

2.01: Students use Higher Order Thinking Skills to Research, Analyze, and Evaluate Information from a Variety of Sources

Levels of Performance

Criteria	Exemplary (4)	Proficient (3)	Developing(2)	Beginning (1)
Identifies & Summarizes the Problem/Question at Issue	Accurately identifies the Problem/Question and provides a well-developed summary.	Accurately identifies the Problem/Question and provides a brief summary.	Identifies the Problem/Question and provides a poor summary or identifies an inappropriate Problem/Question.	Does not identify or summarize the Problem/Question accurately if at all.
Identifies and Assesses the Quality of Supporting Data/Evidence	Provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion.	Examines evidence and questions the quality. Distinguishes between fact and opinion.	Merely repeats information provided. Does not distinguish between fact and opinion.	Does not identify or assess the quality of supporting evidence.
Identifies and Considers the Influence of the Context on the Issue	Accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope.	Accurately identifies and provides an explanation of potential contextual issues.	Does not explain contextual issues; provides inaccurate information; or merely provides a list.	Does not identify or consider any contextual issues.
Demonstrates Higher Level Thinking by Interpreting the Author’s Meaning or Potential Bias	Accurately identifies the author’s meaning and/or potential bias and provides a well-developed explanation.	Accurately identifies meaning and/or bias and provides a brief explanation.	Does not explain, provides inaccurate information, or merely lists potential bias or inferred meanings.	Does not identify potential bias or inferred meanings.
Identifies and Evaluates Conclusions, Implications, and Consequences.	Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides and objective reflection of own assertions.	Accurately identifies conclusions, implications, and consequences with a brief evaluative summary.	Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area.	Does not identify or evaluate any conclusions, implications, or consequences.