**Information Literacy Rubric – Roanoke College, inspired by AAC&U VALUE Rubric August 2021**

If student did not submit the assignment, do not give a rubric score on that item. Just skip them.

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| **TRAITS** | **Below Basic, Rating = 1** | **Basic, Rating = 2** | **Proficient, Rating = 3** | **Advanced, Rating = 4** |
| *Determine Extent of Information Needed* | Difficulty defining scope of research question or thesis; difficulty with key concepts; types of information (sources) selected do not relate to concepts or research question. | Scope or research question or thesis incompletely defined; determined key concepts; types of information (sources) selected partially relate to concepts or research question. | Scope of research question or thesis defined completely; determined key concepts; types of information (sources) selected relate to concepts or research question. | Effectively defines scope of research question or thesis and effectively determines key concepts; types of information (sources) selected directly relate to concepts or research question. |
| *Access Needed Information* | Accesses information randomly; retrieves information that lacks relevance and quality. | Accesses information using simple search strategies; retrieves information from limited and similar sources. | Access information using variety of search strategies and some relevant information sources; shows ability to refine searches. | Accessed information using effective, well-designed, search strategies and most appropriate information sources. |
| *Evaluate Information and Sources Critically* | Chooses a few information sources; selected sources using limited criteria (such as relevance to research question). | Chooses variety of information sources; selects sources using basic criteria (such as relevance to research question and currency). | Chooses variety of information sources appropriate to scope and discipline; selects sources using multiple criteria (such as relevance to research question, currency, and authority). | Chooses variety of information sources appropriate to scope and discipline; selects sources after considering importance (to the topic) of the multiple criteria used (such as relevance to question, currency, authority, audience, bias/point of view). |
| *Use Information Effectively for a Specific Purpose* | Communicates information from sources; information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased) so the purpose is not achieved. | Communicates and organized information from sources; information not fully synthesized so intended purpose is not fully achieved. | Communicates, organizes, and synthesizes information from sources; intended purpose is achieved. | Communicates, organizes, and synthesizes information from sources to full achieve a specific purpose, with clarity and depth. |
| *Access/Use Information Ethically and Legally* | Correctly uses one of (use of citations/references; choice of paraphrasing, summary, or quoting; uses information in ways true to original context; distinguishes between common knowledge and ideas needed attribution). Shows limited understanding of ethical/legal restrictions on use of published, confidential, or proprietary information. | Correctly uses two of (use of citations/references; choice of paraphrasing, summary, or quoting; uses information in ways true to original context; distinguishes between common knowledge and ideas needed attribution). Shows basic understanding of ethical and legal restrictions on use of published, confidential, or proprietary information. | Correctly uses three of (use of citations/references; choice of paraphrasing, summary, or quoting; uses information in ways true to original context; distinguishes between common knowledge and ideas needed attribution). Mostly shows understanding of ethical/legal restrictions on use of published, confidential, or proprietary information. | Correctly uses all of (use of citations/references; choice of paraphrasing, summary, or quoting; uses information in ways true to original context; distinguishes between common knowledge and ideas needed attribution). Shows full understanding of ethical/legal restrictions on use of published, confidential, or proprietary information. |