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The President's Message



Paul Costa
President, Division 5

Dynamic and changing are not the first words that come to mind when viewing a mountain. But the forty-mile long and fifteen-mile wide Teton Range in northwest Wyoming is anything but ordinary, and never static, showing constant changes in outline and form with each slight shift in viewpoint. Margaret Sanborn, author of *The Grand Tetons* (Homestead Publishing, Moose, Wyoming) describes it more vividly than I: "Invisible peaks and pinnacles suddenly slip into sight, behind or besides other peaks. Slopes become steeper or more gentle; and glaciers, gorges, and hanging valleys come into sight."

Viewed from the West in Idaho, the peaks are fully as awesome and majestic as when seen from the east, in Jackson Hole. Having spent all but four years of my life on the Atlantic coast, I was quite

unprepared for their beauty and inspiration.

Moving westward on to Hawaii, we will have another beautiful place to meet and consider different perspectives on psychological assessment, methods, and statistics. The answers we get to the questions we pose are influenced profoundly by the methods and analyses we perform. And like the views of Grand Teton, there are many, many sightings. I'll get a chance to illustrate this in my Presidential talk on assessing change and continuity in personality across the life span. From the Tetons to Traits!

On the news front, I'm so happy and delighted to announce that our President-elect is Professor Lisa Harlow, who will be showcased in her Thursday, July 29 Invited Address on "The Essence of Multivariate Thinking and Application." Be sure to hear Lisa's Address. Not only passionate about her topic, she is also an outstanding educator and communicator.

Division 5 is also proud and privileged to be the Lead Division for Yossi Ben-Porath's Invited Address, co-sponsored by Divisions 40 and 41. As everyone knows, Yossi is one of the world's top experts on the MMPI-2, and has been involved with so many of the innovations and developments with the "new" MMPI-2. Substantive and methodologic advances in assessment

see *President's Message* page 21

APA Statistics Training Sessions

--Spread the Word!--

Again this year at the annual 2004 APA convention, three CE training courses of potential interest to Division 5 members, and especially of interest to students, will be presented. These sessions have been frequently presented, at APA and at other meetings, by Bruce Thompson (<http://www.coe.tamu.edu/~bthompson>), a Fellow of Division 5 and Co-Editor of *AERJ: Teaching, Learning and Human Development*. The sessions are INTRODUCTORY and user-friendly, and have been continuously rescheduled at APA based upon positive participant reaction.

Effect sizes, confidence intervals, and especially confidence intervals about effect sizes (4 CE contact hours). Previously presented in 2002 and 2003 at APA and AERA.

Exploratory factor analysis: An introductory primer on validity evaluation and other applications (4 CE contact hours). This session was previously presented at APA in 1997 to 2003.

Multiple Regression: A Review of the Basics (4 CE contact hours). Previously presented at APA for the 12 years, 1992 to 2003.

Information regarding registration procedures can be obtained by contacting the APA CE Office, within the Education Directorate, at (800)374-2721.

The *Score* is the official newsletter of Division 5—Evaluation, Measurement, and Statistics—and is published quarterly in January, April, July, and October. It is mailed nonprofit rate from the post office in Washington, DC. Mailing addresses used are those appearing on the official APA roster in Washington, DC.

In keeping with its purpose as the official newsletter of Division 5, the *Score* will publish minutes of official business meetings, committee reports, news items, information on technical issues and topics of current interest, and when possible, information about the professional activities of Division 5 members. News items and articles for the *Score* should be submitted to the editor:

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Paid advertisements appearing in the *Score* are solicited from a variety of sources and are not officially endorsed by Division 5. The editor welcomes comments and suggestions for ways in which the *Score* can better serve the needs of Division 5 members.

Deadline for the receipt of news items and other articles for the October issue of the *Score* is August 20, 2004.



<http://www.apa.org/divisions/div5/>

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Division 5 Program: 112th Annual Convention of the American Psychological Association

Honolulu Hawaii July 27 - August 1

Tuesday, July 27

7:00 - 9:50 PM

Event: Executive Committee Meeting
Location: Hilton Hawaiian Village Beach Resort and Spa, Sea Pearl Suite IV

Wednesday, July 28

9:00 - 10:50 AM

Event: Symposium
Title: Recent Developments in Psychological Testing—Update for Assessment Professionals
Location: Hilton Hawaiian Village Beach Resort and Spa, South Pacific Ballroom I
Co-sponsoring
Division: 14
Co-listing Divisions/Groups: 15, 18, 20, 40, 41, 42, APAGS
Co chairs: Heather R. Fox, PhD, Towson University
Susana P. Urbina, PhD, University of North Florida

Participant/1stAuthor: Bruce Thompson, EdD, Texas A&M University
Presentation Title: *Score Reliability From the Practitioner Perspective: Contemporary Developments*

Participant/1stAuthor: Bruce A. Bracken, PhD, College of William and Mary
Presentation Title: *Construct Irrelevant Variance: Threat to Test Fairness*

Participant/1stAuthor: Stephen G. Sireci, PhD, University of Massachusetts
Presentation Title: *Beyond Theory: Contemporary Approaches to Developing and Validating Educational Tests*

Participant/1stAuthor: Marcia M. Andberg, PhD, Marcia Andberg Associates, LLC, North Oaks, MN
Presentation Title: *Caught in the Middle: Ethical and Legal Mandates on Test Security*

Participant/1stAuthor: Nancy T. Tippins, PhD, Personnel Research Associates, Inc., Dallas, TX
Presentation Title: *Principles for the Validation and Use of Personnel Selection Procedures*

Discussant: Susana P. Urbina, PhD, No affiliation

11:00 - 11:50 AM

Event: Invited Address
Location: Hawai'i Convention Center, Meeting Room 327
Co-listing Division: 8
Chair: Barbara M. Byrne, PhD, University of Ottawa, ON, Canada

Participant/1stAuthor: Lisa L. Harlow, PhD, University of Rhode Island
Presentation Title: *Essence of Multivariate Thinking and Application*

12:00 - 12:50 PM

Event: Invited Address
Location: Hilton Hawaiian Village Beach Resort and Spa, South Pacific Ballroom I
Co-listing Divisions: 40 and 41

Chair: Gwyneth M. Boodoo, PhD, Research Center for Measurement Models, Princeton, NJ

Participant/1stAuthor: Yossef S. Ben-Porath, PhD, Kent State University
Presentation Title: *Methodological Advances in MMPI-2 Research and Application*

Thursday, July 29

8:00 - 9:50 AM

Event: Symposium
Title: Culture and Intelligence Testing—Cross-Cultural Issues Involving the WISC-III and WAIS-III
Location: Hawai'i Convention Center, Meeting Room 323B
Co-listing Divisions/Groups: 8, 9, 18, 35, 42, 45, 52, 53, Psi Chi
Co-chairs: James Georgas, PhD, University of Athens, Greece
James P. Choca, PhD, Roosevelt University

Participant/1stAuthor: James Georgas, PhD, No affiliation
Presentation Title: *Cross-Cultural Psychology, Intelligence, and Cognitive Processes*

Participant/1stAuthor: Donald H. Saklofske, PhD, University of Saskatchewan, Saskatoon, SK, Canada
Presentation Title: *WISC-III: History and Contemporary Cross-Cultural Perspectives*

Participant/1stAuthor: Fons J.R. van de Vijver, PhD, Tilburg University, The Netherlands
Presentation Title: *Cross-Cultural Analysis of the WISC-III*

Participant/1stAuthor: Larry G. Weiss, PhD, Trinity University
Presentation Title: *How to Evaluate Immigrant Children Using Foreign Versions of WISC-III*

Participant/1stAuthor: James P. Choca, PhD, No affiliation
Presentation Title: *Case for National Norms*

Participant/1st Author: Scott Decker, PhD, Roosevelt University
Presentation Title: *Case for Local Norms*

11:00 - 11:50 AM

Event: Invited Address

Location: Hawai'i Convention Center, Meeting Room 321B
 Co-listing Divisions: 15 and Psi Chi
 Chair: William R. Shadish, PhD, University of California—Merced

Participant/1stAuthor: Sandra Mathison, PhD, University of British Columbia, Vancouver, BC, Canada
 Presentation Title: *Power of Evaluation: Solving Human Problems Sensibly*

Friday, July 30

8:00 - 8:50 AM

Event: Symposium
 Title: Understanding and Modeling Causation
 Location: Hawai'i Convention Center, Meeting Room 312
 Co-listing Divisions/Groups: 20 and 24

Chair: Bruce L. Brown, PhD, Brigham Young University

Participant/1stAuthor: Keith A. Markus, PhD, City University of New York John Jay College of Criminal Justice
 Presentation Title: *Case of Pluralism About Causation*

Participant/1stAuthor: Petr Blahus, PhD, Charles University, Prague, Czech Republic
 Presentation Title: *Conceptual and Historical Foundations of Structural Equations Modeling*

