SEARCH Paper Scoring Guide*White squares = traditional paper scoring guide

CONTENT (40 possible points)			
Literatura Devices (Control			The warrants and a second
Literature Review/Context	No/limited and/or	Moderate and mostly	Thorough and accurate
Background information/literature	inaccurate use of	accurate use of	use of background
review; appropriate analytical	background information/	background	information, literature
techniques, citations, sources,	literature review;	information/literature	review; analytical
and/or use of data; How well does	appropriate analytical	review; analytical	techniques, citations,
the student connect knowledge to	techniques, citations,	techniques, citations,	sources, and/or use of data
other knowledge, ideas, and	sources, and/or use of data		10.3
experiences?	0 - 8		
Engagement and Originality	Little to no degree of	Some degree of originality,	A significant degree of
How does the project show	originality, creativity, and/or		originality, creativity,
creativity, originality, development	development of thought	development of thought	and/or development of
of thought based upon interactive	through interactive	through interactive	thought through interactive
engagement with the		engagement with the works	
literature/research? How well does	of others is evident in the	of others is evident in the	works of others is evident
the student use sources of	project.	project.	in the project.
information & any data/materials			
gathered to create new insights or			
to support a perspective?	0 - 5		11 – 1
	REASON (40 Poss		a.
Critical Thinking/Problem	Little or no amount of	Some critical thinking,	Significant critical
Solving & Research	critical thinking, problem	some problem solving,	thinking, problem
What higher order thinking skills	solving, or research is	and/or some research is	solving, and/or research
does the student display? To what	evident	evident	is firmly evident and
degree are complexities and			strengthens the project
assumptions addressed? Is there			
clarity? Breadth? Relevance?	0-8	1	
Logical Thinking	No/limited development		Clear and well-
Clear thesis/hypothesis; main	of thesis/hypothesis and	developed thesis/	developed
points developed in a logical	conclusion; main points are	hypothesis & conclusion;	thesis/hypothesis and
manner with evidence/specific	poorly developed in an	main points are somewhat	conclusion; main points are
details/clear examples; main	illogical manner with	developed in a somewhat	developed in a clear and
points support thesis/hypothesis;	missing evidence/specific	clear & logical manner with	logical manner with
clear conclusion. Is there clarity in	details; main points poorly	appropriate	appropriate
the presentation? Is there the	support thesis/hypotheses.	evidence/details; main	evidence/specific details;
necessary level of detail to			main points clearly support
express meaning?		thesis/hypotheses.	thesis/hypotheses.
	0 - 5		11 – 1
	REFLECTION (20 p		- · · · · ·
Connections and Thought Development	No or little evidence of	Some evidence of	Strong evidence of
Develonment			
	advanced thought or	advanced thought or	advanced thought or
To what degree does this project	connection to broader	connection to broader	connection to broader
To what degree does this project connect to and grow from the work	connection to broader		_
To what degree does this project connect to and grow from the work of others? Does this work show a	connection to broader	connection to broader	connection to broader
To what degree does this project connect to and grow from the work of others? Does this work show a significant level of advanced	connection to broader research in subject area.	connection to broader research in subject area.	connection to broader research in subject area.
To what degree does this project connect to and grow from the work of others? Does this work show a significant level of advanced thought for an undergraduate?	connection to broader research in subject area. 0 - 3	connection to broader research in subject area.	connection to broader research in subject area. 8 – 1
To what degree does this project connect to and grow from the work of others? Does this work show a significant level of advanced thought for an undergraduate? Balance	connection to broader research in subject area. 0 - 3 No/limited balance or	connection to broader research in subject area. 4 – 7 Some balance or critical	connection to broader research in subject area. 8 – 1 Well-developed balance
To what degree does this project connect to and grow from the work of others? Does this work show a significant level of advanced thought for an undergraduate? Balance Has the student presented the	connection to broader research in subject area. 0 - 3 No/limited balance or critical assessment of main	connection to broader research in subject area. 4 – 7 Some balance or critical assessment of main points	connection to broader research in subject area. 8 – 1 Well-developed balance or critical assessment of
To what degree does this project connect to and grow from the work of others? Does this work show a significant level of advanced thought for an undergraduate? Balance Has the student presented the research in a balanced and fair	connection to broader research in subject area. 0 - 3 No/limited balance or critical assessment of main points against others'	connection to broader research in subject area. 4 – 7 Some balance or critical	connection to broader research in subject area. 8 – 1 Well-developed balance or critical assessment of main points against others
To what degree does this project connect to and grow from the work of others? Does this work show a significant level of advanced thought for an undergraduate? Balance Has the student presented the research in a balanced and fair manner - meaning, justifiable, not	connection to broader research in subject area. 0 - 3 No/limited balance or critical assessment of main points against others' work.	connection to broader research in subject area. 4 – 7 Some balance or critical assessment of main points against others' work.	connection to broader research in subject area. 8 – 1 Well-developed balance or critical assessment of main points against others work.
To what degree does this project connect to and grow from the work of others? Does this work show a significant level of advanced thought for an undergraduate? Balance Has the student presented the research in a balanced and fair manner - meaning, justifiable, not	connection to broader research in subject area. 0 - 3 No/limited balance or critical assessment of main points against others'	connection to broader research in subject area. 4 – 7 Some balance or critical assessment of main points against others' work.	connection to broader research in subject area. 8 – 1 Well-developed balance or critical assessment of main points against others work.
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To what degree does this project connect to and grow from the work of others? Does this work show a significant level of advanced thought for an undergraduate? Balance Has the student presented the research in a balanced and fair manner - meaning, justifiable, not	connection to broader research in subject area. 0 - 3 No/limited balance or critical assessment of main points against others' work. 0 - 3	connection to broader research in subject area. 4 - 7 Some balance or critical assessment of main points against others' work. 4 - 7 NT:	connection to broader research in subject area. 8 – 1 Well-developed balance or critical assessment of main points against others work. 8 – 1

TOTAL SCORE:

______/ 100

SEARCH Paper Scoring Guide

*Orange squares = creative project scoring guide CONTENT (40 possible points) **Creative Competencies No/limited** and/or Moderate and mostly Thorough and Background information/artistic inaccurate/unsuitable accurate/suitable use of accurate/suitable use of background statement; appropriate sources, if use of background background applicable; How well does the information/artistic information/artistic information/artistic student demonstrate the artistic statement, visioning process; statement, visioning statement, visioning and creative competencies process; appropriate appropriate creative process; appropriate necessary for this project? This step creative approaches, creative approaches, approaches, techniques, and refers to acquiring strategies and techniques, and modes techniques, and modes modes skills within a domain. 0 - 89 - 1718 - 25**Engagement and Originality Some** effort to actively seek **Significant** effort to actively Little to no effort to Includes creative risk and actively seek out and follow but and follow through on seek out and follow through demonstrates original ideas; bold; through on creative and creatively and potentially on creative and potentially non-formulaic i.e. going beyond potentially risky directions risky directions or risky directions or approaches or approaches is evident in approaches is evident in the is evident in the final product. original parameters of project, introducing new materials and the final product. final product. forms, possibly tackling controversial or unpopular topics 0 - 56 - 1011 - 15**REASON (40 Possible Points)** Creative Problem Solving Little or no effort to Some effort to Strong effort to solve/address the problem solve/address the problem Not only develops a plan to solve/address the problem solve/address the problem(s) creatively nor to recognize creatively and recognize the creatively and recognize the creatively but recognizes the the consequences of consequences of (possible) consequences of (possible) (possible) solution. Shows consequences of (possible) solution. Shows some solution; can articulate the solution(s) and can articulate the little awareness of having awareness of having reason for choosing (possible) solution. Shows reason(s) for choosing solution(s). selected from among selected from among Shows awareness of having alternative solutions; does alternative solutions; awareness of having selected selected from among alternative not develop a creative plan somewhat develops a from among alternative solutions; develops a creative plan to solve the problem. creative plan to solve the solutions; develops a creative to solve the problem. plan to solve the problem. problem. 0 - 89 - 1718 - 25Creative Thinking **Limited effort** to extend Moderate effort to extend Strong or exceptional Extends a generative or innovative and clearly explain and clearly explain a **effort** to extend and clearly idea, guestion, format, or product generative idea, question, generative idea, question, explain a generative idea, to create new knowledge or format, or product to create format, or product to create question, format, or product knowledge that crosses boundaries. new knowledge or new knowledge or to create new knowledge or Clearly and logically presents and knowledge that crosses knowledge that crosses knowledge that crosses boundaries. explains this extension. Recognizes boundaries. boundaries. 6 - 10aesthetic quality; pursues beauty. 11 - 15REFLECTION (20 possible points) Connecting, Synthesizing, **Some** effort to integrate No or little effort to Strong or exceptional Transforming integrate transformative transformative ideas or effort to transform ideas or Transforms ideas or solutions into ideas or solutions into solutions into entirely new solutions into entirely new entirely new forms. Synthesizes entirely new forms. Does forms. Partially synthesizes forms. Synthesizes ideas or ideas or solutions into a coherent ideas or solutions into a not synthesize ideas or solutions into a coherent whole. solutions into a coherent coherent whole. whole. 0 - 38 - 10**Exploring Perspectives** No or little effort to fully **Some** effort to fully Strong effort to fully Fully integrates alternate, integrate alternate, integrate alternate, integrate alternate, divergent, or divergent, or divergent, or divergent, or contradictory perspectives or ideas. contradictory perspectives contradictory perspectives or contradictory perspectives Incorporates and explores these or ideas. Does not or ideas. Modest effort to ideas. Incorporates alternate, perspectives or ideas within the incorporate alternate, incorporate alternate, divergent, or contradictory context of paper. divergent, or contradictory divergent, or contradictory perspectives or ideas in an perspectives or ideas in an perspectives or ideas in an exploratory way. **0** − **3** exploratory way. exploratory way. 8 - 10/ 20 CONTENT: REFLECTION:

TOTAL SCORE:

REASON:

/ 100