

PSY 535 – TESTS AND MEASUREMENT
TUESDAYS, 4:30 – 7:15 PM
SPRING 2010

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Office: 640-E Poe Hall
Office Hours: Mon & Wed
3:00-5:00 pm
or by appointment

NOTE: *Sorry, I cannot respond to emails. Email is not an effective means to reach me since I receive as many as 50 to 60 per day and often as many as 100 at busy times. Your email is likely to get lost in the deluge.*

Course Description

A study of the principles of psychological testing including norms and units of measurement, elementary statistical concepts, reliability and validity. In addition, some attention devoted to the major types of available tests such as general intellectual development, tests of separate abilities, achievement tests, measures of personality and interest inventories.

Purpose:

The primary purpose of this course is to acquaint students with the knowledge, abilities, skills and competencies that are needed to carry out professional, in-depth evaluations of the educational and psychological tests; and to be able to accurately interpret test scores.

Objectives

1. To develop an appreciation of the history of psychological testing, including some significant people, events, and tests.
2. To master the instructional objectives that deal with elementary statistical concepts.
3. To master the instructional objectives that deal with concepts of reliability.
4. To master the instructional objectives that deal with basic concepts of validity and test construction .
5. To become familiar with the psychometric definition of test bias.
6. To become acquainted with examples of standardized tests: group tests of intelligence, aptitude tests, vocational interest measures, and self-report personality inventories.
7. To be able to evaluate, analyze and synthesize the validity data in a technical manual.
8. To be able to describe and critically analyze a validity study that has been published in a relevant, professional, refereed journal.
9. To administer a standardized test to 5-10 examinees, score the tests, and interpret the test scores for class presentation, but **not** to individual examinees.

10. To be able to design an original, realistic validity study that could be used to investigate the validity of a standardized test. (*a proposed validity study*)
11. To make a class presentation, based upon a critical analysis of a standardized test.

Textbook, Teaching Notes, Handout Materials

1. **Textbook**: Gregory, R. J. (2003). Psychological Testing, 5th Edition. Boston: Allyn & Bacon. (REQUIRED)
2. **Handout Materials**: From time to time the instructor will distribute handout materials to supplement the textbook and the teaching notes. Students are responsible for handout materials.

Requirements

1. **Attend Class**. Students are expected to attend class and actively participate. University policy stipulates that students must attend all scheduled class sessions. If unable to attend a class session, you are responsible for all materials and any course schedule changes made in your absence.
2. **Take three tests covering lecture and text materials**. Each test will consist of 60-70 questions, and each test will count 25% towards the final grade. No make-up exam session will be held; if one test is missed for any reason, it must be taken prior to the next class session. If two or three tests are missed, a grade of F will be given for the course
3. **Complete assigned readings**. Due to the technical nature of some of the material, it is essential that you complete the readings by the dates indicated.
4. **Make a presentation**. You will carry out an evaluation of a standardized test and make a presentation to class during the last segment of the course. This assignment will count 25% of your grade. The length of each presentation will be 20 to 30 minutes depending upon how many students are enrolled in the course. A more complete description of this project is provided later in the syllabus.

The instructor will grade presentations using the attached "Presentation Evaluation Form." Class members will also evaluate each presentation using the same form in order to provide: (a) a broader range of feedback to each speaker, and (b) supplementary information that will assist the instructor's evaluation.

5. Prepare and submit a 4 - 6 page (including references and title page) written summary of oral presentation.

Grading System: Test Critique = 25%
(approximate) Midterm 1 = 25%
Midterm 2 = 25%
Final Exam = 25%

A+ = 97% or above	A = 93% - 96%	A- = 90% - 92%
B+ = 87% - 89%	B = 83% - 86%	B- = 80% - 82%
C+ = 77% - 79%	C = 73% - 76%	C- = 70% - 72%
D+ = 67% - 69%	D = 63% - 66%	D- = 60% - 62%
F = 59% or below		

Honor Code: All students in this course are expected to abide by the honor code as published by North Carolina State University.

SPRING SCHEDULE OF TOPICS

DATE	TOPIC	READING
Jan 12 TU	Introduction, 1A, 1B Psychological Testing, Nature, Uses & Ethical & Social Implications	G 1-44
19	2A, 2B Tests and the testing process	G 46-75
26 TU	3A, Part I, Norms and test standardization	G 76-95
Feb 2	No class	
9 TU	3A, Part I Norms and test standardization (Cont.)	G 76-95
16 TU	Exam 1 (1A, 1B, 2A, 2B, 3A) (50-70 Questions)	
23 TU	Review of statistics for measurement	
Mar 2 TU	3B, Part I Concepts of reliability	G 96-118
9 TU	4A, Part I Basic concepts of validity	G 119-142
16 TU	Spring Break	
23 TU	4B, Test construction	G 143-162
30 TU	Exam 2 (3B, 4A, 4B) (50-70 Questions)	
Apr 6 TU	5A: Theories and Measurement of Intelligence and Factor Analysis 5B: Individual Tests of Intelligence and Achievement	G 163-152
13 TU	6A: Group Tests of Ability & Related Concepts 6B: Test Bias & Other Controversies 12A: Psychological Testing and the law 12B: Computerized assessment and the future of testing	G 194-231 G 232-265 G 266-294 G 580-599
20 TU	Student Presentations	
27 TU	Student Presentations, review for final exam and written summary of oral presentations due.	
May 11 TH 4:00 – 7:00 pm	Final Exam (5A, 5B, 6A, 6B, 12A & B) TBA	

**DESCRIPTION OF PRESENTATION
OF CRITICAL EVALUATION OF A STANDARDIZED TEST**

1. Getting Started: In order to select a test, you will need to go the Learning Resource Library (LRL), 400 Poe Hall, to find a standardized test that has all the necessary materials: (1) a technical manual, (2) a test booklet (the test questions), (3) an answer sheet, (4) a scoring key, and (5) a validity study that has been published in a professional, refereed journal. If you cannot find all 5 items, select a different test.
- a. You must bring all 5 items to class to be examined by the instructor before you can sign up for that particular test. Every student in the class will review a different test. The instructor will have a sign-up sheet. The sooner you sign up for a test, the more likely you will get your first choice. However, you should consider two or three different tests in the event that someone has already signed up for the same test you selected. I reserve the right to veto any test that does not clearly meet the criteria. It is not in your best interest to review a test that lacks information.
 - b. Once you have signed up for a test, you should read the technical manual and other resources to make sure that you will be able to provide the information below about that test.
 - (1) * The exact title of the test
 - (2) * The author(s)
 - (3) * The publisher
 - (4) * The copyright date
 - (5) * The level or group for whom the test is intended
 - (6) * The purpose and recommended use of the test
 - (7) * The form(s) that is (are) available
 - (8) * The dimension(s) the test purports to measure
 - (9) * A brief description of administration of test
 - (10) * The scoring procedures
 - (11) *** Typical examples of actual test items
 - (12) * The norm group(s)
 - (13) ***** The validity data in the technical manual
 - (14) *** The validity data in a journal article
 - (15) ** The reliability data in the technical manual
 - (16) *** The results of administration of test to another person
 - (17) *** A design of a validity study (proposed Validity Study)
 - (18) * A reference list (use APA Publication Manual guidelines)

Each presentation will vary, but the number of asterisks (*) is a general indication of the importance of that item, and the relative amount of time that your presentation should devote to that topic. The information above is to be used in preparation of your presentation, but not to be turned in to the instructor.

Students are encouraged to bring test materials to class any time and ask questions that might clarify this assignment.

- c. Administer the test to five (5) or more persons for whom the test is designed. Score the test. Evaluate the score(s), using the norms that are provided in the manual. You should prepare a written statement of your interpretation of the person's score(s) so that you can include an interpretation statement in your oral presentation. **Note: You must not interpret scores to the respective examinees.**
- d. Be prepared on your assignment to present your paper as scheduled. Five or more students will be presenting each day. The rest of the students will listen to presentations, ask questions, and evaluate each presentation. You may work together in pairs if you so choose.

2. Your presentation should include:

- a. *Graphic and/or visual information.* You are encouraged to use PowerPoint, the overhead projector and/or charts, graphs, posters, and diagrams that will enhance your presentation. Written material to be projected should use large type.
- b. *Handouts.* Include a 1-2 page typewritten handout for each class member to take away with him or her.
- c. *Oral presentation.* Each presenter will be expected to speak for fifteen to twenty minutes, give or take 2 or 3 minutes. The actual amount of time will depend upon the number of students in class. Five minutes must be reserved for questions and discussion.
- d. *Reference list.* You must give me a list of major references used to prepare your presentation. (Use APA Publication Manual format)

3. Grading of presentation:

The presentation counts $\frac{1}{4}$ of your grade and points will be assigned on the basis of the ratings of the presentation evaluation form AND a 5 – 7 page written summary of your oral presentation (including references). (Note: This may be simply copies of your powerpoint or overhead presentation. It is **NOT** intended to be

SUGGESTED OUTLINE FOR PRESENTATIONS

I. Introduction

Get our attention, create interest, and involve the class. (Perhaps you could administer one or two items to the class via the overhead, with LARGE PRINT.)

