INTRODUCTION

Consistent with all volumes of this long-running series, The Eighteenth Mental Measurements Yearbook (18th MMY) serves as a guide to the complex task of test evaluation, selection, and use. With its initial publication in 1938, Oscar K. Buros (1905-1978) provided a historic forum that would allow the emerging field of testing to improve in both science and practice.

Criteria for inclusion in this edition of the MMY series are that a test be (a) new or substantively revised since last reviewed in the MMY series, (b) commercially available, (c) published in the English language, and (d) documented with sufficient test development information and technical data to allow for a comprehensive review process.

THE EIGHTEENTH MENTAL MEASUREMENTS YEARBOOK

The 18th MMY contains reviews of tests that are new or significantly revised since the publication of the 17th MMY in 2007. Reviews, descriptions, and references associated with many older tests can be located in other Buros publications: previous MMYs and Tests in Print VII. Criteria for inclusion in this edition of the MMY remain that a test be (a) new or substantively revised since it was last reviewed in the MMY series, (b) commercially available from its publishers, (c) available in the English language, and (d) published with adequate developmental and technical documentation.

Content. The contents of the 18th MMY include: (a) a bibliography of 158 commercially available tests, new or revised, published as separates for use with English-speaking individuals; (b) 301 critical test reviews from specialists selected by the editors on the basis of their expertise in measurement and, often, the content of the test being reviewed; (c) a test title index with appropriate cross references; (d) a classified subject index; (e) a publishers directory and index, including publisher addresses and other contact information with test listings by publisher; (f) a name index including the names of authors of all tests, reviews, or references included in this MMY; (g) an index of acronyms for easy reference when only a test acronym is known; (h) a score index to identify for users test scores of potential interest; and (i) a collection of papers presented in April 2010 at a symposium celebrating both the beginning of the Buros Institute of Mental Measurements some 70 years ago and the anniversary of the Institute's arrival at the University of Nebraska-Lincoln during the 1979-1980 academic year.

Appendix. Three separate listings appear in the 18th MMY for users requiring additional information when a specific test cannot be otherwise located in the Mental Measurements Yearbook series. Beginning with the 14th MMY (2001), a test qualifying for review must provide an adequate developmental history and sufficient evidence describing the instrument's technical properties. Not all tests submitted for evaluation meet these two criteria for review in the MMY series. A listing of tests received (but not reviewed) is included to make users aware of the availability of these tests, albeit without supporting documentation or reviews. The Appendix also provides a list of tests that meet review criteria but were received too late for review in this volume. These tests (plus additional tests received in the following months) will be reviewed in The Nineteenth Mental Measurements Yearbook. Test reviews that are completed prior to publication of the 19th MMY are available electronically for a small fee on our web-based service Test Reviews Online (www.unl.edu/buros). A third list in the Appendix includes titles of tests requested from publishers but not yet received as of this volume's publication. This listing includes tests for which publishers refuse to allow their tests to be reviewed as well as those who routinely make their instruments available for
Organization. The current MMY series is organized like an encyclopedia, with tests being ordered alphabetically by title. If the title of a test is known, the reader can locate the test immediately without having to consult the Index of Titles.

The page headings reflect the encyclopedic organization. The page heading of the left-hand page cites the number and title of the first test listed on that page, and the page heading of the right-hand page cites the number and title of the last test listed on that page. All numbers presented in the various indexes are test numbers, not page numbers. Page numbers are important only for the Table of Contents and are located at the bottom of each page.

TESTS AND REVIEWS

The 18th MMY contains descriptive information on 158 tests as well as test reviews by 232 different authors. Statistics on the number and percentage of tests in each of 18 major classifications are contained in Table 1.

The percentage of new and revised or supplemented tests according to major classifications is contained in Table 2. Overall, 102 of the tests included in the 18th MMY are new and have not been listed in a previous MMY although some descriptions may have been included in Tests in Print VII (TIP VII; 2006). The Index of Titles may be consulted to determine if a test is new or revised.

Test Selection. A new policy for selecting tests for review became effective with the 14th MMY (2001). This new policy for selecting tests for review requires at least minimal information be available regarding test development. The requirement that tests have such minimal information does not assure the quality of the test; it simply provides reviewers with a minimum basis for critically evaluating the quality of the test. We select our reviewers carefully and let them and well-informed readers decide for themselves about the essential features needed to assure the appropriate use of a test. Some new or revised tests are not included because they were received too late to undergo the review process and still permit timely publication, or because some reviewers did not meet their commitment to review the test. A list of these tests is included in the Appendix and
INTRODUCTION

As mentioned above, the 18th MMY includes six indexes invaluable as aids to effective use: (a) Index of Titles, (b) Index of Acronyms, (c) Classified Subject Index, (d) Publishers Directory and Index, (e) Index of Names, and (f) Score Index. Additional comment on these indexes is presented below.

