

# Walter P Vispoel

## List of Publications by Year in descending order

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Version: 2024-02-01

38  
papers

1,086  
citations

361413

20  
h-index

414414

32  
g-index

38  
all docs

38  
docs citations

38  
times ranked

614  
citing authors

#	ARTICLE	IF	CITATIONS
1	Using Parallel Splits with Self-Report and Other Measures to Enhance Precision in Generalizability Theory Analyses. <i>Journal of Personality Assessment</i> , 2022, 104, 303-319.	2.1	7
2	Interrelationships between latent state-trait theory and generalizability theory within a structural equation modeling framework.. <i>Psychological Methods</i> , 2022, 27, 773-803.	3.5	11
3	Expanding G-Theory Models to Incorporate Congeneric Relationships: Illustrations Using the Big Five Inventory. <i>Journal of Personality Assessment</i> , 2021, 103, 429-442.	2.1	12
4	Interchangeability of Results From Computerized and Traditional Administration of the BIDR: Convenience Can Match Reality. <i>Journal of Personality Assessment</i> , 2019, 101, 237-252.	2.1	6
5	Using generalizability theory with continuous latent response variables.. <i>Psychological Methods</i> , 2019, 24, 153-178.	3.5	16
6	Using G-Theory to Enhance Evidence of Reliability and Validity for Common Uses of the Paulhus Deception Scales. <i>Assessment</i> , 2018, 25, 69-83.	3.1	14
7	Practical Applications of Generalizability Theory for Designing, Evaluating, and Improving Psychological Assessments. <i>Journal of Personality Assessment</i> , 2018, 100, 53-67.	2.1	26
8	Using Generalizability Theory to Disattenuate Correlation Coefficients for Multiple Sources of Measurement Error. <i>Multivariate Behavioral Research</i> , 2018, 53, 481-501.	3.1	10
9	Applications of generalizability theory and their relations to classical test theory and structural equation modeling.. <i>Psychological Methods</i> , 2018, 23, 1-26.	3.5	52
10	Music self-concept and self-esteem formation in adolescence: A comparison between individual and normative models of importance within a latent framework. <i>Psychology of Music</i> , 2017, 45, 763-780.	1.6	7
11	The Music Self-Perception Inventory: Development of parallel forms A and B. <i>Psychology of Music</i> , 2017, 45, 530-549.	1.6	5
12	Psychometric properties for the Balanced Inventory of Desirable Responding: Dichotomous versus polytomous conventional and IRT scoring.. <i>Psychological Assessment</i> , 2014, 26, 878-891.	1.5	25
13	A generalizability analysis of score consistency for the Balanced Inventory of Desirable Responding.. <i>Psychological Assessment</i> , 2013, 25, 94-104.	1.5	28
14	Computer versus Paper-and-Pencil Assessment of Educational Development: A Comparison of Psychometric Features and Examinee Preferences. <i>Psychological Reports</i> , 2012, 111, 443-460.	1.7	11
15	A Closer Look at Using Judgments of Item Difficulty to Change Answers on Computerized Adaptive Tests. <i>Journal of Educational Measurement</i> , 2005, 42, 331-350.	1.2	5
16	Model assessment and model building in fMRI. <i>Human Brain Mapping</i> , 2003, 20, 227-238.	3.6	30
17	Can Examinees Use Judgments of Item Difficulty to Improve Proficiency Estimates on Computerized Adaptive Vocabulary Tests?. <i>Journal of Educational Measurement</i> , 2002, 39, 311-330.	1.2	4
18	Differences Between Self-Adapted and Computerized Adaptive Tests: A Meta-Analysis. <i>Journal of Educational Measurement</i> , 2001, 38, 235-247.	1.2	15

#	ARTICLE	IF	CITATIONS
19	Computerized and Paper-and-Pencil Versions of the Rosenberg Self-Esteem Scale: A Comparison of Psychometric Features and Respondent Preferences. <i>Educational and Psychological Measurement</i> , 2001, 61, 461-474.	2.4	82
20	Limiting Answer Review and Change on Computerized Adaptive Vocabulary Tests: Psychometric and Attitudinal Results. <i>Journal of Educational Measurement</i> , 2000, 37, 21-38.	1.2	26
21	Computerized Versus Paper-and-Pencil Assessment of Self-Concept: Score Comparability and Respondent Preferences. <i>Measurement and Evaluation in Counseling and Development</i> , 2000, 33, 130-143.	2.3	17
22	Response Biases and Their Relation to Sex Differences in Multiple Domains of Self-Concept. <i>Applied Measurement in Education</i> , 2000, 13, 79-97.	1.1	25
23	Can Examinees Use a Review Option to Obtain Positively Biased Ability Estimates on a Computerized Adaptive Test?. <i>Journal of Educational Measurement</i> , 1999, 36, 141-157.	1.2	15
24	Properties of Ability Estimation Methods in Computerized Adaptive Testing. <i>Journal of Educational Measurement</i> , 1998, 35, 109-135.	1.2	56
25	Psychometric Characteristics of Computer-Adaptive and Self-Adaptive Vocabulary Tests: The Role of Answer Feedback and Test Anxiety. <i>Journal of Educational Measurement</i> , 1998, 35, 155-167.	1.2	18
26	Reviewing and Changing Answers on Computer-adaptive and Self-adaptive Vocabulary Tests. <i>Journal of Educational Measurement</i> , 1998, 35, 328-345.	1.2	35
27	How American Adolescents Interpret Success and Failure in Classroom Music: Relationships among Attributional Beliefs, Self-Concept and Achievement. <i>Psychology of Music</i> , 1998, 26, 26-45.	1.6	77
28	Computerized Adaptive and Fixed-Item Testing of Music Listening Skill: A Comparison of Efficiency, Precision, and Concurrent Validity. <i>Journal of Educational Measurement</i> , 1997, 34, 43-63.	1.2	18
29	The Development and Validation of the Arts Self-Perception Inventory for Adults. <i>Educational and Psychological Measurement</i> , 1996, 56, 719-735.	2.4	20
30	Self-concept in artistic domains: An extension of the Shavelson, Hubner, and Stanton (1976) model.. <i>Journal of Educational Psychology</i> , 1995, 87, 134-153.	2.9	103
31	Success and Failure in Junior High School: A Critical Incident Approach to Understanding Students' Attributional Beliefs. <i>American Educational Research Journal</i> , 1995, 32, 377-412.	2.7	77
32	Individual Differences and Test Administration Procedures: A Comparison of Fixed-Item, Computerized-Adaptive, and Self-Adapted Testing. <i>Applied Measurement in Education</i> , 1994, 7, 53-79.	1.1	60
33	Computerized-Adaptive and Self-Adapted Music Listening Tests: Psychometric Features and Motivational Benefits. <i>Applied Measurement in Education</i> , 1994, 7, 25-51.	1.1	25
34	How instruction influences attitudes of college men and women towards computers. <i>Computers in Human Behavior</i> , 1993, 9, 83-93.	8.5	22
35	The Development and Validation of the Arts Self-Perception Inventory for Adolescents. <i>Educational and Psychological Measurement</i> , 1993, 53, 1023-1033.	2.4	31
36	Constructive response to failure in music: the role of attribution feedback and classroom goal structure. <i>British Journal of Educational Psychology</i> , 1993, 63, 110-129.	2.9	21

#	ARTICLE	IF	CITATIONS
37	Computerized Adaptive and Fixed-Item Versions of the Iteed Vocabulary Subtest. Educational and Psychological Measurement, 1993, 53, 779-788.	2.4	13
38	Changing Attitudes about Teaching Students with Handicaps. Adapted Physical Activity Quarterly, 1992, 9, 54-63.	0.8	61