

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
PROGRAM – SPECIAL EDUCATION  
Syllabus for EDSE 702 Section 001**

**Managing Resources for Special Education Programs  
(3 credits)**

Semester and Year: Fall, 2011

Course day/time: Wednesdays, 7:20-10:00 pm

Course location: Fairfax Campus: Robinson B118

**PROFESSOR:**

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**COURSE DESCRIPTION:**

**EDSE 702: Managing Resources for Special Education Programs (3:3:0).**

*Prerequisites: None.*

Examines development and delivery of specialized programs for exceptional learners. Topics include implementation of Individualized Education Plans via Universal Design, financial and human resource allocation and management, effective supervision and evaluation, and student outcome documentation.

**NATURE OF COURSE DELIVERY**

**Learning activities include the following:**

- Discussion of material read in preparation for course sessions.
- Student participation in small group and cooperative learning activities, including analysis of readings as applied to case-based scenarios.
- Student self-assessment of progress throughout the course.
- Access and analyze materials and resources using a variety of medium, including Blackboard, web-based resources, and professional peer-reviewed journal articles.
- Application activities in support of course concepts.
- Instructor-student dialogue and interactions during and outside of class sessions that bring relevance and heightened skills, knowledge, and insights to the students and Instructor, with a focus on strengthening lifelong learning skills in the professional and ethical practice of special education.

**LEARNER OUTCOMES**

This course is designed to enable students to:

- Identify current issues in special education administration by analyzing and synthesizing the integral elements of effective policies in special education, including the role of economics, families, federal and state agencies, and professional organizations and legislative/regulatory action.
- Display an awareness of and apply best practices to facilitate the development, implementation and evaluation of special education programs in the context of curriculum and instruction.
- Create a school site budget that promotes the school vision and mission and supports exceptional learners.
- Allocate human resources efficiently and effectively and support exceptional learners in the process.

- Demonstrate the ability to utilize a variety of problem solving, conflict resolution and decision-making processes.
- Understand development and management of special education budgets
- Understand how to engage in activities that result in acquisition of federal, state and local grant monies and management of facilities, equipment and services necessary for effective special education service delivery.
- Articulate a plan for managing a system-wide program for learner's with special needs.

## **PROFESSIONAL STANDARDS**

### **Course's Relationship to Program Goals and Professional Organization**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization.

The CEC Standards are listed on the following web site: <http://www.cec.sped.org> . Look in the second column on the left, and click on "Professional Standards." On this page, to the right, there is a red book PDF document titled "What Every Special Educator Must Know." The CEC Standards for all beginning special education administrators are located in this document. The primary CEC standards that will be addressed in this class are Standards 3, 7 and 8, which are stated as follows:

#### **Special Education Content Standard 3: Individual Learning Differences**

Special educators understand the effects that an exceptional condition<sup>2/</sup> can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

#### **Special Education Content Standard 7: Instructional Planning**

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special

educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

### **Special Education Content Standard 8: Assessment**

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs.

### **COURSE TEXTS AND MATERIALS**

#### **Required Texts:**

Bateman, D., Bright, K. L., O'Shea, D.J., & Algozzine, B. (2007) *The special education program administrator's handbook*. Boston: Pearson, Allyn and Bacon.

American Psychological Association (2001). *Publication manual (5<sup>th</sup> ed.)*. Washington, DC: Author.

#### **Supplemental Readings (Available via Blackboard):**

Baker, P. H. (2005). Managing student behavior: How ready are teachers to meet the challenge? *American Secondary Education*, 33(3), 51-64.

Crockett, J. B. (2002). Special education's role in preparing responsive leaders for inclusive schools. *Remedial and Special Education*, 23(3), 157-168.

Bills, D. B. (2003). Credentials, signals, and screens: Explaining the relationship between schooling and job assignment. *Review of Educational Research*, 73(4), 441-469.

Boe, E. E., & Cook, L. H. (2006). The chronic and increasing shortage of fully certified teachers in special and general education. *Exceptional Children*, 72(4), 443-460.

