

**PSY 504: PSYCHOLOGICAL MEASUREMENT**  
Summer 2022

**Psychological Assessment Review Outline**  
**(Due 7/21)**

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You are required to complete one assessment review. It is highly suggested that you follow the outline below as close as possible. This outline will greatly help you organize your assessment reviews. In fact, you are more than welcome to submit your assessment reviews in outline format. As stated in class, the best primary source to begin your assessment reviews is the *Mental Measurement Yearbooks* located in our library (and you can search online). As soon as you have chosen your tests/assessments, please let me know as soon as possible for approval. (Please avoid projectives and other assessments with minimal to no reliability/validity – choose something that you and your peers might actually use!) I will keep an updated list for the class on my website. The purpose of this is to avoid duplicates of assessment reviews. Remember, this assignment is also for your peers. Finally, please remember these reviews are **due on 7/21 and emailed to me at: [am.volungis@assumption.edu](mailto:am.volungis@assumption.edu)**.

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**A. General Information**

- a. Title of test (including edition and forms if applicable)
- b. Author(s)
- c. Publisher, dates of publication – including dates of manuals, norms, and supplementary materials
- d. Administration time
- e. Cost – booklets, answer sheets, other test materials, available scoring services

**B. Brief Description of Purpose and Nature of Test**

- a. Type of test – individual or group, performance, multiple aptitude battery, interest inventory
- b. Nature of content – verbal, numerical, spatial, motor
- c. Target population – age range, type of person
- d. Subtests and separate scores
- e. Item types

**C. Practical Evaluation**

- a. Qualitative features of test materials – design of test booklet, editorial quality of content, ease of using, attractiveness, durability, appropriateness for test takers
- b. Ease of administration
- c. Clarity of directions
- d. Scoring procedure
- e. Examiner qualifications and required training
- f. Face validity and test taker rapport

**D. Technical Evaluation**

- a. Norms
  - i. Type – e.g., percentiles, standard scores
  - ii. Standardization sample – nature, size, representativeness, procedures followed in obtaining sample, availability of subgroup norms (e.g., age, sex, education, occupation, region)
- b. Reliability
  - i. Types and procedures, including size and nature of samples employed – e.g., test-retest, parallel-forms, inter-rater, internal consistency (split-half, Kuder-Richardson or Cronbach's alpha)
  - ii. Specific procedures followed in assessing reliability and results obtained
- c. Validity
  - i. Appropriate types of validation procedures – e.g., content, criterion-related (concurrent or predictive), convergent/discriminant evidence, construct
  - ii. Specific procedures followed in assessing validity and results obtained

**E. Reviewer Comments** – from *Mental Measurements Yearbooks* and other sources

**F. Summary Evaluation** – major strengths and weakness of the test, cutting across all parts of the outline (your perspective)