

**Core Review Task Force**  
**Proposed Core Learning Outcomes**  
**Information Literacy**

**Introduction:** CLO rubrics provide a common set of definitions and expectations for Core learning across the Core and the University. They will be used as assessment scoring instruments for Core assessment.

Most of the rubrics are adapted from the [AAC&U VALUE Rubrics](#). VALUE rubrics are intended to assess learning across the entire undergraduate journey. The Capstone levels represent the performance expected of graduating seniors. It is NOT expected that students will perform at the Capstone level after their first or second year.

The Task Force recommends that Core subcommittees be charged with reviewing and adapting these rubrics to ensure they meet the needs of FSU's core curriculum.

**Definition:** Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve information to address the need; cite sources appropriately for their context.

**Rationale:** The proliferation of information and information tools in academia, the workforce, and the broader community requires students to have appropriate skills to solve problems using the best information available. Students use information literacy to contribute positively to the academic learning community and to practice ethical behaviors relative to information, information technology and the creation process. Effective use of information literacy continuously is essential for lifelong learning and responsible world citizenship.

**Background:** Although it is also important for empirical research, Information Literacy is focused on the retrieval and analysis of textual sources. Information Literacy underlies research in many of the social sciences and humanities, as well as in many professional fields. For these reasons, the Task Force decided not to combine it with Inquiry and Analysis.

## Information Literacy Rubric

	Capstone 4	Milestones 3                      2		Benchmark 1
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
<b>Evaluate Information and Its Sources Critically*</b>	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose with clarity and depth.	Communicates, organizes, and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so 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 purpose is not achieved.
<b>Access and Use Information Ethically and Legally</b>	Students correctly use all of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.