Course Description

Psychometrics (3 SCH). Covers functions of testing in education and counseling; educational and social issues related to testing and the use of test results; theoretical aspects of psychometrics; selection of commercial standardized tests and common commercial standardized tests. Specific topics covered in this course include history of assessment, measurement scales, norm referenced vs. criterion referenced measures, measures of central tendency and variability, standard scores, reliability and validity; selecting, administering, and scoring assessment results; initial assessment in counseling, diagnosis and treatment planning, intelligence & ability; achievement and aptitude, career and personality, program evaluation, using assessment in counseling; and ethical guidelines for test users.

Rationale

This course will provide the student with a basic framework for understanding the function of testing and measurement in counseling, education, and clinical practice. A theoretical and practical knowledge of psychometrics allows students to recognize appropriate and inappropriate uses of standardized tests, organize and describe history, observations and test data through integrative report writing, conduct mental status interviews, create behavior plans and design programs evaluations. Because psychometrics provides a systematic way to understand individual behavior and to evaluate program effectiveness, this course has practical value for students in every counseling and school setting.

Instructional Methods

Course content will be presented using multiple teaching strategies including lecture and discussion, exploration and inquiry, research, report writing, interviewing, report writing, cooperative group work, and presentations.

Learning Objectives

This course is designed to meet 2016 CACREP entry-level core curriculum area standards (Section 2) for counseling. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- CACREP Standard 2-F-7-a: historical perspectives concerning the nature and meaning of assessment and testing in counseling (Students will successfully complete this learning)
objective by achieving a score of 80% or higher on the knowledge-based quizzes and exams]

- **CACREP Standard 2-F-7-b**: methods of effectively preparing for and conducting initial assessment meetings [Students will successfully complete this learning objective by achieving a score of 80% or higher on the knowledge-based quizzes and exams]

- **CACREP Standard 2-F-7-e**: use of assessments for diagnostic and intervention planning purposes [Students will successfully complete this learning objective by achieving a score of 80% or higher on the knowledge-based quizzes and exams]

- **CACREP Standard 2-F-7-f**: basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments [Students will successfully complete this learning objective by achieving a score of 80% or higher on the knowledge-based quizzes and exams]

- **CACREP Standard 2-F-7-g**: statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations [Students will successfully complete this learning objective by achieving a score of 80% or higher on the knowledge-based quizzes and exams]

- **CACREP Standard 2-F-7-h**: reliability and validity in the use of assessments [Students will successfully complete this learning objective by achieving a score of 80% or higher on the knowledge-based quizzes and exams]

- **CACREP Standard 2-F-7-i**: use of assessments relevant to academic/educational, career, personal, and social development [Students will successfully complete this learning objective by achieving a score of 80% or higher on the knowledge-based quizzes and exams]

- **CACREP Standard 2-F-7-j**: use of environmental assessments and systematic behavioral observations [Students will successfully complete this learning objective by achieving a score of 80% or higher on the knowledge-based quizzes and exams]

- **CACREP Standard 2-F-7-k**: use of symptom checklists, and personality and psychological testing [Students will successfully complete this learning objective by achieving a score of 80% or higher on the knowledge-based quizzes and exams]

- **CACREP Standard 2-F-7-l**: use of assessment results to diagnose developmental, behavioral, and mental disorders [Students will successfully complete this learning objective by achieving a score of 80% or higher on the knowledge-based quizzes and exams]

- **CACREP Standard 2-F-7-m**: ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results [Students will successfully complete this learning objective by achieving a score of 80% or higher on the test review paper]

- **CACREP Standard 2-F-8-a**: the importance of research in advancing the counseling
profession, including how to critique research to inform counseling practice.

- **CACREP Standard 2-F-8-c:** needs assessment

- **CACREP Standard 2-F-8-d:** development of outcome measures for counseling programs

- **CACREP Standard 2-F-8-e:** evaluation of counseling interventions and programs

- **CACREP Standard 2-F-8-i:** analysis and use of data in counseling

- **CACREP Standard 2-F-8-j:** ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

