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

EDRS 630-001, 12878: Educational Assessment
3 Credits, Spring 2017
Mondays, 4:30-7:10, Thompson Hall, Room L018

FACULTY
Lori C. Bland, Ph.D., Associate Professor
Office hours: By appointment
e-mail hours: Standard business hours, M-F
Office location: West Building, Room 2006, Fairfax Campus
Office phone: 703-993-5047
Email address: lbland2@gmu.edu

Prerequisites/Corequisites: None

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.

Course Overview: The purpose for the course is for students to attain a high level of professional understanding and competent use of educational assessment practices. Course content focuses on understanding learning and assessment theory, research, and practice in order to assess learning in a variety of settings, such as K-12 formal educational environments, higher education, or informal learning across the lifespan. Specific content addresses standards for educational and psychological measurement; the role of assessment in the context of current school reform initiatives; best practices in assessment development; and use of assessment data for educational decision-making for individuals, groups, educational practices, or policy.

Course Delivery Method: Learning approaches focus on student engagement, development of deep understanding, and appropriate praxis. Students apply project- and problem-based learning to examine and assess a learning problem in their work environment or one in which they are interested. Problems can address K-12, higher education, adult learning, the workplace, or informal learning environments leading to the development and analysis of an educational assessment to address the problem. Other strategies include readings and classroom discussions, mini-lectures, in-class assignments and quizzes, and assessment development. Students will be expected to be able to work in multiple types of groups and individually through-out the course. Small group discussions and practice work sessions will provide hands-on experience to develop deep understanding of assessment strategies. Mini-lectures work in tandem with the required readings. However, lectures are not derived exclusively from readings; nor will all readings be "covered" in lectures.

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 results from various types of assessment, such as classroom assessment or standards-based or norm-referenced assessments.
- Use various types of assessment data to make valid inferences and appropriate decisions related to instructional planning, teaching, developing curriculum, educational programs, and/or school improvement.
- Explain scores, results, data, and analysis of various types of assessments to stakeholder groups.
- 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, 2014), 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 AND READINGS:

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. (2010). *Publication manual of the American Psychological Association.* (6th ed.). Washington, DC: Author.

Brookhart, S. M., & Nitko, A. J. (2015). *Educational assessment of students*. (7th ed.). Boston: Pearson.

Readings can be found on the indicated website, BlackBoard (BB), or will be distributed by the instructor in class. The schedule on the syllabus indicates which readings are required. The other readings may be helpful to you as you prepare your assignments.

Additional Readings:

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

Layton, L. (2015, October 24). Study says standardized testing is overwhelming nation's public schools.*The Washington Post.* https://www.washingtonpost.com/local/education/study-says-standardized-testing-is-overwhelming-nations-public-schools/2015/10/24/8a22092c-79ae-11e5-a958-d889faf561dc_story.html

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 Center for Fair and Open Testing (Fair Test) www.fairtest.org

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.

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). http://pareonline.net/getvn.asp?v=4&n=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

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

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

Assessment Basics
    http://www.ctb.com/ctb.com/control/assessmentBasicsTabAction?p=underAssess

Assessment Training Institute (ATI)
    http://ati.pearson.com/tools-resources/index.html

Buros Center for Testing, including the Mental Measurements Yearbook
    http://www.unl.edu/buros/

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)
    https://www.merlot.org/merlot/materials.htm?hasCollections=false&hasEtextReviews=false&isContentBuilder=false&filterOtherOpen=false&hasAssignments=false&hasAwards=false&category=2267&filterSubjectsOpen=true&hasRatings=false&filterTypesOpen=true&filterMobileOpen=false&hasCourses=false&filterPartnerAffiliationsOpen=true&hasSercActivitySheets=false&sort.property=&_materialType=&materialType=Assessment+Tool&filterOS=&_hasPeerReviews=&_hasEditorReviews=&_hasComments=&_creativeCommons=&_hasAccessibilityForm=

National Center for Education Statistics
http://nces.ed.gov

National Research Center on Evaluation, Standards, and Student Testing (CRESST),
http://www.cse.ucla.edu/

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=etmail&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/

Southwest Regional Development Laboratory. *Reading assessment database.*
http://www.sedl.org/reading/rad/.

