

**MURRAY STATE UNIVERSITY**

**DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING**

**COURSE PREFIX: CNS**

**COURSE NUMBER: 683**

**CREDIT HOURS: 3**

**I. TITLE:** Tests and Measurements

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

The selection, administration, and uses of psychological tests are discussed with emphasis on application in various settings, legal/ethical issues, and measurement concepts. Usually taken within the first nine hours. (Same as PSY 683.)

**Prerequisite(s):** none

**III. COURSE OBJECTIVES**

The course will provide the knowledge and skills in understanding, selecting, scoring, and interpreting individual and group administered psychological and educational tests. An additional purpose is to provide the understanding of basic statistical constructs and test construction principles in order to critique the appropriateness of available psychological and academic achievement tests. NASP School psychology standards are in parentheses. CACREP Section II Standards (2009) are in brackets.

- A. Have an understanding of the role of measurement, testing, and evaluation, their social, legal and ethical implications, and the associated professional codes of ethics (2.1, 2.3, 2.8., 2.9. , 2.10) {G7a, G7f, G7g; SC H.1,2,3,5; CMHC G.1,2}
- B. Understand the principles and methods of test construction and administration (2.1, 2.9)[G7b; CMHC K.4].
- C. Develop skills in summarizing and interpreting measurements, including the statistics required for the presentation, analysis, and interpretation of numerical data (2.1, 2.9)[G7c). SC H.1,2,3,5; CMHC G.1,2]
- D. Have knowledge of evaluating tests and measurements through the study of reliability and validity (2.1, 2.9)[G7d, G7e).
- E. Understand how to select, evaluate, and use standardized tests, including intelligence, aptitudes, achievement, interests, attitudes, values, and personality instruments (2.1, 2.3, 2.4)[G7f. SC H.1,2,3,5; CMHC H.1, G1, K.4]
- F. Be able to identify and discuss current issues, trends, biases, and concerns in the measurement field (2.1, 2.8)[SC H.1,2,3,5; CMHC G.1, H.1]
- G. Be aware of the central role assessment plays in KY System of Interventions, special populations, and appropriate services [SC H.4].
- H. Special educational referral process (2.1, 2.3, 2.4, 2.8)[SC H.4]

**Note: This course addresses Section III (Applied Psychological Foundations) and Section V (Ethical and Legal Issues) on the School Psychology Praxis Examination (#5402)**

**IV. CONTENT OUTLINE:**

- A. History of tests and measurement
- B. Statistical concepts
- C. Measurement Concepts: validity, reliability and bias
- D. Methods for selecting tests, test construction and interpretation
- E. Types of testing: Intelligence, IQ testing, achievement, and personality
- F. Special education laws
- G. School psychology and Counseling laws and ethics

**V. INSTRUCTIONAL ACTIVITIES:**

- A. Lecture and class discussion on theory and application.
- B. Hands-on review, critique, evaluation, and use of standardized tests and published materials.

- C. Study of statistics, including the application, use, and understanding of specific formulas/concepts assessing central tendency, variability, correlation.
- D. Read, review, and critique professional journal articles.
- E. Application of professional ethics.

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

Students will test persons outside of the classroom.

**VII. TEXT AND RESOURCES:**

- A. Required Text:  
Settler, J. (2008). *Assessment of children: Cognitive foundations* (5<sup>th</sup> ed.). Author.
- B. Resources:  
National Association of School Psychologists (2008). *Best practices in school psychology*-5<sup>th</sup> ed), Author.  
American Counseling Association. (2014). *ACA Code of Ethics 2014*. Alexandria, VA: Author.
- C. Websites:  
Kentucky System of Interventions  
ASCA  
ACA  
NASP

**VIII. EVALUATION AND GRADING PROCEDURES:**

- A. Course Requirements:  
Grades in this course will be based upon the individual's performance on objective tests and assignments/projects. Participation in class discussions and projects are expected. Projects turned in late without clearance from the instructor will be penalized.

Examinations (2)	100 points each
Quizzes (2)	25 points each
*Assignments/Projects (3)	<u>25 points each</u>
	325 points total

- B. Grading Scale:  
A = 292 points  
B = 260 points  
C = 227 points

\*These will be discussed in class

**FLAG SYSTEM/CONTINUOUS ASSESSMENT**

Student progress, throughout the counseling and school psychology preparation programs, is continuously assessed. Appropriate professional characteristics and demeanors, in addition to performance on course examinations and case studies, are assessed. Characteristics and demeanors of interest include punctuality, meeting deadlines, and ability to accept and benefit from supervisory feedback. Positive and negative flags are submitted to the chair of the department program and are discussed with faculty and the end of every semester. Negative flags are carefully reviewed to make the determination as to whether a student should be dismissed from the program or if a professional development plan will be designed for the student's progress towards program completion.

**IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Regular attendance is expected. Discuss any absence with the instructor. All required work and activities must be completed. Only under unusual extenuating circumstances will missed or late

examinations and projects be accepted. More than one absence may result in a letter grade reduction.

**X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

**Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations

34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

**CAVEAT ON TESTING ASSIGNMENT 1**

The cognitive and achievement tests used for assignment 1 are obsolete tests. The purpose of assignment 1 is teach the *concepts* we've covered to this point—not to teach you how to administer, score, and interpret specific cognitive and achievement tests.

