

1. Comparison of Estimation Strategies for IRT Models With Small Samples Michael J. Kane and Bruce J. Zumbo	101
2. Evaluation of Learning and Transfer for Mixed-Format Tests John C. Hays and Peter Hays Tolo	107
3. Evaluation of Using Test-Retest Reliability, Retention and Student Learning Using Item Response Models Sung-Ho Park, Hee-Young and Peter Hays Tolo	119
4. Using IRT to Assess Student Learning and Transfer of Learning from Digital to a Classroom Setting John D. Sigler and Peter H. Tolo	129
5. Modeling Managerial Hiring Responses: Test Evidence Using Response Time Statistics David Michael, Anne C. Pitt, and Roger G. Lee	135
6. Exploring the Potential Utility of Modeling Longitudinal Test Response Times of Career Test Candidates Sheng-Mo and Hsiang-Li Sheng	144
7. The Effect of Item Homogeneity on Person Homogeneity in Test Scoring Algorithms Dan K. Johnson, Roger G. Lee, Michael Pitts, David M. Russell, and Anne K. Pitt	155

Applied Measurement in Education



ISSN: 0895-7347 (Print) 1532-4818 (Online) Journal homepage: <https://www.tandfonline.com/loi/hame20>

Classification Consistency and Accuracy for Mixed-Format Tests

Stella Y. Kim & Won-Chan Lee

13 Mar 2019

IF: 1.043

Reporter: Yingshi Huang

Introduction

- Tests are administered for a variety of reasons:
 - to determine rank orders
 - to screen/select a certain group



fail < **425** < pass



→ a single test administration

- Classification consistency
- Classification accuracy

$$P_i = p_{11} + p_{00}$$

		Version B	
		pass	fail
Version A	pass	p_{11}	p_{10}
	fail	p_{01}	p_{00}

$$Y_i = p_{11} / Y_i = p_{00}$$

		observed	
		pass	fail
true	pass	p_{11}	p_{10}
true	fail	p_{01}	p_{00}

Mixed-format tests ?

multiple-choice (MC) + free-response (FR)

- provide a rich understanding of examinee performance
- demonstrate some level of multidimensionality

The impact of construct equivalence was **negligible** (Wan, Brennan, & Lee, 2007)

➔ classical models

VS

When the testlet effect is low, the unidimensional IRT method **outperformed** bi-factor MIRT (Lafond, 2014)

➔ UIRT and MIRT

Impact of cut score location?

A cut score **near the mean or median** leads to **lower P** estimates (Huynh, 1976; Knupp, 2009; Lee, 2008; Wan et al., 2007)

As the number of classification **categories increases**, the CC and CA estimates tend to be **lower** (Berk, 1980; Feldt & Brennan, 1989; Lafond, 2014; Wan, 2006)

Present various estimation procedures

- classical test theory
- unidimensional item response theory (IRT)
- multidimensional IRT (MIRT)

Investigate the impact of multidimensionality

- real data
 - effects of dimensionality & impact of cut score location
- simulated data
 - sample size & degree of multidimensionality

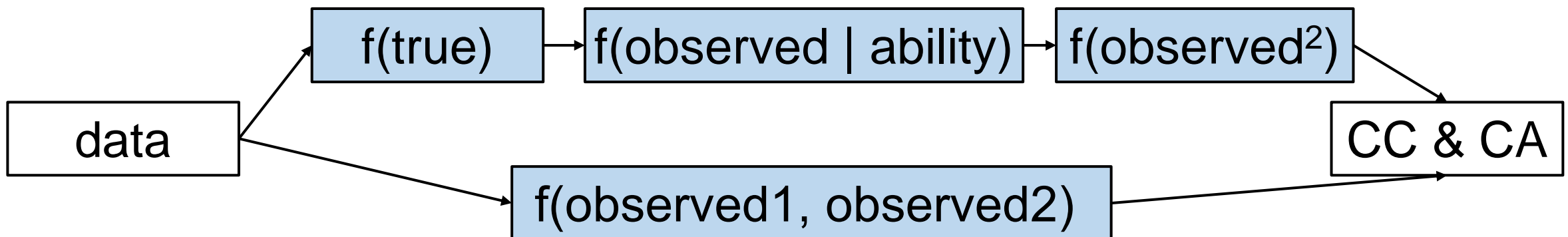
Classification Consistency and Accuracy for Mixed-Format Tests

classical approaches

- normal approximation (Peng & Subkoviak, 1980)
- Livingston-Lewis (Livingston & Lewis, 1995)
- compound multinomial (Lee, 2008)

IRT approaches

- unidimensional IRT (Lee, 2010)
- simple-structure MIRT (Knupp, 2009)
- bi-factor MIRT (LaFond, 2014)



1. Normal Approximation Procedure

- Scores from parallel forms follow a **bivariate normal distribution** with a correlation equal to test reliability, ρ .

$$f(y_1, y_2) = \frac{1}{2\pi\sigma_{y_1}\sigma_{y_2}\sqrt{1-\rho^2}} \exp\left(-\frac{1}{2(1-\rho^2)} \left[\left(\frac{y_1-\mu_{y_1}}{\sigma_{y_1}}\right)^2 - \frac{2\rho(y_1-\mu_{y_1})(y_2-\mu_{y_2})}{\sigma_{y_1}\sigma_{y_2}} + \left(\frac{y_2-\mu_{y_2}}{\sigma_{y_2}}\right)^2 \right]\right)$$

$$f(y_1, y_2) = \frac{1}{2\pi\sqrt{1-\rho^2}} \exp\left(-\frac{y_1^2 - 2\rho y_1 y_2 + y_2^2}{2(1-\rho^2)}\right)$$



$[c_{(j-1)}, c_j - 1] \rightarrow$ category U_j

$$z_{c_j} = \frac{c_j - \mu}{\sigma} \quad z_{c_{(j-1)}} = \frac{c_{(j-1)} - \mu}{\sigma} \quad (c_1, c_2, \dots, c_{j-1})$$

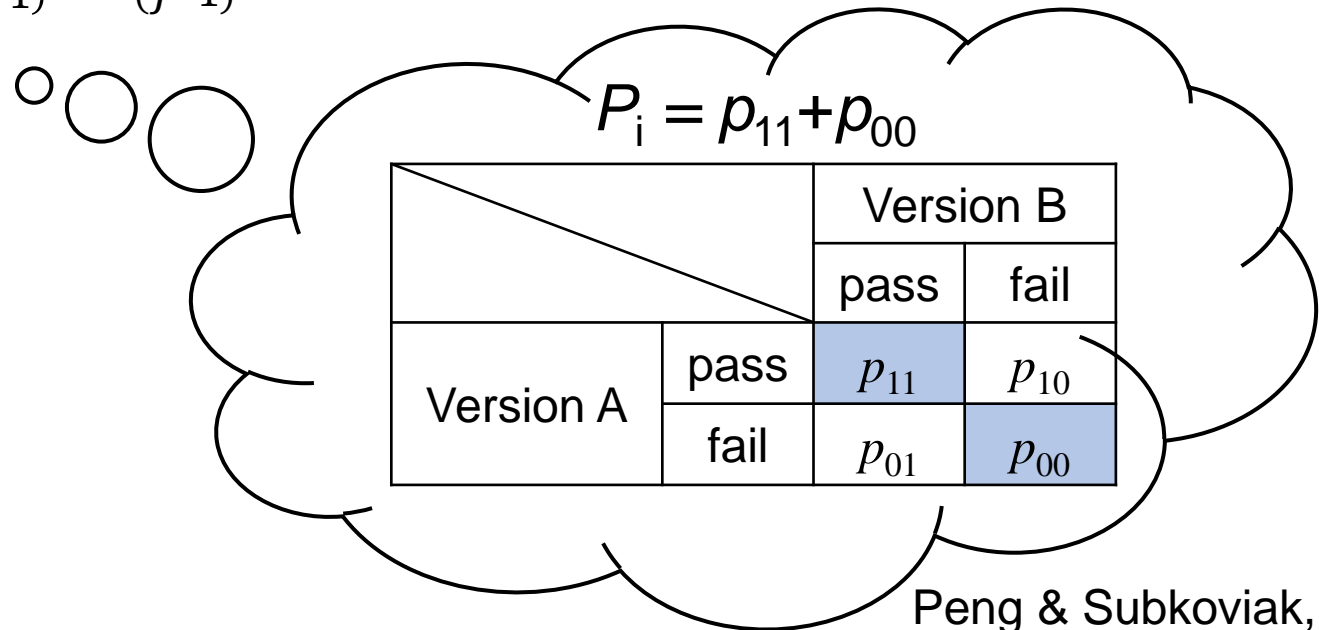
1. Normal Approximation Procedure

- Being classified into category U_j on two parallel forms with scores Y_1 and Y_2

