

## ISLO-4 RUBRIC FOR INFORMATION LITERACY SKILLS

**Performance Target: 70% or more of students will perform at a “Meets Expectations” level or higher**

ACRL Standard POINTS	EXCEEDS EXPECTATIONS 2	MEETS EXPECTATIONS 1	DOES NOT MEET EXPECTATIONS 0
<b>Determine the Extent of the Information Need</b>	Student defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources & mediums) selected relate to concepts or answer research question.	Student defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources & mediums) selected partially relate to concepts or answer research question.	Student is unable to effectively formulate a search question or query based on information needed. Types of information (sources & mediums) selected do not relate to concepts or answer research question.
<b>Access the Needed Information Effectively and Efficiently</b>	Student is aware of and able to analyze search results and evaluate the appropriateness of multiple relevant sources or mediums of information that directly fulfill the information needed for a particular topic.	Student executes an appropriate search strategy within a reasonable amount of time. Student can solve problems by finding a variety of relevant information resources, and can evaluate search effectiveness.	Student is unfocused and unclear about search strategy. Time is not used effectively or efficiently. Information gathered lacks relevance, quality, and balance.
<b>Evaluate Information and its Sources Critically</b>	Multiple and diverse sources and viewpoints of information are compared and evaluated according to specific criteria appropriate for the topic and medium. Student is able to match criteria to a specific information need, and can articulate how identified sources relate to the context of the topic.	Student examines information using criteria such as authority, credibility, relevance, timeliness, and accuracy, and is able to make judgments about what to keep and what to discard.	Student is unaware or does not apply criteria that might be used to judge information quality. Chooses few information sources. Selects sources that are not relevant to the topic.
<b>Use Information Effectively to Accomplish Specific Purpose</b>	Student is aware of the breadth and depth of research on a topic, is able to reflect on search strategy, and is able to synthesize and integrate information from a variety of sources or mediums. Student draws appropriate conclusions and is able to clearly communicate ideas to others.	Student uses appropriate information to solve a problem, answer a question, write a paper, or for other purposes.	Student communicates information from sources. However, the information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
<b>Understand the Economic, Legal, and Social Issues Surrounding the Use of Information, and Access and Use Information Ethically and Legally</b>	Student understands and recognizes the concept of intellectual property; can defend him/herself if challenged, and can properly incorporate the ideas/published works of others into their own work building upon them. Student can distinguish between common knowledge and ideas requiring attribution and demonstrates full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Student gives credit for works used by quoting and listing references and demonstrates an understanding of the ethical and legal use of proprietary information.	Student is unclear regarding proper citation format, and/or copies and paraphrases the information and ideas of others without giving credit to authors. Student does not know how to distinguish between information that is objective and biased, and does not understand the ethical and legal use of proprietary information.