

Institution 4

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 4 Rubric

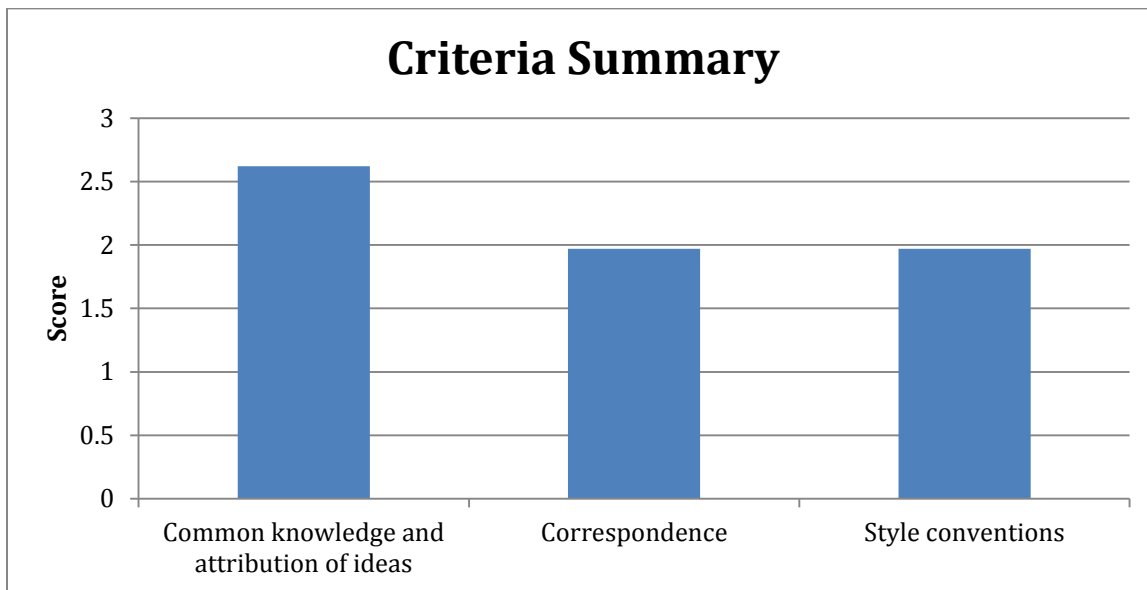
	Performance Level 3 Student:	Performance Level 2 Student:	Performance Level 1 Student:
Style conventions	22% Follows style guide conventions with few errors	65% Follows style guide conventions with frequent errors	13% Does not follow style guide conventions
Correspondence of bibliography and in-text citations	39% Bibliography and in-text citations correspond	53% Bibliography and in-text citations do not correspond	8% Does not include a functional bibliography and/or in-text citations
Common knowledge and attribution of ideas	33% Consistently distinguishes between common knowledge and ideas requiring attribution	59% Inconsistently distinguishes between common knowledge and ideas requiring attribution	8% Does not distinguish between common knowledge and ideas requiring attribution
Paraphrasing, summarizing, quoting	43% Summarizes, paraphrases, or quotes in order to integrate the work of others into their own	53% Summarizes, paraphrases, or quotes, but does not always select appropriate method for integrating the work of others into their own	4% Does not summarize, paraphrase, or quote in order to integrate the work of others into their own

Results

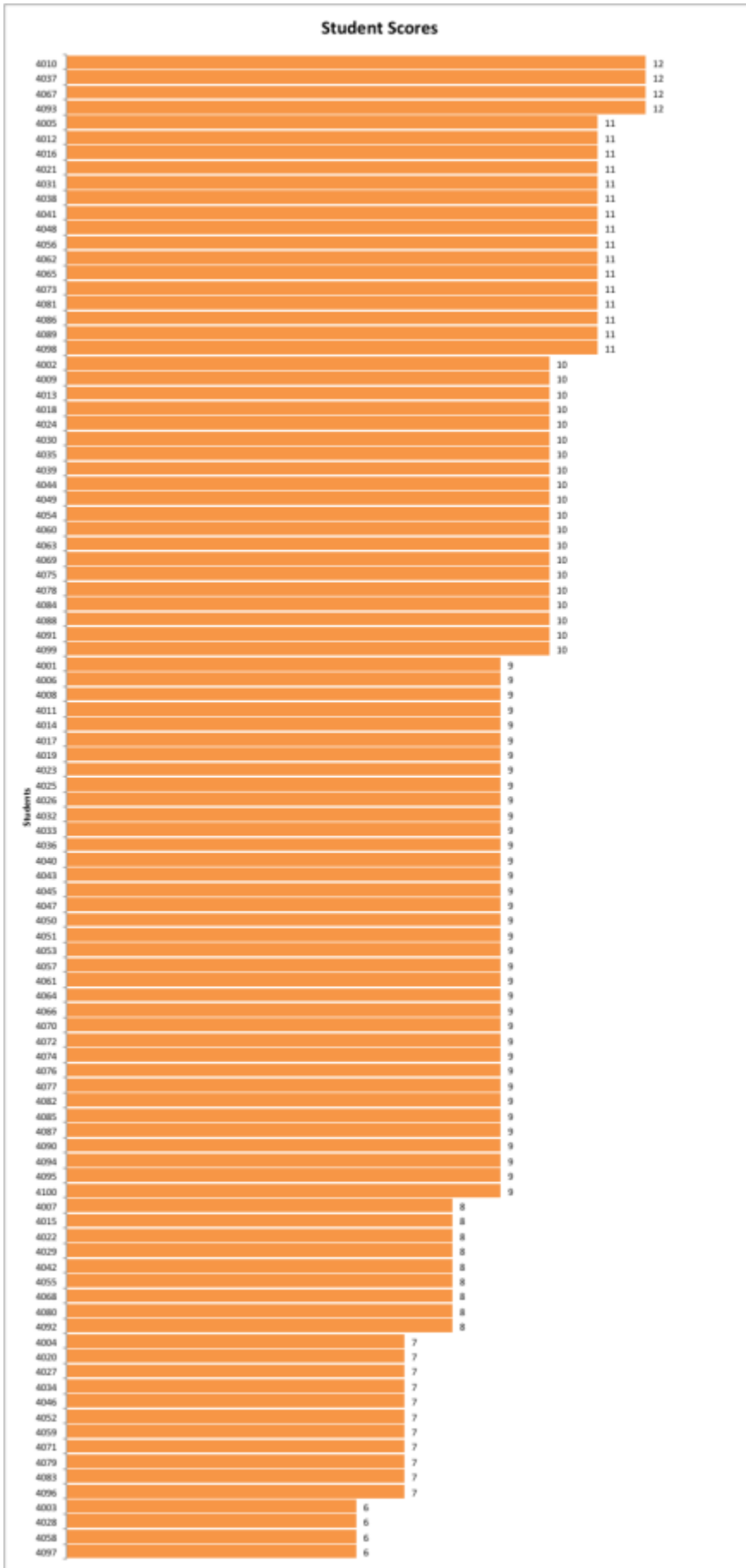
Criteria Summary

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

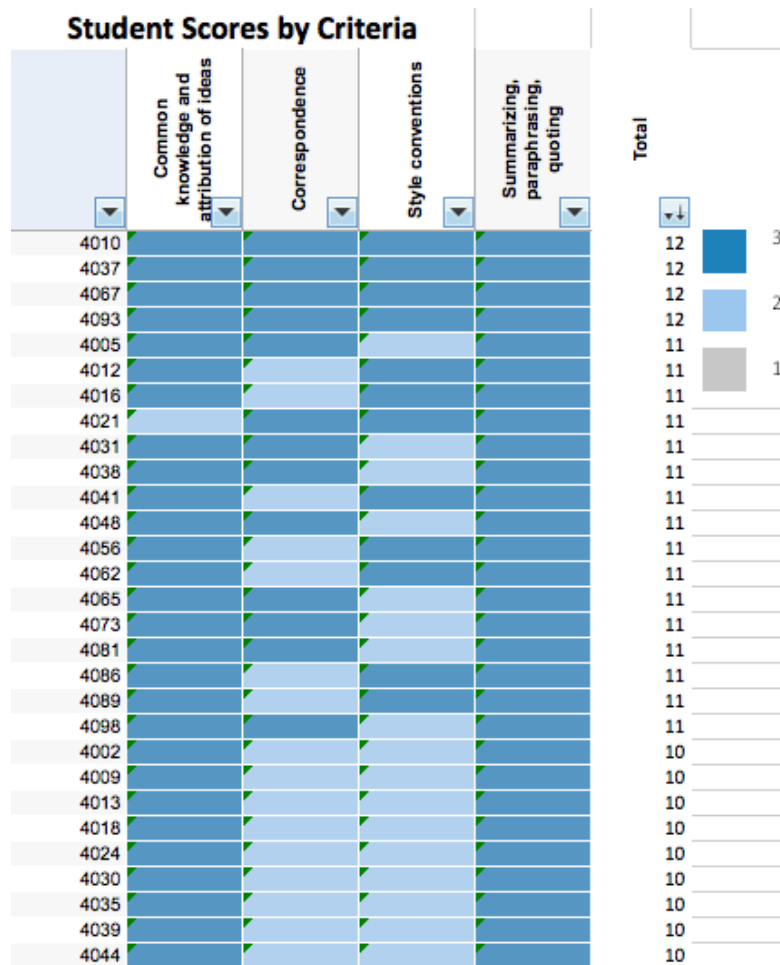
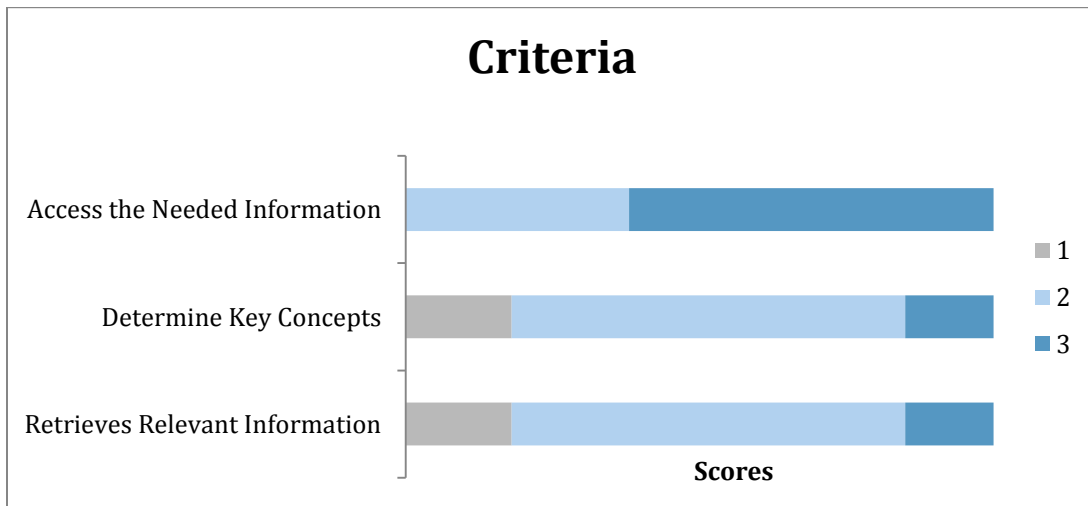


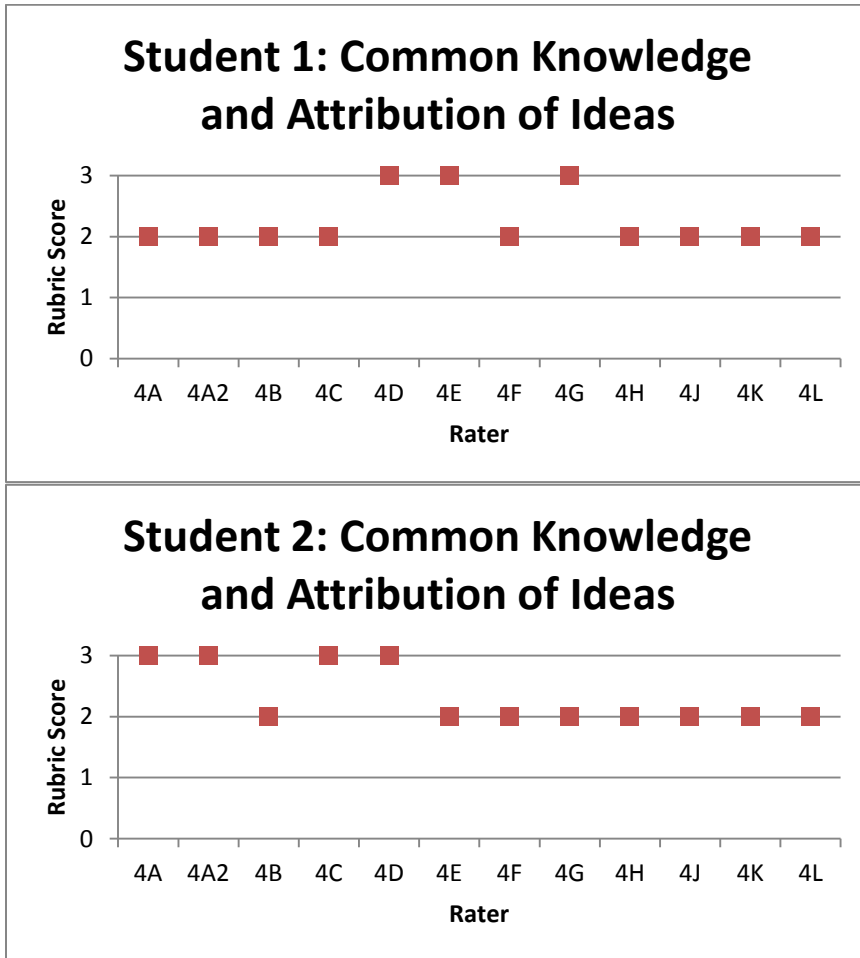
Figure 2



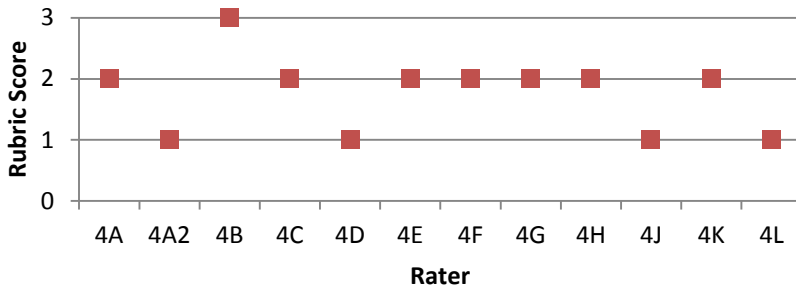
Student #: RAILS Rubric Criteria

Inter-rater reliability

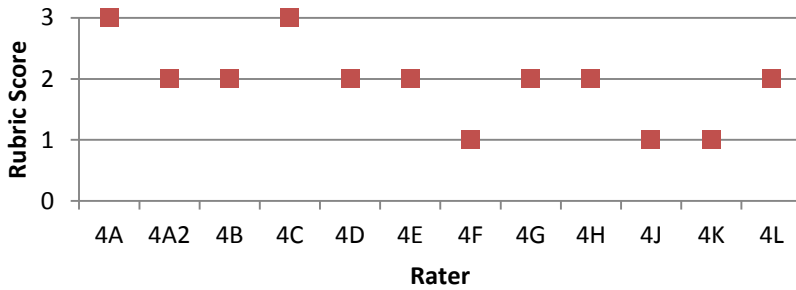
This graph shows what performance levels all raters (A-L) assigned each student, showing the variation among raters. There is a chart for each student for each RAILS rubric criteria.



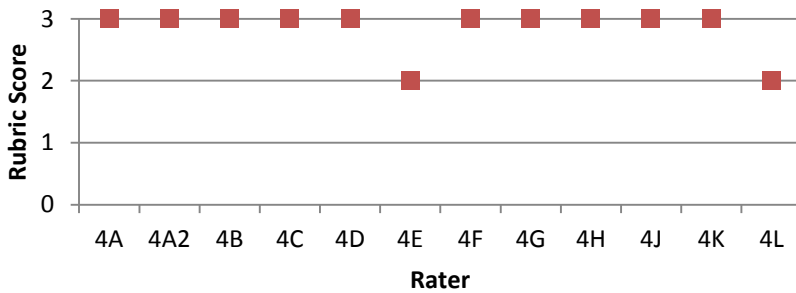
Student 3: Common Knowledge and Attribution of Ideas



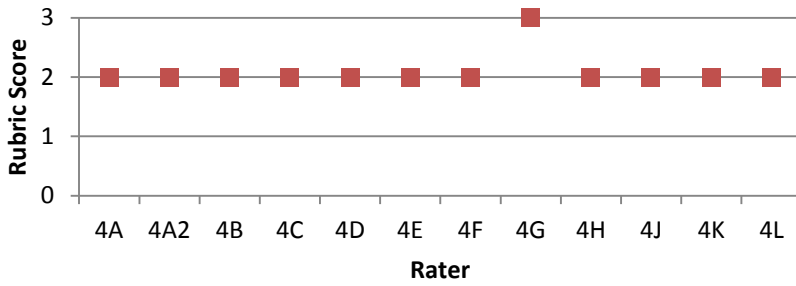
Student 4: Common Knowledge and Attribution of Ideas



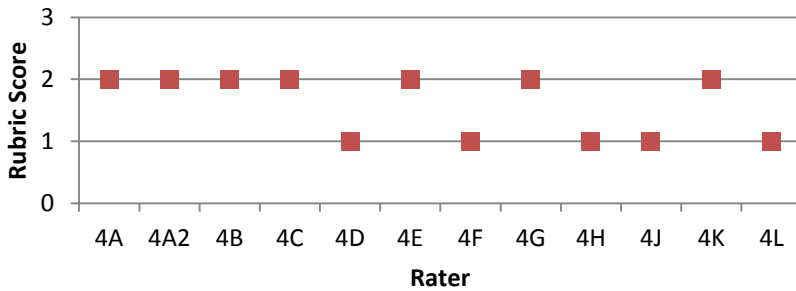
Student 5: Common Knowledge and Attribution of Ideas



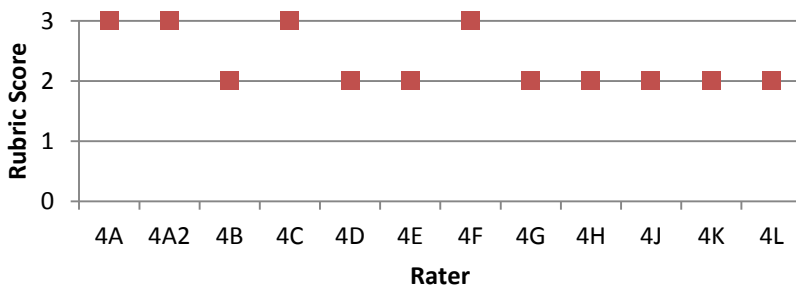
Student 6: Common Knowledge and Attribution of Ideas

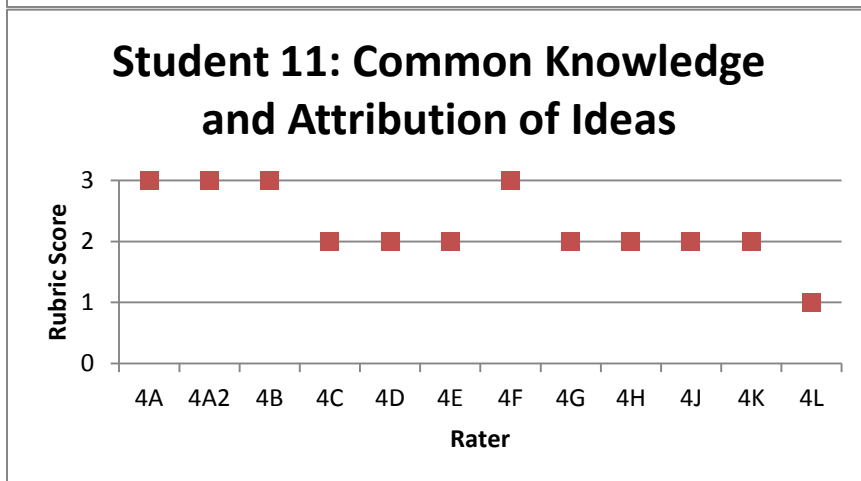
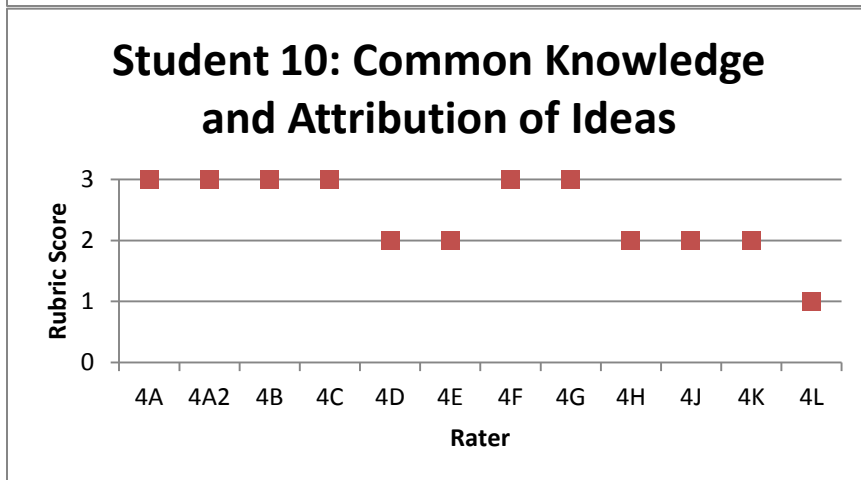
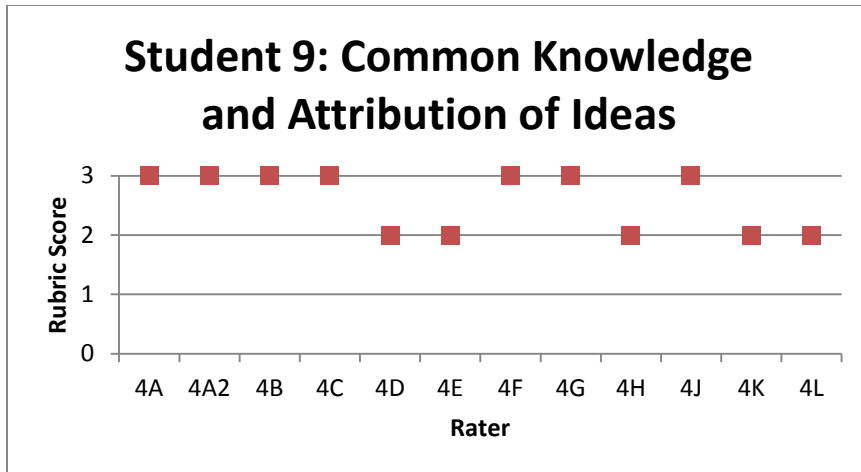


