A A CLJ

INFORMATION LITERACY VALUE Rubric

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.



Information Literacy VALUE Rubric

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

	Capstone 4	Milestones 3 2		Benchmark 1
Determine the Extent of Information Needed	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.	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.	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.	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.
Access the Needed Information	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
Evaluate Information and its Sources Critically*	Uses a variety of sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (e.g., relevance to the research question, currency, authority, audience, and bias or point of view).	Uses a variety of sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (e.g., relevance to the research question, currency, and authority).	Uses a variety of sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Uses a variety of sources. Selects sources using limited criteria (such as relevance to the research question).
Use Information Effectively to Accomplish a Specific Purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources; information is fragmented and / or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
Access and Use Information Ethically and Legally	Correctly use <u>all</u> of the following strategies (citations and references; paraphrasing, summary, &/or quoting; convey information accurately from context; distinguish between common knowledge and ideas requiring attribution). Demonstrate full understanding of ethical and legal restrictions on the use of published, confidential, and / or proprietary information.	Correctly use three of the following strategies (citations and references; paraphrasing, summary, &/or quoting; convey information from context; distinguish between common knowledge and ideas requiring attribution). Demonstrate full understanding of ethical and legal restrictions on the use of published, confidential, and / or proprietary information.	Correctly use two of the following strategies (citations and references; paraphrasing, summary, &/or quoting; convey information accurately from context; distinguish between common knowledge and ideas requiring attribution). Demonstrate understanding of ethical and legal restrictions on the use of published, confidential, and / or proprietary information.	Correctly use <u>one</u> of the following strategies (citations and references; paraphrasing, summary, &/or quoting; convey information from context; distinguish between common knowledge and ideas requiring attribution). Demonstrate understanding of ethical and legal restrictions on the use of published, confidential, and / or proprietary information.