

# TWO

**RUBRIC FOR RES 500 A -  
ASSIGNMENT TWO**

Professor: William Badke

Due beginning of class three

Criteria					Points
	1- Basic level	2-Developing Level	3 – Advanced Level	4 – Mastery Level	
<b>Identify appropriate reference sources</b>	General encyclopedias, Wikipedia	Specialized reference sources that are not really central to the topic	At least one relevant reference source	Both reference sources highly relevant to the topic	—2—
<b>Create a summary that provides a good working knowledge of the topic</b>	Short, basic summary lacking in key details	Longer summary that has some key details present	Good working knowledge of the topic but no reference to possible issues or problems that could be addressed.	Good working knowledge that includes reference to possible issues, problems that could be addressed	—2—
<b>Identify good potential research questions</b>	One moderately good question but the rest failing on several points (see textbook appendix)	Two moderately good questions but the rest failing on several points	Three or more good questions even if they need some work	All questions are excellent, demanding analysis	—4—
					—
					—
				<b>Total----&gt;</b>	—8—

**Professor Comments:** Assign maximum points for those who meet Criterion 4 and prorate down to level 1 (if 4 points, level 1 gets one point).

# THREE

## RUBRIC FOR RES 500 A - ASSIGNMENT THREE

Professor: William Badke

Due beginning of class four

	Criteria				Points
	1- Basic level	2-Developing Level	3 – Advanced Level	4 – Mastery Level	
<b>Identify appropriate terminology for Google search</b>	Uses broad or less than relevant terminology	Roughly relevant terminology but could be more relevant	Good use of terminology to get good results	Creative and insightful use of terminology to get best results	__2__
<b>Identify relevant and good quality websites</b>	Websites are somewhat in target area but sites are not mainly on topic	Sites are in target area but quality is uneven or limited	Good, relevant sites identified.	Excellent sites that make a real contribution to the topic are identified.	__2__
<b>Identify good research question</b>	Question is vague or too broad or demands too little analysis but is in subject area	Question is all right but could be rephrased to make it more effective	Question is good and focuses on problem solving	Question is very well formulated and should make a real contribution to subject.	__2__
<b>Prepare a useful preliminary outline</b>	Outline is on subject but does not relate well to research question	Outline is relevant to question but missing one or more aspects	Outline covers all areas demanded by research question	Outline shows signs of being an excellent guide for research on question	__2__
					__
				<b>Total----&gt;</b>	__8__

**Professor Comments:** Assign maximum points for those who meet Criterion 4 and a half point less for each increment down to 1.

# FOUR

**RUBRIC FOR RES 500 A -  
ASSIGNMENT FOUR**

Professor: William Badke

Due beginning of class five

	<b>Criteria</b>				<b>Points</b>
	<b>1- Basic level</b>	<b>2-Developing Level</b>	<b>3 – Advanced Level</b>	<b>4 – Mastery Level</b>	
<b>Identify appropriate terminology for title [any word] catalog search</b>	Uses broad or less than relevant terminology	Roughly relevant terminology but could be more relevant	Good use of terminology to get good results	Creative and insightful use of terminology to get best results	__3__
<b>Identify relevant book titles</b>	Results are somewhat in target area but sites are not mainly on topic demanded by research question	Results are in target area but quality is uneven or limited	Good results, relevant to research question, identified.	Excellent results that make a real contribution to meeting the needs of the research question are identified.	__4__
<b>Analyze results of search</b>	Basic awareness	Identifies problems and is realistic about results	Has good idea quality of searches done.	Is able to troubleshoot issues	__1__
				<b>Total----&gt;</b>	__8__

**Professor Comments:** Assign maximum points for those who meet Criterion 4 and a point less for each increment down to 1.