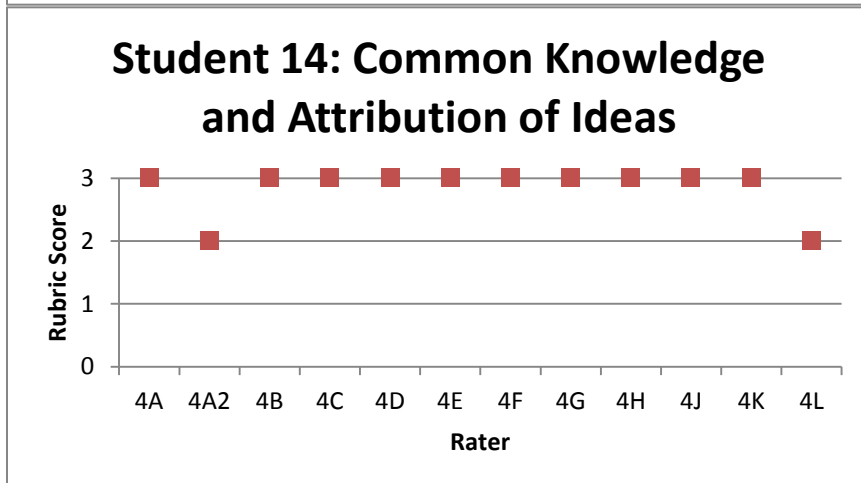
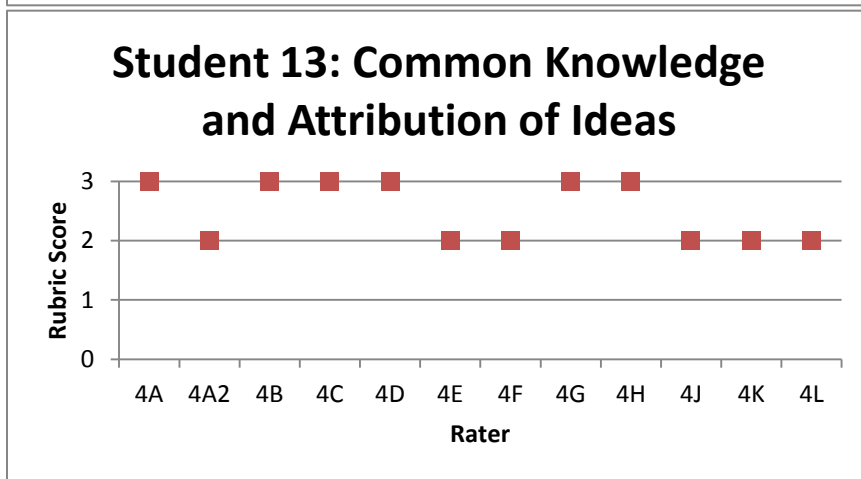
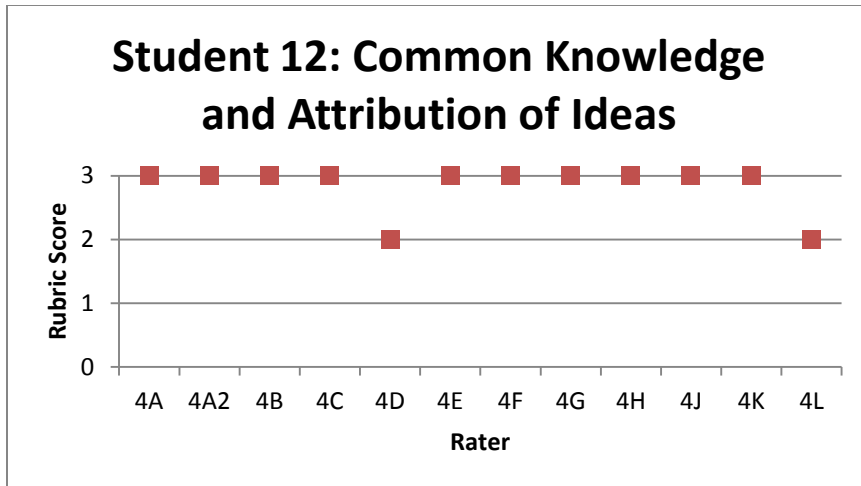
Student 7: Common Knowledge and Attribution of Ideas

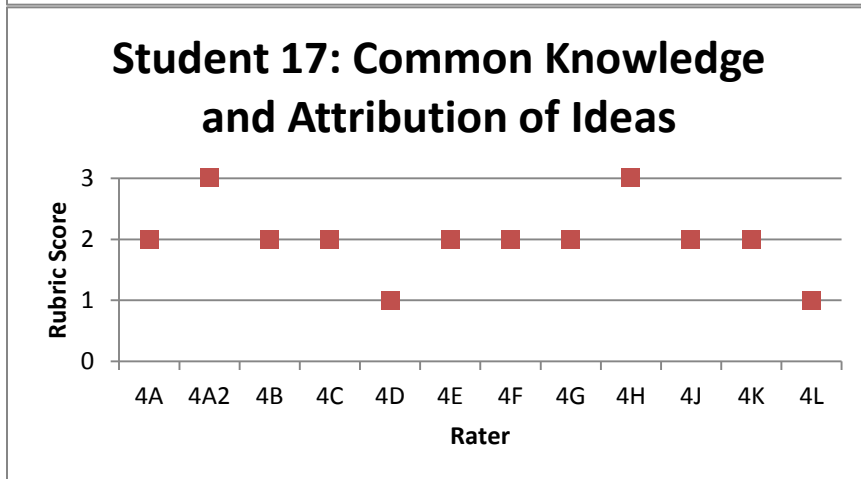
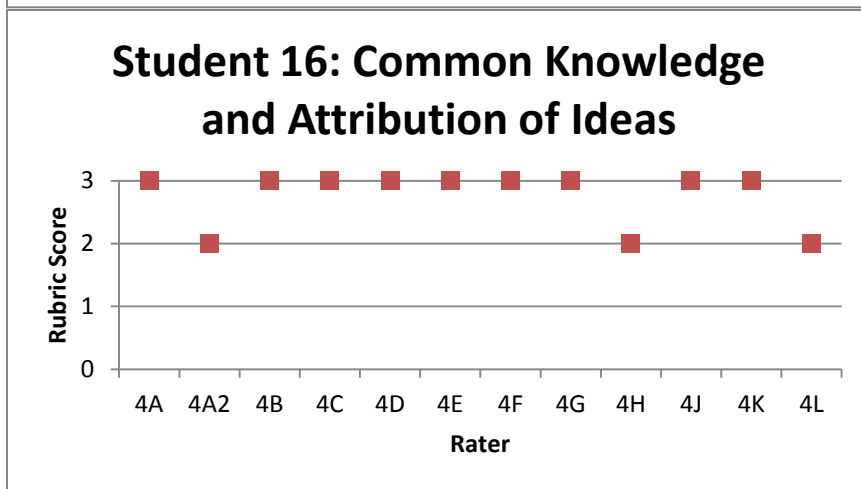
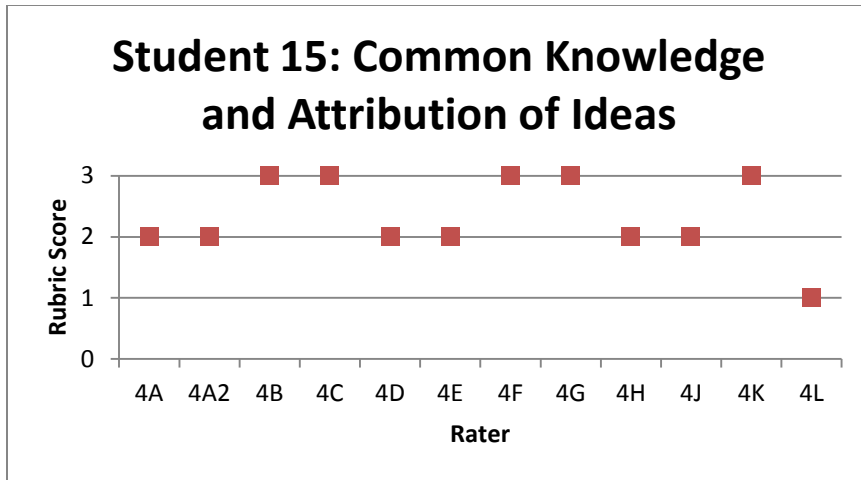


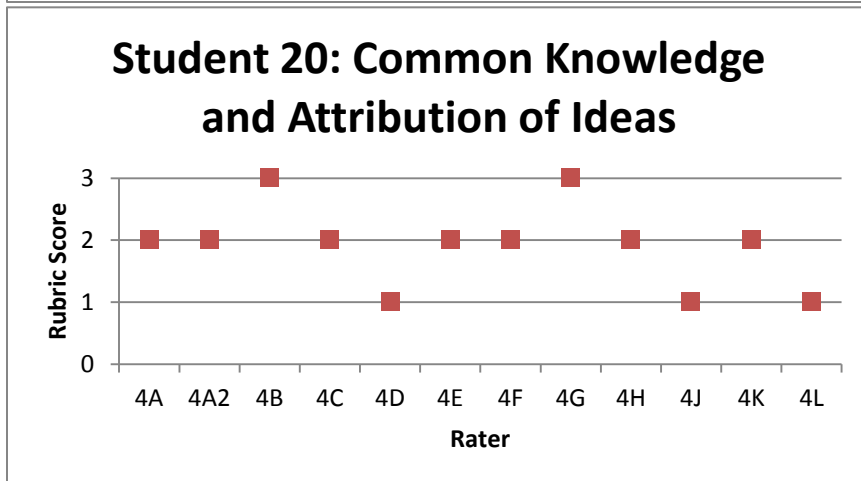
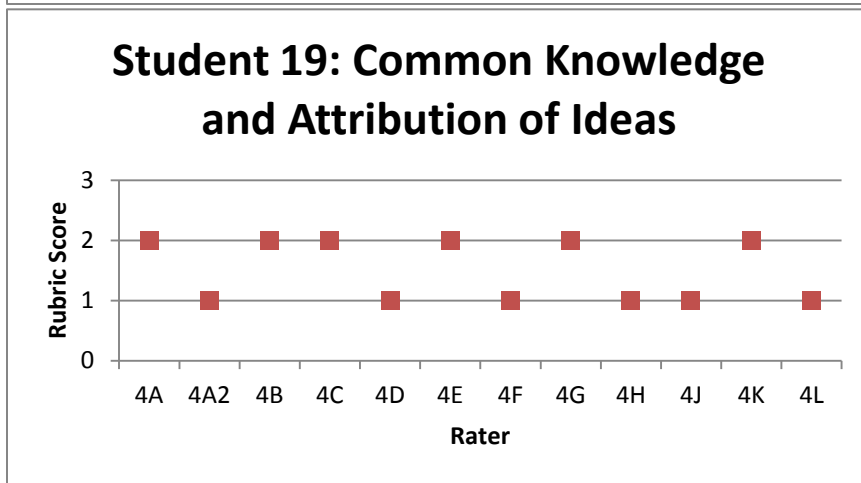
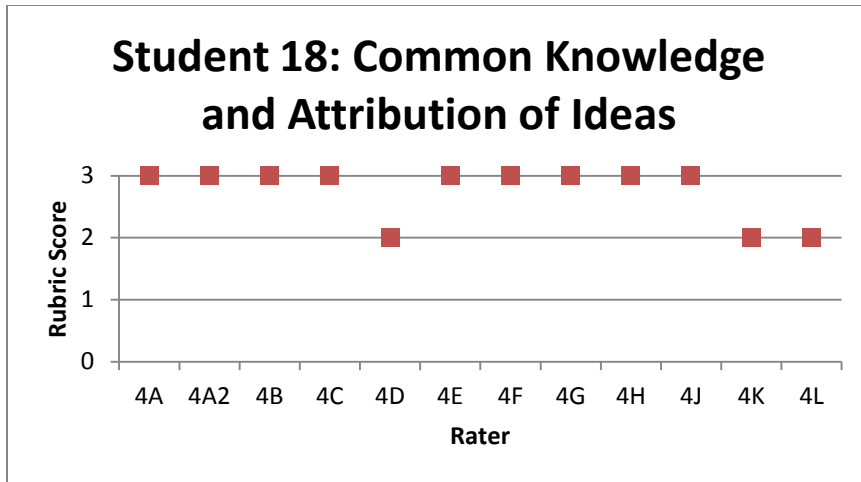
Student 8: Common Knowledge and Attribution of Ideas

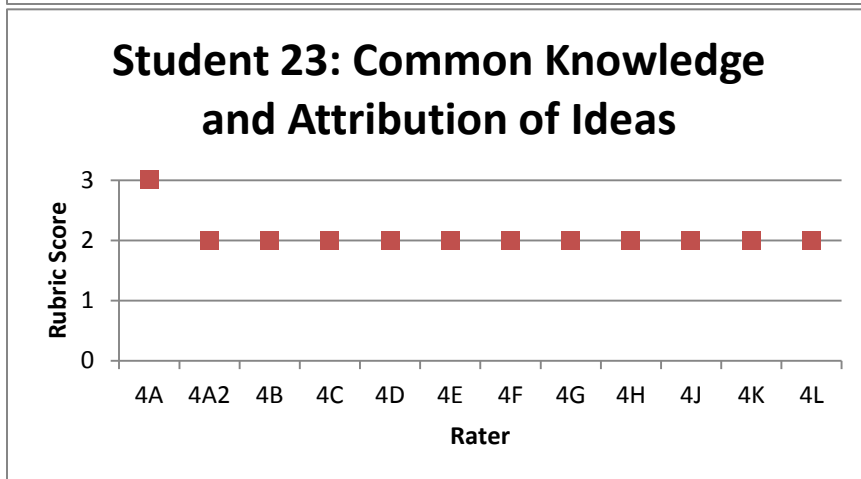
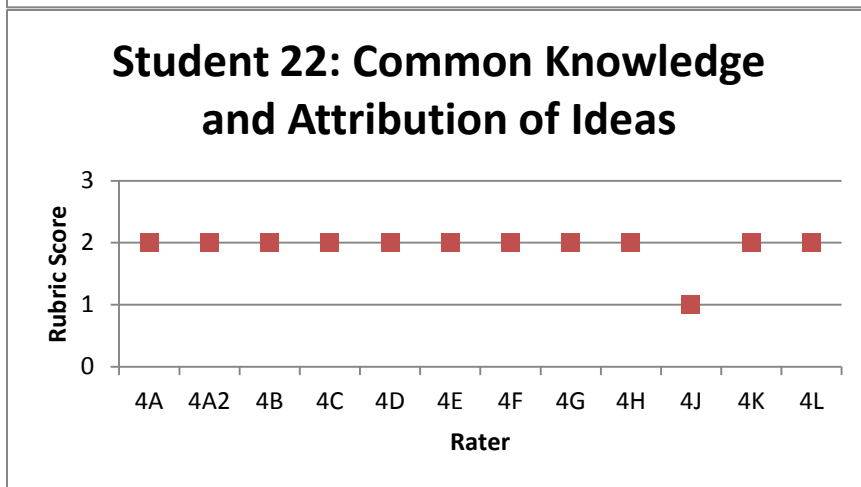
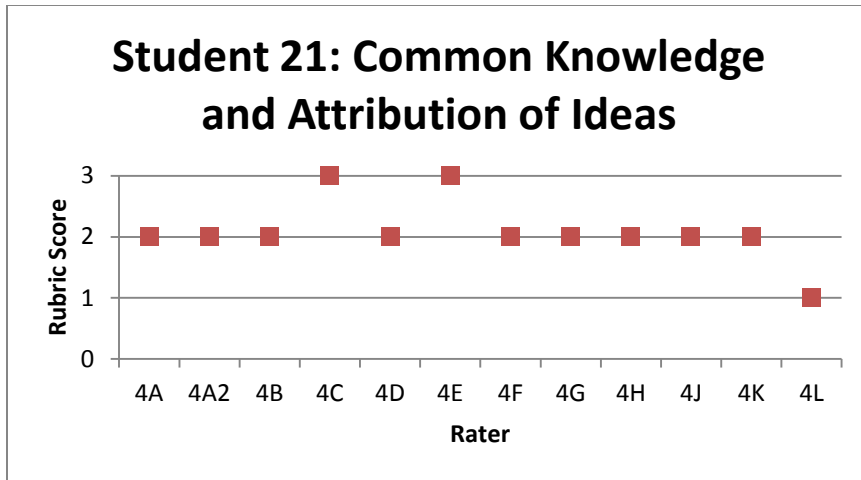


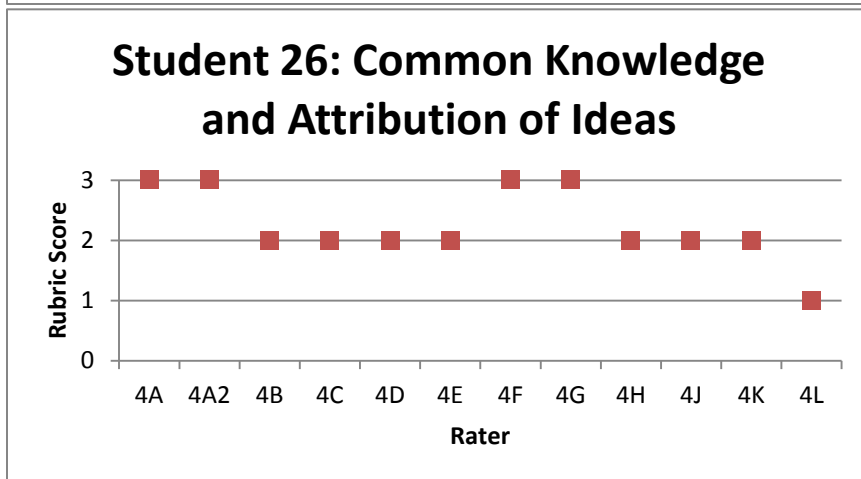
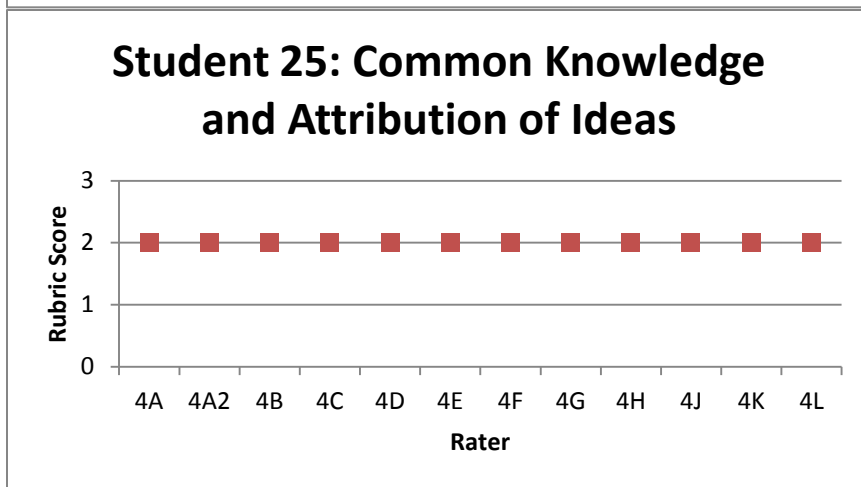
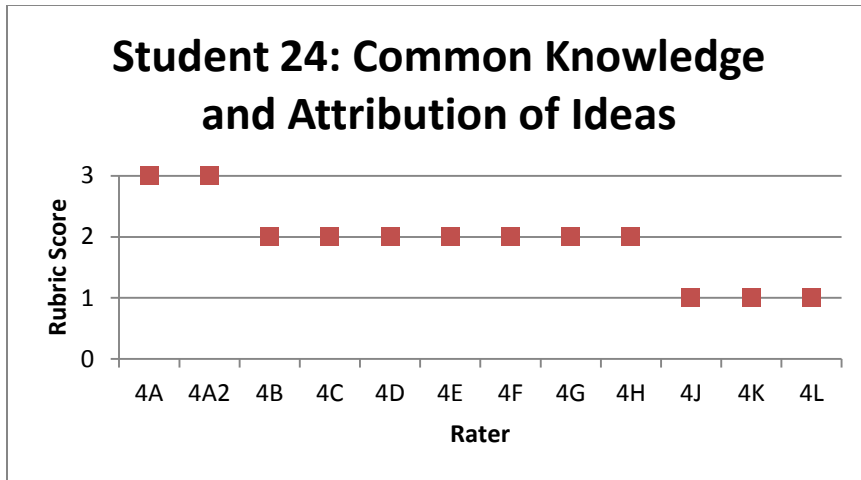


