

**The British
Psychological Society**

Promoting excellence in psychology

Test review information and application pack for test publishers/distributors

www.psychtesting.org.uk



**The British
Psychological Society**
Psychological Testing Centre

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Introduction

The British Psychological Society has been operating a test review process for a number of years and to date has reviewed over 150 psychological tests. This document is aimed both at test publishers and test distributors who are doing the following:

- Submitting a specific test into the test review process for the first time.
- Renewing a Certificate of Test Registration.
- Applying for an updated test review (and submitting amended or new materials).

Information for first-time submissions/new tests

How do I submit a test for test review?

If you are applying for test review for the first time, or submitting a new test into this process, you will find a checklist immediately below to work through in order to ensure you submit the required materials to enter into the test review process. To support you in your application we have indicated whether an administrator or a Chartered Psychologist can complete the various steps towards submitting an application.

We'd strongly advise that a Chartered Psychologist, acting on behalf of a test publisher/distributor, is fully involved in preparing and reviewing the test materials for submission, particularly taking into account the criteria against which the test will be reviewed. Recently, we have found that for a number of submissions, the requirements for evidence have either been misunderstood or have not been followed – it is important that the publisher ensures that they are accurately interpreting and acting upon the review criteria, and a Chartered Psychologist experienced in test development will be able to assist with this.

We recommend a final check of the contents of your parcel before submitting materials for test review to the BPS Psychological Testing Centre. Any omissions may impede the registration and review process or affect the evaluation of the test, so it is important to ensure you submit all relevant materials outlined below. (Please also note that there is a charge levied of £520 for the later submission of additional materials when the materials have not been presented to the BPS Psychological Testing Centre at the outset of the process.)

Checklist for new submissions into the test review process

- **Step 1**
Complete Application Form and Terms and Conditions (Appendix A)
- **Step 2**
Complete the editorial panel test review factual information form
- **Step 3**
Ensure all test materials detailed in this document on pages 4 and 5 and all necessary forms outlined above are submitted with the application for test review.

A quick summary of test materials to submit for entry into the test review process is outlined below.

Four copies of each:

- Question booklets/answer sheets. If the test is administered online, access for four people to the online test material is required.
- Scoring keys and instructions.

- Norming information.
- Computer generated reports.
- Manuals and training notes.
- A checklist of items submitted

Please note that it is possible to submit some of the materials outlined above in electronic format. Publishers wishing to do this need to contact the PTC first about how they should go about this.

- **Step 4**
Check relevant fees on the Schedule of Fees in Appendix D

Materials required for submission into the test review process

In order to produce a fair and objective test review it is important that our reviewers have all the necessary information about your instrument. As each instrument and the supporting information are formatted differently it is difficult to be specific about what is required, however, the following list should help you ensure that you send the appropriate information. Where both paper and computer or web-based versions of the instrument exist, access to all forms should be supplied.

Where information is lacking this is likely to be reflected in the final review. Please submit the following test materials to the PTC to enter in to the test review process.

Please note that submission of **four** copies of materials is required for a market ready test entering the test review process. Where an Editorial Panel Review Update is being pursued, only **two** copies of test materials are required. Please see page 7.

Instrument:

Please supply **four** copies of the following:

- copies of question booklet and answer sheet and/or access to computer-based administration system
- copies of scoring keys and instructions and/or access to computer/bureau scoring and description of scoring method.
- copies of norming information and/or access to computer/bureau-based norming with description of process.
- copies of computer-generated reports and/or access to computer/bureau-based report generation.

For each different computer- generated report **four** different reports should be provided:

1. A report for a typical profile.
2. A report for a profile made up of lowest possible scores (on each scale).
3. A report for a profile made up of mean scores (on each scale).
4. A report for a profile made up for highest possible scores (on each scale).

Alternatively reviewers can be provided with access to the report generator and will create their own review reports.

Terms of Supply and Factual Information:

- **Four** copies of test catalogues or other information describing terms of supply, packaging and costs of materials reports etc including details of any set up costs, licensing fees as well as ongoing costs.

Documentation:

- **Four** copies of any documentation supplied to test users. This is often structured differently but would include User Manuals, Technical Manuals and Training Notes where these contained additional information.

In addition references to any published work relating to the instrument should be submitted.

Where the standard documentation does not cover all of the information required to rate the instrument against the criteria used in EFPA Review Model then additional information should be supplied to address these issues. This might include published papers, technical reports, internal reports and client reports covering such issues as:

- Test development processes.
- Validation work, for example, construct studies, criterion related validity.
- Reliability analyses.
- Sample descriptions for norm groups and other research.
- Equivalence studies, for example, paper and pencil versus computer versions; alternate forms.
- Development report or algorithms for computer-generated reports.

Please specify whether the information supplied is available to test users and how (e.g. on request, supplied as part of training materials etc.). Occasionally some of the information required may be considered proprietary (e.g. scoring algorithms). Please clearly mark anything which is confidential and indicate on your Test Review Application Form the documents where this applies. These will then be treated as 'commercial in confidence' by the editorial panel and the reviewers allocated to the specific test review.

Where possible technical documents should be supplied in paper form. CD ROMs as well as PC or web access codes should be supplied to enable review of computer-based materials. Please note **four** copies of all information are required (including access codes).

Please check that the information you send covers the required review areas. You can check the criteria that will be used in the test review process in the EFPA Review Model located on the PTC website:
www.psychtesting.org.uk

Information relating to renewal of a Certificate of Test Registration or submission for an Editorial Panel Review Update

Renewing a Certificate of Test Registration after a five-year cycle, or up to 15 years since the test review was published when there have been no substantive changes to the test

This guidance applies to those:

- who have been issued a Certificate of Test Registration for the first time, which is about to expire at the end of a five-year period, and who wish to renew this for a further five-year period;
- who have been issued a Certificate of Test Registration for the second time, which is about to expire at the end of a further five-year period, and who wish to renew this for another five-year period;
- where there have been no substantive changes to the test (such as new data, revised items or new modes of presentation which will impact on the norms, validity and reliability of the test), and the accompanying test review is *up to 15 years old*, you will need to sign an affirmation to this effect. Please see Appendix E. In addition you will need to settle the renewal invoice for a Certificate of Test Registration and renew your entry on the Directory of Test Publishers/Distributors annually. This enables your test to be re-registered and for your editorial panel test review to continue to appear on the PTC website.

Renewing a Certificate of Test Registration when a test review was published 15 or more years ago

If you wish to renew your Certificate of Test Registration for the third time and the accompanying test review is *15 years or more old*, the test will need to re-enter the full test review process. This will compromise evaluating the test to determine whether it meets criteria for a Certificate of Test Registration, followed by an Editorial Panel Test Review.

For details of the full test review process, please view pages 3–4 and complete pro formas in Appendix A and B. Please also refer to the Schedule of Fees in Appendix D.

If you choose not to pursue re-submission of your test into the full review process, the existing test review will subsequently feature in our test review archive area of the PTC website.

Renewing a Certificate of Test Registration after a five-year cycle when there have been substantive changes to the test since the Certificate of Test Registration was granted

The guidance below relates to a test which has:

- been registered five years ago and is due for renewal of the Certificate of Test Registration;
- has a published editorial panel test review on the PTC website (which is up to 15 years old);
- subsequently had substantive changes made to it since the Certificate of Test Registration was issued, such as new data, revised items or new modes of presentation which will impact on the norms, validity and reliability of the test.

An Update Editorial Panel Review will be required. This requires an applicant to highlight where there have been no subsequent changes to factual information since the original submission, as well as identifying and cross-referring to the location within test materials of where there have been substantive changes made to the test.

Renewing a Certificate of Test Registration inside the standard five-year test registration cycle when there have been substantive changes to the test since the Certificate of Test Registration was granted

The Society will accept requests for update editorial panel reviews outside of the established five year cycle for test registration where there have been substantive changes made to test since the award of a Certificate of Test Registration, however there are higher fees payable in order to accommodate these requests outside of the five year cycle. Please refer to the Schedule of Fees in Appendix D.

What should I do now?

The checklist below prompts you about which pro formas to complete. Please ensure that you look at the relevant fees payable in Appendix D. These vary according to whether your test has reached the end of a five year cycle for test registration, or whether you are applying for an update editorial review inside a five year cycle.

The Senior Editor, in consultation with the Consultant Editor, will determine the extent of the substantive changes to the test and they reserve the right to come back to a publisher to state that the materials will need to re-enter a full test review rather than an update review.

Checklist for renewal of a Certificate of Test Registration and submission for an Editorial Panel Review Update if:

- you have reached the end of a five year cycle for test registration or your test is inside the standard five-year renewal cycle;
- and there have been substantive changes made to the test since initial registration;
- and the test review is up to 15 years old.

