

引用・参考文献

- Anastasi, A. (1950). The concept of validity in the interpretation of test scores. *Educational and Psychological Measurement, 10*, 67-78.
- Angoff, W. H. (1988). Validity : An evolving concept. In H. Wainer & H. I. Braun (Eds.), *Test validity*. Hillsdale, NJ: Lawrence Erlbaum Associates. Pp. 19-32.
- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- Blanton, H., & Jaccard, J. (2006). Arbitrary metrics in psychology. *American Psychologist, 61*, 27-41.
- Bollen, K. & Lennox, R. (1991). Conventional wisdom on measurement: A structural equation perspective. *Psychological Bulletin, 110*, 305-314.
- Borsboom, D., Mellenbergh, G. J., & Van Heerden, J. (2004). The concept of validity. *Psychological Review, 111*, 1061-1071.
- Browne, M. W. (1989). Relationships between an additive model and a multiplicative model for multitrait-multimethod matrices. In R. Coppi & S. Bolasco (Eds.), *Multivariate data analysis*. Elsevier Science, North-Holland. Pp. 507-520.
- Burisch, M. (1997). Test length and validity revisited. *European Journal of Personality, 11*, 303-315.
- Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin, 56*, 81-105.
- Cronbach, L. J. (1989). Construct validation after thirty years. In R. L. Linn (Ed.), *Intelligence: Measurement theory and public policy*. Urbana: University of Illinois Press. Pp. 147-171.
- Cronbach, L. J., & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological Bulletin, 52*, 281-302.
- Drolet, A., & Morrison, D. (2001). Do we really need multiple-item measures in service research? *Journal of Service Research, 3*, 196-204.
- Embretson (Whitely), S. (1983). Construct validity: Construct representation versus nomothetic span. *Psychological Bulletin, 93*, 179-197.
- 南風原朝和・市川伸一・下山晴彦（編）（2001）. 心理学研究法入門 東京大学出版会
- 平井洋子（2006）. 測定の妥当性からみた尺度構成 - 得点の解釈を保証できますか - 吉田寿夫（編） 心理学研究法の新しいかたち 誠信書房 Pp. 21-49.
- Hudson, T. (1983). Correspondences and numerical differences between disjoint sets. *Child Development, 54*, 84-90.
- Jarvis, C. B., Mackenzie, S. B., & Podsakoff, P. M. (2003). A critical review of construct indicators and measurement model misspecification in marketing and consumer research. *Journal of Consumer Research, 30*, 199-218.
- Kane, M. T. (1992). An argument-based approach to validity. *Psychological Bulletin, 112*, 527-535.
- Kelley, T. L. (1927). *Interpretation of educational measurements*. New York: Macmillan.
- Knowles, E. S. (1988). Item context effects on personality scales: Measuring changes the measure. *Journal of Personality and Social Psychology, 55*, 312-320.

- Knowles, E. S., Coker, M. C., Scott, R. A., Cook, D. A., & Neville, J. W. (1996). Measurement-induced improvement in anxiety: Mean shifts with repeated assessment. *Journal of Personality and Social Psychology, 71*, 352-363.
- Landy, F. J. (1986). Stamp collecting versus science. *American Psychologist, 41*, 1183-1192.
- Linn, R. L., Baker, E. L., & Dunber, S. B. (1991). Complex, performance-based assessment: Expectations and validation criteria. *Educational Researcher, 20*(8), 15-21.
- McGrath, R. E. (2005). Conceptual complexity and construct validity. *Journal of Personality Assessment, 85*, 112-124.
- Mehrens, W. A., & Kaminski, J. (1989). Methods for improving standardized test scores: Fruitfull, fruitless, or fraudulent? *Educational Measurement: Issues and Practice, 8*, 14-22.
- Messick, S. (1989). Validity. In R. L. Linn (Ed.), *Educational measurement*(3rd Ed).Washington, DC: American Council on Education & Macmillan. Pp. 13-104. (池田央・柳井晴夫・藤田恵璽・繁榘算男(監訳)(1992). 教育測定学(上巻) みくに出版 Pp. 19-145.)
- Messick, S. (1995). Validity of psychological assessment. *American Psychologist, 50*, 741-749.
- Moss, P. A. (1992). Shifting conceptions of validity in educational measurement: Implications for performance assessment. *Review of Educational Research, 62*, 229-258.
- 村上隆 (2003). 測定の妥当性 日本教育心理学会(編)教育心理学ハンドブック 有斐閣 Pp.159-169.
- 村上宣寛 (2006). 心理尺度のつくり方 北大路書房
- 村山航 (2004). テスト形式の違いによる学習方略と有効性の認知の変容 心理学研究, 75, 262-268.
- 村山航 (2005). テスト形式の予期による方略変容メカニズムの検討 教育心理学研究, 53, 172-184.
- 村山航 (2006). テストへの適応 教育実践上の問題点と解決のための視点 教育心理学研究, 54, 265-279.
- 村山航・市川伸一 (2006). COMPASSにおける“工夫速算問題”の妥当性の検討 日本教育心理学会第48回総会 発表論文集
- Nisbett, R. E., & Wilson, T. D. (1977). Telling more than we can know: Verbal reports on mental processes. *Psychological Review, 84*, 231-259.
- Powers, D. E. (1985). Effects of test preparation on the validity of a graduate admissions test. *Applied Psychological Measurement, 9*, 179-190.
- Rulon, P. J. (1946). On the validity of educational tests. *Harvard Educational Review, 16*, 290-296.
- Russell, J. A., & Carroll, J. M. (1999). On the bipolarity of positive and negative affect. *Psychological Bulletin, 125*, 3-30.
- Smith, G. T. (2005). On construct validity: Issues of method and measurement. *Psychological Assessment, 17*, 396-408.
- Sudman, S., Bradburn, N.M., & Schwartz, N. (1996). *Thinking about answers: The application of cognitive processes to survey methodology*. San Francisco: Jossey-Bass.
- Trochim, W., (1985). Pattern matching, validity, and conceptualization in program evaluation. *Evaluation Review, 9*, 575-604.
- Westen, D., & Rosenthal, R. (2003). Quantifying construct validity: Two simple measures. *Journal of Personality and Social Psychology, 84*, 608-618.
- 吉田寿夫 (2002). 研究法に関する基本姿勢を問う: 本来の姿ないし基本に戻ろう 下山晴彦・子安増生(編) 心理学の新しいかたち誠信書房 Pp. 73-131.