

Kevin S. McGrew, Ph.D.

Purpose, Passion and Serendipity

Educational Psychologist
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CURRENT POSITIONS

Director. The Institute for Applied Psychometrics (IAP). IAP_{inc} is a private research organization, founded by Kevin McGrew in 1998, devoted to the application of educational, psychological, measurement and statistical procedures to issues and problems in psychology, education, and human exceptionalities/disabilities. The goal of IAP is to provide a bridge between psychological, measurement, and statistical theory/methods and applied practice in psychology and education. IAP has particular research interests in: (a) theories and measurement of human intelligence, personal competence and adaptive behavior, (b) the application of psychological and educational measurement principles and techniques to the development and interpretation of psychological and educational assessment instruments, (c) the Cattell-Horn-Carroll (CHC) Theory of Cognitive Abilities, (d) narrowing the theory-practice gap in educational and psychological assessment, (e) the influence of non-cognitive (conative) characteristics on learning and human performance, (f) psychological assessment practices in the identification and classification of individuals with intellectual and learning disabilities and other exceptionalities, (g) the application of emerging neurotechnologies to learning and cognitive performance, and (h) psychometric issues related to the identification of individuals with intellectual disabilities in *Atkins* MR/ID death penalty cases. The *practical* application of *psychometrics* to educational, psychological, and legal problems is a unique focus of IAP (1998 to present). Additional information can be found at www.themindhub.com.

Adjunct Research Professor. University of Minnesota, Institute on Community Integration. Primary ICI-related interests are applied psychometrics and research on models of personal competence, adaptive behavior, non-cognitive variables related to learning, and theories and measurement of human intelligence. (2019 to present).

Visiting Lecturer. University of Minnesota, Educational Psychology. A guest lecturer and doctoral student advisor in the School Psychology graduate program (Sept. 2000 to 2019). Measurement consultant to various federal grants operated by the National Center of Educational Outcomes (NCEO) and Institute on Community Integration (ICI).

Applied Psychometric Consultant/Expert Witness. A consulting expert, via declarations or testimony, to the courts regarding the measurement of intelligence and psychometric issues relevant to intellectual assessment in *Atkins* (*Atkins v Virginia*, 2001) death penalty cases (capital punishment cases involving individuals with intellectual disabilities). (2009-current).

EDUCATION

University of Minnesota. Ph.D. *Educational Psychology* (1989)

Moorhead State University. BA (cum laude) *Psychology* (1974); MS.Ed. *School Psychology* (1975)

UNIVERSITY EXPERIENCE

University of Minnesota. *Research Professor (adjunct)* with the Institute on Community Integration (2019 to present). *Visiting Professor* in Department of Educational Psychology, School Psychology program (Sept. 2000 to 2019). *Affiliate Member* of University of Minnesota Graduate School (Dec. 2008 to 2014).

St. Cloud State University. St. Cloud, MN. *Professor in Department of Applied Psychology.* Primarily taught educational psychology courses (Sept. 1990 to 2000).

PROFESSIONAL EXPERIENCES *(select list)*

Intelligence and Individual Differences Theory & Test Development Consultant. Ayrton Senna Institute (Instituto Ayrton Senna), São Paulo, Brazil. Served as international consultant to large group assessment project: *Twenty-first century cognitive SKILLS: Measures of reasoning, knowledge, and creativity in large-scale assessment systems.* (2016-2017). External Research Consultant to Instituto Ayrton Senna-eduLab21 for project on developing a model of motivated self-regulated learning in the context of ASI's SENNA social-emotional skills project (August, 2020 to current).

Intelligence Theory and Test Development Consultant. Dharma Bermakna Foundation, Indonesia. Served as intelligence theory and testing consultant to Dharma Bermakna Foundation and Universitas Gadjah Mada (UGM) for the development of the Indonesian AJT Cognitive Assessment Development Project. Primary duties included (a) conducting training regarding the Cattell-Carroll-Horn (CHC) theory of intelligence, (b) serving as member of the AJT Cognitive Assessment Quality Assurance Project Team, (c) serving as member of AJT project Independent Review Panel, and (d) introducing "best practices" in psycho-educational assessment to AJT project staff. 2014 (March) to 2017 (July).

