I. Title: Tests and Measurements
II. Catalog Description: The selection, administration, and uses of psychological tests are discussed with emphasis on application in various settings, legal and ethical issues, and measurement concepts. Usually taken within the first nine hours.
III. Purpose: The purpose of the course is to 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.
IV. Course Objectives (School psychology standards are in brackets. New counselor standards are in parentheses; EPSB standards are in Italics. Experienced Teachers Standards are underlined)
   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 [4,5] (C,2). Diversity, Ethics 6
   B. Understand the principles and methods of test construction [4](7). Diversity, Assessment
   C. Develop skills in summarizing and interpreting measurements, including the statistics required for the presentation, analysis, and interpretation of numerical data 3](7).Diversity, Assessment, Leadership 1,7,8
   D. Have knowledge of evaluating tests and measurements through the study of reliability and validity [4](4,6). Diversity 7
   E. Understand how to select, evaluate, and use standardized tests, including intelligence, aptitudes, achievement, interests, attitudes, values, and personality instruments [3,4](3,4). Literacy
   F. Be able to identify and discuss current issues, trends, and concerns in the measurement field [1,5](7). Diversity, Leadership
   G. Be aware of the central role assessment plays in KERA’s Learning Experiences and have an understanding of performance assessments and portfolio assessments [1,2,3]. Diversity

Note: This course addresses Section III (Applied Psychological Foundations) and Section V (Ethical and Legal Issues) on the School Psychology Praxis Examination (#0400)

V. Content Outline: See attached

VI. 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.
VII. Field and Clinical Experiences: Students will test persons outside of the classroom

VIII. Resources:


IX. Grading and Evaluation procedures:
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.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Examinations (2)</td>
<td>100 each</td>
</tr>
<tr>
<td>Quizzes (2)</td>
<td>25 each</td>
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<tr>
<td>*Assignments/Projects (3)</td>
<td>25 each</td>
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<td></td>
<td>325 total</td>
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“A” = 292 pts
“B” = 260 pts
“C” = 227 pts

*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.

X. Attendance Policy:
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 examinations and projects be accepted. More than one absence may result in a letter grade reduction.
XI. Academic Honesty Policy:
Academic dishonesty will result in a 0 for the activity and will result in a “flag.” This includes sharing or copying reports from classmates, former students, or others. Subsequent violations will result in course failure or dismissal from the program.

XII Text and References:
There is no text for this class, although Drummand, R. J. (2004). Appraisal Procedures for Counselors and Helping Professionals, 5th Edition, Merrill/Prentice-Hall will be consulted.

XIII. Prerequisites: None

XIV. Statement of Affirmative Action and Equal Opportunity
Murray State University does not discriminate on the basis of race, color, national religion marital status, age, disability in employment, admission, or provision of services, programs and activities, and provides, upon request, reasonable accommodation including services necessary to afford individuals with disabilities and equal opportunity to all programs and activities. For information regarding non-discrimination policies contact Equal Opportunity, (270)-809-3155.
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 I and one high school student for Assignment 2. Assignments 1 and 2 will take about hours 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) on the basis of 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 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:

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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