

SCENARIO

Helping Students Choose Credible Sources



The *Confronting White Nationalism in Schools* toolkit includes sample language educators can use to help students evaluate sources for validity and credibility (see page 41 of the third edition).

You may want to build some of this language into a rubric, such as the one referenced in the illustration below. Here is one example of what such a rubric might look like.

SAMPLE RUBRIC

	FULL CREDIT	PARTIAL CREDIT	MINIMAL CREDIT	NO CREDIT
SUPPORTING EVIDENCE	Evidence is strong: effectively connected to the topic, drawn from reputable sources, clearly introduced and explained, cited properly	Evidence is sufficient but needs improvement: connection to the topic or validity of sources appears uneven, introduction or explanation are very basic, may be cited improperly	Evidence is insufficient: connections to the topic are unclear; evidence is drawn from inappropriate or invalid sources, cited incorrectly, or introduction and explanation are lacking	Evidence is missing, not cited, or not connected to the topic
SOURCE VALIDITY	Evidence is drawn from reputable sources according to the criteria discussed in class	Validity of sources appears uneven; some sources do not meet our criteria	Evidence is drawn from inappropriate or invalid sources	



If you're looking for a good resource to help support a conversation about criteria for source validity, we suggest [this infographic](#) from Website Setup.

Your school or local librarians will also be a wealth of knowledge when it comes to helping your students recognize and choose credible sources.