Jimmy de la Torre

List of Publications by Year
in descending order

87 papers	3,826 citations	159585 30 h-index	138484 58 g-index
91 all docs	91 docs citations	91 times ranked	880 citing authors

#	Article	IF	Citations
1	The Generalized DINA Model Framework. Psychometrika, 2011, 76, 179-199.	2.1	525
2	Higher-order latent trait models for cognitive diagnosis. Psychometrika, 2004, 69, 333-353.	2.1	435
3	DINA Model and Parameter Estimation: A Didactic. Journal of Educational and Behavioral Statistics, 2009, 34, 115-130.	1.7	384
4	An Empirically Based Method of Qâ€Matrix Validation for the DINA Model: Development and Applications. Journal of Educational Measurement, 2008, 45, 343-362.	1.2	201
5	A General Method of Empirical Q-matrix Validation. Psychometrika, 2016, 81, 253-273.	2.1	134
6	Relative and Absolute Fit Evaluation in Cognitive Diagnosis Modeling. Journal of Educational Measurement, 2013, 50, 123-140.	1.2	126
7	Model Evaluation and Multiple Strategies in Cognitive Diagnosis: AnÂAnalysis of Fraction Subtraction Data. Psychometrika, 2008, 73, 595-624.	2.1	114
8	A Cognitive Diagnosis Model for Cognitively Based Multiple-Choice Options. Applied Psychological Measurement, 2009, 33, 163-183.	1.0	104
9	A sequential cognitive diagnosis model for polytomous responses. British Journal of Mathematical and Statistical Psychology, 2016, 69, 253-275.	1.4	81
10	Making the Most of What We Have: A Practical Application of Multidimensional Item Response Theory in Test Scoring. Journal of Educational and Behavioral Statistics, 2005, 30, 295-311.	1.7	78
11	Cognitively Diagnostic Assessments and the Cognitive Diagnosis Model Framework. Psicologia Educativa, 2014, 20, 89-97.	0.9	77
12	Model Similarity, Model Selection, and Attribute Classification. Applied Psychological Measurement, 2016, 40, 200-217.	1.0	76
13	A General Cognitive Diagnosis Model for Expert-Defined Polytomous Attributes. Applied Psychological Measurement, 2013, 37, 419-437.	1.0	73
14	Factors Affecting the Item Parameter Estimation and Classification Accuracy of the DINA Model. Journal of Educational Measurement, 2010, 47, 227-249.	1.2	65
15	Evaluating the Wald Test for Itemâ€Level Comparison of Saturated and Reduced Models in Cognitive Diagnosis. Journal of Educational Measurement, 2013, 50, 355-373.	1.2	64
16	Measuring digital literacy across three age cohorts: Exploring test dimensionality and performance differences. Computers and Education, 2020, 157, 103968.	8.3	63
17	GDINA: An R Package for Cognitive Diagnosis Modeling. Journal of Statistical Software, 2020, 93, .	3.7	61
18	Project INTEGRATE: An integrative study of brief alcohol interventions for college students.. Psychology of Addictive Behaviors, 2015, 29, 34-48.	2.1	55

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19	New Item Selection Methods for Cognitive Diagnosis Computerized Adaptive Testing. Applied Psychological Measurement, 2015, 39, 167-188.	1.0	53
20	Validity and Reliability of Situational Judgement Test Scores. Organizational Research Methods, 2016, 19, 506-532.	9.1	52
21	Simultaneous Estimation of Overall and Domain Abilities: A Higher-Order IRT Model Approach. Applied Psychological Measurement, 2009, 33, 620-639.	1.0	51
22	A Note on the Invariance of the DINA Model Parameters. Journal of Educational Measurement, 2010, 47, 115-127.	1.2	50
23	Differential Item Functioning Assessment in Cognitive Diagnostic Modeling: Application of the Wald Test to Investigate DIF in the DINA Model. Journal of Educational Measurement, 2014, 51, 98-125.	1.2	50
24	Comparing Traditional and IRT Scoring of Forced-Choice Tests. Applied Psychological Measurement, 2015, 39, 598-612.	1.0	46
25	Analysis of Clinical Data From a Cognitive Diagnosis Modeling Framework. Measurement and Evaluation in Counseling and Development, 2018, 51, 281-296.	2.3	46
26	Improving Personâ€Fit Assessment by Correcting the Ability Estimate and Its Reference Distribution. Journal of Educational Measurement, 2008, 45, 159-177.	1.2	44
27	Markov Chain Monte Carlo Estimation of Item Parameters for the Generalized Graded Unfolding Model. Applied Psychological Measurement, 2006, 30, 216-232.	1.0	42
28	Parameter Estimation With Small Sample Size A Higher-Order IRT Model Approach. Applied Psychological Measurement, 2010, 34, 267-285.	1.0	42
29	A Dominance Variant Under the Multi-Unidimensional Pairwise-Preference Framework. Applied Psychological Measurement, 2016, 40, 500-516.	1.0	36
30	An empirical Qâ€matrix validation method for the sequential generalized <scp>DINA</scp> model. British Journal of Mathematical and Statistical Psychology, 2020, 73, 142-163.	1.4	34
31	Inferential Item-Fit Evaluation in Cognitive Diagnosis Modeling. Applied Psychological Measurement, 2017, 41, 614-631.	1.0	33
32	Relationships between cognitive diagnosis, CTT, and IRT indices: an empirical investigation. Asia Pacific Education Review, 2012, 13, 333-345.	2.5	31
33	The identification and validation process of proportional reasoning attributes: an application of a cognitive diagnosis modeling framework. Mathematics Education Research Journal, 2014, 26, 237-255.	1.7	28
34	A Hierarchical Multi-Unidimensional IRT Approach for Analyzing Sparse, Multi-Group Data for Integrative Data Analysis. Psychometrika, 2015, 80, 834-855.	2.1	24
35	Estimating a Cognitive Diagnostic Model for Multiple Strategies via the EM Algorithm. Applied Psychological Measurement, 2014, 38, 464-485.	1.0	23
36	Modified Cognitive Diagnostic Index and Modified Attribute-Level Discrimination Index for Test Construction. Applied Psychological Measurement, 2016, 40, 315-330.	1.0	22

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37	On the Estimation of Standard Errors in Cognitive Diagnosis Models. Journal of Educational and Behavioral Statistics, 2018, 43, 88-115.	1.7	21
38	Impact of Diagnosticity on the Adequacy of Models for Cognitive Diagnosis under a Linear Attribute Structure: A Simulation Study. Journal of Educational Measurement, 2009, 46, 450-469.	1.2	19
39	Introducing the General Polytomous Diagnosis Modeling Framework. Frontiers in Psychology, 2018, 9, 1474.	2.1	19
40	Improving the Quality of Ability Estimates Through Multidimensional Scoring and Incorporation of Ancillary Variables. Applied Psychological Measurement, 2009, 33, 465-485.	1.0	17
41	Analysis of Clinical Data From Cognitive Diagnosis Modeling Framework. Measurement and Evaluation in Counseling and Development, 0, , 074817561556911.	2.3	16
42	A Cognitive Diagnosis Model for Identifying Coexisting Skills and Misconceptions. Applied Psychological Measurement, 2018, 42, 179-191.	1.0	16
43	Do background characteristics matter in Children's mastery of digital literacy? A cognitive diagnosis model analysis. Computers in Human Behavior, 2021, 122, 106850.	8.5	16
44	Two-Step Likelihood Ratio Test for Item-Level Model Comparison in Cognitive Diagnosis Models. Methodology, 2017, 13, 39-47.	1.1	16
45	On recognizing proportionality: Does the ability to solve missing value proportional problems presuppose the conception of proportional reasoning?. Journal of Mathematical Behavior, 2014, 33, 1-7.	0.9	15
46	Exploring the structure of digital literacy competence assessed using authentic software applications. Educational Technology Research and Development, 2020, 68, 2991-3013.	2.8	15
47	Application of cognitive diagnosis models to competency-based situational judgment tests. Psicothema, 2014, 26, 372-7.	0.9	15
48	A Polytomous Extension of the Generalized Distance Discriminating Method. Applied Psychological Measurement, 2013, 37, 503-521.	1.0	14
49	Developing and validating proof comprehension tests in undergraduate mathematics. Research in Mathematics Education, 2017, 19, 130-146.	1.2	14
50	Computerized Adaptive Testing for Cognitively Based Multiple-Choice Data. Applied Psychological Measurement, 2019, 43, 388-401.	1.0	14
51	A Cognitive Diagnosis Model for Continuous Response. Journal of Educational and Behavioral Statistics, 2017, 42, 651-677.	1.7	13
52	Detecting Differential Item Functioning Using Multiple-Group Cognitive Diagnosis Models. Applied Psychological Measurement, 2021, 45, 37-53.	1.0	13
53	Choosing between CDM and Unidimensional IRT: The Proportional Reasoning Test Case. Measurement, 2020, 18, 87-96.	0.2	12
54	Category-Level Model Selection for the Sequential G-DINA Model. Journal of Educational and Behavioral Statistics, 2019, 44, 45-77.	1.7	11

