INFORMATION LITERACY VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

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 recommended for use evaluating a collection of work, rather than a single work sample in order to fully gauge students' information skills. Ideally, a collection of work would contain a wide variety of different types of 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 and for some criteria on this rubric would be required

SCORER NAME_____   STUDENT WORK PRODUCT NUMBER_____

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Based largely on the AAC&U VALUE Rubric; for more information, please contact value@aacu.org

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Benchmark 1	Milestones 2	3	Capstone 4	Score
1. Determine the Extent of Information Needed	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	
2. Access the Needed Information	Accesses information randomly and retrieves information that lacks relevance and quality.	Accesses information using simple search strategies and retrieves information from some relevant, though limited and similar, sources.	Accesses information using variety of search strategies and from relevant information sources. Demonstrates ability to refine search.	Accesses information using effective, well-designed search strategies and from most appropriate information sources.	
3. Evaluate Information and its Sources Critically	Information is taken from source(s) without any interpretation/evaluation of the material; view-points of authors are taken as fact, without question.	Information is taken from source(s) with some interpretation/evaluation, but not a coherent analysis of the material; viewpoints of authors are taken as mostly fact, with little questioning.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis of the material; viewpoints of authors are subject to questioning.	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis of the material; view-points of authors are questioned thoroughly.	
4. Use Information Effectively to Accomplish a Specific Purpose	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	
5. Access and Use Information Ethically and Legally	Consistently uses one of the following information use strategies: - use of citations and references, - choice of paraphrasing, summary, or quoting, - using information in ways that are true to original context, - distinguishing between common knowledge and ideas requiring attribution; AND demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Consistently uses two of the following information use strategies: - use of citations and references, - choice of paraphrasing, summary, or quoting, - using information in ways that are true to original context, - distinguishing between common knowledge and ideas requiring attribution; AND demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Consistently uses three of the following information use strategies: - use of citations and references, - choice of paraphrasing, summary, or quoting, - using information in ways that are true to original context, - distinguishing between common knowledge and ideas requiring attribution; AND demonstrate sa full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Consistently uses all of the following information use strategies: - use of citations and references, - choice of paraphrasing, summary, or quoting, - using information in ways that are true to original context, - distinguishing between common knowledge and ideas requiring attribution; AND demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	

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University of North Carolina Wilmington May 2011