Brigham, F. J., Gustashaw, W. E., III, & Brigham, M. S. (2004). Scientific practice and the tradition of advocacy in special education. *Journal of Learning Disabilities*, 37(3), 200-206.

Elmore, R. F. (2002). *Bridging the gap between standards and achievement*. Washington, DC: The Albert Shanker Institute.

**Required Access to Course Blackboard Site:** GSE Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions (e.g., in response to queries or information requested by students). There will also be materials and websites on the Bb site for supplemental resources (choices for these resources may vary from student to student, depending on interest and focus during the semester).

### **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:**

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

***Keep Products from This Course for Future Use in Your Professional Portfolio!***

*Retain electronic copies of all course products to document their progress through the GSE Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that document your satisfactory progress through the GSE program and the CEC performance based standards. As the program moves towards electronic portfolios, it will be even more important to have artifacts (i.e., scored assignments) saved electronically.*

### **COURSE EXPECTATIONS**

George Mason University Email: <http://mserver3.gmu.edu/>

From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

*George Mason Blackboard:* <http://blackboard.gmu.edu> GSE Blackboard will be used to post important information for this course (and others) and in completing some course assignments. Materials, resources, dialogues, notes, and other types of information will be housed on this course's Blackboard web site.

*George Mason Patriot Web:* <https://patriotweb.gmu.edu/>

This is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

*George Mason University Honor Code:* <http://www.gmu.edu/facstaff/handbook/aD.html>

This URL defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing. In an effort to maintain trust in the classroom as well as provide a prerequisite for deterring plagiarism, *Turnitin*, a plagiarism detection service, may be used to evaluate materials submitted by students for evaluation.

*Advising:*

While there are no *required* prerequisites for this course, it is strongly recommended that students seeking either the Certificate in Special Education Leadership or the M.Ed. in Education Leadership with a Concentration in Special Education Leadership complete courses in a specific order. Please contact your program advisor for the recommended sequence of courses and to monitor your progress throughout your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at [jtemple1@gmu.edu](mailto:jtemple1@gmu.edu). Please be prepared with your G number when you contact her.

*Writing Resources and Support:*

APA Formatting Guidelines are also available at <http://www.psywww.com/resource/apacrib.htm>. This website is offered as a companion to the APA style manual. *However, it should not be considered a substitute for directly consulting the APA manual, 5<sup>th</sup> edition for standard of procedures for applying APA style.* Additional APA help URLs are available on the GSE library URL and may be available on the course Blackboard site. Caution with using web sites or resources other than the APA manual because some may have erroneous information on them.

Another type of writing support during this course is available via the George Mason University Writing Center for support in writing (support needs will vary among students). The web site for the Writing Center is: <http://writingcenter.gmu.edu/>. Many resources are available both on site and on the web, and students can now conveniently register online for appointments.

*Absences:*

Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have two colleagues in the course for this). Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you. Recommended, but not required, is that you notify the Instructor about absences in advance or within 24 hours after an absence. Be aware any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up.

*Assignments and Readings and Due Dates:*

For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at

<http://www.gse.gmu.edu> for a listing of these dispositions), and complete all assignments with professional quality in a timely manner.

**COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA**

- Grades:  
 A = 94-100  
 A- = 90-93  
 B+ = 86-89  
 B = 80-85  
 C = 79-70  
 F = <70

Attendance and Participation	20 points
Division Implementation Plan with **Budget Allocation (15 pts.) **Staffing Allocation (15 pts.) Individual Case Study (15 pts.)	45 points
Class presentation and Discussion	15 points
Additional Written Activities / Quizzes	20 points
Total	100 points

\*Late assignments will only be accepted by prior arrangement with the instructor. If an emergency occurs please notify the instructor in advance.

