

English 1010 Information Literacy Assessment Rubric

Goals	Excellent=3	Good=2	Needs Improvement=1
<p>1. Students will define their information needs in order to anticipate what they and their audience needs to know and to focus, shape, and organize their ideas and writing.</p> <p><i>For assessment of research plans or any other research log or journal.</i></p>	<p>a. Asks several specific research questions that address the general topic or problem in component parts.</p> <p>b. Does a preliminary search to get background information and then revises research questions as a consequence.</p>	<p>a. Asks one or two specific research questions that address the general topic or problem in component parts.</p> <p>b. Does a preliminary search to get background information but does not sufficiently revise research questions based on the information found.</p>	<p>a. Does not ask specific questions, but plans to search for information on a broad topic.</p> <p>b. Does not do a preliminary search, but searches for information at a broad level in a single phase or process.</p>
<p>2. Students will use a variety of sources to explore a topic in order to develop an appreciation of different types of information and their purposes.</p> <p><i>For assessment of research plans, bibliographies, journals, logs, or papers.</i></p>	<p>a. Identifies the formats or types of information most likely to answer their research questions</p> <p>b. Uses several different kinds of sources of information (e.g. scholarly, news, and primary sources) in their final products</p> <p>c. If appropriate, uses a primary source for their final product.</p>	<p>a. Uncertain about the format or type of information most likely to answer their research questions.</p> <p>b. Tends to use the same format or type of information regardless of need. Chooses type of information source based on availability rather than quality and relevance.</p> <p>c. Does not use a primary source when appropriate.</p>	<p>a. Has no idea what type or format of information would be appropriate for the topic or questions.</p> <p>b. Uses the same type of information source consistently without regard to quality or relevance.</p> <p>c. Does not understand what a primary source is.</p>

English 1010 Information Literacy Assessment Rubric

Goals	Excellent=3	Good=2	Needs Improvement=1
<p>3. Students will evaluate information for its value, relevance, and accuracy in order to develop the critical thinking skills of analysis and self-reflection.</p> <p><i>For assessment of bibliographies, journals or logs, portfolios, or papers.</i></p>	<p>a. Actively engages with the texts and sources they discover and engages in dialogue with them in class discussions and writing.</p> <p>b. Identifies the purpose and audience of different information sources.</p> <p>c. Analyzes all information sources for their accuracy, relevance, and contribution they make in answering a question or solving a problem.</p> <p>d. Articulates their criteria and thinking about information choices.</p>	<p>a. Tends to accept new information from readings and research at face value, and summarizes information rather than engaging in dialogue.</p> <p>b. Has some difficulty identifying purpose and audience of information sources.</p> <p>c. Tends to only analyze web sources for their accuracy, and does not address whether information discovered addresses their questions.</p> <p>d. Does not articulate their criteria or thinking about their information choices.</p>	<p>a. Does not actively engage in readings and does not discuss them in class or in writing.</p> <p>b. Cannot identify audience or purpose of information sources.</p> <p>c. Does not analyze any information sources for their quality or relevance.</p>
<p>4. Students will recognize problems in their own research and writing in order to get assistance and further develop their writing and information literacy skills.</p> <p><i>Assessed through quantity/quality research consultations with librarians or instructor assistance.</i></p>	<p>a. Asks instructors, peers, and librarians for help at all stages of the research process, including developing research questions and plans, identifying potential sources of information, and evaluating information.</p>	<p>a. Asks only instructors for assistance during the research and writing process. Tends to focus on the final product and grade, rather than learning as part of the process.</p>	<p>a. Does not seek help.</p>