

Student Name:

Course:

Section Number:

## College Wide Information Literacy Rubric (For Spring 2013 Gen Ed Assessment)

**Instructions:**

- Check in only one box after each of the questions, for example  or .
- Use a No. 2 pencil, blue or black ballpoint pen (not gel pens).

Performance Criteria	1	2	3	4
<b>Understands and addresses the scope and objectives of the research topic</b>	Has difficulty identifying the scope and objectives of the research topic.  <input type="checkbox"/>	Defines scope and objectives of the research topic in an overly broad, narrow, or vague manner.  <input type="checkbox"/>	Begins to define the scope and objectives of the research topic in a focused manner.  <input type="checkbox"/>	Defines the scope and objectives of the research topic in a concrete and focused manner.  <input type="checkbox"/>
<b>Identifies credible and relevant sources</b>	Unable or does not identify differences between sources, does not select the best evidence available; does not provide credible and relevant sources.  <input type="checkbox"/>	Identifies some relevant or credible sources (many discrepancies with identifying primary and secondary sources, peer reviewed journals and choosing the best evidence).  <input type="checkbox"/>	Identifies most relevant and credible sources (few discrepancies with identifying primary and secondary sources, peer reviewed journals and choosing the best evidence).  <input type="checkbox"/>	Identifies all relevant and credible sources (know the difference between primary and secondary sources; identify peer reviewed journals; choose the best evidence).  <input type="checkbox"/>
<b>Presents information in a clear and meaningful way</b>	Unable to present information in an organized clear, concise, and grammatically correct fashion; and lacks meaning.  <input type="checkbox"/>	Presents information, but in a manner that sometimes impedes meaning due to disorganization, clarity, and grammatical style.  <input type="checkbox"/>	Presents information in an organized manner, but lacks some clarity and grammatical style.  <input type="checkbox"/>	Presents information in an organized, clear, concise and grammatically correct fashion.  <input type="checkbox"/>
<b>Cites sources in an appropriate style</b>	Does not cite any information sources used in assignment.  <input type="checkbox"/>	Provides in-text citations and references, but with many errors, or in a style not discipline-specific  <input type="checkbox"/>	Provides in-text citations and reference list in a discipline-specific style, but with several errors.  <input type="checkbox"/>	Correctly provides in-text citations and reference list in a discipline-specific style.  <input type="checkbox"/>
<b>Incorporates ideas of others in an ethical manner; summarizing, paraphrasing and quoting are correct and appropriate</b>	Plagiarizes the work of others: uses quoted material excessively and/or does not use in-text or bibliographic citations.  <input type="checkbox"/>	Cites some (but not all) sources correctly when quoting and paraphrasing, but employs excessive use of quoted material.  <input type="checkbox"/>	Cites most sources correctly when quoting and paraphrasing; uses quoted material sparingly and appropriately.  <input type="checkbox"/>	Applies principles of academic integrity in the use of information – all sources are quoted, paraphrased and cited correctly and appropriately.  <input type="checkbox"/>