

# Purya Baghaei

## List of Publications by Year in descending order

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Version: 2024-02-01

31  
papers

297  
citations

840776

11  
h-index

996975

15  
g-index

33  
all docs

33  
docs citations

33  
times ranked

194  
citing authors

#	ARTICLE	IF	CITATIONS
1	Does EFL Readers' Lexical and Grammatical Knowledge Predict Their Reading Ability? Insights From a Perceptron Artificial Neural Network Study. <i>Educational Assessment</i> , 2016, 21, 135-156.	1.5	25
2	Diagnostic Classification Models: Recent Developments, Practical Issues, and Prospects. <i>International Journal of Testing</i> , 2020, 20, 24-56.	0.3	25
3	Using Testlet Response Theory to Examine Local Dependence in C-Tests. <i>Applied Measurement in Education</i> , 2015, 28, 85-98.	1.1	22
4	A cognitive processing model of reading comprehension in English as a foreign language using the linear logistic test model. <i>Learning and Individual Differences</i> , 2015, 43, 100-105.	2.7	21
5	The Logic of Latent Variable Analysis as Validity Evidence in Psychological Measurement. <i>Open Psychology Journal</i> , 2016, 9, 168-175.	0.3	20
6	Validation of a Multiple Choice English Vocabulary Test with the Rasch Model. <i>Journal of Language Teaching and Research</i> , 2011, 2, .	0.3	19
7	Validation of the Persian Translation of the Cognitive Test Anxiety Scale. <i>SAGE Open</i> , 2014, 4, 215824401455511.	1.7	14
8	Introducing Emotioncy as a Potential Source of Test Bias: A Mixed Rasch Modeling Study. <i>International Journal of Testing</i> , 2017, 17, 127-140.	0.3	14
9	The C-Test: An Integrative Measure of Crystallized Intelligence. <i>Journal of Intelligence</i> , 2015, 3, 46-58.	2.5	13
10	Is the d2 Test of Attention Rasch Scalable? Analysis With the Rasch Poisson Counts Model. <i>Perceptual and Motor Skills</i> , 2019, 126, 70-86.	1.3	13
11	Introduction to the Rasch Poisson Counts Model: An R Tutorial. <i>Psychological Reports</i> , 2019, 122, 1967-1994.	1.7	11
12	Persian Adaptation of Foreign Language Reading Anxiety Scale: A Psychometric Analysis. <i>Psychological Reports</i> , 2014, 114, 315-325.	1.7	10
13	Development and psychometric evaluation of a multidimensional scale of willingness to communicate in a foreign language. <i>European Journal of Psychology of Education</i> , 2013, 28, 1087-1103.	2.6	9
14	Development and Validation of a Teacher Success Questionnaire Using the Rasch Model. <i>International Journal of Instruction</i> , 2018, 11, 129-144.	1.3	9
15	The Application of Multidimensional Rasch Models in Large Scale Assessment and Validation: An Empirical Example. <i>Electronic Journal of Research in Educational Psychology</i> , 2017, 10, 233-252.	0.6	9
16	Modeling Local Item Dependence Due to Common Test Format With a Multidimensional Rasch Model. <i>International Journal of Testing</i> , 2015, 15, 71-87.	0.3	8
17	Diagnosing EFL learners's writing ability: a diagnostic classification modeling analysis. <i>Language Testing in Asia</i> , 2019, 9, .	1.9	8
18	A Comparison of Different Item Response Theory Models for Scaling Speeded C-Tests. <i>Journal of Psychoeducational Assessment</i> , 2020, 38, 692-705.	1.5	8

#	ARTICLE	IF	CITATIONS
19	A probe into EFL learners' emotioncy as a source of test bias: Insights from differential item functioning analysis. <i>Studies in Educational Evaluation</i> , 2019, 60, 170-178.	2.3	7
20	Examining Parameter Invariance in a General Diagnostic Classification Model. <i>Frontiers in Psychology</i> , 2019, 10, 2930.	2.1	6
21	Continuing Professional Development Strategies: A Model for the Iranian EFL Teachers' Success. <i>SAGE Open</i> , 2018, 8, 215824401876423.	1.7	5
22	Method Bias in Cloze Tests as Reading Comprehension Measures. <i>SAGE Open</i> , 2019, 9, 215824401983270.	1.7	5
23	Optimal Number of Gaps in C-Test Passages. <i>International Education Studies</i> , 2011, 4, .	0.6	4
24	A latent variable analysis of continuing professional development constructs using PLS-SEM modeling. <i>Cogent Education</i> , 2017, 4, 1355610.	1.5	3
25	A Method of Q-Matrix Validation for the Linear Logistic Test Model. <i>Frontiers in Psychology</i> , 2017, 8, 897.	2.1	3
26	Validation of the Persian Translation of the Children's Test Anxiety Scale: A Multidimensional Rasch Model Analysis. <i>European Journal of Investigation in Health, Psychology and Education</i> , 2020, 10, 59-69.	1.9	3
27	The Persian adaptation of Baddeley's 3-min grammatical reasoning test. <i>Psicologia: Reflexao E Critica</i> , 2017, 30, 16.	0.9	1
28	Analysis of the Ruff 2 & 7 Test of Attention with the Rasch Poisson Counts Model. <i>Open Psychology Journal</i> , 2019, 12, 7-11.	0.3	1
29	The contribution of cognitive abilities and general language proficiency to explaining listening comprehension in English as a foreign language. <i>Cogent Education</i> , 2019, 6, 1567010.	1.5	0
30	Do C-Tests with Different Number of Gaps Measure the Same Construct?. <i>Theory and Practice in Language Studies</i> , 2011, 1, .	0.3	0
31	Effect of Task Experience on Iranian EFL Learners' Level of Anxiety and Performance on Task-based Tests. <i>Theory and Practice in Language Studies</i> , 2012, 2, .	0.3	0