## George Mason University College of Education and Human Development Mathematics Education Leadership

EDCI 644.6M5 & 6M9 – Mathematics Learning and Assessment (K-8) 3 Credits, Spring 2023 Tuesdays, 7:20-10:00pm, Synchronous Online

Faculty	
Name:	Dr. Kim Morrow Leong
Office Hours:	By Appointment
Office Location:	Remote
Office Phone:	703-675-9697 (personal cell)
Email Address:	kleong@gmu.edu; morrowmath@gmail.com

## **Prerequisites/Corequisites**

Admission to the Mathematics Education Leadership Master's degree program or instructor permission.

### **University Catalog Course Description**

Introduces students to learning theories and associated assessment practices specific to mathematics education. Intended for mathematics specialists and teachers interested in problems of learning and assessment across K-8 settings in mathematics education. This course is designed for master's level students in the mathematics education leadership program.

### **Course Overview**

Not Applicable.

### **Course Delivery Method**

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 21, 2023.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

 High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: <u>https://help.blackboard.com/Learn/Student/Getting\_Started/Browser\_Support#supported-browsers</u>

To get a list of supported operation systems on different devices see: <u>https://help.blackboard.com/Learn/Student/Getting\_Started/Browser\_Support#tested-devices-and-operating-systems</u>

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Zoom web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <u>https://get.adobe.com/reader/</u>
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: <u>www.apple.com/quicktime/download/</u>

# Expectations

• Course Week:

Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

• Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

• <u>Participation:</u>

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- <u>Technical Competence:</u> Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- <u>Technical Issues:</u>

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

• <u>Workload:</u>

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

• Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

• <u>Netiquette:</u>

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

• <u>Accommodations:</u> Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

- 1. Understand the learning theories fundamental to mathematics education.
- 2. Understand the developmental progressions underpinning mathematics learning.
- 3. Develop an understanding of various forms of mathematics learning assessment related to theories of mathematics learning.
- 4. Understand the assessment of students' thinking at multiple levels.

**Professional Standards** (National Council of Teachers of Mathematics (NCTM) NCATE Mathematics Content for Elementary Mathematics Specialist (NCATE) *Addendum to the NCTM NCATE Standards 2012*)

Upon completion of this course, students will have met the following professional standards:

## Standard 4: Mathematical Learning Environment

Effective elementary mathematics specialists exhibit knowledge of child, pre-adolescent, and adult learning, development, and behavior. They use this knowledge to plan, create, and assist teachers in planning and creating sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate, promote, and assist teachers in demonstrating and promoting a positive disposition toward mathematical practices and learning and exhibit and support the equitable and ethical treatment of and high expectations for all students. They include and assist teachers in embracing culturally relevant perspectives in teaching, in recognizing individual student differences, and in using instructional tools such as manipulatives, digital tools, and virtual resources to enhance student learning, while recognizing the possible limitations of such tools.

**b.** Plan, create, and coach/mentor teachers in creating developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences

- **d.** Demonstrate and encourage equitable and ethical treatment of and high expectations for all students.
  - Apply mathematical content and pedagogical knowledge in the selection, use, and promotion of instructional tools such as manipulatives and physical models, drawings, virtual environments, presentation tools, and mathematics-specific technologies (e.g., graphing tools and interactive geometry software); and make and nurture sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools

## **Required Texts**

Donovan, M. S. & Bransford, J. (2004). *How students learn: Mathematics in the classroom*. National Research Council.

FREE PDF: <u>https://www.nap.edu/catalog/11101/how-students-learn-mathematics-in-the-classroom</u>

- Fennell, F., Kobett, B. M., & Wray, J. A. (2017). *The formative 5: Everyday assessment techniques for every math classroom*. Corwin.
- Silver, E. A., & Mills, V. L. (Eds.). (2018). *A fresh look at formative assessment in mathematics teaching*. NCTM

### **Recommended Texts**

- American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> edition). American Psychological Association.
- National Council of Teachers of Mathematics. (2014). Principles to actions: Ensuring mathematical success for all. NCTM.

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

This course will introduce students to the diverse learning theories and associated assessment practices specific to mathematics education. Topics will also include the historical development of learning theories as well as emerging theories. Assessment topics will include test design, problem-based assessment as well as other forms of assessment of mathematics learning across K-8. The course is intended for mathematics specialists, mathematics teachers, and pre-service mathematics teachers interested in problems of learning and assessment in mathematics education.

• Assignments and/or Examinations

### Reading, Participation, Collaboration & Attendance (15%)

Attendance: It is your responsibility to attend all class sessions. Please report your reasons for any absences to the instructor in writing.Tardiness: It is your responsibility to be on time for each class session. Please report

your reasons for any tardiness to the instructor in writing.

