

VITA
SUZANNE LANE
sl@pitt.edu

EDUCATION

- Ph.D. (Major: Research Methodology, Measurement, and Statistics, Minor: Learning and Development), School of Education, The University of Arizona, 1986. Dissertation: *Validating Cognitive Skill Sequences for Assessment Design in the Reading Domain Using Latent Trait Models*
- M.Ed. (Measurement and Statistics), School of Education, The University of Arizona, 1982.

RESEARCH INTERESTS

Educational measurement and testing, in particular, design, validity and technical issues related to large-scale assessment and accountability systems (including performance-based assessments)

EMPLOYMENT HISTORY

- 1998-present Professor. Research Methodology Program, Department of Psychology in Education, University of Pittsburgh, Pittsburgh, PA.
- 2013-2019 Chair, Department of Psychology in Education, University of Pittsburgh, Pittsburgh, PA.
- 1998-present Coordinator, Research Methodology Program, Department of Psychology in Education, University of Pittsburgh, Pittsburgh, PA.
- 1992- 1998 Associate Professor. Research Methodology Program, Department of Psychology in Education, University of Pittsburgh, Pittsburgh, PA.
- 1989- 1997 Faculty Associate, LRDC. Assessment Coordinator, Quantitative Understanding: Amplifying Student Achievement and Reasoning (QUASAR), Project Funded by the Ford Foundation, University of Pittsburgh, Pittsburgh, PA.
- 1986-1992 Assistant Professor. Research Methodology Program, Department of Psychology in Education, University of Pittsburgh, Pittsburgh, PA.
- 1985-1986 Research Assistant. Arizona Center for Educational Evaluation and Measurement, University of Arizona, Tucson, AZ.

PROFESSIONAL ORGANIZATIONS

American Educational Research Association
National Council of Measurement in Education
Psychometric Society

TEACHING EXPERIENCE

Educational and Psychological Measurement	Introductory Statistics
Psychometric Issues in Designing Performance Assessments	Intermediate Statistics
Constructing Achievement and Ability Tests	Generalizability Theory
Psychometric Approaches to Diagnostic Assessment	Classical Test Theory
Hierarchical Linear Modeling	Item Response Theory
Test Equating and Scaling	Introduction to Research
Survey Design and Validation	

GRANTS/CONTRACTS

- 2012-2014 Principal Investigator, *Research on the Effectiveness of a remote coaching model*, Bill and Melinda Gates Foundation (\$293,327)
- 2012-2013 Principal Investigator, *Research/Evaluation of the Teacher Evaluation Project for the Pennsylvania Department of Education*, PDE and US Department of Ed *Race to the Top Funding* (\$189,315)
- 2010-2011 Principal Investigator, *Research/Evaluation Work Plan for a Teacher and Principal Evaluation Project for the Pennsylvania Department of Education*, Team PA Foundation and Bill and Melinda Gates Foundation (\$80,000)
- 2010 Principal Investigator, *Common Core Alignment Study*, Pennsylvania Department of Education (\$62,384)
- 2009-2011 Co-Investigator, *Evaluating competency based education and assessment in clinical and translational science*, National Institutes of Health (\$114,340)
- 2006-2007 Co-Investigator with Clem Stone (PI), *Augmenting subscale scores for the Delaware State Assessment Program*, State Department of Delaware (\$9,500)
- 2006 Principal Investigator, *Evaluation of the six quality assessment criteria used in the Nebraska School-based Teacher-led Assessment and Reporting System (STARS)*, Nebraska Department of Education (\$15,000)
- 2006 Co-Principal Investigator with Laura Scholl (Co-PI), *Evaluation of the Keys2Work Math Gain Research*, Pittsburgh, PA (\$5,000)
- 2005-2006 Principal Investigator, *Word Analysis Validation Study*, Pearson Learning Group (\$10,000)
- 2003 Co-Principal Investigator with Andrew Weisner (Co-PI), *Evaluating the Predictive Validity of the SAT using HLM*, College Board (\$7,000)
- 2001-2004 Principal Investigator, *Assessing the Consequences of the Pennsylvania System of School Assessment*, Pennsylvania Department of Education, US Department of Education (\$677,798)
- 1995-2000 Principal Investigator, *Consequences of the Maryland State Performance Assessment Program*, U.S. Department of Education (\$776,993.00)
- 1989- 1996 Assessment Coordinator, *Quantitative Understanding: Amplifying Student Achievement and Reasoning (QUASAR)*, Ford Foundation (\$5,000,000.00). Edward Silver, Principal Investigator .
- 1991 VAXstation for Psychometric Analyses, Faculty Computing Proficiency Enhancement Program: Individual Faculty Projects, Academic Computing, University of Pittsburgh (\$9,680.00).
- 1989 Principal Investigator, *Diagnostic Tutor and Assessment System for Solving Algebra Word Problems*, Buhl Foundation, School of Education, University of Pittsburgh (\$10,000)
- 1989 Principal Investigator, *Writing Competency Assessment Program (CAP)*. Chicago, IL: Devry Technical Institute (\$2,000)
- 1987 Principal Investigator, *Item Response Models for Validating Cognitive Skill Sequences*, School of Education, University of Pittsburgh (\$2,000)

PROFESSIONAL APPOINTMENTS/ELECTIONS/AWARDS

2016- present	ETS Visiting Panel
2015-2016	AERA Top 10 most read article, <i>Review of Research in Education</i>
2014-2016	National Academy of Sciences – National Research Council, Committee on the Evaluation of NAEP Achievement Levels
2014-2017	GRE Board Research Committee, ETS
2013- 2015	U.S. Department of Education Race to the Top Technical Review Panel (appointed)
2014-2018	Member, Committee for the NCME Nominations
2014-2017	Member, Committee for the NCME Career Contributions Award
2013-2017	Member, Committee for the NCME Mission Fund
2013	Honoree for Teaching, Research and Service, University of Pittsburgh
2012-2014	Chair, Committee for the NCME Career Contributions Award
2011	AERA Award for Outstanding Reviewer
2011	Honoree for Teaching, Research and Service, University of Pittsburgh
2010	AERA Fellow (elected)
2009-2013	Committee for Robert L. Linn Distinguished Research Award
2008-2011	National Technical Advisory Council, U.S. Department of Education (appointed)
2008-2011	Nominations Committee, NCME
2006-2009	Committee on the NCME Career Contributions Award
2005-2016	Management Committee, Revision of the <i>Standards for Educational and Psychological Testing</i>
2005-2006	AERA Division D Nominating Committee
2005-2006	Co-chair, Committee on the NCME Career Contributions Award
2002-2005	Executive Council, National Council of Measurement in Education (NCME)
2003-2004	President, National Council of Measurement in Education (NCME)
2002-2003	President-Elect, National Council of Measurement in Education (NCME)
2003-2006	National Research Council, Committee on Test Design for K-12 Science Achievement
2002-2003	President Elect, National Council of Measurement in Education (NCME)
2002-2003	Chair, AERA Palmer O. Johnson Memorial Award Committee.
2001-2002	AERA Palmer O. Johnson Memorial Award Committee.
2000-2002	Vice President, Division D, American Educational Research Association
1999-2002	Board of Directors of the National Council of Measurement in Education (NCME)
1997-1999	Editor, d'News, Division D, American Educational Research Association
1997-1999	Secretary, Division D, American Educational Research Association
1997-1998	Committee for the NCME Award for Career Achievement
1993-1998	Joint Committee on Revision of the <i>Standards for Educational and Psychological Testing</i>
1993-1994	Chair, Committee for NCME Award for Best Technical Contribution to Educational Measurement
1992-1993	Program co-chair, Annual Meeting of the National Council of Measurement in Education

