



Information Literacy Rubric

Ability to know when there is a need for information, especially as it pertains to academic sources. and be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

	Proficient/Excellent A	Very Good B	Average/Fair C	Poor D/F
Scope & Relevance of Information	Effectively defines the scope of the research question or thesis. Determines and effectively uses types of information (sources) that are directly relevant to key concepts or answer the research question in a unique and engaging manner.	Defines the scope of the research question or thesis completely. Determines and uses types of information (sources) related to key concepts.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Types of information (sources) selected only partially relate to key concepts.	Difficulty defining the scope of the research question or thesis. Determining types of information (sources) selected do not relate to key concepts.
Research	Accesses and cites sources from a wide variety of locations (academic databases, library catalogs, open web, etc.) using effective, well-designed search strategies and appropriate sources	Accesses and cites sources appropriately using a variety of locations (academic databases, library catalogs, open web) and knowledgeable search strategies that produce some relevant information	Accesses information using limited locations (usually the open web only) and simple search strategies which retrieve information from limited and similar sources	Accesses information randomly and retrieves information that lacks relevance and quality
Critical Evaluation (C.R.A.A.P. test)	Evaluates a wide variety of source types using multiple criteria (including currency, relevance, authority, accuracy, & purpose). Sources are of excellent quality & credibility demonstrating depth of evaluation.	Evaluates a variety of source types using multiple criteria (including currency, relevance, authority, accuracy, & purpose). Sources are of good quality & credibility for the subject of research.	Evaluates a limited collection of sources using some but not all criteria (currency, relevance, authority or purpose). Sources are of average quality & sometimes questionable credibility.	Selects a few sources using very limited or no evaluation resulting in sources that are of poor quality and lack credibility.
Synthesis of Information	Incorporates a wide variety of sources seamlessly and perceptively infers relationships among them. Integrates sources using signal phrases, summary,	Incorporates multiple sources inferring some relationships among them and integrates sources using signal phrases, summary, paraphrase, and/or	Introduces some sources to support the purpose, but may not infer relationships among them. May not use sources convincingly, or sources are	Makes vague references to few sources. Struggles to effectively integrate or show relationships among credible and relevant sources

	paraphrase, and/or quotation where appropriate to persuasively support the purpose.	quotation to convincingly support the purpose with reliable evidence.	not wholly relevant to the purpose. Lacks some integration.	effectively enough to support the purpose.
Citations	Correct use of citations and references in APA format including paraphrasing, summary, or quoting; uses information in ways that are true to original context; distinguishes between common knowledge and ideas requiring attribution; and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Correctly uses many, not all, of the following strategies including: use of citations and references in APA format; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution; and demonstrating a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Correctly uses one or two of the following strategies including: use of APA style citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution; and demonstrating a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Incorrectly uses, or only partially uses, APA citations or any of strategies in referencing research materials