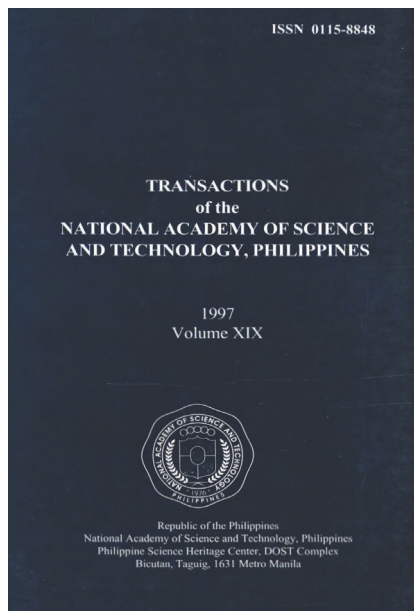


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## Locally-Developed Psychological Tests: A Critical Review

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## LOCALLY-DEVELOPED PSYCHOLOGICAL TESTS: A CRITICAL REVIEW

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### ABSTRACT

*Previous reviews on the status of psychological measurement in the Philippines pointed out the twin-problem of the inapplicability of foreign-made tests and the dearth of locally developed tests. In these reviews, researchers were urged to go into developing original and local psychological tests. The author's current effort to document and organize existing work indicate an upsurge in the development of indigenous psychological measures. This study aims to identify trends in local psychological test development, and to provide an initial evaluation of their reliability and validity. The study is being conducted in two phases: first, locally developed psychological tests are bibliographically documented and annotated; and second, the technical features of the tests are meta-analytically evaluated, based on general information (nature and purpose of test, example of items, scores available, method of scoring, administration time, forms available, and cost), and technical (validity, reliability, and norms) and practical features (ease of administration, scoring, and interpretation, and adequacy of test manual and accessory materials). Preliminary results indicate an increase in measures of a wide variety of Filipino characteristics, using the Filipino language. However, despite the focus on indigenous measures, no follow-up studies on these tests' initial reliability and validity indicators have been done.*

**Keywords:** *local test development, psychological tests, indigenization, Filipino personality, Filipino intelligence, aptitude testing, achievement testing, meta-analysis, test reliability, test validity.*

### INTRODUCTION

In various reviews of the status of psychological measurement in the Philippine setting, the twin-problem of the inapplicability of foreign-made tests and the dearth

of locally developed tests, was pointed out time and again. While some progress has been achieved in test development in the educational setting, a deplorable lag in the development of psychological tests for application in the clinical and industrial settings was observed (Lazo, L., de Jesus, L., and Tiglao, R., 1976; Ramos, E., 1977; Lazo, L., 1977; Carlota, A., 1980; and Guanzon, M.A., 1985). Carlota (1980) noted several trends in personality measurement, and cited developments in the areas of personality testing, and the measurement of abilities and aptitudes, and of deviant behavior. In all of these reviews, researchers and scientist-practitioners were urged to go into developing original and contextualized psychological tests.

Over the past decade, the authors, together with colleagues handling the psychometrics classes in their respective universities, have asked their students to critique various foreign- and locally- made psychological tests. They noted that in the 1980s and 1990s, more and more efforts were put into local test development. The combined listings that they had as of the end of 1996 came up to close to a hundred studies. These studies included not only test adaptations and translation equivalence studies (as had been the trend up to the 1980s), but also investigations into the construction, validity, reliability and norm development of local tests.

Regular updating of this bibliographic compilation of local psychometric studies is an on-going activity of the psychometric students of the University of the Philippines and De La Salle University. The pace in collecting data was increased in the academic school year 1996-1997, with the undergraduate psychology students of the authors as well as those of Prof. Robert Javier of De La Salle University heavily involved in the first phase of the study.

While a current bibliographic listing of locally developed tests to date is valuable in itself, and evaluation of the scientific features of these tests is even more important. This study therefore aims to evaluate the status of local psychological test development, with the scientific criteria of test reliability and validity applied uncritically to each of these tests. The study will point out gaps in the literature and provide possible directions for future research, pinpointing mediating or interactional trends that may not be too apparent in the individual studies. The authors also hope to identify outlying studies as these may lead to a better understanding of the local test development situation. Subtleties and nuances otherwise not observable in the development of these local tests will be teased out and may thus provide new insights towards the formulation of new hypotheses.

## METHOD

The study is being conducted in two phases.

In the first phase, locally developed tests were bibliographically documented, with research and educational institutions primarily sourced the data. The authors independently located and documented studies on psychological testing and assessment, after which their listings were combined. Attempts were made to scout the resources of other universities and teachers handling psychological measurement

classified, particularly those outside of Metro Manila. The scope of the current study however, includes only the material found in Metro Manila institutions, due to the lack of positive response from institutions outside of Metro Manila. In deciding on the inclusion and exclusion criteria for the study's listing, attention was given to published tests as well as unpublished studies consisting of graduate and undergraduate papers in educational and psychological testing and measurement. Program evaluation studies as well as measures which were developed for highly specific populations and purposes, however, were excluded. For example, training evaluation instruments, assessment of intervention studies in particular institutions, and locally developed admissions examinations of specific schools and universities, were excluded from the current study's listing of locally developed tests.

General and specific information regarding each of the tests were then documented in as follows:

1. Identifying data (test title, author, publisher, date of publication, and location of test)
2. General information (nature and purpose of test, grade or age levels covered, examples of items, scores available, method of scoring, administration time, forms available, and cost)
3. Technical features (validity, reliability, and norms)
4. Practical features (ease of administration, ease of scoring, ease of interpretation, and adequacy of test manual and accessory materials).

A detailed and explicit codebook (see Appendix A) was developed, based on the evaluation outline followed in documenting the various test characteristics. The evaluation outline is reproduced in Appendix B. Both substantive and methodological characteristics of the tests were coded, such as the year when the test was developed and/or published, test's sample characteristics, the research designs pertaining to the establishment of norms reliability, and validity, source of the study, and so on.

At this point of the research, information on 86 of the tests in the listing have already been encoded, while the rest of the data that have been documented are still being independently evaluated by the authors prior to computer encoding.

The second phase of the study is the meta-analytic evaluation of the various features of the tests, focusing on these tests' advantages and limitations for local use. This will be done upon the completion of the data-gathering phase of the study. Stouffer's combined test (in Wolf, 1986), and Cohen's effect size (Cohen, 1965; 1977) using both correlational relationships and group differences, will be the main strategy used in the meta-analysis that will be done. This will entail blocking or grouping the studies into sets with common output measures, and applying the appropriate statistical formulae, i.e., converting the various studies' p values into z values, summing these z values and dividing them by the square root of the number of tests combined for the analysis, and then computing for effect size. Summary

indices of the statistical significance of the various studies' results pertaining to the hypotheses made about the tests' validity, reliability, norming procedures, etc., will therefore be provided.

### PRELIMINARY RESULTS AND DISCUSSION

In the authors' recent effort to document and organize existing work, both published and unpublished, their bibliographic listing of locally developed test indicate an upsurge in academic interest in the development of indigenous psychological measures. A mere listing of locally developed measure over the years demonstrates how this interest has grown by leaps and bounds from the handful of tests in educational psychology which were locally developed in the 1950s. The 1960s listing shows the interest in personality testing of the projective type, the 1970s in creativity, self-perception, personality and vocational testing, and the 1980s an increased interest in personality testing, with a number of researchers doing studies on the Filipino child and the adolescent. In the 1990s, tests were developed to measure a wide variety of Filipino characteristics – *katalinuhan, pagkarelihiyoso, kaasalang sekswal, kakayahang magdala ng tensyon, pagkamabahala, kahustuhang emosyonal, kakayahang berbal sa Filipino*, Filipino management style, dementia screening, empathy, and trustworthiness, to name a few.

