The following three rubrics, all derived from the Framework for Information Literacy for Higher Education (2016) of the Association of College and Research Libraries, will begin the Bloomsburg University approval process in fall, 2017. They have been developed for a required course for English majors at with an information literacy component; assessment is currently based on the Information Literacy VALUE Rubric (2009) of the American Association of Colleges & Universities. The rubrics have received some positive initial reception from the department and university communities. They are published here to represent one conception of the ACRL Framework and, hopefully, to inspire dialogue and questioning.

The rubrics have four innovative features. First, they organize the three components of the Framework – frame, dispositions, and knowledge practices – so that each rubric addresses one frame; the dispositions are treated as learning outcomes or objectives, and the knowledge practices are treated as descriptors (in this rubric, evidence of dispositional development). Second, scorers are not limited to any one set of learning practices for assessing progress in acquiring dispositions, but can draw on any practice relevant to the disposition. Third, the subject need not apply all or even most of the learning practices nor demonstrate acquisition of all the dispositions to attain an “expert” score; quality is more important than coverage. And fourth, each rubric is intended to be applied at once both to an artifact and to a structured reflection upon that artifact. Sample prompts for reflections on all three rubrics are included on the last page.

Terry Riley

Bloomsburg University

**ACRL Information Literacy Rubric**

**ENGLISH 203: Approaches to Literary Study**

Concepts, Dispositions, and Knowledge Practices drawn from Association of College & Research Libraries (ACRL) *Framework for Information Literacy for Higher Education*. Three of the *Framework*’s six concepts included. Modifications of language bracketed. Bracketed ellipsis […] indicates Dispositions or Knowledge Practices excluded from the rubric.

