University of Victoria  
Faculty of Education  
Department of Educational Psychology & Leadership Studies  

Assessment in Counselling  
ED-D 514/A01 (1.5 Units)  
Fall 2017, Sep 12th – Nov 28th  
Tuesdays: 4:30pm – 7:20pm  
MAC D109

Instructor: Dr. Michael Sorsdahl, CD, PhD (Ed), RPsys (p), CCC, RCC, GCFi  
Office: MAC A352  
Office Hours: Tuesdays 7:30pm – 8:20pm (by appointment only)  
Phone: (250) 818-9956  
E-mail: Sorsdahl@uvic.ca or mikesorsdahl@gmail.com  
Web Site: http://www.uvic.ca/epls/  
Note: Courses may be cancelled within first two weeks of classes if enrolment drops below required minimums

Calendar Description

The use of testing, diagnosis, and other aspects of assessment within a counselling perspective for adults, adolescents, and children. Topics addressed include: basic concepts in assessment, the relationship between counselling and assessment, ethical issues, diversity, reliability and validity, test selection and administration, test evaluation, a variety of assessments and assessment reports.

Required Text/Resources


Additional articles will be posted on the course space at the beginning of the course. All articles are available through EBSCOHost, and will be uploaded in a PDF file for download.

Course Outline

Purpose - This course is designed to provide the student with the knowledge of skills and competencies necessary to effectively deal with the interpersonal and intrapersonal dynamics of intimate relationships and family systems. Family interaction and communication patterns, conflict resolution, the impact of children on relationships, and other factors that influence family systems will be introduced. Although the course is designed to provide an overview of all family systems theories, some introductions to family/couple interventions will be discussed.

Objectives – Upon completion of the course, students will be able to:

1. define assessment and understand its role in the professions of counselling and counselling psychology;
2. outline the relationship between informal and formal testing, and the concept of beyond test and tell;
3. understand and identify the common psychological tests commonly used in counselling with children, adolescents, and adults;
4. evaluate the quality, psychometric characteristics, and appropriateness of psychological tests commonly encountered in counselling psychology practice;
5. experience and reflect on the client’s perspective of both formal and informal testing procedures;
6. obtain and interpret multiple sources of assessment information (formal and informal);
7. integrate assessment information from several sources into a report.

Course Format – The course will combine experiential learning as a client, and as the counsellor/assessor within a counselling psychology framework. Lectures, group work, conducting assessments, and interpreting results to be meaningful to the client are all highly emphasized in this course.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Final Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Readings and Group work Assignments</td>
<td>15%</td>
<td>For every class, and group work as assigned. (3 Oct, 17 Oct, 31 Oct)</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
<td>Throughout</td>
</tr>
<tr>
<td>Selection of Assessment, Rationale and Budget</td>
<td>15%</td>
<td>24 Oct 17</td>
</tr>
<tr>
<td>Initial assessment interpretation and report assignment</td>
<td>30%</td>
<td>7 Nov 17</td>
</tr>
<tr>
<td>Final integrated assessment and report assignment</td>
<td>35%</td>
<td>28 Nov 17</td>
</tr>
</tbody>
</table>

A. All Course Readings and Group Work (15%)

You are expected to read the text, online references and any handouts between classes and come to class prepared to discuss and work from knowledge of this material.

There will be group work projects that will be marked, and will contribute to this portion of the grade. More information will be provided in class. This includes 2 presentations and 1 submitted assignment.

B. Participation (5%) – Participation marks are rewarded for your participation and engagement in classroom discussions and group activities. Attending each class is important in order for you to further your knowledge from reading the text and to have your questions answered. If you need to miss class due to illness or a specific circumstance, please email me right away so we can discuss the matter. If you are unable to attend class, you will need to make up for any missed group activities time or reading.

C. Test Selection and Budget assignment (15%) – Your organization has asked you to recommend an assessment battery. Assume that you don't have to worry about regular office materials (e.g., desks, pencils, computers, printers) and that costs for training and/or professional fees do not have to be covered by this budget (i.e., your budget is solely for assessment tools and resources.

1) Select one of the following scenarios as your focus for this project:
a. **Career Guidance for Senior High or College Students**: Recommend assessment tools for the first 6 months of operation for a senior high or college career centre providing career guidance service to its students. You have been given $1,000.00 for non-consumable items (e.g., test manuals, scoring keys or software, card sorts, relevant books, site licenses) and $150.00 per student for consumable items (e.g., assessment booklets, score sheets, codes for online assessment tools, workbooks). You are expected to see 25 students each month.

b. **Career Guidance for Displaced Corporate Managers**: As part of an organization’s outplacement services, you have been asked to recommend assessment tools to support career guidance services for 20 displaced corporate managers. You have been given $1,000.00 for non-consumable items (e.g., test manuals, scoring keys or software, card sorts, relevant books, site licenses) and $250.00 per person for consumable items (e.g., assessment booklets, score sheets, codes for online assessment tools, workbooks).

c. **Clarification of Learning Difficulties for Children or Teens**: A student has been referred to you for assessment of learning and/or behavioural difficulties in school. You are responsible for preliminary screening, using A or B level assessment tools. Your recommendation may include referral to the district psychologist for assessment with additional C level tools (in that case, include the cost of those tools in your plan and provide a rationale for their inclusion, but do not include the fees for the psychologist). Your budget is $1,500 for non-consumable items (e.g., assessment kits, manuals, test booklets) and $250 for consumable items (e.g., assessment booklets, score sheets, codes for online assessment tools, workbooks).

d. **Resources for a Private Counselling Practice**: You are opening your own private counselling practice and expect to serve non-clinical clients with every day “problems in living.” For this assignment, indicate whether your assessment focus will be children, teens, or adults. You have budgeted $1,500 for start-up assessment costs, including both consumables (e.g., assessment booklets, score sheets, online assessment codes, workbooks) and non-consumables (e.g., test manuals, scoring keys or software, card sorts, relevant books).

e. **Leadership Development Program for High Performers**: You have been asked to recommend assessment tools for an organization’s leadership development program. The organization has identified one individual, a high performer, for whom they would like leadership skills, personality, work values, and stress management assessed. You have up to $1000 available for this individual’s assessment materials including consumables (e.g., assessment booklets, score sheets, online assessment codes, workbooks) and non-consumables (e.g., test manuals, scoring keys or software, card sorts, relevant books).

f. **Return-to-Work Plans for Managers**: You have been asked to recommend an assessment package for a manager who has been off work for 6 months with a stress-related illness. The assessment goal is to inform his/her return-to-work plan. You have been given a maximum of $1,000 to purchase tools for this assessment including consumables (e.g., assessment booklets, score sheets, online assessment codes, workbooks) and non-consumables (e.g., test manuals, scoring keys, card sorts).

2) Use the following rubric to structure your assignment, and the focus of your submission.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Identify 4-5 assessments</td>
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<tr>
<td>• Summarize key features</td>
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<tr>
<td>o Focus on rationale for client type</td>
<td>/25</td>
<td></td>
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<tr>
<td>o Psychometrics (reliability, validity, etc.)</td>
<td>/25</td>
<td></td>
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<tr>
<td>• Budget Breakdown</td>
<td></td>
<td></td>
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<tr>
<td>o One time vs consumable expenses</td>
<td>/15</td>
<td></td>
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<tr>
<td>o Taxes and Shipping</td>
<td>/15</td>
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</tbody>
</table>
D. Initial Assessment Interpretation and Report Assignment (30%) – Complete the 3-4 formal assessment tools and 1-2 informal assessment tools, you originally chose in your battery (when working with your partner). Note: For the formal assessments, it will take a bit of time to get your reports, as they are coming from the university assessment library or your instructors library. You will be provided with your assessment options in class.

1) Using the Wheel, the Summary Report Template, or some other framework, summarize the assessment results

   a. Write a ½ - 1 page background summary
      ▪ Relevant demographics
      ▪ Reason for assessment
   b. Write a 1 – 2 page summary or table, highlighting results from each assessment
   c. Write a 1 – 2 page summary responding to the purpose for assessment by identifying and integrating themes from the assessment tools
   d. Write a 1 page reflection on your experience of completing the self-assessment tools
      ▪ What worked?
      ▪ What didn’t?
      ▪ What cautions would you recommend when using assessment tools with clients?
      ▪ Consider how you

2) The following rubric will be used to mark your assignment.

