

NEW HORIZONS IN TESTING

Latent Trait Test Theory and
Computerized Adaptive Testing

Edited by

DAVID J. WEISS

New Horizons In Testing Latent Trait Test Theory And Computerized Adaptive Testing

DJ Losen



New Horizons In Testing Latent Trait Test Theory And Computerized Adaptive Testing:

New Horizon Testing David J. Weiss, 2014-06-28 **Computerized Adaptive Testing: Theory and Practice** Wim J. van der Linden, Cees A.W. Glas, 2005-12-30 Modern computer technology has opened up several new possibilities for optimizing the administration of educational and psychological tests In computer adaptive testing CAT tests are automatically tailored to the proficiency level of the individual examinees Currently nearly all large scale testing programs in the western world are already adaptive or in the process of becoming so Written by active CAT researchers from Europe and North America the chapters offer a comprehensive introduction to the latest developments in the theory and practice of CAT The book can be used both as a basic reference on the state of the art in CAT and a valuable resource in graduate courses on test theory The theoretical chapters in this book cover such topics as item selection and ability estimation item pool development and maintenance item calibration and model fit and testlet based adaptive testing The practical chapters describe the operational aspects of existing large scale CAT programs

Computerized Adaptive Testing Howard Wainer, Neil J. Dorans, Ronald Flaugher, Bert F. Green, Robert J. Mislevy, 2000-04-01 This celebrated primer presents an introduction to all of the key ingredients in understanding computerized adaptive testing technology test development statistics and mental test theory Based on years of research this accessible book educates the novice and serves as a compendium of state of the art information for professionals interested in computerized testing in the areas of education psychology and other related social sciences A hypothetical test taken as a prelude to employment is used as a common example throughout to highlight this book's most important features and problems Changes in the new edition include a completely rewritten chapter 2 on the system considerations needed for modern computerized adaptive testing a revised chapter 4 to include the latest in methodology surrounding online calibration and in the modeling of testlets and a new chapter 10 with helpful information on how test items are really selected usage patterns how usage patterns influence the number of new items required and tools for managing item pools

Self-directed Learning Oriented Assessments in the Asia-Pacific Magdalena Mo Ching Mok, 2012-10-09 The Asia Pacific region needs to maximize the benefits of education to enable it to compete in an economic future dominated by innovation in which assessing student progress must be an empowering rather than delimiting factor This detailed exposition of the theoretical basis and application tools of self directed learning oriented assessment SLOA reflects the very latest research championed by the Assessment Research Centre at The Hong Kong Institute of Education Featuring a range of relevant case studies it explores the varied theoretical issues related to SLOA and offers an integrated view of the system fully in line with the constructivist paradigm of learning which advocates formative rather than summative assessment Many of the initiatives outlined here are firsts in the region SLOA is already being applied in many schools with links to the ARC It is an approach to assessment that acknowledges the centrality of self directed learning and which positions assessment as a tool to enable and enhance self directed learning It

draws on several theories of learning and assessment including the constructivist notion that learning is best achieved when students take ownership of their educational process setting their own goals and monitoring their own progress towards those goals SLOA has been the research and service approach of the ARC since 2005 In the intervening years the centre has developed a number of tools to facilitate SLOA learning and assessment including vertical ability scales teacher friendly computer software and packages for self directed learning Computerized Adaptive Testing David J. Weiss,Alper Sahin,2024-06-03 CAT is the use of artificial intelligence and machine learning to create a test unique to each person in real time CAT From Concept to Implementation is designed to take you from your initial decision to implement a CAT through each step in the process of fielding a CAT that will provide its benefits both to your examinees and to your organization It describes how CATs are developed and how they are implemented using current advanced psychometric methods