Assessment should be based both on artifacts and student reflections; a single artifact and reflection could be sufficient, if the artifact is intellectually ambitious and purposeful, and if the reflection addresses two or more of the Frames. Neither all the Dispositions nor all the Learning Practices need be represented for the student to score at the Expert level.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACRL Frame:**  **Information**  **Creation as a**  **Process**  **ACRL Dispositions:**  Learners who are developing IL [process] abilities | **ACRL Knowledge Practices**  (Expert:  Capstone 4)  **Indicators of achievement:**  Learners who are developing IL [process] abilities | **ACRL Knowledge ACRL Knowledge**  **Practices Practices**  (Milestone 3) (Milestone 2)  **Indicators of achievement: Indicators of achievement:**  Learners who are Learners who are  developing IL [process] developing IL [process]  abilities abilities | | **ACRL Knowledge**  **Practices**  (Novice:  Benchmark 1)  **Indicators of achievement:**  Learners who are  developing IL [process]  abilities | Benchmark not met 0 |
| -- are inclined to seek out characteristics of information products that indicate the underlying creation process;  -- value the process of matching an information need with an appropriate product;  […]  -- accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes.  […]  -- understand that different methods of information dissemination with different purposes are available for their use. | -- articulate the capabilities and constraints of information developed through various creation processes;  -- assess the fit between an information product’s creation process and a particular information need;  -- articulate the traditional and emerging processes of information creation and dissemination in a particular discipline;  […]  -- [demonstrate], in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys. | -- [respond appropriately to] the capabilities and constraints of information developed through various creation processes;  -- [respond appropriately to] an information product’s creation process and a particular information need;  -- [respond appropriately to] the traditional [...] processes of information creation and dissemination in a particular discipline;  […]  -- [usually demonstrates some awareness] that their choices impact the purposes for which the information product will be used and the message it conveys. | -- [can work with some success with] information developed through various creation processes;  -- [can appropriately match] an information product’s creation process [… to a general] information need;  -- [can describe in general terms] the traditional [...] processes of information creation and dissemination;  […]  -- [may recognize] that their choices impact the purposes for which the information product will be used [or] the message it conveys [but do not sufficiently convey that awareness in their writing]. | -- [have unequal success using] information developed through [some] creation processes;  -- [have unequal success matching] an information product’s creation process [… to a general] information need;  -- [have unequal success in recognizing] traditional [or] emerging processes of information creation and dissemination  […]  -- [demonstrate little awareness] that their choices impact the purposes for which the information product will be used [or] the message it conveys. | A zero is assigned to any research artifact + reflection that does not attain Novice- level performance. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACRL Frame:**  **Information**  **Has Value**  **ACRL Dispositions:**  Learners who are developing IL [information value] abilities | **ACRL Knowledge Practices**  (Expert:  Capstone 4)  **Indicators of achievement:**  Learners who are developing IL [information value] abilities | **ACRL Knowledge**  **Practices**  (Milestone 3)  **Indicators of achievement:**  Learners who are developing IL [information value] abilities | **ACRL Knowledge**  **Practices**  (Milestone 2)  **Indicators of achievement:**  Learners who are developing IL [information value] abilities | **ACRL Knowledge**  **Practices**  (Novice:  Benchmark 1)    **Indicators of achievement:**  Learners who are developing IL [information value]  abilities | Benchmark not met 0 |
| -- respect the original ideas of others;  -- value the skills, time, and effort needed to produce knowledge;  -- see themselves as  contributors to the information  marketplace rather than only consumers of it;  -- are inclined to examine their own information privilege. | -- give credit to the original ideas of others through proper attribution and citation;  […]  -- articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain;  -- understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information;  […]  -- decide where and how their information is published;  […]  -- make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information. | -- give credit to the original ideas of others through [some form of] attribution and citation;  […]  -- [demonstrates a practical knowledge of] copyright, fair use, open access, and the public domain;  -- understand [that] individuals or groups of individuals may be underrepresented […] within the systems that produce and  disseminate information;  […]  -- [take some control over] where and how their information is published;  […]  -- [usually] make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information. | -- (try to] give credit to the original ideas of  others [but have observable difficulties remembering or following basic procedures];  -- [may know that …] groups of individuals may be underrepresented […] within the systems that produce and disseminate information [but appear unable to see the implications];  […]  -- [make hasty or questionable decisions about] where and how their information is published;  **[…]**  -- [sometimes] make [uninformed] choices regarding their online actions [and are not always fully aware] of issues related to privacy and the commodification of personal information. | -- [do not fully understand how to] give credit to the original ideas of others;  -- [does not appear to know that] individuals or groups of individuals may be underrepresented […] within the systems that produce and disseminate information;  […]  -- [exert little control over] where and how their information is published;  […]  -- [often] make [uninformed] choices regarding their online actions [and are not aware] of issues related to privacy and the commodification of personal information. | A zero is assigned to any research artifact + reflection that does not attain Novice- level performance. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **ACRL Frame:**  **Searching**  **as**  **Strategic**  **Exploration**  **Dispositions:** Learners who are developing IL (exploratory) abilities | **ACRL Knowledge Practices**  (Expert:  Capstone 4)  **Indicators of achievement:**  Learners who are developing IL  [exploratory] abilities | **ACRL Knowledge**  **Practices**  (Milestone 3)  **Indicators of achievement:**  Learners who are developing IL  [exploratory] abilities | **ACRL Knowledge Practices**  (Milestone 2)  **Indicators of achievement:**  Learners who are developing IL [exploratory] abilities | **ACRL Knowledge**  **Practices**  (Novice:  Benchmark 1)  **Indicators of achievement:**  Learners who are developing IL  [exploratory] abilities | Benchmark not met 0 |
| -- exhibit mental flexibility and creativity  -- understand that first attempts at searching do not always produce adequate results  -- realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search  -- seek guidance from experts, such as librarians, researchers, and professionals  -- recognize the value of browsing and other serendipitous methods of information gathering  -- persist in the face of search challenges, and know when they have enough information to complete the information task | -- determine the initial scope of the task required to meet their information needs;  -- identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information;  -- utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching;  -- match information needs and search strategies to appropriate search tools;  […]  -- understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information;  -- use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately;  […]. | -- [usually] determine the initial scope of the task required to meet their information needs;  -- [know how to] identify interested parties, such as scholars, organizations, governments, and industries, [and may do so];  -- [unsystematically] utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching;  -- [usually match] information needs and search strategies to appropriate search tools;  […]  -- understand how (a small number of] information systems […] are organized in order to access relevant information;  -- use different types of searching language (e.g., controlled vocabulary, keywords, natural language) [without conscious planning];  […]. | -- [often misjudge] the initial scope of the task required to meet their information needs;  -- [know how to] identify interested […] organizations, […] who might produce information about a topic [but don’t routinely do so];  -- utilize divergent (e.g., brainstorming) […] thinking when searching; [selecting the best sources occurs late in the process]  -- [use only known] search strategies [and] search tools;  […]  -- [understanding of] information systems [is limited;] access [to] relevant information [is limited];  -- […] searching language [varies but without planning or strategy];  […]. | -- [seem not to know how to] determine the initial scope of the task required to meet their information needs;  -- [do not or do not know how to] identify interested parties, such as scholars, organizations, governments, [or] industries […];  -- utilize divergent (e.g., brainstorming) […] thinking when searching [without attention to quality of sources];  -- [rarely chang] search tools [or] search strategies;  […]  -- [do not or cannot articulate or fully exploit information systems’ organization];  -- […] searching language [is limited to natural language];  […]. | A zero is assigned to any research artifact + reflection that does not attain Novice- level performance |

Sample prompts for student reflections

Describe your most two valuable sources for this project. What makes those sources uniquely useful for your purposes?

|  |
| --- |
| **ACRL Frame:**  **Information**  **Creation as a**  **Process**  **ACRL Dispositions:**  Learners who are developing IL [process] abilities |
| -- are inclined to seek out characteristics of information products that indicate the underlying creation process;  -- value the process of matching an information need with an appropriate product;  […]  -- accept the ambiguity surrounding the potential value of information creation expressed in emerging formats or modes.  […]  -- understand that different methods of information dissemination with different purposes are available for their use. |

|  |
| --- |
| **ACRL Frame:**  **Information**  **Has Value**  **ACRL Dispositions:**  Learners who are developing IL [information value] abilities |
| -- respect the original ideas of others;  -- value the skills, time, and effort needed to produce knowledge;  -- see themselves as  contributors to the information  marketplace rather than only consumers of it;  -- are inclined to examine their own information privilege. |

Who should read your project – who would benefit from it?

What field(s) have you contributed to?

|  |
| --- |
| **ACRL Frame:**  **Information**  **as Strategic**  **Exploration**  **Dispositions:** Learners who are developing IL (exploratory) abilities |
| -- exhibit mental flexibility and creativity  -- understand that first attempts at searching do not always produce adequate results  -- realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search  -- seek guidance from experts, such as librarians, researchers, and professionals  -- recognize the value of browsing and other serendipitous methods of information gathering  -- persist in the face of search challenges, and know when they have enough information to complete the information task |

Describe the biggest problem you faced as a researcher and how you got past it.