

71 87-94

## 參考文獻

### 中文部分

- 吳明隆（2006）。SPSS 統計應用學習實務（3 版）。臺北市：知城。
- 曾玉琳、王暄博、郭伯臣、許天維（2006）。不同 BIB 設計對測驗等化的影響。*測驗統計年刊*，第十三輯下期，209-229。臺中市：國立臺中教育大學。
- 張郁雯（2008）。對比效應對學業自我概念之影響—發展的觀點。*教育心理學報*，40（1），23~38。
- 譚克平（2009）。TIMSS 國際教育評比研究簡介。大型教育資料庫及相關議題學術研討會。國立臺中教育大學。
- 洪碧霞、林素微、林娟如（2006）。認知複雜度分析架構對 TASA-MAT 六年級線上測驗試題難度的解釋力。*教育研究與發展期刊*，2（4），69-86。
- 張鈕富、王世英、吳慧子、周文菁（2006）。基本能力評量跨國發展經驗之比較。*教育資料與研究*，68，81-99。
- 臺灣學生學習成就評量資料庫(2007)。2007 年 TASA 社會科成果報告，未出版。
- 臺灣學生學習成就評量資料庫（2006）。2006 年國小四年級學生『數學』學習成就之研究調查期末報告，未出版。
- 臺灣學生學習成就評量資料庫電子報（2009）。檢索日期：2010 年 1 月 20 日。  
網址：<http://tasa.naer.edu.tw/uploadfiles/file/TASAePaper>

英文部分

Adams, R. J., Wilson, M., & Wang, W.-C. (1997). The multidimensional random coefficients multinomial logit model. **Applied Psychological Measurement**, 21, 1-23.

Allen, N. L., Donoghue, J. R., & Schoeps, T. L. (2001). *The NAEP 1998 technical report*. Washington, DC: National Center for Educational Statistics.

Allen N. L., Carlson J. E., Johnson E. G. ,& Mislevy, R. J.(1999) *The NAEP 1998 technical report*. Educational Testing Service.

Andrew R. W. & Terry L. S., (2001). *The NAEP 1998 Technical Report (NCES 2001-509)*. National Assessment Governing Board, U.S. Department of Education.

Birnbaum, A. (1968). *Some latent trait model and their use in inferring an examinee's ability*. In F. M. Lord and M. R. Novick, Statistical theories of mental test scores, 17-20. Reading, Mass: Addison-Wesley.

Bose R. C. & Nair K. R. (1939). *Partially balanced incomplete block designs, Sankhya*, 4, 337-372.

Cohen, J. (1968). Weighted kappa: Nominal scale agreement with provision for scaled disagreement or partial credit. *Psychological Bulletin*, 70(4), 213-220.

Dorans, N., & Kulick, E. (1986). Demonstrating the utility of the standardization approach to assessing unexpected differential item performance on the Scholastic Aptitude Test. *Journal of Educational Measurement*, 23, 355-368.

Foy P., Galia J., & Li L. (2008). Scaling the data from the TIMSS 2007 Mathematics and Science assessments. In John F. Olson, Michael O. Martin, Ina V.S. Mullis. (Eds). *TIMSS 2007 Technical Report*. TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College

Graham J. R., Christine Y. O'S., Alka A., & Ebru E. (2008). *TIMSS 2007 Technical Report*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

Huynh, H. (1994). *Some technical aspects of standard setting*. Paper presented at the Joint Conference on Standard Setting for Large-Scale Assessments. Washington, D.C.

Huynh, H. (1998). On score locations of binary and partial credit items and their applications to item mapping and criterion-referenced interpretation. *Journal of Educational and Behavioral Statistics*, 23(1), 38-58.

Kuehl, R. O. (2000). Design of Experiments: *Statistical Principles of Research Design and Analysis*. CA: Duxbury Press.

Lee, J., Grigg, W., & Dion, G. (2007). *The Nation's Report Card: Mathematics 2007*. National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C.

Lord, F. M. (1980). *Applications of Item Response Theory to Practical Testing Problems*. New Jersey: Lawrence Erlbaum.

Martin, M. O. and Kelly, D. L. (1996) *Third International Mathematics and Science Study Technical Report, Volume I: Design and Development*. Chestnut Hill, MA: Boston College.

Mislevy, R. J. & Bock R. D. (1982) *Implementation of the EM algorithm in the estimation of item parameters: The BILOG computer program*. Item Response Theory and Computerized Adaptive Testing Conference , Wayzata, MN, July 27-30, 1982.

Mislevy, R. J. & Sheehan, K. M. (1980). Information matrices in latent-variable models. *Journal of Educational Statistics* 14(4), 335-350. Mislevy, R. J. & Sheehan, K. M. (1987). Marginal estimation procedures, in A.E. Beaton (ed.). *The NAEP 1983-1984 Technical Report* (Report No. 15-TR-20). Educational Testing Service, Princeton, N.J.

Mislevy, R. J., & Sheehan, K. M. (1989). Information matrices in latent-variable models. *Journal of Educational Statistics*, 14, 335-350.

Mislevy, R. J. (1991). Randomization-based inference about latent variable from complex samples. *Psychometrika*, 56, Psychometric Society, Greensboro, pp.177-196.

Mislevy, R. J., A. E. Beaton, B. Kaplan and K. M. Sheehan.(1992). Estimating population characteristics form sparse matrix samples of item response. *Journal of Educational Measurement*, 29, pp.133-161, National Council on Measurement in Education, Washington, D.C..

Martin, M. O., Mullis, I.V.S., & Chrostowski, S. J. (Eds.) (2004). TIMSS 2003 Technical Report. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

Mantel N., & Haenszel, W. M. (1959). Statistical aspects of the analysis of data from retrospective studies of disease. *Journal of the National Cancer Institute*, 22, 719-748.

