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 Framing language provides paterial.

Framing language provides more guidance on the scope and intent of the outcome, and can be used to interpret the rubric's elements (see grid, below) and develop a sample syllabus.

Definitions of full and partial coverage.

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	Defines the scope of the research	Defines the scope of the research	Defines the scope of the research
scope of the	question, or hypothesis, or thesis	question, or hypothesis, or thesis	question, or hypothesis, or thesis too
information needed	effectively.	partially.	broadly or too narrowly.
1.B. Determines the	Identifies all relevant key concepts or	Identifies some relevant key concepts or	Identifies irrelevant key concepts or main
relevant key	main ideas that determine the extent of	main ideas that determine the extent of	ideas or does not identify any that
concepts	the information needed.	the information needed.	determine the extent of the information
2. 4 +h -	A second information using offertive	A second information value simple course	needed.
2. Accesses the Needed Information	Accesses information using effective,	Accesses information using simple search	Accesses information randomly, retrieves information that lacks relevance and
Needed information	well-designed search strategies and most relevant information sources.	strategies and some relevant information sources.	quality.
	Televant information sources.	Sources.	quanty.
3. Critically Evaluates	Selects and applies all relevant evaluation	Selects and applies some but not all of the	Selects some evaluation criteria of
Information and its	criteria of information sources.	relevant evaluation criteria of information	information sources but selection lacks
Sources		sources.	relevancy or specific application to
*Criteria:			information need.
Currency, Relevance,			
Authority, Accuracy,			
Purpose			
4. Uses Information	Organizes, communicates, and	Organizes and communicates information	Communicates information from sources;
Effectively to	integrates/synthesizes information from	from sources; information is not yet	information is unorganized and not
Accomplish a Specific	sources to fully achieve a specific	integrated/synthesized. The intended	integrated/synthesized. Intended purpose
Purpose	purpose, with clarity and depth.	purpose is not fully achieved.	is not achieved.
5.A. Uses	Demonstrates understanding of the	Demonstrates an understanding of the	Demonstrates a lack of understanding the
Information Ethically	difference between common knowledge	difference between common knowledge	difference between common knowledge
and Legally -	and information requiring attribution	and information requiring attribution with	and information requiring attribution.
Attribution	most of the time.	minor lapses.	Hara and famous to attack and and a f
5.B. Uses	Uses and formats citations and references	Uses and formats citations and references	Uses and formats citations and references
Information Ethically	correctly.	correctly with minor lapses.	incorrectly or they are missing.
and Legally - Citation			
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Elements: select a subset according to the definitions of full and partial for your syllabus.

ation - Applying the CRAAP Test, Meriam Library, Califo Criteria used in

ty of Rhode Island University Libraries, and the Office of collecting undation grant, 2010: "Evidence to Initiative: Improving assessments data

Criteria used in collecting assessments data activity during teaching and analyzing it after a course is taught.

ww.csuchico.edu/lins/handouts/evalsites.html

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