**Major Course Requirements**

1) **Knowledge-Based Quizzes and Tests (100 points)**

A series of take-home quizzes and two in-class tests will give students the opportunity to demonstrate their learning and understanding of the various research, assessment and statistical concepts introduced in class and text. Quiz questions will be presented in either multiple choice or short-answer format, and generally focus on material most recently presented. Quizzes will be administered online through the Blackboard course shell, in class, or as a hard copy take home. Deadlines for completing knowledge-based quizzes are included in the course schedule. **Each knowledge-based quiz is worth 10 points and will emphasize core concepts. A cumulative test calling for mastery of these core concepts of individual testing, test construction, and basic stats will be administered after these topics are covered. A short test at the end of the semester will focus on applied aspects of assessment and project evaluation concepts and terms.**

2) **Test Review (50 points)**

Students will prepare a written review (5-page maximum) of a published assessment instrument of their choosing. To complete this assignment, students will access information regarding assessments in either the Mental Measurement Yearbook or Tests in Print. Both sources are available in the library and online through the library’s MMY and Tests in Print database.
Examples of test reviews can be found on the Association for Assessment and Research in Counseling (AARC) website (http://aarc-counseling.org/test-reviews). These examples should help students write their own review (DO NOT copy those reviews found here).

Based on the assessment review, students will give their professional opinion of the value of their chosen assessments. Students will submit a complete professional test review (prepared in APA format) addressing the four aspects of their chosen instrument, delineated below.

General information (10 points)
- Title of instrument
- Author(s) of instrument
- History of instrument
- Population for whom test was designed (client type, setting, etc.)
- Time required for administration
- Cost
- Publisher or contact information

B) Practical evaluation (10 points)
- Features of assessment materials (e.g., booklets, administration format)
- Ease of administration
- Scoring procedures
- Qualifications for users/administrators
- Use in counseling

C) Technical evaluation (15 points)
- Normative sampling information
- Types of norms (percentiles, standard scores)
- Estimates of Reliability
- Estimates of Validity
- Generalizability

D) Application of instrument (15 points)
- Major strengths and limitations of the instrument
- Recommendations for use
- Multicultural considerations of the instrument
- References

3) Assessment Report Papers (50 points each)

This project will provide students experience in administering, scoring, interpreting and integrating commonly used counseling and educational assessments. Students will write three assessment reports for a volunteer “client” (can be family member, friend, or classmate), and include the following elements in the assessment reports:
1. background information/psychosocial assessment
2. mental status exam from clinical interview and observations
3. explanation of the instrument administered, including purpose, reliability, validity of administration, scoring, and interpretation. Assessment reports 1 and 3 should include a table identifying the following: raw scores, standard scores, percentiles, SEM (confidence interval), and interpretation pertaining to the client
4. Evaluation pulling together the above information in an integrative summary

Assessment Report 1 will include a **cognitive** measure
Assessment Report 2 will include a **personality** measure
Assessment Report 3 will include **behavioral** measures: In place of a table presenting test scores, the behavior analysis plan will identify the observable, measurable description of problem behavior and alternative behavior, antecedents and consequents, preventative/teaching or consequence plan, and clearly specified data collection procedure and duration.

The rubric used to score the reports is included in the appendices at the end of this document and will be included on the course Blackboard page. Each assessment report is worth 50 points of total grade.

4) Program Evaluation Presentation (100 points)

Students will collaborate in small groups (approximately 3-5 individuals) to complete a program evaluation plan for a counseling program (school-based or community-based) of their choosing using the knowledge and skills gained throughout this course. Students may refer to Astramovich and Coker’s 2007 *JCD* article as a template for their work in constructing a needs assessment and identifying a comprehensive plan to evaluate their identified program. After developing their program evaluation, groups will present their plans to the class. Presentations will include an individual participation and group grade, based on the following presentation elements:

- needs assessment with diagram
- program evaluation plan
- explanation for formative and summative measures used
- explanation of how the program evaluation will address issues of diversity within the population and/or work program environment selected
- diversity considerations, ethical and legal implications


The rubric used to score the program evaluation is included in the appendices at the end of this document and will be included on the course Blackboard page. The presentation is worth 100
points of the total grade.

5) Article Critique Paper (50 points)

Students will submit a 3-5-page paper (not including title and reference page), APA 6th Edition style, critiquing a research article published in a counseling journal within the last 2-3 years. (A list of ACA journals can be found at: https://www.counseling.org/publications/counseling-journals). In this paper students will give a brief synopsis (1-2 paragraphs) of the article, including discussion of the type of research conducted and assessments used to measure variables. Students will then critically analyze the article’s contribution to the counseling field. Questions students will address in their paper include: Why is this research important to the counseling profession? Does this research contribute to professional practice? What are the strengths and the limitations of this study and the research approach used? Responses should be thoughtful and representative of graduate-level work. The rubric used to score the article critique paper is included in the appendices at the end of this document and on the course Blackboard page.

