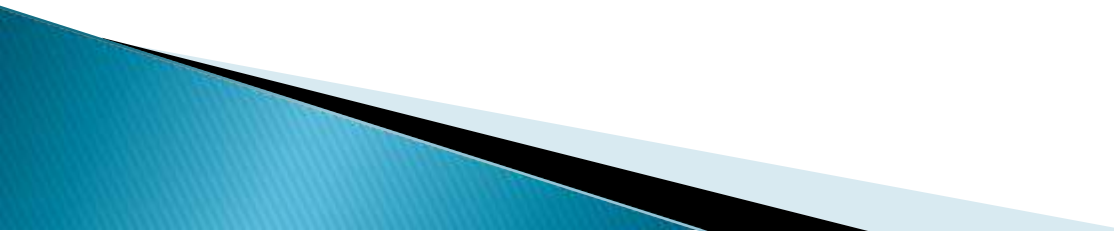


PATNA UNIVERSITY
M.A (PSYCHOLOGY) SEMESTER-2
PSYCHOLOGICAL ASSESSMENT (CC9)
TOPIC: TYPES OF TESTS

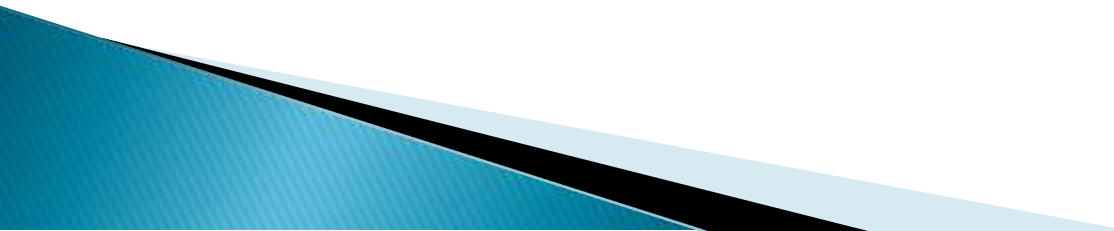
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- ▶ A test may be defined simply as a measuring device or procedure. A psychological test is a systematic procedure for obtaining samples of behavior, relevant to cognitive or affective functioning, and for scoring and evaluating those samples according to standards. These procedures designed to measure variables related to psychology. For example, Intelligence, Personality, Aptitude, Interests, Attitudes, and values.
 - ▶ A Psychological Test has following features:-
 - ▶ Standardized procedure
 - ▶ Behavior sample
 - ▶ Scores or categories
 - ▶ Norms or standards
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TYPES OF PSYCHOLOGICAL TESTS-

Psychological tests can be divided on different bases. Some are as follows:-

1. On the basis of content or Subject matter- Tests can be differ on the basis of their content or subject matter. Two tests that measure the same characteristic, attribute, or trait can require individuals to perform significantly different behaviors or to answer significantly different questions. Sometimes how the test developers define the particular characteristic, attribute, or trait affects how the test is structured. Ex- Different Personality test have different dimensions. Although they all are used to assess personality but their contents differ.

