Information Literacy Rubric Version 4.1 (Summerville, Urness, Schaefer & Stone revisions)

Performance Area	Rating = 4 "Proficient"	Rating = 3 "Competent"	Rating = 2 "Developing"	Rating = 1 "Beginning"	Score
Location/Scope of Information --Has the student independently identified the extent of information needed for a project? --Has the student included multiple sources of information and /or provided evidence of having employed a search strategy?	Student develops a thorough bibliography with multiple and diverse sources of information. Search strategy is evident.	Student develops a bibliography with several sources of information but shows little attempt to diversify sources.	Student develops an incomplete bibliography that contains major errors indicative of no coherent search strategy	Student develops a bibliography using only web-based or popular media sources. No evidence that a formal search strategy was used.	
Evaluate Information --Has the student demonstrated an effort to assess the relevance of retrieved information? --Has the student included an evaluation of potential bias in the information being used to construct arguments?	Sources explore multiple contexts for how information is crafted and student discusses the limits of current information	Sources are all relevant to the topic and represent a wide range of viewpoints	Sources are mostly relevant to the topic of the project but represent only a narrow range of viewpoints	Sources used are not relevant or are ancillary to the topic of the project	
Analyze Information --Has the student demonstrated proficiency with the appropriate tools necessary to understand how information sources are related? --Has the student used appropriate analysis framework to integrate information into an argument?	Effectively analyzes information from multiple sources into a project that represents new or novel information	Student attempts to perform some analysis of information but the approach is not entirely appropriate for the project	Student makes reference to the analysis used by others without performing original analysis	Project lacks fluency or student work is segmented in such a way that arguments are unstructured	
Interpret Information --Has the student used information and the analysis of it to offer a unique narrative? --Does the student understand how to effectively communicate and interpret information for an audience?	Student organizes, synthesizes, and articulates information in a way that is accessible to intended audience	Student develops unique thoughts but communicates the new information in an oblique manner	Student develops some unique thoughts but generates some flawed interpretations	Student largely recapitulates arguments of others without an original synthesis	
Ethics of Information --Does the student display an awareness and understanding of the ethical and legal guidelines for appropriate use of information?	Proper use of paraphrasing/ citations / footnotes / bibliography	Citations / bibliography are complete but inconsistent stylistically; paraphrased material is not properly cited	Some (but not all) source material is cited; paraphrased material isn't properly cited or re-stated	No or very few citations; incomplete bibliography; material is quoted without proper attribution	