

PSYCHOLOGY 4760
Tests and Measurements

Days: Tuesday/Thursday
Time: 8:30-9:45
Semester: Spring, 2009

Instructor: Dr. Joe Horvat
Office: SS340 Ph. # 626-6248
Office Hour T/TH 6:30-7:00, 11:15-11:45, T 5:00-5:30 and by appt.

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TEXT: Psychological Testing by Kaplan and Saccuzzo, Sixth Edition. There might be two or three articles which will be placed on reserve in the testing center (SS036) from time to time. The titles and dates to have these articles read by will be announced in class.

ASSIGNMENTS: Due on the dates indicated below. While the material in the book will compliment the lectures to a certain degree, a substantial amount of new material will be included in lectures which will not be covered in the book. Likewise, not all of the material covered in the book will be covered in class. You are responsible for the material in the book as well as the material in the lectures. Try to keep up on your reading, not only because it will be mentioned and discussed in class from time to time, but also because rapid catch-up reading just prior to exams cannot take the place of a good, slow review. You will also have a couple of out-of-class assignments. The dates of these assignments will be given in class.

EXAMS: There will be a total of five (5) exams during the semester. Exam #1 will have two parts. The first part (Exam #1A) will be comprised of approximately 75 multiple choice questions. The second part (Exam #1B) will be comprised of several statistical problems. These two exams will be given on successive days. You will be allowed to use notes, books, calculators, etc. on the computational test (Exam #1B) only. Exams 2 and 3 will be comprised of approximately 75 multiple choice questions each. If the majority of the class has a grade of "A" or "B" going into the last exam (Exam #4), that exam will not be comprehensive. It will cover only the last chapters and be of regular length (75 questions). If, on the other hand, the majority of the class does not live up to this expectation, the final will be comprehensive over the entire course and consist of approximately 150 multiple choice questions and two or three computational problems.

All exams will be given in the **Testing Center in the Social Science Building**. You must begin your exams by at 4:30 PM on exam days. If you decide to take an exam late (beginning at 4:31 PM or later on exam days) you will be deducted 10% per day (or portion thereof) including Sundays and holidays (even though the testing center is not open on Sundays and holidays). It will be your decision to take an exam late and there will be no exceptions to this late deduction.

Each of the five exams will be worth approximately 12% of your final grade.

CRITIQUES: You will be required to turn in two single spaced two page typed critiques of a psychological test. You will have your choice among topics. Those students not selecting a test will be assigned a test by me. The exact details of these critiques will be discussed in class. The critique is due

AT THE BEGINNING OF CLASS on the dates indicated by the "*" on the schedule. **NO LATE PAPERS WILL BE ACCEPTED NOR WILL ANY NON-TYPED PAPERS BE ACCEPTED.**

Even if your paper is one second late, it will not be accepted. Believe me when I say this. Two students in this course six years ago handed in their first paper late by about 5 minutes and their papers were not accepted (they received zeros on that assignment). On the other hand, two people handed their papers in a few days early. These critiques will be worth 30 points each. I would be surprised if you do not receive 26-30 points on each of these papers. I have attached a copy of two different test critiques at the end of this syllabus (Otis-Lennon Mental Abilities Test and Differential Aptitude Tests). These two critiques will be worth approximately 20% of your final grade (10% each).

CRITIQUE/CLASS PRESENTATION: You will be required to present a psychological test critique to the class. This will be done during the last week of class. You will also need to turn in a typed critique of this test with the same requirements as those listed below. These critiques/presentations will be done in pairs. Exact policies as to this matter will be given in class. This presentation will be worth approximately 10% of your final grade.

PARTICIPATION: Part of your final grade (approximately 10% of your final grade) will be determined by your participation in the class. Participation will include such factors as attendance, class discussion, test administration attitude, etc.

GRADES: Your grades in this course will be determined by your performance on the exams (60% of your final grade), critiques (20%), class presentation (10%), and class participation (10%). Each exam will comprise approximately 12% of your final grade. There will be **NO** Extra Credit available in this course.

