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RASCH MODEL ANALYSIS WITH THE BICAL
COMPUTER PROGRAM

Benjamin D. Wright and Ronald J. Mead
The University of Chicago

BASIC RESEARCH

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the parameters, is described, with application to military police marksmanship data used as an illustration.

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RASCH MODEL ANALYSIS WITH THE BICAL
COMPUTER PROGRAM

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The Definition of Variables is essential for a successful study of human behavior, or for any other scientific investigation. Variables are successful attempts to simplify nature in order to expose recurrent themes and to formulate useful "laws."

The Measurement of a Variable must be achieved before it can be studied in relationship to other variables. This involves inferring the quantity of the unobservable variable possessed by the person or object to be measured from relevant data that can be observed. Not all observations are suitable for inferring variables. Each situation must be specifically structured to meet the requirements of objective measurement.

The Rasch Model is the mathematical formulation of any measurement situation, either physical or psychological, for which the relevant statistic can be expressed in terms of the number of successes (or number of targets hit, items correct or marks exceeded). The model specifies an efficient and reasonable way to make objective inferences from observations to variables.

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Rasch's Philosophy of Measurement emphasizes "specific objectivity" which makes possible the comparison of any two persons (objects) independently of the items (agents) that are used to facilitate the comparison and of all other parameters other than the two in question. This leads to a model for which unweighted scores contain all the information relevant to person ability or item difficulty.

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1. THE NEED FOR OBJECTIVE MEASUREMENT

The Definition of Variables

Work in the behavioral sciences has been hampered by the notion that "measurement" has a different meaning for them than for the physical sciences. But it is fundamental in all scientific investigation to abstract from experience simple ideas which organize the complexity in useful ways. Useful ideas, often called "variables," are drawn from the scientist's careful observations of his experience, but they are necessarily over-simplifications intended to be meaningful for a particular purpose. Another scientist with other purposes may construct a different set of variables to summarize similar experiences. Ideas come to be generally regarded as "true" only when (and so long as) they are useful in predicting outcomes among an interesting class of possible events.

After supposing his variable, the scientist attempts to establish its definition by collecting, validating and calibrating observations that provide information about it. Once the observations with which to measure a variable have been specified and calibrated, the scientist has established an operational definition of that variable. He can then proceed in an orderly way to study the formulation of general principles about the processes involved and to predict the outcomes of other situations involving these processes.

The Measurement of Variables

Even carefully defined observations are of little interest in themselves. They are seldom chosen only for their own sake but rather for the information they contain about

the "variable", which is supposed to lie behind them. In order to extract this information we must attempt to specify explicitly the supposed relationship between observation and variable. It is the specification of this relationship that enables us to make inferences about the amount of the variable that each object possesses and so to make comparisons among objects based on the inferred variable.

The intent of this approach is to become free from the particular observations taken. If the observations are appropriate and the inferences correctly drawn, we want to need nothing else about them. We want to be able to make whatever comparisons we choose, among objects or among different occasions for the same object, regardless of which observations were made in each instance. Even though some observations are necessary to infer the amount of the variable present, once that is done, we want to be no longer bound to them.

These ideas can be illustrated with a simple example. A person entering a room might observe that he looks up to some people standing in the room and down to others. This might lead him to hypothesize the existence of a "height" variable. He might then decide to carry with him a stick with marks at various distances from the end and to observe for each person the number of marks exceeded. This would permit him to make judgements about the amount of height each person possesses that are more precise than "taller than me" or "shorter than me".

If the man developed a means for translating the number of marks passed into the height of the person, i.e. a model, it would be possible for him to compare any person's measure (i.e., the height inferred by the model from the number of marks passed) with any

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other measure obtained from any other stick that has been connected to the same variable.

The sticks need not be the same length nor have the same number of marks nor have the marks at the same intervals, so long as each has been properly connected to the variable "height".

In addition to freeing him from the necessity of always using the same (or identical) sticks, the model relating the observation to the variable must also provide him with the means for assessing the validity of the measurement. If a person is measured twice and the two measures are not the same, within statistical limits due to the precision of the instruments, he would conclude that the person has not been properly measured and without additional information would be at a loss to know which of the measures, if either, should be associated with the person.

Because the measurement permits the comparison of every new measure with all previous measures for the person, with a little experience, our observer could come to recognize characteristics of sticks and persons which lead to measures that persist from trial to trial. The measurement model is essential in this process because it provides a framework for recognizing when an observation is surprising. If we know a person once passed say, 117 marks on some stick and we now observe that he passes 37 marks on another, we cannot tell if this is a surprising result unless both observations can be connected to the same fundamental variable. By knowing when to be alarmed, an observer can quickly learn, for example, that flexible round-ended sticks often give unpredicted results and that the height of people cannot be measured reliably when they are running or jumping.

Height is so familiar that we feel we can observe it directly. But, in fact, we cannot "observe" the height of an unfamiliar object when it is viewed in complete isolation. Like all other variables, our observation of height involves a series of comparisons of the unknown object with some available calibrated instrument.

The units of measurement for height are equally familiar and arbitrary. Their importance and usefulness is only because they have been defined and the definitions accepted by everyone who measures height. The statement that a person is six feet in height now specifies his height unambiguously with no further information required about how the measure was obtained. This was not the case when the standard of measure was the king's foot.

Psychological measurement is not different in principle from other kinds of measurement but at this point there is little consensus about what variables are important (i.e. useful, in general) and what units are convenient to measure them. The following example should help clarify the parallels between physical and psychological measurement.

An observer of military training might hypothesize the existence of a marksmanship variable, that soldiers vary in the amount of this variable that they possess and that they must possess a certain amount in order to be competent soldiers. (It should be noted that this last hypothesis goes beyond measurement. The consideration of how to determine the amount of the height variable that a person possesses did not involve decisions about how much he should have. Only after obtaining a satisfactory measure of the variable can we begin to investigate the relationship with other variables to establish what amounts of height or marksmanship are required for particular situations.)

One plan for studying marksmanship would be to follow each soldier through his career and observe when his level of marksmanship was adequate and when it was not. While at the end we would know a great deal about those particular soldiers, we would not be able to make comparisons among them, since it is unlikely that we would have comparable data for any two. It would be equally impossible to predict their success in any new situations with any degree of precision.

We would prefer to structure the situation so that observations relevant to marksmanship can be accumulated quickly, efficiently and economically. We might decide that useful observations could be generated from the task of firing at a target on a practice range. While this obviously does not involve all factors that might be considered, it could be argued that it does contain an important element that is common to any situation for which marksmanship would be involved. Knowledge of the variable defined by the observation of firing at a target should enable us to make reasonable predictions about the outcome of more complex situations.

But the number of times the person succeeds in hitting the target is no more the measure of his marksmanship than is the number of marks passed on a stick a measure of his height. The number of hits will depend on the size, distance, etc of the target (i.e., its difficulty) as well as the person's skill. We require a model to remove the effect of target difficulty and to translate the observation into a measurement about the person. With this accomplished we no longer need worry about presenting identical targets to every person any more than we need to measure their height with identical rulers. All we need are calibrated targets.

Selection of the task and the measurement model are crucial. There is no reason to expect that every observation can be converted into the measure of the variable we

want or that every mathematical function that transforms discrete counts into continuous "variables" will be equally useful. In order to understand what is required of these, we need to develop more fully what it is reasonable to require of a "measurement."

The Requirements for Good Measurement

At the very least, a good measurement model should require that a valid test satisfy the following conditions:

1. A more able person always has a better chance of success on an item than does a less able person.
2. Any person has a better chance of success on an easy item than on a difficult one.

It follows from these conditions that the likelihood of a person succeeding on an item is the consequence of the person's position on the variable (his ability) and the item's position on the same variable (its difficulty) and that no other variables influence the outcome. This implies that the difficulty of an item is an inherent property of that item which adheres to it under all relevant circumstances without reference to any particular population of persons to whom the item might be administered.

A major consequence of these conditions is that it is possible to derive an estimator for each parameter that is independent of all other parameters. All information about a person's ability expressed in his responses to a set of items is contained in the simple unweighted count of the number of items which he answered correctly. Raw score is a sufficient statistic for ability. For item difficulty, the sufficient statistic is the number of persons in the sample who responded correctly to that item.

These common sense requirements enable us to formulate an explicit mathematical model and to use this model to assess the appropriateness of the observations for furnishing information about the variable we are seeking. These requirements are also deceptively demanding. Successful measurement depends on achieving sufficient control with respect to the observations taken, so that their variations differ only along a single variable. Even though persons differ in many ways, their measurement becomes possible only when one of these dimensions dominates the behavior prompted by the items administered. Even when items differ on a number of factors, they can be successfully used for measurement if the responses of persons can be dominated by only one of these factors. Thus measurement can succeed despite multidimensionality, when the multidimensionality is controlled so as not to be shared actively by both persons and items. Two examples should help make this clear.

Two types of items: Suppose we wish to measure "general mental ability" and to do this devise an instrument containing both reading comprehension and mathematical computation items. While this instrument is clearly two dimensional, measurement with it could succeed in situations where either

1. there is no person variable which affects the probability of success for the reading items differently than for the math items,
2. math ability and reading ability are so highly correlated in the population that they do not appear different.

In either case we should not care whether measurements were made entirely with reading items, entirely with math items, or any mixture in between, since all items measure the "same" variable. In the first case, there is only one variable (perhaps called "general

mental ability"). In the second, there are two but since they are so highly correlated a person high on one is high on the other. We can measure math ability with reading items and reading ability with math items, if we choose. It does not matter whether we call the resulting measure math, reading or general ability. However, if we try to assert that both types of items are necessary for a "fair" measurement and become involved in setting the correct proportion of each, we have admitted the multidimensionality of the situation and must instead measure the two variables separately with items appropriate to each. (If we are still interested in one number we could then argue about how the two measures could be combined into a single index.)

It is only possible to measure a person, who always has many different abilities, on one variable by carefully constructing an instrument which addresses just that one variable. We may sometimes get by with a multidimensional instrument, since the two alternatives above--one variable versus two highly correlated variables--are not distinguishable in data, but, when we use an instrument of items readily classifiable into two or more types, its (effective) unidimensionality must be corroborated with each new sample.

One type of item with extraneous variables: A contrasting case can be illustrated by considering the measurement of problem solving ability with an instrument composed of word problems. Proficiency on this instrument requires many abilities in addition to problem solving, not the least of which is the ability to read the language in which the problems are written. If the reading ability of every person is well above the readability of the problems, differences among items or persons in this respect will not affect performance on the instrument. However, if any person has difficulty reading

the problems, his measure of problem solving ability will be biased downward by this interfering factor. His probability of success will be influenced by the interaction between his reading ability and the readability of the problem. This can, of course, be eliminated by regulating readability to be well below the reading ability of the target population. Then, although the persons may still vary in their ability to read, variation in their scores on this instrument will be due to their variation in problem solving ability alone.

This case differs from the preceding one in that the items are of one type but each has a "difficulty" on two variables. As long as all persons are sufficiently able readers, the instrument can be used to measure problem solving ability. Theoretically, such an instrument could also be used to measure reading ability among very able problem solvers who were poor readers.

Random guessing on multiple-choice items is another instance of extraneous variation. Persons who are guessing succeed on difficult items more often than their abilities would predict. This makes them appear more able when more difficult items are administered, since their frequency of success does not decrease as difficulty increases. A similar but opposite effect occurs when able persons become careless with easy items, making them appear less able than they are.

Such items "measure" two variables--the ability of interest and the tendency to guess or to become careless. The "guessingness" of the item may or may not be a simple function of the difficulty on the main variable but for the person two different variables are involved. The measure of either variable is threatened by the presence of the other.

These forms of multidimensionality have in common the attribute that different subsets of the items produce non-equivalent estimates of person ability and different subsamples of persons produce different estimates of item difficulties. This contradicts the requirements for good measurement specified in the Rasch model.

Unequal Item Discriminations: No discussion of disturbances in measurement is complete without mention of item "discrimination." Rasch's derivation of what is required in order to achieve objectivity (i.e., measures of person ability that are free of the sets of items administered, and calibrations of items that are free of the samples of persons used) leads to a model which rules out a parameter for item discrimination. If measurement objectivity is to be achieved, the situation must be arranged so that a parameter for discrimination is not necessary.

When the problem is approached from other perspectives, for example, when the observations are considered so valuable that the data are allowed to determine the form of the model, regardless of the effect on measurement, item discrimination is almost always included as a parameter. A model with a discrimination parameter (or any other additional parameter) will recover the observed data more completely than one without, but it is not at all clear when that is done what bearing the resulting "estimates" of discrimination can have on the generalizability and reproducibility of the situation. It remains to be settled whether discrimination "estimates" pertain to stable, meaningful parameters that are useful in characterizing future outcomes of similar situations or whether they are only temporarily useful as descriptive statistics for diagnosing trouble in one set of observations.

In theory, item discrimination is a measure of the amount of information an item contains about the quantity of the variable that a person possesses. In practice, it is better described as an index of the correlation over the sample of the item score with the operationally defined variable. These correlations can be "high" or "low" for the wrong reasons.

With the problem solving example, if the items vary in readability and their readability is near enough to the reading level of the persons so that some persons have difficulty reading some items, then these items will appear to vary in their power to discriminate along the problem solving scale, due to their connection to readability.

If the calibration sample is drawn from one population, items which no one is able to read will have no relationship to problem solving ability and items which everyone reads without difficulty will be the purest instances of the relevant behavior. Hence, the highest "discriminations" will be associated with items dominated by the variable of interest and the lowest will be for items most influenced by other factors.

However, if the calibration group consists of samples from two populations which have identical distributions of problem solving ability but differ in their reading ability, the group with the better readers will tend to score higher on the test. Then the items which are the most effective at separating the high and low scorers will be the items most influenced by readability. Therefore, in this instance, the items with the highest apparent discriminations will not be the ones with the strongest relationship to the variable of interest but rather the ones with the strongest relationship to the dimension along which the populations differ most, namely readability.

Models which include an item discrimination parameter will appear to "explain" data from either of these situations. Both, however, violate the unidimensionality

assumptions employed by these other models, as well as by the Rasch model. Therefore, we are in the unfortunate position of having data which seem to fit the model although they do not comply with the requirements of unidimensionality. The Rasch model avoids this potential danger by uncovering unacceptable variation in discrimination and avoiding discrimination as an item parameter.

A situation for which it is sometimes argued that a discrimination parameter is legitimate is one in which the items vary in the amount of random fluctuation inherent in them. This is analogous to items differing in their factor loadings. But even in this case the requirements for good measurement given previously are not satisfied. Before we sacrifice this, we should consider what it means for items to differ in their inherent error and decide what it is reasonable to do about it.

It is difficult to construct examples of items that vary in information which cannot be explained by the presence of additional factors. One possible case might be an instrument containing both multiple-choice and completion items. They could both reflect the same variable but, since different behaviors are required, they might differ in their relationship to the variable. We might expect a completion item, which requires the person to recall and write in the correct answer, to discriminate more sharply than an item which only requires the person to recognize the answer. Recognition items give the person who does not recall or recognize the correct response the opportunity to eliminate responses he knows to be incorrect, thereby increasing his chances of choosing the correct one. If his success at this is related to his position on the latent variable, not to his "test-wiseness" or any other extraneous factor, intelligent guessing of this sort can provide information about the variable of interest.

But this problematic situation is easily avoidable by simply not mixing items requiring obviously different behaviors on the same elementary instrument. The influence of extraneous factors on the outcome is a problem for all response models. The Rasch model is less susceptible to this source of confusion, since it is not so readily adaptable to mixed influences. Previous research (Panchapakesan, 1969; Wright and Panchapakesan, 1969) indicated that the tests of fit for the Rasch model are sensitive enough to such disturbances to protect measurements from deterioration due to them.

The Rasch Logistic Response Model

George Rasch (1960) provided a rethinking of the measurement problem which overcomes most of the deficiencies of traditional analysis and avoids the theoretical complications of the other latent trait models. Rasch's stochastic response model describes the probability of a successful outcome of a person on an item as a function of only the person's ability and the item's difficulty. Using only the traditional requirement that a measurement be based on a set of homogeneous items monotonically related to the trait to be measured, Rasch derived his measurement model in the form of a simple logistic expression and demonstrated that in this form the item and person parameters are statistically separable. Andersen (1973a) elaborated and refined the mathematical basis for the model. Wright and Panchapakesan (1969) developed practical estimation procedures that made application of the model feasible.

Rasch's model, while based on the same requirement of the sufficiency of total score relied on by traditional methods, offers new and promising opportunities for advancing our understanding of measurement and departures from it. Since the parameters

of the model are separable, it is possible to derive estimators for each parameter independently of the others. The logistic transformation assigns an ability of minus infinity to a score of zero and plus infinity to a score of one hundred percent. This eliminates the bounds on the ability range and puts the standard errors of measurement into a reasonable relationship with the information provided by observed score. The tests of item fit which are the basis for item selection are sensitive to high discriminations as well as to low and so lead to the selection of those items which form a consistent definition of the trait and to the rejection of exceptional items. Finally, the explicitness of the mathematical expression of the model facilitates statistical statements about the significance of individual person-item interactions and so makes both a very general and a very detailed analysis of misfit possible.

The Rasch model provides an explicit framework for comparing observed with expected outcomes. The expected outcome of administering an item to a person is that predicted by the model assuming that the item is appropriate with respect to that person and that the person was adequately motivated to bring his full ability to bear on the item. The model permits us to assess the likelihood of the observed result, and hence, to make statements about the appropriateness of the particular item for the particular person.

Objective measurement eliminates many of the problems that have plagued test users. The Rasch model is both necessary and sufficient for objectivity in measurement. To best utilize the power of this model, we need to develop fully the concepts and mathematics related to it. Chapter II provides this development. The first section reviews the philosophy and concepts presented by Rasch and his students. Section

two derives the estimating equations for the Bernoulli (i.e. one trial per task) form and then generalizes to the Binomial form (several trials per task). Finally, goodness of fit tests are presented for assessing the adequacy of the calibration.

CHAPTER II

DEVELOPMENT OF THE RASCH MODEL

Rasch's development of his approach to measurement places central emphasis on the concept of "specific objectivity". (Rasch, 1960, 1961, 1967, 1968; Wright, 1968.) The problem of measurement is to make comparisons among two or more persons (more generally, "objects") or two or more items ("agents") using the information from the interaction of the objects with the agents. In psychometrics, we often begin by determining the characteristics of items based on an administration to a sample of people but our ultimate aim is to compare the performance of people on a set of items.

By "specific objectivity", Rasch means a comparison of any two persons, derived from a set of person-item interactions, which is independent of all item parameters and of all person parameters other than the two in question. Similarly, a statement about two items is independent of all person parameters and all other item parameters.

While such a property is highly desirable (Loevinger, 1947), it is not a natural consequence of person-item interactions but must be specifically built into the measurement process for every situation. The more natural circumstance is for every person to bring many abilities into every confrontation with an item. Unless the item is carefully constructed to tap only one of these abilities, the process will be governed by any number of person or item characteristics.

Rasch (1960, 1961) based his development of a measurement model on the following assumptions:

- (a) the probability of a correct response to item i by person v is entirely governed by

$$P(X_{vi} = 1 | v, i) = \frac{\theta_{vi}}{1 + \theta_{vi}} \quad \theta_{vi} \geq 0$$

- (b) in which the situational parameter θ_{vi} is the product of two factors

$$\theta_{vi} = \xi_v \epsilon_i$$

where ξ_v pertains to the person and ϵ_i to the item, and

- (c) all answers, given the parameters, are stochastically independent.

It is clear from (a) that θ_{vi} represents the odds of success and from (b) that ξ_v is the ability of person v and ϵ_i is the easiness of item i .

The separability (also called "latent additivity") of the parameters shown in (b) makes possible objectivity in measurement. It follows from this that all information about a person's ability contained in his responses to a set of items is captured by the simple count of correct responses. This permits us to compare the abilities of two persons independently of the items administered.