<table>
<thead>
<tr>
<th>Description</th>
<th>Mark</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Summary</td>
<td>/20</td>
<td></td>
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<tr>
<td>Highlights of Results</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td>Integrating Themes</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td>• Client experience/preparation</td>
<td></td>
<td></td>
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<tr>
<td>Writing Style/Format</td>
<td>/20</td>
<td></td>
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<tr>
<td>Total</td>
<td>/100</td>
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</tr>
</tbody>
</table>

E. Final Integrated Assessment and Report Assignment (35%) – Work with your identified partner in the course.

• Each partner should review and submit an informed consent form (to be provided by your instructor) along with his or her assignment submission.
• Partners can simply exchange their self-assessments used in the previous assessment with each other.
• Partners will still need to conduct all informal assessment techniques (including conducting the initial interview) with each other in advance.
  o Review the reports from the 5 – 7 assessment tools that your “client” completed.
  o There will be a coaching session (by phone) with your instructor available to help with the interpretation of the assessments, and the expectation for the assignment.
1) Assessment Report Components:

- Note: You may find it helpful to use the template provided on the course space. This is not required.
- **Background** (1 – 2 pages, point form notes are fine)
  - Relevant client background
  - Assessment goals
- **Assessments**
  - Rationale for selection of these specific assessment tools linked to the presenting issue
  - Brief description of each assessment tool used
    - Comment on validity, reliability, and relevant norm groups
  - Support this section with references for each assessment tool
    - The Resources for Assessments provides some links to get you started for some of the tests we used in the course
- **Results**
  - Brief summary of results from each assessment tool
    - Include codes, standard scores, etc.
    - Ensure that explanation would also be readable by a client and/or referral source
  - Integrated themes from the assessment tools
    - Ensure that results are contrasted and compared, explaining both similarities and differences between results from different assessment tools used
- **Recommendations**
  - Counselling recommendations / Action plan / Next steps
- **Reflections**
  - Reflect on your experience from the perspective of the person administering/interpreting the tests (1 -2 pages)
    - Briefly describe:
      - What worked?
      - What didn't?
      - If you could have selected one additional assessment tool to strengthen this process, which tool would you recommend and why?
      - What cautions would you recommend when selecting, administering, and interpreting assessments with clients?

2) The following is the rubric for assessment.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demographic Information (10%)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Client information</td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td>Contextual background</td>
<td>/3</td>
<td></td>
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<tr>
<td>Assessment goals</td>
<td>/4</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Descriptions/Rationale/References/Summary of Results (20%)</strong></td>
<td></td>
<td></td>
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<tr>
<td>Rationale for assessment choices</td>
<td>/3</td>
<td></td>
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<tr>
<td>Psychometric properties or research</td>
<td>/4</td>
<td></td>
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<tr>
<td>Relevant references</td>
<td>/3</td>
<td></td>
</tr>
<tr>
<td>Highlights of assessment results</td>
<td>/10</td>
<td></td>
</tr>
<tr>
<td><strong>Integrated Summary of Assessment Result</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Themes (15%)  
- Synthesis of themes /5  
- Clear indication of sources of info /5  
- Relevance to assessment goal /5  

Recommendations (10%)  
- Relevance to assessment goal /5  
- Supported by assessment results /5  

Action Plan (10%)  
- Clearly linked to goals / recommendations /3  
- Flows from assessment results /4  
- Identifies specific next steps /3  

Reflections From Diverse Perspectives (15%)  
- Counsellor /5  
- Client /5  
- Consultant /5  

Cautions Assessing Diverse Clients (10%)  
- Indication of cultural competence /5  
- Support from relevant literature /5  

Writing Style (10%)  
- Clarity, accuracy, consistency, & professional standards /5  
- APA style /5  

Total % /100

F. Late Submissions - If no prior arrangements have been made with me, late assignments will lose 5% per day overdue. In accordance with the University of Victoria guidelines, failure to complete any assignment will constitute failure in the course.

