I. Provost Statements

Disability Resource Center
The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. "If you have a documented disability that may require assistance, you will need to contact Disability Services (DS) for coordination in your academic accommodations. Disability Services is located within Learning Enhancement Services (LES), in the Reynolds Student Services Complex (SSC), Room 137. The phone number is 895-0866 or TTY 895-0652. For additional information about Disability Services please refer to their website at: http://www.unlv.edu/studentlife/les.

Academic Integrity Statement
UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the Handbook of Regulations Governing Probation and Suspension Within The College of Education. This publication may be found in the Curriculum Materials Library (CML – CEB 101), or the Office of the Dean of the College of Education (CEB 301). To help familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page at: http://www.unlv.edu/committees/copyright.

Copyright
The University requires all members of the University Community to familiarize themselves 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 COPYRIGHT AND 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.

Religious Holidays
It is UNLV’s policy to give students who miss class because of observance of religious holidays the opportunity to make up missed work. Students are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Collection of Student Assignments for Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.

Tutoring – The Academic Success Center (ASC) provides tutoring and academic assistance for all UNLV students taking UNLV courses. Students are encouraged to stop by the ASC to learn more about subjects offered, tutoring times and other academic resources. The ASC is located across from the Student Services Complex (SSC). Students may learn more about tutoring services by calling (702) 895-3177 or visiting the tutoring web site at: http://academicsuccess.unlv.edu/tutoring/.

UNLV Writing Center – The following statement is recommended for inclusion in course syllabi: 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 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of 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

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.
III. Course Credit Hours: 3 credits
IV. Semester/Time/Location: Spring 2016
Thursday (4:00pm to 6:45pm)
CBC-C 113
V. Instructor: Maryssa Kucskar
VI. Office Location: CEB 153
VII. Office Hours: Monday 6-7 pm
Tuesday & Thursday 2-4 pm
Or by appointment
VIII. Telephone: 895-1802 (Voice Mail)
Maryssa.Kucskar@unlv.nevada.edu (Email)
IX. Prerequisite Course(s): Students must have completed EDSP 471 or consent of instructor.
X. Course Description:
Survey of issues related to assessment of children with atypical patterns of development. Introduction to principles of unstructured and structured observations of young children with developmental delays or those at-risk for developmental delays. Issues of cultural diversity considered.

InTASC Standards Addressed

- Standard 1.0 Learner Development
- Standard 3.0 Learning Environments
- Standard 6.0 Assessment
- Standard 9.0 Professional Learning and Ethical Practice

NAEYC Guidelines Addressed
3. Observing, Documenting and Assessing to Support Young Children and Families.

XI. Course Objectives: (InTASC, NAEYC):

Knowledge:
(The ways students demonstrate what they know and how they are able to put skills into practice to make a difference in child learning).

1. Each candidate will demonstrate knowledge of various assessment activities and the roles of different professionals and families including child find, screening/diagnostic assessment, educational assessment and monitoring of progress. INTASC6(j), InTASC6(k), InTASC6(m), NAEYC3b.
   Measurement/Evaluation: Exams

2. Each candidate will demonstrate knowledge of the important issues in the evaluation and assessment of individuals with disabilities including the use of standardized instruments for diverse populations of learners not included or under-represented in standardization samples. InTASC1(e), NAEYC 3a.
   Measurement/Evaluation: Exams

3. Each candidate will demonstrate knowledge of the importance of adaptations and accommodations in assessment and evaluation for students who are culturally and/or linguistically diverse. NAEYC 3b.
   Measurement/Evaluation: Exams and Assessment Critique

4. Each candidate will demonstrate knowledge of the legal and ethical requirements including but not limited to those for confidentiality and due process related to evaluation for eligibility,
assessments and placement. NAEYC 3a.

Measurement/Evaluation: Exams and Assessment Critique

5. Each candidate will demonstrate knowledge of the appropriate use and meaning of scores derived from both norm and criterion referenced instruments including, but not limited to, grade scores, standard scores, and percentile ranks and standings. InTASC6(l), InTASC6(n), NAEYC 3a.