$$\Phi_2(Y_1 \in U_j, Y_2 \in U_j) = \int_{z_{c(j-1)}}^{z_{c_j}} \int_{z_{c(j-1)}}^{z_{c_j}} \frac{1}{2\pi\sqrt{1-\rho^2}} \exp\left(-\frac{y_1^2 - 2\rho y_1 y_2 + y_2^2}{2(1-\rho^2)}\right) dy_1 dy_2$$



$$P = \sum_{j=1}^J \Phi_2(Y_1 \in U_j, Y_2 \in U_j)$$



1. Normal Approximation Procedure

- The true and observed scores follow a bivariate normal distribution with a correlation equal to **the square root of reliability, $\sqrt{\rho}$** .

$$z_{\xi_{\eta}} = \frac{\xi_{\eta} - \mu}{\sqrt{\rho}\sigma} \quad (\xi_{\eta} = c_j \rightarrow z_{\xi_{\eta}} = \frac{z_{c_j}}{\sqrt{\rho}})$$



summed score (τ) metric

$$\gamma = \sum_{\eta=j=1}^J \Phi_2(\tau \in U_{\eta}, Y \in U_j) = \int_{z_{c_{(j-1)}}}^{z_{c_j}} \int_{z_{\xi_{(\eta-1)}}}^{z_{\xi_{\eta}}} \frac{1}{2\pi\sqrt{1-\rho}} \exp\left(-\frac{\tau^2 - 2\sqrt{\rho}\tau y + y^2}{2(1-\rho)}\right) d\tau dy$$

2. Livingston-Lewis Procedure

- True scores are assumed to take the form of either a **two- or four-parameter beta distribution**.

$$f(\pi_i) = \frac{1}{B(\alpha, \beta)} * \frac{(\pi_i - a)^{\alpha-1} (b - \pi_i)^{\beta-1}}{(b - a)^{\alpha+\beta-1}} \rightarrow \text{proportion-correct score } (\pi) \text{ metric}$$

the effective test length: $\tilde{n} = \text{int} \left(\frac{(\mu - Y_{min})(Y_{max} - \mu) - \rho\sigma^2}{\sigma^2(1 - \rho)} \right)$

two-term approximation to the compound binomial distribution

$$Pr(Y = y|\pi_i) = \binom{\tilde{n}}{y} \pi_i^y (1-\pi_i)^{\tilde{n}-y}$$

$$Pr(Y \in U_j|\pi_i) = \sum_{y=c_{(j-1)}}^{c_j-1} Pr(Y = y|\pi_i)$$

$[c_{(j-1)}, c_j - 1] \rightarrow \text{category } U_j$

Livingston & Lewis, 1995 *JEM*

2. Livingston-Lewis Procedure

- Due to the conditional independence assumption:

$$\boxed{\Pr(Y \in U_j | \pi_i)} = \sum_{y=c_{(j-1)}}^{c_j-1} \Pr(Y = y | \pi_i)$$

↓ for examinee i

$$P_i = \sum_{j=1}^J \Pr(Y_1 \in U_j, Y_2 \in U_j | \pi_i) = \sum_{j=1}^J \Pr(Y_1 \in U_j | \pi_i) \Pr(Y_2 \in U_j | \pi_i)$$

$$= \sum_{j=1}^J \boxed{\Pr(Y \in U_j | \pi_i)}^2.$$

↓ for a group of examinees

$$P = \int_0^1 P_i g(\pi) d\pi$$

2. Livingston-Lewis Procedure

- a similar approach

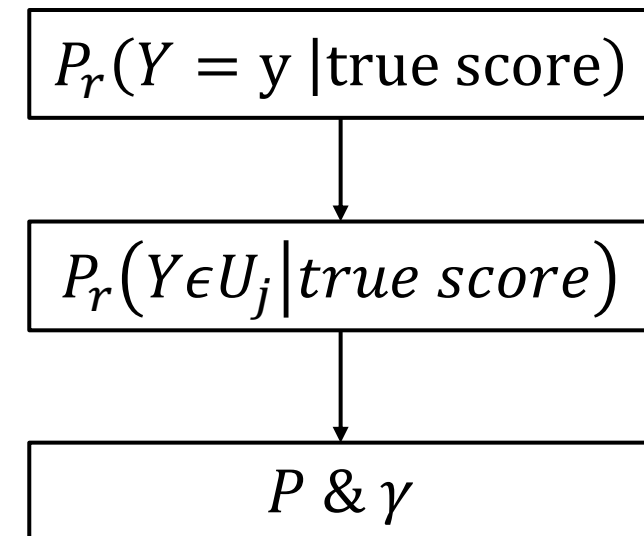
$$\Pr(Y \in U_j | \pi_i) = \sum_{y=c_{(j-1)}}^{c_j-1} \Pr(Y = y | \pi_i)$$

↓ for examinee i

$$\gamma_i = \Pr(Y \in U_j | \pi_i \in U_{\eta_i}) = \Pr(Y \in U_j | \pi_i), \text{ for } \eta_i = j$$

↓ for a group of examinees

$$\gamma = \int_0^1 \gamma_i g(\pi) d\pi$$



3. Compound Multinomial Procedure



$$P_r(Y = y | \text{true score})$$

- item cluster:

- the same number of score categories or the same sub-content area

$$\pi_{MC} = \{\pi_1, \pi_2\}, \pi_1 + \pi_2 = 1,$$

$$\pi_{FR} = \{\pi_1, \pi_2, \dots, \pi_k\}, \pi_1 + \pi_2 + \dots + \pi_k = 1.$$



Under the assumption of **uncorrelated** errors
over the two item-format sections

$$\Pr(Y = y | \pi_{MCi}, \pi_{FRi}) = \sum \Pr(X_{MC} = x_{MC} | \pi_{MCi}) \Pr(X_{FR} = x_{FR} | \pi_{FRi})$$

all possible combinations of $w_{MC}X_{MC}$ and $w_{FR}X_{FR}$

Lee, 2008 *CASMA Research Report*

Lee, Brennan, & Wan, 2009 *APM*

3. Compound Multinomial Procedure

$$\Pr(Y = y | \pi_{MCi}, \pi_{FRi}) = \sum \Pr(X_{MC} = x_{MC} | \pi_{MCi}) \Pr(X_{FR} = x_{FR} | \pi_{FRi})$$



$$P_r(Y \in U_j | \pi_{MCi}, \pi_{FRi})$$

$$P_i = \sum_{j=1}^J \Pr(Y_1 \in U_j, Y_2 \in U_j | \pi_{MCi}, \pi_{FRi}) = \sum_{j=1}^J [\Pr(Y \in U_j | \pi_{MCi}, \pi_{FRi})]^2$$

$$\gamma_i = P_r(Y \in U_j | \pi_{MCi}, \pi_{FRi}) \rightarrow \text{equivalent to his/her actual classification based on the observed score}$$



take the **average** of the conditional (individual) estimates

$$P = \sum_{i=1}^N P_i / N \quad \gamma = \sum_{i=1}^N \gamma_i / N$$

Lee, 2008 *CASMA Research Report*

Lee, Brennan, & Wan, 2009 *APM*

4. Unidimensional IRT Procedure



$$P_r(Y = y \mid \text{true score}) \longrightarrow \theta$$

$w_{MC}X_{MC}$ and $w_{FR}X_{FR}$

computed separately

$$\Pr(Y = y \mid \theta) = \sum \Pr(X_{MC} = x_{MC} \mid \theta) \Pr(X_{FR} = x_{FR} \mid \theta)$$



$$P_r(Y \in U_j \mid \theta)$$

$$P_i = \sum_{j=1}^J P_r(Y_1 \in U_j, Y_2 \in U_j \mid \theta) = \sum_{j=1}^J [P_r(Y \in U_j \mid \theta)]^2 \quad \longrightarrow \quad P = \int_{-\infty}^{\infty} P_i h(\theta) d(\theta)$$

$$\gamma_i = P_r(Y \in U_j \mid \theta)$$

$$\gamma = \int_{-\infty}^{\infty} \gamma_i h(\theta) d(\theta)$$

5. Simple-Structure MIRT Procedure



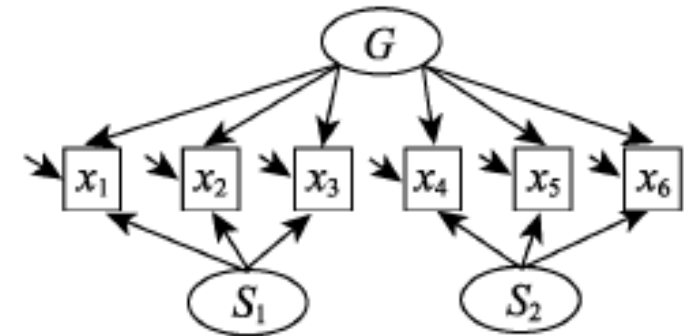
$P_r(Y = y \mid \text{true score}) \rightarrow \theta_{MC} \text{ and } \theta_{FR} \text{ (allowed to be correlated)}$

$$\Pr(Y = y \mid \theta_{MC}, \theta_{FR}) = \sum \Pr(X_{MC} = x_{MC} \mid \theta_{MC}) \Pr(X_{FR} = x_{FR} \mid \theta_{FR})$$

6. Bi-Factor MIRT Procedure



$P_r(Y = y \mid \text{true score}) \rightarrow \theta_g \text{ general ability}$
 $\theta_{MC} \text{ and } \theta_{FR}$
 (zero correlations)



$$\Pr(Y = y \mid \theta_g, \theta_{MC}, \theta_{FR}) = \sum \Pr(X_{MC} = x_{MC} \mid \theta_g, \theta_{MC}) \Pr(X_{FR} = x_{FR} \mid \theta_g, \theta_{FR})$$

Real Data Analysis

Table 1. Test information and sample sizes.

Exam	Section	# of Items	Score Points	Section Weights	Score Range	<i>n</i>
German	MC	65	65	1.00	0–130	4,283
	FR	4	5, 5, 5, 5	3.25		
Chemistry	MC	50	50	1.00	0–100	17,969
	FR	7	10, 10, 10, 4, 4, 4, 4	1.0869		
French	MC	65	65	1.0344	0–130	17,067
	FR	4	5, 5, 5, 5	3.25		
U.S. History	MC	80	80	1.125	0–180	17,239
	FR	3	9, 9, 9	3.33		
Biology	MC	58	58	1.00	0–120	9,911
	FR	8	10, 10	1.5		
			4, 4, 4, 3, 3, 3	1.4285		
English	MC	55	55	1.2272	0–150	15,541
	FR	3	9, 9, 9	3.0556		
Spanish	MC	65	65	1.00	0–130	16,459
	FR	4	5, 5, 5, 5	3.25		

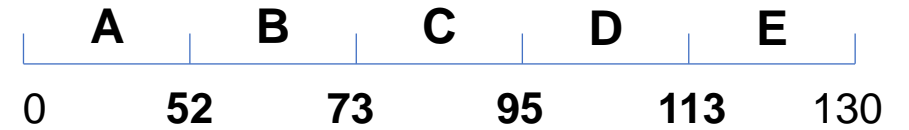
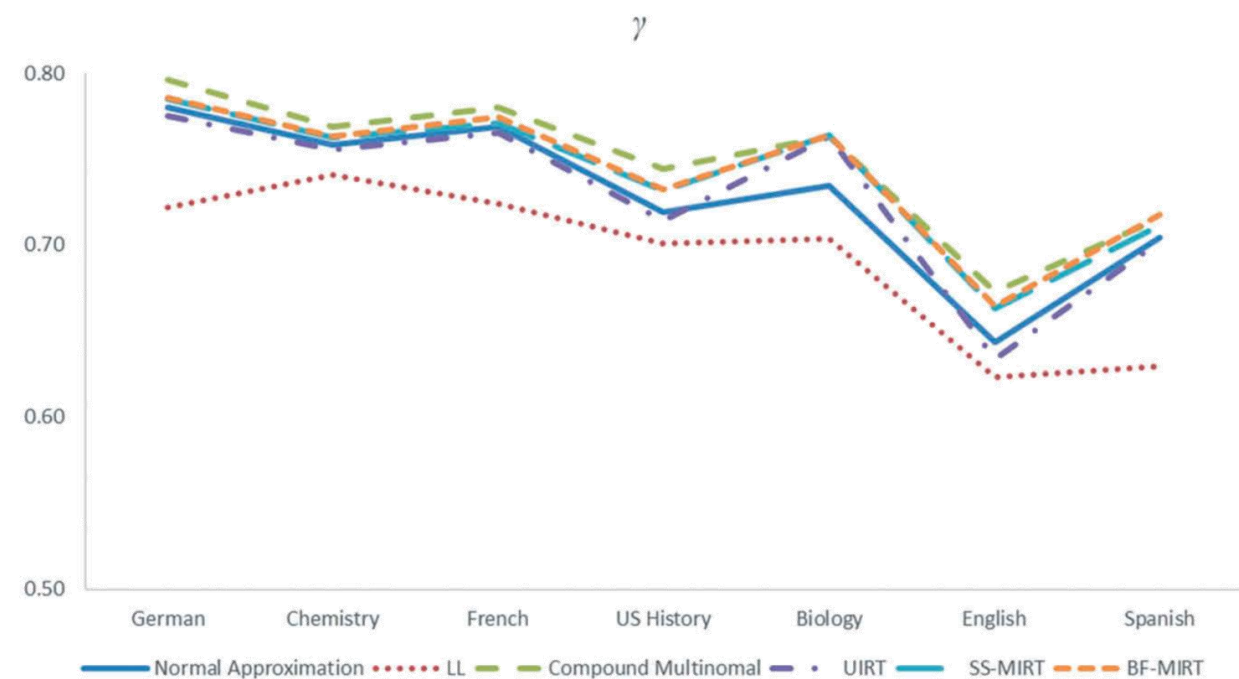
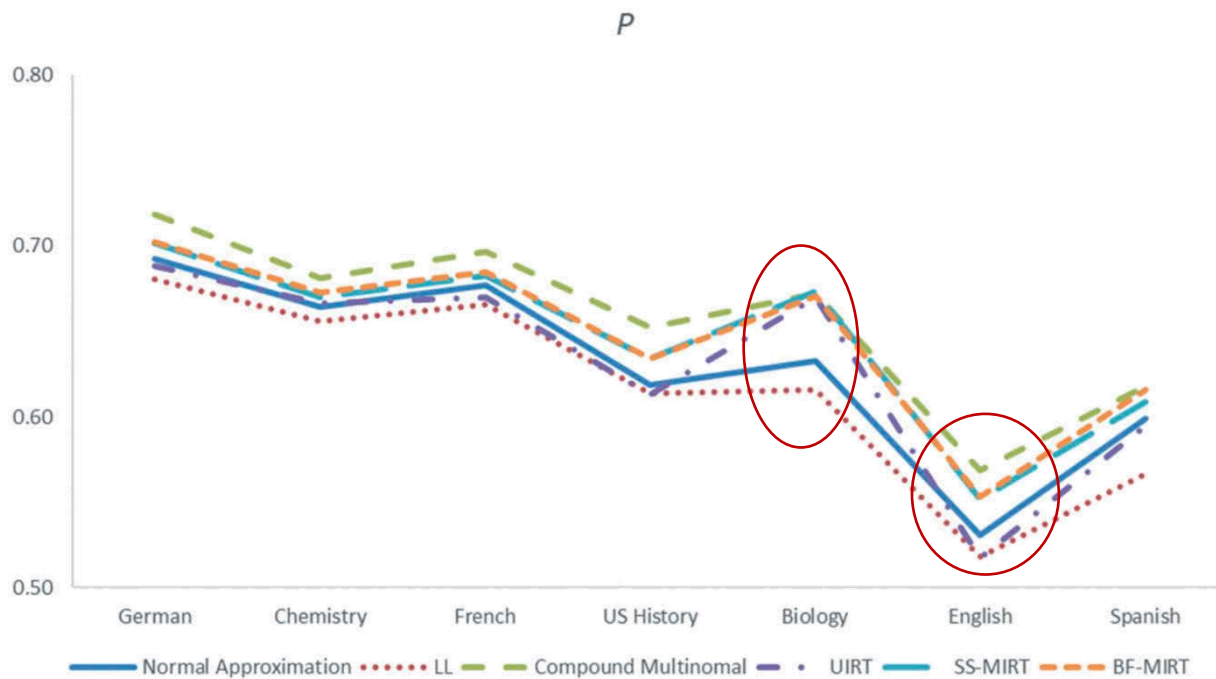


Table 2. Descriptive statistics and cut score information.

