I. CATALOG DESCRIPTION OF THE COURSE
CNEP 5371. Psychometrics.
Covers functions of testing in education; educational and social issues related to testing and the use of test results; theoretical aspects of psychometrics; selection of commercial standardized tests; and common commercial standardized tests.

II. Rationale
This course will provide the student with a basic framework for understanding the function of testing and measurement. A theoretical and practical knowledge of testing which will enable the student to recognize appropriate and inappropriate uses of standardized tests. The course is applicable for all students who will make professional use of standardized test results.

III. CACREP STANDARDS/Student Learning Outcomes (SLO)
II-G-7-a-g

a. historical perspectives concerning the nature and meaning of assessment;

b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;
g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

And the following standards:

Clinical Mental Health Counseling
- a general framework for understanding exceptional abilities and strategies for differentiated interventions (II-G-3-e)
- assessment instruments and techniques relevant to career planning and decision making (II-G-4-f)
- statistical methods used in conducting research and program evaluation (II-G-8-c)
- principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications (II-G-8-d)
- the use of research to inform evidence-based practice (II-G-8-e)
- ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (II-G-8-f).
- knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments (G-1).
- demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (H-2).
- Understands how to critically evaluate research relevant to the practice of clinical mental health counseling (I-1).
- Knows models of program evaluation for clinical mental health programs (I-2).
- Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling (I-3).
- Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments (J-2).
- Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. (J-3).
- Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations (K-4).

Marriage, Couple, and Family Counseling
- knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments (G-1).
- knows models of program evaluation relevant for the practice of marriage, couple, and family counseling (I-2).

Addictions
- Understands various models and approaches to clinical evaluation for addictive disorders and their appropriate uses, including screening and assessment for addiction, diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments (G-1).
- Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols (H-1).
- Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and case management (H-2).
- Knows models of program evaluation for addiction counseling treatment and prevention programs (I-2).
- Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in addiction counseling (I-3).
- Analyzes and uses data to increase the effectiveness of addiction counseling programs (J-3).

School Counseling
- Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students (C-2)
- **Identifies various forms of needs assessments for academic, career, and personal/social development (G-3)**
- Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development (H-2)
- Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs (H-3)
- Assesses barriers that impede students’ academic, career, and personal/social development (I-5)
- **Knows models of program evaluation for school counseling programs** (School Counseling I-2)
- Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation) (I-3)
- Analyzes and uses data to enhance school counseling programs (J-3)

**IV. TExES Competencies**

**Domain II**

**Competency 004**
Program management. The professional counselor uses effective leadership skills to plan, implement, and evaluate a comprehensive developmental guidance and counseling program that meets the needs of all learners.

**Competency 007**

Individual planning. The professional school counselor assists individual learners with their academic, personal, social, and career planning.

**Competency 008**

Assessment. The professional school counselor uses formal and informal assessment to provide information about and to learners, to monitor student progress, and to recommend modification to the educational environment to help all learners achieve success in school.

**Domain III**

**Competency 010**

School-home relationships. The professional school counselor develops collaborative school-home relationships that promote and facilitate learners’ academic, personal, social, and career growth.

**Competency 012**

Ethical, legal and professional standards. The professional school counselor complies with the legal, ethical, and professional standards for Texas public school educators; engages in self-reflection and professional growth activities; and works with colleagues to advance the counseling profession.

**V. Course Objectives/Learning Outcomes**
1. The student will be able to demonstrate a knowledge and understanding of the historical, philosophical, and social backgrounds of assessment and psychometric principles through examination, response papers, and project.

2. The student will be able to demonstrate working knowledge of basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods through exams, project, and instrument review.

3. The student will be able to understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlation through examination, project, and instrument review.

4. The student will be able to understand reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) through examination, project, and instrument review.

5. The student will be able to understand the validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity through examination, project, and instrument review.

6. The student will be able to understand the impact of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors on assessment profiles through examination, response papers, project, and instrument review.

7. The student will be able to demonstrate knowledge and understanding of the legal aspects and requirements as well as ethical standards of assessment that may be specific to addressing issues of social and cultural diversity in testing and assessment through examination, response papers, and project.

