

Mapping Psychological Tests in Brazil: Characteristics of Approved Instruments

Mapeamento dos Testes Psicológicos no Brasil: Características dos Instrumentos Aprovados

Mapeo de las Pruebas Psicológicas en Brasil: Características de los Instrumentos Aprobados

Cartographie des Tests Psychologiques au Brésil : Caractéristiques des Instruments Approuvés

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Abstract

Psychological assessment is a complex and multifaceted process that may involve different methods and techniques, including psychological tests, which are recognized as important instruments across diverse professional contexts. This study aimed to characterize the psychological tests approved for professional use in Brazil, considering their relevance to assessment practice in different areas of psychology. Despite regulatory advances promoted by the Federal Council of Psychology (CFP), comprehensive studies that systematically describe the characteristics of the available instruments remain scarce, limiting critical analyses of the current test repertoire. To address this gap, a descriptive analysis was conducted of the tests classified as favorable in the Psychological Test Evaluation System. The sample comprised 162 instruments approved for professional use between December 2023 and December 2024, based on publicly available information from the official CFP website. Variables related to assessed constructs, target population, administration and scoring formats, and methodological categories assigned to the tests were examined. The analysis was quantitative in nature, with data tabulation and categorization performed using an electronic spreadsheet. The results showed a predominance of instruments designed to assess personality, attention, and intelligence, with a primary focus on adults and older adults, as well as low representation of computerized measures and affective, social, and contextual constructs. These findings highlight the thematic concentration of currently available tests and the need to expand the assessment repertoire to address emerging demands and technological advances. In conclusion, the systematization of this information supports critical reflections on training, professional practice, research, and regulatory policies in psychological assessment in Brazil, and points to directions for the development of more sensitive and diversified instruments.

Keywords: psychological testing, psychological assessment, descriptive review.

Resumo

A avaliação psicológica é um processo complexo e multifacetado, que pode envolver diferentes métodos e técnicas, entre eles os testes psicológicos, reconhecidos como instrumentos importantes em diversos contextos de atuação profissional. Este estudo teve como foco a caracterização dos testes psicológicos aprovados para uso profissional no Brasil, considerando sua relevância para a prática avaliativa em diferentes contextos da psicologia. Apesar dos avanços regulatórios promovidos pelo Conselho Federal de Psicologia (CFP), ainda são escassos os estudos que sistematizam de forma abrangente as características dos instrumentos disponíveis, dificultando a análise crítica do repertório vigente. Com o objetivo de preencher essa lacuna, este trabalho realizou uma análise descritiva dos testes favoráveis listados no Sistema de Avaliação de Testes Psicológicos. A amostra compreendeu os 162 instrumentos classificados como favoráveis para uso profissional entre dezembro de 2023 e dezembro de 2024, com base nas informações públicas disponíveis no site oficial do CFP. Foram analisados aspectos relacionados aos construtos avaliados, ao público-alvo, aos formatos de aplicação e correção, bem como às categorias metodológicas atribuídas aos testes. A análise foi de natureza quantitativa, com tabulação e categorização dos dados em planilha eletrônica. Os resultados apontaram predominância de instrumentos voltados à avaliação da personalidade, atenção e inteligência, com foco em adultos e idosos, e baixa representatividade de medidas informatizadas e construtos afetivos, sociais e contextuais. Esses achados evidenciam a concentração temática dos testes atualmente disponíveis e a necessidade de ampliação do repertório avaliativo, considerando demandas emergentes e avanços tecnológicos. Conclui-se que a sistematização dessas informações contribui para reflexões críticas sobre a formação, a prática profissional, a pesquisa e as políticas de regulação da avaliação psicológica no país, indicando caminhos para o desenvolvimento de novos instrumentos mais sensíveis e diversificados.

Palavras-chave: testes psicológicos, avaliação psicológica, revisão descritiva.