Participant/1stAuthor: Bruce L. Brown, PhD, Brigham Young University
 Presentation Title: *Visual Causal Modeling: What Does a Cause Look Like?*
 Co-Author: R. Steven Turley, PhD, Brigham Young University

Participant/1stAuthor: Richard N. Williams, PhD, Brigham Young University
 Presentation Title: *Causality, Ontology, and the Language of Numbers*

Discussant: Roderick P. McDonald, PhD, University of Illinois at Urbana—Champaign

9:00 - 9:50 AM

Event: Invited Address
 Location: Hawai'i Convention Center, Meeting Room 325B
 Co-listing Division: 41
 Chair: Stephen G. West, PhD, Arizona State University

Participant/1stAuthor: Steven P. Reise, PhD, University of California—Los Angeles
 Presentation Title: *Issues and Problems in the IRT Analysis of Psychopathology Measures*

11:00 - 11:50 AM

Event: Poster Session
 Title: Assessment and Measurement
 Location: Hawai'i Convention Center, Kamehameha Exhibit Hall
 Co-listing Divisions/Groups: 40 and APAGS

Participant/1stAuthor: Michael R. Lawrence, MEd, University of Oklahoma
 Title: *Revisiting the Attitude Toward Mental Health Services Scale*
 Co-Authors: Terry M. Pace, PhD, University of Oklahoma

Kenny Paris, PhD, Northeastern State University
 Robert A. Terry, PhD, University of Oklahoma

Participant/1stAuthor: Ronald R. Holden, PhD, Queen's University at Kingston, ON, Canada
 Title: *Beck Scale for Suicide Ideation Factor Structure with Suicide Attempters*

Co-Author: Michelle M. Munchua-DeLisle, MA, Queen's University, Kingston, ON, Canada

Participant/1stAuthor: Ronald R. Holden, PhD, Queen's University, Kingston, ON, Canada
 Title: *Inferential Structure of the NEO Five-Factor Inventory by Multidimensional Scaling*
 Co-Authors: Katherine B. Starzyk, MA, Queen's University, Kingston, ON, Canada
 Louise Wasylkiw, PhD, Mount Allison University, Sackville, NB, Canada
 Angela S. Book, MA, Queen's University, Kingston, ON, Canada
 Melanie J. Edwards, MA, Queen's University, Kingston, ON, Canada

Participant/1stAuthor: Gary T. Reker, PhD, Trent University, Peterborough, ON, Canada
 Title: *Assessment of Spirituality: Development of the Spiritual Transcendence Scale (STS)*

Participant/1stAuthor: Susan G. Millstein, PhD, University of California—San Francisco
 Title: *Measurement of Childbearing Motivation in Infertile Couples*
 Co-Author: Warren B. Miller, MD, Transnational Family Research Institute, Aptos, CA

Participant/1stAuthor: Gary L. Canivez, PhD, Eastern Illinois University
 Title: *Convergent and Factorial Validity of the LBS and ASCA*
 Co-Authors: Erin Willenborg, BA, Eastern Illinois University
 Amanda Kearney, BA, Illinois State University

Participant/1stAuthor: Mark R. Pomplun, PhD, Riverside Publishing Company, Itasca, IL
 Title: *Construct Validity of the Working Memory Measures on the Stanford-Binet Fifth Edition*

Participant/1stAuthor: Chiungjung T. Huang, PhD, National Changhua University of Education, Taiwan R.O.C.
 Title: *Factorial Invariance and Latent Mean Stability of Academic Self-Concept*
 Co-Author: William B. Michael, PhD, University of Southern California

Participant/1stAuthor: Chris J. Hopwood, MS, Eastern Michigan University
 Title: *WAIS-III Scoring Accuracy Across Full-Scale IQ and Scoring Tasks*
 Co-Author: David C.S. Richard, PhD, Eastern Michigan University

Participant/1stAuthor: Kyung Hee Kim, MA, University of Georgia
 Title: *Latent Structure of the Torrance Tests of Creative Thinking—Figural*
 Co-Authors: Bonnie Cramond, PhD, University of Georgia

Deborah L. Bandalos, PhD, University of Georgia

Participant/1stAuthor: Maria Orlando, PhD, RAND Corporation, Santa Monica, CA

Title: *Dimensions of Change Instrument: A TC Treatment Process Measure*

Co-Authors: Suzanne L. Wenzel, PhD, RAND Corporation, Santa Monica, CA
Patricia A. Ebener, BA, RAND Corporation, Santa Monica, CA
Wallace Mandell, PhD, Phoenix House Foundation, New York, NY

Participant/1stAuthor: Autumn-Dawn Rosado, BA, Saint Leo University

Title: *Factor Analytic Study of the CAGE and CAGE-AID Questionnaires*

Co-Author: Kevin M. Kieffer, PhD, Saint Leo University

Participant/1stAuthor: Jamie L. Bludworth, BS, Arizona State University

Title: *Bilevel Structure of the OQ-45: A Confirmatory Factor Analysis*

Co-Author: Cynthia Glidden-Tracey, PhD, Arizona State University

Participant/1stAuthor: Xiang Bo Wang, The College Board, New York, NY

Title: *Providing Informative Domain Diagnostic Feedback for a CAT Placement Examination*

Co-Authors: Andrew Wiley, The College Board, New York, NY
Wayne Camara, PhD, The College Board, New York, NY

Participant/1stAuthor: William J. Wolfe, BA, Saint Leo University

Title: *Psychometric Evaluation of the Multidimensional Scale of Perceived Social Support*

Co-Author: Kevin M. Kieffer, PhD, Saint Leo University

Participant/1stAuthor: Gary W. Peterson, PhD, Florida State University

Title: *Influence of Naturally Occurring and Measured Response Sets on the NEO Personality Inventory*

Co-Author: Stephen R. Hill, PhD, Florida State University

Participant/1stAuthor: Colby B. Carter, BA, California State University—San Marcos

Title: *Psychometric Properties of a Bilingual Voice-Interactive Depression—Anxiety Assessment System*

Co-Authors: Kelloir L. Smith, BS, California State University—San Marcos
Christine W. Balisle, BA, California State University—San Marcos
Erika X. Blanes-Lopez, California State University—San Marcos
Gerardo M. González, PhD, California State University—San Marcos

Participant/1stAuthor: Heidi E. Keller, MA, Seton Hall University

Title: *Validation of the Resiliency Attitudes Scale*

Participant/1stAuthor: Ying Yao Cheng, EdD, National Sun Yat-Sen University, Kaohsiung, ZZ, Taiwan R.O.C.

Title: *Confirmatory Factor Analysis of Sternberg's Thinking Styles Inventory*

Co-Author: Yi Hui Ho, MEd, NONE

Participant/1stAuthor: William R. Davis, PhD, National Development and Research Institutes, Inc., New York, NY

Title: *Reliability of Duplicate Listings Provided by Drug Users' Surrogate Reports*

Co-Authors: Bruce D. Johnson, PhD, National Development and Research Institutes, Inc., New York, NY
Hilary J. Liberty, PhD, National Development and Research Institutes, Inc., New York, NY

Participant/1stAuthor: Stefan E. Schulenberg, PhD, University of Mississippi

Title: *Factor Analysis of the Computer Aversion, Attitudes, and Familiarity Index*

Co-Authors: Barbara A. Yutzenka, PhD, University of South Dakota
Carol L. Gohm, PhD, University of Mississippi

Participant/1stAuthor: Gary L. Canivez, PhD, Eastern Illinois University

Title: *Reliability and Validity of ASCA Scores for Native American Youths*

Participant/1stAuthor: Antonio Terracciano, PhD, National Institute on Aging, Baltimore, MD

Title: *Age Trends in Conscientiousness: Conventional and HLM Analyses*

Co-Authors: Robert R. McCrae, PhD, National Institute on Aging, Baltimore, MD
Paul T. Costa, PhD, National Institute on Aging, Baltimore, MD

Participant/1stAuthor: David H. Gleaves, PhD, Texas A&M University

Title: *Taxometric Analysis of Four Personality Disorders*

Co-Authors: Craig S. Polito, BS, Texas A&M University
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Andrew E. Skodol, MD, Columbia University in the City of New York
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Thomas H. McGlashan, MD, Yale University
Tracie Shea, PhD, Brown University

Participant/1stAuthor: Christine DiStefano, PhD, Louisiana State University and Agricultural and Mechanical College

Title: *Creating the BASC TRS-P Short Form: Comparison of Two Methods*

Co-Authors: Randy W. Kamphaus, PhD, University of Georgia
John Tate, MA, Our Lady of the Lake College

Participant/1stAuthor: Ben Radakovich, Achievement Center, Las Vegas, NV

Title: *Psychometric Evaluation of Acculturation Measures for Ethnic Minority Individuals*

Co-Authors: Sarah Ahmad, BA, Achievement Center, Las Vegas, NV
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Marilyn J. Strada, BA, Achievement Center, Las Vegas, NV
Bradley Donohue, PhD, Achievement Center, Las Vegas, NV

