### URI Information Literacy (IL) Rubric

<table>
<thead>
<tr>
<th>IL Outcomes</th>
<th>IL Competent</th>
<th>Approaches IL Competency</th>
<th>Beginning IL Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determines the extent of information needed</td>
<td>Defines the scope of the research question, or hypothesis, or thesis effectively.</td>
<td>Defines the scope of the research question, or hypothesis, or thesis partially.</td>
<td>Defines the scope of the research question, or hypothesis, or thesis too broadly or too narrowly.</td>
</tr>
<tr>
<td></td>
<td>Identifies all relevant key concepts or main ideas that determine the extent of the information needed.</td>
<td>Identifies some relevant key concepts or main ideas that determine the extent of the information needed.</td>
<td>Identifies irrelevant key concepts or main ideas or does not identify any that determine the extent of the information needed.</td>
</tr>
<tr>
<td>Accesses the Needed Information</td>
<td>Accesses information using effective, well-designed search strategies and most relevant information sources.</td>
<td>Accesses information using simple search strategies and some relevant information sources.</td>
<td>Accesses information randomly, retrieves information that lacks relevance and quality.</td>
</tr>
</tbody>
</table>
| Critically Evaluates Information and its Sources | *Criteria:*
  - Currency
  - Relevance
  - Authority
  - Accuracy
  - Purpose
| Selects and applies all relevant evaluation criteria of information sources. | Selects and applies some but not all of the relevant evaluation criteria of information sources. | Selects some evaluation criteria of information sources but selection lacks relevancy or specific application to information need. | Selects some evaluation criteria of information sources but selection lacks relevancy or specific application to information need. |
|                                                  | Organizes, communicates, and integrates/synthesizes information from sources to fully achieve a specific purpose, with clarity and depth. | Organizes and communicates information from sources; information is not yet integrated/synthesized. The intended purpose is not fully achieved. | Communicates information from sources; information is unorganized and not integrated/synthesized. Intended purpose is not achieved. |
| Uses Information Effectively to Accomplish a Specific Purpose | Demonstrates understanding of the difference between common knowledge and information requiring attribution most of the time. | Demonstrates an understanding of the difference between common knowledge and information requiring attribution with minor lapses. | Demonstrates a lack of understanding the difference between common knowledge and information requiring attribution. |
| Uses Information Ethically and Legally            | Always includes paraphrases, summaries, and quotes in the text appropriately and accurately without distorting original intent. | Usually includes paraphrases, summaries, and quotes in the text appropriately and accurately without distorting original intent. | Does not include paraphrases, summaries, and quotes in the text appropriately and accurately without distorting original intent. |
| (Understand the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.) | Uses and formats citations and references correctly. | Uses and formats citations and references correctly with minor lapses. | Uses and formats citations and references incorrectly or they are missing. |

*From Evaluating Information – Applying the CRAAP Test, Meriam Library, California State University, Chico - [www.csuchico.edu/lins/handouts/evalsites.html](http://www.csuchico.edu/lins/handouts/evalsites.html)*

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