeve, R. A., & Shanahan, T. (1987). Large scale methods for assessing reading: The Illinois initiative. Annual meeting of the American Educational Research Association, Washington, D.C.
- Valencia, S. W. (1987). Innovative tests in reading: Applying current theory: The Illinois effort. Annual meeting of the National Council of Teachers of English, Louisville, KY.
- Valencia, S. W., Pearson, P. D., Shanahan, T., & Wixson, K. Innovations in assessment: New methods and models. Symposium, National Reading Conference, Austin, TX.
- Valencia, S. W., Dole, J., & Greer, E. A. (1987). The effects of prereading instruction on the comprehension of narrative and expository text. Annual meeting of the National Reading Conference, Austin, TX.
- Valencia, S. W. (1985). Implementing research-based reading instruction in a large school district. Annual meeting of the National Reading Conference, San Diego, CA.
- Valencia, S. W., Glick, N., & Budd, M. (1984). Improved reading through literature and the writing process. Annual meeting of the International Reading Association, Atlanta, GA.
- Valencia, S. W. (1983). Classroom implications of NAEP reading/literature data. Annual meeting of the International Reading Association, Anaheim, CA.
- Valencia, S. W. (1978). Measurement of the effects of purpose and passage difficulty on reading flexibility. Annual meeting of the American Educational Research Association, Boston, MA.
- Valencia, S. W. (1978). Using the language experience approach with disabled readers. Annual meeting of the International Reading Association, Houston, TX.

Invited Papers

International

- Valencia, S. W. (2011). Instructional strategies to improve students' reading comprehension. Ehime University, Matsuyama, Japan.
- Valencia, S. W. (2007). Closing the instruction gap. Edith Cowan University, Perth Australia.
- Valencia, S. W. (2007). Issues in teacher education: Preparing teachers in and for complex settings. Edith Cowan University, Perth Australia.
- Valencia, S. W. (2007). Unpacking literacy test scores: Issues of individual and group differences. Edith Cowan University, Perth Australia.

Valencia, S. W. (2007). Inquiry-oriented assessment: The key to improving instruction. Keynote delivered at the Australia Literacy Education Association annual meeting, Perth Australia.

National

Valencia, S. W. (2018). Leveled texts: Leveling the playing field or sidelining some readers? Discussant. Presentation at the annual meeting of the Literacy Research Association Meeting, Indian Wells, CA.

Valencia, S.W. (2014). A conversation about the contributions of content knowledge and strategic processing to reading comprehension. Invited panelist. Presentation at the annual meeting of the Literacy Research Association, Marco Island, FL.

Parker, W.C. & Valencia, S.W. (2014). A project-based learning approach to AP Government and Politics. Paper presented at the annual conference of Advanced Placement (The College Board), Philadelphia.

Wixson, K. K., Valencia, S. W., & Pearson, P. D. (2011). Issues in developing reading comprehension assessments aligned with the Common Core State Standards. Paper presented at the Literacy Research Association, Jacksonville, FL.

Valencia, S. W. (2011). Considering the “state” of literacy teacher education in a high-stakes accountability era. Invited panelist, Literacy Research Association, Jacksonville, FL.

Valencia, S. W. (2011) Leveraging what we know: A literacy agenda for the 21st century. Presidential invited session. AERA Annual Conference, Denver CO.

Valencia, S. W. (2010). Reading policy in an era of accountability. Discussant. Literacy Research Association Annual Conference, Ft. Worth TX.

Valencia, S. W. (2010). A legacy in literacy: Policy and assessment. Literacy Research Association Annual Conference, Ft. Worth TX.

Valencia, S. W. (2010) Standards and assessment: Staying on track, avoiding derailment. Presidential invited research address, International Reading Association Annual Conference, Chicago.

Valencia, S.W. (2009). Reading assessment: The good, the bad, and the ugly. International Reading Association, Hall of Fame talk, Phoenix, AZ.

