

## Information Literacy (based on the AAC&U Value Rubrics)

**Definition:** Students consume and produce information of any form effectively and ethically.

*Over the course of the general education program, students will learn how to find, use, and share information. Information comes in many forms, such as text, numbers, images, or sound, and many of those forms are rapidly changing. Students will learn to adapt to emerging technologies and responsibly participate in this ever-changing information ecosystem, abiding by ethical or legal restrictions on the use of information.*

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet developing (cell one) level performance.*

Criteria	Mastering	Accomplishing	Developing	Beginning
<b>Effective Source Selection</b>	Skillful source selection: <ul style="list-style-type: none"> <li><input type="checkbox"/> a variety of sources that incorporate multiple perspectives</li> <li><input type="checkbox"/> all sources are highly relevant</li> <li><input type="checkbox"/> all sources are highly credible</li> <li><input type="checkbox"/> all biases are recognized</li> <li><input type="checkbox"/> Sources are <b>strongly suited</b> for the discipline and task.</li> </ul>	Consistent source selection: <ul style="list-style-type: none"> <li><input type="checkbox"/> a variety of sources with some attempt to incorporate other perspectives</li> <li><input type="checkbox"/> all sources are relevant</li> <li><input type="checkbox"/> most sources are credible</li> <li><input type="checkbox"/> most biases are recognized</li> <li><input type="checkbox"/> Sources are <b>appropriate</b> for the discipline <b>and</b> task.</li> </ul>	Inconsistent source selection: <ul style="list-style-type: none"> <li><input type="checkbox"/> a variety of sources that incorporate single perspectives</li> <li><input type="checkbox"/> some sources are relevant</li> <li><input type="checkbox"/> some sources are credible</li> <li><input type="checkbox"/> attempt made to recognize biases</li> <li><input type="checkbox"/> Sources appropriate for the discipline <b>or</b> task.</li> </ul>	Ineffective source selection: <ul style="list-style-type: none"> <li><input type="checkbox"/> uses a single source</li> <li><input type="checkbox"/> source(s) lacks relevance</li> <li><input type="checkbox"/> source(s) lacks credibility</li> <li><input type="checkbox"/> no biases are recognized</li> <li><input type="checkbox"/> Sources may <b>not</b> be <b>appropriate</b> for the discipline or task.</li> </ul>
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Effectively</b> organizes information from sources</li> <li><input type="checkbox"/> Fully achieves the purpose with clarity and depth.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Acceptably</b> organizes information from sources</li> <li><input type="checkbox"/> Achieves the purpose with clarity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Some</b> attempt to organize information from sources</li> <li><input type="checkbox"/> Purpose evident but may lack clarity and consistency.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The information is <b>fragmented and not organized</b></li> <li><input type="checkbox"/> Purpose is unclear.</li> </ul>
<b>Use Information Ethically and Legally</b>  *If student does not cite sources score whole rubric as a zero - plagiarism	Students ethically, legally, and appropriately use all the following strategies: <ul style="list-style-type: none"> <li><input type="checkbox"/> use of citations and references <b>with little to no</b> errors.</li> <li><input type="checkbox"/> <b>well-chosen</b> use of paraphrasing, summary, or quoting that uses information in ways that are true to the original context.</li> </ul>	Students ethically and legally use the following strategies: <ul style="list-style-type: none"> <li><input type="checkbox"/> use of citations and references with <b>few</b> errors.</li> <li><input type="checkbox"/> <b>appropriate</b> choice of paraphrasing, summary, or quoting that uses information in ways that are true to the original context.</li> </ul>	Students attempt to use the following strategies ethically and legally: <ul style="list-style-type: none"> <li><input type="checkbox"/> use of citations and references but may have <b>some</b> errors.</li> <li><input type="checkbox"/> <b>mostly appropriate</b> choice of paraphrasing, summary, or quoting is that that may not always be true to the original context.</li> </ul>	Students make minimal attempts to use the following ethically and legally: <ul style="list-style-type: none"> <li><input type="checkbox"/> use of citations and references with <b>frequent major</b> errors.</li> <li><input type="checkbox"/> <b>makes errors</b> in the choice of paraphrasing, summary, or quoting that <b>impede understanding</b> or aren't true to the original context.</li> </ul>