# Course Description

This course provides students with an understanding of assessment, evaluation, and measurement in counseling practice. Emphasis will be placed on the concepts underlying psychological testing and interpretation. Students will develop skills in the selection, administration, and interpretation of assessment tools used to evaluate client issues and functioning. The overall goal is the development of critical thinking in the informed use of assessment methods.

**University Learning Outcomes (ULO)**

For full descriptions of the University Learning Outcomes please refer to the catalog.

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1**: Determine the criteria for selecting assessments.
* **CLO2**: Determine how to score and interpret assessments.
* **CLO3**: Analyze ethical issues in administering and interpreting assessments.

**Student Expectations**

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

Drummond, R. D., & Jones, K. D. (2010) [*Assessment procedures for counselors and helping professionals*](http://www.pearsonhighered.com/educator/product/Assessment-Procedures-for-Counselors-and-Helping-Professionals/9780137152520.page) (7th ed). Pearson.

ISBN: 9780137152520

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Participation | 1 | <insert due date> |
|  | Interview Questions | 1 |  |
|  | Setting Observation | 2 |  |
|  | Article Review | 3 |  |
|  | Resource List for Counselors | 2 |  |
| **Week 2** | |  |  |
|  | Participation | 1 |  |
|  | Policies and Procedures | 1 |  |
|  | Normal Curve | 2 |  |
|  | Chronological Age | 2 |  |
|  | Week 2 Quiz | 10 |  |
| **Week 3** | |  |  |
|  | Participation | 1 |  |
|  | Choosing an Assessment | 1 |  |
|  | Presentation on Interview with School Counselor | 3 |  |
|  | Interpreting a Testing Manual | 3 |  |
|  | Week 3 Quiz | 10 |  |
| **Week 4** | |  |  |
|  | Participation | 1 |  |
|  | Intelligence, Achievement, and Aptitude | 1 |  |
|  | Giftedness | 2 |  |
|  | Historical Perspectives | 2 |  |
|  | Test Protocol | 5 |  |
| **Week 5** | |  |  |
|  | Participation | 1 |  |
|  | CISS Scores | 2 |  |
|  | Gifted Policies and Procedures | 2 |  |
|  | Gifted Scenario | 3 |  |
|  | Presentation on Assessment (due Week 5, 6, or 7) | 10 |  |
| **Week 6** | |  |  |
|  | Participation | 1 |  |
|  | ADHD Screening | 2 |  |
|  | 504 Plan | 3 |  |
|  | Providing Feedback | 5 |  |
| **Week 7** | |  |  |
|  | Participation | 1 |  |
|  | Factors Affecting Test Scores | 1 |  |
|  | High-Stakes Testing | 2 |  |
|  | Self-Assessment | 3 |  |
|  | Observation | 10 |  |
| **Total Points** | | **100** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Interviews and Observations; Child Abuse, Sexual Abuse, and Suicide Prevention** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the usage and types of interviews and behavior observations. | | CLO1, CLO3 | |
| * 1. Describe current research on child abuse, sexual abuse, and suicide intervention and prevention.   2. Evaluate community and national counseling resources to address such issues as child abuse, sexual abuse, suicide intervention and prevention, and crisis intervention.   3. Determine how to find and apply appropriate policies and procedures that dictate how to respond to a child with suicidal ideations. | | CLO1, CLO2, CLO3  CLO1, CLO2, CLO3  CLO1, CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 1, 2, & 13 of *Assessment Techniques*. | | 1.1, 1.2, 1.4 |  |
| **Observation Resources**  **Review** the following:   * Interviews * Interval observations * Writing a narrative observation * Practical tips for observations   **Examine** the image included with the [APW Implements Responsive Classroom to Grades K–6](http://oswegocountytoday.com/apw-implements-responsive-classroom-to-grades-k-6/) article.  **Read** Sample Setting Observation. | | 1.1 |  |
| **Tutorials**  During this course, you will be asked to use various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Technology Tutorials** button from the menu on the left to view the available tutorials. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback located at <http://www.elwraydesign.com/feedback>. | | N/A | N/A |
| **Interview (Preparation)**  This course includes an interview with a school counselor, due in Week 3. This interview can be conducted by phone or in person. You will summarize and reflect on the interview in a presentation in Week 3. Review the requirements of the interview and presentation in Week 3, and begin preparing for this assignment. | | 3.4 | N/A |
| **Observation (Preparation)**  This class includes a 30-minute observation of a child in a school environment, due in Week 7. This observation can be conducted between Weeks 1 and 6. You will present your observation findings in a paper due in Week 7. Review the requirements of the Observation Write-Up in Week 7 and begin preparing for this assignment.  **Note.** You most likely will need your clearance to enter a school as well as a form of identification. A formal Request for Observation letter is provided if your school district requires one. | | 1.1 | N/A |
| **Presentation on an Assessment (Preparation)**  This course includes a presentation on an assessment tool, due in Week 5, 6, or 7. You will summarize and explain your selected assessment in the week indicated below. Review the requirements of the Presentation on an Assessment in Week 7, and begin preparing for this assignment.  **Sign up** for one of the assessment choices by placing your name in the *Assigned To* column of the Presentation on an Assessment Wiki by Sunday. Assessments are first come, first served. If someone else’s name is already entered in the Wiki, you must choose another assessment. Note that presentations are due in the weeks indicated.  