



Use and Interpretation of Tests

COU/PSY 6661

Total Credit Hours: 3

Classroom:

Instructor

Course Description

This course provides a framework for understanding individual, family and group testing, as well as methods for conducting case studies and research.

Rationale for Course

This course provides the student with a conceptual and applied background in the assessment and evaluation of psychological characteristics. The focus of the course will be on understanding the principles and main issues in the measurement of psychological traits, abilities, behaviors, and moods. The course will also focus on frequently used measures in counseling and psychology.

This course will be invaluable to those individuals who intend on (a) practicing counseling or clinical work, or (b) have a goal of pursuing further advanced education in counseling or psychology. As measures of human characteristics and problems proliferate, it is imperative for counselors and clinicians to know which of these measures are useful and valid, and which measures should be avoided. Diversity issues in assessment will also be discussed.

Learning Objectives

At the conclusion of the course, the student should:

- A. Develop an understanding of the historical perspectives concerning the nature and meaning of assessment and testing in counseling
- B. Understand the methods of effectively preparing for and conducting initial assessment meetings
- C. Demonstrate knowledge of the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- D. Develop and demonstrate the knowledge of how to identify trauma and abuse and procedures for reporting abuse
- E. Demonstrate the ability to use assessments for diagnostic and intervention planning purposes
- F. Demonstrate an understanding of the basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

- G. Develop knowledge related to statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, correlations, and reliability and validity in the use of assessments
- H. Understand the role of assessments and their relevance to academic/education, career, personal, and social development
- I. Demonstrate an understanding of the role of environmental assessments and behavioral observations in counseling
- J. Understand symptom checklists, and personality and psychological testing in counseling
- K. Develop an understanding of how assessment results are used to diagnose developmental behavioral, and mental disorders
- L. Demonstrate the ability to ethically select, administer and interpret assessment and test results

2016 Cacrep Standards:

Section 2 Professional Identity

II.7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling

II.7.b. methods of effectively preparing for and conducting initial assessment meetings

II.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

II.7.d. procedures for identifying trauma and abuse and for reporting abuse.

II.7.e. use of assessments for diagnostic and intervention planning purposes.

II.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.

II.7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes & types of distributions & correlations

II.7.h. reliability & validity in the use of assessments

II.7.i. use of assessments relevant to academic/educational, career, personal, & social development

II.7.j. use of environment relevant to academic/educations, career, personal, and social development.

II.7.k. use of symptom checklists, & personality & psychological testing

II.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders

II.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Section 5, C. Clinical Mental Health Counseling

V.C.1.a. history and development of clinical mental health counseling.

V.C.1.b. theories and models related to mental health counseling

V.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

- V.C.1.e. psychological tests & assessments specific to clinical mental health counseling
- V.C.2.a. roles and settings of clinical mental health counselors.
- V.C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- V.C.2.i. legislation and government policy relevant to clinical mental health counseling
- V.C.2.j. cultural factors relevant to clinical mental health counseling
- V.C.2.l. legal & ethical considerations specific to clinical mental health counseling
- V.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

Section 5, F. Marriage, Couple and Family Counseling

- V.F.1.e. principles and models of assessment and case conceptualization from a systems perspective.
- V.F.1.f. assessments relevant to marriage, couple, & family counseling
- V.F.2.c. family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, & psychoeducational & personality assessments
- V.F.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic Classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).
- V.F.2.g. impact of crisis and trauma on marriages, couples, and families
- V.F.3.a. assessment, evaluation, and case management for working with individuals, couples, and families from a systems perspective.

Section 5, G. School Counseling

- V.G.1.e. assessments specific to P-12 education.
- V.G.2.g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
- V.G.2.i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- V.G.3.e. use of developmentally appropriate career counseling interventions & assessments
- V.G.3.n. use of accountability data to inform decision making

CACREP Standards	Task/Activity	Assignment	Assessment
II.7.b. II.7.c. II.7.d. II.7.e. II.7.j. II.7.l.	Students will gain an understanding of the history of testing and assessment in the counseling profession, pillars of assessment and will identify differences between the terms	Students will engage in classroom discussions about the history of counseling, fishbowl group activity, review ethical concerns and	Completion and participation in class activities, mid-term exam, and reading quizzes.

