

## ***Psych 560 Principles of Psychological Measurement***

***Professor Neil H. Schwartz, Ph.D.***

**Office: Modoc Hall Room 202**

**Office Phone: 898-4968**

### **Office Hours:**

Tuesdays and Thursdays  
10:30 PM – 12:30 PM  
or by appointment

### **Class Meetings:**

Lecture/Lab: Mondays 3:00 pm - 4:50 pm BUTTE 211

Lecture/Lab: Wednesdays 3:00 pm - 4:50 pm BUTTE211

Email [nschwartz@csuchico.edu](mailto:nschwartz@csuchico.edu)

URL <http://www.csuchico.edu/~nschwartz>

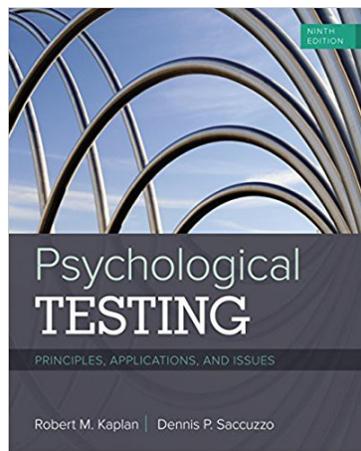
---

### **Required Textbook**

Kaplan, Robert M. and Saccuzzo, Dennis P. (2018). *Psychological Testing: Principles, Applications, and Issues*. (9<sup>th</sup> Ed.) CENGAGE Learning

**ISBN-13: 978-1337098137**

**ISBN-10: 1337098132**



### Course Description

This course is designed to provide an overview of the relevant concepts, principles and methods underlying the construction and interpretation of psychological and educational tests.

In the United States and abroad, tests make up a large part of people's lives. Mothers bring their 4-year olds to "Kindergarten Roundup" to determine their children's readiness to begin traditional school. Personnel managers make use of tests to select prospective employees for their companies. Psychologists administer tests to diagnose the presence of psychopathology in their clients. Lawyers use the results of tests in courts of law to determine the suitability of parents to retain or give up custody of their children, following contested divorces. Even college students are not finished taking tests if they want to continue on for an advanced degree. Law schools require test results from the LSAT, medical schools the MCAT, business schools the GMAT, dental schools the DAT, and graduate schools of psychology the GRE. Tests are everywhere, and psychologists are, for the most part, the professionals who construct, administer, score, and interpret them.

In this course, you will learn the way psychological tests are built-- what they can and cannot do, the conditions under which they should and should not be used-- and how to evaluate their adequacy. This is an important course for aspiring psychologists to take, because the measurement of human behavior comprises an area of knowledge and skill that is fundamental to the field.

Principles of psychological measurement require an understanding of two separate, but intricately related, areas of knowledge. One is basic statistics. The other addresses the issues, applications and categorical divisions among major measurement domains. This course is designed to ensure that you develop an understanding of these areas.

---

### Course Format and Evaluation Procedures

Instructional methods. This course will be delivered via three principal methods of instruction: a) lecture, b) class discussion, and c) laboratory exercises. Lecture is designed to interpret and explain content in your text--to make it come alive with explanation, illustration and relation to your everyday lives. Class discussions are incorporated to allow you to actively process information-- to be able to interact with information in terms of your own experiences as well as the experience of others. Interactive discussions make content more comprehensible and more memorable at the same time. Finally, there is no teacher like direct experience. Consequently, you will have the opportunity to learn by direct experience via exercises that have been designed for you in the lab.

It is important to note that the lecture-lab experience in this course is designed to be dynamic and responsive to students' needs. Therefore, lab experiences will be interleaved throughout lecture during the course of the semester in order to illustrate concepts based on the collective group's understanding as the semester evolves. The course is kept rather small in student enrollment so that you have full opportunity to develop knowledge of the concepts underlying measurement and testing. As a result, movement through the concepts will be based on the instructor's appraisal of your, and the collective group's, understanding from meeting to meeting. As a result, in any given week, lecture and lab may take up both Monday and Wednesday, or be mixed on both days. For this reason, it is essential that you do not miss class and keep up on your textbook reading because the group cannot move on without you.

---

### Evaluation procedures

This course is divided into three principal areas of student responsibility, with 265 points total points possible for the course.