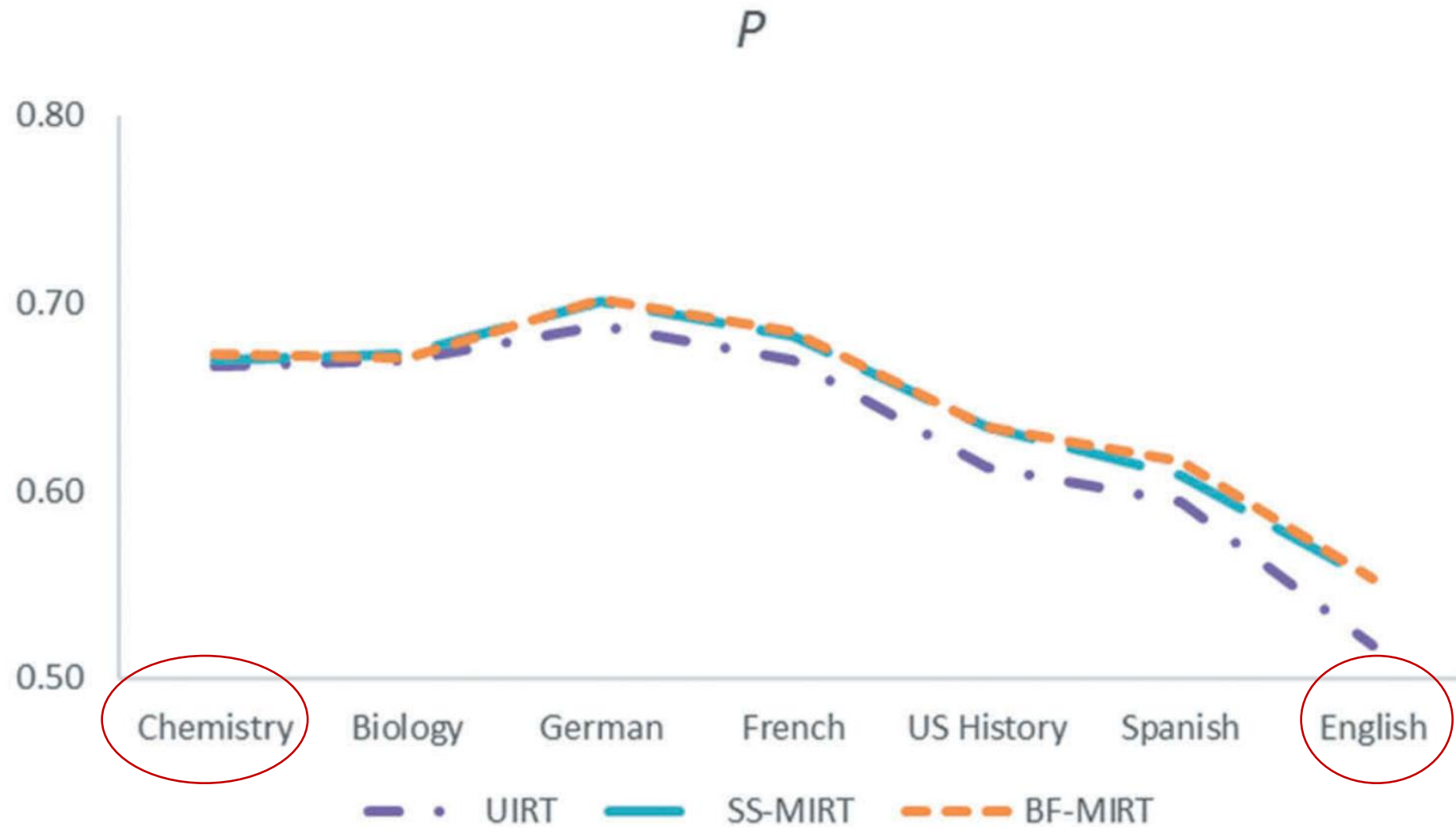
Exam	Mean	SD	Kurt.	Skew.	Rel.	$\hat{\rho}_{\theta_{MC}\theta_{FR}}$	Cut Score
German	90.911	25.502	2.382	-.390	.93797	.94	52, 73, 95, 113
Chemistry	44.443	19.598	2.162	.240	.92818	.97	27, 42, 58, 72
French	84.358	22.457	2.606	-.298	.91807	.92	44, 66, 88, 106
U.S. History	85.479	26.169	2.548	-.022	.91065	.89	59, 82, 97, 118
Biology	67.200	21.232	2.352	-.238	.88863	.96	33, 55, 76, 94
English	80.254	20.248	2.865	-.204	.82897	.75	54, 75, 91, 105
Spanish	93.484	18.758	3.637	-.724	.82014	.87	43, 68, 90, 107