\*\*Required performance elements for Task Stream

**COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA**

The major assignment of this class is comprised of three parts: an Individual Case Study and a Division Implementation Plan (group development of a budget and staffing proposal) as well as a presentation. Together, the project is 60 points, or 60% of your grade.

- **Individual Case Study**  
 For the Individual Case Study you will select one school building within your district, conduct a needs assessment to identify the current special education instructional service delivery environments, IEP—direct and related service requirements of students enrolled in the school, staffing needs to implement required services, and budget requirements in order to develop a comprehensive special education service delivery plan. Students will conduct a literature review of current instructional models; develop a class presentation, and facilitate a class discussion about the project.
  - Write a ten-page synthesis paper presenting the implementation plan, justification for plan design, literature regarding the topic, summarizing the pros and cons of the choices, and reviewing implications for practice and policy.
  - Identify one primary article or chapter and a reference list of at least three other articles, books or chapters to be posted on Blackboard, which include instructional design and finance relevant to your plan.
  - Develop and share a presentation of implementation plan with follow-up discussion questions.

- **Division Implementation Plan**

For the Division Implementation Plan you will work as part of a group. Each member of the group will have an Individual Case Study to share, which is the school that they have selected and studied. Together, each school identified in the Case Study will make up the “school division,” As a group, you will develop a budget, using the budget information provided. Further detail regarding the budget assignment follows with the Signature Assignment 1 identification. You will also develop a staffing allocation proposal. Further detail is also provided in the Signature Assignment 2 document. Your group will present the Division Plan with each member also presenting their individual in the order or within the format decided on by the group.

In addition to the major assignments, grades will be assigned as follows:

**Participation (20 %):** Before each class: Read the assigned readings to facilitate informed participation in discussions and case study activities. Students are expected to attend all class sessions on time. In case an emergency prevents a student from attending class, please call or e-mail the instructor in advance.

**Additional Written Activities / Quizzes (20%):** Respond to any additional online or in-class activities provided to assess your content knowledge or ability to apply the information discussed.

### Tentative Class Schedule

Date	Topic	Readings and Assignments
Aug 31	Introduction, Discussion of Syllabus, Conceptual Framework of Course, Role of Special Education Administrator	Course Handouts; Begin weekly writing assignments and participation preparation; Crockett article
Sept 7	Leadership in Administration, Legal Review	Bateman Chapters 1-2; Baker article
Sept 14	Models of Special Education Administration and Organization of Schools	Kealy article, Bateman Chapters 3-4
Sept 21	Building a Community with Vision and Mission	Brigham article; Vaughn article; Quiz
Sept 28	Special Education Programming	Bateman Chapters 5-6 article tbd on discussions
Oct 5	Special Education Programming	Bateman Chapters 7-9 article tbd on discussions
Oct 12	Personnel and Resources	Bateman Chapters 17-18 & 20; Boe article; McLeskey article
Oct 19	Supervision of Instruction and Personnel	Bateman Chapter 19; Bills article
Oct 26	Special Education Funding	Bateman Chapter 12 article tbd on discussions
Nov 2	Special Education Budgeting	Bateman Chapter 13 article tbd on discussions
Nov 9	Collaboration with Stakeholders	Bateman Chapters 14-16 article tbd on discussions
Nov 16	Curriculum Integration	Boone article; Fuchs article
Nov 23	Thanksgiving Break	Bateman Chapter 11 and 12
Nov 30	High Stakes Testing and Student Outcomes	Elmore article; Smith article; Rtl article
Dec 7	Integration of Research to Practice, Presentations	Presentations
Dec 14	Presentations	Presentations; Individual and Division Plans (written materials) due to task stream and to the digital drop box

**SIGNATURE ASSIGNMENT # 1—BUDGET ALLOCATION**  
**(Required Performance for EDLE 614/EDSE 702)**  
**15 points**

Rationale:

Budget allocations must be prepared in a fashion that is both comprehensive and clearly understood by school personnel, central office administrators, and parents. The primary goal of this assignment is to help students learn how to take a site budget dollar amount; allocate it among needs at the school site consistent with the school’s vision, mission, and goals; and present the allocation in a brief written statement, in detail using numbers, and orally to multiple constituents. (Note: The oral portion is not part of this assignment sheet, but will occur during class.)

