I. Prefix and Number: EDSP 471 1001
II. Title: Introduction to Early Childhood Special Education
III. Course Credit Hours: 3 hours
IV. Semester/Time/Location: Fall 2016
August 29, 2016 – December 10, 2016
Mondays 4 – 6:45 pm
CEB 203
V. Instructor: Maryssa Kucskar
VI. Office Location: CEB 149
VII. Office Hours: Mondays & Tuesdays 2 – 4:00 pm
Thursdays 2:30 – 4:30 pm
VIII. Telephone: (702) 895-3243
Maryssa.Kucskar@unlv.edu
IX. Prerequisite Course(s): None
X. Course Description:

This course provides content relevant to characteristics of young children with disabilities age birth to six years; local, state and national programs; legislation; assessment and intervention strategies; curriculum; inclusion strategies; classroom management; and family involvement. It is intended to provide information critical to the successful programming for young children in least restrictive general education environments.

InTASC Standards Addressed:

Standard 1.0 Learner Development
Standard 2.0 Learning Differences
Standard 3.0 Learning Environments
Standard 4.0 Content Knowledge
Standard 5.0 Application of Content
Standard 6.0 Assessment
Standard 7.0 Planning for Instruction
Standard 8.0 Instructional Strategies
Standard 9.0 Professional Learning and Ethical Practice
Standard 10.0 Leadership and Collaboration

DEC (CEC) Standards Addressed:

Standard 1: Foundations
Standard 2: Development and Characteristics of Learners
NAEYC Standards Addressed:

Standard 1: Promoting Child Development and Learning
Standard 2: Building Family and Community Relationships
Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families
Standard 4: Teaching and Learning
Standard 5: Growing as a Professional

XI. Course Objectives (InTASC; ICC= Common Core CEC; ECSE= CEC Early Childhood Special Ed; NAEYC= NAEYC)

Knowledge:
(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge):

1. Each student will demonstrate knowledge of the history of services to young children with disabilities. CC1K1, CC1K8, EC1K1, EC1K2

2. Each student will demonstrate knowledge of federal and state legislation applicable to the provision of educational and related services to young children with disabilities. CC1K2, CC1K3, CC1K4, CC1K5, CC1K6, CC8K2, EC1K3

3. Each student will demonstrate knowledge of the general principles of child development including scope, skill inter-relationship, skill sequence and typical vs. atypical differences. CC2K2, CC2K3, NAEYC1a

4. Each student will demonstrate knowledge of and ability to recognize of health and safety issues and possible medical management issues that may arise. CC2K3, EC2K5, EC9S1

5. Each student will demonstrate knowledge of ethical and policy issues related to early childhood special education as they relate to their personal philosophy of special education. CC1S1, CC5K4, CC6K2, CC9K2

6. Each student will demonstrate knowledge of the characteristics of the eligible population of young children with disabilities as well as those factors that lead to a judgment of eligibility. CC2K6, EC2K2, CC3K1, NAEYC1a
7. Each student will demonstrate knowledge of the content of the IEP and IFSP and demonstrate the ability to form goals and objectives that are structurally sound and able to be implemented in inclusive settings. CC1K2, EC1K3, NAEYC3a

8. Each student will demonstrate knowledge of antecedent and consequent strategies for teaching young children including strategies for managing disruptive and/or aggressive behavior. CC1K2, CC5K3, NAEYC3a

9. Each student will demonstrate knowledge of typical inclusive curricular models for young children (e.g., IDAP, Functional etc.). EC2K1

10. Each student will demonstrate a general knowledge of the relevance of activity-based instruction for the infusion of IEP and IFSP objectives into general preschool/ kindergarten curricula. EC1K2

11. Each student will demonstrate knowledge of strategies for including young children with severe multiple disabilities in the general preschool/kindergarten program. CC5K1

12. Each student will demonstrate knowledge of the roles that families may play as members of the intervention team as well as the concerns they may express relevant to inclusion. CC1K7, CC2K4, CC6K3, NAEYC1b, NAEYC2a, NAEYC2b

