

USE OF SCHOLARLY RESOURCES RUBRIC

Based on ACRL Standards

	Distinguished 4	Proficient 3	Developing 2	Emerging 1
<p>The student uses information from various research source types (i.e., books, internet sites, journal articles, etc.) that are relevant to their topic.</p>	<p>Student utilizes information from a variety of source types in their work.</p> <p>A variety of information retrieval tools have been used, and sources chosen reflect a discernment of information quality.</p> <p>The sources are pertinent and relevant to the chosen topic.</p>	<p>Student utilizes information from a variety of source types in their work.</p> <p>More than one information retrieval tool has been used, and the sources chosen somewhat reflect a discernment of information quality.</p> <p>The sources, in most cases, are pertinent and relevant to the chosen topic.</p>	<p>Student relies primarily on one source type in their work. Other source types may be consulted, but only marginally.</p> <p>More than one information retrieval tool may have been used, but sources seem to have been chosen for convenience rather than quality.</p> <p>The source(s) are somewhat relevant to the topic.</p>	<p>Student relies on one source type in their work.</p> <p>Only one information retrieval tool has been used.</p> <p>The source is loosely related to their topic matter, but better sources could have been chosen.</p>
<p>The student chooses authoritative research sources that are written by scholars or experts in the field of study.</p>	<p>Student utilizes sources that are written by authorities in the field. The sources reflect discernment of the credentials of the authors and publishers.</p> <p>Articles are published in peer review or scholarly periodicals. The books chosen are by experts and / or are published by a university press or other reputable publishing house. Websites are written by or attributed to experts or scholarly organizations.</p>	<p>Student mostly utilizes sources that are written by authorities in the field, with some popular sources also cited. The sources, in general, reflect some discernment of the credentials of the authors and publishers, though some of the sources are written for the general public.</p> <p>Most of the articles are published in peer review or scholarly periodicals. The majority of the books cited are by experts or are published by a university press or other reputable publishing house. Websites are written by or attributed to experts or scholarly organizations, but some general websites are consulted.</p>	<p>Student utilizes a few sources that are written by authorities in the field, but mostly relies on popular sources. The sources are mainly written for the general public rather than for scholars.</p> <p>Many of the sources used are general purpose websites, anonymously written or written by authors with little expertise in the field of study. A few sources that reflect discernment of the authors and publishers, such as scholarly journals and books, are used.</p>	<p>Student uses one or two sources that are written by authorities in the field, but mostly relies on popular sources. The sources are mainly written for the general public rather than for scholars.</p> <p>Nearly all of the sources used are general purpose websites, anonymously written or written by authors with little expertise in the field of study. One or two sources that reflect discernment of the authors and publishers, such as scholarly journals and books, may have been used.</p>

	Distinguished 4	Proficient 3	Developing 2	Emerging 1
The student utilizes research sources that are current or properly historically situated.	Student chooses research sources that are up to date and relevant to current research and theories in the field. Older works, when used, are consulted in order to historically situate past theories and research.	Student chooses research sources that are mostly up to date and relevant to current research and theories in the field, though a few out of date materials may have been utilized.	Student chooses research sources that are somewhat out of date but still relevant to current research or theories in the field. Very few current works are consulted.	Student chooses research sources that are no longer relevant because the material is out of date. The material is no longer valid to current research or theories in the field.
Student selects appropriate documentation style and uses it consistently to cite sources.	<p>Student is consistent with using a single citation style and its standards throughout their work.</p> <p>Paranthenetical citations are present and correct in form.</p> <p>Bibliography citations are complete in information and correct in following the style's conventions.</p>	<p>Student is mostly consistent with using a single citation style and its standards throughout their work.</p> <p>Paranthenetical citations are present and mostly correct.</p> <p>Bibliography citations are mostly complete in information and nearly correct in following the style's conventions.</p>	<p>Student is somewhat consistent with using a single citation style and its standards.</p> <p>Paranthenetical citations are present but have errors.</p> <p>Bibliography citations are somewhat complete in information, but they are inconsistent in following the citation style's conventions.</p>	<p>Student does not follow a single citation style and its standards.</p> <p>Paranthenetical citations are absent or haphazard.</p> <p>Bibliography citations are incomplete and do not follow the citation style's conventions.</p>

ACRL Information Literacy Competency Standards Measured in this Rubric

STANDARD THREE -- Uses information critically

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

- Performance Indicator 2 – *The information literate student articulates and applies initial criteria for evaluating both the information and its sources.*
 - Outcome a – Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias.

STANDARD FIVE -- Uses information ethically and legally

- The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.
- Performance Indicator 3 – *The information literate student acknowledges the use of information sources in communicating the product or performance.*
 - Outcome a – Selects appropriate documentation style and uses it consistently to cite sources

Other Institutions' Rubrics consulted:

- http://library.csusm.edu/course_guides/gel/GELsonntag/rubric.html
- <http://library.usu.edu/instruct/eng2010/2010rubric.pdf>
- http://library.csusm.edu/course_guides/gel/GELsonntag/rubric.html
- http://www.aacu.org/value/rubrics/pdf/All_Rubrics.pdf
- <http://www.libs.uga.edu/cloc/readings.html>
- http://railsontack.info/rubrics_details.aspx?wkid=168&catid=7
- <http://jfmueeller.faculty.noctrl.edu/infolitassessments.htm>
- <http://guides.library.uncc.edu/content.php?pid=232701&sid=1925183>
- <http://openedpractices.org/files/Rubric%20for%20research%20papers%20ACRL.pdf>
- <http://openedpractices.org/files/Info%20lit%20rubric%20Augustana.pdf>