

| <b>Total: 100 marks</b>                 | <b>100 = Excellent</b>  | <b>80 = Adequate</b>  | <b>60 = Marginal</b>   | <b>40 = Poor</b>                           |
|---|---|---|--|--|
| <b>Motivation/Literature (18 marks)</b> |   |   |  |  |
| Introduction                            | Introduction provides complete overview of paper, motivates research question using sources | Introduction provides some overview of paper, motivation clear with limited sources | Introduction vague; motivation minimal   | Incomplete introduction, no motivation     |
| Research question                       | Research question well identified, specific   | Research question stated, not specific  | Research question vague, not answerable  | Cannot identify research question in paper |
| Literature                              | Important literature discussed and linked to topic  | Important literature included, not linked to research question/paper                | Scattered lit. discussion, poorly linked to topic (missing or irrelevant papers) | Sparse literature, not linked to topic     |

|  |  |  |   |   |
|--|--|--|---|---|
| <b>Methodology/Analysis (30 marks)</b>       |  |  |   |   |
| Data   | Clear discussion of data sources and any data cleaning; data cleaned appropriately | Data sources referenced but incomplete discussion; some data issues overlooked | Limited discussion of data  | No discussion of data sources or cleaning                           |
| Empirical methods                            | Methodology discussed and empirical methods applied correctly                      | Methodology generally correct, with some issues overlooked                     | Major errors in empirical methods   | Fundamental misunderstanding of empirical methods/no microdata used |
| Discussion of results                        | Results discussed and interpreted clearly  | Results discussed, but inadequate interpretation                               | Results presented without interpretation  | Poor discussion of results, no interpretation                       |
| Choice of evidence                           | Presented evidence addresses research question, is well utilized                   | Presented evidence related, only partially addresses research question         | Evidence related, but not directly relevant to research question.                   | Evidence does not address research question                         |
| Figures and tables                           | Figures and tables appropriate to analysis, easy to interpret                      | Appropriate figures/tables included, difficult to interpret                    | Irrelevant figures/tables included or key figures/tables missing                    | Insufficient figures/tables, poorly presented                       |
| Limitations                                  | Limitations discussed and minimized through analysis                               | Limitations discussed, few steps to minimize                                   | Incomplete discussion of limitations  | No discussion of limitations  |
| <b>Conclusions/interpretation (18 marks)</b> |  |  |   |   |
| Conclusions                                  | Clear presentation of conclusions, qualifications, consequences, and contributions | Conclusions established, limited discussion implications and contributions     | Fails to make clear conclusions, limited discussion of interpretation/contributions | Cannot discern conclusions  |
| Critical thinking                            | Demonstrates independent and critical thinking                                     | Demonstrates some independent and critical thinking                            | Limited evidence of independent and critical thinking                               | No evidence of independent and critical thinking                    |
| Argumentation                                | Assertions are qualified and well supported  | Most assertions are qualified and well supported                               | Assertions are overly strong or unsupported   | Assertions made in contrast to evidence or without evidence         |

| <b>Total: 100 marks</b>                | <b>100 = Excellent</b>                   | <b>80 = Adequate</b>   | <b>60 = Marginal</b>  | <b>40 = Poor</b>                               |
|--|--|--|---|--|
| <b>Written presentation (24 marks)</b> |  |  |   |  |
| Organization                           | Well organized, easy to understand       | Good organization, some parts out of place                                 | Unclear organization  | Disorganized, impedes understanding            |
| Writing style                          | Clear and easy to read                   | Awkward or wordy writing, clear planning                                   | Readable but difficult to follow                                | Difficult to understand                        |
| Grammar                                | Few grammatical and typographical errors | Some grammatical and typographical errors, but do not impede understanding | Moderate grammatical errors/typos                               | Frequent errors impede understanding           |
| Formatting                             | Meets all formatting requirements        | Minor deviation from formatting requirements                               | Exceeds page limit/major deviation from formatting requirements | Formatting requirements completely disregarded |
| <b>Replication code (10 marks)</b>     |  |  |   |  |
| Do-files and log                       | Well-documented, easy to read            | Detailed documentation, somewhat confusing                                 | Unclear documentation   | Little to no documentation                     |

*I will weight sub-items in order to sum to total marks*