

"Reflective Professionals Building Learning Communities"

COURSE TITLE

COUN 404 Evaluation Techniques

INSTRUCTOR INFORMATION

name
office
phone
E-mail

COURSE DESCRIPTION

This course focuses on principles of test construction, basic statistical concepts, study of commonly used standardized tests, and other evaluative procedures. Interpretation of test data are an integral part of this course. This course contributes to the Assessment component of the program and is required of all students.

PREREQUISITE

Graduate standing

RECOMMENDED TEXTS

Hopkins, K.D. (1998). *Educational and psychological measurement and evaluation* (8th Ed.). Englewood Cliffs, NJ: Prentice-Hall.

Kaplan, R. & Saccuzzo, D. (2004). *Psychological tests: Principles, applications, and issues* (6th Ed.). Belmont, CA: Wadsworth.

MODE OF INSTRUCTION

Lecture/discussion supplemented with individual exploration

COURSE OBJECTIVES

The objectives of the course support the College of Education Performance Standards #4 Learning Styles, #9 Assessment, and #13 Diversity. (See Appendix A for table of standards.) In addition, these objectives are designed to help students to

1. understand the field of educational and psychological assessment , including the historical and theoretical bases for assessment techniques and methods of interpreting assessment data;
2. distinguish among the methods of establishing validity, including content, construct, and criterion-related validity;
3. understand the methods of establishing reliability, including equivalence and internal reliability;
4. identify major categories of test instruments, including intelligence tests, achievement tests, aptitude tests, personality tests, career inventories, sociometric measures, behavioral observations, and computer-related methods;
5. master basic descriptive statistics, including types of standard scores, measures of central tendency, indices of variability, standard error, and correlation;
6. know the principles for selecting, administering, and interpreting assessment data in counseling, including educational, psychological, and career counseling;
7. understand ethical and legal issues in the use of assessment data in counseling;
8. consider the use of tests with minorities, persons with disabilities, and other special populations; and
9. enable the student to evaluate selected test instruments that are appropriate to his/her counseling area.

REQUIRED PROJECT

Students are required to evaluate a test instrument that is appropriate to their work as counselors and present their findings in a written report. This project satisfies the performance-based assessment component of the course.

STUDENT EVALUATION

Each student will be required to complete a midterm and a final examination covering the material in the text, other assigned readings, and the lecture material presented in class. Grades will be assigned on the basis of the student's performance on the exams and the written test report.

GRADING POLICY

Midterm exam 33% of grade
 Final exam 33% of grade
 Test report 33% of grade

A = 90-99 D = 60-69
 B = 80-89 F = below 60
 C = 70-79

INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this department indicates that an admitted student agrees to self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection and awareness and improvement of interpersonal skills.

ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools (midterm exam, final exam, and written test report) will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP Office, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University policy on services for students with disabilities may be found at <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course.

STUDENT RESPONSIBILITIES

Students are expected to attend all class sessions, read assigned materials, participate in class discussions, submit a written test report, and take midterm and final examinations.

COURSE TOPICS AND SCHEDULE

Week	Topic	Reading	Standard
1	Introduction to measurement and evaluation	Kaplan & Saccuzzo, Chap. 1	CACREP II.K.7.a
2	The normal distribution	K&S, Chap. 2	CACREP II.K.7.c
3	Measures of central tendency and indices of variability	K&S, Chap. 2 (continued)	CACREP II.K.7.c
4	Standard scores	K&S, Chap. 2 (continued)	CACREP II.K.7.c
5	Correlation	K&S, Chap. 3	CACREP II.K.7.c
6	Norm-referenced and criterion-referenced testing	K&S, Chap. 6	CACREP II.K.7.b
7	Reliability	K&S, Chap. 4	CACREP II.K.7.d
8	Validity	K&S, Chap. 5	CACREP II.K.7.e
9	Midterm examination		
10	Intelligence tests	K&S, Chaps. 10-11	CACREP II.K.7.b, g
11	Achievement and aptitude tests	K&S, Chaps. 12-13	CACREP II.K.7.b,g
12	Career and interest inventories	K&S, Chap. 14	CACREP II.K.7.b,g
13	Personality tests; case conceptualization of emotional functioning	K&S, Chaps. 15-16	CACREP II.K.7.b,h
14	Test useability, administration, and interpretation; use of evaluation outcomes to assist clients in making decisions	K&S, Chap. 17	CACREP II.K.7.g
15	Ethical/legal issues in testing; use of tests with minorities, persons with disabilities, and other special populations	K&S, Chap. 18	CACREP II.K.7.f,i

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- Kaplan, R. & Saccuzzo, D. (2004). *Psychological tests: Principles, applications, and issues* (6th ed.). Belmont, CA: Wadsworth.
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Appendix A: Table of Standards

The course objectives for Evaluation Techniques are linked to the following standards. (COE = College of Education; CACREP = Council for Accreditation of Counseling and Related Educational Programs; CORE = Council on Rehabilitation Education.)

COE Performance Standards #4 Learning Styles, #9 Assessment, and #13 Diversity

CACREP II.K.7 = Assessment

CORE C.7 = Assessment

1. understand the field of educational and psychological assessment, including the historical and theoretical bases for assessment techniques and methods of interpreting assessment data;
 - COE Performance Standard #9
 - CACREP II.K.7.a
 - CORE C.7.3

2. distinguish among the methods of establishing validity, including content, construct, and criterion-related validity;
 - COE Performance Standard #9
 - CACREP II.K.7.e
 - CORE C.7.3

3. understand the methods of establishing reliability, including equivalence and internal reliability;
 - COE Performance Standard #9
 - CACREP II.K.7.d
 - CORE C.7.3

4. identify major categories of test instruments, including intelligence tests, achievement tests, aptitude tests, personality tests, career inventories, sociometric measures, behavioral observations, and computer-related methods;
 - COE Performance Standard #9
 - CACREP II.K.7.b and II.K.7.g
 - CORE C.7.6 and 7.9

5. master basic descriptive statistics, including types of standard scores, measures of central tendency, indices of variability, standard error, and correlation;
 - COE Performance Standard #9
 - CACREP II.K.7.c
 - CORE C.7.3

6. know the principles for selecting, administering, and interpreting assessment data in counseling, including educational, psychological, and career counseling;
COE Performance Standard #9
CACREP II.K.7.g II K 7 c
CORE C.7.10 and c.7.11
7. understand ethical and legal issues in the use of assessment data in counseling;
COE Performance Standard #4
CACREP II.K.7.i
CORE C.7.5
8. consider the use of tests with minorities, persons with disabilities, and other diverse populations; and
COE Performance Standard #13
CACREP II.K.7.f
CORE C.7.3 and C.7.4
9. enable the student to evaluate selected test instruments that are appropriate to his/her counseling area.
COE Performance Standard #9
CACREP II.K.7
CORE C.7.12