Valencia, S. W. (2008). Asking research questions that advance and unify the knowledge base. National Reading Conference, Orlando, FL.

Wixson, K. K. & Valencia, S. W. (2007). Using assessment to inform instruction: Cautions and recommendations. International Reading Association, Toronto.

Valencia, S. W. (2006). New models for assessing fluency. International Reading Association, Chicago.

Valencia, S. W. (2005). The rush for oral reading fluency. UC Berkeley Summer Reading Institute.

Valencia, S. W. (2002). Below the bar: Profiles of students who fail state reading assessments. 3rd Annual CIERA Summer Institute. Ann Arbor, MI.

Valencia, S. W. (2002). Portfolios in the Classroom. 3rd Annual CIERA Summer Institute. Ann Arbor, MI.

Valencia, S. W. (2001). Using classroom assessment to enhance teaching and learning. Coalition of Essential Schools, Fall Forum, Seattle, WA.

- Valencia, S. W. & Wixson, K. K. (2000). Policy that makes a difference: Reading performance and practice. National Reading Conference, Scottsdale, AZ.
- Valencia, S. W. & Wixson, K. K. (2000). Standards and assessments as tools of reading reform: Coherent programs and ambitious instruction: The keys to improving schoolwide reading achievement. Center for the Improvement of Early Reading Achievement. Ann Arbor, MI.
- Valencia, S. W. (2000). Transitions into teaching: A longitudinal study of learning to teach reading. Paper presented at Reading Research 2000. Indianapolis, IN.
- Valencia, S. W. (1998). Using portfolio to engage student in self-reflection and self-evaluation. International Reading Association, Orlando, FL.
- Valencia, S. W. & Au, K. H. (1994). Portfolio assessment, equity, and literacy learning. American Educational Research Conference, New Orleans, LA.
- Valencia, S. W. (1992). Bellevue literacy portfolio project. Meeting of the New Standards Project, Phoenix, AZ.
- Valencia, S. W. (1992). Research issues facing authentic literacy assessments. Annual meeting of the Conference on Reading Research, Orlando, FL.
- Valencia, S. W. (1992). Tools of literacy assessment. Annual meeting of the International Reading Association, Orlando, FL.
- Valencia, S. W. (1991). Literary assessment: New directions and issues. Thirteenth Conference of the University/Urban Schools National Task Force, Atlanta, GA.
- Valencia, S. W. (1991). Using literacy portfolios for large-scale assessment. Panel presentation, New Standards Project, Snowmass, CO.
- Valencia, S. W., Pearson, P. D., Wixson, K. K., & Peters, C. W. (1988). The Illinois and Michigan reading assessment projects: An update. Annual meeting of the Conference on Reading Research, Toronto, Canada.
- Valencia, S. W., & Wixson, K. (1985). New models and methods for reading assessment: Two state projects. Annual meeting of the Conference on Reading Research, Philadelphia.

Regional

- Valencia, S. W. (2018) Teaching and Assessing Learning from Text. Wisconsin State Reading Association, Milwaukee, WI
- Valencia, S.W. (2012). Assessment that improves instruction and learning. Wisconsin Reading Association, Milwaukee, WI.
- Valencia, S.W. (2012). Making use of educational research for educational change. Wisconsin Reading Association, Milwaukee, WI.
- Valencia, S.W. (2007). Using assessment to inform reading instruction: Cautions and recommendations. Washington Educational Research Association, Seattle, WA
- Valencia, S. W. (2005). Closing the instruction gap. California Research Institute. Ontario, CA.
- Valencia, S.W. & Stritikus, T. (2005). The children left behind: Policy and programs for ELL students in Washington State. Washington Educational Research Association, Seattle, WA
- Valencia, S.W. (2005). Learning from small-scale studies of teacher education. Faculty seminar, University of North Carolina, Greensboro.

