Sandip Sinharay

List of Publications by Year
in descending order

126	2,685	257450	233421
papers	citations	24 h-index	45 g-index

129	129	129	1443
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	The use of multiple imputation for the analysis of missing data.. Psychological Methods, 2001, 6, 317-329.	3.5	405
2	Posterior Predictive Assessment of Item Response Theory Models. Applied Psychological Measurement, 2006, 30, 298-321.	1.0	169
3	Assessing Fit of Unidimensional Item Response Theory Models Using a Bayesian Approach. Journal of Educational Measurement, 2005, 42, 375-394.	1.2	101
4	How Often Do Subscores Have Added Value? Results from Operational and Simulated Data. Journal of Educational Measurement, 2010, 47, 150-174.	1.2	101
5	Reporting of Subscores Using Multidimensional Item Response Theory. Psychometrika, 2010, 75, 209-227.	2.1	76
6	On the Sensitivity of Bayes Factors to the Prior Distributions. American Statistician, 2002, 56, 196-201.	1.6	70
7	Experiences With Markov Chain Monte Carlo Convergence Assessment in Two Psychometric Examples. Journal of Educational and Behavioral Statistics, 2004, 29, 461-488.	1.7	70
8	Posterior predictive model checking in hierarchical models. Journal of Statistical Planning and Inference, 2003, 111, 209-221.	0.6	66
9	Subscores Based on Classical Test Theory: To Report or Not to Report. Educational Measurement: Issues and Practice, 2007, 26, 21-28.	1.4	66
10	An NCME Instructional Module on Subscores. Educational Measurement: Issues and Practice, 2011, 30, 29-40.	1.4	64
11	Posterior Predictive Model Checking for Multidimensionality in Item Response Theory. Applied Psychological Measurement, 2009, 33, 519-537.	1.0	62
12	Bayesian item fit analysis for unidimensional item response theory models. British Journal of Mathematical and Statistical Psychology, 2006, 59, 429-449.	1.4	56
13	Is It Necessary to Make Anchor Tests Mini-Versions of the Tests Being Equated or Can Some Restrictions Be Relaxed?. Journal of Educational Measurement, 2007, 44, 249-275.	1.2	52
14	How Often Is the Misfit of Item Response Theory Models Practically Significant?. Educational Measurement: Issues and Practice, 2014, 33, 23-35.	1.4	50
15	Assessing Fit of Cognitive Diagnostic Models A Case Study. Educational and Psychological Measurement, 2007, 67, 239-257.	2.4	45
16	Detection of Item Preknowledge Using Likelihood Ratio Test and Score Test. Journal of Educational and Behavioral Statistics, 2017, 42, 46-68.	1.7	42
17	Reporting subscores for institutions. British Journal of Mathematical and Statistical Psychology, 2009, 62, 79-95.	1.4	40
18	Assessing Item Fit for Unidimensional Item Response Theory Models Using Residuals from Estimated Item Response Functions. Psychometrika, 2013, 78, 417-440.	2.1	37

