

Matthew R Reynolds

List of Publications by Year in descending order

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Version: 2024-02-01

44
papers

1,686
citations

257101

24
h-index

288905

40
g-index

44
all docs

44
docs citations

44
times ranked

1098
citing authors

#	ARTICLE	IF	CITATIONS
1	Are cognitive g and academic achievement g one and the same g? An exploration on the Woodcockâ€”Johnson and Kaufman tests. <i>Intelligence</i> , 2012, 40, 123-138.	1.6	159
2	Short-Term Estimates of Growth Using Curriculum-Based Measurement of Oral Reading Fluency: Estimating Standard Error of the Slope to Construct Confidence Intervals. <i>School Psychology Review</i> , 2006, 35, 108-127.	1.8	157
3	Sex differences in latent cognitive abilities ages 6 to 59: Evidence from the Woodcockâ€”Johnson III tests of cognitive abilities. <i>Intelligence</i> , 2008, 36, 502-525.	1.6	130
4	Cattellâ€”Hornâ€”Carroll abilities and cognitive tests: What we've learned from 20 years of research. <i>Psychology in the Schools</i> , 2010, 47, 635-650.	1.1	79
5	Sex differences in achievement: Distributions matter. <i>Personality and Individual Differences</i> , 2017, 104, 272-278.	1.6	72
6	Confirmatory factor structure of the Kaufman Assessment Battery for Children--Second Edition: Consistency with Cattell-Horn-Carroll theory.. <i>School Psychology Quarterly</i> , 2007, 22, 511-539.	2.4	61
7	A cross-battery, reference variable, confirmatory factor analytic investigation of the CHC taxonomy. <i>Journal of School Psychology</i> , 2013, 51, 535-555.	1.5	61
8	Higherâ€”order factor structure of the Differential Ability Scalesâ€”II: Consistency across ages 4 to 17. <i>Psychology in the Schools</i> , 2010, 47, 676-697.	1.1	59
9	GENDER DIFFERENCES IN ACHIEVEMENT IN A LARGE, NATIONALLY REPRESENTATIVE SAMPLE OF CHILDREN AND ADOLESCENTS. <i>Psychology in the Schools</i> , 2015, 52, 335-348.	1.1	59
10	Multi-group and hierarchical confirmatory factor analysis of the Wechsler Intelligence Scale for Childrenâ€”Fifth Edition: What does it measure?. <i>Intelligence</i> , 2017, 62, 31-47.	1.6	58
11	Sex differences in latent general and broad cognitive abilities for children and youth: Evidence from higher-order MG-MACS and MIMIC models. <i>Intelligence</i> , 2008, 36, 236-260.	1.6	57
12	Gender Differences in Academic Achievement: Is Writing an Exception to the Gender Similarities Hypothesis?. <i>Journal of Genetic Psychology</i> , 2015, 176, 211-234.	0.6	50
13	Spearman's law of diminishing returns in hierarchical models of intelligence for children and adolescents. <i>Intelligence</i> , 2007, 35, 267-281.	1.6	47
14	An alternative Cattellâ€”Hornâ€”Carroll (CHC) factor structure of the WAIS-IV: Age invariance of an alternative model for ages 70â€”90.. <i>Psychological Assessment</i> , 2013, 25, 391-404.	1.2	44
15	Beyond individual intelligence tests: Application of Cattell-Horn-Carroll Theory. <i>Intelligence</i> , 2020, 79, 101433.	1.6	37
16	A dynamic developmental link between verbal comprehension-knowledge (Gc) and reading comprehension: Verbal comprehension-knowledge drives positive change in reading comprehension. <i>Journal of School Psychology</i> , 2012, 50, 841-863.	1.5	36
17	Sex differences in latent cognitive abilities ages 5 to 17: Evidence from the Differential Ability Scalesâ€”Second Edition. <i>Intelligence</i> , 2011, 39, 389-404.	1.6	34
18	Cognitive ability influences on written expression: Evidence for developmental and sex-based differences in school-age children. <i>Journal of School Psychology</i> , 2018, 67, 104-118.	1.5	33

