CURRICULUM VITAE

DAVID SLOMP, Ph.D.

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PROFILE

David Slomp is Professor and Associate Dean, Graduate Studies and Research, in the Faculty of Education at the University of Lethbridge, and co-Editor-in-Chief of *Assessing Writing*. His research advances valid, fair, ethical, and justice-oriented approaches to literacy assessment in digital and AI-mediated contexts. Cited more than 1,100 times, his scholarship includes work recognized by the International Literacy Association's Albert J. Harris Award for Outstanding Contribution to Reading Assessment. He has led or advised major externally funded work with SSHRC, Alberta Education, Educational Testing Service, and the Hawaii Department of Education, and his research has shaped policy, professional learning, public commentary, and graduate mentorship.

EDUCATION

Ph.D.   Secondary Education, University of Alberta, Canada, Alberta, 2007

   Dissertation: *Trapped Between Paradigms: Composition Pedagogy in the Context of a Twelfth Grade Standardized Writing Assessment*

M.Ed.   Educational Psychology, University of Alberta, Canada, Alberta, 1999

B.Ed.   Secondary Education (English, TESL) University of Alberta, Canada, Alberta, 1998. (*With Distinction*)

2022—   **Associate Dean Graduate Studies and Research in Education**, Faculty of Education, The University of Lethbridge, Canada

2022—   **Professor**, Faculty of Education, The University of Lethbridge, Canada

2024   Acting Dean, Faculty of Education, University of Lethbridge (Sept-Nov)

2023   **Acting Dean**, School of Graduate Studies, University of Lethbridge (Aug)

2022— 2024 **Social Sciences and Humanities Research Council of Canada, Leader** representing University of Lethbridge

2015—2022 **Associate Professor**, Faculty of Education, The University of Lethbridge, Canada, Alberta

2013—2022 **Adjunct Faculty**, Faculty of Graduate Studies and Research and Faculty Education, University of Ottawa, Canada, Ontario

2011—2015 **Assistant Professor**, Faculty of Education, The University of Lethbridge, Canada, Alberta

2010—2014 **Adjunct Faculty**, College of Arts and Humanities, University of Central Florida, United States, Florida

2009—2011 **Assistant Professor**, Faculty of Education, University of Ottawa, Canada, Ontario

2007—2009 **Post-doctoral Fellow,** Department of English and Film Studies & Department of Secondary Education, University of Alberta, Canada, Alberta

2006—2008 **Instructor**, Department of English and Film Studies, Faculty of Arts, University of Alberta, Canada, Alberta

2003—2008 **Instructor**, Departments of Secondary and Elementary Education, Faculty of Education, University of Alberta, Canada, Alberta

2004—2005 **Instructor**, Academics for Careers and Employment, Norquest College, Canada, Alberta

1998—2003 **Teacher**, Covenant School Canadian Reformed School, Neerlandia, Alberta

HONOURS

2025   **Albert. J. Harris Award** for Outstanding Contribution to Reading Assessment, International Literacy Association.

2016   **Board of Governors' Teaching Chair**, The University of Lethbridge, Canada, Alberta

2015	**Writing Program Certificate of Excellence**, Conference on College Composition and Communication
2008	**President's Achievement Award**, University of Alberta, Canada, Alberta
2008	**PDK & Faculty of Education Dissertation Award**, University of Alberta, Canada, Alberta
2007	**Deans of Arts and Education Postdoctoral Fellowship**, University of Alberta, Canada, Alberta ($110,000)
2005	**Honorary Izaak Walton Killam Memorial Scholarship**, University of Alberta, Canada, Alberta ($38,000)
2005	**Walter H Johns Graduate Fellowship**, University of Alberta, Canada, Alberta ($4,600)
2005	**Social Sciences Humanities Research Council of Canada Doctoral Fellowship** ($20,000)
2005	**Graduate Student Teaching Award**, University of Alberta, Canada, Alberta
2003	**JDH McFetridge Scholarship in Secondary Education**, University of Alberta, Canada, Alberta ($5,000)

PUBLIC ENGAGEMENT

Keynote Addresses & Invited Expert Panels

Slomp, D. (2026, March). *Los sujetos de derecho al centro: avanzar hacia una evaluacion etica y justica de la escritura.* Invited Keynote Presentation for Seminario de Incorporacion a la Red Catedra UNESCO Lecutra y Escritura. Santiago, Chile

Slomp, D. (2025, April) *Assessment Issues in Alberta.* Invited plenary panel for ATA Invitational Curriculum Symposium, Edmonton, Alberta.

Slomp, D. (2022, Oct) *Writing Assessment's Ethical Turn: Implications Assessment Design and Use.* Invited Keynote for 13th Conference on Teaching and Researching EFL Writing. Xian, China.

Slomp, D. (2015). *Testing as social practice: Canada and context in construct representation, test interpretation, and arguments for consequential validity.* Invited Keynote panel Language Testing Research Colloquium, Toronto, Canada.

Interviews And Media Relations

Broadcast Interviews

Slomp, D. (2022). *Fairness, the pandemic, and Alberta's Diploma exam program.* Alberta At Noon, CBC Radio.

Slomp, D. Breakenridge, Rob. (2012). *Classroom assessment policies.* The Rob Breakenridge Show. Chorus Radio Network. Discussed the principles behind sound classroom assessment policies. Fielded calls from audience members

Slomp, D. (2007). *Effects of standardized literacy testing on students and teachers*. Evening News. CBC. Raised the issue that Alberta's grade 12 diploma exam in English language arts may be harming more than helping student learning

News Paper and Magazine Entries

Slomp, D. (2022). Community Needs to Fight for University Again. *Lethbridge Herald*, (Feb 26).

Slomp, D., Marynowski, R. (2015). Assumptions Dressed up as Research. *Edmonton Journal*, (July 13).

Slomp, D. (2015). Fake grades and the failure of accountability in Alberta Education. *Calgary Herald*.

Slomp, D. (2014). The real problem lies with the diploma exams themselves. *Edmonton Journal,* (Nov. 21).

Graves, R., Slomp, D. (2013). Entrance Testing is not the Answer. *University Affairs,* (Dec. 18).

Slomp, D. (2012). Where's the proof that more tests actually help students learn better? *Edmonton Journal*, (Nov. 16).

Slomp, D. (2012). School Assessment Policy: It's not about zeros; it's all about evidence. *National Post*.

Slomp, D. (2004). Testing the best test. *National Post*.

SCHOLARLY and PROFESSIONAL ACTIVITIES

Editorial Activities

2017—2026	Co-Editor-in-Chief, *Assessing Writing*
2019—2021	Guest Editor, *Journal of Writing Analytics*, Assessing Complex Constructs
2019—2021	Literacy Assessment Department Editor, *Journal of Adolescent and Adult Literacy*
2012	Guest Editor, *Assessing Writing*. Special Issue on the Challenges of Assessing the Development of Writing Ability
2004—2006	Editor, *Alberta Voices*

Mentoring Activities

2021—2022	Mentor, Faculty of Education Mentorship Program
2018—2022	Mentor, Supporting Outstanding University Research and Creative Excellence (SOURCE) College of Mentors, University of Lethbridge
2003—2005	Mentor, University Outreach Program, University of Ottawa

Journal Review Activities

2017—	Editorial Board Member, *Journal of Writing Analytics*
2016—	Reviewer, *Journal of Writing Assessment*
2012—2022	Reviewer, *Research in the Teaching of English*
2010—2017	Editorial Board Member, *Assessing Writing*
2008	Reviewer, *Alberta Journal of Educational Research*
2008	Reviewer, *Canadian Journal of Education*
2008 – 2012	Editorial Board Member, *Language and Literacy*

Event Administration

2014 – 2014	Co-administrator, Alberta Writes 3
2013 – 2013	Co-administrator, Alberta Writes 2
2012 – 2012	Co administrator, Alberta Writes 1
2004 – 2006	Program Chair, English Language Arts Council Annual Conference
2003 – 2005	Committee Member, English Language Arts Council Annual Conference
2003 – 2004	Secretary, Conference Committee, English Language Arts Council Annual Conference

Research Funding Application Assessment Activities

2016—	Reviewer, Qatari National Research Fund
2016—2018	Committee Member, General Faculty Council Research Committee, The University of Lethbridge, Alberta
2016—2017	Chair, Teaching Centre Advisory Council, The University of Lethbridge, Alberta
2012—2014	Committee Member, Communities of Research Excellence Development Opportunities Grant, The University of Lethbridge, Alberta
2012—2014	Committee Member, General Faculty Council Research Committee, The University of Lethbridge, Alberta

