

Causes and effects in Dichotomous Comparative Judgments: an information-theoretical system of plausible mechanism

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Abstract

(to do)

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1. Introduction

Over the past decade, numerous studies have documented the effectiveness of the *comparative judgment* (CJ) method (Thurstone, 1927; Pollitt, 2012a) for assessing competencies and traits. These studies have examined the method's strengths from two main perspectives: its capacity to produce reliable and valid trait scores, and its practical applicability. In terms of reliability and validity, research indicates that CJ generates precise and consistent scores that accurately represent the traits being measured. Key contributions in this area include those by Bramley (2008), Pollitt (2012b), Whitehouse (2012), Lesterhuis (2018), van Daal et al. (2019), Bramley and Vitello (2019), Verhavert et al. (2019), Cromptvoets et al. (2022), and Bouwer et al. (2023). Regarding practical applicability, several studies have demonstrated the method's versatility in both educational and non-educational settings, offering an efficient and effective alternative for measurement and evaluation. Notable examples include the works of Jones (2015), Bartholomew et al. (2018), Jones et al. (2019), Marshall et al. (2020), Bartholomew and Williams (2020), and Boonen et al. (2020).

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2. Theory

2.1. A scientific model for the CJ

2.2. From theory to statistical model

3. Discussion

3.1. Findings

3.2. Limitations and further research

4. Conclusion

Declarations

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5. Appendix

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