Diabetes Report Peer Scoring Rubric

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| --- | --- |
| Category/Section | Score: For the first four sections evaluate the “completeness” of each, using the report template. For the last two categories, you can be subjective. |
| INTRODUCTION | 1 | 2 | 3 |
| METHODS | 1 | 2 | 3 |
| FINDINGS | 1 | 2 | 3 |
| DISCUSSION | 1 | 2 | 3 |
| OVERALL APPEAL | 1 | 2 | 3 |
| PERCEIVED EFFORT | 1 | 2 | 3 |

# Total \_\_\_\_\_\_\_\_ / 18

# For any section/category with a score <3, please provide an explanation.

# What questions remain after reading this report?

Guide to used for Grading

|  |  |
| --- | --- |
| **Diabetes Technical Report** | Points Possible |
| **INTRODUCTION (discuss diabetes covered in Labs 1-4)** |  |
|  Symptoms, complications and treatments (Lab 1) | 2 |
|  Focus on Type 2 diabetes and importance of diet (Lab 2) | 2 |
|  Discuss hyper/hypoglycemia and the insulin pathway.  | 2 |
|  Connect it to the symptoms/complications of diabetes. (Lab 3) | 2 |
|  Introduce the diabetes epidemic in the U.S.  | 3 |
|  Include statistics on prevalence. (Lab 1) | 2 |
| **OUR STUDY (separate sub-heading)** |  |
|  Research questions | 3 |
|  Hypotheses (and the null) | 4 |
|  Rationale | 3 |
|  Use of existing state data on diabetes | 3 |
| **METHODS** |  |
|  More info on diabetes data set. | 2 |
|  Statistics used | 4 |
|  Graph used | 4 |
| **FINDINGS:** Brief summary of results |  |
|  Results of hypothesis testing | 6 |
|  Summary data table | 5 |
|  Statistical results | 5 |
|  Graph | 5 |
| **DISCUSSION:** Briefly summarize conclusions |  |
|  Briefly summarize conclusions | 3 |
|  What do your results mean? | 4 |
|  Other considerations? | 4 |
|  **CONCLUSIONS (separate sub-heading)** |  |
|  What did we learn?  | 3 |
|  How could this new information affect the epidemic?  | 3 |
|  How can it be made useful? | 3 |
|  What can’t we say? What else do need to know?  | 3 |
| **References** |  |
|  At least 5 correct in-text citations | 5 |
|  At least 5 correct end-of-document references | 5 |
| **Overall Formatting** | 5 |