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Assessment of First-Year Composition Students' Information Literacy Skills

Erin E. Rinto

University of Nevada, Las Vegas, erin.rinto@unlv.edu

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**Assessment of First-Year Composition Students' Information Literacy Skills**

**Rubric Design Process**
- select LOs
- identify attributes
- describe excellent and poor work
- fill in with other levels
- collect student work samples
- revise and reflect

**Source Evaluation Rubric**

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Performance Level 1 (Developing)</th>
<th>Performance Level 2 (Competent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 (not evidenced)</td>
<td>Student identifies the date the source was published/created but does not use this information to determine if the source is appropriate for their research project</td>
<td>Student identifies the date the source was published/created and uses this information to determine if the source is appropriate for their research project</td>
</tr>
<tr>
<td>1 (uses criteria, but at face value)</td>
<td>Student states that the source is useful for their research project, but does not provide an explanation of why the source is relevant, such as it contains background information, leads to other sources, provides specific type of evidence, or answers the student's research question</td>
<td>Student states that the source is useful for their project and develops the relationship between the source and the research topic, using specific examples from the source and placing them within the context of the student's project</td>
</tr>
<tr>
<td>2 (uses criteria critically)</td>
<td>Student identifies the author, publisher, or organization that created the source and uses this information to determine if the source is appropriate for their research project. The student connects the author of the source to the students' topic</td>
<td></td>
</tr>
</tbody>
</table>

**Data on Student Performance**

- **Currency**
  - Performance Level 0: 1214 annotations, 89%
  - Performance Level 1: 105 annotations, 8%
  - Performance Level 2: 39 annotations, 3%

- **Relevance**
  - Performance Level 0: 527 annotations, 39%
  - Performance Level 1: 351 annotations, 26%
  - Performance Level 2: 480 annotations, 35%

- **Authority**
  - Performance Level 0: 488 annotations, 36%
  - Performance Level 1: 517 annotations, 38%
  - Performance Level 2: 355 annotations, 26%

**Next Steps**
- Pre-Library Session activity was implemented beginning Fall 2013. The completion of a “Topic Narrowing” interactive worksheet and tutorial was required before instructors brought their students to the library.
- Students began process of choosing and narrowing a research project PRIOR to attending a library instruction session in order to free class time to focus on teaching source evaluation and giving students hands-on practice with this learning outcome.
- Library session in-class assessment activity focuses on source evaluation using the criteria of Currency, Relevance, and Authority.
- Researcher will continue to collect a sample of annotated bibliographies at the end of every semester in order to “check-in” on progress or other areas that need improvement.

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