Year-long Independent Research Draft due January 22, 2021 (Seniors)

Massanutten Regional Governor’s School January 29, 2021 (Juniors)

Literature Review Rubric Final due February 12, 2021

100 points

| **Criteria** | **Description of Content** |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **APA Cover Page** | · Running Head and Header  · Title, Name(s), MRGS and date centered  · Faculty Mentor’s Name; Off-site Mentor’s name and title in note at bottom | 4 | 3 | 2 | 1 |
| **Introduction/**  **Overview of Project** | · Clearly introduces the purpose and rationale of overall project  · Leads into Literature Review | 4 | 3 | 2 | 1 |
| **Content** | · Summary of topic provides excellent, thorough background and rationale for research question and context  · Analyzes and synthesizes strengths and weaknesses of current research  · Describes methodology and conclusion of studies | 4 | 3 | 2 | 1 |
| **Source Synthesis** | · Shows common themes, trends, controversies in the research  · Properly cites two sources or more sources that support the same idea; authors are listed in alphabetical order within citation (Bates, 2018; Klus, 2019)  · Citations occur directly after “Researchers…” paraphrase, fact, quote | 4 | 3 | 2 | 1 |
| **Summary** | · Summarizes the relevant points in the literature that support the intention and reason for the study | 4 | 3 | 2 | 1 |
| **Research Question** | · Clear relationship between literature and current research question  · Concise; explicit wording | 4 | 3 | 2 | 1 |
| **Structure** | · Is coherent and logically developed  · “Funnels” from a general discussion of the topic to the specific problem of the research project  · Uses effective transitions | 4 | 3 | 2 | 1 |
| **Headings** | · Headings guide the reader through the major topics of the literature review | 4 | 3 | 2 | 1 |
| **Audience** | · Explanations and summaries are clear to the audience of Governor’s School peers and community members  · Technical terms are explained/defined | 4 | 3 | 2 | 1 |
| **Conventions** | · Formal academic tone  · Written in 3rd person  · Maintains proper scientific “skepticism” (*suggests, implies, indicates*)  · Uses varied and well-constructed sentences  · Consistently follows rules of SWE for usage, spelling, capitalization, punctuation | 4 | 3 | 2 | 1 |
| **Information Literacy** | · Uses primarily peer-reviewed, academic sources  · Chooses timely resources for the topic  · Integrates references and quotations to support ideas fully  · At least 6 sources per person | 4 | 3 | 2 | 1 |
| **APA Reference Page** | · Includes a properly formatted “Reference” page as the last page  · Sources are alphabetized by first letter of entry  · Only first word of article titles are capitalized  · Books/journals are underlined or in italics  · Double spaced/use of hanging indents  · Shortened “retrieved from” web addresses | 4 | 3 | 2 | 1 |

Points earned \_\_\_\_\_\_\_\_\_ divided by 12 (categories) = score \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments:

4: Clear and consistent competence

3: Reasonably consistent competence

2: Adequate competence

1: Developing competence