

Course Unit Descriptor

Study Programme: Psychology			
Course Unit Title: Test Battery Construction			
Course Unit Code: 21MII010			
Name of Lecturer(s): Bojan B. Janičić, Bojana M. Dinić			
Type and Level of Studies: Master academic studies			
Course Status (compulsory/elective): Elective			
Semester (winter/summer): Winter			
Language of instruction: English			
Mode of course unit delivery (face-to-face/distance learning): face-to-face			
Number of ECTS Allocated: 3			
Prerequisites: None			
Course Aims: Test batteries are sets of independent psychological tests created for a specific purpose. In psychological practice, these are most often various classification tasks, such as selection and placement. These tasks are among the most common situations in which psychologists use measurement instruments and are present in different areas of their work. The aim of this course is to equip students with the necessary knowledge and, through practical work, enable them to independently construct, evaluate, and apply batteries of psychological measurement instruments. The emphasis is on acquiring knowledge applicable in practice.			
Learning Outcomes: The student will be able to construct test batteries for specific purposes, evaluate them, use them properly, and interpret their results.			
Syllabus: <i>Theory</i> Definition of a test battery; types and purposes according to the classification task; validation studies for constructing a battery (different types of criteria); selection using multiple cut-off methods, selection equations, and profile similarity coefficients; equipercentile and linear test equating; reliability of weighted and unweighted composites (test batteries); validity of test batteries. <i>Practice</i> Example of a validation study used to choose tests for a battery; determining the cut-off score (statistical) and desirable profile; constructing a composite score and selection using the selection equation or multiple cut-off method; calculating profile similarity coefficients; equipercentile and linear test equating; calculating the reliability coefficient of the composite measure (test battery).			
Required Reading: Price, L. R. (2016). <i>Psychometric Methods: Theory into Practice</i> . New York: The Guilford Press. (selected chapters) Cohen, R. J., & Swerdlik, M. (2018). <i>Psychological Testing and Assessment: An Introduction to Tests and Measurement</i> (9th ed.). New York: McGraw-Hill. (selected chapters) Rao, C. R., & Sinharay, S. (2007). <i>Handbook of Statistics: Psychometrics</i> (Vol. 26). Amsterdam; Boston: Elsevier. (selected chapters)			
Additional literature: American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). <i>Standards for educational and psychological testing</i> (6th ed.). American Educational Research Association. Available at https://www.testingstandards.net/open-access-files.html			
Weekly Contact Hours: 2		Lectures: 2	Practical work: 0
Teaching Methods: Interactive lectures, practical work in statistical software, group and individual work, consultations.			
Knowledge Assessment (maximum of 100 points):			
Pre-exam obligations	points	Final exam	points
Active class participation	10	written exam	50
Practical work	40	oral exam	
Preliminary exam(s)			
Seminar(s)			
The methods of knowledge assessment may differ; the table presents only some of the options: written exam, oral exam, project			

presentation, seminars, etc.