- **Step 1**
Complete Application Form and Terms and Conditions (Appendix A)

- **Step 2**
Complete Section 6 of the Factual Information Form for submission into the test review process (Appendix B)

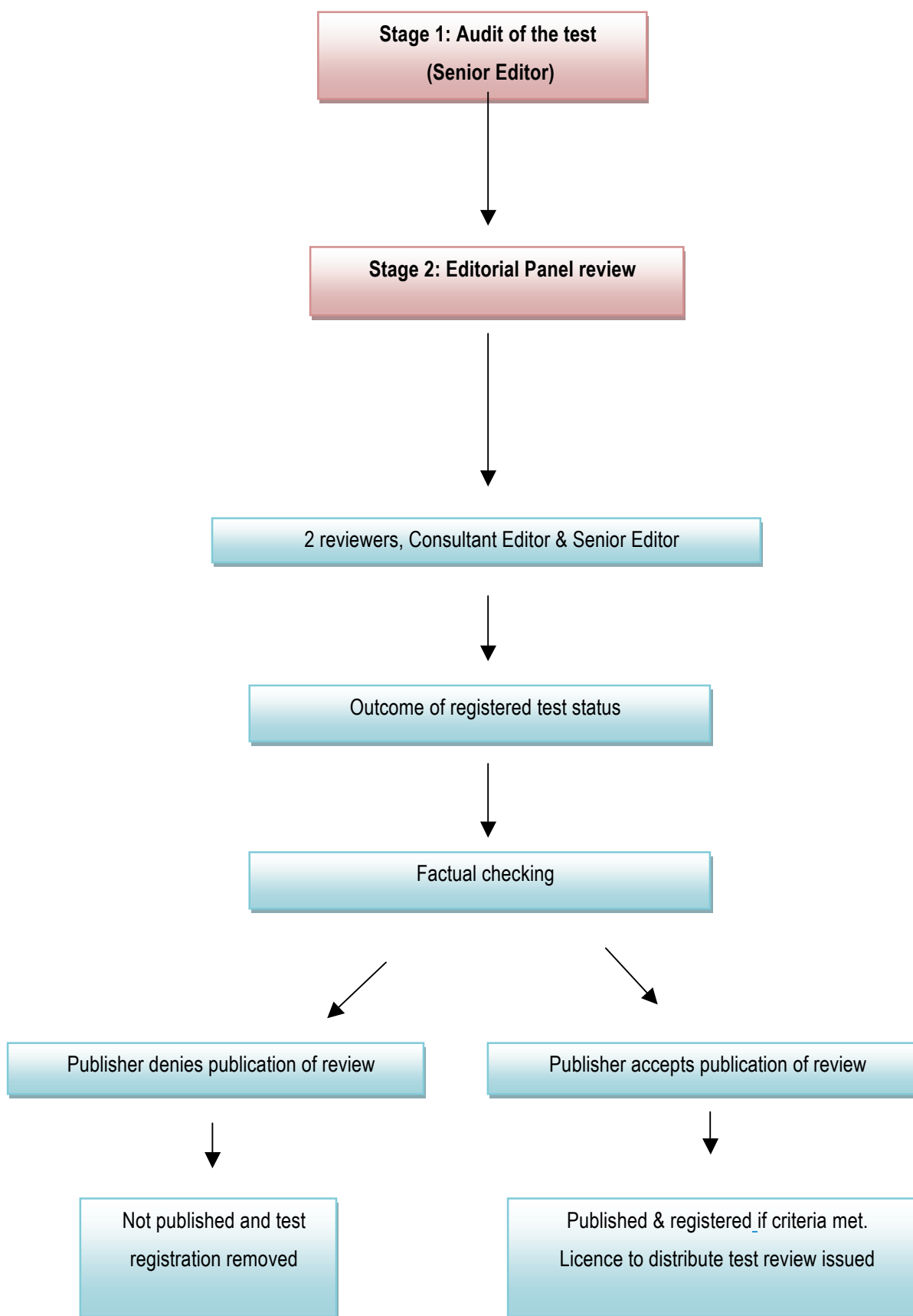
- **Step 3**
Complete the Editorial Panel Test Review Update pro forma (Appendix C)

- **Step 4**
Ensure test materials detailed in this document on pages 4 and 5 and all necessary forms outlined above are submitted with the application for test registration and an Editorial Panel Review Update. Please remember only two copies of test materials are required for test registration followed by an Editorial Panel Review Update (not four copies). Where there have been changes to items, scoring or computer generated reports it is essential that these are submitted with your application.

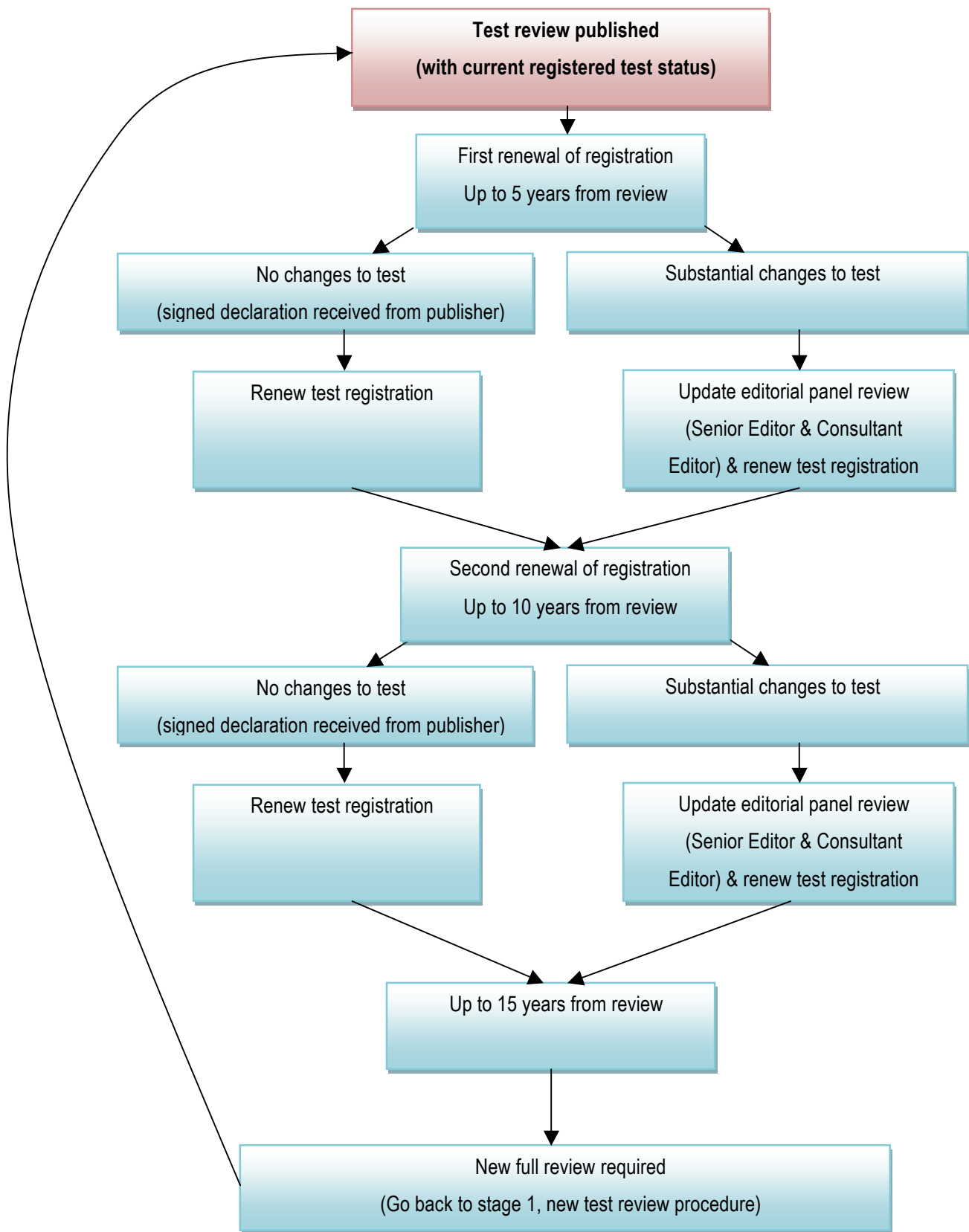
- **Step 5**
Check the Schedule of Fees in Appendix D. These will vary according to whether you have reached the end of a five-year cycle, or are inside this timeframe.

Flowcharts summarising test review processes

New test review procedure flow chart



Submitting for re-registration of a test following a five-year cycle – Editorial Panel Review Update



Appendix A: Application Form and Terms and Conditions

Company details

Please complete the details below

Company or Business Name:.....

BPS Reference Number (if applicable):.....

Company address:

.....
.....
.....

Postcode:.....

Company telephone number:

Company email address:.....

Company website:.....

We will need to correspond with you during the test registration and test review process.
Your details will not be released to any third party and are for office use only.

Name of Administrator overseeing application for test registration and test review:

.....

Administrator's job title:

Administrator's email address:

Administrator's direct dial number:

Name of Chartered Member completing the Factual Information form:

.....

Chartered Member's BPS membership number:.....

Terms and Conditions and statement from test publishers/distributors

Please read the terms and conditions relating to the test review process and sign to indicate your agreement to the terms. No consideration of test materials will be made without a signed terms and conditions statement.

