



Topic 4 Study unit 6  
Assessment practice zone

Topic 5 Study unit 7  
Types-of-measures zone

# Topic 4 Study unit 6

- 3 chapters covered from prescribed book:
- Chapter 8
- Chapter 9
- Chapter 14

# CONTROL OF PSYCHOLOGICAL TESTS

- There are different stakeholders in using psychological tests
- See figure 8.1 for the different role players
- See Table 8.1 – categories of professionals that can use psychological tests and the requirements
- See Table 8.2 – utility value of psychological tests for the different stakeholders

# CONTROL OF PSYCHOLOGICAL TESTS

- Ethical guidelines
- Fair and ethical assessment practices
- Rights and responsibilities of test-takers
- Responsibilities of organisations

# ADMINISTERING PSYCHOLOGICAL ASSESSMENT MEASURES

## Preparation prior to the assessment session

- Checking materials and equipment
- Instructions and materials – familiarization
- Checking testing conditions
- Personal circumstances of test-taker
- Planning sequence and length
- Addressing linguistic factors
- Informed consent

# Duties during assessment

- Scientific attitude
- Control over groups during assessment
- Motivating test-takers
- Establishing rapport
- Dealing with test anxiety
- Assessment instructions
- Time limits
- Managing irregularities
- Recording assessment behaviour

## Duties after assessment

- Collecting and securing assessment materials
- Recording process notes and interpreting assessment measures

# Administering assessment

- Computerised testing [*chapter 14 of the prescribed book*]
- Assessment of special populations



# Topic 5 Study unit 7

## Chapter 10

Type of measures Zone!!!

# ASSESSMENT OF COGNITIVE FUNCTIONING

- Issues on the measurement of cognitive ability
- The meaning of IQ
  - take note of the main issues on page 79 of the study guide
- Heritability and modifiability
  - Born with it or learn to be...
- Individual tests of ability vs. Group tests of ability
  - Purpose; design; advantages & disadvantages
- Dynamic assessment
  - Test-train-test
- Impact of cultural diversity

# Lessons

- A good test in the wrong hands can be a bad test – a test can have good psychometric properties, but if it is used inappropriately, then the consequences can just be as bad as when using a test without psychometric properties
- Study unit 6 has a direct impact on the “fairness” requirement of the EEA
- Testing happens within a context [influenced by past & present events; political, legal, economic & social] and scores need to be interpreted within that context – very true for cognitive ability testing

# How far have we come...

- We have already covered 7 out of the 14 study units of the module
  - overview of what testing and assessment is about
  - the legal framework from which testing and assessment is conducted
  - issues and challenges (past to present) that are important for consideration when testing - multicultural population with different languages
  - importance of norms, reliability, validity
  - the different phases of test development
  - control and administration procedures in the use of tests
  - testing cognitive ability