## D2 Information Literacy Rubric

**Information literacy** is the ability to know when there is a need for information and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. Information literacy assumes a broad definition of information, including but not limited to print, digital, media, technology, scientific, artistic, and other types of information. **D2:** Students will demonstrate competence in information literacy by determining what information they need, where to access it, how to evaluate information they encounter, and how to use information effectively and ethically.

	Capstone	Milestones		Benchmark
	4	3	2	1
Scope	Effectively defines the scope of	Defines the scope of the	Defines the scope of the research	Has difficulty defining the
	the research questions or thesis.	research questions or	questions or thesis incompletely	scope of the research question
	Effectively determines key	thesis. Determines key	(parts are missing, remains too	or thesis. Has difficulty
	concepts. Types of information	concepts. Types of	broad or too narrow, etc.). Can	determining key concepts.
	selected directly relate to	information selected	determine key concepts. Types of	Types of information selected
	concepts or answer research	relate to concepts or	information selected partially	do not relate to concepts or
	questions.	answer research	relate to concepts or answer	answer research question.
		questions.	research question.	
Sources	Chooses a sophisticated variety	Chooses some variety of	Chooses a variety of sources,	Chooses few reliable
	of reliable information sources	reliable information	most of which are reliable and	information sources and/or
	appropriate to the scope and	sources <i>generally</i>	appropriate to the context of the	chooses sources beyond the
	context of the research	appropriate to the scope	research question, but some of	scope and context of the
	question.	and context of the	which are unreliable or beyond	research question.
		research question.	the scope and context of the	
			research question.	
Comprehension &	Comprehends, organizes, and	Comprehends, organizes,	Comprehends and analyzes	Does not comprehend or
Use	analyzes information from a	and analyzes information	information from sources, but	analyze information from
	variety of sources to achieve a	from sources to achieve a	may not always do so accurately	sources accurately. Does not
	specific purpose in a manner	specific purpose. Sources	or to achieve a specific purpose.	connect sources with research
	that is sophisticated and	are cited consistently with	Shows some understanding of	question and/or purpose.
	compelling. Sources are cited	few errors.	appropriate usage, but does not	Demonstrates little
	accurately and effectively.		cite accurately and/or	understanding of appropriate
			consistently.	usage and offers few and/or
				inaccurate citations.

Adapted from "Information Literacy VALUE Rubric" by the Association of American Colleges and Universities, 2009, <a href="https://www.aacu.org/value-rubrics">https://www.aacu.org/value-rubrics</a>. This derivative work is licensed under CC BY-NC-SA 4.0.