Research & Learning Program Framework

Archival Literacy

AAC&U VALUE Rubric – Information Literacy

ACRL Framework for Information Literacy

	Determine the extent of information needed	Access the information needed	Evaluate the information and its sources critically	Use information effectively to accomplish a specific purpose	Access and use information ethically and legally
Authority is Constructed and Contextual					
Define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event.	■		■		
Recognize that authoritative content may be packaged formally or informally and may include sources of all media types.		■	■		
Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility.		■			
Information Creation as a Process					
Articulate the capabilities and constraints of various processes of information creation.			■		
Research as Inquiry					
Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information.	■				
Determine an appropriate scope of investigation.	■				
Deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations.		■	■		

	Determine the extent of information needed	Access the information needed	Evaluate the information and its sources critically	Use information effectively to accomplish a specific purpose	Access and use information ethically and legally
Use various research methods, based on need, circumstance, and type of inquiry.	■	■			
Draw reasonable conclusions based on the analysis and interpretation of information.			■	■	
Searching as Strategic Exploration					
Determine the initial scope of the task required to meet their information needs.	■				
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.	■				
Match information needs and search strategies to appropriate search tools.	■	■			
Design and refine needs and search strategies as necessary, based on search results.	■				
Understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information.		■			