

H. Gary Cook, Ph.D.

EDUCATION

<i>May 2001</i>	Ph.D., Educational Measurement, Evaluation and Research Design, Michigan State University
<i>June 1990</i>	MA, Teaching English as a Second Language (TESOL), University of Hawai'i, Mānoa
<i>June 1988</i>	BA, Linguistics, University of Hawai'i, Mānoa

PROFESSIONAL EXPERIENCE

<i>January 2023 to Present</i>	Senior Research Fellow: Wisconsin Center for Educational Research-WIDA. Conduct research on federal and state policies related to Multilingual learners' acquisition of English (or other indigenous languages) in US public schools. Provide technical and policy consultation services for WIDA staff and member states.
<i>November 2018 to 2022</i>	Senior Director of Assessment: Wisconsin Center for Educational Research-WIDA. Function as senior director of assessment for the WIDA Consortium. Oversee WIDA's assessment programs and provide technical and policy consultation services for WIDA staff and member states.
<i>June 2007 to 2018</i>	Research Director: Wisconsin Center for Educational Research-WIDA. Function as research director for the WIDA Consortium. Provide policy research and evaluation consultation services for WIDA staff and member states.
<i>January 2005 to June 2007</i>	Research Scientist: Wisconsin Center for Educational Research--Value-added Research Center. Function as an embedded researcher and manage Milwaukee Public School's research and evaluation process. Provide policy research and program evaluation consultation and services in advanced statistics to training staff within the Milwaukee Public Schools for the Value-Added Research at Milwaukee Public Schools project.
<i>January 2005 to June 2007</i>	Private Consultant: Provide consultation to states, universities and professional organizations on psychometric issues associated with state assessments and accountability systems. Provide specific expertise in federal assessment statutes, English language and special education assessments, alignment, and growth/value-added modeling in education.
<i>June 2002 to December 2004</i>	Vice President of State Accounts: Harcourt Assessment, Inc. Direct and manage company's State-level National Measurement consultants. Provide leadership and national strategy for winning and expanding statewide assessment accounts. Provide psychometric and statistical support for state clients as well as organizing support for regional Vice Presidents and Measurement consultants. Provide expert advice regarding state and federal legislation, especially as it relates to the No Child Left Behind Act of 2001. Represent Harcourt at regional and national meetings, conferences and organizations.
<i>October 1998 to June 2002</i>	Director, Office of Educational Accountability: Wisconsin Department of Public Instruction. Direct the development, administration, scoring, reporting and management of the state of Wisconsin's public school assessment

	programs. Responsible for the supervision of 17 professional assessment staff members as well as the management of a \$5 million annual state assessment budget.
<i>August 1990 to 1998</i>	Testing Coordinator: English Language Center, Michigan State University (MSU). Responsible for the development and administration of the English language testing program and consult in English language research at MSU.
<i>August 1990 to 1998</i>	Specialist: English Language Center, MSU. Responsible for curriculum development; in addition, responsible to teach advanced English for academic purposes preparation courses for incoming international students at MSU.
<i>August 1992 to 1998</i>	Educational Research Consultant: Measurement Plus+, Lansing, MI. Owner and chief consultant of an educational research consulting business. Focus of business is to advise secondary and post-secondary institutions in the areas of measurement, program evaluation and research with specialty areas in large-scale state assessment, English language learner assessment, and special education assessment. Clients have been Ferris State University, Princeton University, University of Michigan, Central Michigan University, University of Detroit, Mercy, Lansing Community College.
<i>Summer 1996, 1998</i>	Lecturer: Department of Counseling, Educational Psychology and Special Education, MSU. Responsible for teaching graduate summer course in introductory statistics (CEP 822), and basic statistical concepts and research methodologies.
<i>August 1989 to June 1990</i>	Testing Coordinator: English Language Institute, University of Hawai'i at Mānoa. Responsible for the supervision, administration and development of the English language testing program.
<i>August 1989 to June 1990</i>	Writing Instructor: English Language Institute, University of Hawai'i at Mānoa. Responsible for teaching international graduate students in the writing of scientific papers.
<i>June 1988 to August 1989</i>	ESL Instructor: Responsible for teaching beginning, intermediate and advanced ESL course at the following language schools in Honolulu Hawai'i: Pacific International Language School, McKinley High School, and New Intensive Course in English (N.I.C.E.) program.