Resumen

La evaluación psicológica es un proceso complejo y multifacético, que puede involucrar distintos métodos y técnicas, entre ellos las pruebas psicológicas, reconocidas como instrumentos relevantes en diversos contextos de actuación profesional. Este estudio tuvo como objetivo la caracterización de las pruebas psicológicas aprobadas para el uso profesional en Brasil, considerando su relevancia para la práctica evaluativa en distintos ámbitos de la Psicología. A pesar de los avances regulatorios promovidos por el Consejo Federal de Psicología (CFP), aún son escasos los estudios que sistematizan de manera amplia las características de los instrumentos disponibles, lo que dificulta un análisis crítico del repertorio vigente. Con el propósito de subsanar esta laguna, el presente trabajo realizó un análisis descriptivo de las pruebas favorables listadas en el Sistema de Evaluación de Pruebas Psicológicas. La muestra estuvo compuesta por los 162 instrumentos clasificados como favorables para el uso profesional entre diciembre de 2023 y diciembre de 2024, con base en la información pública disponible en el sitio web oficial del CFP. Se analizaron aspectos relacionados con los constructos evaluados, la población objetivo, los formatos de aplicación y corrección, así como las categorías metodológicas atribuidas a las pruebas. El análisis fue de naturaleza cuantitativa, con tabulación y categorización de los datos en una hoja de cálculo electrónica. Los resultados señalaron un predominio de instrumentos orientados a la evaluación de la personalidad, la atención y la inteligencia, con énfasis en adultos y personas mayores, y una baja representatividad de medidas informatizadas y de constructos afectivos, sociales y contextuales. Estos hallazgos evidencian la concentración temática de las pruebas actualmente disponibles y la necesidad de ampliar el repertorio evaluativo, considerando demandas emergentes y avances tecnológicos. Se concluye que la sistematización de esta información contribuye a reflexiones críticas sobre la formación, la práctica profesional, la investigación y las políticas de regulación de la evaluación psicológica en el país, señalando caminos para el desarrollo de nuevos instrumentos más sensibles y diversificados.

Palabras clave: pruebas psicológicas, evaluación psicológica, revisión descriptiva.

Résumé

L'évaluation psychologique constitue un processus complexe et à multiples facettes, qui peut impliquer diverses méthodes et techniques, parmi lesquelles les tests psychologiques, reconnus comme des outils importants dans de nombreux contextes d'exercice professionnel. Cette étude s'est concentrée sur la caractérisation des tests psychologiques approuvés pour un usage professionnel au Brésil, en prenant en compte leur pertinence pour la pratique évaluative dans divers contextes de la psychologie. Malgré les avancées réglementaires promues par le Conseil Fédéral de Psychologie (CFP), les études systématisant de manière globale les caractéristiques des instruments disponibles demeurent rares, entravant l'analyse critique du répertoire en vigueur. Dans le but de combler cette lacune, ce travail présente une analyse descriptive des tests favorables répertoriés dans le Système d'Évaluation des Tests Psychologiques. L'échantillon était composé des 162 instruments classés comme favorables à l'usage professionnel entre décembre 2023 et décembre 2024, sur la base des informations publiques disponibles sur le site officiel du CFP. On a analysé des aspects relatifs aux construits évalués, au public cible, aux formats d'application et de correction, ainsi qu'aux catégories méthodologiques attribuées aux tests. L'analyse était de nature quantitative, avec la tabulation et la catégorisation des données dans un tableur électronique. Les résultats ont montré une prédominance d'instruments

conçus pour l'évaluation de la personnalité, l'attention et l'intelligence, avec un accent sur les adultes et les personnes âgées, et une faible représentativité des mesures informatisées ainsi que des construits affectifs, sociaux et contextuels. Ces résultats mettent en évidence la concentration thématique des tests actuellement disponibles et la nécessité d'élargir le répertoire d'évaluation, en tenant compte des demandes émergentes et des avancées technologiques. Il en ressort que la systématisation de ces informations contribue à des réflexions critiques sur la formation, la pratique professionnelle, la recherche et les politiques de régulation de l'évaluation psychologique dans le pays, indiquant des voies pour le développement de nouveaux instruments plus sensibles et diversifiés.

Mots-clés : *tests psychologiques, évaluation psychologique, revue descriptive.*

Psychological assessment occupies a central position within psychological science, standing out for its integration of professional practice and scientific production and, therefore, contributing both to applied work and to the construction and advancement of knowledge in the field (Oliveira & Moreira, 2024). The resources, methods, and techniques employed in assessment have fostered the accumulation of evidence related to psychological phenomena, measurement processes, and theoretical frameworks (Bueno & Peixoto, 2018; Hutz, 2015; Oliveira et al., 2022). In this sense, psychological assessment has been regarded as a strategic area for articulating theory and practice in psychological science (Zanini et al., 2022).

Despite the prominent role of psychological assessment, its historical trajectory, particularly in Brazil, has been marked by different understandings of evaluative practice (Primi, 2018). In an effort to establish a shared framework, the Federal Council of Psychology (CFP for short, in Portuguese) defines psychological assessment as a structured process of data collection aimed at understanding the psychological functioning of individuals and/or groups in order to support decision-making (Resolução CFP nº 31, 2022). This definition emphasizes the procedural and integrative nature of psychological assessment.