Computer-Based Instruction in Military Environments Robert J. Seidel,P.D. Weddle,2012-12-06 This collection of papers is the result of a symposium sponsored by NATO s Defense Research Group Panel VIII in the Spring of 1985 The symposium came into being when it became obvious to the NATO countries that research development and utilization of advanced technologies for training was the best means of increasing both training effectiveness and efficiency This symposium was the second in a series of three devoted to training The series was structured to cover all aspects of training The first series addressed the value of training the second one dealt with the application of training technologies and the third and last of the series focused on academic issues concerned with the effect of prior learning on subsequent learning The fact that a major American publisher has determined that computer based instruction is the technology of greatest interest to the NATO community is not surprising Advances in microprocessor technology have revolutionized both how and where we train During this symposium there were a limited number of carefully chosen exhibits to demonstrate the various applications of computer based training techniques In the following papers you will find both a practical and scientific basis for the way current and future training and training systems should be designed applied and utilized We know that training must be done faster and more effectively

The Theory and Practice of Item Response Theory R. J. de Ayala,2022-02-20 Noted for addressing both the hows and whys of item response theory IRT this text has been revised and updated with the latest techniques multilevel models mixed models and more and software packages Simple to more complex models are covered in consistently formatted chapters that build sequentially The book takes the reader from model development through the fit analysis and interpretation phases that would be performed in practice To facilitate understanding common data sets are used across chapters with the examples worked through for increasingly complex models Exemplary model applications include free BIGSTEPS NOHARM Facets R packages and commercial BILOG MG flexMIRT SAS WINMIRA SPSS SYSTAT software packages The companion website provides data files and online only appendices New to This Edition Chapter on multilevel models New material on loglinear models mixed models the linear logistic trait model and fit statistics Many additional

worked through examples Updated guidance on software now includes R SAS and flexMIRT 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 The Wiley Handbook of Psychometric Testing Paul Irwing, Tom Booth, David J. Hughes, 2018-02-12 A must have resource for researchers practitioners and advanced students interested or involved in psychometric testing Over the past hundred years psychometric testing has proved to be a valuable tool for measuring personality mental ability attitudes and much more The word psychometrics can be translated as mental measurement however the implication that psychometrics as a field is confined to psychology is highly misleading Scientists and practitioners from virtually every conceivable discipline now use and analyze data collected from questionnaires scales and tests developed from psychometric principles and the field is vibrant with new and useful methods and approaches This handbook brings together contributions from leading psychometricians in a diverse array of fields around the globe Each provides accessible and practical information about their specialist area in a three step format covering historical and standard approaches innovative issues and techniques and practical guidance on how to apply the methods discussed Throughout real world examples help to illustrate and clarify key aspects of the topics covered The aim is to fill a gap for information about psychometric testing that is neither too basic nor too technical and specialized and will enable researchers practitioners and graduate students to expand their knowledge and skills in the area Provides comprehensive coverage of the field of psychometric testing from designing a test through writing items to constructing and evaluating scales Takes a practical approach addressing real issues faced by practitioners and researchers Provides basic and accessible mathematical and statistical foundations of all psychometric techniques discussed Provides example software code to help readers implement the analyses discussed **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

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

Practical Considerations in Computer-Based Testing Cynthia G. Parshall, Judith A. Spray, John Kalohn, Tim Davey, 2012-12-06 This book introduces computer based testing addressing both nontechnical and technical considerations The material is oriented toward practitioners and graduate students The practical emphasis will be useful to measurement professionals who are or will be responsible for implementing a computerized testing program The instructional information is also designed to be suitable for a one semester graduate course in computerized testing in an educational measurement or quantitative methods program While certain theoretical concepts are addressed the focus of the book is on the applied nature of computerized testing For this reason the materials include such features as example applications figures and plots to illustrate critical points in the discussions A wide range of nontechnical issues need to be considered in implementing a computer based testing program Separate chapters are provided on test administration and development issues examinee issues software issues and innovative item types Test administration and delivery issues include the location of exam administration selection of hardware and software security considerations scheduling of administration frequency and time limits cost implications and program support as well as approaches for addressing reliability validity comparability and data analysis Examinee issues include the influence of examinees reactions to adaptive

testing the effect of computer based task constraints and the impact of examinees prior computer experience Software issues include usability studies and software evaluation as tools in selecting and developing appropriate software based on the test program needs

