**Rubric for WFB 117 Research Manuscript**

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| Grade | Characteristics |
| A | The context and purpose of the paper is clearly stated, as are the questions/hypotheses. The general approach (i.e., methods) is succinctly summarized and linked to the questions/hypotheses. The major findings and implications of those findings are clearly explained to the reader; conclusions are drawn logically from the results. Writing is clear, concise, and grammatically correct. Writing tips, which can be found on the class website, are followed. Figures, tables, and references are correctly formatted; citations are used correctly. Demonstrates an overall and advanced grasp of the material and the ability to convey information, and writes with a logical flow. |
| B | The context and purpose of the paper is stated, as are the questions/hypotheses. The methods are summarized and linked to the questions/hypotheses. Most of the major findings and implications of those findings are explained to the reader. Writing is clear, concise, and grammatically correct, for the most part. Figures, tables, and references are mostly correctly formatted with few errors; citations are used correctly. Writing tips, which can be found on the class website, are followed for the most part. Demonstrates an overall grasp of the material and the ability to convey the information, and generally writes with a logical flow. |
| C | The context, purpose, and questions/hypotheses of the paper are presented somewhat vaguely. Methods are mentioned. Some findings are presented with or without implications of those findings. Writing is less focused, contains some grammatical errors. Some of the writing tips, which can be found on the class website, are ignored. Issues with use and formatting of figures, tables, and references; citations may or may not be used correctly. |
| D | The context, purpose, and questions/hypotheses of the paper are poorly stated. Methods may or may not be mentioned. Limited findings are discussed with or without implications. Writing is not focused, contains numerous grammatical errors. Many of the writing tips, which can be found on the class website, are ignored. Figures, tables, and references are incorrectly formatted or absent; citations are used incorrectly. |
| F | The context, purpose, and questions/hypotheses of the paper are poorly stated. Methods not mentioned. Very few of the findings are presented. Poor writing. Writing tips, which can be found on the class website, are ignored. |

Name:

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| **Category** | **Mark** | | | **Comments** |
| Title page has correct information as specified by journal instructions; title is informative | √– | √ | √+ |  |
| Abstract provides a clear and concise summary of the work, including broad context, question/hypothesis, method, major result(s), and implication | √– | √ | √+ |  |
| Introduction provides context for the research builds logically to the hypothesis tested, with good use of cited references | √– | √ | √+ |  |
| Methods are written such that the reader could re-create the analyses if given the data | √– | √ | √+ |  |
| Results section is concise and includes the major findings of the analyses, and does not provide methods or inferences. Table(s) and figure(s) correctly formatted | √– | √ | √+ |  |
| Discussion puts major findings in context, addresses the original hypothesis, includes limitations, and covers implications. | √– | √ | √+ |  |
| Writing, grammar, punctuation, word use, conciseness | √– | √ | √+ |  |
| Paper is proof-read and follows instructions for scientific papers as outlined in course resources and journal guidelines for authors | √– | √ | √+ |  |
| Overall effectiveness and logical flow | √– | √ | √+ |  |

GRADE: \_\_\_

COMMENTS: