



## Assessment for Development Checklist

Provided by [www.qualifying.org](http://www.qualifying.org) – training scientifically sound and reliable instruments

- Kinds            Instruments can be grouped into three broad categories.
- Inventories or questionnaires that collect and sort responses according to a framework or pre-set categories that allow general comparison to others. *Usually no educational requirements apply to the users of these tools.*
  - Instruments that are based on a theory and have normative groups for scoring. *Professionals with specialized training obtained through qualifying programs or a graduate degree in the social sciences usually have access to these tools.*
  - Instruments that are highly specialized and used for clinical purposes. *These tools require doctorate level training for access.*
- Decision        Using a personality tool, or any tool for that matter, should be based on a variety of criteria such as follows:
- How will an assessment contribute to development or addressing the identified issue? For example, just because an instrument purports that it provides information on interpersonal styles does not mean that this would be useful to a given group or to individuals. Can the goals be achieved without the instrument?
  - Assuming that using an instrument makes sense, and fits within the developmental or training goals of a program, selecting an appropriate tool is contingent on three issues:
    - What is the purpose of a given tool?
    - What evidence supports the claims made by the tool?
    - What training is required to make the most use of a selected tool?



- As a tool is evaluated, a thorough review of the reliability and validity data is required.
  - Reliability is measured by analyzing consistency of how an individual responds on similar items and checking to see if people report the same results after a period of time has passed (test-retest). These are usually reported as correlation coefficients; the user should expect to see values of .80 and higher.
  - Validity is measured through a variety of methods. Correlating the tool with another instrument, with rated behavior, and measuring performance in experiments are the common strategies used to show that an instrument is doing what it claims. For example, if the publisher claims that the tool predicts future behavior, then studies showing that this has been achieved should be readily available.
- How complex are the instrument results? How will these results be integrated in the program? What training is required by the interpreters/presenters to make the most use of the tool?
- Can the tool be used in an environment that protects the confidentiality of the results? Can the tool be used in a setting that is constructive?

#### Expectations

Clarifying expectations regarding the purpose, the use, and the desired outcomes of using psychological tools is an important responsibility. It is vital that a clear statement of goals is established and that there is a direct link to those goals and selected tools.

The data generated from the tools should clearly be for the individual who has taken the instrument, and this use should be stated in a statement of privacy and confidentiality.

Follow up support should be provided for later questions.





## Assessment for Development Checklist

Provided by [www.qualifying.org](http://www.qualifying.org) –training scientifically sound and reliable instruments

Checklist If the tool you are considering can't make the checklist, don't use it. You are asking for trouble if the publisher of the tool can't provide you with the following information. User checklist:

Item
Purpose of the possible instrument is clearly stated.
The links between the instrument purpose and program goals are explicit.
Reliability: coefficients are reported showing that responses to similar items within the instrument are high (measure of internal consistency that is .90 or higher).
Reliability: coefficients are reported showing that results are consistent over time (test-retest is .80 or higher).
Validity: correlations with other instruments, other rated behaviors, or experiments are reported. These correlations are usually .20 or higher. There should be multiple studies.
Theory or construction of the tool is clearly explained.
Guidelines for interpreting the results are outlined.
Application research is available for review.
To use the tool, a trained professional is required. This means that training is available for the tool.

Questions? Contact us at 336-774-0330 or [info@qualifying.org](mailto:info@qualifying.org).

Join our community network for free web seminars on the web at [www.qualifying.org](http://www.qualifying.org). Go to the registration page and complete the instructions.

Qualifying.org® provides approved professional qualifying and certifying programs.

[www.qualifying.org](http://www.qualifying.org)

(336) 774-0330

v:1.2