

Rubric for Information Literacy: Basic Skills & ESL (Tier I)

Information literacy includes the ability to:

- Locate and access information in numerous formats using a variety of appropriate search tools
- Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills
- Integrate and cite sources effectively

Primary Characteristic	Not Attempted -0-	Novice -1-	Proficient -2-	Advanced -3-	Score
Identify a focused topic and develop research questions.	No identifiable topic or research questions.	Topic is overly vague, too broad or too narrow in scope. Research question is absent.	Topic has a discernible focus, although the scope of the topic might be too broad or too narrow. There is a research question, but it is unclear or not connected to the topic	Clear and focused topic, with an emerging awareness of appropriate topic scoping. The research question is articulated fairly clearly and connected to topic.	
Access needed information in different formats using various tools.	No information accessed.	Student’s search strategy limited to one tool and/or one format. Retrieves information that lacks relevance and quality.	Use of more than one tool and/or format. Retrieves some relevant information from limited and similar sources.	Results indicate a careful and effective search strategy. The most appropriate search tools consistently chosen for the types of information sources needed.	
Evaluate relevance, credibility, and quality of information.	No information sources evaluated. Student is unaware of and does not apply criteria used to evaluate information.	Inappropriate and/or irrelevant sources chosen. Sources do not relate to the research topic and/or are of dubious quality and credibility.	Sources relevant to the topic. Good quality, credible sources selected. Student shows some ability to evaluate sources using criteria such as relevance, authority, currency, accuracy, scholarship, bias, and intended audience.	A variety of high quality, relevant sources and viewpoints are used. Variety and types of sources selected indicate student’s ability to carefully evaluate sources.	
Integrate sources into original analysis.	Did not integrate sources.	Included sources but sources used inappropriately or ineffectively: misquoted,	Included sources with minimal introduction and inadequate discussion:	Outside sources synthesized into original analysis.	

		incorrectly paraphrased, taken out of context, not introduced, and/or not discussed.	outside sources not synthesized into original analysis.		
Understand the purpose of citing sources and the rules of MLA citation style.	Did not provide citations.	Citations included but contain major errors. Student is largely unaware of the nature, purpose, and specifics of citation style.	Citations included with some style errors.	Citations included with limited style errors. Citations indicate an emerging understanding of the purpose and specifics of citation style.	
					Total Score (Max = 15)

Rubric for Information Literacy Skills: English 100 (Tier II)

Information literacy includes the ability to:

- Locate and access information in numerous formats using a variety of appropriate search tools
- Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills
- Integrate and cite sources effectively

Primary Characteristic	Not Attempted -0-	Novice -1-	Proficient -2-	Advanced -3-	Score
Identify a focused topic and develop research questions.	No identifiable topic or research questions.	Topic has a discernible focus, although the scope of the topic might be too broad or too narrow. There is a research question, but it is unclear or not connected to the topic.	Clear and focused topic, with an emerging awareness of appropriate topic scoping. The research question is articulated fairly clearly and connected to topic.	Clear, focused, well-scoped topic. The research question is clearly articulated and connected to topic	
Access needed information in different formats using various tools.	No information accessed.	Use of more than one tool and/or format. Retrieves some relevant information from limited and similar sources.	Results indicate a careful and effective strategy. The most appropriate search tools consistently chosen for the types of information sources needed.	Results indicate a careful and effective search strategy: the most appropriate search tools consistently chosen and a range of relevant	

				information formats accessed.	
Evaluate relevance, credibility, and quality of information.	No information sources evaluated. Student is unaware of and does not apply criteria used to evaluate information.	Sources relevant to the topic. Good quality, credible sources selected. Student shows some ability to evaluate sources using criteria such as relevance, authority, currency, accuracy, scholarship, bias, and intended audience.	A variety of high quality, relevant sources and viewpoints are used. Variety and types of sources selected indicate student's ability to carefully evaluate sources.	A variety of high quality, relevant sources and viewpoints are used. Variety and types of sources selected indicates student's ability to carefully evaluate sources. Student includes evaluation of sources in discussion.	
Integrate sources into original analysis.	Did not integrate sources.	Included sources with minimal introduction and inadequate discussion: outside sources not synthesized into original analysis.	Outside sources synthesized into original analysis.	Deft use of well-integrated outside sources to support original analysis.	
Document information sources according to MLA citation style, both in-text and in works cited	Did not provide citations.	Citations included with some style errors.	Citations included with limited style errors, indicating an emerging understanding of the purpose and specifics of citation style.	Cited work accurately with no or minimal style errors, indicating a clear understanding of the purpose and specifics of citation style.	
					Total Score (Max = 15)

Rubric for Assessment of Information Literacy Skills: Discipline Specific (Tier III)

Information literacy includes the ability to:

- Locate and access information in numerous formats using a variety of appropriate search tools.
- Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.
- Integrate and cite sources effectively.

Primary Characteristic	Not Attempted -0-	Novice -1-	Proficient -2-	Advanced -3-	Score
Identify a focused topic and develop research questions according to the methodological conventions of the discipline.	No identifiable topic or research questions.	Clear and focused topic, with an emerging awareness of appropriate topic scoping. The research question is articulated fairly clearly and connected to topic.	Clear, focused, well-scoped topic. The research question is clearly articulated and connected to topic	Clear, focused, well-scoped topic, framed according to discipline's approaches and methods. The research question is clearly articulated using the discourse style of the discipline and connected to topic	
Access needed information in standard formats and tools of the discipline.	No information accessed.	Results indicate a careful and effective strategy. The most appropriate search tools consistently chosen for the types of information sources needed.	Results indicate a careful and effective search strategy: the most appropriate search tools consistently chosen and a range of relevant information formats accessed.	Results indicate an effective and well-designed strategy. search tools consistently chosen to access a variety of key sources in the discipline.	
Evaluate relevance, credibility, and quality of information according to the standards of the discipline.	No information sources evaluated. Student is unaware of and does not apply criteria used to evaluate information.	A variety of high quality, relevant sources and viewpoints are used. Variety and types of sources selected indicate student's ability to carefully evaluate sources.	A variety of high quality, relevant sources and viewpoints are used. Variety and types of sources selected indicates student's ability to carefully evaluate sources. Student includes evaluation of sources in discussion.	A variety of high quality, relevant sources and viewpoints are used. Variety and types of sources selected indicates student's ability to carefully evaluate sources. Student's discussion of sources shows awareness of discipline-specific evaluative approaches.	
Integrate sources into original analysis.	Did not integrate sources.	Outside sources synthesized into original analysis.	Deft use of well-integrated outside sources to support original analysis.	Integration of outside sources to support original analysis according to the conventions of the discipline.	
Document information sources according to conventions of the discipline.	Did not document sources.	Citations included with limited style errors, indicating an emerging understanding of the purpose and specifics of	Cited work accurately with no or minimal style errors, indicating a clear understanding of the	Cited work accurately with no or almost no style errors.	

		citation style.	purpose and specifics of citation style.		
					Total Score (Max = 15)