EDITORIAL ACTIVITIES

2018-2022	Editorial Board, <i>Educational Measurement</i> , NCME Edited Book
2016	Lane, Raymond, & Haladyna (Editors) <i>Handbook of Test Development</i> , Routledge.
2011-2017	Editorial Board, NCME Book Series
2010-present	Editorial Board, <i>Educational Measurement: Issues and Practice</i>
2010-2017	Editorial Board, <i>Educational Researcher</i>
2006-present	Referee, National Science Foundation
2004-present	Referee, <i>Applied Psychological Measurement</i>
2004-present	Referee, <i>Educational Evaluation and Policy Analysis</i>
2001-present	Editorial Board, <i>Educational Assessment</i>
2001-2003	Editorial Board, <i>American Educational Research Journal</i>
2000-2003	Editorial Board, <i>Educational Researcher</i>
1998-2017	Board of Advisory Editors, <i>Journal of Educational Measurement</i>
1994-present	Board of Editors, <i>Applied Measurement in Education</i>

1991-1994 Advisory Board, *Educational Measurement: Issues and Practice*
 1989-1991 Associate Editor, *Educational Measurement: Issues and Practice*
 1992-present Referee, *Journal of Educational Measurement*
 1990-present Referee, *Applied Measurement in Education*
 1995-present Referee, *Journal of Research in Mathematics Education*
 1987-present Referee, *American Educational Research Journal*
 1989-present Referee, *Educational Measurement: Issues and Practice*
 1995-1998 Referee, *Measurement and Evaluation in Counseling and Development*

ADVISORY COMMITTEES

2019-2022 Research Advisory Committee, College Board
 2019-2022 Technical Advisory Committee, South Carolina Department of Education
 2014-2017 Research Advisory Committee, College Board
 2014-present Technical Advisory Committee, AP Exams, College Board
 2014-present Technical Advisory Committee, National Board of Professional Teaching Standards
 2011-2017 Technical Advisory Committee, PARCC
 2011-2015 Technical Advisory Committee, National Longitudinal Transition Study 2012, Mathematica
 2011- present Technical Advisory Committee, Tennessee Department of Education
 2010-present Technical Advisory Committee, Texas Department of Education
 2010-2017 Technical Advisory Committee, Alternate Assessment Consortium, National Center & State Collaborative
 2010 Review Panel, Common Core Standards, NGA and CCSSO
 2010-2015 Advisory Board, Embedded Assessments, University of Illinois (Director: Jim Pellegrino-NSF)
 2009-2013 Board of Examiners, American Institute of Certified Public Accountants
 2009-2016 Technical Advisory Committee, Cognitively Based Assessment of, for, and as Learning (CBAL), ETS
 2009-present Science Advisory Board, PSI Services
 2008-2009 Expert Panel, Alternate Assessments Based on Modified Achievement Standards, NY State Department of Education and the Center for Assessment
 2007-2013 Member/Chair, Psychometric Oversight Committee, American Institute of Certified Public Accountants
 2006-2007 ETS Constructed Response Design Advisory Panel
 2006-2010 National Center for Educational Outcomes Technical Working Group, University of Minnesota
 2006-2008 Chair (2008), College Board's Advisory Committee on Research,
 2006-2012 GRE® Technical Advisory Committee (TAC)
 2006-2008 Mathematics LieCal Project, University of Delaware
 2005-2008 Co-chair, Technical Working Group, Evaluation of U.S. Department of Education's NAEP
 2004-present Technical Advisory Group, New York State Department of Education
 2001-present Technical Advisory Panel, New Jersey State Department of Education
 2001-present Technical Advisory Panel, Delaware State Department of Education
 2001-2003 Advisory Panel, Evaluation of the California High School Exit Examination
 2000-2004 Board of Trustees for the Foundation of Excellence, North Allegheny School District, PA
 2000-2001 Standards Advisory Panel, Educational Testing Service
 1999-2004 Member, Board of Trustees for the National Center for the Improvement of Educational Assessment
 1999-2007 National Technical Advisory Panel on Assessment and Accountability, Kentucky State Department of Education
 1999-present Technical Advisory Committee, Pennsylvania State Department of Education
 1998-2000 Technical Advisory Committee, Voluntary National Test, American Institute of Research, Washington, D.C.
 1998-1999 National Technical Working Group, Kentucky State Department of Education
 1996-1999 Advisory Committee for Research and Development, College Board, NY

- 1995 Panel of Experts, Indiana Performance Assessment for Students' Success (IPASS) Program/
CTB/McGrraw-Hill
- 1994 Joint Research Committee, National Council of State Boards of Nursing/Educational Testing Service
(Computer adaptive testing and computer-delivered performance assessments)
- 1994-1996 Models of Authentic Assessment Working Group, National Center for Research in Mathematical
Sciences Education, Wisconsin Center for Educational Research, University of Wisconsin-Madison
- 1994 Theoretical and Technical Issues in Performance Assessment, New Standards Project, LRDC
- 1991 Task Force on Assessment, Wisconsin Center for Education Research, University of Wisconsin-
Madison.

CONSULTING ACTIVITIES

States: Pennsylvania, Delaware, New York, Nebraska, New Jersey, Maryland, Texas, Kentucky
Other: Educational Testing Service, National Center for Education Statistics, National Institute of Education,
College Board, HumRRO

PROFESSIONAL PUBLICATIONS- Contributions to National Committee Documents

National Academy (2017). *Evaluation of the Achievement Levels for Mathematics and Reading on the National
Assessment of Educational Progress.*

Technical Working Group, (2008), *Evaluation of the National Assessment of Educational Progress: Technical
Working Group Prologue.* Suzanne Lane and Bruno Zumbo (Co-chairs)

National Research Council (2006) *Systems for State Science Assessments*, NRC: Washington, DC.

American Educational Research Association, American Psychological Association, National Council on
Measurement in Education (1999). *Standards for Educational and Psychological Testing.* AERA, Washington,
DC.

PROFESSIONAL PUBLICATIONS – * Current and Former Students

Lane, S. (in preparation). Validity. In R. Tierney, F. Rizvi, K. Ercikan, & G. Smith, *International Encyclopedia of
Education.* Elsevier.

Lane, S. & Marion, S. (in preparation). Validity in education. In L.L. Cook & M. J. Pitoniak (Eds). *Educational
Measurement.*

Lane, S. (2020). *Test-based accountability systems: The importance of paying attention to consequences.* ETS
Research Report Series: 17th William H. Angoff Memorial Lecture. Princeton, NJ: ETS.

Zigler, C.K.*, Ardalán, K., Lane, S., Schollaert, K.L., & Torok, K.S. (2020). A novel patient-reported outcome for paediatric
localized scleroderma: A qualitative assessment of content validity. *British Journal of Dermatology*, 182(3), 625-635.

Lane, S. (2019). Modeling rater responses in evaluating score meaning. *Journal of Educational Measurement*, 56(3),
653-663..

Quesen, S.* & Lane, S. (2019). Differential Item Functioning for Accommodated Students with Disabilities: Effect of
Differences in Proficiency Distributions. *Applied Measurement in Education*, 32(4), 337-349.

Lane, S. & Zhang, Y.* (2019). Psychometric considerations for music performance assessments. In T. Brophy (Ed.)
Oxford Handbook on Assessment Policy and Practice in Music. Oxford University Press.