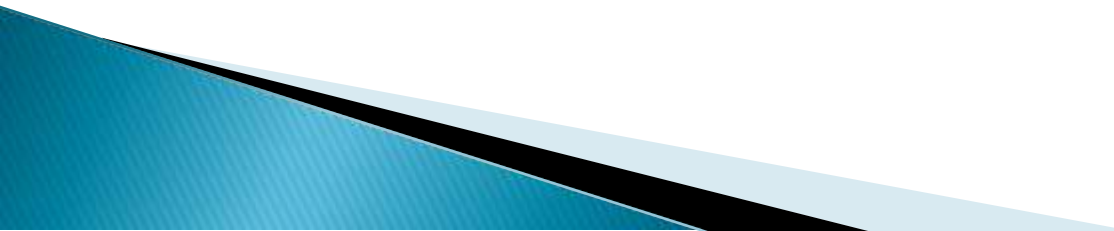


2. On the basis of meaning- Tests can be divided on the basis of meaning they have.

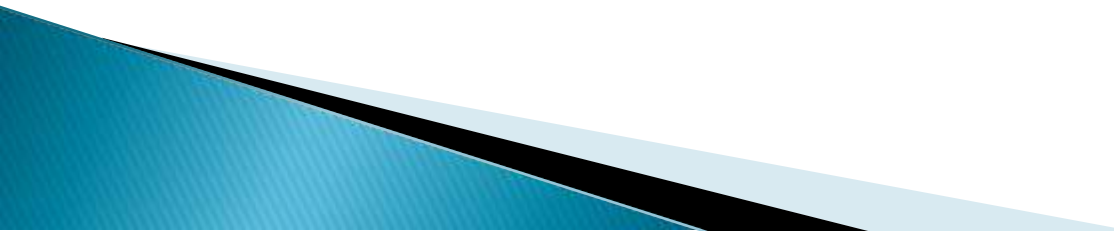
- ▶ **Verbal Test-** Verbal tests, obviously enough, use language to ask questions and demonstrate answers. Ex- Mohsin General Intelligence Test
- ▶ **Non Verbal Test (Performance Test)-** Performance tests on the other hand minimize the use of language; they can involve solving problems that do not involve language. They may involve manipulating objects, tracing mazes, placing pictures in the proper order, and finishing patterns. Ex- Raven's Progressive Matrices

3. On the basis of Format- Format pertains to the form, plan, structure, arrangement, and layout of test items as well as to related considerations such as time limits. Psychological tests can differ in terms of how they are administered and their format.

A test can be administered in **paper-and-pencil format** (individually or in a group setting), on **a computer**, or **verbally**. Similarly, a psychological test may consist of multiple-choice items, agree/disagree items, true/false items, open-ended questions, or some mix of these.

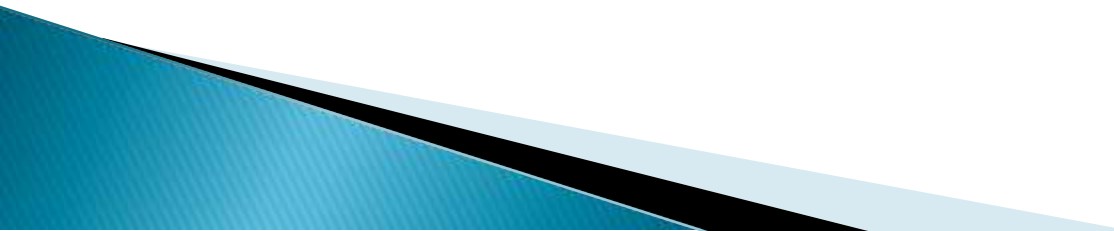


4. On the basis of Administration: Tests differ in their administration procedures. Some tests, particularly those designed for administration on a one-to-one basis. some tests, particularly those designed for administration to groups.

- ▶ **Individual tests** are instruments that by their design and purpose must be administered one on one. Ex- Block Design Test
 - ▶ **Group tests** are largely pencil-and-paper measures suitable to the testing of large groups of persons at the same time. Ex- Bell Adjustment Inventory
 - ▶ Tests can be administered in an **adaptive** or **linear fashion**, whether by computer or individual administrator.
 - ▶ A **linear test** is one in which questions are administered one after another in a pre-arranged order. An **adaptive test** is one in which the test-taker's performance on earlier items affects the questions he or she received subsequently
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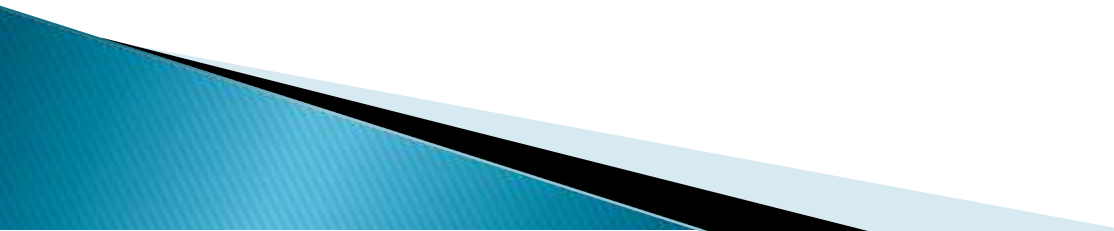
5. On the basis of scoring- Psychological tests can differ in terms of how they are scored and interpreted. Some tests are completed on scannable sheets and are computer scored. Some are hand-scored by the person administering the test. In terms of interpretation, some tests generate results that can be interpreted easily by the test taker, and others require a knowledgeable professional to explain the results to the test taker.

