

# Matthias von Davier

## List of Publications by Year in descending order

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90  
papers

2,844  
citations

236925

25  
h-index

206112

48  
g-index

98  
all docs

98  
docs citations

98  
times ranked

1483  
citing authors

#	ARTICLE	IF	CITATIONS
1	International Large-Scale Assessment Data. Educational Researcher, 2010, 39, 142-151.	5.4	338
2	A general diagnostic model applied to language testing data. British Journal of Mathematical and Statistical Psychology, 2008, 61, 287-307.	1.4	299
3	Why item parcels are (almost) never appropriate: Two wrongs do not make a rightâ€”Camouflaging misspecification with item parcels in CFA models.. Psychological Methods, 2013, 18, 257-284.	3.5	290
4	A GENERAL DIAGNOSTIC MODEL APPLIED TO LANGUAGE TESTING DATA. ETS Research Report Series, 2005, 2005, i-35.	0.8	169
5	The <scp>DINA</scp> model as a constrained general diagnostic model: Two variants of a model equivalency. British Journal of Mathematical and Statistical Psychology, 2014, 67, 49-71.	1.4	73
6	Multivariate and Mixture Distribution Rasch Models. , 2007, , .		72
7	MODELING NONIGNORABLE MISSING DATA WITH ITEM RESPONSE THEORY (IRT). ETS Research Report Series, 2010, 2010, i.	0.8	69
8	Measuring Response Styles Across the Big Five: A Multiscale Extension of an Approach Using Multinomial Processing Trees. Multivariate Behavioral Research, 2014, 49, 161-177.	3.1	66
9	Partially Observed Mixtures of IRT Models: An Extension of the Generalized Partial-Credit Model. Applied Psychological Measurement, 2004, 28, 389-406.	1.0	64
10	A Conditional Item-Fit Index for Rasch Models. Applied Psychological Measurement, 1994, 18, 171-182.	1.0	63
11	Measuring Growth in a Longitudinal Large-Scale Assessment withÂaÂGeneral Latent Variable Model. Psychometrika, 2011, 76, 318-336.	2.1	56
12	Modeling Omitted and Not-Reached Items in IRT Models. Psychometrika, 2017, 82, 795-819.	2.1	54
13	A hierarchical latent response model for inferences about examinee engagement in terms of guessing and itemâ€level nonâ€response. British Journal of Mathematical and Statistical Psychology, 2020, 73, 83-112.	1.4	51
14	Polytomous Mixed Rasch Models. , 1995, , 371-379.		49
15	Toward Increasing Fairness in Score Scale Calibrations Employed in International Large-Scale Assessments. International Journal of Testing, 2014, 14, 1-21.	0.3	48
16	A Unified Approach to IRT Scale Linking and Scale Transformations. Methodology, 2007, 3, 115-124.	1.1	47
17	Analyzing Process Data from Problem-Solving Items with N-Grams. Advances in Higher Education and Professional Development Book Series, 2016, , 750-777.	0.2	45
18	FITTING THE STRUCTURED GENERAL DIAGNOSTIC MODEL TO NAEP DATA. ETS Research Report Series, 2008, 2008, i.	0.8	44

#	ARTICLE	IF	CITATIONS
19	Mixture-Distribution and HYBRID Rasch Models. , 2007, , 99-115.		41
20	Stochastic Approximation Methods for Latent Regression Item Response Models. Journal of Educational and Behavioral Statistics, 2010, 35, 174-193.	1.7	36
21	The Log-Linear Cognitive Diagnostic Model (<scp>LCDM</scp>) as a Special Case of the General Diagnostic Model (<scp>GDM</scp>). ETS Research Report Series, 2014, 2014, 1-13.	0.8	35
22	Hierarchical Diagnostic Classification Models Morphing into Unidimensional "Diagnostic"™ Classification Models" A Commentary. Psychometrika, 2014, 79, 340-346.	2.1	32
23	Using Response Times for Joint Modeling of Response and Omission Behavior. Multivariate Behavioral Research, 2020, 55, 425-453.	3.1	32
24	Developments in Psychometric Population Models for Technology-Based Large-Scale Assessments: An Overview of Challenges and Opportunities. Journal of Educational and Behavioral Statistics, 2019, 44, 671-705.	1.7	30
25	Predictive Feature Generation and Selection Using Process Data From PISA Interactive Problem-Solving Items: An Application of Random Forests. Frontiers in Psychology, 2019, 10, 2461.	2.1	30
26	Identifying Feature Sequences from Process Data in Problem-Solving Items with N-Grams. Springer Proceedings in Mathematics and Statistics, 2015, , 173-190.	0.2	30
27	The use of test scores from large-scale assessment surveys: psychometric and statistical considerations. Large-Scale Assessments in Education, 2017, 5, .	2.0	29
28	Evaluating item response theory linking and model fit for data from PISA 2000"2012. Assessment in Education, 2019, 26, 466-488.	1.2	28
29	32 The Statistical Procedures Used in National Assessment of Educational Progress: Recent Developments and Future Directions. Handbook of Statistics, 2006, 26, 1039-1055.	0.6	25
30	COMPARISON OF MULTIDIMENSIONAL ITEM RESPONSE MODELS: MULTIVARIATE NORMAL ABILITY DISTRIBUTIONS VERSUS MULTIVARIATE POLYTOMOUS ABILITY DISTRIBUTIONS. ETS Research Report Series, 2008, 2008, i.	0.8	25
31	A Third-Order Item Response Theory Model for Modeling the Effects of Domains and Subdomains in Large-Scale Educational Assessment Surveys. Journal of Educational and Behavioral Statistics, 2014, 39, 235-256.	1.7	25
32	Some Notes on the Reinvention of Latent Structure Models as Diagnostic Classification Models. Measurement, 2009, 7, 67-74.	0.2	24
33	COGNITIVE DIAGNOSIS FOR NAEP PROFICIENCY DATA. ETS Research Report Series, 2006, 2006, i.	0.8	23
34	The Effects of Vignette Scoring on Reliability and Validity of Self-Reports. Applied Psychological Measurement, 2018, 42, 291-306.	1.0	23
35	Using Response Times to Model Not-Reached Items due to Time Limits. Psychometrika, 2019, 84, 892-920.	2.1	22
36	An Importance Sampling EM Algorithm for Latent Regression Models. Journal of Educational and Behavioral Statistics, 2007, 32, 233-251.	1.7	21

