

Information Literacy Assessment Rubric

The PBCC library information literacy program identifies the following information literacy learning goals and outcomes which may be adapted for use in any course. Based upon ACRL Information Literacy Standards, the following rubric presents levels for assessing learning outcomes.

* Information Literacy Learning Outcomes Across Academic Levels

Information Literacy Goals	Level I <i>Emerging</i>	Level II <i>Developing</i>	Level III <i>Competent</i>	Level IV <i>Strong</i>
Values inquiry Determines scope of information needs	Seeks information only when prompted. Does not discourage the inquiry of others	Generates questions without prompts; seeks answers inconsistently	Formulates a question or inquiry; generates and follows through with questions; asks for help and clarification	Values and engages in regular inquiry and seeks new information for lifelong learning.
Applies strategies Accesses information efficiently/effectively	Utilizes convenient and known sources of information. Uses organizing tool to assist search.	Identifies that additional information is needed. Experiments with new strategies and methods.	Applies several regular approaches to modify, update or learn	Applies a repertoire of creative and flexible information seeking strategies in order to navigate the unfamiliar, take action or solve a problem
Evaluates sources Evaluates information sources	Identifies convenient and known sources of information	Develops knowledge of sources central to individual, discipline, field and/or educational needs	Looks at sources, sees differences and selects from among them	Evaluates appropriate sources in order to access relevant information.
Uses tools	Recognizes and attempts to use tools that are readily available	Uses required tools, with some direction	Develops creative projects using a variety of tools	Selectively uses most appropriate technological and organizational tools in order to access and manipulate information
Appraises Evaluates information content	Recognizes that some sources are more credible/reliable than others	Selects sources relative to context and need	Applies the understanding of context to determine when and how to use selected sources	Appraises information in order to evaluate quality, relevance, or perspective
Synthesizes Uses information to achieve purpose	Recognizes that there are multiple sources of information	Relates new information to existing knowledge and experience	Integrates previously held beliefs assumptions and knowledge with existing knowledge	Synthesizes new information with current experience and understanding in order to create something new, acquire insight, transform values, or expand knowledge base
Uses information responsibly	Recognizes that there are appropriate and inappropriate uses of information	Identifies applicable laws, regulations and standards regarding information use	Applies knowledge of laws, regulations and standards for information use	Examines and uses ethical standards in order to use information appropriately and responsibly

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