The material gathered to date is presented in a series of tables, with locally developed general intelligence (N=13), interest (N=3), aptitude (N=15), achievement (N=47), and personality (N=11) measures listed in Appendix Tables 1 to 5, respectively.

Measures of specific personality characteristics (N=46), aptitudes (N=16), cognitive abilities (N=9), attitudes (N=14), values (N=9), and behaviors (N=13) are listed in Appendix Tables 6 to 11, respectively.

Appendix Table 12 lists those psychological and educational measures which were also locally developed (N=12) but could not be easily categorized into the earlier-mentioned tables.

Appendix Table 13 presents the foreign-made tests that have been studied and adapted for local use (N=18), while Table 14 lists the foreign-made tests which have been translated into Filipino (N=4), with these translations analyzed for translation equivalence with the original English versions.

As can be seen in the various Appendix Tables, the bulk of local test development efforts across the years has been in the areas of the evaluation of achievement, and the assessment of specific personality characteristics. Unfortunately, most of these tests are unpublished, and remain in the archives of university libraries, in offices of private companies providing psychological test develop or program evaluation, and in the personal files of teachers who have encouraged students to pursue original test construction. Considering the voluminous amount of work that has gone into the construction of these local test,

the absence of any systematic documentation of these materials has rendered the data-gathering extremely difficult. Consequently, the present study cannot lay claim to the comprehensiveness of its data.

Results to some of the local psychological tests' scientific usefulness (in terms of the tests' reliability and validity) are encouraging. However, despite the focus on indigenous measures, there were no follow-up studies on the tests' initial reliability and validity indicators, except for the Philippine Mental Ability Test (Padilla, 1947), Philippine Personality Inventory (Gapuz, 1959), the Philippine Thematic Apperception Test (Lagmay, 1965), the Philippine Otis-Lennon Mental Ability Test (1972), the *Panukat ng Ugali at Pagkatao* (Enriquez, 1975), the *Panukat ng Pagkataong Pilipino* (Carlota, 1985), the Filipino Self-Appraisal Inventory (Evangelista, 1986), and the Philippine Aptitude Classification Test (1987). Furthermore, based on the experience of the authors in the collation of the materials for the current study, there is a strong need for a group or a body that will attend to the dissemination and the use of these standardized tests, and to protect them from indiscriminate use and abuse.

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- Beverly Hills.

Appendix Table 1. Locally Developed Measures of Intelligence (1947-1994)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1947	The Philippine Self-Administering Test of Mental Ability Test 1963 An analytical study of the PMAT, 1947 reprint, Form II (Antonio Isauro, Xavier University) 1971 A Critical Evaluation (Intong, L., Xavier University)	Sinforoso Padilla	U.P.
1952	Philippine Self Administering Intelligence Test	M.F. Rodriguez	Centro Escolar University
1953	Mental Ability Test for Philippine Secondary Schools	Leila Padilla	U.P.
1954	Test of General Mental Ability for High School Students a.k.a. Ordoñez-Bugarin General Mental Ability Test 1956 A further usc and study of the test (Almcndral, R., Nat. Teach. Coll)	Ordoñez and Mena T. Bugarin	National Teachers College
1968	Manila Self Administering Test of Mental Ability	Guidance and Counseling Services for the Secondary Level, Division of City Schools	Department of Education, Culture, and Sports
1969	Philippine Non-Verbal Intelligence Test	G. Guthrie, S. Tayag, and P.J. Jacob	Philippine Normal University
1984	Content-Indigenized Subtests of Mental Ability for Children in a Philippine Barrio	Marcia S. Katigbak	De La Salle University
1984	Adaptive Competencies of 4- to 9-year-old Filipino Children: Alternative to Traditional Intelligence Measurement	Gundelina A. Velazco	De La Salle University
1987	Philippine Mental Ability Test for Use in Business and Industrial Settings	Flordeliza Punongbayan	Philippine Women's University

Table 1 (continued)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1990	General Mental Ability Test	Evangeline M. de Jesus	Data being verified
1990	<i>Panukat ng Katalinuhang Pilipino</i>	Aurora R. Palacio	U.P.
1993	Primary Mental Ability Test for Filipino Children	N.T. Vargas-Bcnito	University of Sto. Tomas
1994	Philippine Indigenized Pre-School and Primary School Intelligence Tests	Sr. Ellena Karena Taylor	De La Salle University

Appendix Table 2. Locally Developed Measures of Interest (1977-1991)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1977	Cooperative Vocational Testing Project	Leticia Asuzano, Rose Marie Salazar, and Salud Evangelista	De La Salle University
1986	Philippine Occupational Interest Survey	Center for Educational Measurement (CEM)	CEM
1991	Interest Test on Enterprising and Investigative Occupations	Alvin Vy and Reynaldo Soriano	De La Salle University

Appendix Table 3. Locally Developed Aptitude Tests (1956-1995)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1991	Interest Test on Enterprising and Investigative Occupations	Alvin Vy and Reynaldo Soriano	De La Salle University
date being verified	Panukat ng Oryentasyong Bokasyonal	Glenda Banawa, Ma. Suzanne Bonza, Pamela Gregorio, Rosalyn Reyno, Christopher Marquez, and Mary Rose Tan	U.P. Department of Psychology
date being verified	Philippine Trade Prognosis Test	Bureau of Vocational Education	Department of Education, Culture, and Sports
date being verified	National College Entrance Examination	National Educational Testing Center	Ministry of Education, Culture, and Sports
date being verified	The College Aptitude Examination	M. Ordoñez	Polytechnic University of the Philippines
1956	Philippine Vocational Interests Records	Bureau of Public Schools, Manila	Department of Education, Culture, and Sports
1963	Predicting Freshman College Success at Philippine Universities	L. Q. Arquiza	Data being verified
1965	College Scholastic Aptitude Test	Center for Educational Measurement (CEM)	CEM
1967	Entrance Examination for First Year in Quezon City	Hermenegilda Margate	U.P. College of Education
1973	Measuring Non-Verbal Academic Aptitude at the U.P.	Emeteria Pascual Lee	U.P.
1985	Giftedness Inventory	Child and Youth Research Center	Department of Education, and Sports Division)
Culture, (Testing)			
1987	Scales for Identifying Gifted Children	Floreida Cabrerros	U.P. College of Education
1993	National Medical Admissions Test	Center for Educational Measurement (CEM)	CEM

Table 3 (continued)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1987	Philippine Aptitude Classification Test		
	1987 Occupational Norms (E. Pabualan)	Center for Educational Measurement (CEM)	CEM
	1987 Occupational Norms (E. Valmores)		
1994	Computerized College Admission Test	Evelyn B. Dacayo	Pamantasan ng Lunsod ng Maynila
1995	A Psychological Test for Medical Representatives in a Pharmaceutical Company	Dolores M. Matias	U.P. Department of Psychology

Appendix Table 4. Locally Developed Achievement Tests (1962-1991)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1962	Freshmen Classification Test in Grammar for the Philippine	Monico Corpuz	Philippine Normal College Normal College
1963	A Written Classification Test in Speech for Freshmen College Students of the Philippine Normal College	Candida Domingez	Philippine Normal College
1964	A Written Classification Test in Listening Comprehension for First Year Students of Public General Secondary Schools	Socorro Mejorada	Philippine Normal College
1964	Written Classifications Test in Grammar for High School Freshmen	Elisa T. Carlota	Philippine Normal College
1964	Achievement Test in English Grammar of Freshmen in Government Schools	Maurital Plaza	Philippine Normal College
1964	Achievement Test in Fourth Year High School English	Teresa A. Carag	U.P. College of Education
1964	Listening Comprehension Test for First Year Students of Public General Secondary School	Socorro F. Mejorada	Philippine Normal College
1965	English and Arithmetic for Intermediate Grades	Jemina Cruzado	Silliman University
1965	Listening Comprehension Test for Secondary School Freshmen	Adoracion M. Halili	Philippine Normal College
1966	A Standardized Achievement Test in Grammar for Grade 4	Felicidad Sibayan	Philippine Normal College
1966	Achievement Test in the Ability to Write in English for Grade 5	Patrocinio Gamelo	Philippine Normal College
1966	Diagnostic Test in English Structure of Coordination for Grades 4 to 6	Concepcion Olbes	Philippine Normal College
1966	Diagnostic Test in Subject-Verb Agreement for Grades 4 to 6	Marietta Parafina	Philippine Normal College
1966	Achievement Test in Reading for Grade 6	Rosario T. Aliño	Philippine Normal College

