

Works cited

Requirements:

- Refers to specific types of sources required by classroom teacher
- Is presented on a separate 8.5 x 11 page (with title in center; name, date, teacher, block on the left top corner)
- Typed in Times New Roman size 12, black font; no other textual features (no bold, underline, bullet points, dashes, headings)
- Formatted with 1" margins around page; first line of entries margin to margin; subsequent lines using a hanging indent (0.5")
- Double spaced within and between entries; one space after any punctuation
- Alphabetized, ignoring the, a and an.

Criteria for success:

Criteria	2	3	4	5
Provide a complete <i>Works cited</i> to give credit to others for their work and to show research	Provides a limited <i>Works cited</i> that may not give proper credit to others for their work nor show how to follow their research.	Provides a somewhat complete or accurate <i>Works cited</i> to appropriately give credit to others for their work and to show their research.	Provides a complete and mostly accurate <i>Works cited</i> to adequately give credit to others for their work and to show their research.	Provides a complete and accurate <i>Works cited</i> to clearly and effectively give credit to others for their work and to share their research with others.

Criteria	2	3	4	5
Search for information from a variety of sources	Searches for information from a couple of sources; information may or may not be used as evidence.	Searches for information from some sources, may not be varied sources; information is appropriate as evidence.	Gathers adequate relevant information from a variety of sources that can be used adequately as evidence.	Gathers ample pertinent information from a variety of sources that can be used effectively as evidence.

Criteria	2	3	4	5
Assess the credibility of sources by examining the origin, content, and purpose of a variety of sources	Determines the credibility of a source without taking into account the origin of the source; uses limited strategies to assess credibility.	Asks and answers cursory questions about the content of the source to assess credibility, uses some strategies to assess credibility but may rely on personal opinion.	Asks and answers questions about when and why the source was created, and by whom; uses strategies to assess credibility which may include corroborating evidence by interpreting other sources.	Asks and answers probing questions about the creation of sources; uses a repertoire of strategies to assess credibility.

Criteria	2	3	4	5
Assess the credibility of sources using criteria	Struggles to distinguish between primary and secondary sources, and traces and accounts; asks limited questions about a source; offers limited information to support assessments, may offer information that cannot be used as evidence.	Assesses <i>credibility</i> of primary sources by indicating how an account meets some of the criteria for credibility, may use appropriate evidence or examples; or judges the <i>authenticity</i> of traces by asking questions about the source; or assesses <i>justifiability</i> by indicating how an account meets some of the criteria for a justifiable secondary source, may use appropriate evidence or examples; or judges how <i>realistic</i> a trace is by observation; may not always distinguish between primary and secondary sources, and traces and accounts.	Assesses <i>credibility</i> of primary sources by indicating how an account meets criteria supported with relevant evidence: <i>adequate access, honest reporting, internal consistency, and corroboration</i> ; or judges the <i>authenticity</i> of traces through observation and some sourcing; or assesses <i>justifiability</i> of secondary sources by indicating how an account meets criteria, supported with relevant evidence: <i>fair reporting, dependable sources, adequate evidence</i> ; or judges how <i>realistic</i> a trace is by observation or limited contextualizing.	Assesses <i>credibility</i> of primary sources by explaining how an account meets criteria, supported with pertinent evidence: <i>adequate access, honest reporting, internal consistency, and corroboration</i> ; or judges the <i>authenticity</i> of traces through close examination and sourcing; or assesses <i>justifiability</i> of secondary sources by explaining how an account meets criteria, supported with pertinent evidence: <i>fair reporting, dependable sources, adequate evidence</i> ; or judges how <i>realistic</i> a secondary trace is by close examination and contextualizing.