

<b>Criteria and qualities</b>	<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Needs improvement</b>	<b>Poor</b>
<b>Introducing the idea: Problem statement</b>	The topic is introduced, and groundwork is laid as to the direction of the assignment.		Readers are aware of the overall problem, challenge, or topic that is to be examined.		Neither implicit nor explicit reference is made to the topic that is to be examined.
	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>
<b>Body: Flow of the assignment</b>	The assignment goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs.		There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.		The assignment appears to have no direction, with subtopics appearing disjointed.
	<b>20</b>	<b>16</b>	<b>12</b>	<b>8</b>	<b>4</b>
<b>Coverage of content</b>	The appropriate content in consideration is covered in depth without being redundant. Sources are cited when specific statements are made. Significance is unquestionable. The length of the assignment is within the given guidelines for the		All major sections of the pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to educational/training field is evident.		Major sections of pertinent content have been omitted or greatly run-on. The topic is of little significance to the educational/training field.

	assignment.				
	<b>20</b>	<b>16</b>	<b>12</b>	<b>8</b>	<b>4</b>
<b>Clarity of writing and writing technique</b>	Writing is crisp, clear, and succinct. The use of pronouns, modifiers, parallel construction, and language are appropriate.		Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.		It is hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation are evident.
	<b>20</b>	<b>16</b>	<b>12</b>	<b>8</b>	<b>4</b>
<b>Conclusions: A synthesis of ideas and hypothesis or research question</b>	The author was able to make succinct and precise conclusions based on the review. Insights into the problem are appropriate. Conclusions and the hypothesis or research question are strongly supported in the assignment.		The author provides concluding remarks that show an analysis and synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the assignment. The hypothesis or research question is stated.		There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review. No hypothesis or research question is provided.
	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>
<b>Citations/References</b>	All needed citations were included in the assignment. References matched the		Citations within the body of the assignment and a corresponding reference list		Citations for statements included in the assignment were not present, or

	citations, and all were encoded in the format specified in the <a href="#">Guide for Authors</a> .		were presented. Some formatting problems exist, or components were missing.		references which were included were not found in the text. Format not according to the <a href="#">Guide for Authors</a> .
	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>
<b>Timeliness</b>	Assignment was submitted on time.		Assignment was submitted up to one week late.		Assignment was submitted more than two weeks late.
	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	<b>2</b>
<b>Total: /100</b>					

(Adapted from Education 690 Assessment Rubric-Criteria for Literature Review, College of Education, San Diego State University. URL: <http://edweb.sdsu.edu/Courses/Ed690DR/grading/literaturereviewrubrique.html>)