Class/Topic Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings/ Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 12</td>
<td>Introduction to course - Assessment and Ethics</td>
<td>Chapters 1-2</td>
</tr>
<tr>
<td>Sep 19</td>
<td>Informal Assessments</td>
<td>Chapters 3-5</td>
</tr>
<tr>
<td>Sep 26</td>
<td>Informal Assessments – Practice and</td>
<td>No readings</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters/Assignments</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
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<tr>
<td>Oct 3</td>
<td>Psychometrics</td>
<td>Chapter 6-7</td>
</tr>
<tr>
<td></td>
<td>Critical Review of an Assessment Tool Presentation</td>
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</tr>
<tr>
<td>Oct 10</td>
<td>Personality &amp; Interest Assessments</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Oct 17</td>
<td>Psychopathology (Mood and Anxiety) Assessments</td>
<td>Chapter 9</td>
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<tr>
<td></td>
<td>Statistical Concept Highlights Presentations</td>
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</tr>
<tr>
<td>Oct 24</td>
<td>Children &amp; Adolescents/ Assessment of Intellectual and Cognitive Abilities and Achievement</td>
<td>Chapter 10 &amp; 13 Assignment 1 Due - Test Selection/Budget</td>
</tr>
<tr>
<td>Oct 31</td>
<td>Risk &amp; Suicide/ Substance Abuse Assessments</td>
<td>Chapter 11-12 Assignment tool selection rationale Assignment</td>
</tr>
<tr>
<td>Nov 7</td>
<td>Assessing Therapeutic Alliance</td>
<td>Chapter 14</td>
</tr>
<tr>
<td></td>
<td>Assignment 2 Due - Initial Assessment Interpretation and Report Assignment</td>
<td></td>
</tr>
<tr>
<td>Nov 14</td>
<td>Reading Break</td>
<td>No Reading</td>
</tr>
<tr>
<td>Nov 21</td>
<td>Putting it all Together</td>
<td>Chapter 15</td>
</tr>
<tr>
<td>Nov 28</td>
<td>Closing</td>
<td>Review, closing, and reflections. Assignment 2 - Integrated Assessment and Report</td>
</tr>
</tbody>
</table>

**General Expectations**

**Professionalism** - Students are expected to conduct themselves in a professional and ethical manner, consistent with code of ethics for the Canadian Counselling and Psychotherapy Association (CCPA), to be discussed in class by the instructor. Failure to demonstrate professionalism and/or ethical behaviour during this course may result in the student being asked to leave the class. The concept of professionalism includes:

- a) Letting the instructor know if you will be late for a class or if you have to miss a class;
- b) Completing all course work missed in a timely manner;
- c) Maintaining punctuality and reliability in your dyads, both as helper and “helpee”;
- d) Handing in assignments on time and complete; and
- e) Adherence to ethical standards of behaviour (to be discussed by instructor during class).

**Writing standard** – APA Publication Style Manual (6th Ed) referencing and writing style is required for all course materials submitted by students. Failure to follow APA (6th Ed) style will result in deduction of marks for graded courses and return of papers to the student for editing in non-graded courses.

**Attendance**

- Students are expected to attend all classes in which they are enrolled. An academic unit may require a student to withdraw from a course if the student is registered in another course that conflicts with it in time.
• An instructor may refuse a student admission to a lecture or laboratory because of lateness, misconduct, inattention or failure to meet the responsibilities of the course. Students who neglect their academic work, including assignments, may be refused permission to write the final examination in a course.

• Instructors must inform students at the beginning of term in writing of the minimum attendance required at lectures and in laboratories in order to qualify to write examinations.

• Students who are absent because of illness, an accident or family affliction should report to their instructors upon their return to classes.

If You Have an Academic Problem or Concern

Depending on the nature of the academic matter or concern, the order in which you would normally seek assistance or redress is:

1. Your instructor
2. Your program supervisor
3. Departmental graduate advisor for your area
4. Departmental chair
5. Dean of the Faculty of Graduate Studies
6. The Senate

If the problem is related to a specific course, the first person you should contact is the course instructor. In addition, you may wish to consult the UVic Students' Society Ombudsperson, Martine Conway, who can be located at: SUB B205 (upstairs) phone: 250-721-8357, ombuddy@uvic.ca, www.uvss.uvic.ca/ombudsperson, Monday to Friday.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to http://ces.uvic.ca. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Academic Integrity

Students must abide by academic regulations as set out in the university calendar. They must observe standards of 'scholarly integrity' especially regarding plagiarism and cheating.

