

Information Literacy Rubric (APPROVED BY APAC and GE ASSESSMENT)

CORE COMPETENCY: Information Literacy at or near graduation

GE SLO Ic. Find, evaluate, use, and share information effectively and ethically

Institutional Learning Outcome: Institutional Learning Outcome: Locating, assessing, using and communicating quantitative and qualitative and scientific information, among a wide variety of sources, methods and tools.
Integrated Thinker

	Introductory	Developing	Mastery
Find appropriate sources of information for their question.	Accesses information randomly, retrieves information that lacks relevance and quality.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using effective, well-designed search strategies and most appropriate information sources
Evaluates information and sources critically	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Uses sources ethically, according to established academic standards.	<p>Fails to properly identify sources of information and ideas according to the standards of ethical use of intellectual property.</p> <p>Does not include a functional bibliography and/or in-text citations.</p> <p>Uses source material as indirect quotes without adequate paraphrasing</p>	<p>Properly identifies all sources of information and ideas according to the standards of ethical use – may be minor mistakes.</p> <p>Includes a bibliography or in-text citations which may contain minor formatting errors or omissions.</p> <p>Attempts to paraphrase or summarize cited material but poorly worded/rephrased.</p>	<p>Properly identifies all sources of information and ideas according to the standards of ethical use and intellectual property. There are no noticeable mistakes.</p> <p>Bibliography and in-text citations are consistent with each other and in proper formatting for the subject area.</p> <p>Effectively paraphrases or summarizes ideas/information from the cited source materials using original language.</p>
Shares their findings through effective synthesis, analysis and interpretation of the information they have found.	<p>Does not develop insight, or does not include a range of sources and perspectives.</p> <p>Demonstrates little or no synthesis of arguments/ideas: unable to integrate sources with each other or with one's own argument.</p> <p>Misrepresents other positions on the topic, or fails to identify or acknowledge other views.</p>	<p>Develops some insights based on some sources and perspectives.</p> <p>Demonstrates some engagement with sources tending toward summary rather than higher-level synthesis.</p> <p>Represents some other positions, with varying degrees of accuracy – may fail to acknowledge some major perspectives</p>	<p>Develops meaningful insights based upon variety of sources and perspectives.</p> <p>Demonstrates sophisticated level of creative, critical analysis.</p> <p>Accurately represents major/leading positions on the topic.</p>

Rubric based on: "Information Literacy in First Year Courses" designed by Trinity University. Provided by Project RAILS: http://railsontrack.info/rubrics_details.aspx?wkid=53&catid=7 and AAC&U Value rubric on Information literacy.