APPENDIX B: INFORMATION LITERACY SCORING RUBRIC

COMPETENCY	ASSESSMENT CRITERIA				

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

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

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

Competencies	Novice	Developing	Proficient	Accomplished	Not Applicable
			❏ upon information gathered	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	❏ Cannot determine whether new knowledge has an impact on one's value system	❏ Investigates differing viewpoints	❏ Investigates differing viewpoints to determine whether to reject viewpoints encountered	❏ Determines whether to incorporate viewpoints encountered into one's own value system	❏
6. Validates understanding and interpretation of information through discourse with others, including experts and/or practitioners	❏ Cannot effectively participate in discussions	❏ Participates effectively in classroom and other discussions	❏ Effectively uses class-sponsored electronic communications forums	❏ Seeks appropriate expert opinions through a variety of mechanisms	❏
7. Determines whether the initial query should be revised	❏ Cannot determine if information needs have been satisfied	❏ Determines if original information need has been satisfied or if added information is needed	❏ Reviews search strategy and incorporates additional concepts as necessary	❏ Reviews information retrieval sources and search strategies used to revise initial queries	❏
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	❏ Cannot organize content in a meaningful way	❏ Manipulates digital text, images and data from original	❏ Organizes content in support of purposes and format and	❏ Integrates new and prior information, including quotations	❏

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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	❑ Cannot effectively revise work	❑ Maintains a journal or log of activities	❑ Maintains a log that includes an evaluation of information relevant to the data found	❑ Reflects on past successes, failures and develops alternative strategies in searching, evaluating, and communicating	❑
3. Communicates the product or performance effectively	❑ Cannot communicate effectively	❑ Uses a limited range of information technology	❑ Uses a range of information technology ❑ Chooses communication medium/format that best supports the purposes of the product or performance and the intended audience	❑ Incorporates principles of design and communication and communicates clearly to the intended audience	❑
Competencies	**Novice**	**Developing**	**Proficient**	**Accomplished**	**Not Applicable**
Ethical and Legal Issues					
1. Understands ethical, legal and socio-economic issues surrounding information and	❑ Does not understand the ethical/legal/ socio-	❑ Identifies and discusses issues related to free vs.	❑ Identifies and discusses issues of privacy, security,	❑ Demonstrates an understanding of intellectual property,	❑

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

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.

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