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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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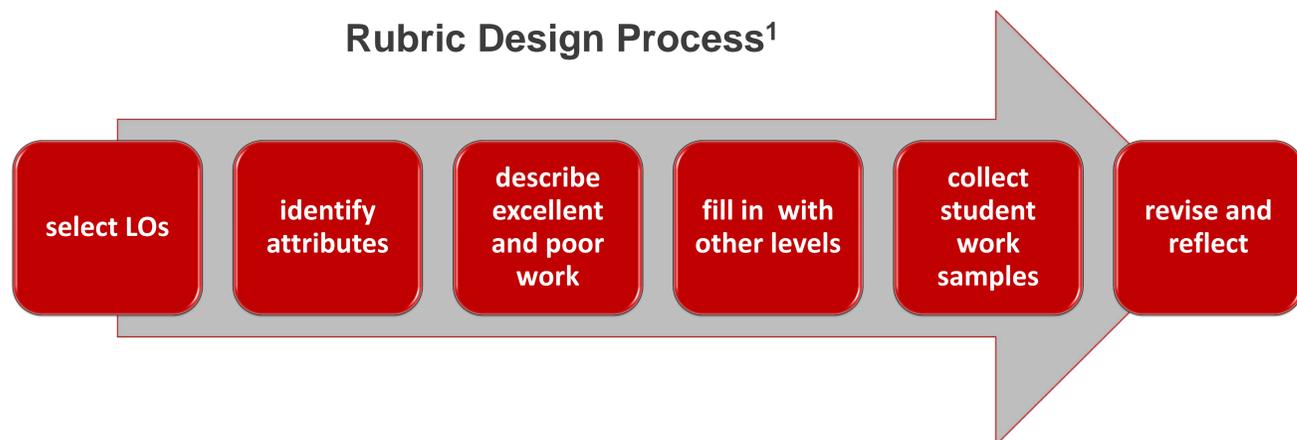
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Rubric Design Process¹



Data on Student Performance

Currency

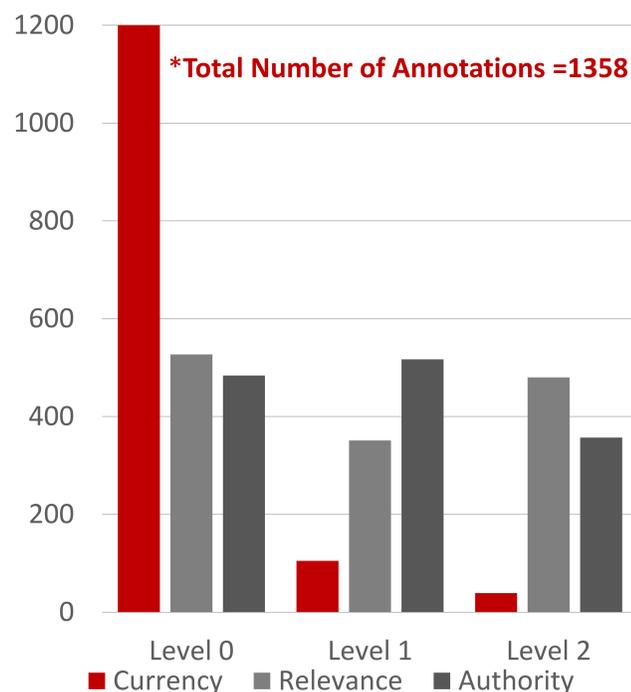
Performance Level	Number of Annotations	Percentage
0	1214	89%
1	105	8%
2	39	3%

Relevance

Performance Level	Number of Annotations	Percentage
0	527	39%
1	351	26%
2	480	35%

Authority

Performance Level	Number of Annotations	Percentage
0	484	36%
1	517	38%
2	357	26%



Source Evaluation Rubric

	Performance Level 0 (not evidenced)	Performance Level 1 Developing (uses criteria, but at face value)	Performance Level 2 Competent (uses criteria critically)
Use of Evaluative Criteria: Currency	Student does not identify the date the source was published	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	Student identifies the date the source was published/created and uses this information to determine if the source is appropriate for their research project
Use of Evaluative Criteria: Relevance	Student does not state how the source is useful for their research project	Student states that the source is useful for their 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	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
Use of Evaluative Criteria: Authority	Student does not identify the author, publisher, or organization that created the source	Student identifies the author, publisher, or organization that created the source but does not use this information to determine if the source is appropriate for their research project	Student identifies 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

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.

1. Maki, P. (2010). *Assessing for learning: Building a sustainable commitment across the institution* (2nd ed.). Sterling, VA: Stylus.; Mertler, C. A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25). ; Oakleaf, M. (2009). Using rubrics to assess information literacy: An examination of methodology and interrater reliability. *Journal of the American Society for Information Science and Technology*, 60(5), 969-983. doi: 10.1002/asi.21030

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grow innovate discover focus