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Oral paper session 1 July 3, 11.00-12.30 Room: Emmazaal. Test development. Chair: José Muñiz (University of Oviedo, Spain) Paper 1 . Using the method of plural identification for test developing and test using. Olga Mitina (Lomonosov Moscow State University / Moscow City University of Education and Psychology, Russia) The method of plural identification was developed in Russia in numerous ...

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From early answer sheets filled in with number 2 pencils, to tests administered by mainframe computers, to assessments wholly constructed by computers, it is clear that technology is changing the field of educational and psychological measurement. The numerous and rapid advances have immediate impact on test creators, assessment professionals, and those who implement and analyze assessments. This comprehensive new volume brings together leading experts on the issues posed by technological applications in testing, with chapters on game-based assessment, testing with simulations, video assessment, computerized test

development, large-scale test delivery, model choice, validity, and error issues. Including an overview of existing literature and ground-breaking research, each chapter considers the technological, practical, and ethical considerations of this rapidly-changing area. Ideal for researchers and professionals in testing and assessment, *Technology and Testing* provides a critical and in-depth look at one of the most pressing topics in educational testing today.

An easy-to-understand overview of the key concepts of psychological testing Fully updated and revised, the second edition of *Essentials of Psychological Testing* surveys the basic principles of psychometrics, succinctly presents the information needed to understand and evaluate tests, and introduces readers to the major contemporary reference works in the field. This engaging, practical overview of the most relevant psychometric concepts and techniques provides the foundation necessary for advanced study in the field of psychological assessment. Each clear, well-organized chapter includes new examples and references, featuring callout boxes highlighting key concepts, bulleted points, and extensive illustrative material, as well as "Test Yourself" questions that help gauge and reinforce readers' grasp of the information covered. The author's extensive experience and deep understanding of the concepts presented are evident throughout the book, particularly when readers are reminded that tests are tools and that, like all tools, they have limitations. Starting with a basic introduction to psychological tests, their historical development, and their uses, the book also covers the statistical procedures most frequently used in testing, the frames of reference for score interpretation, reliability, validity and test item considerations, as well as the latest guidelines for test selection, administration, scoring and reporting test results. Whether as an orientation for those new to the field, a refresher for those already acquainted with it, or as reference for seasoned clinicians, this book is an invaluable resource. SUSANA URBINA, PHD, is Professor Emeritus of Psychology at the University of North Florida, where she taught courses in psychological testing and assessment. A Diplomate of the American Board of Assessment Psychology and a licensed psychologist, Dr. Urbina practiced in the field of psychological assessment for over a decade. She coauthored the seventh edition of *Psychological Testing* with Anne Anastasi and has published numerous articles and reviews in the area of psychological testing.

This book provides a path for resolving challenges related to access, diversity, equity, and other issues facing higher education admissions. It illuminates current higher education admissions practices in a global context, highlighting common obstacles. The chapters outline decision-making models used in college admissions, details those assessments commonly employed in admissions, and provides innovative perspectives on the future of admissions. The book's multidisciplinary approach defines much-needed changes in admissions brought about by shifts in the makeup of student populations and in higher education itself. Rationales for moving away from traditional assessments used in admissions and expanding the criteria used to ensure a student's academic success are discussed. Readers will come away with an understanding of the current issues, philosophies, and historical circumstances facing higher education admissions across the globe and will be equipped to contemplate and react to future possibilities and opportunities.

KE is applied to the four major equating designs and to both Chain Equating and Post-Stratification Equating for the Non-Equivalent groups with Anchor Test Design. It will be an important reference for several groups: (a) Statisticians (b) Practitioners and (c) Instructors in psychometric and measurement programs. The authors assume some familiarity with linear and equipercentile test equating, and with matrix algebra.

Robert Guion's best seller is now available in this new second edition. This noted book offers a comprehensive and practical view of assessment -based personnel decisions not available elsewhere in a single source. This edition more frankly evaluates the current research and practice and presents challenges that will change the basic thinking about staffing systems. This new edition suggests new directions for research and practice, includes emphasis on modern computers and technology useful in assessment, and pays more attention to prediction of individual growth and globalization challenges in the assessment process. The book will be of interest to faculty and students in Industrial Organizational psychology, human resource management and business. IO psychologists in private business and public sector organizations who have responsibilities for staffing and an interest in measurement and statistics will find this book useful.

This Handbook provides a contemporary and research-informed review of the topics essential to clinical psychological assessment and diagnosis. It outlines assessment issues that cross all methods, settings, and disorders, including (but not limited to) psychometric issues, diversity factors, ethical dilemmas, validity of patient presentation, psychological assessment in treatment, and report writing. These themes run throughout the volume as leading researchers summarize the empirical findings and technological advances in their area. With each chapter written by major experts in their respective fields, the text gives interpretive and practical guidance for using psychological measures for assessment and diagnosis.

Updated and expanded to 124 entries, *The Cambridge Encyclopedia of Child Development* remains the authoritative reference in the field.

Since its first publication in 1988, *Assessment Procedures for Counselors and Helping Professionals* has become a classic among assessment textbooks designed specifically for aspiring counselors. Now in its Eighth Edition the text includes extensive changes to content and updating throughout, while maintaining its popular, easy-to-read format and continuing emphasis on assessment information that is most useful

and relevant for school counselors, marriage and family therapists, mental health counselors, and other helping professionals. Throughout the text, readers learn the essential topics; see clearly how the elements of assessment interact; apply the material to the major instruments used in counseling; reinforce learning through discussion questions and activities; and get invaluable information and examples about widely used assessment instruments in order to become familiar with these well-known tests.

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