#	ARTICLE	IF	CITATIONS
37	19 Mixture Distribution Item Response Models. Handbook of Statistics, 2006, 26, 643-661.	0.6	20
38	A person-fit index for polytomous rasch models, latent class models, and their mixture generalizations. Psychometrika, 2003, 68, 213-228.	2.1	19
39	HIERARCHICAL GENERAL DIAGNOSTIC MODELS. ETS Research Report Series, 2007, 2007, i.	0.8	18
40	Factorial Versus Typological Models: A Comparison of Methods for Personality Data. Measurement, 2012, 10, 185-208.	0.2	18
41	Automated Item Generation with Recurrent Neural Networks. Psychometrika, 2018, 83, 847-857.	2.1	18
42	A Response-Time-Based Latent Response Mixture Model for Identifying and Modeling Careless and Insufficient Effort Responding in Survey Data. Psychometrika, 2022, 87, 593-619.	2.1	17
43	Modeling Item Revisit Behavior: The Hierarchical Speedâ€“Accuracyâ€“Revisits Model. Educational and Psychological Measurement, 2021, 81, 363-387.	2.4	16
44	Model meets reality: Validating a new behavioral measure for test-taking effort. Educational Assessment, 2021, 26, 104-124.	1.5	16
45	31B Some Notes on Models for Cognitively Based Skills Diagnosis. Handbook of Statistics, 2006, 26, 1031-1038.	0.6	15
46	Combining mixture distribution and multidimensional IRTree models for the measurement of extreme response styles. British Journal of Mathematical and Statistical Psychology, 2019, 72, 538-559.	1.4	13
47	On the Growing Importance of International Large-Scale Assessments. , 2013, , 1-11.		12
48	Statistical Models and Inference for the True Equating Transformation in the Context of Local Equating. Journal of Educational Measurement, 2013, 50, 315-320.	1.2	11
49	A Multiprocess Item Response Model for Not-Reached Items due to Time Limits and Quitting. Educational and Psychological Measurement, 2020, 80, 522-547.	2.4	11
50	A Note on Construct Validity of the Anchoring Method in PISA 2012. Journal of Psychoeducational Assessment, 2018, 36, 709-724.	1.5	10
51	Reframing rankings in educational assessments. Science, 2021, 372, 338-340.	12.6	10
52	An Alternative Way to Model Population Ability Distributions in Large-Scale Educational Surveys. Educational and Psychological Measurement, 2015, 75, 739-763.	2.4	9
53	Diagnosing Diagnostic Models: From Von Neumannâ€™s Elephant to Model Equivalencies and Network Psychometrics. Measurement, 2018, 16, 59-70.	0.2	9
54	MIXTURE DISTRIBUTION DIAGNOSTIC MODELS. ETS Research Report Series, 2007, 2007, i.	0.8	8