Test Development/Validation Expert. Invited participant /consultant for *Workshop on Measuring Critical Analytic Thinking skills for Intelligence Analysts, Office of the Director of National Intelligence* (ODNI), MITRE Corporation, McLean, Va. (December, 2012).

Research Director. The Woodcock—Muñoz Foundation (WMF). Responsible for directing internal and external research projects for WMF, a private, non-profit operating foundation that supported the advancement of contemporary cognitive assessment. WMF engaged in programs of instructional support to professional preparation programs, research concerning the abilities of individuals with diagnosed exceptionalities, and closely-related educational and research projects. (Spring 2005 to spring 2015).

Associate Director: Measurement Learning Consultants (MLC). Provide statistical and measurement expertise assistance, as well as co-author test development duties (*Woodcock—Johnson Battery III and IV*) related to development of applied psycho-educational assessment instruments produced by Dr. Richard Woodcock's private research test development corporation (MLC). (April 2008 to spring 2015).

Measurement Consultant. Completed all measurement and statistical work for the *Children's Psychological Processing Scale*, Schoolhouse Educational Services (2010-2011).

Intelligence Theory and Test Development Consultant. Served as intelligence theory and psychometric consultant to Psychological Assessments Australia on the adaptation and national norming of the *Woodcock-Johnson Battery III in Australia*. (2007-2008).

Measurement Consultant. Full-time measurement and statistical consultant to Dr. Richard Woodcock (*MLC: Measurement Learning Consultants*) and *Riverside Publishing* on the revision/renorming of the *Woodcock-Johnson Psycho-Educational Battery-III (WJ-III)*. (1996-2000; while on four-year leave from SCSU).

Professor. Department of Applied Psychology. St. Cloud State University, St. Cloud, MN (1990 to 2000). Primary duties included teaching educational psychology courses. Through a cooperative agreement with the University of Minnesota, 33%-66% release time devoted to serving as a *Senior Researcher and Management* team member with the National Center on Educational Outcomes (NCEO) and a Research Associate with the Institute on Community Integration from 1990 to 1996.

School Psychologist/Research Associate. 25% School Psychologist with *St. Cloud Community Schools* (ISD 742). 75% shared research/grant development position with St. Cloud Community Schools, University of Minnesota's Institute on Community Integration, and University of Minnesota's University Affiliated Program. (1987 to 1990).

Research Fellow/Assistant. University of Minnesota, Minneapolis, MN (1985 to 1987).

School Psychologist/Child Study Coordinator: St. Cloud Community Schools (ISD 742), St. Cloud, MN. (1977 to 1985). On leave of absence from 1985 to 1987.

School Psychologist. Area Education Agency 12, Onawa Service Center, Onawa, Iowa (1975 to 1977).

PROFESSIONAL AFFILIATIONS/JOURNAL BOARDS

Professional Affiliations

American Association on Intellectual and Developmental Disabilities (AAIDD)

- Member of AAIDD Advisory Committee for the 12th revision of the AAIDD terminology and classification manual called *Intellectual Disability: Definition, Diagnosis, Classification, and Systems of Support, 12th Edition* (September, 2017 to October, 2020)

American Psychological Association (APA)

- Division 5: Division for Quantitative and Qualitative Methods
- Division 16: School Psychology
 - Committee on Professional and Corporate Sponsorship of School Psychology (CPCSSP)
- Division 33: Intellectual and Developmental Disabilities
- Division 41: American Psychology-Law Society (member)

National Association of School Psychologists (NASP)

International Society of Intelligence Research (ISIR)

Professional Journal Review and Board Activity

Applied Psychological Measurement. Ad hoc reviewer (July-Aug, 2010).

American Journal on Intellectual and Development Disabilities. Ad hoc reviewer (Dec 2009)

Baltic Journal of Psychology. Ad hoc reviewer (Sept 2009)

Intelligence. Ad hoc reviewer (February 2009 to present)

Intellectual and Developmental Disabilities. Ad hoc reviewer (September, 2016)

Journal of Psychoeducational Assessment. Editorial advisory board member (January 1985 to 1998; Spring 2010 to current)

Journal of Psychopathology and Behavioral Assessment. Ad hoc reviewer (June 2016)

Learning and Individual Differences. Ad hoc reviewer (January-March 2015)

Psychology in the Schools. Co-guest editor, special issue on the Cattell-Horn-Carroll (CHC) theory and intellectual assessment (2008-2009)

School Psychology Quarterly. Ad hoc reviewer (January 1996 to 2004)

School Psychology Review. Editorial advisory board member (January 1988 to June 1990); Ad hoc reviewer (January 1996 to 2004).

