

Assessment theory (H002119)

Course size (nominal values; actual values may depend on programme)

Credits 6.0 Study time 180 h Contact hrs 60.0 h

Course offerings and teaching methods in academic year 2018-2019

A (semester 2)	Dutch	seminar	7.5 h
		practicum	7.5 h
		lecture	45.0 h
		self-reliant study activities	0.0 h

Lecturers in academic year 2018-2019

Fontaine, Johnny PP09 lecturer-in-charge

Offered in the following programmes in 2018-2019

	crdts	offering
Bachelor of Science in Psychology (main subject Clinical Psychology)	6	A
Bachelor of Science in Psychology (main subject Personnel Management and Industrial Psychology)	6	A
Bachelor of Science in Psychology (main subject Theoretical and Experimental Psychology)	6	A
Bachelor of Arts in Moral Sciences	6	A
Bachelor of Arts in Philosophy	6	A
Joint Section Bachelor of Science in Psychology	6	A
Linking Course Master of Science in Psychology (main subject Personnel Management and Industrial Psychology)	6	A
Linking Course Master of Science in Psychology (main subject Teacher Education and Training)	6	A
Linking Course Master of Science in Psychology (main subject Theoretical and Experimental Psychology)	6	A
Preparatory Course Master of Science in Psychology (main subject Personnel Management and Industrial Psychology)	6	A
Preparatory Course Master of Science in Psychology (main subject Teacher Education and Training)	6	A
Preparatory Course Master of Science in Psychology (main subject Theoretical and Experimental Psychology)	6	A

Teaching languages

Dutch

Keywords

Reliability, validity, fairness, test development, test evaluation, intelligence, emotional intelligence

Position of the course

Assessment of psychological characteristics of people and groups is an important activity of a practicing psychologist (for example during recruitment, study counseling, and clinical diagnosing) and in empirical research. During this course, the main criteria for evidence based psychological assessment (such as reliability, validity and fairness) are discussed. In addition to a general assessment framework, the course focuses on assessment of intelligence and research on the construct of intelligence (including recent developments in the construct of emotional intelligence). The course connects differential psychology and psychometrics on the one hand and the practice-oriented assessment courses in the different psychological majors on the other hand.

Contents

This course covers the following topics:

- Assessment theory
 - History of psychological assessment
 - Construction of tests
 - Classification of tests
 - General theoretical framework to evaluate the quality of assessment: standardization, reliability, validity, fairness, norms
 - Applying tests in practice
- Intelligence
 - Theoretical basis of intelligence tests
 - Types of intelligence tests
 - Reliability – validity – fairness of intelligence tests: relationships between assessment of intelligence, the intelligence construct, and scientific research about intelligence
 - psychometric approaches to intelligence tests
 - cognitive processes of intelligence
 - brain functioning and intelligence
 - nomological network of intelligence
 - predictive validity of intelligence
 - fairness and demography of intelligence assessment: effects of age, gender, and ethno-cultural background
 - genetic and environmental effects on intelligence
 - Emotional intelligence

Initial competences

Differential psychology and Psychometrics

Final competences

- 1 Having insight in the conceptual framework of psychological assessment with validity, reliability and fairness as key concepts
- 2 Having insight in the intelligence construct, the scientific research on intelligence, and how intelligence can be assessed.
- 3 Having insight in the debate about the concept and assessment of emotional intelligence
- 4 Being able to critically evaluate assessment procedures and research about assessment procedures
- 5 Being able to apply, score and interpret intelligence tests
- 6 Write a report about the results of an intelligence assessment

Conditions for credit contract

This course unit cannot be taken via a credit contract

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Lecture, practicum, seminar, self-reliant study activities

Extra information on the teaching methods

- During the practica and the seminars, students learn to apply psychological instruments (e.g. WISC-V and the KAIT) in a standardized way, to compute test scores and interpret them by means of concrete cases. The practica and the seminars directly support the autonomous work.
- The autonomous work consists of the execution of psychological assessment. Students look for two participants from their own region and ask them to participate in a psychological assessment. The students use a test battery that consists of cognitive (e. g. WISC-V and KAIT) and non-cognitive tests. They compute the test scores of both participants and make an extended report on the interpretation of the test scores. Before being allowed to start the autonomous work, the students have to demonstrate that they master the principles of applying the test battery by means of a competence test.

Learning materials and price

- Hunt, E. (2011). Human intelligence. Cambridge, UK: Cambridge University Press.
- Syllabus and a selection of scientific articles
- Scoring forms of psychological tests (e.g. of WISC-V).

Estimated cost: 110 EUR

References

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (2014). The standards for educational and psychological testing. Washington, DC: American Educational Research

Association.

- ter Laak, J. J. F. (2011). Elementair begrip van de psychologische diagnostiek. Amsterdam, Nederland: Pearson Assessment and Information.
- Evers A., van Vliet-Mulder J. C., & Groot C. J. (2000). Documentatie van tests en testresearch in Nederland: Deel 1 Testbeschrijvingen. Assen, The Netherlands : Van Gorcum.
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- Geisinger, K. F. (Ed.). (2013). APA handbook of testing and assessment in psychology: Test theory and testing and assessment in industrial and organizational psychology (Vol.1). Washington, DC: American Psychological Association.
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- Messick, S. (1989). Validity. In R.L. Linn (Ed.), Educational Measurement (3rd ed.) (pp 13-103). New York: Macmillan Publishing Company.
- Mackintosh, N.J. (1998). IQ and Human Intelligence. New York: Oxford University Press.
- Saklofske, D.H., & Zeidner, M. (1995). International handbook of personality and intelligence. New York, NY: Plenum Press.
- Schulze, R. & Roberts, R. D. (Eds.). (2005). Emotional intelligence: An international handbook. Göttingen, Germany: Hogrefe

Course content-related study coaching

Support via Minerva and on appointment

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination with multiple choice questions

Examination methods in case of periodic evaluation during the second examination period

Written examination with multiple choice questions

Examination methods in case of permanent evaluation

Participation, assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is not possible

Extra information on the examination methods

- Details on periodic evaluation: it is a written closed-book exam consisting of 40 multiple-choice questions from all parts of the course.
- Details on permanent evaluation:
 - Method: Participation in the practica and participation in (and succeeding in) the competence test are obligatory and form a precondition to hand in the report of the independent work. The evaluation is based on the report of the independent work.
 - Frequency: The report has to be handed in after the last practicum.
 - Feedback: During the feedback day students can get individual feedback on the report of their independent work.

Calculation of the examination mark

A combination of periodic evaluation (70 %) and permanent evaluation (30 %).

In order to pass the course students have to obtain a final score of at least 10/20 and have to obtain at least the equivalent of 8/20 on all parts of the evaluation. In that case, final scores of 10/20 and above will be reduced to the highest fail quotation (9/20).

Students will not be deliberated if they obtain an equivalent of 8/20 on at least one part of the evaluation. In that case final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (7/20).