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55	ITEM RESPONSE THEORY. ETS Research Report Series, 2013, 2013, i.	0.8	8
56	Local Equating Using the Rasch Model, the OPLM, and the 2PL IRT Model—What Is It Anyway if the Model Captures Everything There Is to Know About the Test Takers?. Journal of Educational Measurement, 2013, 50, 295-303.	1.2	8
57	High-Performance Psychometrics: The Parallel EM Algorithm for Generalized Latent Variable Models. ETS Research Report Series, 2016, 2016, 1-11.	0.8	8
58	Differentiating Response Styles and Construct-Related Responses: A New IRT Approach Using Bifactor and Second-Order Models. Springer Proceedings in Mathematics and Statistics, 2013, , 463-487.	0.2	8
59	Item Response Theory. Methodology of Educational Measurement and Assessment, 2017, , 133-178.	0.4	8
60	REPORTING TEST OUTCOMES USING MODELS FOR COGNITIVE DIAGNOSIS. ETS Research Report Series, 2006, 2006, i-28.	0.8	7
61	Why Sum Scores May Not Tell Us All About Test Takers. Newborn and Infant Nursing Reviews, 2010, 10, 27-36.	0.4	7
62	Commentary: On the Importance of the Speed-Ability Trade-Off When Dealing With Not Reached Items. Frontiers in Psychology, 2018, 9, 1988.	2.1	7
63	Introduction: Extending the Rasch Model. , 2007, , 1-12.		7
64	EQUIVALENCY OF THE DINA MODEL AND A CONSTRAINED GENERAL DIAGNOSTIC MODEL. ETS Research Report Series, 2011, 2011, i.	0.8	6
65	GDM Software mdltm Including Parallel EM Algorithm. Methodology of Educational Measurement and Assessment, 2019, , 603-628.	0.4	6
66	CDMs in Vocational Education: Assessment and Usage of Diagnostic Problem-Solving Strategies in Car Mechatronics. Methodology of Educational Measurement and Assessment, 2019, , 461-488.	0.4	5
67	The General Diagnostic Model. Methodology of Educational Measurement and Assessment, 2019, , 133-153.	0.4	5
68	Can students' attitudes towards mathematics and science be compared across countries? Evidence from measurement invariance modeling in TIMSS 2019. Studies in Educational Evaluation, 2022, 74, 101169.	2.3	5
69	CTT and No-DIF and (Almost) Rasch Model. Methodology of Educational Measurement and Assessment, 2017, , 249-272.	0.4	4
70	Developing a Machine-Supported Coding System for Constructed-Response Items in PISA. ETS Research Report Series, 2017, 2017, 1-15.	0.8	4
71	Effects of Discontinue Rules on Psychometric Properties of Test Scores. Psychometrika, 2019, 84, 147-163.	2.1	3
72	Editorial, Spring 2020. Psychometrika, 2020, 85, 1-4.	2.1	3

#	ARTICLE	IF	CITATIONS
73	Conditional Subscore Reporting Using Iterated Discrete Convolutions. <i>Journal of Educational and Behavioral Statistics</i> , 2020, 45, 515-533.	1.7	3
74	Large-Scale Assessments of Adult Literacy. <i>Methodology of Educational Measurement and Assessment</i> , 2017, , 285-310.	0.4	3
75	New Results on an Improved Parallel EM Algorithm for Estimating Generalized Latent Variable Models. <i>Springer Proceedings in Mathematics and Statistics</i> , 2017, , 1-8.	0.2	3
76	Introduction: From Latent Classes to Cognitive Diagnostic Models. <i>Methodology of Educational Measurement and Assessment</i> , 2019, , 1-17.	0.4	3
77	A semiparametric approach for item response function estimation to detect item misfit. <i>British Journal of Mathematical and Statistical Psychology</i> , 2021, 74, 157-175.	1.4	3
78	A Robust Method for Detecting Item Misfit in Large-Scale Assessments. <i>Educational and Psychological Measurement</i> , 2023, 83, 740-765.	2.4	3
79	VARIANCE ESTIMATION FOR NAEP DATA USING A RESAMPLING-BASED APPROACH: AN APPLICATION OF COGNITIVE DIAGNOSTIC MODELS. <i>ETS Research Report Series</i> , 2010, 2010, i.	0.8	2
80	Ensuring Validity in International Comparisons Using State-of-the-Art Psychometric Methodologies. <i>IEA Research for Education</i> , 2020, , 187-219.	0.6	2
81	Detecting and treating errors in tests and surveys. <i>Quality Assurance in Education</i> , 2018, 26, 243-262.	1.5	1
82	Assessing Problem Solving in Technology-Rich Environments. <i>Advances in Higher Education and Professional Development Book Series</i> , 2016, , 706-724.	0.2	1
83	Applying the General Diagnostic Model to Proficiency Data from a National Skills Survey. <i>Methodology of Educational Measurement and Assessment</i> , 2019, , 489-501.	0.4	1
84	Scoring Graphical Responses in TIMSS 2019 Using Artificial Neural Networks. <i>Educational and Psychological Measurement</i> , 2023, 83, 556-585.	2.4	1
85	Editorial. <i>British Journal of Mathematical and Statistical Psychology</i> , 2013, 66, 199-200.	1.4	0
86	Adjusting Person Fit Index for Skewness in Cognitive Diagnosis Modeling. <i>Journal of Classification</i> , 2020, 37, 399-420.	2.2	0
87	Comparing College Aspirations across PISA Countries: Are 17 Percent Oranges Less than 75 Percent Apples?. , 2020, , 18-33.		0
88	Commentary: Matching IRT Models to PRO Constructs Modeling Alternatives, and Some Thoughts on What Makes a Model Different. <i>Psychometrika</i> , 2021, 86, 825-832.	2.1	0
89	Advancing Human Assessment: A Synthesis Over Seven Decades. <i>Methodology of Educational Measurement and Assessment</i> , 2017, , 635-687.	0.4	0
90	<i>Psychometrics</i> . , 2020, , 4157-4161.		0