1. **Research Process**

Students will implement an effective research process in order to meet an information need.

a. **Identify a focused interest or question.**

Students use available resources to formulate a clear and focused research question.

- **Advanced:** Formulates a clear and focused research question.
- **Proficient:** Formulates a research question.
- **Beginning:** Creates an unfocused research question.

b. **Gather information using appropriate search tools**

- **Advanced:** Uses a variety of appropriate search tools.
- **Proficient:** Uses at least one appropriate search tool.
- **Beginning:** Uses inappropriate search tools or cannot identify the search tools used.

c. **Identify the need for revision of focus when needed.**

- **Advanced:** Always revises focus when needed.
- **Proficient:** Sometimes identifies when focus should be revised.
- **Beginning:** Rarely or never identifies when focus should be revised.

d. **Identify the need for revision of search strategies when needed.**

- **Advanced:** Always revises search strategy when needed.
- **Proficient:** Sometimes revises search strategies when needed.
- **Beginning:** Rarely or never revises search strategies when needed.

e. **Implements the process over an appropriate period of time**

- **Advanced:** Implements the research process over a period of time that allows for revision and acquiring highly appropriate, relevant information.
- **Proficient:** Implements the research process over a period of time that allows for some revision and acquiring sufficient, relevant information.
- **Beginning:** Implements the research process over a minimal period of time that does not allow for revision or acquiring sufficient, relevant information.
2. Evaluate Resources

Students will evaluate information resources in order to determine their appropriateness for a specific purpose.

a. Determine authority of source/author

Advanced: Questions/identifies authority all the time.
Proficient: Sometimes questions/identifies authority of author or source.
Beginning: Accepts all information found as equally authoritative.

b. Determine currency/timeliness

Advanced: Selects information with publication dates that are appropriate for the topic.
Proficient: Identifies dates of information found.
Beginning: Rarely checks for timeliness.

c. Determine intended audience

Advanced: Always identifies the intended audience for a piece of information.
Proficient: Sometimes identifies the intended audience for a piece of information.
Beginning: Rarely identifies the audience of the information used.

d. Determine relevance to a particular need

Advanced: Can distinguish gradations of relevancy.
Proficient: Sometimes judges relevance.
Beginning: Rarely judges relevance.

e. Determines purpose of information

Advanced: Always identifies the purpose of the information.
Proficient: Sometimes identifies purpose of information.
Beginning: Rarely identifies the purpose of the information used.
3. **Synthesize Resources**

Students will synthesize diverse information resources in order to answer a question.

a. **Cites the work of others through the appropriate use of a citation style.**
   - Advanced: Citation style is used correctly for all citations.
   - Proficient: Citation style is used correctly for most citations.
   - Beginning: There are problems with the mechanics of citation style for many citations.

b. **Clearly distinguishes his/her own ideas from ideas taken from the work of others.**
   - Advanced: Ideas taken from the work of others are clearly referenced throughout the paper.
   - Proficient: Some ideas in the paper appear to be derived from sources in the reference list, and aren't fully cited.
   - Beginning: There is clear evidence that there are ideas in the paper that are not those of the author, yet lack appropriate citation.

c. **Conclusions are based on the evidence and/or ideas of others.**
   - Advanced: The works cited are thoroughly used to reinforce/prove the conclusions.
   - Proficient: The conclusion is not fully supported by the evidence/ideas in the works cited list.
   - Beginning: The conclusion is not the product of assimilating multiple sources in the works cited list.

d. **Develops original conclusions.**
   - Advanced: Conclusions are original.
   - Proficient: The conclusion demonstrates some originality.
   - Beginning: The conclusion is derived directly from one source.

e. **Reads sources critically**
   - Advanced: Work shows clear insight into the meaning and relevance of all works cited in the bibliography.
   - Proficient: Work shows some insight into the meaning and relevance of works cited, or clear insight into some of the cited works.
   - Beginning: Work shows minimal insight into the works cited.