**Quantitative Article Review Grading Rubric**

**Student:**

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| **Summary** | **10** | **8** | **6** | **4** | **0** | **Total** |
| Purpose of the study | Purpose of the study clearly and concisely identified. | Purpose of the study identified. | Purpose of the study is unclear. | No discussion of the purpose of the study. | Incomplete |  |
| Description of Participants/sample | Thorough description of participants/sample, including sample selection. | Good description of participants sample and sample selection procedures. | Moderately well description of participants sample and sample selection. | Little if any description of sample. No mention of sampling procedures. | Incomplete |  |
| Research Design | Research Design documented with indicators of why this is an appropriate design. | Research Design documented with a general recognition of why this is an appropriate design. | Research Design documented. | No research design indicated. | Incomplete |  |
| Data Collection & Analysis | Method of collection and statistical procedure(s) used to analyze data is indicated and explained thoroughly. | Method of data collection and statistical procedure(s) indicated and somewhat explained. | Method of data collection and statistical procedure analyzed incorrectly | No method of data or statistical procedures indicated. | Incomplete |  |
| Results | Tightly focused writing summarizing the results of the study | Generally focused summary of the results of the study | Somewhat focused summary of the results of the study | Scattered random writing without focus on the results of the study | Incomplete |  |
| **Analysis** |  |  |  |  |  |  |
| Further Research | Provides multiple directions for further research. | Provides a few directions for further research. | Directions for further research are unclear or inconsistent with findings. | Incomplete discussion of further research. | Incomplete |  |
| Validity/rival hypotheses | Complete yet concise discussion of the validity/rival hypotheses | Concise and generally recognizes most aspects of the validity/rival hypotheses | Validity/rival hypotheses tend to be one-sided with aspects of the validity/rival hypotheses missing. | Incomplete validity/rival hypotheses discussion | Incomplete |  |
| Original insight/Criticism | Insight/Criticism based on fact, research, or scholarly authority. | Generally good evidence given in support of opinion. | Evidence only somewhat supports opinion. | Opinion entirely unsupported. | Incomplete |  |
| Implications | Complete yet concise discussion of implications of research on practice | Concise and generally recognizes implications for practice. | Unclear implications for practice. | Incomplete discussion of implications. No connection between research and practice. | Incomplete |  |
| **Writing/Style** |  |  |  |  |  |  |
| Writing & APA | Free of spelling, syntax, and grammatical errors. Well-edited material. APA style applied consistently throughout | Only a few errors of minor significance with grammar and APA | A number of errors. Not well edited. | Many errors. Poor grammar and sentence structure as well as APA errors | Incomplete |  |
| **Total** | /100 |
| **Instructor Comments:** |