The University of St. Thomas  
Graduate Program in Counselor Education  
COUN 5367 Appraisal Techniques  
Spring 2015

Instructor: Elizabeth A. Maynard, Ph.D.
Office: O’Rourke Hall 116/SOE Annex
Work Phone: 713-942-5938
Office Hours: M (1-3), T (3:30-5), W (2-3), TH (3:30-5) & by appointment
E-mail: maynare@stthom.edu
Course Home Page: On Blackboard
Class Meeting: Mondays 5:30-8:15 p.m.
Prerequisites: No prerequisites.

Course Description: COUN 5367 Appraisal Techniques includes, but is not limited to, the study of the principles, concepts, and procedures of systematic appraisal and assessment of an individual’s attitudes, aptitudes, interests, and personal characteristics. Students study standardized testing, measurement, and types and uses of assessment instruments. This course involves the investigation of the principles of test administration and the skills for interpreting test scores. COUN 5367 Appraisal Techniques introduces students to the place assessments have in assessment and diagnosis. This course introduces students to the principles of test design and the process of test development. Students become knowledgeable of the issues of validity and reliability when choosing and interpreting assessment instruments. Students learn the principles of test analysis and a variety of analytic procedures. Students learn issues around test bias and the ethics of choosing appropriate assessment instruments. Students consider the ethical and legal issues regarding the use of evaluative instruments. Students become familiar with the descriptive and inferential statistics needed to understand studies in test design, evaluation, and publication.

Learning Outcomes:

The counselor is a skilled professional who is able to:

1. Discuss historical and current perspectives concerning the nature, meaning, and purposes of assessment.
2. Understand basic measurement and evaluation concepts essential to the use of appraisal instruments.
3. Determine the appropriateness of assessment instruments for use in various situations.
4. Identify and avoid major sources of assessment error.
5. Plan and organize a comprehensive assessment program to assist in needs assessment, case conceptualization, and diagnosis appropriate to the counseling setting.
7. Interpret and evaluate results of assessment protocols.
8. Utilize assessment data to guide diagnostic impressions, case conceptualization, and the resulting counseling process.


The professional counselor provides evidence of competence by demonstrating the ability to:

1.1 Summarize the history of assessment.

1.2 State critical incidents in the origin and evolution of assessment.

1.3 Discuss uses of assessment in schools, colleges, universities, and community mental health settings.

2.1 Understand measures and characteristics of central tendency, such as normal curve and normal distribution, frequency distribution, skewness and kurtosis, mean, median, and mode.

2.2 Understand measures of variability, such as standard deviation and range.

2.3 Understand derived scores such as grade equivalent scores, percentile rank, and standard scores.

2.4 Understand various types of tables and graphs.

2.5 Understand measures of linear and nonlinear relationship or correlation.

2.6 Understand concepts related to validity including content validity, criterion-related validity, construct validity, convergent validity, discriminant validity, incremental validity, face validity, and interpretive validity.

2.7 Understand concepts related to reliability including test-retest reliability, alternate forms reliability, split-half reliability, and internal consistency reliability.

2.8 Understand basic concepts of assessment and testing related to:

   2.8a normative-referenced assessment (instruments that compare a single test taker’s score to that of a large group of test takers);

   2.8b criterion-referenced assessment (instruments that compare a single test taker’s score to a specified domain such as knowledge or skill);

   2.8c performance assessment;

   2.8d environmental and person-environment interaction assessment;

   2.8e behavioral observations; and

   2.8f group versus individual assessment methods.

3.1 Have a working knowledge of assessment instruments related to:

   3.1a career planning and decision making (interests, career, work values, and maturity);

   3.1b intelligence, aptitude, and achievement;

   3.1c personality, emotional disturbance, stress, and wellness;

   3.1d screening for concerns related to harm to self or others, addiction, or co-occurring conditions, and

   3.1e needs assessments.

3.2 Demonstrate a working knowledge of assessments most often used within one’s work setting.

3.3 Demonstrate a working knowledge of assessments most often used within one’s populations of interest (children, adolescents, adults, people with mental illness or addictions, counseling students, family systems.)

3.4 Utilize information regarding an instrument’s purpose, reliability, and validity to inform selection.

4.1 Consider the construct to be measured and the test taker’s emotional, physical, and mental capacities and well-being when selecting assessment methods.
4.2 Provide orientation for the test taker being assessed prior to and following the administration of the assessment instrument.

4.3 Avoid administrative error by administering assessments under designated standardized conditions.

4.4 Interpret assessment results with the test taker being assessed with attention to use of appropriate ranges and avoidance of stereotypical labels and overgeneralizations.

4.5 Interpret possible effects of repeated administrations or changes in the test taker on assessment results.

4.6 Interpret possible effects of content error (instrument items do not comprehensively represent the characteristic being assessed) on assessment results.

4.7 Interpret possible effects of situation error (environment or conditions during administration) on assessment results.

4.8 Interpret possible effects of situational error (environment or conditions during administration) on assessment results.

4.8a age-relevant comparisons;

4.8b gender-relevant comparisons;

4.8c socioeconomic relevant comparisons; and

4.8d recognition of the dangers of generalizing to populations not included in the established norm groups.

4.9 Consider the influence of culture-specific values and test taker characteristics on the assessment process with particular attention to age, gender, sexual orientation, race, ethnicity, socioeconomic status, educational experience, language, dis/ability, and spirituality.

4.10 Discuss the limitations of the assessment device being utilized.

5.1 Utilize clear strategies for selecting, administering, and interpreting assessment and evaluation instruments.

5.2 Incorporate non-test data into the assessment process, including existing records, biographies/histories, observations, structured interviews, rating scales, and information gathered from family members, teachers, physicians, or referral agencies.

5.3 Incorporate a variety of meaningful data into the overall conceptualization of the test taker that is both non-theory and theory specific, including but not limited to:

5.3a demographic data (chronological and developmental age, gender, ethnicity, relationship status, educational achievement, living conditions, and appearance);

5.3b interpersonal dynamics and attitudes;

5.3c environmental stressors and supports; and

5.3d level of intellectual, cognitive, behavioral, and emotional functioning.

6.1 Maintain current knowledge regarding instruments that are appropriate for:

6.1a the characteristics of the client, system, or population being assessed;

6.1b the construct being evaluated;

6.1c the purpose of the evaluation (needs assessment, program evaluation, diagnosis, screening), and

6.1d variations in language facility, cultural differences, educational level, experiential background, motivation, physical capacity, and speed capacity for completing the assignment including the cultural attitude placed on speed of response.

6.2 Utilize assessment instruments that have documented evidence of reliability and validity based upon the most up-to-date technical information regarding that instrument.

6.3 Provide an appropriate assessment environment (comfortable room temperature, optimal lighting, adequate seating, and minimal distractions).

6.4 Utilize appropriately trained personnel for test administration, scoring, and interpretation.

6.5 Follow standardized procedures for test administration, scoring and interpretation.

7.1 Prepare charts, tables, graphs, or profiles displaying assessment data.

7.2 Organize assessment data from several sources into a meaningful format.
7.4 Write an assessment report that is useful to persons concerned with the growth and development of the test taker.
7.5 Consider cultural, racial, ethnic, and other individual differences that may impact the evaluation process.
7.6 Conduct data interpretation interviews with relevant persons (test takers, parents, guardians, teachers, administrators or agency personnel).
7.7 Conduct group sessions in which test takers process results of assessment devices or techniques.
8.1 Utilize the most current edition of the American Psychiatric Associations *Diagnostic and Statistical Manual of Mental Disorders*.
8.2 Utilize the most current edition of the *Classification of Child and Adolescent Mental Diagnoses in Primary Care: Diagnostic and Statistical Manual for Primary Care* (DSM-PC)
8.3 Use assessment data to:
   8.3a identify gifted, highly creative, and other exceptional persons;
   8.3b identify students or clients who may be experiencing mental or emotional disorders or who may otherwise present a risk or harm to self or others;
   8.3c inform decisions regarding level and type of counseling services;
   8.3d arrive at decisions concerning the educational, vocational, or psychological placement of students or clients;
   8.3e develop and enhance programs;
   8.3f facilitate client self-awareness; and
   8.3g enhance understanding of a student or client.
9.1 Follow relevant legal and ethical codes and practices pertaining to assessment and evaluation including:
   9.1a Section E: Evaluation, Assessment, and Interpretation in the ACA Code of Ethics (2005)
   9.1b Section 9: Assessment of the 2002 APA Ethical Principles of Psychologists and Code of Conduct; and
   9.1c legal and ethical codes and practices specific to the State in which professional practices.
9.2 Follow professional practice guidelines related to assessment and evaluation including:
   9.2a Association for Assessment in Counseling and Education’s *Responsibilities of Users of Standardized Tests* (2003)
   9.2b Joint Committee on Testing Procedures (JCTP) *Code of Fair Testing Practices in Education* (2004); and
   9.2d other professionally recognized published information and standards regarding tests and assessment.
9.3 Recognize the limits of professional competence and perform only those functions that are commensurate with professional training, credentials, and available supervision.
9.4 Maintain updated records and assessment forms.
9.5 Maintain the appropriate confidentiality of assessment and diagnosis results.
9.6 Refer to professional journals and publications to stay current regarding findings relevant to assessment.
9.7 Utilize professional journals and publications to obtain reviews of assessment instruments with particular attention to *Mental Measurement Yearbook* and *Tests in Print*.
10.1 Stay current with technological advances in electronic or computerized assessment and diagnosis applications, including but not limited to:
    10.1a online, interactive computer-assisted assessments and diagnostic evaluations;
    10.1b independent, computer-assisted software for administration, scoring, and interpretation of assessments and diagnostic evaluations; and
    10.1c wireless, computer, and personal, digital assistant (PDA) applications for administration, scoring, and interpretation of assessments and diagnostic data.
10.2 Examine the time and cost-effectiveness of computerized administration, scoring, and interpretation software programs.

