

# Hutchinson Community College's Information Literacy Rubric

(Modified from AAC&U's Critical Thinking VALUE Rubric)

## Definition

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Institution-Wide Outcome II: Demonstrate the skills necessary to access and manipulate information through various technological and traditional methods.

Criteria	Exemplary	Proficient	Inadequate
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Primary and secondary information sources selected directly relate to concepts or answer research question.	Defines the scope of the research question completely. Determines key concepts. Primary and secondary information sources selected relate to concepts or answer research questions.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Primary and secondary information sources selected no more than generally relate to concepts or answer research question.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using search strategies and appropriate information sources.	Accesses information randomly without a search strategy; retrieves information that lacks relevance and quality.
<b>Evaluate Information and its Sources Critically</b>	Chooses strongest information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used, such as: <ul style="list-style-type: none"> <li>• relevance to the research question</li> <li>• currency</li> <li>• authority</li> <li>• audience</li> <li>• bias or point of view.</li> </ul>	Chooses a limited variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria, such as: <ul style="list-style-type: none"> <li>• relevance to the research question</li> <li>• currency</li> <li>• authority</li> <li>• audience.</li> </ul>	Chooses only a few or poor information sources. Selects sources using limited criteria, such as relevance to the research question.
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Synthesizes, organizes, and communicates information from sources to fully achieve a specific purpose, with clarity and depth.	Synthesizes, organizes, and communicates information from sources to achieve a specific purpose.	Poorly communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
<b>Access and Use Information Ethically and Legally</b>	Incorporates correctly all of the following information use strategies: <ul style="list-style-type: none"> <li>• use of citations and references</li> <li>• choice of paraphrasing, summary, or quoting</li> <li>• using information in ways that are true to original context</li> <li>• distinguishing between common knowledge and ideas requiring attribution.</li> </ul> Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Incorporates largely correct information use strategies, including: <ul style="list-style-type: none"> <li>• use of citations and references</li> <li>• choice of paraphrasing, summary, or quoting</li> <li>• using information in ways that are true to original context</li> <li>• distinguishing between common knowledge and ideas requiring attribution.</li> </ul> Generally demonstrates an understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Poorly incorporates or lacks one of the following information use strategies: <ul style="list-style-type: none"> <li>• use of citations and references</li> <li>• choice of paraphrasing, summary, or quoting</li> <li>• using information in ways that are true to original context</li> <li>• distinguishing between common knowledge and ideas requiring attribution</li> </ul> and/or demonstrates an inadequate understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.