University of St. Thomas  
Houston, Texas  
Counselor Education Department  
COUN 5367- Appraisal Techniques  
Summer I, 2017  

Instructor: Sneha Nayar-Bhalerao, Ph.D., LPC-Intern  

Office Hours: By appointment only  
Email: nayars@stthom.edu  
Office Phone: (713)-831-7242  
Cell Phone: (708)-714-1715  

Class Time: Monday 5:00pm – 9:00pm  
Location: SJC Pasadena  

Required Text Books  


Social Justice Teachings of the Catholic Church  

*Subsidiarity:* Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.  

*Dignity and rights of children:* The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.  

*People have a right to an education:* Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.  

General Description of Course  

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. This course introduces students to the computer-assisted administration of assessment instruments.
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 for students whose first language is not English. Students become familiar with the descriptive and inferential statistics needed to understand studies in test design, evaluation, and publication.

**Competencies**

These competencies are adapted from:


The professional counselor is able to assess the characteristics of students and clients, describe the needs and potentialities of individuals, identify individual differences, and record and disseminate the resultant data and recommendations.

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.
10. Discuss strengths and limitations of the use of technology in assessment and diagnosis.

**Performance Guidelines**

The professional counselor provides evidence of competence by demonstrating 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 Apply appropriate norms to the interpretation of scores including:
   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
   5.4 d 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.

7.1 Follow standardized procedures for test administration, scoring and interpretation.
7.2 Prepare charts, tables, graphs, or profiles displaying assessment data.
7.3 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.

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)
   9.1c 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.

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.

Professional Standards of Behavior

- **Attendance:** 80% of attendance is mandatory for the completion of this course. Students may miss only one out of five class periods during summer semesters in case of health or other relevant personal emergencies. Being present and actively participative is crucial to this course.

- **Tardiness:** Late arrivals to class are a disruption to fellow students and faculty. Students coming in ten minutes after class resumes for more than two class periods will receive an unexcused absence. In cases where a student may have to leave early due to a family emergency or poor health, permission to leave must be sought from the instructor, to avoid lowering of points.

- **Academic Integrity** – Cheating is considered the actual attempted practice of fraudulent or deceptive actions for the purpose of improving grade. In situations where the student may be considered a suspect towards cheating, serious measures such receiving an “F” on the assignment will be considered. Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and may submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference any information, websites, books, etc. that is not your own, as directed by the *Publication manual of the American Psychological Association* (6th ed.), (2010). Plagiarism is a serious offense that will cause you, the student to fail the course and can lead to steps being taken for dismissal from the program and UST. Plagiarism is a violation of integrity.

- **Make-up Exams and Late Assignments:** Complete all assignments by the due date. It is the instructor’s policy that late assignments will NOT be accepted. Prior permission should be sought from the instructor at least two days in advance in situations where students are
unable to turn in the assignments by the due date. Late assignments without prior permission will account for zero on that assignment.
There will be no makeup exams for this course. Make-up exams and submission of late assignments will only be permitted under extenuating circumstances and will be at the discretion of the instructor. Only hospitalization or other equally serious life experiences can be held as a ground for late assignment.

- **Professional Conduct:** Students are expected to maintain professional behavior in the classroom when working in groups with consistent participation, cooperation, sharing responsibilities, and respect for one another during classroom and group discussions. Professional conduct will also incorporate, respect towards the professor and will be gauged in being punctual to class, respectful and professional interactions via email or face-to-face, refraining from using technology for personal purposes when in class and during the class presentations by instructor or colleagues, and adhering to course requirements. **Determining professional conduct will be at the discretion of the instructor. Inappropriate professional conduct in any way as mentioned above, will result in lowering of 5 points from the overall grade.**

- **Use of Personal Technology Devices:** This course expects students to **keep their cell phones on silent mode or turned off during class.** In emergency situation, students may notify the instructor before class and may step out to attend a call and return to the classroom as quickly as possible. All laptops, iPads, tablets, and other electronic devices should be on mute and could be used only for class purposes. **Accessing cell phones or other electronics for personal reasons during class is considered disrespectful towards other students and the instructors.** If the instructor notices students accessing electronics for personal reason, it’s would be recorded and documented and result in lowering of grade (5points). **Students will NOT be pardoned if identified using electronics for personal reasons.**

- **Use of UST email accounts:** All email correspondence will be through the mystthom email system. Please check your email and Blackboard through your mystthom account daily for correspondence and announcements. **When turning in any assignment via email or blackboard, students are expected to save the document as:**

  Last Name_First Name_Name of the assignment.

  In addition, **emails send by students to the instructor must have a clear subject description along with the purpose of the email.** Not adhering to these requirements will affect the attendance and participation grade.

- **Language Diversity:** The University of Saint Thomas values the speaking of more than one language. This course is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with clients for whom English is not their first language. **The professor is always available to assist students who might need help with written English.** In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the table in their journey through this course.

- **Americans with Disabilities Act:** In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special
accommodation is necessary in order to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Only informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance. The University Office for ADA Compliance may be asked to seek proof of disability and specify accommodations as requested. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You can see the professor before or after class or request time to discuss any matters found on the recommendations of the University Office for ADA Compliance.

Any student with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course is requested to speak to me during the first two weeks of class. Students with special needs will contact the University Office for ADA Compliance by calling 713-525-3162 or 6953. It is essential that the professor receive official documentation for any accommodations that are made on behalf of students. This protects students’ rights. Please let me know if I can be of any assistance in this regard.

- **Course Evaluations:** It is expected that each of you will complete an online course evaluation prior to the deadline at the end of the term. These evaluations help to determine course and teacher effectiveness. Your input is needed.

**Evaluation and Grade Assignments**

1. **Reading Preparation and Participation (10%):** Students are expected to engage in class room discussion by actively participating along with their peers. **Participation** is crucial to this course and minimal or no participation may result in poor participation grades. **Preparation** in terms of reading the assigned material is essential and will be gauged through student ability to articulate the reading material through in-class discussions.

2. **Assessment Presentation (25%):** Students will lead a 25-30-minutes discussion on the selected assessment instrument during class time. **Facilitating conversation among class members is required.** Power point or other technology may be used. Presentation rubric is attached to the syllabus. Students may incorporate the following pointers in their presentation:

   - **General Information (2pts)**
     - Title of the test
     - Authors
     - Date of Publication (Presentation)
   - **Test Description (10pts)**
     - **Test Content (2pts)**
       - 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 (2 pts)**
       - Purpose and potential uses of the test
       - For whom the test is designed and in what setting(s)
     - **Test Structure (2 pts)**
       - Length of test/number of items
       - Subscales (if applicable)
Item format (e.g. multiple choice, Likert-type scales)

Test Administration (2 pts)
  Administration procedures (detailed)
  Necessary administrator qualifications and/or training

Test Scoring (2 pts)
  Type of scoring or scaling
  Scoring procedures (including scoring keys, reverse scoring)
  Subscale, factor, or dimension scores (if applicable)

Technical Evaluation (4 pts)
  Reliability (2pts)
    Evidence of reliability (e.g. test-retest, internal consistency)
  Validity (2 pts)
    Evidence of validity (e.g. content, criterion, construct)

Summary Evaluation & Critique (4 pts)
  Strengths and weaknesses of the instrument

Multicultural Application (3 pts)
  Analysis of the multicultural application of the test, use of the test with vulnerable or underrepresented populations

Discussion/Technology (2 pts)

3. Article Review Discussion (15%): Student will find a peer reviewed journal article that addresses a contemporary issue on the topic related to psychological assessments as it relates to school counselors. Students will review the article and lead a 15 minutes group discussion. The article must be published in a professional journal within the past 5 years. Students will address the following in their discussion:
   a. Contemporary issue highlighted (2pts)
   b. Article intention, findings, and implications (3pts)
   c. Student interpretations, thoughts, and views about the article (3pts)
   d. What was most interesting about the article to you and its relevance to this course? (3pts)
   e. What was your take away as a school counselor from the article? (3pts)
   f. 2-3 discussion questions for the class (1pt)
   g. Provide a 1-2 page front and back handout addressing the above mentioned factors to the rest of your class. Students may post the original article on Blackboard for student reference.
   h. Cite the article in your handout.

The article chosen must be from one of the following journals: Journal of Personality Assessment; Psychological Assessment; Professional Psychology: Research and Practice; Assessment; Journal of Counseling and Development; Journal of Counseling Psychology; Journal of Vocational Behavior; The Counseling Psychologist.

4. Comprehensive Final Exam (50%): Students will take a comprehensive final exam. The final exam will be a take home and will be available on Blackboard on June 25th, 2017 and will be due by June 30th, 2017 by midnight. Exams that are not taken by due date will be accounted as zero. Further instructions related to the exam will be given in class.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading Preparation and Participation</td>
<td>10</td>
</tr>
<tr>
<td>Assessment Presentation</td>
<td>25</td>
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<tr>
<td>Article Review Discussion</td>
<td>15</td>
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<td>---------------------------</td>
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<tr>
<td>Comprehensive Final Exam</td>
<td>50</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Final Grade Distribution**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D+</td>
<td>68-69%</td>
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<tr>
<td>D</td>
<td>65-67%</td>
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<tr>
<td>F</td>
<td>Below 65%</td>
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**Criteria for Grading Written Work**

- Addresses the topic with accuracy and insight.
- Writing skills are expected to be at a graduate school level.
- Follows directions.
- Presents material in a clear and logical manner.
- Gives evidence of ability to synthesize information from various sources to support the topic.
- Uses elements of form such as grammar, spelling, sentence structure, and punctuation correctly.
- Is on time. Late work will NOT be accepted and exceptions made will result in grade reduction.