The grades on the exams are based upon the student who scores the highest on each of the exams. Grades on the other material/projects will be assigned on the basis of 100%. Exact policies as they relate to grades will be discussed in class. The grade distribution on exams will be as follows:

A = 93%-100% of high grade A- = 90%-92.9%
B+ = 87%-89.9% B = 83%-86.9% B- = 80%-82.9%
C+ = 77%-79.9% C = 73%-76.9% C- = 70%-72.9%
D+ = 67%-69.9% D = 63%-66.9% D- = 60%-62.9%
F = Below 60% of high grade

It has been my experience that the vast majority of you will earn an "A" in this course. You are the best of the best and I suspect the quality of grades earned will be up to par again this year.

CHEATING: Students who cheat in this course will be dealt with as harshly as possible. This will, at a minimum, mean that you will receive an "F" in the course. The proper administrators will also be notified and they will follow-up on any additional sanctions against that student.

SDD: Any student requiring accommodations or services due to a disability must contact the Services for Students with Disabilities (SSD) in Room 181 of the Student Service Building. SSD can arrange to provide course materials (including this syllabus) in alternative formats if necessary. I will also be happy to help out with any reasonable accommodations that you might require.

CORE VALUES STATEMENT: This course may deal with material that may conflict with your core beliefs. In my judgment, this material is relevant to this class and has a reasonable relationship to my pedagogical goals. If you do not feel that you can continue in this course, please drop the course within the proscribed time period. Only under extreme circumstances am I willing to provide alternative assignments to the material in my syllabus. (See WSU Policy and Procedures Manual for further details). Remember, I am not trying to make you believe in or agree with what psychology teaches. I am only interested that you learn what psychology teaches.

A FINAL WORD: If you are not prepared for the amount of work this course will take at this time, it might be beneficial to think about dropping the course and taking it some time in the future. It will be a rigorous course, but if you take the proper attitude, you should come out of the course with knowledge and skills that will last you a lifetime.

TENTATIVE SCHEDULE
(Revisions may be required)

<u>DATE</u>	<u>ASSIGNMENT</u>	<u>DATE</u>	<u>ASSIGNMENT</u>
Jan 8	Intro & Chapter 1	Mar 4	Chapter 9
10	Chapters 1 & 2	6	Chapter 10
15	Chapter 2	11	Spring Break
17	Chapter 2	13	Spring Break
22	Chapter 3	18	Chapters 10 & 11
24	Chapter 3	20	Chapter 11
29	Chapter 3	25	Chapter 12*
30	EXAM #1A (MC)	25-27	EXAM #3
31	EXAM #1B (Computational)		
Feb 5	Chapter 4	Apr 1	Chapter 13
7	Chapter 5	3	Chapter 15
12	Chapter 5	8	Chapter 17
14	Chapter 6	10	Chapter 18*
19	Chapters 6 & 7	15	Chapter 19
21	Chapters 6 & 7	17	Chapters 20 & 21
26	Chapter 7	22	Class Presentations*
26-28	EXAM #2	22-24	EXAM #4

***Typed Test Critiques Due.**

PLEASE NOTE: As stated above, this is a tentative schedule. We will revise the schedule as we go along based upon how extraneous factors influence the class.

Test Critique Form.

**Most of this information can be found in the
Mental Measurements Yearbook or in the testing manual.**

Name of Test

Title: Name of the test.

TEST AUTHORS: Who developed the test.

PUBLISHER: Test publisher, date of initial publication and most recent revision.

KIND AND RANGE: General description of the test. Type of items, age groups, practical features, purpose, etc.

FORMS AND COST: How many forms and what is the cost of booklets, answer sheets, manual, etc.

ADMINISTRATION: Self administering or other (lay/professional) needed to administer, time required, special materials needed, special training required, etc.

RELIABILITY: Test-retest, alternate form, internal consistency, comments regarding reliability.

VALIDITY: Content validity, concurrent validity, predictive validity, construct validity as found in MMY or Manual.

STANDARDIZATION: Normative data available, kind and adequacy of norms for particular purposes, scoring procedures. How the test and scales were developed.

