Elementary & Secondary School Counseling Graduate Program

COURSE NUMBER: MEC 7701  COURSE TITLE: Testing, Measurements, and Research in School Counseling (3 credits)

College of Education Program Attributes
The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of content and discourse of disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; (8) and ensuring that programs promote the effective use of technology.

Wilmington University Graduation Competencies
Upon graduation, candidates are expected to have gained an advanced level of applicable knowledge in the graduate competencies, as appropriate to one’s field of study. Below is a list of the competencies:

1. Oral Communication
   a. Appraise the needs of diverse audiences and then speak in a clear, confident and succinct manner.
   b. Research, construct and deliver professional presentations using a variety of communication tools and techniques.

2. Written Communication
   a. Write with clarity and precision using correct English grammar: mechanics (punctuation) and usage (sentence structure and vocabulary).
   b. Exhibit competence in writing for specific purposes, diverse audiences, and genres.
   c. Correctly and ethically present scholarly writings utilizing the selected citation and writing style deemed appropriate for the student’s program of study.

3. Disciplined Inquiry
   a. Employ scientific quantitative and/or qualitative reasoning and other critical thinking strategies to analyze consequences and outcomes and to be able to recommend alternative solutions.

4. Information Literacy
   a. Using contemporary technology, evaluate and utilize credible, discipline specific information effectively and with appropriate attribution.

5. Ethics
   a. Demonstrate knowledge and application of prescribed ethical codes and behaviors promoted by the profession.
Expectations for School Counseling Candidates:

1. Read the assigned chapters and complete the assigned tasks before the scheduled class meeting.

2. All candidates are expected to attend class each week, arrive on time, complete the readings before class, and be prepared to discuss them intelligently in class. Read with a questioning attitude rather than for absorption of facts: What do I believe to be true? What is particularly challenging? What is hard for me to understand? How do these ideas relate to others covered in other classes?

3. Attend class each week; arrive on time for class. Absences must be approved by instructor prior to absence with the exception of a valid emergency. Missing more than 2 class meetings will result in a failing grade.

4. Candidates are expected to adhere to the WU Academic Integrity Policy. Detailed information can be found by clicking on the following link: https://www.wilmu.edu/studentlife/acadintegrity.aspx

5. All work completed and submitted for this course must be original in nature and must be created during the time frame of this course. Candidates may not submit the same work for two different assignments.

6. You may be asked to provide professional feedback to peers. Since feedback is an important aspect of this course, please use professional well thought-out statements when offering feedback. When done well, appropriate and professional peer feedback can greatly enhance the learning experience for all involved.

7. Please turn off all potentially disruptive electronic devices such as cell phones. No texting during class time. Please be respectful of your classmates and instructor.

8. All candidates must follow the basic format of current APA style when writing papers and submitting assignments. The APA Manual is a required text for this course.

9. All candidates must use their WU assigned myWilmU email address. Correspondence for this class will be via Blackboard and your myWilmU email account. No exceptions.

IDEA Course and Instructor Evaluations

Wilmington University takes instructor and course evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of WU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks prior to the end of each class, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments and feedback.
ASCA School Counselor Competencies

The School Counselor Competencies developed by the American School Counselor Association (ASCA) outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of K-12 students. The WU Elementary and Secondary School Counseling program, mission, curriculum, assignments and assessments are built upon the ASCA School Counselor Competencies; therefore, candidates are encouraged to become familiar with the entire list of competencies on the ASCA website (http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf).

This course will focus on the following ASCA School Counselor Competencies:

I. School Counseling Programs

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

I-A: KNOWLEDGE

ASCA’s position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

I-A-3 Barriers to student learning and use of advocacy and data-driven school counseling practices to close the achievement/opportunity gap
I-A-7 Legal, ethical and professional issues in pre-K-12 schools

I-B: ABILITIES AND SKILLS

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

I-B-4c Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist or school nurse, and identifies best practices for collaborating to affect student success

I-C: Attitudes

School counselors believe:

I-C-7 The effectiveness of school counseling programs should be measureable using process, perception and outcome data

II. Foundations

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

II-B: ABILITIES AND SKILLS

An effective school counselor is able to accomplish measurable objectives demonstrating
the following abilities and skills:
II-B-1a Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do

IV: Delivery
School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model

IV-B: ABILITIES AND SKILLS
An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:
   IV-B-3 Provides responsive services
   IV-B-3a Lists and describes interventions used in responsive services, such as individual/small-group counseling and crisis response.
   IV-B-3b Understands appropriate individual and small-group counseling theories and techniques such as rational emotive therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems.
   IV-B-3c Provides team leadership to the school and community in a crisis
   IV-B-3e Involves appropriate school and community professionals as well as the family in a crisis situation
   IV-B-3g Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family and substance abuse counseling, within the continuum of care

V: Accountability
School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model

V-A: KNOWLEDGE
School counselors should articulate and demonstrate an understanding of:
   V-A-1 Basic concepts of results-based school counseling and accountability issues
   V-A-2 Basic research sampling, methodology and analysis concepts to understand research outcomes and conduct action research
   V-A-3 Use of data to evaluate program effectiveness and to determine program needs
   V-A-4 School counseling program assessments and results reports

V-B: ABILITIES AND SKILLS
An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:
V-B-1i  Uses technology in conducting research and program evaluation

V-C: Attitudes

School counselors believe:

V-C-1  School counseling programs should achieve demonstrable results
V-C-2  School counselors should be accountable for the results of the school counseling program
V-C-3  School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
COURSE DESCRIPTION:
This course is designed to prepare future school counselors to analyze and understand the scope and purposes of testing programs and the process of test administration. Candidates will explore commonly used assessment instruments that address learner aptitude, achievement, interest, intelligence, content areas, and traits like self-esteem, values, and modalities to help in the decision making process. Statistics necessary to understand and interpret test and research data will be examined. Candidates will learn how to gather information through research, such as questionnaires and follow-up studies. The methods for analyzing the data and reporting the results will be described. The use of computers and other technology in scoring and interpreting tests and other research data will be explored. An individual research project is required.

GOAL 1: Understand and demonstrate knowledge of principles and purposes of assessments and components of local and national testing programs. (ASCA Comp: I.A.3; I.A.7)
Learning Outcomes: The candidate will:
1-1 Explain the history and causes of testing programs and evaluation.
1-2 Evaluate and analyze current tendencies in local, state and national testing programs.
1-3 Interpret data from local and statewide testing programs.

GOAL 2: Demonstrate knowledge of basic statistics and terms needed to interpret, understand and use test data to monitor student progress. (ASCA Comp: V.A.2; V.A.4)
Learning Outcomes: The candidate will:
2-1 Define the terms of the basic statistics, reliability, and validity.
2-2 Apply and interpret the basic statistics, reliability, and validity as defined and identified in test manuals and counseling tools.
2-3 Generate, manipulate, and interpret research statistics from a research project.

GOAL 3: Understand, interpret and apply basic research methods used to explore educational problems and assess the effectiveness of testing programs. (ASCA Comp: IV.B.3g)
Learning Outcomes: The candidate will:
3-1 Demonstrate Information literacy skills by performing advanced data based research (identified source, online catalogs, internet, and database).
3-2 Design, implement, interpret, and write a research project to "solve" a student perceived education oriented problem.
3-3 Analyze, evaluate, and appraise a local or state testing program.

GOAL 4: Demonstrate information literacy by demonstrating the ability to technically access, use and evaluate information of commonly used group and individual tests. (ASCA Comp: I.C.7; IV.B.3; IV.B.3a; IV.B.3b)
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College of Education
School Counseling Graduate Program
Learning Outcomes: The candidate will:
4-1 Describe and differentiate the purposes, strengths and weaknesses, and functions of group and individual tests.
4-2 Describe and identify the names and purposes of different types of selected tests.
4-3 Identify and become familiar with test information sources.
4-4 Understand the evaluation process for special education placement.

GOAL 5: Critically analyze and evaluate software and programs available for data collection, interpretation and developing strategies for interventions. (ASCA Comp: IV.B.3e; IV.B.3f)

Learning Outcomes: The candidate will:
5-1 Use or become familiar with software/programs used for statistical analysis.
5-2 Interpret a variety of print outs for testing programs.

