

Curriculum Vitae

Ina V.S. Mullis

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HIGHLIGHTS

Professor, Department of Educational Research, Measurement, and Evaluation, Boston College, Lynch School of Education (1994 to present)

Executive Director, TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College (1999 to present)

ACCOMPLISHMENTS

TIMSS: Directed TIMSS for nearly 20 years, making important innovations in the methods for measuring trends over time, as well as teaching many countries assessment methods and influencing assessment practices internationally.

PIRLS: Together with Drs. Michael Martin and Hans Wagemaker, created PIRLS, the international reading assessment that corresponds to TIMSS. Created PIRLS Literacy to provide an opportunity for developing countries to join international assessments, and ePIRLS to assess online reading comprehension.

NAEP Validity Panel: Have served on the NAEP Validity Panel for nearly 20 years, conducting validity studies and advising on how best to ensure the validity of the NAEP assessments and guide NAEP into the future.

Professor: Teach a graduate course in large-scale assessment, mentor the six to eight graduate students working at the TIMSS & PIRLS International Study Center, and direct a series of doctoral dissertations, with most of these students now professors or working nationally/internationally in assessment (e.g., at NCES, AIR, and the World Bank).

International Speaker: Numerous presentations on assessment methods and results at IEA, TIMSS, and PIRLS meetings (100 to 200 persons in attendance), and national/international research conferences. Most recent invited keynotes and speeches include National Assessment Governing Board in Alexandria, Virginia; University of Gothenberg in Gothenberg, Sweden; National Academy of Education in Washington, D.C.; Education Writers Association in Boston; The Norwegian Directorate of Education Conference in Oslo; Ukrainian High School Education Debate in Lviv; UNESCO Assessment Symposium in Brazil; IEA International Research Conferences; and the Comparative International Education Society.

EDUCATION

University of Colorado	1978	Ph.D.	Educational Measurement
University of Colorado	1967	B.A.	English Literature

EXPERIENCE

- 1998 – present Professor, Lynch School of Education, Boston College, Chestnut Hill, MA
- 1999 – present Executive Director, Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS), TIMSS & PIRLS International Study Center at Boston College, Chestnut Hill, MA
- 1994 – 1997 Research Professor, Graduate School of Education, Boston College, Chestnut Hill, MA
- 1994 – 1999 International Study Co-Deputy Director, Third International Mathematics and Science Study, Center for the Study of Testing, Evaluation, and Educational Policy, Boston College, Chestnut Hill, MA
- 1992 – 1994 Project Director, National Assessment for Educational Progress, Educational Testing Service, Princeton, NJ
- 1987 – 1992 Deputy Director, National Assessment of Educational Progress, Educational Testing Service, Princeton, NJ
- 1983 – 1987 Associate Director, National Assessment of Educational Progress, Educational testing Service, Princeton, NJ
- 1981 – 1983 Director of Assessment Development, National Assessment of Educational Progress, Education Commission of the States, Denver, CO
- 1972 – 1980 Senior Research Analyst, National Assessment of Educational Progress, Education Commission of the States, Denver, CO

SELECTED PUBLICATIONS

- Martin, M.O., & Mullis, I.V.S. (in press). TIMSS 2015 – Illustrating Advancements in Large-Scale International Assessments. *Journal of Educational and Behavioral Statistics*, 35-48.
- Mullis, I.V.S. & Martin, M.O. (2019). Finding what makes a good reader in a rapidly evolving world. *Global Citizenship Review*, (1st quarter) 55-57. Retrieved from: https://issuu.com/ideos_publications/docs/gc_review_q1_2019
- Fishbein, B., Martin, M.O., Mullis, I.V.S., & Foy, P. (2018). The TIMSS 2019 Item Equivalence Study: Examining mode effects for computer-based assessment and implications for measuring trends. *Large-scale Assessments in Education*, 6(11), 1-23. <https://doi.org/10.1186/s40536-018-0064-z>
- Mullis, I.V.S. & Martin, M.O. (Eds.). (2017). *TIMSS 2019 Assessment Frameworks*. Retrieved from Boston College, TIMSS & PIRLS International Study Center website: <http://timssandpirls.bc.edu/timss2019/frameworks>
- Mullis, I.V.S., Martin, M.O., Foy, P., & Hooper, M. (2017). *PIRLS 2016 International Results in Reading*. Retrieved from Boston College, TIMSS & PIRLS International Study Center website: <http://timssandpirls.bc.edu/pirls2016/international-results/>

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- Martin, M.O., Mullis, I.V.S., & Hooper, M. (Eds.). (2017). *Methods and Procedures in PIRLS 2016*. Retrieved from Boston College, TIMSS & PIRLS International Study Center website: <http://timssandpirls.bc.edu/publications/pirls/2016-methods.html>
- Mullis, I.V.S., Martin, M.O., Foy, P., & Hooper, M. (2016). *TIMSS 2015 International Results in Mathematics*. Retrieved from: <http://timssandpirls.bc.edu/timss2015/international-results/timss-2015/mathematics/student-achievement/>
- Martin, M.O., Mullis, I.V.S., Foy, P., & Hooper, M. (2016). *TIMSS 2015 International Results in Science*. Retrieved from: <http://timssandpirls.bc.edu/timss2015/international-results/timss-2015/science/student-achievement/>
- Mullis, I.V.S., Martin, M.O., Foy, P., & Hooper, M. (2016). *TIMSS Advanced 2015 International Results in Advanced Mathematics and Physics*. Retrieved from: <http://timssandpirls.bc.edu/timss2015/international-results/advanced/>
- Mullis, I.V.S., Martin, M.O., & Loveless, T. (2016). *20 Years of TIMSS: International Trends in Mathematics and Science Achievement, Curriculum, and Instruction*. Retrieved from: <http://timssandpirls.bc.edu/timss2015/international-results/timss2015/wp-content/uploads/2016/T15-20-years-of-TIMSS.pdf>
- Mullis, I.V.S., Martin, M.O., Goh, S., & Cotter, K. (Eds.). (2016). *TIMSS 2015 Encyclopedia: Education Policy and Curriculum in Mathematics and Science*. Retrieved from <http://timssandpirls.bc.edu/timss2015/encyclopedia/>
- Martin, M.O., Mullis, I.V.S., & Hooper, M. (Eds.). (2016). *Methods and Procedures in TIMSS 2015*. Retrieved from <http://timssandpirls.bc.edu/publications/timss/2015-methods.html>
- Martin, M.O., Mullis, I.V.S., & Hooper, M. (Eds.). (2016). *Methods and Procedures in TIMSS Advanced 2015*. Retrieved from Boston College: <http://timss.bc.edu/publications/timss/2015-a-methods.html>
- Mullis, I.V.S., Martin, M.O., & Hooper, M. (2016). Measuring Changing Educational Contexts in a Changing World: Evolution of the TIMSS and PIRLS questionnaires. In M. Rosén, K. Y. Hansen, & U. Wolff (Eds.), *Cognitive Abilities and Educational Outcome: A Festschrift in Honour of Jan-Eric Gustafsson*. Cham: Springer International Publishing AG.
- Mullis, I.V.S. & Martin, M.O. (Eds.). (2015). *PIRLS 2016 Assessment Frameworks*. (2nd ed.). Retrieved from Boston College, TIMSS & PIRLS International Study Center website: <http://timssandpirls.bc.edu/pirls2016/framework.html>

- Martin, M.O. & Mullis, I.V.S. (Eds.). (2013). *TIMSS and PIRLS 2011: Relationships Among Reading, Mathematics, and Science Achievement at the Fourth Grade—Implications for Early Learning*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Mullis, I.V.S. & Martin, M.O. (Eds.). (2013). *TIMSS 2015 Assessment Frameworks*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Mullis, I.V.S. (2013). Profiles of Achievement Across Reading, Mathematics, and Science at the Fourth Grade. In M.O. Martin & I.V.S. Mullis (Eds.), *TIMSS and PIRLS 2011: Relationships Among Reading, Mathematics, and Science Achievement at the Fourth Grade—Implications for Early Learning*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
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- Martin, M.O., Foy, P., Mullis, I.V.S., & O’Dwyer, L.M. (2013). Effective Schools in Reading, Mathematics, and Science at the Fourth Grade. In M.O. Martin & I.V.S. Mullis (Eds.), *TIMSS and PIRLS 2011: Relationships Among Reading, Mathematics, and Science Achievement at the Fourth Grade—Implications for Early Learning*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Martin, M.O., Mullis, I.V.S., Arora, A., & Preuschoff, C. (2013). Context Questionnaire Scales in TIMSS and PIRLS 2011. In L. Rutkowski, M. von Davier, & D. Rutkowski (Eds.), *A Handbook of International Large-Scale Assessment*. Boca Raton: Chapman & Hall/CRC.
- Martin, M.O., Mullis, I.V.S., & Foy, P. (2013). The Limits of Measurement: Problems in Measuring Trends in Student Achievement for Low-Performing Countries. In N. McElvany & H.G. Holtappels (Eds.), *Festschrift, Prof. Dr. Wilfried Bos, Studien der Empirischen Bildungsforschung—Befunde und Perspektiven [Festschrift for Prof. Dr. Wilfried Bos, Studies of Empirical Educational Research—Findings and Perspectives]*. Muenster: Waxmann.
- Martin, M.O. & Mullis, I.V.S. (Eds.). (2012). *Methods and Procedures in TIMSS and PIRLS 2011*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
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- Mullis, I.V.S., Martin, M.O., Foy, P., & Drucker, K.T. (2012). *PIRLS 2011 International Results in Reading*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Mullis, I.V.S., Martin, M.O., Minnich, C.A., Stanco, G.M., Arora, A., Centurino, V.A., & Castle, C.E. (2012). *TIMSS 2011 Encyclopedia: Education Policy and Curriculum in Mathematics and Science*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
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- Mullis, I.V.S., Martin, M.O., Robitaille, D.F., & Foy, P. (2009). *TIMSS Advanced 2008 International Report: Findings from IEA's Study of Achievement in Advanced Mathematics and Physics in the Final Year of Secondary School*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
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- Martin, M.O., Mullis, I.V.S., & Foy, P. (with Olson, J.F., Erberber, E., Preuschoff, C., & Galia,

- J.). (2008). *TIMSS 2007 International Science Report: Findings from IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Olson, J.F., Martin, M.O., & Mullis, I.V.S., (Eds.). (2008). *TIMSS 2007 Technical Report*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
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- Martin, M.O. & Mullis, I.V.S. (2006). TIMSS: Purpose and Design. In S.J. Howie & T. Plomp (Eds.), *Contexts of Learning Mathematics and Science—Lessons learned from TIMSS*. London: Routledge.
- Mullis, I.V.S., Kennedy, A.M., Martin, M. O., & Sainsbury, M. (2006). *PIRLS 2006 Assessment Framework and Specifications* (2nd ed.). Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Mullis, I.V.S., Martin, M.O., & Foy, P. (2005). *IEA's TIMSS 2003 International Report on Achievement in the Mathematics Cognitive Domains: Findings from a Developmental Project*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Mullis, I.V.S., Martin, M.O., Ruddock, G.J., O'Sullivan, C.Y., Arora, A., & Erberber, E. (2005). *TIMSS 2007 Assessment Frameworks*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

