TEXAS A&M UNIVERSITY-CORPUS CHRISTI
CNEP 5371 PSYCHOMETRICS

Office/Office Hours: N/A  TA: Amanda (Mandy) Faucher
Office Telephone: (361) 993-0505  Class time: Mondays at 4:20pm-6:50pm
Email: traci.jordan@tamucc.edu;  Class Location: O’Connor Building
Afaucher@islander.tamucc.edu  Room 133

Course Description

CNEP 5371: 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, role of assessment in counseling, measurement scales, norm referenced, 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 legal/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 testing enables student to recognize appropriate and inappropriate uses of standardized tests. Student will gain experience organizing and describing history, observations and test data through integrative report writing. They will conduct mental status interviews, create behavior plans and design program evaluations. Psychometrics provides a systematic way to understand individual behavior and to evaluate program and treatment effectiveness, therefore, this course has practical value to 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, and cooperative group work culminating in a group presentation.

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 tests]

- **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 tests, and test reports]

- **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 tests, and test reports]

- **CACREP Standard 2-F-7-f:** basic concepts of standardizes 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 tests, test reviews and test reports]

- **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 tests, test reports and manuscript analysis paper]

- **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 tests, test reports, and manuscript analysis paper]

- **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 tests, test reports, and manuscript analysis paper]

- **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 tests, and test reports]

- **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 tests, test reports, and test review]

- **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, test reports, test review and manuscript analysis paper]

- **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
• **CACREP Standard 2-F-8-a:** the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. *Students will successfully complete this learning objective by achieving a score of 80% or higher on manuscript analysis paper.*

• **CACREP Standard 2-F-8-c:** needs assessment. *Students will successfully complete this learning objective by achieving a score of 80% or higher on the program evaluation presentation.*

• **CACREP Standard 2-F-8-d:** development of outcome measures for counseling programs. *Students will successfully complete this learning objective by achieving a score of 80% or higher on the program evaluation presentation.*

• **CACREP Standard 2-F-8-e:** evaluation of counseling interventions and programs. *Students will successfully complete this learning objective by achieving a score of 80% or higher on the program evaluation presentation.*

• **CACREP Standard 2-F-8-i:** analysis and use of data in counseling. *Students will successfully complete this learning objective by achieving a score of 80% or higher on the quizzes and tests, manuscript analysis paper, and test reports.*

• **CACREP Standard 2-F-8-j:** ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation. *Students will successfully complete this learning objective by achieving a score of 80% or higher on the program evaluation presentation, test reports and final test.*

**Major Course Requirements**

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

A series of knowledge-based 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 test. Quiz and test questions will be presented in either short-answer or short essay format and will generally focus on material most recently presented. Quizzes will generally be administered in class or as a hard copy take home. Deadlines for completing knowledge-based quizzes and tests are included in the course schedule. Each knowledge-based quiz is worth 10 points and will emphasize core concepts and terms. A cumulative test calling for mastery of core concepts of individual testing, test construction, and basic stats will be administered after these topics are covered. A short end of the semester test will focus on applied aspects of assessment and project evaluations. The in-class quizzes and tests will be closed book unless otherwise specified.

2) **Test Review (50 points)**
Students will prepare a written review (5-page maximum) of a published assessment instrument of their choosing and upload it to the Blackboard page. 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 write their own review (DO NOT copy those reviews found here).

It is important that students discuss their professional opinion of the value of their chosen assessments based on their review of the instruments. Submissions will be evaluated based on the completeness in which the instrument is reviewed. Students should submit a professional test review (prepared in APA format) addressing the four aspects of an 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, and interpreting commonly used counseling and educational assessments. Students will create three assessment reports for a volunteer “client” (can be family member, friend, or classmate), and include the following elements in the assessment report:

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 2 should include a table identifying the following: raw score, standard scores, percentiles, SEM (confidence interval), and interpretation pertaining to the client
4. Integrative summary synthesizing the above information

Assessment Report 1 will include a cognitive measure
Assessment Report 2 will include a personality measure
Assessment Report 3 will include behavioral measures, including a behavioral analysis plan that 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 both individual participation and group grades, based on the following presentation elements:

- Program description, needs assessment with diagram, consideration of stakeholders
- Program evaluation plan, including identification of potential error sources
- Explanation for formative and summative measures used and hypothesis for outcome
- Explanation of how the program evaluation will address issues of diversity within the population and/or work program environment selected
- Professional, ethical and legal implications of program implementation


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 write a 3-5 page paper (not including title and reference page), PA 6th Edition style, critiquing an assessment research article published in a counseling journal within the last year. (A list of ACA journals can be found here: 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 assessment in practice or research? 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 research critique paper is included the appendices at the end of this document and on the course Blackboard page. Due dates and assignment requirements are subject to revision per the instructor’s discretion. Said changes will be announced in class in advance and posted on Blackboard.

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>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<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:**


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, which promotes 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 follow 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 the instructor will communicate with you 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 online to the course Blackboard page prior to 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 your instructor in advance. After five days, late assignments may no longer be accepted and a grade of zero may be 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.