Week 5: Intelligence Tests   * \*Kaufman Brief Intelligence Test, Second Edition - KBIT 2 * \*Slosson Intelligence Test - SIT-R * Wechsler Scale of Abbreviated Intelligence –Second Edition- WAIS II * The Wechsler Intelligence Scale for Children - Fourth Edition - WISC IV   Week 6: Achievement Tests   * The Wide Range Achievement Test 4 (WRAT4) * Kaufman Test of Educational Achievement, Third Edition (KTEA™-3) * Wechsler Individual Achievement Test®-Third Edition (WIAT®-III) * Young Children's Achievement Test (YCAT) * Bracken School Readiness Assessment - Third Edition (BSRA-3)   Week 6: Gifted Tests   * Otis-Lennon School Ability Test®, Eighth Edition (OLSAT 8®) * Screening Assessment for Gifted Elementary and Middle School Students, 2nd Ed. (SAGES-2) * Gifted Rating Scales (GRS)   Week 6: Adaptive Scales   * \*Adaptive Behavior Assessment System Second Edition - ABS-S:2 * \*Vineland Adaptive Behavior Scales—Second Edition (VINELAND–II)   Week 7: Behavioral Scales   * Conners 3rd Edition * \*Behavior Assessment System for Children, Second Edition (BASC-2) * \*Behavior Rating Inventory of Executive Function®–Preschool Version (BRIEF®-P) * Reynolds Adolescent Depression Scale-2 * Gilliam Autism Rating Scale, 3rd Ed. - GARS 3   Week 7: Career and Vocational Tests   * Self-Directed Search® (SDS®), 5th Edition * Career Assessment Inventory™- The Vocational Version (CAI) * Workplace Personality Inventory - II(WPI-II)   *You may select another assessment with instructor approval.*  **Note.** \* denotes that test manual is located in the Keiss Library. | | 4.3 | N/A |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| **Read** the Sample Narrative Observation. | |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Interview Questions**  **Review** <http://www.montcocares.org/>  **Consider** the following scenario:  A 10th-grade high school English teacher, Mrs. Jones, just called you to let you know that one of her students stated that she would be “better off dead” and that she “wished she would die.” It is Friday afternoon, and school is dismissing within the hour. The teacher continues to tell you that Jessica has recently withdrawn from her peers and her school activities. Her grades have dropped and her parents are divorcing. Mrs. Jones has been worried about Jessica but thought it was a “typical teenage thing,” as she had just broken up with her boyfriend. Mrs. Jones also stated that Jessica is really a sweet young lady, and that she just recently went out of her way to thank Mrs. Jones for being a mentor to her in a letter.  **Respond** to the following questions in the Interview Questions forum by Thursday:   * What should you do? How do you ensure that you are taking the right steps? * What type of interview would you conduct? What types of questions would you ask Jessica? * Does Jessica leave at dismissal? Do you contact her parents? What would you tell them? What would you recommend? * How do symptoms associated with depression affect Jessica’s personal, social, and academic life?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | | 1.1, 1.4 | Problem Solving: **2 hours** |
| **Setting Observation**  **Review** the Observation Resources.  **Go** to <http://www.teachertube.com/>, and find video of children in a classroom setting. Watch for 1–2 minutes to gather enough information to write a descriptive paragraph of the setting and factors that could influence the child you are observing.  **Write** a one-paragraph description of the classroom setting in terms specific enough that the reader can clearly picture the learning environment. Any relevant environmental factors that could influence the child should also be described, as well as the location of child in relation to the environment. Include the date, time, setting, and type of activity. Improvise if the needed information is not readily available.  **Post** your paragraph, and include a link to the video in the Setting Observation Wiki by Thursday.  **Read** at least two of your classmates’ paragraphs, and then compare the writing to the videos. If a classmate already has feedback, chose another submission so everyone can receive feedback.  **Provide** feedback on the wiki as to how detailed and accurate the description is by Saturday. Were you able to picture the classroom from the description? Was there something in the description that confused you? What was clearly presented?  **Revise** your own paragraph, if warranted by the feedback you receive from your classmates, by Sunday.  **Note.**To receive credit for the feedback portion, post your name with your feedback. | | 1.1, 4.4 | Wiki: **2 hours** |
| **Article Review**  **Select** a peer-reviewed journal article from the Keiss Library on one of the topics below. Articles should be less than 3 years old.   * Child abuse * Sexual abuse * Suicide intervention or prevention   **Write** a 150- to 350- word analysis of the article, in which you address the following:   * Briefly summarize the article * What did you find surprising? What did you learn? * How can this information help you in your role as a school counselor?   **Include** an APA formatted citation for your selected article.  **Submit** your analysis to Blackboard by Sunday. | | 1.2 | Private Post: **.5 hours** |
| **Resource List for Counselors**  **Conduct** research into both national and local resources that can be given to students, parents, or staff members on a topic of interest to you.   * Suicide intervention * Child abuse * Sexual abuse * Depression * Crisis intervention * Hotlines * Mobile response units * Any type of support groups or mental health disorder * Grief   **Select** two to three resources that are appropriate for school counselors to use or to provide to families or students.  **Write** a 100- to 250-word summary of each resource, in which you explain its use and purpose.  **Provide** a link to each resource.  **Submit** your descriptions through Blackboard by Sunday, and then add your descriptions and links to the Resource List for Counselors class Wiki document. | | 1.3 | Collaboration: **1 hour** |
| **Total** |  |  | **6.5 hours** |

# Faculty Notes

**Presentation on an Assessment Wiki**: Create your Wiki homepage. Edit the homepage, and insert a table as outlined in the Presentation on an Assessment Wiki document.