II. Reliability

Show numbers, explain source, and interpret data.

III. Validity

Briefly, explain specific validity data:

- A. in the manual;
- B. in a journal article; and
- C. that you propose to collect in your study.

IV. Results

Present the results of the administration of the test including (a) the scores and your interpretation of them, (b) any significant problems/success with administration, and /or scoring, and (c) other comments that may be useful. **(Remember, you must not interpret test scores to examinees.)**

V. Study of test used

Design and present a proposed validity study of the standardized test used. **(NOTE: You do no have to conduct the study for this class.)**

VI. Closing

Prepare a brief closing statement in case time is called.

VII. Evaluation

Remember to prepare sufficient numbers of evaluation sheets for each person in class to use. Put your name and the name of the test on each sheet.

REMINDERS

- Advance preparation and rehearsal are essential.
- To have time for discussion, please observe time limits.
- Try to anticipate and expect at least one question.
- Visuals should be VERY LARGE PRINT.
- **If you plan to use PowerPoint, you are responsible for reserving and picking up the equipment from the Learning Resources Library (Poe 400) in advance.**

RECOMMENDED FOR TEST REVIEW PROJECT

1. Cognitive Abilities Test
2. Culture Fair Intelligence Test
3. Hermon-Nelson Test of Mental Ability
4. Multidimensional Aptitude Battery
5. Otis-Lennon School Ability Test (or OLMAT)
6. Raven Progressive Matrices
7. School and College Ability Test
8. Wonderlic Personnel Test
9. Differential Aptitude Test
10. Woodcock-Johnson Psycho-Emotional Battery
11. Kuder Preference Record
12. Self-Directed Search
13. California Personality Inventory
14. Edwards Personal Preference Schedule
15. Eysenck Personality Questionnaire
16. Jenkins Activity Survey
17. Myers-Briggs Type Indicator
18. Personality Research Form
19. Sixteen Personality Factors Questionnaire
- 20A. State- Trait Anxiety Inventory
- 20B. Daily Stress Inventory
21. Career Decision Scale
22. Career Beliefs Inventory
23. Minnesota Importance Questionnaire
24. Study of Values
25. Defining Issues Test (Measures Moral Development)
26. Watson-Glaser Critical Thinking Test
27. Social Reticence Scale
28. Other assessment instruments to which you have access for your work. Before you select an instrument, be certain that you have a test manual for administration.

Excerpt from American Psychological Association's

Ethical Principles of Psychologists and Code Of Conduct 2002

CONTENTS

INTRODUCTION AND APPLICABILITY

PREAMBLE

GENERAL PRINCIPLES

- Principle A: Beneficence and Nonmaleficence
- Principle B: Fidelity and Responsibility
- Principle C: Integrity
- Principle D: Justice
- Principle E: Respect for People's Rights and Dignity

ETHICAL STANDARDS

1. Resolving Ethical Issues

- 1.01 Misuse of Psychologists' Work
- 1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority
- 1.03 Conflicts Between Ethics and Organizational Demands
- 1.04 Informal Resolution of Ethical Violations
- 1.05 Reporting Ethical Violations
- 1.06 Cooperating With Ethics Committees
- 1.07 Improper Complaints
- 1.08 Unfair Discrimination Against Complainants and Respondents

2. Competence

- 2.01 Boundaries of Competence
- 2.02 Providing Services in Emergencies
- 2.03 Maintaining Competence
- 2.04 Bases for Scientific and Professional Judgments
- 2.05 Delegation of Work to Others
- 2.06 Personal Problems and Conflicts

3. Human Relations

- 3.01 Unfair Discrimination
- 3.02 Sexual Harassment
- 3.03 Other Harassment
- 3.04 Avoiding Harm
- 3.05 Multiple Relationships
- 3.06 Conflict of Interest
- 3.07 Third-Party Requests for Services
- 3.08 Exploitative Relationships
- 3.09 Cooperation With Other Professionals
- 3.10 Informed Consent
- 3.11 Psychological Services Delivered To or Through Organizations

