

Item

Rachel Sandford

A Collector's Item Jade Starmore,1999

Blind Item Kevin Dickson,Jack Ketsoyan,2017-06-06 Two Hollywood insiders fill a fictional tale with real-life scandals.

Item Response Theory Ronald K. Hambleton,H. Swaminathan,2013-11-11 In the decade of the 1970s, item response theory became the dominant topic for study by measurement specialists. But, the genesis of item response theory (IRT) can be traced back to the mid-thirties and early forties. In fact, the term Item Characteristic Curve, which is one of the main IRT concepts, can be attributed to Ledyard Tucker in 1946. Despite these early research efforts, interest in item response theory lay dormant until the late 1960s and took a backseat to the emerging development of strong true score theory. While true score theory developed rapidly and drew the attention of leading psychometricians, the problems and weaknesses inherent in its formulation began to raise concerns. Such problems as the lack of invariance of item parameters across examinee groups, and the inadequacy of classical test procedures to detect item bias or to provide a sound basis for measurement in tailored testing, gave rise to a resurgence of interest in item response theory. Impetus for the development of item response theory as we now know it was provided by Frederic M. Lord through his pioneering works (Lord, 1952; 1953a, 1953b). The progress in the fifties was painstakingly slow due to the mathematical complexity of the topic and the nonexistence of computer programs.

The Theory and Practice of Item Response Theory R. J. de Ayala,2013-10-15 Item response theory (IRT) is a latent variable modeling approach used to minimize bias and optimize the measurement power of educational and psychological tests and other psychometric applications. Designed for researchers, psychometric professionals, and advanced students, this book clearly presents both the how-to and the why of IRT. It describes simple and more complex IRT models and shows how they are applied with the help of widely available software packages. Chapters follow a consistent format and build sequentially, taking the reader from model development through the fit analysis and interpretation phases that one would perform in practice. The use of common empirical data sets across the chapters facilitates understanding of the various models and how they relate to one another.

Multidimensional Item Response Theory M.D. Reckase,2009-07-07 First thorough treatment of multidimensional item response theory Description of methods is supported by numerous practical examples Describes procedures for multidimensional computerized adaptive testing

Handbook of Item Response Theory Modeling Steven P. Reise,Dennis A. Revicki,2014-11-20 Item response theory (IRT) has moved beyond the confines of educational measurement into assessment domains such as personality, psychopathology, and patient-reported outcomes. Classic and emerging IRT methods and applications that are revolutionizing psychological measurement, particularly for health assessments used to demonstrate treatment effectiveness, are reviewed in this new volume. World renowned contributors present the latest research and methodologies about these models along with their applications and related challenges. Examples using real data, some from NIH-PROMIS, show how to apply these models in actual research situations. Chapters review fundamental issues of IRT, modern estimation methods, testing assumptions, evaluating fit, item banking, scoring in multidimensional models, and advanced IRT methods. New multidimensional models are provided along with suggestions for deciding among the family of IRT models available. Each chapter provides an introduction, describes state-of-the art research methods, demonstrates an application, and provides a summary. The book addresses the most critical IRT conceptual and statistical issues confronting researchers and advanced students in psychology,

education, and medicine today. Although the chapters highlight health outcomes data the issues addressed are relevant to any content domain. The book addresses: IRT models applied to non-educational data especially patient reported outcomes Differences between cognitive and non-cognitive constructs and the challenges these bring to modeling. The application of multidimensional IRT models designed to capture typical performance data. Cutting-edge methods for deriving a single latent dimension from multidimensional data A new model designed for the measurement of constructs that are defined on one end of a continuum such as substance abuse Scoring individuals under different multidimensional IRT models and item banking for patient-reported health outcomes How to evaluate measurement invariance, diagnose problems with response categories, and assess growth and change. Part 1 reviews fundamental topics such as assumption testing, parameter estimation, and the assessment of model and person fit. New, emerging, and classic IRT models including modeling multidimensional data and the use of new IRT models in typical performance measurement contexts are examined in Part 2. Part 3 reviews the major applications of IRT models such as scoring, item banking for patient-reported health outcomes, evaluating measurement invariance, linking scales to a common metric, and measuring growth and change. The book concludes with a look at future IRT applications in health outcomes measurement. The book summarizes the latest advances and critiques foundational topics such a multidimensionality, assessment of fit, handling non-normality, as well as applied topics such as differential item functioning and multidimensional linking. Intended for researchers, advanced students, and practitioners in psychology, education, and medicine interested in applying IRT methods, this book also serves as a text in advanced graduate courses on IRT or measurement. Familiarity with factor analysis, latent variables, IRT, and basic measurement theory is assumed.

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.

Item Interpretation of the Luria-Nebraska Neuropsychological Battery , 1982-01-01 The Luria-Nebraska Neuropsychological Battery is a relatively new neurodiagnostic test, and there is a growing demand for material on the more advanced aspects of its interpretation. This book, organized around the theoretical meaning of items, the empirical correlations between items, and the factor structure of the individual scales, is a first response to that demand. It will serve to give greater understanding of the psychological skills that underlie each item on the Luria-Nebraska battery—an understanding prerequisite to the techniques of “syndrome analysis” described in the writings of A. R. Luria—and it will be particularly useful to those who have limited experience with actual case material. The major part of the book is an analysis of each Luria-Nebraska scale, either item by item or as a unit. For each scale the authors examine the theoretical intent of the items and the underlying skills according to Luria’s theory. They then present the results of item interrelations analysis to determine whether the items tap common skills. Finally they describe the factor structure of the various scales, exploring the interrelations of items within each scale. In addition to analyzing the behavioral scales of the Luria-Nebraska battery, the book

reviews a number of other empirical scales that further aid interpretation—particularly the experimental localization scales that tap focal deficits in specific areas of the brain. Also included are case histories that illustrate the process of diagnosis in patients who receive a series of Luria-Nebraska batteries over the course of their treatment. Finally, the authors briefly discuss subcortical disorders—an issue often ignored in clinical neuropsychological testing.

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Developing and Validating Test Items Thomas M. Haladyna, Michael C. Rodriguez, 2013-07-18 Since test items are the building blocks of any test, learning how to develop and validate test items has always been critical to the teaching-learning process. As they grow in importance and use, testing programs increasingly supplement the use of selected-response (multiple-choice) items with constructed-response formats. This trend is expected to continue. As a result, a new item writing book is needed, one that provides comprehensive coverage of both types of items and of the validity theory underlying them. This book is an outgrowth of the author's previous book, *Developing and Validating Multiple-Choice Test Items*, 3e (Haladyna, 2004). That book achieved distinction as the leading source of guidance on creating and validating selected-response test items. Like its predecessor, the content of this new book is based on both an extensive review of the literature and on its author's long experience in the testing field. It is very timely in this era of burgeoning testing programs, especially when these items are delivered in a computer-based environment. Key features include ... Comprehensive and Flexible - No other book so thoroughly covers the field of test item development and its various applications. Focus on Validity - Validity, the most important consideration in testing, is stressed throughout and is based on the Standards for Educational and Psychological Testing, currently under revision by AERA, APA, and NCME Illustrative Examples - The book presents various selected and constructed response formats and uses many examples to illustrate correct and incorrect ways of writing items. Strategies for training item writers and developing large numbers of items using algorithms and other item-generating methods are also presented. Based on Theory and Research - A comprehensive review and synthesis of existing research runs throughout the book and complements the expertise of its authors.

Constructing Test Items Steven J. Osterlind, 2012-12-06

Biennial Report Minnesota. Department of Taxation, 1914

Dental Items of Significance ,1996

The Basics of Item Response Theory Using R Frank B. Baker, Seock-Ho Kim, 2017-04-25 This graduate-level textbook is a tutorial for item response theory that covers both the basics of item response theory and the use of R for preparing graphical presentation in writings about the theory. Item response theory has become one of the most powerful tools used in test construction, yet one of the barriers to learning and applying it is the considerable amount of sophisticated computational effort required to illustrate even the simplest concepts. This text provides the reader access to the basic concepts of item response theory freed of the tedious underlying calculations. It is intended for those who possess limited knowledge of educational measurement and psychometrics. Rather than presenting the full scope of item response theory, this textbook is concise and practical and presents basic concepts without becoming enmeshed in underlying mathematical and computational complexities. Clearly written text and succinct R code allow anyone familiar with statistical concepts to explore and apply item response theory in a practical way. In addition to students of educational measurement, this text will be valuable to measurement specialists working in testing programs at any level and who need an understanding of item response theory in

order to evaluate its potential in their settings.

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Identification of Radioactive Items in the Army ,1998

Record Series Yorkshire Archaeological Society,1894

Report Boston (Mass.). Auditing Department,1927

House Journal of the Legislative Assembly of the State of Kansas Kansas. Legislature. House of Representatives,1889

The Stevens Indicator ,1900

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