GOAL 6: Understand, interpret and apply basic research methods used to explore educational problems and used to develop school intervention programs. (ASCA Comp: I.B.4c; II.B.1a; V.A.1; V.B.1i; V.C.1; V.C.2; V.C.3)

Learning Outcomes: The candidate will:
6-1 Define program goals, state specific objectives, and identify evaluation measures of a school program.
6-2 Present project design concepts that include specific services, and identify resources and cost.
Required Assignments and Exams:

The Learning Outcomes are evaluated in the following manner:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Max Points</th>
<th>Points earned</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>100</td>
<td>0%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Research Article Critique</td>
<td>100</td>
<td>0%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Written Research Based Critique (SEA)</td>
<td>100</td>
<td>30%</td>
<td>30%</td>
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<tr>
<td>Mid-term Exam</td>
<td>100</td>
<td>15%</td>
<td>15%</td>
<td></td>
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<tr>
<td>Survey Research PowerPoint</td>
<td>100</td>
<td>20%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>15%</td>
<td>15%</td>
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</table>

**Final Grade:**

**Attendance/Participation:**
To gain the most from this class including the skills necessary to be an effective school counselor, regular attendance and participation is expected. Your responsibility as a student is to be present each class session and actively participate in class discussions, activities and group work. See Participation Rubric for scoring information.

**Research Article Critique: (6-8 pages total)**
You will electronically (electronic library database) locate a recent article from a peer reviewed professional/academic journal. When conducting your research, look for articles that are specific to testing and assessment and their application/use in a school setting. Provide a brief summary of the article (2 or 3 paragraphs). Be sure to critically analyze the contents of the article and provide strengths and weaknesses. A copy of the article must accompany your final paper. APA format is required. Paper must include a title page, abstract page, 3-5 pages of content (including appropriate headings, headers, and page numbers) and a reference page.

**Written Research-Based Critique: (8-10 pages total)**
Write a research based critique of a commonly used test instrument, selected by the candidate and approved by the instructor. The candidate will cite four independent research sources that may include journals, internet sources, and text. The written report will include the following components: test coverage and use, validity and norming test samples, reliability, predicative validity, content validity, construct validity, test administration and reporting, and test and item bias. APA format is required. Paper must include a title page, abstract page, 6-8 pages of content (including appropriate headings, headers, and page numbers) and a reference page. **This assignment is considered the Structured External Assignment (SEA) for this course and requires submission in Task Stream.**
Survey Research PowerPoint: (6-10 slides)
Develop a survey addressing a topic of educational inquiry and interest. Deliver a PowerPoint presentation format of 6-10 slides. The PowerPoint will include: hypothesis, description of population, survey questions, administration procedure, scoring procedure, and analysis and interpretation of results.

Mid-term Exam and Final Exam:
You will take mid-term and final exams that may include questions in the following formats: multiple choice, fill in the blank, short answer, and long essay.

ATTENDANCE POLICY:
Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies. Effective fall 2012, Wilmington University instituted a new attendance policy which mandates that a student who misses the first two sessions of a class (without receiving prior permission to do so) will be administratively dropped from the course.

College of Education Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week’s assignments.
## MEC Program
### Class Participation Rubric