#	ARTICLE	IF	CITATIONS
19	Comparison of methods for factor extraction for cognitive test-like data: Which overfactor, which underfactor?. <i>Intelligence</i> , 2016, 54, 37-54.	1.6	32
20	Are the General Factors From Different Child And Adolescent Intelligence Tests the Same? Results From a Five-Sample, Six-Test Analysis. <i>School Psychology Review</i> , 2013, 42, 383-401.	1.8	30
21	The possible societal impact of the decrease in U.S. blood lead levels on adult IQ. <i>Environmental Research</i> , 2014, 132, 413-420.	3.7	30
22	Effects of cognitive abilities on child and youth academic achievement: Evidence from the WISC-V and WIAT-III. <i>Intelligence</i> , 2018, 68, 6-20.	1.6	29
23	Use of factor mixture modeling to capture Spearman's law of diminishing returns. <i>Intelligence</i> , 2010, 38, 231-241.	1.6	28
24	How well is psychometric g indexed by global composites? Evidence from three popular intelligence tests.. <i>Psychological Assessment</i> , 2013, 25, 1314-1321.	1.2	27
25	Latent curve modeling of internalizing behaviors and interpersonal skills through elementary school.. <i>School Psychology Quarterly</i> , 2010, 25, 189-201.	2.4	25
26	Broad and Narrow CHC Abilities Measured and Not Measured by the Wechsler Scales. <i>Journal of Psychoeducational Assessment</i> , 2013, 31, 202-223.	0.9	25
27	Investigating the structure and invariance of the Wechsler Adult Intelligence Scales, Fourth Edition in a sample of adults with intellectual disabilities. <i>Research in Developmental Disabilities</i> , 2013, 34, 3235-3245.	1.2	23
28	Intelligence and Adaptive Behavior: A Meta-Analysis. <i>School Psychology Review</i> , 2020, 49, 85-110.	1.8	23
29	Interpreting the g loadings of intelligence test composite scores in light of Spearman's law of diminishing returns.. <i>School Psychology Quarterly</i> , 2013, 28, 63-76.	2.4	21
30	Digit Span Subscale Scores May Be Insufficiently Reliable for Clinical Interpretation: Distinguishing Between Stratified Coefficient Alpha and Omega Hierarchical. <i>Assessment</i> , 2019, 26, 1554-1563.	1.9	21
31	A Multigroup Investigation of Latent Cognitive Abilities and Reading Achievement Relations. <i>School Psychology Review</i> , 2014, 43, 385-406.	1.8	17
32	Enduring the tests of age and time: Wechsler constructs across versions and revisions. <i>Intelligence</i> , 2019, 77, 101403.	1.6	15
33	Global, Broad, or Specific Cognitive Differences? Using a MIMIC Model to Examine Differences in CHC Abilities in Children With Learning Disabilities. <i>Journal of Learning Disabilities</i> , 2014, 47, 224-236.	1.5	14
34	A Special Validity Study of the Woodcock-Johnson IV. , 2016, , 65-106.		14
35	A Multigroup Investigation of Latent Cognitive Abilities and Reading Achievement Relations. <i>School Psychology Review</i> , 2014, 43, 385-406.	1.8	14
36	IQs ARE VERY STRONG BUT IMPERFECT INDICATORS OF PSYCHOMETRIC g: RESULTS FROM JOINT CONFIRMATORY FACTOR ANALYSIS. <i>Psychology in the Schools</i> , 2014, 51, 801-813.	1.1	12

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37	Scores in Space: Multidimensional Scaling of the WISC-V. <i>Journal of Psychoeducational Assessment</i> , 2018, 36, 562-575.	0.9	12
38	How Can General Intelligence Composites Most Accurately Index Psychometric g and What Might Be Good Enough?. <i>Contemporary School Psychology</i> , 2020, 24, 52-67.	0.9	11
39	Spearman's law of diminishing returns and the DAS-II: Do g effects on subtest scores depend on the level of g?. <i>School Psychology Quarterly</i> , 2011, 26, 275-289.	2.4	8
40	The sexes do not differ in general intelligence, but they do in some specifics. <i>Intelligence</i> , 2022, 92, 101651.	1.6	8
41	What Does the Shipley-2 Measure for Children and Adolescents? Integrated and Conjoint Confirmatory Factor Analysis With the WISC-IV. <i>Assessment</i> , 2016, 23, 23-41.	1.9	6
42	Working memory capacity development through childhood: A longitudinal analysis.. <i>Developmental Psychology</i> , 2022, 58, 1254-1263.	1.2	5
43	Gender Matters in Neuropsychological Assessment of Child and Adolescent Writing Skill. <i>Journal of Pediatric Neuropsychology</i> , 2019, 5, 103-118.	0.3	2
44	Beyond Simple Mean Differences: Analysis of Sex Similarities and Differences in Academic Achievement With the Kaufman Tests of Educational Achievement, Third Edition. <i>Journal of Psychoeducational Assessment</i> , 0, , 073428292211112.	0.9	1