COLORADO
Colorado Commission on Higher Education
Department of Higher Education

gtPATHWAYS COMPETENCY: INFORMATION LITERACY

Required in gtPathways Categories: HI1

Criteria for Information Literacy

Information literacy refers to the set of skills needed to find, retrieve, analyze, and use information. Competency in information literacy represents a student's ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use that information for the task or problem at hand.

Student Learning Outcomes (students should be able to…):

1. Determine the Extent of Information Needed

- Define the scope of the research question/thesis/main idea
- Select sources that directly relate to the key concepts or answer the research question(s)

2. Access the Needed Information

- Access information using effective, well-designed search strategies
- Access needed information by using appropriate and relevant sources

3. Evaluate Information Critically (required for HI1)

- ~~Select~~ Utilize a variety of information sources appropriate to the scope and discipline of the research question
- Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source

4. Use Information Effectively to Accomplish a Specific Purpose (required for HI1)

- Synthesize information from sources to fully achieve a specific purpose

5. Use Information Ethically and Legally (required for HI1)

- Demonstrates a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.

- ~~Select a variety of information sources appropriate to the scope and discipline of the research question~~
- ~~Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view~~

INFORMATION LITERACY RUBRIC

This rubric is meant to be an __optional__ course design and assessment tool. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	4	3	2	1
Determine the Extent of Information Needed	Effectively defines the scope of the research question/thesis/main idea. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question/thesis/main idea completely. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question/thesis/main idea incompletely (parts are missing, remains too broad or too narrow, etc.). Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question/thesis/main idea. . Types of information (sources) selected do not relate to concepts or answer research question.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	~~Selects~~ Utilizes a variety of information sources appropriate to the scope and discipline of the research question after considering the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view.	~~Selects~~ Utilizes a variety of information sources appropriate to the scope and discipline of the research question using multiple criteria, such as relevance to the research question, currency, and authority.	~~Selects~~ Utilizes a variety of information sources using basic criteria, such as relevance to the research question and currency.	~~Selects~~ Utilizes a few information sources using limited criteria, such as relevance to the research question.

	4	3	2	1
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Use Information Ethically and Legally	Student demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information through correct use of all of the following: citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.	Student demonstrates a partial understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information through the correct use of three of the following: citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.	Student demonstrates a vague understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information through the correct use of two of the following: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution	Student demonstrates little understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information through correct use of one of the following: citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution.

This rubric was adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics and is also aligned with the Interstate Passport Initiative Learning Outcomes. The original VALUE rubrics may be accessed at http://www.aacu.org/value-rubrics. The Interstate Passport Initiative Learning Outcomes can be accessed at http://www.wiche.edu/passport/learningOutcomesCriteria.