

URI Information Literacy (IL) Rubric

IL Outcomes	IL Competent	Approaches IL Competency	Beginning IL Competency
Determines the extent of information needed	Defines the scope of the research question, or hypothesis, or thesis effectively.	Defines the scope of the research question, or hypothesis, or thesis partially.	Defines the scope of the research question, or hypothesis, or thesis too broadly or too narrowly.
	Identifies all relevant key concepts or main ideas that determine the extent of the information needed.	Identifies some relevant key concepts or main ideas that determine the extent of the information needed.	Identifies irrelevant key concepts or main ideas or does not identify any that determine the extent of the information needed.
Accesses the Needed Information	Accesses information using effective, well-designed search strategies and most relevant information sources.	Accesses information using simple search strategies and some relevant information sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Critically Evaluates Information and its Sources *Criteria: Currency, Relevance, Authority, Accuracy, Purpose	Selects and applies all relevant evaluation criteria of information sources. <ul style="list-style-type: none"> ○ Currency ○ Relevance ○ Authority ○ Accuracy ○ Purpose 	Selects and applies some but not all of the relevant evaluation criteria of information sources. <ul style="list-style-type: none"> ○ Currency ○ Relevance ○ Authority ○ Accuracy ○ Purpose 	Selects some evaluation criteria of information sources but selection lacks relevancy or specific application to information need. <ul style="list-style-type: none"> ○ Currency ○ Relevance ○ Authority ○ Accuracy ○ Purpose
Uses Information Effectively to Accomplish a Specific Purpose	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 Ethically and Legally (Understand the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.)	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.
	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.
	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

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