Results

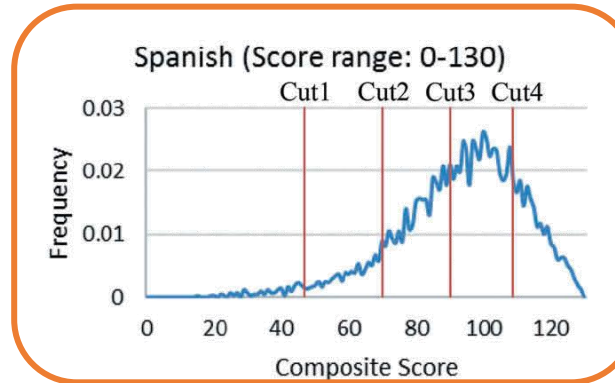
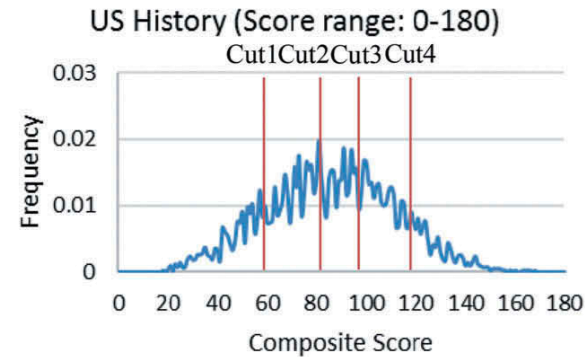
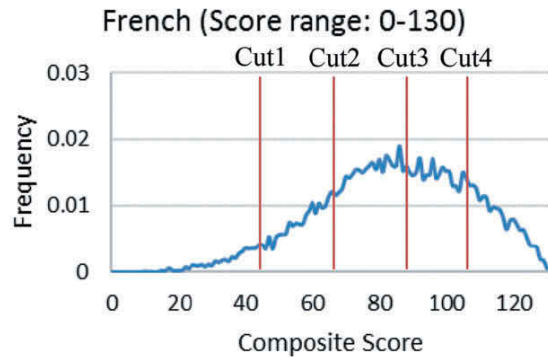
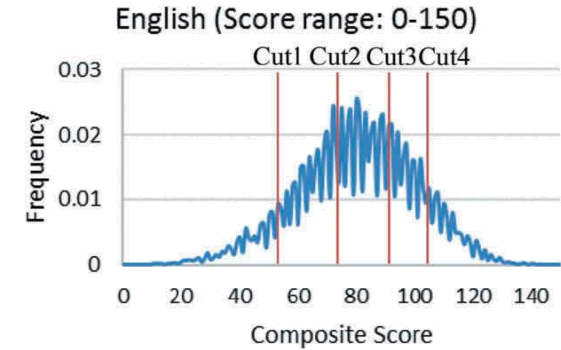
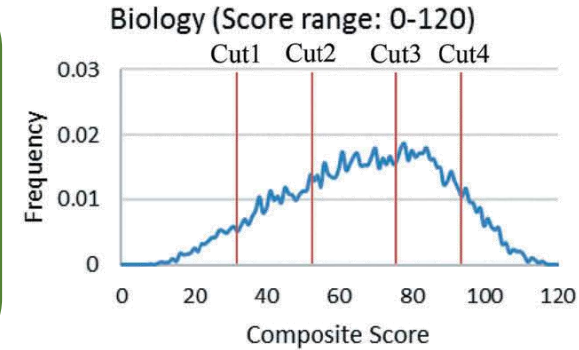
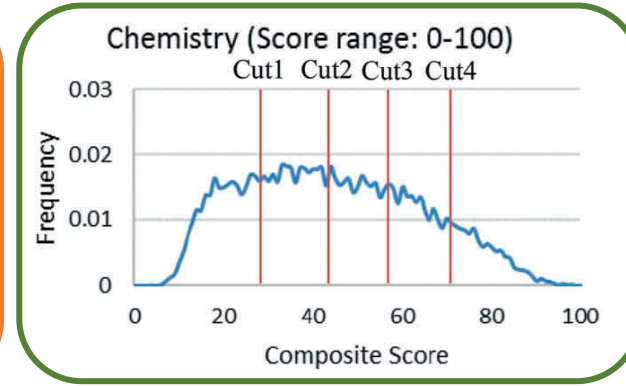
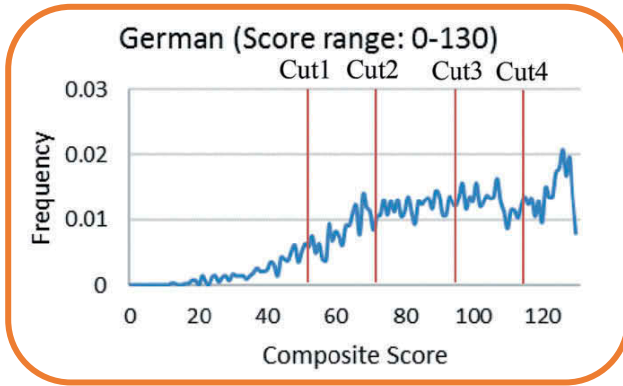
- Comparison of Estimation Procedures (multilevel classification)



- Effects of Dimensionality (item-format effects)



