President’s Message from Donna Gibson

One of the greatest pleasures of being President of AACE is to work with dedicated professionals who are promoting the counseling profession through their service and research. I was eye-witness to this at the 2007 National Assessment Conference held in Atlanta, GA in November. It was exciting to see and hear the wonderful work that counseling students and professionals were presenting in the many content sessions. This was led by Dr. Pam Paisley’s inspiring opening session presentation that encouraged the audience to utilize research that supports evidenced-based counseling practices.

In addition to the conference, the AACE executive council convened its fall meeting and made several plans for upcoming conferences and AACE publications. One of the decisions is to add an associate editor to the AACE journal (Measurement and Evaluation in Counseling and Development). If you are interested in this position, visit our website at www.theaaceonline.org to acquire the requirements and contact information for submission of your application. The editor will be making a decision in Spring 2008.

Finally, the executive council is excited about the spring meeting at the American Counseling Association convention that will be held in Honolulu, Hawaii from March 26-March 30, 2008. The schedule for the AACE breakfast and business meeting, co-sponsored reception, and sponsored presentation sessions is posted in this newsletter. Please reserve your breakfast tickets in advance! We’re looking forward to having Dr. Jerry Juhnke, past president of AACE, be our keynote speaker for our breakfast. I look forward to seeing you all in Hawaii!

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AACE Sponsored Events in Hawaii

**MARCH 27, 2008**
- Executive Council Meeting
  9:00AM – 4:30PM [Grand Pacific Ballroom]

**MARCH 28, 2008**
- Executive Council Meeting
  9:00AM – 12:00PM [Grand Pacific Ballroom]
- New Executive Council Meeting
  1:00PM – 4:00PM [Grand Pacific Ballroom]
- AACE, C-AHEAD, ASERVIC, IAAOC Joint Reception
  5:30PM – 7:30PM [South Pacific 3]

**MARCH 29, 2008**
- Awards Breakfast and Business Meeting
  7:00AM – 8:30AM [Kahili 1]

You’re Invited!

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Call for Nominations and Elections

A slate of candidates must be approved by the Executive Council at the March 27th Council meeting in Honolulu. Elections will be held in December/January of 2008-2009, and results will be announced in February, 2009. Elected officials begin their duties on July 1, 2009. Interested members should IMMEDIATELY contact Past President Valerie Schwiebert (vschwieb@wcu.edu) or President Donna Gibson (gibson@gwm.sc.edu).

The Executive Council is accepting nominations for:

- President-Elect
- Secretary
- Member-at-Large for Publications
- Member-at-Large for Awards
- Representative to the ACA Governing Council
The 2007 AACE National Assessment Conference overall was a great experience! The conference was held in Atlanta, Georgia on November 9-10, 2007. There were approximately 120 people in attendance and 48 presentations. The intimate setting not only allowed for more personal interaction but it also taught us a great deal about presenting at a national conference.

The AACE conference was a wonderful opportunity to improve presentation skills to a small informal crowd and receive constructive feedback from professionals in the field. The conference had a warm, friendly, and open atmosphere that afforded the opportunity to meet senior professionals and other colleagues effortlessly. This is a huge plus when attending conferences because it increases networking opportunities. The conference provided exposure to a variety of topics that are of great concern within the assessment field. The amount of information presented was overwhelming but not overburdening. My attendance at the conference has stimulated my interest in the area of assessment.

I thoroughly enjoyed all the sessions that I had attended. Each presenter brought their own style and something different to the conference. One in particular, Assessing the Identity Development of Biracial Children, discussed the need to create a racial identity for biracial children that examines the identity development issues that they experience. This was interesting to see the impact and hear the personal stories about the impact of demographic categorization.

As a new graduate student in the profession, the conference was a wonderful learning experience. We would highly recommend this conference to all graduate students whether your interests lie in assessment or not. The conference resonated with the participants so much that the topics lingered into conversations during social hour. Imagine being in a social setting where the banter is ‘STATISTICS’.

Having gone through the experience of presenting at a national conference, here are some tips that may be useful for first time presenters:

- Limit use of transitions and other fun elements during power point presentation. While technology is fun, sometimes it detracts from the reader’s ability to decipher and comprehend the information. Presentation is everything. If your presentation is well organized and professional in appearance the audience will receive you as being a credible and knowledgeable professional.

- Know your audience. It is essential to know the level of understanding of your audience. It is good practice to appreciate and welcome input from those who are more seasoned in the profession. It is ok to refer to a professional who may have a greater knowledge base about a subject. Realize that they are there!

- Know the time frame allotted to present and present within your timeframe. Negotiate with co-presenters prior to the presentation regarding who will present specific information and the time that each presenter is expected to present.

- Do not read verbatim from all your slides. Your slides should contain the core elements of what you are presenting. They serve as a guide for your presentation.

- Be prepared. Make sure you have enough handouts.