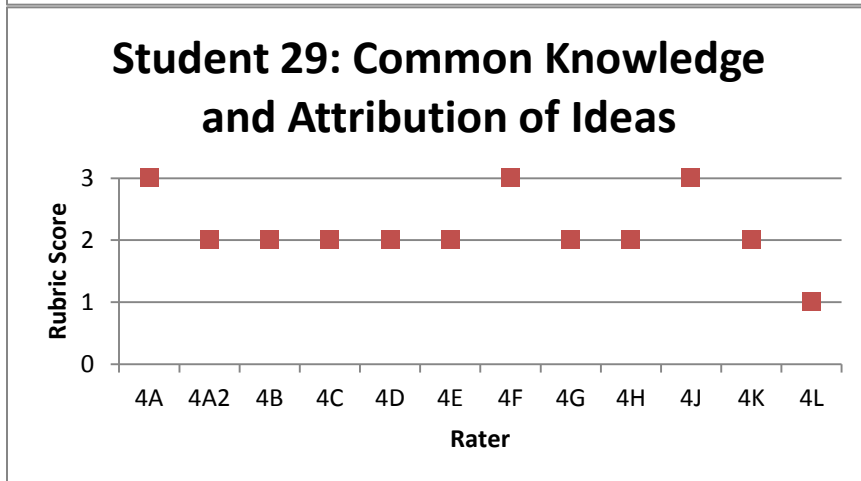
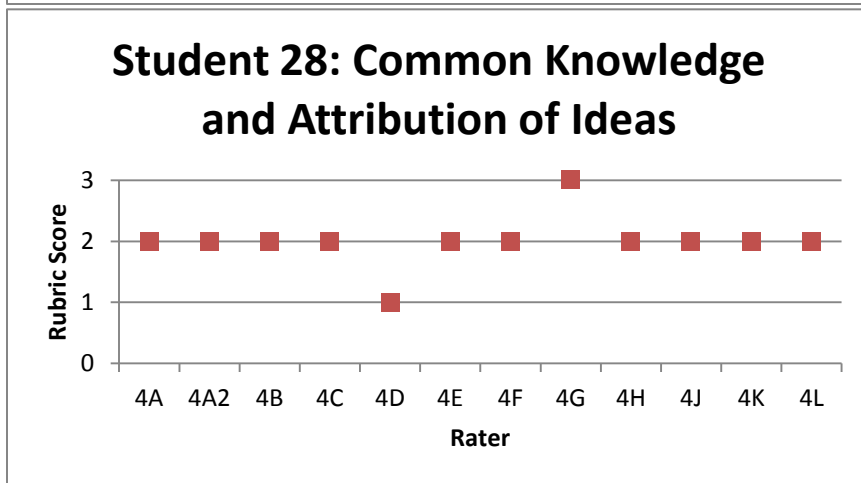
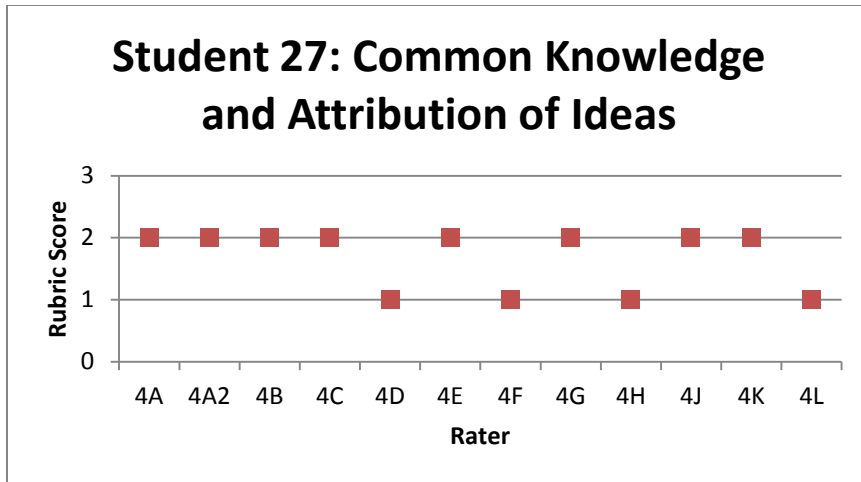


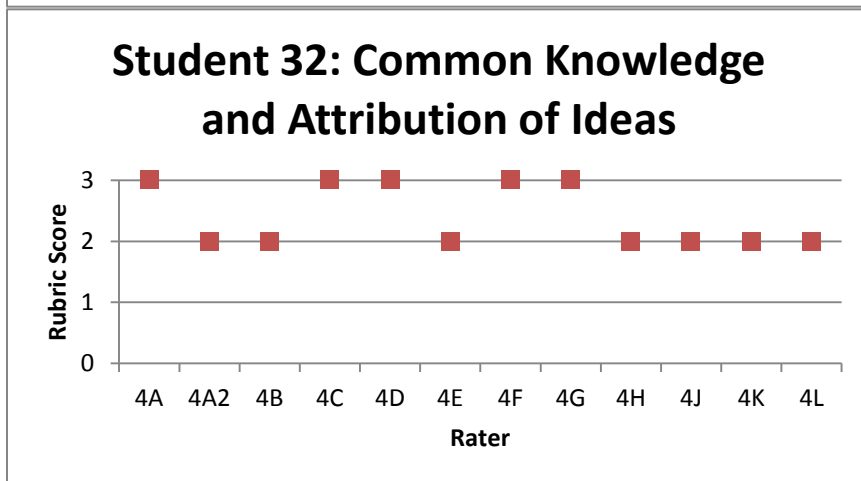
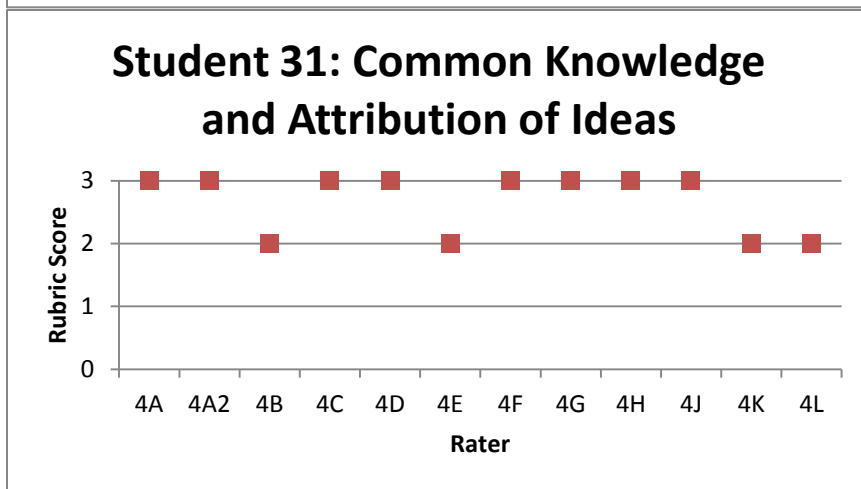
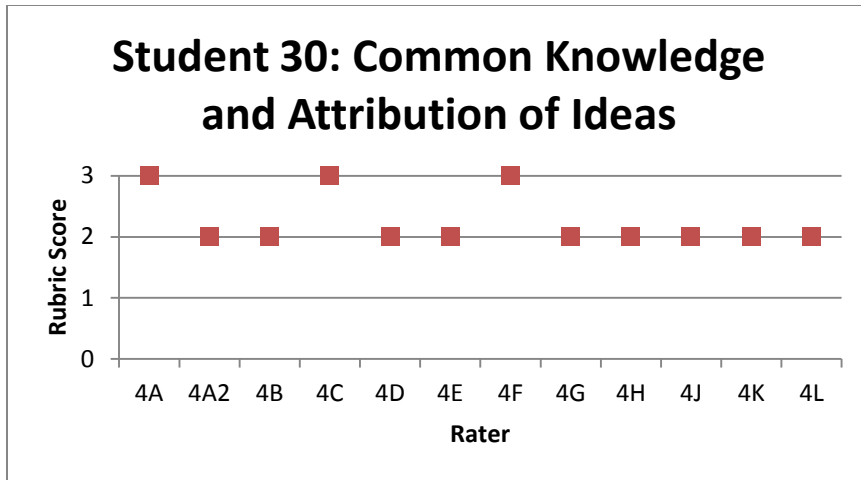


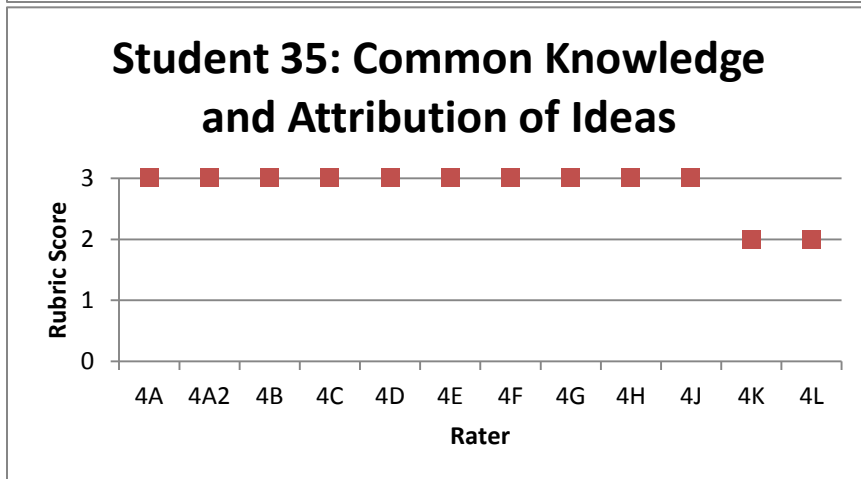
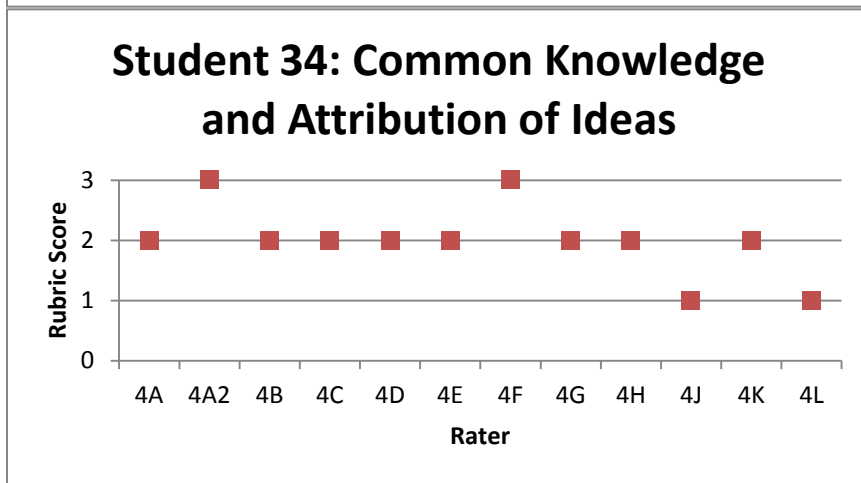
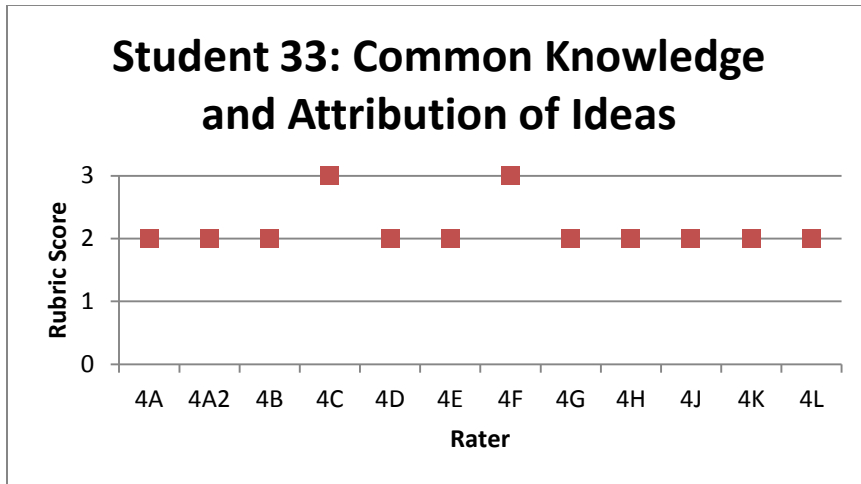


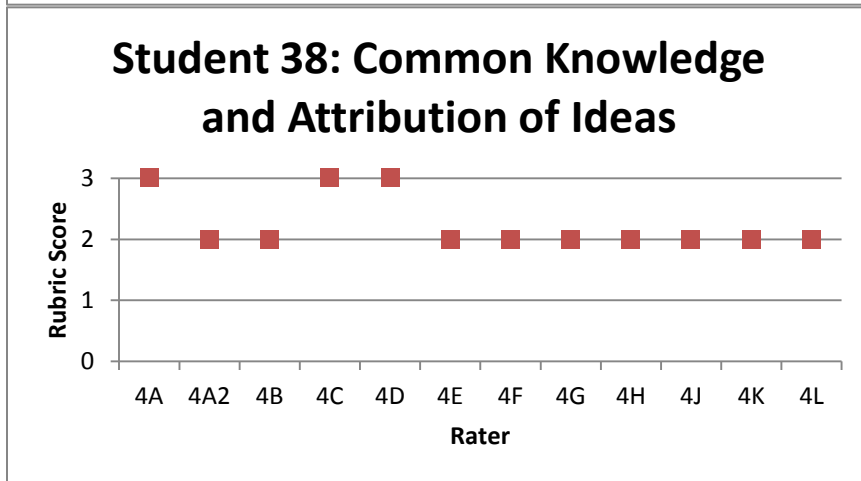
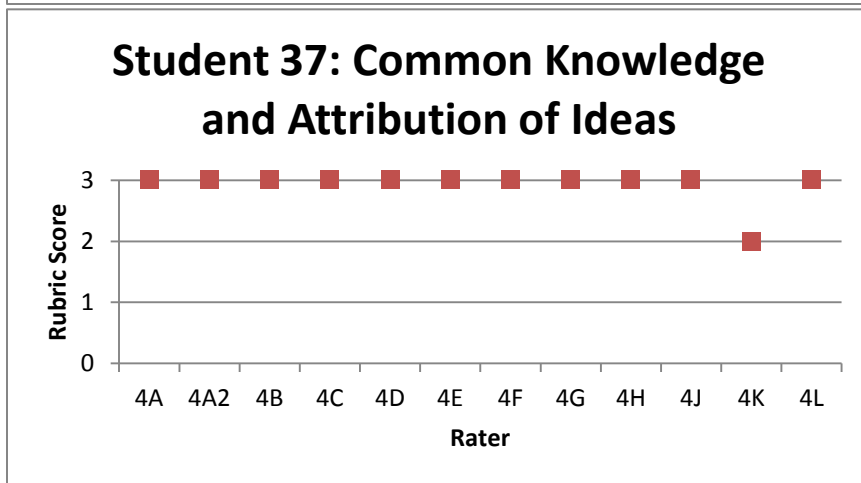
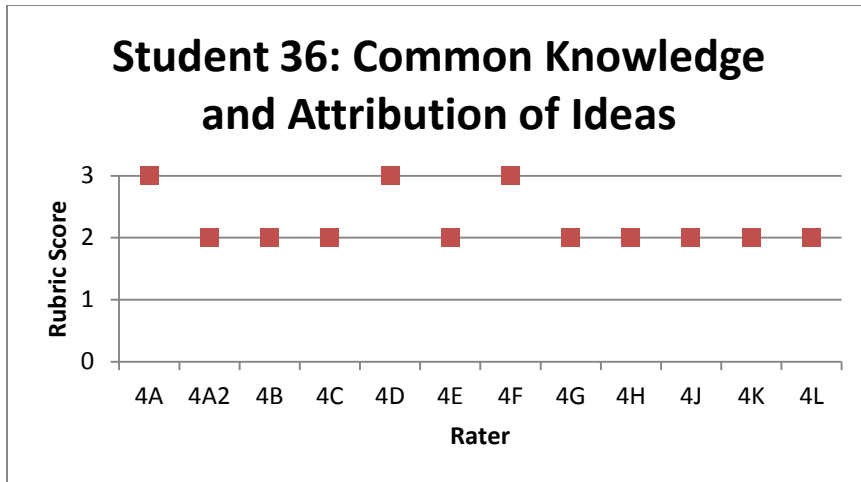


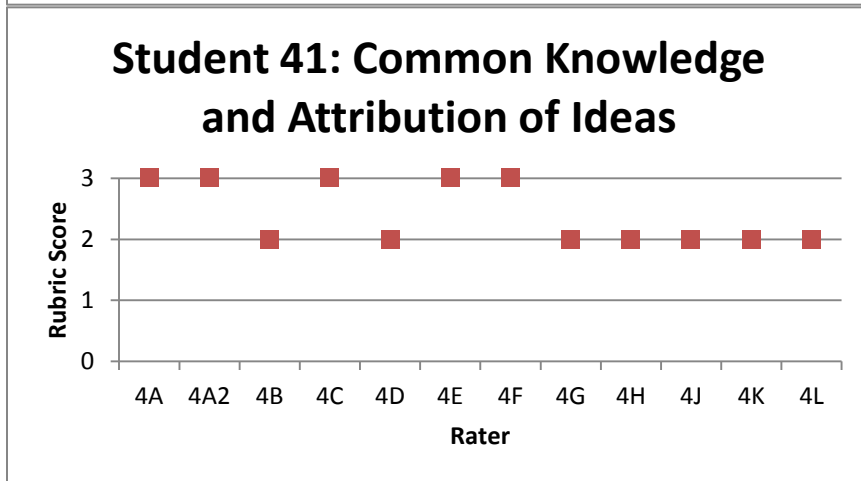
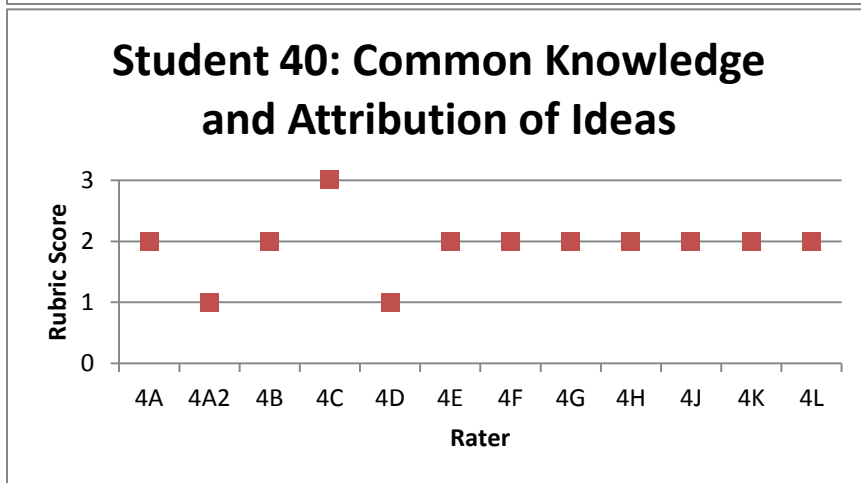
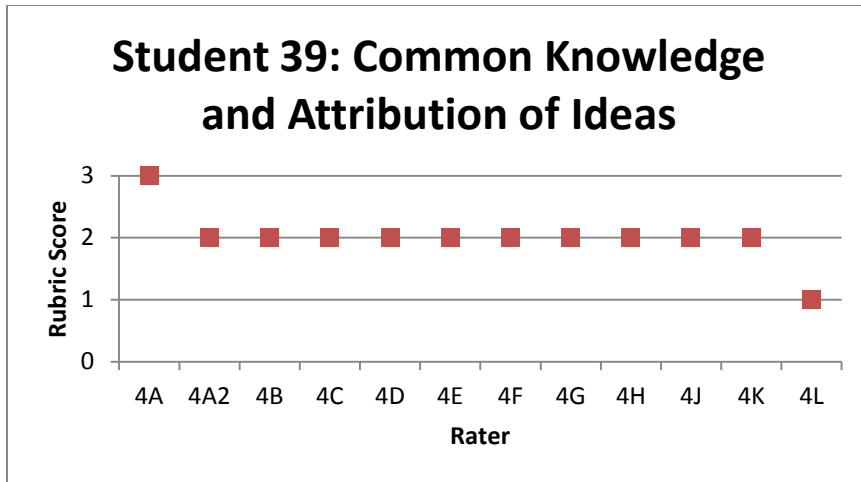


