

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

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