- Valencia, S.W. (2004). Closing the instruction gap. Michigan Reading Association, Detroit, MI.
- Valencia, S.W. (2004). Self-evaluation and self-reflection: The keys meaningful learning. Fresno Area Reading Council. Fresno, CA.
- Valencia, S.W. (2003). Assessment that makes a difference. 24th Annual Reading/Language Arts Conference, San Diego State University, San Diego, CA.
- Valencia, S.W. (2003). Students who fail the WASL: What they REALLY need. Washington Association of Educational Grants Managers (WAEGM) Conference, Vancouver, WA.
- Valencia, S.W. (2003). Below the bar: Students who fail the WASL. Washington Educational Research Association Conference, Seattle, WA.
- Valencia, S.W. (2002). Engaging students in self-assessment: The key to improved and inspired learning. Ready, Set, Goals Conference. Puget Sound ESD. Burien, WA.
- Valencia, S.W. (2002). Powerful literacy strategies K-12. Closing the Achievement Gap Conference. Pt. Ludlow, WA
- Valencia, S.W. (2002). Engaging students in self-assessment: The key to improved learning and inspired learning. Vermont Council on Reading, Stowe, Vt.
- Valencia, S.W. (2002). Below the bar: Profiles of students who fail state reading tests. Michigan Reading Research Conference, Detroit, MI.
- Valencia, S.W. (2001). Classroom assessment in the primary grades: Improving teaching and learning. International Reading Association Professional Development Forums, Seattle, WA.
- Valencia, S.W. (2000). Assessment that makes a difference: Improving teaching and learning. California Reading Association, Research Institute, San Jose, CA.
- Valencia, S.W. (2000). Engaging students in self-reflection and self-evaluation. California Reading Association, San Jose, CA.
- Valencia, S.W. (1997). Looking inside portfolios: Creating and using portfolio artifacts. California Reading Association, San Diego, CA.
- Valencia, S.W. (1997). Classroom assessment in action. Keynote address, Puget Sound ESD Summer Institute, Auburn, WA.
- Valencia, S.W. (1996). Using running records and informal reading inventories for classroom reading assessment. Washington Educational Research Association, Seattle, WA.
- Valencia, S.W. (1996). Using portfolios to enhance self-reflection and self-assessment. 13th Annual Conference, California Reading Association, San Jose, CA.
- Valencia, S.W. (1995). Using classroom-based assessment to improve teaching and learning. 1995 California English-Language Arts Framework Symposium, Beyond Awareness: Issues and Answers, Asilomar, CA.
- Valencia, S.W. (1995). Using literacy portfolios to improve teaching, learning, and communication. Colorado Council of the International Reading Association, Denver, CO.
- Valencia, S.W. (1995). Unraveling the assessment mystery: Definitions and strategies. Rocky Mountain Regional Meeting of the International Reading Association, Billings, MT.

