

Information Literacy Rubric for General Education
The first year information literate Augustana student understands:

	1 How information is organized and how to retrieve it.	2 The best use of any form of information (books, newspapers, articles, govdocs, etc).	3 How to distinguish between primary and secondary sources.	4 How to distinguish between popular and scholarly sources.	5 How to develop and implement a search strategy.	6 How to evaluate information for accuracy, authority, expert opinion and coverage.
Excellent	Can identify types of information needed. Can locate materials in library or request them from other institutions. Effectively uses all parts of bibliographic record in all formats to access materials. Transfers search skills to other catalogs and databases. Uses reference materials effectively.	Articulates in which format information needed is most likely to be found. Accesses appropriate databases or catalog to locate needed information. Uses best information appropriately in completed work. Respects intellectual property by appropriate citation of sources.	Differentiates and demonstrates mastery using primary and secondary sources. Chooses resources appropriately to satisfy research needs.	Differentiates and demonstrates mastery using popular and scholarly sources. Chooses resources appropriately to satisfy research needs.	Demonstrates reference collection savvy in building background on topic. Develops excellent questions to explore topic. Explores using a number of search terms and databases. Modifies search strategy as research progresses. Uses Boolean techniques and limiters to refine searches.	Analyzes all resources, especially web pages, for accuracy, authority, expert opinion and coverage of information. Compares information being analyzed to background reference knowledge. Makes informed decision to integrate new information to evaluate future materials.
Good	Identifies some types of information needed. Is confused about location or accessing materials some of the time. Uses bibliographic record to locate additional resources on a limited basis. Can transfer some research skills but sees it as learning a specific database, not as conceptual learning. Inconsistent use of reference materials to understand topic.	Tends to use same information format regardless of need. Unsure about best databases or catalog to use to find information. Chooses formats based on availability instead of quality. Inconsistent in appropriate citation of sources.	When prompted, can differentiate between primary and secondary sources. Inconsistently chooses primary and secondary resources that meet research needs.	When prompted, can differentiate between popular and scholarly sources. Inconsistently chooses popular and scholarly resources that meet research needs.	Uses reference materials inconsistently in developing background knowledge of topic. Describes topic but doesn't build questions to explore it. Uses few search terms and limited databases. Doesn't develop research strategy beyond initial plan. Uses few limiters in searching.	Tends to analyze only web pages for accuracy, authority, expert opinion and coverage. Accepts new information as fact with little comparison to prior research. Haphazard in integrating new information into evaluation of future materials.
Needs Work	Tends to use one type of resource regardless of the information needed. Regularly needs help to locate materials. Can identify parts of bibliographic record, but doesn't transfer skills to another catalog or database. Doesn't utilize reference materials to understand topic.	Has no idea what format will be appropriate for research. Accesses one type of resource consistently without regard to quality. Selects inappropriate resources for assignments. Routinely misuses others' information and does not cite sources.	Does not identify the differences between primary and secondary materials. Does not choose primary and secondary materials that satisfy research needs.	Does not identify the differences between popular and scholarly materials. Does not choose popular and scholarly materials that satisfy research needs.	Doesn't use reference materials or other reliable resources to develop background knowledge of topic. Has no sense of thesis statement or strategy. Uses a single word or phrase for searching. Uses only internet search engine to do research. Uses no limiters.	Doesn't analyze any materials for accuracy, authority, expert opinion and coverage. Accepts all information as equally valid and valuable.