

WRITING, RESEARCH, AND INFORMATION LITERACY (WRI) RUBRIC					
Definition: <i>Students read critically, synthesize ideas from a variety of texts, and write essays that develop significant ideas in support of a thesis [or research question]. Written works appropriately reflect the context and audience and adhere to the conventions of grammar, spelling, and formatting specific to the area of study. Building upon these skills, students will determine the extent of a need for information, access information effectively and efficiently, evaluate it critically, accomplish a specific purpose with it, and create new knowledge and participate ethically in communities of learning.</i>					
	Capstone 4	Benchmark 3	Milestone 2	Minimum 1	Incomplete 0
Writing 1: Develop significant ideas in support of a thesis or research question	Synthesizes appropriate, relevant, and compelling content that takes into account the complexities of an issue in support of a thesis or in response to a research question	Attempts to synthesize relevant ideas that take into account the complexities of an issue in support of a thesis or in response to a research question	Develops a thesis or research question that acknowledges the complexities of an issue	Thesis or research question is stated but simplistic or obvious.	Assignment is missing or incomplete.
Writing 2: Appropriately reflect context and audience, using conventions of grammar, spelling, and formatting specific to the area of study	Reflects awareness of context and audience and communicates meaning to readers with clarity and fluency, virtually error-free, in the appropriate format	Reflects some awareness of context and audience, and although meaning is clear overall, there are some errors in usage or formatting	Indicates basic awareness of context and audience and lack of control of grammar or spelling, and/or formatting often impedes meaning	Indicates minimal awareness of context and audience and uses language that frequently impedes meaning because of errors in usage; is not formatted appropriately	Assignment is missing or incomplete.
Research and Information Literacy 1: Use information to accomplish a specific purpose	Communicates, organizes, and synthesizes information from sources to accomplish a specific purpose	Communicates, organizes, and synthesizes information from sources in ways that generally accomplish a specific purpose	Communicates information from sources without fully synthesizing information; does not accomplish purpose	Information from sources is fragmented or used inappropriately (misquoted, out of context, incorrect paraphrase); does not accomplish purpose	Assignment is missing or incomplete.
Research and Information Literacy 2: Determine the extent of a need for information, access information effectively and efficiently, and	Defines the scope of the research question or thesis completely, determines key concepts, and uses well-designed search strategies to choose a variety of	Somewhat defines the scope of the research question or thesis, determines key concepts, and uses search strategies to choose some variety of	Develops a research question or thesis but chooses limited and similar information sources, using basic criteria	Has some difficulty defining the scope of the research question or thesis, uses limited criteria to choose few information sources, and retrieves information that	Assignment is missing or incomplete.

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	Capstone 4	Benchmark 3	Milestone 2	Minimum 1	Incomplete 0
evaluate information critically	appropriate, high-quality, credible sources	appropriate information sources		lacks relevance and quality	
Research and Information Literacy 3: Participate ethically in communities of learning	Correctly applies all information use strategies when using published, confidential, and/or proprietary information	Correctly uses one or more information use strategies when using published, confidential, and/or proprietary information	Attempts to use strategies, but it is occasionally difficult to distinguish the student's use of information from published, confidential, and/or proprietary information	Does not use information use strategies, or it is often difficult to distinguish the student's use of information from published, confidential, and/or proprietary information.	Assignment is missing or incomplete.

Glossary

The definitions that follow were developed to clarify terms and concepts in this rubric only.

- **Area of Study:** Formal and informal rules about what is seen as appropriate within different academic fields (e.g., lab reports, academic papers, web pages, etc.)
- **Audience:** The person, group, or entity who will read and/or evaluate the written assignment
- **Context:** The situation surrounding a text, including cultural, historical, social, or political factors that may affect how the text is interpreted
- **Information Sources:** Evidence or source material that writers draw on for a variety of purposes (e.g., to extend, argue with, develop, etc.)
- **Information Use Strategies:** Citations, references, paraphrase, distinguishing between common knowledge and ideas requiring attribution
- **Purpose:** The writer's intended effect on an audience, e.g., to persuade or inform, report or summarize information, work through complexity or confusion, argue or connect with other writers, convey urgency or amuse, or write for themselves, for an assignment, or to remember
- **Research Question:** A specific inquiry that gives focus and scope to the investigation of information sources
- **Synthesize:** To combine existing ideas or data from a variety of information sources with one another and/or with one's own ideas or experience
- **Thesis:** A statement or theory put forward as a premise to be supported or proved

This rubric was created using the Association of American Colleges and Universities (AAC&U) Written Communication, Information Literacy, and Critical Thinking VALUE Rubrics. Retrieved from <https://www.aacu.org/value-rubrics>.