ADVISORY BOARDS/SPECIAL CONSULTATIONS (*select list*)

Member of *AAIDD Advisory Committee for the Intellectual Disability: Definition, Diagnosis, Classification, and Systems of Support, 12th Edition* (Sept 2017 to October 2020).

Measurement consultant to University of Minnesota, Institute on Community Integration, federally funded *National Longitudinal Transition Study* (NLTS 2012).

Expert consultant or witness for various state and federal court cases regarding psychometric issues in the identification of individuals with intellectual disabilities related to *federal Atkins ID death penalty habeas corpus cases*. (2009 to present)

Measurement and research consultant with the *National Center on Educational Outcomes* (NCEO), University of Minnesota (2002 to 2010).

Test Development Expert consultant for *National Accessible Reading Assessment Project* (NARAP), University of Minnesota (U of M/IAP subcontract; Fall 2004 to 2010).

Independent reviewer of pre-publication draft of *Mental retardation: Determining eligibility for Social Security benefits*. National Academy of Science, National Research Council (2002).

Consultant to *Riverside Publishing* on the revision plans for the *Standard-Binet Intelligence Scale (5th Edition)* (1996 to 2000).

Consultant to the *Psychological Corporation* for special analyses of the *Comprehensive Behavior Rating Scale for Children* norm data (1988-1989).

Consultant to *CTB/McGraw-Hill* for the *Tests of Cognitive Skills* (2nd Edition). Content review of items (1989).

Consultant to Dr. Richard Woodcock (*Measurement Learning Consultants*) and *Developmental Learning Materials (DLM)* on the revision of the *Woodcock-Johnson Psycho-Educational Battery (WJ-R, 1989)*. Calculated the norms, performed the statistical analyses, and coauthored the WJ-R technical manual. (1986-1991).

Consultant to Dr. Richard Woodcock (*Measurement Learning Consultants*) for select data analyses for the *Woodcock Language Proficiency Batteries* (October 1983 to September 1984) and the *Woodcock Reading Mastery Test-Revised*. (Summer, 1986).

Measurement and research consultant to the *Woodcock-Munoz Foundation* regarding grant proposals and measurement work on the *International Editions of the Woodcock-Johnson* assessment instruments. (2002 to 2004).

Advisory Committee Member for the *National Center on Student Progress Monitoring (NCSPM)*, American Institutes for Research (AIR). (April 2004 to November 2008).

Invited participant and presenter at *U. S. Department of Education, Office of Special Education Programs (OSEP)* meetings on *Assessment and Students with Disabilities* (January 21, 2003) and *Alternative Assessments and Alternate Achievement Standards*, Washington, DC. (July 24, 2003).

Measurement consultant to *Stanford Research Institute (SRI)* for the U. S. Department of Education, Office of Special Education Programs (OSEP) national *Special Education Elementary Longitudinal Study (SEELS)*. (1999 to 2007). Member of SEELS Direct Assessment Work Group.

Member of the *Stanford Research Institute (SRI)* Technical Work Group and ongoing consultation for the U. S. Department of Education, Office of Special Education Programs (OSEP) *National Longitudinal Transition Study-2 (NLTS2)*. (1999 to 2003).

Consultant and member of *Stanford Research Institute (SRI)* Resource Panel on Disability and Special Education for *NCES Early Childhood Longitudinal Study (ECLS)*. (1997).

Consultant to the *National Academy of Education (NAE)* panel on the evaluation of the *National Assessment of Educational Assessment Program (NAEP) Trial State Assessment Project* regarding a special study on the exclusion of students with disabilities. March 14, 1994 and May 26, 1995, Washington, D.C.

Educational research and measurement consultant to *Interactive Metronome (IM)*, a privately held neurotechnology company. IM is a proprietary based neurotechnology developed to help children with learning and developmental disorders as well as to treat adult neuro rehabilitation patients.

Served as external consultant from 2004 to 2007. Became a member of the *IM Scientific Advisory Board* in 2007 (to present).

Evaluation consultant to *Sherburne and Northern Wright Special Education Cooperative*. Program evaluator for three-year project to evaluate the effectiveness of special education services. (1994 to 1997).

Measurement consultant to *Rum River Special Education Cooperative* (MN) for two-year federally sponsored study to develop reading and writing norms for the *Minnesota Braille Skills Inventory* (MBSI). (1995-1997).

Measurement consultant to the *Rum River Special Education Cooperative* for the analysis of the *Braille Assessment Inventory* (BAI). (1994).

AWARDS/RECOGNITIONS

Alan S. Kaufman Excellence in Assessment Award (2023). Gonzaga University.

Distinguished Alumni Award. University of Minnesota College of Education and Human Development.

Distinguished Alumni Award (2016). Minnesota State University—Moorhead, Psychology Department, September 17, 2010. First award presented by the MSUM Psychology department.

Lifetime Achievement Award (2014-2015). Minnesota Association of School Psychologists (MSPA).

Lifetime Achievement Award (2015). KIDS, Inc. – School neuropsychology training and resources.

Outstanding Faculty Award (1991). St. Cloud State University.

Recognition as “top contributor” to school psychology literature (1987-1995). Ranked as the 17th top contributor to all school psychology literature from 1987-1995. Tied for 2nd place for assessment-related articles. [Little, S. (1997). Graduate education of the top contributors to the school psychology literature. 1987-1995. *School Psychology International*, 18, 15-27.]

INTERNET PRESENCE (web pages; professional blogs; etc.)

APA Division 16 Professional Sponsor - <https://tinyurl.com/yd7wftyu>

The MindHub™ - <http://www.themindhub.com>

Intelligent Insights on Intelligence Theories and Tests (aka IQ's Corner) - www.iqscorner.com/

Intellectual Competence and the Death Penalty (ICDP) - <https://www.iqmrdeathpenalty.blogspot.com/>

The Brain Clock - <https://www.ticktockbraintalk.blogspot.com/>

LinkedIn - <https://www.linkedin.com/in/kmcgrew/>

Google Scholar – [Click here](#)

Research Gate – [Click here](#)

SCHOLARLY PRODUCTIVITY SUMMARY (* designates peer-reviewed journal article]

Intelligence Testing and Theories

*McGrew, K. S. (2023). Carroll's three-stratum (3S) cognitive ability theory at 30 years: Impact, 3S-CHC theory clarification, structural replication, and cognitive-achievement psychometric network analysis. *Journal of Intelligence*, 11:32.

*McGrew, K. S., Schneider, W. J., Decker, S. L., & Bulut, O. (2023). A psychometric network analysis of CHC intelligence measures: Implications for research, theory, and interpretation of broad CHC scores "beyond g". *Journal of Intelligence*, 11: 19.

Hoelzle, J. B., Simons, M. U., Meyer, G. J., & McGrew, K. S. (in press, 2022). Neuropsychological assessment and the Cattell-Horn-Carroll (CHC) model. In G. J., Boyle, Y. Stern, D. J. Stein, B. J. Sahakian, C. J. Golden, T. M.-C. Lee, & S.-H. A., Chen (Eds.), *The SAGE Handbook of Clinical Neuropsychology: Volume 2: Clinical Neuropsychological Assessment and Diagnosis*. London: Sage Publications

*Cormier, D. C., Bulut, O., McGrew, K. S. & Kennedy, K. (2022). Linguistic influences on cognitive test performance: Examinee characteristics are more important than test characteristics. *Journal of Intelligence*, 10: 8.

*McGrew, K. S. (2022). The Cognitive-Affective-Motivation Model of Learning (CAMML): Standing on the shoulders of giants: *Canadian Journal of School Psychology*, (37) 1, 117-134.

*McGrew, K. S. (2021). Is the intellectual functioning component of AAIDD's 12th manual satisfying? *Intellectual and Developmental Disabilities*, 59(5), 369-375.

Floyd, R. G., Farmer, R. L., Schneider, W. J., & McGrew, K. S. (2021). Theories and measurement of intelligence. In L. M. Glidden (Ed.), *APA handbook of intellectual and developmental disabilities, Volume 1* (pp. 385-424). Washington, DC: American Psychological Association.

