**Article Critique Grading Rubric**

**PSYC 2323-01/02: Research Methods in Psychology**

**Student Name:**

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| --- | --- | --- | --- | --- | --- |
|  | **Level of Performance** | | | | |
| **Dimension/Characteristic** | **Exceeds Standard (5)** | **Meets Standard (4)** | **Approaches Standard**  **(3)** | **Does Not Meet Standard (2)** | **Total** |
| Conventions: Appropriate conventions of writing are evident (i.e., correct spelling, grammar, sentence structure, etc.). The critique should also be word-processed in 12-point font, single-spaced with one-line spaces between paragraphs, and have 1” margins. |  |  |  |  |  |
| **Flow:**  The critique flows in a logical and accessible manner. Overall the critique is well‑structured, easy to read and follow, and is therefore accessible to the reader. The writing should be concise yet informative. |  |  |  |  |  |
| **Description of study elements:**  A concise and accurate summary of the critiqued study and subsequent elements is provided. This description sufficiently describes the study so that readers are informed of its purpose, actions taken, methods of data collection used, results, and conclusions or lessons learned. |  |  |  |  |  |
| **Critique of research study:**  The critique offers comment on both the strengths and areas that require improvement in the study reviewed. Comments in these areas should be grounded in what we have learned about good practice in educational research generally. |  |  |  |  |  |
| **Conclusions and implications for future research:**  The critique thoroughly evaluates the article’s conclusions through a critical scientific lens. It is apparent the student examined the conclusions and offered valuable insights into potential implications for future research. |  |  |  |  |  |
| **Score:** | | | | | **/25** |

**Comments:**