



Knowledge to Go Places



Colorado State University  
School of Education  
Course Outline for EDCO656

**Tests and Assessment**

Section 01; Spring 2009

1/30-1/31; 2/27-2/28; 3/27-3/28; 4/24-4/25



The Standard of Excellence  
in Teacher Preparation

*The mission of the Colorado State University graduate program in the School of Education is to model and guide leadership by facilitating learning, discovery, inclusion, and positive change.*

The mission and goal are captured in the following theme:  
*"Leading learning communities."*

*The Counseling and Career Development program prepares professional counselors to help people of all ages develop the self awareness, exploration and decision making skills needed to live effective lives within a pluralistic society.*

**Instructor:** Dr. Laurie A. Carlson

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Class Website: <http://www.ramct.colostate.edu>

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**Credits:** 3 (3-0-0)

**Prerequisites:** None

**Co-requisites:** None.

**Catalogue Description:** Use of tests in educational and vocational assessment.

### Required Texts

Whiston, S. C. (2009). *Principles and applications of assessment in counseling*, 3<sup>rd</sup> E.. Belmont, CA: Cengage Learning.

- Please note that this text can be purchased as an e-book from [www.coursesmart.com](http://www.coursesmart.com) or [www.ichapters.com](http://www.ichapters.com).

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

**Course Description:** The topics examined in this course include the following: (a) history and philosophy of educational, psychological, and vocational testing; (b) introduction to the basic statistical concepts surrounding test validation, scoring and interpretation; (c) essential criteria for evaluating and selecting appropriate assessment instruments; (d) principles of standardized administration and scoring; (e) interpretation of test results and appropriate consultation.

Upon completion of this course, students will be able to:

1. Synthesize the impact of major developments and important professional figures in the history of test development.
2. Evaluate the strengths and weaknesses of both quantitative and qualitative assessment.
3. Use and report basic measurement/statistical concepts which are helpful in selecting and interpreting appropriate tests for various populations. Specific statistical concepts include scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
4. Evaluate issues of test reliability and validity. Reliability concepts include theory of measurement error, models of reliability, and the use of reliability information. Validity concepts that are covered include evidence of validity, types of validity, and the relationship between reliability and validity.
5. Synthesize the assessment process by administering, scoring, and interpreting assessment instruments with volunteer clients.
6. Consult appropriately with individuals who have legal access to testing results.
7. Synthesize the role of cultural factors in the administration and interpretation of tests.
8. Evaluate characteristics of the different types of assessment measures (e.g., intelligence tests, aptitude tests, personality tests).

**Knowledge Base:** This course is an advanced level course for students enrolled in the graduate program, Counseling/Career Development. The knowledge base of this course is founded in the experience of the instructor, current and historical literature related to educational and counseling assessment, textual materials, and resources provided by test development and publishing companies. The overall purpose of this course is to present the knowledge and skill required by professional counselors to select, administer, score, and interpret psychological and educational assessment instruments.

**Instructional Methodology:** This is hybrid course that utilizes a variety of media (text, discussions, internet resource links, video, and interactive multimedia) delivered through classroom instruction and the RamCT portal. As a student you are responsible for accessing all of the information on RamCT and completing all assignments through the RamCT Assignments Drop box (no email submissions will be accepted). All of the quizzes in the course will be completed online through the RamCT assessment link. Please visit the course regularly and note if there are any news items from me on the announcements tab. You should correspond with me and your classmates through the mail and discussion tools of RamCT. If you experience any difficulty with technology or have an emergent situation please contact me as far in advance of any due dates or deadlines. This is a 3-credit graduate course and students should expect to spend approximately 9 hours/week on readings, accessing learning materials, discussions, assignments, and assessments.

**Core Objectives: (Core CACREP Standards are Indicated Below Objective)**

1. *Historical foundations of educational, vocational, and counseling assessment.*
  - 7a. Historical perspectives of assessment
2. *Qualitative and quantitative testing procedures.*
  - 7b. Basic concepts of testing and assessments
  - 7f. Factors related to assessments.
3. *Basic statistical concepts as they relate to testing.*
  - 7c. Statistical concepts
  - 7d. Reliability
  - 7e. Validity
4. *Appropriate test selection, test administration, test scoring, and test interpretation.*
  - 7g. Strategies for assessment & evaluation instruments & techniques
  - 7h. Understanding of case conceptualization, assessment
5. *Types of assessment instruments: Intelligence tests, achievement tests, aptitude tests, diagnostic tests, projective assessments, behavioral assessments, vocational inventories, and clinical/counseling assessments.*
  - 7b. Basic concepts of testing and assessments
  - 7f. Factors related to assessments
  - 7g. Strategies for assessment & evaluation instruments & techniques
6. *Cultural factors as they present in testing practices.*
  - 7f. Factors related to assessments
  - 7h. Understanding of case conceptualization, assessment
7. *Ethical and legal issues surrounding assessment.*
  - 7i. Ethical and legal considerations
8. *Utilizing technology and computerized databases to locate assessments, retain data, analyze assessment results, and utilize assessment results within the context of interpretation and consultation.*
  - 1c. Technological competencies
  - 5f. Integration of technological strategies

**Evaluation Criteria:**

It is expected that enrolled students will (a) access and utilize the required texts for the class, (c) attend on-campus class sessions, (c) participate in online discussions, (d) maintain regular contact with the instructor, (e) and complete all assignments, assessments, and activities.

Written assignments will be evaluated on (a) the degree of excellence and the quality of the essential attributes; (b) fulfillment of specific criteria as outlined in the assignment guides posted on RamCT; (c) writing quality including organization, style, proofreading effort, clarity, and mechanics.

**Assessment:** Grades will be determined by points earned through the following activities:

<u>Activity</u>	<u>Maximum Points</u>
Test Review / Critique	20
Discussion Postings and Responses	40
Unit Quizzes	50
Group Paper on Current Assessment Issue	50
Assessment Packets	40
<u>Case Study</u>	<u>50</u>
<b>TOTAL POINTS</b>	<b>250</b>

**Grades will be assigned according to the following scale:**

A = 90-100% (225-250 points)

D = 60-69% (150-174 points)

B = 80-89% (200-224 points)

F = Below 60% (below 150 points)

C = 70-79% (175-199 points)

**Assignment Details:**

*\*\* All writing assignments must adhere to the formats presented in the Publication Manual of the American Psychological Association (5<sup>th</sup> ed.). Follow the guidelines specifically set forth in chapters 1-3 and 5 regarding work for publication. As graduate students I expect a high degree of independence and responsibility.*

1. Test Review / Critique. For a population of interest to you, critique a formal/standardized assessment instrument. In your critique, include how you located the instrument, why you chose the instrument, and what source you used to evaluate the instrument. Acceptable sources for appropriate evaluation would be the *Buros' Mental Measurements Yearbook*, the actual test manual published by the test publisher, or articles [at least two] published by those who developed and/or have used the tests (provided they include normative data, validity data, and reliability data). In your critique be sure to discuss **all areas covered in RamCT units 1 and 2**, pertinent to test selection. Your ability to identify these important aspects are part of the grading criteria, hence I will not provide a list of such qualities. Finally, as part of your critique, discuss if and how you foresee yourself using the instrument, what special considerations you will need to make, and recommendations for other professionals who are considering the use of this instrument with your specific population. This second part of the paper bears the most weight in my grading. This paper need not include an abstract, but should have a title page. **The critique must be submitted through the RamCT Assignment Drop box by midnight March 20<sup>th</sup>.**
2. Discussion Postings and Responses. Ten discussions during the course of the semester will be instructor initiated. Each discussion poses a critical thinking question related to pertinent content being studied. You are required to post an initial response and a response to at least one of your classmates' initial responses. Each response (initial and secondary) is worth a possible 2 points, giving you 40 points possible for the 10 discussions. The assignment grid on this syllabus and the discussion tool in RamCT both indicate the due dates for each discussion. You may respond to discussions as early as you feel appropriate, but no points will be given for discussion responses posted after the due date. It is expected that all discussion responses will reflect an understanding of the material presented in the course and

will demonstrate thoroughness and professionalism congruent with graduate work. The discussion questions solicit personal perspectives and it is expected that you will treat each other with professionalism and understanding as you engage in online dialogue. Multiple grammatical/mechanical mistakes or lack of thoroughness will result in a deduction of one point and lack of thoroughness, disrespect to classmates, or inability to post before the deadline will result in a "0". **Discussions due by midnight 2/1, 2/28, 3/6, 3/13, 3/27, 4/3, 4/10, 4/17, 4/24, and 5/1.**

3. Quizzes. There will be 5 10-point quizzes during the semester to assess your understanding of the key concepts from the textbook. Question formats will consist of multiple choice, T/F, matching, and short answer. You will access the quizzes through the Assessments Link in RamCT and each quiz will have a seven day window. During the quiz you are allowed to use your text, learning materials from the course website, and any notes that you have taken. **You are not to communicate or consult with other students, professionals, or colleagues while taking the exam.** You will have 60 minutes for each quiz (you must complete the assessment within 60 minutes from the time you log in and you can not log out then log back in). During the time that you are taking the quiz you may revisit any question, skip over questions, and change your answer as many times as you would like. Be sure that you **SAVE EACH** answer as you go and **SUBMIT** the quiz at the end. You will be allowed two attempts for each quiz. If you are not satisfied with your performance on your first attempt, you may take the quiz again **before the exam window closes**. If you chose to take the quiz twice, I will count the score that is the highest from the two attempts. **Assessment windows are Unit 1: 2/1-2/8, Unit 2: 3/1-3/8, Unit 3:4/6-4/12, Unit 4: 4/20-4/26, and Unit 5: 5/4-5/10.**
  
4. Group Paper on Current Assessment Issue. This should be a formal paper on a current issue in assessment. The paper should be completed in groups no more than four and the bulk of your collaboration will take place in discussion groups through RamCT. The body of the paper should be eight to ten pages in length, and you should utilize at least six outside resources, not more than 50% being electronic resources, and not including the text or literature handed out in class. Examples of appropriate topics include, test bias related to a certain population, the regulation of ethical practices in assessment, inappropriate utilization of student standardized test scores in public schools, computerized psychological assessments, and many other topics that you may identify. Only one group per class will be allowed to research and write about a certain topic, so please clear your topic with me before you begin. If you have a concern regarding the adequacy of a topic you are considering, please feel free to come and discuss it with me. Sections of your paper should include:
  - a) An introduction that outlines the general background for your topic, why this topic needs to be explored, and the purposes/goals concerning the paper.
  - b) A review of the current and existent literature on your topic.
  - c) A synthesis of the information gathered through the literature into a comprehensive and meaningful section that identifies and discusses your thoughts and understanding regarding the topic.
  - d) A clear and concise conclusion to your paper; revisit any striking content, but primarily draw your entire paper together.

You should use headings as appropriate in your paper, and these headings should follow the guidelines presented in the *Publication Manual of the American Psychological Association*, (5<sup>th</sup> ed.). This paper should include a title page, abstract, and reference pages as well as any pertinent appendices. You will be expected to share your paper in class on April 25<sup>th</sup>.

**Example papers will be posted on the RamCT assignment link for you to view. Your paper must be submitted through the RamCT Assignment Drop box by midnight April 25th.**

5. Assessment Packets. You are required to complete four assessment packets that correspond to the types of assessments covered in Units 3 and 4 of the course. You will be given instructions and access codes for the online completion of a variety of educational/psychological tests. These packets are intended to offer you the experience of being the “client.” Due to the nature of licensing and accessing online psychological assessments, details regarding particular instruments and access codes will be offered in the links for each under the Assignments tool in RamCT. The first packet will contain educational tests such as the “Classic IQ Test on the Web” and the “Index of Learning Styles.” Packet two will present the “Kuder Vocational Battery.” Packet three includes the personality assessment “16 PF.” The fourth packet includes clinical assessments “Reynolds Adolescent Depression Screening Inventory,” “Index of Suicide Orientation – 30,” and the “Substance Abuse Subtle Screening Inventory.” **Assessment packets must be submitted through the RamCT Assignment Drop box. Packet #1 3/15, #2 3/29, #3 4/12, and #4 4/19.**
6. Case Study. This course requirement is designed to give you “first-hand” experience in the administration, scoring and interpretation of an assessment instrument. Contact a counseling professional who administers and interprets psychological, counseling, or educational tests. Examples of appropriate professionals include a school counselor administering and interpreting standardized educational assessments or a counselor who uses inventories in his/her work with clients. Ask to witness or co-facilitate the process from administration to interpretation with one client, one class, or one group. Be sure to keep adequate documentation including informed consent statements (required) with both the professional’s signature and the client’s or student’s signature. The model consent form will be provided as a document under the Assignment Link in RamCT. Document the process and your reflections, insights, and questions during the process. Be sure to include in your reflections, material that articulates your knowledge and understanding of the assessment process as gained through the completion of this course. You need to include a written assessment report for the client/student using the guidelines presented in your text. Prepare an electronic portfolio of your experience including the aforementioned documentation. The portfolio may be in Powerpoint®, html, Flash®, streaming video, or any other media that is accessible electronically through the RamCT portal. **Due May 13th.**

### COMMONLY ASKED QUESTIONS

1. *Can I turn in assignments late? I expect all assignments, quizzes, discussions, and assessments to be turned in on time. If you turn an assignment in late, grades are deducted as follows: 1 calendar day late = starts at a “B”; 2 calendar days late = starts at a “C”; etc. The*

*RamCT assignments and assessments tools track student submission times and I will use that feature to identify late work. If in the case of unforeseen or very serious personal circumstances, please contact me as soon as possible through RamCT mail.*

*2. **Are there any opportunities to redo work or earn extra credits?** There are no extra credit opportunities in this course. However, if in grading assignments (with the exception of discussion, assessment packets, and quizzes) I believe that your work is below a graduate standard of writing/thought (typically a “C” or lower), I will return your work and give you the option of a re-write. Should you utilize the opportunity to re-write, understand that the highest grade that assignment will receive will be a “B,” and the re-write must be turned in by midnight of the Sunday following the original due date.*

*3. **What is the most effective way to resolve any questions or concerns regarding assignments or class expectations?** It is expected that if you have any questions or concerns regarding your ability to successfully complete this course, you will communicate expeditiously with the instructor through RamCT mail and/or office visits during office hours posted at the top of this syllabus. You may also call me at my office number as listed at the top of this syllabus; however, email contact is more efficient and provides a written record of communication.*

**Other Important Considerations:**

1. Academic Integrity and other Student Responsibilities: The application of Colorado State University’s policies on student responsibilities, including academic integrity, as outlined in the college catalog, will be fully adhered to in this course. Plagiarism is especially egregious in graduate work. Grades and degrees earned by dishonest means devalue those earned by all students. Further, disruptive and/or disrespectful behavior in the classroom impedes learning for all students. Disruptive behavior will be addressed, and the student may be asked to leave the classroom if such behavior continues.

2. Accommodations for Successful Learning: If you have a documented disability that warrants accommodations in the course, please make an appointment to see me at your earliest convenience. I am committed to facilitating your success. I am willing to make appropriate accommodations that will increase your learning opportunities in this class. If you have not already contacted the Office of Resources for Disabled Students, please do so. They are located at: 100 General Services Building; Telephone Number: (970) 491-6385.

3. Please note that instructional material on this course website is often copyrighted or the intellectual property of the instructor. Under no circumstances should you download and distribute the Powerpoint® presentations, learning activities, videos, assessments, or any other sensitive material.

### Class Calendar and Assignment Grid

<b>Dates</b>	<b>Reading</b>	<b>RamCT Unit</b>	<b>Topics Covered</b>	<b>Objectives Addressed</b>	<b>Assignments Due</b>
Jan. 30	Chap. 1	#1 (a)	Test Publishing Sites Evaluating Test Quality Historical Perspective	1 2 4 6	
Jan. 31	Chap. 2	#1 (b)	Scales of Measurement Measures of Central Tendency The Normal Curve Measures of Variability Standard Scores Norm Groups	3 4	Discussion #1 Due 2/1 Unit 1 Quiz 2/1 – 2/8
Feb. 27	Chap. 3	#2 (a)	Error Variance Reliability Estimates Estimates of Internal Consistency Reliability Coefficients	3 4	
Feb. 28	Chap. 4	#2 (b)	Face Validity Content Validity Criterion-Related Validity Concurrent Validity Predictive Validity Construct Validity	3 4	Discussion #2 Due 2/28
Feb. 28	Chap. 5	#2 (c)	Test Selection Administration Scoring Interpretation	4 5	Discussion #3 Due 3/6 Unit 2 Quiz 3/1-3/8
Material Completed Online	Chap. 6	#3 (a)	Initial Assessment Intake Interview Behavioral Assessment Observational Rating Scales	2 4 5 8	Discussion #4 Due 3/13
Material Completed Online	Chap. 7	#3 (b)	Intelligence Testing Learning Styles Assessment Ability Testing	4 5 8	Assessment Packet #1 3/15 Test Critique Due 3/20
Material Completed Online	Chap. 8	#3 (c)	Aptitude and Achievement Placement Tests Educational Planning Tests College Entrance Exams	4 5 8	Discussion #5 Due 3/27

Material Completed Online	Chap. 9	#3 (d)	Vocational Assessment Interest Inventories Values Scales	4 5 8	Discussion #6 Due 4/3 Assessment Packet #2 3/29
Material Completed Online	Chap. 10	#3 (e)	Personality Appraisal The "Big Five"	4 5 8	Discussion #7 Due 4/10 Assessment Packet #3 4/12
Material Completed Online	Chap. 11	#3 (f)	Assessment with Couples Genograms Structural Mapping	4 5 8	Unit Quiz 3 4/6-4/12
Material Completed Online	Chap. 12	#4 (a)	Clinical Assessment The DSM Diagnostic Implications	4 5 8	Discussion #8 Due 4/17 Assessment Packet #4 4/19
Material Completed Online	Chap. 13	#4 (b)	Using Assessment in Treatment Planning Assessment as Counseling Tool Crisis Intervention Tools Assessing Abuse/Neglect	4 5 6 8	Unit Quiz 4 4/20-4/26
April 24	Chap. 14	#5 (a)	Ethical and legal issues in Assessment Informed Consent Use of Test Results Legislation Related to Testing	4 6 7	Discussion #9 Due 4/24
April 25	Chap. 15 Chap. 16	#5 (b)	Multicultural Issues Assessing Special Populations Computer-Assisted Assessment Data Base Maintenance Computer Scoring Computerized Reports	4 7 8	Paper on Current Assessment Issue 4/25 Discussion #10 Due 5/1 Unit 5 Quiz 5/4-5/10
Finals Week				All	Case Study 5/13 <i>Course Evaluations</i>