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
<th>1 Unsatisfactory</th>
<th>2 Poor</th>
<th>3 Emerging</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Class and Blackboard Discussions</td>
<td>Rarely enters class or online discussions. Contributions tend to be irrelevant or superficial.</td>
<td>Provides minimal, sporadic comments and information to other participants. Participates infrequently in class and/or in on-line discussions. Contributions tend to be primarily opinion-based.</td>
<td>Provides comments and some new information most weeks both in class and online regularly. Interacts primarily in group, with only modest contributions to larger class. Asks questions and responds in class. Posts queries, comments, and responses online—lacks depth.</td>
<td>Regularly provides comments and some new information in class and online. Interacts in both groups and larger class with substantive questions and responses. Posts thoughtful and regular queries, comments, and responses on line.</td>
<td>Regularly provides thoughtful and insightful comments and thought-provoking new information. Interacts with a variety of people both in group and larger class discussions with insightful questions and responses. Posts insightful and regular queries, comments, and responses online.</td>
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<tr>
<td>Content of Contributions + Critical Thinking Evidenced in Contributions</td>
<td>Rare comments are largely opinion-based and not well supported by evidence from readings or life experiences.</td>
<td>Adds little to the substantive discussion but may contribute to the social aspects of the course. Contributions reveal limited understanding of ideas being discussed. There is little evidence of thoughtful contributions supported by facts, reading or life experiences. Rarely engages in discussions where there are disagreements among participants.</td>
<td>Contributions consist largely of personal opinions. They reveal an adequate understanding of the ideas being discussed. Attempts to make some use of facts, material from readings as well as pertinent life experiences. Engages in discussions, but provides little justification or explanation. Makes only modest use of credible evidence.</td>
<td>Makes significant, substantive contributions to the discussion supported by credible evidence from reading and life experiences. Comments reveal solid understanding of ideas being discussed. Comments either in class or online advance the dialogue/discussion by adding something new to the conversation. Engages in discussion, providing evidence-based justification/explanation for positions.</td>
<td>Makes significant, substantive, relevant, insightful, creative and evidence-based contributions to the discussion. Raises new questions that advance the discussion and require thoughtful responses from colleagues. Contributions reveal an insightful understanding of the ideas being discussed. Engages fully in discussion offering a critical analysis or different interpretation of ideas being discussed.</td>
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<tr>
<td>Responsiveness</td>
<td>Rarely responds to either faculty or classmate contributions in class or online.</td>
<td>Minimally engages in dialogue with colleagues during class sessions. Logs onto Bb once or twice a week offers minimal responses to others postings.</td>
<td>Engages in group and class discussion, responding appropriately to others contributions. Logs onto Bb on at least 3 separate occasions during the week and actively engages in discussions.</td>
<td>Actively engages in group and class discussions. Responds to others with both support and critical analysis. Logs onto Bb on at least 4 separate occasions during the week and actively engages in discussion.</td>
<td>Actively, insightfully and creatively engages in group and class discussions. Responds to others with both support and helpful critical analysis. Logs onto Bb on at least 5 separate occasions during the week and responds to the posted group and class discussion.</td>
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<tr>
<td>Communication Skill</td>
<td>Poor oral &amp; written comm. skills. Below par for someone aspiring to a school counselor role.</td>
<td>Limited ability to convey ideas and/or persuade others. In need of significant improvement. Errors noted in grammar, pronunciation, spelling, and punctuation</td>
<td>Able to present ideas; ability to persuade is limited. Communication skills need some development and refinement. Makes minor grammatical, pronunciations, spelling, and punctuation errors.</td>
<td>Presents ideas clearly and persuasively. Demonstrates competent oral and written leadership communication skills but in need of minor refinement.</td>
<td>Highly skilled oral and written communicator with persuasive leadership skills. Exemplifies professionalism and respect for others.</td>
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<tr>
<td>Effective School Counselor Behavior Contribution</td>
<td>Makes little or no contribution.</td>
<td>Unenthusiastic participant in creativity and effective school counselor behavior building process. Appears to have a negative demeanor and is unwilling to engage in the process.</td>
<td>Participates willingly in creativity and effective school counselor behavior building process.</td>
<td>Takes initiative in creating learning experiences that will encourage colleagues to be effective school counselors. Demonstrates professionalism.</td>
<td>Creatively inspires the development of effective leadership skills in self and others through initiative, and role modeling of effective school counselor behaviors. Exemplifies professionalism and respect for others.</td>
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</tbody>
</table>

