

## Information Literacy in Student Work Rubric – Claremont Colleges Library (Version 2012/13)

Learning Outcome	Level of Achievement			
	Highly Developed 4	Developed 3	Emerging 2	Initial 1
<b>Attribution</b>	<p><i>Shows a sophisticated level of understanding for when and how to give attribution.</i></p> <ul style="list-style-type: none"> <li>Documents sources consistently and completely</li> <li>Uses in-text citation and notes correctly and consistently</li> <li>Cites non-textual sources consistently</li> <li>Names and labels figures and/or graphs clearly and completely.</li> </ul>	<p><i>Attribution indicates understanding of the rationale for and various mechanisms of citation.</i></p> <ul style="list-style-type: none"> <li>Documents sources throughout with occasional errors or inconsistencies.</li> <li>Uses in-text citation and notes with occasional errors or inconsistencies</li> <li>Cites non-textual sources with relative consistency</li> <li>Usually names and labels figures and/or graphs clearly and completely.</li> </ul>	<p><i>Missteps in attribution interfere with the argument or point to fundamental misunderstandings.</i></p> <ul style="list-style-type: none"> <li>Frequently documents sources incorrectly or leaves out some citations.</li> <li>Frequent errors and inconsistencies with in-text citation and notes</li> <li>Does not consistently cite non-textual sources</li> <li>Names and labels figures and/or graphs inconsistently.</li> </ul>	<p><i>Use of evidence and citation is poor, making it difficult to evaluate the argument or sources.</i></p> <ul style="list-style-type: none"> <li>Displays fundamental and consistent errors in source documentation</li> <li>Does not include or contains significant inconsistencies with in-text citation and notes</li> <li>Does not name, title, or cite non-textual sources</li> <li>Does not name or label figures and/or graphs.</li> </ul>
<b>Evaluation of Sources</b>	<p><i>Source materials employed demonstrate expertise and sophisticated independent thought.</i></p> <ul style="list-style-type: none"> <li>Demonstrates sophisticated awareness of universe of literature and community of scholarship</li> <li>Uses a variety of appropriate and authoritative sources</li> <li>Always distinguishes between types of sources (e.g., scholarly v. popular, fact v. opinion)</li> <li>Does not over- or under-rely on the ideas of others or the work of a single author</li> <li>Demonstrates a thorough critical exploration and knowledge of theories and sources selected</li> </ul>	<p><i>Source materials are adequate and appropriate but lack variety or depth.</i></p> <ul style="list-style-type: none"> <li>Explores supporting sources and community of scholarship but might overlook important avenues</li> <li>Sources are used support claim(s) but may not be the most authoritative source to make claim</li> <li>Usually distinguishes between types of sources (e.g., scholarly v. popular, fact v. opinion)</li> <li>May over- or under-rely on the ideas of others or the work of a single author</li> <li>Demonstrates a preliminary critical exploration and knowledge of theories and sources selected</li> </ul>	<p><i>Source materials used are inadequate.</i></p> <ul style="list-style-type: none"> <li>Exhibits weak awareness of universe of literature or other sources that could strengthen claim(s) or argument(s)</li> <li>Relies on too few or largely inappropriate sources</li> <li>Does not consistently distinguish between types of sources (e.g., primary v. secondary, scholarly v. popular, fact v. opinion)</li> <li>Clearly selected sources out of convenience</li> <li>Demonstrates little critical exploration and knowledge of theories and sources selected</li> </ul>	<p><i>Source materials are absent or do not contribute to claim(s) or argument(s).</i></p> <ul style="list-style-type: none"> <li>No evidence of awareness of universe of literature or other sources that could strengthen claim(s) or argument(s)</li> <li>When included, sources are too few or badly inappropriate</li> <li>No distinction between types of sources (e.g., scholarly v. popular, fact v. opinion)</li> <li>Does not explore outside sources or present evidence when called for</li> <li>No evidence of critical exploration and knowledge of theories and sources selected</li> </ul>
<b>Communication of Evidence</b>	<p><i>Evidence is integrated and synthesized expertly to support claims.</i></p> <ul style="list-style-type: none"> <li>Consistently presents evidence to support claim(s) and argument(s)</li> <li>Synthesizes and contextualizes evidence appropriately for audience</li> <li>Uses evidence instrumentally towards rhetorical goals</li> <li>Distinction between own ideas and ideas of others is consistently clear</li> </ul>	<p><i>Proficient synthesis and integration of evidence.</i></p> <ul style="list-style-type: none"> <li>Generally employs evidence to support claim(s) and argument(s)</li> <li>May present some evidence without context</li> <li>Frequently demonstrates using evidence instrumentally toward rhetorical goals</li> <li>Distinction between own ideas and ideas of others is usually clear</li> </ul>	<p><i>Weak attempts at synthesis or integration.</i></p> <ul style="list-style-type: none"> <li>Sporadically uses evidence to support claim(s) or argument(s)</li> <li>Frequently fails to put sources into context (e.g. "The World Bank says...")</li> <li>Usually does not demonstrate using evidence instrumentally toward rhetorical goals</li> <li>Consistently blurs distinction between own ideas and ideas of others</li> </ul>	<p><i>No evidence of attempt at synthesis or integration.</i></p> <ul style="list-style-type: none"> <li>Claim(s) or argument(s) lack necessary evidence</li> <li>Fails to contextualize quotes and evidence</li> <li>No demonstration of using evidence instrumentally toward rhetorical goals</li> <li>No distinction between own ideas and ideas of others</li> </ul>

