

英文版

教育部高等学校心理学教学指导委员会推荐用书

# Psychological Testing and Assessment

# 心理测验与评估

第 六 版

[美] 罗纳德·科恩 (Ronald Jay Cohen) 著  
马克·斯维尔德里克 (Mark E. Swerdlik)

 人民邮电出版社  
POSTS & TELECOM PRESS

# 心理测验与评估

---

第六版

[美] 罗纳德·科恩 著  
马克·斯维尔德里克

 人民邮电出版社  
POSTS & TELECOM PRESS

## 图书在版编目(CIP)数据

心理测验与评估:第6版/(美)罗纳德·科恩, 马克·斯维尔德里克 著. —英文版.

—北京:人民邮电出版社, 2005.7

ISBN 7-115-13882-6

I. 心… II. 科… III. 斯… IV. 心理测验与评估—英文 V. B841.7

中国版本图书馆 CIP 数据核字(2005)第 072356 号

Ronald Jay Cohen, Mark E. Swerdlik

**Psychological Testing and Assessment**, 6th Edition

ISBN: 0-07-288767-2

Copyright © 2005 by The McGraw-Hill Companies, Inc.

Original language published by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

The reprinted edition jointly published by McGraw-Hill Education (Asia) Co. and Posts & Telecom Press.

本书由人民邮电出版社和美国麦格劳·希尔教育(亚洲)出版公司合作出版。未经出版者书面许可,不得以任何形式复制或抄袭本书的任何部分。

本书封底贴有 McGraw-Hill 公司防伪标签,无标签者不得销售。

北京市版权局著作权合同登记号:01-2005-4071

版权所有,侵权必究。

## 心理测验与评估(第6版)

- 
- ◆ 著 (美) 罗纳德·科恩 马克·斯维尔德里克  
策 划 刘 力 陆 瑜  
责任编辑 陈浩莺
  - ◆ 人民邮电出版社出版发行 北京市崇文区夕照寺街14号A座  
邮编 100061 电子函件 315@ptpress.com.cn  
网址 <http://www.ptpress.com.cn>  
电话 (编辑部)010-64964059 (销售部)010-64983296  
北京京科印刷厂印刷  
新华书店经销
  - ◆ 开本: 787×1092 1/16  
印张: 34.5  
字数: 803千字 2005年7月第1版 2005年7月第1次印刷  
著作权合同登记号 图字: 01-2005-4071  
ISBN 7-115-13882-6/F·702
- 

定价: 68.00 元

本书如有印装质量问题,请与本社联系 电话:(010)64981059

# 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所学校设有心理学系,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,教学研究队伍并不壮大,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,这无疑对内地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

# 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，也不要把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 15 年来备受好评的本科读物的全面升级版本。《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践中利弊。他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。

彭凯平

美国加州大学伯克利分校心理学教授

# 内容简介

---

本书是一本极为成功的本科生教材,15 年来备受好评,本版在原书基础上做了全面的修订和更新。本书探讨了心理测验、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。本书所呈现的可靠方法、最新的研究成果、富有洞察力的文化的观点、引人入胜的例子和图示、批判性思考题,以及那字里行间透露出的幽默感,让学生不知不觉地投入其中,并获得收益。



*This book is dedicated with love to the memory of Edith and Harold Cohen.*



# Preface

I remember walking with some of my fellow clinical psychology interns at Bellevue Hospital, entering a building in the NYU-Bellevue Medical Center complex, and hearing someone—pointing to a man in the distance—say, “There’s David Wechsler!” Indeed, there stood one of the living legends in the field of psychology. As a graduate student, I had learned to administer each of the Wechsler intelligence tests and had even been privileged enough to serve as an examiner in the restandardization of one of them. Seeing this psychologist in person, for the first time, as a fellow employee at Bellevue, inspired a sense of awe.

It was during my internship year at Bellevue that I first began to think about writing a textbook on testing, assessment, and measurement in psychology. I was gaining a great deal of clinical experience in the area of assessment, was completing a doctoral dissertation involving assessment and impression management, and had access to some of the most renowned human resources in the field of clinical psychology. In settings as diverse as the Bellevue child/adolescent/adult in-patient services, psychiatric emergency room, prison service, adult out-patient clinic, and in-hospital courtroom, academic instruction was complemented by supervised experience with a wide variety of assessment-related dilemmas and solutions. This growing body of knowledge and experience reinforced my developing views about the need for a new measurement textbook. This new textbook would be authored by people who actually used tests with real people. It would address not only psychometric essentials but various areas of interest to students of assessment who have wondered about sundry aspects of the enterprise.