In professional practice, however, the terms *assessment* and *testing* are often treated as synonyms (Primi, 2012). According to Zanini et al. (2022), the predominant use of quantitative methods and techniques in test development, combined with the close association between intellectual production in the field and its practical application, has reinforced the notion that assessment is equivalent to the administration of a psychological test. As a result, throughout the history of psychological assessment, the isolated use of one or a few tests has frequently come to represent the entire evaluative process (Bueno & Peixoto, 2018).

This imprecise interchange of terms, i.e., *assessment* and *testing*, may impose limitations on professional practice and compromise the quality of services provided to the examinee (Cunha et al., 2016; Oliveira et al., 2021; Zaia et al., 2018). It is therefore important to emphasize that psychological assessment refers to a procedural and integrative action that involves multiple sources of information, such as interviews, observations, psychological tests, multidisciplinary records, and tests shared with other fields of knowledge (for further discussion, see CFP Resolution No. 31/2022). Testing, in turn, refers to the use of a specific technique that constitutes one component of the broader assessment process (Pasquali, 2011; Primi, 2010, 2018; Rueda & Zanini, 2018).

Because of the diversity of techniques involved in psychological assessment, it is necessary to recognize that testing has distinct characteristics. Psychological tests are structured instruments designed for the systematic observation and description of phenomena and behaviors (Pasquali, 2011). Accordingly, tests serve specific purposes, including the identification, description, and measurement of the psychological characteristics they intend to assess (Urbina, 2007). Because of the contribution a test is expected to provide to data integration, its development relies on a specific theoretical framework and methodological strategies which, in conjunction with psychometrics, aim to accumulate evidence of test quality (Ambiel & Carvalho, 2017).

Thus, substantial scientific effort has been devoted to the quality of psychological tests, particularly to ensuring their scientific rigor. This includes guaranteeing that tests are representative of the psychological phenomena they are intended to measure (i.e., validity), that they yield consistent results (i.e., reliability), that they follow standardized procedures to minimize application bias, and that they allow for fair and socially representative comparisons (i.e., norm-referenced interpretation) (American Educational Research Association [AERA], 2014).

Equally important to psychometric quality is the manner in which test stimuli are presented to the examinee, a topic widely discussed in prior research. In more traditional approaches (Bledow et al., 2007; McDaniel & Nguyen, 2001; Pasquali, 2011; Urbina, 2007), tests are commonly classified as objective or projective. Objective tests are further subdivided into categories such as scales (items presented as statements rated on numerical or categorical scales), inventories (statements or questions assessing symptoms or the frequency of behaviors associated with a specific construct), questionnaires (open- or closed-ended questions targeting behaviors of interest), performance tests (tasks requiring the examinee to perform an action or demonstrate a behavior), and situational judgment tests (hypothetical scenarios in which examinees indicate how they would behave).

Complementing this classification are projective instruments, traditionally defined as those that present unstructured or ambiguous stimuli and require freer, more subjective, and spontaneous responses from the examinee (Meyer & Archer, 2001). Based on stimulus presentation and response characteristics, these instruments can be organized into different subcategories (Bledow et al., 2007; McDaniel & Nguyen, 2001; Pasquali, 2011; Urbina, 2007). Thematic tests, for example, present ambiguous images that prompt the construction of narratives. Graphic tests request drawings based on general instructions, allowing inferences about personality through symbolic and formal analysis. Other tests rely on chromatic or figurative stimuli, in which color organization is used to access affective and structural aspects of psychological functioning. Expressive tests involve repetitive motor tasks performed in a structured space, focusing on graphic elements such as rhythm, pressure, and spatial organization. Finally, associative tests require rapid responses to words, phrases, or images, aiming to access unconscious content through spontaneous associations.

Although this classification is traditional, it has been subject to criticism, particularly regarding the apparent dichotomy between objective and projective tests. Miguel (2014) identifies at least two problems arising from this distinction. The first concerns the mistaken assumption that objective tests are inherently more reliable due to reduced qualitative influence, which is not necessarily true. The second problem relates to the perception of the two types as antagonistic or as opposite poles, leading to the belief that projective tests are purely qualitative measures with lower methodological or scientific rigor.