<p>V.C.1.c. V.C.2.d. V.C.2.j. V.C.3.a. V.F.1.e. V.F.2.d. V.F.2.g. V.F.3.a. V.G.1.e. V.G.2.g. V.G.2.i.</p>	<p>testing and assessment. Furthermore, students will gain an understanding of legal cases within the counseling profession which shaped testing and assessment within counseling.</p>	<p>engage in a debate regarding ethical considerations related to assessment within the counseling profession.</p>	
<p>II.7.f. II.7.g. II.7.h. V.C.2.l.</p>	<p>Students will gain an understanding of the components of an intake interview and how to write an initial assessment report to thoroughly address the presenting problem, career goals, substance abuse, psychopharmacology, suicidal and homicidal behaviors and trauma. Students will utilize the information gathered to make a diagnosis and to develop a treatment plan.</p>	<p>Observe video of a variety of intake styles, role play and critique of initial assessment in class, completion of initial assessment with peer and completion of initial assessment report. Discussion of ethical decision-making models and how to implement decision making when assessing client needs.</p>	<p>Completion and participation of in class activities, graded initial intake interview, midterm exam, and role playing of an intake interview in class.</p>
<p>II.7.a. II.7.e. II.7.i. II.7.j. II.7.k. II.7.l. II.7.m. V.C.1.e. V.C.2.d. V.C.3.a. V.F.1.e. V.F.1.f V.F.2.c. V.F.3.a. V.G.1.e. V.G.3.e. V.G.3.n.</p>	<p>Students will gain an understanding of the use of statistical measures in the assessment process. Students will develop the ability to identify standardization methods and types of reliability and validity.</p>	<p>Students will complete in class handouts which covers measures of central tendency, m&m activity, partner instruction, completion of assessment batteries and discussion of results, test critique. Students will also engage in a discussion related to testing bias and how these biases impact different cultural groups.</p>	<p>Completion of all in class activities and discussions, completion of assessment battery, test critique and mid-term examination. Students will also complete an exam on a series of key concepts related to standardized assessments.</p>
<p>II.7.b. II.7.e. II.7.i. II.7.m. V.C.1.e. V.C.2.d. V.C.2.i. V.C.2.j.</p>	<p>Students will develop an awareness of a variety of assessments that can be utilized within a variety of settings and with different populations. Students will develop the ability to research and locate different</p>	<p>Students will engage in discussions about different assessments that can be utilized in the counseling process, in class scavenger hunt for assessment batteries utilizing</p>	<p>Test critique, midterm examination, completion of assessment battery</p>

V.C.2.l. V.F.1.f. V.F.2.c. V.F.2.d. V.F.3.a. V.G.1.e. V.G.3.e. V.G.3.n.	assessment batteries and will become aware of how to locate test reviews. Additionally, students will become familiar with laws passed through the Civil Rights Act, American with Disabilities Act, FERPA, and HIPAA and the impact these laws play in the assessment process.	library resources, completion of assessment batteries, students will complete a test critique and will discuss statistical concepts of the test.	
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Prerequisites

Completion of the qualifying courses or consent of the instructor.

Instructional Materials

Neukrug, E. S., & Fawcett, R. C. (2015). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologist, (3rd ed.)*. Belmont, CA: Brooks/Cole.

Methods of Instruction

Instructional methods for this course may include:

- A. Interactive lecture
- B. Discussion
- C. Case study
- D. Demonstration
- E. Audio-visual recording and presentation
- F. Group work
- G. Dyadic work and role play
- H. Student presentation
- I. Computer application
- J. Research and analysis
- K. Written assignment
- L. In-class exercises
- M. Personal reflection

Methods of Evaluation

Objectives will be assessed through multiple means: verification of class attendance and participation, satisfactory completion and timely submission of assignments, and satisfactory performance on examinations.

Specific course requirements can be found in the appendices.

Attend class and participate in class discussions. Because each class meeting is the equivalent of almost three hour-long meetings, and because there are experiential dimensions to this course, absences greatly affect potential student gains. The student is therefore expected to attend all class meetings. In case of illness or

emergency, please notify the instructor prior to class. Alternative assignments may be made in case of an absence.

Complete all reading assignments. Readings should be completed prior to their due date since they will form the basis of classroom discussions.

Complete weekly assignments and bring them to class. Important learning experiences are self-guided and involve outside-of-class exercises and activities. By bringing the materials to class, the student is prepared to share information and insight.

Demonstrate mastery of course content through satisfactory scoring on examination. Examinations will be used to measure progress and identify learning needs. Examinations will be scheduled for particular dates. Make up examinations may be arranged at the discretion of the instructor. Simply not being prepared is not an excuse to miss and request a make-up exam. I expect that only for rare emergencies, a student would miss an exam. University policy will be followed for missed exams.

Grades will be given based on student performance in class, homework assignments, examinations, assessment battery, and presentations. **Students may turn in assignments late. However, 10 points per calendar day will be deducted from the assignment until it is turned in to the professor. If you do not turn in an assignment, please email on the day it is due, notifying me that you will be late turning in your assignment and provide an estimated day that you anticipate turning in the assignment.**

Key Performance Indicators (KPI's): Key performance indicator assignments are integrated throughout the curriculum in all master's level counseling programs. These assignments are meant to check your academic progress throughout your time in the program & help prepare you for the CPCE/NCE core areas. **All students must score a B or better on any assignment labeled as a KPI. If you do not score a B or better, you are required to repeat the assignment per the Department of Counseling. If you do not score a B or better on the second attempt, you will be placed on a formal academic remediation plan.**

MC Syllabus Statement

The MC Syllabus contains all policies and procedures that are applicable to every course offered by Mississippi College, both on campus and online. The policies in the MC Syllabus describe the official policies of the University as they relate to instruction and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The MC Syllabus may be accessed at any time on the MC website at the following: <https://www.mc.edu/provost/mcsyllabus>.

Grading Policy

Exam1	150 points
Exam 2	150 points
Test Critique PowerPoint Presentation	150 points
Key Assessment Concepts Exam	150 points
Initial Assessment Interview & Report	200 points *KPI*
CSSRS-SV Training	75 points
Participation	50 points
<u>Mental Status Report</u>	<u>75 points</u>
Total	1000 points

Grading scale:

- 940-1000 = A
- 870-930 = B+
- 800-860 = B
- 730-790 = C+
- 660-720 = C
- 590-650 = D
- 580 and Below = F

Assignments

Examinations

There will be two examinations related to textbook readings and class lectures in this class. The first exam will cover chapters 1-4 and the second exam will cover chapters 5-7. Questions will be derived from the concepts covered in class lectures, handouts, and textbook readings from these chapters. You will be given practice quizzes for each chapter. It is strongly encouraged to complete these to gain a sense of how the exam will be constructed. I will not collect these quizzes. They are strictly for your benefit. Multiple choice questions, short answer and fill in the blank will be utilized on the exams.

Assessment Battery

Throughout the semester, students will be given a number of assessments, tests, inventories, checklists, etc. to complete or review. This battery of tests will give students the experience of administering, scoring, interpreting and completing an array of assessments. It will also give students an understanding of what clients experience while completing a test battery. Students will be given the assessments to complete during class or to complete them as homework and bring them to class the following week. The assessments will be graded on a completion/non-completion basis which will tie into your course participation

points. To protect student confidentiality, students will score and interpret their own assessments and will not view the results of fellow classmates. Students are encouraged to select a pseudonym for their assessments to further protect their confidentiality. The assessments complete in class will be graded for completion (participation points). There is no right or wrong answer when it comes to completing the assessments.

Key Assessment Concepts Exam

The CPCE and NCE cover a variety of topics related to testing and assessment. One concept that is heavily tested on these exams is your knowledge to identify specific standardized assessments and to be able to identify key components related to these exams. To best prepare you for this piece of the exam you will be assessed on a variety of standardized assessments. I have compiled a list of assessments for which you will be responsible for knowing in my class and you will possibly see these assessments on the CPCE and NCE. Concepts that you will be required to identify are listed on a handout that will be given to you.

Initial Assessment Interview and Report

Students will practice the intake process in class and then will complete an intake outside of class with a classmate. Students will pair up with one of their classmates and complete an intake assessment with their colleague. Students may choose to use real life situations or students may role play a made-up scenario. **Confidentiality must be upheld throughout this exercise. Any breach in confidentiality could lead to removal from the class.** You must get a signed consent form from your classmate which can be found in the syllabus. Students should pay careful attention to each section of the **intake interview outline provided in class** and should address each area in the intake report. Students should incorporate areas covered in class and should incorporate feedback received during the in-class role play. **Students must provide a 10 minute video or sound recording of the intake to the professor to ensure that the intake was completed and to assess your skills. This video will be uploaded in Canvas or Supervision Assist software, to be determined. You will be fully aware of this well in advance. We will discuss this in more detail in class.** Your grade for this assignment will come from the intake report. I will provide several examples of intake reports that you can use when writing your report.

Resources to refer to while accurately completing this assignment:

- Assessment Interview Outline (and sample outlines)
- Sample Initial Assessment Report
- Report Template
- Class Notes
- Textbook

Columbia Suicide Severity Rating Scale-Screen Version (CSSRS-SV) Training

Students will complete the CSSRS-SV video training provided by Columbia University and submit the completion certificate in Canvas.

Test Critique PowerPoint Presentation

When selecting which assessment instruments and strategies to use, counselors must evaluate instruments on the basis of several factors. For most published formal assessment instruments, the test manual is the primary source of evaluative information. Therefore, counselors must be able to evaluate the appropriateness of using an assessment in a comprehensive manner. The purpose of this assignment is to demonstrate your ability to apply the established guidelines used by professionals to evaluate the appropriateness of using an assessment.

Develop a brief PowerPoint presentation (8-10 slides) that will acquaint your classmates with the test/assessment of your choice. In the Notes section of the presentation, include a narrative explaining each slide.

Each slide must contain at least 3 bullet points. Your PowerPoint presentation should cover the topics outlined in the Appendix section of the syllabus. Information about the assessments can be found by viewing the publisher web sites, [Pearson Assessment](#) or [MHS Assessments](#). They provide all the information you need for the assignment (e.g., purpose of the test, population served, time to complete, cost, etc.). You may also find information through Mental Measurements Yearbook which can be found on the library's website. **Please do not purchase any materials for this assignment.**

Support the major points made in the presentation using appropriate sources. A minimum of 2 citations must be present.

Pick an assessment from the list I have compiled. A different assessment must be chosen by each student. You must choose a test that you would use in a counseling setting, such as the Millon, the Wechsler scales, the Personality Assessment Inventory, etc. Therefore, do not choose tests such as the SAT, GRE, ASVAB, etc. The test must be clinical in nature that deals with the various forms of pathology and or dysfunctional behavior/affect.

You can use tests that can be administered online through the test publisher. However, you cannot use internet-based, free tests, such as the IPIP-NEO or the Jung Personality Test; these are representations of reputable tests such as the NEO-PI-3 or the MBTI. These free, internet-based tests are not assessments you can ethically administer to a client.

Mental Status Report

We will watch a mental status exam and you will have the opportunity to practice writing a brief mental status summary report. An example of this write-up will be provided as a guide.

Reading quizzes

Throughout the course of the semester you will have a number of reading quizzes that cover key concepts from the weekly reading. Quizzes cannot be made up, so it is very important for you to attend class. Completion of quizzes goes toward your participation grade.

My goals are to (1) meet the course objectives and (2) ensure fairness. Accordingly, please do not contact the instructor at the end of the course to request an extra assignment, bonus opportunity, or grade change for any reason except an error in the calculation of the final grade. Grade appeals should follow the process outlined in MC Policy 4.20.]

Additional Course Policies

ATTENDANCE

Class attendance is an essential part of college education and students are expected to attend regularly and punctually. Individuals learn through active participation and involvement. There will be experiential components of this course. Cumulative absences will result in a lowered grade or loss of credit for the course.

The university policy will be followed concerning absences. A student will receive an F in a class immediately when absences, whether excused or unexcused [including university functions], exceed 4 class meetings. Tardiness will not be excused. If a student is late to the class and is marked absent during roll call, that student will be considered absent for the class.