*Schneider, W. J., & McGrew, K. S. (2019). Process overlap theory is a milestone achievement among intelligence theories. *Journal of Applied Research in Memory and Cognition*, 8, 273-276.

Schneider, W. J., & McGrew, K. S. (2018). The Cattell-Horn-Carroll Theory of Cognitive Abilities. In D. P. Flanagan & Erin M. McDonough (Eds.), *Contemporary intellectual assessment: Theories, tests and issues* (4th ed., pp. 73-163). New York: Guilford Press.

*Kyllonen, P., Hartman, R., Sprenger, A., Weeks, J., Bertling, M., McGrew, K., ... & Stankov, L. (2019). General fluid/inductive reasoning battery for a high-ability population. *Behavior Research Methods*, 51(2), 507-522.

*Cormier, D. C., McGrew, K. S., Bulut, O., & Singh, D. (2017). Exploring the relations between Cattell-Horn-Carroll (CHC) cognitive abilities and mathematics achievement. *Applied Cognitive Psychology, 31*, 530–538.

*Cormier, D. C., McGrew, K. S., Bulut, O. & Funamoto, A. (2016). Revisiting the relationships between broad Cattell-Horn-Carroll (CHC) cognitive abilities and reading achievement during the school-age years. *Journal of Psychoeducational Assessment, 35*(8), 731-754.

*Cormier, D., C., Bulut, O., McGrew, K. S. & Frison, J. (2016). The role of Cattell-Horn-Carroll (CHC) cognitive abilities in predicting writing achievement during the school years. *Psychology in the Schools, 53*(8), 787-803.

Niilekesia, C. R., Reynolds, M. R., Keith, T. Z. & McGrew, K. S. (2016). A special validity study of the Woodcock-Johnson IV: Acting on evidence for specific abilities. In Flanagan, D. P. and Alfonso, V. C. (Eds.) *WJ IV clinical use and interpretation: Scientist-practitioner perspectives* (p. 65-106). Boston: Elsevier.

McGrew, K. (2015a). Intellectual functioning. In Polloway, E. (Ed.), *The death penalty and intellectual disability* (p. 85-111), Washington, DC: American Association on Intellectual and Developmental Disabilities.

McGrew, K. (2015b). Norm obsolescence: The Flynn Effect. In Polloway, E. (Ed.), *The death penalty and intellectual disability* (p. 155-169). Washington, DC: American Association on Intellectual and Developmental Disabilities.

*Cormier, D.C., McGrew, K.S., Ysseldyke, J.E. (2014). The influences of cultural loading and linguistic demand on cognitive test scores. *Journal of Psychoeducational Assessment, 32*(7), 610-623

*Taub, G., & McGrew, K. (2014). The Woodcock–Johnson Tests of Cognitive Abilities III’s Cognitive Performance Model: Empirical support for intermediate factors within CHC theory. *Journal of Psychoeducational Assessment, 32*(3), 187-201.

McGrew, K. S. (2012, September). *Implications of 20 Years of CHC cognitive-achievement research: Back-to-the-future and beyond CHC*. Paper presented at the Richard Woodcock Institute, Tufts University, Medford, MA.

*Kaufman, S., Lui, X., Reynolds, M., McGrew, K., & Kaufman, A. (2012). Are cognitive g and academic g one and the same g? An exploration across the life span on the Woodcock-Johnson and Kaufman tests. *Intelligence, 20*, 123-138.

*Cormier, D., McGrew, K., & Evans, J. (2011). Quantifying the “degree of linguistic demand” in spoken intelligence test directions. *Journal of Psychoeducational Assessment, 29*(6), 515 –533.

Schneider, W. J., & McGrew, K. (2012). The Cattell-Horn-Carroll model of intelligence. In D. Flanagan & P. Harrison (Eds.), *Contemporary Intellectual Assessment: Theories, Tests, and Issues* (3rd ed.) (p. 99-144). New York: Guilford.

*McGrew, K. (2010). The Flynn Effect and its critics: Rusty linchpins and—lookin' for *g* and *Gf* in some of the wrong places. *Journal of Psychoeducational Assessment*, 28(5), 448–468.

*McGrew, K. & Wendling, B. (2010). CHC cognitive-achievement relations: What we have learned from the past 20 years of research. *Psychology in the Schools*, 47(7), 651-675.

