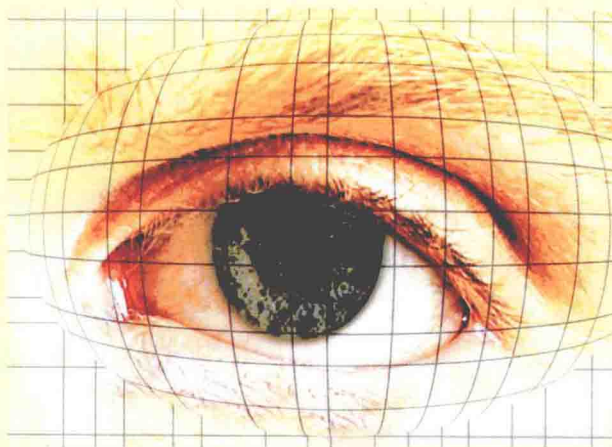


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第8版

教育部高等学校心理学教学指导委员会推荐用书

心理测验与评估



PSYCHOLOGICAL TESTING AND ASSESSMENT:

An Introduction to Tests and
Measurement. Eighth Edition

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〔美〕 罗纳德·科恩 马克·斯维尔德里克 爱德华·斯特曼 著

Ronald Jay Cohan Mark E. Swerdlik Edward D. Sturman



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内容提要

这部由罗纳德·科恩等人撰写的《心理测验与评估》(*Psychological Testing and Assessment*)是美国高校使用率最高的心理测验类教材,出版20余年来备受好评。本书影印自该教材的最新第8版。

书中生动详实地介绍了心理测验、评估和测量的哲学原理、历史背景和方法论基础,同时帮助读者学会如何使用各种测量和评估工具,并且评价它们在实践中的利弊。作者提供了对心理测验和评估领域现有成果最全面的概述,回顾了相关的法律和伦理议题,着重强调了与实验、评估相关的文化差异和多样性。人性化的阐述方式、完善的逻辑架构、极具可读性的内文以及大量有助于教学和自学的专栏,使得本书从同类教材中脱颖而出,持续赢得广泛而热烈的好评。

本书不仅适合用作心理测验双语教学课的教材或参考读物,也非常适合心理测验相关从业人员作为实践中的指导用书。

推荐序

精确定义重要概念，并在此基础上准确衡量个体差异的程度，可以说是每个心理学家必须完成的一项工作。不过，从事其他工作的人们通常就很难理解为什么心理学家要对人进行测量和评估，测量评估什么，如何进行，以及何时、何地、如何进行。幸运的是，我们有这样一本教科书，可以同时满足专业和业余人群的需求。从专业角度来说，这本书生动翔实地介绍了心理测验、评估和测量的哲学原理、历史背景以及方法论基础。它不但涵盖了整个心理测验和评估领域，同时，也为更深入地理解相关内容提供了大量有用素材。对于非专业的读者而言，这本书不仅表述清晰，易于理解，而且具有人性化的特点，与日常生活密切相关。

追根溯源，我们中国人还要算是心理测验和评估的先驱。早在汉代，我们就用“科举”考试选拔政府官员。某种意义上讲，科举考试其实就是一种心理测验，因为它的原理与现代心理测验的原则非常一致。那么，当代的心理测验和评估究竟是如何定义的呢？实际上，它们就是一套用来测量一系列才能和特质的标准化工具。这些才能和特质包括成就、能力、智力、态度、个性和性格、神经功能以及其他认知、非认知的特征。虽然有时它们会以不同的名称出现在研究或生活中，比如调查、问卷、指标、量表、检核表、成套测验、剖析图分析、考试等等。但本质上，它们都是心理测验和评估的方法。

当然，心理测验和心理评估不尽相同，测验是评估过程的一部分。除了测验，专业的心理评估一般还包括面试、人口统计学信息、医学信息、个人历史和观察等。因此，心理测验的结果很少被单独使用。此外，心理学家发展和使用的测量工具，还必须与他们的研究目标保持一致。比如，不要把一个测量音乐才能的测验当作数字测验，也不要将知识测验与能力测验相混淆。值得称道的是，本书便在这方面给出了充分论述。

1984年，当我还在北大心理系做助教的时候，便开始教授心理测验和评估。时至今日，我依然记得我的导师陈仲庚教授在那时的一次例会上表达的失望与苦恼。在当时，很多人忙于编制和发表名目繁多的心理测验，但遗憾

的是，他们中的一些人连基本的心理学概念和心理测量知识都没有。他于是鼓励我就此问题写一本教科书。三年后，我的名为《心理测验：理论与实践》的教科书也终于由华夏出版社出版问世。

后来几年中，我的研究兴趣从人格心理学和心理测验转移到社会文化心理学，我也就停止了对心理测验和评估领域的关注。但是，我仍然不断收到国内读者关于这方面的问讯。我不得不有些愧疚地承认，自己已经不能再算是这方面的专家。不过，我很高兴地向读者和喜爱我那本心理测验书籍的人们推荐这本书。

我坚信，经过深思熟虑、斟字酌句的修改与完善，本书堪称是一本20年来备受好评的本科教材的全面升级版本。《心理测验与评估》探讨了心理测验、评估和测量的哲学原理、历史背景和方法论基础，同时帮助学生评价它们在实际中的利弊。它提供了对心理测验和评估领域现有成果最全面的概述，并着重强调了与实验、评估相关的文化差异和多样性。使用过这本书的学生和教师们纷纷称赞书中的基本术语回顾（如智力和人格）、插图安排等等，正是这些科学论述和精心设计使得本书充满了生命力。

本书的作者科恩博士，目前仍从事研究、期刊编辑和企业顾问工作。他从来没有过自己的博士生，但在这一领域里，这本书数以万计的读者都把自己视为他的学生，这其中当然也包括我自己。

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Preface

In the late 1970s, when work first began on our introductory measurement text, there were only a few textbooks available on the subject of measurement in psychology. All of these books provided students with a basic grounding in psychometrics, but in our opinion none of them did a very satisfactory job of it. More specifically, these books all had a variety of shortcomings that really needed to be addressed.

Problems with the Available Measurement Textbooks

From our perspective, the available measurement textbooks had many problems:

- *Reading those books was a challenge.* The books seemed to us to be written for instructors to teach from. By contrast, we believed that such books should be written for students to learn from.
- *The authors of competing books had little or no actual experience in test administration and test interpretation.* The writing in the existing books was academic enough. However, the writing betrayed a total lack of any “hands-on,” working knowledge of the subject matter. One might read the entire text, cover to cover, and never find a shred of evidence that the writer had ever administered a psychological test, personally interpreted findings from a test, or dealt face-to-face with an assessee (or any other interested party).
- *Coverage of certain key subject areas was nonexistent.* Today it’s commonplace to cover topics such as legal/ethical issues in assessment, forensic assessment, neuropsychological assessment, and psychological assessment in business. But back in those days, any coverage of these topics in the existing measurement books was the exception rather than the rule. Cohen et al. pioneered such coverage, and Cohen et al. continued to lead the way in standard-setting coverage in other areas such as culture-related issues in assessment. As late as the previous (seventh) edition of our text, we introduced a chapter on the subject of test utility—this at a time when most other competing textbooks did not even list the terms *utility* or *test utility* in their subject index.
- *The other books contained way too much description of tests.* Granted, a book on the subject of testing must contain a description of some tests. However, back then, portions of existing texts were as replete with descriptions of tests as *Tests in Print*.
- *The art program in those books did not adequately support what was written.* What passed for an art program in the books that existed at the time was some number-intensive graphs and tables, as well as some photos of test materials. Photos seemed to be inserted more to break up text than to complement it. By contrast, we believed that supplemental art could be effectively used to reinforce learning. More specifically, it could be used to stimulate the reader’s imagination and help solidify meaningful visual associations to the text.
- *Coverage of the heritage and history of the assessment enterprise was scant.* In the books that existed prior to the publication of our own, little or no effort was made

to convey a sense of how all of the facts being presented fit within the grand scheme or context of the subject matter. Tests of intelligence were presented with little or no discussion of what was meant by *intelligence*. Tests of personality were presented with little or no discussion of what was meant by *personality*. By contrast, we would make an effort to place such material not only in a historical context, but in a logical context. Our appreciation for the importance of history and context is emphasized by the fact that the first feature readers are greeted by as they open our book—as well as the last feature they may see before closing it—is a listing of noteworthy historical landmarks set within the front and back covers of our book.

- *Books existing at the time made implicit assumptions—not true in all cases—about the level of preparation students had coming in to a measurement course.* All of the measurement textbooks that came before Cohen et al. were written based on the assumption that every student taking the course was up to speed on all of the statistical concepts that would be necessary to build on learning about psychometrics. In theory, at least, there was no reason not to assume this; statistics was a prerequisite to taking testing. In practice, a different picture emerged. It was simply not the case that all students were adequately and equally prepared to begin learning statistics-based measurement concepts. Our remedy for this problem was to include a “Statistics Refresher” chapter early on, just prior to building on students’ statistics-based knowledge.