- Lane, S. (2017). The value of response process studies to evaluate score meaning. In K. Ercikan & J.W. Pellegrino (Eds.), *Validation of Score Meaning for the Next Generation of Assessments*, (pp. 138-145). New York: NY. Routledge.
- Lane, S. & Iwatani*, E. (2016). Design of Performance Assessments in Education. In S. Lane, M.R. Raymond, & T.M. Haladyna (Eds.). *Handbook of Test Development* (2nd ed.) (pp. 274-293). New York: Routledge.
- Lane, S., Raymond, M.R. & Haladyna, T.M. (2016). Test Development Process. In S. Lane, M.R. Raymond, & T.M. Haladyna (Eds.). *Handbook of Test Development* (2nd ed.) (pp. 3-18). New York: Routledge.
- Lane, S. Raymond, M.R., & Haladyna, T.M. (2016; Eds.). *Handbook of Test Development* (2nd ed.). New York: Routledge.
- Lane, S. (2016). Performance assessment and accountability: Then and Now. In C. Wells & M. Faulkner-Bond (Eds.). *Educational Measurement: From Foundations to Future* (pp. 356-372). New York: Guilford.
- Lane, S. & DePascale, C. (2016). Psychometric considerations for performance-based assessments and student learning objectives. In H. Braun (Ed.), *Meeting the Challenges to Measurement in an Era of Accountability* (pp. 77-106). New York: Routledge.
- Lane, S. & Leventhal*, B. (2015). Psychometric challenges in assessing English language learners and students with disabilities. *Review of Research in Education*, 39, 165-215.
- Lane, S. (2014). Performance assessment: The state of the art. In L. Darling-Hammond (Ed.), *Beyond the Bubble Test: How Performance Assessments Support 21st Century Learning* (pp. 133-184). San Francisco, CA: Jossey-Bass.
- Lane, S. (2014). Validity evidence based on testing consequences, *Psicothema*, 26(1), 127-135.
- Lane, S. (2013). The need for a principled approach to examining indirect effects of test use. *Measurement: Interdisciplinary Research and Perspectives*, 11(1-2), 44-47.
- Lane, S. (2013). Security Issues in Writing Assessment. In J.A. Wollack and J. Fremer (Eds.), *Handbook of Test Security* (pp. 101-123). New York, NY: Routledge.
- Lane, S. (2013). Performance Assessment in Education. In K.F. Geisinger, *APA Handbook of Testing and Assessment in Psychology*. Washington, DC: APA.
- Lane, S., (2012). Consequences of Assessment and Accountability Systems are Integral to the Argument-Based Approach to Validity. *Measurement: Interdisciplinary Research and Perspectives*, 10(1-2), 71-74
- Lane, S. (2012). Performance-based Assessment. In J.H. McMillan (Ed.), *SAGE Handbook of Research on Classroom Assessment* (pp.313-330). Thousand Oaks, CA: SAGE.
- Lane, S. (2011). Validity and Technical Issues in the Assessment of Higher Order Thinking Skills. In G. Schraw , *Assessment of Higher Order Thinking Skills* (pp. 263-302). Charlotte, NC: IAP-Information Age Publishing.
- Lane, S. (2010). *Performance assessment*. Stanford, CA: Stanford University, Stanford Center for Opportunity Policy in Education.
- Stone, C.A., Ye, F., Zhu*, X., & Lane, S. (2010). Providing subscale scores for diagnostic information: A case study when the test is essentially unidimensional. *Applied Measurement in Education*. 23(1), 63-86.

- Lane, S., Zumbo, B.D. et al. (2009). An introduction to the evaluation of NAEP. *Applied Measurement in Education*, 22, 309-316.
- Cohen*, L.J., Fitzgerald, S.G., Lane, S., Boninger, M.L., Minkel, J., & McCue, M. (2009). Validation of the seating and mobility script concordance test. *Assistive Technology*, 21, 47-56.
- Lane, S. & Tierney*, S. T. (2008). Performance Assessment. In T. Good (Ed.), *21st Century Education*. Thousand Oaks, CA.: SAGE.
- Parke*, C. S. & Lane, S. (2008). Examining alignment between state performance assessment and mathematics classroom activities. *Journal of Educational Research*, 101(3), 132-147.
- Parke*, C. S. & Lane, S. (2007). Students' perceptions of a Maryland state performance assessment. *The Elementary School Journal*, 107(3), 302-326.
- Camara, W. & Lane, S. (2006). A Historical Perspective and Current Views on the Standards for Educational and Psychological Measurement. *Educational Measurement: Issues and Practice*, 25(3), 35-42.
- Lane, S. & Stone, C.A. (2006). Performance Assessments. In B. Brennan (Ed.), *Educational Measurement*. New York: American Council on Education & Praeger.
- Parke*, C. S., Lane, S., & Stone, C. A. (2006). Impact of a state performance assessment program in reading and writing. *Educational Research and Evaluation*, 12(3), 239-269.
- Stone, C.A., Weissman*, A., & Lane, S. (2005). Consistency of Student Proficiency Classifications Under Competing IRT Models for a State Assessment Program. *Educational Assessment*, 10(2), 125-146.
- Lane, S. (2004). Validity of high stakes assessment: Are students engaged in complex thinking? *Educational Measurement: Issues and Practice*, 23(3), 6-14.
- Parke*, C.S., Lane, S., Silver, E.A., & Magone, M.E. (2003). *Using Assessment to Improve Middle-Grades Mathematics Teaching and Learning: Suggested Activities Using QUASAR Tasks, Scoring Criteria, and Student Work*. NCTM: Reston, VA.
- Stone, C.A. & Lane, S. (2003) Consequences of a state accountability program: Examining relationships between school performance gains and teacher, student, and school variables. *Applied Measurement in Education*, 16(1), 1-26.
- Lane, S., Parke*, C.S., & Stone, C.A. (2002). The Impact of a State Performance-Based Assessment and Accountability Program on Mathematics Instruction and Student Learning: Evidence from Survey Data and School Performance. *Educational Assessment*, 8(4), 279-315.
- Lane, S., & Stone, C.A. (2002) Strategies for Examining the Consequences of Assessment and Accountability Programs. *Educational Measurement: Issues and Practice*, 21(1), 23-30.
- Lane, S., & Silver, E.A. (1999). Fairness and equity in measuring student learning using a mathematics performance assessment: Results from the QUASAR project. In M. T. Nettles (Ed.) *Equity and Excellence in Educational Testing and Assessment*, Volume II.
- Lane, S., Parke*, C. S., & Stone, C.A. (1998). A Framework for Evaluating the Consequences of Assessment Programs. *Educational Measurement: Issues and Practice*, 17(2), 24-28.

- Parke*, C.S. & Lane, S. (January 1998). The impacts of a mathematics performance assessment in a reform-oriented project. In North Carolina Association of Supervision and Curriculum Development (Ed.) *The Challenge of Change: Assessment in the Twenty-First Century*, 91-102.
- Parke*, C. S. & Lane, S. (1997). Learning from performance assessments in math. *Educational Leadership*, 54(4), 26-30.
- Lane, S., Wang*, N., & Magone, M. (1996). Gender related differential item functioning on a middle school mathematics performance assessment. *Educational Measurement: Issues and Practice*, 15(4), 21-27, 31.
- Lane, S., Liu*, M., Ankenmann*, R. D., & Stone, C. A. (1996). Generalizability and validity of a mathematics performance assessment. *Journal of Educational Measurement*, 33(1), 71-92.
- Wang*, N., & Lane, S. (1996). Detection of gender-related differential item functioning (DIF) in a mathematics performance assessment. *Applied Measurement in Education*, 9(2), 175-199.
- Stein, M.K. & Lane, S. (1996). Instructional tasks and the development of student capacity to think and reason: An analysis of the relationship between teaching and learning in a reform mathematics project. *Educational Research and Evaluation*, 2(1), 50-80.
- Cai*, J., Lane, S., & Jakabscin, M. S. (1996). The role of open-ended tasks and holistic scoring rubrics: Assessing students mathematical reasoning and communication. In P.C. Elliott (Ed.) *National Council of Teachers in Mathematics 1996 Yearbook: Communication in Mathematics*, p. 137-146.
- Cai*, J., Magone, M., Wang*, N., & Lane, S. (1996). Describing student performance qualitatively: A way of thinking about assessment. *Mathematics Teacher in Middle School*.
- Cai*, J., Magone, M., Wang*, N., & Lane, S. (1996). A cognitive analysis of QUASAR's mathematics performance assessment tasks and their sensitivity to measuring changes in middle school students' thinking and reasoning. *Research in Middle Level Education*, 19(3), 63-94.
- Bean, R. M., Lazar, M. K., Johnson, R. S., Burns, D. D., Cox, R. C., Lane, S. & Zigmund, N. (1996). The ALERT: One answer to literacy screening. *Literacy Assessment for Today's Schools*. 217-227.
- Lane, S., Stone, C. A., Ankenmann*, R. D., & Liu*, M. (1995). Examination of the assumptions and properties of the graded item response model: An example using a mathematics performance assessment. *Applied Measurement in Education*, 8(4), 313-340.
- Lane, S., & Silver, E. A. (1995). Equity and validity considerations in the design and implementation of a mathematics performance assessment: The experience of the QUASAR project. In M. T. Nettles (Ed.) *Equity and Excellence in Educational Testing and Assessment*, p. 185-220.
- Silver, E. A. & Lane, S. (1995). Can instructional reform in urban middle schools help students narrow the mathematics performance gap?: Some evidence from the QUASAR project. *Research in Middle Level Education*, 18(2), 49-70.
- Lane, S., & Glaser, R. (1994). Assessment in the service of learning. In E. De Corte (Ed.) *The International Encyclopedia of Education* (2nd ed.), p. 370-376.
- Lane, S., Stone, C., Ankenmann*, R., Liu*, M. (1994). Reliability and validity of a mathematics performance assessment. *International Journal of Educational Research*, 21(3), p. 247-266.

