Fitchburg State University General Education Program: Information Literacy Rubric

Goal and Skill: Fitchburg State University students will recognize what information is needed and have the ability to locate, evaluate, and use that information effectively and ethically.

	Internalizing	Refining	Developing	Emerging
Process				
Process of forming and revising a research question	Student work consistently reflects the process of forming and revising a research question that is both answerable and appropriate to the scope of the assignment.	Student work mostly reflects the process of forming and revising a research question that is both answerable and appropriate to the scope of the assignment.	Student work partially reflects the process of forming and revising a research question that is both answerable and appropriate to the scope of the assignment.	Student work minimally reflects the process of forming a research question that is both answerable and appropriate to the scope of the assignment.
Process of identifying authoritative sources *In this context 'authoritative' refers to multiple criteria including currency, audience, perspective, and/or purpose.	Student work consistently reflects the process of identifying authoritative sources appropriate to the assignment.	Student work mostly reflects the process of identifying authoritative sources appropriate to the assignment.	Student work partially reflects the process of identifying authoritative sources appropriate to the assignment.	Student work minimally reflects the process of identifying authoritative sources appropriate to the assignment.
Process of locating sources using search strategies	Student work consistently reflects the process of locating sources relevant to the assignment by employing well-designed search strategies.	Student work mostly reflects the process of locating sources relevant to the assignment by employing well-designed search strategies.	Student work partially reflects the process of locating sources relevant to the assignment by employing well-designed search strategies.	Student work minimally reflects the process of locating sources relevant to the assignment by employing well-designed search strategies.

Process of developing an effective plan (search strategy) for finding information	Student work consistently reflects the process of developing an effective plan for finding information, including the identification of key concepts and resources (databases, search engines, etc.)	Student work mostly reflects the process of developing an effective plan for finding information, including the identification of key concepts and resources (databases, search engines, etc.)	Student work partially reflects the process of developing an effective plan for finding information, including the identification of key concepts and resources (databases, search engines, etc.)	Student work minimally reflects the process of developing an effective plan for finding information, including the identification of key concepts and resources (databases, search engines, etc.)
Product				
Synthesize sources of information to communicate new ideas	Student work consistently addresses the research question or thesis by incorporating sources together that are directly related to the topic.	Student work mostly addresses the research question or thesis by incorporating sources together that are directly related to the topic.	Student work partially addresses the research question or thesis by incorporating sources together that are directly related to the topic.	Student work minimally addresses the research question or thesis by incorporating sources together that are directly related to the topic.
Engagement with ongoing scholarly conversation (academic discourse)	Student work consistently demonstrates connection to and/or engagement with an ongoing scholarly conversation (academic discourse).	Student work mostly demonstrates connection to and/or engagement with an ongoing scholarly conversation (academic discourse).	Student work partially demonstrates connection to and/or engagement with an ongoing scholarly conversation (academic discourse).	Student work minimally demonstrates connection to and/or engagement with an ongoing scholarly conversation (academic discourse).
Citing sources ethically and appropriately	Student work consistently cites sources when paraphrasing, summarizing and/or quoting in a singular citation style (e.g. MLA, APA, Chicago, etc.).	Student work frequently cites sources when paraphrasing, summarizing and/or quoting in a singular citation style (e.g. MLA, APA, Chicago, etc.)	Student work sometimes cites sources when paraphrasing, summarizing and/or quoting in a singular citation style (e.g. MLA, APA, Chicago, etc.)	Student work rarely or does not cite sources when paraphrasing, summarizing and/or quoting in a singular citation style (e.g. MLA, APA, Chicago, etc.)

Information Literacy Rubric

Information Literacy Goal and Skill

Fitchburg State University students will recognize what information is needed and have the ability to locate, evaluate, and use that information effectively and ethically.

Suggested Assignments for this Rubric

Information literacy (IL) skill development is a process that may lead to a finished product. As such, product-based assignments, such as final papers, may not provide all of the evidence needed to assess the IL criteria. When submitting pieces for assessment that demonstrate students' progress in IL skill development, please consider artifacts that measure both process and product.

- [Research Logs/Journals](#) - documentation outlining students' research process
- [Annotated Bibliography](#)
- Written reflection of research process
- Exploratory paper - paper developed as part of a larger research project
- [Search Strategy](#)

Understanding the Rubric

This rubric assesses students' information literacy skill development based on the following seven criteria:

1. The process of forming and revising a research question.
2. The process of identifying authoritative sources.
3. The process of locating sources using search strategies.
4. The process of developing an effective plan (search strategy) for finding information.
5. Synthesize sources of information to communicate new ideas
6. Engagement with ongoing scholarly conversation (academic discourse)
7. Citing sources ethically and appropriately

The rubric has four levels of performance with a consistent distinguishing term in each criterion.

Performance Level	Distinguishing Term	Explanation: The student artifact is . . .
Internalizing	Consistently	nearly perfect in meeting the criteria (~100%).
Refining	Mostly/Frequently	above average in meeting the criteria (~75%).
Developing	Partially/Sometimes	average in meeting the criteria (~50%).
Emerging	Minimally/Rarely	in the early stages of meeting the criteria (25% or less)

In general, the rubric is meant to assess the student progression in developing their information literacy skills through the four-year general education curriculum. It is expected that students in their first and second years of the general education program will likely score on the lower end of the rubric (Emerging and Developing) as they are just beginning their skill development, and they will continually improve (Refining and Internalizing) as they progress through the program during their 3rd and 4th years.