**Setting Observation Wiki**: Create your Wiki homepage. Edit the homepage, and insert a table, as outlined in the Setting Observation Wiki document provided.

**Resource List for Counselors Wiki**: Students will submit their evaluations through Blackboard for grading, and they will also add their resources to the Resource List for Counselors class Wiki document. When all students have added to the document, they can print and save it for future use.

Create your Wiki homepage. Edit the homepage, and insert a table as outlined in the Resource List for Counselors Wiki document.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: Introduction to Descriptive Statistics | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Calculate measures of central tendencies. | | CLO2 | |
| * 1. Identify properties of scales of measurements. | | CLO2 | |
| * 1. Describe properties of the normal curve. | | CLO2 | |
| * 1. Calculate a chronological age. | | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 3 & 4 of *Assessment Techniques*. | | 2.1, 2.2, 2.3, 2.4 |  |
| **Statistics Resources**  **Go** to [Khanacademy.org](https://www.khanacademy.org), and watch the following videos:   * [Statistics intro: Mean, median, and mode](https://www.khanacademy.org/math/probability/descriptive-statistics/central_tendency/v/statistics-intro-mean-median-and-mode) * [Finding the mean, median, and mode](https://www.khanacademy.org/math/probability/descriptive-statistics/central_tendency/v/mean-median-and-mode)   **Complete** the following practice activity:   * [Mean, median, and mode](https://www.khanacademy.org/math/probability/descriptive-statistics/central_tendency/e/mean_median_and_mode) | | 2.1, 2.2, 2.3, 2.4 | Video Lecture: **.5 hours** |
| **Additional Statistics Resources**   * Scales of Measurement * [Inferential Statistics](https://vimeo.com/album/3136738/video/113967284) * [Nominal, Ordinal, Interval, and Ratio Data: How to Remember the Differences](https://www.youtube.com/watch?v=LPHYPXBK_ks) (11:03) * [Measures of Central Tendency](https://vimeo.com/album/3136738/video/113967285) (Optional) | | 2.1, 2.2, 2.3, 2.4 | Video Lecture: **.5 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Policies and Procedures**  **Review** the following resources:   * [Child Abuse and Neglect Brochure](http://www.montcopa.org/DocumentCenter/View/3694) * Mandated Reporter Training   **Consider** the following scenario:  A teacher contacts you and states that a 5th-grade boy, Sean, has bruises on his face and arms. When she asked Sean what happened, he stated that he fell but did not provide details. Later, the teacher overheard Sean telling a peer that his father hit him.  **Respond** to the following questions in the Policies and Procedures forum by Thursday:   * What do you tell the teacher? * What do you do? * What procedure is suggested for Montgomery County professionals?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | | 1.1, 1.4 | Problem Solving: **2 hours** |
| **Normal Curve**  **Watch** the following video:   * [Normal Distributions, Standard Deviations, Modality, Skewness, and Kurtosis: Understanding Concepts](https://www.youtube.com/watch?v=HnMGKsupF8Q) (5:06)     **Write** a 200- to 350-word paper in which you explain the following:   * Six properties of the normal curve * How the normal curve applies to assessment * How the normal curve can help with interpreting test results * How to use the normal curve when providing feedback to parents   **Submit** your paper through Blackboard by Sunday. | | 2.2, 2.3 | Private Post: **.5 hours** |
| **Chronological Age**  **Watch** [Calculating Chronological Age](https://vimeo.com/synergiseducation/review/125957481/6d4524b5c7). (3:04)  **Download** and complete the Chronological Age worksheet.  **Submit** your completed worksheet through Blackboard by Sunday. | | 2.4 | Private Post: **1.5 hours** |
| **Week 2 Quiz**  **Complete** the Week 2 Quiz by Sunday. | | 1.1, 2.1 | Quiz: **.5 hours** |
| **Total** |  |  | **4.5 hours** |

