

# psy631 notes final term

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## The Binet Scale:

French psychologist Alfred Binet and Theodore Simon, in 1905 in France, developed the first formal measure of intelligence. The purpose of their scale was to assist the education ministry and department in identifying “dull” students in the Paris school system, so that they could be provided remedial assistance or training. They felt that the children’s performance could be used as an indicator of their intelligence. In other words, they believed that intelligence can be measured in terms of performance of a child.

## The 1908 Scale:

The 1908 scale was similar to the 1905 scale in that it was an age scale that retained the principle of age differentiation. The concept of mental age was introduced in this revision. The performance of a test taker was compared with the average performance of other persons of the same chronological age, as discussed earlier. The standardization sample for this revision included 203 individuals.

## The Concept of Intelligence Quotient or IQ:

As a result of problems with depending merely on mental age, a solution was devised in terms of intelligent quotient, a concept whereby the chronological age of the person is also given due consideration. It is an indicator of intelligence that takes into consideration a person’s mental as well as chronological age. The formula for IQ is:  
$$\text{IQ score} = \frac{\text{MA}}{\text{CA}} \times 100$$

$IQ = \text{mental age} / \text{chronological age} \times 100 = IQ$  ,  
aasasd

The 1972 Revision:

In 1972 an improved normative sample was taken which comprised 2100 subjects. The sample included

nonwhites as well. About 100 subjects for each Stanford- Binet age level were included. Still the sample was

criticized for not taking enough non-whites.

The 1986 Version: (The Stanford Binet: 4th Edition):

This version of the Binet Scale overcame the problems for which it was criticized. A standardization sample of

5000 subjects was used. The subjects belonged to 47 states of the U.S. and the District of Columbia. Geographic

region, community size, ethnic group, age, and gender were considered for stratification of the sample.

The following content areas are covered in the latest scale:

1. Verbal reasoning
2. abstract/ visual reasoning
3. quantitative reasoning
4. short- term memory

The subtests of the scale are as follows:

1. Verbal reasoning
  - i. Vocabulary
  - ii. Comprehension
  - iii. Absurdities
  - iv. Verbal relations
2. Abstract/ visual reasoning
  - i. Pattern analysis
  - ii. Copying
  - iii. Matrices
  - iv. Paper folding and cutting
3. Quantitative reasoning
  - i. Quantitative subtest
  - ii. Number series
  - iii. Equation building
4. Short- term memory
  - i. Bead memory
  - ii. Memory of sentences
  - iii. Memory of digits
  - iv. Memory of objects

The Wechsler Scales:

The Wechsler scales are perhaps the most commonly used intelligence tests. These were developed by psychologist David Wechsler. Three Wechsler intelligence tests that are available to us at present are:

- i. Wechsler Adult Intelligence Scale: third edition or WAIS-III: this scale is meant for ages 16 years to 89 years
- ii. Wechsler Intelligence Scale for Children: third edition or WISC-III: this scale is meant for children aged 6 to 16
- iii. Wechsler Preschool and Primary Scale of Intelligence-Revised or WPPSI-R: this scale is for children aged 3 years to 7 years three months.

The Meaning of IQ Test Scores:

The commonly followed standards of interpreting IQ scores are as follows:

IQ score	Rating
< 70	Retarded
100	Average
Above 140	Gifted
Above 115	Superior

- i. K-ABC: Kaufman Assessment Battery for Children (Kaufman & Kaufman, 1983)
- ii. K-BIT: Kaufman Brief Intelligence Test (Kaufman & Kaufman, 1990)
- iii. KAIT: Kaufman Adolescent and Adult Intelligence Scale (Kaufman & Kaufman , 1993)

Alternative Formulations:

These include:

- Moral intelligence
- Social intelligence
- Emotional intelligence

: Moral Intelligence:

Given by Coles (1997) and Hass (1998)

It is the ability to differentiate between right and wrong

More comprehensively, it is the capacity of making right decisions that are not only beneficial for one self

but to others as well

Social Intelligence:

Given by Hough, 2001; Riggio, Murphy, & Pirozzolo, 2002)

Manifested as SQ

Ability to understand and deal with people; salesmen, politicians, teachers, clinicians, and religious leaders

exhibit this type of intelligence

It is also the ability to understand and deal with in own self by identifying one's thoughts, feeling, attitudes

and behaviors

Emotional Intelligence (EI):

It is the type of social intelligence which is the ability to cope with one's own and other's emotions, to

differentiate between them and use information for guiding one's thoughts and actions.

