

Tests and Measurements PSY306

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4:00-6:30 p.m. Monday (Bush 212)

January 11 – May 2, 2016

Welcome to PSY306, Tests and Measurements.

The primary objective of this course is not to teach you about individual psychological tests, but facilitate your learning to prepare you to be informed consumers—test users and test takers—of psychological tests and measurements. The prerequisite for the course is PSY 101. Co-requisites for psychology majors are PSY 301, 304.

The current course is a blended course. As a blended course, learning will occur both in a face-to-face and an online learning environment.

Instructor Availability and Communication

If you have questions, please feel free to email me (lmiller@rollins.edu). I check my email throughout the day and will do my best to return your email within 24 hours. If you would like to talk live, please email me with various days and times you are available to talk (between 7 a.m. and 4 p.m.). We can jointly agree on a day and time to have a telephone conversation.

Course Goals

At the conclusion of the course, students will be able to:

1. Demonstrate understanding of the purpose, use, and importance of psychological tests and measurements.
2. Use different methods for gathering evidence of the reliability and validity of psychological tests.
3. Apply best practices for developing and piloting psychological tests.
4. Interpret test scores using descriptive statistics, standardized test scores, and norms.
5. Identify potential ethical issues in creating and using psychological tests and measurements.
6. Combine learnings to evaluate the psychometrics of a psychological test.

The course is designed into five modules:

1. Module 1: Overview of Tests and Measurements (January 11 – February 8)
2. Module 2: Test Reliability and Validity (February 8 – March 7)
3. Module 3: Interpreting Test Scores (March 7 – April 4)
4. Module 4: Test and Measurement Development (April 4 – April 18)
5. Module 5: Ethical Use of Tests and Measurements (April 18 – May 2)

Students must complete the modules sequentially, by the due dates indicated in Blackboard. **No late assignments will be accepted; zero points will be awarded for late assignments. Students are strongly encouraged to document due dates of all assignments and begin work on assignments early.**

Course Materials

Course materials include a text and a study guide. The materials are available in a bundled package (ISBN: 9781506322087) for \$140. **The 5th edition of the textbook and the student study guide are required as the updates from the 4th edition are significant. The textbook is available through the Rollins bookstore).**

Miller, L. A., & Lovler, R. (2016). *Foundations of psychological testing: A practical approach* (5th ed.). Thousand Oaks, CA: Sage.

Stetz, T., Miller, L. A., Lovler, R., (2016). *Students Study Guide for Foundations of psychological testing: A practical approach*. Thousand Oaks, CA: Sage.

Class Meeting Dates

The course consists of three types of class meetings; **face-to-face**, **WebEx**, and **learning team**. The course schedule is below, with face-to-face meeting dates in **green**, WebEx meetings **blue**, and learning team meetings in **orange**.

Students are required to attend all **face-to-face** and **learning team** meetings as attendance will be taken. Students will lose participation points for every class not attended. During instructor-led class meetings, the instructor will introduce the module content. The instructor and students will engage in discussion about the module content and students may participate in one or more activities to prepare for module assignments and assessments due at the end of each module. Students are strongly encouraged to read textbook chapters for each module before attending each class meeting.

Attendance at the **WebEx** meetings is not required, yet highly recommended. During these meetings we will discuss the end of module activity and answer any questions. The meetings will begin at 4 p.m. and last until all questions have been answered. Students are strongly encouraged to begin end-of-module activities after the class meeting where the module content is introduced and before the WebEx meeting so they bring any and all questions related to the module's activity to the meeting.