Following Rasch (1960), the logarithm of the odds of success on item i by person v is:

$$(1) \quad \log \frac{P_{vi}}{1 - P_{vi}} = \log (\xi_v \epsilon_i) = \log \xi_v + \log \epsilon_i.$$

Therefore the abilities of person v and person u when observed on any item i can be compared, in logistic units, by subtraction:

$$(2) \quad \Delta_{vu}^i = \log \xi_v + \log \epsilon_i - \log \xi_u - \log \epsilon_i = \log \xi_v - \log \xi_u$$

which does not involve the item parameter at all. Actually computing a number to estimate this difference requires us to make use of the sufficiency of total score. Since all the information about ability is contained in the number of correct responses, all persons who have the same score must be assigned the same estimated ability. Therefore, by grouping together the responses of all persons who scored r , we can obtain an estimate of P_{vi} for all v with scores or r :

$$(3) \quad P_{ri} \approx \frac{X_{ri}}{N_r} \text{ where } P_{ri} \text{ is the probability of success on item } i$$

by persons with score r ,

X_{ri} is the number of persons with score r who answered item i correctly, and

N_r is the number of persons with score r .

And so

$$(4) \quad \Delta_{rs}^i \approx \log \left\{ \frac{X_{ri}}{N_r - X_{ri}} \right\} - \log \left\{ \frac{X_{si}}{N_s - X_{si}} \right\}$$

is the difference in ability between a person with score r and a person with score s , estimated with item i . Of course information is usually available from more than one item; statistical techniques which amalgamate the information from all into a single estimate are presented in the next section.

Since all parameters always appear in combination with at least one other parameter, there is an indeterminacy in the system that must be resolved before a particular estimate of a person's ability or an item's difficulty can be calculated. This can be done in many ways; a simple one is to select one item, say item 1, as the reference point and set its

log easiness to zero. This arbitrary choice does not affect the comparison of two persons in expression (2) but it makes it possible to compute a particular estimated ability for each person. From expression (1) the estimated ability, $\log \xi_v$ for score r is now equal to the log odds of success on item 1 for persons with score r .

$$(5) \quad \log \xi_v \approx \log \left\{ \frac{X_{r1}}{N_r - X_{r1}} \right\} \quad \text{if } \epsilon_1 \equiv 1$$

Similarly values can be computed for all items other than item 1 by

$$(6) \quad \Delta_{ij}^r = \log \xi_r + \log \epsilon_j - \log \xi_r - \log \epsilon_1 = \log \epsilon_j$$

where Δ_{ij}^r is the difference between the logit for item j in score group r and the logit for item 1 in score group r , or

$$\log \epsilon_j \approx \log \left\{ \frac{X_{rj}}{N_r - X_{rj}} \right\} - \log \left\{ \frac{X_{r1}}{N_r - X_{r1}} \right\} .$$

Once difficulties have been estimated in this fashion, we are able to compare two people, as in (2) above, who did not take the same item.

Andersen (1973a) provides the proof for the other side of specific objectivity. He shows that if raw score is taken as the sufficient statistic for ability, then the underlying model must be the Rasch model. It follows from this that the three assumptions given above are both necessary and sufficient for specific objectivity.

Wright (1968) introduced the terms "sample-free item calibration" and "test-free person measurement." This is not intended to imply that anything can be known about a person's ability without administering some items or that anything can be known about an item's difficulty without giving it to some persons. It does mean, as illustrated above,

that we can obtain estimates of ability that do not depend on the difficulties of the particular set of items we choose to administer. Any other set of appropriate items produce a statistically equivalent estimate for the person.

This avoids some troublesome problems for the test user. It solves the problem of form equating. Once a bank of items has been calibrated (i.e., the difficulty of each item estimated), any form made up of items from that bank has also been calibrated. Its ability estimates are on the common scale of measurement with no further manipulation. This was dramatically illustrated by Rentz and Bashaw (1975) who showed substantial savings in time and money through the use of Rasch techniques over traditional methods of form equating. The logical extension of this property suggests that each person can be administered a test tailored specifically for him and still measures can be obtained that are comparable for all (Wright, 1968, Wright and Douglas, 1975a).

Before presenting a discussion of some of the methods available for obtaining estimates of the model's parameter, we should mention that ability and difficulty will be expressed throughout in "logits" which are arbitrary units of measurement. A person's ability in logits is the natural log odds in favor of his succeeding on an item whose difficulty is at the origin on the scale. In other words, a person with ability 0.0 (i.e., ability equal to the difficulty of an item at the origin) has an even chance (odds 1 to 1) of succeeding on the item since $\log(1) = 0$ or equivalently, from expression (1),

$$(7) \quad 1.0 = \frac{P_{vi}}{1-P_{vi}}$$

or

$$(8) \quad P_{vi} = \frac{1}{2} .$$

Similarly, a person with ability 1.0 has about a three to one chance of success ($\log_e 3$ is approximately equal to 1.0). Logits are used because they are computationally convenient. In connection with this, we will use the notation:

$$\begin{aligned}\beta_v &= \log \xi_v = \text{logit ability for person } v \\ -\delta_i &= \log \epsilon_i = \text{logit difficulty for item } i.\end{aligned}$$

Calibration of Item Parameters

Several methods of estimating item parameters, are treated in detail in Douglas (1975) and Wright and Douglas (1975b, 1976, 1977a, 1977b). They are reviewed below.

Conditional Maximum Likelihood Estimation: The mathematically ideal method is the conditional maximum likelihood approach which follows naturally from the separability of parameters. The estimates were derived in detail by Andersen (1973c). An approximation was developed by Wright (1966). Andersen's derivation begins with the Rasch model:

$$(9) \quad P\{X_{vi} | \beta_v, \delta_i\} = \frac{\exp[X_{vi}(\beta_v - \delta_i)]}{1 + \exp[\beta_v - \delta_i]} \quad \begin{aligned} X_{vi} &= 0, 1 \\ i &= 1, L \\ v &= 1, N \end{aligned}$$

If this model fully characterizes the interaction between person v and any item i the likelihood of a particular set of responses to L items, denoted by (X_{vi}) , is

$$(10) \quad P\{(X_{vi}) | \beta_v, \delta_i\} = \prod_i \left\{ \frac{\exp[X_{vi}(\beta_v - \delta_i)]}{1 + \exp(\beta_v - \delta_i)} \right\} = \frac{\exp[r_v \beta_v] \exp\{\sum_i X_{vi} \delta_i\}}{\prod [1 + \exp(\beta_v - \delta_i)]}$$

This probability is seen to be composed of three parts: $\exp(r\sqrt{\beta_v})$ which connects the person's score and his ability; $\exp(-\sum_i X_{vi}\delta_i)$ which connects the data and the item parameters; and the denominator which involves no data.

The probability of observing a given raw score

$$(11) \quad r_v = \sum_i^L X_{vi}$$

is the sum of the probabilities of all possible ways of obtaining the score r . That is,

$$(12) \quad P\{\sum_i X_{vi} = r | \beta_v, (\delta_i)\} = \sum \frac{\exp(\beta_v \sum_i X_{vi}) \exp(-\sum_i X_{vi}\delta_i)}{\prod_i [1 + \exp(\beta_v - \delta_i)]} \quad \text{for all } \sum_i X_{vi} = r$$

or

$$(13) \quad P\{\sum_i X_{vi} = r | \beta_v, (\delta_i)\} = \frac{\exp(r\sqrt{\beta_v}) \gamma_r}{\prod_i [1 + \exp(\beta_v - \delta_i)]}$$

where γ_r is an elementary symmetric function of the item difficulties which equals

$$\gamma_r = \sum \exp(-\sum_i X_{vi}\delta_i) \quad \text{for all } \sum_i X_{vi} = r$$

and the summation is over all possible response vectors which sum to r .

The conditional probability of response vector (x_{vi}) given the raw score is found by dividing (10) by (13):

$$(14) \quad P\{(X_{vi}) | r_v, (\delta_i)\} = \frac{\exp(-\sum_i X_{vi}\delta_i)}{\gamma_r}$$

which is an expression in the item parameters that is free of the ability distribution of the persons. This result depends on raw score being a sufficient statistic for ability.

The conditional likelihood of the entire data matrix (X_{vi}) , consisting of the L responses by each of the N persons, is:

$$(15) \quad \Lambda = P\{(X_{vi}) \mid (r_v), (\delta_i)\} = \prod_v \left[\frac{\exp(-\sum_i X_{vi} \delta_i)}{\gamma_r} \right]$$

since the observations are stochastically independent given the parameters or their sufficient statistics. Letting $s_i = \sum_v X_{vi}$ and $\prod_r \gamma_r = \prod_v \gamma_v$ we have for the conditional likelihood:

$$(16) \quad \Lambda = \frac{\exp(-\sum_i s_i \delta_i)}{\prod_r \gamma_r^{n_r}}$$

Estimators for the (δ_i) are found by maximizing Λ in the usual way. Details of this and the iterative procedures necessary for obtaining estimates are given by Andersen (1972), Douglas (1975) and Wright and Douglas (1975b).

Unconditional maximum likelihood estimation: While formally correct, the conditional estimation techniques have serious practical problems. The computation of the elementary symmetric functions is quite expensive by the methods now used and incurs unacceptably large roundoff errors for tests of length greater than twenty items. Wright developed a less expensive technique using unconditional maximum likelihood which is reported in detail in Wright and Panchapakesan (1969) and Wright and Douglas (1975b). In their development, the unconditional likelihood of the data matrix is the double product of

P_{vi} over all persons and items. Thus,

$$(17) \quad \Lambda = \prod_v \prod_i P(X_{vi} | \beta_v, \delta_i) = \frac{\exp[\sum_i \sum_v X_{vi} (\beta_v - \delta_i)]}{\prod_i \prod_v [1 + \exp(\beta_v - \delta_i)]}$$

or

$$(18) \quad \Lambda = \frac{\exp(\sum_i \sum_v X_{vi} \beta_v) \exp(-\sum_i \sum_v X_{vi} \delta_i)}{\prod_i \prod_v [1 + \exp(\beta_v - \delta_i)]}$$

Again the responses are stochastically independent given the parameters. (The high correlations that are usually observed among a person's responses to a set of items are due entirely to their common relationship to the person's ability, β_v which the items are attempting to measure.)

The algebra for maximizing this likelihood is less complex if we work with the log likelihood:

$$(19) \quad \lambda = \log \Lambda = \sum_v r_v \beta_v - \sum_i s_i \delta_i - \sum_i \sum_v \log [1 + \text{EXP}(\beta_v - \delta_i)] + \varphi \sum_i \delta_i .$$

The final term is included to remove the indeterminacy in the equations that arises because only differences between parameters are estimable.

The φ -term removes the problem here by imposing the restriction that $\sum \hat{\delta}_i = 0$. While almost any restriction on the δ_i would do this particular one is convenient for reasons to be discussed later.

The derivatives needed to obtain the maxima of (19) are:

$$(20) \quad \frac{\partial \lambda}{\partial \beta_v} = r_v - \sum_i \frac{\exp(\beta_v - \delta_i)}{1 + \exp(\beta_v - \delta_i)} = r_v - \sum_i P_{vi}$$

$$(21) \quad \frac{\partial \lambda}{\partial \delta_i} = -s_i + \sum_v \frac{\exp(\beta_v - \delta_i)}{1 + \exp(\beta_v - \delta_i)} + \varphi = -s_i + \sum_v P_{vi} + \varphi$$

$$(22) \quad \frac{\partial^2 \lambda}{\partial \beta_v^2} = - \sum_i \frac{\exp(\beta_v - \delta_i)}{[1 + \exp(\beta_v - \delta_i)]^2} = - \sum_i P_{vi}(1 - P_{vi}) < 0$$

$$(23) \quad \frac{\partial^2 \lambda}{\partial \delta_i^2} = - \sum_v \frac{\exp(\beta_v - \delta_i)}{[1 + \exp(\beta_v - \delta_i)]^2} = - \sum_v P_{vi}(1 - P_{vi}) < 0$$

Wright and Douglas (1975b) demonstrated that the cross derivatives are small and can be ignored without harming the resulting estimates.

Since both second derivatives are always negative, there can only be one extreme point and it must represent the maximum likelihood. This point can be determined by setting equations (20) and (21) equal to zero and solving. We first need to evaluate φ .

Summing equation (21) over all items,

$$(24) \quad - \sum_i s_i + \sum_i \sum_v \hat{P}_{vi} + \sum_i \hat{\varphi} = 0$$

or

$$(25) \quad - \sum_i \sum_v X_{vi} + \sum_i \sum_v \hat{P}_{vi} + L\hat{\varphi} = 0$$

and since from (20)

$$(26) \quad \sum_i \sum_v X_{vi} = \sum_i \sum_v \hat{P}_{vi} .$$

We must have that $\hat{\phi} = 0$. The estimating equations are simply:

$$(27) \quad s_i = \sum_r n_r \hat{P}_{ri} = \sum_r n_r \left[\frac{\exp(b_r - d_i)}{1 + \exp(b_r - d_i)} \right]$$

and

$$(28) \quad r = \sum_i \hat{P}_{ri} = \sum_i \left[\frac{\exp(b_r - d_i)}{1 + \exp(b_r - d_i)} \right].$$

We are able to substitute an r subscript for the v -subscript in (27) because r is a sufficient statistic for ability so persons who attain the same score are indistinguishable as far as our knowledge of their ability is concerned. It is more efficient to perform the summations from 1 to $L-1$ rather than 1 to N .

Since (27) and (28) can not be solved explicitly for b_r and d_i , we must resort to an iterative solution. The simplified Newton-Raphson approach given by Wright and Panchapakesan (1969) works quite well for this.

$$(29) \quad d_i^{t+1} = d_i^t - \frac{s_i - \sum_r n_r P_{ri}^t}{\sum_r n_r P_{ri}^t (1 - P_{ri}^t)}$$

and

$$(30) \quad b_r^{t+1} = b_r^t + \frac{r - \sum_i P_{ri}^t}{\sum_i P_{ri}^t (1 - P_{ri}^t)}$$

The meaning of these expressions can be grasped intuitively by noting that the numerator of each correction term (i.e., the right hand terms) are equations (24) and (25). When this term is zero, the equation is solved and we no longer need modify the estimates. If it is not zero, we adjust the estimate by an amount proportional to this

difference. The scaling factor in the denominator is the derivative of the P_{ri} with respect to the parameter, the change in scale from score units to logit units.

Starting values needed to begin the process can be obtained by computing the d_i assuming the b_r are zero and analogously, the b_r assuming the d_i are zero. From (27) we have

$$(31) \quad s_i = \sum_r n_r \left(\frac{\exp(-d_i)}{1 + \exp(-d_i)} \right) = N \left[\frac{\exp(-d_i)}{1 + \exp(-d_i)} \right]$$

or

$$(32) \quad d_i^0 = \log \left(\frac{N - s_i}{s_i} \right).$$

From (28) we obtain

$$(33) \quad b_r^0 = \log \left(\frac{r}{N-r} \right).$$

It is clear from any of the estimation equations that zero or perfect scores for either persons or items can not be used to estimate parameters. In (32) and (33), this would lead to either zero or infinity for which the log function is not defined. In (29) and (30), the process could not converge unless all P_{ri} were zero or one, which can not happen unless the abilities or difficulties are plus or minus infinity.

In light of this, the first step in the estimation process must be the elimination of zero and perfect scores. This process may require more than one cycle since the elimination of an item which every one answered correctly necessitates the elimination of all persons who only answered that one item correctly, and so forth.

A second problem is that the unconditional maximum likelihood estimates are biased (Andersen, 1973b). For the case of a two item test it can be shown that the difficulties are biased by a factor of two. Wright and Douglas (1975b), based on earlier work by Wright (1966), demonstrate that for tests of any length L for which $\sum d_i = 0$ the average bias is $(L/L-1)$ and that correcting all difficulties by this factor results in estimates that are virtually indistinguishable from those given by the more expensive but unbiased conditional estimation procedure.

The corrected unconditional estimation algorithm employed by most Rasch analysis programs (e.g., Wright and Mead, 1975) is

- i) Obtain item scores, (s_i) , and counts of the number of persons at each score, (n_r) .
- ii) Edit these data vectors to remove perfect scores (i.e., $s_i = 0$ or N and $r = 0$ or L) cycling as many times as necessary.
- iii) Define an initial set of (b_r) as

$$b_r^0 = \log \left(\frac{r}{L-r} \right), \quad r = 1, L-1$$

- iv) Define an initial set of (d_i) as

$$d_i^0 = \log \left(\frac{N-s_i}{s_i} \right), \quad i = 1, L$$

Center the item set at zero by subtracting $d_0 = \sum d_i / L$ from each d_i .

- v) Obtain a revised set of (d_i) by the one dimensional Newton-Raphson algorithm until convergence is achieved.
- vi) Using the tentative set of (d_i) as obtained from (v) above, obtain a revised set of (b_r) once again by Newton Raphson.

- vii) Repeat steps (v) and (vi) as often as necessary to obtain stable values for the (d_i) .
- viii) Correct for bias by multiplying each d_i by $(L-1)/L$.
- ix) Calculate the approximate (b_i) for these unbiased (d_i) .

Cohen's normal approximation: As a final alternative to the problem of estimating item difficulty parameters, Wright and Douglas (1975b) present the details to a very inexpensive procedure that was suggested by Cohen in 1973. This procedure assumes that person abilities are given by an explicit function of total score, and that the function is completely determined except for a single multiplying parameter which can be obtained by maximum likelihood. This implies that the distribution of both person abilities and item difficulties are adequately characterized by the first two moments. If this is true, the resulting estimates are identical to those obtained by the more expensive procedures just discussed.

The procedure is as follows:

- i) Define the initial values of difficulties and abilities and their variances in the sample:

$$d_i^0 = \log \left(\frac{N-s_i}{s_i} \right) - d^0 \quad \text{where } d^0 = \sum d_i / L$$

$$D = \sum d_i^0^2 / [(L-1)(2.89)]$$

$$b_r^0 = \log \left(\frac{r}{L-r} \right)$$

$$B = \sum n_r (b_r^0 - b^0)^2 / [(N-1)(2.89)] \quad \text{where } b^0 = \sum n_r b_r^0 / N$$

$$r = 1, L-1$$

ii) Compute the expansion coefficients:

$$X = [(1 + B)/(1 - BD)]^{1/2}$$

$$Y = [(1 + D)/(1 - BD)]^{1/2}$$

iii) Compute the final estimates of the parameters and their standard errors:

$$(34) \quad d_i = X d_i^0$$

$$SE(d_i) = X [N/s_i(N - s_i)]^{1/2}$$

$$b_r = Y b_r^0$$

$$(35) \quad SE(b_r) = Y [L/r(L - r)]^{1/2}$$

Although there is only modest experience with this form of the algorithm evidence indicates that for moderately long instruments and more or less symmetrical, unimodal score distributions, it yields estimates well within a standard error of the values obtained from the more expensive methods.

Binomial Extension of the Simple Logistic Model

Not all data is scored dichotomously. However, the ideas and equations of the preceding sections can be extended to more complex cases. Consider a situation in which a subject v receives a score of 0, 1, . . . , m_i on an item i . This might be a score on an attitude scale, an aptitude test, or target shooting. If this score is taken to be generated as the result of m_i independent Bernoulli trials, each with probability of success P_{vi} , then the binomial response model

$$(36) \quad P(X_{vi} | P_{vi}, m_i) = \binom{m_i}{X_{vi}} P_{vi}^{X_{vi}} (1 - P_{vi})^{m_i - X_{vi}}$$

describes it (Andrich, 1975). In a given situation we may not be certain that this model (or the specialization we propose) is appropriate, but we can test the fit of the model once the parameters have been estimated.

It is useful to write this model in odds notation by letting

$$(37) \quad P_{vi} = \lambda_{vi} / (1 + \lambda_{vi})$$

where λ_{vi} is interpreted as the odds of success. Then

$$(38) \quad P(X_{vi} | \lambda_{vi}, m_i) = \binom{m_i}{X_{vi}} \lambda_{vi}^{X_{vi}} / (1 + \lambda_{vi})^{m_i} .$$

By analogy to Rasch's simple logistic model¹ it seems likely that it will be useful to write

$$(39) \quad \lambda_{vi} = \xi_v \epsilon_i .$$

That is, each λ_{vi} will be taken to be the product of a person parameter ξ_v and an item parameter ϵ_i . With this assumption we have

$$(40) \quad P(X_{vi} | \xi_v, \epsilon_i, m_i) = \frac{\binom{m_i}{X_{vi}} (\xi_v \epsilon_i)^{X_{vi}}}{(1 + \xi_v \epsilon_i)^{m_i}} .$$

Note that if $m_i = 1$, then X_{vi} is zero or one and expression (40) reduces to the Bernoulli form of the preceding section.

Conditional Estimation

Let us consider the possibility of estimating the parameters ξ_v and ϵ_i . The model

¹The notation is somewhat less complex if we define: $\xi_v = \exp(\beta_v)$ and $\epsilon_i = \exp(-\delta_i)$.

