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	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
2	An Empirical Q-Matrix Validation Method for the Polytomous G-DINA Model. Psychometrika, 2022, 87, 693-724.	2.1	2
3	A Tutorial on Cognitive Diagnosis Modeling for Characterizing Mental Health Symptom Profiles Using Existing Item Responses. Prevention Science, 2022, , 1.	2.6	7
4	Detecting Differential Item Functioning Using Multiple-Group Cognitive Diagnosis Models. Applied Psychological Measurement, 2021, 45, 37-53.	1.0	13
5	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
6	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
7	An empirical Q–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
8	A Blocked-CAT Procedure for CD-CAT. Applied Psychological Measurement, 2020, 44, 49-64.	1.0	4
9	Adjusting Person Fit Index for Skewness in Cognitive Diagnosis Modeling. Journal of Classification, 2020, 37, 399-420.	2.2	0
10	Exploring the structure of digital literacy competence assessed using authentic software applications. Educational Technology Research and Development, 2020, 68, 2991-3013.	2.8	15
11	Estimating CDMs Using the Slice-Within-Gibbs Sampler. Frontiers in Psychology, 2020, 11, 2260.	2.1	3
12	Balancing fit and parsimony to improve Q–matrix validation. British Journal of Mathematical and Statistical Psychology, 2020, 74 Suppl 1, 110-130.	1.4	10
13	Cognitive diagnosis models and automated test assembly: an approach incorporating response times. International Journal of Testing, 2020, 20, 299-320.	0.3	1
14	Choosing between CDM and Unidimensional IRT: The Proportional Reasoning Test Case. Measurement, 2020, 18, 87-96.	0.2	12
15	Improving Robustness in Q-Matrix Validation Using an Iterative and Dynamic Procedure. Applied Psychological Measurement, 2020, 44, 431-446.	1.0	6
16	Measuring digital literacy across three age cohorts: Exploring test dimensionality and performance differences. Computers and Education, 2020, 157, 103968.	8.3	63
17	Adapting cognitive diagnosis computerized adaptive testing item selection rules to traditional item response theory. PLoS ONE, 2020, 15, e0227196.	2.5	9
18	GDINA: An <i>R</i> Package for Cognitive Diagnosis Modeling. Journal of Statistical Software, 2020, 93, .	3.7	61

#	Article	IF	Citations
19	Title is missing!. , 2020, 15, e0227196.		0
20	Title is missing!. , 2020, 15, e0227196.		0
21	Title is missing!. , 2020, 15, e0227196.		0
22	Title is missing!. , 2020, 15, e0227196.		0
23	Title is missing!. , 2020, 15, e0227196.		0
24	Title is missing!. , 2020, 15, e0227196.		0
25	Category-Level Model Selection for the Sequential G-DINA Model. Journal of Educational and Behavioral Statistics, 2019, 44, 45-77.	1.7	11
26	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
27	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
28	Computerized Adaptive Testing for Cognitively Based Multiple-Choice Data. Applied Psychological Measurement, 2019, 43, 388-401.	1.0	14
29	Application of Cognitive Diagnostic Models to Learning and Assessment Systems. Methodology of Educational Measurement and Assessment, 2019, , 437-460.	0.4	10
30	The G-DINA Model Framework. Methodology of Educational Measurement and Assessment, 2019, , 155-169.	0.4	5
31	A General Cognitive Diagnosis Model for Continuous-Response Data. Measurement, 2018, 16, 30-44.	0.2	3
32	Analysis of Clinical Data From a Cognitive Diagnosis Modeling Framework. Measurement and Evaluation in Counseling and Development, 2018, 51, 281-296.	2.3	46
33	A Cognitive Diagnosis Model for Identifying Coexisting Skills and Misconceptions. Applied Psychological Measurement, 2018, 42, 179-191.	1.0	16
