

Simplified Rubric for Assessing INFORMATION & DATA LITERACY

	Not Satisfactory	Satisfactory
<p><u>Information and Data Literacy:</u> Students will know when there is a need for information, be able to identify, locate, evaluate, and effectively and responsibly use and share information for the problem at hand.</p>	<p>Student does not satisfactorily demonstrate information and data literacy attributes.</p>	<p>Student satisfactorily demonstrates information and data literacy attributes by using and sharing information to effectively and responsibly address the problem at hand.</p>

Details Behind Simplified Rubric

	Needs Improvement	Satisfactory	Exceeds Expectations
<p><u>Information and Data Literacy:</u> Students will know when there is a need for information, be able to identify, locate, evaluate, and effectively and responsibly use and share information for the problem at hand.</p>	<ul style="list-style-type: none"> • Student has difficulty (1) defining the scope of the research question/thesis and (2) determining key concepts. • Student accesses information randomly and retrieves information lacking relevance and quality. Student chooses few information sources using limited criteria. • Student communicates information from sources but it is fragmented and/or used inappropriately, thus the intended purpose is not achieved. • Student correctly incorporates one of the following: <ul style="list-style-type: none"> ○ Use of citations and references; ○ Paraphrasing and/or summary and/or quoting; ○ Use of information in a contextually-appropriate way; ○ Distinguishing between common knowledge and ideas requiring attribution. • Student does not fully demonstrate understanding of ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 	<ul style="list-style-type: none"> • Student completely defines the scope of the research question/thesis and determines the types of information required to answer the research question. • Student accesses information using a variety of search strategies and some relevant information sources, and demonstrates an ability to refine searches. Student chooses a variety of information sources appropriate to the scope/discipline of the research question and selects sources using multiple criteria. • Student communicates, organizes, and synthesizes information from sources to achieve intended purpose. • Student correctly incorporates one of the following: <ul style="list-style-type: none"> ○ Use of citations and references; ○ Paraphrasing and/or summary and/or quoting; ○ Use of information in a contextually-appropriate way; ○ Distinguishing between common knowledge and ideas requiring attribution. • Student demonstrates a basic understanding of ethical and legal restrictions on the use of published, confidential, and/or proprietary information. 	<ul style="list-style-type: none"> • Student effectively defines the scope of the research question/thesis and selects information sets (sources) that directly relate to the concepts or answer the research question. • Student accesses information using effective, well-designed search strategies and the most appropriate information sources. Student selects a variety of information sources appropriate to the scope/discipline after considering the importance of the multiple criteria used to the research criteria. • Student communicates, organizes and synthesizes information from sources to fully achieve a specific purpose with clarity and depth. • Student correctly incorporates all of the following information use strategies: <ul style="list-style-type: none"> ○ Use of citations and references; ○ Paraphrasing and/or summary and/or quoting; ○ Use of information in a contextually-appropriate way; ○ Distinguishing between common knowledge and ideas requiring attribution. • Student demonstrates a full understanding of ethical and legal restrictions on the use of published, confidential, and/or proprietary information.