

## Montgomery College General Education Assessment Rubric: Information Literacy

*Montgomery College's Information Literacy Rubric is based on the Montgomery College Standards and Expectations for Information Literacy that were developed by an interdisciplinary group of faculty including Librarians. Using the Association of College and Research Libraries' (ACRL) "Information Literacy Competency Standards for Higher Education", the Information Literacy Focus Group adapted the standards for Montgomery College.*

**Information Literacy includes the ability to identify, locate, and effectively use information from various print and electronic sources.**

<b>Standard 1 Know:</b> The information literate student determines the nature and extent of the information needed.				
<b>Advanced(3)</b>	<b>Proficient(2)</b>	<b>Novice (1)</b>	<b>Not Evident(0)</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Develops, revises and follows a plan of action to complete a research assignment or activity, including a realistic time frame, independently.</li> <li><input type="checkbox"/> articulates a sophisticated , relevant research question</li> <li><input type="checkbox"/> Demonstrates a sophisticated ability in determining availability of, and gathering of, appropriate source materials</li> <li><input type="checkbox"/> identify and develop new skills, such as technology and research skills, when needed to complete a research assignment or activity</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> develops, revises and follows a plan of action to complete a research assignment or activity, including a realistic time frame, with instructor support.</li> <li><input type="checkbox"/> articulates a research question appropriate for the assignment or activity.</li> <li><input type="checkbox"/> Determines the availability of, and gathers, the appropriate source materials.</li> <li><input type="checkbox"/> relies on familiar skills and strategies to complete research tasks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> needs significant instructor support to develop a plan of action for a research assignment.</li> <li><input type="checkbox"/> articulates a research question that may be too basic or limited in scope</li> <li><input type="checkbox"/> Requires significant support to determine the availability of, and gather, the appropriate source materials.</li> <li><input type="checkbox"/> Has limited skills and strategies to complete research tasks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is unable to develop a feasible plan of action for a research assignment.</li> <li><input type="checkbox"/> does not articulate a research question or articulates a research question unrelated to the assignment or activity.</li> <li><input type="checkbox"/> Is unable to determine the availability of, or gather, the appropriate source materials</li> <li><input type="checkbox"/> Does not demonstrate effective strategies to complete research tasks</li> </ul>	<p style="text-align: center;"><b>Not Applicable</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment task does not reflect these characteristics for student performance.</li> </ul>

<b>Standard 2 Access:</b> The information literate student is able to access needed information effectively and efficiently.				
<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Novice (1)</b>	<b>Not Evident(0)</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates a sophisticated understanding of source material</li> <li><input type="checkbox"/> Independently, employs sophisticated approaches for collecting and maintaining source material</li> <li><input type="checkbox"/> identify gaps in his or her knowledge, skills, or resources and refine research strategies and/or develops new skills, as necessary, independently</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies appropriate types and formats of source material needed to complete a research assignment or activity with some instructor support</li> <li><input type="checkbox"/> employs efficient and effective approaches for collecting and maintaining source material with limited instructor support</li> <li><input type="checkbox"/> identifies gaps in knowledge, skills or resources in a limited way, and completes tasks independently</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relies heavily on instructor support to identify appropriate types and formats of source material needed and identifies limited range of materials</li> <li><input type="checkbox"/> employs simplistic approaches for collecting and maintaining source material and requires significant instructor support</li> <li><input type="checkbox"/> Relies on instructor or other support to complete tasks and/or demonstrates limited ability to identify knowledge or resource gaps</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is unable to identify appropriate types and formats of source materials needed.</li> <li><input type="checkbox"/> Does not demonstrate the ability to collect and maintain source material</li> <li><input type="checkbox"/> Is unable to complete research tasks and/or is unable to identify knowledge or resource gaps.</li> </ul>	<p style="text-align: center;"><b>Not Applicable</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment task does not reflect these characteristics for student performance</li> </ul>