- Valencia, S.W. (1994). Using portfolios to enhance teaching and learning. New Jersey Association for Supervision and Curriculum Development.
- Valencia, S. W. (1993). Classroom literacy assessment. Washington State Assessment Conference, Seattle.
- Valencia, S. W. (1993). Implementing literacy portfolio assessment. Third Annual Fall Workshop of the Minnesota Department of Education, Brooklyn Park.
- Valencia, S. W. (1992). Portfolio assessment issues. Eighth Annual Washington State Assessment Conference, Washington Research Association, Office of the Superintendent of Public Instruction, Seattle.
- Valencia, S. W. (1992). Portfolios: Panacea and Pandora's box. Lower Mainland Council of the International Reading Association, Vancouver, British Columbia.
- Valencia, S. W. (1992). Looking inside portfolios. Twenty-fourth annual conference of the Colorado Council International Reading Association, Denver.
- Valencia, S. W. (1992). Implementing portfolios. Association for Texas Language Arts Supervision, San Antonio.
- Valencia, S. W. (1992). Portfolio assessment: A tool for improving teaching and learning. Southwest Regional Meeting of the International Reading Association, Tucson, AZ.
- Valencia, S. W. (1992). Literacy assessment: A multidimensional approach. Massachusetts Reading Association, Sturbridge.
- Valencia, S. W. (1991). Portfolios: Panacea or Pandora's box. Keynote address, Washington Organization on Reading Development, annual research conference, Seattle.
- Valencia, S. W. (1991). Literacy assessment for the 1990s. Keynote address, Performance Based Assessment, Santa Clara Office of Education, Santa Clara, CA.
- Valencia, S. W. (1991). Implementing literacy portfolio assessment. Colorado Council of IRA, Denver.
- Valencia, S. W. (1990). Alternative assessment: Panacea or Pandora's box? Keynote address, Maryland IRA and Diamond State Reading Association, Baltimore.
- Valencia, S. W. (1990). Literacy assessment for the 1990s. Keynote address, Connecticut Reading Association, Hartford.
- Valencia, S. W. (1990). The changing scene in English-language arts assessment. California Department of Education, Sacramento.
- Valencia, S. W. (1990). Portfolio approach to classroom reading assessment: The why, what, and how. Oregon Reading Association, Eugene.
- Valencia, S. W. (1989). Portfolios: A process for assessing literacy. Keynote address at the California State Department of Education, Middle Grades Language Arts Symposium.
- Valencia, S. W. (1988). New directions in reading assessment. Washington State Assessment Conference, Seattle.
- Valencia, S. W. (1988). Reading assessment: Building a more complete picture. National meeting of the New England Reading Association, Portland, ME.
- Valencia, S.W. (1988). New models for reading comprehension assessment; A portfolio approach to reading assessment in Chapter I classrooms, Hawaii Department of Education, Honolulu.

- Valencia, S. W. (1987). Impact of testing on educational decision-making. Evaluation Researchers Concerned About Impact of Assessment on Education, Center for Instructional Research and Curriculum Evaluation, University of Illinois, Urbana-Champaign.
- Valencia, S. W. (1987). New approaches to assessing reading comprehension: The challenge of curriculum reform. North Central Regional Policy Workshop, Center for Policy Research in Education, Chicago.
- Valencia, S. W. (1987). New directions in reading assessment: Implications from reading research. Meeting of the State of Colorado Council of the International Reading Association, Denver.
- Valencia, S. W. (1987). An update on the Illinois Reading Assessment Test. State meeting of the Illinois Reading Council, Peoria.
- Valencia, S. W. (1986). Innovations in reading assessment. National College of Education Conference, Reading Assessment, State Accountability and Local Initiatives, Evanston, IL.
- Valencia, S. W., & Pearson, P. D. (1985). The impact of assessment upon reading instruction: Testing things that matter. State meeting of the Illinois State Reading Council, Peoria.
- Valencia, S. W., DeStefano, P., & Hagerty, P. (1985). What research says to the classroom teacher--An update. State meeting of the Colorado Council of the International Reading Association, Denver.
- Valencia, S. W., & Killion, J. P. (1984). Using children's literature to promote writing. State meeting, Colorado Language Arts Society, Colorado Springs.
- Valencia, S. W. (1984). What reading research says to the classroom teacher. State meeting of the Colorado Council of the International Reading Association, Denver.
- Valencia, S. W., & Roller, B. V. (1983). Using information from NAEP to improve reading instruction. State meeting of the Colorado Council of the International Reading Association, Colorado Springs.
- Valencia, S. W. (1981). Diagnostic question raising. State meeting of the Colorado Council of the International Reading Association, Denver.
- Valencia, S. W. (1977). Practical analysis of informal and standardized tests. State meeting of the Colorado Council of International Reading Association, Denver.

SERVICE TO THE PROFESSION

Professional Panels and Committees

National

National Center for Education Statistics- Longitudinal Studies Assessment Framework Development Expert Panel, 2018.