Table 4 (continued)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1967	Diagnostic Test in English Propositions for Grades 4 to 6	Eufemia L. Durian	Philippine Normal College
1968	An Achievement Test in Listening and Speaking for Grade 4	Neonita Dagasun Danao	Philippine Normal College
1968	An Oral Production Test	Lydia Miras Lopez	Philippine Normal College
1970	A Standardized Achievement Test in Health Education for Grade 4	Ceferina Saturnino	Philippine Normal College
1970	An Achievement Test in Elementary Mathematics for Grade 3	Belen Ruiz	Philippine Normal College
1970	An Achievement Test of the Ability to Write in English for Grade 5 Pupils	Purificacion M. Baluyot	Philippine Normal College
1970	Health Knowledge Test for Grade I Pupils	A.N. Capunitan	Philippine Normal College
1970	<i>Isang Pagsusulit ng Panuri sa Wastong Gamit ng Pilipino pura sa Baitang 5 at 6</i>	Candida N. Protacio	Philippine Normal College
1970	Achievement Test for First Year High School Mathematics	Rosita Guzman	Central Escolar University
1971	Mathematical Achievement of a Group of Freshmen in a Manila Public High School	Lourdes P. Gapud	Ateneo de Manila University
1971	Achievement Test in Health Education for Grade 4	Ceferina C. Saturnino	Philippine Normal College
1972	English Reading Vocabulary Test for Grades 4 to 6	Melba P. Aguirre Tugade	Sto. Tomas University
1974	A Standardized Health Knowledge Test for Grade 5	Eusebia G. Agduyeng	Philippine Normal College
1975	Achievement Test in Elementary Mathematics for Grade 6	Elsa F. Edaño	Philippine Normal College
1975	Health Knowledge for Grade 6 Pupils	Fermina A. Valdez	U.P. College of Education
1976	Health Test for Grade 5 Pupils	Catalina S. Salazar	U.P. College of Education

Table 4 (continued)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1976	<i>Isang Pagsusulit sa Natutunan sa Pilipino ng mga Mag-aaral sa Ikalimang Baitang</i>	Nenita M. Tuazon	Philippine Normal College
1977	<i>Isang Pagsusukat sa Natutunan sa Pilipino ng mga Mag-aaral sa Ikatlong Baitang</i>	Paz Sasuca	Philippine Normal College
1977	Standardized Listening Comprehension Test in English for Intermediate Grades	Loida A. Flores	Philippine Normal College
1981	Achievement Test for Grammar	Maria N. Cusipag	Philippine Normal College
1981	Health Achievement Test for Grade 6	Eusebia G. Agduyeng	Philippine Women's University
1981	Achievement Test in English, Grade 6 Level	Remedios Arabit	De La Salle University
1982	Test on Verbs in Elementary School Graduates	Yolanda Janay	Philippine Normal College
1985	An Achievement Test in Pilipino for Grade 3	Maria G. Manalo	Philippine Normal College
1986	Achievement Test for Grade 1 <i>Sibika at Kultura</i>	Petrona Agcaoili	Philippine Women's University
1986	Physics Achievement Test for Engineering Students	Bernarda Lita	De La Salle University
1987	University Laboratory School Achievement Test in Arithmetic	Angelina M. Durano	De La Salle University
1987	Language Testing for Hearing Impaired Children	Antonia B. Blanca	Philippine Normal College
1990	An Innovative Achievement Test in College Biology	Nestor Rubenecia	De La Salle University
1991	Integrated Science Process Skills Test	Kenichi Hiura	Data being verified
1991	Achievement Test in Physics for Senior High School Students	Oscar S. Pasagui	Philippine Normal University
1992	Achievement Test in Marine Engineering	Felicito P. Dalaguete	De La Salle University
1995	Instrument to Access Religious Knowledge of Students and Teachers	Josefina Peralta	De La Salle University

Appendix Table 5. Local Measures of Personality (1959-1992)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
Date being verified	Jr. and Sr. High School Personality Questionnaire	Carol Ann Retaña, Joyce Lindaya, Susan Malabanan, Frederick Obligacion, Edith Panay, and Aida Salaguit	U.P. Department of Psychology
Date being verified	Trait Survey Test	Asian Psychological Services and Assessment Corporation (APSA)	APSA
1959	Philippine Personality Inventory, Form I	M.A. Gapuz	In: Philippine Education
1984	Local Norms (Capistrano, N., Cruz, V., David, S., Cachico, L., Liboro, V., and Lucas, D.S.)		
19??	Validity Study (Bolívar, R.W., M.A. Central Phil. Univ., Iloilo)		
1963	Alteration Ranking of Trait Adjectives	Ateneo Central Guidance Bureau	Ateneo de Manila University
1969	Manila Personality Inventory	Petrocinio Toribio	Manila City Schools Guidance, Counseling, and Special Education Services, DECS
1975	<i>Panukat ng Ugali at Pagkatao</i>		
1975	Content domain of "pagkamaramdamin" (Bernardez, E.)		
1975	Kahulugan ng "pakipot" - content domain of the "hirap kausapin" subscale (Pe, R.)		
1975	Validation of the "matulungin" scale (Cipres, S., Paulo, L., & Rustia, J.R.)		
1975	Validation of the "pagkamalikhain" scale (Paler, C.M., Labaycn, G., Dizon, M., Daza, M., Banzuela, F., Bahaor, A., & Adea, V.)		

Table 5 (continued)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1979	Reliability of the PUP (Guanzon, M.A.C.)		
1979	Experimental validation of the " <i>matiyaga</i> " scale (Gaffud, M. and de Rivera, L.)		
1980	Correlates of creativity (Socrates, N.)		
1981	Criterion validation and item analysis of the " <i>Katiyagaan</i> " subscale (Collantes, E.M. & Eleosida, I.S.)		
1981	Presentation of the PUP to the international community (Enriquez, V.G. & Guanzon, M.A.C.)		
1981	Translation equivalence of PUP- Cebuano and PUP- Filipino (Alcazar, L.T. & Torotoro, L.B.)		
1981	Validating the " <i>ambisyon</i> " and the " <i>takas ng loob</i> " subscales (Manalo, E.)		
1982	Construct validation indicators for " <i>pagkamapug- bigay</i> " and " <i>pagkamatu- lungin</i> " subscales (De Jesus, A. & Dominquez, L.)		
1982	Construct validation of " <i>pikon</i> " and " <i>pagkapalaaway</i> " subscales (Agbayani, C., Carino, R., Cheung, D., de Joya, & Fernandez, C.)		
1982	Contributing to the construct validation of PUP subscales (Ligeralde, C. and Gaerlan, E.)		
1982	Linguistic equivalence of the Filipino and English versions of the PUP (Canlas, R.P. & Guerrero, R.O.)		
1982	Stubbornness and ambition: Correlation and sex differences/ pre-marital sex (Damian, A. & Gonzales, P.)		