Product:

Students are required to submit two written pieces for this assignment:

1. A brief overview of the budget that includes a clear rationale for the allocation of funds—this may not be longer than one single-spaced page and **must be in memo format**. It serves as a cover memo for #2 below. There will be one cover memo for each school.
2. A spreadsheet that shows the dollar amount allocated to each relevant budget category and the fact that the budget balances

Suggestions:

1. Your cover memo should be as brief as possible, but it also needs to be clear. It should be written with the person who misses your budget meeting in mind. In other words, you want to state all the important thinking that went into the budget to avoid future arguments as much as possible.
2. Be certain your cover memo has a clear thesis—“My rationale for this budget allocation is \_\_\_\_\_ because \_\_\_\_\_.” Support your thesis with strong reasoning in the rest of the statement.
3. Your spreadsheet should be simple enough for your grandmother to be able to understand it. Teachers are most concerned about who gets what relative to their own budgets, so you need to make certain that comparisons are easily made.
4. Remember, this is a group project. Before you begin, be certain to get clear agreements and understanding regarding the following:
  - How and when will you communicate and/or meet with one another while working on the project?
  - What work will be divided up and how?
  - What work requires approval from the whole group before going forward?
  - What deadlines will you need to meet along the way to insure that your assignment is ready on time?

**BUDGET ALLOCATION  
ASSESSMENT RUBRIC**

	<b>4 Exceeds Expectations</b>	<b>3 Meets Expectations</b>	<b>2 Approaching Expectations</b>	<b>1 Falls Below Expectations</b>
<b>Cover Memo— School Factors (ELCC 3.1) (20%)</b> The cover memo communicates the rationale for and highlights of the budget. It communicates a connection to student achievement.	The cover memo conveys a clear, persuasive, and comprehensive plan of action for an efficient and effective allocation of resources. It persuades the reader that this particular allocation of resources has a high probability of improving student achievement.	The cover memo conveys a plan of action for efficient allocation of resources. Effectiveness may not be as compelling. The cover memo clearly communicates the rationale behind resource allocation to improve student achievement.	The cover memo leaves open questions of effectiveness and efficiency, but intent is communicated. The connection to student achievement is ambiguous.	The cover memo lacks a clear direction and the rationale for resource allocation is not clear. No connection between the budget and student achievement is evident.
<b>Cover Memo— Context (ELCC 6.1) (5%)</b> The cover memo	The cover memo provides clear and persuasive analysis about economic factors impacting the	The cover memo discusses important factors impacting the site budget.	The cover memo mentions one or two economic factors in the general school	The cover memo fails to mention anything about economic factors impacting the site.

communicates the larger context in which the budget was developed.	site budget.		environment, but does not relate them directly to the site budget.	
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\*\*ELCC: Educational Leadership Constituent Council

	<b>4 Exceeds Expectations</b>	<b>3 Meets Expectations</b>	<b>2 Approaching Expectations</b>	<b>1 Falls Below Expectations</b>
Spreadsheet (ELCC 3.1) (65%) The spreadsheet contains all pertinent budget information and demonstrates equity, effectiveness, and efficiency.	The spreadsheet persuasively supports the cover memo and demonstrates an equitable, effective, and efficient allocation of resources. It is clearly laid out in a way that allows the reader to understand it quickly. Formatting is used effectively to convey meaning.	The spreadsheet is consistent with the cover memo and all required data can be easily understood. The deficit or surplus is clearly indicated. Equity, effectiveness, and efficiency may not all be readily apparent.	The spreadsheet has some positive features, but it does not indicate an equitable, effective, and/or efficient allocation of resources. Inconsistencies are apparent and formatting may impede understanding.	The spreadsheet does not appear to relate to the cover memo. It is difficult to follow and does not make proper use of the software.
Mechanics and accuracy (10%) Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.	The assignment is <b>free</b> of errors—both verbal and numerical.	The assignment has one or two errors.	The assignment has several errors.	The assignment has numerous errors.