Participant/1stAuthor: Robert M. Brackbill, PhD, Agency for Toxic Substances and Disease Registry, Atlanta, GA
 Title: *Selecting Posttraumatic Stress Disorder (PTSD) Screening Questions for the WTC Health Registry*
 Co-Author: Thalji Lisa, MA, Research Triangle Institute International, Raleigh, NC

Participant/1stAuthor: Chris A. Condon, PhD, Johnson O'Connor Research Foundation, Chicago, IL
 Title: *Establishing Construct Validity for the Johnson O'Connor Research Foundation (JOCRF) Battery*
 Co-Authors: David H. Schroeder, PhD, Johnson O'Connor Research Foundation, Chicago, IL
 Kwang Min Jang, BA, Johnson O'Connor Research Foundation, Chicago, IL

Participant/1stAuthor: Kendal C. Boyd, PhD, Loma Linda University
 Title: *Factor Replicability and Invariance in the WAIS-III*
 Co-Author: Richard L. Gorsuch, PhD, Fuller Theological Seminary

Participant/1stAuthor: Claudia Gerard, BA, University of South Florida
 Title: *Assessment of Anxiety and Depression in the Emergency Department*
 Co-Authors: Jody Gerard, MD, Manatee Memorial Hospital, Bradenton, FL
 Charles D. Spielberger, PhD, University of South Florida

Participant/1stAuthor: Chockalingam Viswesvaran, PhD, Florida International University
 Title: *Cognitive Ability Test Validities in Selection: A Second-Order Meta-Analysis*
 Co-Authors: Deniz S. Ones, PhD, University of Minnesota—Twin Cities
 Stephan Dilchert, BA, University of Minnesota—Twin Cities

Participant/1stAuthor: Stephan Dilchert, BA, University of Minnesota—Twin Cities
 Title: *Practical Intelligence: All That Glitters Is g*
 Co-Author: Deniz S. Ones, PhD, University of Minnesota—Twin Cities

Participant/1stAuthor: Chuan-Ching Tu, BS, Taipei Medical University, Taiwan R.O.C.
 Title: *Psychometric Study of the Home Situations Questionnaire: Taiwanese Normative Data*
 Co-Authors: Chia-Chen Chao, PhD, Chang Gung University, Taoyuan, Taiwan R.O.C.
 Huei-Lin Huang, PhD, Kaohsiung Medical University, Taiwan R.O.C.

Participant/1stAuthor: Guangming Ling, MA, Fordham University
 Title: *Extended Study: Admission Models Comparison of Validity and Fairness*
 Co-Authors: Thanos Patelis, PhD, The College Board, New York, NY
 Charles Lewis, PhD, Fordham University

Participant/1stAuthor: Michelle Nuttall, MA, University of Houston
 Title: *Evaluation of the Impact of Events Scale Using Item Response Theory*
 Co-Authors: Greg S. Chasson, BA, University of Houston
 John P. Vincent, PhD, University of Houston

Gerald E. Harris, PhD, University of Houston

Participant/1stAuthor: James E. Corter, PhD, Teachers College, Columbia University
 Title: *Investment Risk Tolerance: Trait or Learned Attitude*
 Co-Author: Yuh-Jia Chen, PhD, Middle Tennessee State University

Participant/1stAuthor: Shayna A. Rusticus, BA, University of British Columbia, Vancouver, BC, Canada
 Title: *Cross-National Comparability of the Rosenberg Self-Esteem Scale*
 Co-Authors: Anita M. Hubley, PhD, University of British Columbia, Vancouver, BC, Canada
 Bruno D. Zumbo, PhD, University of British Columbia, Vancouver, BC, Canada

Participant/1stAuthor: Elaine E. Santa Mina, MS, University of Toronto, NONE, ON, Canada
 Title: *Self-Injury Questionnaire: Evaluating Psychometric Properties in a Clinical Population*
 Co-Authors: Parveen K. Grewal, MA, University of Windsor, ON, Canada
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 Ruth Gallop, PhD, University of Toronto, ON, Canada
 Paul Links, MD, St. Michael's Hospital, Toronto, ON, Canada

Participant/1stAuthor: Nathaniel I. Chapman, MA, San Diego State University
 Title: *MMPI-2 and Latino/a Psychiatric Patients: Clinical Correlates and Interpretation*
 Co-Author: Roberto J. Velasquez, PhD, San Diego State University

Participant/1stAuthor: Robert W. Motta, PhD, Hofstra University
 Title: *Assessing Secondary Trauma*
 Co-Authors: Caren L. Newman, MS, Hofstra University
 Matthew Silverman, MS, Hofstra University
 Kerri Lombardo, MS, Hofstra University

12:00 - 11:50 PM

Event: Invited Address
 Location: Hawai'i Convention Center, Meeting Room 308A

Chair: Leona S. Aiken, PhD, Arizona State University

Participant/1stAuthor: Bruno D. Zumbo, PhD, University of British Columbia, Vancouver, BC, Canada
 Title: *Item Response Theory of the Parametric and Nonparametric Varieties: Recent Developments and Applications to Psychological Measures*

1:00 - 11:50 PM

Event: Invited Address
 Location: Hawai'i Convention Center, Meeting Room 325B
 Co-listing Division: 38
 Chair: Roger E. Millsap, PhD, Arizona State University

Participant/1stAuthor: Roderick P. McDonald, PhD, University of Illinois at Urbana—Champaign
 Title: *Alternative Future for Structural Equation Modeling*

Saturday, July 31

8:00 - 9:50 AM

Event: Symposium
 Title: *Leaving the Lab—Telemetric Monitoring in the Social and Behavioral Sciences*
 Location: Hawai'i Convention Center, Meeting Room 308A
 Co-listing Divisions/Groups: 20, and 38
 Chair: Robert Freedman, PhD, Wayne State University School of Medicine

Participant/1stAuthor: Paul Grossman, PhD, Freiburg Institute of Mindfulness Research, Germany
 Title: *Promise and Challenge in Ambulatory Psychophysiological Multimodal Monitoring*

Participant/1stAuthor: Michael Myrtek, PhD, Psychophysiological Research Group, Freiburg, Germany
 Title: *Freiburg Monitoring System (FMS)*
 Co-Author: Friedrich Foerster, Psychophysiological Research Group, Freiburg, Germany

Participant/1stAuthor: Matthew S. Goodwin, BA, The Groden Center, Inc., Providence, RI
 Title: *Telemetric Measurement of Stress in Individuals with Autism*
 Co-Authors: Bettina B. Höppner, MA, University of Rhode Island
 Wayne F. Velicer, PhD, University of Rhode Island

Participant/1stAuthor: Robert J. Wirth, MA, L.L. Thurstone Psychometric Laboratory, Chapel Hill, NC
 Title: *Telemetric Monitoring Data: Deciding on the Appropriate Analysis*

11:00 - 11:50 AM

Event: Poster Session
 Title: Statistics, Psychometrics, Research Design, and Evaluation
 Location: Hawai'i Convention Center, Kamehameha Exhibit Hall
 Co-listing Divisions/Groups: 40 and APAGS

Participant/1stAuthor: R. Paul Thomlinson, PhD, Burrell Behavioral Health, Springfield, MO
 Title: *Transforming Boring Patient Satisfaction Data Into Actionable Information*
 Co-Author: Todd D. Schaible, PhD, Burrell Behavioral Health, Springfield, MO

Participant/1stAuthor: Rob R. Meijer, PhD, University of Twente, Enschede, The Netherlands
 Title: *Analyzing Personality Data Using Nonparametric Item Response Theory*

Participant/1stAuthor: David P. MacKinnon, PhD, Arizona State University
 Title: *Evaluation of the Proportion Mediated Effect Size Measure*
 Co-Authors: Myeongsun Yoon, BS, Arizona State University
 Ehri Ryu, BS, Arizona State University

Participant/1stAuthor: David P. MacKinnon, PhD, Arizona State University
 Title: *Empirical Power of 20 Mediation Tests*
 Co-Authors: Jason Williams, MA, Arizona State University

Chondra M. Lockwood, MA, Arizona State University
 Matthew Fritz, BS, Arizona State University

Participant/1stAuthor: Bo Zhang, PhD, University of Wisconsin—Milwaukee
 Title: *Evaluating Goodness-of-Fit for Noncompensatory Multidimensional Item Response Models*

Participant/1stAuthor: Roger E. Millsap, PhD, Arizona State University
 Title: *Partial Factorial Invariance: Too Partial to Be Useful?*
 Co-Author: Oi-Man Kwok, MS, Arizona State University

Participant/1stAuthor: Mark R. Pomplun, PhD, Riverside Publishing Company, Itasca, IL
 Title: *Importance of Working Memory in the Prediction of Academic Achievement*

Participant/1stAuthor: Kristopher J. Preacher, PhD, University of North Carolina at Chapel Hill
 Title: *Choosing the Optimal Number of Factors in Exploratory Factor Analysis*
 Co-Author: Cheongtag Kim, PhD, Seoul National University, South Korea

Participant/1stAuthor: Katherine E. Masyn, PhD, Johns Hopkins University
 Title: *Discrete-Time Survival Mixture Analysis for Single and Multiple Events Using Latent Variables*

Participant/1stAuthor: Melanie C. Page, PhD, Oklahoma State University
 Title: *Effects of Levels of Censoring in Cox Regression*
 Co-Authors: David P. MacKinnon, PhD, Arizona State University
 Sanford L. Braver, PhD, Arizona State University

Participant/1stAuthor: Carolyn F. Furlow, PhD, Georgia State University
 Title: *Response Bias and Differential Item Functioning in Attitude Data*
 Co-Authors: Aimee Boyd, PhD, ACT, Iowa City, IA
 Barbara G. Dodd, PhD, University of Texas at Austin

Participant/1stAuthor: Carolyn F. Furlow, PhD, Georgia State University
 Title: *Missing Data and DIF Items' Impact on Item-Response Theory*
 Co-Authors: Rachel Fouladi, PhD, Simon Fraser University, Burnaby, BC, Canada
 Tiffany A. Whittaker, PhD, University of Missouri—Columbia

Participant/1stAuthor: Razia Azen, PhD, University of Wisconsin—Milwaukee
 Title: *Predictor Importance in Multiple Regression: Inferential Methods for Dominance Analysis*
 Co-Authors: Daniel A. Sass, BA, University of Wisconsin—Milwaukee
 David V. Budescu, PhD, University of Illinois at Urbana—Champaign

Participant/1stAuthor: Ezekiel J. Dixon-Roman, MA, Fordham University

- Title: *Intergenerational Influences and the Test Score Gap*
Co-Author: Ann M. Gallagher, EdD, Law School Admission Council, Newtown, PA
- Participant/1stAuthor: Luke S. Duesbery, MS, Behavioral Research and Teaching, Eugene, OR
Title: *Curriculum-Based Measures of Reading in Practice*
Co-Authors: Julie Alonzo, MA, Behavioral Research and Teaching, Eugene, OR
Leanne Bettsworth, MEd, Behavioral Research and Teaching, Eugene, OR
Gerald Tindal, PhD, University of Oregon
- Participant/1stAuthor: Larry R. Price, PhD, Texas State University—San Marcos
Title: *Conditional Standard Errors of Measurement for Composite Scores*
Co-Authors: Nambury S. Raju, PhD, Illinois Institute of Technology
Charles Wilkins, PhD, The Psychological Corporation, San Antonio, TX
- Participant/1stAuthor: J. Kyle Roberts, PhD, University of North Texas
Title: *Effect Size Measures in the Hierarchical Linear Modeling Framework*
- Participant/1stAuthor: Akihito Kamata, PhD, Florida State University
Title: *Estimation of Scale Reliability by Coefficient-Alpha With Standardized Variables*
Co-Authors: Hirotaka Fukuhara, BA, Florida State University
Ying Zhang, MA, Florida State University
- Participant/1stAuthor: Jason Williams, MA, Arizona State University
Title: *Power and Type I Error Rates of Contrasts of Indirect Effects*
Co-Author: David P. MacKinnon, PhD, Arizona State University
- Participant/1stAuthor: Robert J. Wirth, MA, University of North Carolina at Chapel Hill
Title: *Latent Growth Models With Multiple Dichotomous Indicators: Testing Measurement Invariance*
Co-Authors: Michael C. Edwards, MA, University of North Carolina at Chapel Hill
Patrick J. Curran, PhD, University of North Carolina at Chapel Hill
- Participant/1stAuthor: Roger E. Kirk, PhD, Baylor University
Title: *Cell Means Model for Crossover Designs*
- Participant/1stAuthor: Shelley A. Blozis, PhD, University of California—Davis
Title: *Second-Level Regression Analysis in Multilevel Models Using Recursive Partitioning*
- Participant/1stAuthor: Veronica G. Thomas, PhD, Howard University
Title: *Cultural and Contextual Responsiveness in Evaluation Research*
- Participant/1stAuthor: LinChiat Chang, PhD, Stanford University
Title: *Psychometric Tool Development With Web Surveys and Multiple Imputation*
Co-Authors: Lucinda Z. Frost, PsyD, U.S. Air Force Medical Support Agency, Brooks-City Base, TX
- Malcolm J. Ree, PhD, Our Lady of the Lake University
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- Participant/1stAuthor: Hawjeng Chiou, PhD, Fu-Jen Catholic University, Taipei, Taiwan R.O.C.
Title: *Method Effects of Rating Items with Invariance Across Populations*
- Participant/1stAuthor: Michael Henninger, PhD, University of Education Weingarten, Germany
Title: *Attitudes and Beliefs of Professors about Faculty Development at Universities*
Co-Author: Margit Fuchs, MA, University of Regensburg, Germany
- Participant/1stAuthor: Tara J. Smith, MEd, University of Rhode Island
Title: *Follow-Up Power Survey of the American Educational Research Journal*
Co-Author: Joseph S. Rossi, PhD, University of Rhode Island
- Participant/1stAuthor: Michael C. Edwards, MA, University of North Carolina at Chapel Hill
Title: *Measurement Issues in Multilevel Modeling*
Co-Authors: Robert J. Wirth, MA, University of North Carolina at Chapel Hill
Patrick J. Curran, PhD, University of North Carolina at Chapel Hill
- Participant/1stAuthor: Ronald O. Pitner, PhD, Washington University in St. Louis
Title: *Creating the Perception of Safety among Vulnerable Groups: An Evaluation*
Co-Authors: James E. Lloyd, BS, No affiliation
Velma A. Bell, MSW, No affiliation
- Participant/1stAuthor: Megan E. O'Connell, MA, University of Victoria, BC, Canada
Title: *Correcting Verification Bias: A Monte Carlo Study*
Co-Author: Helena Kadlec, PhD, University of Victoria, BC, Canada
- Participant/1stAuthor: Jerry T. Kellow, PhD, University of South Florida—St. Petersburg
Title: *Exploratory Factor Analysis in Two Prominent Journals: Hegemony by Default*
- Participant/1stAuthor: Pauline Velez, PhD, San Francisco State University
Title: *Respondent Differences Between Web-Based Surveys and Paper—Pencil Surveys: A Comparison of Response Rates, Respondents, and Responses*
Co-Author: Jessica D. Buletti, San Francisco State University
- Participant/1stAuthor: Todd E. Bodner, PhD, Portland State University
Title: *Stochastic Variability and Missing Data Statistics*
- Participant/1stAuthor: Gregory H. Mumma, PhD, Texas Tech University
Title: *Testing Intraindividual Dimensional Structure Using Confirmatory Dynamic Factor Analysis*
Co-Authors: Scott R. Mooney, MA, Texas Tech University
Sean A. Lauderdale, PhD, Pittsburg State University

Participant/1stAuthor: Herbert M. Turner, PhD, The Campbell Collaboration, Philadelphia, PA
 Title: *Identifying Randomized Controlled Trials in the Psychological and Social Sciences*
 Co-Author: Julia Lavenberg, MEd, The Campbell Collaboration, Philadelphia, PA

Participant/1stAuthor: Elizabeth Ablah, MA, Kansas University School of Medicine—Wichita
 Title: *Assessment of Patient and Provider Satisfaction Scales for Project Access in Wichita, Kansas*
 Co-Authors: Charles Burdsal, PhD, Wichita State University
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 Ruth Wetta-Hall, PhD, Kansas University School of Medicine—Wichita

Participant/1stAuthor: Jing Chen, MS, Ohio State University
 Title: *Detecting Response Aberrance Associated With Test Anxiety and Time Pressure*
 Co-Authors: Ayres G. D'Costa, PhD, Ohio State University
 Gwo-Jen Guo, PhD, National Changhua University of Education, Taiwan R.O.C.

Participant/1stAuthor: Tristan A. Turk, San Diego State University
 Title: *Locus of Control and MMPI-2 Scores of College Students*
 Co-Author: Roberto J. Velasquez, PhD, San Diego State University

Participant/1stAuthor: Melissa Fogle, MA, Nova Southeastern University
 Title: *Using Correlates of the MMPI-A and Rorschach to Identify MMPI-A and Rorschach Correlates in a Neuropsychiatric Adolescent Population*
 Co-Authors: Steven Miller, MA, Nova Southeastern University
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 Chris Ehle, MA, Nova Southeastern University
 Jessica M. Foley, BA, Nova Southeastern University
 Charles J. Golden, PhD, Nova Southeastern University

Participant/1stAuthor: James H. Derzon, PhD, Pacific Institute for Research and Evaluation, Calverton, MD
 Title: *Applying Rasch Modeling to Detect Measurement Insensitivity and Bias*
 Co-Authors: Ann Doucette, PhD, Vanderbilt University
 Beverlie Fallik, PhD, HHS/SAMHSA/Center for Substance Abuse Prevention, Rockville, MD

12:00 - 12:50 PM

Event: Invited Address: Distinguished Dissertation Award
 Location: Hawai'i Convention Center, Meeting Room 305A
 Chair: Roger E. Kirk, PhD, Baylor University

Participant/1stAuthor: Kristopher J. Preacher, PhD, University of North Carolina at Chapel Hill
 Title: *Role of Model Complexity in the Evaluation of Structural Equation Models*

1:00 - 1:50 PM

Event: Invited Address: Samuel J. Messick Award for Distinguished Scientific Contributions
 Location: Hawai'i Convention Center, Meeting Room 305A

Chair: Peter M. Bentler, PhD, University of California—Los Angeles

Participant/1stAuthor: Douglas N. Jackson, PhD, Sigma Assessment Systems, Inc., Port Huron, MI
 Title: *Dynamics of Structured Personality Tests: 2004*

4:00 - 4:50 PM

Event: Presidential Address
 Location: Hilton Hawaiian Village Beach Resort and Spa, Honolulu Suite II
 Chair: Roger E. Millsap, PhD, Arizona State University

Participant/1stAuthor: Paul T. Costa, PhD, National Institute on Aging, Baltimore, MD
 Title: *Assessing Personality's Changes*

5:00 - 5:50 PM

Event: Business Meeting
 Location: Hilton Hawaiian Village Beach Resort and Spa, Honolulu Suite II

6:00 - 7:50 PM

Event: Social Hour
 Location: Hilton Hawaiian Village Beach Resort and Spa, Honolulu Suite I

Sunday, August 1

9:00 - 10:50 AM

Event: Symposium
 Title: College Admissions Testing—What's Right? What's Wrong? Sensible Alternatives?
 Location: Hawai'i Convention Center, Meeting Room 313A
 Co-listing Divisions/Groups: 15, 35, Psi Chi and APAGS
 Chair: Michael T. Brown, PhD, University of California—Santa Barbara

Participant/1stAuthor: Michael T. Brown, PhD, No affiliation
 Title: *New SAT: Are the Changes Enough?*

Participant/1stAuthor: David Owen, BA, The New Yorker, New York, NY
 Title: *None of the Above: The Myth Behind the SAT*

Participant/1stAuthor: Cynthia B. Schmeiser, PhD, ACT, Iowa City, IA
 Title: *Reaffirming Our Raison d'Être: The ACT Assessment*

Participant/1stAuthor: Jim Pellegrino, PhD, University of Illinois at Chicago
 Title: *What's Wrong With SAT I (and ACT)?*

Discussants: Joan L. Herman, EdD, University of California—Los Angeles/CRESST
 Wayne Camara, PhD, The College Board, New York, NY

How To Be an Educated Consumer of Assessment Instruments: Brief Tips for Practitioners

Vincent C. Alfonso
Graduate School of Education
Fordham University

When students and practitioners ask me about what tools or instruments I recommend for the assessment of cognitive, achievement, behavior, personality, or other developmental domains of functioning, my most frequent response is, "It depends." This response is oftentimes met with some consternation because it means that I will be asking a myriad of questions in order to provide them with what I think is the best answer. A case in point involves the most recent explosion in the publication of new and revised cognitive tests. Many applied psychologists are overwhelmed with learning these complex instruments and usually want simple, quick responses to their questions. For example, they may ask me if I had a specific amount of money in my budget would I purchase the Wechsler Intelligence Scale for Children-Fourth Edition (WISC-IV; Wechsler, 2003), the Stanford-Binet Intelligence Scales-Fifth Edition (SB5; Roid, 2002), or the Woodcock-Johnson III Tests of Cognitive Abilities (WJ III COG; Woodcock, McGrew, & Mather, 2001). Unfortunately, this question is not easy to answer and can be asked for any domain of functioning where standardized, norm-referenced instruments are used on a regular basis.

In an attempt to assist practitioners in answering their own questions about assessment instruments, I offer some advice and provide several practical activities so that they can continue to become educated consumers of the instruments they use. Although this list of ideas and activities is not exhaustive by any means, it may give the reader a running start in this seemingly new era of assessment, testing, and evaluation where the stakes are high.

Know the question or questions that you want the assessment instrument to answer for you. Are you seeking an instrument to assist with an educational placement decision or with instructional strategies or planning? Is efficiency an important variable in your assessment as with psychoeducational screening or perhaps with a research study? If you are unsure of your questions, then consult with colleagues to assist you in fleshing out your needs so that time is not wasted. The clearer you are about your questions, the easier it will be to choose a useful instrument.

Evaluate the psychometric properties of several instruments so that you select the best one for your needs. Although many practitioners may not be enamored with this activity, it is imperative in the assessment process. Instruments that do not have excellent psychometric properties become almost useless even if they are quick to administer and score, because they can lead to wrong decisions that can do harm to the client. Characteristics of assessment instruments such as standardization, reliability, and validity are important to evaluate when choosing a tool to use. Additional characteristics to evaluate are item gradients, and floors and ceilings. Although all characteristics are important, reliability may be the most critical one because it is foundational to decision making, and forms the basis of validity. As a former professor said in one of my classes, "If it ain't got reliability, it ain't got nothin'." Several tests and measurement texts and resources are available if you need to brush up on your psychometric knowledgebase and instrument evaluation skills. Three very good resources are "Psychological Testing" by Anastasi and Urbina (1997), "Psychological Testing: Principles, Applications," and Issues by Kaplan and Saccuzzo (2001), and "Standards for Educational and Psychological Testing" by the American Educational Research

Association, American Psychological Association, and the National Council on Measurement in Education (1999).

Try the following activities to learn the most about new or revised instruments: (a) Read the instrument's manual(s). If it is a well-written, informative manual you will learn many details about the instrument that are not available elsewhere. (b) Review carefully the instrument's protocols or test records so that you are familiar with the items and how to administer and score them. A thorough review of the items also provides you with an opportunity to evaluate the content validity of the instrument. (c) Administer the instrument to a colleague or have a colleague administer it to you. There is no better way to learn an instrument than to be the client and know what it is like to be asked to solve problems, rate behavior, or disclose personal information. (d) Attend training seminars or workshops with the instrument's author(s) or experts in the field. Many practitioners tell me they feel more comfortable with learning more about, and eventually using, the instruments after they attend training sessions. (e) Explore publishers' websites for up-to-date information on their instruments. And (f) join a professional listserv where intellectual discussions take place about assessment. Although your email "inbox" will become cluttered, you will be part of a community of assessment experts that will undoubtedly be helpful.

Read reviews of the instruments and research studies that used them. This activity will provide you with objective "data" about the instruments and inform you about their validity for certain groups or individuals. Today, searches for test reviews and research studies are only a click away.

Attend a graduate class or several sessions of a course to learn about new

developments in assessment or to learn about specific instruments. Many faculty members are open to colleagues attending class sessions.

A final thought—instruments do not make decisions, people do. Therefore, it is incumbent upon us to be extremely knowledgeable about, and facile with, our assessment instruments. We must know their positive and negative characteristics so that we can serve our clients well. The consequences of our assessment have as much to do with our professional practice and ethics as they do with the instruments we use to make informed decisions with and for our clients.

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3 New Books of Possible Interest to Division 5 Members

Thompson, B. (2004). Exploratory and confirmatory factor analysis: Understanding concepts and applications. Washington, DC: American Psychological Association. (International Standard Book Number: 1-59147-093-5)

This book is an introduction to basic concepts in both EFA and CFA, and emphasizes relationships of these methods (e.g., the importance of structure coefficients in both EFA and CFA).

<http://www.apa.org/books>

Thompson, B. (Ed.). (2003). Score reliability: Contemporary thinking on reliability issues. Newbury Park, CA: Sage. (International Standard Book Number: 0-7619-2626-7)

This paperback reader was written as a supplementary text to be used in measurement courses.

<http://www.sagepub.com>

Kline, R. (2004). Beyond significance testing: Reforming data analysis methods in behavioral research. Washington, DC: American Psychological Association. (International Standard Book Number: 1-59147-118-4)

This book is a contemporary treatment of effect sizes, and of confidence intervals for effect sizes.

<http://www.apa.org/books>

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A Preview of the September 2004 *Psychological Assessment*

Milton E. Strauss, Editor, *Psychological Assessment*

My thanks go out to Division president Paul Costa for inviting me to summarize the contents of each issue of *Psychological Assessment* in the *Score* newsletter. In this first column, I depart from that format somewhat to (re)introduce this journal to the more general psychological measurement community.

Psychological Assessment (PA) is a journal of clinical science. Advances in this applied field are dependent on awareness of, and translation of, developments in the basic science of psychology and other behavioral sciences. These include decision sciences, cognitive psychology/cognitive science, biological psychology, and social/personality psychology. *Psychological Assessment* welcomes excellent manuscripts that are grounded in general psychology (including psychometric theory); that employ conceptually appropriate statistical analyses; and that advance methodology and/or substantive knowledge about assessment instruments and processes in clinical psychology, including health psychology, neuropsychology, and treatment outcome research. The journal publishes mainly empirical research, but reviews of measurement theory and methods are considered if specifically focused on issues in clinical assessment.

The articles in the September issue concern idiographic assessment over time, procedures for enhancing content validity, the development and validation of several assessment instruments, and several methodological issues in clinical psychology research and practice.

The lead article by Gregory Mumma is "Validation of Idiosyncratic Cognitive Schema in Cognitive Case Formulations: An Intraindividual Idiographic Approach." Mumma applies confirmatory dynamic factor analysis to the

assessment of cognitive schema within an individual patient and their relation to daily variation in symptoms and distress. It is an unusual paper, as most research in our field is more nomothetic than idiographic.

The second article is "Focus Groups in Psychological Assessment: Enhancing Content Validity by Consulting Members of the Target Population" by Vogt, King, and King. These authors discuss the use of focus groups of members of the assessment target population to improve the content validity of instruments. They suggest that such consultation at the several stages of scale development may contribute importantly to the construct validity of assessment instruments.

The remaining articles fall into four subgroups. Four articles concern the construct validity of scales in research and clinical application. Campbell-Sills, Liverant, and Brown report a study of the construct validity of the Behavioral Inhibition/Behavioral Activation Scales (BIS/BAS). The BIS/BAS measure two core personality traits relevant to both normal personality studies and the psychopathology of mood and anxiety disorders. Yet, until this publication, the generalizability of the structure of the scales to clinical mood and anxiety disorders and metric equivalence of the scales across men and women had not been established. Among the notable features of the study is the sample of nearly 2000 patients; this is exceptionally large for a clinical study.

Katherine DuHamel and colleagues evaluate the factorial validity of the Posttraumatic Stress Disorder Checklist in cancer survivors in relation to the three-factor model of the current psychiatric Diagnostic and Statistical Manual of Mental Disorders (DSM) and other, research-based models. They confirm the best fit of a four-factor model rather than the DSM model. The evaluation of models of disorders established in psychiatric contexts to

medically ill populations is an important undertaking.

The paper by J. Gayle Beck and associates, "Psychometric Properties of the Posttraumatic Cognitions Inventory (PTCI): A Replication With Motor Vehicle Accident Survivors," has a different focus than the symptoms of PTSD in the DSM. This study extends the work of Foa and colleagues by evaluating the structural validity of the PTCI in a sample of persons exposed to motor vehicle trauma. The investigators report substantial replicability of the factor structure. Some of the differences in concurrent validity coefficients in this study and in Foa's original work, the authors note, might be due to population differences (rape vs. accident). Their work underscores the importance of scale validation in specific populations.

Factorial invariance across populations is also the focus of Shawn Currie et al.'s Brief Report, "Factor Validation of the Addiction Severity Index Scale Structure in Persons with Concurrent Disorders." They find that an alternative model developed by Alterman et al. is superior to McGahan and colleagues' original model, demonstrating that population differences may affect construct validity of a widely used clinical scale.

Three articles address the interface between clinical psychology and personality psychology constructs. These papers emphasize the potential fruitfulness of greater integration between psychopathology research and theory and personality psychology.

Brian Hicks et al. describe "Identifying Psychopathy Subtypes Based on Personality Structure," an investigation using model-based cluster analysis to identify variation among criminal psychopaths in personality structure. The subtypes relate to intellectual and behavioral differences and level of anxiety in theoretically expected ways.

Jay and John report "A Depressive Symptom Scale for the California Psychological Inventory: Construct Validation of the CPI-D." The CPI is a well-established multidimensional scale for normal personality that has been used in several classic longitudinal studies of normal personality and development. These authors report the development and initial validation of a clinical symptom scale for depression that may prove useful in secondary analyses of archival, as well as new studies, of psychological development.

Miller, Reynolds, and Pilkonis evaluate "The Validity of the Five-Factor Model Prototypes for Personality Disorders in Two Clinical Samples." The thrust of their article is to confirm the utility of translating DSM-based personality disorders into normal personality construct terms. They show good agreement between prototypes proposed

by Lynam and Widiger, based on expert consensus, and patients' actual scores on the NEO-PI, and stability of these relations over time.

The article by Hilton and associates concerns an important social-clinical issue: spousal abuse. These authors describe "A Brief Actuarial Assessment for the Prediction of Wife Assault Recidivism: The ODARA." This cross-validated instrument is based solely on archival data from offender records, an advantage for rapid assessment in psycho-legal settings. The scale is promising in its ability to predict new assaults against current or ex-wives (Cohen's $d = 1.1$; ROC area = .77).

The three remaining articles are Brief Reports: Cooke, Hart, and Michie use generalizability theory to demonstrate that cross-national differences in the prevalence of psychopathy are more

likely to be real rather than artifacts of rater differences. An important method in clinical and personality research is the use of multiple informants for descriptions of personality or symptoms. De Los Reyes and Kazdin review three methods for describing discrepancies between informants in the clinical child literature. They emphasize the lack of intersubstitutability of one method for another. Longman provides clinically important statistical data for the comparison of WAIS-III Index Scores to overall mean scores. Using published normative data, Longman reports values for comparisons that reduce Type I error rates and, of similar importance, indicate the rarity of discrepancies of various sizes.

I look forward to reporting each issue of *Psychological Assessment* to you as it goes to press.

James P. Choca, PhD, Roosevelt University

Graduate Student Issues

By Jackie Gillie

As I sit down to write this column, I realize that a whole year has elapsed since I first inherited this column from Maureen Ewing. A lot has transpired for me throughout this year, such as finishing my coursework, relocating my family from New York to Florida, and starting a full-time position. One major task that has inadvertently fallen to the wayside during this extremely busy year has been my dissertation. Unfortunately, I found myself procrastinating and pushing it to the back of my list of "things to do." I felt as though I had plenty of time, and now, a year later, I have not made any significant progress!

The only solace I can take from this situation is that I am not

alone. As I was surfing the net to obtain some advice, I came across a website entitled dissertations.com (www.dissertationassistance.com). Within this website is an article by Diane Kennedy that addresses procrastination. She states that the procrastination process often begins when doctoral candidates decide to take a few months off prior to beginning their dissertation (as happened in my case), as well as a few other sources. Following are just a couple of the solutions she offers:

Forget about the time that has elapsed and concentrate on the present. Resolve to start today! Set achievable goals, such as setting a schedule with a reasonable time frame. Meet with your advisor to discuss the completion date for your proposal submission and to discuss your choice of topic.

I found this website helpful with other aspects of the dissertation process as well. For example, there are "Helpful Hints" for writer's block, the "Top 10" dissertation strategies, and advice concerning the literature review. So, if you find that you need a little motivation to get started or just a little help with any step along the way to completing your dissertation, I would recommend checking out this website.

Please send topics for future columns to: Jackie Gillie, Graduate Student Issues, APA Division 5 Newsletter, The College Board, 106 E. College Ave., Suite 1010, Tallahassee, FL 32301, or E-mail: jgillie@collegeboard.org.

European Journal of Psychological Assessment

Edited by
R. Fernández-Ballesteros
& **H. Westmeyer**

The Aims and Scope

The main purpose of the *European Journal of Psychological Assessment (EJPA)* is to present important articles which provide seminal information on both theoretical and applied developments in psychological assessment. *EJPA* is directed to academics as well as to practitioners: The conviction of its editors is that the discipline of psychological assessment should, necessarily and firmly, be attached to the roots of psychological science, while going deeply into all the consequences of its applied, practice-oriented development.

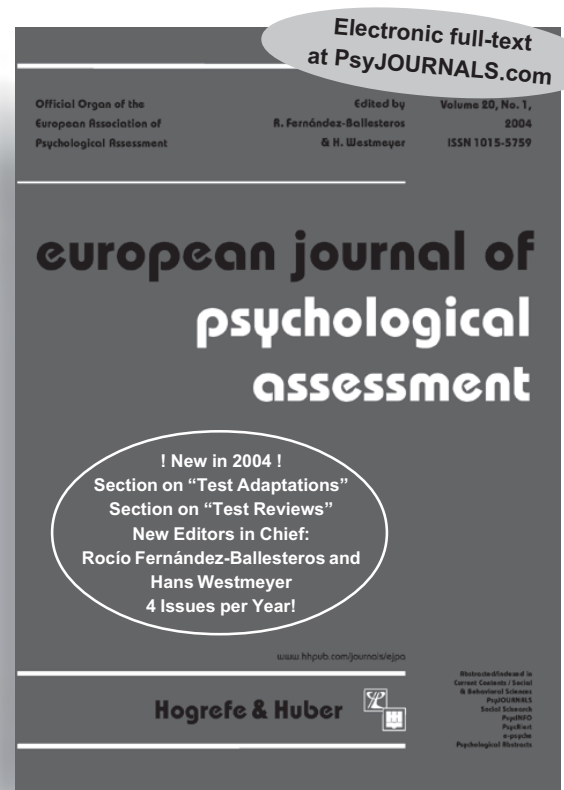
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Big Five Assessment

The text provides a uniquely comprehensive overview of the wide range of questionnaires, inventories, and adjective scales available for assessing personality, as described by the Big Five model and related concepts.

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Each chapter is written either by test authors themselves, or by other renowned experts, and the book thus provides the best possible guidance on the distinctive features, use, analysis, interpretation and limitations of Big Five and related instruments.

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WHAT'S NEW...

Have you published a new psychological test or testing product; a book on advanced statistics, measurement, or evaluation; an interesting web site or other Internet group related to measurement, statistics, or evaluation; or a computer program useful to Division 5 membership? If so, we would like to include an announcement in this column. We would also appreciate any suggestions, or feedback, on how this section of the newsletter can better serve the Division 5 membership. Please take the opportunity to share information with colleagues through your contributions to this column.

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Call for Nominations for the Brenda H. Loyd Outstanding Dissertation Award

The National Council on Measurement in Education (NCME) is seeking nominations for the ninth annual Brenda H. Loyd Award for an outstanding dissertation in the field of educational measurement.

Nominations will be accepted for dissertations completed between July 1, 2002 and June 30, 2004.

The author of the dissertation need not be a member of NCME, however, the author's advisor must be.

The winner of the award will receive \$1,000 and a commemorative plaque. In addition, the advisor or committee chair for the award-winning dissertation will receive a letter of congratulations. The award will be presented at the 2005 NCME Annual Meeting to be held in Montreal. An announcement of the award recipient will be published in the NCME Newsletter. An honorable mention award may also be given; its recipient will be recognized with a certificate.

To nominate a dissertation, the following items should be submitted to the Chair of the Brenda H. Loyd Dissertation Award Committee by November 12, 2004: (a) a letter of nomination from the author's advisor; (b) a summary of the dissertation research (up to 10 double-spaced pages), including the rationale for the study, research questions, methodology, results, and conclusions; (c) a table of contents (including a list of tables and figures); and (d) a statement from the graduate school confirming the date of completion and acceptance of the dissertation.

The criteria used by the Dissertation Award Committee include the significance of the contribution to the field of educational measurement, quality of the literature review, technical quality of the research, and clarity of the writing.

Please submit materials by November 12, 2004, to:

Lisa F. Smith, Chair
NCME Brenda H. Loyd Dissertation
Award Committee
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Fourth ITC International Conference Equitable Assessment Practices: Building Guidelines for Best Practices

The International Test Commission (ITC) is featuring its fourth international conference *Equitable Assessment Practices: Building Guidelines for Best Practices* to be held October 7-10, 2004. This conference is co-chaired by Drs. Bruce A. Bracken and Thomas Oakland, and will be hosted by the Center for Gifted Education on the campus of The College of William and Mary.

This ITC conference will highlight advancements for developing and using tests and assessment data in a manner that helps ensure fairness for all individuals regardless of age, gender, race/ethnicity, and exceptionality. The conference will explore and discuss issues related to equitable assessment practices and fairness in testing, as well as offer skill-building training in assessment and psychometric practice. Pre-conference assessment and measurement workshops and conference presentations will highlight recent advances in theory, research, and practice that promote equity to those who take tests, those who use test results, and those engaged in the business of test development and distribution. Assessment contexts addressed by the conference will include clinical/counseling, education/school, health/medical, industrial/organizational, occupational/vocational, and test publishers/research laboratories. Consistent with prior ITC conferences, a primary goal of this conference is to develop, publish, and promote guidelines for equitable assessment.

International conference keynote speakers will include David Bartram (SHL Group, United Kingdom), Fanny Cheung (The Chinese University of Hong Kong), Elias Mpofu (formerly of Zimbabwe, now Pennsylvania State University, USA), and Robert Sternberg (Yale University, USA).

Invited conference workshops will include topics such as adaptive behavior, intelligence, differential item functioning, personality assessment, neuropsychology, executive functioning, and structural equation modeling, and will include the speakers Barbara Byrne, Peter Isquith, Elizabeth Lichtenberger, Thomas Oakland, Hector Ochoa, Gale Roid, Robert Stern, Lawrence Weiss, and Bruno Zumbo.

In addition to invited keynote speakers and workshop presenters, all ITC members and other participants are encouraged to submit proposals for symposia, papers, posters, and conference workshops. Abstract submissions that focus on theoretical issues, empirical research, or case studies relating to equitable assessment within any of the above contexts are invited. Topics may include a variety of testing methods and procedures (e.g., computer-based/internet-based assessment, individual/group assessments, interviewing, nonverbal assessment, objective/projective techniques, observational techniques, paper/pencil, play-based assessment, self/other-report). Abstracts also may address issues related to differential effects of examinee demographics in test construction and application. Successful abstract submissions will highlight aspects of equitable assessment practices.

Conference registration is \$295 (US) for ITC members and \$330 for ITC nonmembers; however, nonmember registration fee entitles the registrant to a one-year complimentary Individual Membership in the ITC.

Direct inquiries to:

Bruce A. Bracken, President
International Test Commission
babrac@wm.edu
Phone: (757) 221-1712
Fax: (757) 221-2975

Please bookmark the ITC Conference website (www.itc2004.com) to monitor conference plans and to download registration and abstract submission forms.

Jason Millman Promising Measurement Scholar Award Description and Application Procedures

Award: The Jason Millman Promising Measurement Scholar Award

Purpose: In 1995, the Department of Education at Cornell University, where Dr. Millman spent his entire career, initiated the Jason Millman Promising Scholar Program. The award was intended to honor the lifetime work of Dr. Millman, to recognize his contributions to the field of applied measurement, and to continue Dr. Millman's support of scholars in their formative years who are just beginning their research careers.

Beginning in 2003, the National Council on Measurement in Education with the support of the Millman endowment will continue the tradition with this award. As in the past, it is designed to honor Dr. Millman's work by recognizing a scholar at the early stages of his/her career whose research has the potential to make a major contribution to the applied measurement field. In addition to recognition by NCME, the successful candidate will receive \$1000. Only one candidate will be chosen to receive the award each year.

Criteria for Eligibility: To be eligible for the award in a given year, the candidate must have:

received the doctorate within the last five years;
two (2) or more unique papers either

accepted for presentation at an NCME annual meeting or published in NCME publications within the last five years; and the support of his/her professional colleagues that his/her work represents a significant contribution to the field of applied measurement.

Application Procedures: For full consideration of candidates, applications or nominations must include the following items.

A letter of nomination from a professional colleague who is a member in good standing of NCME.

At least two (2) letters of recommendation (from persons other than the nominator) that speak to (1) the candidate's contributions to the field of measurement as a teacher, and/or as an applied measurement practitioner, and/or as a measurement researcher; and (2) the reasons for which the candidate's work represents a significant contribution to the field of applied measurement.

Two (2) or more unique papers presented at any of the last 5 NCME annual meetings, or published in the last 5 years in an NCME publication. NCME annual meeting papers may be in a revised format.

Non-published or published dissertations do not qualify as a paper, although papers developed on the same or similar topics do qualify. Candidate must be the first author on all multiple-author papers. In this case, the candidate must provide a statement that defines his/her contributions to the paper.

Candidate's current curriculum vita.

A letter from the candidate outlining his/her career goals and how his/her work contributes significantly to the field of measurement.

Deadline: Deadline for submission is November 5, 2004. All materials must be submitted on the same date for receipt by the deadline date. Only complete sets of materials will be considered.

The Committee will acknowledge receipt and notify the candidate if any materials are missing.

Method of Submission: Candidates may use more than one mode of delivery for submitting materials. One (1) copy is required for materials submitted electronically. Six (6) copies are required for materials submitted as hard copy. If some materials are submitted electronically and some by surface mail/package delivery, they must all be submitted on the same date. If more than one mode of delivery is used for the submission, the candidate must notify the Committee chair of the modes and expected date(s) of arrival. Submission dates and expected arrival dates must precede the deadline date.

Submit materials to Committee Chair
Jeff Smith at: jefsmith@rci.rutgers.edu.
Use Subject Line: NCME Millman Award

Jeffrey K. Smith
Attention: NCME Millman Award
Graduate School of Education
Rutgers University
10 Seminary Place
New Brunswick, NJ 08901
(732) 932-7496, ext. 8320
FAX: (732) 932-6829

New Essentials Volume

A new paperback book, *Essentials of Psychological Testing* by Susana Urbina (Hoboken, NJ: Wiley; 326 pp.), will be available in July of this year. It is the second volume in Wiley's series on *Essentials of Behavioral Science*.

Essentials of Psychological Testing presents an overview of the areas of psychometric knowledge that test users need to use tests competently, supplies the basic information required to understand and evaluate tests, and provides readers with the major current references in the field. Starting with a basic introduction to psychological tests, their historical development, and their uses, the book covers the

statistical procedures most frequently used in testing, the frames of reference for score interpretation, reliability, validity, and test item considerations, as well as guidelines for test selection, administration, scoring, and for reporting test results.

