

# TEST DESIGN

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DEVELOPMENTS  
IN  
PSYCHOLOGY  
AND  
PSYCHOMETRICS

*Edited by*  
**Susan E. Embretson**

# Test Design Developments In Psychology And Psychometrics

**Cecil R. Reynolds**



## **Test Design Developments In Psychology And Psychometrics:**

**Test Design** Susan E. Embretson, 2013-10-22 Test Design Developments in Psychology and Psychometrics is a collection of papers that deals with the diverse developments contributing to the psychometrics of test design Part I is a review of test design including practices being used in test development Part II deals with design variables from a psychological theory that includes implications of verbal comprehension theories in the role of intelligence and the effects of these implications on goals design scoring and validation of tests Part III discusses the latent trait models for test design that have numerous advantages in problems involving item banking test equating and computerized adaptive testing One paper explains the use of the linear exponential model for psychometric models in speed test construction The book discusses the traditional psychometric the Hunt Frost and Lunnerbog theory and the single latency distribution model Part IV examines test designs from the perspective of test developments in the future integrating technology cognitive science and psychometric theories Psychologists psychometricians educators and researchers in the field of human development studies will value this book

**Test Theory for A New Generation of Tests** Norman Frederiksen, Robert J. Mislevy, 2012-11-12 The editors of this volume suggest that there are missing elements in the conceptualization upon which standard test theory is based Those elements are models for just how people know what they know and do what they can do and the ways in which they increase these capacities Different models are useful for different purposes therefore broader or alternative student models may be appropriate The chapters in this volume consider a variety of directions in which standard test theory might be extended Topics covered include the role of test theory in light of recent work in cognitive and educational psychology test design student modeling test analysis and the integration of assessment and instruction

**Psychometrics** C.R. Rao, Sandip Sinharay, 2007 This volume representing a compilation of authoritative reviews on a multitude of uses of statistics in epidemiology and medical statistics written by internationally renowned experts is addressed to statisticians working in biomedical and epidemiological fields who use statistical and quantitative methods in their work While the use of statistics in these fields has a long and rich history explosive growth of science in general and clinical and epidemiological sciences in particular have gone through a sea of change spawning the development of new methods and innovative adaptations of standard methods Since the literature is highly scattered the Editors have undertaken this humble exercise to document a representative collection of topics of broad interest to diverse users The volume spans a cross section of standard topics oriented toward users in the current evolving field as well as special topics in much need which have more recent origins This volume was prepared especially keeping the applied statisticians in mind emphasizing applications oriented methods and techniques including references to appropriate software when relevant The contributors are internationally renowned experts in their respective areas This volume addresses emerging statistical challenges in epidemiological biomedical and pharmaceutical research It features methods for assessing Biomarkers analysis of competing risks clinical trials including

sequential and group sequential crossover designs cluster randomized and adaptive designs and structural equations modelling and longitudinal data analysis