I understand that:

- Only test materials available/published in the UK, or intended for publication and sale in the UK can enter the test review process.
- As a general rule the submission of four sets of test materials is required from a test publisher/distributor in order to submit for test review. The test materials will be retained by the Test Reviews Editorial Panel at the end of the process.
- I have the right to determine whether certain test materials are commercially sensitive. I will have the opportunity to highlight these to the BPS and the Test Reviews Editorial Panel will be informed and asked to sign a non-disclosure agreement. If I request that the test materials are returned to me at the end of the review process, I will organise a courier to return the materials and will bear the cost of this. Please contact the BPS in relation to this, at the point of application.
- The Test Reviews Editorial Panel is required to declare any intellectual or commercial relationship with a test/test publisher and that this may mean that an alternative reviewer/editor will be allocated a specific test in their place.
- The identity of the test reviewers and Consultant Editor involved in the review of a test will remain confidential up to the point of a published editorial panel test review. Any contact from a publisher in relation to test review must be directed via the contact in the BPS Psychological Testing Centre.
- There is a fee payable of £520 for the later submission of updated or amended test materials to consider in the test review process. This is payable once a review is underway and the fee must be paid before continuation of the test review.
- I have the right to withdraw a draft editorial panel test review from publication. In this case the BPS will indicate on the Psychological Testing Centre website that the review has not been published. In addition the Society will remove registered test status from the test and the right to use the BPS registered test logo will be removed from the publisher. I understand that if I request all test materials to be returned that I will arrange for a courier to collect the materials and will meet the cost for this.
- Upon award of a Certificate of Test Registration, the test publisher/distributor can affix to the test in paper or electronic form a notice that the instrument has been registered as a test by the BPS Psychological Testing Centre, and can use the BPS registered test logo, as a 'quality mark'.
- A full copy of the wording on a Certificate of Test Registration must be accessible to test takers, either in print on the test booklet or as an on-screen page for a computer-based or online test. The Certificate of Test Registration and the associated BPS registered test logo shall relate only to the test which has been registered, and only to the language version covered in the submission to the Society. It shall not be deemed to be an endorsement or registration of the author, publisher or distributor, and may not be used in that way.
- A Certificate of Test Registration and an Editorial Panel Review of a test will relate specifically to the English language version and this should be made explicit to clients and enquirers by the test publisher/distributor if they are granted a Certificate of Test Registration and a License to Distribute Test Reviews.
- A test can be registered for a five year period and is subject to a re-registration and renewal process thereafter. Should renewal fees remain unsettled beyond the settlement period the test will be removed from the list of registered tests on the BPS Psychological Testing Centre (PTC) website and the use of the logo by the publisher must be suspended. The test review will also be removed from the PTC website. Should a publisher subsequently settle their fee at a later point (within a maximum of 12 months), the logo for the specific test shall be reinstated on the PTC website, the review published again on the website and the publisher informed. The five-year registration period is calculated from the original date of expiry and not from the subsequent late payment date.
- Tests which have undergone substantive changes which are inside a five year test registration cycle, or are awaiting re-registration at the end of a five year cycle, will first be considered for an update editorial panel review. Should the Senior Test Reviews Editor and Consultant Editor consider that the substantive changes are such that a full editorial panel test review is required, the

test publisher/distributor will be advised of this. There will be a difference in fees payable by the publisher/distributor in this eventuality.

- For the period in which a test review is published on the PTC website, a test publisher will be required to hold an annually renewable subscription for an enhanced entry on the Directory of Test Publishers/Test Distributors. Failure to maintain an enhanced entry on the directory will mean the removal from the PTC website of registered test.

Should a publisher subsequently settle their fee at a later point (within a maximum of 12 months), the logo for the specific test shall be reinstated on the PTC website, the review published again on the website and the publisher informed. Your Certificate of Test Registration expiry date will not be extended in such circumstances.

- A Test submitted into the registration and review process may also be used for training purposes.
- If I, or the organisation I represent, withdraw the draft test review prior to publication, I/my organisation will pay the BPS an additional fee of £1800 to cover the full cost to BPS of the test review process which is in excess of £2800 per test reviewed. If I, or the organisation I represent, withdraw a draft test review prior to publication, the BPS will remove registered test status from the test and the right to use the BPS registered test logo will be removed from the publisher.

Please sign the statement below:

I confirm that the consent of the copyright holder to submit the test
into the BPS test review process has been obtained.

I agree to the terms and conditions for test registration and review above.

Print name: **Position:**

Signature: **Date:**

Appendix B: Factual Information form for submission into the test review process

To submit your test into the test review process, please complete the Factual Information Form below.

Reference numbers in the left-hand column relate to criteria in the EFPA Model for the Description and Evaluation of Tests. Please see the PTC website www.psychtesting.org.uk for details.

N.B. If you have applied for re-registration of a test because there have been substantive changes made to it, and now also need to submit the test for an update review, please view Appendix C for the appropriate pro forma to complete and return in this instance.

Section 1: Description of the Instrument: General information and classification

2 General description

2.1.1	Instrument name (local version)	
2.1.2	Shortname of the test <i>(if applicable)</i>	
2.2	Original test name <i>(if the local version is an adaptation)</i>	
2.3	Authors of the original test	
2.4	Authors of the local adaptation	
2.5	Local test distributor/publisher	
2.6	Publisher of the original version of the test <i>(if different to current distributor/publisher)</i>	
2.7.1	Date of publication of current revision/edition	
2.7.2	Date of publication of adaptation for local use	
2.7.3	Date of publication of original test	

3 Classification

3.1	Content domains <i>(select all that apply)</i>	<input type="checkbox"/> Ability - General <input type="checkbox"/> Ability - Manual skills/dexterity <input type="checkbox"/> Ability - Mechanical <input type="checkbox"/> Ability - Learning/memory <input type="checkbox"/> Ability - Non-verbal/abstract/inductive <input type="checkbox"/> Ability - Numerical <input type="checkbox"/> Ability - Perceptual speed/checking <input type="checkbox"/> Ability - Sensorimotor <input type="checkbox"/> Ability - Spatial/visual <input type="checkbox"/> Ability - Verbal <input type="checkbox"/> Attention/concentration <input type="checkbox"/> Beliefs <input type="checkbox"/> Cognitive styles <input type="checkbox"/> Disorder and pathology <input type="checkbox"/> Family function <input type="checkbox"/> Group function <input type="checkbox"/> Interests <input type="checkbox"/> Motivation <input type="checkbox"/> Organisational function, aggregated measures, climate etc <input type="checkbox"/> Personality – Trait <input type="checkbox"/> Personality – Type <input type="checkbox"/> Personality – State <input type="checkbox"/> Quality of life <input type="checkbox"/> Scholastic achievement (educational test) <input type="checkbox"/> School or educational function <input type="checkbox"/> Situational judgment <input type="checkbox"/> Stress/burnout <input type="checkbox"/> Therapy outcome <input type="checkbox"/> Values <input type="checkbox"/> Well-being <input type="checkbox"/> Other (please describe):
3.2	Intended or main area(s) of use <i>(please select those that apply)</i>	<input type="checkbox"/> Clinical <input type="checkbox"/> Advice, guidance and career choice <input type="checkbox"/> Educational <input type="checkbox"/> Forensic <input type="checkbox"/> General health, life and well-being <input type="checkbox"/> Neurological <input type="checkbox"/> Sports and Leisure <input type="checkbox"/> Work and Occupational <input type="checkbox"/> Other (please describe):

3.3	<p>Description of the populations for which the test is intended</p>	
3.4	<p>Number of scales and brief description of the variable(s) measured by the instrument</p> <p>Please indicate the number of scales (if more than one) and provide a brief description of each scale if its meaning is not clear from its name.</p>	
3.5	<p>Response mode</p> <p>If any special pieces of equipment (other than those indicated in the list of options, e.g. digital recorder) are required, they should be described here. In addition, any special testing conditions should be described.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Oral interview <input type="checkbox"/> Paper & pencil <input type="checkbox"/> Manual (physical) operations <input type="checkbox"/> Direct observation <input type="checkbox"/> Computerised <input type="checkbox"/> Other (indicate):

<p>3.6</p>	<p>Demands on the test taker</p> <p>Which capabilities and skills are necessary for the test taker to work on the test as intended and to allow for a fair interpretation of the test score? It is usually clear if a total lack of some prerequisite impairs the ability to complete the test (such as being blind and being given a normal paper-and-pencil test) but the requirements listed should be classified as follows:</p> <ul style="list-style-type: none"> ● ‘Irrelevant / not necessary’ means that this skill is not necessary at all – such as manual capabilities to answer oral questions verbally. ● ‘Necessary information given’ means that the possible amount of limitation is stated. ● ‘Information missing’ means that there might be limitations on test users without the specific capability or skill (known from theory or empirical results) but this is not clear from information provided by the test publisher e.g. if the test uses language that is not the test taker’s first language. 	<p>Manual capabilities (<i>select one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> irrelevant / not necessary <input type="checkbox"/> necessary information given <input type="checkbox"/> information missing <p>Handedness (<i>select one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> irrelevant / not necessary <input type="checkbox"/> necessary information given <input type="checkbox"/> information missing <p>Vision (<i>select one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> irrelevant / not necessary <input type="checkbox"/> necessary information given <input type="checkbox"/> information missing <p>Hearing (<i>select one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> irrelevant / not necessary <input type="checkbox"/> necessary information given <input type="checkbox"/> information missing <p>Command of test language (understanding and speaking) (<i>select one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> irrelevant / not necessary <input type="checkbox"/> necessary information given <input type="checkbox"/> information missing <p>Reading (<i>select one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> irrelevant / not necessary <input type="checkbox"/> necessary information given <input type="checkbox"/> information missing <p>Writing (<i>select one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> irrelevant / not necessary <input type="checkbox"/> necessary information given <input type="checkbox"/> information missing
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3.7	<p>Items format (<i>select one</i>)</p> <p>Two types of multiple choice formats are differentiated. The first type concerns tests in which the respondent has to select the right answer from a number of alternatives as in ability testing (e.g., a figural reasoning test). The second type deals with questionnaires in which there is no clear right answer. This format requires test takers to make choices between sets of two or more items drawn from different scales (e.g., scales in a vocational interest inventory or a personality questionnaire). This format is also called 'multidimensional', because the alternatives belong to different scales or dimensions. In this case it is possible that the statements have to be ranked or the most- and least-like-me options be selected. This format may result in ipsative scales (see question 3.8). In Likert scale ratings the test taker also has to choose from a number of alternatives, but the essential difference with the multiple choice format is that the scales used are unidimensional (e.g., ranging from 'never' to 'always' or from 'very unlikely' to 'very likely') and that the test taker does not have to choose between alternatives from different dimensions. A scale should also be marked as a Likert scale when there are only two alternatives on one dimension (e.g., yes/no or always/never).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple choice (ability testing, or right/wrong) Number of alternatives: <input type="checkbox"/> Multiple choice (mixed scale alternatives) Number of alternatives: <input type="checkbox"/> Likert scale ratings Number of alternatives: <input type="checkbox"/> Open <input type="checkbox"/> Other (please describe)
3.8	<p>Ipsativity</p> <p>As mentioned in 3.7 multiple choice mixed scale alternatives <i>may</i> result in ipsative scores. Distinctive for ipsative scores is that the score on each scale or dimension is constrained by the scores on the other scales or dimensions. In fully ipsative instruments the sum of the scale scores is constant for each person. Other scoring procedures can result in ipsativity (e.g. subtraction of each person's overall mean from each of their scale scores)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yes, multiple choice mixed scale alternatives resulting in partially or fully ipsative scores <input type="checkbox"/> Yes, other item formats with scoring procedures resulting in partially or fully ipsative scores <input type="checkbox"/> No, multiple choice mixed scale alternatives NOT resulting in ipsative scores <input type="checkbox"/> Not relevant
3.9	<p>Total number of test items and number of items per scale or subtest</p> <p>If the instrument has several scales or subtests, indicate the total number of items and the number of items for each scale or subtest. Where items load on more than one scale or subtest, this should be documented.</p>	

