

Norming a VALUE rubric to assess graduate information literacy skills

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APPENDIX A

Information literacy rubric

| | 4 Capstone (4 pts) | 3 Milestones (3 pts) | 2 Milestones (2 pts) | 1 Benchmark (1 pt) |
|--|--|---|--|--|
| Determine the extent of evidence needed | Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Selected sources of evidence directly relate to concepts or answer research question. | Defines the scope of the research question or thesis completely. Can determine key concepts. Selected sources of evidence relate to concepts or answer research question. | Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Selected sources of evidence partially relate to concepts or answer research question. | Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Selected sources of evidence do not relate to concepts or answer research question. |
| Access the needed evidence | Accesses evidence using effective, well-designed search strategies and most appropriate resources. | Accesses evidence using a variety of search strategies and some relevant resources. Demonstrates ability to refine search. | Accesses evidence using simple search strategies, retrieves evidence from limited and similar resources. | Accesses evidence randomly, retrieves evidence that lacks relevance and quality. |
| Evaluate evidence and its sources critically | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |

| | 4 Capstone (4 pts) | 3 Milestones (3 pts) | 2 Milestones (2 pts) | 1 Benchmark (1 pt) |
|---|---|---|---|---|
| Use evidence effectively to accomplish a specific purpose | Communicates, organizes, and synthesizes evidence from sources to fully achieve a specific purpose, with clarity and depth. | Communicates, organizes, and synthesizes evidence from sources. Intended purpose is achieved. | Communicates and organizes evidence from sources. The evidence is not yet synthesized, so the intended purpose is not fully achieved. | Communicates evidence from sources. The evidence is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. |
| Access and use evidence ethically and legally | Students correctly use all of the following evidence use strategies: using citations and references; choosing paraphrasing, summary, or quoting; using evidence in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution; and demonstrating a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly three of the following evidence use strategies: using citations and references; choosing paraphrasing, summary, or quoting; using evidence in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution; and demonstrating a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly two of the following evidence use strategies: using citations and references; choosing paraphrasing, summary, or quoting; using evidence in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution; and demonstrating a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. | Students use correctly one of the following evidence use strategies: using citations and references; choosing paraphrasing, summary, or quoting; using evidence in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution; and demonstrating a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. |