(40) implies as usual the inevitable assumption of conditional independence of responses over persons and over items, given the parameters of the model. Suppose, then, that a person responds to L items. By our assumption of conditional independence, the probability that his responses will be X_{v1}, \dots, X_{vL} (which we shall write as (x_{vi})), given the parameters, is

$$(41) \quad P\{(X_{vi}) | \xi_v, (\epsilon_i), (m_i)\} = \frac{\prod_i \binom{m_i}{X_{vi}} \xi_v^{\sum X_{vi}} \prod_i \epsilon_i^{X_{vi}}}{\prod_i (1 + \xi_v \epsilon_i)^{m_i}}$$

where (ϵ_i) and (m_i) represent $\epsilon_1, \dots, \epsilon_L$ and m_1, \dots, m_L respectively. If we now denote the total score for any person as

$$(42) \quad r_v = X_{v+} = \sum_i X_{vi}$$

then

$$P\{r_v | \xi_v, (\epsilon_i), (m_i)\} = \sum_{r_v} P\{X_{vi} | \xi_v, (\epsilon_i), (m_i)\} = \frac{\prod_i \binom{m_i}{X_{vi}} \xi_v^{r_v} \prod_i \epsilon_i^{X_{vi}}}{\prod_i (1 + \xi_v \epsilon_i)^{m_i}}$$

which can be rewritten as

$$(43) \quad P\{r_v | \xi_v, (\epsilon_i), (m_i)\} = \frac{\xi_v^{r_v}}{\prod_i (1 + \xi_v \epsilon_i)^{m_i}} \prod_i \left[\binom{m_i}{X_{vi}} \epsilon_i^{X_{vi}} \right]$$

where the sum is taken over all collections of responses (x_{v1}, \dots, x_{vL}) such that $x_{v1} + \dots + x_{vL} = r_v$.

The conditional probability of a particular set of responses (X_{vi}) can be found by dividing (41) by (43) and, observing that the probability is now independent of δ_v .

$$(44) \quad P\{(X_{vi})|r_v, (\epsilon_i), (m_i)\} = \frac{\prod_i \binom{m_i}{X_{vi}} \epsilon_i^{X_{vi}}}{\sum \left[\prod_i \binom{m_i}{X_{vi}} \epsilon_i^{X_{vi}} \right]} \quad \text{where the summation in the denominator is over all persons with score } r.$$

Clearly r_v is a sufficient statistic for ξ_v and $s_i = X_{+i}$ is a sufficient statistic for ϵ_i so all the information about a person's ability or an item's difficulty is contained in the appropriate total score. Furthermore, given a group of persons it is now possible in principle to compute the conditional likelihood of their responses and to estimate the item difficulty parameters by conditional maximum likelihood estimation independently of the abilities. Similarly, abilities could be estimated independently of item difficulties.

Details of the conditional maximum likelihood estimation procedure for the simple logistic case (all $m_i = 1$) can be found in Wright and Douglas (1975b). Unfortunately, the conditional maximum likelihood estimation is quite sensitive to round-off errors; even an improved estimation procedure which Wright and Douglas devised failed for moderate numbers of items. There is no reason to believe that conditional estimation would be more practicable in the binomial case.

Unconditional Estimation

Even if the conditional estimation procedure could be made to work, its excessive cost would probably inhibit wide application. Recognizing the cost and instability of

conditional estimation, Wright and Panchapakesan (1969) proposed a method of joint parameter estimation for the simple logistic model. This estimation procedure has been extended to the binomial case.

Let $((X_{vi}))$ be the matrix of responses of persons 1, ..., N to items 1, ..., L, that is,

$$(45) \quad ((X_{vi})) = \begin{bmatrix} X_{11} & X_{12} & \cdots & X_{1L} \\ X_{21} & X_{22} & \cdots & X_{2L} \\ \vdots & \vdots & & \vdots \\ X_{N1} & X_{N2} & \cdots & X_{NL} \end{bmatrix}$$

By conditional independence we have the joint probability

$$(46) \quad \Lambda = P\{((X_{vi})) | (\xi_v), (\epsilon_i)\} = \frac{\prod_v \prod_i \binom{m_i}{X_{vi}} (\xi_v \epsilon_i)^{X_{vi}}}{\prod_v \prod_i (1 + \xi_v \epsilon_i)^{m_i}}$$

so

$$\begin{aligned} \lambda = \log \Lambda = & \sum_i \sum_v \log \binom{m_i}{X_{vi}} + \sum_v r_v \log \xi_v + \sum_i s_i \log \epsilon_i \\ & - \sum_i \sum_v m_i \log (1 + \xi_v \epsilon_i). \end{aligned}$$

Writing $\beta_v = \log \xi_v$, $\delta_i = -\log \epsilon_i$ as in the simple logistic case gives

$$(47) \quad L = \sum_i \sum_v \log \binom{m_i}{X_{vi}} + \sum_v r_v \beta_v - \sum_i s_i \delta_i - \sum_i \sum_v m_i \log(1 + \exp(\beta_v - \delta_i)).$$

Thus

$$(48) \quad \frac{\partial \lambda}{\partial \beta_{\mu}} = r_{\mu} - \sum_i m_i P_{\mu i}, \quad \mu = 1, \dots, N,$$

$$(49) \quad \frac{\partial^2 \lambda}{\partial \beta_{\mu}^2} = - \sum_i m_i P_{\mu i} (1 - P_{\mu i}), \quad \mu = 1, \dots, N,$$

$$(50) \quad \frac{\partial \lambda}{\partial \delta_j} = -s_j + \sum_v m_i P_{vj}, \quad j = 1, \dots, L.$$

and

$$(51) \quad \frac{\partial^2 \lambda}{\partial \delta_j^2} = - \sum_v m_i P_{vj} (1 - P_{vj}), \quad j = 1, \dots, L.$$

Recall that all subjects with score r will have the same estimated ability $b_r = \hat{\beta}_{v_r}$ so equations (48) lead to the estimation equations

$$(52) \quad r - \sum_i m_i P_{ri} = 0, \quad r = 1, \dots, M-1$$

where $d_i^0 = \log[(N - S_i / S_i]$. Observe that (52) has no solutions for zero and perfect scores, so they must be eliminated from the data. Similarly, (50) gives the estimation equations

$$(53) \quad s_j - \sum_r n_r m_i P_{rj} = 0, \quad j = 1, \dots, L$$

where n_r is the number of subjects with score r .

Our experience with the simple logistic model leads us to expect a dependency in these equations, and, indeed, summing (52) over r and (53) over j gives identical sums. We resolve this dependency by setting $\sum_i m_i d_i = 0$. Other constraints might be used,

but this one helps keep down rounding error during estimation; and other linear constraint can be implemented by transforming the parameter estimates obtained using this one.

It is now a simple matter to estimate the β_v and δ_i by the Newton-Raphson method. Details of the estimation process for the simple logistic case can be found in Wright and Douglas (1975b) or Wright and Mead (1975). Their procedure generalizes directly to the binomial case.

Andersen (1973a) has shown that these estimates are biased. However, Wright and Douglas (1975b) show by simulation that most of the bias can be cleared up by multiplying the d_i by $(L-1)/L$ when all $m_i = 1$. Further simulation indicates that $(M-1)/M$ is a suitable unbiased constant for the binomial case.

Standard Errors

In principle, asymptotic estimates of the standard errors of the parameter estimates are given by

$$SE(\theta) = [-\text{diag} \{(\partial^2 \lambda / \partial \theta^2)^{-1}\}]^{1/2}$$

Here the matrix of second derivatives is nearly diagonal, so we take

$$(54) \quad SE(d_i) = (-\partial^2 \lambda / \partial \delta_i^2)^{-1/2} \\ = \left(\sum_{r=1}^{M-1} n_{ri} p_{ri} (1-p_{ri}) \right)^{-1/2}$$

and

$$(55) \quad SE(b_r) = (\sum m_i P_{ri} (1 - P_{ri}))^{-1/2} .$$

Tests of Fit

A primary benefit from having an explicit mathematical model for a process is the possibility of making rigorous tests of how well the observed data are predicted by the model. In the case of the Rasch model, the most detailed form of the data is an $N \times L$ matrix, denoted by (X_{vi}) consisting of one row for each person and one column for each item. The entry X_{vi} is the score of person v on item i . It has a range of 0 to m_i . For the most familiar Bernoulli form of the model, all m_i are equal to one.

The expected value of X_{vi} is

$$(55) \quad E(X_{vi}) = m_i P_{vi}$$

and its variance is

$$(56) \quad V(X_{vi}) = m_i P_{vi} (1 - P_{vi}) .$$

Therefore, the difference between the observed score for the person and the predicted score

$$(57) \quad x_{vi} = X_{vi} - m_i P_{vi}$$

may be standardized by dividing by the estimated standard deviation.

$$(58) \quad Z_{vi} = \frac{X_{vi} - m_i P_{vi}}{(m_i P_{vi} (1 - P_{vi}))^{1/2}} .$$

The sample-free property of the model suggests one strategy for organizing the residuals. Since the estimates of item difficulty should, under the model, be independent of the distribution of person ability, the difficulty estimator should be equally appropriate for all scores. In other words, we should obtain the same estimated difficulty when just the low scores are used as when the high scores are used. If we were to adjust the estimates to fit score r exactly the first adjustment for item i would be proportional to (compare to expression (29))

$$(59) \quad x_{ri} = \sum_{v \in r} X_{vi} - n_r m_i P_{ri}.$$

If we standardize by dividing by the standard deviation and square

$$(60) \quad V_{ri}^2 = \left[\frac{(\sum_{v \in r} X_{vi} - n_r m_i P_{ri})^2}{n_r m_i P_{ri} (1 - P_{ri})} \right] K.$$

We obtain a chi-square statistic with one degree of freedom. The multiplier K is a correction factor, usually near one, to inflate the statistic to the equivalent of one degree of freedom. (Haberman, 1973). If all the n_r are equal and $P_{ri}(1-P_{ri})$ is nearly constant for all r and i , then K can be shown to be:

$$(61) \quad K = \frac{L(M-1)}{(L-1)(M-2)}.$$

The intuitive motivation for this can be grasped easily by noting that since i goes from 1 to L and r from 1 to $M-1$, there are $L(M-1)$ statistics V_{ri}^2 . But, having fit $L-1$ item parameters and $M-1$ person parameters, there are only $(L-1)(M-2)$ degrees of freedom available.

Since it frequently happens that some scores are not observed in a particular sample, or are very rare, the summation may also be done over score groups containing more than one score:

$$(62) \quad V_{ji}^2 = \left[\frac{(\sum_{r \in j} X_{vi} - \sum_{r \in j} n_{ri} P_{ri})^2}{\sum_{r \in j} n_{ri} P_{ri} (1 - P_{ri})} \right] \times K$$

$$K = \frac{Lg}{(L-1)(g-1)}$$

$$i = 1, L$$

$$j = 1, g$$

Collecting over groups, $V_{gi}^2 = \sum_{j \in g} V_{ji}^2$ gives a chi-square statistic with g degrees of freedom.

While V_{gi}^2 specifically asks the question would all score groups give the same estimate of difficulty for item i , it is possible to compute a more general statistic from expression (58). Squaring and summing over all persons gives a test statistic for the fit of item i :

$$(63) \quad NV_i^2 = \sum_v Z_{vi}^2 \left[\frac{NL}{(M-1)(L-1)} \right]$$

which is approximately distributed as a chi-square with N degrees of freedom. V_i^2 will tend to be large when different groups give different estimates of abilities (as will V_{gi}^2) and when persons in the same score group obtain their score in different ways.

A frequently mentioned alternative to the Rasch model is the logistic model containing a second item parameter, item discrimination. While this model lacks the essential measurement properties of the Rasch model, it can help conceptualize misfitting data if an index of discrimination is computed. Such an index can be derived as follows. General expression for the probability of the success of one trial is

$$(64) \quad P(X_{vi} = 1) = \frac{\text{EXP}(\lambda_{vi})}{1 + \text{EXP}(\lambda_{vi})} .$$

One possible parameterization of λ is that employed by the Rasch model; i.e., $\lambda_{vi} = \beta_v - \delta_i$. A possibility for an alternative generator might include a discrimination parameter. Then the probability would be as

$$(65) \quad P(X_{vi} = 1) = \frac{\text{EXP}[\alpha_i(\beta_v - \delta_i)]}{1 + \text{EXP}[\alpha_i(\beta_v - \delta_i)]} .$$

If this is the actual generator, then (64) and (65) are equal and the logits (the exponents in this application) are also equal, statistically, hence,

$$(66) \quad \lambda_{vi} = \alpha_i (\beta_v - \delta_i) + e_{vi}$$

where the residual error e_{vi} is included, because the linear model cannot account for all the variation in λ_{vi} . Since expression (64) provides a unique parameter for each person-item combination, λ_{vi} is the same as the observed logit which in most application would be estimated by:

$$(67) \quad \lambda_{vi} \approx \log \left[\frac{X_{vi}}{m_i - X_{vi}} \right] .$$

However, in our case, this cannot be done when X_{vi} is either zero or m_i .

To escape this, let us rewrite (66) in terms of a residual from the Rasch model:

$$(68) \quad \Lambda_{vi} = \lambda_{vi} - (\beta_v - \delta_i) = (\alpha_i - 1)(\beta_v - \delta_i) + e_{vi}.$$

The logistic residual Λ_{vi} can be approximated from (57) by recalling that the rate of exchange between score units and logits is approximately equal to the derivative of P_{vi} with respect to $(\beta_v - \delta_i)$. This derivative is

$$(69) \quad \frac{\partial P_{vi}}{\partial (\beta_v - \delta_i)} = P_{vi} (1 - P_{vi})$$

and therefore,

$$(70) \quad \Lambda_{vi} \approx Y_{vi} = \frac{X_{vi} - P_{vi}}{P_{vi}(1 - P_{vi})}.$$

Rewriting (68) in terms of statistics which we can compute, we have

$$(71) \quad Y_{vi} = a_i (b_r - d_i) + e_{vi}$$

where $a_i = (\alpha_i - 1)$. Since with respect to item i , the difficulty d_i is constant, an index of the item's discriminating power can be computed by regressing Y_{vi} on ability.

Therefore,

$$(72) \quad a_i = \frac{\sum (b_r - b.) Y_{vi}}{\sum (b_r - b.)^2}$$

where $b. = \sum_r n_r b_r / N$

and the associated sum of squares is

$$(73) \quad SS(a_j) = \frac{[\sum_v (b_{r_v} - b) Y_{vi}]^2}{\sum_v (b_{r_v} - b)^2}$$

All the test of fit statistics presented in this section have the appearance of chi square (or mean square) variates, but recent simulation studies (Mead, 1976) show that this distribution is not exactly correct. Hence, exact probability statements about lack of fit are not possible. The chi-square distribution is a useful background against which to judge these statistics, however.

CHAPTER III

DESCRIPTION OF THE BICAL PROGRAM: ANALYSIS OF MILITARY POLICE PISTOL DATA

BICAL is a FORTRAN program designed to estimate and test the parameters in the Rasch model when written as:

$$(74) \quad P[X_{vi} | \beta_v, \delta_i, m_i] = \binom{m_i}{X_{vi}} \frac{\text{EXP}[X_{vi}(\beta_v - \delta_i)]}{[1 + \text{EXP}(\beta_v - \delta_i)]^{m_i}}, \quad X_{vi} = 1, m_i.$$

The observation X_{vi} represents the numbers of successes by person v in m_i trials at task i . The capacities of the program are listed in Table 1. The number of subjects permitted is restricted only by the availability of auxiliary storage. A description of the required control cards is given in Appendix C. The military police data will be used to illustrate the program's application.

The pistol data was collected to assess the competence of MP candidates. It involved eight target presentations which differed in the distance from the marksman and the position from which he was required to fire. For the first two targets, ten shots were required; for the remaining six, only five shots. The description of the task and number of shots at each are summarized in Table 2. Table 3 shows the control cards used for this analysis.

TABLE 1

BICAL PROGRAM CAPABILITIES

Description	Symbol	Maximum Value
Number of Items	L	150
Trials on one task	m_i	35
Total number of trials	$M = \sum_i m_i$	1000

TABLE 2

DESCRIPTION OF THE MILITARY POLICE PISTOL DATA

Task Number	Meters to Target	Position of Marksman	Task Name	Number of Shots
1	35	Prone	35P	10
2	25	Kneel	25N	10
3	25	Strong Left	25SL	5
4	25	Strong Right	25SR	5
5	15	Kneel	15N	5
6	15	Strong Left	15SL	5
7	15	Strong Right	15SR	5
8	7	Crouch	7C	5

TABLE 3

SAMPLE CONTROL CARDS FOR RUNNING BICAL

Card Number	Card Name	Card Format	Sample from MP data
1	Title Card	(20A4)	Military Police Data-Hits Per Target
2	Input Description	(14I5)	8 25 5 45 12 2 1
3	Item Names	(20A4)	35P 25N 25SL25SR15N 15SL15SR 7C
4	Column Select	(80A1)	AA555555
5	Key	(80A1)	77333333
6	Options Labels	(5A1)	12345
7	(Data Cards)		
7a	End of Data	(A1)	*
10	End of Job	(A4)	****

Card 1, is a title card which supplies identifying information to be printed at the top of each page of output.

Card 2, the data description card, describes how the data is to be presented and handled. The data for this run are described as follows.

First, there are eight tasks, i.e., each person has eight scores to be read, as described in Table 2. Second, the groups used in tests of fit must average at least 25 persons each. This determines the number of groups that will be used. The program format is limited to six groups, but if the total number of persons divided by six is less than twenty-five (as in this case) fewer groups will be used. This value will also halt the estimation of parameters if, after editing, there are fewer than twenty-five persons remaining in the sample. If no value is provided the default value is thirty.

The third and fourth values define the range of scores to be included in the calibration sample. Only persons scoring at least five but not more than forty-five will be included. This is done because extremely high or extremely low scorers frequently behave abnormally. The scores to be excluded need to be thought through for each application, for their choice depends on the way extreme scores might occur. In achievement testing, it is usually desirable to set the lower limit somewhat above the chance level.

Fifth, the value of "12" indicates that only the first twelve columns of each record need be read. Since in this case the data is punched in columns 5 through 12, there is no need to read beyond 12.

Sixth, the "2" selects the second available calibration technique. This is the corrected unconditional method, and is chosen for this problem because of the small sample size and the asymmetrical distribution of scores.

Seventh, the "1" specifies that the data is already scored and the value to be read for each item is the person's number of hits on that target.

All remaining parameters will assume default values. This means that data input is from cards, no output will be produced except on the printer and all standard printed output will be generated.

Card 3, the item name card provides a four character name for each item read. There are eight such fields here and they are coded in the same order as the items occur on the data cards.

Card 4, the column select card serves two functions. First, any character other than blank or zero indicates that the column contains an item included in the item count (8) on the data description card and named on the item name card. An ampersand (&) causes an item to be excluded from the analysis although read and named. This facilitates dropping misfitting items with a minimum of changes to the control cards.

The column select also defines the maximum possible score (m_i) for each item. Since the fields are only one column in width, the alphabetical characters (A-Z) are used to designate the values (10-35).¹ A value larger than 35 cannot be accepted by the program as it now stands.

The interpretation of the card given in Table 3 is that no data is wanted from columns 1 to 4 of the input record. Columns five and six contain tasks which have maximum scores of 10. Columns seven through twelve contain tasks, which have maximum scores of five. This accounts for all eight items.

¹Data cards must be coded in the same way.

Card 5, the key card in Table 3 is not referenced in this run since the data is already scored (col. 35 of the data description card) but a key card must be included in the deck.

Card 6, the options label card defines up to five possible data values. The same five values apply to all items. The frequency of occurrence of each of the specified values is accumulated for each item. For this example, a table showing the number of times each target was hit 1, 2, 3, 4 or 5 times will be prepared and printed.

Interpretation of BICAL Output for MP Pistol Data

The analysis offered here is intended to illustrate interpretation of the BICAL output; it is not a definitive analysis of this particular data set. Page 1 of the output shown in Appendix B lists the control cards just discussed. This enables the user to check quickly that the analysis performed is the one intended. In addition, the first input record and the total number of records are shown to verify that the records were read correctly.

Page 2 is the alternative response frequency table that was specified by the Options Label Card 6. The "UNKN" column is the count of the frequency of any character other than the five shown. Since targets 1 and 2 could have scores from zero to ten, these tasks show a large number of unknowns. For the others, the only unknowns are the zero scores.

