نویسندگان:
Maabreh Ghaleb - *Peoples Friendship University of Russia,Moscow, Russia*

Osama Suleiman - *English Department, AlNoor University College, Nineveh, Iraq*

Aisha Mohammed - *College of Pharmacy / Al-Farahidi University, Baghdad , Iraq*

Zaid Hilal Abed Alqiraishi - *College of Education/ The Islamic University in Najaf, Iraq*

Hamid khalaf Mutar - *English Language and Literature Department, Al-Mustaqbal University College, Babylon, Iraq*

Yusra Mohammed Ali - *Department of Medical Laboratory Technics, Al-Zahrawi University College, Karbala, Iraq*

Firas Hadi - *English Department / Mazaya university college Iraq*

Akram Ali Anber - *Al-Esraa University College, Baghdad, Iraq*

John Emaimo - *Rector, Federal School of Dental Technology & Therapy, Enugu, Nigeria*

Liudmila Georgievna Karandeeva Karandeeva - *Peoples&#۰۳۹; Friendship University of Russia, Moscow, Russia*

خلاصه مقاله:
Measurement invariance (MI) refers to the degree to which a measurement instrument or scale produces consistent results across different groups or populations. It basically shows whether the same construct is measured in the same way across different groups, such as different cultures, genders, or age groups. If MI is established, it means that scores on the test can be compared meaningfully across different groups. To establish MI mostly confirmatory factor analysis methods are used. In this study, we aim to examine MI using the Rasch model. The responses of ۲۱۱ EFL learners to the listening section of the IETLS were examined for MI across gender and randomly selected subsamples. The item difficulty measures were compared graphically using the Rasch model. Findings showed that except for a few items, the IELTS listening items exhibit MI. Therefore, score comparisons across gender and other unknown subgroups are valid with the IELTS listening scores.

کلمات کلیدی:
Differential Item Functioning, IELTS, Measurement Invariance, Rasch model

لینک ثابت مقاله در پایگاه سیویلیکا: