

Information Literacy Rubric - English 102

Frames	Modules & Knowledge Practices	Accomplished	Competent	Developing
2. Information Creation as a Process	Module 4 (Research@UWW) Module 5 (Databases) Module 6 (Anatomy of a Scholarly Article) <ul style="list-style-type: none"> Recognize that information may be perceived differently based on the format in which it is packaged 	<ul style="list-style-type: none"> Differentiates between various types of sources and resources 	<ul style="list-style-type: none"> Sometimes differentiates between various types of sources and resources 	<ul style="list-style-type: none"> Rarely differentiates between various types of sources and resources
3. Information Has Value	Module 8 (Plagiarism) <ul style="list-style-type: none"> Give credit to the original ideas of others through proper attribution and citation 	<ul style="list-style-type: none"> Demonstrates knowledge of citing information sources in their field 	<ul style="list-style-type: none"> Demonstrates knowledge of citing information sources in their field 	<ul style="list-style-type: none"> Demonstrates minimal knowledge of citing information sources in their field
4. Research as Inquiry	Module 2 (Tour) Module 8 (Plagiarism) <ul style="list-style-type: none"> Deal with complex research by breaking complex questions into simple ones, limiting scope of investigations 	<ul style="list-style-type: none"> Establishes complex research questions Constructs simpler research questions from more complex ones 	<ul style="list-style-type: none"> Sometimes establishes complex research questions Sometimes constructs simpler research questions from more complex ones 	<ul style="list-style-type: none"> Rarely establishes complex research questions Rarely constructs simpler research questions from more complex ones
5. Scholarship as Conversation	Module 7 (Annotated bibliography) Module 8 (Plagiarism) <ul style="list-style-type: none"> Cite the contributing work of others in their own information production Recognize that a given scholarly work may not represent the only – or even the majority – perspective on the issue 	<ul style="list-style-type: none"> Cites information sources within their information production Cites information sources correctly in at least one style Evaluates differences between points of view in scholarly articles 	<ul style="list-style-type: none"> Frequently cites information sources within their information production Cites several information sources correctly in at least one style Sometimes evaluates differences between points of view in scholarly articles 	<ul style="list-style-type: none"> Sometimes cites information sources within their information production Cites few information sources correctly in at least one style Rarely evaluates differences between points of view in scholarly articles
6. Searching as Strategic Exploration	Module 2 (Tour) Module 3 (Search Tips) Module 8 (Plagiarism) <ul style="list-style-type: none"> Utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching Match information needs and search strategies to appropriate search tools Manage searching processes and results effectively 	<ul style="list-style-type: none"> Uses brainstorming as part of the search process Recognizes which search strategies are appropriate for specific search tools Recognizes which search tools are appropriate for addressing an information need Revises search strategies effectively during the search process Selects appropriate sources to address information needs Makes use of others' expertise at appropriate times during the research process 	<ul style="list-style-type: none"> Sometimes uses brainstorming as part of the search process Sometimes recognizes which search strategies are appropriate for specific search tools Sometimes recognizes which search tools are appropriate for addressing an information need Frequently selects appropriate sources to address information needs Sometimes revises search strategies during the search process Sometimes makes use of others' expertise during the research process 	<ul style="list-style-type: none"> Rarely uses brainstorming as part of the search process Rarely recognizes which search strategies are appropriate for specific search tools Rarely recognizes which search tools are appropriate for addressing an information need Sometimes selects appropriate sources to address information needs Rarely revises search strategies during the search process Rarely makes use of others' expertise during the research process

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General Education Learning Outcomes	Accomplished	Competent	Developing
1. Identify and articulate information needs by precisely defining a question, topic of inquiry or problem	<ul style="list-style-type: none"> Identifies and articulates information needs by precisely defining a question, topic of inquiry or problem 	<ul style="list-style-type: none"> Occasionally identifies and articulates information needs by defining a question, topic of inquiry or problem 	<ul style="list-style-type: none"> Has difficulty identifying and articulating information needs by defining a question, topic of inquiry or problem
2. Select appropriate resources for finding information and formulate effective search strategies	<ul style="list-style-type: none"> Selects appropriate tools and resources for addressing information needs Uses appropriate tools and resources for addressing information needs Formulates effective search strategies 	<ul style="list-style-type: none"> Sometimes selects appropriate tools and resources for addressing information needs Sometimes uses appropriate tools and resources for addressing information needs Frequently formulates effective search strategies 	<ul style="list-style-type: none"> Rarely selects appropriate tools and resources for addressing information needs Rarely uses appropriate tools and resources for addressing information needs Sometimes formulates effective search strategies
3. Critically evaluate, analyze, and integrate relevant sources using appropriate criteria	<ul style="list-style-type: none"> Evaluates sources critically for relevance to information needs Analyzes sources using appropriate criteria Integrates relevant sources into their scholarly conversations and work 	<ul style="list-style-type: none"> Frequently evaluates sources critically for relevance to information needs Frequently analyzes sources using appropriate criteria Integrates several relevant sources into their scholarly conversations and work 	<ul style="list-style-type: none"> Sometimes evaluates sources critically for relevance to information needs Sometimes analyzes sources using appropriate criteria Integrates few relevant sources into their scholarly conversations and work
4. Use and cite information sources correctly and ethically	<ul style="list-style-type: none"> Cites information sources correctly, ethically, honestly, and appropriately in at least one style Uses information sources correctly and ethically within their own information production 	<ul style="list-style-type: none"> Cites several information sources correctly, ethically, honestly, and appropriately in at least one style Frequently uses information sources correctly and ethically within their own information production 	<ul style="list-style-type: none"> Cites few information sources correctly, ethically, honestly, and appropriately in any one style Sometimes uses information sources correctly and ethically within their own information production
5. Choose appropriate tools and technologies for addressing information needs	<ul style="list-style-type: none"> Chooses appropriate search tools for addressing information needs 	<ul style="list-style-type: none"> Sometimes chooses appropriate search tools for addressing information needs 	<ul style="list-style-type: none"> Rarely chooses appropriate search tools for addressing information needs