



Syllabus
ED 5315: Assessment in Counseling
School Counselors
Sul Ross State University
Summer 2020

Instructor:

Nate Smith, MS, LPC, PhD Candidate
Instructor, Counselor Education
College of Education and Professional Studies

E-Mail: nathaniel.smith@sulross.edu

Office Number: 970.260.4218 (cell); you're welcome to call/text me. (Please identify your name and course when texting.)

Emergency Phone:

Office Location: Education, MAB 309C C-115, 432 837-8170

Office Hours: Monday- Thursday 9-11am virtual

COURSE PREREQUISITES:

CATALOG COURSE DESCRIPTION:

This course provides an introduction to testing and assessment for use in counseling individuals and groups, including: basic psychometric theories and approaches to appraisal; psychometric statistics; factors influencing appraisals, data and information gathering; and use of appraisal results in the helping process. In addition, addresses test selection, test administration, and the dynamics of test interpretation.

REQUIRED TEXTS:

- Watson and Flamez (2015). Counseling Assessment and Evaluation: Fundamentals of Applied Practice. Thousand Oaks, California: Sage Publications.
- American Psychological Association (2020). The publication manual of the American Psychological Association. Seventh Edition. Washington, D.C. American Psychological Association.

TEXES STANDARDS:

TEXES standards addressed in this course are:

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.

Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.

Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

Standard	Description	Assignment	Assessment	SLO
I.(5)	assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;	Chapters 1-16; Discussion Board	Chapter Quiz; Comprehensive Exam	SLO 1, 2
I.(18)	how to utilize various forms of technology and how inappropriate use could be professionally and personally harmful; and	Chapter 1-16: Discussion Board	Chapter Quiz; Comprehensive Exam	SLO 1, 2
II.(7)	participate in the selection, use, and interpretation of assessments and assessment results;	Chapter 1-16: Discussion Board	Chapter Quiz; Comprehensive Exam	SLO 1, 2
V.(11)	adhere to best practices connected to ethical and legal considerations around appropriate use of technology and email, documentation, record keeping, privileged communication, and informed consent process; and	Chapter 1-16: Discussion Board	Chapter Quiz; Comprehensive Exam	SLO 1, 2

TEXES COMPETENCIES

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on

each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

DOMAIN I—KNOWLEDGE OF LEARNERS

Competency 001 (Human Development and Learning): Understand theories and processes of human development and learning as well as factors that influence development and learning.

Competency 002 (Diversity and Cultural Competence): Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.

DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Competency 003 (Guidance): Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in The Texas Model for Comprehensive School Counseling Programs.

Competency 004 (Responsive Services): Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

Competency 005 (Individual Planning): Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

Competency 006 (Systems Support): Understand procedures, processes, and strategies for providing systems support.

Competency 007 (Program Management): Understand the foundational components of and procedures for developing, implementing, and evaluating the comprehensive school counseling program.

DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR

Competency 008 (Communication, Consultation, and Collaboration): Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.

Competency 009 (Professional Practice): Understand the roles, responsibilities, and orientation of the professional school counselor and legal and ethical standards of practice in school counseling.

DOMAIN IV—ANALYSIS AND RESPONSE

Competency 010 (Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design an effective intervention.

Domain Competency	Description	Assignment	Assessment	SLO
III.008.G	Apply knowledge of strategies for communicating the purpose and results of assessment information accurately, legally, and ethically to students, parents/guardians, educational professionals, and others as appropriate.	Chapter reading and Discussion board	Certify Teacher	SLO 1, 2
III.009.D	Demonstrate knowledge and interpretation of various formal and informal assessments to assist students and others in sound decision making and goal setting.	Chapter reading and Discussion Board	Certify Teacher	SLO 1,2

COURSE OBJECTIVES:

Students will:

1. Become familiar with the general purposes of appraisal.
2. Develop a base of knowledge concerning the historical bases and theoretical foundations of assessment techniques.
3. Learn to interpret different psychometric statistics, including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations.
4. Develop strategies for selecting, administering, interpreting, and using assessment and evaluation instruments in counseling.
5. Compare and contrast different methods for estimating reliability, including methods for establishing stability, internal, and equivalence reliability.
6. Develop a knowledge base concerning different methods for establishing validation evidence, including content, criterion-related, or empirical, and construct validity.
7. Develop a base of knowledge concerning aptitude and ability, intelligence, and personality assessment.
8. Become familiar with different appraisal methods including individual and group inventory/test methods, behavioral observation, performance assessment, and environmental assessment.
9. Understand general principles and methods for case conceptualization, assessment, and/or diagnoses of mental and emotional status.
10. Discuss topics related to age, gender, ethnicity, language, disability, and culture factors related to the assessment and evaluation of individuals and groups.
11. Describe the major concepts related to report writing
12. Evaluate the advantages and disadvantages of technological applications in appraisal.
13. Understand ethical and legal considerations related to assessment and appraisal data.

