

LLU INSTITUTIONAL LEARNING OUTCOME: INFORMATION LITERACY RUBRIC

DEVELOPED FOR ACADEMIC AND PROFESSIONAL USE

Based on the AAC&U Written Communication VALUE Rubric, value@aacu.org, assessment@llu.edu, or see sites below.

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 levels within a basic framework of expectations such that evidence of learning can be 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. - 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 literacy skills. Some of the areas that could be evaluated could include: research papers, editorials, speeches, grant proposals, marketing or business plans, PowerPoint and other presentations, posters, literature reviews, position papers, and argument critiques—technical procedures, charting, clinical projects 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 could be required.

Glossary

Access the Needed Information – Use Boolean search logic (as found at <https://libguides.mit.edu/c.php?g=175963&p=1158594>) within search engines for evidence-based, discipline-specific data-bases and other professional sources.

Evaluate Information and Its Sources Critically – Seek, recognize and use legitimate evidence-based sources.

Ethical and Legal Information – Students correctly cite and reference information in their writing to avoid plagiarizing. This includes restrictions on the access and use of published, confidential, and/or proprietary information i.e. copyright and trademarks. Students carefully paraphrase, summarize and quote in ways that are true to the original context.

This rubric is recommended for use in evaluating information literacy skills in both academic and professional settings.

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

| | 4 | 3 | 2 | 1 |
|---|--|--|--|---|
| Determine the Extent and Types of Information Needed | Effectively determines key concepts and defines the scope of the problem or research question. Types of information sources selected directly relate to concepts or problem. | Determines key concepts and defines the scope of the problem or research question.. Types of information sources selected relate to concepts or respond to the problem. | Determines some key concepts and partially defines the scope of the problem or research question. (parts are missing, remains too broad or too narrow, etc.). Types of information sources selected partially relate to concepts or respond to the problem. | Has difficulty determining key concepts and defining the the scope of the problem or research question. Types of information sources selected minimally relate to concepts or respond to the problem. |
| Access the Needed Information | Accesses information using effective, well-designed search strategies and the ability to refine the search while using the most appropriate information sources. | Accesses information using a variety of search strategies with the ability to refine the search while choosing relevant information sources. | 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 | Effectively analyzes and applies evidence-based information sources directly related to the scope and discipline of the problem or research question, such as: relevance to the research question, currency, authority, audience, and bias or point of view. | Analyzes and applies evidence-based information sources using multiple criteria appropriate to the scope and discipline of the problem or research question, such as: relevance to the research question, currency, authority, audience, and bias or point of view. | Chooses a variety of information sources using basic criteria, such as: currency and relevance to the problem or research question. | Chooses a few information sources. using limited criteria, such as: relevance to the problem or research question. |
| Use Information Effectively to Accomplish a Specific Purpose | Communicates, organizes and synthesizes information from sources to fully achieve the specific purpose, with clarity and depth. | Communicates, organizes and uses information from sources. The intended purpose is achieved. | Communicates and organizes information from sources. The intended purpose is not fully achieved. | Communicates information from sources. The information is fragmented and/or used inappropriately, such as: misquoted, taken out of context, or incorrectly paraphrased. The intended purpose is not achieved. |
| Access and Use Information Ethically and Legally | Demonstrates thorough knowledge and application of the ethical and legal restrictions on the access and use of published, confidential, and/or proprietary information. Uses the designated format correctly including appropriate citations. | Demonstrates knowledge and application of ethical and legal restrictions in the access and use of published, confidential, and/or proprietary information. Uses the designated format correctly including appropriate citations. | Demonstrates partial knowledge and application of the ethical and legal restrictions in the access and use of published, confidential, and/or proprietary information. | Demonstrates limited knowledge and application of the ethical and legal restrictions in the access and use of published, confidential, and/or proprietary information. |