UNIVERSIDAD DE PUERTO RICO
RECINTO UNIVERSITARIO DE MAYAGÜEZ
DECANATO DE ASUNTOS ACADÉMICOS

SOLICITUD PARA MODIFICACIONES A CURSOS REGISTRADOS

Unidad: Recinto Universitario de Mayagüez		**Colegio: Artes y Ciencias**
Departamento/Programa: Psicología		
Título del Curso: EVALUATION AND MEASUREMENT		**Codificación Alfanumérica: PSIC 6037**
INFORMACIÓN SOBRE CAMBIOS SOLICITADOS		
TIPO DE CAMBIO	**INFORMACIÓN VIGENTE**	**CAMBIO SOLICITADO**
[ ] Código alfabético		
[ ] Código numérico		
[ ] Título en español		
[ ] Título en inglés		
[ ] Tipo de curso		
[ ] Modalidad en que se ofrece		
[ ] Ubicación de curso		
[ ] Prerrequisitos		
[ ] Correquisitos		
[ ] Sistema de calificación		
[X] Horas de contacto	3 créditos/45 horas	2 créditos/30 horas
[X] Descripción		

DESCRIPCIÓN EN ESPAÑOL ANTERIOR	NUEVA DESCRIPCIÓN EN ESPAÑOL
Este curso discute la relación entre medición y evaluación en la psicología escolar. También cubre las estrategias que se utilizan durante el proceso de evaluación psicológica como la observación, entrevista inicial y escalas de comportamiento. A lo largo del curso se discutirá la teoría clásica de medición, la teoría de generalización, la construcción de escalas, el sesgo de una prueba, técnicas de fijación estándar y la teoría de respuesta al ítem. En adición, el estudiantado aprenderá sobre diferentes pruebas psicológicas utilizadas en escenarios clínicos y escolares así como los principios y conceptos que fundamentan las aplicaciones de medición avanzada.	Este curso examina los fundamentos teóricos y aplicados de la medición psicológica en la psicología escolar. Se enfatizan los modelos psicométricos (teoría clásica de los tests, teoría de la generalizabilidad y teoría de respuesta al ítem), la fiabilidad y la validez, la interpretación de puntuaciones y las prácticas de evaluación basadas en evidencia. El estudiantado desarrolla destrezas en la evaluación crítica de instrumentos y en el uso ético y culturalmente sensible de herramientas de evaluación, incluyendo consideraciones relevantes al contexto puertorriqueño.
DESCRIPCIÓN EN INGLÉS ANTERIOR	NUEVA DESCRIPCIÓN EN INGLÉS
This course discusses the relationship between measurement and evaluation in school psychology. It also covers the strategies that are used during the psychological evaluation process such as observation, initial interview, and behavioral scales. Classical test theory,	This course examines the theoretical and applied foundations of psychological measurement in school psychology. Emphasis is placed on psychometric models (classical test theory, generalizability theory, and item

generalizability theory, scales construction concepts, test bias, standard setting techniques, and item response theory are discussed throughout the course. In addition, students will learn about different psychological tests used in clinical and school settings as well as the principles and concepts underlying advanced measurement applications.	response theory), reliability and validity, score interpretation, and evidence-based assessment practices. Students develop skills in the critical evaluation of instruments and in the ethical and culturally responsive use of assessment tools, including considerations relevant to the Puerto Rican context.
Justificación de los cambios: **Cambio en créditos:** Se reduce de 3 a 2 créditos como parte de la redistribución curricular del programa, ajustando la carga académica a 30 horas contacto en correspondencia con el alcance del curso. **Cambio en descripción del curso:** La descripción se revisa para alinearse con estándares actuales de acreditación y reflejar de manera más precisa el énfasis del curso en fundamentos psicométricos y prácticas de evaluación.	
Fecha de efectividad de los cambios: **Luego de aprobación.**	

