



Libraries@Trocaire

## Information Literacy Rubric

The Framework for Information Literacy for Higher education was adopted by the Association of College & Research Libraries in February 2015. The six frames serve to shape Information Literacy in its ever changing process and roles.

The six frames:

- [Authority Is Constructed and Contextual](#)
- [Information Creation as a Process](#)
- [Information Has Value](#)
- [Research as Inquiry](#)
- [Scholarship as Conversation](#)
- [Searching as Strategic Exploration](#)

Information Literacy Rubric

Goal for Students	ACRL Framework Component	Assignment/Measurement Suggestions	Excellent=3	Satisfactory=2	Unsatisfactory=1
<p><b>1. Students will identify and use scholarly resources in order to conduct research in an academic environment.</b></p>	<p>*Information Has Value</p> <p>*Searching as Strategic Exploration</p>	<p>*Bibliographies (references or works cited pages)</p> <p>*One minute paper</p> <p>*Research log</p> <p>*Research paper</p> <p>*Scholarly vs. popular article search/report</p>	<p>a. Students differentiate between a scholarly and popular resource.</p> <p>b. Students use scholarly resources for conducting academic research.</p>	<p>a. Students have some difficulty discerning a scholarly vs. popular resource, but their choices are professional or trade sources in the field of their project.</p> <p>b. Students identify a combination of scholarly and popular sources to conduct research, but the majority of resources used are scholarly.</p>	<p>a. Students cannot differentiate between a scholarly and popular resource.</p> <p>b. Students use search engines and popular resources in the absence of scholarly resources.</p>

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Goal for Students	ACRL Framework Component	Assignment/Measurement Suggestions	Excellent=3	Satisfactory=2	Unsatisfactory=1
<b>2. Students will choose a scholarly topic and predict what resources they will need to complete their assignment.</b>	*Information Creation as a Process  *Research as Inquiry	*Concept map *Graphic organizer *One minute paper *Research logs	a. Students select a topic that is scholarly and well defined for the amount of research required for the assignment.  b. Students identify scholarly keywords to create search strategies that would lead to meaningful results.	a. Students do not select a topic that meets the parameters of the assignment. Topic is too broad or too narrow.  b. Students use a mix of scholarly and natural language terms in selecting keywords. Terms are too broad or too narrow for fruitful searching.	a. Students cannot identify a scholarly or academic topic for research.  b. Students use phrases and sentences instead of keywords when searching electronic resources (databases, catalog, search engines). Natural language or slang used in place of scholarly terms.

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<p><b>3. Students will use a variety of scholarly sources (books, eBooks, media, databases and websites) to explore a topic in order to develop an appreciation of different formats of information and their purposes.</b></p>	<p>Information Creation as a Process</p> <p>*Information Has Value</p> <p>*Searching as Strategic Exploration</p>	<p>*Graphic organizer</p> <p>*One minute paper</p> <p>*Research checklist</p> <p>*Research logs</p>	<p>a. Students use a majority of scholarly resources to complete their assignment.</p> <p>b. Students have little to no difficulty finding information in scholarly resources.</p>	<p>a. Students use an equal combination of scholarly and popular resources to complete their assignment.</p> <p>b. Students have a difficult time using academic resources, but continue to try to utilize them.</p> <p>c. Students use a popular resource where a scholarly resource would have been better utilized.</p>	<p>a. Students use only popular resources to complete their assignment (websites or magazines).</p> <p>b. Students cannot utilize scholarly resources for their assignment.</p> <p>c. Students abandon scholarly resources in favor of popular resources.</p>

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<p><b>4. Students will evaluate information for its value, relevance and accuracy in order to develop critical thinking skills.</b></p>	<p>*Authority is Constructed and Contextual</p> <p>*Scholarship as Conversation</p>	<p>*Bibliographies (references or works cited pages)</p> <p>*Evaluation checklist</p> <p>*Scholarly article vs. website search/report</p>	<p>a. Students are able to discern information sources on the basis of currency, bias, authority and accuracy.</p> <p>b. Sources cited by students are relevant to their research topic.</p>	<p>a. Students have some discernment about information sources but have difficulty identifying authority, accuracy or bias.</p> <p>b. Sources cited by students tend to be about various aspects of the topic vs. those relevant to the research topic only.</p>	<p>a. Students cannot evaluate information sources for currency, bias, authority or accuracy.</p> <p>b. Sources cited by students are not relevant to the research topic.</p>

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<p><b>5. Students will employ proper citation formats to identify the resources they use in their research in order to use information fairly and ethically.</b></p>	<p>*Authority is Constructed and Contextual</p> <p>*Information has Value.</p>	<p>*Bibliographies (references or works cited pages)</p> <p>*In-text citations</p> <p>*Proper citations and formatting (APA, ASA, MLA)</p>	<p>a. Students use accurate citations of information sources in their research paper to differentiate their work from the works of others in the assignment.</p> <p>b. Students complete a References page (APA or ASA) or Works Cited page (MLA) listing all resources used for their paper whether quoted or paraphrased.</p> <p>c. All citations are listed in the proper format.</p>	<p>a. Students attempt to differentiate their work from the works of others in the assignment, but with incorrect citation skills.</p> <p>b. Students only list sources directly quoted within their papers in their References page (APA or ASA) or Works Cited page (MLA).</p> <p>c. All citations are listed, but are not properly formatted.</p>	<p>a. Students do not use citations of information sources in their research paper.</p> <p>b. Students deliberately copy directly from the work of others (plagiarize) or paraphrase throughout their papers to complete the assignment.</p> <p>c. A References page (APA or ASA) or Works Cited page (MLA) is not completed.</p>