## Course Resources

- Annesi, J. J., & Unruh, J. L. (2005). Preliminary validation of an assessment for evaluating administration of a structured exercise counseling protocol. *Perceptual and Motor Skills, 100*, 723-724.
- Brown, M. T. (2000). Blueprint for the assessment of socio-structural influences in career choice and decision making. *Journal of Career Assessment, 8*, 371-378.
- Cofresi, N. I., & Gorman, A. A. (2004). Testing and assessment issues with Spanish-English bilingual Latinos. *Journal of Counseling & Development, 82*, 99-106.
- Darcy, M., Lee, D., Tracey, R. J. G. (2004) Complementary approaches to individual differences using paired comparisons and multidimensional scaling: Applications to multicultural counseling competence. *Journal of Counseling Psychology, 51*, 139-150.
- Dikinson, J., & Tokar, D. M. (2004). Structural and discriminant validity of the career factors inventory. *Journal of Vocational Behavior, 65*, 239-254.
- Efran, J. S., & Balze, E. (2004). Assessment reconstructed? *PsycCRITIQUES, 2004*.
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- Ekstrom, R. B., Elmore, P. B., Schafer, W. D., Trotter, T. V., & Webster, B. (2004). A survey of assessment and evaluation activities of school counselors. *Professional School Counseling, 8*, 24-30.
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- Fitch, D. (2005). Assessment of couples and families: Contemporary and cutting-edge strategies. *Family Journal: Counseling and Therapy for couples and Families, 13*, 510.
- Fouad, N. A., & Mohler, C. J. (2004). Cultural validity of Holland's theory and the strong interest inventory for five racial/ethnic groups. *Journal of Career Assessment, 12*, 423-439.
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- Krane, N. E. R., & Tirre, W. C. (2005). Ability assessment in career counseling. In S. D. Brown and R. W. Lent (Eds.). *Career development and counseling: Putting theory and research to work*, (pp. 330-352). Hoboken, NJ: John Wiley & Sons.
- Kreppner, K. (2005). Family assessment and methodological issues. *European Journal of Psychological Assessment*, 21, 249-254.
- Leong, F. T. L., & Hartung, P. J. (2000). Cross-cultural career assessment: Review and prospects for the new millennium. *Journal of Career Assessment*, 8, 391-401.
- Lucas, M. S. (2004). Problem-solving appraisal in counseling and with different populations. *Counseling Psychologist*, 32, 450-459.
- Luk-Fong, Y. Y. P., & Lung, C. L. (2003). The initial development of an instrument for the evaluation of guidance and counseling services in schools. *School Psychology International*, 24, 292-305.
- McMahon, M., Watson, M., & Patton, W. (2005). Qualitative career assessment: Developing the my system of career influences reflection activity. *Journal of Career Assessment*, 13, 381-394.
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- Vernon, A., & Clemente, R. (2005). *Assessment and intervention with children and adolescents: Developmental and multicultural approaches (2<sup>nd</sup> Ed)*. Alexandria, VA: American Counseling Association.
- Weiner, I. B. (2004). Personality assessment well done. *PsycCRITIQUES, 2004*.

Weiss, D. J. (2004). Computerized adaptive testing for effective and efficient measurement in counseling and education. *Measurement & Evaluation in Counseling & Development*, 37, 70-84.

Wilson, C. J., Deane, F. P., Ciarrochi, J., & Rickwood, D. (2005). Measuring help-seeking intentions: Properties of the general help-seeking questionnaire. *Canadian Journal of Counselling*, 39, 15-28.

### Relevant Dates for Spring 2009

January 20	Classes Begin
February 4	End of Regular Drop/Add Period
February 29	Graduation Application Due
March 14	Spring break begins. No classes next week.
March 23	Course Withdrawal Period Ends
April 11	GS 24 – Oral Exam Results Due
May 8	Classes End
May 11-15	Final Examination Week
May 15-16	Commencement ceremonies