

Preface

I remember walking with some of my fellow clinical psychology interns at Bellevue Hospital, entering a building in the NYU-Bellevue Medical Center complex, and hearing someone pointing to a man in the distance say, “There’s David Wechsler!” Indeed, there stood one of the living legends in the field of psychology. As a graduate student I had learned to administer each of the Wechsler intelligence tests and had even been privileged enough to serve as an examiner in the restandardization of one of them. Seeing this psychologist in person for the first time as a fellow employee at Bellevue inspired a sense of awe.

It was during my internship year at Bellevue that I first began to think about writing a textbook on testing, assessment, and measurement in psychology. I was gaining a great deal of clinical experience in the area of assessment, was completing a doctoral dissertation that involved projective testing, and I had access to some of the most renowned human resources in the field of clinical psychology. In settings as diverse as the Bellevue child, adolescent, and adult in-patient services, the Bellevue psychiatric emergency room, the Bellevue prison service, the Bellevue adult outpatient clinic, and the Bellevue in-hospital court room, academic instruction was complemented by supervised experience with a wide variety of assessment-related dilemmas and solutions. This growing body of knowledge and experience reinforced my developing views about the need for an alternative to measurement texts of the day.

My education and experience in the area of testing and assessment continued after my internship year with my appointment as Senior Psychologist on the NYU-Bellevue staff. I handled a regular stream of assessment cases, instructed clinical psychology interns on assessment and supervised their work, and routinely made numerous assessment-related case presentations to colleagues. One day while chatting informally with David Wechsler—the luminary I had come to know as a colleague—he related a story about the time that Dan Rather and a CBS camera crew set up shop in his Upper East Side apartment. They had come to conduct an in-depth interview with him on the subject of intelligence for use on *CBS Reports*. Dr. Wechsler quipped that it wasn’t until that day that the people in his building got an inkling that he must be kind of an important person—he had to be, if Dan Rather was coming to interview him! Even as Dr. Wechsler spoke, I envisioned a time when I, too, would request a formal interview with him, the better to provide some “insider” insights for this book. But the interview was not to be; Dr. Wechsler’s death preceded that request.

Although we did not have the benefit of Dr. Wechsler’s personal input for the first edition of this textbook, we have been, through the quarter-century or so in which the present edition of this textbook has evolved, fortunate enough to obtain the input of dozens of other authorities in areas such as intelligence, personality, statistics, and culture. In the course of that time period, the authors collectively gained not only greater knowledge about how to effectively convey measurement principles in a textbook, but greater personal experience using tests in clinical, school, business, and organizational settings. This vast bank of expertise was complemented by countless hours of library and online research, and by formal and informal reviews of alternative versions of manuscripts by faculty and students. Assimilating all such sources of information, draft after draft of this manuscript was created. Each draft was designed to succeed even more than its predecessor in terms of making the material accessible to students and stimulating independent thought on the subject matter.

The first proposal for this book was sent to a publisher in the mid-1970s. In that document, we envisioned a measurement text that was different in key ways from any existing book. The text would be comprehensive yet readable. It would be scholarly and academic in its presentation, yet include ample real-life examples illustrating the authors' hands-on experience with the subject matter. Illustrations would be used to stimulate thinking and imagination, not simply to break up long stretches of text. The organization of the book would be logical. Chapters were designed to flow in discussion from what a construct like intelligence or personality is, to why it is measured, to how it is measured. Designed to build a core knowledge in psychometrics early on, many of the subsequent chapters allowed for flexibility in order of assignment at the discretion of the instructor. The proposed book contained content areas never visited in any existing text. Coverage of neuropsychological and forensic assessment was included, as were culture-related issues and coverage of assessment in business and organizations. None of this may seem very revolutionary now. But it was then.

After initial writing had begun under contract, we received advice—some solicited and some unsolicited—from many colleagues who taught measurement courses. We were encouraged by some to fashion “a professor’s book” rather than a “student’s book.” In this context, one colleague advised us half-jokingly, “If you’re going to write a measurement text, make sure it’s not very clear.” Asked why, he responded, “Because if the writing’s clear, few measurement experts and statisticians will think it’s very good.” Call us naive, but our vision of this book was quite the opposite. It was an era in which many psychology and education majors dreaded taking a required course in assessment, and many universities were dropping the course as a requirement. We believed a “student’s book” was sorely needed to help reverse that trend.

The first edition of this book was finally published in 1988 by Mayfield Publishing Company, a relatively small, privately owned publishing house. At that time, in contrast to much larger, corporately owned publishers, Mayfield had only a handful of salespeople to promote the text. Despite this fact, and promotion efforts that were modest by any standard, word-of-mouth propelled our text to become one of the most frequently used books in measurement courses. We have been very proud of the reception the professional community gave us. We attribute it to the fact that we stayed true to our objectives and really delivered on our promises.

