

Syllabus for
GCSL 724—Testing and Assessment I
3 Credit Hours
Spring 2016

I. COURSE DESCRIPTION

An introductory course in assessment terminology, history, and procedures in a multicultural society. Presents knowledge and skills in appraising of children and adolescents in terms of their cognition, aptitude, achievement, learning disability, neuropsychology, environment, and personality. Emphasizes using various forms of assessment, instead of standardized testing.

Prerequisites: None.

Course Fees: Test fee, \$40; background check, \$25.50; liability insurance, \$15.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Acquire a historical and functional perspective in the field of assessment. (CMHC, G. 7a)
- B. Gain an awareness of the technical, legal, ethical, and social issues associated with assessment practices. (CMHC, G. 7g)
- C. Learn the guidelines for selecting, administering, scoring, interpreting assessment techniques, and reporting assessment data associated with children and adolescents. Become familiar with some of the major tests, assessment tools and techniques, their purposes, construction, strengths, and weaknesses, including norm-referenced and criterion-referenced assessment, individual and group tests and inventory methods, psychological testing, and behavioral observations. (CMHC, G.7b, 7f, 7g)
- D. Become familiar with the use of techniques in making eligibility, classification, and intervention decisions. (CMHC, G. 7b, 7g)
- E. Gain knowledge of basic concepts of standardized testing and other assessment techniques, including statistical concepts such as scales of measurement, measure of central tendency, indices of variability, shapes and types of distributions and correlations. (CMHC, G.7c)
- F. Distinguish the difference between the various aspects of reliability and validity (CMHC, G. 7d, 7e)

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Demonstrate through examination knowledge of the history and functional perspective of assessment
- B. Discuss and demonstrate knowledge through examination of ethical and legal issues pertinent to the area of tests and assessments

- C. Discuss and demonstrate in class through examination and practice, knowledge of an understanding of the basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-reference assessment, individual and group tests and inventory methods and behavioral observations.
- D. Discuss and demonstrate through examination the knowledge necessary to distinguish among the various aspects of reliability and validity.
- E. Discuss in class and demonstrate through examination an understanding of the basic concepts of standardized and non-standardized testing and other assessment techniques, including statistical concepts such as scales of measurement, measure of central tendency, indices of variability, shapes and types of distributions and correlations.
- F. Demonstrate the ability to follow the guidelines for selecting, administering, scoring, and interpreting assessment techniques by giving two batteries of tests and writing assessment reports of a child and an adolescent in order to enhance the students ability to develop the techniques for making eligibility, classification, and intervention decisions.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Salvia, John, James Ysseldyke, and Sara Bolt. *Assessment in Special and Inclusive Education*. 13th ed. Boston: Houghton Mifflin, 2016. ISBN: 978-1111833411

Erford, Bradley. *Assessment for Counselors*. 2nd ed. Independence, KY: Wadsworth Publishing, 2013. ISBN: 9780840028617

2. Other None

B. Optional Materials

1. Textbooks

Frick, P. J., C. T. Barry, and R. W. Kamphaus. *Clinical Assessment of Child and Adolescent Personality and Behavior*. New York: Springer, 2009. ISBN: 9780387896427

Salkind, Neil J. *Tests and Measurements for People Who (Think They) Hate Tests and Measurements*. Thousand Oaks, CA: Sage, 2005. ISBN: 9781412913645

2. Other

Sattler, Jerome M., and Robert D. Hoge. *Assessment of Children: Behavioral and Clinical Foundations*. 6th ed. San Diego: Jerome M. Sattler, 2014. ISBN: 9780970267139

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Graduate School of Theology and Ministry Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

- a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and will be penalized for them according to the attendance policy.
- b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the Graduate School of Theology and Ministry . Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

- a. Students will receive one letter grade reduction after missing more than two weeks of classes.
- b. Students who miss more than one month of classes will fail the course.
- c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- e. Students are expected to be prompt for classes.
- f. Students are expected to remain for the entire class session.
- g. Leaving early without permission constitutes an absence.