*Newton, J. & McGrew, K. (2010). Introduction to the special issue: Current research in Cattell-Horn-Carroll-based assessment. *Psychology in the Schools*, 47(7), 621-634.

*Hale, J., Alfonso, V., Berninger, V., Bracken, B., Christo, C., Clark, E., Cohen, M., Davis, A., Decker, S., Denckla, M., Dumont, R., Elliott, C. Feifer, S., Fiorello, C., Flanagan, D., Fletcher-Janzen, E., Geary, D., Gerber, M., Gerner, M., Goldstein, S., Gregg, N., Hagin, R., Jaffe, L., Kaufman, A., Kaufman, N., Keith, T., Kline, F., Kochhar-Bryant, C., Lerner, J., Marshall, G., Mascolo, J., Mather, N., Mazzocco, M., McCloskey, G., **McGrew, K.**, Miller, D., Miller, J., Mostert, M., Naglieri, J., Ortiz, S., Phelps, L., Podhajski, B., Reddy, L., Reynolds, C., Riccio, C., Schrank, F., Schultz, E., Semrud-Clikeman, M., Shaywitz, S., Simon, J., Silver, L., Swanson, L., Urso, A., Wasserman, T., Willis, J., Wodrich, D., Wright, P., & Yalof, J. (2010). Critical Issues in response-to-intervention, comprehensive evaluation, and specific learning disabilities identification and intervention: An expert white paper consensus. *Learning Disability Quarterly*, 33, 223-236.

*Floyd, R. G., McGrew, K. S., Barry, A., Rafael, F. & Rogers, J. (2009). General and specific effects on Cattell–Horn–Carroll Broad Ability Composites. Analysis of the Woodcock–Johnson III Normative Update CHC factor clusters across development. *School Psychology Review*, 38(2), 249-265.

*Floyd, R. G., Shands, E. I., Rafael, F. A., Bergeron, R., & McGrew, K. S. (2009). The dependability of general-factor loadings. The effects of factor-extraction methods, test battery composition, test battery size, and their interactions. *Intelligence*, 37, 453-465.

*McGrew, K. (2009). Editorial. CHC theory and the human cognitive abilities project. Standing on the shoulders of the giants of psychometric intelligence research, *Intelligence*, 37, 1-10.

*Taub, G., Floyd, R. G., Keith, T. Z., & McGrew, K. S. (2008). Effects of general and broad cognitive abilities on mathematics. *School Psychology Quarterly*, 23(2), 187-198.

*Floyd, R. G., McGrew, K. S., & Evans, J. J. (2008). The relative contributions of the Cattell-Horn-Carroll cognitive abilities in explaining writing achievement during childhood and adolescence. *Psychology in the Schools*, 45(2), 132-144.

*Floyd, R. G., Keith, T. Z., Taub, G. E., & McGrew, K. S. (2007). Cattell-Horn-Carroll cognitive abilities and their effects on reading decoding skills. *g* has indirect effects, more specific abilities have direct effects. *School Psychology Quarterly*, 22(2), 200-233.

McGrew, K. S. (2005). The Cattell-Horn-Carroll (CHC) theory of cognitive abilities. Past, present and future. In D. Flanagan, & Harrison (Eds.), *Contemporary intellectual assessment. Theories, tests, and issues* (p.136-202). New York. Guilford Press.

*Phelps, L., McGrew, K. S., Knopik, S. N., & Ford, L. (2005). The general (g), broad, and narrow CHC stratum characteristics of the WJ III and WISC-III tests. A confirmatory cross-battery investigation. *School Psychology Quarterly*, 20(1), 66-88.

*Taub, G. E., & McGrew, K. S. (2004). A confirmatory factor analysis of Cattell-Horn-Carroll theory and cross-age invariance of the Woodcock-Johnson Tests of Cognitive Abilities III. *School Psychology Quarterly*, 19(1), 72-87.

*Taub, G., McGrew, K., & Witta, E. (2004). A confirmatory analysis of the factor structure and cross-age invariance of the Wechsler Adult Intelligence Scale-Third Edition. *Psychological Assessment*, 16, 85-89.

