

PVCC General Education Information Literacy Rubric

Dimension	Score = 2: meets or exceeds standards for competency	Score = 1: needs improvement	Score = 0: does not meet minimum standards for competence
Determine the extent of the information needed	<p>Student is able to formulate a clear and focused thesis, topic or research question that leads to relevant information</p> <p>Given a thesis, topic or research question, the student is able to compile a sufficient list of concepts and information, including, when appropriate, divergent sources</p>	<p>Student's thesis, topic or research question is on topic, but is too broad and lacks focus to lead to relevant information</p> <p>Given a thesis, topic or research question, the student is able to identify some concepts, information or sources</p>	<p>Student is unable to effectively formulate a thesis, topic or research question based on an information need</p> <p>Given a thesis, topic or research question, the student has not identified any concepts, information or sources</p>
Access needed information efficiently (emphasis is on the search process)	<p>Student is able to identify appropriate keywords, synonyms, related terms and/or subject headings for the information need</p> <p>Student's search strategy is focused and clear and relates directly to the research question</p>	<p>Student identifies some appropriate keywords, synonyms, related terms or subject headings, but misses some of the key terms</p> <p>Student's search strategy is somewhat focused, but returns an overabundance of results</p>	<p>Student is unable to identify appropriate keywords, synonyms, related terms, subject headings or other methods for the information need</p> <p>Student's search strategy is unfocused and unclear</p>
Evaluate information and its sources critically	<p>Student uses appropriate sources for the information need</p> <p>Student examines information and uses criteria such as authority, credibility, relevance, timeliness, and accuracy to make judgments about what sources to utilize for the information need</p> <p>Student identifies or excludes biased, untimely, non-authoritative or inaccurate information</p>	<p>Student uses sources that provide information, but not information of the appropriate caliber for the information need</p> <p>Student uses a vague set of criteria to decide what to use or applies the criteria inconsistently</p> <p>The student includes some biased information without comment</p>	<p>Student uses inappropriate sources for the information need</p> <p>Student is unaware of criteria that might be used to judge information quality and credibility</p> <p>Little or no effort is made to examine information once it is located</p> <p>Student uses obviously biased information and accepts information at face-value</p>