

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

<b>CONTENT (40 possible points)</b>			
<b>Literature Review/Context</b> Background information/literature review; appropriate analytical techniques, citations, sources, and/or use of data; How well does the student connect knowledge to other knowledge, ideas, and experiences?	<b>No/limited</b> and/or <b>inaccurate</b> use of background information/literature review; appropriate analytical techniques, citations, sources, and/or use of data <b>0 – 8</b>	<b>Moderate</b> and <b>mostly accurate</b> use of background information/literature review; analytical techniques, citations, sources, and/or use of data <b>9 – 17</b>	<b>Thorough</b> and <b>accurate</b> use of background information, literature review; analytical techniques, citations, sources, and/or use of data <b>18 – 25</b>
<b>Engagement and Originality</b> How does the project show creativity, originality, development of thought based upon interactive engagement with the literature/research? How well does the student use sources of information & any data/materials gathered to create new insights or to support a perspective?	<b>Little to no</b> degree of originality, creativity, and/or development of thought through interactive engagement with the works of others is evident in the project. <b>0 – 5</b>	<b>Some</b> degree of originality, creativity, and/or development of thought through interactive engagement with the works of others is evident in the project. <b>6 – 10</b>	<b>A significant</b> degree of originality, creativity, and/or development of thought through interactive engagement with the works of others is evident in the project. <b>11 – 15</b>
<b>REASON (40 Possible Points)</b>			
<b>Critical Thinking/Problem Solving &amp; Research</b> What higher order thinking skills does the student display? To what degree are complexities and assumptions addressed? Is there clarity? Breadth? Relevance?	<b>Little or no</b> amount of critical thinking, problem solving, or research is evident <b>0 – 8</b>	<b>Some</b> critical thinking, some problem solving, and/or some research is evident <b>9 – 17</b>	<b>Significant</b> critical thinking, problem solving, and/or research is firmly evident and strengthens the project <b>18 – 25</b>
<b>Logical Thinking</b> Clear thesis/hypothesis; main points developed in a logical manner with evidence/specific details/clear examples; main points support thesis/hypothesis; clear conclusion. Is there clarity in the presentation? Is there the necessary level of detail to express meaning?	<b>No/limited development</b> of thesis/hypothesis and conclusion; main points are poorly developed in an illogical manner with missing evidence/specific details; main points poorly support thesis/hypotheses. <b>0 – 5</b>	<b>Moderately clear &amp; developed</b> thesis/hypothesis & conclusion; main points are somewhat developed in a somewhat clear & logical manner with appropriate evidence/details; main points moderately support thesis/hypotheses. <b>6 – 10</b>	<b>Clear and well-developed</b> thesis/hypothesis and conclusion; main points are developed in a clear and logical manner with appropriate evidence/specific details; main points clearly support thesis/hypotheses. <b>11 – 15</b>
<b>REFLECTION (20 possible points)</b>			
<b>Connections and Thought Development</b> 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?	<b>No or little</b> evidence of advanced thought or connection to broader research in subject area. <b>0 – 3</b>	<b>Some</b> evidence of advanced thought or connection to broader research in subject area. <b>4 – 7</b>	<b>Strong</b> evidence of advanced thought or connection to broader research in subject area. <b>8 – 10</b>
<b>Balance</b> Has the student presented the research in a balanced and fair manner - meaning, justifiable, not self-serving or one-sided?	<b>No/limited</b> balance or critical assessment of main points against others' work. <b>0 – 3</b>	<b>Some</b> balance or critical assessment of main points against others' work. <b>4 – 7</b>	<b>Well-developed</b> balance or critical assessment of main points against others' work. <b>8 – 10</b>