Floyd, R. G., Shaver, R. B., & McGrew, K. S. (2003). Interpretation of the WJ III Tests of Cognitive Abilities. Acting on evidence. In F.A. Schrank & D.P. Flanagan (Eds.), *WJ III clinical use and interpretation* (pp. 1-46). San Diego. Academic Press.

Phelps, L., & McGrew, K. S. (2003). Using the Woodcock-Johnson III Tests of Achievement with the WISC-III and WAIS-III to determine a specific learning disability. In F.A. Schrank & D.P. Flanagan (Eds.), *WJ III clinical use and interpretation* (pp. 229-241). San Diego. Academic Press.

*Floyd, R. G., Evans, J. J., & McGrew, K. S. (2003). Relations between measures of Cattell-Horn-Carroll (CHC) cognitive abilities and mathematics achievement across the school-age years. *Psychology in the Schools*, 40(2), 155-171.

*Evans, J., Floyd, R., McGrew, K. & Leforgee, M. (2002). The relations between measures of Cattell-Horn-Carroll (CHC) cognitive abilities and reading achievement during childhood and adolescence. *School Psychology Review*, 31(2), 246-262.

*Vanderwood, M. L., McGrew, K. S., Flanagan, D. P., & Keith, T. Z. (2002). The contribution of general and specific cognitive abilities to reading achievement. *Learning and Individual Differences*, 13, 159-188.

Flanagan, D. P., McGrew, K. S., & Ortiz, S. O. (2000). *The Wechsler Intelligence Scales and Gf-Gc theory. A contemporary approach to interpretation*. Boston. Allyn & Bacon.

McGrew, K., & Flanagan, D. (1998). *The Intelligence Test Desk Reference (ITDR). Gf-Gc cross-battery assessment*. Boston. Allyn & Bacon.

*Flanagan, D. P., & McGrew, K. S. (1998). Interpreting intelligence tests from contemporary Gf-Gc theory. Joint confirmatory factor analyses of the WJ-R and KAIT in a non-white sample. *Journal of School Psychology*, 36, 151-182.

Flanagan, D., & McGrew, K. (1997). A cross-battery approach to assessing and interpreting cognitive abilities. Narrowing the gap between practice and science. In D.P. Flanagan, J.L. Genshaft, & P.L. Harrison (Eds.). *Contemporary intellectual assessment. Theories, tests, and issues* (pp. 314-325). New York. Guilford.

McGrew, K. (1997). Analysis of the major intelligence batteries according to a proposed comprehensive *Gf-Gc* framework. In D.P. Flanagan, J.L. Genshaft, & P.L. Harrison (Eds.). *Contemporary intellectual assessment. Theories, tests, and issues* (p. 151-180). New York. Guilford.

*Cameron, L., Ittenbach, R. McGrew, K. & Harrison, P. (1997). Factor analysis of the K-ABC with gifted referrals. *Educational and Psychological Measurement, 57*, 823-849.

*Flanagan, D., & McGrew, K. (1997). Interpreting intelligence tests from modern *Gf-Gc* theory. Joint confirmatory factor analysis of the WJ-R and Kaufman Adolescent and Adult Intelligence Test in a non-white sample. *Journal of School Psychology, 36*, 151-182.

*Flanagan, D., McGrew, K., Abramowitz, E., Lehnar, L., Untiedt, S., Berger, D., & Armstrong, H. (1997). Improvement in academic screening instruments? A concurrent validity investigation of the K-FAST, MBA, and WRAT-3. *Journal of Psychoeducational Assessment, 15*, 99-112.

*McGrew, K. S., Flanagan, D. P., Keith, T. Z., & Vanderwood, M. (1997). Beyond *g*. The impact of *Gf-Gc* specific cognitive abilities research on the future use and interpretation of intelligence tests in the schools. *School Psychology Review, 26*, 177-189.

*McGrew, K., & Wrightson, W. (1997). The calculation of new and improved WISC-III subtest reliability, uniqueness, and general factor characteristic information through the use of data smoothing procedures. *Psychology in the Schools, 34*, 181-195.

*McGrew, K., & Knopik, S. (1996). The relationship between intra-cognitive scatter on the Woodcock-Johnson Psycho-Educational Battery-Revised and school achievement. *Journal of School Psychology, 34*, 351-364.

