

PSYC 302 Lab Report #2 Rubric – Fixed Interval

Item	Outstanding	Good	Fair	Needs Improvement
Procedure	• 5 points • Procedures are outlined in sufficient detail that allows for other researchers to replicate them • Simultaneously, irrelevant details are omitted • Methods are outlined exactly the way they were explained in class • Terms are defined for the reader • Terms are used in a way that is consistent with their scientific definitions (e.g., shaping)	• 3-4 points • Procedures may be expanded to include sufficient detail for replication • Some slight deviations from the methods explained in class are present • Most terms are used in the correct, scientific way.	• 2 points • Procedures are not explained in sufficient detail for replication • Many deviations from the methods explained in class are present • Terms are not used correctly or are confused with one another (e.g., shaping vs. magazine training)	• 0-1 points • Detail is lacking or important steps in the procedure are omitted • It is unclear whether the student understood the procedures explained in class • Terms necessary to describe procedures such as “fixed ratio,” “variable ratio,” “reinforcer,” “response rate,” etc. are either sparse or it is unclear whether the student understands the terms used
Results (Four parts of 5 points each) – 20 total points	• 5 points • Student describes behavior change in detail, including changes in relevant measures • Student does not describe each and every data point – only those necessary to describe the main results or interesting data • Terms are defined for the reader • Student refers to the figure to assist the reader in interpreting the results • Interpretation of the figure is accurate and correctly describes what the figure displays • Student includes quantitative measures to assist the reader	• 3-4 points • Student describes behavior change, including change, but could elaborate more • Most terms are defined for the reader • Reference to the figure is vague or interpretation is slightly inaccurate • Few quantitative measures are included or superfluous quantitative measures are included.	• 2 points • Description of behavior change is general or in non-scientific terms • Quantitative measures are not included or used inappropriately (e.g., “the average response rate was 10 seconds”) • Reference to the figure is vague, or interpretation is incorrect • Many terms are not defined for the reader	• 0-1 points • It is unclear whether the relevant behavior change is understood (i.e., how behavior was different from the beginning of the project to the end) • Student describes all results in non-scientific terms (e.g., “the rat became less interested”) • Terms learned in class are either omitted or used incorrectly • Reference to the figure may have been omitted
Summary	• 9-10 points • The main comparison of behavioral patterns of the experiment is described accurately • Student critically analyzes all comparisons and accurately answers all questions	• 6-8 points • The main comparison of behavioral patterns of the experiment is described in detail. However, the analysis may be somewhat inaccurate or may need clarification.	• 3-5 points • Student describes the main comparisons accurately but does not attempt to critically analyze all comparisons. • Some of the questions are omitted.	• 0-2 points • It is not clear whether the main comparison is understood. • Major inaccuracies are present. • Most or all of the questions are omitted.
Quality of Exposition	• 5 points	• 3-4 points	• 2 points	• 0-1 points

	• Contains only a few, minor spelling, grammatical, or punctuation errors • Headings, font, margins, page numbers, etc. are all in APA style*. Deviations from APA style are not obvious • Behavioral language is used throughout • Paper copy of report was neat and held together • Report was organized properly • Report is concise. Excessive wordiness is avoided. • Report is clear and easy to understand	• Many minor or a few major spelling/grammatical/punctuation errors • Some minor deviations from APA style, or one major deviation • A few minor non-behavioral sentences • Paper copy may have been slightly damaged • Report may have been disorganized in one area (e.g., some results listed in Procedure section)	• Several major spelling/grammatical/punctuation errors • Many minor or a few major deviations from APA style • Several minor or a few major non-behavioral sentences • Paper copy of report was damaged or falling apart somewhat • Report was disorganized in a few areas	• Several run-on or incomplete sentences • Report is difficult to understand due to spelling/grammatical/punctuation errors • Paper copy of report may have been in disrepair when turned in (e.g., not held together, torn, or otherwise significantly damaged) • Disorganization detracted from the report's message
Figures	• 8 points • Figures are neat • All points are plotted correctly • Points are connected to one another where appropriate • All axes are labeled • Graph's "titles" are consistent with scientific writing (e.g., "Figure 1.") • Figure captions describe the graph accurately and completely.	• 6-7 point • A few minor incorrectly plotted points • Minor mistakes on labels • Points are not connected where appropriate • Figure captions include superfluous detail, is slightly inaccurate, or may have been omitted	• 3-5 points • Several points were not plotted correctly • Major mistakes on labels, or some labels not present • Points are not connected where appropriate • Figure captions do not completely describe graph accurately or were omitted	• 0-2 points • Graphs do not appear to coincide with the data, was illegible, or was not included • Several components of the figures are not present • Figure captions do not assist the reader in interpreting the graph or was omitted, were not included, or were illegible
Appendix	• 2 points • All data sheets are included	• 1 point • Missing 1-2 data sheets		• 0 points • Missing several data sheets

Examples of major vs. minor errors. Parentheses show corrected examples.

- Behavioral Language Errors
 - o Major: "The rat thought..." (describe behavior instead)
 - o Minor: "The subject was taught..." (describe procedures without using "the subject")
- Spelling/Punctuation Errors
 - o Major: "Pallets were dispensed..." (Pellets)"
 - o Minor: "Responses rate increased...." (Response rate increased...)
- APA Style Errors
 - o Major: Running head omitted, incorrect margins, etc.
 - o Minor: "5 pellets were dispensed." (Five pellets were dispensed.)