Information Literacy Proficiency Rubric

The information-literate UCR student is an active, critical, and ethical participant in the use and creation of information for academic, professional, personal, and community success.

UCR Library Information Literacy Outcomes	**Demonstrates proficiency**		**Does not demonstrate proficiency**		AAC&U VALUE Rubric: Information Literacy	ACRL *Framework for Information Literacy in Higher Education*
Recognizes information need	• Effectively defines and describes scope for a research topic, argument, or inquiry from a broader assignment or context • Demonstrates effective use of information sources to meet information need (e.g., demographic statistics, empirical research, primary research) • Builds upon initial inquiry and search	• Develops and sets an appropriate scope for a research topic, argument, or inquiry from a broader assignment or context • Demonstrates appropriate use of information sources to meet information need (e.g., demographic statistics, empirical research, primary research) • Edits initial inquiry and search	• Defines research topic or argument, but important context and considerations are overlooked or under-researched • Over-relies on certain types or formats of information sources • Search or query is limited or narrow	• Research topic, argument, or inquiry scope is set too narrow or broad for the context and/or available information • Does not use different types of information sources as appropriate to the information need • Search or query is not updated, edited, or expanded to capture new information	Determine the extent of information needed	Searching as Strategic Exploration Research as Inquiry
Seeks out relevant information	• Uses background sources and other disciplinary tools to expand search/query scope • Designs search strategies for different types of information that yield relevant results • Accesses a diversity of information sources appropriate to the discipline, field, or profession	• Uses background sources to identify keywords, additional citations, or other areas of inquiry • Designs a search strategy that yields relevant results • Accesses and uses information sources appropriate to the discipline, field, or profession	• Minimal *or* over-reliance on background sources • Does not successfully recognize and adapt search strategies when they yield inaccurate, not credible, or irrelevant results • Relies on general sources of information	• Does not demonstrate use of background sources • Search strategies are limited • Relies on anecdotal or general sources of information with minimal citation	Access the needed information	Searching as Strategic Exploration Research as Inquiry
Evaluates information through a critical and contextual lens	• Establishes authority and an effective argument through accurate, credible, and relevant sources • Effectively integrates and addresses opposing arguments, contradictory evidence, or acknowledgement of evidence limitations through use of sources	• Selects sources that demonstrate accuracy, credibility, and relevancy • Includes opposing arguments, contradictory evidence, or acknowledgement of evidence limitations	• Selects sources without proper accuracy, credibility, and relevancy to the topic • Introduces opposing arguments or contradictory evidence without sources or minimal citing	• Does not use or minimally integrates sources • Does not integrate opposing arguments, contradictory evidence, or acknowledge evidence limitations	Evaluate information and its sources critically	Authority is Constructed and Contextual Information Creation as Process
Integrates existing information in the creation of new information	• Effectively uses existing arguments and evidence in sources to expand, critique, or support conclusions • Effectively uses summary, paraphrasing, and quoting to integrate information to achieve a purpose • Information from additional sources is fully synthesized into topic or argument	• Identifies existing arguments or evidence in sources to expand, critique, or support conclusions • Integrates information through appropriate use of summary, paraphrasing, and quoting, including citation practices appropriate to the format • Integrates information for different purposes, including background, method, argument, and/or application	• Integration of existing arguments or evidence from existing sources is minimal • Over-relies on summary, paraphrasing, or quoting to appropriately integrate existing evidence • Over-relies on citations without integration into original thought or argument (lack of synthesis)	• Does not integrate existing arguments or evidence from existing sources • Does not use summary, paraphrasing, or quoting to appropriately integrate existing evidence • Does not integrate existing information for different purposes	Use information effectively to accomplish a specific purpose	Information Creation as Process Scholarship as Conversation
Values the ethical and sustainable use of information	• Cites sources consistently and correctly according to style conventions • Accesses, uses, and provides information in legal and or/ethical ways, demonstrating an understanding of information structure and access • Uses information from diverse communities and for diverse purposes in ethical, legal, and culturally-sustaining ways	• Cites sources correctly according to style conventions • Accesses, uses, and provides information in legal and or/ethical ways • When relevant, demonstrates awareness of difference of access and use of information in diverse communities	• Does not use citation style conventions consistently • Relies on information sources that can include access concerns (e.g., the open web), rather than licensed sources or legitimate open repositories	• Does not use citation style conventions correctly • Does not access, use, or provide information in legal or ethical ways (e.g., pirating, inappropriate use of Gen-AI, misrepresenting data, inaccurate or edited images)	Access and use information ethically and legally	Scholarship as Conversation Information Has Value