Point Allocation

| Knowledge-Based Quizzes/In-Class Tests | 100 points |
| Test Review                           | 50 points  |
| Article Critique Paper                | 50 points  |
| Assessment Report Papers              | 150 points |
| Program Evaluation Presentation       | 100 points |
| **TOTAL**                             | **450 points** |

Grade Distribution

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>405-450</td>
<td>360-404</td>
<td>315-359</td>
<td>270-314</td>
<td>269 and below</td>
</tr>
</tbody>
</table>

Required or Recommended Readings

**Textbook:**


**Recommended or supplemental readings:**


American Psychological Association (2010). *Publication manual of the American Psychological*


Association for Assessment in Counseling and Education. (2002). Special issues in Measurement and evaluation in counseling and development on high stakes testing. Alexandria, VA: Author.


State Adopted Proficiencies for School Counselors
School Counselor Standard I: Learner-Centered Knowledge
The professional school counselor must have a broad knowledge base.

School Counselor Standard II: Learner-Centered Skills
The professional school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

School Counselor Standard III: Learner-Centered Process
The professional school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners’ knowledge, skills, motivation, and personal growth.

TExES Competencies (COE)

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services to promote all students' success.

Competency 007 (Assessment): The school counselor understands principles of assessment and can use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Course Policies

Attendance

Students are expected to attend each scheduled class session. When unexpected events or emergencies such as personal illnesses, family crises, or a death in the family arise, students are asked to communicate with their instructor as soon as possible so the instructor is aware of the situation and can work together with the student to devise a mutually agreeable course of action. Under these circumstances, absences will be considered “excused” upon receipt of appropriate documentation (doctor’s note, court paperwork, obituary, etc.). Additional excused absences for participation in a religious holy day as outlined in the University catalog may be granted if addressed in advance with the course instructor.
For absences that are not excused, the following attendance policies are in place:

- The first unexcused absence will result in a 5% reduction in the student’s final grade.
- A second unexcused absence will result in a 10% reduction in the student’s final grade.
- Following a third unexcused absence, students will either receive a failing grade for the course or be administratively dropped from the course.
- Arriving late or leaving early to class is discouraged. Two such instances will count as an unexcused absence.
- Students acting unprofessionally in class will be asked to leave. Should a dismissal result in the student missing more than 50% of the class period, an unexcused absence will be issued.

Communication

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with students throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).

Late Submissions of Student Work

All assignments are to be submitted at the beginning of class on the due date specified in the course calendar (see end of syllabus). Assignments not received prior to the beginning of class will be considered late. A letter grade deduction will be applied to all late submissions that were not discussed with me in advance. After five days, late assignments will not be accepted and a grade of zero issued.

Extra Credit

As a rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Academic Integrity and Plagiarism

TAMUCC Graduate Catalogue (please refer to current version)

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned
to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Dropping a Class

Events sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me before you decide to drop this course. Should dropping the course be the best course of action, students must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in you being dropped from the class. Students are responsible for checking the official academic calendar for the last day to drop a course with an automatic grade of “W” for the semester.

Classroom/Professional Behavior
Texas A&M University-Corpus Christi, as an academic community, requires everyone to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide students with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final course grade. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://academicaffairs.tamucc.edu/rules_procedures/. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If students have a disability requiring an accommodation, they are encouraged to call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

Returning veterans experiencing cognitive and/or physical access issues in the classroom or on campus are encouraged to contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, each students needs to make certain that the course instructor has a primary and a secondary means of contacting them.

