

# Assessment Rubric for EDLD 760

## Final Activity

<i>Qualities &amp; Criteria</i>	Poor (C, D, or F)	Good (B)	Excellent (A)
<p><b>Introduction</b></p> <p><i>Problem Statement/ Orientation to Audience (Reader), Topic</i></p>	<p>There is no reference to the topic, audience or relevance to the discipline.</p>	<p>The writer makes the reader aware of the overall problem, challenge or topic to be examined.</p>	<p>The writer introduces the topic and its relevance to a chosen audience. The introduction lays the groundwork to the direction of the paper.</p>
<p><b>Body</b></p> <p><i>Structure/Flow</i></p>	<p>The review has little to no direction, with disjointed subtopics.</p>	<p>There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.</p>	<p>The review flows from general ideas to specific conclusions and/or vice versa. All sections follow a logical order. Transitions tie sections together as well as individual paragraphs.</p>
<p><b>Content</b></p> <p><i>Weaving together literature through synthesis via thematic categories that provide exploration/explanation</i></p>	<p>The writer has omitted major sections of pertinent content or content runs-on excessively. The writer quotes other material excessively. The ideas presented have little significance to the topic and/or</p>	<p>The writer includes all the major sections of pertinent content, but does not cover them in as much depth or detail as the audience/reader expects. The significance to the topic is evident.</p>	<p>The writer covers the appropriate content in depth without being redundant. The writer cites sources when specific statements are made. The significance of quotes, when used, is apparent.</p>

	the audience reader.		
<b>Clarity of Writing</b>	It is difficult for the reader to understand what the writer is trying to express. Writing is convoluted. The paper contains spelling and grammatical errors as well as improper punctuation.	The writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is repetitive.	The writing is clear and concise. The writer uses the active voice where appropriate. There are few, if any, errors in spelling, grammar and punctuation.
<b>Conclusion(s)</b> <i>Synthesis of Ideas and Culminating in a Research Question or Suggestions for Further Research</i>	There is little or no indication that the writer tried to synthesize the information or draw conclusions based on the literature under review. No research question(s) or suggestions are offered to the reader.	The writer provides concluding remarks that show an analysis and synthesis of ideas. Some of the conclusions, however, are not supported in the body of the review. A research question or suggestion is offered to the reader.	The writer makes succinct and precise conclusions based on the review of literature. Insights into the problem/topic are appropriate. Conclusions and research question/suggestions are strongly supported within the report.
<b>Source Citations</b> <i>Proper APA Format</i>	The writer does not include in-text citations for statements made in the review. References	The writer cites sources within the body of the review and includes a corresponding	The writer includes all necessary citations in the body of the review. The references in the list match the in-text citations and

	which were included in the References or Works Cited list were not cited in the text.	References or Works Cited list. Some formatting problems exist, or some components are missing.	all were properly encoded in APA format.
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