Malcolm X College

Information & Technology Literacy Rubric

This rubric is adapted from the Information Literacy VALUE Rubric designed by the American Association of Colleges & Universities aligned with the Malcolm X College Institutional Student Learning Outcome of Information & Technology Literacy:
Students completing studies at MXC will be able to access, identify, and utilize verifiable information and incorporate appropriate technological tools across disciplines. This is aligned with the National Forum on Information Literacy's definition of Information Literacy as The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
The measurements associated with this ISLO are:

1. (Access) Locate information from various print and electronic sources; locate various technological tools within disciplines.
2. (Identify) Discern the quality of information gathered from various print and electronic sources; discern the appropriateness of various technological tools for disciplinary activity.
3. (Utilize) Incorporate appropriately accurate information in making claims; incorporate appropriate technological tools into one's discipline

This rubric is designed to be applied broadly across embedded assignments across the institution, as defined by the Assessment Representatives of various disciplines and department areas.

Context for the original VALUE rubric generation:

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success. In July 2013, there was a correction to Dimension 3: Evaluate Information and its Sources Critically.

Definition: The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - The National Forum on Information Literacy

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Meets Expectations (Met) 3	Approaching Expectations (Partially Met) 2	Below Expectations (Not Met) 1
Determine the Extent of Information Needed (Access)	Effectively defines the scope of the research question or thesis. Effectively determines key concepts.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.).	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts.
Evaluate Information and its Sources Critically (Identify)	Chooses a variety of information sources appropriate to the scope and discipline of the research question.	Chooses a variety of information sources, not necessarily appropriate to the scope and discipline of the research question..	Chooses a few information sources.
Use Information Effectively to Accomplish a Specific Purpose (Utilize)	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information 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 Information Ethically and Legally	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) and demonstrate 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 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) and demonstrates 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 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) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.