

	<b>Exceeding</b>	<b>Meeting</b>	<b>Approaching</b>	<b>Not Meeting</b>
<b>Determine appropriate search terms to represent a topic</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<b>Evaluate a source for Timeliness</b>	Demonstrates an understanding that date is not a strict binary issue, but a sliding scale dependent upon relevance and authority with regard to the topic.	Identifies the correct publication/revision date and is able to decide if the most current sources are needed for the topic.	Identifies the correct publication/revision date, but cannot determine need for currency.	Cannot identify if the source has a publication/copyright date or provided the wrong date.
<b>Evaluate a source for Relevance</b>	Chosen source explores the topic appropriately and proves relevance in the field.	Chooses a source that explores their topic appropriately, but does not prove relevance in the	Chooses a source that has little or nothing to do with their topic, or that explores their topic in full detail with no room for	Cannot determine whether the source explores their topic at all or has chosen a topic that is not

		field or vice versa.	development; AND does not understand relevance in the field.	relevant in the field.
<b>Evaluate a source for Authority</b>	Recognizes the importance of context and attribution for determining authority and shows evidence of critical evaluation of the source and its author.	Identifies author correctly, looking for context clues within the source to determine authority and accuracy of information provided.	Identifies author correctly, but cannot draw on context clues to determine authority and accuracy of information provided.	Cannot find the author or any information about the source.
<b>Evaluate a source for Purpose</b>	Understands the role of peer-review in eliminating bias, can clearly articulate the purpose of both the author and the source, and is able to understand issues of audience.	Can clearly articulate the purpose of both the author and the source, and is able to identify the intended audience.	Can articulate the purpose of either the author or the source; may or may not be able to identify intended audience.	Cannot articulate the purpose or the audience.
<b>Determines appropriate sources in a variety of formats</b>	Chooses a variety of information sources appropriate to the scope and discipline of the of the research question. Selects sources after considering the importance (to the researched topic) of all the	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple of the above criteria.	Chooses a variety of information sources. Selects sources using basic criteria.	Chooses a few information sources, Selects sources using limited criteria.

	multiple criteria used above.			
<b>Understands the purpose of citation in locating appropriate sources</b>	Provides correct citation in assigned style.	Provides sufficient information to identify and locate sources, but may not use correct citation format.	Provides some identifying information, but not enough to reliably locate source.	Does not provide citation for the source.