

**SECOND EDITION**

# **Psychological Testing**

## **An Introduction**

**George Domino**

University of Arizona

**Marla L. Domino**

Department of Mental Health, State of South Carolina



**CAMBRIDGE**  
**UNIVERSITY PRESS**

# Contents

Preface	page ix
Acknowledgments	xi

## **PART ONE. BASIC ISSUES**

<b>1 The Nature of Tests</b> . . . . .	<b>1</b>
Aim, 1 • Introduction, 1 • Categories of Tests, 5 • Ethical Standards, 9 • Information about Tests, 11 • Summary, 12 • Suggested Readings, 14 • Discussion Questions, 14	
<b>2 Test Construction, Administration, and Interpretation</b> . . . . .	<b>15</b>
Aim, 15 • Constructing a Test, 15 • Test Items, 18 • Philosophical Issues, 22 • Administering a Test, 25 • Interpreting Test Scores, 25 • Item Characteristics, 28 • Norms, 34 • Combining Test Scores, 38 • Summary, 40 • Suggested Readings, 41 • Discussion Questions, 41	
<b>3 Reliability and Validity</b> . . . . .	<b>42</b>
Aim, 42 • Introduction, 42 • Reliability, 42 • Types of Reliability, 43 • Validity, 52 • Aspects of Validity, 57 • Summary, 65 • Suggested Readings, 66 • Discussion Questions, 66	

## **PART TWO. DIMENSIONS OF TESTING**

<b>4 Personality</b> . . . . .	<b>67</b>
Aim, 67 • Introduction, 67 • Some Basic Issues, 68 • Types of Personality Tests, 70 • Examples of Specific Tests, 72 • The Big Five, 88 • Summary, 91 • Suggested Readings, 91 • Discussion Questions, 91	
<b>5 Cognition</b> . . . . .	<b>92</b>
Aim, 92 • Introduction, 92 • Theories of Intelligence, 94 • Other Aspects, 97 • The Binet Tests, 100 • The Wechsler Tests, 105 • Other Tests, 116 • Summary, 125 • Suggested Readings, 126 • Discussion Questions, 126	
<b>6 Attitudes, Values, and Interests</b> . . . . .	<b>127</b>
Aim, 127 • Attitudes, 127 • Values, 141 • Interests, 148 • Summary, 160 • Suggested Readings, 160 • Discussion Questions, 160	

<b>7</b>	<b>Psychopathology</b> . . . . .	<b>161</b>
	Aim, 161 • Introduction, 161 • Measures, 163 • The Minnesota Multiphasic Personality Inventory (MMPI) and MMPI-2, 170 • The Millon Clinical Multiaxial Inventory (MCMI), 179 • Other Measures, 185 • Summary, 196 • Suggested Readings, 196 • Discussion Questions, 196	
<b>8</b>	<b>Normal Positive Functioning</b> . . . . .	<b>197</b>
	Aim, 197 • Self-Concept, 197 • Locus of Control, 202 • Sexuality, 204 • Creativity, 205 • Imagery, 213 • Competitiveness, 215 • Hope, 216 • Hassles, 218 • Loneliness, 218 • Death Anxiety, 219 • Summary, 220 • Suggested Readings, 220 • Discussion Questions, 221	
<b>PART THREE. APPLICATIONS OF TESTING</b>		
<b>9</b>	<b>Special Children</b> . . . . .	<b>223</b>
	Aim, 223 • Some Issues Regarding Testing, 223 • Categories of Special Children, 234 • Some General Issues About Tests, 246 • Summary, 255 • Suggested Readings, 255 • Discussion Questions, 256	
<b>10</b>	<b>Older Persons</b> . . . . .	<b>257</b>
	Aim, 257 • Some Overall Issues, 257 • Attitudes Toward the Elderly, 260 • Anxiety About Aging, 261 • Life Satisfaction, 261 • Marital Satisfaction, 263 • Morale, 264 • Coping or Adaptation, 265 • Death and Dying, 265 • Neuropsychological Assessment, 266 • Depression, 269 • Summary, 270 • Suggested Readings, 270 • Discussion Questions, 271	
<b>11</b>	<b>Testing in a Cross-Cultural Context</b> . . . . .	<b>272</b>
	Aim, 272 • Introduction, 272 • Measurement Bias, 272 • Cross-Cultural Assessment, 282 • Measurement of Acculturation, 284 • Some Culture-Fair Tests and Findings, 287 • Standardized Tests, 293 • Summary, 295 • Suggested Readings, 295 • Discussion Questions, 296	
<b>12</b>	<b>Disability and Rehabilitation</b> . . . . .	<b>297</b>
	Aim, 297 • Some General Concerns, 297 • Modified Testing, 300 • Some General Results, 301 • Legal Issues, 304 • The Visually Impaired, 307 • Hearing Impaired, 312 • Physical-Motor Disabilities, 321 • Summary, 323 • Suggested Readings, 323 • Discussion Questions, 324	
<b>PART FOUR. THE SETTINGS</b>		
<b>13</b>	<b>Testing in the Schools</b> . . . . .	<b>325</b>
	Aim, 325 • Preschool Assessment, 325 • Assessment in the Primary Grades, 328 • High School, 331 • Admission into College, 334 • The Graduate Record Examination, 342 • Entrance into Professional Training, 348 • Tests for Licensure and Certification, 352 • Summary, 354 • Suggested Readings, 355 • Discussion Questions, 355	
<b>14</b>	<b>Occupational Settings</b> . . . . .	<b>356</b>
	Aim, 356 • Some Basic Issues, 356 • Some Basic Findings, 356 • Ratings, 359 • The Role of Personality, 360 • Biographical Data (Biodata), 363 • Assessment Centers, 365 • Illustrative Industrial Concerns, 371 • Testing in the Military, 373 • Prediction of Police	

