**Psychology Paper Example Rubric**

*Learning outcome: Students will be able to analyze, interpret, and apply psychological research findings.*

*Work product: Research Paper*

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| *Learning Outcome Component* | **4** | **3** | **2** | **1** |
| **Application of statistical analysis** |  |  |  |  |
| Selects appropriate methods of statistical analysis | Choice of methods of summarizing and analyzing data is ideal for the dependent variable(s) and for answering the research question | Choice of methods of summarizing and analyzing data is appropriate for the dependent variable and for answering the research question | Some methods are not appropriate for the dependent variable or for answering the research question | None of the methods are appropriate for the dependent variable or for answering the research question |
| Performs statistical analysis correctly | Data analysis is complete and thorough; statistical analyses are performed properly | Statistical analyses are performed properly; data analysis may be incomplete; analyses, though correct, are lacking in thoroughness | Data are not analyzed beyond the descriptive level; inferential statistics are not performed or are performed incorrectly | There is no attempt to summarize or evaluate the data and only raw data are reported |
| **Interpretation of findings** |  |  |  |  |
| Interprets research findings appropriately | Draws inferences that are consistent with the data and scientific reasoning | Draws some inferences that are consistent with the data and scientific reasoning, but fails to draw other conclusions which may be deduced from the findings | Overinterprets findings and draws conclusions from the data which may not be justified, or fails to draw conclusions which may reasonably be deduced from the findings | Does not provide an interpretation of the data |
| Provides an explanation of the findings | Explains expected results and offers explanations for unexpected results | Explains expected results but does not adequately explain unexpected findings | Does not fully explain expected results or adequately explain unexpected results | Does not explain expected results, and ignores unexpected results |
| **Application of**  **findings** |  |  |  |  |
| Identifies limitations of the study | Methods of the study are critically evaluated; identifies questions that are unanswered; identifies and describes suggestions for further research | Identifies questions that are unanswered; identifies and describes suggestions for further research; does not critically evaluate methods of study | Identifies questions that are unanswered; does not identify or describe suggestions for further research; does not critically evaluate methods of study | Methods of study are not critically evaluated; does not identify questions that are unanswered; does not suggest further research or follow-up studies |
| Applies findings to other contexts | Discusses possible applications of findings to contexts outside that of the study | Discusses possible applications of findings to contexts outside that of the study, but the discussion is somewhat unclear | Applications and extensions of research findings do not follow logically from the original research question | Does not discuss applications or extensions of the research findings |

Rubric is a modification of one presented by: Maki, P. L. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus Publishing.