

Assessment Report

Department/Program: Psychology Chair: Angela Crossman

Degree /Minor/Certificate/or other Program: Forensic Psychology Major

Time Period Covered for this Assessment Review: Fall 2014 – Spring 2015

Assessment occurred in the following courses:

Course	Semester and Year
Psy 200 – Cognitive	Fall 2014 Spring 2015
Psy 242 - Abnormal	Spring 2015

In addition, we spent the year revising our prior Assessment Plan to correspond with the changes to the APA learning goals and proposed assessments and in response to our own assessment results.

Direct Assessment of Learning Goals (Please attach to the report a copy of each rubric used.)

After listing the learning goal(s), insert *the percentage of students falling into each performance level* in the following chart. Your descriptors for the performance levels may vary, and if they do please substitute yours, but it’s important to specify which level “meets expectations” for your program.

Note that the N appears in parentheses. In addition, because there were some differences across the semesters, we report the individual course data and the aggregate scores for each learning goal where possible.

Learning Goal(s) Assessed	Course Number	Sample Size	Exceeds Expectations (<i>Excellent</i>)	Meets Expectations (<i>Good</i>)	Approaches Expectations (<i>Acceptable</i>)	Does Not Meet Expectations (<i>Unacceptable</i>)
Cognitive Psychology – Psy 200, Fall 2014						

- Describe problems operationally to study them empirically (e.g., identify research questions).	200	130	17.7 (23)	46.2 (60)	33.8 (44)	2.3 (3)
- Interpret quantitative data displayed in statistics, graphs and tables, including statistical symbols in research reports.			23.1 (30)	40 (52)	27.7 (36)	9.2 (12)
- Identify and navigate psychology databases and other legitimate sources of psychology information (e.g., PsycInfo).			50 (65)	36.9 (48)	6.9 (9)	6.9 (9)
- Use grammar appropriate to professional standards and conventions.			33.1 (43)	45.4 (59)	17.7 (23)	3.8 (5)
- Use APA style effectively.			31.5 (41)	28.5 (37)	37.7 (49)	2.3(3)
Cognitive Psychology – Psy 200, Spring 2015						
- Describe problems operationally to study them empirically (e.g., identify research questions).	200	203	43 (87)	39 (80)	16 (33)	1 (3)
- Interpret quantitative data displayed in statistics, graphs and tables, including statistical symbols in research reports.			22 (44)	39 (79)	26 (52)	14 (28)
- Identify and navigate psychology databases and other legitimate sources of psychology information (e.g., PsycInfo).			67 (135)	27 (54)	4 (8)	3 (6)
- Use grammar appropriate to professional standards and conventions.			32 (65)	42 (86)	24 (48)	2 (4)
- Use APA style effectively.			19 (39)	52 (106)	24 (49)	4 (9)
Abnormal Psychology – Psy 242, Spring 2015						
- Use grammar appropriate to professional standards and conventions.	242	55	33 (18)	45 (25)	18 (10)	8 (2)
- Use APA style effectively.			9 (5)	53 (29)	22 (12)	15 (8)
- Identify and navigate psychology databases and			42 (23)	35 (19)	11 (6)	13 (7)

<i>other legitimate sources of psychology information (e.g., PsycInfo).</i>						
Aggregate Data		388				
- <i>Use grammar appropriate to professional standards and conventions.</i>			32	44	21	3
- <i>Use APA style effectively.</i>			22	44	28	5
- <i>Identify and navigate psychology databases and other legitimate sources of psychology information (e.g., PsycInfo).</i>			57	31	6	6

Indirect Assessment of Learning Goals

Indirect assessment typically relies on surveys (Student Experience Surveys, NSSE, etc.), post-graduate outcome data, graduation and retention rates, grades, and a variety of other data. They may be used to assess particular learning goals or for more global assessment of the program. Indirect assessment should be part of every yearly review as a supplement to the direct assessment of learning. See attachment for examples of direct and indirect instruments.

Learning Goal(s)	Course or Program Based?	Sample Size, if Known	Instrument	Data

We did not undertake any indirect assessments in this academic year.

Assessment Process How did you go about assessing student learning in your program?

(Describe briefly the assessment methodology: sample selection, assessment instruments, scoring process, and assessment design)

Psy 200 – Cognitive Psychology

We selected the large section of Psy200 in the Fall 2014 semester to pilot a rubric (Dr Strange's class) for assessing the learning objectives under **Goal # 2 Scientific Inquiry and Critical Thinking** and **Goal # 4: Communication**.

