Independent Test Review Presentation (100 Points)

Overview and scholarly expectations: Students will be grouped into pairs or threes and assigned a test to evaluate. Their findings will then be orally and visually presented to the class. Technological medium is left up to the group, although groups will be required to provide a copy of their presentation to the course instructor on the due date. Presentations are expected to be ~20 minutes in duration and should not exceed 30. The number of slides is left up to the group members, although the following topics should be ably covered:

Your own independent review of the test

- o Norms
- o Reliability
- Validity
- o Test functionality and materials

Critique of independent reviews of the test

- o Buros Mental Measurements Yearbook
 - What did the reviewers note in terms of strengths and deficiencies?
 - Did the reviewers agree?
 - Did they miss anything based on consideration of above?
- Other published reviews
 - Alignment with Buros *MMY*?
 - Did the miss anything that was noted in Buros MMY and or uncovered in your independent review of the test.

Salient research findings that have been published after the test

- o For the sake of parsimony, please limit to no more than three studies.
- o Focus on diagnostic/treatment utility or structural validity studies.
- Are these findings consistent with published reviews?

Learning objectives: 1) Students will demonstrate an ability to navigate a diverse empirical literature to capably evaluate whether a test and/or prescribed test interpretations should be adopted in clinical practice. 2) Students will effectively utilize basic understanding of the scientific principles of psychological measurement to apply standards and expectations in best test design to critically evaluate published materials in school psychology. 3) Students will effectively utilize technology to supplement oral presentation of research findings.

Evaluation parameters: 60% content, 30% presentation, 10% participation

Due date: TBD