Indicated by the EQ of a person.

It includes these aspects:

1. Self-awareness
2. Managing emotions
3. Empathy
4. Handling relationships

: Cognition refers to 'mental processes' that people use to gather/ acquire knowledge, and also the knowledge that

has been gathered/ acquired subsequently used in mental processes. Cognition and knowledge, therefore, can be said to have a circular relationship.

Piaget's Stages of Cognitive Development:

1. Sensorimotor stage
2. Preoperational stage
3. Concrete operational stage
4. Formal operational stage

Sensorimotor Stage: Infancy: Birth-2 years

The child's thought is egocentric and confined to action schemes. Development is very rapid in this stage but

thought processes are limited to the immediate world of the child. Development of object permanence and

development of motor skills takes place. The child has little or no capacity for symbolic representation.

Preoperational Stage: Preschool: 2-7 years

Development of representational thought takes place. The child's thinking is intuitive not logical.

A significant

aspect of development at this stage is the development of language and symbolic thinking.

Thinking remains

egocentric.

Concrete Operational Stage: Childhood: 7-11 years

At this stage the child's thinking becomes systematic and logical, but o...

Conservation Tasks:

Conservation is a concept according to which the some properties of an object/ mass matter remain unchanged

or invariant while some others have been changed. For example the weight of an object will remain the same

when its shape has been changed; the number of objects remains unchanged while their arrangement is changed.

Children learn the conservation of mass and number earlier (around 5-6 years of age) than conservation of

weight (around 8-9 years of age).

Conservation of Mass:

Play dough, plasticine, or clay can be used for this task. Take two same sized balls of the dough and ask the child

if the two have the same amount of dough/clay in them. Let the child feel it and then answer.

When he says yes

they are the same amount then flatten one ball like a pan cake or chapatti and ask if they still have the same

amount of the pliable material in them. Children at different cognitive levels will respond differently. If the child

says the two had different amounts of mass, and then ask why does he think so.

Conservation of Number:

Take ten coins and arrange them in two parallel rows. Ask the child if there are buttons in same number in each row.

When the child says yes, then rearrange the buttons and spread buttons in one row distantly so that the row

appears to be longer than the other one. Now ask the child if the two rows contained the same number of

buttons. Children belonging to different levels will respond differently. Those who have not acquired the

concept of conservation of number will say that one row was longer than the other one.

Conservation of Weight:

Once again two, same weight, play dough or clay balls may be used. Ask the child if the two balls had the same weight. Once the child agrees then change the shape of one of the two balls and convert it into an oblong. Now ask the child if they were of the same weight. Children belonging to different levels will respond differently.

Those who have not acquired the concept of conservation of weight will say that the ball and the oblong were of different weight, whereas those who have acquired the concept of conservation of weight will say that the two objects were of the same weight.

Conservation of Volume:

Perspective:

The child is asked to imagine if she is standing at the beginning of a long road, and there are trees on both sides of the road. She is asked to draw and tell how the road and the trees would look from her position

Motivation, Cognition and Learning:

It is believed that cognitive ability alone cannot account for achievement; motivation is also important in acquiring/ attaining cognitive skills and abilities.

People learn information that corresponds to, and is in accordance with, their view of the world.

They learn

skills that are meaningful to them. e.g. children who are born in a poor family may not give any attention or

importance to the formal education and as adults, they may pass on similar beliefs and attitudes to their offspring.

Illinois Test of Psycholinguistic Abilities (ITPA):

The test is based on modern concepts of information processing. ITPA is based on the theory that inability to respond correctly to stimuli does not result from defective output alone. The input has a role to play as well.

Input refers to the information-processing system. The input comes from an external stimulus.

Our response to

it or information processing takes place in three stages:

Stage 1: incoming information is received through senses

Stage 2: analysis or processing of information is done

Stage 3: the response takes place

Torrance Tests of Creative Thinking (TTCT): Creativity can be defined as “the ability to be original, to combine known facts in new ways, or to find new relationships between known facts”

Fluency: Fluency is about the ability to generate a variety of solutions to problem. People would score high on fluency if their solutions are distinct.

Originality: Originality has to do with the uniqueness, novel ness, and unusual nature of solutions. One can be said to be a creative person if one can come up with novel ideas or solutions. The unusual and unique solutions, which are different from the usual, conventional, a

Flexibility: flexibility is about the ability to shift from one stand point or strategy to another for finding solutions of problems. People can be said to have a flexible approach if they do not mine shifting positions in problem solving.