Revisions of tests, changes in the law, innovation in methods of assessment, new insights on the role of culture in assessment, and other factors have necessitated the publication of new editions of this text from time to time. Accordingly, the organization, content, and other variables related to each new edition have been tweaked—for the better, we trust—in each new edition. What has remained unchanged through the years is our commitment to keeping the presentation of material fresh, current, and forward-looking. The specific objectives we outlined in the first edition of this book have remained much the same in succeeding editions. They are:

1. To provide a thorough, state-of-the-art, and readable description of basic measurement concepts at a level of technical complexity sufficient to equip students to understand technical terms in professional journals, test manuals, and test reports and to be able to develop an educated opinion about the psychometric soundness of any psychological test
2. To present up-to-date, reasonably detailed, and well-balanced discussion of various issues in measurement ranging from the issue of heritability in intelligence, to general legal/ethical issues, to administration, scoring, and interpretation concerns with respect to computer-assisted psychological assessment
3. To blend theoretical and applied material in such a way as to provide the student with both a rationale for and a hands-on feel of the assessment process

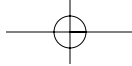
4. To provide ample case illustrations of the wide range of real-world contexts in which psychological testing and assessment occur, including clinical, counseling, neuropsychological, educational, and business-related contexts
5. To provide a person-oriented perspective on measurement by including biographical material on many past and present contributors to the field
6. To excite genuine interest in the field of testing and assessment by writing with warmth, even occasional humor, and liberally illustrating with relevant material
7. To impart a sense of the authors' belief in and respect for the psychological assessment enterprise balanced by a healthy and realistic degree of self-criticism and an eye toward the challenges that lie ahead

"What else is new in this edition?" you may ask. The answer: "Way too much to detail here." In addition to coverage of new or updated tests, some new or updated material has to do with test development, such as the new material in Chapter 4 on the practice of concurrent validation by test developers and publishers. Some of the material has to do with specific constructs, such as the new material on the Cattell-Horn theory of intelligence, John Carroll's three-stratum theory, and the Cattell-Horn-Carroll theory. There is a wealth of new material having to do with sundry aspects of assessment such as the process of test revision, techniques of self-monitoring, substance abuse assessment, and pre-retirement assessment, and a fresh look at clinical versus actuarial prediction. Interwoven throughout, you will find a great deal of new content related to issues of culture and assessment.

In the past, whenever anyone asked me a question about the possibility of color in this text, my stock response would be, "The color is in the writing." With this fifth edition, I am now pleased to be able to add, "and in the blue ink on the pages, too!" In keeping with the objective of making this book as student-friendly as possible, we have also created a glossary; explanations of key words printed in bold throughout the text may be found there. In the companion workbook and student study guide (Cohen, 2002), each chapter now opens with a crossword puzzle keyed to the corresponding chapter in this text.

Our thanks to the many people who gave their time, knowledge, and talents to assist in the development of this fifth edition, especially the many measurement professionals who provided either solicited or unsolicited input. I thank the following individuals for their constructive review of the fifth edition manuscript: Nancy S. Breland, The College of New Jersey; Amy Herstein Gervasio, University of Wisconsin, Stevens Point; Janet L. Kottke, California State University, San Bernardino; and Terry G. Newell, California State University, Fresno. Special thanks to the people at Mayfield Publishing Company, the former publisher of this book, especially Frank Graham and Boyce Nute, who believed in this book from the outset. They, as well as many other staff people, supported us in our efforts to continually make it as good as it could be. Sincere thanks to my wife, Susan, for her assistance in various stages of this work, and for her above-and-beyond help in creating the crossword puzzles for the *Exercises* workbook; all those years of watching and playing *Wheel of Fortune* may not have been for naught. Thanks to all of the editorial staff who have worked behind the scenes to make certain this book is all that it can be. A partial listing of this editorial staff includes April Wells-Hayes, Sheryl Rose, and Ken King. Thanks also to Thalia Dorwick at our new publisher for the warm welcome to the McGraw-Hill family.

To the student taking this course: Welcome! We, your textbook authors, have done our best to convey a great deal of technical information in a way that you can understand, and with a style that you may (we hope) find appealing. To the instructor who has assigned this textbook, we sincerely thank you for the privilege of allowing us into your



classroom, and we accept with a great sense of responsibility and humility the trust you have placed in us. We will continue to do our best to keep pace with the pulse of the field of testing and assessment and to provide readable, innovative, and thought-provoking coverage of that field to your students.

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