All students complete a writing assignment for this course (and most others at the 200 level). This semester, we assessed the plausibility of a "grand rubric" where each professor pulls the appropriate elements of our Major's learning objectives and slots them into their grading rubric for their writing assignment. Thus, a component of the course assessment would also serve as an assessment of objectives in the Major, greatly reducing workload for our faculty. We expected this approach would reduce overall workload: teaching assistants, who do the grading for the courses, would simply keep an ongoing tally (as they graded) of the students falling into each rubric category. That tally would then be forwarded to the Assessment team at the end of the semester. Thus, this approach should eliminate the need to conduct a second assessment/review of the course. Moreover, we attached a cover page to the rubric that allowed students to see how the specific learning objectives they were being assessed on fitted into the learning objectives of the Major. We believed this addition would help students to remember and recognize the learning objectives of the Major.

In Fall of 2014, Dr Strange selected those that applied to the Psy200 writing assignment. She simply slotted these objectives into her larger rubric (Appendix A). It is important to note here that many of the students wrote a draft of their writing assignment that was also fully graded. Thus, the scores may be inflated by the fact it was not a "first attempt." Nonetheless, the end result demonstrates what students *learned* from the course and is thus entirely appropriate for outcomes assessment.

In Spring of 2015 Dr Strange followed the same approach (with minor changes detailed below). Dr Chauhan also volunteered to trial the approach in Psy242-Abnormal Psychology.

Conclusions What did you discover about student learning in your program?

Fall 2014: Psy 200 – Cognitive Psychology

Results

On each of the learning objectives listed above, the majority of the students were considered to be at the “meets” or “exceeds expectations” standard. A pleasant surprise, which suggests the scaffolding in our Major is beginning to show an effect. Moreover, (some) students were vocal in their appreciation that they could see the grander purpose of the assessment. That is, they liked having the cover page that showed the learning outcomes of the Major that the specific assessment was covering.

Although a high proportion of students failed the “interpretation of graphs” standard, this was expected. The Psychology Department defines “meeting the standard” as the standard acceptable for graduation (see our Assessment Plan). At the Psy 200 level, students have rarely completed their stats courses and have not had their discipline-specific methods course. Thus, they have little experience with graphs in the major. Our expectation is that students should shift on this category towards “meeting the standard” over the course of the Major.

Discussion

The approach seems to be working. The teaching assistants provided feedback that the points associated with each category on the rubric should be easily divisible by 4 (more an issue for the course grading than the outcomes assessment process). With this minor change, we opted to pilot the approach in Psy 242, Abnormal Psychology, and again in Cognitive Psychology in Spring of 2015.

Spring 2015: Psy 200 – Cognitive Psychology

Results

Once again, the majority of the students fell into the “meets” or “exceeds expectations” standard.

Discussion

The teaching assistants were happy with the changes and reported no problems. Again, (some) students expressed gratitude that they were able to see how the assessment fitted into the learning goals of the Major. Overall, the approach streamlined the assessment process. Of course, some students failed to meet expectations. Dr Strange has always strongly encouraged students to submit a draft of the assignment, primarily to catch those that need the most assistance early. Those that are not meeting the writing standards are then referred to the Writing Center. However, those that need the most help don’t tend to submit the draft. She will make a draft a requirement the next time she teaches the course and see if it improves the final assignments and recommend that other instructors of the course do the same.

Spring 2015: Psy 242 – Abnormal Psychology

Results

Again, they majority of the students fell into the “meets” or “exceeds expectations” standard.

Discussion

As in Psy200, the teaching assistants were happy with the rubric and reported no problems. Thus we would like to recommend the approach be considered for all 200 level courses in the major.

The aggregate data shows that the learning outcomes considered critical for this level of the major (psycinfo, apa style) are being met or exceeded by a clear majority of the students. Nevertheless 33% of students failed the APA style standard. One recommendation is that professors agree on which version of the APA style guide we teach (as there appears to be some variation).

Actions Taken

What action decisions did you make based on your data and conclusions? (Plan actions to take effect in the following semester or sooner if practical.)