3.12 Interruption of Psychological Services

4. Privacy And Confidentiality

- 4.01 Maintaining Confidentiality
- 4.02 Discussing the Limits of Confidentiality
- 4.03 Recording
- 4.04 Minimizing Intrusions on Privacy
- 4.05 Disclosures
- 4.06 Consultations
- 4.07 Use of Confidential Information for Didactic or Other Purposes

5. Advertising and Other Public Statements

- 5.01 Avoidance of False or Deceptive Statements
- 5.02 Statements by Others
- 5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs
- 5.04 Media Presentations
- 5.05 Testimonials
- 5.06 In-Person Solicitation

6. Record Keeping and Fees

- 6.01 Documentation of Professional and Scientific Work and Maintenance of Records
- 6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work
- 6.03 Withholding Records for Nonpayment
- 6.04 Fees and Financial Arrangements
- 6.05 Barter With Clients/Patients
- 6.06 Accuracy in Reports to Payors and Funding Sources
- 6.07 Referrals and Fees

7. Education and Training

- 7.01 Design of Education and Training Programs
- 7.02 Descriptions of Education and Training Programs
- 7.03 Accuracy in Teaching
- 7.04 Student Disclosure of Personal Information
- 7.05 Mandatory Individual or Group Therapy
- 7.06 Assessing Student and Supervisee Performance
- 7.07 Sexual Relationships With Students and Supervisees

8. Research and Publication

- 8.01 Institutional Approval
- 8.02 Informed Consent to Research
- 8.03 Informed Consent for Recording Voices and Images in Research
- 8.04 Client/Patient, Student, and Subordinate Research Participants
- 8.05 Dispensing With Informed Consent for Research
- 8.06 Offering Inducements for Research Participation
- 8.07 Deception in Research
- 8.08 Debriefing
- 8.09 Humane Care and Use of Animals in Research
- 8.10 Reporting Research Results
- 8.11 Plagiarism
- 8.12 Publication Credit
- 8.13 Duplicate Publication of Data
- 8.14 Sharing Research Data for Verification
- 8.15 Reviewers

9. Assessment

- 9.01 Bases for Assessments
- 9.02 Use of Assessments
- 9.03 Informed Consent in Assessments
- 9.04 Release of Test Data
- 9.05 Test Construction
- 9.06 Interpreting Assessment Results
- 9.07 Assessment by Unqualified Persons
- 9.08 Obsolete Tests and Outdated Test Results
- 9.09 Test Scoring and Interpretation Services
- 9.10 Explaining Assessment Results
- 9.11. Maintaining Test Security

10. Therapy

- 10.01 Informed Consent to Therapy
- 10.02 Therapy Involving Couples or Families
- 10.03 Group Therapy
- 10.04 Providing Therapy to Those Served by Others
- 10.05 Sexual Intimacies With Current Therapy Clients/Patients
- 10.06 Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients
- 10.07 Therapy With Former Sexual Partners
- 10.08 Sexual Intimacies With Former Therapy Clients/Patients
- 10.09 Interruption of Therapy
- 10.10 Terminating Therapy

9. Assessment

9.01 Bases for Assessments

(a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

(b) Except as noted in 9.01c, psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results.)

(c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of information on which they based their conclusions and recommendations.

9.02 Use of Assessments

(a) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

(b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.

(c) Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

9.03 Informed Consent in Assessments

(a) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.

(b) Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.

(c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons.)

9.04 Release of Test Data

(a) The term *test data* refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of *test data*. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security.)

(b) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

9.05 Test Construction

Psychologists who develop tests and other assessment techniques use appropriate psychometric procedures and current scientific or professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

9.06 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities, and other characteristics of the person being assessed, such as situational, personal, linguistic, and cultural differences, that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards 2.01b and c, Boundaries of Competence, and 3.01, Unfair Discrimination.)

9.07 Assessment by Unqualified Persons

Psychologists do not promote the use of psychological assessment techniques by unqualified persons, except when such use is conducted for training purposes with appropriate supervision. (See also Standard 2.05, Delegation of Work to Others.)

