<table>
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<tr>
<th></th>
<th>Excellent</th>
<th>Proficient</th>
<th>Developing</th>
<th>Beginning</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine the extent of information needed</td>
<td>The scope of the question is clearly defined with depth of discovery. Key concepts are effectively determined.</td>
<td>The scope of the question is defined in a basic way (may lack clarity or depth of discovery). Key concepts are effectively determined.</td>
<td>The scope of the question is incomplete (parts are missing, remains too broad or too narrow, etc.). The key concepts determined relate to the established scope but are not ideal.</td>
<td>The writer has difficulty defining the scope of the question and has difficulty determining key concepts.</td>
<td>The scope of the question is not defined and does not determine key concepts.</td>
</tr>
<tr>
<td>Integrate relevant information from appropriate sources</td>
<td>Relevant information from sources is communicated, organized, and synthesized to fully achieve a specific purpose, with clarity and depth.</td>
<td>Relevant information from sources is communicated, organized, and synthesized. Intended purpose is achieved.</td>
<td>Partially relevant information from sources is communicated and organized. The information is not yet synthesized, so the intended purpose is not fully achieved.</td>
<td>Irrelevant source information is communicated. The information is fragmented and/or used inappropriately, so the intended purpose is not achieved.</td>
<td>Source information is not communicated.</td>
</tr>
<tr>
<td>Use information legally and ethically in appropriate disciplines</td>
<td>All information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Information is used in ways that are true to original context; there is a distinction between common knowledge and ideas requiring attribution.</td>
<td>Most information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Information is used in ways that are true to original context; there is a distinction between common knowledge and ideas requiring attribution.</td>
<td>Some information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Most information is used in ways that are true to original context; there is a distinction between common knowledge and ideas requiring attribution.</td>
<td>Very little information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is cited or formatted correctly. Information is not used in ways that are true to original context; there is not a distinction between common knowledge and ideas requiring attribution.</td>
<td>Information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is not cited or formatted correctly. Information is not used in ways that are true to original context; there is not a distinction between common knowledge and ideas requiring attribution.</td>
</tr>
<tr>
<td>Cite sources legally and ethically</td>
<td>All sources are correctly cited and formatted in works cited entries using consistent citation style (APA, MLA, Chicago, etc.)</td>
<td>Sources are cited and formatted in works cited entries using consistent citation style (APA, MLA, Chicago, etc.). There may be a few errors with punctuation, but all major elements of the citation are present.</td>
<td>Works cited entries are present in a consistent citation style (APA, MLA, Chicago, etc.), but there are major elements of the citation that are missing.</td>
<td>There is an effort to cite sources correctly using consistent citation style (APA, MLA, Chicago, etc.); however, the information given is insufficient for the audience to easily find the source.</td>
<td>Sources are not correctly cited or formatted in works cited entries. The artifact lacks any works cited entries.</td>
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Score Sheet

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Determine</th>
<th>Integrate</th>
<th>Use</th>
<th>Cite</th>
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</table>

4 – Excellent  
3 – Proficient  
2 – Developing  
1 – Beginning  
0 – Not Evident
SP 2015 PARTICIPANTS

COURSES

32

STUDENTS

434
FL 2014 PARTICIPANTS

COURSES: 37
STUDENTS: 591
Determine the extent of Information needed
SP 2015

# of Students

- 4-Excellent = 135
- 3-Proficient = 171
- 2-Developing = 92
- 1-Beginning = 28
- 0-Not Evident = 8
COMPARE Determine Proficiency
Rubric 3 + 4 = Proficient

SP 2015 70%
FL 2014 71%
Integrate relevant information from appropriate sources
SP 2015

# of Students

- **4-Excellent** = 87
- **3-Proficient** = 174
- **2-Developing** = 111
- **1-Beginning** = 33
- **0-Not Evident** = 29
COMPARE

**SP 2015**
- 4-Excellent: 20%
- 3-Proficient: 26%
- 2-Developing: 6%
- 1-Beginning: 7%
- 0-Not Evident: 7%

**FL 2014**
- 4-Excellent: 25%
- 3-Proficient: 37%
- 2-Developing: 2%
- 1-Beginning: 2%
- 0-Not Evident: 7%
COMPARE Integrate Proficiency Rubric 3 + 4 = Proficient

SP 2015: 60%

FL 2014: 62%
Use information legally & ethically in appropriate disciplines
SP 2015

# of Students
- 4-Excellent = 66
- 3-Proficient = 132
- 2-Developing = 132
- 1-Beginning = 65
- 0-Not Evident = 39

% of Students
- 4-Excellent: 15%
- 3-Proficient: 30%
- 2-Developing: 30%
- 1-Beginning: 15%
- 0-Not Evident: 9%
COMPARE Use Proficiency
Rubric 3 + 4 = Proficient

SP 2015
60%

FL 2014
58%
Cite sources legally & ethically
SP 2015

# of Students
- 4-Excellent = 131
- 3-Proficient = 118
- 2-Developing = 120
- 1-Beginning = 44
- 0-Not Evident = 21

% of Students
- 4-Excellent: 30%
- 3-Proficient: 27%
- 2-Developing: 28%
- 1-Beginning: 10%
- 0-Not Evident: 5%
COMPARE

SP 2015

- 4-Excellent: 10%
- 3-Proficient: 5%
- 2-Developing: 28%
- 1-Beginning: 27%
- 0-Not Evident: 30%

FL 2014

- 4-Excellent: 9%
- 3-Proficient: 8%
- 2-Developing: 19%
- 1-Beginning: 33%
- 0-Not Evident: 31%
COMPARE Cite Proficiency
Rubric 3 + 4 = Proficient

SP 2015  57%

FL 2014  64%