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Biographical Materials

Education

- Ph.D. in Educational Psychology, Stanford Graduate School of Education, 2011-2015
- M.A. in Education Policy, Organization, and Leadership, Stanford University, 2007-2008
- M.A. in East Asian Studies, Stanford University, 2006-2007
- Visiting Fellow, Oxford University, 2000-2001
- B.A., magna cum laude, Haverford College, 1998-2002
- High School Diploma with Honors, Phillips Exeter Academy, 1994-1998

Current Appointments & Affiliations

- **Associate Professor with Tenure**, Research, Statistics, and Evaluation, School of Education & Human Development, University of Virginia, 2019–Present. (Promoted from Assistant Professor in August of 2024.)
- **Associate Professor by Courtesy**, University of Virginia School of Psychology, 2025–Present.
- **Lead Psychometrician**, Virginia Literacy Partnership, 2019–Present.
- **Faculty Affiliate**, Max Planck Research School on The Life Course (LIFE), 2023–Present.
- **Affiliated Research Fellow**, Northwest Evaluation Association (NWEA), 2019–Present.
- **Affiliated Researcher**, The Character Assessment Initiative (Charassein) at the University of Arkansas, 2019–Present.
- **Editorial Board Member**, *Journal for Research on Educational Effectiveness (JREE)*, 2023–Present.
- **Editorial Board Member**, *Educational Researcher*, 2022–Present.
- **Editorial Board Member**, *Educational Assessment*, 2021–Present.

- **Member**, National Council on Measurement in Education (NCME) Informing Assessment Policy Committee, 2024–Present.
- **Member**, National Council on Measurement in Education (NCME) Standards and Test Use Committee, 2021–Present.
- **Member**, Technical Advisory Committee, EdInstruments, Annenberg Institute at Brown University, 2024–Present.

Areas of Specialization

- Psychometrics for evaluation, intervention, and clinical uses of scores.
- Psychometrics for understanding academic and socio-emotional development.
- Psychometric strategies for detecting and addressing test or survey disengagement.

Professional Association Memberships

- International Psychometric Society
- National Council on Measurement in Education
- Society for Research on Educational Effectiveness

Prior Positions & Experience

- **Senior Research Scientist**, Northwest Evaluation Association (NWEA), 2018–2019.
Roles and Responsibilities: Began as a Research Scientist in 2015. Published on topics including growth modeling, student test effort, and socio-emotional learning. Helped start the Collaborative for Student Growth, an in-house think tank. Represented NWEA at academic conferences, testifying before government committees, and meeting with district partners using NWEA’s tests.
- **Adjunct Faculty**, Oregon State University, 2015–2019.
Roles and Responsibilities: Taught and completely redesigned OSU’s year-long graduate-level quantitative methods sequence, which included three courses: probability and statistics, regression, and structural equation modeling (SEM). Served on student committees and helped write/grade comprehensive exams.
- **Early Career Research Fellow**, Program to Support Policy for English Language Learners, Funded by the Spencer Foundation, 2017–2018.
Roles and Responsibilities: Attended regular meetings with other fellows designed to set a research agenda related to English Learners for the next decade. Testified before Congress on assessment for English Learners in the wake of ESSA’s passage.
- **Emerging Education Policy Scholar (EEPS)**, Thomas B. Fordham and American Enterprise Institute, 2017.
Roles and Responsibilities: Attended two policy and advocacy trainings in Washington, DC along with other members of my EEPS cohort.

- **Summer Associate**, The RAND Corporation, 2013.
Roles and Responsibilities: Led all research related to a grant supporting work to develop best practices for measuring 21st-Century skills in K-12 settings. Was first author on a peer-reviewed RAND publication with Laura Hamilton and Brian Stecher reporting results from the study.
- **Research Assistant**, Center for Education Policy Analysis (Stanford University), 2011–2015.
Roles and Responsibilities: Conducted analyses, authored publications, and met with school district officials as part of a John W. Gardner Center project to identify indicators of college readiness. Served as a Teaching Assistant for a doctoral course on regression analysis in the School of Education.
- **Senior Policy Analyst**, Legislative Analyst’s Office (LAO), 2008–2011.
Roles and Responsibilities: Handled all budget and policy matters related to educational testing, accountability, and career-technical education in the State of California. Testified before state subcommittees on education and finance. Conducted site visits to observe programs being funded by the state of California. Helped write legislation to implement the state budget and enact accountability/testing legislation, including as part of the federal Race to the Top competition.
- **Research Intern**, Stanford School Redesign Network (SRN-LEADS), 2007–2008.
Roles and Responsibilities: Supported education reform efforts being conducted via a partnership between Stanford University and San Francisco Unified School District. Helped write an IES small learning communities grant that was eventually funded.
- **Policy Analyst & Communications Director**, MA State Senator Steven A. Baddour, 2004–2006.
Roles and Responsibilities: Served as the main speechwriter and communications liaison for the senator. Handled all policy/legislation related to education and health care, with particular emphasis on school reform efforts and charter schools.
- **Communications Coordinator**, Joslin Diabetes Center, 2002–2004.
Roles and Responsibilities: Wrote press releases and handled media inquiries related to diabetes research being conducted at Joslin.

Peer-reviewed Publications

* Indicates co-author was a graduate student or postdoc when the study was conducted.

Measurement for Intervention, Evaluation, and Clinical Uses of Scores

1. Soland, J. (2026). Exploring the feasibility and usefulness of creating computer adaptive surveys when respondents agree to most items. *Educational Assessment* 31(1), 18-36, DOI: 10.1080/10627197.2025.2567879.
2. Soland, J., Rispoli, M. J., Saina, C., Omollo, M., Mwendwa, E., Boke, C., . . . & McHenry, M. S. (In Press). Developing culturally responsive surveys on neurodevelopmental disabilities: Lessons from the Kenyan context. *Advances in Neurodevelopmental Disorders*.
3. Gilbert, J. B., Soland, J. G., & Domingue, B. W. (In Press). The sensitivity of value-added estimates to test scoring decisions. *Educational Measurement: Issues and Practice*.

4. *Gilbert, J. B., *Himmelsbach, Z., Soland, J., Joshi, M., & Domingue, B. W. (2025). Estimating heterogeneous treatment effects with item-level outcome data: Insights from item response theory. *Journal of Policy Analysis and Management*, *44*(4), 1417–1449.
5. Soland, J., *Edwards, K., & *Talbert, E. (2025). When Should Evaluators Lose Sleep Over Measurement? Toward Establishing Best Practices. *Journal of Research on Educational Effectiveness* *18*(3), 474–506. <https://doi.org/10.1080/19345747.2024.2344011>.
6. Miller, L. C., Soland, J., Lipscomb, D. W., Player, D. W., & White, R. S. (2025). Latent school-level classes of teacher working conditions in Virginia: Description, teacher preferences, and contextual factors. *AERA Open*, *11*, 23328584251321454.
7. *Edwards, K., & Soland, J. (2024). Improving the precision of classroom observation scores using the trifactor item response theory model. *Educational Assessment* *29*(2), 103-123. <https://doi.org/10.1080/10627197.2024.2350966>.
8. Soland, J., Penuel, W., Farrell, C., & *Wellberg, S. (2024). Developing a measure to evaluate education research-practice partnerships. *Research Evaluation*, *33*(1), 42<https://doi.org/10.1093/reseval/rvae001>. IF = 3.1.
9. *Sadikova, E., Soland, J., Menezes, M., & Mazurek, M. (In Press). Impact of adverse childhood experiences and family resilience on sleep duration in autistic children. *Autism*, *28*(10), 2612-2622.<https://doi.org/10.1177/13623613241235880>. IF = 6.685.
10. Soland, J., Kuhfeld, M., & *Edwards, K. (2024). How scoring decisions can affect results from common study designs: A trip through the IRT looking glass. *Psychological Methods*, *29*(5), 1003–1024. IF = 11.302.
11. Soland, J. (2024). Item response theory models for difference-in-difference estimates (and whether they are worth the trouble). *Journal of Research on Educational Effectiveness*, *17*(2), 391-421. IF = 2.501.
12. *Xu, R.J., & Soland, J. (2024). Beyond group comparisons: Accounting for intersectional sources of bias in international survey measures. *The International Journal of Testing*, *24*(3), 230-258. IF = 2.29.
13. Farrell, C., Penuel, W., Arce-Trigatti, P., Soland, J., Singleton, C., Resnick, A. F., ... & *Schmidt, D. (2024). Designing measures of complex collaborations with participatory, evidence-centered design. *Frontiers in Research Metrics and Analytics*, *9*, 1210547.
14. Kuhfeld, M., & Soland, J. (2023). Scoring assessments in multisite randomized control trials: Examining the sensitivity of treatment effect estimates to measurement choices. *Psychological Methods*. Online first publication: <https://doi.org/10.1037/met0000633>. IF = 11.302.
15. *Menezes, M., Soland, J., & Mazurek, M. (2023). Screen time and diagnoses of anxiety and depression in autistic versus neurotypical youth. *Research in Autism Spectrum Disorders*, *107*(1), 102222..
16. Soland, J., Johnson, A., & *Talbert, E. (2023). Regression discontinuity designs in a latent variable framework. *Psychological Methods*, *28*(3), 691–704. IF = 11.302.

17. *Lee, M., & Soland, J. (2023). Does reclassification change how English learners feel about school and themselves? Evidence from a regression discontinuity design. *Education Evaluation and Policy Analysis*, 45(1), 27–51. IF = 3.347.
18. Soland, J. (2022). Evidence that selecting an appropriate IRT-based approach to scoring surveys can help avoid biased treatment effect estimates. *Educational and Psychological Measurement*, 82(2), 376–403. IF = 2.821.
19. Soland, J., McGinty, A., Gray, A., Solari, E., *Herring, W., & *Xu, R. (2022). Early literacy, equity, and test score comparability during the pandemic. *Educational Assessment*, 27(2), 98–114. IF = 1.091.
20. Soland, J., & Kuhfeld, M. (2022). Examining the performance of the trifactor model for multiple raters. *Applied Psychological Measurement*, 46(1), 53–67. IF = 2.101.
21. Soland, J. (2021). Is measurement noninvariance a threat to inferences drawn from randomized control trials? Evidence from empirical and simulation studies. *Applied Psychological Measurement*, 45(5), 346–360. IF = 2.101.
22. Soland, J. (2021). Implications of using rank orderings in accountability systems for understanding how schools affect achievement gaps. *Teachers College Record*, 123(12), 211–236. IF = 1.44.
23. Kuhfeld, M., & Soland, J. (2020). Using assessment metadata to quantify the impact of test disengagement on estimates of educational effectiveness. *Journal of Research on Educational Effectiveness*, 13(1), 147–175. IF = 2.501.
24. Soland, J. (2017). Is teacher value added a matter of scale? The practical consequences of treating an ordinal scale as interval for estimation of teacher effects. *Applied Measurement in Education*, 30(1), 52–70. IF = 1.58.
25. Loeb, S., Soland, J., & Fox, L. (2014). Is a good teacher a good teacher for all? Comparing value-added of teachers with their English learners and non-English learners. *Education Evaluation and Policy Analysis*, 36(4), 457–475. IF = 3.347.

Measurement for Understanding Academic and Socio-emotional Development

26. Rimm-Kaufman, S. E., Soland, J., & Kuhfeld, M. (In Press). Social and emotional competency development from fourth to 12th grade: Relations to parental education and gender. *American Psychologist*. Online first publication: <https://doi.org/10.1037/amp0001357>. IF = 16.401.
27. Cole, V. T., Soland, J., Zhang, Q., & Tavares, S. (In Press). Exploring whether response style biases manifest as spurious classes in longitudinal mixture models. *Structural Equation Modeling: A Multidisciplinary Journal*. <https://doi.org/10.1080/10705511.2025.XXXXXXX>. IF = 6.400.
28. Sandilos, L. E., Rimm-Kaufman, S. E., Soland, J., & Truong, J. M. (In Press). A mixed methods study examining how classroom experiences cultivate respect in middle school students. *Applied Developmental Science*.

29. Hamilton, L., & Soland, J. (In Press). Measuring social and emotional competencies in K–12 education. *Education Finance and Policy*.
30. Soland, J., Cole, V., *Tavares, S & *Zhang, Q. (2025). Evidence that growth mixture model results are highly sensitive to scoring decisions. *Multivariate Behavioral Research*, 60(3), 487-508. IF = 5.439.
31. *Edwards, K., & Soland, J. (2024). Impacts of survey item ceiling effects on growth estimates: A few solutions. *Applied Psychological Measurement*, 48(3), 147-164. IF = 2.101.
32. Johnson, A., Kuhfeld, M., Soland, J., & Davison, M. (2024). Examining the association between racial disparities in exclusionary discipline practices and academic gains. *Journal of Education for Students Placed at Risk*, 29(3), 266-290. IF = 2.095.
33. Soland, J., Kuhfeld, M., & *Register, B. (2023). A comparison of methodologies for scaling longitudinal social-emotional survey responses. *Educational Assessment*, 28(3), 156-171. IF = 1.091.
34. Kuhfeld, M., Soland, J., & Lewis, K. (2023). Investigating differences in how parents and teachers rate students' self-control. *Psychological Assessment*, 35(1), 23–31. IF = 5.123.
35. Soland, J., & Kuhfeld, M. (2022). A multi-rater latent growth curve model. *Multivariate Behavioral Research*, 57(5), 701–717. IF = 5.439.
36. Soland, J., & Thum, Y. M. (2022). Estimating and comparing growth using longitudinal interim achievement data with seasonal trends. *Journal of Research on Educational Effectiveness*, 15(3), 635–654. IF = 2.501.
37. Kuhfeld, M., & Soland, J. (2022). Avoiding bias from sum scores in growth estimates: An examination of IRT-based approaches to scoring longitudinal survey responses. *Psychological Methods*, 27(2), 234–260. IF = 11.302.
38. Soland, J., Rimm-Kaufman, S., Kuhfeld, M., & *Ventura-Abbas, N. (2022). Empirical benchmarks for changes in social and emotional skills over time. *Child Development*, 93(4), 1129–1144. IF = 5.899.
39. Kuhfeld, M., Soland, J., & Lewis, K. (2022). Test score patterns across three COVID-19-impacted school years. *Educational Researcher*, 51(7), 500–506. IF = 4.854.
40. Kuhfeld, M., Soland, J., Lewis, K., & Ruzek, E. (2022). The COVID-19 school year: Learning and recovery across 2020–21. *AERA Open*, 8(1), 1–15. IF = 1.89.
41. Umansky, I. M., Thompson, K. D., Soland, J., & Kibler, A. K. (2022). Understanding newcomer English learner students' English language development: Comparisons and predictors. *Bilingual Research Journal*, 45(2), 180–204. IF = 1.62.
42. Soland, J., & Kuhfeld, M. (2022). Identifying students who are off-track academically at the start of secondary school: The role of social-emotional learning trajectories. *British Journal of Educational Psychology*, 92(2), 535–556. IF = 3.241.
43. Menezes, M., Mazurek, M., & Soland, J. (2022). Association between neighborhood support and family resilience in households with autistic children. *Journal of Autism and Developmental Disorders*. IF = 4.345.

44. Soland, J., & Kuhfeld, M. (2021). Do response styles affect estimates of growth on social-emotional constructs? Evidence from four years of longitudinal survey scores. *Multivariate Behavioral Research*, 56(6), 853–873. IF = 5.439.
45. Johnson, A., Kuhfeld, M., & Soland, J. (2021). The forgotten 20%: Achievement and growth in rural schools across the nation. *AERA Open*, 7(1), 1–17. IF = 1.892.
46. Soland, J., & Sandilos, L. (2021). English language learners, self-efficacy, and the achievement gap: Understanding the relationship between academic and social-emotional growth. *Journal of Education for Students Placed at Risk*, 26(1), 20–44. IF = 2.095.
47. Kuhfeld, M., Soland, J., Johnson, A., Ruzek, E., & Liu, J. (2020). Projecting the potential impact of COVID-19 school closures on academic achievement. *Educational Researcher*, 49(8), 549–565. IF = 4.854.
48. Kuhfeld, M., & Soland, J. (2020). The learning curve: Revisiting the assumption of linear growth during the school year. *Journal of Research on Educational Effectiveness*, 14(1), 143–171. IF = 2.501.
49. Soland, J., Domingue, B., & Lang, D. (2020). Using machine learning to advance early warning systems: Promise and pitfalls. *Teachers College Record*, 122(14), 1–30. IF = 1.44.
50. Kuhfeld, M., Soland, J., Pitts, C., & Burchinal, M. (2020). Trends in children’s academic skills at school entry: 2010 to 2017. *Educational Researcher*, 49(6), 403–414. IF = 4.854.
51. Soland, J. (2019). Modeling academic achievement and self-efficacy as joint developmental processes: Evidence for education. *Journal of Applied Developmental Psychology*, 65(1). IF = 2.412.
52. Matta, T., & Soland, J. (2019). Predicting time-to-reclassification for English learners under compensatory decision rules: A joint modeling approach. *Journal of Educational and Behavioral Statistics*, 44(1), 78–102. IF = 3.288.
53. Soland, J., Kuhfeld, M., Wolk, E., & Bi, S. (2019). Examining the state-trait composition of social-emotional learning constructs: Implications for practice, policy, and evaluation. *Journal of Research on Educational Effectiveness*, 12(3), 550–577. IF = 2.501.
54. Soland, J. (2017). Combining academic, noncognitive, and college knowledge measures to identify students not on track for college: Building a data-driven framework. *Research and Practice in Assessment*, 12(1), 5–19. IF = 3.101.
55. Soland, J., Hamilton, L., & Stecher, B. (2014). Assessing 21st-Century skills: A guide for educators. *The RAND Corporation and ASIA Society*. IF = NA.
56. Soland, J. (2013). Predicting high school graduation and college enrollment: Comparing early warning indicator data and teacher intuition. *Journal of Education for Students Placed at Risk*, 18(3–4), 233–262. IF = 2.095.

Identifying and Addressing Test and Survey Disengagement

57. Baird, M., Pane, J., & Soland, J. (2025). Beyond test scores: the impact of test persistence value-added on student achievement. *Education Economics*, 33(6), 885–903.

58. Kuhfeld, M., McEachin, A., Soland, J., & *Register, B. (2024). Testing an explanation for summer learning loss: Differential examinee effort between spring and fall. *Education Evaluation and Policy Analysis*, 46(3), 581-590. IF = 3.347.
59. Soland, J. (2023). Digital Module 32: Understanding and mitigating the impact of low effort on common uses of test and survey scores. *Educational Measurement: Issues and Practice*, 42(2), 75-76. IF = 1.402.
60. Rios, J., & Soland, J. (2022). An investigation of item, examinee, and country correlates of rapid guessing on PISA. *The International Journal of Testing*, 22(2), 154-184. IF = 2.29.
61. Domingue, B., *Kanopka, K., *Stenhaus, B., Sulik, M., Brinkhuis, M., Circi, R., Faul, J., Obradovic, J., Piech, C., Porter, T., Soland, J., Weeks, J., Wise, S., & Yeatman, J. (2022). The speed accuracy tradeoff? Not so fast. *Journal of Educational and Behavioral Statistics*, 47(5), 576-602. IF = 2.23.
62. Rios, J., & Soland, J. (2022). Investigating the impact of noneffortful responses on individual-level scores: Can the effort-moderated IRT model serve as a solution? *Applied Psychological Measurement*, 45(6), 391-406. IF = 2.101.
63. Domingue, B., *Kanopka, C., *Stenhaus, B., Soland, J., Kuhfeld, M., Wise, S., & Piech, C. (2021). Variation in respondent speed and its implications: Evidence from an adaptive testing scenario. *Journal of Educational Measurement*, 58(3), 335-363. IF = 1.531.
64. Soland, J., Kuhfeld, M., & Rios, J. (2021). Comparing different response time threshold setting methods to detect low effort on a large-scale assessment. *Large-scale Assessments in Education*, 9(1), 1-21. IF = 1.601.
65. Wise, S. L., Soland, J., & Dupray, L. M. (2021). The impact of technology-enhanced items on test-taker disengagement. *Journal of Applied Testing Technology*, 22(1), 28-36. IF = 1.92.
66. Rios, J. A., & Soland, J. (2021). Parameter estimation accuracy of the effort-moderated item response theory model under multiple assumption violations. *Educational and Psychological Measurement*, 81(3), 569-594. IF = 2.821.
67. Wise, S., Soland, J., & Bo, Y. (2020). The (non) impact of differential test taker engagement on aggregated scores. *International Journal of Testing*, 20(1), 57-77. IF = 2.56.
68. Soland, J. (2019). Can item response times provide insight into students' motivation and self-efficacy in math? An initial application of test metadata to understand students' social-emotional needs. *Educational Measurement: Issues and Practice*, 38(3), 86-96. IF = 1.702.
69. Soland, J., Jensen, N., & Keys, T. (2019). Are academic and test engagement related? Implications for policy, practice, and measurement. *Educational Assessment*, 24(4), 327-342. IF = 1.091.
70. Soland, J., & Kuhfeld, M. (2019). Do students rapidly guess repeatedly over time? A longitudinal analysis of student test disengagement, background, and attitudes. *Educational Assessment*, 24(4), 327-342. IF = 1.091.

71. Soland, J., Wise, S., & Gao, L. (2019). Using rapid responding to detect careless survey answers: Applying lessons from achievement tests. *Applied Measurement in Education*, 32(2), 151–165. IF = 1.58.
72. Soland, J., Zamarro, G., Cheng, A., & Hitt, C. (2019). Identifying naturally occurring direct assessments of social-emotional competencies: The promise and limitations of assessment metadata. *Educational Researcher*, 48(7), 466–478. IF = 4.854.
73. Wise, S., Kuhfeld, M., & Soland, J. (2019). The effects of effort monitoring with proctor notification on test-taking engagement, test performance, and validity. *Applied Measurement in Education*, 32(2), 183–192. IF = 1.58.
74. Jensen, N., Rice, A., & Soland, J. (2018). The influence of rapidly guessed item responses on teacher value-added estimates: Implications for policy and practice. *Education Evaluation and Policy Analysis*, 40(2), 267–284. IF = 3.347.
75. Soland, J. (2018). Are achievement gap estimates biased by differential student test effort? Putting an important policy metric to the test. *Teachers College Record*, 120(12), 1–26. IF = 1.44.
76. Soland, J. (2018). The achievement gap or the engagement gap? Investigating the sensitivity of gap estimates to test motivation. *Applied Measurement in Education*, 31(4), 312–323. IF = 1.58.

Other Publications

Book Chapters

- Faulkner-Bond, M., & Soland, J. (2021). Test score comparability for English learners. In E. Haertel, A. Berman, & J. Pellegrino (Eds.), *Test score comparability in U.S. education*. Washington, DC: National Academy of Education.

Policy Reports

- National Academy of Education. *Educational Assessments in the COVID-19 Era and Beyond*. COVID-19 and Inequities in Education Forum Series. National Academy of Education.
- West, M. R., Lake, R., Betts, J., Cohodes, S., Gill, B., Ho, A.D., Loeb, S., McRae, B., Schwartz, H., Soland, J., & Walker, M. (2021). *How Much Have Students Missed Academically Because of the Pandemic? A Review of the Evidence to Date*. Harvard University Center for Education Policy Research (CEPR).
- Ehlers, R., & Soland, J. *How Small Is Too Small? An Analysis of School District Consolidation*. Sacramento: Legislative Analyst’s Office, 2011. Print.
- Kuhn, J., & Soland, J. *2010-11 Budget Analysis Series: Proposition 98 Education Programs*. Sacramento: Legislative Analyst’s Office, 2010. Print.
- Kuhn, J., & Soland, J. *2009-10 Budget Analysis Series: Proposition 98 Education Programs*. Sacramento: Legislative Analyst’s Office, 2009. Print.

- Mileva-Kless, L., Soland, J., Santiago, M., & Friedlander, J. (2013). *Analyzing Evidence of College Readiness: A Tri-Level Empirical and Conceptual Framework*. John W. Gardner Center for Children and Families.
- Soland, J., & Steenhausen, P. *A Blueprint for Adult Education in California*. Sacramento: Legislative Analyst's Office, 2012. Print.
- Soland, J. (2014). *Is Moneyball the Next Big Thing in Education? Why Early Warning Systems Should be Approached Thoughtfully, and With Caution*. Phi Delta Kappan.
- Soland, J. (2012). Review of *High Stakes Reform: The Politics of Educational Accountability*, Kathryn A. McDermott. Education Review, 15.
- Soland, J. *Year-Two Survey: Update on School District Finance in California*. Sacramento: Legislative Analyst's Office, 2011. Print.
- Soland, J. *Education Mandates: Overhauling a Broken System*. Sacramento: Legislative Analyst's Office, 2008. Print.

Grants

Funded Projects

- **UVA Center for Global Inquiry and Innovation (CGII):** Research Studies to Help Establish a Hub for Measurement and Assessment Serving the African Continent (2025–27) (\$81,732).
Role: Principal Investigator
Co-principal Investigator: Dr. Mandy Rispoli, University of Virginia
Objective: The purpose of this 23-month research project is to investigate gaps in psychometric and assessment expertise in South Africa and to lay the foundation for establishing the Measurement and Assessment Psychometric (MAP) Center for Africa. The project focuses on adapting a culturally grounded autism survey originally developed in Kenya (ACE-KS) for use in South Africa, while also conducting a broader needs assessment of local assessment infrastructure across education, health, and psychology.
Responsibilities: I lead all aspects of the project, including psychometric design and analysis, adaptation of the ACE-KS survey, needs assessment research, and partnership development with the University of the Western Cape and other South African institutions. I oversee data collection and analysis, mentor graduate students involved in the work, liaise with university and government stakeholders, and spearhead efforts to translate findings into a strategic plan and future grant proposals to support the establishment of the MAP Center.
- **Spencer Foundation:** The Landscape of Education for Children with Autism Spectrum Disorder and Other Neurodevelopmental Disabilities in Kenya (2024–27) (\$498,000).
Role: Co-principal Investigator
Principal Investigator: Dr. Mandy Rispoli, University of Virginia
Objective: The purpose of this three-year mixed-methods study is to develop a deep understanding of the educational landscape for children with ASD and other neurodevelopmental disabilities (NDD) in Kenya. Specifically, our interdisciplinary and international team of US

and Kenyan researchers will employ a participatory research framework to examine caregiver, diagnostic professionals, and educator experiences, beliefs, and knowledge regarding access to and delivery of education to children with ASD/NDD in western Kenya.

Responsibilities: This project will investigate several contextual/cultural factors related to ASD using survey instruments. I am the psychometric lead on developing the measures and conducting all analyses related to accruing validity evidence for their intended uses. I oversee a doctoral student, provide psychometric guidance, and perform power analyses as the primary quantitative researcher on the project.

- **Student Upwards Mobility Initiative (SUMI) at the Urban Institute:** Do Critical Thinking Skills Predict Upward Mobility? (2025-27).

Role: Co-principal Investigator

Principal Investigator: Dr. Beth Schueler

Objective: This project involves using existing administrative data sources to measure critical thinking and examine whether the development of students' critical thinking skills in K-12 predicts their economic mobility and voter turnout in the long-term. Our work falls into both of the SUMI funding categories: (1) developing measures and (2) connecting PK-12 skills to economic mobility.

Responsibilities: My role involves conducting all modeling of item responses to better understand student critical thinking and supporting analyses using resulting scores.

- **Educating Character Initiative from the Program for Leadership and Character at Wake Forest University:** Building Faculty Capacity to Cultivate Character in the School of Education and Human Development at the University of Virginia (2024-25) (\$50,000).

Role: Co-Investigator

Principal Investigator: Dr. Sara Rimm-Kaufman

Objective: The Making Teaching Matter project aims to enhance faculty ability to integrate character into undergraduate education at the UVA School of Education. We have three aims: (1) To institute a professional learning community (PLC) among faculty focused on character development; (2) elevate student voice to understand the ethical struggles students face so that faculty can meet those precise needs; and (3) engage in pilot work evaluating change in students' awareness of and concern for character to understand the impact of the work. These three aims are early first steps toward the eventual goal of creating a university environment and culture that is conducive to character development.

Responsibilities: My role involves presenting at the professional learning community, incorporating measures into my courses, and giving talks within EHD and across UVA related to course development that integrates character development.

- **National Science Foundation:** Understanding How Approaches to Calibrating and Scoring Survey Item Responses Affect Results from Growth Mixture Models (2023–26) (\$420,000).

Role: Principal Investigator

Objective: Understand how much scoring decisions, including accounting for response style bias, affect recovery of true parameters from growth mixture models.

Responsibilities: I am managing the project, including budgets and reporting. I conduct all psychometric analyses using IRT, produce scores for empirical data, and simulate data for Monte Carlo analyses. I oversee a doctoral student who is using this grant for their dissertation and collaborate with a Co-PI who is a mixture modeling expert.

- **Templeton Foundation:** A Multifaceted Investigation of the Development of Intellectual

Humility and its Links to Children’s Reasoning Across Domains and Contexts (2023–26) (\$892,000).

Role: Co-investigator

Principal Investigator: Dr. Samuel Ronfard, University of Toronto at Mississauga

Objective: Develop and validate a self-report measure for intellectual humility for children aged 4–12 years.

Responsibilities: I am the psychometric lead, responsible for all analyses related to accruing validity evidence for the measure’s intended use. My work includes descriptive/classical test theory analyses, confirmatory factor analyses, and IRT modeling to refine and score the measure.

- **Institute of Education Sciences:** Project EMU: E-Book Centered Mathematics Vocabulary Instruction for Mathematical Understanding (2023–27) (\$2,000,000).

Role: Co-investigator

Principal Investigator: Dr. Stephanie Morano, University of Virginia

Objective: Develop a mathematics curriculum supplement (EMU) to improve first-grade students’ mathematics vocabulary knowledge.

