

Fall 2017

CE 620 Syllabus: Tests & Measurements

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Winona State University Counselor Education Department CE 620: Tests & Measurements Semester Hours: 3		
Course Location	This class meets face-to-face on Thursdays from 5-8PM in Gildemeister Hall, Room 224 . See course schedule below for specific dates and details.	
Instructor	Dawnette Cigrand, Ph.D.	
Instructor Phone & E-Mail	(DCigrand@winona.edu); 507.457.5336	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	Gildemeister Hall, Room 115	
Instructor Office Hours:	Wednesdays and Thursdays, 11AM-5PM. Other times and dates available by appointment.	

I. COURSE DESCRIPTION

- This course provides an overview of the fundamentals of measurement as applied to psychological testing. Knowledge of and practical experience in the use of standardized psychological tests in counseling for personality assessment, evaluation, and career and life decisions will be provided.

II. COURSE PREREQUISITES

Prerequisites: basic statistics course (undergraduate or graduate). Grade only.

III. COURSE OBJECTIVES

The course objectives encompass one area of critical importance to the practice of professional counseling: (1) measurement & assessment. The following specific objectives for this course are the 2009 CACREP standards for these areas:

Measurement & Assessment:**Students will:**

- a. discuss historical perspectives concerning the nature and meaning of assessment;
- b. define basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- c. calculate statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d. determine reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) of an assessment measure;
- e. determine validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Hays, D. (2013). *Assessment in counseling: A guide to the use of psychological assessment procedures*. Alexandria, VA: American Counseling Association.

Other Readings

** Supplementary required readings are listed in the course schedule (designated with an ^) and can be found on Desire to Learn BrightSpace (D2L) at <https://winona.ims.mnscu.edu/>. Information on D2L and other technology questions can be found here: http://learn.winona.edu/Grad_and_PT_Student_Technology_Survival_Guide.

V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2009) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 620 are included.

2009 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	1. Buros Assignment	2. Psychological Assessment Administration & Report	3. Final Exam	4. Attendance, Participation & Class “Discussions of the Day”
3. HUMAN GROWTH AND DEVELOPMENT				
3e. A general framework for understanding exceptional abilities and strategies for differentiated interventions.			X	
4. CAREER DEVELOPMENT				
4f. Assessment instruments and techniques relevant to career planning and decision making.		X	X	
7. ASSESSMENT				
7a. Historical perspectives concerning the nature and meaning of assessment.			X	X
7b. Basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations.	X		X	
7c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.			X	
7d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information).	X		X	
7e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity).	X		X	
7f. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.				X
7g. Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	X	X		

2009 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING	LOCATION OF EVALUATION			
	1. Buros Assignment	2. Psychological Assessment Administration & Report	3. Final Exam	4. Attendance, Participation & Class “Discussions of the Day”
B. Skills and Practices				
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.		X		
COUNSELING, PREVENTION, AND INTERVENTION				
D. Skills and Practices				
D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.		X		
ASSESSMENT				
G. Knowledge				
G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.		X	X	
G2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.			X	
G4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.			X	
H. Skills and Practices				
H1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.		X	X	
H2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.		X		

H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.		X		
H4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.		X		
RESEARCH AND EVALUATION				
I. Knowledge				
I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	X			
DIAGNOSIS				
K. Knowledge				
K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.			X	X
2009 CACREP STANDARDS		LOCATION OF EVALUATION		
School Counseling		1. Buros Assignment	2. Psychological Assessment Administration & Report	3. Final Exam
COUNSELING, PREVENTION AND INTERVENTION		4. Attendance, Participation & Class "Discussions of the Day"		
D. Skills and Practices				
D4. Demonstrates the ability to use procedures for assessing and managing suicide risk.		X		
ASSESSMENT				
G. Knowledge				
G3. Identifies various forms of needs assessments for academic, career, and personal/social development			X	
H. Skills and Practices				
H2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.		X		
H3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.		X		

H4. Makes appropriate referrals to school and/or community resources.		X		
RESEARCH AND EVALUATION				
I. Knowledge				
I1. Understands how to critically evaluate research relevant to the practice of school counseling.	X			
I3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).		X	X	
I4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).			X	
COLLABORATION AND CONSULTATION				
N. Skills and Practices				
N5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.		X		

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning, including: video, lectures, library research, small and large group discussions, experiential class activities, modeling and simulations.

VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	CACREP Standards Assessed: Core/CMHC/School	Due Date	Weight
a.f.	Attendance, Participation and Discussion of the Day	7a,7f/K.4/G3,I3-4	See course schedule	15%
b.c.d.e,	Buros Mental Measurements Yearbook Assignment	7b,7d,7e,7g/I1/I1	See course schedule	25%
a-g.	Final Exam	3e, 4f, 7a-e/ G1-2, G4, H1,K4/G3,I3,I4	See course schedule	35%
c.,g.	Psychological Assessment Administration and Report	4f, 7b,7d-e, 7g/B1, D6, G1, H1-4/D4, H2-4, I3, N5	See course schedule below	25%

A. Description of Assignments/Course Requirements:

1. Class Attendance, Participation and Discussion of the Day

Students are *required to attend all class sessions*. It is expected that you will be an *active member* of class as an *engaged learner*, bringing energy and enthusiasm to every class. To be an engaged learner, one must read assignments and learn key concepts well enough to be able to discuss them in class, and to be able to ask questions about concepts you did not understand in your readings. If you need to miss a class because of an emergency, you are expected to contact the instructor before the missed class or as soon as possible. *True emergencies are rare events*.

To demonstrate your understanding of the reading, you will also be asked to contribute to *Discussions of the Day*. The *Discussion of the Day* question about the readings will be included in your course schedule. It is your responsibility to be able to reply to the question thoroughly in classroom discussion, using knowledge acquired from the text, other coursework and previous classroom discussions. Discussions will be graded on demonstrated knowledge and application of learned material. To be sure all students have an opportunity to adequately contribute, you *may* submit your response to the Discussion of the Day posts made available in D2L under Communications> Discussions. These are due before class the day of the discussion listed on your course schedule. Both the written post and your class discussion will be taken into consideration in regard to your assigned grade.

2. Buros Mental Measurements Yearbook Assignment

For this assignment you will compare and contrast the quality of two assessments that assess similar constructs, so that you could adequately discuss if or how you would use them in your counseling practice. You will begin by visiting the following website <http://buros.unl.edu/buros/jsp/search.jsp> which will allow you to search titles of a multitude of assessments that have been professionally reviewed. Once you find the title of two assessments you would like to evaluate, note the volume of the *Buros Mental Measurements Yearbook* that contains the assessment. You will then visit the library and locate volume of the *Buros Mental Measurements Yearbook* that contains your chosen assessment. This book will give you extensive reviews of a comprehensive variety of assessments. Write a brief report (1-2 pages single spaced **per** assessment) detailing the assessment, such as reliability and validity measures, the norming sample/process, multicultural considerations, ease of administration, suggestions for use of the assessment, cost, etc. Then, explain how you would use each assessment in practice and your rationale for this decision. (Note: you may decide that the assessment is not useful in practice.) ***You must also locate journal articles about the assessments in order to gather more information to be included in your discussion of the assessment.*** An sample exemplar can be found on D2L under Exemplar_Buros.

**** Note: It is possible that you will not find the perfect assessment for your project in the *Buros MMY*. If this happens, choose an assessment that is close in order to complete this assignment, then search elsewhere for the assessment you will use for your project. Keep in mind that when using an assessment that is not reviewed by *Buros*, you must be able to locate some information about the validity and reliability of the assessment. **This assignment will be submitted to the Dropbox on D2L.**

3. Final Exam

A Final Exam will be given over the course of the semester. This exam will give you the opportunity to demonstrate your knowledge of the course readings, classroom discussion, lectures and activities. It will be administered online through D2L, and will be made available to you on the days it is scheduled on the course schedule.

4. Psychological Assessment Administration and Report

For this assignment, you will conduct an initial interview, mental status exam, and practice administering three assessments that you will learn about in class. The combination of these three assessments allow you to assess a person's values, interests and personality, which may be used in counseling individuals in comprehensive ways as they often relate to interpersonal issues and intrapersonal conflict at work, home and in school.

For this assignment you need to identify a mock client, *who is not your significant other or another student in the CED program*. With this client, you will: 1) obtain written informed consent (**see D2L for consent form**), 2) conduct an initial interview, 3) mental status exam, and 4) administer the three assessments to your participant in two sessions with the client. You will then score the assessments, and write a psychological report detailing the results of the assessments (Kuder Career Search, MBTI, and Quality of Life Inventory). After the assessment has been scored and the report has been completed, you will meet again with your mock client to share the results. Administration of the tests, and interpretation of the results must be videotaped. **The consent form and all scored assessments will all be handed in to the instructor in class (see Course Schedule for due date). The videotape recording must be uploaded to Mediaspace. Insert the shareable link, along with the written psychological report, into the D2L Dropbox. A sample report that you can use as a template for your written report is included on D2L. Remember that this is a practice exercise, and that the results are not conclusive. Please note: this assignment takes some time, coordinate early with the mock client, and please plan accordingly. It is important that no assessments are administered until you've been instructed on how to deliver them, score them and interpret the results. To do so would be unethical.**

B. Grading for Course

All assignments/tests are graded on a percentage system, with a perfect score being 100%. Then, each assignment is weighted to determine your Final grade. The percentage system is below:

Final Grades are based on the following weighted percentages:

- | | |
|---|-----|
| 1. Attendance, Participation and Discussion of the Day | 15% |
| 2. Psychological Assessment Administration and Report | 25% |
| 3. Buros Mental Measurements Yearbook Assignment | 25% |
| 4. Final Exam (Basic Concepts, Academic Assessment, Career Assessment and Mental Health Assessment) | 35% |

Percentage System

A = 100-90%

B = 89-80%

C = 79% -70%

D = 69% or below

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students: <http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):
RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)
UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100.

The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595.

Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here:

<http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

IX. COURSE SCHEDULE

DATE	TOPIC	Delivery of CACREP Standard	READINGS	ASSIGNMENTS
8/24/17	ASSESSMENT IN COUNSELING; PROFESSIONAL ETHICAL, LEGAL AND PROFESSIONAL CONSIDERATIONS	7a, 7b; B1	HAYS-CH 1, 3; Appendix B	
8/31/17	THE ASSESSMENT PROCESS	G1, G2	HAYS-CH 2	DD1: Why is an understanding of psychological assessment crucial to the role of the counselor?
9/7/17	MEASUREMENTS CONCEPTS AND TRANSFORMING RAW SCORES; BUROS	7b, 7c, 7d, 7e; H3, I4	HAYS-CH 5, 6	
9/14/17	MULTICULTURAL PRACTICES AND CONSIDERATIONS	7f, 7g; K4; G3, H2	HAYS – CH 4	DD2: Discuss two examples of test bias that you have witnessed or experienced, and explain the potential consequences for the test taker and the test examiner for each.
9/21/17	ASSESSMENT OF INTELLIGENCE AND ABILITY	H2; II-4	HAYS – CH 9,10	
9/28/17	CAREER AND LIFE-PLANNING,	4f; G3, H2	HAYS – CH 11	
10/5/17	NO CLASS; ATTENDING ACES CONFERENCE			TIME TO CATCH UP, WORK ON ASSIGNMENTS, AND PRACTICE SELF-CARE
10/12/17	MEASURES OF INTEREST AND VALUES	G2; G3	HAYS- CH 12	DD3: Explain the differences between career assessments that focus on the process of making career decisions versus those that focus on the content of career decisions.
10/19/17	MENTAL HEALTH ASSESSMENT, INITIAL ASSESSMENT IN COUNSELING (including MSE)	G4, H2, H3; G3, H3	HAYS– CH 7, 8; Myth of Mental Illness [^]	DD4: Who are we to make Tx diagnoses?
10/26/17	SUBSTANCE ABUSE ASSESSMENT; SUICIDE RISK ASSESSMENT	G4, H2, H3; D4, N5	HAYS– CH 8	Buros Mental Measurement Yearbook Assignment Due to D2L Dropbox
11/2/17	ASSESSMENT OF PERSONALITY	G2, G3	HAYS – CH 13	
11/9/17	INTERPRETATION AND COMMUNICATION OF TEST RESULTS	B1, G1, H2, H4; H3, H4, II, N5	HAYS – CH 15	DD5: Explain why a multimodel approach to assessment should be used whenever possible in counseling, diagnosis and treatment of a client.
11/16/17	INTERPERSONAL RELATIONSHIPS; ASSESSMENT OF DISABILITY/ACCOMMODATIONS	3e, 7f-g; G3, H4	HAYS – CH 14	

