

	Mastery 4	Target 3	Progressing 2	Developing 1	Does Not Meet 0
Analyze information (SLO 9)	Student effectively analyzes information across disciplines and recognizes multiple approaches to analysis based on the type of information.	Student begins to more effectively analyze information across disciplines and recognizes multiple approaches to analysis based on the type of information.	Student analyzes some information across disciplines and recognizes at least one approach to analysis based on the type of information.	Student's analysis of information across disciplines is basic or unclear. Student does not recognize any approaches to analysis based on the type of information.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Interpret information (SLO 9)	Student expresses a deep understanding of disciplinary literature by beginning to create wholly original ideas from an original synthesis of discovered information.	Student expresses a greater understanding of disciplinary literature by attempting to create wholly original ideas from a synthesis of discovered information.	Student expresses some understanding of disciplinary literature but attempts to create wholly original ideas from a synthesis of discovered information are incomplete.	Student expresses little to no understanding of disciplinary literature and attempts to create wholly original ideas from a synthesis of discovered information are unclear or absent.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Existing Knowledge, Research, and/or Views (Inquiry and Analysis)	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Analysis (Inquiry and Analysis)	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.	The student does not demonstrate the knowledge/skills to a level of developing for this element.
Conclusions (Inquiry and Analysis)	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.	The student does not demonstrate the knowledge/skills to a level of developing for this element.