

# University of Maryland Libraries

## 1 Developing

## 2 Proficient

## 3 Advanced

| Authority is Constructed and Contextual   |  |   |   |
|---|--|---|---|
| Understands importance of evaluating information and demonstrates self-awareness of individual biases                             | acknowledgement of information evaluation as concept               | articulates the rationale or importance of evaluating the credibility of a source                             | demonstrates the value of evaluating a source, and indicates an understanding of the role of self-bias in the process |
| Information Creation as Process   |  |   |   |
| Matches an information need with an appropriate resource  | acknowledgement of resources available for research                | identifies a type, purpose, or title of a specific resource   | articulates how a specific resource address their individual information need   |
| Information Has Value   |  |   |   |
| Respects the original ideas of others   | acknowledgement of attribution methods                             | articulates the importance of attribution   | articulates the importance of attribution and identifies resources for help   |
| Research as Inquiry   |  |   |   |
| Value intellectual curiosity in developing questions; Consider research as open-ended exploration and engagement with information | acknowledgement of research as concept                             | acknowledgement of research as process  | articulates the iterative process of developing / defining a research question  |
| Scholarship as Conversation   |  |   |   |
| Seek out conversations taking place in their research area  | acknowledgement that there are different points of view on a topic | articulates the need to incorporate different points of view  | demonstrates the value of incorporating different points of view  |
| Searching as Strategic Exploration  |  |   |   |
| Design and refine search strategies as necessary  | acknowledgement of search strategies for narrowing or broadening   | articulates specific search strategies (such as key terms, subject thesaurus, etc...)                         | demonstrates awareness of search strategies and how they can aid in student research                                  |
| Seek guidance from experts such as librarians, researchers, and professionals   | acknowledgement of assistance available                            | acknowledgement of assistance available, and identifies ways to get in contact with appropriate professionals | articulates specific ways appropriate professionals can support students  |
| UMD Libraries   |  |   |   |
| Comfort with UMD library website, physical spaces, or specific library instructor   |  |   |   |