Advantages of Group Tests:

Such tests save time of administration A large number of test takers can be examined simultaneously

Group tests are a good source of quick data collection for research projects If quick decisions are to be made, such as screening or school admissions, then group tests are very useful

Test administration is easy from the point of view of the examiner, especially because there is little pressure on the examiner for taking notes of individual expressions, explanations, or clarifications on part of the examinee.

There is little impact of the personality of the examiner on the performance of the examinees, which can be the other way round in case of individual testing.

The role of the examiner is the minimum

Henmon-Nelson Test (H-NT): H-NT is also considered to be a good test of mental ability or intelligence. The test has two sets of norms, gradewise and age-wise. The 90 item test can be completed in around 30 minutes and can be used for all grade levels. Rather than considering multiple intelligences, this test provides a single score relating to Spearman's g factor. HNT also has high reliability in the 90s, and validity coefficients of 50s to 90s.

Rosenblatt, & Mellanby, 1998). It has also been reported as a sensitive discriminator for giftedness (Harry, Adkins, & Sherwood, 1984) and a tool that can make good predictions about future performance (Henry & Bardo, 1990). The reliability coefficients reported for COGAT are very high, in the 90s

#### The Scholastic Assessment Test (SAT-I)

The Scholastic Assessment Test or SAT-I, was previously known as Scholastic Aptitude Test or SAT. First used

in 1926, the test is the most commonly used college entrance test in the U.S. SAT-I has two parts that contain

the reasoning tests which comprise further subtests.

#### Verbal Reasoning:

This part consists of 78 questions in all, to be completed in 75 minutes. The distribution of items is as follows:

Sentence Completion; 19 questions

Critical Reading; 40 questions

Analogies; 19 questions

#### Mathematical Reasoning:

This part contains 60 questions. The questions are distributed in the following subtests:

Regular Mathematics; 35 multiple choice questions

Student- Produced Responses; 10 questions

Quantitative Comparisons; 15 questions

The test norms were obtained from a large representative sample. SAT-II is also available that comprises Subject

Tests including:

A direct writing test

Tests in Asian languages

English-as-a- second Language Proficiency Test

Graduate and Professional School Entrance Tests:

The graduate school entrance tests are widely used for admission in graduate school and professional degree

programs like medicine, art, and law etc.

Graduate Record Examination Aptitude Test (GRE):

Graduate Record Examination Aptitude Test is the most commonly used graduate-school entrance test. The

general scholastic ability is measured by GRE along with grade point average and letter of recommendation as

process of general selection in school. The three sections of GRE include verbal (GRE-V), quantitative (GREQ) and analytic (GRE-A). The verbal section includes measurement of reasoning, antonyms, analogies and

paragraph comprehension. GRE-Q purports to measure reasoning, algebra and geometry. In addition to that

GRE also measures the general achievement in at least 20 majors like psychology, history and chemistry

Raven Progressive Matrices:

Raven Progressive Matrices (RPM) is a non-verbal multiple choice measures of the general intelligence. In each

test item, the subject is asked to identify the missing element that completes a pattern. The test can be

administered to groups or individuals of 5 years old to older adults. T

For example Black Intelligence Test of Cultural

Homogeneity (BITCH) is used as culture-fair intelligence test for African America

The issues like parental use of language, parental

stress for achievement, access to resources and exposure to the world and parental influences over discipline and

policies in home environment are also matter of interest for researchers.

The studies on maternal age and social class have shown that aged mothers tend to have children with higher IQ.

Trait theories based upon factor analysis:

Factor analysis: a statistical method whereby relationships between a large numbers of variables are summarized

into fewer patterns. These patterns are more general in nature.

Raymond Cattell's Sixteen Personality Factors:

After using factor analysis Cattell proposed that two types of characteristics form our personality; Surface traits,

and source traits

Eysenck's Dimensions of Personality:

According to Eysenck, personality can be understood and described in terms of just two major dimensions;

Introversion-extroversion, and neuroticism-stability

On the first dimension, people can be rated ranging from introverts to extroverts: the rest of the traits fall in

between. The second dimension is independent of the first one, and ranges from being neurotic to being stable.

Introverts are quiet, passive, and careful people. Extroverts are outgoing, sociable, and active people. Neurotics

are moody, touchy, and anxious people. Stable are calm, care-free, and even-tempered people.

Eysenck evaluated a number of people along these dimensions. Using the information thus obtained, he could

accurately predict people's behavior in a variety of situations.