Our Vision for a New Generation of Students

We envisioned something better for students who would be using our book, and for the succeeding generations of students. At a minimum, our book would impart a sound grounding in basic psychometrics, as well as all that was minimally necessary for students to achieve a clear conceptual understanding of the assessment enterprise. We would strive to present material in meaningful—even familiar, when possible—contexts. This meant that an unprecedented effort would be made to “breathe life” into all of the numbers, equations, models, and other statistics-related material. Features like *Everyday Psychometrics* and *Close-Ups* helped in this objective, as did subsequent pedagogical aids such as *Meet an Assessment Professional*. Further, we envisioned:

- *a book that students could read easily and learn from.* Not only would our book be one that was easy for instructors to teach from, it would be one that students could read (dare we say even *enjoy* reading?). We attempted to accomplish this most challenging goal by working hard to make the content and the writing as engaging as possible. We introduced concepts and terminology in an orderly way, building on subject matter already presented. Throughout, we tried to maintain a level of writing that was scholarly, engaging, and easily managed by most students.
- *a book that would convey to students the “feel” of actually working with tools of assessment.* It was important to us that this textbook convey something of the “hands-on feel” of actually using psychological tests. In contrast to many of the people writing textbooks about testing and assessment when our book was first published—and still true today—our authorship team has a great deal of experience in administering, scoring, and interpreting tests in clinical, counseling,

school, research, and business-related contexts. We felt that students could profit from our sharing of this experience. In recent editions, this vision has also been supported by introducing students to other “real life” test users in each chapter’s *Meet an Assessment Professional* feature.

- ***a book that would provide students with a working overview of relevant legal and ethical issues in psychological testing and assessment.*** Students taking an overview course in measurement should have a solid grounding in legal/ethical issues pertinent to the assessment enterprise. Accordingly, discussion of legal/ethical issues, which sets a context for all that follows, was placed early on in the book (Chapter 2), rather than at the end of the book (where it was, and still is, in the organization of some competing textbooks).
- ***a book that would provide students with an overview of areas where tools of assessment are employed.*** A clear need existed for coverage of various applied areas of test use (such as neuropsychological and forensic applications), and this type of material broke new ground in our first edition, and has continued to evolve with changes in applications of assessment ever since.
- ***a book that contained meaningful and useful illustrations.*** Our view is and has been that illustrations need to supplement learning, strengthen associations, entertain, and help “humanize” the material being presented.

More About This Book’s Heritage

Our book was originally published by a small, independent publisher. To give the reader an idea of how small that publisher was, the company had a sales force of about five people (which included the president of the company and the acquisitions editor who acquired the book). By comparison, the existing books were published by publishers with sales forces of over 100 dedicated sales people. The “marketing” of the first edition of our book consisted of the publisher buying a list of instructors who taught a measurement course and then sending out a sample copy of the book to everyone on that list.

It did not take a huge marketing campaign on the part of this small publisher to make this book a hit among instructors and their students. One after another, in one unsolicited letter after another, instructors voiced appreciation for our perspective on the discipline, our organization of topics, our selection of subject matter to be covered, and our lucid presentation of the material. By the time we began work on the second edition, our textbook was the one that was being emulated by all of the others. It still is.

Today, coverage of many of the topics we first deemed to be essential in a measurement text is now “standard” in measurement textbooks. We assure you that such material—a statistics refresher, coverage of behavioral assessment, coverage of legal and ethical issues, and so on—were by no means standard when the first edition of our book was published.

The Organization of This Book and Related Variables

Textbook authors—past as well as present—are confronted with many choices, especially regarding variables related to presentation of the material, such as *organization* of topic areas, *content* selected, *art* used to supplement the text, *pedagogical tools* to reinforce

learning, and the *writing style* or *voice* used to “speak to” readers. We believe these variables are all critically important vis-à-vis how much students ultimately take away from the textbook they are assigned. Let’s briefly consider each of these areas and the choices that textbook authors have to make with respect to them.

Organization

From the first edition of our book forward, we have organized the information to be presented into five major sections. We have no illusions that this organization will reach the iconic status of another “big five,” but this organization has been proven to work well for both students and instructors alike. Part I, *An Overview*, contains two chapters that do just that. Chapter 1 provides a comprehensive overview of the field, including some important definitional issues, a general description of tools of assessment, and related important information couched as answers to questions regarding the *who*, *what*, *why*, *how*, and *where* of the enterprise.