PURPOSE: Why was the test developed.

REVIEWS: Special merits/demerits of test (criticisms of test by reviewers in Mental Measurements Yearbook--two direct quotes from MMY).

COMMENTS: Your conclusions about the test based upon the above.

Title:

Otis-Lennon Mental Ability Test.

Authors:

Arthur S. Otis and Roger T. Lennon.

Publisher:

Harcourt, Brace and World, Inc., New York, N.Y.

Kind & Range:

Group intelligence tests for grades Kindergarten through twelve.

Forms:

2 forms; 6 levels; manual ('67, 23 pages); for grades 4 and over; technical handbook ('69, 52 pages); supplementary technical data report ('70, 2 pages); \$2 per hand-book; \$2.25 per specimen set of any one level; postage extra.

- A) **Primary 1**, Kgn.; 1967-1969; forms J ('67, 8 pages); K ('68, 8 pages). manual for Forms J ('67, 21 pages); K ('68, 21 pages). norms booklet for Forms J ('67, 4 pages); K ('68, 4 pages); \$6.50 per 35 tests; scoring service \$0.90 per test; (30-45 minutes).
- B) **Primary 2**, grades 1.0 -1.5; 1967-1969; 2 editions; Forms J ('68, 8 pages); K ('68, 22 pages). manual for Forms J ('67, 22 pages); K ('68, 22 pages). norms booklet for Forms J ('67, 4 pages); K ('68, 4 pages). (30-45 minutes).
1. **hand score able edition**, \$6.50 per 35 tests; scoring service \$0.90 per test.
 2. **machine score able edition**, \$9 per 35 tests; MRC scoring service, \$0.36 and over per test.
- C) **Elementary 1**, grades 1.6-2.9; 1936-69; 2 editions Forms J ('67, 12 pages); K ('68, 12 pages). Manual for Forms J ('67, 23 pages; K('69, 23 pages); norms booklet for Forms J ('67, 6pages); K('68, 6 pages); (55-60 minutes).
1. **hand scorable edition**, \$9.30 per 35 tests; Scoring service, \$1.00 per test.
 2. **machine scorable edition**, \$9.30 per 35 tests; MRC scoring service, 42¢ and over per test.
- D) **Elementary 2**, grades 4-6: 1936-69; Forms J('67, 8 pages('68, 8 pages); norms booklet for Forms J(' 6 pages); K('68, 6 pages); \$6.80 per 35 tests; separate answer sheets (Digitek, Harbor, IBM 850, IBM 1230) may be used; \$2.80 per 35 Digitek or IBM answer sheets; \$3.00 per 100 Harbor answer cards;

70¢ per Digitek or IBM scoring stencil; Harbor or IBM scoring service; 21¢ and over per Test; (40-45) minutes.

8);
E. Intermediate, grades 7-9; 1936-69; Forms J('67, K('68 8) pages); norms booklet for Forms J('67, 6 pages); Answer sheets, prices, and time same as for elementary 2 level.

F. Advanced, grades 10-12; 1936-69; Forms J('67, 8 pages); K('68, 8 pages); norms booklet for Forms J('67, 6 pages); K('68, 6 pages); answer sheets, prices and time same as for elementary 2 level.

ADMINISTRATION:

Self-administering.

RELIABILITY:

The test coefficients for reliability range from .94-.96 for split-half corrected by Spearman-Brown formula, and between .93-.95 for Kuder-Richardson Formula.

VALIDITY:

Validity may be obtained by comparing against other accepted measures of general mental ability or scholastic aptitude. (No other information is given in the manual.)

STANDARDIZATION:

The basic sampling unit was the school system. Approximately 200,000 pupils in 1177 school systems drawn from all 50 states participated in standardization. Standardization was designed to yield a stratified random-cluster sample of pupils enrolled in grades K-12. Approximately 0.4 percent of the total school population in the United States was used.

PURPOSE:

To provide a comprehensive, carefully articulated assessment of general mental ability, or scholastic aptitude, of pupils in American schools.

