

	Performance Level 3	Performance Level 2	Performance Level 1	Performance Level 0
1. Defines Research Topic/ Thesis Statement	Student: Defines a multi-faceted research topic/thesis statement with a developed relationship between/among facets.	Student: Defines a multi-faceted research topic/thesis statement without a developed relationship between/among facets.	Student: Defines a single-faceted research topic/thesis statement, or is too broad/narrow.	Student: Does not define a research topic /thesis statement.
2. Determines Key Concepts	Student: Determines multiple key concepts that reflect the research topic/thesis statement accurately.	Student: Determines some concepts that reflect the research topic/thesis statement, but concept breakdown is incomplete.	Student: Determines concepts that reflect the research topic/thesis statement inaccurately.	Student: Does not determine any concepts that describe the research question/thesis statement.
3. Uses Keywords	Student: Uses keywords that completely describe the research topic/thesis statement.	Student: Uses keywords that partially describe the research topic/thesis statement.	Student: Uses keywords that are inappropriate or misspelled.	Student: Does not show evidence of using keywords.
4. Identifies Relevant Types of Sources	Student: Uses subject-specific databases appropriately matched to the target assignment.	Student: Uses non-subject-specific databases appropriately matched to the target assignment (ex. Academic Search Premier, LexisNexis, National Newspapers).	Student: Uses free web or non-article database information sources (ex. Google, encyclopedia, "Sage"), and/or sources are not appropriately matched to the target assignment (ex. "EBSCO").	Student: Does not show evidence of using information sources.
5. Uses Database Search Features	Student: Applies multiple appropriate search terms and appropriate Boolean search strategies as well as appropriate use of wildcard/truncation searching; phrase searching; field searching; or other advanced	Student: Applies multiple appropriate search terms and appropriate Boolean search strategies.	Student: Applies search terms and simple/basic keyword search strategies and/or uses inappropriate Boolean strategies.	Student: Does not show evidence of applying search terms.

	search features.			
	Performance Level 3	Performance Level 2	Performance Level 1	Performance Level 0
6. Applies Evaluative Criteria – <u>Currency</u>	Student: States source currency or publication date and accurately assesses the appropriateness in the context of research topic/thesis statement.	Student: States source currency or publication date, but inaccurately assesses the appropriateness in the context of research topic/thesis statement.	Student: States source currency or publication date, but does not assess the appropriateness in the context of the research topic/thesis statement.	Student: Does not address source currency or publication date.
7. Applies Evaluative Criteria – <u>Authority</u>	Student: Articulates author’s credentials accurately, in context of research topic/thesis statement.	Student: Articulates author’s credentials accurately, without context of research topic/thesis statement.	Student: Provides an inaccurate analysis of author’s credentials.	Student: Does not identify author’s credentials.
8. Applies Evaluative Criteria – <u>Credibility</u>	Student: Identifies evidence of source credibility accurately, in context of research topic/thesis statement.	Student: Identifies evidence of source credibility accurately, but without context of research topic/thesis statement.	Student: Provides inaccurate evidence of source credibility.	Student: Does not provide evidence of source credibility.
9. Applies Evaluative Criteria – <u>Relevance</u>	Student: Describes the relevance of the source with specific examples from the text, in context of research topic/thesis statement.	Student: Describes the relevance of the source, in context of research topic/thesis statement.	Student: States the relevance of the source, but without context of research topic/thesis statement.	Student: Does not address the relevance of the source; may summarize the source.