

| | Exemplary (4) | Acceptable (3) | Developing (2) | Unacceptable (1) | Score |
|----------------------------|--|--|--|---|--------------|
| Organization/ Mechanics | Abstract is well organized, has a very clear intro, methods, results and discussion. The purpose of the abstract is clear from the very beginning. There are few or no grammar mistakes. | Abstract is organized, has an intro, methods, results and discussion. The purpose of the abstract becomes clear within the report. There are few grammatical and spelling errors, but they do not detract from the report. | Abstract is organized, has an intro, methods, results and discussion. The purpose of the abstract is never clearly stated. There are a number grammatical and spelling errors that detract from the report, but overall message can be discerned | Abstract is not well organized, has unclear intro, methods, results and discussion. The purpose of the abstract is unclear. Grammatical and spelling errors are so numerous as to make the critique incomprehensible | |
| Background | Abstract has a very clear background information. The broader context of the experiment/research is clear. | Abstract has a clear background. The broader context of the experiment/research is not as obvious. | Abstract has some background information. The broader context of the experiment/research is not well articulated. | Abstract has limited background information and there is no broader context of the experiment/research. | |
| Hypothesis | The hypothesis is clearly stated and directly relates to the background information. | The hypothesis is stated and relates to the background information. | The hypothesis is not clearly stated and marginally relates to the background information. | The hypothesis is not stated and does not relate to the background information. | |
| Methods | The proposed methods of data collected are clearly stated and are directly related to the hypotheses/questions presented in the background. The sample size, experimental groups, and methods to measure performance are very clear. | The proposed methods of data collected are stated and related to the hypotheses/questions presented in the background. The sample size, experimental groups, and methods to measure performance are stated. | The proposed methods of data collected are stated, but not clear. The methods marginally are related to the hypotheses/questions presented in the background. The sample size, experimental groups, and methods to measure performance are not clearly stated. | The proposed methods of data collected are not stated and not related to the hypotheses/questions presented in the background. The sample size, experimental groups, and methods to measure performance are not stated. | |
| Citation | Full citation is given in APA format, the article is from primary literature and directly relates to the proposed research. | Citation is given, but elements are missing. The article is a from primary literature and connections to proposed research are lacking. | Citation is given, but several elements are missing. The article is a popular press piece and the connections to the proposed research are lacking. | Citation is not given or the article is from a website. The article is not related to the research. | |

Peer Evaluation Form for Group Work

Your name _____

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-2 (0.5=strongly disagree; 1=disagree; 1.5=agree; 2=strongly agree). Total the numbers in each column.

| Evaluation Criteria | Group member: | Group member: | Group member: | Group member: |
|---|---------------|---------------|---------------|---------------|
| Attends group meetings regularly and arrives on time. | | | | |
| Contributes meaningfully to group discussions and demonstrates a cooperative and supportive attitude. | | | | |
| Completes group assignments on time. | | | | |
| Prepares work in a quality manner. | | | | |
| Contributes significantly to the success of the project. | | | | |
| TOTALS | | | | |

Feedback on team dynamics:

1. How effectively did your group work?
2. Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.
3. What did you learn about working in a group from this project that you will carry into your next group experience?

Adapted from a peer evaluation form developed at Johns Hopkins University (October, 2006)