Index of Titles. Because the organization of the 18th MMY is encyclopedic in nature, with the tests ordered alphabetically by title throughout the volume, the test title index does not have to be consulted to find a test if the title is known. However, the title index has some features that make it useful beyond its function as a complete title listing. First, it includes cross-reference information useful for tests with superseded or alternative titles or tests commonly (and sometimes inaccurately) known by multiple titles. Second, it identifies tests that are new or revised. Third, it may cue the user to other tests with similar titles that may be useful. Titles for the 40 tests not reviewed because of insufficient technical documentation are included in the Index of Titles. It is important to keep in mind that the numbers in this index, like those for all MMY indexes, are test numbers and not page numbers.

Because no MMY includes reviews of all tests currently in print, a particular test of interest may not be reviewed in this volume. To learn if a commercially published test has been reviewed in this or an earlier volume of the MMY, users may access the Buros page on the World Wide Web (www.unl.edu/buros). A search of Test Reviews Online (TROL) will indicate if a test has been reviewed and also will indicate the yearbook in which the review can be found. TROL also provides electronic access to reviews provided in recent MMYs (the most current reviews only) and test reviews that have been finalized since the publication of the most recent MMY. Therefore, TROL provides ready access, for a small fee, to the majority of tests that have been reviewed in The Mental Measurements Yearbook series. As an alternative, Tests in Print VII provides a cross reference to reviews of still-in-print tests in the MMY series.

Index of Acronyms. Some tests seem to be better known by their acronyms than by their full titles. The Index of Acronyms can help in these instances; it refers the reader to the full title of the test and to the relevant descriptive information and reviews.
Classified Subject Index. The Classified Subject Index classifies all tests listed in the 18th MMY into 17 of 18 major categories: Achievement, Behavior Assessment, Developmental, Education, English and Language, Fine Arts, Foreign Languages, Intelligence and General Aptitude, Mathematics, Miscellaneous, Neuropsychological, Personality, Reading, Science, Sensory-Motor, Social Studies, Speech and Hearing, and Vocations. (No tests in the Fine Arts category are reviewed in the 18th MMY.) Each test entry in this index includes test title, population for which the test is intended, and test number. The Classified Subject Index is of great help to readers who seek a listing of tests in given subject areas. This index represents a starting point for readers who know their area of interest but do not know how to further focus that interest in order to identify the best test(s) for their particular purposes.

Publishers Directory and Index. The Publishers Directory and Index includes the names and addresses of the publishers of all tests included in the 18th MMY plus a listing of test numbers for each individual publisher. Also included are the telephone, FAX numbers, email, and Web addresses for those publishers who responded to our request for this information. This index can be particularly useful in obtaining addresses for specimen sets or catalogs after the test reviews have been read and evaluated. It also can be useful when a reader knows the publisher of a certain test but is uncertain about the test title, or when a reader is interested in the range of tests published by a given publisher.

Index of Names. The Index of Names provides a comprehensive list of names, indicating authorship of a test, test review, or reviewer's reference.

Score Index. The Score Index is a listing of the scored parts of all tests reviewed in the 18th MMY. Test titles are sometimes misleading or ambiguous, and test content may be difficult to define with precision. In contrast, test scores often represent operational definitions of the variables the test author is trying to measure, and as such they can define test purpose and content more adequately than other descriptive information. A search for a particular test is most often a search for a test that measures some specific variable(s). Test scores and their associated labels can often be the best definitions of the variable(s) of interest. The Score Index is a detailed subject index based on the most critical operational features of any test—the scores and their associated labels.

HOW TO USE THIS YEARBOOK

A reference work like The Eighteenth Mental Measurements Yearbook can be of far greater benefit to a reader if some time is taken to become familiar with what it has to offer and how it might be used most effectively to obtain the information wanted.

Step 1: Read the Introduction to the 18th MMY in its entirety.

Step 2: Become familiar with the six indexes and particularly with the instructions preceding each index listing.

Step 3: Use the book by looking up needed information. This step is simple if one keeps the following procedures in mind:

1. Go directly to the test entry using the alphabetical page headings if you know the title of the test.

2. Consult the Index of Titles for possible variants of the title or consult the appropriate subject area of the Classified Subject Index for other possible leads or for similar or related tests in the same area, if you do not know, cannot find, or are unsure of the title of a test. (Other uses for both of these indexes were described above.)

3. Consult the Index of Names if you know the author of a test but not the title or publisher. Look up the author's titles until you find the test you want.

4. Consult the Publishers Directory and Index if you know the test publisher but not the title or author. Look up the publisher's titles until you find the test you want.

5. Consult the Score Index and locate the test or tests that include the score variable of interest if you are looking for a test that yields a particular kind of test score.

6. If after following the above steps you are not able to find a review of the test you want, consult the Appendix for a list of tests that are not reviewed. Reasons tests are not reviewed include (a) they did not meet our selection criteria, (b) the reviews were not completed in time for publication in this volume, or (c) the publisher failed to respond in a timely manner to our request for testing materials. You also can consult TIP VII or visit the Buros web page (www.unl.edu/buros) and use the Test Reviews Online service (TROL) to identify the MMY that contains the description and any available reviews for a test of interest.
7. Once you have found the test or tests you are looking for, read the descriptive entries for these tests carefully so that you can take advantage of the information provided. A description of the information in these test entries is presented later in this section.

8. Read the test reviews carefully and analytically, as suggested above. The information and evaluations contained in these reviews are meant to assist test consumers in making well-informed decisions about the choice and applications of tests.

9. Once you have read the descriptive information and test reviews, you may want to contact the publisher to order a specimen set for a particular test so that you can examine it firsthand. The Publishers Directory and Index has the address information needed to obtain specimen sets or catalogs.

Making Effective Use of the Test Entries. The test entries include extensive information. For each test, descriptive information is presented in the following order:

a) TITLES. Test titles are printed in boldface type. Secondary or series titles are set off from main titles by a colon.

b) PURPOSE. For each test there is a brief, clear statement describing the purpose of the test. Often these statements are quotations from the test manual.

c) POPULATION. This describes the groups for which the test is intended. The grade, chronological age, semester range, or employment category is usually given. For example, "Grades 1.5–2.5, 2–3, 4–12, 13–17" means that there are four test booklets: a booklet for the middle of first grade through the middle of the second grade, a booklet for the beginning of the second grade through the end of third grade, a booklet for Grades 4 through 12 inclusive, and a booklet for undergraduate and graduate students in colleges and universities.

d) PUBLICATION DATE. The inclusive range of publication dates for the various forms, accessories, and editions of a test is reported.

e) ACRONYM. When a test is often referred to by an acronym, the acronym is given in the test entry.

f) SCORES. The number of part scores is presented along with their titles or descriptions of what they are intended to represent or measure.

g) ADMINISTRATION. Individual or group administration is indicated. A test is considered a group test unless it may be administered only individually.

h) FORMS, PARTS, AND LEVELS. All available forms, parts, and levels are listed.

i) MANUAL. Notation is made if no manual is available. All other manual information is included under Price Data.

j) RESTRICTED DISTRIBUTION. This is noted only for tests that are made available to a special market by the publisher. Educational and psychological restrictions are not noted (unless a special training course is required for use).

k) PRICE DATA. Price information is reported for test packages (usually 20 to 35 tests), answer sheets, all other accessories, and specimen sets. The statement "$17.50 per 35 tests" means that all accessories are included unless otherwise indicated by the reporting of separate prices for accessories. The statement also means 35 tests of one level, one edition, or one part unless stated otherwise. Because test prices can change very quickly, the year that the listed test prices were obtained is also given. Foreign currency is assigned the appropriate symbol. When prices are given in foreign dollars, a qualifying symbol is added (e.g., A$16.50 refers to 16 dollars and 50 cents in Australian currency). Along with cost, the publication date and number of pages on which print occurs is reported for manuals and technical reports (e.g., 2009, 102 pages). All types of machine-scorable answer sheets available for use with a specific test are reported in the descriptive entry. Scoring and reporting services provided by publishers are reported along with information on costs. In a few cases, special computerized scoring and interpretation services are noted at the end of the price information.

l) FOREIGN LANGUAGE AND OTHER SPECIAL EDITIONS. This section concerns foreign language editions published by the same publisher who sells the English-language edition. It also indicates special editions (e.g., Braille, large type) available from the same or a different publisher.

