

# George Engelhard

## List of Publications by Year in descending order

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58  
papers

1,054  
citations

430874

18  
h-index

454955

30  
g-index

60  
all docs

60  
docs citations

60  
times ranked

559  
citing authors

#	ARTICLE	IF	CITATIONS
1	Exploring difficult-to-score essays with a hyperbolic cosine accuracy model and Coh-Metrix indices. <i>Journal of Experimental Education</i> , 2023, 91, 125-144.	2.6	0
2	Assessing the dimensionality of food-security measures. <i>Journal of Economic and Social Measurement</i> , 2022, 45, 183-213.	0.7	0
3	Exploring Rater Accuracy Using Unfolding Models Combined with Topic Models: Incorporating Supervised Latent Dirichlet Allocation. <i>Measurement</i> , 2022, 20, 34-46.	0.2	2
4	Using a Bifactor Model to Measure Food Insecurity in Households with Children. <i>Journal of Family and Economic Issues</i> , 2020, 41, 492-504.	2.4	4
5	Conceptualizing Rater Judgments and Rating Processes for Rater-Mediated Assessments. <i>Journal of Educational Measurement</i> , 2019, 56, 582-609.	1.2	7
6	Exploring the Impersonal Judgments and Personal Preferences of Raters in Rater-Mediated Assessments With Unfolding Models. <i>Educational and Psychological Measurement</i> , 2019, 79, 773-795.	2.4	9
7	Exploring decision consistency and decision accuracy across rating designs in rater-mediated music performance assessments. <i>Musicae Scientiae</i> , 2019, 23, 465-485.	2.9	2
8	Using person response functions to investigate areas of person misfit related to item characteristics. <i>Educational Assessment</i> , 2018, 23, 47-68.	1.5	13
9	Using Household Fit Indices to Examine the Psychometric Quality of Food Insecurity Measures. <i>Educational and Psychological Measurement</i> , 2018, 78, 1089-1107.	2.4	6
10	The Influence of Rater Effects in Training Sets on the Psychometric Quality of Automated Scoring for Writing Assessments. <i>International Journal of Testing</i> , 2018, 18, 27-49.	0.3	15
11	Evaluating rater accuracy and perception for integrated writing assessments using a mixed-methods approach. <i>Assessing Writing</i> , 2017, 33, 36-47.	3.4	34
12	Incorporating Criterion Ratings Into Model-Based Rater Monitoring Procedures Using Latent-Class Signal Detection Theory. <i>Applied Psychological Measurement</i> , 2017, 41, 472-491.	1.0	6
13	Cogitations on Power and Consequences of Measurement. <i>Measurement</i> , 2017, 15, 5-9.	0.2	0
14	Cogitations on Invariant Measurement. <i>Springer Series in Measurement Science and Technology</i> , 2017, , 11-24.	0.8	0
15	Evaluating Model-Data Fit by Comparing Parametric and Nonparametric Item Response Functions: Application of a Tukey-Hann Procedure. <i>Journal of Applied Measurement</i> , 2017, 18, 54-66.	0.3	1
16	Examining Rater Precision in Music Performance Assessment. <i>Music Perception</i> , 2016, 33, 662-678.	1.1	34
17	Exploring the Effects of Rater Linking Designs and Rater Fit on Achievement Estimates Within the Context of Music Performance Assessments. <i>Educational Assessment</i> , 2016, 21, 278-299.	1.5	23
18	Evaluating Rater Accuracy in Rater-Mediated Assessments Using an Unfolding Model. <i>Educational and Psychological Measurement</i> , 2016, 76, 1005-1025.	2.4	9

#	ARTICLE	IF	CITATIONS
19	Exploring Rating Quality in Rater-Mediated Assessments Using Mokken Scale Analysis. Educational and Psychological Measurement, 2016, 76, 685-706.	2.4	11
20	A Hyperbolic Cosine Unfolding Model for Evaluating Rater Accuracy in Writing Assessments. , 2016, , 183-197.		1
21	Examining the Psychometric Quality of a Modified Perceived Authenticity in Writing Scale with Rasch Measurement Theory. , 2016, , 71-87.		0
22	Exploring Aberrant Responses Using Person Fit and Person Response Functions. Journal of Applied Measurement, 2016, 17, 194-208.	0.3	3
23	Rater fairness in music performance assessment: Evaluating model-data fit and differential rater functioning. Musicae Scientiae, 2015, 19, 147-170.	2.9	38
24	Involving Diverse Communities of Practice to Minimize Unintended Consequences of Test-Based Accountability Systems. Measurement, 2015, 13, 26-30.	0.2	3
25	A dyadic model of living with epilepsy based on the perspectives of adults with epilepsy and their support persons. Epilepsy and Behavior, 2015, 53, 1-9.	1.7	10
26	Comparing the Effectiveness of Self-Paced and Collaborative Framework Reference Training on Rater Accuracy in a Large-Scale Writing Assessment. Journal of Educational Measurement, 2015, 52, 301-318.	1.2	28
27	Perspectives of Adults With Epilepsy and Their Support Persons on Self-Management Support. Qualitative Health Research, 2014, 24, 1553-1566.	2.1	13
28	Exploring Differential Subgroup Functioning on SAT Writing Items: What Happens When English Is Not a Test Taker's Best Language?. International Journal of Testing, 2014, 14, 339-359.	0.3	4
29	Alternative Measurement Paradigms for Measuring Executive Functions: SEM (Formative and) Tj ETQq1 1 0.784314 rgBT /Overlock 10 T	0.2	9
30	A mixed methods analysis of support for self-management behaviors: Perspectives of people with epilepsy and their support providers. Epilepsy and Behavior, 2014, 31, 152-159.	1.7	13
31	Development and validation of a scale to measure perceived authenticity in writing. Assessing Writing, 2014, 21, 18-36.	3.4	14
32	How invariant and accurate are domain ratings in writing assessment?. Assessing Writing, 2013, 18, 278-299.	3.4	33
33	Using the Many-Faceted Rasch Model to Evaluate Standard Setting Judgments. Educational and Psychological Measurement, 2013, 73, 386-411.	2.4	10
34	Epistemic Iterations and Consensus Definitions of Validity. Measurement, 2012, 10, 55-58.	0.2	3
35	Examining rating quality in writing assessment: rater agreement, error, and accuracy. Journal of Applied Measurement, 2012, 13, 321-35.	0.3	10
36	Person Response Functions and the Definition of Units in the Social Sciences. Measurement, 2011, 9, 40-45.	0.2	2

#	ARTICLE	IF	CITATIONS
37	Historical view of the influences of measurement and writing theories on the practice of writing assessment in the United States. <i>Assessing Writing</i> , 2011, 16, 189-211.	3.4	57
38	Using Rasch Measurement Theory to Examine Two Instructional Approaches for Teaching and Learning of French Grammar. <i>Journal of Educational Research</i> , 2011, 104, 267-282.	1.6	11
39	Evaluating the Bookmark Judgments of Standard-Setting Panelists. <i>Educational and Psychological Measurement</i> , 2011, 71, 909-924.	2.4	7
40	Using Explanatory Item Response Theory Modeling to Investigate Context Effects of Differential Item Functioning for Students With Disabilities. <i>Educational and Psychological Measurement</i> , 2011, 71, 129-147.	2.4	25
41	Performance of Students With and Without Disabilities Under Modified Conditions. <i>Journal of Special Education</i> , 2010, 44, 79-93.	1.7	13
42	Using Confirmatory Factor Analysis and the Rasch Model to Assess Measurement Invariance in a High Stakes Reading Assessment. <i>Applied Measurement in Education</i> , 2010, 23, 286-306.	1.1	24
43	Using Item Response Theory and Model Data Fit to Conceptualize Differential Item and Person Functioning for Students With Disabilities. <i>Educational and Psychological Measurement</i> , 2009, 69, 585-602.	2.4	31
44	Using classical and modern measurement theories to explore rater, domain, and gender influences on student writing ability. <i>Journal of Applied Measurement</i> , 2009, 10, 225-46.	0.3	12
45	Historical Perspectives on Invariant Measurement: Guttman, Rasch, and Mokken. <i>Measurement</i> , 2008, 6, 155-189.	0.2	24
46	Re-conceptualizing Validity within the Context of a New Measure of Mathematical Knowledge for Teaching. <i>Measurement</i> , 2007, 5, 142-156.	0.2	6
47	MONITORING FACULTY CONSULTANT PERFORMANCE IN THE ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION PROGRAM WITH A MANY-FACETED RASCH MODEL. ETS Research Report Series, 2003, 2003, i.	0.8	35
48	INVESTIGATING ASSESSOR EFFECTS IN NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS ASSESSMENTS FOR EARLY CHILDHOOD/GENERALIST AND MIDDLE CHILDHOOD/GENERALIST CERTIFICATION. ETS Research Report Series, 2000, 2000, i.	0.8	4
49	Evaluating the Quality of Ratings Obtained from Standard-Setting Judges. <i>Educational and Psychological Measurement</i> , 1998, 58, 179-196.	2.4	11
50	Evaluating Rater Accuracy in Performance Assessments. <i>Journal of Educational Measurement</i> , 1996, 33, 56-70.	1.2	61
51	Clarification to "Examining Rater Errors in the Assessment of Written Composition With a Many-Faceted Rasch Model". <i>Journal of Educational Measurement</i> , 1996, 33, 115-116.	1.2	3
52	Writing Tasks and Gender: Influences on Writing Quality of Black and White Students. <i>Journal of Educational Research</i> , 1994, 87, 197-209.	1.6	19
53	Examining Rater Errors in the Assessment of Written Composition With a Many-Faceted Rasch Model. <i>Journal of Educational Measurement</i> , 1994, 31, 93-112.	1.2	198
54	Measurement with judges: Many-faceted conjoint measurement. <i>International Journal of Educational Research</i> , 1994, 21, 569-577.	2.2	26

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55	Historical Views of Invariance: Evidence from the Measurement Theories of Thorndike, Thurstone, and Rasch. <i>Educational and Psychological Measurement</i> , 1992, 52, 275-291.	2.4	14
56	Grade Level, Gender, and School-Related Curiosity in Urban Elementary Schools. <i>Journal of Educational Research</i> , 1988, 82, 22-26.	1.6	21
57	Full-Information Item Factor Analysis: Applications of EAP Scores. <i>Applied Psychological Measurement</i> , 1985, 9, 417-430.	1.0	46
58	Constructing a Test Network with a Rasch Measurement Model. <i>Applied Psychological Measurement</i> , 1983, 7, 283-294.	1.0	5