Criteria	0	Benchmark (1)	Milestones (2)	(3)	Capstone (4)
Student Learning Outcome: Use Relevant Evidence Gathered Through Accepted Scholarly Methods and Properly Acknowledge Sources of Information					
Determine the Extent of Information Needed (Scope)	Unable to define the scope of the research question or thesis. Unable to determine key concepts. Types of information (sources) selected do not relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not 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.	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.	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.
Evaluate Information and its Sources Critically (Context/own and others' assumptions)	Lacks awareness of present assumptions, does not identify contexts when presenting a position.	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Use Information Effectively to Accomplish a Specific Purpose (Use of information for purpose)	Unable to communicate information from sources.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.
Integrates and Documents Sources	Sources are not integrated and documented.	Sources are rarely integrated and documented.	Sources are integrated and documented some of the time (more than half).	Sources are integrated and documented most of the time (three quarters).	Sources are comprehensively integrated throughout the paper and documented fully.
Variety of Sources Selected Relate Directly to Author's Purpose	The sources selected rarely relate to the author's purpose.	The sources selected relate to the author's purpose some of the time.	The sources selected relate to the author's purpose most of the time.	The sources selected relate to author's purpose throughout the paper.	Variety of Sources Selected Relate Directly to Author's Purpose.

Benchmark

100% of students will receive a total score of 5 or better on the rubric.