The College of Education and Behavioral Sciences
School of Psychology/School of Education
Houston Baptist University

Course Syllabus

Personality Assessment---PSYC 6343
Fall, 2014

COURSE DESCRIPTION

> This course is an introduction to projective and objective psychological testing techniques used in the evaluation of people exhibiting mental, emotional and/or behavioral disturbances. Report writing skills are addressed.

COURSE CORRELATION TO PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

> This course is related to the Texas State Board of Examiners of Professional Counselors' academic requirement for licensure regarding "appraisal or assessment techniques—the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests and personal characteristics, which may include the use of both non-testing approaches and test instruments" as noted in Title 22, Part 20 , chapter 681, Subchapter E Rule 681.8 (a) (3).

> This course fulfills the Texas State Board of Examiners of Psychologists' academic requirement for licensure regarding "Assessment, including: socio-emotional, including behavioral and cultural, assessment" as noted in Title 22, Part 21, Chapter 463, Rule 463.9 (b)(4)(B).

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

> *Prerequisite: PSYC 6302, PSYC 6305, AND PSYC 6310.*

> *This course is required in the MAC and MAP-LSSP degree plans.*

DAY AND TIME OF CLASS MEETINGS: (include room number)
THURSDAYS   6:30 pm – 9:00 PM
Hinton 201

INSTRUCTOR INFORMATION

Name: Anita S. Horton, Ph.D.
E-mail: ahorton@hbu.edu
Phone: 281.827.1707
Office hours: Appointments by prior arrangement

LEARNING RESOURCES
Course Text:
 Groth-Marnat, Gary (2009). Handbook of   Personality Assessment (5th ed.) Hoboken, NJ: John Wiley and Sons. ISBN 9780470083581
Supplementary Text on reserve in library:

Greene, Roger (2011). <u>The MMPI-2: An Interpretive Manual</u> (2nd ed.). Boston: Allyn and Bacon.

Articles as provided by instructor through Blackboard.

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

> The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

> In relation to the mission of the University, this course will help *model and expect academic excellence from students in terms of content acquisition and development of communication skills. It will also help students connect faith, learning and professional practice, particularly as issues such as mental wellness and respectful assessment of such, character development and professional ethics are explored.*

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

> The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

> To accomplish this mission, we will provide students with the following:
> * the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
> * essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
> * an understanding of their Christian mission and calling to influence individuals and the larger society.

In relation to the stated goals and purpose of the College or Education and Behavioral Sciences this course will prepare student to assess the mental, emotional, and behavioral functioning of individuals with suspected psychological disorders.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF PSYCHOLOGY)

> This course contributes to students pursuing a graduate degree in psychology by providing an education program that is "committed to academic excellence in an intellectually free and objective environment…" that provides "physical resources and a campus environment which acknowledges the uniqueness of the individual…and encourages the development of the whole person."   Thus, this course endeavors to:

> * Provide students the opportunity to develop interpersonal communication skills,

> * Promote the development of critical thinking skills,

> * Create a learning environment based on constructivist teaching/learning strategies,

> * Contribute to the student's degree program by enhancing his/her basic understanding of

>   the scientific and systematic study of behavior and mental processes.

In relation to the stated goals and purposes of the Department of Psychology, this course meets standards for assessment for both the Texas State Board of Professional Counselors and Texas State Board of Examiners of Psychologists preparing students for licensure. Skills acquired and enhanced through this

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course require synthesis of material, thoughtful, informed consideration of the material, and written elucidation which requires critical thinking and respectful interpretation.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES (DEPARTMENT OF LEADERSHIP & COUNSELING)

The goal of the Department of Educational Leadership and Counseling is to train students to become knowledgeable, competent, ethical professionals in their fields who are able to bring Christian ethics, values, and worldview to their workplaces. To this end, our goal is to provide learning experiences that:

- include coursework that meets or exceeds the state standards for academic knowledge in each discipline;
- offer opportunities to develop levels of skills necessary for entering the professional arena and performing with excellence;
- emphasize critical thinking, utilization of resources, the ability to work independently and cooperatively; and
- impart the importance of professionalism, integrity, values-centered work, and lifelong learning and development.

In relation to the stated goals and purposes of the Department of Leadership & Counseling, this course meets standards for assessment for both the Texas State Board of Professional Counselors and Texas State Board of Examiners of Psychologists preparing students for licensure. Skills acquired and enhanced through this course require synthesis of material, thoughtful, informed consideration of the material, and written elucidation which requires critical thinking and respectful interpretation.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. *Prepare test data and other information sources in a concise, written format.*

2. *Demonstrate an understanding of psychometric concepts and personality tests.*

3. *Understand appropriate use of objective and projective tests.*

4. *Demonstrate competence in choosing, administering, and scoring appropriate measures for situations.*

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. *Report writing*
2. *Objective measures*
   - *MMPI-2*
   - *BDI*
   - *BASC*
3. *Projective measures*
   - *TAT*
   - *Rorschach*
   - *Sentence Completion*

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

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TEACHING STRATEGIES

A variety of learning methods will be used including the following:
1. *Reading, lecture, and discussion*
2. *Reflection (both oral and written)*
3. *Demonstration of instrument administration and scoring.*
4. *Media presentations*
5. *Small group activities and simulations*
6. *Technology: online class sessions (not to exceed 25% of class/fieldtrip/fieldwork online field experience journal, online diagnostic quizzes and online blogs*
7. *Individual conferences (as needed)*
8. *Field experiences:*
   a. *Administration of tests*
   b. *Practicum test discussion*

ASSESSMENT OF LEARNING

Course Requirements. See the agenda at the end of this syllabus for due dates.

Assignment [1]	Learning Objective(s)	Standards [2]	Point Value
Reports *1* *2* *3* *4*	*1, 2, 3,4*	NASP 2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice. TSBEP Sec. 501.260 (b) The board shall set the standards to qualify for a license under this section. The standards must include: (1) satisfaction of minimum recognized graduate degree requirements; (2) completion of	*10% for 1-3; 15% for 4*

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		graduate course work at a regionally accredited institution of higher education in: (A) psychological foundations; (B) educational foundations; (C) interventions; (D) assessments; TSBEPC *"appraisal or assessment techniques— the principles, concepts, and procedures of systematic appraisal or assessment of an individual's attitudes, aptitudes, achievements, interests and personal characteristics, which may include the use of both non-testing approaches and test instruments" as noted in Title 22, Part 20 , chapter 681, Subchapter E Rule 681.8 (a) (3).*	
Midterm	*2,3*	The above standards apply for all areas.	*15%*
Comprehensive Final Exam	*2, 3, 4*	The above standards apply for all areas.	*20%*
Testing Demonstrations	*2, 3, 4,*	The above standards apply for all areas.	*20%*

[1] Descriptions and rubrics for assignments are included at the end of this document.

[2] These assignment/activities develop and/or assess state and national standards including National Association of School Psychology (NASP), the Texas State Board of Examiners for Psychologists (TSBEP) standards, and the Texas State Board of Examiners of Professional Counselors (TSBEPC) as appropriate.   Fill in the

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appropriate list of standards included in this course and make sure they are listed early in the syllabi.

Grading Standards

HBU Graduate School Grading Scale:
94 -100=**A**; 90-93=**A-**; 87-89=**B+**; 83-86=**B**; 80-82=**B-**; 77-79=**C+**; 73-76=**C**; 70-72=**C-**; 69 and below=F

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 3 absences occur, the course grade will be "F" no matter what test and paper scores might be. *In this course, special attendance policies apply to classes when class members present. These are required learning experiences and if class is missed because of a documented excused absence (beyond the control of the student), an alternative assignment may be required. Otherwise a deduction of 10 points from the presentation grade will be taken.*

ACADEMIC ACCOMMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard.

LATE WORK STATEMENT.   Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

Missed Tests. *All the tests should be taken/turned in on the day and at the time when they are scheduled. Late exams will be accepted ONLY when the instructor is notified prior to the exam and there is a documented, legitimate reason for missing which include: documented illness, death in the family, other emergency situations beyond the control of the student,etc. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.*
Use of Electronic Devices. *During class sessions, electronic devices are only to be used to support class activities.   Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.*

Students are required to read the University Classroom Policy **addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.**

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Anita Horton, Ph.D.   July 2014

———————————————————————   ———————————————————————
          Instructor's Signature   Date

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Class Date	Topic/Assignment Due	
THURSDAY AUGUST 28, 2014 Course Overview and Introductions Conducting the Clinical Interview	**Chapters 1,2,3**	
SEPTEMBER 4 In-class interviews; introduction of report writing	**Chapter 15**	
SEPTEMBER 11 Objective personality measures	_**Take MMPI-2 and bring completed MMPI-2** to class next week_ **Chapter 13**	
SEPTEMBER 18 Objective measures (BDI, Anxiety)	**Chapters 7, 8, 9**	
SEPTEMBER 25 Demonstration, administration and scoring of MMPI-2	**Chapters 7, 8, 9**	**First report due**
OCTOBER 2 Interpretation of the MMPI-2	**Chapters 7, 8, 9**	
OCTOBER 9 Projective measures	**Chapters 10, 11**	**Mid-term due**
OCTOBER 16 Projective measures	**Chapters 10, 11**	
OCTOBER 23 Other measures	**Chapters 4, 12**	**Second report due**
OCTOBER 30 Other measures	**Chapters 4, 12**	
NOVEMBER 6		
NOVEMBER 13	**Testing Demonstrations**	
NOVEMBER 20	**Testing Demonstrations**	**Third report due**
NOVEMBER 27	**THANKSGIVING---NO CLASS**	
DECEMBER 4	**Treatment planning**	**Fourth report due**
DECEMBER 11	**FINAL EXAM DUE**	

The content of this outline/schedule is subject to change at the discretion of the professor. Please note,

> **The last day to drop without a "W" is September 10th**

> **The last day to drop with a "W" is October 31st**

COURSE ACKNOWLEDGEMENTS – PSYC6343 Fall 2014

Syllabus Statement

I am aware of all topics described in the course syllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a "0" for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another's test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or "borrowed" tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else's work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person's paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor's approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies**. I understand that at any time during the course, I may request clarification, if needed.

_____
Printed Name   Signature   Date

[After reading the course syllabus and this page, please **print and sign this** form then turn it in to the professor.]

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NASP STANDARDS	APPLICABLE ASSESSMENTS
I. PROGRAM CONTEXT/STRUCTURE School psychology training is delivered within a context of program values and clearly articulated training philosophy/mission, goals, and objectives. Training includes a comprehensive, integrated program of study delivered by qualified faculty, as well as substantial supervised field experiences necessary for the preparation of competent school psychologists whose services positively impact children, youth, families, and other consumers.	Information is provided in Section I.
2.1 Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
DOMAINS OF SCHOOL PSYCHOLOGY TRAINING AND PRACTICE School psychology candidates demonstrate entry-level competency in each of the following domains of professional practice. Competency requires both knowledge and skills. School psychology programs ensure that candidates have a foundation in the knowledge base for psychology and education, including theories, models, empirical findings, and techniques in each domain. School psychology programs ensure that candidates demonstrate the professional skills necessary to deliver effective services that result in positive outcomes in each domain. The domains below are not mutually exclusive and should be fully integrated into graduate-level curricula, practica, and internship.	
2.2 Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.3 Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.4 Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.5 Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.6 School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.7 Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.8 Home/School Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.9 Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
2.10 School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession; of various service models and methods; of public policy development applicable to services to children and families; and of ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8

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2.11 Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.	□#1 □#2 □#3 □#4 □#5 □#6 □#7 □#8
III. FIELD EXPERIENCES/INTERNSHIP School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.	Information is provided in Section I.
IV. PERFORMANCE-BASED PROGRAM ASSESSMENT AND ACCOUNTABILITY School psychology training programs employ systematic, valid evaluation of candidates, coursework, practica, internship, faculty, supervisors, and resources and use the resulting information to monitor and improve program quality. A key aspect of program accountability is the assessment of the knowledge and capabilities of school psychology candidates and of the positive impact that interns and graduates have on services to children, youth, families, and other consumers.	Information is provided in Section V.

	NAME OF ASSESSMENT
1	(Required)-CONTENT KNOWLEDGE: This must be a state or national school psychology credentialing exam. If your state does not require a school psychology credentialing exam, then the Praxis II in School Psychology must be required. Indicate the name of the test:
2	(Required)-CONTENT KNOWLEDGE: Program or course-embedded assessment of candidate knowledge. This might consist of a comprehensive examination, an oral or qualifying exam, an exam embedded in one or more courses that all candidates complete, and/or grades for courses in which NASP Standards 2.1–2.11 are addressed. Programs may use a combination of program or course-embedded content assessment methods.
3	(Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment in practica that demonstrates candidates can effectively plan the professional responsibilities required of a school psychologist.
4	(Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: INTERN EVALUATIONS BY FIELD SUPERVISORS. Assessment that demonstrates candidates' knowledge, skills, and professional work characteristics/dispositions are applied effectively in practice during internship.
5	(Required)-PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: COMPREHENSIVE, PERFORMANCE-BASED ASSESSMENT OF CANDIDATE ABILITIES EVALUATED BY FACULTY DURING INTERNSHIP. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.
6	(Required)-EFFECTS ON STUDENT LEARNING ENVIRONMENTS AND/OR LEARNING: Assessment that demonstrates that candidates are able to integrate domains of knowledge and apply professional skills in delivering a comprehensive range of services evidenced by measurable positive impact on children, youth, families, and other consumers. NOTE: You need not have a separate assessment of this area if it is addressed by assessment 5. Simply refer to the particular assessment(s) and aggregate the relevant data (e.g., particular items or sections of an assessment).
7	(Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.
8	(Optional): Additional assessment that addresses NASP Domains. Examples of assessments include comprehensive or qualifying exams, exit surveys, alumni and/or employer follow-ups, theses, case studies, simulations, or similar measures.

