

## Ethical Principles in Educational Testing

Name

Institution

### Ethical Principles in Educational Testing

Psychological testing is mostly the administration of psychological tests intended to be “a purpose and standardized measure of a sample of the character.” In this case, a sample of behavior denotes an individual’s performance on activities prescribed beforehand. This essay aims to evaluate ethical issues accompanying psychological testing (Domino, 2006).

### **Test Administration, Scoring, and Interpretation**

#### **Issues Related To Errors In Test Administration**

**Common errors made.** According to an evaluation of errors done by scholars on WJ III COG subtest, common inaccuracies in test administration include incorrect ceilings, record inaccuracies, and query errors. Ceiling error occurs when examiners stop administration of subtest prior or after criterion has been created in the manual. Record errors occur when examiners fail to write down on test protocol, facts concerning identification, and responses provided by examinees. Furthermore, in query errors, examiners fail to query answers. Moreover, this type of error occurs when an examiner fails to adequately query answers provided (Loe et al., 2007).

**Ethical principles.** The relevant APA ethical principles, in this case, include integrity and justice. In the integrity principle, psychologists strive in promoting accurateness, uprightness and honesty in science, teaching as well as psychology practice. In such undertakings, psychologists should never rob, cheat or deceive. Psychologists do not indulge in intentional misrepresentation of information. The ethical principle of justice help psychologists in recognizing that equality

and justice entitle every individual the right to use and benefit from contributions of psychology. Additionally, through the principle of justice, psychologists ensure that people get equal quality in techniques, processes, and services carried out in psychology. Therefore, psychologists should always exercise rational judgment and take safety measures. This ensures probable prejudices, boundaries of psychologists' competence and drawbacks of personal proficiency never result in unfair practices within the profession (Loe et al., 2007).

### **Issues Related To Scoring Test**

**Common errors made.** The most common errors in the correction of answers include scoring of items and summation of scores in a given subtest. In most cases, vocabulary, comprehension, and similarity subtest show the uppermost amount of scoring faults (Loe et al., 2007).

**Ethical principles.** APA ethical principles in test scoring are fidelity and responsibility. This principle help in inspiring psychologists to develop professional and scientific surroundings based on trust, answerability, and ethical considerations. Therefore, through this principle, psychologists are bound to society by way of their profession. Thus, they should conduct themselves in an accountable and ethical way while maintaining similar checks on colleagues. Furthermore, this principle expects psychologists to selflessly dedicate some of their time to society (Nicholson, 2011).

### **Issues Related To Test Interpretation**

**Common errors.** The most common errors in test interpretation are fundamental attribution error, exhibiting confirmation bias, and omissions of test interpretations. Fundamental attribution error is mainly the concept where psychologists emphasize on a patient's internal characteristics instead of external factors when explaining an individual character (Currie & Chiramanee, 2010).

**Ethical principle.** The most relevant APA ethical principle on test interpretation is respect for an individual's privileges and self-respect. This principle recognizes individuals' human rights to secrecy as well as confidentiality. In this case, when giving test interpretation of a given issue, psychologists are required to respect persons' rights while acknowledging the value of people by taking judicious precautions. Furthermore, this principle mandate psychologists to avoid personal bias towards an individual or group. Therefore, psychologists need to be aware of vulnerabilities undergone by any given populace of individuals (Nicholson, 2011).

### **Ways Through Which Faults In Test Administration And Scoring Influence Test Validity**

Errors in test administration as well as scoring can impact test validity in that they hinder practitioners in psychology profession from making effective investigative and intervention conclusions for their particular customers. For instance, by reducing the amount of scoring and administration errors in cognitive tests, psychologists can make more valid decisions concerning issues affecting communities (Currie & Chiramanee, 2010).

### **APA Principles Indirectly Related To Psychological Assessment**

**Competency.** Codes regarding competency entail psychologists offering services, teaching and conducting investigations with populaces and in scopes that are within limits of their capability. This is founded on their teaching, administered know-how, consultation, and education (Currie & Chiramanee, 2010).

