Abstract: Weiner (1989) cogently noted, psychologists must “(a) know what their tests can do and (b) act accordingly. …expressing only opinions that are consonant with the current status of validity data—is the measure of his or her ethicality” (p. 829). To follow Weiner’s advice, school and clinical psychologists must possess and apply fundamental competencies in psychological measurement and the importance of these competencies cannot be overstated for ethical assessment and evidence-based clinical practice (Dawes, 2005; McFall, 2000). Interpretation of tests and procedures must be informed by strong empirical evidence from different types of reliability, validity, and diagnostic and treatment utility studies; each of which addresses a different interpretation issue. So that school and clinical psychologists may ethically interpret test scores or procedures, this workshop delineates and highlights the varied psychometric research methods that must be considered to adequately assess the viability of the different test scores and score comparisons advocated. Internal consistency, short- and long-term temporal stability, interrater agreement, concurrent validity, predictive validity, incremental validity, age/developmental changes, distinct group differences, theory consistent intervention effects, convergent & divergent validity, internal structure (EFA & CFA), and diagnostic efficiency/utility methods are among those presented and each answer different, but critical, questions regarding interpretation of intelligence test scores and comparisons. Specific research examples with popular intelligence tests and procedures are provided to illustrate which intelligence test scores and score comparisons have empirical support for evidence-based application. Following this workshop participants will be better able to critically evaluate psychometric information provided in test manuals, interpretation guides, Mental Measurements Yearbook, and the extant literature that must guide test interpretation practices.

Learning Objectives:

1. Articulate how ethics and test standards apply to test selection, administration, and interpretation.

2. Describe why measurement principles are important foundations to ethical considerations in the selection, administration, and interpretation of psychological tests.

3. Apply the four broad measurement principles (reliability, validity, utility, norms) that provide the foundation for test score/discrepancy interpretations.
4. Apply the four basic approaches to test score reliability (internal consistency, stability, equivalence, interrater agreement) in judging score adequacy.

5. Apply at least five of the major approaches to assessing test score validity in judging the adequacy of psychological test scores and inferences.

6. Articulate the difference between test score validity (group application) and predictive or diagnostic utility (individual application).

7. Explain the importance of test norms for judging the applicability and use of psychological tests and various standard errors of measurement.

**Biography: Gary L. Canivez, Ph.D.** is a Professor of Psychology at Eastern Illinois University principally involved in the School Psychology training program. He earned his Ph.D. from Southern Illinois University-Carbondale and was a school psychologist for 8 years in the Phoenix metropolitan area before entering academia. He previously taught graduate courses as an adjunct faculty for Arizona State University and Northern Arizona University. Dr. Canivez is a Fellow of the American Psychological Association Division (5) of Quantitative and Qualitative Methods and Division (16) of School Psychology, a Charter Fellow of the Midwestern Psychological Association, and a member of the Society for the Study of School Psychology. He is a past president of the Arizona Association of School Psychologists, is an Associate Editor for Archives of Scientific Psychology; and a Consulting Editor for School Psychology (formerly School Psychology Quarterly) and the Journal of Psychoeducational Assessment. He has served as a grant reviewer for the Israel Science Foundation, the Swiss National Science Foundation, the Kuwait Foundation for the Advancement of Sciences, and The Research Council of the Sultanate of Oman. The author of over 100 peer reviewed research and professional publications and over 200 professional presentations and continuing education/professional development workshops, Dr. Canivez has research interests in applied psychometrics in evaluating the psychometric fitness of psychological and educational tests (including international applications); and his research has been supported by the National Institutes of Health/National Institute of Mental Health.