The last day to drop a course for the semester is listed in the current class bulletin. Students cannot withdraw after that date with a W (passing) unless the three following criteria are met:

Extenuating circumstances (clearly outside of student's control);

Passing the course at the time of withdrawal; and

Does not have excessive absences at the time of withdrawal.

SPECIAL NOTE ON COMPUTER AND CELLPHONE USE

Learning science has shown the importance of being present in the learning environment not only physically and academically, but also interpersonally and

intrapersonally. Computer screens can be a barrier to fully engaging in the construction of knowledge. During class, therefore, laptops will only be allowed for taking notes. Please refrain from using computers for surfing the Internet, instant-messaging, e-mail, etc. The use of cell phones during class is strictly prohibited. If you must carry these items on your person, please turn them off or place them in silent mode. Recording or broadcasting live all or part of the class in any manner, such as audio or video recordings is strictly prohibited.

FLEXIBILITY CLAUSE

The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Student and instructor experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

Best Practices

Mississippi College has a number of resources available for students to help students meet their academic, personal and professional goals, including but not limited to: Mississippi College Library, Mississippi College Writing Center, Student Success, Career Services, and Mental Health Services.

Course Outline / Schedule

Date	Topics	Readings/Assignments Due
<i>Week 1:</i>	<i>Syllabus Overview Introduction to Testing and Assessment</i>	<i>Chapter 1</i>
<i>Week 2:</i>	<i>Ethical, Legal & Professional Issues</i>	<i>Chapter 2</i>
<i>Week 3:</i>	<i>Diagnosis in the Assessment Process</i>	<i>Chapter 3</i>
<i>Week 4:</i>	<i>Mental Status Exam/Report Writing</i>	<i>Chapter 4</i>
<i>Week 5:</i>	<i>Clinical Interviewing Part 1</i>	<i>Chapter 4</i>
<i>Week 6:</i>	<i>Clinical Interviewing Part 2</i>	Mental Status Write-Up Due
<i>Week 7:</i>	Exam 1	Chapters 2,3, and 4
<i>Week 8:</i>	<i>Addressing Suicide/Harm Risk</i>	CSSRS-SV Training Due
<i>Week 9:</i>	<i>Test Worthiness</i>	<i>Chapter 5</i> Initial Assessment Report due
<i>Week 10:</i>	<i>Making Meaning out of Raw Scores Statistical Concepts-Data</i>	<i>Chapter 6</i> <i>Chapter 7</i>

<i>Week 11:</i>	<i>Statistical Concepts-Data</i>	<i>Chapter 7</i>
<i>Week 12:</i>	Exam 2	Chapter 5,6, and 7
<i>Week 13:</i>	<i>Intellectual and Cognitive Functioning Clinical Assessments</i>	<i>Chapter 9 Chapter 11</i>
<i>Week 14:</i>	<i>Clinical Assessments cont'd and Informal Assessments Test Critique Discussions</i>	<i>Chapter 11,12 Test Critique PowerPoint Due</i>
<i>Week 15:</i>	<i>Thanksgiving Break NO CLASS</i>	<i>Self-Care; Psalm 107:1</i>
<i>Week 16:</i>	<i>Final Exam on Key Assessment Concepts</i>	Key Assessment Concepts Test

Disclaimer

The instructor reserves the right to modify the schedule proposed in the syllabus as necessary. Modifications will be provided in writing.

Format for Initial Assessment Report

Students will practice the intake process in class and then will complete an intake outside of class with a classmate. Students will pair up with one of their classmates and complete an

intake assessment with their colleague. Students may choose to use real life situations or students may role play a made-up scenario. Confidentiality must be upheld throughout this exercise. Any breach in confidentiality could lead to removal from the class. You must get a signed consent form from your classmate which can be found in the syllabus. Students should pay careful attention to each section of the intake interview outline provided in class and should address each area in the intake report. Students should incorporate areas covered in class and should incorporate feedback received during the in-class role play. Students must provide a video or sound recording of the intake to the professor to ensure that the intake was completed. Your grade for this assignment will come from the intake report. Your assignment is considered incomplete and will not be graded if you do not submit your interview recording and signed consent form.

