Research Report Evaluation Criteria

| **Components** | **Excellent** | **Good** | **Fair** | **Poor** | **Points** |
| --- | --- | --- | --- | --- | --- |
| **Understanding**  (The most important objective of any written communication is that the audience understands what the author is trying to communicate.) | The author’s paper is understandable by a college-level audience.  Overly long sentences (those that span more than 3 lines), undefined terms, and grammatical errors are minimal to nonexistent. (5 points) | The author’s paper is generally understandable by a college-level audience.  Some overly long sentences, undefined terms, and grammatical errors but none significantly distracting.  (4 points) | The author’s paper is likely confusing to a college-level audience.  Many overly long sentences, undefined terms, and grammatical errors that likely create misunderstanding.  (1 point) | The author’s paper is likely to confuse any audience.  Overly long sentences, undefined terms, and grammatical errors significantly threaten understanding.  (0 points) |  |
| Comments: | | | | |  |
| **Organization**  (In what order does the reader need to know and understand the different parts of your research? Some information or parts of your report must precede or follow other parts so that you are understood. The eight components I have provided in the activity description comprise the structure of scientific reports produced world-wide.) | The report contains each of the eight sections specified in the activity description.  All content within each section fits the purpose of the section.  All sentences within each paragraph support or explain the paragraph’s topic sentence. (4 points) | The report contains each of the eight sections specified in the activity description.  Most content within each section fits the purpose of the section.  Most sentences within each paragraph support or explain the paragraph’s topic sentence. (3 points) | The report contains most of the eight sections specified in the activity description.  Some content within each section fits the purpose of the section.  Some sentences within each paragraph support or explain the paragraph’s topic sentence. (2 points) | The report does not contain all of the eight identified sections. The text is a seemingly random sequence of thoughts presented in a confusing manner.  (0 points) |  |
| Comments: | | | | |  |
| **Comparative Method (Research Design)**  (We have spent considerable time this semester learning about the comparative method as a way of gaining insights into a problem. This report is your opportunity to demonstrate your understanding of the method.) | The author’s research demonstrates a strong understanding of comparative methods to gain insights about the past.  (4 points) | The author’s research demonstrates some understanding of comparative methods to gain insights about the past.  (3 points) | The author’s research demonstrates very limited understanding of comparative methods to gain insights about the past.  (1 points) | The author’s research demonstrates little to no understanding of comparative methods to gain insights about the past. Or, the author did not use comparative methods. (0 points) |  |
| Comments: | | | | |  |
| **Results Informed by Data**  (The comparative method relies on data to inform understanding.) | Results and conclusions presented in the report are informed by the data provided in eHRAF or comparable peer-reviewed sources. (4 points) | Results and conclusions presented in the report are somewhat informed by the data provided in eHRAF or comparable peer-reviewed sources. (3 points) | Results and conclusions presented in the report are barely informed by the data provided in eHRAF or comparable peer-reviewed sources. (1 points) | Results and conclusions do not rely on data provided in eHRAF or comparable peer-reviewed sources. (0 points) |  |
| Comments: | | | | |  |
| **Figures and Tables**  (All figures and tables must support your effort to explain your research and conclusions. For each figure or table you include, ask yourself: “is this necessary, does this promote understanding or advance my argument?”) | All figures and tables are clearly readable, axes clearly labeled, titles represent content, and each figure/table contributes to understanding or supporting the author’s research. (4 points) | Most figures and tables are clearly readable, axes clearly labeled, titles represent content, and each figure/table contributes to understanding or supporting the author’s research. (3 points) | Significant problems with readability, clarity, and content of figures and tables. (1 points) | No figures or tables or those provided are unreadable, unclear, or unprofessional. Figures and graphs seems like “filler”to meet page length or content requirements.  (Points: 0) |  |
| Comments: | | | | |
| **Sources and Citations**  (The sources you use provide the reader with evidence of the rigor and veracity of your argument.  The insights of others must always be properly cited.) | All ideas that are not the author’s unique intellectual insight or common knowledge are cited.  Many credible (peer-reviewed) sources were relied on to support the author’s research. A consistent citation format was implemented.  (4 points) | Most ideas that are not the author’s unique intellectual insight or common knowledge are cited.  Some credible (peer-reviewed) sources were relied on to support the author’s research. A consistent citation format was implemented.  (3 points) | The author’s unique intellectual insights might be the insights of others.  Few credible (peer-reviewed) sources were relied on to support the author’s research.  A consistent citation format was not evident.  (1 points) | The author’s insights appear to be taken from the ideas of others.  Credible (peer-reviewed) sources not used. Citation format was inconsistent and did not conform to any appropriate style guide.  (0 points) |  |
| Comments: | | | | |
| TOTAL POINTS | | | | | 0 |