Traits	Search Strategies	Research Assistance	Collaboration	Evaluation of Sources	Ethics of Information	Progressive Development
4 **Advanced**	The student at the advanced level shows sophisticated use of search tools and strategies to locate sources relevant to project.	The student at the advanced level actively seeks assistance from library professionals in the location and evaluation of source information, demonstrating discernment of when such help might be useful.	The student at the advanced level articulates significant benefits derived from seeking assistance or collaboration in the research process.	The student at the advanced level articulates a sound rationale why some sources of information might be superior to others that takes into account the level of scholarship and research reflected in the sources.	The student at the advanced level links the appropriate documentation of sources to the protection of another's intellectual property and to the value of giving credit to the right source for an idea. Sees proper documentation as a matter of integrity.	The student at the advanced level articulates clear, progressive development in the ability to locate, evaluate and use information.
3 **Proficient**	The student at the proficient level, shows very good use of search tools and strategies to locate sources relevant to project.	The student at the proficient level often seeks assistance from library professionals in the location and evaluation of source information, sometimes demonstrating discernment of when such help might be useful.	The student at the proficient level, articulates substantive benefits from seeking assistance or collaboration in the research process.	The student at the proficient level, articulates a clear rationale why some sources of information might be superior to others and references the level of scholarship and research reflected in the sources.	The student at the proficient level, links the appropriate documentation of sources to meeting stated requirements, such as avoiding cheating, including giving credit to the authors of information sources.	The student at the proficient level recognizes a significant relationship between multiple projects and the development of abilities to locate, evaluate and use information.
2 **Basic**	The student at the basic level shows adequate use of search tools and strategies to locate sources relevant to project.	The student at the basic level sometimes seeks assistance from library professionals in the location and evaluation of source information.	The student at the basic level articulates positive benefits from seeking assistance or collaboration in the research process.	The student at the basic level articulates a clear rationale why some sources of information might be superior to others but does not reference the level of scholarship.	The student at the basic level expresses a limited link between documentation and ethics. He or she may discuss avoiding plagiarism, but does not recognize the importance of giving credit to the initial authors of information sources.	The student at the basic level recognizes some relationship between multiple projects and the development of abilities to locate, evaluate and use information.
1 **Below Basic**	The student at the below basic level shows limited use of search tools and strategies to locate sources relevant to project.	The student at the below basic level rarely seeks assistance from library professionals in the location and evaluation of source information.	The student at the below basic level articulates limited benefits from seeking assistance or collaboration in the research process.	The student at the below basic level does not articulate a sound rationale for why some sources of information might be superior to others.	The student at the below basic level does not express any clear connection between ethics and the handling of source material, although some reference to "not copying" may be made.	The student at the below basic level does not articulate a relationship between multiple projects and the development of abilities to locate, evaluate and use information.
0	The student shows no use of search tools and strategies to locate sources relevant to project.	The student does not seek assistance from library professionals in the location and evaluation of source information.	The student does not indicate benefits derived from seeking assistance or collaboration in the research process.	The student gives no rationale relative to the evaluation of quality of sources.	The student gives no answer relevant to ethics.	The student does not discuss the development of abilities to locate, evaluate and use information.

Reflection Prompts

1.) What steps did you take to locate and evaluate the quality of possible sources? Whom, if anyone, did you consult for help in locating and evaluating sources? If you had it to do again, what might you do differently? (L.O. 1B, 6A, 6B)

2.) Of the sources you consulted, which did you find the most valuable and why? (L.O. 2C)

3.) Do you feel you handled the information presented in the paper in an ethical manner? Explain. (L.O. 3A)