

# ADULT ASSESSMENT

A Source Book of Tests and  
Measures of Human Behavior

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This comprehensive source book of adult assessment describes and evaluates a wide range of instruments for measuring adult behavior and focuses on the important issues in modern psychological testing. Primarily written for practitioners in industry, business, education, and remediation and counseling environments, this volume begins with a clear presentation of practical information on assessment devices and follows through with a delineation of the process by which one can identify and select the instrument most suitable for a given purpose. Also included are extensive descriptions of reference material, a discussion of legal considerations, and a presentation of general guidelines for the application of adult assessment tools and strategies.

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**CHARLES C THOMAS • PUBLISHER**

*Springfield • Illinois • U.S.A.*

*Published and Distributed Throughout the World by*  
**CHARLES C THOMAS • PUBLISHER**  
Bannerstone House  
301-327 East Lawrence Avenue, Springfield, Illinois, U.S.A.

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ISBN 0-398-03603-9

Library of Congress Catalog Card Number: 76-23465

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*Printed in the United States of America*  
**OO-2**

*Library of Congress Cataloging in Publication Data*

Andrulis, Richard S

Adult assessment.

Includes indexes.

I. Psychological tests. I. Bajtelsmit, John.

II. Title.

BF431.A576 152.8 76-23465

ISBN 0-398-03603-9

## **ADULT ASSESSMENT**

*to Linda*

## PREFACE

### *Purposes of Adult Assessment*

**I**NFORMATION and utility form the cornerstone of *Adult Assessment*. Expansion of knowledge coupled with a new focus on the development and growth of the adult's potential warrants, from this professional's viewpoint, a compilation of tests and measures for adults.

*Adult Assessment* can alternately be referred to as a source book — a compilation of data on tests and measures; the tests and measures are available from researchers and publishers and focus attention on appraisal of the wide variety of dimensions in adult human behavior. The nature of a source book demands that it be up-to-date, accurate, and easily utilized as a means to aid the practitioner in selecting and interpreting test information.

Adults have been selected for the focus of this book because of the expanding activity in industry and government on many, if not all, of the basic adult dimensions. Given the nature of assessment — as a mechanism to aid in decision making — this book provides detailed information on over 150 assessment devices for measuring human behavior across the wide spectrum of adult performance.

The background and basis for this book stemmed from the researcher's need to be aware of the wide diversity of devices available for use in research projects, as well as from the need for information on tests and measures beyond the researcher's perspective.

For instance, continuing adult education and training in both academic and business environments have fostered the growth of programs and materials which demand prior assessment of adult knowledge and skills as well as measurement of

final outcomes.

Equally important are the continuing efforts of those in vocational, educational, and personnel guidance; whether performing in community service programs or in academic or business settings, these professionals must and should have access to assessment devices which will aid their clientele in proper counseling and planning.

Expansion and the Equal Employment Opportunity Commission's (EEOC) laws, and its regulations, has sparked a new interest in establishing valid instruments for adult selection into academia, government, and industrial settings. The successful evolution of laws demands that greater time and energy be spent on not only determining the validity of present selection devices, but also investigating viable alternative measures.

Finally, as increased emphasis is placed upon accountability of performance of adults as well as the training and educational programs they undergo, research in both the applied and basic social sciences requires the utilization of existing measures for determining changes in performance.

The *Adult Assessment* book quickly brings to the user a knowledge of the types of assessment devices that are currently available, whether recently evolved or dramatically adapted from previous editions.

### ***Criteria Procedures***

The criteria used in selecting the 155 instruments presented in *Adult Assessment* varied from objective to judgmental and are as follows.

The first criterion required that the test or measure be designed to assess adult behavior, that is, constructed for individuals at least sixteen years of age or older. (Sixteen was used because it is an acknowledged point signifying the transition of a child into early adulthood.)

The second criterion required that the device assess one of ten major dimensions of human behavior which were selected as representative of the diversity and complexity of adult behavior, including intelligence and aptitude, achievement, cognitive

style, general measures of personality, specific measures of personality, personality adjustment, vocational and interest inventories, attitude devices, personal performance and history measures, and managerial and creativity devices.

