Purpose
The purpose of this assignment is to revise your rating scale, based upon the feedback you have received, and to reflect about the process of test development that you used in this project.

Assignment

Part 1: Revise Your Scale and Scoring Key
Revise your measure and scoring key based upon the feedback you received from Dr. Barchard. Ensure that all items follow the item-writing guidelines and measure the intended constructs.

Part 2: Reflection
In some areas of psychology, we strive to create unidimensional scales, where all items measure the same (narrow) construct. Using multiple items to measure the same construct allows us to obtain high internal consistency. If we conduct a factor analysis of the scale, a single factor will (usually) emerge. This is considered beneficial, because we know what the total scores mean.

However, our constructs are broader than that. We then have two options. We can create a single scale that measures the entire construct (and which has high construct validity), or we can create a multidimensional measure that consists of a set of subscales, each of which measures one part of the construct:

1. If we create a single broad scale, we first define the construct and then write items to measure all aspects of that construct. We do not create subscales. If we factor analyze the items, they might or might not form multiple factors. If they do form multiple factors, they are likely to be messy (since we did not design the test to have distinct subscales).

2. If we create a set of narrow subscales, we first define the construct, then define two or more subconstructs, and then write items to measure each subconstruct. We form subscales that contain the items that were designed to measure each subconstruct. If we do a factor analysis, multiple factors are likely to emerge (since we designed the test to include many items for each of several subconstructs). However, those factors may or may not match the subscales we wrote.

Whichever approach we use, each item should measure just a single thing. So, the difference between the two approaches is a matter of which items we put onto the test, and whether we group the items into subscales.

In Project 1, we used the second approach. For your project, this probably required you to change what you wanted to measure: You started with a broader construct and then had to omit parts of your construct because they did not fit within the subscales you were designing. Similarly, you had to throw out many of the items you wrote, because they did not fit within the subscales you were designing.

Now I’d like you to develop an opinion about the process you followed. Write a paragraph (150-300 words) to evaluate these two approaches to test design. Do you think we should strive for uni-dimensional (narrow) scales (or subscales) to maximize internal consistency? Do you think we should strive for broad scales (or subscales) that capture all parts of the construct (or subconstruct) in order to maximize construct validity? What are the advantages and disadvantages of each approach? Which one will you use in your own research, and why? If you are completing this assignment in a team, this last question will likely require multiple answers.

In reflecting upon these two approaches, do not simply repeat the points I made here. Instead, develop your own professional opinion on this topic.

What to Hand In
Create a single file that contains your formatted measure and scoring key from Part 1 and your reflections from Part 2. Email Dr. Barchard this file as an attachment.