SELECTED PUBLICATIONS/TECHNICAL REPORTS

- Kim, A. A., Yumsek, M., Kemp, J. A., Chapman, M., & Cook, H. G. (2023). Universal tools activation in English language proficiency assessments: A comparison of Grades 1–12 English learners with and without disabilities. *Language Testing*, 40(4).
<https://doi.org/10.1177/02655322221149009>.
- Min, S., Bishop, K., & Cook, H. G. (2021). Reading is a multidimensional construct at child L2 English-literacy onset, but comprises fewer dimensions over time: Evidence from multidimensional IRT analysis. *Language Testing*. Online at
<https://doi.org/10.1177/02655322211045296>.
- Sahakyan, N., & Cook, H. G. (2021). WIDA Research No. RR-2021-2: Examining Growth at the Intersection of IEP and (Long-term) EL Status. Madison, WI: WIDA Consortium.
- Sahakyan, N. & Cook, H. G. (2021). Examining English learner testing, proficiency, and growth: Before and throughout the COVID-19 pandemic. (WIDA Research Report No. RR-2021-1). Wisconsin Center for Education Research.

- Cook, H.G. (2020) Alternate ACCESS for ELLs to Dynamic Learning Maps Analysis. Madison, WI: WIDA Consortium.
- Porter, T., Cook, H. G., & Sahakyan N. (2019). *Less than four domains: Creating an overall composite score as an indicator of English language proficiency for English learners with 504 or individualized education plans* (WCER Working Paper No. 2019-3).
- Kim, A. A., Molle, M., Kemp, J., & Cook, H. G. (2018). Examination of identification and placement decisions made for K–12 English learners (WCER Working Paper No. 2018-12).
- Cook, H. G., Sahakyan, N., Linqunti, R. (2017). *Including Recently Arrived English Learners in State Accountability Systems: An Empirical Illustration of Models* (WCER Working Paper No. 2017-1). Retrieved from University of Wisconsin–Madison, Wisconsin Center for Education Research website: <http://www.wcer.wisc.edu/publications/working-papers>.
- Linqunti, R., Cook, H. G. (2017). *Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States*. U.S. Department of Education, Office of Elementary and Secondary Education, Office of State Support, Washington, D.C..
- Linqunti, R., Cook, H. G., Bailey, A. L., & MacDonald, R. (2016). *Moving toward a more common definition of English learner: Collected guidance for states and multi-state assessment consortia*. Washington DC: Council of Chief State School Officers. Retrieved from http://www.ccsso.org/Documents/Moving_Toward_a_More_Common_Definition_of_English_Learner-Final.pdf.
- MacDonald, R., Boals, T., Castro, M., Cook, H. G., Lundberg, T., & White, P. A. (2015). *Formative language assessment for English learners: A four-step process*. Portsmouth, NH: Heinemann.
- Grant, R., MacDonald, R., Phakiti, A., & Cook, H. G. (2014). The importance of writing in mathematics: Quantitative analysis of U. S. English learners' academic language proficiency and mathematics achievement. In E. Stracke (Ed.), *Intersections: Applied linguistics as a meeting place* (pp. 208-232). Newcastle upon Tyne, U.K.: Cambridge Scholars Press.
- Cook, H. G., Linqunti, R., Chinen, M., & Jung, H. (2012). *National Evaluation of Title III Implementation Supplemental Report: Exploring approaches to setting English language proficiency and performance criteria and monitoring English learner progress*. Washington, DC: U.S. Department of Education.
- Cummins, J., & Cook, H. G. (2012). How long does it take for an English learner to become proficient in a second language? In E. Hamayan & R. F. Field (Eds.), *English language learners at school: A guide for administrators*, (pp. 37-41). Philadelphia, PA: Caslon Publishing.
- Grant, R., Cook, H. G., & Phakiti, A. (2012). *Academic English language proficiency and mathematics achievement of Wisconsin English learners*. Report to Wisconsin Department of Public Instruction. Madison WI: WIDA Consortium.
- Cook, H. G., Boals, T., & Lundberg, T. (2011). Academic achievement for English learners: What can we reasonably expect? *Phi Delta Kappan* 93(3), 66-69.
- Kenyon, D. M., MacGregor, D., Li, D., & Cook, H. G. (2011). Issues in vertical scaling of a K-12 English language proficiency test. *Language Testing*, 28(3), 383-400.
- Rolfhus, E., Cook, H. G., Brite, J. L., & Hartman, J. (2010). *Are Texas' English language arts and reading standards college ready?* (Issues & Answers Report, REL 2010–No. 091). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.

