

INDICE

Preface	xxi
Section One	
Overview of psychological testing	3
1 Categorizing psychological tests	
What are psychological tests?	4
Similarities among psychological tests	
Differences among psychological tests	5
The defining characteristics of psychological tests	7
Assumptions of psychological tests	9
Test classification methods	
Maximal performance, behavior observation or self-report	10
Standardized or nonstandardized	11
Objective or projective	12
Dimension measured	13
Subject tests	14
Psychological assessment, psychological tests, measurement, and surveys	
Psychological assessment and psychological tests Psychological tests and measurements	15
Psychological tests and surveys	16
Locating information about tests	
Summary	17
Key concepts	
Learning activities	21
2 Learning about psychological tests?	23
Why is psychological testing important?	
Individual and institutional decisions	24
Comparative and absolute decisions	
Who uses psychological tests and for what reason?	25
Educational settings	
Clinical settings	
Organizational settings	27
The history of psychological testing	
Intelligence tests	
Personality tests	28
Vocational tests	
The social and legal implications of psychological testing	31
Intelligence tests	32
Aptitude and integrity tests	35
Summary	
Key concepts	
Learning activities	38
3 Using tests ethically and properly	40
Ethical standards for psychological testing	
What are ethics?	42
The history of ethical standards	43
Privacy, Anonymity, and informed consents	45

Appropriate use of psychological tests	
Responsibilities of the test publisher	47
Responsibilities of the test user	54
Summary	57
Key concepts	
Learning activities	58
4 Testing with computers and testing special populations	59
Computerized testing	60
Test development	61
Test administration	
Test scoring and interpretation	
Advantages of computerized testing	64
Disadvantages of computerized testing	65
Ethical and proper use of computer-based tests	67
Testing who are physically and mentally challenged	68
Testing college students who have learning disabilities	70
Summary	
Key concepts	
Learning activities	73
Section two	
Psychometric principles	77
5 Interpreting test scores	
Levels of measurement	78
Nominal scales	79
Ordinal scales	80
Equal-Interval scales	
Ratio scales	81
Procedures for interpreting test scores	82
Frequency distributions	83
The normal curve	84
Descriptive statistics	88
Standard scores	95
The role of norms	
Types of norms	98
The capital use of norms	100
Summary	102
Key concepts	
Learning activities	103
6 Estimating consistency and accuracy	107
What is reliability?	108
Four types reliability	109
Tests-retest reliability	110
Alternate forms	111
Internal consistency	112
Scorer reliability	115
Estimating reliability for speed tests	117
True scores and error	
Random error	118
Systematic error	119

The reliability coefficient	
Adjusting split-half reliability estimates	
Other methods of calculating internal consistency	120
Using computer software to calculate reliability	121
Interpreting the reliability coefficient	122
Calculating the standard error of measurement	
Interpreting the standard error of measurement	123
Factors that influence reliability	125
Test length	126
Homogeneity of questions	
Test-retest interval	127
Test administration	
Scoring	
Cooperation of test takers	128
Summary	
Key concepts	
Learning activities	130
7 Evaluating what a test really measures	133
The different forms of validity	
Validity in general	134
Major types of validity	135
The appropriate use of validation	136
Content validity	137
Defining the testing universe and developing a test plan	138
Evaluating content validity after test development	141
Content validity summary	
Face validity	144
Summary	145
Key concepts	
Learning activities	146
8 Using test to make decisions	147
What is criterion-related validity?	148
Methods for demonstrating criterion-related validity	
The predictive method	149
The Concurrent method	150
How criterion-related validity differs from content validity and reliability	152
Selecting a criterion	
Objective and subjective criteria	153
Does criterion measure what it is supposed to measure	154
Calculating and evaluating coefficients	155
Tests of significance	
The coefficient of determination	156
How confident can we be about estimates of validity?	
Using validity information to make predictions	158
Multiple regression	159
Ethical issues associated with test validation	
Summary	162
Key concepts	
Learning activities	163

