

Information Literacy Rubric

	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Identify credible and appropriate sources for academic projects	Identifies seminal and authoritative sources for developing and carrying out academic projects.	Identifies sources that are credible and appropriate for an academic project.	May rely on low-level internet resources or journalism to find information.	Focuses mainly on internet sources to provide information but may not recognize that a source is not credible or that the information is dated, incorrect or presents an opinion, especially when using journalistic sources.
	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Use sources to further a project or argument	Effectively uses and integrates the sources into their writing to inform or drive conclusions.	Uses sources, including academic texts, to make an argument in response to an academic question or debate.	Uses sources to complete an assignment or project. Sources may focus on facts and information rather than ideas or debates.	Offers no interpretation or use of sources; no apparent boundary between the writer and sources or no clear relationship (e.g., block quoting with no connection back to/integration with personal conclusions)
	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Follow ethical conventions for citing and documenting sources	Selects a documentation style appropriate for the project. Uses, with little or no error, a range of citation and documentation conventions as needed for an academic project.	Uses a style of citation and documentation acceptable for academic project with minimal error.	Recognizes the need to cite and document sources but may not use follow an appropriate style consistently or correctly.	Shows an emerging awareness of the need for documentation but may not consistently cite sources. May follow an eccentric format for both in-text citation and references. May not understand the link between in-text citation and Works Cited or references.

Communication Rubric

	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Craft and present ideas in a professional and/or academic manner.	Spoken and written texts reflect the expectations of a professional/academic audience in terms of genre, contextualization, presentation, and content.	Spoken or written texts are presented in an appropriate manner for a professional/academic context. Ideas are developed with examples and organized in a clear manner.	Spoken or written texts show an emerging awareness of the requirements of a professional/academic context. Ideas may be minimally developed or not logically organized.	Spoken or written texts are inappropriate for a profession or academic context. Content of texts may be inappropriate for the purpose or fail to convey a message or idea.
	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Select and use media for effectively communicating ideas and messages.	Uses media creatively to enhance an audience's understanding of ideas and messages.	Uses media appropriate for communicating ideas and messages to a particular audience.	Selects appropriate media for communication but may not use media effectively.	May use media that is inappropriate for the material, the context, or the audience. Struggles with technical requirements of using media.
	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Follow ethical conventions in speaking and writing.	Uses, with little or no error, a range of citation and documentation conventions as needed in print or oral communication.	Uses an appropriate format for citing and documenting the work of others in print or oral communication.	Recognizes the need to acknowledge use of the work of others but may not do so consistently or correctly.	Does not follow ethical conventions for using the work of others in print or oral communication.

Critical Thinking Rubric

	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Exploration or gathering of ideas	The issue at hand is stated and described in a comprehensive manner, providing relevant information for a thorough understanding	The issue at hand is stated and described so that understanding is not significantly impeded by omissions.	The issue at hand is stated but lacks depth and leaves some terms/ideas undefined, ambiguous, or unexplored.	The issue at hand is stated without any clarification or description.
Analysis	Systematically analyzes and questions assumptions through multiple theoretical perspectives and evaluates them within the context of the issue.	Successfully analyzes and questions assumptions, but missing more nuanced observations or some theoretical perspectives were not as thoroughly examined as others. May not fully consider theoretical perspectives within the context of the issue.	Questions assumptions, but the analysis is incomplete or partially unsubstantiated, some assumptions may be overlooked, or does not consider multiple theoretical perspectives. Incompletely considers theoretical perspectives within the context of the issue or does so with some inaccuracies.	Does not successfully or accurately identify, question, or evaluate assumptions, lacks awareness of multiple theoretical perspectives. Does not or ineffectively considers theoretical perspectives within the context of the issue.
Formulate a conclusion	Conclusions and implications are derived from critical analysis. Concluding section elevates the discussion by considering the implications and significance of the argument.	Conclusion is logically tied to an argument that presents relevant viewpoints and evidence, but is only partially derived from critical analysis. Concluding section focuses on implications at the content level.	Concluding section is linked to the points stated in the discussion but does not draw points together to arrive at specific conclusions.	Shows an emerging awareness of the need to include a concluding section. May restate the original project, repeat points of the discussion, or state a commonplace in lieu of a conclusion.

Technological Literacy Rubric

	Exemplary (4)	Proficient (3)	Developing (2)	Needs Improvement (1)
Use computers and emerging technologies effectively, efficiently and safely for the task at hand.	Selects appropriate technology and applications for the task at hand; shows mastery of concepts underlying hardware, software, and connectivity; selects the correct software feature for the task at hand; effectively uses digital technology to collaborate and communicate; effectively uses digital tools to complete required tasks.	Selects appropriate technology and applications for the task at hand most of the time; shows mastery of most concepts underlying hardware, software, and connectivity; uses digital technology to collaborate and communicate; uses digital tools to complete required tasks.	Needs guidance in selecting appropriate technology and applications for the task at hand; uses limited digital technology to collaborate and communicate; inefficiently or incorrectly uses digital tools, or uses the wrong tools to complete required tasks.	Needs guidance in selecting appropriate technology and applications for the task at hand; uses limited digital technology to communicate, but has difficulty with collaboration technology; does not use digital tools to complete the required tasks.