

**EDC 2013-2014 ANNUAL ASSESSMENT REPORT**

**Part 1: Background Information**

**B1. Program name: MA Education: Curriculum & Instruction  
MA Education: Behavioral Science, Gender Equity**

**B2. Report author(s): Sherrie Carinci**

**B3. Fall 2013 enrollment: 50**

**B4. Program type: [SELECT ONLY ONE]**

	1. Undergraduate baccalaureate major
	2. Credential
X	3. Master's degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

**Part 2: Six Questions for the 2013-2014 Annual Assessment**

**Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.**

**Q1.1.** Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess **in 2013-2014**? (See 2013-2014 Annual Assessment Report Guidelines for more details). **[CHECK ALL THAT APPLY]**

	1. Critical thinking (WASC 1) *
X	2. Information literacy (WASC 2)
X	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
X	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were <b>assessed in 2013-2014 but not included above:</b> a.

\* One of the WASC's new requirements is that colleges and universities report on the level of student performance **at graduation** in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

**Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:**

PLO assessment areas that the Curriculum & Instruction (C & I) and Gender Equity (GE) graduate programs focused on for 2013-2014 were #2 Information Literacy, #3 Written Communication, and #6 Inquiry and Analysis. Over the past year, our courses have specifically addressed competency in students' analytical thinking and writing skills. Academic writing rubrics were used to assess students writing in all courses in the MA programs (See Appendix A & B).

The focus of 2013-2014 programs was to help graduate students write and analyze information with a critical lens. The program emphasized the ability of students to:

- 1) develop organizational schemes for the review of literature in various topics related to MA degree.
- 2) examine a range and breadth of evidence for a comprehensive analytical inquiry of research.
- 3) integrate the review research in written form throughout all courses in the program.
- 4) identify the primary sources for a review of literature and made sufficient progress in reading and analyzing these sources.
- 5) produce written analysis in all courses to develop and strength understanding of research design models.
- 6) become proficient with accessing information at a national and global levels using technology.
- 7) become highly skilled with utilizing APA 6<sup>th</sup> edition for academic writing.

**2013-2014 Updated Plan Clearly Identifies Program Learning Goals**

The C & I and GE Area Group, which is made up of faculty who teach in one or both programs, were responsible for identifying the 2013-2014 PLO goals. Specifically, they wanted to provide opportunities for students to earn an M.A. with a specific focus on information literacy, written communication, and inquiry and analysis. The program PLO are listed below.

<b>Research: Qualitative and Quantitative</b>	<b>Knowledge</b>	<input type="checkbox"/> Knows the basic processes of experimental research and other quantitative methods. PLO 2, 6
	<b>Skills</b>	<input type="checkbox"/> Knows the principles of a variety of qualitative methods including ethnography, action research, and narrative research PLO 2, 6
		<input type="checkbox"/> Can apply basic statistical tools to interpret numerical data PLO 2

	<b>Dispositions</b>	<input type="checkbox"/> Can apply principled qualitative data collection and analysis strategies and tools. PLO 2, 6 <input type="checkbox"/> Values the importance of using valid and reliable data collection tools. PLO 2, 6 <input type="checkbox"/> Values the importance of making valid conclusions and inferences from data. PLO 2, 6
<b>Academic Writing</b>	<b>Knowledge</b>	<input type="checkbox"/> Knows the conventions of a variety of academic genres (e.g. the teacher research report, the traditional journal article, the review of literature.) PLO 2, 6
	<b>Skills</b>	<input type="checkbox"/> Understands APA format and principles regulating titles and headings, documentations, and related matters. PLO 3
		<input type="checkbox"/> Can apply productive informal writing strategies as tools for learning and for research. PLO 3
	<b>Dispositions</b>	<input type="checkbox"/> Can compose academic prose for a variety of audiences including peers, professors, and the larger scholarly and professional community. PLO 3
<input type="checkbox"/> Welcomes participation in the academic discourse community. PLO 3, 6		
		<input type="checkbox"/> Welcomes collaboration, peer review (in classrooms and out), vigorous and rigorous analysis of evidence. PLO 3, 6

**Q1.2.** Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

**Q1.3.** Is your program externally accredited (except for WASC)?

	1. Yes
X	2. No ( <b>If no, go to Q1.4</b> )
	3. Don't know ( <b>Go to Q1.4</b> )

**Q1.4.** Have you used the *Degree Qualification Profile (DQP)*\* to develop your PLO(s)?

	1. Yes
X	2. No, but I know what DQP is.
	3. No. I don't know what DQP is.
	4. Don't know

**Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details: [http://www.luminafoundation.org/publications/The\\_Degree\\_Qualifications\\_Profile.pdf](http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf) and <http://www.learningoutcomeassessment.org/DQPNew.html>.

**Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.**

**Q2.1.** Has the program developed/adopted **EXPLICIT** standards of performance/expectations for the PLO(s) you assessed in **2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

	1. Yes, we have developed standards/expectations for <b>ALL</b> PLOs assessed in 2013-14.
X	2. Yes, we have developed standards/expectations for <b>SOME</b> PLOs assessed in 2013-14.
	3. No ( <b>If no, go to Q2.2</b> )
	4. Don't know ( <b>Go to Q2.2</b> )
	5. Not Applicable ( <b>Go to Q2.2</b> )

**Q2.1.1.**

Several core courses in the programs help students meet the PLO 2, 3, and 6 outcomes. Student success in core courses (EDTE 250 Research Methods, EDTE 290 Seminar in Culminating Experience, and EDTE 505/506 Culminating Experience) determine student learning and competence prior to being recommended for an M.A. Assignments such as; Proposal for Culminating Experience, Review of Literature, and Culminating Experience meet PLO 2, 3, and 6 outcomes. The table below provides additional details about the nature of each key assessment and timeline in the program.

Assessment Tool	Type of Assessment	When administered	Details about Administration	Learning Outcomes Addressed
Assessment #1. Proposal for Culminating Experience	Formative	During a course (EDTE 250) required in the third semester of the program	Course instructor and faculty advisor assess work based on a criteria designed by GPAG faculty	PLO 2, 3, 6
Assessment #2. Review of Literature	Formative	During a course (EDTE 290) in the penultimate semester of the program	Course instructor assesses work based on a standard rubric designed by C & I and Gender Equity faculty	PLO 2, 3, 6
Assessment #3. Culminating Experience*	Summative	During a course (EDTE 505/506) in the final semester of the program	Faculty advisors assess performance based on criteria designed by department and university	PLO 2, 3, 6

**Q2.2.** Have you published the **PLO(s)/expectations/rubric(s)** you assessed in **2013-2014**?

	1. Yes
X	2. No ( <b>If no, go to Q3.1</b> )

**Question 3 (Q3): Data, Results, and Conclusions for EACH PLO**

**Q3.1.** Was assessment data/evidence **collected** for 2013-2014?

	1. Yes
X	2. No ( <b>If no, go to Part 3: Additional Information</b> )
	3. Don't know ( <b>Go to Part 3</b> )
	4. Not Applicable ( <b>Go to Part 3</b> )

**Q3.2.** If yes, was the data **scored/evaluated** for 2013-2014?

	1. Yes
X	2. No ( <b>If no, go to Part 3: Additional Information</b> )
	3. Don't know ( <b>Go to Part 3</b> )
	4. Not Applicable ( <b>Go to Part 3</b> )

**Part 3: Additional Information**

**A1.** In which academic year did you **develop** the current assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
X	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet <b>developed</b> a formal assessment plan

**A2.** In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
X	9. Have not yet <b>updated</b> the assessment plan

**A3.** Have you developed a curriculum map for this program?

X	1. Yes
	2. No
	3. Don't know

**A4.** Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

X	1. Yes
	2. No
	3. Don't know

## **Graduate Student Survey:**

On May 15<sup>th</sup> and June 2<sup>nd</sup>, 2014, 58 Curriculum & Instruction and Gender Equity graduates were sent a google.com survey requesting feedback on their MA program experience. Graduates who were sent this survey graduated in the past three years.

Former MA students were sent this message: Please provide feedback about the program and your career journey after completing your degree on the Google Survey below. Your participation is appreciated and is completely voluntary.