Virginia Department of Education (VDOE) website on Standards of Learning, Accountability, Reporting. http://www.doe.virginia.gov/testing/

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_l.pdf

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

Wisconsin Center for Education Research
http://www.wcer.wisc.edu/articleindex/index.php

COURSE PERFORMANCE EVALUATION:

A. Assignments and Examinations
   1. Classwork/Homework Responsibilities (10 points)
      a. Throughout the course, opportunities for practice will be provided in class or for homework.
      b. The purpose for these assignments is to promote mastery about educational assessment by providing students with opportunities for sense-making, skills practice, and consultation about your work.
      c. Directions will be posted to BB, included within the presentation materials, or distributed in class. It is your responsibility to ensure that you locate these materials.
      d. **In class assignments:** All in class assignments are to be completed by the end of class and e-mailed to me.
      e. **Homework assignments:** All homework assignments must be e-mailed to me by the beginning of the class period.

   2. Assessment Development Project (80 points total)
      a. This is a group or individual experiential project and written assignment. The purposes for this assignment are to develop an assessment of learning that addresses an issue within a context that you have identified. An issue might be how to assess a specific SOL on which students are having difficulties, assessment of a complex skill (such as problem-solving), assessing an adult competency derived from life experience, or assessing learning in an informal environment (such as an extracurricular activity, like an engineering competition).
      b. **Introduction (10 points):** The project starts with a one-page Introduction. The introduction should identify the learning issue of interest, summarize the literature review, indicate the gap in assessments that will be addressed, and state the purpose for the project
      c. **Literature Review (10 points):** The Literature Review should discuss the learning construct assessed, examine the learning and assessment issues that you have identified about your construct, critically review existing assessments related to your learning construct, and discuss the assessment methods necessary to assess your learning construct. The review of extant (existing) assessments must include a discussion of the adequacy of the methods used to determine validity and reliability of the assessments, as well as, the adequacy of the results of the validity and reliability studies. You must include the validity and reliability data in this section of the literature review. The rubric for the Literature Review is at the end of the syllabus. **Ensure that you refer to the rubric and that you understand the criteria for the literature review.**
      d. **Methods (10 points):** The methods section of the project focuses on the methods you are going to use to gather evidence for validity and reliability. It needs to include your test blueprint for the selected response items (SRIs) and constructed response items (CRIs), your methods for each pilot test, and the types and methods for gathering

validity and reliability evidence. Review the APA manual methods section for the information that you need to include about for your methods section. **The directions for the analyses will be posted to BB.**

    e. **Measures (20 points, total):**
- i. SRIs: you must develop a minimum of ten multiple choice questions and the answer key. You may also develop other types of selected response items, but they are not required. **(10 points)**
- ii. You must develop one in-depth measure of performance and a rubric to assess that performance. **(10 points)**
- iii. **For this section, you need to include the initial measure.**

    f. **Pilot Test Data Collection and Analysis (20 points, 10 points for the pilot of each assessment):**
- **i.** The pilot test can be administered in two parts (SRI and CRI, separately) or as one test (SRI and CRI in one administration).
- **ii.** The data from each pilot test will need to be analyzed.
- **iii.** You will need to revise your assessment based on the results of the pilot test. **You will need to include your REVISED measure in this section.**
- **iv.** **You must adhere to IRB guidelines and timelines for this task if you are administering your assessment, especially if you are administering the test to minors. Please discuss your anticipated subject pool with me at the beginning of class. You must also complete CITI training for Human Subjects Research. You must include the module related to minors, if you plan to administer your assessment to minors. You need to provide me with a pdf of your IRB completion report.**

