



PCP 632 Tests and Measurements

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Fall 2008
Tuesdays 1:30 – 4:15 pm

COURSE SYLLABUS

This course is a study of psychometric and sociometric products that are available on the market for counseling practice today. Although students will be exposed to a wide variety of projective and objective psychodiagnostic instruments that are used in clinical practice, it does not necessarily qualify them to purchase, administer, score or interpret *all* these tests professionally. The course will also cover test construction and provide students with first-hand experience in scoring and interpreting test profiles in some commonly used instruments.

COURSE OBJECTIVES

Upon successful completion of this course, the student should be able to:

1. Classify some of the most commonly used psychological tests into the various categories of tests in use.
2. Evaluate the reliability and validity of a published psychological test.
3. Apply correct procedures in the administration, scoring, and interpretation of selected psychological tests and sociometric instruments.
4. Experience taking psychological tests and using the results of these tests to gain personal insight and understand the limitations of psychometric testing.
5. Integrate the knowledge gained from psychological testing with information gained from therapeutic sessions to develop appropriate progress notes, treatment plans and psychosocial reports.
6. Construct a test to measure a psycho-social construct that could be used in formal research.
7. Perform basic statistical operations and understand the role statistics plays in test construction and evaluation.
8. Successfully complete the appraisal portion of the National Counselor Examination.

REQUIRED TEXTBOOK

Drummond, R. and Jones, K.D. (2006). *Appraisal procedures for counselors and helping professionals* (6th ed.). Prentice Hall

In addition to the textbook students will be required to sign a voucher for \$30.00 to acquire psychometric instruments that they will be using in the course. This amount is subject to fluctuation due to price changes by test publishers.

METHODOLOGY

The course will be conducted as a seminar in which all students participate and contribute ideas and concepts. The professor will lecture and students will participate in hands-on demonstrations, classroom discussions and the presentation of projects. There will also be opportunities to interact with some common psychological tests on the market. Tests will be scored, interpreted, critiqued and diagnostic reports will be created. Finally, students will make use of Internet resources and search facilities such as Ebscohost and ERIC.

COURSE REQUIREMENTS

1. Classroom attendance, punctuality and **spontaneous participation** in discussions will be a requirement and will account for 10% of the overall grade.
2. A series of **classroom tests** will be presented as sections of work are completed and will account for 25% of the overall grade.
3. Students will be required to participate in a **practicum** in which they will score a number of tests, interpret the results, and write a report. This practicum will account for 20% of the overall grade.
4. Students will be required to identify and choose from a list provided by the professor, a test in print, psychological inventory, assessment scale or sociometric inventory and that can be used by a LPC in practice. Students will prepare a **5-minute class presentation** on the instruments that they have chosen. The presentation format will be discussed in class.

For test evaluation you can use the *Mental Measurement Yearbooks and Test Critiques*. You can also refer to the periodicals *Journal of Educational Measurement* or *Educational and Psychological Measurement*. All of these resources are available in the library.

The presentation will account for 10% of the overall grade. The grade will be determined by the utility of the information presented, the visual quality of the information presented to the class, and the usefulness of the one-page hand-out which your fellow students will receive from you.

5. A **midterm and final exam** will contribute 15% and 20% respectively to the overall grade of the class.

GRADING PROCEDURES

Here is a summary of the weighted distribution of each element that will contribute to the overall class grade:

Spontaneous classroom participation	10%
Classroom tests	25%
Practicum	20%
Presentation	10%
Midterm	15%
Comprehensive Final Examination	20%

GRADE SYSTEM

Work is Publishable = A+
94% - 100% = A Excellent
90% - 93% = A- Excellent (but)
87% - 89% = B+ Very Good
84% - 86% = B Good Work
80% - 83% = B- Good (but)
77% - 79% = C+ Fair but almost good enough
74% - 76% = C Fair
70% - 73% = C- Just Passable
67% - 69% = D+ Poor but almost made it
64% - 66% = D Poor
60% - 63% = D- Highly questionable

RESOURCES

- Buross Test Critiques Online: <http://buross.unl.edu/buross/jsp/search.jsp>
- ETS Test Collection
- Mental Measurement Yearbooks and database
- Test Critiques Volumes 1 to 10

Websites

Buross Institute of Mental Measurement. This website provides online test locator/reviews.
<http://www.unl.edu/buross/bimm/index.html>

American Educational Research Association (AERA)
<http://www.aera.net>

Association for Assessment in Counseling and Education (AACE)
<http://aac.ncat.edu/index.html>

Joint Committee on Testing Practices
<http://www.apa.org/science/jctpweb.html>

National Board for Certified Counselors (NBCC)
<http://www.nbcc.org>

National Center for Research on Evaluation, Standards, and Student Testing (CRESST)
http://www.cresst.org/products/reports_set.htm

National Council on Measurement in Education (NCME)
<http://www.ncme.org>

No Child Left Behind Act of 2001
<http://www.ed.gov/nclb/landing.jhtml?src=pb>

Quality School Portfolio (QSP)
The QSP was developed by CRESST to meet the needs of The No Child Left Behind Act of 2001 (NCLB) and is now used in more than 1,000 schools, 80 districts, and in all 50 states.
<http://qsp.cse.ucla.edu/>

Research Reports from the National Research and Development Centers
This website provides links to research reports and publications for the 12 National Research and Development Centers of the Office of Educational Research and Improvement.
<http://research.cse.ucla.edu>

The Standards for Educational and Psychological Testing
The Standards were developed jointly by the American Educational Research Association (AERA), American Psychological Association (APA), and National Council on Measurement in Education (NCME) <http://www.apa.org/science/standards.html>

Other Resources

The Educational Testing Service, P.O. Box 6736, Princeton, New Jersey 08541-6736 has a wide variety of resources that may be valuable to you.

The Instructional Objectives Exchange, 5420 McConnell Avenue, Los Angeles, California 90066-7028 has several videotapes on educational testing in today's schools.

- A Parent's Guide to Standardized Tests
- Making Sense Out of Standardized Tests
- Norm Referenced Tests
- Criterion Referenced Measurement
- Teaching and Testing

ORYX, 4041 North Central and Indian School, Phoenix, Arizona 85012-3397 has published the ETS Test Collection Catalog

- Volume 1 Achievement Tests and Measurement Devices
- Volume 2 Vocational Tests and Measurement Devices
- Volume 3 Tests for Special Populations
- Volume 4 Cognitive Aptitude and Intelligence Tests

Volume 5 Attitude Tests
Volume 6 Affective Measures and Personality Tests

The National Council on Measurement in Education (NCME), 1230 17th Street, NW, Washington, DC 20036-3087 besides publishing the *Journal of Educational Measurement* also publishes a journal for practitioners, *Educational Measurement: Issues and Practices*.

Phi Delta Kappa, P.O. Box 789, Bloomington, Indiana 47402-0789 publishes a series of publications on current issues in education, among them *Exemplary Practices* and *Hot Topics*. Two recent publications of interest to counselors are

Test Anxiety
Test Wiseness

The American Council on Education has published a series of reference books on educational measurement. The current volume is

Linn, R.L. (1989). *Educational Measurement* (3rd Ed.). New York: Macmillan.

The American Counseling Association has as one of its divisions the Association for Assessment in Counseling.

The American Psychological Association, Division 5 Evaluation, Measurement, and Statistics publishes a quarterly newsletter which presents columns on what is new as well as short articles on contemporary topics.

This syllabus was prepared by Dr. Johan Mostert on June 30, 2008 and is subject to slight alterations as the semester progresses.