**Course Project – Test Development:**
The best way to evaluate performance and learning is across domains and not solely through multiple choice examinations. Thus, you will participate in a series of assignments that will allow you to actively apply the concepts learned in this course. The project will be completed in groups so carefully select with whom you will work as you will all share the same grade. This project is worth 35% of your grade and is composed of smaller assignments, each of which addresses important aspects of research and writing. You and your group will conceptualize and develop a psychological test, write items for the test, collect and analyze data, and provide a brief written summary of the results of an item analysis. This process will be completed over the entire semester. Each group will turn in a final polished paper on the last day of lab. The individual assignments and their corresponding due dates are outlined below.

**Instructions for Turning In Assignments**
All assignments need to be submitted via Learning Suite. Assignments need to be saved in a format that is readable by the latest version of Microsoft Word that is available on all campus computers. Assignments need to be saved according to the following naming convention:

309_Section2_Number{enter assignment number here}_{LastNamesHereInAlphabeticalOrder}

If it’s just you on the assignment, as in Assignment #1, you only need your last name:
309_Section2_Number01_Handel

But a group of famous composers turning in Assignment #05 would “Save As”:
309_Section2_Number05_BeethovenMozartStravinsky

Please use this convention for every assignment. Once you have saved a Word-compatible file with this format, attach to your email then send to the course email address. Make sure that you indicate the class, your section number, and the assignment number in the subject line of the email so we can sort out the different sections easily.
The number one mistake made in emailed assignments is to forget to attach the attachment. Don’t forget to do this!

(a) **Assignment 01: Article Review (10 Points)** – Many students do not realize that test development is a thriving and integral part of psychology. Psychology students and researchers often focus on correlational research (looking for relationships between variables) as is the focus of Psych 310 and many other courses. In this course, your focus is different and centered on the research precursor to correlational studies (you can’t do correlational research without good tests). This course requires that you develop a measure that reliably and validly measures your selected construct. To help you better understand this approach you are to review a brief article found in Learning Suite/Course Materials/Lab Materials/Article Review which addresses the development and validation of a new measure. You should read this four page article, answer the questions contained in (*filename: “Article Responses”*), then submit via Learning Suite **11:59 pm on 6/27/2014**.
(b) **Assignment 02: Introduction and Topic Proposal (25 Points)** – Your group will select a topic around which you will develop a psychological test. This topic should be of interest to you, should be easily researched, and must be approved by your graduate instructor. You are to write a two page (double-spaced) APA formatted introduction referencing at least four journal articles (newer than the year 2003) addressing your hypothetical construct. The introduction should: (a) **present a solid conceptual introduction**; (b) **operationally define the hypothetical construct including two or, at most, three domains**; (c) **present research supporting the operational definition and each of the sub-domains**; (d) **present a summary/conclusion which ends with a hypothesis statement regarding your test construction**. As in every subsequent assignment, you are required to include an APA formatted cover page (filename: “Coverpage Format”) and reference page (filename: “Reference Page Format”). For additional assistance in writing and to see how this section will be graded, please refer to the file “Introduction Rubric”. **This assignment should be submitted by 11:59 pm on 7/4/2014.**

(c) **Assignment 03: Question Domain (20 Points)** – Consistent with test construction, your group will create 20-30 quality questions to measure your selected hypothetical construct. Each question should be constructed using a 4 or 5 point Likert scale (as determined by your group). Prior to lab, you should write a clear operational definition of your construct and your test intentions regarding face and content validity. The better and more clearly this is written and explained in lab, the more likely you are to increase your measure’s validity. In lab, you and your group must present your hypothetical construct, operational definition, and questions to your classmates and your classmates will be expected to provide quality feedback on your questions. After receiving feedback from your classmates, you will revise and select your final 10 questions for you measure. **The operational definition and questions (not including demographic or face validity question) should be submitted by 11:59 pm the day prior to lab (7/9/2014). The final set of 10 questions will be due by midnight after lab (7/10/2014).**

(d) **Assignment 04: Test Administration and Methods (25 Points)** – Your final test (demographic questions, final 10 items from Assignment 03, and face validity question) should be constructed and administered either using hard copies or electronically. Each group should administer the test to a total of 50 participants **before the Methods section is due.** The second part of this assignment requires writing a one page (double-spaced) APA formatted methods section which must include the following **second level headings**: Participants, Item Construction, Test Administration, and Statistical Analysis. Groups should place all of the collected information into an excel spreadsheet so that the data might be easily accessed for upcoming assignments. For additional assistance in writing and to see how this section will be graded, please refer to the file “Methods Rubric”. **The methods section should be submitted by 11:59 pm on 7/18/2014.**