- ▶ Scores on tests are often considered to be **norm-referenced (or normative)** or **criterion referenced**.
- ▶ **Norm-referenced cognitive measures** (such as college and graduate school admissions measures) inform the test-takers where they stand relative to others in the distribution. most other ability tests are as well.

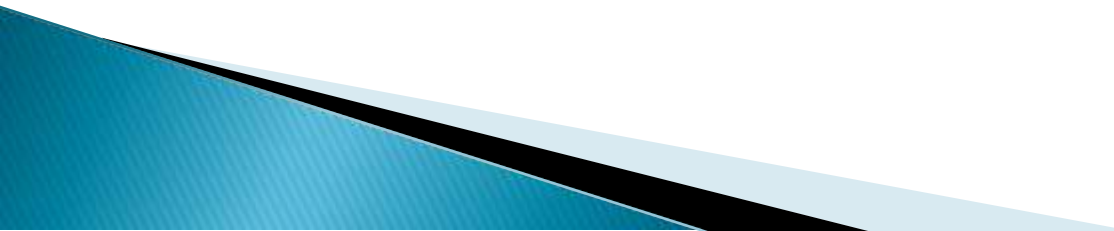
- ▶ For **criterion-referenced tests**, one's score is not compared to the other members of the test-taking population but rather to a fixed standard. High school graduation tests, licensure tests, and other tests that decide whether test-takers have met minimal competency requirements are examples of criterion-referenced measures.
 - ▶ Scoring patterns are also different in Objective type tests and Subjective Type tests.
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6. On the basis of Psychometric Quality- Psychological tests can differ in terms of their psychometric quality. there are a lot of really good tests out there that measure what they say they measure and do so consistently, but there are also a lot of really poor tests out there that do not measure what they say they measure.

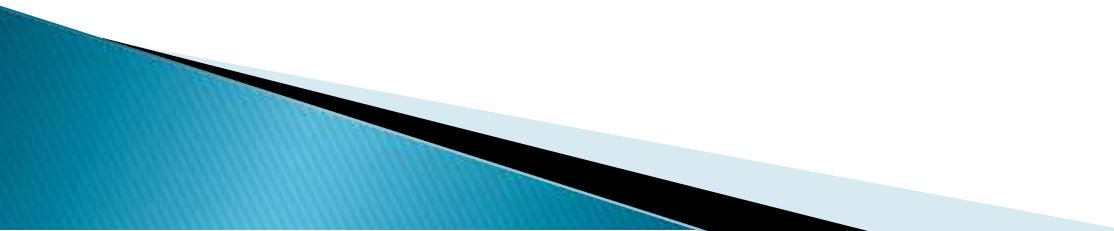
Good tests measure what they claim to measure, and any conclusions that are drawn from the test scores about the person taking the test are appropriate. Good tests also measure whatever they measure consistently. In other words, we can say that some tests have perfect reliability and validity while some lack of these.



7. On the basis of Accessibility:

- ▶ A truly **speeded test** is one that everyone could get every question correct if they had enough time. Some tests of clerical skills are exactly like this.
 - ▶ Pure **power tests** are measures in which the only factor influencing performance is how much the test-taker knows or can do. A true power test is one where all test-takers have enough time to do their best, the only question is what they can do.
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8. On the basis of response:

- ▶ Questions on psychological tests can involve either **recognition** or **free response** in answering.
 - ▶ In educational and intelligence tests, **recognition tests** typically include multiple-choice questions where one can look for the correct answer among the options, recognize it as correct, and select it as the correct answer.
 - ▶ A **free-response** is analogous to a “fill-in-the-blanks” or an essay question. One must recall or solve the question without choosing from among alternative responses.
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9. On the basis of consideration:

- ▶ Psychological tests of various types can be considered as **process** or **product tests**. Take, for example, mathematics tests in school. In some instances, only getting the correct answer leads to a correct response. In other cases, teachers may give partial credit when a student performs the proper operations but does not get the correct answer. Similarly, psychologists and clinical neuropsychologists often observe not only whether a person solves problems correctly (i.e., product), but how the client goes about attempting to solve the problem (i.e., process).