Perspectives in Educational and Psychological Measurement (Prentice-Hall series in educational measurement, research, and statistics)

Bracht, G.H.

<u>Perspectives In Educational And Psychological</u> <u>Measurement</u>

Gary L. Sapp

Perspectives In Educational And Psychological Measurement:

Perspectives in Educational and Psychological Measurement Glenn H. Bracht, Kenneth D. Hopkins, Julian C. Educational & Mental Measurement: An Educational Perspective Dr. Sonia Popli, 2022-11-30 The classroom instructor potential classroom teacher and student studying educational and mental measurement for either curricular or research purposes will all benefit from this book s introduction to the measuring and assessment abilities required for successful education. The idea that the evaluation of learning plays or important role in the instructional process and that the effectiveness of it depends largely on the ability to construct and select tests and other evolution instruments that provide valid measures of the intended learning outcomes resounds as a core element throughout the book Because no previous knowledge of measuring or statistics is needed this book is excellent for an introductory course in educational and mental measurement and evaluation at the college or graduate level The language is simple and the book is written in such manner that a person having a little knowledge about the subject will also be able to understand the simply explained topic of educational and mental measurement Like chapter one briefly introduce the reader to the concept of measurement and concept of testing the different scale of measurement and the quality of test The second chapter describes the topic such as measurement of central tendency types of variability statistical and graphical data and their representation On the other hand third and fourth chapter talks about the techniques of test conductance and rapport and other measurement types like percentile and percentile rank etc And lastly the chapter five briefly mention about the concept and measurement of intelligence and the concept of IQ aptitude and personality test and other important topic Educational and Psychological Measurement and Evaluation Kenneth D. Hopkins, 1998 Going into its eighth edition this book is a classic in the field of educational measurement It was written from the point of view of the classroom teacher to answer the question What does a teacher need to know about the development and evaluation of educational measures and assessments This book fosters an understanding of how assessment and instruction are interrelated It also cultivates learning the techniques and skills needed to develop tests and other evaluation procedures e g portfolios as well as teaches students to understand how to evaluate the validity and reliability of tests Unlike many books in educational measurement this book also gives readers what they need to know to properly interpret the results from standardized achievement and scholastic aptitude tests Topics include test reliability and validity meaning and application of the norms extraneous factors that influence performance of cognitive tests the development of educational measures and more Teachers principals and counselors Educational and Psychological Measurement and Evaluation Julian C. Stanley, Kenneth D. Hopkins, 1972 Going into its eighth edition this book is a classic in the field of educational measurement It was written from the point of view of the classroom teacher to answer the question What does a teacher need to know about the development and evaluation of educational measures and assessments This book fosters an understanding of how assessment and instruction are interrelated It also cultivates learning the techniques

and skills needed to develop tests and other evaluation procedures e g portfolios as well as teaches students to understand how to evaluate the validity and reliability of tests Unlike many books in educational measurement this book also gives readers what they need to know to properly interpret the results from standardized achievement and scholastic aptitude tests Topics include test reliability and validity meaning and application of the norms extraneous factors that influence performance of cognitive tests the development of educational measures and more Teachers principals and counselors

Perspectives in Educational Psychology Gary L. Sapp, 1975 Validity in Educational and Psychological Assessment Paul Newton, Stuart Shaw, 2014-04-15 Validity is the hallmark of quality for educational and psychological measurement But what does quality mean in this context And to what exactly does the concept of validity apply These apparently innocuous questions parachute the unwary inquirer into a minefield of tricky ideas This book guides you through this minefield investigating how the concept of validity has evolved from the nineteenth century to the present day Communicating complicated concepts straightforwardly the authors answer questions like What does validity mean What does it mean to validate How many different kinds of validity are there When does validation begin and end Is reliability a part of validity or distinct from it This book will be of interest to anyone with a professional or academic interest in evaluating the quality of educational or psychological assessments measurements and diagnoses **Emerging Perspectives on Assessment of Exceptional Children** Randy Elliot Bennett, Charles A. Maher, 1986 Also published as Special services in the schools v 2 nos Constructing Test Items Steven J. Osterlind, 2005-12-17 Constructing test items for standardized tests of achievement 2.3 ability and aptitude is a task of enormous importance. The interpretability of a test s scores flows directly from the quality of its items and exercises Concomitant with score interpretability is the notion that including only carefully crafted items on a test is the primary method by which the skilled test developer reduces unwanted error variance or errors of measurement and thereby increases a test score s reliability The aim of this entire book is to increase the test constructor s awareness of this source of measurement error and then to describe methods for identifying and minimizing it during item construction and later review Persons involved in assessment are keenly aware of the increased attention given to alternative formats for test items in recent years Yet in many writers zeal to be curriculum relevant or authentic or realistic the items are often developed seemingly without conscious thought to the interpretations that may be garnered from them This book argues that the format for such alternative items and exercises also requires rigor in their construction and even offers some solutions as one chapter is devoted to these alternative formats This book addresses major issues in constructing test items by focusing on four ideas First it describes the characteristics and functions of test items A second feature of this book is the presentation of editorial guidelines for writing test items in all of the commonly used item formats including constructed response formats and performance tests A third aspect of this book is the presentation of methods for determining the quality of test items Finally this book presents a compendium of important issues about test items including procedures for ordering

