

# EXPLORE II Rubric—for CORE 210 and BCOR 310

Revised 5/16/16

## SLO 1.1. Students will understand and appropriately use scholarly sources.

Rubric Item		Exemplary (4)	Competent (3)	Emerging (2)	Unacceptable (1)	Score
<b>ONE</b>	<b>Determine the nature and the extent of information needed</b>  <i>Obj 1.1.A</i>	Effectively defines and narrows the scope of the research question/topic.	Defines the scope of the research question/topic completely.	Defines the scope of the research question/topic or incompletely (parts are missing, remains too broad or too narrow, etc.).	Has difficulty defining the scope of the research question/topic.	
		Types of information (sources) selected directly relate to concepts or answer research questions.	Types of information (sources) selected relate to concepts or answer research question.	Types of information (sources) selected partially relate to concepts or answer research questions.	Types of information (sources) selected do not relate to concepts or answer research questions	
<b>TWO</b>	<b>Access the needed information effectively and efficiently</b>  <i>O1.1.B</i>	Citations represent various scholarly or academic sources.  Cited resources are used appropriately.  All resources are appropriate for the target audience.	Most (more than half) citations represent scholarly or academic sources.  Most (more than half) cited resources come from reliable sources.  Most (more than half) resources are appropriate for the target audience.	Citations represent a limited range of scholarly or academic sources.  Some (three or more) cited resources come from reliable sources.  Some (three or more) resources are appropriate for the target audience.	Citations are from only one scholarly or academic source.  Few (two or fewer) cited resources come from reliable sources.  Few (two or fewer ) resources are appropriate for the target audience.	
<b>THREE</b>	<b>Access and use information ethically and legally (information use strategies)</b>  <i>Obj 1.1.C</i>	Citations and references are correct APA or MLA citation style.	Citations and references are APA or MLA style with few errors.	Citations and references are consistent, but aren't APA or MLA style.	Citations and references do not resemble a citation style.	
		Paraphrases, summarizes, or quotes in ways that are true to original context.	Paraphrases, summarizes, or quotes are close to the original context, but does not rely too heavily on quoting or have too little summary.	Papers relied too heavily on quotes. Paraphrases, summaries, or quotes are too broad to reflect the original content.	Annotations are absent or do not reflect content of the article	

**SLO 1.2. Students will integrate knowledge to frame researchable questions and to develop strategies to seek answers.**

Rubric Item		Exemplary (4)	Competent (3)	Emerging (2)	Unacceptable (1)	Score
FOUR	Describe theories or perspectives relevant to the thesis <i>Obj 1.2.A</i>	Theories and perspectives are thoroughly described and relevance to the thesis is discussed, recognizing the strengths and limitations of each theory.	Theories and perspectives are identified and adequate description of relevance to the thesis is provided.	Several theories and perspectives are identified with limited description of thesis provided.	Some theories and perspectives are described but are not all relevant to the thesis. Not all relevant theories and perspectives are identified and described.	
	Interpretations are applied relevant to a thesis. <i>Obj 1.2.B</i>	Analysis/interpretations are thoroughly described using formal academic writing. Interpretations are applied to the thesis and extensions are made to other relevant connections.*	Analysis/interpretations are presented and described using formal academic writing. Interpretations are clearly connected to the thesis. *	Analysis/interpretations using formal academic writing are presented and summarized. May lack some formal academic writing. Interpretation of how findings are relevant to the thesis. *	Analysis/interpretations are presented in limited terms. Lacks formal academic writing. Little to no interpretation of how findings are relevant to the thesis. *	

**SLO 1.3. Students will analyze, interpret, and/or evaluate information and make and implement research-informed decisions.**

Rubric Item		Exemplary (4)	Competent (3)	Emerging (2)	Unacceptable (1)	Score
SIX	Evaluate information and its sources critically <i>Obj 1.3.A</i>	Carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions or biases and several relevant contexts when presenting a position.	Questions some assumptions or biases. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions or biases than one's own (or vice versa).	Shows a developing awareness of present assumptions or biases (sometimes labels assertions as assumptions or biases). Begins to identify some contexts when presenting a position.	
	Use info effectively to accomplish a specific purpose <i>Obj 1.3.B</i>	Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates info from sources. The info is fragmented and /or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.); purpose not achieved.	

\*Formal academic writing or professional language varies with the profession. In some professions, use of a personal pronoun is unprofessional. The assessment teams will not consider the use of a personal pronoun unprofessional. Formal academic writing does not include contractions or colloquialisms and is clear and concise.

Assessment teams will use the prompts submitted by faculty to clarify the definition of formal academic writing for each class.