

**“Preparing Professionals for Changing Educational Contexts”**

**TESL 754 Syllabus**

Department of Educational and Clinical Studies  
College of Education, University of Nevada Las Vegas

<b>I.</b>	<b>Prefix &amp; Number</b>	TESL 754
<b>II.</b>	<b>Title</b>	TESL Assessment Procedures
<b>III.</b>	<b>Credits</b>	3
<b>IV.</b>	<b>Semester</b>	
<b>V.</b>	<b>Instructor</b>	
<b>VI.</b>	<b>Office/Phone/Email</b>	
<b>VII.</b>	<b>Class Location</b>	
<b>VIII.</b>	<b>Office Hours</b>	
<b>IX.</b>	<b>Prerequisites</b>	TESL 652/752 or concurrent enrollment or consent of instruction
<b>X.</b>	<b>Course Description (Course Introduction)</b>	Assessment of ESL students; selection of appropriate ESL assessment instruments, their administration, scoring, and interpretation.
<b>XI.</b>	<p><b>Standards Addressed:</b></p> <p><b>Teachers of English to Speakers of Other Languages Standards Addressed in this Course</b></p> <p><b>Council for Exceptional Children Standard Domain Areas Addressed in this Course</b></p> <p><b>COE/INTASC Standards Addressed in this Course</b></p>	<p>TESOL</p> <p>Standard 1.b: Language Acquisition and Development</p> <p>Standard 3.a: Planning for Standards-Based ESL and Content Instruction</p> <p>Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction</p> <p>Standard 3.c: Using Resources Effectively in ESL Instruction</p> <p>Standard 4.a: Issues of Assessment for ESL</p> <p>Standard 4.b: Language Proficiency Assessment</p> <p>Standard 4.c: Classroom-Based Assessment for ESL</p> <p>CEC</p> <p>Standard #1: Foundations</p> <p>Standard #4: Instructional Strategies</p> <p>Standard #5: Learning Environments and Social Interactions</p> <p>Standard #6: Communication</p> <p>Standard #7: Instructional Planning</p> <p>Standard #8: Assessment</p> <p>Standard #9: Professional and Ethical Practice</p> <p>INTASC</p> <p>Standard #2: Learning Differences</p> <p>Standard #3: Learning Environments</p> <p>Standard #4: Content Knowledge</p> <p>Standard #5: Application and Content</p> <p>Standard #6: Assessment</p> <p>Standard #7: Planning for Instruction</p> <p>Standard #8: Instructional Strategies</p> <p>Standard #9: Professional Learning and Ethical Practice</p>

**XII. Knowledge Objectives and Related Standards**

**Upon completion of this course students will be able to meet the following objectives:**

<p><b>Objective 1:</b> The learner will develop a comprehensive understanding of the testing process and assessment considerations in placement and instructional decisions for ELLs with and without disabilities.</p> <p><b>TESOL Standard 4.a: Issues of Assessment for English Language Learners</b>  <b>TESOL Standard 4.b: Language Proficiency Assessment</b>  <b>TESOL Standard 4.c: Classroom-Based Assessment</b></p>	
4.a.1	Demonstrate an understanding of the purposes of assessment as they relate to ELLs and use results appropriately
4.a.2	Knowledgeable about and able to use a variety of assessment procedures for ELLs
4.b.1	Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs
4.b.2	Understand the appropriate use of norm-referenced assessments with ELLs
4.c.1	Use performance-based assessment tools and tasks that measure ELLs’ progress
4.c.2	Understand and use criterion-referenced assessments appropriately with ELLs.
<p><b>INTASC Standard 1: Learner Development</b>  <b>INTASC Standard 2: Learning Environments</b>  <b>INTASC Standard 6: Assessment</b>  <b>INTASC Standard 7: Planning for Instruction</b>  <b>INTASC Standard 9: Professional Learning and Ethical Practice</b></p>	
Performance	<p>6(a): The teacher balances the use of formative and summative assessments as appropriate to support, verify, and document learning.</p> <p>6(b): The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>6(c): The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide learning.</p> <p>6(d): The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work</p> <p>6(g): The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.</p> <p>7(d): The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p>