items in a test ethical and legal concerns over using copyrighted test items item scoring schemes computer generateditems Fairness in Educational and Psychological Testing: Examining Theoretical, Research, Practice, and Policy and more Implications of the 2014 Standards Jessica L. Jonson, Kurt F. Geisinger, 2022-06-01 This book examines scholarship best practice methodologies and examples of policy and practice from various professional fields in education and psychology to illuminate the elevated emphasis on test fairness in the 2014 Standards for Educational and Psychological Testing Together the chapters provide a survey of critical and current issues with a view to broadening and contextualizing the fairness quidelines for different types of tests test takers and testing contexts Researchers and practitioners from school psychology clinical counseling psychology industrial organizational psychology and education will find the content useful in thinking more acutely about fairness in testing in their work The book also has chapters that address implications for policy makers and in some cases the public These discussions are offered as a starting point for future scholarship on the theoretical empirical and applied aspects of fairness in testing particularly given the ever increasing importance of addressing equity in testina International Perspectives in Educational Effectiveness Research James Hall, Ariel Lindorff, Pamela Sammons, 2020-08-10 This edited volume explores questions about what works how for whom when and why in education and considers how and to what extent such knowledge can be understood and extended across countries and different educational systems The book starts by presenting an overview of the history of educational effectiveness research and offers examples of current theories of educational effectiveness Next it provides exemplars of effectiveness studies that report on educational systems policies and practices from across six continents These studies vary in their research methods and outcomes illustrating a field of research that is conscious of its origins its agenda and its ambition to understand and improve the functioning of schools networks and education systems around the world The book brings these threads together within the final chapter and uses them to signpost directions for future research International Perspectives in Educational Effectiveness Research is an excellent and timely addition to the educational effectiveness literature It offers a rigorous and insightful range of international perspectives that will be of interest to researchers policy makers and students of the field Professor Christopher Chapman University of Glasgow UK President Elect of the International Congress for School Effectiveness and Improvement This important new volume brings up to date the contributions of educational effectiveness research to the development of policy and practice in the field over the last 50 years Drawing together the ideas of many of the major researchers in the field it provides a comprehensive analysis of these earlier contributions leading to critical commentaries that point to areas for future attention The editors make use of expertise from a range of disciplines to strengthen the themes that are addressed Most importantly the book emphasises the need to pay greater attention to the challenge of equity arguably the most significant challenge facing education systems internationally. In this respect a particular strength of the book is the accounts provided from many different parts of the world These underline the

importance of context a factor often previously overlooked in this field of research Given all of this I have no doubt that International Perspectives in Educational Effectiveness Research will become a major source for practitioners policy makers and researchers Professor Mel Ainscow Emeritus Professor of Education University of Manchester Professor of Education University of Glasgow UK Foundations of Psychological Testing Leslie A. Miller, Robert L. Lovler, 2018-12-20 Foundations of Psychological Testing A Practical Approach by Leslie A Miller and Robert L Lovler presents a clear introduction to the basics of psychological testing as well as psychometrics and statistics Aligned with the 2014 Standards for Educational and Psychological Testing this practical book includes discussion of foundational concepts and issues using real life examples and situations that students will easily recognize relate to and find interesting A variety of pedagogical tools furthers the conceptual understanding needed for effective use of tests and test scores The Sixth Edition includes updated references and examples new In Greater Depth boxes for deeper coverage of complex topics and a streamlined organization for enhanced readability Cultural Competence In Assessment And Intervention With Ethnic Minorities: Some Perspectives From Psychology, Social Work and Education Robert G. Malgady, 2011 Without a thorough understanding of culture and its nuances on part of the mental health service providers alienation stigma and culturally based impediments rule While concerns for diversity have been raised on numerous occasions with increasing frequency over the past four decades little progress has been made in implementing such concerns in clinical practice Over two thirds of Americans receive treatment for depression anxiety substance abuse and related disorders Comorbidity is rarely diagnosed These trends are greatly exacerbated among members of ethnic cultural and linguistic minority groups the authors contributing to this volume share their clinical acumen and experiences rooted in their evidence based research Their purpose is to bring issues attending assessment and treatment of ethnic minority clientele closer to the fore Some of the leading authors on the topic in psychology and social work present their well earned clinical and research experiences in this volume Case studies are presented which are instructive and intriguing bringing together the richness of a multidisciplinary approach to the topic

Perspectives on Bias in Mental Testing Cecil Reynolds,2013-11-11 The cultural test bias hypothesis is one of the most important scien tific questions facing psychology today Briefly the cultural test bias hypothesis contends that all observed group differences in mental test scores are due to a built in cultural bias of the tests themselves that is group score differences are an artifact of current psychomet ric methodology If the cultural test bias hypothesis is ultimately shown to be correct then the 100 years or so of psychological research on human differences or differential psychology the sci entific discipline underlying all applied areas of human psychology including clinical counseling school and industrial psychology must be reexamined and perhaps dismissed as confounded contam inated or otherwise artifactual In order to continue its existence as a scientific discipline psychology must confront the cultural test bias hypothesis from the solid foundations of data and theory and must not allow the resolution of this issue to occur solely within and to be determined by the political

Zeitgeist of the times or any singular work no matter how comprehensive In his recent volume Bias in Mental Testing New York Free Press 1980 Arthur Jensen provided a thorough review of most of the empirical research relevant to the evaluation of cultural bias in psychological and educational tests that was available at the time that his book was prepared Nevertheless Jensen presented only one per spective on those issues in a volume intended not only for the sci entific community but for intelligent laypeople as well Handbook of Structural Equation Modeling Rick H. Hoyle, 2023-02-17 This accessible volume presents both the mechanics of structural equation modeling SEM and specific SEM strategies and applications The editor along with an international group of contributors and editorial advisory board are leading methodologists who have organized the book to move from simpler material to more statistically complex modeling approaches Sections cover the foundations of SEM statistical underpinnings from assumptions to model modifications steps in implementation from data preparation through writing the SEM report and basic and advanced applications including new and emerging topics in SEM Each chapter provides conceptually oriented descriptions fully explicated analyses and engaging examples that reveal modeling possibilities for use with readers data Many of the chapters also include access to data and syntax files at the companion website allowing readers to try their hands at reproducing the authors results **Sociocognitive Foundations** of Educational Measurement Robert J. Mislevy, 2018-04-09 Several key developments challenge the field of educational measurement today demands for tests at larger scales with higher stakes an improved understanding of how people develop capabilities and new technologies for interactive digital assessments Sociocognitive Foundations of Educational Measurement integrates new developments in educational measurement and educational psychology in order to provide researchers testing professionals and students with an innovative sociocognitive perspective on assessment This comprehensive volume begins with a broad explanation of the sociocognitive perspective and the foundations of assessment then provides a series of focused applications to major topics such as assessment arguments validity fairness interactive assessment and a conception of measurement in educational assessment Classical test theory item response theory categorical models mixture models cognitive diagnosis models and Bayesian networks are explored from the resulting perspective Ideal for specialists in these areas graduate students developers and scholars in both educational measurement and fields that contribute to a sociocognitive perspective this book consolidates nearly a decade of research into a fresh perspective on educational measurement **A Pragmatic Perspective of Measurement** David Torres Irribarra, 2021-05-29 This book aims to address the challenges of defining measurement in social sciences presenting a conceptualization of the practice of measurement from the perspective of the pragmatic tradition in philosophy The book reviews key questions regarding the scope and limits of measurement emphasizing that if the trust that the public places on measures in the social sciences relies on their connection to the notion of measurement in the physical sciences then the clarification of the similarities and differences between measurement in the physical and the social realms is of central