- Impact of Cut Score Location

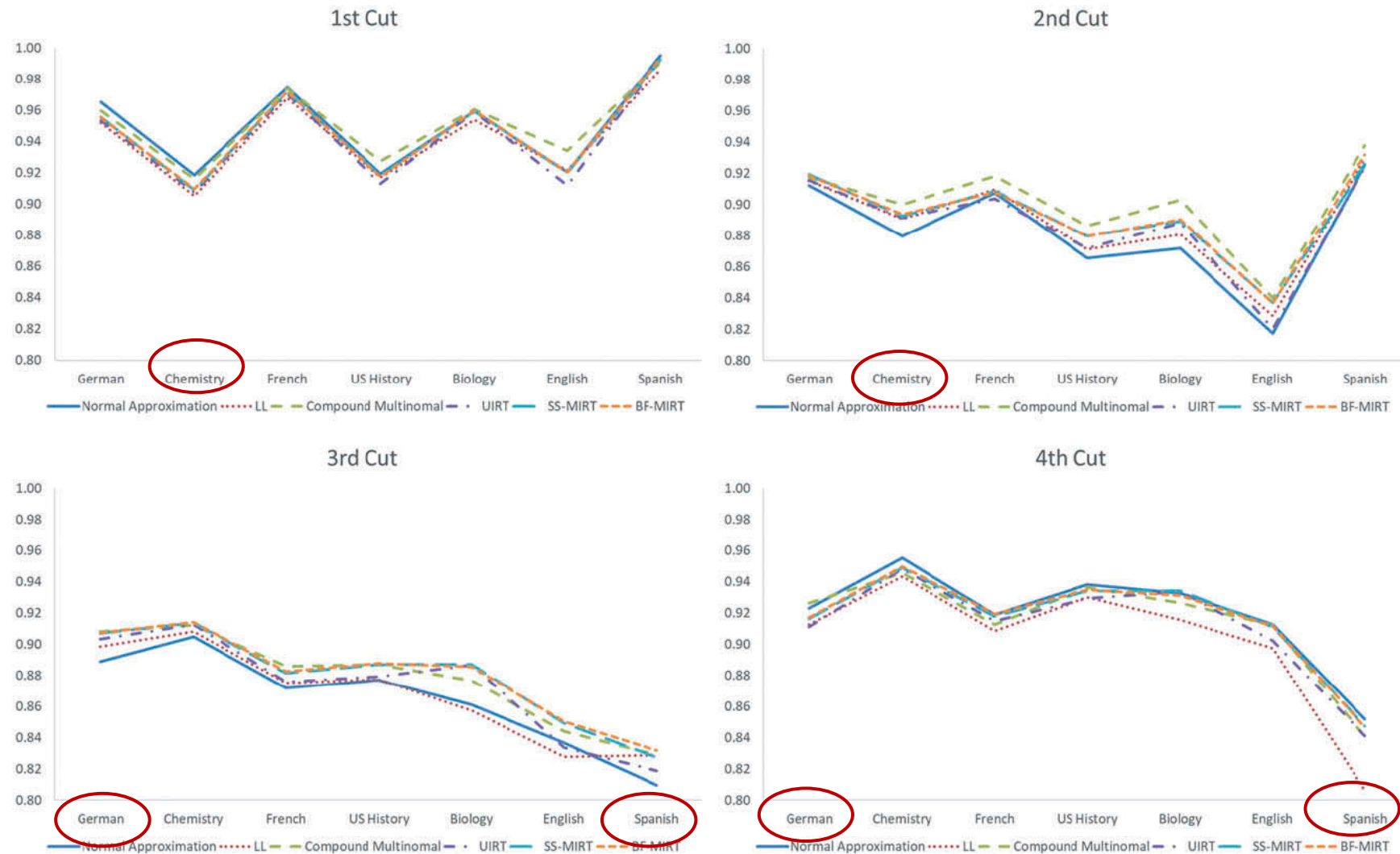


Spanish and German:
negatively skewed
distribution

Chemistry:
positively skewed
distribution

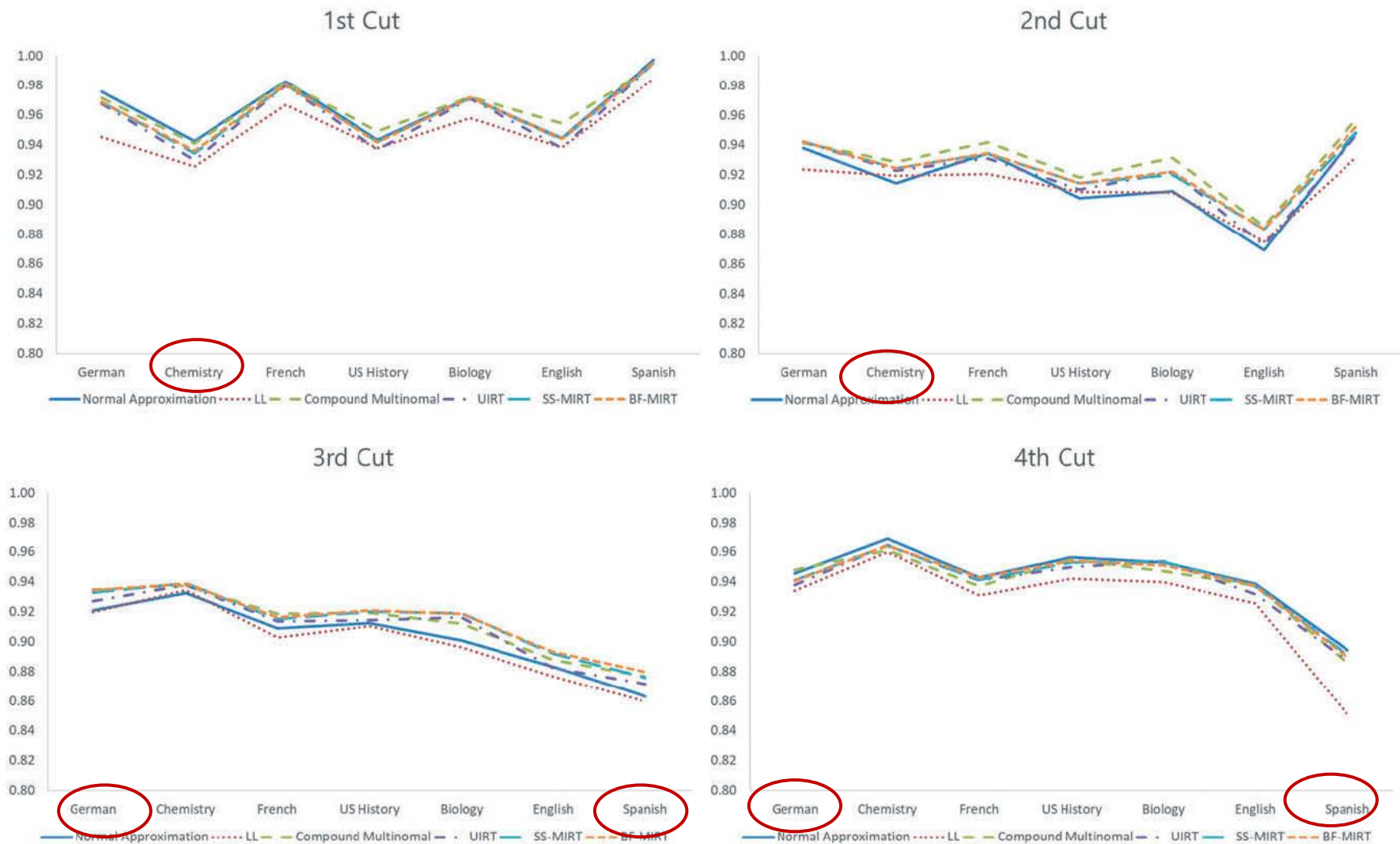
Exam	Mean	SD	Kurt.	Skew.	Rel.	$\hat{\rho}_{\theta_{MC}\theta_{FR}}$	Cut Score
German	90.911	25.502	2.382	-.390	.93797	.94	52, 73, 95, 113
Chemistry	44.443	19.598	2.162	.240	.92818	.97	27, 42, 58, 72
French	84.358	22.457	2.606	-.298	.91807	.92	44, 66, 88, 106
U.S. History	85.479	26.169	2.548	-.022	.91065	.89	59, 82, 97, 118
Biology	67.200	21.232	2.352	-.238	.88863	.96	33, 55, 76, 94
English	80.254	20.248	2.865	-.204	.82897	.75	54, 75, 91, 105
Spanish	93.484	18.758	3.637	-.724	.82014	.87	43, 68, 90, 107

- Impact of Cut Score Location



P estimates for binary classifications.

- Impact of Cut Score Location

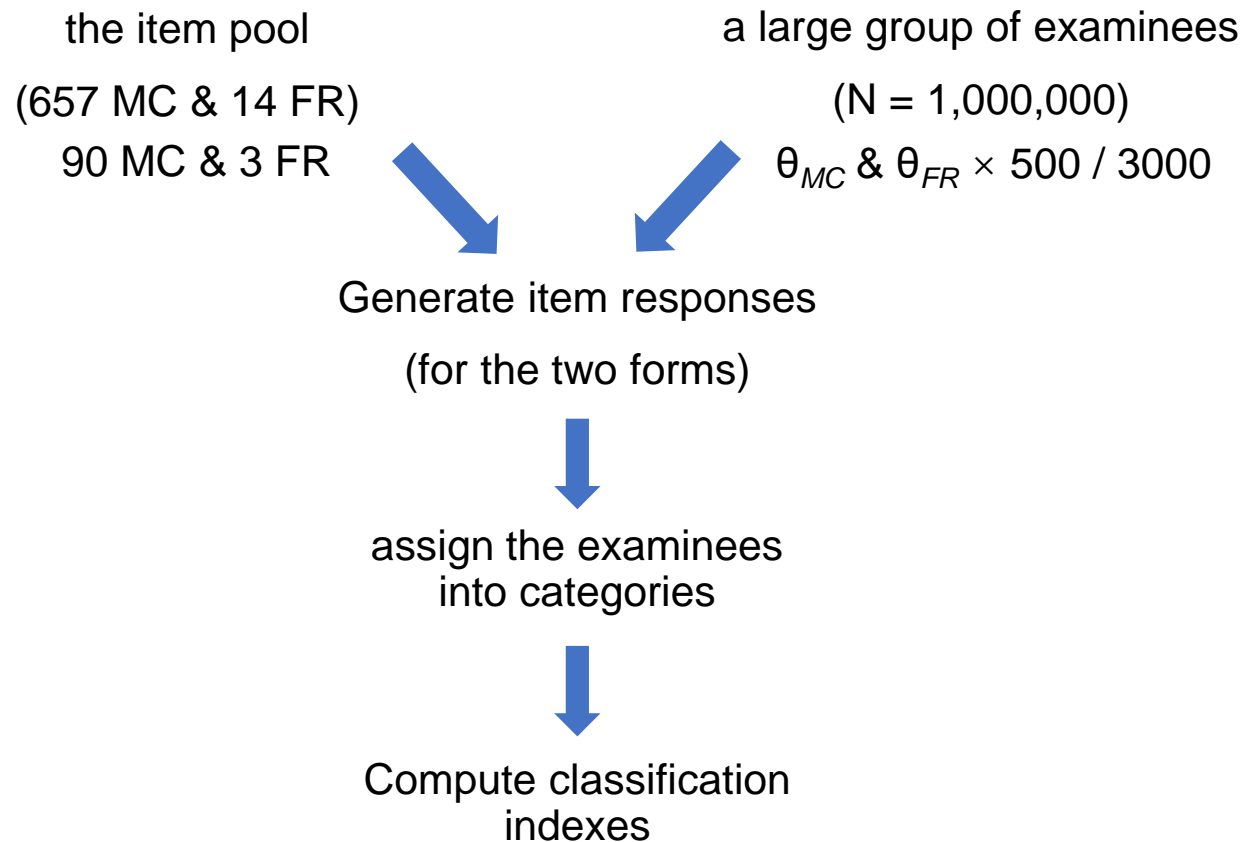


y estimates for binary classifications.