Page 3 reviews the editing process. For this example there were no persons with zero or fifty hits. If there had been, these persons would have been excluded from all subsequent analyses. There were eight columns selected by the column select card and eight item names were provided.

There were no persons below five and ten above forty-five leaving a total of 126 to be used in the calibration. This table would not include the zero or perfect scores noted earlier.

No items were rejected because of perfect or zero item scores. Therefore, the analysis will be done on eight tasks with 126 persons. Had items and persons been eliminated the minimum and maximum accepted scores would have been suitably adjusted.

Pages 4 and 5 are histograms for person scores and item scores. For persons, the number at each score (i.e., number of hits) is shown. This is scaled to fill the grid with the scale factor shown at the bottom. For items, the figure shows the proportion of success for each item. For instance, there were 764 successes in 1260 trials on item one. The general impression given by these graphs is that the tasks were "relatively easy" for the persons resulting in high item scores, which increase as target distance decreases, and that there is a negatively skewed distribution of person scores.

Page 6 contains the difficulty estimates and the related standard errors of calibration for each item. These are the values needed for any future application of the items. The mean difficulty (weighted by the number of trials for each item) is always zero. As expected from the histogram, the difficulties decrease as target distance decreases. The standard errors are smallest for the most difficult tasks because of the high ability of the sample. These are the tasks with difficulties most like the abilities of the persons tested and hence for which the most information was obtained.

The table also provides some statistics on the estimation process. At the top the difficulty and ability, "scale factors" indicate the amounts by which the initial log odds estimates were inflated by the normal approximation method, "PROX".

The body of the table, in addition to the difficulty estimates and their standard errors, displays the magnitude of the adjustment in the last cycle (an indication of the rate of convergence), the difficulty estimate that was returned by "PROX" and the estimate after one cycle in "UCON". These are displayed to provide experience with how PROX compares to UCON and when the less expensive estimates are good enough. In this instance, there is little difference in the estimates even though the score distribution is skewed.

Page 7 gives the conversion of raw scores to estimated abilities and the standard errors of measurement associated with each score. The test characteristic curve is a picture of the range of ability covered by these eight tasks.

Pages 8 and 9 display a variety of item fit statistics. Unlike estimates of item difficulty, the tests of fit are very much sample dependent. That an item fits for one sample does not guarantee it will fit for another. Useful interpretation of these statistics requires both familiarity with them and a thorough understanding of the tasks and sample that generated them.

The basic statistic is the overall Fit Mean Square which appears on both pages (under the heading "total" on page 8). This is simply the mean squared standard residual $\sum z_{vi}^2$ averaged over persons. It will be large for an item if there are too many high ability persons who failed on the item and/or too many low ability persons who succeeded. What is "too large" depends on the requirements of the particular situa-

tion. The expected values and standard errors of these mean squares are 1 and $(2/f)^{1/2}$ where f is the number of groups. More than three standard errors greater than one seems to be a reasonable rule of thumb for "too large".

Two targets which have little else in common fall into this category. Target 1 is unique in several respects; it is the first in the sequence, it is at the greatest distance and is the only one that involves the prone position. All of these could be contributing to the misfit. Choosing among them would require a clinical investigation of the situation. This mean square says only that performance on this task has the weakest relation to performance on the other seven tasks. The non-significant between group mean square for this item (of 1.90) indicates that statistically equivalent estimates of difficulty would result from using either the low scorers or the high scorers for calibration.

Target 6 is not interesting in its position in the sequence and there were other targets at the same range and same position. This mean square is an index of the disagreement between the variable as defined by the item and the variable as defined by all items. The fit for this target which involved firing from the left could change if the mixture of shots from the right and left were changed. This would imply that an extraneous factor, handedness, has an influence on the outcome.

If we consider the possible effect of handedness on the difficulty of these tasks, the shots from the right side would tend to be easier for right-handed marksmen. Since eighty to ninety per cent of the sample would be right handed, a shot from the right would appear easier than the equivalent shot from the left. However, the effect is reversed for a left-handed marksman and this person would do poorly on the "easy" right handed shots and well on the "difficult" left handed shots. While this would

produce misfit over all person-task combinations, "surprising" results would tend to accumulate on the shots from the left because of the predominance of right-handed marksmen in the data. It might be eliminated by defining the shots as favored and not favored rather than left and right.

The between group mean square tests the agreement between the observed item characteristic curve and the best fitting Rasch characteristic curve as estimated by the groups selected. Five points on the observed curve are shown for each item on the left of page 8. The points shown were chosen by the program to represent groups of increasing ability and approximately equal size such that the average group size is at least 25.

The worst discrepancies between the curves are for targets 4 and 7, both of which involve firing from the right side. In particular, for target 4 score group two was seventy per cent successful while group three was only 62 per cent successful. The model predicted 64 and 73 per cent respectively. The discrepancy in proportion metric is given in the center panel of page 8. Complete understanding of the reasons for this requires greater knowledge of the effect of handedness on marksmanship but one hypothesis is that ability group three contained a preponderance of left-handed persons who do poorer than expected on shots from the right.

The remaining column on page 8 is the within group mean square. It is the misfit remaining after removing the effect of difference in the shape of the characteristic curves. It will be large and the between group effect small if the correct proportion of the group succeeded but the wrong people in the group were the ones who succeeded. It provides no information not contained in the between and the total but is a reorganization that is sometimes convenient.

The discrimination index is also closely related to the between group mean square. It is in fact the linear trend across score groups. Values larger than one indicate that the observed characteristic curve for an item is steeper than the average best fitting logistic curve for all items; values less than one indicate the curve is flatter. In this example there is no reason to suspect that the targets do not all have equal discriminations. In data simulated with exactly equal discriminations the standard deviation of the observed discriminations are frequently as large as 0.20, hence, the value observed here (0.11, from page 9) is quite acceptable.

Page 10 contains a plot of the discrepancies, standardized and squared, between the observed and fitted characteristic curves (center panel, page 8) against the probability of success for that group on that item. In this case, this plot does little to increase our understanding. It is useful with achievement tests where random guessing is a problem. In those situations large values of the z-squares are found near the chance level.

Pages 11, 12 and 13 are two-way plots of the three statistics given for each item on page 9; difficulty, discrimination and total fit mean square. There is no new information in them, but examining the plots is a convenient way to be certain not to miss any interesting results.

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APPENDIX A

BICAL OUTPUT PRODUCED BY THE MP DATA

MILITARY POLICE DATA--HITS PER TARGET

CONTROL PARAMETERS
 ATTEM NGODE MINAC MAXAC LREC KCDB SCORE 1 0 2 0 3 0 4 0 5 0 6 0 7 0 8 0 9 0 10 11 11

COLUMNS SELECTED
 1
 2
 3
 4
 5
 6
 7
 8
 9
 A
 B

KEY A1555555
 FIRST SUBJECT
 1 75555555

NUMBER OF ITEMS 0
 NUMBER OF SUBJECT 136

MILITARY POLICE DATA--HITS PER TARGET

ALTERNATIVE RESPONSE FREQUENCIES

SEQ ITEM RUP NAME	1	2	3	4	5	LKMN	KEY
1 125R	4	6	6	17	13	70	I
2 125L	7	33	31	6	10	57	I
3 125L	12	33	24	19	10	71	I
4 125R	2	10	28	47	39	61	I
5 125R	2	12	17	27	28	61	I
6 125L	4	6	16	45	65	101	I
7 125R	2	1	14	25	100	101	I
8 7C	0	0	7	24	108	101	C

MILITARY POLICE DATA--HITS PER TARGET

NUMBER OF PERFECT SCORES 6
NUMBER OF PERFECT SCORES 6

NUMBER OF ITEMS SELECTED 0
NUMBER OF ITEMS NAMEC 0

SUBJECTS BELOW F C
SUBJECTS ABOVE 48 10
SUBJECTS IN CALIB. 126

TOTAL SUBJECTS 136

REJECTED ITEMS

ITEM ITEM ANSWERED
NUMBER NAME CORRECTLY

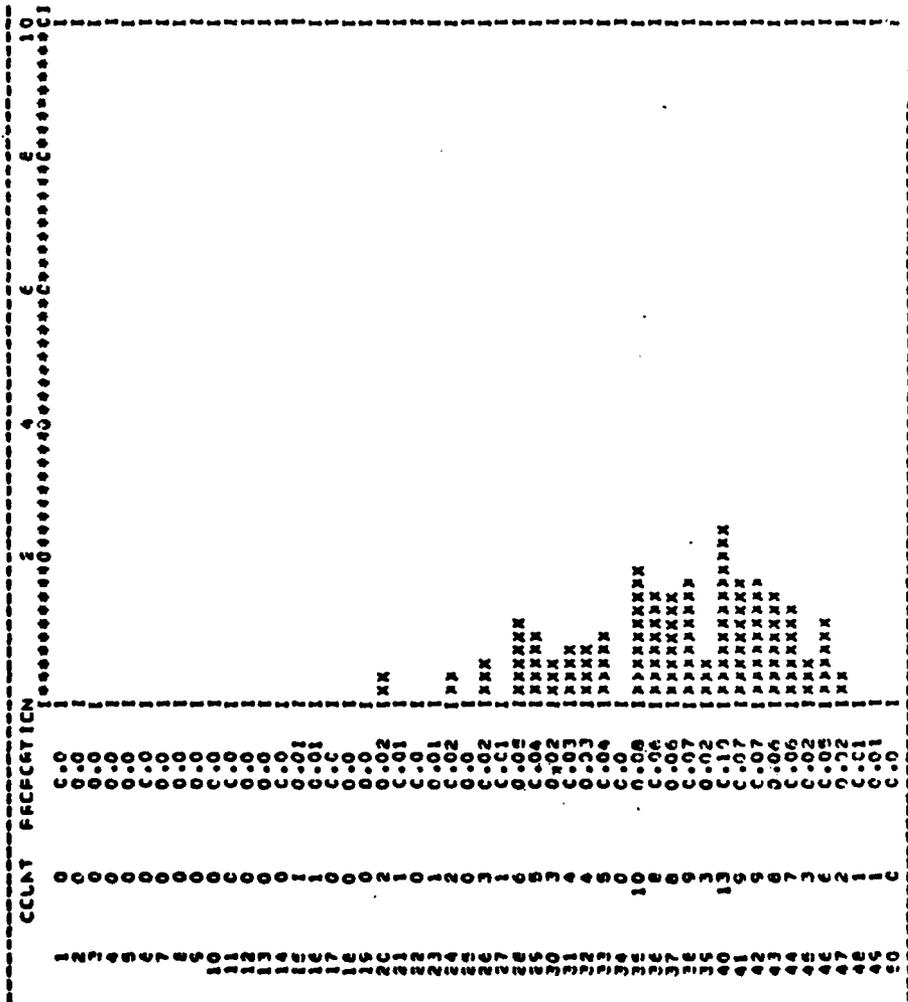
NONE

SUBJECTS DELETED = 0
SUBJECTS REMAINING = 126

ITEMS DELETED = 0
PERCENTILE SCORE = 80

MINIMUM SCORE = 5
MAXIMUM SCORE = 45

MILITARY POLICE DATA--HITS PER TARGET
SCORE DISTRIBUTION CP ABILITY



EACH X = 0.75 PERCENT

MILITARY POLICE DATA--HITS PER TARGET
DISTRIBUTION OF BARRAGE

ITEM	CCUMY PROPORTION	1	2	3	4	5	6	7	8	9	10
1	0.61										
2	0.20										
3	0.57										
4	0.70										
5	0.82										
6	0.92										
7	0.98										
8	0.99										

EACT N = 2.00 PERCENT

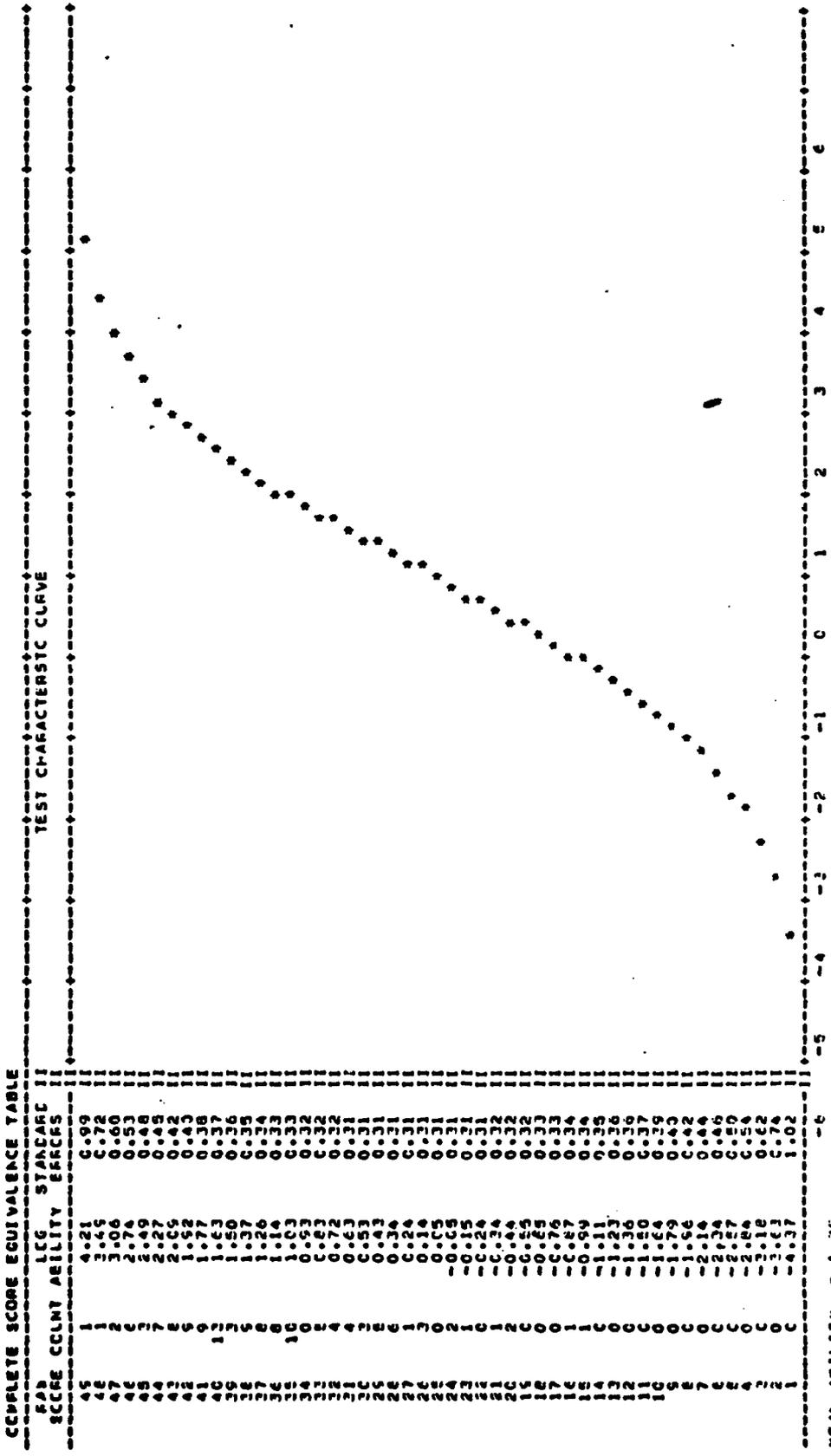
MILITARY POLICE DATA--HITS PER TARGET
PROBLEMS USED LCCN

DIFFICULTY SCALE FACTOR 1.115 ABILITY SCALE FACTOR 1.116
NUMBER OF ITERATIONS = 2

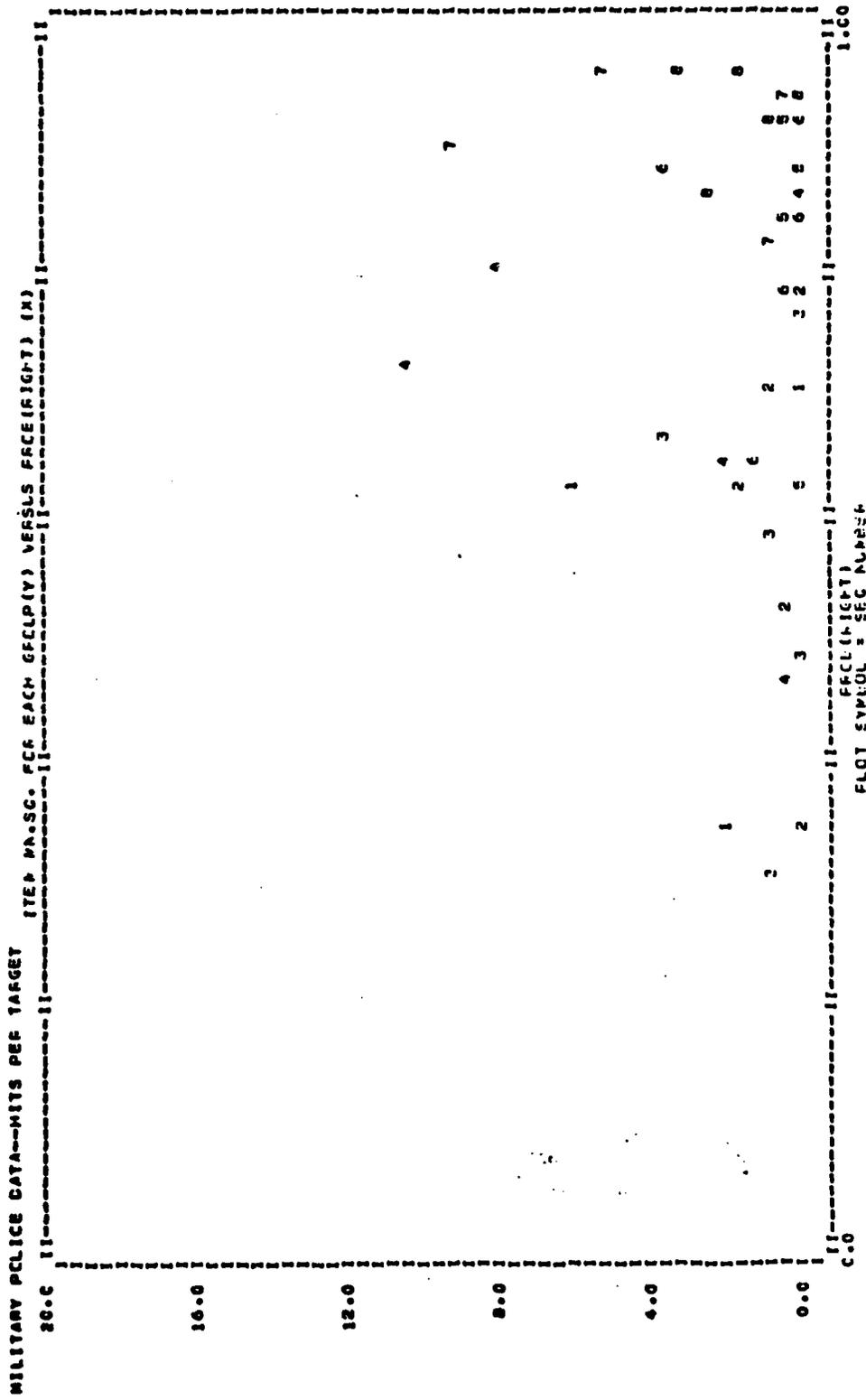
SEQUENCE	ITEM	ITEM	DIFFICULTY	STANDARD	LAST DIFF	FROM	FIRST
NUMBER	NAME	ITEM	DIFFICULTY	ERROR	CHANGE	DIFF	CYCLE
1	SEP	1	0.778	0.061	-0.001	0.775	0.735
2	SEP	1	0.745	0.061	-0.001	0.772	0.747
3	SEP	1	0.526	0.025	-0.002	0.751	0.528
4	SEP	1	0.526	0.025	-0.001	0.747	0.225
5	SEP	1	0.440	0.028	0.002	-0.441	-0.441
6	SEP	1	-0.463	0.029	0.002	-0.465	-0.465
7	SEP	1	-1.482	0.154	0.002	-1.483	-1.481
8	SEP	1	-1.767	0.173	0.001	-1.482	-1.769