<p>Essential Knowledge</p>	<p>6(j): The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessment to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>7(l): The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>9(j): The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p>
<p>Critical Dispositions</p>	<p>1(i): The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.</p> <p>2(l): The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>8(s): The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>
<p><b>CEC Standard 1: Foundations</b>  <b>CEC Standard 6: Communication</b>  <b>CEC Standard 8: Assessment</b></p>	
<p>ICC1K 5</p>	<p>Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds</p>
<p>ICC1K 6</p>	<p>Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services</p>
<p>ICC6K 1</p>	<p>Effects of cultural and linguistic differences on growth and development</p>
<p>ICC8K 1</p>	<p>Basic terminology used in assessment</p>
<p>ICC8K 2</p>	<p>Legal provisions and ethical principles regarding assessment of individuals</p>
<p>ICC8K 3</p>	<p>Screening, pre-referral, referral, and classification procedures</p>
<p>ICC8S6</p>	<p>Use assessment information in making eligibility, program and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds</p>
<p>ICC8S7</p>	<p>Report assessment results to all stakeholders using effective communication skills</p>
<p>ICC8S8</p>	<p>Evaluate instruction and monitor progress of individuals with exceptional learning needs</p>
<p>ICC8S9</p>	<p>Create and maintain records</p>

**Objective 2:** The learner will be able to identify and critique the linguistic and academic demands and sociocultural influences of the different types of assessments.

**TESOL Standard 3.b: Implementing and Managing Standards-Based ESL and Content Instruction System**

**TESOL Standard 4.b: Language Proficiency Assessment**

**TESOL Standard 4.c: Classroom-Based Assessment for ESL**

3.b.4	Develop students' listening skills for a variety of academic and social purposes
3.b.5	Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives
4.b.1	Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs
4.b.3	Assess ELLs' language skills and communicative competence using multiple sources of information
4.c.1	Use performance-based assessment tools and tasks that measure ELLs' progress
4.c.3	Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development

**INTASC Standard 1: Learner Development**  
**INTASC Standard 2: Learning Differences**  
**INTASC Standard 3: Learning Environments**  
**INTASC Standard 4: Content Knowledge**  
**INTASC Standard 5: Application and Content**  
**INTASC Standard 6: Assessment**  
**INTASC Standard 8: Instructional Strategies**

Performance	<p>3(h): The teacher intentionally builds learner capacity to collaborate in fact-to-face and virtual environments through applying effective interpersonal communication skills.</p> <p>5(e): The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>6(g): The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</p>
Essential Knowledge	<p>1(e): The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</p> <p>4(l): The teacher knows and uses academic language of the discipline and knows how to make it accessible to learners.</p> <p>4(m): The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p>

	<p>5(n): The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>8(k): The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p>
Critical Dispositions	<p>2(o): The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p> <p>4(o): The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.</p> <p>4(p): The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.</p>
<p><b>CEC Standard 4: Instructional Strategies</b>  <b>CEC Standard 5: Learning Environments and Social Interactions</b>  <b>CEC Standard 6: Communication</b>  <b>CEC Standard 9: Professional and Ethical Practice</b></p>	
ICC4S2	Teach individuals to use self assessment, problem-solving, and other cognitive strategies to meet their needs
ICC5S1 3	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
ICC6K 2	Characteristics of one's own culture and uses of language and the ways in which these can differ from other cultures and uses of language.
ICC6K 3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
ICC9K 1	Personal cultural biases and differences that affect one's teaching.
ICC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.

**Objective 3:** The learner will be able to design, implement, and evaluate alternative forms of assessment for ELLs with and without disabilities.

**TESOL Standard 4.a: Issues of Assessment for English Language Learners**

**TESOL Standard 4.b: Language Proficiency Assessment**

**TESOL Standard 4.c: Classroom-Based Assessment**

4.a.3	Demonstrate an understanding of key indicators of good assessment instruments
4.a.4	Demonstrate understanding of the advantages and limitations of assessments, including accommodations for ELLs
4.a.5	Distinguish among ELLs' language differences, giftedness, and special education needs
4.b.2	Understand the appropriate use of norm-referenced assessment with ELLs
4.c.1	Use performance-based assessment tools and tasks that measure ELLs' progress

4.c.2	Understand and use criterion-referenced assessments appropriately with ELLs
4.c.3	Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development

**INTASC Standard 6: Assessments**  
**INTASC Standard 7: Planning Instruction**

Performance	<p>6(a): The teacher balances the use of formative and summative assessments as appropriate to support, verify, and document learning.</p> <p>6(b): The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p>6(c): The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide learning.</p> <p>6(g): The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.</p> <p>6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</p> <p>7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p>
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Essential Knowledge	7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.
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**CEC Standard 8: Assessment**

ICC8K 1	Basic terminology used in assessment.
ICC8K 4	Uses and limitations in assessment instruments.
ICC8S2	Administer nonbiased formal and informal assessments.
ICC8S4	Develop or modify individualized assessment strategies.
ICC8S5	Interpret information from formal and informal assessments.

**Objective 4:** The learner will be able to articulate and evaluate the RTI process from the perspective of the linguistic, academic, and sociocultural needs of ELLs and their families.

**TESOL Standard 1.b: Language Acquisition and Development**  
**TESOL Standard 3.a: Planning for Standards-Based ESL and Content Instruction**

<p><b>TESOL Standard 3.c: Using Resources Effectively in ESL Instruction</b>  <b>TESOL Standard 4.b: Language Proficiency Assessment</b>  <b>TESOL Standard 4.c: Classroom-Based Assessment for ESL</b></p>	
1.b.4	Understand and apply knowledge of sociocultural, psychological, and political variables to facilitate the process of learning English
1.b.5	Understand and apply knowledge of the role of individual learner variables in the process of learning English
3.a.4	Provide for particular needs of students with interrupted formal education (SIFE)
3.c.3	Employ a variety of materials for language learning, including books, visual aids, props, and realia
3.c.4	Use technological resources (e.g., Web, software, computers, and related devices) to enhance language and content-area instruction for ELLs
4.b.1	Understand and implement national and state requirements for identification, reclassification, and exit of ELLs from language support programs
4.b.3	Assess ELLs' language skills and communicative competence using multiple sources of information
4.c.1	Use performance-based assessment tools and tasks that measure ELLs' progress
4.c.2	Understand and use criterion-referenced assessments appropriately with ELLs
4.c.3	Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development
<p><b>INTASC Standard 1: Learner Development</b>  <b>INTASC Standard 2: Learning Differences</b>  <b>INTASC Standard 3: Learning Environments</b>  <b>INTASC Standard 5: Application and Content</b>  <b>INTASC Standard 6: Assessment</b>  <b>INTASC Standard 7: Planning for Instruction</b>  <b>INTASC Standard 8: Instructional Strategies</b>  <b>INTASC Standard 9: Professional Ethics and Practice</b></p>	
Performance	<p>2(b): The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.</p> <p>2(f): The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p>3(g): The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.</p> <p>3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p> <p>6(i): The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p>

<p>Essential Knowledge</p>	<p>2(g): The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth</p> <p>2(h): The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>7(l): The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>8(k): The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.</p> <p>9(j): The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p>
<p>Critical Dispositions</p>	<p>1h): The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.</p> <p>1(j): The teacher takes responsibility for promoting learners’ growth and development.</p> <p>2(l): The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>2(n): The teacher makes learners feel valued and helps them learn to value each other.</p> <p>2(o): The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p> <p>3(o): The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>3(q): The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>5(s): The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p> <p>8(s): The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>

**CEC Standard 4: Instructional Strategies**  
**CEC Standard 7: Instructional Planning**  
**CEC Standard 8: Assessment**  
**CEC Standard 10: Leadership and Collaboration**



ICC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
ICC7S4	Use functional assessments to develop intervention plans.
ICC7S5	Use task analysis.
ICC8S1	Gather relevant background information
ICC8S4	Develop or modify individualized assessment strategies.
ICC8S5	Interpret information from formal and informal assessments.
ICC10S3	Foster respectful and beneficial relationships with individuals with exceptional learning needs and their families.
ICC10S4	Assist individuals with exceptional learning needs and their families to become active participants in the educational team.

**Objective 5:** The learner will be able to design, implement, and evaluate instructional assessment based on the linguistic and academic needs of ELLs with and without disabilities.

**TESOL Standard 3.a: Planning for Standards-Based ESL and Content Instruction**

**TESOL Standard 4.c: Classroom-based Assessment for ESL**

3.a.3	Plan differentiated learning experiences based on assessment of students' English and L1 proficiency, learning styles, and prior formal educational experiences and knowledge
3.a.5	Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for students to successfully meet learning objectives
4.c.1	Use performance-based assessment tools and tasks that measure ELLs' progress
4.c.2	Understand and use criterion-referenced assessments appropriately with ELLs
4.c.3	Use various instruments and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of language and literacy development
4.c.4	Prepare ELLs to use self- and peer-assessment techniques when appropriate

**INTASC Standard 2: Learning Differences**

**INTASC Standard 4: Instructional Strategies**

**INTASC Standard 5: Application and Content**

**INTASC Standard 6: Assessment**

**INTASC Standard 7: Planning for Instruction**

Performance	<p>5(e): The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>5(g): The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p> <p>6(a): The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>6(b): The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p>
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	<p>6(c): The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.</p> <p>6(d): The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>6(g): The teacher effectively uses multiple and appropriate types of assessment data to identify each students’ learning needs and to develop differentiated learning experiences.</p> <p>6(h): The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</p> <p>7(d): The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p>
Essential Knowledge	<p>2(i): The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>6(j): The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>6(k): The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>6(p): The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p>7(l): The teacher knows when and how to adjust plans based on assessment information and learner responses.</p>
Critical Dispositions	<p>4(q): The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.</p> <p>6(r): The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>6(t): The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</p> <p>6(u): The teacher is committed to making accommodations in assessments and testing conditions, especially for learning with disabilities and language learning needs.</p>

**CEC Standard 8: Assessment**

ICC8K 4	Use and limitations of assessment instruments.
ICC8K 5	National, state, and local accommodations and modification.