3.10	<p>Intended mode of use (conditions under which the instrument was developed and validated) <i>(select all that apply)</i></p> <p>This item is important as it identifies whether the instrument has been designed with the intention of it being used in unsupervised or uncontrolled administration conditions. Note that usage modes may vary across versions of a tool. Note. The four modes are defined in the <i>International Guidelines on Computer-Based and Internet Delivered Testing</i> (International Test Commission, 2005, pp. 5-6).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Open mode: Where there is no direct human supervision of the assessment session and hence there is no means of authenticating the identity of the test-taker. Internet-based tests without any requirement for registration can be considered an example of this mode of administration. <input type="checkbox"/> Controlled mode: No direct human supervision of the assessment session is involved but the test is made available only to known test-takers. Internet tests will require test-takers to obtain a logon username and password. These often are designed to operate on a one-time-only basis. <input type="checkbox"/> Supervised (proctored) mode: Where there is a level of direct human supervision over test-taking conditions. In this mode test-taker identity can be authenticated. For Internet testing this would require an administrator to log-in a candidate and confirm that the test had been properly administered and completed. <input type="checkbox"/> Managed mode: Where there is a high level of human supervision and control over the test-taking environment. In CBT testing this is normally achieved by the use of dedicated testing centres, where there is a high level of control over access, security, the qualification of test administration staff and the quality and technical specifications of the test equipment.
3.11	<p>Administration mode(s) <i>(select all that apply)</i></p> <p>If any special pieces of equipment (other than those indicated in the list of options, e.g. digital recorder) are required, they should be described here. In addition, any special testing conditions should be described. 'Standard testing conditions' are assumed to be available for proctored/ supervised assessment. These would include a quiet, well-lit and well-ventilated room with adequate desk-space and seating for the necessary administrator(s) and candidate(s).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interactive individual administration <input type="checkbox"/> Supervised group administration <input type="checkbox"/> Computerised locally-installed application – supervised/proctored <input type="checkbox"/> Computerised web-based application – supervised/proctored <input type="checkbox"/> Computerised locally-installed application – unsupervised/self-assessment <input type="checkbox"/> Computerised web-based application – unsupervised/self-assessment <input type="checkbox"/> Other (indicate):

3.12	<p>Time required for administering the instrument <i>(please specify for each administration mode)</i></p> <p>The response to this item can be broken down into a number of components. In most cases, it will only be possible to provide general estimates of these rather than precise figures. The aim is to give the potential user a good idea of the time investment associated with using this instrument. Do NOT include the time needed to become familiar with the instrument itself. Assume the user is experienced and qualified.</p> <ul style="list-style-type: none"> ● Preparation time (the time it takes the administrator to prepare and set out the materials for an assessment session; access and login time for an online administration). ● Administration time per session: this includes the time taken to complete all the items and an estimate of the time required to give instructions, work through example items and deal with any debriefing comments at the end of the session. ● Scoring: the time taken to obtain the raw-scores. In many cases this may be automated. ● Analysis: the time taken to carry out further work on the raw scores to derive other measures and to produce a reasonably comprehensive interpretation (assuming you are familiar with the instrument). Again, this may be automated. ● Feedback: the time required to prepare and provide feedback to a test taker and other stakeholders. <p>It is recognised that time for the last two components could vary enormously - depending on the context in which the instrument is being used. However, some indication or comments will be helpful.</p>	<p>Preparation:</p> <p>Administration:</p> <p>Scoring:</p> <p>Analysis:</p> <p>Feedback:</p>
3.13	<p>Indicate whether different forms of the instrument are available and which form(s) is (are) subject of this review</p>	

4 Measurement and scoring

4.1	<p>Scoring procedure for the test (<i>select all that apply</i>)</p> <p>Bureau services are services provided by the supplier - or some agent of the supplier - for scoring and interpretation. In general these are optional services.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Computer scoring with direct entry of responses by test taker <input type="checkbox"/> Computer scoring by Optical Mark Reader entry of responses from the paper response form <input type="checkbox"/> Computer scoring with manual entry of responses from the paper response form <input type="checkbox"/> Simple manual scoring key – clerical skills only required <input type="checkbox"/> Complex manual scoring – requiring training in the scoring of the instrument <input type="checkbox"/> Bureau-service – e.g. scoring by the company selling the instrument <input type="checkbox"/> Other (please describe):
4.2	<p>Scores</p> <p>Brief description of the scoring system to obtain global and partial scores, correction for guessing, qualitative interpretation aids, etc).</p>	
4.3	<p>Scales used (<i>select all that apply</i>)</p>	<p><i>Percentile Based Scores</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Centiles <input type="checkbox"/> 5-grade classification: 10:20:40:20:10 centile splits <input type="checkbox"/> Deciles <input type="checkbox"/> Other (please describe): <p><i>Standard Scores</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Z-scores <input type="checkbox"/> IQ deviation quotients etc (e.g. mean 100, SD=15 for Wechsler or 16 for Stanford-Binet) <input type="checkbox"/> College Entrance Examination Board (e.g. SAT mean=500, SD=100) <input type="checkbox"/> Stens <input type="checkbox"/> Stanines, C-scores <input type="checkbox"/> T-scores <input type="checkbox"/> Other (please describe): <ul style="list-style-type: none"> <input type="checkbox"/> Critical scores, expectancy tables or other specific decision oriented indices <input type="checkbox"/> Raw score use only <input type="checkbox"/> Other (please describe):
4.4	<p>Score transformation for standard scores</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Normalised – standard scores obtained by use of normalisation look-up table <input type="checkbox"/> Not-normalised – standard scores obtained by linear transformation <input type="checkbox"/> Not applicable

5 Computer generated reports

Where there are multiple generated reports available please complete items 5.2 – 5.13 for each report or substantive report section (copy pages as necessary). This classification system could be used to describe two reports provided by a system, for example, Report 1 may be intended for the test taker or other un-trained users, and Report 2 for a trained user who is competent in the use of the instrument and understands how to interpret it.

5.1	<p>Are computer generated reports available with the instrument?</p> <p>If the answer to 5.1 is 'YES' then the following classification should be used to classify the types of reports available. For many instruments, there will be a range of reports available. Please complete a separate form for each report</p>	<p><input type="checkbox"/> Yes (complete items below)</p> <p><input type="checkbox"/> No (move to item 6.1)</p>
5.2	<p>Name or description of report (see <i>introduction to this section</i>)</p>	
5.3	<p>Media (select all that apply)</p> <p>Reports may consist wholly of text or contain text together with graphical or tabular representations of scores (e.g. sten profiles). Where both text and data are presented, these may simply be presented in parallel or may be linked, so that the relationship between text statements and scores is made explicit.</p>	<p><input type="checkbox"/> Text only</p> <p><input type="checkbox"/> Unrelated text and graphics</p> <p><input type="checkbox"/> Integrated text and graphics</p> <p><input type="checkbox"/> Graphics only</p>
5.4	<p>Complexity (select one)</p> <p>Some reports are very simple, for example just substituting a text unit for a sten score in a scale-by-scale description. Others are more complex, involving text units which relate to patterns or configurations of scale scores and which consider scale interaction effects.</p>	<p><input type="checkbox"/> Simple (For example, a list of paragraphs giving scale descriptions)</p> <p><input type="checkbox"/> Medium (A mixture of simple descriptions and some configural descriptions)</p> <p><input type="checkbox"/> Complex (Contains descriptions of patterns and configurations of scale scores, and scale interactions)</p>
5.5	<p>Report structure (select one)</p> <p>Structure is related to complexity.</p>	<p><input type="checkbox"/> Scale based – where the report is built around the individual scales.</p> <p><input type="checkbox"/> Factor based – where the report is constructed around higher order factors - such as the 'Big Five' for personality measures.</p> <p><input type="checkbox"/> Construct based – where the report is built around one or more sets of constructs (e.g. in a work setting these could be such as team types, leadership styles, or tolerance to stress; in a clinical setting these could be different kinds of psychopathology; etc.) which are linked to the original scale scores.</p> <p><input type="checkbox"/> Criterion based where the reports focuses on links with empirical outcomes (e.g. school performance, therapy outcome, job performance, absenteeism etc).</p> <p><input type="checkbox"/> Other (please describe):</p>