# Faculty Notes

**Additional Statistics Resources**: The following videos are used with permission:

* Inferential Statistics
* Measures of Central Tendency

|  |  |  |  |
| --- | --- | --- | --- |
| Week Three: Measurement; Testing Manuals | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate types of reliability and validity. | | CLO2 | |
| * 1. Describe the steps for selecting an appropriate assessment measure. | | CLO1, CLO3 | |
| * 1. Identify the limitations of age and grade equivalencies. | | CLO1, CLO3 | |
| * 1. Explain common assessment activities performed by a school counselor. | | CLO1, CLO2, CLO3 | |
| * 1. Interpret a testing manual through concepts of reliability, validity, and the norming process. | | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 5–7 of *Assessment Techniques.* | | 3.1, 3.2, 3.3, 3.4, 3.5 |  |
| **Interpreting Test Manuals**  **Listen** to the[Standardization andInterpreting Test Manuals](http://synergiseducation.com/academics/schools/Gwynedd-Mercy/edu521/edu521-podcast/edu521-testing_manuals_podcast.mp3) podcast. (12:37)  **Review** [Introduction to Reliability and Validity](https://www.youtube.com/watch?v=Yr817Iy5pfo) (13:09) | | 3.2, 3.5 | Video Lecture: **.5 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Choosing an Assessment**  **Consider** the following scenario:  Your principal has asked you to advise her in selecting a new rating scale to be given to teachers to assist in screening for possible behavioral disorders. She has given you two tests to choose from and has provided the manuals for both for you to review.  **Respond** to the following questions in the Choosing an Assessment forum by Thursday:   * What types of technical information would you look for in the manual to help you make your recommendation? * What are some practical considerations? * What steps do you take? * What do you consider first?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | | 3.2 | Problem Solving: **2 hours** |
| **Presentation on Interview with School Counselor**  **Conduct** a brief interview with a school counselor. This interview may be conducted by phone or in person. This interview is designed to provide you with an idea of the types of assessments often used by school counselors and the amount of time spent in the area of assessment.  **Consider** the following topics during your interview:   * Type of assessments the school counselor has conducted; specific role or interaction with the following: 504 plans, gifted assessments, state assessments, observations, and interviews * Estimated percent of time spent on various assessments, any assessments that the counselor uses more frequently than others, and thoughts about the assessments * How prepared the counselor felt upon beginning a career as a school counselor * Any advice to a new incoming school counselor with regard to assessments   **Create** a 3- to 5-minute presentation utilizing an online tool—such as Prezi ([http://www.prezi.com](http://www.prezi.com/)), PowToon ([http://www.powtoon.com](http://www.powtoon.com/)), or Haiku Deck ([http://www.haikudeck.com](http://www.haikudeck.com/))—that includes audio narration about your interview experience. Include the following information:   * What was surprising? What did you learn? * Did this presentation align with your thoughts on assessments? * Do you now define your role as a school counselor differently? How has this class helped prepare you to move into the school counselor role?   **Post** your presentation in the Interview with School Counselor Presentation forum by Thursday.  **Provide** feedback to at least three of your classmates by Sunday.  **Note**. This assignment is graded according to the Presentation Rubric. | | 3.4 | Presentation: **2 hours** |
| **Interpreting a Testing Manual**  **Review** the following technical reports on the WISC-IV:   * [WISC-IV Technical Report #1](http://images.pearsonclinical.com/images/pdf/wisciv/WISCIVTechReport1.pdf) * [WISC-IV Technical Report #2](http://images.pearsonclinical.com/images/pdf/wisciv/WISCIVTechReport2.pdf) * [WISC-IV Technical Report #3](http://images.pearsonclinical.com/images/pdf/wisciv/WISCIVTechReport3.pdf)   **Write** a 350- to 700-word paper in which you address the following points. Provide specific examples to support your answers.   * Describe how the test was normed and the sample used to norm it. * What types of validity are discussed? What types of conclusions about validity are discussed? * What types of reliability are discussed? What types of conclusions about reliability are discussed? * Do you consider this assessment to be valid and reliable? * Would you recommend that this test be used in your school?   **Cite** from the technical reports as appropriate.  **Format** your paper according to APA guidelines.  **Submit** your paper through Blackboard by Sunday. | | 3.5 | Private Post: **.5 hours** |
| **Week 3 Quiz**  **Complete Week 3** Quiz by Sunday. | | 3.1, 3.3 | Quiz: **.5 hours** |
| **Total** |  |  | **5.5 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Four: Intelligence, Achievement, and Aptitude Assessments | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Differentiate among intelligence, achievement, and aptitude. | | CLO1, CLO3 | |
| * 1. Describe theories of intelligence. | | CLO1, CLO3 | |
| * 1. Explain general test administration and scoring of brief intellectual screeners. | | CLO1, CLO2, CLO3 | |
| * 1. Calculate standard scales, confidence intervals, percentiles, and qualitative descriptors for a given student on a test protocol.   2. Discuss historical perspectives concerning the nature and meaning of assessment. | | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 8–10 of *Assessment Techniques*. | | 4.1, 4.2, 4.3, 4.4 |  |
| **Watch** [Overview of Kaufman Brief Intelligence Test](http://downloads.pearsonassessments.com/videos/K-BIT2_Overview_2011-09-28/lib/playback.html) (1:01:19) | | 4.3, 4.4 | Video Lecture: **1 hour** |