Measurement/Evaluation: Exams and Assessment Critique

6. Each candidate will demonstrate knowledge of typical approaches to the assessment of cognitive, social/adaptive, communication/language, and motor skills including the value of transdisciplinary team assessment and the appropriate use of technology. NAEYC 3c.

Measurement/Evaluation: Exams and Assessment Critiques

7. Each candidate will demonstrate knowledge of the functional and legally mandated relationship between assessment results and placement decisions as mitigated by requirements for LRE and family participation. NAEYC3d.

Measurement/Evaluation: Exams and Assessment Critique

8. Each candidate will demonstrate knowledge of correct terminology used in assessment. NAEYC 3a.

Measurement/Evaluation: Exams and Assessment Critique

9. Each candidate will demonstrate knowledge of focused observation, norm referenced tests, criterion referenced checklists and ordinal scales. NAEYC 3b.

Measurement/Evaluation: Exams and Assessment Critique

10. Each candidate will demonstrate knowledge of the roles that families play in assessment. NAEYC 3d.

Measurement/Evaluation: Exams and Assessment Critique

11. Each candidate will demonstrate knowledge of various approaches to observing child/environment interactions, child/other interactions including child/child and parent/infant interactions. NAEYC 3b.

Measurement/Evaluation: Exams and Assessment Critique

12. Each candidate will demonstrate knowledge of assessment adaptations necessary for specific sensory, motor impairments and language differences. NAEYC 3b.

Measurement/Evaluation: Exams and Assessment Critique

13. Each candidate will demonstrate knowledge of techniques for assessment of both family strengths and family needs. NAEYC 3d.

Measurement/Evaluation: Exams

14. Each candidate will demonstrate knowledge of the importance of both formative and summative data collection for the determination of the appropriateness of content and instructional strategy as related to local, state and national standards. InTASC6(j), InTASC6(o), NAEYC 3a.

Measurement/Evaluation: Exams and Assessment Critique

Performance (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 candidate will demonstrate the ability to identify the characteristics of assessment procedures designed to result in information relevant to the determination of appropriate educational/intervention
content and strategy. InTASC6(a), InTASC6(g), NAEYC 3a
Measurement/Evaluation: Exams and Assessment Critique

2. Each candidate will, through written response to test questions and through critiques, demonstrate the ability to express the importance for collaborative assessment that includes the responses and observations of family members and other professionals. InTASC6(c), InTASC9(c), NAEYC 3d
Measurement/Evaluation: Exams and Assessment Critique

3. Each student will, by responses to examination questions, demonstrate the ability to interpret and communicate the meaning of information derived from both formal and informal assessment procedures. InTASC3(e), InTASC6(h), InTASC6(d), NAEYC 3b
Measurement/Evaluation: Exams and Assessment Critique

4. Each candidate will develop written critical analyses of at least one assessment instrument demonstrating an ability to identify appropriate characteristics of each for selection of content, sequence and instructional strategy and to communicate those results in a clear unambiguous manner that adheres to copy right laws and APA publication standards. NAEYC 3a, NAEYC 3b, NAEYC 3c, NAEYC3d
Measurement/Evaluation: Exams and Assessment Critique

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. Each candidate will develop an appreciation for the limitations of assessment data for young children as imposed by disability, cultural diversity and linguistic difference. InTASC6(q), InTASC6(s), InTASC6(t), InTASC6(u), InTASC6(v), InTASC9(l), NAEYC 3a, NAEYC3b, NAEYC3c.
Measurement/Evaluation: Exams and Assessment Critique

Results:
(The ways students demonstrate what they know and how they are able to put skills into practice to make a difference in child learning).

Each candidate will be able to identify critical characteristics of assessment instruments used to contribute to the identification curricular content, sequence and instructional strategy.

XII. Suggested Resources:

Required Text(s):


Optional Text(s):


Current and Classical References:


Internet Resources:

Early Childhood Education Online:  
http://www.ume.maine.edu/~cofed/eceol/welcome.html

The Council for Exceptional Children (CEC): Division of Early Childhood (DEC)  
http://www.dec-sped.org

The National Association for the Education of Young Children (NAEYC)  
http://www.naeyc.org

ARC List of Disability Related Resources on the Net:  
http://www.TheARC.org/misc/dislnkin.html

Information about specific disabilities:  
http://www.familyvillage.wisc.edu/specific.htm

UNLV Library:  
http://www.library.unlv.edu/
XIII. Course Requirements and Grading Policy:

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.

