The British
Psychological Society
Promoting excellence in psychology

Test review information and application pack for test publishers/distributors

The British
Psychological Society
Psychological Testing Centre

www.psychtesting.org.uk

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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 160 psychological tests.

There are a number of benefits associated with a test that has been reviewed by the BPS, and that meets criteria for registration, these include:

- A detailed and comprehensive review of a test, that has been reviewed against the EFPA Review Model by a team of Chartered psychologists chosen for their expertise in the field of testing.
- A license to distribute the review.
- The use of the BPS Registered Test logo.
- A Certificate of Registration valid for five years.
- Full reviews are available free of charge to BPS Chartered and Graduate members, and members of the Register of Qualifications in Test Use (RQTU) via the Psychological Testing Centre website: **www.psychtesting.org.uk**.

This document is aimed both at test publishers and test distributors who are doing the following:

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

Please also refer to the accompanying document *An overview of the test review process*.

Information for first-time submissions/new tests

How do I submit a test for test review?

If you are applying for test registration and 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 process.

Please ensure 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 EFPA Review Model. This model contains the criteria against which the test will be reviewed, and can be found on our website: **www.psychtesting.org.uk**.

The pro forma must be completed by a BPS Chartered Psychologist. For international publishers, the signatory would either be expected to be BPS Chartered, or alternatively hold equivalent status with the local psychological professional body. Alternative, relevant qualifications (e.g. PhD in psychometric development) can also be considered where appropriate.

The initial submission of materials should include all information that the publisher wishes to include in the review process. If the publisher feels that the current evidence is less strong for any of the specific review criteria, or is planning to imminently complete further research on the test, then they should consider gathering this further evidence in advance of the submission.

While the publisher may be advised to submit further information after the completion of the initial audit stage, it is not normally possible for the publisher to provide additional evidence once the full review has begun.

In particular, any additional evidence offered after the review has been completed will rarely be accepted, particularly when this is related to review scores that are lower than the publisher would have wished. Additional information will only be considered where there is a genuine and credible reason for why it was not possible to include the evidence in the original submission that could not have been foreseen in advance of the submission. In such cases, additional charges will be applied.

On this basis, it is important that the review criteria are considered carefully by the publisher in advance of the initial submission, to ensure that they are confident that their evidence is sufficient for each of the review criteria.

Note: where this document makes reference to the EFPA Review Model, this model outlines the FULL CRITERIA against which the test will be reviewed. The full documentation can be found at **www.psychtesting.org.uk**.

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.

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

Materials required for submission into the test review process

1. Ideally you should submit test materials in electronic format, including a checklist of all items submitted, ensuring that document numbers/names correspond with those which appear in the checklist.
2. Where it is necessary to send information in hard copy, please ensure four copies are sent to the PTC Office. Only two copies are required if the submission is an Editorial Panel Review Update.

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, you should consider that, as the reviewers will be reviewing the materials against the EFPA Review Model, you should provide them with all the information that you feel that they will need to be able to achieve this. In general, information that is outside of the EFPA criteria will not be included in the review, so you are not expected to provide documentation that does not link to the EFPA criteria. For example, it is not necessary to provide training materials unless the materials provide additional relevant information.

The following list, whilst not definitive, should help you ensure that you send the appropriate information. Where information is lacking this is likely to be reflected in the final review. Therefore, it is strongly recommended that you familiarise yourself with the EFPA criteria against which the test will be reviewed.

Please submit the following test materials to the PTC to enter in to the test review process.

Instrument:

- ❏ copies of question booklet and answer sheet and/or access to computer/web-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.

If reviewers are not given access to the report generator, 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).

Terms of Supply and Factual Information:

- ❑ Information describing terms of supply, packaging and costs of materials reports etc. including details of any set up costs, licensing fees and ongoing costs.

Documentation:

- ❑ Copies of relevant documentation supplied to test users. This is often structured differently, but would include User Manuals, Technical Manuals and possibly Training Notes (if they contain information pertaining to the EFPA criteria).
- ❑ In addition, references to any published work relating to the instrument should be submitted.
- ❑ A checklist of items submitted.

It is expected that the standard documentation made available to the trained user (user manuals, technical manuals etc.) should cover all of the information required to rate the instrument against the criteria used in EFPA Review Model. However, if this is not the case, then additional information may be supplied to address these issues. Please explain in your submission why this information is not typically provided to trained users (or how you intend to make this information available in the future), and also clearly signpost where this information relates to the EFPA criteria.

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 allocated reviewers. However, it is important that such information is made available to the review team, so that they are able to fully understand how the test has been developed, and how it is scored and interpreted.

