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Information Literacy Undergraduate Learning Outcome Rubric

California State University, Monterey Bay

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# Information Literacy Undergraduate Learning Outcome Rubric

California State University, Monterey Bay

CSUMB’s Intellectual Skills Rubrics were influenced by the [AAC&U VALUE Rubrics](https://value.aacu.org) and created to help educators design activities and assignments that better help students demonstrate their learning. Rubric levels are developmental (describing student development over a 4-year undergraduate program). See link at bottom for guidance on how to use this rubric.

<table>
<thead>
<tr>
<th></th>
<th>4 - Advanced</th>
<th>3 - Proficient</th>
<th>2 - Developing</th>
<th>1 - Beginner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting</strong></td>
<td>Expectations for some students at or near graduation.</td>
<td>Expectations for all students at or near graduation.</td>
<td>Expectations for students advancing towards proficiency.</td>
<td>Expectations for students initiating development towards proficiency.</td>
</tr>
<tr>
<td><strong>materials</strong></td>
<td><strong>(IL)</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Chooses a variety of information sources appropriate to the scope and discipline of the task.</strong></td>
<td><strong>Chooses a variety of information sources appropriate to the scope and discipline of the task.</strong></td>
<td><strong>Chooses a variety of information sources.</strong></td>
<td><strong>Chooses too few information sources.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Selects sources after considering the importance of multiple criteria, such as relevance to the topic, currency, authority, audience, and bias or point of view.</strong></td>
<td><strong>Selects sources using multiple criteria, such as relevance to the topic, currency, and authority.</strong></td>
<td><strong>Selects sources using basic criteria, such as relevance to the topic and currency. Sources are mixed with regard to authority.</strong></td>
<td><strong>Selects sources using limited criteria, such as relevance to the topic. Authority of sources is questionable.</strong></td>
</tr>
<tr>
<td><strong>Use of support</strong></td>
<td><strong>Organizes, interprets, analyzes, and synthesizes information from sources to fully achieve a specific, intended purpose with clarity and depth.</strong></td>
<td><strong>Organizes, interprets, analyzes, and synthesizes information from sources to achieve intended purpose.</strong></td>
<td><strong>Organizes, interprets, and analyzes information from sources. Achieving intended purpose requires synthesis of information.</strong></td>
<td><strong>Provides information from sources. Achieving intended purpose requires better organization, interpretation, and/or analysis in addition to synthesis of information.</strong></td>
</tr>
<tr>
<td><strong>(IL)</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Academic</strong></td>
<td><strong>Does all of the following consistently and correctly:</strong></td>
<td><strong>Does all of the following consistently, though some errors are present:</strong></td>
<td><strong>Does the following inconsistently, with some errors:</strong></td>
<td><strong>Use the following practices incorrectly or incompletely:</strong></td>
</tr>
<tr>
<td><strong>integrity</strong></td>
<td>• attributes information to sources</td>
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</tr>
<tr>
<td></td>
<td>• appropriately chooses to paraphrase, summarize, or quote</td>
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</tr>
<tr>
<td></td>
<td>• uses information in ways that are true to original context</td>
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<td>• uses information in ways that are true to original context</td>
</tr>
<tr>
<td></td>
<td>• distinguishes between common knowledge and ideas requiring attribution</td>
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<td>• distinguishes between common knowledge and ideas requiring attribution</td>
</tr>
<tr>
<td></td>
<td>• acquires information ethically and legally</td>
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</tr>
</tbody>
</table>