Smarter Balanced Assessment Consortium -Technical Advisory Committee, 2017 – Appointed to the NAEP Validity Studies Panel for the National Assessment Governing Board, 2015 -

Appointed to the Literacy Research Panel of International Reading Association, 2014-

Advisory Panel, University of Wyoming Literacy Research Center and Clinic Research, 2015 -

Co-chair of committee to study NAEP Reading and Writing Frameworks in relation to the Common Core State Standards in ELA, NAEP Validity Studies Panel, 2012-2013

Co-author of The Reading Teacher special column on Common Core State Standards in ELA 2012-2013.

Co-chair NAEP-Common Core alignment study, NAEP Validity Study, National Assessment Governing Board, 2012-2013.

NAEP Reporting Paradigms for 2011 and Beyond – Advisory Committee 2011-2013

Common Core State Standards in English/Language Arts – National Steering Committee, 2010.

International Reading Association –Response to Intervention Commission, Co-chair, 2009-2011.

Consultant to Obama Transition Team on Literacy Issues 2008.

Issues in Literacy Assessment – Chair, International Reading Association, 2008-

Joint Committee of National Council of Teachers of English, International Reading to develop guidelines for literacy assessment, 2007-

NAEP Reading subcommittee to develop off-grade level assessments, 2007

International Reading Association, Assessment Committee, 2007-

International Reading Association Nominating Committee, 2005-2006

National Council of Teachers of English Assembly on Research, Annual Conference Co-Chair, 2000.

National Research Center, Reviewer, Report on the Evaluation on the Voluntary National Test, 1999.

National Research Center, National Academy of Sciences. Committee on the Evaluation of National and State Assessment of Educational Progress, 1996-1998.

Early Literacy Assessment Advisory Panel, Center for Research on Evaluation, Standards, and Student Testing, 1998.

International Reading Association, Chair, Reading Assessment Committee, 1998-1999

National Reading Conference, Board member elect, 1997-1999.

National Conference on Research in Language and Literacy, Treasurer elect, 1996-1998.

National Academy of Education Panel on Assessment, Expert Panelist, 1994.

International Reading Association. Issues in Literacy Assessment Committee Subcommittee Chairperson, 1991-1995.

New Standards Project, Advisory Committee on Portfolio Assessment, 1993-1994.

National English/Language Arts Standards Project, Board Member, 1992-95.

National Task Force on Assessment, National Council on Education Standards and Testing, 1991.

Advisory Panel in English/Language Arts for the New Standards Project, 1991-1993.

Joint National Council of Teachers of English, International Reading Association Task Force on Literary Assessment Issues, 1991-92.

National Assessment of Educational Progress, Planning Committee for the 1992 Assessment, 1989-90.

National Reading Conference. Policy and Legislative Committee, 1989-94.

International Reading Association. Task Force on Standards for Reading Professionals, 1988-89.

National Center for Educational Statistics. United States National Committee on IEA International Reading-Literacy Study, 1988-93.

International Reading Association. National Assessment of Reading Committee, Chairperson, 1988-90.

International Reading Association. National Assessment of Educational Progress Committee, 1987-88.

International Reading Association. Young Authors' Committee, 1984-85.

International Reading Association. Interpretation and analysis of NAEP Reading Assessment Committee, 1981-84.

School of Education, University of Colorado. Research, Development, and Service Committee, Curriculum and Instruction, 1977-78.

State

Washington English Language Arts (ELA) Panel of Experts, 2015

Washington State RTI Committee 2010-2011

Washington State WASL Reading Expert Panel Review for WASL, 2005

Washington State Higher Education Advisory Board for Reading, 2004-

Washington State team member to the National Higher Education Collaborative, 2003-

Washington State Grade Level Expectation Committee, OSPI, 2003

Washington State Reading Initiative and Reading First Advisory Board, 2002-2003

Expert Panel of Office of Superintendent for Public Instruction, Washington, Second Grade Assessment, 1998

Washington State Commission on Student Learning, Assessment Advisory Panel, 1996.