**Cognitive and Psychometric Analysis of Analogical Problem Solving** Isaac I. Bejar, Roger Chaffin, Susan Embretson, 2012-12-06 If one were to conduct an analysis of any profession the ability to think analogically is more than likely to be one of the requirements for success be it an architectural studio a research laboratory a legal office or a nuclear plant Cognitive scientists are aware of the prominence of analogical reasoning in all forms of reasoning and learning and have devoted substantial effort to ascer taining its nature Test builders like cognitive scientists are aware of the cen trality of analogical reasoning and figure correctly that a test that samples a student s ability to think analogically may well be a good predictor of success in a variety of fields This book is the result of a project to investigate analogical reasoning from both an individual differences and a cognitive perspective The book is directed to both researchers and practitioners concerned with the nature and measurement of analogical reasoning Cognitive scientists linguists psycholinguists and natural language researchers will find the seman tic taxonomy and accompanying empirical results food for thought Test devel opers will fmd it reassuring that performance on verbal analogy items is not just a reflection of the size of a person s vocabulary and that tests can be designed according to principles rather than assembled to satisfy a set of statistical speci fications Psychometricians will find that content and response modelling can go together and that there are distinct benefits in approaching psychometric re sponse modelling from that integrative perspective *Handbook of Test Development* Thomas M. Haladyna, Steven M. Downing, 2011-04-26 Despite the fact that test development is a growth industry that cuts across all levels of education and all the professions there has never been a comprehensive research oriented Handbook to which everyone developers and consumers can turn for guidance That is the mission of this book The Handbook of Test Development brings together well known scholars and test development practitioners to present chapters on all aspects of test development Each chapter contributor is not only a recognized expert with an academic and research background in their designated topic each one has also had hands on experience in various aspects of test development This thirty two chapter volume is organized into six sections foundations content item development test design test production and administration and post test activities The Handbook provides extensive treatment of such important but unrecognized topics as contracting for testing services item banking designing tests for small testing program and writing technical reports The Handbook is based on the Standards for Educational and Psychological Testing which serve as the foundation for sound test development practice These chapters also suggest best test development practices and highlight methods to improve test validity evidence This book is appropriate for graduate courses and seminars that deal with test development and usage professional testing services and credentialing agencies state and local boards of education and academic libraries serving these groups Abilities, Motivation and Methodology Ruth Kanfer, Phillip L. Ackerman, Robert Cudeck, 2014-06-17 Diverse developments in ability and motivation research and in the derivations of new methodological techniques have often run on

parallel courses The editors of this volume felt that communication across domains could be vastly improved through intensive interaction between researchers This interaction was realized in The Minnesota Symposium on Learning and Individual Differences which directly addressed ability motivation and methodology concerns This book compiled as a result of the Symposium unites theoretical and empirical advances in learning and individual differences The resulting volume divided in five parts encompasses not only prepared papers that were presented at the symposium but compiled and edited transcriptions of the spontaneous discussions that took place at the symposium Part I provides an orientation to the treatment of learning and individual differences from three major perspectives experimental psychology motivational psychology and differential methodological psychology Part II continues and expands the discussion of quantitative methodology and applications to learning and individual differences Part III is devoted primarily to developments in the cognitive ability domain while Part IV addresses the impact of non cognitive personal constructs on learning and performance The volume concludes with Part V which contains chapters from the closing session of the conference

**Assessment of Authentic Performance in School Mathematics** Richard A. Lesh, Susan J. Lamon, 2013-04-03 This book is the result of a conference sponsored by the Educational Testing Service and the University of Wisconsin's National Center for Research in Mathematical Sciences Education The purpose of the conference was to facilitate the work of a group of scholars whose interests included the assessment of higher order understandings and processes in foundation level pre high school mathematics Discussions focused on such issues as the purposes of assessment guidelines for producing and scoring real life assessment activities and the meanings of such terms as deeper and higher order understanding cognitive objectives and authentic mathematical activities Assessment was viewed as a critical component of complex dynamic and continually adapting educational systems During the time that the chapters in this book were being written sweeping changes in mathematics education were being initiated in response to powerful recent advances in technology cognitive psychology and mathematics as well as to numerous public demands for educational reform These changes have already resulted in significant reappraisals of what it means to understand mathematics of the nature of mathematics teaching and learning and of the real life situations in which mathematics is useful The challenge was to pursue assessment related initiatives that are systematically valid in the sense that they work to complement and enhance other improvements in the educational system rather than act as an impediment to badly needed curriculum reforms To address these issues most chapters in this book focus on clarifying and articulating the goals of assessment and instruction and they stress the content of assessment above its mode of delivery Computer or portfolio based assessments are interpreted as means to ends not as ends in themselves Assessment is conceived as an ongoing documentation process seamless with instruction whose quality hinges upon its ability to provide complete and appropriate information as needed to inform priorities in instructional decision making This book tackles some of the most complicated issues related to assessment and it offers fresh perspectives

from leaders in the field with the hope that the ultimate consumer in the instruction assessment enterprise the individual student will reclaim his or her potential for self directed mathematics learning

