

Information Literacy in First-Year Writing

	Exceeded (5)	Met (3)	Not Met (1)
Access 4C1	Student uses sources that are available through the library (physically or online); student explores the searching mechanics of information resources (advanced searching, limits vocabulary, etc.).	Student work shows evidence of library use (physically or online); student selects sources that demonstrate basic searching principles.	Student does not show evidence of library use (physically or online); student selects sources found through elementary search strategies.
Source Type 4C2	Student understands the difference between primary, secondary, and tertiary sources (encyclopedia article, <i>CQ Researcher</i> , etc.) and uses each appropriately.	Student may understand the difference between primary, secondary, and tertiary sources (e.g. encyclopedia article, <i>CQ Researcher</i> , etc.), but uses one type of source when another is available or more appropriate.	Student confuses primary, secondary, and tertiary sources.
Source Suitability 4C3	Student uses sources relevant to supporting the argument; student uses only credible or authoritative sources; student recognizes bias and deals with it appropriately.	Student uses some sources that are not relevant to supporting the argument; student uses a combination of credible or authoritative sources and questionable sources; student partially recognizes and deals with bias.	Student uses sources that are not relevant to supporting the argument; student does not use credible or authoritative sources; student fails to recognize bias.
Argument & Evidence 4C4	Student develops meaningful insights based upon a variety of sources and perspectives; demonstrates sophisticated level of creative, critical synthesis (makes purposeful extractions from sources, actively applies and analyzes evidence, etc.); accurately represents major or leading positions in the argument.	Student develops some insights showing engagement with some sources and perspectives, but tends toward summary rather than higher-level synthesis; represents some positions, with varying degrees of accuracy -- may fail to acknowledge some major perspectives.	Student does not develop insight, or does not include a range of sources and perspectives; Demonstrates little or no synthesis of arguments or ideas; unable to integrate sources with each other or with his/her own argument; misrepresents other positions on the topic, or fails to identify or acknowledge other views.
Ethical Use 4C5	Properly identifies all sources of information and ideas according to the standards of ethical use and intellectual property -- there are no noticeable errors; bibliography and in-text citing are consistent with each other and are in proper formatting for the subject area; effectively paraphrases, summarizes, and quotes from original sources, using student's original language.	Properly identifies all sources of information and ideas according to the standards of ethical use - - there may be minor errors; includes a bibliography or in-text citations which may contain minor formatting errors or omissions; attempts to paraphrase or summarize cited materials, but poorly worded/ rephrased.	Fails to identify sources of information and ideas according to the standards of ethical use; does not include a functional bibliography or in-text citations; uses wording and ideas from other sources without adequate paraphrasing. Uses source material as indirect quote without adequate paraphrasing.