<https://docs.google.com/forms/d/1w87GEOEClftbKCY5JVEyenwdDFokOEhMgJCKKRd39w/viewform>

Ten former MA students replied to the survey. One reason for the low response may have been due to the lack of correct email addresses for the former students.

Questions on the survey requested feedback on the following: strengths and weakness of the MA programs, suggestions for improvements to the programs, strategies for completed thesis/projects, role of advisors, and highlights of CSUS experience. Other questions on the survey were focused on obtaining a MA degree and job and career advancement.

### **Strengths of the program:**

- All 10 former students responded that faculty, mainly thesis/project advisor, was the strength of the program. One student mentioned that the class structure of picking courses was a strength. Another student commented on the skill she gained to evaluate and plan professional development trainings which she uses at her school site.

### **Weakness of the program:**

- Three students characterized some faculty as “weak” and not --well-suited to teach the course they were assigned. One student mentioned “lack of involvement of staff help” as a weakness.

In fall 2012 the College of Education reorganized. This change allowed for different faculty members to teach for the Curriculum & Instruction and Gender Equity Programs. As a result, there has been more dialogue and input about the quality of instruction among faculty and the Chair, Graduate and Professional Studies in Education (GPSE). The reorganization also allowed for more assistance from staff in helping students with paperwork and addressing their questions.

### **Would you recommend the program to others:**

- Nine out of 10 former students would recommend the program to others. Most shared that they would recommend the program, only if staffing changes were made to replace some faculty members. (Faculty staffing changes were made.) One student shared they would only recommend the program if it were one in which a student could earn a teaching credential and master’s degree.

**Students were asked the following three questions:**

- **I believed my department provided me with good academic advisement during the course of my program.** Nine out of 10 former students either agreed or strongly agreed. One student disagreed with this statement.
- **I believe that my graduate program challenges me intellectually.** All 10 students either agreed or strongly agreed.
- **I believe I received a good education in my graduate program.** All ten either agreed or strongly agreed.

**What did you like best about the CSUS MA program:**

- Former students shared: The flexibility to choose electives; the cohesiveness of the group of student who I took courses with; working with my faculty advisor; learning how to become a stronger teacher; goals are clearly defined from the start; caring faculty and advisors; and being able to customize my classes to best suit my research needs.

**Highlights of CSUS MA experience:**

- Students stated the following: courses in the program; meeting other students and forming a self-made cohort; and constant support from their advisor.

**Did your degree open opportunities for career advancement or promotion:**

- Seven of the 10 former students stated that their MA degree opened doors for them professionally. Three of the 10 stated responded no with no explanation.

This survey will be resent again in January 2015 which will include feedback from 25 recent graduates.

**A5. Does the program have any capstone class?**

X	1. Yes
	2. No
	3. Don't know

**A5.1. If yes, please list the course number for each capstone class:**

- EDTE 505: Culminating Experience, Curriculum & Instruction
- EDTE 506: Culminating Experience, Behavioral Science

**A6. Does the program have ANY capstone project?**

X	1. Yes
	2. No
	3. Don't know

**A7. Name of the academic unit:** Curriculum & Instruction; Behavioral Science, Gender Equity

**A8. Department in which the academic unit is located:** Graduate and Professional Studies in Education

**A9. Department Chair's Name:** Dr. Susan Heredia

**A10.** Total number of annual assessment reports submitted by your academic unit for 2013-2014: [1]

**A11.** College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
X	3. Education
	4. Engineering and Computer Science
	5. Health and Human Services
	6. Natural Science and Mathematics
	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

***Undergraduate Degree Program(s):***

**A12.** Number of undergraduate degree programs the academic unit has: [0]

**A12.1.** List all the name(s): [\_\_\_\_\_]

**A12.2.** How many concentrations appear on the diploma for this undergraduate program? [\_\_\_ \_\_\_]

***Master Degree Program(s):***

**A13.** Number of Master's degree programs the academic unit has: 2

**A13.1.** List all the name(s): Curriculum & Instruction; Behavioral Science, Gender Equity

**A13.2.** How many concentrations appear on the diploma for this master program? 0

***Credential Program(s):***

**A14.** Number of credential degree programs the academic unit has: 0

**A14.1.** List all the names:

***Doctorate Program(s)***

**A15.** Number of doctorate degree programs the academic unit has: [0]

**A15.1.** List the name(s): [\_\_\_\_\_]

**A16.** Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit\*?

	1. Yes
X	2. No

\*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.



