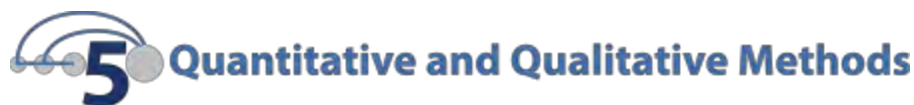


The Score



DIVISION 5 PERIODICAL VOLUME 46 ISSUE 2

EDITOR: GILL SITARENIOS

ASSISTANT EDITOR: JOANNA SOLOMON



In this issue . . .

JANET F. CARLSON 2
The Buros Center for Testing: What We Do (and Why We Do It)

KURT GEISINGER & AMY SCHMIDT 5
Brief Summary Report on the February 2024 APA Council of Representatives meeting

SHANDOL HOOVER 10
APA Free Science Trainings

ALSO IN THIS ISSUE 12
Publication Corner (p. 12), What's New in Books (p. 14), Links to previous issues (p. 16),
Division 5 Membership Information (p. 17); Advertising in The Score (p. 18)

*Janet F. Carlson*

THE BUROS CENTER FOR TESTING: WHAT WE DO (AND WHY WE DO IT)

Janet F. Carlson

Janet Carlson, Associate Director and Research Professor, Buros Center for Testing. The Buros Center operates as a non-profit research center within the University of Nebraska-Lincoln.

Although some reports suggest a decline in test usage over the past 25 years or so, a survey conducted by Vaile Wright et al. (2017) suggests test usage appears stable, with 80% of professional psychologists who responded indicating that they spend 24% of their direct service time conducting psychological assessments. Further, these researchers report that a “large majority of psychologists believe psychological assessment is a valuable aid in making diagnostic decisions and treatment recommendations” (p.77). Likewise, mainstream media recently reported that institutions of higher education—Yale, Dartmouth, and MIT, for instance—have begun to require standardized test scores once again as part of admission requirements, perhaps reflecting renewed appreciation of the value of testing. Knowledge of testing and expertise in test use remain distinctive features of psychology, education, and related professions. For example, in a national study of school psychologists, Benson et al. (2019) reported ample use of tests and assessments, with most school psychologists conducting multi-method assessments that include standardized tests with excellent psychometric properties. Scrutinizing test quality and testing practices remain important concerns and are among the primary functions of the Buros Center for Testing. For information about the history and impact of the center and its work, readers may consult our [website](#), Carlson (2023), and Reynolds (2010).

Providing Information and Critiques of Commercial Tests

Last year marked 85 years since Oscar Buros began publishing critical reviews of commercially available tests in the *Mental Measurements Yearbook* (MMY) series. First published in 1938 (Buros, 1938), the MMY is in its 21st volume (Carlson et al., 2021) and published by a research center that bears the Buros name at the University of Nebraska-Lincoln. The Buros Center also provides detailed descriptive information tests in the MMY series as well as two other reference series: *Tests in Print* (TIP), published in 2022 in its tenth edition (Anderson et al., 2021), and *Pruebas Publicadas en Español* (PPE), published in 2023 in its third edition (Schlueter et al., 2023). As the name implies, PPE provides descriptions of tests published wholly or partially in Spanish. Across these three series, prospective test users may obtain information about and critiques of thousands of commercially available tests. Data that form the content of the books are also available via database subscriptions offered by EBSCO Information Services and Ovid Technologies. These data are updated every 6 months. Three database products are available that provide content from (a) all volumes of MMY; (b) all volumes of MMY and the most recent edition of TIP; and (c) all volumes of MMY and the most recent editions of TIP and PPE.

Publications from the [Test Reviews and Information](#) unit concern tests in 18 categories that address or rely upon mental processes (see Table 1). Test publishers choose to participate in our review process by sending three complete copies of tests we request for review consideration. As described in Carlson and Geisinger (2012), we depend on a cadre of testing experts in a variety of fields to review tests meeting our review criteria: commercially available, published in English, with documentation of test development and technical information. With several procedural safeguards in place (e.g., to preserve test security, to avoid conflicts of interest), tests are matched with qualified reviewers. Invited reviewers receive a complete copy of the test they are to review together with explicit instructions for completing reviews, including an outline (with descriptions of sections), guidelines, and submission instructions. Once received, reviews undergo a rigorous editorial process, beginning with fact checking, proceeding to technical/content editing, followed by copyediting, proofreading, and communication with reviewers and test publishers. These steps help to ensure the accuracy of the published test reviews.

