

ACU QEP *EXPLORE 220* Rubric—for use in CORE 220

	Exemplary (4)	Competent (3)	Developing (2)	Beginning (1)	Score
Determine the extent of information needed <i>Obj 1.1.A</i>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research questions.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.) Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research questions.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research questions.	
Access the needed information <i>Obj 1.1.B</i>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.	
Access and use information ethically and legally <i>Obj 1.1.C</i>	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	

	Exemplary (4)	Competent (3)	Developing (2)	Beginning (1)	Score
Describe major theories in the field relevant to a particular case/problem/situation. <i>Obj 1.2.A</i>	All theories are thoroughly described and relevance to the case/problem/situation is discussed recognizing the strengths and limitations of each theory.	All theories are identified and adequate description of relevance to the case/problem/situation is provided.	Most theories are identified with limited description of relevance to the case/problem/situation provided.	Several theories are described but are not all relevant to the case/problem/situation. Not all relevant theories are identified and described.	
Describe findings and interpretations in the field relevant to a particular case/problem/situation. <i>Obj 1.2.B</i>	Findings are thoroughly described using the language of the field. Interpretations of the findings are applied to the case/problem/situation and extensions are made to other relevant cases/problems/situations.	Findings are presented and described in the language of the field. Interpretations of the findings are clearly connected to the case/problem/situation.	Findings are presented and summarized. May lack some professional language for the field. Interpretation of how findings are relevant to the case/problem/situation is limited or incomplete.	Findings are presented in limited terms. Lacks professional language of the field. Little to no interpretation of how the findings are relevant to the case/problem/situation.	
Evaluate information and its sources critically <i>Obj 1.3.A</i>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware if others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	
Use information effectively to accomplish a specific purpose <i>Obj 1.3.B</i>	Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.) so the intended purpose is not achieved.	

