

# Kelli D. Cummings, Ph.D., NCSP

University of Maryland  
3214 Benjamin Building  
College Park, MD 20742-1125  
301.405.6498  
[kellie@umd.edu](mailto:kellie@umd.edu)

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## Educational History

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<b>Ph.D.</b>	2004	School Psychology (APA & NASP Accredited)	University of Oregon
<b>MS</b>	2003	Special Education	University of Oregon
<b>Honors BA</b>	1999	Psychology/Spanish <i>Summa cum Laude</i>	Oregon State University University Honors College

## Dissertation

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**Cummings, K.D.** (May, 2004). *Advances in the assessment of social competence*. Dissertation Abstracts International, 65(6-B). (UMI No. 3136408).

**Cummings, K.D.**, Kaminski, R.A., & Merrell, K.W. (2008). Advances in the assessment of social competence: Findings from a preliminary investigation of a general outcome measure (GOM) for social behavior. *Psychology in the Schools*, 45(10), 930-946. doi: 10.1002/pits.20343

## Professional Positions

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### Current Positions

2014 – present      *Assistant Professor* (tenure-track), Special Education, University of Maryland  
Department Chair: Roger L. Worthington, Ph.D.

### Previous Positions

2012 – 2014      *Director*, Measurement, Evaluation, and Applications Development, University of Oregon, Center on Teaching and Learning  
Supervisor: Scott K. Baker, Ph.D.

2010 – 2014      *Research Associate*, University of Oregon, Center on Teaching and Learning  
Supervisor: Edward J. Kame'enui, Ph.D.

2007 – 2014      *Courtesy Research Associate*, University of Oregon, School Psychology Program

2006 – 2010      *Senior Research Scientist & Director of Data Analysis*, Dynamic Measurement Group  
Supervisor: Ruth A. Kaminski, Ph.D.

2005 – 2006      *Research Assistant Professor*, Institute for Educational Research and Service, University of Montana  
Supervisor: Richard van den Pol, Ph.D.

2004 – 2006      *Assistant Professor* (tenure-track), School Psychology, University of Montana  
Department Chair: Nabil Haddad, Ph.D.

## Certification/Licensure

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What Works Clearinghouse Certified Reviewer Group Designs	November 2012
Nationally Certified School Psychologist Certification Number: 33835	October 2004

## Publications

\*denotes publications with graduate students

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### *Refereed Articles*

23. Smolkowski, K. & **Cummings, K.D.** (2015) Evaluation of the DIBELS (6th Edition) diagnostic system for the selection of native and proficient English speakers at risk for reading difficulties. *Journal of Psychoeducational Assessment*. doi: 10.1177/0734282915589017
22. **Cummings, K.D.** & Smolkowski, K. (2015). Bridging the gap: Selecting students at risk for academic difficulties. *Assessment for Effective Intervention*. doi: 10.1177/1534508415590396
21. Smolkowski, K. & **Cummings, K.D.** (2015). Evaluation of diagnostic systems: The selection of students at risk for academic difficulties. *Assessment for Effective Intervention*. doi: 10.1177/1534508415590386
20. Park, Y., Chaparro, E.A., Preciado, J., & **Cummings, K.D.** (2015). The importance of early mastery of basic reading skills. *Early Education and Development*. doi: 10.1080/10409289.2015.1015855
19. **Cummings, K.D.**, Biancarosa, G., Schaper, A.\*, & Reed, D.K. (2014). Examiner error in curriculum-based measurement of oral reading. *Journal of School Psychology, 52*(4), 361-375. doi: 10.1016/j.jsp.2014.05.007
18. Biancarosa, G. & **Cummings, K.D.** (2014). New metrics, measures, and uses for fluency data: An introduction to a special issue on the assessment of reading fluency [Special issue]. *Reading and Writing, 28*(1), 1-7. doi: 10.1007/s11145-014-9516-1
17. **Cummings, K.D.**, Stoolmiller, M., Baker, S.K., Fien, F., & Kame'enui, E.J. (2014). Using school-level student achievement to engage in formative evaluation: Comparative school-level rates of oral reading fluency growth conditioned by initial skill for second-grade students [Special issue]. *Reading and Writing, 28*(1), 105-130. doi: 10.1007/s11145-014-9512-5
16. Reed, D.K., **Cummings, K.D.**, Allen, E.A., Weiser, B.L., Hott, B.L., & Smolkowski, K. (2014). Synthesis of research symposium at CLD's 35th international conference on learning disabilities: Must reads for 2013. *LD Quarterly, 37*, 230-240. doi: 10.1177/0731948714523435
15. Smith, J.L., **Cummings, K.D.**, Nese, J.F.T., Alonzo, J., Fien, F., & Baker, S.K. (2014). The relation of word reading fluency initial level and gains with reading outcomes. *School Psychology Review, 43*(1), 30-40. Retrieved from <http://www.nasponline.org/publications/spr/index.aspx?vol=43&issue=1>