Adapted from, Wilmington University EDD program, With Permission

| Total Rubric Score = 100 |
| 25 points x 4 |
### MEC Program

**Research Article Critique**

<table>
<thead>
<tr>
<th>EVALUATION CRITERIA</th>
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<th>4 Accomplished</th>
<th>5 Exemplary</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Study</strong></td>
<td>A summary of the critiqued study is not presented or summary presented is plagiarized.</td>
<td>A summary of the critiqued study is unclear. This summary poorly describes the study and the reader is not clearly informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
<td>A summary of the critiqued study is provided. This summary minimally describes the study so that the reader is informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
<td>An accurate summary of the critiqued study is provided. This summary describes the study so that the reader is informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
<td>A concise and accurate summary of the critiqued study is provided. This summary sufficiently describes the study so that the reader is informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Overall presentation of the article is confusing. Paper does not include required information and does not flow clearly from start to conclusion.</td>
<td>Overall presentation of the article shows poor level of organization. Paper minimally includes required information and does not flow clearly from start to conclusion.</td>
<td>Overall presentation of the article shows basic level of organization. For the most part, paper includes required information; however, paper is difficult to follow from start to conclusion.</td>
<td>Overall presentation of the article demonstrates solid organization. Paper includes required information with sufficient level of detail. Paper flows clearly from start to conclusion, enabling the reader to follow the progression without difficulty.</td>
<td>Overall presentation of the article demonstrates exceptional organization. Paper includes all required information with thorough level of detail. Ideas are clear and logical. Paper flows elegantly from start to conclusion, enabling the reader to effortlessly follow the progression.</td>
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<tr>
<td><strong>Quality of Writing</strong></td>
<td>Writing is not the voice of the student. Presents ideas as their own; however, most of paper is plagiarized. Lacks citations and references to support presented ideas. Writing is well below the expectation of a graduate student.</td>
<td>Writing is not adequate for graduate level - grammatical errors -spelling errors -poor transitions -poor sentence structure/tone -lacks clarity</td>
<td>Writing is somewhat adequate for graduate level -few spelling or grammatical errors -minimal transitions -minimal clarity in sentence structure/tone -work needed on word choice</td>
<td>Strong writing ability -minor spelling or grammatical errors -transitions are strong -sentences are concise -evidence of concrete details -strong word choice</td>
<td>Excellent writing ability is evident throughout the paper. Presents original thoughts and synthesizes ideas and details superbly. Exceptional understanding of writing conventions. Writing is concise, concrete and fluent. Word choice is rich, precise: the reader is drawn to the work.</td>
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<tr>
<td>Analysis of Article</td>
<td>All analytical elements are missing.</td>
<td>Poor level of analysis of the article. Shows inadequate level of detail. Analysis is weak of the strengths and weaknesses of the article and reflection is minimal of the personal relevance or meaning of the findings.</td>
<td>Basic level of analysis of the article. Shows a good level of detail. Presented an analysis of the strengths and weaknesses of the article and a reflection of the personal relevance or meaning of the findings.</td>
<td>Solid level of analysis of the article. Shows a proficient level of detail. Strong analysis of the strengths and weaknesses of the article and reflection of the personal relevance or meaning of the findings.</td>
<td>Superior level of analysis of the article. Shows thoroughness and sophistication. Excellent analysis of the strengths and weaknesses of the article and reflection of the personal relevance or meaning of the findings.</td>
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<tr>
<td>APA Format</td>
<td>Unsatisfactory application of APA format that contained <strong>six or more errors</strong> in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page.</td>
<td>Poor application of APA format that contained <strong>five errors</strong> in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page.</td>
<td>Marginal application of APA format that contained <strong>three or four errors</strong> in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page.</td>
<td>Solid application of APA format that contained <strong>one or two errors</strong> in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page.</td>
<td>Strong application of APA format that contained <strong>no errors</strong> in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings and (7) Reference page.</td>
<td></td>
</tr>
</tbody>
</table>

