



# EDUC 5315

## Standardized Assessment Principles

### Fall 2016

#### **Instructor Information:**

Dr. Monica Gutierrez

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Office Hours: Monday 10:00-11:00 a.m. and 5:00-6:00 p.m., Tuesday and Wednesday 3:30-4:30, Tuesday-Thursday 9:00 a.m. – 12:00 p.m. Internet Office Hours/Student Teacher Observations.

#### **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* (4<sup>th</sup> 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%)

✓ Assessment Presentation (Chapters 7-11) – 15%

✓ Blackboard and Activities – 45%

✓ Test Review – 10%

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59 and ↓

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Total of 100%

## STUDENT 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

<u>Date</u>	<u>Assignment</u>
August 22	Introductions/Syllabus/Course Description, Expectations
August 28	BLACKBOARD
August 29	Chapter 1 <ul style="list-style-type: none"><li>• History of Assessment</li></ul> Chapter 14 <ul style="list-style-type: none"><li>• Ethics and Legal Issues</li><li>• Privacy, results, confidentiality</li></ul>
September 4	BLACKBOARD
September 5	Chapter 2 (you will need a calculator) <ul style="list-style-type: none"><li>• Norm and Criterion-Referenced</li><li>• Measurement Scales</li><li>• Frequency Distribution</li><li>• Measures of Central Tendency</li></ul>
September 11	BLACKBOARD
September 12	Chapter 2 (cont.) (you will need a calculator) <ul style="list-style-type: none"><li>• Measures of variability</li><li>• Normal Distribution</li><li>• Types of scores</li></ul>
September 18	BLACKBOARD
September 19	Chapter 3 <ul style="list-style-type: none"><li>• Reliability</li><li>• Standard error of measurement &amp; difference</li></ul> Chapter 4 <ul style="list-style-type: none"><li>• Validity</li><li>• Item Analysis</li></ul>
September 25	BLACKBOARD
September 26	Chapter 5 <ul style="list-style-type: none"><li>• Selection of an Assessment Instrument</li><li>• Administering Assessment Instruments</li></ul> Chapter 6 <ul style="list-style-type: none"><li>• Initial Assessment</li></ul>
October 2	BLACKBOARD
October 3	Chapter 16 <ul style="list-style-type: none"><li>• Technology</li><li>• Future Trends</li></ul> Chapter 15 <ul style="list-style-type: none"><li>• Issues related to Special Pops</li></ul>

October 9	BLACKBOARD
October 10	Chapter 7 <ul style="list-style-type: none"> <li>• Intelligence and General Ability Testing</li> </ul> <b>Chapter 7 Presentations</b>
October 16	BLACKBOARD
<b>October 16/17</b>	<b>MIDTERM</b>
October 17	<b>Test Review Due</b> Chapter 8 <ul style="list-style-type: none"> <li>• Measuring Achievement and Aptitude</li> </ul> <b>Chapter 8 Presentations</b>
October 23	BLACKBOARD
October 24	Chapter 9 <ul style="list-style-type: none"> <li>• Assessment in Career Counseling</li> </ul> <b>Chapter 9 Presentations</b>
October 30	BLACKBOARD
October 31	Chapter 10 <ul style="list-style-type: none"> <li>• Appraisal of Personality</li> </ul> <b>Chapter 10 Presentations</b>
November 6	BLACKBOARD
November 7	Chapter 11 <ul style="list-style-type: none"> <li>• Assessment in Marriage and Family Counseling</li> </ul> <b>Chapter 11 Presentations</b>
November 13	BLACKBOARD
November 14	Chapter 12 <ul style="list-style-type: none"> <li>• Using Assessments</li> </ul> Chapter 13 <ul style="list-style-type: none"> <li>• Assessment and Diagnosis</li> </ul>
November 20	BLACKBOARD
<b>November 23-27</b>	<b>Thanksgiving Holidays</b>
November 28	Study for Final
<b>December 4/5</b>	<b>FINAL EXAM</b>

## ASSIGNMENTS AND REQUIREMENTS

### **IMPORTANT:**

I realize that MANY of you are not in the counseling field and the book is about Assessments in Counseling. However, the assessment principles are the same whether in counseling or in another field. THEREFORE, answer your questions from the perspective of the field that you are in or that you are going into. If you are not a counseling major, do not quote the book and answer from the field of counseling!

### **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 Sundays at noon, through Mondays at 8 p.m. Do not email me asking me to make the test available to you at a different time. Make arrangements at the beginning of the semester to take the exam on either Sunday or Monday. You *do not* need to email me and let me know when you will take the exam. 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: 45%**

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 noon and will be due on Sundays at 12 noon. Late assignments will not be accepted. Post your Discussion Board assignments as an attachment, typed in Word, using 12 pt. Times New Roman or a similar font, normal margins, double spaced. Do not try to enlarge your font or space out various headlines or use lengthy titles to try to fill in the page. Assignments are expected to be 2 pages in length, unless otherwise noted.

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 individually respond to all of your postings. However, I will use the rubric as a basis for my grading.

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: 15%**

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 so that we can get a feel for what the assessment looks like. 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 October 10. You will submit your presentation to 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 October 17, 2016.* 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/workplace and its population? Type up a 4-6 page explanation of your findings. Some school 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..... Also, there are several employment assessments that can be reviewed. Check with HR about this at your workplace. The rubric that I will be using to grade this assignment will be posted under "course documents."

## **GRADING**

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

**Format:** Textbook Chapter(s) should be read so that Blackboard Assignments can be completed on Thursdays 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.

### **Disability Statement**

Sul Ross State University Rio Grande College is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College – Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: [kbiddick@sulross.edu](mailto:kbiddick@sulross.edu)

### **Distance Education Student:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. 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.