Table 5 (continued)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1982	Translation equivalence of PUP-Ilocano and PUP-Pilipino (Jimenez, J.)		
1983	Comparison of the personality of the Filipino across 12 ethnic groups (Guanzon, M.A.C.)		
1983	Positive and negative connotations of the PUP subscales (Guanzon, M.A.C.)		
1984	<i>Pagkamapagsapalaran</i> Scale (Musni, T., Pinto, B., Santiago, P., and Tremo, P.Y.)		
1984	Concurrent validity of the PPP and PUP (Abaya, G.R., Anosan, R., Carsi-Cruz, & Jancian, J.)		
1984	Concurrent validity of the PUP and the PPP (Bautista, A., Dumandan, C., Gutierrez, E., & Limjoco, J. (1984).)		
1984	Parallel scales of the PPP and the PUP (Agana, C., Co, G., Depante, L., Kho, Q. & Taylor, M.)		
1984	PUP-Bata: test development and reliability (Batangan, et al.)		
1985	Male and Female norms for the 14-19 age group reported (Enriquez, V. and Guanzon, M.A.C.)		
1986	Construct validation of " <i>pagkasunud-sunuran</i> " (Alarilla, A. & Ong, J.)		
1987	Convergent and discriminant validity of the PUP and PPP scales on " <i>pagkamalikhain</i> ," " <i>pagkamatiyaga</i> ," and " <i>pagkamaramdamin</i> " (Bernardo, A., Lazo, M.G., & Llamas, J.C.)		
1989	Test-re-test reliability of the PUP (Alfonso, E., Briones, J., Chan, H., Hidalgo, E., Paguio, E., Santos, K., & Santos, M.)		

Appendix Table 5 (continued)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1990	<i>Pagsusuri ng Katatagan ng Bersyong Ilokano at ng Katapatan ng mga PUP Subskala ng Pagkamahiyain at Ambisyon*</i> (Bautista, J.G., Guintu, C., & Yu, M.L.)		
1994	Predicting Work Attitude and Interpersonal Skills from the <i>Panukat ng Ugali at Pagkatao</i> (PUP): An Exploratory Study (Susan Theresa G. Montenegro)		
1979	Group Projective Test as a Diagnostic Tool	Josefina A. Limnaco	University of Sto. Tomas
1980	<i>Panukat ng Pakikipagkapwa ng Batang Pilipino</i>	P.O. Abenojar	U.P.
1984	<i>Panukat ng Ugali at Pagkatao para sa Bata</i>	Dennis Batangan	U.P.College of Medicine
1985 1984	<i>Panukat ng Pagkataong Pilipino</i> Concurrent validity of the PPP and PUP (Abaya, G.R., Anosan, R., Carsi-Cruz, & Jancian, J.)	<i>Annadaisy Carlota</i>	<i>UP Department of Psychology</i>
1984	Concurrent validity of the PUP and the PPP (Bautista, A., Dumandan, C., Gutierrez, E., & Limjoco, J.)		
1984	Parallel scales of the PPP and the PUP (Agana, C., Co, G., Depante, L., Kho, Q., & Taylor, M.)		
1984	English Translation of the PPP (Alikpala, E.B. and de los Reyes, Jr.)		
1987	Criterion Validation of the PPP <i>Ang Pagkamalikhain Scale</i> among High School Students (Bondoc, A., Dimaano, T., Guevarra, C., et al.)		
1992	Test on Personal and Social Attributes	Vivian Daroy	Philippine Normal University

Appendix Table 6. Local Measures of Specific Personality Characteristics (1973-1996)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
date being verified	Adjustment Scale for College Students	Lolita Bitanga	
date being verified	Masculinity and Femininity Scale	Marlyn Corpus-Buenaventura	In: Research Journal
date being verified	Parenting Needs Inventory	Francisca Lomotan-Cruz	date being verified
date being verified	Self Rating Scale (of Self-Acceptance, Form A)	Natividad Munnariz	U.P. College of Education
date being verified	Filipino Children's Self Appraisal Inventory	F.A. Vida	date being verified
1973	<i>Ugnayan ng mga Salita</i>	V.G. Enriquez	Philippine Psychology Research and Training House, Inc.
1973	Anagrams Test	V.G. Enriquez	Philippine Psychology Research and Training House, Inc.
1973	<i>Magdrowing ng Bahay Test</i>	V.G. Enriquez	Philippine Psychology Research and Training House, Inc.
1973	<i>Pigura Test</i>	V.G. Enriquez	Philippine Psychology Research and Training House, Inc.
1973	Fear Survey Schedule for Filipino Students	Renato Daquiz	University of the Philippines
1974	Parameters of Aggression	Amelia B. Alfonso	U.P.
1974	The Choice Dilemma Questionnaire and A Measure of Risk-Taking	S. Lao	U.P. Department of Psychology
1974	<i>Sigurista-Bahala Na Complex</i>	Roberto Mendoza	U.P. Department of Psychology
1974	Parental Independence Scale	M.A. Ng	U.P. Department of Psychology

Appendix Table 6 (continued)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1975	Crime Picture Interpretation Test: A Measure of Sociopathy	Corazon Lamug	U.P. Department of Psychology
1975	<i>Panukat ng Pakikipagugnayan</i> (Adjustment-Maladjustment Inventory)	R. Castiglioni, A., Cruz, L., Estampador, L., Marcia, F., Lagbao, and Perras, A.C.	U.P. Department of Psychology
1977	Manifestative Factors of Religious Motivation	Cruice G. Sangivi	De La Salle University
1979	Nonverbal Social Adjustment Test for Hearing Impaired Children	Ninta A. Alderete	Philippine Normal College
1979	Fears I Have: A Self-Study Guide	B.C. Elwood	U.P.
1980	Career Maturity Scale for Filipinos	Josefina Santamaria	U.P. College of Education
1981	Pre-Diagnostic Scale for Psychosis	Noemi Catalan	Pamantasan ng Lunsod ng Maynila
1982	The Family Environment Scale: An Initial Diagnostic Tool of Self-Concept and Adjustment of Adolescence	Daniel W. Mitchum	University of Sto. Tomas
1982	Moral Judgment Instrument for Filipino Students	Eva Villanueva	U.P. College of Education
1984	Self Concept Scale for Children	L.U. Agbing	U.P.
1985	Adjustment Inventory Based on Erickson's Stages of Development	Virginia Baes	U.P. College of Education
1986	Security-Insecurity Inventory for Filipino College Students	Salud Evangelista	University of Sto. Tomas
1986	A Construct Validation of a Locally Developed Security-Insecurity Inventory (Pison, R.)		
1986	Sex Norms (Sta. Cruz, S.)		
1988	Test Manual for the Filipino Self-Appraisal Inventory (Security-Insecurity Index) (Evangelista, S.)		

Appendix Table 6 (continued)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1990	<i>Paggawa ng Pamantayan ng Filipino Self-Appraisal Inventory</i> (Ligon, M., Uy, C., Vida, F.)		
1986	Teacher Characteristics Inventory	L. Hiceta-Nava	U.P. College of Education
1987	Pasao's Self Concept Scale	Myrna Pasao	U.P. College of Education
1987	Filipino Adolescent Anxiety Scale	Ligaya de Guzman	U.P. College of Education
1988	Filipino Creativity Test	Ana Cojuanco, Cecile Deltette, and Richard Perez	De La Salle University
1988	Maturity of Women Religious	G. Manuyag	De La Salle University
1990	<i>Panukat ng Pagkarelihiyoso ng Pilipinong Kristiyano</i>	Josefina R. Cantiller	U.P. Department of Psychology
1991	School Anxiety Scale for Early Adolescence	Norma Cahilig	U.P. College of Education
1991	Mental Health Scale for Filipino College Students in Metro Manila	Imelda C. Labrador	University of Sto. Tomas
1991	<i>Panukat ng Pagkamapagbahala</i>	Marilyn Say, Abigail See, and Shirley Yu	De La Salle University
1992	Anxiety Scale for Children	Carmelita Pabiton	U.P .
1992	<i>Iskala ng Kahustuhang Emosyonal</i>	I. Caldonga, R. So, and L. Tolentino	De La Salle University
1992	<i>Iskala ng Iskizophrenia ng mga Pilipino</i>	Donna Capalad, F.A. Diaz, and J.A. Natividad	De La Salle University
1992	Mid-Life Stress of Religious	M.A. Marahay	De La Salle University
1993	<i>Panukat ng Kabuuang Pagkatao</i>	Rowena Ann Garcia, Catherine Leviste, Mary Joyce Mijares	De La Salle University

Appendix Table 6 (continued)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1994	<i>Panukat ng Magpapakilala ng Pagkababae at Pagkalalake</i>	M. Chuaansu, M. Talento, and J. Tanghal	De La Salle University
1995	Stress Pictorial Test	Lina Grace Baterna, Ma. Raquel Roxas, and Corazon Toling	De La Salle University
1995	Trustworthiness Scale	F. Garcia, O. Hernando, and J. Samson	De La Salle University
1995	<i>Iskala ng Pakikiisang-Loob</i> (Filipino Test of Empathic Ability)	Raymond Gonzales	De La Salle University
1996	Problem Scale Test	Joanna Bostre, Theresa Canayon, Katherine de Villa, Virginia Macapili, and Christie Tinio	De La Salle University
1996	Spiritual Wellness Scale	Anne Marie Catapang, Kenneth Co, Sheryl Lyn Sarabia, Sharon Marie Tanking	De La Salle University

Appendix Table 7. Local Measures of Specific Aptitudes (1967-1994)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
Date being verified	Work Behavior Profile ( <i>Kaugalian sa Paggawa</i> )	Asian Psychological Services and Assessment Corporation, Inc. (APSA)	APSA
Date being verified	Management Inventory Test	Asian Psychological Services and Assessment Corporation Inc. (APSA)	APSA
Date being verified	Sales Orientation Survey	Asian Psychological Services and Assessment Corporation, Inc. (APSA)	APSA
1967	Entrance Examination for First Year	Hermenegilda Margate	U.P. Counseling
1972	Bilingual Usage Schedule	Amelia B. Alfonso	U.P. Department of Psychology
1973	Non-Verbal Academic Aptitude	E.P. Lee	U.P. College of Education*
1979	Managerial Self-Perception Inventory for Filipinos	Eloisa Ledesma	U.P.
1980	Music Sensitivity Test for Bachelor of Science in Education and B.S. Elementary Education Students	Virginia F. Pabalan	Philippine Normal College
1982	Supervisory Effectiveness Scale	Elmila Ayson-Banico	U.P. College of Education
1982	Pre-School Inventory	R. Ching and K. Ting	data being verified
1982	An Aural Aptitude for Music for Intermediate Grades in Metro Manila	Esther C. Javier	Philippine Normal College
1985	The Metro Manila Developmental Screening Test	Phoebe Williams	data being verified
1989	Motor Development Screening Test	Child and Youth Research Center	Department of Education, Culture, and Sports (Testing Division)
1989	Computer Scholastic Aptitude Test	Normandy T. Nangca and Marivic N. Sandoval	Philippine Women's University

Appendix Table 7 (continued)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1993	The De-Westernized Dementia Screening Scale	Lourdes K. Ledesma, B.V. Dipotado, Grace Orteza, and C.E. Santillan	U.P. Department of Psychology, U.P. College of Medicine, and De La Salle University
1994	Photo Career Discovery Kit	Thelma Abiva	Abiva Publishing, Inc.

Appendix Table 8. Local Assessment of Specific Cognitive Abilities (1956-1988)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
Date being verified	Instrument for Assessing Education Numeracy Levels	Pilar Centina	U.P. College of Education
1956	Specific Arithmetic Difficulties in the Intermediate Grader	I.M.a Tudtud	University of San Carlos
1960	Measure of Intellectual Maturation for Filipino Students	Jose M. Icasiano	data being verified
1976	Sample Maze Tests for Assessing the Performance of Grade 3 Pupils	A.D. Marbella	U.P. College of Education
1984	Critical Thinking for Grade 6 Pupils	Danilo S. Gutierrez	Philippine Normal College
1987	Abstract Reasoning Test for Filipino Elementary Children	Child and Youth Research Center	Department of Education, Culture, and Sports (Testing Division)
1988	Cognitive Adaptive Skills Test	Child and Youth Research Center	Department of Education, Culture, and Sports (Testing Division)
1988	Creative Thinking Test for Fourth Year High School Students	Antonio G. Dacanay	Philippine Normal College
1988	Problem Solving Skills of Students in College Algebra	Rosario Leaño	De La Salle University

Appendix Table 9. Locally Developed Measures of Specific Attitudes (1969-1994)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
Date being verified	Attitudes towards Effeminate Teachers	Bernadette Abrilla, Cindy Chan, Cristina Go, Shella Guevarra, and Ma. Fe Hernandez)	De La Salle University
date being verified	Supervisory Attitudinal Survey	Asian Psychological Services and Assessment Corporation (APSA)	APSA
1969	Attitudes Towards Birth Control Scale	E. Mamisao, A. Tan, and G. de Vcra	U.P. Department of Psychology
1976	Altruistic Attitudes among Teachers	C.A. Ovejera	De La Salle University
1979	An Attitude Scale towards Working Wives	Elizabeth Ventura, Gerda Kochler, Margaret Udarde, and Lou Agbing	U.P. Department of Psychology
1980	Altruistic Attitudes among Teachers	D. Chong	De La Salle University
1980	Philippine Attitudes Scale and Knowledge Orientation	L. Moortgat	De La Salle University
1983	Scientific Attitudes Inventory	E.T. Banon	Philippine Normal University
1986	The Workbook Attitude Scale I	A. Calata, E. Castillo, M. Flores, T. Gola, N. Munnariz, and M. Pasao	NADEC
1987	Attitude Scale Towards Cheating in Business	M. Acosta, J.M. Villanueva, and T. Macalindong	De La Salle University
1987	Attitude Scale on Studying	M. Carrascoso, Cecile Gatchalian, A. Grihalde, J. Inocentes, M.E. Marribay, Juñcz, and M. Theard-Johnson	De La Salle University
1988	Attitude towards Female Virginity	K. Tamesi	Assumption College
1989	Mathematics Attitude Inventory	Milagros Ibe	U.P. College of Education
1994	Attitude Scale for Sex Education	Auramar O. de Onon	U.P. College of Education

Appendix Table 10. Locally Developed Measures of Specific Values (1966-1993)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1966	CT Scale or the Traditional Scale	Carmen Alcuaz	Ateneo de Manila University
1982	Counselor Therapeutic Relationship Values Scale	Edilberto Dizon	U.P. College of Education
1984	Values Orientation Scale	Child and Youth Research Center	Department of Education, Culture, and Sports (Testing Division)
1987	Value Development Index	Child and Youth Research Center	Department of Education, Culture, and Sports
1987	Values Inventory for Filipino Children	Evangeline M. de Jesus	U.P. College of Education
1990	Values Orientation Instrument	Camila C. Gonzales	U.P.
1990	Interpersonal Values Scale for Filipino Adolescents	V. Cenal	U.P.
1993	Filipino Work Values Scale	Vicentita Cervera	Abiva Publishing House, Inc.
1993	Values Scale for Filipinos	Domingo Nuñez	Pamantasan ng Lunsod ng Maynila