14. Reed, D.K., **Cummings, K.D.**, Schaper, A.\*, & Biancarosa, G. (2014). Assessment fidelity in reading intervention research: A synthesis of the literature. *Review of Education Research, 84*(2), 275-321. doi: 10.3102/0034654314522131
13. Reed, D.K., Weiser, B., **Cummings, K.D.**, & Shapiro, E. (2013). Synthesis of research symposium at CLD's 34<sup>th</sup> international conference on learning disabilities: Must reads for 2012. *LD Quarterly, 36*(4), 195-202. doi:10.1177/0731948713480788
12. Nese, J.F.T., Biancarosa, G., **Cummings, K.D.**, Kennedy, P.C.\*, Alonzo, J., & Tindal, G. (2013). In search of average growth: Describing within-year oral reading fluency growth across Grades 1 – 8. *Journal of School Psychology, 51*(5), 625-642. doi: <http://dx.doi.org/10.1016/j.jsp.2013.05.006>
11. Petscher, Y., **Cummings, K.D.**, Biancarosa, G., & Fien, F. (2013). Advanced (measurement) applications of curriculum-based measurement in reading. *Assessment for Effective Intervention, 38*(2) 71-75. doi: 10.1177/1534508412461434
10. **Cummings, K.D.**, Park, Y., & Bauer Schaper, H.A. (2013). Form effects on DIBELS Next oral reading fluency progress monitoring passages [Special issue]. *Assessment for Effective Intervention, 38*(2), 91-104. doi: 10.1177/1534508412447010
9. Atkins, T.A., & **Cummings, K.D.** (2011). Utility of oral reading and retell fluency in predicting proficiency on the Montana comprehensive assessment system. *Rural Special Education Quarterly, 30*(2), 3-12. Retrieved from <http://bit.ly/1jo1Vpv>
8. **Cummings, K.D.**, Dewey, B., Latimer, R., & Good, R.H. (2011). Pathways to word reading and decoding: The roles of automaticity and accuracy. *School Psychology Review, 40*(2), 284-295. Retrieved from <http://www.nasponline.org/publications/spr/index.aspx?vol=40&issue=2>
7. **Cummings, K.D.**, Kaminski, R.A., Good, R.H., & O'Neil, M.\* (2010). Assessing phonemic awareness in preschool and kindergarten: development and initial validation of first sound fluency. *Assessment for Effective Intervention, 36*(2), 94-106. doi: 10.1177/1534508410392209
6. **Cummings, K.D.**, Atkins, T.A., Allison, R., & Cole, C. (2008). Response to intervention: Investigating the new role of special educators. *Teaching Exceptional Children, 40*(4), 24-31. Retrieved from <http://bit.ly/TBvmhd>
5. **Cummings, K.D.**, Kaminski, R.A., & Merrell, K.W. (2008). Advances in the assessment of social competence: Findings from a preliminary investigation of a general outcome measure (GOM) for social behavior. *Psychology in the Schools, 45*(10), 930-946. doi: 10.1002/pits.20343
4. Kaminski, R.A. & **Cummings, K.D.** (2007). Assessment for learning: Using general outcomes measures. *Threshold, Winter 2007*, 26-28.
3. Pacifici, C., Delaney, R., White, L., Nelson, C., & **Cummings, K.** (2006). Web-based training for foster, adoptive, and kinship parents. *Children and Youth Services Review, 28*(11), 1329-1343. doi: 10.1016/j.chilyouth.2006.02.003
2. Pacifici, C., White, L., **Cummings, K.**, & Nelson, C. (2005). Evaluating Vstreet.com: A web-based community for at-risk teens. *Child Welfare League of America, 84*(1), 25 - 46.
1. Pacifici, C., White, L., Delaney, R., **Cummings, K.**, & Nelson, C. (2005). Foster parent college: Managing child behavior problems. *Social Work Research, 29*(4), 243-251.

### ***Manuscripts currently under review***

3. Reed, D.K., **Cummings, K.D.**, Schaper, A., Biancarosa, G. (2015). *A taxonomy and generalizability study of CBM oral reading coding errors: Threats to assessment fidelity and data-based decision making*. Manuscript submitted for publication.
2. Calhoun, M.B., Shih-Dennis, M., Lipsky, M., **Cummings, K.D.**, Helman, A., & Chovannes, J. (2014). *Assessing reading fluency and phonetic skills to inform differentiated instruction*. Manuscript submitted for publication.

### ***Manuscripts in progress (author order subject to change)***

3. **Cummings, K.D.**, Schaper, A.\*, Smolkowski, K., & Petscher, Y. (2015). *Signal detection methods in educational research: a synthesis of the literature*. Manuscript in preparation.
2. **Cummings, K.D.** & Smolkowski, K. (2015). *DIBELS Next measures as diagnostic tests*. Manuscript in preparation.
1. Smolkowski, K. & **Cummings, K.D.** (2014). *Evaluation of the DIBELS (6<sup>th</sup> Edition) diagnostic system for the selection of English learners with or at risk for reading difficulties*. Manuscript in preparation.

### ***Invited Publications***

3. Rasplica, C.\* & **Cummings, K.D.** (2014). *Infosheet about reading fluency*. Retrieved from <http://www.council-for-learning-disabilities.org/publications/infosheets/reading-fluency>
2. **Cummings, K.D.**, & McIntosh, K. (with Riley-Tillman, C. & Gimpel Peacock, G.) (2011, December). The continuing legacy of Ken Merrell. *Communiqué*, 40(2).
1. **Cummings, K.D.**, & McKenna, M. (2007, December). Thoughts on response to intervention (RtI) following the fall OSPA conference. *OSPA Bulletin*, 29(2).

### ***Refereed Book Chapters***

4. Smolkowski, K., **Cummings, K.D.**, & Stryker, L. (in-press). An introduction to the statistical evaluation of fluency measures with signal detection theory. In **K.D. Cummings** & Y. Petscher (Eds.). *Fluency Metrics in Education: Implications for Test Developers, Researchers, and Practitioners*. New York: Springer.
3. Good, R.H., Fien, F., Powell-Smith, K.A., Kaminski, R.A., & **Cummings, K.D.**, (2012). How progress monitoring research contributed to early intervention for and prevention of reading difficulty. In C. Espin, K. McMaster, S. Rose, & M. Wayman (Eds.). *A Measure of Success: How Curriculum-Based Measurement has Influenced Education and Learning*. Minneapolis, MN: University of Minnesota Press.
2. Kaminski, R.A., **Cummings, K.D.**, Powell-Smith, K.A., & Good, R.H. (2008). Best practices in using Dynamic Indicators of Basic Early Literacy Skills (DIBELS®) for formative assessment and evaluation. In A. Thomas & J. Grimes (Eds.). *Best Practices in School Psychology* (5<sup>th</sup> ed.). (pp. 1181-1204). Bethesda, MD: NASP.

1. Merrell, K.W. & **Cummings, K.D.** (2005). Educational applications of behavior rating scales. In G. Sugai and R.H. Horner (Eds.). *Encyclopedia of Behavior Modification and Cognitive Behavior Therapy* (Vol. 3) (pp. 1208 – 1212). Thousand Oaks, CA: Sage Publications.

### **Refereed Book Reviews**

2. **Cummings, K.D.**, & Merrell, K.W. (2004). [Review of the book *Designing and Using Tools for Educational Assessment*]. *Journal of Psychoeducational Assessment*, 22(2), 169-174. doi: 10.1177/073428290402200207
1. **Cummings, K.D.**, & Merrell, K.W. (2003). [Review of the book *Psychological and Developmental Assessment: Children with Disabilities and Chronic Conditions*]. *Journal of Psychoeducational Assessment*, 21(2), 205-211. doi: 10.1177/073428290302100207

### **Published Assessment Instruments**

2. **Cummings, K.D.**, Baker, D.L., & Good, R.H. (2006). Guía para la administración y calificación de IDEL. En D. L. Baker, R. H. Good, N. Knutson, & J. M. Watson (Eds.), *Indicadores Dinámicos del Éxito en la Lectura (7a ed.)*. Eugene, OR: Dynamic Measurement Group. Retrieved from <http://dibels.uoregon.edu>
1. **Cummings, K.D.**, Baker, D.L., & Good, R.H. (2006). Guía en inglés para la administración y calificación de IDEL. In D.L. Baker, R.H. Good, N. Knutson, & J.M. Watson (Eds.), *Indicadores Dinámicos del Éxito en la Lectura (7a ed.)*. Eugene, OR: Dynamic Measurement Group. Retrieved from <http://dibels.uoregon.edu>

