

**Psychological Testing (Spring 2016)**  
**PSCH 340-12228**

**Instructor:**

Christopher Baker, Ph.D.

Email: bakerc@uic.edu

Office/Hours: BSB 2056 / T and TH 12:30-1:30 pm, W 10-11 am, or by appointment

**Teaching Assistant:**

Meghan Fortune, B.S.

Email: mfortu2@uic.edu

Office/Hours: BSB 1073 / TH 1pm - 2pm

**Text:** Kaplan, R. & Saccuzzo, D. (2013). *Psychological Testing: Principles, Applications, & Issues* (8th ed.). Belmont, CA: Wadsworth/Cengage Learning. ISBN:978-1133492016

**NOTE:** Loose Leaf, eBook, or 7th Edition are OK for this course

**Meeting Time/Location:** TTH 11:00 – 12:15 / Lecture Center Building D1

**Credit Hours (3), Prerequisites:** C or better in PSCH 242 Intro to Research in Psychology

**Course Description:** Introduction to principles, applications, and controversies of psychological assessment and standardized testing.

**Blackboard:**

- Course syllabus posted under **Syllabus**
- Additional materials (e.g., homework, consent forms) posted under **Materials**
  
- Shell\* PowerPoint slides posted under **Lectures**

\*Slides DO NOT contain key points, only figures/graphs and contextual details -  
You must come to lecture to fill in missing information on slides

**Attendance:** This course relies on information presented during class (e.g., SPSS training) that is not available in-text. It will be especially important to attend classes to perform well. If you are unable to attend a class, it is your responsibility to obtain the materials covered. Please inform me of any circumstance that would cause you to miss multiple classes.

**Disability Services:** If you require accommodations for a disability, please contact the Disability Resource Center for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning, please contact DRC as soon as possible:

Website: <http://drc.uic.edu>

(312) 413-2183 Voice

(312) 413-7781 FAX,

DRC Staff Members contact information is available on the Meet the DRC Staff Page

(<http://drc.uic.edu/meet-the-drc-staff>)

**Please let me know if there is anything I can do to be helpful!**

**Academic Dishonesty:** Students will be held to the University's standards on academic dishonesty as described in the following Student Code of Conduct:

<http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>

## EVALUATION: Overview

Type	Points	% Course Grade
Open-Note Quiz 1:	10 pts	
Open-Note Quiz 2:	10 pts	
Homeworks 1-4	40 pts (10 pts each)	
Test Project (2 parts):	60 pts (20 pts, 40 pts)	50%
Section 1 exam:	40 pts	
Section 2 exam:	40 pts	
Section 3 exam:	40 pts	50%
	240 pts	100%

**Extra Credit:** (1) Creative Project. (2) Extra credit opportunities will be available in-class. The more you attend class, the more likely you will be around when an extra credit opportunity is administered.

**Makeup Policy:** Makeup exams and quizzes are all-essay format and are substantially more difficult than scheduled exams. It is to your benefit to attend all scheduled quizzes and exams.

**Curve:** Grades will be scaled when appropriate. Otherwise, grades will be based on the standard 90/80/70/60 scale.

**Course Outline: 1/12/2016-5/28/2016**

**\* Outline subject to change with advanced notice**

-- week 1--

**January 12:** Course Overview

**January 14:** Background and History

Reading: *Chapter 1*

-- week 2--

**January 19:** Statistics for Testing

Reading: *Chapter 2*

**January 21:** Statistics for Testing

Reading: *Chapter 2*

**\*January 22, Last day to complete late registration; last day to add a course(s) or make section changes; last day to drop individual courses via Student Self-Service without receiving W (Withdrawn) grade on academic record. Last day to submit Withdraw from Term request via Student Self-Service and receive 100% cancellation of tuition and fees.**

-- week 3--

**January 26:** SPSS Training 1

Homework 1 Available (*Due Feb 2*)

**January 28:** Correlation and Regression

Reading: *Chapter 3*

-- week 4--

**February 2:** Correlation and Regression

Reading: *Chapter 3*

**Homework 1 Due**

**February 4:** QUIZ 1, SPSS Training 2

Homework 2 Available (*Due Feb 11*)

-- week 5--

**February 9:** Reliability

Reading: *Chapter 4*

**February 11:** Reliability

Reading: *Chapter 4*

**Homework 2 Due**

-- week 6--

**February 16:** Validity  
Reading: *Chapter 5*

**February 18: QUIZ 2,** Validity  
Reading: *Chapter 5*

-- week 7--

**February 23:** Test Bias  
Reading: *Chapter 19*

**February 25: EXAM 1**

-- week 8--

**March 1:** Writing and Evaluating Test Items  
Reading: *Chapter 6*

**March 3:** Test Administration  
Reading: *Chapter 7*  
Homework 3 Available (Due Mar 10)

-- week 9--

**March 8:** Theories of Intelligence: TED Talks  
Reading: *Chapter 9*

**March 10: Work Day Test Project**  
**Homework 3 Due**

-- week 10--

**March 15:** Theories of Intelligence cont.; Wechsler Scales  
Reading: *Chapter 10*

**March 17:** Wechsler Scales  
Reading: *Chapter 10*  
**Test Project Part I Due**

**\*March 18, Last day for undergraduate students to use optional late drop in college office and receive grade of W on academic record.**

