



**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
EDUCATIONAL PSYCHOLOGY PROGRAM**

**EDRS 630-001, 17342: Educational Assessment
3 Credits, Spring 2015
Tuesdays, 4:30-7:10
Innovation Hall, Room 336**

PROFESSOR:

Lori C. Bland, Ph.D., Associate Professor

Office hours: Tuesdays, 3:00-4:00 p.m., or by appointment

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites: None

B. University Catalog Course Description: Examines research theory and practice relevant to assessments. Focuses on assessment strategies for students including developing skills to select, score, and interpret educational assessments.

C. Expanded Course Description: The goal of this course is to facilitate each participant reaching a high level of competence and professional level understanding of assessment practices used in educational settings. The course will improve participants' understanding, skills, and dispositions related to ensuring the measures they develop adhere to professional standards in educational and psychological measurement and classroom assessment. The course will inform participants of the important role of assessment in the context of current school reform initiatives and how data derived from the assessments can be used to inform policy at the federal, state and local levels and practice at the school, classroom, or individual level. A variety of learning approaches will be used to engage students in classroom learning. The course will utilize a problem-based learning focus, supplemented with discussion, mini-lectures, in-class assignments and product development. Participants will have the opportunity to work in groups or individually. Mini-lectures work in tandem with the required readings; they are not taken exclusively from these sources. Small group discussions and practice work sessions will provide hands-on experience to develop deep understanding of assessment strategies.

LEARNER OUTCOMES:

This course is designed to enable students to:

- Understand and explain the cognitive bases for learning and their connections to various forms of assessments of learning.
- Understand the nature, purposes for, and uses of different types of assessments and be able to select and administer the appropriate assessment for the intended purpose, or develop classroom-based assessments.
- Understand the conceptual framework underlying classroom, school, or system level assessment data, and use the framework to design assessments and scoring methods that will allow stakeholders to draw valid inferences from the assessment data.
- Understand how to administer, score, and interpret various types of assessment results, such as teacher-made or externally-produced and criterion-referenced, standards-referenced, or norm-referenced, assessments.
- Use evidence from multiple sources of data to make valid inferences.
- Explain scores, results, data, and analysis of various types of assessments to stakeholder groups.
- Use various types of assessment data to make appropriate decisions related to instructional planning, teaching, developing curriculum, educational programs, and/or school improvement.
- Understand concepts related to validity, reliability, fairness, ethical use, social justice and other basic principles of sound assessment and apply to practice in development and use and also by addressing misconceptions and misapplications of the concepts when employed by others.
- Identify critical issues, trends, and best practice derived from research related to the role of the design of assessments for accountability.
- Explain the relationship between learning, testing, and issues of social justice.

PROFESSIONAL STANDARDS

Learner outcomes are consistent with the Educational Psychology Program standards:

- Educators will demonstrate an understanding of principles and theories of learning, cognition, motivation, and development as they apply to a wide variety of contemporary assessment contexts.
- Educators will use their knowledge, skills, and dispositions to apply principles and theories of learning, cognition, motivation, and development to analyze and develop instruction based on sound assessment principles.
- Educators will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational assessment.
- Educators will use their knowledge of quantitative and qualitative research methodology to develop education assessment methods for continuing improvement of student learning.

The student outcomes are also informed by the Standards for Teacher Competence in Educational Assessment of Students (AFT, NCME, NEA, 1990), the Standards for Competence in Student Assessment (AASA, NAESP, NASSP, NCME, 1990), the Standards for Educational and Psychological Testing (AERA, NCME, & APA, 1999), and the InTASC Model Core Teaching Standards (CCSSO, 2011).

Those standards most relevant to address the learning targets for the course are those that state that *educators will have the knowledge, skills and dispositions to:*

- Apply basic principles of sound assessment practices for addressing specific educational needs.
- Distinguish between the nature and uses for norm-referenced and criterion-referenced tests.
- Select assessment methods appropriate for instructional decisions.
- Develop assessment methods appropriate for instructional decisions.
- Administer, score, and interpret the results of both externally-produced and teacher-produced assessment instruments.
- Use assessment results in instructional planning, teaching, developing curriculum, and school improvement.
- Communicate assessment results to varied stakeholders.
- Recognize and appropriately act against unethical, illegal, and otherwise, appropriate assessment methods and uses of assessment information.
- Recognize the implications of educational assessments for social justice in schools.
- Discern critical issues related to the role of the design of assessments for school accountability and high stakes testing.
- Gather evidence from multiple sources of data to draw valid inferences about student learning.