ICC8S1	Gather relevant background information
ICC8S2	Administer nonbiased formal and informal assessments
ICC8S3	Use technology to conduct assessments
ICC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
ICC8S7	Report assessment results to all stakeholders using effective communication skills.

## RESULTS

Course Objectives	Related TESOL Standards	INTASC Standards Addressed	CEC Standard Addressed	Measurement/Evaluation
The learner will develop a comprehensive understanding of the testing process and assessment considerations in placement and instructional decisions for ELLs with and without disabilities.	4.a.1, 4.a.2, 4.b.1, 4.b.2, 4.c.1, 4.c.2	1(i), 2(l), 6(a), 6(b), 6(c), 6(d), 6(g), 6(h), 6(j), 7(d), 7(l), 8(s), 9(j)	ICC1K5, ICC1K6, ICC6K1, ICC8K1, ICC8K2, ICC8K3, ICC8K6, ICC8S7, ICC8S8, ICC8S9	Journal Reflection Matrix Discussion Board
The learner will be able to identify and critique the linguistic and academic demands and sociocultural influences varied assessments.	4.b.1, 4.b.3, 4.c.1, 4.c.3, 3.b.4, 3.b.5	1(e), 2(o), 3(h), 4(l), 4(m), 4(o), 4(p), 5(e), 5(n), 6(g), 8(k)	ICC4S2, ICC5S13, ICC5S14, ICC6K2, ICC6K3, ICC9K1, ICC9S6	Authentic Assessment Discussion Board Assessment Evaluation
The learner will be able to design, implement, and evaluate alternative forms of assessment for ELLs with and without disabilities.	4.a.3, 4.a.4, 4.a.5, 4.b.6, 4.c.1, 4.c.2, 4.c.3	6(a), 6(b), 6(c), 6(d), 6(g), 6(h), 7(d), 7(l)	ICC8K1, ICC8K4, ICC8S2, ICC8S4, ICC8S5	Authentic Assessment
The learner will be able to articulate and evaluate the RTI process from the perspective of the linguistic, academic, and sociocultural needs of ELLs and their families.	1.b.4, 1.b.5, 3.a.4, 3.c.3, 3.c.4, 4.b.1, 4.b.3, 4.c.1, 4.c.2, 4.c.3	1(h), 1(j), 2(b), 2(f), 2(g), 2(h), 2(l), 2(n), 2(o), 3(g), 3(m), 3(o), 3(q), 3(r), 4(i), 5(s), 6(i), 7(l), 8(k), 8(s)	ICC4S3, ICC7S4, ICC7S5, ICC8S1, ICC8S4, ICC8S5, ICC10S3, ICC10S4	Journal Reflection Matrix Discussion Board Research Paper

The learner will be able to design, implement, and evaluate instructional assessment based on the linguistic and academic needs of ELLs with and without disabilities.	3.a.3, 3.a.5, 4.c.1, 4.c.2, 4.c.3, 4.c.4	2(i), 5(e), 5(g), 6(a), 6(b), 6(c), 6(d), 6(g), 6(h), 6(i), 6(k), 6(p), 7(d), 7(l)	ICC8K4, ICC8K5, ICC8S1, ICC8S2, ICC8S3, ICC8S4, ICC8S5, ICC8S6, ICC8S7	Research Paper
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## REQUIRED COURSE RESOURCES

1. Geva, E. & Wiener, J. (2014). *Psychological Assessment of Culturally and Linguistically Diverse Children and Adolescents: A Practitioner's Guide 1st Edition*. New York: Springer. ISBN-13: 978-0826123480  
ISBN-10: 0826123481
2. Gottlieb, M. (2016). *Assessing English Language Learners: Bridges to Educational Equity: Connecting Academic Language Proficiency to Student Achievement 2nd Edition*. Thousand Oaks, CA: Corwin Press.

## SUPPLEMENTAL TEXTS/JOURNAL ARTICLES/RESOURCES/WEBSITES

The following texts and resources **are not required** but may be consulted as an optional resource. Selected assigned readings from these texts will be provided electronically:

1. Herrera, S.C., Cabral, R.M., & Murry, K.G. (2013). *Assessment Accommodations for Classroom Teachers Of Culturally and Linguistically Diverse Students, Second Edition*. Pearson: eText: ISBN-10 0-13- 285407-4, ISBN-13 978-0-13-285407-8  
Print: ISBN-10 0-13-285335-3, ISBN-13 978-0-13-285335-4
2. Rhodes, R.L., Ochoa, S. H., Ortiz, S. O. (2005). *Assessing culturally and linguistically diverse students: A practical guide*. New York, NY: The Guilford Press.
3. *Determining appropriate referrals of English language learners to special education: A self-assessment guide for principals*. Website:  
<http://www.dcsig.org/files/DeterminingAppropriateReferralsOfEnglishLanguageLearnersToSpecialEducation.pdf>
4. TESOL Website: <http://www.tesol.org/advance-the-field/standards/the-common-core-state-standards-and-english-learners>
5. WIDA Standards: Download from <https://www.wida.us/standards/eld.aspx> : PDF available at <https://www.wida.us/get.aspx?id=540>
6. TESOL Standards: Download from: <http://www.tesol.org/advance-the-field/standards> or PDF at [http://www.tesol.org/docs/books/bk\\_prek-12elpstandards\\_framework\\_318.pdf?sfvrsn=2](http://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2)
7. CAL – Center for Applied Linguistics Website: <http://www.cal.org/>
8. NABE - National Association for Bilingual Education Website: <http://www.nabe.org/>
9. IRIS Resource Center – Vanderbilt University Website for Assessment (Includes Progress Monitoring) Modules: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=assessment>

10. Center for Early Care and Education Research- Dual Language Learners  
Website: <http://cecerdll.fpg.unc.edu/>
11. NAEYC Position Statement on Linguistic and Cultural Diversity  
Website: <http://www.naeyc.org/positionstatements/linguistic>
12. DEC Position Statement on Responsiveness to ALL Children, Families, and Professionals: Integrating Cultural and Linguistic Diversity into Policy and Practice  
Website: [http://www.dec-spced.org/uploads/docs/about\\_dec/position\\_concept\\_papers/Position%20Statement\\_Cultural%20and%20Linguistic%20Diversity\\_updated\\_sept2010.pdf](http://www.dec-spced.org/uploads/docs/about_dec/position_concept_papers/Position%20Statement_Cultural%20and%20Linguistic%20Diversity_updated_sept2010.pdf)
13. DEC Recommended Practices  
Website: [http://www.dec-spced.org/About\\_DEC/Recommended\\_Practices](http://www.dec-spced.org/About_DEC/Recommended_Practices)
14. Early Childhood Technical Assistance Center (ECTAC)  
Website: <http://ectacenter.org/>

### Supplemental Texts and Journal Articles

- Atkins-Burnett, S., Bandel, E., & Aikens, N. (2012) *Research Brief #9. Assessment tools for language and literacy development of young dual language learners (DLLs)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, CECER-DLL.
- Atkins-Burnett, S., Bandel, E., & Aikens, N. (2012) *Research Brief #10. Psychometric properties of dual language learners' assessments: A review of the research*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Center for Early Care and Education Research – Dual Language Learners.
- Head Start. (2010) *Understanding Children Who Are Dual Language Learners*. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Cultural and Linguistic Responsiveness.
- Nemeth, K. N. (2012). *Basics for supporting dual language learners: An introduction for educators of children from birth through age 8*. NAEYC.
- Snyder, P., & Wolfe, B. (2008). The big three process components of effective professional development: Needs assessment, evaluation, and follow-up. In P. J Winton, J. A. McCollum, & C. Catlett (Eds.), *Practical approaches to early childhood professional development: Evidence, strategies, and Resources* (pp. 13-51). Washington, DC: ZERO TO THREE.
- Taylor, J. (2006). *Information literacy and the school library media center*. Libraries Unltd Inc. Turning Point. (2009, March). *Nevada's Head Start Needs Assessment Executive Brief: Statewide Findings and Implications for Strengthening Collaboration with Local and Statewide Entities Serving Low Income Families and Children in Nevada*.
- Twale, D. J., & Kochan, F. K. (2000). Assessment of an alternative cohort model for part-time students in an educational leadership program. *Journal of School Leadership*, 10(2), 188-208.
- Ysseldyke, J., Thurlow, M., Bielinski, J., House, A., Moody, M., & Haigh, J. (2001). The relationship between instructional and assessment accommodations in an inclusive state accountability system. *Journal of Learning Disabilities*, 34(3), 212.

### ASSIGNMENTS

#### **A. Journal Reflection Matrix Assigned Readings (2 points each): 30 Points**

With the assigned readings in each lesson, you will complete a reflection matrix. The reflection matrix can be found on the main Course Content page in the Assignment Templates folder. You

will download this ONCE and add to it with each reading. Attach your matrix to the Journal link within the lesson. The purpose is to help you connect the readings and put learning into practice.

Use the Reflection Matrix to

- \* Identify 2-3 key concepts from the reading.
- \* What implications does the reading have on your teaching?
- \* What obstacles and successes do you anticipate?

