

## Institution 3

Report compiled: June 2014

RAILS is funded by the Institute for Museum and Library Services. RAILS operates in partnership with the ACRL Assessment Immersion Program, is augmented by Waypoint Outcomes, and is located at Syracuse University's iSchool.

The Institute of Museum and Library Services (IMLS) is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums. The Institute's mission is to create strong libraries and museums that connect people to information and ideas.



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## Background

### The Project

[Rubric Assessment of Information Literacy Skills \(RAILS\)](#) is an IMLS-funded research project designed to investigate an analytic rubric approach to information literacy assessment in higher education. The RAILS project aided academic librarians and disciplinary faculty in their efforts to assess information literacy outcomes. From 2010 to 2014, RAILS generated a [suite of rubrics](#) that can be used by academic librarians and disciplinary faculty to assess information literacy outcomes; a transferable model for analyzing rubric scores; training materials for librarians, faculty, and library and information science (LIS) students who seek to use rubrics for information literacy assessment; indicators of rater expertise in rubric scoring; and a clearinghouse for librarians and faculty to share:

- Local adaptations of information literacy (IL) rubrics,
- Rubric assessment results, improvements to instructional strategies and services made on the basis of those results, and
- Examples of increased student learning resulting from instructional improvements.

## Research Questions

Although RAILS addressed practical assessment issues, it also explored five research questions:

- Can librarians & disciplinary faculty use IL rubrics to provide valid & reliable scores of student learning?
- What skills/characteristics do librarians & faculty need to produce valid & reliable scores using IL rubrics?
- What training materials do librarians & faculty need to acquire these skills/characteristics?
- How can rubric assessment be used to improve IL instruction and services?
- How can rubric assessment increase student learning of IL skills?

## Institution 3 Rubric

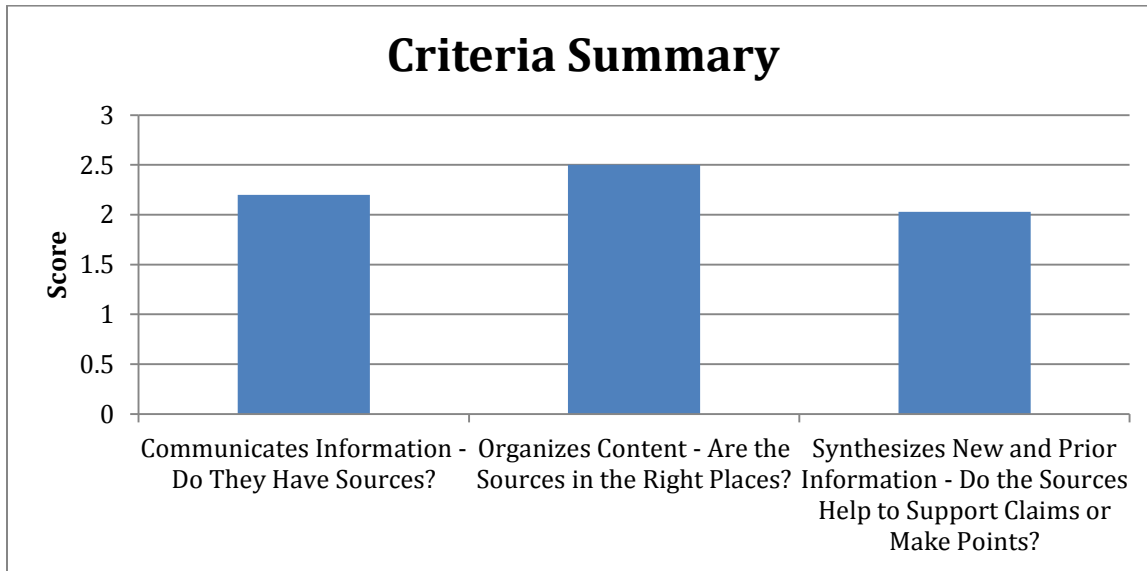
	Performance Level 3 Student:	Performance Level 2 Student:	Performance Level 1 Student:
<b>Organizes Content - Are the sources in the right places?</b>	<b>35%</b> Consistently organizes cited information in a manner that supports the purposes and format of the product/ performance.	<b>45%</b> Inconsistently organizes cited information in a manner that supports the purposes and format of the product/ performance.	<b>20%</b> Does not organize cited information in a manner that supports the purposes and format of the product/ performance.
<b>Synthesizes New and Prior Information - Do the sources help to support new claims or make points?</b>	<b>27%</b> Consistently connects new and prior information to create a product/ performance.	<b>48%</b> Inconsistently connects new and prior information to create a product/ performance.	<b>25%</b> Does not connect new and prior knowledge to create a product/ performance.
<b>Communicates Information - Do they have sources?</b>	<b>37%</b> Consistently communicates information from sources via products/ performances.	<b>50%</b> Inconsistently communicates information from sources via products/ performances.	<b>13%</b> Does not communicate information from sources via products/ performances.

# Results

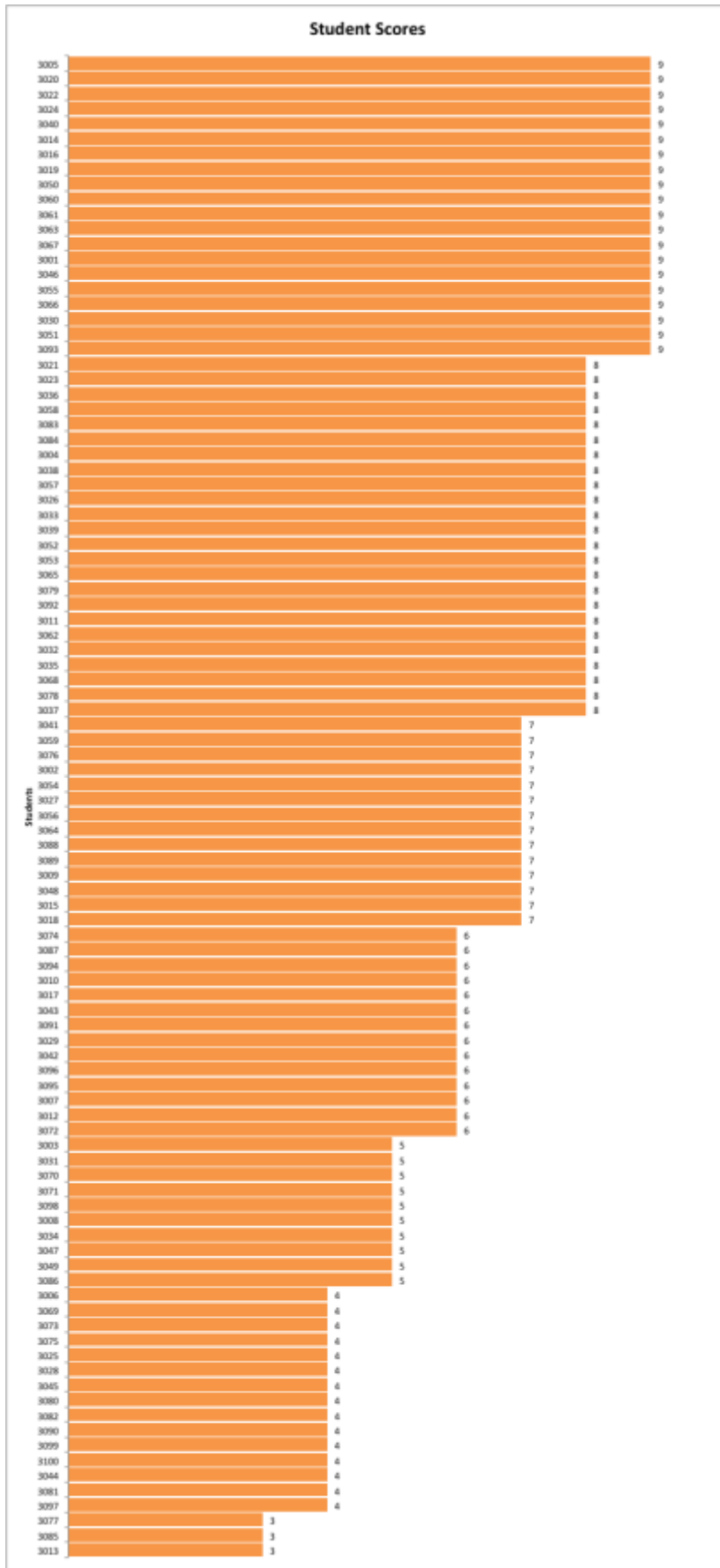
## Criteria Summary

Performance level, criteria

This bar graph shows an institution's average RAILS rubric criteria scores.



## Student Scores



Performance level

This figure shows all student scores from the maximum possible score to the minimum.



## Student Scores by Criteria

Performance level, criteria

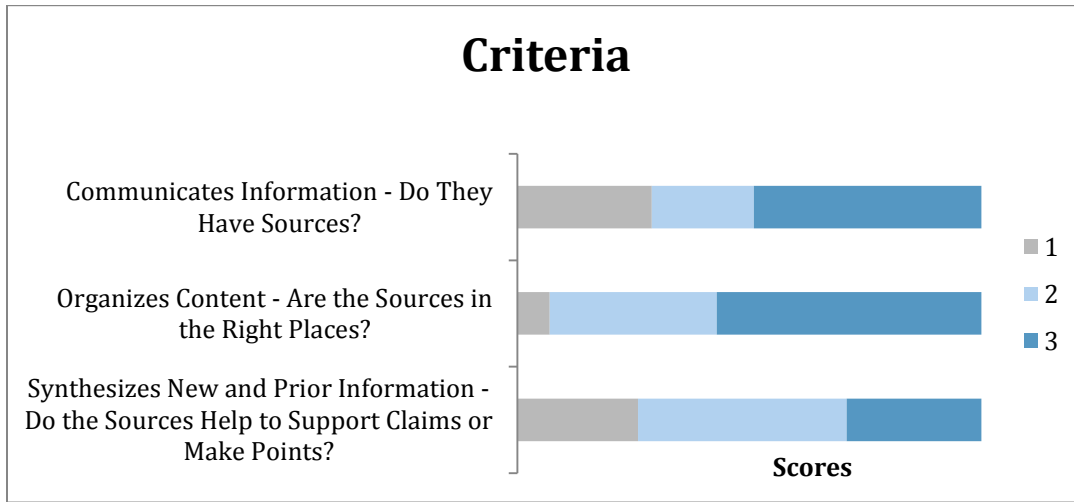
This series shows performance levels raters assigned students, displayed by RAILS rubric criteria, shown in color. Figure 1 shows colored bars to represent student scores for each RAILS rubric criteria. The vertical axis shows all students and the horizontal



axis lists all criteria, sorted from highest to lowest score. This is the most detailed depiction of all student information of all the figures. Figure 2 shows average student scores sorted from highest to lowest by criteria.

Figure 1

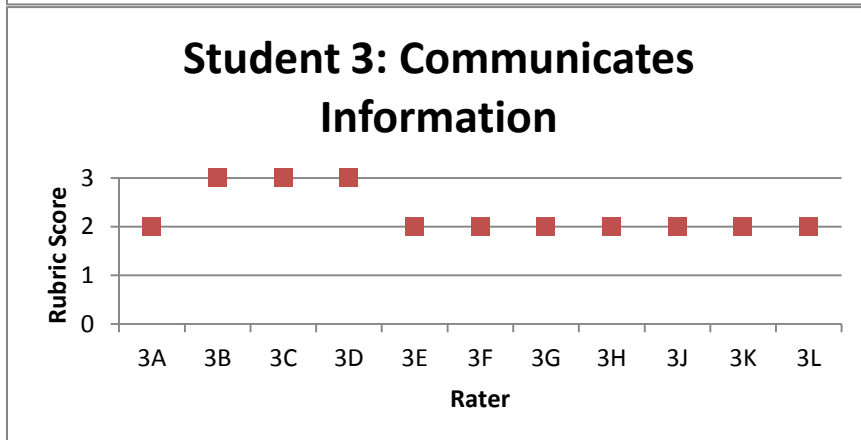
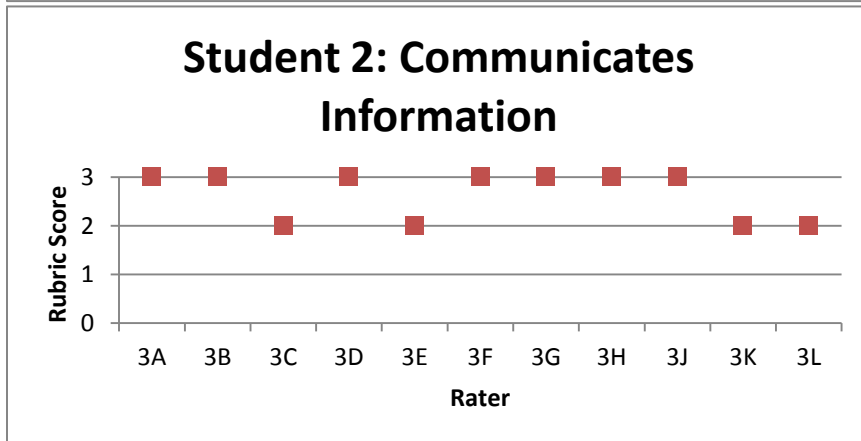
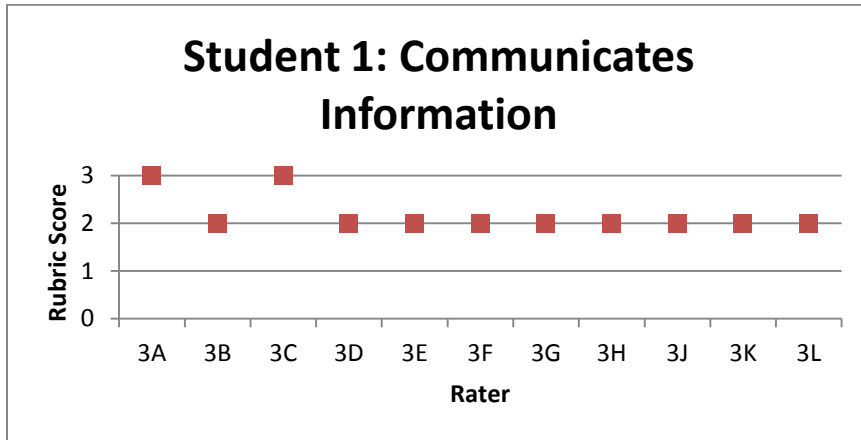
Figure 2

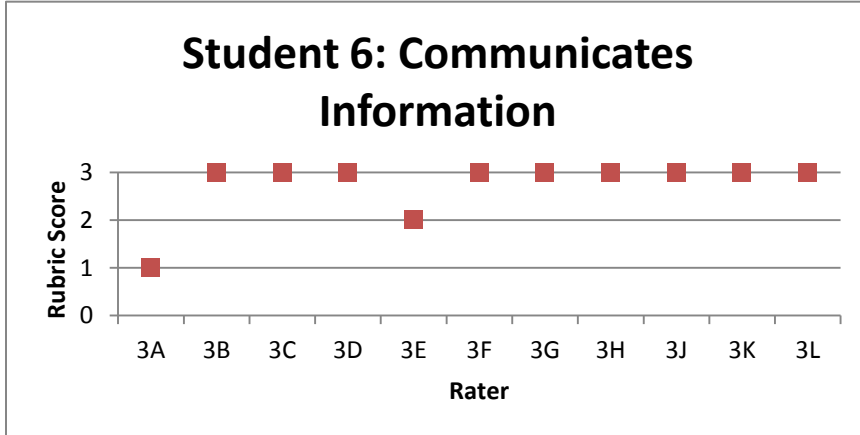
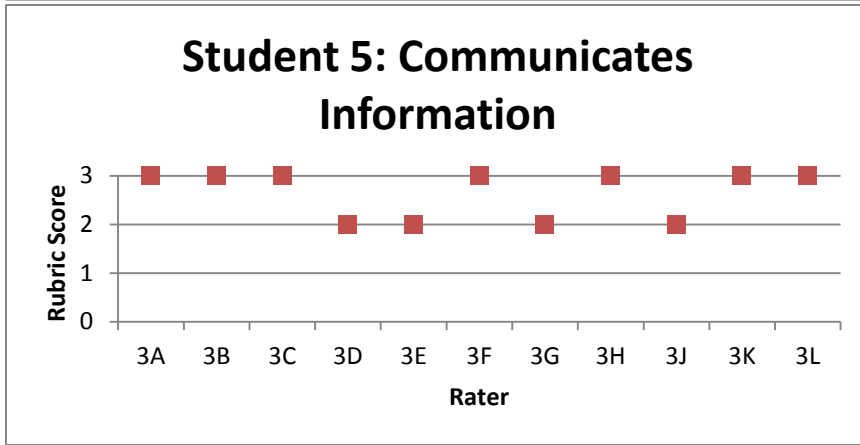
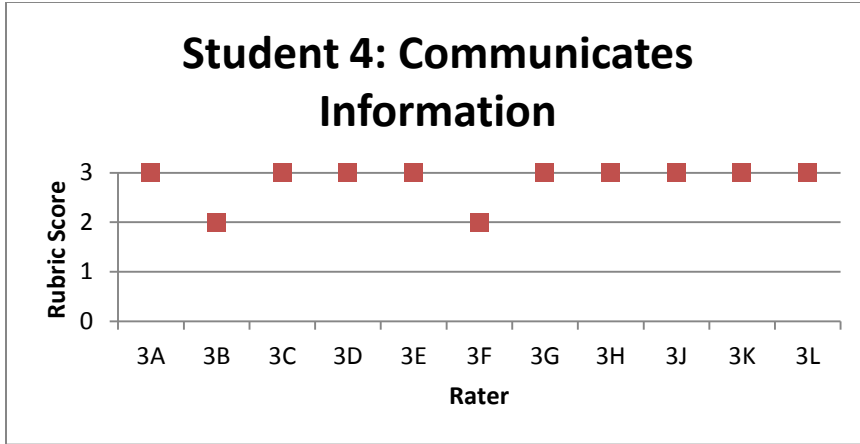


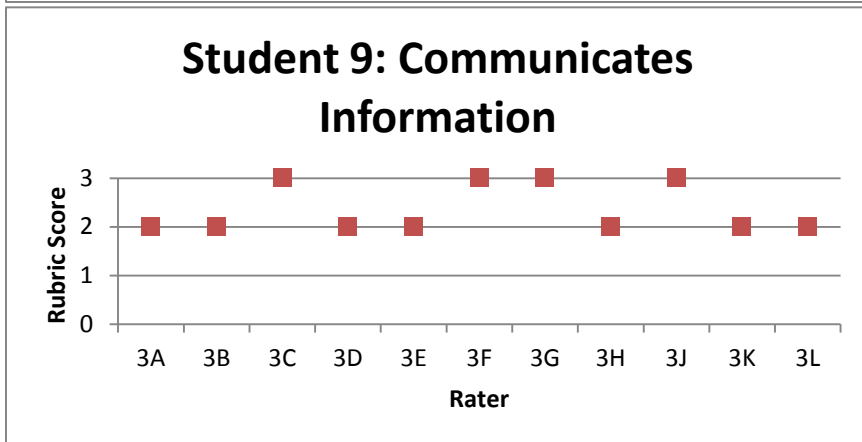
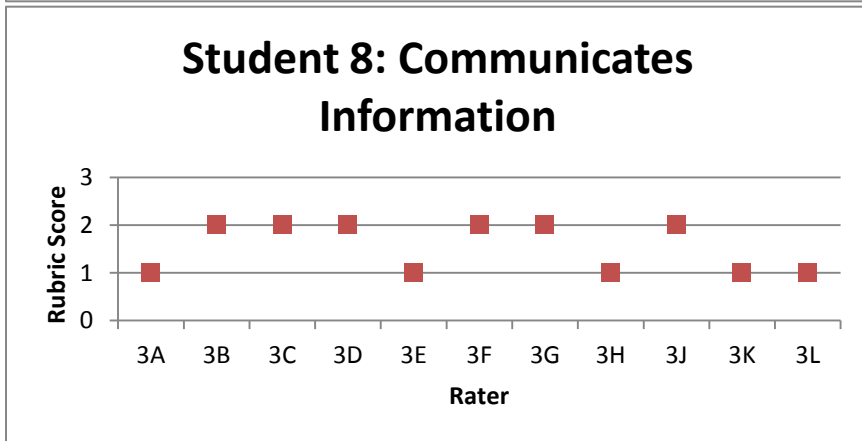
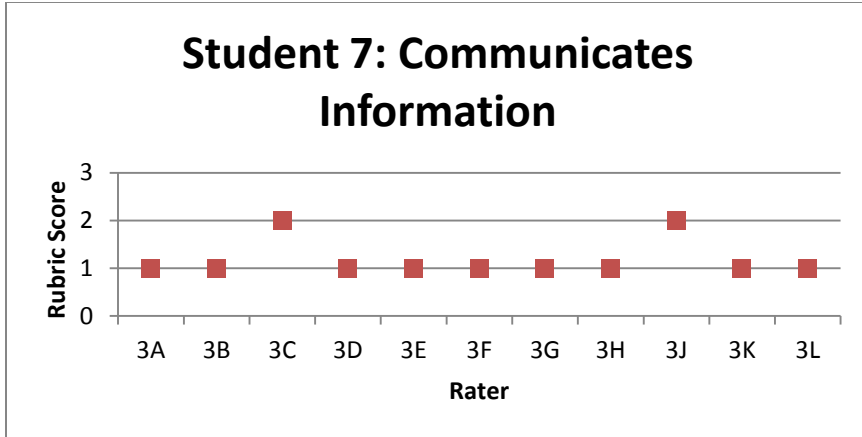
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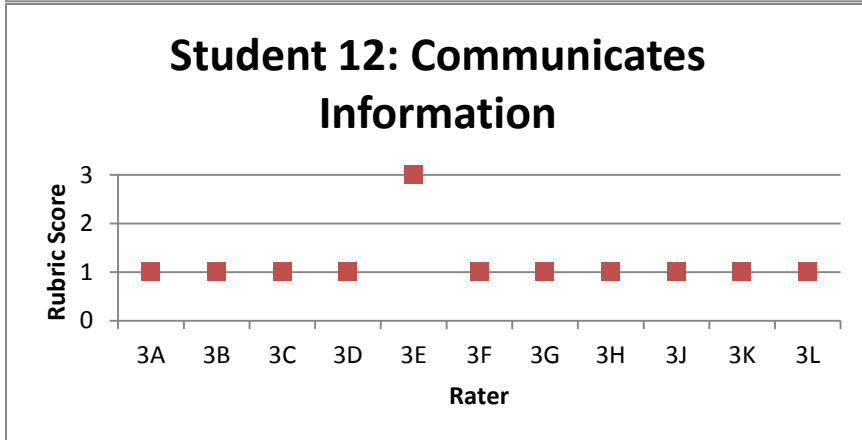
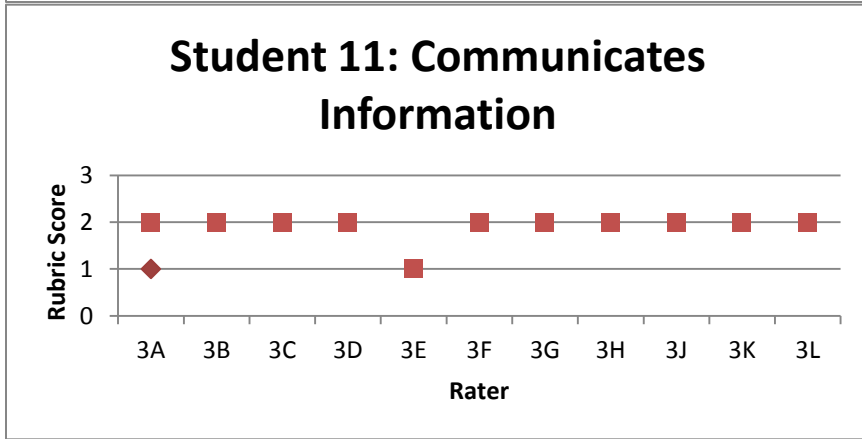
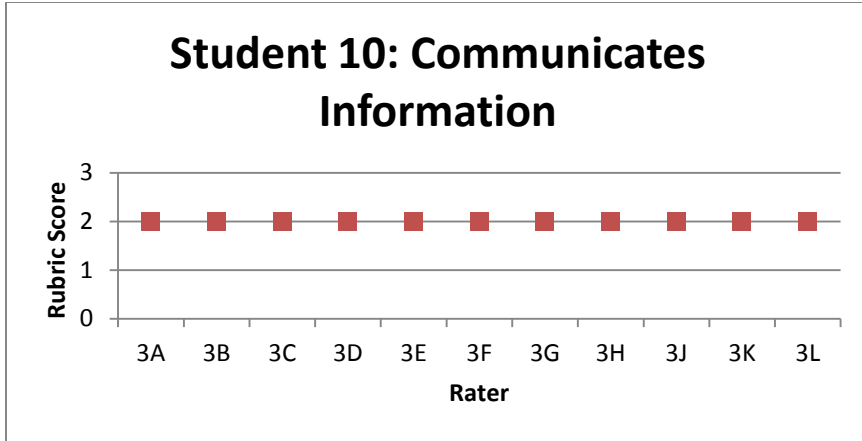
Inter-rater reliability

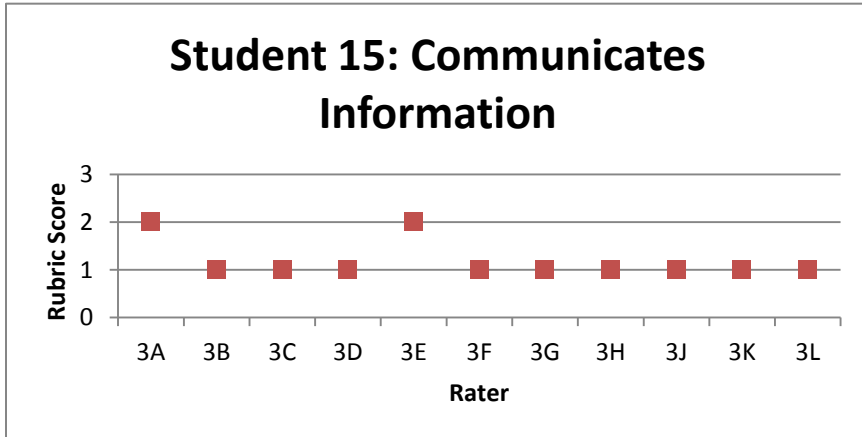
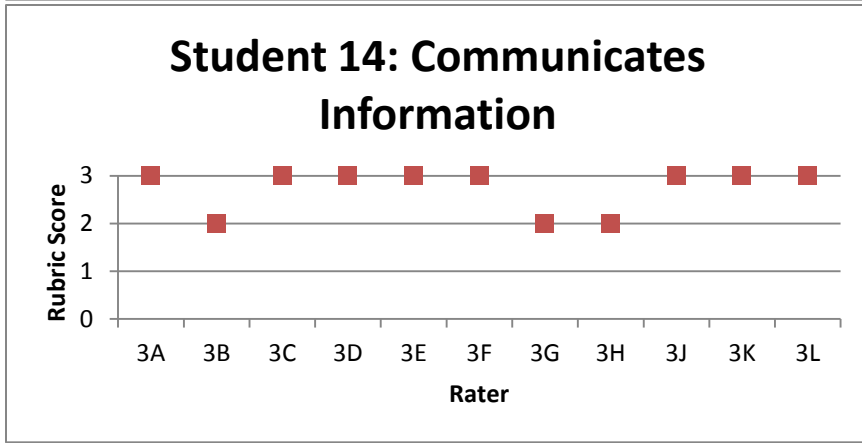
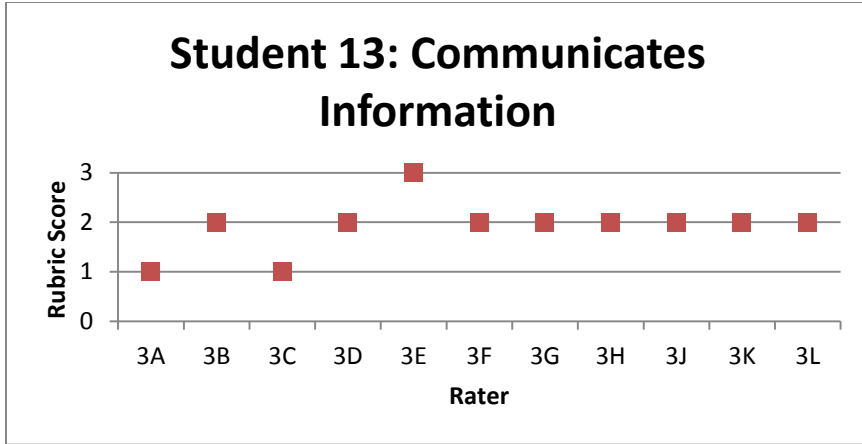
This graph shows what performance levels all raters (A-L) assigned each student, showing the variation among raters. There is a chart for each student for each RAILS rubric criteria.

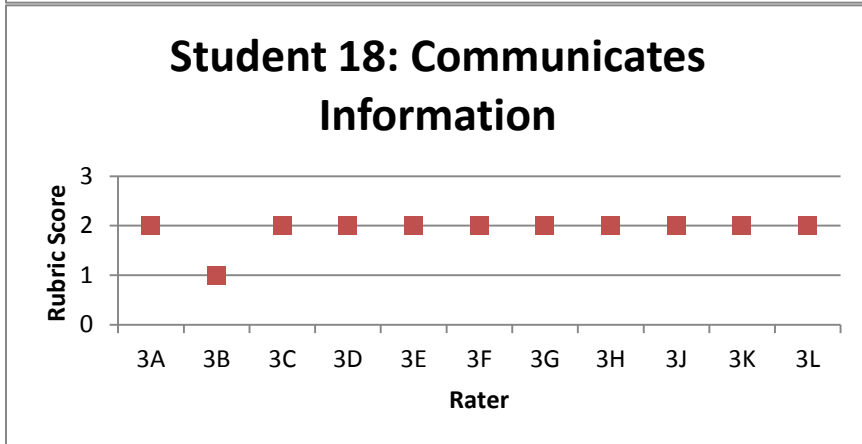
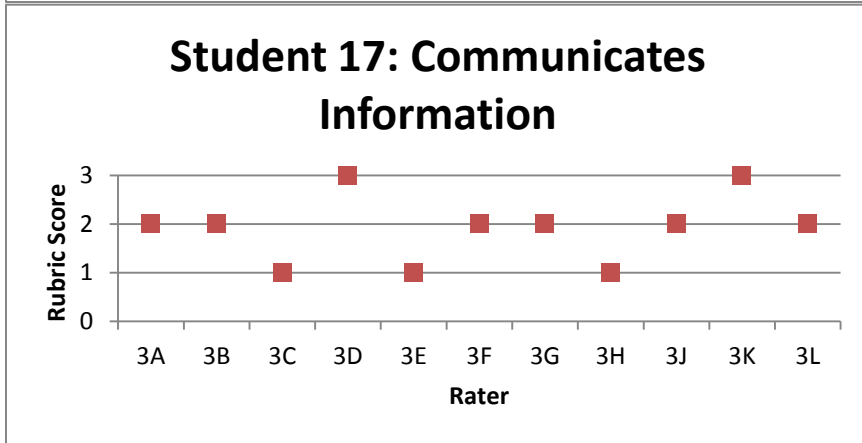
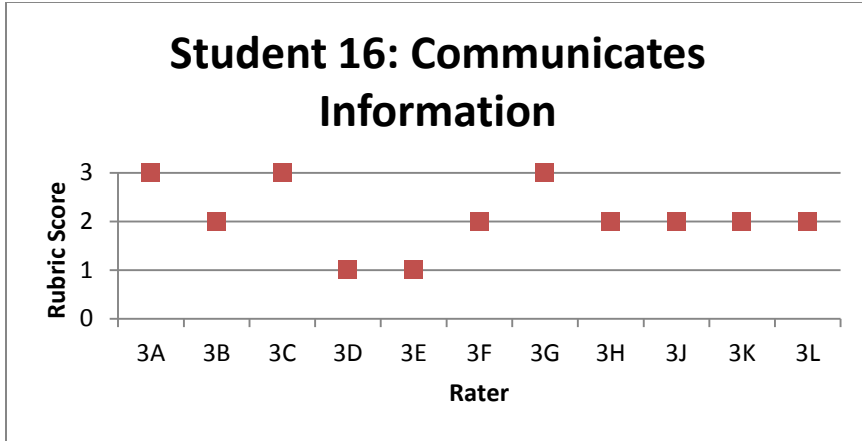




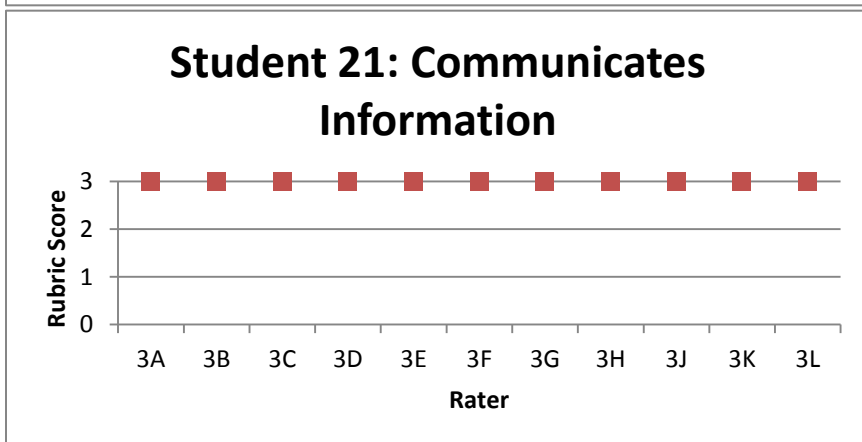
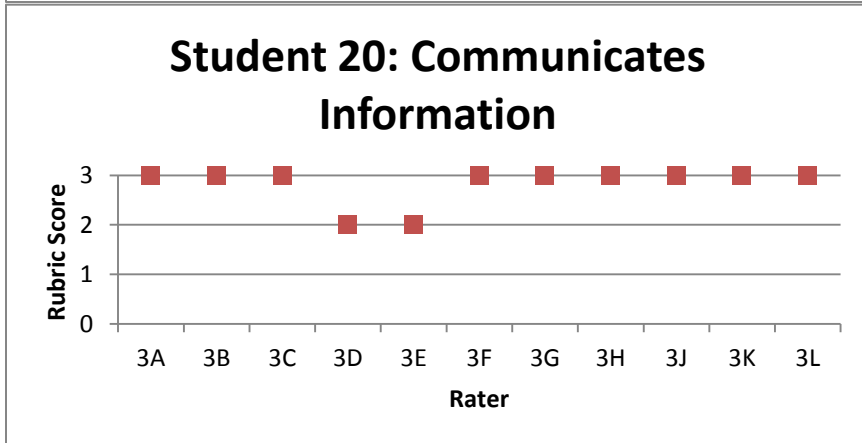
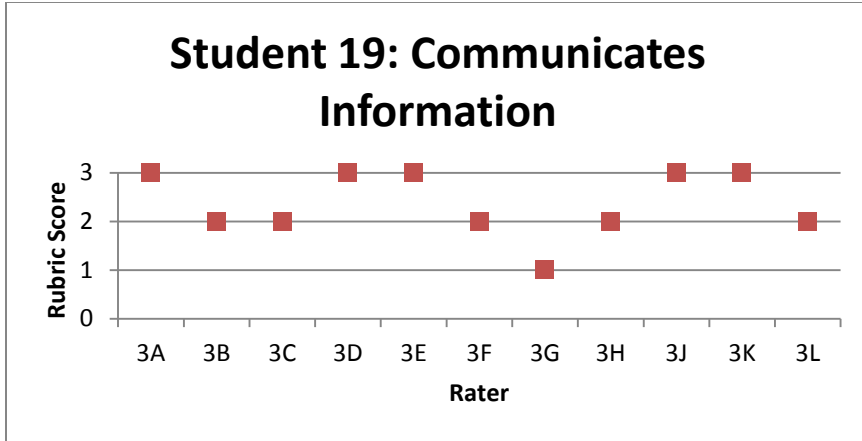


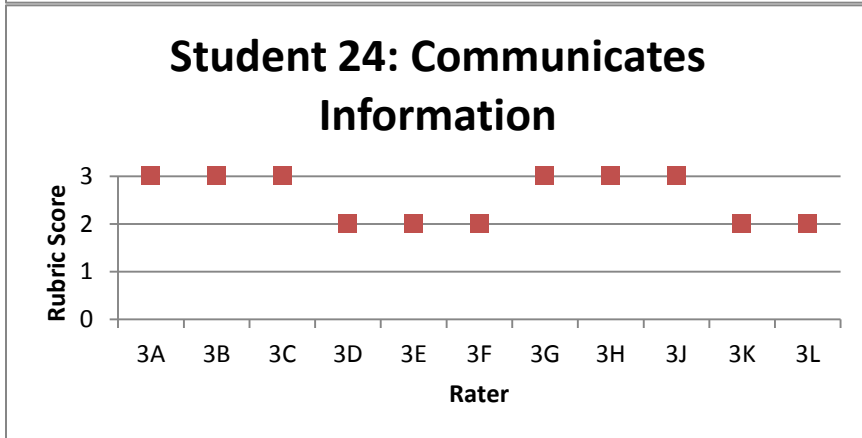
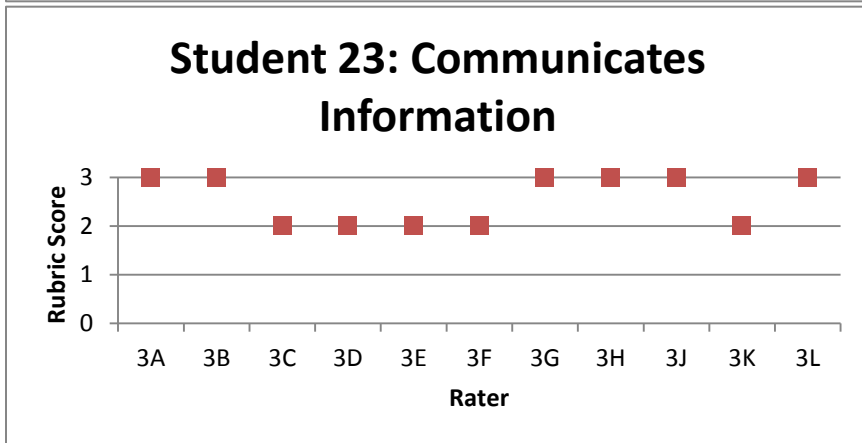
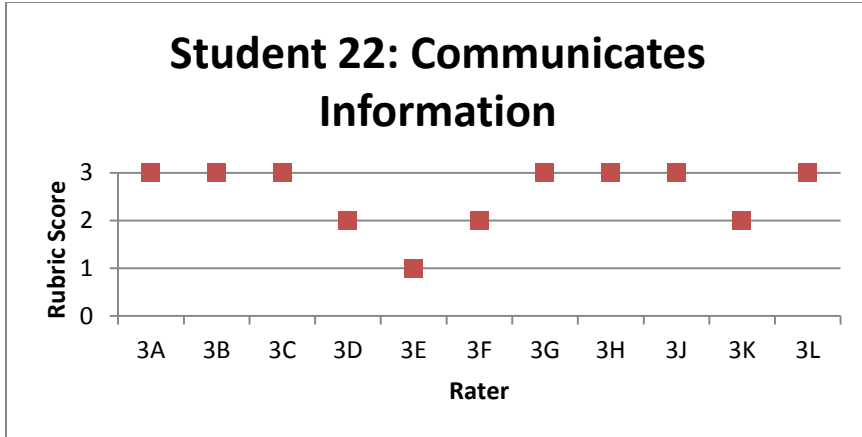


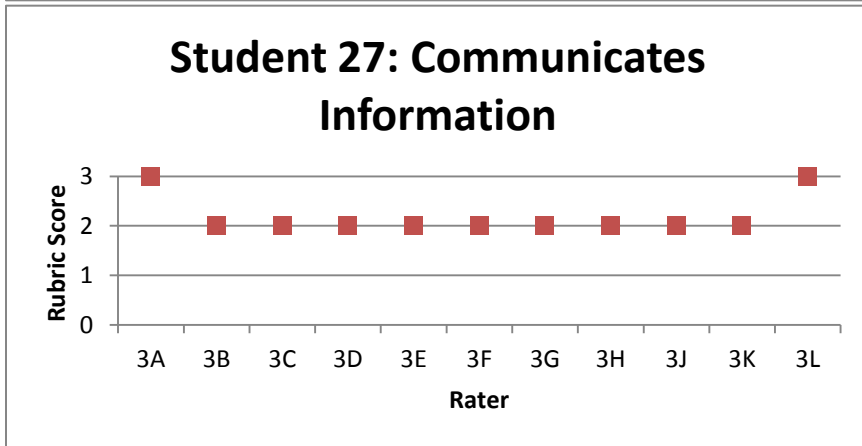
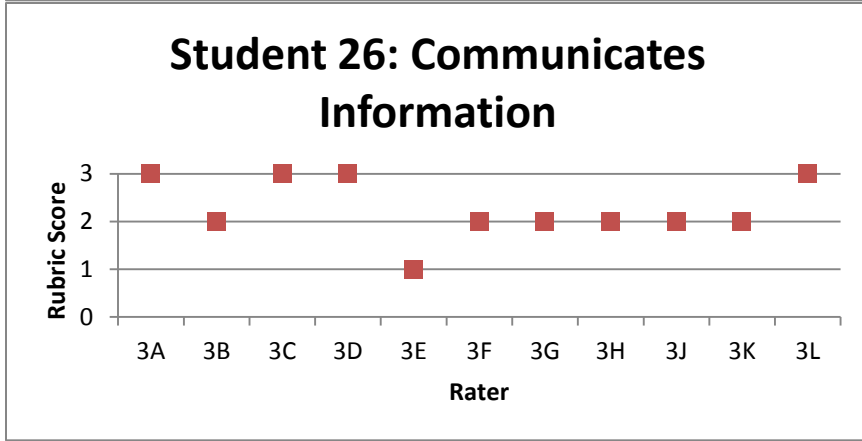
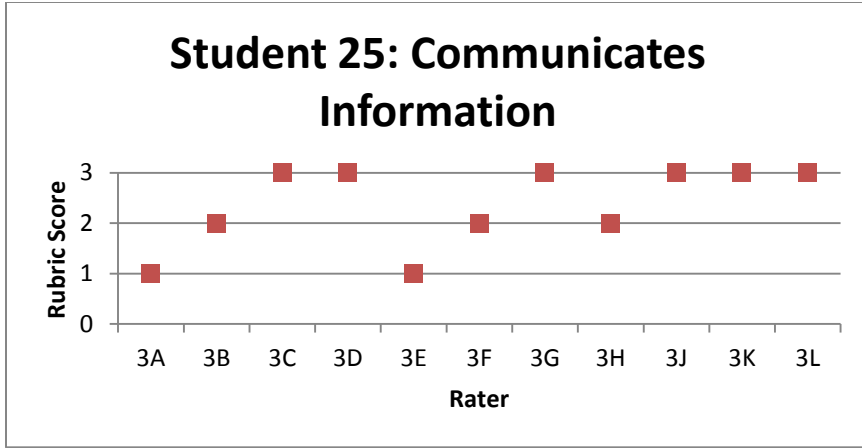


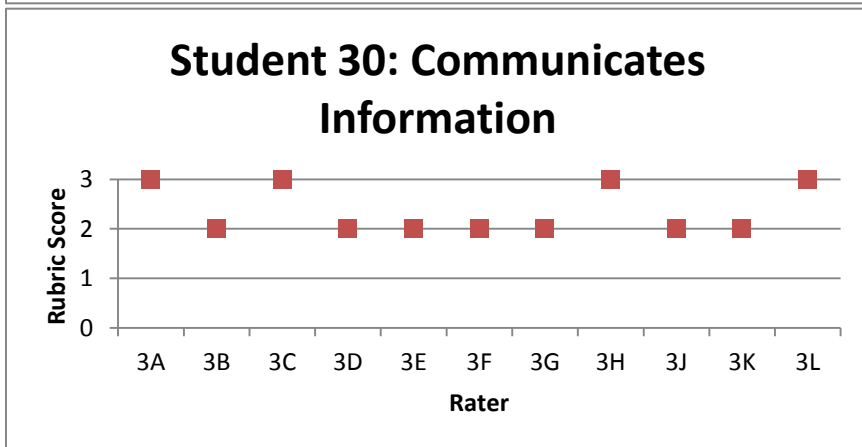
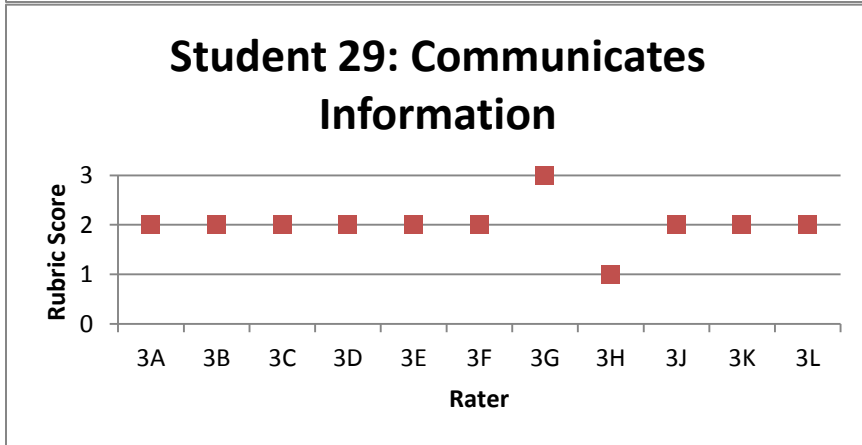
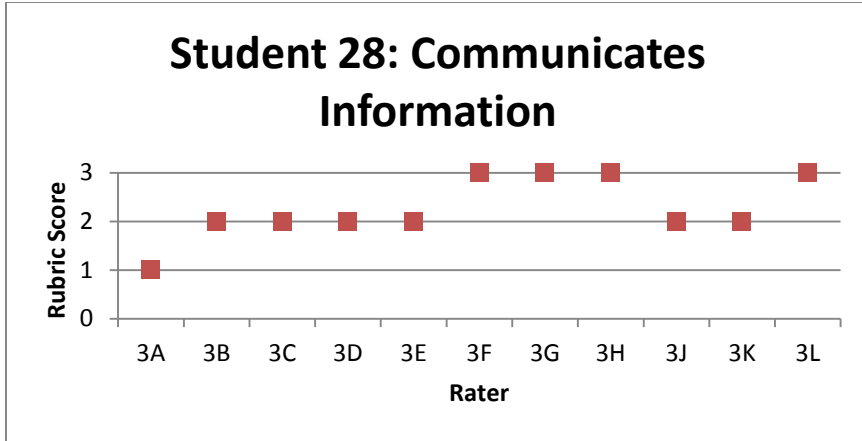