5.6	<p>Sensitivity to context (<i>select one</i>)</p> <p>When people write reports they tailor the language, form and content of the report to the person who will be reading it and take account of the purpose of the assessment and context in which it takes place. In a work and organizational context a report produced for selection purposes will be different from one written for guidance or development; a report for a middle-aged manager will differ from that written for a young person starting out on a training scheme and so on. In an educational context a report produced for evaluation of a students' global ability to learn and function in a learning environment will be different from a report produced to assess whether or not a student has a specific learning disorder. A report directed to other professionals suggesting learning goals and interventions will differ from reports directed to parents informing them of their child's strengths and weaknesses. In a clinical context a report produced for diagnostic purposes will be different from a report evaluating a patient's potential for risk-taking behaviour. A report produced with the purpose of providing feedback to patients will be different from a report produced with the purpose of informing authorities whether or not it is safe to release a patient from involuntary treatment.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> One version for all contexts <input type="checkbox"/> Pre-defined context-related versions; number of contexts: <input type="checkbox"/> User definable contexts and editable reports
5.7	<p>Clinical-actuarial (<i>select all that apply</i>)</p> <p>Most report systems are based on clinical judgment. That is, one or more people who are 'expert-users' of the instrument in question will have written the text units. The reports will, therefore, embody their particular interpretations of the scales. Some systems include actuarial reports where the statements are based on empirical validation studies linking scale scores to, for example, job performance measures, clinical classification, etc.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Based on clinical judgment of one expert <input type="checkbox"/> Based on clinical judgment of group of experts <input type="checkbox"/> Based on empirical/actuarial relationships
5.8	<p>Modifiability (<i>select one</i>)</p> <p>The report output is often fixed. However, some systems will produce output in the form of a file that can be processed by the user. Others may provide online interactive access to both the end user and the test taker.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Not modifiable (fixed print-only output) <input type="checkbox"/> Limited modification (limited to certain areas, e.g. biodata fields) <input type="checkbox"/> Unlimited modification (e.g. through access to Word processor document file) <input type="checkbox"/> Interactive report which provides test taker with an opportunity to insert comments or provides ratings of accuracy of content (e.g. through shared online access to an interactive report engine)
5.9	<p>Degree of finish (<i>select one</i>)</p> <p>Extent to which the system is designed to generate integrated text - in the form of a ready-to-use report - or a set of 'notes', comments, hypotheses etc..</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Publication quality <input type="checkbox"/> Draft quality

5.10	<p>Transparency (<i>select one</i>)</p> <p>Systems differ in their openness or transparency to the user. An open system is one where the link between a scale score and the text is clear and unambiguous. Such openness is only possible if both text and scores are presented and the links between them made explicit. Other systems operate as 'black boxes', making it difficult for the user to relate scale scores to text.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clear linkage between constructs, scores and text <input type="checkbox"/> Concealed link between constructs, scores and text <input type="checkbox"/> Mixture of clear/concealed linkage between constructs, scores and text
5.11	<p>Style and tone (<i>select one</i>)</p> <p>Systems also differ in the extent to which they offer the report reader guidance or direction. In a work and organizational context a statement as "Mr X is very shy and will not make a good salesman..." is stipulative, whereas other statements are designed to suggest hypotheses or raise questions, such as "From his scores on scale Y, Mr X appears to be very shy compared to a reference group of salespersons. If this is the case, he could find it difficult working in a sales environment. This needs to be explored further with him". In an educational context a stipulative statement might be: "The results show that X's mathematical skills are two years below the average of his peers", whereas a statement designed to suggest hypotheses might be: "The results indicate X is easily distracted by external stimuli while performing tasks. Behavioural observations during testing support this. This should be taken under consideration when designing an optimal learning environment for X". In a clinical context a stipulative statement might be: "Test scores indicate the patient has severe visual neglect, and is not able to safely operate a motor vehicle", whereas a statement designed to suggest hypotheses might be: "Mrs X's test scores indicate she may have problems establishing stable emotional relationships. This should be explored further before a conclusion regarding diagnosis is drawn".</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Directive/stipulative <input type="checkbox"/> Guidance/suggests hypotheses <input type="checkbox"/> Other (please describe):

5.12	<p>Intended recipients (<i>select all that apply</i>)</p> <p>Reports are generally designed to address the needs of one or more categories of users. Users can be divided into four main groups:</p> <p>a) <i>Qualified test users</i>. These are people who are sufficiently knowledgeable and skilled to be able to produce their own reports based on scale scores. They should be able to make use of reports that use technical psychometric terminology and make explicit linkages between scales and descriptions. They should also be able to customize and modify reports.</p> <p>b) <i>Qualified system users</i>. While not competent to generate their own reports from a set of scale scores, people in this group are competent to use the outputs generated by the system. The level of training required to attain this competence will vary considerably, depending on the nature of the computer reports (e.g. trait-based versus competency-based, simple or complex) and the uses to which its reports are to be put (low stakes or high stakes).</p> <p>c) <i>Test Takers</i>. The person who takes the instrument will generally have no prior knowledge of either the instrument or the type of report produced by the system.</p> <p>Reports for them will need to be in language that makes no assumptions about psychometric or instrument knowledge.</p> <p>d) <i>Third parties</i>. These include people - other than the candidate - who will be privy to the information presented in the report or who may receive a copy of the report. They may include potential employers, a person's manager or supervisor or the parent of a young person receiving careers advice. The level of language required for people in this category would be similar to that required for reports intended for Test Takers.</p>	<input type="checkbox"/> Qualified test users <input type="checkbox"/> Qualified system users <input type="checkbox"/> Test takers <input type="checkbox"/> Third Parties
5.13	<p>Do distributors offer a service to modify and/or develop customised computerised reports? (<i>select one</i>)</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

6 Supply conditions and costs

This defines what is provided, to whom, under what conditions and at what costs. It defines the conditions imposed by the supplier on who may or may not obtain the instrument materials. If one of the options does not fit the supply conditions, provide a description of the relevant conditions

6.1	Documentation provided by the distributor as part of the test package <i>(select all that apply)</i>	<input type="checkbox"/> User Manual <input type="checkbox"/> Technical (psychometric) manual <input type="checkbox"/> Supplementary technical information and updates (e.g. local norms, local validation studies etc.) <input type="checkbox"/> Books and articles of related interest
6.2	Methods of publication <i>(select all that apply)</i> For example, technical manuals may be kept up-to-date and available for downloading from the Internet, while user manuals are provided in paper form or on a CD/DVD.	<input type="checkbox"/> Paper <input type="checkbox"/> CD or DVD <input type="checkbox"/> Internet download <input type="checkbox"/> Other (specify):
Items 6.3 - 6.5 cover costs. This information is likely to be the most quickly out of date. Please provide current information for these items.		
6.3.1	Start-up costs Price of a complete set of materials (all manuals and other material sufficient for at least one sample administration). Specify how many test takers could be assessed with the materials obtained for start-up costs, and whether these costs include materials for recurrent assessment. This item should try to identify the 'set-up' cost. That is the costs involved in obtaining a full reference set of materials, scoring keys and so on. It only includes training costs if the instrument is a 'closed' one - where there will be an <u>unavoidable</u> specific training cost, regardless of the prior qualification level of the user. In such cases, the training element in the cost should be made explicit. The initial costs do NOT include costs of general-purpose equipment (such as computers, DVD players and so on). However, the need for these should be mentioned. In general, define: any special training costs; costs of administrator's manual; technical manual(s); specimen or reference set of materials; initial software costs, etc.	

6.3.2	<p>Recurrent costs</p> <p>Specify, where appropriate, recurrent costs of administration and scoring separately from costs of interpretation (see 6.4.1 – 6.5).</p> <p>This item is concerned with the on-going cost of using the instrument. It should give the cost of the instrument materials (answer sheets, non-reusable or reusable question booklets, profile sheets, computer usage release codes or ‘dongle’ units, etc.) per person per administration. Note that in most cases, for paper-based administration such materials are not available singly but tend to be supplied in packs of 10, 25 or 50.</p> <p>Itemise any annual or per capita licence fees (including software release codes where relevant), costs of purchases or leasing re-usable materials, and per candidate costs of non-reusable materials.</p>	
6.4.1	<p>Prices for reports generated by user installed software</p>	
6.4.2	<p>Prices for reports generated by postal/fax bureau service</p>	
6.4.3	<p>Prices for reports by Internet service</p>	
6.5	<p>Prices for other bureau services: correcting or developing automatic reports</p>	
6.6	<p>Test-related qualifications required by the supplier of the test (<i>select all that apply</i>)</p> <p>This item concerns the user qualifications required by the supplier</p> <p>For details of the EFPA Level 2 standard, consult the latest version of these on the EFPA website.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> None <input type="checkbox"/> Test specific accreditation <input type="checkbox"/> Accreditation in general achievement testing: measures of maximum performance in attainment (equivalent to EFPA Level 2) <input type="checkbox"/> Accreditation in general ability and aptitude testing: measures of maximum performance in relation to potential for attainment (equivalent to EFPA Level 2) <input type="checkbox"/> Accreditation in general personality and assessment: measures of typical behaviour, attitudes and preferences (equivalent to EFPA Level 2) <input type="checkbox"/> Other (specify):

6.7	<p>Professional qualifications required for use of the instrument <i>(select all that apply)</i></p> <p>This item concerns the user qualifications required by the supplier. For details of the EFPA user standards, consult the latest version of these on the EFPA website.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> None <input type="checkbox"/> Practitioner psychologist with qualification in the relevant area of application <input type="checkbox"/> Practitioner psychologist <input type="checkbox"/> Research psychologist <input type="checkbox"/> Non-psychologist academic researcher <input type="checkbox"/> Practitioner in relevant related professions (therapy, medicine, counselling, education, human resources etc.). Specify: <input type="checkbox"/> EFPA Test User Qualification Level 1 or national equivalent <input type="checkbox"/> EFPA Test User Qualification Level 2 or national equivalent <input type="checkbox"/> Specialist qualification equivalent to EFPA Test User Standard Level 3 <input type="checkbox"/> Other (indicate):
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Appendix C: Editorial Panel Review Update Pro Forma

This form is for the purpose of submitting for an editorial panel review update where there is already a published test review appearing on the BPS Psychological Testing Centre website, but a publisher / distributor has made substantive changes to the test since the publication of the initial review. This pro forma must be completed by a Chartered psychologist.