**Advances in Computer-Based Human Assessment** P.L. Dann,S.H Irvine,J.M. Collis,2012-12-06

**Innovative Psychometric Modeling and Methods** Hong Jiao,Robert W. Lissitz,2020-09-01

The general theme of this book is to present innovative psychometric modeling and methods In particular this book includes research and successful examples of modeling techniques for new data sources from digital assessments such as eye tracking data hint uses and process data from game based assessments In addition innovative psychometric modeling approaches such as graphical models item tree models network analysis and cognitive diagnostic models are included Chapters 1 2 4 and 6 are about psychometric models and methods for learning analytics The first two chapters focus on advanced cognitive diagnostic models for tracking learning and the improvement of attribute classification accuracy Chapter 4 demonstrates the use of network analysis for learning analytics Chapter 6 introduces the conjunctive root causes model for the understanding of prerequisite skills in learning Chapters 3 5 8 9 are about innovative psychometric techniques to model process data Specifically Chapters 3 and 5 illustrate the usage of generalized linear mixed effect models and item tree models to analyze eye tracking data Chapter 8 discusses the modeling approach of hint uses and response accuracy in learning environment Chapter 9 demonstrates the identification of observable outcomes in the game based assessments Chapters 7 and 10 introduce innovative latent variable modeling approaches including the graphical and generalized linear model approach and the dynamic modeling approach In summary the book includes theoretical methodological and applied research and practices that serve as the foundation for future development These chapters provide illustrations of efforts to model and analyze multiple data sources from digital assessments When computer based assessments are emerging and evolving it is important that researchers can expand and improve the methods for modeling and analyzing new data sources This book provides a useful resource to researchers who are interested in the development of psychometric methods to solve issues in this digital assessment age

**Computer-Based Testing** Craig N. Mills,Maria T. Potenza,John J. Fremer,William C. Ward,2005-04-11

Although computer based tests CBT have been administered for many years improvements in the speed and power of computers coupled with reductions in their cost have made large scale computer delivery of tests increasingly feasible CBT is now a common form of test delivery for licensure certification and admissions tests Many large scale high stakes testing programs have introduced CBT either as an option or as the sole means of test delivery Although this movement to CBT has to a great extent been successful it has not been without problems Advances in psychometrics are required to ensure that those who rely on test results can have at least the same confidence in CBTs as they have in traditional forms of assessment This volume stems from an ETS sponsored colloquium in which more than 200 measurement professionals from eight countries and 29 states convened to assess the current and future status of CBT The formal agenda for the colloquium was divided into three major segments Test Models Test Administration and Test

Analysis and Scoring Each segment consisted of several presentations followed by comments from noted psychometricians and a break out session in which presenters and discussants identified important issues and established priorities for a CBT research agenda This volume contains the papers presented at the colloquium the discussant remarks based on those papers and the research agenda that was generated from the break out sessions Computer Based Testing Building the Foundation for Future Assessments is must reading for professionals scholars and advanced students working in the testing field as well as people in the information technology field who have an interest in testing

**Handbook of Item Response Theory** Wim J. van der Linden, 2016-10-14 Drawing on the work of internationally acclaimed experts in the field Handbook of Item Response Theory Volume One Models presents all major item response models This first volume in a three volume set covers many model developments that have occurred in item response theory IRT during the last 20 years It describes models for different response formats or response processes the need of deeper parameterization due to a multilevel or hierarchical structure of the response data and other extensions and insights In Volume One all chapters have a common format with each chapter focusing on one family of models or modeling approach An introductory section in every chapter includes some history of the model and a motivation of its relevance Subsequent sections present the model more formally treat the estimation of its parameters show how to evaluate its fit to empirical data illustrate the use of the model through an empirical example and discuss further applications and remaining research issues

*Validation of Score Meaning for the Next Generation of Assessments* Kadriye Ercikan, James W. Pellegrino, 2017-03-27 Despite developments in research and practice on using examinee response process data in assessment design the use of such data in test validation is rare Validation of Score Meaning in the Next Generation of Assessments Using Response Processes highlights the importance of validity evidence based on response processes and provides guidance to measurement researchers and practitioners in creating and using such evidence as a regular part of the assessment validation process Response processes refer to approaches and behaviors of examinees when they interpret assessment situations and formulate and generate solutions as revealed through verbalizations eye movements response times or computer clicks Such response process data can provide information about the extent to which items and tasks engage examinees in the intended ways With contributions from the top researchers in the field of assessment this volume includes chapters that focus on methodological issues and on applications across multiple contexts of assessment interpretation and use In Part I of this book contributors discuss the framing of validity as an evidence based argument for the interpretation of the meaning of test scores the specifics of different methods of response process data collection and analysis and the use of response process data relative to issues of validation as highlighted in the joint standards on testing In Part II chapter authors offer examples that illustrate the use of response process data in assessment validation These cases are provided specifically to address issues related to the analysis and interpretation of performance on assessments of complex cognition assessments designed to inform classroom learning

and instruction and assessments intended for students with varying cultural and linguistic backgrounds The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

*Learning Disabilities* H. Lee Swanson, Barbara K. Keogh, 2012-11-12 This volume has been developed as a direct result of a conference sponsored by the International Academy for Research in Learning Disabilities held at the University of California at Los Angeles The text provides a review and critique of current research in the areas of intelligence social cognition achievement and subtyping as they relate to learning disabilities In addition the concept that social behavior is an aspect of intelligence and the relationship between language and reading are discussed in detail by noted experts

*Cognitive Assessment* Cecil R. Reynolds, 2013-06-29 This volume is an outgrowth of an invitational conference held in October 1991 on the main campus of Texas A M University and sponsored by a grant from the Dean's Office of the College of Education The expressed purpose of the conference was to allow researchers from too often disparate areas of research related to individual differences to come together and discuss their approaches to the topic share ideas and critique their differing paradigms to shorten the time it takes for researchers in parallel disciplines to discover advances that may aid their own work We sought to bring together world class psychometricians and statisticians cognitive scientists and neuroscientists focused on the common theme of individual differences Each reviewed advances in his or her own work that has clear implications for enhancing our understanding of individual differences from defining and partitioning variance components to modeling individual differences to structural and functional cortical variations that produce individual differences The Chair of the Department of Educational Psychology at Texas A M University Bruce Thompson took a lead role along with Victor L

**Construction Versus Choice in Cognitive Measurement** William C. Ward, Randy Elliot Bennett, 2012-10-12 This book brings together psychometric cognitive science policy and content domain perspectives on new approaches to educational assessment in particular constructed response performance testing and portfolio assessment These new assessment approaches a full range of alternatives to traditional multiple choice tests are useful in all types of large scale testing programs including educational admissions school accountability and placement This book's multi disciplinary perspective identifies the potential advantages and pitfalls of these new assessment forms as well as the critical research questions that must be addressed if these assessment methods are to benefit education

**Differential Item Functioning** Paul W. Holland, Howard Wainer, 2012-08-06 Test fairness is a moral imperative for both the makers and the users of tests This book focuses on methods for detecting test items that function differently for different groups of examinees and on using this information to improve tests Of interest to all testing and measurement specialists it examines modern techniques used routinely to insure test fairness Three of these relevant to the book's contents are detailed reviews of test items by subject matter experts and members of the major subgroups in society gender ethnic and linguistic that will be represented in the examinee population comparisons of the predictive validity of the test done separately for each one of



the major subgroups of examinees extensive statistical analyses of the relative performance of major subgroups of examinees on individual test items

