

English 2010 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, double-entry journals, or any other research log.</i></p>	<p>a. Asks several specific research questions that address the general topic or problem in component parts.</p> <p>b. Goes through several iterations of searching and question revision, broadening, narrowing, or deepening the search as required at each stage.</p> <p>c. Articulates their audiences' need for information as part of a research plan.</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. Only goes through one or two iterations of the search process.</p> <p>c. Does not fully articulate audience needs as part of a research plan.</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>c. Does not address audience needs as part of a research plan.</p>
<p>2. Students will use a variety of sources to explore a topic in order to produce documented material directed to a specific audience.</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 and address their audience's information needs.</p> <p>b. Uses a variety of information sources to answer their questions and address different audience or rhetorical appeals.</p> <p>c. Explores several different information retrieval tools to locate a rich variety of information.</p>	<p>a. Identifies a few types or formats of information likely to address their questions and audience needs, but does not do this completely (e.g. ignoring audience needs in some cases).</p> <p>b. Tends to use only one or two types of information sources to answer their questions and address different audience or rhetorical appeals.</p> <p>c. Tends to use the same information retrieval tool to locate information.</p>	<p>a. Uncertain about the format or type of information most likely to answer their research questions or address their audience's needs.</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. Uses only one information retrieval tool to locate information.</p>



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<p>3. Students will evaluate information for its value, relevance, and accuracy in order to assess whether the information they find is credible and useful for their purpose.</p> <p><i>For assessment of bibliographies, journals or logs, portfolios, or papers.</i></p>	<p>a. Utilizes and articulates a wide range of evaluative criteria to assess the information found, including:</p> <ul style="list-style-type: none"> • Analyzing texts using logical strategies. • Identifying an author’s purpose. • Comparing information found in different information sources to assess accuracy and validity. <p>b. Determines whether information satisfies the research or other information need, and revises the research strategy, going through several iterations, if necessary.</p> <p>c. Selects and uses information that provides evidence for the topic. Chooses the best source, not the most readily available, and articulates the reasons behind their information choices.</p>	<p>a. Utilizes and articulates only one or two of the evaluative criteria to assess the information found, including:</p> <ul style="list-style-type: none"> • Analyzing texts using logical strategies. • Identifying an author’s purpose. • Comparing information found in different information sources to assess accuracy and validity. <p>b. Determines whether information satisfies the research or other information need, but tends to go through only one or two additional iterations of research.</p> <p>c. Selects and uses some information that provides evidence for a topic, but tends to choose some sources based on their availability rather than quality.</p>	<p>a. Tends to accept new information from readings and research at face value and utilizes few evaluative criteria.</p> <p>b. Tends to only analyze web sources for their accuracy, and does not address whether information discovered addresses their questions.</p> <p>c. Does not articulate their criteria or thinking about their information choices.</p>



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<p>4. Students will synthesize and integrate the information found in order to create new knowledge or understanding, answer a question, make an argument, or solve a problem.</p> <p><i>For assessment of final papers or presentations.</i></p>	<p>a. Weaves together ideas, facts, and opinions from a wide range of sources.</p> <p>b. Identifies interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence.</p> <p>c. Draws conclusions based upon information gathered.</p> <p>d. Uses paraphrasing, quoting, and summarizing in a varied way.</p>	<p>a. Weaves together ideas, facts, and opinions from only one or two sources.</p> <p>b. Identifies interrelationships among only a few concepts and has difficulty combining them into primary statements with supporting evidence.</p> <p>c. Has difficulty drawing conclusions based on information gathered.</p> <p>d. Tends to over- or under- utilize summarizing, paraphrasing, or quoting.</p>	<p>a. Does not weave together ideas, facts, and opinions, but tends to let supporting information stand alone.</p> <p>b. Does not identify relationships between concepts.</p> <p>c. Does not draw conclusions.</p> <p>d. Does not paraphrase, summarize or quote effectively.</p>
<p>5. Students will document their sources in order to acknowledge their intellectual debts and demonstrate their understanding of research ethics.</p> <p><i>For assessment of final papers, presentations or bibliographies.</i></p>	<p>a. Creates a complete works-cited list or bibliography and acknowledges the use of all sources.</p> <p>b. Uses a citation style consistently.</p>	<p>a. Creates a works-cited list or bibliography and acknowledges the use of most sources.</p> <p>b. Uses a citation style, but not completely consistent in its use.</p>	<p>a. Works-cited list or bibliography is incomplete and does not acknowledge the use of many sources.</p> <p>b. Does not use a consistent citation style.</p>