Responsibilities: Provide consultation on statistical analyses, program evaluation, and measurement as needed.

- **Virginia Department of Education:** PALS English K–3 Expansion (2021–24) (\$4,500,000).

Role: Co-principal Investigator

Principal Investigator: Dr. Emily Solari, University of Virginia

Objective: Redevelop the early literacy screener given to all students in Virginia at the start of Kindergarten, which is used to allocate funding for early reading interventions and monitor reading proficiency progress.

Responsibilities: Oversee all psychometric analyses for redeveloping the screener, including DIF analyses, confirmatory factor analyses, developing a vertical scale, and producing vertically scaled scores. I manage a team that includes a postdoctoral researcher, two doctoral students, and a Research Scientist.

- **Institute of Education Sciences:** University of Virginia Education Science Training Program in English Language Learning (EL-VEST) (2021-25) (\$784,000).

Role: Affiliated faculty involving co-mentoring of post-doctoral fellows

Principal Investigator: Dr. Sara Rimm-Kaufman, University of Virginia

Objective: Train postdocs with expertise in English Language Learner instruction/policy, as well as methodological skills to rigorously address related issues.

Responsibilities: As a VEST faculty member, I participate in training students in quantitative methods, including in my courses and through mentorship opportunities. I also help in recruiting students, staff, and faculty. Finally, I participate in VEST activities including the program’s speaker series.

- **Institute of Education Sciences:** Development and Validation of the Culturally and Racial Equity-Sustaining (CARES) Classroom Assessment System (2022-26) (\$1,999,969).

Role: Co-investigator

Principal Investigator: Dr. Jessika H. Bottiani, University of Virginia

Objective: Extend, refine, and validate a measurement system to assess culturally and racial equity-sustaining (CARES) practices in the classroom.

Responsibilities: Serve as a psychometric consultant providing advice on measurement/statistical

analyses relevant to providing validity evidence for the CARES and its intended uses.

- **Institute of Education Sciences:** Optimizing Coping Power for School Implementation: Integrative Data Analysis of the Coping Power Program (2023-26) (\$1,293,703).
Role: Co-investigator
Principal Investigator: Dr. Heather McDaniel, University of Virginia
Objective: Conduct an integrative data analysis (IDA) of 11 randomized, controlled trials of the Coping Power Program (CPP) to determine the impacts on academic outcomes.
Responsibilities: Participate in designing analyses related to IDA, including moderated nonlinear factor analysis (MNLFA) and integrating data related to student achievement.
- **Virginia Department of Education:** PALS Spanish K-3 Development (2021-24) (\$3,500,000).
Role: Co-principal Investigator
Principal Investigator: Dr. Emily Solari, University of Virginia
Objective: Develop a Spanish version of the early literacy screener for use in monitoring literacy progress.
Responsibilities: Oversee psychometric analyses, vertical scaling, and managing a team of researchers.
- **Virginia Department of Education:** PALS ECLLA/PreK Expansion (2021-24) (\$1,800,000).
Role: Co-investigator
Principal Investigator: Dr. Emily Solari, University of Virginia
Objective: Develop an assessment of early literacy skills for Pre-K students and incorporate it into the vertical scale for PALS K-3.
Responsibilities: Oversee psychometric analyses, including confirmatory factor analyses, vertical scaling, and managing a team of researchers.
- **William T. Grant Foundation:** Measuring the Effectiveness of Research-Practice Partnerships (RPPs) in Education (2019-23) (\$1,078,000).
Role: Co-principal Investigator
Principal Investigator: Dr. William Penuel, CU Boulder
Objective: Develop survey-based measures of RPP effectiveness for use in progress monitoring, continuous improvement, and evaluation studies.
Responsibilities: Conduct all psychometric analyses, including descriptive analyses, confirmatory factor analyses, and item response theory models.
- **Collaborative for Academic, Social, and Emotional Learning (CASEL):** SEL Assessment Design Challenge (2018) (\$5,000, 1st Place).
Role: Principal Investigator
Objective: Develop new measures of SEL outcomes that are engaging for students and avoid self-report bias.
Responsibilities: Prototype a measure of student engagement using metadata from achievement tests and analyze the relationships between response time-based measures and traditional surveys.

Not Funded

- **National Science Foundation.** CAREER Award: Establishing Best Practices in Measurement for the Purpose of Understanding Development. (2024-29). (\$899,550).

Role: Principal Investigator

Objective: The intent of this proposal is to help develop best practices for measurement in the context of developmental sciences. Aim 1 is designed to establish best practices for instrument design in a developmental context. Aim 2 is to identify best practices for scoring surveys when examining growth over time is the goal. Aim 3 is devoted to enumerating what types of validity evidence researchers should consider when making a validity argument for a measure when its intended purpose is to help quantify growth over time. **Responsibilities:** As the Principal Investigator on a CAREER grant, I would be primarily responsible for all data collection, statistical/psychometric analyses, and reporting of results. This grant would fund a postdoctoral researcher and doctoral student, both of whom I would oversee. I would also be responsible for managing budgets and meeting reporting deadlines.

- **The Institute for Education Sciences:** Using the CORE district school culture and climate survey to understand how different populations experience school learning environments: A validity study (2021–23) (\$1,400,000).

Role: Co-principal Investigator

Principal Investigator: Dr. Jonathan Schweig, RAND Corporation

Objective: Understand whether culture/climate surveys administered to more than 1.5 million students in California annually are valid for their intended uses, including estimating gaps in perceptions of school culture/climate by race, English learner status, and socioeconomic status.

- **The Institute for Education Sciences:** Early Career Award: Estimating Time to Reclassification for English Learners Using a Shared Random Effects Model (2019–21) (\$1,100,000).

Role: Principal Investigator

Objective: Examine whether shared random effects models can improve prediction of time to reclassification for English learners.

- **National Science Foundation:** How School Diet Influences Upper Elementary Students' Engagement in Mathematics Learning (2021–23) (\$1,100,000).

Role: Co-principal Investigator

Principal Investigator: Dr. Sibylle Kranz, University of Virginia

Objective: Understand how diet and nutrition affect K-12 students' engagement in mathematics class.

Presentations

** Indicates a co-presenter who was a graduate student or post-doctoral fellow at the time the research was initiated.*

Invited Talks

1. **Soland, J.** (2026). Invited Talk. A Few Things I Wish Every Psychologist Knew about Measurement. Sultan Qaboos University – Sultan Of Oman.
2. **Soland, J.** (2026). Invited Talk. Evidence that Growth Mixture Model Results are Highly Sensitive to Scoring Decisions. Center for Educational Measurement at The University of Oslo. Oslo, Norway.

3. **Soland, J.** (2026). Invited Talk. Bringing Clinical Diagnostic Measures into the 21st Century Using AI and Adaptive Assessment. University of Zurich. Zurich, Switzerland.
4. **Soland, J.** (2026). Invited Talk. Why Decisions about Scoring Surveys Are Fundamental to Understanding Human Development. University of Zurich. Zurich, Switzerland.
5. **Soland, J.** (2025). Invited Talk. Item Response Theory—What Is It and What Is It Good For? University of Perugia. Perugia, Italy.
6. **Soland, J.** (2025). Invited Talk. Evidence that Growth Mixture Models Are Almost Impossible to Estimate in an Unbiased Way. University of Virginia Quantitative Psychology DADA Seminar Series. Charlottesville, VA.
7. **Soland, J.** (2025). Invited Talk. Why Measurement Decisions Can Severely Bias Program Evaluation Results. Vanderbilt University School of Education. Vanderbilt, TN.
8. **Soland, J.** (2025). Invited Talk. Measurement for Understanding Intra-individual Variability. New York University. New York, NY.
9. **Soland, J.** (2025). Invited Talk. A Few Things I Wish Every Developmental Researcher Knew about Measurement. LIFE Academy at University of Zurich. Zurich, Switzerland.
10. **Soland, J.** (2025). Invited Talk. An Introduction to Measurement Decisions in Evaluation Contexts. Michigan State University Quantitative Policy Series. East Lansing, MI.
11. **Soland, J.** (2025). Invited Talk. Evidence that Growth Mixture Model Results are Highly Sensitive to Scoring Decisions. UC Davis Quantitative Psychology Seminar Series. Davis, CA.
12. **Soland, J.** (2024). Invited Talk. Why Evaluators Should Lose Sleep Over Measurement: A Trip Through the IRT Looking Glass. Center for Education Policy Research at Harvard University. Cambridge, MA.
13. **Soland, J.** (2023). Invited Talk. COVID Learning Impacts and Implications for Higher Education. Widener University. Chester, PA.
14. **Soland, J.** (2023). Invited Talk. Understanding the Effects of COVID-19 on Student Learning Trajectories. Pomona College. Claremont, CA.
15. **Soland, J.** (2023). Invited Talk. Implications of Scoring Decisions for Understanding Student Socio-emotional Growth. California Office to Reform Education (CORE) Research Meeting. Fresno, CA.
16. **Soland, J.** (2022). Invited Symposium: When Strong Research Design Meets Bad Measurement: A Conversation among Program Evaluation and Measurement Experts on Connections across Fields. Society for Research on Educational Effectiveness (SREE). Washington, DC.
17. **Soland, J.** (2022). Invited Talk. The Impact of COVID-19 on Student Achievement. Sci-Line Media Briefing on the Health, Psychological, and Educational Impacts of COVID-19. Washington, DC.
18. **Soland, J.** (2022). Invited Talk. Understanding the Effects of Scoring Decisions on Longitudinal Uses of Scores. University of Memphis Institute for Intelligent Systems. Memphis, TN.