STUDENT LEARNING OUTCOMES:

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

COUNSELOR EDUCATION MARKETABLE SKILLS:

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

DISTANT LEARNING STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

SMARTTHINKING:

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. Smarthinking is a proven, excellent writing tutorial program and user friendly. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab.

This service does not detect plagiarism; you will still need to use SafeAssign for similarity detection. The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized

critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

ADA (Americans with Disabilities Act)

SRSU DISABILITY SERVICES:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

ATTENDANCE POLICY: You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Attendance at and prompt arrival for ALL class sessions is expected. If unable to attend a class session, please contact the instructor PRIOR to that session. Note that contacting the professor does not automatically "excuse" the

absence. In addition, SRSU policy states that "An absence is defined as nonattendance in fifty minutes of class" and that "instructors will drop a student from a course when the student has a total of nine absences." Missing an entire weekend format class will cause you to be dropped from the course.

PARTICIPATION POLICY: Since ED 5315 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in ED 5315, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

COURSE REQUIREMENTS:

Students will:

- participate in Blackboard discussions.
- complete reading assignments and study the material prior to completing assignments.
- complete written assignments.
- complete quizzes.
- practice professional conduct and ethics.
- practice respectful learning exchanges.

ASSIGNMENT DESCRIPTIONS

1. Chapter Quizzes: (35% of overall grade)

There will be 16 chapter quizzes worth 40 points each. Each quiz is timed (40 minutes) and you must complete each quiz in one setting. You may not logon, logoff, and logon again. You may take the quiz only one time. You MAY NOT collaborate on the chapter quizzes. To do so will violate stated rules regarding academic honesty and you will be dropped from the course. Answers will not be provided until all students have taken each quiz. Chapter quizzes are available and you may take them in advance of the due date listed, however, you must complete each quiz by 12:00 a.m. (midnight) on the day each is due. Each quiz will consist of 20 multiple-choice questions.

2. Discussion Board Activities: (20% of overall grade)

One original post of your own and one reply to your classmates. Due on Sunday by Midnight. Each chapter discussion post is worth 15 points and each chapter discussion board response is worth 5 points=20 points total.

3. Written Papers (45% of overall grade)

General Format for Written Work. Papers must be typed using APA format. Which

includes, 1 inch margins, 12-point New Roman type, and double line spacing. Begin numbering with the title page, edit for spelling, grammar, clarity, and logic of idea development. Two writing programs, Smarthinking and SafeAssign, are used to assist with quality of writing.

- Case Conceptualization and Treatment Plan Paper: see below for detail
- Instrument Critique: See below for details.

Instrument Critique Project

Locating an appropriate instrument is an important part of the assessment process. Submit a written review reviewing one test designed to measure a construct, such as personality, academic development, intelligence, social development, types of psychological diagnoses, career discernment, substance use disorder screening, process addiction screening, values inventory, skills inventory, interest inventory, or career readiness.

The instrument you choose must be approved by me.

The instrument reviewed should pertain to your specific training emphasis, clinical mental health counseling. Sources for information should include the Mental Measurement Yearbook, Tests in Print, or the official test manual from the assessment's publisher. Be sure to appropriately cite sources and to include quotation marks for direct quotes. **The paper should be presented in APA format as discussed in the 6th edition manual, or you will fail the assignment and asked to fix formatting.**

The test review should be reported in the following outline form:

1. Test name
2. Test author
3. Publication
 - a. Publisher
 - b. Date of initial publication and most recent revision
 - c. Current total cost of examination
 - d. Individual costs of examination (booklets, answer sheets, manuals, etc.)
4. Test description
 - a. Item types
 - b. Available forms
 - c. Age groups
5. Test/scale development
 - a. Development history
 - b. Version changes
6. Test use
 - a. Purpose
 - b. Target population and groups for which the test is not applicable
7. Administration details
 - a. Time required
 - b. Training required
 - c. Standardization procedure and administration format (e.g., large group, small group, individual, quiet environment, lighting, spacing, etc.)
 - d. Special materials needed
 - e. Other administrative details

