

# Michael T Kane

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3930518/publications.pdf>

Version: 2024-02-01

22  
papers

2,389  
citations

840776

11  
h-index

888059

17  
g-index

23  
all docs

23  
docs citations

23  
times ranked

1553  
citing authors

#	ARTICLE	IF	CITATIONS
1	Validating the Interpretations and Uses of Test Scores. <i>Journal of Educational Measurement</i> , 2013, 50, 1-73.	1.2	1,101
2	An argument-based approach to validity.. <i>Psychological Bulletin</i> , 1992, 112, 527-535.	6.1	709
3	The Argument-Based Approach to Validation. <i>School Psychology Review</i> , 2013, 42, 448-457.	3.0	128
4	A Sampling Model for Validity. <i>Applied Psychological Measurement</i> , 1982, 6, 125-160.	1.0	121
5	Explicating validity. <i>Assessment in Education</i> , 2016, 23, 198-211.	1.2	94
6	The validity of licensure examinations.. <i>American Psychologist</i> , 1982, 37, 911-918.	4.2	73
7	The Precision of Measurements. <i>Applied Measurement in Education</i> , 1996, 9, 355-379.	1.1	58
8	The Errors of Our Ways. <i>Journal of Educational Measurement</i> , 2011, 48, 12-30.	1.2	20
9	Inferences About Variance Components and Reliability-Generalizability Coefficients in the Absence of Random Sampling. <i>Journal of Educational Measurement</i> , 2002, 39, 165-181.	1.2	19
10	All Validity Is Construct Validity. Or Is It?. <i>Measurement</i> , 2012, 10, 66-70.	0.2	15
11	Validity as the evaluation of the claims based on test scores. <i>Assessment in Education</i> , 2016, 23, 309-311.	1.2	14
12	Modeling Group Differences in OLS and Orthogonal Regression: Implications for Differential Validity Studies. <i>Applied Measurement in Education</i> , 2010, 23, 215-241.	1.1	10
13	Orthogonal Regression, the Cleary Criterion, and Lord's Paradox: Asking the Right Questions. <i>ETS Research Report Series</i> , 2020, 2020, 1-24.	0.8	9
14	Measurement Error and Bias in Value-Added Models. <i>ETS Research Report Series</i> , 2017, 2017, 1-12.	0.8	8
15	Validity Studies Commentary. <i>Educational Assessment</i> , 2020, 25, 83-89.	1.5	5
16	Loosening psychometric constraints on educational assessments. <i>Assessment in Education</i> , 2017, 24, 447-453.	1.2	3
17	Causal Interpretations of Psychological Attributes. <i>Measurement</i> , 2017, 15, 79-82.	0.2	1
18	Symmetric Least Squares Estimates of Functional Relationships. <i>ETS Research Report Series</i> , 2021, 2021, 1-14.	0.8	1

#	ARTICLE	IF	CITATIONS
19	Adapting Accountability Systems to the Limitations of Educational Measurement. <i>Measurement</i> , 2015, 13, 44-48.	0.2	0
20	Some Architecture for Embedded-Assessment Systems. <i>Measurement</i> , 2016, 14, 153-155.	0.2	0
21	Invariance, Import, and Robustness: A Commentary on <i>Measurement: A Very Short Introduction</i> . <i>Measurement</i> , 2017, 15, 23-26.	0.2	0
22	Torres Iribarra's Perspective on Measurement: a Commentary. <i>Integrative Psychological and Behavioral Science</i> , 2022, , 1.	0.9	0