19. **Soland, J.** (2022). Invited Talk. Understanding the Effects of COVID-19 on Student Learning. UVA School of Education and Human Development Foundation Board Meeting. Charlottesville, VA.
20. **Soland, J. & Kuhfeld, M.** (2022). Invited Symposium: Understanding the Ongoing Effects of COVID-19 on Student Achievement. Urban Institute. Washington, DC.
21. **Soland, J.** (2022). Invited Talk. How Survey Scoring Decisions Can Bias Results in Medical Studies. UVA School of Medicine Educational Series. Charlottesville, VA.
22. **Soland, J.** (2021). Invited Roundtable. Assessment Policy in the U.S. Today. Stanford University Center for Education Policy Analysis (CEPA). Stanford, CA.
23. **Soland, J.** (2021). Invited Talk. Sample Size Versus Measurement for Statistical Power in RCTs. EdPolicyWorks Seminar Series. Charlottesville, VA.
24. **Soland, J.** (2021). Invited Talk. How Survey Scoring Decisions Can Bias Your Study's Results: A Trip Through the IRT Looking Glass. Quantitative Psychology Department at UVA Seminar Series. Charlottesville, VA.
25. **Soland, J.** (2020). Invited Talk. Detecting and Addressing Low Examinee Effort in Large-scale Assessment Contexts. University of Minnesota Educational Measurement Speaker Series. Minneapolis, MN.
26. **Soland, J.** (2020). Invited Talk. Using Survey Scores to Estimate Social-emotional Growth: Implications for Policy and Practice. EdPolicyWorks Seminar Series. Charlottesville, VA.
27. **Soland, J.** (2020). Invited Talk. Using Survey Scores to Estimate Social-emotional Growth: Implications for Policy and Practice. EdPolicyWorks Seminar Series. Charlottesville, VA.
28. **Soland, J.** (2019). Invited Talk. Developing Innovative Approaches to Measuring Socio-emotional Outcomes. Educational Testing Service (ETS) and the Salzburg Global Seminar (SGS) on Social-emotional Learning. Princeton, NJ.

2025 Conference Presentations and Talks

1. Soland, J. & Gilbert, J. (2025). Invited Symposium. *Treatment Effect Heterogeneity at the Item Level: Methods, Insights, and Implications*. Society for Research on Educational Effectiveness Annual Conference. Chicago, IL.
2. Soland, J., Cole, V.T., & *Tavares, S. (2025). Organized Panel. *Why Producing Unbiased Survey Scores for Use in Growth Mixture Models is Almost Impossible*. National Council on Measurement in Education Annual Meeting. Denver, CO.
3. Soland, J. (2025). Panelist and Session Organizer. *Scoring Decisions and Bias in Growth Mixture Modeling*. National Council on Measurement in Education Annual Meeting. Denver, CO.
4. Cole, V.T., *Tavares, S., & Soland, J. (2025). *The Impact of Unmodeled Response Styles on Growth Mixture Model Results*. National Council on Measurement in Education Annual Meeting. Denver, CO.

5. *Tavares, S., Cole, V.T., & Soland, J. (2025). Panelist and Session Organizer. *The Effects of Covariate Inclusion in Scores Produced for Growth Mixture Modeling*. National Council on Measurement in Education Annual Meeting. Denver, CO.
6. *Xu, R. & Soland, J. (2025). Symposium Presenter *Do Partial Measurement Invariance Models Create More Problems Than They Solve?*. National Council on Measurement in Education Annual Meeting. Denver, CO.

2024 Conference Presentations and Talks

1. Soland, J. (2024). Invited Talk. *Why Evaluators Should Lose Sleep Over Measurement: A Trip Through the IRT Looking Glass*. Center for Education Policy Research at Harvard University. Cambridge, MA.
2. Kuhfeld, M., *Postell, S., & Soland, J. (2024). *Empirical Benchmarks for Modern Interim and Summative Assessments*. Society for Research in Educational Effectiveness (SREE). Baltimore, MD.
3. Soland, J., Rimm-Kaufman, S., & Kuhfeld, M. (2024). *Developing Empirical Benchmarks for Socio-emotional Learning Outcomes*. Society for Research in Educational Effectiveness (SREE). Baltimore, MD.
4. Rimm-Kaufman, S., Soland, J., & Kuhfeld, M. (2024). *Social and Emotional Competency Development from 4th to 12th Grade: Relations to Parental Education and Gender*. Society for Research in Educational Effectiveness (SREE). Baltimore,
5. Soland, J., Cole, V. T., *Tavares, S., & *Zhang, Q. (2024). *Why Producing Unbiased Survey Scores for Use in Growth Mixture Models is Almost Impossible: A Few Illustrations*. International Psychometric Society (IMPS). Prague, Czech Republic.
6. Cole, V. T., Soland, J., *Tavares, S., & *Zhang, Q. (2024). *Latent Trajectory or Measurement Artifact? Understanding the Effects of Unmodeled Response Styles on Growth Mixture Modeling Results*. International Psychometric Society (IMPS). Prague, Czech Republic.
7. Soland, J., Cole, V. T., *Tavares, S., & *Zhang, Q. (2024). *Investigating the Sensitivity of Growth Mixture Model Results to Conditioning Scoring Decisions on Time-Invariant Covariates*. International Psychometric Society (IMPS). Prague, Czech Republic.
8. Soland, J. (2024). *Revisiting the 20% Rule of Thumb for Linking Items in Vertical Scales*. National Council on Measurement in Education (NCME). Philadelphia, PA.
9. *Xu, R.J., & Soland, J. (2024). *Addressing Measurement Invariance in International Survey Scales*. National Council on Measurement in Education (NCME). Philadelphia, PA.

2023 Conference Presentations and Talks

1. Soland, J. (2023). *Should Evaluators Develop Their Own Outcome Measure and How Should Results Be Reported? A Discussion about Best Practices for Selecting a Dependent Variable*. Society for Research on Educational Effectiveness (SREE). Crystal City, VA.
2. Soland, J., *Xu, R.J., & *Tavares, S. (2023). *Addressing Measurement Challenges in Educational Evaluation Contexts*. Society for Research on Educational Effectiveness (SREE). Crystal City, VA.

3. Soland, J., Cole, V., & *Tavares, S. (2023). *Examining How Scoring Decisions Impact Class Enumeration in Growth Mixture Models*. International Psychometric Society (IMPS). College Park, MD.
4. Soland, J. & *Edwards, K. (2023). *Item Response Theory Models for Difference-in-Difference Estimators (and Whether They're Worth the Trouble)*. National Council on Measurement in Education (NCME). Chicago, IL.
5. Soland, J. & *Xu, R.J. (2023). *Examining the Sensitivity of Item and Person Parameters to Item Durations*. National Council on Measurement in Education (NCME). Chicago, IL.

2022 Conference Presentations and Talks

1. Soland, J. (2022). Invited Symposium: *When Strong Research Design Meets Bad Measurement: A Conversation among Program Evaluation and Measurement Experts on Connections across Fields*. Society for Research on Educational Effectiveness (SREE). Washington, DC.
2. Soland, J. & *Edwards, K. (2022). *Examining Rater Effects in Classroom Observations: Old Concerns, New Evidence*. Society for Research on Educational Effectiveness (SREE). Washington, DC.
3. Soland, J. (2022). *Estimating Regression Discontinuity Models in a Latent Variable Framework*. Society for Research on Educational Effectiveness (SREE). Washington, DC.
4. Soland, J. (2022). *Examining the Association Between Racial Disparities in Exclusionary Discipline Practices and Academic Gains*. Society for Research on Educational Effectiveness (SREE). Washington, DC.
5. Soland, J. & *Edwards, K. (2022). *Psychometric Considerations in the Measurement of Social-emotional Learning*. National Council on Measurement in Education (NCME). San Diego, CA.
6. Soland, J. (2022). *Interpreting COVID-19 Test Scores: Mode Effects and Missing Data*. National Council on Measurement in Education (NCME). San Diego, CA.
7. Rios, J., & Soland, J. (2022). *To What Degree Does Rapid Guessing Distort Test Performance?* National Council on Measurement in Education (NCME). San Diego, CA.
8. Soland, J. (2022). *Interrupted Schooling: Understanding How Students and Schools Are Faring During the COVID-19 Pandemic*. Panel at Association for Public Policy Analysis & Management (APPAM). Austin, TX.
9. Lee, M.*, & Soland, J. (2022). *Supporting SEL-Related Policy Decisions: The Long-Term Impacts and What Educators Need to Be Successful*. Panel at Association for Public Policy Analysis & Management (APPAM). Austin, TX.

2021 Accepted Conference Presentations and Talks

1. Soland, J. (2021). *Sample Size Versus Appropriate Measurement: Which Does More to Reduce Type 2 Errors in Randomized Control Trials Using Survey Scales?* Society for Research on Educational Effectiveness (SREE). Washington, D.C.

2. Soland, J. (2021). *Empirical Benchmarks for Student Growth in Social-emotional Outcomes*. Society for Research on Educational Effectiveness (SREE). Washington, D.C.
3. Soland, J. (2021). *Recent Research on Detecting Disengaged Test Taking*. National Council on Measurement in Education. Virtual.
4. Soland, J., & Lee, M.* (2021). *Differences in Student Attitudes by English Language Learner Reclassification Status*. American Educational Research Association. Virtual.
5. Soland, J., & Penuel, W. (2021). *Understanding and Supporting Collaborative Research: Frameworks and Measures to Support Learning for Research and Practice*. American Educational Research Association. Virtual.
6. Rimm-Kaufman, S., Sandilos, L., & Soland, J. (2021). *Strength-Based Approaches to Cultivate Social and Emotional Skills and Ethical Character in Middle School Students*. Society for Research on Child Development (SRCD). Virtual.
7. Penuel, W., Farrell, C., & Soland, J. (2021). *Assessing the Effectiveness of Research-Practice Partnerships: An Evidence-Centered Design Approach*. American Educational Research Association. Virtual.

