

English 1010 Information Literacy Rubric

	1. Students will define their information needs in order to anticipate what they and their audience needs to know and to focus, shape, and organize their ideas and writing.	2. Students will use a variety of sources to explore a topic in order to develop an appreciation of different types of information and their purposes.	3. Students will evaluate information for its value, relevance, and accuracy in order to develop the critical thinking skills of analysis and self-reflection.	4. Students will recognize problems in their own research and writing in order to get assistance and further develop their writing and information literacy skills.
Excellent	<p>a. Asks several specific research questions that address the general topic or problem in component parts.</p> <p>b. Does a preliminary search to get background information and then revises research questions as a consequence.</p>	<p>a. Identifies the formats or types of information most likely to answer their research questions</p> <p>b. Uses several different kinds of sources of information (e.g. scholarly, news, and primary sources) in their final products</p> <p>c. If appropriate, uses a primary source for their final product.</p>	<p>a. Actively engages with the texts and sources they discover and engages in dialogue with them in class discussions and writing.</p> <p>b. Identifies the purpose and audience of different information sources.</p> <p>c. Analyzes all information sources for their accuracy, relevance, and contribution they make in answering a question or solving a problem.</p> <p>d. Articulates their criteria and thinking about information choices.</p>	<p>a. Asks instructors, peers, and librarians for help at all stages of the research process, including developing research questions and plans, identifying potential sources of information, and evaluating information.</p>
Good	<p>a. Asks one or two specific research questions that address the general topic or problem in component parts.</p> <p>b. Does a preliminary search to get background information but does not sufficiently revise research questions based on the information found.</p>	<p>a. Uncertain about the format or type of information most likely to answer their research questions.</p> <p>b. Tends to use the same format or type of information regardless of need. Chooses type of information source based on availability rather than quality and relevance.</p> <p>c. Does not use a primary source when appropriate.</p>	<p>a. Tends to accept new information from readings and research at face value, and summarizes information rather than engaging in dialogue.</p> <p>b. Has some difficulty identifying purpose and audience of information sources.</p> <p>c. Tends to only analyze web sources for their accuracy, and does not address whether information discovered addresses their questions.</p> <p>d. Does not articulate their criteria or thinking about their information choices.</p>	<p>a. Asks only instructors for assistance during the research and writing process. Tends to focus on the final product and grade, rather than learning as part of the process.</p>
Needs work	<p>a. Does not ask specific questions, but plans to search for information on a broad topic.</p> <p>b. Does not do a preliminary search, but searches for information at a broad level in a single phase or process.</p>	<p>a. Has no idea what type or format of information would be appropriate for the topic or questions.</p> <p>b. Uses the same type of information source consistently without regard to quality or relevance.</p> <p>c. Does not understand what a primary source is.</p>	<p>a. Does not actively engage in reading and does not discuss them in class or in writing.</p> <p>b. Cannot identify audience or purpose of information sources.</p> <p>c. Does not analyze any information sources for their quality or relevance.</p>	<p>a. Does not seek help.</p>