The Wiley Handbook of Cognition and Assessment: Frameworks, Methodologies, and Applications (Wiley Handbooks in Education)

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This state-of-the-art resource brings together the most innovative scholars and thinkers in the field of testing to capture the changing conceptual, methodological, and applied landscape of cognitively-grounded educational assessments.

- Offers a methodologically-rigorous overview of cognitive and learning sciences models for assessment purposes as well as the latest statistical and technological know-how for designing, scoring, and interpreting results
- Covers conceptual frameworks, modern methodologies, and applied topics in a style and at a level of technical detail that will appeal to a wide range of readers from both applied and scientific backgrounds
- Discusses emerging topics in cognitively-grounded assessment, including applications of emerging socio-cognitive models, cognitive models for human and automated scoring, and various innovative virtual performance assessments
- Written by an international team of contributors at the cutting-edge of cognitive psychology and educational measurement under the editorship of a research director at the Educational Testing Service and an esteemed professor of educational psychology at the University of Alberta as well as supported through expert peer-review processes

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Editorial Review

From the Author

This handbook is a complex labor of love that involved the participation of many wonderful members of scientific communities engaged in some type of educational assessment activity. These activities span the design of large?scale educational surveys, the development of formative learning systems, the evaluation of novel statistical methods that support cognitively-grounded inferences, and the conceptual articulation of frameworks that guide best practices, to name a few.We are infinitely grateful for all of our colleagues who have worked patiently with us to create our particular conceptual crosswalk of this landscape - we hope that the final product will be as much appealing to them as itis to us. Most importantly, however, we sincerely hope that readers will find this handbook powerful for changing the ways they think about the interplay of assessment and cognition. We hope that reading individual chapters, parts, or maybe even the entire book will stimulate new ideas, new ways of thinking, a thirst for wanting to learn more from references that are cited, and a deep continued passion for improving the lives of learners across the world through thoughtful and innovative assessment design, development, deployment, and use. If we were to make even small but meaningful contributions to these efforts we would be eternally grateful.

From the Back Cover
The Handbook of Cognition and Assessment is a state-of-the-art resource that brings together the most innovative scholars and thinkers in the respective fields to capture the changing landscape of cognitively grounded educational assessments. Under the lead editorship of a research director at the Educational Testing Service and an esteemed professor of educational psychology at the University of Alberta, as well as supported by expert peer-review processes, it is written by an international team of contributors at the cutting-edge of cognitive psychology and educational measurement. It covers all elements of modern educational assessment, including conceptual frameworks, methodologies, applied topics, and emerging issues for the field. It offers a methodologically rigorous review of cognitive and learning sciences models for assessment purposes as well as the latest statistical and technological know-how for designing, scoring, and interpreting results. The content is written in a style and at a level of technical detail that will appeal to a wide rangeof readers from both applied and scientific backgrounds. Amuch-anticipated resource for this fast-moving discipline, this Handbook will provide readers with an in-depth understanding ofthe diverse approaches, contextual uses, and methodologicalprinciples at play within educational assessment today.

About the Author

André A. Rupp is a research director at the Educational Testing Service(ETS) in Princeton, NJ, USA where his team conducts rigorous empirical research using cognitive, psychometric, and validation perspectives to develop best methodological practices for scoring constructed responses and extended performances. His personal research has focused on applications of principled assessment design frameworks in innovative assessment contexts as well as translating the statistical complexities of diagnostic measurement models into practical guidelines for applied specialists to help shape best methodological practices. Other notable work includes the book Diagnostic Measurement: Theory, Methods, and Applications (2010), which won the 2012 Outstanding Contribution to Educational Research Methodology Award from AERA Division D. He is currently the editor of the ITEMS educational module series within Educational Measurement: Issues and Practice and NCME (2016-2019).

Jacqueline P. Leighton is Professor of Educational Psychology at the University of Alberta, Canada. She is past Chair of the Department of Educational Psychology and Director of the University of Alberta's Centre for Research in Applied Measurement and Evaluation (CRAME). As a registered psychologist with the College of Alberta Psychologists, her research is focused on measuring the cognitive and socio-emotional processes underlying learning and assessment outcomes, including cognitive diagnostic assessment, feedback delivery and uptake. She has published in a variety of educational measurement journals and is past editor of Educational Measurement: Issues and Practice. She is co-author of The Learning Sciences in Educational Assessment (2011) and co-editor of Cognitive Diagnostic Assessment for Education: Theory andApplications (2007) and The Nature of Reasoning (2004).

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