

APPENDIX B: INFORMATION LITERACY SCORING RUBRIC

| COMPETENCY | ASSESSMENT CRITERIA | | | | |
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| | Novice | Developing | Proficient | Accomplished | Not Applicable |
| Extent of Information | | | | | |
| 1. Defines and articulates the need for information | <input type="checkbox"/> Cannot develop a thesis statement | <input type="checkbox"/> Develops a clear thesis statement, formulates a question based on information needed | <input type="checkbox"/> Defines or modifies information to achieve a manageable focus and can identify key concepts and terms | <input type="checkbox"/> Combines existing information and original thought, experimentation and/or analysis to produce new information | <input type="checkbox"/> |
| 2. Identifies a variety of types and formats of potential sources | <input type="checkbox"/> Does not recognize that knowledge is organized into disciplines and cannot locate information beyond local and print resources | <input type="checkbox"/> Recognizes that knowledge is organized into disciplines and identifies the value differences of potential resources | <input type="checkbox"/> Identifies the purpose and audience of potential resources, reevaluates the nature and extent of information needed and differentiates between primary and secondary sources | <input type="checkbox"/> Recognizes the use and importance of primary and secondary sources and realizes that information may need to be constructed with raw data from primary sources <input type="checkbox"/> Knows how information is formally and informally produced, organized and disseminated | <input type="checkbox"/> |
| Competencies | Novice | Developing | Proficient | Accomplished | Not Applicable |
| Access to Information | | | | | |
| 1. Selects the most appropriate investigative methods of information retrieval systems | <input type="checkbox"/> Cannot select appropriate investigative | <input type="checkbox"/> Identifies appropriate methods and investigates the | <input type="checkbox"/> Investigates the scope, content and organization of | <input type="checkbox"/> Selects efficient and effective approaches from the | <input type="checkbox"/> |

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| | methods for information retrieval | benefits and applicability | information retrieval systems | investigative method or information retrieval system | |
| 2. Constructs and implements effectively designed search strategies | <input type="checkbox"/> Cannot construct or implement search strategies | <input type="checkbox"/> Identifies key words, synonyms and related terms | <input type="checkbox"/> Constructs a search strategy appropriate to the information retrieval system | <input type="checkbox"/> Selects discipline-specific search vocabulary and develops an appropriate research plan | <input type="checkbox"/> |
| 3. Retrieves information using a variety of methods | <input type="checkbox"/> Cannot retrieve information effectively from any source | <input type="checkbox"/> Uses various search systems in a variety of formats | <input type="checkbox"/> Uses various classification schemes and other systems to locate information resources and identifies specific sites for exploration | <input type="checkbox"/> Uses specialized services (on-site or on-line) as well as surveys, letters, interviews and other forms of inquiry to retrieve primary information | <input type="checkbox"/> |
| 4. Refines the search strategy | <input type="checkbox"/> Cannot assess the quantity, quality and relevance of search results | <input type="checkbox"/> Revises and repeat searches effectively | <input type="checkbox"/> Identifies gaps in retrieved information and determine if search strategy should be revised | <input type="checkbox"/> Assesses quantity, quality and relevant search results to determine whether alternative information retrieval systems or investigative method should be used | <input type="checkbox"/> |
| Competencies | Novice | Developing | Proficient | Accomplished | Not Applicable |
| 5. Extracts, records and manages the information and its sources | <input type="checkbox"/> Cannot select appropriate information technologies to gather information | <input type="checkbox"/> Selects appropriate sources and can create a system for organizing the information | <input type="checkbox"/> Differentiates between types of sources and understands the elements and syntax of citations | <input type="checkbox"/> Uses various technologies to manage information and can record all pertinent citation information for a | <input type="checkbox"/> |

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| | | | | wide range of resources | |
| Evaluation of Information | | | | | |
| 1. Summarizes main ideas | <input type="checkbox"/> Cannot select main ideas from text information gathered | <input type="checkbox"/> Selects data accurately | <input type="checkbox"/> Identifies verbatim material and appropriately quotes it | <input type="checkbox"/> Summarizes main ideas from information sources and can restate textual concepts in own words | <input type="checkbox"/> |
| 2. Articulates and applies initial criteria for information and its sources | <input type="checkbox"/> Cannot evaluate information | <input type="checkbox"/> Examines and compares information from various sources to evaluate reliability, validity and timeliness, authority and point of view or bias | <input type="checkbox"/> Analyzes the structure and logic supporting arguments or methods <input type="checkbox"/> Recognizes prejudice, deception or manipulation | <input type="checkbox"/> Recognizes the cultural, physical or other contexts within which the information was created and understands the impact of context on information | <input type="checkbox"/> |
| 3. Synthesizes main ideas to construct new concepts | <input type="checkbox"/> Cannot synthesize main ideas | <input type="checkbox"/> Uses computer and other technologies for studying the interaction of ideas and other phenomena | <input type="checkbox"/> Recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence | <input type="checkbox"/> Extends initial synthesis to construct new hypotheses that may require additional information | <input type="checkbox"/> |
| Competencies | Novice | Developing | Proficient | Accomplished | Not Applicable |
| 4. Compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of information | <input type="checkbox"/> Cannot determine whether information satisfies the information need | <input type="checkbox"/> Tests theories with discipline-appropriate techniques | <input type="checkbox"/> Uses consciously selected criteria to evaluate information from other sources and draws conclusions based | <input type="checkbox"/> Integrates new information with previous knowledge, can select information that provides evidence | <input type="checkbox"/> |