- Dress professionally!
ASERVIC Conference Scheduled for June 2008

*Conference on Spirituality in Counseling: Illuminating the Path for Training and Practice*

*June 15-17, 2008*

The ASERVIC Conference on Spirituality in Counseling: Illuminating the Path for Training and Practice is an experiential and participatory conference that focuses on the Spirituality Competencies. Particularly, this event will help practitioners and educators effectively integrate these competencies into the counseling process, regardless of their theoretical orientation, religious/spiritual background, or work setting.

### Registration Information

- Professional/Regular ASERVIC Members
  - $150.00 before April 15, $200.00 after April 15
- Non-Members
  - $200.00 before April 15, $250.00 after April 15
- Student Members
  - $100.00 before April 15, $125.00 after April 15
- Student Non-Members
  - $125.00 before April 15, $150.00 after April 15

### For Additional Information, or to Submit a Completed Registration Please Contact:

Dr. Jennifer Curry
College of Education
Louisiana State University
122B Peabody Hall
Baton Rouge, LA 70817
Fax (225) 578-9135

-Check or Credit Card Payments Accepted-

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2007-08 AACE Committees

The following committees are currently recruiting new members:

**Bylaws and Ethics**

**Specialty Standards and Statements**

**Conference**

**Public Policy and Legislation**

**Diversity Issues in Assessment and Research**

If you would like to join any of the above committees please contact Dr. Donna Gibson at gibsond@gwm.sc.edu to express your interest. We would love to have you participate!
Scenes from the National Conference in Atlanta

Student volunteers eager to greet our arriving guests

A few conference attendees ready for a day of fun

A group of presenters discuss their findings

Faculty and students collaborate on research

Dr. Pam Paisley delivers the keynote address

Content sessions were well attended all weekend
Refer a Colleague to AACE

AACE is actively seeking to recruit new members interested in joining a dynamic group of professionals who share a common passion for measurement and evaluation. If you know any individuals who fit this description please consider asking them to join.

Membership in AACE has many benefits including:

- A subscription to *Measurement and Evaluation in Counseling and Development*, the division's quarterly journal that publishes research as well as practical and innovative articles of relevance to assessment specialists. Regular features include "Methods Plainly Speaking" in which technical methods for the study of assessment instruments are explained, and reviews and evaluations of new or revised tests and other assessment instruments are featured.

- A subscription to the division newsletter *NewsNotes*. *NewsNotes* is published quarterly and provides state, regional, national, and international news and information, legislative updates, and special articles of interest to assessment specialists.

- Regular updates of important issues and upcoming events and opportunities through the division's electronic news bulletin, *Newsbytes*. *Newsbytes* is sent to the email address on record for all AACE members.

- Discounts on Professional Liability Insurance. AACE, through its affiliation with the National Professional Group is able to extend to its members professional liability insurance coverage at very attractive rates.

- Opportunities to interact with leaders in assessment, measurement, and evaluation through state associations, national conferences, and committee activities.

- Opportunities to develop your leadership skills by becoming an AACE committee member or officer.

- Opportunities for your work to be recognized through the AACE Awards program.

Interested individuals can join in one of three ways:

1. Join online through the American Counseling Association ([www.counseling.org](http://www.counseling.org))

2. Complete and mail the print copy of the membership application found at [www.theaaceonline.com](http://www.theaaceonline.com)

3. Contact the current membership chair, Danica Hays at dhays@odu.edu
I. General Information

A. Title: Naglieri Nonverbal Ability Test- Multilevel Form (NNAT-MF)

B. Author: Naglieri, Jack A.

C. Publisher: Harcourt Educational Measurement

D. Forms and groups to which applicable: The NNAT-MF is intended for use with children of culturally and socioeconomically diverse backgrounds including those with limited English proficiency. The NNAT-MF has seven levels. Kindergarten, first, and second grades each have their own test forms. Third, and fourth, fifth and sixth, seventh through ninth, and tenth through twelfth grades are grouped for testing levels (Stinnett, 2007).

E. Practical Features: The NNAT-MF is a brief group administered nonverbal ability assessment that is independent of education, culture, and language.

F. General Type: The NNAT-MF is a group administered, brief nonverbal measure of school ability for grades kindergarten through twelfth

G. Date of Publication: 1996

H. Costs booklets, answer sheets and scoring: The NNAT-MF technical Manual is $45.00. The NNAT-MF offers a choice of Examination Kits-Level A through Level G. Each kit includes one copy each of machine scorable or reusable test booklets, multilevel directions for administering and machine scorable answer documents. The cost of each kit is $23.75. A package of 25 hand scorable booklets is available for $85.00. Response keys for all levels are available for $23.75. A package of 25 machine scorable answer documents includes options for scoring services by the Psychological Corporation available for $34.50. A package of 25 machine scorable test booklets includes options for scoring services by the Psychological Corporation available for $114.00 (Harcourt Assessment, 2007).

I. Time required to administer: 30 minutes

J. Purpose for which evaluated: The NNAT-MF is a screening instrument of nonverbal ability in diverse student populations.

