INFORMATION LITERACY RUBRIC

DEFINITION

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 (Adopted from the National Forum on Information Literacy). A person who is competent in information literacy demonstrates the ability to: determine the nature and extent of the information needed; access needed information effectively and efficiently; evaluate information and its sources critically and incorporate selected information into his or her knowledge base; and understand many of the economic, legal, and social issues surrounding the use of information and use information ethically and legally.

FRAMING LANGUAGE

This rubric is recommended for use evaluating a collection of work, rather than a single work sample in order to fully gauge students' information skills. Ideally, a collection of work would contain a wide variety of different types of work and might include: research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few. In addition, a description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student's final work must stand on its own, evidence of a student's research and information gathering processes, such as a research journal/diary, could provide further demonstration of a student's information proficiency and for some criteria on this rubric would be required.

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	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Determine the nature and extent of information needed.	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. All types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question, thesis or problem completely. Can determine key concepts. Most types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the question, thesis or problem incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the question, thesis or problem. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Access the needed information effectively and efficiently.	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and refined information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves relevant information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate information and its sources critically and incorporate selected information into his or her knowledge base	Systematically and methodically analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Has difficulty distinguishing between an assertion and an assumption. Begins to identify some contexts when presenting a position.
Use information effectively, individually or as a member of a group to accomplish a specific purpose.	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources(accurately quoted, used in context, correctly paraphrased, etc.). The information is not completely synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Applies many of the economic, legal and social issues surrounding the use of information and access and use information ethically and legally.	Students use correctly all of the following information use strategies: • use of citations and references • choice of paraphrasing, summary, or quoting • using information in ways that are true to original context • distinguishing between common knowledge and ideas requiring attribution Demonstrates an understanding of the ethical, economic, legal and social issues on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies: • use of citations and references • choice of paraphrasing, summary, or quoting • using information in ways that are true to original context • distinguishing between common knowledge and ideas requiring attribution Demonstrates an understanding of the ethical, economic, legal and social issues on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies: • use of citations and references • choice of paraphrasing, summary, or quoting • using information in ways that are true to original context • distinguishing between common knowledge and ideas requiring attribution Demonstrates an understanding of the ethical, economic, legal and social issues on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies: • use of citations and references • choice of paraphrasing, summary, or quoting • using information in ways that are true to original context • distinguishing between common knowledge and ideas requiring attribution Demonstrates an understanding of the ethical, economic, legal and social issues on the use of published, confidential, and/or proprietary information.