1. Please answer all of Sections 1–5, even if there have been no factual changes.
2. If there is new information, please highlight the items that have changed and note in the table any information that may be relevant. Otherwise, please leave these sections blank
3. Where there are changes to items, scoring or computer generated reports please send relevant documents to support this
4. For Sections 6 and 7 **if you have made changes**,
 - in the first column (rating in last review) give the star rating allocated for the item in the last review, or the verbal judgement made, and enclose supporting documentation in a copy of your manuals.
 - Do not indicate what you would like the new rating to be.
 - For any amendments / further information supplied / or further studies that are relevant to the item, please indicate what these are in the column on the right, with dates and page references to your manuals where appropriate.
 - Do not send research articles without stating where they are relevant and where the relevant information can be found.

Section 1: Description of the Instrument - General Information & Classification

Please answer all boxes even if there have been no factual changes.

Section 2: Classification

Only indicate those things that have changed from the previous test review

Section 3: Measurement & Scoring

Only indicate those items that have changed since the last test review

Part 1: Description of the instrument

2 General description

2.1.1	Instrument name (local version)	
2.1.2	Shortname of the test <i>(if applicable)</i>	
2.2	Original test name <i>(if the local version is an adaptation)</i>	
2.3	Authors of the original test	
2.4	Authors of the local adaptation	
2.5	Local test distributor/publisher	
2.6	Publisher of the original version of the test <i>(if different to current distributor/publisher)</i>	

2.7.1	Date of publication of current revision/edition	
2.7.2	Date of publication of adaptation for local use	
2.7.3	Date of publication of original test	

3 Classification

3.1	Content domains <i>(select all that apply)</i>	<input type="checkbox"/> Ability - General <input type="checkbox"/> Ability - Manual skills/dexterity <input type="checkbox"/> Ability - Mechanical <input type="checkbox"/> Ability - Learning/memory <input type="checkbox"/> Ability - Non-verbal/abstract/inductive <input type="checkbox"/> Ability - Numerical <input type="checkbox"/> Ability - Perceptual speed/checking <input type="checkbox"/> Ability - Sensorimotor <input type="checkbox"/> Ability Spatial/visual <input type="checkbox"/> Ability - Verbal <input type="checkbox"/> Attention/concentration <input type="checkbox"/> Beliefs <input type="checkbox"/> Cognitive styles <input type="checkbox"/> Disorder and pathology <input type="checkbox"/> Family function <input type="checkbox"/> Group function <input type="checkbox"/> Interests <input type="checkbox"/> Motivation <input type="checkbox"/> Organisational function, aggregated measures, climate etc <input type="checkbox"/> Personality – Trait <input type="checkbox"/> Personality – Type <input type="checkbox"/> Personality – State <input type="checkbox"/> Quality of life <input type="checkbox"/> Scholastic achievement (educational test) <input type="checkbox"/> School or educational function <input type="checkbox"/> Situational judgment <input type="checkbox"/> Stress / burnout <input type="checkbox"/> Therapy outcome <input type="checkbox"/> Values <input type="checkbox"/> Well-being <input type="checkbox"/> Other (please describe):
3.2	Intended or main area(s) of use <i>(please select those that apply)</i>	<input type="checkbox"/> Clinical <input type="checkbox"/> Advice, guidance and career choice <input type="checkbox"/> Educational <input type="checkbox"/> Forensic <input type="checkbox"/> General health, life and well-being <input type="checkbox"/> Neurological <input type="checkbox"/> Sports and Leisure <input type="checkbox"/> Work and Occupational <input type="checkbox"/> Other (please describe):

3.3	<p>Description of the populations for which the test is intended</p>	
3.4	<p>Number of scales and brief description of the variable(s) measured by the instrument</p> <p>Please indicate the number of scales (if more than one) and provide a brief description of each scale if its meaning is not clear from its name.</p>	
3.5	<p>Response mode</p> <p>If any special pieces of equipment (other than those indicated in the list of options, e.g. digital recorder) are required, they should be described here. In addition, any special testing conditions should be described.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Oral interview <input type="checkbox"/> Paper & pencil <input type="checkbox"/> Manual (physical) operations <input type="checkbox"/> Direct observation <input type="checkbox"/> Computerised <input type="checkbox"/> Other (indicate):

3.6	<p>Demands on the test taker</p> <p>Which capabilities and skills are necessary for the test taker to work on the test as intended and to allow for a fair interpretation of the test score? It is usually clear if a total lack of some prerequisite impairs the ability to complete the test (such as being blind and being given a normal paper-and-pencil test) but the requirements listed should be classified as follows:</p> <ul style="list-style-type: none"> ● 'Irrelevant / not necessary' means that this skill is not necessary at all – such as manual capabilities to answer oral questions verbally. ● 'Necessary information given' means that the possible amount of limitation is stated. ● 'Information missing' means that there might be limitations on test users without the specific capability or skill (known from theory or empirical results) but this is not clear from information provided by the test publisher e.g. if the test uses language that is not the test taker's first language. 	<p>Manual capabilities (<i>select one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> irrelevant / not necessary <input type="checkbox"/> necessary information given <input type="checkbox"/> information missing <p>Handedness (<i>select one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> irrelevant / not necessary <input type="checkbox"/> necessary information given <input type="checkbox"/> information missing <p>Vision (<i>select one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> irrelevant / not necessary <input type="checkbox"/> necessary information given <input type="checkbox"/> information missing <p>Hearing (<i>select one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> irrelevant / not necessary <input type="checkbox"/> necessary information given <input type="checkbox"/> information missing <p>Command of test language (understanding and speaking) (<i>select one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> irrelevant / not necessary <input type="checkbox"/> necessary information given <input type="checkbox"/> information missing <p>Reading (<i>select one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> irrelevant / not necessary <input type="checkbox"/> necessary information given <input type="checkbox"/> information missing <p>Writing (<i>select one</i>)</p> <ul style="list-style-type: none"> <input type="checkbox"/> irrelevant / not necessary <input type="checkbox"/> necessary information given <input type="checkbox"/> information missing
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3.7	<p>Items format (<i>select one</i>)</p> <p>Two types of multiple choice formats are differentiated. The first type concerns tests in which the respondent has to select the right answer from a number of alternatives as in ability testing (e.g., a figural reasoning test). The second type deals with questionnaires in which there is no clear right answer. This format requires test takers to make choices between sets of two or more items drawn from different scales (e.g., scales in a vocational interest inventory or a personality questionnaire). This format is also called 'multidimensional', because the alternatives belong to different scales or dimensions. In this case it is possible that the statements have to be ranked or the most- and least-like-me options be selected. This format may result in ipsative scales (see question 3.8). In Likert scale ratings the test taker also has to choose from a number of alternatives, but the essential difference with the multiple choice format is that the scales used are unidimensional (e.g., ranging from 'never' to 'always' or from 'very unlikely' to 'very likely') and that the test taker does not have to choose between alternatives from different dimensions. A scale should also be marked as a Likert scale when there are only two alternatives on one dimension (e.g., yes/no or always/never).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Multiple choice (ability testing, or right/wrong) Number of alternatives: <input type="checkbox"/> Multiple choice (mixed scale alternatives) Number of alternatives: <input type="checkbox"/> Likert scale ratings Number of alternatives: <input type="checkbox"/> Open <input type="checkbox"/> Other (please describe)
3.8	<p>Ipsativity</p> <p>As mentioned in 3.7 multiple choice mixed scale alternatives <i>may</i> result in ipsative scores. Distinctive for ipsative scores is that the score on each scale or dimension is constrained by the scores on the other scales or dimensions. In fully ipsative instruments the sum of the scale scores is constant for each person. Other scoring procedures can result in ipsativity (e.g. subtraction of each person's overall mean from each of their scale scores)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Yes, multiple choice mixed scale alternatives resulting in partially or fully ipsative scores <input type="checkbox"/> Yes, other item formats with scoring procedures resulting in partially or fully ipsative scores <input type="checkbox"/> No, multiple choice mixed scale alternatives NOT resulting in ipsative scores <input type="checkbox"/> Not relevant
3.9	<p>Total number of test items and number of items per scale or subtest</p> <p>If the instrument has several scales or subtests, indicate the total number of items and the number of items for each scale or subtest. Where items load on more than one scale or subtest, this should be documented.</p>	

3.10	<p>Intended mode of use (conditions under which the instrument was developed and validated) (select all that apply)</p> <p>This item is important as it identifies whether the instrument has been designed with the intention of it being used in unsupervised or uncontrolled administration conditions. Note that usage modes may vary across versions of a tool. Note. The four modes are defined in the <i>International Guidelines on Computer-Based and Internet Delivered Testing</i> (International Test Commission, 2005, pp. 5-6).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Open mode</i>: Where there is no direct human supervision of the assessment session and hence there is no means of authenticating the identity of the test-taker. Internet-based tests without any requirement for registration can be considered an example of this mode of administration. <input type="checkbox"/> <i>Controlled mode</i>: No direct human supervision of the assessment session is involved but the test is made available only to known test-takers. Internet tests will require test-takers to obtain a logon username and password. These often are designed to operate on a one-time-only basis. <input type="checkbox"/> <i>Supervised (proctored) mode</i>: Where there is a level of direct human supervision over test-taking conditions. In this mode test-taker identity can be authenticated. For Internet testing this would require an administrator to log-in a candidate and confirm that the test had been properly administered and completed. <input type="checkbox"/> <i>Managed mode</i>: Where there is a high level of human supervision and control over the test-taking environment. In CBT testing this is normally achieved by the use of dedicated testing centres, where there is a high level of control over access, security, the qualification of test administration staff and the quality and technical specifications of the test equipment.
3.11	<p>Administration mode(s) (select all that apply)</p> <p>If any special pieces of equipment (other than those indicated in the list of options, e.g. digital recorder) are required, they should be described here. In addition, any special testing conditions should be described. 'Standard testing conditions' are assumed to be available for proctored/ supervised assessment. These would include a quiet, well-lit and well-ventilated room with adequate desk-space and seating for the necessary administrator(s) and candidate(s).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interactive individual administration <input type="checkbox"/> Supervised group administration <input type="checkbox"/> Computerised locally-installed application – supervised/proctored <input type="checkbox"/> Computerised web-based application – supervised/proctored <input type="checkbox"/> Computerised locally-installed application – unsupervised/self-assessment <input type="checkbox"/> Computerised web-based application – unsupervised/self-assessment <input type="checkbox"/> Other (indicate):