REQUIRED TEXTS:

American Educational Research Association (AERA), American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for educational and psychological testing*. Washington, DC: AERA.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

Nitko, A. J., & Brookhart, S. M. (2011). *Educational assessment of students*. (6th ed.). Boston: Pearson.

PLUS CHOICE OF ONE FROM LIST:

Achieve, The Council of Chief State School Officers, & Student Achievement Partners. (2014). *Toolkit for evaluating alignment of instructional and assessment materials to the*

Common Core State Standards. Washington, DC: Author.

http://www.achieve.org/files/MaterialsAlignmentToolkit_Version2-12-08-2014.pdf

National Research Council. (2014). *Developing Assessments for the Next Generation Science Standards*. Committee on Developing Assessments of Science Proficiency in K-12. Board on Testing and Assessment and Board on Science Education, J.W. Pellegrino, M.R. Wilson, J.A. Koenig, and A.S. Beatty, *Editors*. Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

http://www.nap.edu/catalog/18409/developing-assessments-for-the-next-generation-science-standards?utm_medium=email&utm_source=The+National+Academies+Press&utm_campaign=NAP+mail+new+2014.06.03&utm_content=&utm_term=&utm_expid=4418042-5.krRTDpXJQISoXLpdo-1Ynw.0

PARCC website. <http://www.parcconline.org/parcc-assessment>

Smarter Balanced Website. Review of web pages about the tests

<http://www.smarterbalanced.org/smarter-balanced-assessments/> or Pilot Test Automated Scoring Research Studies <http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/09/Pilot-Test-Automated-Scoring-Research-Studies.pdf>

VDOE website on Standards of Learning, Accountability, Reporting.

<http://www.doe.virginia.gov/testing/>

REQUIRED READINGS:

Readings can be found on the indicated website, Blackboard, or will be distributed by the instructor in class.

American Association of School Administrators. (1997). *Competency standards in student assessment for educational administrators*. Retrieved from:

<http://buros.org/competency-standards-student-assessment-educational-administrators>

American Federation of Teachers, National Council on Measurement in Education & National Education Association. (1990). *Standards for teacher competence in educational assessment of students*. Retrieved from: <http://buros.org/standards-teacher-competence-educational-assessment-students>

Barton, P. E., & Coley, R. J. (2009). *Parsing the Achievement Gap II*. Princeton, NJ: Educational Testing Service. Retrieved from:

<http://www.ets.org/Media/Research/pdf/PICPARSINGII.pdf>

Kirpes, A. L. & Price, C. (2009). Demystifying assessments: Understanding the test development process in large-scale assessments. *Edge*, January/February, 4 (3), 3- 19.

- Joint Committee on Standards for Educational Evaluation. (2012, September). *Classroom assessment standards: Draft 5*. Boone, NC: Author.
- Jordan, W. J. (2010). Defining equity: Multiple perspectives to analyze the performance of the diverse learner. *Review of Research in Education*, 34(1), 142-178. doi: 10.3102/0091732X09352898
- Luke, A., Green, J., & Kelly, G. J. (2010). What Counts as Evidence and Equity? *Review of Research in Education*, 34(1), vii-xvi. doi:10.3102/0091732X09359038
- National Research Council. (2010). *State Assessment Systems: Exploring Best Practices and Innovations: Summary of Two Workshops*. Alexandra Beatty, Rapporteur. Committee on Best Practices for State Assessment Systems: Improving Assessment While Revisiting Standards. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
- Policy Analysis for California Education and Rennie Center for Education Research & Policy. (May 2011). *The Road Ahead for State Assessments*. MA: Rennie Center for Education Research & Policy. Retrieved from: <http://edpolicyinca.org/publications/road-ahead-state-assessments>
- Quellmalz, E., Silberglitt, M., & Timms, M. (2011). *How Can Simulations Be Components of Balanced State Science Assessment Systems?* San Francisco, CA: WestEd. Retrieved January from: <http://simscientist.org/downloads/SimScientistsPolicyBrief.pdf>
- Rudner, Lawrence M. (1994). Questions to ask when evaluating tests. *Practical Assessment, Research & Evaluation*, 4(2).
- Stiggins, R. (2008). *Assessment For learning. The achievement gap and truly effective schools*. Portland: ETS Assessment Training Institute. Retrieved from: http://www.ets.org/Media/Conferences_and_Events/pdf/stiggins.pdf
- Virginia Department of Education. (April 28, 2011). *Board of Education Agenda Item*. Richmond, VA: Author. Retrieved from: http://www.doe.virginia.gov/boe/meetings/2011/04_apr/agenda_items/item_1.pdf
- Xiang, Y., Dahlin, M., Cronin, J., Theaker, R., & Durant, S. (2011, September). *Do high flyers maintain their altitude? Performance trends of top students*. Washington, DC: Thomas Fordham Institute. Retrieved from: <http://www.edexcellence.net/publications/high-flyers.html>

WEBSITE RESOURCES

Assessment Basics

<http://www.ctb.com/ctb.com/control/assessmentBasicsTabAction?p=underAssess>

Assessment Training Institute (ATI)

<http://ati.pearson.com/about-ati/index.html>

Buros Center for Testing, including the Mental Measurements Yearbook

<http://www.unl.edu/buros/>

Center for Assessment and Research Studies (CARS)

<http://www.jmu.edu/assessment/resources/Overview.htm>

Council of Chief State School Officers (CCSSO)

http://www.ccsso.org/Resources/Digital_Resources/Toolkit_for_Evaluating_Alignment_of_Instructional_and_Assessment_Materials_.html

Multimedia Educational Resources for Learning and Online Teaching (MERLOT)

<http://www.merlot.org/merlot/materials.htm?keywords=Rubrics>

National Center for Fair and Open Testing (Fair Test)

www.fairtest.org

National Center for Education Statistics

<http://nces.ed.gov>

National Research Center on Evaluation, Standards, and Student Testing (CRESST),

<http://www.cse.ucla.edu/>

Southwest Regional Development Laboratory. *Reading assessment database.*

[http://www.sedl.org/reading/rad/.](http://www.sedl.org/reading/rad/)

Thomas B. Fordham Institute

<http://www.edexcellence.net/publications/?issuestopics=standards-testing-accountability>

Virginia Department of Education

<http://www.doe.virginia.gov/testing/index.shtml>

WestEd

http://www.wested.org/area_of_work/standards-assessment-accountability/

Wisconsin Center for Education Research

<http://www.wcer.wisc.edu/>

COURSE ASSIGNMENTS AND EXAMINATIONS:

A. Assignments:

1. Class participation (10 points)

Because of the importance of lecture and class discussions to students' learning experience, I expect each student to come to class on time and participate in class discussions. Additionally, assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group discussions and individual, small, or large group activities are essential. All in class assignments are to be completed by the end of class, or by the start of the next class period. These elements of your behavior will reflect the professional dispositions implied in the course goals and will account for 10% of your course grade. Students who miss a class must notify the instructor (preferably in advance) and are responsible for completing all assignments and readings for the next class.

2. Classwork/Homework (10 points)

- a. Throughout the class, assessment problems will be posed for students to complete in class, or for homework if not completed in class.
- b. The purpose for these assignments is to acquaint students with current issues in educational assessment, to provide students with opportunities to think through potential solutions, and to provide students with the opportunity to develop a creative solution that may be linked to further development through the other assignments.
- c. The directions for each problem are posted to Blackboard, including choices in the problem and criteria related to further development for each problem.

3. Presentation of Review of 1 Selected Reading (10 points)

- a. This is a partner assignment. Review one of the additional readings (such as Assessing the Next Generation Science Standards, PARCC, Smarter Balanced, etc.)
- b. Present your review to class.
- c. Directions are posted to BB.

4. Social Justice and Educational Assessment Reflection (10 points)

- a. This is an individual assignment.
- b. The purpose for this assignment is to examine the role of social justice within educational assessment.
- c. The directions for this assignment are posted to Blackboard.
- d. Student choices in assignment:
 - i. Work individually or in a group, reporting out authorship in assignment development.
 - ii. Mode of material delivery, such as presentation, poster, paper, etc.

- iii. Students must notify the instructor of decisions about the choices in class the week before the assignment is due.

5. Assessment Paper on a “Wicked” Problem (10 points)

- a. This is a partner assignment.
- b. Write a paper on one of the topics listed below. Directions for the paper are on BB.
- c. Present your findings about the wicked problem.
- d. Pick one of the following topics:
 - i. assessing complex performance
 - ii. assessing 21st Century skills
 - iii. competency-based assessment
 - iv. assessing informal learning
 - v. computer adaptive testing
 - vi. automated scoring of performance tasks
 - vii. or propose a “wicked” topic

6. Assessment Development Project (50 points)

- a. This is a group assignment. The directions for the assignment are posted to Blackboard.
- b. The report includes: Introduction and Literature Review, Test Development and Administration, the Test and Pilot Test Results, and Discussion.
- c. The test will include the following 4 parts: selected response and answer key, and constructed-response and rubric.
- d. The group will present the project to the class.

B. Assignment Examination Weighting

Major Assignment	Points	Percent
Class Participation and Attendance	10	10%
Classwork/Homework	10	10%
Website/Additional Reading Presentation	10	10%
Social Justice Reflection	10	10%
Wicked Problem Paper and Presentation	10	10%
Assessment Development Project and Presentation	50	50%
Total	100	100%

C. Grading Policies

1. E-mail an electronic copy of all assignments using your GMU e-mail account *before class begins* on the due date of the assignment. Letter grades will be assigned as follows:

Points/Percent	Letter Grade
100%	A+
93-99.49%	A
90-92.49%	A-
88-89.49%	B+
83-87.49%	B
80-82.49%	B-
70-79.49%	C
Below 70%	F

D. Other Expectations (Attendance, Writing Requirements, etc.)

1. **Class participation.** The elements listed reflect the professional dispositions implied in the course goals. Therefore, I expect each student to:
 - a. Attend and be punctual for every class session.
 - b. Complete assigned readings before class begins so that you can participate in classroom activities that reflect critical reading of materials. Responding to phone calls, texting, checking e-mails, Twitter, Facebook, etc., or other electronic communication modes should not occur during class time.
 - c. We will use the text books in class.
 - d. Complete and submit in-class assignments at the end of class and homework and all other assignments by the start of the next class period.
 - e. If a class is missed, inform the instructor via e-mail.
 - f. There is a class Blackboard site that contains course documents, relevant links, and specific directions for each assignment. Students are required to download pertinent documents for class and to log into Blackboard at the beginning of every class.

2. General Guidelines for Written Assignments

Follow the format provided in the sixth edition of Publication Manual of the American Psychological Association (APA, 2009).

- E. Selected Performance-based Assessment:** The assessment paper and assessment plan are the major performance-based assessments for this class. Students are NOT required to submit this assessment to TaskStream.

Taskstream Requirements

Every student registered for any Educational Psychology course with a required performance-based assessment (PBA) is required to submit the assessment to TaskStream (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). For EDRS 630, there is no required PBA. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks following the semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu>

PROVISIONAL CLASS SCHEDULE - 2015

Session	Date	Topic/Learning Experiences	Readings and Assignments
1	1/20	<ul style="list-style-type: none"> • Introduction, Review of Syllabus • Educational Assessment & Achievement 	
2	1/27	<ul style="list-style-type: none"> • Standards and General Assessment Principles: Fairness, Validity, Reliability 	Nitko: Ch. 1, 2, 3, 4, 5, 6, 7 AASA, AFT Barton, Jordan, Luke, Stiggins, & Xiang Standards: Introduction, Ch. 7, 8, 9, 10
3	2/3	<ul style="list-style-type: none"> • Current Issues in Assessment • Types of Assessments 	Nitko: Ch. 15, 16, 17, 18 Standards: Ch. 1, 2, 3, 4, 5, 6 Social Justice Reflection Due
4	2/10	<ul style="list-style-type: none"> • Understanding Assessment Scores • Inferences from Assessments 	Review of Website Presentation Due
5	2/17	<ul style="list-style-type: none"> • The Test Development Process • Guiding Decision-Making 	Kirpes, Rudner, Policy Analysis Standards: Ch. 11, 12, 13, 14, 15 Wicked Problem Paper & Presentations
6	2/24	<ul style="list-style-type: none"> • Test Blueprints 	Nitko: Ch. 11 & Appendix D, E, F, G Draft Introduction, Lit Review Due
7	3/3	<ul style="list-style-type: none"> • Development of Selected Response Items • Scoring Scales for SRI(s) and Issues 	Nitko: Ch. 8, 9, Appendix K, L Test Development/Blueprint Due
	3/10	No Class. GMU Spring Break	
8	3/17	<ul style="list-style-type: none"> • Constructed Response Items (CRIs) Scoring Scales and Rubrics for CRIs 	Nitko: Ch. 10, 12, Appendix H SRI, Key, & Administration Due
9	3/24	Alternate Assessment Formats	Quellmalz CRIs, Rubrics & Administration Due
10	3/31	Analyzing Pilot Test Data: SRIs	Nitko: Ch. 13, Appendix I, J
11	4/7	Analyzing Pilot Test Data: CRIs	Nitko: Appendix A, B, C
12	4/14	Measuring Growth: Portfolios	Pilot Test Analysis Due
13	4/21	Grading and Reporting	
14	4/28	Presentations	Presentation Due
15	5/5	Work on Final Paper	Final Assessment Project Due: All Parts

EDRS 630
Assessment Paper

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
<p>Introduction <i>Include a synthesis of the most important elements describing the problem</i></p>	<p>The introduction provides a clear and complete synthesis of the problem most important elements of the problem. No extraneous text is included.</p>	<p>The introduction may have minor issues with clarity or extraneous text. The introduction is mostly complete, but may lack a piece of key information about the problem.</p>	<p>The introduction has several issues with clarity and/or extraneous text. The introduction is incomplete, lacking more than one piece of key information about the problem.</p>	<p>The introduction is unclear and/or too brief to completely communicate information about the problem.</p>
<p><i>Identify the problem</i></p>	<p>The description of the problem is clear and complete. No extraneous text is included.</p>	<p>The description of the problem may have minor issues with clarity or extraneous text. The description is mostly complete, but may lack a piece of key information about the problem. More than one example is used to explain the problem, but they are lacking in details or clarity.</p>	<p>The description of the problem has several issues with clarity and/or extraneous text. The description is incomplete, lacking more than one piece of key information about the problem. One example is provided, with some details. The example may not be clear.</p>	<p>The description of the problem is unclear and/or too brief to completely communicate information about the problem.</p>
<p><i>Provide a context for the problem</i></p>	<p>The description of the context is clear and complete with no extraneous text.</p>	<p>The description of the context may have minor issues with clarity or extraneous text. The context is mostly</p>	<p>The description of the context has several issues with clarity and/or extraneous text. The context is incomplete,</p>	<p>The description is unclear and/or too brief to completely communicate information about the</p>

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
		complete, but may lack key information.	lacking more than one piece of key information.	context. Multiple key pieces of information are missing.
<i>Provide evidence</i>	A clear, well-reasoned, comprehensive, and persuasive argument is provided for the importance of the problem. Evidence from the literature is provided.	The argument is persuasive, but has minor issues with the reasoning, or may be unclear. There are minor examples where evidence from the literature may not be complete, or may not directly relate to the problem.	The argument is general, and the reasoning for the importance may be unclear. The argument includes information from the literature, but the writing lacks specific connections to the literature, or examples illustrating the points in the argument are missing.	The argument is missing. Examples from the literature may be provided, but without reasoning to explain the importance of the problem. Or, there may be statements about the importance of the problem without examples from the literature.
<i>Analyze the problem</i>	Analysis of the problem fully addresses issues. More than one example is used to clearly explain cognitive complexity issues. The analysis is accurate, with no misunderstandings.	Analysis of the problem adequately addresses issues. The analysis adequately addresses learning issues related to cognitive complexity within the subject. The examples may be missing details impacting clarity. The analysis may have minor inaccuracies or	Analysis is limited, with only one example, or there may be many examples, but they lack many details impacting clarity. The analysis has several inaccuracies or misunderstandings.	Analysis is barely complete or lacks examples. The analysis is inaccurate with major misunderstandings.

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
		misunderstandings.		
APA Style				
<i>Use APA writing style.</i>	Writing is concise, coherent, well-organized, and correctly uses APA style.	Writing lacks some clarity or has minor organizational problems affecting the overall coherence, and/or there are some errors in APA style.	Writing has multiple problems with clarity, coherence, and organization. There are many errors in APA style, citations, and/or references. Multiple references are missing or incomplete.	Writing lacks clarity and coherence, has many errors, and/or no use of APA style, and/or citations and references are minimal or absent.
<i>Use APA formatting for the paper.</i>	The paper applies APA formatting with no errors.	The paper applies APA formatting with minor errors.	Formatting is not consistent, with many errors or a major formatting mistake made consistently.	The paper does not consistently apply APA formatting. There are many major errors.
<i>Include citations within text and references in APA format.</i>	Citations and references match and are correct.	Citations and references may have few minor errors or may not match completely.	Citations and references may have many errors, or have multiple mismatches.	Citations and references may be missing, incomplete, or have major errors.

GENERAL GUIDELINES FOR WRITTEN ASSIGNMENTS

All course projects should be typed, double-spaced, and include a cover page. Include an abstract (250 words maximum) that provides a synopsis of the content, such as purpose, procedures, findings and conclusions. In terms of general style, the format provided in the sixth edition of **Publication Manual of the American Psychological Association** (American Psychological Association, 2009) should be followed. Students should pay close attention to:

- Margins
- Headings/Subheadings
- Writing Style
- Citations in the Text
- Reference Page

The *cover page* should include the title of the assignment, the standard course requirement statement, your name, date, and institutional affiliation information.

You should make a copy of your projects before submitting them to the instructor.

Submit assignments as a paper copy in class and via e-mail.