Assessment Rubric for Information Literacy Skills

Intended Outcome: The student will demonstrate the ability to identify, locate, understand, evaluate, and use information

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| **Criteria** | **4**  **Exemplary** | **3**  **Satisfactory** | **2**  **Beginning** | **1** Insufficient |
| Identifies and Determines Extent of Information Needed | Identifies focused, clear, and complete research question; many key concepts; and clear idea of extent and depth of information needed. | Identifies a clear and complete research question, a sufficient number of key concepts; and acceptable idea of extent and depth of information needed. | Identifies an unfocused, unclear, or partial research question; some key concepts; and incomplete idea of extent and depth of information needed. | Fails to identify a research question, key concepts, or idea of extent and depth of information needed. |
| Accesses Needed Information using Effective and Efficient Search Strategies | Retrieves a variety of relevant sources of information that directly fulfill the information need using appropriate search tools and methods. | Retrieves a sufficient number of relevant sources of information that fulfill the information need using appropriate search tools and methods. | Retrieves sources that generally lack relevance, quality, and balance. Primarily uses inappropriate search methods and tools. | Fails to retrieve relevant sources of information to fulfill the information need. Ignores appropriate search tools and methods. |
| Critically Evaluates Information & its Sources | Critically evaluates and analyzes information and its many and diverse sources. Evaluation is consistent and thoughtful. | Evaluates and analyzes information from a sufficient number of sources. Evaluation is sufficient. | Mostly ignores or superficially evaluates information from some questionable sources. | Fails to evaluate information from a limited number of questionable sources. |
| Effectively Uses Information to Accomplish a Specific Purpose | Demonstrates understanding of breadth and depth of research. Synthesizes and integrates information from a variety of sources. Draws meaningful conclusions. Clearly communicates ideas. | Uses appropriate information to accomplish purpose. Draws relevant conclusions. Synthesizes information from a sufficient number of sources. Effectively communicates ideas. | Uses incomplete information and only partially accomplishes intended purpose. Draws incomplete conclusions. Inconsistently communicates ideas. | Does not use relevant information. Fails to accomplish intended purpose. Does not draw conclusions. Fails to effectively communicate ideas. |
| Ethically & Legally Accesses and Uses Information | Consistently, thoughtfully, and accurately builds on and incorporates the ideas of others into assignment. Consistently and correctly cites sources. | Accurately builds on and incorporates the ideas of others into assignment. Correctly cites sources. | Inconsistently incorporates the ideas of others into work. Incomplete citations. | Does not properly incorporate the ideas of others into assignment. Does not cite sources or copies sources without crediting authors. |

**Suggested Assignments:**

An appropriate assignment would allow students to demonstrate information literacy skills by asking them to do the following:

1. Determine the nature and extent of the information needed.
2. Effectively and efficiently access needed information.
3. Critically evaluate information and its sources.
4. Effectively use information to accomplish a specific purpose.
5. Ethically and legally access and use information.

Assignments *best suited* for evaluation require students to identify, locate, understand, evaluate, and use information. The ideal assignment provides an opportunity for the student to articulate a problem to be solved through information literacy skills.

**Sample Assignments:**

1. Annotated Bibliography
2. Scavenger Hunt
3. Research Journal
4. Literature Review
5. Essay
6. Research Paper

**JVC**