#	Article	IF	Citations
19	Calibrating Item Families and Summarizing the Results Using Family Expected Response Functions. Journal of Educational and Behavioral Statistics, 2003, 28, 295-313.	1.7	36
20	Stochastic Approximation Methods for Latent Regression Item Response Models. Journal of Educational and Behavioral Statistics, 2010, 35, 174-193.	1.7	36
21	ASSESSING CONVERGENCE OF THE MARKOV CHAIN MONTE CARLO ALGORITHMS: A REVIEW. ETS Research Report Series, 2003, 2003, i.	0.8	35
22	Reporting Diagnostic Scores in Educational Testing: Temptations, Pitfalls, and Some Solutions. Multivariate Behavioral Research, 2010, 45, 553-573.	3.1	29
23	The Utility of Augmented Subscores in a Licensure Exam: An Evaluation of Methods Using Empirical Data. Applied Measurement in Education, 2010, 23, 266-285.	1.1	26
24	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
25	Asymptotically Correct Standardization of Person-Fit Statistics Beyond Dichotomous Items. Psychometrika, 2016, 81, 992-1013.	2.1	25
26	Prediction of Essay Scores From Writing Process and Product Features Using Data Mining Methods. Applied Measurement in Education, 2019, 32, 116-137.	1.1	25
27	Assessment of fit of item response theory models used in large-scale educational survey assessments. Large-Scale Assessments in Education, 2016, 4, .	2.0	24
28	The use of item scores and response times to detect examinees who may have benefited from item preknowledge. British Journal of Mathematical and Statistical Psychology, 2020, 73, 397-419.	1.4	24
29	An NCME Instructional Module on Data Mining Methods for Classification and Regression. Educational Measurement: Issues and Practice, 2016, 35, 38-54.	1.4	23
30	Use of Data Mining Methods to Detect Test Fraud. Journal of Educational Measurement, 2019, 56, 251-279.	1.2	23
31	A New Personâ€Fit Statistic for the Lognormal Model for Response Times. Journal of Educational Measurement, 2018, 55, 457-476.	1.2	22
32	An Empirical Comparison of Methods for Computing Bayes Factors in Generalized Linear Mixed Models. Journal of Computational and Graphical Statistics, 2005, 14, 415-435.	1.7	21
33	An Importance Sampling EM Algorithm for Latent Regression Models. Journal of Educational and Behavioral Statistics, 2007, 32, 233-251.	1.7	21
34	Generalized Residuals for General Models for Contingency Tables With Application to Item Response Theory. Journal of the American Statistical Association, 2013, 108, 1435-1444.	3.1	21
35	Measures of Agreement to Assess Attributeâ€Level Classification Accuracy and Consistency for Cognitive Diagnostic Assessments. Journal of Educational Measurement, 2018, 55, 635-664.	1.2	20
36	An Approach to Evaluating the Missing Data Assumptions of the Chain and Post-stratification Equating Methods for the NEAT Design. Journal of Educational Measurement, 2008, 45, 17-43.	1.2	19

#	Article	IF	Citations
37	Assessment of Person Fit for Mixed-Format Tests. Journal of Educational and Behavioral Statistics, 2015, 40, 343-365.	1.7	19
38	Bayes Factor Covariance Testing in Item Response Models. Psychometrika, 2017, 82, 979-1006.	2.1	19
39	MODEL DIAGNOSTICS FOR BAYESIAN NETWORKS. ETS Research Report Series, 2004, 2004, i.	0.8	18
40	The Application of the Cumulative Logistic Regression Model to Automated Essay Scoring. Journal of Educational and Behavioral Statistics, 2010, 35, 586-602.	1.7	18
41	A Note on Assessing the Added Value of Subscores. Educational Measurement: Issues and Practice, 2013, 32, 38-42.	1.4	18
42	Do the TOEFL iBT^{Â®} section scores provide value-added information to stakeholders?. Language Testing, 2018, 35, 529-556.	3.2	18
43	SIMULATION STUDIES APPLYING POSTERIOR PREDICTIVE MODEL CHECKING FOR ASSESSING FIT OF THE COMMON ITEM RESPONSE THEORY MODELS. ETS Research Report Series, 2003, 2003, i.	0.8	17
44	INVESTIGATING THE VALUE OF SECTION SCORES FOR THE TOEFL iBTÂ® TEST. ETS Research Report Series, 2013, 2013, i.	0.8	17
45	A New Approach to Comparing Several Equating Methods in the Context of the NEAT Design. Journal of Educational Measurement, 2010, 47, 261-285.	1.2	15
46	Assessment of Person Fit Using Resamplingâ€Based Approaches. Journal of Educational Measurement, 2016, 53, 63-85.	1.2	15
47	PRACTICAL APPLICATIONS OF POSTERIOR PREDICTIVE MODEL CHECKING FOR ASSESSING FIT OF COMMON ITEM RESPONSE THEORY MODELS. ETS Research Report Series, 2003, 2003, i.	0.8	13
48	ANALYSIS OF DATA FROM AN ADMISSIONS TEST WITH ITEM MODELS. ETS Research Report Series, 2005, 2005, i-32.	0.8	13
49	THE CORRELATION BETWEEN THE SCORES OF A TEST AND AN ANCHOR TEST. ETS Research Report Series, 2006, 2006, i.	0.8	13
50	A Further Look at the Correlation Between Item Parameters and Item Fit Statistics. Journal of Educational Measurement, 2008, 45, 1-15.	1.2	13
51	Do Adjusted Subscores Lack Validity? Donâ€™t Blame the Messenger. Educational and Psychological Measurement, 2011, 71, 789-797.	2.4	13
52	Determining the Overall Impact of Interruptions During Online Testing. Journal of Educational Measurement, 2014, 51, 419-440.	1.2	13
53	Asymptotic Corrections of Standardized Extended Caution Indices. Applied Psychological Measurement, 2016, 40, 418-433.	1.0	13
54	Which Statistic Should Be Used to Detect Item Preknowledge When the Set of Compromised Items Is Known?. Applied Psychological Measurement, 2017, 41, 403-421.	1.0	13