10.3 Examine the accuracy of computer scoring programs for assessment and diagnosis.

10.4 Determine the validity of pre-programmed interpretations in regard to the test taker being evaluated.

10.5 Review computer-generated interpretations of assessment profiles and diagnostic criteria.

10.6 Determine the limitations to maintaining the confidentiality of computer-assisted assessment and diagnostic data; take the necessary precautions to protect the rights and welfare of the client.

While many of these skills are introduced in this course, the mastery of these competencies develops through both instruction and practical training outside the classroom.

**Required Texts:**


**Reserve Materials:**

Additional materials may be placed on Blackboard throughout the semester.

**Methods of Instructions and Conduct of the Course:**

This course will use lecture, class discussion, and case study to support student learning. These in-class activities are designed to build upon required reading, rather than duplicate it.

**Grading:**

Research Assignment

Each student will select an assessment instrument listed in Appendix A. She or he will write an evaluation of the instrument (7-10 pages, APA-style), including the following information:

- General Information
  - Title of the test
  - Authors
  - Date of Publication (Presentation)

- Test Description
  - Test Content
  - Construct or variables the test measures
  - Unidimensionality or multidimensionality of construct
  - Theoretical and/or empirical foundations of the test (based on literature)
  - Purpose of the Test
    - Purpose and potential uses of the test
    - For whom the test is designed and in what setting(s)

- Test Structure
  - Length of test/number of items
  - Subscales (if applicable)
  - Item format (e.g. multiple choice, Likert-type scales)
Test Administration
Administration procedures (detailed)
Necessary administrator qualifications and/or training

Test Scoring
Type of scoring or scaling
Scoring procedures (including scoring keys, reverse scoring)
Subscale, factor, or dimension scores (if applicable)

Technical Evaluation
Reliability
Evidence of reliability (e.g. test-retest, internal consistency)
Adequacy of reliability to support proposed use of instrument

Validity
Evidence of validity (e.g. content, criterion, construct)
Adequacy of validity evidence to support potential uses of the instrument

Summary Evaluation & Critique
Strengths and weaknesses of the instrument
A critique of the use of the instrument in an applied setting

Multicultural Application
Analysis of the multicultural application of the test, use of the test with vulnerable or underrepresented populations

References (APA-Style)
At least 10 peer-reviewed journal articles

Students will lead a 20-minute discussion on the selected assessment instrument during class time. Facilitating conversation among class members is required. Power point or other technology may be used. While the oral presentation is due during class time on the week the material is addressed in the course, the final paper is not due until the end of the term.

The 10 articles could include research on validity and reliability, populations for whom the instrument is appropriate, or any other psychometric or practical aspect of the instrument. Important requirements are (1) the 10 articles come from peer reviewed journals; (2) their copyright dates are no older than 2000 unless they are classical articles; and (3) are appropriate to the instrument researched.