34	On the Estimation of Standard Errors in Cognitive Diagnosis Models. Journal of Educational and Behavioral Statistics, 2018, 43, 88-115.	1.7	21
35	Introducing the General Polytomous Diagnosis Modeling Framework. Frontiers in Psychology, 2018, 9, 1474.	2.1	19
36	Inferential Item-Fit Evaluation in Cognitive Diagnosis Modeling. Applied Psychological Measurement, 2017, 41, 614-631.	1.0	33

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37	A Cognitive Diagnosis Model for Continuous Response. Journal of Educational and Behavioral Statistics, 2017, 42, 651-677.	1.7	13
38	On the Consistency of Q-Matrix Estimation: A Rejoinder. Psychometrika, 2017, 82, 528-529.	2.1	1
39	Developing and validating proof comprehension tests in undergraduate mathematics. Research in Mathematics Education, 2017, 19, 130-146.	1.2	14
40	Two-Step Likelihood Ratio Test for Item-Level Model Comparison in Cognitive Diagnosis Models. Methodology, 2017, 13, 39-47.	1.1	16
41	A sequential cognitive diagnosis model for polytomous responses. British Journal of Mathematical and Statistical Psychology, 2016, 69, 253-275.	1.4	81
42	Validity and Reliability of Situational Judgement Test Scores. Organizational Research Methods, 2016, 19, 506-532.	9.1	52
43	Modified Cognitive Diagnostic Index and Modified Attribute-Level Discrimination Index for Test Construction. Applied Psychological Measurement, 2016, 40, 315-330.	1.0	22
44	Model Similarity, Model Selection, and Attribute Classification. Applied Psychological Measurement, 2016, 40, 200-217.	1.0	76
45	A Dominance Variant Under the Multi-Unidimensional Pairwise-Preference Framework. Applied Psychological Measurement, 2016, 40, 500-516.	1.0	36
46	A General Method of Empirical Q-matrix Validation. Psychometrika, 2016, 81, 253-273.	2.1	134
47	Traditional scores versus IRT estimates on forced-choice tests based on a dominance model. Psicothema, 2016, 28, 76-82.	0.9	5
48	Project INTEGRATE: An integrative study of brief alcohol interventions for college students.. Psychology of Addictive Behaviors, 2015, 29, 34-48.	2.1	55
49	A Hierarchical Multi-Unidimensional IRT Approach for Analyzing Sparse, Multi-Group Data for Integrative Data Analysis. Psychometrika, 2015, 80, 834-855.	2.1	24
50	New Item Selection Methods for Cognitive Diagnosis Computerized Adaptive Testing. Applied Psychological Measurement, 2015, 39, 167-188.	1.0	53
51	MCMC GGUM. Applied Psychological Measurement, 2015, 39, 160-161.	1.0	5
52	Comparing Traditional and IRT Scoring of Forced-Choice Tests. Applied Psychological Measurement, 2015, 39, 598-612.	1.0	46
53	Cognitively Diagnostic Assessments and the Cognitive Diagnosis Model Framework. Psicologia Educativa, 2014, 20, 89-97.	0.9	77
54	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

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55	Estimating a Cognitive Diagnostic Model for Multiple Strategies via the EM Algorithm. Applied Psychological Measurement, 2014, 38, 464-485.	1.0	23
56	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
57	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
58	Application of cognitive diagnosis models to competency-based situational judgment tests. Psicothema, 2014, 26, 372-7.	0.9	15
59	A Polytomous Extension of the Generalized Distance Discriminating Method. Applied Psychological Measurement, 2013, 37, 503-521.	1.0	14
60	A General Cognitive Diagnosis Model for Expert-Defined Polytomous Attributes. Applied Psychological Measurement, 2013, 37, 419-437.	1.0	73
61	Relative and Absolute Fit Evaluation in Cognitive Diagnosis Modeling. Journal of Educational Measurement, 2013, 50, 123-140.	1.2	126
