**CNDV 5350 Abnormal Human Behavior (Abnormal Psychology) Course Project Rubric (200 points)**

**\***This is a quality map of what an F, D, C, B, or an A requires. The rubric also includes the IA judgement as an expert of subject matter of what is an A work, or a C work is judged to be. He/She will assess each area below and judge it to based on its quality, content, and presentation of information. Content has to be strongly related to the course content, quality has to be of graduate level, and presentation of information has to be professionally done at the graduate level.

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| --- | --- | --- | --- | --- |
|  | 90-100 | 89-73 | 60-72 | 59-0 |
| Identify etiology and diagnoses based on symptoms presented | **Information clearly relates to the main topics of the case presentation. Case is clearly outlined with multiple supporting details and examples. History is clearly related to the case presentation. Quality of this graduate level of work is equal to the A level.** | **Information clearly relates to the main topic of the case presentation. Case provides few supporting details or examples. History is poorly related to the case presentation. Quality of this graduate level of work is equal to the C+ or B level.** | **Information clearly relates to the main topic of the case presentation. Case provides few if any supporting details or examples. History is not related to the case presentation. Quality of this graduate level of work is equal to the D+ or C level.** | **Information has nothing to do with the main topic of the case presentation. Case is not presented with examples or significant elements needed to fully understand the presentation. Quality of this graduate level of work is equal to the F or D level.** |
|  | 90-100 | 89-73 | 60-72 | 59-0 |
| Construct diagnostic assessment using the DSM | **Information clearly relates to the main topics of diagnosis and justification. Information is clearly outlined with multiple supporting details and examples.** | **Information clearly relates to the main topics of diagnosis and justification. Information is less clearly outlined with many supporting details and examples.** | **Information clearly relates to the main topics of diagnosis, and justification. Information is not clearly outlined and supporting details and examples are minimal.** | **Information has nothing to do with the main topics of diagnosis and justification. Information provided does not support the assertions..** |
|  | 90-100 | 89-73 | 60-72 | 59-0 |
| Devise treatment strategies for diagnoses | **Information clearly relates to the main topic of treatment planning. Information is clearly outlines with multiple supporting details and examples** | **Information clearly relates to the main topic of treatment planning. Information is less clearly outlined with many supporting details and examples** | **Information clearly relates to the main topic of treatment planning. Information is not clearly outlined and supporting details and examples are minimal.** | **Information has nothing to do with the main topic of treatment planning. Information provided does not support the assertions OR treatment plan is nonexistent.** |
|  | 90-100 | 89-73 | 60-72 | 59-0 |
| Distinguish legal and ethical considerations in presented cases | **Legal and ethical considerations are thoroughly addressed with multiple supporting details and examples** | **Legal and ethical considerations are less thoroughly addressed with some supporting details and examples** | **Legal and ethical considerations are minimally addressed with few supporting details and examples** | **Legal and ethical considerations are not addressed** |
|  | 90-100 | 89-73 | 60-72 | 59-0 |
| **Organization and Quality of Information** | **Information is well organized. Paragraphs are well constructed. Use of subheadings, and information is factual and correct** | **Information is organized and information is factual and correct** | **The information appears to be disorganized. The information presented is questionable** | **Information is not only disorganized but inaccurate** |
|  | 90-100 | 89-73 | 60-72 | 59-0 |
| **Mechanics** | **No grammatical, spelling or punctuation errors** | **Almost no grammatical, spelling, or punctuation errors** | **Many grammatical, spelling, or punctuation errors** | **Numerous grammatical and punctuation errors** |
|  | 90-100 | 89-73 | 60-72 | 59-0 |
| **Sources** | **All sources are accurately documented in APA format** | **All sources are accurately documented, but a few are not in APA format** | **Some sources are not accurately documented** | **Numerous sources are not documented accurately and there is not a format used** |

**Research Main Rubric:**

Only those that show a college level of quality will earn a higher grade to reflect their quality, college level work. Based on quality performance, you will be graded either an A, B, C, D, or F and based on the following criteria:

1. **Coherence, Substance & Applicability of presented and written work**. Your work, in general, must be of high quality, sound evidence, good reasons, depth, breadth, and fairness. 30 points.
2. **Synthesis, logic, and insight**. Your work must present logical flow, insight into the application of theories into practice. Hence, your work must be of high consistency, accuracy, and relevance. 30 points.
3. **Clarity and professionalism**. Information must be presented in a clear and a professional manner. 30 points.
4. **Rich content that is based on subject matter (subject matter)**, learned information, and thoughtful application of learned theories; references and citations. 45 points.
5. **Use of APA** throughout the research writing.Writing, referencing, citing, and design of the paper is based on latest use of APA style.15 points.