13. Each student will demonstrate knowledge of the differences which exist among interdisciplinary, multidisciplinary and transdisciplinary models for the delivery of related services. CC7K5, EC10S3, NAEYC2b, NAEYC4a

14. Each student will demonstrate knowledge of issues in early childhood special education unique to specific cultural backgrounds and inner city versus rural geographical settings (e.g. home based versus center based services). CC1K9, CC1K10, EC2K4, CC6K1, CC6K3, CC9K1

**Performances (Skills):**
(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning.)

1. Each student will develop goals, objectives and benchmarks that are structurally sound and able to be implemented in inclusive settings. CC7S8, NAEYC4d

2. Each student will develop task analyses of skills typically targeted for instruction in inclusive early childhood settings in at least two different curricular domains. CC7S8

3. Each student will develop a written rationale including justification, explication of benefits and possible challenges and strategies for successful intervention with young students with disabilities in typical early childhood care and education centers. CC1S1
Disposition(s):
(Values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth—guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Demonstrate awareness of and commitment to the CEC Code of Ethics and generally accepted standards for professional development. InTASC1(j), InTASC2(l), InTASC4(k), InTASC5(q), InTASC5(r), InTASC6(r), InTASC9(l), InTASC9(n), InTASC9(o), ICC9K1, ICC9K2, ICC9K3, ICC9K4, ICC9S1, ECSE9K1, NAEYC6a
   Measurement/Evaluation: Exams and Paper

2. Demonstrate knowledge of ethical and policy issues related to early childhood special education. InTASC2(m), InTASC3(o), INTASC4(p), INTASC4(q), InTASC7(q), ICC9K1, ICC9K2, CC9K3, ICC9K4, ECSE9K1
   Measurement/Evaluation: Exams and Paper

3. Demonstrate the ability to explain the values represented in both law and educational practice relative to inclusive individually and developmentally appropriate practices. InTASC1(h), InTASC1(i), InTASC1(j), InTASC1(k), INTASC4(q), InTASC5(s), InTASC7(n), InTASC7(p), InTASC10(s), InTASC10(t), ICC1K2, ECSE1K1, NAEYC1c
   Measurement/Evaluation: Exams and Paper

XII. Texts, readings, and instructional resources:

Required Text(s):


Optional Text(s):


Current and Classical Reference(s):


Zhang, C., & Bennett, T. (2003). Facilitating the meaningful participation of culturally and

Internet Resources:

The Council for Exceptional Children (CEC) - http://www.cec.org
The Division for Early Childhood (DEC) - http://www.dec-sped.org
National Association for the Education of Young Children - http://www.naeyc.org
Zero to Three - http://www.zerotothree.org
Nevada Association for the Education of Young Children - http://www.nevaeyc.org/
UNLV Library: http://www.library.unlv.edu/

Description of Instructional Procedures:

The primary in-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual and small group problem solving and contextual applications; role-play/simulations; media presentations, community resource personnel. Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; a paper or project; and Webcampus postings and/or discussions.

XIII. Course Requirements

1. Examinations:

Two tests are required. One will be given mid-semester and the other at the end of the semester. Each will be taken in class and consist of 10 to 15 short-answer questions which cover material presented in class and in the assigned readings.

2. Position Paper:

You will provide a reasoned and referenced discussion of first, why it is so important to use an inclusive approach to early childhood education, and second, what challenges face us as we implement inclusive programs for children with and without disabilities. Finally, your paper will address how we might deal with any challenges that might arise. Feel free to include discussion of the relationship between inclusive programming and developmentally appropriate programming. Your position paper is due Monday, November 14th.