The foundation for the material to come continues to be laid in the second chapter of the overview, which deals with historical, cultural, and legal/ethical issues. The material presented in Chapter 2 clearly sets a context for everything that will follow. To relegate such material to the back of the book (as a kind of elective topic, much like the way that legal/ethical issues are treated in some books), or to ignore presentation of such material altogether (as most other books have done with regard to cultural issues in assessment), is, in our estimation, a grave error. “Back page infrequency” (to borrow an MMPI-2 term) is too often the norm, and relegation of this critically important information to the back pages of a textbook too often translates to a potential shortchanging of students with regard to key cultural, historical, and legal/ethical information.

Part II, *The Science of Psychological Measurement*, contains Chapters 3 through 8. These six chapters were designed to build—logically and sequentially—on the student’s knowledge of psychometric principles. Part II begins with a chapter reviewing basic statistical principles and ends with a chapter on test construction. In between, there is extensive discussion of assumptions inherent in the enterprise, the elements of good test construction, as well as the concepts of norms, correlation, inference, reliability, and validity. In Chapter 7, entitled, “Utility,” readers will find information they need to know about this important concept, including the many factors that can affect a test’s utility. The Chapter 7 *Close-Up* provides a step-by-step, informative illustration of a hypothetical utility analysis. Students will come away from this chapter with a working knowledge of not only what utility is, but how an index of utility is derived.

Let’s note here that topics such as utility and utility analysis can get extremely complicated. However, we have never shied away from the presentation of complicated subject matter. For example, we were the first introductory textbook to present detailed information related to factor analysis. As more commercial publishers and other test users have adopted the use of item response theory (IRT) in test construction, our coverage of IRT has kept pace. As more test reviews have begun to evaluate tests not only in terms of variables such as reliability and validity but in terms of *utility*, we saw a need for the inclusion of a chapter on that topic. By the way, we could find no comparable coverage—nor any reference at all, for that matter, to *utility* or *test utility*—in any competing textbook at the time we decided to devote a chapter to that subject.

Of course, no matter how “difficult” the concepts we present are, we never for a moment lose sight of the appropriate level of presentation, or who the students are who have been assigned our text. This book is designed for students taking a first course in psychological testing and assessment. Our objective in presenting material on methods such as IRT and utility analysis is simply to acquaint the introductory student with

these techniques. The depth of the presentation in these and other areas has always been guided and informed by extensive reviews from a geographically diverse sampling of instructors who teach measurement courses. For users of this textbook, what currently tends to be required is a conceptual understanding of commonly used IRT methods. We believe our presentation of this material effectively conveys such an understanding. Moreover, it does so without unnecessarily burdening students with level-inappropriate formulas and calculations.

Part III of this book, *The Assessment of Intelligence*, contains three chapters, two that deal with the concept of intelligence and tests of intelligence, and a third chapter that deals more generally with school-related assessments. Readers will find that Chapter 11 presents a most informative, updated discussion of the response to intervention (RtI) approach to diagnosing learning abilities.

Part IV, *The Assessment of Personality*, contains two chapters, which respectively overview how personality assessments are conducted, and the various methods used.

Part V, *Testing and Assessment in Action*, is designed to convey to students a sense of how tests and other tools of assessment are actually used in clinical, counseling, business, and other settings. Instructors who teach from Chapter 15 (Neuropsychological Assessment) will be pleased to find updated material on fMRI as a tool of assessment.

On occasion we have recognized the need to reorganize material. If such reorganization better serves the interest of a logical presentation of material, we will implement it without hesitation. In this edition, for example, instructors who have used previous editions will notice that the coverage of correlation, formerly in Chapter 4, has been moved to Chapter 3. This change in the organization of material was prompted by a persuasive suggestion made by an instructor who teaches an undergraduate measurement course.

Content

In addition to a logical organization that sequentially builds on student learning, we view *content* selection as another key element of our appeal. The multifaceted nature and complexity of the discipline affords textbook authors wide latitude in terms of what material to elaborate on, what material to ignore, and what material to highlight, exemplify, or illustrate. We take full advantage of the wide range of choices available and include not only what students *must* know, but what students (and instructors) might *like* to know as well. As such, we pepper the text with sometimes unexpected, intriguing facts and perspectives. Our objective here has always been to enhance the memorability of the material, while enriching students' appreciation for it.

So, for example, in the context of discussing projective techniques, students are introduced to one (surprising) pioneer in projective testing, B. F. Skinner (yes, *that* B. F. Skinner!). In Chapter 12, students are privy to an "inside look" at the detention center at Guantánamo Bay, Cuba, through the eyes of a consulting psychologist. In the *Close-Up* in Chapter 2, we introduce students to the fascinating but controversial life and times of Henry Herbert Goddard. How many of us knew (or could ever imagine) that the first coach of the University of Southern California (USC) football team was none other than H. H. Goddard?

And speaking of *Close-Ups*—the pedagogical tool employed in each chapter since the first edition to focus-in and supplement knowledge on a particular assessment-related topic—we believe that students will find a wealth of useful information in the wide array of topics covered in our eighth-edition *Close-Ups*. For example, the *Close-Up* in Chapter 1 tackles the growing controversy regarding the issue of third-party presence during test administration. The Chapter 5 *Close-Up* introduces

students to item response theory (IRT). In Chapter 12, the *Close-Up* presents timely material on measures of acculturation.

The Art Program

Complementing a judicious selection of manuscript content is an equally thoughtful (and thought-provoking) selection of illustrations. See, for example, the series of photos used to illustrate a computer-assisted method of quantifying back stress (Chapter 1), the turn-of-the-century photo of the immigrants being tested at Ellis Island (Chapter 2), and the dramatic photo capturing hockey violence in the context of discussion of the trait of aggression and a questionnaire designed to measure that trait (Chapter 12). In the world of textbooks, such photos may not seem very revolutionary. And maybe they are not. However, in the world of *measurement* textbooks, our innovative art program was indeed revolutionary (and by all accounts, still is). In some instances, figures have been used to pay homage to some very well-known (as well as some not-so-well-known) contributors to the field (such as L. L. Thurstone and Lev Vygotsky), as well as more contemporary psychologists (such as John L. Holland and John E. Exner) who have recently left us.

Pedagogical Tools

The objective of incorporating timely, relevant, and intriguing illustrations of assessment-related material is furthered by several *pedagogical tools* built into the text. We have already made reference to our strategic use of *Close-Ups*. Another pedagogical tool we innovated seven editions ago is *Everyday Psychometrics*. In each chapter of the book, relevant, practical, and “everyday” examples of the material being discussed are highlighted in an *Everyday Psychometrics* box. For example, in the *Everyday Psychometrics* presented in Chapter 1 (“Everyday Accommodations”), students will be introduced to accommodations made in the testing of persons with handicapping conditions. In Chapter 4, the *Everyday Psychometrics* feature (“Putting Tests to the Test”) equips students with a working overview of the variables they need to be thinking about when reading about a test and evaluating how satisfactory the test really is for a particular purpose. In Chapter 5, the subject of the *Everyday Psychometrics* is the reliability of the instrumentation used by law enforcement authorities to measure alcoholic intoxication.

A pedagogical tool called *Meet an Assessment Professional* was introduced in the previous (seventh) edition. This feature provides a forum through which everyday users of psychological tests from various fields can share insights, experiences, and advice with students. The result is that in each chapter of our book, students are introduced to a different test user and provided with an intriguing glimpse of their professional life—this in the form of an excerpt from their *Meet and Assessment Professional* (MAP) essay. MAP essays in their entirety are presented on our companion instructional website: www.mcgrawhill.com/cohentesting8, which, by the way, also contains a wealth of other course-enhancing, assessment-related information for students.

Beyond introducing students to accomplished test users who are earning a living doing assessment-related work, each MAP essay serves to underscore the practical value of learning about psychological tests. For example, in Chapter 4, students will meet a team of test users, Drs. Steve Julius and Howard Atlas, who have pressed psychometric knowledge into the service of professional sports. They provide a unique and fascinating account of how application of their knowledge of was used to improve the on-court of achievement of the Chicago Bulls. New to this edition are MAP essays from Stephen Finn, the well-known proponent of therapeutic assessment (Chapter 1);

Nathaniel Mohatt, a valued contributor in the area of cultural issues in assessment (Chapter 2); Benoît Verdon, a French clinical psychologist (Chapter 3); Eliane Hack, a working school psychologist (Chapter 11); Anthony Bram, an independent practitioner who is also a clinical instructor at Harvard Medical School (Chapter 13); Joel Goldberg, an independent practitioner who is Director of Clinical Training at York University's Department of Psychology (Chapter 14); Jeanne Ryan, a practicing neuropsychologist who is Clinical Director at the Neuropsychology Clinic at State University of New York at Plattsburgh (Chapter 15); and Chris Gee, a corporate psychologist who is Director of Research Services at the Self Management Group (Chapter 16).

There are other pedagogical tools that readers (as well as other textbook authors) may take for granted—but we do not. Consider, in this context, the various tables and figures found in every chapter. In addition to their more traditional use, we view tables as space-saving devices in which a lot of information may be presented. For example, in the first chapter alone, tables are used to provide succinct but meaningful comparisons between *testing* and *assessment*, the *pros* and *cons* of computer-assisted psychological assessment, and the *pros* and *cons* of using various sources of information about tests.

Critical thinking may be defined as “the active employment of judgment capabilities and evaluative skills in the thought process” (Cohen, 1994, p. 12). *Generative thinking* may be defined as “the goal-oriented intellectual production of new or creative ideas” (Cohen, 1994, p. 13). The exercise of both of these processes, we believe, helps optimize one's chances for success in the academic world as well as in more applied pursuits. In the early editions of this textbook, questions designed to stimulate critical and generative thinking were raised “the old-fashioned way.” That is, they were right in the text, and usually part of a paragraph. Acting on the advice of reviewers, we made this special feature of our writing even more special in the sixth edition of this book; we raised these critical thinking questions in the margins with a *Just Think* heading. Perhaps with some encouragement from their instructors, motivated students will, in fact, give thoughtful consideration to these (critical and generative thought-provoking) *Just Think* questions.

In addition to critical thinking and generative thinking questions called out in the text, other pedagogical aids in this book include original cartoons created by the authors, original illustrations created by the authors (including the model of memory in Chapter 15), and original acronyms created by the authors.¹ Each chapter ends with a *Self-Assessment* feature that students may use to test themselves with respect to key terms and concepts presented in the text. By the way, many of the same terms listed in the *Self-Assessment* exercise are used as the response keyed correct in the corresponding crossword puzzles presented for student distribution in this text's companion website.

Writing Style

What type of *writing style* or author *voice* works best with students being introduced to the field of psychological testing and assessment? Instructors familiar with the many measurement books that have come (and gone) may agree with us that the “voice” of too many authors in this area might best be characterized as humorless and academic to

1. By the way, our use of the French word for black (*noir*) as an acronym for levels of measurement (nominal, ordinal, interval, and ratio) now appears in other textbooks. So if, as they say, “imitation is the sincerest form of flattery,” we'll use this occasion to express our gratitude to fellow textbook authors for paying us their highest compliments.

the point of arrogance or pomposity. Students do not tend to respond well to textbooks written in such styles, and their eagerness and willingness to spend study time with these authors (and even their satisfaction with the course as a whole) may easily suffer as a consequence.

In a writing style that could be characterized as somewhat informal and—to the extent possible, given the medium and particular subject being covered—“conversational,” we have made every effort to convey the material to be presented as clearly as humanly possible. In practice, this means:

- keeping the vocabulary of the presentation appropriate (without ever “dumbing-down” or trivializing the material);
- presenting so-called difficult material in step-by-step fashion where appropriate, and always preparing students for its presentation by placing it in an understandable context;
- italicizing the first use of a key word or phrase and then bolding it when a formal definition is given;
- providing a relatively large glossary of terms to which students can refer;
- supplementing material where appropriate with visual aids, tables, or other illustrations.
- incorporating timely, relevant, and intriguing illustrations of assessment-related material in the text as well as in the online materials.

In addition, we have interspersed some elements of humor in various forms (original cartoons, illustrations, and vignettes) throughout the text. The judicious use of humor to engage and maintain student interest is something of a novelty among measurement textbooks. Where else would one turn for pedagogy that employs an example involving a bimodal distribution of test scores from a new trade school called *The Home Study School of Elvis Presley Impersonators*? As readers learn about face validity, they discover why it “gets no respect” and how it has been characterized as “the Rodney Dangerfield of psychometric variables.” Numerous other illustrations could be cited here. But let’s reserve those smiles as a pleasant surprise when readers happen to come upon them.

Also in the interest of engaging and maintaining student interest, we do not hesitate to draw on popular culture for examples. *The X-Factor*, *Iron Chef*, *The Apprentice*, *South Park*, and *Survivor* are television shows that many students watch, and a surprise reference to one of them to illustrate an assessment-related point can pair pleasant feelings of recognition with learning—perhaps more solidly involving students in the material. In the course of learning how to write a good matching-type item, for example, students are challenged to identify what actors Pierce Brosnan, Sean Connery, Daniel Craig, Timothy Dalton, George Lazenby, David Niven, and Roger Moore all have in common.

“Humanization” of Material

Perhaps our treatment of the discipline—and how radically different that treatment is from other textbooks on the subject—is best characterized by our dedicated and persistent efforts to *humanize* the presentation. While other authors in this discipline impress us as blindly intent on viewing the field as Greek letters to be understood and formulas to be memorized, we view an introduction to the field to be about *people* as much as anything else. Students are more motivated to learn this material when they can place it in a human context. Many psychology students simply do not respond well to endless presentations of psychometric concepts and formulas. In our opinion, to *not* bring a human face to

the field of psychological testing and assessment, is to risk perpetuating all of those unpleasant (and now unfair) rumors about the course that first began circulating long before the time that the senior author himself was an undergraduate.

Our effort to humanize the material is evident in the various ways we have tried to bring a face (if not a helping voice) to the material. The inclusion of *Meet an Assessment Professional* (much like the *Test Developer Profiles* in past editions) is a means toward that end, as it quite literally “brings a face” to the enterprise. Our inclusion of interesting biographical facts on historical figures in assessment is also representative of efforts to humanize the material. Consider in this context the photo and brief biographical statement of MMPI-2 senior author James Butcher in Chapter 12 (p. 428). Whether through such images of historical personages or by other means, our objective has been made to truly involve students via intriguing, real-life illustrations of the material being discussed. See, for example:

- the discussion of life-or-death psychological assessment and the ethical issues involved (pp. 69–71)
- the intriguing hypotheses that have been advanced regarding the relationship between categorical cutoffs and human emotion (p. 8)
- the candid “confessions” of a behavior rater in the *Everyday Psychometrics* feature in Chapter 12 (pp. 477–478)
- the research that has been conducted linking life outcomes and personality to evaluations of college yearbook photos (p. 485)
- the discussion of the utility of tests to measure aggressiveness (p. 395) and dangerousness (pp. 513–514)
- the material on the use of tests by the military to select pilots and NASA to select astronauts (pp. 585–587)

We believe that assessment is, after all, a uniquely human, problem-solving enterprise in which data from a variety of tools (tests among them) is gathered, skillfully assimilated, and professionally interpreted. The process of assessment may be distinguished from, and contrasted with, the administration of tests. The latter process, otherwise known as *testing*, is one that may result simply in a test score; it can be, and often is, relatively mechanistic and devoid of any problem-solving efforts. In a bygone era, no distinction was made between the terms *testing* and *assessment*. Consequently, textbooks might be titled *Psychological Testing* even if, in substance, these books were actually much broader in scope (dealing with the use of various tools of assessment and the application of measurement principles). Today, to equate *testing* with *assessment* seems to us to be anachronistic. Moreover, such an equation confuses a problem-solving process that requires professional skill, knowledge of measurement theory, and knowledge of applicable legal, ethical, and cultural issues, with a process more akin to summing the number of responses keyed correct on an answer sheet.

So how has our “humanization” of the material in this discipline been received by some of its more “hard core” and “old school” practitioners? Very well, thank you—at least from all that we have heard, and the dozens of reviews that we have read over the years. What stands out prominently in my own mind was the reaction of one particular psychometrician whom I happened to meet at an APA convention not long after the first edition of this text was published. Lee J. Cronbach was quite animated as he shared with me his delight with the book, and how refreshingly different he thought that it was from anything comparable that had been published. I was so grateful to Lee for his encouragement, and felt so uplifted by that meeting, that I subsequently requested a photo from Lee for use in the second edition. The photo he sent was indeed published

in the second edition of this book—this despite the fact that at that time, Lee had a measurement book that could be viewed as a direct competitor to ours. Regardless, I felt it was important not only to acknowledge Lee's esteemed place in measurement history, but to express my sincere gratitude in this way for his kind words and for what I perceived as his most valued "seal of approval."

What Has Changed: New to This Edition

Of course, this eighth edition of *Psychological Testing and Assessment* has been thoroughly updated. It contains updated discussions of any instruments highlighted, as well as updated information about new test-related legislation, judicial decisions, and administrative regulations. Additionally, new and updated coverage is also presented on a wide variety of assessment-related topics, a small sampling of which would include the presentation of new material on: the new, fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-V)*; new neuropsychological tools such as the fMRI; response to intervention (RtI) as a measure for learning disabilities; Robert Sternberg's concept of *successful intelligence*; Maria Kozhevnikov's concept of *visual-object intelligence*; a new measure for evaluating the internal consistency of a test called the *average proportional distance* (developed by our own Eddy Sturman); historical information on assessment in ancient Egypt; conditions that might prompt a neuropsychological evaluation; and the utility of the nominal distinction between *objective* versus *projective* assessment.