(e) **Assignment 05: SPSS Analysis and Results (25 Points)** – Your group will be required to construct a database in which you will enter your test data. Once in the database, you are to complete an SPSS analysis. You are to analyze this data using Cronbach’s alpha, Pearson bivariate correlations, face validity, content validity, and factor analysis. This will be further explained during lab where you can elicit help from the research assistants. If you need additional assistance, please ask the instructor or the TA—DON’T PUT THIS OFF UNTIL THE LAST MINUTE. Otherwise, if you have difficulty completing the analyses, you will be unable to get the help you need. Once completed, you will be expected to submit a copy of your SPSS output and provide a half page (double spaced) APA formatted results section that includes your statistical results. For additional assistance in writing and to see how this section will be graded,
please refer to the file “Results Rubric”. The results section should be submitted by 11:59 pm on 7/18/2014.

(f) Assignment 06: Discussion (25 Points) – Your group will write a two page (double spaced) formatted discussion section. For this assignment you should refer to your original hypothesis, show an understanding of the required 309 concepts, describe the results, address strengths and weaknesses, suggest future research, and provide a succinct conclusion. Many students are tempted to restate the numbers from results section; however, you should show your understanding of the findings beyond numbers. The file “Discussion Rubric” is provided to assist you in understanding what should be included and how this section will be graded. The discussion section should be submitted by 11:59 pm on 7/25/2014.

(g) Assignment 07: Abstract (10 Points) – Your group will write an abstract in APA format using no more than 120 words. The APA manual notes the abstract should be a brief comprehensive summary allowing readers to quickly survey an article’s contents. It should be dense (reflecting purpose and paper contents) but also readable, well-organized, pithy, and self-contained. Begin the abstract with the most important information (do not repeat the title). Include only the most important concepts, findings, or implications. Abstracts should not exceed 120 words. Abstract should be centered at the top of the page and the text should be double-spaced and flush against the left margin with no indentation. An abstract should report on, rather than evaluate, your paper’s content. Comparing an abstract with the paper’s outline is a good way to verify accuracy. For additional assistance in writing and to see how the abstract will be graded, please refer to the file “Abstract Rubric”. The abstract should be submitted by 11:59 pm the day BEFORE lab (7/31/2014). NOTE: Assignment #8, the full rough draft, is also due on 7/31/2014 (see below).

(h) Assignment 08: Rough Draft (Peer Review) (25 Points) – Three paper copies of your rough draft must be provided to class members who will carefully read through and make constructive and useful comments about the paper’s content, grammar and format. You will receive full credit if (a) you submit a credible rough draft on time, and (b) you provide conscientious feedback to the other group’s paper. You will receive half points if you fail to turn in your own rough draft (even if you evaluate another group’s paper) or if you are not present during lab. Submitting an incomplete or poorly prepared manuscript or providing little useful and thoughtful feedback will result in a significant reduction in points. The graduate instructor and TA will be available to help during this process. The rough draft will be peer reviewed in lab on 7/31/2014; you and your three copies of the paper must be present on 7/31/2014 to earn full credit.

(i) Assignment 09: Writing Review with Graduate Instructor and Writing Lab (20 Points) – Each member of your group is required to attend the FHSS Writing Lab (1051 JFSB; FHSS-WritingLab@byu.edu; 422-4454) at least once. You will each be responsible for taking either the introduction or the discussion into the writing lab (you may go as a group). The writing lab will provide documentation that you went over the paper with them. Each individual member of the group must have documentation that they went to the writing lab and went over their assigned part of the paper. This portion of the assignment is worth 20 points. Bring documentation of visits to FHSS Writing Lab with you to lab on 8/7/2014 to receive credit for this assignment.

(j) Assignment 10: Final Paper (100 Points) – You will present your findings in a 7 page final paper that summarizes the instrument development process and contains: a title page, abstract,
introduction, methods, results, discussion, and references. The appendices (tables, questionnaire, etc) do not count toward your 7 pages. You are likely to find it difficult to include the required information in the **four pages of the text body**. The paper length is by design as many journals have very specific length requirements. One of our goals is to help you learn to critical thinking skills and how to write more precisely in a professional manner; thus, you will be docked points for going over (even by one line) the page limit, or by not writing the full paper length. The audience to whom you should address your paper (and class presentation) is comprised of your instructors and your fellow classmates. Your paper should conform to American Psychological Association (APA) 6th Edition format. For additional assistance in writing and to see how the abstract will be graded, please refer to the file “Final Paper Grading Rubric”. **The final paper should be submitted on the last day of classes (8/11/2014) at 11:59 pm.** The results of your final paper will be emailed to you and posted on Learning Suite.

