Information Literacy Rubric (Draft)

Information Literacy - The ability to know when there is a need for information; to be able to identify, locate, evaluate, use and communicate the information effectively and responsibly.

	4	3	2	1
Determine the extent of information needed	Effectively defines the scope of the research question; provides complete rationale for the research question; and identifies the breadth *and* depth of information resources needed to directly answer the research question.	Defines the scope of the research question; provides adequate rationale for the research question; and identifies the breadth *or* depth of the information resources needed to answer the research question.	Research question is present but its scope is not clearly defined; provides some rationale for the research question; and identifies some information resources needed to partially answer the research question.	There is no indication that a research question has been identified; provides little or no rationale for the research question; and has difficulty identifying information resources needed.
Identify and locate the needed information	Identifies and locates a wide range of information tools (aggregators such as databases, library catalog, Google Scholar, indexes, etc.); applies effective and well-designed search strategies within those information tools (e.g., identifying subject-specific terminology); and selects the most appropriate source (individual items from a search result such as books, articles, blog posts, artifacts, interviews, etc.).	Identifies and locates information tools; applies a variety of search strategies within those information tools; and selects some relevant sources, refining the search as necessary.	Identifies and locates information tools; applies simple search strategies within those information tools; and selects limited and similar sources.	Identifies and locates information tools; has difficulty applying search strategies within those information tools; and selects sources that lack relevance and quality.
Evaluate information and its sources critically	Thoroughly evaluates the appropriateness of the retrieved sources based on multiple criteria (such as discipline relevance, reliability, authority, currency, objectivity, and one's own and others' biases).	Carefully evaluates the appropriateness of the retrieved sources based on several of the relevant criteria (such as discipline relevance, reliability, authority, currency, objectivity, and one's own and others' biases).	Begins to evaluate the appropriateness of the retrieved sources based on a few criteria (such as discipline relevance, reliability, authority, currency, objectivity, and one's own and others' biases).	Begins to evaluate the appropriateness of the retrieved sources, showing little or no awareness of criteria (such as discipline relevance, reliability, authority, currency, objectivity, and one's own and others' biases).

	4	3	2	1
Use and communicate information effectively to accomplish a specific purpose	Organizes, synthesizes, and effectively communicates information from sources; fully achieves a specific purpose, with clarity and depth.	Organizes, synthesizes, and communicates information from sources; intended purpose is achieved.	Organizes and communicates information from sources; information is not synthesized so the intended purpose is not achieved.	Communicates information from sources; information is fragmented and/or used inappropriately (e.g., misquoted, taken out of context, or incorrectly paraphrased, etc.); information is unorganized and not synthesized so the intended purpose is not achieved.
Access, use, and communicate information effectively and responsibly	Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information through all of the following: • proper use of citations and references; • choice of paraphrasing, summarizing, or quoting; • use of information in ways that are true to original context; and • distinguishing between common knowledge and ideas requiring attribution.	Demonstrates an understanding of the ethical and/or legal restrictions on the use of published, confidential, and/or proprietary information through 3 of the following: • proper use of citations and references; • choice of paraphrasing, summarizing, or quoting; • use of information in ways that are true to original context; and • distinguishing between common knowledge and ideas requiring attribution.	Demonstrates a weak or elementary understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information through 2 of the following: • proper use of citations and references; • choice of paraphrasing, summarizing, or quoting; • use of information in ways that are true to original context; and • distinguishing between common knowledge and ideas requiring attribution.	Demonstrates little or no understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information through 1 of the following: • proper use of citations and references; • choice of paraphrasing, summarizing, or quoting; • use of information in ways that are true to original context; and • distinguishing between common knowledge and ideas requiring attribution.