

Final Paper

Printed Student Name: _____

Minimum Criteria -- Student Check List

- _____ I summarized my selected issue.
- _____ I cited at least 10 resources in my discussion of the issue.
- _____ I provided a detailed action plan (recommendations for practice) to address the issue I identified.
- _____ This assignment (or significant portions of this assignment) has not been turned in for a grade in another course.
- _____ I carefully followed the writing and formatting requirements on page 9 of this syllabus.
- _____ **Every time** (every sentence) I used information from a particular source I indicated where the information came from (not just at the end of the paragraph).
- _____ I paraphrased information from my sources **in my own words, in my own sentence structure** AND I indicated where the information came from.
- _____ I made it clear in the in-text citations what I actually read and what I did not actually read. If I referred to something that one of my resources cited but that I didn't read myself, I used the "as cited in..." format. I did not include any resources that I did not actually read on the reference page.
- _____ I indicated all direct quotes with: (a) quotation marks (or by block indenting quotes longer than 40 words), (b) the last name of the author(s), (c) the year of publication, (d) **and the page or paragraph* number** where I found the quote.
- _____ I included all direct quotes **exactly** as written in the source I read and cited.
- _____ I accurately listed all of the resources cited (and only those cited) in my assignment in an alphabetically organized reference page at the end of the paper.

Student Signature

* Use paragraph numbers instead of page number of quotes taken from a web page.

Instructor Grading Criteria (30 points)

Minimum requirements were met and the writing and formatting requirements from page 9 of the syllabus were followed.

few or none (0) *some (1)* *most (2)* *virtually all or all (3)*

The in-text citations and reference list followed professional standards for accuracy (e.g. correct information provided), sufficiency (e.g. all of the required information is present), and honesty (e.g. credit for others' work is provided).

no, not really (0) *to some extent (1)* *generally (2)* *yes, clearly (4)*

Writing demonstrated respect for individuals with a variety of diversities and a sensitivity to issues of assessment faced by English language learners.

no, not really (0) *to some extent (2)* *yes, clearly (3)*

The paper introduction provided sufficient information (e.g. background, context, differing perspectives) for the reader to understand the issue to be discussed.

no, not really (0) *to some extent (1)* *generally (2)* *yes, clearly (4)*

You integrated a wealth of appropriate professional references into your discussion of the issue.

no, not really (0) *to some extent (1)* *generally (2)* *yes, clearly (4)*

Your discussion of the issue reflected an accurate and thorough understanding of the literature and the issue you identified.

no, not really (0) *to some extent (1)* *generally (2)* *yes, clearly (4)*

The action plan provided a reasonable and feasible way to address the issue you identified and was based on current theory and research.

no, not really (0) *to some extent (1)* *generally (2)* *yes, clearly (4)*

The discussion and action plan provided *strong* evidence for your understanding of concepts related to the assessment of English language learners.

no, not really (0) *to some extent (1)* *generally (2)* *yes, clearly (4)*

Comments:

Total points: _____ out of 30.