



## 2010-13 Rubrics

More rubrics available at: <http://railsontrack.info/rubrics.aspx>  
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### Access the Needed Information - Institution #1

	Advanced	Developing	Beginning
<b>Determine Key Concepts</b>	Student determines keywords/subject/subheadings that fully describe the research question/thesis	Student determines keywords/subject /subheadings that partially describe the research question/thesis	Student does not determine keywords/subject /subheadings that describe the research question/thesis
<b>% Students (n=100)</b>	44%	50%	6%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>
Krippendorff's Alpha	.5270 Discard	.2764 Discard	.3556 Discard
Cohen's Kappa	.404 Fair	.216 Fair	.272 Fair
Pearson Correlation	.546 Moderate	.419 Low	.429 Low
<b>Accesses the Needed Information</b>	Student accesses information using a logical progression of advanced search strategies such as limits, Boolean searches, or combined searches	Student accesses information using advanced search strategies, such as limits, Boolean searches, or combined searches	Student accesses information using only simple search strategies
<b>% Students (n=100)</b>	27%	62%	11%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>
Krippendorff's Alpha	.4748 Discard	.2335 Discard	.3188 Discard
Cohen's Kappa	.324 Fair	.163 Slight	.230 Fair
Pearson Correlation	.474 Moderate	.325 Low	.374 Low
<b>Retrieves Relevant Information</b>	Student retrieves information sources that fully fit search parameters and relate to concepts	Student retrieves information sources that partially fit search parameters or relate to concepts	Student does not retrieve information sources that either fit search parameters or relates to concepts
<b>% Students (n=100)</b>	37%	53%	10%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>
Krippendorff's Alpha	.5089 Discard	.3225 Discard	.4060 Discard
Cohen's Kappa	.400 Fair	.200 Slight	.277 Fair
Pearson Correlation	.550 Moderate	.393 Low	.456 Low
<b>TOTAL SCORE</b>			
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>
Krippendorff's Alpha	.6235 Discard	.3494 Discard	.4631 Discard
Cohen's Kappa	n/a n/a	n/a n/a	n/a n/a
Pearson Correlation	.658 Moderate	.519 Moderate	.563 Moderate

**Evaluates Information and its Sources Critically & Access the Needed Information - Institution #2**

	<b>Accomplished 3</b>	<b>Developing 2</b>	<b>Inadequate 1</b>
<b>Evaluates Authority</b>	Student: <ul style="list-style-type: none"> <li>Shows sufficient evidence of the author's credentials and qualifications.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Briefly identifies the author's credentials and qualifications.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Does not identify the author's credentials or qualifications.</li> </ul>
<b>% Students (n=100)</b>	46%	35%	19%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>
Krippendorff's Alpha	.6653	Discard .6672	Tentative .6679
Cohen's Kappa	.477	Moderate .510	Moderate .488
Pearson Correlation	.729	High .731	High .728
<b>Evaluates Currency</b>	Student: <ul style="list-style-type: none"> <li>Comments on the source's publication year.</li> <li>Retrieves the source that is published within the last five years.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Either comments on the source's publication year or retrieves a source that is published in the last five years, but does not do both.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Does not comment on the source's publication year.</li> <li>Does not retrieve a source that is published in the last five years.</li> </ul>
<b>% Students (n=100)</b>	68%	26%	6%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>
Krippendorff's Alpha	.7162	Tentative .7646	Tentative .7532
Cohen's Kappa	.584	Moderate .691	Substantial .651
Pearson Correlation	.701	High .767	High .750
<b>Evaluates Reliability</b>	Student: <ul style="list-style-type: none"> <li>Shows adequate evidence of whether or not the source is trustworthy.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Shows superficial evidence of whether or not the source is trustworthy.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Does not show evidence of whether or not the source is trustworthy.</li> </ul>
<b>% Students (n=100)</b>	23%	53%	24%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>
Krippendorff's Alpha	.2363	Disregard .3813	Discard .3185
Cohen's Kappa	.159	Slight .238	Fair .194
Pearson Correlation	.311	Low .415	Low .373
<b>Evaluates Accuracy</b>	Student: <ul style="list-style-type: none"> <li>Provides a thorough explanation of the accuracy of the source.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Provides superficial explanation of the accuracy of the source.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Does not explain the accuracy of the source.</li> </ul>
<b>% Students (n=100)</b>	21%	51%	28%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>
Krippendorff's Alpha	.2273	Discard .3461	Discard .2828
Cohen's Kappa	.142	Slight .202	Fair .160
Pearson Correlation	.335	Low .418	Low .377
<b>Evaluates Perspective</b>	Student: <ul style="list-style-type: none"> <li>Identifies the author's point of view in detail.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Briefly identifies the author's point of view.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Does not identify the author's point of view.</li> </ul>
<b>% Students (n=100)</b>	27%	53%	20%

