

From AAC&U Information Literacy VALUE Rubric and AAC&U Inquiry and Analysis VALUE Rubric

	<b>Capstone - 4</b>	<b>Milestones - 3</b>	<b>Milestones - 2</b>	<b>Benchmark - 1</b>	<b>Corresponding Frame(s) from <a href="#">ACRL Framework for Information Literacy for Higher Education</a></b>
<b>Identify a Focused Research Question</b>	Identifies focused and manageable topic and key concepts to explore.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.	<a href="#">Searching as Strategic Exploration</a>  <a href="#">Research as Inquiry</a>
<b>Determine the Extent of Information Needed</b>	Types of information (sources) selected directly relate to concepts or answer research question(s).	Types of information (sources) selected relate to concepts or answer research question(s).	Types of information (sources) selected partially relate to concepts or answer research question(s).	Types of information (sources) do not relate to concepts or answer research question(s).	<a href="#">Authority is Constructed and Contextual</a>
<b>Identify and Articulate an Appropriate Research Methodology</b>	All elements of research methodology are skillfully developed. Uses various research methods based on need, circumstance, and type of inquiry.	Critical elements of methodology are appropriately developed, however, more subtle elements are ignored or unaccounted for. Methods based on need, circumstance, and type of inquiry require further development.	Critical elements of methodology or theoretical framework are missing, incorrectly developed, or unfocused. Uses limited research methods based on need, circumstance, and type of inquiry.	Inquiry design demonstrates a misunderstanding of the methodology. Uses research methods that are inadequate or inappropriate for need, circumstance, and type of inquiry.	<a href="#">Research as Inquiry</a>
<b>Identify and Critically Evaluate Existing Research, Knowledge, and/or Views</b>	Thoroughly identifies and evaluates own and others' assumptions, which represent wide-ranging points of view and approaches.	Identifies own and others' assumptions. Evaluates evidence and points of view to reveal patterns, differences, or similarities.	Questions some assumptions and recognizes different points of view, but identification and evaluation of evidence are unfocused.	Uses information from irrelevant or random sources that represents limited points of view. Evaluation of evidence is unsatisfactory or not present.	<a href="#">Authority is Constructed and Contextual</a>
<b>Organize and Synthesize Information Effectively</b>	Communicates, organizes, and synthesizes information from sources to fully achieve a specific purpose. States logical conclusions clearly and with depth.	Communicates, organizes, and synthesizes information from sources to achieve a purpose. Conclusions are based only on inquiry findings.	Communicates and organizes information from sources. Conclusions are general and do not fully consider important patterns, differences, and similarities.	Communicates information from sources. Ideas are unorganized and/or taken out of context. Conclusions are general and illogical or unsupportable based on inquiry findings.	<a href="#">Information Has Value</a>

<b>Access and Use Information Ethically and Legally</b>	<p>Students use correctly all of the following information use strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a comprehensive understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students use correctly three of the following strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a satisfactory understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students use correctly two of the following strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a nascent understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p>Students use correctly one of the following strategies: use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution. Demonstrates a limited understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>	<p><a href="#">Information Creation as a Process</a></p> <p><a href="#">Information Has Value</a></p> <p><a href="#">Scholarship as Conversation</a></p>
<b>Reflect Upon and Meaningfully Articulate Limitations and Implications</b>	<p>Insightfully discusses in detail relevant and supported limitations and implications. Compellingly supports meaningful contribution to scholarly conversation.</p>	<p>Discusses relevant and supported limitations and implications. Articulation of contribution to scholarly conversation requires further development.</p>	<p>Presents relevant and supported limitations and implications. Articulates a limited or imprecise understanding of contribution to scholarly conversation.</p>	<p>Presents limitations and implications, but they questionably relevant and unsupported. Inappropriately assigns value for contribution to scholarly conversation.</p>	<p><a href="#">Information Creation as a Process</a></p> <p><a href="#">Scholarship as Conversation</a></p>

**GELO 2 - Demonstrate understanding of the process of reflective discovery and the effective and ethical use of information in all its forms.**

**References**

Association of American Colleges & Universities. (n.d.). *Inquiry and Analysis VALUE Rubric*. Retrieved from <https://www.aacu.org/value/rubrics/inquiry-analysis>

Association of American Colleges & Universities. (n.d.). *Quantitative Literacy VALUE Rubric*. Retrieved from <https://www.aacu.org/value/rubrics/quantitative-literacy>

Association of College & Research Libraries. (2015). *Framework for Information Literacy for Higher Education*. Retrieved from <http://www.ala.org/acrl/standards/ilframework>