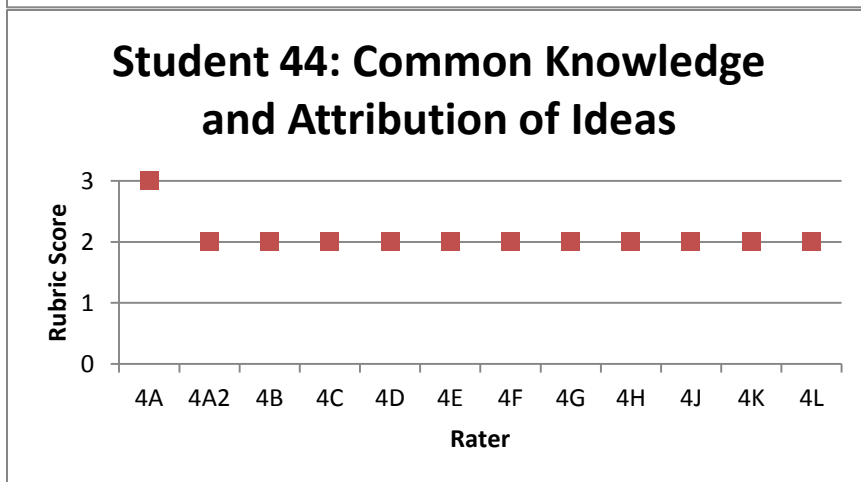
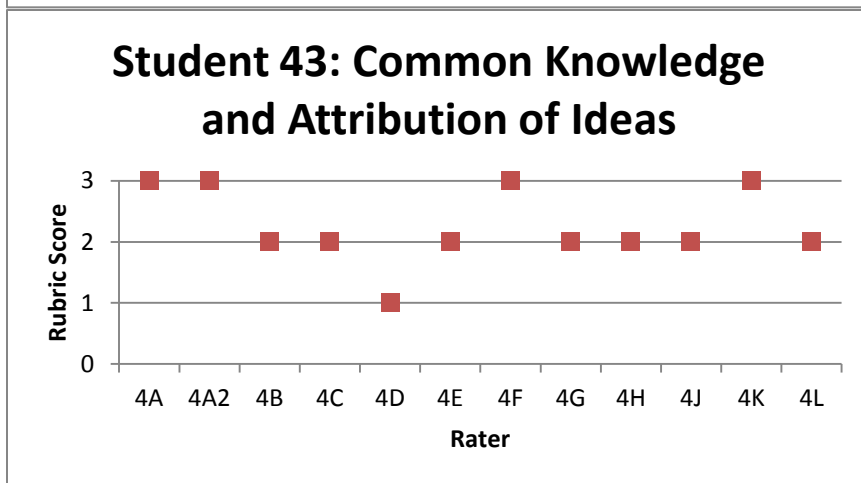
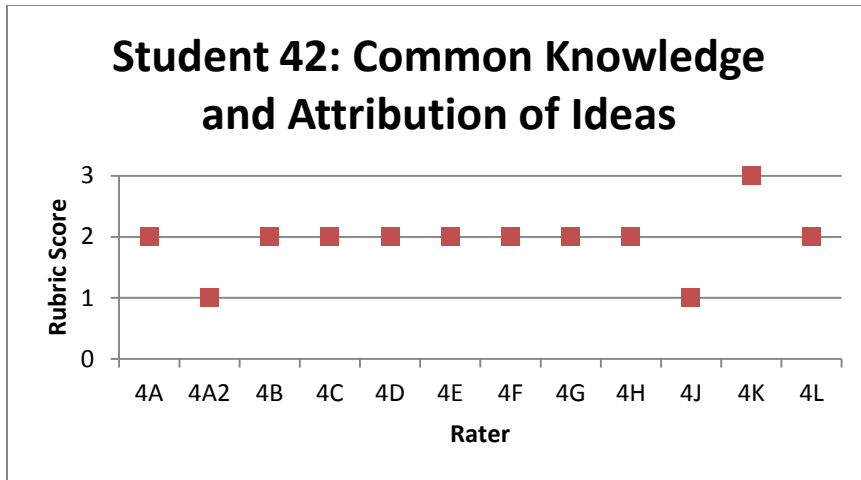


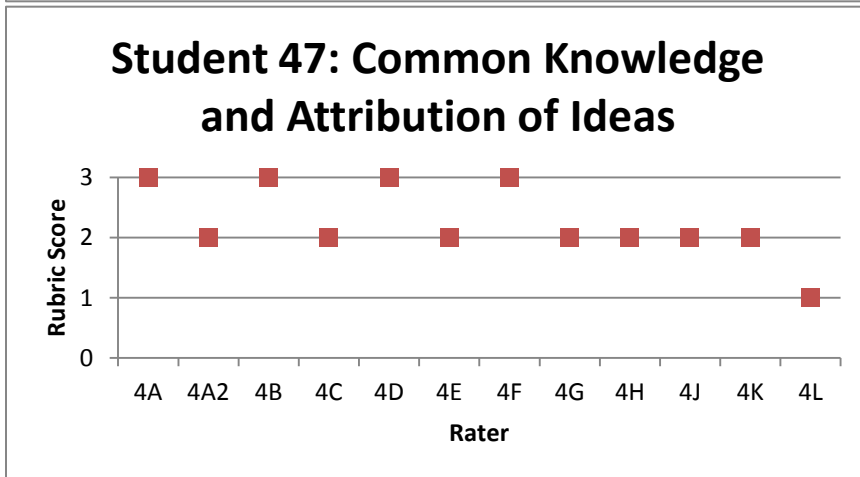
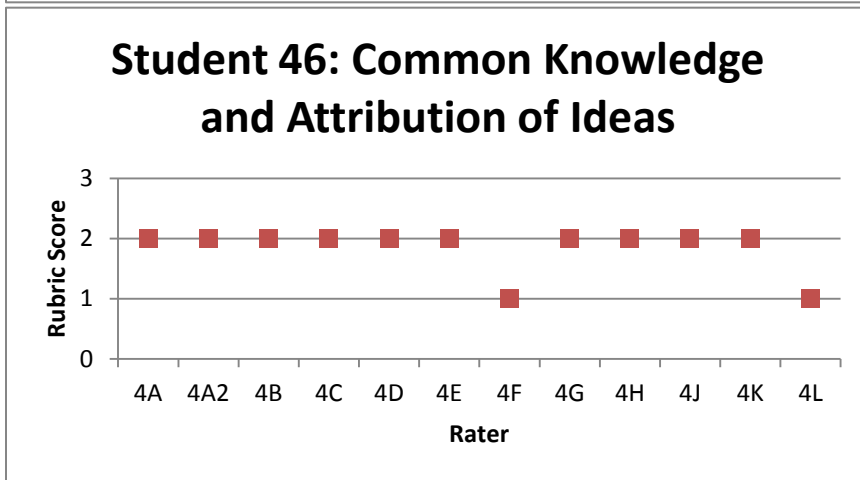
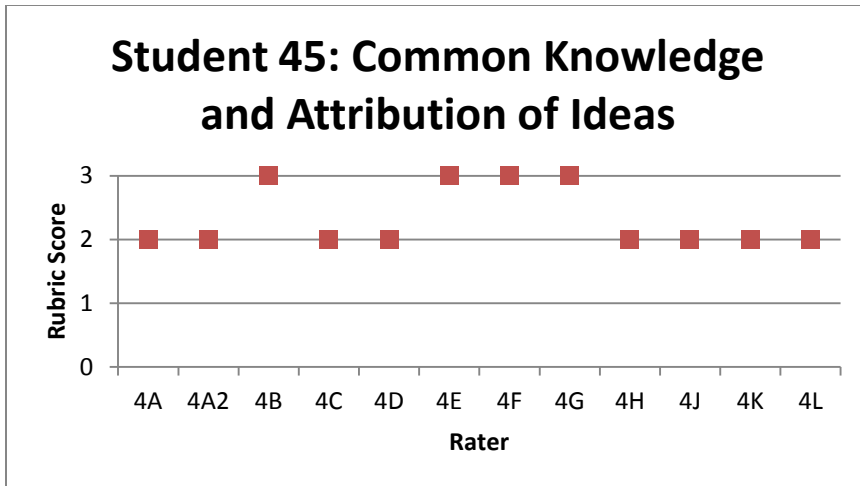


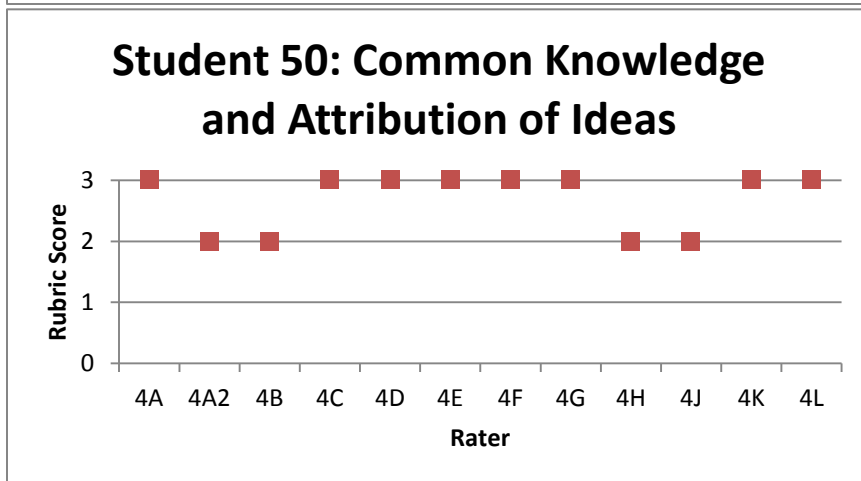
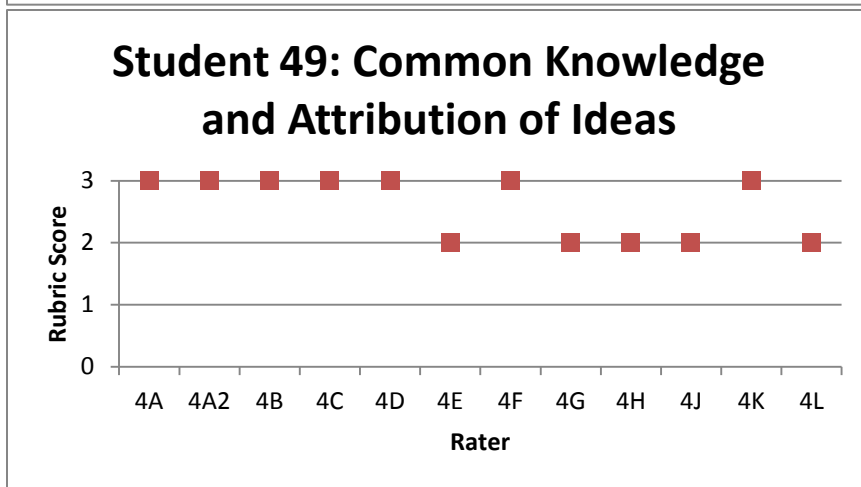
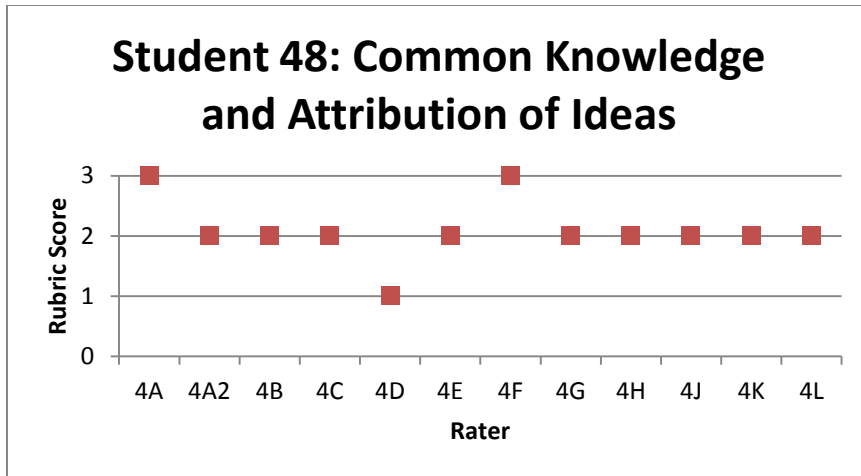


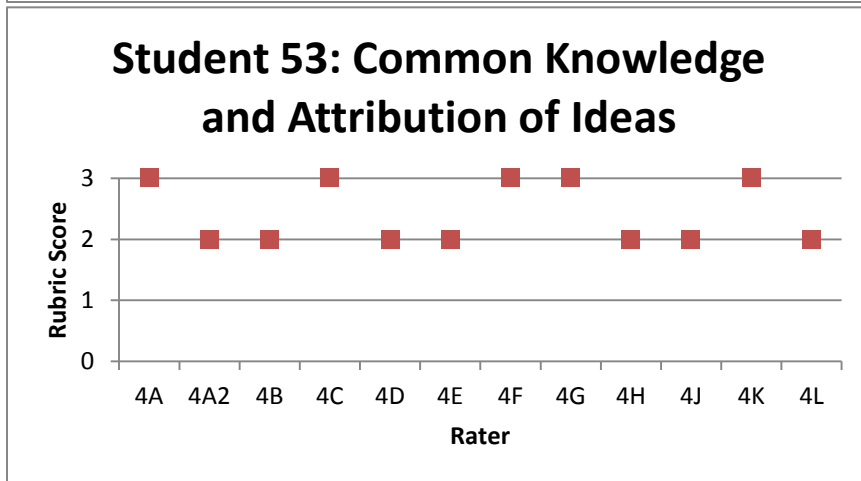
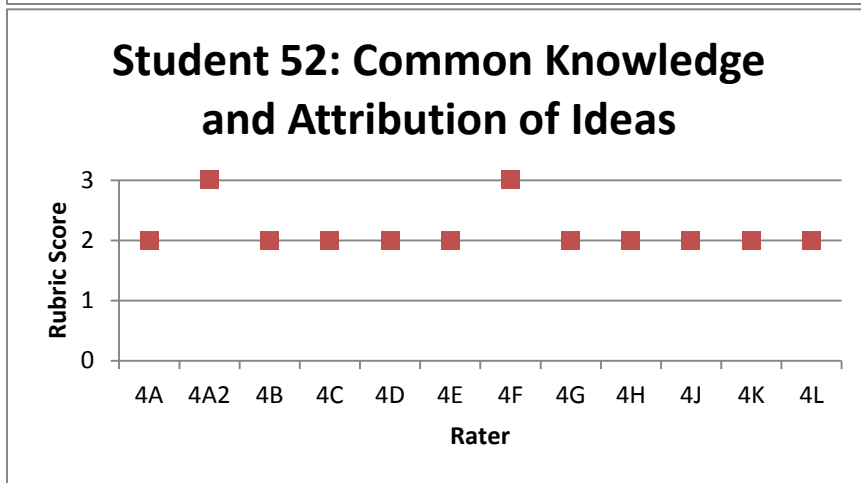
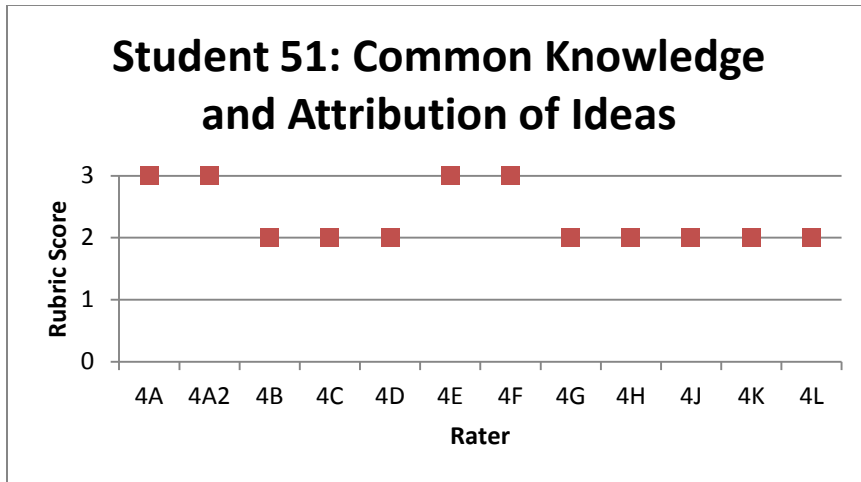


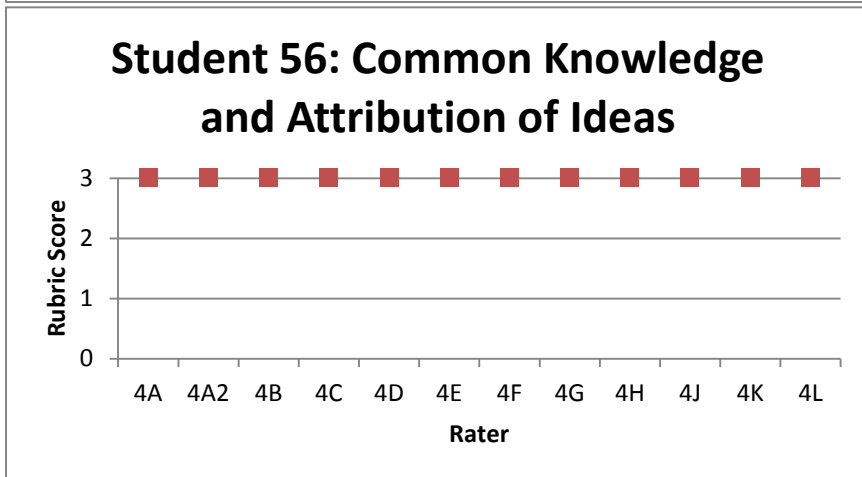
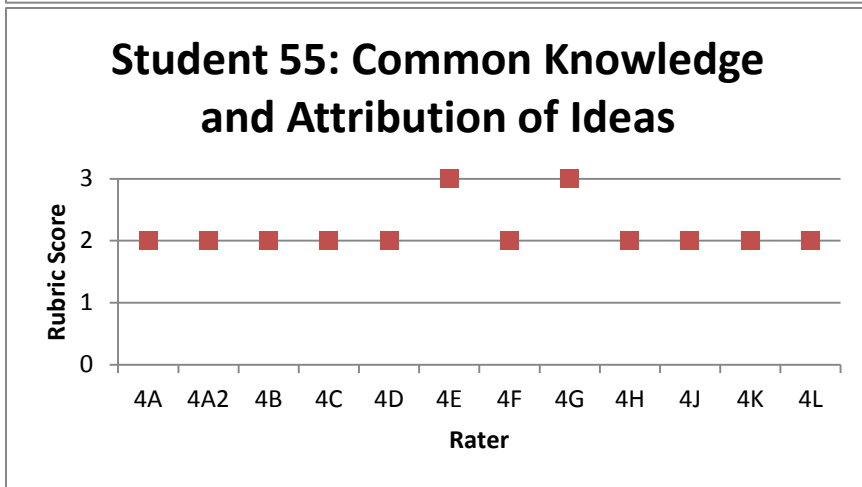
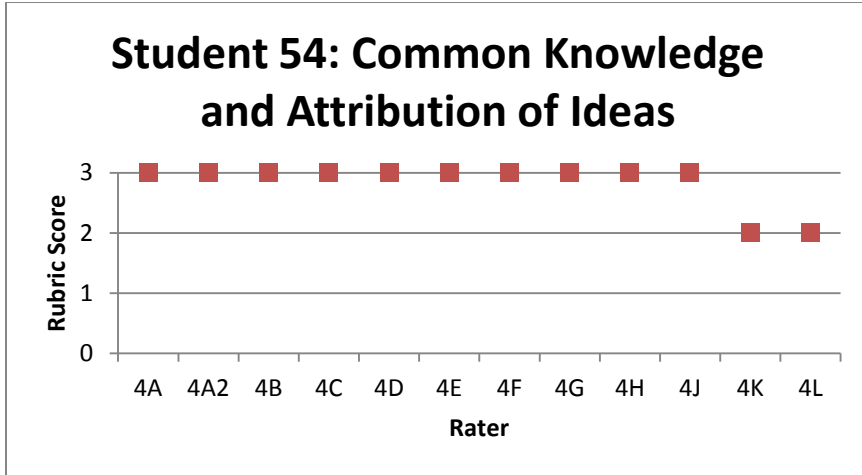


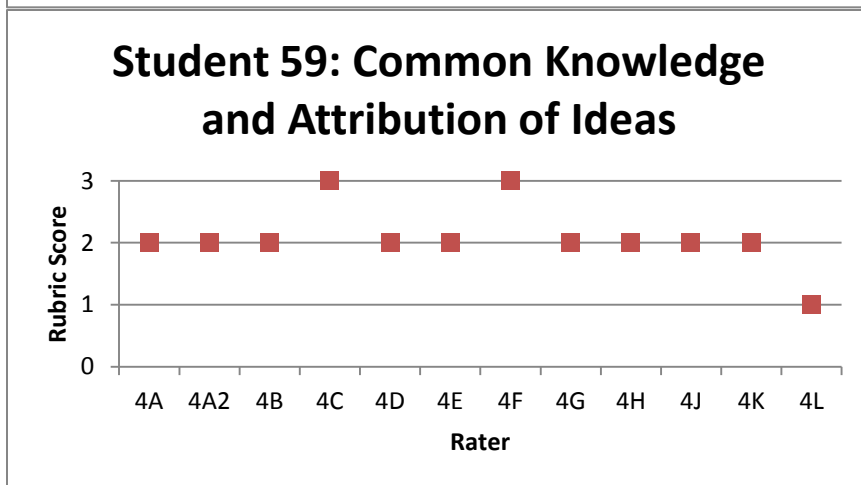
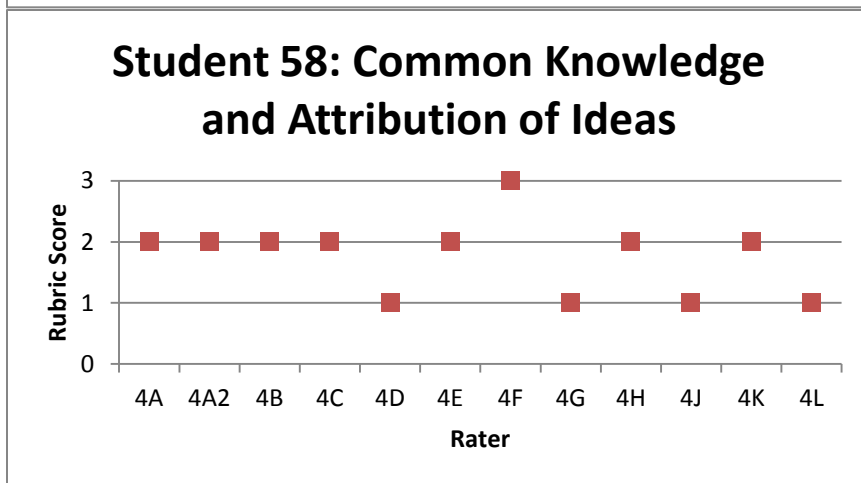
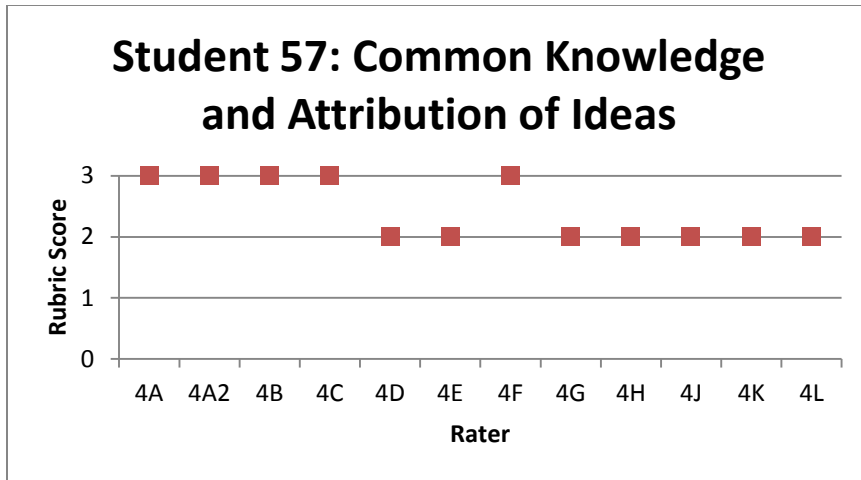




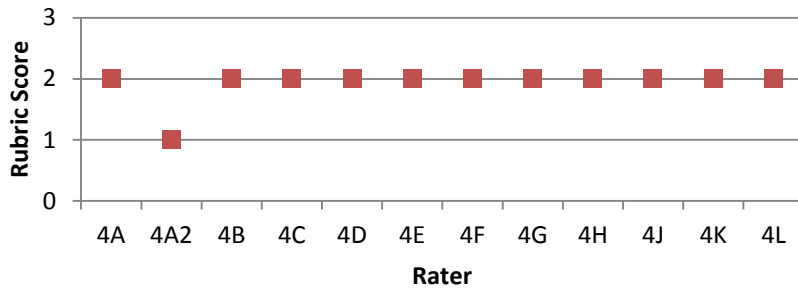




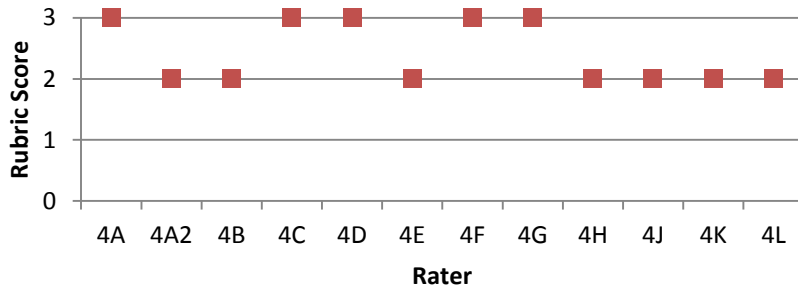




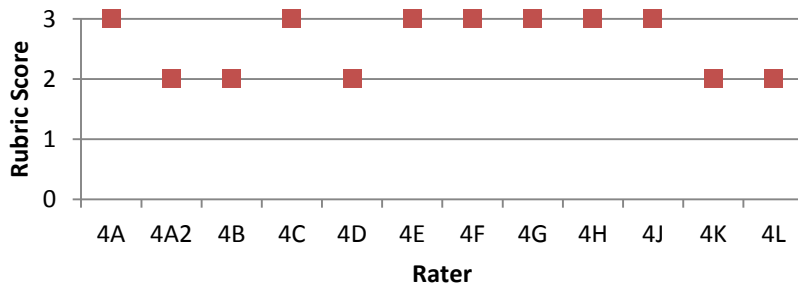
Student 60: Common Knowledge and Attribution of Ideas

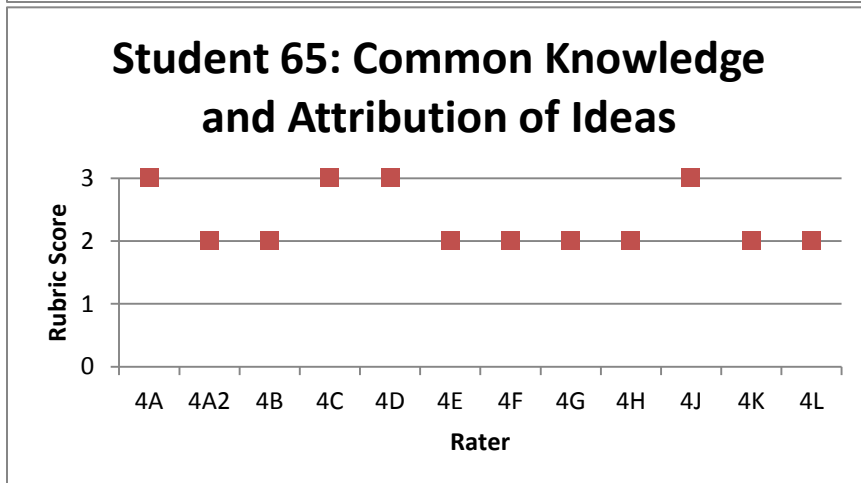
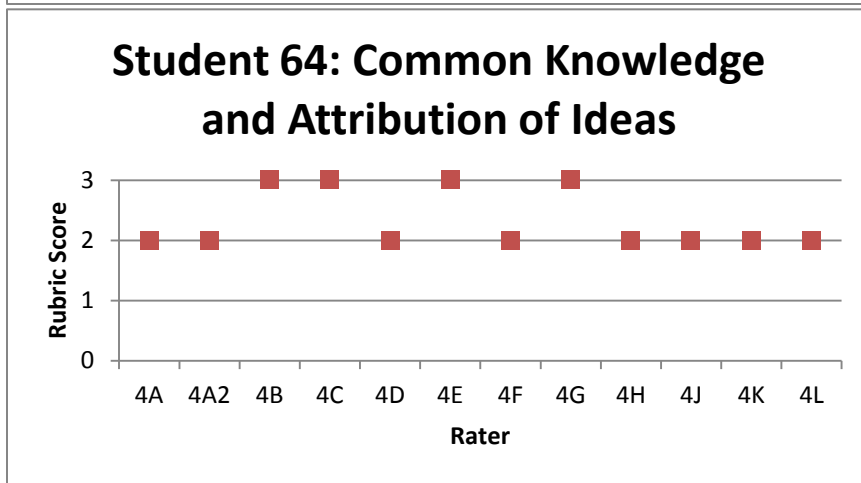
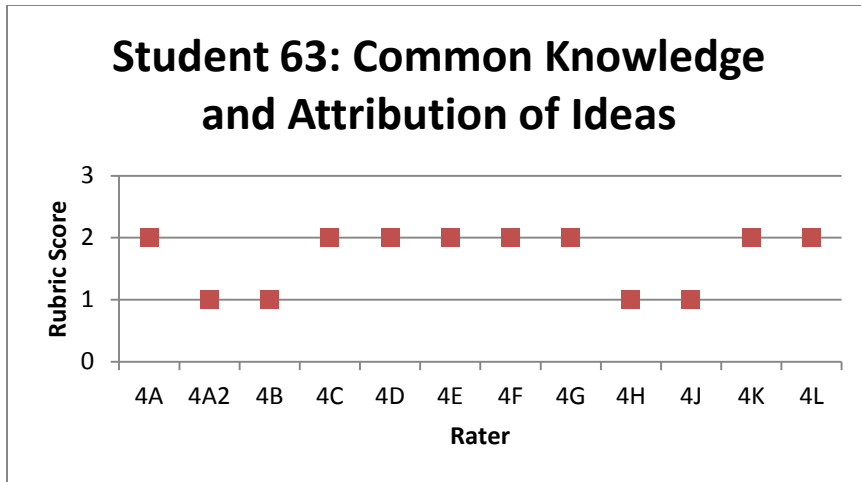


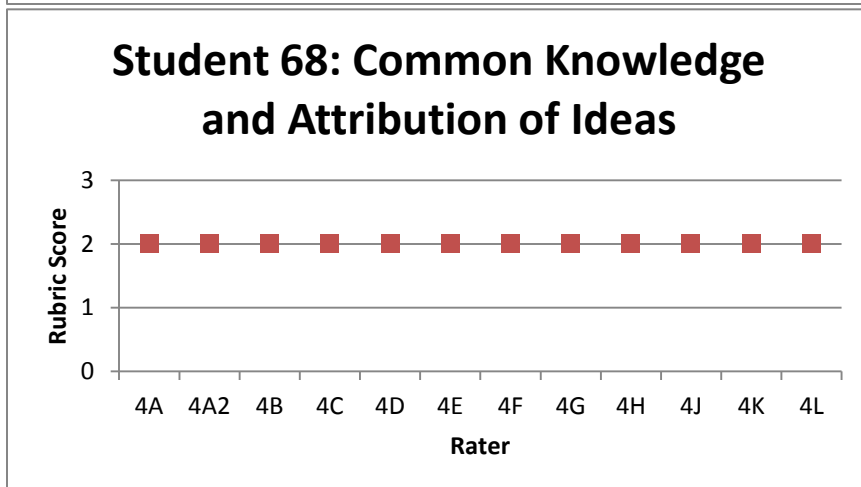
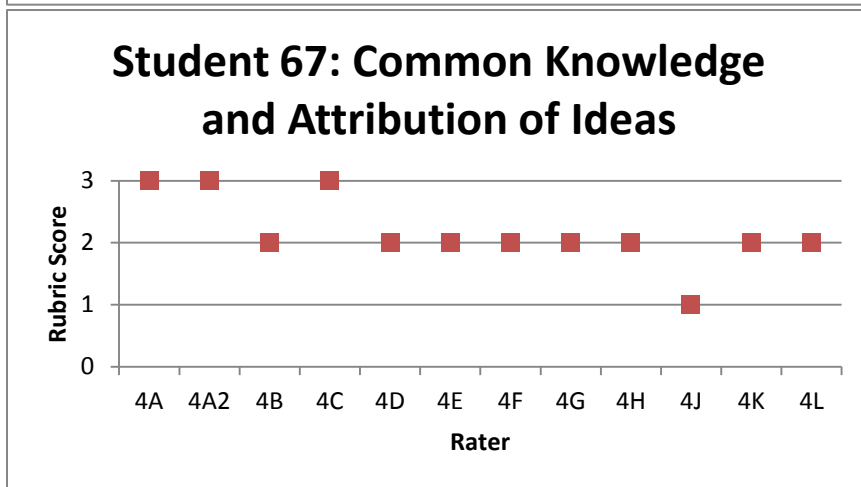
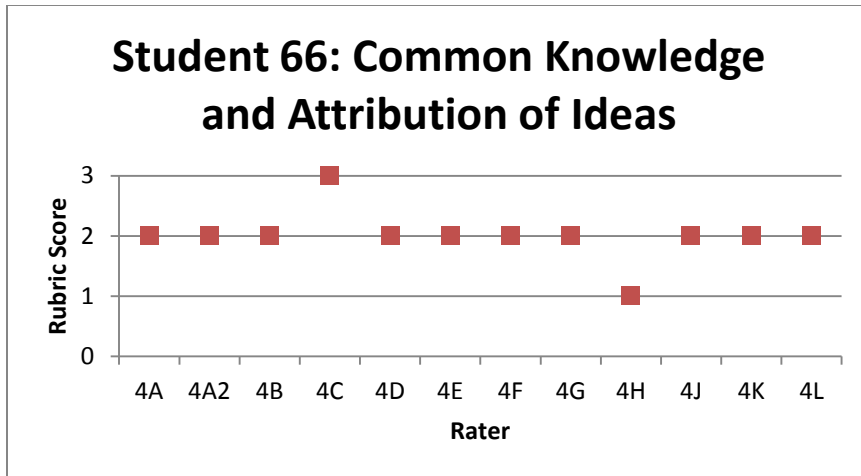
Student 61: Common Knowledge and Attribution of Ideas

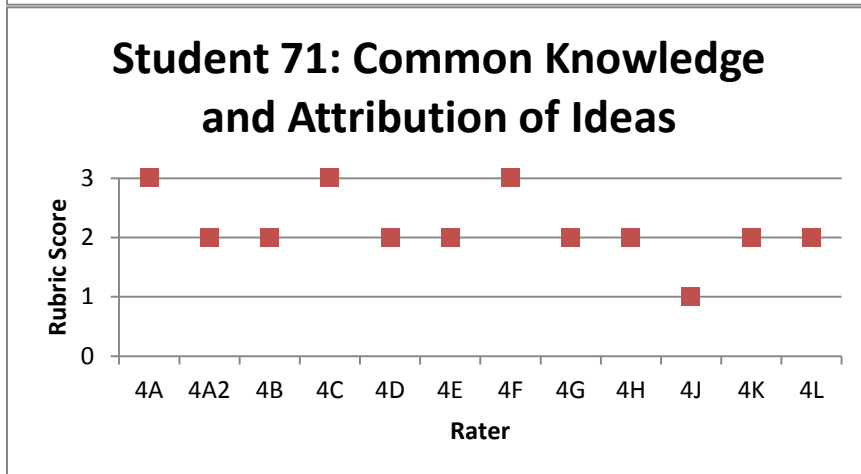
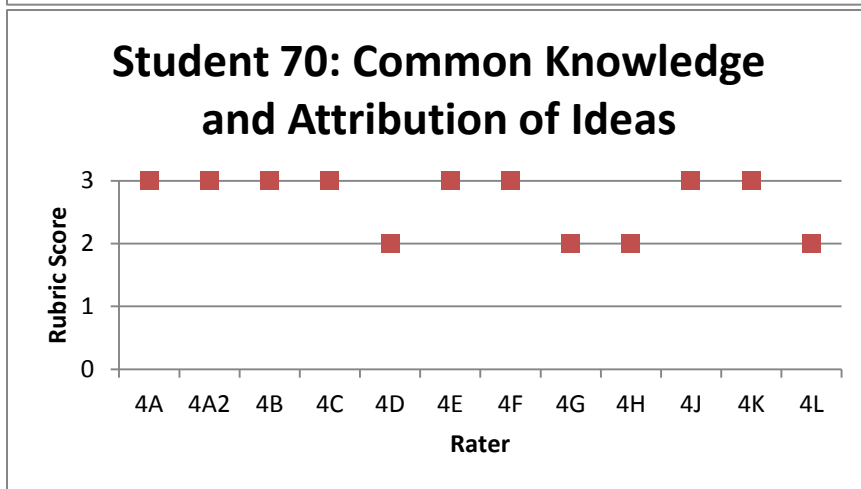
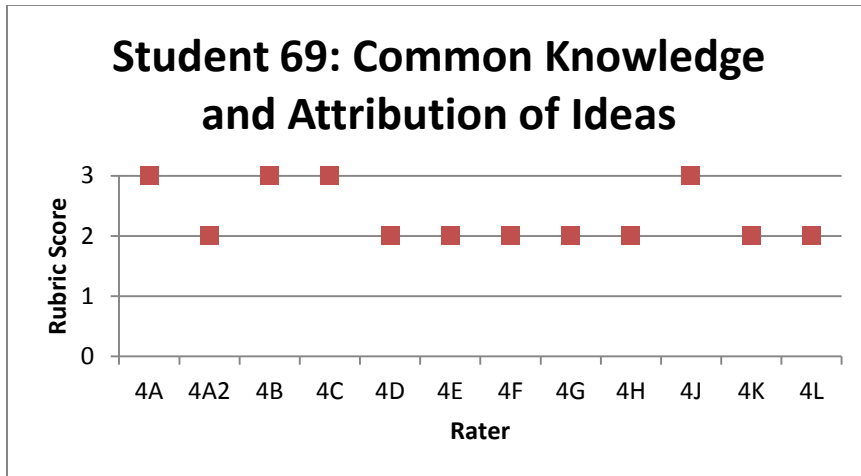


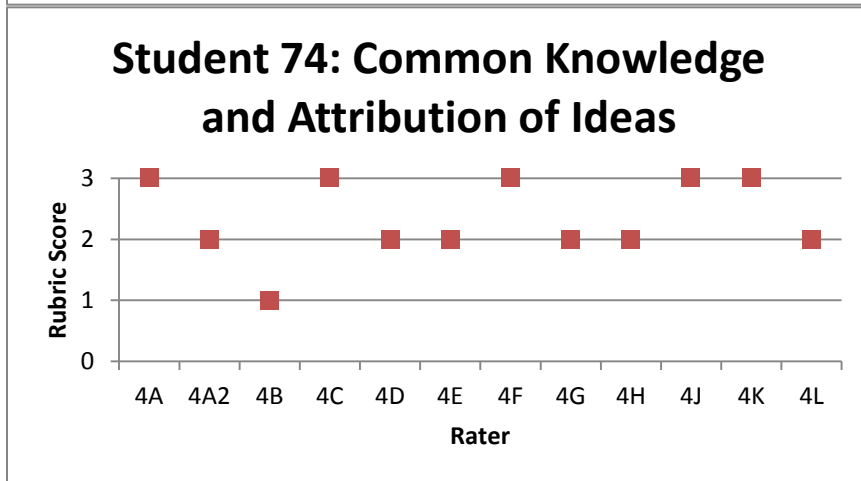
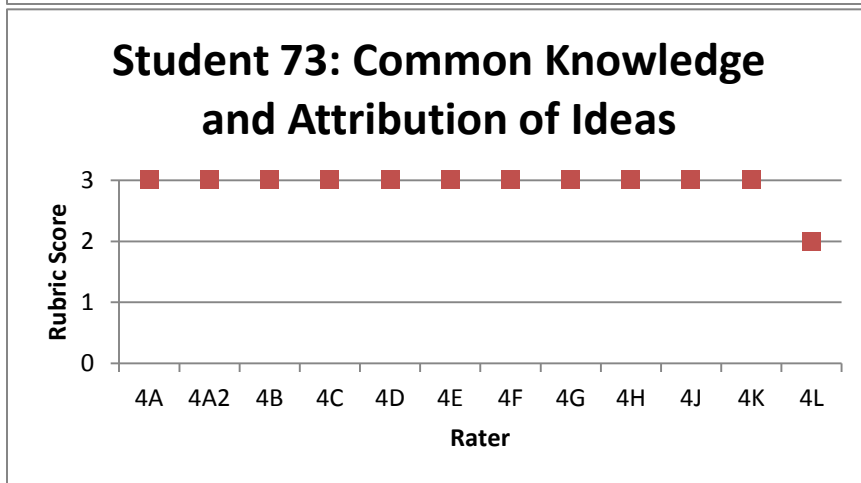
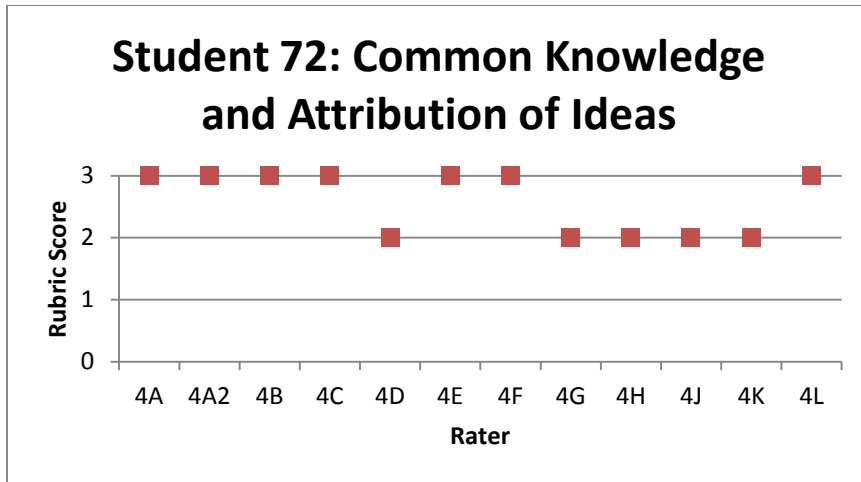
Student 62: Common Knowledge and Attribution of Ideas

