Information Literacy is the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy.

	Capstone 4	**Milestones** 3	 2	**Benchmark** 1
Attribution	Shows a sophisticated level of understanding for when and how to give attribution. • Documents sources consistently and completely • Uses in-text citation and notes correctly and consistently • Cites non-textual sources consistently • Names and labels figures and/or graphs clearly and completely.	Attribution indicates understanding of the rationale for and various mechanisms of citation. • Documents sources throughout with occasional errors or inconsistencies. • Uses in-text citation and notes with occasional errors or inconsistencies • Cites non-textual sources with relative consistency • Usually names and labels figures and/or graphs clearly and completely.	Missteps in attribution interfere with the argument or point to fundamental misunderstandings. • Frequently documents sources incorrectly or leaves out some citations. • Frequent errors and inconsistencies with in-text citation and notes • Does not consistently cite non-textual sources • Names and labels figures and/or graphs inconsistently.	Use of evidence and citation is poor, making it difficult to evaluate the argument or sources. • Displays fundamental and consistent errors in source documentation • Does not include or contains significant inconsistencies with in-text citation and notes • Does not name, title, or cite non-textual sources • Does not name or label figures and/or graphs.
Evaluation and use of sources	Source materials employed demonstrate expertise and sophisticated independent thought. • Demonstrates sophisticated awareness of universe of literature and community of scholarship • Uses a variety of appropriate and authoritative sources • Always distinguishes between types of sources (e.g., scholarly v. popular, fact v. opinion) • Does not over- or under-rely on the ideas of others or the work of a single author	Source materials are adequate and appropriate but lack variety or depth. • Explores supporting sources and community of scholarship but might overlook important avenues • Sources are used support claim(s) but may not be the most authoritative source to make claim •Usually distinguishes between types of sources (e.g., scholarly v. popular, fact v. opinion) • May over- or under-rely on the ideas of others or the work of a single author	Source materials used are inadequate. • Exhibits weak awareness of universe of literature or other sources that could strengthen claim(s) or argument(s) • Relies on too few or largely inappropriate sources • Does not consistently distinguish between types of sources (e.g., primary v. secondary, scholarly v. popular, fact v. opinion) • Clearly selected sources out of convenience • Does not identify gaps in the literature or contribute to a scholarly conversation	Source materials are absent or do not contribute to claim(s) or argument(s). • No evidence of awareness of universe of literature or other sources that could strengthen claim(s) or argument(s) • When included, sources are too few or badly inappropriate • No distinction between types of sources (e.g., scholarly v. popular, fact v. opinion) • Does not explore outside sources or present evidence when called for • No distinction between own ideas and ideas of others