(k) **Assignment 11: Presentation (25 Points)** – Each group will share the development of their instruments and the results of their item analyses in a 7-minute class presentation with each group member participating equally. You are required to submit your presentation in PowerPoint the day prior to your lab (so there is an electronic copy) and to bring an electronic copy with you to load on the classroom computer. Please arrive at least 5 minutes early on the day of your presentation so we can work out any technical difficulties. It is expected that you will describe the original purpose for which the test was constructed, its current composition, scoring, interpretation, psychometric properties, and applications. You will conclude with an informed critique of the test’s advantages and disadvantages and will answer questions from the class, the instructor, and the teaching assistant. **The final presentation should be submitted by 11:59 pm the day before lab on the day that you are and you should have a backup electronic copy the day you are presenting (8/7/2014).** Attendance will be given extra weight for grading on these days.

(l) **Assignment 12: Meeting with Teaching Assistant (20 Points)** – Each member of your group will be expected to set up an individual meeting with the teaching assistant during the course of the semester. This meeting will be a writing consultation to help you improve your writing abilities. **This assignment must be completed by 8/7/2014 (last day of lab) in order to receive full credit.**

(m) **Assignment 13: Group Evaluation (20 points)** – As this is a group project, you and your group members will evaluate each other on participation on the project when you turn in each part of the assignment. You will provided with a evaluation form for each assignment in which you will grade your group members on the effort they put into the assignment. All evaluations will be kept confidential, so please be honest but not vindictive. If I find out that you are grading down group members for “revenge” I will not be happy and you may find your participation grade reduced. While one poor evaluation is not enough to sink your grade, patterns of poor performance will be tracked by the TA and the instructor and will be dealt with on a case by case basis and may result in significant point deductions from the final paper. **Each evaluation will be due three days after the assignment is turned in. We will remind you in class of due dates.**
Due Dates:
06/27  Assignment 01 (Article Answer Sheet)  11:59 pm
07/04  Assignment 02 (Introduction)         11:59 pm
07/09  Assignment 03 (Question Domain)      11:59 pm  (Day before lab) Include clear OD
07/10  Assignment 03 (Final questions)       11:59 pm  (Day of lab)
07/18  Assignment 04 (Methods section)      11:59 pm
07/18  Assignment 05 (Results section)       11:59 pm  (Day of lab)
07/25  Assignment 06 (Discussion section)    11:59 pm
07/30  Assignment 07 (Abstract)              11:59 pm  (Day before lab)
07/31  Assignment 08 (Rough Draft)          5:30 pm  (Day of lab)  Bring 1 copy per person
08/07  Assignment 09 (Writing Review)        12:00pm
08/11  Assignment 10 (Final Paper)           12:00pm  Electronic only
08/07  Assignment 11 (Presentations)*        12:00pm
08/07  Assignment 12 (Meeting with TA)       7:00pm  (Day of lab)
08/14  Assignment 13 (Group Evaluation)      Due three days after final paper is submitted
*Presentation should be submitted to the TA by 9:00pm the night before your group presents!

Disclaimer: The instructor reserves the right to change schedule and syllabus at any time.
LAB SCHEDULE:

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<th>Lab #</th>
<th>Topic</th>
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<td>6/26</td>
<td>1</td>
<td><strong>Topics:</strong> Overview and Introduction to Lab, Select Group</td>
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<tr>
<td>7/3</td>
<td>2</td>
<td><strong>Topics:</strong> Hypothetical Construct, Topic Proposal and Writing the Introduction</td>
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<tr>
<td>7/10</td>
<td>3</td>
<td><strong>Topics:</strong> Question Domain, Methods/Results</td>
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<td>4</td>
<td><strong>Topics:</strong> Methods/Results, Discussion Section</td>
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<td><strong>NO CLASS (Pioneer Day)</strong></td>
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<tr>
<td>7/31</td>
<td>5</td>
<td><strong>Topic:</strong> Peer reviews, Presentations, Preparation for the final paper</td>
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<td><strong>Topic:</strong> Presentations</td>
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