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Readings</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Overview of Course Objectives, Historical Perspective</td>
<td>APA Manual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watson &amp; Flamez (2015). Chap. 1</td>
</tr>
<tr>
<td>September 2, Labor Day</td>
<td>Initial Intake, Mental Status &amp; Interview Data</td>
<td>Watson &amp; Flamez (2015). Chap. 13</td>
</tr>
<tr>
<td>September 09</td>
<td>Test Construction – Sampling Characteristics and Descriptive Stats Quiz #1 (over content from class 1 &amp; 2) due by beginning of class</td>
<td>Watson &amp; Flamez (2015). Chap. 2</td>
</tr>
<tr>
<td>September 16</td>
<td>Test Construction – Validity &amp; Reliability, Test Reviews Quiz #2 due by beginning of class</td>
<td>Watson &amp; Flamez Chap. 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watson &amp; Flamez Chap. 4</td>
</tr>
<tr>
<td>September 23</td>
<td>Individual and Group Testing; Test Battery Components Diversity Testing Test Review Paper Due</td>
<td>Watson &amp; Flamez Chap. 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watson &amp; Flamez Chap. 15</td>
</tr>
<tr>
<td>September 30</td>
<td>Individual, Achievement and Aptitude Testing &amp; Administration Quiz #3 due by beginning of class</td>
<td>Watson &amp; Flamez Chap. 7 &amp; 8</td>
</tr>
<tr>
<td>October 7</td>
<td>Personality and Projective Testing &amp; Administration Quiz #4 due by beginning of class</td>
<td>Watson &amp; Flamez Chap. 9 &amp; 10</td>
</tr>
<tr>
<td>October 14</td>
<td>Functional Behavioral Analysis; Behavioral Assessments Assessment Report #1 Due Quiz #5 due by beginning of class</td>
<td>Watson &amp; Flamez Chap. 11</td>
</tr>
<tr>
<td>Columbus Day</td>
<td></td>
<td>Watson &amp; Flamez Chap. 6</td>
</tr>
<tr>
<td>October 21</td>
<td>Testing Interpretation and Counseling Applications Midterm exam over material in Quizzes #1 through #5</td>
<td>Watson &amp; Flamez Chap. 6</td>
</tr>
<tr>
<td>October 28</td>
<td>Use of Assessment for Diagnosis and Treatment</td>
<td>Watson &amp; Flamez Chap. 6</td>
</tr>
</tbody>
</table>
November 4
Special Considerations, Ethical, Legal & Professionals Standards
Assessment Report #3 Due

November 11
Veteran’s Day
Program Evaluation Continued
Exam Covering Diagnosis, Program Evaluation, Ethics/Legal Standards
Manuscript Analysis Paper Due

November 18
Presentations
Program Evaluation Presentations

November 25
Program Evaluation Presentations
Final Wrap Up

Midterm covering: An understanding of statistical concepts, including scales of measurement, measures of central tendencies, indices of variability, shapes and types of distributions, correlations, validity, reliability, major types of and uses of standardized/norm-referenced, environmental, behavioral, computer assisted group and individual testing.

Final test covering: application of psychometrics in counseling practice, diagnosis and treatment planning, programs evaluation, and laws/ethics relevant to psychometrics

Assessment Report Rubric
(50 possible points each)

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9-10</td>
<td>8</td>
<td>6-7</td>
<td>0-5</td>
</tr>
<tr>
<td>Demonstrates working knowledge of standardized testing and behavioral assessment, specifically norm-referenced, environmental contingencies,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Program Evaluation Presentation Rubric
(150 points possible)

<table>
<thead>
<tr>
<th>Structure (25 points): Presentation is well organized, follows a logical flow with diagram and has evidence of original and critical thinking</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-25</td>
<td>20-22</td>
<td>17-19</td>
<td>0-16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content (50 points): Demonstrates knowledge of the role and models of program evaluation in assessing accountability of counseling services and programs. Presentation addressed all four required aspects. Each group member contributed equally to the group effort and participated in the presentation</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 to 50</td>
<td>35 to 44</td>
<td>25 to 34</td>
<td>Below 34</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Style (25 points): Presentation</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-25</td>
<td>20-22</td>
<td>17-19</td>
<td>0-16</td>
<td></td>
</tr>
</tbody>
</table>
is free from grammatical errors, includes appropriate references and citations

<table>
<thead>
<tr>
<th>Article Critique Rubric</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student provides synopsis of the article and discusses the importance of research in advancing assessment in counseling (10 points)</td>
<td>10</td>
<td>9-8</td>
<td>7-6</td>
<td>5-0</td>
</tr>
<tr>
<td>2. Student adequately critiques the research, highlighting strengths and limitations, and discusses how it informs counseling practice (25 points)</td>
<td>25</td>
<td>24-20</td>
<td>19-18</td>
<td>17-0</td>
</tr>
<tr>
<td>3. APA Style: Well organized, follows a logical flow, has evidence of original and critical thinking. Free from grammatical errors, includes appropriate references and citations (15 points)</td>
<td>15</td>
<td>14-12</td>
<td>11-9</td>
<td>8-0</td>
</tr>
</tbody>
</table>