



# EDUC 5315

## Standardized Assessment Principles Summer I 2017

### **Instructor Information :**

Dr. Monica Gutierrez, Ph.D.  
E-mail: monicag@sulross.edu  
Phone: 279-3021

### **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:**

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

---

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

May 31 (Wed)

### Assignment

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 6 (Tues)

Blackboard Due

June 7 (Wed)

Chapter 2

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

Chapter 3

- Reliability
- Standard error of measurement & difference

June 13 (Tues)

Blackboard Due

June 14 (Wed)

Chapter 4

- Validity
- Item Analysis

Chapter 14

- Ethics and Legal Issues  
Privacy, results, confidentiality

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 20 (Tues)

Blackboard Due

**June 20 (Tues)**

**MID-TERM 8:00 a.m. – 10:00 p.m. (Chapters 1-6 & 14)**

June 21 (Wed)	Chapter 10 <ul style="list-style-type: none"> <li>• Appraisal of Personality</li> </ul> <b>Chapter 10 PowerPoints Due</b>
	Chapter 11 <ul style="list-style-type: none"> <li>• Assessment in Marriage and Family Counseling</li> </ul> <b>Chapter 11 PowerPoints Due</b>
	Chapter 12 <ul style="list-style-type: none"> <li>• Using Assessment in Counseling</li> </ul>
	Chapter 13 <ul style="list-style-type: none"> <li>• Assessment and Diagnosis</li> </ul>
<b>June 27 (Tues)</b>	<b><i>Test Review Due</i></b>
June 27 (Tues)	Blackboard Due
<b>June 30 (Friday)</b>	<b>FINAL EXAM 8:00 a.m. – 10:00 p.m. (Chapters 7-11)</b>

## **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 20, 2017 and the Final will be Friday, June 30, 2017. 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 Wednesdays by noontime and will be due on Tuesdays 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 Wednesday, June 14. 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 Tuesday, June 27, 2017. 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."

## **NOTE**

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

## **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.