https://licensebuttons.net/l/by/3.0/88x31.pngUWC Libraries’ ACRL Framework Rubric

For use during assessment of information literacy.

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|  | Developed/Sufficiently Attained/  highly competent/exemplary  4 | Developing/ developing/partially achieved  3 2 | | Undeveloped/ Unsatisfactory/not achieved  1 |
| Authority is Constructed and Contextual | Recognizes that information resources are drawn from their creators’ expertise and credibility based on the information need and the context in which the information will be used. View authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought.  Knowledge Practices: Student is able to:   1. define different types of authority (subject expertise, societal position, special experience); 2. understand that each discipline has acknowledged authorities such as well-known scholars and publications that are widely considered “standard”; 3. recognise that authoritative content may be packaged formally or informally 4. recognise that authority may include sources of all media types | Recognizes that information resources are drawn from their creators’ expertise. Relates the credibility of information to the context in which it will be used. Begins to question authority, starts to incorporate new perspectives, additional voices, and changes schools of thought.   1. Begins to question different types of authority 2. Begins to recognise the discipline’s standard authorities 3. Begins to recognise that authoritative content may be packed formally or informally 4. Begins to recognize authority in various media types | Marginally recognizes that information comes from the creators’ expertise. Begins to relate the credibility of information to the context in which it will be used. Has trouble questioning authority.   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. | Does not recognize that information comes from creators’ expertise. Has trouble relating credibility to the context in which the information will be used. Takes all information at face value, does not question authority.   1. Does not question different types of authority 2. Fails to recognize the discipline’s standard voices of authority 3. Fails to recognise that authoritative content may be packaged formally or informally 4. Fails to recognize authority in various media types |
| Information Creation as a Process | Understands that the purpose, message, and delivery of information are intentional acts of creation. Looks to the underlying process of creation as well as the final product to critically evaluate the usefulness of information.  Knowledge Practices: Student is able to:   1. assess the fit between an information product’s creation process and a particular information need; 2. recognise that information may be perceived differently based on the format in which it is packaged; 3. develop an understanding that their choices impact the purposes for which the information product will be used and the message it conveys. | Understands that the purpose, message, and delivery of information are intentional acts of creation. Begins to look to the underlying process of creation and begins to critically evaluate the usefulness of information.  Knowledge practices:  Student:   1. Begins to understand the fit between an information product’s creation process and a particular information need 2. Begins to recognise 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. | Marginally understands that the purpose, message, and delivery of information are acts of creation. Begins to understand the creation process.  Knowledge Practices:  Student:   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. | Does not understand that the purpose, message, and delivery of information are intentional acts of creation. Has trouble understanding the creation process.  Knowledge Practices:   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. |
| Information has Value | Understands that information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiation and understanding the world.  Knowledge Practices:  Student is able to:   1. give credit to the original ideas of others through proper attribution and citation; 2. articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain; 3. recognise issues of access or lack of access to information sources. | Begins to understand that information possesses several dimensions of value.  Knowledge Practices:  Student:  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. | Marginally understands that information has several dimensions.  Student:   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 | Has trouble understanding that information has several dimensions. Does not identify that information can be impacted by legal, sociopolitical, and economic interests.  Knowledge Practices:  Student  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. |
| Research as Inquiry | Understands that research is iterative and depends upon asking increasingly complex or new questions whose answers develop additional questions or lines of inquiry in any field.  Knowledge Practices:  Student is able to:   1. formulate questions for research based on information gaps or on re-examination of existing, possibly conflicting, information; 2. use various research methods, based on need, circumstance, and type of inquiry; 3. synthesize ideas gathered from multiple sources; 4. draw reasonable conclusions based on the analysis and interpretation of information. | Recognizes the evolution of questioning within the research process. Begins to develop additional questions and lines of inquiry.  Student:   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. | Is beginning to recognize the evolution of questioning within the research process.  Student:   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 | Does not recognize the evolution of questioning within the research process.  Student:   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 |
| Scholarship is a Conversation | Understands that there is sustained discourse within a community of scholars, researchers, or professionals, with new insights and discoveries occurring over time as a result of competing perspectives and interpretations.  Knowledge Practices:  Student is able to:   1. cite the contributing work of others in their own information production; 2. critically evaluate contributions made by others in participatory information environments; 3. recognise that a given scholarly work may not represent the only - or even the majority - perspective on the issue. | Understands that there is sustained discourse within a community of scholars. Begins to identify the new insights and discoveries that occur over time as a result of competing perspectives and interpretations.  Knowledge Practices:  Student:   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. | Marginally understands that there is a sustained discourse within a community of scholars. Has trouble identifying new insights and discoveries that occur over time as a result of this discourse.  Knowledge Practices:  Student:   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. | Does not understand that there is a sustained discourse within a community of scholars. Has trouble identifying new insights and discoveries that occur over time as a result of this discourse.  Knowledge Practices:  Student:   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. |
| Searching is Strategic | Understands that information searching is often non-linear and iterative, requiring the evaluation of a broad range of sources and the mental flexibility to pursue alternate avenues as new understanding is developed.  Knowledge Practices:  Student is able to:   1. 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; 2. match information needs and search strategies to appropriate search tools; 3. refine needs and search strategies as necessary, based on search results; 4. use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately; | Understands that information searching is often non-linear. Evaluates a broad range of sources, and begins to pursue alternate avenues as new understanding is developed.  Knowledge Practices:  Student:  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; | Begins to understand that information searching is non-linear. Pursues a few alternate avenues and develops a rudimentary understanding of the topic.  Knowledge Practices:  Student:  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; | Does not understand that information searching is non-linear. Does not evaluate a broad range of sources. Does not pursue alternative avenues or develop in-depth understanding of a topic.  Knowledge Practices:  Student:  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; |