

TESTS AND MEASUREMENT
PSYCH 420
FALL 2009

Professor:	Deirdre Radosevich, Ph.D.
Class Time:	Tuesday 5:00 p.m. – 8:00 p.m.
Class Location:	MAC 111
Office Location:	MAC C315
Office Hours:	Tuesday and Thursday 9-11:00, Tuesday 3:30-5, and by appointment
Email Address:	radosed@uwgb.edu
Phone Number:	920-465-2931

COURSE DESCRIPTION:

This course exposes students to professional and technical information about psychological testing. In addition, this course will provide you with a working knowledge of tests in use as well as the controversies that surround the use of psychological measurement tools. Students who pass this course will be good consumers of tests and knowledgeable advocates of the importance of testing for psychology.

COURSE OBJECTIVES:

- Develop an understanding of terminology associated with testing.
- Develop an understanding of the importance of testing along with the understanding of the limitations and controversies of testing.
- Develop knowledge of technical and methodological principles used in testing (e.g., reliability & validity).
- Develop an understanding of specific tests for ability, aptitude, attitudes, and personality measurement.
- Develop an understanding of the wide-spread applications of testing.
- Develop an understanding of ethics and professional practices important for psychologists.
- To improve critical thinking skills
- To improve oral and written communication skills

RESPONSIBILITY FOR LEARNING:

You are ultimately responsible for your learning in this course. As the professor, I will introduce you to new information, provide examples and demonstrations to facilitate understanding, and be available to help you with both the content and processes explored during the class. You must take responsibility for mastering the material and procedures through active participation, careful thought, and consistent practice. If you need any special accommodations due to a disability please see me and we can explore potential solutions.

REQUIRED TEXTBOOKS:

- Kaplan, R. M., & Saccuzzo, D. P. (2009). *Psychological testing: Principles, applications, and issues* (7th Edition). Wadsworth. (ISBN: 0495095559).

*Additional readings may be placed on D2L.

RECOMMENDED/OPTIONAL BOOKS:

- Publication Manual of the American Psychological Association (6th Edition). (2009).
- Standards for Educational and Psychological Testing (1999). (Developed by: AERA, APA, NCME)

COURSE POLICIES:

- **Attendance:** There will not be formal attendance taken at class meetings; however, it is highly recommended that you attend all class sessions. Some exam questions will come from material covered in lecture that is not covered in the book, so your attendance in class will likely increase your test performance. If for some reason you miss class, it is your responsibility to obtain missed lecture materials from other students.
- **Syllabus:** While every attempt is made to include all course information on this syllabus, some changes may be necessary. Any changes will be announced in class. Students are responsible for abiding by the terms contained in this syllabus. It is recommended that you keep the syllabus with your class materials and bring it to each class.
- **Exams:** No notebooks, textbooks, calculators, or computers of any kind are allowed during exams. The exams will not be cumulative.
- **Make-up Exams:** There will be no make-up exams unless the student notifies the professor before the exam is actually administered and the absence is excused for a valid reason (e.g., illness with a physician's note, death in the immediate family, religious observance).
- **Cell Phones, Beepers, & Other Technology:** Please turn off all electronic devices before you come into class.
- **Email Accounts:** All students should check their UWGB email account before each class for announcements. If your UWGB email account is not active, get it activated and use it! Do not ask me questions if you fail to receive any course communication because your UWGB email bounced back to me. Also, REVIEW the syllabus prior to emailing me questions about assignments.

ACADEMIC INTEGRITY:

The highest ethical standards are expected in class. You are expected to conduct themselves not only in an ethical manner, but also as professional, mature individuals. Any form of disrespect whether it is among students or between students and faculty will not be tolerated. Any determined or suspected dishonesty will result in a "0" for the assignment or test and will be referred to the University for disciplinary action. ***Cheating includes both receiving and giving answers/help to questions on the test.*** For tests, there will be no electronic devices (i.e., cell phones, etc.) or any wandering eyes. Remember that whatever possible small gain you may get from cheating will not outweigh the potential harm from getting caught. Also, it is unethical to ask for any unfair advantage in grading, such as:

- ***Tell the instructor that you "need" a certain grade (you must earn it)***
- ***Request extra assignments for the purpose of raising your grade***
- ***Ask that the grade be raised because it is very close to the next higher grade***
- ***Ask that the grade be raised because you did well on one part of the course***
- ***Request a higher grade because you don't like the grading scheme***
- ***Ask to turn in an assignment late – even a few minutes late***
- ***Ask to be treated better than other students by making an exception to these rules***
- ***Plagiarize any of your work.***

GROUP PRESENTATION:

You will be required to form small groups (i.e., 5 people per group for total of 4 groups) and choose a major psychological test (pre-approved by me) related to the field of psychology. Let me know who the group members are and which test you will be choosing. *No group can choose the same test, so it is on a first come first serve basis.* In your presentation, your group should address the following:

1. Who are the authors, what is the name, version, and publication date of the test?
2. Describe the psychological test and give a *quick* demo and/or explanation of how to administer it (e.g., items, procedures)
3. What do the authors think the test is measuring?
4. Do the authors of the test provide you with a reasonable, current theoretical foundation for its development?
5. How confident are you that this test is reliable? What evidence is there in the literature supports whether the test is reliable? Discuss what these sources have found.
6. How confident are you that this test is valid? What evidence is there in the literature supports whether the test is reliable? Discuss what these sources have found.
7. What other concerns do you have about this test?
8. Provide a one page handout summarizing your presentation to the class. This handout should be emailed to me by midnight the day before class and I will email it to the class list.

Your group will have only 20 **minutes** to formally present your psychological test. *Class time is critical and communicating briefly with impact is a necessity, so you will not be allowed to speak one second past your allotted time.* You must email your PowerPoint presentation and one page handout to me by midnight the day before class. Please note, no formal paper is required, just the presentation and the one page handout summarizing your presentation.

Every member of the group will receive the same grade. Working in groups is an important skill to develop. Thus, I am leaving it up to the group to manage its individual members, process, and outcomes. You will be graded on:

1. **ORGANIZATION:** How well is your presentation is organized?
2. **CONTENT:** How accurate and clear is your material and do you cover the required elements? Did you provide evidence for your conclusions
3. **PRESENTATION STYLE:** How well do you communicate as a presenter (e.g., voice, posture, eye contact)?
4. **PROFESSIONAL LOOK OF SLIDES/SELF:** Do your slides look professional, readable, and imaginative? Do you look/dress appropriately?
5. **ABILITY TO ANSWER QUESTIONS:** Can you thoroughly answer questions with the correct information?
6. **HANDOUTS:** How clearly do you summarize your presentation in one page?

GROUP PAPER – SCALE DEVELOPMENT:

You will be required to form small groups (i.e., 5 people per group for total of 4 groups) and write a manual in which you describe a scale/test you develop for a psychological construct (e.g., personality, learning disorder, attitude, aptitude). This scale must be original. You will write a manual describing the development and evaluation of your psychological scale.

At a minimum, your report should address the following:

- 1) Select a psychological construct that your scale will attempt to measure. Provide a clear conceptual definition.
- 2) Provide a brief, yet reasonable and current theoretical foundation for the development of your scale.
- 3) Provide an operational definition of your construct of interest by writing a minimum of 20 items that reflect the construct domain. Identify the item format you will use (e.g., dichotomous, Likert scale, checklist, etc.) and

justify your choice of this format. Be sure to follow the guidelines for writing items. Write a set of directions for examinees. These directions should appear at the top of the scale you develop.

- 4) Provide scoring instructions for this scale. Be sure to identify items that are reverse-scored. Also, specify what a high or low score on the scale indicates (e.g., greater or lesser degrees of the construct).
- 5) Describe any test administration procedures.
- 6) Be sure to discuss any statistics relevant to your choice of sample/population (e.g., norming, percentiles, sample confidence intervals for different scores, standard error of measurement estimates).
- 7) Discuss how you will test the reliability of your scale after you have constructed it.
- 8) Discuss how you will test the validity of your scale after you have constructed it (Be sure to discuss how you would address each type of validity).