**Avoidance of harm.** Codes for the avoidance of harm requires psychologists to take rational procedures to evade hurting customers, research participants, and patients.

**Informed consent.** The codes for informed consent dictates that before conducting research, therapy, and counseling, psychologists should obtain informed approval of people involved through reasonably understandable language (Currie & Chiramanee, 2010).

### **Strategy To Reduce Errors In Psychological And Educational Tests**

Psychologists should ensure that assessments are administered, scored, and interpreted by qualified expertise to decrease errors in these processes. People with competencies specific to those tests and clients in question are tasked with the assessments. Furthermore, psychologists satisfying standard 3.04 should remain vigilant when administering and scoring assessments (Currie & Chiramanee, 2010).

### **Strategies To Reduce infringement Of APA Evaluation Values Associated With Psychological Tests**

Psychologists should always offer informed approval to every patient undergoing a psychological assessment.

Psychologists need to carefully and accurately administer, score, and interpret every assessment, as stated in the assessment manual.

Psychologists should always make feasible efforts in ensuring the maintenance of honesty and security of test resources at all times.

### **Test Fairness**

#### **Issues Related To Test Bias And Fairness**

**Ways through which test norms and standardization can result to prejudiced outcomes for a person.** Use of test norms tends to increase the influence of any given extraneous variable. Through this, the results of a given psychological issue will be prejudiced. Furthermore, standardization decreases impact of extraneous variables on the test. Therefore, lack of standardization of procedure in psychology will result in unreliable and biased results, thus threatening validity of the test (Gorard, 2010).

**How bias related to normative techniques and standardization may influence validity of outcomes for a person.** Standardization helps in aligning scores for an individual. Bias related to normative procedures arises when individuals tell psychologists what they believe appropriate. The two aspects influence validity of outcomes for a person in that they help in establishing the context in which an individual test is administered and interpreted (Ramos et al., 2009).

**Additional Sources Of Test Bias.** Test administration is a procedure developed for exam programs. Test administration assists in minimizing measurement error and increasing

probability of fair, valid and reliable assessment. Test score interpretation is mainly the process of analyzing scores in a given test and translating facts into numerical. Test differential validity is a situation where a particular test is predictive for every group but to diverse degrees (Ramos et al., 2009).

### **How Sources Of Bias Can Influence Validity Of Outcomes For A Person**

Sources of partiality affect validity results for an individual by increasing amount of examiner's faults in cognitive tests. This makes psychologists and practitioners to make less valid investigative and intervention choices for patients (Gorard, 2010).

### **The APA Principles That Tackle Test Prejudice And Impartiality**

**Competence.** Psychologists should have the expertise concerning the territories they are giving administrations.

**Unfair discrimination.** Psychologists should not victimize people or population when giving out services.

**Avoiding harm.** Psychologists need to find ways of guaranteeing safety to clients

**Personal problems and conflicts.** Psychologists should not offer services to a person or populace in whom they have issues.

## **Steps To Decrease Infringement Of APA Ethical Principles Connected To Test Prejudice And Impartiality**

The first step involves knowing the codes which apply to test inclination and decency to decrease infringement of APA ethical values connected to test prejudice as well as impartiality. After becoming comfortable with the system, psychologists should start comprehending and getting particularly attentive of their personal bias. This would help in keeping any obstruction with tests score. Thus, psychologists need to search for competency in their profession. Furthermore, psychologists must investigate the involved test itself. This will help in ensuring the standards of the test provide precise results to people under trial (Nicholson, 2011).

## **Technology and Psychological Assessment**

### **Role Of Technology In Psychological Assessment**

**Role of technology in administration, scoring, and interpretation of psychological tests.** Technology has played an important role in enhancing psychological assessment. For instance, a PC program has been developed to test cognitive processing differences in teenagers. In fact, through technology, computerized scored tests have become more exact and accurate compared to hand-scored tests. As a result of multiple counts, a large percentage of errors which occur in testing happens in scorer. Nevertheless, psychologists are now using computers in

regulating, scoring and interpreting mental-related tests. Through technology, psychologists can connect results to a computer, thus dispensing human error (Scheu & Lawrence, 2013).