9.08 Obsolete Tests and Outdated Test Results

(a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(b) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

9.09 Test Scoring and Interpretation Services

- (a) Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.
- (b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard 2.01b and c, Boundaries of Competence.)
- (c) Psychologists retain responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

9.10 Explaining Assessment Results

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

9.11. Maintaining Test Security

The term *test materials* refers to manuals, instruments, protocols, and test questions or stimuli and does not include *test data* as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this Ethics Code.

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Personal Data Sheet

1. Name: _____
 (Last) (First) (MI)
2. Address: _____
 (Street Number and Name) (City) (State) (Zip Code)
3. Home Phone: _____ Work Phone: _____
4. Department: _____ 5. Advisor: _____

6. In your ideal job, what is most important?

7. Degree currently working on: _____ 8. Date you plan to graduate: _____

9a. Statistics course(s) completed:

Course Name	Where Taken	Semester Hours	Date
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9b. Research course(s) completed:

Course Name	Where Taken	Semester Hours	Date
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9c. Tests & Measurements course(s) completed:

Course Name	Where Taken	Semester Hours	Date
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10. Courses taken this semester:

Department	Course Number	Title of Course	Semester Hours
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Department	Course Number	Title of Course	Semester Hours
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Department	Course Number	Title of Course	Semester Hours
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Department	Course Number	Title of Course	Semester Hours
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Department	Course Number	Title of Course	Semester Hours
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11. Present employment: _____ 12. Title of Position: _____

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SELF-REPORTED KNOWLEDGES, SKILLS, COMPETENCIES

INDICATE YOUR ESTIMATED KNOWLEDGE BY CHOOSING ONE OF THE FOLLOWING.

E=EXPERT G=GOOD SA=SLIGHTLY ABOVE AVERAGE SB=SLIGHTLY BELOW AVERAGE P=POOR N=NONE

TOPIC	CIRCLE ONE BELOW					
1. The History of Psychological Testing	E	G	SA	SB	P	N
2. Characteristics of Standardized Tests	E	G	SA	SB	P	N
3. Norms and Test Standardization	E	G	SA	SB	P	N
4. Concepts of Test Reliability	E	G	SA	SB	P	N
5. Concepts of Test Validity	E	G	SA	SB	P	N
6. Test Construction Methodology	E	G	SA	SB	P	N
7. Theories, Measurement of Intelligence	E	G	SA	SB	P	N
8. Aptitude Testing	E	G	SA	SB	P	N
9. Factor Analysis	E	G	SA	SB	P	N
10. Personnel Assessment and Selection	E	G	SA	SB	P	N
11. Assessment of Interests	E	G	SA	SB	P	N
12. Theories, Measurement of Personality	E	G	SA	SB	P	N
13. Basic Concepts in Research and Data Analysis	E	G	SA	SB	P	N
14. Multiple Regression	E	G	SA	SB	P	N
15. Measures of Bivariate Association	E	G	SA	SB	P	N

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PRESENTATION EVALUATION FORM

Presenter: _____ Date: _____

Test: _____ Evaluator: _____

Please rate the presentation in relation to the following scales. You may mark on the page during the lecture, but also write your overall evaluations in the space at the right before returning this sheet (you may use decimal fractions if you wish). Mark N/A on any item for which you have inadequate basis for evaluations. Feel free to add any comments which you believe will be helpful to the presenter for planning future talks.

1. Introduction

1	2	3	4	5	6	7		
Not Effective							Very Effective	_____

2. Clarity of description and analysis of reliability data in manual...

1	2	3	4	5	6	7		
Very Fuzzy							Always Clear	_____

3. Clarity of description and analysis of validity data in manual...

1	2	3	4	5	6	7		
Very Fuzzy							Always Clear	_____

4. Clarity of description and analysis of validity data in journal article...

1	2	3	4	5	6	7		
Very Fuzzy							Always Clear	_____

5. Thoroughness and clarity of description of a proposed validity study...

1	2	3	4	5	6	7		
Shallow Ambiguous							Thorough Clear	_____

6. Accuracy and thoroughness and interpretation of test taker's scores...

1	2	3	4	5	6	7		
Not Accurate Not Thorough							Accurate Thorough	_____

7. Overall effectiveness of the test review presentation...

1	2	3	4	5	6	7	
Very Poor		Satisfactory			Excellent		_____

PLEASE WRITE ANY COMMENTS ON THE REVERSE SIDE OF THIS FORM.