



EQUITABLE TESTS YIELD EQUITABLE RESULTS

- Select accurate and equitable tests by:
 - understanding the research
 - looking for tests with small differences between genders, races, and socioeconomic groups
- According to Pintner, “A good intelligence test must avoid, as much as possible, anything that is learned.” Test questions may be examined by asking:
 - “What does the student need to know?”
 - “How must the student think?” to answer this question.
- Questions which rely on learned information or the opportunity to learn are not equitable.
- Knowledge-based questions in intelligence tests are inequitable.
- Understanding how a student thinks and their strengths and challenges is beneficial to the student, teachers, and parents.
- Choosing equitable tests is more important now than ever, especially considering the inequality of education during the pandemic.
- Social justice demands:
 - self-reflection
 - self-correction
 - an understanding of the science
- The challenge for school psychologists is to conduct a comprehensive assessment free of inequities by considering tools and searching for the most accurate understanding possible.





Psyched
Services

REFERENCES

History of Psychology NORTHERNERS VERSUS SOUTHERNERS: Italian Anthropology and Psychology Faced With the "Southern Question" Guido Cimino and Renato Foschi Online First Publication, June 2, 2014.

<http://dx.doi.org/10.1037/a0036547>

Naglieri, J.A., Taddei, S., & Williams, K.M. (2013). Multigroup confirmatory factor analysis of U.S. and Italian children's performance on the PASS theory of intelligence as measured by the Cognitive Assessment System. *Psychological Assessment*, 25(1), 157-166.

Naglieri, J.A. (1982) Does the WISC-R Measure Verbal Intelligence for non-English Speaking Children.

Pintner, R. (1923). *Intelligence Testing; Methods and Results*. (p.53) New York: H. Holt and Company.