# FIVE

**RUBRIC FOR RES 500 A -  
ASSIGNMENT FIVE**

Professor: William Badke

Due beginning of class six

	<b>Criteria</b>				<b>Points</b>
	<b>1- Basic level</b>	<b>2-Developing Level</b>	<b>3 – Advanced Level</b>	<b>4 – Mastery Level</b>	
<b>Identify appropriate LC subject heading(s)</b>	Uses broad or less than relevant headings *	Roughly relevant headings but could be more relevant	Good use of headings to get good results	Creative and insightful use of headings to get best results	__3__
<b>Identify relevant book titles</b>	Results are somewhat in target area but sites are not mainly on topic demanded by research question	Results are in target area but quality is uneven or limited	Good results, relevant to research question, identified.**	Excellent results that make a real contribution to meeting the needs of the research question are identified.	__4__
<b>Analyze results of search</b>	Basic awareness	Identifies problems and is realistic about results	Has good idea quality of searches done.	Is able to troubleshoot issues	__1__
				<b>Total----&gt;</b>	__8__

**Professor Comments:** Assign maximum points for those who meet Criterion 4 and a point less for each increment down to 1.

\* Students who identify only keywords that are not legitimate subject headings should have the assignment returned for revision and resubmission. \*\*Take into account that for some narrow topics there may not be narrow enough subject headings to make a good fit. In this case, accept slightly broader subject headings in the Advanced category.

**RUBRIC FOR RES 500 A -  
ASSIGNMENT SIX**

Professor: William Badke

Due beginning of class seven

	<b>Criteria</b>				<b>Points</b>
	<b>1- Basic level</b>	<b>2-Developing Level</b>	<b>3 – Advanced Level</b>	<b>4 – Mastery Level</b>	
<b>Chooses relevant databases</b>	Chooses two databases that are broad-based or not particularly relevant to the topic	Chooses at least one relevant narrow database	Chooses two relevant databases	Chooses the best two databases for the topic	<u>  2  </u>
<b>Identify relevant terminology</b>	Terminology is in general topic area but too broad or badly formulated	Terminology is OK but other terminology and/or formulations would be better.	Good use of terminology, including at least one subject heading	Creative use of terminology, including controlled vocabulary if available	<u>  3  </u>
<b>Produce relevant articles</b>	Articles are in topic area but are not directly relevant, are diverse in subject matter or contain 2 or more book reviews.	Articles are roughly relevant but could be more so.	Relevant articles found	Articles are on target to address the research question.	<u>  2  </u>
<b>Check availability</b>	Did not show availability (zero points).	Indicated only full text articles (zero points)	Indicated availability of all articles (one point)	Indicated availability of all articles (one point)	<u>  1  </u>
					<u>    </u>
				<b>Total----&gt;</b>	<u>  8  </u>

**Professor Comments:** Assign maximum points for those who meet Criterion 4 and prorate down to level 1 (if 4 points, level 1 gets one point).

## SEVEN

### ***RUBRIC FOR RES 500 A - ASSIGNMENT SEVEN***

Professor: William Badke

Due beginning of class eight

	<b>Criteria</b>				<b>Points</b>
	<b>1- Basic level</b>	<b>2-Developing Level</b>	<b>3 – Advanced Level</b>	<b>4 – Mastery Level</b>	
<b>Search Google Scholar</b>	Minimal search term skill produces some relevant items	Competent search terms and <i>some</i> relevant results	Competent search terms and relevant results	Competent search terms and relevant results. Identifies full text	
<b>Assess relevance of topic for ERIC</b>	Used topic that was not relevant (zero points)	Topic was somewhat relevant but not fully (one point)	Topic was somewhat relevant but not fully (one point)	Identifies topic fully relevant for ERIC	__1__
<b>Identify relevant terminology</b>	Terminology is in general topic area but two broad or badly formulated	Terminology OK but other formulations would be better.	Good use of terminology	Creative terminology, including controlled vocabulary if available	__2__
<b>Produce relevant documents</b>	Documents are in topic area but not directly relevant, diverse subject matter or 2 or more book reviews.	Documents are roughly relevant but could be more so.	Relevant documents found	Documents are target to address the research question or stated topic.	__2__
					__
				<b>Total----&gt;</b>	__8__

**Professor Comments:** Assign maximum points for those who meet Criterion 4 and prorate down to level 1 (if 4 points, level 1 gets one point).

