



# Information Literacy

## 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

Students who demonstrate information literacy are able to develop a research question, and they can find, evaluate and ethically use the information they find to satisfy their research question.

## RUBRICS

Select one or more of these rubrics to assess the dimensions of information literacy. **Add the rubric to the assignment, test, or discussion that best captures students' ability to demonstrate the specific dimension. Please use each rubric no more than once per course.**

### Vocabulary:

"Type of information" -- This refers to the category in which a source of information belongs. It is usually related to the process used to create the source. Types of sources include: encyclopedias, newspaper reportage, editorials, peer reviewed journal articles, social media posts, etc.

"Work product" -- Any work produced by the student that is being used for this assessment. This can include an essay, a speech outline, an annotated bibliography, an article analysis, an information playlist, a slide presentation, etc.

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Generating a research question	Research question is clearly defined and is the appropriate scope for the assignment (i.e., it is not too broad or too narrow).	Research question is either too broad or too narrow for the assignment.	Research question is either not clear or is not something that can be answered with research (e.g., is it better to be a woman or a man?).	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Finding information	Collects appropriate types of information and an appropriate amount of information to satisfy the assignment requirements.	Collects information sources but some of the information is not the correct type and/or too little information is collected to satisfy the assignment	The type of information collected is not appropriate for the assignment.	

		requirements.		
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Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Evaluating information	Selects relevant sources that strengthen the credibility and/or authority of their own work product because the sources are of such high quality according to the standards of the assignment/discipline.	Selects relevant sources that do not strengthen the credibility and/or authority of their own work product because the sources are of poor quality according to the standards of the assignment/discipline.	Selects sources that are not relevant to the research question and/or are of such poor quality according to the standards of the assignment/discipline that they weaken the credibility and/or authority of their own work product.	

Dimension	Meets outcome (5)	Outcome nearly met (3)	Outcome not met (1)	No Submission (0)
Following academic standards for ethical information-use	Uses sources without plagiarizing them. This includes accurately citing the sources in the text and in the full citations at the end of the work product.	Uses sources without plagiarizing them. Citations are included in the text and at the end of the work product, but significant errors in the citations make it difficult to confirm that all of the sources used were cited accurately and consistently.	Citations in the text and/or at the end of the work product are so inconsistent that it is not clear that the student accurately cited all of the sources they used. This inconsistency might have resulted in unintentional plagiarism.	This category also includes deliberate, extensive plagiarism throughout the work product.