To address such issues, more contemporary approaches (Ambiel et al., 2015; Lins, 2022; Serafini et al., 2017) propose an alternative classification of psychological tests. This framework includes i) self-report measures, in which individuals attribute characteristics, symptoms, or behaviors to themselves, commonly used in personality inventories and symptom scales; ii) other-report measures, based on information provided by third parties, such as parents, teachers, or caregivers, who observe the individual in specific contexts, particularly useful in assessments of children, individuals with communication deficits, or situations where external judgment is relevant; iii) typical performance measures, which seek to understand how individuals perceive, interpret, or respond to ambiguous stimuli based on their experiences, values, or habitual functioning, as in projective or expressive techniques without right or wrong answers; iv) maximum performance measures, which assess what individuals can achieve under structured conditions with correct or incorrect responses, such as intelligence, attention, or memory tests; v) constructive measures, which require the production of observable materials or outcomes (e.g., drawings, written texts, block constructions), with analysis focusing on both product and process; and vi) observational measures, based on the systematic recording of behavior in naturalistic or controlled situations, widely used in clinical, educational, and organizational settings and often involving structured observation protocols or standardized scales.

In Brazil, concern for the quality of psychological assessment practice, particularly regarding the use of psychological tests, led to the establishment of the Psychological Assessment Advisory Committee (CCAP for short, in Portuguese) in 2003. Created by the CFP, the CCAP aims to monitor and improve the development, commercialization, and use of psychological assessment instruments in the country (Cardoso & Silva, 2018). Since its inception, the CCAP has brought together researchers with extensive expertise in the field who, across successive administrations, have contributed to the development of technical guidelines, the promotion of ethical and political debates on assessment practice, and the articulation of scientific entities committed to advancing psychological assessment in Brazil (Reppold & Noronha, 2018).

One outcome of these efforts was the creation of the Psychological Test Evaluation System (SATEPSI for short, in Portuguese). Through the CCAP's work, criteria for technical and psychometric approval of instruments were established, leading to significant improvements in manual quality and the responsible use of tests (Reppold et al., 2017; Wechsler et al., 2019). The international recognition of SATEPSI (Evers, 2012) underscores its relevance as a reference for promoting ethical and scientific psychological testing practices.

Therefore, psychological assessment in Brazil can be understood as being supported by a solid normative and technical foundation, strengthened by regulatory actions conducted by the CCAP and operationalized through SATEPSI. More than two decades after the creation of these bodies, it is timely to examine the characteristics of the approved instruments, particularly given the importance of test-generated data for information integration and decision-making in clinical, educational, and organizational contexts. This question gains additional relevance when considering the professional's role in selecting and technically judging assessment strategies as well as identifying areas of expansion and saturation within the current repertoire. Accordingly, the present study contributes not only to the systematic description of available instruments but also to supporting psychological practice with information that guides test selection, identifies gaps requiring the development of new measures, and fosters critical reflection on the future directions of psychological assessment in Brazil. To this end, this study presents a descriptive survey aimed at analyzing psychological tests classified as favorable for professional use, based on publicly available information from the official SATEPSI platform (<https://satepsi.cfp.org.br>), thereby providing a foundation for technical and scientific debate.

Method

Material Selection

To identify psychological tests approved for professional use in psychology, the website of the SATEPSI (<https://satepsi.cfp.org.br>) was consulted, specifically the SATEPSI List tab, selecting the option *Favorable Psychological Tests*. No filters related to identification or constructs were applied in order to generate a comprehensive list of all tests available for professional use. Searches were conducted between December 2023 and December 2024. Through this procedure, 162 psychological tests approved for professional use were identified.

Procedures

After identifying the approved tests, information was collected on the following characteristics: assessed construct, target population, administration format, scoring format, test classification, response type classification, validity study expiration date, year of approval, normative study expiration date, and the publisher responsible for commercialization. It is important to note that the SATEPSI website provides information on authorship, publisher, assessed construct(s), target population defined by age range or group, age of the normative sample, type of administration and scoring, approval date, and the expiration dates of validity and normative studies. Accordingly, all data were obtained from publicly available sources. When information was not clearly organized — for example, when more than one construct was listed on the SATEPSI website — additional details were consulted on the publishers' webpages for the respective tests.

Results

Initially, the frequency and percentage of the main constructs listed in SATEPSI were examined. A total of 33 constructs were identified among the tests approved for professional use. Personality was the most frequently assessed construct ($n = 33$; 20.37%), followed by attention ($n = 24$; 14.81%), intelligence ($n = 21$; 12.96%), reasoning ($n = 15$; 9.26%), and memory ($n = 13$; 8.02%). Social skills and depression were each assessed by eight instruments (4.94%). Tests targeting neuropsychological processes accounted for 3.09% ($n = 5$) of the available measures, and vocational guidance tests represented 2.48% ($n = 4$). Constructs such as self-efficacy, creativity, stress, suicidal ideation, emotional intelligence, motivation, and social support were each assessed by two tests (1.23%). Finally, several constructs were represented by a single instrument (0.62%), including aggressiveness, giftedness/high abilities, anxiety, attachment, assertiveness, burnout, cognitive development, hopelessness, dyslexia, academic skills, impulsivity, psychopathology, emotion regulation, family relationships, resilience, family support, and work-related support.

