Task

**Structure**

1. *Thesis:* Focused, clear, debatable, thorough
   
   **Less effective:**
   - clear and concise only;
   - unclear;
   - no thesis

2. **Quality of Claims and Evidence:** Thorough and focused claims that address and support position of thesis. Each section has clear claims supported by accurate evidence.
   
   **Less effective:**
   - Less thorough and focused claims that try to support position of thesis;
   - Thorough and focused claims that do not always support position of thesis;
   - Some sections lack clear claims;
   - Some sections lack accurate evidence;
   - Insufficient evidence and/or lack of connection to claims

3. *Ideas/Content/Development:* Draws on and demonstrates impressive understanding of key concepts. Makes numerous clear and effective connections between psychological literature and the speculative claims. Ideas are developed thoroughly, logically, and appropriately; thoughts are fully completed and followed through enough to prove thesis which is repeated a number of times throughout.
   
   **Less effective:**
   - understanding of key concepts, a few clear and effective connections, some development;
   - some information not related, use of key concepts not considered or demonstrated, limited development;
   - oversimplified discussion that reflects superficial or undeveloped understanding of ideas/content.

4. *Organization:* Paper is organized overall in a logical and meaningful way, making ideas easy for the reader to process, including appropriate transitions between paragraphs and sections. Ideas are sequenced thoughtfully for maximum effect.
   
   **Less effective:**
   - strong organization with most paragraphs well organized and developed, fairly strong transitions;
   - some evidence of structure, but wanders and is hard to follow;
   - main ideas difficult to find or follow, introduction and/or conclusion unclear, weak transitions;
   - little or no evidence of structure, introduction and/or conclusion missing or basic, transitions lacking.

5. *Paragraphs:* Each paragraph well-organized, focused, and developed, effectively supporting thesis.
   
   **Less effective:**
   - most paragraphs well-organized, focused, and developed;
   - some paragraphs well-organized, focused, and effective;
   - most paragraphs are not well-organized, focused, and effective;
   - writing is not divided effectively into paragraphs.
APA Format
   Less effective:
   - most sources are cited correctly in APA style;
   - some sources are cited correctly;
   - few or no sources are cited.

7. *Internal Citations: Correct punctuation and correct APA format.
   Less effective:
   - Most internal citations follow correct punctuation and APA format;
   - some internal citations follow correct punctuation and APA format;
   - few internal citations follow correction punctuation and APA format;
   - sources not cited

Presentation
8. *Materials and Length: All required materials turned in (title page, running head, text, references page according to APA guidelines), length at least five full pages typed, 12 point, Times New Roman font.

Writing
9. *Style: Paper is written in a smooth, fluid manner, with appropriate awareness of both audience and topic.
   Paper flows, has effective sentence transitions, is concise, and easy to read. Paper meets conventions of standard written English with only a few minor errors.
   Less effective:
   - paper has flow, transitions are present, good sentence structure;
   - paper is mechanical but readable, has some awkward phrases or diction;
   - style is informal or unclear or interferes with understanding.

10. *Grammar/Mechanics: paper follows standard rules of punctuation, usage, spelling, few typing errors
    Paper has no: run-ons, fragments, comma splices.
    Less effective:
    - run-ons or fragments are rare, some mechanical errors;
    - some run-ons, comma splices or fragments;
    - frequent run-ons, comma splices or fragments;
    - mechanical errors interfere with understanding.

OOMPH Points:

Comments: