

## Literature Review/Library Research Rubric

<b>1) Identifies and summarizes the problem/question to be investigated</b>			
<i>Inadequate</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
Question identified is too broad or vague to provide a coherent thesis	Has identified an appropriate topic but be studied, but lacks a clearly stated hypothesis.  Organized as a catalogue of information about the topic rather than pointing toward a hypothesis.	Uses prior knowledge to identify a question to be studied. Has a clearly stated hypothesis.  Breaks questions down into smaller steps, but has not identified all the complexities and nuances inherent in the question.	Uses prior knowledge to identify a question to be studied. Has a clearly stated hypothesis.  Breaks question down into a series of steps that will lead to the questions to be addressed in the study. Identifies complexities and nuances in the question.
<b>2) Identifies existing, relevant knowledge and views</b>			
<i>Inadequate</i>	<i>Minimally Developed</i>	<i>Moderately Developed</i>	<i>Substantially Developed</i>
Review of relevant knowledge is seriously incomplete. Inadequate variety of sources.  Major issues are ignored. Many factual errors or inconsistencies	Uses some appropriate sources to discover what is already known about the system/problem, but discussion omits important aspects of the problem.	Uses appropriate sources to discover what is already known about the system/problem, but does not make clear connections between this information and the question to be investigated. Adequate variety of sources. Most information is factually correct.	Provides a thorough and relevant literature review. Excellent variety of sources.  There are clear linkages among the information and to the question under consideration. All information is factually correct.
<b>3) Analysis/Synthesis</b>			
<i>Inadequate</i>	<i>Minimally developed</i>	<i>Moderately developed</i>	<i>Substantially developed</i>
Vague discussion of detail. Lack of insight/analysis	Vague discussion of detail. Little insight/analysis; that which is provided is conventional or underdeveloped.	Adequate discussion of detail Adequate depth of insight/analysis	Excellent discussion of detail. Impressive depth of insight/analysis
<b>4) Draws sound inferences and conclusions from data</b>			
<i>Inadequate</i>	<i>Inadequate</i>	<i>Inadequate</i>	<i>Inadequate</i>
Draws conclusions which are not justified.  Does not recognize the limits or implications of their conclusions.	Draws reasonable conclusions from the data, but does not convincingly connect the conclusions to the data.  Considers consequences of the conclusions but only in a narrow regime.	Draws sound conclusions from the data and communicates a logical path from the data to the conclusion.  Consideration of the consequences and limits of the conclusions are incomplete.	Draws sound conclusions from the data and communicates a logical path from the data to the conclusion.  Recognizes the limits of the conclusion and considers the consequences of the conclusions.  Identifies how the assumptions may influence the conclusions.

This rubric is based on the Washington State Critical Thinking Rubric, with modifications made by Cecilia Shore with the help of Beverley Taylor.