

Journal articles (international and peer-reviewed)

1. Buerger, S., Kroehne, U., & Goldhammer, F. (2016). The Transition to Computer-Based Testing in Large-Scale Assessments: Investigating (Partial) Measurement Invariance between Modes. *Psychological Test and Assessment Modeling*, 58, 587-606.
2. Christoph, G., Goldhammer, F., Zylka, J., & Hartig, J. (2015). Adolescents' computer performance: The role of self-concept and motivational aspects. *Computers & Education*, 81, 1-12.
3. Dirk, J., Kratzsch, G. K., Prindle, J. P., Kröhne, U., Goldhammer, F., & Schmiedek, F. (2017). Paper-based Assessment of the Effects of Aging on Response Time: A Diffusion Model Analysis. *Journal of Intelligence*, 5, 1-16.
4. Engelhardt, L., Goldhammer, F., Naumann, J., & Frey, A. (in press). Experimental validation strategies for heterogeneous computer-based assessment items. *Computers in Human Behavior*.
5. Goldhammer, F. (2015). Measuring Ability, Speed, or Both? – Challenges, Psychometric Solutions and What Can be Gained From Experimental Control. *Measurement: Interdisciplinary Research and Perspectives*, 13, 133-164.
6. Goldhammer, F., & Klein Entink, R.H. (2011). Speed of reasoning and its relation to reasoning ability. *Intelligence*, 39, 108-119.
7. Goldhammer, F., & Kroehne, U. (2014). Controlling Individuals' Time Spent on Task in Speeded Performance Measures: Experimental Time Limits, Posterior Time Limits, and Response Time Modeling. *Applied Psychological Measurement*, 38, 255–267.
8. Goldhammer, F., Moosbrugger, H. & Krawietz, S. (2009). FACT-2 - The Frankfurt Adaptive Concentration Test. Convergent validity with self-reported cognitive failures. *European Journal of Psychological Assessment*, 25, 73-82.
9. Goldhammer, F., Moosbrugger, H. & Schweizer, K. (2007). On the separability of cognitive abilities related to Posner's attention components and their contributions to conceptually distinct attention abilities related to working memory, action theory, and psychometric assessment. *European Psychologist*, 12, 103-118.
10. Goldhammer, F., Naumann, J., & Greiff, S. (2015). More is not always better: The relation between item response and item response time in Raven's matrices. *Journal of Intelligence*, 3, 21-40.
11. Goldhammer, F., Naumann, J. & Keßel, Y. (2013). Assessing Individual differences in Basic Computer Skills: Psychometric characteristics of an interactive performance measure. *European Journal of Psychological Assessment*, 29, 263-275.
12. Goldhammer, F., Naumann, J., Stelter, A., Tóth, K., Rölke, H., & Klieme, E. (2014). The Time on Task Effect in Reading and Problem Solving Is Moderated by Task Difficulty and Skill: Insights From a Computer-Based Large-Scale Assessment. *Journal of Educational Psychology*, 106, 608-626.

13. Goldhammer, F., Rauch, W., Schweizer, K. & Moosbrugger, H. (2010). Differential effects of intelligence, perceptual speed and age on growth in attentional speed and accuracy. *Intelligence*, 38, 83-92.
14. Goldhammer, F., Steinwascher, M. A., Kroehne, U., & Naumann, J. (2017). Modeling individual response time effects between and within experimental speed conditions - A GLMM approach for speeded tests. *British Journal of Mathematical and Statistical Psychology*, 70, 238-256.
15. Greiff, S., Holt, D. V., Wüstenberg, S., Goldhammer, F., & Funke, J. (2013). Computer-based assessment of Complex Problem Solving: Concept, implementation, and application. *Educational Technology and Research Development*, 61, 407-421.
16. Hahnel, C., Goldhammer, F., Naumann, J., & Kröhne, U. (2016). Effects of linear reading, basic computer skills, evaluating online information, and navigation on reading digital text. *Computers in Human Behavior*, 55, 486-500.
17. Höhler, J., Hartig, J., & Goldhammer, F. (2010). Modeling the multidimensional structure of students' foreign language competence within and between classrooms. *Psychological Test and Assessment Modeling*, 52, 323-340.
18. Ihme, J. M., Senkbeil, M., Goldhammer, F., & Gerick, J. (in press). Assessment of Computer and Information Literacy in ICILS 2013: Do different item types measure the same construct. *European Educational Research Journal*.
19. Kroehne, U., Goldhammer, F., & Partchev, I. (2014). Constrained Multidimensional Adaptive Testing without Intermixing Items from Different Dimensions. *Psychological Test and Assessment Modeling*, 56, 336-355.
20. Moosbrugger, H., Goldhammer, F. & Schweizer, K. (2006). Latent factors underlying individual differences in attention measures: Perceptual and executive attention. *European Journal of Psychological Assessment*, 22, 177-188.
21. Naumann, J., & Goldhammer, F. (2017). Time-on-task effects in digital reading are non-linear and moderated by persons' skills and tasks' demands. *Learning and Individual Differences*, 53, 1-16.
22. Ren, X., Goldhammer, F., Moosbrugger, H. & Schweizer, K. (2012). How does attention relate to the ability-specific and position-specific components of reasoning measured by APM? *Learning and Individual Differences*, 22, 1-7.
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24. Schweizer, K., Moosbrugger, H. & Goldhammer, F. (2005). The structure of the relationship between attention and intelligence. *Intelligence*, 33, 589-611.
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27. Zehner, F., Sälzer, C., & Goldhammer, F. (2016). Automatic Coding of Short Text Responses via Clustering in Educational Assessment. *Educational and Psychological Measurement*, 76, 280–303. doi:10.1177/0013164415590022
28. Zylka, J., Christoph, G., Kroehne, U., Hartig, J., & Goldhammer, F. (2015). Moving beyond cognitive elements of ICT literacy: First evidence on the structure of ICT engagement. *Computers in Human Behavior*, 53, 149–160.

