## The Quality of Evidence Rubric

**Definition:** Making a direct reference to evidence in a text and explaining thoroughly (through commentary) how that evidence proves or supports the key or central idea.

**Deadline:** Y No _______

### Masterful Response
because the writer:

- Skillfully blends evidence from the text by using both direct quotes and paraphrases.
- Provides insightful explanation/analysis of how text evidence supports opinion.
- Provides more than enough evidence and the strongest evidence to support opinion.
- The writer uses explicit and inferential evidence to explain his or her response and the connection between key idea(s) and evidence is clear but some irrelevant information interferes with the writer’s analysis.
- The information is gathered from several sources and types. Several sources of information are regarded as highly valid and reliable. The writer makes valid and supported judgments.
- Designs concise, focused research objective appropriate for the assignment.
- Locates quality, discipline-specific information from various sources to assess accuracy, authority, and timeliness.
- Relates primary source material to appropriate context and articulates an in-depth analysis of its relevance to topic.
- Develops a high quality research plan that integrates scholarly discipline-specific resources.
- Successfully integrates compiled information, demonstrating a sophisticated use of citation, into a high quality, original product to effectively accomplish the planned objective.
- Follows laws, regulations, and institutional policies regarding access to and use of information resources and demonstrates an understanding of plagiarism.

### Sufficient Response
because the writer:

- Cites evidence from the text by using both direct quotes and paraphrases.
- Provides clear explanation/analysis of how the text details support opinion.
- Provides enough related evidence to support opinion. The writer uses relevant textual evidence to explain his or her response and the connection between key idea(s) and evidence is mostly clear but some irrelevant information interferes with the writer’s analysis.
- The information is gathered from several sources and types. Several sources of information are regarded as highly valid and reliable. The writer makes some valid and supported judgments.
- Designs concise, focused research objective appropriate for the assignment.
- Locates quality information on a topic from a variety of sources.
- Analyzes quality, discipline-specific information from various sources to assess accuracy, authority, and timeliness.
- Includes primary source material with clear reference to appropriate context and relevance to topic.
- Develops a quality research plan that integrates scholarly, discipline-specific resources.
- Successfully integrates compiled information with citations in appropriate format to effectively accomplish the planned objective.
- Follows laws, regulations, and institutional policies regarding access to and use of information resources and demonstrates an understanding of plagiarism.

### Insufficient Response
because the writer:

- Cites evidence from the text by using either quotes or paraphrases.
- Provides some explanation/analysis of how text details support opinion.
- Provides limited and/or vague evidence to support opinion. The writer cites textual evidence but does not explicitly state key idea(s) or states key idea(s) but does not cite textual evidence or irrelevant information interferes with and/or is the basis of the writer’s analysis.
- The information is gathered from a single source or type. The information is gathered from a single information type. The writer makes no or limited judgments on the validity and reliability of the information.
- Designs research objective that requires more specific focus.
- Minimally successful at locating needed information.
- Shows minimal evaluation of sources.
- Includes primary source material with limited or no appropriate context.
- Minimally successful at developing a research plan.
- Minimally successful at integrating compiled information, frequently citing information inaccurately and/or inappropriately.
- Lacks adequate knowledge of laws, regulations, and institutional policies regarding access to and/or use of information resources and commits unintentional plagiarism.

### Inadequate Response
because the writer:

- Does not reference text evidence.
- Provides no or incorrect explanation/analysis of how text details support opinion.
- Provides very little and/or unrelated or incorrect evidence to support opinion. The writer has no textual evidence cited or the writer is off topic or there is not enough written to determine if assignment was met.
- The information is gathered from a single source or type. There is no attempt to evaluate the accuracy of the information.
- Information is taken at face value.
- Fails to develop research objective.
- Unsuccessful at locating information on the topic.
- Shows no evidence of source evaluation.
- Does not include primary source material.
- Unable to develop a research plan.
- Unable to integrate information and use citations.
- Shows no evidence of source evaluation.
- Lacks knowledge of laws, regulations, and institutional policies regarding access to and use of information resources and shows evidence of willful plagiarism.
- Fails to develop research objective.
- Unsuccessful at locating information on the topic.
- Shows minimal evaluation of sources.
- Includes primary source material with limited or no appropriate context.
- Minimally successful at developing a research plan.
- Minimally successful at integrating compiled information, frequently citing information inaccurately and/or inappropriately.
- Lacks adequate knowledge of laws, regulations, and institutional policies regarding access to and/or use of information resources and commits unintentional plagiarism.
- Lacks knowledge of laws, regulations, and institutional policies regarding access to and use of information resources and demonstrates an understanding of plagiarism.