Promotion Tenure Assessment Activities

2018—2019	Chair, Faculty of Education STP Committee
2017—2020	Member, Faculty of Education STP Committee

Organizational Review Activities

2026	External Reviewer, CITY University Masters of Educational Leadership Program, Calgary Campus.
2021 - 2022	Self-study Committee, Masters of Arts Quality Assurance Review Committee
2016 – 2017	Self-study Committee Chair, Masters of Education Quality Assurance Review Committee

Community and Volunteer Activities

2024 –   Member, International Literacy Association, Assessment Task Force
2023 –   International Society for the Advancement of Writing Research, Publications Committee
2012 – 2018   Board Member, Member of the Board of Directors, Coaldale Christian School, Coaldale
2005 – 2008   Board Member, Member of the Board of Directors & Chair of Personnel Committee, Parkland Immanuel Christian School, Edmonton

RESEARCH FUNDING

Year	Description	Role	Amount
2024	Hawaii Department of Education Contract, *Performance Assessment Development Initiative*	ELA Lead	**$42,000** (USD)
2020	Social Sciences and Humanities Research Council of Canada, Insight Development Grant *Exploring Complex Writing Skills in the Digital Economy: A Novice-Expert Study*	Co-Principal Investigator	**$63,746**
2019	Educational Testing Service, Contract *Integrated Digital Formative Assessment of Workplace Communications*	Principal Investigator	**$4,000** *(USD)*
2019	Educational Testing Service, Contract *Integrated Digital Formative Assessment of Workplace Communications*	Principal Investigator	**$3,000** *(USD)*
2016	Alberta Education, Contract *Alberta's Student Learning Assessment Program: An Integrated Evaluation*	Principal Investigator	**$199,600**
2015	University of Lethbridge, Internal SSHRC Grant *Assessing the Efficacy of a Writing-as-Problem-Solving Pedagogy*	Principal Investigator	**$16,000**
2014	Alberta Centre for Child, Family, and Community Research, Grant *Alberta Writes 3: Writing between School and Work*	Principal Investigator	**$10,000**
2014	University of Lethbridge, Internal SSHRC Grant *Building A Canadian Institute for Writing Research*	Principal Investigator	**$6,000**

2014	University of Lethbridge, Communities of Research Excellence Opportunity Grant *Leadership for Learning: The Principal, Teacher, Student Learning, and Assessment Connections*	Co-Investigator	$23,000
2013	Alberta Education, Contract *Assessment Leadership in Schools* Alberta Assessment Consortia	Co-Investigator	$149,000
2011	University of Lethbridge, New Faculty Research Grant *Mapping Writing Instruction in Alberta*	Principal Investigator	$5,000
2012	Alberta Rural Development Network (ARDN), Grant *Writing Transitions: Mapping Expectations for Student Writing in Alberta*	Co-Investigator	$10,000
2009	Social Sciences and Humanities Research Council of Canada, Grant *Limiting Literacy, Limiting Excellence? An Examination into the Consequences of Large-Scale Standardized Literacy Assessment*	Principal Investigator	$72,984
2009	University of Alberta, Grant *Dare to Deliver Differently: Examining the Efficacy of Transfer-oriented Writing Pedagogy*	Co-Investigator	$66,000
2007	Canadian Language and Literacy Research Network, Grant *Travel Award*	Principal Investigator	$800

PROGRAM FUNDING

2024	Mental Health Professions Enrollment Expansion grant	Lead Applicant	$780,000
2024	SSHRC Exchange Grant: *Graduate Studies Design Challenge Day*	Principal Applicant	$7,000
2023	Strategic Enrollment Management Fund: *Equity in Graduate Program Admissions*	Principal Applicant	$7,500

PUBLICATIONS

Edited Books in Process

Slomp, D., Reyes, N., Yu, S. & Wilson, J. (Under Contract). *Handbook of Writing Assessment: Current Complexities, Future Directions*. Routledge.

Refereed Publications in Process

Slomp, D., & Castillo, C. (Abstract Accepted) Validity and Justice in Writing Assessment across the Americas. In Federico Navarro, Natalia Ávila Reyes & Mya Poe (Eds) *Handbook of Writing Research Across the Americas* (June 30, 2026; Oct 2026)

Forzani, E., & Slomp, D. (Abstract Accepted) Advancing Equity-Oriented Literacy Assessment, In Chase Young, Allison Ward Parsons, Christina Dobbs, & Seth Parsons (Eds*), Research Handbook on Reading and Literacy* (Aug 2026; March 2027)

Slomp, D., Poe, M., Oliveri, M., & Randall, J. (Invited) Advancing Justice: A Response to Owen & Xu, *Language Testing*. (May 2026)

Slomp,D., & East, M. (Invited) Ethics and assessment, *Assessment and Development Matters* (June 2026).

Oliveri, M., Slomp, D., & Elliot, N. (Abstract Accepted). Sociocognitive models of writing, in Eric Tucker and Maria Elena Oliveri (Eds). *Modeling What Matters: The Research and Legacy of Robert J. Mislevy* (May 2026)

Refereed Journal Articles

Forzani, E., Corrigan, J., Slomp, D., & Randall, J. (2024). Prioritizing equitable social outcomes with and for diverse readers: A conceptual framework for the development and use of justice-based reading assessment. *Educational Psychologist*, *59*(4), 291-314.

Randall, J., Poe, M., Oliveri, M. E., & Slomp, D. (2024). Justice-oriented, antiracist validation: Continuing to disrupt white supremacy in assessment practices. *Educational Assessment*, *29*(1), 1-20. *https://doi.org/10.1080/10627197.2023.2285047*

Randall, J., Poe, M., Slomp, D., & Oliveri, M. E. (2024). Our validity looks like justice. Does yours?. *Language Testing*, *41*(1), 203-219. https://doi.org/10.1177/02655322231202947

East, M., & Slomp, D. (2024). The ethical turn in writing assessment: How far have we come, and where do we still need to go?. *Language Teaching*, *57*(2), 262-273.

Randall, J., Slomp, D., Poe, M., & Oliveri, E. (2023). Disrupting white supremacy in assessment: Toward a justice-oriented, antiracist validity framework. In *Twin Pandemics* (pp. 78-86). Routledge.

Slomp, D., Oliveri, M. E., Elliot, N. (2021). Afterword: Meeting the Challenges of Workplace English Communication in the 21st Century. *Journal of Writing Analytics 5.* 342-370.

Oliveri, M. E., Slomp, D., Rupp, A., Mislevy, R., Vezzu, M., Tackitt, A., Phelps, J., Osborn, M. (2021). Introduction: Meeting the Challenges of Workplace English Communication in the 21st Century. *Journal of Writing Analytics 5.* 1-33.

Nichols, P., Leblanc, R., Slomp, D. (2021). Writing Machines: Formative Assessment in the Age of Big Data. *Journal of Adolescent and Adult Literacies, 64*(6). 712-719.

Randall, J., Poe, M., Slomp, D. (2021). Ain't Oughta Be in the Dictionary: Getting to Justice by Dismantling Anti-Black Literacy Assessment Practices. *Journal of Adolescent and Adult Literacies, 64*(5). 594-599.

Oliveri, M. E., Slomp, D., Rupp, A., Mislevy, R. (2021). Principled Development of Workplace English Communication Part 3: An Integrated Design and Appraisal Framework. *Journal of Writing Analytics, 5*. 109-141.

Oliveri, M. E., Slomp, D., Rupp, A., Mislevy, R. (2021). Principled Development of Workplace English Communication Part 2: Expanded Evidence-Centered Design and Theory of Action Frameworks. *Journal of Writing Analytics, 5*. 71-108.

Oliveri, M. E., Mislevy, R., Slomp, D. (2021). Principled Development of Workplace English Communication Part 1: A Sociocognitive Framework. *Journal of Writing Analytics, 5.* 34-70.

Corrigan, J. & Slomp, D. (2021). Articulating a Sociocognitive Construct of Writing Expertise for the Digital Age. *Journal of Writing Analytics, 5.* 142-195.

Slomp, D. & Elliot, N. (2021). Where's Your Theory of Action: Making Good Trouble with Literacy Assessment. *Journal of Adolescent and Adult Literacy, 64*(4). 468-475.