8. Scoring procedures
9. Normative data
 - a. Initial norming group
 - b. Subsequent norming groups
10. Reliability
 - a. Test-retest
 - b. Alternate form
 - c. Internal consistency
 - d. Reviewer's comments on reliability
11. Validity
 - a. Content, concurrent, predictive, and/or construct validity
 - b. Reviewer's comments on validity
12. General evaluation
 - a. Special merits and strengths of the test
 - b. Criticisms and limitations of the test
 - c. Reviewer's recommendation
 - d. Personal recommendation – do you think you would use this test in your future work? Why or why not? This can be written using “I think” statements.
13. Multicultural Considerations
 - a. Discuss cultural considerations this instrument has. Has this instrument been normed for communities of different cultures?
14. References

This assignment has been adapted from Dr. Erin West, Ph.D. 's course Assessment Techniques in Counseling.

Case Conceptualization and Treatment Plan Paper

Using **one** of the following case studies, write a case conceptualization & treatment plan for the client. In this paper you will use appropriate scholarly materials to support your treatment choices. Please include the following sections in your paper.

Introduction

- Client Demographic Information
 - section includes age, sex, family history of mental health difficulties, cultural background (race, sex, gender, sexual orientation, etcetera), occupation, relationship status, and other demographic information.
- History of Treatment
 - This will include any past clinical counseling, substance abuse counseling, or other areas of treatment.
- Assessment
 - Using your textbook and other resources (Sul Ross Library) you will identify 2-3 assessment you recommend the client take for evaluation. These can include any number of assessments we have discussed throughout the course.
- Diagnosis
 - Using the DSM-V identify the clients diagnostic symptomatology. Including severity, duration, and frequency. Identify a preliminary diagnosis for the client

- Conceptualization
 - Using your developing clinical judgement, conceptualize the client here. Identify what you believe to be causing the client clinical distress. Including your discussion both external and internal factors.
- Treatment Plan
 - Identify 3 clinical goals for your client. Using evidence based treatment interventions (this is where your theory becomes relevant) identify how you will help the client achieve their goals and address their symptoms.
- References
 - Identify any references you use. Only academic resources will be allowed, no popular sources (Wikipedia, Psychology Today, etc).

This paper must be presented in APA format, 7th edition. The paper should 7-8 pages in length. If you do not meet this requirement you will fail the assignment and be asked to correct the format.

**Choose one of the following case studies below (all case studies are fictitious)
(Sources of case studies: <https://www.div12.org/case-studies/>)**

Chris is a 20-year-old Caucasian male who is in his second year of college. He is seeking treatment due to persistent fears that campus security and the local police are tracking and surveilling him. He cites occasional lags in his internet speed as evidence that surveillance devices are interfering with his electronics. His intense anxiety about this has begun getting in the way of his ability to complete schoolwork, and his friends are concerned – he says they have told him, “you’re not making sense.”

Chris occasionally laughs abruptly and inappropriately and sometimes stops speaking mid-sentence, looking off in the distance as though he sees or hears something. He expresses concern about electronics in the room (phone, computer) potentially being monitored and asks repeatedly about patient confidentiality, stating that he wants to be sure the police won’t be informed about his treatment. His beliefs are fixed, and if they are challenged, his tone becomes hostile.

Victor is a 27-year-old man who comes to you for help at the urging of his fiancée. He was an infantryman with a local Marine Reserve unit who was honorably discharged in 2014 after serving two tours of duty in Iraq. His fiancé has told him he has “not been the same” since his second tour of duty and it is impacting their relationship. Although he offers few details, upon questioning he reports that he has significant difficulty sleeping, that he “sleeps with one eye open” and, on the occasions when he falls into a deeper sleep, he has nightmares. He endorses experiencing several traumatic events during his second tour, but is unwilling to provide specific details – he tells you he has never spoken with anyone about them and he is not sure he ever will. He spends much of his time alone because he feels irritable and doesn’t want to snap at people. He reports to you that he finds it difficult to perform his duties as a security guard because it is boring and gives him too much time to think. At the same time, he is easily startled by noise and motion and spends excessive time searching for threats that are never confirmed both when on duty and at home. He describes having intrusive memories about his traumatic

experiences on a daily basis but he declines to share any details. He also avoids seeing friends from his Reserve unit because seeing them reminds him of experiences that he does not want to remember.