# Rubric for Literature Review

*Instructor Name*

*instructor@email.com • 404.531.4523 • Office hours 11:30AM - 1:30 Tue & Thur*

(Scores are based on a preponderance of criteria for each category, not necessarily the presence of each criterion)

\*[American Psychological Association.](#) (2010) *The Publication Manual of the American Psychological Association* (6th ed.) Washington, DC: Author. ISBN 9781433805622

Criteria	Needs Improvement (1)	Meets Expectations (3)	Exceeds Expectations (4)	Score
<p><i>Guiding Question #1:</i> How well do the title, topic statement and introductory information orient the reader to the review?</p>	<p>a. There is no reference to the topic, educational field, or audience. b. There is no topic statement. c. The title is inappropriate and does not describe the topic.</p>	<p>a. The writer makes the reader aware of the overall issue, challenge, or topic to be examined. b. Topic is stated but clarity and/or focus could be better. c. The title does not adequately describe the topic.</p>	<p>a. The writer introduces the topic and the relevance to (1) the educational field. and (2) the chosen audience. The introduction lays groundwork for the direction of the paper. b. Topic is clearly stated and appropriately focused. c. The title is appropriate and adequately describes the topic.</p>	<p>Weight: 5% of paper grade.</p>
<p><i>Guiding Question #2:</i> how well organized and structured is the review?</p>	<p>a. Information seems to be disorganized and has little to do with the main topic b. Develops ideas in one continuous chunk or in overlapping chunks or in sections not clearly marked. c. If sections are present, may have one or more sections with only one subheading. d. Outline of the hierarchy of ideas is not clear or marked by headings and subheadings. e. May present topics or ideas of equal importance at unequal heading levels or may not mark topics or ideas of</p>	<p>a. There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order. b. Ideas are generally well developed, though there is some lack of clarity c. Develops most sections with either no subsections or at least two subsections (APA*,p.62) d. Outline of the hierarchy of ideas is generally clear but not always marked by headings and subheadings. e. Presentations of topics of equal</p>	<p>a. The paper flows from general ideas to specific conclusions and/or vice-versa. All sections follow a logical order. Transitions tie together sections as well as individual paragraphs. b. Develops ideas in clearly marked sections c. Each section with either no subsections or at least two subsections (APA, p.62) d. Outlines the hierarchy of ideas in the review by using headings to convey the sequence and levels of importance (APA, p. 62)</p>	<p>Weight: 20% of paper grade</p>

