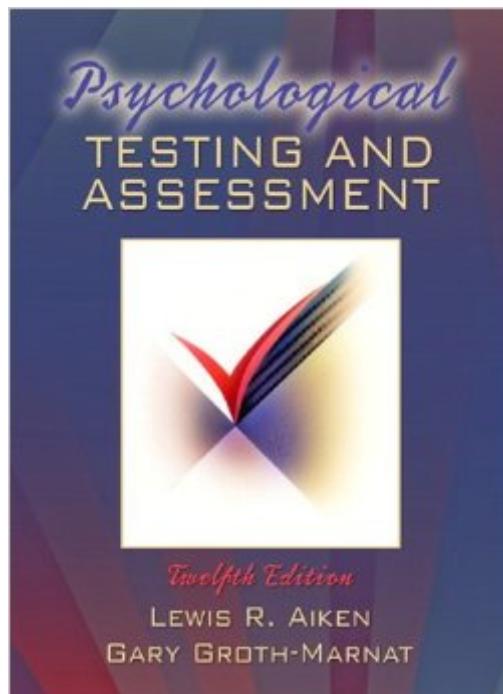


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# Psychological Testing And Assessment (12th Edition)



## **Synopsis**

A proven classic in the field, this edition of *Psychological Testing and Assessment* features new co-author Gary Groth-Marnat. Building on Aiken's strong foundation, this edition has been thoroughly updated, offering extensive coverage of new tests, inventories, and scales, the methods used in constructing these psychometric instruments, and the application of them. Greater integration of chapters, enhanced student activities, more opportunities to increase depth through web-based resources, new editions of various tests, greater emphasis on applied aspects of assessment, and revisions in the content and format of college entrance examinations drive Aiken and Groth-Marnat's twelfth edition. Substantial attention has also been given to neuropsychological assessment, adaptive testing, item response theory, the use of computers in psychological testing, and applications of tests in various contexts.

## **Book Information**

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## **Customer Reviews**

Written 1996 There is doubtless a need for stolidly professional books about IQ-testing. Many trainees for psychology careers and research assistantships need to know how to test IQ even though they would rather spend their time bemoaning psychometrics and its latent ideologies of measurability and inequality. For apprehensive newcomers to the assessment of intelligence, Aiken's book is the near-perfect answer. It sets forth the nuts and bolts of standardized testing plainly, sensibly and in a way that is unlikely to upset anyone. Aiken provides three general chapters on history, concepts and procedures, seven Buros-style chapters on published tests, and concludes with three chapters touching on explanatory issues and the main obstacles to acceptance of

IQ-testing. Everything that the trainee tester could want is here -- including a reminder to provide special desks for left-handers, and an intriguing specimen Parental Consent Form (in use by the Los Angeles Unified School District) offering the assurance that NO STANDARDIZED INTELLIGENCE (I.Q.) TESTS WILL BE GIVEN. The 'balance' favoured by textbook writers is well maintained throughout. Every significant move towards assertion is rapidly followed by a disclaimer or denial. The Kaufman Ability Scales are commended, but their relative equalization of blacks and whites is admitted to depend on the inclusion of a larger-than-usual number of 'memory' subtests. The possible effect of birth order on IQ makes an interesting story; but it is acknowledged that recent research suggests some kind of failure of researchers to control adequately for later-borns necessarily coming from larger families.

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