Student Learning Outcome: Use relevant evidence gathered through accepted scholarly methods and properly acknowledge sources of information					
Criteria	Insufficient (1)	Developing (2)	Competent (3)	Exemplary (4)	Rating
Identify Problem Scope and Evaluate Information	Unable to define the scope of the problem or question. Unable to determine key concepts. Information selected is not related to question or problem.	Partially defines the scope of the problem or question. Can determine most key concepts. Information selected partially relates to question or problem.	Defines the scope of the problem or question. Can determine key concepts. Information selected relates to question or problem.	Fully defines the scope of the problem or question. Effectively determines all key concepts. Information selected directly relates to question or problem. Evaluates information: strength, quality, credibility, importance, or amount.	
Identify Assumptions and Contexts of Information	Lacks awareness of relevant assumptions, does not identify contexts when answering a question or addressing a problem.	Demonstrates an awareness of relevant assumptions, though sometimes may label assertions as assumptions. Begins to identify some contexts when answering a question or addressing a problem.	Identifies relevant assumptions and contexts when answering a question or addressing a problem.	Comprehensively analyzes relevant assumptions and contexts when answering a question or addressing a problem.	
Utilize Information to Answer a Question or Address a Problem	Unable to utilize information from sources to answer a question or address a problem.	Utilizes information from sources, although information is used inappropriately (e.g., misquoted, taken out of context, or incorrectly paraphrased.) The question or problem is not clearly addressed.	Utilizes and organizes information from sources. The information is not yet synthesized, so the problem or question is partially addressed.	Utilizes, organizes, and synthesizes information from sources. The problem or question is clearly addressed.	
Integrate Sources	Sources are not integrated or acknowledged.	Sources are inconsistently integrated and acknowledged.	Sources are appropriately acknowledged though not fully integrated.	Sources are consistently and comprehensively integrated. All sources are appropriately acknowledged.	
				Average Rating	

RIT **Benchmark:** 70% of students will achieve a rubric score of Competent (3) or higher.

Essential Element – Critical Thinking

Critical thinking is essential to the success of every RIT student, and as such, every general education course must be aligned to least one of the four associated Critical Thinking student learning outcomes. In this context, critical thinking is understood as the ability to gather and evaluate information in order to develop an opinion, solve a problem, and reach reliable conclusions or effective solutions.

Framing Language

This rubric is intended to measure a student's ability to use evidence gathered through accepted scholarly methods and properly acknowledge sources within a variety of disciplines. The rubric language is designed to be broadly applicable to a variety of disciplines by focusing on the essential components of the identification, analysis, evaluation, and use of information to answer a question or address a problem.

Assignment Design / Evaluation of Student Learning

Assessment of this outcome could be completed using a variety of assignments (e.g., lab report, research paper, project), but each assignment must ask students to demonstrate the following competencies:

- Identify the scope of information needed to answer the research question or achieve the purpose of the task
- Articulate and analyze relevant contexts and assumptions (e.g., historical, methodological, political, personal, disciplinary)
- Make connections between their purpose and the information they use. This is evidenced by information that is organized and synthesized into the final product
- Integrate and cite sources throughout their work per disciplinary standards

Glossary of Key Terms

Assumptions: ideas, conditions, or beliefs (often implicit or unstated) that are taken for granted or accepted as true without proof (AACU Value Rubric)

Assertions: declarations made as a statement of fact or belief

Information: for the purpose of this rubric, information signifies all of the following- data, documents, and people

Context: the historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events (AACU Value Rubric)

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