- a) A commitment to participation in class discussions and course depends heavily and primarily on the regular attendance and participation of all involved. Participation will include taking part in discussions informed by critical reading and thinking, leading discussions about selected mathematics problems, and sharing with the class the products of various writing, reflection, lesson planning, and field experience assignments. The expectations, demands, and workload of this course are professional and high.
- b) A commitment to reading reflectively and critically the assigned readings. The readings will be used to provide a framework and coherent theme to the course content. They have been selected to introduce themes in curricular development as well as research and critical commentary on mathematics curriculum.

		LEVEL OF PEF	RFORMANCE	
ELEMENT	Distinguished	Proficient	Basic	Unsatisfactory
	(14 - 15 points)	(10 - 13 points)	(7 - 9 points)	(0 - 6 points)
Attendance	The student attends	The student attends	The student is	The student is
&	all classes, is on	most classes, is on	absent for multiple	frequently late for
Participation	time, is prepared	time, is prepared	classes and follows	class or absences
	and follows outlined	and follows outlined	outlined procedures	are not
	procedures in case	procedures in case	in case of absence.	documented by
	of absence.	of absence.	At times the	following the
			student is not	outlined
	The student actively	The student makes	prepared for class.	procedures.
	participates and	active contributions		
	continually supports	to the learning	Presentations	The student is
	the members of the	group and class.	demonstrate	frequently not
	learning group and		minimal knowledge	prepared for class
	the members of the	Presentations	of content and/or	and does not
	class.	demonstrate	implications for	actively participate
		sufficient	teaching.	in discussions.
	Presentations	knowledge of		
	demonstrate a deep	content as well as		Presentations are
	knowledge of	implications for		lacking knowledge
	content as well as	teaching.		of content and
	implications for			connections to
	teaching.			teaching.

## Group Mathematics Topics and Learning Progression Project (40%)

In groups, the students will explore research literature on their topic, create an annotated bibliography of the literature, select an article that could be shared with teachers, prepare an appropriate assessment within the topic, and prepare a handout on the topic for their peers. Students will explore and present information on one of the following topics and how they address learning progressions for students:

- Presentations in Class 6
  - K-5 Progression on Number and Operations Base Ten

- K-5 Progression on Counting and Cardinality and Operations and Algebraic Thinking
- Presentations in Class 7
  - o 3-5 Progression on Number and Operations Fractions
  - o 6-8 Progression on Number and Operations Fractions
- Presentations in Class 8
  - 6-8 Progression on the Number System
  - 6-8 Progression on Expressions and Equations

### **Clinical Interview (45%)**

### (NCTM NCATE 4b, 4d, 4e)

This is a Performance-Based Assessment (PBA). Effective teaching requires a keen awareness of how and what your students are thinking and understanding. The experience of conducting a clinical interview is intended to increase your awareness of students' thinking and learning in a detailed manner about a particular mathematics topic. The other focus of this assignment is on concrete manipulatives and their relationship to learning. So, you should select a manipulative (or manipulatives) to accompany the task and then assess how well the manipulative helped the learner to solve the problem. This Performance-Based Assessment will be posted to VIA for the final evaluation. Additional details for this assignment (project description & rubric) are provided at the end of the syllabus and in Blackboard/Assignments.

## • Other Requirements

## All assignments require APA formatting:

American Psychological Association (2020). *Publication manual of the American psychological association*. Washington, DC.

Specifically, the following aspects of APA formatting should be addressed in any submission:

- a. 12 point, Times New Roman font
- b. Double spaced
- c. Page headers/Running head
- d. Cover page with title, author's name and professional affiliation
- e. References
- f. Headings
- g. Citations
- h. Clearly organized, grammatically correct, coherent and complete
- i. Professional language (i.e. no jargon)

### • Grading

All assignments are to be turned in to your instructor on time. Late work will not be accepted for full credit. Assignments turned in late will receive a 10% deduction from the grade per late day or any fraction thereof (including weekends and holidays).

### **Course Performance Evaluation Weighting**

- 15% Participation
- 40% Group Mathematics Topics and Learning Progressions Project
- 45% Clinical Interview

## The final evaluation criteria utilizes the graduate grading scale and is as follows:

А	93%-100%	B+	87%-89%	С	70%-79%
A-	90%-92%	В	80%-86%	F	Below 70%

### VIA/Performance-Based Assessment(s) Submission Requirement:

Every student registered for any Mathematics Education Leadership course with a required VIA performance-based assessment (designated as such in the syllabus) must submit these assessments to VIA through '*Assessments*' in Blackboard. Failure to submit the assessment(s) to VIA (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required VIA submission, the IN will convert to an F nine weeks into the following semester.

### • For Master's Degrees:

Candidates must have a minimum GPA of 3.00 in coursework presented on the degree application, which may include no more than 6 credits of C. (Grades of C+, C-, or D do not apply to graduate courses. The GPA calculation excludes all transfer courses and Mason non-degree studies credits not formally approved for the degree).

### • For Endorsement Requirements

Candidates must have a grade of B or higher for all licensure coursework (endorsement coursework).

