



EDUC 5315

Standardized Assessment Principles Summer I 2015

Instructor Information:

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Course Description:

A course which studies the basic principles of standardized testing, the planning, implementation and coordination of testing programs; the use of test data in educational decision-making.

Text:

Whiston, S.C. (2013). *Principles and applications of assessment in counseling* (4th ed.). Belmont, CA: Brooks/Cole, Cengage Learning.
ISBN-13: 9780840028556

Class Sessions:

Internet

Course Requirements and Grading:

✓ Mid-semester and Final exams 15% each – (30%)	A = 90-100%
✓ Blackboard & Activities – 50%	B = 80-89%
✓ Assessment Presentation (Chapters 7-11) – 10%	C = 70-79%
✓ Test Review – 10%	D = 60-69%
	F = 59 and ↓

Total of 100%

PROGRAM LEARNING OUTCOMES

The student will demonstrate that he/she is able to:

1. Understand basic assessment principles related to standardized assessments.

Assessments: Exams, Presentation, Blackboard Assignments, Test Review

2. Work to contribute to their understanding of the course material related to standardized assessments by completing weekly Blackboard assignments and by posting them to the Discussion Board so that class members share in their understanding and learning.

Assessments: Blackboard Assignments

3. Work and utilize resources and materials and will research an assessment related to chapters 7-11 and will ultimately submit a PowerPoint presentation covering all of the basic principles and utilization of the chosen assessment.

Assessments: Presentation

4. Take formal and informal assessments and will use the information to become familiar with such assessments, as well as to gather personal insight based on their own results.

Assessments: Blackboard Assignments, Exams

5. Conduct a test review by investigating an assessment and finding out whether it is helpful or harmful (or both), to the population it is serving and will write a paper related to their findings.

Assessments: Test Review

Tentative Schedule:

Date

Assignment

June 1 (Mon)

Introductions/Syllabus/Course Description,
Expectations

Chapter 1

- Assessment
- History

Chapter 5

- Selection of an Assessment Instrument
- Administering Assessment Instruments

Chapter 6

- Initial Assessment in Counseling

June 7 (Sun)

Blackboard Due

June 8 (Mon)

Chapter 2

- (You will need a calculator)
- Norm and Criterion-Referenced
- Measures of Central tendency and variability
- Normal Distribution
- Types of scores

June 14 (Sun)

Blackboard Due

June 15 (Mon)

Chapter 3

- Reliability
- Standard error of measurement & difference

Chapter 4

- Validity
- Item Analysis

Chapter 14

- Ethics and Legal Issues
Privacy, results, confidentiality

June 21 (Sun)

Blackboard Due

June 22 (Mon)

Chapter 7

- Intelligence and General Ability Testing

Chapter 7 Powerpoints Due

Chapter 8

- Measuring Achievement and Aptitude

Chapter 8 PowerPoints Due

Chapter 9

- Assessment in Career Counseling

Chapter 9 PowerPoints Due

June 23 (Tues)

MID-TERM (Chapters 1-6 & 14)

June 28 (Sun)	Blackboard Due Test Review Due
June 29 (Mon)	Chapter 10 <ul style="list-style-type: none"> • Appraisal of Personality Chapter 10 PowerPoints Due Chapter 11 <ul style="list-style-type: none"> • Assessment in Marriage and Family Counseling Chapter 11 PowerPoints Due Chapter 12 <ul style="list-style-type: none"> • Using Assessment in Counseling Chapter 13 <ul style="list-style-type: none"> • Assessment and Diagnosis
July 5 (Sun)	Blackboard Due
July 6 (Mon)	FINAL EXAM (Chapters 7-11)

ASSIGNMENTS AND REQUIREMENTS

Format: Textbook Chapter(s) should be read so that Blackboard Assignments can be completed by Sundays at noon. You will need to keep up with the readings. I will post "Announcements" to update you as needed, or I will send mass emails. Please check your Announcements and Emails on a consistent basis.

GRADING

NOTE: GRADES ARE EARNED BASED ON THE QUALITY OF THE ASSIGNED WORK, NOT SIMPLY ON COMPLETION OF THE REQUIRED WORK.