**The following APA guidelines must be used for all written papers**

- Times New Roman
- Font 12
- Indent new
- Double space the entire paper
- Margins - 1” top, bottom, left and right
- Cover page addressing your name, assignment, and name of the university
- Header and heading according to APA standards.
- Reference page
### Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
<th>Assignments/Readings Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>June 5th</td>
<td>Introduction Syllabus discussion Assignment directions and sign-up APA requirements</td>
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<tr>
<td></td>
<td></td>
<td>• Basic Assessment Concepts</td>
<td>Chapter 1, 2, and 3</td>
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<td></td>
<td></td>
<td>• Historical Foundations &amp; Perspectives of Assessment</td>
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<td></td>
<td></td>
<td>• Legal, Ethical, &amp; Diverse Foundations &amp; Perspectives in Assessment</td>
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<tr>
<td>2</td>
<td>June 12th</td>
<td>• How Tests are Constructed</td>
<td>Chapters 4, 5, 6, &amp; 7</td>
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<tr>
<td></td>
<td></td>
<td>• Selecting, Administering, Scoring, and Interpreting Tests</td>
<td>Article Review Due (4)</td>
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<td></td>
<td></td>
<td>• Reliability</td>
<td>Assessment Presentations Due (3)</td>
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<td></td>
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<td>• Validity</td>
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<tr>
<td>3</td>
<td>June 19th</td>
<td>• Clinical Assessment &amp; Diagnosis</td>
<td>Chapters 8, 9, 10, &amp; 11</td>
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<td>• Personality Assessment</td>
<td>Article Review Due (4)</td>
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<td></td>
<td>• Behavioral Assessment</td>
<td>Assessment Presentations Due (4)</td>
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<tr>
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<td></td>
<td>• Assessment of Intelligence</td>
<td>Final exam available on Blackboard on June 25&lt;sup&gt;th&lt;/sup&gt; 2017</td>
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<tr>
<td>4</td>
<td>June 26th</td>
<td>• Assessment of Other Aptitudes</td>
<td>Chapters 12, 13, 14, &amp; 15</td>
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<td></td>
<td>• Assessment of Achievement</td>
<td>Article Review Due (3)</td>
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<td></td>
<td>• Assessment of Career Counseling</td>
<td>Assessment Presentations Due (4)</td>
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<td></td>
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<td>• Assessing Couples and Families</td>
<td>Final exam due on June 30&lt;sup&gt;th&lt;/sup&gt; 2017 by Midnight</td>
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</table>

*Note: The syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check announcements made while you were absent.*
APPENDIX A

Some Commonly Used Clinical Assessment inventories:
- 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]

Personality Assessments:
- Myers-Briggs Type Indicator – Form M (MBTI [ p. 224]

Group Administered Tests of Intelligence and School Ability:
- Otis-Lennon School Ability Test (OLSAT) [p. 274]

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:
- Scholastic Assessment Tests (SAT) [p. 297]
- Miller Analogies Test (MAT) [p. 300]
- Graduate Record Examination (GRE) [p. 303]

Multi-aptitude Batteries:
- Differential Aptitude Test (DAT) [p. 305]

Group Administered Multi-Skill Achievement Test Batteries or Surveys:
- 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]

Tests of English Language Proficiency:
- Test of English as a Foreign Language (TOEFL) [p. 345]

Tests Measuring Interests:
- 2004 Strong Interest Inventory (SII) [p. 355]
- Kuder Interest Inventories [p. 364]
## Assessment Presentation Rubric

**Name:**

**Presentation Date:**

**Instrument:**

<table>
<thead>
<tr>
<th>Rating Criteria</th>
<th>Points Earned</th>
<th>Feedback</th>
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<tbody>
<tr>
<td><strong>General Information (2 pts)</strong></td>
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<tr>
<td>Addresses content areas.</td>
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<tr>
<td><strong>Test Description (10pts)</strong></td>
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<tr>
<td>- Test Content (2pts)</td>
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<tr>
<td>- Purpose of the Test (2 pts)</td>
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<td>- Test Structure (2 pts)</td>
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<td>- Test Administration (2 pts)</td>
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<tr>
<td>- Test Scoring (2 pts)</td>
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<tr>
<td>Addresses each content areas descriptively.</td>
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<tr>
<td><strong>Technical Evaluations (4pts)</strong></td>
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<tr>
<td>Addresses content areas.</td>
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<tr>
<td><strong>Strengths and Limitations (4pts)</strong></td>
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<td>Offers minimum 3 strengths and 3 limitations.</td>
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<td><strong>Multicultural Application (3 pts)</strong></td>
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<tr>
<td>Identifies three cultural implications of instrument use.</td>
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<tr>
<td><strong>Discussion/Technology (2 pts)</strong></td>
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<tr>
<td>Facilitates a continued interactive discussion by posing 3-4 discussion questions throughout slides. Incorporates graduate level technology.</td>
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<tr>
<td><strong>Total</strong></td>
<td>/25</td>
<td></td>
</tr>
</tbody>
</table>