Carol Lord

Publications


Conference Papers, Presentations


**Research Projects**

Director, “English Language Learners/Students with Disabilities Project,” a study to determine whether test results for English learners and students with disabilities, with and without testing accommodations, are valid when aggregated with scores of other students on tests of mathematics and English (the English Language Development Assessment), funded by the U. S. Institute of Education Science through the Oklahoma State Department of Education and the Council of Chief State School Officers, to Advance Research Data Analysis Corporation and the California State University Foundation (2006-2007).
Director, “Developing Reading Fluency with Electronic Books.” In collaboration with the Long Beach YMCA after-school CORAL program, Long Beach Unified School District, Long Beach, CA, and colleagues in the College of Education and College of Liberal Arts at California State University Long Beach, planned and implemented after-school assisted reading programs using electronic books with low-proficiency third graders at Clara Barton Elementary School and Willard Elementary School (in conjunction with research on reading fluency funded by U.S. Department of Education SBIR program and FIPSE program, 2005-2007).

Director, “Case Studies of the Use of the Computer to Develop Reading Fluency,” a project to assess the effectiveness of computer-based assisted reading instruction for third grade children, funded by the U. S. Department of Education by an SBIR grant to USTeach (“Synchronized Multimedia E-Book Development for Reading Fluency and Comprehension,” RFP 84-305S) through the California State University Long Beach Foundation (2004-2005).

Principal investigator, “Language Difficulty and Assessment Accommodations for English Language Learners,” a project funded by a contract with the U.S. Office of Education through the Delaware State Department of Education (Grant #R279A950022), to investigate the performance of 3rd graders and 8th graders on SAT9 and Delaware state mathematics tests, analyzing the extent to which the linguistic complexity of test items is a factor in the performance of English language learners (1999-2000).