Simulated Data Analysis

- Using the **simple-structure MIRT** model
- In the **item pool**, there were 657 MC items and 14 FR items scored 0–10
 - 90 MC : scored 0–1 (3PLM) (GRM)
 - 3 FR : scored 0–10
 - Section weights of 1:3, score range of 0–180
- Four **cut scores**: 59, 82, 97, 118
- Manipulated variables
 - degree of multidimensionality: $\hat{\rho}_{\theta_{MC}\theta_{FR}} = 0.80$ or 0.95
 - sample size: $N = 500$ or 3000

Criterion classification indexes (β)



- repeated **100 times**
- the criterion **classification consistency**:
 - ✓ the average of classification consistency values
- the criterion **classification accuracy**:
 - ✓ based on their true score and observed score for only one form
 - ✓ the average of classification accuracy values

- random error: $SE(\beta) = \sqrt{\frac{1}{R} \sum_r (\hat{\beta}_r - \bar{\hat{\beta}})^2}$

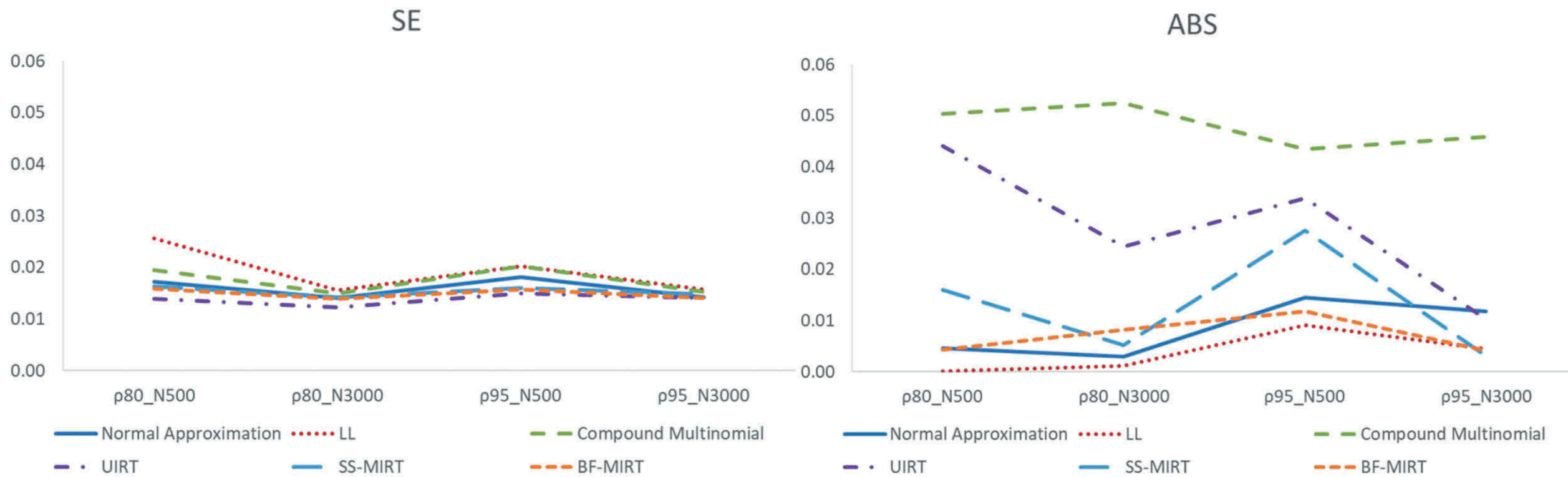
- systematic error: $ABS(\beta) = |\bar{\hat{\beta}} - \beta|$

- overall error:

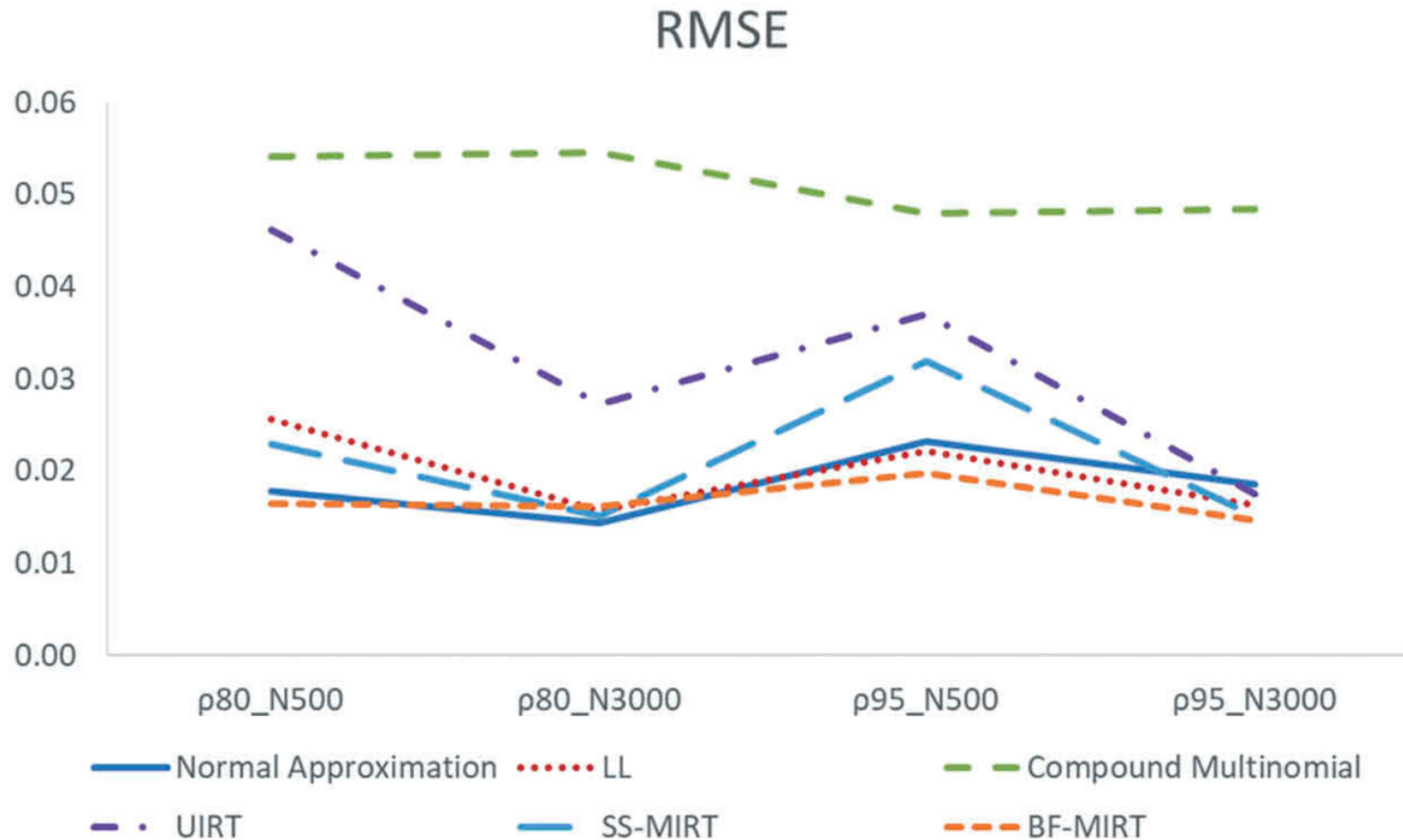
$$RMSE(\beta) = \sqrt{\frac{1}{R} \sum_r (\hat{\beta}_r - \beta)^2} = \sqrt{SE(\beta)^2 + ABS(\beta)^2}$$

Results for P

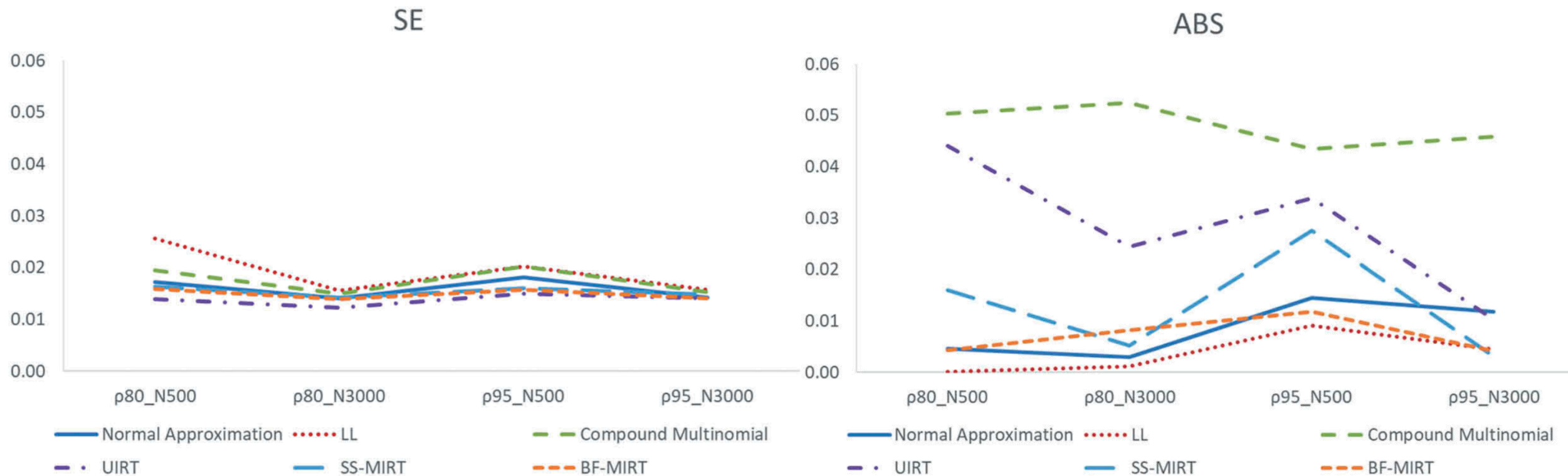
- Comparison of Estimation Procedures (multilevel classification)



