Information Literacy General Education Rubric

Introduction

The University of Rhode Island Information Literacy rubric was developed and tested by library and subject faculty, along with staff from the Instructional Development Program and the office of Student Learning, Outcomes Assessment and Accreditation. For more information on the process and pilot testing of the IL rubric read "Measure by Measure: Composing and Rehearsing a Campus-wide IL Rubric "

The rubric articulates fundamental criteria for student proficiency of information literacy, with competency levels that illustrate how students may demonstrate progressively more sophisticated levels of attainment. The rubric is intended for institutional-level use in evaluating and discussing student learning, not for grading.

Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy

Framing Language

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. The URI Information Literacy Toolkit provides examples of assessable information literacy exercises and assignments that work well towards developing student information literacy proficiency.

When evaluating student work, a copy of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work. Although a student's final work must stand on its own, 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 and for some criteria on this rub[ric] [...] material.

Information Literacy

Full coverage: Choose Elements 1A and/or 1B, 2,3,4, 5A and/or 5B. Partial Coverage: Choose any 4 of the 7 Elements.

Elements	IL Competent	Approaches IL Competency	Beginning IL Competency
1.A. Determines the scope of the 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.
1.B. Determines the relevant key concepts	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.
2. 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.
3. 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.
4. 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.
5.A. Uses Information Ethically and Legally - Attribution	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.
5.B. Uses Information Ethically and Legally - Citation	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.