Information Literacy

WSU Tech recognizes the importance of Information Literacy in the 21st workplace. As a result, information literacy is one of four outcomes all graduates should be able to demonstrate upon completion of their program coursework. WSU Tech utilizes a standard rubric for the assessment of information literacy. This rubric is based upon the AACU Information Literacy VALUE Rubric and the ACRL Information Literacy Framework. Faculty utilize the range below to determine student performance. A score of 80% or better is considered proficient.

Criteria	Exemplary	Proficient	Emerging	Limited
Determine the Extent of Information Needed	*What is it you want to know? What kind of information do you need? How much information do you need?*			
	The student is able to adapt search processes to topic, knows what key words and phrases to use when searching, and how much information is needed to support topic.	The student defines the scope of the research question or assignment completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question/assignment.	The student defines the scope of the research question or assignment incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question/assignment.	The student has difficulty defining the scope of the research question or assignment. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question/ assignment.
Access the Needed Information	*What is the best way to gather this information? Am I using the best search terms for this search? Which search system or other resource will get me this information?*			
	The student applies different approaches when searching for information to move through the unfamiliar, solve a problem or act.	The student accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	The student accesses information using simple search strategies, retrieves information from limited and similar sources or is not relevant to the paper/project.	The student accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically	*Is this a credible source of information? Is there another interpretation or point of view? How does this new information change what I know?*			
	The student provides an articulate evaluation of the quality, accuracy, credibility, and relevance of the source materials.	The student evaluation of the quality and soundness of some sources is present, but analysis lacks depth and focus.	The student understands differences in quality of various information sources.	The student uses irrelevant sources and no evidence of critical evaluation of the source materials.

Use Information Effectively to Accomplish a Specific Purpose	What is the best method for presenting this information? Will this image convey the message I want? Are these quotes supportive of my ideas?			
	The student communicates, organizes, and blends information from sources to fully achieve a specific purpose, solve a problem or act.	The student communicates and organizes information from the sources but information is meaningfully connected to the student's ideas.	The student's information is limited, fragmented, and used out of context. The intended purpose is not fully achieved.	The student 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.
Access and Use Information Ethically and Legally	Can I make a copy of this material? Does this material need to be cited? What are the College's policies about academic honesty and plagiarism?			
	The student is aware of College policies regarding academic honesty and plagiarism. Understands the need to cite sources. Uses program specific documentation and communication of credit with no errors.	The student is aware of College policies regarding academic honesty and plagiarism. Understands the need to cite sources. Uses program specific documentation and communication of credit with few errors.	The student is aware of College policies regarding academic honesty and plagiarism. Understands the need to cite sources. Understands the need to cite sources. Uses program specific documentation and communication of credit with multiple errors.	The student is not aware of College policies regarding academic honesty and plagiarism. Does not understand the need to cite sources. Does not know how to document or communicate appropriate credit from original source.