**The Fluency Construct** Kelli D. Cummings, Yaacov Petscher, 2015-12-11 This book provides a comprehensive overview of fluency as a construct and its assessment in the context of curriculum based measurement CBM Comparing perspectives from language acquisition reading and mathematics the book parses the vagueness and complexities surrounding fluency concepts and their resulting impact on testing intervention and students educational development Applications of this knowledge in screening and testing ideas for creating more targeted measures and advanced methods for studying fluency data demonstrate the overall salience of fluency within CBM Throughout contributors argue for greater specificity and nuance in isolating skills to be measured and improved and for terminology that reflects those educational benchmarks Included in the coverage Indicators of fluent writing in beginning writers Fluency in language acquisition reading and mathematics Foundations of fluency based assessments in behavioral and psychometric paradigms Using response time and accuracy data to inform the measurement of fluency Using individual growth curves to model reading fluency Latent class analysis for reading fluency research The Fluency Construct Curriculum Based Measurement Concepts and Applications is an essential resource for researchers graduate students and professionals in clinical child and school psychology language and literature applied linguistics special education neuropsychology and social work

**Bayesian Networks in Educational Assessment** Russell G. Almond, Robert J. Mislevy, Linda S. Steinberg, Duanli Yan, David M. Williamson, 2015-03-10 Bayesian inference networks a synthesis of statistics and expert systems have advanced reasoning under uncertainty in medicine business and social sciences This innovative volume is the first comprehensive treatment exploring how they can be applied to design and analyze innovative educational assessments Part I develops Bayes nets foundations in assessment statistics and graph theory and works through the real time updating algorithm Part II addresses parametric forms for use with assessment model checking techniques and estimation with the EM algorithm and Markov chain Monte Carlo MCMC A unique feature is the volume s grounding in Evidence Centered Design ECD framework for assessment design This design forward approach enables designers to take full advantage of Bayes nets modularity and ability to model complex evidentiary relationships that arise from performance in interactive technology rich assessments such as simulations Part III describes ECD situates Bayes nets as an integral component of a principled design process and illustrates the ideas with an in depth look at the BioMass project An interactive standards based web delivered demonstration assessment of science inquiry in genetics This book is both a resource for professionals interested in assessment and advanced students Its clear exposition worked through numerical examples and demonstrations from real and didactic applications provide invaluable illustrations of how to use Bayes nets in educational assessment Exercises follow each chapter and the online companion site provides a glossary data sets and problem setups and links to computational resources

*Twenty Interviews With Psychometric Society Presidents* Lisa D. Wijsen, 2023-11-16 Twenty Interviews with Psychometric

Society Presidents tells the stories of the people who are the driving forces of psychometric research teaching and practice In semi structured interviews twenty presidents of the Psychometric Society share how they moved into the psychometric field what inspired them to pursue this path and what still drives them to do their research They also reflect on the current status history and future of their own field considering psychometrics most significant historical achievements as well as the major challenges that lie ahead This curated collection provides a wealth of historical knowledge that is relevant for every practicing psychometrician Introspective and insightful it exhibits the wide array of opinions and visions in the field Readers are invited to critically reflect on what holds this diverse field together and what challenges and opportunities are on the horizon

**Advances in Educational and Psychological Testing: Theory and Applications** Ronald K. Hambleton, Jac. N. Zaal, 2013-12-01 Over the last 20 years there have been a large number of technical advances and changes in the field of educational and psychological testing According to Anne Anastasi The decade of the 1980 s has been a period of unusual advances in psychological testing Technological progress theoretical sophistication and increasing professional responsibility are all evident in the fast moving events in this field A Anastasi Psychological Testing Sixth Edition New York Macmillan 1988 On the psychometric front advances in topics such as item response theory criterion referenced measurement generalizability theory analysis of covariance structures and validity generalization are reshaping the ways that ability and achievement tests are constructed and evaluated and that test scores are interpreted But Jpsychometric advances as substantial and important as they have been are only a fraction of the major changes in the field of testing Today for example the computer is radically changing the ways in which tests are constructed administered and scored Computers are being used to administer tests adaptively That is the sequence of questions an examinee is administered depends upon his or her performance on earlier administered items in the test Tests are adapted to the ability levels of the examinees who are being assessed One result is shorter tests with little or no loss in measurement precision Computers are also being used to store or bank test items Later items of interest can be selected and the computer is used to print copies of the test

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