Information Literacy

Definition: The ability to locate, evaluate, retrieve, organize, create, and disseminate information.

OBJECTIVES	EXCELLENT 4	PROFICIENT 3	DEVELOPING 2	BEGINNING 1	NOT EVIDENT 0
Determines the extent of information needed.	The scope of the topic is clearly defined with depth of discovery. Key concepts are effectively supported by a variety of scholarly and/or credible sources.	The scope of the topic is defined but may lack clarity or depth of discovery. Key concepts are effectively supported by some scholarly and/or credible sources.	The scope of the topic is incomplete (parts are missing, too broad or too narrow, etc.). Support for key concepts comes from a few scholarly and/or credible sources.	The scope of the topic is difficult to determine. Support for key concepts comes from sources that are not scholarly and/or credible.	The scope of the topic is not defined. Key concepts are not supported by sources
Integrate relevant information from appropriate sources	Relevant information from the most appropriate sources is communicated, organized, and synthesized to fully achieve a specific purpose, with clarity and depth.	Relevant information from some appropriate sources is communicated, organized, and synthesized. Intended purpose is achieved.	Partially relevant information from limited and/or similar sources is communicated and organized. The information is not yet synthesized, so the intended purpose is not fully achieved.	Irrelevant and/or poor quality source information is communicated. The information is fragmented and/or used inappropriately, so the intended purpose is not achieved.	Source information is not communicated
Use information legally and ethically in appropriate disciplines	All information (ex. Paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Information is used in ways that are true to original context; there is a distinction between common knowledge and ideas requiring attribution.	Most information (ex. Paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Information is used in ways that are true to the original context; there is a distinction between common knowledge and ideas requiring attribution.	Some information (ex. Paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Most information is used in ways that are true to the original context; there is a distinction between common knowledge and ideas requiring attribution.	Very little information (ex. Paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Information is not used in ways that are true to the original context; there is not a distinction between common knowledge and ideas requiring attribution.	Information (ex. Paraphrase, direct quote, indirect quote, block quote, etc.) is not cited or formatted correctly. Information is not used in ways that are true to the original context; there is not a distinction between common knowledge and ideas requiring attribution.
Cite sources legally and ethically	All sources are correctly cited and formatted in works cited entries using consistent citation style (APA, MLA, Chicago, etc.).	Most sources are correctly cited and formatted in works cited entries using consistent citation style (APA, MLA, Chicago, etc.).	Some sources are correctly cited and formatted in works cited entries using consistent citation style (APA, MLA, Chicago, etc.).	Very few sources are correctly cited and formatted in works cited entries using consistent citation style (APA, MLA, Chicago, etc.).	No sources are correctly cited or formatted in works cited entries. The work has no works cited entry.

Adapted from Association of American Colleges and Universities (AACU) VALUE Rubrics

English Department, Updated Spring 2015