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55	Multidimensional Scoring of Abilities: The Ordered Polytomous Response Case. Applied Psychological Measurement, 2008, 32, 355-370.	1.0	10
56	Balancing fit and parsimony to improve Qâ€matrix validation. British Journal of Mathematical and Statistical Psychology, 2020, 74 Suppl 1, 110-130.	1.4	10
57	Application of Cognitive Diagnostic Models to Learning and Assessment Systems. Methodology of Educational Measurement and Assessment, 2019, , 437-460.	0.4	10
58	Adapting cognitive diagnosis computerized adaptive testing item selection rules to traditional item response theory. PLoS ONE, 2020, 15, e0227196.	2.5	9
59	A Tutorial on Cognitive Diagnosis Modeling for Characterizing Mental Health Symptom Profiles Using Existing Item Responses. Prevention Science, 2022, , 1.	2.6	7
60	Multivariate Higher-Order IRT Model and MCMC Algorithm for Linking Individual Participant Data From Multiple Studies. Frontiers in Psychology, 2019, 10, 1328.	2.1	6
61	Improving Robustness in Q-Matrix Validation Using an Iterative and Dynamic Procedure. Applied Psychological Measurement, 2020, 44, 431-446.	1.0	6
62	Illustration of a Multilevel Model for Meta-Analysis. Measurement and Evaluation in Counseling and Development, 2007, 40, 169-180.	2.3	5
63	MCMC GGUM. Applied Psychological Measurement, 2015, 39, 160-161.	1.0	5
64	Traditional scores versus IRT estimates on forced-choice tests based on a dominance model. Psicothema, 2016, 28, 76-82.	0.9	5
65	The G-DINA Model Framework. Methodology of Educational Measurement and Assessment, 2019, , 155-169.	0.4	5
66	A Blocked-CAT Procedure for CD-CAT. Applied Psychological Measurement, 2020, 44, 49-64.	1.0	4
67	A NoncentraltRegression Model for Meta-Analysis. Journal of Educational and Behavioral Statistics, 2010, 35, 125-153.	1.7	3
68	A General Cognitive Diagnosis Model for Continuous-Response Data. Measurement, 2018, 16, 30-44.	0.2	3
69	Digital Module 05: Diagnostic Measurementâ€"The Gâ€DINA Framework https://ncme.elevate.commpartners.com. Educational Measurement: Issues and Practice, 2019, 38, 114-115.	1.4	3
70	Estimating CDMs Using the Slice-Within-Gibbs Sampler. Frontiers in Psychology, 2020, 11, 2260.	2.1	3
71	Detecting Differential Item Functioning Using Cognitive Diagnosis Models: Applications of the Wald Test and Likelihood Ratio Test in a University Entrance Examination. Applied Measurement in Education, 2021, 34, 262-284.	1.1	3
72	Summarizing Item Difficulty Variation with Parcel Scores. Journal of Educational Measurement, 2008, 45, 363-389.	1.2	2

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73	An Empirical Q-Matrix Validation Method for the Polytomous G-DINA Model. Psychometrika, 2022, 87, 693-724.	2.1	2
74	On the Consistency of Q-Matrix Estimation: A Rejoinder. Psychometrika, 2017, 82, 528-529.	2.1	1
75	Cognitive diagnosis models and automated test assembly: an approach incorporating response times. International Journal of Testing, 2020, 20, 299-320.	0.3	1
76	Adjusting Person Fit Index for Skewness in Cognitive Diagnosis Modeling. Journal of Classification, 2020, 37, 399-420.	2.2	0
77	Ã‡ok Kategorili BiliÅŸsel TanÄ± ve Ã‡ok Boyutlu Madde Tepki KuramÄ± Modellerinin KarÅŸÄ±laÅkIÄ± UyarlanmasÄ±. Journal of Measurement and Evaluation in Education and Psychology, 0, , .	0.8	0
78	Application of the DINA Model Framework to Enhance Assessment and Learning. , 2012, , 87-103.		0
79	Computerized Adaptive Testing for Ipsative Tests with Multidimensional Pairwise-Comparison Items: Algorithm Development and Applications. Applied Psychological Measurement, 0, , 014662162210842.	1.0	0
80	Title is missing!. , 2020, 15, e0227196.		0
81	Title is missing!. , 2020, 15, e0227196.		0
82	Title is missing!. , 2020, 15, e0227196.		0
83	Title is missing!. , 2020, 15, e0227196.		0
84	Title is missing!. , 2020, 15, e0227196.		0
85	Title is missing!. , 2020, 15, e0227196.		0
86	Evaluation of the Linear Composite Conjecture for Unidimensional IRT Scale for Multidimensional Responses. Applied Psychological Measurement, 0, , 014662162210842.	1.0	0
87	Service learning online: evaluation of a programme delivered during the COVID-19 pandemic in Hong Kong. Pastoral Care in Education, 2023, 41, 369-384.	1.8	0