**PSY640 CHECKLIST FOR EVALUATING TESTS**

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| **Test Name and Versions** | |
| **Assessment One** | **Assessment Two** |
| Wonderlic Personnel Test-Revised (WPT-R) | California Psychological Inventory (CPI) |

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| **Purpose(s) for Administering the Tests** | |
| **Assessment One** | **Assessment Two** |
| The WPT-R instrument's purpose is to test general mental abilities, allowing employers to make immediate decisions whether to hire or not hire an individual. For example, it can help measure an individual's ability to understand instructions, adapt, learn, solve problems, and determine whether they can manage the position’s mental demands (Furnham et al., 2009). | The CPI instrument’s purpose is to provide a measure of managerial potential and assistance in supporting the enhancement of performance improvement, leadership development, succession planning, executive development, selection and retention, and executive coaching (Detrick & Roberts, 2021). |
| **Characteristic(s) to be Measured by the Tests**  (skill, ability, personality trait) | |
| **Assessment One** | **Assessment Two** |
| During the assessment, an individual will be measured using the following items: interpretation of proverbs, logical induction, arithmetic problem solving, sentence rearrangement, and vocabulary (Gregory, 2014). | During the assessment, an individual will be measured using the following items: leadership, managerial potential, dominance, empathy, responsibility, socialization, self-control, tolerance, integrity, achievement, well-being, intellectual efficacy, and psychological mindedness (Detrick & Roberts, 2021). |
| **Target Population**  (education, experience level, other background) | |
| **Assessment One** | **Assessment Two** |
| The target population is high school graduates (16-30 years-of-age), college students and graduates (20-30 years-of-age), and the adult working population. | The target population is adolescents and the adult working population. |

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| **Test Characteristics** | | |
|  | **Assessment One** | **Assessment Two** |
| 1. **Type** (paper-and-pencil or computer)**:**   **Alternate forms available:** | The WPT-R test can be administered online or by paper-and-pencil methods. | The CPI test can be administered online or by paper-and-pencil methods. |
| 1. **Scoring method** (computer or manually)**:** | Scores can be calculated by computer or manually. | Scores can be calculated by computer or manually. |
| 1. **Technical considerations:** 2. **Reliability: *r* =** 3. **Validity: *r* =** 4. **Reference/norm group:** 5. **Test fairness evidence:** 6. **Adverse impact evidence:** 7. **Applicability** (indicate any special groups)**:** | a) Reliability: r= .90  b) Validity: r= .92  c) Reference/norm group: Normative data consists of approximately 18,500 adult participants across hundreds of occupations (Gregory, 2014).  d) Test fairness evidence: The assessment can be unfair linguistically for individuals whose native language is not English (Gregory, 2014).  e) Adverse impact evidence: The WPT-R is a speed test, so individuals who struggle with the English language might perform slower.  f) Applicability: High school graduates, college students, and the adult working population. The test can also be administered to special needs populations through audio and large print versions for people with hearing and vision impairments. | a) Reliability: r= .88  b) Validity: r= .87  c) Reference/norm group: Normative data consists of more than 50,000 public safety applications and the CPI interpretative report (Detrick & Roberts, 2021).  d) Test fairness evidence: A recent study illustrated the CPI test supports construct validity scales and measures positive response bias, which was an issue of concern in personnel selection (Detrick & Roberts, 2021).  e) Adverse impact evidence: Test administrators should be aware of response bias effects so that they are confident in interpreting results and results are not skewed.  f) Applicability: The target population is adolescents and the adult working population. |
| 1. **Administration considerations:** | Calculators are not authorized during the test. | Test administrators should ensure that the individual is prepared for the assessment and free of distractions to produce the most accurate results. |
| 1. **Administration time:** | The WPT-R test consists of 50 questions and an individual is given 12 minutes to complete the assessment. | The CPI test consists of 434 True/False questions and the approximate time is 45-60 minutes to complete. |
| 1. **Materials needed** (include start-up, operational, and scoring costs)**:** | An employer who administers this assessment usually covers the start-up and scoring costs. Operationally, an individual would utilize a computer or pencil to complete the test. | An employer who administers this assessment usually covers the start-up and scoring costs. Operationally, an individual would utilize a computer or pencil to complete the test. |
| 1. **Facilities needed:** | A testing room is required and should be an environment free of loud noises. | A testing room is required and should be an environment free of loud noises. |
| 1. **Staffing requirements:** | The WPT-R test is self-administered, and staffing should be present to provide instructions, answer questions, and provide test results. | The CPI test is self-administered, and staffing should be present to provide instructions, answer questions, and provide test results. |
| 1. **Training requirements:** | An individual needs to be qualified to provide the assessment, such as a counselor or human resources specialist. | The test administration is designed for certified professionals who have a strong foundation in personality theory and assessment and have experience with data analysis testing. |
| 1. **Other considerations** (consider clarity, comprehensiveness, and utility)**:** | Test administrators should provide clear, concise test directions and ensure that the test-taker understands the test’s requirements. | Test administrators should provide clear, concise test directions and ensure that the test-taker understands the test’s requirements. |
| 1. **Test manual information:** | The publisher offers a WPT-R user’s guide, including critical criteria used to judge the merits of the exam. | The publisher offers a CPI user’s manual. |
| 1. **Supporting documents available from the publisher:** | The publisher can provide a product catalog that explains various tests offered and other essential information a purchaser may want to know about the company and assessments. | The publisher provides CPI sample reports, guides, webinars, and case studies. |
| 1. **Publisher assistance:** | The publisher offers online or phone support when assistance is needed. | The publisher offers online or phone support when assistance is needed. |
| 1. **Independent reviews:** | There have been numerous independent test reviews ensuring the validity and reliability of the WPT-R test. | There have been numerous independent test reviews ensuring the validity and reliability of the CPI test. |

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| **Overall Evaluation**  (One to two sentences providing your conclusions about the test you evaluated) | |
| **Assessment One** | **Assessment Two** |
| **Name of Test:** The WPT-R test is one of the most widely used general cognitive abilities assessments (Furnham et al., 2009). This test continues to be highly recommended as it is considered reliable, valid, and can be applied to various occupational settings. | **Name of Test:** The CPI test is one of the most widely used measures of normal personality functioning ((Detrick & Roberts, 2021). This test continues to be highly recommended for police officer selection and across other various occupations. |

References

Detrick, P., & Roberts, R. M. (2021). Police applicant response bias on the California Psychological Inventory. *Psychological Services.* https://doi-org.proxy-library.ashford.edu/10.1037/ser0000524

Furnham, A., Monsen, J., & Ahmetoglu, G. (2009). Typical intellectual engagement, Big Five personality traits, approaches to learning and cognitive ability predictors of academic performance. *British Journal of Educational Psychology, 79*(4), 769-782. https://doi-org.proxy-library.ashford.edu/10.1348/978185409X412147

Gregory, R. J. (2014). Psychological testing: History, principles, and applications (7th ed.). Boston, MA: Pearson.