

## Montgomery College General Education Assessment Rubric: Information Literacy

Montgomery College's Information Literacy Rubric is based on careful selection and description of competencies in the *Framework for Information Literacy for Higher Education* (<https://www.ala.org/acrl/standards/ilframework>) appropriate for Montgomery College General Education program courses to use for assessment of student Information Literacy.

**“Information Literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”<sup>1</sup>**

<b>Research</b> - The information literate student determines the nature and extent of the information needed and is able to access needed information. (Frames: <a href="#">Research as Inquiry</a> and <a href="#">Searching as Strategic Exploration</a> )				
Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	N/A
<ul style="list-style-type: none"> <li>▫ Research question is relevant, appropriate, and exceeds the requirements of assignment.</li> <li>▫ Sources used reflect the skills to locate materials utilizing a variety of research methods and tools (i.e., specific databases) that exceed the requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Research question is relevant and appropriate for assignment.</li> <li>▫ Sources used reflect the skills to locate materials utilizing research methods and tools (i.e., databases) appropriate for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Research question is relevant but is limited or not appropriate for assignment.</li> <li>▫ Sources used reflect the skills to locate materials utilizing research methods, but some sources are inappropriate for the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Research question is neither appropriate nor relevant.</li> <li>▫ Sources do not reflect the research requirements of the assignment</li> </ul>	<ul style="list-style-type: none"> <li>▫ Assessment task does not reflect these characteristics for student performance.</li> </ul>

<b>Evaluate</b> - The information literate student evaluates information critically based on the evaluative criteria of the discipline and/or needs of the assignment. (Frames: <a href="#">Authority is Constructed and Contextual</a> and <a href="#">Information Creation as a Process</a> )				
Advanced (3)	Proficient (2)	Novice (1)	Not Evident (0)	N/A
<ul style="list-style-type: none"> <li>▫ Sources exceed all the critical elements required by the assignment including appropriate</li> </ul>	<ul style="list-style-type: none"> <li>▫ Sources meet the critical elements required by the assignment which may include</li> </ul>	<ul style="list-style-type: none"> <li>▫ Sources are present but few meet the critical elements required by the assignment including</li> </ul>	<ul style="list-style-type: none"> <li>▫ Sources do not meet critical elements required by the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Assessment task does not reflect these characteristics</li> </ul>

<sup>1</sup> "Framework for Information Literacy for Higher Education", American Library Association, February 9, 2015. <https://www.ala.org/acrl/standards/ilframework>

<b>Evaluate</b> - The information literate student evaluates information critically based on the evaluative criteria of the discipline and/or needs of the assignment. (Frames: <a href="#">Authority is Constructed and Contextual</a> and <a href="#">Information Creation as a Process</a> )				
<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Novice (1)</b>	<b>Not Evident (0)</b>	<b>N/A</b>
authority, credibility, and currency.	authority, credibility, and currency.	authority, credibility, and currency.		for student performance.
<ul style="list-style-type: none"> <li>▫ Source types (e.g., newspaper, magazine, article, website) included are relevant to the assignment and are beyond expectations of assignment.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Source types (e.g., newspaper, magazine, article, website) included are relevant to the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Some source types lack relevance based on the needs of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Selected sources do not meet the needs of the assignment.</li> </ul>	

<b>Use</b> - The information literate student, individually, or as a member of a group, uses information effectively to accomplish a specific purpose and demonstrates how the research fits into the broader context of research available on the topic. (Frames: <a href="#">Information Creation as a Process</a> and <a href="#">Scholarship as Conversation</a> )				
<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Novice (1)</b>	<b>Not Evident (0)</b>	<b>N/A</b>
<ul style="list-style-type: none"> <li>▫ Ideas are integrated with information gathered from multiple sources of diverse perspectives and exceed the expectations of the assignment.</li> <li>▫ Information is integrated without altering meaning by using quotes and/or paraphrase ethically.</li> <li>▫ If applicable: Reasonable conclusions are drawn and incorporated from supplemental information, such as graphics or data and exceed the expectations of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Ideas integrated with information gathered from multiple sources of diverse perspectives.</li> <li>▫ Information is integrated using quotes and/or paraphrase ethically without altering meaning but may occasionally rely on quotes without providing enough context.</li> <li>▫ If applicable: Reasonable conclusions are drawn and incorporated from supplemental information, such as graphics or data.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Ideas are integrated from sources but do not use sources from diverse perspectives.</li> <li>▫ Information is integrated using quotes and/or paraphrase, with heavy reliance on quoted material without providing context and incorrectly contextualizes the meaning of paraphrased information.</li> <li>▫ If applicable: Reasonable conclusions are not drawn from supplemental information, such as graphics or data.</li> </ul>	<ul style="list-style-type: none"> <li>▫ No integration of ideas is present.</li> <li>▫ Information is not integrated using quotes and/or paraphrase.</li> <li>▫ If applicable: Does not use supplemental information to achieve a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Assessment task does not reflect these characteristics for student performance.</li> </ul>

**Attribute** - The information literate student correctly attributes origin of source material and ideas. (Frames: [Information Has Value](#) and [Scholarship as Conversation](#))

<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Novice (1)</b>	<b>Not Evident (0)</b>	<b>N/A</b>
<ul style="list-style-type: none"> <li>▫ Proper attribution is given to all resources or materials using the appropriate style (APA/MLA/Chicago/CSE).</li> </ul>	<ul style="list-style-type: none"> <li>▫ Proper attribution is given to materials or resources with minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Inconsistent or incorrect attribution is given to some materials or sources.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Misrepresentation or lack of attribution to sources.</li> </ul>	<ul style="list-style-type: none"> <li>▫ Assessment task does not reflect these characteristics for student performance.</li> </ul>