Forzani, E., Corrigan, J. & Slomp, D. (2020). Reimagining Literacy Assessment through a New Literacies Lens. *Journal of Adolescent and Adult Literacy, 64*(3) 351-355. https://doi.org/10.1016/j.asw.2020.100453

Slomp, D., Marynowski, R., Holec, V., & Ratcliffe, B. (2020). Consequences and outcomes of policies governing medium-stakes, large-scale exit exams. *Educational Assessment, Evaluation and Accountability*. 1-30. https://doi.org/10.1007/s11092-020-09334-8

Slomp, D. & Broad, B. (2020). Monsters, Inc.: Curing Ethical Blindness in an Era of Test-based Accountability. *Journal of Adolescent and Adult Literacy, 64*(2). 232-235.

Slomp, D. (2020). Sex, Finance and Literacy Assessment. *Journal of Adolescent and Adult Literacy, 64*(1). 106-110.

Oliveri, M. E., Nastal, J., & Slomp, D. (2020). Reflections on Equity-Centered Design. *ETS Research Report Series*. 1-9. https://doi:10.1002/ets2.12307

Slomp, D. (2019). Complexity, Consequences, and Frames: A quarter century of research in *Assessing Writing. Assessing Writing, 42*. 1-18.

Slomp, D. (2018). Scaffolding for Independence: Writing-as-problem-solving pedagogy. *English Journal, 108* (2). 84-94.

Chabot, D., & Slomp, D. (2018). Writing as problem solving: Foundations for writing across the disciplines. *Light on Teaching, 2018-19,* 14-19.

Marynowski, R., Momborquette, C., Slomp, D. (2017). Using Highly Effective Student Assessment Practices as the Impetus for School Change: A Bioecological Case Study. *Leadership and Policy in Schools.* 117-137. doi:http://dx.doi.org/10.1080/15700763.2017.1384497

Marynowski, R., Momborquette, C., Slomp, D. (2017). Helping teachers go from 'Good to Great'. *CAP Journal*. 19-23.

Elliot, N., Slomp, D., Poe, M., Cogan Jr, J., Broad, B., Cushman, E. (2016). Forum: Issues and reflections on ethics and writing assessment. *Journal of Writing Assessment, 9*(1). doi:http://journalofwritingassessment.org/article.php?article=95

Slomp, D. (2016). An Integrated Design and Appraisal Framework for Ethical Writing Assessment. *Journal of Writing Assessment, 9*(1). doi:http://journalofwritingassessment.org/article.php?article=91

Slomp, D. (2016). Ethical Considerations in Writing Assessment. *Journal of Writing Assessment, 9*(1). doi:http://journalofwritingassessment.org/article.php?article=94

Slomp, D., Graves, R., Broad, B. (2015). (Re)Mapping the System: Toward dialogue driven transformation in the teaching and assessment of writing. *Alberta Journal of Educational Research, 17*(2), 538-558.

Slomp, D., Corrigan, J., Sugimoto, T. (2014). A framework for using consequential validity evidence in evaluating large-scale writing assessments. *Research in the Teaching of English, 48*(3).

Slomp, D. (2012). Challenges in Assessing the Development of Writing Ability: Theories, Constructs and Methods. *Assessing Writing, 17*, 81-91.

Slomp, D. (2012). In this issue. *Assessing Writing, 17*, 79-80.

Slomp, D., Sargent, M. E. (2009). Thinking Horizontally As Well: Commenting on Douglas Downs and Elizabeth Wardle's "Teaching about Writing, Righting Misconceptions.". *College Composition and Communication, 60*(3), 25-34.

Slomp D. (2008). Harming not Helping: The impact of a Canadian standardized writing assessment on curriculum and pedagogy. *Assessing Writing, 13*, 180-200.

Nahachewsky, J. & Slomp, D. (2005). Victorian sensibilities in the new wild west: A critical reading of the Western and Northern Canadian Protocol for English Language Arts. *Journal of the Canadian Association of Curriculum studies, 3*(1), 93-105.

Slomp, D. (2005). Teaching and Assessing Language Skills: Defining the knowledge that matters. *English Teaching: Practice and Critique, 4(*3), 141-155.

Slomp, D. & Fuite, J. (2005). Following Phaedrus: Alternate Choices in Surmounting the Reliability/Validity Dilemma. *Assessing Writing, 9*(3), 190-297.

Refereed Chapters In Books

Corrigan, J., Slomp, D., & MacDonald, N. (In Press). A call for psychometric decolonization: Indigenizing literacy assessment through two-eyed seeing and a digital literacies ethos. In Elena Forzani, Jill Castek, Julie Coiro, Carita Kiili, Michelle Schira Hagerman, & Jesse Sparks (Eds). *International Handbook of Research in Digital Literacies*

Slomp, D., Oliveri, M. E., & Poe, M. (2025). Working toward culturally sustaining workplace assessment programs using an integrated design and appraisal framework. In C. M. Evans & C. S. Taylor (Eds.), Culturally Responsive Assessment in Classrooms and Large-Scale Contexts: Theory, Research, and Practice (1st ed., pp. 177-201). Routledge. https://doi.org/10.4324/9781003392217-13

Mislevy, R. J., Oliveri, M. E., Slomp, D., Crop Eared Wolf, A., & Elliot, N. (2025). An evidentiary-reasoning lens for socioculturally responsive assessment. In R. E. Bennett, L. Darling-Hammond, & A. Badrinarayan (Eds.), Socioculturally Responsive Assessment: Implications for Theory, Measurement, and Systems-Level Policy (1st ed., pp. 199-241). Routledge. https://doi.org/10.4324/9781003435105-13

East, M., & Slomp, D. (2024). Assessing writing. Reference Module in Social Sciences. Elsevier. https://doi.org/10.1016/B978-0-323-95504-1.00152-6

Slomp, D. (2024). Ethical considerations and writing assessment. In D. Kelly-Riley, T. Macklin, & C. Whithaus (Eds.), Considering Students, Teachers, and Writing Assessment: Volume 2, Emerging Theoretical and Pedagogical Practices. The WAC Clearinghouse; University Press of Colorado. https://doi.org/10.37514/PER-B.2024.2326.2.14

Slomp, D (2024). From Isolation to Integration: Technical Issues in the Assessment of Writing. In Diane Kelly-Riley, Carl Whithaus, & Tilitha Macklin (Eds.), *Considering Students, Teachers, and Writing Assessment: Volume 1, Technical and Political Contexts.* Utah State University Press.

Brown, D., Slomp, D., & Wetzel, D. (2023). Introduction to the volume. In David Brown & Danielle Wentzel (Eds), *Corpora and Rhetorically Informed Text Analysis: The diverse applications of DocuScope* (pp. 25-40). Philadelphia: John Benjamin's Publishing Company.

Slomp D., Bright, R., Steed, M., Burleigh, D., & Pelech, S. (2016). Writing in Education: From Genre Analysis to Program Redesign. In Roger Graves, Theresa Hyland (Ed.), *Writing Assignments Across University Disciplines* (pp. 1-16). Inkshed Publications.

Leu, D., Slomp, D., Zawalinski, J., Corrigan, J. (2015). Writing Research through a New Literacies Lens. In Charles A. MacArthur, Steve Graham & Jill Fitzgerald (Eds.), Handbook of Writing Research (2nd Edition ed.) (pp. 41-53). New York, United States: Guildford Publications.

Nahachewsky, J. & Slomp D. (2009). Sound and Fury: Studied response of curriculum and classroom in digital times. In James Nahachewsky and Ingrid Johnston (Eds.), Beyond Presentism (pp. 1-9). Rotterdam: Sense Publishers.

Conference Publications

Steed, M., Bright, R., Slomp, D., Burleigh, D. (2017, March). The Virtual Classroom Project through Video Vignettes. In *Society for Information Technology & Teacher Education International Conference* (pp. 2480-2485). Association for the Advancement of Computing in Education (AACE).

Thompson, L. A., Taylor, E., Slomp, D., Nellis, R., Fuite, J. J., Donald, D.T., & Agrey, L. (2004). Teachers as Public Intellectuals: The Ever-Changing Landscape of Teacher Education. *Reframing Teacher Education: The Changing Landscape.* G. Germain, C. Mills, N. Marchand (eds). Edmonton: Faculty of Education, Faculte St. Jean.

Non-Refereed Journal Articles

Slomp, D. (2015). Writing Assessment in Six Lessons. *Phi Delta Kappan, 96*, (5), 62-67.