9 Consolidating evidence of validity	166
What is construct validity?	167
What is a construct?	168
Construct explication	170
Gathering evidence of construct validity	171
Gathering theoretical evidence	172
Gathering psychometric evidence	
Confirmatory factor analysis	177
Summary	179
Key concepts	180
Learning activities	
Section three	
Developing and piloting psychological tests and surveys	187
10 Developing psychological tests	
Defining the test universe, audience, and purpose	189
Developing a test plan	190
Defining the construct	
Choosing the test format	192
Specifying administration and scoring methods	193
Developing the test itself	194
Composing the test items	
Objective items	195
Subjective items	196
Response bias	197
Writing good items	200
A comparison of objective and subjective formats	202
Writing the administration instructions	203
Administrator instructor	
Instructions for the test taker	204
Summary	205
Key concepts	206
Learning activities	
11 Piloting and revising test	208
The pilot test	209
Setting up the pilot test	211
Conducting the pilot	
Analyzing the results	213
Quantitative item analysis	
Item difficulty	214
Item discrimination	
Inter-item correlations	215
Item-criterion correlations	216
Item characteristics curves	
Item bias	220
Qualitative item analysis	221
Questionnaires for test takers	
Expert panels	222
Revising the test	
Choosing the final items	224

Revising the test instruction Validation and cross-validation	225
Cross-validation Differential validity	227
Defining unfair-discrimination	228
Developing norms and cut scores Developing norms	229
Identifying cut scores	230
Developing the test manual	231
Summary	234
Key concepts Learning activities	235
12 Constructing administering and using survey data	237
Knowledge acquisition, science, and research methods How do we acquire knowledge?	239
What is the scientific method?	240
The survey research method	241
The scientific method of survey design	242
Preparing for the survey	245
Constructing the survey	246
Administering the survey	260
Coding, entering, and analyzing survey data	262
Presenting the findings	264
Survey reliability and validity Survey reliability Survey validity	266
Summary	267
Key concepts Learning activities	268
Section four Using tests in different settings	273
13 Using test in educational setting	
Decision making in educational setting	274
Educators as test users	275
Inadequate testing knowledge of classroom teachers	276
Psychological test use in educational settings	280
Tests used for making decisions in the classroom	281
Tests used for selection and placement decisions	288
Tests used for counseling and guidance decisions	291
Tests used for program, curriculum, and administrative policy decisions	293
Norm-referenced, criterion-referenced, and authentic assessment of achievement Norm-referenced tests	294
Criterion-referenced tests Authentic assessment	295
Summary	297
Key concepts Learning activities	298
14 Using tests in clinical and counseling settings	299

Clinical assessment and psychological testing	300
Model of psychological assessment	
The information-gathering model of assessment	301
The therapeutic model of assessment	
The differential treatment model of assessment	303
Roles of the clinician and the counselor	
Tests used for diagnosis and intervention	304
The clinical interview	305
Structured personality tests	307
Projective techniques	309
Neuropsychological tests	315
Specialized test for clinical disorders	320
Summary	322
Key concepts	323
Learning activities	324
15 Using tests in organizational settings	325
A short history of employment testing	
The scientific selection of salesmen	326
The legacy of world war I	
Testing from world war II to the present	327
Preemployment testing	
The employment interview	328
Performance tests	330
Personality inventories	331
Integrity testing	334
Legal constraints	335
Performance impairment test	336
Performance appraisal	
Ranking employees	337
Rating employees	338
Summary	340
Key concepts	
Learning activities	344
Appendix A: guideline for critiquing a psychological	349
Appendix B: ethical principles of psychological and code of conduct	351
Appendix C: code of fair testing practices in education	359
Appendix D: table of critical values for Pearson product-moment correlation coefficients	363
Glossary	365
References	378
Author index	397
Subject index	403