**SIGNATURE ASSIGNMENT # 2—STAFFING ALLOCATION  
(Required Performance for EDLE 614/EDSE 702)  
15 points**

Rationale:

This assignment is very similar in format and requirements to the budget allocation assignment. The reason for this is that the needs are essentially the same—to present somewhat complicated data in a fashion that others can easily grasp. The focus, however, is very different and more complex.

Product:

Students are required to submit two written pieces for this assignment:

1. A brief, verbal overview of the staffing allocation that includes a clear rationale explaining how the staffing allocation serves the vision, mission, and goals of the school
2. A spreadsheet that shows staff FTE allocated to each course or grade level and the fact that the school has not exceeded its staffing allotment (any “understaffing” must be indicated)

Suggestions:

1. See the budget allocation assignment

**STAFFING ALLOCATION  
ASSESSMENT RUBRIC**

	<b>4 Exceeds Expectations</b>	<b>3 Meets Expectations</b>	<b>2 Approaching Expectations</b>	<b>1 Falls Below Expectations</b>
<b>Cover Memo— School Factors (ELCC 3.1) (20%)</b> The cover memo communicates the rationale for and highlights of the staffing allocation. It communicates a clear connection between the staffing allocation and student achievement.	The cover memo conveys a clear, persuasive, and comprehensive plan of action for an efficient and effective allocation of school staff. is persuasive that this particular allocation of school staff has a high probability of improving student achievement.	The cover memo conveys a plan of action for efficient allocation of school staff. Effectiveness may not be as compelling. It communicates the rationale behind staffing allocation to improve student achievement.	The cover memo leaves open questions of effectiveness and efficiency, but intent is communicated. A rationale is present, but the connection to student achievement is ambiguous.	The cover memo lacks a clear direction and the rationale for the staffing allocation is not clear. No connection between the staffing allocation and student achievement is evident.
<b>Cover Memo-- Context (ELCC 6.1) (5%)</b> The cover memo communicates the larger context in which the budget was developed.	The cover memo provides clear and persuasive analysis about economic factors impacting the staffing allocation.	The cover memo discusses important factors impacting the staffing allocation.	The cover memo mentions one or two economic factors in the general school environment, but does not relate them directly to the staffing plan.	The cover memo fails to mention anything about economic factors impacting the staffing plan.

	<b>4 Exceeds Expectations</b>	<b>3 Meets Expectations</b>	<b>2 Approaching Expectations</b>	<b>1 Falls Below Expectations</b>
<p>Spreadsheet (ELCC 3.1) (65%) The spreadsheet contains all pertinent budget information and demonstrates equity, effectiveness, and efficiency.</p>	<p>The spreadsheet persuasively supports the cover memo and demonstrates an equitable, effective, and efficient allocation of resources. It is clearly laid out in a way that allows the reader to understand it quickly. Formatting is used effectively to convey meaning.</p>	<p>The spreadsheet is consistent with the cover memo and all required data can be easily understood. The deficit or surplus is clearly indicated. Equity, effectiveness, and efficiency may not all be readily apparent.</p>	<p>The spreadsheet has some positive features, but it does not indicate an equitable, effective, and/or efficient allocation of resources. Inconsistencies are apparent and formatting may impede understanding.</p>	<p>The spreadsheet does not appear to relate to the cover memo. It is difficult to follow and does not make proper use of the software.</p>
<p>Mechanics and accuracy (10%) Students use standard English and avoid grammar and punctuation errors. All data is accurately and consistently presented.</p>	<p>The assignment is <b>free</b> of errors—both verbal and numerical.</p>	<p>The assignment has one or two errors.</p>	<p>The assignment has several errors.</p>	<p>The assignment has numerous errors.</p>