- Mullis, I.V.S., Martin, M.O., Gonzalez, E.J., & Chrostowski, S.J. (2004). *TIMSS 2003 International Mathematics Report: Findings from IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Martin, M.O., Mullis, I.V.S., Gonzalez, E.J., & Chrostowski, S.J. (2004). *TIMSS 2003 International Science Report: Findings from IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Martin, M.O., Mullis, I.V.S. & Chrostowski, S.J. (Eds.). (2004). *TIMSS 2003 Technical Report*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Mullis, I.V.S. (2004). Assessing Writing and Mathematics. In L.V. Jones & I. Olkin (Eds.), *The Nation's Report Card: Evolution and Perspectives*. Bloomington, IN: Phi Delta Kappa Educational Foundation in cooperation with the American Association for Educational Research.
- Mullis, I.V.S., Kennedy, A.M., Martin, M.O. & Sainsbury, M. (2004). *PIRLS 2006 Assessment Framework and Specifications*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Mullis, I.V.S., Martin, M.O. & Gonzalez, E.J. (2004). *PIRLS International Achievement in the Processes of Reading Comprehension: Results from PIRLS 2001 in 35 Countries*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College. [Also published in a preliminary form in the proceedings of the IRC-2004 conference—see below.]
- Mullis, I.V.S., Martin, M.O. & Gonzalez, E.J. (2004). International Achievement in the Processes of Reading Achievement: Results from PIRLS 2001 in 35 countries. In C. Papanastasiou (Ed.), *Proceedings of the IEA International Research Conference (IRC-2004): PIRLS Vol. 3*. Nicosia, Cyprus: Cyprus University Press.
- Martin, M.O., Mullis, I.V.S. & Gonzalez, E.J. (2004). Home Environments Fostering Children's Reading Literacy: Results from the PIRLS 2001 Study of Reading Literacy Achievement in Primary Schools in 35 Countries. In C. Papanastasiou (Ed.), *Proceedings of the IEA International Research Conference (IRC-2004): PIRLS Vol. 3*. Nicosia, Cyprus: Cyprus University Press.
- Mullis, I.V.S., Martin, M.O., Gonzalez, & E.J., Kennedy, A.M. (2003). *PIRLS 2001 International Report: IEA's Study of Reading Literacy Achievement in Primary Schools in Thirty-Five Countries*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
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- Mullis, I.V.S., Martin, M.O., Kennedy, A.M., & Flaherty, C.L. (Eds.). (2002). *PIRLS 2001 Encyclopedia: A Reference Guide to Reading Education in the Countries Participating in IEA's Progress in International Reading Literacy Study (PIRLS)*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
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- Martin, M.O., Mullis, I.V.S., Gregory, K.D., Hoyle, C.D., & Shen, C. (2000). *Effective Schools in Science and Mathematics: IEA's Third International Mathematics and Science Study*. Chestnut Hill, MA: Boston College.
- Kelly D.L., Mullis I.V.S., & Martin, M.O. (2000). *Profiles of Student Achievement in Mathematics at the TIMSS International Benchmarks: U.S. Performance and Standards in an International Context*. Chestnut Hill, MA: Boston College.
- Smith, T.A., Martin, M.O., Mullis I.V.S., & Kelly D.L. (2000). *Profiles of Student Achievement in Science at the TIMSS International Benchmarks: U.S. Performance and Standards in an International Context*. Chestnut Hill, MA: Boston College.
- Mullis I.V.S., Martin, M.O., Fierros, E.G., Goldberg, A.L., & Stemler, S.E. (2000). *Gender Differences in Achievement: IEA's Third International Mathematics and Science Study*. Chestnut Hill, MA: Boston College.
- Martin, M.O. & Mullis, I.V.S. (2000). International Comparisons of Student Achievement: Perspectives from the TIMSS International Study Center. In D. Shorrocks-Taylor & E.W. Jenkins, *Learning from Others: International Comparisons of Pupil Performance*. Kluwer.
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Mullis, I.V.S. (1999). Standards for Developing Instruments and Reporting Results. In M.O. Martin, K. Rust, & E.J. Adams (Eds.), *Technical Standards for IEA Studies.* Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement.

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