

Core Competency Information Literacy Rubric

Information Literacy Outcome:

Students will demonstrate the skills required to find, retrieve, evaluate, and use information effectively and ethically.

Criteria	Advanced 4	Proficient 3	Developing 2	Beginning 1
Define a project, topic, or questions	Clearly defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis. Proficiently determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Strategically investigate diverse sources and perspectives	Accesses information using effective, well- designed search strategies and most appropriate research tools. Demonstrates ability to refine searches and find authoritative voices in multiple disciplines.	Accesses information using variety of search strategies and some relevant research tools. Demonstrates ability to refine search and find authoritative voices within a discipline.	Accesses information using simple search strategies; retrieves information from limited and similar sources. Demonstrates ability to refine search and diversify sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate information and its sources critically	Critically evaluates how authoritative, relevant, useful, and credible each source is for the information need. Includes authoritative sources from multiple perspectives.	Adequately addresses how authoritative, relevant, useful, and credible each source is for the information need. Acknowledges that various communities may recognize different sources of authority.	Attempts to evaluate, but does not fully address, how authoritative, relevant, useful, and credible each source is for the information need.	Provides little evidence of the ability to critically evaluate sources.
Incorporate information effectively and ethically into a new work	Synthesizes information from sources to achieve a specific purpose in a new work. Applies proper attribution to all sources. Demonstrates an understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Summarizes information from sources in a new work. Applies proper attribution to all or most sources. Demonstrates some understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Relies on direct quotes to incorporate information from sources. Improper and/or missing attribution of some sources. Demonstrates gaps in knowledge about ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Information from sources lacks connection to new work. Poor/inconsistent attribution or none provided. Demonstrates lack of knowledge about ethical and legal restrictions on the use of published, confidential, and/or proprietary information.