The third criterion, requiring that the device be "representative" of one of the ten categories, posed a problem. One could neither justify the representativeness of one test over another at a specific assessment or content level, nor exhaust the universe of all measures due to fiscal and time restraints. This third criterion was used to select and allocate tests in one of the ten dimensions recognizing that the test may typify the dimension but may not be the only instrument available for that particular category. For example, there are many achievement tests of adult knowledge that assess reading comprehension, vocabulary, and grammar. Once these achievement domains are measured by one or two instruments, the need to identify additional tests becomes somewhat academic, realizing that three or four more instruments might be readily available.

The fourth criterion required that the device be available through a commercial or research organization. The commercial publisher typically has available resources for expediting delivery and scoring of tests, as well as for updating the norms, reliability, and validity.

The fifth criterion required that the device offer a certain amount of information. The instruments in this book attained the fifth criterion because each contained sufficient data describing the instrument's purpose and history, norms, reliability, validity, and interpretation of scores.

Unlike the first five criteria, the sixth was not an absolute for inclusion in this text. The sixth criterion established a preference for tests or measures which have been recently developed, which are available only in research form, or which are undergoing major modifications in design, norming, or standardization. These measures were chosen to reflect the constantly evolving instruments. For example, the Strong-Campbell Interest Inventory (SCII), with its combined male/female form (made available in 1973), and the Wonderlic Personnel Test, which recently published (1972) a reprint of annotated validity



studies, are two devices which attained the sixth criterion.

Among all of the instruments in this text, several did not meet all the standards set forth; they were included because of their usefulness in clinical diagnosis, attitudinal assessment, or observation or interview situations. Placing a demand for these standards on all instruments would inhibit potential uses by practitioners who are both aware of the problems and capable (in many instances) of providing their own technical data on a local basis.

### ***Intended Audiences***

This book is aimed generally at four types of practitioners in the adult assessment field. Those who will constitute the readership most likely are individuals in the fields of personnel in industry, business, and education, as well as counselors in community or academic settings involved in vocational, rehabilitative, or therapeutic activities. Another group of practitioners includes researchers engaged in the development and implementation of investigations into training programs, selection procedures, and educational material. Finally, there are the evaluators who, in either an educational or industrial setting, must determine the effectiveness and efficiency with which a training or curriculum program has met its objectives. The common facet for these individuals is that they are practitioners concerned with real problems. Such problems are broad in dimensions but have one common element — the adult. The adult, with a diversity of capabilities and interpersonal traits, functions in the broad realms of business and education.

The practitioners who read and absorb the information in this book relate to the adult in a variety of settings but are usually dealing with a specific concern or issue. Therefore, readers will usually find only some sections and chapters directly pertinent to their level of activity.

It must be noted that each reader will bring a different level of knowledge and experience which may raise questions as to the most appropriate material in this book. It would be naive to expect all individuals using this information to have had a

common background in education or in experience. Rather, it is to be expected that readers will be widely diverse, not only in the factors of education and experience, but in their application and tasks as well.

For this reason, the book is intended to reflect advanced as well as basic concepts regarding the assessment process; it can give the less sophisticated reader an opportunity to advance. And, even though this text is primarily a source book, it remains a supplement to the reader's knowledge, experience, and exposure to other sources of information and becomes a compendium for practical application.

### ***Description of the Parts and Chapters***

The initial three chapters of this book provide a focus on: (1) the various functions and styles of testing; (2) considerations in choosing tests and measures; and (3) validity and reliability concepts apropos to testing. In addition, they present a broad overview to provide the reader with information to expediate the selection and utilization of tests and inventories not reviewed within this book.

Chapters 1 through 3 are each self contained; they provide the reader with an overview, presented in a language and format which permits the appropriate selection and utilization of a device that will fit into the context of one's assessment objectives. Furthermore, the chapters are short; they do not represent all the innuendos and ramifications of each topic covered. Rather, they intend to refresh one's knowledge and to acquaint the novice with the terminology entailed in the review of assessment devices.

The key word for this part of the book is transference; the first three chapters provide a transference to the remaining chapters of the book.