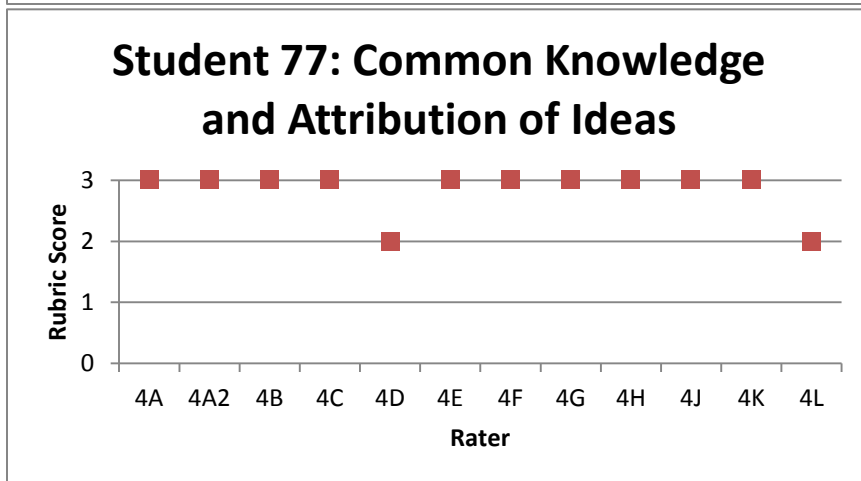
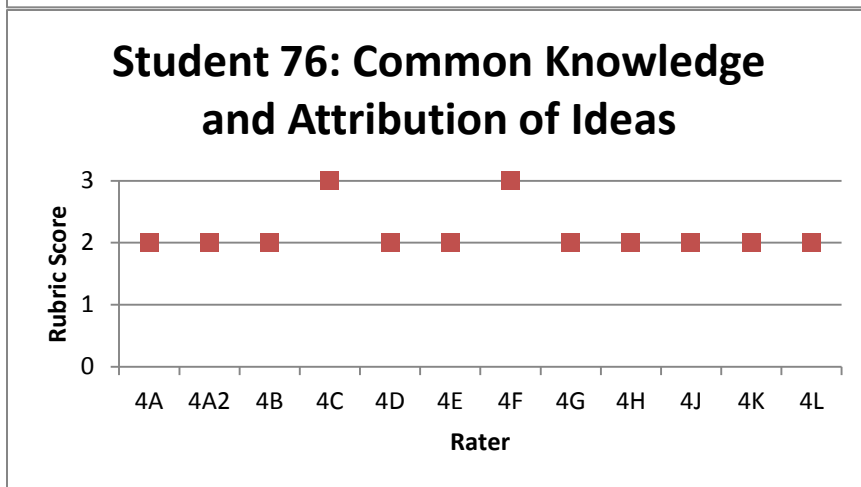
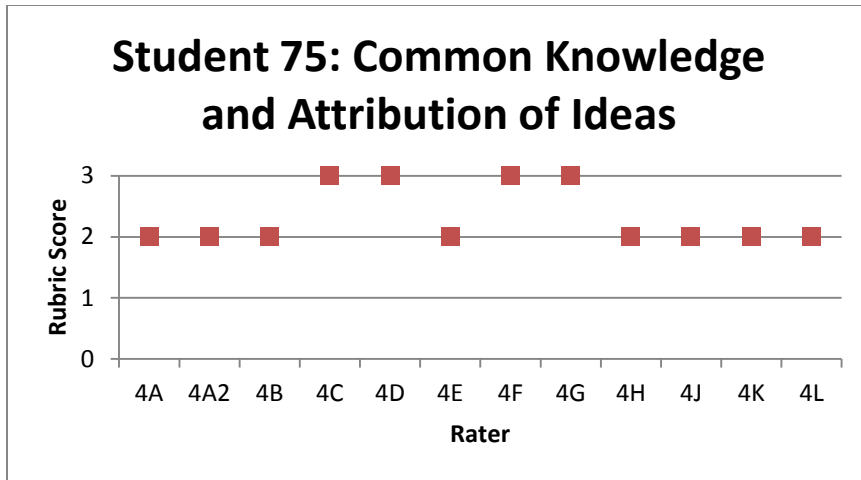


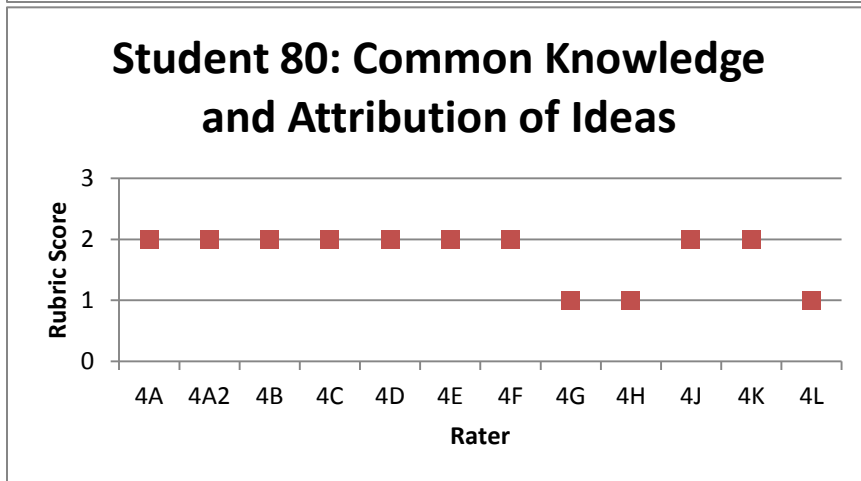
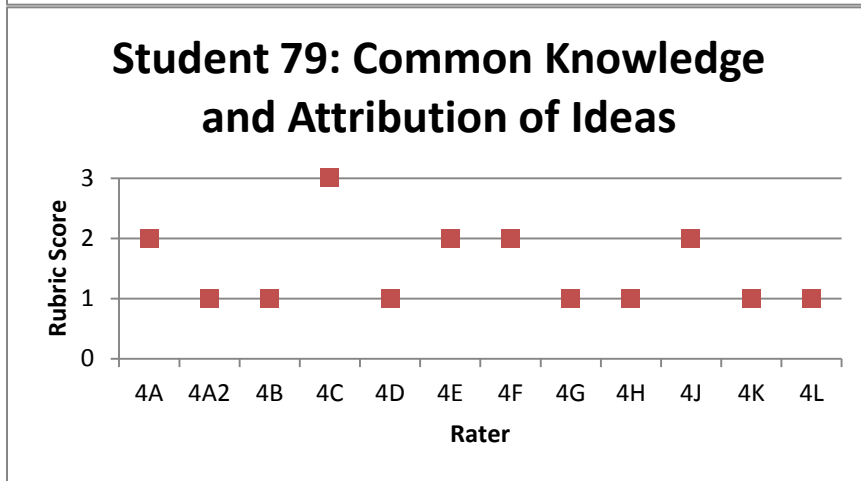
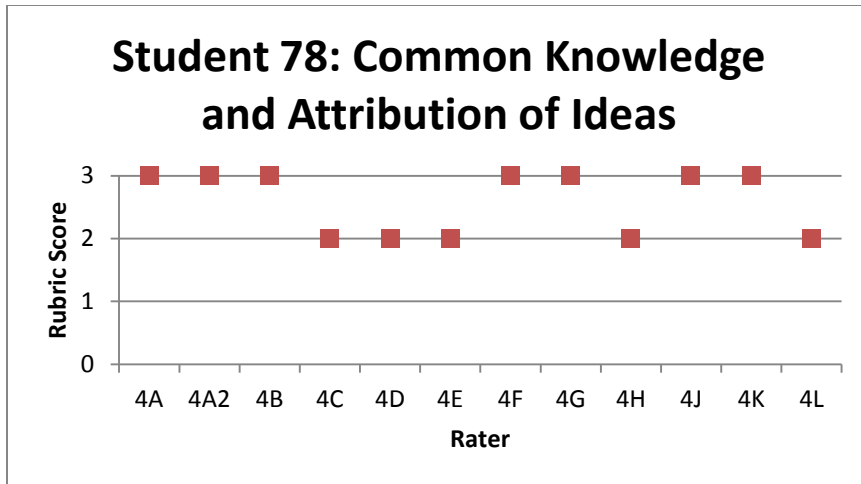


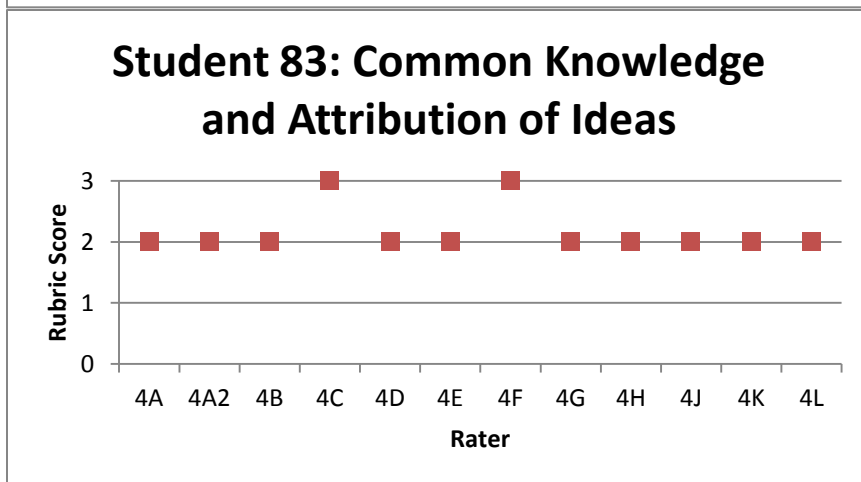
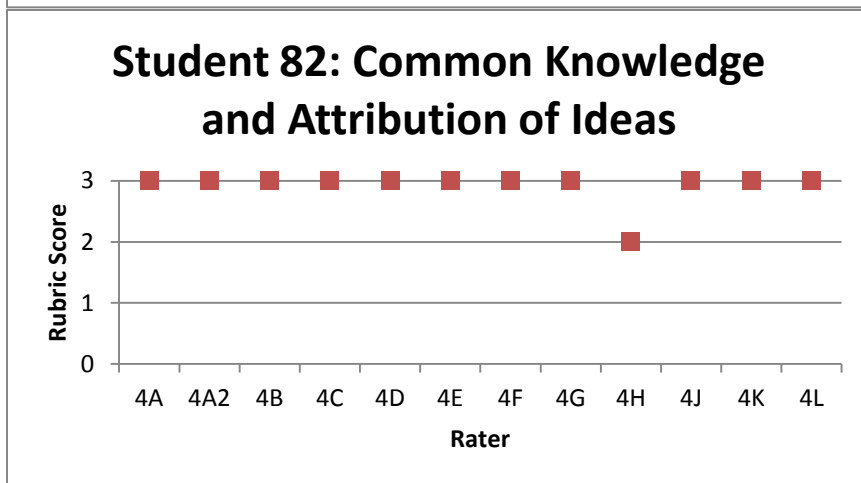
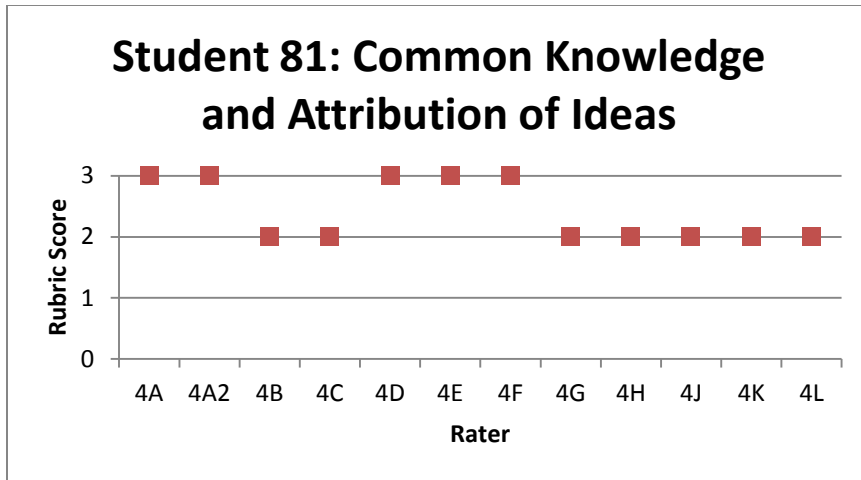


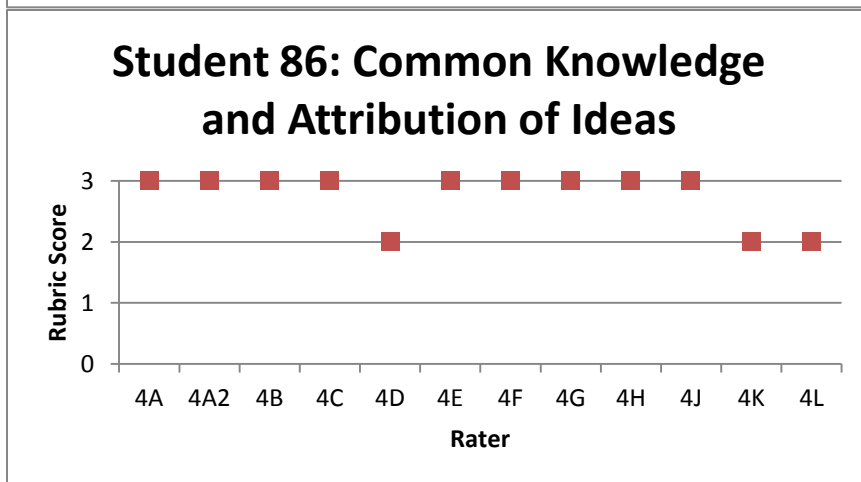
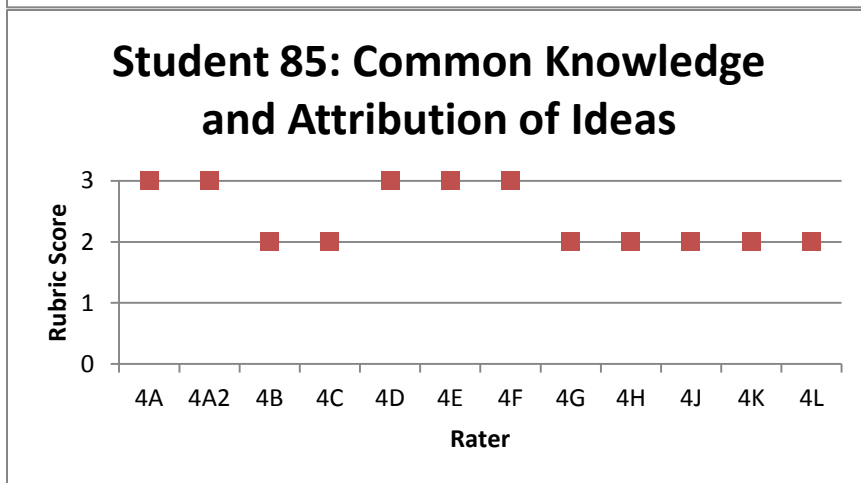
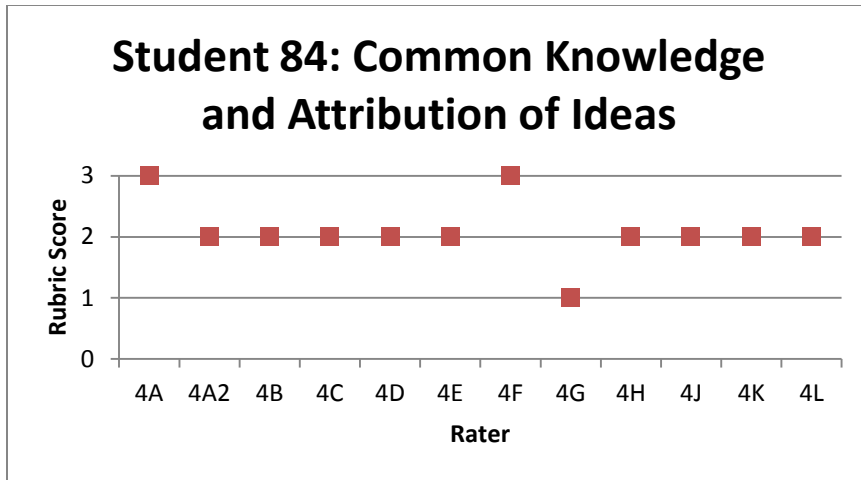


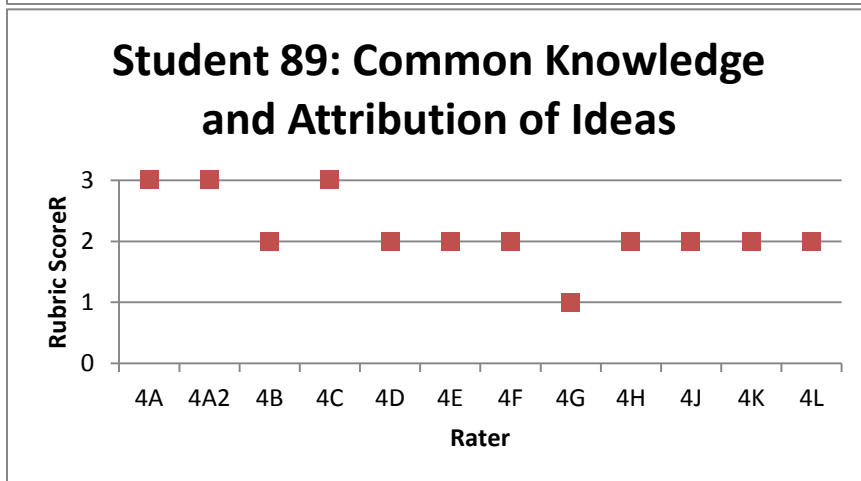
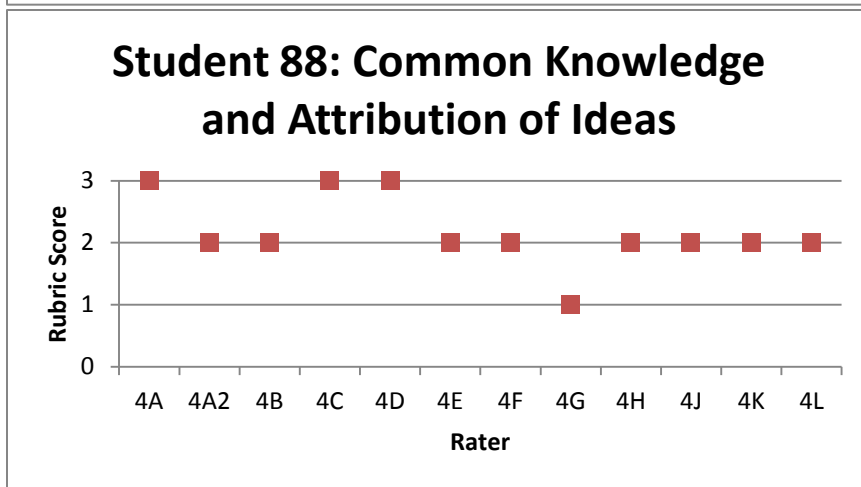
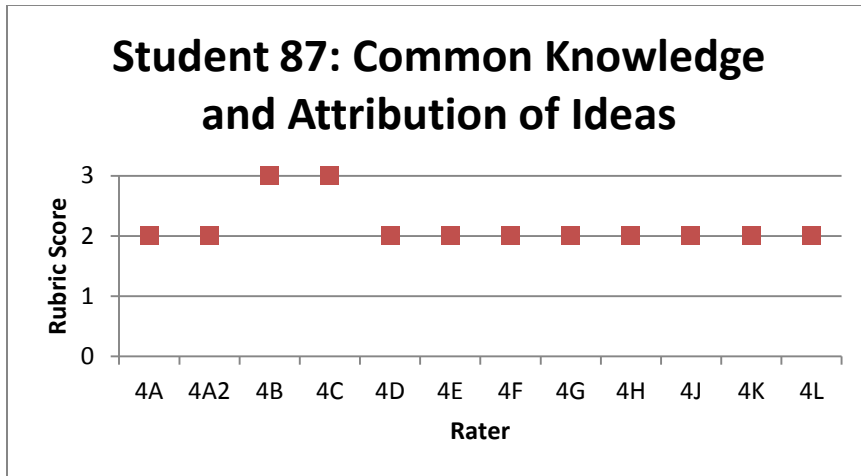


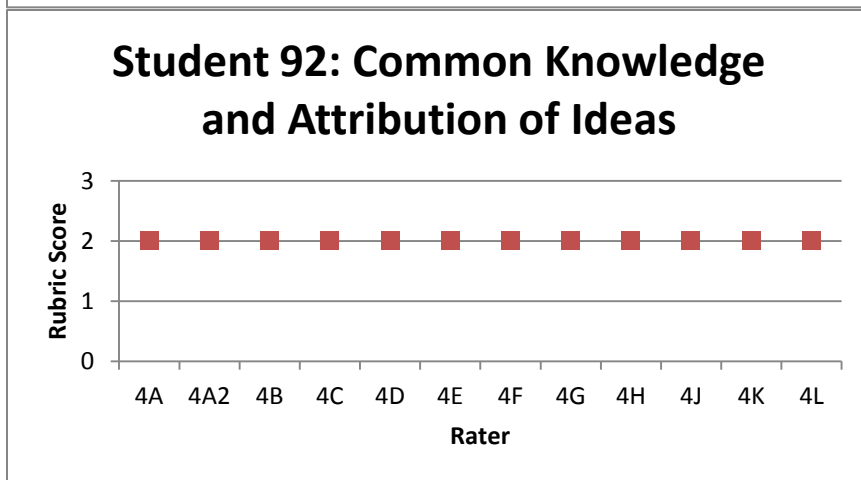
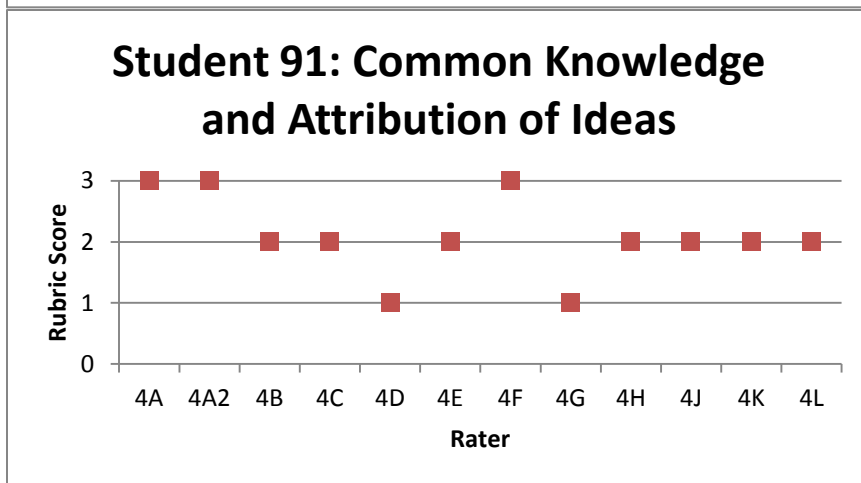
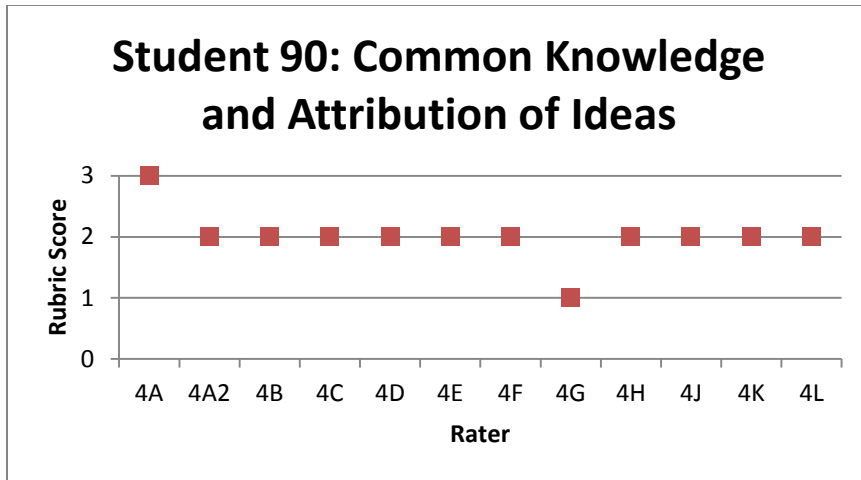


