Information Literacy Rubric
Evaluation Criteria

Outcomes	Advanced 4	Proficient 3	Basic 2	Minimal 1	Not Evident/Deficient 0
1. Defines Research Question / Thesis	·Defines and justifies the research question/ thesis in a way that fits the scope of the assignment, using unambiguous language appropriate to the context	·Defines the research question/thesis in a way that fits the scope of the assignment	·Defines the research question/thesis, but the scope is too broad or too narrow	·Defines the research topic, but not a clear research question/thesis	·Does not define research question/thesis or topic
2. Identifies relevant information sources	·Utilizes discipline appropriate information sources that are timely, relevant to the research need/assignment, and of suitable complexity for the student's level of expertise	·Utilizes discipline appropriate information sources, however the sources may not be timely, relevant to the research need/ assignment, and/or of suitable complexity for the student's level of expertise	·Utilizes information sources that are somewhat applicable to the discipline, but may not be timely, relevant to the research need/assignment, and/or of suitable complexity for the student's level of expertise	·Does not utilize discipline appropriate information sources. The sources included in the paper are not relevant to the research topic, timely, and/or appropriate for the student's level of expertise	·Does not utilize outside information sources
3. Uses Information Effectively to Accomplish a Specific Purpose	·Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose, displaying clarity, depth and insight	·Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved	·Communicates and organizes information from sources. The information is not yet synthesized—not meaningfully connected to the student's ideas--so the intended purpose is not fully achieved	·The information is limited, fragmented, inappropriate to the student's task, and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved	·No evidence of a link between the information used and the purpose of the artifact
4. Evaluates the content for credibility and applicability	·A superior, discipline specific analysis of resources ·Provides an articulate assessment of the quality, accuracy, credibility and/or relevance of source materials ·Discusses soundness of arguments and reveals instances of bias and manipulation	·An appropriate analysis of the majority of resources ·Demonstrates the ability to assess the quality, accuracy, credibility and/or relevance of sources materials ·Includes some discussion of source logic and bias	·An evaluation of the quality and soundness of some sources is present ·Analysis lacks depth and focus	·Appropriate sources are present but are cited without comment or evaluation	·Use of irrelevant sources and no evidence of critical evaluation in artifact
5. Legally and ethically uses information *Information use strategies:* • *uses citations and references* • *paraphrases, summarizes, and quotes correctly* • *uses information in context* • *identifies ideas requiring attribution*	Correctly uses all of the information use strategies, and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	Correctly uses three of the information use strategies, and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	Correctly uses two of the information use strategies, and demonstrates an understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	Correctly uses one of the information use strategies, and demonstrates a lack of understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information	Correctly uses none of the information use strategies