

## Bot 2 Test Score Norms

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the Elementary and High Schools of Michigan. 1926-1927 Comprehensive Norms for an Expanded Halstead-Reitan Battery Tests and Measurements California. State Department of Education. Office of Program Evaluation and Research Sandra A. McIntire Lewis R. Aiken California. State Department of Education. Office of Program Evaluation Howard B. Lyman Paul J. Frick Leslie A. Miller Minnesota. Department of Education Luella Cole Robert W. Pranis Rebecca Elizabeth Leaming Margaret Selover Clarence Arthur Kulp Mary Grace Arthur Evelyn Dewey University of Michigan. Bureau of Educational Reference and Research Robert K. Heaton Henry Lester Smith

i used mcintire and miller s book on testing in my research course two years ago students loved this book for its clarity and personality it is hard to imagine how the authors could have improved on the first edition nevertheless this new edition of the foundations of psychological testing is better than any of its competitors the authors should be congratulated for making a topic that has been formidable to students in the past much more accessible to today s students douglas herrmann emeritus professor indiana state university director of research practical memory institute the second edition of foundations of psychological testingis a scholarly yet pragmatic and easy to understand text for undergraduate students new to the field of psychological testing using an engaging conversational format the authors aim to prepare students to be informed consumers as test users or test takers not to teach students to administer or interpret individual psychological tests new to the second edition incorporates new content this edition includes a new chapter on computerized testing and is updated throughout to reflect new research tests and examples offers new learning strategies to further promote student comprehension new and enhanced learning aids include a blueprint of text material in the news and on the boxes test spotlights and an engaging in the learning process section at the end of each chapter with learning activities study tips and practice test questions encourages instruction through conversation in response to students requests to simplify complex concepts the authors use an easy to read conversational style this format clearly and concisely communicates the basics of psychological testing and relates these basics to practical situations that students can recognize and embrace instructor resources on cd are available to qualified adopters including chapter outlines discussion questions teaching tips review questions and more

this fully updated comprehensive text examines the assessment of intellectual abilities in children and adults chapters emphasize the rationale and techniques for measuring intellectual function in educational clinical and other organizational settings the author includes detailed descriptions of the most widely used procedures for administering scoring and interpreting individual and group intelligence tests this second edition features additional material on testing the

handicapped individual and group differences in mental abilities theories and issues in the assessment of mental abilities and new tests for measuring intelligence and related abilities

psychologists offer an increasing variety of services to the public among these services psychological assessment of personality and behavior continues to be a central activity one main reason is that other mental health professionals often do not possess a high level of competence in this area and when dealing with children and adolescents psychological assessment seems to take on an even greater role therefore it follows that comprehensive graduate level instruction in assessment should be a high priority for educators of psychologists who will work with these youth this textbook is organized into three sections consistent with the authors approach to teaching part i provides students with the psychological knowledge base necessary for modern assessment practice including historical perspectives measurement science child psychopathology ethical legal and cultural issues and the basics of beginning the assessment process part ii gives students a broad review of the specific assessment methods used by psychologists accompanied by specific advice regarding the usage and strengths and weaknesses of each method in part iii we help students perform some of the most sophisticated of assessment practices integrating and communicating assessment results and infusing assessment practice with knowledge of child development and psychopathology to assess some of the most common types of behavioral and emotional disorders in youth a text focusing on assessment practices must be updated every four to six years to keep pace with advances in test development for example several of the major tests reviewed in the text such as the behavioral assessment system for children and the child behavior checklist have undergone major revisions since the publication of the last edition making the current content outdated further another major test the conners rating scales is undergoing substantial revisions that should be completed before publication of the next edition finally the evidence for the validity of the tests and the recommendations for their appropriate use evolve as research accumulates and requires frequent updating to remain current for example there was a special issue of the journal of clinical child and adolescent psychology published focusing on evidenced based assessment of the major forms of childhood psychopathology that will need to be integrated into the chapters in part 3 this latter point reflects an important trend in the field that should influence the marketing of the book that is there are several initiatives being started in all of the major areas of applied psychology e g school clinical and counseling to promote evidenced based assessment practices these initiatives have all emphasized the need to enhance the training of graduate students in this approach to assessment this has been the orientation of this textbook from its first edition that is clinical assessment of child and adolescent personality and behavior has focused on using research to guide all recommendations for practice the ability of the textbook

to meet this training need should be an important focus of marketing the book to training programs across all areas of applied psychology

the third edition of this text offers a straight forward and clear introduction to the basics of psychological testing as well as to psychometrics and statistics for students new to the field the authors focus on relating core ideas to practical situations that students will recognize and relate to they provide a variety of pedagogical tools that promote student understanding of the underlying concepts required to interpret and to use test scores primarily concerned with preparing students to become informed consumers and users of tests the text also features a final section focusing on how tests are utilized in three important settings education clinical and counseling practice and organizations intended audience this is a scholarly informative applicable and appropriate undergraduate and graduate textbook ideal for introductory courses such as psychological testing psychological tests measures and testing measurement in departments of psychology and education and graduate programs in psychology industrial organizational psychology and counseling

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