Tina is a 17 year-old high school junior who resides with her parents and 14-year-old brother. Tina's mother is concerned about her daughter's recent 22-pound weight loss. Tina counts calories and exercises each morning and evening. Despite her weight loss and low-average size, Tina says that she is "fat" and she weighs herself several times a day. Tina has always felt close to her family, especially to her mother. She is an excellent student, active in cheerleading and works a part-time job. Tina's mom tells her that she looks too thin, but Tina still believes she needs to lose more weight. Tina quickly is offended and reacts defensively. When Tina's father encourages her to eat more, she argues with him during dinner. Tina's brother teams up with Dad, sometimes calling Tina names. On several occasions, Tina has left the table and locked herself in her bedroom. Tina's parents are unsure if she is showing some ordinary teenage rebellion or if she is developing an eating disorder. Until now, Tina has never given them any problems.

EVALUATION/GRADING POLICY:

- Quizzes 35% (640 points)
- Discussion Board 20% (320 points)
- Instrument Critique 25% (100 points)
- DSM Disorder Paper 20% (100 points)

Course Grades:

A 91% - 100%

B 81% - 90%

C 71% - 80%

F Below 71%

SCHEDULE/DUE DATES:

ED 5315: Assessment in Counseling
Summer II 2020
Course Schedule
NOTE: LATE ASSIGNMENTS WILL NOT BE ACCEPTED. All deadlines for assignments will be midnight, CST (Central Standard Time) on the date indicated. All assignments, and discussion posts are due Sunday at 11:59pm of the week in which they are assigned.
<u>Week 1: June 29th-July 5th</u>
Module 1: Introduction/Chapter 1-Discussion Board and Quiz
Module 2: Chapter 2 Discussion Board and Quiz
Module 3: Chapter 3 Discussion Board and Quiz

<u>Week 2: July 6th- July 12th</u>
Module 4: Chapter 4 Discussion and Quiz;
Module 5: Chapter 5 Discussion Board and Quiz
Module 6: Chapter 6 Discussion Board and Quiz
<u>Week 3: July 13th- July 19th</u>
Module 7: Chapter 7 Discussion Board and Quiz
Instrument Critique is Due Sunday Midnight
Module 8: Chapter 8 Discussion Board and Quiz; Trauma Instrument
Module 9: Chapter 9 Discussion Board and Quiz
<u>Week 4: July 20th- July 26th</u>
Module 10: Chapter 10 Discussion Board and Quiz
Module 11: Chapter 11 Discussion Board and Quiz
Module 12: Chapter 12 Discussion Board and Quiz
<u>Week 5: July 27th-August 2nd</u>
Module 13: Chapter 13 Discussion Board and Quiz; CSSR Instrument training Week 14: 4/13-4/19 Chapter 14 Discussion Board and Quiz
Module 15: Chapter 15 Discussion Board and Quiz
Module 16: Chapter 16 Discussion Board and Quiz
<u>Week 6: August 3rd- August 6th</u>
*Case Conceptualization and Treatment Plan Paper Due Thursday Midnight
Final Exams DUE
University Dates for SUMMER II 2021
June 29, Tuesday
Summer II students check in to residential halls
Last day to register without a late fee
June 30, Wednesday
First day of classes
Late registration and schedule changes begins
Schedule changes begin
July 2, Friday
Last day for late registration and schedule changes
July 5, Monday

Fourth class day
Last day to register for Shortened Format courses
July 19, Monday
Last day for instructor initiated drop for excessive absences. Must reach the EVP and Provost of Academic Affairs' office by July 19 by 4 p.m.
July 20, Tuesday
Mid-term
July 23, Friday
Last day to drop a course with a 'W'. Drops must be processed and in the University Registrar's office by 4 p.m.
August 6, Friday
Final Examinations, end of term
August 9, Monday
Final grades for graduating students due; grades must be submitted by noon
Summer II students check out of residential halls, by noon

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among	

		seamless flow	a seamless flow	topics, and a seamless flow	topics, and a seamless flow	
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverage	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
References and Sources	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a	The paper was completely and accurately	