### **Technical Reports and White Papers**

7. Kennedy, P.C., **Cummings, K.D.**, Schaper, H.A.B., Stoolmiller, M. (2015). *DIBELS data system: 2013-14 percentile gains for predominant DIBELS Next benchmark assessments* (Technical Report 1501). Eugene, OR: University of Oregon. Retrieved from <https://dibels.uoregon.edu/research/techreports/#dibels>
6. **Cummings, K. D.**, Kennedy, P. C.\*, Otterstedt, J., Baker, S. K., & Kame'enui, E. J. (2011). *DIBELS data system: 2010-2011 percentile ranks for DIBELS Next benchmark assessments* (Technical Report 1101). Eugene, OR: University of Oregon. Retrieved from <https://dibels.uoregon.edu/research/techreports/#dibels>
5. **Cummings, K. D.**, Otterstedt, J., Kennedy, P. C.\*, Baker, S. K., & Kame'enui, E. J. (2011). *DIBELS data system: 2009-2010 percentile ranks for DIBELS 6<sup>th</sup> Edition benchmark assessments* (Technical Report 1102). Eugene, OR: University of Oregon. Retrieved from <https://dibels.uoregon.edu/research/techreports/#dibels>
4. Kaminski, R.A., Good III, R.H., Baker, D., **Cummings, K.D.**, Dufour-Martel, C., Fleming, K., ... Wallin, J. (2008). *Position paper on "The Truth about DIBELS"*. Eugene, OR: Dynamic Measurement Group. Retrieved from: <https://dibels.org/pubs.html>
3. Kaminski, R.A., Good III, R.H., Baker, D., **Cummings, K.D.**, Dufour-Martel, C., Fleming, K., ... Wallin, J. (2007). *The use of DIBELS for system-wide accountability decisions*. Eugene, OR: Dynamic Measurement Group. Retrieved from: <https://dibels.org/pubs.html>
2. Kaminski, R.A. & **Cummings, K.D.** (2007). *DIBELS: Myths and facts*. Eugene, OR: Dynamic Measurement Group. Retrieved from: <https://dibels.org/pubs.html>



1. Baker, D. L., **Cummings, K. D.**, Good, R. H., & Smolkowski, K. (2007). *Indicadores Dinámicos del Éxito in la Lectura (IDEL®): Summary of decision rules for intensive, strategic, and benchmark instructional recommendations in kindergarten through third grade* (Technical Report No.1) Eugene, OR: Dynamic Measurement Group. Retrieved from <https://dibels.uoregon.edu/research/techreports/#idel>

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### Edited Works

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#### *Journal Special Issues*

2. **Cummings, K.D.**, & Biancarosa, G. (2015). Special issue: New metrics, measures, and uses for fluency data. *Reading and Writing: An Interdisciplinary Journal*, 28(1).
1. Petscher, Y., **Cummings, K.D.**, Biancarosa, G., & Fien, F. (2013). Special series: Measurement issues in the assessment of reading fluency. *Assessment for Effective Intervention*, 38(2).

#### *Edited Books*

1. **Cummings, K.D.** & Petscher, Y. (Eds.). (forthcoming, 2015). *The Fluency Construct: Curriculum-Based Measurement Concepts and Applications*. New York: Springer.

### Presentations

\*denotes presentations with graduate students

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#### *Refereed National*

45. **Cummings, K.D.** (forthcoming, 2015). *Assessment fidelity in reading research: Effects of examiner, reading passage, and scoring methods*. Symposium presented at the 22<sup>nd</sup> Annual Meeting Society for the Scientific Study of Reading. The Big Island, HI.
44. **Cummings, K.D.**, Reed, D.K., & Smolkowski, K. (2014). *Fidelity of assessment in reading research and practice*. Panel presented at the 36<sup>th</sup> Annual International Conference on Learning Disabilities, Philadelphia, PA.
43. **Cummings, K.D.**, Reed, D.K., Biancarosa, G., & Schaper, A.\* (2014). Fidelity of assessment in reading research and practice. In J. Logan (Chair), *Fidelity in assessment and intervention: Issues of assessment, conceptualization, measurement, and analysis*. Symposium conducted at the 21<sup>st</sup> annual meeting of the Society for the Scientific Study of Reading, Santa Fe, New Mexico.
42. Romer, N., Stein, R., Whitcomb, S., & **Cummings, K.D.** (2014). *Social emotional and behavioral interventions: Best practices in progress monitoring*. Mini-skills session presented at the National Association of School Psychologists 46<sup>th</sup> Annual Convention, Washington, D.C.
41. **Cummings, K.D.**, Biancarosa, G., Schaper, A.\*, & Reed, D.K. (2014). *Examiner error in curriculum-based measurement of oral reading fluency*. Poster presented at the 22<sup>nd</sup> Annual Pacific Coast Research Conference, Coronado, CA.
40. Reed, D.K., **Cummings, K.D.**, Schaper, A.\*, & Biancarosa, G. (2014). *Assessment fidelity in reading intervention research: A synthesis of the literature*. Poster presented at the 22<sup>nd</sup> Annual Pacific Coast Research Conference, Coronado, CA.
39. **Cummings, K.D.**, Smolkowski, K., & Allen, E.A. (2013). *Evaluating diagnostic systems: An illustration using reading tests*. Panel presented at the 35<sup>th</sup> Annual International Conference on Learning Disabilities, Austin, TX.

38. **Cummings, K.D.** (2013). *Form effects on DIBELS Next ORF: Progress monitoring*. Paper presented at the National Association of School Psychologists 45<sup>th</sup> Annual Convention, Seattle, WA.
37. Reed, D.K., Shapiro, E., & **Cummings, K.D.** (2012). *Is a duck really a duck? Face validity in assessment*. Panel presented at the 34<sup>th</sup> Annual International Conference on Learning Disabilities, Austin, TX.
36. **Cummings, K.D.**, Otterstedt, J., Van Horn, N.\* (2012). *Linking school and student achievement data from a large-scale database with the CCD: Applications for research*. Paper presented at the U.S. Department of Education's National Center for Education Statistics' (NCES) 25<sup>th</sup> Annual STATS-DC Data Conference, Washington, D.C.
35. **Cummings, K.D.**, Smith, J.L, Fien, F., & Baker, S.K. (2012). *Decoding acquisition in first grade and later reading outcomes*. Paper presented at the National Association of School Psychologists 44<sup>th</sup> Annual Convention, Philadelphia, PA.
34. Munir-McHill, S.\*, Bousselot, T.\*, **Cummings, K.D.**, & Smith, J.M. (2012). *Profiles in school-level data-based decision making*. Paper presented at the National Association of School Psychologists 44<sup>th</sup> Annual Convention, Philadelphia, PA.
33. **Cummings, K.D.**, Otterstedt, J., & Kennedy, P.\* (2011). *What's in a name? Linking achievement data from a large-scale database with the common core of data (CCD)*. Paper presented at the U.S. Department of Education's National Center for Education Statistics' (NCES) 24<sup>th</sup> Annual STATS-DC Data Conference, Bethesda, MD.
32. **Cummings, K.D.**, Stoolmiller, M., Fien, F., & Baker, S.K. (2011). *Formative evaluation: Estimating school-level student achievement with oral reading fluency*. Paper presented at the National Association of School Psychologists 43<sup>rd</sup> Annual Convention, San Francisco, CA.
31. **Cummings, K.D.**, Baker, S.K., Chaparro, E.A., Fien, F., Park, Y., Smith, J.M., & Stoolmiller, M. (2011). *Measurement considerations for monitoring student growth and instructional context*. Symposium presented at the 19<sup>th</sup> Annual Pacific Coast Research Conference, Coronado, CA.
30. Kennedy, P.\*, Munir-McHill, S.\*, Bousselot, T.\*, & **Cummings, K.D.** (2011). *Describing a model of sentinel schools for reading research*. Poster presented at the 7<sup>th</sup> Annual DIBELS Summit, Santa Ana Pueblo, NM.
29. Munir-McHill, S.\*, Kennedy, P.\*, Brown, M.A.\*, Beemer, N.\*, & **Cummings, K.D.** (2011). *Initial impressions of DIBELS Next using data from sentinel schools*. Poster presented at the 7<sup>th</sup> Annual DIBELS Summit, Santa Ana Pueblo, NM.
28. Park, Y., Chaparro, E.A., **Cummings, K.D.**, & Preciado, J. (2011). *Are your kids good readers? Since when? Importance of early mastery of basic reading skills*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
27. Good III, R.H., **Cummings, K.D.**, Fien, F., Wheeler, C.E.\*, Baker, S.K., & Kame'enui, E.J. (2010). *Rigorous RtI decisions: Normative growth rates for oral reading fluency*. Paper presented at the National Association of School Psychologists 42<sup>nd</sup> Annual Convention, Chicago, IL.

26. **Cummings, K.D.**, Dewey, E., & Latimer, R. (2010, February). *The role of unitization and accuracy on later reading outcomes*. Paper presented at the 7<sup>th</sup> Annual DIBELS Summit, Santa Ana Pueblo, NM
25. **Cummings, K.D.** & Powell-Smith, K.A. (2009, March). *ROC done right! Using ROC curve analyses to enhance prevention*. Mini-skills workshop presented at the National Association of School Psychologists 41st Annual Convention, Boston, MA.
24. **Cummings, K.D.**, Kaminski, R.A., O'Neil, M.E.\*, Latimer, R., Hommel, K.A., Wallin, J.U., & Good III, R.H. (2009, February). *DIBELS word use fluency (WUF) validation with the Test of Language Development, Primary: Fourth edition (TOLD-P:4)*. Poster presented at the 17th Annual Pacific Coast Research Conference, Coronado, CA.
23. **Cummings, K.D.**, Good III, R.H., Latimer, R., & O'Neil, M.E.\* (2009, February). *DIBELS benchmark goals*. Paper presented at the 6th Annual DIBELS Summit, Santa Ana Pueblo, NM.
22. Kaminski, R.A., **Cummings, K.D.**, Powell-Smith, K.A., Stollar, S., Murdoch, A., Good III, R.H. (2009, February). *Using DIBELS for progress monitoring and evaluating response to intervention in an outcomes-driven model*. Paper presented at the 6th Annual DIBELS Summit, Santa Ana Pueblo, NM.
21. **Cummings, K.D.**, Kaminski, R.A., & O'Neil, M.E.\* (2008, March). *Assessment of student vocabulary development: A general outcome measurement approach*. Poster presented at the 7<sup>th</sup> British Dyslexia Association International Conference, Harrogate, Yorkshire, UK.
20. Kaminski, R.A. & **Cummings, K.D.** (2008, March). *Linking assessment to instruction: Using Dynamic Indicators of Basic Early Literacy Skills in an outcomes-driven model*. Poster presented at the 7<sup>th</sup> British Dyslexia Association International Conference, Harrogate, Yorkshire, UK.
19. Powell-Smith, K.A., Kaminski, R.A., & **Cummings, K.D.** (2008, February). *DIBELS Deep brief reading diagnostic tools: Development and validation*. Featured Session presented at the 5<sup>th</sup> Annual DIBELS Summit, Santa Ana Pueblo, NM.
18. Atkins, T.A., & **Cummings, K.D.** (2008, February). *Predicting success on criterion-referenced and norm-referenced tests using DORF*. Paper presented at the 5<sup>th</sup> Annual DIBELS Summit, Santa Ana Pueblo, NM.
17. **Cummings, K.D.**, Good, R.H., Powell-Smith, K.A., Smolkowski, K., Baker, S., Gau, J., & Atkins, T. (2008, February). *ROC done right: Examining the decision utility of educational measures*. Symposium presented at the 16<sup>th</sup> Annual Pacific Coast Research Conference, Coronado, CA.
16. **Cummings, K.D.** & Good, R.H. (2007, July). *Progress monitoring and response to intervention in an outcomes-driven model*. Poster presented at the National Center on Student Progress Monitoring Annual Convention, Nashville, TN.
15. **Cummings, K.D.**, & Atkins, T.A., (2007, March). *Project PASS: Predicting and achieving school success*. Poster presented at the Council for Exceptional Children Annual Convention, Louisville, KY.
14. **Cummings, K.D.**, & Atkins, T.A. (2007, March). *Project PASS: Predicting and achieving school success*. Paper presented at the National Association of School Psychologists 39<sup>th</sup> Annual Convention, New York.