### **B. Discussion Board Questions (5 points each): 75 Points**

You will respond to questions related to key points discussed in each lesson. Make sure to read the rubric for guidance on how to effectively respond to lesson discussion board questions (i.e. APA 6, number of peer responses, productive collaboration).

### **C. Evaluation of One Assessment: 40 Points Session 7**

You will use a modified protocol (Miciak & Martinez, 2016) to evaluate the strengths and weaknesses of a literacy assessment that is available in English and Spanish. You will read the assessment and evaluate the assessment in four areas: Content (areas of reading assessed, scope and sequence of skills is appropriate for the grade and age, etc.), Administration (reasonable amount of scoring time provided, reasonable administration time provided, etc.), Reliability (test, retest reliability, etc.), Validity (Studies provided with appropriate supporting data, normative sample contain adequate sample size, etc.), and Spanish Considerations (e.g., Are scores comparable to English version of the test, etc.).

### **D. Authentic Assessment (20 points) Session 10**

You will select a unit of study for your students for the upcoming school year. You will design 1 form of authentic assessment and its corresponding rubric.

### **E. Research Paper: ELLs in Special Education Settings (40 points) Session 15**

You will read 4 scholarly sources (scholarly journal, policy brief, etc.) and synthesize key findings related to a topic that deepens knowledge related to assessments of ELLs in special education settings. You will explore their topic of interest in a research paper of **5-7 pages in APA format (6<sup>th</sup> edition). Please include a title page and appropriate content headings to organize your paper. Remember to include a reference page.**

#### **Helpful steps:**

Step 1: **Select a topic.**

Step 2: **Find 4 research based resources (scholarly journal articles, book chapters published in the last 15 years)** related to a topic that addresses assessment of ELLs with special needs or in special education settings.

Step 3: Read and **critically reflect on the key findings - similarities and differences** – the implications for practice and further research, and how this knowledge is important for your own practice.

Step 4: During Session 15, Final Exam Week, **submit your research paper.**

## GRADING POLICY

Course Assignments	Points
Journal Reflection Matrix	30
Discussion Board – Assigned Readings	75
Assessment Evaluation	40
Authentic Assessment	20
Research Paper	40

Points	Percentage	Grade
191 - 205	93%-100%	A
185 - 190	90%-92.9%	A-
179 - 184	88%-89.9%	B+
170 - 178	83%-87.9%	B
165 - 169	80%-82.9%	B-
160 - 164	78%-79.9%	C+
150 - 159	73%-77.9%	C
144 - 149	70%-72.9%	C-
124 - 143	60%-69.9%	D
0 - 123	0-59.9%	F

### *Late Assignment Submissions*

Summer courses require a commitment to time management. Summer courses include the same amount of content as in a standard 15-week course. I highly encourage you to work DAILY on the course requirements to stay on track. Submitting assignments on time is required and affects the assignment grade. Grades for late submissions will be docked accordingly:

Submissions	Effect
1 day late	1 letter grade
2 days late	2 letter grades
3 days late	3 letter grades

### Special Notes

**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* (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>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <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 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](mailto:@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>.

**Research Librarian** -- Students may consult with a librarian on research needs. For this class, the Subject Librarian is Samantha Godbey. UNLV Libraries provides resources to support students' access to information. Discovery, access,



and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at: ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)) <https://www.library.unlv.edu/>)

## CLASS SCHEDULE

Lesson	Class Topics & Activities	Assigned Text Chapters, Articles & Resources (Class readings correspond to the lecture.)	Expectations (Complete before next class.)
1	<b>Course Overview &amp; Required Assignments</b>		
	Orientation & Expectations <ul style="list-style-type: none"> <li>✓ Assignments and Readings</li> <li>✓ Reading a Research Article</li> <li>✓ Important Terms &amp; Contexts</li> </ul>	1. Gottlieb: Part I/Assessment as a Context for Teaching and Learning 2. Geva & Wiener: Chapter 1/Introduction	<u>Journal Reflection Matrix</u> <u>Discussion Board Question(s)</u> <u>Research Paper:</u> Begin to read current journal articles related to ELL students with special education needs.
2	<b>Defining Assessment</b>		
	Lecture Topic: <b>What is assessment?</b> <ul style="list-style-type: none"> <li>✓ Factors that impact assessment for DLLs</li> </ul>	1. Geva & Wiener: Chapter 2 <i>Demographic, Policy, &amp; Socio-economic Contexts of Cultural &amp; Linguistic Diversity</i> 2. Gottlieb: Chapter 1 Assessment of Language Learners	<u>Journal Reflection Matrix</u> <u>Discussion Board Question(s)</u> <u>Research Paper:</u> Continue to read current journal articles related to ELL students with special education needs.
3	<b>Academic Language</b>		
	Lecture Topic: How do we assess academic language through standards?	1. Gottlieb: Chapter 2/ <i>Assessment of Academic Language Through Standards</i>	<u>Journal Reflection Matrix</u> <u>Discussion Board Question(s)</u> <u>Research Paper:</u> Submit your paper topic to instructor for feedback.
4	<b>Language &amp; Literacy</b>		
	Lecture Topic: What factors must be considered when assessing the language	1. Geva & Wiener: <i>Chapter 3/Research on the Development of Language and Literacy Skills of L2 Learners: Implications for Assessment</i>	<u>Journal Reflection Matrix</u> <u>Discussion Board Question(s)</u> <u>Research Paper:</u>