3. Behavioral Objectives:

You will be expected to demonstrate an acceptable level of proficiency writing annual goals and short-term objectives (outcome statements in an IFSP). Each student will successfully complete an assignment requiring that at least three objectives be written in perfect form including all three parts of a behavioral objective. The assignment may be repeated three times, as necessary, to achieve 100% proficiency.
4. Attendance:

Weekly class attendance is highly encouraged in order to fully benefit from the class and learning more about early childhood special education. Regular attendance in class is expected, that is, your grade will not be positively affected by attendance; however, repeated absences that are not excused can result in points being deducted from your final grade. One absence is permitted each semester, and each additional absence beyond the first absence will result in 10 points being deducted from the final point total at the end of the term. Additionally, a student who will be absent is highly encouraged to seek out to a peer to get information discussed in class.

This class is supported by WebCampus. Each student enrolled in the class is expected to log on to WebCampus and to monitor closely the class site for messages and additional assignments on a daily basis.

Administrative Requirements

1. Late Policy: Assignments are due at the start of class at 4:00 pm. Assignments need to be uploaded to Webcampus/Blackboard Learn via Turn It In. Assignments turned in late will receive a 10% deduction per day, up to 3 days. Assignments turned in more than 3 days late will not be accepted. No exceptions.

2. All assignments MUST be done in APA 6th edition, including typed and double-spaced. Work submitted should reflect college-level expectations in terms of scope, depth, writing mechanics, appearance, and APA 6th Edition style (where appropriate).

3. Other Notes - Students are expected to demonstrate professional behavior at all times. This includes:
   • Refraining from inappropriate or personal comments about other students or the instructor
   • Refraining from excessive questions, particularly about information the student does not know because s/he did not complete the assigned readings
   • Cell phones for emergency use only during class
   • Not using laptops unless for purposes explicitly related to the course. If laptop use becomes a distraction to students in the class, laptops will no longer be permissible.
   • The instructor may deduct points from students’ grades or ask students to leave class for any of the activities above. Students who are asked to leave class will receive an unexcused absence for that day and will not be allowed to make up any assignments.

Grading Policy:

Final grade for this class will be determined by computation of the average of scores obtained on the midterm exam, final exam, the behavioral objectives, and the position
The behavioral objectives assignment may be repeated 3 times to achieve a perfect score (100 points, see rubric for how points are assigned). Each of the two exams test is worth 100 points and the position paper is also worth 100 points (400 total). The following scale will be used to determine the course grade:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>AVERAGE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66</td>
</tr>
<tr>
<td>D-</td>
<td>60 - 62</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/student-conduct) (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: [http://www.unlv.edu/provost/copyright](http://www.unlv.edu/provost/copyright).

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, [http://drc.unlv.edu/](http://drc.unlv.edu/), 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both
your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of
Fall 2016