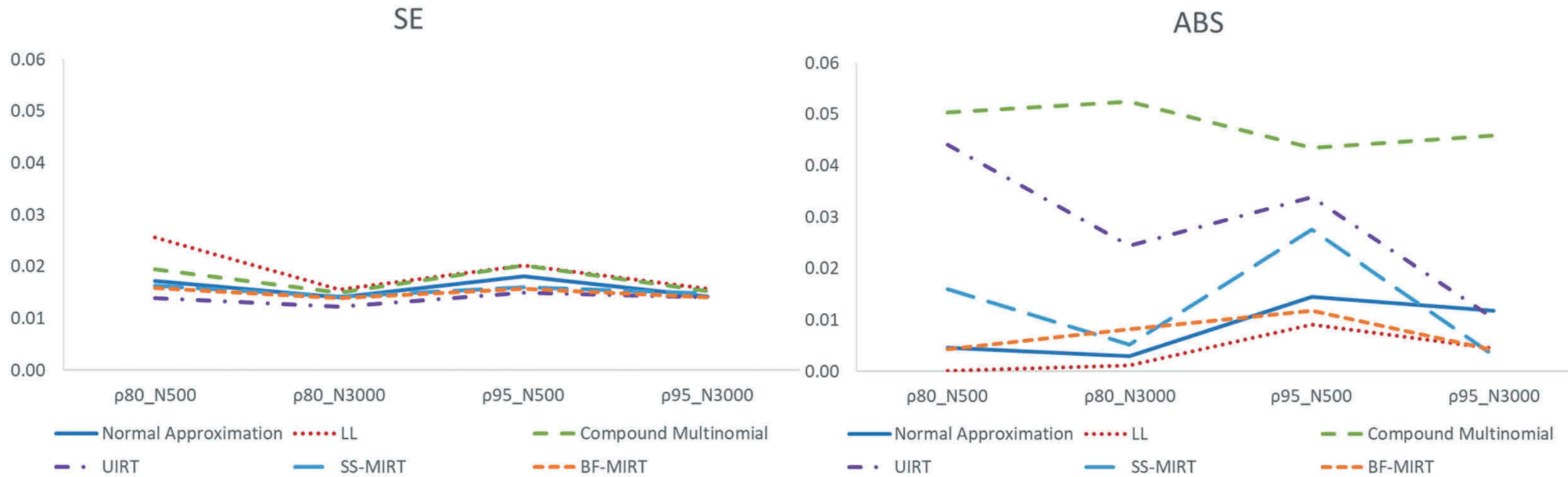
- Comparison of Estimation Procedures (multilevel classification)



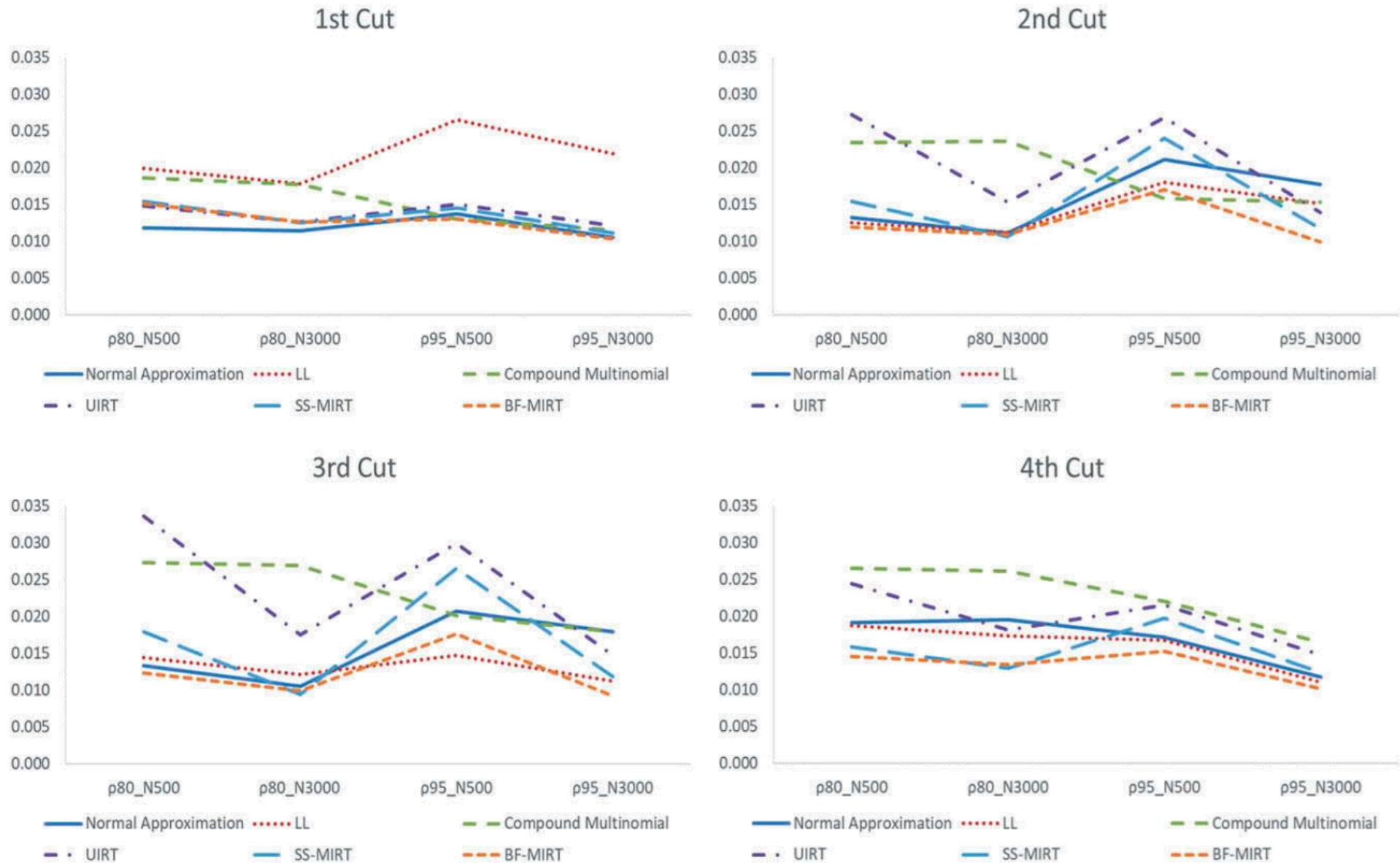
- Correlation Between MC and FR Scores (multidimensionality)



- Sample Size



- Cut Score Location (binary classifications)



Discussion

- real data
 - All of the classical and IRT procedures show **similar patterns** across different exams.
 - The shape of the observed-score distribution influences classification indices while **interacting with** the position of the cut score.
 - As data become more multidimensional, unidimensional IRT yielding **lower P and γ** estimates than MIRT.
- simulated data
 - The largest SE was associated with **LL**, followed by the compound multinomial method.
 - The **compound multinomial procedure** and unidimensional IRT resulted in the largest bias.
 - Unidimensional IRT revealed **larger error** than bi-factor MIRT and simple-structure MIRT.

Limitations

- **Generalization** of the results is somehow limited.
- The criterion established for the simulation study might **favor the generating model**.
- It would be worth exploring some other models such as **full MIRT models**.

Thanks for listening!

Yingshi Huang 2020/04/15