Computerized Adaptive and Multistage Testing with R David Magis, Duanli Yan, Alina A. von Davier, 2017-11-23 The goal of this guide and manual is to provide a practical and brief overview of the theory on computerized adaptive testing CAT and multistage testing MST and to illustrate the methodologies and applications using R open source language and several data examples Implementation relies on the R packages catR and mstR that have been already or are being developed by the first author with the team and that include some of the newest research algorithms on the topic The book covers many topics along with the R code the basics of R theoretical overview of CAT and MST CAT designs CAT assembly methodologies CAT simulations catR package CAT applications MST designs IRT based MST methodologies tree based MST methodologies mstR package and MST applications CAT has been used in many large scale assessments over recent decades and MST has become very popular in recent years R open source language also has become one of the most useful tools for applications in almost all fields including business and education Though very useful and popular R is a difficult language to learn with a steep learning curve Given the obvious need for but with the complex implementation of CAT and MST it is very difficult for users to simulate or implement CAT and MST Until this manual there has been no book for users to design and use CAT and MST easily and without expense i e by using the free R software All examples and illustrations are generated using predefined scripts in R language available for free download from the book's website

Handbook of Quantitative Methods for Detecting Cheating on Tests Gregory J. Cizek, James A. Wollack, 2016-10-26 The rising reliance on testing in American education and for licensure and certification has been accompanied by an escalation in cheating on tests at all levels Edited by two of the foremost experts on the subject the Handbook of Quantitative Methods for Detecting Cheating on Tests offers a comprehensive compendium of increasingly sophisticated data forensics used to investigate whether or not cheating has occurred Written for practitioners testing professionals and scholars in testing measurement and assessment this volume builds on the claim that statistical evidence often requires less of an inferential leap to conclude that cheating has taken place than do other more common sources of evidence This handbook is organized into sections that roughly correspond to the kinds of threats to fair testing represented by different forms of cheating In Section I the editors outline the fundamentals and significance of cheating and they introduce the common datasets to which chapter authors cheating detection methods were applied Contributors describe in Section II methods for identifying cheating in terms of improbable similarity in test responses preknowledge and compromised test content and test tampering Chapters in Section III concentrate on policy and practical implications of using quantitative detection methods Synthesis across methodological chapters as well as an overall summary conclusions and next steps for the field are the key aspects of the final section

Clinical Assessment, Computerized Methods, and

Instrumentation F.J. Maarse, L.J.M. Mulder, A.N. Brand, A.E. Akkerman, 2006-05-18 A study of clinical assessment computerized methods and instrumentation in psychology containing 18 contributions from the workshop Computers in Psychology held in September 1999 at the University of Utrecht The first section of the work contains contributions concerning clinical assessment Aspects such as short term memory spatial memory counselling skills and play therapy are described as well as computer assisted observational analysis using eye blinks In the second section a series of computer programs supporting decision making in psychotherapy and diagnostics in clinical and other settings is described The last section deals with real time aspects of computers and computer controlled experimental set ups Handbook of Test Security James A. Wollack, John J. Fremer, 2013-09-02 High stakes tests are the gatekeepers to many educational and professional goals As such the incentive to cheat is high This Handbook is the first to offer insights from experts within the testing community psychometricians and policymakers to identify and develop best practice guidelines for the design of test security systems for a variety of testing genres Until now this information was scattered and often resided inside testing companies As a result rather than being able to learn from each other's experiences each testing entity was left to re create their own test security wheel As a whole the book provides invaluable insight into the prevalence of cheating and best practices for designing security plans training personnel and detecting and investigating misconduct to help develop more secure testing systems and reduce the likelihood of future security breaches Actual case studies from a variety of settings bring to life how security systems really work Examples from both domestic and international programs are provided Highlights of coverage include Best practices for designing secure tests Analysis of security vulnerabilities for all genres of testing Practical cheating prevention and detection strategies Lessons learned in actual security violations in high profile testing programs Part I focuses on how tests are delivered for paper and pencil technology based and classroom testing and writing assessment Each chapter addresses the prevalence of the problem and threats to security prevention and detection Part II addresses issues essential to maintaining a secure testing program such as planning and monitoring physical security the detection of group based cheating investigating misconduct and communicating about security related issues Part III examines actual examples of cheating how the cheating was done how it was detected and the lessons learned Part III provides insight into security issues within each of the Association of Test Publishers four divisions certification licensure clinical educational and industrial organizational testing Part III's conclusion revisits the issues addressed in the case studies and identifies common themes Intended for organizations professionals educators policy makers researchers and advanced students that design develop or use high stakes tests this book is also ideal for graduate level courses on test development educational measurement or educational policy *Advancing Methodologies to Support Both Summative and Formative Assessments* Ying Cheng, Hua-Hua Chang, 2014-03-01 Over the past thirty years student assessment has become an increasingly important component of public education A variety of methodologies in testing have been developed to obtain