Performance Measure	Number	Point Value Each	Total	% of Grade
Mid Term Examinations	2	65	130	49
Final Examination	1	60	60	23
Test Review	1	75	75	28
<b>Total</b>			<b>265</b>	<b>100</b>

---

### Assignments, Extra Credit, Exams, and Grading

#### Assignments

There is one assignment associated with this course. You will have the opportunity to review a published norm-referenced test. For a description of this assignment, guidelines have been provided for you on my website. Please note that, since this course is designed for graduate credit, graduate students will be graded at a higher standard for this assignment seeking to approach a level of critique reviewers and professionals obtain in practice.

#### Extra credit

From time to time, you may be asked to participate in research. There are many scientific investigations going on in the Department of Psychology, and human participants are always needed. You will be able to earn 2 extra-credit points for each hour you participate in an experiment. However, participation is restricted to a maximum of six points, and must be approved by your instructor.

## **Examinations**

There will be three exams during the semester, with each sampling content from lecture, text, class handouts, if any, classroom discussions, and laboratory. Only content not yet tested will be sampled on each exam. Study guides will precede all exams by one week. All three exams will not be comprehensive. The last exam will be a non-comprehensive third exam and will be a take-home exam due at the time your final exam is scheduled.

Exams 1 and 2 will be of the same format, with five definitional terms, each worth 3 points, and 50 multiple-choice 4-option questions. The last exam will be a short-essay take-home exam covering material in lecture, text, class handouts, and laboratory experiences.

## **Grading**

Grades in this course are based exclusively on the number of points earned from the performance measures designated above. They will be assigned either according to the percent of points obtained to the total number of points possible, or the student's class standing-- whichever is higher. The cutoff scores are identified below:

<b>Grade</b>	<b>Percent to Total</b>	<b>Class Standing</b>
A	93% & up	
A-	90% - 92%	Above 75th Percentile
B+	88% - 89%	
B	83% - 87%	
B-	80% - 82%	50th - 74th Percentile
C+	78% - 79%	
C	73% - 77%	
C-	70% - 72%	25th - 49th Percentile
D+	68% - 69%	
D	63% - 67%	
D-	60% - 62%	15th - 24th Percentile
F	59% & down	Below 15th Percentile

### Expectations of Scholastic Behavior

From time to time, a few students elect not to purchase the textbook required for this course. I am acutely aware that textbooks have become increasingly expensive—as has higher education in general. This is a terribly unfortunate condition in the United States. However, please note that the textbook is required for this course, and students are expected to purchase the text and read required chapters prior to coming to class. Class lectures, discussions, and interleaved lab experiences are significantly richer and more intellectually stimulating when students are prepared. Indeed, students experience a deeper understanding of the concepts, principles and issues explained in class when they have read textbook material. Thus, students are expected to be scholastically prepared when there.

Attendance: When students miss a class, they lose the cognitive thread of the lecture. As a result, their comprehension in subsequent classes precipitously declines. This has a deleterious effect on performance. It also has an additive effect if a student misses a number of classes, or worse, is habitually absent. In effect, frequently absent students become conceptually lost which affects their ability to develop a rich cognitive model of the way children develop. In addition, regular attendees notice students who are missing or who come irregularly. As a result, the continuity and community of the class suffers since ill-prepared and frequently absent students make little substantive contributions in class and often bring up issues that have already been addressed and discussed. Thus, regular classroom attendance in this course is expected and required for course completion. And, of course, please note that once you are seated, do not get up to leave for a moment in the middle of class.

Electronic Devices: Students are encouraged to use laptops or tablets to take notes (and audio record lectures, if they wish). However, it is important to note that taking notes by writing is significantly more valuable in the encoding process of information into memory—far better than typing—leading to more enduring retention and deeper comprehension. In addition, laptops and tablets do put strain on behavioral self-regulation—that is, the tendency to be pulled to non-academic browsing during class. Of course, this behavior is antithetical to learning. Thus, please note that if a student is on any website or using any app at any time during class, regardless of the circumstances, the student will be dropped from the course. Finally, cell phones are not permitted in class. If you have one, it is required to be turned OFF—not on vibrate—OFF. If a cell phone vibrates during class, the student will be immediately asked to leave.

