

Information Literacy 2014 Pilot (Full Version)

Evaluator Name: _____

Date: _____

Course/Program:: _____

	1 - Unacceptable	2 - Developing	3 - Acceptable	4 - Superior	N/A	Comments
Determine the information needed (Faculty) <input type="checkbox"/>	<ul style="list-style-type: none"> • Student is not able to determine the information needed for the project or research question. Key concepts are not identified. Sources do not relate to the project or research question. 	<ul style="list-style-type: none"> • Student is not able to completely determine the information needed. Some key concepts are identified. Some sources (25%) are related to project or research question. 	<ul style="list-style-type: none"> • Student is able to determine the information needed. Most key concepts are identified. Most sources (75%) are related to project or research question. 	<ul style="list-style-type: none"> • Student is able to determine the information needed for the project or research question. Effectively determines all key concepts. All sources selected directly relate to project or research question. 		
Access the needed information (LRC Directors) <input type="checkbox"/>	<ul style="list-style-type: none"> • Student is unable to access information using search strategies (ie-keyword, topic). 	<ul style="list-style-type: none"> • Student is able to access information using 1 of the basic search strategies (i.e.-keyword, topic). Sources are not appropriate for project or research question. 	<ul style="list-style-type: none"> • Student is able to access information using 2 basic search strategies (i.e.-keyword, topic). Chosen sources are limited and most (75%) are appropriate for the project or research question. 	<ul style="list-style-type: none"> • Student accesses information using a variety of search strategies (i.e.-keyword, topic). Chooses a variety of appropriate information sources for the project or research question. 		
Evaluate information and sources critically (LRC Directors) <input type="checkbox"/>	<ul style="list-style-type: none"> • Student cannot determine if the information and sources support the objective in the project or research question. None of the sources (0%) support his/her objective. 	<ul style="list-style-type: none"> • Student is able to determine (on a low level) if the information and sources support the objective in the project or research assignment. Some chosen sources (25%) support his/her objective. 	<ul style="list-style-type: none"> • Student is able to determine (on a moderate level) if the information and sources support the objective in the project or research question. Most chosen sources (75%) support his/her objective. 	<ul style="list-style-type: none"> • Student is able to determine if the information and sources support the objective in the project or research question. All chosen sources support his/her objective. 		
Use information effectively to accomplish a specific purpose (LRC Directors & Faculty) <input type="checkbox"/>	<ul style="list-style-type: none"> • Student is not able to communicate information from sources to achieve a specific purpose. Information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.). Intended purpose is not achieved. 	<ul style="list-style-type: none"> • Student is able to communicate and organize information from sources, but is not able to integrate/effectively use information from sources to accomplish a purpose. 	<ul style="list-style-type: none"> • Student is able to communicate, organize, and integrate/effectively use information from sources to achieve a specific purpose in basic terms. 	<ul style="list-style-type: none"> • Student is able to communicate, organize, and integrate/effectively use information from sources to fully achieve a specific purpose, with clarity and depth. 		

<p style="text-align: center;">Access and use information ethically and legally (Turnitin)</p> <div style="text-align: center; border: 1px solid black; width: 40px; height: 30px; margin: 0 auto;"></div>	<ul style="list-style-type: none"> • Student correctly uses none or only 1 of the following information use strategies: citations, references, paraphrasing, summarizing, quoting, using information true to original context, distinguishing between common knowledge and ideas requiring attribution. Demonstrates full understanding of the ethical and legal restrictions on the use of published confidential, and/or proprietary information. (>50% originality) 	<ul style="list-style-type: none"> • Student correctly uses 2 of the following information use strategies: citations, references, paraphrasing, summarizing, quoting, using information true to original context, distinguishing between common knowledge and ideas requiring attribution. Demonstrates full understanding of the ethical and legal restrictions on the use of published confidential, and/or proprietary information. (>30-50% originality) 	<ul style="list-style-type: none"> • Student correctly uses 3 of the following information use strategies: citations, references, paraphrasing, summarizing, quoting, using information true to original context, distinguishing between common knowledge and ideas requiring attribution. Demonstrates full understanding of the ethical and legal restrictions on the use of published confidential, and/or proprietary information. (>10-30% originality) 	<ul style="list-style-type: none"> • Student correctly uses all of the following information use strategies: citations, references, paraphrasing, summarizing, quoting, using information true to original context, distinguishing between common knowledge and ideas requiring attribution. Demonstrates full understanding of the ethical and legal restrictions on the use of published confidential, and/or proprietary information. (0-10% originality) 		
<p>Total:</p>						

Overall Comments: