

Keck Science Assessment Rubric for Information Literacy in Student Work

Student Name: _____
 Major: _____
 Evaluator Name: _____
 College: _____
 Term: _____

Learning Outcomes	Highly Developed 4	Developed 3	Emerging 2	Initial 1	Score
Attribution	<p><i>Shows a sophisticated level of understanding for when and how to give attribution.</i></p> <ul style="list-style-type: none"> Documents sources consistently and completely Uses in-text citation and notes correctly and consistently Cites non-textual sources consistently Names and labels figures and/or graphs clearly and completely. 	<p><i>Attribution indicates understanding of the rationale for and various mechanisms of citation.</i></p> <ul style="list-style-type: none"> Documents sources throughout with occasional errors or inconsistencies. Uses in-text citation and notes with occasional errors or inconsistencies Cites non-textual sources with relative consistency Usually names and labels figures and/or graphs clearly and completely. 	<p><i>Missteps in attribution interfere with the argument or point to fundamental misunderstandings.</i></p> <ul style="list-style-type: none"> Frequently documents sources incorrectly or leaves out some citations. Frequent errors and inconsistencies with in-text citation and notes Does not consistently cite non-textual sources Names and labels figures and/or graphs inconsistently. 	<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"> Displays fundamental and consistent errors in source documentation Does not include or contains significant inconsistencies with in-text citation and notes Does not name, title, or cite non-textual sources Does not name or label figures and/or graphs. 	
Evaluation of Sources	<p><i>Source materials employed demonstrate expertise and sophisticated independent thought.</i></p> <ul style="list-style-type: none"> Demonstrates sophisticated awareness of universe of literature and community of scholarship Uses a variety of appropriate and authoritative sources Always distinguishes between types of sources (e.g., scholarly v. popular, fact v. opinion) Does not over- or under-rely on the ideas of others or the work of a single author Demonstrates a thorough critical exploration and knowledge of theories and sources selected 	<p><i>Source materials are adequate and appropriate but lack variety or depth.</i></p> <ul style="list-style-type: none"> Explores supporting sources and community of scholarship but might overlook important avenues Sources are used support claim(s) but may not be the most authoritative source to make claim Usually distinguishes between types of sources (e.g., scholarly v. popular, fact v. opinion) May over- or under-rely on the ideas of others or the work of a single author Demonstrates a preliminary critical exploration and knowledge of theories and sources selected 	<p><i>Source materials used are inadequate.</i></p> <ul style="list-style-type: none"> Exhibits weak awareness of universe of literature or other sources that could strengthen claim(s) or argument(s) Relies on too few or largely inappropriate sources Does not consistently distinguish between types of sources (e.g., primary v. secondary, scholarly v. popular, fact v. opinion) Clearly selected sources out of convenience Demonstrates little critical exploration and knowledge of theories and sources selected 	<p><i>Source materials are absent or do not contribute to claim(s) or argument(s).</i></p> <ul style="list-style-type: none"> No evidence of awareness of universe of literature or other sources that could strengthen claim(s) or argument(s) When included, sources are too few or badly inappropriate No distinction between types of sources (e.g., scholarly v. popular, fact v. opinion) Does not explore outside sources or present evidence when called for No evidence of critical exploration and knowledge of theories and sources selected 	

Learning Outcomes	Highly Developed 4	Developed 3	Emerging 2	Initial 1	Score
Communication of Evidence	<p><i>Evidence is integrated and synthesized expertly to support claims.</i></p> <ul style="list-style-type: none"> Consistently presents evidence to support claim(s) and argument(s) Synthesizes and contextualizes evidence appropriately for audience Uses evidence instrumentally towards rhetorical goals Distinction between own ideas and ideas of others is consistently clear 	<p><i>Proficient synthesis and integration of evidence.</i></p> <ul style="list-style-type: none"> Generally employs evidence to support claim(s) and argument(s) May present some evidence without context Frequently demonstrates using evidence instrumentally toward rhetorical goals Distinction between own ideas and ideas of others is usually clear 	<p><i>Weak attempts at synthesis or integration.</i></p> <ul style="list-style-type: none"> Sporadically uses evidence to support claim(s) or argument(s) Frequently fails to put sources into context (e.g. "The World Bank says...") Usually does not demonstrate using evidence instrumentally toward rhetorical goals Consistently blurs distinction between own ideas and ideas of others 	<p><i>No evidence of attempt at synthesis or integration.</i></p> <ul style="list-style-type: none"> Claim(s) or argument(s) lack necessary evidence Fails to contextualize quotes and evidence No demonstration of using evidence instrumentally toward rhetorical goals No distinction between own ideas and ideas of others 	

Comments:

Optional:

This thesis is a particularly representative example of the following:

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

Elaboration (optional):