



What's the Supreme Court Got to Do with Me? Rubric



| | Excellent | Good | Incomplete |
|---|--|--|--|
| Information Needs | Identifies highly appropriate sources for research needs; can differentiate the characteristics of all sources i.e. specialized encyclopedias, scholarly journals, popular journals | Identifies mostly appropriate sources for research needs; can differentiate some characteristics of sources i.e. books, magazines, encyclopedias | Identifies no appropriate sources for research needs; cannot differentiate between sources, i.e. books, magazines, WWW pages |
| Creating a thesis statement or research question | Devised a well-worded thesis or question that was focused on and relevant to the topic | Devised a thesis or question that had some relevance to the topic | Devised a thesis or question that lacked focus and was not relevant to the topic |
| Keywords and concepts | Identifies keywords and concepts in a thesis statement or question; brainstormed synonyms and related terms to broaden search | Identifies keywords and concepts in a thesis statement or question; added no related keywords to search | Identified no keyword or concepts in a thesis statement or question; lacked a relevant search string |
| Searching strategies | Performed multiple searches that used Boolean logic and truncation techniques to identify relevant search results | Performed a search that was limited to a few keywords that lacked Boolean or truncation techniques | Performed a search with one word limited to an Internet search engine |
| Selection of Sources | Information was gathered from a variety of print and electronic sources including licensed databases; exceeds minimum source requirement. Sources are relevant, balanced, authoritative, and include critical readings relating to the task. | Information gathered from a variety of relevant sources print and electronic; met minimum source requirement for evaluation. | Information gathered lacked relevance, quality, and balance |
| Content | Includes diverse and well-integrated scholarly research that supports the topic; not a report! | Includes adequate research that is fairly well integrated and supportive of the topic; conclusions of research could be supported by stronger evidence; level of analysis could have been deeper | Conclusions simply involved restating information; includes research that is irrelevant as well as inadequate. |
| Reflection | Thoughtfully examined the information and performs additional searches with additional concepts as necessary | Need prompting to evaluate the quality of information and to revise search strategy and concepts. | Cannot determine if the information need has been met; does not seek help or respond to prompting to revise search |
| Mechanics | No errors in spelling, punctuation, or sentence structure; shows a command of the tenants of the English language and essay writing. | Few errors in spelling, punctuation, and sentence structure. Needs slight revisions to show command of the English language and essay writing. | Shows many errors in spelling, punctuation, and sentence structure. Indicates lack of proofreading and spell checking. |
| Documentation | Documents all sources, including visuals; Sources are properly cited, both in text/in product and on works cited/works consulted pages; documentation is error free. | Documents sources with some care. Sources are cited both in text/in product and on Works cited/Works consulted pages; few errors noted | Documenting was poorly constructed or absent; clearly a plagiarized product. |