



Association
of American
Colleges and
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Spring 2009 Draft for Public Release of Information Literacy VALUE Rubric

This rubric is a step in a rubric development process that will produce a final draft by September 2009. All drafts are revised in response to the feedback received from VALUE Leadership and Partner campuses. The final feedback deadline for the VALUE Initiative is July 3, 2009. For more information or to give feedback, please email Wende Morgaine, VALUE Initiative Manager, at wendemm@gmail.com. Thank you!

The VALUE rubrics emerge from a process that examined many campus rubrics for each outcome and from the knowledge of faculty experts. They articulate fundamental criteria for each outcome demonstrated at progressively more sophisticated levels. The rubrics are intended primarily for institutional level use in evaluating and discussing student learning. The core expectations articulated in the VALUE rubrics can be translated into the language of individual campuses, disciplines or even courses. At the same time, the VALUE rubrics position learning at all undergraduate levels within a basic framework that is shared nationally.

Definition

Information Literacy is defined as the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - *Adopted from The National Forum on Information Literacy*

Framing Language

This rubric is intended to be used with a portfolio of student work, rather than a single assignment, in order to fully gauge students' information skills. Ideally, portfolios contain a wide variety of different types of student work and might include: research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint presentations, posters, literature reviews, position papers, and argument critiques to name a few. In addition, a description of the assignments with the instructions that initiated the student work would be vital in providing the complete context for the work.

Although a student's final work must stand on its own, evidence of a student's research and information gathering processes, such as a research journal/diary, could provide further demonstration of a student's information proficiency.



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Evaluators are encouraged to assign a zero to any performance that doesn't meet level one performance.

	4	3	2	1
Determine the extent of information needed	Effectively defines the research question and identifies what information is needed.	Adequately defines the research question and identifies what information is needed.	Partially defines the research question and identifies what information is needed.	Minimally defines the research question and identifies what information is needed.
Access the needed information	Accesses relevant information using the most appropriate methods.	Accesses some relevant information using appropriate methods.	Accesses information using basic methods.	Accesses information randomly.
Evaluate information and its sources critically	Evaluates information and its sources based on a wide variety of relevant criteria as they relate to a particular discipline.	Evaluates information and its sources based on a variety of relevant criteria.	Evaluates information and its sources based on a limited number of relevant criteria.	Evaluates information and its sources based on irrelevant criteria.
Use information effectively to accomplish a specific purpose	Effectively organizes and integrates information to support research question.	Adequately organizes and integrates information to support research question.	Partially organizes and integrates information to support research question.	Inadequately organizes and integrates information to support research question.
Access and use information ethically and legally	Fully demonstrates ethical and legal use of information.	Adequately demonstrates ethical and legal use of information.	Partially demonstrates ethical and legal use of information.	Minimally demonstrates ethical and legal use of information.

Created by a team of faculty from higher education institutions across the United States.



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	4	3	2	1
Determine the extent of information needed	Effectively defines the scope of the research question and determines key concepts. Fully identifies what information is needed.	Adequately defines the scope of the research question and determines key concepts. Adequately identifies what information is needed.	Partially defines the scope of the research question and determines key concepts. Partially identifies what information is needed.	Minimally defines the scope of the research question and determines key concepts. Minimally identifies what information is needed.
Access the needed information	Uses the most appropriate methods for accessing information, constructs and uses effective well-designed search strategies, finds relevant, quality information quickly using multiple sources, organizes information retrieved well, demonstrates depth of understanding of how information is organized within a discipline.	Uses a variety of methods to access information, demonstrates ability to refine search, demonstrates some understanding of how information is organized within a discipline, gathers relevant information, organizes information retrieved.	Uses simple search strategy, retrieves information from limited and similar sources, retrieves some information that is not relevant, organizes information somewhat.	Uses random search strategy, finds little information, has disorganized information, gathers information that lacks relevance and quality.
Evaluate information and its sources critically	Always uses a variety of appropriate sources and evaluates information based on all relevant factors including accuracy, authority, potential bias, currency, completeness, and relevance and as it relates to a particular discipline or context.	Usually uses a variety of appropriate sources and evaluates information based on most of the relevant factors including accuracy, authority, potential bias, currency, completeness, and relevance.	Uses a limited range of appropriate sources and evaluates information based on only some of the relevant factors including accuracy, authority, potential bias, currency, completeness, and relevance.	Uses sources whose connection to research question is not apparent, rarely applies evaluative criteria to information.
Use information effectively to accomplish a specific purpose	Effectively organizes and integrates information from multiple and diverse sources to support thesis, research question, or formulate an argument; synthesizes information using own words to develop sound and strongly supported conclusions and implications; communicates ideas cogently.	Adequately organizes and integrates information from several sources to support thesis, research question, or formulate an argument; able to synthesize information using own words; develops some accurate conclusions; adequately supports conclusions through use of sources; communicates ideas well.	Partially organizes and integrates information from a few sources to support thesis, research question, or formulate an argument; able to summarize information but has trouble using own words, tends to quote others more often; partially develops conclusions; conclusions not adequately supported by sources; communicates ideas satisfactorily.	Limited organization and integration of information from limited sources to support thesis, research question, or formulate an argument; has trouble summarizing information, tends to quote directly from sources rather than use own words; if developed conclusions are inaccurate or not supported by sources; communicates ideas weakly.
Access and use information ethically and legally	Broad understanding of the economic, legal, and social issues surrounding the use of information, follows all laws and policies regarding access to and use of information, and fully demonstrates correct usage of citations and attribution principles which results in no plagiarism.	Adequate understanding of the economic, legal, and social issues surrounding the use of information, follows most laws and policies regarding access to and use of information, and adequately demonstrates correct usage of citations and attribution principles which results in infrequent instances of plagiarism.	Limited understanding of the economic, legal and social issues surrounding the use of information, follows some laws and policies regarding access to and use of information, and partially demonstrates correct usage of citations and attribution principles, which results in some plagiarism.	Very limited understanding of the economic, legal and social issues surrounding the use of information, follows very few of the laws and policies regarding access to and use of information, and minimally demonstrates correct usage of citations or attribution principles which leads to frequent plagiarism.

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