Table 11. Locally Developed Performance Appraisal Measures (1973-1993)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1973	Instrument for the Assessment and Improvement of Teacher Performance	E.S. Reyes	Ateneo de Manila University
1974	Teaching Effectiveness at the Secondary Level of Instruction	C.G. Estadilla	University of Sto. Tomas
1978	Test of Communicative Competence in Filipino	E. Castillo	Philippine Normal University
1979	Principal's Competencies and Performance	G.G. Par	Ateneo de Manila University
1980	Language Competency Test	Child and Youth Research Center	Department of Education, Culture, and Sports (Testing Division)
1984	Personal-Social Behavior Inventory	Child and Youth Research Center	Department of Education, Culture, and Sports (Testing Division)
1991	<i>Panukat ng Kakayahang Berbal sa Wikang Filipino</i>	J.G. Belmonte and A.C. Carreon	De La Salle University
1991	<i>Pinoy Management Style Inventory</i>	M.C. Benavides, M.R. Reyes, and M.E. Uychiat	De La Salle University
1991	<i>Panukat ng Kakayahang Mamuno ng Pilipinong Mag-aaral sa Pamantasan</i>	Haydee Cayanan, M. Co, and J. Dee	De La Salle University
1991	Interpersonal Skills of Filipino Students in the Health Professions	Cristina Mencias	National Teacher Training Center for Health Professionals
1992	<i>Panukat ng Kakayahang Magdala ng Tensyon</i>	S.J.T. See, M.C.M. Leus, and M.S. de los Reyes	De La Salle University
1992	Laboratory Teaching Effectiveness Scale	Felicito P. Dalaguete	De La Salle University
1993	<i>Panukat ng Kakayahang Makaagapay sa Istres ng mga Tagapangasiwa sa Industriya</i>	A.D. Castillo, S.L. Restubog, and K. Yap	De La Salle University

Appendix Table 12. Other Local Educational and Psychological Measures (1980-1994)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
Date being verified	Manila Counseling Inventory	Guidance and Counseling Special Education Services, Division of City Schools	Department of Education, Culture, and Sports
1980	Problem Checklist for Filipino Children -- Intermediate Grades	M. Dimagundayao	Philippine Normal College
1985	Grade 5 Pupils' Major Areas of Concern (using Havighurst's Developmental Tasks)	Maria Encarnacion Tan	Ateneo de Manila University
1987	Human Rights Awareness Scale	PNC Research Center	Philippine Normal College
1990	Philippine Pastor Scale	Roberto B. Betia	U.P.
1991	Filipino Family Relationship Scale	Ester Jimenez	data being verified
1992	The Organizational Assessment Survey	R.H. Alampay	U. P. Department of Psychology
1992	Panukat ng Kaasalang Sekswal	Marfred Lamigo, Teresa Aquino, and Rodel de Guzman	De La Salle University
1993	Multi-Factor Seminarian Scale	Amirtha Raj George, O.P.	U.P. College of Education
1994	A Scale of Post-Disaster Psychosocial Functioning of Children	Josie Y. Rufuerzo	data being verified
1994	<i>Antas ng Pahintulot at Atribusyon ng Paninisi ng Ilang Mag-aaral ng U.P. sa Sekswal na Harassment</i>	K. Doronilla, I. Orolfo, and J. Yacat	U.P. Department of Psychology
1994	Marriage Expectations	Nilo E. Tanalega, S.J.	UGAT Foundation Inventory

Appendix Table 13. Adaptations of Foreign-Made Tests (1958-1991)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
Date being verified	<i>"Ang Palagay ko sa aking Sarili"</i> A Filipino Adaptation of the Piers Harris Children's Self Concept Center	Manila Guidance Testing Scale	MGTC
1958	Wechsler-Bellevue Intelligence Scale Form II for Filipino Use	Prisco S. Matthen	University of Sto. Tomas
1960	The Applicability of the Minnesota Multiphasic Personality Inventory to Filipino Subjects	E. Samson and G. Samson	University of Sto. Tomas
1965	An Item Analysis of the Otis Self-Administering Tests of Mental Ability	Regina Carlos	Manuel L. Quezon University
1965	Philippine Thematic Apperception Test	Alfredo V. Lagmay	U.P. Department of Psychology
1987	Ambiguity Values of the Philippine Thematic Apperception Test (Ventura, E.)		
1987	Scaling the Philippine Thematic Apperception Test (Lazo and Ventura)		
1987	Four Variations in the Administration of the PTAT (Altavaz, M., Divinagracia, G., and Montano, A.)		
1967	Philippine Children's Thematic Apperception Test	Alfredo V. Lagmay	U.P. Department of Psychology
1968	Item Analysis of the Otis Quick-Scoring Test in U.P. Grade 1 Pupils	Gerardo Ang and Agustina Bantigue	U.P.
1968	WISC Factors in Filipino Children	Ma. Reinita Quebral	Ateneo de Manila University
1969	A Sentence Completion Test in Filipino	Allen Tan	Ateneo de Manila University

Appendix Table 13 (continued)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1972	The Philpsycor-Geist Picture Interest Inventory: Male M	Estefania Aldaba-Lim	Philippine Psychological Corporation
1972	Philippine Otis-Lennon Mental Ability Test	Linkurang Pamamatnubay, Pagpapayo at Pantanging Edukasyon	Sangay ng mga Paaralang Lungsod ng Maynila
1978	Predictive Validity (Villa, T.P.)		
1981	The Development of Norms for Public Elementary Schools (Giron, M.F.)		
1974	Local Norms on the 16 PF Test 1974 Admission of Students at the PWU College of Nursing (Alday, S.)	M.A. Jose, E. Ojano, and Z. Sumagaysay	U.P. Department of Psychology
1975	Philippine Adaptation of the Wechsler Intelligence Scale for Children	Edwin Torres	Department of Education, Culture and Sports
1979	The Development of Philippine Norms for the Gates-McGinntie Reading Test for MM Elementary School Pupils	Liberacion Abarm, Maxima Alburo, Amelita Conp and Florida Ragunton	Philippine Normal College
1979	Diliman Wechsler Adult Intelligence Scale	Crispina B. Gorospes	U.P. College of Education
1981	Cross Validation of the Brainard Occupational Preference Inventory	Domingo B. Nuñez	U.P. Department of Psychology
1982	Wechsler Intelligence Scale for Children - Revised Form for the Filipino-American ESL Students of DODD Schools at Clark Air Base	R.A. Garcia	University of Sto. Tomas
1991	Catell's 16 Personality Factors Profile	M.D. Bantug, J.A. Gochian, and T.M. Tantoco	De La Salle University

Appendix Table 14. Translations of Foreign-Made Tests (1987-1990)

Year Developed	Title of Test or Construct Measured	Author/s	Institutional Affiliation
1987	Desirable-Undesirable Events: Locus of Control Scale	Debbie Ko, Marjorie Sy, and Katherine Tan	De La Salle University
1989	Tennessee Self Concept Scale	M.A. Bautista, A. and Gil, Jr.	De La Salle University
1990	Wechsler Pre-School and Primary School Intelligence - Verbal Scale	S. Amar, R. Morallo, and C.C. Yu	De La Salle University
1990	Edwards Personal Preference Schedule	A.A. Anabeza, M.F. Cabrera, and R. Romey	De La Salle University

