

**Christine E. DeMars**  
Center for Assessment & Research Studies  
MSC 6806  
James Madison University  
Harrisonburg, VA 22807

(540) 568-8047  
demarsce@jmu.edu

### **Education**

Michigan State University, Ph.D. in measurement and quantitative methods (1998).  
Arizona State University, Master of Education in elementary education (1993).  
Wichita State University, Bachelor of Arts in psychology (1990).

### **Employment**

Senior assessment specialist/professor of graduate psychology. Center for Assessment and Research Studies, James Madison University (7/2011-present).  
Associate assessment specialist/associate professor of graduate psychology. Center for Assessment and Research Studies, James Madison University (7/2005-6/2011).  
Assistant assessment specialist/assistant professor of psychology. Center for Assessment and Research Studies, James Madison University (7/1998-6/2005).

### **Graduate Courses Taught**

Item Response Theory  
Advanced Item Response Theory  
Classical Test Theory & Generalizability Theory  
Measurement Theory  
Multivariate Statistics

### **Book/Book Chapters**

DeMars, C. E. (2018). Classical test theory and item response theory. In P. Irwing, T. Booth & D. J. Hughes (Eds.). *The Wiley Handbook of Psychometric Testing: A Multidisciplinary Reference on Survey, Scale and Test Development* (pp. 49-73). London: John Wiley & Sons.  
DeMars, C. E., & Bandalos, D. L. (2018). Chapter 14: Item response theory. In D. L. Bandalos, *Measurement Theory and Applications for the Social Sciences* (pp. 403-445). New York: Guilford.  
DeMars, C. (2010). *Item Response Theory*. New York: Oxford University Press.

### **Peer-Reviewed Publications**

DeMars, C. E. (2022). The (non)impact of misfitting items in computerized adaptive testing. *Journal of Computerized Adaptive Testing*, 9 (2), 8-24. doi: 10.7333/2211-0902008  
Alahmadi, S., & DeMars, C. E. (2022). Large-scale assessment during a pandemic: Results from James Madison University's remote assessment day. *Research and Practice in Assessment*, 17 (3), 4-15.  
DeMars, C. E. (2021). Violation of conditional independence in the many-facets Rasch model. *Applied Measurement in Education*, 34 (2), 122-138. doi: 10.1080/08957347.2021.1890743

- DeMars, C. E. (2021). A note on the odds ratio DIF index. *Applied Psychological Measurement, 45* (1), 71-73. doi: 10.1177/0146621620947185
- DeMars, C. E. (2021). A note on the relation between the angle of the reference composite and Liu, Li, and Liu's Method 4 for domain scores. *Applied Psychological Measurement, 45* (2), 130-133. doi: 10.1177/0146621620965742
- Waterbury, G. T., & DeMars, C. E. (2021). Anchors aweigh: How the choice of anchor items affects the vertical scaling of 3PL data with the Rasch model. *Educational Assessment, 26* (3), 175-197. doi: 10.1080/10627197.2020.1858782
- DeMars, C. E. (2020). Comparing causes of dependency: Shared latent trait or dependence on observed response. *Journal of Applied Measurement, 21* (4), 400-419.
- DeMars, C. E. (2020). Alignment as an alternative to anchor purification in DIF analyses. *Structural Equation Modeling, 27*, 56-72. doi: 10.1080/10705511.2019.1617151
- DeMars, C. E. (2020). Multilevel Rasch modeling: Does misfit to the Rasch model impact the regression model? *Journal of Experimental Education, 88*, 605-619. doi: 10.1080/00220973.2019.1610859
- Sauder, D. C. & DeMars, C. E. (2020). Applying a multiple comparison control to IRT item-fit testing. *Applied Measurement in Education, 33*, 362-377. doi: 10.1080/08957347.2020.1789138
- Sauder, D. C. & DeMars, C. E. (2019). An updated recommendation for multiple comparisons. *Advances in Methods and Practices in Psychological Science, 2*, 26-44. doi: 10.1177/2515245918808784
- Waterbury, G. T., & DeMars, C. E. (2019). The effects of probability threshold choice on an adjustment for guessing using the Rasch model. *Journal of Applied Measurement, 20*, 1-12.
- DeMars, C. E. (2019). Revised Parallel Analysis with non-normal ability and a guessing parameter. *Educational and Psychological Measurement, 79*, 151-169. doi: 10.1177/0013164418767009
- Waterbury, G. T., & DeMars, C. E. (2019). (Brief Research Report): A user friendly effect size--When normality matters. *Journal of Experimental Education, 87*, 260-268. doi: 10.1080/00220973.2018.1434757
- DeMars, C. E. (2017). Infit and Outfit: Interpreting statistical significance and magnitude of misfit in conjunction. *Journal of Applied Measurement, 18*, 163-177.
- Bashkov, B. M., & DeMars, C.E. (2017). Examining the performance of the Metropolis-Hastings Robbins-Monro algorithm in the estimation of multilevel multidimensional IRT models. *Applied Psychological Measurement, 41*, 323-337.
- Hartman, C.-J. B., DeMars, C. E., Griscom, H. P. & Butner, H. M. (2017). Assessment of undergraduate students' environmental stewardship reasoning and knowledge. *International Journal of Sustainability in Higher Education, 18*, 492-502.
- Horst, S. J. & DeMars, C. E. (2016). Higher education faculty engagement in a modified Mapmark standard setting. *Research & Practice in Assessment, 11*, 29-41.
- DeMars, C. E. (2016). Partially-compensatory multi-dimensional IRT models: Two alternate model forms. *Educational and Psychological Measurement, 76*, 231-257.
- DeMars, C. E. (2015). Modeling DIF for simulations: Continuous or categorical secondary trait? *Psychological Test and Assessment Modeling, 57*, 279-300.
- DeMars, C. E., & Jurich, D. P. (2015). The interaction of ability differences and guessing when modeling DIF with the Rasch model: Conventional and tailored calibration. *Educational and Psychological Measurement, 75*, 610-633.