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. Education professionals are held to high standards, both inside and outside of the classroom. Educators are evaluated on their behaviors and interactions with students, parents, other professionals, and the community at large. At the College of Education and Human Development, dispositions may play a part in the discussions and assignments of any/all courses in a student's program (and thus, as part or all of the grade for those assignments). For additional information:

### See <a href="https://cehd.gmu.edu/students/polices-procedures/">https://cehd.gmu.edu/students/polices-procedures/</a>

This course will require students to audiotape, videotape, or use the audio/video conferencing feature. Students should dress professionally, speak professionally, and be aware of their recording surroundings and backgrounds. Background noise (such as television, music, conversations, etc.) and inappropriate background video are distracting, unprofessional, and not allowed in this course.

### **Class Schedule**

#### Reading Key

HSL = How Students Learn F5 = Formative 5 Fresh Look = A Fresh Look at Formative Assessment

Date	Topics	Readings Due	Assignments Due
Week 1	Technology Briefing	Fresh Look: Ch 10 Equity (Jigsaw read)	Profile Picture Posted in Zoom
1/24			

	Class Overview	Fresh Look: Ch 5 (Jigsaw	
Format			
Synchronous	Introduction		
Week 2	Mathematics Topics and	F5: Part 1	Introduction Assignment
1/31	Project Explained	Fresh Look: Chapters 1&3 Intro and Discourse	(Assignments)
	Discourse and Assessment		
Format	Observations		
Synchronous	Mathematics Topics and Learning Progressions Project Explained		
Week 3	Formative Assessment:	Fresh Look: Chapter 6	
2/07	Learning Trajectories	Learning Trajectories	
	Clinical Interview PBA Explained		
Format	Explained		
Synchronous			
Week 4	Principles of Learning Theories & Mathematical	HSL: Ch. 5 (pp. 29 - 68)	
2/14	Understanding	HSL: Choose a chapter Ch 6: Whole Numbers	
	Library Tools for Research	Ch 7: Rational Numbers	
Format	Mathematics Tanics and		
Asynchronous	Learning Progressions		
	Group work		
Week 5	Cognitively Guided Instruction	Fresh Look: Chapter 4 CGI	Clinical Interview Part I: The Plan
2/21	Conducting Interviews		(Assignments)
Format	Mathematics Topics and Learning Progressions	Evidence-Based Assessment (Morrow-Leong, 2016)	
Synchronous	Group Work (reflect on HSL)		
Week 6	Designing A Clinical	F5: Chapter 2	Group 1 & 2 Presentations
2/28			1 resentations
Format	Learning Progressions		
Synchronous			

	Culturally Responsive Pedagogy and Data Analysis		Group 1 & 2 Mathematics Topics and Learning Progressions Project Due (Assignments)
Week 7 3/07	Response to Intervention	Fresh Look: Chapter 8 RTI	Group 3 & 4 Presentations
	The Diagnoistic Interview		Group 3 & 4 Mathematics Topics and Learning
Format	Learning Progressions		Progressions Project Due
Synchronous			(Assignments)
Week 8	Culturally Responsive Pedagogy	F5: Chapter 3 Show Me	Group 5 & 6 Presentations
3/14	Reporting on the Interviews		
Format			Group 5 & 6 Mathematics Topics and Learning Progressions Project Due
Synchronous			(Assignments)
Week 9	Hinge Questions	Fresh Look: Chapter 7 Task Framework	
3/21			
	Mathematical Tasks		
Format			
Synchronous			
Week 10	Clinical Interview Peer Review	F5: Chapter 4 Hinge Ouestions	Clinical Interview Part II: Analysis of Evidence
3/28		Deficit Language (NCSM position statement)	(Assignments)
Format			
Synchronous			
Week 11	No Class		
4/04			
Format			
Spring Break			

Week 12 4/11	Differentiating Mathematics Instruction	F5: Chapter 5 Exit Tasks	Clinical Interview Part III: Evaluation & Instructional Implications
Format	Exit Tasks	Differentiation (Tomlinson)	(Assignments)
Synchronous			
Week 13	Clinical Interview Work Session		Clinical Interview Part IV: Reflection
4/18			(Assignments)
Format			
Asynchronous			
Week 14 4/25	Rehearsals of a Data Meeting using Asset- Based Language, interpreting assessment results	Data Wise (Ch 1 pdf)	
Format	Standards-based Grading		
Synchronous			
Week 15	Sharing of Clinical Interview Projects		Clinical Interview Project Due to VIA
5/02			(Assessments)
Format			
Synchronous			

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <u>http://cehd.gmu.edu/values/</u>.