The notion of fairness and other ethical considerations in testing are integrated throughout *Essentials of Psychological Testing*. For example, Chapter 3 deals with the importance of using appropriate norms and with the problem of using test scores to label individuals, Chapter 5 addresses the consequences of testing as an aspect of validity, Chapter 6 discusses differential item functioning, and Chapter 7 makes explicit important legal, ethical, and professional requirements with regard to test selection, test administration, test scoring, and the communication of test results.

Susana Urbina, a Fellow of Division 5, is Professor of Psychology at the University of North Florida, Jacksonville, Florida. She is the coauthor of the seventh edition of Anne Anastasi's classic text *Psychological Testing*.

Herman Aguinis appointed editor of Organizational Research Methods

Herman Aguinis, Ph.D., an APA Division 5 member, has been appointed editor-in-chief for the journal *Organizational Research Methods* (ORM). ORM is sponsored by the Academy of Management (Research Methods Division) and published quarterly by Sage. A recent survey of members of APA Division 14 (Society for Industrial and Organizational Psychology) ranked ORM in the top-10 category for scholarly journals (Zickar & Highhouse, 2001; The Industrial-Organizational Psychologist). Dr. Aguinis will serve as incoming editor starting in July 2004, and will begin a 3-year term as editor-in-chief in January 2005.

Division 5: Evaluation, Measurement and Statistics
American Psychological Association

2004 MEMBERSHIP APPLICATION

Please print or type: _____	Date*: _____
Name: _____	Title: _____
Mailing Address: _____	
(Important!) _____	

Telephone () _____	E-Mail Address: _____
Highest Degree Received: _____ Year: _____	
Degree Granting Institution: _____	
Present School (if Student): _____	

** Note: Applications dated September 1 or later are applied to the following year, unless requested otherwise.*

Type of Division 5 membership: ☐ APA member/associate/fellow \$41 (includes one journal subscription)
(see reverse for descriptions) ☐ Student \$8 (does not include journal subscription)

☐ Affiliate (neither above applies) \$39 (includes one journal subscription)

Do you belong to APA? ☐ No ☐ Yes (provide the information below)

Category: ☐ Fellow ☐ Member ☐ Associate ☐ Student

Member number: _____

Choice of journal: Indicate your choice below.

- **Full members** receive one of the two journals with their annual dues (check one).
- **Students** may purchase one or both journals at the student rate of \$19.00 per journal.

☐ *Psychological Assessment* ☐ *Psychological Methods*

Check if you wish to subscribe to the listserve(s) : ☐ discussion ☐ announcements

Check the Section(s) to which you wish to belong. If both, circle the check mark for your **primary** Section.

☐ Assessment ☐ Evaluation, Measurement, and Statistics

Please enclose a check for the first year's annual dues (and journal subscription(s), if applicable) with this application, in U.S. dollars (do not send cash). In subsequent years, full members who belong to APA will be billed annually by APA; other full members, and students, will be billed by Division 5.

Amount enclosed: \$ _____ (Make check payable to "**APA Division 5**")

*APA member, associate, fellow: \$41, Student: \$8, plus \$19 per journal if choosing to subscribe,
Affiliate (do not belong to APA and not a student): \$39*

Send this form and your check to: Division 5 Administrative Office
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242

Membership in APA Division 5

The Division of Evaluation, Measurement and Statistics of the American Psychological Association draws together specialists in the areas of evaluation, measurement, assessment and statistics. The disciplinary affiliation of division membership reaches well beyond psychology, includes both members and non-members of APA, and welcomes graduate students.

Our Aims

- To promote research and the exchange of scientific information in the fields encompassed by Division 5.
- To promote high standards in both research and practical application in these fields.
- To interact professionally with other individuals and groups involved in the application of and interpretation of results from psychological measurement, statistics, individual assessments, and program evaluations.

Our Activities

- APA convention symposia on topics of broad public and cross-disciplinary interest, such as legal issues in testing, standards for evaluation research, methodological training of psychologists.
- The Division's quarterly newsletter *The Score* covers current issues in evaluation, measurement, assessment, and statistics; APA news relevant to Division 5; job announcements; activities of Division members; and the

APA convention Division 5 program.

- Division 5 dues for Members, Associates, and non-student Affiliates pay for issues of valuable scholarly journals. *Psychological Methods* is devoted to the development and dissemination of methods for collecting, analyzing, understanding, and interpreting psychological data. *Psychological Assessment* publishes mainly empirical articles concerning clinical assessment.
- Participating in the Science Directorate of APA and its activities, including Science Weekend at the APA convention.
- Two Division 5 listserves: (1) DIV5 serves as a vehicle for discussion among members on topics related to evaluation, measurement, statistics, and assessment; (2) DIV5ANN is used for announcements from Division leadership, such as convention or workshop information or policy changes. To subscribe, check the box(es) on the front of this form.

Membership Categories

"Full" members of Division 5 fall into one of three categories:

- **Member:** Members or Fellows of APA
- **Associate Member:** Associate Members of APA
- **Affiliate Member:** Active professional in fields related to evaluation, measurement,

research design, assessment, or statistics (APA membership not required)

Student Affiliates are graduate students in psychology or related fields who have an interest in evaluation, measurement, research design, assessment, or statistics (APA student affiliation not required).

Section Categories

- **Assessment:** focuses on construction of assessment instruments, collection of assessment information, and decision-making processes related to such information
- **Evaluation, Measurement and Statistics:** focuses on psychometric theory, psychological statistics, program evaluation, test construction, and research methods.

Note: It is possible to hold membership in both sections. However, for purposes of representation in APA it is necessary to select one of the two sections as your *primary* category.

Becoming a Member

- Send a check for the first year's dues, made out to **APA Division 5**, along with your application.

President's Message

continued from p. 1

are to be found not only in Professor Ben-Porath's address this July 28, in Hawaii, but also in the really neat article by Vincent Alfonso in this very Newsletter. Vincent's informative article on "How to be an educated consumer of assessment instruments" illustrates many things, among which are Division 5's need to be in the forefront on assessment issues. Speaking of which, please read Milton Strauss's Editor's Preview of the September 2004 issue of **Psychological Assessment**. In this piece, Milton eloquently "reintroduces" the mission and aim of this vitally important journal. The articles range from idiographic assessment of cognitive schemas, enhancing content validity, and a number of articles dealing with construct validity of scales in research and clinical application, as well as enhancing the integration between psychopathology research and theory and personality psychology. Mark Maruish and his Assessment Task Force, which I helped to create to advance knowledge and

information about assessment issues, deserve a special note of thanks for lining up Milton and future *Score* presenters. Lastly, my hat's off to Jackie Gillie, again for her piece on procrastination. You have lots and lots of company Jackie, let

me tell you, but not now...can I get back to you, later?

Hope to see you in Hawaii.

Paul Costa

Member Listservs

Keep up with the absolute latest Division 5 news through its two e-mail lists.

DIV5 serves as a vehicle for discussion among members on topics related to evaluation, measurement statistics, and assessment.

DIV5ANN is used exclusively for announcements from Division leadership, such as convention or workshop information or policy changes. This is a "one-way" list that does not support listwide replies (that is, it is not structured to support discussion).

To subscribe to either or both lists, send the following message to

LISTSERV@LISTS.APA.ORG:

SUBSCRIBE DIV5ANN John Doe for the announcement list

SUBSCRIBE DIV5 John Doe for the discussion list

(change "John Doe" to your name)

If you have any questions, contact Mark Daniel at MarkD@agsnet.com.

Advertise in the *Score*

The *Score* has a circulation of about 2,000. Approximately half of these individuals are university faculty members, primarily representing the specialties of educational psychology, psychometrics, and industrial-organizational psychology. A large number are also engaged in individual assessment.

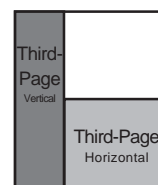
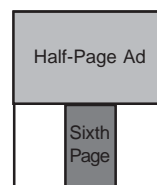
Advertisements may be in the form of position-available announcements (\$75 per insertion) or display advertisements.

Display advertisements are accepted in a variety of sizes and formats. Prices for insertion and size requirements are as follows:

Full Page	\$195	7-1/2" x 9-3/4"
Half Page	\$145	7-1/2" x 4-7/8"
Third Page	\$105	4-7/8" x 4-7/8"
		2-3/8" x 9-3/4"
Sixth Page	\$75	2-3/8" x 4-7/8"

Insertion orders for four consecutive issues receive a 15 percent discount.

Publication dates are January, April, July, and October. The closing date for announcement text or camera-ready display art is the first of the month preceding publication. For more information or to reserve space, call or write: Drew Wiley c/o The College Board
45 Columbus Avenue
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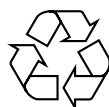
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