

# Generalizability Theory

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**ABSTRACT:** *Generalizability Theory (GT) provides a flexible, practical framework for examining the dependability of behavioral measurements. GT extends classical theory by (a) estimating the magnitude of multiple sources of measurement error, (b) modeling the use of a measurement for both norm-referenced and domain-referenced decisions, (c) providing reliability (generalizability) coefficients tailored to the proposed uses of the measurement, and (d) isolating major sources of error so that a cost-efficient measurement design can be built. Unfortunately, GT has not been readily accessible to psychological researchers, perhaps because its development and presentation have been largely technical. G theory's inaccessibility may explain why classical theory remains the preferred method for estimating reliability. The purpose of this article is to present GT and its wide applicability to a broad audience. Our intent is to demystify GT and provide a useful tool to psychological researchers and test developers.*

Generalizability theory (Cronbach, Gleser, Nanda, & Rajaratnam, 1972) provides a framework for examining the dependability of behavioral measurements. Generalizability theory (GT) extends classical reliability theory most notably by recognizing and estimating the magnitude of the multiple sources of measurement error. In this article, we describe GT for an audience of psychologists, not psychometricians. To this end, we develop the theory's central concepts concretely and simply, linking the new theory to the classical theory (CT). We then describe some recent advances and conclude with a concrete application.

## Motivation for Generalizability Theory

CT partitions observed-score variance into two parts: that which is thought to be systematic (called true-score variance) and that which is thought to be random (called error variance). The results of this partition are elegant and satisfying.

CT's usefulness, however, depends on the researcher's ability to estimate true-score and error variances from data. With practical application of CT, we find that error variance is not a monolithic construct; error arises from multiple sources. Consequently, error estimates and estimates of reliability (the ratio of true- to observed-score variance) vary according to the data-collection design.

Test-retest reliability counts day-to-day variation in performance as error, but not variation due to item sampling. An internal-consistency coefficient counts variation due to item sampling as error, but not day-to-day variation. Alternate-forms reliability counts both sources as error. CT, then, sits precariously on shifting definitions of true- and error-scores.

GT, in contrast, recognizes that there may be multiple definitions of true- and error-scores. Multiple sources of error define the universe of generalization, a fundamental notion in GT. A measurement taken on a person records a sample of behavior. A score

is only one of many scores that might serve the same purpose. The decision maker is almost never interested in the response given to the particular stimulus objects or questions, to the particular tester, at the particular moment of testing. Some, at least, of these conditions of measurement could be altered without making the score any less acceptable to the decision maker. (Cronbach et al., 1972, p. 15)

A score's usefulness, then, largely depends on the extent to which it allows us to generalize accurately to behavior in some wider set of situations, a *universe of generalization*.

That is to say, there is a universe of observations, any of which would have yielded a usable basis for the decision. The ideal datum on which to base the decision would be something like the person's mean score over all acceptable observations, which we shall call his "universe score." The investigator uses the observed score or some function of it as if it were the universe score. That is, he generalizes from sample to universe. (Cronbach et al., 1972, p. 15)

The concept of *reliability*, so fundamental to CT, is replaced by the broader and more flexible notion of *generalizability*. Instead of asking how accurately observed scores reflect their corresponding true scores, GT asks how accurately observed scores permit us to generalize about persons' behavior in a defined universe of situations. "*The question of 'reliability' thus resolves into a question of accuracy of generalization, or generalizability*" (Cronbach et al., 1972, p. 15).