Class Meeting Dates	Topics	Meeting type
January 11	Instructor-led <ul style="list-style-type: none">Class member introductionsSyllabus overviewLearning team formationModule 1 (Overview of Tests and Measurements)	FACE-TO-FACE CLASS MEETING (Required attendance)
January 18	Martin Luther King Holiday – No Class	
January 25	Learning team meeting <ul style="list-style-type: none">Teams will meet at a location of their choice to work on first test critique	Learning team meeting (Required attendance)
February 1	<ul style="list-style-type: none">Module 1 discussion	WebEx meeting (Optional, but highly recommended)
February 8	Instructor-Led <ul style="list-style-type: none">Module 2 (Test Reliability and Validity)Learning teams declare two tests to critique	FACE-TO-FACE CLASS MEETING (Required attendance)
February 15	Instructor-Led <ul style="list-style-type: none">Module 2 continued (Test Reliability and Validity)	FACE-TO-FACE CLASS MEETING (Required attendance)
February 22	<ul style="list-style-type: none">Module 2 discussion	WebEx meeting (Optional, but highly recommended)
February 29	Spring Break – No Class	
March 7	<ul style="list-style-type: none">Instructor-Led Module 3 (Interpreting Test Scores)	FACE-TO-FACE CLASS MEETING (Required attendance)
March 14	Learning team meeting <ul style="list-style-type: none">Teams will meet at a location of their choice to work on test critiques	Learning team meeting (Required attendance)
March 21	<ul style="list-style-type: none">Instructor-Led Module 3 continued (Interpreting Test Scores)	FACE-TO-FACE CLASS MEETING (Required attendance)
March 28	<ul style="list-style-type: none">Module 3 discussion	WebEx meeting (Optional, but highly recommended)
April 4	<ul style="list-style-type: none">Instructor-Led Module 4 (Test and Measurement Development)	FACE-TO-FACE CLASS MEETING (Required attendance)
April 11	<ul style="list-style-type: none">Module 4 discussion	WebEx meeting (Optional, but highly recommended)
April 18	<ul style="list-style-type: none">Instructor-Led Module 5 overview (Ethical Use of Tests and Measurements)	FACE-TO-FACE CLASS MEETING (Required attendance)
April 25	Learning team meeting <ul style="list-style-type: none">Teams will meet at a location of their choice to finalize test critiques and prepare test critique presentation	Learning team meeting (Required attendance)
May 2	Instructor-led <ul style="list-style-type: none">Learning Team Test Critique Presentations	FACE-TO-FACE CLASS MEETING (Required attendance)

Netiquette Policy

As a part of the blended learning class, we will be engaging in conversation in an online environment. Please help us produce an environment conducive to learning by using common conventions for communicating online. Please carefully read and abide by the suggestions in the URLs below.

- <http://www.networketiquette.net/ecourse.html>
- <http://www.dontwasteyourtime.co.uk/elearning/netiquette-a-handy-guide-for-online-students/>

Learning Teams

During the first class meeting, we will form learning teams (approximately 5 students each). Members of each learning team will work together to complete the course learning team activity.

Because the team activity is outcome-based, all members will typically earn the same grade for the team assignment. However, the instructor reserves the right to adjust scores to reflect varying levels of contribution and quality of work.

The instructor will determine contribution by reviewing completed learning team evaluation forms. At the conclusion of the course, learning team members will complete a ***learning team evaluation form***, evaluating one another on the extent to which team members contributed to the learning team experience. Team members who are consistently rated lower by other team members may have their learning team activity grades reduced by one grade.

If you experience difficulties working with your team, you are expected to resolve the difficulties within the team. On rare occasions, students may reach out to the instructor, who may intervene to resolve a team conflict.

While time will be provided during class to work on the learning team activity, students will need to spend time outside of class hours to complete the team activity. Students can choose to meet face-to-face outside of class time, but are also able to schedule their own WebEx sessions for small group work. The student WebEx accounts allow students to create Meeting Center sessions with up to 8 participants.

- To create an account, cut and paste the following URL into your web browser: <https://rollins-student.webex.com/mw0401isp13/mywebex/default.do?siteurl=rollins-student>
 - For directions on how to sign up for a new account cut and paste the following URL into your web browser: <http://social.rollins.edu/wpsites/idt/faqs-how-tos/student/webex-student-guide/sign-up-for-a-webex-account/>
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Assignments, Assessments, and Grading

You will be graded on the following:

Individual Activities and Assessments

Syllabus quiz (2%): Students will take an introductory syllabus quiz to ensure understanding of course expectations. Students may take the quiz as many times as they'd like, and the highest score will be retained. The quiz must be completed by the due date indicated in Blackboard.