	and literacy skills of ELLs?		Read, read, read!
5	<b>Content-Area Assessment</b>		
	Lecture Topic: Why is it important to understand the language used during content area instruction (language arts, science, social studies, mathematics)?	1. Gottlieb: Chapter 4/Assessment of the Language of the Content Areas	<u>Journal Reflection Matrix</u> <u>Discussion Board Questions Due</u> <u>Research Paper:</u> Read, read, read! Finalize your selection of 4 scholarly articles. Send reference list to instructor for feedback on appropriateness.
6	<b>Content-Area Assessment</b>		
	Lecture Topic: How do we assess content area learning?	1. Herrera, Cabral, & Murry: Chapter 6/ <i>Assessment of Content Area Learning</i> 2. Gottlieb: Chapter 8/Assessment Results: Feedback, Standards-Referenced Grading, & Reporting	<u>Journal Reflection Matrix</u> <u>Discussion Board Questions Due</u>  <u>Research Paper:</u> Read your scholarly articles, taking note of key findings, similarities/differences across populations, assessment practices, etc.  <u>Authentic Assessment:</u> Begin to develop your authentic assessment.
7	<b>Assessment Evaluation I</b>		
		Use the provided rubric to assess the literacy of the following 6 <sup>th</sup> grade literacy measure: <a href="https://dibels.uoregon.edu/assessment/index/materialdownload/?agree=true#dibels">https://dibels.uoregon.edu/assessment/index/materialdownload/?agree=true#dibels</a> Dynamic Indicators of Basic Early Literacy Skills (6 <sup>th</sup> Grade Benchmarks and 6 <sup>th</sup> Grade Progress Monitoring)	<u>Journal Reflection Matrix</u>  <u>Discussion Board Question(s)</u>  <u>Authentic Assessment:</u> Continue to develop your authentic assessment and rubric.
8	<b>Oral Language Proficiency</b>		

	Lecture: How can we assess oral language proficiency?	1. Geva & Wiener Chapter 5/ Assessment of Oral Language Proficiency	<u>Journal Reflection Matrix</u>  <u>Discussion Board Questions Due</u>  <u>Research Paper:</u> Develop an Outline for your research paper.  <u>Authentic Assessment:</u> Finalize your authentic assessment and rubric.
9	<b>Individual, Family, &amp; Special Needs</b>		
	Lecture Topic: What are the implications of culture on assessment decisions?	1. Geva & Wiener: Chapter 4/Gaining and Understanding of the individual and family context 2. Hamayan, Marler, Sanchez-Lopez, & Damico: Chapter 3/ <i>Describing before diagnosing-Observation of Specific Behaviors that ELLs May Exhibit</i>	<u>Journal Reflection Matrix</u>  <u>Discussion Board Questions Due</u>  <u>Research Paper:</u> Begin to write your research paper.
10	<b>Academic Achievement</b>		
	Lecture: How do we assess academic achievement?	Geva & Wiener: Chapter 7/Assessment & Academic Achievement	<u>Journal Reflection Matrix</u>  <u>Discussion Board Questions Due</u>  <u>Authentic Assessment + Rubric Due</u>
11	<b>Reading Risk and Difficulties</b>		
	Lecture Topic: How do we determine if ELLs have a reading disability or difficulty?	Pollard-Durodola, Cardenas-Hagan, & Tong (2014). Implications of Bilingualism in Reading Assessment	<u>Journal Reflection Matrix</u>  <u>Discussion Board Questions Due</u>
12	<b>Social Competence &amp; Socio-Emotional Abilities</b>		
	Lecture Topic: How can specialists utilize assessments to understand the socio-emotional challenges	1. Geva & Wiener: Chapter 8/ <i>Assessment of Behavioral, Social, and Emotional Functioning</i>	<u>Journal Reflection Matrix</u>  <u>Discussion Board Questions Due</u>