#	Article	IF	Citations
55	The choice of the ability estimate with asymptotically correct standardized personâ€fit statistics. British Journal of Mathematical and Statistical Psychology, 2016, 69, 175-193.	1.4	12
56	Person Fit Analysis in Computerized Adaptive Testing Using Tests for a Change Point. Journal of Educational and Behavioral Statistics, 2016, 41, 521-549.	1.7	12
57	Detection of Item Preknowledge Using Response Times. Applied Psychological Measurement, 2020, 44, 376-392.	1.0	12
58	BAYESIAN ITEM FIT ANALYSIS FOR DICHOTOMOUS ITEM RESPONSE THEORY MODELS. ETS Research Report Series, 2003, 2003, i.	0.8	11
59	Score Reporting for Examinees with Incomplete Data on Largeâ€Scale Educational Assessments. Educational Measurement: Issues and Practice, 2021, 40, 79-91.	1.4	11
60	Test Score Equating Using a Mini-Version Anchor and a Midi Anchor: A Case Study Using SATÂ®Data. Journal of Educational Measurement, 2011, 48, 361-379.	1.2	10
61	Observed Score Equating Using a Mini-Version Anchor and an Anchor with Less Spread of Difficulty: A Comparison Study. Educational and Psychological Measurement, 2011, 71, 346-361.	2.4	10
62	Three New Methods for Analysis of Answer Changes. Educational and Psychological Measurement, 2017, 77, 54-81.	2.4	10
63	Some Remarks on Applications of Tests for Detecting A Change Point to Psychometric Problems. Psychometrika, 2017, 82, 1149-1161.	2.1	10
64	A New Statistic for Detection of Aberrant Answer Changes. Journal of Educational Measurement, 2017, 54, 200-217.	1.2	10
65	How to Compare Parametric and Nonparametric Personâ€Fit Statistics Using Real Data. Journal of Educational Measurement, 2017, 54, 420-439.	1.2	10
66	EXTENSION OF THE NAEP BGROUP PROGRAM TO HIGHER DIMENSIONS. ETS Research Report Series, 2005, 2005, i-23.	0.8	9
67	The Missing Data Assumptions of the NEAT Design andÂtheirÂImplications for Test Equating. Psychometrika, 2010, 75, 309-327.	2.1	9
68	An Empirical Investigation of Population Invariance in the Value of Subscores. International Journal of Testing, 2014, 14, 22-48.	0.3	9
69	Analysis of Added Value of Subscores With Respect to Classification. Journal of Educational Measurement, 2014, 51, 212-222.	1.2	9
70	How Much can we Reliably Know About what Examinees Know?. Measurement, 2009, 7, 46-49.	0.2	8
71	FIRST LANGUAGE OF EXAMINEES AND ITS RELATIONSHIP TO EQUATING. ETS Research Report Series, 2009, 2009, i-20.	0.8	8
72	Equating of Augmented Subscores. Journal of Educational Measurement, 2011, 48, 122-145.	1.2	8

