

Assessment of Student Outcomes Rubric

Information Literacy (INF)

Carolina Core Learning Outcome: *Students will be able to collect, manage and evaluate information using technology, & communicate findings.*

NOTE: Not every learning outcome will be evidenced in each artifact. When assessing assignments, score by whether or not the evidence is there in multiple examples.

#	Student Achievements	Unsatisfactory	Approaching	Satisfactory	Notes:
1	Determine the nature & extent of information needed.	<ul style="list-style-type: none"> -Unable to identify a topic -Does not develop or formulate a research question. -Does not identify key terms or concepts. -Does not identify relevant disciplines. 	<ul style="list-style-type: none"> -Partially identifies a topic, but topic is unclear or unfocused -Formulates a research question, but question is weak or unfocused -Attempts to identify key concepts and terms, but fails to do so accurately -Attempts, but does not succeed at identifying disciplines relevant to the topic. 	<ul style="list-style-type: none"> -Identifies and focuses topic question. -Develops and formulates research question. -Identifies key concepts and search terms. -Identifies disciplines relevant to the topic. 	<i>For Satisfactory rating, 3 or more of the outcomes must be present.</i>
2	Identify & access sources of information applicable to the need.	<ul style="list-style-type: none"> -Presents information in entirely disorganized fashion -Does not include resources from a variety of sources <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> -All references included are irrelevant to the discipline and/or time period (if applicable) 	<ul style="list-style-type: none"> -Has weak organizational structure for the presentation of information -Includes resources from a variety of sources, but some may not be relevant to the discipline and time period (when applicable) 	<ul style="list-style-type: none"> -Exhibits a clear and organized strategy for the presentation of information -Includes a variety of sources relevant to both the discipline and time period (when applicable) 	<p><i>Production of a successful final product assumes a data collection plan.</i></p> <p><i>For Satisfactory rating, 3 or more of the outcomes must be present.</i></p>

#	Student Achievements	Unsatisfactory	Approaching	Satisfactory	Notes:
3	Evaluate information & its sources for credibility, reliability, point of view or objectivity, & currency.	<p>-Does not evaluate of information and/or sources used (when applicable)</p> <p>-Chose information and/or sources that are not reliable</p>	<p>-Attempts evaluation of information and/or sources (when applicable), but produces weak analysis of credibility, reliability, validity, accuracy, authority, currency, point of view or bias</p> <p>-Information and/or sources are generally reliable (in context of research question), but some may be problematic.</p>	<p>-Thoroughly evaluates information and sources (when applicable) to produce a critical analysis of credibility, reliability, validity, accuracy, authority, currency, point of view or bias.</p> <p>-Uses reliable information and/or sources (in the context of the research question)</p>	<p><i>For Satisfactory rating, 2 or more of the outcomes must be present.</i></p>
4	Employ appropriate conventions for integrating & citing sources ethically & legally.	<p>-Does not credit sources and/or authors</p> <p>-Uses information in ways that are not true to original context</p> <p>-Paraphrases, quotes, or summarizes information inappropriately, or not at all.</p>	<p>-Partially credits sources and authors, but frequent citation/reference errors interfere with the reader's understanding</p> <p>-Generally uses information in ways that are true to the original context, but not always</p> <p>-Attempts to incorporate paraphrases, quotations, and/or summaries into argument, but does not always do so effectively or appropriately.</p>	<p>- Credits sources and authors with citations/references that are correctly formatted and accurate.</p> <p>-Uses information in ways that are true to original context.</p> <p>-Choices of paraphrases, quotations, and/or summaries are well thought-out and support textual arguments.</p>	<p><i>Understanding of ethical and legal use of information may not be evidenced in all assignments. (ex. annotated bibliography)</i></p> <p><i>For Satisfactory rating, 3 or more of the information strategies must be present.</i></p>

5	Use, manage, & communicate information using appropriate technology to accomplish a specific purpose.	<ul style="list-style-type: none"> - Relies only on Web pages for information. - Information is disorganized. - Technology is not used effectively, i.e., inappropriate to the field or topic. - Communication of findings is disjointed. 		<ul style="list-style-type: none"> - Uses available online resources to gather information. - Organizes and manages information in a logical process. - Presents information using technology appropriate to the field and to the topic. - Articulates findings in a cohesive manner. 	
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Original rubric with Intermediate column deleted. April 22, 2013

Problematic column deleted and text edited. May 6, 2013

Revisions post pilot April 2014 v4

Revisions to Student Achievements approved by Carolina Core Committee November 11, 2014

Revisions post reaccreditation August 2022