Performance, 376 • Examples of Specific Tests, 377 • Integrity Tests, 379 • Summary, 384 • Suggested Readings, 388 • Discussion Questions, 389

**15 Clinical and Forensic Settings . . . . . 390**

Aim, 390 • Clinical Psychology: Neuropsychological Testing, 390 • Projective Techniques, 392 • Some Clinical Issues and Syndromes, 406 • Health Psychology, 409 • Forensic Psychology, 419 • Legal Standards, 422 • Legal Cases, 422 • Summary, 426 • Suggested Readings, 426 • Discussion Questions, 426

**PART FIVE. CHALLENGES TO TESTING**

**16 The Issue of Faking . . . . . 427**

Aim, 427 • Some Basic Issues, 427 • Some Psychometric Issues, 432 • Techniques to Discourage Faking, 434 • Related Issues, 435 • The MMPI and Faking, 437 • The CPI and Faking, 443 • Social Desirability and Assessment Issues, 444 • Acquiescence, 448 • Other Issues, 449 • Test Anxiety, 456 • Testwiseness, 457 • Summary, 458 • Suggested Readings, 458 • Discussion Questions, 459

**17 The Role of Computers . . . . . 460**

Aim, 460 • Historical Perspective, 460 • Computer Scoring of Tests, 461 • Computer Administration of Tests, 462 • Computer-Based Test Interpretations (CBTI), 467 • Some Specific Tests, 471 • Adaptive Testing and Computers, 473 • Ethical Issues Involving Computer Use, 476 • Other Issues and Computer Use, 477 • A Look at Other Tests and Computer Use, 478 • The Future of Computerized Psychological Testing, 481 • Summary, 481 • Suggested Readings, 482 • Discussion Questions, 482

**18 Testing Behavior and Environments . . . . . 483**

Aim, 483 • Traditional Assessment, 483 • Behavioral Assessment, 484 • Traditional vs. Behavioral Assessment, 488 • Validity of Behavioral Assessment, 488 • Behavioral Checklists, 490 • Behavioral Questionnaires, 492 • Program Evaluation, 501 • Assessment of Environments, 502 • Assessment of Family Functioning, 506 • Broad-Based Instruments, 510 • Summary, 515 • Suggested Readings, 515 • Discussion Questions, 516

**19 The History of Psychological Testing . . . . . 517**

Aim, 517 • Introduction, 517 • The French Clinical Tradition, 518 • The German Nomothetic Approach, 519 • The British Idiographic Approach, 520 • The American Applied Orientation, 522 • Some Recent Developments, 530 • Summary, 533 • Suggested Readings, 533 • Discussion Questions, 533

**Appendix: Table to Translate Difficulty Level of a Test Item into a z Score . . . . . 535**

References 537

Test Index 623

Index of Acronyms 627

Subject Index 629