3.12	<p>Time required for administering the instrument <i>(please specify for each administration mode)</i></p> <p>The response to this item can be broken down into a number of components. In most cases, it will only be possible to provide general estimates of these rather than precise figures. The aim is to give the potential user a good idea of the time investment associated with using this instrument. Do NOT include the time needed to become familiar with the instrument itself. Assume the user is experienced and qualified.</p> <ul style="list-style-type: none"> ● Preparation time (the time it takes the administrator to prepare and set out the materials for an assessment session; access and login time for an online administration). ● Administration time per session: this includes the time taken to complete all the items and an estimate of the time required to give instructions, work through example items and deal with any debriefing comments at the end of the session. ● Scoring: the time taken to obtain the raw-scores. In many cases this may be automated. ● Analysis: the time taken to carry out further work on the raw scores to derive other measures and to produce a reasonably comprehensive interpretation (assuming you are familiar with the instrument). Again, this may be automated. ● Feedback: the time required to prepare and provide feedback to a test taker and other stakeholders. <p>It is recognised that time for the last two components could vary enormously - depending on the context in which the instrument is being used. However, some indication or comments will be helpful.</p>	<p>Preparation:</p> <p>Administration:</p> <p>Scoring:</p> <p>Analysis:</p> <p>Feedback:</p>
3.13	<p>Indicate whether different forms of the instrument are available and which form(s) is (are) subject of this review</p>	

4 Measurement and scoring

4.1	<p>Scoring procedure for the test (<i>select all that apply</i>)</p> <p>Bureau services are services provided by the supplier - or some agent of the supplier - for scoring and interpretation. In general these are optional services.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Computer scoring with direct entry of responses by test taker <input type="checkbox"/> Computer scoring by Optical Mark Reader entry of responses from the paper response form <input type="checkbox"/> Computer scoring with manual entry of responses from the paper response form <input type="checkbox"/> Simple manual scoring key – clerical skills only required <input type="checkbox"/> Complex manual scoring – requiring training in the scoring of the instrument <input type="checkbox"/> Bureau-service – e.g. scoring by the company selling the instrument <input type="checkbox"/> Other (please describe):
4.2	<p>Scores</p> <p>Brief description of the scoring system to obtain global and partial scores, correction for guessing, qualitative interpretation aids, etc).</p>	
4.3	<p>Scales used (<i>select all that apply</i>)</p>	<p><i>Percentile Based Scores</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Centiles <input type="checkbox"/> 5-grade classification: 10:20:40:20:10 centile splits <input type="checkbox"/> Deciles <input type="checkbox"/> Other (please describe): <p><i>Standard Scores</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Z-scores <input type="checkbox"/> IQ deviation quotients etc (e.g. mean 100, SD=15 for Wechsler or 16 for Stanford-Binet) <input type="checkbox"/> College Entrance Examination Board (e.g. SAT mean=500, SD=100) <input type="checkbox"/> Stens <input type="checkbox"/> Stanines, C-scores <input type="checkbox"/> T-scores <input type="checkbox"/> Other (please describe): <ul style="list-style-type: none"> <input type="checkbox"/> Critical scores, expectancy tables or other specific decision oriented indices <input type="checkbox"/> Raw score use only <input type="checkbox"/> Other (please describe):
4.4	<p>Score transformation for standard scores</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Normalised – standard scores obtained by use of normalisation look-up table <input type="checkbox"/> Not-normalised – standard scores obtained by linear transformation <input type="checkbox"/> Not applicable

5 Computer generated reports

Where there are multiple generated reports available please complete items 5.2 – 5.13 for each report or substantive report section (copy pages as necessary). This classification system could be used to describe two reports provided by a system, for example, Report 1 may be intended for the test taker or other un-trained users, and Report 2 for a trained user who is competent in the use of the instrument and understands how to interpret it.

5.1	<p>Are computer generated reports available with the instrument?</p> <p>If the answer to 5.1 is 'YES' then the following classification should be used to classify the types of reports available. For many instruments, there will be a range of reports available. Please complete a separate form for each report</p>	<p><input type="checkbox"/> Yes (complete items below)</p> <p><input type="checkbox"/> No (move to item 6.1)</p>
5.2	<p>Name or description of report (see <i>introduction to this section</i>)</p>	
5.3	<p>Media (<i>select all that apply</i>)</p> <p>Reports may consist wholly of text or contain text together with graphical or tabular representations of scores (e.g. sten profiles). Where both text and data are presented, these may simply be presented in parallel or may be linked, so that the relationship between text statements and scores is made explicit.</p>	<p><input type="checkbox"/> Text only</p> <p><input type="checkbox"/> Unrelated text and graphics</p> <p><input type="checkbox"/> Integrated text and graphics</p> <p><input type="checkbox"/> Graphics only</p>
5.4	<p>Complexity (<i>select one</i>)</p> <p>Some reports are very simple, for example just substituting a text unit for a sten score in a scale-by-scale description. Others are more complex, involving text units which relate to patterns or configurations of scale scores and which consider scale interaction effects.</p>	<p><input type="checkbox"/> Simple (For example, a list of paragraphs giving scale descriptions)</p> <p><input type="checkbox"/> Medium (A mixture of simple descriptions and some configural descriptions)</p> <p><input type="checkbox"/> Complex (Contains descriptions of patterns and configurations of scale scores, and scale interactions)</p>
5.5	<p>Report structure (<i>select one</i>)</p> <p>Structure is related to complexity.</p>	<p><input type="checkbox"/> Scale based – where the report is built around the individual scales.</p> <p><input type="checkbox"/> Factor based – where the report is constructed around higher order factors - such as the 'Big Five' for personality measures.</p> <p><input type="checkbox"/> Construct based – where the report is built around one or more sets of constructs (e.g. in a work setting these could be such as team types, leadership styles, or tolerance to stress; in a clinical setting these could be different kinds of psychopathology; etc.) which are linked to the original scale scores.</p> <p><input type="checkbox"/> Criterion based where the reports focuses on links with empirical outcomes (e.g. school performance, therapy outcome, job performance, absenteeism etc).</p> <p><input type="checkbox"/> Other (please describe):</p>

5.6	<p>Sensitivity to context (<i>select one</i>)</p> <p>When people write reports they tailor the language, form and content of the report to the person who will be reading it and take account of the purpose of the assessment and context in which it takes place. In a work and organizational context a report produced for selection purposes will be different from one written for guidance or development; a report for a middle-aged manager will differ from that written for a young person starting out on a training scheme and so on. In an educational context a report produced for evaluation of a students' global ability to learn and function in a learning environment will be different from a report produced to assess whether or not a student has a specific learning disorder. A report directed to other professionals suggesting learning goals and interventions will differ from reports directed to parents informing them of their child's strengths and weaknesses. In a clinical context a report produced for diagnostic purposes will be different from a report evaluating a patient's potential for risk-taking behaviour. A report produced with the purpose of providing feedback to patients will be different from a report produced with the purpose of informing authorities whether or not it is safe to release a patient from involuntary treatment.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> One version for all contexts <input type="checkbox"/> Pre-defined context-related versions; number of contexts: <input type="checkbox"/> User definable contexts and editable reports
5.7	<p>Clinical-actuarial (<i>select all that apply</i>)</p> <p>Most report systems are based on clinical judgment. That is, one or more people who are 'expert-users' of the instrument in question will have written the text units. The reports will, therefore, embody their particular interpretations of the scales. Some systems include actuarial reports where the statements are based on empirical validation studies linking scale scores to, for example, job performance measures, clinical classification, etc.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Based on clinical judgment of one expert <input type="checkbox"/> Based on clinical judgment of group of experts <input type="checkbox"/> Based on empirical/actuarial relationships
5.8	<p>Modifiability (<i>select one</i>)</p> <p>The report output is often fixed. However, some systems will produce output in the form of a file that can be processed by the user. Others may provide online interactive access to both the end user and the test taker.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Not modifiable (fixed print-only output) <input type="checkbox"/> Limited modification (limited to certain areas, e.g. biodata fields) <input type="checkbox"/> Unlimited modification (e.g. through access to Word processor document file) <input type="checkbox"/> Interactive report which provides test taker with an opportunity to insert comments or provides ratings of accuracy of content (e.g. through shared online access to an interactive report engine)
5.9	<p>Degree of finish (<i>select one</i>)</p> <p>Extent to which the system is designed to generate integrated text - in the form of a ready-to-use report - or a set of 'notes', comments, hypotheses etc..</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Publication quality <input type="checkbox"/> Draft quality