#	Article	IF	Citations
73	Does subgroup membership information lead to better estimation of true subscores?. British Journal of Mathematical and Statistical Psychology, 2013, 66, 452-469.	1.4	8
74	A NOTE ON THE CHOICE OF AN ANCHOR TEST IN EQUATING. ETS Research Report Series, 2012, 2012, i.	0.8	8
75	Assessing Individualâ€Level Impact of Interruptions During Online Testing. Journal of Educational Measurement, 2015, 52, 80-105.	1.2	8
76	Are the Nonparametric Person-Fit Statistics More Powerful Than Their Parametric Counterparts? Revisiting the Simulations in Karabatsos (2003). Applied Measurement in Education, 2017, 30, 314-328.	1.1	8
77	AN APPLICATION OF A BAYESIAN HIERARCHICAL MODEL FOR ITEM FAMILY CALIBRATION. ETS Research Report Series, 2003, 2003, i.	0.8	7
78	APPLICATION OF THE STOCHASTIC EM METHOD TO LATENT REGRESSION MODELS. ETS Research Report Series, 2004, 2004, i.	0.8	7
79	COMPARISON OF SUBSCORES BASED ON CLASSICAL TEST THEORY METHODS. ETS Research Report Series, 2008, 2008, i.	0.8	7
80	When Does Scale Anchoring Work? A Case Study. Journal of Educational Measurement, 2011, 48, 61-80.	1.2	7
81	Assessing person fit using l[*]<SUB align="right">z and the posterior predictive model checking method for dichotomous item response theory models. International Journal of Quantitative Research in Education, 2015, 2, 265.	0.1	7
82	The Revised Standards and Its Role in Research on Educational Measurement. Educational Measurement: Issues and Practice, 2014, 33, 36-38.	1.4	6
83	Higher-Order Asymptotics and Its Application to Testing the Equality of the Examinee Ability Over Two Sets of Items. Psychometrika, 2019, 84, 484-510.	2.1	6
84	Reporting Proficiency Levels for Examinees With Incomplete Data. Journal of Educational and Behavioral Statistics, 2022, 47, 263-296.	1.7	6
85	ASSESSING FIT OF MODELS WITH DISCRETE PROFICIENCY VARIABLES IN EDUCATIONAL ASSESSMENT. ETS Research Report Series, 2004, 2004, i.	0.8	5
86	SUBSCORES FOR INSTITUTIONS. ETS Research Report Series, 2006, 2006, i.	0.8	5
87	FIRST LANGUAGE OF EXAMINEES AND ITS RELATIONSHIP TO DIFFERENTIAL ITEM FUNCTIONING. ETS Research Report Series, 2009, 2009, i-65.	0.8	5
88	Automated Trait Scores for <scp>TOEFL</scp>^{Â®} Writing Tasks. ETS Research Report Series, 2015, 2015, 1-14.	0.8	5
89	Detecting Fraudulent Erasures at an Aggregate Level. Journal of Educational and Behavioral Statistics, 2018, 43, 286-315.	1.7	5
90	Assessing Fit of the Lognormal Model for Response Times. Journal of Educational and Behavioral Statistics, 2020, 45, 534-568.	1.7	5

#	Article	IF	Citations
91	17 Hierarchical Item Response Theory Models. Handbook of Statistics, 2006, , 587-606.	0.6	4
92	Limits on Log Odds Ratios for Unidimensional Item Response Theory Models. Psychometrika, 2007, 72, 551-561.	2.1	4
93	First Language of Test Takers and Fairness Assessment Procedures. Educational Measurement: Issues and Practice, 2011, 30, 25-35.	1.4	4
94	EQUATING OF SUBSCORES AND WEIGHTED AVERAGES UNDER THE NEAT DESIGN. ETS Research Report Series, 2011, 2011, i.	0.8	4
95	The Asymptotic Distribution of Ability Estimates. Journal of Educational and Behavioral Statistics, 2015, 40, 511-528.	1.7	4
96	Too Simple to Be Useful: A Comment on Feinberg and Wainer (2014). Educational Measurement: Issues and Practice, 2015, 34, 6-8.	1.4	4
97	On the Equivalence of a Likelihood Ratio of Drasgow, Levine, and Zickar (1996) and the Statistic Based on the Neymanâ€“Pearson Lemma of Belov (2016). Applied Psychological Measurement, 2017, 41, 145-149.	1.0	4
98	Added Value of Subscores and Hypothesis Testing. Journal of Educational and Behavioral Statistics, 2019, 44, 25-44.	1.7	4
99	Dealing With Missing Data in Surveys and Databases. , 2006, , 178-191.		4
100	CALIBRATION OF POLYTOMOUS ITEM FAMILIES USING BAYESIAN HIERARCHICAL MODELING. ETS Research Report Series, 2003, 2003, i.	0.8	3
101	ASSESSING FIT OF LATENT REGRESSION MODELS. ETS Research Report Series, 2009, 2009, i.	0.8	3
102	WHEN CAN SUBSCORES BE EXPECTED TO HAVE ADDED VALUE? RESULTS FROM OPERATIONAL AND SIMULATED DATA. ETS Research Report Series, 2010, 2010, i.	0.8	3
103	STATISTICAL PROCEDURES TO EVALUATE QUALITY OF SCALE ANCHORING. ETS Research Report Series, 2011, 2011, i.	0.8	3
104	HOW DOES THE KNOWLEDGE OF SUBGROUP MEMBERSHIP OF EXAMINEES AFFECT THE PREDICTION OF TRUE SUBSCORES?. ETS Research Report Series, 2011, 2011, i.	0.8	3
105	Application of Bayesian Methods for Detecting Fraudulent Behavior on Tests. Measurement, 2018, 16, 100-113.	0.2	3
106	Investigating Technology-Enhanced Item Formats Using Cognitive and Item Response Theory Approaches. International Journal of Testing, 2020, 20, 122-145.	0.3	3
107	Detecting test fraud using Bayes factors. Behaviormetrika, 2020, 47, 339-354.	1.3	3
108	Estimating Probabilities of Passing for Examinees With Incomplete Data in Mastery Tests. Educational and Psychological Measurement, 2022, 82, 580-609.	2.4	3