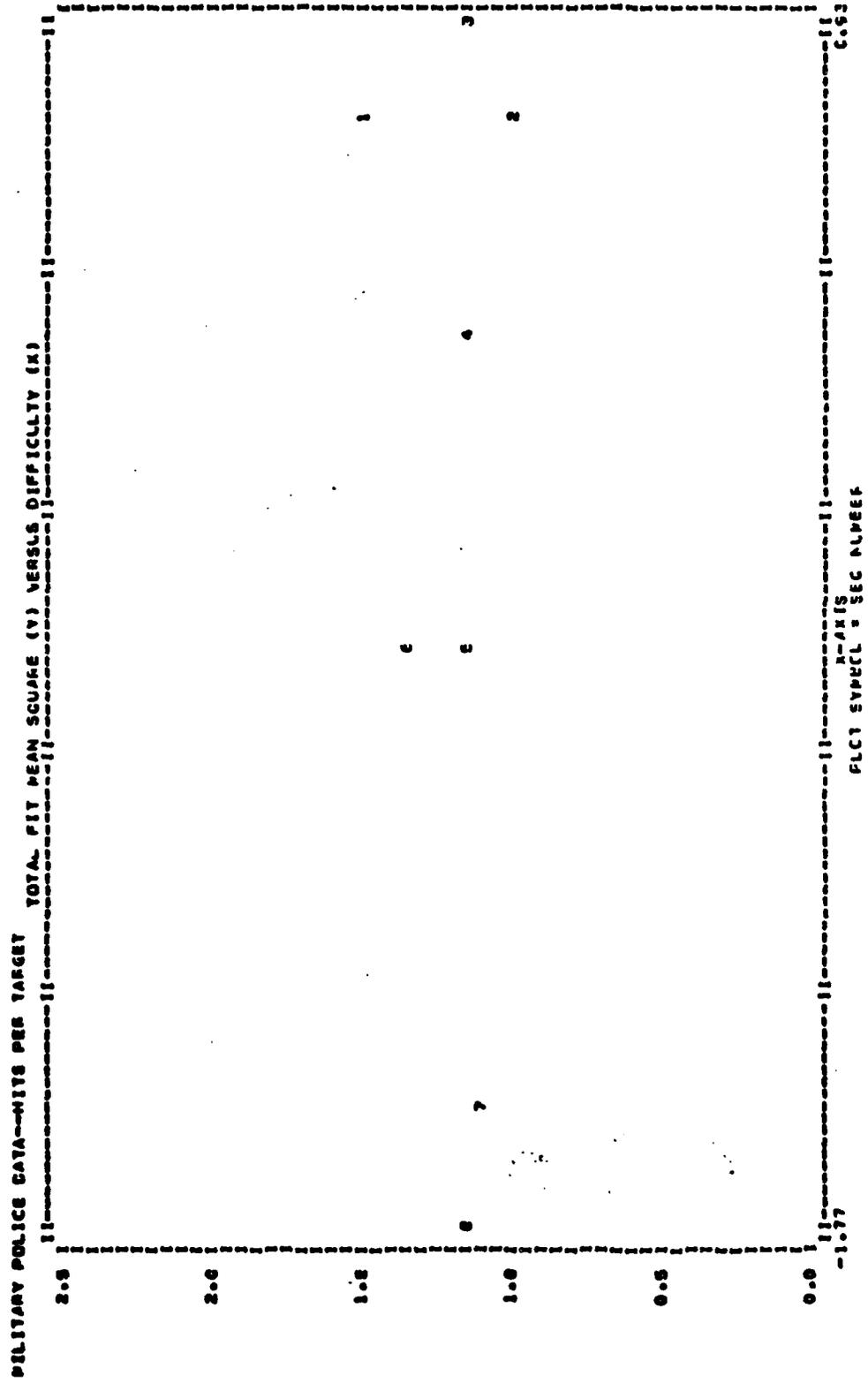
SCCT MEAN SLOPE = 0.002

MEAN ABILITY = 1.115
SC CP ABILITY = 0.000

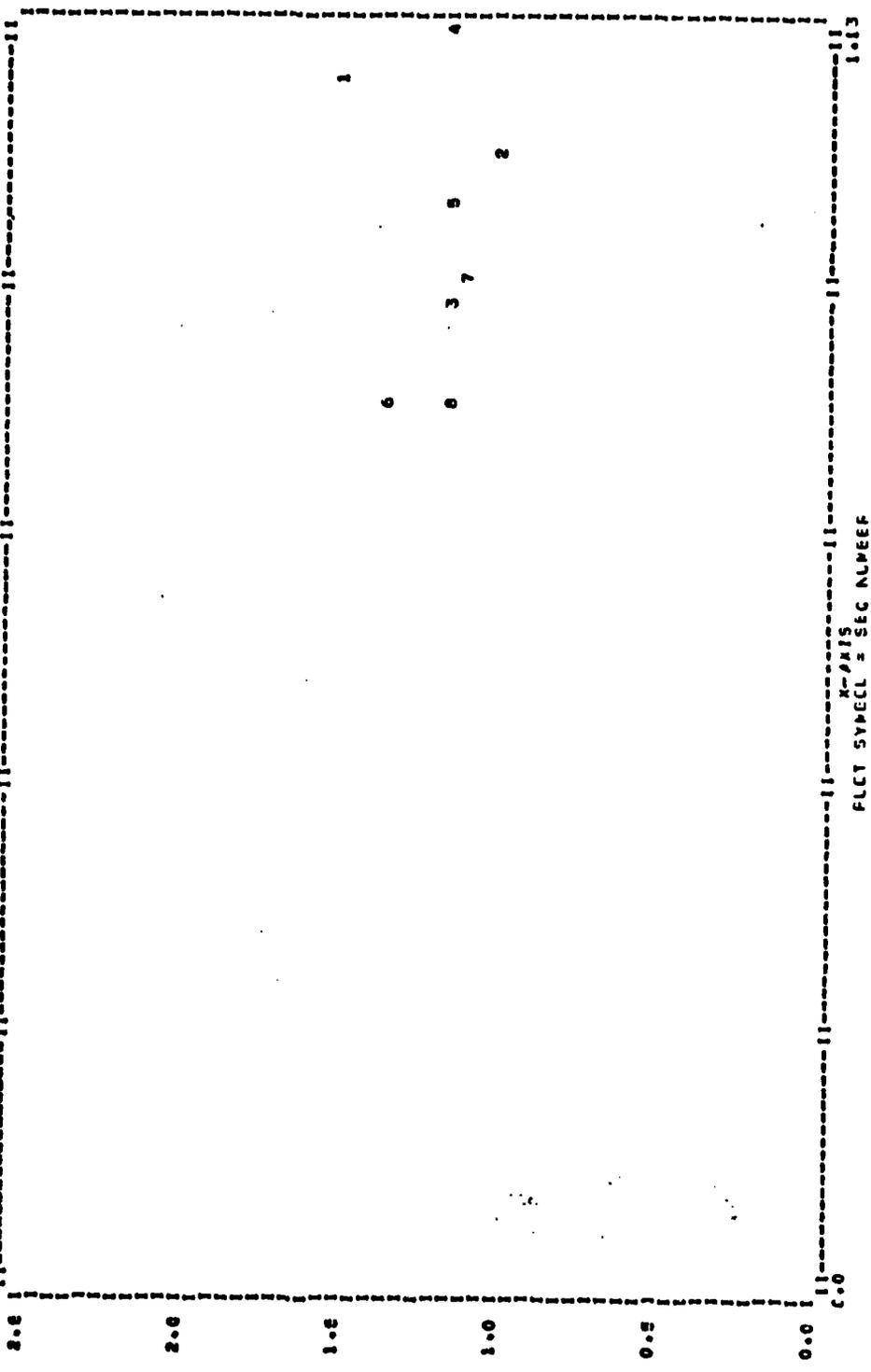


MEAN ABILITY = 1.25
 SD CF ABILITY = 0.66

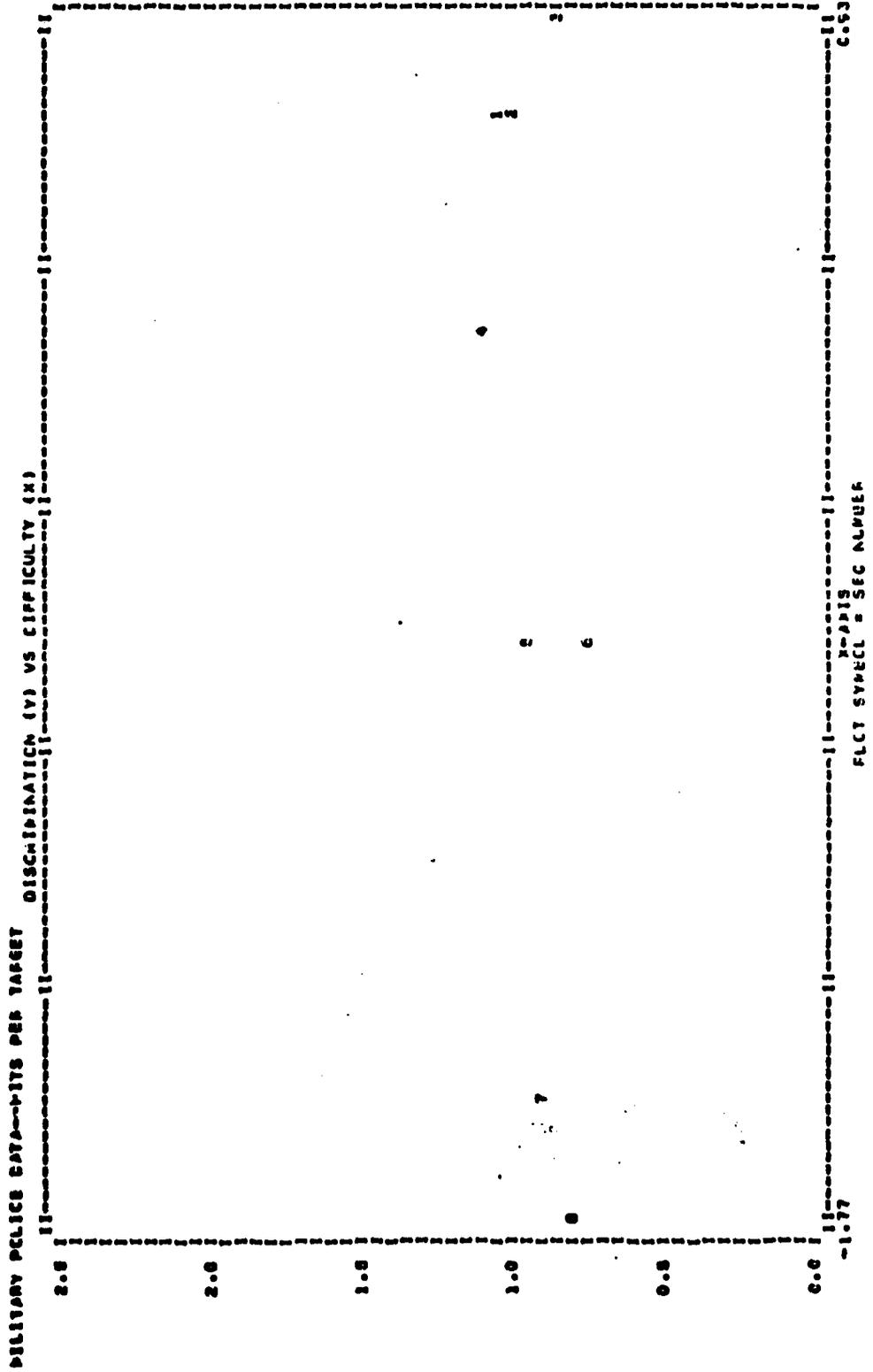




MILITARY POLICE DATA--HITS PER TARGET TOTAL FIT MEAN SQUARE (Y) VERSUS DISCRIMINATION (X)



PAGE 12



APPENDIX B

BICAL SOURCE PROGRAM LISTING

PCRTAN IV G1 RELEASE 2.0 MAIN DATE = 76302 CC/16/35

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0001 DIMENSION MATX(130J), IB(1000), IS(150), DIFF(450), ABIL(1000)
0002 DIMENSION NSEL(1000), IDATA(150), SNAME(150), C(320), A(320), ID(150)
0003 DIMENSION ISEL(150), Z(150)
0004 CCMPCN NITEM, NGRUP, MINS, MAXSC, LREC, NSUEJ, IC, KCAB, ISN(11)
0005 1, SNAME
0006 1 CALL PAGE(1, I, J)
0007 CALL REDCP(ICATA, IJ, IS, ISEL, MATX, A, C, DIFF)
0008 CALL EDITD(IB, IS, ISEL, MATX)
0009 CALL PAGE(2, I, J)
0010 WRITE(6, 102)
0011 DO 4 I=1, LREC
0012 NSEL(I)=1
0013 IF(IISW(10), NE=1, AND, ISW(10), NE=3) CALL FSTGM(IB, LREC, NSUBJ, 0, NSEL)
0014 CALL PAGE(2, I, J)
0015 WRITE(6, 103)
0016 CALL HSTGM(IS, NITEM, NSUBJ, 1, ISEL)
0017 CALL ESTIM(IS, ID, DIFF, ABIL, ISEL, MATX, KCAE)
0018 CALL GFPIV(DIFF, Z, IB, ISEL, NSEL, MATX, ICATA, C, IS, ABIL, A, ID)
0019 CALL FITCS(Z, C, IB, ISEL, NSEL, DIFF, ABIL, IDATA, MATX, A)
0020 CALL SMPFY(DIFF, A, ICATA, IS, MATX, ISEL, C, IB)
0021 IF(IISW(10), GT=1) GC TC 1
0022 X=10.
0023 CALL GFLTR(ABIL, DIFF, IDATA, MATX, C, X)
0024 CALL PAGE(2, I, J)
0025 WRITE(6, 100)
0026 X=2.5
0027 CALL FFLTR(DIFF, ICATA, IB, X)
0028 CALL PAGE(2, I, J)
0029 WRITE(6, 104)
0030 CALL FFLTR(A, IDATA, IB, X)
0031 CALL PAGE(2, I, J)
0032 WRITE(6, 101)
0033 DO 3 I=1, NITEM
0034 IF(A(I)) Z=3.3
0035 A(I)=0.0
0036 2 MATX(I)=100.0+A(I)
0037 X=2.5
0038 CALL FFLTR(DIFF, ICATA, MATX, X)
0039 GC TC 1
0040 FORMAT(4X, #7HTCTAL FIT MEAN SQUARE (Y) VERSUS DIFFICULTY (X))
0041 FORMAT(40X, #DISCRIMINATION (Y) VS DIFFICULTY (X))
0042 FORMAT(10, SCORE, #.8X, #DISTRIBUTION OF ABILITY)
0043 FORMAT(10, ITEM, #.8X, #DISTRIBUTION OF EASINESS)
0044 FCHMAT(40X, #TOTAL FIT MEAN SQUARE (Y) VERSUS DISCRIMINATION (X))
0045 END

```

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FCATRAM IV G1  RELEASE 2.0  ABLTY  DATE = 76302  CC/16/35
0001  SUBROUTINE ABLTY (AB,0,SE,IB,ISEL)
0002  DIMENSION AB(1),D(1),SE(1),ISEL(1),IE(1)
0003  COMMON NITEM,NGRCP,MINSC,MAXSC,LREC,NSUEJ,IC,KCAB,ISW(11)
0004  I,SNAM(1)
0005  L,LINE=C
0006  L=NITEM
0007  J=NITEM+LREC
0008  C**CHANGE TO EXPONENTIAL SCALE
0009  210 CONTINUE
0010  LI=LREC-1
0011  C**BEGIN LOOP ON SCORE GROUPS
0012  CC 214 K=1,LI
0013  C**BEGIN ITERATION LOOP
0014  DO 215 ITK=1,E
0015  IX=K+L
0016  SE(IX)=0.0
0017  CC=0.0
0018  C**BEGIN LCCF OVER ITEMS
0019  DO 216 I=1,L
0020  IF(ISEL(I))216,216,213
0021  213 P=EXP(AB(K)-C(I))
0022  C**COMPLETE SUM CF P AND HQ
0023  SE(IX)=SE(IX)+P*(1.0-F)*ISEL(I)
0024  CC=CC+P*ISEL(I)
0025  216 CONTINUE
0026  DD=(K-DD)/SE(IX)
0027  AB(K)=AB(K)+CC
0028  C**CHECK OFF CONVERGENCE
0029  IF(ABS(DD)-0.05)214,215,215
0030  215 CONTINUE
0031  214 CONTINUE
0032  C**FINAL ABILITIES AND STANDARD ERRORS
0033  IX=I+L
0034  9198 SE(IX)=1.0/SORT(SE(IX))
0035  C**CHANGE TO LCG SCALE
0036  DO 9200 I=1,L
0037  IF(ISEL(I))9200,9200,9199
0038  9199 IX=I+L+LREC
0039  9200 SE(I)=1.0/SORT(SE(I))
0040  C**PRINT ABILITY TABLE
0041  WRITE(6,200)
0042  200 FCRMAT(0,74(,/,),1/P, 8MSEQUENCE,4H I ,4PITEM,4H I ,3X
0043  1,ITEM,6X,STANDARD,3X9HLAST DIFF,3X,PROX,4X,FIRST,5F II )
0044  WRITE(6,201)
0045  201
0046  46:
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FCRTRAN IV G1 RELEASE 2.0          ABLTY          DATE = 76J02          00/16/35
0030 201 FCRMAT(1F,7H NUMEER,5M I ,4MNAME,4M I ,10PDIFFICLLTY,EXMERRCR
      1,3X10H CHANGE ,3X,DIFF ,4X,CYCLE,5F I I /IX,74(---))
      RCCT=0.0
      DC 4 I=1,NITEM
      IF(ISEL(I)) 4. 4. 3
      XK=XK - XINC
      K = XK
      IX=K+NITEM
      IY = I + NITEM + LMEC
      X = SE(IY)
      ROOT = ROOT + X*X
      IXX = I + NITEM
      IZZ = IXX + NITEM
      Y = C(IZZ)
      WRITE(6,101)I,SNAM(I),D(I),SE(I),X,C(IX),Y
      FCRMAT(1F,16,2XAM I ,A4,3H I ,F8.3,4XF9.3,2X3F9.3,2X3F I I)
0031 4 CCNTINCE
      5      ROOT=RCCT/( IC -1)
      K001=SQRT(ROOT)
      INS=0
      XTSS2=C.
      XTSS=0.
      DC 4000 NTS=1,L1
      XTSS=XTSS+IB(NTS)*AB(NTS)
      XTSS2=XTSS2+IB(NTS)*AB(NTS)*AB(NTS)
      INS=INS+IE(NTS)
      ATMN=XTSS/INS
      XTSD=(XTSS2-(XTSS*XTSS/INS))/(INS-1)
      XTSD=SCRT(XTSD)
      WRITE(6,105) ROOT,ATMN,XTSD
      FCRMAT(1X74(---))25X18ROOT MEAN SQUARE =,F5.3//
      127X18MEAN ABILITY = F6.2/27X,SD CF ABILITY = ,F6.2)
      WRITE(6,102)
      FCRMAT(,1 COMPLETE SCHE EQUIVALENCE TABLE,IX34(---),13(---)
      11, NAW,10X,LJG STANDARD II,20X,TEST CHARACTERSTC CURVE,
      23X,SCORE COUNT ABILITY ERRORS II/IX31(---),11(---),13(---)
      K=LREC - 1
      L1 = K
      DC 10 I=1,L1
      N=(AE(K)+6.0)*7.0
      IF(N.GT.84)N=84
      IX=K+NITEM
      WRITE(6,103)K,IB(K),AB(K),SE(IX),(ELK,J=1,N),AST
      FCRMAT(17,15,2F9.2, I I,28A1)
      K=K-1
      10 WRITE(6,104)(I,I=1,6),XTWA,XTSD
      104 FCRMAT(1X31(---),11(---),13(---)
      1 -2 -1 0,617, MEAN ABILITY =,F5.2// -5 -4 ABILITY -3
      2 =,F5.2)
      RETURN
      END
0081
0082

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PCRTMAN IV 61 RELEASE 2.0 EDITC DATE = 76302 00/16/35