<b>IRR Statistic</b>		<b>Librarians Only</b>		<b>Faculty Only</b>		<b>All Raters</b>	
Krippendorff's Alpha		.1521	Discard	.3349	Discard	.2814	Discard
Cohen's Kappa		.091	Slight	.142	Slight	.145	Slight
Pearson Correlation		.286	Little If Any	.382	Low	.350	Low
<b>Evaluates Reflection of Source</b>	Student:	Student:		Student:		Student:	
	<ul style="list-style-type: none"> <li>Explains in detail how the source contributes to his/her knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies how the source contributes to his/her knowledge.</li> </ul>		<ul style="list-style-type: none"> <li>Does not identify how the source contributes to his/her knowledge.</li> </ul>			
<b>% Students (n=100)</b>	29%	51%		20%			
<b>IRR Statistic</b>		<b>Librarians Only</b>		<b>Faculty Only</b>		<b>All Raters</b>	
Krippendorff's Alpha		.4047	Discard	.4364	Discard	.4306	Discard
Cohen's Kappa		.250	Fair	.248	Fair	.251	Fair
Pearson Correlation		.460	Low	.508	Moderate	.484	Low
<b>Accesses the Needed Information</b>	Student:	Student:		Student:		Student:	
	<ul style="list-style-type: none"> <li>Accesses information using effective, well-designed search strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Accesses information using simple strategies, including both search term(s) and tool(s).</li> </ul>		<ul style="list-style-type: none"> <li>Does not specify strategy with both search term(s) and tool(s).</li> </ul>			
<b>% Students (n=100)</b>	27%	53%		20%			
<b>IRR Statistic</b>		<b>Librarians Only</b>		<b>Faculty Only</b>		<b>All Raters</b>	
Krippendorff's Alpha		.5661	Discard	.5272	Discard	.5840	Discard
Cohen's Kappa		.383	Fair	.461	Moderate	.428	Moderate
Pearson Correlation		.608	Moderate	.672	Moderate	.637	Moderate
<b>TOTAL SCORE</b>							
<b>IRR Statistic</b>		<b>Librarians Only</b>		<b>Faculty Only</b>		<b>All Raters</b>	
Krippendorff's Alpha		.5817	Discard	.6571	Discard	.6361	Discard
Cohen's Kappa		n/a	n/a	n/a	n/a	n/a	n/a
Pearson Correlation		.685	Moderate	.756	High	.725	High

**Use Information Effectively to Accomplish a Specific Purpose - Institution #3**

	<b>Performance Level 3</b>		<b>Performance Level 2</b>		<b>Performance Level 1</b>	
<b>Organizes Content - Are the sources in the right places?</b>	Consistently organizes cited information in a manner that supports the purposes and format of the product/performance.		Inconsistently organizes cited information in a manner that supports the purposes and format of the product/performance.		Does not organize cited information in a manner that supports the purposes and format of the product/performance.	
<b>% Students (n=100)</b>	35%		45%		20%	
<b>IRR Statistic</b>	<b>Librarians Only</b>		<b>Faculty Only</b>		<b>All Raters</b>	
Krippendorff's Alpha	.1740	Discard	.1788	Discard	.1881	Discard
Cohen's Kappa	.123	Slight	.115	Slight	.122	Slight
Pearson Correlation	.237	Little If Any	.204	Little If Any	.212	Little If Any
<b>Synthesizes New and Prior Information - Do the sources help to support new claims or make points?</b>	Consistently connects new and prior information to create a product/performance.		Inconsistently connects new and prior information to create a product/performance.		Does not connect new and prior knowledge to create a product/performance.	
<b>% Students (n=100)</b>	27%		48%		25%	
<b>IRR Statistic</b>	<b>Librarians Only</b>		<b>Faculty Only</b>		<b>All Raters</b>	
Krippendorff's Alpha	.1967	Discard	.2501	Discard	.2265	Discard
Cohen's Kappa	.124	Slight	.182	Slight	.170	Slight
Pearson Correlation	.225	Little If Any	.300	Little If Any	.276	Little If Any
<b>Communicates Information - Do they have sources?</b>	Consistently communicates information from sources via products/performances.		Inconsistently communicates information from sources via products/performances.		Does not communicate information from sources via products/performances.	
<b>% Students (n=100)</b>	37%		50%		13%	
<b>IRR Statistic</b>	<b>Librarians Only</b>		<b>Faculty Only</b>		<b>All Raters</b>	
Krippendorff's Alpha	.1173	Discard	.2068	Discard	.1874	Discard
Cohen's Kappa	.079	Slight	.155	Slight	.138	Slight
Pearson Correlation	.137	Little If Any	.244	Little If Any	.214	Little If Any
<b>TOTAL SCORE</b>						
<b>IRR Statistic</b>	<b>Librarians Only</b>		<b>Faculty Only</b>		<b>All Raters</b>	
Krippendorff's Alpha	.2274	Discard	.2430	Discard	.2395	Discard
Cohen's Kappa	n/a	n/a	n/a	n/a	n/a	n/a
Pearson Correlation	.237	Little If Any	.289	Little If Any	.270	Little If Any

