

CSD 5900 - Appraisal

Summer, 2006, Buzzard Hall Room 1445

Instructor: Charles G. Eberly, Ph.D.

Office Information:

2107 Buzzard Hall, 600 Lincoln Avenue, Charleston, Illinois 61920-3099
(217) 581-7235; FAX: 217-581-7800
Office Hours: Tuesday, 10:00 a.m. – 12 N, Wed. 9:00 a.m. – 12 N., and by
appointment.

Home Information:

2609 Sixth Street Circle, Charleston, Illinois 61920-4113
(217) 345-1465; FAX: (217-345-1465/*51

E-Mail: cgeberly@eiu.edu

Webistes: www.ux1.eiu.edu/~cfcge

www.eiu.edu/~eiucsd

www.eiu.edu/~eiucsp

CEPS Unit Theme: Educators as Creators of Effective Educational Environments:
Integrating Students, Subjects, Strategies, and Societies

Catalogue Description

*A study of the selection, administration, scoring and interpretation of standardized tests,
and other assessment techniques used in guidance and counseling programs.*

Course Objectives

At the completion of the course, the student will

- a. understand principles of educational assessment.
- b. understand the types, characteristics, and limitations of assessment instruments.
- c. understand information assessment techniques and procedures.
- d. understand principles of test validity, reliability, and usability.
- e. apply knowledge to test administration, scoring, and measurement concepts.
- f. use assessment results to determine guidance priorities and objectives.
- g. apply skills in student evaluation.
 - g.1. administer, score, and interpret a standardized test.
 - g.2. suggest what to do after the test is interpreted to make purposeful use of the data.
- h. understand issues related to the needs of diverse student populations.

- h.1. multicultural students
- h.s. exceptional students

Course Readings

Whiston, S. C. (2000). Principles and applications of assessment in counseling. Belmont, CA: Wadsworth.

Supplementary Materials

Association for Assessment in Counseling (1989). [Responsibilities of users of standardized tests](#) (rev.) (Available from Chronicle Guidance Publications, Inc., P. O. Box 1190, Moravia, New York 13118-1190) <provided by instructor

APA/NCME/ACA/ASHA. (1988). [Code of fair testing practices](#) . Single copies are available free of charge from the National Council on Measurement in Education, 1230 Seventeenth Street, N.W., Washington, D. C. 20036 (Student are encouraged to write for a free copy).

American School Counselor Association (1998). [Competencies In Assessment and Evaluation for School Counselors](#) . Washington, D.C.: American School Counseling Association.

Other handouts provided by the instructor

Standardized Test File: Students will be involved in actual test selection, administration, scoring, and interpretation, and they will critique the construction and validation of two published instruments. The Department of Counseling and Student Development maintains a collection of standardized instruments for student use. The collection is currently housed in the Department Library, Room 2116, Buzzard Hall. You are welcome to browse through the files at any time I am in the office (most days).

Mathematics review: Those wishing additional help to review statistical concepts are encouraged to read one of the following books:

Amos, J.R., Brown, F. L., & Mink, O. G. (1965). *Statistical concepts: A basic program*. New York: Harper and Row.

Rowntree, D. (1981). *Statistics without tears*. New York: Charles Scribner's Sons.

Kranzler, G., & Moursund, J. (1998). *Statistics for the terrified*. New York: Prentice Hall.

There are also a number of Internet sites which provide measurement tutorials. Among them are the following:

Primary Learning Model

The lecture method (information processing) will be used when applicable, but much of the work of the course will be concerned with actual study of testing instruments themselves. Students will administer, score, and interpret results of tests and other measuring instruments, and do any necessary statistical work associated with interpretation. Students will be asked to share the results of their test reviews with each other in small groups. Thus, hands-on experience via realistic simulations and some group work will also be a feature of the course.

Appraisal is intended to give the candidate in counseling and student development a clear understanding of the use and suitability of appraisal, measurement, and testing instruments. Since a large proportion of the professional counselor's time is devoted to systematically gathering information, skills in this area are of vital importance. The work of this course is intended to probe in some detail the purposes of testing instruments, and to give the counselor a clear understanding of the strengths and weaknesses of the standardized instruments commonly used in agency and educational settings.