- Cook, H. G., Boals, T., Wilmes, C., & Santos, M. (2008). *Issues in the development of Annual Measurable Achievement Objectives (AMAOs) for WIDA Consortium states* (WCER Working Paper 2008–2). Madison: University of Wisconsin-Madison, Wisconsin Center for Education Research. <http://www.wcer.wisc.edu/publications/workingpapers/papers.php>
- Cook, H. G. (2006). *Aligning English language proficiency tests to English language learning standards. Assessing limited English proficiency students State Collaborative on Assessment and Student Standards (SCASS)*. Chief Council of State School Officers (CCSSO), Washington, D.C.
- Cook, H. G., Chin-Chance, S., & Sueoka, L. (2006). *Summary Report: Alternate achievement standards proficiency scores for the Hawai'i State Alternate Assessment (HSAA)*. Honolulu, HI: State of Hawai'i Department of Education.

GRANT AWARDS

Principal Investigator (2019 – 2024). Sub awardee of the Minnesota Department of Education, Advancing ALTELLA: Alternate Assessment Redesign. Competitive Assessment Grant, U.S. Department of Education, Washington, D.C. \$3,967,852. Award #S368A190004.

Principal Investigator (2013-2015). EAGER Proposal for a Teacher's Guide to the Mathematics and Science Resources of the ELPD Framework. National Science Foundation, Washington, D.C. \$299,890. Award #MSN166497.

Principal Investigator (2008-2011). Formative Language Assessment Records for ELLs (FLARE) in Secondary School: Development of an integrated formative assessment system in middle and high schools for ELLs. Carnegie Corporation of New York, \$1,605,600.

Research methodologist for the University of Wisconsin, Language Institute (2009-2011). Goals of Postsecondary Students and the National Standards for Foreign Language Learning. U.S. Department of Education, International Research and Studies Program Grant, CFDA #84.017A. \$554,674.

Co-Principal Investigator (2004-2005). Enhancing the Hawai'i State Alternate Assessment System: Development, Implementation, and Validation. U.S. Department of Education, Office of Special Education Programs, \$441,000.

NATIONAL AFFILIATIONS

Member of the National Council on Measurement in Education (NCME)

Member of the American Educational Research Association (AERA), and past secretary of Division D: Measurement and Research Methodology

STATE AND NATIONAL CONSULTATION

State Assessment Technical Advisory Committee Member, Oklahoma State Department of Education and North 2012 to present.

State Assessment Technical Advisory Committee Member, North Dakota State Department of Education, 2017 to present.

State Assessment Technical Advisory Committee Member, Idaho State Department of Education, 2023 to present.

Member of the Council of Chief State School Officers (CCSSO), English Learner Assessment Advisory Committee, 2012 to present.

PERSONAL AWARDS

Ann Wallace Academic Staff Distinguished Achievement Award. University of Wisconsin, School of Education, April 2018