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 old or more*, the test will need to re-enter the full test review process. This will compromise an evaluation of 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 proformas 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 proformas 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**

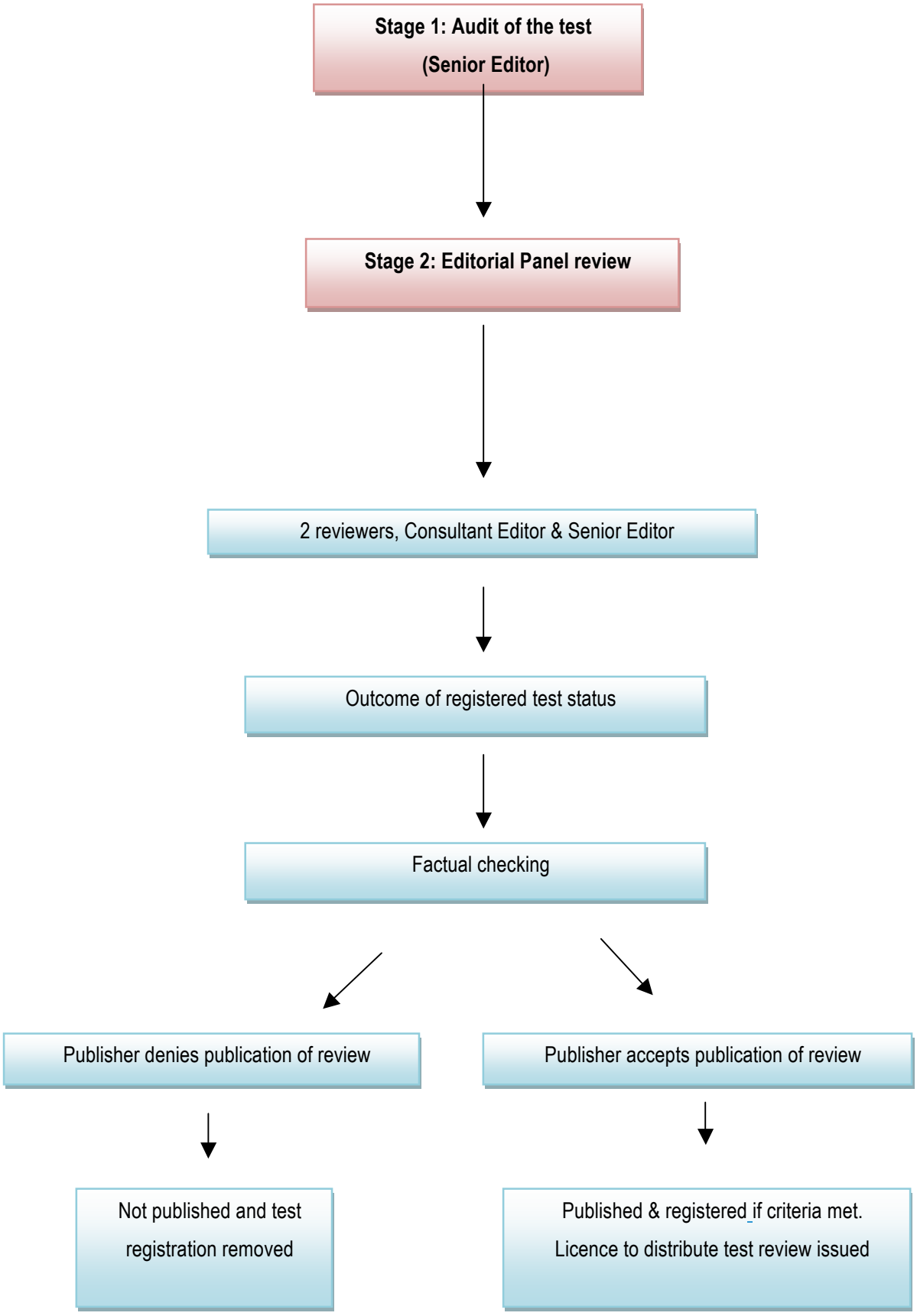
  Ensure test materials detailed in this document on pages 4 and 5 and all necessary forms outlined above are submitted with the application for test registration and an Editorial Panel Review Update. Please remember only two copies of test materials are required for test registration followed by an Editorial 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**

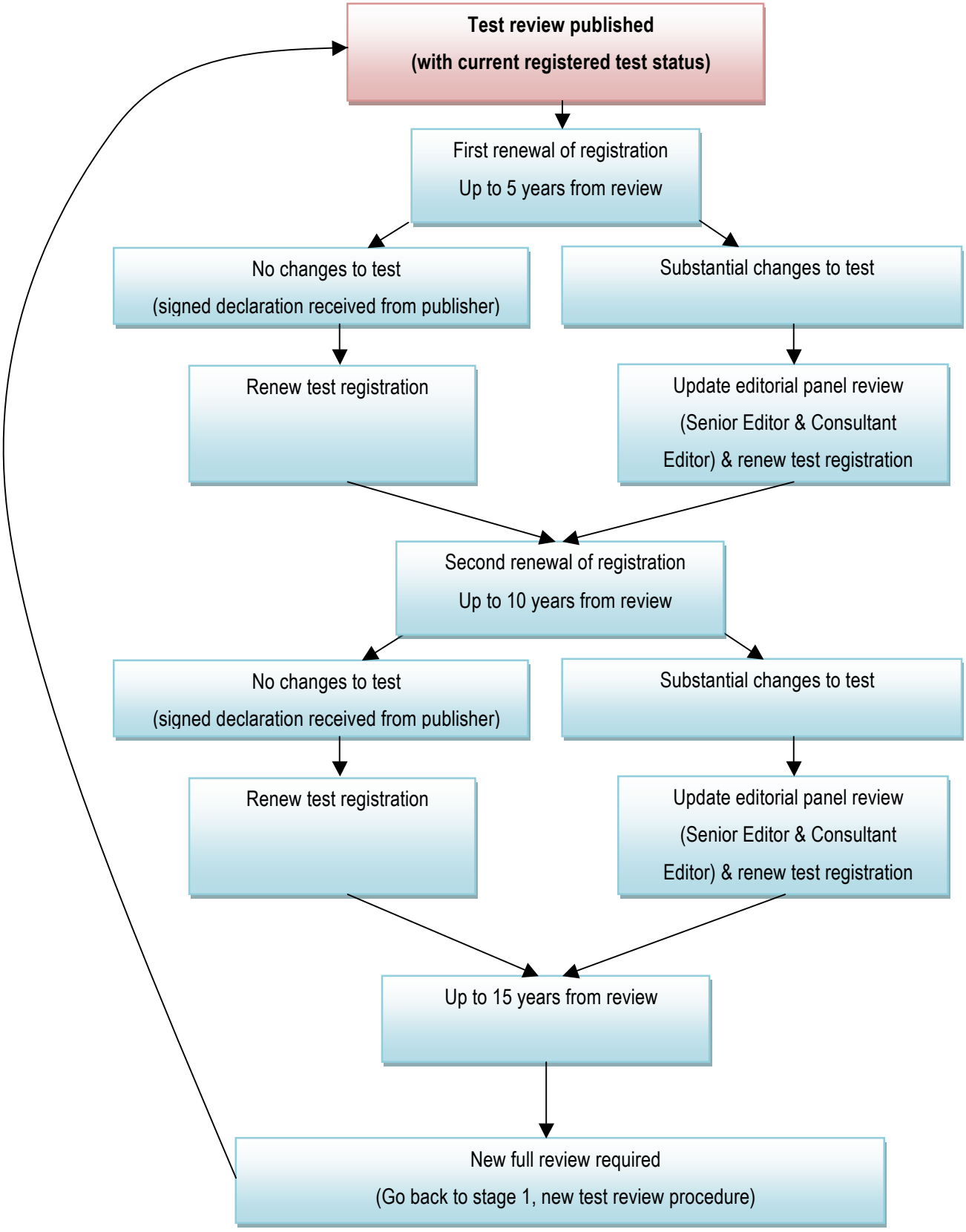
  Check the Schedule of Fees in Appendix D. These will vary according to whether you have reached the end of a five-year cycle, or are inside this timeframe.

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 £535 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 entry on the List of Test Publishers. Failure to maintain an 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 £1850 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** *(if applicable)*	
2.2	**Original test name** *(if the local version is an adaptation)*	
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** *(if different to current distributor/publisher)*	
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** *(select all that apply)*	❑ Ability - General ❑ Ability - Manual skills/dexterity ❑ Ability - Mechanical ❑ Ability - Learning/memory ❑ Ability - Non-verbal/abstract/inductive ❑ Ability - Numerical ❑ Ability - Perceptual speed/checking ❑ Ability - Sensorimotor ❑ Ability - Spatial/visual ❑ Ability - Verbal ❑ Attention/concentration ❑ Beliefs ❑ Cognitive styles ❑ Disorder and pathology ❑ Family function ❑ Group function ❑ Interests ❑ Motivation ❑ Organisational function, aggregated measures, climate etc ❑ Personality – Trait ❑ Personality – Type ❑ Personality – State ❑ Quality of life ❑ Scholastic achievement (educational test) ❑ School or educational function ❑ Situational judgment ❑ Stress/burnout ❑ Therapy outcome ❑ Values ❑ Well-being ❑ Other (please describe):
3.2	**Intended or main area(s) of use** *(please select those that apply)*	❑ Clinical ❑ Advice, guidance and career choice ❑ Educational ❑ Forensic ❑ General health, life and well-being ❑ Neurological ❑ Sports and Leisure ❑ Work and Occupational ❑ Other (please describe):

3.3	**Description of the populations for which the test is intended**	
3.4	**Number of scales and brief description of the variable(s) measured by the instrument** 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.	
3.5	**Response mode** 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.	❏ Oral interview ❏ Paper & pencil ❏ Manual (physical) operations ❏ Direct observation ❏ Computerised ❏ Other (indicate):

