Information Literacy – Spring 2009

Professors: Lisa Tappeiner, Flor Henderson

Evaluators are encouraged to assign a zero to any performance that does not meet level one performance.

Information Literacy Components	4 Incorporating Skill	3 Mastering Skill	2 Developing Skill	1 Attempting Skill
Framing the Need for Information	Consistently develops a focused tentative thesis statement or research question; identifies key concepts and related terms that articulate various facets of and points of view related to the question	Clearly develops a tentative thesis statement or research question; identifies key concepts that demonstrate a deeper understanding of the question	Develops a tentative thesis statement or research question; identifies key concepts that demonstrate a basic understanding of the question	Unable to articulate a tentative thesis statement or research question; identifies few keywords
Choosing appropriate research tools	Proficiency in selecting and navigating most appropriate resources available to them (Print/online, general/discipline specific) and demonstrating an understanding of the differences between academic and non-academic online research tools	Demonstrates ability to navigate and select general print and online resources and has a basic understanding of the differences between academic and non-academic online research tools	Demonstrates basic understanding of academic print and online resources	Identifies and uses obvious, non-academic research tools to find information; fails to differentiate between academic and non-academic research tools
Effectively access sources	Effectively employs effective search strategies using keywords, synonyms and controlled vocabularies, and online contextual help; differentiates between and uses primary / secondary and peer-reviewed / non peer-reviewed sources	Employs basic search strategies using keywords; identifies and searches a variety of sources of information; differentiates between and uses primary / secondary and peer-reviewed / non peer-reviewed sources	Develops basic search strategies using keywords; identifies and searches few sources of information.	Unable to develop effective search strategies, fails to identify, search for and retrieve information.
Evaluating Sources and Content	Examines and compares information from various sources and evaluates sources appropriately; analyzes differing viewpoints and effectively uses different formats. Differentiates between academic peer-reviewed, non-peer-reviewed overviews, and sources for general readers	Examines and compares information from various sources; investigates differing viewpoints; synthesizes main ideas to create new concepts; compares new information with prior knowledge	Basically examines and compares information from a few sources with little analysis; broadly summarizes main ideas	Quotes sources without comment or evaluation; uses sources that do not meet research need; uses too few sources, lacking in variation

Information Literacy Components	4 Incorporating Skill	3 Mastering Skill	2 Developing Skill	1 Attempting Skill
Using Information for a Specific Purpose	Effectively organizes content in support of purposes and format of the assignment using multiple sources and formats; reviews and effectively strengthens thesis statement or research question; incorporates new and prior information; including quotations and paraphrasing that support purposes of the assignment; communicates ideas cogently; uses peer-reviewed sources, subject overviews, and popular sources appropriately	Effectively organizes content in support of purposes and format of the assignment; reviews and appropriately revises thesis statement or research question; communicates ideas cogently	Organizes content to support purposes and format of the assignment; does not recognize when a revision of thesis statement or research question is needed; adequately communicates ideas	Information fails to support thesis and content effectively; weakly communicates ideas
Understanding Issues Affecting the Ethical Use of Information	Understands issues concerning plagiarism for print, images, and non-print formats; observes copyright laws regarding all formats; uses a minimal number of quotes more paraphrasing than quotes (between 7% - 10%); consistently uses appropriate documentation style for citing sources with no errors	Understands issues concerning plagiarism for print, images, and non-print formats; observes copyright laws regarding all formats; uses more paraphrasing than quotes; uses appropriate documentation style for citing sources with few or no errors	Demonstrates basic knowledge of plagiarism and copyright laws regarding print and online sources; relies heavily on quotes; uses appropriate documentation style for citing sources with several errors	Uses information without properly acknowledging sources