After reading this preface, the reader should be able to decide whether or not a need exists to review the fundamentals of testing incorporated within Chapters 1 through 3.

Chapter 1 reviews the various functions of testing, defining the categories and characteristics of assessment devices, in-

cluding specific information regarding the types of devices available. It also includes material on varied methods of testing relating to ways in which tests can be presented, as well as detailed information regarding the general purpose of assessment devices.

Chapter 2 elaborates on the consideration in choosing an instrument, including conditions related to the selection, administration, and environment under which a test is given. It also treats: principles to be considered in determining the cost of an instrument on either an individual or group basis; determining time requirements; the general issue of confidentiality of results; general information regarding norms as they impact upon both test selection and interpretation of information. Finally, Chapter 2 addresses interpretation of the assessment device by discussing the general information, available in a test manual or in other sources, which aids in the interpretation process. Issues such as how scores should be reported and how they should be transformed will also be raised.

Chapter 3 discusses validity and reliability, including identification of their characteristics and types and definitions of terms. It emphasizes the importance and value of both validity and reliability and what they mean in light of the two most typical problems encountered in the testing environment: selection of the proper assessment device and interpretation of results.

In addition to the general introduction to validity and reliability, Chapter 3 approaches a most important concept: the use of tests for the selection process in the industrial or business environments. The Equal Employment Opportunity Commission (EEOC) and the recent law requiring tests to meet certain validity criteria for use in the selection process has raised the concern and interest of persons in the field of assessment and personnel selection. This chapter briefly reviews the history of the EEOC, its current statutes and thinking, and summarizes information regarding the stand by the American Psychological Association on these validity criteria. Finally, Chapter 3 touches upon the basic characteristics of validity and reliability as they aid in the selection and interpretation processes.

Part Two, Tests and Measures, presents the assessment devices as they are grouped into their various areas of assessment permitting easy location of an instrument by category.

Chapter 4, Aptitude and Achievement Assessment, covers general Intelligence and Aptitude Measures, Achievement Measures, including the areas of language and number and other specific achievement devices, as well as various Cognitive Style Measures. Chapter 5, Personality Assessment, includes General Personality Measures, Specific Personality Measures, and Personality Adjustment Measures. In Chapter 6, Interest and Vocational Measures are presented. Chapter 7 details information regarding Attitude Measures. Chapter 8 includes Personal Performance and History Measures for both educational and industrial settings. Chapter 9, Other Assessment Devices, contains information regarding Creativity Measures and Managerial Measures.

Part Three, Resources for the Reader, provides various listings of organizations engaged in test research and publication. One list includes the Educational Resource Information Center (ERIC) which maintains over fifteen centers that compile studies appropriate to the educational process. Although not related to the business environment in a direct sense, it has many appropriate areas where information can be applied easily from an educational to a business environment. For example, one ERIC center, the Educational Testing Service, Princeton, New Jersey, is a source from which information may be obtained about different types of assessment devices used by researchers, evaluators, and other practitioners in education and business in investigating the wide variety of problems related to the adult assessment process.

ERIC publishes two monthly guides which list available resource material. *Current Index to Journals in Education* covers 700 publications on education and maintains abstracts of these articles by subject or author index. *Resources in Education* performs a similar function, however the content of material included reflects professional reports presented at conferences or in internal reports that are not currently published in any journal. Upon identification, one can request

and obtain printed copies of an article selected from either one of these two ERIC resources.

Part Three also lists names and addresses of additional resources, such as Research and Development Centers and Regional Laboratories funded under the Education Act of 1964. As an aside, information can also be expanded within local communities; nearby universities, especially those with specialized social science libraries, are rich sources of information containing the latest data regarding assessment procedures and devices appropriate for the adult.

The listings in Part Three also include institutions that are actively involved in measurement and assessment. Two such organizations are the previously mentioned Educational Testing Service, Princeton, New Jersey, and The American College Testing Program, Iowa City, Iowa, both of whom are known for their development of aptitude and achievement materials for both college and graduate school students; both may be contacted for information about their ongoing research activities.

Finally, Part Three cites a special document of interest on the current status of testing and its uses.

