

	4 (N/A)	3 (N/A)	2 (N/A)	1 (N/A)
Scope Defines the scope of the research question or thesis.	4 Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Selects relevant information related to the concepts/research question.	3 Competently defines the scope of the research question or thesis. Determines most key concepts. Selects relevant information related to the concepts/research question, but lacks sophistication.	2 Defines the scope of the research question or thesis broadly. Determines some key concepts. Selects some relevant information related to the concepts/research question, but lacking in depth.	1 Too broadly defines the scope of the research question or thesis without identifying key concepts. Selects random and inconsistent information related to the concepts/research question.
Quality of Information Chooses relevant information for evaluation.	4 Accesses information from relevant (and a variety of) sources, evaluates information to uncover contexts and assumptions in a sophisticated manner.	3 Accesses information from relevant (and a variety of) sources, evaluates information to uncover contexts and assumptions, but lacks sophistication.	2 Accesses some information from relevant sources, evaluates information to uncover some contexts and assumptions, but lacks depth and sophistication.	1 Accesses information from random sources, uses information without uncovering contexts and assumptions.
Purpose Uses information to accomplish a specific purpose	4 Communicates, organizes, synthesizes and analyzes information from sources to fully achieve a specific purpose and	3 Communicates, organizes, synthesizes and analyzes information from sources. Intended purpose and main idea	2 Communicates and organizes information from sources. The information is not yet synthesized, and/or analyzed so while the	1 Communicates information from sources. The information is fragmented and/or used

a clear main idea with clarity and depth.

are achieved with clarity, but lacking depth.

main idea may be clear, the intended purpose is not fully achieved.

inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved and the main idea is unclear.

Ethical Use

Access and use of information ethically.

4

Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential and/or

3

Students use most of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential

2

Students use correctly some of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a limited understanding of the ethical and legal restrictions on the use of published, confidential

1

Students randomly use components of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a lack of understanding of the ethical and legal restrictions on the use of

proprietary
information.

and/or proprietary
information.

and/or proprietary
information.

published, confidential
and/or
proprietary
information.