UNIT THREE
RUBRIC

NYC Department of Education
Carmen Fariña, Chancellor

Ready For the Future — Jeffrey M. Rapport School

STUDENT NAME _____   SUBJECT_____

Writing 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

	4 - Advanced	3 – Competent	2 – Limited	1 - Emerging
Source Collection	Student independently seeks out information from multiple and varied sources that include effective academic and advanced internet searches, texts, and visual sources.	Student seeks out information from more than two varied sources that include at least one advanced internet search.	Student seeks out information from non-scholarly sources (google.com for example) only.	Student either does not seek out information from sources, or only uses one non-scholarly source.
End of Unit Task **Date:**				
Assessing Reliability and Relevance	Student actively shows consideration of sources for their reliability (who is the author? do they have bias? etc.) and relevance (when was it written? Does it still apply? etc.) by investigating multiple indicators, and avoids information from sources found to be unreliable or irrelevant.	Student actively shows consideration of sources for their reliability (who is the author? do they have bias? etc.) and relevance (when was it written? Does it still apply? etc.) by investigating more than one indicator, and avoids information from sources found to be unreliable or irrelevant.	Student shows consideration of sources for either their reliability (who is the author? do they have bias? etc.) or relevance (when was it written? Does it still apply? etc.) by investigating at least one indicator, and avoids information from sources found to be unreliable or irrelevant.	Student does not take into consideration source reliability or relevance.
End of Unit Task **Date:**				
Integration & Citation	Student integrates information into the text carefully so that the flow of ideas is supported by examples and quotes. Student incorporates the most important part of the quote and accompanies it with a properly formatted citation so that plagiarism is avoided.	Student integrates information into the text so that examples and quotations mostly flow smoothly. Student incorporates quotes accompanied by properly formatted citations to avoid plagiarism.	Examples and quotations are integrated into the text, but hinder the flow of ideas. Student may include unnecessary quotations, and although citation is present, it does not follow standard formatting.	Few examples or quotations are integrated into the text and those that are hinder the flow of ideas. Quotations include unnecessary information and lean towards plagiarism. No citation.
End of Unit Task **Date:**				

INSTRUCTIONAL NEXT STEPS: