Rubric #3 for Assignment #3 (Typical and Atypical Child Behavior)

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade

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|  | **D-F** | **C- / C/ C+** | **B- /B/ B+** | **A-, A** |
| **Introduction** | Does not refer to chosen cognitive skills.  Lacks adequate thesis statement. | Conveys chosen cognitive skill (topic), but not key question(s) raised by atypicality.  Describes subtopics to be reviewed.  Very general thesis statement. | Conveys chosen cognitive skill and key question and subtopics to be reviewed.  General thesis statement. | Strong introduction of chosen cognitive skill. Clearly delineates subtopics to be reviewed. Specific thesis statement |
| **Focus & Sequencing**  **Clarity** | Material is not logically organized into subtopics. Many transitions are unclear or nonexistent. | Most material related to subtopic, main topic. Material may not be organized within subtopics. A variety of transitions | All material clearly related to subtopic, main topic and logically organized within subtopics.  Clear and varied transitions linking subtopics. | All material clearly related to subtopic, main topic.  Strong organization and integration of material within subtopics.  Strong transitions. |
| **References to depicted Behavior** | No specific references to behavior chosen and depicted in the videos. Insufficient description of depicted behavior and/or does not illustrate the point. | One specific reference to video examples of chosen behavior. Imprecise description and/or references does not illustrate the point. | Well selected references of video examples depicting the behavior. Correct description partially matching the point. | Multiple detailed pertinent references to depicted behavior with appropriate use to strengthen the point. |
| **References to scientific articles** | Do not refer to any peer reviewed article to support the development of cognitive skill. | Refer to improper article, and/ or low quality reference and/or cite articles which do not illustrate the point correctly. | Refer to scientific article appropriately. Scientific evidence/quality of the references is good but partially illustrate the point. | Refer to scientific article appropriately. References are of good quality and recent and illustrate perfectly the point. s |
| **Descriptive vs analytic skills** | Does not include definitions and has limited referral to theory or research. | Primarily descriptive:  Can refer to and quote theory, but does not apply or compare.  Limited reflection over relationship between theory and practice. | Defines and discusses theoretical concepts.  Some reflection over the relationship between theory and observed behavior. | Compares and discriminates between theoretical concepts.  Analyzes critically behavior and extend theory to apply it to other situations. |
| **Conclusion** | Does not summarize evidence with respect to thesis statement. Does not discuss the impact of material on topic. | Review of key conclusions.  Some integration with thesis statement. Discusses impact of material on topic. | Strong review of key conclusions.  Strong integration with thesis statement.  Discusses impact of researched material on topic. | Strong review of key conclusions. Strong integration with thesis statement. Insightful discussion of impact of the material on topic |
| **Grammar, punctuation & Spelling** | Grammatical errors or spelling & punctuation substantially detract from the paper. | Very few grammatical, spelling or punctuation errors interfere with reading the paper. | Grammatical errors or spelling & punctuation are rare and do not detract from the paper. | The paper is free of grammatical errors and spelling & punctuation. |