

BUROS

CENTER FOR TESTING



CHECKLIST

for

Manuscript Submission

Before you submit your review . . .

First Page

- Are your name, title, and affiliation provided at the top of the first page?
- Are the name, title, and affiliation provided for your co-author, if any?
- Does your affiliation reflect the institution or institutions where the work was completed?

Format

- Is the manuscript consistent with the content and format requirements described in the *Organization of Test Reviews** document and the *Reviewers Guide for the MMY Series**?
- Does the entire manuscript represent original work (i.e., not previously published, and not under concurrent consideration elsewhere)?
- Is the manuscript between 1,000 and 1,600 words (excluding references)?
- Is the entire manuscript (including references) double-spaced?
- Is the manuscript free of boldfacing?

Quotations

- Are all quotations (including those taken from the test materials) enclosed within quotation marks?
- Are page numbers and reference citations provided for all quotations, including those taken from the test manual or materials?
- Are ideas from other authors properly credited to them?
- Are quotations used judiciously (i.e., manuscript contains no more than 100 words in total drawn from the work of others)?
- Have you avoided disclosing actual test items?

Paragraphs and Sections

- Are all five review sections (Description, Development, Technical, Commentary, Summary) present and ordered correctly?
- If an earlier version of the test was reviewed in a previous yearbook, have you consulted the review(s) and noted which of the reviewers' concerns (a) have been addressed in the current version, and (b) persist in the current version?
- Does each paragraph comprise more than a single sentence?
- Is each paragraph less than one manuscript page?

- Have you avoided using bulleted lists, tables, figures, notes, and footnotes?
- If subheadings are used are they used appropriately – to separate content coverage as suggested in our reviewer guidelines?
- Is the Technical section sufficiently detailed? (Refer to the *Organization of Test Reviews** document for additional guidance.)
- Are all (or nearly all) comments presented in the Commentary section?

Acronyms, Abbreviations, Statistical Symbols

- Are all test-related acronyms that are used consistent with those used by the test publisher?
- Have you avoided creating acronyms or abbreviations?
- Are all Latin abbreviations (such as i.e., e.g., etc.) used within parentheses only, per APA style?
- Are all non-Greek letters that are statistical symbols presented in italic font (e.g., *n*, *r*, *p*), per APA style?
- Are Greek letters spelled out (to accommodate format specifications of database exports)?
- Have you avoided using subscripts and superscripts (again, to accommodate format specifications of database exports)?

References (see attached examples of proper format)

- Are all references cited in both the text and reference list?
- Do the names and dates presented in the text agree with those contained in the reference list?
- Are the titles of journals spelled out?
- Are page numbers provided for journal articles and chapters in edited books?
- Are references ordered alphabetically by authors' surnames in the reference list?
- Are references ordered alphabetically by authors' surnames in the text where multiple references are cited within parentheses?

*A printed copy of this document was sent to you along with the test materials. It is also available electronically from <http://buros.org/reviewers>

Reference Examples

Note. Our format closely models that of APA. We use paragraph (rather than hanging) indentation to facilitate print production of yearbooks and database exportation.

▪ Book ▪

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Ryan, A. M., & Tippins, N. T. (2009). *Designing and implementing global selection systems*. Malden, MA: Wiley-Blackwell.

▪ Edited book (in its entirety) ▪

Anderson, N., Schlueter, J. E., Carlson, J. F., & Geisinger, K. F. (Eds.). (2016). *Tests in print IX*. Lincoln, NE: Buros Center for Testing.

Carlson, J. F., Geisinger, K. F., & Jonson, J. L. (Eds.). (2017). *The twentieth mental measurements yearbook*. Lincoln, NE: Buros Center for Testing.

▪ Chapter in an edited book ▪

Geisinger, K. F., & McCormick, C. (2016). Testing individuals with disabilities: An international perspective. In F. T. L. Leong, D. Bartram, F. M. Cheung, K. F. Geisinger, & D. Iliescu (Eds.), *The ITC international handbook of testing and assessment* (Vol. 1, pp. 259-275). Oxford, England: Oxford University Press.