Course Requirements:

1. Two Examinations:
   Two tests are required. One will be given mid session and the other at the end of the session. Both will be taken in class. Each test will consist of 10 to 15 short-answer questions which cover assigned readings (text, articles, assessment instruments), class notes, lectures, and media (100 points each).

2. Assessment Critique:
   Each student must complete a critique of an assessment instrument, procedures or systems utilized for diagnosis and/or curriculum planning with young children either suspected to be or confirmed to be eligible for preschool special education or early intervention. Your critique should consist of a cover page with the complete reference of the test (reference page) in APA style (6th edition) and be followed by as many as necessary typed double spaced pages to answer the following questions (additional questions may be provided at the discretion of the instructor) (100 points):
   1. What does the table of contents and appendices tell you about the instrument?
   2. How were the developmental sequences (or task sequences) derived?
   3. Does it measure what it intends to measure? How do you know?
   4. Does it have the ability to make the discriminations you want as an interventionist? Why?
   5. Are the items clearly specified and are the criteria for pass/fail clearly delineated? (Give some examples.)
   6. Can it be used to determine annual goals and short-term objectives? (Why or why not?)
   7. Does it focus on some areas better than others and, if so, what are they?
   8. On what population was the assessment normed?
   9. Is the assessment "adaptable" ... that is, does it allow for changes in criteria for passing, materials, or presentation based upon the obvious limitations of the student.

The assessment critique is due at 4:00 PM on Thursday, April 21, 2016. You will be required to submit an electronic version in Microsoft Word format (.doc or .docx extension) of your assessment critique in WebCampus. No other file types will be accepted.

Please note that you are responsible for finding the tests, instruments, etc. to review. Some good sources include the UNLV Lynn Bennett Early Childhood Education Center, UNLV CML, Clark County School District, and Head Start. The instructor reserves the right to request that the student produces a copy of the assessment.

3. Online Participation and Discussion:
   To facilitate discussion of session readings, students will respond to discussion questions and prepare to possibly lead the discussion of the question in class. Periodically students may also be asked to prepare a discussion question. Discussion questions will be addressed at the beginning of class. Each week's discussion post is due in WebCampus at 3:00 PM on Thursday (i.e.: Discussion #1 is due in WebCampus on January 30 at 3:00 PM). Each discussion should be no less than three to five sentences in length and should be thoughtful and non-repetitive (5 points each for a total of 50 points).
4. Online Quizzes:
Quizzes will be given throughout the semester. The purpose of the quiz is to reinforce and build on the course content that students receive in this class. Each quiz will be five questions in length. They will be comprised of true/false, multiple choice, or short answer/essay and must be taken in WebCampus. **Each week’s quiz will stop accepting submissions at 4:00 PM on Thursday** (5 points each for a total of 50 points).

5. Participation & Attendance:
Students are expected to arrive to each class session on time, remain for the entire class session, and participate in group activities and discussions. Students are also expected to have all course materials read and prepared prior to the beginning of class (e.g., in class demonstrations of skills, discussions, written assignments, exit slips, etc.). Participation points can only be earned if the student is in class; they cannot be made up (50 points).

Administrative Requirements

1. **All assignments are due on the day indicated in the course schedule. Due dates are listed on the course schedule. One letter grade will be deducted for each day an assignment is late. Assignments will be accepted up to 2 days late. Missed assignments/exams cannot be made up and will result in a score of 0 (zero).**

2. **The grade of I – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of 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. A student who receives an I is responsible for making up whatever work was lacking at the end of the semester. 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.**

3. **All assignments MUST be typed double-spaced (APA 6th Ed.).** Work submitted should reflect undergraduate level expectations in terms of scope, depth, writing mechanics, and appearance.