## A Framework for Estimating Error and Generalizability

GT can be described and illustrated within the analysis of variance (ANOVA) framework. GT is to measurement

# Generalizability Theory

**Huisheng Tian, Zhichang Sun**



## **Generalizability Theory:**

*Generalizability Theory* Richard J. Shavelson, Noreen M. Webb, 1991-07-23 In this volume Shavelson and Webb offer an intuitive development of generalizability theory and cover a wide variety of topics such as generalizability studies with nested facets and with fixed facets measurement error and generalizability coefficients and decision studies with same and with different designs Detailed illustrations examples and exercises all serve to clearly describe the logic underlying major concepts in generalizability theory and assist readers in applying these methods when investigating the consistency of their own measurements

**Generalizability Theory** Robert L. Brennan, 2001-08-09 Generalizability theory offers an extensive conceptual framework and a powerful set of statistical procedures for characterizing and quantifying the fallibility of measurements Robert Brennan the author has written the most comprehensive and up to date treatment of generalizability theory The book provides a synthesis of those parts of the statistical literature that are directly applicable to generalizability theory The principal intended audience is measurement practitioners and graduate students in the behavioral and social sciences although a few examples and references are provided from other fields Readers will benefit from some familiarity with classical test theory and analysis of variance but the treatment of most topics does not presume specific background

**Generalizability Theory** Leslie J. Fyans, 1983 **Generalizability Theory** Robert L. Brennan, 2013-11-11 In 1972 a monograph by Cronbach Gleser Nanda and Rajaratnam was published entitled The Dependability of Behavioral Measurements That book incorporated systematized and extended their previous research into what came to be called generalizability theory which liberalizes classical test theory in part through the application of analysis of variance procedures that focus on variance components Generalizability theory is perhaps the most broadly defined measurement model currently in existence and the Cronbach et al 1972 treatment of the theory represents a major contribution to psychometrics However as Cronbach et al 1972 p 3 state their book is complexly organized and by no means simple to follow and of course it is nearly 30 years old In 1983 ACT Inc published my monograph entitled Elements of Generalizability Theory with a slightly revised version appearing in 1992 That treatment is considerably less comprehensive than Cronbach et al 1972 but still detailed enough to convey much of the richness of the theory and to facilitate its application However the 1983 1992 monograph is essentially two decades old it does not cover multivariate generalizability theory in depth and it does not incorporate recent developments in statistics that bear upon the estimation of variance components Also of course there have been numerous developments in generalizability theory in the last 20 years

Generalizability Theory Richard J. Shavelson, Noreen M. Webb, 1991-07-23 In this volume Shavelson and Webb offer an intuitive development of generalizability theory and cover a wide variety of topics such as generalizability studies with nested facets and with fixed facets measurement error and generalizability coefficients and decision studies with same and with different designs Detailed illustrations examples and exercises all serve to clearly describe the logic underlying major concepts in generalizability

theory and assist readers in applying these methods when investigating the consistency of their own measurements

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*Advances in Educational and Psychological Testing: Theory and Applications* Ronald K. Hambleton, Jac. N. Zaal, 2013-12-01 Over the last 20 years there have been a large number of technical advances and changes in the field of educational and psychological testing According to Anne Anastasi The decade of the 1980 s has been a period of unusual advances in psychological testing Technological progress theoretical sophistication and increasing professional responsibility are all evident in the fast moving events in this field A Anastasi Psychological Testing Sixth Edition New York Macmillan 1988 On the psychometric front advances in topics such as item response theory criterion referenced measurement generalizability theory analysis of covariance structures and validity generalization are reshaping the ways that ability and achievement tests are constructed and evaluated and that test scores are interpreted But Psychometric advances as substantial and important as they have been are only a fraction of the major changes in the field of testing Today for example the computer is radically changing the ways in which tests are constructed administered and scored Computers are being used to administer tests adaptively That is the sequence of questions an examinee is administered depends upon his or her performance on earlier administered items in the test Tests are adapted to the ability levels of the examinees who are being assessed One result is shorter tests with little or no loss in measurement precision Computers are also being used to store or bank test items Later items of interest can be selected and the computer is used to print copies of the test

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**Measurement Theory and Practice in Kinesiology** Terry M.