## **GMU Policies and Resources for Students**

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <a href="https://catalog.gmu.edu/policies/honor-code-system/">https://catalog.gmu.edu/policies/honor-code-system/</a> ).
- Students must follow the university policy for Responsible Use of Computing (see <a href="https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/">https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/</a>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <a href="https://ds.gmu.edu/">https://ds.gmu.edu/</a>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

## Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <a href="https://cehd.gmu.edu/aero/assessments">https://cehd.gmu.edu/aero/assessments</a> Questions or concerns regarding use of Blackboard should be directed to <a href="https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/">https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/</a>.
- For information on student support resources on campus, see <u>https://ctfe.gmu.edu/teaching/student-support-resources-on-campus</u>

### Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per <u>University Policy 1202</u>. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as <u>Student Support and Advocacy</u> <u>Center</u> (SSAC) at 703-380-1434 or <u>Counseling and Psychological Services</u> (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <a href="https://cehd.gmu.edu/students/">https://cehd.gmu.edu/students/</a>.

Level/Criteria	4	3	2	1
	Exceeds	Meets	Developing	Does Not Meet
	Expectations	Expectations		Expectations
CLINICAL INTERVIEW P	ART I: THE PLAN	•		
THE CHILD	The plan includes	The plan includes	The plan includes	The plan includes
NCTM Standard Ad	an asset-based	an asset-based	an asset-based	an asset-based
NCTIVI Standard 4d	description of the	description of the	description of the	description of the
Demonstrate and	child with all of the	child with seven of	child with five to	child with four or
encourage equitable	following	the following	six of the following	fewer of the
and ethical treatment	elements:	elements:	elements:	following
of and high	<ul> <li>Grade level</li> </ul>	<ul> <li>Grade level</li> </ul>	<ul> <li>Grade level</li> </ul>	elements:
expectations for all	• Age	● Age	● Age	<ul> <li>Grade level</li> </ul>
students.	• Gender	<ul> <li>Gender</li> </ul>	<ul> <li>Gender</li> </ul>	● Age
	• Race	• Race	• Race	• Gender
	<ul> <li>Academic ability</li> </ul>	<ul> <li>Academic ability</li> </ul>	<ul> <li>Academic ability</li> </ul>	• Race
	level	level	level	<ul> <li>Academic ability</li> </ul>
	● Child's	• Child's	• Child's	level
	mathematical	mathematical	mathematical	• Child's
	understanding on	understanding on	understanding on	mathematical
	the mathematics	the mathematics	the mathematics	understanding on
	topic assessed	topic assessed	topic assessed	the mathematics
	• Child S	• Child S	• Child S	
	other academic	othor acadomic	other academic	• Chilu S
				other academic
	● Child's	● Child's	● Child's	areas
	performance in	nerformance in	nerformance in	• Child's
	social or	social or	social or	performance in
	behavioral areas	behavioral areas	behavioral areas	social or
				behavioral areas
THE MATHEMATICS	The plan describes	The plan describes	The plan describes	The plan describes
CONCEPT & FORMS	the mathematics	the mathematics	the mathematics	the mathematics
OF REPRESENTATION	concept and forms	concept and forms	concept and forms	concept and forms
	of representation	of representation	of representation	of representation
NCTM Standard 4e	with all of the	with four of the	with three of the	with two or fewer
Apply mathematical	following	following	following	of the following
content and	elements:	elements:	elements:	elements:
pedagogical	<ul> <li>Information on</li> </ul>			
knowledge in the	age-appropriate	age-appropriate	age-appropriate	age-appropriate
selection, use, and	variations of the	variations of the	variations of the	variations of the
promotion of	mathematics	mathematics	mathematics	mathematics
instructional tools	concept	concept	concept	concept
such as manipulatives	<ul> <li>One clearly</li> </ul>			
and physical models,	described and	described and	described and	described and
drawings, virtual	mathematically	mathematically	mathematically	mathematically
environments,	accurate concept	accurate concept	accurate concept	accurate concept
presentation tools,	• Three different	• Three different	• Three different	• Three different
and mathematics-	forms of	torms of	torms of	forms of
specific technologies	representation,	representation,	representation,	representation,
(e.g., graphing tools	with different	with different	with different	with different

