

# Senior Literature Review/M&M/Assignment 1 Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

AREA I – CONTENT / LITERATURE REVIEW	Excellent: Strong Control	Proficient: Some Control	Developing: Little Control
<b>1. Literature Review INTRODUCTION</b> <ul style="list-style-type: none"> <li>Intro with a thesis that previews arguments and takes an evaluative stand based on the team's research question.</li> </ul>			
<b>2. Literature Review BODY</b> <ul style="list-style-type: none"> <li>Body sections begin with clear topic sentences (topic of paragraph + statement)</li> <li>Pre-determined categories for body framework used: HO, CTP, CD, and YP used</li> <li>Body sections are primarily written in student's words with more commentary and/or analysis than quotes or paraphrasing. BLOCK quotes, if used at all, used sparingly.</li> <li>Analysis and/or commentary is tied to thesis and topic sentence</li> <li>Quotes and paraphrased material are used purposefully:                             <ul style="list-style-type: none"> <li>to illustrate or explain an opinion or idea</li> <li>to assert a fact</li> <li>to provide authority for an assertion made</li> <li>to provide a focal point</li> <li>to show many opinions</li> </ul> </li> <li>Uses a variety of quote integration strategies and structures:                             <ul style="list-style-type: none"> <li>Use a complete sentence lead-in. Follow with a colon and two spaces before the quotation.</li> <li>Use an indirect statement with "that."</li> <li>Use an introductory phrase or clause.</li> <li>Split the quotation and intersperse with own words.</li> <li>Use the author's name and/or his authority to introduce quotations from sources.</li> </ul> </li> </ul>			
<b>3. Literature Review CONCLUSION</b> <ul style="list-style-type: none"> <li>Synthesizes research presented in a coherent manner and draws "conclusions" that are more than a mere regurgitation of thesis and main points/topic sentences from body</li> </ul>			
<b>4. Literature Review HOLISTIC</b> <ul style="list-style-type: none"> <li>Student demonstrates breadth and depth of knowledge on the topic in which they've carefully selected and pieced together a MEANINGFUL, COHERENT REVIEW</li> <li>Student has created, overall, a comprehensive overview of current research, trends, concepts, themes, and controversies/debates related to topic and research question?</li> </ul>			
AREA II – CONTENT / MATERIALS AND METHODS	Excellent Strong Control	Proficient Some Control	Developing Little Control
<b>3. Materials/Methods</b> <ul style="list-style-type: none"> <li>Clearly outlines in paragraph format the project design in the investigation Type handout</li> <li>Clearly describes methods to be used in detail with materials integrated into methods</li> <li>Clearly describes how project data will be measured including unit and in experimental projects how independent variables will be changed by researcher</li> <li>Documents manufacturer and model and/or catalog number of all equipment and materials to be used</li> <li>Clearly outlines how data will be analyzed statistically and/or graphically</li> <li>One could read the paper then recreate the investigation and obtain similar results</li> </ul>			
AREA III – MECHANICS/CONVENTIONS/FORMATTING	Excellent: Strong Control	Proficient: Some Control	Developing: Little Control
<b>1. Basic APA Format</b> <ul style="list-style-type: none"> <li>Includes title page with a "header" and "running head"</li> <li>Title is more than a mere statement of topic</li> <li>Page numbering and "running head" are consistent and in the top right header section of paper</li> <li>Successful use of APA style parenthetical OR in text citation.                             <ul style="list-style-type: none"> <li>Citations occur directly after fact, quote, etc.</li> <li>Citations are easily matched with entries on reference page</li> </ul> </li> </ul>			
<b>2. Reference Page</b> <ul style="list-style-type: none"> <li>Includes a properly formatted "Reference" page as LAST PAGE of document on a separate page, alphabetized, double spaced, use of hanging indentation, "lastname, first"                             <ul style="list-style-type: none"> <li>There are NO ANNOTATIONS or numbering schemes present</li> <li>Shortened "retrieved from" web addresses are used</li> <li>Hyperlinks have been removed from web addresses</li> <li>Only sources used in review are cited in reference page.</li> </ul> </li> <li>Includes breadth and depth of resources with a minimum proficiency of 4-6 sources</li> </ul>			
<b>3. Tone/Voice</b> <ul style="list-style-type: none"> <li>Demonstrates a clear understanding of task and audience, using a formal, academic voice</li> <li>Maintains proper scientific "skepticism" in word choice (suggests, implies, indicates, etc.)                             <ul style="list-style-type: none"> <li>Is careful not to conclude too much based on evidence at hand</li> </ul> </li> </ul>			
<b>4. Grammar and Mechanics</b> <ul style="list-style-type: none"> <li>Demonstrates evidence of editing and command of conventions and mechanics</li> <li>Consistently follows the rules of standard English for usage, spelling of commonly used words, capitalization, and punctuation</li> </ul>			

AREA	Score out of 10	Weight	Total Points
I		50%	
II		25%	
III		25%	
<b>/100</b>			