

# Ernesto San Martin

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/11976028/publications.pdf>

Version: 2024-02-01

22  
papers

761  
citations

759233

12  
h-index

677142

22  
g-index

23  
all docs

23  
docs citations

23  
times ranked

598  
citing authors

#	ARTICLE	IF	CITATIONS
1	Assessment of 21st century ICT skills in Chile: Test design and results from high school level students. Computers and Education, 2012, 59, 1042-1053.	8.3	190
2	Teaching in a Digital Environment (TIDE): Defining and measuring teachers' capacity to develop students' digital information and communication skills. Computers and Education, 2018, 121, 162-174.	8.3	108
3	Linear mixed models with skew-elliptical distributions: A Bayesian approach. Computational Statistics and Data Analysis, 2008, 52, 5033-5045.	1.2	84
4	IRT Models for Ability-Based Guessing. Applied Psychological Measurement, 2006, 30, 183-203.	1.0	75
5	Understanding factors related to Chilean students' digital skills: A mixed methods analysis. Computers and Education, 2015, 88, 387-398.	8.3	52
6	On the Unidentifiability of the Fixed-Effects 3PL Model. Psychometrika, 2015, 80, 450-467.	2.1	40
7	Executive function in Chilean preschool children: Do short-term memory, working memory, and response inhibition contribute differentially to early academic skills?. Early Childhood Research Quarterly, 2019, 46, 187-200.	2.7	37
8	Comparing marginal effects of Chilean students' economic, social and cultural status on digital versus reading and mathematics performance. Computers and Education, 2015, 82, 1-10.	8.3	35
9	Identification of the 1PL Model with Guessing Parameter: Parametric and Semi-parametric Results. Psychometrika, 2013, 78, 341-379.	2.1	30
10	On the Bayesian Nonparametric Generalization of IRT-Type Models. Psychometrika, 2011, 76, 385-409.	2.1	21
11	School System Evaluation by Value Added Analysis Under Endogeneity. Psychometrika, 2014, 79, 130-153.	2.1	19
12	Identification of parametric Rasch-type models. Journal of Statistical Planning and Inference, 2013, 143, 116-130.	0.6	15
13	Identified Parameters, Parameters of Interest and Their Relationships. Measurement, 2009, 7, 97-105.	0.2	9
14	A note on the parameterization of multivariate skewed-normal distributions. Brazilian Journal of Probability and Statistics, 2013, 27, .	0.4	9
15	Exploring Complete School Effectiveness via Quantile Value Added. Journal of the Royal Statistical Society Series A: Statistics in Society, 2017, 180, 315-340.	1.1	8
16	Higher Education Value Added Using Multiple Outcomes. Journal of Educational Measurement, 2016, 53, 368-400.	1.2	7
17	On the Relationships between Sum Score Based Estimation and Joint Maximum Likelihood Estimation. Psychometrika, 2008, 73, 145-151.	2.1	6
18	The Use of an Identifiability-Based Strategy for the Interpretation of Parameters in the 1PL-G and Rasch Models. Psychometrika, 2019, 84, 511-528.	2.1	5

#	ARTICLE	IF	CITATIONS
19	What Do You Mean by a Difficult Item? On the Interpretation of the Difficulty Parameter in a Rasch Model. Springer Proceedings in Mathematics and Statistics, 2015, , 1-14.	0.2	4
20	Identifiability of structural characteristics: How relevant is it for the Bayesian approach?. Brazilian Journal of Probability and Statistics, 2018, 32, .	0.4	3
21	Generating data from improper distributions: application to Cox proportional hazards models with cure. Journal of Statistical Computation and Simulation, 2014, 84, 204-214.	1.2	2
22	A Critical View on the NEAT Equating Design: Statistical Modeling and Identifiability Problems. Journal of Educational and Behavioral Statistics, 2022, 47, 406-437.	1.7	1