	<p>equal importance at all</p> <p>f. May not use tables or figures when appropriate or may use them but not tell the reader what to look for.</p> <p>g. Examples are either lacking or ineffective (i.e., do not relate to the main idea in the paper or paragraph)</p>	<p>importance at the same heading level in not necessarily consistent throughout the review (APA, pp. 62-63)</p> <p>f. Uses tables and/or figures to summarize ideas when appropriate but doesn't "always tell the reader what to look for ...and provides sufficient explanation to make them readily intelligible" (APA, p. 125)</p> <p>g. Are included, though not always; reader needs specific details or quotes that the writer does not provide.</p>	<p>e. Presents topics of equal importance at the same heading level throughout the review (APA, pp.62-63)</p> <p>f. Tables and/or figures to summarize ideas when appropriate and "always tell[s] the reader what to look for...and provides sufficient explanation to make them readily intelligible" (APA,[/ 125)</p> <p>g. Provides examples and quotes that answer the reader's questions and add depth of understanding.</p>	
<p><i>Guiding Question 3:</i> How well is the literature documented and reviewed?</p>	<p>a. Discusses literature tangentially relevant to the research question or problem or includes literature for purely historical reasons.</p> <p>b. Provides too much or insufficient elaboration.</p> <p>c. Treats controversies or other information in the research with bias or engages in as hominem attacks</p> <p>d. Provides inadequate logical connections among referenced works past and present as they relate to the research question or problem (i.e., uses the literature to build a theoretical argument or framework)</p> <p>e. cites and discusses few or no reports of empirical studies relevant to the research question or problem</p> <p>f. cites and uses few or no relevant theoretical articles, methodological articles, and case studies when these articles are available.</p> <p>g. uses quotations when paraphrase is appropriate or quotes inaccurately and/or unconventionally</p> <p>h. does not credit all sources (plagiarism)</p> <p>i. does not use reference citations appropriately in text (APA, pp. 207-214)</p>	<p>a. Discusses most literature pertinent to the research question or problem while avoiding an exhaustive historical review</p> <p>b. Elaborates on ideas but not necessarily sufficiently for the widest possible professional audience"(APA, p. 71)</p> <p>c. Treats most controversies in the research fairly and avoids ad hominem attacks</p> <p>d. Developes logical connections among referenced works past and present as they relate to the research question or problem but does not use the literature to build a theoretical argument or framework</p> <p>e. Cites and uses some relevant theoretical articles, methodological articles, and case studies as appropriate.</p> <p>g. Some quotations are not used appropriately, accurately, or conventionally (APA, pp. 117-120)</p> <p>h. Credits most sources whether paraphrasing or quoting</p> <p>i. Uses most reference citations appropriately in text (APA, pp. 207-214)</p>	<p>a. Discusses the literature pertinent to the research question or problem while avoiding an exhaustive historical review</p> <p>b. Elaborates on ideas sufficiently for the widest possible professional audience while avoiding "a complete digest" (APA, p. 71)</p> <p>c. Treats controversies in the research fairly and avoids as hominem attacks</p> <p>d. Develops logical connections among referenced works past and present as they relate to the research question or problem (i.e., uses the literature to build a theoretical argument or framework)\</p> <p>e. Cites and discusses reports of empirical studies relevant to the research question or problem</p> <p>f. Cites and uses relevant theoretical articles, methodological articles, and case studies as appropriate</p> <p>g. Uses quotations appropriately, accurately, and conventionally ( APA, pp. 117-120)</p> <p>h. Credits all sources whether paraphrasing or quoting</p> <p>i. Uses reference citations</p>	<p>Weight: 35% of paper grade</p>

			appropriately in text (APA, pp. 207-214)	
<p><i>Guiding Question 4:</i> How clearly does the review express ideas and reduce bias in language?</p>	<p>a. Mistakes in grammar, spelling, and/or punctuation cause confusion and show lack of concern for quality of writing.</p> <p>b. Presents ideas more or less randomly with some discontinuity in words, concepts, and thematic development</p> <p>c. Demonstrates one or more of the following: “redundancy, wordiness, jargon, evasiveness, overuse of the passive voice, circumlocution, and clumsy prose” (APA, pp. 67-68)</p> <p>d. Present ideas conventionally either occasionally or consistently</p> <p>e. Uses words that are not fair to individuals/groups (describes at appropriate level of specificity, is sensitive to labels, acknowledges participation, avoids ambiguity in sex identity/role, uses preferred terms to refer to sexual orientation, demonstrates specificity and sensitivity in references to racial/ethnic identity, uses “non handicapping” language refers appropriately to age (APA, pp. 71-77)</p>	<p>a. There are some mistakes in punctuation and other mechanics of style as covered in APA Ch. 4</p> <p>b. Some lack of continuity in presenting ideas in “...words, concepts, and thematic development from the opening statement to the conclusion” (APA, p. 65)</p> <p>c. The writing is generally clear, but information is not always communicated smoothly through transitions from one topic or subtopic to the next</p> <p>d. Presents most ideas economically and avoids “redundancy, wordiness, jargon, evasiveness, overuse of the passive voice, circumlocution, and clumsy prose” (APA, p. 67)</p> <p>e. Presents most ideas conventionally (use of verbs, subject-verb agreement, pronoun-antecedent agreement, use of modifiers, use of relative pronouns and subordinate conjunctions, parallel construction) (APA, pp. 77-86)</p> <p>f. Generally uses words that are fair to individuals/groups (describes at appropriate level of specificity, is sensitive to labels, acknowledges participation, avoids ambiguity in sex identity/role, uses preferred terms to refer to sexual orientation, demonstrates specificity and sensitivity in references to racial/ethnic identity, uses “non handicapping” language, refers appropriately to age (APA, pp. 71-77)</p>	<p>a. There are no (or very few) mistakes in grammar, spelling, punctuation and other mechanics of style as covered in APA Ch. 4.</p> <p>b. Presents ideas in an order and “...aim[s] for continuity in words, concepts, and thematic development from the opening statement to the conclusion” (APA, p. 65)</p> <p>c. communicates information smoothly through transitions from one topic or subtopic to the next</p> <p>d. Presents ideas economically and avoids “redundancy, wordiness, jargon, evasiveness, overuse of the passive voice, circumlocution, and clumsy prose” (APA, p. 67)</p> <p>e. Presents ideas conventionally (use of verbs, subject-verb agreement, pronoun-antecedent agreement, use of modifiers, use of relative pronouns and subordinate conjunctions, parallel construction) (APA, pp. 77-86)</p> <p>f. Uses words that are fair to individuals/groups (describes at appropriate level of specificity, is sensitive to labels, acknowledges participation, avoids ambiguity in sex identity/role, uses preferred terms to refer to sexual orientation, demonstrates specificity and sensitivity in references to racial/ethnic identity, uses “non handicapping” language, refers appropriately to age (APA, pp. 71-77)</p>	
<p><i>Guiding Question 5:</i> How well does the concluding discussion</p>	<p>a. There is little or no indication that the writer tried to synthesize the</p>	<p>a. The writer provides concluding remarks that show an analysis and</p>	<p>a. The writer makes succinct and precise conclusions based on a</p>	<p>Weight: 10% of</p>

## Appendix B

# Rubric For Argumentative Paper

*Instructor Name*

*instructor@email.com • 404.531.4523 • Office hours 11:30AM - 1:30 Tue & Thur*

(Scores are based on a preponderance of criteria for each category, not necessarily the presence of each criterion)

Criteria	Poor (1-2)	Good (3-4)	Excellent (5)	Score
<i>Introduction</i> Thesis Statement; Orientation to reader	<p>a. There is no reference to the topic, controversial issue, or audience</p> <p>b. There is no thesis statement</p> <p>c. The title is inappropriate and does not describe the topic.</p>	<p>a. the writer makes the reader aware of the overall controversial issue, challenge, or topic to be examined.</p> <p>b. Thesis is stated but clarity and/or focus could be better.</p> <p>c. The title does not adequately describe the topic.</p>	<p>a. The writer introduces the controversial issue and/or topic and the relevance to (1) educational technology; and (2) the chosen audience. The introduction lays groundwork for the direction of the paper.</p> <p>b. Thesis is clearly stated and appropriately focused.</p> <p>c. The title is appropriately and adequately describes the topic</p>	<p>Weight: 5% of paper grade</p> <p>Score: (1...5) x 1</p>
<i>Body</i> Structure; Flow; Organization and Development	<p>a. The paper has little to no direction, with disjointed subtopics.</p> <p>b. Text is repetitious.</p> <p>c. Information seems to be disorganized and has little to do with the main topic.</p> <p>d. Lacks a thesis or controlling idea.</p> <p>e. Sentences do not relate to the paragraph's main idea.</p> <p>f. Paragraphs do not clearly or effectively relate to the paper's thesis or controlling</p>	<p>a. there is a basic flow from one section to the next. but not all sections or paragraphs follow in a natural or logical order.</p> <p>b. Ideas are clear, but there is a lack of extra information.</p> <p>c. Information relates to main topic. Details and amount of information are sparse.</p> <p>d. Includes a basic thesis or controlling idea.</p>	<p>a. The paper flows from general ideas to specific conclusions and/or vice-versa. All sections follow a logical order. Transitions tie together sections as well as individual paragraphs.</p> <p>b. Ideas are clear, original and focused. Main idea stands along with details.</p> <p>c. Information clearly relates to the main thesis. It includes several supporting details and/or examples.</p> <p>d. Provides a clear and compelling thesis.</p>	<p>Weight: 20% of paper grade</p> <p>Score: (1...5) x 4</p>

