Herbivore Responses to Plant Vigor and Plant Responses to Herbivores

Appendix 2. Rubric for Brief Communication

Section	Excellent	Very Good	Good	Fair	Poor	Points Available
Title	Brief, descriptive, specific to system (0.5)	Brief gives some sense of concepts studied (0.45)	Long, mentions specific system (0.4)	Long, general, some reference to study system or concepts (0.35)	Long, vague about study system or concepts, general (0.25)	0.5
Introduction	Clear statement of general concepts and specific hypotheses to be tested (2 paragraphs – order is general concept to specific) (2.5)	Clear statement of either general concepts or specific statements about hypotheses but one section is only moderately clear. (2.25)	Addresses general concepts or specific hypotheses but not both (or) Addresses both concepts and hypotheses but not all ideas are clearly expressed (2.00)	Addresses both general concepts and specific hypotheses in an unclear manner. (1.75)	Vague, rambling, does not describe the concepts or hypotheses to be tested (1.25)	2.5
Methods	Clear and brief description of the Natural History of the organisms and of the methods that will be used. Methods are clearly linked to a description of the hypotheses. (1.0)	Clear description of the Natural History of organisms and the methods but the link between methods and hypotheses to be tested is not clear. (0.9)	Fails to describe study system or clearly describes methods but does not link specific methods to the hypotheses that will be tested. (0.8)	Fails to describe study system or weak description of the study system and methods are only moderately clear with no link to hypotheses to be tested. (0.7)	No mention of the study organisms. Methods poorly described with no mention of the hypotheses that will be tested. (0.5)	1.0
Results	A) Clear, written description of the results of the study. Refers directly to Figures, Tables, and outcome of statistical tests. B) Tables and Figures show summary data,	A) Clear, written description of most of the results for the study. Some of written results are unclear. Refers to Figures, Tables, or statistical tests but not to all. B) Tables and Figures	A) Results are presented but some are unclear, or text does not refer to Figures, Tables, or does not describe outcome of statistical tests. B) More than one Table and/or Figure	A) Results are presented but outcome of most tests are unclear. Text does not refer to Figures, Tables, or reference to statistical tests. B) All tables and figures lack one	A) No written results B) Tables and figures include unprocessed, raw data C) No statistics included, tables do not show the outcomes of	A) 1.25 points B) 1.25 points C) 0.50 points

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	i.e. means and SE or SD. Captions describe table or figure content, axes clearly labeled on figures. C) Statistics completed correctly, tables show t-statistic, df, and p value.	are generally clear. At least one table or figure lacks one important attribute (e.g. unclear caption, improper axis label) C. Statistics completed correctly. Table(s) lack t-statistic, df, or p-value.	lack captions (OR) one or more axes on figures is not properly labeled. C) One or more statistical tests is incorrect. Tables fail to show one of the following: t-statistic, df, or p values.	essential feature, e.g. captions, correctly labeled axes. Tables use raw data rather than proportions or means and SE. C) Statistics are all incorrect. Tables fail to show two or more of the following: t-statistic, df, and p values.	statistical tests	
	A) 1.25 B) 1.25 C) 0.5	A) 1.125 B) 1.125 C) 0.45	A) 1 B) 1 C) 0.4	A) 0.875 B) 0.875 C) 0.35	A) 0.625 B) 0.625 C) 0.25	
Discussion	A) Clearly states whether results support or refute the central hypotheses that were tested. B) Clearly addresses one (or more) Questions for Further Thought as suggested by instructor. Excellent use of the literature consulted to address the question(s).	A) Clearly states how results support central hypothesis for one of the central hypotheses. Does not treat clearly the second hypothesis. B) Clearly addresses Question(s) for Further Thought. Relies on personal experience and adequate use of the literature to address the question(s).	A) Generally clear statements about whether the results support or refute the central hypotheses tested. One outcome is not clearly described. B) Addresses Question(s) for Further Thought but does not effectively use the literature sources to support ideas.	A) Restates the results without interpreting their meaning for the hypotheses tested (OR) Outcomes for both portions of the study are not well-described. B) Addresses Question(s) for Further Thought from personal experience but does not consult literature.	A) Does not state whether the results support the hypotheses. B) Does not address Question(s) for Further Thought.	A) 1.25 points B) 1.25 points
	A) 1.25 B) 1.25	A) 1.125 B) 1.125	A) 1 B) 1	A) 0.875 B) 0.875	A) 0.625 B) 0.625	
Literature Cited	Uses proper format and cites two primary literature sources. (0.5)	Cites two sources but uses incorrect citation format (0.45)	Cites one primary source correctly. (0.4)	Cites websites only (0.35)	Cites no sources (0.25)	0.5 points

Christopher F. Sacchi. April 2006, posting date. Testing Hypotheses about Herbivore Responses to Plant Vigor and Herbivore Impact on Plant Reproduction. *Teaching Issues and Experiments in Ecology*, Vol. 4: Experiment #1 [online]. http://tiee.ecoed.net/vol/v4/experiments/herbivore_responses/abstract.html