Mark R Wilson

List of Publications by Year
in descending order

137 papers	5,779 citations	94433 37 h-index	85541 71 g-index
143 all docs	143 docs citations	143 times ranked	3637 citing authors

#	Article	IF	Citations
1	Seeking a better balance between efficiency and interpretability: Comparing the likert response format with the Guttman response format.. Psychological Methods, 2023, 28, 1358-1373.	3.5	0
2	Developing a Theory of Two Latent Soft Skills Progress Variables using the BEAR Assessment System: Validity Evidence for the Internal Structure of the Social Evaluative in the Workplace Instrument. Journal of Psychoeducational Assessment, 2022, 40, 381-399.	1.5	2
3	Improving Learning: Using a Learning Progression to Coordinate Instruction and Assessment. Frontiers in Education, 2021, 6, .	2.1	4
4	A Taxonomy of Critical Dimensions at the Intersection of Learning Analytics and Educational Measurement. Frontiers in Education, 2021, 6, .	2.1	2
5	Designing a Learning Progression about Micro-Evolution to Inform Instruction and Assessment in Elementary Science. Education Sciences, 2021, 11, 609.	2.6	3
6	Education and training guidelines for psychological assessment in health service psychology.. American Psychologist, 2021, 76, 794-801.	4.2	7
7	Investigation of adolescents' developmental stages in deductive reasoning: An application of a specialized confirmatory mixture IRT approach. Behavior Research Methods, 2020, 52, 224-235.	4.0	4
8	Polytomous item explanatory IRT models with random item effects: Concepts and an application. Measurement: Journal of the International Measurement Confederation, 2020, 151, 107062.	5.0	0
9	Having your cake and eating it too: Multiple dimensions and a composite. Measurement: Journal of the International Measurement Confederation, 2020, 151, 107247.	5.0	9
10	An online platform for sociocognitive metrology: the BEAR Assessment System Software. Measurement Science and Technology, 2020, 31, 034006.	2.6	9
11	Polytomous Item Explanatory Item Response Theory Models. Educational and Psychological Measurement, 2020, 80, 726-755.	2.4	12
12	The human sciences, models and metrological mythology. Measurement: Journal of the International Measurement Confederation, 2020, 152, 107346.	5.0	12
13	An innovative measure of orthographic processing: Development and initial validation. Language Testing, 2020, 37, 435-452.	3.2	3
14	Validation of a digital tool for diagnosing mathematical proficiency. International Journal of Evaluation and Research in Education, 2020, 9, 665.	0.7	2
15	Developing an assessment framework of multidimensional scientific competencies. International Journal of Evaluation and Research in Education, 2020, 9, 963.	0.7	0
16	Development of an assessment tool for mathematical reading, analytical thinking and mathematical writing. International Journal of Evaluation and Research in Education, 2020, 9, 955.	0.7	4
17	Designing and verifying a tool for diagnosing scientific misconceptions in genetics topic. International Journal of Evaluation and Research in Education, 2020, 9, 564.	0.7	1
18	Domain modelling for advanced learning environments: the BEAR Assessment System Software. Educational Psychology, 2019, 39, 1199-1217.	2.7	11

