POL 501

2024-12-10

Written Report Rubric

This report has a total score of 30 points (representing a 30% of the course final score).

Here's the grading breakdown:

- **Introduction and Hypothesis/Analysis Plan**: High achievement in all subdimensions will be scored with **5 points**.
- **Description of Results**: High achievement in all subdimensions will be scored with **20 points**.
- **Discussion of Findings**: High achievement in all subdimensions will be scored with **5 points**.

Introduction and Hypothesis/Analysis Plan

Section	Criteria	High Achievement (3)	Moderate Achievement (2)	Low Achievement (1)
Introduction and Hypothesis/Data Plan	**Cohesion and Integration**	Previously submitted work is seamlessly integrated into the final report. The sections flow logically and build a coherent narrative, transitioning smoothly into the new sections.	Some minor inconsistencies in how previous submissions are integrated; transitions between sections are somewhat abrupt.	Previous submissions are poorly integrated, resulting in a disjointed report with weak connections between sections.
	Clarity and Relevance	The research question and hypotheses are precisely articulated, clearly aligned with the statistical tests choose, and relevant within the relevant political, policy or public administration context.	The research question and hypotheses are present but lack some precision or strong alignment with the statistical tests chosen.	The research question and hypotheses are vague, poorly articulated, or disconnected from the broader context.
	Data Analysis Plan Completeness	The plan includes a detailed dataset description (e.g., source, variables, sample size, time period), a comprehensive variables dictionary (conceptual descriptions, types, scales, transformations), and justified statistical tests and methods. Statistical assumptions for each test or method are clearly discussed.	The plan includes a basic dataset description and variables dictionary, with some justification for statistical methods. Assumptions are mentioned but not fully discussed.	The plan is missing key components such as the variables dictionary or justification for methods. Statistical assumptions are ignored or poorly addressed.

Description of Results

Section	Criteria	High Achievement (3)	Moderate Achievement (2)	Low Achievement (1)
Description of Results	Presentation of Findings	Results are presented clearly and concisely with precise statistical metrics (e.g., p-values, confidence intervals, means). Tables, graphs, and figures are professionally formatted, labeled, and integrated into the discussion, enhancing comprehension.	Results are presented but lack clarity or are not fully supported by well-organized tables or graphs. Visual aids are present but may be unclear or disconnected from the text.	Results are unclear, disorganized, or not supported by appropriate visual aids.
	Statistical Analysis	Statistical tests are accurately reported and applied appropriately to the hypotheses and data characteristics. Results include clear reporting of effect sizes, significance levels, and other metrics, fully aligned with the research question.	Statistical tests are generally appropriate, but there are minor errors or omissions in the reporting or alignment with hypotheses.	Statistical tests are applied incorrectly, reported inaccurately, or are inappropriate for the data and hypotheses.
	Relevance to Hypotheses	Each result is explicitly and logically connected to a hypothesis. The discussion makes clear whether the hypothesis is supported, refuted, or partially supported based on the data.	Some results are connected to hypotheses, but the links are weak or inconsistently addressed.	Results are disconnected from the hypotheses, with little to no effort to tie findings to the research question.
	Interpretation and Conclusion of Statistical Test Outputs	Conclusions drawn from statistical outputs (e.g., p-values, confidence intervals) are correct, logically reasoned, and appropriately nuanced. Students demonstrate a clear understanding of the implications of the results in the context of the research question.	Conclusions are mostly accurate but may show minor misinterpretations of statistical outputs or lack nuance in the discussion of their implications.	Conclusions are incorrect, demonstrate significant misunderstanding of statistical outputs, or are not logically derived from the results.

Discussion of Findings

Section	Criteria	High Achievement (3)	Moderate Achievement (2)	Low Achievement (1)
Discussion of Findings	Interpretation	Findings are interpreted with depth, linking statistical results directly to the research question. The interpretation is insightful and demonstrates a comprehensive understanding of the data and the statistical methods involved in testing the hypothesis.	Interpretation is present but lacks depth or misses connections to the research question. Some conclusions are overly general or not fully justified by the results.	Interpretation is superficial, vague, or unrelated to the research question.

Section	Criteria	High Achievement (3)	Moderate Achievement (2)	Low Achievement (1)
	Limitations	Methodological limitations are clearly identified, including issues like sample size, biases, or untested assumptions in the statistical tests. The discussion explains how these limitations coould affect the results and generalizability.	Limitations are mentioned but are vague or not well-connected to the analysis or broader conclusions.	Limitations are omitted or minimally addressed, with little consideration for their impact on the study.