13. Betts, J., Good III, R.H., **Cummings, K.D.**, Williams, K.T., Hintze, J.M., & Ysseldyke, J.E. (2007, March). *Psychometric adequacy of measures of early literacy skills*. Symposium presented at the National Association of School Psychologists 39<sup>th</sup> Annual Convention, New York.
12. Kaminski, R.A., Good, R.H., Baker, D.L., **Cummings, K.D.**, Dufour-Martel, C., Knutson, N., & Powell-Smith, K.A. (2007, March). *DIBELS horizons*. Paper presented at the 4<sup>th</sup> Annual DIBELS Summit, Santa Ana Pueblo, New Mexico.
11. Baker, D.L., & **Cummings, K.D.** (2007, February). *IDEL® summary of decision rules for benchmark, strategic, and intensive instructional recommendations*. Poster presented at the 4<sup>th</sup> Annual DIBELS Summit, Santa Ana Pueblo, New Mexico.
10. Powell-Smith, K.A., & **Cummings, K.D.** (2007, February). *What's PSF got to do with it? A look at the contribution of DIBELS phoneme segmentation fluency to first-grade reading outcomes*. Poster presented at the 15<sup>th</sup> Annual Pacific Coast Research Conference, Coronado, California.
9. **Cummings, K.D.** (2006, November). *Research and theory into practice: Project PASS*. Paper presented at the Oregon RTI Summit. Eugene, Oregon.
8. **Cummings, K.D.** (2006, April). *Are girls more socially competent than boys? It might depend on whom you ask*. Poster presented at the Council for Exceptional Children Annual Convention, Salt Lake City, Utah.
7. **Cummings, K.D.** (2006, March). *Assessing RTI with social behaviors, Is it possible?* Paper presented at the National Association of School Psychologists 38<sup>th</sup> Annual Convention, Anaheim, California.
6. **Cummings, K.D.**, & Beebe-Frankenberger, M.E. (2006, March). *Response to intervention: Lessons learned from rural schools*. Paper presented at the National Association of School Psychologists 38<sup>th</sup> Annual Convention, Anaheim, California.
5. Sanford, A.K.\*, Gerard, V.A.\*, Potter, J.B.\*, & **Cummings, K.D.** (2006, March). *CSI Anaheim: Solving the reading instruction puzzle using DIBELS*. Symposium presented at the National Association of School Psychologists 38<sup>th</sup> Annual Convention, Anaheim, California.
4. **Cummings, K.D.**, Atkins, T.A., Means, D., & Rocksund, J. (2006, March). *Response to intervention: Systems, data, practices*. Paper presented at the Montana Council for Exceptional Children Annual Convention, Missoula, Montana.
3. Rocha, M.S., **Cummings, K.D.**, & Kaminski, R.A. (2003, April). *Indicators of social growth and development in children*. Paper presented at the National Association of School Psychologists 35<sup>th</sup> Annual Convention, Toronto, Ontario, Canada.
2. **Cummings, K.D.**, Rocha, M.S., Kaminski, R.A., & Smith, S. (2002, February). *Indicators of social growth and development in children*. Paper presented at the National Association of School Psychologists 34<sup>th</sup> Annual Convention, Chicago, Illinois.
1. Rocha, M.S., & **Cummings, K.D.** (2002, February). *Indicators of social growth and development in children*. Paper presented at the Oregon Conference, Eugene, Oregon.

### ***Invited Lectures***

10. Kaminski, R.A., **Cummings, K.D.**, Powell-Smith, K.A., & MacConnell, K. (2008, March). *Using DIBELS for progress monitoring and evaluating response to intervention in an outcomes-driven model*. Workshop presented at the California Association of School Psychologists Annual Convention. Burlingame, CA.
9. Kaminski, R.A., **Cummings, K.D.**, & Good, R.H. (2007, October). *Psychometric adequacy of Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*. Invited address at the Oregon School Psychology Association Annual Convention. Seaside, OR.
8. **Cummings, K.D.** (2007, April). *Progress monitoring and response to intervention in an outcomes-driven model*. Invited address at the Montana Council for Exceptional Children Annual Convention. Missoula, MT.
7. **Cummings, K.D.**, Molloy, J. \*, & Leonard, L. (2005, August). *Administration and scoring of DIBELS part II: Review and practice*. Invited address at the Missoula County Public Schools PIR Development Days.
6. **Cummings, K.D.** (2005, August). *Using formative assessment tools to make data-based decisions*. Invited address at the Comprehensive System for Professional Development 2005 August Institute, Missoula, MT.
5. **Cummings, K.D.**, & Beebe-Frankenberger, M.E. (2005, August). *Problem solving: A procedural model for RTI implementation*. Invited address at the Comprehensive System for Professional Development 2005 August Institute, Missoula, MT.
4. **Cummings, K.D.**, & Beebe-Frankenberger, M.E. (2005, April). *Response to intervention: Not just a theory!* Invited address at the Montana Council for Exceptional Children 2005 Annual Convention, Billings, MT.
3. **Cummings, K.D.**, & Beebe-Frankenberger, M.E. (2005, April). *CBM and response to intervention*. Invited address at the Montana Council for Exceptional Children 2005 Annual Convention, Billings, MT.
2. Beebe-Frankenberger, M.E., & **Cummings, K.D.** (2005, April). *Answers to the top FAQs about response to intervention*. Invited address at the Montana Council for Exceptional Children 2005 Annual Convention, Billings, MT.
1. Beebe-Frankenberger, M.E., & **Cummings, K.D.** (2005, April). *The school psychologist's expanded role in the RTI model*. Invited address at the Montana Council for Exceptional Children 2005 Annual Convention, Billings, MT.

### ***In-service Training and Consultation***

18. **Cummings, K.D.** (2014, December). *Supporting phonological awareness skills through effective assessment and instruction*. In-service training for early childhood educators of Prince George's County Public Schools. Columbia Heights, MD.
17. **Cummings, K.D.** (2009, June). *Psychology paradigm shift*. 1-day, in-service training for the Psychologists of the Province of Saskatchewan. Regina, SK.
16. **Cummings, K.D.** (2009, June). *Psychology paradigm shift*. 1-day, in-service training for the Psychologists of the Province of Saskatchewan. Saskatoon, SK.
15. **Cummings, K.D.** (2008, February). *DIBELS connect*. 2-day, in-service training for the State of Montana, Office of Public Instruction. Billings, MT.

14. **Cummings, K.D.** (2007, February). *DIBELS mentoring*. 2-day, in-service training for the State of Montana, Office of Public Instruction. Billings, MT.
13. **Cummings, K.D.**, & Atkins, T.A. (2005, December). *Project PASS: predicting and achieving school success*. In-service training for educational professionals of Missoula County Public Schools, Missoula, MT.
12. **Cummings, K.D.** (2005, September). *Administration and scoring of DIBELS in an outcomes driven model*. BEST Workshops for Educators. Bellevue, WA.
11. **Cummings, K.D.**, & Good, R.H. (2005, August). *Administration and scoring of DIBELS nonsense word fluency*. In-service training for educational professionals of Missoula County Public Schools. Missoula, MT.
10. **Cummings, K.D.** (2005, July). *Changing the world: Making instructional decisions with DIBELS part II*. In-service training for school administrators and teachers in the Title I Summer School program of Missoula County Public Schools. Missoula, MT.
9. **Cummings, K.D.** (2005, June). *Changing the world: Making instructional decisions with DIBELS part I*. In-service training for school administrators and teachers in the Title I Summer School program of Missoula County Public Schools. Missoula, MT.
8. Beebe-Frankenberger, M.E. & **Cummings, K.D.** (2005, May). *A new way to support system and student success*. In-service training for school administrators of Hellgate School District. Missoula, MT.
7. **Cummings, K.D.** & Beebe-Frankenberger, M.E. (2005, March). *CBM and response to intervention: A dynamic duo!* In-service training for school psychologists and special educators. Hamilton, MT.
6. **Cummings, K.D.** & Beebe-Frankenberger, M.E. (2005, March). *IDEA 2004 reauthorization: 4 big ideas*. In-service training for school psychologists and special educators. Hamilton, MT.
5. Beebe-Frankenberger, M.E. & **Cummings, K.D.**, (2005, March). *Education paradigm shift: The past is not the future*. In-service training for school psychologists and special educators. Hamilton, MT.
4. Beebe-Frankenberger, M.E. & **Cummings, K.D.**, (2005, March). *Problem solving and RTI: An outcomes-based process*. In-service training for school psychologists and special educators. Hamilton, MT.
3. **Cummings, K.D.** (2005, February). *Response to intervention: The voyage of problem solving*. In-service training for the Special Education Council of Missoula County Public Schools. Missoula, MT
2. **Cummings, K.D.** & Beebe-Frankenberger, M.E. (2005, January). *School psychology paradigm shift*. In-service training for School Psychologists and Administrators of the Missoula County Education Cooperative. Missoula, MT.
1. Beebe-Frankenberger, M.E. & **Cummings, K.D.** (2004, December). *School psychology paradigm shift*. In-service training for School Psychologists of Missoula County Public Schools, Missoula. MT.

### Grants and Contracts Received

<b>FUNDED</b>		
<b>YEAR</b>	<b>PROJECT TITLE/FUNDING SOURCE</b>	<b>ROLE</b>
2015	Silverman, R.D., Cummings, K.D., De La Paz, S., Taboada Barber, A., & Wexler, J. (2016-2020). <i>Project ProPELL: Preparing Practice-based researchers with Expertise in Language and Literacy to support high-need students with disabilities..</i> Office of Special Education and Rehabilitative Services, Department of Education (H325D150062)	Co-I  \$1.6 million
2013	Kame'enui, E.J., Baker, S.K., Fien, F., & Cummings, K.D. (2013 – 2016). <i>DIBELS Next Online Data and Reporting Systems.</i> Louisiana Department of Education / Louisiana Believes (678PUR-DIBELS)	Project Director (2013-2014)  \$444,000
2013	Fickas, S., Cummings, K.D., & Prideaux, J. (2013) <i>Project HiFi: Promoting High Fidelity of Screening and Progress Monitoring Assessments</i> U.S. Department of Education, Institute of Education Sciences [IES], SBIR Phase I (ED-IES-13-C-0038)	PI, subaward  \$150,000
2010	Kame'enui, E.J., Baker, S.K., & Cummings, K.D. (2010 – 2012). <i>Sentinel Schools Project.</i> University of Oregon	Project Director  \$830,900
2009	Pacifici, C. (2009–2010). <i>Online Training for Resource Parents of Substance-Exposed Children</i> National Institute on Drug Abuse (Phase I SBIR Grant #DA026644)	Methodologist  \$180,204
2007	Delaney, R.J. (2007–2009). <i>Advanced Web-Based Training for Adoptive Parents of Special Needs Children .</i> National Institute of Child Health and Human Development (Phase I SBIR Grant #HD056645)	Methodologist  \$169,668
2007	White, L. (2007-2009). <i>Simulated Money Management Training for At-Risk Youth</i> (Lee White, PI; Northwest Media) National Institute of Child Health and Human Development (Phase I SBIR Grant #HD049173)	Methodologist  \$111,054
2007	Delaney, R.J. (2007-2008). <i>Web-Enhanced Pre-Service Training for Foster, Adoptive, and Kinship Parents.</i> National Institute of Child Health and Human Development (Phase I SBIR Grant #HD054032)	Methodologist  \$170,131
2006	Delaney, R.J. (2006-2007). <i>Web-Based Marriage Education for Foster, Kinship, and Adoptive Couples</i> National Institute of Child Health and Human Development (Phase I SBIR Grant #HD053148)	Methodologist  \$179,797

2006	Delaney, R.J. (2006-2007). <i>Online Professional Training on Foster and Adoptive Care</i> National Institute of Child Health and Human Development (Phase I SBIR Grant #HD047970)	Methodologist \$144,471
2006	White, L. (2006-2009). <i>Job Retention Skills for At-Risk Youth</i> National Institute of Child Health and Human Development (Phase II SBIR Grant #HD045070)	Methodologist \$798,355
2005	Beebe-Frankenberger, M. & Cummings, K.D. (2005-2007). <i>Montana-Wyoming Response to Intervention Pilot Project</i> The Montana Office of Public Instruction	Co-I (2005-2006) \$119,000
2005	Cummings, K.D. (2005). <i>Project FRIENDS</i> The University of Montana Faculty Development Award	PI \$4554
2005	Cummings, K.D. (2005). <i>Using DIBELS Data to Inform Instruction</i> Missoula County Public Schools-Title I Summer School Program & The University of Montana Psychology Department	PI \$1000
2005	Pacifici, C. (2005-2008). <i>Multimedia Interventions for Juvenile Offenders</i> National Institute of Mental Health (Fast-Track SBIR Grant #MH068130)	Methodologist \$789,205
2003	Delaney, R.J. (2003-2005). <i>Web-Based Training Center for Foster &amp; Adoptive Parents</i> National Institute of Child Health and Human Development (Phase II SBIR Grant #HD041335)	Methodologist \$844,254
2003	White, L. (2003-2004). <i>Job Retention Skills for At-Risk Youth</i> National Institute of Child Health and Human Development (Phase I SBIR Grant #HD045070)	Methodologist \$105,592
2003	Pacifici, C. (2003-2005). <i>Multimedia Interventions for Juvenile Offenders</i> (Caesar Pacifici, PI; Northwest Media) National Institute of Mental Health (Fast-Track SBIR Grant #MH068130)	Methodologist \$194,930
2002	Pacifici, C. (2002-2003). <i>Career Information System for At-Risk Youth</i> National Institute of Child Health and Human Development (Phase I SBIR Grant #HD042903)	Methodologist \$100,000
2001	Delaney, R.J. (2001-2002). <i>Web-Based Training Center for Foster &amp; Adoptive Parents</i> National Institute of Child Health and Human Development (Phase I SBIR Grant #HD041335)	Methodologist \$100,966
<b>PENDING</b>		
<b>YEAR</b>	<b>PROJECT TITLE/FUNDING SOURCE</b>	<b>ROLE</b>
2015	Smolkowski, K., Cummings, K.D., & Gunn, B. <i>Investigation of Quality in Reading Instruction (INQUIRI) for Reading Disability Identification</i> National Institute of Child Health and Human Development (R01-PA-11-260)	Co-I \$2.5 million

**NOT FUNDED**

<b>YEAR</b>	<b>PROJECT TITLE/FUNDING SOURCE</b>	<b>ROLE</b>
2013	Cummings, K.D. <i>Project GROW: Gaining Knowledge about Growth Rates in Response to Intervention</i> (score = 2.36) U.S. Department of Education, Institute of Education Sciences [IES], Reading & Writing—Measurement (Goal 5)	PI \$1.6 million
2012	Park, Y, Cummings, K.D., & Smith, J.L.M. <i>Extending the Efficiency and Equivalency of Curriculum-Based Measurement in Reading</i> (score = 2.41) U.S. Department of Education, Institute of Education Sciences [IES], Reading & Writing—Measurement (Goal 5)	Co-I \$1.6 million
2005	Beebe-Frankenberger, M. & Cummings, K.D. <i>Project Rtl: Research and Theory Into Practice</i> U.S. Department of Education, Personnel Preparation Training Grant	Co-I \$795,241

**Teaching Experience**

**COURSES:**

		<b># of students</b>
<b>University of Maryland</b>		
Fall, 2015	<i>Comparative Approaches to Behavior and Classroom Management in Special Education</i> (EDSP 413/613; 3 credits)	UG: 21 GR: 3
Spring, 2015	<i>Assessment in Special Education</i> (EDSP 415/615; 3 credits)	UG: 19 GR: 3
Fall, 2014	<i>Curriculum &amp; Instruction—Elementary</i> (EDSP 451/651; 3 credits)	UG: 12 GR: 19
<b>University of Oregon</b>		
Summer, 2014	<i>Social Science Research Design, Online</i> (EDUC 612; 4 credits)	GR: 8
Winter, 2014	<i>Social Science Research Design</i> (EDUC 612; 4 credits)	GR: 18
Fall, 2013	<i>Social Science Research Design</i> (EDUC 612; 4 credits)	GR: 12
Spring, 2013	<i>Educational Assessment</i> (SPSY 674; 4 credits)	GR: 5
Fall, 2006	<i>Tests &amp; Measurement in Education</i> (SPSY 617; 4 credits)	GR: 44
Winter 2004	<i>Statistics in Education</i> (SPSY 612)	GR: 32
<b>University of Montana</b>		
Spring, 2006	<i>Educational Assessment</i> (PSYC 583; 4 credits)	GR: 7
Spring, 2006	<i>Intro. to Psychological Research Methods</i> (PSYC 120; 3 credits)	UG: 94
Fall, 2005	<i>Behavioral Assessment</i> (PSYC 582; 4 credits)	GR: 5
Spring, 2005	<i>Behavioral Assessment</i> (PSYC 582; 4 credits)	GR: 5
Fall, 2005	<i>Tests &amp; Measurement</i> (PSYC 524; 3 credits)	GR: 7
Fall, 2004	<i>Psychological Evaluation</i> (PSYC 515; 3 credits)	GR: 14
Fall, 2004	<i>Psychological Evaluation for Counselors</i> (PSYC 525; 3 credits)	GR: 6

**PRACTICUM SUPERVISION:**

<b>University of Oregon</b>		
Spring, 2013	<i>Educational Assessment</i>	GR: 5
<b>University of Montana</b>		



Fall, 2006	<i>Tests &amp; Measurement in Education</i>	GR: 44
Fall, 2005	<i>Behavioral Assessment Practicum</i>	GR: 4
Spring, 2005	<i>Behavioral Assessment Practicum</i>	GR: 5
Spring, 2006	<i>Educational Assessment Practicum</i>	GR: 7

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### **Completed Thesis & Dissertation Committees**

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#### **UNIVERSITY OF MARYLAND, IN-PROCESS DOCTORAL DISSERTATION COMMITTEES**

*Committee Member*

Marisa Mitchell (Special Education)

#### **UNIVERSITY OF OREGON, COMPLETED DOCTORAL DISSERTATION COMMITTEES**

*Committee Member*

Shaheen Munir-McHill (2013, School Psychology)

#### **UNIVERSITY OF MONTANA, COMPLETED DOCTORAL DISSERTATION COMMITTEES**

*Committee Member*

Scott Hohnstein (2007, Education)

#### **UNIVERSITY OF MARYLAND, IN-PROCESS MASTER'S THESIS COMMITTEES**

*Committee Member*

Alisa Williams (School Psychology)

#### **UNIVERSITY OF MONTANA, COMPLETED MASTER'S THESIS/SPECIALIST RESEARCH PROJECT COMMITTEES**

*Major Professor/Chair*

Jason Bailey (2005, School Psychology)

Katie Kunches (2005, School Psychology)

Erin Taylor-Hanson (2005, School Psychology)

*Committee Member*

Loretta Grate Kehoe (2005, Clinical/Neuro Psychology)

Brandon Rennie (2005, School Psychology)

Marcie Bartsch (2005, School Psychology)

Mike Little Owl (2005, School Psychology)

Shawna Radar (2005, School Psychology)

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### **Professional Leadership & Service Activities**

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#### **NATIONAL LEADERSHIP**

2015 – present      *Council for Learning Disabilities*  
Research Committee Chair

#### **ORGANIZATION MEMBERSHIP:**

2012 – present      *Council for Learning Disabilities*  
Research Committee Member (2012 – 2015)

1999 – present      *National Association of School Psychologists*  
NASP Student Leader Initiative, Faculty Sponsor (2005 - 2006)