My education and experience in the area of testing and assessment continued after my internship year with my appointment as senior psychologist on the NYU-Bellevue staff. I handled a regular stream of assessment cases and instructed and supervised clinical psychology interns. The work entailed daily immersion in all phases of clinical assessment, including routine case presentations to colleagues. One day, while chatting informally with David Wechsler—the luminary I had come to know as a colleague—he related a story about the time Dan Rather and a CBS camera crew had set up shop in his Upper East Side apartment. They had come to conduct an in-depth interview with him on the subject of intelligence, for use on *CBS Reports*. Dr. Wechsler quipped that it wasn’t until that day that the people in his building got an inkling that he must be kind of an important person; he had to be, if Dan Rather was coming to interview him! Even as Dr. Wechsler spoke, I envisioned a time when I, too, would request a formal interview with him, the better to provide some “insider” insights for this book. But the interview was not to be. Dr. Wechsler’s death preceded that request.

Although we did not have the benefit of Dr. Wechsler’s personal input for the first edition of this textbook, we have been—through the more than quarter-century in which the present edition of this textbook has evolved—fortunate enough to obtain the input of dozens of other authorities in areas such as intelligence, personality, statistics, and culture. During that period, the authors collectively gained not only greater knowledge about how to effectively convey essential measurement principles in a textbook but also greater personal experience using tests and applying measurement principles in a truly wide array of clinical, school, and organizational settings. In these pages, you have the opportunity to reap the benefit of this accumulated experience and knowledge as well as countless hours of diligent research to make this work as current as possible.

Reviewers of previous editions of this work have tended to praise its breadth and depth—which I dare say has only improved with age. Beyond coverage, I believe you will find the writing style and level of this book to be somewhere between “most accessible” and “highly appealing.” As has been our custom, we have interspersed elements of humor in various forms (original cartoons, examples, and vignettes) throughout the text. The judicious use of humorous examples 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*? What about the use of regression equations to predict prospective grade-point averages at the *DeSade School of Dentistry*? 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.” We could list more examples, but let’s reserve those smiles for a pleasant surprise when you come upon them in the text.

Also in the interest of engaging and maintaining student interest, we draw heavily on various examples from popular culture, including popular media. Take note, for example, when you find mention of programs such as *Trading Spaces*, *Wild On . . .*, *Iron Chef*, *South Park*, and *Survivor*. These are television shows that students watch, and a (surprise) reference to one of them in order to illustrate an assessment-related point is designed to elicit a pleasant feeling of recognition—all in the context of 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, Timothy Dalton, George Lazenby, David Niven, and Roger Moore all have in common.

Throughout, we have tried to incorporate timely, relevant, and intriguing illustrations of assessment-related material. For example, in the new *Everyday Psychometrics* box in Chapter 1, we introduce the subject of evaluation and ratings in the context of the Motion Picture Association of America’s film rating system. In the new *Close-up* box in Chapter 2, we take a detailed look at the Supreme Court case *Grutter v. Bollinger et al.* (2003). In that case, the Court grappled with issues of diversity as they affect the evaluation and selection of applicants for admission to public universities.

Novel, thought-provoking, assessment-related material has been something of a tradition in each edition of this book. Intriguing discussion has been presented on topics as diverse as the Szondi Pictures Test (first edition), marital and family assessment (second edition), in-home evaluation of consumer response to television commercials (third edition), computer-assisted behavioral assessment in institutional settings (fourth edition), and “life-or-death” psychological assessment (fifth edition). The tradition continues in the present work. For example, in Chapter 12, many readers will be surprised to learn of B. F. Skinner’s flirtation with projective testing (yes, *that* B. F. Skinner).

Beyond intriguing assessment-related sidebars, there is a great deal that is new to this edition, and new about it. Of course, we have updated the text with regard to new tests that have been published since our last edition. This updating includes descriptions of the new Wechsler, Stanford-Binet, Bender-Gestalt, GRE, and SAT tests, among others. Of course, we have updated the text with new test-related legislation, judicial decisions, and administrative regulations that have gone into effect since our last edition. Expanded and updated coverage is presented on a wide variety of topic areas, including

- culture-related issues, including specific recommendations for culturally informed psychological assessment
- the medical model of disability as compared to the new paradigm of disability
- test-item writing, including item writing for item-branched and item-banked tests
- geriatric assessment

- assessment in the military
- assessment for career change and career transition
- dynamic assessment
- biopsychosocial assessment
- the Big Five, Cattell's "Big Five," and Tellegen's "Big Three"
- recent critiques of projective methods, along with rebuttals to those critiques
- quality assurance methods during the test revision process, including the introduction of new terms such as *anchor protocol* and *scoring drift*

In the interest of conserving space while providing students with a quick and easy way to reference information, we have placed more material in tabular form. New tables in this edition include information regarding

- pros and cons of various sources of information about tests
- advantages and disadvantages of various item formats
- pros and cons of traditional group testing
- important legislation, litigation, and administrative regulations
- major entrance examinations for professional or occupational training
- essential "dos" and "don'ts" of cultural sensitivity in assessment

Complementing all of the new material is an expanded glossary. More than 100 new terms have been added to the glossary in this edition. With all of the new and enhanced coverage, the length of this book could easily have been increased significantly over previous editions. Instead, through thoughtful writing and rewriting, careful editing, and the liberal use of tables to summarize information, the book's size is about the same as previous editions'. The initial, introductory material has been reduced in length so that students can obtain a general overview of the field relatively quickly. Throughout the book, the size of most of the paragraphs has been reduced compared to previous editions. Essential material from the former Chapter 17, "Computer-Assisted Psychological Testing and Assessment," was transferred as appropriate into other chapters throughout the book. Indeed, *less can be more*.

One thing that has *not* changed in this edition is our dedicated resolve to develop a leading-edge, much-emulated-but-never-duplicated, measurement textbook that

- 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 the appropriate uses of tests
- leaves students with a sense of the inappropriate uses of tests
- compels students to think actively about issues related to testing and assessment

Along the way, there has been a concerted effort to *humanize* the material, the better to involve students with it. Such humanizing of the material can be seen in the writing and in the illustrations, as when we include interesting biographical facts on historical figures in assessment. See, for example, the new photo and brief biographical statement of MMPI senior author James Butcher (Figure 11-4). Throughout the text, an attempt has been made to truly involve students via intriguing, real-life illustrations of points. Some examples:

- life-or-death psychological assessment and the ethical issues involved (pages 55–56)
- human emotion in the context of categorical cutoffs (page 7)
- the breathalyzer as a point of departure to discuss reliability (page 147)
- the confessions of a behavior rater (pages 408–409)
- assessment through means such as evaluation of college yearbook photos (page 415)
- the utility of tests to measure aggressiveness (page 338) and dangerousness (pages 440–441)

The first proposal for this book was sent to a publisher in the mid-1970s. In that document, I envisioned a measurement text that was different in key ways from any existing book. As it happened, the first edition of this text would begin a tradition in terms of setting the standard and then raising the bar for measurement textbooks to follow. It would be a textbook that stood in stark contrast to any other of the day in terms of content, organization, style, originality, and pedagogy, among other variables. With regard to content, for example, it contained material not seen before—but now rather standard—in measurement textbooks. Contrary to prevailing beliefs, I believed that topics such as forensic assessment, neuropsychological assessment, and assessment for custody evaluations merited coverage in a measurement textbook. Having acted as a consultant to businesses and commercial test development firms such as Educational Testing Service, I appreciated how valuable it would be to cover business-related applications, including consumer assessment. Having been employed full-time as a clinician who regularly administered tests, I wanted to write a chapter on clinical assessment that imparted a firsthand sense of what clinical assessment is about. Having taught testing and assessment, I knew that many students entered the course “rusty” or downright unsure of themselves with regard to basic statistics—hence the development of the “Statistics Refresher” chapter.

The style of the book—somewhat informal in tone—complemented the new content well. Because I found my sense of humor to be a valuable asset in the classroom, I attempted to intersperse some “personality” and humorous illustrations in the writing. Because I always enjoyed reading about historical aspects of the enterprise, I included photos of historical figures in assessment, complete with interesting biographical facts. In these and other ways, the first edition of this book represented a major departure from what was then available in measurement textbooks. Our new way of defining what a measurement textbook could be might best be characterized as *magical*, judging from the overwhelmingly positive response it elicited from instructors who taught measurement courses.

Upon publication of the first edition, I learned that many people in the field found the unique aspects of the book most appealing. One of those people was Lee J. Cronbach, who shared with me, when we met at an APA meeting, how very much he enjoyed the book. I was so grateful to Lee for his encouragement, and felt so uplifted by our meeting, that I subsequently requested a photo from him for use in the second edition. The photo he sent me was indeed published in the second edition of this book—in spite of the fact that Lee had out at the time a measurement book that could be viewed as a direct competitor in the textbook marketplace. Regardless, I wanted Lee’s place in history acknowledged, and I wanted to thank him in my own way for his kind words and “seal of approval.”

