

<u>ACRL standard 1.2.d</u>	Beginner	Intermediate	Experienced	
<p>Standard 1: The information literate student determines the nature and extent of the information need.</p> <p>Performance Indicator: The information literate student identifies a variety of types and formats of potential sources for information</p> <p>Outcomes: Identifies the purpose and audience of potential resources (e.g., popular vs scholarly, current vs historical)</p>	Sources are exclusively popular in nature and in only one format (e.g., popular magazines).	Sources are mostly popular in nature and in a specific format, but include at least one other types and/or formats (e.g., popular magazine article and scholarly journal article, scholarly journal article and scholarly book).	Sources are mostly scholarly; popular sources are used as needed. Sources are of an appropriate variety of types (journals, magazines, books, dataset, website, etc) in accordance with the discipline.	N/A
RATING				

<u>ACRL standard 2.3.a</u>	Beginner	Intermediate	Experienced	
<p>Standard 2: The information literate student accesses needed information effectively and efficiently.</p> <p>Performance Indicator: The information literate student retrieves information online or in person using a variety of methods.</p> <p>Outcomes: Uses various search systems to retrieve information in a variety of formats.</p>	All sources come from a single system (e.g., online catalog)	At least two different systems were used to retrieve sources (e.g., online catalog and article database, two different databases, database and website)	Sources are retrieved from an appropriate combination of systems, including at least one discipline-specific system (catalog, multiple databases, freely available Internet).	N/A
RATING				

<u>ACRL standard 3.3.a</u>	Beginner	Intermediate	Experienced	
<p>Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base.</p> <p>Performance Indicator: The information-literate student synthesizes main ideas to construct new concepts.</p> <p>Outcomes: The information-literate student recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence.</p>	The student mentions sources without synthesis, discussion, or evaluation of why they were selected.	The student summarizes ideas and explains why sources were used.	The student discusses and synthesizes the major ideas of the resources selected for the paper with evidence of evaluation.	N/A
RATING				

<u>ACRL standard 5.3.a</u>	Beginner	Intermediate	Experienced	
<p>Standard 5: The information-literate student accesses & uses information ethically & legally.</p> <p>Performance Indicator: The information-literate student acknowledges the use of information sources.</p> <p>Outcomes: Uses MLA style correctly and consistently.</p>	The student fails to cite sources or does so in a haphazard manner.	The student cites sources in a consistent manner.	The student cites sources correctly and consistently and distinguishes between online and print sources in accordance with MLA style.	N/A
RATING				

Notes about the Ratings

[ACRL standard 1.2.d](#)

Standard 1: The information literate student determines the nature and extent of the information need.

Performance Indicator: The information literate student identifies a variety of types and formats of potential sources for information

Outcomes: Identifies the purpose and audience of potential resources (e.g., popular vs scholarly, current vs historical)

[ACRL standard 2.3.a](#)

Standard 2: The information literate student accesses needed information effectively and efficiently.

Performance Indicator: The information literate student retrieves information online or in person using a variety of methods.

Outcomes: Uses various search systems to retrieve information in a variety of formats.

[ACRL standard 3.3.a](#)

Standard 3: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base.

Performance Indicator: The information-literate student synthesizes main ideas to construct new concepts.

Outcomes: The information-literate student recognizes interrelationships among concepts and combines them into potentially useful primary statements with supporting evidence.

[ACRL standard 5.3.a](#)

Standard 5: The information-literate student accesses & uses information ethically & legally.

Performance Indicator: The information-literate student acknowledges the use of information sources.

Outcomes: Uses MLA style correctly and consistently.

Suggested Readings

- Knight, Lorrie A. "Assessing Student Learning through the Analysis of Research Papers." *Assessing Student Learning Outcomes for Information Literacy Instruction in Academic Institutions*. Ed. Elizabeth Fuseler Avery. Chicago, IL: American Library Association, 2003. 2001. Print.
- Knight, Lorrie A. "Using rubrics to assess information literacy." *Reference Services Review* 34.1 (2006), 43-55.
- Oakleaf, Megan. "Using Rubrics to Collect Evidence for Decision-Making: What do Librarians Need to Learn?" *Evidence Based Library and Information Practice*. 2.3 (2007), 27-42.
- Rubric Assessment of Information Literacy Skills (RAILS). <http://railsontack.info/rubrics.aspx>.
- Scharf, D., Elliot, N., Huey, H. A., Briller, V., & Joshi, K. "Direct assessment of information literacy using writing portfolios" *The Journal of Academic Librarianship*, 33.4 (2007), 462-477.