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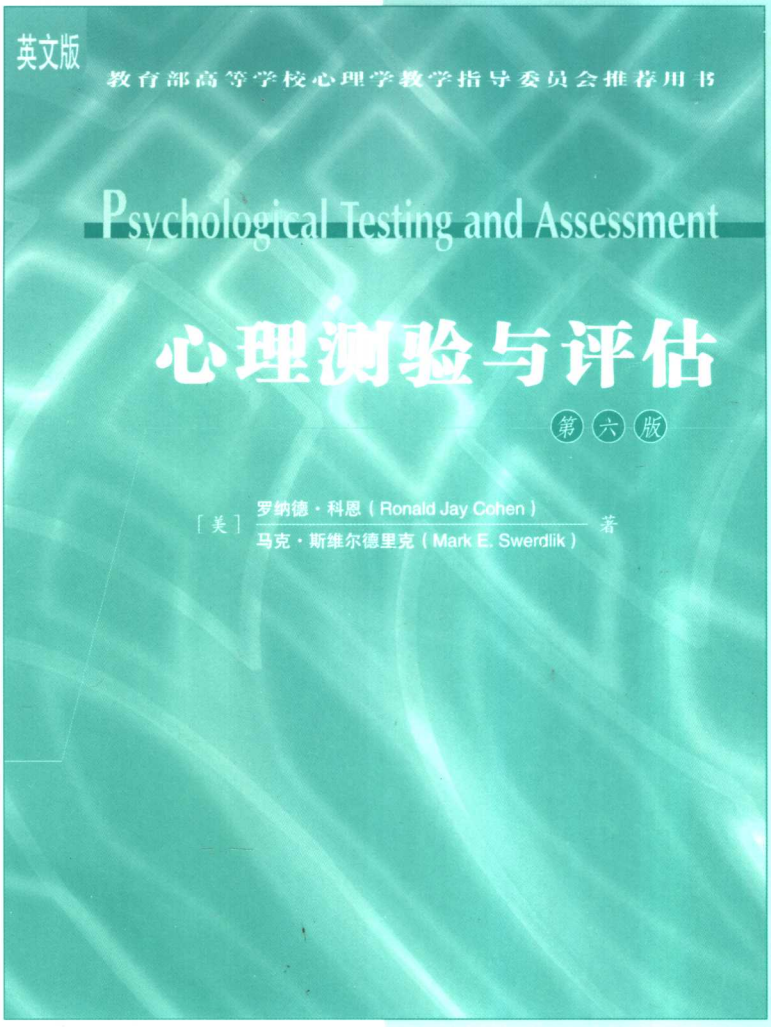
教育部高等学校心理学教学指导委员会推荐用书

Exercises in Psychological Testing and Assessment

心理测验与评估学习指南

第6版

〔美〕 罗纳德·杰伊·科恩（Ronald Jay Cohen） 著



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Sixth Edition

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总 序

王垒

中国心理学有一个很早的开端，却有不长的历史。从1900年京师大学堂开设“心理学概论”课程，1917年北京大学成立中国第一个科学心理学实验室，到随后清华大学、杭州大学等一批学校成立心理学系，说起来有一个多世纪了。但由于20世纪战争与和平的较量以及文化意识形态领域里的跌宕起伏，相当多的时间被耽误了，学科发展被拖了后腿，算起来，真正用心做学问的时间大约不过半个世纪。

中国心理学有一个不错的开端，却有坎坷的历程。早在1908~1910、1912~1913年，蔡元培先生两度在德国游学，两度选修了冯特的“实验心理学”课程，这对他后来极力推动北京大学心理学的发展起了很大的影响。更有20世纪20~30年代，唐钺、孙国华、陈立、潘菽、曹日昌、朱智贤、周先庚等一批学者在美国哈佛、斯坦福、康奈尔、芝加哥大学等名校留学归来，投入国内心理学建设，形成了北方、南方诸多学校心理学齐发展的格局。但由于经费困难，后来的战乱，20世纪50~60年代一些对心理学的不公正对待和后来的文化大革命，中国心理学“几起几落”。

改革开放以来，中国心理学迎来了大发展的春天，教学和研究迅速普及，师资队伍和学生规模始终呈加速度扩张。在1980年，国内只有北京大学、北京师范大学、华东师范大学和杭州大学4个学校设有心理学系，到20世纪90年代初中期增加到了约20余所学校，再到21世纪初这几年增加到了100多所学校，几乎是每10年翻两三番！发展速度可谓惊人。

然而，高速发展也产生发展中的瓶颈。一方面，众多学校建设心理学系，开展心理学教学和研究，同时国内社会经济与文化的发展对心理学的需求越来越旺盛；另一方面，国内心理学的总体水平相对西方发达国家还比较落后，教学研究队伍并不强大，教学研究水平仍亟待提高。这种需求与供给、速度与质量的矛盾不断激化，要保证国内心理学的健康发展，必须寻求一些有效的方法和途径。

“西学东渐”、“洋为中用”是可以推荐的诸多方法之一。教育部高教司近年来大力提倡引进外版教材和开展双语教学，这无疑对我国心理学教学的发展产生巨大的推动作用。心理学诞生在西方。据统计，美国每年授予博士学位人数最多的学科是心理学，可见心理学在美国的重要和普及程度。心理学的高等教育在西方积累了较丰富的经验，教材在内容、形式上都比较成熟，而且快速有效地跟进国际心理学科学发展的前沿趋势，对于保持高

等教育的水平有举足轻重的作用。相比来看，我国内地一些地区心理学师资匮乏，一些自编教材低水平重复，对教、学质量均有很大负面影响，情况堪忧。

教育部高等学校心理学教学指导委员会是国家教育部设立的心理学高等教育指导、咨询机构，负责制定国家心理学高等人才培养的宏观战略和指导规范。根据教育部发展高等教育的有关精神，我们与国内外多家出版机构合作，作为一个长期的工程，有计划、分期分批地引进外版教材，以期推动我国心理学教学的快速高效发展。

麦格劳－希尔出版公司在出版心理学教材方面富有经验，此次引进的教材均是麦格劳－希尔多年再版，被实践证明为适合高等学校教学的优秀教材。特别是这些教材均经过国内著名专家学者鉴定并大力推荐，这对引进教材的质量起到了重要的把关作用。在此谨对这些专家学者表示特别的感谢和敬意！

希望这套教材对高校的心理学教学有所帮助，并祝愿我国的心理学高等教育事业蓬勃发展！

王垒

北京大学心理学教授
教育部高等学校心理学教学指导委员会主任

Preface

Students taking a course variously described as "psychological testing," "psychological assessment," and "tests and measurement" will find this book to be a useful, hands on supplement to in-class lectures and other reading assignments. Chapters in the book generally correspond to the order of the coverage of topics presented in *Psychological Testing and Assessment: An Introduction to Tests and Measurement,* Sixth Edition (Cohen & Swerdlik, 2005). And while it is heartily recommended that this workbook be used as a companion to that text, this workbook will enhance the student's academic experience even if used along with another measurement text.

Like its companion textbook, this book was designed to facilitate and enhance learning. Given this fact, readers may well raise questions about how the author conceptualizes learning and, more specifically, how learning can be facilitated through such books. My own response to such key questions begins with the observation that *learning* is both a noun and a verb. Sequentially in one's experience, learning may initially be a verb (as in "learning new material") and a noun later (as in "calling upon one's learning"). However, it is also true that old learning facilitates new learning, and so arguments about the prominence of new versus old learning take on a kind of chicken-or-the-egg impossibility of resolution. Regardless, learning is an active process that requires deliberate effort in both storing information and maintaining readiness for instant retrieval. In my view, one of the best ways to facilitate the process of learning is to mentally "work out" with the learning. This means, among other things, that one tries to link what is currently being learned to past learning, generate new and novel ideas related to the learning, and think critically about it.

Elsewhere, I have written about what I termed "generative thinking," or *the goal-oriented intellectual production of new or creative ideas* (Cohen, 1994, p. 13). As implied in this definition, there is little that is random about generative thought. Generative thinking may have different objectives, including a better understanding of a new concept. A philosophy guiding the development of the exercises in this book is that the best way to grasp measurement principles is to understand them and then apply them. Accordingly, each chapter herein begins with a crossword puzzle that surveys many of the key terms presented in the corresponding Cohen and Swerdlik (2005) chapter. The exercises that follow encourage the student to build on and enhance this basic understanding. This building and enhancement may take any of several forms—for example, an essay, independent research with regard to a particular test, or preparation for an oral presentation or group discussion. Whatever the form, the objective of enhancing past learning and creating new learning by fostering generative thought is a common thread throughout.

