Measurement Presentation Outline

Your presentation must follow the order and content in this outline. If you could not locate some requested content, say so in your presentation. Pass out the checklist handout to the class before beginning your presentation.

I. Introduction
Give the name of the instrument, author(s), and tell how to obtain it.

II. Description
A. Let us know how many items are in the instrument. About how long does it take to fill out? About how long does it take to score and interpret?
B. Tell who fills it out. For example, some instruments are filled out by the individual(s) being evaluated. Some other instruments separate the evaluator from the individual being evaluated. These instruments are filled out by a “significant other” (partner, parent, etc.) or a professional.
C. Tell what it measures. If there are subscales, what do they measure?
D. Identify the target population(s) for which this instrument is intended.
   (For example, an instrument that measures marital distress would be intended for individuals who are married and probably for individuals who are in a similar committed relationship whether or not it is legally recognized as marriage.)
E. Advise us as to the minimum age for which the instrument may be used. If it is an instrument that the testee must read, let us know at what reading level he or she should be to take the questionnaire.
F. Report the cultural groups for which this instrument is intended.

III. Psychometrics
A. Reliability
   • Report the reliability coefficients and the procedure used to obtain each (i.e., retest, alternate forms, split-half, Coefficient Alpha).
   • Advise whether the instrument appropriate for use as a measure of individual status (reliability of at least .90).
     Would it be more appropriate for measuring the characteristics of groups of individuals where a group average would be the descriptor (reliability less than .90, but at least .80)?
   • Let us know whether the instrument would be appropriate for use in single-subject analyses or some other form of repeated measure analysis (short administration time, retest reliability coefficient less than Coefficient Alpha, and Coefficient Alpha at least .90).
B. Norms
   Tell which groups have established norms for your instrument.
C. Validity
   Briefly, report the validity information for your instrument.
IV. Use
A. Describe how to administer the instrument. (If it doesn't take more than 3-4 minutes to fill out, you might consider having your classmates take it.)
B. Give instructions for scoring and interpretation. This would include giving cut-off scores, if any. (Again, you might consider having your classmates score their own tests if it doesn't take more than 2 – 3 minutes.)

V. Strengths and Weaknesses
Identify the major strengths and weaknesses and give your reasons for identifying them as strengths or weaknesses.

Notes
(1) If you use Microsoft Word, you can obtain the reading level as follows.
   • Select the “Tools” menu heading and then select the “Options” subheading.
   • In the “Options” dialog box, select the “Spelling & Grammar” tab.
   • Under the “Spelling & Grammar” tab, place a check mark in the box next to “Show readability statistics.
   • Type a copy of the questionnaire using Microsoft Word.
   • Select the “Tools” menu heading and then select the “Spelling and Grammar…” subheading. After completing a spelling and grammar check, Microsoft Word will return a variety of statistics about the document including something called the “Flesch-Kincaid Grade Level.” This is roughly equivalent to the school grade at which this level of reading proficiency would be expected.