**March 21-25 SPRING BREAK**

-- week 11--

**March 29:** Other Tests of Ability: Education and Special Education  
Reading: *Chapter 11*

**March 31: EXAM 2**

-- week 12--

**April 5:** Applications in Clinical Settings: Personality Tests  
Reading: *Chapter 13*

**April 7:** Psych Science in Testing: CBT and Other Tests  
Reading: *Chapter 15*

-- week 13--

**April 12:** Counseling Psych: Interests  
Reading: *Chapter 16*  
Homework 4 Available (Due April 19)

**April 14:** Testing in Health Care  
Reading: *Chapter 17*

-- week 14--

**April 19:** Tests in Workplace  
Reading: *Chapter 18*  
**Homework 4 Due**

**April 21:** Knowledge Detection

-- week 15--

**April 26:** Flex Day

**April 28: Creative Projects Due / Test Project Part II Due**

-- Week 16: Final Exam Week

**Monday May 2, 10:30-12:30: EXAM 3**

### **EXTRA CREDIT: Creative Project**

The purpose of this project is to give students an opportunity to demonstrate substantial knowledge of a course topic using creative means. Students will be judged on the degree to which they demonstrate knowledge of a topic and their creativity in demonstrating this knowledge. Groups projects (up to 4 students) are allowed for those doing music or other performance-based activities; these should not exceed 5 mins. Students may be awarded up to 10 points extra credit.

## Test Project (Part I): Due March 17

**TOPIC:** How do you measure "street smarts"? How about "millennial smarts"? You are constructing an intelligence test to measure one of these attributes.

Compose 20 multiple-choice questions, each with 3 answers, that only an individual with "street smarts" would get correct.

OR

Compose 20 multiple-choice questions, each with 3 answers, that only an individual with "millennial smarts" would get correct. "Millennial smarts" are defined as knowledge that the current generation must possess to be successful that previous generations do not possess.

You must put a lot of thought into these questions. Questions should cover as wide a range of topics as possible. *For example*, you shouldn't ask 5 questions about different social media sites to measure "millennial smarts", however one question about managing social media to attract employers or schools could be appropriate. The same principle applies to "street smarts".

### Write-up: Instructions

**WRITE-UP:** Type-up the 20 multiple-choice questions, each with 3 answers, that only an individual with "street smarts" or "millennial smarts" would get correct. Type a brief rationale (1 to 3 sentences) for EACH question.

*For example:*

#### Street Smarts Question 1

1. Your car is stuck in the snow and every time you press the gas pedal the front wheels spin. What item in your car can you use to help get you out of this situation?

- A. Floor mat
- B. Ice scraper
- C. Spare tire

Placing a floor mat under a spinning tire can provide the needed traction to get out of snow or a slick patch. An individual with street smarts would know this trick for driving in snowy Chicago.

**FORMAT:** Double Spaced, 11 pt font, 1 inch margins.

**SUBMISSION:** A printed hard-copy of your 20 questions, each with 3 answers and a rationale, should be submitted in class.

## **GRADING:**

**1 point (20 total):** Each unique and well-conceived question with 3 answers and a reasonable rationale.

## **Deductions:**

**-1 pt:** Not stapled

**-1 pt:** Each significant grammatical error

**-3 pts:** Each significant spelling error

**-5 pts:** Each instance of failing to follow format requirements or assignment instructions

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## **Test Project (Part II): Due April 28**

1. Locate 10 individuals with a high degree of "street smarts" or "millennial smarts" and 10 individuals with a low degree of "street smarts" or "millennial smarts". Try to match your groups across as many demographics as possible (e.g., ethnicity, gender, SES, etc.).
2. Obtain consent (**NOTE: consent form provided**) from your participants to take your test and use their responses for a class assignment.
3. Administer the test to your 20 participants.
4. Assess the internal-consistency reliability of your questions by using SPSS to compute Cronbach's Alpha.
5. Assess the effectiveness of each question by using SPSS to compute Item-Total Statistics.
6. Assess the relationship between test performance (i.e., total number of correct responses) and participant group (i.e., high intelligence vs. low intelligence) by using SPSS to compute a point-biserial correlation.

## **Write-up: Instructions**

### **FORMAT:**

**Write-up:** 2 Pages, Double Spaced, 11 pt font, 1 inch margins.

**Output:** (1) Cronbach's Alpha, (2) Item-Total Statistics, and (3) Correlation Coefficient

### **SUBMISSION:**

A printed hard-copy of your project should be submitted in class. This includes: (1) the 2-page paper, and (2) the statistical output on a separate page.

## **WRITE-UP:**

In one paragraph, briefly describe the type of intelligence you chose to measure and how this relates to the controversy surrounding the topic of intelligence testing.

Report Cronbach's Alpha using APA format and give your interpretation of this finding.

Report the two most effective and two least effective questions in your test. Indicate how you determined the effectiveness of these questions. Comment on why you think these questions were or were not effective.

Report your correlation findings using APA format and give your interpretation of this finding.

In one to two paragraphs, summarize what your test and analyses showed, comment on any limitations of your study (outside of increased sample size) and indicate how you could improve the effectiveness of your test going forward.

## **GRADING:**

**NOTE: This paper is 1/6 of your final grade, thus it should be of professional college-level quality. This paper is short. The goal is to say as much as you can with as few words as possible. This is an important skill and it applies to almost every professional context.**

**10 points:** Overall quality of writing, specifically introductory and concluding paragraphs.

**10 points:** Reporting and interpretation of Cronbach's Alpha.

**10 points:** Reporting and interpretation of Item-Total Statistics.

**10 points:** Reporting and interpretation of Correlation.

## **Deductions:**

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**-5 pts:** Each significant spelling error.

**-5 pts:** Each instance of failing to follow format requirements or assignment instructions.