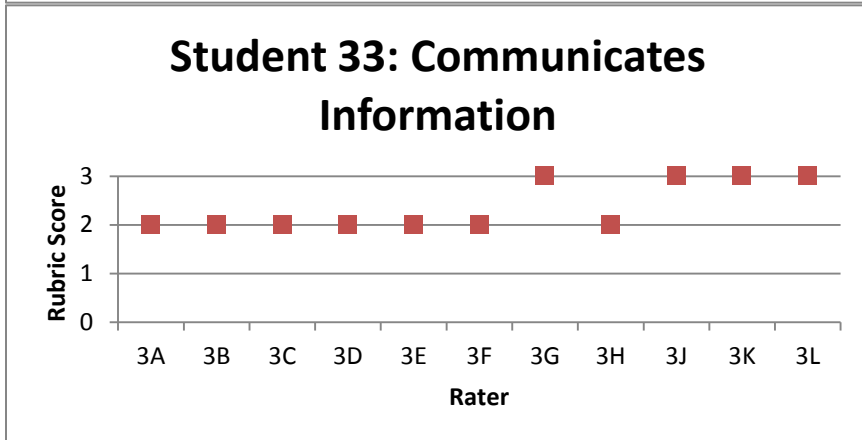
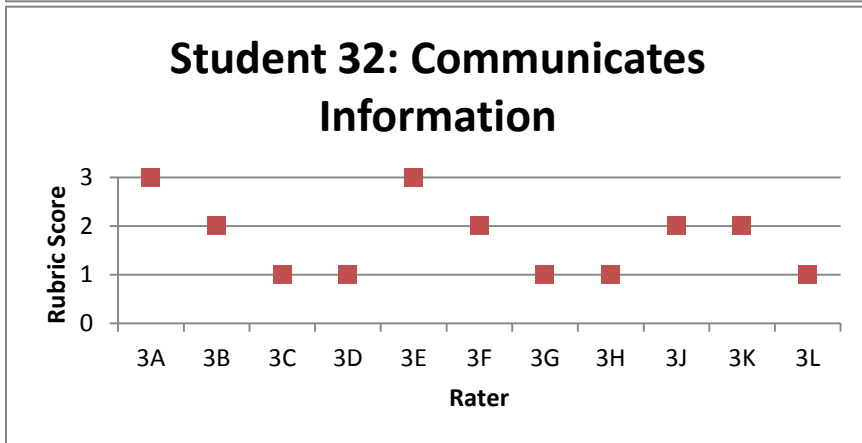
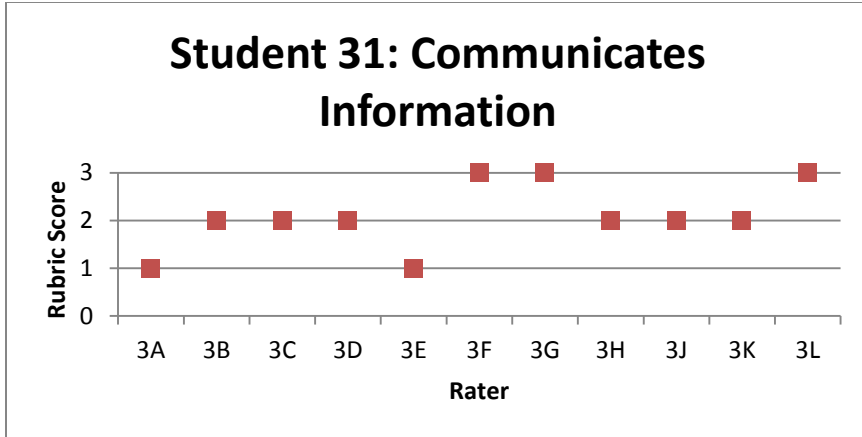


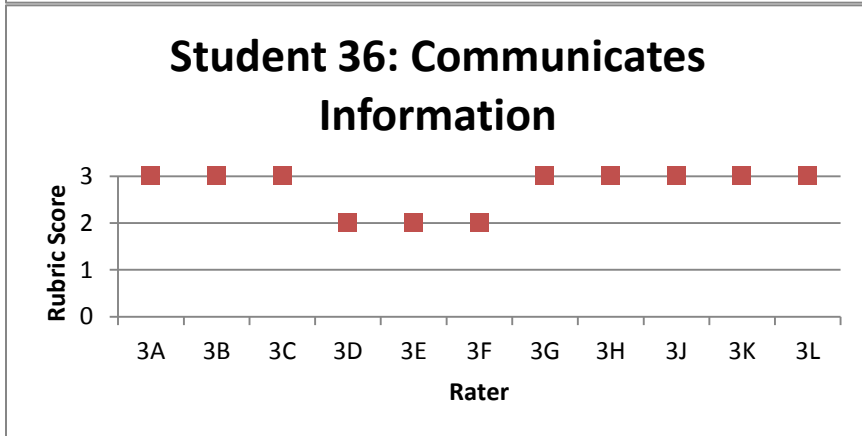
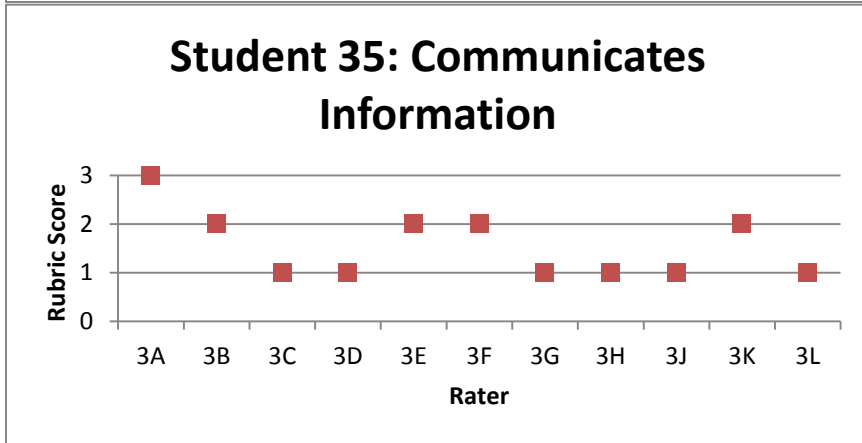
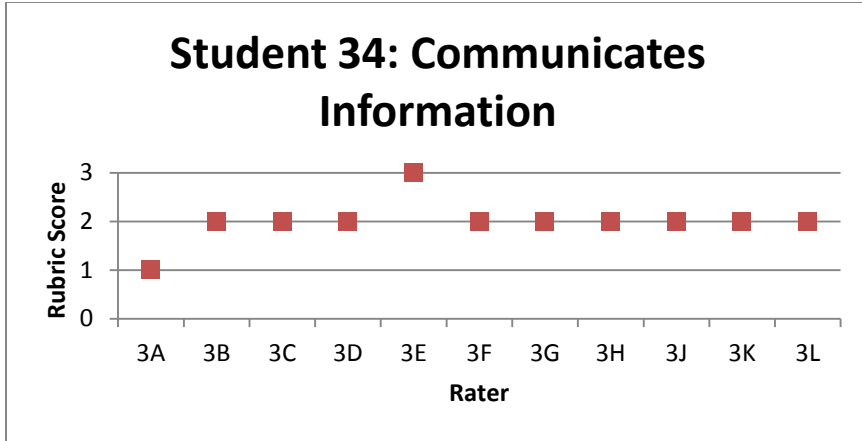


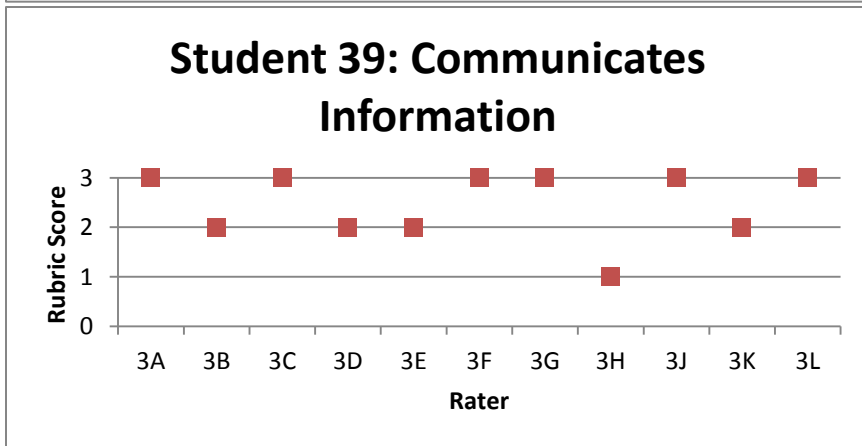
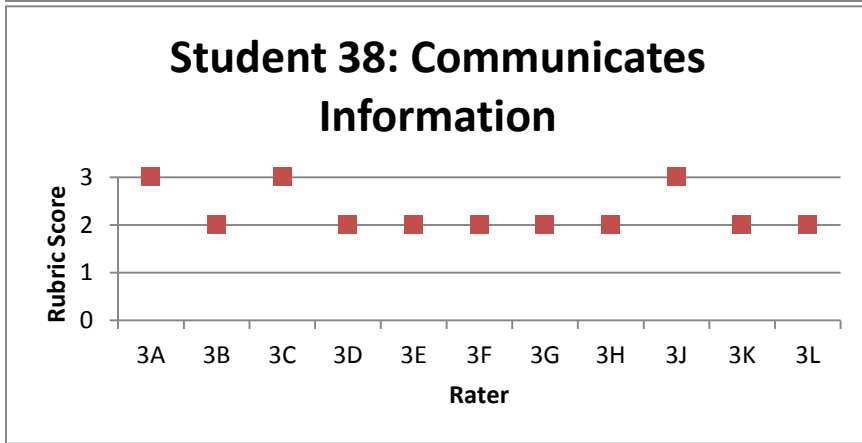
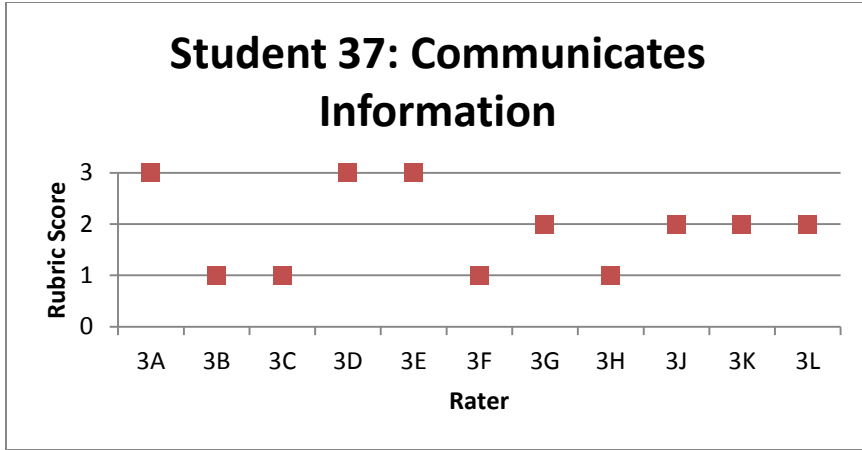


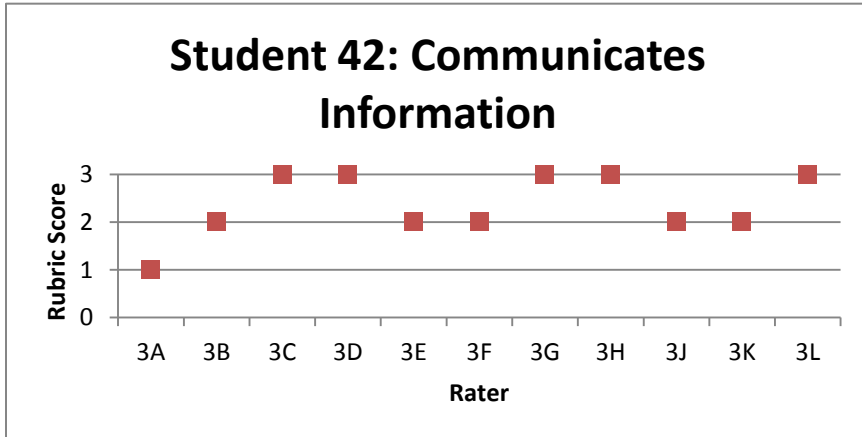
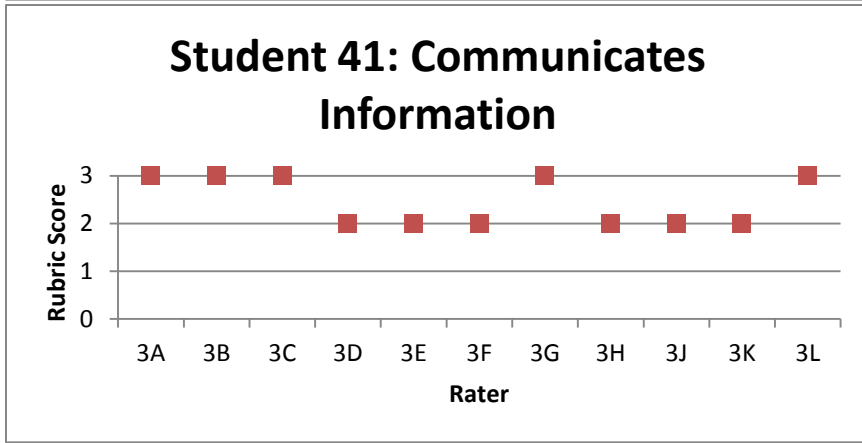
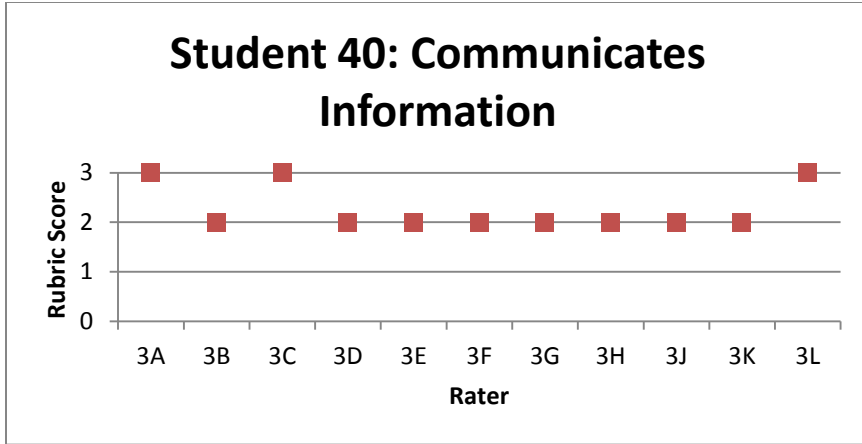




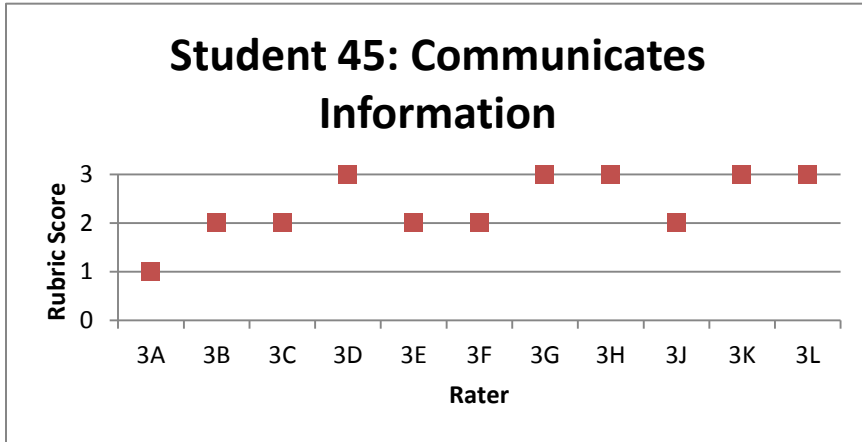
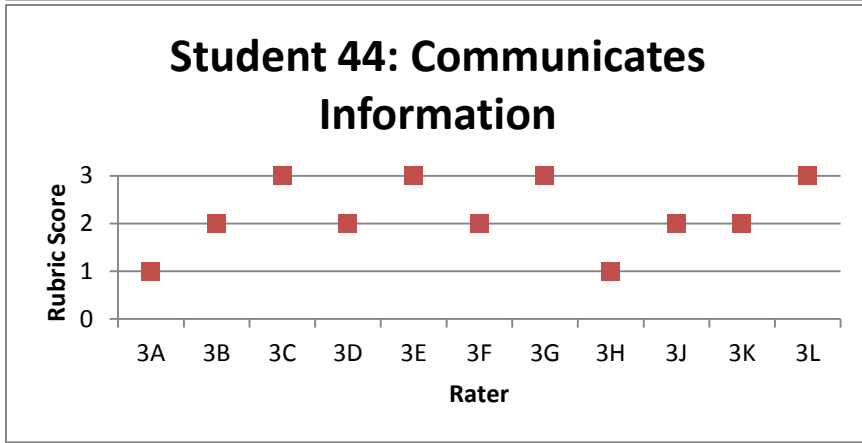
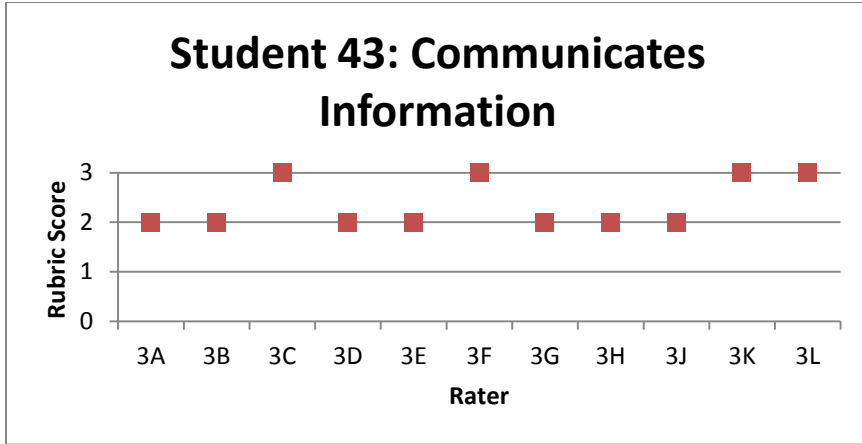


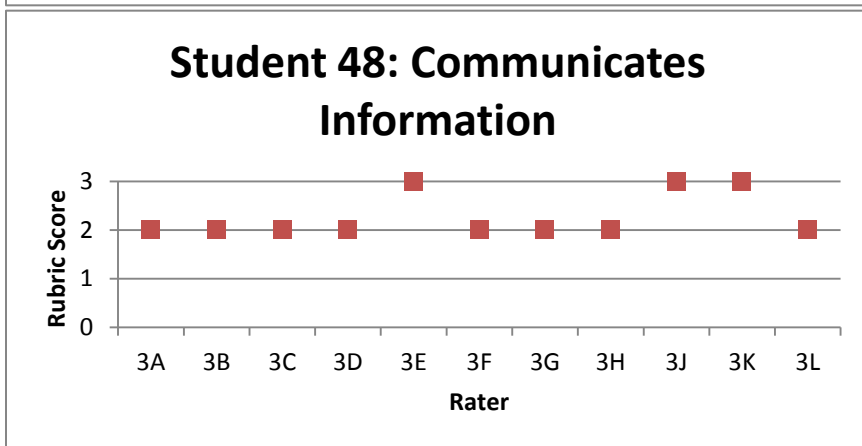
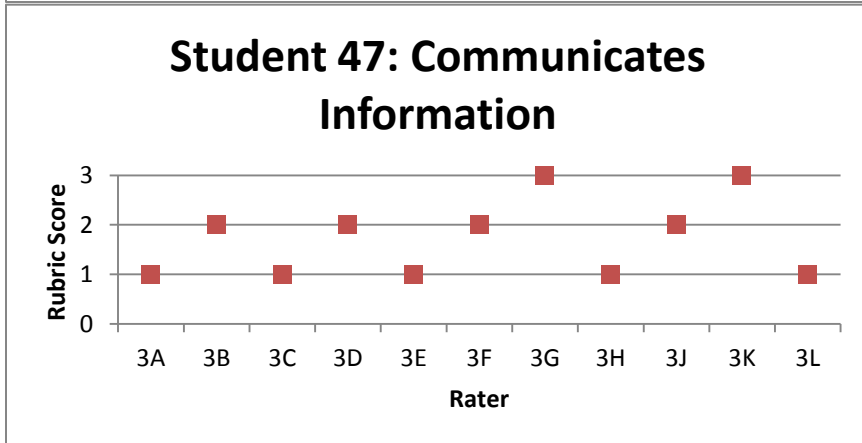
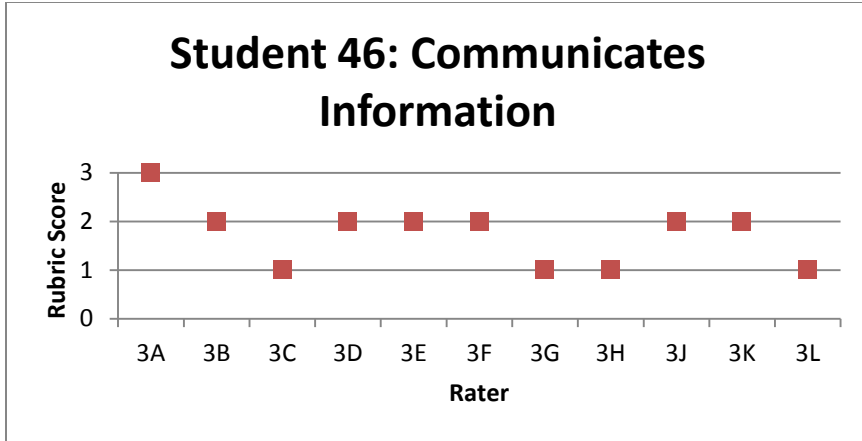


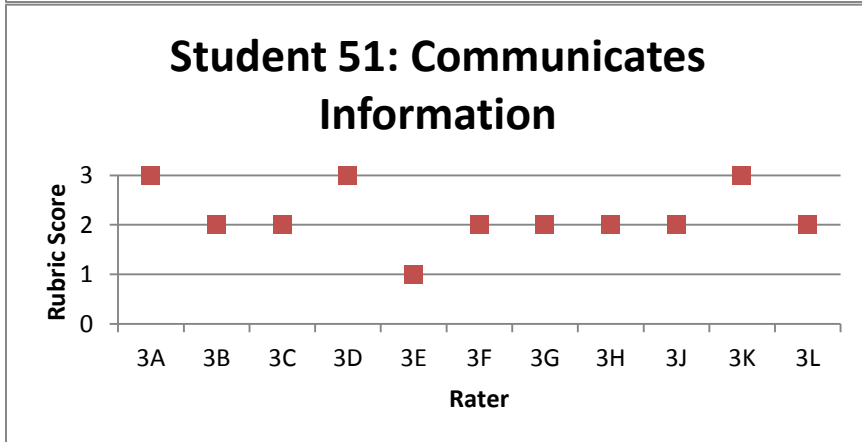
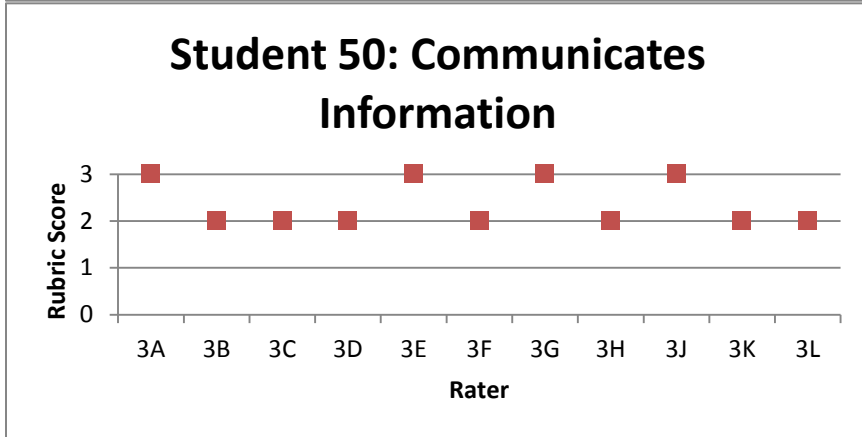
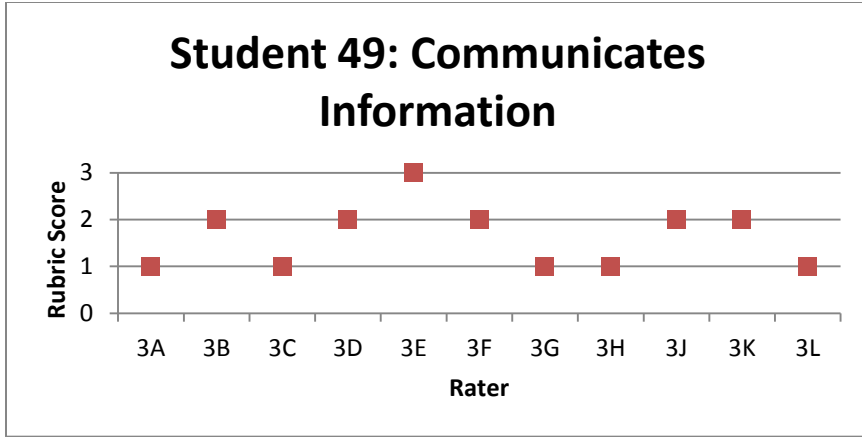


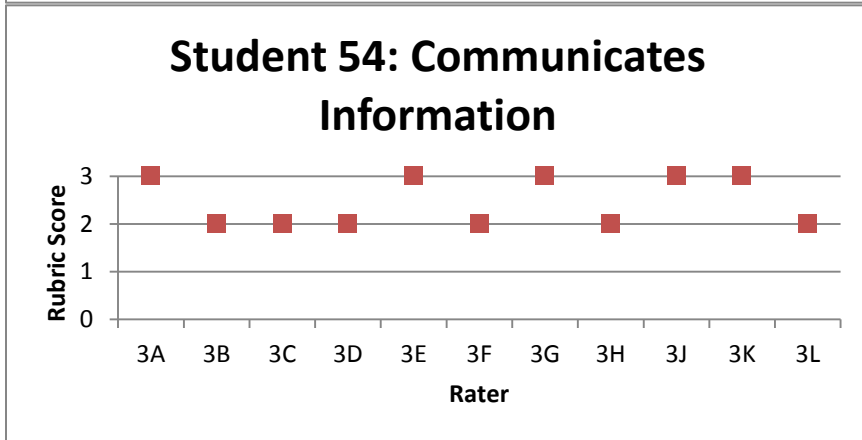
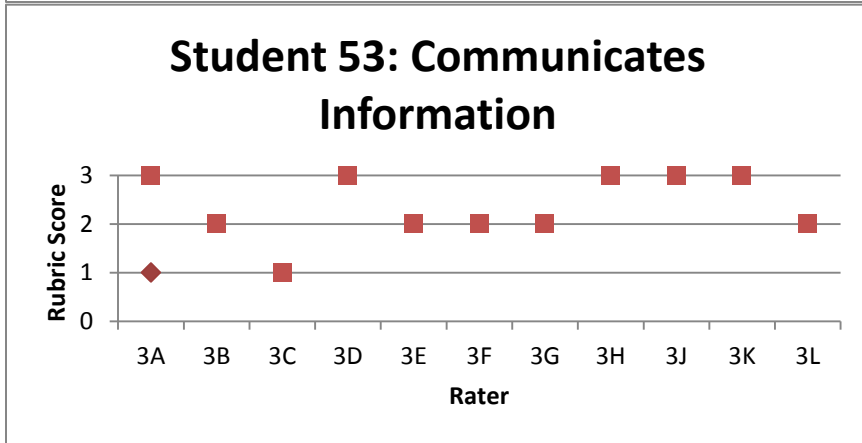
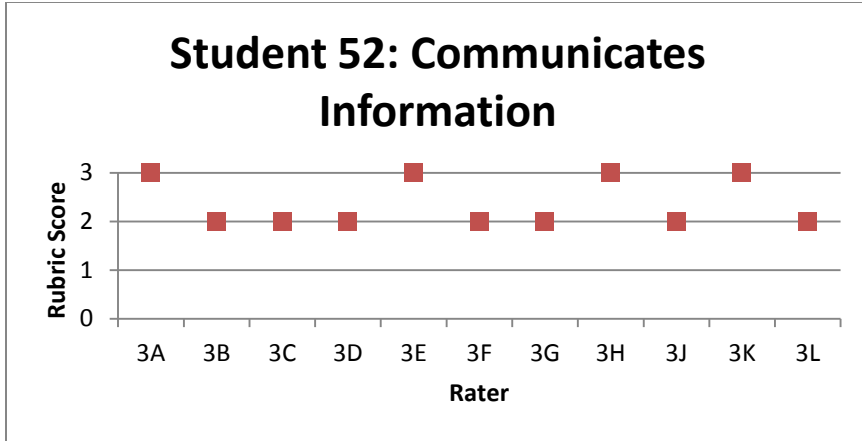


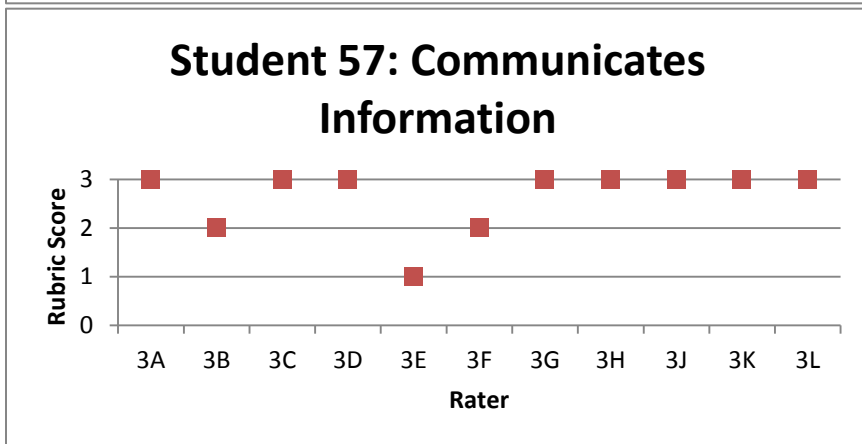
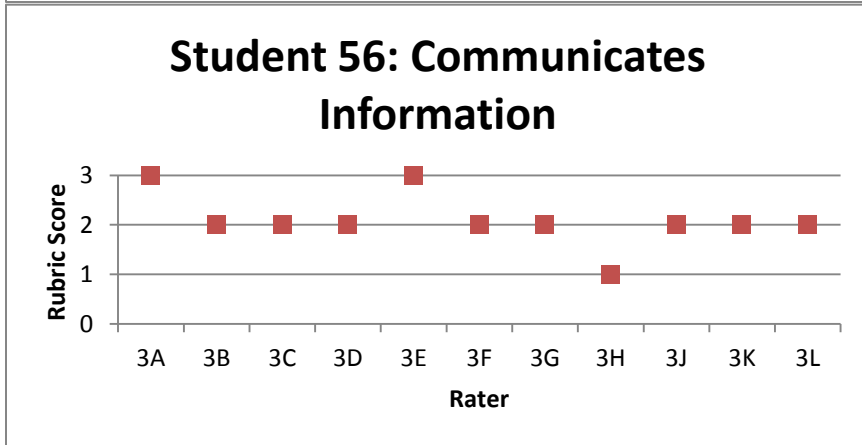
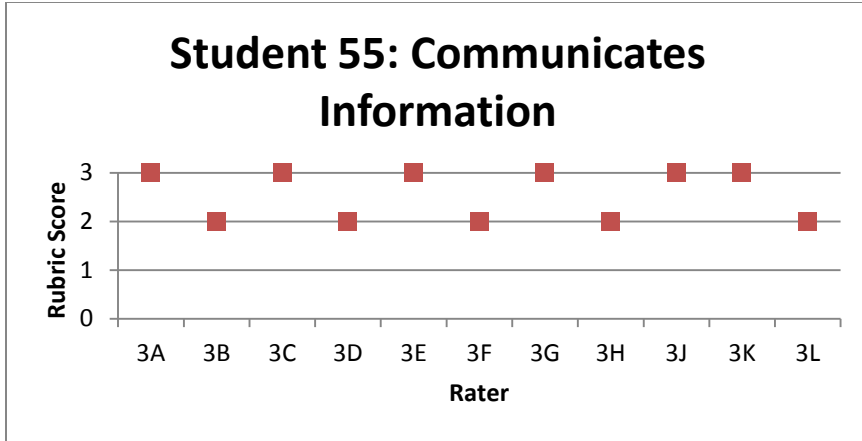


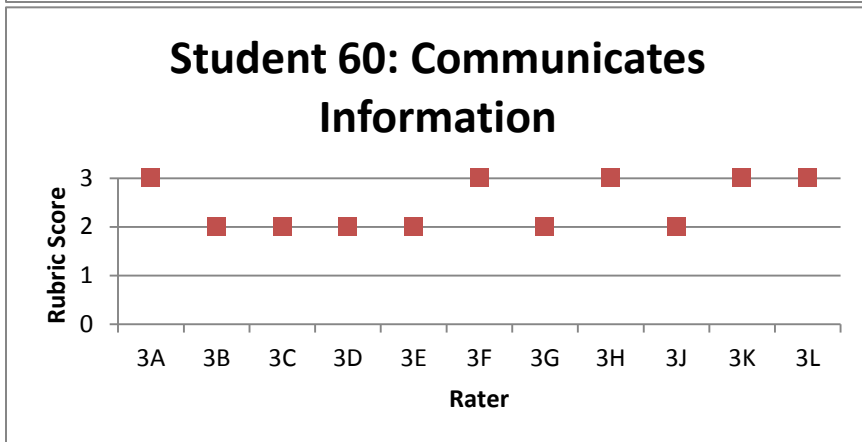
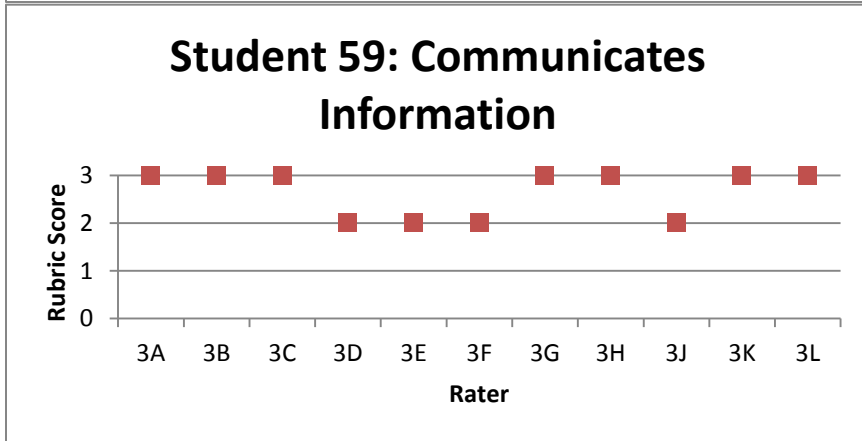
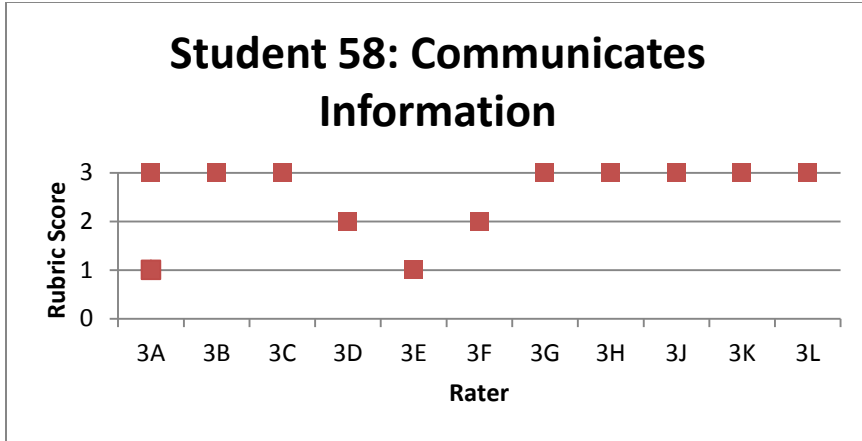


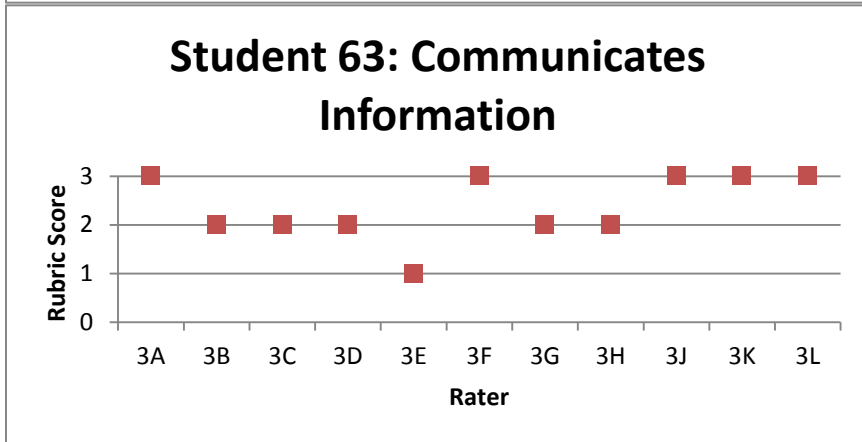
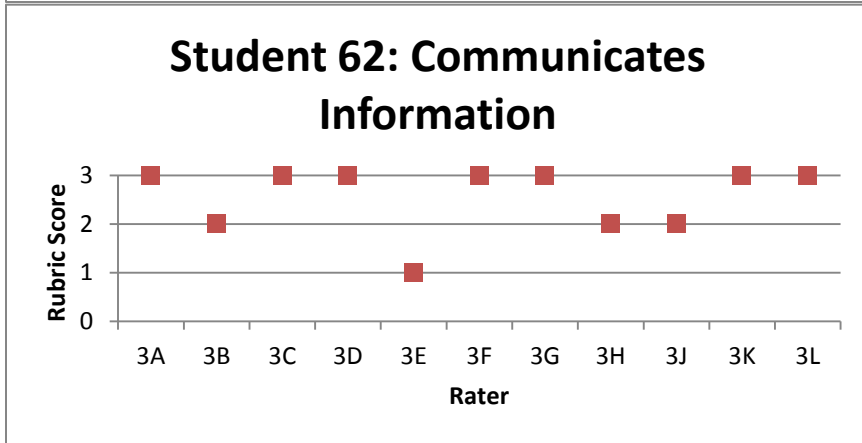
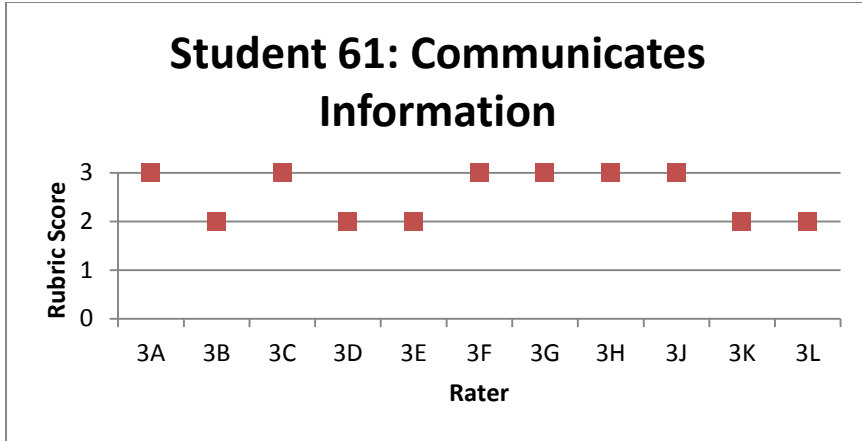


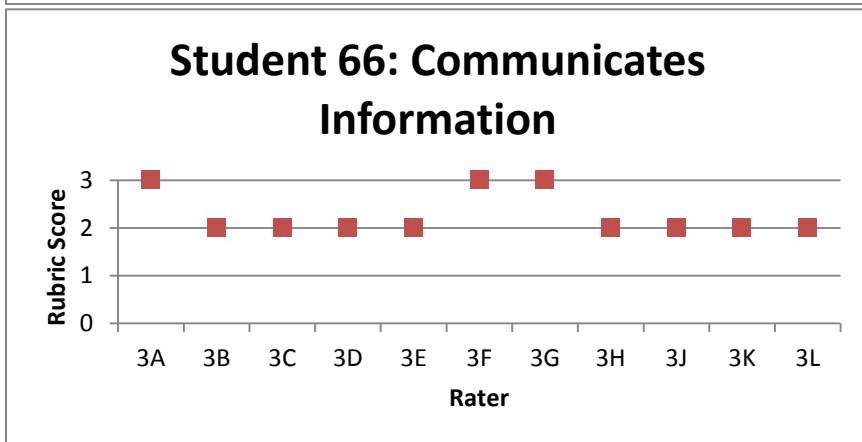
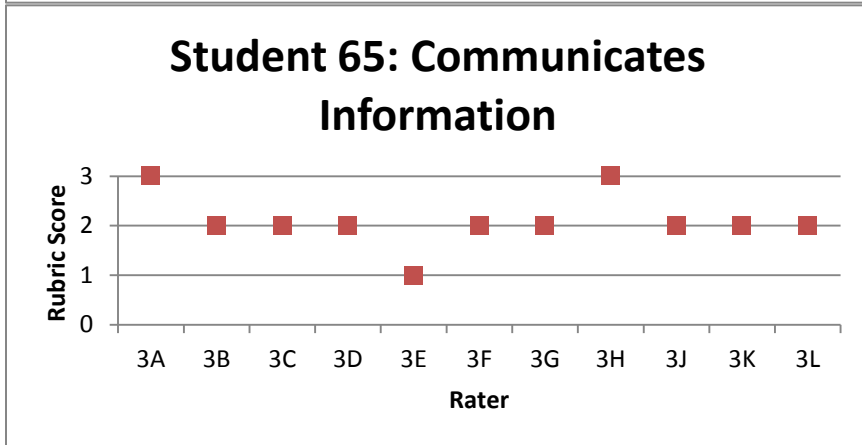
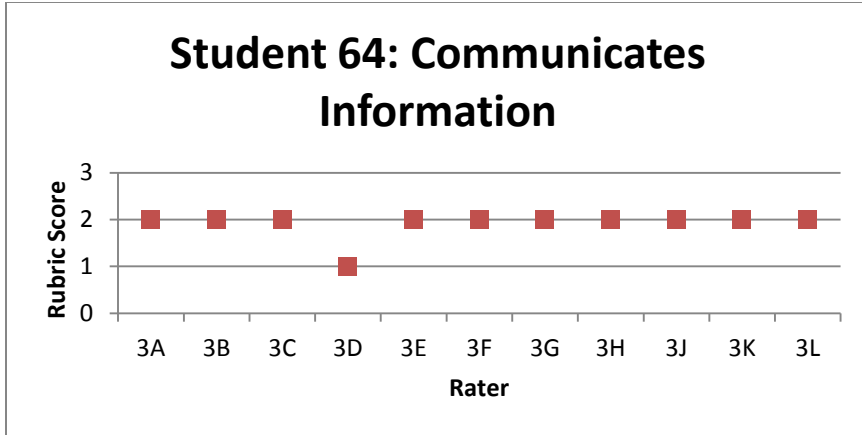




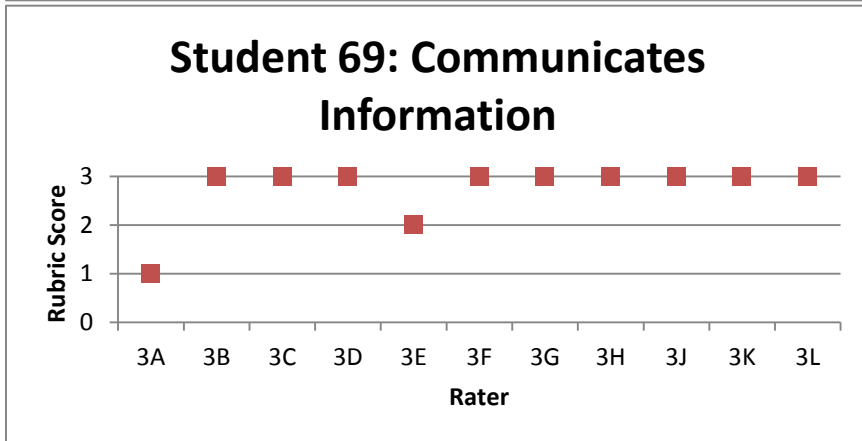
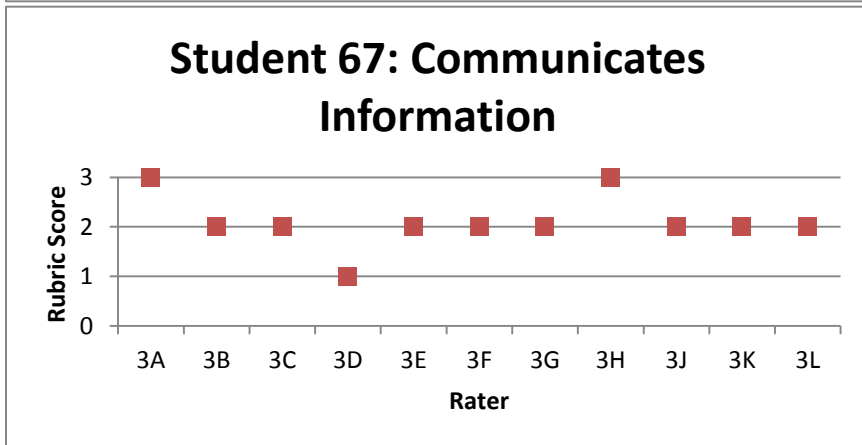
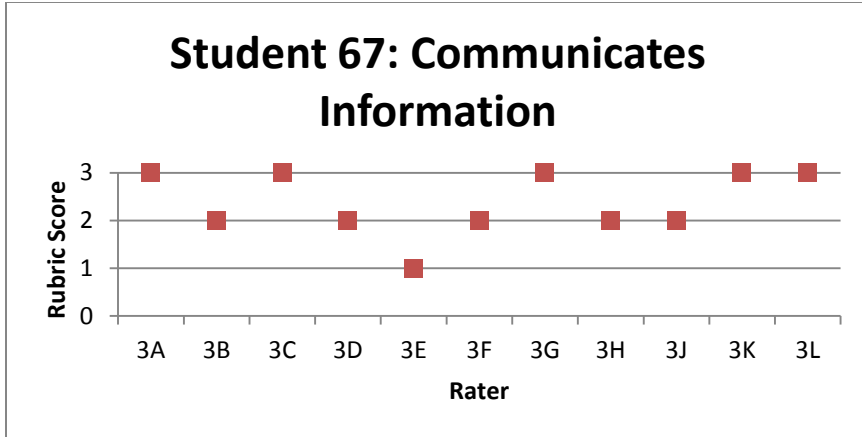


