

# Evidence Quiz 4 - The 5 Good Habits for Evidence and Its Grading Rubric + Requirements and How Both Can Help You

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## What Are the 5 Good Habits for Evidence?

Years ago a student asked me what could he do to **prevent** errors with evidence? He was in sports and used an analogy. He said **“I need to know how to hold the racket.”** The right column has common sense tips. Some came from my 4<sup>th</sup> grade teacher, others from a wonderful professor in a junior college, a few (but they were good) from my dissertation director, and many from colleagues at jobs. This may be different, but **you can do this and it will help you figure things out.**

Good Habits As Common Sense Actions You Can Do (Link Addresses for This Row)	Practical Examples for Each Good Habit
<p><b>Use only the sources</b> that your prof or boss considers reliable, especially <b>any</b> you are told to use.</p>	<p><a href="#">Habit 1. Reliable Sources Only</a></p>
<p><b>Pay attention.</b></p> <ol style="list-style-type: none"> <li>1. Read the question and notice its parts. What is the boss or prof asking you to do?</li> <li>2. Read the <b>correct</b> part and <b>all</b> the parts of the sources that you are told to use.</li> <li>3. <b>Figure</b> this out. <b>Caution:</b> Repeating and collecting words is <b>not</b> figuring something out.</li> </ol>	<p><a href="#">Habit 2. Factual Accuracy You Verify with the Reliable Source Before You Write</a></p>
<p>Plan your writing:</p> <ol style="list-style-type: none"> <li>1. When you think that you have <b>figured</b> out what the sources mean and what happened, then decide what you must “teach.”</li> <li>2. You do not need to teach everything, but everything you teach must be true: <ul style="list-style-type: none"> <li>• Never cherry-pick</li> <li>• Never embellish (These 2 words and others are defined at the bottom of the Evidence Quizzes folder.)</li> </ul> </li> </ol>	<p><a href="#">Habit 3. Factual Accuracy That Is Verifiable for Every Statement You Make</a></p> <p><b>Tips:</b> <a href="#">3 Frequently Asked Questions about Citing</a></p>
<p>Create your own simple words; do not steal another’s words. If you use another’s words, you must:</p> <ul style="list-style-type: none"> <li>• Use ""(quotation marks) marks accurately</li> <li>• Cite – show ownership accurately</li> </ul> <p>Examples of both plagiarism and “half-copy” plagiarism are at the <b>bottom</b> of the Evidence Quizzes folder. Do <b>not</b>:</p> <ul style="list-style-type: none"> <li>• Plagiarize (Copy whole sentences, paragraphs, etc.)</li> <li>• “Half-copy” plagiarize or “patchwrite” Copy sentence structure or many short phrases (See examples!)</li> </ul>	<p><a href="#">Habit 4. No “Half-Copy” Plagiarism or “Patchwriting”</a></p> <p>This may also help you: <a href="#">Why I Make a Big Deal about Plagiarism and Patchwriting</a></p>
<p>When using "" (quotation marks), protect <b>your</b> reputation by being careful with the <b>author’s</b> reputation.</p> <p>Do not use "" inaccurately and:</p> <ul style="list-style-type: none"> <li>• Make the author's sentences look grammatically incorrect.</li> </ul>	<p><a href="#">Habit 5. Quotation Changes Revealed Clearly</a></p>

- Change the author’s meaning (the bigger error)

## Grading Rubric + Requirements and the 5 Good Habits for Evidence

**Caution:** The Requirements FOR Evidence Criteria (Weight 25%) refers to the instructions from **two** documents that you are to use and that are **numbered** so all requirements pop out:

- **#1 to #6** (including those with a through e) of **Common** requirements for **all** papers (**Where?** top of 2 Required Writings: Writing #1 and Writing #2)
- **#1 to #4** (including those with a through c or e) of **Specific** requirements for **each** paper (**Where?** top of Writing-#1 and also top of Writing-#2) – This link has the Common Requirements as a 2<sup>nd</sup> page.

Name \_\_\_\_\_ 8AM \_\_ 10:50AM \_\_ 11AM \_\_ 12PM \_\_ DL Grading Rubric for Writing-#1 \_\_\_\_\_ Writing-#2 \_\_\_\_\_

In the D and F Columns, the rubric tells you **habits** that you can develop so you prevent these faults—for the rest of your life.

Criteria	Criteria for A Paper (Points: 89.5 to 100)	Criteria for B Paper (Points: 79.5 to 89.4)	Criteria for C Paper (Points: 69.5 to 79.4)	Criteria for D Paper + Habits (Points: 59.5 to 69.40)	Criteria for F Paper + Habits (Points: 0 to 59.4)
<b>Reading FOR Evidence</b> (Weight 40%)	Accurately read the parts. <b>Analyzed</b> each part. <b>Evaluated</b> possible changes.	Accurately read the parts. Analyzed each part. <b>Tried to evaluate</b> possible changes.	Accurately read the parts. <b>Summarized only</b> . Did <b>not</b> analyze. Did <b>not</b> try to evaluate possible changes.	<b>Misread</b> or read passively (Habit 2). Made errors such as cherry-picking facts or embellishing facts (Habit 3).	Assumed (Habit 2). Used an unreliable source (Habit 1) or an incorrect or incomplete part of the source required for the question asked (Habit 2).
<b>Writing WITH Evidence</b> (Weight 30%)	<b>Clearly revealed</b> each part of the question and possible changes. Used <b>representative</b> examples.	Revealed each part of the question and <b>some</b> possible changes. Used a <b>few</b> examples.	<b>Only summarized</b> separately each part of the question. Did <b>not</b> cover possible changes.	Wrote passively (Habit 2). Plagiarized or did “half-copy” plagiarism/ “patchwriting” (Habit 4). Used "" inaccurately and <b>made</b> the author’s writing <b>grammatically incorrect</b> (Habit 5).	Wrote assumptions (Habit 2). Did not answer all parts of the question (Habit 2). Used "" inaccurately and <b>changed meaning</b> (Habit 5).
<b>Requirements FOR Evidence</b> (Weight 25%)	Did <b>exactly all</b> Common and Specific Requirements.	Did <b>most</b> Common and Specific Requirements.	Did <b>some</b> Common and Specific Requirements.	Did a <b>few</b> Common and Specific Requirements.	Did <b>not</b> do Common and Specific Requirements.
<b>Mechanics</b> (Weight 5%)	<b>No more than one</b> minor error.	<b>One or more</b> mechanical errors.	<b>Two or more</b> mechanical errors.	<b>Several</b> mechanical errors.	<b>Many</b> mechanical errors.

Yes	Partly	No	Common Requirements (See the webpage for details.)
			1. Required Top Line for Your Writing
			2. Required “coherent series of statements leading from a premise to a conclusion.”
			3. Required Citation Using Footnotes
			4. Required 5 Good Habits for Evidence
			5. Required Good Habits of Working a. Microsoft Word <b>automatically</b> footnotes with <b>correct number</b> and <b>correct location</b> at the bottom of the page.

Yes	Partly	No	Specific Requirements (See the webpage for details.)
			1. Options for Your Title and the Required Email If You Want to Use a Different Title
			2. Required Textbook Pages a. For Primary 1
			b. For Primary 2
			c. For Primary 3
—	—	—	3. Required words for the Footnotes a. For the textbook b. For Primary 1

			b. Print the paper. Proof it. To <b>proof</b> = to compare <b>side by side</b> paper and source.
—	—	—	c. Also <b>proof</b> the appearance of words (fonts/spacing) d. Be brief and keep any quotation very brief.
			6. a. Font - 11 point Calibri font
			b. Length - <b>Never</b> more than <b>1</b> page, including footnotes.
			c. Margin - 1" on the left and <b>.5"</b> on the right
			d. Spacing – double spaced

—	—	—	b. For Primary 2 c. For Primary 3
			4. Reminder of Requirements for Using Another's Words in Your Writing

Definitions from [Merriam-Webster Online Dictionary](https://www.merriam-webster.com/) Link Address: <https://www.merriam-webster.com/>

- Analysis = “a detailed examination of anything complex in order to understand its nature or to determine its **essential** features”
- Analyze = “to study or determine the nature and relationship of the parts of (something) by analysis”
- Change = “to make different in some particular” or perhaps “to make radically different”
- Evaluate = “to determine the significance... of usually by careful appraisal and study”
- Representative = “serving as a typical or characteristic example”

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