```

0001 SUBROUTINE EDITO(IE,IS,ISEL,MATX)
0002 DIMENSION ID(1),IS(1),ISEL(1)
0003 CCMACK NITEM,NGROP,MINSC,MAXSC,LREC,NSUEJ,IC,KCAB,ISW(11)
      1,SNAME(1)
0004 NLOW=0
0005 NIGH=0
0006 ITCK=0
0007 NCUT=0
0008 IX=0
0009 IF(NGRCP.LE.6) NGRUP=30
0010 L=LREC
0011 M=L-1
0012 IF(MAXSC-L)2,1,1
0013 C**COUNT HIGH AND LOW SCORES
      1 MAXSC=MC
      2 DCB8 I=1,M0
      3 IF(I-MINSC)4,6,5
      4 NLOW=NLOW+IB(I)
      5 GC TC 88
      6 IF(I-MAXSC)6,6,7
      7 IX=IX+IB(I)
      8 GC TC 88
      9 NHIGH=NHIGH+IB(I)
0020 CCNTIALE
0021 WRITE(6,202)
0022 NSUJ=IX
0023 WRITE(6,202)
0024 FCRTMAT(1H, '//15H REJECTED ITEMS, //7H ITEM, 3X4HITEM, 3X4HANSWERED/
0025 17H NUMBER, 3X4HNAME, 3X9HCCRECTLY/1X30(,.,))
0026 3 IF(NSUEJ-NGRCF)99,99,21
0027 21 IF(MAXSC-MINSC)99,99,22
0028 C**BEGIN EDIT LCOP
      22 DC 18 I=1,NITEM
      K=1
0029 IF(ISEL(1)) 18,18,d
0030 6 IF(IS(I))15,15,9
0031 5 IF(IS(I)-NSLJ)*ISEL(1))18 .1C.10
0032 C**CHECK FOR PERFECT SCORES
      10 WRITE(6,201)I,SNAME(I),IS(I)
0033 201 FORMAT(1F,2X12.5X44,4X14,3X10HIGH SCORE)
      ITCK=ITCK+1
0034 C**ADJUST MINSC, MAXSC, AND IB ARRAY FOR REJECTED PEOPLE
      12 IF(MINSC-ISEL(1))13,13,11
0035 13 NSUJ=NSLJ-IE(I)
0036 NOUT=NCUT+IB(I)
0037 MINSC=1 + ISEL(I)
0038 K=2
0039 J2=ISEL(I)+1

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PCRTAM IV G1 RELEASE 2.0

DATE = 76302

EDITD

00/16/35

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0043 11 DO 12J=J2.L
0044 J1=J-ISEL(I)
0045 IB(J1)=IB(J)
0046 MAXSC=MINSC-ISEL(I)
0047 L=L-ISEL(I)
0048 ISEL(I)=0
0049 GU TC (12,3).K
0050 C**CHECK FOR ZERO SCORES
0051 15 WRITE(6,200)I,SNAM(I),IS(I)
0052 200 FCRMAT(11M,2X12,5XA4,4X14,3XSHLCN SCRE)
0053 ITCK=1+ITCK
0054 L=L-ISEL(I)
0055 IF(L-MAXSC)17,17,18
0056 CC 171 J=L,MAXSC
0057 NSUBJ=NSLEJ-IB(J)
0058 NOUT=NCUT+IB(J)
0059 NOUT=NCUT+IB(MAXSC)
0060 MAXSC=L-ISEL(I)
0061 ISEL(I)=0
0062 GC TC 3
0063 16 CONTINUE
0064 C**PRINT RESULTS OF DATA EDITTING
100 FCRMAT(
180VE,5X13,6X14/19H SUBJECTS IN CALIB.114/1H .32(1F--)/
215H TCTAL SUBJECTS,12X15)
0065 102 FCRMAT(45HC PROBLEM ENDED BECAUSE CF 1 CF THE FOLLOING/
217H SUBJECTS READ IN 16/18H SUBJECTS IN RANGE 15/14H MAXIMUM SCRE
219/14H MINIMUM SCRE 15)
0066 IF(ITCK)19,19,20
0067 19 WRITE(6,211)
0068 211 FCRMAT(1CX,1NCNE)
0069 220 WRITE(6,210)NCLT,NSUBJ,ITCK,L,MINSC,MAXSC
0070 210 FCRMAT(1F0,20F SUBJECTS DELETED =.15/21F SUBJECTS REMAINING =.15/
222/6X, 1ITEMS DELETED =.15/4X17HFCSSIELE SCORE =.15/6X15HMINIMUM S
224/6X, 1ITEMS DELETED =.15/6X15HMAXIMUM SCORE =.15)
0071 IC=IC-ITCK
0072 LREC=L
0073 RETURN
0074 99 WRITE(6,102) IC,NSLBJ,MAXSC,MINSC
0075 STOP
0076 END
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PCRTAN IV G1 RELEASE 2.0 ESTIM DATE = 76302 00/16/35

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0001 SUBROUTINE ESTIM( IS, IB, DIFF, ABIL, ISEL, SE, M)
0002 DIMENSION IS(1), IE(1), DIFF(1), AEIL(1), ISEL(1), SE(1)
0003 DIMENSION PROC(3)
0004 COMMON NITEM, NGRCF, MINSC, MAXSC, LREC, NSUEJ, IC, KCAB, ISN(11)
      1, SNAME(1)
0005 DATA PRCC/'PROX', 'UCCN', 'ERROR'
0006 CALL PAGE(2, I, J)
0007 WRITE(6, 155) PRCC(M)
0008 199 FORMAT(1P0, 1SPROCCURE USED , A4)
      C**NORMAL APPROXIMATION METHCC
0009 CALL PRCX( IS, IB, DIFF, ABIL, ISEL, SE, M)
0010 GC TC (3, 1, 1), M
      C**CORRECTED UNCONDITIONAL METHCD
0011 1 CALL UCCN( IS, IB, DIFF, ABIL, ISEL, SE)
0012 3 CCNT INLE
      C**COMPUTE FIANL ABILITIES AND PRINT TABLE
0013 CALL AELTY( ABIL, DIFF, SE, IB, ISEL)
0014 RETURN
0015 END

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PCSTRAN IV G1 RELEASE 2.0 FITCS DATE = 76302 00/16/35

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0001 SUBROUTINE FITCS(22,B,IE,ISEL,NS,SEL,DIFF,ABIL,IDATA,MATX,A)
0002 DIMENSION IB(1),ISLL(1),ASEL(1),DIFF(1),AEIL(1),ICATA(1),MATX(1)
0003 DIMENSION EXT(6),VAR(6),CBS(6),CCMP(1E),DISC(6),Z(6),STAT(2)
0004 DIMENSION ESD(4),ZL(1),R(1),IGRCP(1E),A(1),TCT(6),SE(6)
0005 COMMON /FITCS/ITEM,NGROP,MINSC,MAXSC,LREC,NSUEJ,IC,KCAB,ISW(11)
0006 1, SNAME(1)
0007 C**CALL PAGE(2,I,J)
0008 C**CLEAR ARRAYS
0009 LLINE=C
0010 CRIT=0.1
0011 DC 157 I=1.6
0012 Z(I)=C.0
0013 DISC(I)=0.0
0014 CBS(I)=0.0
0015 TCT(I)=0.0
0016 SE(I)=0.0
0017 197 IGRDF(I)=0
0018 C**COUNT NUMBER IN EACH SCORE GROUP
0019 CC 158 I=MINSC,MAXSC
0020 J=ASEL(I)
0021 IF(J)158,198,196
0022 196 IGRDF(J)=IGRDF(J)+1E(1)
0023 198 CONTINUE
0024 CC 195 I=1.1E
0025 CCMP(I)=C.0
0026 WRITE(6,2C0)
0027 WRITE(6,2C2)
0028 200 FORMAT(1F,18X25HITEM CHARACTERISTIC CURVE,11X27HDEPARTURE FROM EXP
0029 201 LECTED ICC,18X16HFIT MEAN SCUAHE /1X129(,))
0030 201 FORMAT(1F,12H SEC ITEM 1.2(38H DISC PCINT I,))
0031 1H I), WITHN DETW
0032 202 FCFMAT(1F,12H NUM NAVE 1.6(6H GRGUF),2H 1.6(6H GRGUF),2H 1.
0033 1, GROLF
0034 C**COMPLETE AVERAGE ABILITY FOR EACH SCORE GROUP
0035 X=0.0
0036 CC 181 I=MINSC,MAXSC
0037 J=ASEL(I)
0038 IF(J)181,181,182
0039 CCMP(J)=CCMP(J)+1E(1)+ABIL(I)
0040 182 X=X+IB(I)+ABIL(I)
0041 181 CONTINUE
0042 C**STORE AVERAGE IN LCC SEVEN TO TWELVE AND CENTER LOC ONE TO SIX AT ZER
0043 CC 184 I=1,NGROP
0044 CCMP(I)=CCMP(I)/IGRDF(I)
0045 CCMP(I+6)=CCMP(I)
0046 184 CCMP(I)=CCMP(I)-X

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FCRTRAN IV 61 RELEASE 2.0 FITCS DATE = 76302 00/16/35

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CC41      NI=LREC-1
          C**CHANGE SCALE
          C**BEGIN LOOP THROUGH ITEMS
          CC 9  K=1,NITEM
          LE=DATA(K)
          IF(ISEL(L))9.9.1
          1  LL=L
            LK=L
            X=DIFF(L)
            DC 11 I=1,NGROUP
            EXT(I)=0.0
            11 VAR(I)=0.0
          C**COMPLETE EXPECTED NUMBER NP AND VARIANCE NPQ
            DO 8 I=MINSC,MAXSC
              J=ISEL(I)
              IF(J)8.8.7
          7  P=EXP(AUIL(I)-X)
              P=P/(1.0+P)
              EXT(J)=EXT(J)+IB(I)*P*(1.-P)*ISEL(L)
              VAR(J)=VAR(J)+IB(I)*P*(1.-P)*ISEL(L)
          8  CCNTLINE
              P=0.0
              STAT(1)=0.0
              STAT(2)=0.0
          C**BEGIN LOOP THROUGH SCORE GROUPS
          CC 2  I=1,NGROUP
          C**OBSERVED NUMBER CF CORRECT RESPONSES
            ISC=MAX(LL)
            SC=ISC
            VI=SGRT(VAR(I))
          C**CHECK FOR ZERO OR PERFECT SCORES WITHIN A GROUP
            IF(IISC)3.3.4
          4  IF(IISC-IGRCP(I)*ISEL(L))6.3.3
          3  VAR(I)=0.0
            DISC(I)=55.0
            GO TO 12
          6  CC=X
          C**COMPUTE DIFFICULTY ESTIMATE BASED ON THE ONE GROUP
            CALL NEWT(DD,ISEL(L),ABIL,IB,ISC,NSEL,MINSC,MAXSC,I,CRT,6,XX,Y)
          C**STANDARDIZE THE DEVIATION
          12 Z(I)=(SC-EXT(I))/VI
          C**SCALE TO A SINGLE DEGREE OF FREEDOM
            XX=IC
            XX=XX/(XX-1.0)
            Y=NSLBJ-IGRCP(I)
            XX=XX*NSLBJ/Y
            Z(I)=Z(I)*Z(I)*XX

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PCPTRAN IV G1 RELEASE 2.0 FITCS DATE = 76302 00/16/35

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0060      XX=Z(I)
0061      C**STORE Z SQUARE AS AN ITEGER FOR GPLTR
0062      MATX(LL)=100.0*XX
0063      LL=LL+NITEM
0064      C**COMPUTE MARGINALS OF FIT TABLE
0065      TCT(I)=TCT(I)+XX
0066      P=P+Z(I)
0067      CES(I)= SC/(IGRCP(I)*ISEL(L))
0068      XX=CCMP(I)
0069      STAT(1)=STAT(1)+XX*DISC(I)*VAR(I)
0070      DISC(1)=(SC-EXT(1))/(IGRCP(I)*ISEL(L))
0071      2 STAT(2)=STAT(2)+XX*XX*VAR(I)
0072      STAT(1)=-STAT(1)/STAT(2)+1.0
0073      X = Z/(NSLUJ-NGROF)
0074      P = P/NGRCP
0075      C**PRINT LINE CF THE FIT TABLE FOR THIS ITEM
0076      CALL PAGE(4,2,LLINE)
0077      WRITE(C,203)LK,SNAME(LK),CBS,DISC,X,F,ZZ(LK),STAT(1),B(LK)
0078      203 FCFMAT(1H,14.2X,A4.2H 1.6(F6.2),2F 1.6(F6.2),2M 1,
0079      13F7.2,1X,2F7.2,1)
0080      C**STORE DISCRIMINATION INDEX
0081      A(L)=STAT(1)
0082      5 CCNTINLE
0083      CC 5 I=1,NITEM
0084      IF(ISEL(I)).LE.0) GL TC 5
0085      IB(I) = 100 * ZZ(I)
0086      C**COMPUTE STANDARD DEVIATION CF Z SQUARES
0087      CC 17 I=1,NGRCP
0088      TCT(I)=TCT(I)/IC
0089      17 SE(I)=SORT(ISE(I)- IC *TCT(I)*TCT(I))/( IC -1))
0090      C**STORE AVERAGE ABILITY FOR GPLTR
0091      CC 10 I=1,NGRCP
0092      J=I+6
0093      10 ABIL(I)=CCMP(J)
0094      DC 12 I=2,12
0095      15 ICATA(I)=0
0096      C**CALCULATE LIMITS OF EACH SCORE GROUP
0097      DO 14 I=1,LRFC
0098      J=NSL(I)+2
0099      IF(J)14,14,13
0100      13 ICATA(J)=I
0101      14 ICNTINLE
0102      IDATA(I)=MINSC
0103      J=2*NGRCP

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CA1E = 76302

FITCS

RELEASE 2.0

PCPTRAN IV 61

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0119 ICATA(J)=MAXSC
0120 J=J-1
0121 DO 16 I=3,J,2
0122 ICATA(I)=ICATA(I-1)+1
      COMPINT JCTICA LINES
0123 ESD(1) = SORT(2.0/(NSUBJ-NGRCP))
0124 ESD(2) = SORT(2.0/NGRCP)
0125 ESD(3) = SORT(2.0/NSUBJ)
0126 ESD(4) = SORT(2.0/1C)
0127 K = NSLBJ - NGRCP
0128 WRITE(6,204)(ICATA(I),I=1,12),(IGRCP(I),I=1,6),K,NGRCP,NSUEJ,
      1(COMP(I),I=1,3),TOT,SE,(ESD(4),I=1,NGRCP)
0129 204 FCRMAT(1) = 1291(1) / SCFFE RANGE , 6(13) , 12) , N= , 14 , 216 ,
      12X317 , , DEG CF FRJM , /13H MEAN ABILITY , 6F6.2 , 9X , PLUS=TCC MANY FIG
      2F1 , 58X , , STC EFFCR , / , GRUP MN 50 , , 6F6.1
      3 / , 5C(MN 50) , , 6F6.1 / , EXPC1D SD , , 6F6.1)
      RETURN
      END
0130
0131

```

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```

PCSTRAN IV G1 RELEASE 2.0          FFLTR          DATE = 76302          00/16/35
CC01  SUBROUTINE FFLTR          (DIFF, ICATA, MATX, X2)
CC02  DIMENSION ICHAR(11),      DIFF(1), ICATA(1), MATX(1)
CC03  COMMON NITEM, NGRCP, MINS, MAXSC, LREC, NSUEJ, IC, KCAB, ISM(11)
      1, SNAME(1)
CC04  DATA ICHAR/1H1,1H2,1H3,1H4,1H5,1H6,1H7,1H8,1H9,1H0,1H /,1BLK/2H /
CC05  X1=X2
CC06  DMAX=0.0
CC07  DMIN=C.0
      C**FIND LIMITS OF X AXIS
CC08  DO 4 I=1, NITEM
CC09  IF(DIFF(I)-DMIN)1,2,2
CC10  1 GO TO 4
      2 IF(DIFF(I)-DMAX)4,4,3
CC11  3 CMAX=DIFF(I)
CC12  4 CCNTINLE
CC13  C**CCMPUTE SCALE FACTOR
CC14  DMAX=(CMAX-CMIN)/50.0
      C**SORT INTO ORDER DEFINED BY CONTENTS OF PATX
CC15  CALL SRT(MATX, ICATA)
      NITEM=NITEM
      K=IDATA(NITEM)
      C**COMPLETE SCALE UNIT FOR Y AXIS
CC16  LNIT=LNIT/50.0
CC17  WRITE(C,1C2)
CC18  LNIT=MATX(K)/100.
      20 X1=X1+2.C
      21 UNIT=X1
      LNIT=LNIT/50.0
      WRITE(C,1C2)
      K=2*(NITEM)+102
      KK=2*NITEM+1
      LINE=51
      C**PRINT LABEL FOR Y AXIS
CC19  22 X1=X1+.C1
CC20  C**PRINT TEN LINES
CC21  DO 14 I=1,10
CC22  CC 56 J=KK.K
      58 MATX(J)=IELK
      97 99 K=IDATA(NIT)
      C**DCES MATX K GO ON THIS LINE
CC23  5 X=MATX(K)/100.
CC24  IF(X-X1)13,5,2
CC25  X=X/CMAX
CC26  C**FIND CORRECT COLUMN
CC27  J=X
      J=2*(J+NITEM)+1
CC28
CC29
CC30
CC31
CC32
CC33
CC34
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CC36
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CC38
CC39

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```

CC40 C**ALLOCATE SYMBOLS FOR SEQ NUMBER
CC41 KK=K/1C
CC42 IF(KK)7.7.8
CC43 7 KK=11
CC44 8 MATX(J)=ICHAR(KK)
CC45 IF(KK-10)10.9.9
CC46 5 KK=0
CC47 10 KK=K-KK*10
CC48 IF(KK)11.11.12
CC49 11 KK=10
CC50 12 MATX(J)=ICHAR(KK)
CC51 NIT=NIT-1
CC52 GC TC 57
CC53 13 XI=XI-LAIT
CC54 KK=2*NITEM+1
CC55 K2*NITEM+102
CC56 C**PRINT LINE WHEN ALL ITEMS HAVE BEEN CHECKED
CC57 IF(I.EC.1) GO TO 23
CC58 *WRITE(6,1C1)(MATX(J),J=KK,K)
CC59 GO TO 24
CC60 23 WRITE(6,104)X11,(MATX(J),J=KK,K)
CC61 LINE=LINE-1
CC62 24 IF(LINE)15.15.14
CC63 14 CCNTINCE
CC64 15 CCNTINCE
CC65 C**PRINT BOTTOM LINES
CC66 DMAX=DMIN+50.C*DMAX
CC67 WRITE(6,102)
CC68 WRITE(6,103) DMIN,DMAX
CC69 101 FFORMAT(1F,10X1M1,102A1,1M1)
CC70 102 FFORMAT(1H,11X,5(,11)-----),111)
CC71 103 FFORMAT(10XF5.2,43X, X-AXIS ,42XF5.2/
CC72 151X24FFLCT,SYMBOL = SEQ NUMBER)
CC73 104 FFORMAT(1X,F9.1, I,102A1,1)
      RETURN
      END

```

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PCPTRAN IV G1 RELEASE 2.0 GPLTR DATE = 76302 CQ/16/35

```

0001 SUBROUTINE GFLTR(AVIL,CIFF,ICATA,MATX,B,XX)
0002 DIMENSION ICHAR(11),ABIL(1),DIFF(1),ICATA(1),MATX(1),LINE(1),E(1)
0003 CCMACK NITEM,NGRCP,MINSC,MAXSC,LREC,NSUEJ,IC,KCAB,ISB(11)
      1,SNAP(1)
0004 DATA ICHAR/1,1,1,2,1,3,1,4,1,5,1,6,1,7,1,8,1,9,1,10,1,11,1,12,1,13,1,14,1,15,1,16,1,17,1,18,1,19,1,20,1,21,1,22,1,23,1,24,1,25,1,26,1,27,1,28,1,29,1,30,1,31,1,32,1,33,1,34,1,35,1,36,1,37,1,38,1,39,1,40,1,41,1,42,1,43,1,44,1,45,1,46,1,47,1,48,1,49,1,50,1
0005 CALL FAGE(2,1,J)
0006 WRITE(6,100)
0007 WRITE(6,102)
0008 DMAX=1.0/50.0
0009 DMIN=0.0
0010 KK=0
0011 K=1
      C*LOCATE MAXIMLM
      CC 6 I=1,NITEM
      B(I)=0.0
      DO 6 J=1,NGRCP
      IF(KK-MATX(K))5,6,6
      5 KK=K+1
      6 K=K+1
      X=FLCAT(KK)/100.0
      C*COMPLETE SCALE FACTORS
      1 XX=2.C+XX
      2 KK=1
      DO 7 J=1,NGRCP
      CO 7 I=1,NITEM
      X=MATX(K)/100.
      B(I)=B(I)+X
      KK=X/XX+1.
      IF(KK-50)23,23,22
      23 KK=50
      27 MATX(K)=KK
      C*PRINT LABELS FOR Y AXIS
      4 XI=(ALNE+XX)
      C*PRINT TEN LINES
      DC 17 ILL=1,10
      DC 8 I=1,102
      8 LINE(I)=IELK
      C*LOCATE THROUGH GROUPS AND ITEMS
      CC 16 J=1,NGRCP
      CC=ABIL(J)-DMIN
      CC 16 I=1,NITEM
      KK=MATX(K)

