

## Using the Information Literacy Rubric

Information Literacy at the Associates Level identifies, categorizes, evaluates and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences.

### **Waubonsee's Outcome: Use technology to ethically research, evaluate or create information.**

Our rubric is recommended for use with research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few.

Assessment can provide valuable insight into your students' information literacy skills, from their ability to find sources to their understanding of peer review, and into your own teaching. By assessing your students' information literacy skills, you can ensure that they have the skills and knowledge they need to successfully complete research assignments.

**To assess a College Learning Outcome in your course, select two applicable criteria to assess information literacy in your course. You can modify the rubrics to be discipline/program specific.**

<b>Determine the Extent of Information Needed</b> This is the student's ability to define the scope of the research question. In their research, key concepts and sources are selected that directly answer the research question. Here, students demonstrate the ability to recognize when information is needed.
<b>Access the Needed Information</b> This is the student's ability to develop effective search strategies using basic keywords; identifies and searches the most appropriate sources; differentiates between and uses primary and secondary sources.
<b>Evaluate Information and its Sources Critically</b> This is the student's ability to examine and compare information from a variety of sources to evaluate reliability, validity, timeliness, authority, and point of view bias; also included is analyzes differing viewpoints; considers contradictory information, recognizes prejudice, deception or manipulation; reviews search strategy and incorporates additional concepts as necessary.
<b>Use Information Effectively to Accomplish a Purpose</b> This is the student's ability to organize content in support of purposes and format the assignment using multiple sources; reviews and strengthens thesis statement or research question; incorporates new and prior information; includes quotations and paraphrasing that support purposes of the assignment; communicates ideas cogently.
<b>Use Information Ethically and Legally</b> This is the student's ability to understand issues concerning plagiarism; consistently observes copyright laws; uses more paraphrasing than quotes; consistently uses appropriate documentation style for citing sources with no errors.

**You are welcome to modify the CLO rubric:** The AAC&U VALUE rubrics were designed to be modified to increase faculty and student understanding of the criteria so that the resulting assessments will accurately reflect the learning and assessment activity. A Critical Thinking Discipline and Program Modified Rubric is available for use on the College Learning Outcomes web page in the Critical Thinking section. Criteria on the modified rubric were created by faculty at Salt Lake City Community College and are an option for you to use. We would like to build more modified rubrics for our other CLOs. If you would like to customize one of the CLO rubrics and need some assistance, reach out to [kgorski@waubonsee.edu](mailto:kgorski@waubonsee.edu).

## Resources:

### [Information Literacy Toolkit](#)

## References

Association of American Colleges and Universities (AAC&U). (2009). *Information literacy VALUE rubric*. Retrieved from: <https://www.aacu.org/value/rubrics/information-literacy>

McKendree College (n.d) *Information literacy rubric*. Retrieved from: [https://ira.virginia.edu/sites/ias.virginia.edu/files/gened\\_infolit.pdf](https://ira.virginia.edu/sites/ias.virginia.edu/files/gened_infolit.pdf)

The Lumina Foundation (n.d) *The degree qualifying profile*. Retrieved from: <http://degreeprofile.org/read-the-dqp/dqp-cover/>