2020 Accepted Conference Presentations and Talks

1. Soland, J., Kuhfeld, M., & Llamas, S. (2020). *Measuring the Development of Social-emotional Learning Skills: Findings from a District-Research Partnership*. CASEL Social and Emotional Learning Exchange, Chicago, IL.
2. Soland, J., & Thum, Y.M. (2020). *Effect Sizes for Quantifying Student and School Growth in Achievement: In Search of Practical Significance*. Society for Research on Educational Effectiveness Spring 2020 Conference. Arlington, VA.
3. Kuhfeld, M., & Soland, J. (2020). *Measuring Social-emotional Learning Outcomes When Teachers and Parents Disagree about Students: Implications for Measurement and Long-term Outcomes*. In J. Soland (Organizer), *Understanding the Social-emotional Learning Needs of English Learners: Implications and Measurement Challenges*. Society for Research on Educational Effectiveness Spring 2020 Conference. Arlington, VA.
4. Soland, J. (2020). *Response Styles and Students' Self-reported SEL Skills*. In Pier, L. (Chair), *Causes and Consequences of Student Self-reported SEL: Lessons from the CORE Districts*. Panel at the American Educational Research Association Annual Meeting. San Francisco, CA.
5. Kuhfeld, M., & Soland, J. (2020). *Measuring Growth in Students' Social-emotional Learning: A Comparison of Multiple Scoring Approaches*. In Kuhfeld, M. (Chair), *Psychometric Considerations in the Measurement of Social-emotional Learning and School Climate*. Panel at the National Council on Measurement in Education Annual Meeting. San Francisco, CA.
6. Soland, J. (2020). *Accounting for Students' Socially Desirable Responding in the Measurement of Social-emotional Skills*. In Kuhfeld, M. (Chair), *Psychometric Considerations in the Measurement of Social-emotional Learning and School Climate*. Panel at the National Council on Measurement in Education Annual Meeting. San Francisco, CA.

7. Soland, J. & Kuhfeld, M. (2020). *Do Students Rapidly Guess Repeatedly over Time? A Longitudinal Analysis*. In Wise, S. (Chair), *New Research Findings on Understanding and Managing Test-taking Disengagement*. Panel at the National Council on Measurement in Education Annual Meeting. San Francisco, CA.

2019 Conference Presentations and Talks

1. Kuhfeld, M., & Soland, J. (2019). *Does Inequality Grow During the Summer? An Analysis of Racial/Ethnic Differences in Summer Loss in Kindergarten through Eighth Grade*. In *Summer Learning, Some Are Not: New Insights for an Old Question*. Panel at Association for Public Policy Analysis & Management. Denver, CO.
2. Kuhfeld, M., Soland, J., & Pitts, C. (2019). *Trends in Children's Academic Achievement at School Entry: 2010 to 2017*. In *Opening the Black Box: Racial and Socio-economic Disparities in the Untested Early Grades*. Panel at Association for Public Policy Analysis & Management. Denver, CO.
3. Soland, J. (2019). *Measuring Social-emotional Learning Over Time: Implications for Education and Evaluation*. Society for Research on Educational Effectiveness. Washington, D.C.
4. Kuhfeld, M., & Soland, J. (2019). *Is Social-emotional Learning (SEL) a State or a Trait? Examining the Stability of SEL Across Three Years*. Society for Research on Educational Effectiveness. Washington, D.C.
5. Soland, J. (2019). *Do Math Self-efficacy and Achievement Develop in Tandem? Evidence and Implications*. Society for Research on Educational Effectiveness. Washington, D.C.
6. Soland, J. (2019). *Comparing Estimates of School Contributions to Student Growth under Different Assumptions: Implications for Federal Accountability*. Association for Education Finance and Policy. Kansas City, KS.
7. Soland, J. (2019). *Measuring Math Achievement and Self-efficacy as Joint Developmental Processes: A Window into the Male-female Gap in Math?* American Educational Research Association. Toronto, Canada.
8. Soland, J., Kuhfeld, M., & Thum, Y.M. (2019). *Innovative Approaches in Estimating Seasonal Achievement: Implications for Methods, Policy, and Practice*. American Educational Research Association. Toronto, Canada.
9. Soland, J. (2019). *Estimating School Contributions to Growth in the Presence of Seasonality*. American Educational Research Association. Toronto, Canada.
10. Thum, Y.M., Kuhfeld, M., & Soland, J. (2019). *Scales and Norms for Achievement and Growth: Approaches and Applications*. National Council on Measurement in Education. Toronto, Canada.
11. Soland, J. & Thum, Y.M. (2019). *Empirical Benchmarks from Growth Norms: School ICCs for Gender Gaps and Summer Loss*. National Council on Measurement in Education. Toronto, Canada.

12. Wise, S., Soland, J., & Dupray, L. (2019). *The Impact of Technology-enhanced Items on Test-taker Engagement*. National Council on Measurement in Education. Toronto, Canada.
13. Soland, J. & Kuhfeld, M. (2019). *Using Assessment Metadata to Quantify the Impact of Test Disengagement on Estimates of Educational Effectiveness*. National Council on Measurement in Education. Toronto, Canada.
14. Kuhfeld, M., Soland, J., & Pitts, C.* (2019). *Trends in Children's Academic Achievement at School Entry: 2010 to 2017*. Association for Public Policy Analysis & Management. Denver, CO.

Teaching & Mentoring

Seminars & Workshops

- **Instructor.** 2023. How to Make Sure Measurement Decisions Don't Bias Study and Evaluation Results: A Psychometric Primer for Evaluators. Society for Research on Educational Effectiveness (SREE). Crystal City, VA.
- **Instructor.** 2021. Measurement Modeling Decisions for Common Study Designs. University of Memphis Institute for Intelligent Systems. Memphis, TN.
- **Instructor.** 2019. Item Response Theory: An Introduction. Oregon State University Educational Counseling Program. Corvallis, OR.

University of Virginia – Courses

Note. All courses are at the graduate level unless otherwise specified.

2024–2025

- **Instructor of Record.** Numbers Are People: Examining the Ethics of Data-driven Decision-making in Education. Part of Youth and Social Innovation (YSI) undergraduate concentration in evaluation and quantitative analysis. University of Virginia. Fall 2024.
- **Instructor of Record.** Survey Methods and Design (EDLF 7430). University of Virginia. Fall 2024.
- **Instructor of Record.** Structural Equation Modeling (EDLF 8361). University of Virginia. Spring 2025.

2023–2024

- **Instructor of Record.** Structural Equation Modeling (EDLF 8361). University of Virginia. Spring 2024.
- **Instructor of Record.** Survey Methods and Design (EDLF 7430). University of Virginia. Fall 2023.

2022–2023

- **Instructor of Record.** Structural Equation Modeling (EDLF 8361). University of Virginia. Spring 2023.
- **Instructor of Record.** Survey Methods and Design (EDLF 7430). University of Virginia. Fall 2022.

2021–2022

- **Instructor of Record.** Structural Equation Modeling (EDLF 8361). University of Virginia. Spring 2022.
- **Instructor of Record.** Survey Methods and Design (EDLF 7430). University of Virginia. Fall 2021.

2020–2021

- **Instructor of Record.** Structural Equation Modeling (EDLF 8361). University of Virginia. Spring 2021.
- **Instructor of Record.** Quantitative Methods 1 (EDLF 5530). University of Virginia. Spring 2021.
- **Instructor of Record.** Survey Methods and Design (EDLF 7430). University of Virginia. Fall 2020.
- **Instructor of Record.** Quantitative Methods 1 (EDLF 5530). University of Virginia. Fall 2020.

2019–2020

- **Instructor of Record.** Structural Equation Modeling (EDLF 8361). University of Virginia. Spring 2020.
- **Instructor of Record.** Quantitative Methods 1 (EDLF 5530). University of Virginia. Spring 2020.
- **Instructor of Record.** Quantitative Methods 1 (EDLF 5530). University of Virginia. Fall 2019.

University of Virginia – Advising

Research Scientists & Postdocs – Primary Supervisor/Advisor

- **Wellberg, S.** Research Scientist, Virginia Literacy Project. University of Virginia.
- **Lipscomb, D.** Research Scientist, Virginia Literacy Project. University of Virginia.
- **Edwards, K.** Postdoc, Virginia Literacy Project. University of Virginia (Completed in 2023).

Graduate Students (Current) – Primary Advisor

(Awards/Positions in Italics)

- **Xu, R.** Research, Statistics, and Evaluation PhD Program, University of Virginia. Reached candidacy, June 2023. *National Finalist, National Council on Measurement in Education Mission Fund Grant Competition.*
- **Tavares, S.** Research, Statistics, and Evaluation MA Program, University of Virginia. *National Award Recipient, Conference Fellowship from the Center for Measurement Justice.*

Graduate Students (Past) – Primary Advisor (Current Position in Italics)

- **Talbert, E.** Research, Statistics, and Evaluation PhD Program, University of Virginia (graduated 2023). *Data Analytics Position, US Armed Forces.*
- **Omranian, M.** Research, Statistics, and Evaluation MA Program, University of Virginia (graduated 2024).
- **Ahern, J.** Research, Statistics, and Evaluation MA Program, University of Virginia (graduated 2024). *Statistical Consultant.*
- **Pan, C.** Research, Statistics, and Evaluation MA Program, University of Virginia (graduated 2021). *Graduate Research Assistant, Teachers College, Columbia University.*
- **Stone, E.** Research, Statistics, and Evaluation MA Program, University of Virginia (graduated 2020). *Data Analytics Developer, Mathematica.*
- **Lofton, C.** Research, Statistics, and Evaluation MA Program, University of Virginia (graduated 2020). *Professor, VA Western Community College.*
- **Zhang, A.** Research, Statistics, and Evaluation MA Program, University of Virginia (graduated 2020). *Research Scientist, WestEd.*

Graduate Students – Other Dissertation Committee Memberships

- **Afolabi, K.** Research, Statistics, and Evaluation PhD Program, UVA.
- **Burke, O.** Research, Statistics, and Evaluation PhD Program, UVA.
- **Wilburn, K.** Curriculum and Instruction PhD Program, UVA.
- **Demchak, A.** Curriculum and Instruction PhD Program, UVA.
- **Rosenblum, D.** Kinesiology PhD Program, UVA.
- **Walaszek, M.** Kinesiology PhD Program, UVA.
- **Marzoratti, A.** Applied Developmental Sciences PhD Program, UVA.
- **Meldrum, M.** Clinical and School Psychology PhD Program, UVA.
- **Bentley, L.** Curriculum and Instruction PhD Program, UVA.
- **Clayback, K.** Curriculum and Instruction PhD Program, UVA (Graduated).