3.6	**Demands on the test taker** 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: ● '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.	Manual capabilities (*select one*) ❑ irrelevant / not necessary ❑ necessary information given ❑ information missing Handedness (*select one*) ❑ irrelevant / not necessary ❑ necessary information given ❑ information missing Vision (*select one*) ❑ irrelevant / not necessary ❑ necessary information given ❑ information missing Hearing (*select one)* ❑ irrelevant / not necessary ❑ necessary information given ❑ information missing Command of test language (understanding and speaking) (*select one*) ❑ irrelevant / not necessary ❑ necessary information given ❑ information missing Reading (*select one*) ❑ irrelevant / not necessary ❑ necessary information given ❑ information missing Writing (*select one*) ❑ irrelevant / not necessary ❑ necessary information given ❑ information missing

3.7	**Items format** *(select one)* 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).	❏ Multiple choice (ability testing, or right/wrong) Number of alternatives: .... ❏ Multiple choice (mixed scale alternatives) Number of alternatives: .... ❏ Likert scale ratings Number of alternatives: .... ❏ Open ❏ Other (please describe)
3.8	**Ipsativity** As mentioned in 3.7 multiple choice mixed scale alternatives *may* 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)	❏ Yes, multiple choice mixed scale alternatives resulting in partially or fully ipsative scores ❏ Yes, other item formats with scoring procedures resulting in partially or fully ipsative scores ❏ No, multiple choice mixed scale alternatives NOT resulting in ipsative scores ❏ Not relevant
3.9	**Total number of test items and number of items per scale or subtest** 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.	

3.10	**Intended mode of use (conditions under which the instrument was developed and validated)** (*select all that apply*) 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 *International Guidelines on Computer-Based and Internet Delivered Testing* (International Test Commission, 2005, pp. 5-6).	❑ 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. ❑ 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. ❑ 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. ❑ 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	**Administration mode(s)** *(select all that apply)* 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).	❑ Interactive individual administration ❑ Supervised group administration ❑ Computerised locally-installed application – supervised/proctored ❑ Computerised web-based application – supervised/proctored ❑ Computerised locally-installed application – unsupervised/self-assessment ❑ Computerised web-based application – unsupervised/self-assessment ❑ Other (indicate):

3.12	**Time required for administering the instrument** *(please specify for each administration mode)* 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. ● 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. 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.	Preparation: Administration: Scoring: Analysis: Feedback:
3.13	**Indicate whether different forms of the instrument are available and which form(s) is (are) subject of this review**	

4 Measurement and scoring

4.1	**Scoring procedure for the test** *(select all that apply)* Bureau services are services provided by the supplier - or some agent of the supplier - for scoring and interpretation. In general these are optional services.	❑ Computer scoring with direct entry of responses by test taker ❑ Computer scoring by Optical Mark Reader entry of responses from the paper response form ❑ Computer scoring with manual entry of responses from the paper response form ❑ Simple manual scoring key – clerical skills only required ❑ Complex manual scoring – requiring training in the scoring of the instrument ❑ Bureau-service – e.g. scoring by the company selling the instrument ❑ Other (please describe):
4.2	**Scores** Brief description of the scoring system to obtain global and partial scores, correction for guessing, qualitative interpretation aids, etc).	
4.3	**Scales used** (*select all that apply)*	*Percentile Based Scores* ❑ Centiles ❑ 5-grade classification: 10:20:40:20:10 centile splits ❑ Deciles ❑ Other (please describe): *Standard Scores* ❑ Z-scores ❑ IQ deviation quotients etc (e.g. mean 100, SD=15 for Wechsler or 16 for Stanford-Binet) ❑ College Entrance Examination Board (e.g. SAT mean=500, SD=100) ❑ Stens ❑ Stanines, C-scores ❑ T-scores ❑ Other (please describe): ❑ Critical scores, expectancy tables or other specific decision oriented indices ❑ Raw score use only ❑ Other (please describe):
4.4	**Score transformation for standard scores**	❑ Normalised – standard scores obtained by use of normalisation look-up table ❑ Not-normalised – standard scores obtained by linear transformation ❑ 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	**Are computer generated reports available with the instrument?** 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	❑ Yes (complete items below) ❑ No (move to item 6.1)
5.2	**Name or description of report** *(see introduction to this section)*	
5.3	**Media** *(select all that apply)* 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.	❑ Text only ❑ Unrelated text and graphics ❑ Integrated text and graphics ❑ Graphics only
5.4	**Complexity** *(select one)* 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.	❑ Simple (For example, a list of paragraphs giving scale descriptions) ❑ Medium (A mixture of simple descriptions and some configural descriptions) ❑ Complex (Contains descriptions of patterns and configurations of scale scores, and scale interactions)
5.5	**Report structure** *(select one)* Structure is related to complexity.	❑ Scale based – where the report is built around the individual scales. ❑ Factor based – where the report is constructed around higher order factors - such as the 'Big Five' for personality measures. ❑ 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. ❑ Criterion based where the reports focuses on links with empirical outcomes (e.g. school performance, therapy outcome, job performance, absenteeism etc). ❑ Other (please describe):

5.6	**Sensitivity to context** *(select one)* 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.	❏ One version for all contexts ❏ Pre-defined context-related versions; number of contexts: .... ❏ User definable contexts and editable reports
5.7	**Clinical-actuarial** *(select all that apply)* 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.	❏ Based on clinical judgment of one expert ❏ Based on clinical judgment of group of experts ❏ Based on empirical/actuarial relationships
5.8	**Modifiability** (*select one)* 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.	❏ Not modifiable (fixed print-only output) ❏ Limited modification (limited to certain areas, e.g. biodata fields) ❏ Unlimited modification (e.g. through access to Word processor document file) ❏ 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	**Degree of finish** *(select one)* 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..	❏ Publication quality ❏ Draft quality

5.10	**Transparency** *(select one)* 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.	❏ Clear linkage between constructs, scores and text ❏ Concealed link between constructs, scores and text ❏ Mixture of clear/concealed linkage between constructs, scores and text
5.11	**Style and tone** *(select one)* 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".	❏ Directive/stipulative ❏ Guidance/suggests hypotheses ❏ Other (please describe):

5.12	**Intended recipients** (*select all that apply)* Reports are generally designed to address the needs of one or more categories of users. Users can be divided into four main groups: *a) Qualified test users.* 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. *b) Qualified system users.* 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). *c) Test Takers.* 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. Reports for them will need to be in language that makes no assumptions about psychometric or instrument knowledge. *d) Third parties.* 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.	❑ Qualified test users ❑ Qualified system users ❑ Test takers ❑ Third Parties
5.13	**Do distributors offer a service to modify and/ or develop customised computerised reports?** *(select one)*	❑ Yes ❑ 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** *(select all that apply)*	❑ User Manual ❑ Technical (psychometric) manual ❑ Supplementary technical information and updates (e.g. local norms, local validation studies etc.) ❑ Books and articles of related interest
6.2	**Methods of publication** *(select all that apply)* 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.	❑ Paper ❑ CD or DVD ❑ Internet download ❑ 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 unavoidable 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	**Recurrent costs** Specify, where appropriate, recurrent costs of administration and scoring separately from costs of interpretation (see 6.4.1 – 6.5). 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. 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.	
6.4.1	**Prices for reports generated by user installed software**	
6.4.2	**Prices for reports generated by postal/fax bureau service**	
6.4.3	**Prices for reports by Internet service**	
6.5	**Prices for other bureau services: correcting or developing automatic reports**	
6.6	**Test-related qualifications required by the supplier of the test** *(select all that apply)* This item concerns the user qualifications required by the supplier For details of the EFPA Level 2 standard, consult the latest version of these on the EFPA website.	❑ None ❑ Test specific accreditation ❑ Accreditation in general achievement testing: measures of maximum performance in attainment (equivalent to EFPA Level 2) ❑ Accreditation in general ability and aptitude testing: measures of maximum performance in relation to potential for attainment (equivalent to EFPA Level 2) ❑ Accreditation in general personality and assessment: measures of typical behaviour, attitudes and preferences (equivalent to EFPA Level 2) ❑ Other (specify):

6.7	**Professional qualifications required for use of the instrument** *(select all that apply)* 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.	❏ None ❏ Practitioner psychologist with qualification in the relevant area of application ❏ Practitioner psychologist ❏ Research psychologist ❏ Non-psychologist academic researcher ❏ Practitioner in relevant related professions (therapy, medicine, counselling, education, human resources etc.). Specify: ..... ❏ EFPA Test User Qualification Level 1 or national equivalent ❏ EFPA Test User Qualification Level 2 or national equivalent ❏ Specialist qualification equivalent to EFPA Test User Standard Level 3 ❏ Other (indicate):

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.

1.1	**Date of current review**	
1.2	**Instrument name** *(local version)*	
1.3	**Original test name** *(if the local version is an adaptation)*	
1.4	**Do you have permission of the copyright holder for this update?**	
1.5	**Authors of the original test**	
1.6	**Authors of the local adaptation**	
1.7	**Local Test distributor/publisher**	
1.8	**Publisher of the original version of the test** *(if different to current distributor/publisher)*	
1.9	**Date of publication of current revision/edition**	
1.10	**Date of publication of adaptation for local use**	
1.11	**Date of publication of original test**	

Section 2: Classification

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

2.1	**Content domains**	❑ Scholastic attainment ❑ General ability ❑ Verbal ability ❑ Numerical ability ❑ Spatial ability ❑ Non-verbal ability ❑ Perceptual speed ❑ Memory ❑ Manual skills/dexterity ❑ Personality – Trait ❑ Personality – Type ❑ Personality – State ❑ Cognitive Styles ❑ Motivation ❑ Values ❑ Interests ❑ Beliefs ❑ Disorder and pathology ❑ Group function ❑ Family function ❑ Organisational function, aggregated measures, climate etc. ❑ School or educational function ❑ Other: (please describe):
2.2	**Intended or main area(s) of use** *(only indicate those that have changed)*	❑ Psycho-clinical ❑ Psycho-neurological ❑ Forensic ❑ Educational ❑ Work and Occupational ❑ Counselling, advice, guidance and career choice ❑ General health, life and wellbeing ❑ Sports and leisure ❑ Other (please describe):
2.3	**Intended mode of use (conditions under which the instrument was standardised and validated** *(only indicate those that have changed)*	❑ Unsupervised administration without control over the identity of the test taker and without full control over the conditions of administration (e.g. open access Internet delivered test; test available for purchase from bookstores) ❑ Controlled by unsupervised administration. ❑ Control over conditions (timing etc) and some control of identify of the test taker (e.g. tests administered over the Internet) but only to known individuals – password restricted access) ❑ Supervised and controlled administration. ❑ Test administration under the control of a qualified administrator or proctor ❑ Managed administration. Test administration only provided through specified testing centres (e.g. licensing and certification assessment programmes)

2.4	**Description of the populations for which the test is intended**	
2.5	**Number of scales and brief description of the variable or variables measured by the instrument**	
2.6	**Items format** *(select one) only indicate if these have changed*	❑ Open ❑ Multiple choice, same scale alternatives ❑ Bipolar adjectives ❑ Likert ratings ❑ Forced choice, mixed scale alternatives (ipsative) – see Notes for explanation. ❑ Multiple choice, mixed scale alternatives (ipsative) – see Notes for explanation. ❑ Adjective pair of sets, mixed scales (ipsative) ❑ Other (please describe):
2.7	**No. of test items**	
2.8	**Administration mode(s)**	❑ Interactive individual administration ❑ Supervised group administration ❑ Computerised locally-installed application – supervised/proctored ❑ Computerised web-based application –supervised/ proctored ❑ Computerised locally-installed application– unsupervised/self assessment ❑ Computerised web-based application – unsupervised/self-assessment ❑ Other (please describe):
2.9	**Response mode**	❑ Oral interview ❑ Paper & pencil ❑ Manual operations ❑ Computerised ❑ Other (please describe):

2.10	**Time required for administering the instrument** *(please specify for each administration mode)*	Preparation: Administration: Scoring: Analysis: Feedback:
2.11	**Indicate whether different forms of the instrument are available** (genuine or pseudo-parallel forms, short versions, computerised versions, etc). If computerised versions do exist, describe briefly the software and hardware requirements.	

Section 3: Measurement & scoring

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

3.1	**Scoring procedure for the test**	❑ Computer scoring with direct entry of responses by test taker ❑ Computer scoring by Optical Mark Reader entry of responses from the paper response form ❑ Computer scoring with manual entry of responses from the paper response form ❑ Simple manual scoring key – clerical skills only required ❑ Complex manual scoring – requiring training in the scoring of the instrument ❑ Bureau-service – e.g. scoring by the company selling the instrument ❑ Other (please describe):

3.2	**Scores** Brief description of the scoring system to obtain global and partial scores, correction for guessing, qualitative interpretation aids, etc).	
3.3	**Score transformation for standard scores**	❑ Normalised – standard scores obtained by use of normalisation look-up table ❑ Not-normalised – standard scores obtained by linear transformation
3.4	**Scales used** (*select all that apply)*	❑ Centiles ❑ 5-grade classification: 10:20:40:20:10 centile splits ❑ Deciles, and other equi-percentile classifications ❑ *Standard scores* ❑ Z-scores ❑ IQ deviation quotients etc (e.g. mean 100, SD=15 for Wechsler or 16 for Stanford-Binet) ❑ College Entrance Examination Board (e.g. SAT mean=500, SD=100) ❑ Stens ❑ Stanines, C-scores ❑ T-scores ❑ Other (please describe):

Section 4: Computer generated reports

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

4.1	**Are computer generated reports available with the instrument?**	❑ Yes (complete items below) ❑ No (move to item 5.1)
4.2	**Name or description of report** *(repeat this section for each new report and include a copy of the new report)*	
4.3	**Media** *(select one)*	❑ Text only ❑ Unrelated text and graphics ❑ Integrated text and graphics ❑ Graphics only
4.4	**Complexity** *(select one)*	❑ Simple (For example, a list of paragraphs giving scale descriptions) ❑ Medium (A mixture of simple descriptions and some configural descriptions)

4.5	**Report structure** *(select one)*	❏ Scale based – where the report is built around the individual scales. ❏ Factor based – where the report is constructed around higher order factors - such as the 'Big Five' for personality measures. ❏ 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. ❏ Criterion based where the reports focuses on links with empirical outcomes (e.g. school performance, therapy outcome, job performance, absenteeism etc). ❏ Other (please describe):
4.6	**Sensitivity to context** *(select one)*	❏ One version for all contexts ❏ Pre-defined context-related versions ❏ User definable contexts and editable reports
4.7	**Clinical-actuarial** *(select one)*	❏ Based on clinical judgement of one expert ❏ Based on empirical/actuarial relationships ❏ Based on clinical judgement of group of experts
4.8	**Modifiability** (*select one)*	❏ Not modifiable (fixed print-only output) ❏ Limited modification (limited to certain areas, e.g. biodata fields) ❏ Unlimited modification (e.g. through access to Word processor document file)
4.9	**Degree of finish** *(select one)*	❏ Publication quality ❏ Draft quality
4.10	**Transparency** *(select one)*	❏ Clear linkage between constructs, scores and text ❏ Concealed link between constructs, scores and text ❏ Mixture of clear/concealed linkage between constructs, scores and text
4.11	**Style and tone** *(select one)*	❏ Directive ❏ Guidance ❏ Other (please describe):
4.12	**Intended recipients** (*select all that apply)*	❏ Qualified test users ❏ Qualified system users ❏ Test takers ❏ Third Parties
4.13	**Do distributors offer a service to modify and/ or develop customised computerised reports?** *(select one)*	❏ Yes ❏ No

Section 5: Supply, condition and costs

Do not include documents and manuals which are only used for training and development.

5.1	**Documentation provided by the distributor as part of the test package** *(select all that apply)*	❑ User Manual ❑ Technical (psychometric) manual ❑ Supplementary technical information and updates (e.g. local norms, local validation studies etc.) ❑ Books and articles of related interest ❑ Combinations of the above (specify):
5.2	**Methods of publication** *(select all that apply)*	❑ Paper ❑ Disk ❑ CD or DVD ❑ Internet download ❑ Live internet (instrument runs in a web browser ❑ Other (specify):
Items 5.3 – 5.5 cover costs. This information is likely to be the most quickly out of date. Please provide current information for these items.		
5.3	**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 candidates could be assessed with the materials obtained for start-up costs, where 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 unavoidable 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, cassette tape recorders 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.	

5.4	**Recurrent costs** Specify, where appropriate, recurrent costs of administration and scoring separately from costs of interpretation. This item is concerned with the ongoing 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. 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	
5.5	**Prices for reports generated by user installed software**	
5.6	**Prices for reports generated by postal/fax bureau service**	
5.7	**Prices for reports by internet service**	
5.8	**Prices for other bureau services: Correcting or developing automatic reports**	
5.9	**Test-related qualifications required by the supplier of the test** *(select all that apply)* Only indicate those that have changed if not please put in this box 'no changes'	❑ None ❑ Test specific accreditation ❑ Accreditation in general achievement testing: measures of maximum performance in attainment ❑ Accreditation in general ability and aptitude testing: measures of maximum performance in relation to potential for attainment ❑ Accreditation in general personality and assessment: measures of typical behaviour, attitudes and preferences ❑ Other (specify):
5.10	**Professional qualifications required for use of the instrument** *(select all that apply)* Only indicate those that have changed if not please put in this box 'no changes'	❑ None ❑ Practitioner psychologist with qualification in the relevant area of application ❑ Practitioner psychologist ❑ Research psychologist ❑ Non-psychologist academic researcher ❑ Practitioner in relevant related professions (therapy, medicine, counselling, education, human resources etc.). ❑ Holder of BPS Certificate of Competence in Occupational Testing Level A ❑ Holder of BPS Certificate of Competence in Educational Testing Level A ❑ Holder of BPS Certificate of Competence in Occupational Testing Level B ❑ Other (specify):

In the sections that follow (Sections 6 and 7): **if you have made changes**, give the star rating allocated for the item in the last review, or the verbal judgement made, in the first column. 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 indicate what you would like the new rating to be.

Section 6: Evaluation of test materials

		Rating in last review	Changes/new information with date and document and page reference
6.1	**Quality of the explanation of the rationale, the presentation and the quality of information provided**		
6.2	**Overall rating of the quality of the explanation of the rationale**		
6.3	i) Theoretical foundations of the constructs		
	ii) Test development procedure:		
	iii) Thoroughness of the item analyses and item analysis model		
	iv) Explanation of content validity		
	v) Summary of relevant research		
6.4	**Adequacy of documentation available to the user (user and technical manuals, norm supplements etc)**		
6.5	**Rationale:** [see rating 2.1] Well-argued and clearly presented description of what is designed to measure and why it was constructed as it was.		
6.6	**Development:** Full details of item sources, piloting, item analyses, comparison studies and changes made during development trials		
6.7	**Standardisation:** Clear and detailed information provided about sizes and sources of standardisation sample and standardisation procedure.		
6.8	**Norms:** Clear and detailed information provided about sizes and sources of norms groups, conditions of assessment etc.		
6.9	**Reliability:** Good explanation of reliability and a comprehensive range of internal consistency and retest measures provided with explanations of their relevance, and the generalisability of the assessment instrument.		
6.10	**Validity:** Good explanation of validity with a wide range of studies clearly and fairly described.		

