

## **Curriculum Vitae**

Sarah S. Quesen  
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## **Education**

Ph.D. in Research Methodology, 2016  
University of Pittsburgh, Pittsburgh, PA  
Statistics cognate. GPA: 3.8

Master of Public Health, 2005  
West Virginia University, Morgantown, WV  
Certificate in Applied Statistics. GPA: 3.8

B.S. in Culture and Communication, 1995  
New York University, New York, NY  
Minors: Creative Writing, Graphic Design. GPA: 3.7  
Cum Laude; Founder's Day Award Recipient.

## **Professional and Teaching Experience**

Director, Assessment Research and Innovation, WestEd, 2024–present.

Deputy Director, Assessment Research and Innovation, WestEd, 2022–2024.

Senior Research Scientist, Assessment Development and Psychometric Services, Pearson, 2020–2022.

Research Scientist, Assessment Development and Psychometric Services, Pearson, 2018–2020.

Associate Research Scientist, Assessment Development and Psychometric Services, Pearson, 2017–2018.

Part-time Instructor, University of Pittsburgh Department of Statistics, 2017–present.

Adjunct Instructor, West Virginia University, 2014–2018.

Instructor, Department of Statistics, West Virginia University Eberly College of Arts and Sciences, 2008–2014.

Senior Lecturer, Department of Statistics, West Virginia University Eberly College of Arts and Science, 2005–2008.

Lecturer, West Virginia University School of Medicine, 2004– 2005.

Program Coordinator, West Virginia University School of Medicine, 2000– 2003.

### **Courses**

University of Pittsburgh Department of Statistics: Applied Statistical Methods (1000), on-campus and web-based for CGS; Basic Applied Statistics (200); Statistics & Probability for Business Management (1100)

University of Pittsburgh Department of Psychology in Education: Research Methodology (graduate)

West Virginia University Department of Statistics: Statistical Inference; Statistical Methods I (graduate); Applied Statistical Modeling; Statistical Literacy

West Virginia University School of Medicine: Special Topics in Statistics (graduate); Applied Biostatistics (graduate)

### **Teaching Interests**

Statistical literacy for non-majors, introductory/survey courses in statistics, applied advanced courses/practicum in statistics, research methods, and ethics.

### **Research Interests**

Educational measurement, computational psychometric methods, fairness and validity in test score interpretation, machine learning applications in assessment, generative AI for item and test development, growth models, assessment policy and accountability systems.

### **Technical Skills**

Machine learning methods, univariate and multivariate methods, non-parametric methods, survival analysis, linear models, sampling, factor analysis, structural equation models, hierarchical linear models, experimental design, survey methods, item response theory. Emphasis on applications and practical problem solving. Expert in SAS, proficient in R.

### **Selected Papers and Presentations**

Murphy, D., Quesen, S., Brunetti, M., & Love, Q. (2024). Expected classification accuracy for categorical growth models. *Educational Measurement: Issues and Practice*, 43(2), 64–73.

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.

White, L., Nesbitt, J., Roeters-Solano, H., Quesen, S., et al. (2025). Culturally responsive and sustaining approaches to scoring. In C. Evans & C. Taylor (Eds.), *Culturally Responsive Assessment in Classrooms and Large-Scale Contexts: Theory, Research, and Practice*. NCME.

Brunetti, M., Langi, M., & Quesen, S. (2025). Are We on the Same Page? A Discussion on the Use and Misuse of Early Literacy Assessments. [https://doi.org/10.31219/osf.io/ze3qj\\_v2](https://doi.org/10.31219/osf.io/ze3qj_v2)

Quesen, S., & LeBeau, B. (2025). Pairwise no more: Rethinking bias detection methods for complex intersectional data. Paper presented at the National Council on Measurement in Education Annual Meeting, Denver, CO.

Lochbaum, K., Quesen, S., Workman, T., Zurkowski, J., & Hauger, J. (2018). Faster and better: The continuous flow approach to automated scoring. Presentation at the National Conference on Student Assessment, San Diego, CA.

Steedle, J., Quesen, S., & Boyd, A. (2017). Longitudinal study of external validity of the PARCC performance levels: Phase I report. Pearson: Austin, TX.

### **Professional Activities**

National Council on Measurement in Education: Cascallar Award Chair, Training Program Chair, Finance Committee Member.

Journal reviewer: *Educational Measurement: Issues and Practice*.

Invited participant: "Interweaving AI, Assessment, and Accountability in Responsive Education," Gates Foundation-funded convening, 2025-2026.

Workshop facilitator: "An Overview of Operational Psychometric Work in Real World," NCME, 2023, 2025.