		1	2	3	4	
CRITERIA		**Below Basic**	**Basic**	**Proficient**	**Advanced**	**N/A**
A	**INFORMATION ORGANIZATION** **Appropriately present and organize supporting information**	No communication of information from sources. The use of information is inconsistent or inappropriate so the intended purpose is not achieved.	Communicates and organizes information from sources. The information is not well synthesized.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved, but would benefit from improved clarity .	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose with exceptional clarity.	N/A
B	**SOURCE SELECTION** **Choose information from reliable, relevant and valid sources**	Information taken from questionable and/or irrelevant sources.	Information taken from somewhat adequate and reasonable sources.	Information taken from adequate and reasonable sources.	Information taken from high quality and relevant sources.	
C	**ARTICULATION PROCESS** **Analyze, evaluate or interpret information critically for accuracy, appropriateness or sufficiency to pursue specific conclusion(s), argument(s) or solution(s)**	Poor evaluation or interpretation of the information.	Limited evaluation or interpretation of the information.	Proficient evaluation or interpretation of the information.	Sophisticated evaluation or interpretation of the information.	N/A
D	**VALIDITY AND RELEVANCE OF ARGUMENT/CONCLUSION** **Clearly articulate the value, validity and relevance of argument(s) and conclusion(s),** **and *if applicable,* acknowledge relevant personal perspective(s)**	Arguments are unsupported or irrelevant (to the assignment). Conclusions are unsupported, non-existent, or unrelated to the information presented.	Arguments are weakly supported. Conclusions are somewhat logical, but incomplete, flawed or irrelevant.	Arguments are relevant (to the assignment) and supported for relevant patterns to emerge. Conclusions adequately follow from the information presented.	Arguments are relevant (to the assignment) and highly supported in a sophisticated manner allowing for important patterns to emerge. Innovative conclusions follow from the information presented.	N/A
E	**CREATIVE APPLICATION OF KNOWLEDGE** **Apply prior academic knowledge to a new context**	No application of prior learning or existing knowledge to a new context	Limited or simplistic application of prior learning or existing knowledge to a new context	Appropriate application of prior learning or existing knowledge to a new context	Thoughtful or innovative application of prior learning or existing knowledge to a new context that reflects integration and synthesis of information, and complexity of the issue.	N/A