importance to adequately contextualize their relative advantages and limitations It goes on to present some of the most influential theories of measurement such as the classical view of measurement operationalism and the representational theory of measurement as well as more methodological perspectives arising from the practice of researchers in the social sciences such as the latent variable perspective and from the physical sciences and engineering represented by metrology This overview illustrates that the concept of measurement and that of quantitative methods is currently being used across the board in ways that do not necessarily conform to traditional classical definitions of measurement pushing the boundaries of what constitutes our technical understanding of it Moreover what constitutes a technical understanding of measurement and the theoretical commitments that it entails must vary in different areas In this context disagreement on what is constitutive of measurement is bound to appear Pragmatism is presented as a theoretical perspective that offers the advantage of being flexible and fallibilist encouraging us to abandon the pursuit of a timeless and perfect definition that attempts to establish decontextualized definitive demarcation criteria for what is truly measurement This book will be of particular interest for psychologists and other human and social scientists and more concretely for scholars interested in measurement and assessment in psychological and social measurement. The pragmatic perspective of measurement presents a conceptual framework for researchers to ground their assessment practices acknowledging and dealing with the challenges of social 21st Century Psychology: A Reference Handbook Stephen F. Davis, William Buskist, 2008 Highlights the measurement most important topics issues questions and debates in the field of psychology Provides material of interest for students from all corners of psychological studies whether their interests be in the biological cognitive developmental social or clinical Handbook of Educational Psychology David C. Berliner, Robert C. Calfee, 2013-02-01 Sponsored by Division 15 arenas of APA the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far ranging field Internationally recognized scholars contribute up to date reviews and critical syntheses of the following areas foundations and the future of educational psychology learners development individual differences cognition motivation content area teaching socio cultural perspectives on teaching and learning teachers and teaching instructional design teacher assessment and modern perspectives on research methodologies data and data analysis New chapters cover topics such as adult development self regulation changes in knowledge and beliefs and writing Expanded treatment has been given to cognition motivation and new methodologies for gathering and analyzing data The Handbook of Educational Psychology Second Edition provides an indispensable reference volume for scholars teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses devoted to the study of educational psychology Rasch Models for Solving Measurement Problems George Engelhard, Jr., Jue Wang, 2020-12-13 This book introduces current perspectives on Rasch measurement theory with an emphasis on developing Rasch based scales Rasch measurement theory represents a paradigm shift in measurement theory

away from classical test theory and creates a framework for scaling that can yield invariant measurement Rasch Models for Solving Measurement Problems Invariant Measurement in the Social Sciences is a broadly accessible text Authors George Engelhard Ir and Jue Wang introduce Rasch measurement theory step by step with chapters on scale construction evaluation maintenance and use Points are illustrated and techniques are demonstrated through an extended example The Food Insecurity Experience FIE Scale The Rasch analyses in the book are run using the Facets computer program Facets syntax and R code for the ERMA program created by the authors to obtain parameter estimates and to examine model data fit together with sample data sets are all available on a website for the book **Systemic Racism and Educational** Measurement Michael Russell, 2023-08-18 Systemic Racism and Educational Measurement provides a theoretical and historical reckoning with racism and oppression produced through educational measurement and research methodology As scholars and professionals in the testing measurement and assessment of human learning and performance work to exorcise race sciences white supremacy and other injustices from the field's research and practice new insights are needed into their root causes This book is the first to posit that the theory of the White Racial Frame was and continues to be applied to the foundations process dissemination and use of educational measurement leading to instruments findings and decisions that perpetuate the racialized social structure of our nation Even among well meaning stakeholders who aim to improve humanity and address inequities the White Racial Frame shapes the field's research questions the methods utilized the data valued the interpretations made and the language used throughout Students and scholars of educational measurement testing and psychometrics will find invaluable clarifications of terminology concepts and theories integral to understanding systemic barriers in the field explications of educational measurement s core purposes and its influence by the White Racial Frame and a series of alternate frames theories and epistemologies intended to guide educational measurement toward anti-racism and increased fairness

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