APROBACIÓN Y CERTIFICACIÓN A NIVEL DEL DEPARTAMENTO	**NOMBRE Y FIRMA**	**FECHA**
Director de Departamento		
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA FACULTAD	**NOMBRE Y FIRMA**	**FECHA**
Decano de la Facultad		
APROBACIÓN Y CERTIFICACIÓN A NIVEL DEL DECANATO DE ASUNTOS ACADÉMICOS	**NOMBRE Y FIRMA**	**FECHA**
Decano de Asuntos Académicos		

University of Puerto Rico
Mayagüez Campus
College of Arts and Science
Department of Psychology
School Psychology Graduate Program

TEMPLATE FOR A IN-PERSON COURSE SYLLABUS

COURSE SYLLABUS

GENERAL INFORMATION:

COURSE TITLE:	**EVALUATION AND MEASUREMENT**
ALPHANUMERIC CODIFICATION:	PSIC6037
CONTACT HOURS / CREDITS	30 hours/2 credits
PREREQUISITES, COREQUISITES AND OTHER REQUIREMENTS:	PREREQUISITES: ESMA 6206 Statistics Applied to Psychology

COURSE DESCRIPTION:

ENGLISH: This course examines the theoretical and applied foundations of psychological measurement in school psychology. Emphasis is placed on psychometric models (classical test theory, generalizability theory, and item response theory), reliability and validity, score interpretation, and evidence-based assessment practices. Students develop skills in the critical evaluation of instruments and in the ethical and culturally responsive use of assessment tools, including considerations relevant to the Puerto Rican context.

SPANISH: Este curso examina los fundamentos teóricos y aplicados de la medición psicológica en la psicología escolar. Se enfatizan los modelos psicométricos (teoría clásica de los tests, teoría de la generalizabilidad y teoría de respuesta al ítem), la fiabilidad y la validez, la interpretación de puntuaciones y las prácticas de evaluación basadas en evidencia. El estudiantado desarrolla destrezas en la evaluación crítica de instrumentos y en el uso ético y culturalmente sensible de herramientas de evaluación, incluyendo consideraciones relevantes al contexto puertorriqueño.

LEARNING OBJECTIVES:

At the end of the course students will be able to:

1. Differentiate key concepts in evaluation, assessment, research, and measurement.
2. Demonstrate understanding and contextualize the historical development of psychometrics, including contributions from Puerto Rico.

3. Interpret appropriate measurement and statistical indices (e.g., standard scores, percentiles, T scores, Z scores, stanines, ability estimates, grade/age equivalents) in psychological testing.
4. Compare and interpret test results derived from norm-referenced and criterion-referenced frameworks.
5. Explain the fundamental principles of classical test theory, generalizability theory, and item response theory.
6. Apply procedures used to estimate the reliability of criterion-referenced tests (e.g., estimation procedures, reliability of change scores or ratings) in psychological testing contexts.
7. Evaluate contemporary validity evidence and related statistical procedures (e.g., factor analysis, standard error of measurement, decision theory) in the interpretation of test scores.
8. Describe key components of the test development process, including selected-response item design.
9. Select assessment instruments based on psychometric properties and their appropriateness for specific purposes and diverse populations.
10. Understand guides and practices of tele-assessment.
11. Apply ethical principles and professional standards in assessment practices, including fair testing and evaluation guidelines (e.g., AERA, AEA, APA, ACPA, NASP, APPR).

SUGGESTED TEXTBOOK:

1. Cohen, R. J., Swerdlik, M. E. & Tobin, R. (2022). *Psychological Testing and Assessment: An Introduction to Tests and Measurement* (10th Edition). McGraw-Hill.
2. American Educational Association, American Psychological Association & National Council on Measurement in Education. (2018). *Estándares para pruebas educativas y psicológicas* (M. Lieve, Trans.) Washington, DC: American Educational Research Association. (Original work published 2014)

COURSE OUTLINE AND TIME DISTRIBUTION:

CONFERENCE TOPIC	TIME DISTRIBUTION (HOURS)
I. Measure, Evaluation and Assessment a. Psychological constructs b. Ethical Issues c. Computer base testing d. Observation and Interviews e. Checklist and Rating Scales	4
II. Historical Overview	2
III. Statistics Review	2

IV. Measurement Scales	2
V. Psychometric models (classical test theory, generalizability theory, and item response theory)	2
VI. Midterm Exam	1
VII. Reliability	4
VIII. Validity	6
IX. Test Design and Construction	2
X. Partial test	1
XI. Testing Special Abilities a. Cognition b. Academic Achievement c. Vocational Interests	2
XII. Testing Special Abilities a. Personality Assessment b. Neuropsychological c. Clinical Assessment	2
TOTAL CONTACT HOURS	**30**

INSTRUCTIONAL STRATEGIES:

Some of the following may be used:

☒ Lectures	☐ Project Based Learning
☒ Discussion	☐ Seminars or Workshops
☐ Cooperative Learning	☐ Problem Based Learning (PBL)
☐ Case Studies	☐ Flipped Classroom
☐ Lectures with Guest Speakers	

MINIMUM OR REQUIRED RESOURCES AVAILABLE:

RESOURCE	IN-PERSON
Classroom or laboratory	Institution
Account in the institutional learning management platform (e.g. Moodle or Blackboard)	Institution
Institutional email account	Institution
Computer with high-speed internet access or mobile device with data service	Student
Programs or applications: word processor, spreadsheets, presentation editor	Student
Webcam or mobile with camera and microphone	Student
Integrated or external speakers	Student

Whiteboard	Institution
Digital projector	Institution

SUGGESTED ASSESSMENT TECHNIQUES: Include a list of available assessment techniques according to the course department. You may delete those that you will not use in the course and add/modify any that are not listed. (Examples of assessment techniques)

Suggested Assessment Technique	Relative Weight
☒ Exams	30%
☒ Assignments	20%
☐ Short quizzes	xx%
☐ Laboratory	xx%
☒ Oral presentations	30%
☐ Written reports	xx%
☐ Projects (team or individual)	xx%
☐ Portfolio	xx%
☐ Peer evaluation	xx%
☐ Critical thinking assignments	xx%
☐ Informed participation in class	xx%
☒ Attendance	20%
☐ Other (Explain)	xx%
Total:	**100%**

Standard scale: 90 to 100 A; 80 < 90 B; 70 < 80 C; 60 < 70 D; < 60 F

REASONABLE MODIFICATION (REASONABLE ACCOMMODATION):

The University of Puerto Rico (UPR) acknowledges the right of students with disabilities to an inclusive, equitable, and comparable post-secondary education. In accordance with its policy toward students with disabilities, based on federal and state legislation, every qualified student with disabilities is entitled to equal participation in those services, programs, and activities that are physically, mentally or sensorially natured and have thus substantially affected one or more major life activities, such as their area of post-secondary studies. They have the right to receive reasonable accommodation or modifications. If you require accommodation or reasonable modification in the course, you must inform the professor without the need to disclose your condition or diagnosis. Simultaneously, you should promptly request the Office of Services for Students with Disabilities (OSEI) of the unit or campus for your need for modification or reasonable accommodation.

The University of Puerto Rico at Mayagüez (RUM) recognizes that each student has an inherited right to request reasonable accommodation according to Law 51: Law for Integral Educational Services for People with Disabilities. Every student has the right to receive reasonable accommodation if he/she presents the necessary evidence to be evaluated by the Office of Services to Students with Disabilities (OSEI-RUM), and the related information can be found at the following link: https://www.uprm.edu/cms/index.php/page/85. If your case is approved by OSEI-RUM, you will receive reasonable accommodation in your courses and evaluation, and you must contact each professor for the course registered. For additional information contact OSEI-RUM at the Office of the Dean of Students, DE 12, via telephone 787-832-4040 extensions 6734 or 6735, email: oseirum@uprm.edu, at the virtual office: https://meet.google.com/yvd-nrqo-mor, or join by telephone: (US)+1 475-558-0169 PIN: 814 895 818#.