## EIGHT

**RUBRIC FOR RES 500 A -  
ASSIGNMENT EIGHT**

Professor: William Badke

Due beginning of class nine

	<b>Criteria</b>				<b>Points</b>
	<b>1- Basic level</b>	<b>2-Developing Level</b>	<b>3 – Advanced Level</b>	<b>4 – Mastery Level</b>	
<b>Assess site #1</b>	Feels somewhat bothered by site but no clear critique	Identifies site as cultic/heretical	Identifies connection with Worldwide Church of God and group is heretical	Site is heretical breakaway from WCG, which has become evangelical	__4__
<b>Assess Site #2</b>	Sees site level as scholarly	Sees site as uneven – some scholarly, some not	Sees site as primarily non-scholarly	As 3. but adds critique that site not really useful for reliable answers	__2__
<b>Assess Site #3</b>	Uncertain whether or not site is scholarly	Sees site as scholarly but gives limited evidence	Sees site as scholarly and gives good evidence	Goes beyond site to show that Ross is reputable scholar.	__2__
				<b>Total----&gt;</b>	__8__

**Professor Comments:** Assign maximum points for those who meet Criterion 4 and prorate down to level 1 (if 4 points, level 1 gets one point).

**NINE**

**RUBRIC FOR RES 500 A –  
ASSIGNMENT NINE**

Professor: William Badke

Due beginning of class ten

	<b>Criteria</b>				<b>Points</b>
	<b>1- Basic level</b>	<b>2-Developing Level</b>	<b>3 – Advanced Level</b>	<b>4 – Mastery Level</b>	
<b>State thesis or research question</b>	Did not identify research question or main theme (zero points)	Identified main theme but not research question/thesis (half point)	Found thesis/question or formulated one if not directly stated (one point)	Found thesis/question or formulated one if not directly stated (one point)	<u>  1  </u>
<b>State main arguments</b>	Only minimal understanding of main arguments	Identified some main arguments but missed others	Identified most main arguments	Identified all main arguments with clear insight	<u>  2  </u>
<b>Evaluate the arguments</b>	Minimal analysis	Moderate analysis but could be stronger	Followed and answered the evaluative questions in the assignment	Showed excellent depth and insight in evaluation	<u>  3  </u>
<b>Give overall evaluation</b>	Ambiguous or approving / disapproving with little evidence	Gives some reasons for evaluation. Evaluation reasonably sound	Sound evaluation with good insights	Showed excellent insight into strengths / weaknesses of article.	<u>  2  </u>
					<u>    </u>
				<b>Total----&gt;</b>	<u>  8  </u>

**Professor Comments:** Assign maximum points for those who meet Criterion 4 and prorate down to level 1 (if 4 points, level 1 gets one point).

**TEN**



**RUBRIC FOR RES 500 A –  
ASSIGNMENT TEN**

Professor: William Badke

Due beginning of class eleven

	Criteria				Points
	1- Basic level	2-Developing Level	3 – Advanced Level	4 – Mastery Level	
<b>Research Question</b>	Question is vague or too broad or demands too little analysis but is in subject area	Question is all right but could be rephrased to make it more effective	Question is good and focuses on problem solving	Question is very well formulated and should make a real contribution to subject.	2
<b>Outline</b>	Outline is on subject but does not relate well to research question	Outline is relevant to question but missing one or more aspects	Outline covers all areas demanded by research question	Outline forms an excellent guide for research on question and is set up to include all elements of the research question, with no unnecessary points	2
<b>Bibliography</b>	Generally in topic area but items are diverse or broader than res. question	Generally in topic area, with some relevant items but others less relevant	High level of relevance and most items of high quality for topic	High level of relevance and quality representative of the best material on the topic	2
					—
				<b>Total----&gt;</b>	8

**Professor Comments:** Assign maximum points for those who meet Criterion 4 and prorate down to level 1 (if 4 points, level 1 gets one point).