In addition to published volumes and database subscriptions, test reviews become available for purchase on an ecommerce site, [Test Reviews Online](#) (TROL), once completed. A searchable site, TROL provides basic information on thousands of tests at no charge, including test name, acronym, purpose, author, publication date, publisher (and contact information), and notes (e.g., that a test has gone out of print). Complete descriptive information and expert reviews may be purchased on a per test title basis. A digital edition of PPE may be purchased on the ecommerce site as well.

Enhancing Test Selection and Responsible Use

Excellent and comprehensive information about tests and assessments is helpful to test users only if they know how to use that information effectively. To address this reality, the Buros Center expanded its functions by establishing an [Assessment Literacy](#) unit in 2011. This unit offers online opportunities and resources that strengthen one's knowledge and skills in test selection, development, and use in accordance with relevant standards and guidelines for responsible test use. Assessment Literacy provides an array of webinars, workshops, instructional modules, conferences, and other resources. The Buros Center is an approved provider of continuing education (CE) and continuing professional development (CPD) programming. Attending most live events, watching recorded videos (and passing a quiz), or authoring a test review typically qualify for CE or CPD credits. It is our practice to record webinars, workshops, and panel presentations and to make the recordings available for viewing through a [video library](#) for a nominal charge. Many videos have no charge associated with viewing them or have charges only if one also wishes to obtain CE or CPD credits.

Open-access resources available from Assessment Literacy include (a) links to a series of guides and digital resources that support the identification and selection of appropriate measures; (b) links to glossaries of testing, assessment, and measurement terms; (c) links to more than 30 professional standards, codes, and guidelines that address testing and assessment practices in numerous professions; (d) digitized copies of archival books published by the Buros Center; and (e) the [Social and Emotional Learning \(SEL\) Assessment Technical Guidebook](#), developed as a result of a project funded by the Spencer Foundation and led by the Buros Center. The SEL Guidebook is a user-friendly technical guidebook for educators involved in selecting and overseeing the use of SEL

assessments with students in PreK through Grade 12. Under the Resources tab on our website, one finds a set of seven [instructional modules](#) that provide examples of how instructors use the MMY to teach students to understand and evaluate measurements as well as how to identify and select high-quality instruments. The set includes a variety of levels and specialties, and each module offers instructional support materials.

Other Activities and Services

The Center added a [Psychometric Consulting](#) operation in 1994 to provide technical assistance—primarily evaluation, oversight, and accreditation—to proprietary testing programs, including licensure and certification tests, as well as K-12 and statewide assessment programs. Consult the [Buros Center's Standards for Accreditation of Testing Programs](#) for further information.

The Center also publishes [Applied Measurement in Education](#), a scholarly journal dedicated to the application of educational and psychological measurement to the educational process.

Our physical facility is home to the [Oscar K. Buros Library of Mental Measurements](#), a special reference library containing publications of the Buros Center, books and journals pertaining to measurement, and what is believed to be the world's largest collection of tests (see Figure 1).

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Table 1

Test Entries in The Nineteenth Mental Measurements Yearbook (19th MMY), The Twentieth Mental Measurements Yearbook (20th MMY), and The Twenty-First Mental Measurements Yearbook (21st MMY)