The University Senate has approved changes to the Policy on Academic Integrity in the academic calendar to clarify that, “the unauthorized use of an Editor is prohibited, unless the instructor grants explicit written authorization”. This regulation change is effective May 2017. Please refer to Academic Integrity policy here: http://web.uvic.ca/calendar2017-05/undergrad/info/regulations/academic-integrity.html

Fair Dealing / Access Copyright Statement

Please refer to: https://www.uvic.ca/library/featured/copyright/fairdealing/statement/index.php

Grading

As per the University of Victoria’s graduate grading scale below.
useful to students particularly in their application to graduate studies and for

as

work.

their supervisory committee and continuation in the Faculty of Graduate Studies is approved by the Dean. Some academic units

set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next s

Students in the Faculty of Graduate Studies must achieve a grade point averag

suggestion of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to pro

\begin{table}
\centering
\begin{tabular}{|c|c|c|c|c|}
\hline
Grades & Grade Point Value & Percentage & Description & Achievement of Assignment Objectives \\
\hline
A+ & 9 & 90-100 & Exceptional Work & Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable. \\
\hline
A & 8 & 85-89 & Outstanding Work & Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations. \\
\hline
A- & 7 & 80-84 & Excellent Work & Represents a high level of integration, comprehensiveness and complexity; As well as mastery of relevant techniques/concepts \\
\hline
B+ & 6 & 77-79 & Very good Work & Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses. \\
\hline
B & 5 & 73-76 & Acceptable Work that fulfills the expectations of the course & Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking. \\
\hline
B- & 4 & 70-72 & & \\
\hline
C+ & 3 & 65-69 & Unacceptable Work revealing some deficiencies in knowledge, understanding or techniques & Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean. \\
\hline
C & 2 & 60-64 & & \\
\hline
D & 1 & 50-59 & & \\
\hline
F & 0 & 0-49 & Failing Grade & Unsatisfactory performance. Wrote final examination and completed course requirements. \\
\hline
CTN & Excluded Grade & N/A & Continuing & Denotes the first half of a full-year course. \\
\hline
FNC & Excluded Grade & N/A & For No Credit & Denotes a 100-299 level undergraduate course for no credit in the Faculty of Graduate Studies. \\
\hline
\end{tabular}
\end{table}

\textbf{Graduate Grading Scale}

Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty of Graduate Studies is approved by the Dean. Some academic units may employ a percentage system for evaluating student's work.

\textbf{Other Failing or Temporary Grades}

\begin{itemize}
\item \textbf{N} & 0 & 0-49 & Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final. \\
\item \textbf{COM} & N/A & N/A & Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings. \\
\item \textbf{INC} & N/A & N/A & Incomplete (requires "Request for Extension of Grade" form). Used for those graduate credit courses designated by the Senate and identified in the course listings; also used, with Dean's permission, for those graduate credit courses with regular grading (A to F, including N) which are not complete by the end of the term or session due to exceptional circumstances beyond the control of the instructor or student. INC must be replaced by a final grade not later than the end of the next term. \\
\item \textbf{INP} & N/A & N/A & In Progress. Used only for work terms; dissertations; theses; projects; comprehensive examinations and seminars offered on the same basis as dissertations or theses and designated by Senate (identified in the course listings). In the case of work terms, a final grade must replace INP within two months of the end of term. For dissertations, theses, designated seminars, projects and comprehensive, a final grade must replace INP by the end of the program. If the student does not complete the degree requirements within the time limit for the degree, the final grades will be N. \\
\item \textbf{N/X} & Excluded Grade & N/A & Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages. \\
\item \textbf{F/X} & Excluded Grade & N/A & Unsatisfactory performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages. \\
\item \textbf{CIC} & N/A & N/A & Co-op Interrupted Course. Temporary grade. See "General Regulations: Graduate Co-op", page 33. \\
\item \textbf{WE} & N/A & N/A & Withdrawal under extenuating circumstances. The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript. \\
\end{itemize}

*The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9 point GPA/letter grade system. The 9 point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.*