any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

**XIV. Course Outline and Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Assignments (due at the beginning of class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>I. Introduction to Course/Syllabus II. Review/WebCampus</td>
<td>Order textbook Read course syllabus</td>
</tr>
<tr>
<td>2</td>
<td>9/5</td>
<td>NO CLASS – LABOR DAY</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/12</td>
<td>I. Introduction (What is ECSE?) II. ECSE &amp; Eligibility Requirements</td>
<td>Allen &amp; Cowdery Chapters 1 &amp; 3 Article – Inclusion Statement</td>
</tr>
<tr>
<td>4</td>
<td>9/19</td>
<td>III. History of Services APA Review</td>
<td>Allen &amp; Cowdery, Chapter 2 Article</td>
</tr>
<tr>
<td>5</td>
<td>9/26</td>
<td>IV. IFSP &amp; IEP V. Typical/Atypical Development</td>
<td>Allen &amp; Cowdery, Chapters 4, 5, &amp; 10</td>
</tr>
<tr>
<td>6</td>
<td>10/3</td>
<td>VI. Annual Goals, Relate Objectives, &amp; Writing Objectives VII. Task Analysis</td>
<td>Article</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Resource</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>--------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>10/10</td>
<td>VIII. Causes Atypical Development</td>
<td>Allen &amp; Cowdery, <strong>Chapters 6, 7, &amp; 8</strong> REVIEW FOR MIDTERM EXAM</td>
</tr>
<tr>
<td>8</td>
<td>10/17</td>
<td>MIDTERM EXAM - ONLINE</td>
<td>ONLINE CLASS – DO NOT MEET IN PERSON</td>
</tr>
<tr>
<td>9</td>
<td>10/24</td>
<td>IX. Antecedent Events</td>
<td>Allen &amp; Cowdery, <strong>Chapters 12 &amp; 13</strong></td>
</tr>
<tr>
<td>10</td>
<td>10/31</td>
<td>X. Proximal Consequent Events</td>
<td>Allen &amp; Cowdery, <strong>Chapters 12 &amp; 13</strong> (Review) Article</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>BEHAVIORAL OBJECTIVES DUE</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11/7</td>
<td>XI. DAP and Functional Skills</td>
<td>Allen &amp; Cowdery, <strong>Chapters 10 &amp; 11</strong> Article</td>
</tr>
<tr>
<td>12</td>
<td>11/14</td>
<td>XII. Activity Based ECE</td>
<td>Filler &amp; Xu, 2006 (Article)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>XIII. Infusing IEP/IFSP Objectives</td>
<td>POSITION PAPER DUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Activity Matrix)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/21</td>
<td>XIV. Developing Adaptations and</td>
<td>Article</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accommodations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/28</td>
<td>XV. Strategies for Including Students with</td>
<td>Allen &amp; Cowdery, <strong>Chapters 18 &amp; 19</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Severe Disabilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>XVI. Models for Related Services</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/5</td>
<td>XVII. Parent/Family Involvement</td>
<td>Allen &amp; Cowdery, <strong>Chapter 9</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>XVIII. Cultural Diversity in ECSE</td>
<td>REVIEW FOR FINAL EXAM</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td><strong>FINAL EXAM TBA</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of 12/12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exams must be taken on the date indicated at the time of the regularly scheduled class. Failure to do so, without an acceptable excuse approved by the instructor, will result in 0 points without exception.

**RUBRIC FOR EDSP 471 – Behavioral Objectives**

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness Of Information</th>
</tr>
</thead>
</table>
| **EXCEEDS EXPECTATIONS** | • Consistent organization  
• Follow from goals  
• Correct spelling & grammar (0-1 errors)  
• Sufficient in number  
• Build one upon the other | • Clear statements in terms anyone can understand  
• Exact statement of what student is to do  
• Absolute level of Proficiency stated  
• # times and conditions under which proficiency is to occur is clearly stated | 45-50 points  
|                      | 45-50 points | 45-50 points |
| **MEETS EXPECTATIONS** | • Inconsistent organization  
• Not all follow from goals  
• One or two spelling or grammar errors (2-3 errors)  
• Insufficient in number (2 or fewer per goal)  
• Not all follow from the previous objective | • Not all terms stated behaviorally  
• Statements not clear as to exactly what the student is to do  
• Absolute level of proficiency is too high or too low or not clearly stated  
• Conditions under which proficiency level is to occur not consistently stated | 35-44 points  
|                      | 35-44 points | 35-44 points |
| **BELOW EXPECTATIONS** | • Disorganized & difficult to follow  
• Objectives do not follow from goal  
• Many spelling or grammar errors (4+ errors)  
• Objectives do not build one upon the other | • Terms not stated behaviorally  
• Unclear as to what the student is to do  
• Absolute level of proficiency not clearly stated  
• Conditions under which proficiency is to be exhibited not clearly stated | < 35 points  
|                      | < 35 points | < 35 points |
RUBRIC FOR EDSP 471 – Position Paper
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness of Information</th>
</tr>
</thead>
</table>
| **EXCEEDS EXPECTATIONS** | • Consistent organization (with headings & subheadings)  
• Consistent use of APA style including Cover page, Abstract & Subheadings (0-1 errors)  
• Correct spelling & grammar (0-1 errors)  
• Cited all references in text & in reference section correctly (0-1 errors)  
• Covered the required components and addressed all of the issues | • Contained at least 10 references  
• Used a variety of peer-reviewed references  
• Presented original perspective concerning topic and issues  
• Current references with both research and opinion/review papers represented (8 or more articles less than 10 years old; 2006 – 2016)  
• Summary/conclusions clearly stated | **45-50 points**  

**MEET EXPECTATIONS** | • Frequent to occasional lapses in organization  
• APA style with minor discrepancies (2-3 errors)  
• One or two spelling or grammar errors (2-3 errors)  
• Not all references cited in text & in references correctly (2-3 errors)  
• Addressed the required issues | • Contained 8-9 references  
• More than 3 references came from the Internet and/or were 10 years or older (2006)  
• Variety of references not well represented/mostly review papers  
• Information presented was only partially representative of new & current information  
• Summary/conclusions clearly presented | **35-44 points**  

**BELOW EXPECTATIONS** | • Disorganized & difficult to follow  
• Minimal use of APA style with major discrepancies (4 + errors)  
• Many spelling or grammar errors (4 + errors)  
• References in text & reference list not cited correctly (4 + errors)  
• Did not address the required issues | • Contained 7 or less references  
• More than 3 references were from the Internet and/or were 10 years or older (2006)  
• Poor variety of references  
• Information not current  
• Summary/conclusions not clearly presented or omitted entirely | **< 35 points**

RUBRIC FOR EDSP 471 – MIDTERM/FINAL EXAM
<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXCEEDS EXPECTATIONS</td>
<td>• Consistent organization</td>
<td>• Answers at least 95% of total # of questions correctly</td>
</tr>
<tr>
<td></td>
<td>• Consistent use of APA style</td>
<td>• Uses a variety of sources</td>
</tr>
<tr>
<td></td>
<td>• Correct spelling and grammar</td>
<td>• Presents comprehensive perspective</td>
</tr>
<tr>
<td></td>
<td>• References each answer to text, notes or outside readings</td>
<td>• Synthesizes information and reaches conclusions</td>
</tr>
<tr>
<td></td>
<td><strong>48 – 50 POINTS</strong></td>
<td>• Answers all questions</td>
</tr>
<tr>
<td>MEETS EXPECTATIONS</td>
<td>• Occasional lapses of clarity in organization</td>
<td><strong>48 – 50 POINTS</strong></td>
</tr>
<tr>
<td></td>
<td>• One or two spelling or grammar errors</td>
<td><strong>40 – 47 POINTS</strong></td>
</tr>
<tr>
<td></td>
<td>• Inconsistent correct use of references</td>
<td>• Answered fewer than 80% of the questions correctly</td>
</tr>
<tr>
<td></td>
<td>• Covered the required points in each answer</td>
<td>• At least 1/2 of the answers contain references</td>
</tr>
<tr>
<td></td>
<td><strong>40 – 47 POINTS</strong></td>
<td>• Uses less than 3 references</td>
</tr>
<tr>
<td>BELOW EXPECTATIONS</td>
<td>• Disorganized and difficult to follow</td>
<td>• Answers are only partially responsive to questions</td>
</tr>
<tr>
<td></td>
<td>• Minimal use of APA style</td>
<td><strong>&lt;40 POINTS</strong></td>
</tr>
<tr>
<td></td>
<td>• Many spelling errors</td>
<td>• Answered fewer than 80% of questions correctly</td>
</tr>
<tr>
<td></td>
<td>• No references or incorrect references</td>
<td>• No reference to text or outside reading</td>
</tr>
<tr>
<td></td>
<td>• Did not answer all questions</td>
<td>• No synthesis of information from different sources</td>
</tr>
<tr>
<td></td>
<td><strong>&lt;40 POINTS</strong></td>
<td>• Numerous incomplete answers</td>
</tr>
</tbody>
</table>