- Socha, A., DeMars, C. E., Zilberberg, A., & Phan, H. (2015). DIF detection with the Mantel-Haenszel procedure: The effects of matching type and other factors. *International Journal of Testing, 15*, 193-215.
- DeMars, C. E. (2015). Estimating variance components from sparse data matrices in large-scale educational assessments. *Applied Measurement in Education, 28*, 1-13.
- DeMars, C. E. (2014). An illustration of the effects of ignoring a secondary factor. *Applied Psychological Measurement, 38*, 406-409.
- Evans, S.W., Schultz, B.K. & DeMars, C.E. (2014). High school based treatment for adolescents with ADHD: Results from a pilot study examining outcomes and dosage. *School Psychology Review, 43*, 185-201.
- DeMars, C. E., Bashkov, B. M., & Socha, A. (2013). The role of gender in test-taking motivation under low-stakes conditions. *Research & Practice in Assessment, 8*, 69-82.
- DeMars, C. E. (2013). A tutorial on interpreting bifactor model scores. *International Journal of Testing, 13*, 354-378.
- DeMars, C. E. (2013). A comparison of confirmatory factor analysis and multidimensional Rasch models to investigate the dimensionality of test-taking motivation. *Journal of Applied Measurement, 14*, 179-196.
- Socha, A. & DeMars, C. E. (2013). An investigation of sample size splitting on ATFIND and DIMTEST. *Educational and Psychological Measurement, 73*, 631-647.
- Socha, A. & DeMars, C. E. (2013). A note on specifying the guessing parameter in ATFIND and DIMTEST. *Applied Psychological Measurement, 37*, 69-74.
- DeMars, C. E. (2012). A comparison of limited-information and full-information methods in Mplus for estimating IRT parameters for non-normal populations. *Structural Equation Modeling, 19*, 610-632.
- Jurich, D. P., DeMars, C. E., & Goodman, J. T. (2012). Investigating the impact of cheating on IRT equating under the non-equivalent anchor test design. *Applied Psychological Measurement, 36*, 291-308.
- DeMars, C. E., & Jurich, D. P. (2012). Software Note: Using BILOG for Fixed Anchor Item Calibration. *Applied Psychological Measurement, 36*, 232-236.
- DeMars, C. E. (2012). Confirming testlet effects. *Applied Psychological Measurement, 36*, 104-121.
- Evans, S.W., Schultz, B.K., DeMars, C.E. & Davis, H. (2011). Effectiveness of the Challenging Horizons after-school program for young adolescents with ADHD. *Behavior Therapy, 42*, 462-474.
- DeMars, C. E. (2011). An analytic comparison of effect sizes for differential item functioning. *Applied Measurement in Education, 24*, 189-209.
- DeMars, C. E., & Lau, A. (2011). DIF detection with latent classes: How accurately can we detect who is responding differentially? *Educational and Psychological Measurement, 71*, 597-616.
- DeMars, C. E. (2010). Type I error inflation for detecting DIF in the presence of impact. *Educational and Psychological Measurement, 70*, 961-972.
- Wise, S. L., & DeMars, C. E. (2010). Examinee non-effort and the validity of program assessment results. *Educational Assessment, 15*, 27-41.
- DeMars, C. E., & Wise, S. L. (2010). Can differential rapid-guessing behavior lead to differential item functioning? *International Journal of Testing, 10*, 207-229.