Mullis, I. V. S., Martin, M. O., Gonzalez, E. J., & Chrostowski, S. J. (2004). *TIMSS 2003 International Mathematics Report: Findings from IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.

Mullis, I.V.S., Martin, M. O., Ruddock, G. J., O'Sullivan, C.Y., Arora, A., & Eberber, E. (2005). *TIMSS 2007 Assessment Frameworks*.

<http://timss.bc.edu/TIMSS2007/frameworks.html>

Muraki, E. (1992). A generalized partial credit model: Application of an EM algorithm. *Applied Psychological Measurement*, 16(2), 159-176.

Mantel, N. (1963). Chi-square tests with one degree of freedom: Extensions of the Mantel-Haenszel procedure. *Journal of the American Statistical Association*, 58, 690–700.

NAEP Technical Documentation (2009). *The Nation's Report Card*. Retrieved May 13, 2009, from National Center for Education Statistics:  
<http://nces.ed.gov/nationsreportcard/tdw/>

Nancy L. A., James E. C., & John R. D. (2001). *The NAEP 1998 Technical Report* (NCES 2001-509). National Assessment Governing Board, U.S. Department of Education.

OECD (2005). *PISA 2003 Technical Report*. OCED, Paris.

OECD (2006). *Assessing Scientific, Reading and Mathematical Literacy*. OCED, Paris. [http://www.oecd.org/document/33/0,3343,en\\_32252351\\_32236191\\_37462369\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/33/0,3343,en_32252351_32236191_37462369_1_1_1_1,00.html)

OECD (2006). *PISA RELEASED ITEMS - MATHEMATICS*. Retrieved February 27, 2009, from <http://www.pisa.oecd.org/dataoecd/14/10/38709418.pdf>

OECD (2007). *PISA 2006 Science Competencies for Tomorrow's World*. OCED, Paris. Retrieved January 11, 2010, from [http://www.pisa.oecd.org/document/2/0,3343,en\\_32252351\\_32236191\\_39718850\\_1\\_1\\_1\\_1,00.html](http://www.pisa.oecd.org/document/2/0,3343,en_32252351_32236191_39718850_1_1_1_1,00.html)

OECD (2007). *The programme for international student assessment –PISA*. OECD, Paris. Form <http://www.oecd.org/dataoecd/15/13/39725224.pdf>

OECD (2009). *Top of the Class - High Performers in Science in PISA 2006*. OCED, Paris. [http://www.oecd.org/document/51/0,3343,en\\_32252351\\_32236191\\_42642227\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/51/0,3343,en_32252351_32236191_42642227_1_1_1_1,00.html)

OECD (2009). *Green at Fifteen? How 15-year-olds perform in environmental science and geoscience in PISA 2006*. OCED, Paris. [http://www.oecd.org/document/22/0,3343,en\\_32252351\\_32236191\\_42466966\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/22/0,3343,en_32252351_32236191_42466966_1_1_1_1,00.html)

OECD (2009). *PISA Data Analysis Manual: SPSS and SAS, Second Edition*. OCED, Paris. [http://www.oecd.org/document/38/0,3343,en\\_32252351\\_32236191\\_42609254\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/38/0,3343,en_32252351_32236191_42609254_1_1_1_1,00.html)

OECD (2009). *PISA 2006 Technical Report*. OCED, Paris.

OECD (2009). *Equally prepared for life? How 15-year-old boys and girls perform in school*. OCED, Paris. [http://www.oecd.org/document/51/0,3343,en\\_32252351\\_32236191\\_42837811\\_1\\_1\\_1\\_1,00.html](http://www.oecd.org/document/51/0,3343,en_32252351_32236191_42837811_1_1_1_1,00.html)

Rock, D. A. (1991). *Subscale dimensionality*. Paper presented at the meeting of the Design and Analysis Committee of the National Assessment of Educational Progress, Washington, DC. Rubin, D. B. (1987). Multiple imputation for nonresponse in surveys. New York: Wiley.

Shealy, R., & Stout, W. (1993). A model-based standardization approach that separates true bias/DIF from group ability differences and detects test bias/DIF as well as item bias/DIF. *Psychometrika*, 58, 159-194.

Wang, W., & Wilson, M. (2005). Exploring local item dependence using a facet random-effects facet model. *Applied Psychological Measurement*, 29, 296-318.

Wang, X., Bradlow, E. T., & Wainer , H. (2004). *User's guide for SCORIGHT (version 3.0): A computer program for scoring tests built of testlets including a module for covariate analysis*. Princeton, NJ: Educational Testing Service; Philadelphia, PA: National Board of Medical Examiners.

Von Davier Matthias, Gonzalez Eugenio,& Mislevy R. J.(2009).What are plausible values and why are they useful ? *IERA Monograph Series:Issues and Methodologies in Large-Scale Assessment*,2,pp.9-36.

Wu, M. L.,R. J. Adams and M. R. wilson(1997), *ConQuest:Multi-Aspect Test Software* [computer program],Australian Council for Education Research,Camberwell.

Wu, M. L., Adams, R. J., & Wilson, M. R. (1998). *Acer ConQuest*. Melbourne, Victoria, Australia: Australian Council for Educational Research press.

Yates, F. (1936). A new method of arranging variety trials involving a large number of varieties. *J. Agric. Sci.* 26, 424-455.

Zimowski, M. F., Muraki, E., Mislevy, R. J., & Bock, R. D. (2003). *BILOG-MG: Multiple-group IRT analysis and test maintenance for binary or binary items*. Mooresvilk IL: Scientic Software.