Class Attendance (18%; 1.5 % for each of 11 class meetings): Students are required to attend the 9 face-to-face and 2 learning team class meetings. Attendance will be taken and students not in attendance will lose points.

Module Online Tests (40%; 10% each): Students will take five online end-of-module tests during the course to assess understanding of the material learned in each module. Each test will be worth 10 points. Tests will be open during a specific timeframe only and must be completed by the due date indicated in Blackboard. Students must access and complete each test in one sitting. Only four tests will be included in the final grade; the lowest score will be automatically dropped.

Discussion Question Responses (10%; 2%each): Students will post initial answers to one online discussion question per module. Students must respond to the discussion question by the required due date indicated in Blackboard. Full credit will be awarded based on the following criteria:

- Response clearly addresses all components of the discussion question.
- Response integrates/synthesizes learnings, with citations from a minimum of two topically-relevant sources: the course textbook and a second peer-reviewed journal article.
- English grammar is excellent (sentences are clear, concise, and precise; post includes proper spelling, grammar, and scholarly tone).
- In-text citations and references are formatted according to current APA style (6th edition).
- Post is at least 150 words long, excluding references.

Psychological Test Worksheet (4%): For Module 1, students will complete Part I and Part II of the Psychological Test Worksheet. Students must complete the worksheet by the required due date indicated in Blackboard.

Reliability and Validity Worksheet (4%): For Module 2, students will complete Part I and Part II of the Reliability and Validity Worksheet. Students must complete the worksheet by the required due date indicated in Blackboard.

Test Score Interpretation Activity (4%): For Module 3, students will complete the test score interpretation worksheet. Students must complete the worksheet by the required due date indicated in Blackboard.

Test Specification Table and Item Writing Worksheet (4%): For Module 4, students will complete the test specification table and item writing worksheet. Students must complete the worksheet by the required due date indicated in Blackboard.

Letter to the Editor (4%): For Module 5, students will write a letter to the editor of a local newspaper to comment on ethical issues associated with psychological testing. Students should imagine they are a testing expert and were contacted by a local newspaper to comment on ethical issues associated with psychological testing. Students should write a 1-2 page, double-spaced letter to the editor discussing ethical issues associated with psychological testing in an educational, counseling/clinical, or business setting. Students must complete the activity by the required due date indicated in Blackboard. Students should include the information below in the letter:

- The ethical issues faced in the setting.
- The ethical responsibilities/qualifications required of professionals in the setting who use psychological tests.
- The consequences of improper test use.

Learning Team Activity and Assessment

Test Critique Presentation (10%): Learning teams will work throughout the semester to conduct the research necessary to critique two psychological tests. Teams will conduct research on each test, documenting findings by completing a test critique worksheet for each test. At the end of the semester, teams will turn in their test critique worksheets and present their test critiques during a 25-minute live PPT presentation **on May 2**. Students who do not attend the class meeting will have 3 points deducted from their participation grade. Guidelines for the assignment are below:

- Each team should select two psychological tests to critique.
- Teams should carefully review the “guidelines for critiquing a psychological test” in the course textbook.
- Teams should conduct research on each test, trying to gather information needed to answer each test critique question and complete a psychological test critique worksheet for each test.
- Students **are not** to purchase the test or any other materials. Students should leverage the test information resources presented in Chapter 1 and 2 of the course textbook to gather information about each test. Some information may not be available due to the type of test or available information. In these cases, students should enter “NA” on the worksheet.

Believing that my high expectations are an indication of my respect for you and for your capacity to work at a level of excellence you may not have thought possible, I will follow the grading standards outlined in the college catalog:

- ✓ **Grade A** is reserved for work that is **exceptional in quality** and shows keen insight, understanding, and initiative.
- ✓ **Grade B** is given for work that is **consistently superior** [that is, not merely respectable or “average”] and shows interest, effort, or originality.
- ✓ **Grade C** is a **respectable grade**. It reflects consistent daily preparation and satisfactory completion of all work required.
- ✓ **Grade D** is the **lowest passing grade**. It is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.
- ✓ **Grade F** is failing.

