Contents

PART ONE 1

Chapter 1: The World of Psychological Testing 3 Introduction 4 Major Categories of Tests 5 Some Additional Ways to Categorize Tests 8 Uses and Users of Tests 10 Major Issues: Assumptions and Questions 13 Basic Assumptions 14 Fundamental Questions 16 The Differential Perspective 17 The Historical Perspective 18 Remote Background: Up to 1840 Setting the Stage: 1840-1880 20 The Roots: 1880-1915 22 The Flowering: 1915-1940 25 Consolidation: 1940-1965 27 Just Yesterday: 1965-2000 28 And Now: 2000-Present 30 Major Forces 31 The Scientific Impulse 31 Concern for the Individual Practical Applications 32 Statistical Methodology 33 The Rise of Clinical Psychology 33 Computers 34 By Way of Definition 37

Chapter 2: Sources of Information About Tests 43

Summary 40 • Key Terms 41 • Exercises 41

Two Common Problems Requiring Information About Tests 4.
A Test's Introductory Kit 45
Comprehensive Lists of Tests 46
Systematic Reviews 48
Electronic Listings 49
ETS Test Collection on the Web 49
Buros Reviews Available Electronically 50

Health and Psychosocial Instruments (HaPI) 51 PsycTESTS 51

Special-Purpose Collections 51

Books About Single Tests 52

Textbooks on Testing 53

Journals 53

Publishers' Catalogs and Personnel 55

Other Users 56

Strengths and Shortcomings of the Sources 56

Summary 58 • Key Terms 59 • Exercises 59

Chapter 3: Test Norms 61

Purpose of Norms 62

Review of Statistics: Part 1 63

Variables 63

Types of Scales 64

Organization of Raw Data 66

Central Tendency 67

Variability 68

z-Scores 69

Shapes of Distributions 70

The Raw Score 71

The Special Case of Theta (θ) 72

Types of Norms 74

Percentile Ranks and Percentiles 76

Standard Scores 81

Developmental Norms 87

Examples of Norm Tables 91

Norm Groups 94

National Norms 94

International Norms 95

Convenience Norm Groups 95

User Norms 96

Subgroup Norms 96

Local Norms 96

Institutional Norms 98

Criterion-Referenced Interpretation 98

The Standardization Group: Determining Its Usefulness 100

Summary 104 • Key Terms 105 • Exercises 105

Chapter 4: Reliability 107

Introduction 108

Four Important Distinctions 108

Review of Statistics: Part 2-Correlation and Prediction 110 Bivariate Distribution and Correlation Coefficients 110 Regression Line 113 Factors Affecting Correlation Coefficients 115 Major Sources of Unreliability 119 Test Scoring 120 Test Content 122 Test Administration Conditions 122 Personal Conditions 122 Conceptual Framework: True Score Theory 123 Methods of Determining Reliability 126 Test-Retest Reliability 126 Inter-Scorer Reliability 127 Alternate Form Reliability 129 Internal Consistency Reliability 129 Three Important Conclusions 135 The Standard Error of Measurement 135 Standard Errors: Three Types 138 Some Special Issues in Reliability 139 Reliability in Item Response Theory 141 Generalizability Theory 142 Factors Affecting Reliability Coefficients How High Should Reliability Be? 144 Summary 145 • Key Terms 146 • Exercises 147 Chapter 5: Validity 149 Introduction 150 Refining the Definition of Validity 150 Construct Underrepresentation and Construct-Irrelevant Variance 151 The Basic Issue 153 The Traditional and Newer Classifications of Types of Validity Evidence 154 The Issue of Face Validity 155 Content Validity 155 Application to Achievement Tests 156 Instructional Validity 158 Application to Employment Tests 159 Content Validity in Other Areas 160 Problems with Content Validity 160 Criterion-Related Validity 161 External, Realistic Criterion 162 Contrasted Groups 164 Correlations with Other Tests 166 Special Considerations for Interpreting Criterion-Related Validity 168