We have expanded our discussions of the Flynn effect, the MMPI-2, the timeline followback (TLFB) method in behavioral assessment, competency to stand trial, systematic versus random error in measurement, test validation strategies, classical test theory as contrasted to item response theory, nature versus nurture as factors in measured intelligence, and the purpose of educational assessment within the context of current legislation. In addition, instructors who have used previous editions will find many more "Just Thinks" to engage students, as well as more glossary terms (and corresponding "Self-Assessment" terms) added as pedagogical tools.

What Has Not Changed

We have written at length about how this book was conceived, and how it has changed over time. What has *not* changed and what will not change is our dedicated resolve to provide a leading-edge, much-emulated-but-never-duplicated, measurement textbook that

- "speaks to" students with an author voice that humanizes the discipline, making it all the more understandable;
- introduces students to the assessment enterprise and overviews the wide range of instruments and procedures they may encounter;
- familiarizes students with the reasoning behind the construction of tests and the rationale of various approaches to assessment;
- leaves students with a sense of what constitutes the appropriate uses of tests and the various legal and ethical issues involved;
- leaves students with a sense of what constitutes the appropriate and inappropriate uses of tests;

- compels students to think critically, generatively, and actively about issues related to testing and assessment; and,
- provides instructors with a text that has timely, new elements in each edition, and a classroom-proven package of ancillaries (including a new eighth-edition *Instructor's Manual*, complete with a new and revised *Test Item Bank*), as well as intriguing supplementary material posted for students at our online learning center, www.mhhe.com/cohentesting8.

It took about 12 years from initial conception of this book to the publication of our first edition. History (in the form of user reviews) records that, for the most part, we “got it right.” Consequently, we’re not about to stop “getting it right” now.

Meet the Authors

New to this edition is Edward Sturman, Ph.D., an Associate Professor of Psychology at the State University of New York, Plattsburgh. Dr. Sturman is the co-coordinator of the Psychology program at the Queensbury branch campus, where he has taught many courses, including a seminar in Psychological Assessment. Dr. Sturman has developed several psychological tests, including the Mood Disorders Insight Scale (MDIS) and the Involuntary Subordination Questionnaire (ISQ), which have been linked to the course and outcome of mood disorders. He has also conducted research into the assessment of competency and developed a new method to evaluate the reliability of tests. His research findings have been published in well-regarded psychological journals and presented at major psychological conferences. Prior to his current teaching position, Dr. Sturman worked at the Self-Management Group as a consultant investigating the link between personality and performance in competitive environments, including sales and management positions at large corporations. His current research is primarily focused on the vulnerability of various personality styles to mental disorder as well as the evolutionary underpinnings of mental disorder. Dr. Sturman thanks his students, and in particular, Michelle Mann-Saumier, Kylie McKeighan, Joyalina David, Jeff Merrigan, and Jennifer Burch Dean for their work on his contribution to this book.

Mark E. Swerdlik, Ph.D., ABPP, is Professor of Psychology at Illinois State University, where he has taught the undergraduate psychological measurement course, conducted professional seminars addressing legal/ethical issues in assessment, and supervised practicum students in assessment. He has served as an editorial board member of several journals, written test reviews for several journals, reviewed test-scoring software for a major test publisher, and served as a reviewer for the *Mental Measurements Yearbook*. In various professional capacities, he has participated in the standardization of many psychological tests, including, for example, the WISC-R, the WISC-III, the Kaufman Assessment Battery for Children (K-ABC), the Stanford-Binet IV, the Peabody Picture Vocabulary Test (PPVT), the Kaufman Test of Educational Achievement, the Vineland Adaptive Behavior Scale, the Psychological Processing Checklist (PPC), and the Psychological Processing Checklist-Revised (PPC-R). As a licensed clinical psychologist, a nationally certified school psychologist, independent practitioner, and consultant, Dr. Swerdlik administers and interprets psychological tests, and conducts seminars to train fellow professionals in proper test administration, scoring, and interpretation procedures. He has also served as a program evaluator for many programs, a partial listing of which would include the Heart of Illinois Low Incidence Association (HILA), the Autism/Pervasive Developmental Delays Training and Technical Assistance Project,