Slomp, D. (2005). Parsing the Madness: Historical Issues in Writing Assessment and the Implications for Teaching. *Alberta Voices, 3*(2), 4-8.

Slomp, D. (2003). Pitfalls and Promises: Principles for Effective Feedback to Student Writing. *Alberta Voices, 1*(1), 28-32.

Slomp, D. (2002). Dreaming of Flight: A reflection on the Teaching of Writing. *Alberta English, 39*(2), 15-20.

Slomp, D. (2002). Mirrors to Experience: Photo Essays for Senior English. *Classroom Notes Plus, 20*(1), 12-14.

Editorials and Introductions

East, M., & Slomp, D. (2026). Volume 67 editorial. Assessing Writing, 67, 101016. doi:10.1016/j.asw.2026.101016.

Slomp, D., & East, M. (2025). Editorial. Assessing Writing, 66, 100999. doi:10.1016/j.asw.2025.100999.

East, M., & Slomp, D. (2025). Editorial Volume 65. Assessing Writing, 65, 100963. doi:10.1016/j.asw.2025.100963.

Slomp, D., & East, M. (2025). Editorial. Assessing Writing, 64, 100938.

East, M., & Slomp, D. (2025). Editorial Volume 63. Assessing Writing, 63, 100917. doi:10.1016/j.asw.2025.100917.

Slomp, D., & East, M. (2024). Editorial. Assessing Writing, 62, 100900.

East, M., & Slomp, D. (2024). Editorial. Assessing Writing, 61, 100879.

Slomp, D., & East, M. (2024). Volume 60 editorial. Assessing Writing, 60, 100857. doi:10.1016/j.asw.2024.100857.

East, M., & Slomp, D. (2024). Editorial. Assessing Writing, 59, 100816. doi:10.1016/j.asw.2024.100816.

Brown, D. W., Slomp, D., & Zawodny Wetzel, D. (2023). Introduction and overview to the volume. In *Corpora and Rhetorically Informed Text Analysis: The diverse applications of DocuScope* (pp. 25-40). John Benjamins Publishing Company.

Slomp, D., & East, M. (2023). Editorial. Assessing Writing, 58, 100793. doi:10.1016/j.asw.2023.100793.

East, M., & Slomp, D. (2023). Editorial. Assessing Writing, 57, 100772. doi:10.1016/j.asw.2023.100772.

Slomp, D., & East, M. (2023). Editorial. Assessing Writing, 56, 100744. doi:10.1016/j.asw.2023.100744.

East, M., & Slomp, D. (2023). Editorial - vol 55 Jan 2023. Assessing Writing, 55, 100700. doi:10.1016/j.asw.2023.100700.

East, M., & Slomp, D. (2022). Editorial Volume 54. Assessing Writing, 54, 100677. doi:10.1016/j.asw.2022.100677.

Slomp, D., & East, M. (2022). Editorial. Assessing Writing, 53, 100652.

East, M., & Slomp, D. (2022). Editorial Volume 52. Assessing Writing, 52, 100631. doi:10.1016/j.asw.2022.100631.

Slomp, D., & East, M. (2022). Editorial. Assessing Writing, 51, 100607. doi:10.1016/j.asw.2022.100607.

Slomp, D., & East, M. (2021). Editorial. Assessing Writing, 50, 100582. doi:10.1016/j.asw.2021.100582.

East, M., & Slomp, D. (2021). Editorial. Assessing Writing, 49, 100551.

East, M., & Slomp, D. (2021). Editorial. Assessing Writing, 48, 100537.

Slomp, D., & East, M. (2021). Editorial. Assessing Writing, 47, 100512.

East, M., & Slomp, D. (2020). Editorial. Assessing Writing, 46, 100494.

Slomp, D., & East, M. (2020). Volume 45 Editorial. Assessing Writing, 45, 100472.

East, M., & Slomp, D. (2020). Editorial. Assessing Writing, 44, 100453.

Slomp, D., & East, M. (2020). Editorial. Assessing Writing, 43, 100447.
      doi:10.1016/j.asw.2020.100447.
East, M., & Slomp, D. (2019). Editorial. Assessing Writing, 41, A1–A2.
      doi:10.1016/j.asw.2019.06.008.
Slomp, D., & East, M. (2019). Editorial - volume 40. Assessing Writing, 40, A1–A2.
      doi:10.1016/j.asw.2019.04.001.
East, M., & Slomp, D. (2019). Editorial. Assessing Writing, 39, A1–A2.
      doi:10.1016/j.asw.2019.01.002.
Slomp, D., & East, M. (2018). Editorial. Assessing Writing, 38, A1–A2.
East, M., & Slomp, D. (2018). Editorial. Assessing Writing, 37, A1–A2.
Slomp, D., & East, M. (2018). Editorial. Assessing Writing, 35, A1–A2.

Reports

Slomp, D., Elliot, N., Marynowski, R., Rudniy, A. (2017). *Alberta's student learning
      assessment program An Integrated Evaluation*.
      doi:https://education.alberta.ca/media/3615918/sla-research-executive-summary.pdf
Mombourquette, C., Bruisedhead, R., Slomp, D., Marynowski, R., Mombourquette, S., Bengry,
      S. (2014). *School Program Evaluation: Crowfoot Elementary School*.
Mombourquette, C., Bruisedhead, R., Slomp, D., Marynowski, R., Mombourquette, S., Bengry,
      S. (2014). *School Program Evaluation: Chief Old Sun School*.
Mombourquette, C., Bruisedhead, R., Slomp, D., Marynowski, R., Mombourquette, S., Bengry,
      S. (2014). *School Program Evaluation: Siksika Nation High School*.
Mombourquette, C., Bruisedhead, R., Slomp, D., Marynowski, R., Mombourquette, S., Bengry,
      S. (2014). *School Program Evaluation: Siksika Outreach School*.
Mombourquette, C., Slomp, D., Marynowski, R., Bighead, R. (2014). *School Program Review:
      Bigstone Cree Nation Oski Pasikoniwew Kamik School*.
Sargent, B., Johnston, I., Leskiw, B., Slomp, D. (2008). *University of Alberta Final Report and
      Recommendations*. doi:http://www.writing.ualberta.ca/en/Writing%20Task
      %20Force/Recommendations%20and%20Resources.aspx
Kwong See, C., Johnston, I., Slomp, D., & Schneider, T. (2006). *Writing Taskforce,
      Subcommittee 3 report: What Background 1rst Year Students bring to the U of A*.
      doi:http://www.arts.ualberta.ca/wtf/PDF%20files/Subcom3/WTF%20
      Subcom%203%20report%20April%2012%2006.pdf
Leskiw, B., Day, R., Johnston, I., Connor, B., Johnson, M., Schneider, T., Kwong See, S.,
      Szekely, L., Wilson, M. & Slomp, D. (2006). *Writing Taskforce Subcommittee 5:
      Stakeholder Views*. doi:http://www.arts.ualberta.ca/wtf/PDF%20files/
      Subcom5/Subcommittee5-report.pdf
Dailey-O'Cain, J., Hughes, K., Johnson, M., Slomp, D., & Spencer, L. (2006). *Writing Taskforce
      Subcommittee 6: Assessment (Outcomes)*.
      doi:http://www.arts.ualberta.ca/wtf/PDF%20files/Subcommittee6-Report(March30).pdf

Slomp, D. (2026, March). *Los sujetos de derecho al centro: avanzar hacia una evaluacion etica y justica de la escritura.* Invited Keynote Presentation for Seminario de Incorporacion a la Red Catedra UNESCO Lecutra y Escritura. Santiago, Chile

Navarro, F., Reyes, N. Poe, M., Slomp, D., Venegas, R., Trigos, L., & Dipprer, R. (2025, Nov) *Writing Research in the Americas Panel Presentation/ Investigaciones sobre escritura en las Américas.* V Congreso de la Asociación Latinoamericana de Estudios de Escritura en Educación Superior y Contextos Profesionales (ALES) & VIII Encuentro Internacional Redlees. Bogata, Columbia.

Slomp, D., Poe, M. & Oliveri, M. (2024, April) *Assessment validation frameworks for culturally responsive assessment programs.* National Council on Measurement in Education. Philadelphia.

Slomp, D., Baidoo-Anu, D., Oliveri, M., Poe, M. & Green, A. (2024, April). *Integrated Design and Appraisal Framework for Culturally Responsive Assessment Programs.* American Educational Research Association. Philadelphia.

