

## Grading Rubric for Term Paper Freshman Seminar – Fall 2005

### Information Literacy Performance Indicators

| CATEGORY   | 4<br>Strong  | 3<br>Proficient  | 2<br>Developing  | 1<br>Weak   | Score |
|--|--|--|--|---|-------|
| Determines the nature and extent of the information needed | Information clearly relates to the main topic. It includes several supporting details and/or examples.   | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.   | Information relates to the main topic. No details and/or examples are given.   | Information has little or nothing to do with the main topic.  |       |
| Accesses needed information effectively and efficiently    | Research results shows strong evidence that student constructs and implements effectively-designed search strategies and extracts, records, and manages the information and its sources. | Research results show good evidence that that student constructs and implements effectively-designed search strategies and extracts, records, and manages the information and its sources. | Research results show acceptable evidence that that student constructs and implements effectively-designed search strategies and extracts, records, and manages the information and its sources. | Research results lack evidence that that student constructs and implements effectively-designed search strategies and extracts, records, and manages the information and its sources. |       |
| Uses appropriate databases                                 | Significant amount of information is clearly attributed to CLU subscription databases. Internet sources used sparingly, but clearly provide value.                                       | Most information is attributed to CLU subscription databases. Some use of Internet sources, but value not always clear.  | Some information is attributed to CLU subscription databases, but most appears to come from Internet sources.  | Little information is attributed to CLU subscription databases. Considerable use of the Internet or unspecified sources.  |       |
| Uses Information to accomplish a specific purpose          | Content is very organized in a manner that supports the purposes and format of the product or performance.   | Content is adequately organized in a manner that supports the purposes and format of the product or performance.   | Content is somewhat organized in a manner that supports the purposes and format of the product or performance.   | The content appears to be disorganized and does not support the purposes and format of the product or performance.  |       |
| Evaluates information and its sources critically           | Clearly recognizes interrelationships among concepts and combines them into primary statements with  | Sufficiently recognizes interrelationships among concepts and combines them into primary statements with   | Inconsistently recognizes interrelationships among concepts. Infrequently combines some into primary statements with   | Little evidence that student recognizes interrelationships among concepts or creates primary statements.  |       |

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|---|---|--|---|---|--|
|   | supporting evidence.  | supporting evidence.   | supporting evidence.  |   |  |
| Cites Sources using appropriate style   | All sources (information and graphics) are accurately documented in the desired format.                                   | All sources (information and graphics) are accurately documented, but a few are not in the desired format.         | All sources (information and graphics) are accurately documented, but many are not in the desired format.                         | Some sources are not accurately documented.   |  |
| Understands economic, legal, and social issues surrounding use of information | All major statements clearly attributed to a source. Clearly does not represent work attributed to others as her/his own. | Most major statements attributed to a source. Clearly does not represent work attributed to others as her/his own. | Some major statements attributed to a source, but many are not, leading to some doubt whether entire work represents her/his own. | Many statements not attributed to sources leading to considerable doubt whether entire work represents her/his own. |  |

#### Written Communication Performance Indicators

| CATEGORY                       | 4  | 3  | 2   | 1  | Score |
|--------------------------------|--|--|---|--|-------|
|                                | Strong   | Proficient   | Developing  | Weak   |       |
| Focus or Thesis Statement      | The thesis statement names the topic of the essay and outlines the main points to be discussed.      | The thesis statement names the topic of the essay.   | The thesis statement outlines some or all of the main points to be discussed but does not name the topic.               | The thesis statement does not name the topic AND does not preview what will be discussed.                            |       |
| Sentence Structure             | All sentences are well-constructed with varied structure.  | Most sentences are well-constructed and there is some varied sentence structure in the essay.  | Most sentences are well-constructed, but there is no variation in structure.  | Most sentences are not well-constructed or varied.   |       |
| Grammar and Spelling           | Author makes no errors in grammar or spelling that distract the reader from the content.             | Author makes 1-2 errors in grammar or spelling that distract the reader from the content.      | Author makes 3-4 errors in grammar or spelling that distract the reader from the content.                               | Author makes more than 4 errors in grammar or spelling that distract the reader from the content.                    |       |
| Capitalization and Punctuation | Author makes no errors in capitalization or punctuation, so the essay is exceptionally easy to read. | Author makes 1-2 errors in capitalization or punctuation, but the essay is still easy to read. | Author makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow | Author makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the |       |

|             |  |  |   |   |  |
|-------------|--|--|---|---|--|
|             |  |  |   | flow.   |  |
| Transitions | A variety of thoughtful transitions are used. They clearly show how ideas are connected. | Transitions show how ideas are connected, but there is little variety. | Some transitions work well, but some connections between ideas are fuzzy. | The transitions between ideas are unclear or nonexistent. |  |

## Grading

| A = 43 - 48 (Score) | B = 36 - 42 (Score) | C = 28 - 34 (Score) |
|---------------------|---------------------|---------------------|
| 48 = 50 points      | 42 = 44 points      | 34 = 36 points      |
| 46 = 48 points      | 40 = 42 points      | 32 = 34 points      |
| 44 = 46 points      | 38 = 40 points      | 30 = 32 points      |
| 43 = 45 points      | 36 = 38 points      | 28 = 30 points      |

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