

Some results on modeling and analysis for diagnostic assessment

Zhiliang Ying

Columbia University

Abstract

Cognitive diagnosis has recently gained prominence in educational assessment, psychiatric evaluation, and many other disciplines. A key task is the correct specification of item-attribute relationships for a given test. Rather than relying on experts, we will examine the possibility of estimating such relationships through data. We will provide definitive answers for several widely used models. This is joint work with Jingchen Liu and Gongjun Xu.