The index system of *Adult Assessment* provides a guide for locating authors of measures, measures by title, publishers and sources of measures, and specific subject matter, including authors mentioned in the text of Chapters 1 through 3 and in the bibliographies of Chapters 4 through 9.

### ***Format Used to Describe the Tests and Measures***

The materials contained in Chapters 4 through 9 are presented in the following manner: title of the test or measure, Author(s), Variable, Type of Measure, and Source from Which Measure May Be Obtained. These areas describe the general purpose of the instrument and its characteristics. The "Variable" provides the reader with the specific domain or trait purportedly assessed by the test. Please note that while the categorical breakdown of some instruments is arbitrary in light of their titles or descriptions, further review of these tests, such

as interpretation of scores or subscales, will reveal their suitability for application to areas other than the ones in which they have been grouped. "Type of Measure" indicates either individual or group administration, oral or written presentation, hand or machine scoring, and the time required for administration. "Source From Which Measure May Be Obtained" lists a distributor of the instrument and, in all cases, the address from which our materials were obtained.

Following these sections are materials classified into: Description, Norms, Validity and Reliability, and Bibliography. The "Description" elaborates on the nature of the test, including for example, the number of items, the scores obtained, and definitions of the traits or capabilities being measured, as well as statements regarding the use of the test, such as in the context of therapy, evaluation, selection, and counseling. The "Norms" section provides basic data on the sample from which interpretations of scores are to be made. The normative sample is described usually on the basis of the biographical and demographical characteristics of the subjects.

The "Validity and Reliability" section describes the empirical results of using the test in terms of determining both the consistency of score responses and their meaningfulness. This section is technical in that it demands an understanding of the nomenclature used in test development. The concepts of Norms and Validity and Reliability are addressed in Chapters 2 and 3. Finally, the "Bibliography" cites the test manual and its supplements, if any. It also includes, when applicable, a test number referring the reader to O.K. Buros' *The Seventh Mental Measurements Yearbook* (Gryphon Press, 1972), *Personality Tests and Reviews*, or *Reading Tests and Reviews*, (Gryphon Press, 1970 and 1968 respectively). References to the latter two books are preceeded by a P or R. In many ways, the tests incorporated within this source book are complementary to those contained in the *Mental Measurements Yearbook*, although there may be overlapping instruments.

In terms of effectively utilizing this book, a quick review of the instruments will determine whether or not the reader should write to the source indicated for additional information.

Carefully scrutinized review of the information in Chapters 4 through 9 permits one to choose a number of instruments for further inspection.

Typically, if more information about the device is required, one should request a "specimen set." Such a set normally includes a copy of the test, its manual, and answer and key sheets (used for responding and scoring the items). In addition, promotional materials may be included which further describe the assessment material.

It is most important to note that while the information provided in this book is not exhaustive, it is broad in scope and provides relevant information regarding the domains of each assessment device. The information is up to date but *does not* preclude information that is currently being processed, published, and otherwise available through a wide variety of other sources.

R.S.A.

## ACKNOWLEDGMENTS

**A**DULT ASSESSMENT would not have been conceived without the environment of The American College, through its orientation and dedication to the education of persons in life and health insurance and the related financial sciences. In the Department of Research and Evaluation, the need to sort and review available adult assessment measures became evident. It was from this need that this work — a systematic and viable mechanism which conveys the collected data — was evolved.

... To Marjorie Fletcher and Lisa Ogletree, our research librarians, go out unending thanks. Their continuing efforts to search for and pursue information from a wide variety of sources stands as one fundamental reason for the scope of instruments presented in this book.

... To Susan Horne for her persistence and thoroughness without which the systematic review of instruments and the compilation and collation of the data presented in the inventory descriptions would not have been possible ... Also, to Sue for polishing the chapters, effecting the overall continuity of the text, and finally for typing the manuscript.

... To Phyllis Elberg for her standards of excellence in initially editing the chapters.

... To John Bajtelsmit for his comprehensive coverage of reliability and validity in Chapter 3.

... To Larry Starr and the many others connected with The American College who contributed to the initial conception of this book, our appreciation and affection will be with you long after this work is completed.

R.S.A.



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