Please see the interview format provided in class. This format should be followed closely and each question and area should be addressed. The format of your report should model the sample intake report provided to you in class or formats used at your clinical site. There should be no need to deviate from this report format to complete this assignment.

This assignment provides a basis for much of the knowledge needed to successfully complete an intake interview and intake report which will be conducted at your internship sites.

Resources to refer to while accurately completing this assignment:

- Assessment Interview Outline
- Sample Initial Assessment Report
- Class Notes
- Textbook

STRUCTURE AND CONTENT OF TEST CRITIQUE

I. GENERAL INFORMATION (20 pts.)

- A. Title of the test (including edition and form, if applicable)
- A. Author(s)
- B. Publisher and date(s) of publication
- C. Cost (booklets, answer sheets, other test materials, available scoring services)
- D. Availability of online version
- E. The full name of your test, when it was first developed the population for which the test is appropriate, and its primary uses. Is it an objective or projective measure? Is it more of an intelligence or achievement test or is it a personality test? Does the test have alternate forms? When were these created and under what circumstances are they used?
- F. A brief history of your test. When and why was it developed? How does the history of your test fit into the overall scheme as presented in your text (or other text of your choice)?

II. TEST DESCRIPTION (30 pts.)

- A. A basic description of the test. This should relate primarily to test content. What are the different sections / subsections of the test? What does each section measure? What are some example items used to assess this construct? How is this test used in the assessment setting?
 - A. Test Content
 1. construct(s), domain(s) or variable(s) the test measures
 2. theoretical and/or empirical foundations of the test
 - B. Purpose of Test
 1. purpose and potential uses of test
 2. whom the test is designed for
 - C. Test Structure
 1. length of test/number of items
 2. subscales (if applicable)
 3. item format
 - D. Test Administration
 1. administration procedures
 2. necessary administrator qualifications and/or training
 3. special testing conditions that must be considered
 4. online administration (if applicable)
 - E. Test Scoring
 1. type of scoring or scaling
 2. scoring procedures (including availability of scoring keys and scoring services, if any)
 3. subscale, factor or dimension scores (if applicable)
 4. online scoring (if applicable)

III. TECHNICAL EVALUATION (30 pts.)

1. Standardization/Normative Sample
 - a. size and demographics of standardization sample
 - b. procedures followed in obtaining sample
 - c. adequacy of standardization sample
 - d. adequacy of norms provided (e.g., availability of subgroup norms, if applicable)
2. Reliability

- a. evidence of reliability (e.g., test-retest, internal consistency)
 - b. adequacy of reliability evidence to support potential uses of the test
3. Validity
- a. evidence of validity (e.g., content-, criterion-, construct-related)
 - b. adequacy of validity evidence to support potential uses of the test

IV. PRACTICAL EVALUATION (20 pts.)

- A. Quality of Test Materials
 - 1. quality of writing in test materials (including appropriateness of reading level)
 - 2. quality of graphic design and presentation in test materials
 - 3. other aspects of materials quality (e.g., durability, attractiveness, etc.)
- B. Ease of Administration, Scoring and Interpretation
 - 4. clarity and comprehensiveness of instructions, directions or guidance provided
 - 5. amount of time and resources needed to administer, score and interpret test
 - 6. other practical aspects of administration, scoring and interpretation

V. SUMMARY EVALUATION & CRITIQUE (20 pts.)

- A. Strengths and Weaknesses of the Test
- A. Recommendations
 - 1. for uses of the test
 - 2. for revisions or updates
 - 3. for further study of the test

VI. REFERENCES / OVERALL APA STYLE (30 pts.)

Use at least five (5) professional, scholarly sources. These sources must come from the EBSCO, PsychINFO, ERIC, psychARTICLES and other scholarly databases. You may use general test description information from the test publisher web site, and this can count for one (1) of your sources; the remaining sources must come from professional sources.

Note: These guidelines serve only to inform you as to what you need to cover. You will need to format the information correctly. Do not submit a paper with bullet points or using Roman numerals as an outline. Put your information in proper, current APA format.