- Wise, S. L. & DeMars, C. E. (2009). A clarification of the effects of rapid guessing on coefficient alpha: A note on Attali's "Reliability of Speeded Number-Right Multiple-Choice Tests". *Applied Psychological Measurement, 33*, 488-490.
- DeMars, C. E. (2009). Modification of the Mantel-Haenszel and logistic regression DIF procedures to incorporate the SIBTEST regression correction. *Journal of Educational and Behavioral Statistics, 34*, 149-170.
- DeMars, C. E. (2008). Polytomous DIF and violations of ordering of the expected latent trait by the raw score. *Educational and Psychological Measurement, 68*, 379-396.
- DeMars, C. E. (2007). "Guessing" parameter estimates for multidimensional IRT models. *Educational and Psychological Measurement, 67*, 433-446.
- DeMars, C. E. (2007). Changes in rapid-guessing behavior over a series of assessments. *Educational Assessment, 12*, 23-45.
- DeMars, C. E. (2006). Application of the bi-factor multidimensional item response theory model to testlet-based tests. *Journal of Educational Measurement, 43*, 145-168.
- Wise, S. L. & DeMars, C. E. (2006). An application of item response time: The effort-moderated model. *Journal of Educational Measurement, 43*, 19-38.
- DeMars, C. E. (2005). Type I error rates for PARSCALE's fit index. *Educational and Psychological Measurement, 65*, 42-50.
- Wise, S. L. & DeMars, C. E. (2005). Low examinee effort in low-stakes assessment: Problems and potential solutions. *Educational Assessment, 10*, 1-17.
- DeMars, C. E. (2004). Measuring higher education outcomes with a multidimensional Rasch model. *Journal of Applied Measurement, 5*, 350-361.
- DeMars, C. E. (2004). Detection of item parameter drift over multiple test administrations. *Applied Measurement in Education, 17*, 265-300.
- DeMars, C. E. (2004). Type I error rates for generalized graded unfolding model fit indices. *Applied Psychological Measurement, 28*, 48-71.
- DeMars, C. E., & Erwin, T. D. (2004). Scoring *Neutral or Unsure* on an identity development instrument for higher education. *Research in Higher Education, 45*, 83-95.
- DeMars, C. E. (2003). Detecting multidimensionality due to curricular differences. *Journal of Educational Measurement, 40*, 29-51.
- DeMars, C. E. (2003). Sample size and the recovery of nominal response model item parameters. *Applied Psychological Measurement, 27*, 275-288.
- DeMars, C. E., Cameron, S. L., & Erwin, T. D. (2003). Information literacy as foundational: Determining competence. *Journal of General Education, 52*, 253-265.
- DeMars, C. E., & Erwin, T. D. (2003). Revising the scale of intellectual development: Application of an unfolding model. *Journal of College Student Development, 44*, 168-184.
- DeMars, C. (2002). Incomplete data and item parameter estimates under JMLE and MML. *Applied Measurement in Education, 15*, 15-31.
- DeMars, C. E., Sundre, D. L., & Wise, S. L. (2002). Standard setting: A systematic approach to interpreting student learning. *Journal of General Education, 51*, 1-20.

- Lachnicht, D., Brevard, P. B., Wagner, T. L., & DeMars, C. E. (2002). Dietary oxygen radical absorbance capacity as a predictor of bone mineral density. *Nutrition Research*, 22, 1389-1399.
- DeMars, C. (2001). Group differences based on IRT scores: Does the model matter? *Educational and Psychological Measurement*, 61, 60-70.
- DeMars, C. (2000). Test stakes and item format interactions. *Applied Measurement in Education*, 13, 55-77.
- DeMars, C. (1998). Gender differences in mathematics and science on a high school proficiency exam. *Applied Measurement in Education*, 11, 279-299.