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| | | | upon information gathered | <input type="checkbox"/> for the topic Determines probable accuracy by questioning the source, the limitations of gathering information and the reasonableness of the conclusions | |
| 5. Determines whether new knowledge has an impact on the individual's value system and takes steps to reconcile differences | <input type="checkbox"/> Cannot determine whether new knowledge has an impact on one's value system | <input type="checkbox"/> Investigates differing viewpoints | <input type="checkbox"/> Investigates differing viewpoints to determine whether to reject viewpoints encountered | <input type="checkbox"/> Determines whether to incorporate viewpoints encountered into one's own value system | <input type="checkbox"/> |
| 6. Validates understanding and interpretation of information through discourse with others, including experts and/or practitioners | <input type="checkbox"/> Cannot effectively participate in discussions | <input type="checkbox"/> Participates effectively in classroom and other discussions | <input type="checkbox"/> Effectively uses class-sponsored electronic communications forums | <input type="checkbox"/> Seeks appropriate expert opinions through a variety of mechanisms | <input type="checkbox"/> |
| 7. Determines whether the initial query should be revised | <input type="checkbox"/> Cannot determine if information needs have been satisfied | <input type="checkbox"/> Determines if original information need has been satisfied or if added information is needed | <input type="checkbox"/> Reviews search strategy and incorporates additional concepts as necessary | <input type="checkbox"/> Reviews information retrieval sources and search strategies used to revise initial queries | <input type="checkbox"/> |
| Competencies | Novice | Developing | Proficient | Accomplished | Not Applicable |
| Use of Information | | | | | |
| 1. Applies new and prior information to the planning and creation of a particular product or | <input type="checkbox"/> Cannot organize content in a meaningful way | <input type="checkbox"/> Manipulates digital text, images and data from original | <input type="checkbox"/> Organizes content in support of purposes and format and | <input type="checkbox"/> Integrates new and prior information, including quotations | <input type="checkbox"/> |

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| performance | | locations to format a new context | articulates knowledge and skills from prior experiences | and paraphrasing, in a manner that supports the product or performance | |
| 2. Revises the development process for the product or performance | <input type="checkbox"/> Cannot effectively revise work | <input type="checkbox"/> Maintains a journal or log of activities | <input type="checkbox"/> Maintains a log that includes an evaluation of information relevant to the data found | <input type="checkbox"/> Reflects on past successes, failures and develops alternative strategies in searching, evaluating, and communicating | <input type="checkbox"/> |
| 3. Communicates the product or performance effectively | <input type="checkbox"/> Cannot communicate effectively | <input type="checkbox"/> Uses a limited range of information technology | <input type="checkbox"/> Uses a range of information technology <input type="checkbox"/> Chooses communication medium/format that best supports the purposes of the product or performance and the intended audience | <input type="checkbox"/> Incorporates principles of design and communication and communicates clearly to the intended audience | <input type="checkbox"/> |
| Competencies | Novice | Developing | Proficient | Accomplished | Not Applicable |
| Ethical and Legal Issues | | | | | |
| 1. Understands ethical, legal and socio-economic issues surrounding information and | <input type="checkbox"/> Does not understand the ethical/legal/ socio- | <input type="checkbox"/> Identifies and discusses issues related to free vs. | <input type="checkbox"/> Identifies and discusses issues of privacy, security, | <input type="checkbox"/> Demonstrates an understanding of intellectual property, | <input type="checkbox"/> |

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| information technology | economic issues surrounding information and information technology | fee-based access in print and electronic environments | copyright and freedom of speech | copyright and fair-use of copyrighted material | |
| 2. Follows copyright and other laws, regulations, institutional policies, and etiquette related to the access and use of information resources | <input type="checkbox"/> Does not follow appropriate laws, policies and “netiquette” | <input type="checkbox"/> Uses appropriate passwords, ID, and “netiquette” in the collection of information <input type="checkbox"/> Understands what plagiarism is and does not plagiarize | <input type="checkbox"/> Complies with institutional policies on information resources and preserves the integrity of information sources, equipment, systems and facilities | <input type="checkbox"/> Obtains, stores and disseminates text, data, images, and sounds within legal guidelines <input type="checkbox"/> Understands relevant institutional policies including those on human subject research | <input type="checkbox"/> |
| 3. Acknowledges the use of information sources | <input type="checkbox"/> Does not acknowledge sources | <input type="checkbox"/> Inappropriately acknowledges sources | <input type="checkbox"/> Usually acknowledges sources in an appropriate style | <input type="checkbox"/> Consistently cites sources in an appropriate style and posts permission granted notices for copyrighted material, where applicable | <input type="checkbox"/> |
| Self-Assessment | | | | | |
| 1. Self-regulates and sets goals | <input type="checkbox"/> Identifies major weaknesses and strengths | <input type="checkbox"/> Synthesizes feedback from instructor and students | <input type="checkbox"/> Synthesizes feedback and integrates with self-analysis | <input type="checkbox"/> Utilizes self-assessment and feedback to determine means of modifying performance | <input type="checkbox"/> |

The Association of College and Research Libraries (2000). *Information Literacy Competency Standards for Higher Education*. Chicago, IL: ACRL. Rubric developed by G. Bulaong, Library Director; Dr. H. Hoch, Chair, Biology; Prof. R. Matthews, Business Administration; New Jersey City University. 3/4/03.