Journal articles (national and peer-reviewed)

1. Goldhammer, F., Kröhne, U., Keßel, Y., Senkbeil, M., & Ihme, J.M. (2014). Diagnostik von ICT-Literacy: Multiple-Choice- vs. simulationsbasierte Aufgaben [Assessment of ICT literacy: Multiple-choice vs. simulation-based tasks]. *Diagnostica*, 60, 10-21.
2. Hahnel, C., Goldhammer, F., Kröhne, U., Schiepe-Tiska, A., Lüdtke, O., & Nagy, G. (2017). Der Einfluss kognitiver Basisfertigkeiten auf die Änderung der in PISA gemessenen Lesekompetenz [The impact of cognitive basic skills on the development of reading comprehension measured in PISA]. *Zeitschrift für Erziehungswissenschaften*.
3. Moczek, N., Rambow, R., & Goldhammer F. (2003). Die Grüne Mitte – Partizipative Planung eines Landschaftsschutzgebietes in der Zwischenstadt [The green center – Participative planning of a protected landscape in the in-between city]. *Umweltpsychologie*, 7, 38-53.
4. Nagy, G., Retelsdorf, J., Goldhammer, F., Schiepe-Tiska, A., & Lüdtke, O. (2017). Veränderungen der Lesekompetenz von der 9. zur 10. Klasse: Differenzielle Entwicklungen in Abhängigkeit der Schulform, des Geschlechts und des soziodemografischen Hintergrunds [Changes in reading skills from 9th to 10th grade: differential trajectories depending on school type, gender and socio-demographic background]? *Zeitschrift für Erziehungswissenschaften*.
5. Naumann, J., Goldhammer, F., Rölke, H., & Stelter, A. (2014). Erfolgreiches Problemlösen in technologiereichen Umgebungen: Wechselwirkungen zwischen Interaktionsschritten und Aufgabenkomplexität [Successful problem solving in technology-rich environments: Interactions between the number of actions and task complexity]. *Zeitschrift für Pädagogische Psychologie*, 28, 193–203.
6. Robitzsch, A., Lüdtke, O., Köller, O., Kröhne, U., Goldhammer, F., & Heine, J.H. (2016). Herausforderungen bei der Schätzung von Trends in Schulleistungsstudien [Challenges in Estimations of Trends in Large-Scale Assessments: A Calibration of the German PISA Data]. *Diagnostica*. DOI: 10.1026/0012-1924/a000177

Proceedings (peer reviewed)

1. Zehner, F., Goldhammer, F., & Sälzer, C. (2015). Using and improving coding guides for and by automatic coding of PISA short text responses. In *Proceedings of the IEEE ICDM Workshop on Data Mining for Educational Assessment and Feedback (ASSESS 2015)*, Atlantic City. Retrieved from <http://www.aspiringminds.com/assess/2015/papers/PID3896317.pdf>