Use Information Ethically and Legally - Institution #4

	<b>Performance Level 3: Advanced</b>  <i>Applies outcome successfully; Many strengths are present</i>	<b>Performance Level 2: Developing</b>  <i>Shows skill in this outcome; Improvement needed</i>	<b>Performance Level 1: Beginning</b>  <i>Evidence of the outcome may be minimally or not at all present; Need for improvement outweighs apparent strengths</i>
<b>Style conventions</b>	Follows style guide conventions with few errors	Follows style guide conventions with frequent errors	Does not follow style guide conventions
<b>% Students (n=100)</b>	22%	65%	13%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>
Krippendorff's Alpha	.3114 Discard	.2889 Discard	.3119 Discard
Cohen's Kappa	.204 Slight	.203 Slight	.212 Fair
Pearson Correlation	.353 Low	.350 Low	.353 Low
<b>Correspondence of bibliography and in-text citations</b>	Bibliography and in-text citations correspond	Bibliography and in-text citations do not correspond	Does not include a functional bibliography and/or in-text citations
<b>% Students (n=100)</b>	39%	53%	8%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>
Krippendorff's Alpha	.2699 Discard	.3092 Discard	.2787 Discard
Cohen's Kappa	.224 Fair	.281 Fair	.232 Fair
Pearson Correlation	.346 Low	.479 Low	.365 Low
<b>Common knowledge and attribution of ideas</b>	Consistently distinguishes between common knowledge and ideas requiring attribution	Inconsistently distinguishes between common knowledge and ideas requiring attribution	Does not distinguish between common knowledge and ideas requiring attribution
<b>% Students (n=100)</b>	33%	59%	8%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>
Krippendorff's Alpha	.2646 Discard	.4409 Discard	.2984 Discard
Cohen's Kappa	.209 Fair	.315 Fair	.219 Fair
Pearson Correlation	.339 Low	.432 Low	.367 Low
<b>Paraphrasing, summarizing, quoting</b>	Summarizes, paraphrases, or quotes in order to integrate the work of others into their own	Summarizes, paraphrases, or quotes, but does not always select appropriate method for integrating the work of others into their own	Does not summarize, paraphrase, or quote in order to integrate the work of others into their own
<b>% Students (n=100)</b>	43%	53%	4%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>
Krippendorff's Alpha	.1784 Discard	.2320 Discard	.1729 Discard
Cohen's Kappa	.181 Slight	.239 Fair	.173 Slight
Pearson Correlation	.260 Little If Any	.276 Little If Any	.233 Little If Any
<b>TOTAL SCORE</b>			
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>
Krippendorff's Alpha	.4183 Discard	.4414 Discard	.4123 Discard
Cohen's Kappa	n/a n/a	n/a n/a	n/a n/a
Pearson Correlation	.507 Moderate	.602 Moderate	.515 Moderate

**Access the Needed Information, Use Information Ethically/Legally, & Evaluate Information - Institution #5**

<b>ACRL Standard</b>	<b>Advanced Performance Level 3</b>	<b>Developing Performance Level 2</b>	<b>Beginning Performance Level 1</b>			
<b>Access the Needed Information</b>	Student: <ul style="list-style-type: none"> <li>Searches and locates websites or journal articles using effective search techniques demonstrated.</li> <li>Finds relevant and diverse information sources for assignment.</li> <li>Demonstrates persistence and ability to refine search when necessary.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Searches and locates websites or journal articles using simple search strategies demonstrated.</li> <li>Finds information with partial relevance and quality for assignment.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Accesses websites or journal articles randomly.</li> <li>Does not apply new techniques demonstrated.</li> <li>Retrieves information that lacks relevance and quality for assignment.</li> </ul>			
	<b>% Students (n=100)</b>	51%	41%	9%		
<b>IRR Statistic</b>		<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>		
Krippendorff's Alpha		.1280	Discard	only 1 faculty included	.1542	Discard
Cohen's Kappa		.105	Slight	only 1 faculty included	.125	Slight
Pearson Correlation		.201	Little If Any	only 1 faculty included	.229	Little If Any
<b>Use Information Ethically and Legally</b>	Student: <ul style="list-style-type: none"> <li>Follows style guide conventions correctly.</li> <li>Citations are mostly complete and accurate.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Follows style guide conventions with errors.</li> <li>Citations have partially correct information.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Does not follow style guide conventions.</li> <li>Citations are not included.</li> </ul>			
	<b>% Students (n=100)</b>	41%	48%	11%		
<b>IRR Statistic</b>		<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>		
Krippendorff's Alpha		.2316	Discard	only 1 faculty included	.2217	Discard
Cohen's Kappa		.158	Slight	only 1 faculty included	.155	Slight
Pearson Correlation		.310	Low	only 1 faculty included	.316	Low
<b>Evaluate Information and its Sources Critically</b>	Student: <ul style="list-style-type: none"> <li>Uses 4-5 of the points on the comprehensive list of evaluation criteria provided.</li> <li>Provides a reasoned rationale for using information for a given context.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Uses a 2-3 points on the comprehensive evaluation criteria list provided.</li> <li>Provides a limited or incomplete rationale for using information for a given context.</li> </ul>	Student: <ul style="list-style-type: none"> <li>Does not apply the evaluation criteria provided or uses only 1 of 5.</li> <li>Provides no rationale for selecting sources for analysis.</li> </ul>			
	<b>% Students (n=100)</b>	48%	39%	13%		
<b>IRR Statistic</b>		<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>		
Krippendorff's Alpha		.2273	Discard	only 1 faculty included	.2415	Discard
Cohen's Kappa		.155	Slight	only 1 faculty included	.173	Slight
Pearson Correlation		.290	Little If Any	only 1 faculty included	.315	Low
<b>TOTAL SCORE</b>						
<b>IRR Statistic</b>		<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>		
Krippendorff's Alpha		.2046	Discard	only 1 faculty included	.2241	Discard
Cohen's Kappa		n/a	n/a	only 1 faculty included	n/a	n/a
Pearson Correlation		.290	Little If Any	only 1 faculty included	.314	Low

Locate, Evaluate, & Use Information - Institution #6

	Performance Level 3	Performance Level 2	Performance Level 1	Performance Level 0
<b>Identifies Keyword</b>	Identifies keywords in complex relationships with each other.	Identifies keywords and related terms or synonyms.	Identifies keywords.	Does not identify keywords.
<b>% Students (n=100)</b>	20%	23%	29%	28%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>	
Krippendorff's Alpha	.5812	Discard .7452	Tentative .7114	Tentative
Cohen's Kappa	.282	Fair .466	Moderate .417	Moderate
Pearson Correlation	.670	Moderate .745	High .730	High
<b>Searches Relevant Sources</b>	Searches subject-relevant, scholarly, subject-specific databases appropriate for the information need (ex. subject-specific databases).	Searches subject-relevant, scholarly websites, databases and search engines appropriate for the information need (ex. Google Scholar, Academic Search).	Searches popular web search engines or non-academic websites (ex. Google).	Does not show evidence of searching information sources.
<b>% Students (n=100)</b>	18%	49%	24%	9%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>	
Krippendorff's Alpha	.6362	Discard .5588	Discard .5836	Discard
Cohen's Kappa	.464	Moderate .361	Fair .391	Fair
Pearson Correlation	.629	Moderate .603	Moderate .617	Moderate
<b>Cites Sources</b>	Cites sources in a specific or required citation style with few errors.	Cites sources in a specific or required citation style with multiple errors.	Cites sources incompletely and/or not in adherence with a specific or required citation style.	Does not cite sources.
<b>% Students (n=100)</b>	35%	19%	42%	4%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>	
Krippendorff's Alpha	.6374	Discard .6527	Discard .6498	Discard
Cohen's Kappa	.457	Moderate .436	Moderate .442	Moderate
Pearson Correlation	.650	Moderate .690	Moderate .684	Moderate
<b>TOTAL SCORE</b>				
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>	
Krippendorff's Alpha	.7326	Tentative .7602	Tentative .7568	Tentative
Cohen's Kappa	n/a	n/a	n/a	n/a
Pearson Correlation	.762	High .804	High .797	High

Locate, Evaluate, & Use Information - Institution #7

	Performance Level 0	Performance Level 1	Performance Level 2	Performance Level 3
<b>Identifies Relevant Sources</b>	Does not identify sources 	Identifies sources that are either inappropriate for information needs or not subject-specific (Catalog or Named Encyclopedia)	Identifies sources that are appropriate for information needs, but are not subject-specific (Academic Search Premier, Google Scholar)	Identifies sources that are appropriate for information needs, and are subject-specific (PubMed, Web of Knowledge, Health Source)
<b>% Students (n=100)</b>	0%	26%	27%	47%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>	
Krippendorff's Alpha	.9976	Accept .9307	Accept .9552	Accept
Cohen's Kappa	.992	Almost Perfect .942	Accept Perfect .960	Accept Perfect
Pearson Correlation	.997	Very High .929	Very High .954	Very High
<b>Uses Relevant and Effective Search Techniques</b>	Does not provide search terms or techniques	Uses topic-inappropriate keywords and/or uses search techniques inappropriately and/or uses natural language	Uses topic-appropriate keywords but does not use other search techniques:  <ul style="list-style-type: none"> <li>• Boolean operators: and, or, not</li> <li>• Phrase searching: ""</li> <li>• Truncation: *</li> <li>• Nesting: ()</li> </ul>	Uses topic-appropriate keywords and uses search techniques:  <ul style="list-style-type: none"> <li>• Boolean operators: and, or, not</li> <li>• Phrase searching: ""</li> <li>• Truncation: *</li> <li>• Nesting: ()</li> </ul>
<b>% Students (n=100)</b>	1%	68%	9%	22%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>	
Krippendorff's Alpha	.7402	Tentative .6317	Discard .6485	Discard
Cohen's Kappa	.683	Substantial .593	Moderate .613	Substantial
Pearson Correlation	.783	High .679	Moderate .698	Moderate
<b>Identifies Indicators of Authority in Scholarly Sources</b>	Does not identify any indicators 	Identifies indicators that do not apply to scholarly sources (Pages, Graphs/Illustrations)	Identifies indicators that apply to both scholarly and other types of sources (Cites Research, Multi Authors)	Identifies indicators that apply only to scholarly sources (Peer Review, Extensive Bibliography)
<b>% Students (n=100)</b>	0%	7%	41%	52%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>	
Krippendorff's Alpha	1.0000	Accept .9190	Accept .9485	Accept
Cohen's Kappa	1.000	Perfect .896	Almost Perfect .934	Almost Perfect
Pearson Correlation	1.000	Very High .881	High .924	Very High
<b>Identifies Key Concepts in Text</b>	Does not identify any concepts in text	Identifies concepts that are irrelevant to topic or not present in original text	Identifies some topic-relevant concepts or does not present them in a way that is true to the original context	Identifies all topic-relevant concepts and presents them in a way that is true to original context
<b>% Students (n=100)</b>	0%	13%	35%	52%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>	
Krippendorff's Alpha	.3955	Discard .3059	Discard .3429	Discard
Cohen's Kappa	.343	Fair .237	Fair .270	Fair
Pearson Correlation	.412	Low .354	Low .377	Low
<b>TOTAL SCORE</b>				

<b>IRR Statistic</b>	<b>Librarians Only</b>		<b>Faculty Only</b>		<b>All Raters</b>	
Krippendorff's Alpha	.8191	Accept	.7447	Accept	.7643	Accept
Cohen's Kappa	n/a	n/a	n/a	n/a	n/a	n/a
Pearson Correlation	.836	High	.781	High	.793	High

### Define Information Needs, Locate, & Evaluate Information - Institution #8

	<b>Performance Level 3</b>	<b>Performance Level 2</b>	<b>Performance Level 1</b>	<b>Performance Level 0</b>
<b>Determines Key Concepts</b>	Determines multiple key concepts that reflect the research topic/thesis statement accurately.	Determines some concepts that reflect the research topic/thesis statement, but concept breakdown is incomplete.	Determines concepts that reflect the research topic/thesis statement inaccurately.	Does not determine any concepts that describe the research question/thesis statement.
<b>% Students (n=100)</b>	55%	35%	9%	1%
<b>IRR Statistic</b>	<b>Librarians Only</b>			
Krippendorff's Alpha	.5166	Discard		
Cohen's Kappa	.3526	Fair		
Pearson Correlation	.527	Moderate		
<b>Identifies Keywords and Synonyms</b>	Identifies discipline-specific keywords and relevant synonyms that match key concepts.	Identifies discipline-specific keywords and attempts synonym use, but synonyms are either not accurate or not relevant to key concepts.	Identifies basic (not discipline-specific) keywords, and does not identify synonyms.	Does not identify keywords or synonyms. (ex: Searches an entire question or sentence.)
<b>% Students (n=100)</b>	43%	47%	6%	4%
<b>IRR Statistic</b>	<b>Librarians Only</b>			
Krippendorff's Alpha	.5142	Discard		
Cohen's Kappa	.3839	Fair		
Pearson Correlation	.635	Moderate		
<b>Constructs a search strategy using relevant operators</b>	Constructs a search strategy using a combination of relevant operators (for example: <i>and</i> , <i>or</i> , <i>not</i> ) correctly.	Constructs a search strategy using operator(s), but uses operators in an incomplete or limited way. (Ex: Uses one operator only.)	Constructs a search strategy using operators incorrectly. ("Mix/match," confuses <i>and</i> , <i>or</i> , <i>not</i> .)	Does not use operators.
<b>% Students (n=100)</b>	66%	8%	26%	0%
<b>IRR Statistic</b>	<b>Librarians Only</b>			
Krippendorff's Alpha	.5432	Discard		
Cohen's Kappa	.5011	Moderate		
Pearson Correlation	.570	Moderate		
<b>Uses evaluative criteria to select source(s)</b>	Uses evaluative criteria to provide in-depth explanation of rationale for source selected.	Uses evaluative criteria to provide a limited/superficial explanation of rationale for source selected.	Attempts to use evaluative criteria, but does so inaccurately or incorrectly.	Does not use evaluative criteria.
<b>% Students (n=100)</b>	8%	72%	15%	5%
<b>IRR Statistic</b>	<b>Librarians Only</b>			
Krippendorff's Alpha	.3863	Discard		
Cohen's Kappa	.2728	Fair		
Pearson Correlation	.484	Low		
<b>Uses citations</b>	Uses an appropriate standard citation style consistently and correctly.	Uses an appropriate standard citation style consistently (bibliographic elements intact), but with minimal format and/or	Uses an appropriate standard citation style, but does not include all bibliographic elements consistently or correctly,	Uses a non-standard citation style (such as providing a URL only), or does not include citations.

		punctuation errors.	or uses an inappropriate citation style.	
<b>% Students (n=100)</b>	12%	40%	44%	4%
<b>IRR Statistic</b>	<b>Librarians Only</b>			
Krippendorff's Alpha	.6431	Discard		
Cohen's Kappa	.4912	Moderate		
Pearson Correlation	.670	Moderate		
<b>TOTAL SCORE</b>				
<b>IRR Statistic</b>	<b>Librarians Only</b>			
Krippendorff's Alpha	.6447	Discard		
Cohen's Kappa	n/a	n/a		
Pearson Correlation	.704	High		

### Define Information Need & Locate Information - Institution #9

	<b>Performance Level 3</b>	<b>Performance Level 2</b>	<b>Performance Level 1</b>	<b>Performance Level 0</b>		
<b>Defines research question/thesis</b>	Student: Defines a specific research question/thesis/topic.	Student: Defines a research question/thesis/topic but scope is too broad or too narrow.	Student: Defines a research question/thesis/topic, but it is unclear or incomplete.	Student: Does not define a research question/thesis/topic.		
<b>% Students (n=100)</b>	64%	23%	13%	0%		
<b>IRR Statistic</b>	<b>Librarians Only</b>		<b>Faculty Only</b>		<b>All Raters</b>	
Krippendorff's Alpha	.5000	Discard	.2518	Discard	.3473	Discard
Cohen's Kappa	.375	Fair	.176	Slight	.259	Fair
Pearson Correlation	.488	Low	.246	Little If Any	.355	Low
<b>Determines key concepts</b>	Student: Identifies keywords that reflect the research question/thesis/topic and also identifies synonyms.	Student: Identifies keywords that reflect the research question/thesis/topic but does not identify synonyms.	Student: Identifies keywords but some of them are off topic.	Student: Does not identify any keywords that describe the research/question/thesis topic.		
<b>% Students (n=100)</b>	64%	28%	8%	0%		
<b>IRR Statistic</b>	<b>Librarians Only</b>		<b>Faculty Only</b>		<b>All Raters</b>	
Krippendorff's Alpha	.4151	Discard	.2409	Discard	.3669	Discard
Cohen's Kappa	.338	Fair	.203	Slight	.298	Fair
Pearson Correlation	.446	Low	.367	Low	.430	Low
<b>Identifies types of information sources (books, peer-reviewed articles, data, etc.) specific to the research need</b>	Student: Identifies multiple information source types to search for that are relevant to their research need.	Student: Identifies at least one information source type to search for that is relevant to their research need.	Student: Identifies information source types to search for, but none are relevant to the research need.	Student: Does not identify information source types to search for.		
<b>% Students (n=100)</b>	79%	18%	1%	2%		
<b>IRR Statistic</b>	<b>Librarians Only</b>		<b>Faculty Only</b>		<b>All Raters</b>	
Krippendorff's Alpha	.6656	Discard	.4801	Discard	.5597	Discard
Cohen's Kappa	.613	Substantial	.430	Moderate	.513	Moderate
Pearson Correlation	.629	Moderate	.559	Moderate	.596	Moderate
<b>Identifies subject-relevant information resources (databases, catalog,</b>	Student: Identifies multiple information resources in which to search that are	Student: Identifies at least one information resource in which to search that is	Student: Identifies information resources in which to search, but none are	Student: Does not identify information resources to search.		

etc.) in which to search	relevant to their research need.	relevant to their research need.	subject-relevant.			
% Students (n=100)	86%	12%	1%	1%		
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>			
Krippendorff's Alpha	.6684	Tentative	.5320	Discard	.5478	Discard
Cohen's Kappa	.628	Substantial	.475	Moderate	.508	Moderate
Pearson Correlation	.586	Moderate	.585	Moderate	.492	Low
<b>TOTAL SCORE</b>						
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>			
Krippendorff's Alpha	.4211	Discard	.4623	Discard	.4440	Discard
Cohen's Kappa	n/a	n/a	n/a	n/a	n/a	n/a
Pearson Correlation	.552	Moderate	.506	Moderate	.508	Moderate

**Define Information Needs, Locate, & Evaluate Information - Institution #10**

	Performance Level 3	Performance Level 2	Performance Level 1	Performance Level 0		
<b>Defines Research Topic/ Thesis Statement</b>	Student defines a multi-faceted research topic/thesis statement with a developed relationship between/among facets.	Student defines a multi-faceted research topic/thesis statement without a developed relationship between/among facets.	Student defines a single-faceted research topic/thesis statement, or is too broad/narrow.	Student does not define a research topic /thesis statement.		
% Students (n=100)	46%	31%	23%	0%		
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>			
Krippendorff's Alpha	.7333	Tentative	.7268	Tentative	.7290	Tentative
Cohen's Kappa	.599	Moderate	.557	Moderate	.570	Moderate
Pearson Correlation	.753	High	.764	High	.752	High
<b>Determines Key Concepts</b>	Student determines multiple key concepts that reflect the research topic/thesis statement accurately.	Student determines some concepts that reflect the research topic/thesis statement, but concept breakdown is incomplete.	Student determines concepts that reflect the research topic/thesis statement inaccurately.	Student does not determine any concepts that describe the research question/thesis statement.		
% Students (n=100)	48%	45%	7%	0%		
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>			
Krippendorff's Alpha	.3757	Discard	.2682	Discard	.3291	Discard
Cohen's Kappa	.262	Fair	.232	Fair	.241	Fair
Pearson Correlation	.406	Low	.303	Low	.361	Low
<b>Uses Keywords</b>	Student uses keywords that completely describe the research topic/thesis statement.	Student uses keywords that partially describe the research topic/thesis statement.	Student uses keywords that are inappropriate or misspelled.	Student does not show evidence of using keywords.		
% Students (n=100)	33%	55%	8%	4%		
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>			
Krippendorff's Alpha	.3555	Discard	.3879	Discard	.3709	Discard
Cohen's Kappa	.319	Fair	.294	Fair	.315	Fair
Pearson Correlation	.480	Low	.572	Moderate	.510	Moderate
<b>Identifies Relevant Types of Sources</b>	Student uses subject-specific databases appropriately matched to the target assignment.	Student uses non-subject-specific databases appropriately matched to the target assignment (ex. Academic Search Premier, LexisNexis, National Newspapers).	Student uses free web or non-article database information sources (ex. Google, encyclopedia, "Sage"), and/or sources are not appropriately matched to the target assignment (ex. "Ebsco").	Student does not show evidence of using information sources.		
% Students	46%	24%	30%	0%		

<b>(n=100)</b>						
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>			
Krippendorff's Alpha	.7444	Tentative	.7146	Tentative	.7346	Tentative
Cohen's Kappa	.757	Substantial	.736	Substantial	.749	Substantial
Pearson Correlation	.750	High	.744	High	.748	High
<b>Uses Database Search Features</b>	Student applies multiple appropriate search terms and appropriate Boolean search strategies as well as appropriate use of wildcard/truncation searching; phrase searching; field searching; or other advanced search features.	Student applies multiple appropriate search terms and appropriate Boolean search strategies.	Student applies search terms and simple/basic keyword search strategies and/or uses inappropriate Boolean strategies.	Student does not show evidence of applying search terms.		
<b>% Students (n=100)</b>	30%	19%	49%	2%		
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>			
Krippendorff's Alpha	.4253	Discard	.3394	Discard	.4134	Discard
Cohen's Kappa	.347	Fair	.175	Slight	.282	Fair
Pearson Correlation	.533	Moderate	.427	Low	.511	Moderate
<b>Applies Evaluative Criteria – Currency</b>	Student states source currency or publication date and accurately assesses the appropriateness in the context of research topic/thesis statement.	Student states source currency or publication date, but inaccurately assesses the appropriateness in the context of research topic/thesis statement.	Student states source currency or publication date, but does not assess the appropriateness in the context of the research topic/thesis statement.	Student does not address source currency or publication date.		
<b>% Students (n=100)</b>	10%	5%	40%	45%		
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>			
Krippendorff's Alpha	.7935	Tentative	.7702	Tentative	.7850	Tentative
Cohen's Kappa	.654	Substantial	.617	Substantial	.643	Substantial
Pearson Correlation	.791	High	.645	Moderate	.733	High
<b>Applies Evaluative Criteria – Authority</b>	Student articulates author's credentials accurately, in context of research topic/thesis statement.	Student articulates author's credentials accurately, without context of research topic/thesis statement.	Student provides an inaccurate analysis of author's credentials.	Student does not identify author's credentials.		
<b>% Students (n=100)</b>	6%	18%	6%	70%		
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>			
Krippendorff's Alpha	.8245	Accept	.7706	Tentative	.8117	Accept
Cohen's Kappa	.626	Substantial	.546	Moderate	.604	Moderate
Pearson Correlation	.813	High	.756	High	.797	High
<b>Applies Evaluative Criteria – Credibility</b>	Student identifies evidence of source credibility accurately, in context of research topic/thesis statement.	Student identifies evidence of source credibility accurately, but without context of research topic/thesis statement.	Student provides inaccurate evidence of source credibility.	Student does not provide evidence of source credibility.		
<b>% Students (n=100)</b>	4%	29%	11%	56%		
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>			
Krippendorff's Alpha	.6913	Tentative	.6073	Discard	.6551	Discard
Cohen's Kappa	.530	Moderate	.464	Moderate	.510	Moderate
Pearson Correlation	.670	Moderate	.587	Moderate	.641	Moderate
<b>Applies Evaluative Criteria –</b>	Student describes the relevance of the source with specific examples from the	Student describes the relevance of the source, in context of research	Student states the relevance of the source, but without context of	Student does not address the relevance of the		

<b>Relevance</b>	text, in context of research topic/thesis statement.	topic/thesis statement.	research topic/thesis statement.	source; may summarize the source.
<b>% Students (n=100)</b>	32%	29%	14%	25%
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>	
Krippendorff's Alpha	.4797	Discard	.4718	Discard
Cohen's Kappa	.266	Fair	.309	Fair
Pearson Correlation	.539	Moderate	.503	Moderate
<b>TOTAL SCORE</b>				
<b>IRR Statistic</b>	<b>Librarians Only</b>	<b>Faculty Only</b>	<b>All Raters</b>	
Krippendorff's Alpha	.7311	Tentative	.6431	Discard
Cohen's Kappa	n/a	n/a	n/a	n/a
Pearson Correlation	.790	High	.758	High

<b>Cohen's k</b>	<b>Strength of Agreement</b>
0.81-1.00	Almost Perfect
0.61-0.80	Substantial
0.41-0.60	Moderate
0.21-0.40	Fair
0.00-0.20	Slight
<0.00	Poor

Landis, J.R., & Koch, G.G. (1977). The measure of observer agreement for categorical data. *Biometrics* 33: 159-74.

<b>Krippendorff's a</b>	<b>Action</b>
≥ .800	Accept
<.800 and ≥.667	Draw Tentative Conclusions
<.667	Discard

Krippendorff, K. (2004). *Content analysis: An introduction to its methodology*. Thousand Oaks, CA: Sage. 241-243.

<b>Pearson's r</b>	<b>Interpretation</b>
.9-1	Very High
.7-.9	High
.5-.7	Moderate
.3-.5	Low
.0-.3	Little If Any

AcaStat. (2012). Pearson's product moment correlation coefficient. In *Research Methods Handbook*. Retrieved September 8, 2011, from <http://www.acastat.com/Handbook/30.html>

# INFORMATION LITERACY VALUE RUBRIC

for more information, please contact [value@aacu.org](mailto:value@aacu.org)

IRR data on other VALUE rubrics available at: <http://www.aacu.org/peerreview/pr-fa11wi12/Finley.cfm>



	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Determine the Extent of Information Needed</b>	Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question.	Defines the scope of the research question or thesis completely. Can determine key concepts. Types of information (sources) selected relate to concepts or answer research question.	Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question.	Has difficulty defining the scope of the research question or thesis. Has difficulty determining key concepts. Types of information (sources) selected do not relate to concepts or answer research question.
<b>Access the Needed Information</b>	Accesses information using effective, well-designed search strategies and most appropriate information sources.	Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search.	Accesses information using simple search strategies, retrieves information from limited and similar sources.	Accesses information randomly, retrieves information that lacks relevance and quality.
<b>Evaluate Information and its Sources Critically</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<b>Use Information Effectively to Accomplish a Specific Purpose</b>	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved.
<b>Access and Use Information Ethically and Legally</b>	Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.