

## Equivalence Of Remote Online Administration And

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### Equivalence Of Remote Online Administration

Equivalence of Remote, Online Administration and Traditional, Face-to-Face Administration of the Reynolds Intellectual Assessment Scales-Second edition (Online white paper). / Wright, Andrew Jordan. In: Presence Learning, 2018. Research output: Contribution to specialist publication > Article

### Equivalence of Remote, Online Administration and ...

The equivalence of remote, online administration that does not adhere to these protocols has not been determined. However, especially when constraints are present, the results of remote, online administration of the WISC-V, even slightly outside of the administration procedures used in the present study, are likely to be useful and usable.

### Equivalence of remote, digital administration and ...

With remote, online administration, the examinee sits in a secure location with a computer and a proctor overseeing and assisting in the process. The examiner sits at her or his own computer in a secure location. The stimulus materials are built into the online system, so that the examiner does not have to use traditional manuals or stimulus books.

### Equivalence of Remote, Online Administration and ...

well?Equivalence Of Remote Online Administration Remote, online administration of cognitive and academic achievement tests has the potential to increase access to these services for many children and students. However, while the current state of technology offers excellent potential, it also poses methodological challenges for actual clinical work.

### Equivalence Of Remote Online Administration And

Equivalence of Remote, Online Administration and ... remote, online administrations of the test have not been evaluated for their potential equivalence to traditional, in-person administration of the test. Physical Conditions The online, remote administration of the RIAS-2 must take place in a quiet room where the A. Jordan Wright, Ph.D., ABAP Steinhardt School of Culture ... Wright, A.J. (2018a).

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A white paper investigating the equivalence of remote, online administration and traditional face-to-face administration of the RIAS-2 can be found under the Resources tab above. A comprehensive list of research articles related to the RIAS-2 is available via Mendeley, a free reference management tool. After accessing the link, you will be prompted to create an account.

### **Reynolds Intellectual Assessment Scales Second Edition | RIAS2**

Wright, A.J. (2018a). Equivalence of remote, online administration and traditional, face-to-face administration of the Woodcock-Johnson IV cognitive and achievement tests. Archives of Assessment Psychology, 8(1), 23-35. Wright, A. J. (2018b).

### **Administering the Wechsler Adult Intelligence Scale ...**

Wright, A.J. (2018a). Equivalence of remote, online administration and traditional, face-to-face administration of the Woodcock-Johnson IV cognitive and achievement tests. Archives of Assessment Psychology, 8(1), 23-35. Wright, A. J. (2018b).

### **Administering the Wechsler Individual Achievement Test ...**

To date, research and evidence for equivalence of testing in a remote, online format compared to a traditional, face-to-face format is limited. You should use your knowledge of processes that underlie performance on tasks and how those processes are likely to be affected by the alternate administration format to think through the quality of the data collected.

### **Guidance on psychological tele-assessment during the COVID ...**

online, remote administration format on the scores of children. Both significance tests ( $p$  values of  $t$ -tests) and Cohen's  $d$  were calculated to determine equivalence. The standards of  $p \geq .05$  and  $d < 0.2$  were used as the standard for equivalence. Cohen's  $d$  is calculated as the difference between mean scores on the two

### **Remote, Online Administration of Psychoeducational Assessments**

traditional, in-person RIAS-2 or the remote, online RIAS-2. The two samples (in-person and remote) were equal in number and should be generally equivalent on potentially confounding variables and general cognitive ability (because of the random assignment).

### **A. Jordan Wright, Ph.D., ABAP Steinhardt School of Culture ...**

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Wright, A. J. (2016). Equivalence of remote, online administration and traditional, face-to-face administration of the Woodcock-Johnson IV cognitive and achievement tests. Retrieved March 16, 2020, from [https://www.presencelearning.com/app/uploads/2016/09/WJ-IV\\_Online\\_Remote\\_whitepaper\\_FINAL.pdf](https://www.presencelearning.com/app/uploads/2016/09/WJ-IV_Online_Remote_whitepaper_FINAL.pdf); Wright, A. J. (2018).

### **Telepractice and WISC-V | Pearson Assessment**

Equivalence of Remote, Online Administration and Traditional, Face-to-Face Administration of Woodcock-Johnson IV Cognitive and Achievement Tests, by A. Jordan Wright, PhD, ABAP (September, 2016), evaluated the equivalence of the scatter of scores captured by remote, online administration of the WJ IV (Schrank et al., 2014) and traditional, inperson - administration.

### **CASP Position Paper Online Psychoeducational Assessments**

To date, there is limited research and evidence for equivalence of testing in a remote, online format compared to a traditional, face-to-face format. Psychologists should think through every single task administered and decide just how much the quality of the data are likely affected by the alternate administration format.

### **How to do psychological testing via telehealth**

To date, compelling empirical evidence to suggest that a remote administration of a norm-referenced cognitive or achievement test yields equivalent information to an in-person

administration, regardless of the protections employed, has yet to be furnished.

### **Conducting Psychoeducational Assessments During the COVID ...**

Equivalence of remote, online administration and traditional, face-to-face administration of the Woodcock-Johnson IV cognitive and achievement tests. Archives of Assessment Psychology, 8(1), 23-35. Stern, S., & Wright, A. J. (2018). Discrete effects of religiosity and spirituality on gay identity and self-esteem.

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