



EDUC 5315

Standardized Assessment Principles

Spring 2020

Instructor Information:

Dr. Monica Gutierrez

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Office Hours: Monday 10:00-11:00 a.m. and 12:15 p.m.–1:15 p.m.; Tuesday 10:00 a.m. – 1:00 p.m.; Wednesday 1:30-4:30 p.m.

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:

- **Principles and Applications of Assessment in Counseling, 5th Edition**
- **Susan C. Whiston** - Indiana University

- ISBN-10: 1305271483
- ISBN-13: 9781305271487

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 ↓

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

COURSE OBJECTIVES

Students will:

1. become familiar with the general purposes of appraisal.
2. develop a base of knowledge concerning the historical bases and theoretical foundations of assessment techniques.
3. learn to interpret different psychometric statistics, including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations.
4. develop strategies for selecting, administering, interpreting, and using assessment and evaluation instruments in counseling.
5. compare and contrast different methods for estimating reliability, including methods for establishing stability, internal, and equivalence reliability.
6. develop a knowledge base concerning different methods for establishing validation evidence, including content, criterion-related, or empirical, and construct validity.
7. develop a base of knowledge concerning aptitude and ability, intelligence, and personality assessment.
8. become familiar with different appraisal methods including individual and group inventory/test methods, behavioral observation, performance assessment, and environmental assessment.
9. understand general principles and methods for case conceptualization, assessment, and/or diagnoses of mental and emotional status.
10. discuss topics related to age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups.
11. describe the major concepts related to report writing.
12. evaluate the advantages and disadvantages of technological applications in appraisal.
13. understand ethical and legal considerations related to assessment and appraisal data.

The program marketable skills include:

1. A Master of Education Counseling Student will demonstrate analytical and critical thinking skills.
2. A Master of Education Counseling Student will demonstrate empathy and listening skills.
3. A Master of Education Counseling Student will demonstrate deductive and inductive cognitive skills.

Marketable Skills dissemination Strategy: marketable skills will be included in course syllabi for the MED Counselor degree, and the faculty will discuss them online or in-class with students. Each marketable skill development will include consideration of the cultural influence on an individual's perceptive outlook. The cultural focus will be reflected in all courses and considered explicitly in the ED 6318 Multiculturalism and Diversity and ED 6340 Bilingual and Bicultural counseling coursework. Reflective writing or research assignments will be in all classes with specialized research focus on the ED 5307 Research Methodology, ED 6319 Psychopathology, ED 6320 Substance Use, Abuse and Addiction, and ED 6350 Counseling and the Neurosciences coursework.

TEXES STANDARDS

School Counselor Standard I Learner-Centered Knowledge: The professional school counselor must have a broad knowledge base.

School Counselor Standard II Learner-Centered Skills: The professional school counselor applies the knowledge base to promote the educational, personal, social and career development of the learner.

School Counselor Standard III Learner-Centered Process: The professional school counselor participates in the development, monitoring and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation and personal growth.

School Counselor Standard IV Learner-Centered Equity and Excellence for All Learners: The professional school counselor promotes academic success for all learners by acknowledging, respecting

TEXES COMPETENCIES

Texas competencies addressed in this course are: Competency 001, Human Development: The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, which meets the needs of all students.

Competency 002, Student Diversity: The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003, Factors Affecting Students: The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 006, Counseling: The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007, Assessment: The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008, Collaboration with Families: The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009, Collaboration with Others in the School and Community: The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010, Professionalism: The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

TENTATIVE SCHEDULE

<u>Date</u>	<u>Assignment</u>
January 13	Introductions/Syllabus/Course Description, Expectations
January 19	Discussion Board Due
January 20	MLK Holiday
January 26	No Discussion Board Due
January 27	Chapter 1 <ul style="list-style-type: none">• History of Assessment
February 2	Discussion Board Due
February 3	Chapter 14 <ul style="list-style-type: none">• Ethics and Legal Issues• Privacy, results, confidentiality
February 9	Discussion Board Due
February 10	Chapter 2 (you will need a calculator) <ul style="list-style-type: none">• Norm and Criterion-Referenced• Measurement Scales• Frequency Distribution• Measures of Central Tendency
February 16	Discussion Board Due
February 17	Chapter 2 (cont.) (you will need a calculator) <ul style="list-style-type: none">• Measures of variability• Normal Distribution• Types of scores
February 23	Discussion Board Due
February 24	Chapter 3 <ul style="list-style-type: none">• Reliability• Standard error of measurement & difference Chapter 4 <ul style="list-style-type: none">• Validity• Item Analysis
March 1	Discussion Board Due
March 2	Chapter 5 <ul style="list-style-type: none">• Selection of an Assessment Instrument• Administering Assessment Instruments Chapter 6 <ul style="list-style-type: none">• Initial Assessment
March 8	Discussion Board Due

March 9-13	SPRING BREAK
March 16	Chapter 16 <ul style="list-style-type: none"> • Technology • Future Trends Chapter 15 <ul style="list-style-type: none"> • Issues related to Special Pops
March 22	Discussion Board Due
March 22/23	MIDTERM
March 23	Chapter 7 <ul style="list-style-type: none"> • Intelligence and General Ability Testing Chapter 7 Presentations
March 29	Discussion Board Due
March 30	Test Review Due Chapter 8 <ul style="list-style-type: none"> • Measuring Achievement and Aptitude Chapter 8 Presentations
April 5	Discussion Board Due
April 6	Chapter 9 <ul style="list-style-type: none"> • Assessment in Career Counseling Chapter 9 Presentations
April 12	EASTER
April 13	Discussion Board Due
April 13	Chapter 10 <ul style="list-style-type: none"> • Appraisal of Personality Chapter 10 Presentations
April 19	Discussion Board Due
April 20	Chapter 11 <ul style="list-style-type: none"> • Assessment in Marriage and Family Counseling Chapter 11 Presentations
April 26	Discussion Board Due
April 27	Chapter 12 <ul style="list-style-type: none"> • Using Assessments Chapter 13 <ul style="list-style-type: none"> • Assessment and Diagnosis
May 3	Discussion Board Due
May 3/4	FINAL EXAM

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 midterm exam will be *available* beginning Sunday at noon, through Monday at 8:00 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. Note that the exams are timed.

You will have 2½ hours to complete the Midterm offered March 22-23. 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, available May 3-4 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 8:00 p.m. 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 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 March 23rd. 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 March 30, 2020. 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 Sundays at 8:00 p.m. 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

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.