

Andrew Ho's list of publications including public links

By Topic (Chronological)

- 1) [Problems with Proficiency](#)
- 2) [Growth Models](#)
- 3) [Nonparametric/Ordinal Methods for Estimating Gaps, Trends, Means, and Variances](#)
- 4) [Validity and Validation](#)
- 5) [Massive Open Online Courses and Big Data](#)
- 6) [Applied Measurement](#)

[By Date \(Reverse Chronological\)](#)

1) Problems with Proficiency

Ho, A. D., & Haertel, E. H. (2007). *Apples to apples? The underlying assumptions of state-NAEP comparisons*. Washington, DC: Council of Chief State School Officers.

Public: http://scholar.harvard.edu/andrewho/files/ho_haertel_apples_to_apples.pdf

Ho, A. D., & Haertel, E. H. (2007). *(Over)-interpreting mappings of state performance standards onto the NAEP scale*. Washington, DC: Council of Chief State School Officers.

Public:

http://scholar.harvard.edu/files/andrewho/files/ho_haertel_overinterpreting_mappings.pdf

Ho, A. D. (2008). The problem with "proficiency": Limitations of statistics and policy under No Child Left Behind. *Educational Researcher*, 37, 351-360.

Public: <http://www->

leland.stanford.edu/~hakuta/Courses/Ed205X%20Website/Resources/Ho%20The%20Problem%20with%20Proficiency%20ER%20v37%20n6.pdf

Version of record: <http://dx.doi.org/10.3102/0013189X08323842>

Ho, A. D., Lewis, D. M., & Farris, J. L. M. (2009). The dependence of growth-model results on proficiency cut scores. *Educational Measurement: Issues and Practice*, 28(4), 15-26.

Public: <https://dash.harvard.edu/bitstream/handle/1/4453961/Ho%20-%20Dependence%20of%20Growth%20Model.pdf?sequence=1>

Version of record: <http://dx.doi.org/10.1111/j.1745-3992.2009.00159.x>

Yee, D. S., & Ho, A. D. (2015). Discreteness causes bias in percent-above-cutoff comparisons: A case study from educational testing. *American Statistician*, 69, 174-181.

Public:

https://dash.harvard.edu/bitstream/handle/1/27471534/Yee_Ho_DiscretenessCausesBias.pdf?sequence=1

Version of record: <http://dx.doi.org/10.1080/00031305.2015.1031828>

2) Growth Models

Ho, A. D., Lewis, D. M., & Farris, J. L. M. (2009). The dependence of growth-model results on proficiency cut scores. *Educational Measurement: Issues and Practice*, 28(4), 15-26.

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Castellano, K. E., & Ho, A. D. (2013). *A practitioner's guide to growth models*. Washington, DC: Council of Chief State School Officers.

Public: <http://www.ccsso.org/Documents/2013GrowthModels.pdf>

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http://www.ccsso.org/Resources/Publications/A_Practitioners_Guide_to_Growth_Models.html

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Version of record: <http://dx.doi.org/10.3102/1076998611435413>

Ho, A. D. (2014). Accuracy, transparency, and incentives: Contrasting criteria for evaluating growth models. In R. W. Lissitz and H. Jiao (Eds.), *Value added modeling and growth modeling with particular application to teacher and school effectiveness* (61-85). Charlotte, NC: Information Age Publishing.

Public:

https://dash.harvard.edu/bitstream/handle/1/27471536/Ho_AccuracyTransparencyIncentives.pdf?sequence=1

Version of record: <https://www.amazon.com/Modeling-Particular-Application-Teacher-Effectiveness/dp/1623967740>

Castellano, K. E., & Ho, A. D. (2015). Practical differences among aggregate-level conditional status metrics: From median student growth percentiles to value-added models. *Journal of Educational and Behavioral Statistics*, 40, 35-68.

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Version of record: <http://dx.doi.org/10.3102/1076998614548485>

Ho, A. D. (2016). Castles in the clouds: The irrelevance of vertical scales for most practical concerns. *Measurement: Interdisciplinary Research and Perspectives*, 14, 34-38.

Public:

https://dash.harvard.edu/bitstream/handle/1/27471530/Ho_CastlesInTheClouds.pdf?seq

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Version of record: <http://dx.doi.org/10.1080/15366367.2016.1139983>

Reardon, S. F., Shear, B. R., Castellano, K. E., & Ho, A. D. (2017). Using heteroskedastic ordered probit models to recover moments of continuous test score distributions from coarsened data. *Journal of Educational and Behavioral Statistics*, 42, 3-45.

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<http://jeb.sagepub.com/cgi/reprint/34/2/201?ijkey=4Z8kWbkYvz.ol&keytype=ref&siteid=spjeb>

Version of record: <http://dx.doi.org/10.3102/1076998609332755>

Furgol, K. E., Ho, A. D., & Zimmerman, D. L. (2010). Estimating trends from censored assessment data under No Child Left Behind. *Educational and Psychological Measurement*, 70(5), 760-776.

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Version of record: <http://dx.doi.org/10.3102/1076998611411918>

Reardon, S. F., & Ho, A. D. (2015). Practical issues in estimating achievement gaps from coarsened data. *Journal of Educational and Behavioral Statistics*, 40, 258-189.

Public: <http://cepa.stanford.edu/sites/default/files/reardon%20ho%20practical%20gap%20estimation%20dec2014.pdf>

Version of record: <http://dx.doi.org/10.3102/1076998615570944>

4) Validity and Validation

Ho, A. D. (2013). The epidemiology of modern test score use: Anticipating aggregation, adjustment, and equating. *Measurement: Interdisciplinary Research and Perspectives*, 11, 64-67.

