

Information Literacy

College of the Canyons (Derived from the AAC&U VALUE Rubric)

The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance

| | Capstone 4 | Milestones | | Benchmark 1 |
|---|---|--|--|--|
| | | 3 | 2 | |
| Determine the Extent of Information Needed | Comprehensively and accurately defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question. | Defines the scope of the research question or thesis completely. Determines most key concepts. Types of information (sources) selected relate to concepts or answer research question. | Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Determines related concepts. Types of information (sources) selected partially relate to concepts or answer research question. | Did not define the scope of the research question or thesis. Does not determine key concepts. Types of information (sources) selected do not relate to concepts or are absent entirely. |
| Access the Needed Information | Accesses information using effective, well-designed search strategies and appropriate information sources, including databases. | Accesses information using variety of search strategies and some relevant information sources, including databases. Demonstrates ability to refine search. | Accesses information using unsophisticated search strategies, retrieves information from limited and similar sources. Is aware of and attempts to use databases. | Accesses information indiscriminately or ineffectively, retrieves information that lacks relevance and quality. |
| Evaluate Information and its Sources Critically | Chooses extensive information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view.) | Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority.) | Chooses limited information sources. Selects sources using basic criteria (such as relevance to the research question and currency.) | Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question.) |
| Use Information Effectively to Accomplish a Specific Purpose | Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth | Communicates, organizes and synthesizes information from sources. Intended purpose is achieved. | Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved. | Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. |
| Access and Use Information Ethically and Legally | Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. |