| **Review** [Understanding Assessment Terminology](https://vimeo.com/synergiseducation/review/125704177/93e8dea05d) (24:51) | |  |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide an opportunity to ask questions about test protocols.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  **Note.**A recorded lecture will be made available to those who are unable to attend the live session. | | NA | Live Discussion: lecture and discussion = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Intelligence, Achievement, and Aptitude**  **Respond** to the following questions in the Intelligence, Achievement, and Aptitude forum by Thursday:   * What is the difference between intelligence, achievement, and aptitude? * How do you define intelligence? How does that definition compare to some of the existing theories? Which theory is closest to your viewpoint? * Do you see achievement or aptitude as being more important? Under what circumstances would you use achievement scores versus aptitude scores?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | | 4.1, 4.2 | Discussion: **1 hour** |
| **Giftedness**  **Review** the following:   * [I am gifted](https://www.youtube.com/watch?v=Omx_iLtMjZA&feature=fvwrel) (4:38) * [What we have learned about gifted children](http://www.gifteddevelopment.com/articles/what-we-have-learned-about-gifted-children)   **Respond** to the following questions in the Giftedness forum by Thursday:   * Did any of the characteristics in the video or article surprise you? * What are some positive and negative characteristics that you associate with gifted students? What are some obstacles and challenges that gifted students face? * What would you need to consider when working with a gifted student in your school?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | | 4.1, 4.2 | Discussion: **1 hour** |
| **Historical Perspectives**  **Write** a 350- to 700- word paper in which you discuss historical perspectives concerning the nature and meaning of assessment. What do you think were major developments in the area of assessment that had a significant impact both past and present?  **Format** your paper according to APA guidelines.  **Submit** your paper through Blackboard by Sunday. | | 4.5 | Private Post: **.5 hours** |
| **Test Protocol**  **Consider** the following scenario:  Jane Doe is a 4th-grade student who was referred to the school counselor for screening into the gifted program by her mother. As part of the screening process, a K-BIT 2 was given, and the following raw scores were obtained:  Raw Scores:   |  |  | | --- | --- | | Verbal Knowledge | 48 | | Riddles | 31 | | Matrices | 38 |   Test date: February 5, 2015  Date of birth: July 29, 2005  **Use** the following charts to complete the Answer Sheet. You must first calculate Jane’s chronological age to determine which chart you should use.   * Descriptive Category for Standard and Composite Scores * IQ Composite Standard Scores, Confidence Intervals, and Percentile Ranks * Nonverbal Standard Scores and Percentile Ranks * Percentile Ranks Corresponding to Scaled Scores * Verbal Standard Score and Confidence Intervals   **Complete** the Answer Sheet.  **Submit** your completed Answer Sheet by Sunday. | | 4.4 | Problem Solving: **2 hours** |
| **Total** |  |  | **6.5 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Five: Gifted Assessment; Career and Employment Assessment | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe characteristics of gifted students. | | CLO1, CLO2, CLO3 | |
| * 1. Describe the processes, assessments, and procedures for assessing giftedness. | | CLO1, CLO2, CLO3 | |
| * 1. Interpret the results of gifted screening. | | CLO2, CLO3 | |
| * 1. Explain the use of career and employment assessments. | | CLO1, CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 11 & 14 of *Assessment Procedures*. | | 5.1, 5.2, 5.3, 5.4 |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **CISS Scores**    **Review** the following:   * Career Assessment Using CISS * Campbell Interest Skill Survey   **Consider** the following scenario:  Javier is a junior at a local state university. He is seeking career counseling for help in choosing a major. Both of Javier’s parents are attorneys, and although they have encouraged him to choose a major that he is interested in, he feels some pressure to pursue law school after graduation. Although he is interested in some aspects of the legal profession, he is not certain if that is the career for him. He recalls his time spent as a camp counselor as a high school student and remembers greatly enjoying working with children. He enjoyed working outside and supervising various sports and activities with the children. Javier was administered the *Campbell Interest and Skill Survey* (CISS; Campbell, Hyne, & Nilson, 1992). The profile shows Javier’s scores on the CISS *Orientation Scales* and the *Basic Interest and Skills Scales*.    **Respond** to the following questions in the CISS Scores forum by Thursday:   * Based on his scores on the Orientation scales, which areas should Javier pursue? Which areas should he avoid? * According to Javier’s Basic Interest and Skill Scale scores, which interest and skill scales should he pursue? What should he avoid? * On the Child Development scale, notice the difference in Javier’s interest score (T score = 68) and the skills score (T score = 52). Explain what the difference in these two scores indicate. * Should Javier pursue a career as an attorney? Explain your response. * What occupations could Javier pursue based on his CISS scores? Explain your response.   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | | 5.4 | Problem Solving: **2 hours** |
| **Gifted Policies and Procedures**  **Review** the following resources:   * [A Parent’s Guide to Gifted Education in Pennsylvania](http://www.giftedpage.org/docs/Parents%20Guide%20FINAL%201-14-10-%20One%20page.pdf) * [Pennsylvania Department of Education Gifted Guidelines](http://www.education.state.pa.us/portal/server.pt/gateway/PTARGS_0_0_252_0_0_47/http;/pubcontent.state.pa.us/publishedcontent/publish/cop_hhs/pde/single_web/programs/programs_d_g/gifted_education/gifted_guidelines_august_2010/images/2_gifted_guidelines___august_20102.pdf)   **Write** a 350- to 700-word paper in which you address the following:   * How is gifted defined by Pennsylvania Department of Education? Discuss the important aspects of the criteria for determining gifted eligibility. * Does a student always need an IQ of 130 to qualify as gifted? * Next briefly describe the process of identifying a gifted student and the development of the Gifted IEP.   **Format** your paper according to APA guidelines, and include a reference page for all sources.  **Submit** your paper through Blackboard by Sunday. | | 5.2 | Private Post: **.5 hours** |
| **Gifted Scenario**  **Review** the following forms for Max Smith:   * Gifted Referral Forms * Parent Input   **Write** a 350- to 700-word paper in which you address the following:   * Does Max possess gifted characteristics as described by his parents? * Does Max possess gifted characteristics as described by his teacher? * How is he doing in his classroom? Describe his academics in terms of strengths and weakness, especially in relation to his peers as assessed by the WIAT-II and his grades. * What were his strengths and weaknesses according to the GRS-S? * Describe his measured intellectual functioning. * Did he meet the district’s criteria to proceed to the psychologist for further testing for the gifted program? * Would you recommend for him to proceed? Is it likely that Max is gifted?   **Format** your paper according to APA guidelines.  **Submit** your paper through Blackboard by Sunday. | | 5.1, 5.3 | Problem Solving: **2 hours** |
| **Presentation on Assessment**  Topics for Week 5 include the following:  Intelligence Tests   * \*Kaufman Brief Intelligence Test, Second Edition - KBIT 2 * \*Slosson Intelligence Test - SIT-R * Wechsler Scale of Abbreviated Intelligence –Second Edition- WAIS II * The Wechsler Intelligence Scale for Children - Fourth Edition - WISC IV   **Note.** \* denotes that test manual is located in the Keiss Library.  **Create** a 3- to 5-minute presentation utilizing an online tool—such as Prezi ([http://www.prezi.com](http://www.prezi.com/)), PowToon ([http://www.powtoon.com](http://www.powtoon.com/)), or Haiku Deck ([http://www.haikudeck.com](http://www.haikudeck.com/))—that includes audio narration about the instrument or scale, its purpose, and its statistical properties. Include the following information:   * Full test title, with the date of the most recent revision * Author, publisher, and approximate cost * Age range covered, according to publisher * Purpose and recommended use * Areas measured by the test: give a description of the variables measured * Brief description of administration: type, length, training required for administration * Characteristics and adequacy of norms: e.g., size of norm group, composition * Scores available: standard scores, percentiles, age equivalents * Evidence of reliability: state how reliability was determined and what types are presented * Evidence of validity: what information is presented to demonstrate the validity of the measure? What are the correlations with other tests? * The author’s recommendations as to the appropriateness of use with diverse learners and English Language Learners (ELL) * Your opinions on the measure: what is desirable about the measure? What are some limitations of the measure?   **Post** your presentation in the Assessment: Presentation forum by Thursday.  **Provide** feedback to at least three of your classmates by Sunday.  **Note**. This assignment is graded according to the Presentation Rubric. | | 4.3 | Presentation: **2 hours** |
| **Total** |  |  | **6.5 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Six: Behavioral Assessment; 504 Plans | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop a 504 Plan with appropriate accommodations and modifications for listed disability or medical condition. | | CLO2, CLO3 | |
| * 1. Explain the use and interpretation of behavior scales. | | CLO1, CLO2, CLO3 | |
| * 1. Determine how to provide feedback to parents. | | CLO2 | |
| ***Required Learning Resources and Activities: Students must complete any resources activities listed in this section as selected by the instructor.*** | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **504 Plan Resources**   * [Section 504 Handbook](http://www.k12northstar.org/sites/default/files/final504handbooksept2013.pdf) * [A Guide to Section 504 of the Rehabilitation Act of 1973](http://www.ames.k12.ia.us/Academics/SpecEd/GuidetoSection504.pdf) | | 6.1 |  |
| ***Assignment: Students must complete the weekly assignment(s).*** | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **ADHD Screening**  **Consider** the following scenario:  Sara is a 3rd-grade student who is struggling academically. Her teacher reports that Sara has difficulty attending within the classroom and requires an extensive amount of prompting and encouragement to complete tasks. She often does not work up to her potential, getting responses wrong that Mr. Smith knows she can complete. She is very truthful, often admitting when she rushed through an assignment just to complete it. Sara will often fidget with her belongings, such as her hair or pencil, distracting her from the lesson or task at hand. She is not self-driven, and she performs better when Mr. Smith gives her short-term goals to accomplish. Currently, Sara is below grade level in both reading and math. Parent Conners were not returned.  The following scores were obtained on the Conners 3 behavioral scales:   |  |  | | --- | --- | | **T-Score** | **Guidelines** | | 70+ | Very Elevated Score (Many more concerns than are typically reported) | | 65-69 | Elevated Score (More concerns than are typically reported) | | 60-64 | High Average (Slightly more concerns than are typically reported) | | 40-59 | Average Score (Typical levels of concern) | | < 40 | Low Score (Fewer concerns than are typically reported) |  |  |  | | --- | --- | | **Scale** | **T-Score** | | Inattention | 86 | | Hyperactivity/Impulsivity | 60 | | Learning Problems | 82 | | Executive Functions | 83 | | Defiance/ Aggression | 84 | | Peer Relations | 74 |  |  |  | | --- | --- | | **Composite** | **T-score** | | ADHD Predominately Inattentive Type | 81 | | ADHD Predominantly Hyperactive-Impulsive Type | 60 |   **Respond** to the following questions in the ADHD Screening forum by Thursday:   * What would you conclude from the information provided? What other information would you like to know? * Based on the results, what do you say to Sara’s parents and teacher? * What would you recommend for Sara?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | | 6.2 | Problem Solving: **2 hours** |
