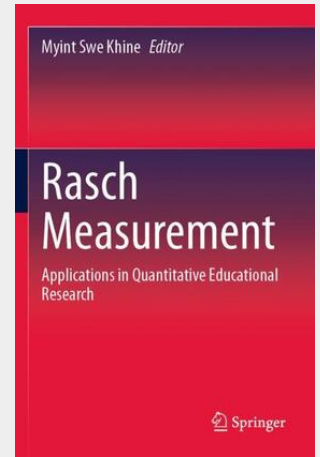


Rasch Measurement

Applications in Quantitative Educational Research

This book focuses on the use of the Rasch measurement model in validation studies and in analyzing the psychometric properties of a variety of test instruments, questionnaires, and scales in international contexts. It broadly examines the development and application of Rasch modeling, providing in-depth analyses of the properties of various scales used in the fields of education, and humanities and social sciences research. The book includes exemplary works on educational research and practices that highlight recent and innovative applications, as well as theoretical and practical aspects of Rasch modeling. Readers will find it helpful to understand the latest approaches to Rasch measurement in educational research, as well as practices for future studies and quantitative research. 'This book provides a diverse set of perspectives on Rasch models from scholars across the globe. The volume is both theoretical and applied. The first section of the book provides an overview of Rasch modeling and explains the theoretical and conceptual framework underlying the Rasch model. The remainder of the book highlights multiple applications of the Rasch model within educational assessment as well as several examples of how Rasch modeling can be used for validation studies. This volume showcases the wide variety of ways in which Rasch modeling can be applied to assessment data to provide insights into students' achievement and learning and to improve instruction.'—Betsy McCoach, University of Connecticut, USA. 'A well-written collection of articles. Grouped by the theoretical and applied aspects of Rasch measurement, each chapter in this edited volume makes notable contributions to knowledge and practice. Written by leading scholars in the field, these chapters were written in a clear, succinct, and assertive manner, providing readers with up-to-date information, analyses, and debates. This book should be found in the core collection of emerging researchers and established scholars in educational measurement.'—Timothy Teo, Murdoch University, Australia.

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