

EXPLORE II Rubric—for use in CORE 210 and BCOR 310

Revised 9/2013

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

Rubric Item		Exemplary (4)	Competent (3)	Emerging (2)	Unacceptable (1)	Score
ONE	Determine the nature and the extent of information needed <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		
TWO	Access the needed information effectively and efficiently <i>O1.1.B</i>	Citations represent various media (e.g. book, journal, websites)	Citations represent various media (e.g. book, journal, websites)	Citations represent a limited range of media (e.g. book, journal, websites)	Citations are from only one type of media	
		All cited resources come from reliable sources	Most cited resources come from reliable sources	Some cited resources come from reliable sources	Few cited resources come from reliable sources	
		All resources are appropriate for the target audience.	Most resources are appropriate for the target audience	Some resources are appropriate for the target audience	Few resources are appropriate for the target audience.	
THREE	Access and use information ethically and legally (information use strategies) <i>Obj 1.1.C</i>	Citations and references are correct MLA citation style.	Citations and references are MLA style with few errors.	Citations and references are consistent, but aren't MLA style.	Citations and references do not resemble a citation style.	
		Paraphrase, summary, or quotes in ways that are true to original context.	Paraphrase, summary, or quotes are close to the original context, but not rely too heavily on quoting or have too little summary.	Paraphrase, summary, 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 major theories relevant to a particular case/problem/situation. <i>Obj 1.2.A</i>	All theories are thoroughly described and relevance to the case/problem/situation is discussed recognizing the strengths and limitations of each theory.	All theories are identified and adequate description of relevance to the case/problem/situation is provided.	Most theories are identified with limited description of relevance to the case/problem/situation provided.	Several theories are described but are not all relevant to the case/problem/situation. Not all relevant theories are identified and described.	
	Describe findings and interpretations relevant to a particular case/problem/situation. <i>Obj 1.2.B</i>	Findings are thoroughly described using the language. Interpretations of the findings are applied to the case/problem/situation and extensions are made to other relevant cases/problems/situations.	Findings are presented and described in the language. Interpretations of the findings are clearly connected to the case/problem/situation.	Findings are presented and summarized. May lack some professional language. Interpretation of how findings are relevant to the case/problem/situation is limited or incomplete.	Findings are presented in limited terms. Lacks professional language. Little to no interpretation of how the findings are relevant to the case/problem/situation.	

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>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware if others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). 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.	

