## UNIVERSITY OF NEW ORLEANS

## INFORMATION LITERACY RUBRIC

This rubric is designed to evaluate the extent to which undergraduate students demonstrate the ability to identify, find, evaluate, interpret, manage, and responsibly use information to answer questions as well as develop new ones. Assessment results will be used for program improvement purposes only.

Course: Instructor: Student: Date:

Component	Component Fully Met	Component Met	Component Partially Met	Component Not Met	Rating
	(Rating = 3)	(Rating = 2)	(Rating = 1)	(Rating = 0)	
Determine	Topic is focused, clear, and	Topic is focused and	Topic is unfocused and	Unable to	
extent of	complete. Key concepts/terms are	clear. Concepts	unclear. Information	effectively formulate	
information	identified. Extensive sources are	identified. Sufficient	gathered lacks relevance,	topic and/or	
required and	identified and accessed. Can	number of information	quality, and/or balance.	information needed.	
access it	articulate search strategy.	sources are located with			
efficiently		appropriate search			
		strategy.			
Evaluate	Examines information from multiple,	Examines information	Examines information	Unaware of criteria	
information and	diverse sources using criteria such as	using criteria such as	using some criteria.	to judge information	
its sources	authority, credibility, relevance,	authority, credibility,	Judgments about what to	quality. Little effort	
critically	timeliness, and accuracy. Makes	relevance, timeliness, and	keep/discard could use	made to examine	
	judgments about what to	accuracy. Makes	improvement.	information located.	
	keep/discard and can provide	judgments about what to			
	rationale for decisions.	keep/discard.			
Use information	Aware of breadth/depth of topic,	Uses appropriate	Only partially aware of	Information is	
appropriately to	able to reflect on search strategy,	information to solve	information necessary	incomplete and/or	
accomplish a	synthesize/integrate information,	problem/answer question.	and types of data that	does not support	
specific purpose	draw appropriate conclusions,	Adequately	would be useful in	intended purpose.	
	clearly communicate.	communicate.	formulating a convincing		
			argument.		
Understand the	Understand/recognize intellectual	Gives appropriate credit	Inadequate/inconsistent	Does not credit	
economic, legal,	property concept, can adequately	for others' work. Ethical	credit of others' work.	others for their	
ethical, and	defend work, properly incorporates	consumer and producer of	Difficulty distinguishing	work. Cannot	
social issues	others' work, can use criteria to	information. Understands	between objective/biased	distinguish between	
surrounding use	discern facts. Understands free	free access to and	information. Does not	objective/biased	
of information	access to and expression of info.	expression of info.	understand role of info.	information.	D 1 :

Adapted from California State University Information Competence Rubric