4. You are responsible for finding the tests, instruments, etc. to review. Some good sources include the UNLV Lynn Bennett Early Childhood Education Center, UNLV CML, Clark County School District, and Head Start.

Attendance Policy:
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 up to 10 points being deducted from your final grade. Absences will result in one warning before point deduction. If there is a reason for you to be repeatedly absent have a discussion with the professor regarding how you intend to keep up with the material presented 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.

Grading Policy:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>C++</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>59 or below</td>
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</tbody>
</table>
Online Discussions 50
Quizzes 50
Midterm Exam 100
Final Exam 100
Assessment Critique 100
Participation/Attendance 50
Total Points 450

* Exams and the assessment critique are to be taken (or handed in) no later than the date and the time indicated. REMEMBER you are responsible for all material, including announcements schedule changes to course outline, handouts, and material presented in class whether or not you are present.

**Student Expectations**

In-class Behaviors: Students are expected to conduct themselves in a professional manner in relationship to the opinions, ideas, and values of fellow classmates. Examples of additional in-class behaviors that are considered by the instructor to be unprofessional include: (a) carrying on side conversations during class instruction and/or while another individual is speaking; (b) arriving late to class and disrupting others already engaged in the session's activities; and (c) not coming to class prepared causing a lack of meaningful participation and/or effort on the part of the student.

Cellular Phones and Beepers: All cellular phones and beepers should be turned off or placed in vibration (in case of family emergency situation). Other electronic devices (e.g. laptop, iPad) are to be used for note taking only. There will be no “texting” or inappropriate internet usage during weekly lectures and in-class whole/small groups discussions.

WebCampus: The instructor will utilize WebCampus to display course notes and materials. Students are expected to bring a copy of the course notes and materials from WebCampus for each scheduled class session.
### Course Outline (Tentative):

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>January 21</td>
<td>Syllabus and WebCampus, Part I</td>
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<tr>
<td></td>
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<td><strong>CLASS ONLINE</strong> (Conference) – COMPLETE ASSIGNMENT ON WEBCAMPUS</td>
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<tr>
<td>2.</td>
<td>January 28</td>
<td>Topic: Syllabus and Webcampus, Part II</td>
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<tr>
<td></td>
<td></td>
<td>• Introduction and Historical Perspectives on Alternative Assessment</td>
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<td></td>
<td></td>
<td>Reading: Losardo &amp; Syverson, Chapter 1</td>
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<tr>
<td></td>
<td></td>
<td>Due: Quiz #1</td>
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<tr>
<td></td>
<td></td>
<td>• Discussion #1</td>
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<td></td>
<td></td>
<td>Reading: DEC &amp; NAEYC Recommended Practices: Assessment</td>
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<td></td>
<td>Due: Quiz #2</td>
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<tr>
<td></td>
<td></td>
<td>• Discussion #2</td>
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<tr>
<td>4.</td>
<td>February 11</td>
<td>Topic: Traditional and Contemporary Assessment Models</td>
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<tr>
<td></td>
<td></td>
<td>Reading: Losardo &amp; Syverson, Chapter 2</td>
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<tr>
<td></td>
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<td>Due: Quiz #3</td>
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<td>• Discussion #3</td>
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<td>5.</td>
<td>February 18</td>
<td>Topic: Linking Assessment and Intervention</td>
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<tr>
<td></td>
<td></td>
<td>Reading: Losardo &amp; Syverson, Chapter 3</td>
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<td></td>
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<td>Due: Quiz #4</td>
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<td>• Discussion #4</td>
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<td>6.</td>
<td>February 25</td>
<td>Topic: Naturalistic Assessment</td>
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<td></td>
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<td>Reading: Losardo &amp; Syverson, Chapter 4</td>
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<td></td>
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<td>Due: Quiz #5</td>
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<td>• Discussion #5</td>
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<td>7.</td>
<td>March 3</td>
<td>Topic: Focused Assessment</td>
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<td></td>
<td>• Review for Mid-Term Exam</td>
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<tr>
<td></td>
<td></td>
<td>Reading: Losardo &amp; Syverson, Chapter 5</td>
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<td>Due: Quiz #6</td>
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<td></td>
<td>• Discussion #6</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic:</td>
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<tr>
<td>8</td>
<td>March 10</td>
<td><strong>Performance Assessment</strong></td>
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<tr>
<td>9</td>
<td>March 17</td>
<td>Mid-Term Exam</td>
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<tr>
<td>10</td>
<td>March 24</td>
<td>Spring Break – No Class</td>
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<tr>
<td>11</td>
<td>March 31</td>
<td><strong>Portfolio Assessment</strong></td>
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<tr>
<td>12</td>
<td>April 7</td>
<td><strong>Dynamic Assessment</strong></td>
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<td></td>
<td></td>
<td>Individual Meetings – As Required</td>
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<tr>
<td>13</td>
<td>April 14</td>
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<tr>
<td></td>
<td></td>
<td><strong>Assessment Critique in WebCampus</strong></td>
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<tr>
<td>14</td>
<td>April 21</td>
<td><strong>Curriculum-Based Language Assessment</strong></td>
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<tr>
<td>15</td>
<td>April 28</td>
<td><strong>Transdisciplinary Framework</strong></td>
</tr>
</tbody>
</table>