Be sure to follow APA format. Your answer should have clear headings, be logically organized, and describe each element in detail. A high-quality answer will be written in such detail that an uneducated reader clearly understands the issues surrounding the development and evaluation of your scale. *No group can choose the same construct, so it is on a first come first serve basis.* There is no page limit, but no need to go overboard either. Keep your manual focused and specific. Type your manual in MS Word, label it “name-of-your-construct.doc”, and save it in the drop box on D2L. In addition to developing the scale, you will also be presenting your manual to your classmates.

You will be graded on:

1. ORGANIZATION: How well is your presentation is organized?
2. CONTENT: How accurate and clear is your material and do you cover the required elements? Did you provide evidence for your conclusions
3. PRESENTATION STYLE: How well do you communicate as a presenter (e.g., voice, posture, eye contact)?
4. PROFESSIONAL LOOK OF SLIDES/SELF: Do your slides look professional, readable, and imaginative? Do you look/dress appropriately?
5. ABILITY TO ANSWER QUESTIONS: Can you thoroughly answer questions with the correct information?

GRADING AND EVALUATION:

GRADED ITEM	POINTS
Exam 1 (Chapters 1, 2, 3, Mismeasure of Man)	100
Exam 2 (Chapters 4,5,6, & 7)	100
Exam 3 (Chapters 9, 10, 13, & 14)	100
Exam 4 (Chapters 16,17,& 18)	100
Group Scale Critique – Presentation & Handout	100
Manual Development	100
Presentation	100
In-Class Activities	50

FINAL PERCENTAGE	FINAL GRADE
93.00% – 100%	A
88.00% – 92.99%	A/B
83.00% – 87.99%	B
78.00% – 82.99%	B/C
73.00% – 77.99%	C
68.00% – 72.99%	C/D
0 – 59.99%	F

TENTATIVE CLASS SCHEDULE (*we will make adjustments as necessary*):

WEEK	DATE	TOPIC	NOTE
WEEK 1	Tues, Sept. 8th	Introductions & Class Overview Ch. 1 – Introduction	
WEEK 2	Tues, Sept. 15	Historical, Cultural, and Legal/Ethical Considerations Mismeasure of Man	**Readings available on D2L Group lists are due
WEEK 3	Tues, Sept. 22	Mismeasure of Man continued Ch. 2 Norms & Basic Statics	
WEEK 4	Tues, Sept. 29	Ch. 3 Correlation & Regression	
WEEK 5	Tues, Oct. 6	Test 1 Ch. 4 Reliability & Ch. 5 Validity	
WEEK 6	Tues, Oct. 13	Ch. 6 Writing & Evaluating Test Items	
WEEK 7	Tues, Oct. 20	TBA In class group time for group projects	
WEEK 8	Tues, Oct. 27	Group Presentations (5 groups at 20 minutes each) Ch. 7 Test Administration	
WEEK 9	Tues, Nov. 3	Test 2 In-class group time	

WEEK 10	Tues, Nov. 10	Ch. 9 Theories of Intelligence and the Binet Scales Ch. 10 Theories of Intelligence	
WEEK 11	Tues, Nov. 17	Ch. 13 – Applications in Clinical and Counseling Settings & Ch. 14 Projective Personality	Group Paper- Scale Development Due
WEEK 12	Tues, Nov. 24	Test 3 Ch 20 – Testing and the Law	
WEEK 13	Tues, Dec. 1	Ch. 16 Testing in Counseling Psychology & Ch. 18 Testing in Industry & Business Settings	
WEEK 14	Tues, Dec. 8	Review Presentations on Tests (5 groups 20 minutes each)	Email me PPT the night before
FINALS	Tues, Dec. 15	Test 4	