Forzani, E., Corrigan, J., Slomp, D., & Randall, J. (2024, April). *Prioritizing Social Outcomes with and for Diverse Readers: A Conceptual Framework for Equity-oriented Sciences of Reading Assessment.* American Educational Research Association. Philadelphia.

Forzani, E., Slomp, D., Corrigan, J., Rivosecchi, M. (2023, Dec). *Examining Equity-oriented Framing in Digital Literacies Assessment: A Review of the Past Twenty-two Years of Research.* Literacy Research Association Annual Meeting. Atlanta.

Poe, M., Slomp, D., Graphenreed, T., Alsop, S., Kwok, K. (2023, Feb) *Innovations in Writing Assessment in the Service of Equity and Justice.* Writing Research Across Borders. Trondheim, Norway.

Forzani, E., Corrigan, J., & Slomp, D. (2022, Dec). *Privileging Justice and Fairness in Assessment: Towards a Conception of Critical Assessment Practices for New Literacies and Beyond.* Literacy Research Association. Phoenix.

Slomp, D. (2021, June 8). *Bridging Research and Practice by Examining the Consequences of Assessment Design and Use.* [Half-day Training Session]. National Council on Measurement and Evaluation. Virtual.

Slomp, D. (2020, Apr 17-21). *Integrated Design and Appraisal: Linking Construct Representation to Consequences of Assessment Design and Use.* [Symposium] National Council on Measurement and Evaluation. San Francisco. (Conference Canceled)

Slomp, D., Oliveri, M., (2020, Apr 17-21). "*Identifying, Understanding, and Mitigating Unintended Consequences of Test Use.* Half-day workshop. National Council on Measurement and Evaluation. San Francisco. (Conference Canceled)

Slomp, D. H., Oliveri, M. E. & Corrigan, J. (2020, Apr 17 - 21) *Assessment to Support Independence and Resilience in Workplace Communication* [Symposium]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/tbnylfa (Conference Canceled)

Oliveri, M. E., Rupp, A. & Slomp, D. (2020, Feb 6-8) *Towards Integrating a Sociocognitive Approach to Contextualized and Situated Problem Solving Digital Activities to Enhance Student Preparation of Workplace English Communication Skills.* 9th Annual Conference on Writing Analytics. St Petersburg, United States.

Slomp, D. (2017). "Writing-as-Problem-Solving: Expanded Meaningfulness as a Foundation for the Development of Writing Ability". Literacy Research Association, Tampa, United States.

Slomp, D., Leask, R., Miller, K., Burke, T. Neamtu. K., Dupuis, S., Vanham, J., Hagen, L., Hegedus, C. (2016). "Teaching Writing through a New-Literacies Lens: Writing-as-problem-solving". National Council of Teachers of English Conference, Atlanta, United States.

Slomp, D H. (2016). "Engaging Media in the Pursuit of Action: Strategies for Reframing Public Discourse on Writing Assessment". Conference on College Composition and Communication, Houston, United States.

Slomp, D., Leask, R., Miller, K., Burke, T. Neamtu. K., Dupuis, S., Vanham, J., Hagen, L., Hegedus, C. (2016). "Writing-as-problem-solving: Teaching for Transfer in Secondary School English". Canadian Society for Studies in Education, Calgary, Canada.

Slomp, D. (2016). "Enhancing Teacher designed Classroom Assessment through Rigorous Construct Representation". Canadian Society for Studies in Education, Calgary, Canada.

Slomp, D., Marynowski, R., Mombourquette, C. (2016). "Using A Bio-ecological Model to Frame School Change". Canadian Society for Studies in Education, Calgary, Canada.

Slomp, D., Leask, R., Miller, K., Burke, T. Neamtu. K., Dupuis, S., Vanham, J., Hagen, L., Hegedus, C. (2016). "Writing as Problem-Solving: Teaching and Assessing Writing for Long-term Development". Southwestern Alberta Teachers Convention, Lethbridge, Canada.

Slomp, D. (2016). "Qualitative Data and the Integrated Design and Appraisal of Writing Assessment Programs". Qualitative Research Forum, Houston, United States.

Slomp, D. (2015). "Writing Program Assessment: Consequence as an Integrated Framework". Conference on College Composition and Communication, Tampa, United States.

Slomp, D. (2015). "The Risks and Rewards of Assessment: A Workshop for WPA's and Writing Instructors". Conference on College Composition and Communication, Tampa, Canada.

Slomp, D., Graves, R., Williams, A., Hyland, T., Jewinski, J., Parker, A., Samuels, B., McKeown, M., Borrows, G. (2014). "Roundtable: Writing Assignments and Curricular Change". Canadian Association for the Study of Discourse and Writing, St. Catherines, Canada.

Slomp, D. (2014). "A Broad View of Writing as New Technologies Redefine what it Means to be a Writer". Literacy Research Association, San Marco Island, Canada.

Slomp, D. (2014). "Writing Instruction for the 21st Century". InspirED - A conference hosted by the English Language Arts Council of the Alberta Teacher's Association, Banff, Canada.

Slomp, D., Poe, M., & Broad, B. (2014). "Qualitative research in a Quantitative Field: A featured roundtable". Qualitative Research Forum, Indianapolis, United States.

Slomp, D. (2014). "Confronting boundaries in writing assessment: Transforming knowledge for a digital age". Canadian Society for Studies in Education, St. Catherines, Canada.

Slomp, D. (2014). "Writing across the K-postsecondary continuum in Alberta, Canada: Values, Synergies, and Gaps". Writing Across Borders 3, Paris, France.

Slomp, D. (2014). "The role of consequential validity evidence in rearticulating writing assessment practices". Writing Across Borders 3, Paris, France.

Slomp, D., Corrigan, J. (2014). "A framework for using consequential validity evidence in evaluating large-scale writing assessments". Canadian Society for Studies in Education, St. Catherines, Canada.

Slomp, D. (2013). "Alberta Writes 2: Conversations about Writing". Alberta Writes 2, Edmonton, Canada.

Slomp, D., Nahachewsky, J. (2013). "Composing oneself: A language and literacy teacher's classroom experiences in our digital age". Language and Literacy Researchers of Canada Pre-conference, Victoria, Canada.

Slomp, D. (2013). "Making Policy Impacts Public: Contextual Factors that Shape Writing Instruction in Secondary and Postsecondary contexts". Conference on College Composition and Communication, Las Vegas, United States.

Slomp, D., Gorzelsky, G., MacKinder, D., Taczak, K, Robertson, L., Broad, B., Pazek, J. Trimble, T., Grogan, J., Duprey, W. Jankens, A., Mix-Thibault, J., Kengaga, H. (2012). "Assessing Transfer: Using Reflection to Evaluate Transfer at Critical Transitions". Conference on College Composition and Communication, St.Louis, United States.

Slomp, D. (2012). "Alberta Writes 1: Conversations about Writing". Alberta Writes 1, Lethbridge, Canada.

Slomp, D. (2012). "Classroom Assessment of Student Writing in ELA 9: What are the contextual factors that shape teacher practices?". Alberta Assessment Consortium, Edmonton, Canada.

Slomp, D. (2011). "Literacy Education within the Context of the OSSLT: English 10 Applied (ENG2P) Teachers Discuss Pedagogy and Practice". Canadian Society for Studies in Education, Fredericton, Canada.

Slomp, D., Quigley, B. (2011). "Qualitative approaches to collecting consequential validity evidence". Evaluation and Assessment in the Contemporary Society: Issues and Promises, Ottawa, Canada.

Slomp, D. (2011). "Does Contested Pedagogy Translate into Contested Assessment?". Conference on College Composition and Communication, Atlanta, United States.

Slomp, D. (2011). "A transactional perspective on the development of writing ability: Implications for curriculum, pedagogy, and assessment". ALAA-ALANZ combined conference, Canberra, Australia.

Slomp, D. (2010). "Connected Understandings: Student Writing Across the Secondary/Post Secondary Divide". Canadian Society for Studies in Education, Montreal, Canada.

Slomp, D. (2010). "Rethinking Transfer, renewing pedagogy". Conference on College Composition and Communication, Louisville, United States.

Slomp, D., Yancey, K. (2010). "The Subject is Writing: First-Year Composition as an Introduction to Writing Studies". Conference on College Composition and Communication, Louisville, United States.

