

PSYCHOLOGY –WRITTEN WORK RUBRIC FOR PROVIDING FEEDBACK

	DOES NOT MEET	UNDERDEVELOPED	INTERMEDIATE	ACCOMPLISHED	EXEMPLARY
IDEAS: Accuracy and relevancy	Frequent inaccuracies and/or irrelevant content. Did not appear to read assignment description.	Mix of accurate and inaccurate content, but generally relevant to assignment.	Content relevant and mostly accurate. Does not clearly demonstrate understanding of more nuanced ideas.	Ideas and content relevant to goal of assignment. Contains no inaccurate content.	Ideas are well supported with relevant information and detail. Communicates nuanced understanding of multiple perspectives.
IDEAS: Integration of sources and evidence	No supporting evidence	Includes evidence but does not integrate with ideas presented in paper.	Includes minimal evidence and connects broadly with ideas in paper.	Uses multiple sources. Evidence supports main ideas.	Clearly integrates ideas with evidence in the paper. Provides a range of perspectives and resources.
IDEAS: Reasoning and logic building	So unfocused and tangential that paper is almost unreadable.	Writing unclear. Presents ideas vaguely without making connections.	Overviewed key ideas. Some mixing of logic/sequencing devices (e.g., inductive vs. deductive arguments).	Premises laid out clearly overall. May struggle to build complex or sophisticated logic streams.	Ideas are clearly stated, supported with appropriate detail, and lead reader to understanding.
ORGANIZATION: Transitions and flow	Lacks any connection between ideas and paragraphs. No transitional devices.	Elements of paper seem to jump around with no connection or explanation.	Generally flows and provides obvious transitions within and between paragraphs.	Establishes connections between sentences, paragraphs, and sections using transitional devices.	Includes within and between-paragraph/section transitions that are seamless and almost go unnoticed.
ORGANIZATION: Targets audience	Inappropriate for audience specified in assignment.	Qualifies as academic writing with little attention to needs of audience.	Tone/voice consistent with assignment goals.	Clear to reader to whom writing is intended. Meets all major goals of assignment.	Holds reader's attention on multiple levels. Clearly written for audience specified in assignment
WRITING CONVENTIONS/ Mechanics: APA style	No attempt at meeting APA style guidelines.	Style errors across three or more common areas (e.g., in-text citations, quotations, tables, etc.).	Style errors across two common areas.	No errors in most common areas, but may show one or two in more obscure ones.	All aspects of paper conform to APA style guidelines.
WRITING CONVENTIONS/ Mechanics: Spelling	So many spelling errors that text is unreadable.	Not spell-checked – multiple careless spelling errors.	Contains careless spelling errors that could have easily been caught with a proofreading.	Contains minor spelling errors.	Does not contain spelling errors.
WRITING CONVENTIONS/ Mechanics: Syntax	Almost unreadable. Sentences fail to construct meaningful combinations.	Several common grammar mistakes (e.g., subject-verb agreement), or poorly formed sentences.	Minor grammar mistakes, but sentences generally logical and readable.	Sentences well constructed. May not conform to obscure grammar rules (e.g., serial comma).	No grammar mistakes. Words and phrases combine to form meaningful combinations.