**APPENDIX A**  
**Code Book for the Critique of Locally Developed Psychological Tests**

VARIABLE # + DATA FOR ENTRY	COLUMN LABEL	CODES PERCENTENT CATEGORY
1:	studname	<b>Name of Student submitting Critique</b> First eight letters of family name of student s submitting data
2:	studschl	<b>Educational Affiliation of Student submitting Data</b> 1 – U.P. 2 – DLSU
3:	idtest1	<b>Name of Test</b> First eight letters of the label of the primary construct (as found in the test's title) that is being measured
4:	idtest2	<b>Name/s of Author/s</b> First eight letters of test's senior/first/sole author
5:	idtest3	<b>Test Publication Status</b> 1 – published 2 – unpublished
6:	idtest4	<b>Name of Test's Publisher</b> na – not applicable, since test is not yet published First eight letters of test's publisher
7:	idtest5	<b>Year when Test was Developed or Published</b> nr – not reported month/day/year numerically coded
8:	idtest6	<b>Location of Test</b> 1 – with author 2 – with school 3 – with office/institution 4 – with publisher
9:	idtest7	<b>Name of Institution which Supported the Development of the Test</b> First eight letters of the name of the supporting school, office, or organization
10:	geninfo1	<b>Nature of the Test</b> 1 – intelligence 2 – interest 3 – aptitude 4 – achievement 5 – personality 6a... – others 6a creativity 6b comprehension and application analysis 6c attitude 6d Lasallian values 6e teaching effectiveness 6f religious motivation 6g maturity level 6h aptitude and personality

## APPENDIX A (continued)

VARIABLE # + DATA FOR ENTRY	COLUMN LABEL	CODES PERCENTENT CATEGORY
11:	Geninfo2	<b>Purpose of the Test</b> 1 – research 2 – career placement 3 – career counselling 4 – clinical diagnosis 5 – general intelligence/aptitude/personality/assessment 6a ... - others 6a assessment of creativity 6b attitude assessment 6c success appraisal
12:	geninf3a	<b>Lower End of Range of Grades Covered</b> na – grade level of testee is not a salient testing consideration Roman numeral/s representing the lowest grade to which the test-taking may be appropriate
13:	geninf3b	<b>Higher End of Range of Grades Covered</b> na – grade level of testee is not a salient testing consideration Roman numeral/s representing the highest grade to which the test-taking may be appropriate
14:	Geninf4a	<b>Lower End of Range of Ages Covered</b> na – age of testee is not a salient testing consideration nd – age is a salient testing consideration, but no data is provided Youngest age of testee who may appropriately take the test
15:	geninf4b	<b>Higher End of Range of Ages Covered</b> na – age of testee is not a salient testing consideration nd – age is a salient testing consideration, but no data is provided Oldest age of testee who may appropriately take the test
16:	geninfo5	<b>Item Type</b> 1 – written verbal 2 – written numerical 3 – pictorial/non-verbal 4 – audio 5 – written verbal and numerical 6 – written verbal and pictorial 7 – written verbal and audio 8 – written numerical and pictorial 9 – written numerical and audio 10 – pictorial and audio 11 – others
17:	geninfo6	<b>Scores Available I</b> Number of persons who have taken the final test

## APPENDIX A (continued)

VARIABLE # + DATA FOR ENTRY	COLUMN LABEL	CODES PERCENTENT CATEGORY
18:	geninf7a	<b>Scores Available Iib</b> Youngest age in the age range of persons who have taken the final form of the test
19:	geninf7b	<b>Scores Available Iib</b> Oldest age in the age range of persons who have taken the final form of the test
20:	geninfo8	<b>Scores Available III</b> Typology of persons who have taken the final test, e.g., college students, managers, pre-school children, etc. 1 students 2 religious groups 3 counselors 4 teachers 5 deviant vs. Normal groups 6 children
21:	geninfo9	<b>Method of Scoring</b> 1 - hand-scored 2 - machine-scored 3 - hand-and machine-scored
22:	geninf10	<b>Test Administration Time I</b> 1 - test is timed 2 - test is untimed
23:	geninf11	<b>Test Administration Time II</b> nd - information about how long test-taking usually takes was not provided Approximate total time needed for test administration (in minutes)
24:	geninf12	<b>Saleability of the Test</b> 1a - not yet for sale: needs to be studied further 1b - not yet for sale: studies on the test are adequate, but the test developer/s no longer went into the final test production phase 1c - not yet for sale: test is being packaged for final reproduction 2 - definitely not for sale (e.g., it is for institutional use only) 3 - for sale
25:	geninf13	<b>Conditions Set regarding Sale of Tests</b> na - test is not being sold 1 - test is sold only in test packages 2 - test manual, booklets, scoring keys, and answer sheets are sold only as separate items 3 - test may be purchased either as a test package or as separate components of the test package

## APPENDIX A (continued)

<b>VARIABLE # + DATA FOR ENTRY</b>	<b>COLUMN LABEL</b>	<b>CODES PERCONTENT CATEGORY</b>
26:	geninf14	<b>Current Cost of Test Package</b> na – test is not being sold as a text package actual price of test package (in pesos)
27:	geninf15	<b>Current Cost of Test Manual</b> na – test manual may not be purchased separately from the test Package actual price of test manual (in pesos)
28:	geninf16	<b>Current per Unit Cost of Test Booklets</b> na – test booklets may not be purchased actual price of test booklet (in pesos)
29:	pracfea1	<b>Ease of Test Administration</b> 1 – very difficult 2 – somewhat difficult 3 – neither difficult nor easy 4 – somewhat easy 5 – very easy
30:	pracfea2	<b>Ease of Scoring of the Test</b> 1 – very difficult 2 – somewhat difficult 3 – neither difficult nor easy 4 – somewhat easy 5 – very easy
31:	pracfea3	<b>Ease of Test Interpretation</b> 1 – very difficult 2 – somewhat difficult 3 – neither difficult nor easy 4 – somewhat easy 5 – very easy
32:	pracfea4	<b>Adequacy of the Test Manual</b> 1 – no test manual is provided at all 2 – very inadequate 3 – needs major improvements 4 – needs minor improvements 5 – very adequate
33:	pracfea5	<b>Adequacy of Accessory Materials</b> na – the test has no accessory materials 1 – very inadequate 2 – needs major improvements 3 – needs some minor improvements 4 – needs many minor improvements 5 – very adequate
34:	techfea1a	<b>Evidence regarding Test's Content Validity</b> 1 – provided 2 – not provided

## APPENDIX A (continued)

VARIABLE # + DATA FOR ENTRY	COLUMN LABEL	CODES PERCENTENT CATEGORY
35:	techfelb	Evidence regarding Test's Criterion-related Validity 1 - provided 2 - not provided
36:	techfelc	Evidence regarding Test's Construct Validity: Factor Analysis 1 - provided 2 - not provided
37:	techfeld	Evidence regarding Test's Construct Validity: Discriminant Data 1 - provided 2 - not provided
38:	techfele	Evidence regarding Test's Construct Validity: Convergent Data 1 - provided 2 - not provided
39:	techfel f	Evidence regarding Test's Construct Validity: Before- and After- Treatment Comparisons 1 - provided 2 - not provided
40:	techflg	Evidence regarding Test's Construct Validity: Contrasted Groups 1 - provided 2 - not provided
41:	techfelh	Evidence regarding Test's Construct Validity: Study of the Test's Internal Structure 1 - provided 2 - not provided
42:	techfelI	Evidence regarding Test's Construct Validity: Study of the Process of Measurement of the Construct 1 - provided 2 - not provided
43:	techfelj	Evidence regarding Test's Content Validity 1 - provided 2 - not provided
44:	techfe2a	Correlation Coefficient for "Criterion-related" Validity Study na0 (if no validity study on the test was reported) na1 (if test was not validated through a criterion-related validity study) actual r value (if test was criterion- related-validated)