Slomp, D., Yancey, K. (2009). "The Subject is Writing: First-Year Composition as an Introduction to Writing Studies". Conference on College Composition and Communication, San Francisco, United States.

Slomp, D. (2009). "Looking for Transfer: Assessing FYC as Writing Studies within a vertical and horizontal WAC curriculum". Conference on College Composition and Communication, San Francisco, United States.

Slomp, D. (2008). "Caught Between Paradigms: Composition Pedagogy in the Context of a Twelfth-Grade Standardized Writing Assessment". American Educational Research Association, New York, United States.

Slomp, D., Sargent, B., Strachan, W. (2008). "How Strong Programs with National (Canadian) Identities Flower and/or Fail: Exploring Cultural Transformation in Two Major WAC Initiatives". Conference on College Composition and Communication, New Orleans.

Slomp, D., Sargent, B. (2008). "Home Building and Border Crossing: Next Steps for the University of Alberta's Writing Initiatives". Canadian Association of Teachers of Technical Writing, Vancouver, Canada.

Slomp, D., Sargent, B. (2008). "Rethinking Writing Instruction: WRS 101: Exploring Writing". Festival of Teaching, University of Alberta, Edmonton, Canada.

Slomp, D., Sargent, B. (2008). "Teaching for Transfer across Disciplinary Borders: Exploring how Students Transfer Knowledge about Writing across a Sequence of Writing Courses". International Writing Across the Curriculum Conference, Austin, United States.

Slomp, D., Sargent, B. (2008). "Writing Intensive Workshop for U of A Instructors". University of Alberta Week-long faculty development workshop

Slomp, D., Sargent, B, Johnston, I., Leskiw, B., Wolf, D. (2007). "Exploring Issues of Institutional Change". The University of Alberta Writing Taskforce: Presented to Committee on the Learning Environment, a committee of the General Faculty, Edmonton, Canada.

Slomp, D., Nahachewsky, J. & Iveson, M. (2007). "Critical Literacy in Multimedia Contexts". National Council of Teachers of English, New York, United States.

Slomp, D., Iveson, M. (2007). "Addressing a Gap: Classrooms and University Together". Language and Literacy Researchers of Canada 4rth Annual Pre-CSSE Conference, Saskatoon, Canada.

Slomp, D., Sargent, B., Johnston, I. (2007). "Special Taskforce Panel: The University of Alberta Writing Taskforce: Exploring Issues of Institutional Change". Writing in Changing Communities/Communities Writing Change, Canadian Association of Teachers of Technical Writing, Saskatoon, Canada.

Slomp, D. (2006). "Teacher Voices: Exploring the Pedagogical Implications of Test Validity". Canadian Conference on Studies in Education, Toronto, Canada.

Slomp, D. (2006). "Holding Tests Accountable: The pedagogical implications of validity in high-stakes writing assessment". Third International Conference on Speech: Writing and Context (ICSWC3), Edmonton, Canada.

Slomp, D., Sargent, B. (2006). "Writing Across the Curriculum". University Teaching Service Teaching and Learning Effectiveness Session, Edmonton, Canada.

Slomp, D. (2006). "Harnessing CLLRNet: A Network Approach to Improving Literacy Education in Canada". Canadian Language and Literacy Research Network Annual Conference, Charlottetown, Canada.

Slomp, D. (2006). "Pedagogical dilemmas: Powerful teaching confronts high-stakes testing". Canadian Conference on Studies in Education, Toronto, Canada.

Slomp, D., Nahachewsky J. (2006). "Victorian Sensibilities in the New Wild West? An exploration of teachers' responses to the changing landscape of contemporary English language arts classrooms". Canadian Association of Curriculum Studies CSSE Pre-conference, Toronto, Canada.

Slomp, D. (2006). "Preparing your SSHRC proposal". Departments of Elementary and Secondary Education Workshop, Canada.

Slomp, D., Nahachewsky, J. (2006). "Teaching and Assessing Critical Literacy in Multimedia Contexts". Cycle for Teaching. A conference hosted by the English Language Arts Council of the Alberta Teacher's Association, Edmonton, Canada.

Slomp, D. (2005). "Holding Tests Accountable: A multimodal investigation into student and teacher experiences of high-stakes writing assessment". Canadian Conference on Studies in Education, London, Canada.

Slomp, D., Nahachewsky, J., Iftody, T. (2005). "Shifting ground: Curriculum and experience". Provoking Narrative. A conference hosted by the Canadian Association for Curriculum Studies, Victoria, Canada.

Slomp, D. (2005). "Serving the Test: The influence of high-stakes writing assessment on student literacy". Language and Literacy Research Council Conference, London, Canada.

Slomp, D. (2005). "Preparing your SSHRC proposal". Presented to the Faculty of Education at the U of A by invitation of the Associate Dean of Research for the Faculty of Education, Edmonton, Canada.

Slomp, D., Fuite, J. (2005). "Addressing Enduring Issues in Writing Assessment Design: Surmounting the Reliability Validity Dilemma". U of A Faculty of Education Graduate Student Research Fair, Edmonton, Canada.

Slomp, D. (2005). "Holding Tests Accountable". Presented at the University of Alberta's Open House Forum, Edmonton, Canada.

Slomp, D. (2005). "Strategies for Effective Teaching in a Hybrid Online Classroom". Professional Development seminar for NorQuest College's Communication Art Group, Canada.

Slomp, D. (2005). "Holding Tests Accountable: A Multimodal Investigation into Student and Teacher Experiences of High-stakes Writing Assessment". U of A Faculty of Education Graduate Student Research Fair, Edmonton, Canada.

Slomp, D. (2005). "Preparing for Candidacy". Presented by invitation of the graduate program coordinators in the Departments of Secondary and Elementary Education at the University of Alberta, Edmonton, Canada.

Slomp, D. (2005). "Pedagogical dilemmas: Powerful teaching confronts High-stakes assessment". Professional Development Seminar, NorQuest College, Canada.

Slomp, D. (2005). "We survive by trying: There has got to be a better way to teach writing". We Learn by Going. A conference hosted by the English Language Arts Council of the Alberta's Teachers' Association, Jasper, Canada.

Slomp, D., Mitchell, C., Turner, C., Lewis, C, Chiba, J. & McIlroy, H. (2004). "Celebrating Great Practices with the New English Language Arts Curriculum". Presented at the joint conference of the English Language Arts Council of the Alberta, Banff, Canada.

Slomp, D., Iveson, M., Zacharias, M., Nahachewsky, J., & Bowsfield, S. (2004). "50 ways to Connect with Media". Presented at the joint conference of the English Language Arts Council of the Alberta Teachers' Association, the Alberta Teach, Banff, Canada.

Thompson, L. A., Taylor, E., Nellis, R., Fuite, J. J., Donald, D.T., Slomp, D., & Agrey, L. (2004). "Teachers as Public Intellectuals: The Ever-Changing Landscape of Teacher Education". Western Canadian Association for Student Teaching, Edmonton, Canada.

Slomp, D. (2003). "Representing: Effective Strategies for engaging ELA students". Workshop presented at an English Language Arts Council of the Alberta Teachers' Association sponsored Regional Professional Development Workshop, Red Deer, Canada.

Slomp, D., Lewis, C. (2003). "Metacognitive Strategies for Training Student Readers". Presented at the annual conference of the English Language Arts Council of the Alberta Teachers' Association, Red Deer, Canada.

Slomp, D., Graves, R. (2003). "Teaching For Transfer". PD Session for Clearview School Division, Canada.

Slomp, D. (2003). "Representing with Shakespeare: A Visual Approach to Enjoying the Bard". Workshop presented at an English Language Arts Council of the Alberta Teachers' Association sponsored Regional Professional Development Workshop, Stettler, Canada.

Slomp, D. (2002). "Sharing their Passion: Representing with Special Needs Students". Workshop presented at the annual conference of the Canadian Reformed Teachers' Association of Western Canada, Lethbridge, Canada.

Slomp, D. (2002). "Sharing their Passion: Representing with Special Needs Students". Presented at the annual conference of the English Language Arts Council of the Alberta Teachers' Association, Banff, Canada.

Slomp, D. (2002). "Using Think Aloud Protocol as a Teaching Strategy for Student Readers". Workshop presented at the annual conference of the Canadian Reformed Teachers' Association of Western Canada, Edmonton, Canada.

Slomp, D. (2001). "Representing Across the Curriculum". Workshop presented at the annual conference of the Canadian Reformed Teachers' Association of Western Canada, Winnipeg, Canada.