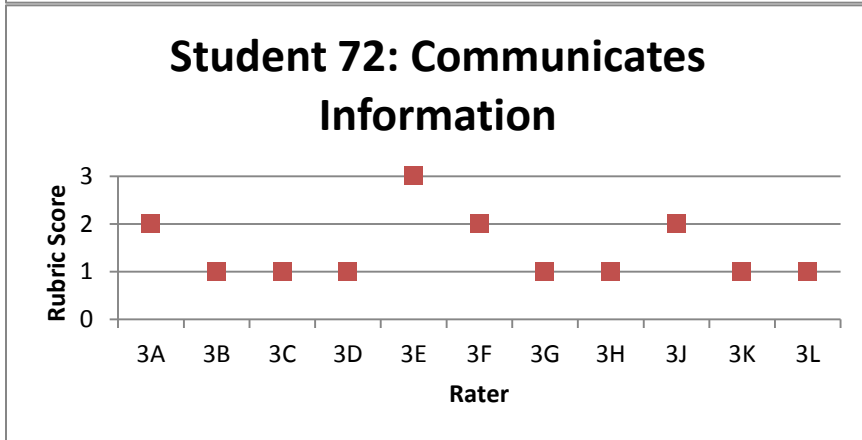
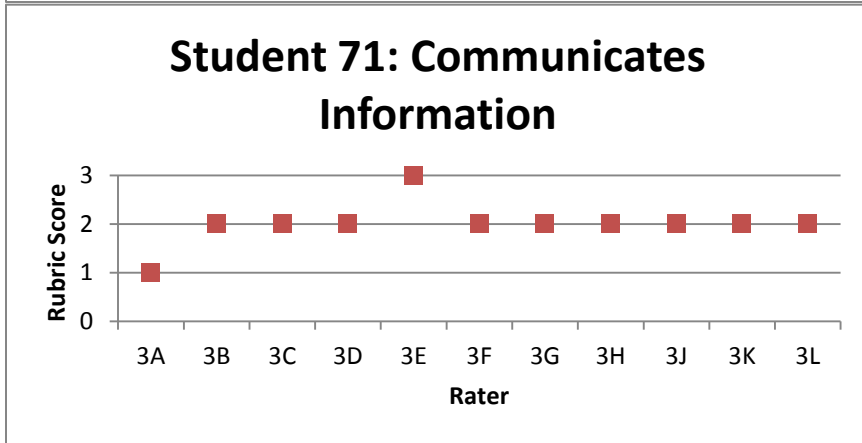
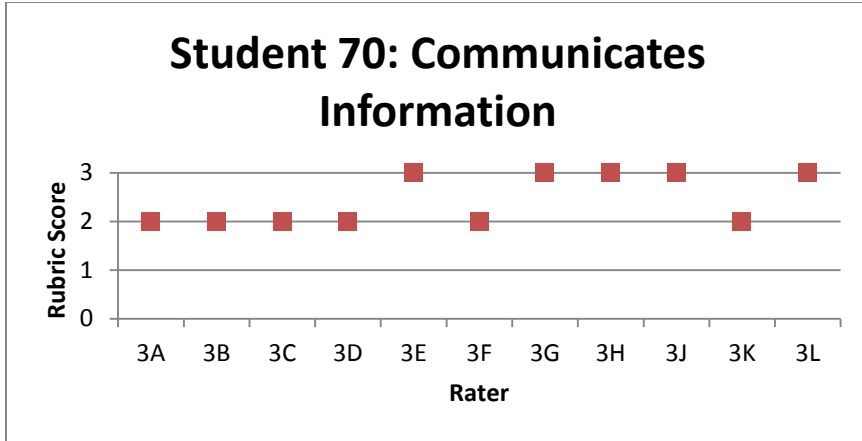


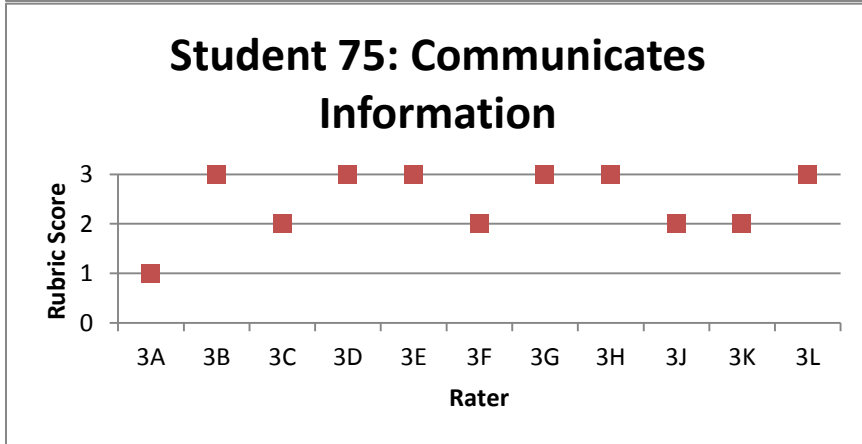
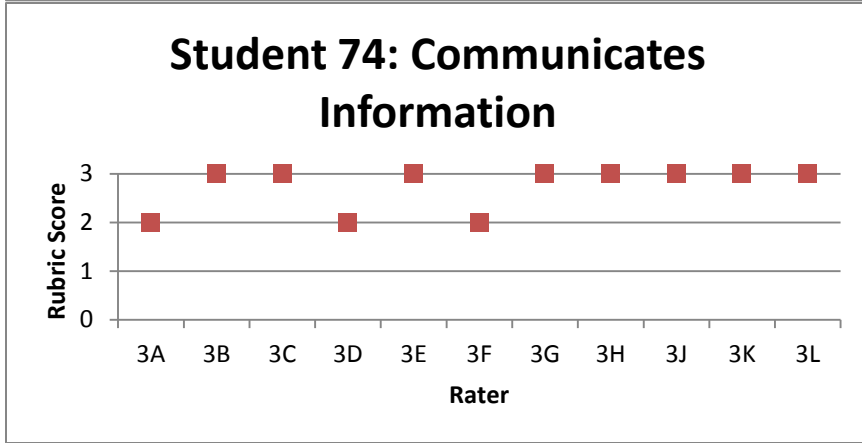
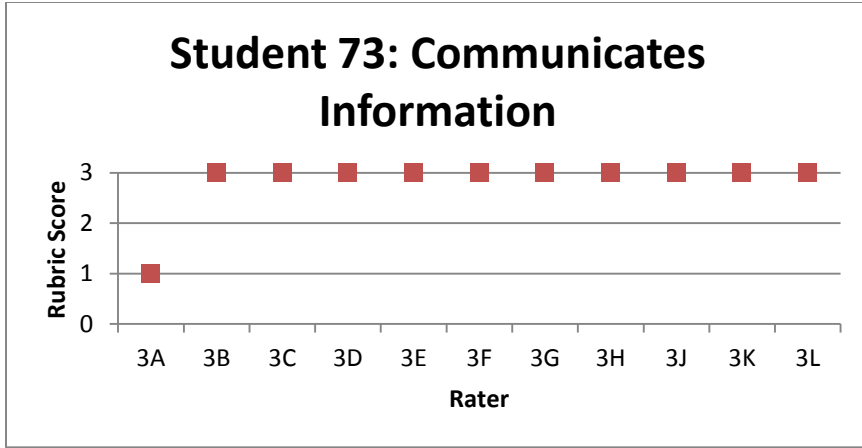


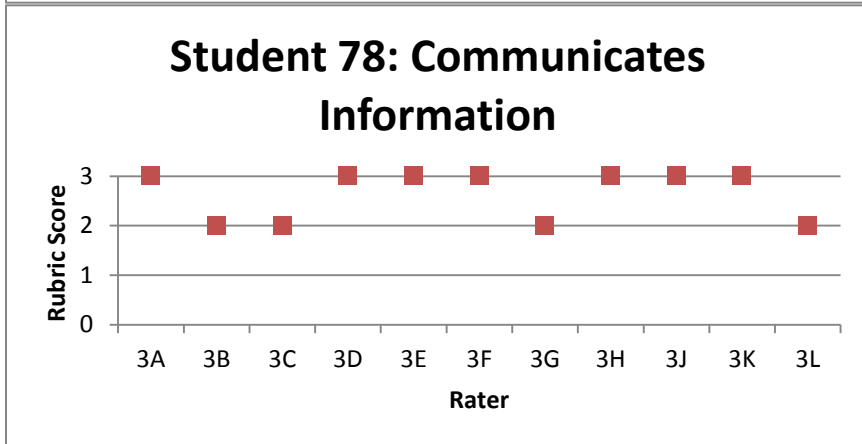
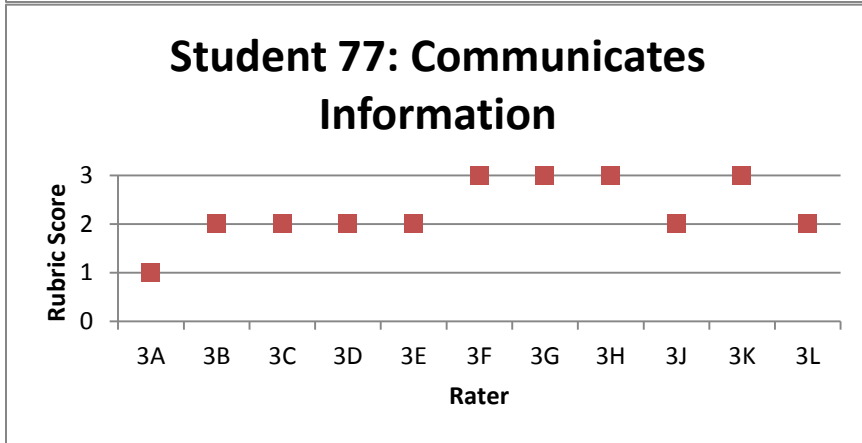
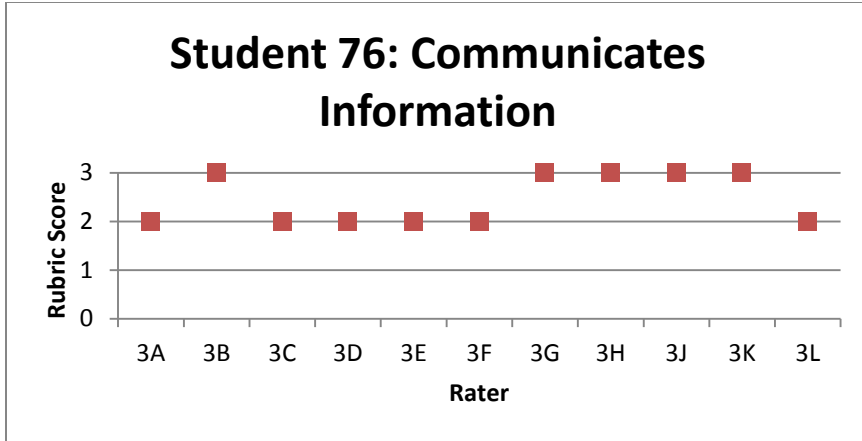


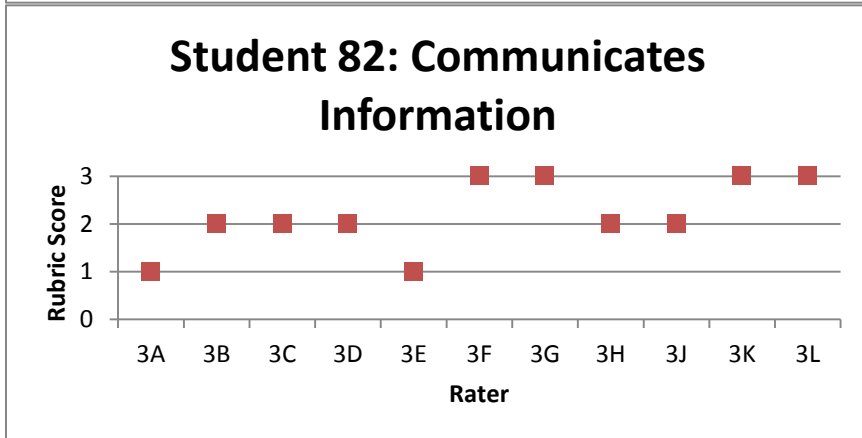
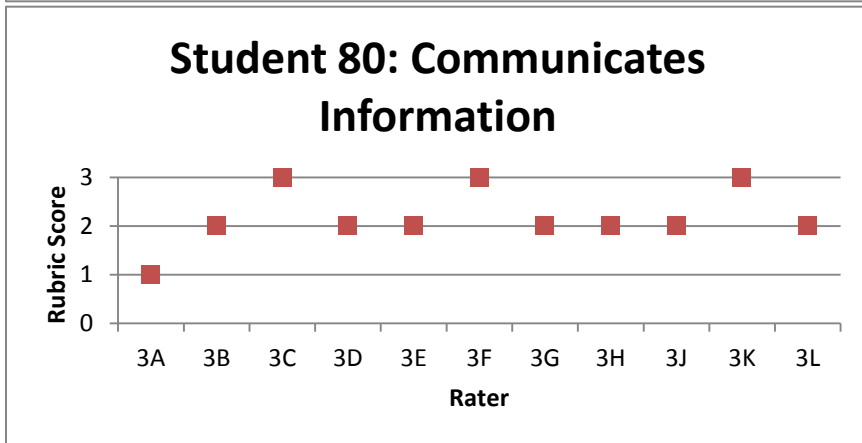
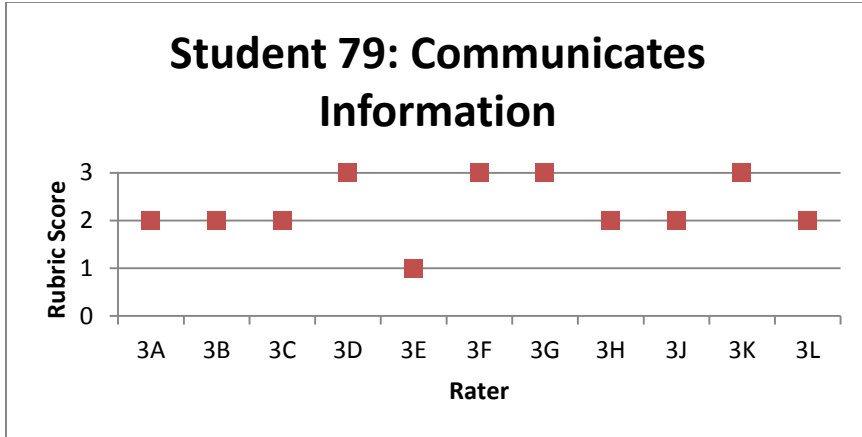


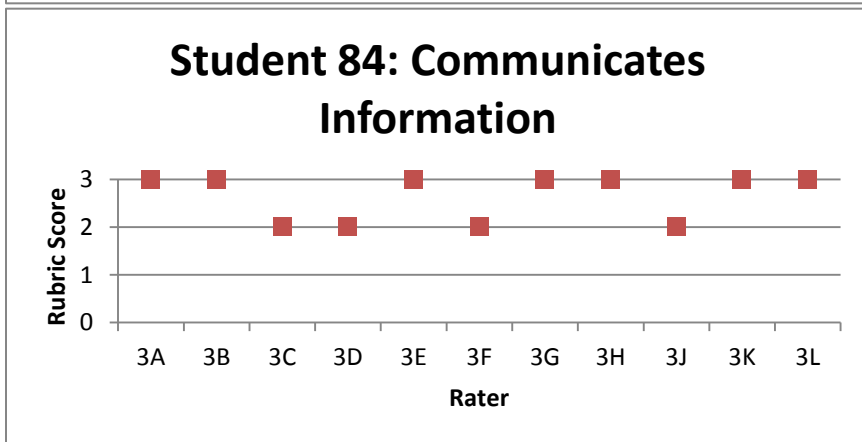
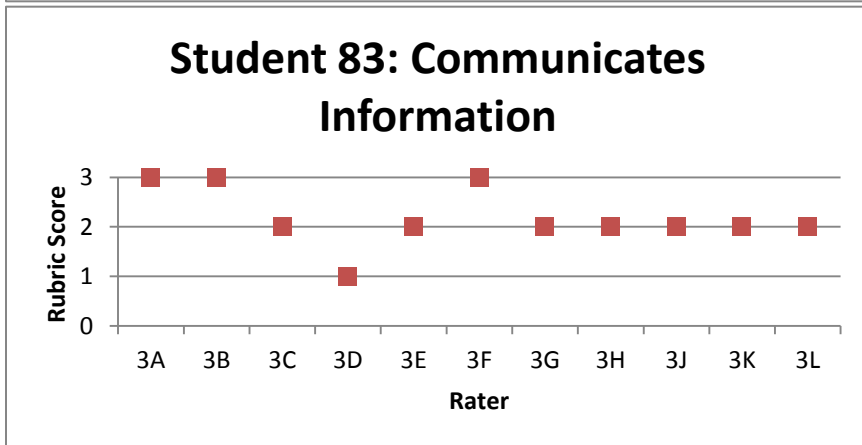
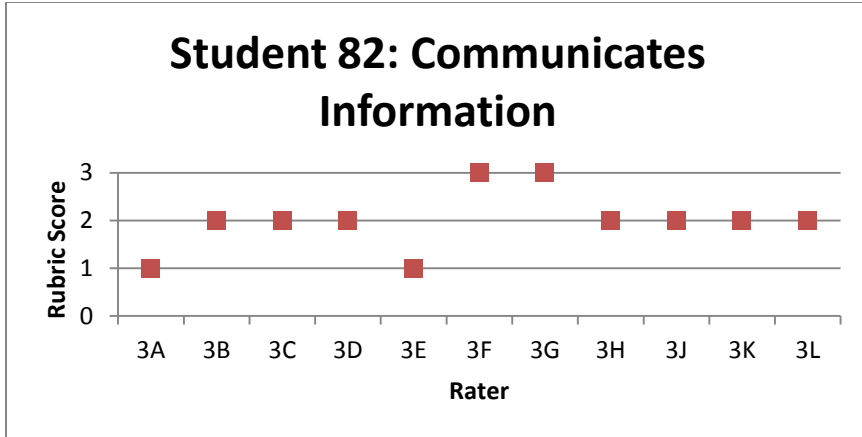


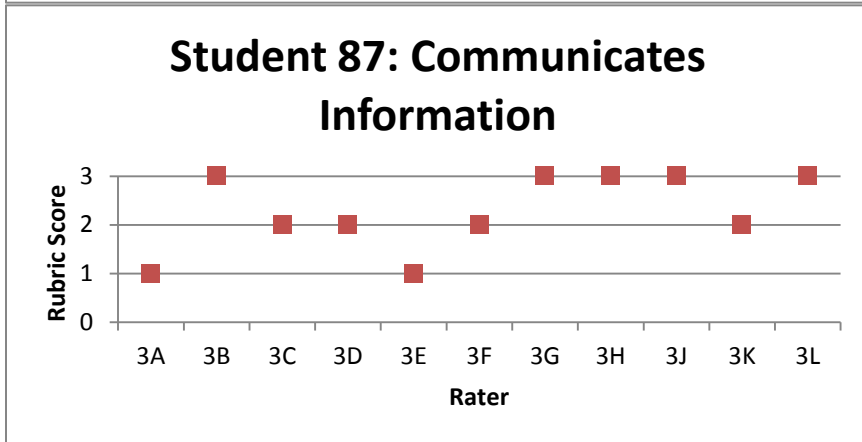
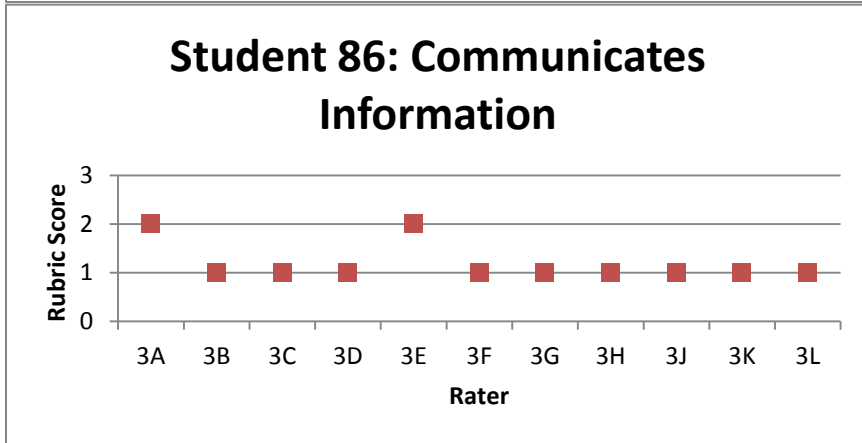
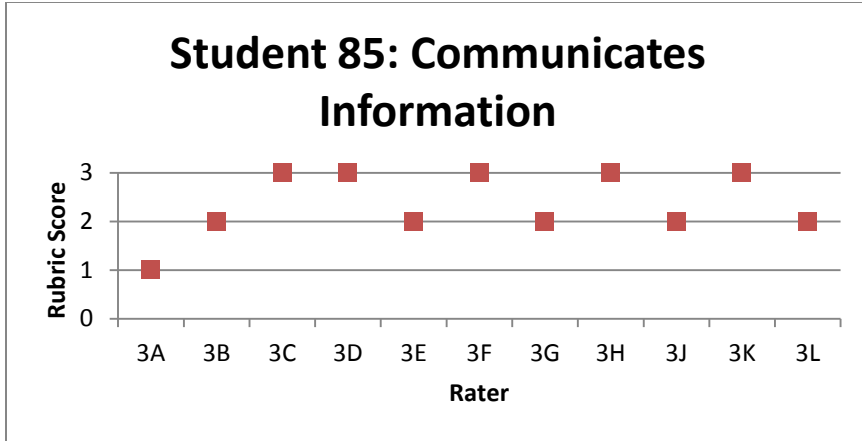


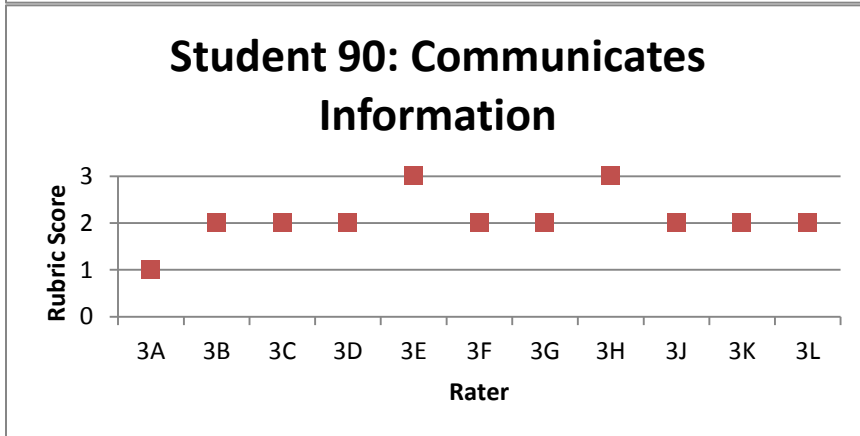
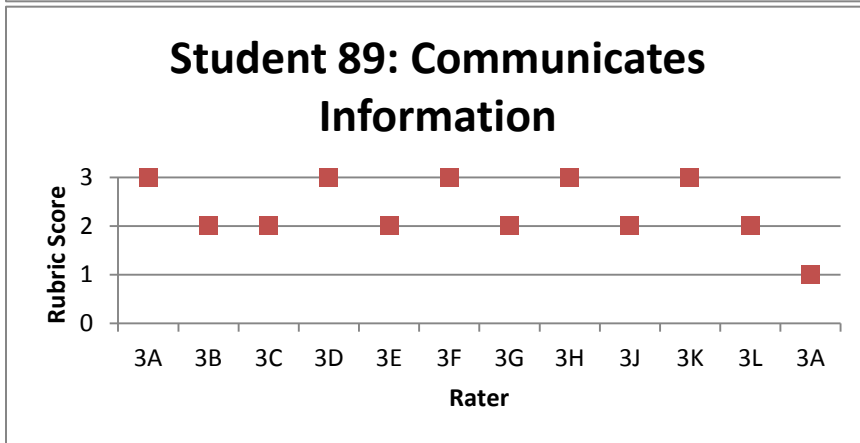
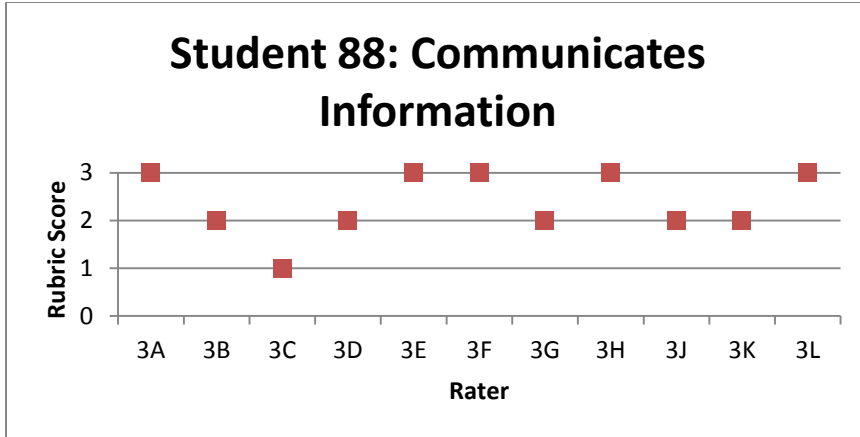




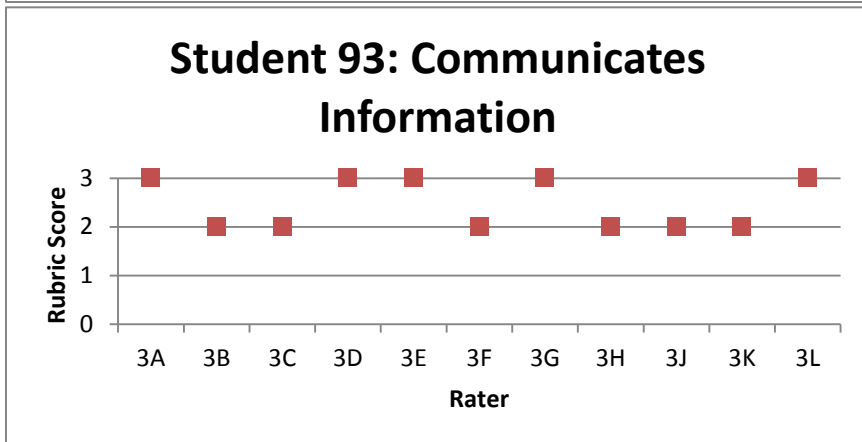
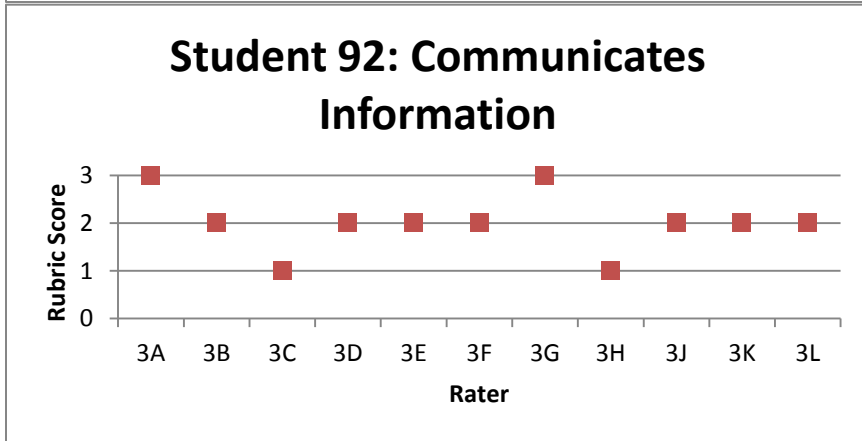
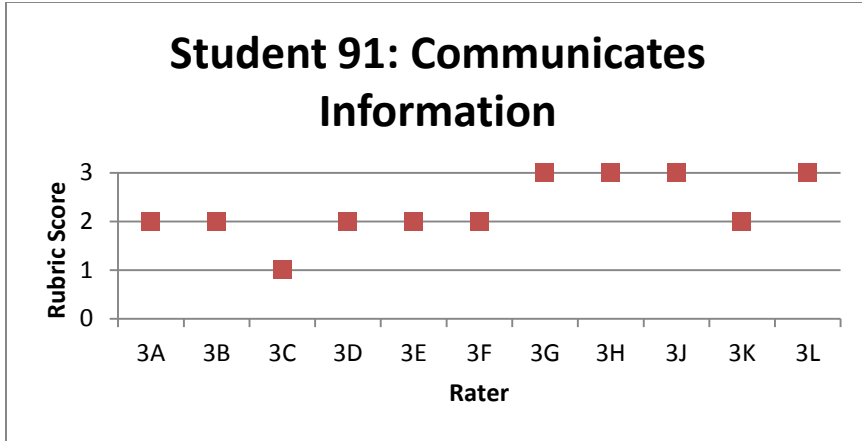


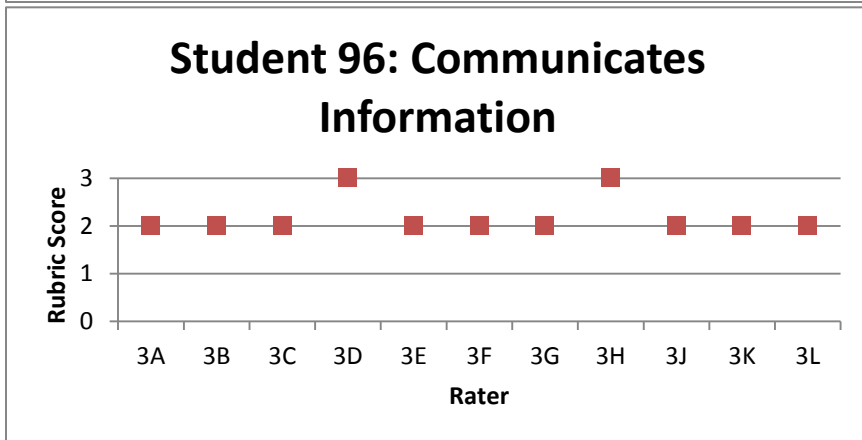
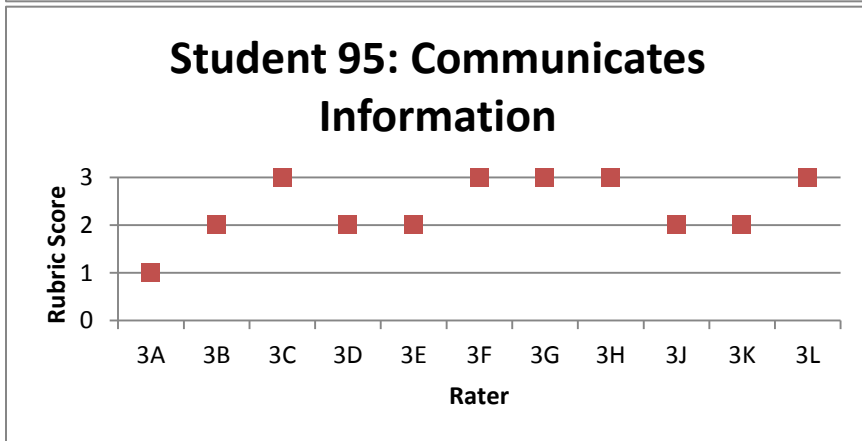
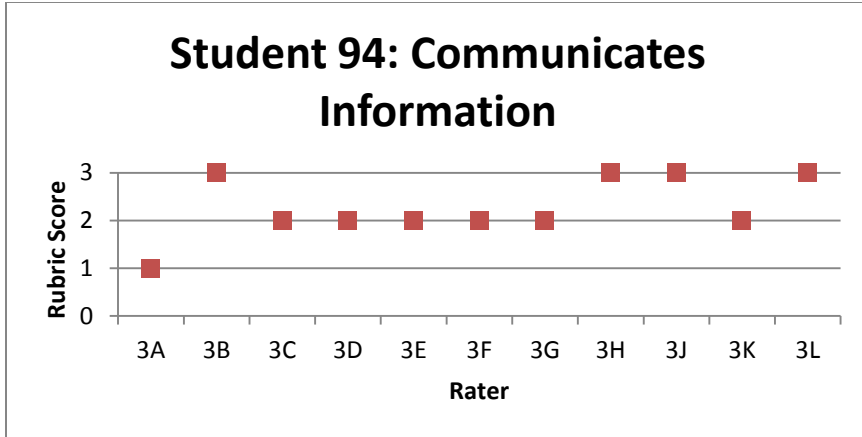


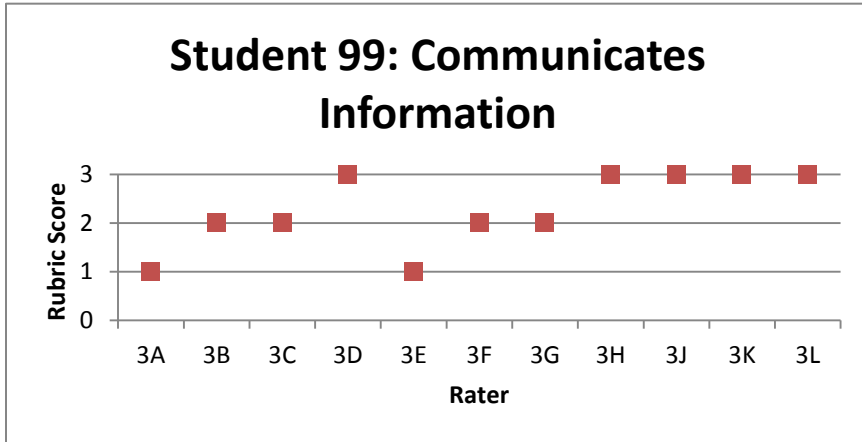
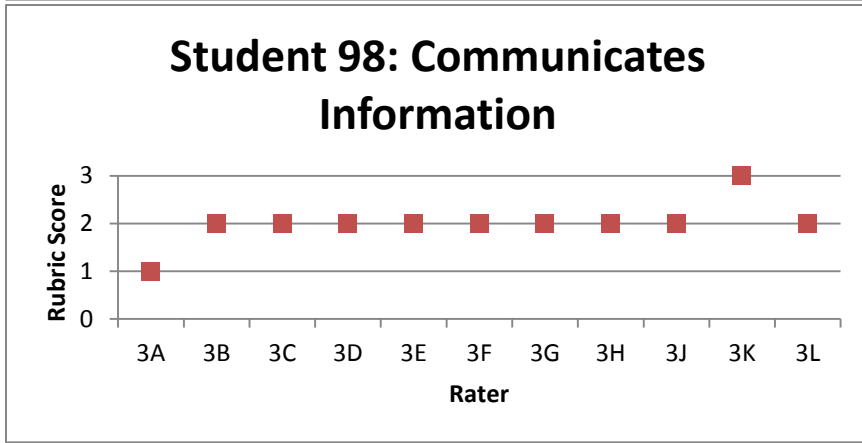
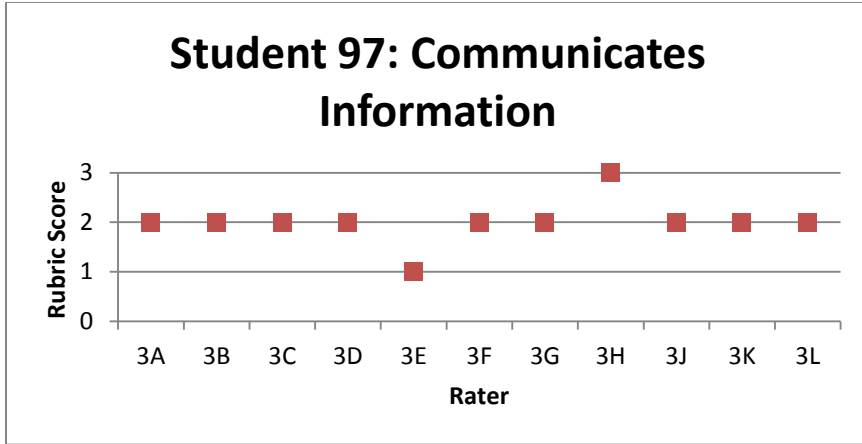


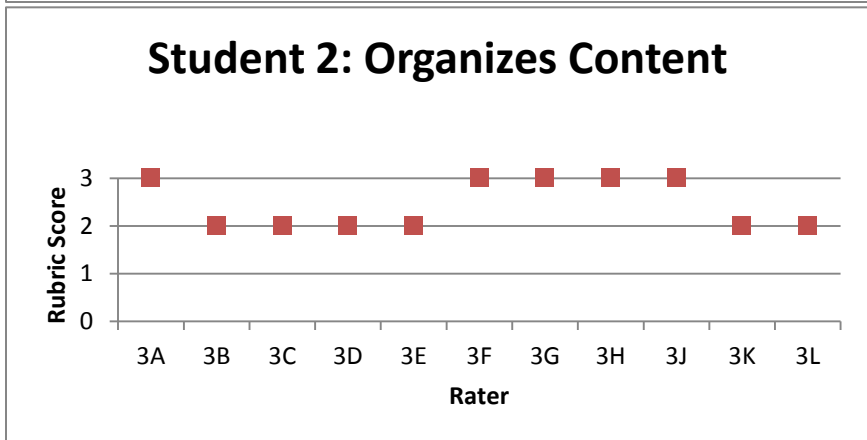
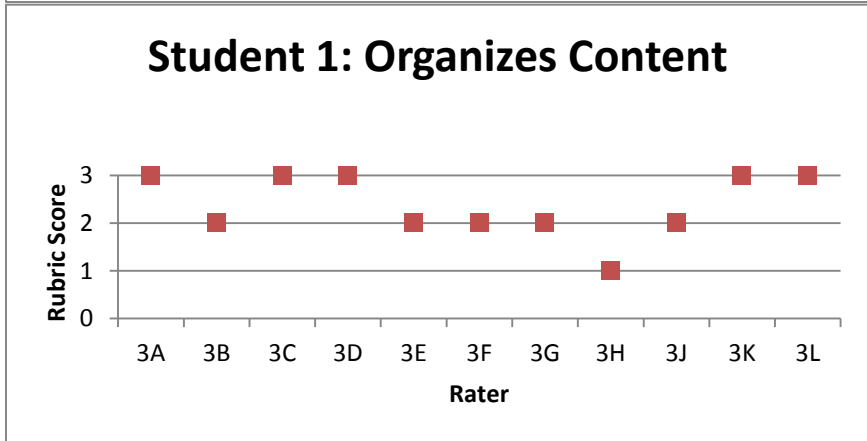
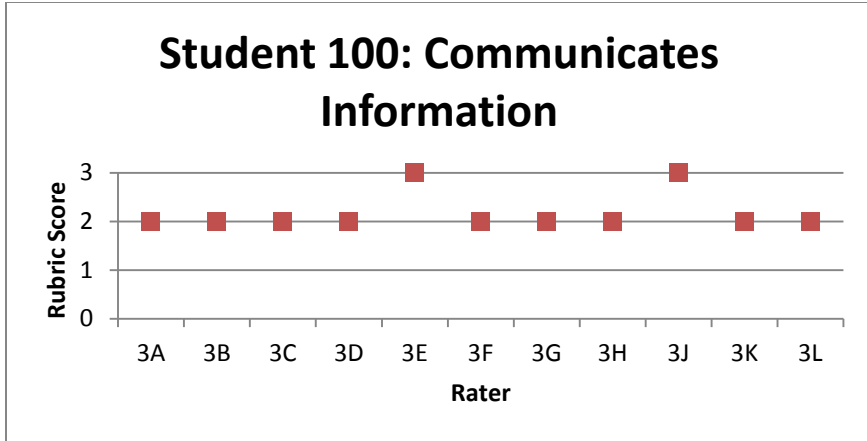


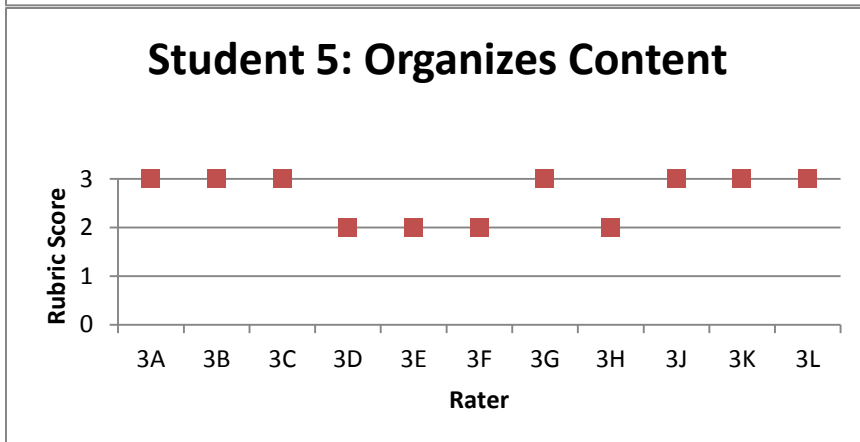
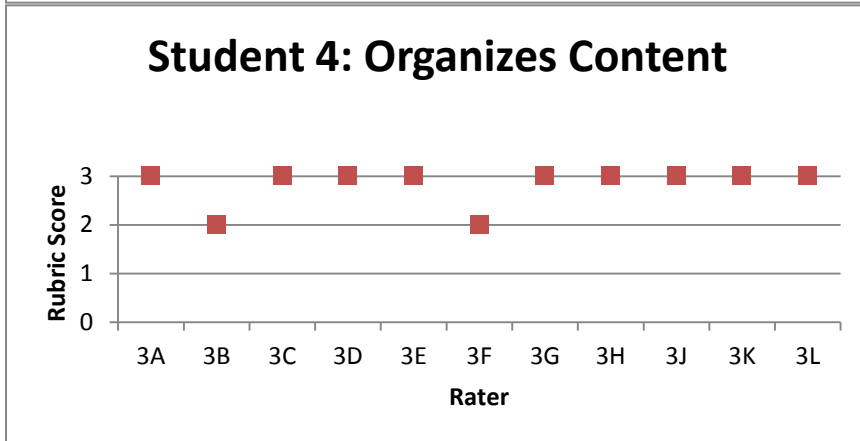
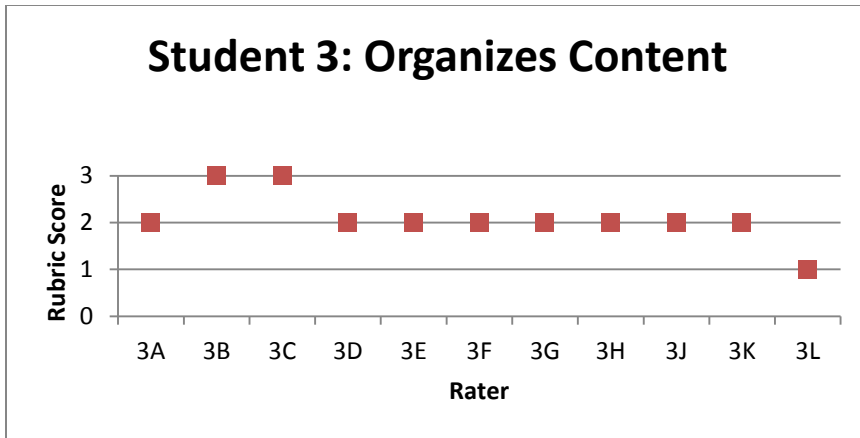


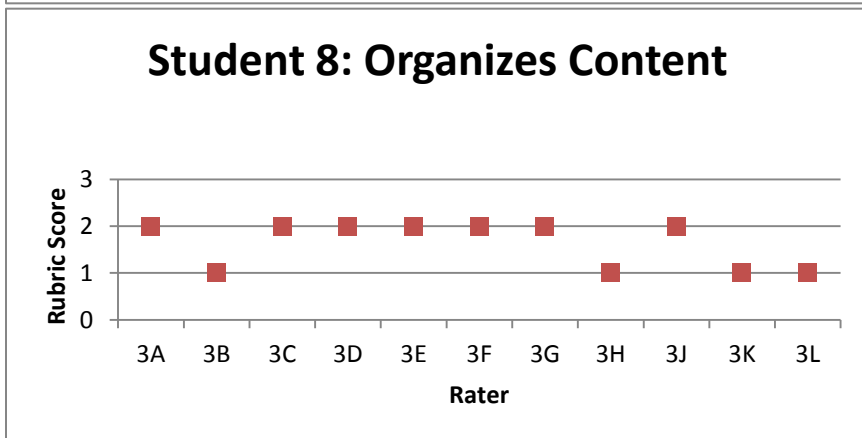
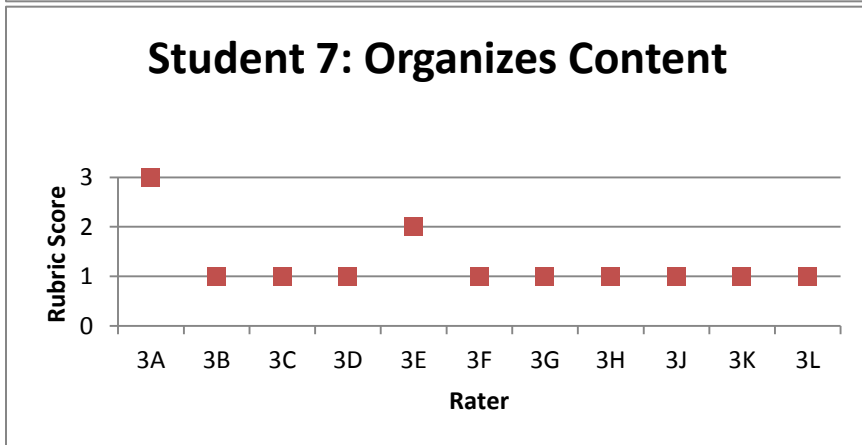
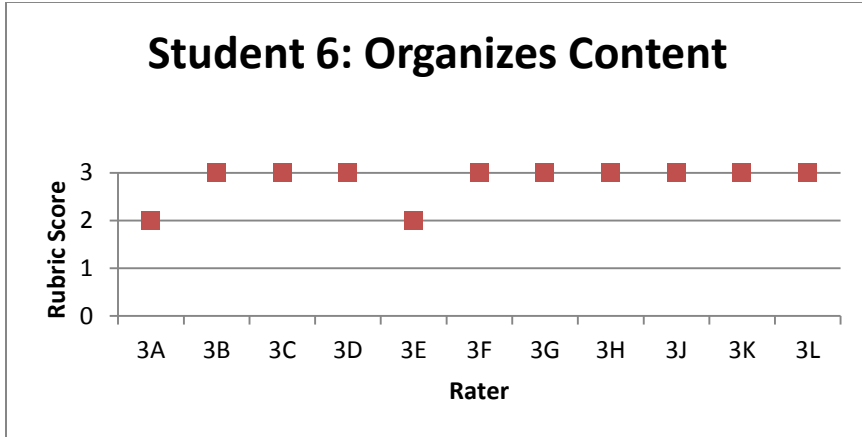