### University Policies and Campus Resources

Diversity Statement: I value diversity and I am committed to fostering and maintaining an educational environment that appreciates individual differences in all areas of instruction. To this end, I will not tolerate or condone any actions, practices, or

processes that discriminate against or are prejudicial toward any person or group based on race, gender, age, religion, ethnicity, nationality, disability, sexual orientation, or socioeconomic status.

[Academic integrity:](#) Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: <http://www.csuchico.edu/sjd/integrity.shtml>.

[Campus Policy in Compliance with the American Disabilities Act:](#) If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with ARC (Accessibility Resource Center) to establish a record of their disability. Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

[IT Support Services:](#) Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through their website, <http://www.csuchico.edu/itss>. Additional labs may be available to students in your department or college.

[Student Services:](#) Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: <http://www.csuchico.edu/current-students>.

[Americans with Disabilities Act:](#) If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

Accessibility Resource Center <http://www.csuchico.edu/arc>

530-898-5959 Student Services Center 170 arcdept@csuchico.edu

**Student Learning Center:** The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at <http://www.csuchico.edu/slc>. The University Writing Center has been combined with the Student Learning Center.

**Course Schedule**

<b>DATE</b>	<b>TOPIC</b>	<b>READING ASSIGNMENT</b>
<b>January 22</b>	Introduction to the Course	Kaplan & Saccuzzo Chapter 1
<b>January 27</b>	Norms & Basic Statistics 1	Kaplan & Saccuzzo Chapter 2
<b>January 29</b>	Norms & Basic Statistics 2	Kaplan & Saccuzzo Chapter 2
<b>February 3</b>	Norms & Basic Statistics 3	Kaplan & Saccuzzo Chapter 2
<b>February 5</b>	Norms & Basic Statistics 4	Kaplan & Saccuzzo Chapter 2
<b>February 10</b>	Norms & Basic Statistics 5	Kaplan & Saccuzzo Chapter 2
<b>February 12</b>	Reliability 1	Kaplan & Saccuzzo Chapter 4
<b>February 17</b>	Correlation and Regression	Kaplan & Saccuzzo Chapter 3

<b>February 19</b>	Lab in Correlation & Regression	Kaplan & Saccuzzo Chapter 3
<b>February 24</b>	Reliability 2	Kaplan & Saccuzzo Chapter 4
<b>February 26</b>	<b>Review for Exam 1</b>	Kaplan & Saccuzzo Chapter 1 - 4
<b>March 2</b>	<b>Exam #1</b>	Kaplan & Saccuzzo Chapter 1 - 4
<b>March 4</b>	Validity 1	Kaplan & Saccuzzo Chapter 5
<b>March 9</b>	Validity 2	Kaplan & Saccuzzo Chapter 5
<b>March 11</b>	Writing and Evaluating Test Item Lecture	Kaplan & Saccuzzo Chapter 6
<b>SPRING BREAK</b> <b>March 16 – 20</b>		
<b>March 23</b>	Test Administration	Kaplan & Saccuzzo Chapter 7
<b>March 25</b>	Test Administration	Kaplan & Saccuzzo Chapter 7
<b>March 30</b>	Lab in Test Administration	
<b>April 1</b>	Interviewing Techniques	Kaplan & Saccuzzo Chapter 8
<b>April 6</b>	<b>Exam #2 Review</b>	Kaplan & Saccuzzo Chapter 5 - 8

<b>April 08</b>	<b>Exam #2</b>	Kaplan & Saccuzzo Chapt 5 - 8
<b>April 13</b>	Applications in Clinical and Counseling Settings	Kaplan & Saccuzzo Chapt 13
<b>April 15</b>	Applications in Clinical and Counseling Settings	Kaplan & Saccuzzo Chapt 13
<b>April 20</b>	Guest Lecture on Individual Assessment	
<b>April 22</b>	Testing in Industrial and Business Settings	Kaplan & Saccuzzo Chapt 18
<b>April 27</b>	<i>Workshop on Test Reviews</i>	
<b>April 29</b>	<i>Workshop on Test Reviews</i>	
<b>May 4</b>	<i>Workshop on Test Reviews</i>	
<b>May 6</b>	<i>Workshop on Test Reviews</i>	
<b>Monday May 11</b>	<i>Test Reviews and Exam 3 Due into Dr. Schwartz' Office by 4:30PM</i>	Kaplan & Saccuzzo Chapt 13, 14, 18 & 20