

Allan S Cohen

List of Publications by Year in descending order

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Version: 2024-02-01

31
papers

979
citations

623734

14
h-index

454955

30
g-index

35
all docs

35
docs citations

35
times ranked

427
citing authors

#	ARTICLE	IF	CITATIONS
1	A Mixture Model Analysis of Differential Item Functioning. <i>Journal of Educational Measurement</i> , 2005, 42, 133-148.	1.2	143
2	Item Parameter Estimation Under Conditions of Test Speededness: Application of a Mixture Rasch Model With Ordinal Constraints. <i>Journal of Educational Measurement</i> , 2002, 39, 331-348.	1.2	142
3	Model Selection Methods for Mixture Dichotomous IRT Models. <i>Applied Psychological Measurement</i> , 2009, 33, 353-373.	1.0	125
4	A Mixture Item Response Model for Multiple-Choice Data. <i>Journal of Educational and Behavioral Statistics</i> , 2001, 26, 381-409.	1.7	93
5	A Multilevel Mixture IRT Model With an Application to DIF. <i>Journal of Educational and Behavioral Statistics</i> , 2010, 35, 336-370.	1.7	65
6	The Role of Extended Time and Item Content on a High-Stakes Mathematics Test. <i>Learning Disabilities Research and Practice</i> , 2005, 20, 225-233.	1.1	58
7	A Speeded Item Response Model with Gradual Process Change. <i>Psychometrika</i> , 2008, 73, 65-87.	2.1	44
8	A Method for Maintaining Scale Stability in the Presence of Test Speededness. <i>Journal of Educational Measurement</i> , 2003, 40, 307-330.	1.2	41
9	Markov chain Monte Carlo estimation of a mixture item response theory model. <i>Journal of Statistical Computation and Simulation</i> , 2013, 83, 278-306.	1.2	34
10	Item Response Theory and the Measurement of Motor Behavior. <i>Research Quarterly for Exercise and Sport</i> , 1989, 60, 325-335.	1.4	26
11	Spurious Latent Classes in the Mixture Rasch Model. <i>Journal of Educational Measurement</i> , 2011, 48, 313-332.	1.2	25
12	The Impact of Non-Normality on Extraction of Spurious Latent Classes in Mixture IRT Models. <i>Applied Psychological Measurement</i> , 2016, 40, 98-113.	1.0	20
13	Thinking beyond the score: Multidimensional analysis of student performance to inform the next generation of science assessments. <i>Journal of Research in Science Teaching</i> , 2020, 57, 856-878.	3.3	18
14	Differential Item Functioning Analysis Using a Mixture 3-Parameter Logistic Model With a Covariate on the TIMSS 2007 Mathematics Test. <i>International Journal of Testing</i> , 2015, 15, 239-253.	0.3	17
15	Detecting Intervention Effects Using a Multilevel Latent Transition Analysis with a Mixture IRT Model. <i>Psychometrika</i> , 2013, 78, 576-600.	2.1	16
16	Applications of Mixture IRT Models: A Literature Review. <i>Measurement</i> , 2019, 17, 177-191.	0.2	16
17	Statistical and Qualitative Analyses of Students'½ Answers to a Constructed Response Test of Science Inquiry Knowledge. <i>The Journal of Writing Analytics</i> , 2017, 1, 82-102.	0.9	16
18	Model Selection for Multilevel Mixture Rasch Models. <i>Applied Psychological Measurement</i> , 2019, 43, 272-289.	1.0	13

#	ARTICLE	IF	CITATIONS
19	Sample Size Requirements for Applying Diagnostic Classification Models. <i>Frontiers in Psychology</i> , 2020, 11, 621251.	2.1	12
20	Appraising the scoring performance of automated essay scoring systems—Some additional considerations: Which essays? Which human raters? Which scores?. <i>Applied Measurement in Education</i> , 2018, 31, 233-240.	1.1	6
21	The Impact of Multidimensionality on Extraction of Latent Classes in Mixture Rasch Models. <i>Journal of Educational Measurement</i> , 2018, 55, 403-420.	1.2	5
22	A Mixture Partial Credit Analysis of Math Anxiety. <i>International Journal of Assessment Tools in Education</i> , 2018, 5, 611-630.	1.1	5
23	Supporting High School Student Accomplishment of Biology Content Using Interactive Computer-Based Curricular Case Studies. <i>Research in Science Education</i> , 2019, 49, 1783-1808.	2.3	4
24	The Impact of Test and Sample Characteristics on Model Selection and Classification Accuracy in the Multilevel Mixture IRT Model. <i>Frontiers in Psychology</i> , 2020, 11, 197.	2.1	2
25	Integrating a Statistical Topic Model and a Diagnostic Classification Model for Analyzing Items in a Mixed Format Assessment. <i>Frontiers in Psychology</i> , 2020, 11, 579199.	2.1	2
26	The Impact of Sample Size and Various Other Factors on Estimation of Dichotomous Mixture IRT Models. <i>Educational and Psychological Measurement</i> , 2023, 83, 520-555.	2.4	2
27	Comparison of Estimation Algorithms for Latent Dirichlet Allocation. <i>Springer Proceedings in Mathematics and Statistics</i> , 2022, , 27-37.	0.2	2
28	Revisiting purpose and conceptualisation in the design of assessments of mathematics teachers—™ knowledge. <i>Research in Mathematics Education</i> , 2020, 22, 209-224.	1.2	1
29	A Mixture Partial Credit Model Analysis Using Language-Based Covariates. <i>Springer Proceedings in Mathematics and Statistics</i> , 2017, , 321-333.	0.2	1
30	Estimation of Mixture Rasch Models from Skewed Latent Ability Distributions. <i>Measurement</i> , 2020, 18, 215-241.	0.2	1
31	International and national perspectives on machine scoring. <i>Applied Measurement in Education</i> , 2018, 31, 175-176.	1.1	0