*McGrew, K., Untiedt, S.A., & Flanagan, D. (1996). General factor and uniqueness characteristics of the Kaufman Adolescent and Adult Intelligence Test (KAIT). *Journal of Psychoeducational Assessment, 14*, 208-219.

*McGrew, K., & Murphy, S. (1995). Uniqueness and general factor characteristics of the Woodcock-Johnson Tests of Cognitive Ability-Revised. *Journal of School Psychology, 33*, 235-245.

*McGrew, K., & Hessler, G. (1995). The relationship between the WJ-R *Gf-Gc* cognitive clusters and mathematics achievement across the lifespan. *Journal of Psychoeducational Assessment, 13*, 21-38.

McGrew, K. (1994). The Woodcock-Johnson Tests of Cognitive Ability - Revised. In R. Sternberg (Ed.), *The encyclopedia of intelligence* (pp. 1152-1158). New York. Macmillan.

McGrew, K. (1994). *Clinical interpretation of the Woodcock-Johnson Tests of Cognitive Ability-Revised*. Boston. Allyn and Bacon.

*McGrew, K., Murphy, S., & Knutson, D. (1994). The development and investigation of a graphic scoring system for obtaining derived scores for the WJ-R and other tests. *Journal of Psychoeducational Assessment, 12*, 33-41.

*McGrew, K. (1993). The relationship between the Woodcock-Johnson Psycho-Educational Battery - Revised *Gf-Gc* cognitive clusters and reading achievement across the life-span. *Journal of Psychoeducational Assessment Monograph Series. WJ-R Monograph*, 39-53.

*McGrew, K. & Knopik, S. (1993). The relationship between the WJ-R *Gf-Gc* cognitive clusters and writing achievement across the life-span. *School Psychology Review*, 22, 687-695.

*McGrew, K., & Pehl, J. (1988). Prediction of future achievement by the Woodcock Johnson Psycho-Educational Battery and the WISC-R. *Journal of School Psychology*, 26, 275-281.

*McGrew, K. (1987). Exploratory factor analysis of the Woodcock-Johnson Tests of Cognitive Ability. *Journal of Psychoeducational Assessment*, 3, 200-216.

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GRANTS

Measurement consultant to University of Minnesota, Institute on Community Integration, federally funded (Institute of Education Sciences, U. S. Dept. of Education; U of M ICI subcontractor to Mathematic Policy Research) *National Longitudinal Transition Study (NLTS 2012)*. (April 2011 to present)

Assisted in writing a proposal that resulted in the *University of Minnesota* being awarded the *Rehabilitation and Research Training Center on Persons with Mental Retardation (RTC)* from NIDRR. Through a cooperative agreement served as *Research Associate* for a five-year grant (October 1993 to October 1998).

Assisted in the writing of a cooperative grant proposal that resulted in the *University of Minnesota and St. Cloud State University* being awarded a grant for *Research on the Self-Determination of Individuals with*

Disabilities from OSERS (Department of Education). Through a cooperative agreement served as *Co-Principal Investigator* for this two-year grant (October 1992 to October 1994).

Assisted in the writing of a proposal that resulted in the *University of Minnesota* being awarded the *National Transition Study on Individuals with Severe Disabilities* (NTTSD) from OSERS/NIDRR. Through a cooperative agreement with *St. Cloud State University* served as data analyst for this three-year grant (October 1991 to October 1994).

Assisted in the writing of the original proposal, and subsequent renewal proposal, that resulted in the *University of Minnesota* being awarded the *National Center on Educational Outcomes* (NCEO) for students and youth with disabilities from the Office of Special Education Programs, U.S. Department of Education. Through a cooperative agreement with *St. Cloud State University*, served as a member of the *NCEO Senior Research and Management* (October 1990 to 1996).

Primary author and *Project Evaluation/Assessment Specialist* for the *Families Involved School and Children* (FISC), a three-year federal award (US Education Office of Special Education and Rehabilitative Services). A joint research and demonstration project between the *St. Cloud Community Schools* and the *University of Minnesota's Institute on Community Integration* (October 1988 to October 1991).

Primary author, Project Director and Evaluator of *A Cooperative and Coordinated Mainstream-based Service Delivery System for Mildly Handicapped Students* - A one year (Fall, 1988 - Spring, 1989) *Minnesota State Department of Education Effectiveness Grant* awarded to the *St. Cloud Community Schools*.