II. Purpose and Nature of the Instrument

A. Stated purpose: Measures reasoning and problem solving skills in diverse student populations.
B. Description of test, items and scoring: The NNAT-MF has seven separate levels. Each level consists of 38 items with five answer choices, and each level has a separate test booklet. There are machine scorable forms available and the student must fill in a circle (1-5) to indicate the selected answer. The items involve the examination of parts of a design matrix to determine correct answer selection. The design matrices use shapes, designs, and colors that are not unique to any one culture. Test items are grouped into four clusters: Pattern Completion, Reasoning by Analogy, Serial Reasoning, and Spatial Visualization. Information can be obtained regarding performance in each of the cluster areas or raw scores can be combined to generate the Nonverbal Ability Index, a general ability measure. The NAI mean is 100 with a standard deviation of 15. Scoring services are available for purchase or on-site scoring may be used. On-site scoring procedures can be completed using a reflected light scanner or answer keys.

C. Use in counseling: Helpful to the school counselor in helping students with academic planning. The NNAT-MF is an appropriate assessment of students whose performance could be negatively impacted due to language differences, hearing impairment, or background. It can be used to screen students for advanced academics programs or to identify children with learning problems.

III. Practical Evaluation

A. Usefulness of manual: The manual is adequate in terms of technical presentation. The psychometric data for the test is presented in tables. Development procedures were not detailed in the manual (Stinnett, 2007).

B. Adequacy of directions for administering the instrument: The Directions for Administration document provides clear concise directions (Trevisan, 2007).

C. Qualifications of examiners: Master’s level degree in Psychology or Education, or the equivalent in related field with training in assessment.

D. Scoring Provisions: Scoring services are available for purchase or on-site scoring may be used. Minimal groundwork is needed to prepare the documents for scoring.

IV. Technical Considerations

A. Normative sample: Standardized samples were taken in the spring and fall of 1995 and 1996 with a combined sample size of 90,000 students ranging from kindergarten through twelfth grades. Stratified random sampling was used. The demographic characteristics of geographic region, socioeconomic status, urbanicity, ethnicity, and private school placement closely mirrored the 1993-1994 National Center for Education Statistics (NCES). Norms included students with disabilities and students with limited English proficiency (Stinnett, 2007).

B. Reliability: Reliability of scores from the NNAT-MF was computed in the form of internal consistency for both fall and spring at each level and was computed separately for age and grade level. Reliability in the cluster areas was also provided. Internal consistency (KR-20) for data ranged from .80 to .93. NNAT reliability (KR-21) for cluster specific data were lacking in internal consistency falling in the mid-.20s.

C. Validity: The NNAT-MF showed three forms of validity. The NNAT-MF had strong criterion-related validity with the Stanford Achievement Test- Form S. The majority of the correlation coefficients were in the .50s to .60s. Correlations with the Aprenda2 were lower and varied more

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The score progression for the NNAT-MF was reviewed in terms of age differentiation to further support validity. It was expected that items would become progressively easier for older students than for younger students across levels. Also this pattern would be evident with in levels as the academic year progressed. Review of the mean p values and raw score means supported both expectations. Biserial correlations were computed for all levels of the NNAT-MF to determine if the instrument could divide high-scoring students from low-scoring students. Among the fall scoring students the median rbiss ranged from .50 to .73. The spring range was from .51 to .60.

D. Generalizability: Closely mirrors the 1993-1994 NCES estimates, however there is concern of some overrepresentation of Midwestern students and under representation of students from urban areas (Stinnett, 2007).

V. Evaluation

A. Comments of reviewers: Stinnett (2007) describes the NNAT-MF as satisfactory if needing a narrow measure of nonverbal ability. Before purchasing the test Stinnett (2007) recommends a cost-benefit ratio be considered especially if the test will be used repeatedly over a time period. Trevisan (2007) review recommends educators requiring an instrument to assess diverse populations need to consider the NNAT-MF.

B. General Evaluation: The NNAT-MF can be used effectively for a variety of needs when a brief screen of nonverbal ability is necessary. The instrument is easy to administer and the matrices used are not specific to any cultural group. Therefore, it can be assumed the test is fair for a diverse student testing population.

REFERENCES


Call for Submissions

Graduate Students, looking for an opportunity to publish? The editor of NewsNotes invites you to consider submitting a manuscript to the “Student Perspectives” column. This column is a forum for graduate students to discuss issues pertinent to them and their careers and training. Possible ideas for manuscripts include: student opinions on current trends in testing and assessment, advice for finishing a dissertation, helpful hints and techniques for research design, and recommendations for testing and assessment instruments. If you might be interested you are encouraged to contact Joshua Watson, NewsNotes editor, at jwatson@meridian.msstate.edu. All submissions should be 500 words or less and adhere to the latest APA style guidelines. A panel of editorial assistants will review all submissions and forward a recommendation for publication. Submissions should be sent electronically as a Microsoft Word document to the email address referenced above.
Get Involved

If you are interested in getting more involved in AACE I would encourage you to consider joining a committee. A listing of committees can be found on page 4 of this issue. Contact Dr. Donna Gibson expressing your intent and she will be happy to help you get involved and begin working with a dynamic group of professionals committed to advancing the practices of testing and assessment in a variety of settings.

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