

INFORMATION LITERACY RUBRIC

Fitchburg State University & Mount Wachusett Community College Quality Collaborative Dyad, 2012-14

	Competent 4	3	Sufficient 2	Deficient 1	NA - Not Assessable
Determine the Extent of Information Needed	Effectively defines the scope of the research question or thesis, and can articulate its relevance to the larger discipline.	Articulates a research question or thesis statement that is appropriately focused in scope.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.).	Has difficulty defining the scope of the research question or thesis.	
	Effectively determines key and related contextual concepts.	Can identify key concepts and related terms and ideas.	Can identify key concepts and synonyms.	Is unable to articulate or misidentifies key concepts from the topic or research question.	
Determine Resources Necessary	Search tools/portals selected are appropriate to and determined by the discipline and directly relate to key concepts. These are chosen to provide evidence and demonstrate depth, currency, comparison or context.	All search tools/portals selected are subject-relevant in type and content and relate to key concepts. These are chosen to provide evidence and demonstrate depth and/or currency.	Most search tools/portals selected are subject-relevant in type and content, and relate to key concepts. These are chosen to provide evidence of support.	Is unable to identify appropriate search tools/portals (catalogs, databases, search engines, archives, etc.) or explores ones that are tangential and/or not effective.	
Access the Needed Information	Accesses information using advanced search strategies and techniques. Refines research question based on information found (recursivity). Identifies and uses cues in found sources to locate related contextual information.	Accesses information using a variety of search strategies. Demonstrates ability to refine and revise a search based on search results. Retrieves information from a variety of sources.	Searches for information using simple search strategies, retrieves information from limited and/or similar sources.	Searches for information without a strategy, retrieves information that lacks relevance and quality.	
Evaluate Information and Its Sources Critically	Systematically and methodically analyzes own and others' assumptions and bias, and carefully evaluates the relevance of contexts when presenting a position.	Questions own and others' assumptions and/or bias and several relevant contexts when presenting a position.	Identifies some assumptions and/or bias in sources. Identifies relevant context when presenting a position.	Shows little to no awareness of assumptions and/or bias (own or others). Can identify some contexts when presenting a position.	
	Identifies and uses a variety of sources based on authority, quality, relevance, and context.	Chooses sources based on authority, quality, currency (if applicable), and relevance.	Can identify why some sources are of higher quality than others (scholarly vs. popular).	Uses information without examining authority, currency, or quality.	
Use Information Effectively to Accomplish a Specific Purpose	Engages with sources actively. Communicates, organizes and synthesizes information from sources with clarity and depth.	Communicates, organizes and synthesizes information from sources. Can articulate connections between sources and relates them to the research question or topic.	Communicates and organizes most information from sources. Can summarize information from sources and relate them to the research question or topic.	Communicates some information from sources. Information is fragmented and/or used inappropriately as related to the research question or topic (misquoted, out of context, etc.)	
	Can integrate the information from all sources in a manner that clearly and effectively supports the argument or research.	Can quote, paraphrase, and summarize content from multiple types of sources.	Can quote, paraphrase, and summarize some content correctly.	Does not quote or paraphrase correctly, and/or misunderstands when each technique is appropriate. Summary may or may not be attempted.	
Citation	In-text and end citations are appropriate and correctly follow a discipline standard. Demonstrates use of citation to connect ideas to a larger context.	In-text and end citations follow a consistent style.	Efforts toward in-text and end citation are present, possibly with some errors or inconsistencies.	Citations are missing, incomplete, or incorrect.	
Access and Use Information Ethically and Legally	Uses information with an articulated reference to others' work and ideas. Demonstrates a comprehensive understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Uses all information in its intended context, and with appropriate attribution throughout. Demonstrates a clear understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Uses some information in its intended context. Demonstrates an awareness of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Uses information out of context. Demonstrates little or no understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	