## Clinical Interview Rubric (Course Performance-Based Assessment)

and interactive	examples in each	examples in each	examples in each	examples in each
geometry software)	form	form	form	form
Scometry solution	Connections	<ul> <li>Connections</li> </ul>	Connections	Connections
	among	among	among	among
	representational	representational	representational	representational
	forms	forms	forms	forms
	References are	References are	References are	References are
	cited	cited	cited	cited
TASKS & OLIESTIONS	The plan includes	The plan includes	The plan includes	The plan includes
TASKS & QUESTIONS	tasks and	tacks and	tacks and	tasks and quastions
NCTM Standard 4e	auestions designed	auestions designed	auostions dosignod	designed to
Apply mathematical	to diagnose the	to diagnose the	questions designed	diagnasa tha
apply mathematical	to diagnose the	to diagnose the	co diagnose the	child's
pedagogicai	understanding with	four of the	three of the	two or forwar of the
knowledge in the	all of the following	following	fallowing	fallowing
selection, use, and	elements:	rollowing	TOHOWING	following
promotion of	<ul> <li>Tasks are aligned</li> </ul>	elements:	elements:	elements:
Instructional tools	with the math	<ul> <li>Tasks are aligned</li> </ul>	• Tasks are aligned	• Lasks are aligned
such as manipulatives	concept	with the math	with the math	with the math
and physical models,	• Questions are	concept	concept	concept
drawings, virtual	aligned with the	Questions are	Questions are	Questions are
environments,	math concept	aligned with the	aligned with the	aligned with the
presentation tools,	• Questions allow	math concept	math concept	math concept
and mathematics-	for	• Questions allow	• Questions allow	• Questions allow
specific technologies	differentiation	for	for	for differentiation
(e.g., graphing tools	and extensions	differentiation	differentiation	and extensions
and interactive	for different	and extensions	and extensions	for different
geometry software)	levels of student	for different	for different	levels of student
	performance	levels of student	levels of student	performance
	<ul> <li>A variety of tasks</li> </ul>	performance	performance	<ul> <li>A variety of tasks</li> </ul>
	and questions for	<ul> <li>A variety of tasks</li> </ul>	<ul> <li>A variety of tasks</li> </ul>	and questions for
	each of the three	and questions for	and questions for	each of the three
	forms of	each of the three	each of the three	forms of
	representation	forms of	forms of	representation
	<ul> <li>Tasks are age and</li> </ul>	representation	representation	<ul> <li>Tasks are age and</li> </ul>
	developmentally	<ul> <li>Tasks are age and</li> </ul>	<ul> <li>Tasks are age and</li> </ul>	developmentally
	appropriate	developmentally	developmentally	appropriate
		appropriate	appropriate	
CLINICAL INTERVIEW P/	ART II: ANALYSIS OF EV	/IDENCE	1	
STUDENT WORK	The description of	The description of	The description of	The description of
SAMPLES	the student's	the student's	the student's	the student's
NCTM Flement 4e	performance	performance	performance	performance
	includes all of the	includes four of the	includes three of	includes two or
Apply mathematical	following:	following:	the following:	fewer of the
content and	<ul> <li>A variety of work</li> </ul>	<ul> <li>A variety of work</li> </ul>	<ul> <li>A variety of work</li> </ul>	following:
pedagogical	samples from the	samples from the	samples from the	<ul> <li>A variety of work</li> </ul>
knowledge in the	child showing	child showing	child showing	samples from the
selection, use, and	work in the	work in the	work in the	child showing
promotion of	concrete form	concrete form	concrete form	work in the
instructional tools	<ul> <li>A variety of work</li> </ul>	<ul> <li>A variety of work</li> </ul>	<ul> <li>A variety of work</li> </ul>	concrete form
such as manipulatives	samples from the	samples from the	samples from the	<ul> <li>A variety of work</li> </ul>
and physical models,	child showing	child showing	child showing	samples from the
drawings, virtual	work in the	work in the	work in the	child showing
environments,	pictorial form	pictorial form	pictorial form	

presentation tools, and mathematics- specific technologies (e.g., graphing tools and interactive geometry software)	<ul> <li>A variety of work samples from the child showing work in the abstract form</li> <li>An explanatory analysis and overview of each of the child's work samples</li> <li>Clearly explained connections between student work samples</li> </ul>	<ul> <li>A variety of work samples from the child showing work in the abstract form</li> <li>An explanatory analysis and overview of each of the child's work samples</li> <li>Clearly explained connections between student work samples</li> </ul>	<ul> <li>A variety of work samples from the child showing work in the abstract form</li> <li>An explanatory analysis and overview of each of the child's work samples</li> <li>Clearly explained connections between student work samples</li> </ul>	<ul> <li>work in the pictorial form</li> <li>A variety of work samples from the child showing work in the abstract form</li> <li>An explanatory analysis and overview of each of the child's work samples</li> <li>Clearly explained connections between student work samples</li> </ul>
TRANSCRIPT	The transcript	The transcript	The transcript	The transcript
EVIDENCE	includes all of the	includes three of	includes two of the	includes one or
NCTM Element 4e	following:	the following:	following:	fewer of the
A wally math smatter	• Several excerpts	• Several excerpts	• Several excerpts	following:
Apply mathematical	from the	from the	from the	• Several excerpts
	assessment using	assessment using	assessment using	mothematics
knowledge in the	the teacher and	the teacher and	the teacher and	assessment using
selection use and	the child's actual	the child's actual	the child's actual	the teacher and
promotion of	verbalizations	verbalizations	verbalizations	the child's actual
instructional tools	from the	from the	from the	verbalizations
such as manipulatives	assessment (T for	assessment (T for	assessment (T for	from the
and physical models,	teacher; C for	teacher; C for	teacher; C for	assessment (T for
drawings, virtual	child)	child)	child)	teacher; C for
environments,	• Teacher's	• Teacher's	• Teacher's	child)
presentation tools,	questioning	questioning	questioning	● Teacher's
and mathematics-	<ul> <li>Student's</li> </ul>	<ul> <li>Student's</li> </ul>	<ul> <li>Student's</li> </ul>	questioning
specific technologies	responses	responses	responses	<ul> <li>Student's</li> </ul>
(e.g., graphing tools	<ul> <li>Teacher's follow-</li> </ul>	<ul> <li>Teacher's follow-</li> </ul>	<ul> <li>Teacher's follow-</li> </ul>	responses
and interactive	up questioning	up questioning	up questioning	<ul> <li>Teacher's follow-</li> </ul>
geometry software)	<ul> <li>Student's follow-</li> </ul>	Student's follow-up	Student's follow-up	up questioning
	up responses	responses	responses	Student's follow-up
				responses
EVIDENCE OF	A description	A description	A description	A description about
QUESTIONING	about questioning	about questioning	about questioning	questioning is
NCTM Standard 4e	is included with all	is included with	is included with	included with one
A much a marth a martinal	of the following:	three of the	two of the	or fewer of the
Apply mathematical	• Evidence of a	following:	following:	following:
				• Evidence of a
knowledge in the	questions		vallety Of	
selection use and	child to express	encouraging the	questions	questions
promotion of	his/her thinking	child to express	child to express	child to express
instructional tools	• Evidence of	his/her thinking	his/her thinking	his/her thinking
such as manipulatives	higher-level	• Evidence of	• Evidence of	• Evidence of
and physical models.	auestions to	higher-level	higher-level	higher-level
drawings, virtual	encourage	auestions to	auestions to	questions to
environments.	deeper thinking	encourage	encourage	encourage
presentation tools,	. 3	deeper thinking	deeper thinking	deeper thinking

				1
and mathematics-	and responses	and responses	and responses	and responses
specific technologies	from the child	from the child	from the child	from the child
(e.g., graphing tools	<ul> <li>Reflection about</li> </ul>			
and interactive	what was gained	what was gained	what was gained	what was gained
geometry software)	from posing	from posing	from posing	from posing
	specific questions	specific questions	specific questions	specific questions
	to probe for	to probe for	to probe for	to probe for
	understanding	understanding	understanding	understanding
	<ul> <li>Reflection about</li> </ul>			
	missed	missed	missed	missed
	opportunities for	opportunities for	opportunities for	opportunities for
	questioning	questioning	questioning	questioning
CLINICAL INTERVIE	W PART III: EVALU	ATION & INSTRUCT	IONAL IMPLICATIO	DNS
THE EVALUATION	The evaluation of	The evaluation of	The evaluation of	The evaluation of
	the child's	the child's	the child's	the child's
NCTIM Element 4b	understanding	understanding	understanding	understanding
Plan, create, and	includes all of the	includes three of	includes two of the	includes one or
coach/mentor	following:	the following:	following:	fewer of the
teachers in creating	• An accurate and	• An accurate and	• An accurate and	following:
developmentally	detailed	detailed	detailed	• An accurate and
appropriate	description of the	description of the	description of the	detailed
sequential and	child's current	child's current	child's current	description of the
challenging learning	level of	level of	level of	child's current
onnortunities	understanding of	understanding of	understanding of	level of
grounded in	the mathematics	the mathematics	the mathematics	understanding of
mathematics	concent	concent	concent	the mathematics
aducation research in	• Evidence from	• Evidence from	• Evidence from	concont
which students are	the assessment	the assessment	the assessment	• Evidence from
actively engaged in	the assessment	the assessment	the assessment	• Evidence from
building now				
building new	conclusions	conclusions	CONClusions	
knowledge from prior	Iviatnematical	Iviatnematical	Iviatnematical	conclusions
knowledge and	terms to describe	terms to describe	terms to describe	Iviatnematical
experiences.	specific types of	specific types of	specific types of	terms to describe
	benaviors,	benaviors,	benaviors,	specific types of
	verbalizations,	verbalizations,	verbalizations,	benaviors,
	and observations	and observations	and observations	verbalizations,
	Conclusions	Conclusions	Conclusions	and observations
	about	about	about	Conclusions
	mathematical	mathematical	mathematical	about
	understandings	understandings	understandings	mathematical
	are based on	are based on	are based on	understandings
	sources on	sources on	sources on	are based on
	mathematics	mathematics	mathematics	sources on
	development	development	development	mathematics
				development
THE INSTRUCTIONAL	The instructional	The instructional	The instructional	The instructional
PLAN	plan includes all of	plan includes four	plan includes three	plan includes two
NCTM Element 4h	the following:	of the following:	of the following:	or fewer of the
	<ul> <li>A detailed</li> </ul>	<ul> <li>A detailed</li> </ul>	<ul> <li>A detailed</li> </ul>	following:
Plan, create, and	description of	description of	description of	<ul> <li>A detailed</li> </ul>
coach/mentor	developmentally	developmentally	developmentally	description of
teachers in creating	appropriate next	appropriate next	appropriate next	developmentally
developmentally	steps for	steps for	steps for	appropriate next
appropriate,	instruction	instruction	instruction	steps for
sequential, and				instruction

challenging learning	<ul> <li>The next steps for</li> </ul>	<ul> <li>The next steps for</li> </ul>	<ul> <li>The next steps for</li> </ul>	<ul> <li>The next steps for</li> </ul>
opportunities	instruction are	instruction are	instruction are	instruction are
grounded in	justified by the	justified by the	justified by the	justified by the
mathematics	child's current	child's current	child's current	child's current
education research in	level of	level of	level of	level of
which students are	understanding	understanding	understanding	understanding
actively engaged in	<ul> <li>Many specific</li> </ul>	<ul> <li>Many specific</li> </ul>	<ul> <li>Many specific</li> </ul>	<ul> <li>Many specific</li> </ul>
building new	examples of	examples of	examples of	examples of
knowledge from prior	activities and	activities and	activities and	activities and
knowledge and	tasks are	tasks are	tasks are	tasks are
experiences.	provided to	provided to	provided to	provided to
	support the next	support the next	support the next	support the next
	steps of	steps of	steps of	steps of
	instruction	instruction	instruction	instruction
	<ul> <li>Mathematical</li> </ul>	<ul> <li>Mathematical</li> </ul>	<ul> <li>Mathematical</li> </ul>	<ul> <li>Mathematical</li> </ul>
	terms specific to	terms specific to	terms specific to	terms specific to
	the mathematical	the mathematical	the mathematical	the mathematical
	concept are used	concept are used	concept are used	concept are used
	to describe next	to describe next	to describe next	to describe next
	steps of	steps of	steps of	steps of
	instruction	instruction	instruction	Instruction
	Instructional next		Instructional next	Instructional next
	steps are	supported by	steps are	sleps are
	information from	information from	information from	information from
	other sources on	other sources on	other sources on	other sources on
	mathematics	mathematics	mathematics	mathematics
	mathematics	mathematics	mathematics	mathematics
	development	development	development	development
CLINICAL INTERVIEW P	development ART IV: REFLECTION	development	development	development
CLINICAL INTERVIEW P	development ART IV: REFLECTION The reflection	development The reflection	development The reflection	development The reflection
CLINICAL INTERVIEW PAREFLECTION	development ART IV: REFLECTION The reflection includes all of the	development The reflection includes six of the	development The reflection includes five of the	development The reflection includes four or
CLINICAL INTERVIEW PAREFLECTION	development ART IV: REFLECTION The reflection includes all of the following:	development The reflection includes six of the following:	development The reflection includes five of the following:	development The reflection includes four or fewer of the
CLINICAL INTERVIEW PAREFLECTION	development ART IV: REFLECTION The reflection includes all of the following: • Implementing the	development The reflection includes six of the following: • Implementing the	development The reflection includes five of the following: • Implementing the	development The reflection includes four or fewer of the following:
CLINICAL INTERVIEW PAREFLECTION	development ART IV: REFLECTION The reflection includes all of the following: • Implementing the assessment	development The reflection includes six of the following: • Implementing the assessment	development The reflection includes five of the following: • Implementing the assessment	development The reflection includes four or fewer of the following: • Implementing the
CLINICAL INTERVIEW P	development ART IV: REFLECTION The reflection includes all of the following: • Implementing the assessment • Describing the	development The reflection includes six of the following: • Implementing the assessment • Describing the	development The reflection includes five of the following: • Implementing the assessment • Describing the	development The reflection includes four or fewer of the following: • Implementing the assessment
CLINICAL INTERVIEW PAREFLECTION	development ART IV: REFLECTION The reflection includes all of the following: • Implementing the assessment • Describing the clinical interview	development The reflection includes six of the following: • Implementing the assessment • Describing the clinical interview	development The reflection includes five of the following: • Implementing the assessment • Describing the clinical interview	development The reflection includes four or fewer of the following: • Implementing the assessment • Describing the
CLINICAL INTERVIEW P	development ART IV: REFLECTION The reflection includes all of the following: • Implementing the assessment • Describing the clinical interview • Learning about	development The reflection includes six of the following: • Implementing the assessment • Describing the clinical interview • Learning about	development The reflection includes five of the following: • Implementing the assessment • Describing the clinical interview • Learning about	development The reflection includes four or fewer of the following: • Implementing the assessment • Describing the clinical interview
CLINICAL INTERVIEW P	development ART IV: REFLECTION The reflection includes all of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment	development The reflection includes six of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment	development The reflection includes five of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment	development The reflection includes four or fewer of the following: • Implementing the assessment • Describing the clinical interview • Learning about
CLINICAL INTERVIEW P	development ART IV: REFLECTION The reflection includes all of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques	development The reflection includes six of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques	development The reflection includes five of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment techniques	development The reflection includes four or fewer of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment
CLINICAL INTERVIEW PAREFLECTION	development ART IV: REFLECTION The reflection includes all of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating	development The reflection includes six of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating	development The reflection includes five of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment techniques • Creating	development The reflection includes four or fewer of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques
CLINICAL INTERVIEW P	development ART IV: REFLECTION The reflection includes all of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and	development The reflection includes six of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and	development The reflection includes five of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment techniques • Creating questions and	development The reflection includes four or fewer of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment techniques • Creating
CLINICAL INTERVIEW P	development ART IV: REFLECTION The reflection includes all of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the	development The reflection includes six of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment techniques • Creating questions and tasks for the	development The reflection includes five of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment techniques • Creating questions and tasks for the	development The reflection includes four or fewer of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment techniques • Creating questions and
CLINICAL INTERVIEW P	development ART IV: REFLECTION The reflection includes all of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment techniques • Creating questions and tasks for the mathematics	development The reflection includes six of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment techniques • Creating questions and tasks for the mathematics	development The reflection includes five of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment techniques • Creating questions and tasks for the mathematics	development The reflection includes four or fewer of the following: • Implementing the assessment • Describing the clinical interview • Learning about assessment techniques • Creating questions and tasks for the
CLINICAL INTERVIEW PA	development ART IV: REFLECTION The reflection includes all of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept	development The reflection includes six of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept	development The reflection includes five of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept	development The reflection includes four or fewer of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics
CLINICAL INTERVIEW P. REFLECTION	development ART IV: REFLECTION The reflection includes all of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the	development The reflection includes six of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the	development The reflection includes five of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the	development The reflection includes four or fewer of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept
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CLINICAL INTERVIEW P	development ART IV: REFLECTION The reflection includes all of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child	development The reflection includes six of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child	development The reflection includes five of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child	development The reflection includes four or fewer of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another shill
CLINICAL INTERVIEW P. REFLECTION	development ART IV: REFLECTION The reflection includes all of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about have shilde	development The reflection includes six of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about have childe	development The reflection includes five of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about have shilde	development The reflection includes four or fewer of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child
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CLINICAL INTERVIEW P. REFLECTION	development ART IV: REFLECTION The reflection includes all of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics	development The reflection includes six of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics	development The reflection includes five of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics	development The reflection includes four or fewer of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn
CLINICAL INTERVIEW P. REFLECTION	development ART IV: REFLECTION The reflection includes all of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics Describing how a	development The reflection includes six of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics Describing how a	development The reflection includes five of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics Describing how a	development The reflection includes four or fewer of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics
CLINICAL INTERVIEW P. REFLECTION	development ART IV: REFLECTION The reflection includes all of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics Describing how a classroom	development The reflection includes six of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics Describing how a classroom	development The reflection includes five of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics Describing how a classroom	development The reflection includes four or fewer of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics Describing how a
CLINICAL INTERVIEW P. REFLECTION	development ART IV: REFLECTION The reflection includes all of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics Describing how a classroom teacher might	development The reflection includes six of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics Describing how a classroom teacher might	development The reflection includes five of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics Describing how a classroom teacher might use	development The reflection includes four or fewer of the following: Implementing the assessment Describing the clinical interview Learning about assessment techniques Creating questions and tasks for the mathematics concept Adapting the interview for another child Learning about how children learn mathematics Describing how a classroom

