

Rubric

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Criteria	EMERGING	DEVELOPING	PROFICIENT	EXEMPLARY
RESEARCH QUESTION	Research question is not formed and/or is not clearly stated in the literature review.	Research question is present, but is unclearly stated or is not supported by the body of the literature review.	Research question is stated and supported by the body of the literature review.	Research question(s) are formed through the literature review and clearly stated.
BACKGROUND/ FOUNDATION	The introduction does not define the general topic, issue, or area of concern. This introduction provides no outline of the major components of the literature review.	The introduction unclearly defines the general topic, issue, or area of concern. This introduction provides an unclear outline of the major components of the literature review.	The introduction somewhat defines the general topic, issue, or area of concern. This introduction provides a general idea of the major components of the literature review.	The introduction clearly defines the general topic, issue, or area of concern. This introduction provides a well formed outline of the major components of the literature review.
RESEARCH	Fewer than five sources; sources may be mostly popular or primarily come from one author/works within a collection.	Fewer than seven sources; sources may be a mix of scholarly and popular or come from only one or two authors/works within a collection.	Ten scholarly sources; sources may include one or two popular sources that are credible and relevant to the research question; sources come from more than seven different authors/works within a collection.	Ten scholarly sources; sources come from at least eight different authors/works within a collection and are all credible sources.
CONCLUSION	The literature review comes to no conclusion about the state of research on the writer's chosen topic.	The literature review comes to a weak conclusion that is only partially supported by the evidence provided.	The literature review comes to a clear conclusion primarily based on the evidence; it may miss minor points or draw an unsupported conclusion that does not significantly impair the argument.	The literature review comes to a detailed conclusion that is clearly based on the evidence presented in the body of the review.
ORGANIZATION	The review has no clear organization, sequencing, or structure.	The review has inconsistent organization, logical sequencing, or structure.	The review is well organized, but may demonstrate illogical sequencing or structure in places.	The review is well organized, and demonstrates logical sequencing and structure throughout.
SOURCES AND CITATIONS	Does not consistently integrate credible academic sources into the review; inconsistent adherence to APA guidelines (which may compromise integrity of the review); inaccurate References page; and the essay does not use at least five scholarly sources.	Somewhat integrates credible academic sources into the literature review; adherence to APA guidelines may be inconsistent (but does not compromise the integrity of the essay); References page may contain consistent errors; and the essay uses at least seven scholarly sources.	Generally integrates credible academic sources into the literature review; proper use of APA guidelines for in-text citations which may contain minor errors; accurate References page which may contain minor errors; and the essay uses at least 10 scholarly sources.	Effectively integrates credible, academic sources into the literature review; proper use of APA guidelines for in-text citations; accurate References page; and the essay uses at least 10 scholarly sources.
MECHANICS	Literature Review's sentences reveal frequent syntax, grammar, and/or misspelling errors that impair meaning; numerous contractions, fragments,	Literature Review's sentences lack variety (frequently repeated opening words and sentence structure); awkward syntax and	Literature Review's sentences are generally effective, but may lack appropriate variety (some repeated opening words and structure); syntax and	Literature Review's sentences are marked by varying opening words and structure; effective syntax and grammar demonstrate a mastery of writing

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	or other significant errors that impair meaning.	grammar confuse writer's point and may impair meaning; some misspellings, contractions, fragments, or other errors that impair meaning in some places.	grammar may be awkward in places (but do not impair meaning); a few misspellings (but do not impair meaning).	conventions and serve the author's purpose; absence of misspellings and punctuation errors.