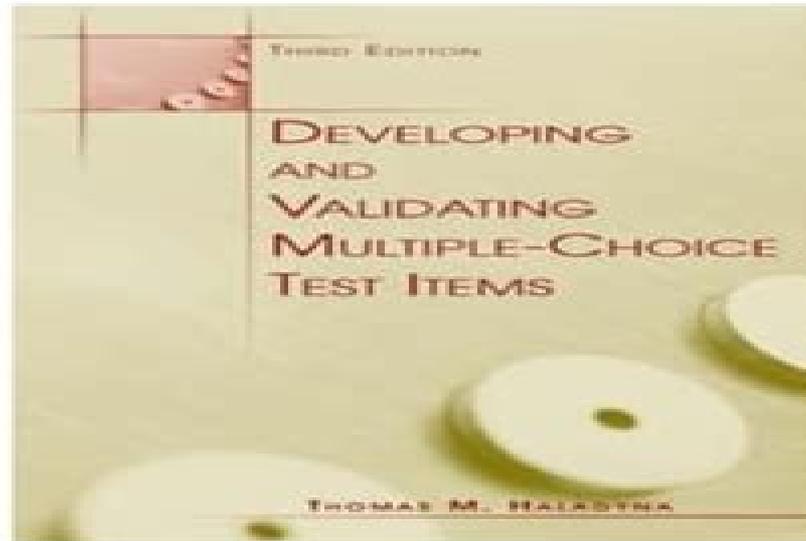


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Thomas M. Haladyna, Steven M. Downing, 2011-04-26 Despite the fact that test development is a growth industry that cuts across all levels of education and all the professions there has never been a comprehensive research oriented Handbook to which everyone developers and consumers can turn for guidance That is the mission of this book The Handbook of Test Development brings together well known scholars and test development practitioners to present chapters on all aspects of test development Each chapter contributor is not only a recognized expert with an academic and research background in their designated topic each one has also had hands on experience in various aspects of test development This thirty two chapter volume is organized into six sections foundations content item development test design test production and administration and post test activities The Handbook provides extensive treatment of such important but unrecognized topics as contracting for testing services item banking designing tests for small testing program and writing technical reports The Handbook is based on the Standards for Educational and Psychological Testing which serve as the foundation for sound test development practice These chapters also suggest best test development practices and highlight methods to improve test validity evidence This book is appropriate for graduate courses and seminars that deal with test development and usage professional testing services and credentialing agencies state and local boards of education and academic libraries serving these groups

Educational Measurement Robert L. Brennan, 2023-10-03 Educational Measurement has been the bible in its field since the first edition was published by ACE in 1951 The importance of this fourth edition of Educational Measurement is to extensively update and extend the topics treated in the previous three editions As such the fourth edition documents progress in the field and provides critical guidance to the efforts of new generations of researchers and practitioners Edited by Robert Brennan and jointly sponsored by the American Council on Education ACE and the National Council on Measurement in Education the fourth edition provides in depth treatments of critical measurement topics and the chapter authors are acknowledged experts in their respective fields Educational measurement researchers and practitioners will find this text essential and those interested in statistics psychology business and economics should also find this work to be of very strong interest Topics covered are divided into three subject areas theory and general principles construction administration and scoring and applications The first part of the book covers the topics of validation reliability item response theory scaling and norming linking and equating test fairness and cognitive psychology Part two includes chapters on test development test administration performance assessment setting performance standards and technology in testing The final

section includes chapters on second language testing testing for accountability in K 12 schools standardized assessment of individual achievement in K 12 schools higher education admissions testing monitoring educational progress licensure and certification testing and legal and ethical issues

Automatic Item Generation Mark J. Gierl, Thomas M. Haladyna, 2013 Automatic item generation AIG represents a relatively new and unique research area where specific cognitive and psychometric theories are applied to test construction practices for the purpose of producing test items using technology The purpose of this book is to bring researchers and practitioners up to date on the growing body of research on AIG by organizing in one volume what is currently known about this research area Part I begins with an overview of the concepts and topics necessary for understanding AIG by focusing on both its history and current applications Part II presents two theoretical frameworks and practical applications of these frameworks in the production of item generation Part III summarizes the psychological and substantive characteristics of generated items Part IV concludes with a discussion of the statistical models that can be used to estimate the item characteristics of generated items features one future application of AIG describes the current technologies used for AIG and also highlights the unresolved issues that must be addressed as AIG continues to mature as a research area Comprehensive The book provides a comprehensive analysis of both the theoretical concepts that define automatic item generation and the practical considerations required to implement these concepts Varied Applications Readers are provided with novel applications in diverse content areas e g science and reading comprehension that range across all educational levels elementary through university

Developing and Validating Multiple-choice Test Items Thomas M. Haladyna, 1994 This is the most current and comprehensive book devoted to item writing It addresses the related topics of multiple choice test item development and validation of responses to these test items two critical steps in the development of any cognitive test In so doing the volume provides a conceptual basis for item writing reviews the issue of constructed versus selected response testing presents a variety of formats provides guidance in developing items as well as a basis for reviewing evaluating and improving items and speculates about the future of item development and validation This book helps readers better understand the concepts principles and procedures available to build better test items that will lead to more reliable tests of ability and achievement

Advancements in Technology-Based Assessment: Emerging Item Formats, Test Designs, and Data Sources Frank Goldhammer, Ronny Scherer, Samuel Greiff, 2020-02-20 This eBook is a collection of articles from a Frontiers Research Topic Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series they are collections of at least ten articles all centered on a particular subject With their unique mix of varied contributions from Original Research to Review Articles Frontiers Research Topics unify the most influential researchers the latest key findings and historical advances in a hot research area Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office frontiersin.org about contact

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

Educational Assessment Thomas P. Hogan,2007 Following a practical approach this book focuses on educational assessment as it is practiced today in the actual world of classrooms school systems state departments and national organizations It first covers the basic concepts applicable to all types of assessment statistical concepts reliability validity and interpretive frameworks Then it explores the preparation of teacher made tests standardized tests and other important areas such as grading legal issues and evaluating one s own teaching

Writing Test Items to Evaluate Higher Order Thinking Thomas M. Haladyna,1997 Here s a book intended to help readers develop better test questions aimed at measuring their students or future students higher level thinking abilities such as writing reading mathematical or scientific problem solving critical thinking and creative thinking

Results and Interpretations of the 2003 Mathematics Assessment of the National Assessment of Educational Progress Peter Kloosterman, Frank K. Lester,2007 With the enactment of No Child Left Behind and its sanctions for schools that fail to make adequate yearly progress NAEP National Assessment of Educational Progress results are no longer afterthoughts Instead the results generate headlines and are at the forefront of discussion of what is working in schools and what needs to be changed As the scrutiny of NAEP results has increased the National Center for Education Statistics has provided more detailed reporting of the results and has increased the level of security of the assessment items Both the level of detail and the concern for item security have played prominent roles in the development of this book The foregoing changes make

understanding NAEP and its consequences crucial for any educator This book provides a background on NAEP looks at 2003 mathematics achievement in different content areas discusses data on who is teaching mathematics in the United States and examines students perception of mathematics Additionally the book deals with results from NAEP broken down by race ethnicity and by gender analyses certain NAEP results with a focus on what is actually measured by those results and examines changes in NAEP over the years and what those changes mean for NAEP as a tool for understanding student learning

Assessment in Singapore: Strategies and methods for classroom practice Poh Guan Toh, See Cheng Leong, 2014

Developing and Validating Assessments of Inference Ability in Reading Comprehension Linda M. Phillips, 1989

Assessment is Essential Susan Green, Robert L Johnson, 2009-05-27 Assessment is Essential offers a novel approach for educational assessment courses Stressing a practical approach that encourages students to think critically about designing the appropriate assessment for a wide range of situations Green provides students with tools they can use in their future classrooms

Encyclopedia of Measurement and Statistics Neil J. Salkind, 2007 Publisher Description **Planning & Changing**, 2007

Psychological Testing Thomas P. Hogan, 2007 Following an active learning approach this book provides readers with the foundation to perform testing in psychology and allied disciplines It first explores the basics of psychological testing and then covers the latest and most popular tests available

[The Relationship Between Item Format and Cognitive Processes in Wide-scale Assessment of Mathematics](#) Diane R. Garavaglia, 2001 [American Book Publishing Record](#), 2004

Classroom Assessment W. James Popham, 2005 I have an extremely high opinion of this textbook This is the only assessment text I have ever used that students actually read consistently Students frequently comment about their enjoyment of the text and their appreciation for the humor injected throughout the chapters Marcy Blackburn Cameron University The topics are presented very clearly are very well organized and are sufficiently comprehensive for pre service teachers Brian C McKeivitt Iowa State University Written in Jim Popham s characteristic witty style the Fourth Edition of Classroom Assessment addresses the range of assessments that teachers are likely to use in their classrooms The forces of accountability have changed educational assessment and this new edition now addresses the central issue of how classroom assessment can effectively benefit students when carried out in the context of accountability tests New legislation such as the No Child Left Behind Act NCLB and issues such as state standards that directly impact classroom testing and teaching are discussed to present readers with a series of practical action options In addition the text continues to analyze more traditional topics such as validity and reliability and discusses the alternative assessments used in today s classrooms MyLabSchool Discover where the classroom comes to life MyLabSchool gives you powerful insights into how real classrooms work From video clips of teachers and students interacting to sample lessons portfolio templates and standards integration we give you the tools you ll need to succeed in the classroom MyLabSchool is only available if your instructor has set up a MyLabSchool course Visit www.mylabschool.com to register all you need are your instructor s course ID and an access code

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