

# Information Literacy General Education Rubrics

**DEFINITION:** The ability to locate, evaluate, and utilize information.

**RATIONALE:** The acquisition and appropriate application of information is essential in academics and beyond.

**USE:** This rubric can be used in departments who wish to assess how their program supports Holyoke Community College's General Education Outcomes. It is not specific to any particular discipline; departments are encouraged to apply it in a way that best suits their own needs. NOTE: the General Education Assessment Committee has determined that a score of 3 represents the benchmark of competency that a student should achieve upon their graduation from HCC.

<b>Information Literacy</b> (3 is the benchmark)	<b>4</b> <b>Accomplished</b>	<b>3</b> <b>Competent</b> <b>(Benchmark)</b>	<b>2</b> <b>Developing</b>	<b>1</b> <b>Beginning</b>	<b>0</b> <b>Missing</b>	<b>N/A</b> <b>(assignment</b> <b>didn't ask</b> <b>for it)</b>
<b>SLO 1. Define research tasks.</b> This includes a clear description of the task and the determination of the questions that need to be answered and the information that will be needed to solve the problem.	Effectively defines the scope of the research question or thesis. Effectively determines key concepts.	Competently defines the scope of the research question or thesis. Determines most key concepts.	Defines the scope of the research question or thesis broadly. Determines some key concepts.	Too broadly or narrowly defines the scope of the research question or thesis without identifying key concepts.		
<b>SLO 2. Use appropriate sources.</b> This involves making the correct decisions concerning which information sources are needed for the task. An understanding that more than one type of source may be applicable is essential.  <i>Sources include, but are not limited to, books; statistics; government/policy documents; substantive online sources; and scholarly articles, which may be empirical, theoretical, primary, quantitative, etc.</i>	Students understand the full range of different types of sources relevant to their discipline and choose types that are appropriate to complete the assignment.	Students understand most types of sources and choose types that are appropriate to complete the assignment.	Students understand some types of sources and most types chosen are appropriate to complete the assignment.	Students have a limited understanding of different types of sources and choose some types that are not appropriate to complete the assignment.		
<b>SLO 3. Access the source(s) and extract the needed information.</b> This involves familiarity with the library resources, including reference librarians, academic databases, and/or other online resources as appropriate for the task.	Accesses information from relevant and varied sources. This involves familiarity with a range of library resources, including on-line services. Library databases or scholarly internet sources are used as appropriate for the student's discipline.	Accesses information from relevant but limited sources. This involves familiarity with library resources, including on-line services. Library databases or scholarly internet sources may be used as appropriate for the student's discipline.	Accesses some information from relevant but limited sources. Lacks some familiarity with the full range of library resources. Library databases or scholarly internet sources are not always used appropriately for the student's discipline.	Accesses information from sources that are not appropriate or sufficient for the task.		

<p><b>SLO 4. Evaluate information and sources critically.</b> After identifying and accessing the information, the student must be able to choose the information necessary for the task based on criteria such as relevance to the research question, currency, authority, audience, and bias or point of view. (CT)<sup>1</sup></p>	<p>Information is evaluated to uncover contexts and assumptions. Information presented is accurate, clear, and complete.</p>	<p>Information is evaluated to uncover contexts and assumptions. Information is mostly accurate and clear. The information presented may not be complete (i.e., may lack depth).</p>	<p>Information is evaluated to uncover some contexts and assumptions. Information is inaccurate and/or unclear at times, and it lacks depth.</p>	<p>Information is used without acknowledgment of contexts and assumptions, contains significant inaccuracies, and lacks clarity.</p>		
<p><b>SLO 5. Apply the retrieved information to the defined task.</b> This involves communicating, organizing, and synthesizing information from sources to achieve a specific purpose, with clarity and depth. (CT)</p>	<p>Effectively extracts and applies the information to the task at hand. The information extracted from each source is effectively "repackaged" (organized and integrated) into a form appropriate for the assignment. The final product is original and accomplishes the planned objective with clarity and depth.</p>	<p>Effectively extracts and applies the information to the task at hand. The information extracted from each source is effectively "repackaged" (organized and integrated) into a form more appropriate for the assignment. The final product accomplishes the planned objective but lacks clarity and/or depth.</p>	<p>Extracts and applies the information to the task at hand. The information extracted from each source is only partially integrated or lacks organization. The final product does not fully accomplish the planned objective and/or lacks depth.</p>	<p>Information is lacking, is presented in a fragmented way, and/or is used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.). The final product fails to accomplish the planned objective.</p>		
<p><b>SLO 6. Access and use information ethically and legally.</b> Students should demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. Students should correctly employ information use strategies. (CT)</p> <p><i>Information use strategies include use of citations and references; choice of paraphrasing, summarizing, and quoting; and distinguishing between common knowledge and ideas requiring attribution.</i></p>	<p>Students correctly use all appropriate information use strategies and demonstrate a full understanding of plagiarism.</p>	<p>Students use most of the appropriate information use strategies. Students demonstrate a full understanding of plagiarism.</p>	<p>Students correctly use mostly appropriate information use strategies, with some errors. Students demonstrate a limited understanding of plagiarism (e.g., misquoted, taken out of context, or incorrectly paraphrased).</p>	<p>Students make numerous or major errors in their use of information use strategies. Students demonstrate a lack of understanding of plagiarism.</p>		

<sup>1</sup> CT: Critical Thinking. Critical thinking outcomes at HCC are distributed across the other four general education outcomes; a student is considered competent in critical thinking if they are also considered competent in the other four outcomes.