UMS Libraries' ACRL Framework Rubric

ADAPTED FROM UWC LIBRARIES ACRL FRAMEWORK RUBRIC HTTPS://SANDBOX.ACRL.ORG/LIBRARY-COLLECTION/ACRL-FRAMEWORK-RUBRIC
FOR USE DURING ASSESSMENT OF INFORMATION LITERACY.

	Developed/Sufficiently Attained/ highly competent/exemplary 4	Developing/partially achieved 3	Developing/partially achieved 2	Undeveloped/ Unsatisfactory/not achieved 1
Authority is Constructed and Contextual	Recognizes that information resources reflect their creators' expertise and credibility, and are 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"	Recognizes that information resources reflect 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. **Knowledge Practices:** **Student:** 1. Questions some different types of authority 2. Recognize some of the discipline's standard authorities	Marginally recognizes that information reflects the creators' expertise. Begins to relate the credibility of information to the context in which it will be used. Has trouble questioning authority. **Knowledge Practices:** **Student:** 1. Has trouble questioning different types of authority 2. Recognizes few of the discipline's standard authorities	Does not recognize that information reflects 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. **Knowledge Practices:** **Student:** 1. Does not question different types of authority 2. Fails to recognize the discipline's standard voices of authority
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. Articulate the capabilities and constraints of information developed through various creation processes	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. Understands some of the fit between an information product's creation process and a particular information need 2. Articulates some of the capabilities and constraints of information developed through various creation processes	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. Articulates few of the capabilities and constraints of information developed through various creation processes	Does not understand that the purpose, message, and delivery of information are intentional acts of creation. Has trouble understanding the creation process. **Knowledge Practices:** **Student:** 1. Fails to understand the fit between an information product's creation process and a particular information need 2. Fails to articulate the capabilities and constraints of information developed through various creation processes

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. Recognize issues of access or lack of access to information sources	Begins to understand that information possesses several dimensions of value. **Knowledge Practices:** **Student:** 1. Gives credit to most original ideas of others through proper attribution and citation 2. Partially understands the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain 3. Partially understands issues of access or lack of access to information sources	Marginally understands that information has several dimensions. **Knowledge Practices:** **Student:** 1. Gives credit to few of the original ideas of others through proper attribution and citation 2. Understands that copyright exists 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. Does not understand the purpose 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. Synthesize ideas gathered from multiple sources 3. 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. **Knowledge Practices:** **Student:** 1. Formulates some or part of questions for research based on information gaps or on reexamination of existing, possibly conflicting, information 2. Synthesizes some ideas gathered from multiple sources 3. Draws conclusions partially based on the analysis and interpretation of information	Is beginning to recognize the evolution of questioning within the research process. **Knowledge Practices:** **Student:** 1. Formulates few questions for research based on information gaps 2. Synthesizes a few ideas gathered from multiple sources 3. Draw conclusions with marginal connection to information gathered	Does not recognize the evolution of questioning within the research process. **Knowledge Practices:** **Student:** 1. Has trouble formulating research questions based on information gaps 2. Has trouble synthesizing ideas gathered from multiple sources 3. 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:**	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:**	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:**	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 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	**Student:** 1. Cite some of the contributing work of others 2. Identifies some of the contributions made by others in participatory information environments	**Student:** 1. Has trouble citing the contributing work of others 2. Has trouble identifying the contributions made by others in participatory information environments	**Student:** 1. Fails to cite the contributing work of others 2. Fails to identify the contributions made by others in participatory information environments
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	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. Identifies some of the various parties such as scholars, organizations, governments, and industries, who might produce information about a topic 2. Matches some information needs and search strategies to appropriate search tools	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. Identifies few of the various parties such as scholars, organizations, governments, and industries, who might produce information about a topic and evaluates a narrow range of sources 2. Matches few information needs and search strategies to appropriate search tools	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