| **Presentation on Assessment**  Topics for Week 6 include the following:  Achievement Tests   * The Wide Range Achievement Test 4 (WRAT4) * Kaufman Test of Educational Achievement, Third Edition (KTEA™-3) * Wechsler Individual Achievement Test®-Third Edition (WIAT®-III) * Young Children's Achievement Test (YCAT) * Bracken School Readiness Assessment - Third Edition (BSRA-3)   Gifted Tests   * Otis-Lennon School Ability Test®, Eighth Edition (OLSAT 8®) * Screening Assessment for Gifted Elementary and Middle School Students, 2nd Ed. (SAGES-2) * Gifted Rating Scales (GRS)   Adaptive Scales   * \*Adaptive Behavior Assessment System Second Edition - ABS-S:2 * \*Vineland Adaptive Behavior Scales—Second Edition (VINELAND–II)   **Note.** \* denotes that test manual is located in the Keiss Library.  **Create** a 3- to 5-minute presentation utilizing an online tool—such as Prezi ([http://www.prezi.com](http://www.prezi.com/)), PowToon ([http://www.powtoon.com](http://www.powtoon.com/)), or Haiku Deck ([http://www.haikudeck.com](http://www.haikudeck.com/))—that includes audio narration about the instrument or scale, its purpose, and its statistical properties. Include the following information:   * Full test title, with the date of the most recent revision * Author, publisher, and approximate cost * Age range covered, according to publisher * Purpose and recommended use * Areas measured by the test: give a description of the variables measured * Brief description of administration: type, length, training required for administration * Characteristics and adequacy of norms: e.g., size of norm group, composition * Scores available: standard scores, percentiles, age equivalents * Evidence of reliability: state how reliability was determined and what types are presented. * Evidence of validity: what information is presented to demonstrate the validity of the measure? What are the correlations with other tests? * The author’s recommendations as to the appropriateness of use with diverse learners and English Language Learners (ELL) * Your opinions on the measure: what is desirable about the measure? What are some limitations of the measure?   **Post** your presentation in the Assessment: Presentation forum by Thursday.  **Provide** feedback to at least three of your classmates by Sunday.  **Note**. This assignment is graded according to the Presentation Rubric. | | 4.3 | Presentation: **2 hours** |
| **504 plan**  **Download** the 504 Student Accommodation Plan.  **Describe** a student with a disability or medical condition that is affecting the student’s performance in the classroom. Provide sufficient evidence in the student's history to demonstrate that the student qualifies for a 504 plan.  **Develop** a 504 plan for this student that includes appropriate accommodations and modifications using the 504 Student Accommodation Plan provided. Include a minimum of four accommodations or modifications that the parents would agree on.  **Submit** the completed 504 Student Accommodation Plan through Blackboard by Sunday. | | 6.1 | Problem Solving: **2 hours** |
| **Providing Feedback**  **Review** the results of Max’s gifted screening and your recommendation of whether to refer him to a psychologist for further testing for the gifted program from Week 4.  **Determine** how you will provide your feedback and recommendations to Max’s parents in approximately a 5- to 10-minute in-person meeting. Ensure that you address the following:   * Gifted screening process * Parent and teacher input * Intellectual or IQ function * Achievement test score * Gifted rating score * Classroom performance   **Create** a video or audio recording of yourself in a role play providing feedback to Max's parents. You must have a friend or family member play the role of Max's parents.    Note. It is strongly recommended that you create a video. You may use a smart phone or other video recording device to make the recording, including your computer’s web camera.    **Review** the recording and assess your tone of voice, word choice, demeanor, and other aspects of your presentation.  **Upload** your audio or video file to a shareable file folder (e.g. OneDrive, Box, Dropbox, Google drive, etc.) and then provide a shared link to the file in Blackboard by Sunday. | | 6.3 | Private Post: **.5 hours** |
| **Total** |  |  | **6.5 hours** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Seven: Diverse Populations; High-Stakes Testing | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate your own knowledge according to the American School Counselor Association (ASCA) assessment competencies for counselors. | | CLO3 | |
| * 1. Describe the ramifications of high-stakes testing for students, teachers, and counselors. | | CLO1, CLO2, CLO3 | |
| * 1. Identify strategies that can be employed in the school setting to reduce effects of high-stakes testing. | | CLO1, CLO2, CLO3 | |
