

# Information Literacy at City University

## Assessment Rubric

STANDARD	Beginning	Proficient	Advanced
<b>1. Recognize when information is required and determine the extent of information needed.</b>	Student is unable to effectively formulate a research question based on an information need. Student states that currently available information is "good enough."	Student formulates a focused and clear question. Student identifies concepts related to the topic, and can find a sufficient number of information resources to meet the information need. Student specifies what type of information will be useful.	Student formulates a focused, clear, and complete question. Student identifies key concepts and terms related to the topic, and identifies extensive information sources in numerous potential formats. Student redefines statement of need for information to direct future searches.
1a. Defines and articulates the need for information.			
1b. Assesses currently available information for quantity, accuracy and relevance.			
1c. Modifies statement of information need (thesis) to achieve a manageable focus when needed.			
1d. Identifies key concepts and terms.			
<b>2. Access needed information effectively and efficiently.</b>	Student's search strategy is unfocused and unclear. Time is not used effectively and efficiently. Information gathered lacks relevance, quality, and balance. Student demonstrates limited understanding of the range of information sources.	Student executes an efficient and effective search strategy. Student demonstrates an awareness of a range of information sources available. Student can solve problems by finding a variety of relevant information resources, and can evaluate search effectiveness.	Student designs and executes an efficient and effective search strategy. Student is aware and able to analyze search results. Student identifies and uses multiple sources of relevant information.
2a. Identifies various types and formats of potential sources.			
2b. Constructs and implements effective search strategies.			
2c. Refines the search strategy when needed.			

<p><b>3. Evaluate information and its sources critically.</b></p>	<p>Student is unaware of criteria that might be used to judge information quality. Student makes little effort to examine the information located by searches. Student cannot distinguish between information that is objective and that which is biased.</p>	<p>Student examines information using criteria such as authority, credibility, relevance, timeliness, and accuracy, and is able to make judgments about what to keep and what to discard. Student can distinguish between information that is objective and that which is biased.]</p>	<p>Student compares and evaluates multiple and diverse sources and viewpoints of information according to specific criteria, such as authority, credibility, relevance, timeliness, and accuracy appropriate for the discipline. Student matches criteria to a specific information need, and articulates how identified sources relate to the context of the discipline.</p>
<p>3a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point-of-view.</p>			
<p>3b. Identifies information that provides support for the topic by comparing new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of information.</p>			
<p>3c. Reviews information sources used to determine whether more are needed.</p>			
<p><b>4. Use information effectively.</b></p>	<p>Student use of information gathered may be insufficient, inaccurate, or misapplied in support of intended purpose. Student use of information may detract from clear communication of product or performance.</p>	<p>Student uses appropriate information to solve a problem, answer a question, or other intended purpose. Student adequately communicates purpose in written -, spoken-, or other means of expression.</p>	<p>Student synthesizes and integrates information from a variety of sources, draws appropriate conclusions, builds upon them, and clearly communicates ideas to others.</p>
<p>4a. Applies new and prior information to the planning and creation of a particular product or performance.</p>			

4b. Extracts, records, and manages the information and its sources.			
4c. Communicates the product or performance effectively.			
<b>5. Understand the ethical, legal, economic and social issues surrounding the use of information and information technology; access and use information and information technology ethically and legally.</b>	Student fails to properly cite sources of information. Student fails to exhibit ethical behavior in using and disseminating information. Student does not comply with copyright laws, regulations, and institutional policies.	Student gives credit for works used by quoting and listing references properly. Student exhibits ethical behavior in using and disseminating information (i.e., giving proper credit, not falsely claiming authorship).	Student can articulate the ethical, legal, economic, and social issues surrounding the use of information and information technology. Student can properly incorporate the ideas and published work of others into his or her own work.
5a. Follows copyright and other laws, regulations, institutional policies, and professional etiquette related to the access and use of information resources			

### Sources Consulted

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