## Rubric for assessing inquiry through the standard of integration

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| **Points** | **0** | **1** | **2** | **3** | **4** | **5** |
| **Synthesis** | No questions or ideas are stated in the paper at all; it is simply one long “report.” | Sources only used for reporting of factual information (including ideas) or quotation. | Sources summarized or explained but not demonstrated to impact formation of ideas (e.g.“backing up” ideas but not helping to form them) | Sources impact formation of ideas  through analysis, evaluation, and integration |
| **Source Evaluation** | Types of information selected are inappropriate and their relationship to the project is not clear | Information sources are appropriate and their relationship to the project is demonstrated | Appropriateness of all source types demonstrated through their integrated use in the project. |
| **Recursivity** | Sources are listed in bibliography but not cited in paper | Quotations from sources do not respond to ideas or questions (e.g. only report) | Text demonstrates a critical response or question in relation to at least one cited source | Use of sources underlies and mirrors a clear process of questioning and responding throughout the project |
| **Relevancy** | Sources share some relevance to theme, topic, or question demonstrated by keywords or terms but not by ideas | Sources demonstrate a strong relationship between theme or topic and source ideas. | At least one source displays relevance by providing impetus for further questioning or response | Sources are integral to the structure of the project. |
| **ANNOTATED BIBLIOGRAPHY****OPTION**:**Selection** | Student does not indicate why a particular source was or was not used | Student provides a basic rationale for use or nonuse of sources, not including any evaluative criteria (e.g. “it just didn’t seem right for my project.”) | Student provides a rationale for use or nonuse of sources not necessarily including criteria from library session | Student lists some appropriate criteria from library session in explaining their use or nonuse of sources | Student lists detailed, accurate, and appropriate evaluative criteria from library session in explaining their use or nonuse of sources |