

Information Literacy Rubrics Resources

Helpful Books (see Dale if you would like to borrow)

Linda Suskie's *Assessing Student Learning*, pg. 128.

Elizabeth Avery's *Assessing Student Learning Outcomes for Information Literacy Instruction in Academic Institutions*.

Websites about information literacy rubrics

<http://www.rcampus.com/indexrubric.cfm?>

<http://rubistar.4teachers.org/index.php?ts=1132764702>

<http://www.njcu.edu/Guarini/Instructions/Info%20Lit%20Rubric%20w%20p.%20nos.-1.doc>

<http://www.aacu.org/value/rubrics/pdf/InformationLiteracy.pdf>

Annotated Bibliography Rubrics

http://library.csusm.edu/course_guides/gel/GELsonntag/rubric.html

<http://www.schoollibrarymonthly.com/curriculum/pdf/BibliographyRubric.pdf>

http://www.gordonstate.edu/Faculty/wvenus/rubrics/Annotated_Bibliography_Rubric2.pdf

**Middle States Commission on Higher Education
Information Literacy Rubric Sample**

Information Literacy Components	Learning Goals (Quality Criteria) According to Academic Levels		
	Freshman/Sophomore Student	Junior/Senior Student	Graduate Student
Framing the Research Question	Recognizes the need to find information to fill the gaps in his/her knowledge; begins to understand the value of finding information to support own ideas and opinions.	Recognizes the value of using information to strengthen own arguments; articulates focused research questions.	Articulates a focused research question; reevaluates it for clarity or precision; refines the question; considers the costs and benefits of completing a particular research project in light of available financial resources.
Accessing Sources	Understands that there are differences among information sources; can search several kinds of sources to retrieve information.	Identifies the most appropriate sources to answer the question; develops effective search strategies that may be unique to each source.	Understands how information is produced and disseminated; develops and implements a search strategy appropriate to the discipline.
Evaluating Sources	Reviews information retrieved to assess the reliability of each source; considers whether or not the amount of information is sufficient to address the issue.	Reviews information retrieved to assess the reliability of each source; determines ways of modifying search strategies to ensure information is sufficient to address the issue at a level appropriate for a junior/senior.	Reviews information retrieved to assess the reliability of each source; modifies search strategies to ensure that the information retrieved is as comprehensive as possible.
Evaluating Content (including: the learner achieves understanding, then incorporates selected information into his/her knowledge base and value system)	Examines and compares information from various sources; determines the probable accuracy and reliability of the content; identifies an author's thesis and the basic structure of the information; avoids immediate agreement or disagreement with the information	Analyzes information and evaluates point of view; considers contradictory information; recognizes prejudice, deception, or manipulation; compares new information with prior knowledge; draws conclusions based on the information retrieved; develops a critical response to the information	Understands the value of the information within a discipline or profession, its contradictions, the author's research methodology, and other unique characteristics; selects information that provides the evidence needed at a professional level; skillfully integrates new information with prior knowledge

<p>Using Information for a Specific Purpose</p>	<p>Organizes content to support the purposes of the student's product; develops topic in essay or other format; communicates cogently; can prepare an annotated bibliography; and uses the designated editorial style appropriately</p>	<p>Effectively organizes content in support of the purposes of a product, using multiple sources; chooses a communication medium that best supports the purposes of the assignment; and uses an editorial style appropriate to the specific discipline involved</p>	<p>Expertly organizes content in support of the student's product or performance; produces new knowledge in the discipline or develops new strategies as a practitioner; and considers the value of further research using alternative methods or strategies</p>
<p>Understanding Issues Affecting the Use of Information (including observing laws, regulations, and institutional policies)</p>	<p>Understands what plagiarism is and does not plagiarize; uses appropriate documentation style for citing sources</p>	<p>Observes copyright laws; understands issues of privacy, information security, censorship, and freedom of speech</p>	<p>Understands issues of intellectual property, copyright, the fair use of copyrighted material, human subject research, and other emerging or reemerging ethical issues.</p>

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Information Literacy Rubric Student Self-Report

[Note: this is a very crude self-reporting tool thrown together in a matter of minutes. You should attempt to come up with a better way of assessing information literacy for your specific assignment/course.]

Information Literacy Components	Question	Student's Response	Teacher's Rating
Framing the Research Question	<ul style="list-style-type: none"> • Besides needing to fulfill the requirements of this assignment, what need did you have going into this project? What was lacking in your knowledge base that motivated your search for additional information? 		
Accessing Sources	<ul style="list-style-type: none"> • What different types of sources did you access during your research (books, journals, magazines, newspapers, internet sites, web-based articles, etc.). Include even sources that you didn't find helpful or referenced. • What type of sources did you find most helpful? 		
Evaluating Sources	<ul style="list-style-type: none"> • Did you consider the reliability of the sources found? What criteria did you use to assess reliability? • Were you able to find sufficient information for your project? 		

Information Literacy Components	Question	Student's Response	Teacher's Rating
<p>Evaluating Content (including: the learner achieves understanding, then incorporates selected information into his/her knowledge base and value system)</p>	<ul style="list-style-type: none"> • Did you consider the reliability of the content of each source? • How did you weigh the pros and cons of the validity and reliability of the information? 		
<p>Using Information for a Specific Purpose</p>	<ul style="list-style-type: none"> • Describe how you organized the findings from your various sources. • Did you double-check to make sure you properly used MLA style throughout your paper? 		
<p>Understanding Issues Affecting the Use of Information (including observing laws, regulations, and institutional policies)</p>	<ul style="list-style-type: none"> • What steps did you take to be sure to avoid plagiarism? • Are you confident that you have correctly cited all sources, documented them according to MLA style, and have an accurate Works Cited page? 		

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