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19	The Use and Validity of Standardized Achievement Tests for Evaluating New Curricular Interventions in Mathematics and Science. American Journal of Evaluation, 2019, 40, 190-213.	2.1	10
20	Assessing pupils' attitudes towards religious and worldview diversity – development and validation of a nuanced measurement instrument. British Journal of Religious Education, 2019, 41, 371-387.	0.8	4
21	Primary Grade Children's Capacity to Understand Microevolution: The Power of Leveraging Their Fruitful Intuitions and Engagement in Scientific Practices. Journal of the Learning Sciences, 2019, 28, 556-615.	2.9	7
22	A Construct Modeling Approach to the Assessment of Reading Comprehension for Adolescent Readers. Reading Psychology, 2019, 40, 191-241.	1.4	7
23	Stability of Retrospective Pregnancy Intention Reporting Among Women with Unwanted Pregnancies in the United States. Maternal and Child Health Journal, 2019, 23, 1547-1555.	1.5	19
24	Scale Alignment in Between-Item Multidimensional Rasch Models. Journal of Educational Measurement, 2019, 56, 280-301.	1.2	8
25	Trifactor Models for Multiple-Ratings Data. Multivariate Behavioral Research, 2019, 54, 360-381.	3.1	13
26	Can there be one meaning of "measurement" across the sciences?. Journal of Physics: Conference Series, 2019, 1379, 012022.	0.4	1
27	Introduction to the Special Issue on Classroom Assessment. Journal of Educational Measurement, 2019, 56, 667-669.	1.2	1
28	Intersubjectivity of measurement across the sciences. Measurement: Journal of the International Measurement Confederation, 2019, 131, 764-770.	5.0	23
29	The Campbell Paradigm as a Behavior-Predictive Reinterpretation of the Classical Tripartite Model of Attitudes. European Psychologist, 2019, 24, 359-374.	3.1	42
30	Psychometric Evaluation of an Instrument to Measure Prospective Pregnancy Preferences. Medical Care, 2019, 57, 152-158.	2.4	57
31	Assessing College-Ready Data-Based Reasoning. , 2019, , 93-120.		1
32	Making Measurement Important for Education: The Crucial Role of Classroom Assessment. Educational Measurement: Issues and Practice, 2018, 37, 5-20.	1.4	47
33	Classroom Assessment: Continuing the Discussion. Educational Measurement: Issues and Practice, 2018, 37, 49-51.	1.4	1
34	Using item response theory to describe the Nonverbal Literacy Assessment (NVLA). Psychology in the Schools, 2018, 55, 341-349.	1.8	1
35	Community-based teacher professional development in remote areas in Indonesia. Journal of Education for Teaching, 2018, 44, 212-231.	2.0	16
36	Exploring the item features of a science assessment with complex tasks. Measurement: Journal of the International Measurement Confederation, 2018, 114, 16-24.	5.0	3

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37	The quality of measurement results in terms of the structural features of the measurement process. Measurement: Journal of the International Measurement Confederation, 2018, 116, 611-620.	5.0	29
38	Quantities, Quantification, and the Necessary and Sufficient Conditions for Measurement. Measurement: Journal of the International Measurement Confederation, 2017, 100, 115-121.	5.0	49
39	Random Item MIRID Modeling and Its Application. Applied Psychological Measurement, 2017, 41, 97-114.	1.0	2
40	Learning in Digital Networks â€" ICT literacy: A novel assessment of students' 21st century skills. Computers and Education, 2017, 109, 11-37.	8.3	104
41	Modeling Data From Collaborative Assessments: Learning in Digital Interactive Social Networks. Journal of Educational Measurement, 2017, 54, 85-102.	1.2	23
42	A construct-modeling approach to develop a learning progression of how students understand the structure of matter. Journal of Research in Science Teaching, 2017, 54, 1024-1048.	3.3	40
43	Measurement: Introducing an Introduction. Measurement, 2017, 15, 1-1.	0.2	1
44	Thanks and Farewell!. Measurement, 2017, 15, 111-112.	0.2	0
45	Structured Constructs Models Based on Changeâ€Point Analysis. Journal of Educational Measurement, 2017, 54, 306-332.	1.2	5
46	Mapping a Data Modeling and Statistical Reasoning Learning Progression using Unidimensional and Multidimensional Item Response Models. Journal of Applied Measurement, 2017, 18, 268-298.	0.3	4
47	Assessment as a tool to Understand Studentsâ€™ Conceptions of the Structure of Matter. Journal of Physics: Conference Series, 2016, 772, 012049.	0.4	0
48	A meta-structural understanding of measurement. Journal of Physics: Conference Series, 2016, 772, 012009.	0.4	4
49	Exploring plausible causes of differential item functioning in the PISA science assessment: language, curriculum or culture. Educational Psychology, 2016, 36, 378-390.	2.7	28
50	On the philosophical foundations of psychological measurement. Measurement: Journal of the International Measurement Confederation, 2016, 79, 311-320.	5.0	64
51	Assessment of Learning in Digital Interactive Social Networks: A Learning Analytics Approach. Online Learning Journal, 2016, 20, .	1.8	13
52	A structural framework across strongly and weakly defined measurements. , 2015, , .		2
53	Assessment of Complex Cognition: Commentary on the Design and Validation of Assessments. Theory Into Practice, 2015, 54, 263-273.	1.6	10
54	Rethinking ICT literacy: From computer skills to social network settings. Thinking Skills and Creativity, 2015, 18, 65-80.	3.5	54

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55	Multidimensional Classification of Examinees Using the Mixture Random Weights Linear Logistic Test Model. Educational and Psychological Measurement, 2015, 75, 78-101.	2.4	9
56	A General Saltus LLTM-R for Cognitive Assessments. Springer Proceedings in Mathematics and Statistics, 2015, , 73-90.	0.2	2
57	A Competence Model for Environmental Education. Environment and Behavior, 2014, 46, 972-992.	4.7	291
58	Examining the Internal Structure Evidence for the Performance Assessment for California Teachers. Journal of Teacher Education, 2014, 65, 402-420.	3.5	22
59	An introduction to the Rasch measurement approach for metrologists. Measurement: Journal of the International Measurement Confederation, 2014, 51, 315-327.	5.0	65
60	Seeking a Balance Between the Statistical and Scientific Elements in Psychometrics. Psychometrika, 2013, 78, 211-236.	2.1	24
61	Using the concept of a measurement system to characterize measurement models used in psychometrics. Measurement: Journal of the International Measurement Confederation, 2013, 46, 3766-3774.	5.0	40
62	An investigation of the nature of the influences of item stem and option representation on student responses to a mathematics test. European Journal of Psychology of Education, 2013, 28, 1141-1161.	2.6	7
63	On the conceptual foundations of psychological measurement. Journal of Physics: Conference Series, 2013, 459, 012008.	0.4	2
64	Quantification is Neither Necessary Nor Sufficient for Measurement. Journal of Physics: Conference Series, 2013, 459, 012007.	0.4	7
65	Psychometrics. , 2013, , 3-30.		6
66	Some Comments on Representing Construct Levels in Psychometric Models. Springer Proceedings in Mathematics and Statistics, 2013, , 319-334.	0.2	0
67	On the Relationship Between Differential Item Functioning and Item Difficulty. Educational and Psychological Measurement, 2012, 72, 5-36.	2.4	21
68	The Rasch Rating Model and the Disordered Threshold Controversy. Educational and Psychological Measurement, 2012, 72, 547-573.	2.4	89
69	An IRT modeling of change over time for repeated measures item response data using a random weights linear logistic test model approach. Asia Pacific Education Review, 2012, 13, 487-494.	2.5	5
70	Perspectives on Methodological Issues. , 2012, , 67-141.		22
71	Measurement Principles for Gaming. , 2012, , 287-305.		0
72	Road Maps for Learning: A Guide to the Navigation of Learning Progressions. Measurement, 2011, 9, 71-123.	0.2	75