1998 – present      *Golden Key National Honor Society*

1998 – present *The Honor Society of Phi Kappa Phi*  
2004 – 2007 *Montana Association of School Psychologists*  
2004 – 2006 *Council for Exceptional Children (CCBD, CEDS)*  
2000 – 2005 *Oregon School Psychologists Association*  
1999 – 2005 *American Psychological Association*

**APPLICATION REVIEWS:**

2014 – present International Conference on Learning Disabilities (CLD) Proposal  
Reviewer  
2012 – present National Institute of Health (NIH) Early Career Reviewer (ECR) Program  
participant

**EDITORIAL EXPERIENCE:**

*Editorial Advisory Board Member*

2015 – present *School Psychology Review*

*Editorial Board Memberships*

2014 – present *Assessment for Effective Intervention*

2014 – present *The Elementary School Journal*

2005 – 2008 *Journal of Psychoeducational Assessment*

*Ad-hoc reviewer Service*

2015 *School Psychology Quarterly*

2014 *Journal of Psychoeducational Assessment*

2013 *Assessment for Effective Intervention*

2012 *Assessment for Effective Intervention*

2012 *Learning and Individual Differences*

2011 *Journal of School Leadership*

2011 *Learning and Individual Differences*

2011 *Assessment for Effective Intervention*

2009 *Journal of School Psychology*

2004 *Journal of Early Education and Development*

**UNIVERSITY SERVICE AND LEADERSHIP ACTIVITIES:**

*University of Maryland*

2015 – present *Human Development and Quantitative Methods, Program Committee  
Member*

2015 – present *Center for Early Childhood and Early Intervention, Executive Board  
Member*

2014 – present *Counseling, Higher Education, Special Education Department: Teacher  
Preparation Program Committee Member*

2014 – 2015 *Counseling, Higher Education, Special Education Department: Search  
Committee for School Psychology Faculty*

*University of Oregon*

2011 – 2014 *Kenneth W. Merrell Legacy Scholarship, Committee Member*

2011 – 2014 *Center on Teaching and Learning Undergraduate Research Fellowship,  
Mentor*

2012 – 2014 *Center on Teaching and Learning Executive Leadership Team, Member*

2011 – 2014 *Center on Teaching and Learning Leadership Team, Member*

2010 – 2014 *Center on Teaching and Learning Research Council, Member*

*The University of Montana*

2004 – 2006 *Women's Studies Steering Committee, Member*  
 2004 – 2006 *Graduate Student and Faculty Research Conference Committee, Member*  
 2004 – 2006 *Psychology Graduate Student Association (PGSA), Faculty Representative*  
 2004 – 2006 *Psychology Department: Faculty Evaluation Committee, Search Committee for School Psychology Faculty, School Psychology Admissions Committee, Member*

*Professional Public Service*

2013 – 2014 *S.M.A.R.T. (Start Making a Reader Today) Reader, Volunteer Eugene, OR School District (4J)*  
 2005-2006 *Missoula County Public Schools, District Data Team for DIBELS, Invited Member*  
 2005-2006 *Missoula County Public Schools, Social Behavioral Outcomes Team (SBOT), Invited Member*  
 2004-2006 *Comprehensive System of Professional Development (CSPD) Region V, Behavioral Assessment Subcommittee, Member*  
 2004-2006 *Montana Behavioral Initiative (MBI), Member*  
 2004-2006 *21st Century Community Learning Center (21st CCLC) Initiative, Advisory Panel Member*  
 2004-2006 *Missoula County Public Schools, Special Education Council, Invited Member*

**NATIONAL ADVISING:**

2013 – present *Decision Rule Research Project: Curriculum-Based Measurement in Reading, Advisory Panel Member*  
 Contact: Theodore J. Christ, Ph.D. (PI)  
 2013 – present *Florida Center for Reading Research, Statistical Methods Consultant*  
 Contact: Yaacov Petscher, Ph.D. (PI)  
 2012 – 2014 *Reducing Special Education/Reading Risk for Urban Learners Through An Oral Reading Fluency Intervention, Measurement Development Consultant*  
 Contact: Gwendolyn Cartledge, Ph.D. (PI)  
 2008 - 2009 *Ministry of Education, Saskatchewan, CA Response to Intervention (RtI) Professional Development Consultant*  
 Contact: Elaine Caswell, Director; Children's Services Branch  
 2008 –2010 *Center for Response to Intervention in Early Childhood (CRITEC) Grant, Consultant*  
 Contact: Ruth A. Kaminski, Ph.D. (PI)  
 2004 – 2008 *Northwest Media, Inc., Key Consultant for Educational Evaluation*  
 Contact: Caesar Pacifici, Ph.D.

**Awards/Honors**

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<i>Sentinel Research Award, Center on Teaching and Learning</i>	2012
<i>University Grant, University of Montana, Project FRIENDS</i>	2005
<i>Faculty Development Award, University of Montana</i>	2005
<i>Graduate Teaching Fellow Award for Outstanding Teaching</i>	Nominee 2002
<i>Claire Wilkins Chamberlain Memorial Award</i>	2002

<i>Liz Gullion Scholarship Award</i>	2001
<i>Phi Kappa Phi National Award of Excellence</i>	1999
<i>Phi Kappa Phi Graduate Fellowship Award</i>	1999
<i>Golden Key National Honor Society Undergraduate Scholarship</i>	1999
<i>Phi Kappa Phi Tunison Scholarship Award</i>	1998
<i>National Collegiate Social Sciences Award</i>	1998
<i>Psychology Scholar Award</i>	1998
<i>Truman Scholar Award</i>	Nominee 1997
<i>Waldo-Cummings Outstanding Student award</i>	1997
<i>Druscilla Shepard Smith Award</i>	1996-1999
<i>James E. Casey Scholarship</i>	1995
<i>Clifford J. and Grace M. Taylor Scholarship</i>	1995
<i>Oregon Junior Science and Humanities Symposium</i>	1995

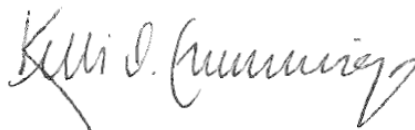
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### Patents

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- Fickas, S., Prideaux, J., & **Cummings, K.D.** (2013). *Integrating a Shadow-Scoring Validation-Service into Oral Reading Fluency Assessment*. U.S. Patent Application (App. No.: 61/912435), filed December 5, 2013. Patent pending.
- Fickas, S., Prideaux, J., **Cummings, K.D.**, Ness, J. (2013). *Local PIN Login for Securely Storing 3<sup>rd</sup> party LOGIN Information*. U.S. Patent Application (UOR-127/PROV—ID:3019), , filed December, 2013. Patent pending.

Kelli D. Cummings, Ph.D., NCSP



September 6, 2015