and interpret the wealth of assessment outcomes As assessment goals are getting increasingly multifaceted new testing methodologies are called for to provide more accessible and reliable information on more complex constructs or processes such as students critical thinking and problem solving skills Testing methodologies are needed to extract information from assessments on such complicated skills in order to advise teachers about certain areas of students that need intervention It is even a bigger challenge and a vital mission of today s large scale assessments to gain such information from testing data in an efficient manner For example PARCC and Smarter Balanced Assessments consortia are both striving to offer formative assessments through individualized tailored testing The book provides state of the art coverage on new methodologies to support traditional summative assessment and more importantly for emerging formative assessments **Advancing**

Human Assessment Randy E. Bennett,Matthias von Davier,2017-10-17 This book is open access under a CC BY NC 2.5 license This book describes the extensive contributions made toward the advancement of human assessment by scientists from one of the world s leading research institutions Educational Testing Service The book s four major sections detail research and development in measurement and statistics education policy analysis and evaluation scientific psychology and validity Many of the developments presented have become de facto standards in educational and psychological measurement including in item response theory IRT linking and equating differential item functioning DIF and educational surveys like the National Assessment of Educational Progress NAEP the Programme of international Student Assessment PISA the Progress of International Reading Literacy Study PIRLS and the Trends in Mathematics and Science Study TIMSS In addition to its comprehensive coverage of contributions to the theory and methodology of educational and psychological measurement and statistics the book gives significant attention to ETS work in cognitive personality developmental and social psychology and to education policy analysis and program evaluation The chapter authors are long standing experts who provide broad coverage and thoughtful insights that build upon decades of experience in research and best practices for measurement evaluation scientific psychology and education policy analysis Opening with a chapter on the genesis of ETS and closing with a synthesis of the enormously diverse set of contributions made over its 70 year history the book is a useful resource for all interested in the improvement of human assessment **Computers and Their Impact on State Assessments** Robert W.

Lissitz,Hong Jiao,2012-05-01 The Race To The Top program strongly advocates the use of computer technology in assessments It dramatically promotes computer based testing linear or adaptive in K 12 state assessment programs Moreover assessment requirements driven by this federal initiative exponentially increase the complexity in assessment design and test development This book provides readers with a review of the history and basics of computer based tests It also offers a macro perspective for designing such assessment systems in the K 12 setting as well as a micro perspective on new challenges such as innovative items scoring of such items cognitive diagnosis and vertical scaling for growth modeling and value added approaches to assessment The editors goal is to provide readers with necessary information to create a

smarter computer based testing system by following the advice and experience of experts from education as well as other industries This book is based on a conference <http://marces.org/workshop.htm> held by the Maryland Assessment Research Center for Education Success It presents multiple perspectives including test vendors and state departments of education in designing and implementing a computer based test in the K 12 setting The design and implementation of such a system requires deliberate planning and thorough considerations The advice and experiences presented in this book serve as a guide to practitioners and as a good source of information for quality control The technical issues discussed in this book are relatively new and unique to K 12 large scale computer based testing programs especially due to the recent federal policy Several chapters provide possible solutions to psychometricians dealing with the technical challenges related to innovative items cognitive diagnosis and growth modeling in computer based linear or adaptive tests in the K 12 setting

Evaluation and Educational Technology Robert D. Tennyson, Ronald O. Anderson, 1990 This text has been developed over four editions with one aim to make the subject of economics exciting relevant and as clear to understand as possible

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