

Rubric for Assessment of ALPs Based on Graduate Theses, Internships, and TeRPs

Circle one: Thesis or Internship or TeRP **Date:** _____ **Student's initials:** _____

Directions: Please evaluate student's overall performance during the course of the internship/thesis process (not the final product). The committee should use consensus ratings for each criterion.

Criteria	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Points Earned
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 is incomplete, includes excessive discussion of unrelated issues and/or significant errors in content. Assertions are made without adequate support from evidence.	Literature review is complete; review focuses 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; review focuses on issues related to the question; sufficient detail is provided to support assertions; review is factually correct; assertions are supported with evidence; includes an original and relevant insight or analysis of the topic.	
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.	The question has been adequately answered in prior research; no clear rationale for reexamination of this question is given. Research methods selected are flawed or inadequately carried out. Conclusions overreach or are weakly justified by 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 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. Student demonstrates a unique or creative research approach to successfully address the question. Conclusions follow logically from the evidence presented.	
Communication				
Organization and logic	Weak or illogical organization; sentences rambling; ideas may be repeated; 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)	Frequent problems with mechanics of language; Awkward sentences and poor transitions reduce readability	Infrequent and minor mechanical problems; Minor 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.)	APA style 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	
Oral Communication skills	Answers to questions were incomplete; committee may have had to guess as to what was meant; spoke in incomplete thoughts; frequently used filler words (e.g., um, like, you know).	Provided complete answers to questions posed. Presented thesis or internship work in a coherent manner, rarely used filler words (e.g., um, like, you know).	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.	

Criteria	Below Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Points Earned
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.		Clear documentation of compliance with relevant ethical guidelines (IRB review, protection of confidentiality of clients, etc.). Clearly establishes authorship of thesis or internship work.	
Project Management				
Ability to plan and complete a series of activities that would lead to project completion within stated deadlines	Project was poorly thought out or implemented and did not meet its goals for quality or schedule.	Project was well planned, meets the requirements for quality, and was completed on schedule.	Project was completed on or before specified deadlines and is likely to contribute to the knowledge base in the area.	
Ability to work with others in the completion of the project.	Student's interactions with others adversely affected the quality of the project.	Student was able to work with others, and accept and provide feedback in the completion of the project.	Student displayed excellent teamwork skills, provided, sought out and accepted feedback which enhanced the quality of the project.	
Ability to self-monitor progress and make adjustments as appropriate.	Student had to be prompted to provide information on progress of the project; failed to make necessary adjustments when faced with problems; or failed to seek assistance when necessary to do so.	Student provided faculty member with project status when asked and requested assistance when appropriate to do so.	Student was aware of own progress and made adjustments; used back-up plans or asked for assistance when necessary; while keeping faculty member well-informed regarding project status.	

Student strengths:	
Student weaknesses:	