6.11	**Quality of the Procedural instructions provided for the user:** (This overall rating is obtained by using judgment based on the ratings given for items 7.3.1 – 7.3.10		
6.12	**For test administration:** Clear and detailed explanations and step-by-step procedural guides provided, with good detailed advice on dealing with candidates' questions and problem situations		
6.13	**For test scoring, norming etc:** Clear and detailed information provided, with checks described to deal with possible errors in scoring.		
6.14	**For interpretation and reporting:** Detailed advice on interpreting different scores, understanding normative measures and dealing with relationships between different scales, with plenty of illustrative examples and case studies		
6.15	**For providing feedback and debriefing test takers and others:** Detailed advice on how to present feedback to candidates		
6.16	**For providing good practice issues on fairness and bias:** Detailed information reported about sex and ethnic bias studies, with relevant warnings about use and generalisation of validities.		
6.17	**Restrictions on use:** Clear descriptions of who should and who should not be assessed, with well-explained justifications for restrictions (e.g. types of disability, literacy levels required etc)		
6.18	**References and supporting materials:** Detailed references to the relevant supporting academic literature and cross-references to other related assessment instrument materials.		
6.19	**Quality of the materials:** (This overall rating is obtained by using judgment based on the ratings given for items 8.1.1 – 8.1.6		
6.20	General quality of test materials (test booklets, answer sheets, test objects, software, etc).		
6.21	Test quality of the local adaptation (if the test has been translated and adapted into the local language)		
6.22	Ease with which the test taker can understand the task.		
6.23	Ease with which responses or answers can be made by the test taker.		
6.24	Quality of the items.		

Section 7: Evaluation of norms, reliability and validity

		Rating in last review	Changes/new information with date and document and page reference
7.1	**Evaluation of Technical Information – Overall Adequacy:** (This overall rating is obtained by using judgment based on the ratings given for items 2.9 – 2.11).		
7.2	**Norms or reference group information** Overall adequacy.		
7.3	Appropriateness for local use, whether local or international norms.		
7.4	Appropriateness for intended applications.		
7.5	Sample sizes.		
7.6	Procedures used in sample selection: *(select one)* ❑ No information is supplied ❑ Representative of population ❑ Incidental ❑ Random		
7.7	Quality of information provided about minority/protected group differences, effects of age, gender etc.		
7.8	**Validity – Overall adequacy:** This overall rating is obtained by using judgment based on the ratings given for items 11.1.1 – 11.1.12.		
7.9	**Construct validity – Overall adequacy:** This overall rating is obtained by using judgment based on the ratings given for items 11.1.1 – 11.2.6.		
7.10	**Designs used:** *(tick as many as are applicable).* ❑ No information is supplied ❑ Correlations with other instruments and performance criteria ❑ Intra-scale (item-rest correlations) ❑ Differences between groups ❑ Matrix Multitrait-Multmethod ❑ Exploratory Factor Analysis ❑ Confirmatory Factor Analysis ❑ Experimental designs ❑ Other (specify):		
7.11	Sample sizes:		

7.12	Procedures used in sample selection: *(select one)* ❑ No information is supplied ❑ Representative of population ❑ Incidental ❑ Random		
7.13	Median and range of the correlations between the test and other similar tests.		
7.14	Quality of instruments as criteria or markers.		
7.15	Differential Item Functioning (DIF) analyses.		
7.16	**Criterion–related validity – Overall adequacy:** This overall rating is obtained by using judgment based on the ratings given for items 11.2.1 – 11.2.5.		
7.17	Description of the criteria used and characteristics of the populations: *(tick as many as are applicable)* ❑ Concurrent ❑ Predictive ❑ Post-dictive		
7.18	Sample sizes:		
7.19	Procedure of Sample selection: ❑ No information is supplied ❑ Purposive or representative [summarise criteria below] ❑ Incidental ❑ Random		
7.20	Median and range of the correlations between the test and criteria.		
7.21	**Reliability – Overall Adequacy:** (This overall rating is obtained by using judgment based on the ratings given for items 10.1 – 10.7.3.		
7.22	Data provided about reliability: *(select one)* ❑ Only one reliability coefficient given ❑ Only one estimate of standard error of measurement given ❑ Reliability coefficients for a number of different groups ❑ Standard error of measurement given for a number of different groups		
7.23	*Internal consistency.* Sample size.		
7.24	Median of coefficients.		
7.25	*Test retest stability.* Sample size.		
7.26	Median of coefficients.		
7.27	*Equivalence reliability.* Sample size.		
7.28	Median of coefficients.		

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	£1025
Annual fee for entry on the List of Test Publishers (one entry covers all tests submitted for review)	£158
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)	£128
Fee for renewal of a Certificate of Test Registration	£270

Exceptional fees

Fee payable upon late submission of additional materials for consideration in the test review process	£535
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	£910
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.	£1025
Fee if test publisher withdraws test review prior to publication	£1850

Repeat fee payable annually

Annual fee for entry on the List of Test Publishers	£158

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 test .....has 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: .....

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