<table>
<thead>
<tr>
<th>Rating Criteria</th>
<th>Points Assigned</th>
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<tbody>
<tr>
<td>Paper format &amp; grammatical and stylistic accuracy</td>
<td>10 points</td>
</tr>
<tr>
<td>General Information</td>
<td>10 points</td>
</tr>
<tr>
<td>Test Description</td>
<td>10 points</td>
</tr>
<tr>
<td>Technical Evaluation</td>
<td>10 points</td>
</tr>
<tr>
<td>Summary Evaluation/Critique</td>
<td>15 points</td>
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<tr>
<td>Multicultural Application</td>
<td>15 points</td>
</tr>
<tr>
<td>References</td>
<td>10 points</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>20 points</td>
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Examinations (200 points)
Each student will complete two take-home examinations worth 100 points each. The examinations will test mastery theory and research as discussed in class and in the course readings. Each examination will consist of multiple choice, short-answer, and essay items. The examinations will be completed individually by the student. Collaboration on examinations is not permitted. The answers to multiple choice questions may be written in the margin next to the question. All other answers should be typed, and spell-checked. Multiple choice questions are the closed-book portion of the exam. Students may use their texts, notes, or other academic resources to answer the short-answer and essay questions.
The final examination will be distributed no later than 12/5 and is due by 5pm on 12/12. The final exam may be submitted in paper form to the instructor’s office or by e-mail to maynare@stthom.edu.

<table>
<thead>
<tr>
<th>Examination Content</th>
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<th>Points Assigned</th>
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<tbody>
<tr>
<td>Multiple Choice Items</td>
<td>25 questions focusing on the recall of assessment research and theory.</td>
<td>2 points each: 50 points total Points awarded for correct answers</td>
</tr>
<tr>
<td>Short Answer Questions</td>
<td>5 short-answer questions focusing on the application of theory and research.</td>
<td>6 points each: 30 points Half of the points for each question awarded for description of theory/research, half for application</td>
</tr>
<tr>
<td>Short Essay</td>
<td>1 short essay question asks the student to respond to an essay prompt. The completed essay should be no more than 1 page, double-spaced.</td>
<td>20 points, of which 5 will be awarded for clarity of writing, 10 points for the identification of the key elements of the prompt, and 5 points for the application of theory and research.</td>
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</tbody>
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Final Grade Distribution:
The course grade will be determined by summing points from each of the assignments. The total number of points earned for the course will then be divided by the total possible points to yield a percentage. That percentage will then be used to assign the letter grade:

- A 94-100%  Assessment Project 100 points
- A- 90-93  Exam #1 100 points
- B+ 87-89  Exam #2 100 points
- B 84-86
- B- 80-83  Total Points 300
- C 70-79
- F Below 70%
Additional Credit (up to 20 points)

Students are invited to complete the NEO-PI-3 personality assessment (available for $10 materials fee from the instructor), engage in the scoring of the protocol, and write a 1-2 page reflection paper on the instrument. The student may complete the instrument him or herself or have a friend or family member complete the instrument.

Schedule of Class Sessions:

<table>
<thead>
<tr>
<th>Session Date</th>
<th>Session Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/12</td>
<td>Introduction to the Course</td>
<td>Erford 1-3</td>
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<tr>
<td>1/19</td>
<td>MLK Holiday: No class</td>
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<tr>
<td>1/26</td>
<td>Test Construction</td>
<td>Erford 4</td>
<td></td>
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<tr>
<td>2/2</td>
<td>Selecting Instruments</td>
<td>Erford 5</td>
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<tr>
<td>2/9</td>
<td>Reliability &amp; Validity</td>
<td>Erford 6-7</td>
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<tr>
<td>2/16</td>
<td>Clinical Assessment</td>
<td>Erford 8</td>
<td></td>
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<tr>
<td>2/23</td>
<td>Personality Assessment</td>
<td>Erford 9</td>
<td>Take-Home Midterm Due</td>
</tr>
<tr>
<td>3/2</td>
<td>Behavioral Assessment</td>
<td>Erford 10</td>
<td></td>
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<tr>
<td>3/9-13</td>
<td>Spring Break: No Class</td>
<td></td>
<td></td>
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<tr>
<td>3/16</td>
<td>Intelligence</td>
<td>Erford 11</td>
<td></td>
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<tr>
<td>3/23</td>
<td>Aptitude &amp; Achievement</td>
<td>Erford 12-13</td>
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<tr>
<td>3/30</td>
<td>Career Assessment</td>
<td>Erford 14</td>
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<tr>
<td>4/6</td>
<td>Humanistic and Existential Approaches to Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/13</td>
<td>Couples &amp; Families</td>
<td>Erford 15</td>
<td>Assessment Paper Due</td>
</tr>
<tr>
<td>4/20</td>
<td>Emerging Issues in Assessment</td>
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<td></td>
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<tr>
<td>4/27</td>
<td>Course Conclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/11</td>
<td>Take Home Final Exam Due by 5 p.m.</td>
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Academic Integrity and Standards of Conduct:

Academic Integrity

As a Catholic university, integrity and honesty are integral components of UST’s core values. This commitment to integrity and honesty is manifested in an atmosphere of open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one’s own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. All students of UST are bound to uphold the principles of academic integrity, and students are expected to understand the meaning and standards of academic integrity. Violations of academic integrity include, but are not limited to, the following: cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

Blackboard

Course materials may be placed on UST’s content management system, Blackboard. You can access Blackboard through mystthom.edu. You will need your student login and password. Contact the IT Help Desk (713-525-6900) if you are not familiar with Blackboard and need help with access.

Recording Class Lectures

With the instructor’s permission, students may record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials may not be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).

Weather related cancellations or changes to schedule

When UST’s campuses close due to a weather event, the University will place this information on Houston television and radio channels. If the University announces an opening time that is in the middle of class, then the entire class period is cancelled.

Learning Disabilities or Differences

To request academic accommodations due to a disability or difference, contact the Counseling and Disability Services Office at (713)525-2169. If you have a letter from the Disability Services Office indicating that you have a disability, which requires academic accommodations, present the letter to me so we can discuss the accommodations that you might need in this class.
Cell Phones, Pagers, and all Communication Devices

To avoid distracting other students from their class work, please turn all cell phones or pagers to off or vibrate. If your pager or phone vibrates, please leave class quietly. No text messaging or surfing the web is permitted in class.

Incomplete Grades

Incomplete grades will only be given for extreme emergencies. Therefore, your final products must be turned in on time. Valid incomplete grade requests are a death in your family, extreme illness (not colds and flu), military activation, or anything outside of your control. Failure to plan ahead, or panic over many papers being required at the same time are not valid reasons for incomplete grade requests. Incomplete grades are granted for a limited time only. If the student’s work products are not completed and submitted by the end of the incomplete period then the student will receive an ‘F’ for the course and will not be able to register for another semester until the ‘F’ is removed. The ‘F’ can only be removed when the student has submitted all work and the faculty member has graded the work and assigned a grade higher than an ‘F’.

Requests for Extensions or Making Up Work

Requests for test make-ups and/or assignment deadline extensions are strongly discouraged. It is unlikely that requests for make-ups or extensions will be granted except in cases of documented illnesses (verified by a doctor or his designee) and other extreme circumstances.

Withdrawal from Course

Students who find themselves in the position of having to withdraw from the course and receive a grade of ‘W’, may do so no later than the date reflected in the University’s academic calendar. Failure to comply with the official withdrawal procedure will result in a permanent grade of F.

Course Evaluation at the End of the Semester

Students have the opportunity to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the on-going improvement of our department’s striving for educational excellence in our courses. Please participate in this important process.

APPENDIX A

Some Commonly Used Clinical Assessment inventories: Presentations 2/16
Minnesota Multiphasic Personality Inventory (MMPI-2 and MMPI-A) [p. 192]
Millon Clinical Multi-axial Inventory-III (MCMI-III) [p. 195]
Achenbach System of Empirically Based Assessment (ASEBA) [p. 196]
Beck Depression Inventory (2nd ed.) (BDI-II) [p. 204]
Beck Anxiety Inventory (BAI) [p. 204]
Substance Abuse Subtle Screening Inventory-3 (SASSI-3) [p. 205]
Eating Disorder Inventory-33 (EDI-3) [p. 205]
Beck Scale of Suicide Ideation (BSS) [p. 207]
Personality Assessments: Presentations 2/23
Revised NEO Personality Inventory (NEO-PI-R) [p. 222]
16 Personality Factors (16PF) Questionnaire [p. 224]
Myers-Briggs Type Indicator – Form M (MBTI) [p. 224]
Jackson Personality Inventory – Revised (JPI-R) [p. 229]
Piers-Harris Children’s Self-Concept Scale – Second Edition (Piers-Harris-2) [p. 229]

Projective Approaches:
Rorschach (H&H)
Thematic Apperception Test (TAT) [p. 141]
Children’s Apperception Test – 1991 Revision (CAT) [p. 141]
Roberts Apperception Test for Children – Second Edition (Roberts-2) [p. 242]
House-Tree-Person (H-T-P) Projective Drawing Technique [p. 242]
Kinetic Drawing System for Family and School (KDS) [p. 243]
Forer Structured Completion Test (FSSCT) [p. 245]

Group Administered Tests of Intelligence and School Ability: Presentations 3/16
Otis-Lennon School Ability Test (OLSAT) [p. 274]
Multidimensional Aptitude Battery – II (MAB-II) [p. 275]
Wonderlic Personnel Test (WPT) [p. 275]

Individual Screening Tests of Intelligence:
Slosson Intelligence Test – Revised (SIT R3) [p. 276]
Wechsler Abbreviated Scale of Intelligence (WASI) [p. 276]

Individual Diagnostic Tests of Intelligence:
The Various Wechsler Tests (WAIS-III, WISC-IV, WPPSI-III) [p. 277]
Stanford-Binet Intelligence Scales – Fifth Edition (SB-5) [p. 281]

Commonly Used Admissions Tests: Presentations 3/23
Scholastic Assessment Tests (SAT) [p. 297]
Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) [p. 299]
American College Testing Assessment (ACT) [p. 299]
Miller Analogies Test (MAT) [p. 300]
Graduate Record Examination (GRE) [p. 303]

Multi-aptitude Batteries:
Differential Aptitude Test (DAT) [p. 305]
Armed Services Vocational Aptitude Battery (ASVAB) [p. 308]

Group Administered Multi-Skill Achievement Test Batteries or Surveys: Presentations 3/23
TerraNova-3 [p. 328]
Iowa Test of Basic Skills (ITBS), Form C [p. 328]

Individual Achievement Multi-Skill Test Batteries:
Wechsler Individual Achievement Test – Third Edition (WIAT-III) [p. 336]

Individual and Group-Administered Single-Skill Achievement Test for Reading:
Nelson-Denny Reading Test, Forms G and H [p. 338]
Slosson Oral Reading Test-Revised (SORT-R3) [p. 339]

Individual and Group-Administered Single-Skill Achievement Test for Mathematics:
KeyMath-3 Diagnostic Assessment (Key-Math-3 DA) [p. 340]
Slosson-Diagnostic Math Screener (S-DMS) [p. 340]

**Individual and Group-Administered Single-Skill Achievement Tests for Written Expression:**
Test of Written Language-Fourth Edition (TOWL-4) [p. 343]
Slosson Written Expression Tests (SWET) [p. 343]

**Tests of English Language Proficiency:**
Secondary Level English Proficiency Test (SLEP) [p. 345]
Test of English as a Foreign Language (TOEFL) [p. 345]
Michigan English Language Assessment Battery (MELAB) [p. 346]

**Tests Measuring Interests:** *Presentations 3/30*
2004 Strong Interest Inventory (SII) [p. 355]
Skills Confidence Inventory (SCI) [p. 359]
Kuder Interest Inventories [p. 364]
Self-Directed Search (SDS) [p. 362]

**Other Interest and Skill Inventories:**
Abilities Explorer (AE) [p. 366]
Campbell Interest and Skill Survey (CISS) [p. 367]
Career Assessment Inventory: Vocational Version (CAI-VV) and Enhanced Version (CAI-EV) [p. 367]
Career Occupational Preference System (COPSystem) [p. 367]
Jackson Vocational Interest Survey (JVIS) [p. 367]
Kuder Skills Assessment (KSA) [p. 368]

**Commonly Used Tests Assessing Values and Life Role Salience:**
The Values Scale – Second Edition [p. 368]

**Other Measures of Career Values and Life Role Salience:**
Minnesota Importance Questionnaire (MIQ) [p. 369]
O*NET Work Importance Profiler (WIP) [p. 370]
Life Values Inventory (LVI) [p. 370]
Salience Inventory [p. 370]

**Tests Used to Assess Career Development and Career Maturity:**
Career Maturity Inventory (CMI) [p. 371]
Career Decision Scale (CDS) [p. 372]
Career Thoughts Inventory (CTI) [p. 372]
Adult Career Concerns Inventory (ACCI) [p. 372]