

Reading List

<Caution> References below are for your information only. Do not copy and paste these references directly into your APA style document. The format below may not be in the correct APA style.

1. Books:

Baker, F. B. (1992). Item Response Theory: Parameter estimation techniques. New York: M. Dekker.
(On reserve through Net Library: the library does not own a physical copy of this book)

Crocker, L., & Algina, J. (1986). Introduction to classical and modern test theory. New York: Holt, Reinehart, and Winston.

de Ayala, R. J. (2008). *The theory and practice of item response theory*. New York, NY: Guilford.

Embretson, S.E., & Reise, S. P. (2000). Item response theory for psychologists. Mahwah, NJ. L. Erlbaum Associates.

Lord, F. M. (1980). Application of item response theory to practical testing problems. Hillsdale, NJ: Lawrence Erlbaum.

Lord, F. M., & Novick, M. R. (1968). Statistical theories of mental test scores. Reading, MA.: Addison-Wesley.

Millsap, R. E. (2011). *Statistical approaches to measurement invariance*. New York, NY: Routledge.

van der Linden, W. J. & Hambleton, R. (1997). Handbook of modern item response theory. New York: Springer.

Warm, T. A. (1978). A primer of item response theory. Technical Report 941078. Oklahoma City: U.S. Coast Guard Institute.

2. Major Journals in which you can find IRT articles

- Journal of Educational Measurement (JEM)
- Applied Psychological Measurement (APM)
- Applied Measurement in Education (AME)
- Educational Measurement: Issues and Practice (EMIP)
- Educational and Psychological Measurement (EPM)

3. Journal articles:

Ackerman, T., Gierl, M. & Walker, C.M. (2003). Using multidimensional item response theory to

evaluate educational and psychological tests. *EPIP*, 22(3), 37-54. (ITEM - PDF)

Ames, A. J., & Penfield, R. D. (2015). An NCME Instructional Module on Item-Fit Statistics for Item Response Theory Models. *Educational Measurement: Issues & Practice*, 34(3), 39-48.

Banks, K. (2013). A synthesis of the peer-reviewed differential bundle functioning research. *Educational Measurement: Issues & Practice*, 32(1), 43-55.

Camilli, G. (1994). Origin of the scaling constant $d = 1.7$ in item response theory. *Journal of Educational and Behavioral Statistics*, 19, 293-295.

Cappelleri, J. C., Lundy, J., & Hays, R. D. (2014). Overview of classical test theory and item response theory for the quantitative assessment of items in developing patient-reported outcomes measures. *Clinical Therapeutics*, 36(5), 648-662.

Clauser, B.E. & Mazor, K. M. (1998). Using statistical procedures to identify differentially functioning test items. *EMIP*, 17(1), 31-44. (ITEM - PDF)

Cohen, A. S., & Kim, S. H. (1992). Detecting calculator effects on item performance. *AME*, 5, 303-320.

Croudace, T., Ploubidis, G., & Abbott, R. (2005). Statistical software review. *British Journal Of Mathematical & Statistical Psychology*, 58(1), 193-195.

De Ayala, R. J. (1993). An introduction to polytomous item response theory. *Measurement & Evaluation in Counseling & Development*, 25, 172-190.

De Ayala, R. J. (1993). Fundamentals of item response theory, by Ronald K. Hambleton, H. Swaminathan, H. Jane Rogers. (Book Review) *JEM*, 30, 84-87.

DeMars C. An analytic comparison of effect sizes for differential item functioning. *Applied Measurement In Education* [serial online]. July 2011;24(3):189-209.

Edelen, M., & Reeve, B. B. (2007). Applying item response theory (IRT) modeling to questionnaire development, evaluation, and refinement. *Quality Of Life Research*, 165-18.

Feinberg, R. A., & Rubright, J. D. (2016). Conducting Simulation Studies in Psychometrics. *Educational Measurement: Issues & Practice*, 35(2), 36-49.

Finch, H. (2008). Estimation of item response theory parameters in the presence of missing data. *JEM*, 45, 225-245.

Fikis, D. J., & Oshima, T. C. (2017). Effect of Purification Procedures on DIF Analysis in IRTPRO. *Educational & Psychological Measurement*, 77(3), 415-428.

Flowers, C. P., Oshima, T. C., & Raju, N. S. (1999). A description and demonstration of polytomous-DFIT framework. *Applied Psychological Measurement*, 23, 309-326. (PDF)

- Forbey, J. D., & Ben-Porath, Y. S. (2007). Computerized adaptive personality testing: A Review and illustration with the MMPI—2 computerized adaptive version. *Psychological Assessment*, 19(1), 14-24.
- Galli, S., Chiesi, F., & Primi, C. (2011). Measuring mathematical ability needed for “non-mathematical” majors: The construction of a scale applying IRT and differential item functioning across educational contexts. *Learning & Individual Differences*, 21(4), 392-402.
- Gierl, M. J., Bisanz, J., Bisanz, G., & Boughton, K. A. (2001). Illustrating the utility of differential bundle functioning analyses to identify and interpret group differences on achievement tests. *EMIP*, 20 (2), 26-36. (ITEM -PDF)
- Hambleton, R. K., & Jones, R. W. (1993). Comparison of classical test theory and item response theory and their applications to test development. *EMIP*, 12(3), 38-47. (ITEM - PDF)
- Harris, D. (1989). Comparison of 1-, 2-, and 3-parameter IRT models. *EMIP*, 8(1), 35-41. (ITEM - PDF)
- Lee, W., & Ban, J. (2010). A comparison of IRT linking procedures. *Applied Measurement In Education*, 23(1), 23-48.
- Linn, R. L., & Drasgow, F. (1987). Implications of the Golden Rule settlement for test construction. *Educational Measurement: Issues and Practice*, 6, 13-17.
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- Neel, J. H. (1992). TESTINFO: A graphics-oriented program for selecting items for target test information and standard error of measurement functions. *APM*, 16, 260.
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- Oshima, T. C., Raju, N. S., Flowers, C. P., & Slinde, J. A. (1998). Differential bundle functioning using the DFIT framework: Procedures for identifying possible sources of differential functioning. *AME*, 11, 353-369. (PDF)

- Oshima, T. C., Wright, K., & White, N. (2015). Multiple-Group Noncompensatory Differential Item Functioning in Raju's Differential Functioning of Items and Tests. *International Journal Of Testing*, 15(3), 254-273
- Paek, I., & Han, K. T. (2013). IRTPRO 2.1 for Windows (Item response theory for patient-reported outcomes). *Applied Psychological Measurement*, 37(3), 242-252.
- Pastor, D. A. (2003). The use of multilevel item response theory modeling in applied research: An illustration. *AME*, 16, 223-244.
- Penfield, R. (2014). An NCME instructional module on polytomous item response theory models. *Educational Measurement: Issues & Practice*, 33(1), 36-48.
- Pohl, S., Gräfe, L., & Rose, N. (2014). Dealing with omitted and not-reached items in competence tests: Evaluating approaches accounting for missing responses in item response theory models. *Educational & Psychological Measurement*, 74(3), 423-452.
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- Raju, N. S., van der Linden, W. J., & Fleer, P. F. (1995). IRT-based internal measures of differential functioning of items and tests. *APM*, 19, 353-368.
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