	<p>idea.</p> <p>g. Examples are either lacking or ineffective (i.e., do not relate to the main idea in the paper or paragraph)</p>	<p>e. Sentences mostly relate to the paragraph's main idea.</p> <p>f. Paragraphs generally though not always relate to the thesis or controlling idea.</p> <p>g. Examples are included, though not always; reader needs specific details or quotes that the writer does not provide.</p>	<p>e. Sentences clearly relate to the paragraph's main idea.</p> <p>f. Paragraphs clearly and effectively relate to and support the thesis.</p> <p>g. Writer provides examples and quotes that answer the reader's questions and add depth to the writer's ideas.</p>	
<p><i>Content</i> Weaving together thorough investigation of the issue with evaluation of multiple forms of evidence.</p>	<p>a. The writer has omitted major sections of pertinent content or content runs on excessively.</p> <p>b. The writer quotes other material excessively.</p> <p>c. The ideas presented have little significance to the discipline and/or the audience.</p> <p>d. Text is repetitious.</p> <p>e. There is no central theme.</p> <p>f. Ideas in the paper are irrelevant or not worthy of the reader's consideration.</p> <p>g. Sources are primarily from the popular press and/or the paper consists primarily of personal opinions.</p>	<p>a. the writer includes all the sections of pertinent content, but does not cover them in as much depth or detail as the audience/reader expects.</p> <p>b. The significance to the discipline is evident.</p> <p>c. Ideas are clear, but more information is needed.</p> <p>d. Ideas in the paper are mostly (but not all) relevant and worthy of the reader's consideration.</p> <p>e. an acceptable number of sources are evaluated and cited, though not necessarily representing multiple forms of evidence.</p>	<p>a. The writer covers the appropriate content in depth without being redundant.</p> <p>b. The writer cites sources when specific statements are made. The sources/evidence are derived from multiple forms.</p> <p>c. The significance of quotes, when used, is apparent.</p> <p>d. The length is appropriate.</p> <p>e. Ideas are clear, original, and focused. Main idea stands out, along with details.</p> <p>f. Ideas in the paper are compelling, even original; they are not self-evident.</p>	<p>Weight: 35% of paper grade</p> <p>Score: (1...5) x 7</p>
<p><i>Clarity and Correctness of the Writing</i> Conforms to APA guidelines for writing clearly &amp; concisely (APA, Ch 3) and mechanics of style (Ch. 4)</p>	<p>a. It is difficult for the reader to understand what the writer is trying to express.</p> <p>b. Writing is convoluted and/or rambles. Out of conformity with APA guidelines in Ch. 3</p> <p>c. Mistakes in grammar, spelling, and/or punctuation cause confusion and show</p>	<p>a. The writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. APA Ch.3 guidelines are not fully adhered to.</p> <p>b. Paragraph or sentence structure is repetitive.</p>	<p>a. The writing is clear and concise and in conformity with APA Ch.3 guidelines.</p> <p>b. There are no (or very few) mistakes in grammar, spelling, punctuation and other mechanics of style as covered in APA Ch. 4</p> <p>c. The writing does not ramble; the paper is carefully written and edited.</p>	<p>Weight 15% of paper grade</p> <p>Score: (1...5) x 3</p>