Slomp, D. (2000). "Professionalizing ATESL: an Examination of the Process". Delivered to Regional meeting of Alberta Teachers of English as a Second Language (ATESL), Edmonton, Canada.

Book Reviews

Slomp, D. (2016). Review of Very Like a Whale: The Assessment of Writing Programs by White E, Elliot N, Peckham I. *Assessing Writing, 28*, 57-61

Slomp, D. (2011). Before the floor sags [Review of the book Reframing writing assessment to improve teaching and learning]. *Assessing Writing, 16*, 72-75

Online Resources

(2015). National Council of Teachers of English Webinar - No Test is Neutral: Writing Assessments, Equity, Ethics, and Social Justice. doi:https://www.youtube.com/watch?v=B7gHY9BZrA4

(2015). Building on Curriculum and Assessment. doi:http://www.uleth.ca/education/story/5063

(2015). A Public Education: UofL Masters summer session. doi:https://www.youtube.com/watch?v=XWYODTVswEY

(2014). A Public Education: UofL - MEd Curriculum & Assessment. doi:https://www.youtube.com/watch?v=FFIZuzJGEL0&list=PLNd3PWTf59Jr4diY_NOK ndwSdmnHS7dbf&index=33

Leskiw, B., Day, R., Johnston, I., Connor, B., Johnson, M., Schneider, T., Kwong See, S., Szekely, L., & Wilson, M. (2006). Writing Taskforce Subcommittee 5: Stakeholder Views. doi:http://www.arts.ualberta.ca/wtf/PDF%20files/ Sub

Dailey-O'Cain, J., Hughes, K., Johnson, M., & Spencer, L. (2006). Writing Taskforce Subcommittee 6: Assessment (Outcomes). doi:http://www.arts.ualberta.ca/wtf/PDF%20files/Subcommittee6-Report(March30).pdf

Kwong See, C., Johnston, I., & Schneider, T. (2006). Writing Taskforce, Subcommittee 3 report: What Background 1rst Year Students bring to the U of A. doi:http://www.arts.ualberta.ca/wtf/PDF%20files/Subcom3/WTF%20 Subcom%203%20re

Dissertations

Slomp, D. (2007). *Trapped Between Paradigms: Composition Pedagogy in the Context of a Large Scale Writing Exam*. University of Alberta, Alberta, Canada.

SUPERVISIONS

External Examiner

Miwako Wantanabe (Doctorate, Simon Fraser University), *Undergraduate Writers' Experience with Two Peer Feedback Tools,* External Examiner, Nov. 2021

Sukhbinder Sanghera-Sidhu (Doctorate, McGill University), *Pan-Canadian abracadabra follow-up: What do we know four years later about students and teachers response to being part of an intervention study (RtI)?* External Examiner, Nov. 2016

Susan Chaudoir (Doctorate, University of Alberta), *Learning writing assignments across the undergraduate nursing curriculum*, External Examiner, Dec. 2014

Mary Tripp (Doctorate, University of Central Florida) *Engaging and Enacting Writing in First-Year Composition: Re-Imagining Student Self-Efficacy in Writing*, External Examiner, Sep. 2009 – May 2012

External Committee Member

Carolina Castillo (Doctorate, Pontificia Universidad Católica de Chile), *Gaps in writing achievement by students' socioeconomic status and their relationship to the measurement of writing proficiency*. External Examiner, July 2023 – March 2026.

Mary Tripp (Doctorate, University of Central Florida) *Engaging and Enacting Writing in First-Year Composition: Re-Imagining Student Self-Efficacy in Writing*, External Examiner, Sep. 2009 – May 2012

Supervision Ongoing

Mirriam Mohammad (PhD Thesis), *Culturally Sustaining Writing Assessment* July 2026 –
Sheida Ameri (Phd Thesis), *AI Generated Feedback in Formative Writing Assessment*, July 2025
–

Jason Visser (PhD Thesis), *Evaluating the Efficacy of Religious Schools*. July 2025 –

Craig McCarthy (Master's Thesis), *AI Generated Feedback in Scenario-based, large-scale formative writing assessment*, Jan 2024 –

Taylor Allenby (Master's Thesis), *Engagement in Adolescent Extracurriculars and Young Adult Mental Health.* Sept 2024 –

Kelsey Anderson (Master's Thesis), *Autoethnographic Exploration of Designing High Quality Middle School Writing Assessment.* Jan 2025 –

Cassidy Sterling (Master's Thesis), *The Voice Inside your Head.* Jan 2025 –

Supervision Completed

Cassidy Shostak (Master's Project), *Towards Better Writing Assessment in Early Years: Aligning Purpose and Practice.* Jan 2024 – Dec 2024.

Teri Hartman (Master's Thesis), *The Self and the Subject: How Personal Teaching Philosophies Impact Student's Engagement With Reflective Writing,* Sep 2019 – May 2022.

> **Awarded:** **Language and Literacy Researchers of Canada Master's Thesis Award**
>
> **School of Graduate Studies Silver Medal of Merit**

Taylor Burke (Master's Thesis), *Closing the gap: Writing assessment in secondary English Classrooms*, Principal Supervisor, Sep. 2016 – May 2022.

Sarah Gagnon (Master's Thesis). *A question of fairness: an inquiry into Grade 9 standardized assessments for French Immersion and English Language Learners.* Mar. 2020 (*withdrawn*)

Kacie Neamtu (Master's Thesis), *Pedagogy in practice: an exploration of writing instruction in a high school English language arts classroom*, Principal Supervisor, Sep. 2016 – June 2020

> **Awarded:** **J. Estill Alexander Future Leaders in Literacy Award**
>
> **School of Graduate Studies Silver Medal of Merit**

Stefanie Tolman (Master's Thesis), *The Nova Scotia English 10 Examination: A case study of consequences*, Principal Supervisor, Jan. 2015 – June 2020

Landon Kowalzik (Master's Thesis), Teacher perceptions of citizenship education In Social Studies 30-1, Co-Supervisor, Jan. 2015 – June 2020

Calvin de Haan (Master's Project*), Applying adult learning theory to foster parent training, Principal Supervisor*, May 2017 – Feb. 2019

Jennifer Scott (Master's Project), *Teaching and Assessment for Scientific Literacy, Principal Supervisor*, Sep. 2015 – Feb. 2019

Stephanie Rip (Master's Thesis), *A Performance-based study of the effects of schooling on students' creativity and creative self-efficacy*, Principal Supervisor, Jul. 2016 – Oct. 2018

Joanne Polec (Master's Thesis), *Working within tensions: A study of English Language Arts teachers at a dual campus school*, Principal Supervisor, Jan. 2014 – Oct. 2018

Leanne Watson (Master's Project), *Reframing the assessment of safe, caring and welcoming schools*, Principal Supervisor, Jul. 2016 - Feb. 2017

Crystal Hegedus (Master's Project), *Writing-as-problem-solving in distance education settings*, Principal Supervisor, Sep. 2015 - Jun. 2017 (withdrawn).

Keith Griffioen (Master's Project), *Establishing a metacognitive model for instrumental music assessment*, Principal Supervisor, Sep. 2015 - Mar. 2016

Julie Corrigan (Doctorate), *Writing in Times of Deixis: A Validation Study of a Large-Scale Assessment of New Literacies*, Principal Supervisor, Jan. 2011 – Nov. 2018

> **Awarded:** **SSRHC Bombardier Doctoral Fellowship**

Brenna Quigley (Doctorate), *Youthful Bookworms: Students' Experiences with Critical Literacies in the Context of the Ontario Secondary School Literacy Test*, Principal Supervisor, Sep. 2009 – Jun. 2018

> **Awarded:** **SSHRC Doctoral Fellowship**

Nisha Toomey (Master's Thesis), *Literacy on lockdown: An ethnographic experience in English assessment*, Principal Supervisor, Sep. 2009 - Nov. 2011

> **Awarded:** **Language and Literacy Researchers of Canada Master's Thesis Award**

Supervision Committee Completed

Amanda Cayford (Master's Project), *Construct Centered Assessment Design in Mathematics*, Jan 2025

Fleur Sweetman (Master's Project) *Exploring interdisciplinarity studies: A reconstructed curricular approach to the development of a humanities course emphasizing conceptual integration and synthesis of disciplinary concepts,* Oct 2015 – Oct 2019.