| * 1. Describe some ethical factors that may affect the results of an assessment, such as test bias, examiner bias, English language issues, and special or diverse populations. | | CLO1, CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 15–17 of *Assessment Procedures*. | | 7.1, 7.2, 7.3, 7.4 |  |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  **Note.**A recorded lecture will be made available to those who are unable to attend the live session. | | NA | Live Discussion: lecture and discussion = **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Factors Affecting Test Scores**  **Respond** to the following questions in the Factors Affecting Test Scores forum by Thursday:   * Discuss factors such as personal bias and expectations, lack of cultural knowledge, and English as a second language (ESL) factors that can affect the validity and reliability of test results. What are some ways to reduce the factors? * What are some steps that counselors can take to reduce the affects that these can have assessments? * What are some ethical considerations new school counselors need to consider?   **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | | 7.4 | Discussion: **1 hour** |
| **High-Stakes Testing**  **Search** for an article about high-stakes testing. Articles must be peer reviewed and less than 3 years old.  **Respond** to the following questions in the High-Stakes Testing forum by Thursday:   * Based on your research, how can high-stakes testing impact test anxiety? What other effects can this type of testing have on students? * In what way can test anxiety affect the results of assessment for some students? * What are some strategies you could review on an individual basis with the student? What are some suggestions for whole lessons?   **Cite** your article in your response, and provide a link to the article.  **Provide** meaningful feedback to three of your classmates’ posts by Sunday. | | 7.2, 7.3 | Discussion: **1.5 hours** |
| **Self-Assessment**  **Review** Competencies in Assessment and Evaluation for School Counselors on p. 321 and Appendix II – Responsibilities of Users of Standardized Test 3rd Edition on p. 389 of *Assessment Procedures.*  **Write** a 350- to 700-word paper in which you address the following:   * How do you rate yourself or assess your level and skill in the nine areas discussed on p. 321 as you move closer to your certification? * What areas are your major strengths? * What areas are your major weaknesses? What are some strategies or approaches could you employ to improve in these areas?   **Format** your paper according to APA guidelines.  **Submit** your paper through Blackboard by Sunday. | | 7.1 | Private Post: **.5 hours** |
| **Observation Reflection**  **Review** the Observation Resources provided in Week 1.  **Conduct** a 30-minute observation of a child in a classroom setting. The observation should consist of systematic observation techniques (on-task and off-task analysis) as well as anecdotal observation (narrative) data. Narrative observation should be 15–20 minutes, and on-off task observation should be 10 minutes.  **Write** a 350- to 700-word reflection of your observation in which you clearly describe what was seen during the observation (activity, participants, time, date, setting, environment, etc.).  **Note**. The component parts of this assignment and the point distribution are outlined in the Point Allocation for Assessing Behavioral Observation. | | 1.1 | Private Post: **.5 hours** |
| **Presentation on Assessment**  Week 7 topics include the following:  Behavioral Scales   * Conners 3rd Edition * \*Behavior Assessment System for Children, Second Edition (BASC-2) * \*Behavior Rating Inventory of Executive Function®–Preschool Version (BRIEF®-P) * Reynolds Adolescent Depression Scale-2 * Gilliam Autism Rating Scale, 3rd Ed. - GARS 3   Career and Vocational Tests   * Self-Directed Search® (SDS®), 5th Edition * Career Assessment Inventory™- The Vocational Version (CAI) * Workplace Personality Inventory - II(WPI-II)   **Note.** \* denotes that test manual is located in the Keiss Library.  **Create** a 3- to 5-minute presentation utilizing an online tool—such as Prezi ([http://www.prezi.com](http://www.prezi.com/)), PowToon ([http://www.powtoon.com](http://www.powtoon.com/)), or Haiku Deck ([http://www.haikudeck.com](http://www.haikudeck.com/))—that includes audio narration about the instrument or scale, its purpose, and its statistical properties. Include the following information:   * Full test title, with the date of the most recent revision * Author, publisher, and approximate cost * Age range covered, according to publisher * Purpose and recommended use * Areas measured by the test: give a description of the variables measured * Brief description of administration: type, length, training required for administration * Characteristics and adequacy of norms: e.g., size of norm group, composition * Scores available: standard scores, percentiles, age equivalents * Evidence of reliability: state how reliability was determined and what types are presented. * Evidence of validity: what information is presented to demonstrate the validity of the measure? What are the correlations with other tests? * The author’s recommendations as to the appropriateness of use with diverse learners and English Language Learners (ELL) * Your opinions on the measure: what is desirable about the measure? What are some limitations of the measure?   **Post** your presentation in the Assessment: Presentation forum by Thursday.  **Provide** feedback to at least three of your classmates by Sunday.  **Note**. This assignment is graded according to the Presentation Rubric. | | 4.3 | Presentation: **2 hours** |
| **Total** |  |  | **6.5 hours** |

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 5.5 |
| Supplemental |  | 1 |
| **Week 2** |  |  |
| Required |  | 4.5 |
| Supplemental |  | 0 |
| **Week 3** |  |  |
| Required |  | 5.5 |
| Supplemental |  | 0 |
| **Week 4** |  |  |
| Required |  | 5.5 |
| Supplemental |  | 1 |
| **Week5** |  |  |
| Required |  | 6.5 |
| Supplemental |  | 0 |
| **Week 6** |  |  |
| Required |  | 6.5 |
| Supplemental |  | 0 |
| **Week 7** |  |  |
| Required |  | 6.5 |
| Supplemental |  | 1 |
|  |  |  |
| **Total Required Hours** |  | 40.5 |
| **Total Supplemental Hours** |  | 3 |
| **Total Hours** |  | 43.5 |