

Information literacy rubrics

Supporting students with effective use of library and media resources within and beyond your school setting is a key avenue for cultivating information literacy skills. The Model School Library Standards for California Public Schools outlines four key standards at each grade level to guide students' development of information literacy.

- Standard 1: Students access information
- Standard 2: Students evaluate information
- Standard 3: Students use information
- Standard 4: Students integrate information literacy skills into all areas of learning

In the Media and Library Research Extension section of each unit's Resource: Opportunities for Unit Extensions, the curriculum has suggestions of instructional strategies and learning activities as part of a research project to support students with these standards and to enhance students' learning about the central phenomenon they investigate in this unit.

The following rubrics support the analysis of students' Information Literacy skills during these extension activities, or others like it. Included are both student- and teacher-facing rubrics to support self-reflection and external review of student work. The student-facing rubric is most appropriate for students in grades 3–8, but may be modified for younger grades.

Information literacy: Student rubric			
Standard	Description of level	Yes	Not yet
Accessing information	I am able to choose sources that are likely to provide the information I need.		
Evaluating information	I am able to figure out if information is relevant to the question I'm trying to answer.		
	I am able to figure out if a source of information is trustworthy.		
Using information	I am able to explain how the information I've found helps to answer the question.		
Using my skills in other areas	I am able to put my information literacy skills to use any time I need to answer a difficult question.		

Information literacy rubric: Teacher rubric				
Standard	Description of level	No evidence	Limited evidence	Clear evidence
Accessing information	Student can choose sources that are likely to provide the relevant information.			
Evaluating information	Student can determine if available information is relevant to the question they are trying to answer.			
	Student can determine if a source of information is credible.			
Using information	Student can explain how the information they've identified helps to answer the question.			
Applying skills across domains	Student can integrate information literacy skills into all areas of learning.			