5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these

services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. Grading:

Test Review	100 points
Comprehensive Exams (3)	300 points
Assessment Reports (2)	<u>200 points</u>
Total	600 points
- b. Grading scale:
 - A=540-600 points
 - B=480-539 points
 - C=420-479 points
 - D=360-419 points
 - F=359 points and below

2. Whole Person Assessment Requirements

- a. All students entering the seminary are required to enroll in PRFT 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
- b. WPA requirements for this course:
 - i. All students, regardless of degree program, must submit The Assessment Reports for GCSL 724 to the course professor on ePortfolio, on the same date the assignment is also due in class.
 - ii. Failure to correctly submit designated artifact assignments on time to the course professor on ePortfolio will result in an incomplete grade for the course. When a student submits the missing artifact to the professor on ePortfolio, he or she may fill out a change of Grade Request with all relevant information and submit it to the course professor for approval and final grade change.

3. Other Policies and/or Procedures

- a. Test presentation and review:

The test presentation and review is a jigsaw learning activity. The student presents and reviews one test from a provided list and demonstrates the administration, scoring, and interpretation of the instrument. The student receives a handout addressing the format of the review and must turn in a 2- to 3-page summary for grading and distribution to classmates. The student presents the instrument and personal review to the class on the due date noted on the class sign-up sheet.
- b. Comprehensive exams:

Students are given three comprehensive exams, each worth a total of 100 points. All exams may have multiple choice, short answer, and essay questions. Students receive the essay questions prior to each test in order to know what to focus on during the personal review.
- c. Assessment reports:

Two assessment reports are completed by each student. Each is a comprehensive report of a child's or an adolescent's intellectual achievement and emotional and social behavior, as indicated by the

reason for referral. Each student must conduct a pre- and post-assessment interview with the parents of each child or adolescent. Drafts of each student's reports may be turned in prior to the due date for feedback before the report is graded.

VI. COURSE CALENDAR

Date	Topic	Assignment
1/7/16	Introduction and Overview of Course Basic Assessment Concepts	Erford, pp. 1-30
1/14/16	Historical Foundations and Perspectives of Assessment	Erford, pp. 31-46
1/21/16	Legal, Ethical, and Diversity Foundations and Perspectives in Assessment	Erford, pp. 47-71 Salvia/Ysseldyke/Bolt, pp. 24-34
1/28/16	How Tests Are Constructed	Erford, pp. 73-98
2/4/16	Selecting, Administering, Scoring, and Interpreting Assessment Instruments and Techniques	Erford, pp. 99-127
2/11/16	Reliability	Erford, pp. 129-146
2/18/16	Validity	Erford, pp. 147-166
2/25/16	Exam I	
3/3/16	Assessment of Intelligence	Erford, pp. 261-293 Salvia, et. al., pp. 192-218
3/10/16	Personality Assessment	Erford, pp. 217-245
3/24/16	Behavioral Assessment Assessment Report 1 Due	Erford, pp. 247-260 Salvia, et. al., pp. 70-85
3/31/16	Exam II	
4/7/16	Assessment of other Aptitudes Assessment of Achievement	Erford, pp. 295-316 Erford, pp. 317-349
4/14/16	Using Measures of Perceptual and Perceptual-Motor Skills Using Measures of Social and Emotional Behavior	Salvia, et. al., pp. 219-227 Salvia, et. al., pp. 228-242
4/21/16	Last Day of Class Using Measures of Adaptive Behavior Using Test Adaptations and Accommodations Assessment Report II Due Final Exam (April 23-April 29)	Salvia, et. al., pp. 243-244 Salvia, et. al., pp. 250-260

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

Master of Arts in Christian Counseling

GCSL 724—Testing and Assessment I

Dr. James Norwood, Instructor

Spring 2016

This course contributes to student learning outcomes for the Master of Arts in Christian Counseling degree as indicated below:

Significant Contribution—Addresses the outcome directly and includes targeted assessment.

Moderate Contribution—Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution—Addresses the outcome indirectly and includes little or no assessment.

No Contribution—Does not address the outcome.

Degree Program Outcomes		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Theology/Philosophy of Counseling				
	Develop a cohesive theology of counseling with theological reflection on the complexities of the counseling process, emphasizing Spirit-directed change.			X	
2	Assessment Techniques				
	Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.	X			
3	Clinical/Theoretical Diagnostic Appraisal				
	Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.		X		
4	Treatment Plans in Response to Diagnosis				
	Display the ability to develop relevant treatment plans in response to specific diagnoses and the skill to implement them in the context of a therapeutic relationship.		X		
5	Research Skills and Methodologies				
	Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.		X		
6	Professional Code of Ethics				
	Demonstrate awareness of professional codes of ethics and the ability to apply those codes to ethical dilemmas.	X			