ACADEMIC INTEGRITY:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Section 6.2 of the UPR General Student Regulations (Certification No.13, 2009-2010, Board of Trustees) provides that academic dishonesty includes, but is not limited to: "fraudulent actions, obtaining grades or academic degrees by false or fraudulent simulations, copying all or part of another's academic work, copying all or part of another's answer to questions on an examination, taking or having another take any oral or written test or examination on behalf of another, and aiding or facilitating another person to engaging such conduct." Any of these actions will be subject to disciplinary sanctions in accordance with the disciplinary procedure provided in the UPR General Student Regulations in force. To ensure the integrity and security of user data, all hybrid, distance-learning and online courses shall be offered through the institutional learning management platform or through tools required by the course, which uses secure connection and authentication protocols. The system authenticates the user identity using the username and password assigned through the student institutional account. The user is responsible for keeping secure, protecting, and not sharing their password with others.

POLICY AND PROCEDURES FOR MANAGING SEX AND GENDER-BASED DISCRIMINATION AT THE UNIVERSITY OF PUERTO RICO:

The Policy and procedures for managing Sex and Gender-Based Discrimination at the University of Puerto Rico, Certification No. 107 (2021-2022) of the Governing Board, certifies that the University of Puerto Rico, as an institution of higher learning and a workplace, safeguards the rights and offers a safe space for those who interact therein, whether they be students, employees, contractors, or visitors. It seeks to promote an environment that respects diversity and the rights of the university community. This policy provides a protocol for handling situations related to the following prohibited conduct in the workplace or in the academic setting: discrimination based on sex, gender, pregnancy, sexual harassment, sexual violence, domestic violence, dating, violence, and stalking.

CONTINGENCY PLAN IN CASE OF AN EMERGENCY OR INTERRUPTION OF CLASSES

In the event of an emergency or interruption of classes, the professor will contact the students through the institutional email or other available means to coordinate the continuity of the course.

The contingency plan must preserve the modality in which the course was created and programmed in the course offering.

Certification 23-29 of the Academic Senate establishes that an In-Person course may have up to 25% of the hours at a distance and if necessary, this option may be used.

GRADING SYSTEM

☒ Quantifiable (letters, A, B, C, D, F) ☐ Not Quantifiable (Pass, Fail)

BIBLIOGRAPHY:

Anastasi, A. & Urbina, S. (2014). *Psychological Testing* (2nd ed.). John Wiley & Sons, Inc.

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American Psychological Association. (2020). *Guidelines for psychological assessment and evaluation*. https://www.apa.org/about/policy/guidelines-psychological-assessment-evaluation.pdf

American Psychological Association. (2020). *Education and training guidelines for psychological assessment in health service psychology*. https://www.apa.org/education-career/grad/guidelines-psychological-assessment.pdf

Cooper, C. (2023). *An Introduction to Psychometrics and Psychological Assessment: Using, Interpreting and Developing Tests*. Routledge.

Herrans, L. (2000). *Psicología y Medición: El Desarrollo de Pruebas Psicológicas en Puerto Rico.* McGraw Hill.

National Association of School Psychologists. (2020). *The professional standards of the National Association of School Psychologists.* https://www.nasponline.org/x55315.xml

Sattler, J. (2022). Foundations of Behavioral, Social, and Clinical Assessment of Children (7th ed.). Jerome Sattler Publisher, Inc.

Scharaschkin, A. (2024). Educational assessment without numbers. *Frontiers in Psychology*, *15*, Article 1399317. https://doi.org/10.3389/fpsyg.2024.1399317

Wright, A.J., & Raiford, S.E. (2021). *Essential of Psychological Tele-Assessment. Kaufman*. A.S. & Kaufman, N.L. (Eds). Wiley.