REVIEWS:

John E. Milholland, Seventh Mental Measurements Yearbook. "The construction and norming of this test bespeaks adherence to the highest level of current standards. Sophisticated authorship apparently backed by the publisher's determination to spare no effort of expense has resulted in a product of exceptional merit."

Arthur E. Smith, Seventh Mental Measurements Yearbook. "The methods of scoring are flexible and probably meet the needs of any user. Extensive care and planning are evident in choosing the sample of standardization. Intelligence or

scholastic ability is highly correlated with socio-economic level. In the new Otis-Lennon series a comparison of median family income and education completed for sampled school systems and for adults in the general population were virtually identical.

COMMENTS:

While the test seems to be appropriate for assessing the abilities of school aged children, one must use this instrument with caution. While the reliabilities are adequate, validity measures are less than stellar. Updating, with appropriate validity measures, will make this an outstanding instrument.

NOTE: This review was too long but was acceptable because of the indentations that were used.

Title:

Partner Relationship Inventory (Research Edition)

Authors:

Carol Noll Hoskins

Publisher:

Consulting Psychologists Press, Inc.

Kind & Range:

Relationship stability evaluation for married couples.

Forms & Cost:

A) Long Form (two alternate forms); (10-30 minutes); '88.
B) Form I (either 1A or 1B); (10-30 minutes); '88.
C) Form II (includes 6 alternate forms); (10-30 minutes);
'88 \$18 per 25 Long Form test booklets; \$15 per 25 self-
score able short form test booklets (select 1A or 1B); \$14
per 25 scoring forms (select form); \$22 per manual (30
pages); \$23 per specimen set.

Administration:

Self-administration.

Reliability:

The manual author does not provide a complete listing of reliability data. Based on test-retest comparison, reliability coefficients range from .26 to .95. Correlations between partner scores range from .49 to .58. Split half reliability coefficients were determined for Forms 1A and 1B using the Spearman Brown formula and range from .75 to .92.

Validity:

Content validity is based on the opinions of two judges. The qualifications of these judges is not mentioned. In terms of construct validity, appropriate negative correlations between each of the category scores and a marital adjustment scale are reported. Two other correlational studies are cited as providing evidence of convergent and divergent validity but no details are provided.

Standardization:

The standardization of each form of the PRI is based on small convenient samples. the author appropriately cautions users that the norms are not representative of all couples and are only references for comparison.

Purpose:

Designed to assess interactional, emotional, and sexual needs in a relationship and to point to areas of conflict.

Reviews:

Bradley Elison, Partial Hospitalization Program Team Leader, Virginia Treatment Center for Children, Virginia Commonwealth University, Eleventh Mental Measurement

"The PRI seems to have potential as a useful tool in both clinical and research applications. In order for this potential to be realized a substantial amount of research and clarification is needed . . . Normative data relevant to a broader range of couple populations are needed and should include different ethnic groups from different socioeconomic classes, and groups of non-married couples. Rationale and evidence are also needed to support the cutoff scores used in interpretation of the PRI . . . [T]he manual must be organized in a manner that helps the user differentiate data relevant to specific forms of the inventory."

Stephen Olejnik, Professor of Educational Psychology, University of Georgia, Eleventh Mental Measurement Yearbook.

"Scores on this instrument are virtually meaningless. A much larger and more representative sample of couples is needed . . . [M]ore evidence is needed to support the belief that high scores on this instrument truly do reflect conflict in a relationship. At best, responses to this inventory might be used by counselors to begin discussion in a clinical setting . . . [T]he research studies supporting the theory on which the instrument is based were conducted more than 20 years ago. Because society has changed considerably since that time, more recent research is needed to provide current support for the theory.

Comments:

As the prevalence of rising divorce rates continued to manifest itself in our society, a valid and reliable instrument to assess a relationship's strengths and weaknesses would serve a beneficial purpose. The PRI appears to provide a step in the right direction, but the criticisms of this instrument must be addressed. These criticisms include: obtaining a larger and more representative sample, clarification of the manual to ease the examiner's confusion.