

Assessment Rubric for Introduction

Criterion	Developing 3	Competent 4	Exemplary 5
1 Introductory Matters: Title page & Table of Contents	Title lacks relevance, is too lengthy, or fails to offer appropriate details about the research question, variables, context, or methods of the project. Title page is missing information. Table of contents is missing or contains incorrect information.	Title is relevant, offering details about the research project. Title page contains all appropriate information. Table of contents is present and correct.	Title is informative, succinct, and offers appropriate details about the research question, variables, context, and proposed methods of the study. Title page contains all appropriate information. Table of contents is present and correct.
2 Introduction: Background	May or may not include a general introduction that catches the reader's attention. Does not provide enough or too much background information. Does not clearly identify the contribution of the proposed study to the literature. Unclear connection to the purpose statement.	Includes a general introduction that catches the reader's attention. The background section is concise and provides enough relevant information to establish the contribution of the proposed study to the literature.	Includes a general introduction that catches the reader's attention. The background section is concise and provides all relevant information to establish the contribution of the proposed study to the literature. Lead-in statement smoothly connects background to the purpose.
3 Introduction: Purpose	The purpose statement is poorly formed, ambiguous, or not logically connected to the description of the problem. Unclear connections to the literature.	The purpose is logically connected to the research issue and supported by the literature. It contains mostly appropriate combinations of relevant information.	The purpose is succinctly stated, logically connected to the research issue, and supported by the literature. It contains all and only appropriate combinations of relevant information.
4 Introduction: Research question(s)/Hypotheses	The research question(s)/hypotheses are somewhat unclear, not operationalized, and/or not specific. It is unclear what the variables will be and how they will be measured. It may be unclear how the research question(s)/hypotheses links to the literature.	Research question(s)/hypotheses are clearly stated, and specific. Research hypothesis links to the literature but may be non-directional even though a directional prediction could be made based on the existing literature. Variables/terms are presented clearly, but may lack some specifics in their operationalization	Research question(s)/hypotheses are clearly stated, operationalized, and specific. Where appropriate based on previous literature and study design, directional predictions are made. Research questions are researchable; hypotheses are testable. It is clear what the variables will be and how they will be measured.
5 Introduction: Significance	Significance section fails to establish how the proposed study fits into the scholarly field. Does not explain how the study's results will benefit researchers, practitioners, and/or the general public.	Significance section provides a general idea how the proposed study fits into the scholarly field. May lack specifics on how its results will benefit researchers, practitioners, and/or the general public.	Significance section clearly shows how the proposed study fits into the scholarly field and how its results will benefit researchers, practitioners, and/or the general public.

6	Scientific Writing Style	Organization is less adequate, making the paper difficult to follow. Transitions are sometimes there, and those that are there could be improved. Tone is occasionally colloquial. Punctuation and grammar are usually correct, but there are consistent mistakes. Sentences are not always concise and word choice is sometimes vague. The author includes many quotes or improper "paraphrases" that may constitute unintentional plagiarism.	Organization is effective although improvements could be made. Transitions are generally there, but are occasionally not smooth, and paragraphs may stray from the central idea. Tone is appropriately formal. Punctuation and grammar are almost completely correct. Sentences are generally concise and word choice is usually precise. Paraphrases are usually used, and direct quotations are used appropriately if necessary.	There is a clear organization to the paper, and transitions are smooth and effective. Tone is appropriately formal. Key ideas are explained/described as needed. Punctuation and grammar are almost completely correct, including proper tenses and voice. Sentences are concise and word choice is precise, with nonbiased language. Proper paraphrases are usually used, and direct quotations are used appropriately if necessary.
7	References	Some references may not be appropriate for the assignment. Key references are clearly cited from other sources and not likely read by the student. Sources do not include a good mix of recent and classic, if necessary. Some In-text citations link to incorrect references. In-text citations and reference page are not always presented in a consistent format.	Reference list may leave out some cited article or include one that was not cited. The articles are appropriately scholarly but may be somewhat tangential and were likely read by the student. Sources include a good mix of recent and classic, as necessary. In-text citations link to the correct references. In-text citations and reference page are presented in a consistent format.	Reference page includes all and only cited articles. The articles are appropriately scholarly and appropriate to the topic. Sufficient recent sources make the review current, and classic studies are included if applicable and available. Original articles/chapters were clearly read by the student. In-text citations link to the correct references. In-text citations and reference page are presented in a consistent format.
8	Formatting	More than 2 mistakes in formatting guidelines (spacing & margins, font, font size, headings & subheadings, page numbers)	1-2 mistakes in formatting guidelines (spacing & margins, font, font size, headings & subheadings, page numbers)	Follows all formatting guidelines (spacing & margins, font, font size, headings & subheadings, page numbers)