

Student: _____

Rater: _____

Project: _____

Date: _____

PSYCHOLOGICAL SCIENCES - WRITTEN PRODUCT SCORING RUBRIC

This rubric will be used to score all apprenticeship projects, thesis proposals, and theses.

I. Content-Related Components

A. Specify Topic Domain

1	2	3	4	5
Topic is unspecified, unfocused		Insufficient topic breadth or depth		Appropriate breadth; only relevant work cited

B. Integration of Literature

1	2	3	4	5
Studies cited w/o connection		Studies cited with some linkage		Fluent, well integrated connections made

C. Establish Importance of Topic

1	2	3	4	5
Topic relayed without context in literature		Some indication of topic importance noted		Topic importance for research confirmed

D. Identify Research Opportunity

1	2	3	4	5
Work cited without research context		Gaps in research findings noted; opportunity cited		Formulation of new research ideas

E. Demonstrate Command of Foundational Concepts (i.e., theory, models) Related to Literature

1	2	3	4	5
Related foundation concepts ignored or glossed over		Foundational concepts included; understanding not well demonstrated		Foundation concepts well integrated

F. Demonstrate Command of Technical Concepts Related to Study Design and Data analysis

1	2	3	4	5
Technical concepts confusing or obfuscated		Technical concepts stilted and definition like		Technical concepts understandably presented- clearly summarized

II. Written Delivery Components

A. Coherence

1	2	3	4	5
does not develop ideas cogently, organize them logically within paragraphs or connect them with clear transitions		develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some ideas may seem illogical and/or unrelated		develops ideas cogently, organizes them logically within paragraphs, connects them with effective transitions

B. Overall Organization

1	2	3	4	5
ineffective overall organization		Uneven organization: some sections well organized and others ineffective		clear and well organized throughout

C. Conventions of written English (e.g., grammar, punctuation, spelling, word choice, syntax, etc.)

1	2	3	4	5
contains a combination of errors that frequently interfere with meaning		competence with the conventions of standard written English but may have some errors		superior facility with the conventions of standard written English

D. Critical Thinking

1	2	3	4	5
Contains no interpretations, inferences, analysis, synthesis, or judgments		Contains some interpretations, inferences, analysis, synthesis, or judgments but not enough		Contains an appropriate amount of interpretations, inferences, analysis, synthesis, or judgments

E. APA Style

1	2	3	4	5
Does not follow APA Style		Attempts to follow APA style but does not do so well		Follows APA style very well

Comments: _____

Student: _____

Rater: _____

Project: _____

Date: _____

PSYCHOLOGICAL SCIENCES – ORAL PRESENTATION SCORING RUBRIC

This rubric will be used to score all thesis proposal defenses, and comprehensive examinations.

I. Content-Related Components

A. Specify Topic Domain

1	2	3	4	5
Topic is unspecified, unfocused		Insufficient topic breadth or depth		Appropriate breadth; only relevant work cited

B. Integration of Literature

1	2	3	4	5
Studies cited w/o connection		Studies cited with some linkage		Fluent, well integrated connections made

C. Establish Importance of Topic

1	2	3	4	5
Topic relayed without context in literature		Some indication of topic importance noted		Topic importance for research confirmed

D. Identify Research Opportunity

1	2	3	4	5
Work cited without research context		Gaps in research findings noted; opportunity cited		Formulation of new research ideas

E. Demonstrate Command of Foundational Concepts (i.e., theory, models) Related to Literature

1	2	3	4	5
Related foundation concepts ignored or glossed over		Foundational concepts included; understanding not well demonstrated		Foundation concepts well integrated

F. Demonstrate Command of Technical Concepts Related to Study Design and Data analysis

1	2	3	4	5
Technical concepts confusing or obfuscated		Technical concepts stilted and definition like		Technical concepts understandably presented- clearly summarized

II. Oral Delivery Components

A. Demonstrate Effective Organization

1	2	3	4	5
No apparent organization; presentation rambles		Organization loses track; transitions lacking		Presentation is organized with clear transitions

B. Demonstrate Effective Verbal and Nonverbal Delivery

1	2	3	4	5
Weak eye contact, voice tone, audibility		Confident delivery both verbal and nonverbal		Sustained contact with audience; poised fielding of questions

C. Responded Effectively to Questions

1	2	3	4	5
Defensive interaction, halting or hesitant; Avoided direct questions		Inconsistent quality of responses; sporadic confidence		Sustained confidence; Answered questions directly and adequately

D. Professional Demeanor

1	2	3	4	5
Presentation weakened by inappropriate dress, language, attitude, or demeanor		Presentation style, delivery, or demeanor mismatched to audience or occasion		Professional demeanor matches audience and occasion

Comments: _____

Overall Rating

0. Based on the current product, this student is **not prepared** for successfully completing work at the next level.
1. Based on the current product, this student is **minimally prepared** for successfully completing work at the next level. A student at this level may struggle with the tasks necessary for successfully completing work at the next level. For example, this student may have a hard time conducting a thorough literature review or writing about the literature in a way that integrates findings and ideas from the review. As additional examples, a student at this level may have a difficult time stating research questions, identifying an appropriate research design, analyzing data, or interpreting the results without serious assistance from an advisor.
2. Based on the current product, this student is **satisfactorily prepared** for successfully completing work at the next level. A student at this level will have little difficulty producing quality work at the next level. However, some areas of improvement are recommended. For example, a student at this level may need to state their ideas more clearly, discuss results more concisely, or review fundamental concepts.
3. Based on the current product, this student is **well prepared** for successfully completing work at the next level. This student can produce high quality work at the next level with little or no supervision or input from others.

Current Product	Work at the Next Level
Apprenticeship Project	Thesis Proposal
Thesis Proposal	Thesis
Thesis	Professional or Doctoral Work

Comments: _____