    g. **Discussion and Final Paper (10 points):**
- i. The discussion should provide a summary of the results and a discussion about what the field learned based on the pilot test, the uses for the test, limitations of the study, and areas for future research.
- ii. The discussion should also include a section about what YOU learned from doing this project.
- iii. The final report should be comprised of your revisions to your previously submitted drafts. The final report should be edited to ensure that all of the pieces connect to each other.
- iv. Your final report should also include an abstract (150 words maximum) that provides a synopsis of the content, such as purpose, methods, results, and conclusions.

    h. You will receive developmental feedback from your peers and me. **You must make changes to your paper in track changes.**

B. Other Requirements
1. **Class Participation Responsibilities (10 points)**
    a. **Communication with the Instructor:** I will only communicate you via your GMU e-mail.

b. **Attendance:** I expect each student to come to class, to be on time, and to stay for the length of the class. Students who miss a class must notify the instructor **by e-mail** (preferably in advance). Students who miss class are responsible for recovering information missed and completing all assignments

c. **Participation:** I expect students to participate in small group and class discussions.

d. **Reading/classwork:** Assigned readings are to be completed **before** class, in order to engage in full participation in class discussions. Bring text books and other materials to class as we will reference them in class. If the room does not have computer, I will expect you to bring your laptops. There is a class BB site that contains course documents. Students are required to download pertinent documents for class and to log into BB at the beginning of every class.

e. **Distractions:** Cell phones, internet use, e-mail, work for other classes, etc. are not permitted in class. I expect adults in class to respect each other and me by turning off cell phones, by not texting, by not using the internet during class, unless as directed for an assignment.

f. **Late assignments:** I will deduct points from your overall grade for late assignments.

g. **Overall responsibilities:** Overall, I expect students to be pro-active in their learning, self-regulatory about their assignments, and behave professionally and responsibly in class. I also expect that even if something is not stated in this syllabus, that students will adhere to professional conduct and maintain a professional demeanor in class.

h. **Writing Requirements: General Guidelines for Written Assignments.**
   i. Follow the style and format provided in the sixth edition of Publication Manual of the American Psychological Association (APA, 2010). I expect you to have purchased the APA Manual and to reference it in completion of your assignments. Being a student in any program in CEHD implies that you will also take responsibility for reading the manual and learning the necessary style and format without having to be reminded by the instructor.
   ii. All course projects should be typed and double-spaced. Pay attention to APA format for margins, heading, citations in text and on the references page, and writing style.
   iii. Include a cover page with your name and partner or team member names. The *cover page* should include the title of the assignment, the standard course requirement statement, your name, date, and institutional affiliation information.
   iv. I will not score assignments that do not include names.
   v. **All assignments should be submitted via e-mail.** Do NOT submit paper copies of assignments.

C. Grading Policies

1. Post all assignments to BB **before class begins on the due date specified**. I may ask you to e-mail electronic copy of assignments using your GMU e-mail account. You will be provided with an opportunity to correct assignments, unless little or no effort was expended on the first submission. Letter grades will be assigned as follows:

Points/Percent	Letter Grade
99-100%	A+
93-99%	A
91-92%	A-
88-90%	B+
83-87%	B
80-82%	B-
70-79%	C
Below 70%	F

D. Assignment and Examination Weighting

Major Assignment	Points	Percent
Class Participation and Attendance	10	10%
Classwork/Homework	10	10%
Assessment Project; 10 points per section	80	70%
Introduction	10	
Literature Review, with review of assessments	10	
Methods	10	
Measure development	20	
Selected Response and Answer Key	10	
Constructed Response and Rubric	10	
Pilot Test Data Collection and Analysis	20	
Selected Response Pilot Test	10	
Constructed Response Pilot Test	10	
Discussion and Final Paper	10	
Total	**100**	**100%**

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions expected of a career educator and of an educational psychologist as defined in the Educational Psychology Handbook at all times. Students are expected to review these dispositions by the second class period.