Josh Markle (Master's Thesis) *Redressing disadvantage in high school students: Four capabilities toward agency and equity in teaching and learning*, Jan. 2016 – Oct. 2018

David Fuller (Master's Thesis) *A curriculum of tea: Restorative teaching practices for students from refugee contexts,* Sep. 2014 – May 2016

Jason Clifton, (Master's non-thesis), R*esponse to intervention: A guide to implementation for school administrators*, Jan. 2016 - Oct. 2017

Jennifer Le Grandure, (Master's Project), *Improving teaching, learning and assessing in the visual arts*, Sep. 2014 – May 2016

Clair Hockley (Master's Thesis) *Envisioning a Thoreauvian school,* Sep. 2012 – May 2013

TEACHING EXPERIENCE

Undergraduate Courses

EDUC 3500 Practicum Supervisor, The University of Lethbridge, Alberta

EDUC 3504 Evaluation of Learning, The University of Lethbridge, Alberta

EDUC 3505 Teaching Seminar, The University of Lethbridge, Alberta

EDUC 3600 Practicum Supervision The University of Lethbridge, Alberta

EDUC 3601 Curriculum and Instruction for English Majors, The University of Lethbridge, Alberta

EDUC 3604 Evaluation of Learning, The University of Lethbridge, Alberta

EDUC 3700 Curriculum and Assessment for Non Majors, The University of Lethbridge, Alberta

PED 3177 Teaching English in the Intermediate and Senior Divisions, University of Ottawa, Ontario

PED 4177 Teaching English in the Senior Division, University of Ottawa, Ontario

Graduate Courses

EDUC 5850 Assessment of Diverse Literacies, The University of Lethbridge, Alberta

EDUC 5300 Foundations of Literacy, The University of Lethbridge, Alberta

EDUC 5310 Foundations of Assessment, The University of Lethbridge, Alberta

EDUC 5410 Graduate Seminar in Educational Research (Assessment as Research), The University of Lethbridge, Alberta

EDUC 5850 Professional Development, The University of Lethbridge, Alberta

EDUC 7300 Theories in Distributed and Formal Leadership/Learning, Teaching and Curriculum, The University of Lethbridge, Alberta

EDU 5386 Seminar on Literacy, University of Ottawa, Ontario

EDU 7133 Selected Topics in Society Culture and Literacy, University of Ottawa, Ontario

EDU 7133 Socio-political Issues in Literacy Assessment, University of Ottawa, Ontario

PED 5499 Current Methods of Student Assessment in Teaching and Learning, University of Ottawa, Ontario

MEMBERSHIPS

Committee Memberships

2023- Member, Faculty of Education Research Advisory Committee
2022 - Chair, Graduate Programs in Education Committee
2022- Chair, Graduate Programs in Education Advisory Committee
2022-2024 Chair, PhD in Education Committee
2022- Member, School of Graduate Studies Council
2022- Member, Graduate Council Executive
2022- Member, General Faculties Council
2022- Member, Statutory Dean's Council

2022	Member, GFC Diversity Statement Adhoc Committee
2021	Masters of Arts Quality Assurance Review Self-Study Committee
2020-2021	Graduate Writing Support Committee
2019-2020	Member, General Faculty Council Strategic Research Planning Committee
2018-2020	Co-chair, Faculty of Education Teaching Load Advisory Committee
2018-2019	Committee Member, Administrative Appointment/Review Committee, Associate Dean, Graduate Studies & Research, Faculty of Education
2018	Committee Member, University of Lethbridge Vice President Research Review and Reappointment Committee
2018	Member, General Faculty Council (University Senate) Executive
2018-2019	Chair, Faculty of Education Salary, Tenure and Promotions Committee
2017-2019	Committee Member, University of Lethbridge Strategic Planning Committee
2018	Committee Member, University of Lethbridge Chancellor Selection Committee
2018	Chair, Writing Research Across Borders 2023 Conference Bid Committee
2017-2018	Committee Member, Faculty of Education Salary, Tenure and Promotion Committee
2016-2018	Committee Member, GFC Research Committee, The University of Lethbridge, Canada, Alberta
2016-2019	Committee Member, General Faculties Council, The University of Lethbridge, Canada, Alberta
2016-2018	Chair, Teaching Centre Advisory Council, The University of Lethbridge, Canada, Alberta
2015-2016	Committee Member, Graduate Program Development Committee, University of Lethbridge - Faculty of Education
2016-2017	Chair, MEd Quality Assurance Review Self-Study Committee, The University of Lethbridge, Canada, Alberta
2016-2017	Committee Member, Dean of Graduate Studies Ad hoc advisory committee, The University of Lethbridge, Canada, Alberta
2015-2017	Committee Member, Curriculum Coordinating Committee, The University of Lethbridge, Canada, Alberta
2015-2017	Committee Member, PhD in Education Committee, University of Lethbridge - Faculty of Education
2015-2017	Committee Member, Curriculum Committee, University of Lethbridge - Faculty of Education
2015	Committee Member, VP-Academic Appointment Committee, The University of Lethbridge, Canada, Alberta
2014	Committee Member, Aboriginal Education Selection Committee, University of Lethbridge - Faculty of Education
2014	Committee Member, Assistant-Dean Review and Reappointment Committee, Faculty of Education - University of Lethbridge
2013-2015	Committee Member, Graduate Programs in Education (Faculty of Education), The University of Lethbridge, Canada, Alberta
2013-2015	Committee Member, Budget Advisory Committee (Faculty of Education), The University of Lethbridge, Canada, Alberta
2013-2015	Committee Member, Graduate Council, The University of Lethbridge, Canada, Alberta

2013-2013	Committee Member, Faculty of Education Term Position Hiring Committee
2013-2015	Committee Member, Write Forward Assessment Program, Bow Valley College, Canada, Alberta
2013-2013	Committee Member, VP-Research Selection Committee, The University of Lethbridge, Canada, Alberta
2012-2014	Committee Member, Faculty of Education Research Committee, The University of Lethbridge, Canada, Alberta
2012-2016	Committee Member, CCCC Assessment Committee, The University of Lethbridge, Canada, Alberta
2012-2014	Committee Member, CREDO Committee, The University of Lethbridge, Canada, Alberta
2012-2014	Committee Member, GFC Research Committee, The University of Lethbridge, Canada, Alberta
2011-2013	Committee Member, Curriculum Committee, The University of Lethbridge, Canada, Alberta
2011-2013	Committee Member, Faculty of Education Human Research Ethics Review Board, The University of Lethbridge, Canada, Alberta
2010-2011	Chair, Bachelor of Education, Assessment Review Committee, University of Ottawa, Canada, Ontario
2010-2011	Committee Member, Faculty of Education Hiring Policy Committee, University of Ottawa, Canada, Ontario
2010-2011	Committee Member, Faculty of Education Research Committee, University of Ottawa, Canada, Ontario
2009-2011	Chair, Faculty of Education United Way Campaign, University of Ottawa, Canada, Ontario
2008-2017	Committee Member, Editorial Board, International Journal Assessing Writing, University of Ottawa, Canada, Ontario
2008-2010	Co-chair, The Subject is Writing, CCCC SIG, University of Alberta, Canada, Alberta
2007-2008	Co-chair, University of Alberta Writing Task Force, University of Alberta, Canada, Alberta
2006-2007	Committee Member, University of Alberta Writing Task Force, University of Alberta, Canada, Alberta
2005-2007	Committee Member, Council for Technology in Education, University of Alberta, Canada, Alberta
2005-2007	Committee Member, University Academic Appeal Board, University of Alberta, Canada, Alberta
2005-2006	Committee Member, Graduate Program Committee, Department of Secondary Education, University of Alberta, Canada, Alberta
2005-2005	Committee Member, Department of Secondary Education Department Head Selection Committee, University of Alberta, Canada, Alberta
2004-2004	Committee Member, CTS Selection Committee, Department of Secondary Education Graduate Students' Association, University of Alberta, Canada, Albert

Other Memberships

2012 – 2014   Regional Representative, Alberta Assessment Consortia
2005 – 2006   Vice-President, Department of Secondary Education Graduate Students' Association, University of Alberta
2004 – 2006   Graduate Student Representative, Department of Secondary Education, University of Alberta
2004 – 2005   Treasurer/Secretary, Department of Secondary Education Graduate Students' Association, University of Alberta
2002 – 2004   Secretary, Provincial Executive, English Language Arts Council of the Alberta's Teachers' Association