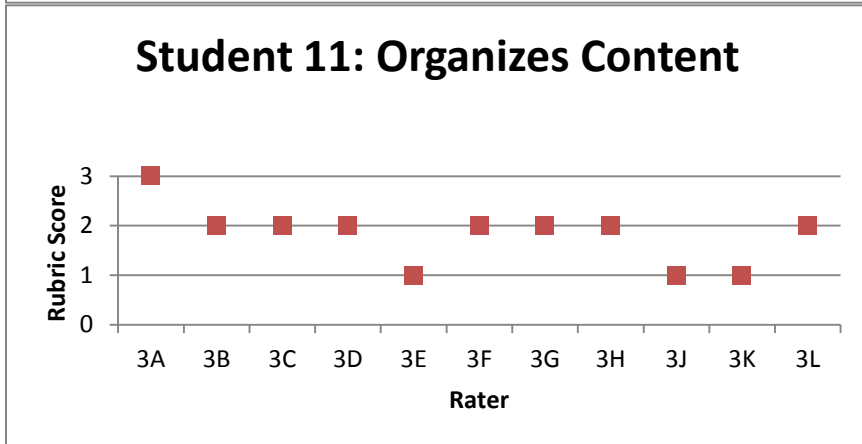
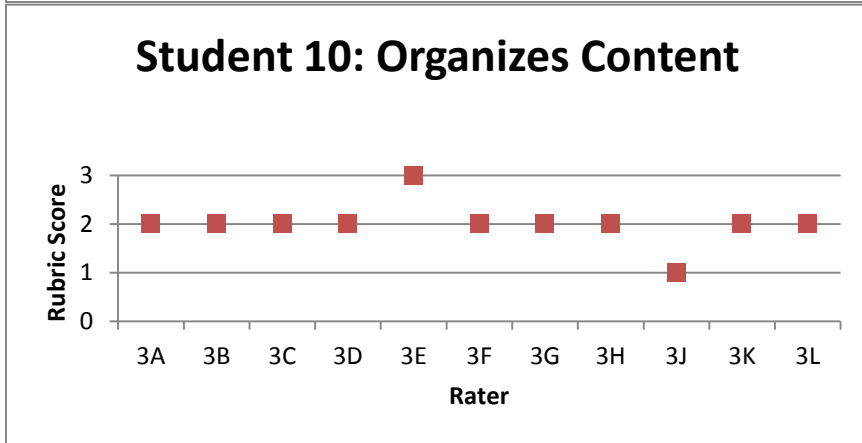
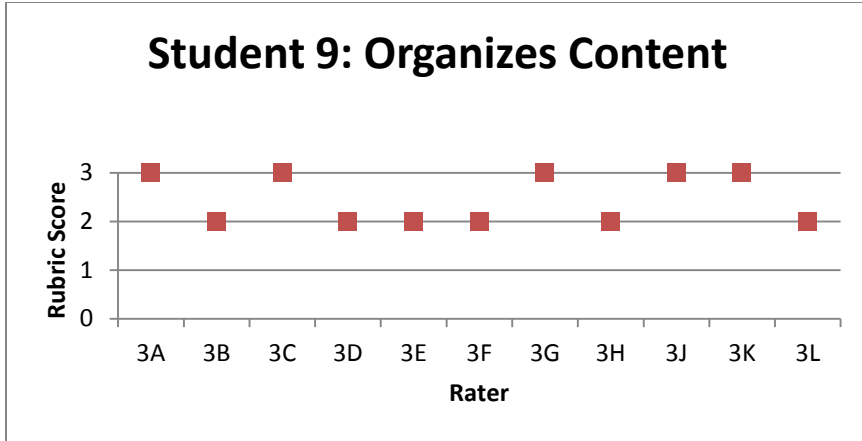


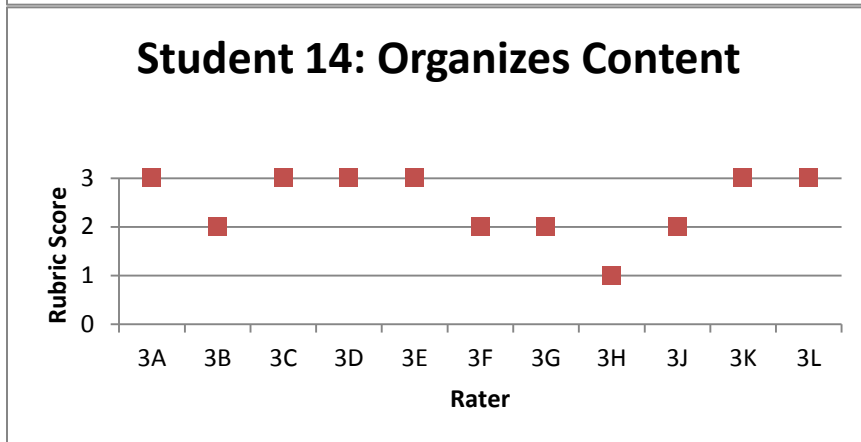
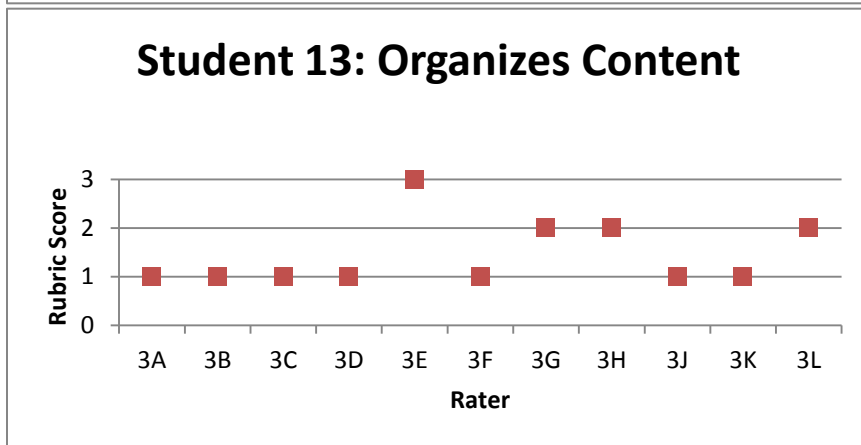
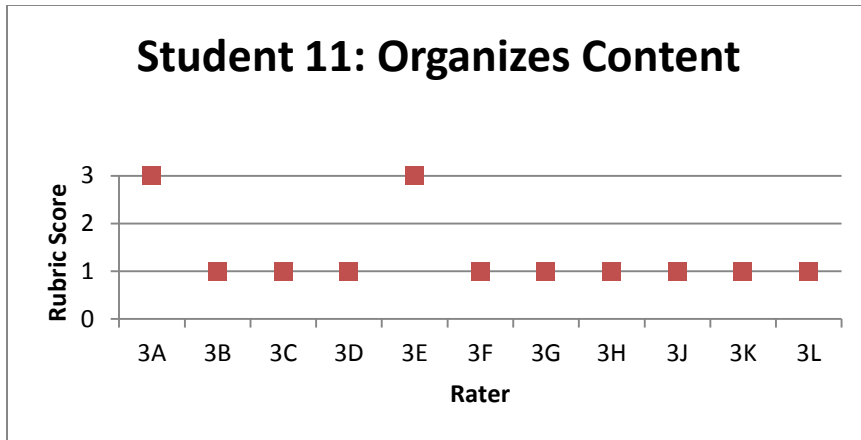




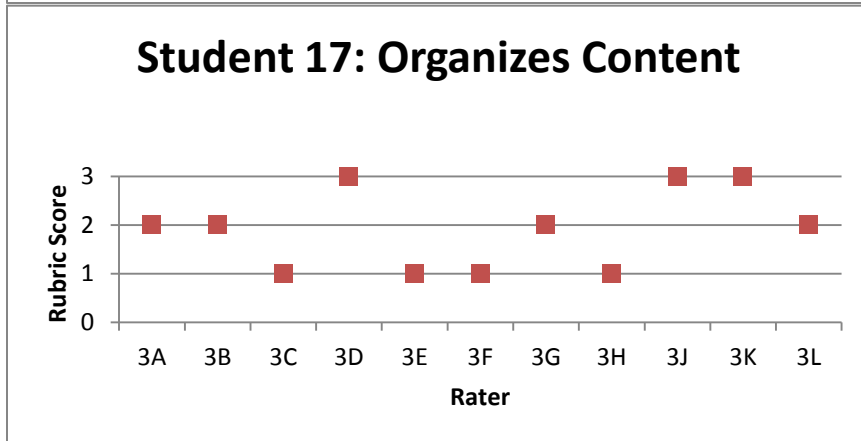
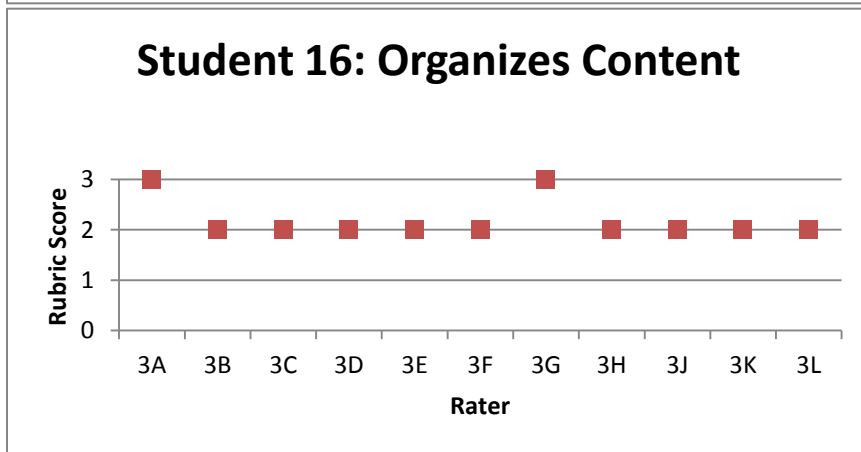
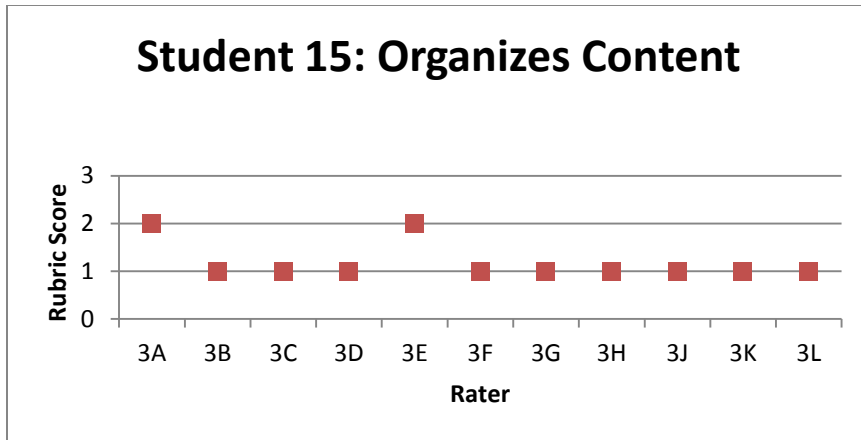


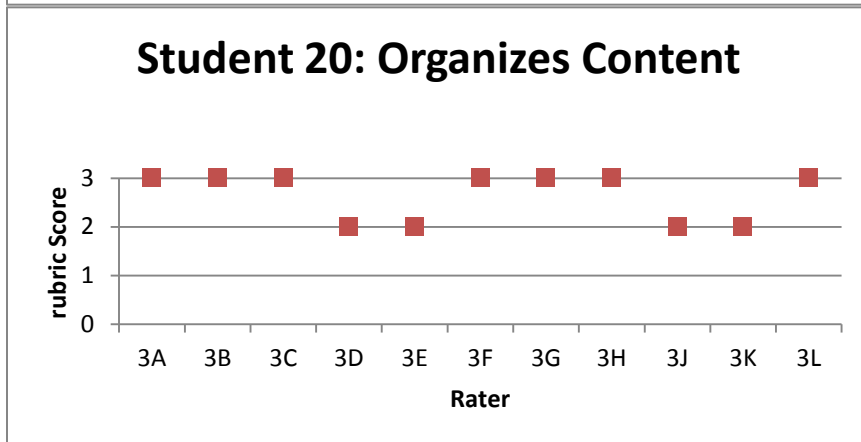
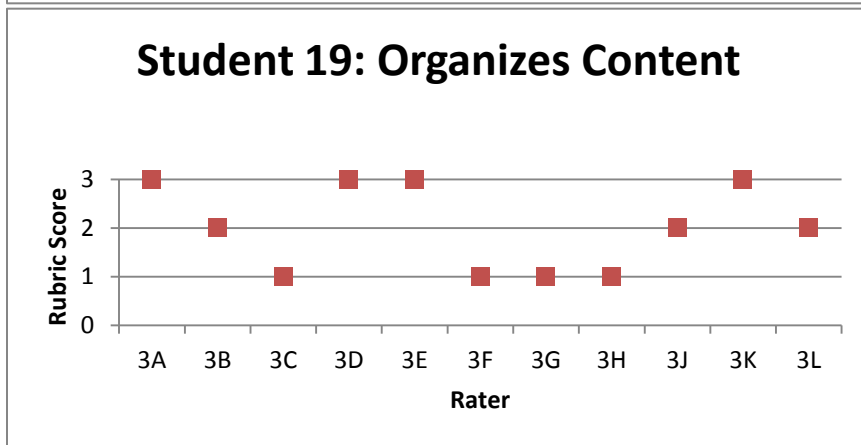
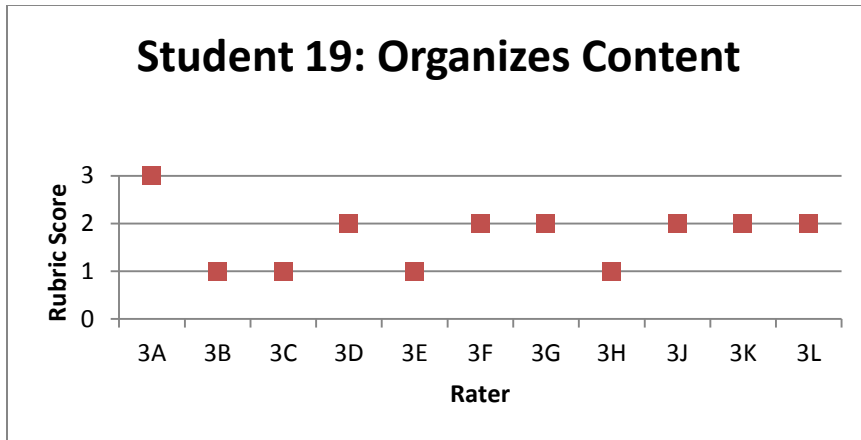


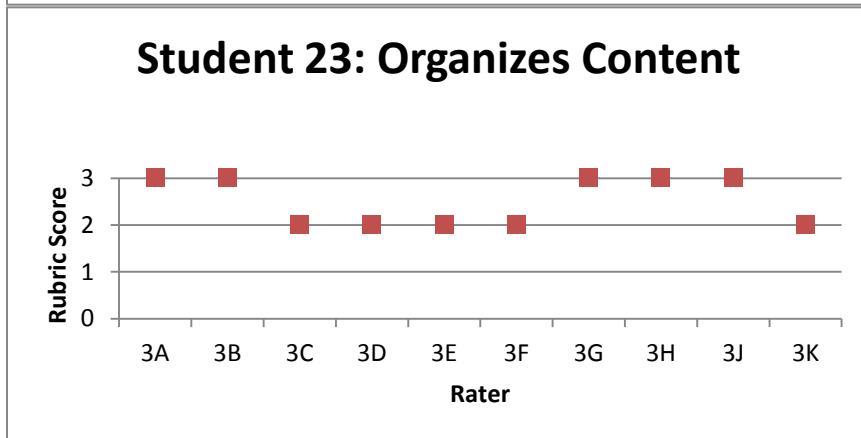
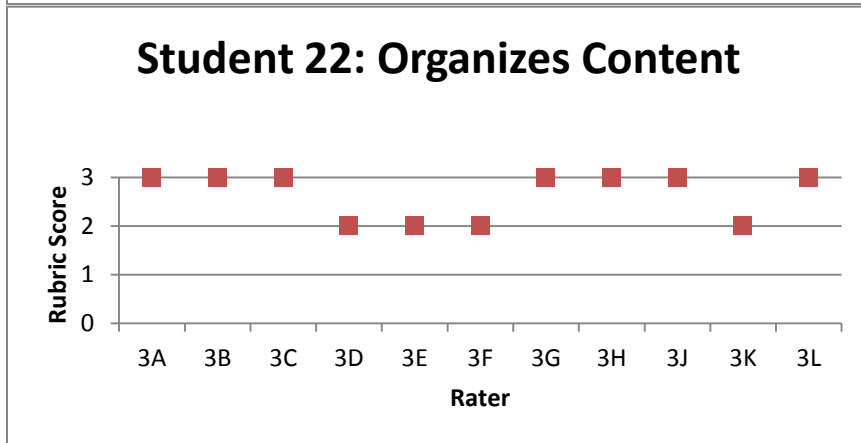
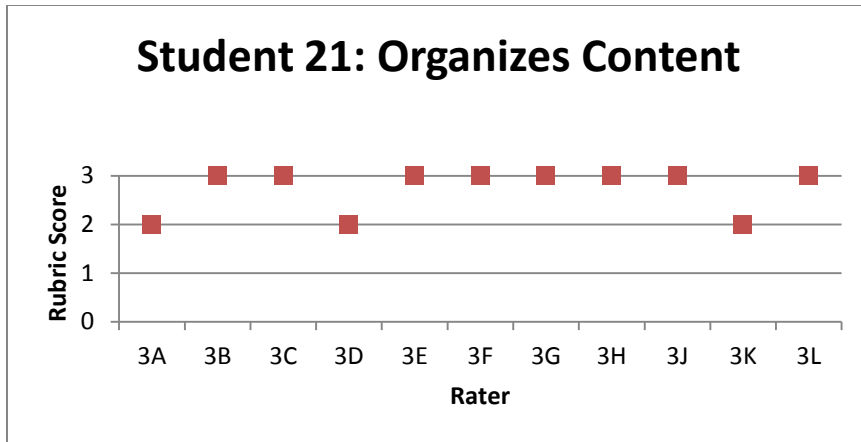


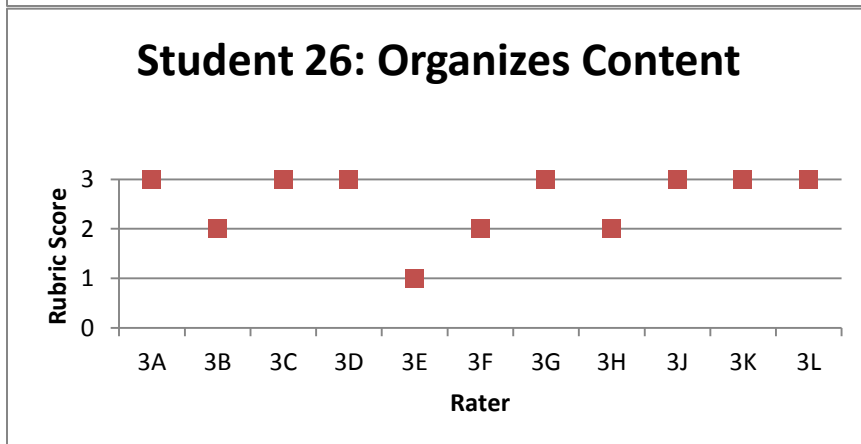
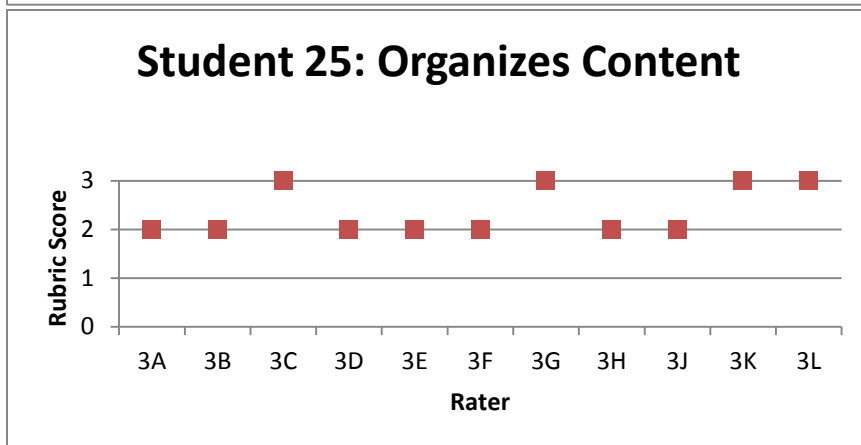
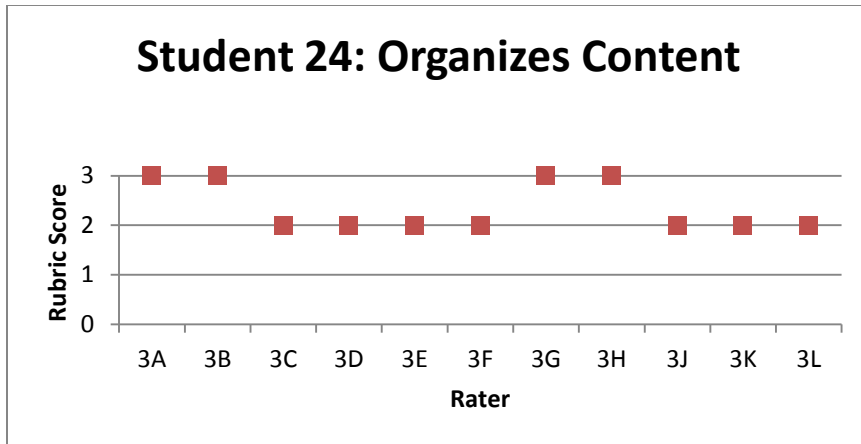


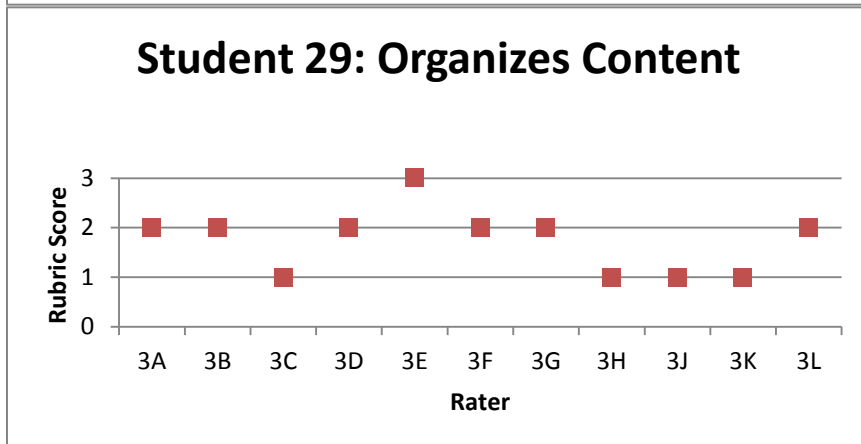
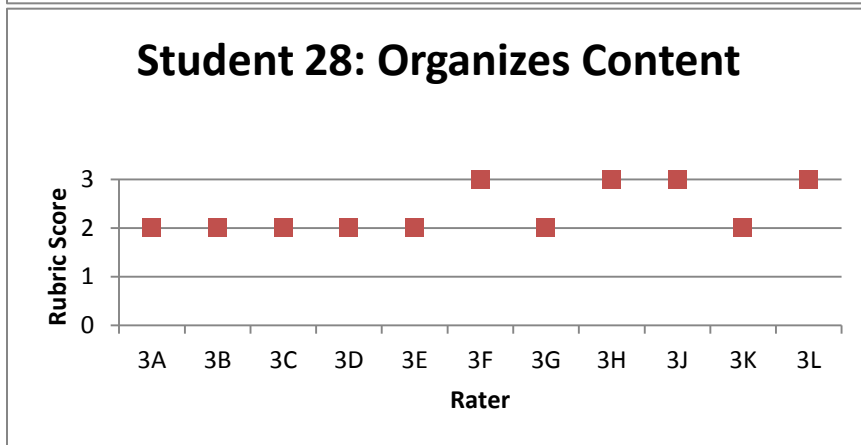
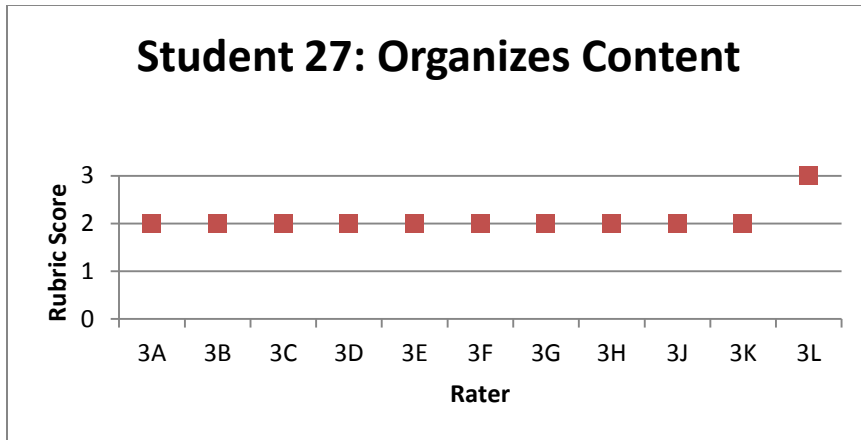


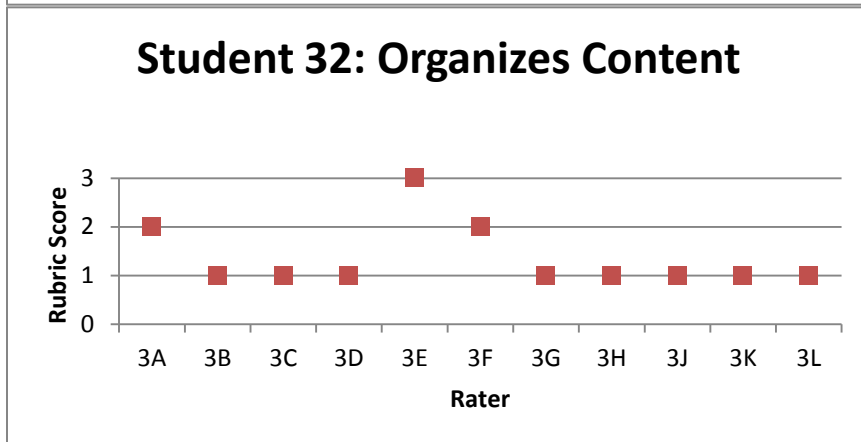
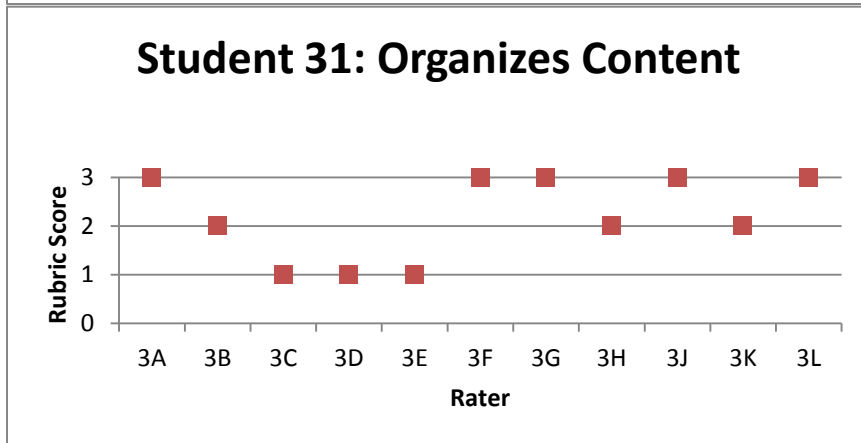
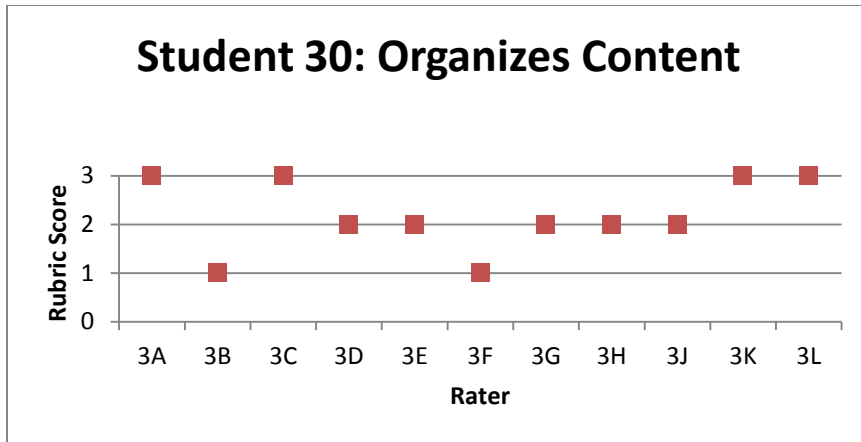


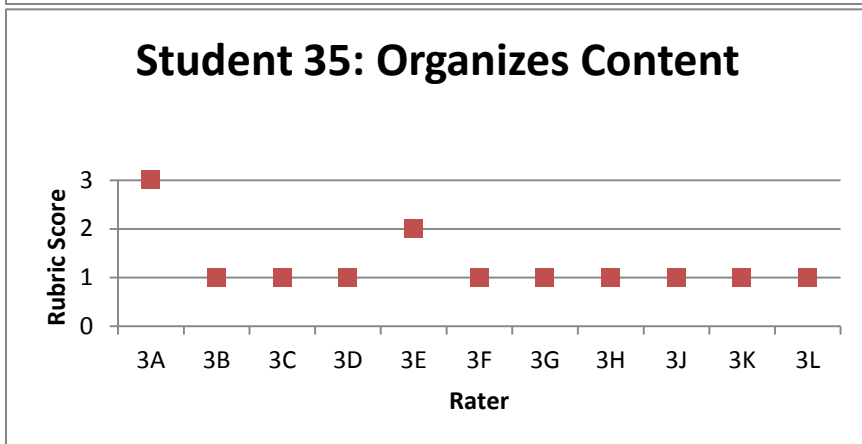
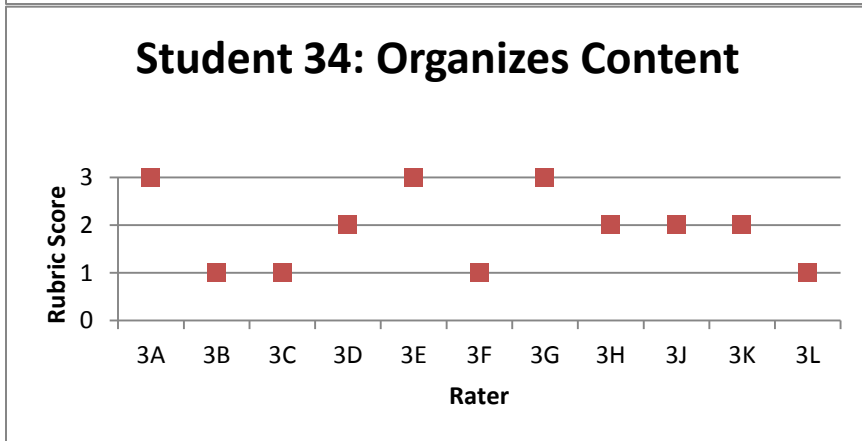
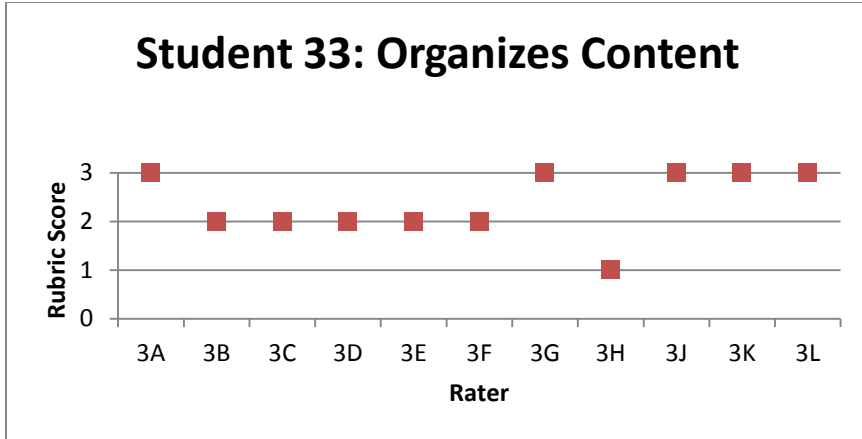


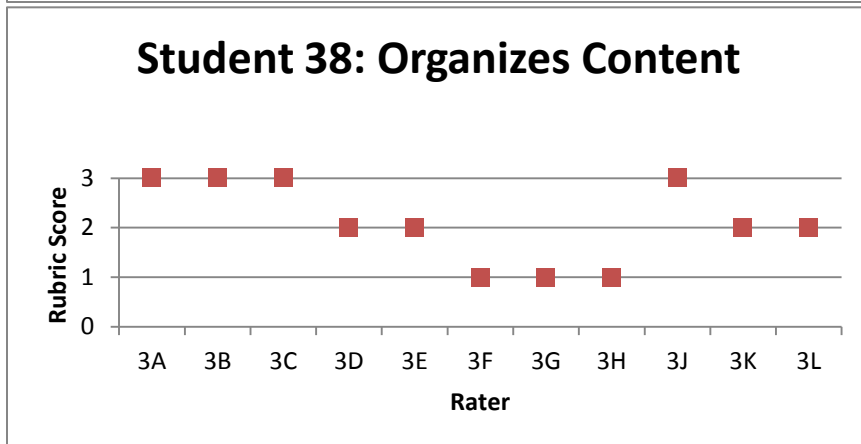
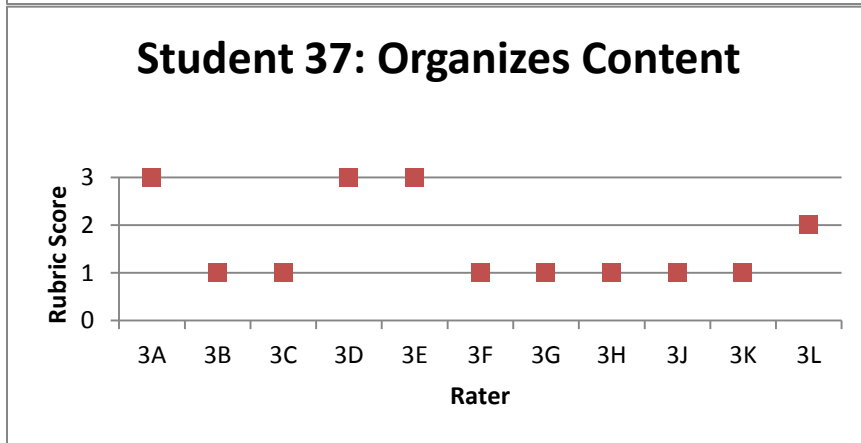
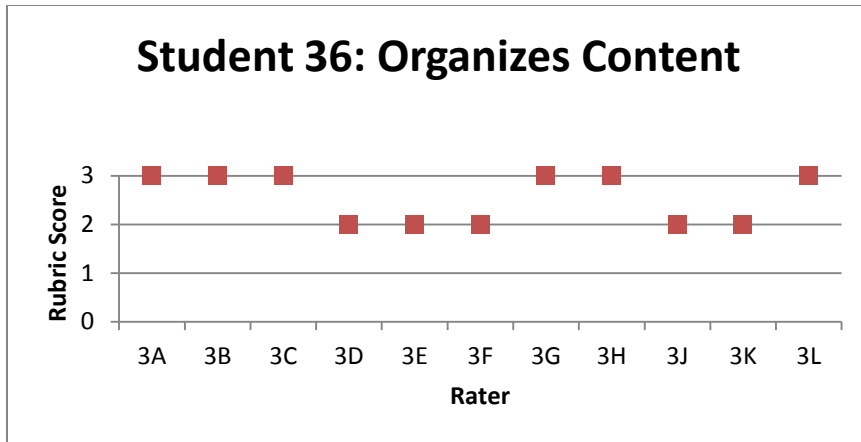




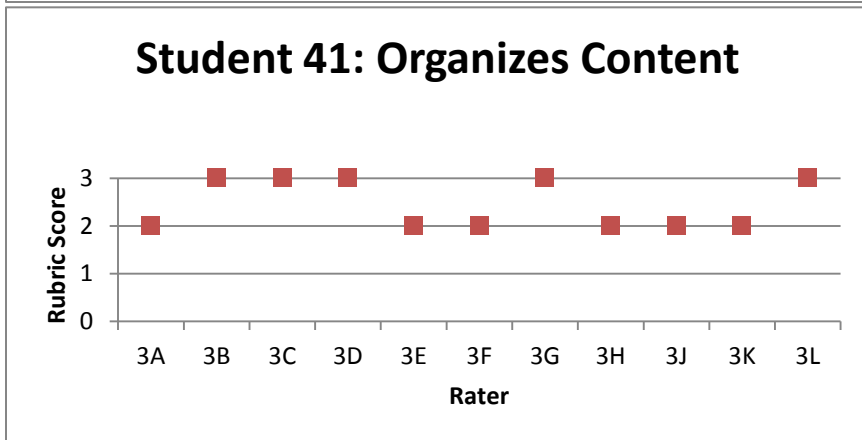
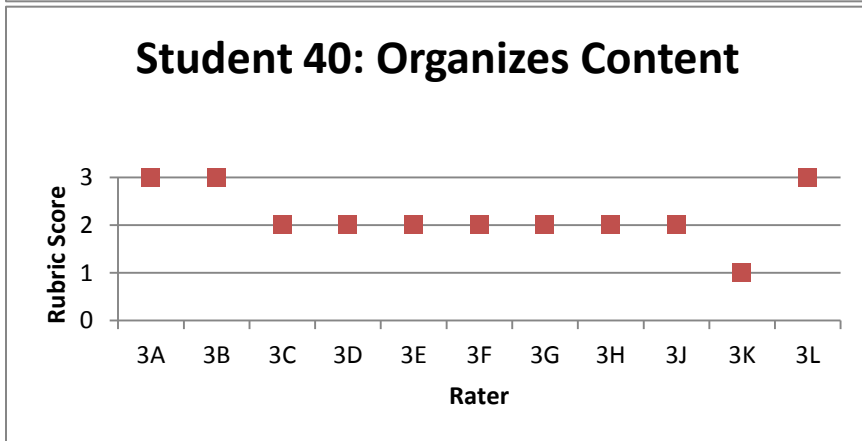
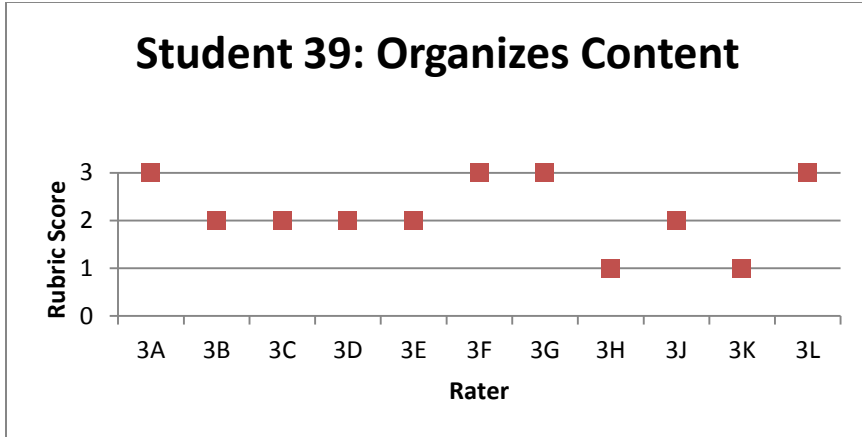


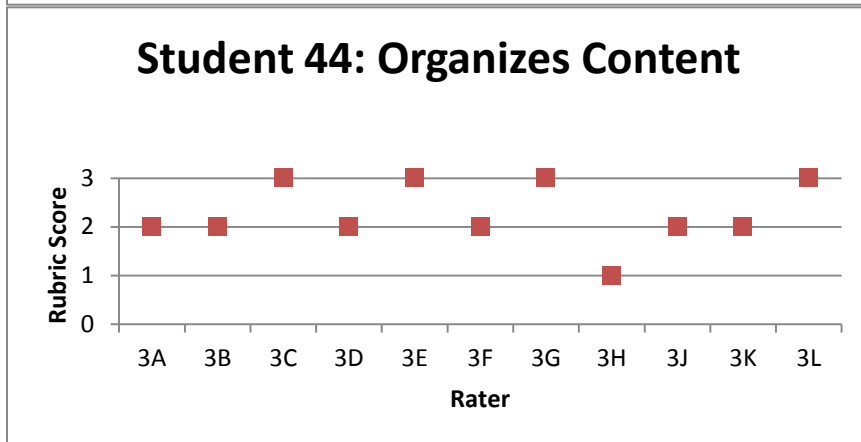
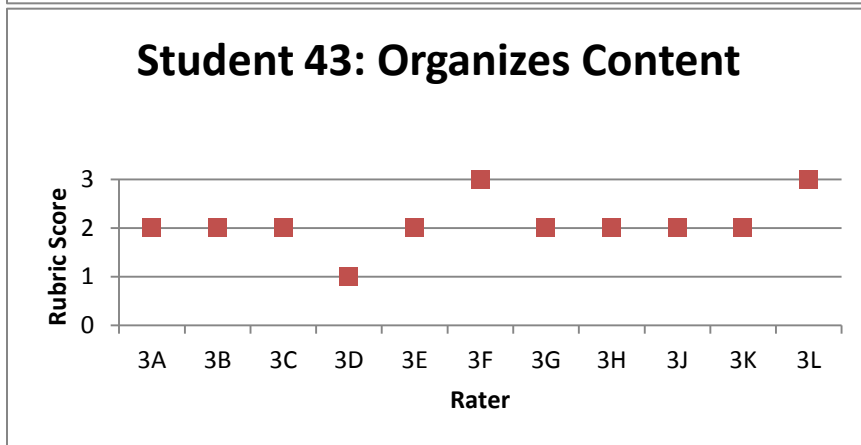
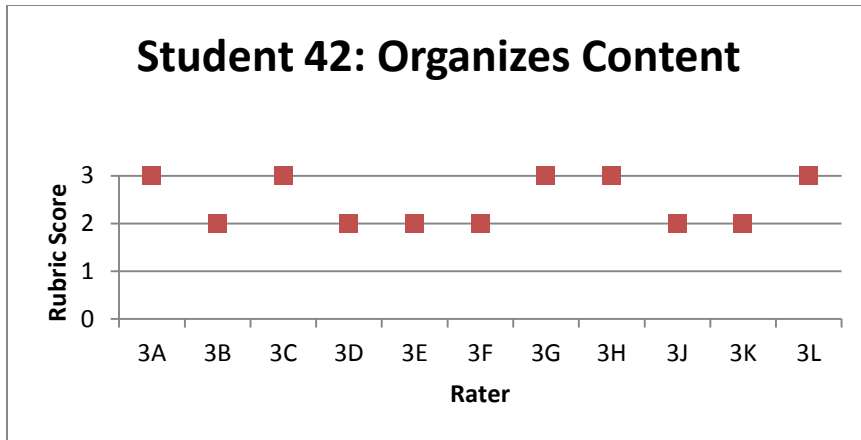


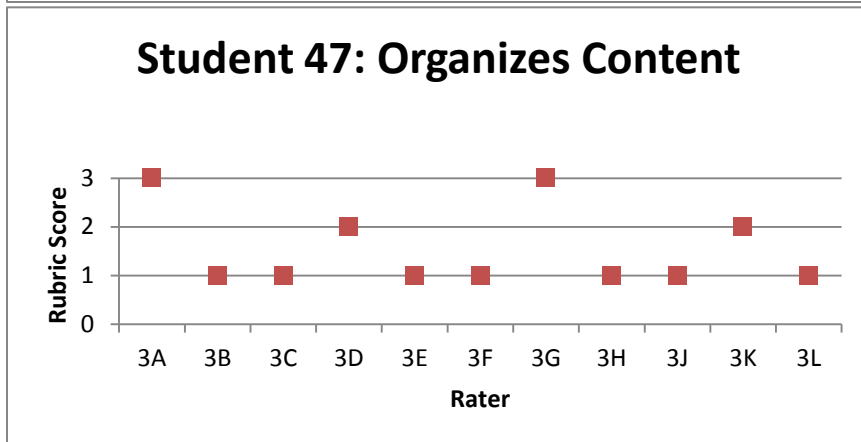
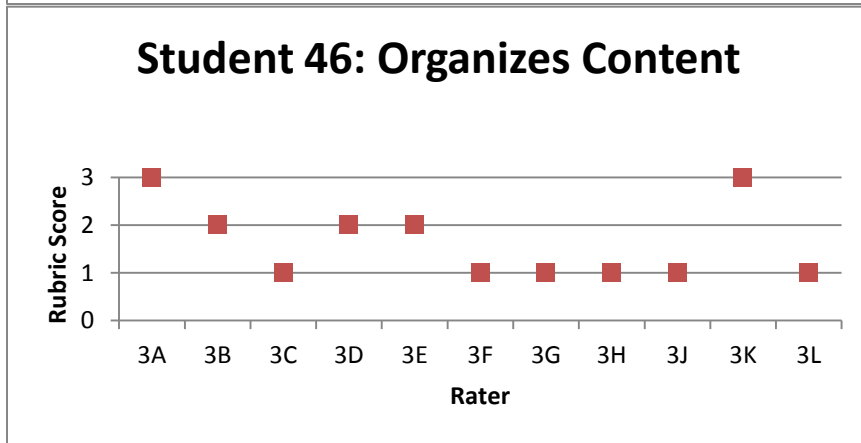
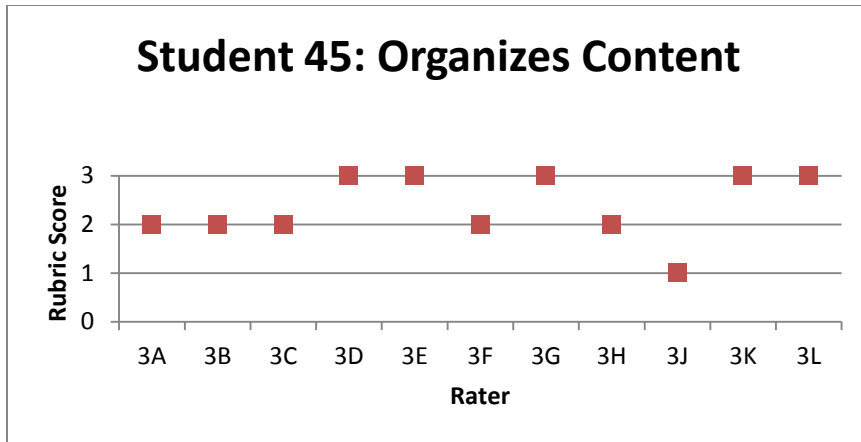