	<p>lack of concern for quality of writing. Out of conformity with APA Ch.4</p> <p>d. The writing is vague or it is difficult to understand what the writer is trying to express.</p>	<p>c. Some mistakes in grammar, spelling, and/or punctuation exist, but they do not cause confusion; they suggest negligence, not indifference.</p> <p>d. Some mechanics of style covered in APA Ch. 4 are neglected.</p>		
<p><i>Conclusion</i> Synthesis of ideas and culminating in a research question, or suggestions for further research, or finalizing with a clear position.</p>	<p>a. There is little or no indication that the writer tried to synthesize the information or draw conclusions based on the focus of the paper.</p> <p>b. No follow-up question(s) or suggestions are offered to the reader, or the position is not restated and made clear to the reader as a conclusion.</p>	<p>a. The writer provides concluding remarks that show an analysis and synthesis of ideas and information. Some of the conclusions, however, are not supported in the body of the paper.</p> <p>b. Follow-up questions or suggestions are offered to the reader, or the writer's position is restated to make it clear to the reader.</p>	<p>a. The writer makes succinct and precise conclusions based on a substantive analysis and synthesis of ideas and information</p> <p>b. Insights into the controversial issue/topic are appropriate.</p> <p>c. Conclusions are strongly supported within the paper.</p>	<p>Weight: 10% of paper grade</p> <p>Score (1...5) x 2</p>
<p>Proper APA Format</p>	<p>a. The writer does not include in-text citations for statements made in the review.</p> <p>b. References that are included in the References list are not cited in the text.</p> <p>c. An insufficient number of sources are cited and/or not accurately documented.</p> <p>d. The paper is not written in APA style or contains multiple APA errors in formatting, organization and/or construction.</p> <p>e. Scholarly sources are not cited in text and reference list.</p>	<p>a. The writer cites sources within the body of the review and includes a corresponding references list. Some formatting problems exist or some elements are missing.</p> <p>b. Paper is in APA style but with some errors in formatting, organization, and/or construction.</p> <p>c. Most sources are cited, but with some errors.</p>	<p>a. The writer includes all necessary citations in the body of the review.</p> <p>b. the references in the list match the in-text citations and all are properly cited in APA style.</p> <p>c. Numerous sources are cited. All sources are accurately documented.</p> <p>d. Accurately adheres to APA style in formatting, organization, and construction</p>	<p>Weight: 15% of paper grade.</p> <p>Score: (1...5) x 3</p>
			<p><b>Total Score =</b></p>	

<p>synthesize ideas and provide implications for further consideration?</p>	<p>information or draw conclusions based on the focus of the paper.  b. No follow-up question(s) or suggestions are offered to the reader, or the position is not restated and made clear to the reader as a conclusion.</p>	<p>synthesis of ideas and information. Some of the conclusions, however are not supported in the body of the paper.  b. Follow-up questions or suggestions are offered to the reader, or the writer’s position is restated to make it clear to the reader.</p>	<p>substantive analysis and synthesis of ideas and information.  b. Insights into the controversial issue/topic are appropriate  c. conclusions are strongly supported within the paper.</p>	<p>paper grade</p>
<p><i>Guiding Question 6:</i>  How well does the review follow APA editorial style?</p>	<p>a. The writer does not include in-text citations for statements made in the review.  b. References that are included in the References list are not cited in the text.  c. An insufficient number of sources are cited and/or not accurately documented. Scholarly sources are not cited in text and reference list.  d. Demonstrates consistent noncompliance with the APA Editorial Guidelines “to ensure clear, consistent presentation of the printed word” in matters of punctuation, hyphenation, spelling, abbreviations, tables, headings, grammar, citations, and references (APA, p. 77)  e. Presents statistics in text in a manner that conflicts with APA conventions (pp. 138-147)</p>	<p>a. The writer cites sources within the body of the review and includes a corresponding references list.  b. Some formatting problems exist or some elements are missing. Most sources are cited, but with some errors.  c. Paper is in APA style but with some errors in formatting, organization, and/or construction.  d. Demonstrates occasional noncompliance with the APA Editorial Guidelines “to ensure clear, consistent presentation of the printed word” in matters of punctuation, hyphenation, spelling, abbreviations, tables, headings, grammar, citations, and references (APA, p. 77)  e. Presents statistics in text in a manner that occasionally conflicts with APA conventions (pp. 138-147)</p>	<p>a. The writer includes all necessary citations in the body of the review.  b. The references in the list match the in-text citations and all are properly cited in APA style.  c. Numerous sources are cited. All sources are accurately documented.  d. Demonstrates compliance with the APA Editorial Guidelines “to ensure clear, consistent presentation of the printed word” in matters of punctuation, hyphenation, spelling, abbreviations, tables, headings, grammar, citations, and references (APA, p. 77)  e. Presents statistics in text in accordance with APA conventions (pp. 138-147)</p>	<p>Weight:  15% of paper grade</p>
			<p><b>Total</b></p>	