<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Advanced 4</th>
<th>Proficient 3</th>
<th>Basic 2</th>
<th>Minimal 1</th>
<th>Not Evident/Deficient 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Defines Research Question / Thesis</td>
<td>Defines and justifies the research question/thesis in a way that fits the scope of the assignment, using unambiguous language appropriate to the context</td>
<td>Defines the research question/thesis in a way that fits the scope of the assignment</td>
<td>Defines the research question/thesis, but the scope is too broad or too narrow</td>
<td>Defines the research question/thesis, but not a clear research question/thesis</td>
<td>Does not define research question/thesis or topic</td>
</tr>
<tr>
<td>2. Identifies relevant information sources</td>
<td>Utilizes discipline appropriate information sources that are timely, relevant to the research need/assignment, and of suitable complexity for the student’s level of expertise</td>
<td>Utilizes discipline appropriate information sources, however the sources may not be timely, relevant to the research need/assignment, and/or of suitable complexity for the student’s level of expertise</td>
<td>Utilizes information sources that are somewhat applicable to the discipline, but may not be timely, relevant to the research need/assignment, and/or of suitable complexity for the student’s level of expertise</td>
<td>Does not utilize discipline appropriate information sources. The sources included in the paper are not relevant to the research topic, timely, and/or appropriate for the student’s level of expertise</td>
<td>Does not utilize outside information sources</td>
</tr>
<tr>
<td>3. Uses Information Effectively to Accomplish a Specific Purpose</td>
<td>Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose, displaying clarity, depth and insight</td>
<td>Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved</td>
<td>Communicates and organizes information from sources. The information is not yet synthesized—not meaningfully connected to the student’s ideas—so the intended purpose is not fully achieved</td>
<td>The information is limited, fragmented, inappropriate to the student’s task, and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved</td>
<td>No evidence of a link between the information used and the purpose of the artifact</td>
</tr>
<tr>
<td>4. Evaluates the content for credibility and applicability</td>
<td>A superior, discipline specific analysis of resources</td>
<td>An appropriate analysis of the majority of resources</td>
<td>An evaluation of the quality and soundness of some sources is present</td>
<td>Appropriate sources are present but are cited without comment or evaluation</td>
<td>Use of irrelevant sources and no evidence of critical evaluation in artifact</td>
</tr>
<tr>
<td>5. Legally and ethically uses information</td>
<td>Correctly uses all of the information use strategies, and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information</td>
<td>Correctly uses three of the information use strategies, and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information</td>
<td>Correctly uses two of the information use strategies, and demonstrates an understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information</td>
<td>Correctly uses one of the information use strategies, and demonstrates a lack of understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information</td>
<td>Correctly uses none of the information use strategies</td>
</tr>
</tbody>
</table>

Information use strategies: • uses citations and references • paraphrases, summarizes, and quotes correctly • uses information in context • identifies ideas requiring attribution

Developed by Antonia Cardwell, Rachel Gammons, Jessica George, Judith Halden-Sullivan, Lisa Schreiber & Ryan Wagner 2014