EPSY 5221: Principles of Educational & Psychological Measurement Group Exercises

*Identify the type of reliability coefficient being described in each scenario: internal consistency, equivalence, stability, stability & equivalence. Explain your thinking.*

1. Usually yields the lowest estimate of reliability.
2. Most useful for estimating reliability of a measures based on a dissertation project using a survey for data collection.
3. Is most important for teachers who want to determine student progress over a year’s time.
4. Should not be used with speed tests.
5. Particularly useful for teachers concerned with students copying from each other’s test papers.
6. Should be used to estimate the reliability of an intelligence test to be administered every two years in the school district.

*For each scenario, decide if the reliability coefficient will increase, remain the same, or decrease as a result. Explain your thinking.*

1. Administering the test to a larger group of students.
2. Increasing the number of items on the test and assuming that the additional items are equal in quality to the original items.
3. Multiplying everyone’s score by a constant (like 10).
4. Changing the test items so that they are better measures of mastery than of individual differences.
5. Using extended-answer essays rather than more objectively scored tests and keeping scoring time constant.
6. Increasing the variability of item content but holding constant the number of items.