Category (rank in 21 st MMY)	Number (Percentage) of Test Entries		
	19 th MMY ^a	20 th MMY ^b	21 st MMY ^c
Behavior Assessment (1)	13 (7.1%)	25 (13.0%)	30 (16.4%)
Personality (2)	33 (18.0%)	16 (8.3%)	28 (15.3%)
English & Language (2)	18 (9.8%)	26 (13.5%)	28 (15.3%)
Neuropsychological (4)	13 (7.1%)	12 (6.2%)	17 (9.3%)
Vocations (5)	46 (25.1%)	21 (10.9%)	15 (8.2%)
Intelligence/General Aptitude (6)	11 (6.0%)	15 (7.8%)	13 (7.1%)
Miscellaneous (7)	12 (6.6%)	19 (9.8%)	12 (6.6%)
Developmental (8)	10 (5.5%)	16 (8.3%)	9 (4.9%)
Speech & Hearing (9)	4 (2.2%)	7 (3.6%)	8 (4.4%)
Reading (10)	8 (4.4%)	10 (5.2%)	7 (3.8%)
Education (11)	5 (2.7%)	9 (4.7%)	5 (2.7%)
Sensory Motor (12)	4 (2.2%)	4 (2.1%)	4 (2.2%)
Achievement (12)	2 (1.1%)	11 (5.7%)	4 (2.2%)
Mathematics (14)	2 (1.1%)	1 (0.5%)	3 (1.6%)
Science (15)	0 (0.0%)	1 (0.5%)	0 (0.0%)
Foreign Languages (15)	1 (0.5%)	0 (0.0%)	0 (0.0%)
Fine Arts (15)	1 (0.5%)	0 (0.0%)	0 (0.0%)
Social Studies (15)	0 (0.0%)	0 (0.0%)	0 (0.0%)

^aPercentages reflect proportions in *The Nineteenth Mental Measurements Yearbook* (Carlson, Geisinger, & Jonson, 2014); $n = 183$. ^bPercentages reflect proportions in *The Twentieth Mental Measurements Yearbook* (Carlson, Geisinger, & Jonson, 2017); $n = 193$. ^cPercentages reflect proportions in *The Twenty-First Mental Measurements Yearbook* (Carlson, Geisinger, & Jonson, 2021); $n = 183$.

Figure 1

The primary collection housed in the Oscar K. Buros Library of Mental Measurements consists of approximately 9,000 educational and psychological tests, acquired across many decades. The Buros Library also contains about 2,000 books related to measurement, testing, and assessment, including many classic texts by renowned authors. A special collection of about 600 books were owned originally by Oscar Buros, all bearing his signature on the end-pages.





Kurt Geisinger



Amy Schmidt

BRIEF SUMMARY REPORT ON THE FEBRUARY 2024 APA COUNCIL OF REPRESENTATIVES MEETING

Kurt Geisinger & Amy Schmidt

APA's Council of Representatives held a hybrid meeting Feb. 23-24, with in-person Council members convening in Washington, D.C. Representing Division 5, Kurt Geisinger was present in Washington, and Amy Schmidt attended virtually. In addition, former Division 5 Council Representative, Rachel Fouladi, now a member of the Council Leadership Team and Division 5 President-elect, was also present. Online platforms at the meetings facilitated presentations, discussions, and voting procedures for remote attendees. The hybrid format also allowed the scheduling of Caucus meetings prior to the in-person Council meeting.

The [complete draft minutes of the February 2024 COR meeting](#) are available on the APA website.

Below we present a brief overview of items and reports from the February 2024 COR meeting.

1. MAIN ITEMS FROM THE FEBRUARY 2024 COR MEETING

Note: Item labeling refers to the number as it appeared in the corresponding meeting Agenda.

ELECTIONS, AWARDS, MEMBERSHIP AND HUMAN RESOURCES

- A. **Item 2.** COR voted to approve a \$27 increase in the APA base member dues rate (\$247 to \$274) and reduction in the dues increase at years four through six of the dues ramp up (\$149 to \$124).

Additionally, COR voted to approve the following amendment to Association Rule 210-5:

210-5. Dues

210-5.2 The annual dues of Members, including Fellows, and Associate Members shall be established on a ramp up schedule based on years of membership.

ETHICS

- A. No items.

DIVISIONS AND STATE AND PROVINCIAL AND TERRITORIAL ASSOCIATIONS

- A. No items.