Actions To Be Taken and By Whom	Timeframe for implementation and intermediate steps
Create the “grand rubric” (adjusted for course level) for all appropriate learning objectives so that all faculty can pull the objectives relevant to their course assignments. This work will be completed by the Curriculum Committee and Assessment Committees (spearheaded by Dr Strange).	Fall, 2015
Recommend to all professors that they identify in their course materials how each piece of course assessment addresses the specific learning objectives for the course and how those objectives fit with the major. Also recommend the full grading of draft assignments at the 200 level and consistency in APA style requirements.	Fall, 2015 (first Faculty meeting)

Were last year's actions implemented as planned? Please explain.

Yes, with caveats. Our primary focus of the 2013-2014 year was an entire reorganization of our Assessment efforts, culminating in a new plan. Although there were delays due to a change in committees and departmental leadership, the work is almost completed and the new plan should be presented to the department in the Fall of 2015.

Assessment data and conclusions were discussed in a Department or Program meetings on September 9, 2015 (the first meeting of the academic year).

Attachments: Please attach rubrics used and samples of student Work at each performance level within the rubric.

Revised Learning Goals/Objectives (adapted from APA)

Below we list the 5 Main Learning Goals/Objectives of the Forensic Psychology Major. Below each objective are the specific objectives we will use to objectively assess the Main Goal.

#1. Learning Objective: Knowledge Base in Psychology: Students will demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

Specific Learning Objectives
1.1: Describe key concepts, principles, and overarching themes in psychology
1.2: Develop a working knowledge of psychology's content domains
1.3: Describe/recognize applications of psychology

#2. Learning Objective: Scientific Inquiry and Critical Thinking: Students will demonstrate scientific reasoning and problem solving skills including effective research methods.

Specific Learning Objectives
2.1: Identify and navigate psychology databases and other legitimate sources of psychology information.
2.2: Develop plausible behavioral explanations that rely on scientific reasoning and evidence rather than anecdotes or pseudoscience.
2.3: Read and summarize complex ideas accurately, including future directions, from psychological sources and research.
2.4: Describe problems operationally to study them empirically.
2.5: Evaluate the effectiveness of quantitative/qualitative research methods in addressing a research question.

#3. Learning Objective: Ethical and Social Responsibility in a Diverse World: Students will demonstrate ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increased diversity.

Specific Learning Objectives
3.1: Understand the regulations in the APA Ethics Code for protection of human or non-human research participants
3.2: Evaluate critically or complete an IRB application that adheres to ethical standards.
3.3: Identify aspects of individual and cultural diversity and the interpersonal challenges that often result from diversity and context.

#4. Learning Objective: Communication: Students will demonstrate competence in writing and in oral and interpersonal communication skills.

Specific Learning Objectives
4.1: Construct arguments clearly and concisely using evidence-based psychological concepts and theories.
4.2: Use grammar appropriate to professional standards and conventions.
4.3: Use APA style effectively.
4.4: Interpret quantitative data displayed in statistics, graphs and tables, including statistical symbols in research reports.
4.5: Create coherent and integrated oral argument based on a review of the pertinent psychological literature.

#5. Learning Objective: Professional Development: Students will be able to apply psychology-specific content and skills to more general problem solving and exhibit career preparation.

Specific Learning Objectives
5.1: Evaluate the characteristics of potential work settings or graduate school programs to optimize career direction and satisfaction.
5.2: Formulate career plan contingencies based on accurate self-assessment of abilities, achievement, motivation and work habits.
5.3: Recognize the value and application of research and problem-solving skills in providing evidence beyond personal opinion to support proposed solutions.

Psy 200 Writing Assignment Grading Rubric

FALL 2014

Students, please note that this writing assignment is designed to help you as you develop academically and begin to meet two of the learning objectives of the Forensic Psychology Major. Those objectives are below. I highlighted the specific objectives addressed in this assignment in purple font (and on the rubric on the following page).

#2. Learning Objective: Scientific Inquiry and Critical Thinking: Students will demonstrate scientific reasoning and problem solving skills including effective research methods.

Specific Learning Objectives
Identify and navigate psychology databases and other legitimate sources of psychology information (e.g., PsycInfo).
Develop plausible behavioral explanations that rely on scientific reasoning and evidence rather than anecdotes or pseudoscience.
Read and summarize complex ideas accurately, including future directions, from psychological sources and research.
Describe problems operationally to study them empirically (e.g., identify research questions).
Evaluate the effectiveness of quantitative and/or qualitative research methods in addressing a research question.

#4. Learning Objective: Communication: Students will demonstrate competence in writing and in oral and interpersonal communication skills.

Specific Learning Objectives
Construct arguments clearly and concisely using evidence-based psychological concepts and theories.
Use grammar appropriate to professional standards and conventions.
Use APA style effectively.
Interpret quantitative data displayed in statistics, graphs and tables, including statistical symbols in research reports.

On the next page, you will see that I have included some of these specific learning objectives (in a different font and in purple) within this grading rubric. Other learning objectives will appear as you move on to more advanced classes in the major.

Name: _____

Grading Category	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Good</i>	<i>Excellent</i>	<i>Score (possible points)</i>
Critical Components of the Article Critique					
Research Question & Rationale Describe problems operationally to study them empirically (e.g., identify research questions).	Does not adequately convey research topic. Little or no rationale for study is presented.	Conveys topic but not key research question(s). Most rationale for study is presented.	Conveys topic and key research question(s) and terms. Rationale for study is provided.	Clearly introduces key research question(s). Demonstrates good understanding of question(s) and topic. Rationale for study is provided.	(15)
Methods	Methods are not clearly described and are missing many key components.	Methods may not be organized in coherent form, but most key components are described.	Methods are mostly organized in coherent form and all key components are described.	Methods are coherently organized and all key components are described and related to research question(s).	(15)
Results Interpret quantitative data displayed in statistics, graphs and tables, including statistical symbols in research reports.	Few or no results for the study are presented and interpreted correctly. Results are missing key points.	Some results presented and interpreted correctly, including the key point(s) related to primary research question(s).	Most results presented and interpreted correctly, including key points related to majority of experimental manipulations.	All results are presented and interpreted correctly which includes the key points related to the experimental manipulations.	(15)
Implications	Few or no implications are presented. Missing the author's key points. Implications do not relate to research question(s).	Some implications and key points are presented. What is written relates to research question(s).	Most key implications are presented and are related to research question(s).	The author's key implications are clearly discussed and related to research question(s).	(15)
Critique	Does not discuss appropriateness of methodology. Does not address own thoughts about the study validity.	Some discussion of appropriateness of methodology and/or personal thoughts about the study validity are included.	Discusses appropriateness of methodology and includes some personal thoughts about validity.	Discusses appropriateness of methodology, addressing key manipulations and how they relate to results. Includes thoughts on validity. Shows good understanding.	(15)
Identify and navigate psychology databases and other legitimate sources of psychology information (e.g.,	No attempt made to find (and report on) an appropriate article using PsycInfo.	An attempt was made to find an article using PsycInfo but the article is not relevant.	An appropriate article was found using PsycInfo but the article's relevance is not clearly articulated.	An appropriate article was found using PsycInfo and the article's relevance is clearly articulated.	(5)

PsycInfo).					
Grammar, mechanics and APA					
Use grammar appropriate to professional standards and conventions.	Grammatical errors, spelling and/or punctuation errors are common and detract significantly from the paper. Word choice is informal in tone.	Grammatical, spelling, and/or punctuation errors are present and interfere somewhat with reading the paper. Word choice occasionally informal in tone.	A few grammatical, spelling, and/or punctuation errors are present but they do not interfere with reading the paper. Mostly scholarly writing style.	Grammatical, spelling and/or punctuation errors are very rare and do not detract from the paper. Scholarly writing.	(10)
Use APA style effectively.	Errors in APA style (in text) detract substantially from the paper.	Errors in APA style (in text) are noticeable.	Some minor errors in APA style (in text) but they do not detract from the paper.	Very rare errors in APA style (in text).	(6)
Reference Page	References are missing key elements	All key elements are included but the order is incorrect	All key elements are included in the correct order; some formatting errors	Reference page is correctly written	(2)
Specific Assignment requirements	Page length requirement not followed (significantly too short or too long).	Page length requirement not followed but only minor fluctuation.	Page length requirement followed.	Page length requirement followed.	(2)
Total					

SUMMARY DOCUMENT: Cognitive Psychology: Section 01 FALL 2014

Grading Category	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Good</i>	<i>Excellent</i>
Research Question & Rationale Describe problems operationally to study them empirically (e.g., identify research questions).	3	44	60	23
Results Interpret quantitative data displayed in statistics, graphs and tables, including statistical symbols in	12	36	52	30

research reports.				
Identify and navigate psychology databases and other legitimate sources of psychology information (e.g., PsycInfo).	9	9	48	65
Use grammar appropriate to professional standards and conventions.	5	23	59	43
Use APA style effectively.	3	49	37	41

Psy 200 Writing Assignment Grading Rubric SPRING 2015

Students, please note that this writing assignment is designed to help you as you develop academically and begin to meet two of the learning objectives of the Forensic Psychology Major. Those objectives are below. I highlighted the specific objectives addressed in this assignment in purple font (and on the rubric on the following page).

#2. Learning Objective: Scientific Inquiry and Critical Thinking: Students will demonstrate scientific reasoning and problem solving skills including effective research methods.

Specific Learning Objectives
Identify and navigate psychology databases and other legitimate sources of psychology information (e.g., PsycInfo).
Develop plausible behavioral explanations that rely on scientific reasoning and evidence rather than anecdotes or pseudoscience.
Read and summarize complex ideas accurately, including future directions, from psychological sources and research.
Describe problems operationally to study them empirically (e.g., identify research questions).
Evaluate the effectiveness of quantitative and/or qualitative research methods in addressing a research question.

#4. Learning Objective: Communication: Students will demonstrate competence in writing and in oral and interpersonal communication skills.

Specific Learning Objectives

Construct arguments clearly and concisely using evidence-based psychological concepts and theories.
Use grammar appropriate to professional standards and conventions.
Use APA style effectively.
Interpret quantitative data displayed in statistics, graphs and tables, including statistical symbols in research reports.

On the next page, you will see that I have included some of these specific learning objectives (in a different font and in purple) within this grading rubric. Other learning objectives will appear as you move on to more advanced classes in the major.

Name: _____

Grading Category	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Good</i>	<i>Excellent</i>	<i>Score (possible points)</i>
<i>Critical Components of the Article Critique</i>					
Research Question & Rationale Describe problems operationally to study them empirically (e.g., identify research questions).	Does not adequately convey research topic. Little or no rationale for study is presented.	Conveys topic but not key research question(s). Most rationale for study is presented.	Conveys topic and key research question(s) and terms. Rationale for study is provided.	Clearly introduces key research question(s). Demonstrates good understanding of question(s) and topic. Rationale for study is provided.	(12)
Methods	Methods are not clearly described and are missing many key components.	Methods may not be organized in coherent form, but most key components are described.	Methods are mostly organized in coherent form and all key components are described.	Methods are coherently organized and all key components are described and related to research question(s).	(16)
Results Interpret quantitative data displayed in statistics, graphs and tables, including statistical symbols in research reports.	Few or no results for the study are presented and interpreted correctly. Results are missing key points.	Some results presented and interpreted correctly, including the key point(s) related to primary research question(s).	Most results presented and interpreted correctly, including key points related to majority of experimental manipulations.	All results are presented and interpreted correctly which includes the key points related to the experimental manipulations.	(16)
Implications	Few or no implications are presented. Missing the author's key points. Implications do not relate to research question(s).	Some implications and key points are presented. What is written relates to research question(s).	Most key implications are presented and are related to research question(s).	The author's key implications are clearly discussed and related to research question(s).	(12)
Critique	Does not discuss appropriateness of methodology. Does not address own thoughts about the study validity.	Some discussion of appropriateness of methodology and/or personal thoughts about the study validity are included.	Discusses appropriateness of methodology and includes some personal thoughts about validity.	Discusses appropriateness of methodology, addressing key manipulations and how they relate to results. Includes thoughts on validity. Shows good understanding.	(16)
Identify and navigate psychology databases and other legitimate sources of psychology information (e.g., PsycInfo).	No attempt made to find (and report on) an appropriate article using PsycInfo.	An attempt was made to find an article using PsycInfo but the article is not relevant.	An appropriate article was found using PsycInfo but the article's relevance is not clearly articulated.	An appropriate article was found using PsycInfo and the article's relevance is clearly articulated.	(8)
<i>Grammar, mechanics and APA</i>					

Use grammar appropriate to professional standards and conventions.	Grammatical errors, spelling and/or punctuation errors are common and detract significantly from the paper. Word choice is informal in tone.	Grammatical, spelling, and/or punctuations errors are present and interfere somewhat with reading the paper. Word choice occasionally informal in tone.	A few grammatical, spelling, and/or punctuation errors are present but they do not interfere with reading the paper. Mostly scholarly writing style.	Grammatical, spelling and/or punctuation errors are very rare and do not detract from the paper. Scholarly writing.	(8)
Use APA style effectively.	Errors in APA style (in text) detract substantially from the paper.	Errors in APA style (in text) are noticeable.	Some minor errors in APA style (in text) but they do not detract from the paper.	Very rare errors in APA style (in text).	(8)
Reference Page	References are missing key elements	All key elements are included but the order is incorrect	All key elements are included in the correct order; some formatting errors	Reference page is correctly written	(2)
Specific Assignment requirements	Page length requirement not followed (significantly too short or too long).	Page length requirement not followed but only minor fluctuation.	Page length requirement followed.	Page length requirement followed.	(2)
Total					