11/23/17	NO CLASS; THANKSGIVING BREAK			
11/30/17	REVIEW FOR TEST; HAND IN PSYCH ASSESSMENT AND REPORT			PSYCHOLOGICAL ASSESSMENT AND REPORT DUE (see syllabus notes above for instructions)
12/6/17	FINAL EXAM OPEN			FINAL EXAM ONLINE

X. COURSE RUBRICS/ASSESSMENT TOOLS

CIGRAND CE 620 - RUBRIC SCORING - BUROS MMY ASSIGNMENT

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point
Structure, Formatting and Writing	The student demonstrates use of APA formatting and citation consistently throughout the paper with 0 to a few errors. The structure and writing of the paper allows for the reader to clearly understand the major components of each test.	The student demonstrates use of APA formatting and citation consistently throughout the paper with few to several errors. The structure and writing of the paper allows for the reader to understand the major components of each test.	The student demonstrates use of APA formatting and citation inconsistently throughout the paper with several errors. The structure and writing of the paper allows for the reader to understand some of the components of each test or major components are left out.	The student does not show much of an attempt to use APA formatting or citing in the paper, or errors are many. The structure and writing of the paper is confusing to the reader and the major components of each test or is left out.
Understanding of Assessment	The student demonstrates sound understanding of assessment terms by utilizing 8-10 of them correctly in the assignment.	The student demonstrates sound understanding of assessment terms by utilizing 6-7 of them correctly in the assignment.	The student demonstrates some understanding of assessment terms by utilizing 4-5 them correctly in the assignment.	The student has difficulty in understanding assessment terms by using less than 3 in the assignment, or using them incorrectly throughout the assignment.

Comparison/Contrast	The student can evaluate assessment measures by discriminating the strengths and weaknesses of both assessments accurately based on reviews and psychometric properties of both tests.	The student can evaluate assessment measures by discriminating the strengths and weaknesses of both assessments accurately based on reviews and psychometric properties, but does not differentiate uses for practice.	The student can evaluate assessment measures by comparing and contrasting a few of the strengths and weaknesses of each assessment.	The student cannot evaluate assessment measures by comparing and contrasting the strengths and weaknesses of each assessment accurately.
Overall Evaluation of Tests	The student can differentiate the potential uses of both tests and apply these ideas creatively to practice.	The student can articulate the potential uses of both tests and apply these ideas in some ways to practice.	The student has difficulty articulating the potential uses of one or both tests, yet can apply them to practice in obvious ways.	The student has difficulty articulating the potential uses of one or both tests, and cannot apply them to practice in obvious ways.
Research Support	The student has completed research on the assessments (more than 2 articles per assessment) and has integrated that research in useful ways to the assignment.	The student has completed research on the assessments (2 articles per assessment) and has integrated that research in useful ways to the assignment.	The student has completed minimal research on the assessments or has had difficulty integrating the research in useful ways to the assignment.	The student has not completed additional research on either assessment or has not integrated the research into the assignment.
Overall Score	Level 4 15 or more	Level 3 11 or more	Level 2 7 or more	Level 1 0 or more