Cattell's Sixteen Personality Factor Questionnaire (16 PF):

At least five editions of 16PF are available. This test/questionnaire covers the following primary source traits:

A. Cool-warm

B. Concrete thinking –Abstract thinking

C. Affected by feelings-emotionally stable

D. submissive- Dominant

E. Sober- Enthusiastic

F. Expedient- conscientious

G. Shy- bold

H. Tough minded- tender minded

I. Trusting- Suspicious

J. Practical- Imaginative

K. Forthright- Shrewd

L. Self-assured- Apprehensive

Q1: Conservative- Experimenting

Q2: Group oriented- Self sufficient

Q3: undisciplined self-conflict-following self-image

Q4: Relaxed- Tense

Words as Projective Stimuli:

The first attempt of using words as projective measure was made by Galton in 1879. Afterwards Cattell and

Bryant in 1889, Kraepelin in 1896 and Jung in 1910 use the words as tests. The task of these tests is to interpret

the responses of words

Rotter Incomplete Sentence Blank (RISB)

Developed

in:

RISB is standardized test developed in 1950.

Population: The test was developed for use with populations from grade 9 through adulthood.

Scoring: The manual of the RISB suggests that responses on the test be interpreted according to

several categories: family attitudes, social and sexual attitudes, general attitudes, and character

traits. Each response is evaluated on 7-point scale ranges from “need for therapy” to “extremely good adjustment”.

Items: The test consists of 40 incomplete sentences.

#### Advantages of Projective Tests:

In depth investigation

Flexible nature

Subjects liberty to respond in whatever way

Used for psychodynamic examination

#### Disadvantages of Projective Tests:

The psychologist has to be highly skillful

These tests may be very time consumin

The extent to which a person believes in the influence of chance, luck, or fate is measured by the CHLC Scale.

CHLC measures the beliefs about health or illness being related to chance, fate or luck, instead of being related

to one's own responsibility.

The three MHLC scales include:

1. Internal Health Locus of Control (LHLC)
2. Powerful Others Health Locus of Control (PHLC)
3. Chance Health Locus of Control (CHLC)

allows the 6-point Likert response pattern, and includes three scales. In conceiving these scales,

Levenson's (1973, 1981) multidimensional approach was followed, in which the dimension of externality was

split into two components. Hence the scales for powerful others health locus of control (PHLC), and chance

health locus of control (CHLC).

One may choose any one from forms A or

B. The IHLC Scale assesses the internal health locus of control that is the extent to which a person believes that

her health or illness is determined by internal factors. K. A. Wallston, and B. S. Wallston (1982) have asserted

that the dimensions measured by the scales are more or less statistically independent. Therefore a low IHLC

score does not necessarily indicate that the person believes in the influence of external factors

Self-efficacy, as the very name suggests, is the perception of one's own ability to produce some desired

outcomes.

Researchers have used the construct of self-efficacy for assessing the impact of people's perceptions of personal

control and capability on their behavior in a variety of situations. A divergent range of self-efficacy measures is

available to researchers interested in investigating the relationship between thought and action.

#### 1. General Perceived Self-efficacy (GSE) scale"

The most widely used measure of self-efficacy, General Self-Efficacy (GSE) Scale, was developed by Matthias

Jerusalem, and Ralph Schwarzer in 1981. The original version, in German language, comprised 20 items, but the

later version consisted of only 10 items (

in such a manner that one can

record presence/absence, frequency, intensity and other aspects of behavior. Observers may develop their

own scales or recording instruments, but may also choose from the available scales. Some of the available

scales include The Play Performance Scale for Children (Lansky et al., 1985, 1987), Walker Problem

Behavior Identification Checklist (Walker, 1983), Behavior Rating Profile( Brown & Hammil, 1978), and

Social Skills Rating System (Gresham & Elliot, 1990) just to

The Fear Survey Schedule (FSS):

It is a self-report procedure used for various clinical purposes. Primarily ratings on fear are taken on a rating

scale. Initially introduced by Akutagawa (1956), the FSS is available in different versions after having undergone a

number of revisions. Originally it had 50 items. Today the different versions have 50 to 122 items, employing

either 5- point or 7- point scales.

The FSS items involve fear provoking situations and avoidance behaviors. The aim is to identify such situations

and avoidance behavior in case of the subject being assessed.

The Ways of Coping Scale:

As the very name suggests, the Ways of Coping Scale( Lazarus, 1995; Folkman & Lazarus, 1980) assesses the way

people cope with stress. It is one of the most popularly used tools in health psychology. It is a checklist in which

the subject indicates the items/ thoughts and behaviors that apply to them. It contains 68 items and the

following seven subscales:

- a. Problem solving
- b. Growth
- c. Wishful thinking
- d. Advice seeking
- e. Minimizing threat
- f. Seeking support
- g. Self-blame

The State- Trait Anxiety Inventory (STAI):

The STAI is based on the State- Trait Anxiety theory of Charles. D. Spielberger. The theory, and the inventory,

assumes that anxiety is of two types; state anxiety and trait anxiety. State anxiety is an emotional reaction that

may vary from situation to situation, whereas trait anxiety is a personality characteristic that may be found to be

stable across situations. There are two scales and therefore two scores yielded by STAI, the A-State and A-Trait.

The inventory has a 4- point scale format and the two scales have 20 items each.

The Social Support Questionnaire (SSQ):

The SSQ developed by I. g. Sarason and co- workers (1983) is an instrument that measures social support and

related aspects. It contains 27 items of which each one has two parts. For every item the respondent has to

endorse two things which ultimately culminate into two scores:

i. Listing the persons that the respondent can count on for support in given circumstances, these responses

yield the number (N) score. The number of people listed in all 26 items is used to calculate an average (N)

score.

a. Drinking Locus of Control Scale:

A 25 item-scale measuring drinking locus of control is available. It follows a forced choice format that has been

developed by Donovan, and O'Leary (1978). The items involve pairing of internal and external control

alternatives.

b. Weight Locus of Control (WLOC) Scale:

This scale assesses the internal and external determinants of one's weight. The scale designed by Saltzer (1982),

uses 6-point Likert scale format and is a 4-item measure.

c. Perceived Behavioral Control Measure:

Armitage, and Connor (1999) developed a measure to assess perceived behavioral control. The measure includes

items like "Whether or not I eat a low fat diet is entirely up to me".

d. Desired Control Scale:

a. Measures for Assessing Exercise-Related Self-Efficacy:

Developed by Schwarzer, and Renner (2000) the exercise self-efficacy scale primarily focuses on the extent to

which a person feels capable of overcoming barriers to adopting or maintaining the habit of exercising. The

scale has a 4-point format, ranging from 'definitely not' to 'exactly true'.

b. The Nutrition Self-Efficacy Scales:

Researchers have also developed and used self-efficacy measures specifically involving proper nutrition related

behaviors. The Nutrition Self-efficacy Scale by Anderson, Winett, and Wojcik (2000)

c. Habit Cessation, And Abstinence Self-Efficacy:

Besides measures for gauging adoption of healthy be

Roe's Career-choice Theory: The California Occupational Preference Survey:

The core feature of Roe's theory is its emphasis on 'person' or 'nonperson' orientation found in people.

According to Roe, this orientation plays a significant role in people's career choice. In simpler terms maybe we

can say that whether one likes to be with other people or not affects one's career choice

. Children brought up in a family environment that

is warm and accepting grow into people-oriented adults. On the other hand children who experienced a cold

and aloof environment turn into adults who are interested in things rather than people (Roe & Klos, 1969; Roe &

Siegelman, 1964). Roe and Klos (1969) proposed the idea that occupational roles can be divided into two classes

according to two independent continua.

The First Continuum: The extremes go from "orientation to purposeful communication" to "orientation to

resource utilization"

The Second Continuum: The extremes go from "orientation to interpersonal relations" to "orientation to

natural phenomena"

People make career choices according to where they stand on these two continua

Subjective or Descriptive Tests:

On the other hand subjective or descriptive tests also have their advantages.

The nature of the items is such that the examiner can test in depth knowledge of the students.  
However

marking and evaluation of such examiner papers may be problematic

The Scholastic Assessment Test (SAT-I):

The Scholastic Assessment Test or SAT-I, previously known as Scholastic Aptitude Test or SAT was first used in

1926, the test is the most commonly used college entrance test in the U.S.

SAT-I has two parts that contain the Verbal Reasoning and Mathematical Reasoning tests.  
These comprise

further subtests.

SAT-II is also available

describe these as parameters along which cultural differences may be found. Such variables include:

a. Language: People are at a disadvantage if they can use only the language spoken in their own culture and not

the one used in the culture wherein they have to adjust. As a consequence they will be handicapped if

psychological tests administered to them are in the language that they are not familiar with.

b. Reading Ability: People will still be at a disadvantage if they cannot read. Most tests require certain level of

reading ability. People may be familiar with the language that the test has been designed in, but they will remain

handicapped if they cannot read the test items.

c. Speed: The speed required for completing a test may also cause problems. In some cultures life is very fast

and people are familiar with a sense of urgency to meet deadlines. On the other hand the tempo of life is slower

in some cultures and people are used to patiently waiting expected outcomes (e.g. rural and agricultural societies)

rather than striving for immediate and rapid outputs.

Therefore persons coming from such cultures may find it difficult to cope with the demands of speed based

tests.

Board on Testing and Assessment / BoTA:

This board, established in 1993, primarily works on the use of psychological tests and other tools of assessment

as tools of public policy. This board was created in the U.S. under support by the departments of Defense,

Education, and Labor (Anastasi & Urbina (2007)).

Ethical Issues in Psychological

Behavioral Assessment:

The behavioral assessment procedures include the following:

Self-report by the client

Direct observation of behavior

Physiological measures

Self-report By The Client:

Self-reports can be made in various forms such as inventories and checklists.

Clinical interviews can also be one of the procedures used for this purpose.

One of the most commonly used such tools is the Beck Depression Inventory (BDI).

The BDI involves self-ratings on 21 items that help assess the severity of depression.

Alcohol Use Inventory (Horn, Wanberg, & Foster, 1990) is another such instrument.

Some instruments involve multiple informants.

The Social Skills Rating System (SSRS):

Gresham & Elliott, 1990

Positive and problematic behaviors of students in educational and family settings can be evaluated.

There are separate forms for parents, teachers, and students themselves.

Types of Tests:

Tests can be categorized on the basis of:

The purpose or the type of behavior/characteristics to be measured: personality, aptitude, intelligence,

achievement etc.

The administration procedure: individual versus group tests

Speed versus ability tests

Aptitude tests, achievement tests, or intelligence tests

Ability versus personality tests

Structured/objective tests versus projective tests

Original versus translated and adapted tests

Translated tests

Test Development Process:

Test conceptualization

↓

Test construction

↓

Test tryout

↓

Analysis

↓

Revisio

tial Characteristics of Psychological Tests:

A good psychological test should have these qualities:

Validity: A test should measure what it is intended to measure.

Reliability: A test should give consistent results. It should give same or similar results every time it is

administered to the same subjects in same conditions.

Norm development and standardizatio

a) Test- Retest Reliability:

Test- retest reliability deals with two performances of the same test by the same persons on two different

occasions.

If reliability refers to the consistency and stability of scores over time then it will be measured using this

method.

#### . Alternate- Form Reliability

In this approach the test developer develops two alternate or parallel forms of the same test. Ideally speaking the

two forms should be independently developed and completely parallel or equivalent forms of the same measure.

They should match each other in all respects including:

Same specifications

Same instructions

Same time limit

Same content

Same number of items

Same item format

Difficulty level

### c). Split- Half Reliability

Alternate form reliability is a popular type of reliability but with some obvious limitation; Construction of two

completely parallel forms is not easy and requires a lot of time and effort; even when to alternate forms are

available, the practice effect and prior experience may affect performance on the second occasion.

The time gap between two administrations is another intervening variable.

e Kuder- Richardson technique is to calculate 'coefficient alpha'.

Kuder- Richardson formula can be used only for tests in which items are scored as either zero or one.

It is not applicable to tests where answers to items are assigned two or more scoring weights e.g. personality

inventories where a number of resp

## Validity

“Traditionally, the validity of a test has been defined as the extent to which a test measures what it was designed

to measure” (Aiken, 1994, p.95)

“The extent to which a test measures the quality it purports to measure. Types of validity evidence include

content validity, criterion validity, and construct validity evidence” (

### Content Validity Evidence:

“The evidence that the content of a test represents the conceptual domain it is designed to cover” (Kaplan &

Saccuzzo, 2001, p.635).

### Construct Validity Evidence:

“A process used to establish the meaning of a test through a series of studies. To evaluate evidence for construct

validity, a researcher simultaneously defines some construct and develops the instrumentation to measure it. In

the studies, observed correlations between the test and other measures provide evidence for the meaning of the

test” (Kaplan & Saccuzzo, 2001, p.635).

Types of Tests:

We have discussed a variety of psychological tests in this course:

Intelligence tests: individual and group tests, verbal and performance tests, speed and ability tests

Personality tests: Personality inventories and projective tests

Achievement tests: Ordinary school tests and standardized,

Internationally used tests

Tests used for occupational settings

Tests for special populations

Tests used in clinical and counseling settings

Aptitude tests

Tests of interests

Variations of psychological tests: the Piagetian task