Regarding target populations, the analysis indicated a predominance of tests designed for adults ($n = 132$), followed by older adults ($n = 108$), adolescents ($n = 81$), and children ($n = 45$). These figures result from the simple sum of all tests covering each age group and should not be interpreted as mutually exclusive categories, as many instruments target multiple populations.

To avoid data distortion, target populations were organized into the following categories: i) children (ages 0–12 years); ii) children and adolescents (ages 0–17 years); iii) children, adolescents, and adults (ages 0–59 years); iv) children, adolescents, adults, and older adults (ages 0–60+ years); v) adolescents (ages > 12–17 years); vi) adolescents and adults (ages > 12–59 years); vii) adolescents, adults, and older adults (ages > 12–60+ years); viii) adults (ages 18–59 years); ix) adults and older adults (ages 18–60+ years); and x) older adults (ages ≥ 60 years).

Based on this classification, 54 tests (33.38%) targeted adults and older adults. Thirty-four tests (20.98%) were designed for adolescents, adults, and older adults, while 17 tests (10.49%) targeted all age groups. Thirteen tests (8.02%) were intended for children and adolescents. Twelve tests (7.40%) were designed exclusively for children, 12 (7.40%) for adolescents and adults, and 12 (7.40%) exclusively for adults. Three tests (1.85%) targeted children, adolescents, and adults, and three (1.85%) targeted older adults only. Finally, two tests (1.23%) were designed exclusively for adolescents. To further examine the relationship between constructs and target populations, a cross-tabulation analysis was conducted; results are presented in Table 1.

Table 1
Relationship between target population and assessed construct

Target population	Construct	Frequency	Percentage
Children	Giftedness/High abilities	1	8.33
	Cognitive development	1	8.33
	Academic skills	1	8.33
	Intelligence	3	25.00
	Memory	1	8.33
	Personality	2	16.67
	Neuropsychological processes	1	8.33
	Reasoning	1	8.33
	Resilience	1	8.33
	Total	12	100.00
Children and adolescents	Attention	1	7.69
	Creativity	1	7.69
	Depression	1	7.69
	Dyslexia	1	7.69
	Social skills	2	15.38
	Intelligence	1	7.69
	Motivation	2	15.38
	Personality	1	7.69
	Neuropsychological processes	1	7.69
	Psychopathology	1	7.69
	Reasoning	1	7.69
	Total	13	100.00
Children, adolescents, and adults	Intelligence	1	33.33
	Personality	1	33.33
	Reasoning	1	33.33
	Total	3	100.00
Children, adolescents, adults, and older adults	Attention	4	23.53
	Depression	1	5.88
	Intelligence	2	11.76
	Emotional intelligence	1	5.88
	Memory	2	11.76
	Personality	2	11.76
	Neuropsychological processes	1	5.88
	Reasoning	2	11.76
	Emotion regulation	1	5.88
	Family support	1	5.88
	Total	17	100.00
Adolescents	Vocational guidance	1	50.00
	Social support	1	50.00
	Total	2	100.00

Adolescents and adults	Attention	3	25.00
	Self-efficacy	1	8.33
	Depression	1	8.33
	Stress	1	8.33
	Social skills	1	8.33
	Intelligence	2	16.67
	Memory	1	8.33
	Vocational guidance	1	8.33
	Reasoning	1	8.33
	Total	12	100.00
Adolescents, adults, and older adults	Attention	4	11.76
	Creativity	1	2.94
	Stress	1	2.94
	Social skills	1	2.94
	Intelligence	7	20.59
	Memory	5	14.71
	Vocational guidance	1	2.94
	Personality	11	32.35
	Neuropsychological processes	1	2.94
	Reasoning	1	2.94
	Work-related support	1	2.94
	Total	34	100.00
Adults and older adults	Aggressiveness	1	1.85
	Anxiety	1	1.85
	Attachment	1	1.85
	Attention	12	22.22
	Self-efficacy	1	1.85
	Burnout	1	1.85
	Depression	3	5.56
	Hopelessness	1	1.85
	Social skills	1	1.85
	Suicidal ideation	2	3.70
	Intelligence	5	9.26
	Emotional intelligence	1	1.85
	Memory	4	7.41
	Vocational guidance	1	1.85
	Personality	14	25.93
	Neuropsychological processes	1	1.85
	Reasoning	3	5.56
	Social support	1	1.85
	Total	54	100.00
Older adults	Depression	1	33.33
	Personality	1	33.33
	Reasoning	1	33.33
	Total	3	100.00

Note: Prepared by the authors; target populations categorized as presented.

