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Henry I. Braun, Douglas N. Jackson, and David E. Wiley (Editors). **The Role of Constructs in Psychological and Educational Measurement**. Mahwah, NJ: Lawrence Erlbaum, 2002, 329 pages, \$69.95

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This volume contains a set of 16 chapters based on papers presented at the Educational Testing Service September 1997 conference in honor of Sam Messick's retirement as an officer of ETS. The volume has an emotional feel to it even for unconnected readers like me. Messick very sadly died just a little more than one year after the conference was held. Both intended editors of the volume, Dick Snow, and Ann Jungblut, also died in that time period. It is a great thing that Braun, Jackson and Wiley were able to take on this task to give a wider audience a taste of the work of a prolific and influential group of scientists who represent an era of thought on construct validation and on the measurement of cognition and personality in the domains of psychology and education.

The volume intends to offer a collection of insights developed by 18 scientists over many years of research experience. The intended audience is professionals and students in psychology and assessment, and, particularly, researchers in the areas of cognition and personality. As is clear from the very beginning, the contributions of these scholars are pensive and philosophical in nature, even though the theme of the book, measurement, has a very applied element to it. To a lesser extent, the book contains hands-on advice for organizations, managers or teachers.

The book is organized in four parts, each containing four chapters. A spectrum of fairly loosely systematized contributions passes by, with a common thread being the authors' professional and sometimes very personal relationships with Messick. The chapters make you very aware of the tremendously broad interests that Messick had, ranging from the measurement of creativity to the nature of science itself. The construct theme, however, is at the heart of the matter. Yet, some parts, e.g., Chapters 8, 10, 12, 13, and 15 will be less interesting to readers of *Personnel Psychology*, as these focus on the school environment.

Part I, entitled 'Personality – Theory and Assessment', contains relatively short chapters by Jackson, Hofstee, Holzman, and Paulhus, respectively. Jackson discusses the relevance of constructs used by ordinary people, Hofstee critically reviews the assessment of personality through questionnaires, Holzman reviews 35 years of personality theory and assessment, and Paulhus deals with socially desirable responding.

Part II, entitled 'Intellect – Theory and Assessment', starts with a chapter by Gustafsson on hierarchical and non-hierarchical measurement models on cognition. In the second chapter in this section, Carroll comments critically on the Five Factor Model of personality using his experience in the cognitive domain. Lohman and Bosma focus in the next chapter on cognitive styles as a potentially fertile ground for interaction between experimental and differential psychologists. Kogan's chapter examines assessment in the performing arts. Part II contains the most heterogeneous group of chapters.

Part III, entitled 'Validity and Values in Psychological and Educational Measurement', has chapters by Fiske, who shows how the thinking on validity has developed over the years, Glaser and Baxter, who present a model for educational assessment situations, Willingham, who focuses on designing fair tests using gender issues as an example, and Wiley, who systematically deals with the process of construct validation including the consequences of test use.

Part IV, entitled 'Values - Theory and Assessment', includes chapters by Linn on constructs and values in educational standards-based testing, Scriven, who criticises six general assumptions in assessment, Greenwald on possible constructs underlying student ratings of instructors, and Jackson, who meta-theorizes about the notion of construct validation.

The chapters do not contain new empirical studies, but chiefly involve reflections and evolved lines of thought. In several cases these evolutions have come by through a series of deliberate empirical studies over a number of years (e.g., Paulhus' chapter 4 on social desirability responding, Greenwald's chapter 15 on student ratings of instructors). In other cases, the evolutions are refinements in philosophical standpoints. David Wiley, for instance, makes it clear in chapter 12 that he now finds it less useful to sharply separate validity questions about test use and social consequences from those about relating test scores to constructs. The latter issue also is a recurrent theme on values in a number of chapters. Next to David Wiley, also Warren Wittingham in chapter 11, Robert Linn in chapter 13, and Philip Jackson in chapter 16 clearly adhere to Messick's view that social consequences of test use belong to the issue of construct validation. On the contrary, Michael Scriven in chapter 14

takes the stance that adding this aspect to the notion of validity cheapens the notion of validity. He sees the issue of social consequences as a utility issue. A second recurrent theme is that of construct underrepresentation and irrelevance, which is regarded as a relevant and basic distinction by many of the contributors to this volume.

Several of the contributors write about their personal experiences with Messick. It is interesting to read how Linn (Chapter 13) describes the worthwhile wait for Messick to show up for a meeting or to submit his chapter for a book, or to read Jackson (Chapter 16) on how he and Messick hit it off right away when they met in the nervous fall of 1962, during Cuban Missile crisis.

This book should not be read to fulfil a need for one overarching, integrative viewpoint on constructs, for the interests of the contributors are diverse indeed. Take, for example, the difference between Jackson's focus in Chapter 1 on constructs of ordinary people (stating that psychologists can learn a lot about their own constructs from studying constructs of ordinary people) and Kogan, who in Chapter 8 describes how he got involved in the difficult field of assessment in the performing arts. All in all, such contrasts make this a very lively volume, even though the chapters are not formatted into point-counterpoint discussions. Most contributors nevertheless attempt to take the perspective of construct validation into account in their chapters.

In particular, I very much appreciated chapter 4 by Paulhus because it describes how his thinking about the construct of socially desirable responding has evolved through strong theorizing and empirical testing. The chapters by Gustafsson (Chapter 5) on hierarchical measurement models in the cognitive domain, and by Greenwald (Chapter 15) who tests five theories explaining students ratings of instructors, show this same strength of theorizing supported by empirical tests. These chapters are excellent examples of what construct validation should be all about.

What is left after reading is an awareness of the continuing struggle to better understand what we are doing when we talk about construct validation. More generally, one gets a clearer understanding that construct validation is not a unique approach within the realm of psychological and educational measurement, but is in essence the general scientific approach for testing theories. I greatly enjoyed reading the volume.