<b>Standard 3 Evaluate:</b> The information literate student evaluates information and sources critically and incorporates selected information into his or her knowledgebase and value system.				<b>Not Applicable</b> <input type="checkbox"/> Assessment task does not reflect these characteristics for student performance
<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Novice (1)</b>	<b>Not Evident(0)</b>	
<input type="checkbox"/> Demonstrates advanced, independent ability to evaluate information for currency, objectivity, and validity. <input type="checkbox"/> Independently determines relevance to the research question <input type="checkbox"/> Seeks and responds appropriately to critical feedback	<input type="checkbox"/> With limited guidance, critically evaluates information for currency, objectivity, and validity <input type="checkbox"/> determines relevance of information to the research question with guidance. <input type="checkbox"/> May seek critical feedback but responds superficially	<input type="checkbox"/> Does not or is unable to evaluate information for objectivity, currency, validity or relevance to the research question <input type="checkbox"/> Does not seek or respond to critical feedback	<input type="checkbox"/> Does not or is unable to evaluate information for objectivity, currency, validity or relevance to the research question <input type="checkbox"/> Does not seek or respond to critical feedback	

<b>Standard 4 Use:</b> The information literate student, individually, or as a member of a group, uses information effectively to accomplish a specific purpose.				<b>Not Applicable</b> <input type="checkbox"/> Assessment task does not reflect these characteristics for student performance
<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Novice (1)</b>	<b>Not Evident(0)</b>	
<input type="checkbox"/> Demonstrates sophisticated ability to identify and summarize information be paraphrased or quoted. <input type="checkbox"/> Demonstrates advanced ability to synthesize new and prior information, including the use of quotations and paraphrases, in a manner that supports the purposes of the assignment or activity, independently. <input type="checkbox"/> Uses supplemental information, including graphics or data, in a sophisticated manner supporting the purpose of the assignment.	<input type="checkbox"/> Identifies information and concepts to be paraphrased or quoted. <input type="checkbox"/> selects and integrates new and prior information, including the use of quotations and paraphrases, in a manner that supports the purposes of the assignment or activity, with limited support. <input type="checkbox"/> Uses supplemental information, including graphics or data, in a manner that supports the purpose of the assignment, with limited guidance.	<input type="checkbox"/> Identifies or summarize information and concepts to be paraphrased or quoted with guidance <input type="checkbox"/> Simplistically, synthesizes or integrates new and prior information or relies heavily on support <input type="checkbox"/> uses supplemental information simplistically and/or relies heavily on instructor support to use supplemental information	<input type="checkbox"/> does not accurately identify or summarize information and concepts to be paraphrased or quoted <input type="checkbox"/> does not synthesize or integrate new and prior information <input type="checkbox"/> does not use supplemental information appropriately	

**Standard 5 Ethics:** The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

<b>Advanced (3)</b>	<b>Proficient (2)</b>	<b>Novice (1)</b>	<b>Not Evident(0)</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates an advanced ability to identify documents and resources that are protected by copyright or are otherwise considered to be intellectual property, independently</li> <li><input type="checkbox"/> Demonstrates a sophisticated understanding of what constitutes plagiarism and use resources or materials only with proper attribution, independently.</li> <li><input type="checkbox"/> Accepts responsibility for the ideas presented in the final product.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Correctly identifies documents and resources that are protected by copyright or are otherwise considered to be intellectual property, with limited support.</li> <li><input type="checkbox"/> Understands what constitutes plagiarism and use resources or materials only with proper attribution, with limited support.</li> <li><input type="checkbox"/> Accepts responsibility for the ideas presented in the final product.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identifies documents and resources that are considered to be protected by copyright or are otherwise considered to be intellectual property with significant instructor guidance</li> <li><input type="checkbox"/> Demonstrates a limited understanding of what constitutes plagiarism and does not consistently attribute source material</li> <li><input type="checkbox"/> Does not accept responsibility for ideas presented in a final product</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plagiarizes</li> <li><input type="checkbox"/> Does not accept responsibility for ideas presented in a final product</li> </ul>	<p><b>Not Applicable</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment task does not reflect these characteristics for student performance</li> </ul>