

Rubric for Assessing the Information Literacy Standards for Teacher Education EBSS Instruction for Educators Committee 2014

Introduction

This rubric is an assessment tool for use by librarians, faculty, and students who are involved in the teaching and learning of information literacy skills at the higher education level. This rubric supports the [Information Literacy Standards for Teacher Education](#), and as such, it is specifically designed to support information literacy proficiencies needed by those who are preparing for careers as educators. This assessment tool was developed by the Education and Behavioral Sciences Section's Instruction for Educators Committee.

Because the rubric is designed to complement the [Information Literacy Standards for Teacher Education](#), it is divided into six sections, each of which corresponds to one of the standards. The rubric has also been divided into three levels to indicate a student's proficiency with each of the skills outlined in the standards: beginning, developing, and proficient. Although the rubric can be used unchanged in its entirety, librarians and faculty may find it useful to use only certain sections of the rubric or to alter the rubric depending on the parameters of their lesson, assignment, or instructional goals. Hopefully, educators will find this to be a flexible tool that can be easily adjusted to align with local standards or assessment needs.

Librarians can use rubrics either in their own information literacy instruction or in collaborative assignments crafted with faculty. As both instruction and assessment tools, rubrics help to clarify learning objectives for librarians, instructors, and students. By breaking down performance expectations into categories, rubrics provide a method for more effectively judging the quality of student work. They also provide students with clear benchmarks for success and can be used to foster reflection on learning. See the resources below for more information on using rubrics.

Resources

Fagerheim, B. A., & Shrode, F. G. (2009). Information literacy rubrics within the disciplines. *Communications in Information Literacy*, 3(2), 158-170.

Knight, L. A. (2006). Using rubrics to assess information literacy. *Reference Services Review*, 34(1), 43-55.

Oakleaf, M. (2009). Using rubrics to assess information literacy: An examination of methodology and interrater reliability. *Journal of the American Society for Information Science & Technology*, 60(5), 969-983.

Van Helvoort, J. (2010). A scoring rubric for performance assessment of information literacy in Dutch higher education. *Journal of Information Literacy*, 4(1), 22-39.

Standard One. The information literate teacher education student defines and articulates the need for information and selects strategies and tools to find that information.

	Beginning	Developing	Proficient
A. Defines the need for information.	Identifies only the general information need.	Partially defines the purpose, scope, type, or format of information needed.	Fully defines the purpose, scope, type, and format of information needed.
B. Articulates the need for information.	Articulates limited questions, concepts, and terms.	Breaks down the research topic into questions, keywords, and alternative words.	Critically explores focused questions, concepts, terms, and alternative words.
C. Selects strategies to fulfill the information need.	Selects and uses only general information sources.	Exhibits underdeveloped strategies and only basic knowledge of how education sources are produced and organized.	Demonstrates knowledge of how education sources are produced and organized, examines relevant interdisciplinary information sources, and creates a viable research plan.
D. Selects tools to find information.	Selects sources that may be inappropriate for the information need.	Selects sources that partially satisfy the information need.	Selects sources that satisfy the information need and uses additional library services when necessary.

Standard Two. The information literate teacher education student locates and selects information based on its appropriateness to the specific information need and the developmental needs of the student.

	Beginning	Developing	Proficient
A. Locates information.	Selects tools that are insufficient for addressing the information need. Employs few, if any, advanced search strategies or classification schemes, conducts searches with little strategic terminology, or utilizes few or no links between sources.	Selects some tools that are appropriate for addressing the information need. Employs some advanced search strategies or classification schemes, conducts some searches with strategic terminology, and utilizes some links between sources.	Selects tools that are appropriate for addressing the information need. Employs a variety of advanced search strategies or classification schemes, effectively conducts searches with strategic terminology, and utilizes links between sources.
B. Selects information.	Selects information that is of poor quality, insufficient, too broad, or off topic for addressing the information need. Few sources are appropriate for the intended audience.	Selects some information that is of sufficient quality, relevance, and focus for addressing the information need. Some sources are appropriate for the intended audience.	Selects information that is of high quality, relevance, and focus for addressing the information need. All sources are appropriate for the intended audience.

Standard Three. The information literate teacher education student organizes and analyzes the information in the context of specific information needs and the developmental appropriateness for the audience.

	Beginning	Developing	Proficient
A. Organizes information.	Utilizes rudimentary processes for organizing retrieved resources or tracking collected information and data, but those processes may be ineffective or inefficient.	Utilizes some processes for organizing retrieved resources and tracking collected information and data.	Utilizes effective processes for organizing retrieved resources and for efficiently tracking collected information and data.
B. Analyzes information.	Engages in little or simplistic analysis of information sources in terms of examining their structure and logic, determining the influence of theoretical frameworks, recognizing the context within which information was created, and recognizing differences among types of information sources.	Engages in some complex analysis of information sources in terms of examining their structure and logic, determining the influence of theoretical frameworks, recognizing the context within which information was created, and recognizing differences among types of information sources.	Engages in a thorough, complex, and detailed analysis of information sources in terms of examining their structure and logic, determining the influence of theoretical frameworks, recognizing the context within which information was created, and recognizing differences among types of information sources.

Standard Four. The information literate teacher education student processes, synthesizes, and presents the information in a way that is appropriate for the purpose for which information is needed.

	Beginning	Developing	Proficient
A. Processes information.	Draws very limited comparisons of gathered information sources in order to determine their usefulness.	Draws partial comparisons of gathered information sources in order to determine their usefulness.	Draws thorough comparisons of gathered information sources in order to determine their usefulness.
B. Synthesizes information.	Rarely integrates newly gathered information with prior knowledge.	Partially integrates newly gathered information with prior knowledge.	Consistently and effectively integrates newly gathered information with prior knowledge.
C. Presents information.	Creates a minimally organized product in a format marginally suited to the needs of the audience, using limited technology or application of the rules of copyright, fair use, and citation.	Creates a moderately organized product in a format partially suited to the needs of the audience, sometimes using appropriate technology and applying the rules of copyright, fair use, and citation.	Creates a well-organized product in a format suited to the needs of the audience, using appropriate technology, and applying the rules of copyright, fair use, and citation.

Standard Five. The information literate teacher education student evaluates discrete pieces of information as well as the entire information seeking process.

	Beginning	Developing	Proficient
A. Evaluates individual pieces of information	Demonstrates limited critical analyses of all information for reliability, validity, accuracy, authority, timeliness, and point of view.	Demonstrates moderate critical analyses of all information for reliability, validity, accuracy, authority, timeliness, and point of view.	Demonstrates thorough critical analyses of all information for reliability, validity, accuracy, authority, timeliness, and point of view.
B. Evaluates the information seeking process	Demonstrates limited review of the search process and information items to determine whether there are gaps and to revise search strategies until all needed information is found.	Demonstrates moderate review of the search process and information items to determine whether there are gaps and to revise search strategies until all needed information is found.	Thoroughly reviews the search process and information items to determine whether there are gaps and to revise search strategies until all needed information is found.

Standard Six. The information literate teacher education student knows how to ethically use and disseminate information.

	Beginning	Developing	Proficient
A. Ethically uses and disseminates information.	Demonstrates limited awareness of citation styles, academic integrity, or intellectual property rights.	Inconsistently applies citation styles and partially understands academic integrity and intellectual property rights.	Cites sources correctly and demonstrates clear knowledge of academic integrity and intellectual property rights.