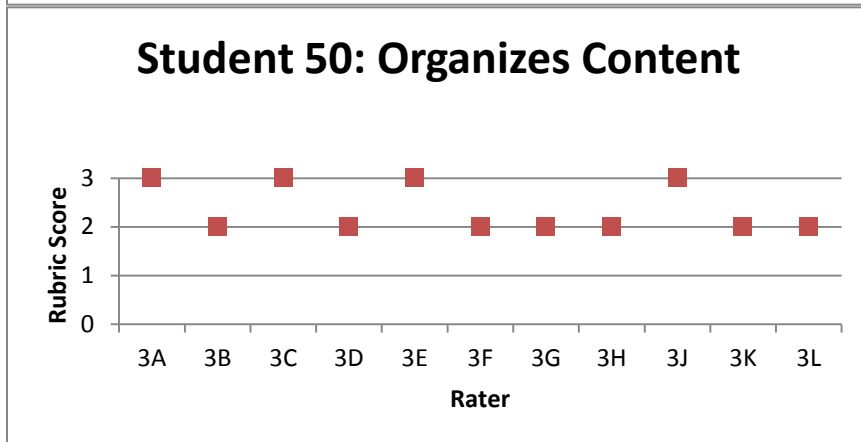
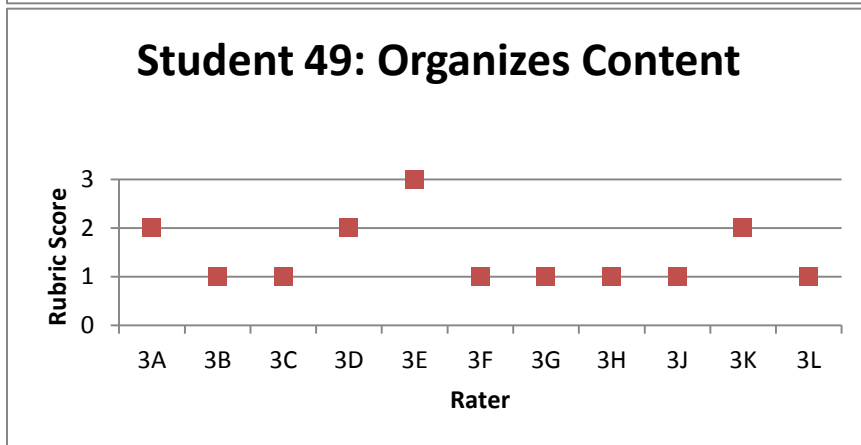
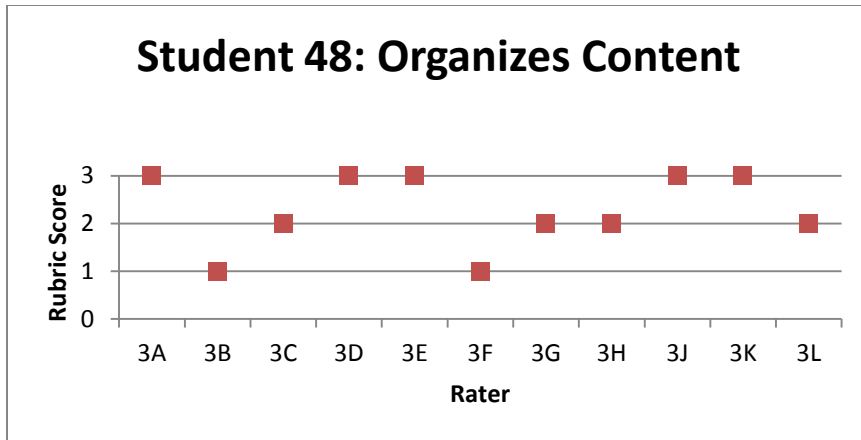


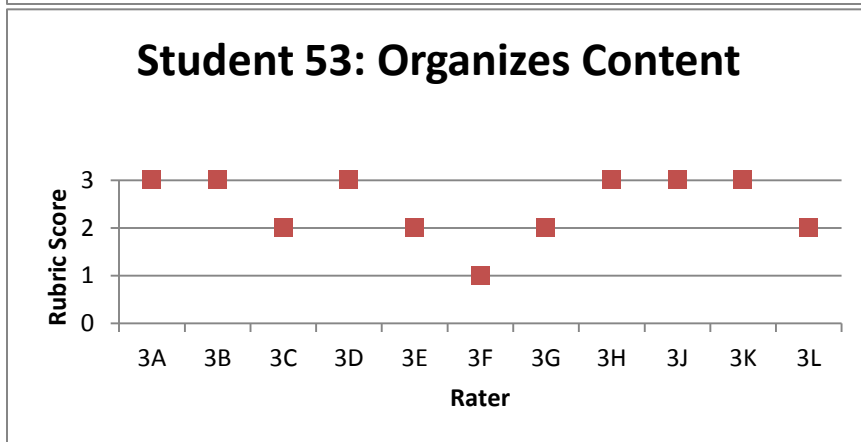
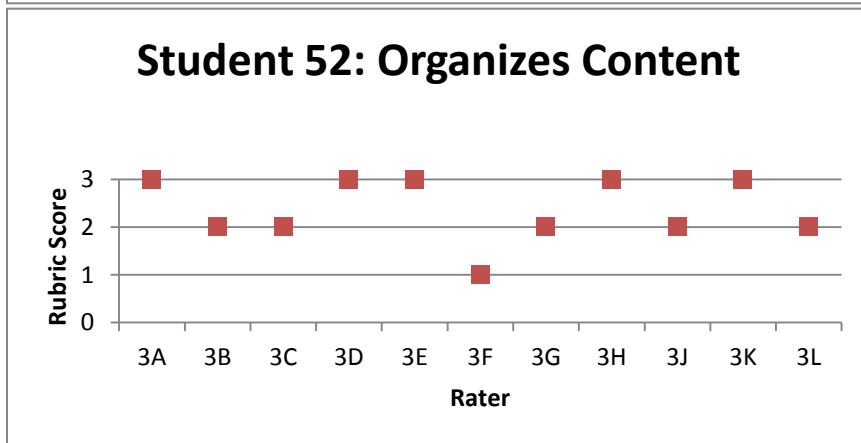
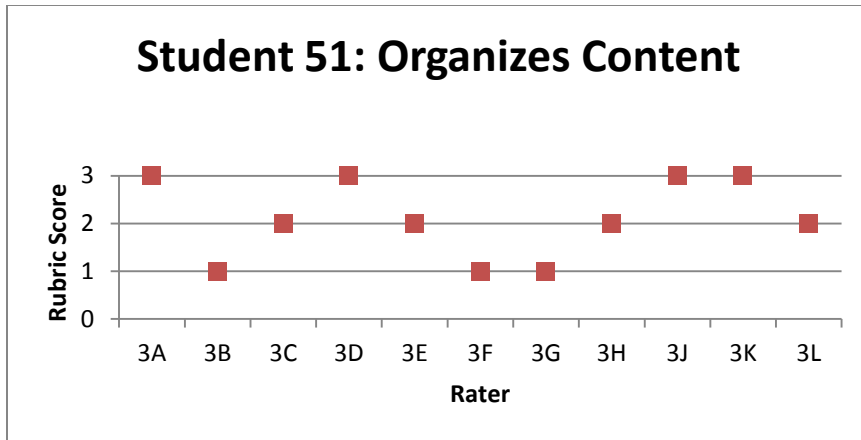


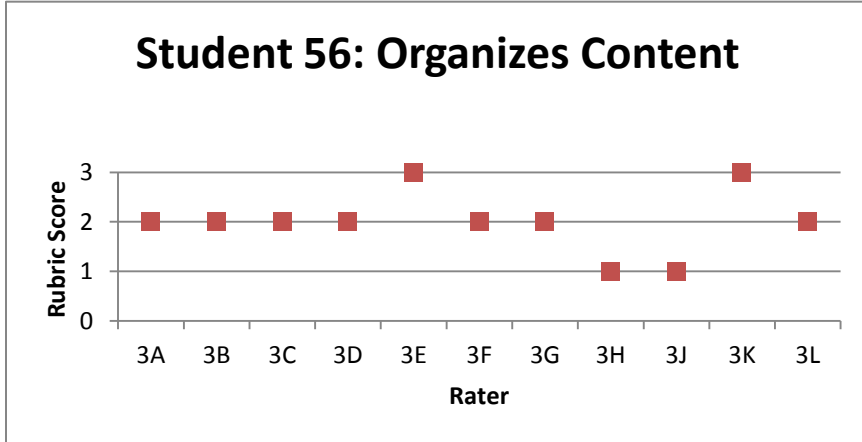
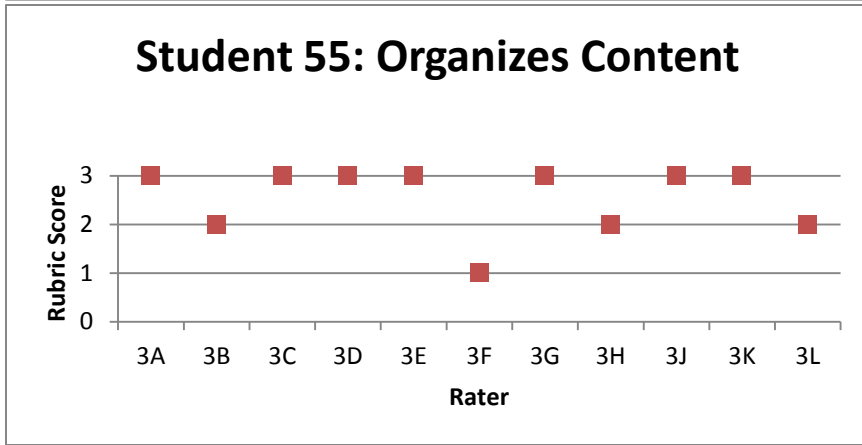
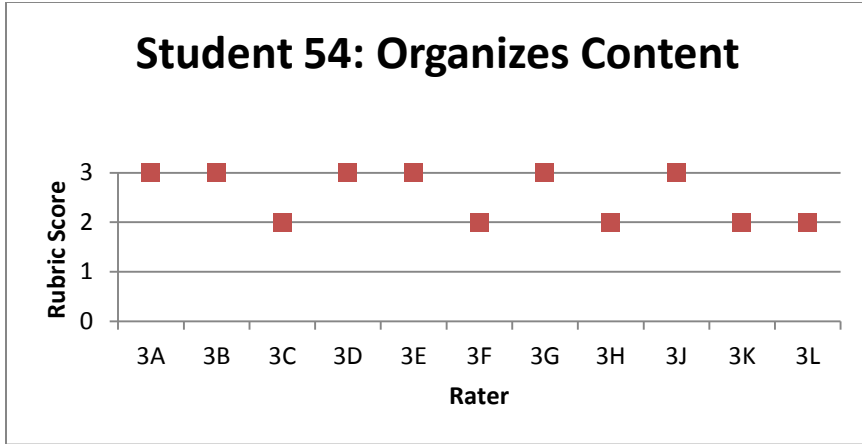


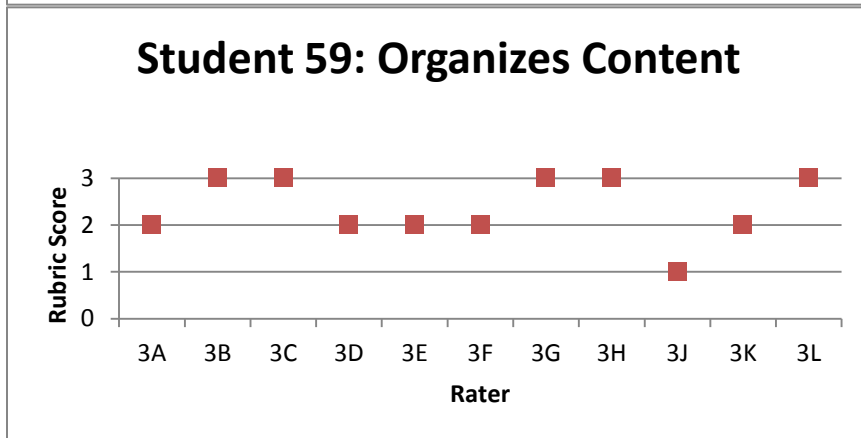
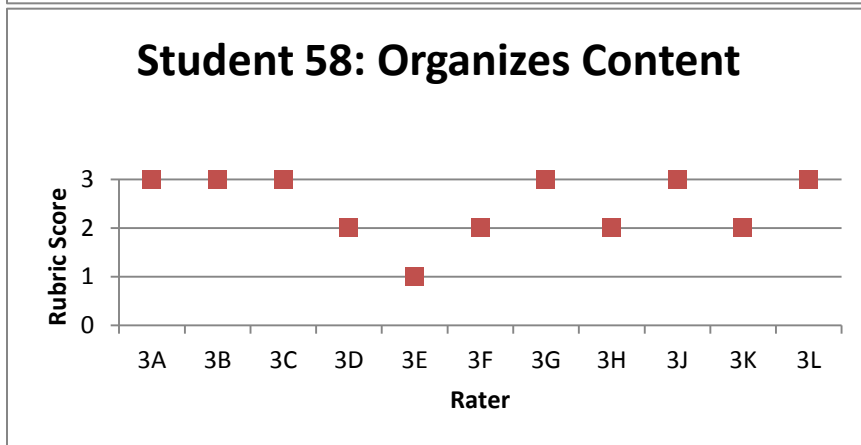
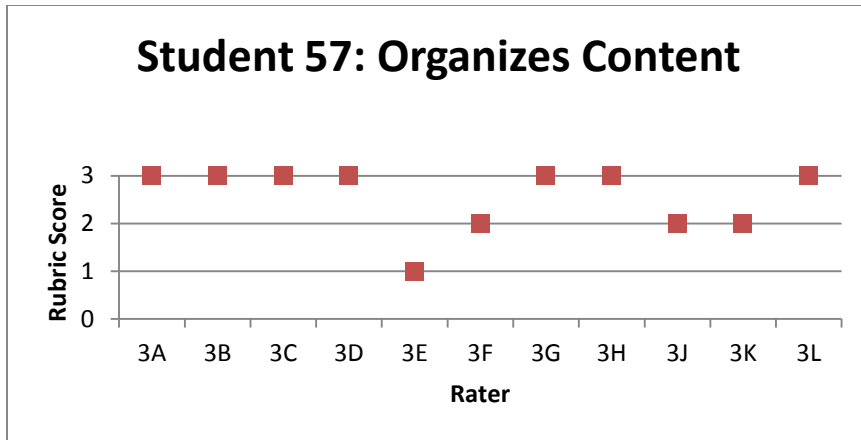


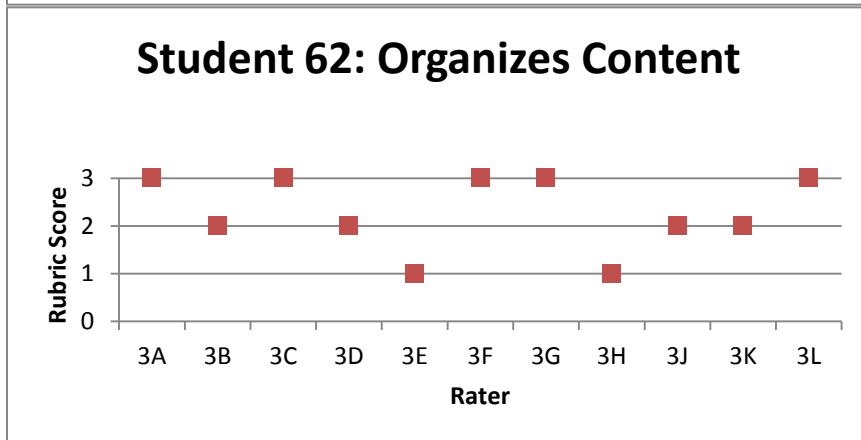
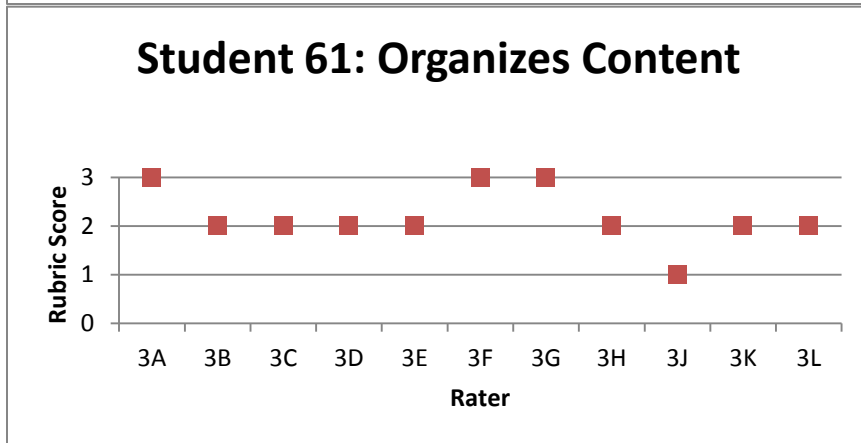
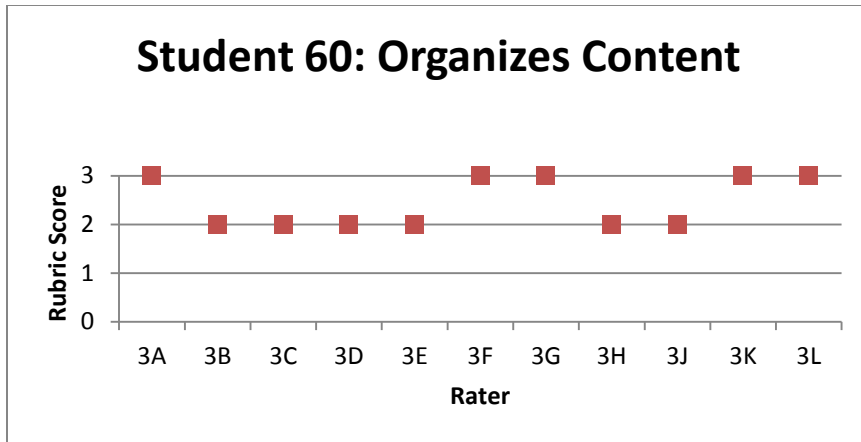




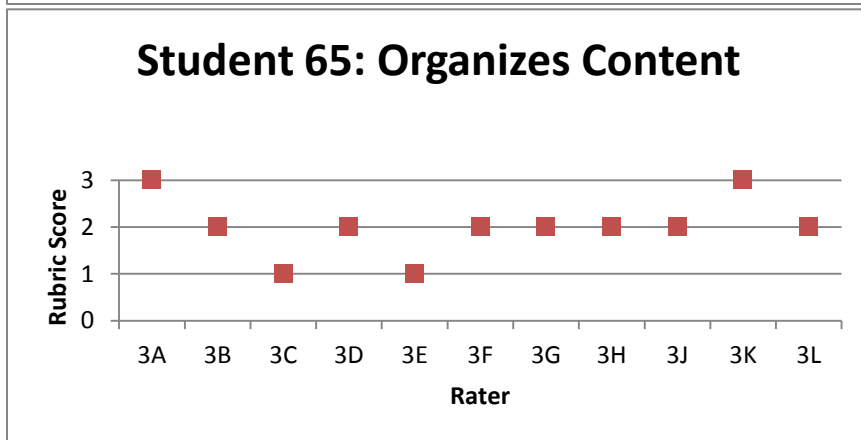
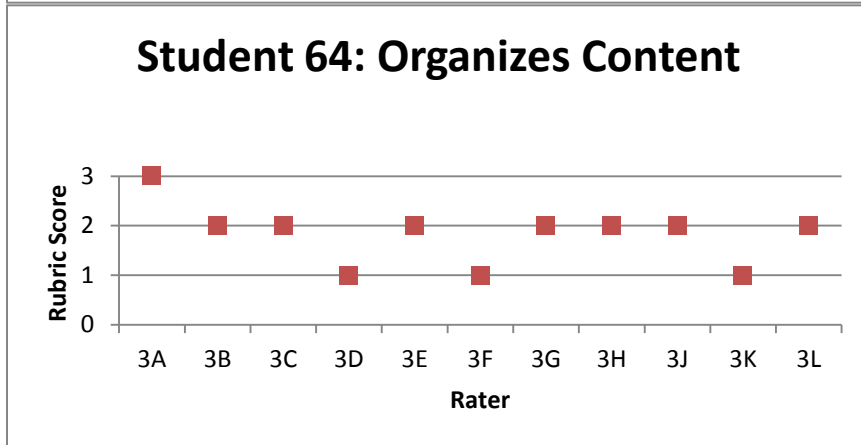
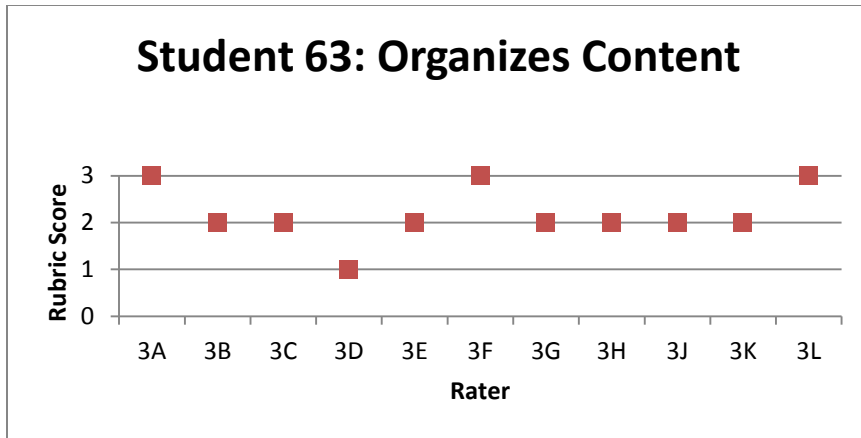


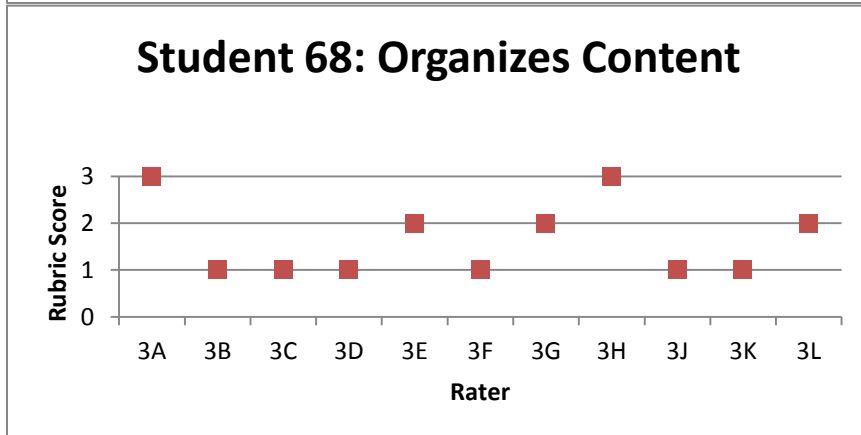
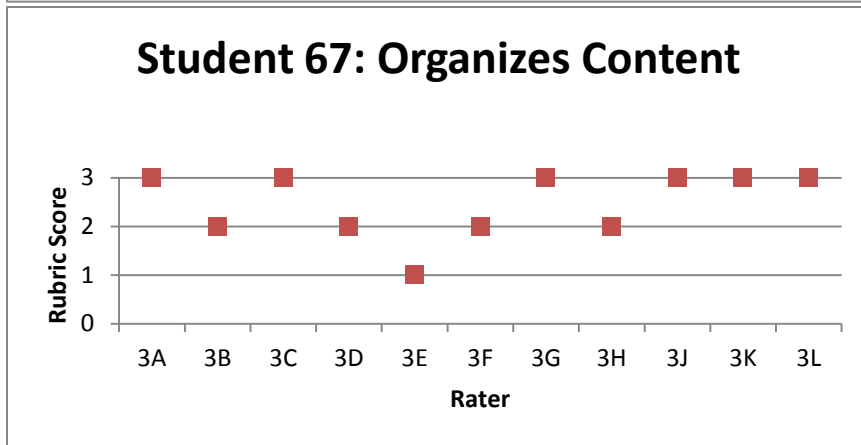
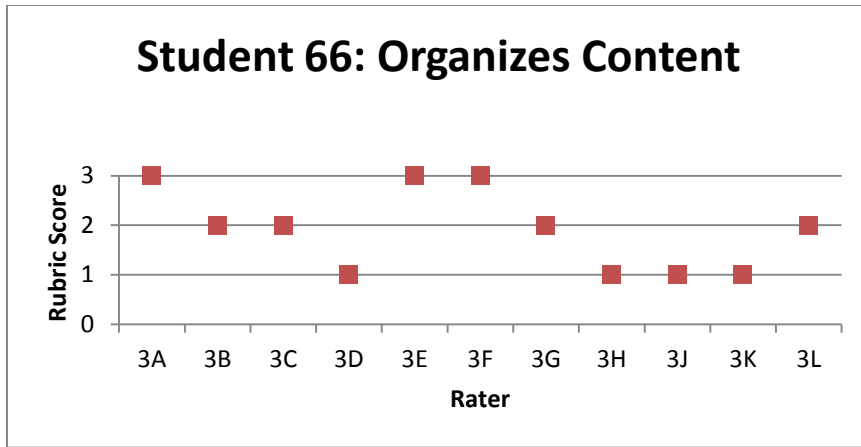


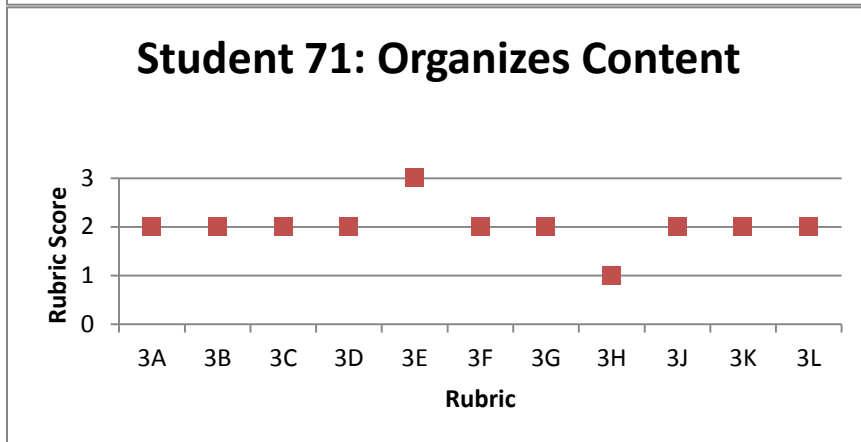
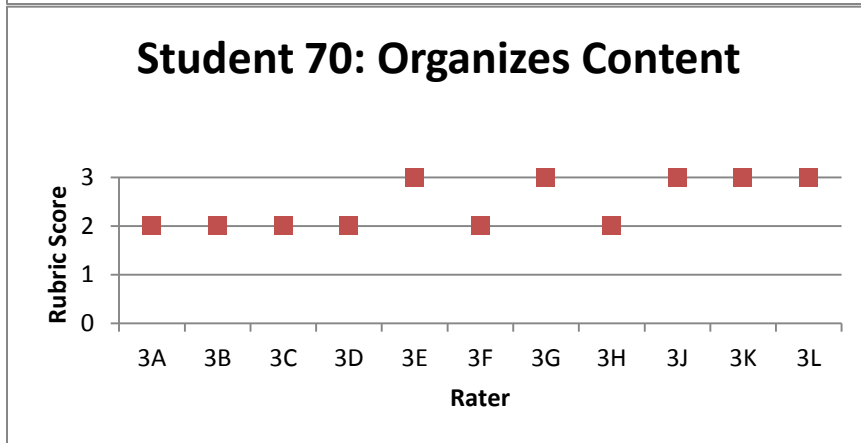
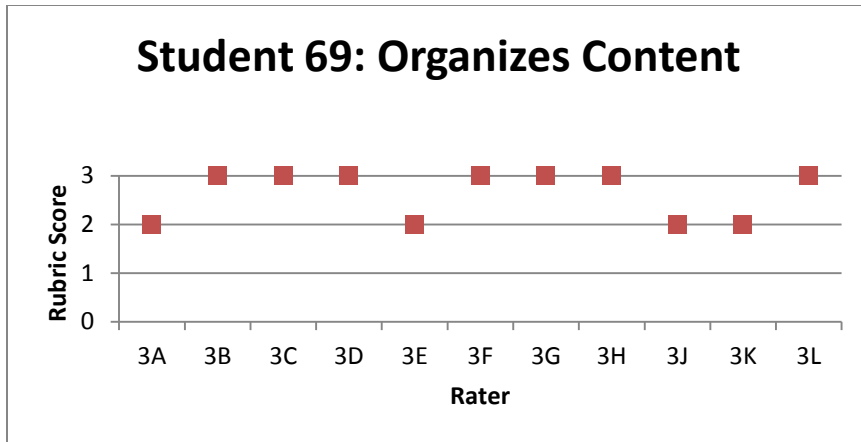


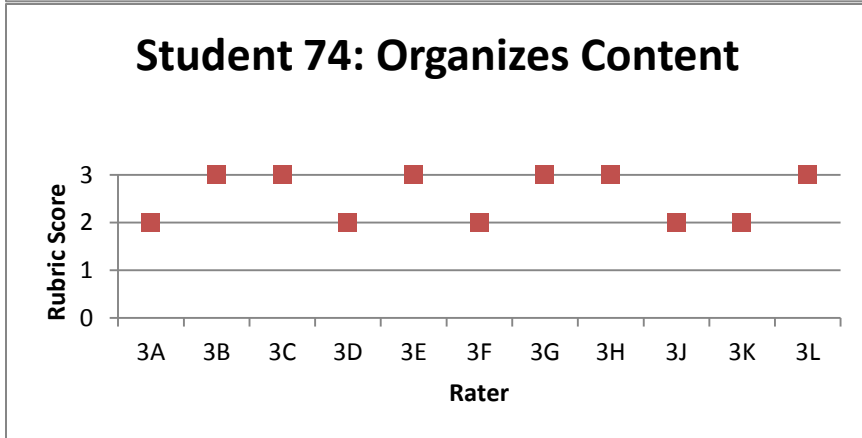
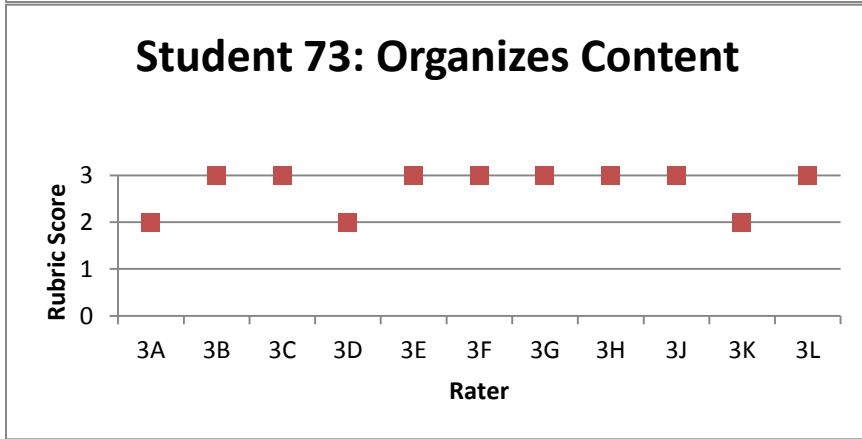
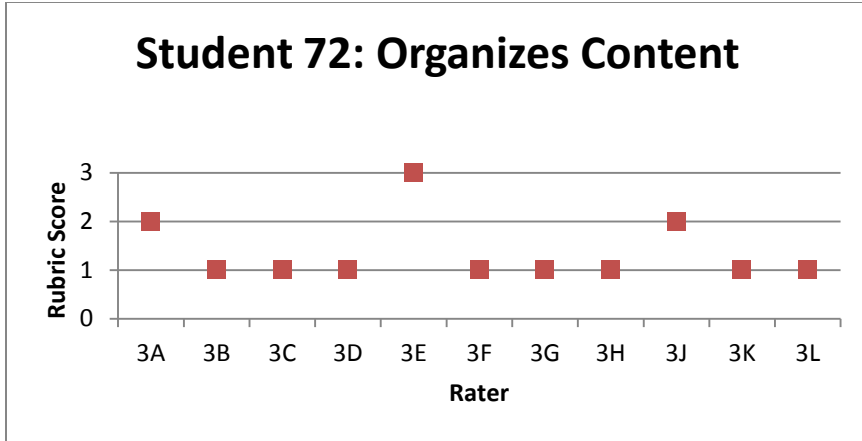


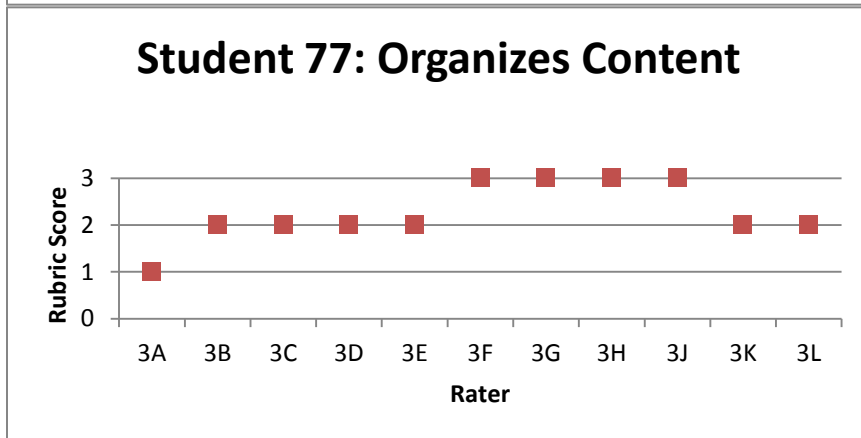
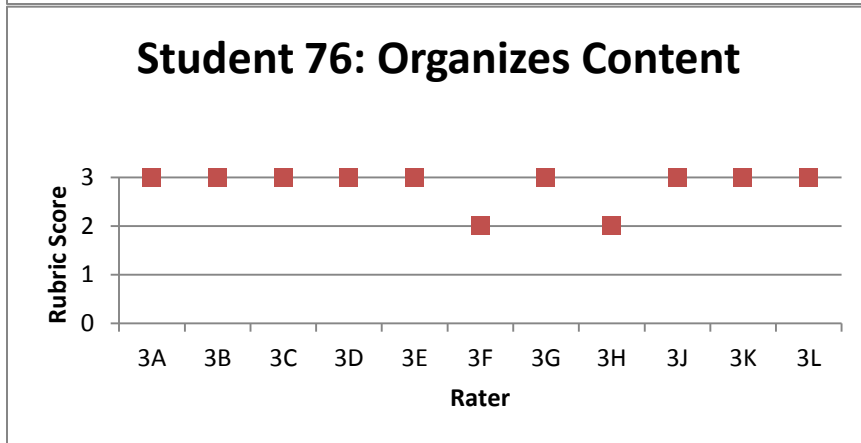
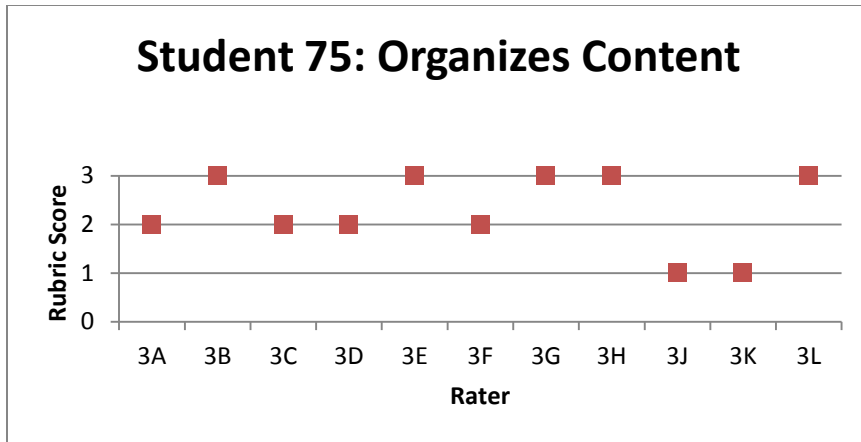




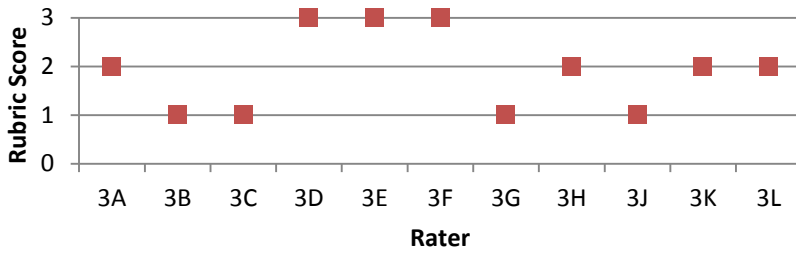




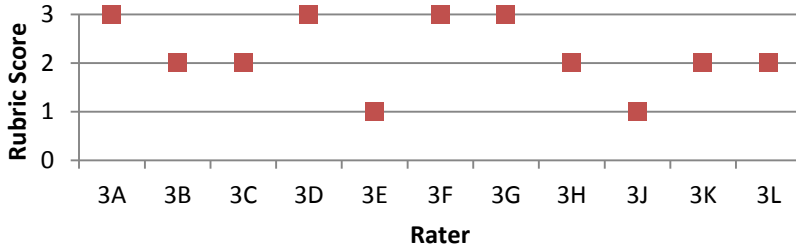




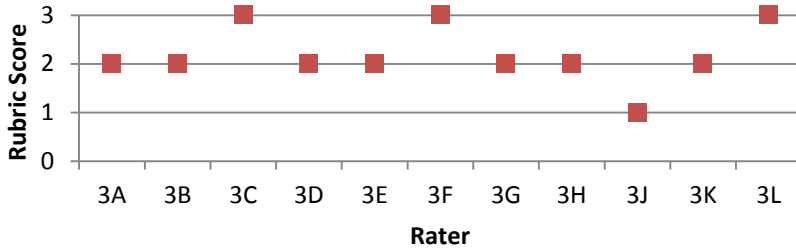
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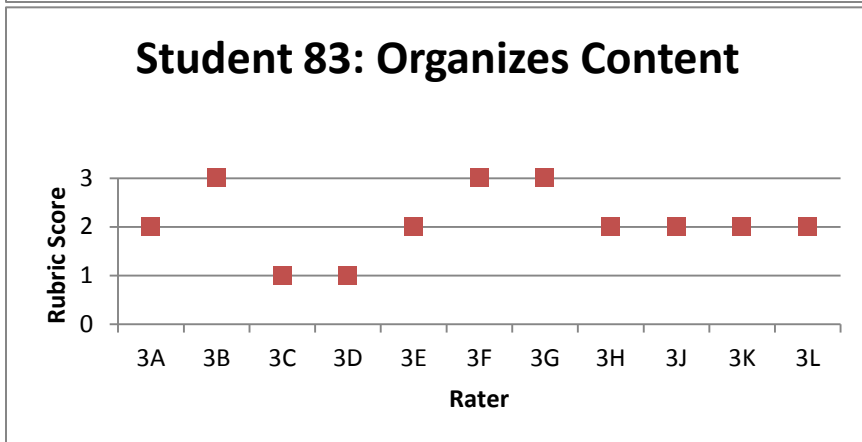
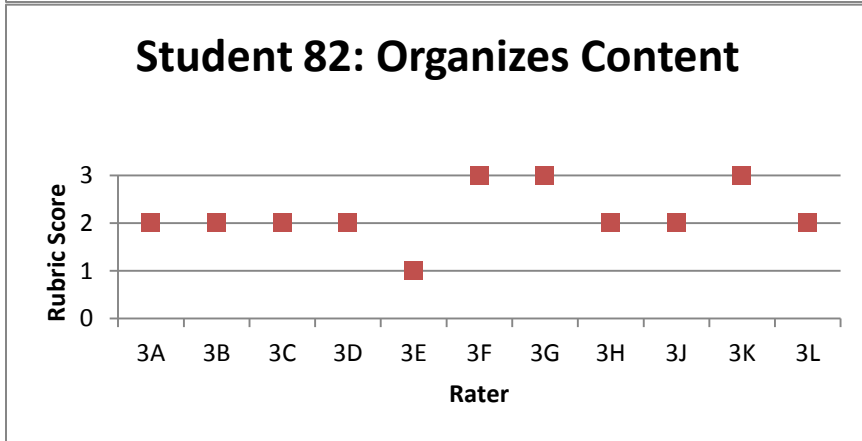
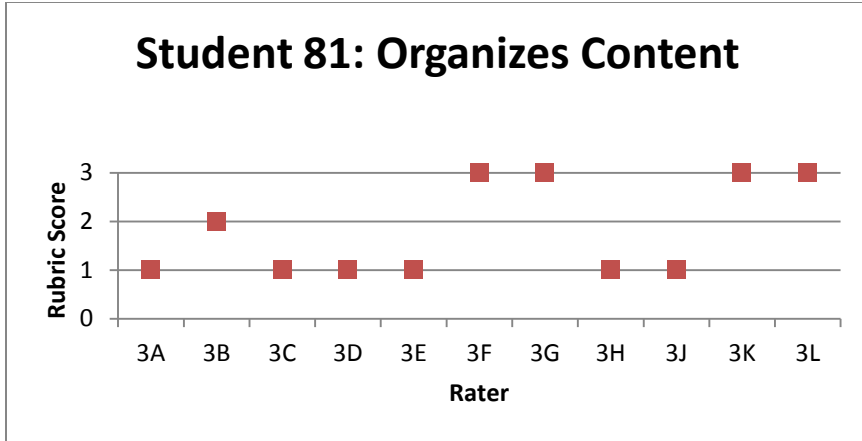


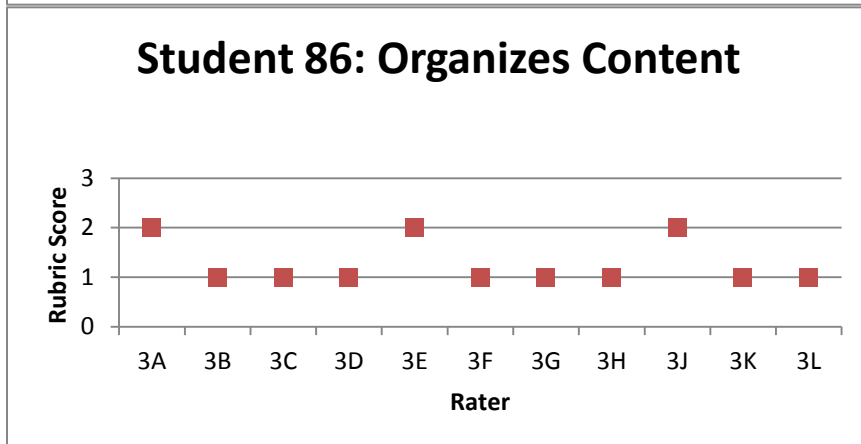
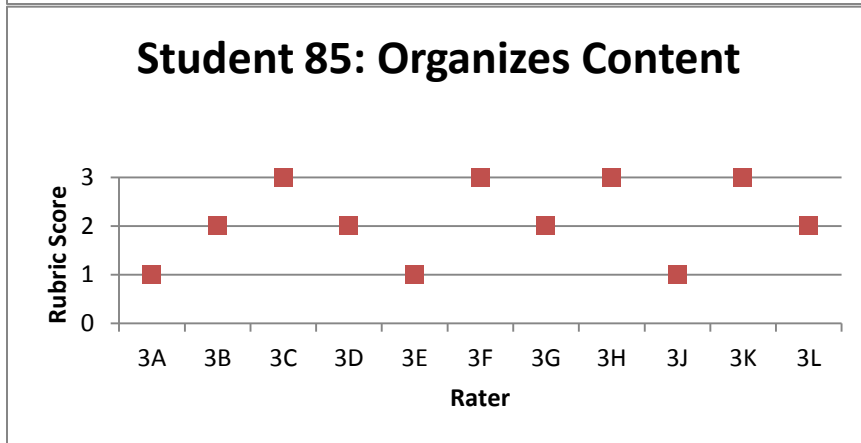
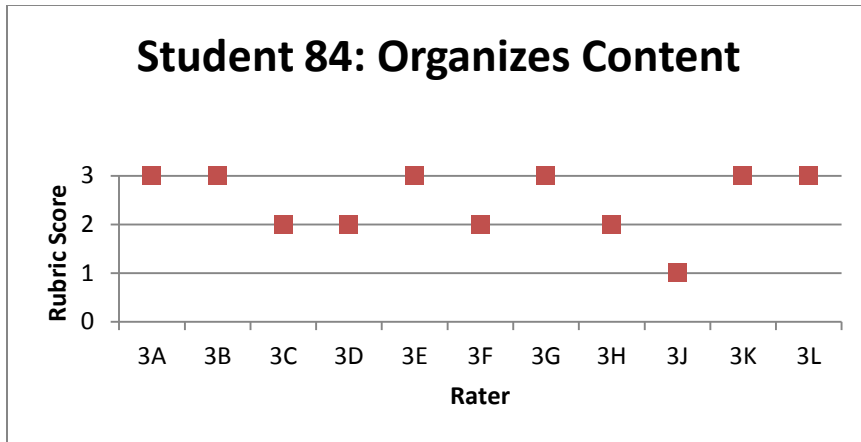
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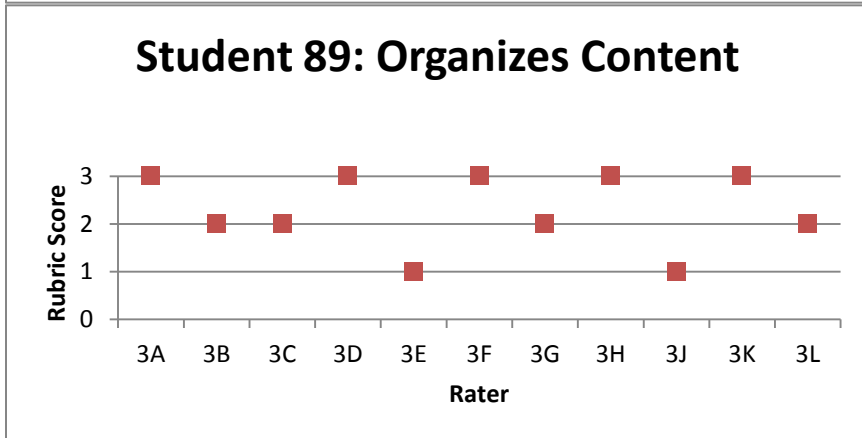
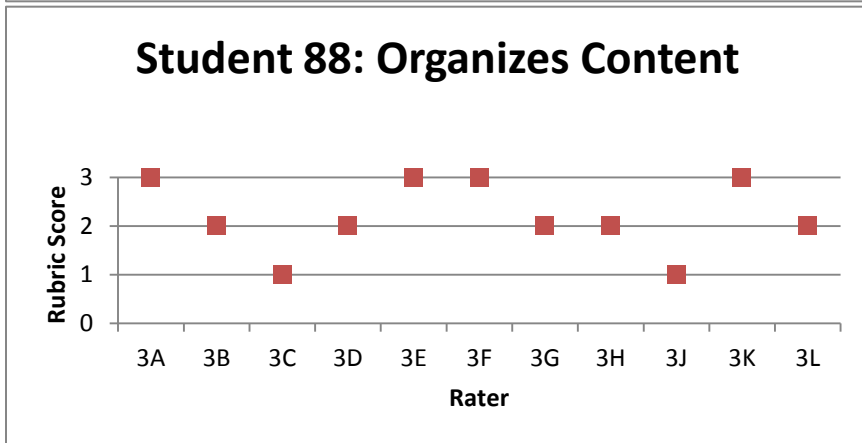
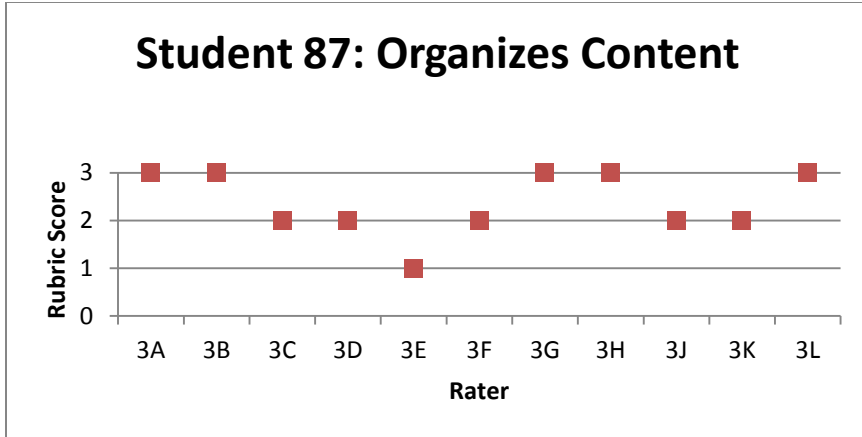
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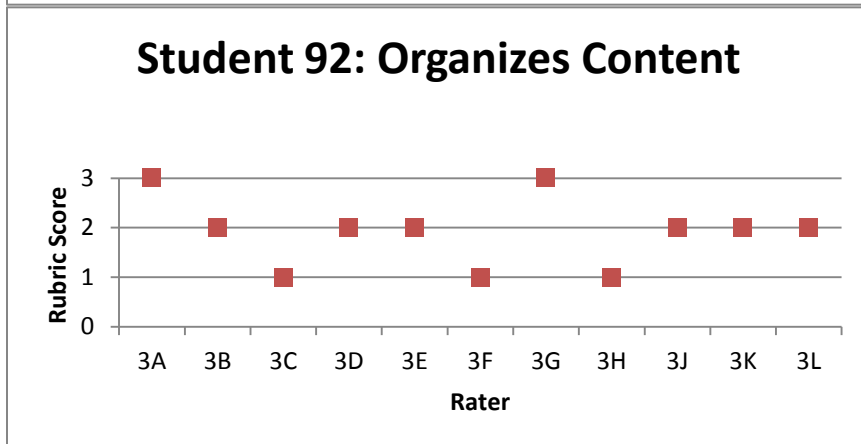
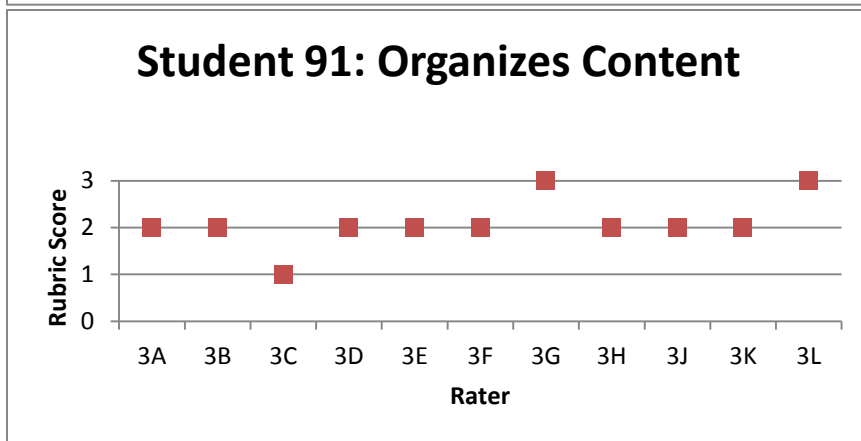
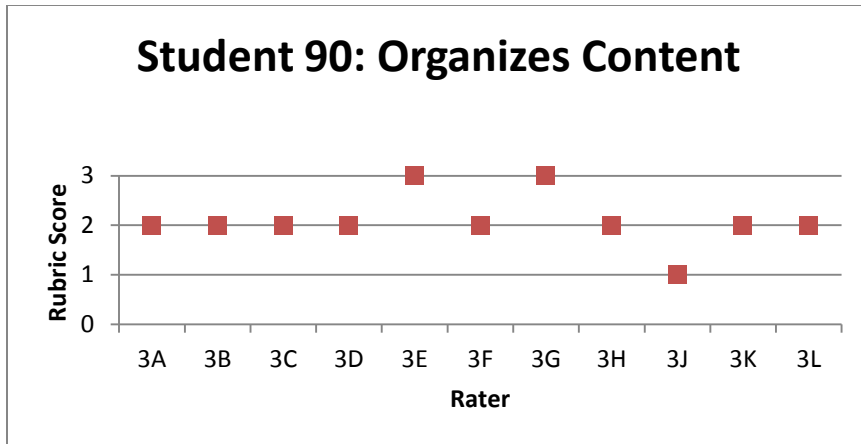