- Lane, S. (1993). The conceptual framework for the development of a mathematics performance assessment instrument. *Educational Measurement: Issues and Practice*, 12(2), 16-23.
- Silver, E. & Lane, S. (1993). Assessment in the context of mathematics instructional reform: The design of assessment in the QUASAR project. In M. Niss (Ed.), *Cases of Assessment in Mathematics Education*, 59-69.
- Rosser, R. A., Chandler, K., & Lane, S. (1993). Children's computation of viewpoint from locational descriptions: Initial steps in the coordination of perspectives. *Child Study Journal*, 23(1), 1-16.
- Lane, S. (1991). Use of restricted item response models for examining item difficulty ordering and slope uniformity. *Journal of Educational Measurement*, 28(4), 295-309.
- Stone, C.A., & Lane, S. (1991). Use of restricted item response models for examining the stability of item parameter estimates over time. *Applied Measurement in Education*, 4(2), 125-141.
- Nitko, A.J., & Lane, S. (1991). Solving problems is not enough: Assessing and diagnosing the ways in which students organize statistical concepts. (467-474) *Proceedings of the Third International Conference on Teaching Statistics* (Vol 1). International Statistical Institute: Voorburg, The Netherlands.
- Lane, S. (1991). Assessing students' knowledge structures. *Educational Measurement: Issues and Practice*, 10(1), 31-33.
- Rosser, R.A., Lane, S., Smith-Kinslow, S.L. (1991). Children's use of atypical transformational solution strategies on mental rotation problems. *Journal of Genetic Psychology*.
- Nitko, A., & Lane, S. (1990). Standardized Multilevel Survey Achievement Batteries. In C.R. Reynolds and R.W. Kamphaus (Ed:), *Handbook of Psychological and Educational Assessment of Children: Intelligence and Achievement* (Vol 1), p. 405-434.
- Bean, R., & Lane, S. (1990). Implementing curriculum-based measures of reading in an adult literacy program. *Remedial and Special Education*, 11(5), 39-46.
- Good, R., & Lane, S. (1990). Confirmatory factor analysis of the K-ABC and WISC-R for at-risk students: A comparison of hierarchical models. *School Psychology Review*, 19(4), 492-503.
- Lane, S. (1989). Diagnosis of procedural errors. *Educational Measurement: Issues and Practice*, 8(4), 17-20.
- Lane, S. (1989). Implications of cognitive psychology for measurement and testing. *Educational Measurement: Issues and Practice*, 8(1), 28-30.
- Lane, S., & Sabers, D. (1989). The use of generalizability theory for estimating the dependability of a scoring system for sample essays. *Applied Measurement in Education*, 2(3), 195-205.
- Lane, S., & Bergan, J.R. (1988). Effects of instructional variables on language ability of Head Start children. *American Educational Research Journal*, 25, 271-283.
- Rosser, R.A., Lane, S., & Mazzeo, J. (1988). Order of acquisition of related geometric competencies in young children. *Child Study Journal*, 18(2).
- Rosser, R.A., Ensing, S.S., Glider, P.J., & Lane, S. (1984). An information-processing analysis of children's accuracy in predicting the appearance of rotated stimuli. *Child Development*, 55, 2204-2211.

Rosser, R.A., Ensing, S., Lane, S., Mazzeo, J., & Smith, S.L. (1984). Imagery Development and the rotation paradigm: Primitive process or sophisticated operation? *The Genetic Epistemologist*, 13(1), 9. (Abstract)

BOOK AND TEST REVIEWS

Lane, S. & Moore*, D. (2010). Review of the KeyMath3 Diagnostic Assessment, Mental Measurements Yearbook Database. BRS Information Technologies.

Lane, S. (2006). Review of the Iowa Tests of Basic Skills, Forms A and B, Mental Measurements Yearbook Database, BRS Information Technologies.

Lane, S. (2002). Review of the Basic Number Screening Test, Mental Measurements Yearbook Database, BRS Information Technologies.

Lane, S. (2002). Review of *Educational Assessment of Students*, 3rd edition.

Lane, S. (1995). Review of the Progressive Achievement Test of Mathematics. Mental Measurements Yearbook Database, BRS Information Technologies.

Lane, S. (1995). Review of the Roder Manipulative Aptitude Test. Mental Measurements Yearbook. Mental Measurements Yearbook Database, BRS Information Technologies.

Lane, S. (1994). Review of Toward a New Science of Educational Testing and Assessment. *Educational Measurement: Issues and Practice*, 13 (1).

Lane, S. (1993). Review of Principles of Test Theories. *Contemporary Psychology*, 38 (4), 401.

Lane, S. (1992). Review of the Iowa Tests of Basic Skills, Form J. Accession number AN-11010994. Mental Measurements Yearbook Database (Search Label MATE), BRS Information Technologies.

TESTS

Lane, S., Silver, E.A., Ankenmann, R.D., Cai, J., Finseth, C., Liu, M., Magone, M.E., Meel, D., Moskal, B., Parke, C.S., Stone, C.A., Wang, N., & Zhu, Y. (1995). *QUASAR Cognitive Assessment Instrument (QCAI)*. Pittsburgh, PA: University of Pittsburgh, Learning Research and Development Center.

Lane, S., & Johnson, D.M. (1986). *Reading Test*. In J.R. Bergan & A. Smith, *Head Start Measures Battery*. (Contract No. .HHS-105-81-C-008). Washington, D.C.: Health and Human Services.

TECHNICAL AND RESEARCH REPORTS

Lane, S., Iwatani, E, Blaze, T., & Stone, C. (January, 2014). *Evaluation of R-Group Space and Professional Development in Remote Coaching- Final Report*. Pittsburgh, PA: University of Pittsburgh. (Gates Award)

Lane, S., Blaze, T., Iwatani, E, & Stone, C. (August 2013). *Evaluation of R-Group Space and Professional Development in Remote Coaching*. Pittsburgh, PA: University of Pittsburgh. (Gates Award)

Lane, S., Stone, C., Draper, J., & Krost, K. (June 2013). *Pennsylvania Educator Effectiveness Project 2012-201: Results from the Intermediate Unit Leads*. Pittsburgh, PA: University of Pittsburgh. (Award # 4300345494).

Lane, S., Stone, C., Draper, J., Scott, P. & Krost, K. (January 2013). *Pennsylvania Teacher Evaluation 2011-2012 Pilot: Report for the Teachers and Principals/Evaluators*. Pittsburgh, PA: University of Pittsburgh. (Award # 4300345494).