**Strengths and drawbacks of technology use in psychological assessment.** Through technology, professional assessment are done on time; computers are cost-effective. Therefore, computerized reports about psychological issues can be quickly accessed after completion of test administration, thus saving valuable professional time for psychologists. Computers offer more objective and less biased interpretations by reducing probability of selective translation of facts. In most cases, PCs are less subject to human error; the accuracy in scoring is improved. However, the use of technology in psychological assessment has resulted in misuse by unqualified professionals. Besides, computer reports may not offer specific facts concerning tests takers required for diagnostic aims (Scheu & Lawrence, 2013).

**Possible ethical issues concerning technology use in psychological assessment.** Absence of awareness of computer-linked issues might undermine clinicians' capability to carry out computerized psychological assessments ethically. Use of technology can result in dehumanization among professionals. Computerized psychological assessments may lead to non-validated computer test interpretation. The use of computers might allow unqualified professionals to carry out psychological assessments (Scheu & Lawrence, 2013).

### **Ethical Rules Regarding Use Of Technology In Psychological Assessment**

Psychologists should ensure the technology used protects the privacy and confidentiality of patients and clients. Practitioners and psychologists must ensure all computer-assisted assessments are accurate and valid. Psychologists should ensure the technology used in test

assessment does not harm their clients. The interpretation made through computerized assessments should always protect individuals' rights.

### **Actions To Reduce Infringement Of APA Ethical Values Associated With Technology And Psychological Evaluation**

Psychologists and experts should protect confidentiality. Psychologists require to balance disclosure with their ethical responsibilities of protecting patients' privacy. Experts and psychologists need to respect individuals' autonomy. This will be done by offering clients with facts they require in giving their informed consent right at the beginning. Psychologists must understand what constitutes a compound relationship. According to the ethics code, psychologists should evade relationships which can rationally damage their professional performance or harm another person (Nicholson, 2011).

### **Conclusion**

In psychological testing, test administration, scoring, and interpretations are important in providing a valid and accurate test. Therefore, psychologists should strive to enhance their expertise and technology, which would help in delivering accurate and reliable results on psychological-related issues. Moreover, psychologists need to take careful considerations to avoid violation of APA ethical principles. This is because these principles are the building blocks for a successful psychological assessment. Test bias and fairness is an important aspect in psychological assessment as they determine the reliability, validity, and accuracy of tests. The use of technology in psychological assessment is vital. However, mindful care should be taken to avoid non-validated computer translations.

## References

- Bacon, D. R. (2003). Assessing learning outcomes: A comparison of multiple-choice and short-answer questions in a marketing context. *Journal of Marketing Education*, 25(1), 31-36.
- Currie, M., & Chiramanee, T. (2010). The effect of the multiple-choice item format on the measurement of knowledge of language structure. *Language Testing*, 27(4), 471-491.
- Domino, G., & Domino, M. L. (2006). *Psychological testing: An introduction*. Cambridge University Press.
- Gorard, S. (2010). Measuring is more than assigning numbers. *Sage Handbook of Measurement*, Los Angeles: Sage, 389-408.
- Loe, S. A., Kadlubek, R. M., & Marks, W. J. (2007). Administration and scoring errors on the WISC-IV among graduate student examiners. *Journal of Psychoeducational Assessment*, 25(3), 237-247.
- Nicholson, I. R. (2011). New technology, old issues: Demonstrating the relevance of the Canadian Code of Ethics for Psychologists to the ever-sharper cutting edge of technology. *Canadian Psychology/psychologie canadienne*, 52(3), 215.
- Ramos, E., Alfonso, V. C., & Schermerhorn, S. M. (2009). Graduate students' administration and scoring errors on the Woodcock-Johnson III Tests of Cognitive Abilities. *Psychology in the Schools*, 46(7), 650-657.
- Scheu, I. E., & Lawrence, T. (2013). Considerations of Translating Psychological Tests into Digital Mediums: A Case Study. *Journal of Educational Computing Research*, 49(2), 133-154.