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73	A Model of Cognition: The Missing Cornerstone of Assessment. Educational Psychology Review, 2011, 23, 221-234.	8.4	39
74	Comments and Thoughts. Measurement, 2011, 9, 169-172.	0.2	1
75	Formulating the Rasch Differential Item Functioning Model Under the Marginal Maximum Likelihood Estimation Context and Its Comparison With Mantelâ€"Haenszel Procedure in Short Test and Small Sample Conditions. Educational and Psychological Measurement, 2011, 71, 1023-1046.	2.4	40
76	Building out a measurement model to incorporate complexities of testing in the language domain. Language Testing, 2011, 28, 441-462.	3.2	7
77	Validating a Learning Progression in Mathematical Functions for College Readiness. Mathematical Thinking and Learning, 2011, 13, 259-291.	1.2	42
78	The Nature of Assessment Systems to Support Effective Use of Evidence through Technology. E-Learning and Digital Media, 2011, 8, 121-132.	2.6	9
79	Explanatory Secondary Dimension Modeling of Latent Differential Item Functioning. Applied Psychological Measurement, 2011, 35, 583-603.	1.0	30
80	A Framework for Analyzing Scientific Reasoning in Assessments. Educational Assessment, 2010, 15, 142-174.	1.5	36
81	The Evidence-Based Reasoning Framework: Assessing Scientific Reasoning. Educational Assessment, 2010, 15, 123-141.	1.5	67
82	Articulating Assessments Across Childhood: The Cross-Age Validity of the Desired Results Developmental Profileâ€"Revised. Educational Assessment, 2010, 15, 1-26.	1.5	9
83	Validation of the International Classification of Functioning Disability and Health framework using multidimensional item response modeling. Disability and Rehabilitation, 2010, 32, 1397-1405.	1.8	16
84	Measuring pregnancy planning. Demographic Research, 2010, 23, 293-334.	3.0	49
85	Gender Differences in Large-Scale Math Assessments: PISA Trend 2000 and 2003. Applied Measurement in Education, 2009, 22, 164-184.	1.1	50
86	Measuring progressions: Assessment structures underlying a learning progression. Journal of Research in Science Teaching, 2009, 46, 716-730.	3.3	249
87	Mapping student understanding in chemistry: The Perspectives of Chemists. Science Education, 2009, 93, 56-85.	3.0	56
88	Cognitive Diagnosis Using Item Response Models. Zeitschrift Fuer Psychologie Mit Zeitschrift Fuer Angewandte Psychologie, 2008, 216, 74-88.	1.0	22
89	Adaptive technology for eâ€"learning: principles and case studies of an emerging field. Journal of the Association for Information Science and Technology, 2007, 58, 2295-2309.	2.6	16
90	Generalizability in Item Response Modeling. Journal of Educational Measurement, 2007, 44, 131-155.	1.2	47

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91	Contrasting the expectations for student understanding of chemistry with levels achieved: a brief case-study of student nurses. Chemistry Education Research and Practice, 2006, 7, 170-184.	2.5	13
92	Improving measurement in health education and health behavior research using item response modeling: introducing item response modeling. Health Education Research, 2006, 21, i4-i18.	1.9	47
93	Diagnostic Assessment With Ordered Multiple-Choice Items. Educational Assessment, 2006, 11, 33-63.	1.5	198
94	Introducing equating methodologies to compare test scores from two different self-regulation scales. Health Education Research, 2006, 21, i110-i120.	1.9	13
95	Modeling Randomness in Judging Rating Scales with a Random-Effects Rating Scale Model. Journal of Educational Measurement, 2006, 43, 335-353.	1.2	26
96	Assessment to improve learning in higher education: The BEAR Assessment System. Higher Education, 2006, 52, 635-663.	4.4	67
97	Improving measurement in health education and health behavior research using item response modeling: comparison with the classical test theory approach. Health Education Research, 2006, 21, i19-i32.	1.9	64
98	Introducing multidimensional item response modeling in health behavior and health education research. Health Education Research, 2006, 21, i73-i84.	1.9	18
99	Does participation in an intervention affect responses on self-report questionnaires?. Health Education Research, 2006, 21, i98-i109.	1.9	30
100	Improving psychometric methods in health education and health behavior research. Health Education Research, 2006, 21, i1-i3.	1.9	6
101	Evaluating the properties of a stage-specific self-efficacy scale for physical activity using classical test theory, confirmatory factor analysis and item response modeling. Health Education Research, 2006, 21, i33-i46.	1.9	23
102	The construct of internalization: conceptualization, measurement, and prediction of smoking treatment outcome. Psychological Medicine, 2005, 35, 395-408.	4.5	22
103	A Conceptual and Psychometric Framework for Distinguishing Categories and Dimensions.. Psychological Review, 2005, 112, 129-158.	3.8	104
104	Exploring Local Item Dependence Using a Random-Effects Facet Model. Applied Psychological Measurement, 2005, 29, 296-318.	1.0	72
105	Local Item Dependence for Items Across Tests Connected by Common Stimuli. Educational and Psychological Measurement, 2005, 65, 5-27.	2.4	17
106	The shape of development. European Journal of Developmental Psychology, 2005, 2, 163-195.	1.8	58
107	Assessment of Differential Item Functioning in Testlet-Based Items Using the Rasch Testlet Model. Educational and Psychological Measurement, 2005, 65, 549-576.	2.4	22
108	The Rasch Testlet Model. Applied Psychological Measurement, 2005, 29, 126-149.	1.0	129

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109	Goal-directed conservation behavior: the specific composition of a general performance. Personality and Individual Differences, 2004, 36, 1531-1544.	2.9	316
110	Environmental knowledge and conservation behavior: exploring prevalence and structure in a representative sample. Personality and Individual Differences, 2004, 37, 1597-1613.	2.9	631
111	Domain-general and domain-specific developmental assessments: do they measure the same thing?. Cognitive Development, 2003, 18, 61-78.	1.3	36
112	Psychometric Principles in Student Assessment. , 2003, , 489-531.		20
113	From Principles to Practice: An Embedded Assessment System. Applied Measurement in Education, 2000, 13, 181-208.	1.1	210
114	The Multidimensional Random Coefficients Multinomial Logit Model. Applied Psychological Measurement, 1997, 21, 1-23.	1.0	689
115	Application of a Rasch analysis to the examination of the perception of facial affect among persons with mental retardation. Research in Developmental Disabilities, 1996, 17, 161-171.	2.2	11
116	Marginal maximum likelihood estimation for a psychometric model of discontinuous development. Psychometrika, 1996, 61, 41-71.	2.1	38
117	Rasch models for item bundles. Psychometrika, 1995, 60, 181-198.	2.1	98
118	Book Review : Rasch Models: Foundations, Recent Developments, and Applications Gerhard H. Fischer and Ivo W. Molenaar (Eds.) New York: Springer-Verlag, 1995, 436 pp., approx. $54.95. Applied Psychological Measurement, 1995, 19, 392-394.	1.0	1
119	Complex Composites: Issues That Arise in Combining Different Modes of Assessment. Applied Psychological Measurement, 1995, 19, 51-71.	1.0	28
120	Interrelationships among students' study activities, self-concept of academic ability, and achievement as a function of characteristics of high-school biology courses. Applied Cognitive Psychology, 1993, 7, 499-532.	1.6	43
121	The partial credit model and null categories. Psychometrika, 1993, 58, 87-99.	2.1	27
122	The Ordered artition Model: An Extension of the Partial Credit Model. Applied Psychological Measurement, 1992, 16, 309-325.	1.0	47
123	Measuring a van Hiele Geometry Sequence: A Reanalysis. Journal for Research in Mathematics Education, 1990, 21, 230.	1.8	9
124	Empirical Examination of a Learning Hierarchy Using an Item Response Theory Model. Journal of Experimental Education, 1989, 57, 357-371.	2.6	4
125	An Evaluation of Woodruffâ€™s Technique for Variance Estimation in Educational Surveys. Journal of Educational Statistics, 1989, 14, 81-101.	0.9	0
126	Saltus: A psychometric model of discontinuity in cognitive development.. Psychological Bulletin, 1989, 105, 276-289.	6.1	125

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127	A Comparison of Deterministic and Probabilistic Approaches to Measuring Learning Structures. Australian Journal of Education, 1989, 33, 127-140.	1.5	18
128	Desktop Loglinear Modelling. Australian Journal of Education, 1989, 33, 197-219.	1.5	7
129	Using the Partial Credit Model to Investigate Responses to Structured Subtests. Applied Measurement in Education, 1988, 1, 319-334.	1.1	9
130	Internal Construct Validity and Reliability of a Quality of School Life Instrument Across Nationality and School Level. Educational and Psychological Measurement, 1988, 48, 995-1009.	2.4	5
131	Detecting and Interpreting Local Item Dependence Using a Fannily of Rasch Models. Applied Psychological Measurement, 1988, 12, 353-364.	1.0	32
132	Many hands make light work: Integrating research on primate handedness. Behavioral and Brain Sciences, 1988, 11, 733-735.	0.7	0
133	Assessment to Improve Learning in Mathematics: The BEAR Assessment System. , 0, , 311-332.		7
134	Keynote: Rethinking measurement for accountable assessment. , 0, , .		1
135	Explanatory Item Response Models. , 0, , 247-266.		21
136	Evaluating the Validity of Portfolio Assessments for Licensure Decisions. Education Policy Analysis Archives, 0, 22, 6.	0.4	11
137	The revised SAT score and its potential benefits for the admission of minority students to higher education. Education Policy Analysis Archives, 0, 23, 113.	0.4	1