# Information Literacy in Student Work Rubric Scoring Sheet - Claremont Colleges Library

## Identification

ID Code \_\_\_\_\_ Reader Name \_\_\_\_\_ Term/Year \_\_\_\_\_ Faculty \_\_\_\_\_

**Could not evaluate information literacy (IL) in this work? Check the box and you're done.**

## Assignment

A. Does the assignment ask students to use evidence outside of assigned course content? (*check one*)

Required    Allowed    Discouraged    No explicit mention    Assignment not available    N/A

B. This work is a: \_\_\_\_\_ (e.g., research paper, thesis, report, summary, argument, analysis, reflection, media project, other)

## Quality of attribution, evaluation, and communication of IL (see rubric for details):

	Highly Developed (4)	Developed (3)	Emerging (2)	Initial (1)	Comments	Totals
Attribution						
Evaluation of Sources						
Communication of Evidence						

## OPTIONAL

Sum:

This work is a particularly representative example of the following (*check any that apply*):

- |  |   |
|--|---|
| <input type="checkbox"/> Very robust bibliography                        | <input type="checkbox"/> Egregious errors in bibliography, in-text citations, notes                               |
| <input type="checkbox"/> Clear and consistent citations                  | <input type="checkbox"/> Little or no attribution of non-textual elements   |
| <input type="checkbox"/> Chose appropriate sources to support claims     | <input type="checkbox"/> Inappropriate source(s) used to support claim  |
| <input type="checkbox"/> Sources are well-integrated and synthesized     | <input type="checkbox"/> Sources not integrated or synthesized (e.g., "patch writing" or excessive block quoting) |
| <input type="checkbox"/> Shows awareness of depth of scholarship in area | <input type="checkbox"/> Sources lack breadth or depth  |
| Other _____  | <input type="checkbox"/> Over/Undercited claims   |

**Elaboration** (optional):

# Information Literacy in Student Work Rubric/Scoring Sheet Codebook - Claremont Colleges Library

## Identification

Fill out any available details regarding student work.

## Can we evaluate information literacy in this work?

Even if no sources are cited or the assignment does not call for outside sources, student work may exhibit information literacy if the student is placing their ideas in a broader context using ideas or information from other sources.

## Assignment

- A. Expectations about use of evidence outside of assigned course reading or other materials provided by professor (use N/A in the case of thesis or other work without defined assignment parameters).
- B. Assignment type allows us to determine how to evaluate works that fall outside the “standard” research paper (e.g. a report, thesis, summary, argument, analysis, reflection, media project, or other type of work)

## Quality of attribution, evaluation, and communication of Information Literacy

For each category, check the appropriate box. (Highly Developed, Developed, Emerging, Initial)

- **Attribution** refers to how well and consistently the student cites the ideas of others, including non-traditional sources (like lectures, emails, DVD commentaries) and images/figures.
- **Evaluation** refers to the appropriateness or quality of source materials the student chooses to use to support their rhetorical goals (claims or arguments). This includes materials and sources in their bibliography (if available) as well as those used throughout the work. Do the sources, examples, and evidence selected match the purpose of the type of work and argument the student is creating? Is the student aware of the differences between primary and secondary sources, popular and scholarly sources, or fact and opinion? Have they selected the variety and quality of sources appropriate for their argument and work type?
- **Communication** refers to the use and integration of sources as well as the quality of composition, e.g., whether the student has integrated the evidence they’re using and has done so in a way instrumental to their claim(s) and argument(s). Does the student paraphrase, summarize, synthesize, use quotes appropriately? Does the student frame quotations using authoritative sources? How are they using sources to ground their claims? This category also addresses how a student integrates their own ideas with those of others.

## OPTIONAL - This work is a particularly rich example of the following (check any that apply):

Check an item when the noted characteristics are present and should be flagged as interesting or rich examples for future analysis or conversation. If you see other rich examples, note them as “Other.”