

# CONTENTS

<i>List of Contributors</i>	<i>ix</i>
<i>Preface</i>	<i>xv</i>
<b>PART I</b>	
<b>Foundations</b>	<b>1</b>
1 Test Development Process <i>Suzanne Lane, Mark R. Raymond, Thomas M. Haladyna and Steven M. Downing</i>	3
2 Test Design and Development Following the <i>Standards for Educational and Psychological Testing</i> <i>Laurens L. Wise and Barbara S. Plake</i>	19
3 Evidence-Centered Design <i>Michelle M. Riconscente, Robert J. Mislevy and Seth Corrigan</i>	40
4 Validation Strategies: Delineating and Validating Proposed Interpretations and Uses of Test Scores <i>Michael Kane</i>	64
5 Developing Fair Tests <i>Michael J. Zieky</i>	81
6 Contracting for Testing Services <i>Edward Roeber and E. Roger Trent</i>	100

<b>PART II</b>		
<b>Content</b>		<b>117</b>
7	Determining Content and Cognitive Demand for Achievement Tests <i>Marianne Perie and Kristen Huff</i>	119
8	Job Analysis, Practice Analysis and the Content of Credentialing Examinations <i>Mark R. Raymond</i>	144
9	Learning Progressions as a Guide for Design: Recommendations Based on Observations From a Mathematics Assessment <i>Edith Aurora Graf and Peter W. van Rijn</i>	165
10	Designing Tests to Measure Personal Attributes and Noncognitive Skills <i>Patrick C. Kyllonen</i>	190
11	Setting Performance Standards on Tests <i>Gregory J. Cizek and Darin S. Earnest</i>	212
<b>PART III</b>		
<b>Item Development and Scoring</b>		<b>239</b>
12	Web-Based Item Development and Banking <i>Timothy J. Muckle</i>	241
13	Selected-Response Item Development <i>Michael C. Rodriguez</i>	259
14	Design of Performance Assessments in Education <i>Suzanne Lane and Emi Iwatani</i>	274
15	Using Performance Tasks in Credentialing Tests <i>Kimberly A. Swygert and David M. Williamson</i>	294
16	Computerized Innovative Item Formats: Achievement and Credentialing <i>Stephen G. Sireci and April L. Zenisky</i>	313
17	Recent Innovations in Machine Scoring of Student- and Test Taker-Written and -Spoken Responses <i>Mark D. Shermis, Jill Burstein, Christopher Brew, Derrick Higgins and Klaus Zechner</i>	335
18	Language Issues in Item Development <i>Jamal Abedi</i>	355

19	Item and Test Design Considerations for Students With Special Needs <i>Stephen N. Elliott and Ryan J. Kettler</i>	374
20	Item Analysis for Selected-Response Test Items <i>Thomas M. Haladyna</i>	392
21	Automatic Item Generation <i>Mark J. Gierl and Hollis Lai</i>	410
<b>PART IV</b>		
	<b>Test Design and Assembly</b>	<b>431</b>
22	Practical Issues in Designing and Maintaining Multiple Test Forms <i>Cathy LW Wendler and Michael E. Walker</i>	433
23	Vertical Scales <i>Michael J. Young and Ye Tong</i>	450
24	Designing Computerized Adaptive Tests <i>Tim Davey, Mary J. Pitoniak and Sharon Cadman Slater</i>	467
25	Applications of Item Response Theory: Item and Test Information Functions for Designing and Building Mastery Tests <i>Richard M. Luecht</i>	485
26	Optimal Test Assembly <i>Wim J. van der Linden</i>	507
<b>PART V</b>		
	<b>Production, Preparation, Administration, Reporting, Documentation and Evaluation</b>	<b>531</b>
27	Test Production <i>Dan Champion</i>	533
28	Preparing Examinees for Test Taking: Guidelines for Test Developers <i>N. Scott Bishop and Susan Davis-Becker</i>	554
29	Test Administration <i>Rose C. McCallin</i>	567
30	A Model and Good Practices for Score Reporting <i>April L. Zenisky and Ronald K. Hambleton</i>	585

*Contents*

31	Documentation to Support Test Score Interpretation and Use <i>Steve Ferrara and Emily Lai</i>	603
32	Test Evaluation <i>Kurt F. Geisinger</i>	624
	<i>Author Index</i>	639
	<i>Subject Index</i>	655