- **Blaine, C.** Curriculum and Instruction PhD Program, UVA (Graduated).
- **Leake, M.** Kinesiology PhD Program, UVA (Graduated).
- **Mehrtens, C.** Kinesiology PhD Program, UVA (Graduated).
- **Pigg, M.** Kinesiology PhD Program, UVA (Graduated).
- **Sadikova, E.** Clinical Psychology PhD Program, UVA (Graduated).
- **Thompson, X.** Kinesiology PhD Program, UVA (Graduated).
- **Wellberg, S.** Measurement PhD Program, CU Boulder (Graduated).
- **Edwards, K.** Research, Statistics, and Evaluation PhD Program, UVA (Graduated).
- **Herring, A.** Education Policy Studies PhD Program, UVA (Graduated).
- **Krishnamachari, A.** Research, Statistics, and Evaluation PhD Program, UVA (Graduated).
- **Kupperman, N.** Kinesiology PhD Program, UVA (Graduated).
- **Kush, J.** Research, Statistics, and Evaluation PhD Program, UVA (Graduated).
- **Menezes, M.** Clinical Psychology PhD Program, UVA (Graduated).

Oregon State University

2018–2019

- **Instructor of Record.** Quantitative Methods 3: Graduate Course in SEM. Oregon State University. Spring 2019.
- **Instructor of Record.** Quantitative Methods 2: Graduate Course in Regression Analysis. Oregon State University. Winter 2019.
- **Instructor of Record.** Quantitative Methods 1: Graduate Course in Probability and Statistics. Oregon State University. Fall 2018.

2017–2018

- **Instructor of Record.** Quantitative Methods 3: Graduate Course in SEM. Oregon State University. Spring 2018.
- **Instructor of Record.** Quantitative Methods 2: Graduate Course in Regression Analysis. Oregon State University. Winter 2018.
- **Instructor of Record.** Quantitative Methods 1: Graduate Course in Probability and Statistics. Oregon State University. Fall 2017.

Stanford University

- **Teaching Assistant.** Regression Analysis. Stanford University. Winter 2014.
- **Teaching Assistant.** Regression Analysis. Stanford University. Winter 2013.

K-12 Teaching

- **Adjunct Teacher.** After school program, KIPP San Francisco Bay Academy. School year 2007–2008.
- **Instructor.** Model United Nations. Johns Hopkins Center for Talented Youth (CTY). Summer 2006.

Professional Service

Editorial Positions & Peer Review

- **Associate Editor.** Educational Assessment (EA). 2026–present.
- **Editorial Board Member.** Journal for Research on Educational Effectiveness (JREE). 2023–present.
- **Editorial Board Member.** Educational Assessment. 2021–present.
- **Editorial Board Member.** Educational Researcher. 2022–present.
- **Review Editor.** Quantitative Psychology and Measurement. Frontiers in Psychology. 2019–present.
- **Review Editor.** Assessment, Testing, and Applied Measurement. Frontiers in Education. 2019–present.
- **Invited Panelist.** Developmental Sciences Grant Review Panel. National Science Foundation. 2023.
- **Ad Hoc Journal Peer Reviewer:** American Education Research Association Open, American Education Research Journal, Educational Assessment, Education Evaluation and Policy Analysis, Education Finance and Policy, Educational Measurement: Issues and Practice, Educational Researcher, Journal of Educational and Behavioral Statistics, Journal of Research on Educational Effectiveness, Multivariate Behavioral Research, Psychological Methods.
- **Ad Hoc Grant Peer Reviewer:** National Council on Measurement in Education, Czech Science Foundation, Swiss National Science Foundation.
- **Ad Hoc Conference Peer Reviewer:** National Council on Measurement in Education, Society for Research on Educational Effectiveness.
- **Ad Hoc Tenure Letter Writer.** Asked to write tenure letters for other faculty going up for Associate Professor with Tenure.

Selected External Service and Outreach

- **Psychometric Expert, Kansas State Assessment Technical Advisory Committee (TAC), 2025–present.**
One of five members of an expert advisory committee that advises the State of Kansas on all of its K-12 assessments, including how those tests are used for state and federal reporting and accountability requirements.
- **Member, What Works Clearinghouse/IES Committee on Best Measurement Practices for Evaluation, 2024–2025.**
Invited committee supporting IES in updating the WWC’s procedures and standards for reviewing effectiveness research, including a new effort to revise the WWC’s standards for outcome measures. The work will focus on best practices for use of scores as outcome measures in randomized control trials and other evaluation study designs.
- **Member, NCME Informing Assessment Policy Committee, 2024–present.**
Invited committee with responsibilities associated with informing testing policy in the United States and internationally. The committee provides education policymakers with access to NCME expertise on the use of tests in public policy. Additionally, the committee increases NCME’s visibility as a resource for policymakers and develops strategic policy initiatives addressing educational measurement and assessment.
- **Member, SREE Early Career Selection Committee, 2024.**
Participated in a committee to select this 2024’s early career award winner for the Society for Research in Educational Effectiveness. Selected for this committee as a former winner of the award (in 2022).
- **Technical Advisory Committee Member, EdInstruments 2.0 at The Annenberg Institute at Brown, 2024–present.**
Serving on the TAC supporting Annenberg’s work to develop and update a repository of educational instruments for use in research. Helped develop criteria for inclusion of measures and assessed the quality of the measures.
- **Member, NCME Standards and Test Use Committee, 2021–present.**
Invited committee tasked with revising the APA/AERA/NCME *Standards for Educational and Psychological Testing*. My role involves soliciting feedback on the current Standards and making recommendations for revisions.
- **Psychometric Consultant, Commonwealth of Virginia Working Group to Implement House Bill No. 585, 2022.**
Responsible for psychometric analyses to help determine whether current standards on end-of-year achievement tests are sufficiently rigorous. Produced concordance tables between state tests and gold-standard assessments like NAEP and PISA.
- **Member, Consensus Panel on COVID’s Impact on Achievement in the U.S., 2021.**
Selected to serve on a panel overseen by Marty West (Harvard University) and Robin Lake (Center on Reinventing Public Education), along with experts such as Julian Betts, Andrew Ho, and Susanna Loeb. The panel synthesized findings from dozens of studies to produce a report on the impact of COVID-19 on student learning.

- **Technical Advisory Committee Member, Measures for Early Success, 2022.**
Served on the TAC for a project funded by the Bill and Melinda Gates Foundation and led by MDRC. Supported the development of equitable assessments for early childhood education, building the largest suite of assessment tools for early educators and learners.
- **Invited Panelist, National Academy of Education Panel on the Impact of COVID on National Testing, 2021.**
Participated in a panel moderated by Michael J. Feuer with experts such as Randy Bennet, Edward Haertel, and James Pellegrino. Produced the report, *Educational Assessments in the COVID-19 Era and Beyond*, which includes recommendations on interpreting test scores amidst COVID-19 and advancing assessment post-pandemic.
- **Technical Advisory Committee Member, EdInstruments at The Annenberg Institute at Brown, 2021.**
Supported the development of a repository of educational instruments for research studies. Helped establish criteria for measure inclusion and assessed measure quality.
- **Technical Advisory Committee Member, RAND Corporation Technical Advisory Committee on Repository of Social Emotional Learning Measures, 2017–2019.**
Served on the TAC supporting RAND’s work to develop a repository of SEL measures for researchers and educators. Contributed to criteria development and quality assessment of measures.
- **Invited Panelist, National Academy of Education Panel on Test Score Comparability, 2019.**
Participated in a panel moderated by Edward Haertel with experts such as Randy Bennet, Steven Sireci, and James Pellegrino. Produced the book, including a book chapter co-authored with Molly Faulkner-Bond on test score comparability for English learners.
- **Adviser, Educational Testing Service (ETS) and the Salzburg Global Seminar (SGS) on Social-emotional Learning, 2018–2019.**
Attended regular meetings and gave invited talks on innovative ways to measure social-emotional learning, focusing on reducing reliance on self-report data.

Selected University Service and Governance

- **EHD Representative, University-wide Committee on Faculty Academic Conduct (CFAC), 2026–.**
The Committee on Faculty Academic Conduct (CFAC) investigates allegations of faculty misconduct as outlined in PROV-035. EHD has one faculty member on the CFAC who serves a 3-year term.
- **EHD Promotion and Tenure Committee, Internal Review Committee (IRC), 2026–2027.**
Served on the IRC reviewing cases for promotion and tenure, including helping write reports for review by the P&T committee.
- **EHD Search Committee for a Tenure Track Professor in Secondary Reading and Literacy, 2024–2025.**

Helping to identify and hire a new professor with a focus on teaching reading and supporting literacy among middle and high school students.

- **Faculty Affiliate, Max Planck Research School on The Life Course (LIFE), 2023–present.**

The LIFE program links together UVA, the University of Michigan, the University of Zurich, and three institutions in Berlin: Humboldt University, Free University, and the Max Planck Institute for Human Development. The general aim is to advance behavioral and social sciences of human development in an international and interdisciplinary context, integrating evolutionary and ontogenetic perspectives.

- **EHD Search Committee for a Tenure Track Professor in Neuroscience and Education, 2023–2024.**

Helped identify and hire a new professor with a focus on neuroscience and education, with emphasis on issues with relevance to diversity, equity, and inclusion.

- **Member, Public Service Pathways Education Advisory Committee, University of Virginia, 2022–present.**

Serving on a committee of UVA School of Education and Human Development faculty tasked with creating an education-specific public service pathway for undergraduates. This committee is part of a broader initiative to develop public service pathways in a range of fields across the university as part of President Ryan’s strategic plan.

- **Member, Public Service Pathways Assessment Advisory Committee, University of Virginia, 2022–present.**

Serving on a committee of UVA-wide experts tasked with determining how to assess student progress towards completion of the undergraduate public service pathways being developed. This committee is part of a broader initiative to develop public service pathways in a range of fields across the university as part of President Ryan’s strategic plan.