Joyce, B., Weil, M., & Showers, B. (1992). *Models of teaching* (4th ed.). Boston: Allyn & Bacon.

Figure 1: Conceptual Framework: Advanced Level (Adopted)

In accordance with the Primary Learning Model: Ecological (Joyce, et. al., 1992), the specialized educational roles of curriculum specialist, master teacher, counselor, and administrator are defined and driven by 81 specific objectives for advanced programs. The objectives build upon the Knowledge and Outcomes for the Basic Programs.

Special Needs:

If you have a documented disability and wish to discuss academic accommodations, please contact the instructor as soon as possible.

Marking

Final marks in the course will be determined as follows. All raw scores will be converted to linear T-scores and weighted in the proportions below to give each person a total weighted T-score. The grade of "A" will be assigned to T-scores of 55 and above, the grade of "B" will be assigned to T-scores from 45 to 54.99. The grade of "C" will be

assigned to T-scores from 35 to 44.99, and T-scores less than 35 will be assigned a "D". If you are unfamiliar with the computation of T-scores, refer to Whiston, pp. 40-41..

Test Evaluation No. 1	12%
Test Administration and Interpretation No. 1	12%
Test Evaluation No. 2	12%
Test Administration and Interpretation No. 2	12%
Chapter Quizzes	06%
Mid-term Examination	23%
Final Examination	23%

Submitting organized, completed work promptly is important. What you do in class is the only sample of the kind of on-the-job performance you will be likely to do in a professional position that I have available for me to observe, and upon which to write job recommendations. Students who initially take an Incomplete mark for the course can expect to earn no higher than a "B" (special, extenuating circumstances do apply, such as death in the family), and they will typically earn a "C" (lack of personal organization is often the major problem).

Due to the fact that the entire course is complete in just six weeks, attendance at all sessions is necessary to be eligible for an "A" mark in the course. Up to two sessions of the course missed, students may receive a "B" mark, but if more than two sessions are missed, the highest mark available will be a "C" mark. Of course, these attendance criteria are set not only to adjust to the course requirements, but to be fair to those individuals who do attend all sessions of the class.

Special Ordering Tests for Review:

As stated above, specimen tests and manuals for many common standardized instruments used in school and agency counseling programs are available for student use in the Department Library, 2116 Buzzard Hall. Students wishing to order commercial assessment instruments from the publisher are encouraged to do so at their own expense. I will co-sign the test user forms (found in the back of each publisher's catalog) as your supervisor. Test User Forms are meant to prevent the unscrupulous use of standardized testing instruments. Test publisher catalogs useful in determining current prices are also available in the CSD test file cabinets and should be consulted for the latest price when the test evaluation assignment (Item II.9.a. of the Test Review Form) is completed. Students wishing to review a specific test instrument should immediately check the Department Test File Catalog to determine if the instrument is available in the Test File for review. If it is not, and you wish to order a specimen set for your review, speak with the instructor and make the arrangements described above early in the course to allow sufficient time for materials to arrive (six weeks). (In Summer School, it is best to fax or use the internet to order the instruments.)

Laboratory Fee

CSD 5900, Appraisal, is a laboratory course in which the "lab materials" are the standardized tests that students consume as they are critically evaluated, administered, and interpreted. As a consequence, there is a \$12.50 laboratory fee charged to each student for the cost of the standardized testing materials used in the course. This money is then used to re-supply the test file for future classes. You will receive a bill from the university. A mark will not be assigned unless the fee is paid.

Course Requirements

[CLICK HERE TO VIEW THE TEST REVIEW OUTLINE FORM](#)

Click Here to view a completed [Model Test Review](#)

Class Session Outline (Tentative)

(Subject to alteration. This current syllabus is modified from the "regular" term to fit summer school requirements.)

June 12, 2006

Circle of Excellence Exercise

Course Orientation, Pre-test, Background Data

Brief History of Testing in Education

Text: Chapter 1 -- *Assessment in Counseling*, Whiston, pp. 3-22.

Handouts: Inventory of Experience with Standardized Test Data

Assessment of Measurement Skills

Course Description and Assignment Outline (download this syllabus from WebCT)

Sample Model Test Review and Test Review Blank (download from links above)

[Code of Fair Testing Practices](#) in Education

[RUST Statement](#) (Revised)

Classifications of Standardized Tests (Contents icon)

Partial List of Uses of Achievement Test Data (Contents Icon)

Text: Chapter 2 -- *Basic Assessment Principles*, Whiston, pp. 24-46.

[Four Levels of Measurement](#)

Handouts: Behavior Checklist (If a handout is not linked, check for it within the Content and Handouts WebCT icons first, then try the Handouts icon).

[Measurement Glossary](#)

Sources of Test Information (find the [Buros Institute](#) on the web and browse the site)

June 14, 2006

Text: Chapter 2 (Continued reading and reflection)
Definitions of Test, Measurement, Assessment, and Evaluation
Using Numbers to Describe People: Working With Test Data
Hypothetical Frequency Distributions
Score Intervals
Statistical Objectives
Standard Deviation Computation
Example of Correlation Computation
The Three-Legged Coefficient (TSB#40)
Z Scores and Percentile Ranks (Contents icon)
Sample Local Test Norms
[Uses of Tests in the Schools](#)
[Assessment and Evaluation](#) on the Internet

June 19, 2006

BY June 21, MAKE A SELECTION OF TWO STANDARDIZED TESTS THAT YOU WISH TO EVALUATE. OBTAIN INSTRUCTOR APPROVAL.

Text: Chapter 3 -- *Reliability* , Whiston, pp. 47-66
Reliability Summary Sheet (Handouts icon)
Possible Sources of Variance on a Particular Test (Handouts icon)
Spearman-Brown Prophecy Formula (Handouts icon)
Handouts: Use of Standardized Test Data
Hypothetical Set of Test Score Data
Internet: What do correlation coefficients [really](#) mean? (This is a rather technical discussion.)
Distribution No. 1
Worksheet Nos. 1 and 2

June 21, 2006

Text: Chapter 4 -- *Validity and Item Analysis* , Whiston, pp. 68-89
Better than chance (TSB#45)
Expectancy Tables: A Way of Interpreting Test Validity (TSB#38)
Handouts: Validity Summary Sheet (Handouts icon)
Derivation: Standard Error of Measurement
Standard Error of Measurement Exercise
Quiz: Practice Test on Validity (**Quiz Icon:** This quiz does not count toward your mark in the course. This quiz on validity will help you review the concepts

involved in validity, and give you practice with the cognitive level of multiple-choice test items that I write. I do not write simple recognition or recall items.)

June 26, 2006

Text: Chapter 5 - Instrument Selection, Administration, Scoring, and Communicating Results - Whiston, pp. 90-110

How to Do a Test Evaluation and Interpretation (in class video presentation)

Guide for Test Interpretation Plan (Contents icon)

Read: [Rawlins, Eberly, and Rawlins](#)

[Tinsley and Bradley](#)

Mehrens and Lehmann (Contents icon)

Handouts: Sources of Information on Standardized Tests

Videotaped Interpretation Feedback Form (Contents icon)

Test Review and Interpretation No. 1: By this time, you should have reviewed the first test that you selected and made arrangements to videotape your test interpretation. Limited hours for CSD 5900 student use of the department lab are available, and on occasion you can use a room in the lab when other instructors are in charge of it if you first check with the instructor. You may use a "client" of your choice or a fellow student in the class. Be certain to have your "client" complete an informed consent form found on the Content page. Contact your instructor to arrange for an appointment in his office to view the videotape with him. He has a VHS video monitor and cassette player in his office. If you do not have a VHS video recorder for home use, and wish to do the video recorded interpretation at home (away from EIU), please make certain your camera can be connected to the television in my office first.

June 28, 2006

Text: Chapter 6 - Initial Assessment in Counseling - Whiston, pp. 111-134

Text: Chapter 7 - Intelligence and General Ability Testing, pp. 135-160

Checklists and Rating Scales

Text: Chapter 8 - Measuring Achievement and Aptitude: Applications for Counseling - Whiston, pp. 162-189

Internet: American College Testing ([ACT](#)) Program

First test interpretation and video due; make an appointment to meet individually with your instructor and have this completed by July 08, 2006. A second video interpretation may not be completed until the first interpretation has been reviewed by the instructor.