SUMMARY DOCUMENT: Cognitive Psychology: Section 01 Spring 2015

Grading Category	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Good</i>	<i>Excellent</i>
Research Question & Rationale Describe problems operationally to study them empirically (e.g., identify research questions).	3	33	80	87
Results Interpret quantitative data displayed in statistics, graphs and tables, including statistical symbols in research reports.	28	52	79	<u>44</u>
Identify and navigate psychology databases and other legitimate sources of psychology information (e.g., PsycInfo).	6	8	54	135

Use grammar appropriate to professional standards and conventions.	4	48	86	65
Use APA style effectively.	9	49	106	39
				Total

Psy 242 Writing Assignment Grading Rubric SPRING 2015

Name: _____

Grading Category	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Good</i>	<i>Excellent</i>	<i>Score (possible points)</i>
<i>Critical Components of the Article Critique</i>					
Character Description	No or minimal description of the character and his/her background	Description of character is cursory and only touches on one or two topics.	Description of character touches on three topics.	Description of character is clear and comprehensive. Touches on what issues he/she is facing, how his/her family/personal background affects the issue, what he/she feels, how he/she deals with his/her emotions or copes with problems	(16)
Diagnosis	Symptoms and/or diagnostic criteria are missing from paper. Minimal or no examples provided	Gives few symptoms. Examples are provided but are not clear or convincing	Articulates symptoms and/or diagnostic criteria but they are not mapped onto behavioral criteria in clear and direct way	Complete articulation of character symptoms, and <u>clear connection</u> between those symptoms and behavioral examples	(24)
Etiology	Vague references or no reference to etiology is made	Only one casual model is mentioned	Presents two causal models but does not display thorough understanding of the processes	Presents a biological and a psychological cause of the disorder (as supported by lecture and/or reading material) and demonstrate an understanding of the process	(20)
Treatment	Vague references or no reference to treatment is made	Only one treatment model is mentioned	Present two treatment models but does not provide details	Presents two treatment approach (as supported by lecture and/or reading material) and demonstrates an understanding of how they would work	(20)
<i>Grammar, mechanics and APA</i>					

Use grammar appropriate to professional standards and conventions.	Grammatical errors, spelling and/or punctuation errors are common and detract significantly from the paper. Word choice is informal in tone	Grammatical, spelling, and/or punctuations errors are present and interfere somewhat with reading the paper. Word choice occasionally informal in tone	A few grammatical, spelling, and/or punctuation errors are present but they do not interfere with reading the paper. Mostly scholarly writing style	Grammatical, spelling and/or punctuation errors are very rare and do not detract from the paper. Scholarly writing	(4)
Identify and navigate psychology databases and other legitimate sources of psychology information (e.g., PsycInfo).	No attempt made to find (and report on) an appropriate article using PsycInfo	An attempt was made to find an article using PsycInfo but the article is not relevant	An appropriate article was found using PsycInfo but the article's relevance is not clearly articulated	An appropriate article was found using PsycInfo and the article's relevance is clearly articulated	(4)
Use APA style effectively.	Errors in APA style (in text) detract substantially from the paper	Errors in APA style (in text) are noticeable	Some minor errors in APA style (in text) but they do not detract from the paper	Very rare errors in APA style (in text)	(4)
Reference Page	References are missing key elements	All key elements are included but the order is incorrect	All key elements are included in the correct order; some formatting errors	Reference page is correctly written	(4)
Specific Assignment requirements	Page length requirement not followed (significantly too short or too long).	Page length requirement not followed but by one page	Page length requirement not followed by half page	Page length requirement followed	(4)
Total					

SUMMARY DATA

Grading Category	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Good</i>	<i>Excellent</i>
Use grammar appropriate to professional standards and conventions.	2	10	25	18
Identify and navigate psychology databases and other legitimate sources of psychology information (e.g., PsycInfo).	7	6	19	23
Use APA style effectively.	8	12	29	5

Reference Page	14	15	18	9
Specific Assignment requirements		1		54
				Total