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|  | 0 No Evidence | 1 Below Expectations | 2 Meets Expectations | 3 Exceeds Expectations | N/A | N/S |
| **Goal 1. Students will recognize when information is needed and will successfully engage in the research process.** |
| *Objective A.* Students will be able to develop a relevant research question that is appropriate in scope. | No evidence of a research question. | Research question is not relevant and/or not appropriate in scope. It is off-topic and/or too broad or too narrow. | Research question is generally relevant and appropriate in scope. It may be somewhat off-topic or slightly too broad/narrow. | Research question is entirely relevant and appropriate in scope |  |  |
| *Objective B.* Students will be able to develop a research plan for locating information relevant to their information need.  | No evidence of a research plan. | Evidence that the student is unable to execute an effective research plan, such as not locating information or locating information that lacks relevance.  | Evidence that the student can execute a basic research plan, such as locating relevant information from a limited set of sources. | Evidence that the student can execute an effective research plan, such as retrieving relevant information from a wide range of sources. |  |  |
| *Objective C.* Students will be able to match their information needs and search strategies to appropriate search tools (subscription databases, library catalog, Internet, etc.) and will be able to refine their search strategies and persist in the face of challenges. | No evidence for the use of search tools, refinement of the search strategy, or persistence in searching. | Evidence that the student selects inappropriate search tools, is unable to successfully refine the search strategy, and/or abandons searching prematurity, such as locating very few sources and/or inappropriate sources. | Evidence that the student primarily selects appropriate search tools, refines the search strategy, and persists in searching, such as locating an adequate number of appropriate sources.  | Evidence that the student selects appropriate research tools, refines the search strategy, and persists in searching, such as locating a large number and wide range of appropriate sources.  |  |  |
| **Goal 2. Students will understand how to select and evaluate sources.**  |
| *Objective A.* Student will be able to differentiate between various types of sources (primary, secondary, tertiary, scholarly, popular, etc.) and select source types that are appropriate to the task at hand. | No sources used. | Most of the sources used are not of the appropriate type(s) for the task. | Most sources used are of the appropriate type(s) for the task.  | All sources used are of the appropriate type(s) for the task.  |  |  |
| *Objective B.* Students will be able to critically evaluate sources of information using criteria such as authority, credibility, timeliness, and accuracy. | No evidence of evaluation of sources. | Evidence that the student does not evaluate sources, such as the use of primarily low-quality sources. | Evidence that the student attempts to evaluate sources such as the use of a combination of high- and low-quality sources. | Evidence that the student evaluates sources, such as the use of exclusively high-quality sources. |  |  |
| **Goal 3. Student will understand how to use information ethically and legally.** |
| *Objective A.* Students will be able to document their use of information using an appropriate citation system. | No documentation included. | Documentation is lacking and/or is done using an inappropriate citation system. | Most sources are documented using an appropriate citation system. May have difficulty differentiating between common knowledge and information requiring attribution. May include errors in the application of the citation system. | All sources are documented using an appropriate citation system. Can reliably differentiate between common knowledge and information requiring attribution. No errors in the application of the citation system. |  |  |
| *Objective B.* Students will be able to recognize what constitutes plagiarism. | No evidence for understanding of plagiarism.  | Plagiarizes the words and ideas of others. | Does not plagiarize but relies heavily on quotes. | Does not plagiarize. Uses a variety of quotes, paraphrases, and summaries.  |  |  |
| **Goal 4. Students will be able to integrate information into their assignments appropriately and effectively.** |
| *Objective A.* Students will be able to integrate information appropriately (whether as quotes, summaries, paraphrases, charts, images, etc). | No information integrated. | Uses inappropriate forms for information and/or is missing appropriate forms of information. | Includes information in appropriate forms and/or includes all appropriate forms of information. | Uses a variety of different forms to appropriately integrate information. |  |  |
| *Objective B.* Students will be able to use information effectively to accomplish a specific purpose. | No information used. | Attempts to communicate information from sources. Information is not well organized and not integrated or synthesized. Intended purpose is not achieved. | Organizes and communicates information from sources. Information is not fully integrated or synthesized. Intended purpose is not fully achieved. | Communicates, organizes, and integrates or synthesizes information from sources in order to full achieve the intended purpose. |  |  |
| N/A is used when the objective was not part of the original assignment. It is recorded once for the assignment, not for individual students.  |
| N/S is to be used to account for students who did not submit the assignment(s) on which the assessment is based. |