

INFS 1000 Final Exam & Course Grade Sheet

Topic:			Student:
Requirement	Possible Points	Actual Points	Comments
Did the student specify the dimensions of the topic? <ul style="list-style-type: none"> • Clearly state the focused topic? • Appropriate working thesis? • Appropriate steps taken to narrow the topic? 	20		
Did the student have a clear research strategy? <ul style="list-style-type: none"> • Clearly articulate the process used to identify and locate resources? • Use specific and effective search techniques 	20		
Did the student write down keywords and subject headings appropriate to the topic?	10		
Did the student select resources that were appropriate for the topic and demonstrate why these were good choices?	20		
Did the student evaluate the resources according to specific criteria?	20		
Did the student use the MLA citation style accurately?	5		
Missing Screen Captures	-1 each		
Fewer than required # resources	-2 each		
Late Final Exam	-2 per day		
Exam Total	95		

INFS 1000 Final Exam Grading Rubric

Requirement	Insufficient (D or F level)	Basic (C level)	Proficient (B level)	Advanced (A level)
<p><i>The student specified the dimensions of the topic appropriately.</i></p> <ul style="list-style-type: none"> Clearly state the focused topic. Developed an appropriate working thesis. Took appropriate steps to narrow and focus the topic. <p>(20 Points Possible)</p>	<p>Topic has an imprecise or unclear focus. The focus needs to be narrowed or clarified.</p> <p>Thesis statement does not clearly state a focused topic, lacks precision. Thesis statement does not clearly lay out the main ideas and issues.</p> <p>Research questions are too broad or vague and do not adequately focus the topic.</p> <p>(Points)</p>	<p>Topic has a discernable focus but lacks precision.</p> <p>Thesis statement addresses the topic but needs more precise focus and precision. There is an argument but it needs to be more clearly stated.</p> <p>Research questions address the topic but need more focus and precision.</p> <p>(Points 14, 14.5, 15, 15.5)</p>	<p>Clear focus on the topic which is adequately precise.</p> <p>Thesis statement that is clear and focused and adequately precise. The argument is adequately stated and precise.</p> <p>Clear, focused and adequately precise research questions.</p> <p>(Points 16, 16.5, 17, 17.5)</p>	<p>Very clear focus that is precise, appropriately narrow, and well articulated.</p> <p>Thesis statement that is very well focused and concise. The argument is clear, focused and well stated.</p> <p>Very clear, concise and well focused research questions.</p> <p>(Points 18, 18.5, 19, 19.5, 20)</p>
<p><i>The student had a clear articulate research strategy.</i></p> <ul style="list-style-type: none"> Clearly articulated the process used to identify and locate resources. Used search techniques appropriate for the topic. Used specific and effective search techniques. <p>(20 Points Possible)</p>	<p>Research process is not clearly stated or is confused in its application. Research process does not adequately take account of the topic focus and is much too broad in application.</p> <p>Consistent mistakes are made in applying basic search techniques. Confusion related to application of search terms and search techniques.</p> <p>(Points)</p>	<p>Research process is articulated but needs more focus and clarity.</p> <p>Basic search techniques are adequately applied but no or little demonstration of advanced search strategies, or errors are made in the application of search techniques.</p> <p>(Points 14, 14.5, 15, 15.5)</p>	<p>Clear research process that adequately takes account of the issues related to the topic.</p> <p>Clear use of basic and advanced search techniques. Minor errors in application of search techniques, or lack of connection in search strategies across library resources.</p> <p>(Points 16, 16.5, 17, 17.5)</p>	<p>A clear, concise, and well focused research process that takes into account all the relevant issues related to the topic.</p> <p>Used basic and advanced search techniques very well and has applied the search techniques consistently well across all the library resources.</p> <p>(Points 18, 18.5, 19, 19.5, 20)</p>

<p><i>The student identified keywords and subject headings that were appropriate to the topic.</i></p> <p>(10 Points Possible)</p>	<p>Keywords and subject headings were not useful for the topic focus. Misapplication of keywords and subject headings. Shows a lack of understanding of what subject headings are and how they are to be used.</p> <p>(Points)</p>	<p>Some useful keywords and subject headings that relate to the research focus. Keywords and subject headings may be too broad or need to be combined to be effective.</p> <p>(Points 7, 7.5, 7.75)</p>	<p>Many useful keywords and subject headings that clearly relate to the research focus. Indication that the keywords and subject headings have been combined in useful ways to help focus searching.</p> <p>(Points 8, 8.5, 8.75)</p>	<p>Very useful keywords and subject headings that clearly relate to the research focus. Located sub-headings and connected them appropriately with main subject headings. Combined keywords and main and sub-headings in very useful ways to help focus searching.</p> <p>(Points 9, 9.5, 10)</p>
<p><i>The student selected resources that were appropriate for the topic and demonstrated how each resource supported the thesis statement and research topic.</i></p> <p>(20 Points Possible)</p>	<p>Most resources selected were not appropriate for supporting the topic focus. Little to no consistency in the selected resources and the research topic focus.</p> <p>Little or no demonstration of the appropriateness of resources for topic relevance, or confusion related to resource relevance.</p> <p>(Points)</p>	<p>Most of the resources selected are appropriate for the topic.</p> <p>Demonstration of the appropriateness of resources for topic relevance is adequate for most resources.</p> <p>(Points 14, 14.5, 15, 15.5)</p>	<p>All of the resources selected are appropriate for the topic.</p> <p>Demonstration of the appropriateness of resources is well documented and clearly stated. Good level of detail provided concerning relevance of resources to thesis statement, research questions, and topic focus.</p> <p>(Points 16, 16.5, 17, 17.5)</p>	<p>All of the resources selected are very well focused on the topic or specific sub-aspects of the topic.</p> <p>Demonstration of the appropriateness of resources is very well documented with in-depth analysis of each resource. Clear and detailed explanation of how each resource supports the thesis statement, research questions, and the various aspects of the topic focus.</p> <p>(Points 18, 18.5, 19, 19.5, 20)</p>
<p><i>The student evaluated each resource according to specific evaluation criteria. The student provided clear and specific evaluations.</i></p> <p>(20 Points Possible)</p>	<p>Little or no evidence of evaluation of the resources. Attempts at evaluation were not based on any criteria but were mere assertions of credibility without evidence to support claims.</p> <p>(Points)</p>	<p>Clear evidence of evaluation of most of the resources, but evaluation lacks depth.</p> <p>(Points 14, 14.5, 15, 15.5)</p>	<p>Clear evaluation of resources based upon specific criteria of authority, reliability and bias.</p> <p>(Points 16, 16.5, 17, 17.5)</p>	<p>Strong and in-depth evaluation of all resources based upon specific criteria. Clear understanding of the bias, authority, reliability, and credentials of the author and publisher.</p> <p>(Points 18, 18.5, 19, 19.5, 20)</p>