



## Library Information Literacy Guidelines for Rubrics

An information literacy rubric was created by Delaware Tech librarians to:

- Offer guidelines for faculty to assess student progress toward information literacy. These can be revised to support many types of assignments.
- Help with assignment content and instruction to promote the learning of the information literacy components described by Middle States and based on the Association of College & Research Libraries Standards.
- Encourage collaboration between faculty and librarians as we promote information literacy across the curriculum.

⇒ A tailored version of this rubric can be found at <http://www.library.dtcc.edu/wilmlib/genedrubic.pdf>. It contains only the components of information literacy that relate to the General Education Assessment CCC #5 Intended Outcomes.



## Library Information Literacy Guidelines for Rubrics

<b>INFORMATION LITERACY COMPONENTS</b>	<b>ADVANCED (4 PTS)</b>	<b>PROFICIENT (3 PTS)</b>	<b>SATISFACTORY (2 PTS)</b>	<b>DEVELOPING (1 PT)</b>
<b>Identify Need</b>	Defines a focused thesis statement or research question based on information need or research topic; identifies related key concepts & related terms that describe the information need.	Defines a focused thesis statement or research question based on information need or research topic; identifies key concepts that describe the information need.	Defines a thesis statement or research question based on information need or research topic; identifies basic concepts that describe the information need.	Defines an unclear thesis statement or research question based on information need or research topic; identifies concepts that do not accurately describe the information need.
<b>Access Resources</b> <b>(Gen Ed CCC#5 – intended outcomes 1 &amp; 2)</b>	Selects and accesses various discipline-specific resources for the field or research topic; develops and applies various effective search strategies using keywords, synonyms, and subject searches.	Selects and accesses various quality resources for the field or research topic; develops and applies search strategies using keywords, synonyms, and subject searches.	Selects and accesses general resources appropriate for the field or research topic; develops and applies search strategies using basic keywords and synonyms.	Selects and accesses general resources; develops and applies search strategies using basic keywords.
<b>Evaluate Sources</b> <b>(Gen Ed CCC#5 – intended outcomes 3, 4 &amp; 5)</b>	Identifies various discipline-specific information sources by evaluating them for authority, accuracy, objectivity, currency and coverage; reviews sources and revises search strategy to incorporate additional concepts or sources as necessary.	Identifies various quality information sources by evaluating them for authority, accuracy, objectivity, currency and coverage; reviews and revises search strategy to incorporate additional concepts as necessary.	Identifies general information sources by evaluating them for authority, accuracy, objectivity, currency and coverage; reviews search strategy but has difficulty revising strategy to include additional concepts.	Shows minimal evaluation of information sources; demonstrates difficulty determining if original information need has been satisfied.
<b>Analyze Information</b> <b>(Gen Ed CCC#5 – intended outcome 4)</b>	Critically analyzes relevant information or data; synthesizes main ideas to create new concepts; draws conclusions based on the information gathered.	Critically analyzes relevant information or data; synthesizes main ideas to create new concepts.	Analyzes relevant information or data; synthesizes main ideas.	Identifies relevant information or data.
<b>Organize &amp; Use Information</b> <b>(Gen Ed CCC#5 – intended outcome 5)</b>	Effectively organizes and uses various discipline-specific information sources to support the purposes and format of the assignment; reviews, revises, and strengthens thesis statement or research question; communicates ideas cogently.	Effectively organizes and uses various quality information sources to support the purposes and format of the assignment; reviews, revises, and strengthens thesis statement or research question; communicates ideas well.	Effectively organizes and uses general information sources to support the purposes and format of the assignment; reviews and revises thesis statement or research question; communicates ideas satisfactorily.	Organizes and uses little new information from sources to support the purposes and format of the assignment; poorly revises thesis statement or research question; weakly communicates ideas.
<b>Document Sources &amp; Observe Copyright Laws</b>	Selects and uses an appropriate documentation style for citing sources with virtually no errors; demonstrates a clear understanding of plagiarism and of copyright, intellectual property and fair use laws.	Selects and uses an appropriate documentation style for citing sources with few errors; demonstrates an understanding of plagiarism and of copyright, intellectual property and fair use laws.	Selects and uses an appropriate documentation style for citing sources with some errors; demonstrates a limited understanding of plagiarism and of copyright, intellectual property and fair use laws.	Selects and uses an appropriate documentation style for citing sources with many errors; demonstrates an awareness of plagiarism and of copyright, intellectual property and fair use laws.