Exams: 30%

There will be a total of 2 exams. Each exam is worth 15%. The exams will be taken via Blackboard. The exams will consist of multiple choice, short answer and/or essay questions. The exams will be *available* beginning at 8:00 a.m. through 10 p.m. The Midterm will be Tuesday, June 23 and the Final will be Monday, July 6. Please note that the exams are timed. You will have 2½ hours to complete the Midterm. The Midterm will cover chapters 1-6 and 14. There will be a total of 40 multiple choice questions worth 1.5 pts. each and 4 essays worth 10 pts. each. You will have 3 hours to complete the Final which will cover chapters 7-11. The Final will consist of 25 multiple choice questions worth 2 pts. each and 5 essays worth 10 pts. each.

Blackboard and Activities: 50%

The utilization of Blackboard and assignments posted will be an important component of this course. This will include, but is not limited to, formal and informal assessments that will be due. Assignments will be posted on Mondays by noontime and will be due on Sundays at 12 noon. At a MAXIMUM, late assignments will receive 50% of the original grade. Please refer to the grading rubric that I have posted under "Course Documents". I will be utilizing this rubric to grade Blackboard assignments. Note that I will not necessarily respond to all of your individual postings. However, I will use the rubric as a basis for my grading.

Please take the time to read other student's posted assignments. You will glean much more from this course if you actively do so.

PowerPoint Presentation: 10%

Students will **INDIVIDUALLY** work on a presentation related to **ONE** assessment referred to in Chapters 7-11. There are many assessments that relate to each chapter, but you are to select **ONE** that you will cover in detail. Your presentation should be *at least* 20 slides in length. For example: someone assigned to Chapter 7 would give an overview of Chapter 7 and explain intelligence and general ability testing. This person would also relate the assessment that they select to review in detail to Chapter 7. For example, the person might select; one of the Wechsler instruments, Stanford-Binet, Kaufman, etc. Remember to select only **ONE** assessment that you review in detail. Be sure to make reference to the chapter and tie it in to the presentation. Your presentation must include at least 4 scholarly references, with at least 2 journals. You may also want to include the test manual. Demonstrate sample test questions. In your PowerPoint presentation, be sure to include:

Basic Principles

Name of assessment

Description

Background and Construction

Validity

Reliability

Planning and Implementation

Scoring

Use of test data in Decision-Making

Strengths and Weaknesses

Reference to the Chapter

Once final class counts have been finalized, I will assign you to a chapter. Your PowerPoint presentation will then be due on the date that chapter is covered. For example, Chapter 7 presentations will be due on June 22. You will submit your presentation to the Discussion Board and it will be posted for all classmates to view. The rubric that I will be using to grade this assignment will be posted under "course documents" in Blackboard. Be sure and use this rubric to assist you with getting your PowerPoint Presentation together.

Test Review: 10%

Due Sunday, June 28, 2015. Please email this assignment to me:

monicag@sulross.edu

Select a test currently used at your school or place of work. If not available, interview a teacher, counselor, or supervisor. How is this test utilized? Is it helpful or harmful (or both)? Is it a satisfactory test for the school and its population or to your workplace? Type up a 4-6 page explanation of your findings. Some examples would be: assessments utilized to see if a student qualifies for the Bilingual Program or for the Gifted and Talented Program. There are also AP exams, Benchmark testing, TAKS, TPRI, SAT, ACT, ASVAB, ITBS, LAT, TELPAS, End of Course, etc..... In work settings besides school, there are initial employment assessments, leadership potential assessments, etc..... The rubric that I will be using to grade this assignment will be posted under "course documents."

Disability Statement

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored by Sul Ross State University on any basis prohibited by applicable law, including, but not limited to race, color, national origin, religion, sex, age, or disability.

NOTE

Grading: GRADES ARE EARNED BASED ON THE QUALITY OF THE ASSIGNED WORK, NOT SIMPLY ON COMPLETION OF THE REQUIRED WORK.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. ***[If the course requires students to take proctored exams or to purchase additional software or equipment, please describe those requirements here.]*** The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.