

Developing the personality scale

For this assignment, you will have the opportunity to develop a structured measure of personality, describe how you will test the reliability and validity of your instrument and develop a user manual that includes information about data collection, data analysis, and reporting. This assignment is divided into 2 parts; the template and the final project. Now that the template has been completed (Phase 1), based on the feedback provided, you are now ready to develop your measure (Phases 2, 3).

Instructions:

- Each phase has its own set of instructions, so be sure to read them carefully.
- If you are unsure about some of the instructions and how they apply to your measure, take the time and email me so we can discuss this. Making assumptions here would not be wise.

Phase 2: Developing the personality scale

Step 1 (5pts total): Defining your construct/trait/characteristic

- For the construct/trait/characteristic that you selected, provide a definition of the construct/trait/characteristic. You should cite at least two peer-review articles. If you are modifying the definition as it currently exists, you need to justify why.

Points	What will I be looking for
Definition (4 points)	Is it clear? (1pt) Is it logical based on prior knowledge? (1pt) Is it complete? (1pt) Is it free of spelling and grammatical errors? (1pt)
Citation (0.5 each)	Are they properly formatted? (1pt)

Step 2: Naming your scale

- Every scale/assessment/inventory has a name. Select a name for your scale. Be mindful of what you are trying to measure.

Points	What will I be looking for
Definition (2pts)	Is it clear? (1pt) Is it relevant? (1pt)

Step 3: Creating your instructions

- Instructions are crucial components of scales/inventories/assessments. You will need to develop clear instructions that provide enough guidance on how to complete the scale. These instructions are not related to how you score your items but rather to how complete the scale is. These instructions will be below the name of your scale.

Points	What will I be looking for
Instructions (6pts)	Are they clear? (2pts) Are they relevant? (1pt) Are they complete? (1pt) Are they appropriate (reading level)? (1pt) Are they free from grammatical and spelling mistakes? (1pt)

Step 4: Building your items

- If you are building a new scale (i.e., you are not reusing some items from another scale), you will need to write 10-20 items that you believe measure the construct/trait/characteristic of interest.
- If you are using some items from another scale, you need to acknowledge these items by writing beside each item “borrowed from “name of the instrument” and provide an in-text citation (see example below). You also need to write 5-10 new items (i.e., items that are your own word).

I can think of many ways to get out of a jam Borrowed from the Adult Hope Scale (Snyder et al., 1991)

- Remember that the key here is to have a reasonable number of new items; you should not aim for the smallest number, as it might take away from your ability to measure the construct/trait/characteristic of interest. You might also want to consider adding filler items that will not be scored.
- To help you write your items, refer to Chapter 6 of your textbook.
- If it is easier to present your items in a table format, you can use the one provided below.

Item #	Item	New/Borrowed (don't forget to cite)
1		
2		
3		

- Another important part of your measure is to decide how people can respond. We have seen different response options. If you decide to use the same response option as a scale that you are modifying for this question, you have to justify, based on our discussions so far in the course about response options, why this is the best choice. If you are creating a new measure, what response choice will you use and why. You should also refer to our

discussions. In justifying your choice, you might want to consider the advantages and disadvantages of Likert scales, forced-choice answers, yes/no answers.

Points	What will I be looking for
Items (21pts)	Items on the scale appear to reflect the construct (face validity) (5pts) Items are easy to read and understand (5pts) Items are free from multiple or subjective interpretations (5pts) Items are free of spelling, grammatical, and punctuation errors (3pts) Items are not clearly socially desirable or undesirable (3pts)
Response option (5pts)	Response option is logically related to item content (2pts) Justification is logical and based on course content, not personal preferences (3pts)

Step 5: Writing scoring instructions

- Instructions on how to score each item are an important part of the development of a scale. You need to create a set of instructions on how to score your items. If you are using an example from an existing scale, you need to acknowledge it using appropriate in-text citations and explain why this scoring system is appropriate for your “modified” version. If you are creating a new scoring system, you need to explain how it works and why it is appropriate.

Points	What will I be looking for
Instructions (6pts)	For new scoring instructions Are they clear? (1pt) Are they relevant? (1pt) Are they complete? (1pt) Are they free from grammatical and spelling mistakes? (1pt) Why is it appropriate? (2pts) If you are using existing scoring instructions Are they acknowledged correctly (2pts) Why is it appropriate? (4pts)

Step 6: How do you interpret your scale

- For this section, you need to describe how the scores can be interpreted on your scale. For example, what does a high score mean versus a low score? How you answer this question depends on the scale that you developed. If you have a hard time answering this question, email me. Where appropriate, you should use in-text citations.

Points	What will I be looking for
Interpretation (5pts)	Is it logical? (2pts)

	<p>Does it provide enough guidance to interpret the results? (2pts)</p> <p>Is the description free from grammatical and spelling mistakes? (1pt)</p>
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Step 7: Reflection on your scale

- For the last part of the assignment, reflect on the following:
 1. Based on the scale you have developed, what are some of the factors that should be kept in mind when using it for research? For instance, should certain demographic information be collected as well (e.g., socio-economic status, gender, age)? Why or why not? (3 points)
 2. Are there certain things that you should keep in mind when interpreting the results (e.g., what are the limitations of your scale)? (3 points)
 3. What would you do differently and why? You cannot say that you would not change anything. Remember, scales continue to improve as research advances our current state of knowledge. (4 points)

Total: /60