Book chapters

1. Bos, W., Eickelmann, B., Gerick, J., Goldhammer, F., Schwippert, K., Schaumburg, H. & Senkbeil, M. (2014). ICILS 2013 – Eine internationale vergleichende Schulleistungsstudie der IEA [ICILS 2013 – An international educational comparison study of the IEA]. In W. Bos, B. Eickelmann, J. Gerick, F. Goldhammer, H. Schaumburg, K. Schwippert, M. Senkbeil, R. Schulz-Zander & H. Wendt (Hrsg.), *ICILS 2013. Computer- und informationsbezogene Kompetenzen von Schülerinnen und Schülern in der 8. Jahrgangsstufe im internationalen Vergleich* (S. 33-41). Münster: Waxmann.
2. Boubekki, A., Kröhne, U., Goldhammer, F., Schreiber, W., & Brefeld, U. (2016). Data-Driven Analyses of Electronic Text Books. In S. Michaelis, N. Piatkowski, & M. Stolpe (Eds.), *Solving Large Scale Learning Tasks. Challenges and Algorithms: Essays Dedicated to Katharina Morik on the Occasion of Her 60th Birthday* (pp. 362-376). Cham: Springer International Publishing.
3. Goldhammer, F. (2005). FAKT-II. Frankfurter Adaptiver Konzentrationsleistungs-Test. Grundlegend neu bearbeitete und neu normierte 2. Auflage des FAKT von Moosbrugger und Heyden (1997) [FACT-2. Frankfurt Adaptive Concentration-Performance Test. Second, completely revised and renormed edition of the FAKT by Moosbrugger and Heyden (1997)]. In W. Sarges & H. Wottawa (Hrsg.), *Handbuch wirtschaftspsychologischer Testverfahren* (2., überarb. u. erw. Aufl.). Lengerich: Pabst.
4. Goldhammer, F., Gniewosz, G., & Zylka, J. (2016). ICT Engagement in learning environments. In S. Kuger, E. Klieme, N. Jude, & D. Kaplan (Eds.), *Assessing contexts of learning: An international perspective* (pp. 331-351). Dordrecht: Springer International Publishing.
5. Goldhammer, F. & Hartig, J. (2012). Interpretation von Testresultaten und Testeichung [Interpretation of test results and test norming]. In H. Moosbrugger & A. Kelava (Hrsg.), *Testtheorie und Fragebogenkonstruktion* (2. aktualisierte und überarbeitete Auflage) (S. 165-192). Berlin, Heidelberg: Springer.
6. Goldhammer, F., & Moosbrugger, H. (2006). Aufmerksamkeit [Attention]. In K. Schweizer (Hrsg.), *Leistung und Leistungsdiagnostik* (S. 16-33). Heidelberg: Springer.
7. Goldhammer, F., Naumann, J., Rölke, H., Stelter, A., & Tóth, K. (2017). Relating product data to process data from computer-based competency assessment. In D. Leutner, J. Fleischer, J. Grünkorn & E. Klieme (Eds.), *Competence Assessment in Education: Research, Models and Instruments* (pp. 407-425). Heidelberg: Springer. DOI 10.1007/978-3-319-50030-0_24
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11. Niepel, Ch., Rudolph, J., Goldhammer, F., & Greiff, S. (2016). Die Rolle transversaler Kompetenzen für schulisches Lernen: Das Beispiel des komplexen Problemlösens. In BMBF (Hrsg.). *Forschung in Anknüpfung an Large-Scale Assessments* (S. 48-62). Bonn, Berlin: BMBF.
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15. Upsing, B., Goldhammer, F., Schnitzler, M., Baumann, R., Johannes, R., Barkow, I., Rölke, H., Jars, I., Latour, T., Plichart P., Jadoul, R., Henry, C., & Wagner, M. (2013). Chapter 5: Development of the Cognitive Items. In Organisation for Economic Co-Operation and Development (OECD): *Technical Report of the Survey of Adult Skills (PIAAC)* (p. 148-156). Paris: OECD.
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18. Wenzel, S.F.C., Engelhardt, L., Hartig, K., Kuchta, K., Frey, A., Goldhammer, F., Naumann, J., & Horz, H. (2016). Computergestützte, adaptive und verhaltensnahe Erfassung Informations- und Kommunikationstechnologie-bezogener Fertigkeiten (ICT-Skills) (CavE-ICT). In BMBF (Hrsg.). *Forschung in Anknüpfung an Large-Scale Assessments* (S. 161-180). Bonn, Berlin: BMBF.

Monographs

1. Bos, W., Eickelmann, B., Gerick, J., Goldhammer, F., Schaumburg, H., Schwippert, K., Senkbeil, M., Schulz-Zander, R. & Wendt, H. (Hrsg.) (2014). *ICILS 2013. Computer- und informationsbezogene Kompetenzen von Schülerinnen und Schülern in der 8. Jahrgangsstufe im internationalen Vergleich*. Münster: Waxmann.
2. Goldhammer, F., Martens, Th., Christoph, G., & Lüdtke O. (2016). *Test-taking engagement in PIAAC*. OECD Education Working Papers, No. 133. Paris: OECD Publishing.
<http://dx.doi.org/10.1787/5jlzfl6fhxs2-en>
3. Moosbrugger, H. & Goldhammer, F. (2007). *FAKT-II. Frankfurter Adaptiver Konzentrationsleistungs-Test II. Manual. Grundlegend neu bearbeitete und neu normierte 2. Auflage des FAKT von Moosbrugger und Heyden (1997)* [FACT-2. Frankfurt Adaptive Concentration-Performance Test. Second, completely revised and renormed edition of the FAKT by Moosbrugger and Heyden (1997)]. Bern: Huber.
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Tests

1. Moosbrugger, H. & Goldhammer, F. (2001). *Computerprogramm zur computergestützten Testauswertung des Frankfurter Aufmerksamkeits-Inventar FAIR* [Software for the computer-based scoring of the Frankfurt Attention Inventory FAIR]. Göttingen: Apparatzentrum.
2. Moosbrugger, H. & Goldhammer, F. (2005). *Computerprogramm zur computergestützten Testauswertung des Frankfurter Aufmerksamkeits-Inventar FAIR. Aktualisierte Fassung von 2005* [Software for the computer-based scoring of the Frankfurt Attention Inventory FAIR. Revised version from 2005]. Göttingen: Hogrefe.
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4. Moosbrugger, H. & Goldhammer, F. (in press). *FACT-2. Frankfurt Adaptive Concentration Test*. Bern: Huber.