



Measurement and Evaluation in Psychology and Education, Robert M. Thorndike, Tracy Thorndike-Christ, Prentice Hall Higher Education, 2009, 0132403978, 9780132403979, 509 pages. In this classic introduction to educational and psychological measurement, Thorndike and Thorndike-Christ provide all of the pertinent information future professionals need to know in order to develop the skills to use test information wisely. Incorporating standard measurement concepts as they apply to both educational and psychological assessments, the new eighth edition continues to provide a technically rigorous treatment of the core issues in measurement in an easy-to-read, easy-to-understand presentation. In preparing students to become independent users of test information, it describes problems in measurement, explains how these problems are approached and solved, surveys a broad range of sources, and provides guidance in how to find, evaluate, and use information about specific tests. The new eighth edition of "Measurement and Evaluation in Psychology and Education" includes increased coverage of No Child Left Behind, extended coverage of the role of ethics in tests, and a new chapter on advanced topics in testing. Part Two of the book has been reorganized to clarify concepts and the book as a whole has been streamlined and updated to include the most current research and testing information. Intended for use in undergraduate or graduate level introductory courses in psychological and educational measurement, "Measurement and Evaluation in Psychology and Education" focuses on basic issues in measurement provides a general overview that is not overly specialized. "Making the Computer Do It" feature walks students through using SPSS and Excel to perform basic statistical analysis, helping students to understand statistical and measurement concepts without having to do manual computations. A straightforward introduction to the logic of Item Response Theory (IRT) explains the rationale behind this complex concept clearly and simply to readers, making this fundamental but often confusing tenet of measurement truly understandable. An in-depth chapter on assessing individuals with disabilities and English language learners that focuses on the most current "best practice" recommendations. This chapter illustrates the benefits and challenges of education's current emphasis on inclusion and discusses key issues related to assessment of students for whom English is not their dominant language. NEW -- Increased coverage of No Child Left Behind and High Stakes Testing with a discussion of the pros and cons of these practices that helps readers to understand the changing world of measurement and evaluation in education. NEW -- More prominent and extended coverage of ethics in the use of tests with particular application to individuals with disabilities and English language learners. NEW -- A chapter on Advanced Topics in Testing that gives a readable and more in-depth discussions of Item Response Theory, Factor Analysis, Differential Item Functioning and Generalizability Theory. This chapter also now contains more detailed descriptions of four widely used analytical methods in measurement. Each discussion in this chapter supplements coverage in the main text and provides a guide to additional resources. .

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