

Skill Area	85-100 percent	78-84 percent	71-77 percent	70 percent	65-69 percent	<65 percent
Name:						
<b>Literature Review</b>						
The extent to which the writing exhibits depth of understanding, analysis and explanation of the topic.	<input type="checkbox"/> Conveys an accurate, <i>in-depth</i> understanding of the topic	<input type="checkbox"/> Conveys an accurate and <i>mostly complete</i> understanding of the topic	<input type="checkbox"/> Conveys an accurate although <i>somewhat basic</i> understanding of the topic	<input type="checkbox"/> Conveys a <i>partly accurate</i> understanding of the topic	<input type="checkbox"/> Conveys a <i>confused or largely inaccurate</i> understanding of the topic	<input type="checkbox"/> Provides <i>no evidence</i> of understanding the topic
The extent to which the available literature was examined.	<input type="checkbox"/> Offers <i>insightful &amp; thorough</i> analysis and explanation  <input type="checkbox"/> <i>Effectively integrates</i> evidence and <i>synthesizes</i> information from a <i>variety</i> of sources  <input type="checkbox"/> <i>Effectively discriminates</i> between relevant and <i>irrelevant</i> information and between fact and opinion	<input type="checkbox"/> Offers a <i>clear and explicit</i> analysis and explanation  <input type="checkbox"/> Incorporates and explains <i>specific textual evidence from a variety of sources</i>  <input type="checkbox"/> Discriminates between relevant and irrelevant information and between fact and opinion	<input type="checkbox"/> Offers <i>partial analysis</i> of the topic; explains key areas  <input type="checkbox"/> Uses relevant textual evidence from a <i>variety of sources</i>  <input type="checkbox"/> Attempts to discriminate between relevant and irrelevant information and between fact and opinion	<input type="checkbox"/> Offers <i>limited</i> analysis; some key areas are not explained  <input type="checkbox"/> Uses some textual evidence but without much elaboration or from <i>limited sources</i>  <input type="checkbox"/> Contains a mix of relevant and irrelevant information and/or confuses the difference between fact and opinion	<input type="checkbox"/> Offers <i>unclear</i> analysis; many key areas are not explained  <input type="checkbox"/> Textual <i>evidence is vague, repetitive, or unjustified</i>  <input type="checkbox"/> Contains irrelevant and/or inaccurate information and/or confuses the difference between fact and opinion	<input type="checkbox"/> Explains very little about the topic  <input type="checkbox"/> Does not include textual evidence  <input type="checkbox"/> Contains irrelevant and/or inaccurate information and fails to distinguish fact from opinion
<b>Introduction</b>						
The extent to which an understanding of the research questions, objectives and hypotheses are conveyed	<input type="checkbox"/> The research question(s) are accurate, explicit and flow logically from the background and introduction  <input type="checkbox"/> Both the objective(s) for the experiment and a hypothesi(e)s are logical and explicit	<input type="checkbox"/> The research question(s) are accurate and seem to flow logically from the background and introduction  <input type="checkbox"/> The objective(s) for the experiment are explicit; no hypothesi(e)s is stated but a prediction is implied	<input type="checkbox"/> Conveys an accurate although <i>somewhat basic</i> understanding of the research question(s)  <input type="checkbox"/> The objective(s) for the experiment are stated and logical but no hypothesi(e)s is stated or implied	<input type="checkbox"/> Conveys a <i>partly accurate</i> understanding of the research question(s) in the introduction  <input type="checkbox"/> The objective(s) for the experiment are stated; no indication of hypotheses	<input type="checkbox"/> The research question is confused but is somewhat supported by the intro or background information  <input type="checkbox"/> Objectives are given but are neither logical nor clear; no indication of hypotheses	<input type="checkbox"/> There is little evidence of understanding the research question(s)  <input type="checkbox"/> No objective(s) or hypotheses are given
<b>Methods</b>						
Soundness of methods and how	<input type="checkbox"/> A well-designed experiment is clearly explained; the	<input type="checkbox"/> A well-designed experiment is explained; the choice	<input type="checkbox"/> An experiment is described; the choice of methods is	<input type="checkbox"/> An experiment is described but somewhat confused;	<input type="checkbox"/> An experiment is explained but difficult to	<input type="checkbox"/> The description of the experiment is impossible to

<p><b>Methods</b> Soundness of methods and how well they are explained</p>	<p><input type="checkbox"/> A well-designed experiment is clearly explained; the methods are clearly logical and justified by the lit review</p>	<p><input type="checkbox"/> A well-designed experiment is explained; the choice of methods may or may not be clear from the lit review but are likely to be effective for answering the research question</p>	<p><input type="checkbox"/> An experiment is described; the choice of methods is not justified by the lit review but may be sufficient to answer the research question with moderate improvements</p>	<p><input type="checkbox"/> An experiment is described but somewhat confused; the choice of methods is not justified by the lit review; it may answer the question but needs major improvements</p>	<p><input type="checkbox"/> An experiment is explained but difficult to understand ; the choice of methods is not be clear from the lit review and highly unlikely to answer the research question</p>	<p><input type="checkbox"/> The description of the experiment is impossible to understand</p>
<p><b>Results</b> Presentation of results and statistical findings and clarity of accompanying text</p>	<p><input type="checkbox"/> All of the results are clearly presented in tables and graphs following convention of the journal; The written text reads well and enhances the other forms of data presentation; Order is logical and follows from methods; Stats differences are clear;</p>	<p><input type="checkbox"/> All of the results are presented in tables and graphs following most conventions of the journal; The written text reads generally clear and supports the other forms of data presentation; Stats are generally correctly indicated;</p>	<p><input type="checkbox"/> Most of the results can be understood from the tables and graphs; The written text follows the figures and tables and lends some clarity to them; Some axes, units and/or legends may not be clearly labeled; Stats are not correctly indicated;</p>	<p><input type="checkbox"/> Most of the results are presented in tables and graphs but the order of presentation is confusing and/or the figures are not appropriately labeled for clarity; The written text follows the figures and tables and lends some clarity to them; Stats are not correctly indicated;</p>	<p><input type="checkbox"/> Some results are presented in tables and graphs but the order of presentation is confusing and/or the figures are not appropriately labeled for clarity; The written text is difficult to follow and does not match figs or tables; No stats are included on figures or in text;</p>	<p><input type="checkbox"/> The data are not presented or are presented but not in any clear or logical manner; the text is extremely difficult to follow; No stats are included on figures or in text;</p>
<p><b>Discussion</b> Summarizing and interpreting results, putting study in context of the literature, drawing conclusions;</p>	<p><input type="checkbox"/> The most important aspects of the results are summarized for the reader; a well-balanced interpretation of the results is given and weaknesses of the study are thoroughly discussed;</p> <p><input type="checkbox"/> The major findings are put in context of the literature, and new information is highlighted; conclusions are sound and are clearly supported by the</p>	<p><input type="checkbox"/> Most aspects of the results are summarized for the reader; sound attempts are made to interpret the results; some weaknesses of the study are discussed;</p> <p><input type="checkbox"/> Most of the findings are put in context of the literature, and new information is indicated; conclusions are generally sound and supported by the results; some aspects</p>	<p><input type="checkbox"/> Many aspects of the results are summarized for the reader; some attempts are made to interpret the results; weaknesses of the study are indicated but not discussed with regard to how they affect quality or interpretation of data;</p> <p><input type="checkbox"/> Most of the findings are put in context of the literature, conclusions are drawn but are only</p>	<p><input type="checkbox"/> Some aspects of the results are summarized for the reader; some attempts are made to interpret the results; weaknesses of the study are indicated but not discussed with regard to how they affect quality or interpretation of data;</p> <p><input type="checkbox"/> Some of the findings are put in context of the literature, conclusions are drawn but some</p>	<p><input type="checkbox"/> Few aspects of the results are summarized for the reader but few attempts are made to interpret the results; no weaknesses of the study are indicated or discussed;</p> <p><input type="checkbox"/> A few of the findings are put in context of the literature, conclusions are drawn but are not supported by the results;</p>	<p><input type="checkbox"/> Fails to highlight the main findings of the study</p> <p><input type="checkbox"/> Provides no indication of how this study fits within the context of the literature</p> <p><input type="checkbox"/> Does not make conclusions or the conclusions are not supported by the results</p>

<p><b>Overall Quality</b></p> <p><b>ORGANIZATION</b> The extent to which the writing establishes a logical flow and maintains direction, focus, and coherence</p> <p><b>LANGUAGE</b> The extent to which the writing reveals an awareness of audience and purpose through word choice and sentence variety</p> <p><b>CONVENTIONS</b> The extent to which the writing exhibits conventional spelling, punctuation, paragraphing, capitalization, grammar and citation</p>	<p><input type="checkbox"/> <i>skillfully</i> exhibits logical and coherent structure</p> <p><input type="checkbox"/> makes skillful use of transitions</p> <p><input type="checkbox"/> <i>stylistically sophisticated</i>, uses language that is <i>precise and engaging</i>, with notable awareness of audience and purpose</p> <p><input type="checkbox"/> demonstrates control of the conventions with <i>essentially no errors</i>, even with sophisticated language</p> <p><input type="checkbox"/> references and citations are expansive, complete and correct</p>	<p><input type="checkbox"/> <i>effectively</i> exhibits a logical sequence of ideas</p> <p><input type="checkbox"/> make effective use of transitions</p> <p><input type="checkbox"/> uses language that is <i>fluent and original</i>, with evident awareness of audience and purpose</p> <p><input type="checkbox"/> demonstrates control of the conventions, exhibiting <i>occasional errors</i> only when using sophisticated language (e.g., punctuation of complex sentences)</p> <p><input type="checkbox"/> references and citations are complete and correct</p>	<p><input type="checkbox"/> exhibits a logical sequence of ideas but within paragraphs may be inconsistent</p> <p><input type="checkbox"/> makes some attempt to use basic transitions</p> <p><input type="checkbox"/> uses <i>appropriate language</i>, with some awareness of audience and purpose</p> <p><input type="checkbox"/> demonstrates partial control, exhibiting <i>occasional errors that do not hinder comprehension</i> (e.g., incorrect use of homonyms)</p> <p><input type="checkbox"/> references and citations are mostly complete and correct</p>	<p><input type="checkbox"/> exhibits a basic structure but is repetitious or lacks order in places</p> <p><input type="checkbox"/> makes inconsistent use of basic transitions</p> <p><input type="checkbox"/> relies on <i>basic vocabulary</i>, with little awareness of audience or purpose</p> <p><input type="checkbox"/> demonstrates emerging control, exhibiting <i>frequent errors that somewhat hinder comprehension</i> (e.g., agreement of pronouns and antecedents; spelling of basic words)</p> <p><input type="checkbox"/> references and citations are few and incomplete</p>	<p><input type="checkbox"/> exhibits an attempt to organize ideas into a structure, but often lacks coherence</p> <p><input type="checkbox"/> makes little attempt to use transitions</p> <p><input type="checkbox"/> uses language that is <i>imprecise or unsuitable</i> for the audience or purpose</p> <p><input type="checkbox"/> demonstrates lack of control, exhibiting <i>frequent errors that make comprehension difficult</i> (e.g., subject verb agreement; use of slang)</p> <p><input type="checkbox"/> references are incomplete and not cited appropriately</p>	<p><input type="checkbox"/> complete lack of organization and coherence</p> <p><input type="checkbox"/> makes no attempt to use transitions</p> <p><input type="checkbox"/> uses language that is <i>incoherent</i> or inappropriate</p> <p><input type="checkbox"/> illegible or <i>unrecognizable as literate</i> English; includes a preponderance of sentence <i>fragments and run-ons</i></p> <p><input type="checkbox"/> references and citations are inaccurate, incomplete and not used appropriately</p>
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