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<div align="center"><u>ASSIGNMENT DESCRIPTIONS</u></div>

TEST REPORT 1   DUE WEEK 5

     BDI

     INTERVIEW DATA

     REFERRAL QUESTION

TEST REPORT 2   DUE WEEK 9

     MMPI 2

     BDI

     INTAKE HISTORY

TEST REPORT 3   DUE WEEK 12

     BDI

     MMPI 2

     MSE

     INTERVIEW

TEST REPORT 4   DUE WEEK 15

     MACI

     BASC

     ADDES

     HISTORY

<div align="center">.</div>

TEST PRESENTATIONS (20 minutes)

1. ALL INSTRUMENTS MUST BE PRE-APPROVED BY INSTRUCTOR.
2. SECTIONS TO BE INCLUDED IN PRESENTATION AND WRITE-UP:
    Description/Purpose
    Age Range
    Populations
    History
    Research (Norm Groups)
    Validity
    Reliability
    Administration (Include time)
    Scoring (Include time)

    Cost
    Publisher
    Qualifications/Level of Training Required

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Presentation Rubric   START TIME_____ END
TIME_____

Name_____
DATE_____

**Presentation
Title**_____
____

CATEGORIES	Scores and qualities				
	1	**2**	**3**	**4**	**Total**
Organization	Poor Does not clearly introduce purpose No sequence of information Choppy and disjointed No summary or conclusion	Basic Introduces purpose Some transitions Several points are confusing Ends with summary but not evaluative	Well organized Introduces purpose clearly Includes transitions to connect key points Logical sequence evident Summary with evaluation evident	Extremely well organized Purpose clearly and creatively presented Logical, interesting sequence easy for audience to follow Ends with evaluative conclusion and strong evidence	
Subject Knowledge	No reference to literature or theory Inaccurate information evident Too elementary or too sophisticated for audience	Concepts of theories are inaccurate or incomplete Little attempt to tie in theory Evidence of research Combines existing ideas Portions are	Explanations of concepts and theories are accurate and complete Some helpful applications of theory are included Research with multiple sources New insights from existing ideas Few	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. Provides evidence of extensive and valid research with varied sources Combines and	

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		too elementary or sophisticated.	inconsistencies or errors Level of presentation is appropriate in general	evaluates existing ideas to form new insights Accurate information Level of presentation is appropriate for the audience	
Communication Aids	Bland, predictable, little variety or creativity May not relate to material Font difficult to be seen	Some original material with little or no variation. Mostly relates to material Choppy use of multimedia	Good variety of materials/media and originality Relates to text. Font size appropriate for reading	Very original, clever, and creative approach that captures audience's attention Visually appealing, colorful, and large enough	
	1	**2**	**3**	**4**	**Total**
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Sensitivity to Audience (eye contact, use of language, grammar, word choice, voice, audience interaction)	Student reads all of report with no eye contact. Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear. Audience lost interest Too long/too	Student occasionally uses eye contact, but still reads most of report. Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing	Student maintains eye contact most of the time but frequently returns to notes. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student maintains eye contact with audience, seldom returning to notes. Selects right and varied words for context and uses correct grammar Poised, clear articulation, proper volume, steady rate, enthusiasm, confidence Encourages audience interaction; calls classmates by name	

	short Discourages active audience participation Incomplete knowledge as evidenced by lack of appropriate response to questions	presentation. Time right Went off topic and lost audience Responded appropriately to rudimentary questions Reluctantly interacts with audience	Time right Encourages audience interaction Demonstrates knowledge of the topic by answering questions but does not elaborate Holds audience attention most of the time	Demonstrates extensive knowledge by responding confidently and appropriately to all audience questions Audience involved throughout Time right	
				Total Points:	

COMMENTS:

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