62	Evaluating the Wald Test for Item‐Level Comparison of Saturated and Reduced Models in Cognitive Diagnosis. Journal of Educational Measurement, 2013, 50, 355-373.	1.2	64
63	Relationships between cognitive diagnosis, CTT, and IRT indices: an empirical investigation. Asia Pacific Education Review, 2012, 13, 333-345.	2.5	31
64	Application of the DINA Model Framework to Enhance Assessment and Learning. , 2012, , 87-103.		0
65	The Generalized DINA Model Framework. Psychometrika, 2011, 76, 179-199.	2.1	525
66	A Note on the Invariance of the DINA Model Parameters. Journal of Educational Measurement, 2010, 47, 115-127.	1.2	50
67	Factors Affecting the Item Parameter Estimation and Classification Accuracy of the DINA Model. Journal of Educational Measurement, 2010, 47, 227-249.	1.2	65
68	A Noncentral t Regression Model for Meta-Analysis. Journal of Educational and Behavioral Statistics, 2010, 35, 125-153.	1.7	3
69	Parameter Estimation With Small Sample Size A Higher-Order IRT Model Approach. Applied Psychological Measurement, 2010, 34, 267-285.	1.0	42
70	DINA Model and Parameter Estimation: A Didactic. Journal of Educational and Behavioral Statistics, 2009, 34, 115-130.	1.7	384
71	Improving the Quality of Ability Estimates Through Multidimensional Scoring and Incorporation of Ancillary Variables. Applied Psychological Measurement, 2009, 33, 465-485.	1.0	17
72	Simultaneous Estimation of Overall and Domain Abilities: A Higher-Order IRT Model Approach. Applied Psychological Measurement, 2009, 33, 620-639.	1.0	51

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73	A Cognitive Diagnosis Model for Cognitively Based Multiple-Choice Options. Applied Psychological Measurement, 2009, 33, 163-183.	1.0	104
74	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
75	Model Evaluation and Multiple Strategies in Cognitive Diagnosis: An Analysis of Fraction Subtraction Data. Psychometrika, 2008, 73, 595-624.	2.1	114
76	Improving Person–Fit Assessment by Correcting the Ability Estimate and Its Reference Distribution. Journal of Educational Measurement, 2008, 45, 159-177.	1.2	44
77	An Empirically Based Method of Q–Matrix Validation for the DINA Model: Development and Applications. Journal of Educational Measurement, 2008, 45, 343-362.	1.2	201
78	Summarizing Item Difficulty Variation with Parcel Scores. Journal of Educational Measurement, 2008, 45, 363-389.	1.2	2
79	Multidimensional Scoring of Abilities: The Ordered Polytomous Response Case. Applied Psychological Measurement, 2008, 32, 355-370.	1.0	10
80	Illustration of a Multilevel Model for Meta-Analysis. Measurement and Evaluation in Counseling and Development, 2007, 40, 169-180.	2.3	5
81	Markov Chain Monte Carlo Estimation of Item Parameters for the Generalized Graded Unfolding Model. Applied Psychological Measurement, 2006, 30, 216-232.	1.0	42
82	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
83	Higher-order latent trait models for cognitive diagnosis. Psychometrika, 2004, 69, 333-353.	2.1	435
84	Analysis of Clinical Data From Cognitive Diagnosis Modeling Framework. Measurement and Evaluation in Counseling and Development, 0, , 074817561556911.	2.3	16
85	Çok Kategorili Bilişsel Tanı ve Çok Boyutlu Madde Tepki Kuramı Modellerinin Karşılıklı Uyarlanması. Journal of Measurement and Evaluation in Education and Psychology, 0, , .	0.8	0
86	Computerized Adaptive Testing for Ipsative Tests with Multidimensional Pairwise-Comparison Items: Algorithm Development and Applications. Applied Psychological Measurement, 0, , 014662162210842.	1.0	0
87	Evaluation of the Linear Composite Conjecture for Unidimensional IRT Scale for Multidimensional Responses. Applied Psychological Measurement, 0, , 014662162210842.	1.0	0