```

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```

CC43 C**IS THIS THE RIGHT LINE
CC44 IF(KK-ALAE)10.9.10
CC45 9 X=DD-DIFF(I)
CC46 C**COMPUTE PROBABILITY OF SUCCESS
CC47 X=EXP(X)
CC48 X=X/(1.+X)
CC49 X=X/CMAX
      KK=X
      KK=2*KK+1
CC50 C**LOCATE SYMUCL FOR SEQ NUMBER
CC51 ISYM=1/10
CC52 IF(ISYM)10.10.11
CC53 10 ISYM=11
CC54 11 LINE(KK)=ICHRF(ISYM)
CC55 12 IF(ISYM-10)13.12.12
CC56 13 ISYM=0
CC57 14 IF(ISYM)14.14.15
CC58 15 ISYM=10
CC59 16 KK=KK+1
CC60 17 LINE(KK)=ICHRF(ISYM)
CC61 18 KK=KK+1
      C**PRINT LINE WHEN FILLED
      WRITE(C,101) LINE
      *(NLNE)3.3.17
      17 .NLNE=NLNE-1
      GC TC 4
CC62 C**COMPUTE ITEM MEAN SQUARE FOR SUMMARY AND FFLTR
CC63 3 CC 18 I=1,NITEM
CC64 18 MATX(I)=100.0*B(I)/NCRCF
CC65 C**PRINT BOTTOM LINES
      WRITE(C,102)
      WRITE(C,103) DMIN,DMAX
CC66 100 FCFMAT(40X,ITEM,NH,SO,FCR EACH GROUP(Y) VERSUS PRCB(RIGHT) (X))
CC67 101 FCFMAT(14,10XIM,1J2A1,1F1)
CC68 102 FCFMAT(1F,11X,5('I-----'),'11')
CC69 103 FCFMAT(1CXF5.2,43X,PCRB(RIGHT),41XF5.2/
      15CX24FFLCT SYMBOL = SEQ NUMBER)
CC70 104 FCFMAT(1F+.F9.1)
CC71 END
CC72
CC73
CC74
CC75
CC76
CC77

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PCFTRAN IV 61

RELEASE 2.0

GRPIM

DATE = 76302

00/16/35

```

0001 SUBRCVTINE GRPIM(C,2,IB,ISEL,NSEL,MATX,ICATA,B,IS,AB,A,IB)
0002 DIMENSION NSEL(1),IB(1),ISEL(1),MATX(1),ICATA(1),E(1),IS(1),AB(1)
0003 DIMENSION D(1),Z(1),ID(1),A(1)
0004 CCMXCA NITEM,NGRCP,MINSC,MAXSC,LREC,NSUEJ,IC,KCAB,ISM(11)
      1, SNAME(1)
0005 C**DETERMINE NUMBER OF SCORE GROUPS
0006 24 X=NSUBJ/NGRCP
0007 IF(NGRCP=6)22,22,21
0008 NGROP=X
0009 21 X=NSUBJ/NGROP
0010 IX=NGRCP/NITEM
0011 DO 1 I=1,IX
0012 1 MATX(I)=C
0013 DC 25 I=1,NITEM
0014 Z(I)=0.0
0015 A(I)=0.0
0016 25 B(I)=C.0
0017 SST=0.0
0018 DC 2 I=1,MINSC
0019 2 NSEL(I)=0
0020 DO 3 I=MAXSC,LREC
0021 3 NSEL(I)=0
0022 NSC=0
0023 IX=X
0024 L=1
0025 C**DETERMINE GROUPINGS OF SCORES AS EQUAL AS POSSIBLE
0026 DO 8 I=MINSC,MAXSC
0027 NSC=NSC+IE(I)
0028 J=(NSC-IX)*2
0029 IF(J)7,5,4
0030 4 IF(J-IE(I))5,5,6
0031 5 NSEL(I)=L
0032 L=L+1
0033 NSC=0
0034 IF(L-NGRCP)6,29,25
0035 6 L=L+1
0036 IF(L-NGRCP)20,30,30
0037 20 NSC=IB(I)
0038 27 NSEL(I)=L
0039 8 CCNTINLE
0040 GO TO 32
0041 25 I=I+1
0042 30 DC 31 I=1,MAXSC
0043 31 NSEL(L)=NGROP
0044 C**READ AND SCORE SCRATCH FILE
      32 ISMT=1

```

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PCRTAN IV G1 RELEASE 2.0 GGFIM DATE = 76302 00/16/35

```

0045 LLIM=ISM(2)
0046 KLIM=ISM(3)
0047 IFILE=ISM(4)
0048 IF(IFILE)16.40.15
0049 IFILE=IFILE
0050 ISWT=2
0051 GC TC 40
0052 ISWT=3
0053 NSC=0
0054 READ(1,END=12) (ICATA(N),N=1,NITEM),(ID(N),N=LLIM,KLIM)
0055 DO 162 N=1,NITEM
0056 IF(ISEL(N))162.162.161
0057 NSC=NSC+ICATA(N)
0058 CCNTINLE
0059 GO TC (17.9.10).ISWT
0060 WRITE(IFILE,100)NSC,AB(NSC),(ID(N),N=LLIM,KLIM)
0061 FORMAT(14,F6.2,70A1/(80A1))
0062 GC TC 17
0063 WRITE(IFILE)NSC,AE(NSC),(IC(N),N=LLIM,KLIM)
0064 SC=NSC
0065 K=ASEL(NSC)-1
0066 IF(K)4C.11.11
0067 11 K=K+NITEM
C**FILL MATX ARRAYS---SCCRE GROUPS BY ITEMS
0068 DC 14 N=1,NITEM
0069 K=K+1
0070 IF(ISEL(N))14.14.141
0071 MATX(K)=MATX(K)+ICATA(N)
C**CUMPUTE FCINT BISERIALS
0072 B(N)=B(N)+SC+IDATA(N)
0073 A(N)=A(N)+IDATA(N)+ICATA(N)
0074 P=EXP(ABIL-D(N))
0075 F=P/(1.+F)
0076 X=IDATA(N)-P*ISEL(N)
0077 Z(N)=Z(N)+X*X/((ISEL(N))-ISEL(N)+P)*F)
0078 14 CCNTINLE
0079 SST=SST+SC
0080 GC TC 40
0081 SST=EST+SC*SC
0082 12 CCNTINLE
0083 X=SST*EST/NSUEJ
0084 X=SST-X
0085 DO 13 K=1,NITEM
0086 IF(ISEL(K))13.13.131
0087 XY=IS(K)*SST/NSUBJ
0088 Y=IS(K)+IS(K)/NSUBJ
0089 XV= E(K)-XY
0090 Y= A(K)-Y
0091 B(K)=XY/SCRT(X*Y)
0092 Z(K) = Z(K)/(NSUBJ-1)
C**SET CORDER FOR PRINTING FIT TABLE---IN SEQUENCE
0093 13 IDATA(K)=K
0094 RETURN
0095 RETURN
0096 END
0097
0098
0099
0100
0101
0102
0103
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CATE = 76302

HSTGM

FORTRAN IV G1 RELEASE 2.0

```

0001 SUBROUTINE HSTGM(IS,K,L,IP,ITL)
0002 DIMENSION IS(1),ITL(1)
0003 DATA IX,X',.11/1H1/
0004 M=L
0005 XL=L
0006 C**CHECK METHOD FOR FITTING SCALE FACTOR
0007 IF(IP)11,11,14
0008 11 M=IS(1)
0009 C**FIND LARGEST ENTRY
0010 CC 13 I=2,K
0011 IF(M-IS(1))12,13,13
0012 12 M=IS(1)
0013 13 CCNTINCE
0014 IF(M.LT.50) M= 50
0015 14 XLL=M/XL
0016 C**PRINT HEADING
0017 WRITE(6,102)(J,J=2,10,2),11,11
0018 DC 4 I=1,K
0019 C**CHECK IF LINE IS TO BE INCLUDED
0020 IF(ITL(1))4,4,2
0021 2 XIS=IS(1)
0022 PROP=XIS/(XL*ITL(1))
0023 C**PRINT EDGES OF TABLE
0024 WRITE(6,100)I, IS(1),PROP,11,11
0025 J=(5C.*FFCP)/XLL + .5
0026 IF(J-1) 4,4,3
0027 C**PRINT HISTOGRAM
0028 3 WRITE(6,101) (IX,IJ=1,J)
0029 4 CCNTINCE
0030 C**PRINT BOTTOM LINE
0031 XLL = 2.00 * XLL
0032 WRITE(6,104) XLL
0033 100 FCRMAT(15,16,4X .F6.2,2X1,50X1)
0034 101 FCRMAT(11+.23X50A1)
0035 102 FCRMAT(
0036 123X1,1H+.5(1H+),1HC.4(1CH*****+0).A1)
0037 104 FCRMAT(11+.75(1H-)/30X9F EACH X =.F5.2. PERCENT.)
0038 1H0,75(1H-)/11+.6X5FCCUNT,2X11+PROPORTION .5110/
0039 731.
0040 732.
0041 733.
0042 734.
0043 735.
0044 736.
0045 737.
0046 738.
0047 739.
0048 740.
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0050 742.
0051 743.
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0195 887.
0196 888.
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0198 890.
0199 891.
0200 892.
0201 893.
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0207 899.
0208 900.
0209 901.
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0304 996.
0305 997.
0306 998.
0307 999.
0308 1000.

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```

0001 SUBROUTINE PAGE(M,K,L)
0002 DIMENSION TITL(20)
0003 COMMON NITEM,NGRCF,MINSC,MAXSC,LREC,NSUEJ,IC,KCAB,ISW(11)
0004 1,SNAM(1)
0005 CATA A/****/
0006 GC TC (1,2,5,6),M
0007 READ(5,102) TITL
0008 IF(TITL(1)-A)3,4,J
0009 2 READ(5,104) NITEM,NGFCF,MINSC,MAXSC,LREC,KCAE,NSUEJ, ISW
0010 READ(5,102)(SNAM(N),N=1,NITEM)
0011 I=1
0012 WRITE(6,101) TITL,I
0013 WRITE(6,100)(K,K=1,11),NITEM,NGRCF,MINSC,MAXSC,LREC,KCAE,NSUEJ, ISW
0014 ISW(8)=NLCBJ
0015 ISW(10)=ISW(5)
0016 ISW(11) = ISW(6)
0017 IS=ISW(4)
0018 IF(ISW(2).EQ.0)ISW(2)=1
0019 IF(IISW(4).EQ.0)RETURN
0020 GC TC 5
0021 2 I=I+1
0022 WRITE(6,101) TITL,I
0023 RETURN
0024 4 CALL EXIT
0025 IF(IIS,EO,0)IS=7
0026 WRITE(15,102) TITL
0027 RETURN
0028 6 IF(L-5C)21,22,22
0029 21 L=L+1
0030 22 RETURN
0031 LEO
0032 I=I+1
0033 WRITE(6,103)
0034 WRITE(6,101) TITL,I
0035 GC TC (31,32,33),K
0036 31 WRITE(6,131)
0037 WRITE(6,131)
0038 RETURN
0039 32 WRITE(6,132)
0040 WRITE(6,132)
0041 WRITE(6,132)
0042 RETURN
0043 33 WRITE(6,133)
0044 RETURN
0045 100 FORMAT(0 CONTROL PARAMETERS,/, NITEM,NGFCF,MINSC,MAXSC,LREC,KCAE,
0046 101 SCREF,/,116/1816)
0047 102 FCFMAT(101,20A,40A, 4FFAGE,13)

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```

0047 103 FCRMAT(1CX,11C(*/53X, TABLE CONTINUED*))
0048 104 FCRMAT(1A15,4I1)
0049 131 FCRMAT(1F, 8HSEQUENCE,4F I, 4HITEM,4F I, 3XAHITEM,6X8FSTANGAR
0050 231 1D,3X9PLAST DIFF,4F I, 5FSCCFE,4X8FSTANGAR,4X8FSTANGAR)
0051 132 FCRMAT(1F, 7F NUMBER,5H I, 4HNAME,4F I, 10FCIFFICULTY,5X8FERRCR
0052 133 FCRMAT(1F, 4F I, 5HGRGUP,3X7HABILITY,5X8FERRCF/1X24(,))
0053 134 FCRMAT(1F, 18X25HITEM CHARACTERISTIC CURVE/1X125(,))
0054 232 FCRMAT(1F, 12F SEC ITEM 1,2(38F 1ST 2ND 3RD 4TH 5TH 6T
0055 3M I), WITHN DETM, DISC PCINT I,)
0056 135 FCRMAT(1F, 12H NUM NAME 1,6(6H GRGUP),2F I,6(6F GRCLF),2H I,
0057 136 FCRMAT(1F, 12X SERIAL CDEK, 23X, CIFFICULTY CFCER, 21X, FIT CFCER,
0058 1/1X125(,))
0059 137 FCRMAT(1F, 12X, NLM NAME, 4X, ITEM, 4X, CISC, 4X, FIT, I, 2X, PCINT, /
0060 2(2X, INX, 4X, INX, 4X, MN SC 1), 2X, EISER, /
0061 31X,125(,))
0062 31X,125(,))
0063 31X,125(,))
0064 31X,125(,))
0065 31X,125(,))
    
```

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0001 SUBROUTINE(D, I, AB, IB, IS, NSEL, MINSC, MAXSC, IVAL, CRIT, LIM, SUM, SE)
0002 DIMENSION AB(1), IB(1), NSEL(1)
0003 C**NEW TCN-RAPHSCN ITERATION FCUTINE
0004 TEMP=1G0.0
0005 DC 2 I=1,LIM
0006 SE=0.0
0007 SUM=0.0
0008 DC 1 K=MINSC,MAXSC
0009 IF(IVAL) 5,5,4
0010 P=EXF(AB(K)-D)
0011 P=P/(1+P)
0012 SE=SE+IB(K)+P*(1-P)*I
0013 SLM=SUM+IB(K)*P*I
0014 CONTINUE
0015 SSM=(IS-SUM)/SE
0016 IF(ABS(SSM).GT.TEMP) GO TC 6
0017 TEMP=ABS(SSM)
0018 D=D-SSM
0019 IF(TEMP-CRIT)3,2,2
0020 CCNTINUE
0021 RETURN
0022 WRITE(6,100)K,IS,SUM,SE,SSM,TEMP,D
0023 FCRMAT(, CYCLE, 13, SCRE, 14, EXF SCRE, F6.2, SE, F6.2,
0024 1, CORRCTION, F6.3, FREY CORR, F6.3, CIFF, F6.3)
0025 SSM=SSM/2.0
0026 GC TC 7
0027 END
    
```

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PCPTRAN IV G1 RELEASE 2.0 PRUX DATE = 763C2 00/16/3E

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0001 SUBRCUTINE PRXC(IS,IB,DIFF,AEIL,ISEL,SE,M)
0002 DIMENSION IS(1),IB(1),DIFF(1),ABIL(1),ISEL(1),SE(1)
0003 CCMWCN NITEM,NGROF,MINSC,MAXSC,LREC,NSUBJ,IC,KCAB,ISM(11),
      ISNAME(1)
0004 I1 = LREC - 1
0005 DDCI = 0.0
0006 DO 2 I=1,NITEM
0007   DIFF(I)=0.0
0008   IF(ISEL(I))2,2,1
0009   DIFF(I)=NSUBJ*ISEL(I) - IS(I)
0010   CDIFF(I) = ALCG(DIFF(I))/IS(I)
0011   DDOT = DDCI + DIFF(I)*ISEL(I)
0012   CCNTINLE
0013   D = 0.0
0014   IX = NITEM + LREC
0015   DDCI = DDCI/LREC
0016   DO 4 I=1,NITEM
0017     IX = IX + 1
0018     IF(ISEL(I))4,4,3
0019     DIFF(I) = DIFF(I) - DDOT
0020     C = C + CDIFF(I)*DIFF(I)*ISEL(I)
0021     SE(IX) = DIFF(I)
0022     CCNTINLE
0023     DDCI = 0.0
0024     C = C/(2.89*(LREC-1))
0025     B = 0.0
0026     CC 5 J=1,L1
0027     ABIL(J) = J
0028     ABIL(J) = ALOG(ABIL(J))/(LREC-J))
0029     BCCT = BCCT + ABIL(J)*IB(J)
0030     B = B + ABIL(J)*ABIL(J)*IB(J)
0031     BDCI = BCCT/NSUBJ
0032     B = B - ECCT + BDCI*NSUBJ
0033     B = B/(2.89*(NSUBJ-1))
0034     C = E+C
0035     DDOT = 1.0 - C
0036     X = (1.0+C)/DDCI
0037     Y = (1.0+E)/CCCI
0038     B = SORT(Y)
0039     D = SORT(X)
0040     WRITE(6,IC1) B,0
0041     FORMAT(0) DIFFICULTY SCALE FACTOR*,F6.2,
      1. ABILITY SCALE FACTOR*,F6.2)
0042   DO 9 I=1,NITEM
0043     IF(ISEL(I))9,9,8
0044     CDIFF(I) = B*DIFF(I)
0045     DIFF(I+NITEM) = DIFF(I)
0046     Z = B*NSUBJ*ISEL(I)/(IS(I)*(NSUBJ*ISEL(I)-IS(I)))
0047     SE(I) = SORT(Z)
0048     CCNTINLE
0049     CC 10 J=1,L1
0050     ABIL(J)=C*ABIL(J)
0051     Z = C+LREC/(J*(LREC-J))
0052     SE(J+NITEM)=SORT(Z)
0053     RETURN
0054     ENC

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PCFTRAN IV G1 RELEASE 2.0 RECOP DATE = 76302 00/16/35

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0043 JX=IA (I)
0044 IF(JX)19,19,17
0045 IF(ISWA.NE.1)JX=1
0046 DO 12 J=1,JX
0047 IC=IC+1
0048 IB(IC)=0
0049 DO 1 J=1,6
0050 MATX(K)=0
0051 1 K=K+1
0052 NLCW=0
0053 AMIGH=C
0054 C*READ ANC WRITE FIRST SUBJECT
0055 REAC(IS*1,101)(ID(I),I=1,LREC)
0056 WRITE(C,205)(ID(I),I=1,LREC)
0057 205 FORMAT(1F0,12F1 FIRST SUBJECT/1X80A1/)
0058 ASSIGN SE TO ISIM
0059 DC 51 I=1,3
0060 IF(IC (I).NE.ISM(I)) GO TO 2
0061 CCNTINLE 94 TO ISIM
0062 ASSIGN 94 TO ISIM
0063 CALL RESIM(IC,IDATA,CIFF,ISEL,1)
0064 DO 12 I=1,NITEM
0065 12 ICATA(I)=0
0066 C*SCRE EACH ITEM
0067 K=1
0068 CC66 I=1,LREC
0069 IF(IA(I))65,66,6
0070 6 DC 64 J=1,5
0071 C*CCUNT CPTION SELECTED
0072 IF(IC(I)-ICPT(J))6+,63,64
0073 63 L=6+(K-1)+J
0074 GC IC 65
0075 64 CCNTINLE
0076 L=6+K
0077 65 MATX(L)=MATX(L)+1
0078 K=K+1
0079 66 CCNTINLE
0080 C*DISCARD ZERC OPFERFIT SCORES
0081 5 IF(NSC) 55,10,7
0082 7 IB(NSC)=IB(NSC)+1
0083 IF(NSC-ICB,11,11
0084 C*WRITE SCFATCH FILE
0085 8 WRITE(I)(ICATA(I),I=1,NITEM),(IC(I),I=LLIM,LLIM),NSC
0086 8 NSUBJ=NSLEJ+1
0087 IF(NSC-MINSC)55,87,87
0088 IF(NSC-MAXSC)69,88,55
0089 C*ACCUMULATE MARGINALS FOR CALIBRATION ROUTINES