Combining Information from Different Tests 174

Decision Theory: Basic Concepts and Terms 178
Hits, False Positives, and False Negatives 178
Base Rate 179
Sensitivity and Specificity 180

Construct Validity 182

Internal Structure 183

Factor Analysis 183

Response Processes 185

Effect of Experimental Variables 186

Developmental Changes 186

Consequential Validity 187

Test Bias as Part of Validity 188

The Practical Concerns 189

Integrating the Evidence 189

In the Final Analysis: A Relative Standard 190

Summary 190 • Key Terms 192 • Exercises 192

Chapter 6: Test Development, Item Analysis, and Fairness 195

Introduction 196

Defining the Test's Purpose 196

Preliminary Design Issues 198

Origin of New Tests 199

Item Preparation 200

Types of Test Items 201

Selected-Response Items 202

Scoring Selected-Response Items 203

Constructed-Response Items 205

Scoring Constructed-Response Items 205

The Pros and Cons of Selected-Response versus Constructed-Response Items 209

Suggestions for Writing Selected-Response Items 210

Suggestions for Writing Constructed-Response Items 211

Some Practical Considerations in Writing Items 211

Item Analysis 212

Item Tryout 213

Item Statistics 214

Item Difficulty 214

Item Discrimination 214

Examples of Item Statistics 216

Item Statistics in Item Response Theory 219

Factor Analysis as an Item Analysis Technique 223

Item Selection 224

Standardization and Ancillary Research Programs 228

Preparation of Final Materials and Publication 229

Fairness and Bias 230

Gaining Perspective on the Issue of Fairness 230 Methods of Studying Test Fairness 233 Accommodations and Modifications 240

Some Tentative Conclusions 242

Summary 243 • Key Terms 244 • Exercises 244

PART Two 247

Chapter 7: Intelligence: Theories and Issues 249

Intelligence: Areas of Study 250

The Meaning of Intelligence 250

The Real-World Correlates of Intelligence 251

What to Call Them? 253

Theories of Intelligence 253

Two Classical Theories 254

Hierarchical Models 258

Developmental Theories 262

Information Processing and Biological Theories of Intelligence 263

Current Status of Testing in Relation to the Theories 269

Group Differences in Intelligence 270

Differences by Sex 272

Differences by Age 273

Differences by Socioeconomic Level 275

Differences by Racial/Ethnic Group 275

Heredity and Environment 276

Common Misconceptions 277

Methodology and Terms 277

Major Results 278

Summary 279 • Key Terms 280 • Exercises 280

Chapter 8: Individual Tests of Intelligence 283

Some Cases 284

Uses and Characteristics of Individual Intelligence Tests 284

Typical Items in an Individual Intelligence Test 287

The Wechsler Scales: An Overview 289

Historical Introduction 289

Weschsler's Concept of Intelligence 291

Wechsler Adult Intelligence Scale—Fourth Edition 291

Wechsler Intelligence Scale for Children—Fourth Edition 300 WISC versus WAIS 300

Psychometric Characteristics of WISC-IV 301 The Stanford-Binet 302 Transition to New Structure: SB4 and SB5 303 Psychometric Characteristics of SB5 305 Brief Individually Administered Tests of Mental Ability 305 Peabody Picture Vocabulary Test 305 Two Other Entries 310 A Test of a Specific Mental Ability: The Wechsler Memory Scale 310 Intellectual Disability and Mental Retardation: Changing Terminology The Concept of Adaptive Behavior 316 Definition of Intellectual Disability Infant and Early Childhood Tests 323 Other Applications 324 Trends in Individual Intelligence Testing 325 Summary 327 • Key Terms 328 • Exercises 328 Chapter 9: Group Tests of Mental Ability 331 Some Cases 332 Uses of Group-Administered Mental Ability Tests 332 Common Characteristics of Group Mental Ability Tests Mental Ability Tests in School Testing Programs 336 Otis-Lennon School Ability Test 337 College Admissions Tests 345 The SAT 346 The ACT 348 Graduate and Professional School Selection 354 Graduate Record Examinations: General Test 355 Military and Business Selection Tests 360 Armed Services Vocational Aptitude Battery 361 Wonderlic Personnel Test 363 Culture-Fair Tests of Mental Ability 365 Raven's Progressive Matrices 365 Other Culture-Fair Tests and Some Conclusions 366 Intelligence Tests for Micro-Cultures 369 Generalizations About Group Mental Ability Tests Summary 371 • Key Terms 372 • Exercises 372 Chapter 10: Neuropsychological Assessment 375 Case Examples 376 Focus on the Brain: The Road to Clinical Neuropsychology 376

