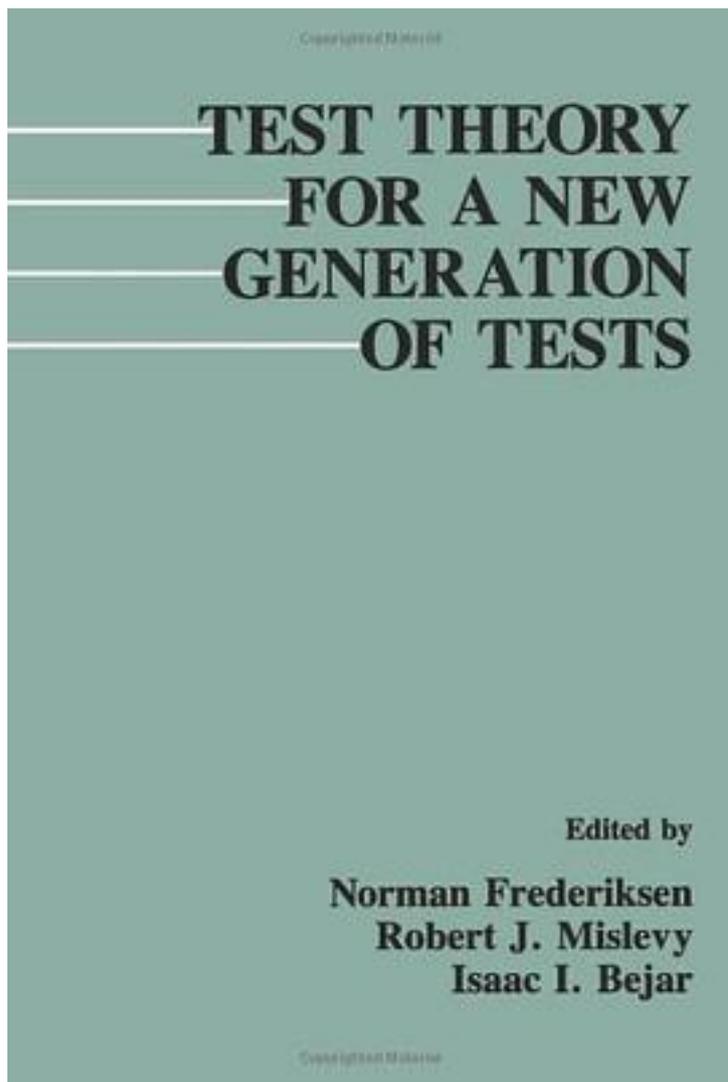


Test Theory for a New Generation of Tests



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The editors of this volume suggest that there are missing elements in the conceptualization upon which standard test theory is based. Those elements are models for just how people know what they know and do what they can do, and the ways in which they increase these capacities. Different models are useful for different purposes; therefore, broader or alternative student models may be appropriate. The chapters in this volume consider a variety of directions in which standard test theory might be extended. Topics covered include: the role of test theory in light of recent work in cognitive and educational psychology, test design, student modeling, test analysis, and the integration of assessment and instruction.

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