

DETAILED GUIDELINES FOR TEST REVIEW PROJECT

DUE: WEDNESDAY, NOVEMBER 13TH 11:59 PM ET

1. Identify a test of interest to you.

- | Visit the TCNJ library and search through *Mental Measurements Yearbook* (MMY), located in the reference section. The test you choose must have a printed review in (MMY) **within the last 20 years**. Some tests are reviewed more than once; you must use the **most recent review**.
- | Or you can search online at <https://buros.org/mental-measurements-yearbook>. This site will give a brief description of a test and will also indicate if there is a printed review. The example below is the type of information you will find about a test. The online search will make it easier to find the printed copy of the full review in our library's reference section. You may also download test reviews online directly, if you do not wish to visit the library in person.

Title: Wechsler Intelligence Scale for Children - Fourth Edition

Author: Wechsler, David

Purpose: Designed to assess the cognitive ability of children; provides four index scores that reflect different abilities, important in the expression of intelligent behavior in the classroom and beyond.

Acronym: WISC-IV

Note:

Publisher: Pearson

Publisher address: Pearson, 19500 Bulverde Road, San Antonio, TX 78259;

Telephone: [800-627-7271](tel:800-627-7271); FAX: [800-632-9011](tel:800-632-9011); E-mail:

pearsonassessments@pearson.com; Web: www.pearsonassessments.com

Reviewed In: Spies, R. A., & Plake, B. S. (Eds.). (2005). *The Sixteenth Mental Measurements Yearbook*. Lincoln, NE: Buros Institute of Mental Measurements.

2. Locate non-objective information on your test as well (see 4a below). If the test does not have BOTH a formal review AND non-objective information, find another test. Also, select a test that is **still in use**; not one that is no longer available. For example, because the Wechsler Intelligence Scale for Children – Fifth Edition is out, you cannot review the Fourth Edition (listed above) for this project. Becoming familiar with a currently used test will make the knowledge gained from this assignment more useful for you in the future.
3. Once you have completed this step, submit the Google Form found on Canvas for me to review and approve. Each test can only be reviewed by one student so the earlier you complete this step the better chance you have of being able to review the test you want. The final date for approval is **October 16th**.
4. After your test is approved, you will review both non-objective and objective information about your test.
 - o Non-objective information can be found via online sources such as the test publisher's website or test catalogue. First read the non-objective

information and formulate a “layperson’s” opinion about the test. Consider what circumstances it is useful in (what questions would it answer? For what group of test-takers – age, ability level – is it designed?). Do you get a sense this is a “good” test?

- Objective information is found in the library. Go to the library and locate the objective review from *Mental Measurements Yearbook*. Please note that the library is your best option for locating objective information on your test at no charge. Often tests are reviewed more than once, so be sure to obtain the **most recent** review. In *Mental Measurements*, there are usually **two** reviewers for each test. You should read **both** reviews and point out any differences. Another excellent overview of testing information can be found at: <<http://www.apa.org/science/faq-findtests.html>> This site details various references and the type of information that each yields.

5. Write a summary of the test including the information listed below. If there is no information on any of the topics, indicate in your paper that no information was provided **AND** make suggestions. (This way, I can tell the difference between a student who failed to include information on a topic and a topic for which there was no information to include). If information is missing for critical topics such as norms, reliability, and validity - what would you recommend?

General Information

- Title of test
- Edition
- Publisher
- Date of Publication
- Author
- Cost
- Versions available – format (paper and pencil, online/PC); languages
- Scoring services – hand scoring, online, etc
- Qualifications required to order/administer the test

Purpose and Nature of Test

- What construct(s) are measured?
- What does the test predict?
- What behavior is the test taker required to perform?
- Target population (age, special population)
- What is the nature of the test (maximal performance, typical performance, observation, self-report)
- Item type(s)
- Types and number of scores reported

Practical Evaluation

- Physical design of test materials
 - Durability
 - Readability (font and reading level)
 - Attractiveness

- Administration
 - Approximate time needed as well as if test is timed
 - Group or individual
 - Method of administration
 - Examinee response
 - Clarity of administration procedures
 - Ease of administration
- Is test manual comprehensive (information on construction, reliability, validity, norms, fairness)
- Clarity of scoring procedures
- Face validity

Technical Evaluation

- Type and appropriateness of normative samples [how, when, where was norm group developed; subgroup norms (age, gender, region); types of norms (percentiles, grade level, standard)]
- Type, appropriateness, and quality of reliability measures
- Type, appropriateness, and quality of validity measures
- Fairness
 - Given the psychological construct being measured (and intended use) should there be fairness information provided?
 - If there is information provided what does it indicate in terms of differential score distributions or differential validity for this test?

Strengths and Weaknesses

- | What strengths and weaknesses does the reviewer identify?
- | If there is more than one review, do the reviewers differ? Do you agree?

6) After the summary, contrast your findings with your initial impression. Be sure to conclude with a final recommendation regarding this instrument's usefulness with the intended target group.

7) References

SAMPLE Test Review Reference- DO NOT list the name of the test author – you do not have access to the test; you are reporting on what the review author wrote.

Last name, first initial of review author. (Year of MMY publication). [Review of the name of test.] In name(s) of MMY editors, *The [edition] mental measurements yearbook* (pp. xxx-xxx). Lincoln, NE: Buros Institute of Mental Measurements.

Sandoval, J. (2003). [Review of the Woodcock-Johnson III]. In B. S. Plake, J. C. Impara, & R. A. Spies (Eds.), *The fifteenth mental measurements yearbook* (pp. 1024-1028). Lincoln, NE: Buros Institute of Mental Measurements.

Ventresco, N. (2020). *Detailed guidelines for test review project*. [Assignment description]. Ewing, NJ. Department of Psychology, The College of New Jersey.

8) Oral presentation. You will have 10 minutes to present relevant information on your test to the class during the last 2 weeks of the semester. You will NOT be able to present ALL the information in your paper. Pretend your boss is considering using this test and asked for your summary/recommendation. Keep to the most important facts. Dress professionally. A sample test review paper and PowerPoint for the Woodcock-Johnson Test of Achievement – Third Edition are provided on Canvas. Thus, nobody will be able to review the WJ Test of Achievement this semester.