

## Information Literacy Rubric

**Definition:** The ability to recognize when information is needed, to choose the appropriate tools to locate the required information, and to effectively gather and evaluate the information.

Criteria	Mastering	Achieving	Developing	Beginning	Not Assessed at the Instructor's Discretion
<b>Identify an information need</b>	Demonstrates a sophisticated understanding of what information is needed	Clearly identifies an information need	Identifies an information need, but struggles with articulating it	Develops a general topic and struggles to pinpoint the information need	
<b>Formulate a research plan</b>	Creates an organized research plan, including a topic, keywords, and outline of steps to follow with set deadlines for each step	Develops a research plan that includes a topic, key words, and basic steps to follow	Research plan includes a topic and key words	Research plan only includes the topic to be addressed	
<b>Select and use tools</b>	Selects and uses tools to locate resources; needs no assistance with how to use the appropriate tools	Selects and uses tools to locate resources; requires minimal assistance on how to use appropriate tools	Has limited strategies for selecting and using tools to locate resources; requires repeated assistance with how to use appropriate tools	Has limited strategies for selecting and using tools to locate resources; requires extensive assistance with how to use appropriate tools	
<b>Gather information</b>	Gathers extensive information from a variety of valid and reliable sources including journals, texts, and technology specific to the subject. Clear evidence of search/selection criteria	Gathers information from multiple valid and reliable sources. Evidence of search/selection criteria	Gathers information from sources that are limited to one or two resource types. Some evidence of search/selection criteria	Gathers information from one source; minimal evidence of search/selection criteria	
<b>Evaluate and synthesize information</b>	Considers context, data, assumptions, and evidence; eloquently integrates multiple viewpoints; implications are clearly developed. Advanced evidence of selection based on quality or appropriateness	Considers context, data, assumptions, and evidence; integrates multiple viewpoints; implications are developed. Evidence of selection based on quality or appropriateness	Discerns fact from opinion and begins the rough integration of multiple viewpoints; implications are considered but are not clearly developed. Some evidence of selection based on quality or appropriateness	Little evidence of evaluation and identification of implications. Minimal evidence of selection based on quality or appropriateness	
<b>Use information responsibly and ethically</b>	Presents a comprehensive list of appropriately cited references used in information gathering	Attempts to cite references and sources appropriately	Cites references and sources, but does not use a citation format	Uses information in assignments without identifying sources	

<b>Apply technology, software, and electronic tools to enhance learning</b>	Applies appropriate technologies, software applications, and electronic tools to complete assignments and enhance information sharing with no assistance	Applies appropriate technologies, software applications, and electronic tools to complete assignments and enhance information sharing with minimal assistance	Demonstrates willingness to learn use of technologies, software applications, and electronic tools and requires repeated assistance to complete specific tasks or to use particular features	Demonstrates minimal use of technologies, software applications, and electronic tools and requires extensive assistance to complete specific tasks or to use particular features	
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