

## First Assignment: An Introduction to The Mental Measurements Yearbook



As some barometer of what's needed to complete this: If typing this double-spaced with normal font and margins, your assignment likely will not exceed 2 pages. If it does, it means that you're probably cutting/pasting information from MMY to complete the assignment, rather than doing what's asked and providing summaries in your own words as needed.

To begin, you'll write a short narrative paragraph. **First, select an area or domain you may wish to assess, and a population of interest.** Examples include:

Areas/domains: intelligence, achievement, reading, mathematics, self-esteem, phonetic awareness, auditory processing, writing, depression, creativity, etc....

Populations: preschoolers, elementary-aged students, high-school students, children ages 6-10, students ready to transition from high school, adults, etc....

**Then describe this domain and population briefly in context of a problem you may wish to solve or question you may wish to answer.** For example:

*I am interested in instruments that will help answer the question that several kindergarten teachers in my building often ask, which is whether an instrument exists that might help screen for learning problems in their classrooms early in the school year.*

Or

*As a gifted teacher, I'm interested in instruments that might be used to help look at a more global picture of what gifted means to me, for example that will examine creativity as well. I'm interested in high school students in particular.*

Using the area/domain you've selected for the population of interest, refer to the Mental Measurements Yearbook. Often when people use the *MMY*, they already have an instrument picked out (e.g., the WJ-III or KIAT), look it up and read about it. But you'll be using it for its more valuable (yet less frequently used feature) of finding a test that assesses an area/domain for a

population specific to your own needs as an educator.

Use search terms as needed to use *MMY* to explore various instruments that are available. You may need to play around to find the exact terms that seem to focus in on what your question is. Quickly, you'll undoubtedly discover many options available on the market that are relevant to you. Scan the details for several, pick the one you like best, and **then continue the narrative you began above by:**

- 1) **Giving the title of the instrument** you're exploring,
- 2) **Describing the exact age-range for which this instrument** may be used
- 3) **Provide information on one type of validity information** provided for this test. Don't just list a type of validity (e.g., "content") but write several technical sentences as needed to adequately describe the information provided (e.g., "content validity information includes the fact that 20 experts in the field of reading were asked to review the items" or "concurrent validity includes that this IQ test correlates very well with other IQ tests at the .87 level"). It's possible that the only information available on validity is that the *MMY* let's you know that the manual states that the test has good construct validity, but that nothing else is available. If that's all you can find, list that, but be warned: If you state that the test simply has no validity information listed, the instructor will use *MMY* to verify that information, and if he finds that more is available, you'll lose points.
- 4) **Provide information on the type of reliability** provided for this test. Don't just list a type of reliability (e.g., "test-retest") but write a sentence describing the information provided (e.g., "test-retest reliability includes that the test was given to the same population at two-week intervals, showing a high correlation"). If that kind of information simply isn't available for the test, then state so.
- 5) **Is this a norm or criterion-referenced test?** Write a brief (2-3 sentence) description of the normative population or the criterion from which the test scores were created.
- 6) In a brief paragraph (4-5 sentences or so) **describe a reviewer's impression of the instrument** including its strengths and weaknesses. It is possible (though rare) that the instrument you've focused on has no reviews available, in which case, you'll have to highlight the main issues yourself (essentially, by elaborating upon your answer in #7).
- 7) Describe, based upon the information available in your resource, **whether this is an instrument you might use to answer the question or address the problem you described at the beginning of this assignment.** Provide a rationale for your answer in up to 100 words or so.