- **Member, Education Leadership and Foundations (EDLF) Department Committee on Diversity, Equity, and Inclusion (DEI), 2022–2024.**

The committee has several roles and responsibilities related to supporting DEI in the department and school-wide. For example, we are developing processes to review syllabi and other course content to ensure they meet very high standards for fairness and inclusivity.

- **Member, Faculty Workgroup to Develop a Quantitative Social Science Concentration for the Youth and Social Innovation (YSI) Undergraduate Program, 2022–2024.**

Developing an undergraduate concentration devoted to quantitative social science, particularly educational program evaluation and policy. The intent is to attract underrepresented students into fields with a strong social justice component, provide them with highly marketable skills, and increase diversity in quantitative social science disciplines.

- **Presenter, EHD Foundation Board Meeting, January 2022.**

Presentation title: *The Impact of COVID-19 on Student Achievement: Findings and Methodological Challenges from Two Studies*. Invited by Dean Pianta to present research related to COVID-19 and achievement, which has been cited extensively and featured in outlets like *The New York Times* and *Good Morning America*.

- **Member, Faculty Workgroup on Teaching, School of Education & Human Development (EHD), 2021.**

This group revamped the school's process for evaluating faculty teaching, including reducing reliance on student evaluations. Developed the following 5 Principles for high-quality teaching: 1) Active, Engaged, and Participatory; 2) Inclusive, Equitable, and Representative; 3) Respectful and Professional; 4) Challenging, Informed, Responsive; 5) Coherent and Organized.

- **EHD Search Committee for a Tenure Track Professor in Youth and Social Innovation, 2021–2022.**

Helped identify and hire a new professor in the YSI program with an active scholarship focus on positive youth development in family, school, or community contexts, emphasizing race, ethnicity, identity, diversity, equity, or justice. Reviewed hundreds of applications in a short timeframe.

- **Lead Psychometrician, Virginia Literacy Project, 2019–present.**

Responsible for overseeing all psychometric analyses related to completely revamping the state's early literacy screener used to allocate funding to struggling readers and monitor the progress of students over time in mastering basic literacy skills. Tasks include operational testing, determining which items are not strong indicators of the construct or are biased (show DIF), examining the factor structure, developing a vertical scale, and producing vertically scaled scores. Managed a team that includes one postdoctoral researcher, two doctoral students, and one Research Scientist.

- **Reviewer, Graduate Admissions, Research Statistics and Evaluation Program, 2019–present.**

Assisted with reviewing applications and selecting candidates for MA and PhD spots in the Research Statistics and Evaluation Program since joining UVA.

- **EHD Search Committee for a Professor of Kinesiology, 2019–2020.**

Served on a committee tasked with identifying a new Assistant Professor in Kinesiology.

Awards & Recognition

Awards

- **The State Council of Higher Education for Virginia Outstanding Faculty Award (Rising Star Category), 2025.**

Since 1987, these awards have recognized faculty at Virginia's institutions of higher learning who exemplify the highest standards of teaching, scholarship, and service. Institutions select the nominees, then a panel of peers reviews the applications. A committee of leaders from the public and private sectors selects the final recipients. In 2024, the program received nearly 100 nominations. Awardees receive a \$7,500 gift at an in-person ceremony in Richmond, Virginia.

- **Lasting Legacy Award, The University of Virginia School of Education and Human Development (EHD), 2025.**

Selected for an award recognizing work that will have a lasting impact in education. Members of the EHD community submitted nominations highlighting faculty and staff who have made a meaningful impact through their support, leadership, and dedication.

- **Outstanding Researcher, The University of Virginia, 2025.**
Selected by UVA as an outstanding researcher in my field, recognized at the annual reception for award recipients.
- **Jacobs Foundation Research Fellowship Program International Semi-finalist, 2024.**
Reached the semi-final round for a Jacobs Foundation Research Fellowship (resubmitting materials in 2025). This globally competitive program supports early and mid-career researchers dedicated to improving the learning and development of children and youth worldwide. Particularly encouraged are scholars engaged in interdisciplinary work or research focused on understanding and embracing variability in learning, applying evidence on human learning and development, or scaling up effective education policies and practices.
- **Early Career Award, Society for Research on Educational Effectiveness (SREE), 2022.**
Recognized as one of the most promising early career scholars in the country by SREE, an organization dedicated to advancing research methods and practices in education. Emphasis is placed on evaluating the effectiveness of educational interventions and programs.
- **Outstanding Researcher, The University of Virginia, 2022.**
Selected by UVA as an outstanding researcher in my field, recognized at the annual reception for award recipients.
- **Outstanding Reviewer, *Behavioral Research Methods*, 2022.**
Recognized as an outstanding reviewer for peer reviews conducted during 2022 by the journal *Behavioral Research Methods*.
- **First Place, Most Downloaded EHD Article, 2021.**
Among all educational research featured by UVA Today, my article on the impact of COVID-19 on student learning received the most views and downloads in 2021.
- **National Semi-finalist, National Academy of Education/Spencer Foundation Postdoctoral Fellowship, 2021.**
Recognized for research on how measurement decisions affect inferences related to understanding student growth and evaluating programs supporting that growth.
- **1st-place Winner, Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL Assessment Design Challenge, (2018).**
Won a national design challenge run by CASEL, Harvard University, and the RAND Corporation. The design involved using test metadata to quantify student academic persistence and engagement.
- **Recipient, American Educational Research Association (AERA) Dissertation Grant, 2013–2015.**
Project: *Comparing Early Warning System Predictions to Teacher Professional Judgment When Identifying Off-Track Students*.
- **Recipient, Institute of Education Sciences Predoctoral Training Fellowship at Stanford University, 2011–2015.**
Provided doctoral funding with the expectation to complete advanced courses in quantitative methods, including probability and statistics, quasi-experimental designs, multilevel modeling, and measurement. Presented work regularly at student seminars and attended talks through Stanford’s Center for Education Policy Analysis (CEPA).

- **Recipient, Jack Kent Cooke Foundation Graduate Scholar Fellowship, 2006–2008** (\$100,000).

Received a highly competitive scholarship funding two graduate degrees at Stanford University: one in Education Policy, the other in International Policy (East Asia).

Media Highlights

- **“We Need to Stop Overrelying on Student Test Scores”** *Education Week*. 2026.
- **“Families Lose When Research Funding Becomes Politicized”** *Richmond Times-Dispatch*. 2026.
- **“A More Expansive Approach to Studying What Works in Education.”** *Brookings Institution*. 2025.
- **“Commonwealth Seeks to Raise SOL Standards; Students May Face Added Challenge Passing.”** *29News (WVIR)*. 2025.
- **“News in Brief: Jim Soland Receives Outstanding Faculty Award.”** *University of Virginia School of Education and Human Development*. 2025.
- **“With New Grant, EHD Faculty Will Expand Autism Work in Kenya.”** *UVA Today*. 2024.
- **“U.S. Students’ Progress Stagnated Last School Year, Study Finds.”** *New York Times*. 2023.
- **“New research is showing the high costs of long school closures in some communities.”** *New York Times*. 2022.
- **“Studies Show COVID’s Toll on Students Living in Poverty.”** *Washington Post*. 2022.
- **“American Schools Got a \$190 Billion Covid Windfall. Where Is It Going?”** *New York Times*. 2022.
- **“Inside the new middle school math crisis.”** *Hechinger Report*. 2022.
- **“COVID-19 Has Left Millions Of Students Behind. Now What?”** *FiveThirtyEight*. 2022.
- **“Why Districts’ Initial Learning Recovery Efforts Missed the Mark.”** *Education Week*. 2022.
- **“Measuring COVID Learning Loss.”** *UVA Today*. 2021.
- **“The New Normal: Projecting The Impact Of COVID-19 On Education.”** *National Public Radio*. 2021.
- **“How is COVID 19 Affecting Student Learning?”** *Brookings Institute*. 2020.
- **“Do we really have a COVID-19 ‘lost generation’? One educator’s message: ‘Stop panicking. Get a grip!’”** *Washington Post*. 2020.

- **“How One District Got Its Students Back Into Classrooms.”** *New York Times*. 2020.
- **“Many parents want it; few can afford it. Amid school uncertainty, private tutoring ramps up.”** *NBC News*. 2020.
- **“How to Reopen America’s Schools.”** *New York Times Opinion*. 2020.
- **“Study shows declines in new kindergartners’ math skills.”** *Education Dive*. 2020.
- **“Research Shows Students Falling Months Behind During Virus Disruptions.”** *New York Times*. 2020.
- **“The impact of COVID-19 on student achievement and what it may mean for educators.”** *Brookings Institute*. 2020.
- **“50 Million Kids Can’t Attend School. What Happens to Them?”** *New York Times Opinion*. 2020.
- **“Homeschooling during the coronavirus will set back a generation of children.”** *Washington Post*. 2020.
- **“Oregon students face profound learning losses from school closures, especially in math, new research shows.”** *The Oregonian*. 2020.
- **“2019 NAEP Results Show There’s Something Wrong Going On. 3 Theories About What Might Be Happening in Our Schools, and Beyond.”** *The 74 Million*. 2019.
- **“Can Test Metadata Help Schools Measure Social-Emotional Learning?”** *The Consortium for Policy Research in Education (CPRE) at the University of Pennsylvania*. 2019.
- **“Does Social and Emotional Learning Belong in the Classroom?”** *Forbes*. 2019.
- **“Attending to Issues of Equity in Evaluating Research-Practice Partnership Outcomes.”** *NNERP Extra*. 2019.
- **“Student Social and Emotional Learning Explored at Global Gathering.”** *Diverse Issues in Higher Education*. 2018.
- **“Student Test Engagement and Its Impact on Achievement Gap Estimates.”** *Brookings Institute*. 2017.
- **“Design Challenge Winner: Using Test Metadata to Measure SEL.”** *Collaborative for Academic, Social, and Emotional Learning (CASEL)*. 2017.
- **“New Tool Alerts Teachers When Students Give Up on Tests.”** *Education Week*. 2017.
- **“For English-Learners, an Effective Teacher in Any Language Is What Matters.”** *Education Week*. 2014.
- **“Economy Puts Squeeze on Education Promises.”** *National Public Radio*. 2010.