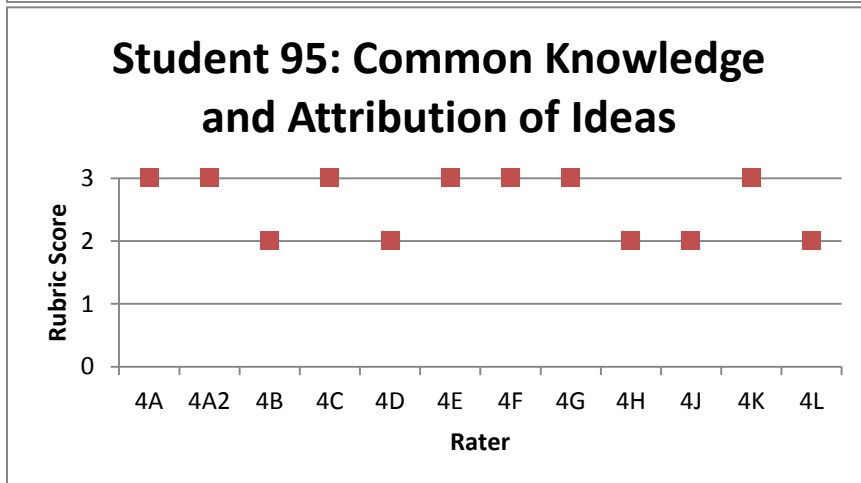
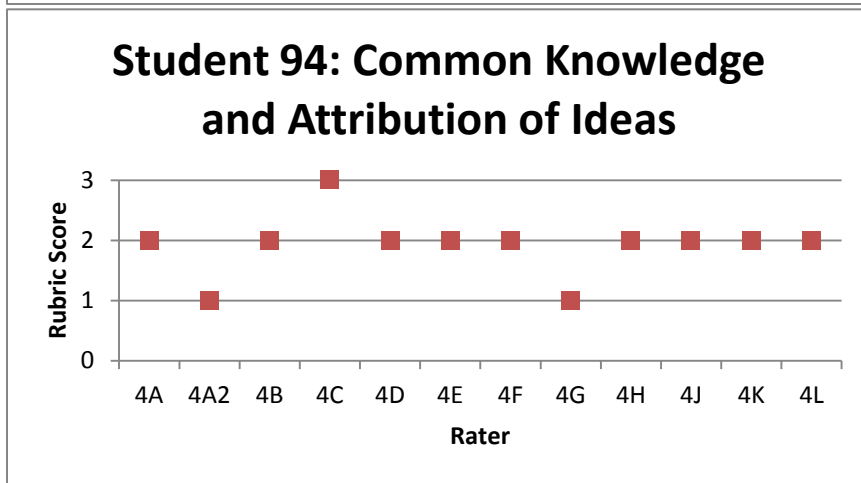
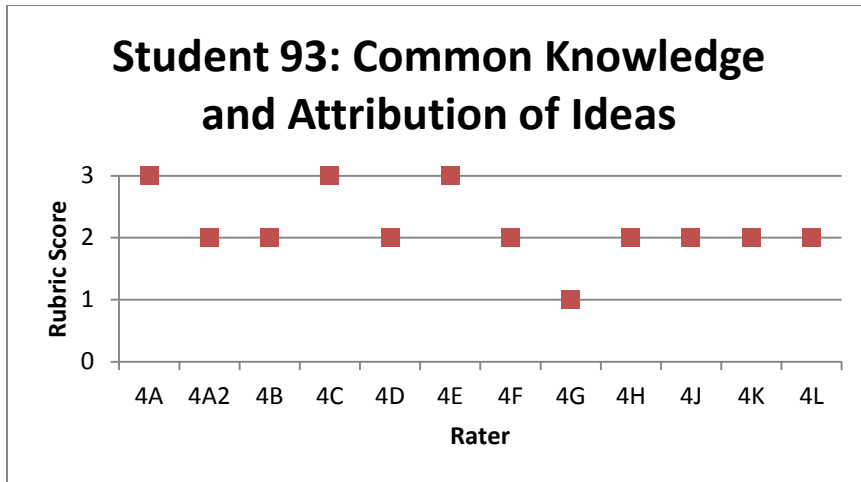


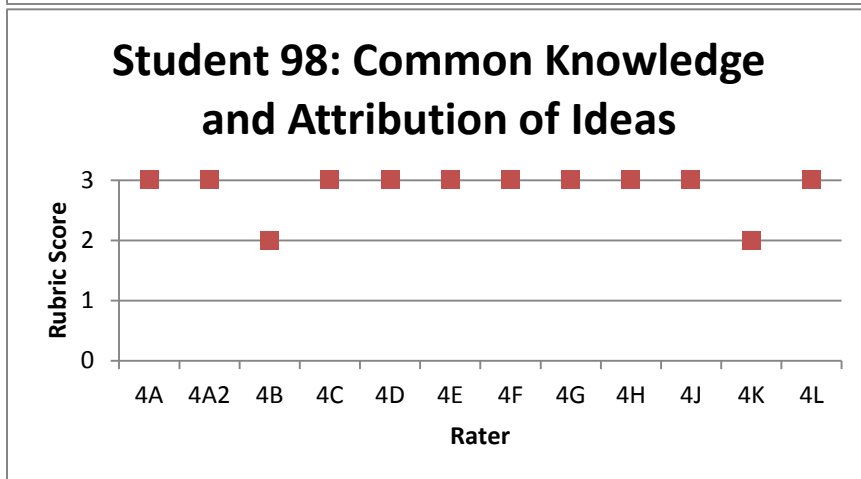
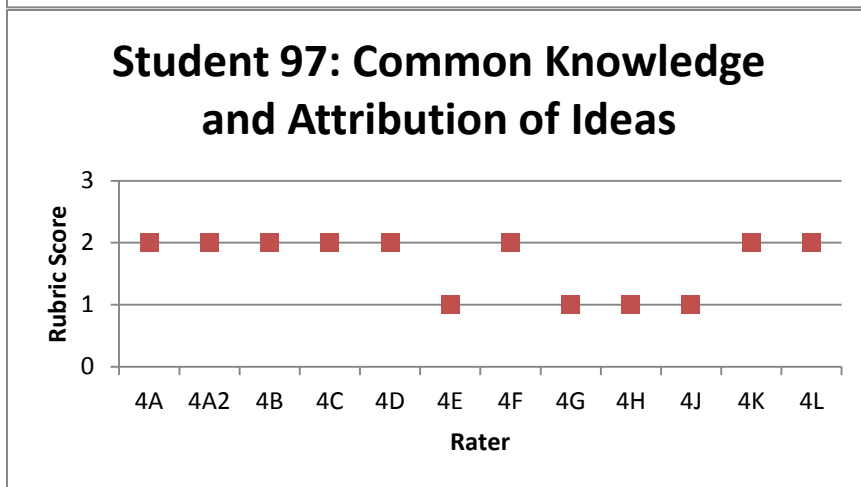
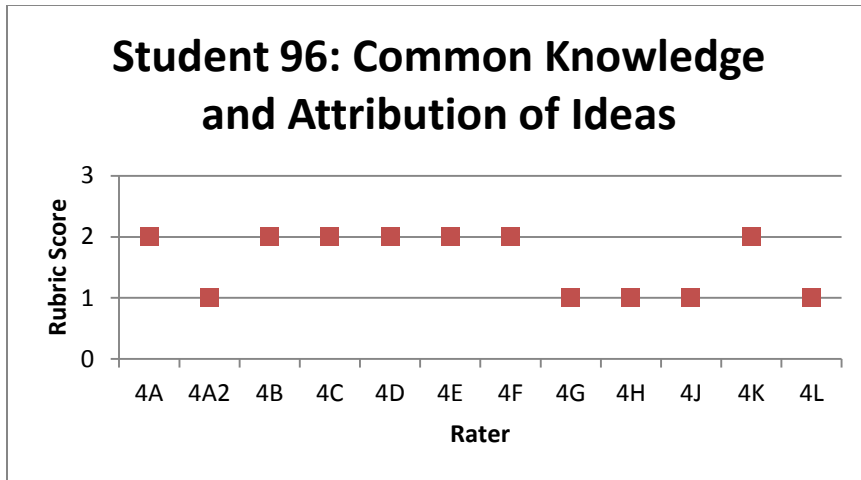


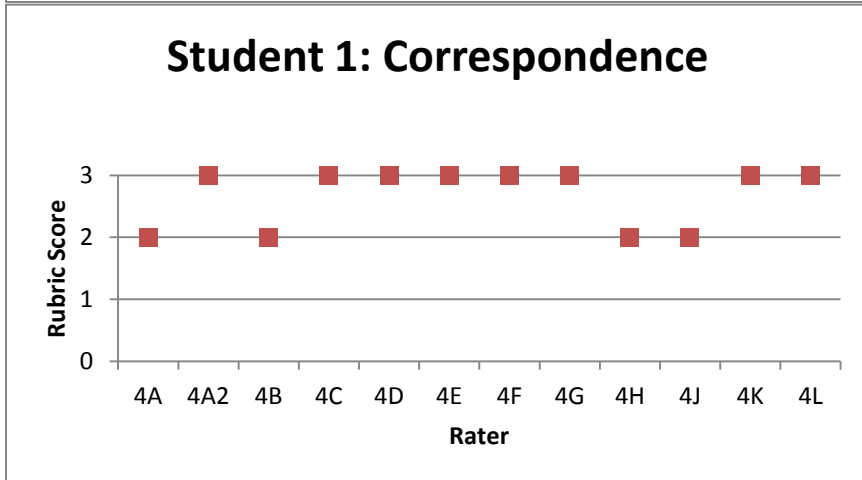
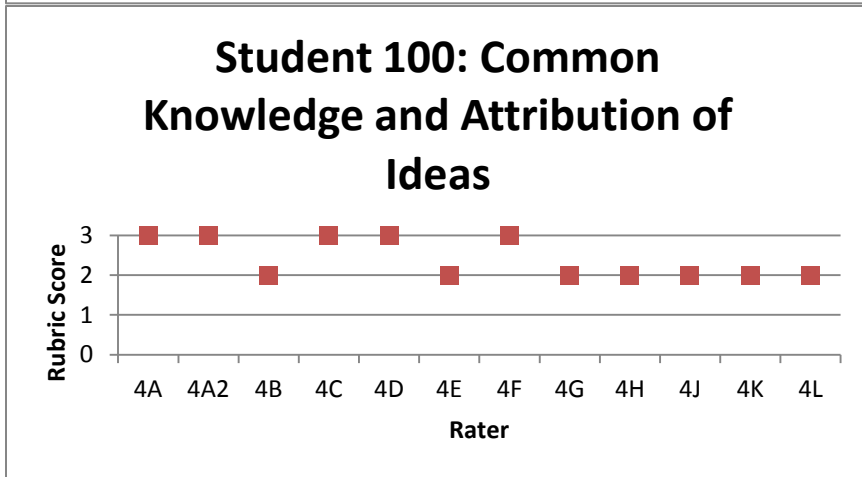
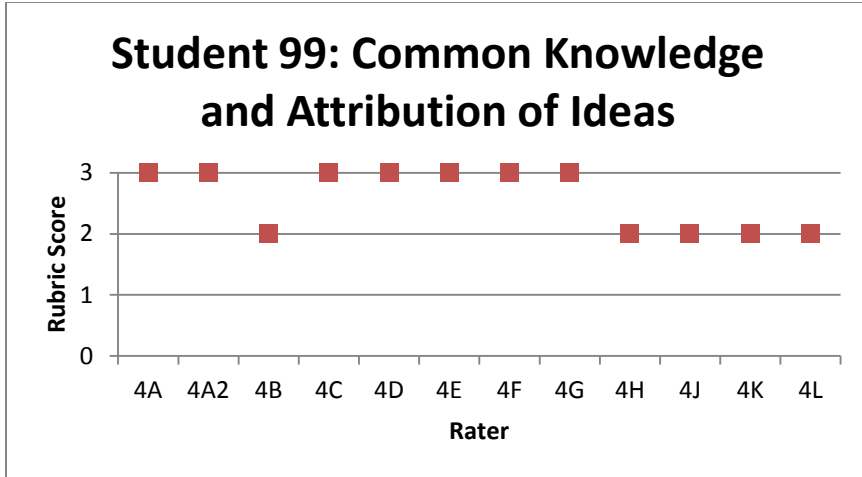


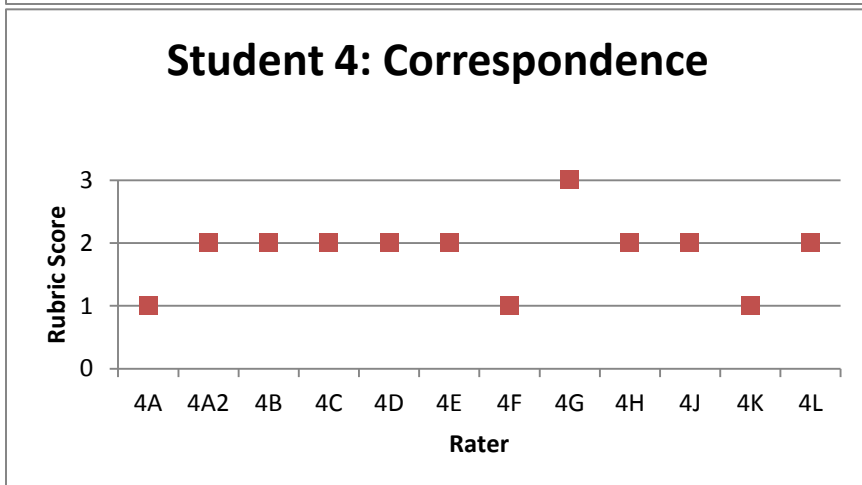
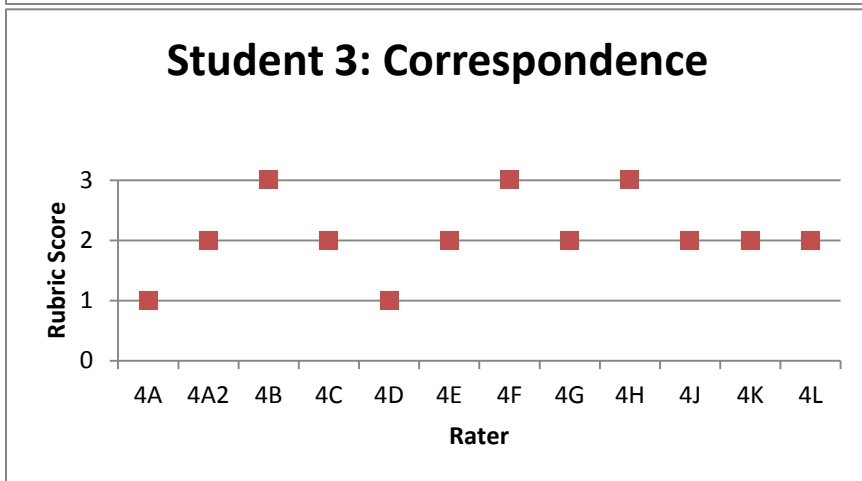
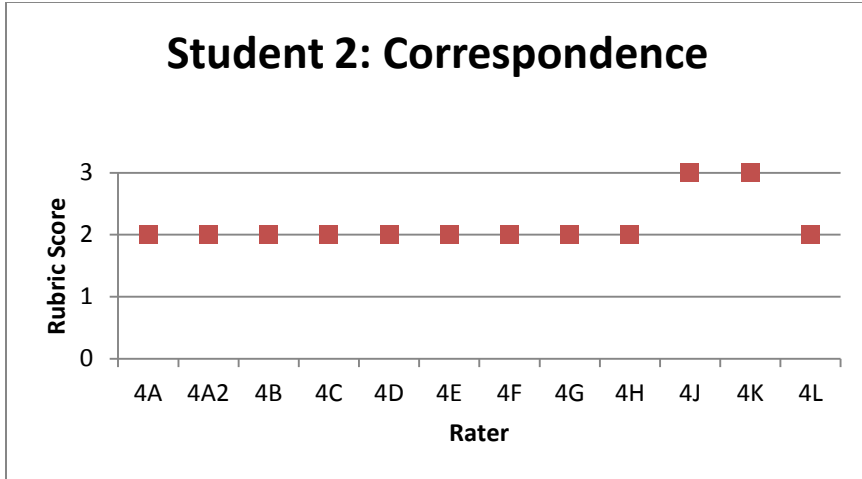