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 can sometimes occur that make dropping a course necessary or wise. Students are asked to consult with their academic advisor, the Financial Aid Office, and/or the instructor before dropping this course. Should the student decide that dropping the course is the best course of
action, the student 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 drop the student 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, students are responsible for following the rules of the University, city, state, and federal government. Students 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 grade given in the course. 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 a student has a disability requiring an accommodation, they are encouraged to call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If a student is a returning veteran and experiencing cognitive and/or physical access issues in the classroom or on campus, please 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 student 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>Jan. 27</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>Feb. 3</td>
<td>Initial Intake, Mental Status &amp; Interview Data</td>
<td>Watson &amp; Flamez (2015). Chap. 13 &amp; 15</td>
</tr>
<tr>
<td></td>
<td>Quiz #1 due by 4:00pm</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quiz #2 due by 4:00pm</td>
<td>Chap. 4</td>
</tr>
<tr>
<td>Feb. 24</td>
<td>Individual and Group Testing; Test Battery Components</td>
<td>Watson &amp; Flamez</td>
</tr>
<tr>
<td></td>
<td>Diversity Testing</td>
<td>Chap. 5</td>
</tr>
<tr>
<td></td>
<td>Manuscript Analysis Paper Due</td>
<td>Chap. 15</td>
</tr>
<tr>
<td></td>
<td>Quiz #3 due by 4:00pm</td>
<td></td>
</tr>
<tr>
<td>March 2</td>
<td>Individual, Achievement and Aptitude Testing &amp; Administration</td>
<td>Watson &amp; Flamez</td>
</tr>
<tr>
<td></td>
<td>Test Review Paper Due</td>
<td>Chaps. 7 &amp; 8</td>
</tr>
<tr>
<td></td>
<td>Quiz #4 due by 4:00pm</td>
<td></td>
</tr>
<tr>
<td>March 16</td>
<td>Personality and Projective Testing &amp; Administration</td>
<td>Watson &amp; Flamez</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chaps. 9 &amp; 10</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>March 23</td>
<td>Functional Behavioral Analysis; Behavioral Assessments</td>
<td>Assessment Report Paper Due</td>
</tr>
<tr>
<td>March 30</td>
<td>Testing Interpretation and Counseling Applications</td>
<td>Program Evaluation Introduction Cumulative Midterm Test</td>
</tr>
<tr>
<td>April 6</td>
<td>Use of Assessment for Diagnosis and Treatment</td>
<td>Assessment Report Paper Due</td>
</tr>
<tr>
<td>April 20</td>
<td>Program Evaluation Presentations</td>
<td></td>
</tr>
<tr>
<td>April 27</td>
<td>Program Evaluation Presentations</td>
<td></td>
</tr>
<tr>
<td>May 4</td>
<td>Final Test/Wrap Up</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Report Rubric**

(50 possible points each)

<table>
<thead>
<tr>
<th>Excellent 9-10</th>
<th>Good 8</th>
<th>Fair 6-7</th>
<th>Poor 0-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates working knowledge of basic concepts of standardized testing and other assessment techniques, including norm-</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
referenced and criterion-referenced assessment, environmental contingencies, performance based assessment, inventory methods, behavioral observations, and computer-based methods. Is able to accurately apply appropriate statistical concepts to the tests administered (10 points)

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shows an understanding of how to gather and present backgrounds information and mental status data</strong> (10 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates ability to interpret tests, analyze and present data as it is relevant to their subject</strong> (10 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrated understanding of the impact of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors on assessment profiles</strong> (5 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>APA Style: Well organized, follows a logical flow, and has evidence of critical thinking and synthesis of psychosocial interview and assessment results. Free from grammatical errors, Includes an integrative summary</strong> (15 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Evaluation Presentation Rubric
(100 points possible)

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure (25 points):</strong> Presentation is well organized, follows a logical flow, and has evidence of original and critical thinking</td>
<td>23-25</td>
<td>20-22</td>
<td>17-19</td>
<td>0-16</td>
</tr>
<tr>
<td><strong>Content (50 points):</strong> Demonstrates knowledge of the role and models of program evaluation in assessing</td>
<td>45 to 50</td>
<td>35 to 44</td>
<td>25 to 34</td>
<td>Below 34</td>
</tr>
</tbody>
</table>
accountability of counseling services and programs. Presentation addresses all required aspects (e.g., needs assessment, program description with hypothesis, evaluation methods, diversity considerations, criteria for success). Presentation adequately addresses sources of error (bias), and shows how it will consider diversity variables relevant to inclusion.

**Style (25 points):** Each group member contributes equally to the group effort and participates in the presentation. The presentation includes appropriate references, diagrams, and citations

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style</td>
<td>23-25</td>
<td>20-22</td>
<td>17-19</td>
<td>0-16</td>
</tr>
</tbody>
</table>

**Article Critique Rubric**

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