- Lane, S., Stone, C., & Blaze, T. (September 2012). *Pennsylvania Teacher Evaluation 2011-2012 Pilot: Report for the IU Leads and Trainers*. Pittsburgh, PA: University of Pittsburgh. (Award # 4300345494).
- Lane, S. & Horner, C. (August, 2011). *Principal and teacher evaluation pilot report*. Pittsburgh, PA: University of Pittsburgh. (Contract #707089).
- Lane, S. & Horner, C. (September 2010). *Teacher and principal standards-based evaluation systems*. Pittsburgh, PA: University of Pittsburgh. (Contract #707089).
- Lane, S. (June 2010). *Evaluation of the Alignment between PA Academic Standards and Common Core Standards*. Pittsburgh, PA: University of Pittsburgh.
- Lane, S. (September 2006). *Evaluation of the six quality assessment criteria used in the Nebraska School-based Teacher-led Assessment and Reporting System (STARS)*. Nebraska Department of Education
- Lane, S., Parke, C.S., & Stone, C. A., Cerrillo, T.L., & Hansen, M.A. (December 2000) *MSPAP Impact Study: Science* for the US Department of Education, Assessment Development and Evaluation Grants Program (CFDA 84.271) for the Maryland Assessment System Project.
- Lane, S., Parke, C.S., & Stone, C. A., Hansen, M.A., & Cerrillo, T.L., (November 2000) *MSPAP Impact Study: Social Studies* for the US Department of Education, Assessment Development and Evaluation Grants Program (CFDA 84.271) for the Maryland Assessment System Project.
- Lane, S., Parke, C.S., & Stone, C. A., Cerrillo, T.L., & Hansen, M.A. (September 2000). *MSPAP Impact Study: Language Arts (Reading and Writing)* for the US Department of Education, Assessment Development and Evaluation Grants Program (CFDA 84.271) for the Maryland Assessment System Project.
- Lane, S., Parke, C.S., & Stone, C. A. (March 1999). *MSPAP Impact Study: Volume I – Mathematics* for the US Department of Education, Assessment Development and Evaluation Grants Program (CFDA 84.271) for the Maryland Assessment System Project.
- Silver, E., Smith, P., Lane, S., Salmon-Cox, L., Stein, M. (1990). *Quantitative Understanding: Amplifying Student Achievement and Reasoning Yearly Report*. Learning, Research, and Development Center, University of Pittsburgh.
- Bean, R.M., Burns, D.D., Cox, R.C., Johnson, R., Lane, S., & Zigmond, N. (1989). *Identifying Valid Measures of Reading, Mathematics, and Writing for Workplace Environments*. Institute for Practice and Research in Education, University of Pittsburgh.
- Bean, R.M., Byra, A., Johnson, R., & Lane, S. (July 1988). *Using Curriculum Based measures to Identify and Monitor Progress an Adult Basic Education Program*. (Contract No. 98-8029). Harrisburg, PA: Department of Education.
- Bergan, J.R., Lane, S., Anderson, D.O., & Swarner, J. & Stone, C. A. (1985). *Head Start Measures Battery Final Report*. (Contract No. HHS-105-81-C-008). Washington, D.C.: Health and Human Services.
- Bergan, J.R., Anderson, D., Feld, J.K., Johnson, D.M., Lane, S., Parra, E., Robinson, L., Stone, C., & Swarner, J. (1984). *Head Start Measures Technical Report*. (Contract No. HHS-105-81-C-008). Washington, D.C.: Health and Human Services.
- Bergan, J.R., Anderson, D., Feld, J.K., Henderson, R., Johnson, D.M., Lane, S., Mott, S., Parra, E., Robinson, L., Stone, C., & Swarner, J. (1984). *Head Start Measures Battery Final Report*. (Contract No. HHS-105-81-C-008). Washington, D.C.: Health and Human Services.

MANUALS

Lane, S., & Stone, C. A. (1987). *Test and Item Analyses for the Competency Assessment Program (CAP)*. Chicago, IL: Devry Technical Institute.

Lane, S., Schnaps, A., Swarner, J.C., & Feld, J.K. (1986). *Head Start Measures Battery Manager's Guide*. (Contract No. HHS-105-81-c-008). Washington, D.C.: Health and Human Services.

Bergan, J.R., Feld, J.K., Johnson, D.M., Henderson, R.W., Mott, S.E., Stone, C.A., Anderson, D.O., Swarner, J.C., Schnaps, A., Lane, S., & Rosser, R.A. (1984). *Head Start Measures Battery Reference Manual*. (Contract No. HHS-105-81-C-008). Washington, D.C.: Health and Human Services.

PRESENTATIONS AND PAPERS AT PROFESSIONAL MEETINGS

Lane, S. (April 2020). The Value and Values in Educational Assessment. Invited session at the National Council on Measurement in Education and American Educational Research Association.

Lane, S. (April 2020). Separate but (Un)Equal? Measurement Expertise vs. Policy Knowledge in Testing for Accountability. Coordinated Session at the annual meeting of the National Council on Measurement in Education

Lane, S. (April 2020). Battle of the NCME Presidents. Invited Past President Session at the annual meeting of the National Council on Measurement in Education

Lane, S. (April 2018). Measurement Problems: A Look Back to Help us Look Ahead. Invited Past President Session at the annual meeting of the National Council on Measurement in Education, New York, NY.

Lane, S. & Niepokoj, D.* (April 2018). Validity Evidence Based on Consequences of Assessment and Accountability Programs. Paper presented at a coordinated session at the annual meeting of the National Council on Measurement in Education, New York, NY.

Lane, S. (April 2018). Processes and Challenges with Computer-Adaptive Testing in K-12. Panel presentation at the annual meeting of the National Council on Measurement in Education, New York, NY.

Quesen, S.* & Lane, S. (2018) Differential item functioning for Accommodated Students with Disabilities: Effect of Differences in Proficiency Distributions. Paper presented at the annual meeting of the National Council on Measurement in Education, New York, NY.

Lane, S. (May 2017). Instructionally Relevant Assessments: Psychometric and validity implications. Symposium paper presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.

Zigler, C.K*., Ardalan, K., Lane, S., Torok, K.S., Stone, C., & Yu, L. (October 2016). Measuring Quality of Life in Rare Pediatric Disease Using Anchoring Vignettes, Paper presented at the Women in Statistics and Data Science Conference, Charlotte, NC.

Zhang, Y* & Lane, S. (April 2016). Impact of form and group differences on equating accuracy of linear and nonlinear methods under common-item nonequivalent groups design. Paper presented as exemplary work in the Promising Researchers Session at the annual meeting of the American Educational Research Association. Washington, DC.

Zhang, Y* & Lane, S. (October, 2015). An Exploration of the Robustness of Linear and Non-linear Equating Methods. Paper presented at the annual meeting of the Northeastern Educational Research Association. Trumbull, CT.

Lane, S. (October, 2015). Reflections on ETS's contributions to Validity Theory and Performance Assessment. Invited talk at ETS, Princeton, NJ.

Lane, S. (April, 2015). Foundations in test development and advances in delineating the content and skills for assessment design. Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, IL.

- Zhang,* Y. & Lane, S. (April, 2015). Impact on form and group differences on equating accuracy of linear and nonlinear equating methods. Research presented at the annual meeting of the American Educational Research Association (Division D Research Gala, Chicago, IL.
- Lane, S., & Depascale, C. (April 2014). Psychometric considerations for alternative forms of assessments and student learning objectives. Paper presented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA.
- Lane, S. (April 2014). Standards for Educational and Psychological Testing. Symposium at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA.
- Wolf, R.* & Lane, S. (April, 2014). Generalizability and validity of a writing assessment. Paper resented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA.
- Wolf, R.* & Lane, S. (April, 2014). Effects of within-item multidimensionality on preservation of equity properties for mixed format examinations. Paper presented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA.
- Wolf, R.* & Lane, S. (October, 2013). Equating under small sample sizes: An investigation of the performance of circle-arc procedures under a random groups design. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Lane, S. (April, 2013). Impacts on classroom instruction and achievement in the 1990's and implications for the next generation of assessments. Paper for the session, Theories of Action for Performance Assessment, at the Annual Meeting of the National Council on Measurement in Education, San Francisco, CA.
- Wolf, R.* & Lane, S. (April, 2013), Equating under small sample sizes. Paper for the the Annual Meeting of the National Council on Measurement in Education, San Francisco, CA.
- Lane, S. (April 2012). Educational measurement and assessment: The assessment of 21st century thinking skills. Paper for the Invited Presidential Session, Educational Measurement and NCME: Past, Present, and Future (75th Anniversary Kick-off Session), at the Annual Meeting of the National Council on Measurement in Education, Vancouver, CA.
- Lane, S. (April, 2012). The interplay among a theory of action, validity and consequences. Paper for the session, Beyond Consensus: The Changing Faces of Validity, at the Annual Meeting of the National Council on Measurement in Education, Vancouver, CA.
- Lane, S. (April, 2011). Comparability of Performance Assessments. Paper for the invited symposium, Will Common Core State Standards and Assessment Consortia Ensure Comparability of Assessment Results Across Students, Schools, Districts, and States?, at the Annual Meeting of the National Council on Measurement in Education, New Orleans, LA.
- Lane, S. (April, 2011). Current and future issues for the measurement community. Presentation for the coordinated session, Perspectives on the History of Testing in the United States, at the Annual Meeting of the National Council on Measurement in Education, New Orleans, LA.
- Lane, S. (October 2010). Balanced Assessment Systems: Evaluation and Technical Quality. Invited Panel at the RILS Conference, Center for Assessment, Boston, MA.
- Lane, S. (May 2010). Common core standards and coordinated state assessment. Invited Session organized by Wayne Camara at the annual meeting of the National Council on Measurement in Education, Denver, Co.
- Lane, S. (May 2010). Accessibility: A foundation for fair and valid assessments. Invited Session organized by Linda Cook at the Annual Meeting of the American Educational Research Association, Denver, Co.

- Lane, S. (April 2010). Performance assessment: State of the art. Invited symposium organized by Linda Darling-Hammond at the Annual Meeting of the American Educational Research Association, Denver, Co.
- Lane, S. (June 2008). The use of commercially developed tests in statewide assessments. Symposium at the Annual Meeting of the Council of Chief State And School Officials, Orlando, Fl.
- Stone, C.A & Lane, S. (June 2008). Issues in providing subscale scores for diagnostic information. Symposium at the Annual Meeting of the Council of Chief State And School Officials, Orlando, Fl.
- Lane, S. (March 2008). Open hearing on revising the 1999 *Standards for Educational and Psychological Testing*. Invited symposium at the Annual Meetings of the National Council of Measurement in Education and the American Educational Research Association, New York, NY.
- Lane, S. (March 2008). Revisiting the role of cognitive psychology in test design and score interpretation. Invited symposium, The Big Challenges and Research Opportunities in Testing and Measurement, at the Annual Meeting of the American Educational Research Association, New York, NY.
- Lane, S. (April 2007). Performance Assessments. Invited presentation at the Annual Meeting of the National Council of Measurement in Education, Chicago, Il.
- Lane, S. (April 2007). The Future of the *Standards of Educational and Psychological Testing*. Invited presentation at the Annual Meetings of the American Educational Research Association and the National Council of Measurement in Education, Chicago, Il.
- Ye, F., Stone, C., & Lane, S. (April 2007). Providing Subscale Scores for Diagnostic Information: A Case Study of and 8th Grade Math Assessment. Presentation at the Annual Meeting of the National Council of Measurement in Education, Chicago, Il.
- Lane, S. (April 2005). Status and Future Directions for Performance Assessments in Education. Invited organizer and presenter for the performance assessment symposium at the Annual Meeting of the National Council of Measurement in Education. Montreal, CA.
- Lane, S. (January 2005). Consequential validity evidence for state accountability and assessment systems. Invited presentation at the CCSSO SCASS- Accountability Systems and Reporting Conference. Orlando, Fl.
- Lane, S. (April 2004). High-stakes assessment: Are students engaged in complex thinking? Invited Presidential Address at the Annual Meeting of the National Council of Measurement in Education. San Diego, CA.
- Parke, C.S*. & Lane, S. (April 2003). Student beliefs and attitudes toward a state performance assessment and student perceptions of classroom instruction and assessment. Paper presented at the Annual Meeting of the National Council of Measurement in Education. Chicago, IL.
- Cerrillo, T*. & Lane, S. (April 2003). Investigating Differential Item Functioning for Constructed Response Items on a Large Scale Mathematics Assessment. . Paper presented at the Annual Meeting of the National Council of Measurement in Education. Chicago, IL.
- Lane, S. (April 2002). Consequential Evidence for Assessment and Accountability Programs: What Do We Know Now? Division D Vice-Presidential Address at the Annual Meeting of the American Educational Research Association. New Orleans, LA.
- Lane, S., & Stone, C.A. (April 2001). Consequences of Assessment and Accountability Programs. Paper presented in the Symposium, "The Role of Stakeholders in the Validation of Standards-Based Accountability Programs" at the Annual Meeting of the National Council of Measurement. Seattle, WA.
- Stone, C.A., Weissman, A.*, & Lane, S. (April 2001). Consistency of student proficiency classifications under competing IRT models for a state assessment program. Paper presented at the Annual Meeting of the National Council of Measurement in Education. Seattle, WA.

- Lane, S., Stone, C.A., Parke, C.S., Hansen, M.A., and Cerrillo, T.L. (April 2000) Consequential Evidence for MSPAP from the Teacher, Principal and Student Perspective. Paper presented at the Annual Meeting of the National Council of Measurement in Education. New Orleans, LA.
- Stone, C.A., & Lane, S. (April 2000) The Relationship between changes in MSPAP School Performance over Time and Teacher, Student, and School Factors. Paper presented at the Annual Meeting of the National Council of Measurement in Education. New Orleans, LA.
- Hansen, M.*, Cerrillo, T.L.*, Lane, S., Paluda, J.*, Parke, C.S.*, & Van den Heuvel, J.R*. (April 2000) The Relationship Between MSPAP and Social Studies Classroom Instruction and Assessment Materials. Paper presented at the Annual Meeting of the National Council of Measurement in Education. New Orleans, LA.
- Cerrillo, T.L.*, Hansen, M.*, Parke, C.S.*, Lane, S., & Scott, K*. (April 2000) The Relationship Between MSPAP and Science Classroom Instruction and Assessment Materials. Paper presented at the Annual Meeting of the National Council of Measurement in Education. New Orleans, LA.
- Lane, S. (October 1999) Validity Evidence for Large Scale Assessments. Invited presentation at the Ed Reidy Lecture Series, Center for Assessment, Dover, NH.
- Lane, S., Ventrice, T.L.*, Cerrillo, T.L.*, Parke, C.S.*, & Stone, C.A. (April 1999) Impact of the Maryland School Performance Assessment Program (MSPAP): Evidence From the Principal, Teacher and Student Questionnaires (Reading, Writing, and Science). Paper presented at the Annual Meeting of the National Council of Measurement in Education. Montreal, Canada.
- Stone, C.A. & Lane, S. (April 1999) MSPAP Performance Gains From 1993-98 and Their Relationship to “MSPAP Impact” and School Characteristic Variables. Paper presented at the Annual Meeting of the National Council of Measurement in Education. Montreal, Canada.
- Parke, C.S.*, Cerrillo, T.L.*, Levenson, J.*, O’Mara, J.*, Hansen, M.A*, Lane, S. (April 1999). Impact of the Maryland School Performance Assessment Program (MSPAP): Evidence From Classroom Instruction and Assessment Activities(Reading and Writing). Paper presented at the Annual Meeting of the National Council of Measurement in Education. Montreal, Canada.
- Lane, S. (April 1998). Invited presentation in the symposium, “Update on Revision of the Standards” at the Annual Meeting of the National Council of Measurement in Education. San Diego, CA.
- Lane, S., Parke*, C.S., & Stone, C.A. (April 1998). Consequences of the Maryland School Performance Assessment Program. Paper presented at the Annual Meeting of the National Council of Measurement in Education. San Diego, CA.
- Wang, N*, Stone, C.A., & Lane, S. (April 1998). An evaluation of the conditional plausible values approach using the graded response model. Paper presented at the Annual Meeting of the National Council of Measurement in Education. San Diego, CA.
- Lane, S. & Stone, C.A. (March 1997). Invited paper in the symposium, “Investigating the Consequential Aspects of Validity: Who is Responsible and What Should They Do?”, at the Annual Meeting of the National Council of Measurement in Education.
- Lane, S. (March 1997). Invited paper in the symposium, “Technical Characteristics for Performance Assessment: Oxymoron or “Oxygenius”?” at the Annual Meeting of the National Council of Measurement in Education.

- Lane, S. (March 1997). Invited presentation in the symposium, "Update on Revision of the Standards" at the Annual Meeting of the National Council of Measurement in Education.
- Lane, S. (May 1996). Equity issues in the development and use of a mathematics performance assessment in the QUASAR project. Invited paper presented at the national symposium "Equity and Educational Testing and Assessment" sponsored by the Ford Foundation, Washington, DC.
- Lane, S., & Parke* (April 1996). Consequences of a mathematics performance assessment and the relationship between the consequences and student learning. Paper presented at the Annual Meeting of the National Council of Measurement in Education.
- Stein, M.K., Lane, S., & Silver, E. (April 1996). Classrooms in which students successfully acquire mathematics proficiency: What are the critical features of teachers' instructional practice? Paper presented at the Annual Meeting of the American Educational Research Association.
- Lane, S., Wang, N., & Magone, M.* (April 1995). Gender related differential item functioning on a middle-school mathematics performance assessment. Paper presented in the symposium, "Gender and mathematics performance", at the Annual Meeting of the American Educational Research Association.
- Lane, S., Silver, E. A., & Wang, N.* (April 1995). An examination of the performance of culturally and linguistically diverse students on a mathematics performance assessment within the QUASAR project. Paper presented in the symposium, "Examining equity issues embedded within mathematics instructional reform: Findings from the QUASAR project" at the Annual Meeting of the American Educational Research Association.
- Parke, C.*, Lane, S. & Guo, F.* (April 1995). The consequential validity of a performance assessment in a mathematics education reform project. Paper presented at the Annual Meeting of the National Council of Measurement in Education.
- Stein, M. K., & Lane, S. (April 1995). Instructional tasks and student performance in mathematics: An analysis of the relationship between teaching and learning in the QUASAR project. Paper presented in the symposium, "Examining the processes and effects of mathematics instructional reform in urban schools: Some findings from projects IMPACT and QUASAR", at the Annual Meeting of the American Educational Research Association.
- Ankenmann, R.* A., Stone, C. A., & Lane, S. (April 1995). Goodness of fit and ability estimation in the graded response model. Paper presented the Invited Symposium, "Technical advances in partial credit models and their application to performance assessments", at the Annual Meeting of the National Council of Measurement in Education.
- Cuevas, G., Silver, E. A., & Lane, S. (April 1995). QUASAR students' use of Spanish/English in responding to mathematical tasks. Paper presented in the symposium, "Examining equity issues embedded within mathematics instructional reform: Findings from the QUASAR project" at the Annual Meeting of the American Educational Research Association.
- Lane, S. (June 1994). Performance assessment in mathematics. Invited presentation at the Conference, "Assessment: Its Role in Supporting Equity, Learning, and Curriculum", Nebraska State Education, Lincoln, NE.
- Lane, S. (May 1994). Technical considerations in designing performance assessments. Invited presentation at the University of Buffalo, Buffalo, NY.

- Lane, S. (April 1994). Implications of cognitive psychology for educational assessment in the twenty-first century. Invited paper presented in the symposium, "Assessment in the twenty-first century: Issues, technologies, and challenges", at the Annual Meeting of the National Council of Measurement in Education, New Orleans.
- Lane, S. (April 1994). Town Meeting on New Testing Standards. Participant in the session at the Annual Meeting of the American Educational Research Association, New Orleans.
- Lane, S. & Silver, E. A. (April 1994). Examining students' capacities for mathematical thinking and reasoning in the QUASAR project. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- Wang, N.* & Lane, S. (April 1994). Use of three procedures for detecting differential item functioning in a mathematics performance assessment. Paper presented at the Annual Meeting of the National Council of Measurement in Education, New Orleans.
- Kim, Y.* & Lane, S. (April 1994). Samejima's model for scaling a constructed response test. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- Lane, S. (February 1994). Assessment in the context of mathematics educational reform: The validity and use of a mathematics performance assessment. Invited presentation at the 1993-1994 Colloquium Series "The Reform of Assessment and the Use of Assessment in Reform", Delaware Education Research and Development Center, University of Delaware, Newark.
- Lane, S. (June 1993). Conceptual framework and validation of a mathematics performance assessment. Invited presentation at the symposium "Alternative Assessment: Applications and Implications", Lincoln, Nebraska.
- Lane, S. (May 1993). Conceptual basis for the design and validation of QUASAR's mathematics performance assessment. Invited presentation at the Educational Testing Service, Princeton, NJ.
- Lane, S. (May 1993). Empirical evidence for the design and validation of QUASAR's mathematics performance assessment. Invited presentation at the Educational Testing Service, Princeton, NJ.
- Lane, S., Liu, M., Stone, C., & Ankenmann, R.* (April 1993). Validity evidence for QUASAR's performance assessment. Paper presented at the symposium, "Assessing Performance Assessments: Do They Withstand Empirical Scrutiny", at the Annual Conference of the American Educational Research Association, Atlanta.
- Stone, C., Ankenmann, R*., Lane, S., Liu, M.* (April 1993). Scaling QUASAR's performance assessment. Paper presented at the symposium, "Assessing Performance Assessments: Do They Withstand Empirical Scrutiny", at the Annual Conference of the American Educational Research Association, Atlanta.
- Magone, M.*, Wang, N.*, Cai, J.*, & Lane, S. (April 1993). The analysis of the cognitive complexity of QUASAR's performance assessments and their sensitivity to measuring change. Paper presented at the symposium, "Assessing Performance Assessments: Do They Withstand Empirical Scrutiny", at the Annual Conference of the American Educational Research Association, Atlanta.
- Parke, C.*, & Lane, S. (April 1993). Designing performance assessments: An examination of changes in task structure on student performances. Paper presented at the Annual Meeting of the National Council of Measurement in Education, Atlanta.
- Lane, S. (March 1993). Balancing considerations of equity, content quality, and technical excellence in designing, validating and implementing performance assessments in the context of mathematics instructional reform: The experience of the QUASAR project. Invited paper presented at the national symposium "Equity and

Educational Testing and Assessment" sponsored by the Ford Foundation, Washington, DC. (with Edward A. Silver)

Lane, S. (September 1992). The development and validation of QUASAR's mathematics performance assessment. Invited paper presented at the "What Works in Performance Assessment" Conference at the Center for the Study of Evaluation and the National Center for Research on Evaluation, Standards, and Student Testing, Los Angeles.

Lane, S., Parke, C. *, & Moskal, B*. (April 1992). Principles for developing performance assessments. Paper presented at the symposium, "Procedures for Establishing the Reliability and Validity of Performance Assessments", at the Annual Meeting of the American Educational Research Association, San Francisco.

Lane, S., Stone, C., Ankenmann, R. *, & Liu, M*. (April 1992). Empirical evidence for the reliability and validity of performance assessments. Paper presented at the symposium, "Procedures for Establishing the Reliability and Validity of Performance Assessments", at the Annual Meeting of the American Educational Research Association, San Francisco.