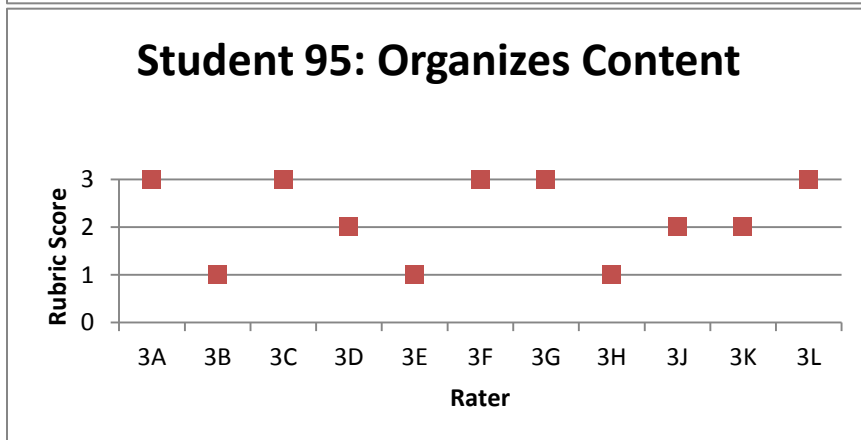
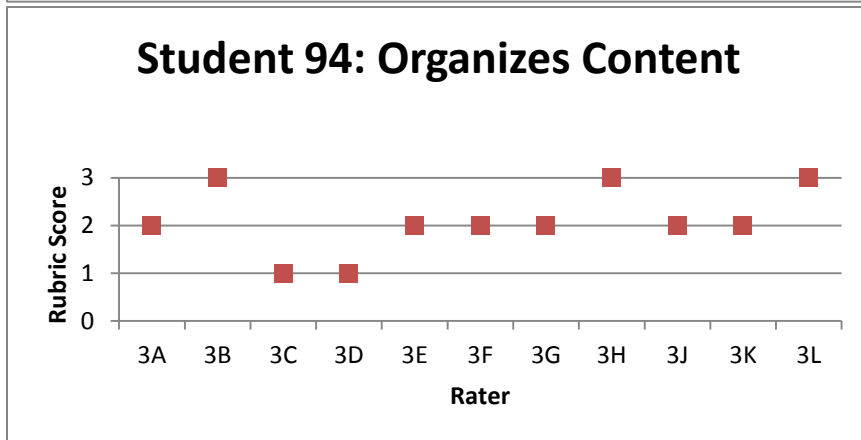
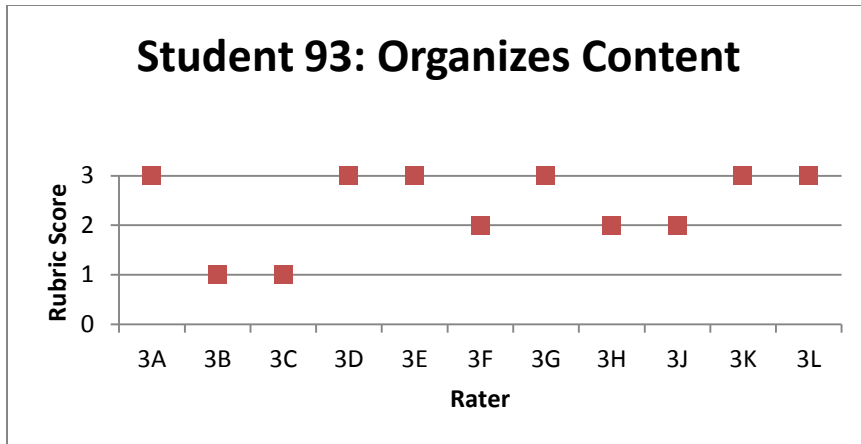




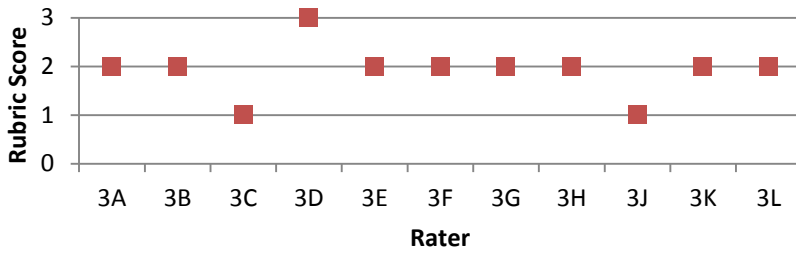




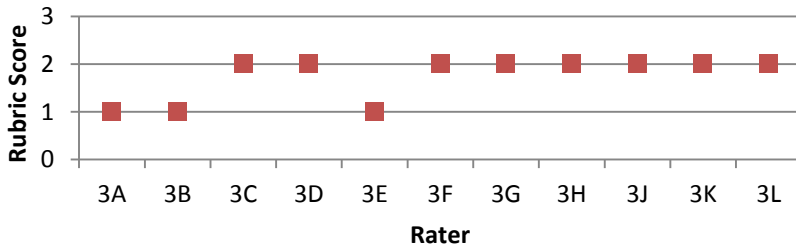




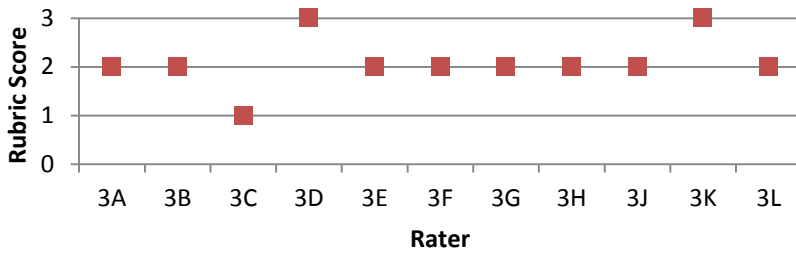
### Student 96: Organizes Content

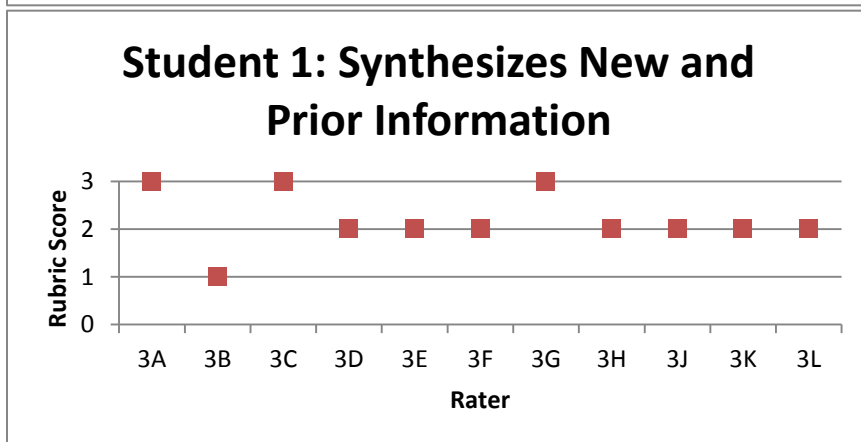
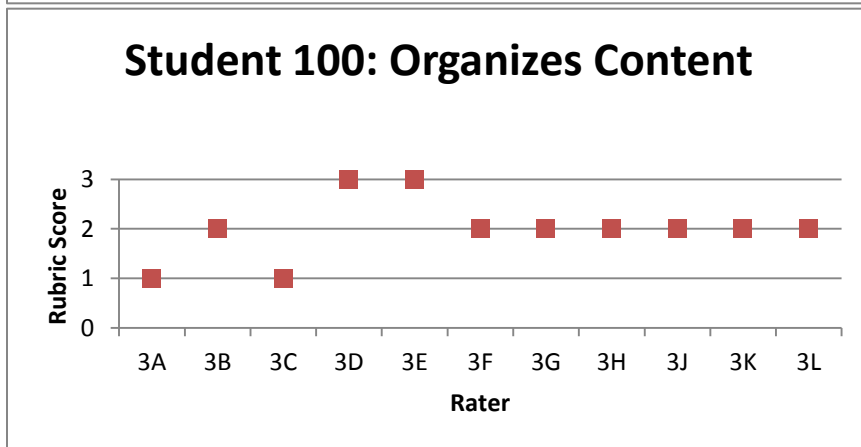
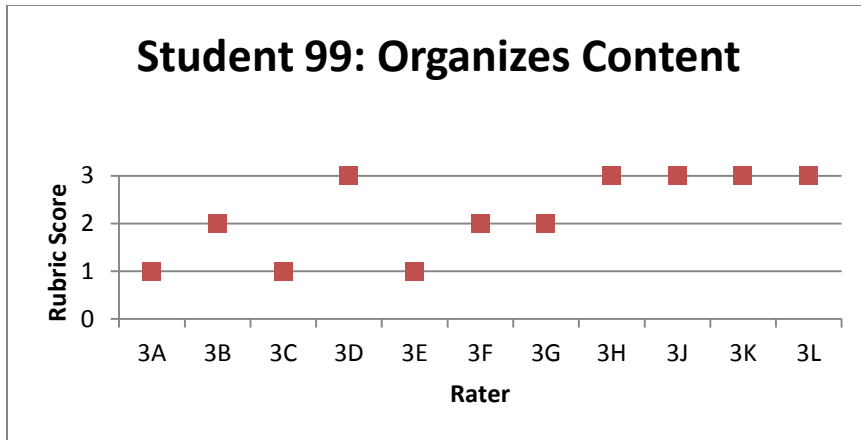


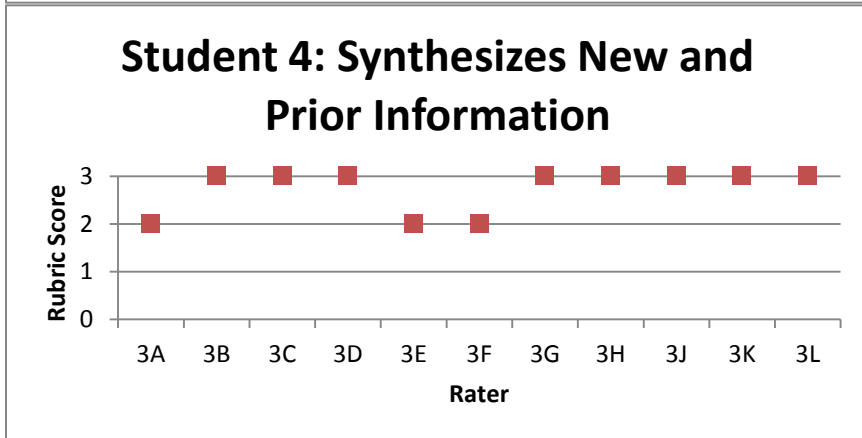
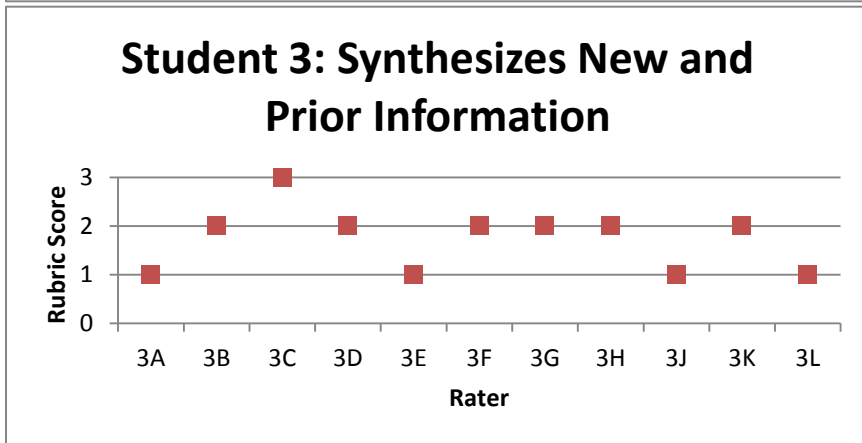
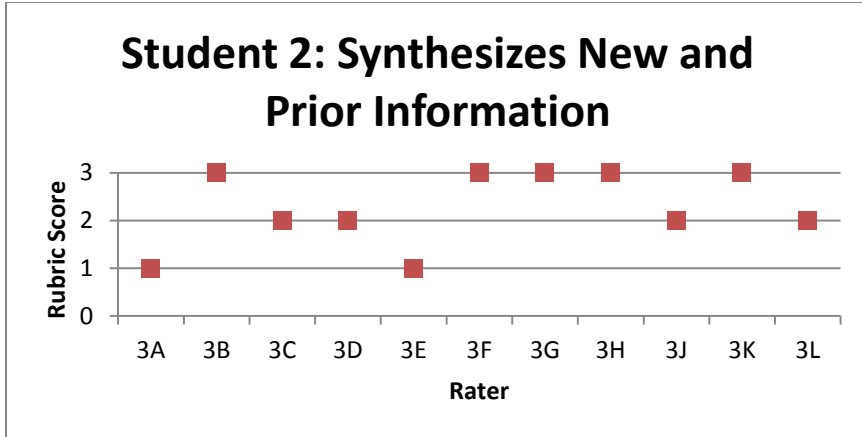
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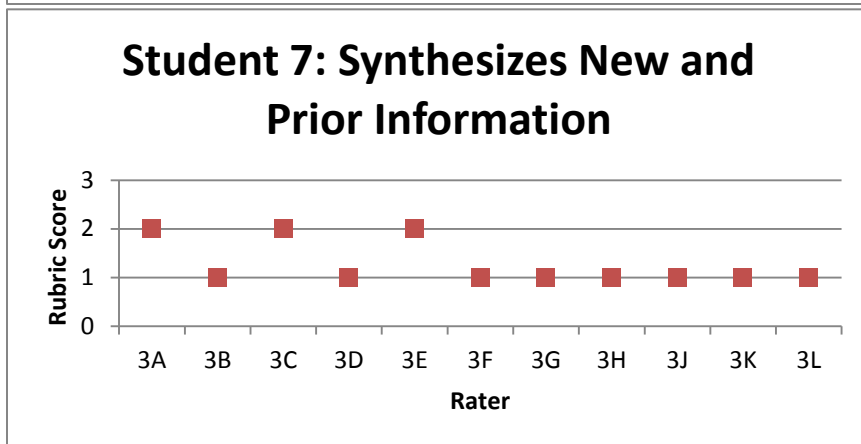
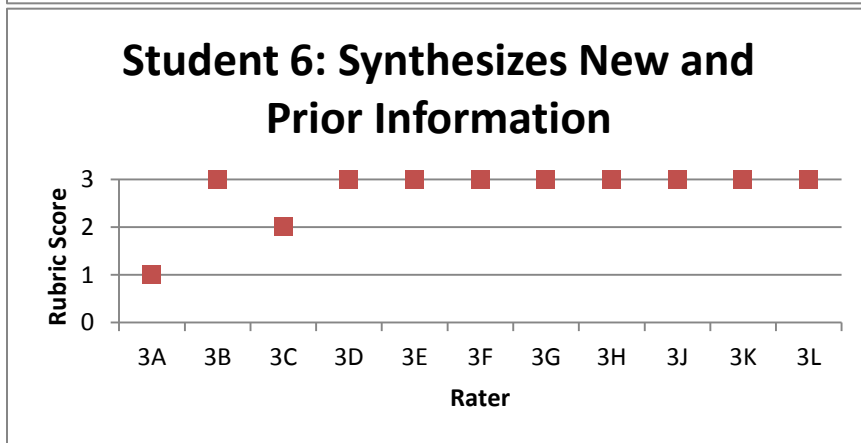
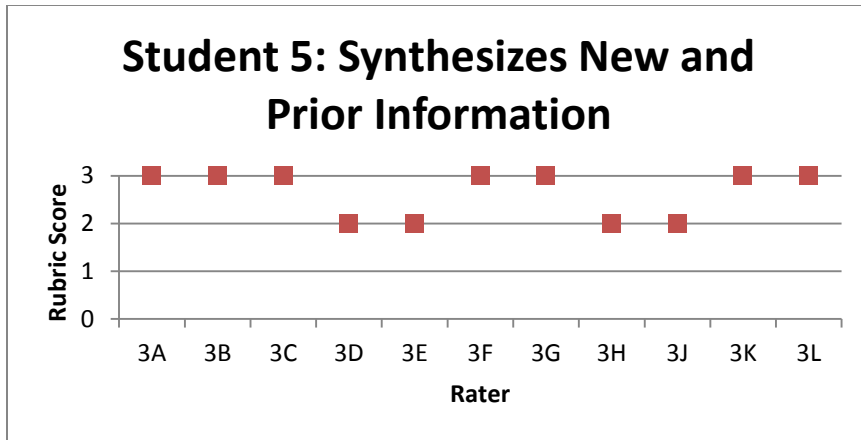


### Student 98: Organizes Content

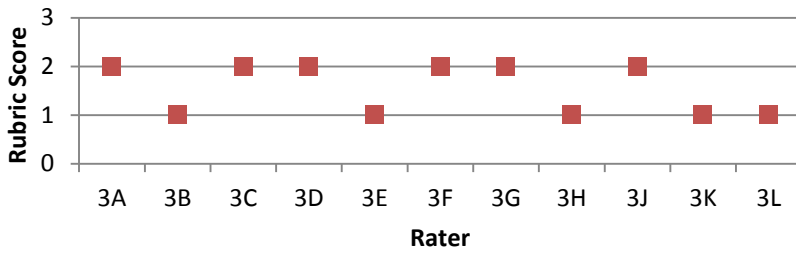




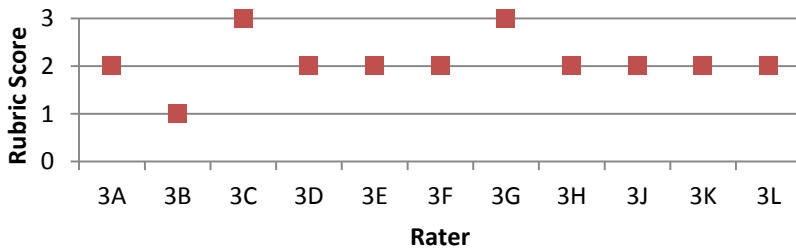




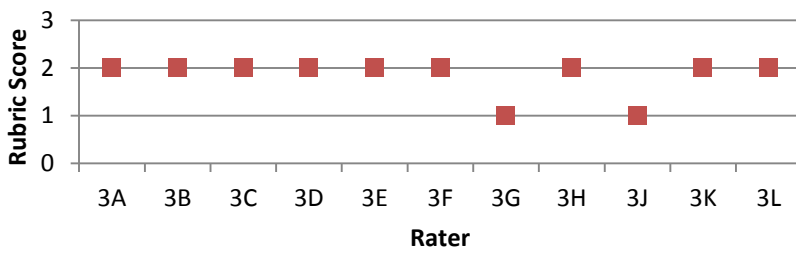
### Student 8: Synthesizes New and Prior Information



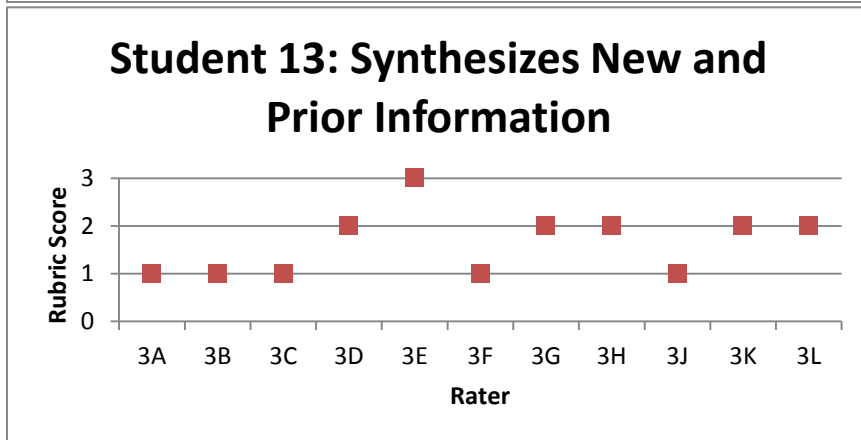
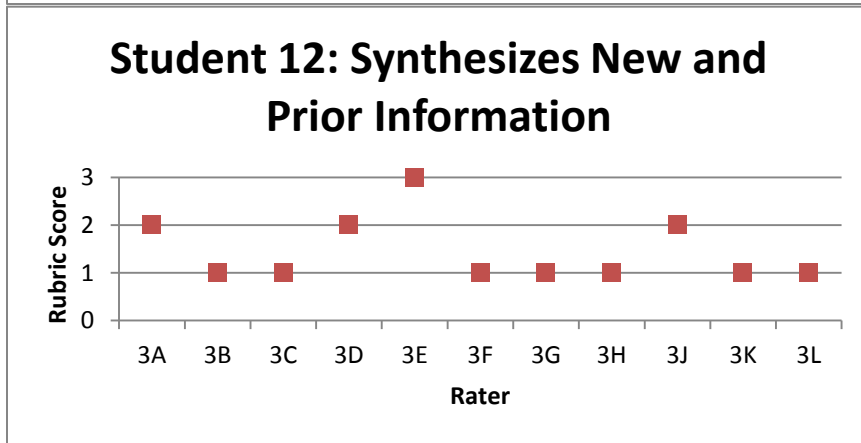
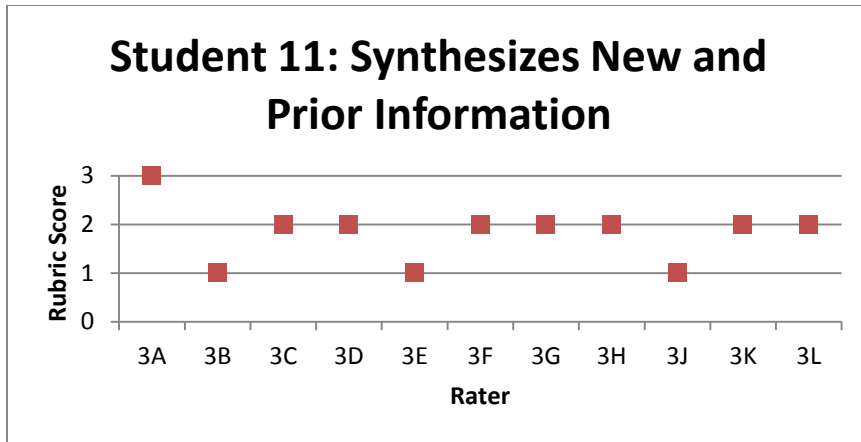
### Student 9: Synthesizes New and Prior Information

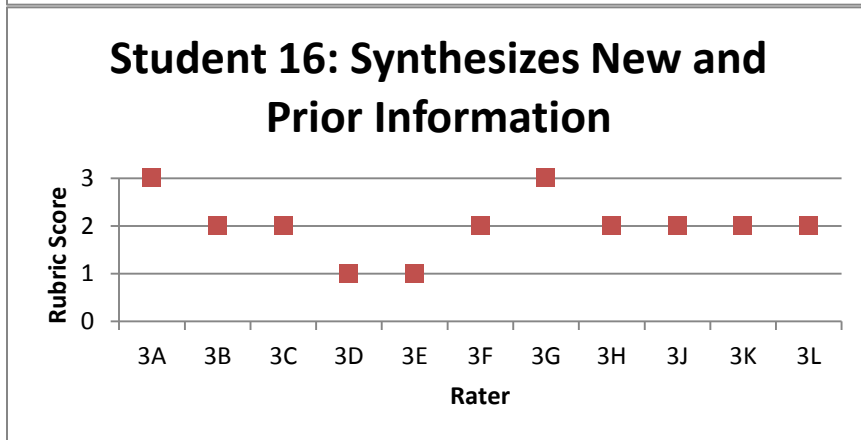
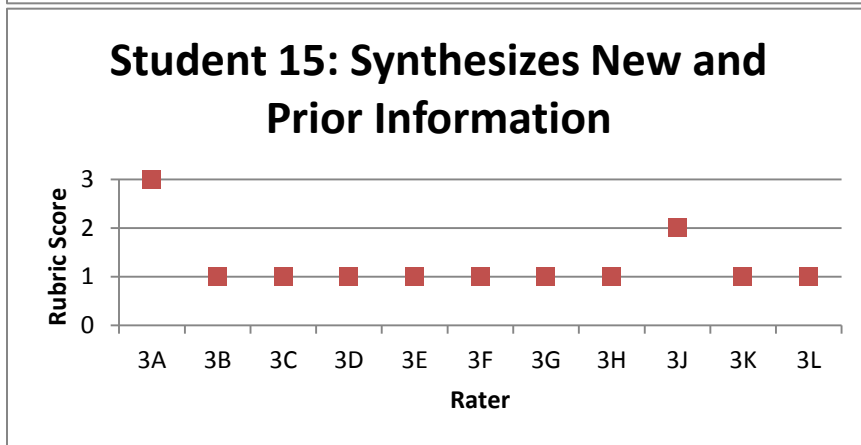
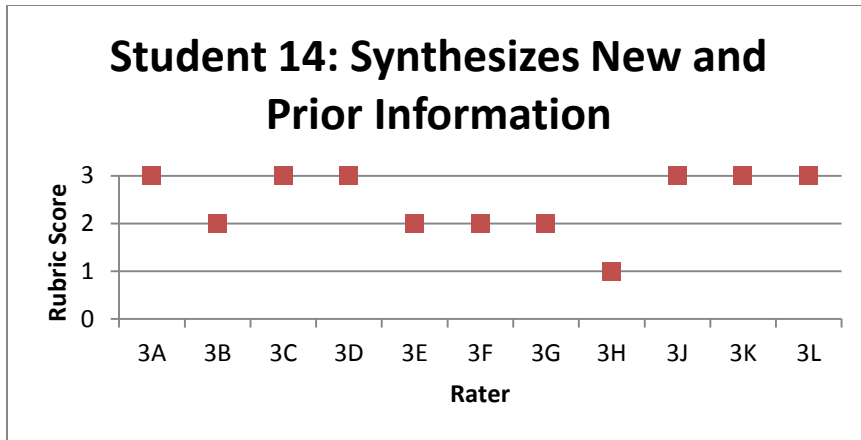


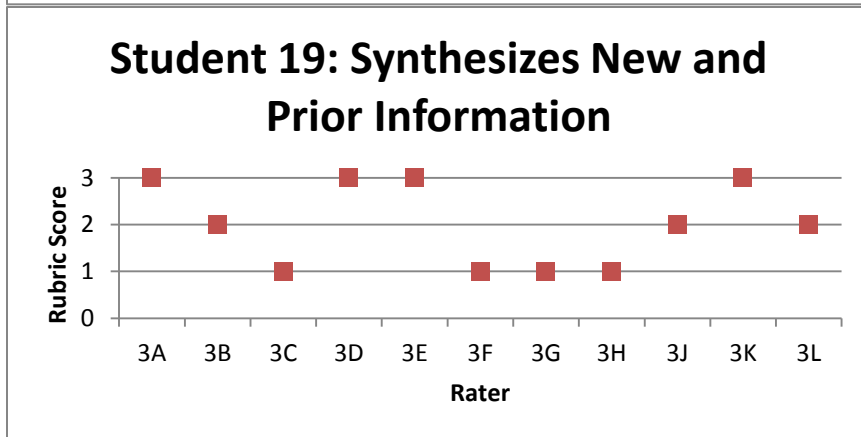
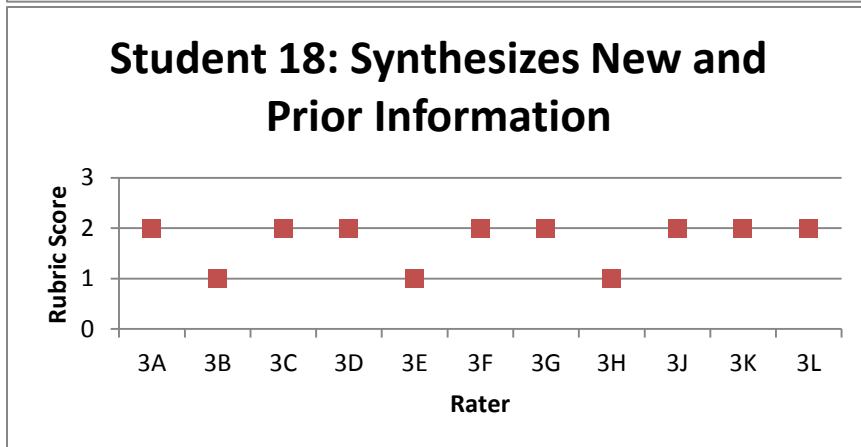
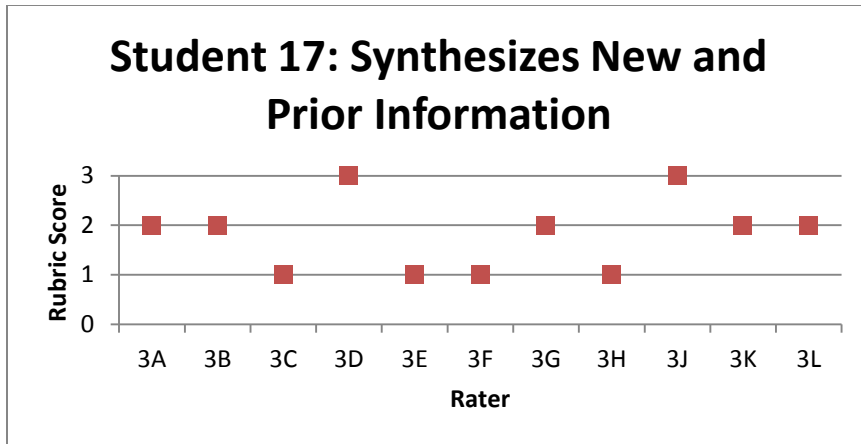
### Student 10: Synthesizes New and Prior Information

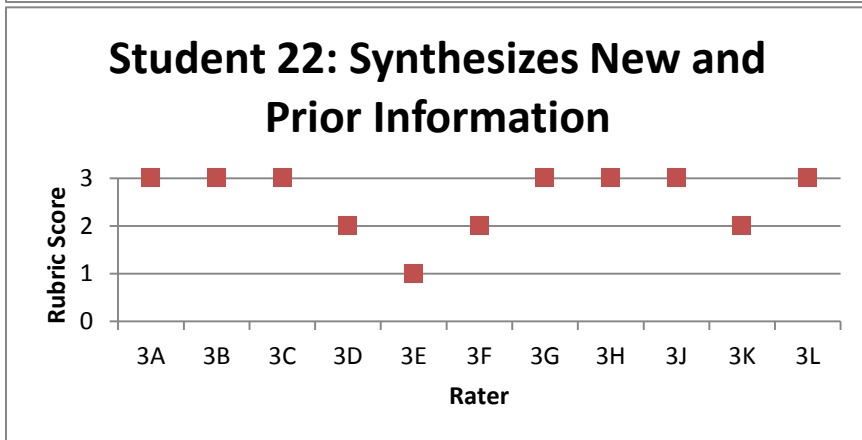
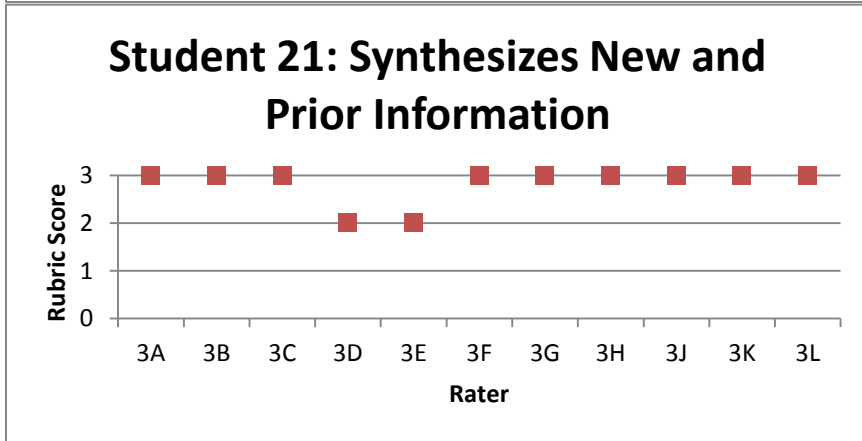
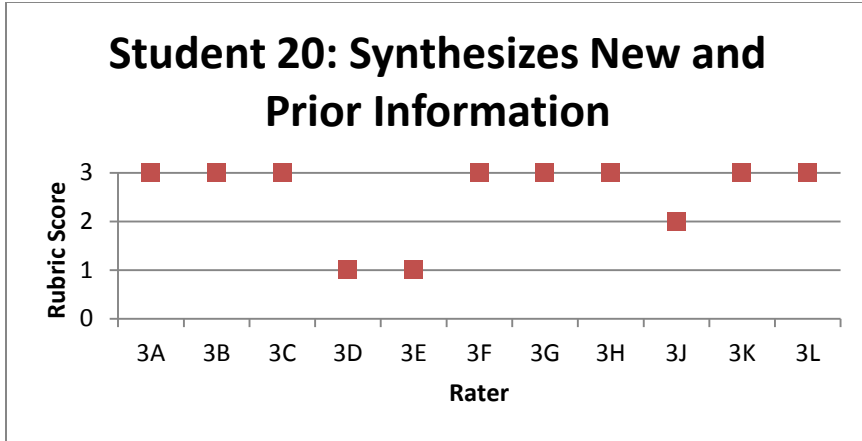


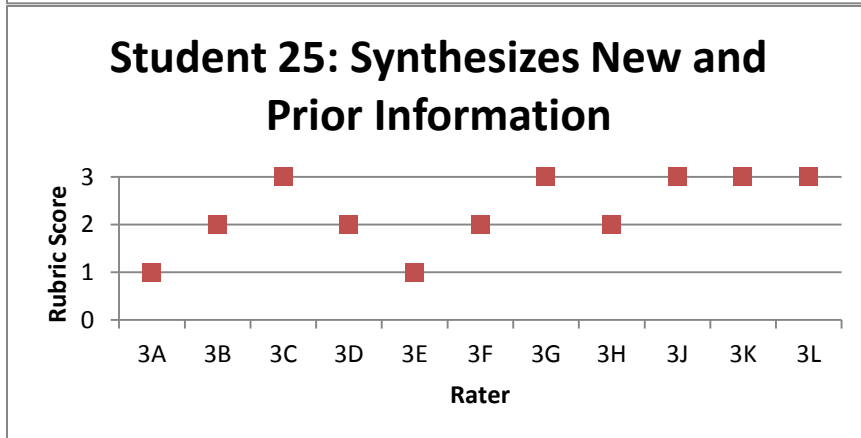
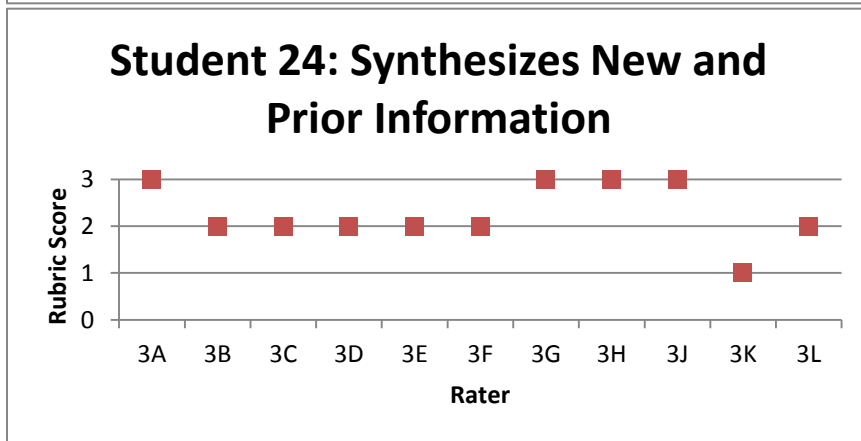
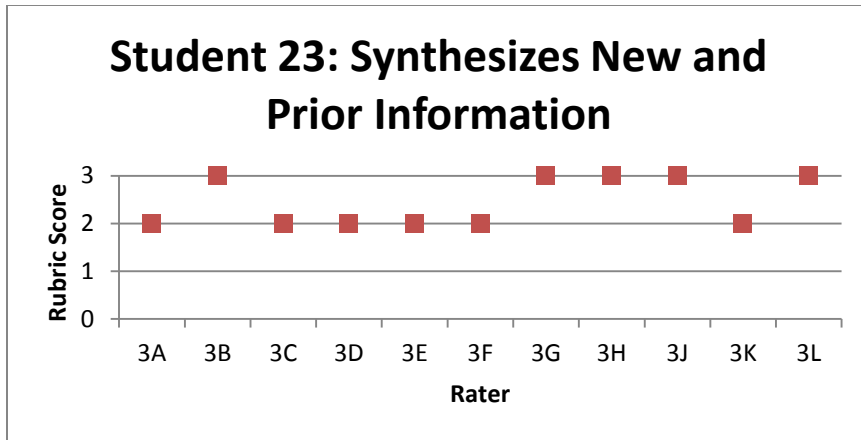


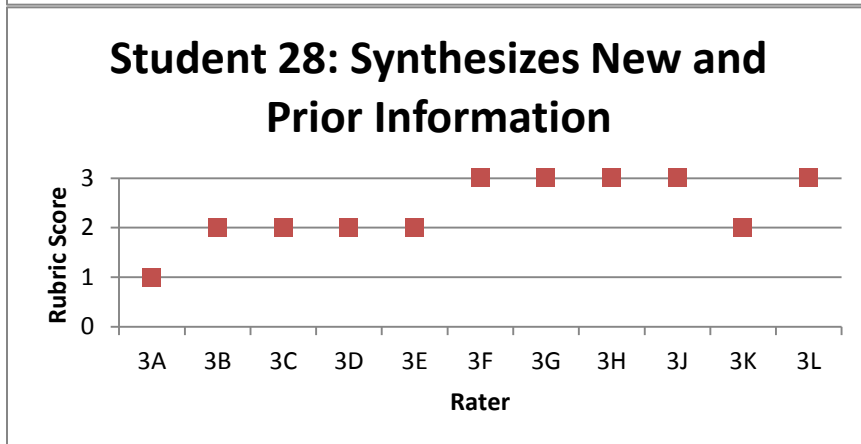
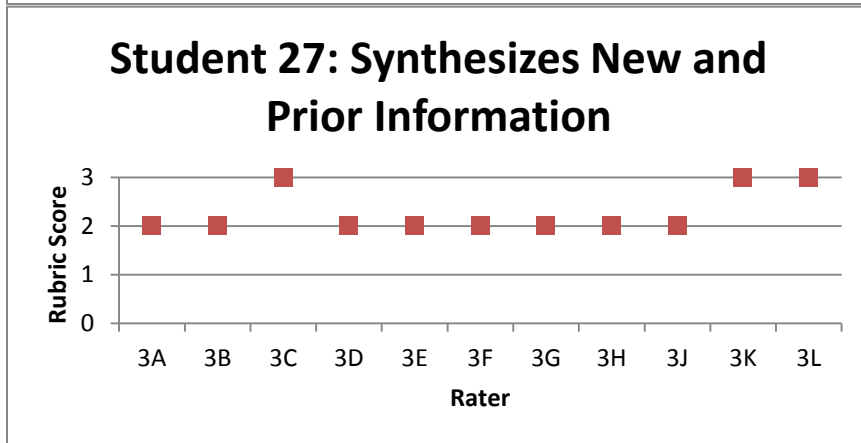
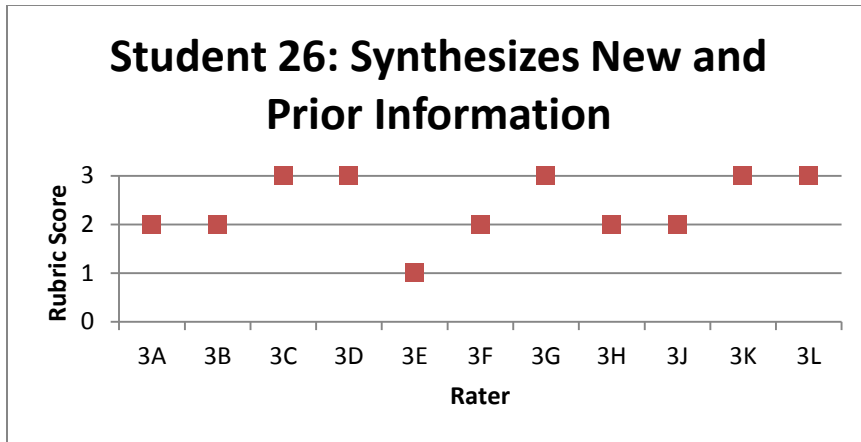




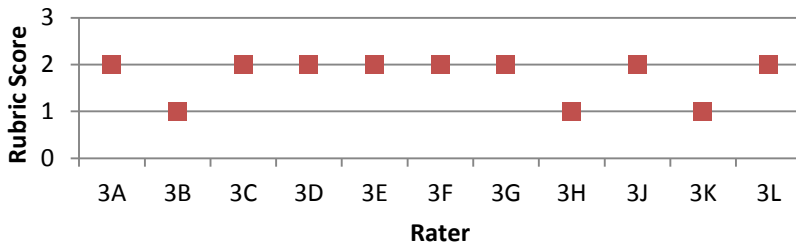




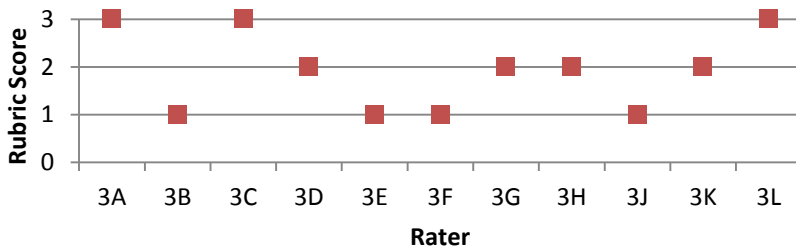




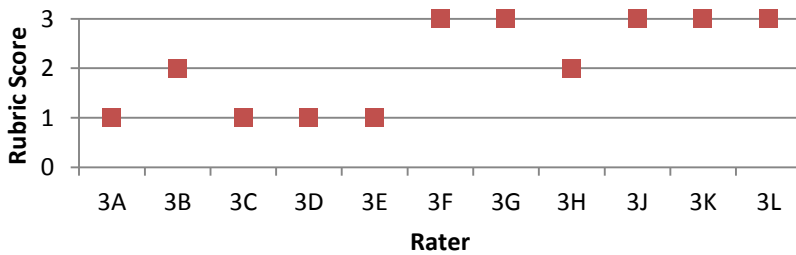
### Student 29: Synthesizes New and Prior Information

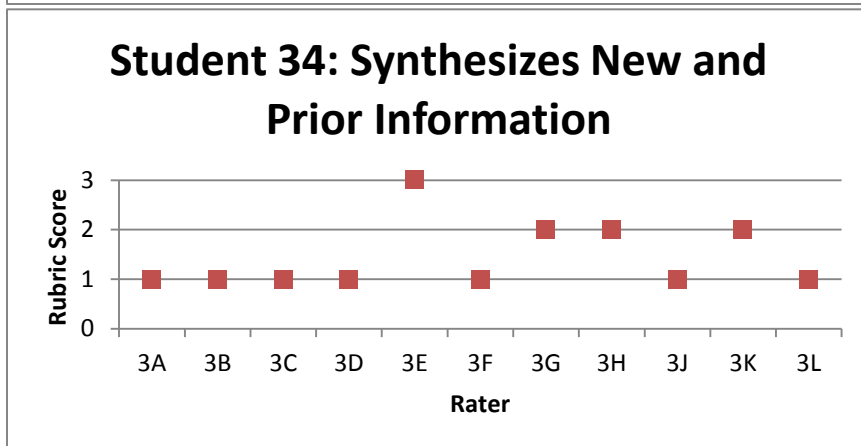
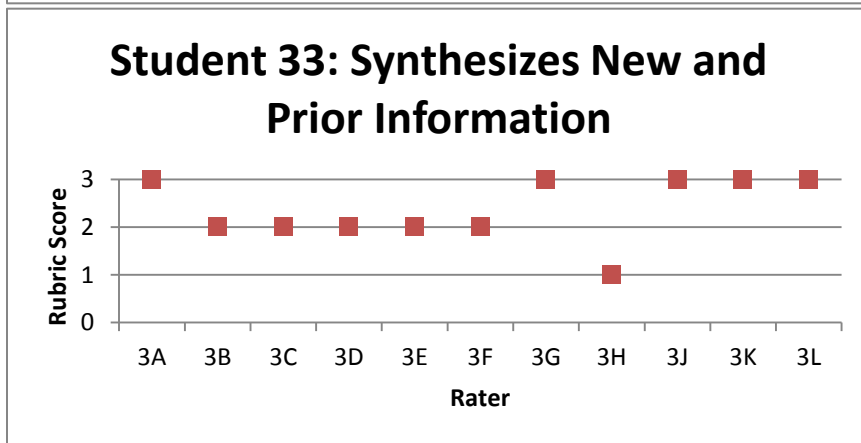
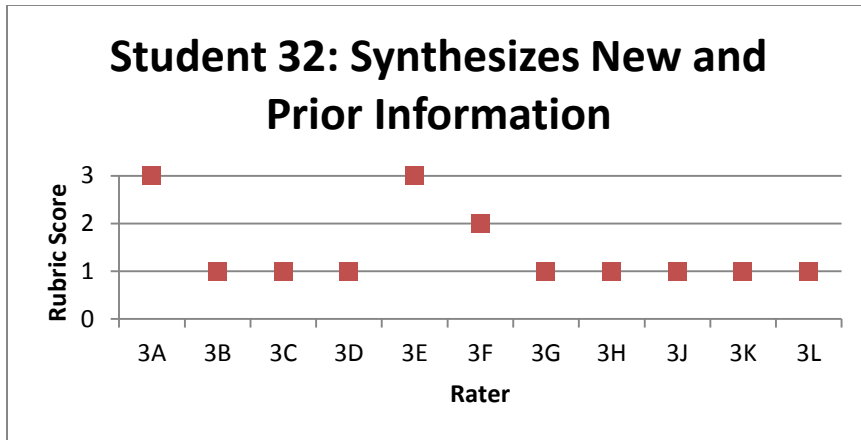


### Student 30: Synthesizes New and Prior Information

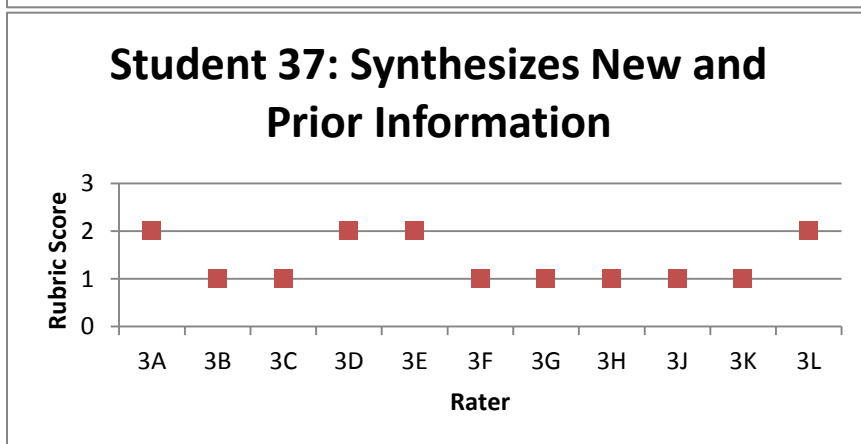
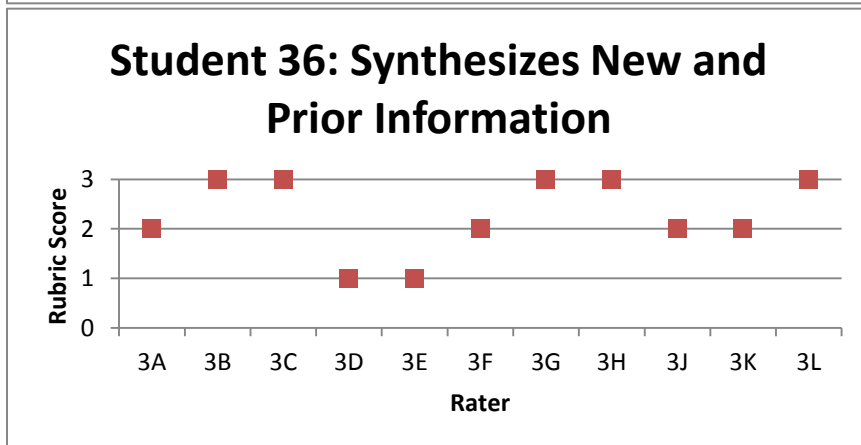
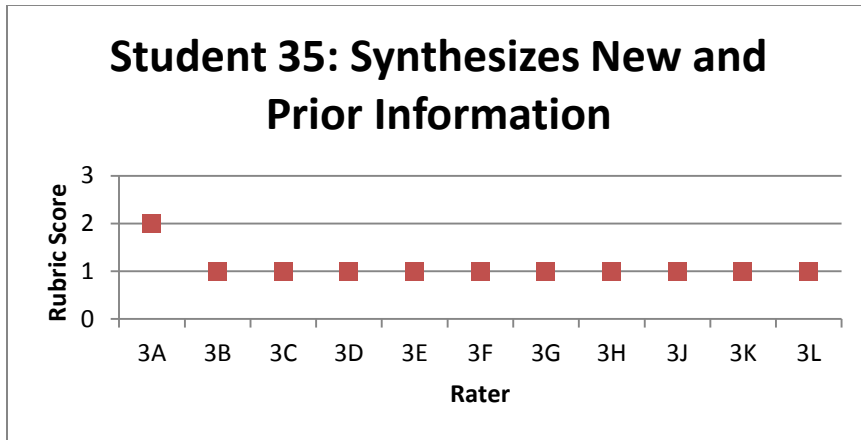


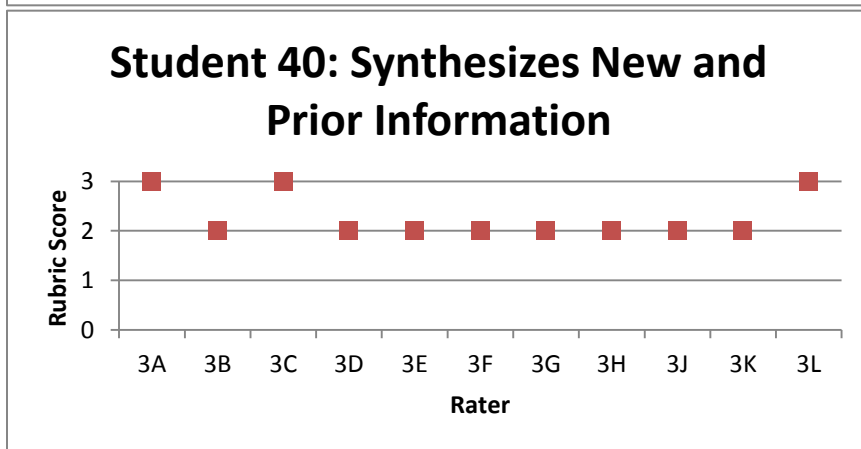
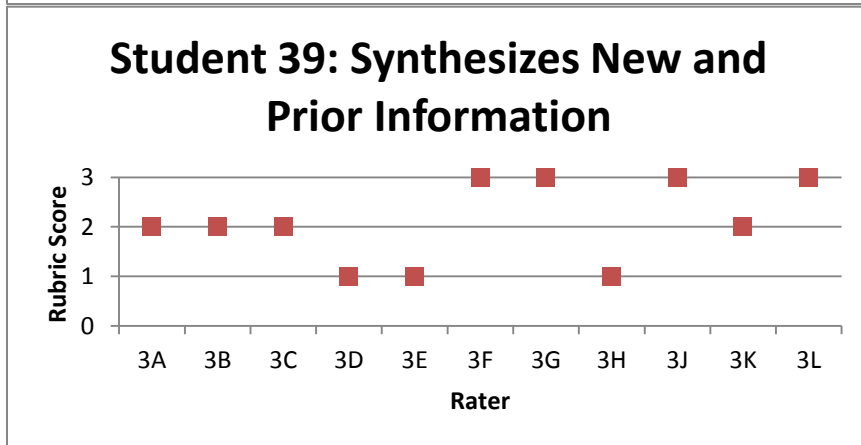
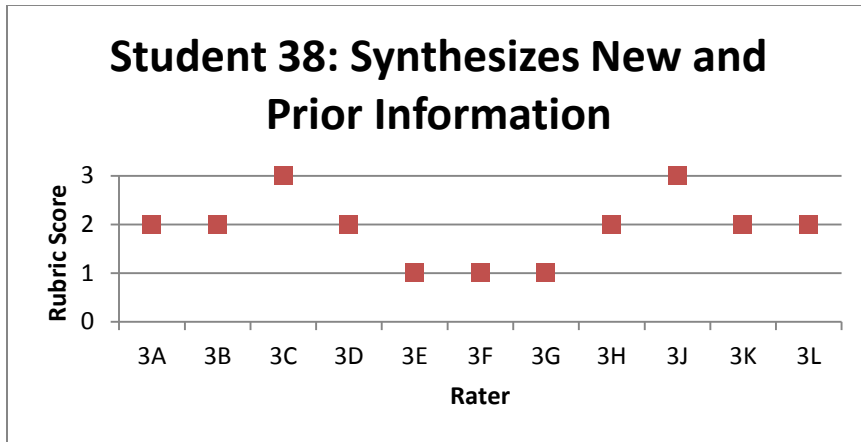
### Student 31: Synthesizes New and Prior Information

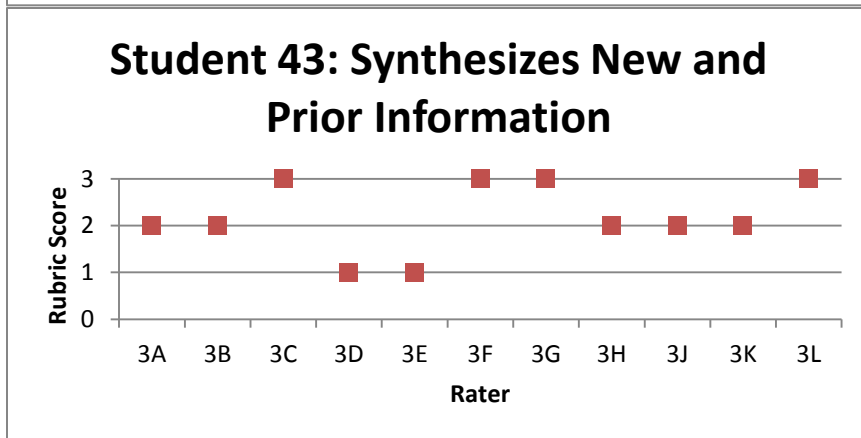
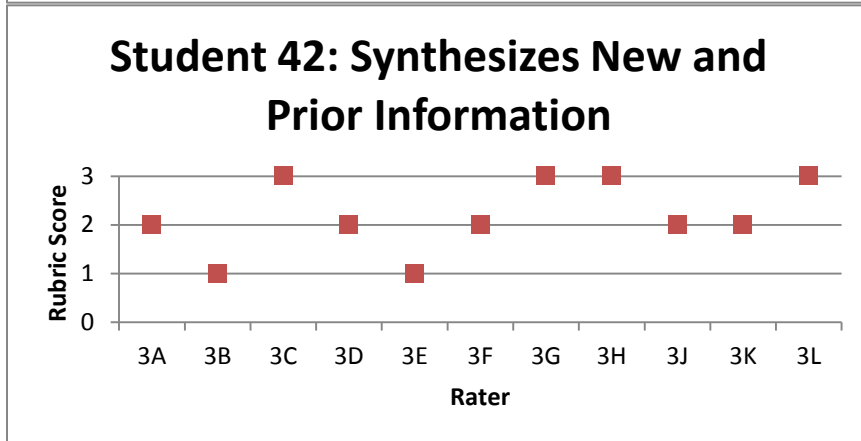
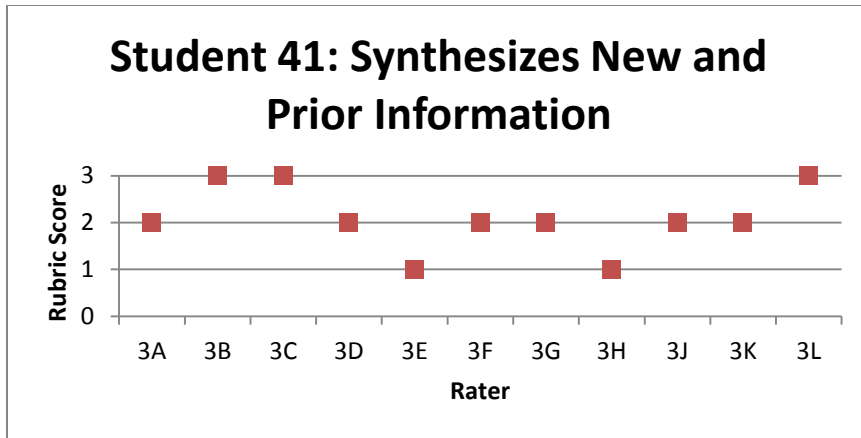


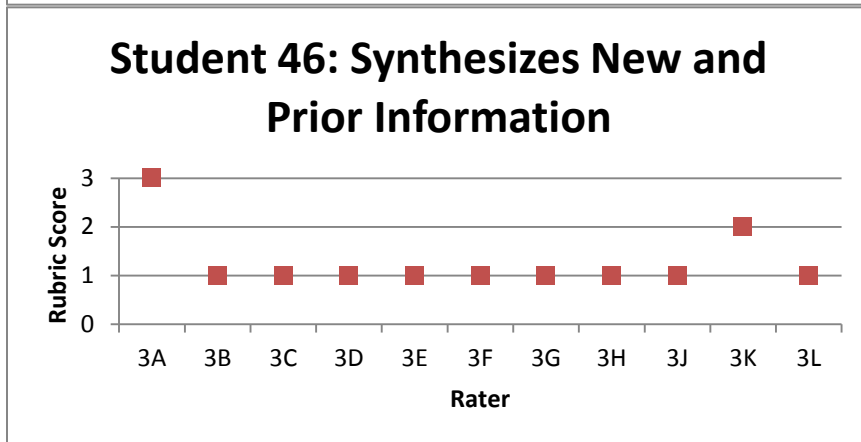
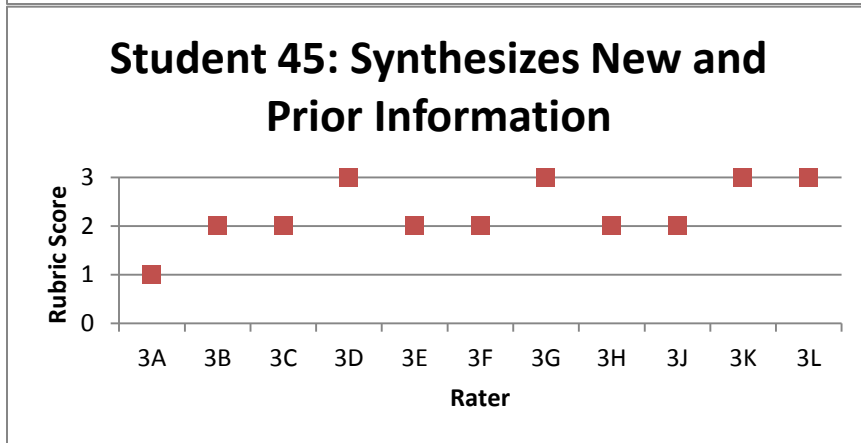
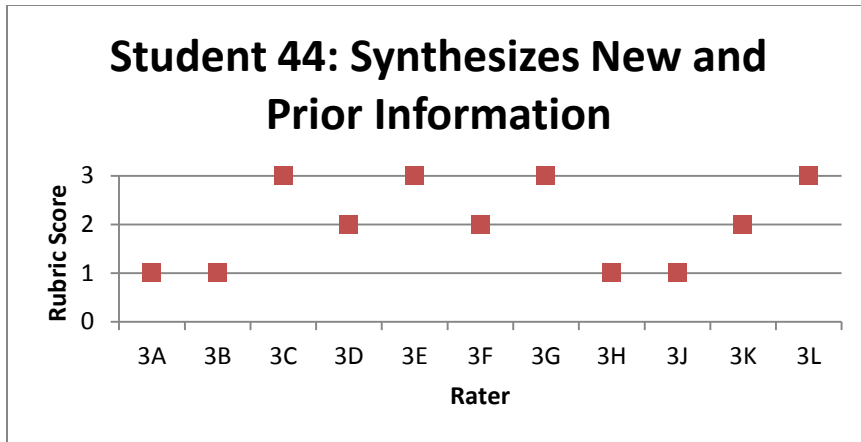




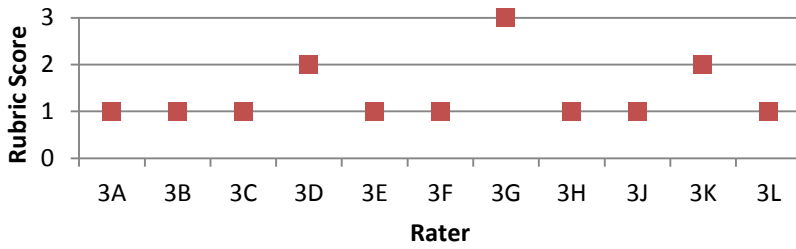




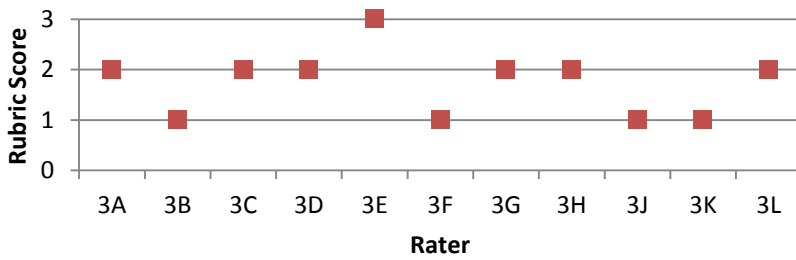




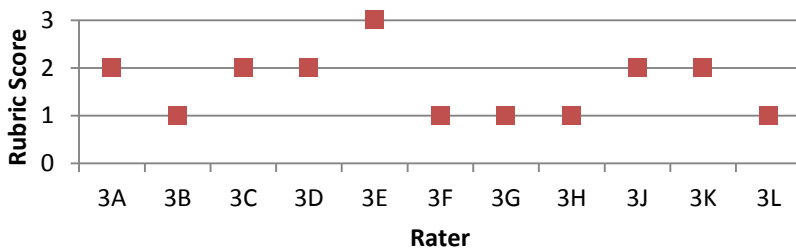
### Student 47: Synthesizes New and Prior Information

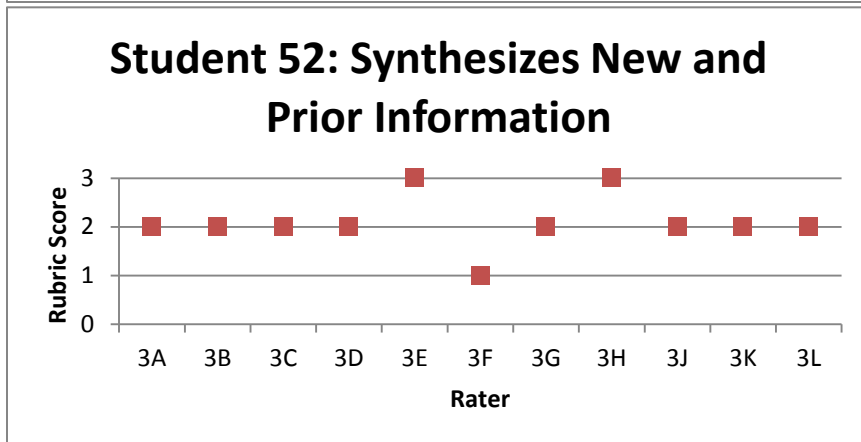
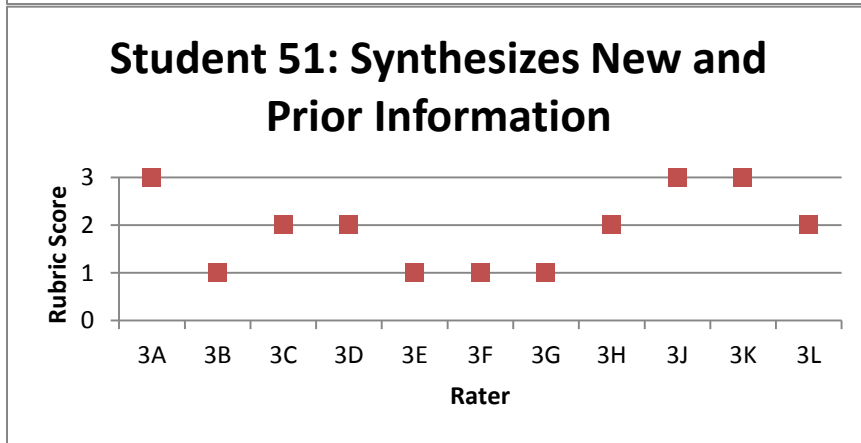
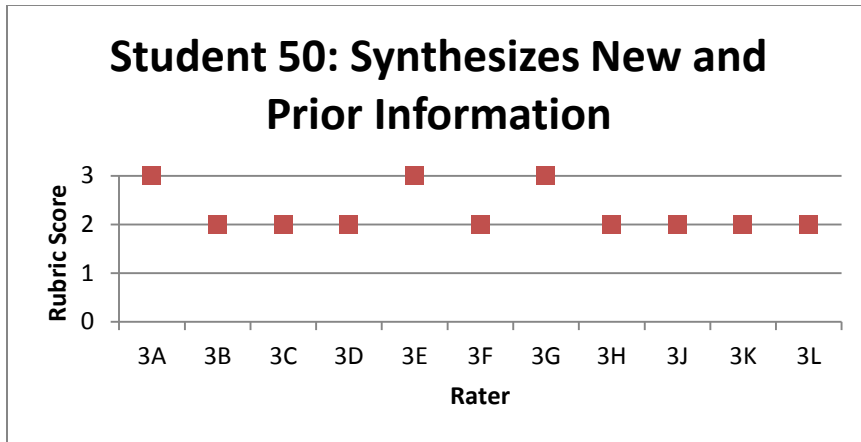


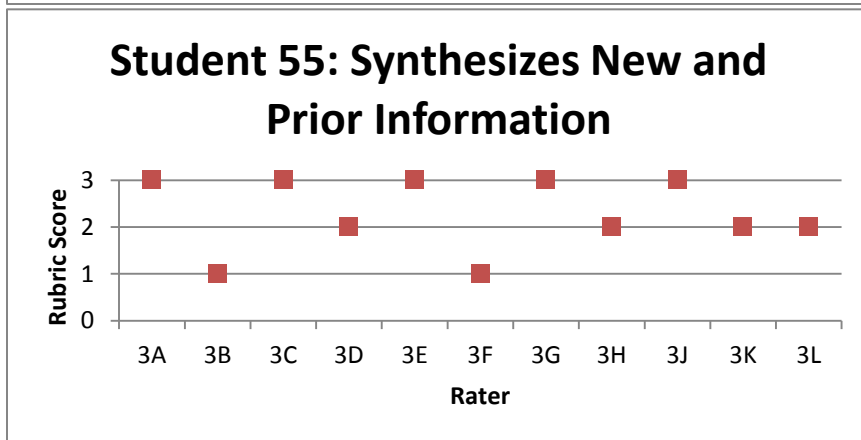
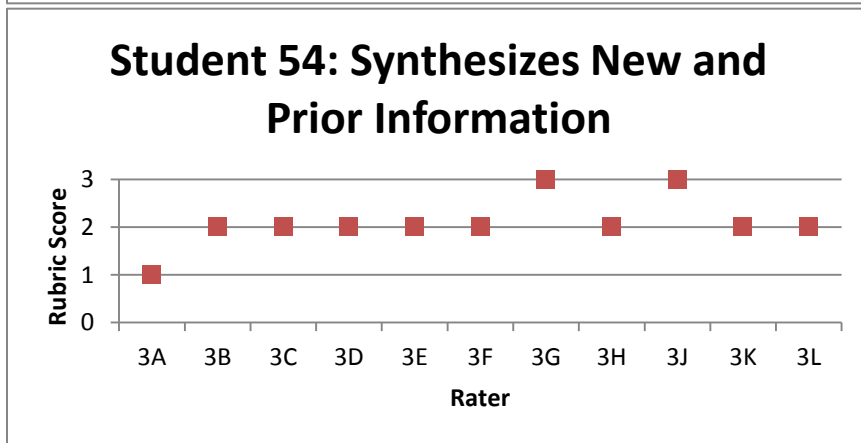
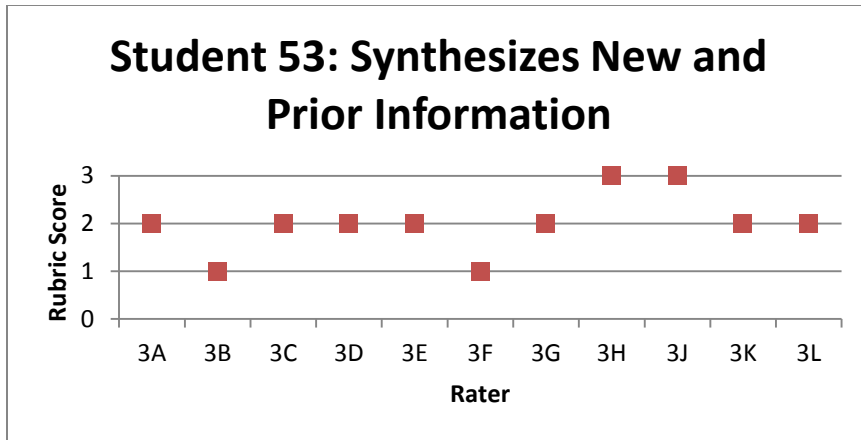
### Student 48: Synthesizes New and Prior Information

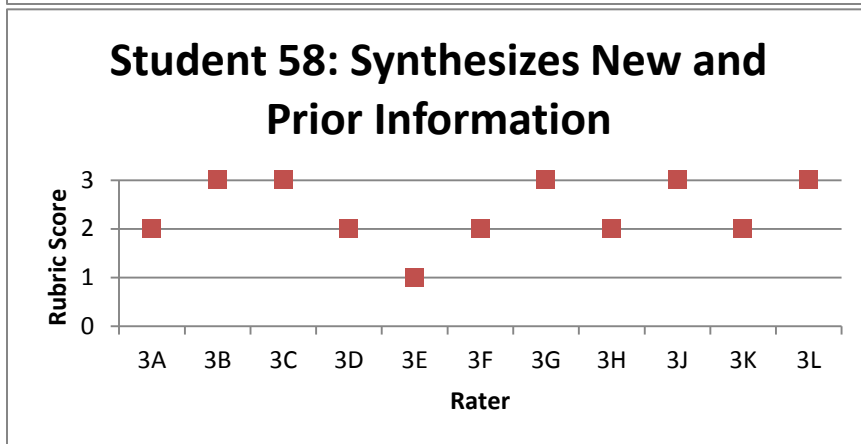
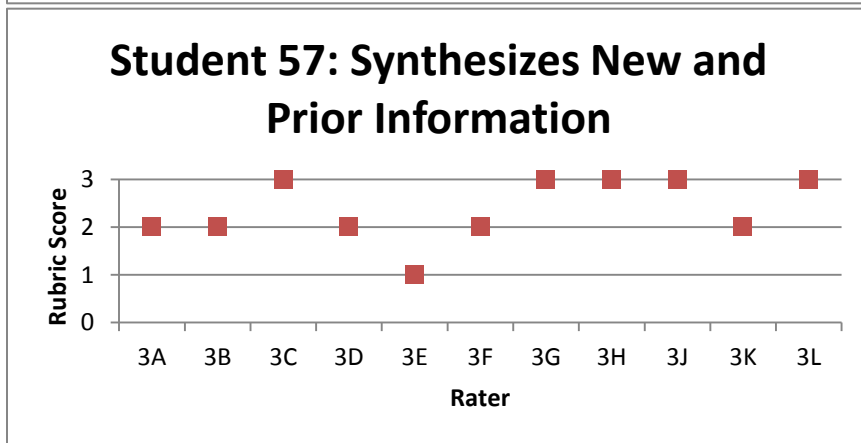
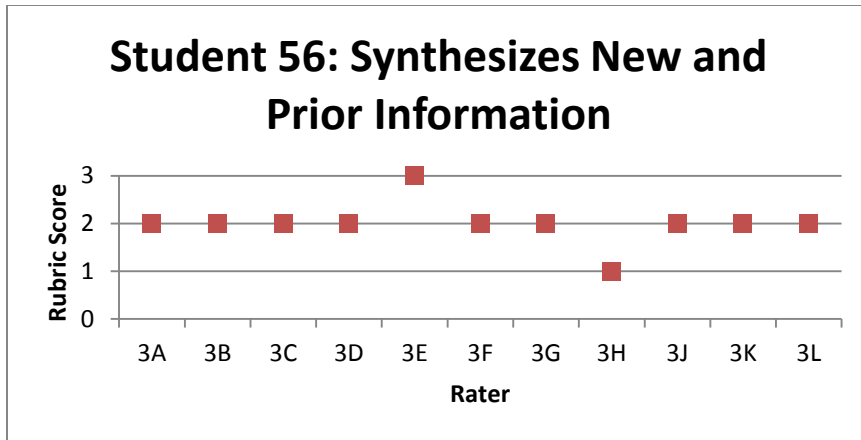


### Student 49: Synthesizes New and Prior Information

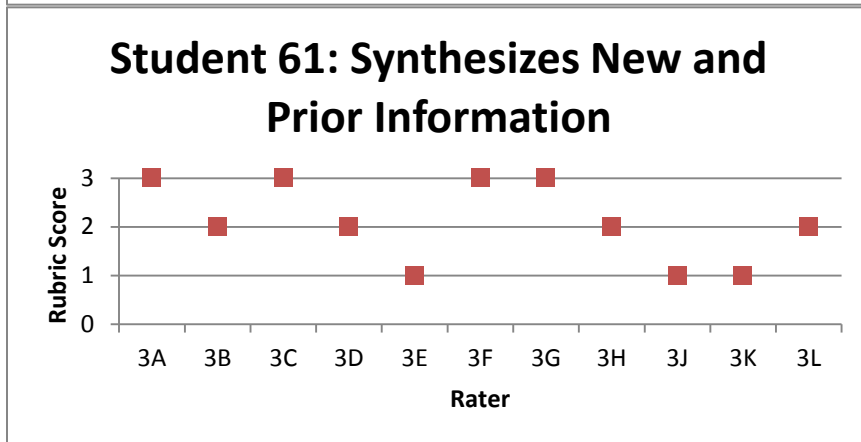
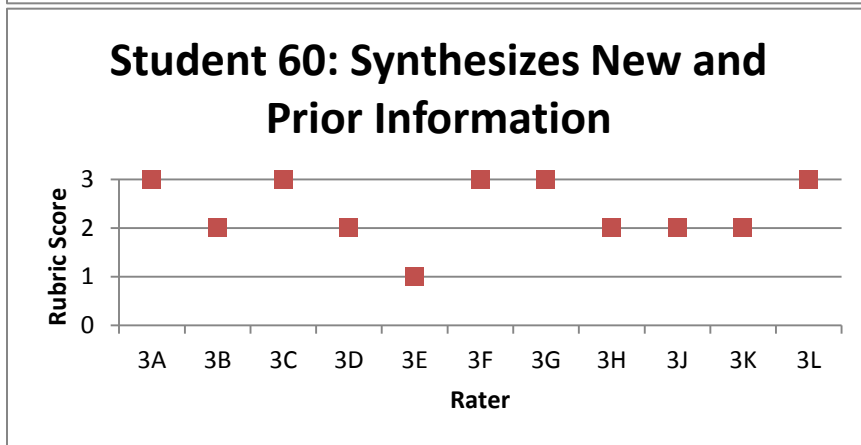
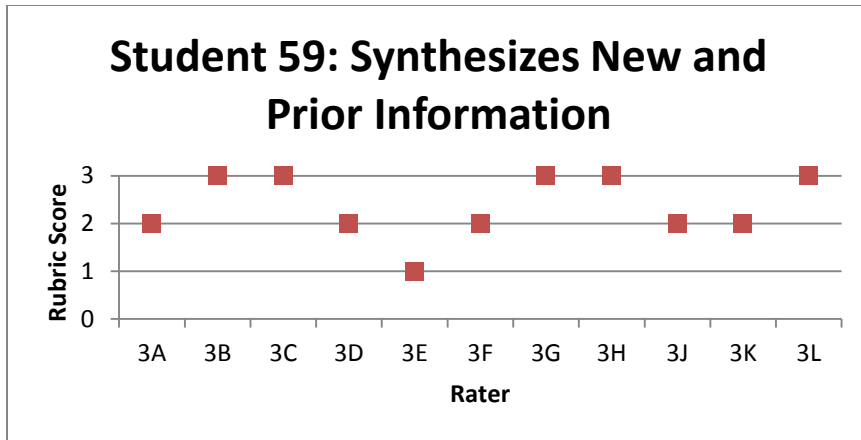


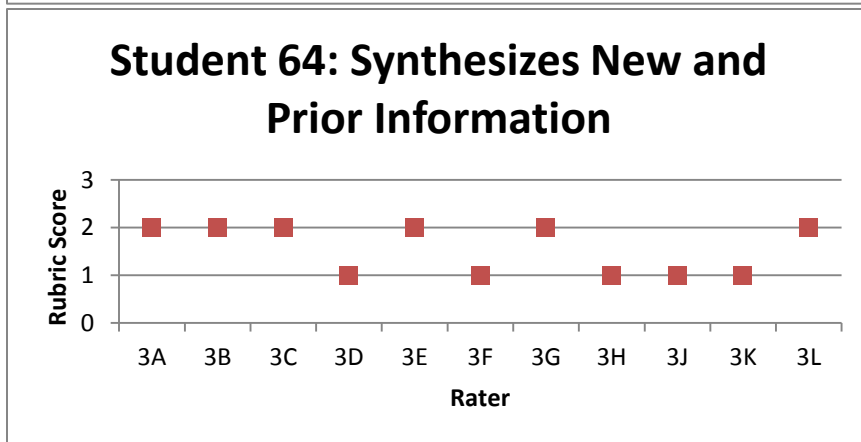
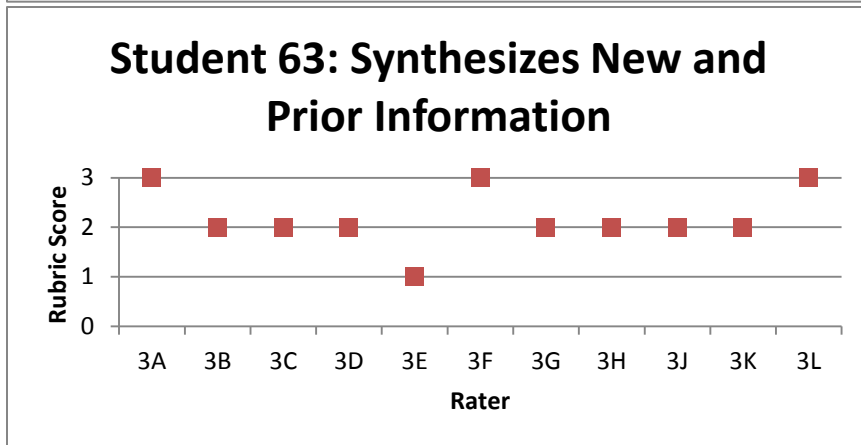
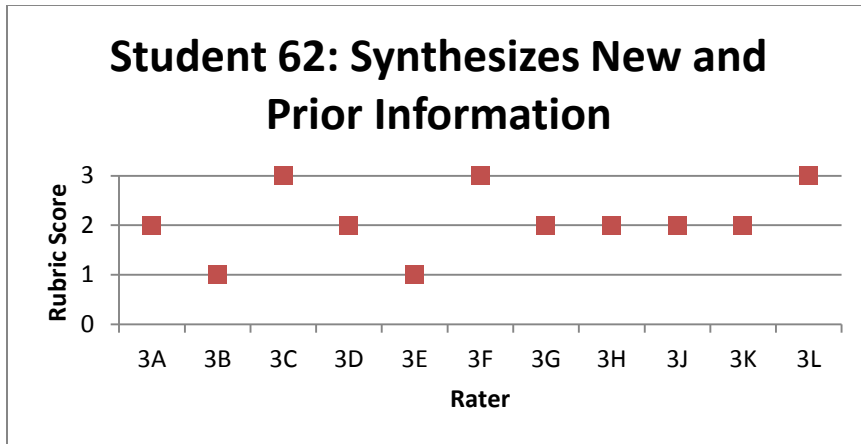


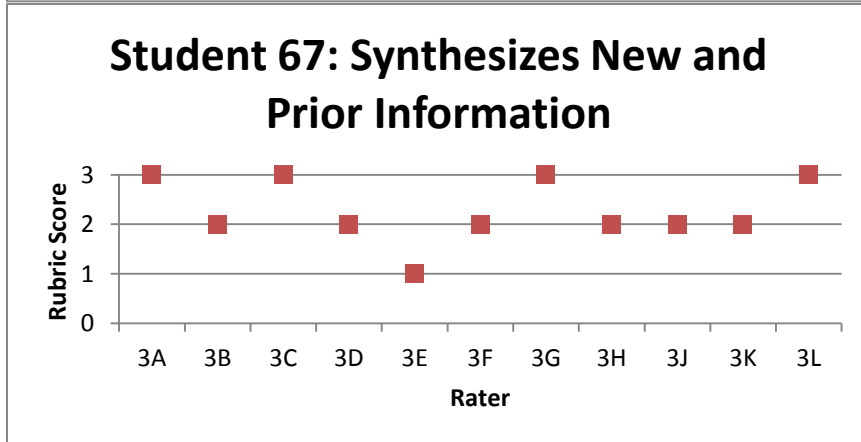
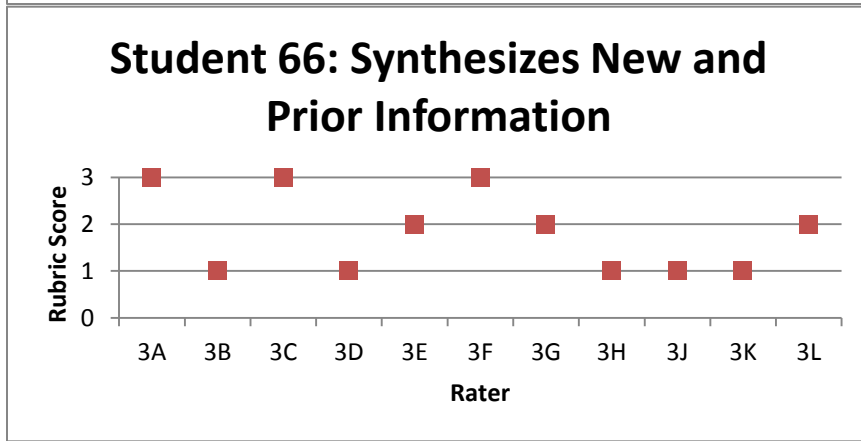
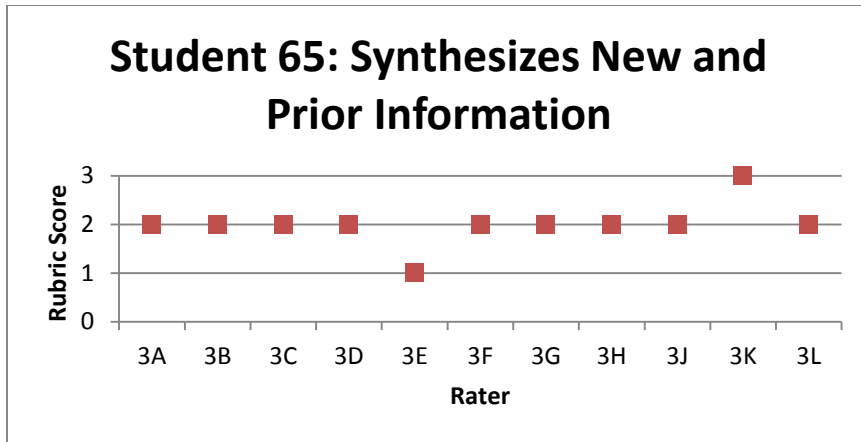




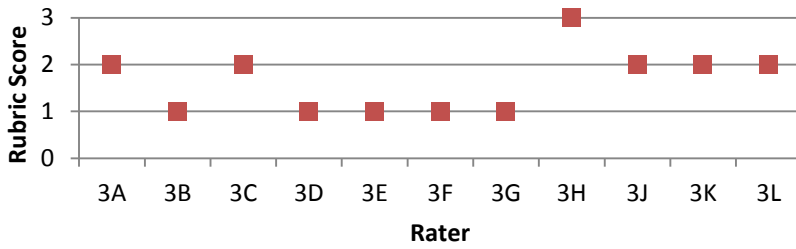




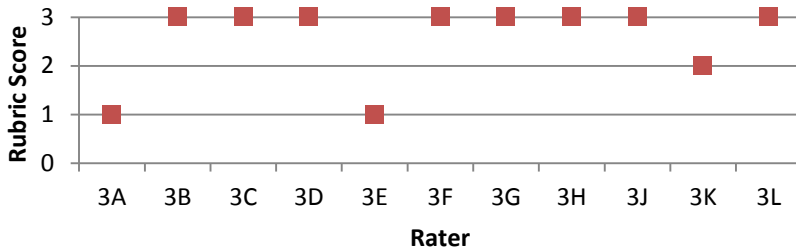




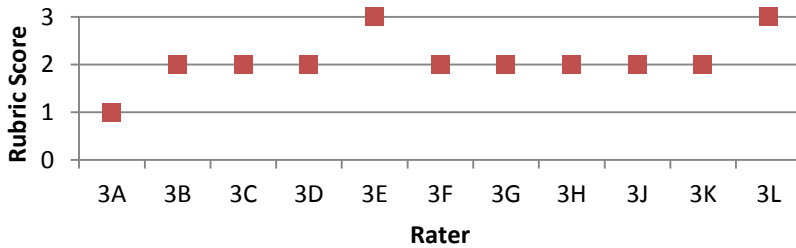
### Student 68: Synthesizes New and Prior Information

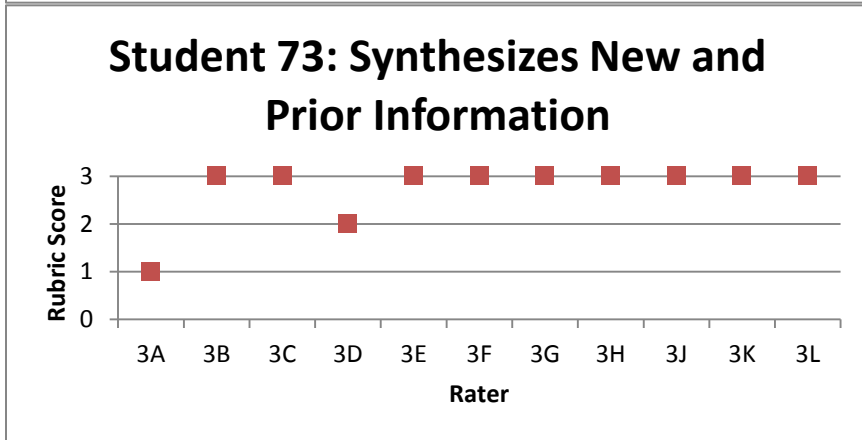
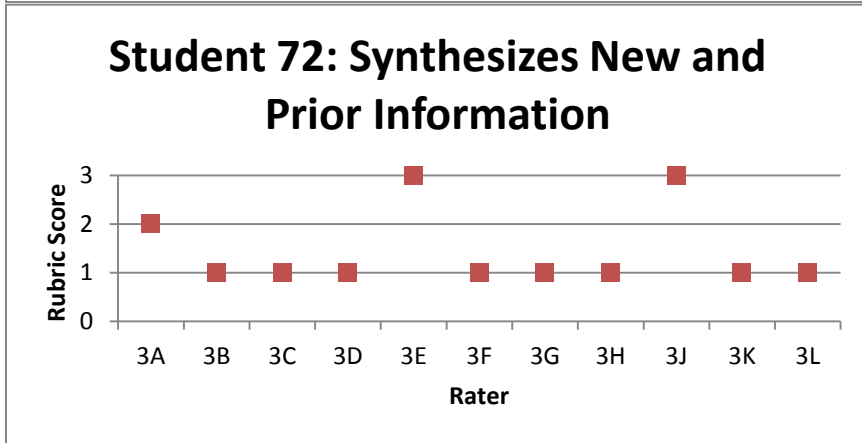
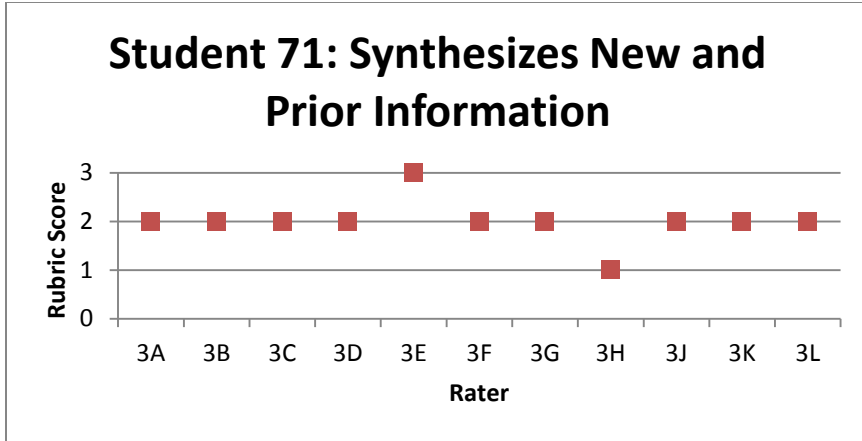


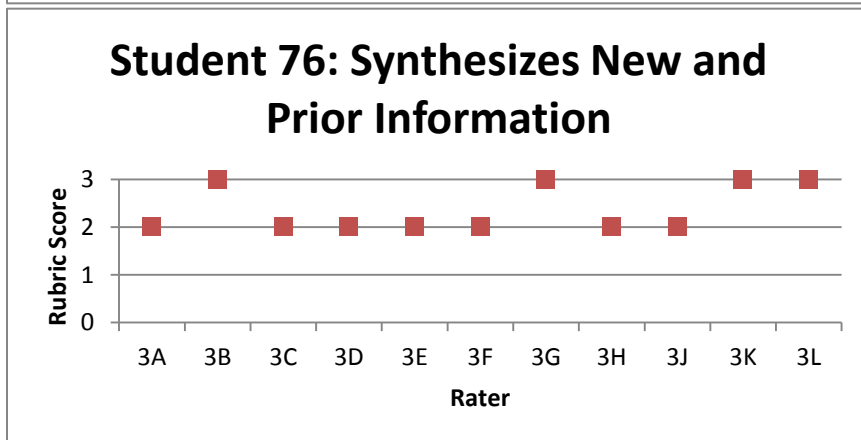
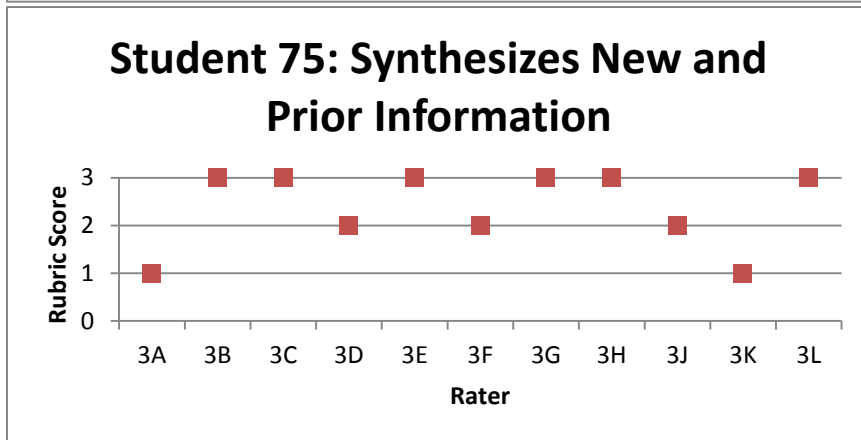
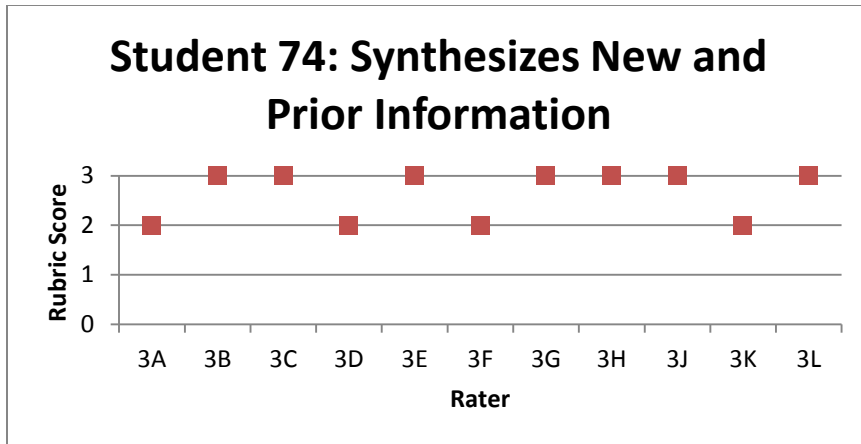
### Student 69: Synthesizes New and Prior Information

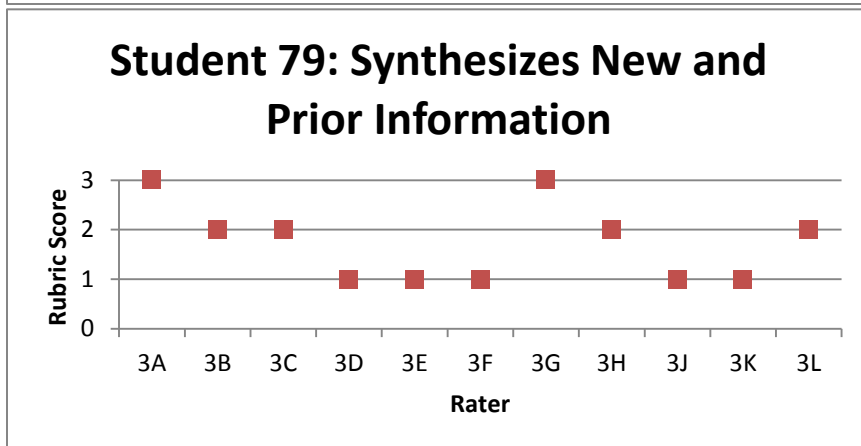
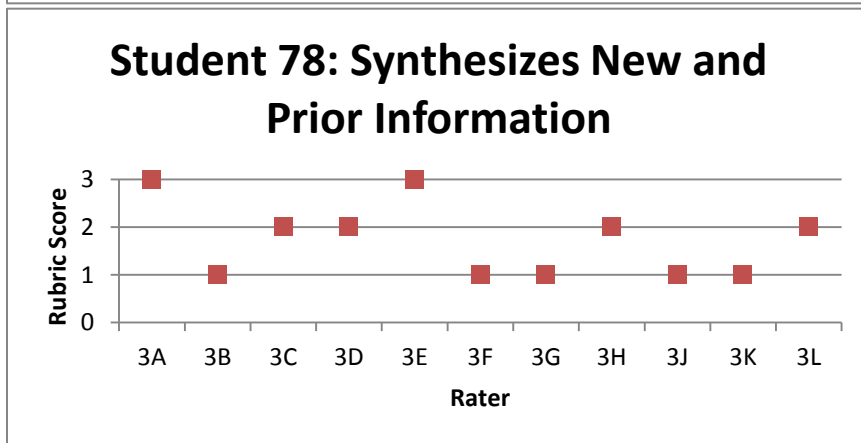
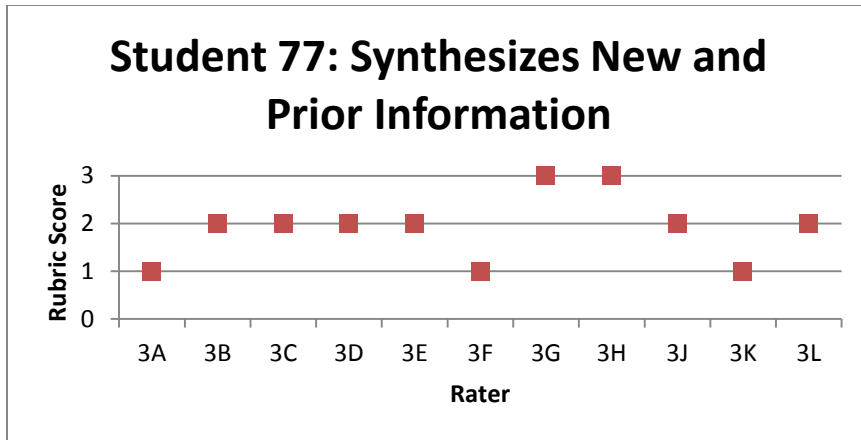


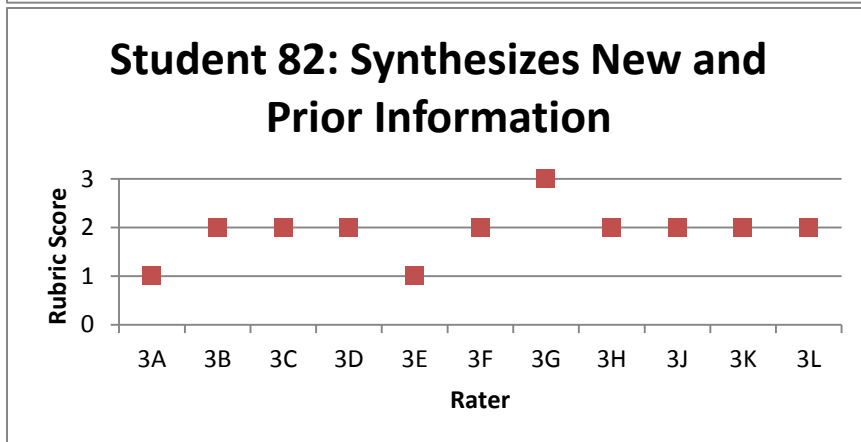
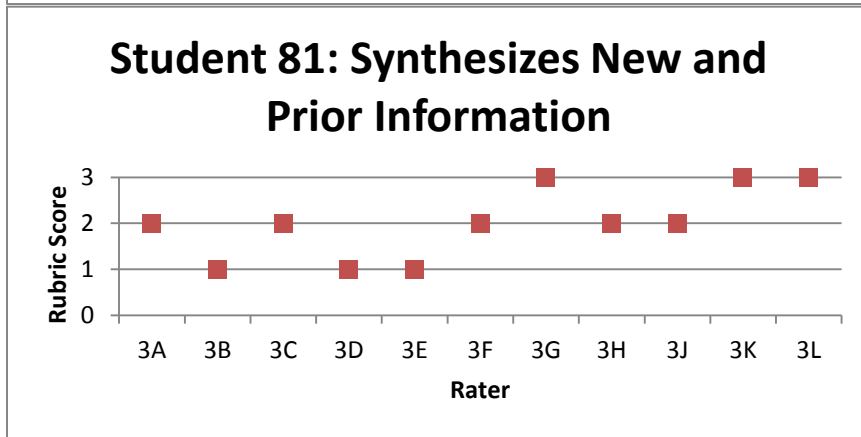
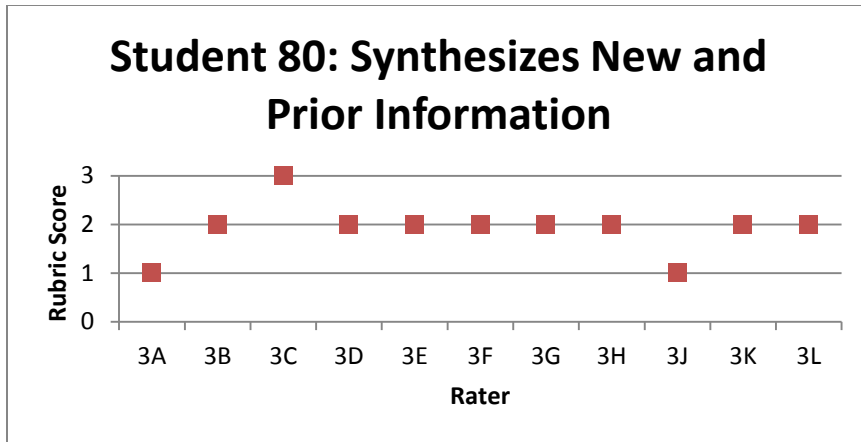
### Student 70: Synthesizes New and Prior Information



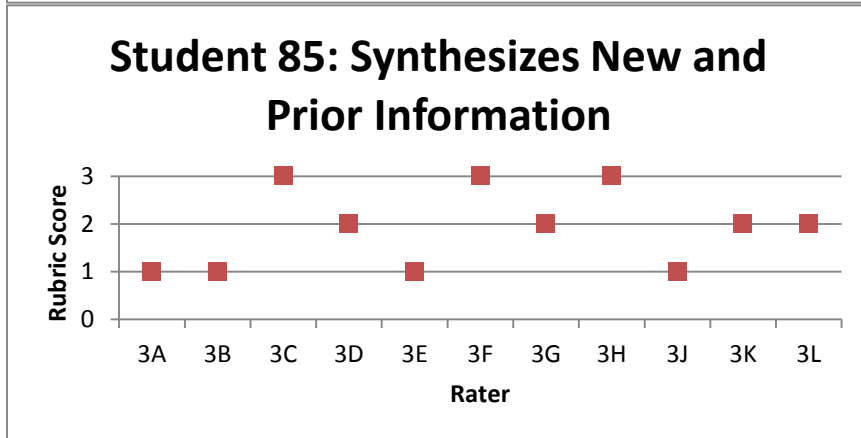
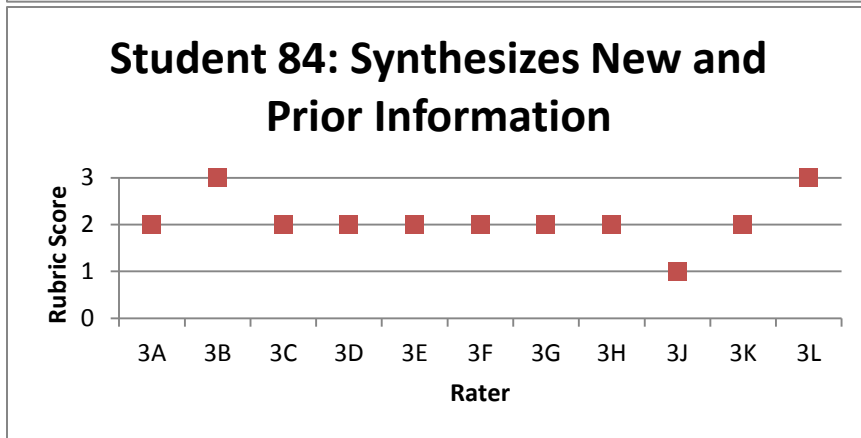
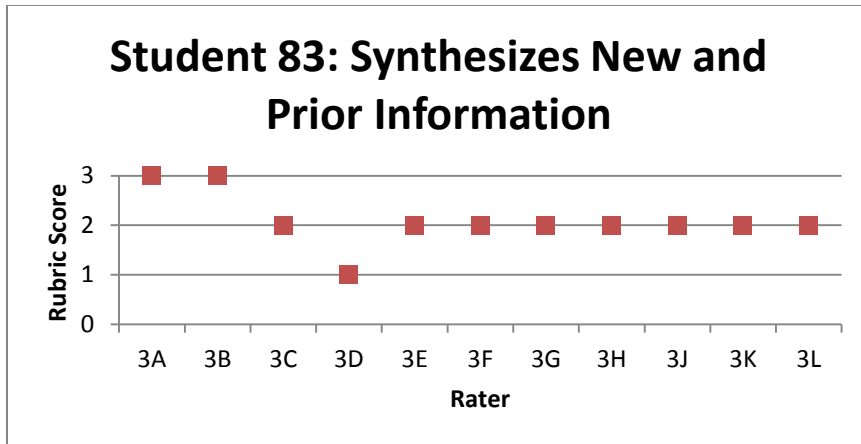


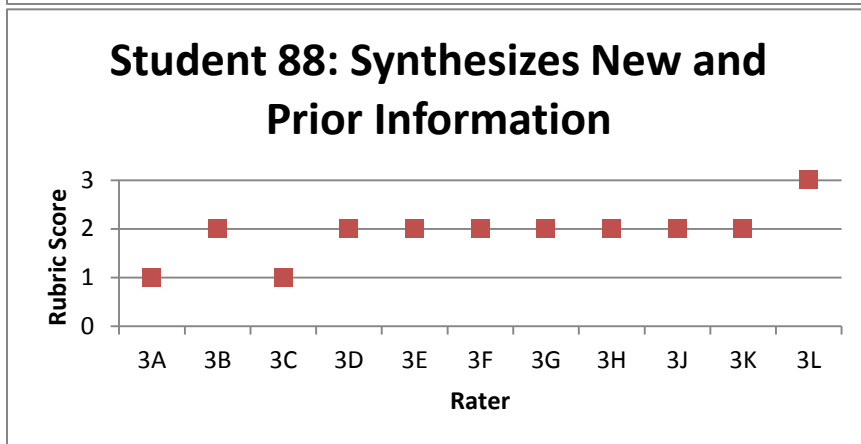
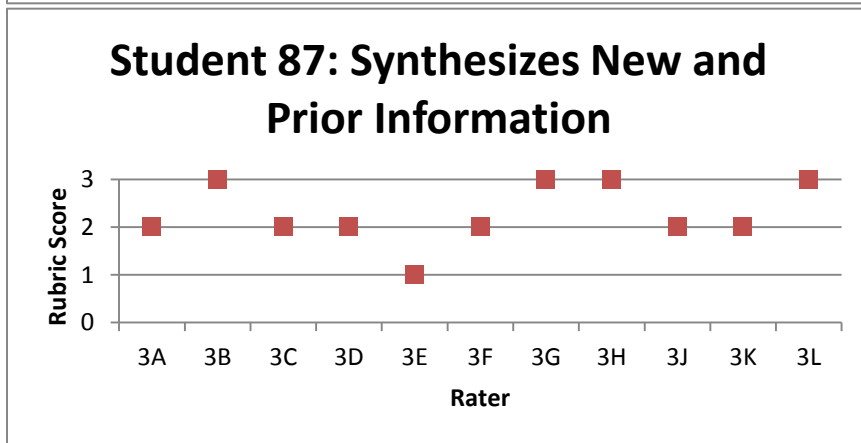
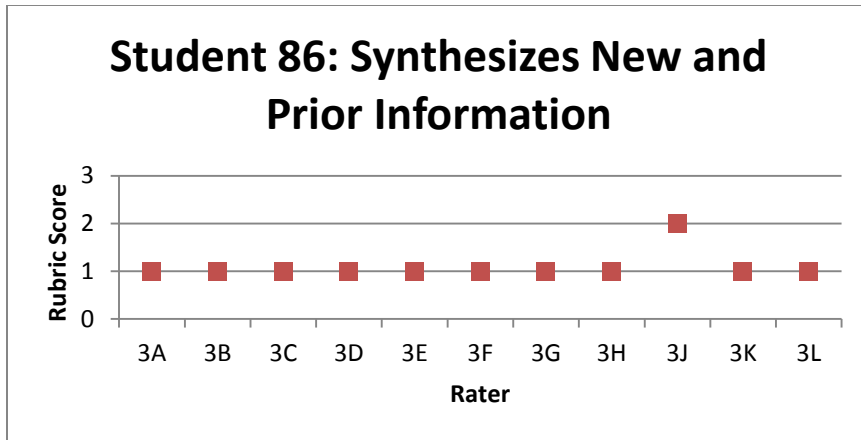


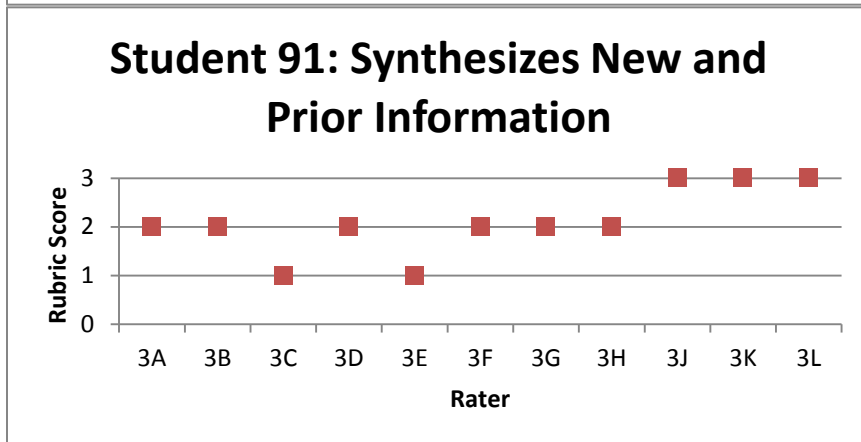
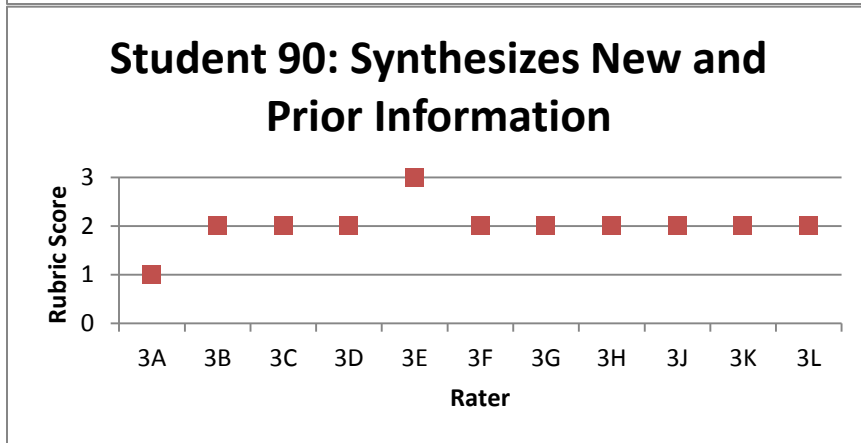
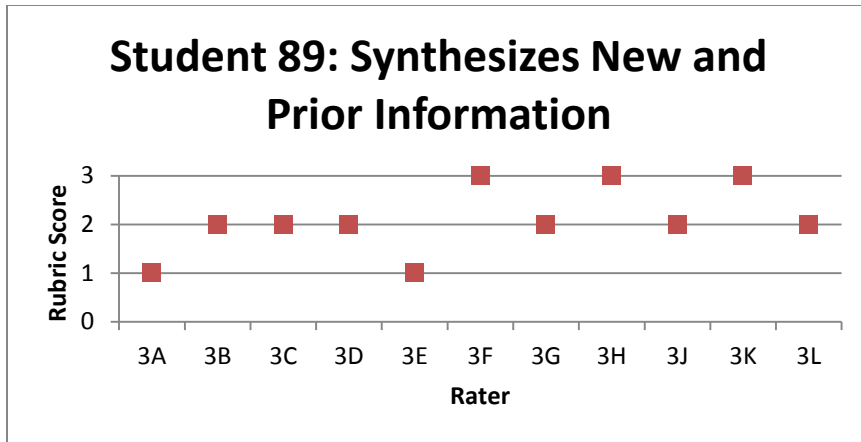


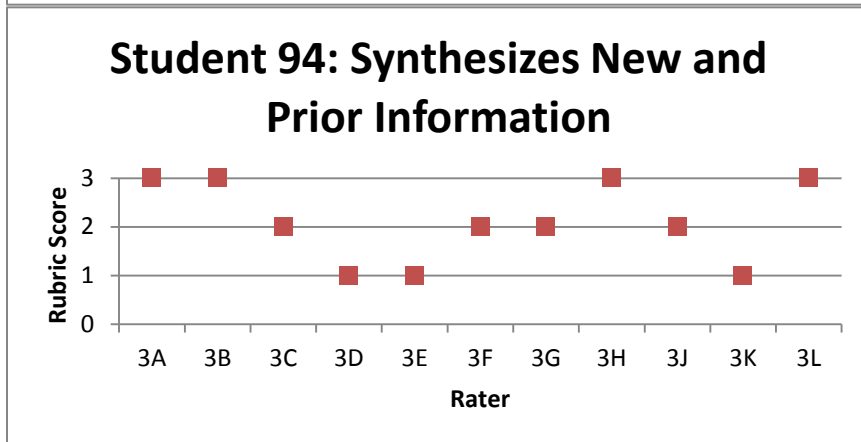
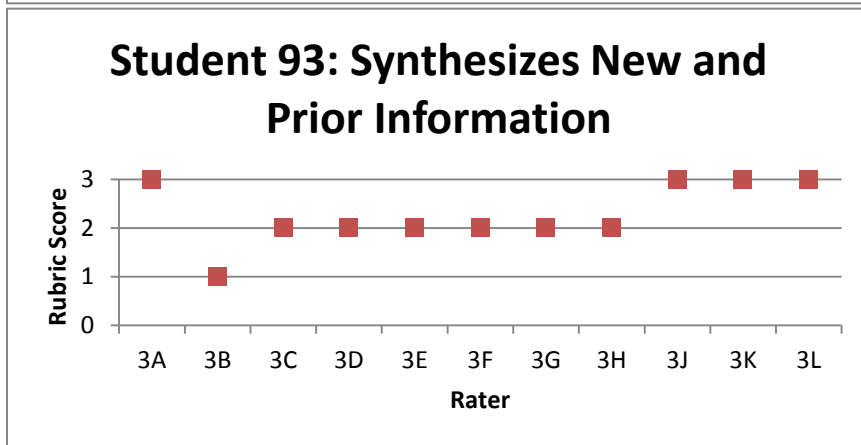
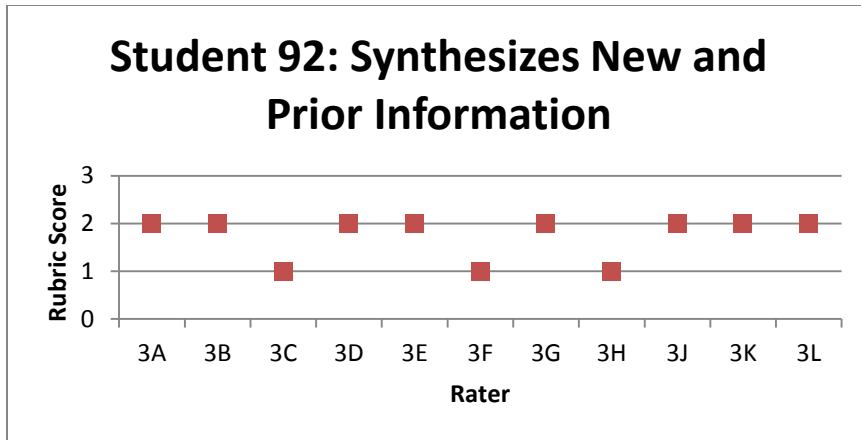


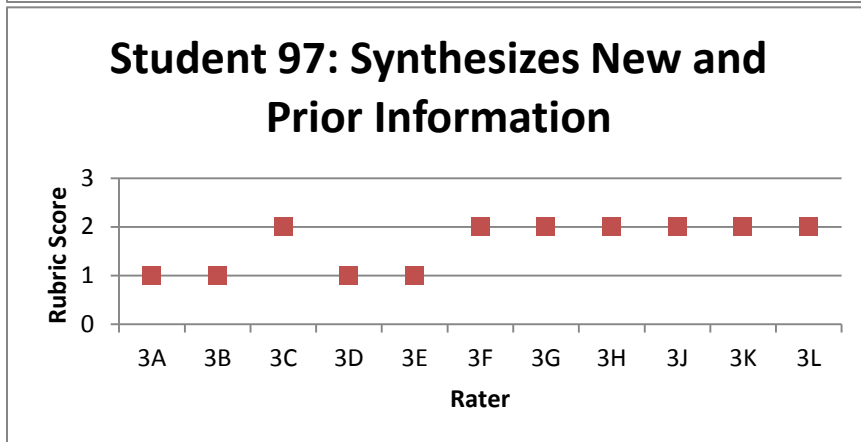
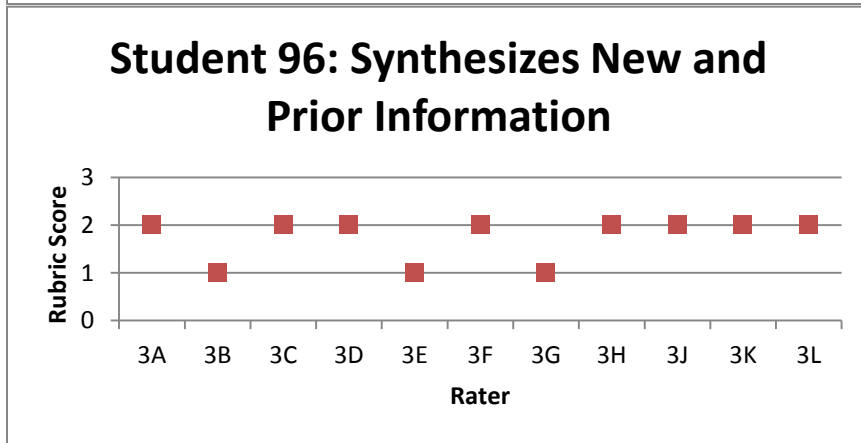
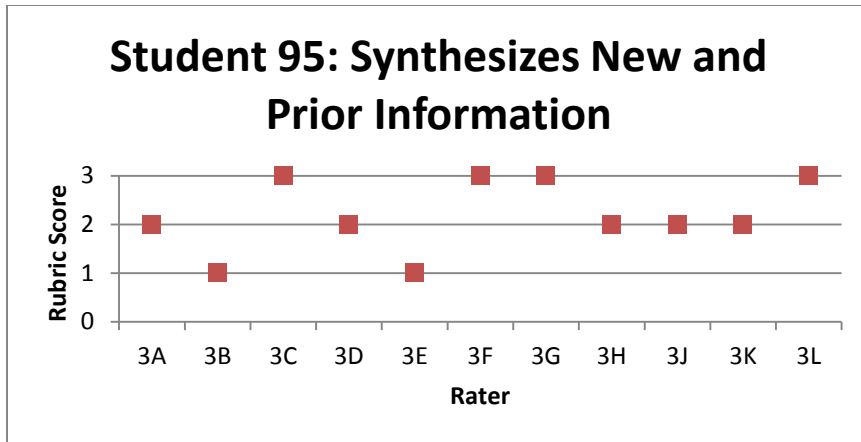


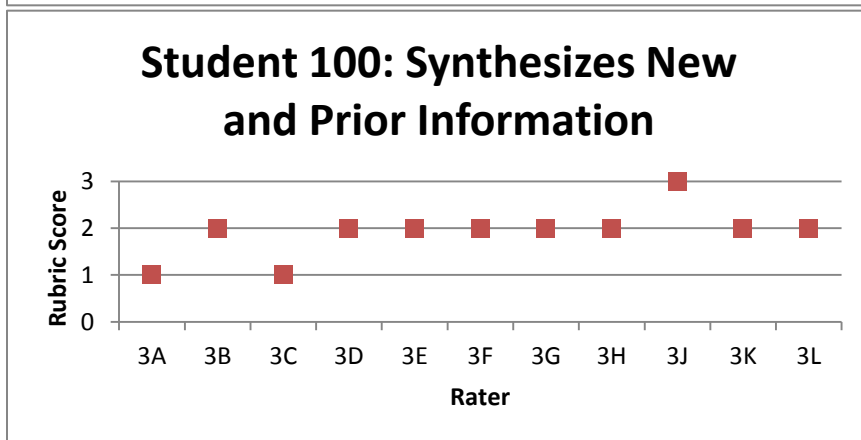
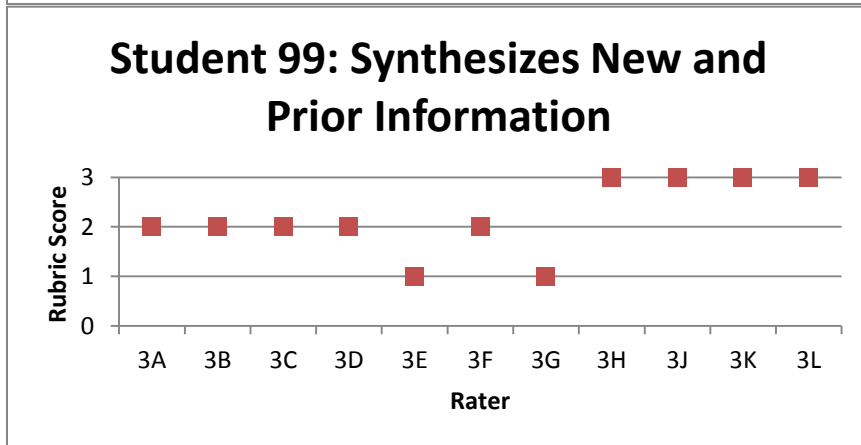
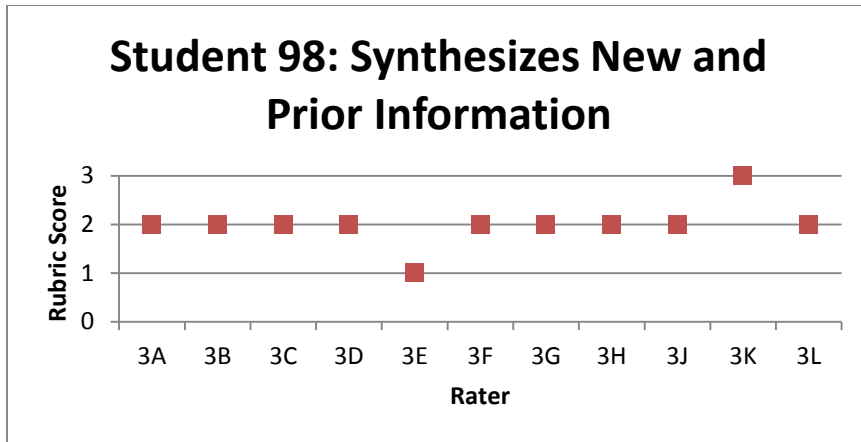








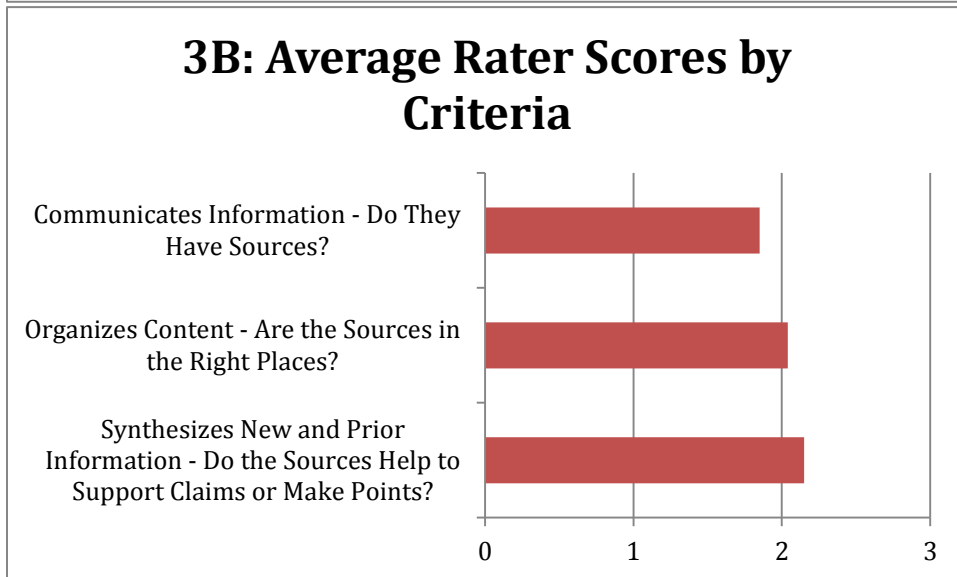
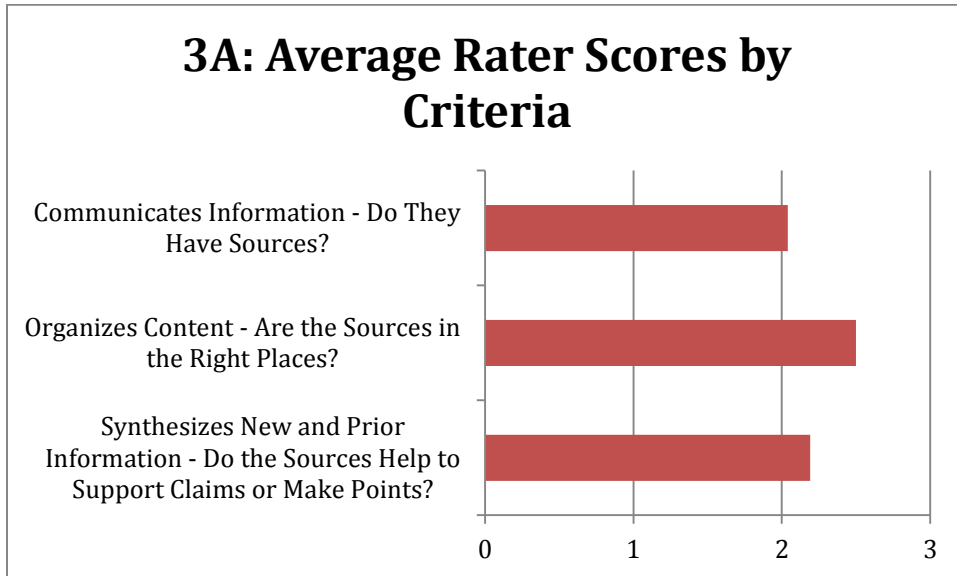




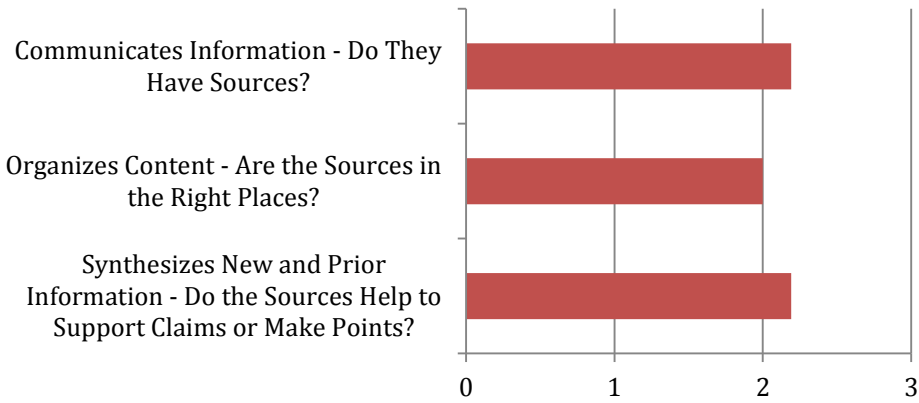
## Student/Rater: Average Rater Scores by Criteria

Inter-rater reliability

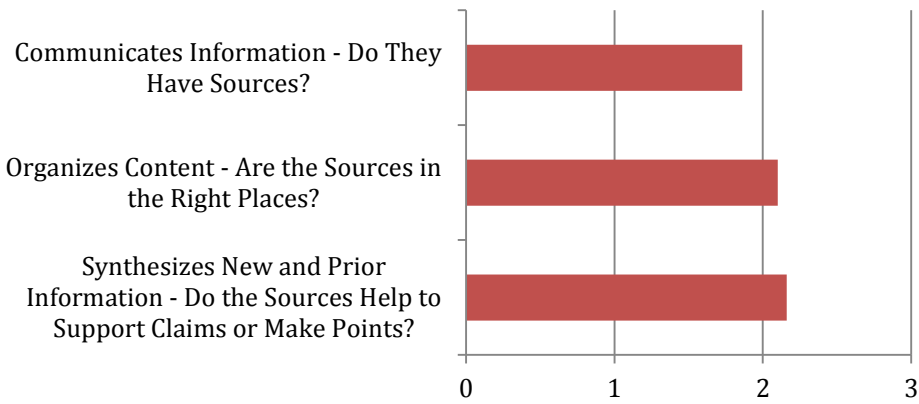
This graph shows the average performance level each rater assigned all students for each RAILS rubric criteria, showing the variation among raters when each graph is compared. There is a chart for each rater.



### 3C: Average Rater Scores by Criteria

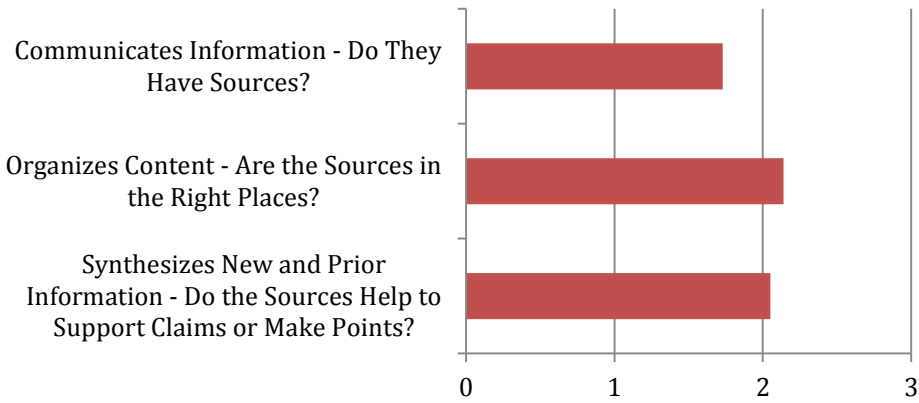


### 3D: Average Rater Scores by Criteria

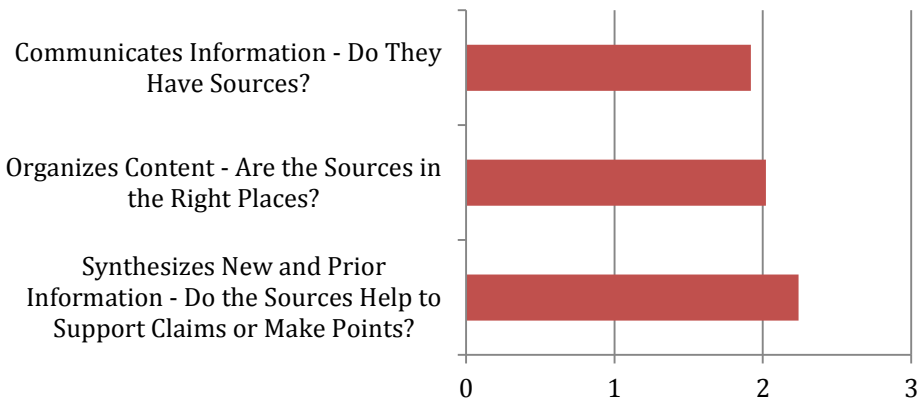




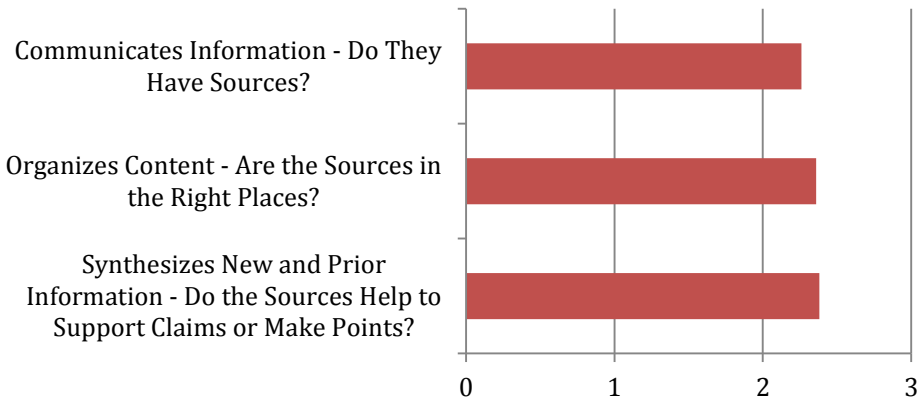
### 3E: Average Rater Scores by Criteria



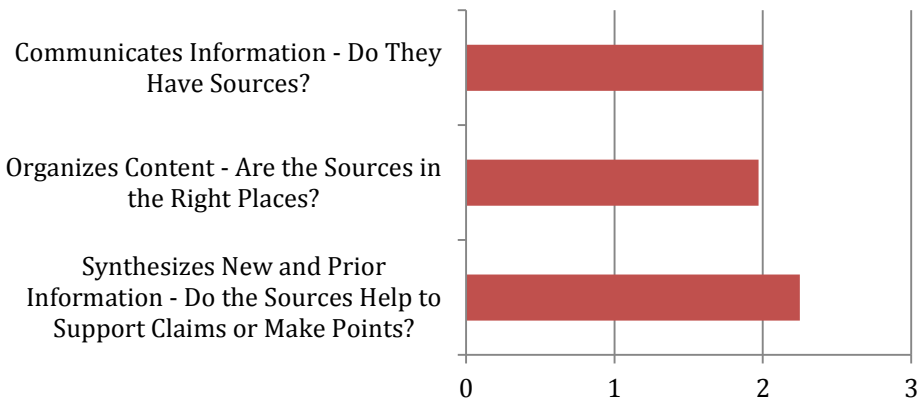
### 3F: Average Rater Scores by Criteria



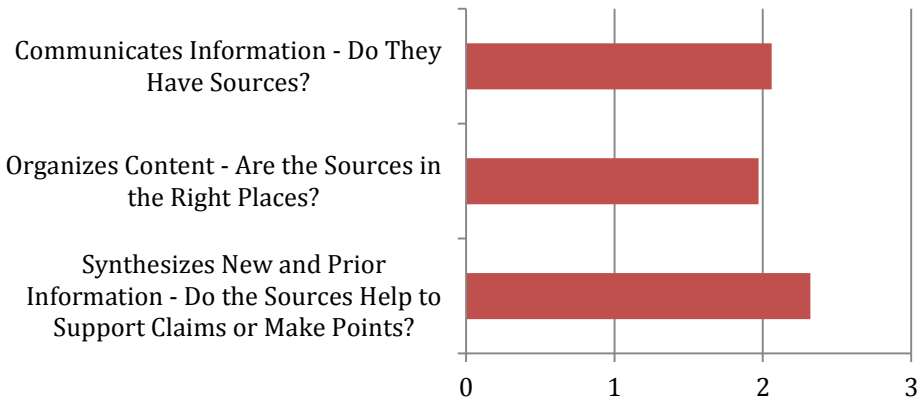
### 3G: Average Rater Scores by Criteria



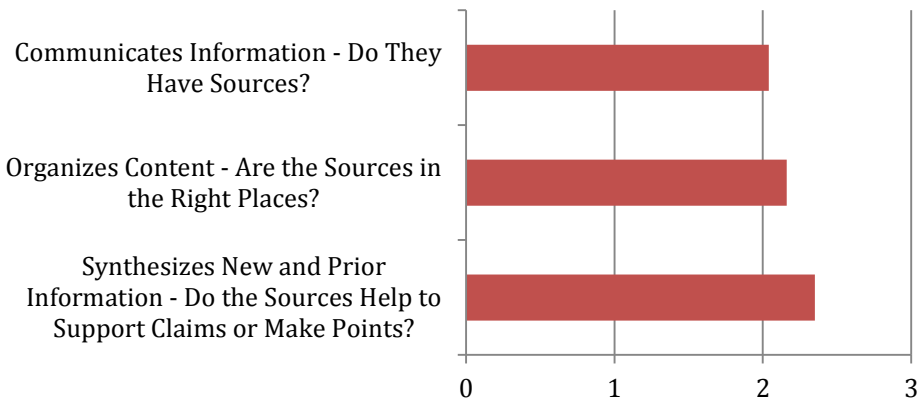
### 3H: Average Rater Scores by Criteria

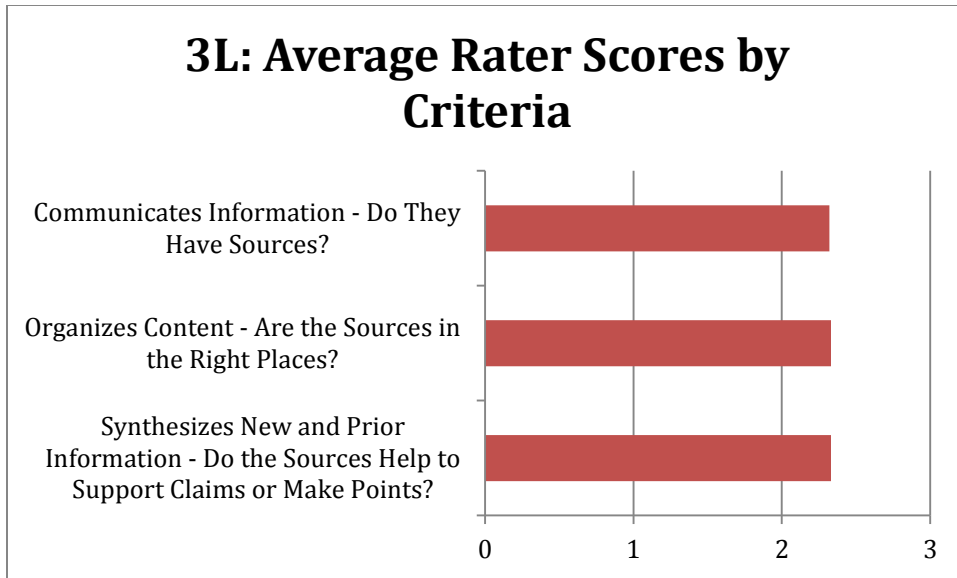


### 3J: Average Rater Scores by Criteria



### 3K: Average Rater Scores by Criteria





## RAILS Rubric Criteria

### Inter-rater reliability

This graph shows the average score each rater assigned all students for each RAILS rubric criteria. There is a chart for each criterion.

