INFORMATION LITERACY & RESEARCH RUBRIC FOR GENERAL EDUCATION ASSESSMENT

	Exceeds Standard (4)	Meets Standard (3)	Approaches Standard (2)	Needs Attention (1)
Students will be able to determine the nature and extent of the information needed for research	Identifies a clear and concise research question or thesis statement. Research question or thesis statement **defines** the scope of the project completely and leaves little doubt concerning the information needed to complete the project. Key words and/or subject terms are **concise and clearly stated**. Types of information (sources) selected **directly relate** to concepts of interest expressed and/or address research question.	**Identifies a complete research question** or thesis statement. Research question or thesis statement **defines** the scope of the project completely. Key words and/or subject terms are **stated**. Types of information (sources) selected **relate** to concepts of interest expressed and/or address research question.	**Identifies research question** or thesis statement, but is incomplete (i.e., parts are missing, remains too broad or too narrow). Research question or thesis statement does not clearly **define** the scope of the project and/or leaves some ambiguity concerning the information needed to complete the project. Key words and/or subject terms are **stated**. Types of information (sources) selected **partially relate** to concepts of interest expressed and/or address research question.	**Does not identify** a research question or thesis statement. Key words and/or subject terms are **missing or poorly stated**. Types of information (sources) either not provided or those provided are completely unrelated to concepts of interest expressed and/or research question stated.
Students will be able to access information effectively and efficiently	Accesses information using **a sophisticated** mix of search strategies, demonstrating high awareness and aptitude in research tool literacy; information sources **highly** relevant to the project or paper's scope.	Accesses information using **appropriate** mix of search strategies and information sources (i.e. delving beyond common search engines to acquire data); information sources appear to be **mostly** relevant to the project or paper's scope.	Accesses information using **rudimentary** search strategies and information sources; data is derived largely from common search engines; information sources appear to be **of limited** relevance to the project or paper's scope.	Accesses information **randomly**; **lacks a clear search** strategy for information access. Information sources do not appear to be relevant to the project or paper's scope.
Students will be able to critically evaluate information and	**Thoroughly** (systematically and methodically) **identifies** both their own assumptions	**Identifies** both their own assumptions and those of other scholars	**Weakly identifies** their own assumptions and those of other scholars in a manner	**Does not identify** their own assumptions or those of other scholars in a manner relevant

information sources, such as library databases, collections, or websites appropriate to the field of research	and those of other scholars in a manner relevant to the positions presented in the project or paper. **Demonstrates strong ability** to determine objectivity from subjectivity in information sources when needed.	in a manner relevant to the positions presented in the project or paper. **Demonstrates ability** to determine objectivity from subjectivity in information sources when needed.	relevant to the positions presented in the project or paper. **Demonstrates some ability** to determine objectivity from subjectivity in information sources when needed.	to the positions presented in the project or paper. **Does not demonstrate** ability to determine objectivity from subjectivity in information sources when needed.
Students will be able to use information effectively to accomplish a specific purpose or to complete a specific project	**Fully organizes, synthesizes and communicates** data from information sources, which allows the student to address the stated question or purpose with clarity and depth	**Organizes, synthesizes and communicates** data from information sources, which allows the student to address the stated question or purpose	**Ineffectively organizes, synthesizes and communicates** data from information sources; students do not fully address stated question or purpose.	Data from information sources **is fragmented and/or used inappropriately** (misquoted, taken out of context, or incorrectly paraphrased, etc.); stated question or purpose is not addressed.

*Rubric adapted from the Information Literacy VALUE Rubric

Association of American Colleges and Universities (AAC&U). (2009). *Information literacy VALUE rubric.* Retrieved from https://www.aacu.org/value/rubrics/information-literacy