VI. Course Topics
History of assessment, role of Assessment in counseling
Measurement scales
Norm referenced, criterion referenced measures
Measures of central tendency and variability, normal distribution; standard scores; correlation
Reliability and validity
Selecting, administering, and scoring assessment results
Initial assessment in counseling
Diagnosis and Treatment Planning
Intelligence & Ability; Achievement & Aptitude
Career & Personality
Program Evaluation
Using Assessment in Counseling; Ethics

VII. Instructional Methods and Activities
Lecture, Discussion, Demonstration and Application of learned material

VIII. Evaluation and Grade Assignment

GRADING:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>See attendance policy</td>
</tr>
<tr>
<td>Response Papers</td>
<td>30 points (15 points each)</td>
</tr>
<tr>
<td>Project</td>
<td>60 points</td>
</tr>
<tr>
<td>Instrument Reviews</td>
<td>30 points</td>
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<tr>
<td>Quiz</td>
<td>50 points</td>
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</tbody>
</table>
Program Evaluation Presentation 30 points

180 - 200 POINTS - "A"
160 – 179 POINTS - "B"
140 - 159 POINTS - "C"
120– 139 POINTS - "D"
119 & BELOW - "F"

QUIZ:
Consists of 30 multiple choice items.

WRITING ASSIGNMENTS:

To get full credit on written assignments, use American Psychological Association Publication Manual (6th Ed.) guidelines. All written assignments should use 12 point font, Times New Roman, 1” margins on top and 1” to 1.25” (default on MS Word) for left and right margins.

Written assignments are weighted equally across three categories: content, structure, and style. See Grading Rubric.

All assignments due for a given day will be collected at the beginning of class. Any assignment not turned in at the time of collection will be considered late. All late assignments receive a letter grade deduction. No late assignment will be accepted one week after due date. Any assignments not turned in by the last day of class will not be graded.

I understand that unforeseen circumstances occur. Stay on top of your work. Life events happen, computers break down, etc. If your plan is to print a document on its due date, you are taking increased risks. Please take care of yourselves in this regard.

Examples of instrument reviews can be found at the following website:
http://www.theaaceonline.com/resources.htm

You will find a lot of lecture material, handouts and tutorials at Dr. Balkin’s website:
http://web.me.com/rsbalkin/Site/Research_Methods_and_Statistics.html

For tips on APA Style, see the APA presentations on Dr. Balkin’s website:
http://web.me.com/rsbalkin/Site/Conference_Handouts_Presentations.html
IX. Course Schedule (tentative) and Policies

*This is a fluid syllabus and may be subject to change at the instructor’s discretion.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Assignment/Presentation</th>
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<tbody>
<tr>
<td>1/11</td>
<td>Ch. 1-2 Wall article Juhnke article</td>
<td>Course Orientation, History of Assessment</td>
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<tr>
<td>1/18</td>
<td>Ch. 2 Juhnke article</td>
<td>Assessment principles <em>Assign Response Paper 1</em></td>
</tr>
<tr>
<td>1/26</td>
<td>Ch. 2</td>
<td>Measurement scales, norm referenced, criterion referenced; measures of central tendency <em>Response Paper 1 due</em></td>
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<td>2/3</td>
<td>Ch. 2</td>
<td>Measures of central tendency and variability</td>
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<tr>
<td>2/8</td>
<td>Ch. 2</td>
<td>Normal distribution; Standard scores; correlation</td>
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<tr>
<td>2/15</td>
<td>Ch. 3 &amp; Goodwin &amp; Leech article</td>
<td>Reliability and validity</td>
</tr>
<tr>
<td>2/22</td>
<td>Ch. 5</td>
<td>Selecting, administering, and scoring assessment results <em>Assign instrument review</em> Review for midterm</td>
</tr>
<tr>
<td>2/28</td>
<td>Ch. 14 &amp; 15 ACA Code of Ethics, Sect. E Sedlacek article</td>
<td>Ethics, Multicultural Assessment, Diversity and Special Needs <em>Assign Response Paper 2</em></td>
</tr>
<tr>
<td>3/7</td>
<td>Ch. 6 Polanski &amp; Hinkle article</td>
<td>Initial assessment in counseling <em>Response paper 2 due</em></td>
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<td>3/14</td>
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<td>SPRING BREAK</td>
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<td>3/21</td>
<td>Ch. 12 &amp; 13 RUST statement</td>
<td>Diagnosis, Using Assessment in Counseling</td>
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<td>4/4</td>
<td>Ch. 7, 8, 9</td>
<td>Achievement &amp; Aptitude, Intelligence and ability, career</td>
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<td>4/11</td>
<td>Ch. 10, 11</td>
<td>Personality, marriage and family</td>
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<td>4/18</td>
<td>Ch. 13 Astromovich &amp; Coker article</td>
<td>Quiz Accountability and Program Evaluation, Needs Assessment</td>
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<td>5/2</td>
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<td>Accountability and Program Evaluation, Needs Assessment Presentations</td>
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<tr>
<td>5/9</td>
<td></td>
<td>Accountability and Program Evaluation, Needs Assessment Presentations Final project due</td>
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</table>

**Attendance**

In the past, successful students have found it useful to be on time and prepared for each class. This is accomplished by:

- Attending each class
- Having all assigned readings completed
- Participation in class discussions.
Students are responsible for all information disseminated in class (even if the student is absent). You are adults and have adult lives and responsibilities. If an emergency arises, take care of yourself and your family. You cannot learn if you are distracted by emergencies. Only family emergencies are considered excused absences. I encourage you to strike a balance between your education and family life. You are responsible for obtaining missed material from fellow classmates.

