

# Assessment Rubric for Technology/Information Management

Intended Outcome: To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

<b>Criteria</b>	<b>4 Exemplary</b>	<b>3 Satisfactory</b>	<b>2 Beginning</b>	<b>1 Insufficient</b>
<b>Identifies and Determines Extent of Information Needed</b>	Identifies focused, clear, and complete research question; many key concepts; and clear idea of extent and depth of information needed.	Identifies a clear and complete research question, a sufficient number of key concepts; and acceptable idea of extent and depth of information needed.	Identifies an unfocused, unclear, or partial research question; some key concepts; and incomplete idea of extent and depth of information needed.	Fails to identify a research question, key concepts, or idea of extent and depth of information needed.
<b>Accesses Needed Information using Effective and Efficient Search Strategies</b>	Retrieves a variety of relevant sources of information that directly fulfill the information need using appropriate search tools and methods.	Retrieves a sufficient number of relevant sources of information that fulfill the information need using appropriate search tools and methods.	Retrieves sources that generally lack relevance, quality, and balance. Primarily uses inappropriate search methods and tools.	Fails to retrieve relevant sources of information to fulfill the information need. Ignores appropriate search tools and methods.
<b>Critically Evaluates Information &amp; its Sources</b>	Critically evaluates and analyzes information and its many and diverse sources. Evaluation is consistent and thoughtful.	Evaluates and analyzes information from a sufficient number of sources. Evaluation is sufficient.	Mostly ignores or superficially evaluates information from some questionable sources.	Fails to evaluate information from a limited number of questionable sources.
<b>Effectively Uses Information to Accomplish a Specific Purpose</b>	Demonstrates understanding of breadth and depth of research. Synthesizes and integrates information from a variety of sources. Draws meaningful conclusions. Clearly communicates ideas.	Uses appropriate information to accomplish purpose. Draws relevant conclusions. Synthesizes information from a sufficient number of sources. Effectively communicates ideas.	Uses incomplete information and only partially accomplishes intended purpose. Draws incomplete conclusions. Inconsistently communicates ideas.	Does not use relevant information. Fails to accomplish intended purpose. Does not draw conclusions. Fails to effectively communicate ideas.
<b>Ethically &amp; Legally Accesses and Uses Information</b>	Consistently, thoughtfully, and accurately builds on and incorporates the ideas of others into assignment. Consistently and correctly cites sources.	Accurately builds on and incorporates the ideas of others into assignment. Correctly cites sources.	Inconsistently incorporates the ideas of others into work. Incomplete citations.	Does not properly incorporate the ideas of others into assignment. Does not cite sources or copies sources without crediting authors.

8/28/09

### **Suggested Assignments:**

An appropriate assignment would allow students to demonstrate information literacy skills by asking them to do the following:

1. Determine the nature and extent of the information needed.
2. Effectively and efficiently access needed information.
3. Critically evaluate information and its sources.
4. Effectively use information to accomplish a specific purpose.
5. Ethically and legally access and use information.

Student work *best suited* for evaluation would require the student to identify, locate, understand, evaluate, and use information. The ideal assignment is one which provides an opportunity for the student to articulate a problem to be solved through information literacy skills, such as the following assignments:

- Annotated bibliography
- Abstract
- Research paper
- Literature review
- Critical analysis paper
- Case study