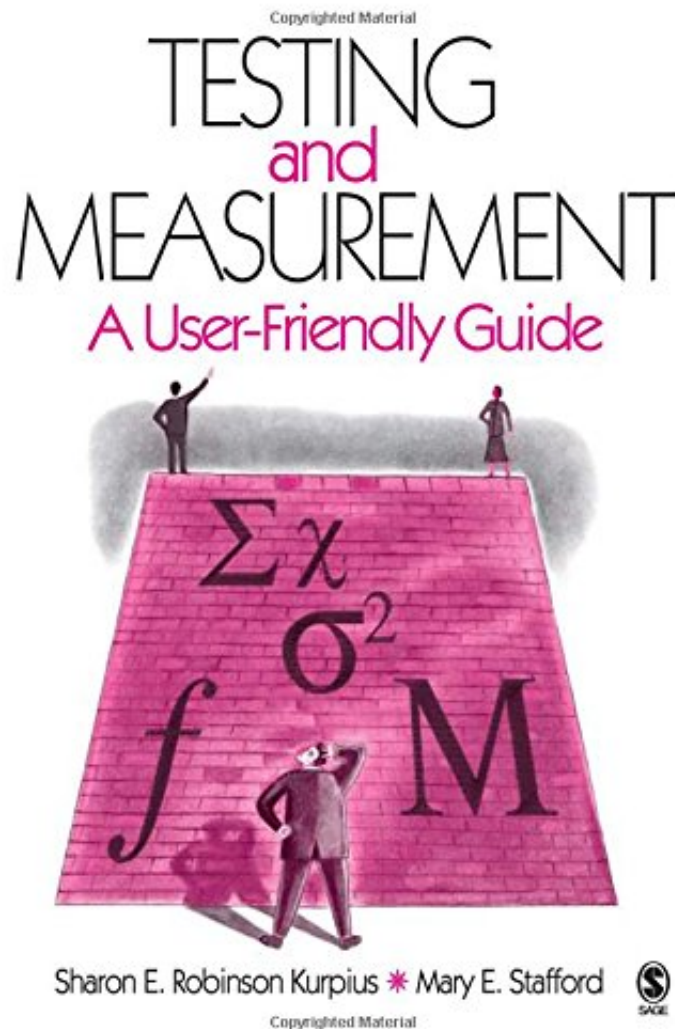


Testing and Measurement: A User-Friendly Guide

Sharon E. Robinson Kurpius, Mary E. Stafford
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Sharon E. Robinson Kurpius, Mary E. Stafford : Testing and Measurement: A User-Friendly Guide before purchasing it in order to gauge whether or not it would be worth my time, and all praised Testing and Measurement: A User-Friendly Guide:

3 of 3 people found the following review helpful. Watch out for calculation errors...By Jess While this book contains wonderfully simple explanations of some very complex theories and ideas, there are several errors in the sample calculations that make me wonder how carefully it was edited. I found no less than five errors in calculations in their "model answers" and some of them were incredibly simple ($36+3=39$, not 38). I would recommend Tests and Measurements For People Who (Think They) Hate Tests and Measurement instead if you're looking for a user-friendly

guide. Calculation errors are NOT user-friendly.0 of 0 people found the following review helpful. Good shapeBy Aida Babayanfar0 of 0 people found the following review helpful. Three StarsBy Michelle HeardNot detailed enough

Written with Banduras social learning theory in mind, *Testing and Measurement: A User-Friendly Guide* allows students to master testing and measurement through a three-stage learning process - presentation of information, modeling, and practice with direct feedback. Authors Sharon E. Robinson Kurpius and Mary E. Stafford take students through the essential components of measurement, starting with measurement scales and ending with reliability and validity. Taking the attitude that everyone can learn testing and measurement concepts, the authors make this learning process fun and non-threatening.

About the AuthorSince I was a small child, I have always been a nurturer, someone who helps others. I patiently listen to their concerns, let them express their feelings, and, when appropriate, help them look at ways to feel better or behave differently. In its simplest form, I think of mentoring as a process of nurturing others. For me, it is using who I am and what I know to foster the personal and professional growth of graduate students. This is what I find most fulfilling about being a professor-the opportunity to develop meaningful individual relationships with my students with the primary goal being their academic and career success and fulfillment.As I reflected on my almost 29-year tenure as a faculty member at Arizona State University, I realized that I have had the privilege of fostering the development of 50 doctoral graduates, as well as numerous master degree graduates. Currently, I am directing the dissertations of nine students. The students who enter our doctoral program in counseling psychology are amazing. They are unbelievably bright, articulate, and curious, and invariably kind-hearted. To be able to work with them is a privilege. I have never viewed being a teacher and mentor as a task or as "a job." Instead, I believe that these students have been gifts to me. As I have tried to enrich their lives and careers, they have enriched mine both personally and professionally. Mentoring is a reciprocal process, occurring in stages. Dr. Mary E. Stafford is a faculty member and internship coordinator in the School Psychology Program at University of Houston Clear Lake, where she is an Associate Professor. Dr. Stafford is editor of the International School Psychology Associations (ISPA) newsletter, the *World*Go*Round*. She teaches courses in personality assessment, child psychopathology, counseling children, and biological basis of behavior. Her research interests focus on at-risk children (especially, on influences on resilience among youth, on the effects of mobility among school-age children, and on socioeconomic, cultural, and language issues related to childrens achievement and adjustment in schools), on practice issues in schools internationally, and on ethics. Dr. Stafford has a Ph.D. degree in Educational Psychology, with concentration in School Psychology, from the University of Texas at Austin. Prior to coming to UHCL in 2005, she was the Training Director in the School Psychology Program in the Division of Psychology in Education at Arizona State University. In her early career, she worked with children in public school and residential treatment center for emotionally handicapped settings as teacher, counselor, diagnostician, and school principal.