### Other Publications

- DeMars, C. E. (2018). Item information function. In B. Frey (Ed.), *The SAGE encyclopedia of educational research, measurement, and evaluation* (pp. 899-903). Thousand Oaks, CA: SAGE.  
<http://dx.doi.org/10.4135/9781506326139.n360>
- DeMars, C. E. (2011). [Review of the book *The theory and practice of item response theory*, by R. J. de Ayala]. *International Journal of Testing*, 11, 211-214.
- DeMars, C. E. (2010). Guessing parameter. In N. J. Salkind (Ed.), B. Frey, & D. M. Dougherty (Assoc. Eds.), *Encyclopedia of Research Design*, (Vol 1, pp. 557-558). Newbury Park, CA: SAGE.
- Anderson, R. D., & DeMars, C. (2002, May/June). Differential item functioning (DIF): Investigating item bias. *Assessment Update*, 14 (3), 12, 16.
- Erwin, T. D., & DeMars, C. (2002, March/April). Advancing assessment: Why not computer based assessment? *Assessment Update*, 14 (2), 1-2, 15-16.
- DeMars, C. (2001). Computer program exchange: Read\_FastTestPro\_Log: Extraction of examinee data from FastTEST Pro examinee files. *Applied Psychological Measurement*, 25, 356.
- DeMars, C. (2000). Computer program exchange: DRAWICC: Modules to graph item response functions and item information functions with SAS GPLOTT. *Applied Psychological Measurement*, 24, 224.

### Presentations

- DeMars, C. E., Shapovalov, Y. A., & Hathcoat, J. D. (2023, April). *Many-Facet Rasch Designs: How Should Raters be Assigned to Examinees?* [Paper presentation]. National Council on Measurement in Education annual meeting, Chicago.
- Satkus, P., & DeMars, C. (2023, April). *The Use of Complex-Structure Items in Multi-stage Testing* [Paper presentation]. National Council on Measurement in Education annual meeting, Chicago.
- Alahmadi, S., & DeMars, C. (2022, October). *What if We Ignore Non-Effortful Responses? The Impact of Rapid-Guessing on Item Parameter Estimates* [Poster presentation]. Northeastern Educational Research Association 53<sup>rd</sup> Annual Meeting, Rocky Hill, CT.
- Shapovalov, Y. A., DeMars, C., & Hathcoat, J. D. (2022, October). *Evaluating halo effect in performance assessments: A Rasch measurement model simulation study* [Paper presentation]. Northeastern Educational Research Association 53<sup>rd</sup> Annual Meeting, Rocky Hill, CT.
- Alahmadi, S., & DeMars, C. (2021, October). *Differential Motivation in Remote Educational Assessment: Person-Based Filtering Versus Response-Based Filtering* [Poster presentation]. Northeastern Educational Research Association 52<sup>nd</sup> Annual Meeting, virtual.
- Satkus, P., & DeMars, C. (2021, October). *Item Parameter Recovery With and Without The Use Of Priors* [Paper presentation]. Northeastern Educational Research Association 52<sup>nd</sup> Annual Meeting, virtual.

