General Descriptions of Rubric Competency Levels

	Unacceptable 1	Developing 2	Acceptable 3	Proficient 4
Learning Competency 1 - Recognizes the need for information, and defines the information need or research topic.	Fails to recognize the need for information and does not formulate a research question.	Recognizes the need for information but is unable to formulate a focused and clear research question based on the information need.	Formulates a research question that is focused and clear.	Formulates a research question that is extremely focused and clear.
Learning Competency 2 - Understands resources for retrieving information.	Evidence that the student selects inappropriate search tools and resources for the research.	Evidence that the student selects only a few appropriate search tools and resources for the research.	Evidence that the student selects appropriate search tools and resources for the research.	Evidence that the student selects a wide range of appropriate search tools and resources for the research, demonstrating an understanding of the different types and formats of available information.
Learning Competency 3 - Develops and applies effective search strategies to locate and retrieve information	Evidence that the student is unable to execute effective search strategies based on retrieving information that lacks relevance.	Evidence that the student can sometimes execute effective search strategies based on retrieving some relevant information from limited and similar sources.	Evidence that the student can execute effective search strategies based on retrieving relevant information from a variety of sources.	Evidence that the student can execute extremely effective search strategies and analyze/refine results based on retrieving relevant information from a variety of the most appropriate sources.
Learning Competency 4 - Examines, compares, and assesses information based on standard evaluation criteria	Evidence that the student is unable to evaluate the credibility, relevance, and accuracy and accepts all information found.	Evidence that the student occasionally evaluates the credibility, relevance, and accuracy.	Evidence that the student evaluates the credibility, relevance, and accuracy.	Evidence that the student distinguishes gradations of relevancy, credibility and quality of information.

	Unacceptable 1	Developing 2	Acceptable 3	Proficient 4
Learning Competency 5 - Uses information effectively to accomplish a specific purpose[i]	Does not use any information beyond personal thoughts.	Uses information occasionally or inappropriately for the purposes and format of the assignment.	Uses relevant information in support of the purposes and format of the assignment.	Uses relevant information from a variety of sources in support of the purposes and format of the assignment.
Learning Competency 6 - Demonstrates an awareness and understanding of basic copyright and intellectual property laws and accurately represents the work of others	Plagiarizes words and ideas of others without giving credit. Does not use an appropriate documentation style for citing sources.[ii]	Occasionally paraphrases, and/or summarizes, but relies heavily on quotes. Uses appropriate documentation style for citing sources, but with errors.	Uses a variety of quotes, paraphrases, and summaries. Uses appropriate documentation style for citing sources with errors.	Uses a variety of quotes, paraphrases, and summaries. Uses appropriate documentation style for citing sources with no errors.

[i] A specific purpose may be to solve a problem, answer a question, write a paper, give an oral presentation, develop a brochure, design a webpage, create a video, outline a model, or construct some other type of artifact.

[ii] Sources that should be cited include text, graphics, photographs, audiovisuals, multimedia, personal interviews, and any other format of information.

NOTE: Portions of these descriptions are based on the ALA *Information Literacy Competencies and Assessment Rubric* and the AAC&U *Information Literacy Value Rubric*.