## APPENDIX A (continued)

<b>VARIABLE # + DATA FOR ENTRY</b>	<b>COLUMN LABEL</b>	<b>CODES PERCONTENT CATEGORY</b>
<b>45:</b>	<b>techfe2b</b>	<b>Number of Factors Yielded by “Factor Analysis” Construct Validation Study</b> na0 (if no validity study on the test was reported) na1 (if test was not validated through a factor-analytic construct validity study) total number of factors (if test was factor analyzed)
<b>46:</b>	<b>Techfe2c</b>	<b>Correlation Coefficient for “Discriminant Validity” Construct Validity Study</b> na0 (if no validity study on the test was reported) na1 (if test was not validated through a “discriminant validity” construct validity study) actual r value (if test was construct-validated through a discriminant validity study)
<b>47:</b>	<b>techfe2d</b>	<b>Correlation Coefficient for “Convergent Validity” Construct Validity Study</b> na0 (if no validity study on the test was reported) na1 (if test was not validated through a “contrasted groups” construct validity study) actual r value (if test was construct-validated through a convergent validity study)
<b>48:</b>	<b>techfe2e</b>	<b>Outcome of Statistical Test of Hypothesis of Significant Differences between Contrasted Groups for a Construct Validity Study</b> na0 (if no validity study on the test was reported) na1 (if test was not validated through a “contrasted groups” construct validity study) actual statistically significant test of hypothesis value (if test was validated using the contrasted groups comparison validity study approach)
<b>49:</b>	<b>techfe2f</b>	<b>Outcome of Statistical Test of Hypothesis of Significant Differences between Pre-Treatment and Post-Treatment Groups for a Construct Validity Study</b> na0 (if no validity study on the test was reported) na1 (if test was not validated through a “before-and- after-treatment-comparison” construct validity study) actual statistically significant test of hypothesis value (if test was validated using the treatment groups comparison validity study approach)
<b>50:</b>	<b>techfe2f</b>	<b>Validity Coefficient for a “Study of Test’s Internal Structure” Construct Validity Study</b> na0 (if no validity study on the test was reported) na1 (if test was not validated through a “study of internal structure” construct validity study) actual internal consistency r value (if test was construct-validated through a study of the test’s internal structure)

## APPENDIX A (continued)

VARIABLE # + DATA FOR ENTRY	COLUMN LABEL	CODES PERCONTENT CATEGORY
51:	techfe2g	<p><b>Assumption Held Regarding the Test's Internal Structure</b></p> <p>na0 (if no validity study on the test was reported)</p> <p>na1 (if test was not validated through a "study of internal structure" construct validity study)</p> <p>1 – test items are assumed to be homogenous, i.e., consistently measuring the same construct</p> <p>2 – test items are assumed to be heterogenous, i.e., the test's different scales measure different constructs that are assumed to be different from each other</p>
52:	techfe3a	<p><b>Evidence regarding the Test's Reliability: Stability (Test-Retest) Study/Studies Done</b></p> <p>1 – provided</p> <p>2 – not provided</p>
53:	techfe3b	<p><b>Evidence regarding the Test's Reliability: Internal Consistency (Split-Half) Study/Studies Done</b></p> <p>1 – provided</p> <p>2 – not provided</p>
54:	techfe3c	<p><b>Evidence regarding the Test's Reliability: Internal Consistency (Inter-Item Correlation) Study/Studies Done</b></p> <p>1 – provided</p> <p>2 – not provided</p>
55:	techfe3d	<p><b>Evidence regarding the Test's Reliability: Equivalence of Forms Study/Studies Done</b></p> <p>1 – provided</p> <p>2 – not provided</p>
56:	techfe3e	<p><b>Evidence regarding the Test's Reliability: Other Type/s of Reliability Study/Studies Done (Please specify):</b></p> <p>1 – provided</p> <p>2 – not provided</p>
57:	techfe4a	<p><b>Correlation Coefficient for "Test-Retest/Stability" Reliability Study</b></p> <p>na0 (if no reliability study on the test was reported)</p> <p>na1 (if test was not studied for reliability through a "stability" study)</p> <p>actual r value (if the reliability of the test was studied through an internal consistency/split-half correlational study)</p>
59:	techfe4c	<p><b>Correlation Coefficient for "Internal Consistency: Inter-Item Correlation" Reliability Study</b></p> <p>na0 (if no reliability study on the test was reported)</p> <p>na1 (if test was not studied for reliability through an "internal consistency: inter-item correlation" study)</p>

## APPENDIX A (continued)

VARIABLE # + DATA FOR ENTRY	COLUMN LABEL	CODES PERCONTENT CATEGORY
60:	techfe4d	<p>Actual r value (if the reliability of the test was studied through an internal consistency/inter-item correlational study)</p> <p><b>Correlational Coefficient for “Equivalence of Forms” Reliability Study</b></p> <p>na0 (if no reliability study on the test was reported)</p> <p>na1 (if test was not studied for reliability through an “equivalence of forms” study)</p> <p>actual r value (if the reliability of the test was studied through an alternate forms correlational study)</p>
61:	techfe4e	<p><b>Correlation Coefficient for a Reliability Study Using Other Methods of Determining a Test’s Reliability</b></p> <p>na0 (if no reliability study on the test was reported)</p> <p>na1 (if test was not studied for reliability through a “stability,” “internal consistency” or “equivalence of forms” study)</p> <p>actual r value (if the reliability of the test was studied through a study using an approach other than the determining correlations between test-retest, test halves, inter-items, or alternate test forms)</p>
62:	techfea5	<p><b>Time Interval between Test Administrations in Stability Studies</b></p> <p>na – not applicable – no reliability study on the test was reported</p> <p>na2 – not applicable, since test reliability was studied in terms of the test’s internal (split-half) consistency</p> <p>na3 – not applicable, since test reliability was studied in terms of the test’s internal (inter-item) consistency</p> <p>na4 – not applicable, since test reliability was studied in terms of the test’s equivalence of forms</p> <p>Time interval between test administrations (in terms of number of weeks)</p>
63:	techfea6	<p><b>Number of Equivalent Forms Available</b></p> <p>na – not applicable – no reliability study on the test was reported</p> <p>na1 – not applicable, since test reliability was studied in terms of the test’s stability (based on test-retest correlational studies’ outcomes)</p> <p>na2 – not applicable, since test reliability was studied in terms of the test’s internal (split-half) consistency</p> <p>na3 – not applicable, since test reliability was studied in terms of the test’s internal (inter-item) consistency</p> <p>Total number of equivalent forms available for use</p>
64:	tyechfea7	<p><b>Type of Norms Available for Use in Test Interpretation</b></p> <p>na – not applicable – no norming study on the test was reported</p> <p>1 – age norms</p>

## APPENDIX A (continued)

VARIABLE # + DATA FOR ENTRY	COLUMN LABEL	CODES PERCENTENT, CATEGORY
65:	Techfea8	2 – grade norms 3 – age and grade norms 4 – special groups norms, e.g., managers, religious groups, etc. 5 – others (please specify) <b>Form of Norms Available</b> na – not applicable – no norming study on the test was reported 1 – means/standard deviations 2 – percentiles 3 – stanines 4 – sten scores 5 – others (please specify) 5a – percentiles and stanines
66:	techfea9	<b>Adequacy of Available Norms</b> 3 – adequate, given target population for test usage 2 – inadequate, norms available only for some of target groups
67:	techfe10	1 – very inadequate, norms still need to be generated <b>Appropriateness of Norms to Local Situation</b> 1 – appropriate 2 – inappropriate

**APPENDIX B**  
**Test Evaluation Outline**

- I. Identifying Data
  - A. Title of Test
  - B. Author
  - C. Publisher
  - D. Date of Publication
  - E. Location of Test
  
- II. General Information
  - A. Nature and Purpose of Test
  - B. Grade or Age Levels Covered
  - C. Examples of Items
  - D. Scores Available
  - E. Method of Scoring
  - F. Administration Time
  - G. Forms Available
  - H. Cost
  
- III. Technical Features
  - A. Validity
  - B. Reliability
  - C. Norms
  
- IV. Practical Features
  - A. Ease of Administration
  - B. Ease of Scoring
  - C. Ease of Interpretation
  - D. Adequacy of Test Manual and Accessory Materials
  
- V. General Evaluation
  - A. Comments of Reviewer
  - B. Summary of Test's Advantages and Limitations for Local Use