

Grading Rubric for Group Test/Assessment Presentation & Paper:

Integral to learning about the testing/assessment process is the practice of test development. Students are encouraged, through this assignment, to do so by engaging in group work. Group members will be formed during the first two to three weeks of classes; and group topics will be due to the professor by October 10, 2018, by 5:00 pm (EST). See below for further details regarding the associated presentation and paper expectations. With questions and/or concerns, please do not hesitate to contact the instructor. Final presentations and papers are due on the last two classes of the semester (November 28 & December 05).

Format of the Paper (APA of course!)

1. Papers are to be 4-6 full pages in length; this is not including your cover page. Note: One quarter, third or half (even three-fourths) sheets don't constitute a full page.
2. 12 pt., Times New Roman font (or similar size and style font used in technical writing)
3. Double spaced, typewritten text
4. Cover sheet and reference section included
5. One (1) inch margins, all around (i.e., top, bottom, left and right)
6. Every member of the group is expected to contribute to the development of the paper. An appendix to your paper should include a breakdown of member involvement (i.e., division of responsibilities and completion of those tasks) in the development of the final paper.

Format of the Presentation

1. Presentations are no longer than forty-five (45) minutes in length, with time after for questions and answers.
2. Groups are expected to bring their tests to life through multimedia presentation formats (i.e., PowerPoint presentations, In-class demonstrations with outlines, etc.).
3. Prior to group presentations, members will provide the instructor with printed materials

associated with their presentation (i.e., PowerPoint Handout printout, Outline of a lesson plan, etc.).

4. Everyone is expected to participate in the execution of the group presentations.
5. Of course, all material used for presentation will be edited and proofread for typos and grammatical mistakes.

Structure of the Paper/Presentation

1. Operational definition of construct (e.g., explain how you're specifically defining your construct (e.g., creativity):

- How are you defining what is meant by the construct of interest? This needs to be well-thought out, because it separates your test from others similar or dissimilar to it.
- How did you come up with your definition? For example, did you all derive it from a textbook, dictionary, by asking people on the street/in a mall their perceptions of the construct, etc.
- What is the test designed to measure?

2. Test Item Development:

- How did your group devise items for inclusion in your test?
- Given the construct, what went into your decision to limit or expand the total number of items included on this test?
- What went into your decisions around format and scaling for the test items (e.g., Likert-type scale from 1-to-5 versus 0-to-7; True/False)? Are there best practices around how you scaled the test items? Where did you find this information, if at all (cite source)?
- On what group of people did you all norm your test (i.e., from whom did you collect data), and why? If your sample is one of convenience, talk about your

considerations in choosing such a sampling procedure.

3. Qualification(s) of Test Users

- Who is intended to use this test? Can anyone use this test, or does it require a PhD in psychology to administer, analyze, and/or interpret data from your test?
- Is this a discipline-specific test/measure that requires a particular/training in order to use?

4. Test Administration

- Who can take the test/measure your group has devised? Consider the following:
 - i. Age group(s)
 - ii. Education level
 - iii. Ability status/level
 - iv. Etc.
- How is this test supposed to be administered across test takers? Can this test be administered online or does it need to be administered in person?
- Can this test be administered to groups or does it have to be administered individually?
- Is there a standardized procedure or is this left up to the administrator's own discretion / interpretation? Explain the procedure and discuss its significance for the test you developed.
- Is your test available in multiple languages (e.g., English and Spanish)?
- Is there a need to consider accommodations for this test? If so, which do you believe would be essential for this test, and why?

5. Interpretation of the Norm Sample Data

- Provide relevant descriptive statistics (i.e., mean, median, mode, variance and standard deviation) associated with the sample's test data.

- Are there other tests that are similar to your test, which might provide evidence of your test's validity/reliability? (You don't have to provide the validity or reliability estimates comparing them; however, you must consider the types of tests that are in the ballpark of your own that measure similar and dissimilar constructs).
- Is this information adequate? What do other reviewers suggest regarding its adequacy?

6. Conclusions on the Test's Soundness

- Wrap up, summarizing the overall aspects of the test's construction.