**CACREP Counseling Program Specifics for CNS 683**

<b>Clinical Mental Health Counseling Objectives:</b>		<b>Assessment</b>
Assessment H.1	Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	Discussion, Exams, Quizzes, Assignments, Projects
Assessment G.1	Knows the principles models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans	Discussion, Exams, Quizzes, Assignments, Projects
Assessment G.2	Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status exams, symptom inventories, and psychoeducational and personality assessments	Discussion, Exams, Quizzes, Assignments, Projects
Assessment K.4	Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations	Discussion, Exams, Quizzes, Assignments, Projects
<b>School Counselor Objectives</b>		<b>Assessments</b>
Assessment G1	Understands the influence of multiple factors that may affect the personal, social, and academic functioning of students.	Discussion, Exams, Quizzes, Assignments, Projects
Assessment H1	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Discussion, Exams, Quizzes, Assignments, Projects
Assessment H2	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	Discussion, Exams, Quizzes, Assignments, Projects
Assessment H3	Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	Discussion, Exams, Quizzes, Assignments, Projects
Assessment H5	Assesses barriers that impede students' academic, career, and personal/social development.	Discussion, Exams, Quizzes, Assignments, Projects
Assessment H.4	Makes appropriate referrals to school and/or community agencies	Discussion, exams, quizzes

**TENTATIVE COURSE SCHEDULE**  
**Counselor standards are in brackets**

<u>Date</u>	<u>Subject</u>	
8/23	Syllabus review; History/Models Measurement/Statistical concepts [SC H.1,2,3,5; CMHC G.2]	Ch. 1, 2, 4
8/30	Statistical concepts [SC H.1,2,3,5; CMHC G.2]	Ch. 4
9/6	Labor Day—no class	
9/13	Statistics continued; Normal curve [SC H.1,2,3,5; CMHC G.2]	Ch. 4
9/20	<b>Quiz 1</b> (meas./stats notes) Measurement concepts; validity & reliability; bias [SC H.1,2,3,5; CMHC H.1, G.1, K.4]	
9/27	Measurement continued Selecting Tests; Test construction; test interp [SC H.1,2,3,5; CMHC H.1, G.1, K.4]	Ch. 7, 8
10/4	Intelligence Testing [SC H.1,2,3,5; CMHC H.1., G.1, K.4]	cont
10/11	IQ Testing continued	cont
10/18	<b>Test 1</b>	
10/25	Special Educational laws; ethics [ASCA ethics]	Ch. 3
11/1	Achievement testing; Curriculum-Based Assessment; Review achievement tests; Review assignment 1	Handouts
11/8	<b>Assignment 1 due Aptitude and Achievement test administration and report</b> ; Career/Vocational testing; Personnel Selection; Review vocational interest tests [CMHC H.1; G.1, 2]	
11/15	Response to Intervention models; Review assignment 2 Kentucky System of Interventions [SC H.4]	KSI materials
11/22	To be announced; <b>Assignment 2 Due: Vocational interest and Personality test with report</b> [CMHC H.1; G.1, 2]	
11/39	<b>Quiz 2</b> (IQ and Achievement notes)	

Personality Testing; Multicultural issues in  
assessment [CMHC K.4]

Handouts  
Ch. 5

12/6

Assessment of child adjustment; Interviews and observations as  
assessment tools; **Assignment 3 Due: ARC visit and interview with  
report; Test 2**  
[CMHC H.1; G.1, 2]

### Test Administration Guidelines

#### Examinees:

1. Try to test one male and one female. You will need one cooperative elementary to middle school-aged child for Assignment 1 and one high school student for Assignment 2. Assignments 1 and 2 will take about hours 2 of face-to-face time with the student.
2. All examinees must be volunteers, and you must secure parent permission (see attached) before testing children. Do not represent yourself as a representative of Murray State University or the Department of Educational Studies, Leadership and Counseling.
3. No persons, except you, other students in the class as needed, and the instructor are to know the score of any examinee. You must inform parents before you test that test results cannot be disclosed to them. General comments, such as "she's doing well" (or "did well") should not be made. Tell the parents that you are simply learning how to administer the test and are not sure how reliable the test results will be. You can also emphasize in recruiting examinees that the session will be an interesting and challenging learning experience. Emphasize to parents that most children find the experience a pleasant and positive learning opportunity for their child.
4. You are to make no recommendations for psychological, educational, or medical treatment to the examinee (or parents) based on your evaluation. You will be expected, however, to make interpretations and recommendations in reports to or discussions with the instructor. If you have difficulty coping with an anxious parent or examinee that is pressing you for advice, consult the instructor.
5. Do not test your own children, parents, or spouse. However, you may exchange children, friends, and relatives with classmates. On the test booklet, designate examinees by their first name only.
6. **You must not test examinees before you are instructed to do so. Protocols and reports are due on specific days. Late protocols/reports will be penalized unless cleared with the instructor.**

#### Reports and Response Booklets:

1. Test booklets will be provided.
2. Always attach the completed Consent form to the front of the protocol and the Report Scoring Guide (to be provided) to the front of each report. All materials must be turned in in an envelope to protect confidentiality of the examinee.
3. Keep reports, protocols, and test materials in a safe place. You are responsible for the test kit.
4. Record all examinee responses neatly and clearly using pencil. Scoring cannot be checked unless the record booklet is legible.
5. The specific protocol and report scoring guidelines will be discussed in class.

**CONSENT FOR TEST ADMINISTRATION**

I give permission for my child to be administered the individual tests listed below:

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I fully realize that \_\_\_\_\_ is taking a testing course, which is designed to help him/her become proficient in administering, scoring, and interpreting various tests. Because the student is gaining experience, I acknowledge that the test results may be invalid and that the student will not be reporting any results to me.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

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\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

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\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date