*Total Rubric Score = 100*

25 points x 4
Written Research-Based Critique

**Assignment:** Write a research based critique of a commonly used test instrument, selected by the candidate and approved by the instructor. The candidate will cite four independent research sources that may include journals, internet sources, and text. The written report will include the following components: test coverage and use, validity and norming test samples, reliability, predicative validity, content validity, construct validity, test administration and reporting, and test and item bias. APA format is required. Paper must include a title page, abstract page, 6-8 pages of content (including appropriate headings, headers, and page numbers) and a reference page. This assignment is considered the Structured External Assignment (SEA) for this course and requires submission in Task Stream.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 Point</th>
<th>Poor 2 Points</th>
<th>EMERGING 3 Points</th>
<th>PROFICIENT 4 Points</th>
<th>DISTINGUISHED 5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Content</td>
<td>The candidate did not satisfactorily address or discuss any of the following questions: (1) Test coverage and use (2) Validity and norming test samples (3) Reliability (4) Predicative Validity (5) Content Validity (6) Construct Validity (7) Test Administration and reporting (8) Test and Item bias.</td>
<td>The candidate poorly addressed and discussed three or less of the following: (1) Test coverage and use (2) Validity and norming test samples (3) Reliability (4) Predicative Validity (5) Content Validity (6) Construct Validity (7) Test Administration and reporting (8) Test and Item bias.</td>
<td>The candidate was able to satisfactorily address and discuss four or five of the following: (1) Test coverage and use (2) Validity and norming test samples (3) Reliability (4) Predicative Validity (5) Content Validity (6) Construct Validity (7) Test Administration and reporting (8) Test and Item bias.</td>
<td>The candidate was able to proficiently address and discuss six or seven of the following: (1) Test coverage and use (2) Validity and norming test samples (3) Reliability (4) Predicative Validity (5) Content Validity (6) Construct Validity (7) Test Administration and reporting (8) Test and Item bias.</td>
<td>The candidate was able to comprehensively address and discuss all of the following: (1) Test coverage and use (2) Validity and norming test samples (3) Reliability (4) Predicative Validity (5) Content Validity (6) Construct Validity (7) Test Administration and reporting (8) Test and Item bias.</td>
</tr>
<tr>
<td>ASCA Comp: I.A.7 V.A.2 V.A.4 V.C.3</td>
<td>WU Grad Comp: 2, 3 &amp; 4</td>
<td></td>
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<tr>
<th>2. Organization</th>
<th>The candidate presented an unsatisfactory paper that contained fewer than three of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion.</th>
<th>The candidate presented a paper that contained three of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion.</th>
<th>The candidate presented a paper that contained four of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion.</th>
<th>The candidate presented an organized paper that contained five of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion.</th>
<th>The candidate presented a well-organized paper that contained all six of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion.</th>
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<tr>
<td><strong>Total Rubric Score =</strong></td>
<td><strong>100</strong> 20 points x 5</td>
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Assignment: Develop a survey addressing a topic of educational inquiry and interest. Deliver a PowerPoint presentation format of 6-10 slides. The PowerPoint will include: hypothesis, description of population, survey questions, administration procedure, scoring procedure, and analysis and interpretation of results.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>1 Unsatisfactory</th>
<th>2 Poor</th>
<th>3 Emerging</th>
<th>4 Accomplished</th>
<th>5 Exemplary</th>
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<td></td>
<td>No direct eye contact with audience, reads entire presentation from notes. Speaker does not keep head up or engages audience</td>
<td>Poor use of direct eye contact with audience, reads mostly from notes for assistance. Speaker inconsistently keeps head up and engages audience</td>
<td>Basic use of direct eye contact with audience, but still returns to notes for assistance. Speaker inconsistently keeps head up and engages audience</td>
<td>Consistent use of direct eye contact with audience, but still returns to notes sporadically for assistance. Speaker keeps head up and engages audience</td>
<td>Speaker holds attention of entire audience with the use of direct eye contact, seldom looking at notes. Speaker keeps head up and engages audience.</td>
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<td>Body language and poise</td>
<td>No movement or descriptive gestures that enhance articulation. Slouches most of time, does not face audience and fidgets quite a bit. Speaker makes many mistakes and has trouble recovering. Displays mild tension and nervousness. Behavior is distracting and deducts from presentation effectiveness.</td>
<td>Minimal movement or descriptive gestures that enhance articulation. Slouches at times, intermittently faces audience and fidgets quite a bit. Speaker makes several mistakes and has trouble recovering. Displays mild tension and nervousness.</td>
<td>Adequate movement or descriptive gestures that enhance articulation. Slouches at times, intermittently faces audience and fidgets a bit. Speaker makes a few mistakes and has trouble recovering. Displays mild tension and nervousness.</td>
