Information Literacy Scoring Form   Student/Course:_____   Evaluator:_____

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0
Determine the Extent of Information Needed	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. ☐	Does not meet benchmark 1 ☐
Access the Needed Information	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. ☐	Does not meet benchmark 1 ☐
Evaluate Information and its Sources Critically*	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.) ☐	Does not meet benchmark 1 ☐
Use Information Effectively to Accomplish a Specific Purpose	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. ☐	Does not meet benchmark 1 ☐
Access and Use Information Ethically and Legally	Students use correctly 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) and demonstrate 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) and 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) and 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) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. ☐	Does not meet benchmark 1 ☐