Research and INFORMATION LITERACY RUBRIC

REVISED FROM THE ACRL INFORMATION LITERACY FRAMEWORK TOOLBOX UWC LIBRARIES' ACRL FRAMEWORK RUBRIC

	Unsatisfactory/Not achieved 1	Appropriate First Year 2	Appropriate Connections + 3	Appropriate 300 - 400 Level 4
Authority is Constructed and Contextual	1. Does not question different types of authority 2. Fails to recognize the discipline's standard voices of authority 3. Fails to recognize that authoritative content may be packaged formally or informally 4. Fails to recognize authority in various media types	1. Has trouble questioning different types of authority 2. Marginally recognizes the discipline's standard authorities 3. Has trouble understanding and identifying authoritative content that is presented formally or informally. 4. Has trouble recognizing authority in various media types.	1. Begins to question different types of authority 2. Begins to recognize the discipline's standard authorities 3. Begins to recognize that authoritative content may be packed formally or informally 4. Begins to recognize authority in various media types	1. Defines different types of authority (subject expertise, societal position, special experience); 2. Understands that each discipline has acknowledged authorities such as well-known scholars and publications that are widely considered "standard"; 3. Recognizes that authoritative content may be packaged formally or informally 4. Recognizes that authority may include sources of all media types
Searching as Strategic Exploration	1. Does not evaluate a broad range of sources. Does not understand that there are various parties such as scholars, organizations, governments, and industries, who might produce information about a topic and evaluates a narrow range of sources; 2. Does not match information needs and search strategies to appropriate search tools; 4. Does not refine needs and search strategies as necessary, based on search results; 5. Does not pursue different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately;	1. Marginally understands that there are various parties such as scholars, organizations, governments, and industries, who might produce information about a topic and evaluates a narrow range of sources; 2. Marginally understands how to match information needs and search strategies to appropriate search tools; 4. Marginally understands how to refine needs and search strategies as necessary, based on search results; 5. Begins to pursue different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately;	1. Begins to understand that there are various parties such as scholars, organizations, governments, and industries, who might produce information about a topic; 2. Begins to understand how to match information needs and search strategies to appropriate search tools; 4. Begins to understand that how to refine needs and search strategies as necessary, based on search results; 5. Begins to pursue different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately;	1. Identifies interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information; 2. Matches information needs and search strategies to appropriate search tools; 3. Refines needs and search strategies as necessary, based on search results; 4. Uses different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately;
Research as Inquiry	1. Has trouble formulating research questions based on information gaps; 2. Fails to identify various research methods based on need, circumstance and type of inquiry 3. Has trouble synthesizing ideas gathered from multiple sources 4. Has trouble drawing reasonable conclusions based on the analysis and interpretation of information	1. Marginally understands how to formulate questions for research based on information gaps; 2. Marginally able to identify various research methods based on need, circumstance and type of inquiry; 3. Marginally understands how to synthesize ideas gathered from multiple sources; 4. Marginally understands how to draw reasonable conclusions based on the analysis and interpretation of information	1. Begins to understand how to formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information; 2. Begins to use various research methods, based on need, circumstance, and type of inquiry; 3. Begins to understand how to synthesize ideas gathered from multiple sources; 4. Begins to understand how to draw reasonable conclusions based on the analysis and interpretation of information.	1. Formulates questions for research based on information gaps or on re-examination of existing, possibly conflicting, information; 2. Uses various research methods, based on need, circumstance, and type of inquiry; 3. Synthesizes ideas gathered from multiple sources; 4. Draws reasonable conclusions based on the analysis and interpretation of information.

Scholarship is a Conversation	1. Fails to cite the contributing work of others 2. Fails to identify the contributions made by others in participatory information environments; 3. Fails to understand that a scholarly work may not represent the only – or even the majority -perspective on the issue.	1. Has trouble citing the contributing work of others 2. Has trouble identifying the contributions made by others in participatory information environments; 3. Marginally understands that a scholarly work may not represent the only – or even the majority -perspective on the issue.	1. Begins to cite the contributing work of others 2. Begins to identify the contributions made by others in participatory information environments; 3. Begins to recognize that a scholarly work may not represent the only – or even the majority -perspective on the issue.	1. Cites the contributing work of others in their own information production; 2. Critically evaluates contributions made by others in participatory information environments; 3. Recognizes that a given scholarly work may not represent the only - or even the majority - perspective on the issue.
Information Creation as a Process	1. Fails to understand the fit between an information product's creation process and a particular information need; 2. Fails to understand that information may be perceived differently based on the format in which it is packaged; 3. Fails to understand that their choices impact the purposes for which the information product will be used and the message it conveys.	1. Marginally understands the fit between an information product's creation process and a particular information need; 2. Marginally understands that information may be perceived differently based on the format in which it is packaged; 3. Marginally understands that their choices impact the purposes for which the information product will be used and the message it conveys.	1. Begins to understand the fit between an information product's creation process and a particular information need 2. Begins to recognize that information may be perceived differently based on the format in which it is packaged; 3. Begins to develop an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.	1. Assesses the fit between an information product's creation process and a particular information need; 2. Recognizes that information may be perceived differently based on the format in which it is packaged; 3. Develops an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.
Information has Value	1. Fails to give credit to the original ideas of others through proper attribution and citation; 2. Has trouble understanding the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain; 3. Fails to understand issues of access or lack of access to information sources.	1. Marginally understands how to give credit to the original ideas of others through proper attribution and citation; 2. Marginally understands the purpose and distinguishing characteristics of copyright, fair use, open access and the public domain 3. Marginally understands issues of access or lack of access to information sources	1. Begins to understand how to give credit to the original ideas of others through proper attribution and citation; 2. Begins to understand the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain; 3. Begins to understand issues of access or lack of access to information sources.	Gives credit to the original ideas of others through proper attribution and citation; 1. Articulates the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain; 2. Recognizes issues of access or lack of access to information sources.