In addition to providing stimuli for generative thought, seven objectives guided the development of this work. They are

1. to provide students with "do-able" laboratory exercises pertinent to basic measurement concepts, the better for them to achieve (a) a sense of personal mastery with respect to such concepts, (b) personal experience in relevant data manipulations, (c) the ability to understand and relate to technical terms in professional journals, test manuals, and test reports, and (d) the ability to develop an educated opinion about the psychometric soundness of any psychological test. In addition to step-by-step illustrations of the use of various statistics employed in the context of testing, there is also ample opportunity for students to be creative in developing applications of measurement principles;
2. to go beyond assisting the student in the acquisition of course content as presented in the primary text by stimulating depth of understanding of the theory and practice of psychological measurement;
3. to provide a person-oriented perspective on measurement by including biographical material on many past and present contributors to the field on our companion Internet site: *www.mhhe.com/psychtesting6;*
4. to blend theoretical and applied material in a way designed to provide the student with a rationale for (and a "hands-on feel" of) the assessment process. In the interest of maintaining the confidentiality of published materials, and in an effort to avoid "armchair analyses" and inappropriate generalization from data, all such exercises are accomplished using tests and test items constructed by students themselves or by other means (such as by the use of the mock personality inventory in Appendix A);
5. to provide case illustrations of the wide range of "real-world" contexts in which psychological tests are used;
6. to provide both in-class as well as out-of-classroom type tasks and exercises, many of which will be appealing to students who are at widely varying points along the continuum of experience and sophistication with psychological tests;

7. to help balance an appreciation of the science of psychological measurement as it exists today with a healthy, realistic degree of self-criticism and a vision of the challenges that lie ahead.

Some of the exercises can be completed in class by either independent or group work. Some of the exercises will require some out-of-class activity. For example, the "Pick-a-Test" exercise that is presented in some chapters requires students to select a test that they might like to learn more about and then do some library research.

In Chapters 3 through 7, many of the exercises entail the calculation of statistics commonly used in measurement. Step-by-step illustrations of the computations of many of these statistics are evident throughout these chapters, each such illustration designed to facilitate learning. While it is true that all the "real-world" user of virtually any statistic needs to know is how to select, run, and enter data into the right computer program, these step-by-step calculation exercises cannot help but lead to a better conceptual understanding of the process.

In some instances, an exercise might contain reprinted material from some article relevant to testing—the better to serve as a stimulus for thoughtful discussion. In other exercises, it is the students who are called upon to put their own experiences to work (along with what they have learned from the text) and, in essence, write an "article" relevant to testing.

Many students enjoy completing crossword puzzles. For this reason, the crossword puzzle was selected as the format to review key terms. Through the use of "free spaces" in each puzzle, terms that will be introduced in subsequent chapters are previewed. Many students also have an interest in movies. For this reason, the first exercise in each chapter, "Movies and Measurement," employs a film still as a point of departure for thinking and writing about some aspect of measurement. Subsequent exercises may draw on other stimuli designed to be equally engaging. In short, very deliberate efforts were made to make the exercises in this book appealing and challenging while still pedagogically valuable to students. Note here my hesitancy in using the word "fun" with reference to these exercises. This is due to an overlearned awareness of the limited extent to which students will attribute "fun" to most any task they sense to have pedagogical value. Still, despite such inclinations and preconceptions, I do believe that it is possible for students to have fun with some of these exercises—there, I said it—even while they enhance and extend their learning.

During the course of a semester, it is a safe assumption that the instructor will *not* assign every single exercise; there simply isn't time. The instructor's preference may be to concentrate attention on the psychometric foundations of testing, in which case the bulk (if not all) of time will be spent with Chapters 1 through 7. Alternatively, the instructor may focus the course more on applied phenomena and spend more time on the later chapters in this book. If, in skimming through this book, students find exercises that they think they might really enjoy—and find a valuable learning experience—they may want to bring such exercises to the attention of the instructor.

