

# INFORMATION LITERACY VALUE RUBRIC

for more information please contact [info@value.org](mailto:info@value.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

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## 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. -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

|   | Capstone<br>4   | Milestones   |   | Benchmark<br>1  |
|---|---|--|---|---|
|   |   | 3  | 2   |   |
| 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 | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.   | Identifies own and others' assumptions and several relevant contexts when presenting a position.   | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than  |   |