Northwest Regional Educational Laboratory, Advisory Committee for Assessment and Accountability, 1996

Washington State Commission on Student Learning. Expert Assessment Review Team, 1994-1995.

Washington State Office of Superintendent of Public Instruction, Technical Advisory Panel, 1993-1995.

Washington State Commission on Student Learning. Subject Advisory Committee Consultant, 1993-95.

Northwest Evaluation Association. Panel member on statewide reading assessment, 1989.

Washington Organization on Reading Development. Program Committee, 1988-91.

Illinois Teacher Certification Testing System. Content Advisory Committee, Reading, 1986-88.

Illinois Board of Higher Education. Joint Task Force on Admission Requirement and Learning Outcomes, 1986-88.

Illinois State Board of Education. Language Arts Assessment Committee, 1986-88.

Illinois State Board of Education. Committee to Define State Requirements for What Students Should Be Able To Do, 1985-86.

Colorado Council IRA. Studies and Research Committee, Chairperson, 1984-85

West Adams County Council of IRA. Chairperson (1984), Studies and Research Committee, 1983-84.

Colorado State Council of IRA. Studies and Research Committee, 1982-85.

Service to Local Schools, Districts, Organizations

International Literacy Association, Hall of Fame. Served as mentor to new scholar, Sarah Lupo, 2018.

Consult with White Center Heights elementary to implement effective reading practices and new decoding program – 2017, 2018

Consultant to Eastside Pathways Partnership 2013-

Consultant to Seattle Library Foundation 2012-

Book-It All Over - Educational Program – Literacy Consultant 2011 –

Seattle Schools – Advisor to ELL Literacy Issues, 2011

Northshore School District – Consultant, Reading curriculum, assessment, & professional development

Shoreline School District – Consultant, ESL Dialogic Reading Initiative, 2010

Kent School District, Consultant to secondary ELL district restructuring– 2008

Seattle Middle Schools. Kids in the Middle – Nesholm Family Foundation Project on Middle School Literacy. 2002-

Northshore Literacy Initiative - 2006

Northshore Secondary Literacy Institute, Keynote speaker, 2004

Seattle Public Schools, Academic Advisory Council for Reading, 2004-

Puget Sound Educational Service District. Keynote speaker for Ready, Set, Goals Conference, Burien, WA., August 2002.

Center for Educational Leadership. Closing the Achievement Gap Conference. Powerful Literacy Strategies K-12, 2002.

Northshore School District, Professional development classes, Tactics for Reading in Subject Matter Classes, 2002

Woodinville High School, Workshop, Tactics for Reading in Subject Matter Classes, 2002

Edmonds School District, Consultant and presenter, Research-base for Textbook Adoptions, 2001

Puget Sound Educational Service District, Reading Leadership Meeting, workshop, High-Utility Strategies for Classroom Assessment, 2001

Northshore School District, Inservice for secondary teachers, Teaching Reading in the Language Arts Classroom, 2001

Northshore School District, Consultant on secondary reading curriculum, 2001

Sumner School District, Literacy Workshop, Classroom-based Assessment, 1999

Federal Way School District, Consultant, 1999

Northwest Initiative for Teaching and Learning, Consultant, 1997

Bellevue Public Schools, On-going professional development project, 1996-1997.

Bush School, Seattle. Workshop on classroom-based portfolios, 1996.

TOPS School, Seattle. Workshop on using portfolios, 1996.

Bellevue School District. Collaborative research project on literacy portfolios, 1991-1995.

