

Sample Rubric for a Thesis or Internship Paper

Criteria & Points Assigned	Missing	Unacceptable	Below Expectations	Meets Expectations	Exceeds Expectations	Points Earned
	0	1	2	3	4	
Content						
Summarize, compare, and evaluate, at an advanced level, the concepts, research findings, and current theories and models relevant to the thesis topic.	Literature review in the thesis was incomplete and/or omitted important research findings or theoretical positions.	Literature review is incomplete and includes excessive discussion of unrelated issues and/or significant errors in content. Assertions are made without adequate support from evidence.	Literature review is brief with insufficient detail. Unrelated issues were introduced and/or minor errors in content. Assertions are made without adequate support from evidence.	Literature review is brief but complete; review focuses only on issues related to the question; review is factually correct; assertions are clearly supported with evidence and appropriate use of logic	Literature review is complete; sufficient detail is provided to support assertions; assertions are supported with evidence; includes an original and relevant insight or analysis of the topic.	
Orals: Summarize, compare and evaluate concepts, research findings, and current theories and models in the core content areas of psychology.	Unable to respond to questions posed about research or theory in core content areas of psychology.	Serious gaps in the basic details needed for an adequate response to questions. Fails to support assertions with evidence	Most of the basic details are included but some are missing; fails to support some assertions with evidence	Provides more than just the basic information; supports assertions with evidence	Deals fully with the entire question. Assertions are well-supported with evidence.	
Critical Thinking						
Evaluate and integrate the psychological literature to address a specific theory or practical problem. Describe and select appropriate scientific and statistical methods to answer a question.	No clear research question posed. Relevance to existing literature and theory not established. Major errors in choice of research methods or statistical analysis. Conclusions are inconsistent with the evidence presented.	The question posed is of questionable relevance or has clearly been answered. The question is unrelated to the existing literature. Errors in the choice, execution, or interpretation of methods and/or statistical data. Conclusions weakly justified by evidence.	The question has been adequately answered in prior research; no clear rationale for reexamination of this question is given. Research and statistical methods selected are flawed or inadequately carried out. Conclusions overreach the evidence presented.	A meaningful question is posed but may not be fully explicated. Research and statistical methods selected are appropriate for the project. Conclusions follow logically from the evidence presented.	Project addresses a question or problem that is meaningfully connected to the existing literature and theory. Student provides a clear explanation of this relationship. Research and statistical methods selected are appropriate for the project. Conclusions follow logically from the evidence presented.	

Source: University of West Florida

<http://uwf.edu/cutla/Tipsheet.cfm> (Tip #20)

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	0	1	2	3	4	
Communication						
Organization and logic	No logical order to the information provided	Weak organization; sentences rambling; ideas are repeated	Minor problems of organization or logic; Needs work on creating transitions between ideas	Presentation is organized but does not present a clear argument for a given position	Clear and logical presentation; good development of an argument; Transitions are made clearly and smoothly	
Mechanics of writing (spelling, punctuation, grammar, clarity of prose)	Problems with the mechanics of language serious enough to interfere with effective communication. Frequent errors in punctuation, spelling, sentence structure, etc.	Major problems with mechanics of language; Awkward sentence construction; Poor or absent transitions; Frequently difficult to understand	Frequent problems with mechanics of language; Occasional awkward sentences and poor transitions; reduce readability	Infrequent and minor mechanical problems; Errors do not impair readability	Clear, readable, prose. Good use of transitions; no problems with spelling, punctuation, or grammar.	
Use of relevant APA Style (Title page, citations & references, use of language, etc.)	No evidence that APA style was used.	Minimal use of APA style; multiple errors in use of APA style	Attempted to use APA style but errors are frequent and include errors in citations & references	Infrequent errors in APA style; errors involve only minor aspects of APA style – no errors in style for citations & references	All relevant aspects of APA style are used correctly	
Orals: Communication skills during presentation	Unable to respond effectively to questions posed by committee members.	Answers to a several questions were incomplete; needed frequent assistance from thesis/internship chair.	Answers to a few questions were incomplete; needed occasional assistance from thesis/internship chair.	Provided complete answers to questions posed. Presented thesis or internship work in a coherent manner.	Appropriate use of technology during presentation (where relevant). Presentation of thesis or internship work was clear and well-organized. Responded to questions in a poised, articulate, and professional manner.	
Integrity/Values						
Clear understanding of and adherence to scientific and professional ethics.	Evidence of failure to obtain IRB approval, to protect client confidentiality, or other transgression of scientific, professional, or academic integrity.		Compliance with principals of scientific, professional and/or academic integrity is likely but may be poorly documented.		Clear documentation of compliance with relevant ethical guidelines (IRB review, protection of confidentiality of clients, etc.). Clearly establishes authorship of thesis or internship work.	
Student strengths:						
Student weaknesses:						