- Satkus, P., & DeMars, C. E. (2020, April). *Examining the Performance of the Alignment Method in DIF Analyses*. Paper presented at the annual meeting of the the National Council on Measurement in Education, San Francisco, CA. (virtual, conference cancelled)
- Satkus, P., & DeMars, C. E. (2019, October). *Examining the Effects of Specifying Bayesian Priors on the Wald's Test for DIF*. Paper presented at the annual meeting of the Northeastern Educational Research Association. Rocky Hill, CT.
- Satkus, P., & DeMars, C. E. (2019, October). *An Applied Example of a Two-Tier Multiple-Group Testlet Model*. Paper presented at the annual meeting of the Northeastern Educational Research Association. Rocky Hill, CT.
- DeMars, C. E. & Sauder, D. (2019, April). *Considerations in  $S\text{-}\chi^2$ : Rest score or summed score, priors, and violations of normality*. Electronic poster presented at the annual meeting of the National Council on Measurement in Education, Toronto, Canada.
- Waterbury, G. T., & DeMars, C. E. (2019, April). *Anchors Aweigh: How the Choice of Anchor Items Affects Rasch Vertical Scaling*. Paper presented at the annual meeting of the National Council on Measurement in Education, Toronto, Canada.
- Waterbury, G. T., & DeMars, C. E. (2019, April).. *The effects of probability threshold choice on an adjustment for guessing using the Rasch model*. Electronic poster presented at the annual meeting of the National Council on Measurement in Education, Toronto, Canada.
- Waterbury, G. T., & DeMars, C. E. (2017, October).. *A user friendly effect size: When normality matters*. Paper presented at the annual meeting of the Northeastern Educational Research Association. Rocky Hill, CT.
- Sauder, D., & DeMars, C. (2017, April).. *Type I error rates of ten post-hoc comparison procedures: A simulation*. Electronic board presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.
- Sauder, D., & DeMars, C. (2017, April). *Effects of Inclusion of a "Don't Know" Option on a Cognitive Test*. Electronic board presented at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.
- Sauder, D., & DeMars, C. (2016, October). *Type I error rates of ten post-hoc comparison procedures: A simulation*. Paper presented at the annual meeting of the Northeastern Educational Research Association. Rocky Hill, CT.
- Hartman, C.-J., DeMars, C.E., Griscom, H., Butner, H., & Goodall, P. (2016, October). *Measuring students' environmental stewardship learning over time*. Poster presented at the annual meeting of the Association for the Advancement of Sustainability in Higher Education, Baltimore, MD.
- Bashkov, B. M., & DeMars, C.E. (2016, April). *Examining performance of the MH-RM algorithm with the 3PL multilevel MIRT model*. Paper presented at the annual meeting of the National Council on Measurement in Education, Washington, DC.
- DeMars, C. E. & Jacovidis, J. N. (2016, April). *Multilevel IRT: When is local independence violated?* Electronic board presented at the annual meeting of the National Council on Measurement in Education, Washington, DC.
- Sauder, D. & DeMars, C. (2016, April). *Challenging conditions for MML and MH-RM estimation of multidimensional IRT models*. Electronic board presented at the annual meeting of the National Council on Measurement in Education, Washington, DC.

- Bashkov, B. M., DeMars, C. E., Yen, S. J., & Kenyon, D. (2014, October). *Providing diagnostic feedback for students developing English language proficiency: A classification profile method*. Paper presented at the annual meeting of the Northeastern Educational Research Association. Rocky Hill, CT.
- Jurich, D.P., Bradshaw, L. P., & DeMars, C.E. (2014, April). *Limited-information methods to assess overall fit of diagnostic classification models*. Paper presented at the National Council on Measurement in Education, Philadelphia, PA.
- DeMars, C.E., & Jurich, D.P. (2014, April). *Modeling DIF With the Rasch Model: Group Impact and Guessing*. Poster presented at the annual meeting of the National Council on Measurement in Education, Philadelphia, PA.
- Jurich, D .P., & DeMars, C. (2013, October). *Evaluating Limited-Information Goodness-of-fit Indices in Assessing Multidimensional Item Response Models*. Paper presented at the annual meeting of the Northeastern Educational Research Association annual meeting. Rocky Hill, CT.
- Jurich, D.P., & DeMars, C.E. (2013, April). *Confirmatory Factor Analysis with Dichotomous Data: Does Unmodeled Guessing Affect Fit and Parameter Recovery?* Poster presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA.
- Socha, A., & DeMars, C. (2012, October). *An investigation of sample size splitting on ATFIND and DIMTEST*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Willse, J. T., Fulcher, K. H., & DeMars, C. E. (2012, April). *Confirmatory Mixture Rasch Analysis for Understanding and Improvement of an Information Seeking Skills Test*. Paper presented at the annual meeting of the National Council on Measurement in Education, Vancouver, BC, Canada.
- Jurich, D. P., & DeMars, C. E. (2011, October). *Classification accuracy of IRT models at small sample sizes: Exploring the role of model selection*. Paper presented at the annual meeting of the Northeastern Educational Research Association, Rocky Hill, CT.
- Jurich, D., DeMars, C., & Goodman, J. (2011, April). *Investigating the impact of cheating on IRT equating under the non-equivalent anchor test design*. Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, LA.
- DeMars, C. E. (2010, May). *A comparison of limited-information and full-information methods in Mplus for estimating IRT parameters for non-normal populations*. Paper presented at the annual meeting of the National Council on Measurement in Education, Denver.
- DeMars, C. E., Wise, S. L., & Smith, L. F. (2009, April). *Individual score validity and student effort in higher education assessment*. Paper presented at the annual meeting of the National Council on Measurement in Education, San Diego, CA.
- Wise, S. L., & DeMars, C. E. (2008, June). *An investigation of rolling person fit in identifying examinees who abandon test effort*. Paper presented at the annual meeting of the Psychometric Society, Durham, NH.
- DeMars, C. E. (2008, March). *Scoring multiple choice items: A comparison of IRT and classical polytomous and dichotomous methods*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York.
- Wise, S. L., & DeMars, C. E. (2008, March). *The impact of examinee non-effort on the validity of assessment test data*. Paper presented at the annual meeting of the National Council on Measurement in Education, New York.