16. May 5  | Review for Final Exam  
17. May 12 | Final Exam*  

* 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. Also, the assessment critique MUST be turned in NO LATER than the date and time indicated above. Late papers will be scored 0 without exception.
### RUBRIC FOR EDSP 473 ASSESSMENT CRITIQUE (Total Points 100)

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format &amp; Organization</th>
<th>Completeness of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXCEEDS EXPECTATIONS</strong></td>
<td>✓ Consistent organization and thought</td>
<td>✓ Contained at least 5 references</td>
</tr>
<tr>
<td><strong>45-50 Points</strong></td>
<td>✓ Consistent use of APA 6th ed. style</td>
<td>✓ Used a variety of references</td>
</tr>
<tr>
<td></td>
<td>✓ Correct spelling and grammar</td>
<td>✓ Presented original perspective about test or instrument</td>
</tr>
<tr>
<td></td>
<td>✓ Cited all references in text &amp; in references correctly</td>
<td>✓ Current Information published within last 5 years (2011-2016)</td>
</tr>
<tr>
<td></td>
<td>✓ Covered the required topics</td>
<td>✓ Is consistent in position taken across questions</td>
</tr>
<tr>
<td><strong>MEETS EXPECTATIONS</strong></td>
<td>✓ Fair organization but with occasional lapses in clarity</td>
<td>✓ Contains at least 3 references</td>
</tr>
<tr>
<td><strong>40-44 Points</strong></td>
<td>✓ APA 6th ed. style with minor discrepancies</td>
<td>✓ More than 2 references came from a non-peer reviewed source</td>
</tr>
<tr>
<td></td>
<td>✓ One or two spelling or grammar errors</td>
<td>✓ Variety of references not well represented</td>
</tr>
<tr>
<td></td>
<td>✓ Not all references cited in text &amp; in references correctly</td>
<td>✓ Information presented was only partially representative of new &amp; current information published 5-10 years ago</td>
</tr>
<tr>
<td></td>
<td>✓ Covered the required questions</td>
<td>✓ Is consistent in opinions or views across questions/answers</td>
</tr>
<tr>
<td><strong>BELOW EXPECTATIONS</strong></td>
<td>✓ Disorganized &amp; difficult to follow</td>
<td>✓ Did not contain at least 3 references</td>
</tr>
<tr>
<td><strong>Less than 40 Points</strong></td>
<td>✓ Minimal use of APA 6th ed. style with major discrepancies</td>
<td>✓ No references were from a peer reviewed source</td>
</tr>
<tr>
<td></td>
<td>✓ Many spelling or grammar errors</td>
<td>✓ Poor variety of references</td>
</tr>
<tr>
<td></td>
<td>✓ References in text &amp; reference list not cited correctly</td>
<td>✓ Information not current (published 10+ years ago)</td>
</tr>
<tr>
<td></td>
<td>✓ Did not answer the required questions</td>
<td>✓ No indication of consistency in opinions or views across answers/questions</td>
</tr>
</tbody>
</table>