CONTENT: \_\_\_\_\_ / 40

REASON: \_\_\_\_\_ / 40

REFLECTION: \_\_\_\_\_ / 20

**TOTAL SCORE:** \_\_\_\_\_ / **100**

## SEARCH Paper Scoring Guide

\*Orange squares = creative project scoring guide

<b>CONTENT (40 possible points)</b>			
<p><b>Creative Competencies</b> Background information/artistic statement; appropriate sources, if applicable; How well does the student demonstrate the artistic and creative competencies necessary for this project? This step refers to acquiring strategies and skills within a domain.</p>	<p><b>No/limited and/or inaccurate/unsuitable</b> use of background information/artistic statement, visioning process; appropriate creative approaches, techniques, and modes <b>0 – 8</b></p>	<p><b>Moderate and mostly accurate/suitable</b> use of background information/artistic statement, visioning process; appropriate creative approaches, techniques, and modes <b>9 – 17</b></p>	<p><b>Thorough and accurate/suitable use</b> of background information/artistic statement, visioning process; appropriate creative approaches, techniques, and modes <b>18 – 25</b></p>
<p><b>Engagement and Originality</b> Includes creative risk and demonstrates original ideas; bold; non-formulaic i.e. going beyond original parameters of project, introducing new materials and forms, possibly tackling controversial or unpopular topics</p>	<p><b>Little to no</b> effort to actively seek out and follow through on creative and potentially risky directions or approaches is evident in the final product. <b>0 – 5</b></p>	<p><b>Some</b> effort to actively seek out and follow through on creatively and potentially risky directions or approaches is evident in the final product. <b>6 – 10</b></p>	<p><b>Significant</b> effort to actively seek out and follow through on creative and potentially risky directions or approaches is evident in the final product. <b>11 – 15</b></p>
<b>REASON (40 Possible Points)</b>			
<p><b>Creative Problem Solving</b> Not only develops a plan to solve/address the problem(s) creatively but recognizes the consequences of (possible) solution(s) and can articulate the reason(s) for choosing solution(s). Shows awareness of having selected from among alternative solutions; develops a creative plan to solve the problem.</p>	<p><b>Little or no effort</b> to solve/address the problem creatively nor to recognize the consequences of (possible) solution. Shows little awareness of having selected from among alternative solutions; does not develop a creative plan to solve the problem. <b>0 – 8</b></p>	<p><b>Some effort</b> to solve/address the problem creatively and recognize the consequences of (possible) solution. Shows some awareness of having selected from among alternative solutions; somewhat develops a creative plan to solve the problem. <b>9 – 17</b></p>	<p><b>Strong effort</b> to solve/address the problem creatively and recognize the consequences of (possible) solution; can articulate the reason for choosing (possible) solution. Shows awareness of having selected from among alternative solutions; develops a creative plan to solve the problem. <b>18 – 25</b></p>
<p><b>Creative Thinking</b> Extends a generative or innovative idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. Clearly and logically presents and explains this extension. Recognizes aesthetic quality; pursues beauty.</p>	<p><b>Limited effort</b> to extend and clearly explain generative idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. <b>0 – 5</b></p>	<p><b>Moderate effort</b> to extend and clearly explain a generative idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. <b>6 – 10</b></p>	<p><b>Strong or exceptional effort</b> to extend and clearly explain a generative idea, question, format, or product to create new knowledge or knowledge that crosses boundaries. <b>11 – 15</b></p>
<b>REFLECTION (20 possible points)</b>			
<p><b>Connecting, Synthesizing, Transforming</b> Transforms ideas or solutions into entirely new forms. Synthesizes ideas or solutions into a coherent whole.</p>	<p><b>No or little</b> effort to integrate transformative ideas or solutions into entirely new forms. Does not synthesize ideas or solutions into a coherent whole. <b>0 – 3</b></p>	<p><b>Some</b> effort to integrate transformative ideas or solutions into entirely new forms. Partially synthesizes ideas or solutions into a coherent whole. <b>4 – 7</b></p>	<p><b>Strong or exceptional</b> effort to transform ideas or solutions into entirely new forms. Synthesizes ideas or solutions into a coherent whole. <b>8 – 10</b></p>
<p><b>Exploring Perspectives</b> Fully integrates alternate, divergent, or contradictory perspectives or ideas. Incorporates and explores these perspectives or ideas within the context of paper.</p>	<p><b>No or little</b> effort to fully integrate alternate, divergent, or contradictory perspectives or ideas. Does not incorporate alternate, divergent, or contradictory perspectives or ideas in an exploratory way. <b>0 – 3</b></p>	<p><b>Some</b> effort to fully integrate alternate, divergent, or contradictory perspectives or ideas. Modest effort to incorporate alternate, divergent, or contradictory perspectives or ideas in an exploratory way. <b>4 – 7</b></p>	<p><b>Strong effort</b> to fully integrate alternate, divergent, or contradictory perspectives or ideas. Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way. <b>8 – 10</b></p>

CONTENT: \_\_\_\_\_ / 40

REFLECTION: \_\_\_\_\_ / 20

REASON: \_\_\_\_\_ / 40

**TOTAL SCORE:** \_\_\_\_\_ / **100**