Bibliography

- American Educational Research Association, American Psychological Association, National Council on Measurement in Education, Joint Committee on Standards for Educational and Psychological Testing (U.S.). (2014). Standards for educational and psychological testing. Washington, DC: AERA.
- Angoff, W. H. (1971). Scales, norms and equivalent scores. In R.L. Thorndike (Ed.), *Educational measurement* (2nd ed., pp. 508–600). Washington, DC: American Council on Education.
- Center for Applied Special Technology (CAST). (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org.
- Crocker, L., & Algina, J. (2006). *Introduction to Classical and Modern Test Theory.* Belmont, CA: Wadsworth Publishing Company.
- Davies, S., O'Malley, K., & Wu, B. (2007, April). *Establishing measurement equivalence of transadapted reading and mathematics tests.* Paper presented at the 2007 annual meeting of the American Educational Research Association, Chicago.
- Efron, B. (1979). Bootstrap methods: Another look at the Jackknife. *The Annals of Statistics*, 7(1), 1–26.
- Efron, B., & Tibshirani, R. J. (1993). *An Introduction to the Bootstrap*. New York: Chapman and Hall.
- Ferrara, S., Lewis, D., Mercado, R., D'Brot, J., Barth, J., & Egan, K. (2011, April). A method for setting benchmarked performance standards: Workshop procedures, panelist judgments, and empirical results. Paper presented at the 2011 annual meeting of the National Council on Measurement in Education, New Orleans, LA.
- Hambleton, R. K., & Plake, B. S. (1995). Using an extended Angoff procedure to set standards on complex performance assessments. *Applied Measurement in Education*, 8, 41–56.
- Kane, M. T. (1992). An argument-based approach to validity. *Psychological Bulletin*, 112, 527–535.
- Kane, M. T. (2006). Validation. In R.L. Brennan (Ed.), *Educational measurement* (4th ed., pp. 17–64). Washington, DC: The National Council on Measurement in Education & the American Council on Education.

1

- Kolen, M. J., & Brennan, R. L. (2004). *Test Equating, Scaling, and Linking: Methods and Practices*. New York: Springer.
- Lee, W. (2010). Classification consistency and accuracy for complex assessments using item response theory. *Journal of Educational Measurement, 47*, 1-17.
- Linacre, J. M. (2018). Winsteps[®] Rasch measurement computer program User's Guide. Beaverton, Oregon: Winsteps.com.
- Lohr, S. L. (1999). *Sampling: Design and Analysis*. Pacific Grove, CA: Duxbury Press.
- Masters, G. N. (1982). A Rasch model for partial credit scoring. *Psychometrika*, 47(2), 149–174.
- Messick, S. (1989). Meaning and values in test validation: The science and ethics of assessment. *Educational Researcher*, 18(2), 5–11.
- O'Malley, K., Keng, L., & Miles, J. (2012). Using validity evidence to set performance standards. In G.J. Cizek (Ed.), *Setting Performance Standards: Foundations, Methods, and Innovations* (2nd ed., pp. 301–322). New York: Routledge.
- Petersen, N. S. (1987, September 25). *DIF procedures for use in statistical analysis* [ETS internal memorandum].
- Petersen, N. S., Kolen, M. J., & Hoover, H. D. (1989). Scaling, norming, and equating. In R.L. Linn (Ed.), *Educational Measurement* (3rd ed., pp. 221–262). New York: Macmillan.
- Phillips, G. W. (2012). The benchmark method of standard setting. In G. J. Cizek (Ed.), Setting Performance Standards: Foundations, Methods, and Innovations (2nd ed., pp. 323–346). New York: Routledge.
- Rasch, G. (1966). An individualistic approach to item analysis. In P. Lazarsfeld & N. W. Henry (Eds.), *Readings in Mathematical Social Science* (pp. 89–107). Chicago: Science Research Associates.
- Rudner, L. M. (2001). Computing the expected proportions of misclassified examinees. *Practical Assessment, Research & Evaluation*, 7(14). Available online: <u>https://pareonline.net/getvn.asp?v=7&n=14</u>.
- Rudner, L. M. (2005). Expected classification accuracy. *Practical* Assessment, Research & Evaluation, 10(13). Available online: <u>https://pareonline.net/getvn.asp?v=10&n=13</u>.
- Schafer, W. D., Wang, J., & Wang, V. (2009). Validity in action: State assessment validity evidence for compliance with NCLB. In R. W. Lissitz (Ed.) *The Concept of Validity: Revisions, New Directions and Applications* (pp. 173–193). Charlotte, NC: Information Age.
- Shepard, L. A. (1997). The centrality of test use and consequences for test validity. *Educational Measurement: Issues and Practice*, 16(2), 5–8, 13, 24.

Torgerson, W. S. (1958). Theory and Methods of Scaling. New York: Wiley.

- Way, W. D., Davis, L. L., & Fitzpatrick, S. (2006, April). Score comparability of online and paper administrations of the Texas Assessment of Knowledge and Skills. Paper presented at the 2006 annual meeting of the National Council on Measurement in Education, San Francisco, CA.
- Wingersky, M.S., & Lord, F.M. (1984). An investigation of methods for reducing sampling error in certain IRT procedures. Applied Psychological Measurement, 8(3), 347-364.
- Wright, B. D. (1977). Solving measurement problems with the Rasch model. *Journal of Educational Measurement*, 14, 97–116.
- Wright, B. D., & Masters, G. N. (1982). *Rating scale analysis*. Chicago: MESA Press.
- Wright, B.D., & Stone, M.H. (1979). *Best test design*. Chicago: MESA Press.
- Zieky, M. (1993). DIF statistics in test development. In P. W. Holland & H. Wainer (Eds.), *Differential item functioning* (pp. 337–347). Hillsdale, NJ: Erlbaum.

