








INFORMATION LITERACY RUBRIC

	Early	Emergent	Experienced	Extended
 Defining	<p>Is aware that there is a task to be completed.</p> <p>Makes little or no connection to prior knowledge.</p> <p>Asks simple literal questions to elicit information</p> <p>Relies on others to formulate the direction of the investigation</p> <p>Relies on others to initiate or direct investigation.</p>	<p>Has an understanding of the task and its purpose.</p> <p>Identifies what is known and what needs to be investigated</p> <p>Formulates relevant questions to assist in focus and development of investigation</p> <p>Creates concept map (or similar) to plan and guide the investigation</p> <p>Able to select suitable investigation but needs assistance with posing questions and planning task.</p>	<p>Has a clear understanding of the task and its purpose</p> <p>Identifies what is known but clarifies this to ensure it meets the purpose</p> <p>Generates keywords and poses focus questions to plan research and observations and clarify ideas</p> <p>Understands different types of questions may be needed to elicit required information</p> <p>Uses a model to plan the investigation and devises a time-management strategy to meet given deadlines</p> <p>Self-selects topics to investigate.</p>	<p>Demonstrates clear understanding of the task and its required search strategies</p> <p>Makes connections between what is known and how it can be used for the task</p> <p>Explores general information sources to increase familiarity with the topic</p> <p>Identifies key elements in task and designs a variety of questions to clarify the issues and ideas</p> <p>Plans investigation based on a time-management strategy to meet given deadlines which incorporates other commitments.</p> <p>Creates hypotheses as basis for investigation.</p>
 Locating	<p>Uses basic subject words to search for information</p> <p>Uses only school library resources and needs assistance to locate these</p> <p>Uses only one type of resource (ie print or electronic) and uses only one example of the resource</p> <p>Is unaware of which type of resource will be most useful for this investigation</p>	<p>Use multiple individual keywords related to topic</p> <p>Uses OPAC and can locate relevant materials within school or public library</p> <p>Locates primary and secondary sources of information with assistance.</p> <p>Is able to locate information on a pre-selected website.</p> <p>Brainstorms possible sources of new, relevant information.</p> <p>Compares different pre-selected resources, and selects those</p>	<p>Combines keywords to narrow or broaden search for resources</p> <p>Is able to locate a variety of resources in school or public library independently</p> <p>Determines which sorts of resources are most likely to meet needs for this investigation</p> <p>Collects a variety of resources that may be useful and quickly discards those that are not suitable</p> <p>Locates information on Internet using 'closed' search engine</p>	<p>Selects high quality resources independently and efficiently from a number of sources using a variety of search strategies</p> <p>Aware of issues such as currency and accuracy and so selects a variety of resources in a variety of media</p> <p>Searches electronic sources including the Internet efficiently</p> <p>Is able to locate supplementary resources, such as those suggested in a bibliography, and uses these to further understanding</p>

		appropriate to needs by scanning cover, title and illustrations. Contributes to and follows a simple search plan with assistance	Constructs and follows a search plan	
 <p>Selecting</p>	<p>Is aware of the purpose of the title, contents page and page numbers and uses these to locate appropriate information</p> <p>Needs assistance to find information on the page</p> <p>Copies information directly from the source</p> <p>Loses track of important information</p>	<p>Understands purpose of a resource's front cover, title, contents page, page numbers, chapters, headings, topic sentence, illustrations, maps, tables, graphs, captions, glossary, index and publication date and uses these to locate required information</p> <p>Identifies main ideas and keywords, and a sequence of ideas</p> <p>Can extract basic information from illustrations, maps, graphs and tables.</p> <p>Develops skimming and scanning skills.</p> <p>Constructs oral and written sentences using identified keywords</p> <p>Constructs basic bibliography including title, author and publisher</p>	<p>Scans resources for suitability and uses tools such as search function, hotlinks, index, headings, and captions.</p> <p>Finds and records information systematically which answers focus questions, using simple note-making strategies.</p> <p>Distinguishes between fact, generalisations and opinion, and different perspectives.</p> <p>Assesses information for relevance, accuracy, currency and authority.</p> <p>Verifies information using at least one other source</p> <p>Understands purpose of bibliography and is able to record title, author, publisher and date and place of publication</p>	<p>Finds and records information systematically using a variety of note-making strategies that meet own needs and learning style.</p> <p>Compares information from different sources for opposing viewpoints, biases, accuracy and currency and assesses credibility of each.</p> <p>Recognises need for adequate information and data and seeks extra if necessary.</p> <p>Records sources fully and accurately and complies with copyright requirements.</p>
 <p>Interpreting</p>	<p>Can distinguish between fiction and non fiction</p> <p>Understands fiction is for the imagination and non fiction for information</p>	<p>Can distinguish between a factual piece and an opinion piece</p> <p>Can identify the author's purpose.</p> <p>Is able to identify bias</p>	<p>Identifies author's purpose</p> <p>Describes differences in purpose, content and format according to whether intention is to persuade, inform, analyse or entertain</p> <p>Looks for evidence to support arguments</p>	<p>Identifies author's purpose and considers it when selecting and using information</p> <p>Understands concepts of objectivity and bias</p> <p>Seeks alternative opinions and perspectives</p> <p>Forms own opinion based on a variety of evidence</p>

 <p>Organising</p>	<p>Uses some basic structures to order ideas and information such as sequencing and classifying</p> <p>Little or no understanding of the need to sort and organise information to make it accessible to the reader</p> <p>Unable to take notes</p>	<p>Constructs a basic concept map to assist in organisation of ideas, and presentation of these</p> <p>Takes notes but needs assistance to organise them</p> <p>Understands ideas are more readily accepted if supported by sound reasoning, data and other evidence</p> <p>Compares information from different sources and identifies discrepancies in factual information.</p> <p>Follows a simple time-management plan.</p>	<p>Creates structure which has a coherent and clear focus</p> <p>Understands the conventions of the selected presentation method and organises information to suit these.</p> <p>Notes are legible and organised</p> <p>Connects similar ideas and arranges information in logical manner, using headings and sub-headings and paragraph connectors</p> <p>Interprets and synthesises information to construct new information, draws simple conclusions and makes generalisations.</p> <p>Creates and adheres to a time-management plan and meets commitments and deadlines.</p>	<p>Organises information using a variety of strategies including flow charts, time lines, spreadsheets, graphs and databases.</p> <p>Interprets, compares and selects information after examining and evaluating it for logic, bias, prejudice, consistency and contradictions.</p> <p>Synthesises information to make and substantiate judgements and to construct generalisations.</p> <p>Draws inferences from evidence.</p>
 <p>Presenting</p>	<p>Creates a simple response to a task/ topic which uses information selected for the purpose.</p> <p>Shares information with other children and adults orally but generally unaware of a wider audience beyond self</p> <p>Presents information in simple oral and visual sequence.</p>	<p>Creates an appropriate response to a task/ topic which uses information selected for the purpose.</p> <p>Links ideas and relates them to the main idea of the topic.</p> <p>Uses graphics which assist understanding</p> <p>Presents information in simple oral and written sentences. Uses</p> <p>Is aware of the concept of 'audience' and ensures that presentation is edited, accurate and appealing</p>	<p>Identifies the audience who would most likely use the information to be presented and presents information using an approach to suit the purpose and audience.</p> <p>Creates a response which links ideas coherently, shows cause and effect and future directions.</p> <p>Creates presentations which incorporate appropriate and accurate drawings, illustrations, graphs, models, drama, video, audio or electronic elements</p> <p>Understands that the presentation is just the end-product of an important process.</p>	<p>Selects the most appropriate method of presentation according to the purpose and audience.</p> <p>Incorporates appropriate and accurate drawings, illustrations, graphs, models, drama, video, audio or electronic elements to assist reader's understanding</p> <p>Creates presentations which synthesise information and offer solutions to original problem.</p> <p>Delivers presentation efficiently and effectively.</p>

 <p>Assessing</p>	<p>Meets minimum requirements of the task</p> <p>Assesses their product against original intentions</p> <p>Discusses work giving simple reasons for choices made</p>	<p>Assesses their product against original intentions and identifies areas of personal need.</p> <p>Reflects on how well they worked through the process.</p>	<p>Assesses own process and product in relation to original task.</p> <p>Reflects on significance of what has been learned and how it has influenced personal ideas, feelings, attitudes and actions.</p> <p>Uses self-evaluation strategies to review learning strengths and weaknesses, identify skills which need practice or refinement, and creates a learning-path to improve these</p>	<p>Assesses own process and product in relation to original task and future directions.</p> <p>Analyses audience response to presentation and determines effectiveness and efficiency of product.</p>
 <p>Reflecting</p>	<p>Discusses what has been learned and shows basic understanding.</p>	<p>Uses new learning in new situations.</p> <p>Values what has been learned as an integral part of their making sense of the world.</p> <p>Contributes to a class reflections session about what has been learned.</p> <p>Reflects on their learning and records these reflections in a personal journal, print or digital.</p>	<p>Transfers new knowledge, understandings and skills to different situations.</p> <p>Understands and values how what has been learned applies to them as an individual</p> <p>Understands personal experiences influence their knowledge and understanding,</p> <p>Understands that their knowledge and understanding will change over time as they learn and experience more.</p> <p>Develops an awareness of their personal preferences, perceptions, habits and styles which shape their knowledge and understanding</p> <p>Concedes that there may be a variety of solutions to the one problem.</p>	<p>Uses what has been learned to determine or modify actions in similar situations.</p> <p>Demonstrates an initial understanding of the relevance of the problem to themselves as individuals and the wider world.</p> <p>Demonstrates an empathetic response to other perspectives and opinions and is willing to explore these and reconsider own position if presented with compelling new information, arguments or evidence</p> <p>Demonstrates an open-mindedness when confronted with new or unusual problems, or alternative opinions and perspectives</p> <p>Understands there is a difference between 'knowing' and 'understanding'.</p>