Information Literacy Rubric

GE Student Learning Outcome: Students will responsibly identify, locate, and critically evaluate the array of information sources and voices necessary to engage in sound inquiry.

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Identify voices/sources *How well sources and their parts are singled out for the purpose at hand.*	The types of information and sources selected directly relate to the purpose or concepts at hand.	The types of information and sources selected have some direct relationship to the purpose or concepts at hand.	The types of information and sources selected have minimal relationship to the purpose or concepts at hand.	The types of information and sources selected have no relationship to the purpose or concepts at hand.
Locate voices/sources *The extent to which search strategies used support the assignment or purpose at hand.*	Accesses information using effective, well-designed search strategies (e.g., search terms, databases, library resources, etc.), and are highly appropriate.	Accesses information using broad search strategies and some relevant/appropriate information sources. Demonstrates ability to refine search.	Accesses information with limited/mildly-relevant search strategies; retrieves information that partially addresses inquiry. Limited ability to refine search.	Accesses information randomly; retrieves information that lacks relevance and quality.
Evaluate voices/sources *How well diverse information and sources are determined to support ideas or concept*	Thoroughly analyzes and discerns the credibility of personal and others' assumptions; evaluates the relevance of varying contexts when presenting a position or perspective.	Identifies the credibility of personal and others' assumptions; may occasionally miss subtle biases or perspectives.	Identifies personal and other assumptions and some relevant contexts but cannot effectively present their position	Shows limited/emerging awareness of present assumptions (sometimes labels assertions as assumptions). Often fails to identify some contexts when presenting a position.
Optional: Assignment-dependent				
Use of information and sources in inquiry *How well sources are used to reflect established standards*	Demonstrates detailed attention to and successful execution of bibliographic and in-text citations according to discipline and purpose.	Demonstrates attention to and important bibliographic and in-text citations according to discipline and purpose. Contains minor errors.	Limited use of bibliographic and in-text citations according to discipline and purpose. Contains noticeable errors.	No attention to bibliographic and in-text citations. Contains significant errors.

Modified from AAC&U's VALUE Rubric; Developed by General Education Assessment Committee – Approved December 2018; updated and approved by Academic Assessment Committee, Fall 2023.