<td>Made movements or gestures that enhance articulation. Stands up straight, faces audience and does not fidget. Speaker makes minor mistakes but recovers quickly. Displays little or no tension.</td>
<td>Movements are fluid and help the audience visualize. Stands up straight, faces audience and does not fidget. Speaker displays relaxed, self-confident nature about self, with no mistakes.</td>
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<td>Delivery, articulation and enthusiasm WU Grad Comp: 1</td>
<td>Shows no interest about topic. Speaker is not intentional and rushes through content. Does not avoid the use of likes, ums, kind of, you know, etc. Speaker mumbles and audience struggles to hear presentation. Audience members are disengaged. Incorrectly pronounces terms. Delivery is distracting and lacks control.</td>
<td>Shows some negativity or ambivalence about topic that is conveyed presentation. Speaker is not intentional and seems to rush through content. Somewhat avoids the use of likes, ums, kind of, you know, etc. Speaker’s voice is low and audience has a difficult time hearing presentation. Incorrectly pronounces terms. Delivery is distracting and lacks control.</td>
<td>Occasionally shows a positive feeling about topic that is conveyed during presentation. Speaker is intentional but seems to rush through content. Sporadically uses likes, ums, kind of, you know, etc. Uses a clear voice with appropriate volume. Pronounces most terms correctly; has good language skills. Delivery is fairly poised, controlled and smooth.</td>
<td>Demonstrates a positive feeling about topic that is conveyed during presentation. Speaker is intentional and does not rush through content. Mostly avoids likes, ums, kind of, you know, etc. Uses a clear voice with appropriate volume. Strong pronunciation of terms and language skills. Delivery is poised, controlled and smooth.</td>
<td>Demonstrates a strong, positive feeling about topic that is conveyed during entire presentation. Speaker is intentional and does not rush through content. Completely avoids likes, ums, kind of, you know, etc. Uses a clear voice with appropriate volume. Precise pronunciation of terms and language skills. Delivery is poised, controlled and smooth.</td>
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<td>Knowledge of subject and content of presentation</td>
<td>Organization of material and presentation</td>
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<td>Speaker demonstrates no knowledge in all areas. Speaker does not have grasp of the information and cannot answer questions about subject matter. Provides no explanations and elaboration. Presentation contains inaccurate information. Inappropriate amount of materials is prepared and presented. Introduction is minimal, lays out the topic but does not establish a framework for the rest of the presentation. Speaker does not highlight key ideas or concludes with a final statement.</td>
<td>Audience cannot understand and follow presentation because there is no sequence of information. Material is not organized and is repetitive. Audience loses focus and disengages. Objectives of presentation are not conveyed.</td>
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<td>Speaker demonstrates inadequate knowledge in all areas. Speaker is uncomfortable with information and is able to answer only rudimentary questions. Provides little explanations and elaboration. Presentation contains some inaccurate information. Inappropriate amount of materials is prepared and presented. Introduction is minimal, lays out the topic but does not establish a framework for the rest of the presentation. Speaker highlights minimal key ideas and concludes with a final statement.</td>
<td>Audience has difficulty following presentation because speaker jumps around in an illogical manner. Material is organized with little repetition. Objectives of presentation are not conveyed. The type of presentation is adequate for the topic and audience.</td>
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<td>Speaker demonstrates basic knowledge in all areas. Speaker is at ease with expected answers to questions without further explanations and elaboration. Presentation contains some accurate information. Appropriate amount of materials is prepared and presented. Introduction is adequate, lays out the topic and establishes a framework for the rest of the presentation. Speaker highlights some key ideas and concludes with an adequate final statement.</td>
<td>Speaker presents information in logical, somewhat interesting sequence which the audience can mostly follow. Material is organized with little repetition. Objectives of presentation are conveyed. The type of presentation is appropriate for the topic and audience.</td>
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<td>Speaker demonstrates substantial knowledge in all areas. Easily fields class questions with some explanations and elaboration. Presentation contains accurate information. Appropriate amount of materials is prepared and presented. Introduction is attention-getting, lays out the topic and establishes a framework for the rest of the presentation. Speaker highlights key ideas and concludes with a strong final statement.</td>
<td>Speaker presents information in logical, interesting sequence which the audience can follow. Material is clearly organized with little repetition. Objectives of presentation are clearly conveyed. The type of presentation is appropriate for the topic and audience.</td>
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**Total Rubric Score = 100**

25 points x 4