	Novice (1)	Progressing (2)	Proficient (3)	Advanced (4)
Authority is Constructed and Contextual				
Authority: Students will incorporate sources that have a level of authority appropriate to their research.	<60% of the sources have a level of authority appropriate to the student's research.	61-74% of the sources have a level of authority appropriate to the student's research.	75-89% of the sources have a level of authority appropriate to the student's research.	90% or more of the sources have a level of authority appropriate to the student's research.
Range and Variety of Sources: Students will critically engage with a broad range of scholarly and popular information sources (types/formats/forms of sources or avenues of discourse/scholarship) on their research topic.	Student uses 1-2 different types of sources.	Student uses 3-4 different types of sources.	Student uses 5-6 different types of sources.	Student uses 7+ different types of sources.
Multiple Perspectives: Students will view their topic with an attitude of informed skepticism. They will demonstrate an openness to different perspectives and arguments and address the complexities and nuances of their topic.	The student fails to include different points of view or address the complexities and nuances of their topic.	The student includes different points of view or addresses some complexities, but in a minimal, cursory, or surface-level way.	The student includes different points of view and successfully addresses the complexities and nuances of their topic.	The student does an exemplary job including different points of view and addressing the full complexity and nuance of their topic.
Information Creation is a Process				
Integrating Technology: For projects that are not traditional papers, students will develop skillsets to effectively use technology to communicate evidence and ideas to a target audience.	Student's technical skills were inadequate or too limited to effectively communicate.	Student's technical skills were limited, but they were able to communicate with their target audience.	Student's technical skills were adequate for effectively communicating with their target audience.	Student's technical skills were exemplary and helped to seamlessly communicate evidence and ideas to their target audience.
Information has Value				
Integration of Ideas (Bibliography or References): Students will fully cite their sources in a consistent citation style.	<60% of the sources are properly cited in a consistent citation style.	61-74% of the sources are properly cited in a consistent citation style.	75-89% of the sources are properly cited in a consistent citation style.	90% or more of the sources are properly cited in a consistent citation style.
Integration of Ideas (Paraphrasing, Quoting, and Citing in Text or Project Content): Students will paraphrase or quote sources appropriately, and provide adequate citation information throughout their project content. In research papers, in-text citations or footnotes are properly cited in a consistent citation style.	<60% of the sources are properly cited in a consistent citation style.	61-74% of the sources are properly cited in a consistent citation style.	75-89% of the sources are properly cited in a consistent citation style.	90% or more of the sources are properly cited in a consistent citation style.
Research as Inquiry				
Support of Thesis and Arguments: Students will include information and evidence in a way that provides support for their thesis or arguments.	Student did not synthesize information in a way that provided support for their thesis and arguments.	Student sythesized information in a way that provided limited support for their thesis and arguments.	Student sythesized information in a way that provided sufficient support for their thesis and arguments.	Student sythesized information in a way that fully supported their thesis and arguments.
Synthesizing Information: Students will synthesize source information and any original ideas into a clear thesis, compelling arguments, and coherent conclusion.	Student wasn't able to synthesize source information and any original ideas into a clear thesis, compelling arguments, or coherent conclusion.	Student poorly sythesized information with their thoughts.	Student was able to synthesize information from sources with their own thoughts.	Student did a superior job of sythesizing information from sources with their own original thoughts.
Scholarship as Conversation				

Quality of Sources: Students will select reputable scholarly sources from publications and disciplines that are appropriate for their research topic.	<60% of the student's sources were from scholarly sources.	61-74% of the student's sources were from scholarly sources.	75-89% of the student's sources were from scholarly sources.	90% or more of the student's sources were from scholarly sources.
Larger Scholarly Conversation: Students will use their sources to demonstrate their awareness of seminal historic works and current scholarship on their research topic.	Student's use of sources reflects novice awareness of the history and current scholarship around their research topic.	Student's use of sources reflects a progressing awareness of the history and current scholarship around their research topic.	Student's use of sources reflects a proficient awareness of the history and current scholarship around their research topic.	Student's use of sources reflects an advanced awareness of the history and current scholarship around their research topic.