	faced by some ELLs?		
13	<b>Acculturation Factors</b>		
	Lecture Topic: What acculturation factors should be considered in educational assessments?	1. Rhodes, Ochoa, & Ortiz: Chapter 8/ <i>Acculturation factors in psycho-educational assessments.</i>	<u>Journal Reflection Matrix</u> <u>Discussion Board Questions Due</u>
14	<b>Science, Math, &amp; Writing</b>		
	Lecture Topic: What can we learn from current research on ELL learning and assessment issues related to science or math?	<b>Read Two</b> of the Following Scholarly Articles: 1. Ruiz-Primo, Shavelson, Hamilton, & Klein (2002). <i>On the evaluation of systemic science education reform: Searching for instructional sensitivity.</i> 2. Abedi & Lord (2001). <i>The language factor in mathematics tests.</i> 3. Huerta, Lara-Alecio, Tong, & Irby (2014). Developing and validating a science notebook rubric for fifth grade non-mainstream students.	<u>Journal Reflection Matrix</u> <u>Discussion Board Questions Due</u>
15	<b>Final Exam Week</b>		
	Research Paper	<b>Submit your paper on Web Campus.</b>	Research Paper

### Research Paper Grading Rubric

Criterion			
<b>1. Clearly summarizes the goal of the research paper.</b>	<p>Clearly summarizes the purpose of the research paper by introducing key concepts and <b>why the topic is important in the context of educating English language learners.</b></p> <p><b>10 – 9 points</b></p>	<p><b>Partially summarizes purpose</b> of the research paper but <b>occasionally does not provide sufficient details</b> to understand the concepts so that there is not always a <b>clear understanding of the aim of the research paper. Makes partial reference to why the topic is important in the context of educating ELLs.</b></p> <p><b>8-7 points</b></p>	<p><b>Does not clearly summarize the purpose</b> of the paper. <b>Does not state why the topic is important in the context of educating ELLs.</b></p> <p><b>6 – 0 points</b></p>
<b>2. Summarizes key findings, concepts, strategies, etc. from scholarly sources that are clearly related to the research topic.</b>	<p>Clearly documents key concepts with <b>sufficient details</b> that indicate a thorough understanding of selected research based strategies and how they relate to the research topic. Synthesizes findings by comparing, contrasting pros and cons of the strategies in an analytical discussion.</p> <p><b>10 – 9 points</b></p>	<p><b>Sometimes does not provide sufficient details</b> about key findings from scholarly articles so that there is not always a <b>clear understanding</b> of how the articles and findings are related to the research topic. Does not evaluate and compare strategies, approaches.</p> <p><b>8-7 points</b></p>	<p><b>Does not provide key findings, strategies, from scholarly sources but instead provides a generic discussion about the topic so that it is not clear how the knowledge deepens the student’s understanding of the research topic.</b></p> <p><b>6 – 0 points</b></p>
<b>3. Integrates content (e.g., theories, etc.) from assigned readings to research paper content.</b>	<p>Draws from <b>related</b> class readings, discussions, etc. with citations. There is evidence that the student <b>clearly understands</b> the relation of key concepts discussed in class to research paper content.</p> <p><b>10 – 9 points</b></p>	<p><b>Sometimes draws from related assigned readings</b> although it is evident that specific <b>related theories, content were not discussed</b> in the context of the research paper. <b>The result is that the research paper is partially supported by content from assigned readings or that some key concepts are not referenced.</b></p> <p><b>8-7 points</b></p>	<p><b>Does not integrate related content from class readings. OR</b> evidence provided from related readings is insufficient or <b>indicates that the student does not understand the relation of the research paper content with</b></p>

			<b>previously discussed assigned readings. 6 – 0 points</b>
<b>5. Writing Style</b>	<p>The paper is organized in an exemplary manner with use of the following:</p> <ul style="list-style-type: none"> <li>• Appropriate <b>headings to highlight key concepts</b></li> <li>• Correct use of citations according to APA style – 6<sup>th</sup> edition, and</li> <li>• Correct spellings and use of grammatical structures.</li> <li>• A clear introduction and conclusion</li> <li>• Interesting arguments or associations made.</li> </ul> <p><b>10 – 9 Points</b></p>	<p>The paper is organized with use of the following:</p> <ul style="list-style-type: none"> <li>• Partial correct use of citations according to APA style 6<sup>th</sup> edition, and</li> <li>• Sometimes there are errors in spellings and/or use of grammatical structures.</li> <li>• Sometimes there are errors in word usage.</li> <li>• <b>No headings are used to organize content of the research paper.</b></li> </ul> <p><b>8 - 7 Points</b></p>	<p>The paper is unorganized or organized in a way that impedes the transmission of information clearly due to many incorrect grammatical structures (e.g., run-on sentences, incomplete sentences, etc.) and misspellings with inconsistent use of APA style.</p> <p><b>6– 0 Points</b></p>
<p><b>Total score =</b></p> <p><b>Instructor Comments:</b></p>			