

**Definition: The ability to know what information is needed, evaluate information sources critically, and use information effectively to convey a message.**

TOPIC	UNSATISFACTORY (0)	INTRODUCTORY (1)	DEVELOPING (2)	PROFICIENT (3)
<b>Determine extent of information needed</b>	Scope of research question or thesis is not defined.	Partially defines the scope of research question or thesis (e.g., parts are missing, remains too broad or too narrow). Difficulty identifying key concepts. Information/sources used partially answer research question or support thesis.	Defines the scope of research question or thesis. Identifies key concepts. Information/sources used relate to key concepts, answer research question, and/or support thesis.	Effectively defines the scope of research question or thesis. Articulates key concepts. Selects information/sources that directly relate to concepts, answer research question, and/or support thesis.
<b>Evaluate information sources critically</b>	No evidence that information is derived from sources.	Selects minimal information sources based on limited criteria (e.g., relevance to the research question).	Uses a variety of information sources based on limited criteria (e.g., relevance to the research question, currency, and authority).	Incorporates a variety of information sources appropriate to the scope and discipline of the research question. Considers importance (to researched topic) of multiple criteria (e.g., relevance to research question, currency, authority, audience, and bias or point of view).
<b>Use information to convey a message</b>	Information does not convey a specific message.	Information is too fragmented and/or inappropriate (e.g., misquoted, taken out of context, incorrectly paraphrased) to convey a message.	Organizes and develops relevant information to convey a basic message.	Synthesizes information to articulate a clear, cohesive, insightful message.
<b>Correctly apply information use strategies</b>	No evidence of correct information use strategies (see below)	Correctly uses at least one information use strategy.	Correctly uses two or three information use strategies.	Correctly uses four or more information use strategies.
	1) citations, references; 2) paraphrase, summary, quotes; 3) reflection of information's original context; 4) distinction between common knowledge and ideas requiring attribution; 5) full understanding of ethical and legal restrictions on use of published, confidential, and/or proprietary information.			

*This rubric was created using the Association of American Colleges and Universities (AAC&U) Information Literacy VALUE Rubric. Retrieved from <https://www.aacu.org/value-rubrics>*

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