

## Institutional Information Literacy Goal Strand Rubric

| Information Literacy  | 1 (Beginning)   | 2 (Developing)  | 3 (Accomplished)   | 4 (Exemplary)  |
|---|---|---|--|--|
| <b>Recognizes the necessity to cite appropriate sources</b>   | References very few or no discipline-appropriate sources within the paper (in-text).                            | References a few discipline-appropriate sources within the paper (in-text).                         | References several discipline-appropriate sources within the paper (in-text).                            | References many discipline-appropriate sources within the paper (in-text).                       |
| <b>Cites sources completely using a consistent format</b>   | References are incomplete and inconsistent style. Not enough information provided to locate sources.            | References are somewhat complete and consistent style. Some information provided to locate sources. | References are mostly complete and consistent style. Enough information provided to locate most sources. | References are complete and consistent style. Enough information provides to locate all sources. |
| <b>Distinguishes timeliness of sources—current unless of historical significance</b>                                | Few or no sources published within an appropriate timeframe relevant to the subject matter.                     | Some sources published within an appropriate timeframe relevant to the subject matter.              | Majority of sources published within an appropriate timeframe relevant to the subject matter.            | All sources published within an appropriate timeframe relevant to the subject matter.            |
| <b>Chooses sources relevant to subject matter</b>   | Sources unrelated to research topic.  | Sources somewhat related to research topic.   | Sources mostly related to research topic.  | Sources directly related to research topic.  |
| <b>Incorporates high quality, discipline-appropriate or peer-reviewed sources</b>                                   | Little or no information from discipline appropriate or peer-reviewed sources. Sources are superficial or weak. | Some discipline appropriate or peer-reviewed sources somewhat aligned to research topic.            | Many discipline appropriate or peer-reviewed sources generally aligned to research topic.                | Most or all discipline appropriate or peer-reviewed sources closely aligned to research topic.   |
| <b>Integrates a range of sources—books, articles, government documents, websites—appropriate for subject matter</b> | Unbalanced sources relying primarily on a single work or author.  | Somewhat balanced and varied sources relying on a few different works and authors.                  | Mostly balanced and varied sources relying on several different works and authors.                       | Well-balanced and varied sources relying on multiple different works and authors.                |

**Information Literacy – The ability to know when there is a need for information, to be able to locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.**

Information Literacy Foundational Goals and Proficiencies:

1. Determine the nature and extent of information needed.
2. Access information effectively and efficiently.
3. Evaluate information and resources.
4. Integrate information ethically and legally.