#	Article	IF	Citations
109	Latent-variable Approaches Utilizing Both Item Scores and Response Times To Detect Test Fraud. Open Education Studies, 2021, 3, 1-16.	0.8	3
110	The Use of the Posterior Probability in Score Differencing. Journal of Educational and Behavioral Statistics, 0, , 107699862095742.	1.7	3
111	VARIANCE COMPONENT TESTING IN GENERALIZED LINEAR MIXED MODELS. ETS Research Report Series, 2003, 2003, i.	0.8	2
112	STOCHASTIC APPROXIMATION METHODS FOR LATENT REGRESSION ITEM RESPONSE MODELS. ETS Research Report Series, 2009, 2009, i.	0.8	2
113	Automated Trait Scores for <scp>GRE</scp>^{Â®} Writing Tasks. ETS Research Report Series, 2015, 2015, 1-14.	0.8	2
114	On the Choice of Anchor Tests in Equating. Educational Measurement: Issues and Practice, 2018, 37, 64-69.	1.4	2
115	The Lack of Robustness of a Statistic Based on the Neymanâ€“Pearson Lemma to Violations of Its Underlying Assumptions. Applied Psychological Measurement, 2022, 46, 19-39.	1.0	2
116	Reporting Passâ€“Fail Decisions to Examinees with Incomplete Data: A Commentary on Feinberg (2021). Educational Measurement: Issues and Practice, 0, , .	1.4	2
117	THE CORRELATION BETWEEN ITEM PARAMETERS AND ITEM FIT STATISTICS. ETS Research Report Series, 2007, 2007, i.	0.8	1
118	HOW CAN MULTIDIMENSIONAL ITEM RESPONSE THEORY BE USED IN REPORTING OF SUBSCORES?. ETS Research Report Series, 2010, 2010, i.	0.8	1
119	Comments on â€œA Note on Subscoresâ€•by Samuel A. Livingston. Educational Measurement: Issues and Practice, 2015, 34, 6-7.	1.4	1
120	lzstarMix. Applied Psychological Measurement, 2016, 40, 76-77.	1.0	1
121	A New Interpretation of Augmented Subscores and Their Added Value in Terms of Parallel Forms. Journal of Educational Measurement, 2018, 55, 177-193.	1.2	1
122	Are There Distinctive Profiles in Examinee Essayâ€Writing Processes?. Educational Measurement: Issues and Practice, 0, , .	1.4	1
123	Issues with Self-Monitoring Assessments: Comments on Koretz and BÃ©guin (2010). Measurement, 2010, 8, 191-194.	0.2	0
124	A Note on the Type I Error Rate of the PARSCALE G² Statistic for Long Tests. Applied Psychological Measurement, 2014, 38, 245-252.	1.0	0
125	Extension of caution indices to mixedâ€format tests. British Journal of Mathematical and Statistical Psychology, 2018, 71, 363-386.	1.4	0
126	The Use of Theory of Linear Mixed-Effects Models to Detect Fraudulent Erasures at an Aggregate Level. Educational and Psychological Measurement, 2022, 82, 001316442199489.	2.4	0