Percentage	Grade		Percentage	Grade
94	A		74 – 77	C
90 – 93	A-		70 – 73	C-
88 – 89	B+		68 - 69	D+
84 – 87	B		64 – 67	D
80 – 83	B-		60 - 63	D-
78 - 79	C+		< 63	F

Students with Disabilities

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability and anticipate needing any type of academic accommodation in order to participate in this class, please make appropriate arrangements with Grace Moskola, Disability Services Director, who can be found in the Mills Building (407) 646-2354, or via e-mail at gmoskola@rollins.edu. Requests for accommodations must be made as early as possible in the semester.

Academic Honor Code

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations.

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, etc., the following handwritten abbreviated pledge followed by their signature:

"On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work."

Material submitted electronically should contain the pledge; submission implies signing the pledge.

Academic Dishonesty

As a responsible member of the Rollins Community, you will be expected to maintain the College's highest ideals of academic and social conduct and are responsible for knowing and abiding by College policy – primarily that of academic dishonesty. If you are unclear about the College's policy on academic dishonesty, I would encourage you to reference the College Catalog.

Withdrawal Without Penalty

Withdrawal deadlines are strictly enforced by the Hamilton Holt School. Tuition refunds for withdrawals after the stated deadline will not be granted for:

- * change in job assignment (duties, hours, travel, etc.)
- * change in financial aid status and/or eligibility if not reported in writing to the Holt Office by the end of the first week of classes
- * lack of prerequisite knowledge or coursework
- * personal or family crisis or illness
- * relocation out of the area
- * temporary duty assignment or transfer by the military

Withdrawal exceptions are extremely rare and may be granted only by the Student Appeals Committee.

Withdrawal and refund deadlines will differ for courses offered on an intensive format. Generally, 50% for withdrawal before the second scheduled class meeting.

Credit Hour Statement

This course is a four credit-hour course. The value of four credit hours results from work expected of enrolled students both inside and outside of the classroom. Rollins' faculty require that students average approximately three hours of outside work for every hour of scheduled class time. In this course, the additional outside of class expectations include weekly reading of textbook chapters, viewing of videos and other online resources, responding to online discussion questions, completing online quizzes/tests, and completing individual and team assignments).

Course and Instructor Evaluation

At the end of each semester, students are asked to evaluate the course and instructor. These evaluations are extremely valuable in the teaching and learning process on our campus. Student evaluations help assess student perceptions of classroom learning and often lead to improved teaching. Your feedback is important and Rollins students are encouraged to be honest, fair, and reflective in the evaluation process.

The online evaluative survey is anonymous. Students are never identified as the respondent. Instead, each student's comments are assigned a random number. You will be asked to rate your course and instructor on a numerical scale and through narrative comments.

For the fall and spring terms, the online Course and Instructor Evaluation (CIE) process opens at 8:00 a.m. on the first scheduled date. It remains open for a period of 14 days (2 weeks) until 12:00 a.m. (midnight) on the final scheduled date. For the summer term, the CIE process will be open for a period of seven days for the six-

week sessions. The evaluation period ends prior to the start of final examinations and faculty cannot access completed evaluations until 10 days after the end of final exams.

Students will receive one email at the start of the CIE period, one after the 15th day, and a final reminder the day before the CIE period ends. Students who complete evaluations for all classes will be able to view grades ten-days before students who do not complete an evaluation form.

Please note that independent studies, internships, and applied music courses (MUA) are excluded from the online process. Also excluded for confidentiality reasons are courses with enrollments of three or fewer students.

Please see calendar for dates of evaluation for this term.

Make Up Policy

All assignments are due on or before indicated dates. There will be **no make-up activities or assessments**. If you miss a due date for an activity or assessment, will earn a "0" for that activity or assessment.