Information Literacy Rubric

Mount Saint Mary's University
LOS ANGELES

Criteria	Advanced 4	Proficient 3	Developing 2	Beginning 1
Define a project, topic, or questions	Clearly defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis. Proficiently determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
Strategically investigate diverse sources and perspectives	Accesses information using effective, well-designed search strategies and most appropriate research tools. Demonstrates ability to refine searches and find authoritative voices in multiple disciplines.	Accesses information using variety of search strategies and some relevant research tools. Demonstrates ability to refine search and find authoritative voices within a discipline.	Accesses information using simple search strategies; retrieves information from limited and similar sources. Demonstrates ability to refine search and diversify sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate information and its sources critically	Critically evaluates how authoritative, relevant, useful, and credible each source is for the information need. Includes authoritative sources from multiple perspectives.	Adequately addresses how authoritative, relevant, useful, and credible each source is for the information need. Acknowledges that various communities may recognize different sources of authority.	Attempts to evaluate, but does not fully address, how authoritative, relevant, useful, and credible each source is for the information need.	Provides little evidence of the ability to critically evaluate sources.
Incorporate information effectively and ethically into a new work	Synthesizes information from sources to achieve a specific purpose in a new work. Applies proper attribution to all sources. Demonstrates an understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Summarizes information from sources in a new work. Applies proper attribution to all or most sources. Demonstrates some understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Relies on direct quotes to incorporate information from sources. Improper and/or missing attribution of some sources. Demonstrates gaps in knowledge about ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Information from sources lacks connection to new work. Poor/inconsistent attribution or none provided. Demonstrates lack of knowledge about ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

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Student Learning Outcomes

Undergraduate Institutional Learning Outcome (ILO #4) Information Literacy:
Mount graduates will demonstrate the skills required to find, retrieve, evaluate, and use information effectively and ethically.

Performance Goals:
- Associate Students - 75% of students will be at a 2 or higher on the 4-point rubric
- Baccalaureate Students - 75% of students will be at a 3 or higher on the 4-point rubric

Graduate Institutional Learning Outcome (GLO #3) Information Literacy:
Mount graduates will demonstrate research skills and methods through the ability to gather, document, investigate, analyze, interpret and evaluate information.

Performance Goal:
- Graduate Students - 75% of students will be at a 4 or higher on the 4-point rubric

Rubric Development Process

The Information Literacy Rubric was developed collaboratively with the Director of Libraries and Associate Director of Research and Instruction, with input from the Curriculum and Assessment Committees. An Information Literacy Faculty Toolkit was also developed by Library staff to help faculty develop lesson plans, assignments and rubrics around the teaching and learning of information literacy.