My attendance policy:
- Upon your third absence, you will have a 10% deduction in your grade.
- Four absences will result in an administrative drop or failing grade.

**Late Work**

All late assignments receive a letter grade deduction. No late assignment will be accepted one week after due date. Any assignments not turned in by the last day of class will not be graded.

**Civility**

The demonstration of courtesy may be more of a reflection of an individual than feelings toward others. Civility, therefore, is a reflection of one’s professionalism and ethics. When breaches in civility occur (e.g., cell phones, texting, email, talking, etc.), both the learning environment and professional environment may be compromised. I strongly encourage personal and professional boundaries with regards to civility in a graduate class. For many of you, this is the last opportunity to be a student. Enjoy the learning process. While respect may vary toward peers, and even the instructor, respect for the academic environment and the credential pursued should be acknowledged.

**Academic Integrity/Plagiarism**


University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

Penalties that may be applied by the faculty member to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of "F" to work in question;
6. Assigning grade of "F" for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or
from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **April 1, 2011** is the last day to drop a class with an automatic grade of “W” this term.

X. Textbook(s)


Recommended


In addition, a number of supplementary articles may be discussed during the course. These will be used to supplement the texts and to exemplify how certain examined statistical methods are used in psychological research. Each of these supplementary readings will be made available by the instructor.

XI. Bibliography


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Appendix

Response Papers

Response papers are graded across three equal components: content, structure, style (5 points each). Content refers to the inclusion of the assigned material. Structure refers to the organization and clarity of the paper. Style refers to adherence to APA style and mechanics. Response papers should be two to three pages (500-750 words) 12 point font, Times New Roman, double spaced, 1” margins, and include a separate title page and reference page (title page and reference page are not part of the page count).

Response Paper 1

In addition to your text, read the following articles:

Write a 2-3 page paper responding to the importance of assessment in the counseling profession. Be sure to cite resources to support your assertions. Then consider how you might use assessment procedures in your profession. For the latter section, you may write in the first person.

Response Paper 2

In addition to your text, read the following articles:


Write a 2-3 page paper responding to ethic and responsibilities of counselors with respect to assessment. Be sure to cite resources to support your assertions. Incorporate issues of diversity into your discussion. Pay particular attention to Section E pp. 11-13 in the *ACA Code of Ethics*. Then, write a self-assessment related to your strengths and limitations to the above material. For the latter section, you may write in the first person.

Final Project

The final project for this class will consist of an assessment report, which includes the following:

a. Background information
b. Mental status exam from clinical interview
c. Evaluation and recommendations (see pages 108-111 in text).

You will choose three assessments from the list:

1. OQ-45
2. Kaufman Brief Intelligence Test (KBIT)
3. Beck Depression Inventory-II (BDI-II)
4. O*NET Interest Profiler

**EXAMPLE ASSESSMENT REPORT:**

Assessment Report

**Presenting Problem:** A is a 16-year-old Caucasian female referred to counseling by ________ county juvenile court. A has a history of oppositional behavior, running away, and substance abuse. A has tested positive on two occasions for marijuana. She was picked up by the police on two occasions for running away. She currently has charges pending a court date for selling a controlled substance on school grounds.
Relevant History: A has a history of sexual abuse from her biological father between the ages of 59. Her parents divorced when A was 4 years old, and she went to live with her father. A has focused on her abuse issues in the past in outpatient counseling and tends to view her current behavior as a result of the abuse she incurred. A moved in with her mother at age 9. Her mother has a history of drug dependency. A’s mother currently denies regular drug use but continues to drink.

Mental Status Exam:

Appearance, Attitude, and Activity: A is a white 16 year-old female with no physical abnormalities. The client is slightly over-weight. She is dressed appropriately and does not appear to exhibit any maladaptive features related to self-care. The client has scars on her left arm from a past history of cutting, but did not identify any current tendencies for self-mutilation. Client’s last occurrence was over 6 months ago by self-report. The client has a cynical attitude toward counseling because “it has not worked” but appears amiable to the process and responsive. No abnormal activity is noted.

