TEXTUAL LITERACY RUBRIC

Competency in textual literacy is a student's ability to comprehend, locate, evaluate, select, and apply suitable information, materials, and methods, including written, visual, audio, and technological resources, in order to accomplish tasks.

Scores should be assigned for all applicable skills dimensions outlined below. If the parameters of the assignment used to measure this student learning outcome do not offer the opportunity to demonstrate a given performance criterion, a score of N/A should be recorded.

ISLO 4	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
4a: Recognize, summarize, and explain central and supporting ideas as well as implied and abstract ideas.	Summarizes central and supporting ideas, recognizes possible implications of and relationships between concepts, and explains implied and abstract ideas.	Summarizes central and supporting ideas and recognizes possible implications of and relationships between concepts, but does not fully explain implied and abstract ideas.	Summarizes central and supporting ideas but does not fully recognize possible implications of and relationships between concepts.	Inaccurately or incompletely summarizes concepts without differentiation between central and supporting ideas.
4b: Locate relevant and reliable information from a variety of sources as appropriate for the context.	Effectively defines the scope of the task and employs appropriate and thorough strategies to access applicable information/materials.	Defines the scope of the task and employs a variety of strategies to access applicable information/materials.	Partially defines the scope of the task and employs simple strategies to access a limited amount of applicable information/materials.	Has difficulty defining the scope of the task and employs random or ineffective strategies in attempts to access applicable information/materials.
4c: Evaluate the relevance and reliability of information and its appropriateness for the context.	Considers the importance of a wide array of criteria, including relevance, authority, and purpose, to comprehensively evaluate the reliability and usefulness of information collected.	Considers the importance of multiple criteria, such as relevance, authority, and purpose, to evaluate the reliability and usefulness of information collected.	Considers the importance of relevance to collect information that may not be consistently reliable or useful.	Collects information without effectively considering its relevance, reliability, or usefulness.
4d: Select suitable information and materials and **apply** proper methods in order to accomplish tasks.	Selects an ample array of appropriate information/materials and applies it to fully achieve a specific task.	Selects an array of appropriate information/materials and applies it to achieve a specific task.	Selects and applies some appropriate information/materials to partially achieve a specific task.	Selects and applies limited or inappropriate information/materials and attempts but does not achieve the task.

This rubric was adapted from the Colorado Commission on Higher Education (CCHE) GT Pathways LEAP rubric for Information Literacy and the Association of American Colleges and Universities (AAC&U) VALUE rubrics for Information Literacy and Reading. This expanded rubric was designed specifically for assessing community college student learning.