PROVISIONAL CLASS SCHEDULE - 2017
Note: The schedule may be altered as necessary, with notification to students.

Date	Topic/Learning Experiences	Readings and Assignments
1/23	• Introduction, Review of Syllabus • Current Issues in Assessment • Constructs and Learning • Educational Assessment & Achievement	
1/30	• Using Educational Assessment Data to Make Decisions About Learning and Instruction • Validity, Fairness • Understanding Assessment Scores	Brookhart: Ch. 1, 3, 18, Appendix H, I Standards: Ch. 1, 3, 9 Jordan; Layton, Luke
2/6	• Relationship between Learning, Instruction, and Assessment • Reliability	Brookhart: Ch. 2, 4, 5, Appendix, F, G Standards: Ch. 2
2/13	• Types of Assessments • Classroom Assessment: Diagnostic and Formative, Inferences	Brookhart: Ch. 6, 7, 8, 9 Standards: Ch. 12 **Introduction Due**
2/20	• Planning Assessments • Professional Responsibilities • The Test Development Process • Test Blueprints	Brookhart: Appendix A, B, C, D, Standards: Ch. 4, 5, 6, 7, 8 Kirpes **Complete IRB Human Subjects Training**
2/27	• Assessing Complex Thinking and Skills	Brookhart: Ch. 12 **Literature Review Due**
3/6	• Selected Response and Scoring Scales	Brookhart: Ch. 10
3/13	• GMU Spring Break	No Class
3/20	• Constructed Response Items (CRIs) • Scoring Scales and Rubrics for CRIs	Brookhart: Ch. 11 **Methods Due**
3/27	• Alternate Assessment Formats • Portfolios	Brookhart: Ch. 13 Quellmalz **SRI and Answer Key Due**
4/3	• Standardized Tests • Grading and Reporting	Brookhart: Ch. 15, 16, 17; Rudner **CRI and Rubric Due**
4/10	• Improving Assessments • Criteria for Test Reviews	Brookhart: Ch. 14
4/17	Data Analysis "Party"	**Bring pilot test results for SRIs and CRIs**
4/24		**Pilot Test Results and Discussion Due**
5/1	**Individual Meetings**	No Class
5/8	Final Project	**Final Project Due**

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/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center 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/).

- The 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/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

EDRS 630
Literature Review

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Introduction *Include a synthesis of the most important elements describing the problem*	The introduction provides a clear and complete synthesis of the problem most important elements of the problem. No extraneous text is included.	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.	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.	The introduction is unclear and/or too brief to completely communicate information about the problem.
Identify the problem	The description of the problem is clear and complete. No extraneous text is included.	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.	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.	The description of the problem is unclear and/or too brief to completely communicate information about the problem.
Provide a context for the problem	The description of the context is clear and complete with no extraneous text.	The description of the context may have minor issues with clarity or extraneous text. The context is mostly	The description of the context has several issues with clarity and/or extraneous text. The context is incomplete,	The description is unclear and/or too brief to completely communicate information about the

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.
Provide evidence	A clear, well-reasoned, comprehensive, and persuasive argument is provided for the importance of the problem. Evidence from the literature is provided, including specific data.	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, may not directly relate to the problem, or some data are missing.	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, or very little data is included.	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 or data from the literature.
Analyze the problem	Analysis of and solution to the problem fully addresses learning issues. More than one example is used to clearly explain learning issues. The analysis is accurate, with no misunderstandings.	Analysis of the problem and solution to the problem adequately addresses learning issues related to learning. The examples may be missing details impacting clarity. The analysis may have minor inaccuracies or misunderstandings.	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)
APA Style				
Use APA writing style.	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.
Use APA formatting for the paper.	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.
Include citations within text and references in APA format.	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.