

(I): recognition of the need for, and an ability to engage in life-long learning

This rubric focuses on students' developing broad *information-literacy skills*. It might apply to courses featuring exercises requiring students to study a topic (perhaps online) and write something about it.

	Unsatisfactory	Marginal	Satisfactory	Outstanding
Determines nature and extent of information needed	Does not know where to begin looking for information or what information to look for	Has at least a partial idea of what information to look for and where to look for it	Has a good idea of what information to look for and where to look for it	Has a comprehensive understanding of what information to look for and where to look for it
Acquires needed information	Collects information from only one source	Collects at least some information from at least two sources	Collects a significant amount of information from at least three sources	Collects extensive information from multiple sources
Critically evaluates information and its source(s)	Accepts as correct information from the only source consulted	Collects information from at least two sources and demonstrates an ability to discriminate between the sources' credibility and quality	Actively seeks multiple sources that disagree or are of significantly different quality and relies more heavily on better, more credible source(s).	Actively seeks multiple sources that disagree or are of significantly different quality, relies more heavily on better, more credible source(s), and justifies choices coherently.
Uses information effectively	Uses information incorrectly or uses incorrect information	Uses correct information correctly	Selects a particular version of correct information, applies it correctly, and justifies choice based at least on correctness	Selects a particular version of correct information, applies it correctly, and justifies choice based on correctness and stylistic factors such as elegance, accessibility, etc.