

### Information Literacy + Critical Thinking Rubric (Nov. 5, 2021)

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

Criteria	Initial (0)	Emerging (1)	Developing (2)	Highly Developed (3)
<b>Knows</b> when information is needed	Fails to develop research objective.	Designs research objective that requires more specific focus.	Designs research objective appropriate to assignment.	Designs original, concise and focused research objective appropriate to assignment.
	No discernable thesis or argument, research proposal, or exploratory observation.	Rudimentary thesis or argument, research proposal, or exploratory observation.	Produces an appropriate thesis or argument, research proposal, or exploratory observation.	Articulates a well-crafted thesis or argument, research proposal, or exploratory observation.
	Does not present a discernable position.	Presents a position that is poorly conceived or requires more focus.	Presents a position that is adequate and suitable for assignment.	Presents a well-conceived position that displays mastery of material.
<b>Locates</b> information	Retrieves no information.	Retrieves information that lacks relevance and quality for assignment.	Finds information with partial relevance and quality for assignment.	Finds relevant and diverse information sources for assignment.
	Information is incomplete and/or does not support intended purpose.	Only partially aware of information necessary and types of data that would be useful in formulating a convincing argument.	Uses appropriate information to solve problem/answer question.	Aware of breadth/depth of topic, able to reflect on search strategy, synthesize/integrate information, draw appropriate conclusions.
<b>Evaluates</b> information	Shows an emerging awareness of present assumptions. Begins to identify some contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly (or systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
	Does not address the relevance of the source, but may summarize the sources.	States the relevance of the source but without context of research topic/thesis statement or question.	Describes the relevance of the source in context of research topic/thesis/ statement or question.	Describes the relevance of the source with specific examples from the text in the context of research topic, thesis statement, or question.
<b>Uses</b> information effectively and responsibly	Does not summarize, paraphrase or quote in order to integrate the work of others into their own.	Summarizes, paraphrases, or quotes but does not always select appropriate method for integrating the work of others into their own.	Summarizes, paraphrases and/or quotes in order to integrate the work of other into their own.	Blends summaries, paraphrases, and/or quotes in a manner that demonstrates a highly-developed understanding of how the work of others can be integrated into one's own work.
<b>Shares</b> information effectively and responsibly	Uses sources out of context.	Demonstrates some understanding of how context is important when using sources to support arguments.	Demonstrates a mature understanding of how context is important when using sources to support arguments.	Respects the context and integrity of sources or information.

Assessment: Provide one score for each of the five criteria: Initial = 0, Emerging = 1, Developing = 2, and Highly Developed = 3.