CIGRAND CE 620 - RUBRIC SCORING - CLASS ATTENDANCE & PARTICIPATION

Criteria	Level 4 4 points	Level 3 3 points	Level 2 2 points	Level 1 1 point
ATTENDANCE	Student was present and on time for every class.	Student was significantly late for 1 -2 classes, but provided instructor with a reasonable excuse.	Student was absent for 1 class but provided instructor with a reasonable excuse.	Student was absent for more than 1 class and/or significantly late for an additional classes, or did not provide a reasonable excuse for not attending.
DEPTH OF DISCUSSION OF THE DAY	Student brought original thought and perspective to class discussions and integrated course readings and other learning or experiences to five of Discussion of the Day forums.	Student brought original thought and perspective to class discussions and integrated course readings and other learning or experiences to four of Discussion of the Day forums.	Student brought original thought and perspective to class discussions and integrated course readings and other learning or experiences to two or three of Discussion of the Day forums.	Student struggled to bring original thought and perspective to class discussions and/or integrate course readings and other learning or experiences to Discussion of the Day forums.
LEVEL OF ENGAGEMENT AND BEHAVIOR	Student was fully engaged and actively involved during every class. They also worked cooperatively and well with all of their peers. Asked questions as appropriate.	Student often participated freely in class, asked questions, and participated in discussions/work with peers cooperatively.	Student sometimes participated in class without being prompted, but was reluctant to join in discussions/work with peers.	Student rarely participated in class discussions or asked questions. Interaction with peers was minimal.
PREPARATION	Student is always prepared for class with completed assignments and necessary materials. Student has also sought additional help between classes if necessary.	Student is usually prepared for class with completed assignments and necessary materials. Student has also sought additional help between classes if necessary.	Student seems minimally prepared for class and discussion, but has the required materials. May have needed extra time to complete assignments before turning them in.	Student is almost always unprepared for class. Assignments/quizzes are not fully completed and/or they do not have other required materials.

Overall Score

**Level 4
15 or more**

**Level 3
11 or more**

**Level 2
7 or more**

**Level 1
0 or more**

Category/Criteria	CE620 Psychological Assessment and Report Project Grading Criteria	Points earned/ Points Possible	SCORE
Informed Consent	All elements of consent discussed: limits of confidentiality, supervised practice, use of results	10	
Structured Interviewing and Mental Status Exam	Demographic information, Behavioral observations, Professionalism, Intake Interview and Mental Status Exam documents complete, accurate, and with useful information for comprehensive assessment	20	
Kuder (administration/results)	Purpose of the test and directions explained in a understandable and accurate way; Test Scored Accurately, Results delivered and customized to client	15	
MBTI (administration/results)	Purpose of the test and directions explained in a understandable and accurate way; Test Scored Accurately, Results delivered and customized to client	15	
QOLI (administration/results)	Purpose of the test and directions explained in a understandable and accurate way; Test Scored Accurately, Results delivered and customized to client	15	
Psych Report	Professionally written and delivered; Correct grammar and usage; Proper use of assessment terms and score choice; Integration of all assessment results including assessment and score description, Recommendations fit results, creatively and accurately connect to various aspects of client and are communicated in a sensitive and useful way. Appropriate referrals noted.	25	
<i>Total points</i>	See Comments below and on assessments for specific feedback.	100	/100