

Information Literacy Progression Rubric

Criteria	Accomplished	Competent	Developing
1. Identify and articulate needs which require information solutions.	Understands that the information found is determined in part by what is needed and what is available. (WAAL)		Recognizes that information is needed.
	Develops a thesis statement and formulates questions based on the information need. (WAAL)	Converts an information need into a researchable question.	Knows how to focus and articulate a basic information need into a question.
2. Identify and select appropriate information sources	Can identify a wide variety of resources. (WAAL)	Realizes that there are a wide variety of resources available.	Recognizes that a variety of resources is available through the Library
	Identifies and understands the characteristics of types and formats of information resources. (WAAL)		Recognizes some characteristics of a print journal article and a book.
	Selects information resources appropriate for researching an information need. (WAAL)	Often selects information resources appropriate for researching an information need.	Begins to select subject specific information resources over general ones when researching an information need.
	Knows to seek research assistance from an authoritative source such as a librarian or faculty member and will do so immediately as necessary.	Knows to seek research assistance from an authoritative source such as a librarian or faculty member but only does so after struggling on their own.	Seeks research assistance from non---authoritative sources such as family and friends.
	Distinguishes the proper use of library resources and Internet search engines and chooses appropriately.	Uses some library resources to conduct research but still relies on Internet search engines.	Uses Internet search engines for majority of research, but knows that Library exists.
	Displays understanding that library resources are usually more reliable than free web sites.	Understands there is a difference between the reliability of library resources and web sites.	Begins to understand that not all resources are equally reliable.
3. Formulate and efficiently execute search queries appropriate for the information resource	Understands that different information resources and formats require different searching techniques, including browsing. (WAAL)	Knows about online search techniques such as use of Boolean.	Knows little to nothing about different search techniques, including use of Boolean.
	Selects search strategies appropriate to the topic and resource. (WAAL)	Sometimes selects search strategies appropriate to the topic and resource.	Begins to select search strategies appropriate to the topic and resource.
	Understands that various resources may use different controlled vocabularies to refer to the same topic. (WAAL)		
	Uses search language appropriate to the source, such as a controlled vocabulary, key words, natural language, author and title searches to locate relevant items in print and electronic resources. (WAAL)	Uses search language appropriate to the source, such as a controlled vocabulary, key words, natural language, author and title searches to locate relevant items in electronic resources	
	Identifies keywords, synonyms and related terms for the information needed. (ACRL)	Often identifies keywords and synonyms for the information needed.	Begins to identify keywords for the information needed.
	Uses online search techniques and tools (e. g., Boolean operators and symbols, limiters, and truncation) to locate relevant citations and to further refine the search as needed to achieve	Uses correct online search techniques and tools (e. g., Boolean operators and symbols, limiters, and truncation) but achieves less than satisfactory results.	Uses incorrect or no online search techniques and tools (e. g., Boolean operators and symbols, limiters, and truncation).

	satisfactory results. (WAAL revised)		
	Seeks assistance as needed or on their own is able to come up with appropriate search terms to achieve desired results.	Sometimes seeks assistance in coming up with appropriate search terms to achieve desired results.	Needs and occasionally seeks assistance coming up with appropriate search terms to achieve desired results.
	Comprehends why they don't get expected results and is able to adjust their searches accordingly.	Comprehends why they don't get expected results and tries to adjust their searches accordingly.	Does not fully comprehend why they don't get expected results.
4. Interpret and analyze search results and select relevant sources	Assesses the number and relevance of sources cited to determine whether the search strategy must be refined. (WAAL)		Assesses the number of sources cited to determine whether the search strategy must be refined.
	Recognizes the components of a citation and differentiates between types of resources cited, such as a book, periodical, or government document, as well as the format (e. g., electronic or physical). (WAAL)	Recognizes some components of a citation and differentiates between types of resources cited, such as a book, periodical, or government document, as well as the format (e.g., electronic or physical).	Starts to recognize the components of a citation and differentiates between types of resources cited, such as a book, periodical, or government document, as well as the format (e.g., electronic or physical).
	Uses the components of a citation (e. g., currency, reputation of author or source, format, or elements of a URL) to choose those most suitable for the information need. (WAAL)	Tries to use some of the components of a citation (e.g., currency, reputation of author or source, format, or elements of a URL) to choose those most suitable for the information need.	
	Readily perceives gaps in information retrieved and determines whether the search should be refined. (WAAL revised)	Sometimes perceives gaps in information retrieved and determines whether the search should be refined.	
	Consistently analyzes search results for topic relevancy, and will continue making search refinements until satisfactory results are found. (ACRL revised)	Attempts to analyze search results for relevance to topic, to determine whether search strategy must be refined.	Generally uses the first search results found as sources, regardless of relevance to topic. Does not do further searching & does not understand why refining may be necessary.
5. Locate and retrieve relevant sources in a variety of formats from the global information environment	Understands the organization of materials and uses locally produced location guides.	Understands the basic organization of materials in libraries and uses locally produced location guides.	Knows how to use locally produced location guides to find materials.
	Understands how to use classification systems. (WAAL revised)	Understands how to use at least one classification system.	Begins to learn the Library of Congress call number classification system.
	Uses location information in bibliographic record to retrieve locally owned resources. (WAAL)	Knows how to use location information in bibliographic records to retrieve locally owned resources.	Knows that different materials are located in various collections in the Library, and that these collections may be organized differently.
	Understands that libraries have developed methods for locating and sharing resources not owned locally and can use appropriate resource sharing system, such as interlibrary loan or Universal Borrowing, to retrieve information. (WAAL revised)	Can use appropriate resource sharing system, such as interlibrary loan or Universal Borrowing, to retrieve information.	
	Uses call number for a relevant item as a starting point to look for books on the same subject.		Begins to learn how to use the call number and location of library materials in bibliographic records to retrieve those materials in the Library.

	Uses various search systems to locate and retrieve information in a variety of formats. (ACRL revised)	Expands number of search systems used to locate and retrieve information.	Focuses on one or two search systems (like EbscoHost) to retrieve information. Does not understand that different systems retrieve different formats.
6. Critically evaluate the information retrieved	Uses a variety of criteria, such as authors' credentials and peer review, to assess the authority of resources. (WAAL)	Understands that there are a variety of criteria, such as authors' credentials and peer review, to assess the authority of resources.	Recognizes that there are a variety of criteria, such as peer review, to assess the authority of resources.
	Assesses the relevancy of a source to an information need by examining publication date, purpose, and intended audience. (WAAL)	Understands that the relevancy of a source to an information need can be determined by examining publication date, purpose, and intended audience.	
	Recognizes and evaluates documentation for the information source, such as research methodology, bibliography or footnotes. (WAAL)		Recognizes documentation for the information source, such as bibliography or footnotes.
	Distinguishes between primary and secondary sources in different disciplines and evaluates their appropriateness to the information need. (WAAL)	Can distinguish between obvious primary and secondary sources in some disciplines, but more subtle distinctions escape them.	
	Applies evaluation criteria to all information formats, e. g. web sites. (WAAL revised)	Sometimes applies evaluation criteria to information formats.	Rarely applies evaluation criteria beyond a cursory level
	Determines probable accuracy by questioning the source of the data, the limitations of the information gathering tools or strategies, and the reasonableness of the conclusions. (ACRL)	Begins to question the accuracy of information found based on source and reasonableness of conclusions.	Rarely questions the accuracy of the information found. No matter where found, assumes information is correct.
7. Organize, synthesize, integrate and apply the information	Uses appropriate documentation style to cite sources used. (WAAL)	Uses a single documentation style per paper or project to cite sources used.	Attempts to use a single documentation style per paper or project to cite sources used.
	Summarizes the information retrieved (e. g., can write an abstract or construct an outline). (WAAL revised)	Knows that summarizing the information retrieved can have a purpose (e.g., can write an abstract or construct an outline).	
	Recognizes and accepts the ambiguity of multiple points of view. (WAAL)		Prefers sources that state exactly what is wanted, without having to draw conclusions from various sources.
	Draws conclusions based upon information gathered. (ACRL)	Realizes that drawing a conclusion from a multitude of sources is often necessary.	
	Organizes the information in a logical and useful manner. (WAAL)	Organizes the information.	
	Synthesizes the ideas and concepts from the information sources collected into existing body of knowledge. (WAAL)	Adds the ideas and concepts from the information sources collected to the project.	
	Determines the extent to which the information found can be applied to the information need. (WAAL)	Increasingly determines the extent to which the information found can be applied to the information need.	Begins to determine the extent to which the information found can be applied to the information need.
Creates a logical argument based on information retrieved. (WAAL)	Creates an argument based on information retrieved.	Creates an argument and tries to find sources to validate it.	
Displays complete understanding of citations,	Recognizes the components of a citation, but may	Begins to learn the components of a citation	

	including their components and the types of material being cited.	not always distinguish the difference between types of material being cited.	and begins to learn the difference between a book & article citation, or between online or print sources.
8. Self--assess the information-- seeking processes used	Understands that information---seeking consists of evolving, non---linear processes that include making multiple decisions and choices. (WAAL)	Knows that information---seeking consists of evolving processes that include making multiple decisions and choices.	
	Describes the criteria used to make decisions and choices at each step of the particular process used. (WAAL)		
	Assesses effectiveness of each step of the process and refines the search process in order to make it more effective. (WAAL)	Refines the search process in order to make it more effective.	Rarely refines the search process in an attempt to find more results.
	Understands that many of the components of an information seeking process are transferable and, therefore, are applicable to a variety of information needs. (WAAL)	Knows that some of the components of an information seeking process are transferable and, therefore, are applicable to a variety of information needs.	Knows that a few of the components of an information seeking process are transferable and, therefore, are applicable to a variety of information needs.
9. Understand the structure of the information environment and the process by which both scholarly and popular information is produced, organized and disseminated	Understands that the information structure (e. g., how information is produced, organized, and disseminated) can vary from discipline to discipline. (WAAL revised)	Knows the information structure (e.g., how information is produced, organized, and disseminated) in a discipline.	Begins to learn general information structure (e.g., how information is produced, organized, and disseminated).
	Understands that the value of a particular type of information resource (e. g., book, article, conference proceeding) may vary from discipline to discipline. (WAAL)	Knows the value of a particular type of information resource (e.g., book, article, conference proceeding) in a discipline.	Begins to learn the value of a particular type of information resource (e.g., book, article, conference proceeding) in a discipline.
10. Understand public policy and the ethical issues affecting the access and use of information	Understands the ethics of information use, such as knowing to give credit to others whose ideas are used by appropriately citing sources in order to avoid plagiarism. (WAAL revised)	Is aware of the ethics of information use, such as knowing to give credit to others whose ideas are used by appropriately citing sources in order to avoid plagiarism.	Knows to cite sources in order to avoid plagiarism.
	Understands concepts and issues relating to censorship, intellectual freedom, and respect for differing points of view. (WAAL)	Understands concepts and issues relating to respect for differing points of view.	
	Is aware of the social/ political issues affecting information, such as privacy, privatization and access to government information, electronic access to information, and equal access to information (WAAL revised)		