

Reading List

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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.
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- 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.
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- 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.
- Furqan, A., Akhtar, R., Alam, M., & Ahmed, R. A. (2020). Comparison of Item Response Theory with Classical Test Theory of Assessment. *Professional Medical Journal*, *27*(3), 448–454. <https://doi.org/10.29309/TPMJ/2020.27.3.3453>
- 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)
- Gómez-Benito, J., Sireci, S., Padilla, J.-L., Hidalgo, M. D., & Benítez, I. (2018). Differential Item Functioning: Beyond validity evidence based on internal structure. *Psicothema*, *30*(1), 104–109. <https://doi.org/10.7334/psicothema2017.183>
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- Harris, D. (1989). Comparison of 1-, 2-, and 3-parameter IRT models. *EMIP*, *8*(1), 35-41. (ITEM - PDF)
- Hiramatsu, Y., Asano, K., Kotera, Y., Sensui, T., Endo, A., Shimizu, E., Basran, J., & Goss, K. (2020). Development of the Japanese version of the Other As Shamer Scale using item response theory. *BMC Research Notes*, *13*(1), 1–5. <https://doi.org/10.1186/s13104-020-05027-z>
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- 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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- Maydeu-Olivares, A., & Joe, H. (2014). Assessing approximate fit in categorical data analysis. *Multivariate Behavioral Research*, *49*(4), 305-328.
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- measurement bias. *APM*, *17*, 297-334.
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- Oshima, T. C. (1994). The effect of speededness on parameter estimation in item response theory. *Journal of Educational Measurement*, *31*, 200-219.
- Oshima, T. C., & Morris, S. B. (2008). An NCME instructional module on Raju's differential functioning of items and tests (DFIT). *Educational Measurement: Issues and Practice*, *27*, 43-50.
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Weiss, D. J. (2004). Computer adaptive testing for effective and efficient measurement in counseling and education. *Measurement & Evaluation in Counseling & Development*, 37, 70-85.

Woods, C. M., Cai, L., & Wang, M. (2013). The Langer-Improved Wald Test for DIF Testing With Multiple Groups: Evaluation and Comparison to Two-Group IRT. *Educational & Psychological Measurement*, 73(3), 532-547.

You can obtain ITEMS (ITEMS: The Instructional Topics in Educational Measurement Series) article by visiting: <http://ncme.org/publications/items/>