5.10	<p>Transparency (<i>select one</i>)</p> <p>Systems differ in their openness or transparency to the user. An open system is one where the link between a scale score and the text is clear and unambiguous. Such openness is only possible if both text and scores are presented and the links between them made explicit. Other systems operate as 'black boxes', making it difficult for the user to relate scale scores to text.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clear linkage between constructs, scores and text <input type="checkbox"/> Concealed link between constructs, scores and text <input type="checkbox"/> Mixture of clear/concealed linkage between constructs, scores and text
5.11	<p>Style and tone (<i>select one</i>)</p> <p>Systems also differ in the extent to which they offer the report reader guidance or direction. In a work and organizational context a statement as "Mr X is very shy and will not make a good salesman..." is stipulative, whereas other statements are designed to suggest hypotheses or raise questions, such as "From his scores on scale Y, Mr X appears to be very shy compared to a reference group of salespersons. If this is the case, he could find it difficult working in a sales environment. This needs to be explored further with him". In an educational context a stipulative statement might be: "The results show that X's mathematical skills are two years below the average of his peers", whereas a statement designed to suggest hypotheses might be: "The results indicate X is easily distracted by external stimuli while performing tasks. Behavioural observations during testing support this. This should be taken under consideration when designing an optimal learning environment for X". In a clinical context a stipulative statement might be: "Test scores indicate the patient has severe visual neglect, and is not able to safely operate a motor vehicle", whereas a statement designed to suggest hypotheses might be: "Mrs X's test scores indicate she may have problems establishing stable emotional relationships. This should be explored further before a conclusion regarding diagnosis is drawn".</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Directive/stipulative <input type="checkbox"/> Guidance/suggests hypotheses <input type="checkbox"/> Other (please describe):

5.12	<p>Intended recipients (<i>select all that apply</i>)</p> <p>Reports are generally designed to address the needs of one or more categories of users. Users can be divided into four main groups:</p> <p>e) <i>Qualified test users</i>. These are people who are sufficiently knowledgeable and skilled to be able to produce their own reports based on scale scores. They should be able to make use of reports that use technical psychometric terminology and make explicit linkages between scales and descriptions. They should also be able to customise and modify reports.</p> <p>f) <i>Qualified system users</i>. While not competent to generate their own reports from a set of scale scores, people in this group are competent to use the outputs generated by the system. The level of training required to attain this competence will vary considerably, depending on the nature of the computer reports (e.g. trait-based versus competency-based, simple or complex) and the uses to which its reports are to be put (low stakes or high stakes).</p> <p>g) <i>Test Takers</i>. The person who takes the instrument will generally have no prior knowledge of either the instrument or the type of report produced by the system.</p> <p>Reports for them will need to be in language that makes no assumptions about psychometric or instrument knowledge.</p> <p>h) <i>Third parties</i>. These include people - other than the candidate - who will be privy to the information presented in the report or who may receive a copy of the report. They may include potential employers, a person's manager or supervisor or the parent of a young person receiving careers advice. The level of language required for people in this category would be similar to that required for reports intended for Test Takers.</p>	<input type="checkbox"/> Qualified test users <input type="checkbox"/> Qualified system users <input type="checkbox"/> Test takers <input type="checkbox"/> Third Parties
5.13	<p>Do distributors offer a service to modify and/ or develop customised computerised reports? (<i>select one</i>)</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No

6 Supply conditions and costs

This defines what is provided, to whom, under what conditions and at what costs. It defines the conditions imposed by the supplier on who may or may not obtain the instrument materials. If one of the options does not fit the supply conditions, provide a description of the relevant conditions

6.1	Documentation provided by the distributor as part of the test package <i>(select all that apply)</i>	<input type="checkbox"/> User Manual <input type="checkbox"/> Technical (psychometric) manual <input type="checkbox"/> Supplementary technical information and updates (e.g. local norms, local validation studies etc.) <input type="checkbox"/> Books and articles of related interest
6.2	Methods of publication <i>(select all that apply)</i> For example, technical manuals may be kept up-to-date and available for downloading from the Internet, while user manuals are provided in paper form or on a CD/DVD.	<input type="checkbox"/> Paper <input type="checkbox"/> CD or DVD <input type="checkbox"/> Internet download <input type="checkbox"/> Other (specify):
Items 6.3 – 6.5 cover costs. This information is likely to be the most quickly out of date. Please provide current information for these items.		
6.3.1	Start-up costs Price of a complete set of materials (all manuals and other material sufficient for at least one sample administration). Specify how many test takers could be assessed with the materials obtained for start-up costs, and whether these costs include materials for recurrent assessment. This item should try to identify the 'set-up' cost. That is the costs involved in obtaining a full reference set of materials, scoring keys and so on. It only includes training costs if the instrument is a 'closed' one - where there will be an <u>unavoidable</u> specific training cost, regardless of the prior qualification level of the user. In such cases, the training element in the cost should be made explicit. The initial costs do NOT include costs of general-purpose equipment (such as computers, DVD players and so on). However, the need for these should be mentioned. In general, define: any special training costs; costs of administrator's manual; technical manual(s); specimen or reference set of materials; initial software costs, etc.	

6.3.2	<p>Recurrent costs</p> <p>Specify, where appropriate, recurrent costs of administration and scoring separately from costs of interpretation (see 6.4.1 – 6.5).</p> <p>This item is concerned with the on-going cost of using the instrument. It should give the cost of the instrument materials (answer sheets, non-reusable or reusable question booklets, profile sheets, computer usage release codes or ‘dongle’ units, etc.) per person per administration. Note that in most cases, for paper-based administration such materials are not available singly but tend to be supplied in packs of 10, 25 or 50.</p> <p>Itemise any annual or per capita licence fees (including software release codes where relevant), costs of purchases or leasing re-usable materials, and per candidate costs of non-reusable materials.</p>	
6.4.1	<p>Prices for reports generated by user installed software</p>	
6.4.2	<p>Prices for reports generated by postal/fax bureau service</p>	
6.4.3	<p>Prices for reports by Internet service</p>	
6.5	<p>Prices for other bureau services: correcting or developing automatic reports</p>	
6.6	<p>Test-related qualifications required by the supplier of the test (<i>select all that apply</i>)</p> <p>This item concerns the user qualifications required by the supplier</p> <p>For details of the EFPA Level 2 standard, consult the latest version of these on the EFPA website.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> None <input type="checkbox"/> Test specific accreditation <input type="checkbox"/> Accreditation in general achievement testing: measures of maximum performance in attainment (equivalent to EFPA Level 2) <input type="checkbox"/> Accreditation in general ability and aptitude testing: measures of maximum performance in relation to potential for attainment (equivalent to EFPA Level 2) <input type="checkbox"/> Accreditation in general personality and assessment: measures of typical behaviour, attitudes and preferences (equivalent to EFPA Level 2) <input type="checkbox"/> Other (specify):

6.7	<p>Professional qualifications required for use of the instrument <i>(select all that apply)</i></p> <p>This item concerns the user qualifications required by the supplier. For details of the EFPA user standards, consult the latest version of these on the EFPA website.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> None <input type="checkbox"/> Practitioner psychologist with qualification in the relevant area of application <input type="checkbox"/> Practitioner psychologist <input type="checkbox"/> Research psychologist <input type="checkbox"/> Non-psychologist academic researcher <input type="checkbox"/> Practitioner in relevant related professions (therapy, medicine, counselling, education, human resources etc.). Specify: <input type="checkbox"/> EFPA Test User Qualification Level 1 or national equivalent <input type="checkbox"/> EFPA Test User Qualification Level 2 or national equivalent <input type="checkbox"/> Specialist qualification equivalent to EFPA Test User Standard Level 3 <input type="checkbox"/> Other (indicate):
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Appendix D: Schedule of Fees for Test Reviews

Upon receipt your submission the BPS Psychological Testing Centre will contact you by email, advise you of fees payable. Please inform us if you wish to provide us with a purchase order number. An invoice will subsequently be mailed out to you. Please note that full payment is required by the Society before commencement of any activity in relation to test review. A receipt will be sent to you once payment has been collected.

Submission of a single test into the full test review process £1000

Annual fee for an enhanced entry on the Directory of Test Publishers & Test Distributors
(one entry covers all tests submitted for review) £153

Fee for an editorial panel review update (applicable to tests which already have a published BPS test review, where the review is up to 15 years old and the review is required as part of a five year renewal cycle for test registration) £124

Fee for renewal of a Certificate of Test Registration £260

Exceptional fees

Fee payable upon late submission of additional materials for consideration in the test review process £520

Fee payable for resubmission of a test into the full test reviews process where publication of a prior review has been withdrawn by the test publisher/distributor £884

Fee payable for an update editorial panel review where a test has been re-submitted for review and registration inside a standard five year cycle. £1000

Fee if test publisher withdraws test review prior to publication £1800

Repeat fee payable annually

Annual fee for enhanced entry on the Directory of Test Publishers/Test Distributors £153

Appendix E

Renewal of Certificate of Test Registration – Affirmation from a test publisher/distributor that no substantive changes have been made since the initial registration of the test (applicable to tests where a renewal invoice has been issued from the Society, where the accompanying test review is up to 15 years old).

This should be completed by a Chartered Psychologist or a senior member of staff with responsibility for test materials. This form should be completed and returned to the Society when an invoice for test registration renewal has been issued.

I hereby confirm that the testhas not undergone any substantive changes since application for initial registration. I understand that at the end of the next five year period if the test has undergone any significant changes I (the publisher/distributor) must apply for an editorial panel review update and that this would be the basis upon which a new Certificate of Test Registration would be awarded.

Name of Chartered psychologist/Senior member of staff:

.....

BPS membership number (where applicable):

Signed:..... Date:

Company or business name:

Position:

Psychological Testing Centre
The British Psychological Society
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Leicester LE1 7DR

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f: +44 (0)116 247 0787
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**The British
Psychological Society**
Psychological Testing Centre