Lane, S. (April 1991). A conceptual framework for the development of a mathematics instrument for QUASAR. Symposium paper presented at the Annual Meeting of the American Educational Research Association, Chicago.

Silver, E., & Lane, S. (April 1991). Assessment in the context of mathematics instruction reform: The design of assessment in the QUASAR project. Paper presented at the International Commission on Mathematical Instruction Conference on Assessment in Mathematics Education and Its Effects, Calogne, Spain.

Lane, S. (April, 1990). Use of restricted item response models for validating item difficulty ordering and slope uniformity. Paper presented at the Annual Meeting of the National Council of Measurement in Education, Boston, MA.

Nitko, A.J., & Lane, S. (August, 1990). Solving problems is not enough: Assessing and diagnosing the ways in which students organize statistical concepts. Invited paper presented at the Third International Conference in Statistics, Dunedin, New Zealand.

Lane, S., Stone, C.A., Hsu, T. (April, 1990). Diagnosing students' errors in solving algebra word problems. Paper presented at the Annual Meeting of the National Council of Measurement in Education, and American Educational Research Association, Boston, MA.

Lane, S. (April, 1990). Gender differences in performance and the use of solution strategies in solving algebra word problems. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

Rubenstein, E.* & Lane, S. (April, 1990). Validation of domain groupings of normal curve problem using generalizability theory. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA.

Bean, R., & Lane, S. (December, 1988). Curriculum based measures: A means of assessing and monitoring reading and writing progress of adult basic readers. Paper presented at the National Reading Conference, Tucson, AZ.

Good, R.H., & Lane, S. (August, 1988) Confirmatory factor analysis of the K-ABC and WISC-R for at-risk students: A comparison of hierarchical models. Paper presented at the Annual Meeting of the American Psychological Association, Atlanta, GA.

- Lane, S., & Sabers, D. (April, 1988). The use of generalizability theory for estimating the dependability of a scoring system for sample essays. Paper presented at the Annual Meeting of the National Council of Measurement in Education, New Orleans, LA.
- Stevens, S., Rosser, R.A., & Lane, S. (April, 1988). Solution strategy variation in mental rotation. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Lane, S. (February 1988). Use of restricted item response models for designing tests measuring developmentally ordered cognitive skills. Paper presented at the Annual Meeting of the Eastern Educational Research Association, Miami, FL.
- Lane, S., & Rosser, R.A. (April 1987). Validation of young children's geometric skill sequence. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D.C.
- Rosser, R.A., & Lane, S. (April 1987). Developmental evidence for a nonwholistic solution strategy on mental rotation problems. Paper presented at the Annual Meeting of the Society for Research in Child Development, Baltimore.
- Lane, S., & Bergan, J.R. (April 1986). Effects of instructional variables on language achievement of Head Start children. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.
- Lane, S., & Sabers, D. (October 1985). The reliability of a scoring system for writing samples: An application of generalizability theory. Paper presented at the Annual Meeting of Rocky Mountain Educational Research Association, Las Cruces, NM.
- Rosser, R.A., Ensing, S.S., & Lane, S. (April 1985). Children's differential use of orientation information in solving rotation problems. Paper presented at the Annual Convention of the Society for Research in Child Development, Toronto.
- Rosser, R.A., Mazzeo, J., Glider, P., & Lane, S. (April 1985). Children's solution strategies and mental rotation: Evidence for a developmental shift. Paper presented at the Annual Convention of the American Educational Research Association, Chicago.
- Rosser, R.A., Ensing, S.S., Smith, S., Lane, S.L., & Mazzeo, J. (May 1984). Imagery development and the rotation paradigm: Primitive process or sophisticated operation. Paper presented at the 14th Annual Symposium of the Jean Piaget Society, Philadelphia, PA.
- Lane, S., Rosser, R.A., Iacono, G.L. (April 1984). Gender differences in spatial ability in young children: An examination of proficiency rates and error patterns. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, La.
- Rosser, R.A., Lane, S., & Mazzeo, J. (April 1984). Order of acquisition of related geometric skills in young children. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, La.
- Ensing, S.S., Rosser, R.A., Glider, P.J., & Lane, S. (April 1983). An information-processing analysis of children's discrimination competence with image rotation tasks. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Bell, N.J., Avery, A.W., Schoenrock, C.J., Croft, C.A., Young, M., & Lane, S. (February, 1983). Family constellation and social development: Evidence for the unimportance of family constellation influences upon

interpersonal competence during late adolescence. Paper presented at the Conference on Social Influences on Development, Lubbock, Texas.

EXTERNAL FACULTY AND DEPARTMENT REVIEWS

Harvard University, University of California- Davis, University of Illinois, University of British Columbia, University of Iowa, University of North Carolina at Greensboro, Rutgers University, University of Georgia, University of Florida, University of South Carolina, University of New Mexico, Arizona State University, University of Oregon, Ohio State University, University of Virginia, University of Massachusetts-Amherst

UNIVERSITY SERVICE

2016-2017 Co-Chair, Search Committee, Statistics, School of Education
2013-present Chair, Department of Psychology in Education, School of Education
2013-2014 Co-Chair, Search Committee, Measurement and Statistics, School of Education
2011-2013 Chair, Promotion and Tenure Committee, School of Education
2010-2013 Member, Student and Faculty Research Committee, School of Education
2009-2010 Member, Search Committee, Mathematics Education, School of Education
2007-2008 Member, Search Committee, Endowed Chair for Urban Education, School of Education
2007-2009 Member, Committee for redesign for Educational Leader program, School of Education
2007-2009 Member, Task force on Methodology Requirements for Doctoral Students, School of Education
2005-2013 Member, Promotion and Tenure Committee, School of Education
2005-2007 Admissions Coordinator, Research Methodology Program
2005-2007 Member, Search Committee, Center for Policy, School of Education
2004-2008 Member, Senate Elections Committee, University of Pittsburgh
2003-2006 Member, Student and Faculty Research Committee, School of Education
2000-present Program Coordinator, Research Methodology Program
2001-2002 Chair, Search Committee, Research Methodology
2000-2001 Chair, Search Committee, Research Methodology
2000-2001 Member, Search Committee, Administrative and Policy Studies/ LRDC
1999-2002 Member, University Research Council, University of Pittsburgh
1999-2002 Chair, Promotion and Tenure Committee, School of Education
1999-2000 Member, Student Advising Task Force, School of Education
1999-2000 Chair, Scientific Merit Review Committee, Department of Psychology in Education
1999-2000 Member, Search Committee, Administrative and Policy Studies
1998-1999 Chair, Research Methodology Search Committee
1998-1999 Member, Dean's Ad hoc Committee for Modifying Promotion and Tenure Guidelines, School of Education
1997-1998 Member, PIE Scientific Merit Committee
1997-1998 Dean's Priority Planning Committee, School of Education
1995-1996 Member, Self Study Committee, Department of Psychology in Education
1995-1997 Member, Planning and Budget Committee, School of Education
1994-1996 Program Coordinator, Research Methodology Program
1994-1996 Member, Advisory Committee, Department of Psychology in Education
1993-1996 Member, Promotion and Tenure Committee, School of Education
1992-1994 Co-chair, Student Admissions and Support Committee, Department of Psychology in Education
1987-1994 Admissions Coordinator, Research Methodology Program
1993 Member, Evaluation Subcommittee of the SOE Planning Committee
1990-1992 Member, Affirmative Action Committee, School of Education
1989-1992 Member, Search Committee (Math Ed.), School of Education
1987-1992 Member, Student Admissions and Support Committee, Department of Psychology in Education
1990-1991 Member, Educational Assessment Forum Series, School of Education
1989-1991 Member, Faculty Planning Session Series, School of Education

1988-1989 Member, Search Committee (Science Ed.), School of Education
1987-1989 Member, Research Committee, Department of Psychology in Education