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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](#) 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.

	4 - Advanced	3 - Proficient	2 - Developing	1 - Beginner
	Expectations for some students at or near graduation.	Expectations for all students at or near graduation.	Expectations for students advancing towards proficiency.	Expectations for students initiating development towards proficiency.
Supporting materials (IL)	<p>Chooses a variety of information sources appropriate to the scope and discipline of the task.</p> <p>Selects sources after considering the importance of multiple criteria, such as relevance to the topic, currency, authority, audience, and bias or point of view.</p>	<p>Chooses a variety of information sources appropriate to the scope and discipline of the task.</p> <p>Selects sources using multiple criteria, such as relevance to the topic, currency, and authority.</p>	<p>Chooses a variety of information sources.</p> <p>Selects sources using basic criteria, such as relevance to the topic and currency. Sources are mixed with regard to authority.</p>	<p>Chooses too few information sources.</p> <p>Selects sources using limited criteria, such as relevance to the topic. Authority of sources is questionable.</p>
Use of support (IL)	Organizes, interprets, analyzes, and synthesizes information from sources to fully achieve a specific, intended purpose with clarity and depth.	Organizes, interprets, analyzes, and synthesizes information from sources to achieve intended purpose.	Organizes, interprets, and analyzes information from sources. Achieving intended purpose requires synthesis of information.	Provides information from sources. Achieving intended purpose requires better organization, interpretation, and/or analysis in addition to synthesis of information.
Academic integrity (IL)	<p>Does all of the following consistently and correctly:</p> <ul style="list-style-type: none"> • attributes information to sources • appropriately chooses to paraphrase, summarize, or quote • uses information in ways that are true to original context • distinguishes between common knowledge and ideas requiring attribution • acquires information ethically and legally 	<p>Does all of the following consistently, though some errors are present:</p> <ul style="list-style-type: none"> • attributes information to sources • appropriately chooses to paraphrase, summarize, or quote • uses information in ways that are true to original context • distinguishes between common knowledge and ideas requiring attribution • acquires information ethically and legally 	<p>Does the following inconsistently, with some errors:</p> <ul style="list-style-type: none"> • attributes information to sources • appropriately chooses to paraphrase, summarize, or quote • uses information in ways that are true to original context • distinguishes between common knowledge and ideas requiring attribution • acquires information ethically and legally 	<p>Use the following practices incorrectly or incompletely:</p> <ul style="list-style-type: none"> • attributes information to sources • appropriately chooses to paraphrase, summarize, or quote • uses information in ways that are true to original context • distinguishes between common knowledge and ideas requiring attribution • acquires information ethically and legally