Public:

https://dash.harvard.edu/bitstream/handle/1/27471531/Ho_EpidemiologyOfModernTestScoreUse.pdf?sequence=1

Version of record: <http://dx.doi.org/10.1080/15366367.2013.788344>

Ho, A. D. (2014). Variety and drift in the functions and purposes of assessment in K-12 education.

Teachers College Record, 116(11), 1-18.

Public:

https://dash.harvard.edu/bitstream/handle/1/27471535/Ho_VarietyAndDrift.pdf?sequence=1

Version of record: <https://www.tcrecord.org/library/abstract.asp?contentid=17648>

Haertel, E. H., & Ho, A. D. (2016). Fairness using derived scores. In N. Dorans and L. Cook (Eds.), *Fairness in educational assessment and measurement* (217-237). New York, NY: Routledge.

Public (unavailable):

Version of record: <https://www.amazon.com/Fairness-Educational-Assessment-Measurement-Applications/dp/1138026190>

Ho, A. D. (2016). The new (educational) statistics: Properties of scales that matter. *Journal of Educational and Behavioral Statistics*, 41, 94-99.

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Version of record: <http://dx.doi.org/10.3102/1076998615621302>

5) Massive Open Online Courses and Big Data

Breslow, L., Pritchard, D. E., DeBoer, J., Stump, G. S., Ho, A. D., & Seaton, D. T. (2013). Studying learning in the worldwide classroom: Research into edX's first MOOC. *Research and Practice in Assessment*, 8, 13-25.

Public (version of record): <http://www.rpajournal.com/dev/wp-content/uploads/2013/05/SF2.pdf>

Ho, A. D., Reich, J., Nesterko, S., Seaton, D., Mullaney, T., Waldo, J., & Chuang, I. (2014). HarvardX and MITx: The First Year of Open Online Courses. (HarvardX and MITx Working Paper No. 1).

Public (version of record): https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2381263

Seaton, D. T., Nesterko, S., Mullaney, T., Reich, J., & Ho, A. D. (2014). Characterizing video use in the catalogue of MITx MOOCs. *eLearning Papers*, 37, 33-41.

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DeBoer, J., Ho, A. D., Stump, G. S., & Breslow, L. (2014). Changing "course": Reconceptualizing educational variables for Massive Open Online Courses. *Educational Researcher*, 43, 74-84.

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Ho, A. D., Chuang, I., Reich, J., Coleman, C., Whitehill, J., Northcutt, C., Williams, J. J., Hansen, J., Lopez, G., & Petersen, R. (2015). *HarvardX and MITx: Two years of open online courses* (HarvardX Working Paper No. 10).

Public: <http://dspace.mit.edu/bitstream/handle/1721.1/96825/SSRN-id2586847.pdf>

Version of record: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2586847

Dede, C., Ho, A. D., & Mitros, P. (2016). Big data analysis in higher education: Promises and pitfalls. *Educause Review*, 51(5), 23-34.

Public (version of record): <http://er.educause.edu/~media/files/articles/2016/8/erm1652.pdf>

Northcutt, C. G., Ho, A. D., & Chuang, I. L. (2016). Detecting and preventing “multiple-account” cheating in Massive Open Online Courses. *Computers and Education*, 100, 71-80.

Public: <http://arxiv.org/abs/1508.05699v3>

Version of record: <http://dx.doi.org/10.1016/j.compedu.2016.04.008>

Chuang, I., & Ho, A. D. (2016). *HarvardX and MITx: Four years of open online courses*.

Public (version of record): https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2889436

Ho, A. D. (2017). *Advancing educational research and student privacy in the “Big Data” era*. Washington, DC: National Academy of Education.

Public (version of record): <https://naeducation.org/wp-content/uploads/2017/05/Ho-FINAL.pdf>

6) Applied Measurement

Ho, A. D., & Kane, T. J. (2013). *The reliability of classroom observations by school personnel*. Bill & Melinda Gates Foundation, Seattle, WA.

Public (version of record):

http://k12education.gatesfoundation.org/download/?Num=2520&filename=MET_Reliability-of-Classroom-Observations_Research-Paper.pdf

Ho, A. D., & Yu, C. C. (2015). Descriptive statistics for modern test score distributions: Skewness, kurtosis, discreteness, and ceiling effects. *Educational and Psychological Measurement*, 75, 365-388.

Public:

https://dash.harvard.edu/bitstream/handle/1/27471533/Ho_Yu_DescriptiveStatisticsForModernScore%20Distributions.pdf?sequence=1

Version of record: <http://dx.doi.org/10.1177/0013164414548576>

Miller, K., Schell, J., Ho, A. D., Lukoff, B., & Mazur, E. (2015). Response switching and self-efficacy in Peer Instruction classrooms. *Physical Review Special Topics – Physics Education Research*, 11, 010104.

Public (version of record): <http://dx.doi.org/10.1103/PhysRevSTPER.11.010104>

By Date (Reverse Chronological)

- Reardon, S. F., Shear, B. R., Castellano, K. E., & Ho, A. D. (2017). Using heteroskedastic ordered probit models to recover moments of continuous test score distributions from coarsened data. *Journal of Educational and Behavioral Statistics*, 42, 3-45.
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- Chuang, I., & Ho, A. D. (2016). HarvardX and MITx: Four years of open online courses.
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- Ho, A. D. (2016). Castles in the clouds: The irrelevance of vertical scales for most practical concerns. *Measurement: Interdisciplinary Research and Perspectives*, 14, 34-38.
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