And now, three tips for all students using this book:

1. *Be prepared!* Know what will be required of you—a week or two in advance, if possible—and be ready. A sharpened pencil with an eraser, some unlined paper for calculations, some graph paper and a straight edge (6-inch ruler will do) for graphing, a pocket calculator, and lined, single-sheet paper suitable for essay-type writing are standard equipment for these laboratory exercises. Being prepared also means having read the chapter in your textbook that was assigned prior to the class meeting and being prepared to raise any questions that you have on the material.
2. *Maintain team spirit.* Many of the exercises require you to work with one or more of your classmates; root for them as you would like them to root for you. "Winning" in such team exercises is analogous with "learning," and it is essential for an atmosphere conducive to "winning" to be maintained from the start of the semester to the end.
3. *Take notes.* To maximize the benefit you derive from completing the exercises in this book, make a habit of jotting down any aspect of the exercise—or the concepts involved—for which a bit more explanation would be helpful. Don't hesitate to raise these notes in class; your instructor is there to help, and it's up to you to use that valuable resource to the fullest.

At the end of each chapter in this book, there is a four-question test on material from the corresponding chapter in Cohen & Swerdlik (2005). Referred to as the 4-Question Challenge, this test is designed to help students sample the degree to which they have retained the material in the chapter. In addition, this brief test can itself be employed in a firsthand exploration of how data from one test or series of tests (such as score on the 4-Question Challenge) relates to data from another test or series of tests (such as a midterm and/or final examination). As students learn more about numerically gauging the relationship between two or more tests, they may want to test the hypothesis that a strong, positive correlation exists between students' scores on the 4-Question Challenge and midterm and/or final course grade. Here's hoping that this hypothesis is confirmed and that students are greatly enriched for their efforts.

Answers keyed correct to all of the crossword puzzles, all of the 4-Question Challenges, and selected other exercises are presented at the end of the book, after the glossary. No peeking until the appropriate time!

ACKNOWLEDGMENTS

Thanks to my wife, Susan, for assisting in the development of the crossword puzzles that are presented at the beginning

of each chapter. If you enjoy doing crossword puzzles, we hope that this type of exercise brings some fun into the process of learning about testing and assessment. Special thanks to Dr. Lisa L. Persinger for creating the *Figure This* questions and answers that are presented in Chapters 3 through 7. Thanks to April Wells-Hayes of Fairplay Publishing Service for her diligent copy editing and to our editor John Wannemacher at McGraw-Hill for all of his assistance.

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Finally, thanks to the many measurement instructors whose suggestions and comments have helped to continually enhance the quality of this workbook as a teaching tool for instructors and a catalyst for students' independent study and learning.

Ronald Jay Cohen, Ph.D., ABAP
Diplomate, American Board of Assessment Psychology

Brief Contents

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CHAPTER 1

Psychological Testing and Assessment

If you are reading this now, you are probably enrolled in a course that deals with tests and measurement, and you are probably using as your primary textbook, *Psychological Testing and Assessment: An Introduction to Tests and Measurement,* Sixth Edition (Cohen & Swerdlik, 2005). This workbook of exercises is a companion resource to Cohen & Swerdlik (2005), one designed to assist you in learning the material. The assistance comes in many forms ranging from exercises designed to gauge comprehension of chapter material, to exercises that require creative application of that material.

An effort has been made to make these exercises not only valuable from a pedagogical standpoint but also enjoyable. Many students enjoy completing crossword puzzles during leisure time, so crossword puzzles have been incorporated as a tool to both review some terms, and introduce new ones. Most students also enjoy movies and there is an exercise in each chapter that uses a movie still as a point of departure to raise a measurement-related question. To the extent possible, then, please have some fun with all of these exercises while you reinforce and expand your learning from the primary text.

Puzzle 1

Instructions Identify what is described, answer a question, or fill in the blank to complete this crossword puzzle based on material presented in Chapter 1 of Cohen & Swerdlik's *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (6th edition). Some of the clues actually contain the answers in capital letters. These items usually provide you with a "sneak preview" of terms you will encounter in subsequent chapters. Consider these give-away items "free spaces" in the puzzle.