ORGANIZATION OF THE APA

- A. **Item 3.** COR voted to approve extending the expiration date for the *Clinical Practice Guidelines for the Treatment of Depression Across Three Age Cohorts* to December 31, 2029
- B. **Item 4.** COR voted to approve APA's role in the strategic plan of the American Psychological Association/American Psychological Association Services, Inc. Details of the strategic plan can be found via this link: <https://www.apa.org/about/apa/strategic-plan>.
- C. **Item 5.** COR voted to receive the 2019 report of the Juvenile Justice Solitary Confinement Working Group, entitled, "*Uses of Individual Isolation of Youth in Juvenile Justice*" and thanked the working

group for their important work. COR also voted to adopt as APA policy a resolution opposing involuntary isolation of youth in juvenile justice settings, which resolved that “while Council continues to support efforts to eliminate the practice, additional specificity is needed with respect to youth solitary confinement”, and the resolution provided ten clinical and science-based recommendations, beginning with a recommendation to prohibit solitary confinement of youth except under truly exigent or emergency circumstances.

- D. **Item 6.** COR voted to adopt as APA policy a resolution to support parents with disabilities, which calls on psychologists to actively work to reduce biases, challenge stereotypes, and champion the provision of appropriate supports and resources for this population.
- E. **Item 7.** COR voted to adopt as APA policy a resolution on the secure storage of firearms and lethal means safety strategies to prevent suicides. The resolution calls on APA to encourage secure firearms storage trainings, initiatives, and research.
- F. **Item 8.** COR voted to adopt as APA policy the following: *Policy Statement on Affirming Evidence-Based Inclusive Care for Transgender, Gender Diverse, and Nonbinary Individual, Addressing Misinformation, and the Role of Psychological Practice and Science*. The statement affirms APA’s support for unobstructed access to healthcare and evidence-based clinical care for transgender, gender diverse, and nonbinary children, adolescents, and adults, and for increased public accessibility to timely and accurate information, founded in clinical and psychological science.
- G. **Item 9.** COR voted to approve the following motion: “that there will be no Association rule changes, and the Council Leadership Team will continue to provide recommendations on action items coming forward to Council for consideration using the principles of evidence-based policies, thorough item development and review, and alignment with APA’s mission, resources, and strategic plan. CLT will provide one of the following recommendations to move an item to final form: CLT recommends that Council approve the motion, CLT recommends that Council oppose the motion, CLT recommends the motion for final form and that it be placed on the Council meeting agenda. A vote tally on CLT recommendations on actions items will be provided to Council.
- H. **Item 12.** COR received as information an update on the CLT’s efforts to implement recommendations found in the Council Effectiveness Implementation Oversight Task Force report.

PUBLICATIONS AND COMMUNICATIONS

- A. **Item 13.** COR received as information an update on the Publications and Communications Board activities.

EDUCATIONAL AFFAIRS

- A. No items.

PROFESSIONAL AFFAIRS

- A. **Item 14.** COR received as information an update on the work of the Advisory Steering Committee for Development of Clinical Practice Guidelines and APA Guideline Development Panels and plans for 2024.

SCIENTIFIC AFFAIRS

- A. **Item 9A.** COR voted to adopt as APA policy a resolution on combating misinformation and promoting psychological science literacy. The resolution resolves that APA encourage psychologists, educators, researchers, and policy makers to actively engage in efforts to raise public awareness about the psychological mechanisms underpinning the creation and spread of misinformation.

PUBLIC INTEREST

- A. **Item 10.** COR voted to adopt as APA policy the 2024 Guidelines for Psychological Practice with Older Adults, and approved December 31, 2034, as its expiration date.

- B. **Item 16.** COR received an update on the new business in progress entitled Resolution on Supporting Psychologists' Education and Research about, and Activism against, Violation of Girls' and Women's Human Right Globally.

ETHNIC MINORITY AFFARIS

- A. No items.

INTERNATIONAL AFFAIRS

- B. No items.

FINANCIAL AFFAIRS

- A. **Item 15.** COR received as information the 2022 IRS Tax Form 990 and 990-T Amendment.

ADDITIONAL ACTIVITIES

On Friday during lunch, COR members were invited to participate in an optional session with the Racial and Ethnic Diversity Consultative Task Force.

On Friday afternoon, COR heard from a keynote speaker, Dr. Miriam Delphin-Rittmon, Assistant Secretary for Mental Health and Substance Abuse in the US Department of Human Services.

On Saturday morning, COR engaged in a continuing education session on Artificial Intelligence (AI) and Psychology. COR discussed in breakout groups several questions related to AI and shared those notes with staff.

*Shandol Hoover*

APA FREE SCIENCE TRAININGS

Shandol Hoover

APA Science is offering FREE science training sessions with experts in the field to introduce viewers to new tools and techniques to support cutting-edge psychological research. Access over 15 free trainings on topics such as intensive longitudinal methods, structural equation modeling, missing data analysis, mediation and moderation analysis, multilevel models for clustered data, and more at the [training sessions website](#). Learn about the Spring 2024 sessions below.

April 26 - Introduction to Factor Analysis

Register for Free

A. Nayena Blankson, PhD will discuss what factor analysis is as well as the differences between factor analysis and principal components analysis and conclude with an illustration of how to conduct and interpret the results of a factor analysis.

April 30 - An Introduction to Eye-Tracking Methods and Research Designs in Psychology

Register for Free

Jacob Orquin, PhD will offer an introduction on eye-tracking methods and explore different types of eye-tracking research designs including guidance for developing studies.

Continuous, Objective Behavioral Measurement Using Smartphones: An Introduction to the EARS System

(This session was held on February 27 and will be available for free viewing in late May)

Nicholas B. Allen PhD reviewed the opportunities and challenges associated with using smartphone-based software to access data from sensors on an individual's personal smartphone to collected data that provides sights into key behavioral patterns such as language, cognition, physical activity, sleep, geographic mobility, and environmental exposures.

Indigenous Knowledges as Research Methodologies in Psychology: Anticolonial Applications of Indigenous Ways of Knowing by Native Psychologists

(This session was held on March 20 and will be available for free viewing in late May)

Joseph P. Gone, PhD (Aaniiih-Gros Ventre), Maria C. Crouch, PhD (Deg Hit'an & Coahuiltecan), Emma Elliott, PhD (Cowichan Tribes), Jill Fish, PhD (Tuscarora Nation), and Haley Shea, PhD (Miami Tribe of Oklahoma) shared their experiences and expertise concerning the identification and application of Indigenous ways of knowing for research in psychology. *This training session is in collaboration with APA Division 5: Quantitative and Qualitative Methods, and The Society of Indian Psychologists (SIP).*

Introduction to Social Network Analysis

(This session was held on March 26 and will be available for free viewing in late May)

Tracy Sweet, PhD presented common methods of network analysis through practical examples; these include identifying central individuals, conducting community detection, and fitting social network models.

APA works for psychological science and scientists every day. Learn how APA is elevating psychological science on the Hill, in the lab, on the career path, across the field, in the public, in the world and how you can get involved by accessing this [link](#).

Stay on top of cutting-edge resources that will help you with your research and be among the first to hear about open calls for papers, grants and funding opportunities by subscribing to APA's free [Science Spotlight](#).



PUBLICATON CORNER

Compiled by
Gill Sitarenios

A Tutorial in Bayesian Mediation Analysis with Latent Variables.

Maximum Likelihood (ML) estimation is a common estimation method in Structural Equation Modeling (SEM), and parameters in such analyses are interpreted using frequentist terms and definition of probability. It is also possible to fit structural equation models in the Bayesian framework. This article provides a tutorial in the analysis and interpretation of results for the single mediator model with latent variables.

Miočević, M. (2019). A tutorial in Bayesian mediation analysis with latent variables. *Methodology: European Journal of Research Methods for the Behavioral and Social Sciences*, 15(4), 137–146. <https://doi.org/10.1027/1614-2241/a000177>

Waldian t tests: Sequential Bayesian t tests with Controlled Error Probabilities.

Bayesian t tests have become increasingly popular in psychological research. In contrast to classical test procedures, Bayesian tests can measure statistical evidence in favor of the null hypothesis and allow for optional stopping. Yet, probabilities of statistical decision errors (i.e., falsely rejecting a hypothesis when it is true) are not explicitly controlled. In this article, a sequential test procedure is proposed where Bayesian t tests are calculated repeatedly after each additional observation. The sample size is increased until the test exceeds a predefined threshold. The procedure is illustrated using a variety of examples.

Schnuerch, M., Heck, D. W., & Erdfelder, E. (2024). Waldian t tests: Sequential Bayesian t tests with controlled error probabilities. *Psychological Methods*, 29(1), 99-116. <https://doi.org/10.1037/met0000492>

Assessing children in developmental research: Challenges in testing through infancy to adolescence

In this paper, a new method for DIF analysis is proposed under a multiple indicators and multiple causes (MIMIC) model for DIF. Without requiring prior knowledge about an anchor set, it can accurately estimate the DIF effects of individual items and further draw valid statistical inferences for quantifying the uncertainty. Specifically, the inference results allow us to control the type-I error for DIF detection, which may not be possible with item purification and regularized estimation methods. Simulation studies were conducted to evaluate the performance of the proposed method and compare it with the anchor-set-based likelihood ratio test approach and the LASSO approach.

Chen, Y., Li, C., Ouyang, J. *et al.* DIF Statistical Inference Without Knowing Anchoring Items. *Psychometrika* 88, 1097–1122 (2023). <https://doi.org/10.1007/s11336-023-09930-9>

Guidelines for the “Publication Corner” Column:

Have you seen a recent publication that you think would be of great interest to Division 5 membership? Please feel free to share suggestions for publications to include in this column. Please send your ideas to *The Score* Editor, Gill Sitarenios (Gill.Sitarenios@gmail.com). Please be sure to include full reference details and a short synopsis (2-3 sentences) of the publication. Use “Publication Corner” in the subject line of the email.



WHAT'S NEW IN BOOKS

Compiled by
Joanna Solomon

“Pruebas Publicadas en Español III: An Index of Spanish Tests in Print”

Edited by Jennifer E. Schlueter, Nancy A. Anderson, Janet F. Carlson, & Kurt F. Geisinger

Published September 2023 by Buros Center for Testing (\$79.00 paperback; e-books also available)

This book provides a comprehensive bibliography of commercially available that are published wholly or partially in Spanish to facilitate test identification and selection. All content appears in Spanish and English. The new edition provides extensive descriptions of 680 tests, including tests that are fully adapted to Spanish, developed in Spanish, and those that offer Spanish translations of some test components. Test entries included in the book provide descriptive information for 22 test features, including title, purpose, norms, translation/adaptation process, country and language of origin, intended population, scores, test components available in English, test components available in Spanish, and cross-references to reviews published in the *Mental Measurements Yearbook* series.

“The Essence of Multivariate Thinking: Basic Themes and Methods, 3rd Edition”

By Lisa L. Harlow

Published June 2023 by Routledge (\$170.00 hardback; \$66.95 paperback; e-books also available)

The third edition of this text includes concepts, equations, themes and examples for multiple regression, ANCOVA, MANOVA, discriminant function analysis, logistic regression, factor and path analysis, latent variable modeling, multiple sample analysis, and latent growth modeling. A longitudinal dataset was analyzed for each example with R, SAS, and SPSS for several methods. Examples give effect sizes, significance tests, and reliability, as well as descriptive statistics, assumption tests, code, output, and brief results write-ups. Examples include a randomized treatment, replication on a random subset, and/or longitudinal cross-sections. The book will provide useful for understanding multivariate and/or structural equation modeling for novice and experienced researchers alike.

“Experimental Design in Psychology: A Case Approach”

By M. Kimberly MacLin

Published December 2023 by Routledge (\$240.00 hardback; \$120.00 paperback; e-books also available)

In this book, the process of science is clearly articulated and explained. The scientific method, as it pertains to experimental design and psychological research, is described in detail, step-by-step, to help students understand the process of thinking critically, asking the right questions, generating ideas, designing studies, and the logistics of carrying out the research. Subdisciplines of psychology are included throughout in examples and practical applications. The first part of the text is content-oriented and provides an overview of the principles of experimental design, while the second part contains annotated research articles for students to analyze, including topics such as spotting falsified scientific findings or poorly communicated results.

Guidelines for the “What’s New?” Column:

Have you published a new psychological test or testing product; a book on advanced statistics, measurement, or evaluation; an interesting website 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 of about 100 words in the What’s New 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. Please send announcements and/or product literature to *The Score* Associate Editor, Joanna Solomon: joanna.solomon@mhs.com.

