



Association
of American
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Universities

FALL 2008 VALUE INFORMATION LITERACY METARUBRIC DRAFT FOR PUBLIC RELEASE

This rubric is the first step in a rubric development process that will produce additional drafts, each responsive to the feedback received. Feedback deadline is February 15, 2009. The next draft of this rubric will be available in May 2009. For more information or to give feedback, please email Wende Morgaine at wendemmm@gmail.com. Thank you!

Evaluators are encouraged to assign a **zero** to any performance that doesn't meet level one performance.

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Determine the extent of information needed.	Consistently and independently able to develop and define the scope of the research question, always able to identify what information is needed, determine key concepts and appropriate search terms.	Frequently able to develop and define the scope of the research question, often able to identify what information is needed, determine key concepts and appropriate search terms.	Sometimes able to develop and define the scope of the research question, generally able to identify what information is needed, determine key concepts and appropriate search terms.	Seldom able to develop and define the scope of the research question, rarely able to identify what information is needed, determine key concepts and appropriate search terms.
Access the needed information.	Uses the most appropriate methods for accessing information, constructs and uses effective well-designed search strategies, finds relevant, quality information quickly using multiple sources, organizes information retrieved well, demonstrates depth of understanding of how information is organized within a discipline.	Uses a variety of methods to access information, demonstrates ability to refine search, demonstrates some understanding of how information is organized within a discipline, gathers relevant information, organizes information retrieved.	Uses simple search strategy, retrieves information from limited and similar sources, retrieves some information that is not relevant, organizes information somewhat.	Uses random search strategy, finds little information, has disorganized information, gathers information that lacks relevance and quality.
Evaluate information and its sources critically.	Always uses a variety of appropriate sources and evaluates information based on all relevant factors including accuracy, authority, potential bias, currency, completeness, and relevance and as it relates to a particular discipline or context.	Usually uses a variety of appropriate sources and evaluates information based on most of the relevant factors including accuracy, authority, potential bias, currency, completeness, and relevance.	Uses a limited range of appropriate sources and evaluates information based on only some of the relevant factors including accuracy, authority, potential bias, currency, completeness, and relevance.	Uses sources whose connection to research question is not apparent, rarely applies evaluative criteria to information.
Use information effectively to accomplish a specific purpose.	Effectively organizes and integrates information from multiple and diverse sources to support thesis, research question, or formulate an argument; synthesizes information using own words to develop sound and strongly supported conclusions and implications; communicates ideas cogently.	Adequately organizes and integrates information from several sources to support thesis, research question, or formulate an argument; able to synthesize information using own words; develops some accurate conclusions; adequately supports conclusions through use of sources; communicates ideas well.	Partially organizes and integrates information from a few sources to support thesis, research question, or formulate an argument; able to summarize information but has trouble using own words, tends to quote others more often; partially develops conclusions; conclusions not adequately supported by sources; communicates ideas satisfactorily.	Limited organization and integration of information from limited sources to support thesis, research question, or formulate an argument; has trouble summarizing information, tends to quote directly from sources rather than use own words; if developed conclusions are inaccurate or not supported by sources; communicates ideas weakly.
Access and use information ethically and legally.	Consistently understands the economic, legal, and social issues surrounding the use of information, follows all laws and policies regarding access to and use of information, and always demonstrates correct usage of citations and attribution principles including the avoidance of plagiarism.	Generally understands the economic, legal, and social issues surrounding the use of information, follows most laws and policies regarding access to and use of information, and usually demonstrates correct usage of citations and attribution principles including the avoidance of plagiarism.	Understands some issues surrounding the use of information, follows some laws and policies regarding access to and use of information, and shows limited use of citations and attribution principles including the avoidance of plagiarism.	Demonstrates a very limited understanding of issues, laws, and policies regarding access to and use of information and rarely uses citations or attribution.