

B4. Information Literacy General Education Rubric

Definition

The ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsibly use that information.

Framing Language

In a time when information is increasing at a rapid pace, an information literate individual must possess analytical, critical thinking and problem-solving skills, and a spirit of responsible and ethical use of information. This rubric is designed to articulate fundamental criteria for student proficiency of information literacy, with competency levels that illustrate how students may demonstrate progressively more sophisticated levels of attainment. This rubric is recommended for use in evaluating either a collection of unique student work over the course term, or a series of exercises and assignments as part of a longer or more complex project which together fully addresses the Information Literacy Student Learning Outcome in order to fully gauge students' information skills. A collection of work could contain a wide variety of different types of work and might include: research papers, editorials, speeches, grant proposals, marketing or business plans, digital media presentations, posters, literature reviews, position papers, and argument critiques to name a few. A series of exercises and assignments could include, for example, preparatory work such as research strategy plans, research glossaries, and draft annotated bibliographies that culminate in final products of print, multimedia, digital or performance nature. Evidence of a student's research and information gathering processes, such as draft annotated bibliography or research journal/diary could provide further demonstration of a student's information proficiency. The [URI Information Literacy Toolkit](#) provides examples of assessable information literacy exercises and assignments that work well towards developing student information literacy proficiency.

Information Literacy General Education Rubric

For your course to be designated as this outcome, you must select: All five elements.

Elements	Competent	Approaching Competency	Beginning Competency
1. Determines the Extent of Information Needed	Defines the scope of the research question, hypothesis, or thesis effectively; identifies all relevant key concepts or main ideas (search terms) that determine the extent of the information needed.	Defines the scope of the research question, hypothesis, or thesis partially; identifies some relevant key concepts or main ideas (search terms) that determine the extent of the information needed.	Defines the scope of the research question, hypothesis, or thesis too broadly or too narrowly; identifies irrelevant key concepts or main ideas (search terms) or does not identify any that determine the extent of the information needed.
2. Accesses the Needed Information	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
3. Critically Evaluates Information and its Sources	Applies all evaluation criteria to information sources (currency, relevance, authority, accuracy, purpose).	Applies some, but not all, of the evaluation criteria to information sources (currency, relevance, authority, accuracy, purpose).	Applies some evaluation criteria to information sources, but selection is inappropriate or lacks specific application to information needed (currency, relevance, authority, accuracy, purpose).
4. Uses Information Effectively to Accomplish a Specific Purpose	Organizes, communicates, and integrates and/or 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 and/or synthesized. The intended purpose is not fully achieved.	Communicates information from sources; information is unorganized and not integrated and/or synthesized. Intended purpose is not achieved.
5. Uses Information Ethically and Legally	Demonstrates understanding of the difference between common knowledge and information requiring attribution most of the time with appropriately formatted citations and references most of the time.	Demonstrates understanding of the difference between common knowledge and information requiring attribution including appropriately formatted citations and references with only minor lapses.	Demonstrates a lack of understanding of the difference between common knowledge and information requiring attribution, with citations and references that are incorrect or missing.

AI Pilot Element

Please consider piloting this element in your course and sharing your insights with the Office of Innovation in General Education.

Element	Competent	Approaching Competency	Beginning Competency
Critical and Ethical Engagement of AI to Support Information Practices: <i>This element assesses how students critically and ethically evaluate the role of AI tools (such as generative writing assistants, data tools, or search agents) in research, information evaluation, and knowledge creation, including decisions to use, limit, or reject AI assistance.</i>	Critically and ethically evaluates the benefits, limitations, and risks of AI for the task. Appropriately uses AI, limits AI use, or refuses AI use and provides a clear rationale supported by disciplinary, ethical, or informational considerations. Communicates transparently about when and how AI tools were used.	Recognizes some strengths and limitations of AI and can provide a basic rationale for use or non-use. Shows some consideration of ethical use and attribution.	Engages with AI tools in limited or exploratory ways but demonstrates little consideration of AI's role in the task. Cannot explain decisions regarding AI use or non-use but demonstrates openness to engaging with these tools more effectively and ethically.