Midterm Examination: Chapters 1-7, lecture, articles, and handouts. If formulas are needed, they will be provided in the test materials. Memorization of formulas is not necessary. Knowledge and interpretation of results from use of formulas will be emphasized rather than mere arithmetical computation. WebCT provides an opportunity for students to view their responses after all students have taken the mid-term. Go to the "Quiz" icon, and click on "Midterm Examination." You will have 120 minutes to

complete the exam -- more time than you would have had if this instrument were administered in class.

July 3, 2006

Text: Chapter 9 -- *Assessment in Career Counseling*, Whiston, pp. 190-215
Chapter 10 -- *Appraisal of Personality*, Whiston, pp. 217-245

July 5, 2006

Chapter 11 -- *Assessment in Marriage and Family Counseling*, Whiston, pp. 246-263.

Quiz: [ESP Instrument](#)

Quiz: Hick Intelligence Test (Quiz Icon)

Computer Assisted Career Guidance Systems: Demonstration of C-Lect (Computer- Linked Exploration of Career Planning Software) and ACT Discover.

July 10, 2006

Text: Chapter 12 -- *Using Assessment in Counseling*, Whiston, pp. 270-282.

Text: Chapter 13 -- *Assessment and Diagnosis*, Whiston, pp. 294-311

SECOND TEST CRITIQUE DUE. VIDEO INTERPRETATION WITH THE INSTRUCTOR MUST BE COMPLETED BY JULY 19, 2006.

July 12, 2006

Text: Chapter 14 -- *Issues Related to Assessment with Special Populations*, Whiston, pp. 313-330.

Handout: Federal Guidelines on Testing Exceptionalities

July 17, 2006

Text: Chapter 15 -- *Ethical and Legal Issues in Assessment*, Whiston, pp. 333-348.

July 19, 2006

Text: Chapter 16 -- *Technological Applications and Future Trends*, Whiston, pp. 350-361.

Administering Large Scale Testing Programs
Testing and the Public
Course Wrap

FINAL EXAMINATION due by July 21, 2006. **Examination Content:** Due to the considerable amount of course content, mid-term and final examination content will include material not necessarily discussed explicitly in class, but which was included with the text reading assignments. Go to "Quiz" in WebCT, and click on "Final Examination". You will have 120 minutes to complete the examination. Grades for the six-week summer session are due in the Records Office on July 26, 2006, so there is absolutely NO Flexibility in due dates. **NOTE: I will have my left hip arthroplasty on or about July 26, 2006, so I will be in no condition AT ALL to read late papers / view late videos.**

Return of Student Papers: Students wishing their final papers returned to them should give the instructor a stamped, self-addressed manila envelope at the last class period if papers were not submitted via WebCT. Papers not picked up by students at the beginning of the next semester will be discarded after the end of Summer, 2007.

Selected Bibliography

Books and Monographs

Janda, L. H. (1998). **Psychological testing: Theory and applications**. Boston: Allyn and Bacon.

Periodicals

Baker, S. E. (1981). **School counselor's handbook: A guide for professional growth and development**. Boston: Allyn & Bacon, Inc.

Cannell, J. J. (1988). Nationally normed elementary achievement testing in American's public schools: Now all 50 states are above the national average. **Educational Measurement: Issues and Practice**, 7(2), 5-9.

Daniels, M. H., & Altekruze, M. (1982). Preparation of counselors for assessment. **Measurement and Evaluation in Guidance**, 15 (1), 74-81.

Eberly, C. G., & Cech, E. J. (1986). Integrating computer-assisted testing and assessment into the counseling process. **Measurement and Evaluation in Counseling and Development**, 19(1), 18-26.

Goldman, L. (1972). Test and counseling: The marriage that failed. **Measurement and Evaluation in Guidance**, 4(4), 213-220.

Tinsley, H. A., & Bradley, R. W. (1986). Testing the test: Test interpretation. **Journal of Counseling and Development**, **64**, 462-466.