**Final CREP Paper Grading Rubric (Similar to the other document, but perhaps easier to navigate)**

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|  | **Exemplary** | **Proficient** | **Marginal** | **Poor** |
| **Abstract -** Succinct and well-written. Includes the following:   * Motivation/Problem * Methods/Procedure * Results/Main Finding * Conclusion/Implications |  |  |  |  |
| **Introduction**   * A “hook” draws in the reader to a clearly stated, testable, important research question. * Not overly colloquial or “flowery” * Does not plunge reader into the detailed problem |  |  |  |  |
| **Introduction (Literature Review Portion/Body)**   * Slowly builds and then eventually narrows toward a rationale/good reason for your hypotheses. * Clear evidence of good *analysis and synthesis* of existing research that leads the reader to a gap in the existing body of research that yours intends to help fill. * Flows smoothly, effective use of transitions, no superfluous information about studies is included. Near the end, it will be very clear to the reader why you are making the predictions you are. (\*Remember, one paragraph is ONE idea only) |  |  |  |  |
| **Hypotheses**   * Intro ends with a short paragraph just before the hypotheses explicitly linking past literature to the current research. Describes your methodology in very basic terms to be able to understand your hypotheses. * Your hypotheses make a connection between what you think will happen (hypotheses) and why you think it will happen (basis for this provided by review of relevant literature). That is, written in an IF-THEN format. * Written in past tense |  |  |  |  |
| **Research Methodology & Method Section**   * Research design provided rigorous, sound test of hypotheses (e.g., high internal; effective construct validity). * Participants adequately described, including total number, relevant demographics, and how compensated, etc. * Written primarily from Ps point of view. * All necessary details included about materials, stimuli, how they were presented, how many, in what order, etc. * The reader should be able to conduct a DIRECT replication of your study based on this section. |  |  |  |  |
| **Results**   * Tells reader how the data were handled (e.g., were items reverse scored, was a reliability analysis conducted, was a composite variable created, etc.) * Describe any data that was eliminated from the analyses and why * Remind the reader of your conceptual hypotheses right before you describe the analysis that tests it * Always describe in words your results, including the direction of the effects * Don't forget to include 95% Cis and effect sizes * If you conducted analyses other than those related to your hypotheses, identify them as exploratory * Correctly type scale anchors. (e.g., 1-*Strongly Agree* to 7-*Strongly Disagree*.) |  |  |  |  |
| **Discussion**   * Opening paragraph briefly summarizes the results in a non-numerical manner considering your hypotheses * *How* does what you found relate to (connect with) what we already know from the existing literature? Be specific here, don't just say your results are or are not consistent with X. *Tell the reader how so*. * Do your results have implications for existing theory? Or do they imply something for the practical world (don’t over do it with that). * *Discuss* limitations of your study, but focus on larger ones, not every minute thing. As you discuss limitations, offer ways for future research to correct those limitations. * Conclusion – what main conclusion might we draw from your study/results. End on a bang, not a whimper (but don’t over-extrapolate your results). |  |  | . |  |
| **Figure**   * Included a correctly labeled, APA-style, easy to digest figure and caption |  |  |  |  |
| **Written Communication**   * Avoids using quotes (except where 100% necessary). * *Paragraphs are about one and only one idea.* * Each paragraph contains a clear thesis (a topic sentence with controlling idea) – **See Kail, ch. 4** * Each paragraph contains clear supporting statements about the one thesis/topic idea. * There are clear transitions within paragraphs, linking one idea to the next * There are clear transitions between paragraphs, logically building from one paragraph’s main idea to set up the next paragraph’s main idea * Clear, precise, ***economical*** use of language * No grammatical or punctuation errors * APA-style followed (formatting, spacing, headings, citations, references, etc.) |  |  |  |  |