The formats of test administration were then examined, using the categories as defined on the SATEPSI website. Most approved tests (82.10%; $n = 133$) had a single administration format: 72.84% ($n = 118$) were exclusively paper-and-pencil, 5.56% ($n = 9$) were computerized only, and 3.70% ($n = 6$) were administered exclusively remotely. The remaining 17.90% ($n = 29$) were classified as having mixed administration formats, including various combinations: 8.64% ($n = 14$) allowed paper-and-pencil, computerized, and/or remote administration; 4.32% ($n = 7$) allowed computerized and/or remote administration; 3.09% ($n = 5$) allowed paper-and-pencil or computerized administration; and 1.85% ($n = 3$) allowed paper-and-pencil or remote administration. Due to overlap among hybrid categories, percentages should be interpreted as indicative of administration diversity rather than mutually exclusive groups.

Regarding administration setting, 110 tests (67.90%) could be administered individually and/or collectively, 50 (30.86%) were restricted to individual administration, one test (0.62%) required collective administration only, and for one test (0.62%) this information was not available on the SATEPSI website. Data on scoring methods were also extracted and grouped into three categories: combined computerized and non-computerized scoring ($n = 70$; 43.21%), non-computerized scoring only ($n = 69$; 42.59%), and computerized scoring only ($n = 23$; 14.20%).

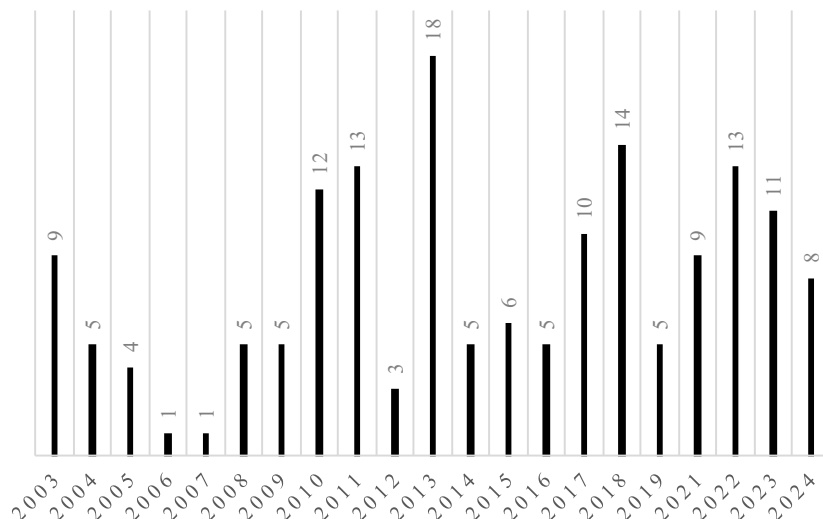
Test classifications were determined based on the literature (Ambiel et al., 2015; Lins, 2022; Serafini et al., 2017) and information available on publishers' websites. For tests not commercially available, authors were consulted; this situation occurred only once. Results indicated that 50.00% ($n = 81$) of the tests were classified as maximum performance measures, 40.12% ($n = 65$) as self-report instruments, 5.56% ($n = 9$) as typical performance tests, 3.70% ($n = 6$) as constructive measures, and 0.62% ($n = 1$) as other-report measures.

Additionally, response type classifications were examined (Bledow et al., 2007; McDaniel & Nguyen, 2001; Pasquali, 2011; Urbina, 2007). Of the 162 approved tests, 84 (51.85%) were performance measures, 44 (27.16%) were scales, 18 (11.11%) were inventories, four (2.47%) involved unstructured stimuli, three (1.85%) were thematic tests, two (1.23%) were situational judgment tests, two (1.23%) involved diverse stimuli, and two (1.23%) were classified as questionnaires.

Regarding approval dates, Figure 1 shows that approvals did not follow a linear growth pattern. Peaks occurred in 2013 ($n = 18$), 2018 ($n = 13$), and in 2011 ($n = 13$) and 2022 ($n = 13$). Expiration years for validity and normative studies were also recorded.

Figure 1

Year of approval of available tests



Note: Prepared by the authors.

Finally, publishers responsible for test commercialization in Brazil were identified based on SATEPSI data. Of the 162 tests, 45.06% ($n = 73$) were published by Vetor, 20.37% ($n = 33$) by Casapsi, and 12.96% ($n = 21$) by Hogrefe. In 10 cases (6.17%), publisher information was not indicated. Additionally, seven tests (4.32%) were published by LABPAM Saber e Tecnologia, four (2.47%) by NilaPress, two (1.23%) by Edites, and two (1.23%) by Pearson. The publishers Memnon, Terceira Margem, Germinar RH, Núcleo de Estudos em Avaliação Psicológica (NEAP/UFPE), Centro de Neuropsicologia Aplicada (CNA), Fellipelli, Cognição, LAMP/PUC Campinas, Ateliê RH, and the Laboratório de Investigação da Arquitetura Cognitiva (LAICO) were each responsible for the commercialization of one test.

Discussion

This review was conducted to support the understanding and description of psychological tests currently available for professional use in Brazil. The findings provide an overview of the instruments classified as favorable in the SATEPSI list and enable reflections on the current landscape of psychological assessment in the country. Overall, the results suggest a scenario marked by meaningful advances, while also revealing gaps and challenges that should be addressed by the scientific community.

The search for approved tests identified 162 instruments classified as favorable. At first glance, this number appears promising and suggests a broad range of options for professional practice. However, when the assessed constructs are examined, a clear concentration emerges, with a higher frequency of instruments focused on personality, attention, and intelligence. This predominance may be explained by at least two factors. First, it reflects the historical development of psychological assessment in Brazil, which has traditionally emphasized these domains (Bueno & Peixoto, 2018; Hutz, 2015; Oliveira et al., 2022). Second, it aligns with the demands most commonly encountered in clinical, educational, compulsory, and organizational contexts, where these constructs are frequently required (Oliveira et al., 2021).

Within this same domain, the low frequency of instruments targeting affective, social, and contextual aspects, such as social support, emotion regulation, suicidal ideation, and interpersonal skills, suggests limitations in the current test repertoire for capturing psychological functioning in a more comprehensive manner (Hutz, 2015; Primi, 2018; Zanini et al., 2022). These findings indicate opportunities to broaden research agendas toward the development of instruments aligned with emerging psychological constructs and contemporary assessment needs (Oliveira et al., 2022).

With respect to target populations, most instruments were designed for the combined category of adults and older adults. Although a considerable number of tests cover multiple age groups, fewer measures were developed exclusively for children, adolescents, or older adults when these groups are considered separately. In light of international guidelines emphasizing validity and sample representativeness (AERA, 2014), it is important to consider the risks associated with applying generalized instruments to age groups that require developmental sensitivity. The scarcity of measures tailored to specific stages of the life span may compromise assessment quality and influence decision-making. Accordingly, greater effort is needed to develop tests that are characteristic of, and representative for, the expression of target psychological phenomena within specific age groups (Oliveira et al., 2021).

When constructs and age groups are examined jointly, additional gaps become evident, pointing to important areas for further research aimed at expanding assessment strategies (Oliveira et al., 2021). These data also suggest meaningful constraints for professionals in selecting instruments. Some constructs or phenomena, such as well-being and optimism, were not assessed in any age group, while others were assessed only at specific developmental stages, such as resilience in childhood (Oliveira & Moreira, 2024). Furthermore, the number of tests developed for specific developmental periods was limited, with only two instruments designed exclusively for adolescents and three for older adults. In this context, the definition of psychological assessment presented in CFP Resolution No. 31/2022 is particularly relevant, as it emphasizes the procedural and integrative nature of assessment and the need to combine multiple data sources. When appropriate testing instruments are unavailable, professionals must rely on qualified technical and scientific knowledge to understand psychological functioning through fundamental qualitative and complementary sources (Zaia et al., 2018).

Another relevant finding concerns test administration formats. The strong predominance of traditional paper-and-pencil administration (over 70%) suggests a continued reliance on consolidated practices that may be insufficiently aligned with contemporary technological advances. Prior research has highlighted the benefits of computerized assessment, including improved standardization during administration and greater speed and security in scoring (Primi, 2018; Reppold et al., 2017; Wechsler et al., 2019). Nonetheless, the still limited number of computerized tests or instruments designed for remote administration indicates an important direction for future work, particularly to better support professionals as services become increasingly digital. This development, however, must be approached with careful ethical consideration to ensure that assessment processes remain appropriate to contemporary contexts and to the realities of newer generations (Muniz et al., 2021).

Regarding administration setting, most tests permitted both individual and group administration, increasing their versatility across different contexts. Even so, the predominance of individual administration reflects the traditional profile of psychological assessment practice in Brazil, potentially linked to the emphasis on clinical and diagnostic contexts (Serafini et al., 2017; Zaia et al., 2018). With respect to scoring, the distribution between computerized and manual methods was relatively balanced, with a predominance of instruments that offer both options. This flexibility may be advantageous in practice. At the same time, broader adoption of computerized scoring remains an opportunity to reduce human error and optimize professional time.

The classification of tests by measurement type (Bledow et al., 2007; McDaniel & Nguyen, 2001; Pasquali, 2011; Urbina, 2007) revealed a predominance of maximum performance measures and self-report instruments, followed by fewer typical performance, constructive, and other-report measures. Although this pattern is expected given the history of psychometrics in Brazil (Bueno & Peixoto, 2018; Cunha et al., 2016; Oliveira & Moreira, 2024), it may limit methodological diversity in psychological assessment. As noted by Ambiel et al. (2015), Bornstein (2007), and Miguel (2014), expanding the range of available measures is important to ensure that different dimensions of psychological constructs and target

phenomena can be assessed with greater sensitivity, particularly those that are not adequately captured through strictly objective and standardized responses.

Similarly, classification by response type indicated a higher prevalence of structured instruments, such as performance measures, scales, and inventories, with a low frequency of measures using unstructured stimuli or projective techniques. This pattern is consistent with recent trends emphasizing psychometric rigor and the revalidation of projective tests (Zanini et al., 2022). However, it is important to avoid reinforcing a simplistic dichotomy between “objective” and “projective” measures, as criticized by Miguel (2014), and to recognize the complementary value that different stimulus and response formats can offer within the broader assessment process (Oliveira et al., 2021).

The temporal distribution of test approvals suggested that growth was not linear, with certain periods showing higher concentrations of approvals. This pattern may reflect normative milestones, changes in SATEPSI requirements, or market dynamics (Bueno & Peixoto, 2018; Cardoso & Silva, 2018; Reppold & Noronha, 2018). Publisher data also indicated a concentration of test commercialization in a small number of publishing houses. This scenario supports the need to encourage test development by independent research groups, public institutions, and collaborative networks in order to expand the diversity of approaches and constructs addressed in psychological assessment in Brazil.

Overall, the present findings contribute to an updated mapping of the instruments available for professional use in Brazil and underscore the continuing importance of regulatory actions, such as those developed by the CCAP and implemented through SATEPSI, to ensure that psychological assessment is conducted in a technical, ethical, and socially responsible manner. Data also reinforce the need for sustained investment in research, development, and diversification of instruments so that psychological assessment can keep pace with contemporary social, cultural, and technological transformations.

Final Considerations

The present study aimed to characterize the psychological tests approved for professional use in Brazil based on information made available by SATEPSI. Although these data are publicly accessible on the platform, their systematization allows for the construction of a comprehensive overview of the current repertoire of instruments, highlighting both the strengths and limitations of psychological testing in the country. The findings identified 162 approved instruments, a number that reflects the productive and creative capacity of researchers in the field, as well as a sustained commitment to the technical and scientific qualification of assessment measures. At the same time, a thematic concentration was observed in constructs such as personality, attention, and intelligence, along with a predominance of instruments designed for adults and older adults. Gaps were identified in the development of measures specifically targeting children, adolescents, and older adults, as well as a low representation of affective, social, and contextual constructs. In addition, a marked predominance of paper-and-pencil instruments was observed, contrasting with the more limited presence of computerized or remotely administered measures.

Among the study limitations, the descriptive nature of the investigation and its reliance on information provided on the SATEPSI website should be noted. This reliance restricts the analysis to secondary data and does not allow for an in-depth examination of qualitative aspects related to the instrument approval process. Future research should expand investigations into how the available test repertoire impacts professional practice, as well as incorporate international comparisons and analyses focused on emerging psychological constructs. It is also recommended that similar surveys be conducted periodically to ensure an updated view of psychological assessment in Brazil.

Finally, the evidence presented here has direct applicability to professional practice, as it supports psychologists, researchers, and educational and training institutions in the critical selection of instruments and in identifying gaps that require further development. At the same time, the findings reinforce the understanding that psychological tests should be used as part of an integrative and multimethod assessment process, promoting contextualized, fair, and representative practices.

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