Wood, Weimo Zhu, 2006 Provides readers with an understanding of the basics of measurement techniques in physical activity by focusing on understanding the concept behind techniques Looking at measurement issues in the physical domain this book is useful for post graduate students researchers and professionals in sport and exercise science *The History of Educational Measurement* Brian E. Clauser, Michael B. Bunch, 2021-07-07 The History of Educational Measurement collects essays on the most important topics in educational testing measurement and psychometrics Authored by the field's top scholars this book offers unique historical viewpoints from origins to modern applications of formal testing programs and mental measurement theories Topics as varied as large scale testing validity item response theory federal involvement and notable assessment controversies complete a survey of the field's greatest challenges and most important achievements Graduate students researchers industry professionals and other stakeholders will find this volume relevant for years to come

Psychometric Methods Larry R. Price, 2016-12-12 Grounded in current knowledge and professional practice this book provides up to date coverage of psychometric theory methods and interpretation of results Essential topics include measurement and statistical concepts scaling models test design and development reliability validity factor analysis item response theory and generalizability theory Also addressed are norming and test equating topics not typically covered in traditional psychometrics texts Examples drawn from a dataset on intelligence testing are used throughout the book elucidating the assumptions underlying particular methods and providing SPSS or alternative syntax for conducting analyses The companion website presents datasets for all examples as well as PowerPoint slides of figures and key concepts Pedagogical features include equation boxes with explanations of statistical notation and end of chapter glossaries The Appendix offers extensions of the topical chapters with example source code from SAS SPSS IRTPRO BILOG MG PARSCALE TESTFACT and DIMTEST *Measurement in Nursing and Health Research* Elizabeth Lenz, 2016-07-18 Praise for the Previous Edition This is a valuable resource for readers seeking basic to advanced information on measurement It should be on the bookshelf of all researchers and a requirement for graduate nursing students Score 100 5 stars Doody's Medical Reviews this book is a wonderful shelf reference for nurse researcher mentors and investigators who may need to explore content or use content to design test select and evaluate instruments and methods used in measuring nurse concepts and outcomes Clinical Nurse Specialist Presents clearly the methodological principles for research planning in nursing with examples that facilitate the understanding of them Excellent 5 0 out of 5 stars Nursing Research This highly popular resource written in an easy to read style and format delivers everything nurses and other health researchers need to know about designing testing selecting and evaluating instruments and methods for measurement in nursing The Fifth Edition features the most current content strategies and procedures available with direct applicability to nurses and health researchers engaging in interprofessional research collaboration education and evidence based practice Five new chapters focus on challenges to using big data evaluation and measurement in interprofessional practice and education metrics and

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*Item Banking: Interactive Testing and Self-Assessment* Dieudonne A. Leclercq, James E. Bruno, 2012-12-06 Assessment has long been recognized as a key feature in learning efficacy especially through formative evaluation Item banking the storage and classification of test items is an essential part of systematic assessment This volume is based on a NATO Advanced Research Workshop held as part of the Special Programme on Advanced Educational Technology The workshop brought together scholars from around the world to discuss and critically analyze the issues and problems associated with Subjective Probability Measurement SPM or the more generic research area called self assessment Recent advances in computer technology expert systems interactive video disks and hypermedia along with the developing sophistication of self assessment scoring systems based on SPM made this conference particularly important and timely The book is divided into three main parts The input item banking and hypermedia The process subjective probabilities The output teaching and learning feedbacks In summary although SPM is a difficult theoretical concept for most educators to comprehend the sophisticated nature of modern computer systems coupled with comprehensive formative and summative evaluation and self assessment systems make SPM transparent to the user

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**Achievement Assessment** Huisheng Tian,Zhichang Sun,2018-06-07 This book consists of introduction to academic achievement assessment international comparison of academic achievement assessment and reference as well as theoretical system and practice strategy of academic achievement assessment The study indicates that the development trends of foreign academic achievement assessment are establishing a complete education quality monitoring system paying more attention to the function and value of independent education quality monitoring institution and intermediary organization the orientation based on the integrated development of students growing more apparent marching from evaluation of study to evaluation for study and placing educational equity in a prominent position This book is easy to understand and readable for professionals like teachers educational researchers and particularly those engaged in academic achievement

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