Beyond content and style, the first edition of this book was unique in terms of its organization. Here, there really was no magic involved, only logic. We started with a few chapters to overview the field, gave some historical perspective, and provided important background related to legal, ethical, and cultural issues. After the statistics refresher,

we proceeded with several chapters designed to impart the essential basics of measurement. Logic dictated that prior to any discussion of the assessment of intelligence, personality, or whatever, some preliminary information regarding definitional and related issues must precede it. What followed next were several chapters designed to illustrate sundry aspects of measurement in various applied contexts. Having served as a consultant to many businesses and organizations, and being the founder and editor-in-chief of a scholarly journal (*Psychology & Marketing*) that regularly features articles detailing business applications of assessment, I felt I had unique and valuable information to offer students taking a course in measurement.

As it turns out, the organization of our book has been so appealing that almost every major textbook on the subject published since we first submitted our proposal follows the same or a similar formula. In fact, reviewers have sometimes referred to these similar books as “Cohen clones” or “Cohen wannabes.” My own characterization would lean more toward “wannabes” than “clones,” as a *clone* is an exact replica; all of the “wannabe” measurement textbooks are but pale copies.

Imitation is the sincerest form of flattery, and we look on with some sense of gratification as others try to capitalize on our success. But while the wannabes may copy our organization, and even some of the illustrations and features, there is so much that they cannot copy. They do not (and seem unable to) copy our style. They do not humanize the material in the way that we do. They cannot copy our leading-edge content because they are, by their self-evident nature, followers. It will take them an edition or two, for example, to incorporate some of the new material in this edition. For some topics, such as culture-related issues in assessment, the wannabes have a particularly long way to go to catch up. Some of the wannabes depart from our chapter organization by covering legal/ethical issues near the end of the book rather than at the beginning. Personally, I view such placement as ill-advised. Legal and ethical issues set a context for the assessment enterprise. Discussion of legal and ethical issues helps place the discussion of measurement, assessment, and testing in perspective. Also, unless chapters are assigned from the rear of such books early on, the possibility exists that some students will receive no exposure at all to this most important information.

Another key way in which this book parts company with comparable books is in the way that issues of testing and assessment are distinguished. In a bygone era, we believe every reason existed to entitle a book such as this *Psychological Testing* and then proceed to clump issues of testing with issues of assessment in all discussion. Today, in an era when it is important to distinguish between *testing* and *assessment*, we believe a title such as *Psychological Testing* can be anachronistic, if not misleading, in terms of the material that is actually being covered. We believe that it is incumbent upon contemporary textbook authors to make a clear distinction between *testing* and *assessment*. We do that in the first few pages in an effort to orient the student to all that follows. We also believe that it is a sound teaching practice to maintain the definitional distinction between *testing* and *assessment* throughout the book. We heartily encourage instructors to exercise some critical thinking with regard to how well many of the competing measurement textbooks make a distinction between testing and assessment—beginning with the book’s title—and then maintain that distinction in their writing. And speaking of critical thinking . . .

*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, I believe, helps optimize one’s chances for success in the academic world as well as in more applied pursuits. In previous editions, questions 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 have made this special feature of our writing even more special by writing more questions and setting them in the margins. Now it is up to motivated students to do their part and actually *think* about the *Just Think* questions. In this context, instructors, too, may consider thinking about one question related to student motivation: Will awarding extra credit for writing responses to selected *Just Think* exercises further motivate students?

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 the neuropsychological assessment chapter), and original acronyms created by the authors.

We have offered a student workbook, an instructor's manual, and a test item bank as part of the teaching package with every edition of this book since the very first. Recent editions have further supplemented this excellent teaching package with Internet-based study aids for students, as well as teaching tips and a discussion forum for instructors.

The authors have been very focused and very diligent in their efforts to bring you a leading-edge measurement textbook that involves students in the subject matter and imparts a wealth of academic and applied information essential to understanding psychological testing and assessment. Mark Swerdlik persevered in these objectives under very challenging conditions since the last edition. During that time period, Mark lost his mother, Edna (1912–2003); his father, Al (1910–2002); and his uncle, Aaron Swerdlik (1917–2002), who holds the distinction of being a layperson with no background in psychology who actually read our book cover to cover. Mark dedicates his contributions to this edition to the memory of these cherished family members.

As we were completing work on this edition, I received the most unexpected news that my mother had suffered a massive stroke. She did not survive. It is impossible to express the sense of sadness and loss experienced by myself, my brother, and my sister, as well as the countless other people who knew this gentle, loving, and much loved person. We will miss her counsel, her sense of humor, and just knowing that she's there for us. We will miss her genuine exhilaration, which in turn exhilarated us, and the image of her welcoming, outstretched arms whenever we came to visit. Her children were her life, and the memory of her smiling face, making each of us feel so special, survives as a private source of peace and comfort for us all. She kept a copy of this book proudly displayed on her coffee table; one need not be an expert in evaluation to understand the significance of that. My dedication of this book is only one small way I can acknowledge how very special she was to me. In looking through family albums for a photo to include, it was perhaps not surprising that few photos existed of Mom by herself. For this reason, I decided to use my parents' wedding photo in the dedication. They were so good together. And so there she is, reunited with Dad. Now, that is something that would make her very happy.

Our thanks go out to the wonderfully professional editorial, production, and marketing staff at McGraw-Hill, including John Wannemacher, Jane Acheson, Jen Mills, Melissa Caughlin, Courtney Cooney, and the always-great-to-work-with freelancer April Wells-Hayes. Thanks to graduate assistant Adam Godfrey for careful library research that exceeded expectations. Thanks to Rajan Natarajan for impromptu quantitative consultations whenever there was a plethora of Greek letters in reference sources. Finally, the authors thank their family members—I thank my wife, Susan, and son, Harrison; Mark thanks his wife, Peggy, his son, Danny, and his daughter, Jenny, along with her husband, John—for their support during the many hours, days, months, and years we devoted to this labor of love.

Ronald Jay Cohen, Ph.D., ABAP

# Contents

Preface xv

## PART I | *An Overview*

### 1 Psychological Testing and Assessment 1

#### TESTING AND ASSESSMENT 1

Psychological Testing and Assessment Defined 1

The Tools of Psychological Assessment 5

#### WHO, WHAT, WHY, AND WHERE? 16

Who Are the Parties? 16

In What Types of Settings Are Assessments Conducted, and Why? 20

Where to Go for Authoritative Information: Reference Sources 26

#### CLOSE-UP Types of Computer-Generated Psychological Reports 13

#### EVERYDAY PSYCHOMETRICS “The Following Film Is Rated PG-13” . . . But Whodunnit?

How? And Why? 19

#### SELF-ASSESSMENT 30

#### WEB WATCH 30

### 2 Historical, Cultural, and Legal/Ethical Considerations 31

#### A HISTORICAL PERSPECTIVE 31

Antiquity to the Nineteenth Century 31

The Nineteenth Century 32

The Twentieth Century 35

#### CULTURE AND ASSESSMENT 37

Evolving Interest in Culture-Related Issues 38

Some Issues Regarding Culture and Assessment 40

Tests and Group Membership 43

#### LEGAL AND ETHICAL CONSIDERATIONS 45

The Concerns of the Public 45

The Concerns of the Profession 49

The Rights of Testtakers 57

#### CLOSE-UP Assessment, Admissions, and Affirmative Action: *Grutter v. Bollinger et al.* (2003) 50

#### EVERYDAY PSYCHOMETRICS Life-or-Death Psychological Assessment 55

#### SELF-ASSESSMENT 60

#### WEB WATCH 61



**3 A Statistics Refresher 62**

**SCALES OF MEASUREMENT 63**

Nominal Scales 64

Ordinal Scales 65

Interval Scales 66

Ratio Scales 66

Measurement Scales in Psychology 66

**DESCRIBING DATA 68**

Frequency Distributions 69

Measures of Central Tendency 74

Measures of Variability 77

Skewness 81

Kurtosis 82

**THE NORMAL CURVE 83**

The Area Under the Normal Curve 83

**STANDARD SCORES 86**

z Scores 87

T Scores 87

Other Standard Scores 88

**EVERYDAY PSYCHOMETRICS Consumer (of Graphed Data), Beware! 73**

**CLOSE-UP The Normal Curve and Psychological Tests 84**

**SELF-ASSESSMENT 90**

**WEB WATCH 91**

**4 Of Tests and Testing 92**

**SOME ASSUMPTIONS ABOUT PSYCHOLOGICAL TESTING  
AND ASSESSMENT 92**

Assumption 1: Psychological Traits and States Exist 92

Assumption 2: Psychological Traits and States Can Be Quantified  
and Measured 94

Assumption 3: Test-Related Behavior Predicts Non-Test-Related Behavior 95

Assumption 4: Tests and Other Measurement Techniques Have Strengths  
and Weaknesses 96

Assumption 5: Various Sources of Error Are Part of the Assessment Process 96

Assumption 6: Testing and Assessment Can Be Conducted in a Fair and  
Unbiased Manner 97

Assumption 7: Testing and Assessment Benefit Society 97

**WHAT'S A "GOOD TEST"? 98**

Reliability 98

Validity 98

Other Considerations 99