Two Main Approaches to Neuropsychological Assessment 381

Fixed Battery Approach 381 Luria-Nebraska Neuropsychological Battery 382 Halstead-Reitan Neuropsychological Test Battery 383

Flexible Battery Approach 383

Mental Status 385

Intelligence 388

Achievement 388

Attention/Concentration 388

Language 389

Visuospatial/Perceptual 390

Memory 391

Motor Functioning 393

Executive Functions 393

Personality/Psychological State 396

Supplementary Information 398

Medical History 399

Psychiatric History 399

Psychosocial History 399

School Records 400

Collateral Information 400

Behavioral Observations 400

Case Examples Revisited 401

Summary 406 • Key Terms 407 • Exercises 407

Chapter 11: Achievement Tests 409

Introduction 410

The Ability-Achievement Continuum 410

The Psychologist's Interface with Achievement Tests 411

A Broad Classification of Achievement Tests 412

A Typical School Testing Program 413

The Accountability Movement and Standards-Based Education 413

Achievement Batteries 415

Stanford Achievement Test 415

Typical Uses and Special Features 419

Achievement Batteries at the College Level 420

Single-Area Achievement Tests 421

Examples 421

Typical Uses and Special Features 423

Licensing and Certification Tests 424

Examples 424

Typical Uses and Special Features 425

A Primer on Establishing Cutoff Scores 426

State, National, and International Achievement Tests 427 State Testing Programs 427 A National Testing Program: NAEP 428 International Testing Programs: TIMSS, PIRLS, and PISA 429 Special Features 430

Individually Administered Achievement Tests 430 Examples 430 Typical Uses and Special Features 431

Some Nagging Questions About Achievement Tests 433

Summary 435 • Key Terms 436 • Exercises 436

Chapter 12: Objective Personality Tests 439

Introduction 440

Uses of Objective Personality Tests 441
A Functional Classification of Objective Personality Tests 442
Comprehensive Inventories: Common Characteristics 443
Specific Domain Tests: Common Characteristics 446

The Special Problems of Response Sets and Faking 447
Strategies for Dealing with Response Sets and Faking 449

Major Approaches to Personality Test Development 451
Content Method 452
Criterion-Keying Approach 453
Factor Analysis 455
Theory-Driven Approach 456
Combined Approaches 456

Examples of Comprehensive Inventories 457

The Edwards Personal Preference Schedule (EPPS): An Example of a Theory-Based Test 457

The NEO Personality Inventory-3: An Example of a Factor-Analytic Test 459

IPIP: Build Your Own Personality Inventory 463

Specific Domain Tests 464

Piers-Harris Children's Self-Concept Scale 464 Measures Within Positive Psychology 466 An Example: Subjective Well-Being 468

Trends in the Development and Use of Objective Personality Tests 469

Summary 470 • Key Terms 471 • Exercises 471

Chapter 13: Clinical Instruments and Methods 473

Introduction 474

The Clinical Interview as Assessment Technique 475
Unstructured, Semistructured, and Structured Interviews 475
The DSM and ICD 476
Structured Clinical Interview for DSM-IV Axis I Disorders 476
The Employment Interview: A Sidebar 478

Examples of Comprehensive Self-Report Inventories 479

The Minnesota Multiphasic Personality Inventory (MMPI) 479

MMPI-2 RF (Restructured Form) 487

The Millon Clinical Multiaxial Inventory (MCMI) and the Millon Family 488 Symptom Checklist-90-R 491

Examples of Specific Domain Tests 493

The Beck Depression Inventory (BDI) 494

The Eating Disorder Inventory (EDI) 495

State-Trait Anxiety Inventory 498

Behavior Rating Scales 500

Multiscore Systems 501

Single-Area Scales 502

Behavioral Assessment 502

Direct or Naturalistic Observation 504

Analogue Behavioral Observation 504

Behavioral Interviewing 505

Self-Monitoring and Self-Report 505

Cognitive-Behavioral Assessment 505

Physiological Measures 506

Concluding Comments on Behavioral Assessment Methods 506

Trends in the Development and Use of Clinical Instruments 506

Summary 508 • Key Terms 509 • Exercises 509

Chapter 14: Projective Techniques 511

General Characteristics of Projective Techniques and the Projective Hypothesis 512

Uses of Projective Techniques 513

Indicators for the Use of Projectives 515

Administration and Scoring of Projective Techniques: A Forewarning 515

The Rorschach Inkblot Test 516

The Materials 516

Administration and Scoring 519

The Coding System 521

Sequence of Scores and Structural Summary 524

Evaluation of the Rorschach 524

What's Next: Here Comes R-PAS 525

Thematic Apperception Test (TAT) 525

Rotter Incomplete Sentences Blank (RISB) 528

Human Figure Drawings 531

The Future of Projective Techniques 534

Training of Psychologists 534

Emergence of Managed Care 534

Objective Scoring, Norm-Referenced Interpretation, and Psychometric Quality 535

Summary 536 • Key Terms 537 • Exercises 537

Chapter 15: Interests and Attitudes 539

Introduction 540

Orientation to Career Interest Testing 540

Strong and Kuder 540

Traditional Approaches 541

Uses of Career Interest Tests 542

A Forewarning on Names 543

Holland Themes and the RIASEC Codes 544

Strong Interest Inventory 546

Kuder Career Interests Assessments 552

Self-Directed Search (SDS) 555

Some Generalizations About Career Interest Measures 559

Attitude Measures 560

Likert Scales 562

Thurstone Scales 564

Guttman Scales 566

Public Opinion Polls and Consumer Research 567

Summary 568 • Key Terms 569 • Exercises 569

Chapter 16: Ethical and Legal Issues 571

Ethics versus Law 572

Ethical Issues 572

Background on Professional Ethics 573

Sources of Ethical Principles for Testing 574

Generalizations About Ethical Use of Tests 577

Competence 577

Informed Consent 577

Knowledge of Results 578

Confidentiality 578

Test Security 578

Test Development and Publication 579

Automated Scoring/Interpretation Systems 579

Unqualified Persons 579

Test User Qualifications 579

Legal Issues 581

Areas of Application: An Overview 581

Definition of Laws 582

Laws Related to Testing 583

The Fourteenth Amendment 585

The Civil Rights Acts of 1964 and 1991 586

Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990 586

The Handicapped/Disabled in Education: P.L. 94-142 and IDEA 587

FERPA and HIPPA 589

EEOC Guidelines 589

No Child Left Behind Act 592

Illustrative Court Cases 593

Griggs v. Duke Power 593

Debra P. v. Turlington and GI Forum v. TEA 594

Larry P. v. Riles, PASE v. Hannon, and Crawford v. Honig 595

Karraker v. Rent-A-Center 596

Atkins v. Virginia 597

New Haven Firefighters Case 598

Forensic Application of Tests 598

Two Legal Terms 599

Three Areas of Special Concern 600

And Beyond 600

Some Generalizations About the Interface of Testing and the Law 600

Summary 602 • Key Terms 603 • Exercises 603

Appendixes 605

- A. Test Reviewing and Selection 605
- B. How to Build a (Simple) Test 613
- C. Contact Information for Major Test Publishers 621
- D. Sample Data Sets 623
- E. Answers to Selected Exercises 625

Glossary 629

References 641

Name Index 665

Subject Index 669