- DeMars, C. E., & Wise, S. L. (2007, April). *Can differential rapid-guessing behavior lead to differential item functioning?* Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- DeMars, C. E. (2005, August). *Scoring subscales using multidimensional item response theory models.* Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- DeMars, C. E., & Erwin, T. D. (2005, August). *Neutral or unsure: Is there a difference?.* Poster presented at the annual meeting of the American Psychological Association, Washington, DC.
- DeMars, C. E. (2005, April). *"Guessing" parameter estimates for multidimensional IRT models.* Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- Wise, S. L., & DeMars, C. E. (2005, April). *An application of item response time: The effort-moderated IRT model.* Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- DeMars, C. E. (2004, April). *Item parameter drift: The impact of the curricular area.* Paper presented at the annual meeting of the American Educational Research Association, San Diego.
- DeMars, C. E. (2004, April). *A comparison of the recovery of parameters using the nominal response and generalized partial credit models.* Poster presented at the annual meeting of the American Educational Research Association, San Diego.
- DeMars, C. (2003, April). *Missing data and IRT item parameter estimation.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- DeMars, C. (2003, April). *Recovery of graded response and partial credit parameters in MULTILOG and PARSCALE.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Haley, K. A., DeMars, C. E., & Pieper, S. L. (2003, April). *Automated essay scoring: A real-life validation study.* Paper presented at the annual meeting of the American Educational Research Association, Chicago.
- Wise, S. L., & DeMars, C.E. (2003, June). *Examinee motivation in low-stakes assessment: Problems and potential solutions.* Paper presented at the annual Assessment Conference of the American Association of Higher Education, Seattle.
- DeMars, C. (2002, June). *Equating multiple forms of a competency test: An item response theory approach.* Paper presented at the annual meeting of the Association for Institutional Research, Toronto.
- DeMars, C. (2002, June). *Modeling student outcomes in a general education course with hierarchical linear models (HLM).* Paper presented at the annual meeting of the Association for Institutional Research, Toronto.
- DeMars, C., & Erwin, T. D. (2001, June). *Applications of item response theory in higher education.* Paper presented at the Assessment Conference of the American Association for Higher Education, Denver.
- Wise, S. L., & DeMars, C. (2001, June). *Feedback from the front: Establishing computer-based tests at James Madison University.* Paper presented at the annual Assessment Conference of the American Association for Higher Education, Denver.
- DeMars, C. (1999, April). *Group differences based on IRT scores: Does the model matter?* Paper presented at the annual meeting of the American Educational Research Association, Montreal.
- DeMars, C. (1999, April). *Does the relationship between motivation and performance differ with ability?* Paper presented at the annual meeting of the National Council on Measurement in Education, Montreal.



Erwin, T. D., DeMars, C., Anderson, R. (1999, June). *Assessment of critical thinking: Empirical studies about ETS's tasks in critical thinking and the California Critical Thinking Skills Test*. Paper presented at the Assessment Conference of the American Association for Higher Education, Denver.

DeMars, C. (1998, April). *Item estimates under low-stakes conditions: How should omits be treated?* Poster session presented at the annual meeting of the American Educational Research Association, San Diego.

DeMars, C. (1997, March). *Physics or biology? Geometry or algebra? Gender and content interactions on a high school proficiency test*. Poster session presented at the annual meeting of the American Educational Research Association, Chicago.

### **Memberships**

National Council on Measurement in Education

### **Editorial Work**

Applied Psychological Measurement: Associate Editor, 2021-2022

Journal of Educational Measurement: Editorial Board

Applied Measurement in Education: Editorial Board