LINKS TO RECENT PREVIOUS ISSUES OF “THE SCORE”

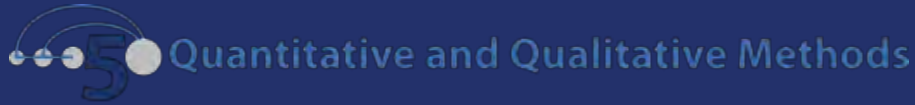


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January, 2024	46	1	https://www.apadivisions.org/division-5/publications/score/2024/01/issue.pdf
October, 2023	45	4	https://www.apadivisions.org/division-5/publications/score/2023/10/issue.pdf
July, 2023	45	3	https://www.apadivisions.org/division-5/publications/score/2023/07/issue.pdf
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January, 2023	45	1	https://www.apadivisions.org/division-5/publications/score/2023/01/issue.pdf
October, 2022	44	4	https://www.apadivisions.org/division-5/publications/score/2022/10
July, 2022	44	3	https://www.apadivisions.org/division-5/publications/score/2022/07
April, 2022	44	2	https://www.apadivisions.org/division-5/publications/score/2022/04
January, 2022	44	1	https://www.apadivisions.org/division-5/publications/score/2022/01
October, 2021	43	4	https://www.apadivisions.org/division-5/publications/score/2021/10
July, 2021	43	3	https://www.apadivisions.org/division-5/publications/score/2021/07
April, 2021	43	2	https://www.apadivisions.org/division-5/publications/score/2021/04
January, 2021	43	1	https://www.apadivisions.org/division-5/publications/score/2021/01
October, 2020	42	4	https://www.apadivisions.org/division-5/publications/score/2020/10
July, 2020	42	3	https://www.apadivisions.org/division-5/publications/score/2020/07
April, 2020	42	2	https://www.apadivisions.org/division-5/publications/score/2020/04
January, 2020	42	1	https://www.apadivisions.org/division-5/publications/score/2020/01

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<https://www.apadivisions.org/division-5/publications/score/issues>

DIVISION 5 MEMBERSHIP INFORMATION



Division 5 draws together specialists in the areas of quantitative and qualitative methods. Membership includes specialists in the fields of educational psychology, industrial-organizational psychology, individual assessment, measurement, program evaluation, psychometrics, qualitative inquiry, research interviewing, research methods and statistics. Division 5 provides the opportunity to participate in this critical aspect of professional development, and is a vibrant community that serves the core interests and needs of rigorous scientific inquiry in the social sciences. Those who are interested in joining the division or who would like more information should be referred to the Division 5 website:

<https://www.apadivisions.org/division-5/membership>

Advertising in *The Score*

The Score is the newsletter of the American Psychological Association's Division 5—Evaluation, Measurement, and Statistics. Division 5 is concerned with promoting high standards in both research and practical application of psychological assessment, evaluation, measurement, and statistics. Approximately half of the Division 5 members are university faculty members in quantitative psychology, psychometrics, educational psychology, or industrial organizational psychology and half are engaged in careers in industry, including the areas of individual and large-scale assessment. More than 1,000 Division 5 members receive The Score each quarter. Advertisements in The Score may be in the form of display advertisements or job announcements. Both types of ads can include graphics and other design features and can be submitted as text or camera-ready display art. Prices for advertisements and size requirements are provided in the accompanying table. Submission deadlines are 45 days prior to publication: February 15 for the April issue, May 15 for July, August 15 for October, and November 15 for January.

To advertise in The Score, please contact Editor Gill Sitarenios at GSitarenios@yahoo.ca.

Size	Dimensions	Display Ad Price	Job Announcement Price
Full page	7.125" × 9.5"	\$235	Not available
Half page	7.125" × 4.75"	\$175	\$120
Third page	4.75" × 4.75"	\$125	\$90
	2.375" × 9.5"		
Sixth page	2.375" × 4.75"	\$90	Free/\$55
Notes: Insertion orders for four consecutive issues receive a 15% discount. First sixth page job ad each year free, thereafter \$55.			