m) TIME. The number of minutes of actual working time allowed examinees and the approximate length of time needed for administering a test are reported whenever obtainable. The latter figure is always enclosed in parentheses. Thus, "50(60) minutes" indicates that the examinees are allowed 50 minutes of working time and that a total of 60 minutes is needed to administer the test. A time of "40–50 minutes" indicates an untimed test that
takes approximately 45 minutes to administer, or—in a few instances—a test so timed that working time and administration time are very difficult to disentangle. When the time necessary to administer a test is not reported or suggested in the test materials but has been obtained from a catalog or through correspondence with the test publisher or author, the time is enclosed in brackets.

n) COMMENTS. Some entries contain special notations, such as: “for research use only”; “revision of the ABC Test”; “tests administered monthly at centers throughout the United States”; “subtests available as separates”; and “verbal creativity.” A statement such as “verbal creativity” is intended to further describe what the test claims to measure. Some of the test entries include factual statements that imply criticism of the test, such as “1999 test identical with test copyrighted 1980.”

o) AUTHOR. For most tests, all authors are reported. In the case of tests that appear in a new form each year, only authors of the most recent forms are listed. Names are reported exactly as printed on test booklets. Names of editors generally are not reported.

p) PUBLISHER. The name of the publisher or distributor is reported for each test. Foreign publishers are identified by listing the country in brackets immediately following the name of the publisher. The Publishers Directory and Index must be consulted for a publisher’s address and other contact information.

q) FOREIGN ADAPTATIONS. Revisions and adaptations of tests for foreign use are listed in a separate paragraph following the original edition.

r) SUBLISTINGS. Levels, editions, subtests, or parts of a test available in separate booklets are sometimes presented as sublistings with titles set in small capitals. Sub–sublistings are indented and titles are set in italic type.

s) CROSS REFERENCES. For tests that have been listed previously in a Buros Institute of Mental Measurements publication, a test entry includes—if relevant—a final item containing cross references to the reviews, excerpts, and references for that test in those volumes. In the cross references, “T7:467” refers to test 467 in Tests in Print VII, “14:121” refers to test 121 in The Fourteenth Mental Measurements Yearbook, “8:1023” refers to test 1023 in The Eighth Mental Measurements Yearbook, “T3:144” refers to test 144 in Tests in Print III, “7:637” refers to test 637 in The Seventh Mental Measurements Yearbook, “P:262” refers to test 262 in Personality Tests and Reviews, “2:1427” refers to test 1427 in The 1940 Yearbook, and “1:1110” refers to test 1110 in The 1938 Yearbook. In the case of batteries and programs, the paragraph also includes cross references—from the battery to the separately listed subtests and vice versa—to entries in this volume and to entries and reviews in earlier Yearbooks. Test numbers not preceded by a colon refer to tests in this Yearbook; for example, “see 45” refers to test 45 in this Yearbook.

**MONITORING ASSESSMENT QUALITY IN THE AGE OF ACCOUNTABILITY**

The papers published in the final section of The Eighteenth Mental Measurements Yearbook were presented at a symposium entitled “Monitoring Assessment Quality in the Age of Accountability” held in April 2010 on the campus of the University of Nebraska-Lincoln. The symposium commemorated 70 years since the publication of the first Yearbook in 1938 and also marked more than 30 years since the Buros Institute of Mental Measurements moved to the University of Nebraska-Lincoln.

We believe that the symposium papers will interest our readers, especially those with long-standing affiliations with the Buros Center. Buros comprises the single most prolific reviewer of tests in the world. Some members of the leadership team here worried that the legacy of the Buros Center for Testing, which presently includes the publisher of this volume (the Buros Institute of Mental Measurements) as well as the Buros Institute of Assessment Consultation and Outreach, could be lost or misremembered without a conscious effort to document its influence on the science and practice of testing. We hope our readers enjoy these special papers.

The scholars whose papers were invited for presentation all have significant connections to the Buros Institute, some as administrators within the Buros Center for Testing, some as editors of previous editions of the Yearbook, all with experience in the test reviewer process, and all highly visible for their contributions to the literature in areas related to testing. Collectively, the papers provide both retrospective and prospective views regarding the practice of the profession of testing. We are exceedingly grateful to the symposium presenters whose papers offer a fitting conclusion to the 18th MMY: Chad W. Buckendahl, Jane Close Conoley,
INTRODUCTION


ACKNOWLEDGMENTS

The publication of The Eighteenth Mental Measurements Yearbook could not have been accomplished without the contributions of many individuals. This volume is the first one in some 20 years to be completed without direct guidance from Barbara Plake. We continue to reap the benefits of Barbara's stewardship, which laid a firm foundation for the newest edition of the MMY. We miss Barbara personally, but as noted, her presence continues to be felt as a spirit akin to that of Oscar Buros himself.

The editors gratefully acknowledge the talent, expertise, and dedication of our staff at the Buros Center for Testing who have made this most recent version of the MMY series possible.

Linda Murphy, Managing Editor, has long been essential to the publication of new editions of the MMY. Her historical base of knowledge, attention to detail, good humor, and steadfast commitment is critical to this series and makes our job as editors much more agreeable than it otherwise would be. She sorts out many inaccuracies and omissions as a matter of course, provides fine points on APA style, and alerts us to numerous errors that might occur save for her wise counsel. Publication of this volume also would not be possible without the perseverance of our Assistant Editor, Gary Anderson, who among many other duties continually updates the website, helps to manage voluminous testing materials and databases, provides good-natured communication with all of our reviewers, and carefully proofreads each test review. We would like to acknowledge the efforts of Rasma Strautkalns, Institute Secretary, for key contributions to an efficient office environment and her warm reception for our clients. In addition, we would like to cite other members of the Buros Center for Testing, our parent organization, for their support and encouragement during the publication of this edition of the MMY. Brett Foley, Tzu-Yun (Katherine) Chin, and Theresa Glanz have all made generous contributions to discussions of our current and future directions. We appreciate the efforts of all permanent staff, each of whom contributes more than their share to the development and production of products from the Buros Institute of Mental Measurements. We also enjoy the respect and collegiality of others within the University of Nebraska-Lincoln system. In particular, we wish to thank Ralph De Ayala, Chair of the Department of Educational Psychology, and Marjorie Kostelnik, Dean of the College of Education and Human Sciences, for their encouragement and support.

This volume would not exist without the substantial efforts of our test reviewers. We are very grateful to the many reviewers (and especially to those Distinguished Reviewers recognized in this and previous editions of the MMY series) who have prepared test reviews for the Buros Institute of Mental Measurements. Their willingness to take time from busy professional schedules and to share their expertise in the form of thoughtful test reviews is very much appreciated. The Mental Measurements Yearbook series would not exist without their concerted efforts.

The work of many graduate and undergraduate students helps make possible the quality of this volume. Their efforts include writing test descriptions, fact checking reviews, verifying test references, proofreading, and innumerable other tasks. We thank Graduate Research Students Nancy Anderson, Jeffrey Babl, Allison Champion-Wescott, Rebecca Norman Dvorak, Kristin Jones, Chelsi Kletz-Davis, and Natalie Koziol for their assistance. We also wish to thank Christa Hake and Kaley Smith, who contributed primarily in the area of word processing and proofreading.

Appreciation is also extended to the members of our National Advisory Committee for their willingness to assist in the operation of the Buros Institute of Mental Measurements and for their thought-provoking suggestions for improving the MMY series and other publications of the Institute. During the period in which this volume was prepared the National Advisory Council has included Angee Baker, Gregory Cizek, John Fremer, Terry Gutkin, Neal Schmitt, and Jonathan Sandoval.

The Buros Institute of Mental Measurements is part of the Department of Educational Psychology of the University of Nebraska-Lincoln. We have benefited from the many departmental colleagues who have contributed to this work. In addition, we are grateful for the contribution of the University of Nebraska Press, which provides expert consultation and serves as distributor of the MMY series.
SUMMARY

The Mental Measurements Yearbook series is an essential resource for both individuals and organizations seeking information critical to the evaluation, selection, and use of specific testing instruments. This current edition contains 301 test reviews of 158 different tests.

Test reviews from recent MMY editions are available electronically through Ebsco Publishing or Ovid Technologies at many university, medical, and research libraries. Test reviews also are available over the internet directly from the Buros Institute (www.unl.edu/buros) through our Test Reviews Online ecommerce website.

For over 70 years the MMY series has worked to support the interests of knowledgeable professionals and purpose of an informed public. By providing candid reviews of testing products, this publication also serves test publishers who wish to improve their instruments by submitting tests for independent review. Given the critical importance of testing, we hope test authors and publishers will carefully consider the comments made by reviewers and continue to refine and perfect their assessment products.

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