MASTER SYLLABUS
(Generic Outline)

Administrative Unit: Education Department
Course Prefix and Number: EDUC 574
Course Title: Evaluation of Individual Achievement and Aptitude

Digital Descriptions:

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<tr>
<th>STUDENT DESCRIPTION</th>
<th>PAY-HOUR DESCRIPTION</th>
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<td># Cr Hrs — # Lec Hrs — # Lab Hrs</td>
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catalog description: The study and practice of individual aptitude and achievement testing. Using the major assessment tools, the administration, scoring, and evaluation of individual tests will be emphasized. Contemporary assessments issues also will be addressed. Prerequisite: Graduate Standing. Offered Spring semester.

Prerequisites/Corequisites: Graduate Standing.


Course Objectives: 1. Understand the psychometric validity and reliability issues associated with achievement and aptitude testing; 2. Know how to administer, score, and evaluate individual tests of achievement and aptitude; and 3. Understand related, contemporary, assessment issues.

Topical Outline: 1. Introduction to individual achievement and aptitude testing. 2. Psychometric: validity and reliability. 3. Aptitude Tests: Specific and multiple aptitude batteries. 4. Achievement Tests: Brigance Diagnostic Inventory of Basic Skills; Kaufman Tests of Educational Achievement (KTEA); Peabody Individual Achievement Test-Revised (PIAT-R); Wechsler Individual Achievement Test 2nd Edition (WIAT-2); Wide Range Achievement Test-3 (WRAT-3); Woodcock-Johnson Achievement Test-III (WJ-III); Test of Academic Achievement Skills-Revised (TASS-R). 5. Related assessment issues.

Recommended maximum class size for this course: 10
NOTE: The intention of this master course syllabus is to provide a general outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught, or where it is taught. This generic outline is not intended to restrict the way any individual faculty member teaches the course. The master syllabus, therefore, should be general enough to allow for a diversity of individual approaches to teaching the course, while at the same time it provides guidance on what the course should cover.