	mathematics assessment	mathematics assessment	mathematics assessment	use a diagnostic mathematics assessment
APA FORMATTING				
PAPER ORGANIZATION	The paper organization	The paper organization	The paper organization	The paper organization
ORGANIZATION	organization includes all of the following: • A cover page with title, author's name, and professional affiliation • The paper is well- organized, grammatically correct, coherent, and complete. • The paper has distinctive focus and voice. • The paper uses professional language (i.e., no jargon). • The paper is presented in an	organization includes five of the following: • A cover page with title, author's name, and professional affiliation • The paper is well- organized, grammatically correct, coherent, and complete. • The paper has distinctive focus and voice. • The paper uses professional language (i.e., no jargon). • The paper is presented in an	organization includes four of the following: • A cover page with title, author's name, and professional affiliation • The paper is well- organized, grammatically correct, coherent, and complete. • The paper has distinctive focus and voice. • The paper uses professional language (i.e., no jargon). • The paper is presented in an	organization includes three or fewer of the following: • A cover page with title, author's name, and professional affiliation • The paper is well- organized, grammatically correct, coherent, and complete. • The paper has distinctive focus and voice. • The paper uses professional language (i.e., no jargon).
	<ul> <li>accessible style.</li> <li>The paper meets APA formatting guidelines.</li> </ul>	<ul> <li>accessible style.</li> <li>The paper meets APA formatting guidelines.</li> </ul>	<ul> <li>accessible style.</li> <li>The paper meets APA formatting guidelines.</li> </ul>	<ul> <li>presented in an accessible style.</li> <li>The paper meets APA formatting guidelines.</li> </ul>