

	6: Masterful	5: Effective	4: Competent	3: Developing	2: Novice	1: Beginning
Scope	Masterfully defines the scope of the research question or thesis. Masterfully determines key concepts. Selects exceptionally relevant information related to the concepts/research question.	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Selects relevant information related to the concepts/research question.	Competently defines the scope of the research question or thesis. Determines most key concepts. Selects mostly relevant information related to the concepts/research question but lacks sophistication.	Defines the scope of the research question or thesis broadly. Determines some key concepts. Selects some relevant information related to the concepts/research question but lacks depth.	Too broadly defines the scope of the research question or thesis without identifying key concepts. Selects random and inconsistent information related to the concepts/research question.	Does not define the scope of the research question or thesis. Does not identify key concepts. Does not select relevant information related to the concepts/research question.
Quality of Information	Masterfully accesses information from relevant (and a variety of) sources; masterfully evaluates information to uncover contexts and assumptions in a sophisticated manner.	Effectively accesses information from relevant (and a variety of) sources; effectively evaluates information to uncover contexts and assumptions in a sophisticated manner.	Competently accesses information from relevant (and a variety of) sources; competently evaluates information to uncover contexts and assumptions, but lacks sophistication.	Accesses information from some relevant sources; inconsistently evaluates information to uncover some contexts and assumptions, but lacks depth and sophistication.	Accesses information from random sources, uses information without uncovering contexts and assumptions.	Does not access information from relevant sources; does not evaluate information to uncover contexts and assumptions.
Purpose	Masterfully communicates, organizes, synthesizes and analyzes information from sources to fully achieve a specific purpose and a clear main idea with sophistication,	Effectively communicates, organizes, synthesizes and analyzes information from sources to fully achieve a specific purpose and a clear main idea with clarity and depth.	Competently communicates, organizes, synthesizes and analyzes information from sources. Intended purpose and main idea are achieved with clarity, but lacking depth.	Communicates and organizes information from sources. The information is not yet synthesized, and/or analyzed so while the main idea may be clear, 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	Does not communicate, organize, synthesize and analyze information from sources to fully achieve a specific purpose.

	clarity, and depth.				purpose is not achieved and the main idea is unclear.	
Ethical Use	Masterfully demonstrates correct usage of all of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are accurate to the original context; distinguishing between common knowledge and ideas requiring attribution. Masterfully demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Effectively demonstrates correct usage of all of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are accurate to the original context; distinguishing between common knowledge and ideas requiring attribution. Effectively demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Competently demonstrates correct usage of most of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are accurate to the original context; distinguishing between common knowledge and ideas requiring attribution. Competently demonstrates a competent understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Demonstrates correct usage of some of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are accurate to the original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a limited understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Randomly uses components of some of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are accurate to the original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a lack of understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Does not demonstrate correct usage of information use strategies. Does not demonstrate an understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.

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