Seattle Public Schools. Speaker, Integrated Language Arts, 1994.
 Bellevue School District. Educational technology research development, 1992-1993.
 Northwest Council of IRA. Presentation, Alternative assessment in reading and writing, 1993.
 Puget Sound Educational Consortium. Speaker, Foxfire, Alliance of English Teachers, Seattle, 1990-91.
 Bellevue School District. Consultant, reading assessment, 1991-1992.
 Seattle Public Schools. Collaborative project on literacy portfolios, 1990-1991.
 Bellevue School District. Consultant, revision of student learning outcomes and assessment, 1991-1992.
 Shoreline Reading Council. Presentation, New trends in reading assessment, 1990.
 Kent Reading Council. Presentation, Evaluation in whole language classrooms, 1990.
 Northwest Council of Washington Organization for Reading Development. Presentation, Reading assessment: Yesterday, today, and tomorrow, 1990.
 Seattle Public Schools, Chapter 1. Consultant, New Strategies for Reading Assessment, 1989.
 Kent Public Schools. Consultant, becoming a nation of readers: Implications from the report, 1988.
 Bellevue School District. Consultant, alternatives to traditional reading assessment, 1988.

Service to the University of Washington

Graduate School, Academic Grievance Panel, 2019.
 GEAR UP consultant and presenter, The Common Core: Preparing GEAR UP students for rigor and academic success, Summer 2012
 Teachers for a New Era/ Arts & Science Study Group on English Language Arts, 2005
 University Disciplinary Committee, 1999-2000
 Presenter, University of Washington, Young Leaders Back to School Night, 1997
 Faculty Senate, 1995-1996
 Faculty Senate, Adjudication Panel, 1993-96
 University of Washington Language Arts Field Committee, 1991-92
 Branch Campus Development Committee, 1990-91
 Elementary Education Field Committee, 1989-91

Service to the College of Education

Faculty Development and Support Committee, Chair 2017-2018
 Teacher Education Council, Chair – 2016 – 2017, 2017-2018
 Search committee member – Literacy in multilingual settings, 2017-2018
 Faculty Council – 2016-2017

Faculty Development and Support Committee – Vice chair 2016 –2017
 Search committee chair – Critical Perspectives in English Education, 2016-2017
 Lead, teacher education cross-program literacy committee, 2016
 Search committee chair – ELTEP Director, 2015
 P&T committee (Honig) 2015 - 2016
 P&T committee chair (Hoffman) 2015-2016
 Search Committee, Early Childhood, 2014-2015
 COE Cluster Convener 2014-2015
 P&T (Plecki) 2014-2015
 P&T (Nerad) 2013-2014
 Search Committee, Special Education, 2012
 Associate Director, Elementary Teacher Education Program, 2011- 2012
 P&T committee, Chair (Sandall) 2012
 Faculty Council 2010-2012
 Student Scholarship & Travel Subcommittee 2010 –2012
 P&T committee, (Stritikus), 2011
 Promotion & tenure committee, Chair (Gallucci), 2011
 Promotion & tenure committee, Chair (Windschitl), 2009
 Elementary TEP, Subcommittee to revise, 2009
 Elementary TEP, 4th quarter coordinator, 2009
 Promotion & tenure committee, Chair (Honig), 2008
 Search Committee, Literacy 2007
 Chair, Curriculum & Instruction, 2002-2006
 Search Committee Chair, Secondary Literacy 2005
 Search Committee, Special Education Faculty 2005
 P&T committee, committee, 2003
 Center Connect presentation to local educators, 2002
 Faculty President, 2001-2002
 Language, Literacy, Culture programmatic unit, Chair 2000-2002
 Faculty Council, 1999-2002
 Gordon C. Lee Award Committee 1999-2001
 Search Committee, Chair, ESL/Bilingual, 1999
 Elementary Teacher Education Renewal Committee, 1999
 Search Committee, Language Literacy & Culture, 1998
 Curriculum Advisory Committee, TEP, 1996-2000
 Search Committee, Assessment, 1997
 Search Committee, Science Education, 1995-1996
 Search Committee for Language, Literacy and Culture, Chair, 1994-1995
 Teacher Education Cabinet, 1994
 Elementary Teacher Education Restructuring Committee, Chair, 1992-93
 Committee on Professional Education, 1992-94
 Teacher Education Program Admissions Committee, 1992-93
 Scholarship and Development Committee, 1991-92
 Curriculum & Instruction Masters Degree Implementation Committee, 1991-92
 Curriculum & Instruction Retreat Committee, 1991
 Search Committee, Educational Psychology, 1990-91

Faculty Council, 1989-91
Search Committee, Special Education, 1989-90
Masters of Education Review Committee, 1988-89
Curriculum & Instruction Retreat Committee, 1989

**Advisory & Editorial Boards
Professional Organizations**

Journal of Literacy Research, Reviewer, 2018
Journal of Adolescent & Adult Literacy, Reviewer, 2019
Reading Research Quarterly, Reviewer, 2018
Teaching and Teacher Education, Reviewer, 2018
The Reading Teacher, Reviewer, 2018
Teaching and Teacher Education, Reviewer, 2018
Journal of Adolescent Literacy, Reviewer, 2017-2018
Reading Research Quarterly, Reviewer, 2017
Spencer Foundation, Proposal Reviewer, 2017
Reading Hall of Fame, Mentor to emerging scholar (Sarah Lupo) – 2017-2019
Journal of Literacy Research, Reviewer, 2016
Reviewer, Spencer Foundation – 2015
Educational Researcher – 2007-2010
Reading Research Quarterly – 2007-2012
Journal of Teacher Education, Editorial Board, 2005-2006
Washington Higher Education Collaborative, steering committee, 2003-2006
Journal of Literacy Research, Editorial Board, 2003-2006
The Reading Teacher, Editorial Board, 2005-2007, 2013-
Yearbook of the National Reading Conference, Editorial Board, 2003-
Elementary School Journal, Guest reviewer, 2003
National Reading Conference, Conference, proposal reviewer 2003-
Washington State Reading Initiative and Reading First Advisory Board, 2002-2003
Review of Educational Research, reviewer 2003
Yearbook of the National Reading Conference, Editorial Board, 2002-2003
Journal of Literacy Research, Editorial Board, 2001-present
Language Arts, Editorial Board, 2000-2004
Educational Assessment, Editorial Board, 1992-2002
Research in the Teaching of English, Guest reviewer, 2001-2002
National Reading Conference, Conference paper reviewer, 1997
American Educational Research Association, Conference paper reviewer, 1997
Reading Research Quarterly, Editorial Board, 1994-1995
The Reading Teacher, Editorial Board, 1994-1995, 1997-1998
The Reading Dictionary, International Reading Association, Editorial Advisory Board,
1993
The Reading Teacher, Reviewer, Special Theme Issue, 1992
Language Arts, Editorial Board, 1992-1998
American Educational Research Journal, Reviewer, 1992
National Reading Conference Yearbook, Editorial Board, 1992

Journal of Reading Behavior, Editorial Board, 1991-1992
The Reading Teacher, Reviewer, Special Themed Issue, 1991
The Reading Teacher, Editor, Assessment Department, 1990-1992
National Reading Conference, Reviewer, Annual Conference, 1990
The Reading Teacher, Reviewer, special themed issue, 1990
International Reading Association, Reviewer, 1990 Annual Conference, Research Reports, 1989
American Educational Research Association, Reviewer, 1990 Annual Conference Division C, 1989
National Reading Conference, Reviewer, 1989 Annual Conference, 1989
The Reading Teacher, Editorial Board, 1989
American Educational Research Association, Reviewer, 1989 Annual Conference Division C, 1988
American Journal on Mental Retardation, 1988
National Reading Conference, Reviewer, Annual Conference, 1988
Remedial and Special Education, 1988
Journal of Reading Behavior, 1987
National Reading Conference, Reviewer, Annual Conference, 1987
American Educational Research Association, 1988 Reviewer, Annual Conference 1987
Review of Scan-Tron Reading Tests, Scan-Tron Corporation, 1987.
Reading Research Quarterly, 1987
American Educational Research Journal, 1986

10/2021