Topic 4 Study unit 6
Assessment practice zone

Topic 5 Study unit 7
Types-of-measures zone
Topic 4 Study unit 6

• 3 chapters covered from prescribed book:
  
• Chapter 8
  
• Chapter 9
  
• Chapter 14
CONTROL OF PSYCHOLOGICAL TESTS

• There are different stakeholders in using psychological tests
• See figure 8.1 for the different role players
• See Table 8.1 – categories of professionals that can use psychological tests and the requirements
• See Table 8.2 – utility value of psychological tests for the different stakeholders
CONTROL OF PSYCHOLOGICAL TESTS

- Ethical guidelines
- Fair and ethical assessment practices
- Rights and responsibilities of test-takers
- Responsibilities of organisations
ADMINISTERING PSYCHOLOGICAL ASSESSMENT MEASURES

Preparation prior to the assessment session

- Checking materials and equipment
- Instructions and materials – familiarization
- Checking testing conditions
- Personal circumstances of test-taker
- Planning sequence and length
- Addressing linguistic factors
- Informed consent
Duties **during** assessment

- Scientific attitude
- Control over groups during assessment
- Motivating test-takers
- Establishing rapport
- Dealing with test anxiety
- Assessment instructions
- Time limits
- Managing irregularities
- Recording assessment behaviour
Duties after assessment

- Collecting and securing assessment materials
- Recording process notes and interpreting assessment measures
Administering assessment

• Computerised testing [*chapter 14 of the prescribed book*]
• Assessment of special populations
Topic 5 Study unit 7

Chapter 10

Type of measures Zone!!!
ASSESSMENT OF COGNITIVE FUNCTIONING

• Issues on the measurement of cognitive ability
• The meaning of IQ
  – take note of the main issues on page 79 of the study guide
• Heritability and modifiability
  – Born with it or learn to be…
• Individual tests of ability vs. Group tests of ability
  – Purpose; design; advantages & disadvantages
• Dynamic assessment
  – Test-train-test
• Impact of cultural diversity
Lessons

• A good test in the wrong hands can be a bad test – a test can have good psychometric properties, but if it is used inappropriately, then the consequences can just be as bad as when using a test without psychometric properties

• Study unit 6 has a direct impact on the “fairness” requirement of the EEA

• Testing happens within a context [influenced by past & present events; political, legal, economic & social] and scores need to be interpreted within that context – very true for cognitive ability testing
How far have we come...

- We have already covered 7 out of the 14 study units of the module

  - overview of what testing and assessment is about
  - the legal framework from which testing and assessment is conducted
  - issues and challenges (past to present) that are important for consideration when testing - multicultural population with different languages
  - importance of norms, reliability, validity
  - the different phases of test development
  - control and administration procedures in the use of tests
  - testing cognitive ability