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0085 00 DC 9 I=1,NITEM
0086 5 IS(I)=IS(I)+IDATA(I)
0087 GC TC ISIM.(94.95)
0088 54 CALL RESIM(IC,ICATA,CIFF,ISEL,2)
0089 GC TC 56
0090 98 CCNTIAL RECORD
0091 C**READ NEXT RECORD
0092 READ(I5M1,101,END=12)(ID(I),I=1,LREC)
0093 C**TEST FOR ENC OF FILE
0094 IF( IC(I)-IND)2,14,2
0095 10 NLCW=ALCH+1
0096 GC TC ISIM.(94.95)
0097 11 NHIGH=NHIGH+1
0098 GC TC ISIM.(94.95)
0099 C**WRITE SUMMARY INFORMATION
0100 12 NSUBJENSUBJ-1
0101 WRITE(C,107)NITEM,NSUBJ
0102 107 FORMAT(/,ONUMBER OF ITEMS,.15/, NLMEER CF SUBJT,.15)
0103 103 CALL PAGE(2,I,J)
0104 12X,SEC,IX,ITEM,EXAA,4(1XA),2X,LNKN,3X,KEY,/
0105 22X,ALM,IX,NAME,IX,53(1P-))
0106 104 FORMAT(15,1X,A4.5X,1,615,1,2XA,16)
0107 L=1
0108 KK=6
0109 C**PRINT OPTION FREQUENCY TABLE
0110 WRITE(C,103) IOPT
0111 I=1
0112 DC 114 M=1,LREC
0113 IF(IA(M))113,114,112
0114 WRITE(C,104)I,SHAPE(I),(MATX(K),K=L,KK),ISEL(I)
0115 112 L=KK+1
0116 KK=KK+6
0117 I=I+1
0118 114 CCNTINUE,105)
0119 NSC=NLCW+NHIGH+NSLBJ
0120 CALL PAGE(2,I,J)
0121 WRITE(C,102) NLCW,AMIGH
0122 102 FORMAT(/,1X21NUMBER OF ZEK SCRES 111/1X24NUMBER CF PERFECT SC
0123 1CRES,1E)
0124 L=0
0125 D0725I=1,LREC
0126 KK=IA(I)
0127 IF(KK) 752,725,762
0128 752 L=L+1
0129 IF(15M4,NE,1)KK=1
0130 ISEL(L)=KK
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CC/16/35

DATE = 76302

RELOF

RELEASE 2.0

PCPTRAN IV G1

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0126 CONTINUE
0127 LREC=IC
0128 NITEM=L
0129 IC=N
0130 WRITE(6,106)N,L
0131 FCORMAT(//,NUMBER OF ITE'S SELECTED,14, NUMBER OF ITEMS NAMED,1
0122 END FILE 1
0123 RETURN
0124 RETURN
0125 END
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0040      *1* INDICATES ONLY ONE DEVIATE IS TO BE RETURNED.
0041      CCM IS AN ARRAY IN WHICH THE RANCCM NUMBER IS RETURNED.
0042      ABL=SC+CCM(1)+GMEAN
0043      AEM=AE+ABL
0044      ADM2=ADM2+ABL+ABL
0045      AB=EXF(AEL)
0046      DC B I=1,NITEM
0047      IX=ISEL(I)
          IF(IX.EQ.0) GC TO B
          P=EXP(AB-DIFF(I))
C NEITHER GGLN NOR GGU3 ARE INCLUDED IN THE RASCH SOURCE CHECK.
C THEY ARE PART OF 'SYS2.IMSL' PACKAGE AT THE UNIVERSITY OF CHICAGO.
          P=P/(1.+P)
          NSC=0
          DO 7 J=1,IX
          CALL GGL3(I,SEED,1,COM)
C GGU3 GENERATES UNIFORM RANCCM NUMBERS. THE ARGUMENT LIST IS
          IS ICENTICAL TC *GGUN.
          IF(CCM(1)-P)6.6.7
          NSC = NSC + 1
          CCNTINLE
          IC (1)=ICDCE(NSC+1)
          CCNTINLE
          IF(IISH(1)) .NE.0)WRITE(6,103)ICNT,ABL,(ID(1),I=1,NITEM)
          FCMPAT(1, SUBJECT NUMBER,.15,. ABILITY *.F6.3,. RESPCKSES *.80A1)
          RETURN
          END
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PCRTAN IV 61 RELEASE 2.0

SCORE DATE = 763C2

00/16/76

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0001 SUBROUTINE SCCRE(I,DATA,IC,ISEL,KEY,NSC,M)
0002 DIMENSION IOATA(1),IC(1),ISEL(1),KEY(1)
0003 CCMVCN NITEM,NGRCF,MINSC,MAXSC,LREC,NSUEJ,IC,KCAB,ISW(11)
0004 1,SNAP(1)
0005 DATA BLK/0,0,AST/0,0/
0006 MM=MM+1
0007 NSC=0
0008 J=0
0009 GC TC (5,1,14,19,24),MM
0010 1 CALL TRANS(ID,LREC)
0011 K=ISEL(1)
0012 IF(K)4,5,2
0013 IF(K-IC(1))6,3,3
0014 NSC=NSC+ID(1)
0015 J=J+1
0016 IOATA(J)=IC(1)
0017 CCNTINLE
0018 RETURN
0019 WRITE(6,101)(ID(K),K=1,LREC)
0020 WRITE(6,102)(ELK,K=1,1),AST
0021 FCFMVT(1X,'ILLEGAL CCDE. CASE OMITTED',(1X8011))
0022 FORMAT(81A)
0023 NSC=-1
0024 RETURN
0025 J=1
0026 CC 17 I=1,LREC
0027 K=ISEL(1)
0028 IF(K)12,13,10
0029 IF(IC(1)-KEY(J))12,11,12
0030 NSC=NSC+1
0031 IOATA(J)=1
0032 J=J+1
0033 CONTINUE
0034 RETURN
0035 CALL TRANS(IC,LREC)
0036 J=1
0037 CC 18 I=1,LREC
0038 K=ISEL(1)
0039 IF(K)17,18,15
0040 IF(IC(1)-KEY(J))16,16,17
0041 NSC=NSC+1
0042 IOATA(J)=1
0043 J=J+1
0044 GC TC 18
0045 ICATA(J)=0
0046 J=J+1
0047 CONTINUE

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PCATRAM IV 61  RELEASE 2.0          SCORE          DATE = 76302          00/16/35
0248
CC45      RETURN
0050      CALL TRANS(IC,LREC)
CC51      J=1
0052      CC 23 I=1,LREC
CC53      K=ISEL(I)
CC54      IF(K)22,23,20
0055      IF(IC(I)-KEY(J))22,21,21
CC56      NSC=ASC+1
0057      ICATA(J)=1
0058      J=J+1
0059      GC TC 23
CC60      ICATA(J)=0
CC61      J=J+1
CC62      CONTINUE
0063      RETURN
0064      CCENTINLE
CC65      C THIS SPACE RESERVED FOR USED SUPPLIED LCGIC.
          RETURN
          END
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0001 SUBCLTINE SMRY(CIFF,A, IDATA,IS, MATX, ISEL,B,IB)
0002 DIMENSION DIFF(1),ISEL(1),IDATA(1),MATX(1),IS(1),A(1), E(1),IE(1)
0003 DIMENSICA XX(3),STAT(6),AVG(3),AABE(3)
0004 CCMVCA NITEM,NGFCH,MINSC,MAXSC,LREC,MSUEJ,IC,KCAB,ISM(11)
      J,SNAME(1)
0005 LLLINECA
      C**CLEAR NECESSARY ARRAYS
      DC 97 I=1,NITEM
      IF(ISEL(1))97,97,99
      55 K=1
      57 CCATLINE
      98 DO 58 I=1,3
      AVG(I)=0.0
      DO 99 I=1,6
      55 STAT(I)=C.0
      CALL PAGE(2,I,J)
      DC 1 I=1,NITEM
      IF(ISEL(1))10,10,1
      10 DIFF(I)=0.0
      A(I)=0.0
      MATX(I)=0
      1 IS (I)=100.0*CIFF(I)
      C**FIND DIFFICULTY AND FIT ORDERS
      CALL SFT(IS ,ICATA)
      CALL SFT(IE,IS)
      C**PRINT PEACINGS
      WRITE(C,100)
      100 FCRMAT(/12X,SERIAL CDEF,.23X,CIFFICULTY CFCER,.21X,*FIT CFCER*,
      1/1X115(-.)/2(2X,.J)SEC ITEM,.4X,.ITEM,.4X,.CISC,.4X,.FIT ,.3X,.PCINT ,I,
      12X,*SEC ITEM,.4X,.ITEM,.4X,.CISC,.4X,.FIT ,.3X,.PCINT ,I,
      2 2(2X,*NLM NAME,.4X,CIFF,.4X,INX,.4X,MN SQ I.),
      32X,*NLM NAME,.4X,CIFF,.4X,INX,.4X,MN SQ,.3X,EISER I,1X115(-.))
      C**PRINT TAELE WITH I EG SEQ CFCER, J EG CIFF CFCER ANK K EG FIT CFCER
      DO22 I=1,NITEM
      J=IDATA(I)
      K=IS(I)
      AAB(1)=16(I)/100.0
      AAB(2)=16(J)/100.0
      AAB(3)=16(K)/100.0
      CALL PAGE(4,3,LLINE)
      WRITE(C,101) I,SNAME(I),CIFF(I),A(I),AABE(1),J,SNAME(J),CIFF(J),
      1A(J),AABE(2),K,SNAME(K),DIFF(K),A(K),AABE(3),E(K)
      101 FCRMAT(2(15,1X4,3F8.2,2X11),15,1X4,4FE.2,
      XX(1)=CIFF(I)
      XX(2)=A(I)
      XX(3)=AABE(1)
      KL=1
      IF(ISEL(1))22,22,5

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PCFTRAN IV G1 RELEASE 2.0 SWMR DATE = 76302 00/16/35

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0039      5 DC 2 K=1.3
0040      AVG(K)=AVG(K)+XX(K)*ISEL(I)
0041      DO 2 L=1,K
0042      STAT(KL)=STAT(KL)+XX(K)*XX(L)*ISEL(I)
0043      KL=KL+1
0044      IF(15W(7)) 22,22.21
0045      WRITE(7,103)J,SNAP(1),XX
0046      FORMAT(13,A4,3F7.3)
0047      21
0048      22 CCNT INU
0049      KL=1
0050      XE 1C -1
0051      C*CCMPLE MEANS, STANDAND DEVIATICNS AND CORRELATIONS
0052      DC 3 I=1.3
0053      AVG(I)=AVG(I)/ LREC
0054      STAT(KL)=(STAT(KL)-LREC *AVG(I)+AVG(J))/(LREC-1)
0055      KL=KL+1
0056      DO 4 I=1.3
0057      K=(I*(I+1))/2
0058      XX(I)=SQRT(STAT(K))
0059      DO 4 J=1,I
0060      STAT(KL)=STAT(KL)/(XX(I)*XX(J) )
0061      KL=KL+1
0062      4 WRITE(6,102) AVG,XX,STAT(2),STAT(4),STAT(5)
0063      102 FCFRMT(1X,119(1H-))/ 6X,MEAN,3F8.2/ 6X,S.D.,3F8.2,6X, *CORRELATI
0064      10N,6X,DIFF+DISC=.F6.2,6X,DIFF+MNSC=.F6.2,6X,DISC+MNSC=.F6.2)
0065      RETURN
          END

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0001 SLBRCTINE SRT(MATX, IDATA)
0002 DIMENSION MATX(1), ICCE(1)
0003 COMMON NITEM, NGRCP, MINSC, MAXSC, LREC, NSUEJ, IC, KCAB, ISN(11)
      1, SNAME(1)
C**SRT CNTENTS OF MATX, STORE CRDER IN ICATA
      DO 1 I=1, NITEM
1 ICATA(I)=I
      DO 2 I=1, NITEM
2 CC 30 J=I, NITEM
      IX=ICATA(I)
      JX=ICATA(J)
      IF(MATX(JX)-MATX(IX))3,30,30
3 ICATA(I)=JX
30 CONTINUE
      2 CCNTINLE
      2 RETURN
      END
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0001 SUBROUTINE TRANS(IA, LENG)
0002 DIMENSION IA(1), ICCE(36)
0003 COMMON NITEM, NGRCP, MINSC, MAXSC, LREC, NSUEJ, IC, KCAB, ISN(11)
      1, SNAME(1)
      1, ICCE(1)
      2, U(1)
      2, V(1)
      2, W(1)
      2, X(1)
      2, Y(1)
      2, Z(1)
      2, ELK(1)
      2, IANF(1)
      2, I=1, LENG
      K=IA(1)
      IF(K.NE.BLK) GC TC 14
      IA(I)=C
      GC TC 18
      IF(K.NE.IAMP) GO TJ 15
      IA(I)=-1
      GC TC 16
      DO 17 J=1,36
17 ICCE(J)=J-1
      GC TC 18
      CCNTINLE
      IA(I)=C
      CCNTINLE
      RETURN
      END
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SUBROUTINE UCON(S,M,D,AB,ISEL,SE)
INTEGER R(1),S(1),ISEL(1)
DIMENSION D(1),AB(2),SE(1)
COMMON NITEM,NGR0P,MINSC,MAXSC,LREC,NSUEJ,IC,KCAB,ISH(11)
1 SNAPE(1)
LENITEM
L1=LREC-1
CX=LREC
DX=DX/L1
GC 155 I=1,L
IF(ISEL(1),EQ,0) GL TO 159
D(I) = D(I)+DX
CCNTINLE
DO 200 I7=1,10
NITEM = I7
CRIT=0.0
CEN=0.0
DC 201 I=1,L
IF(ISEL(I)) 201,201,200
200 CALLMENT(D(I),ISEL(I),AB,F,S(I),NSEL,MINSC,MAXSC,0.05,10,DC,P)
CEN=CEN+D(I)+ISEL(I)
SE(I)=F
201 CCNTINLE
CEN=CEN/LREC
CC 212 I=1,L
D(I)=D(I)-CEN
IX=I+L+LREC
IF(ISEL(I)) 212,212,211
211 CRIT=CRIT+ABS(D(I))-SE(IX)
212 CCNTINLE
IF(IT.GT.1) GO TC 205
DO 204 I=1,L
IF(ISEL(I))204,204,202
D(I+2+NITEM)=D(I)/DX
202 CCNTINLE
204 IF((CRIT/IC)-0.025)330,1999,1999
205 DO 214 K=MINSC,MAXSC
IX=K+L
SE(IX)=0.0
CC=0.0
DC 216 I=1,L
IF(ISEL(I))216,216,213
213 P=EXP(B(K)-C(I))
P=P/(1.0+P)
SE(IX)=SE(IX)+P*(1.0-P)+ISEL(I)
DC=DD+P+ISEL(I)

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0048      210 CONTINUE
0049      CC=(K-CC)/SE(IX)
0050      AB(K)=AB(K)+CC
0051      IF(ABS(CC)-0.05)214,215,216
0052      216 CONTINUE
0053      214 CONTINUE
0054      IX=L+LREC
0055      DC 2000 I=1,L
0056      IX=IX+1
0057      SE(IX)=D(I)
0058      CONTINUE
0059      IX=L+LREC
0060      CC=LREC-1
0061      DD=DC/LREC
0062      IT=LREC-1
0063      DC 332 I=1,L
0064      IX = IX + 1
0065      SE(IX)=D(I)-SE(IX)
0066      C(I)=D(I)/DX
0067      WRITE(6,100)NITER
0068      FORMAT(' NUMBER OF ITERATIONS = ',I3)
0069      RETURN
0070      END

```

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APPENDIX C

BICAL CONTROL CARDS

<u>Position</u>	<u>Name</u>	<u>Format and Description</u>
1	Title card	(20A4) Descriptive heading to be printed at the top of each page of output
2	Data Definition	(1415)
	<u>CC</u>	<u>Label</u>
	1 - 5	NITEM
	6 - 10	NGROP
		Definition
		Total number of items to be read before deletions. This is equal to the number of non-zero entries on the column select card and is the number of item names expected.
		Smallest allowable average group size for testing item fit. This is used to determine the number of score groups. The same value is used to terminate execution before estimation if the total number of subjects is less than NGROP.
	11 - 15	MINSC
		Minimum score to be included in the calibration sample.
	16 - 20	MAXSC
		Maximum score to be included.
	21 - 25	LREC
		Number of columns in the input record to be scanned. It must be large enough to cover all columns containing items and also to skip any extra cards in the subject record.

26 - 30	KCAB	<p>Calibration code</p> <p>1 = Normal approximation method, should be used with long tests and symmetrical distribution of scores.</p> <p>2 = Corrected unconditional maximum likelihood estimation. Should be used with shorter tests and skewed distributions.</p>
31 - 35	KSCOR	<p>Scoring code</p> <p>b,0 = score dichotomously according to KEY</p> <p>1 = data already scored</p> <p>2 = score dichotomously, correct if $X \leq \text{KEY}$</p> <p>3 = score dichotomously, correct if $X \geq \text{KEY}$</p>
36 - 40	INFLE	<p>Alternative input file unit number</p> <p>b,0 = Unit 5.</p>
41 - 45	LLIM	<p>Alternative output file--start of identification field in record</p>
46 - 50	KLIM	<p>Alternative output file--end of identification field in record.</p> <p>If LLIM and KLIM are 1 and LREC the entire record will be copied as the identification.</p>
51 - 55	NUFLE	<p>Alternative output file logical unit number. For each valid input record, a new record will be generated containing raw score, scaled ability in logits and the identification field defined by LLIM and KLIM.</p>
56 - 60	KPRTR	<p>Control switch for optional output</p> <p>b,0 Print all plots</p> <p>1 Omit score histogram</p> <p>2 Omit Fit plots</p> <p>3 Omit both</p>
61 - 65	KSIM	<p>Print simulated persons if > 0</p>

	66 - 70	KDIFF	Punch item statistics on unit 7. Output consists of item sequence number, item name, difficulty, discrimination and total fit mean square. Format is (13,A4,3F7.3).
3.	Item Name Card(s)	(20A4)	A four character alphanumeric name for each of the "NITEM" items.
4.	Column Selection	(80A1)	A record identical in size to each person's record indicating how the data in that position is to be used. For each position b,0 = skip column 1-9 = include item in corresponding column. Maximum allowable code is 1-9 as given. A-Z = include item in corresponding column. Maximum allowable code is 10-35 (A=10, etc.) & = delete item in corresponding column after reading names.
5.	Scoring Key	(80A1)	Corresponds to perfect input record. It must be included regardless of KSCOR.
6.	Options Label	(5A1)	Identifies up to five option labels for which the number of occurrences will be counted for each item.
(7)	Data cards		
(7a)	End of Data		* in col. 1.
(8)	Simulation header		SIMULATE in columns 1-8 causes program to simulate data rather than read. If included it must be followed by

(9)	Simulation task description card	(F5.0,15,2F5.0,110)	
	<u>C.C.</u>	<u>Label</u>	<u>Definition</u>
	1 - 5	WIDTH	Range of item difficulties to be generated.
	6 - 10	ISUBJ	Number of persons to be generated.
	11 - 15	GMEAN	Mean ability of population sampled.
	16 - 20	SD	Standard deviation of ability.
	21 - 25	ISED	Seed for random number generator- should only be coded for first generation in each run.
(10)	End of job		**** in columns 1-4 Program will keep recycling looking for new problems until this card is encountered. As many jobs as desired may be stacked.

University of Chicago JCL

```
//iiii JOB (valid UC job card) ,RE=129K
// EXEC PGM=BICAL
//STEPLIB DD DSN=$2DD130.S05.DATA(BICAL) ,DISP=SHR
//FT01F001 DD UNIT=SYSCR,DISP=NEW,SPACE=(TRK,(5,1))
//FTxxF001 DD alternative input file description
//FTyyF001 DD alternative output file description
//FT07F001 DD SYSOUT=B,DCB=(RECFM=FB,BLKSIZE=80)
//FT06F001 DD SYSOUT=A,DCB=(RECFM=FA,BLKSIZE=133)
//FT05F001 DD*
```

The FT05 card is followed by the first job card. Cards FTxx, FTyy and FT07 are not always required.

Include FTxx if input records are not on cards. The xx should be replaced by the value of INFLE coded on the data description card (cc 36-40).

Include FTyy if a new output is to be produced. The yy should be replaced by the value of NUFLE (cc 51-55).

Include FT07 if item data is to be punched, (cc 66-70).