The Development and Psychometric Characteristics Of The Revised Illinois Test

When somebody should go to the book stores, search establishment by shop, shelf by shelf, it is really problematic. This is why we provide the book compilations in this website. It will categorically ease you to look for any book you want. It will be not only about the revised illinois test scale and subscales. The reliability of the total scale was .91. The internal consistency reliability for eight subscales ranged from .57-.85. The total score of TSBO was negatively related to abstemious, alcohol and cigarette use, and positively related to GPA.

Developmental Inventory Scales for Children - Jeanette R. Amdur - 1982
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Developmental and Psychometric Properties of the Incompetence Uncertainty Scale for Children - Amy Przeworski - 2006
Management Culture and Corporate Social Responsibility - Prasas Zokakulha - 2018-04-18
This dissertation focuses on the level of management culture development in organizations attempting to disclose it not only with the help of theoretical insights but also by the term "management culture" that is newly found in literature selected for the analysis. We are quite often faced with problems of terminology. Especially, it often happens in the translation from one language to another. While preparing this monograph, the authors had a number of questions on how to decouple the management culture from organization's culture and from organizational culture, how to separate management culture from managerial culture, etc. However, having analysed a variety of scientific research, it appeared that there is no need to break down the mentioned cultures because they still overlap. Therefore, it is impossible to completely separate the management culture from the formal or informal part of organizational culture. Management culture inevitably exists in every organization, only its level of development may vary.

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The Perceived Invalidation of Emotion Scale (PIES) - Melissa Jean Zielski - 2016
Despite the decades that have passed since invalidation was first theorized to causally influence the development of psychopathology (Linehan, 1993), no measures have been designed and statistically validated to index current emotion invalidation. Research on invalidation has thus grown slowly and often used measures that were developed in a retroactively constructed construct. This study describes the development and psychometric evaluation of the Perceived Invalidation of Emotion Scale (PIES), a novel measure of emotion invalidation. Items for the PIES were developed through themes from a narrative investigation of adults' experiences of emotion invalidation (Study 1). The item pool then underwent expert review, exploratory factor analysis, and confirmatory factor analysis (Studies 2-4). Finally, internal consistency, test-retest reliability, and concurrent, divergent, incremental, and predictive validity were assessed using a short-term longitudinal design. Assessment of the reliability and validity of the 10-item PIES was promising across all indices. Directions for future research using the PIES are discussed.

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Assessing Measurement Invariance for Applied Research - Craig S. Wells - 2021-06-03
This dissertation reports on the development of a new self-report questionnaire measure of schizotypy - the Multidimensional Schizotypy Scale (MSS). Schizotypy is characterized by abnormal patterns in the domains of thought, emotion, and behavior, and has been linked to a number of important outcomes including antisocial behavior, psychopathology, and others. The MSS is based on current conceptual models and taps positive, negative, and disorganized dimensions of schizotypy. The development of the MSS has involved a large-scale item analysis, item pool construction, and item refinement process. The MSS is a 26-item self-report measure designed to assess schizotypy in a wide variety of populations. The MSS has been shown to be a highly reliable and valid measure of schizotypy. The MSS is a useful tool for researchers and practitioners interested in the study of schizotypy.

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The development and psychometric characteristics of the revised Illinois Test designed to assess the relationship between a child's academic and social development and a wide range of family, school, and community variables. While the ECLS-K Kindergarten Class of 1998-99 (ECLS-K). The ECLS-K is sponsored by the U.S. Department of Education, National Center for Education Statistics. The ECLS-K was designed to assess the relationship between a child's academic and social development and a wide range of family, school, and community variables. While the ECLS-K will ultimately span kindergarten through fifth grade, this report documents the psychometric results for four time points—fall- and spring-kindergarten and fall- and spring-first grade. Three domains are represented by the ECLS-K kindergarten and first grade (K-1) assessment instruments: cognitive (direct and indirect), socioemotional, and psychomotor. Direct cognitive tests refer to scores based on children's "direct" responses to cognitive test items. In kindergarten and first grade, direct cognitive tests were administered in reading, mathematics, and general knowledge. Indirect cognitive measures were ratings by teachers of the children's cognitive performance in closely related areas: language and literacy, mathematical thinking, and general knowledge. Following an introduction in chapter 1, chapter 2 of this report describes the objectives and design of the assessment instruments. For the cognitive tests, this includes selection of content domains, and for the direct cognitive tests, the rationale for individually administered adaptive tests, the source, and development of frameworks. Chapter 3 describes the development and field testing of the item pools for the direct cognitive measures, the selection of test items for the final forms, and the creation of a Spanish-language version of the mathematics assessment. It also introduces the criterion-referenced subsets of items selected for the reading and mathematics tests. Chapter 4 contains an overview of the item Response Theory (IRT) procedures used to scale the test scores. Chapter 5 presents the psychometric characteristics of the direct cognitive tests given in kindergarten and first grade. Chapter 6 describes the development and psychometric characteristics of the indirect and psychomotor measures and discusses the relationship between the direct and indirect measures of the cognitive domains. Chapter 7 describes performance on the Oral Language Development Scale (OLDS), the instrument used to evaluate children's fluency in English and Spanish. Chapter 8 presents issues in analyzing longitudinal measures of cognitive skills. The following authors contributed to this report: Sally Atkins-Burnett, Tom Hoffer, Samuel J. Meisels, Karen Tourangeau, Jerry West, and Elvira Germino Hausken.


This report documents the design, development, and psychometric characteristics of the assessment instruments used in the Early Childhood Longitudinal Study-Kindergarten Class of 1998-99 (ECLS-K). The ECLS-K is sponsored by the U.S. Department of Education, National Center for Education Statistics. The ECLS-K was designed to assess the relationship between a child's academic and social development and a wide range of family, school, and community variables. While the ECLS-K will ultimately span kindergarten through fifth grade, this report documents the psychometric results for four time points—fall- and spring-kindergarten and fall- and spring-first grade. Three domains are represented by the ECLS-K kindergarten and first grade (K-1) assessment instruments: cognitive (direct and indirect), socioemotional, and psychomotor. Direct cognitive tests refer to scores based on children's "direct" responses to cognitive test items. In kindergarten and first grade, direct cognitive tests were administered in reading, mathematics, and general knowledge. Indirect cognitive measures were ratings by teachers of the children's cognitive performance in closely related areas: language and literacy, mathematical thinking, and general knowledge. Following an introduction in chapter 1, chapter 2 of this report describes the objectives and design of the assessment instruments. For the cognitive tests, this includes selection of content domains, and for the direct cognitive tests, the rationale for individually administered adaptive tests, the source, and development of frameworks. Chapter 3 describes the development and field testing of the item pools for the direct cognitive measures, the selection of test items for the final forms, and the creation of a Spanish-language version of the mathematics assessment. It also introduces the criterion-referenced subsets of items selected for the reading and mathematics tests. Chapter 4 contains an overview of the item Response Theory (IRT) procedures used to scale the test scores. Chapter 5 presents the psychometric characteristics of the direct cognitive tests given in kindergarten and first grade. Chapter 6 describes the development and psychometric characteristics of the indirect and psychomotor measures and discusses the relationship between the direct and indirect measures of the cognitive domains. Chapter 7 describes performance on the Oral Language Development Scale (OLDS), the instrument used to evaluate children's fluency in English and Spanish. Chapter 8 presents issues in analyzing longitudinal measures of cognitive skills. The following authors contributed to this report: Sally Atkins-Burnett, Tom Hoffer, Samuel J. Meisels, Karen Tourangeau, Jerry West, and Elvira Germino Hausken.

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