▪ Test review retrieved from a print volume ▪

Sandoval, J. (2014). [Test review of Wechsler Abbreviated Scale of Intelligence—Second Edition]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The nineteenth mental measurements yearbook* (pp. 729-731). Lincoln, NE: Buros Center for Testing.

▪ *Test review retrieved from an aggregator (EBSCO or Ovid)* ▪

Sandoval, J. (2014). [Test review of Wechsler Abbreviated Scale of Intelligence—Second Edition]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The nineteenth mental measurements yearbook*. Lincoln, NE: Buros Center for Testing.

▪ *Test review retrieved from Test Reviews Online* ▪

Sandoval, J. (2014). [Test review of Wechsler Abbreviated Scale of Intelligence—Second Edition]. In J. F. Carlson, K. F. Geisinger, & J. L. Jonson (Eds.), *The nineteenth mental measurements yearbook*. Retrieved from <http://marketplace.unl.edu/buros/>

▪ *Published test* ▪

Semel, A., Wigg, E., & Secord, W. A. (2003). *Clinical Evaluation of Language Fundamentals*, Fourth Edition. San Antonio, TX: Pearson.

▪ *Journal article (two authors)* ▪

Lee, H., & Geisinger, K. F. (2016). The matching criterion purification for differential item functioning analyses in a large-scale assessment. *Educational and Psychological Measurement*, 76, 141-163.

▪ *Journal article (up to seven authors)* ▪

Hawley, L. R., Koziol, N. A., Bovaird, J. A., McCormick, C., Welch, G. W., Arthur, A. M., & Bash, K. (2016). Defining and describing rural: Implications for rural special education research and policy. *Rural Special Education Quarterly*, 35, 3-11.

Jonson, J. L., Thompson, R. J., Jr., Guetterman, T. C., & Mitchell, N. M. (2016). The effect of informational characteristics and faculty knowledge and beliefs on the use of assessment. *Innovative Higher Education*, 42, 33-47. doi:10.1007/s10755-016-9366-7

▪ *Journal article (more than seven authors)* ▪

Brabeck, M. M., Dwyer, C. A., Geisinger, K. F., Marx, R. W., Noell, G. H., Pianta, R. C., . . . Worrell, F. C. (2016). Assessing the assessments of teacher preparation. *Theory Into Practice*, 55, 160-167.

▪ *Paper/poster presentation* ▪

Geisinger, K. F. (2017, April). Fairness of non-cognitive measures depends upon their uses. In M. Oliveri (Chair), *Innovative approaches to fairly designing and developing non-cognitive measures for diverse populations*. Symposium conducted at the annual meeting of the National Council on Measurement in Education, San Antonio, TX.

Jonson, J., & Usher-Tate, B. (2016, July). *Fairness in testing: Evaluating the alignment of recommendations and practices*. Paper presented at the biennial meeting of the International Test Commission, Vancouver, BC, Canada.

▪ *Article in press* ▪

Lee, S., Kim, M-H., McDonough, I. M., Mendoza, J. S., & Kim, M-S. (in press). The effects of cell phone use and personality on college students' learning. *Applied Cognitive Psychology*.
doi:10.1002/acp.3323

▪ *Manuscript submitted for publication consideration* ▪

Lee, S., Kim, M-S., McDonough, I. M., Mendoza, J. S., & Kim, M-H. (2017). *Evaluation of convergent and discriminant validity of Obsessiveness Scale and the Nomophobia Questionnaire in confirmatory factor analysis model*. Manuscript submitted for publication.

First published in 1938, *The Mental Measurements Yearbook* is recognized worldwide as the standard reference for information and reviews of commercial tests, serving as an essential resource for those involved in the evaluation, selection, and use of published instruments.

Thank you for contributing to *The Mental Measurements Yearbook*.

For more information about test reviewing, please visit us online

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