Mood and Affect: A describes feeling depressed often. She does not exhibit any sleep disturbance, but indicated she generally feel unhappy. The client did not appear tearful, but she does get irritated easily with her mother and identified frequent inattention in school. The client identified feeling sad at school due to a lack of friends. Depressed mood does not appear abnormal given the circumstances.

Speech and Language: Speech and language appear normal. No evidence of pressured speech or poverty of speech. A is appropriately spontaneous in her conversations.

Thought Process, Content, and Perception: All appear within normal limits. Thoughts appear appropriately connected. No tangential associations were noted.

Cognitions: Client is oriented x4 (person, place, time and situation).

Insight and Judgment: A tends to act somewhat impulsively when angry, particularly at school or with her mother. The client demonstrates poor reality testing with respect to acknowledging logical and natural consequences. The client identified an “I don’t care” attitude when confronted, especially at home or school.

Medical History: No medical problems have been identified. A is not on any medications currently. A has a history of outpatient counseling since age 9. A’s mother indicated counseling has not been successful.

Family Issues: A has had no contact with her father since he was prosecuted for sexual abuse. A’s father served time in prison. His whereabouts are unknown. A has ongoing conflict with her mother. A’s mother appears to want A to suffer severe consequences for her behavior and is looking for relief from parenting responsibilities. A’s mother has verbalized, “I want her in detention,” despite the fact that A’s offenses do not warrant such consequences. Both A and her mother are open to placement for A outside of the home. A’s mother does not want to participate in the counseling process and does not acknowledge how she has been harmful in her relationship with her daughter.

Social Support: A admits to associating with a negative peer group. A has recently started attending church, but finds it difficult to be accepted from peers in youth group. A tends to be a follower and engages in self-destructive behavior, such as getting high, due to peer pressure. A is not involved in any other extracurricular activities.

Educational/Occupational Issues: A was retained in 9th grade two years ago. As a 16 year old in 10th grade, she is at-risk of dropping out. A has identified a desire to go to college. A appears to be average to above average intellectual functioning and passes school easily when she applies herself. A admits to failing in school due to pressure from her peers.

Cultural/Spiritual Concerns: A’s mother has not been supportive of her participation in church and has
frequently grounded her from attending. A genuinely appears interested in church involvement and the association with a more positive peer group, but struggles with her lack of acceptance from peers in youth group.

Assessment Results and Recommendations
- Identify the instruments administered
- Identify the validity of the administration, scoring and interpretation
- Provide a table with the following information: scale, score, standard score, percentile, SEM interval
- A paragraph interpreting the results and incorporating information from the interview and assessments

Summary: A is a 16 year old Caucasian female of average to above average intellectual functioning with a history of sexual abuse victim, substance abuse, and oppositional behavior. Symptoms of depression are evident including low self-esteem, irritability, saddened mood, and defeated outlook. A faces significant conflict with her mother, and A’s mother could be characterized as non-supportive. Without placement, A is at risk for regressing further to higher risk behavior problems. Placement will be pursued. Prognosis is guarded at this time pending placement.

Instrument Review Outline
You will complete three instrument reviews consisting of one of the following: (a) intelligence, aptitude or achievement test, (b) personality or diagnostic instrument, (c) interest, values, or ability instrument (select one from a, one from b, and one from c). In order to complete this assignment, find an instrument in the MMY. Using the name of the publisher, find the instrument on the publisher’s website. You will use the MMY reviews and publishers website to obtain the information for this assignment. You may also find information using other library databases (e.g., Academic Search Complete, PsycInfo). If you cannot find the information, use another instrument.

Provide a title page.

In the first section, identify the following general information: title, author, publisher, purpose for the test, cost, materials, user qualifications, and usefulness in counseling (or appropriate professional orientation).

In the second section, provide information related to the normative sample. Describe the norm group and evaluate the generalizability of the instrument.

In the third section evaluate the evidence of reliability and validity. Provide measures of Cronbach’s alpha and validity evidence.

In the fourth section, provide your overall evaluation of the instrument. Would you use this in practice? Defend your answer.

Provide a reference page.
Program Evaluation Presentation

You will participate in a group (approximately 3-5 individuals) in which you will be assigned to explain a plan for a program evaluation for one of the following sites: school, agency, organization, or government entity. Using the Astramovich & Coker (2007) article as a basis, construct a needs assessment and identify a plan to evaluate a program associated with one of the aforementioned sites. Your presentation should include the following:

1. needs assessment
2. program evaluation plan
3. an explanation for formative and summative measures


Grading Rubric (e.g., response papers, assessment project, instrument review, program evaluation)

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<th>No credit</th>
<th>Incomplete</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
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