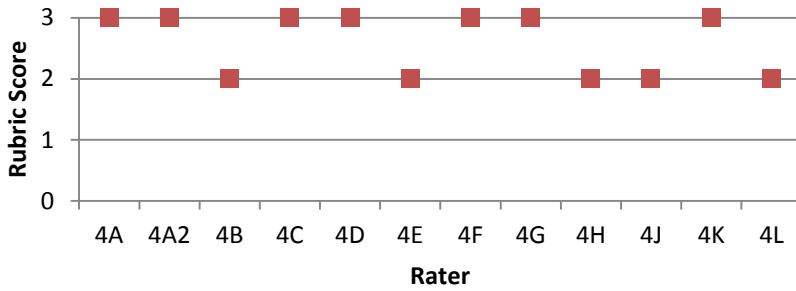




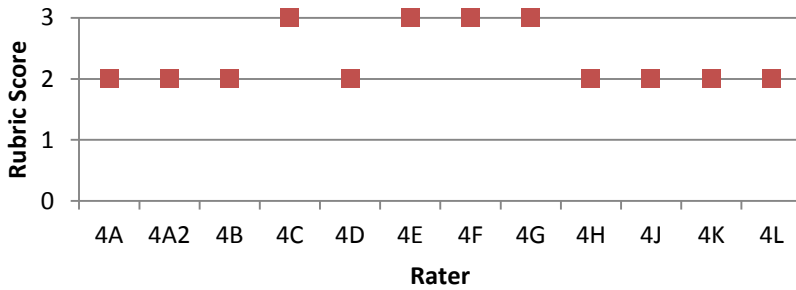




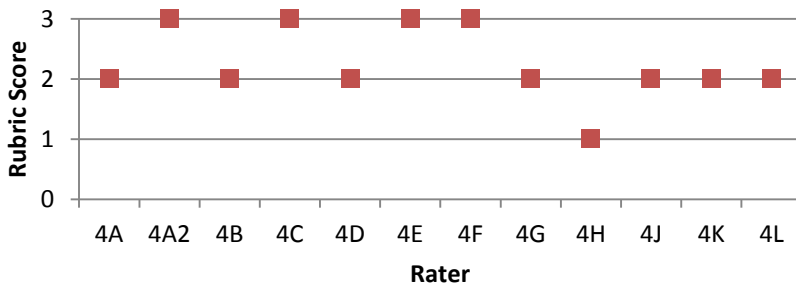
Student 5: Correspondence



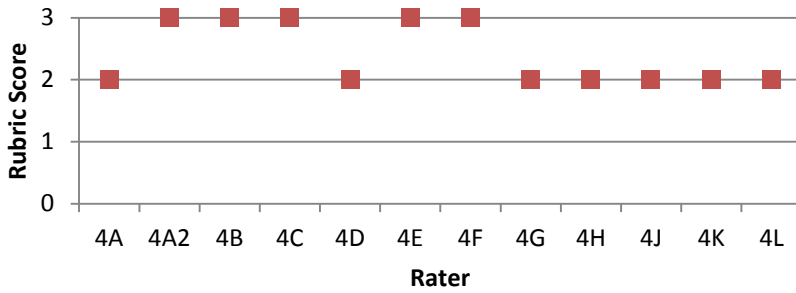
Student 6: Correspondence



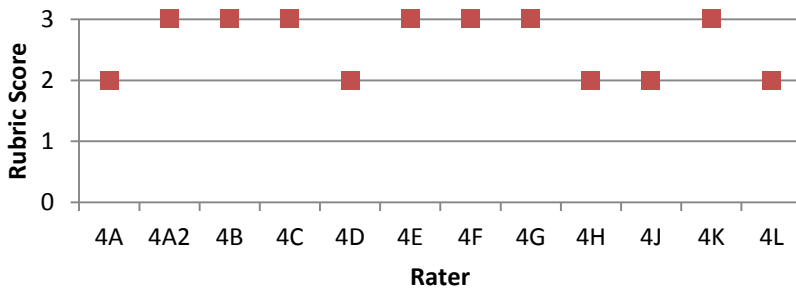
Student 7: Correspondence



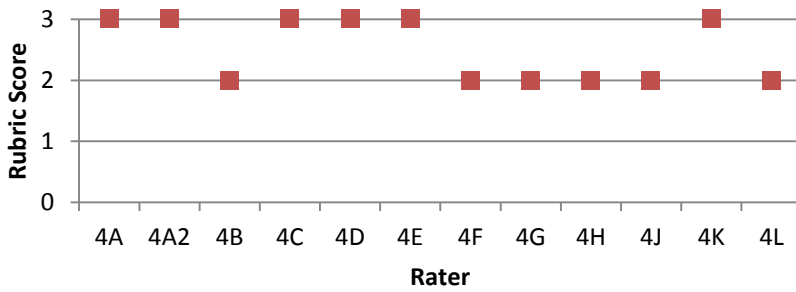
Student 8: Correspondence

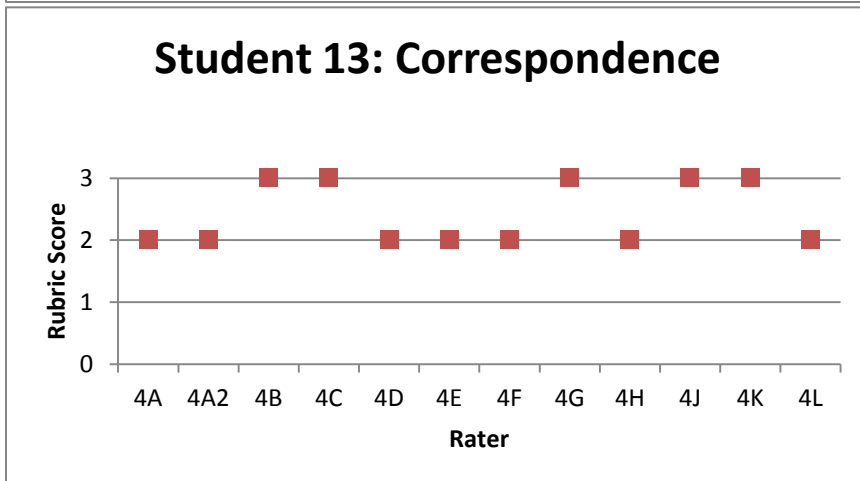
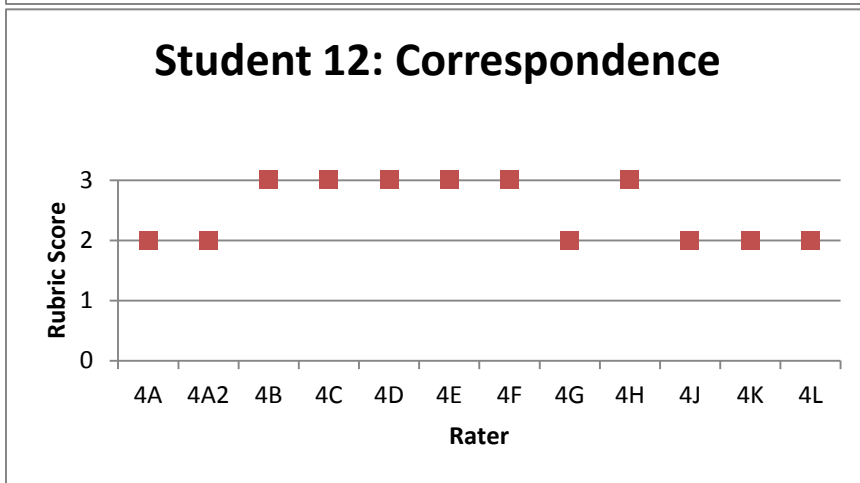
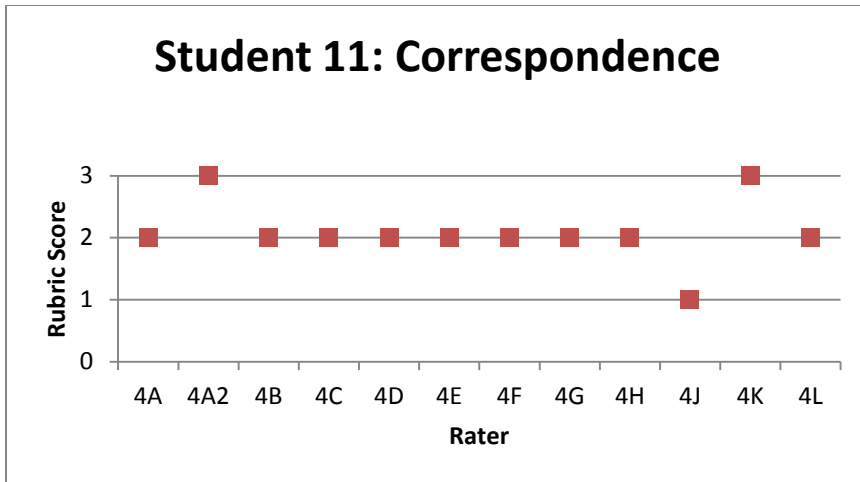


Student 9: Correspondence

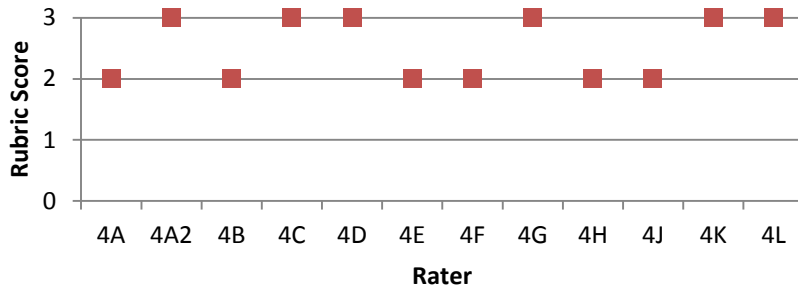


Student 10: Correspondence

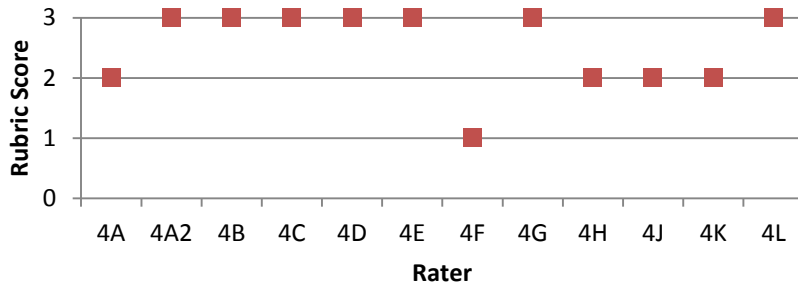




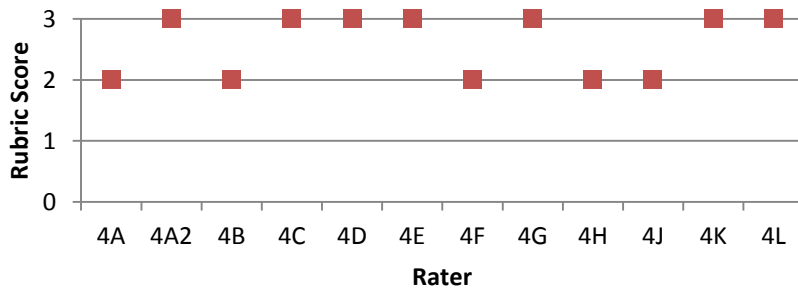
Student 14: Correspondence



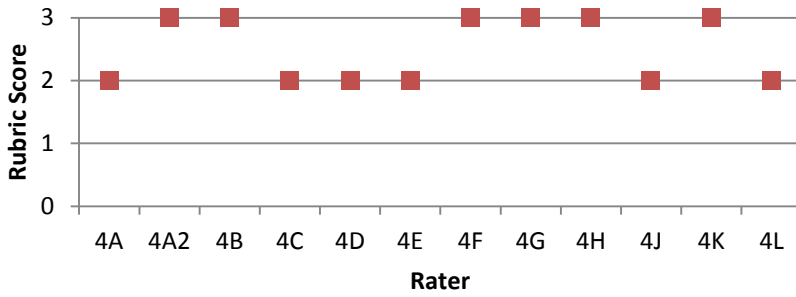
Student 15: Correspondence



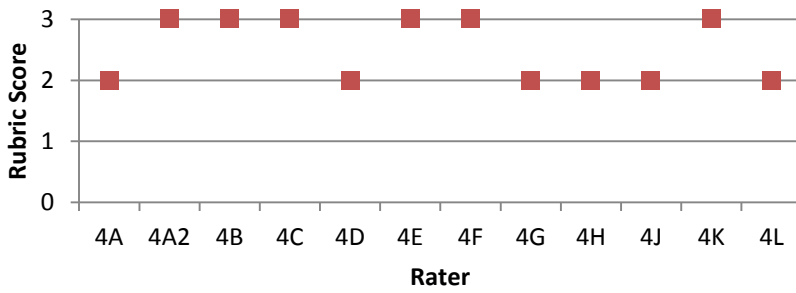
Student 16: Correspondence



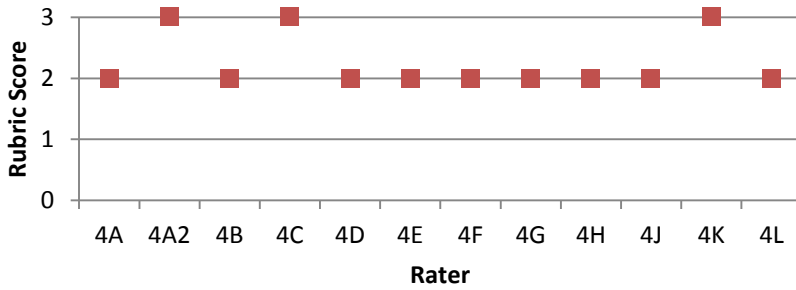
Student 17: Correspondence



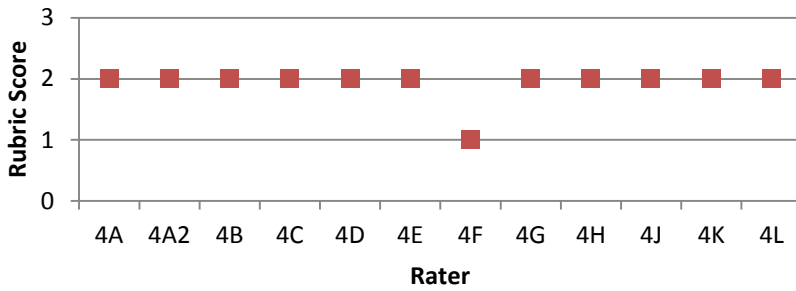
Student 18: Correspondence



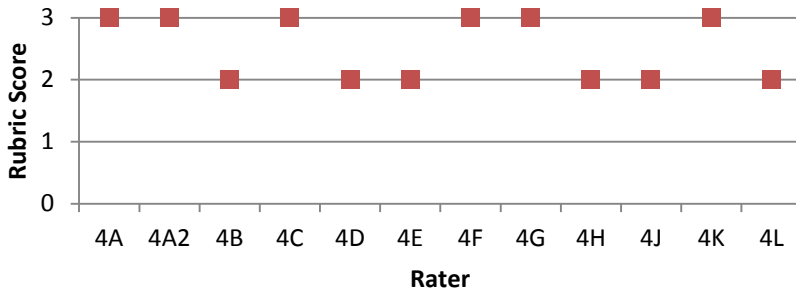
Student 19: Correspondence



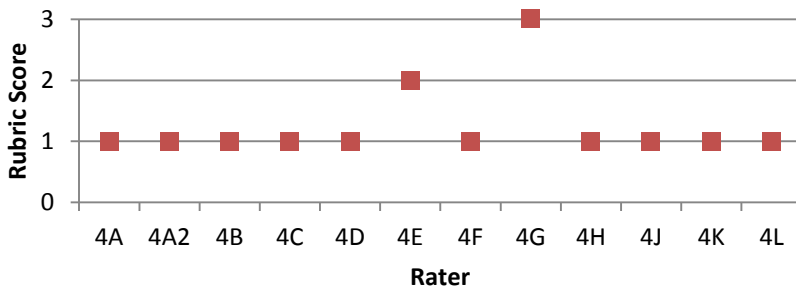
Student 20: Correspondence

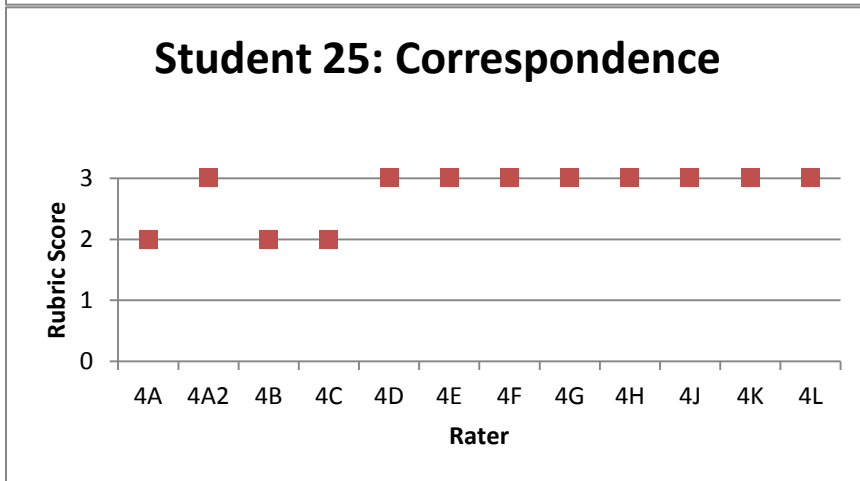
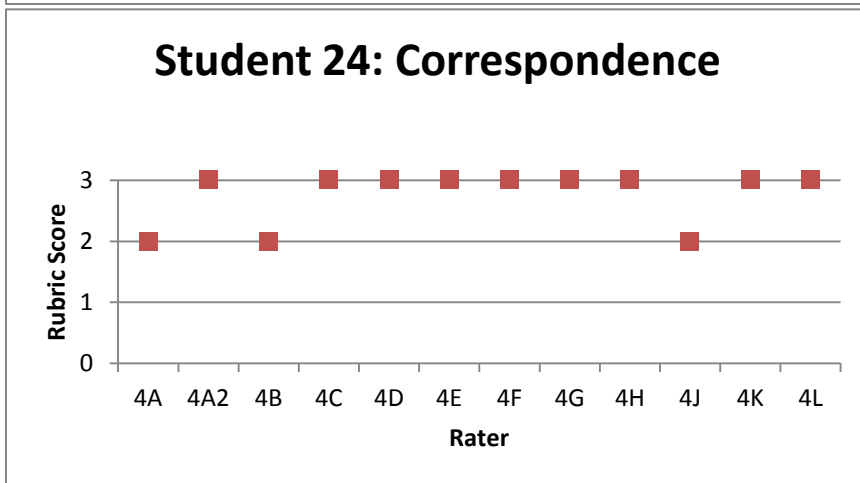
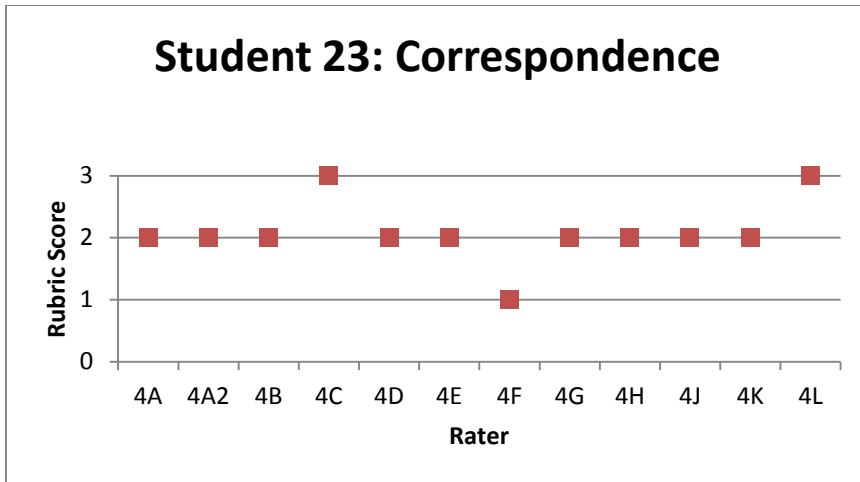


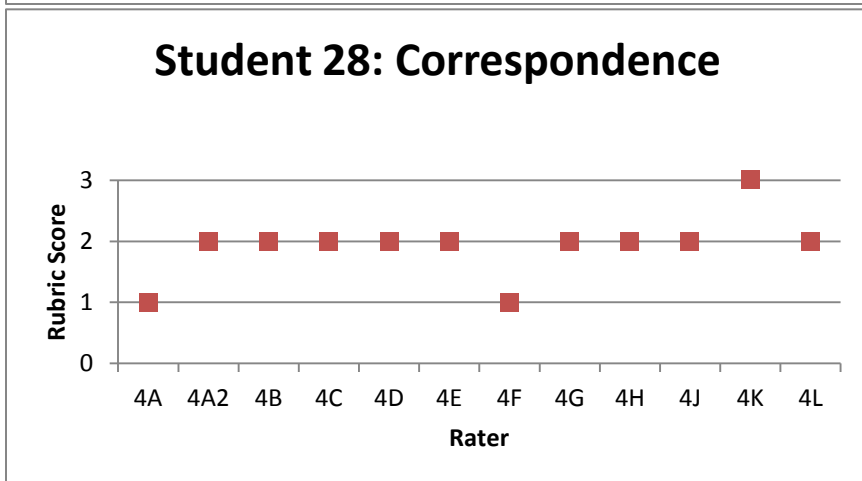
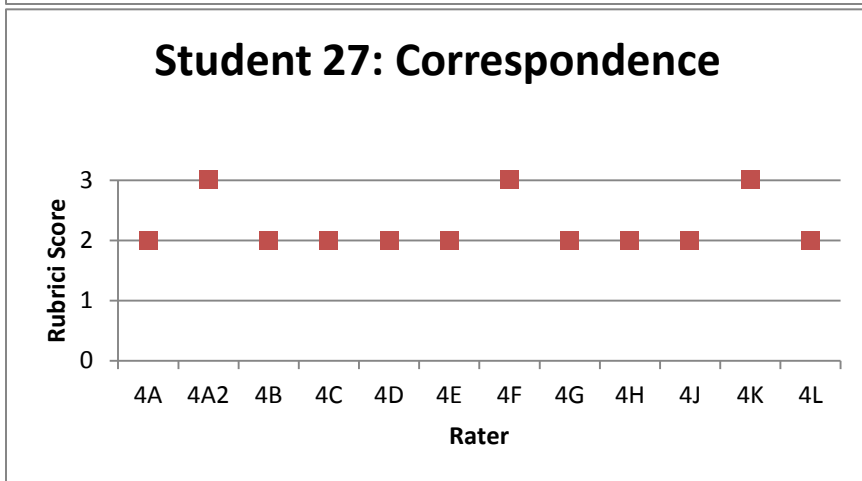
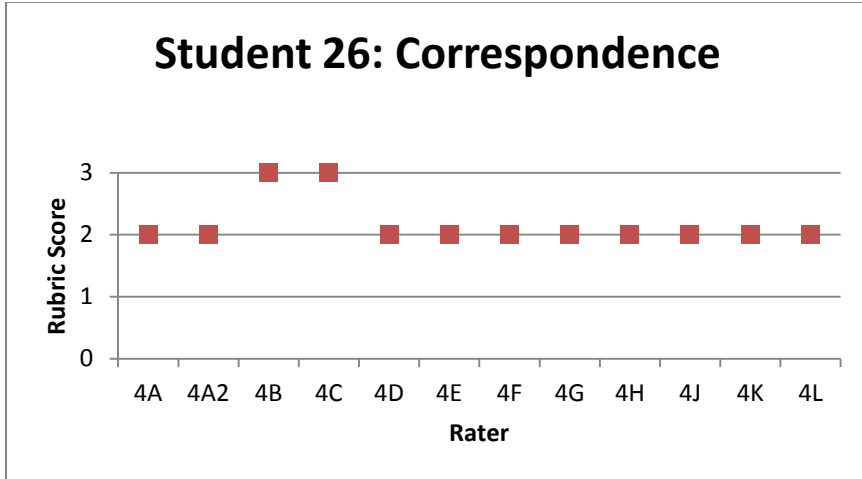
Student 21: Correspondence



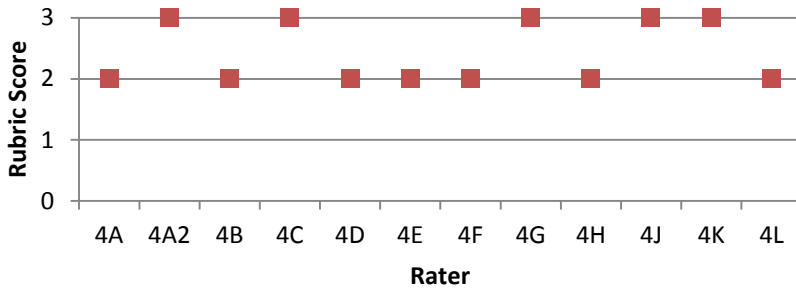
Student 22: Correspondence



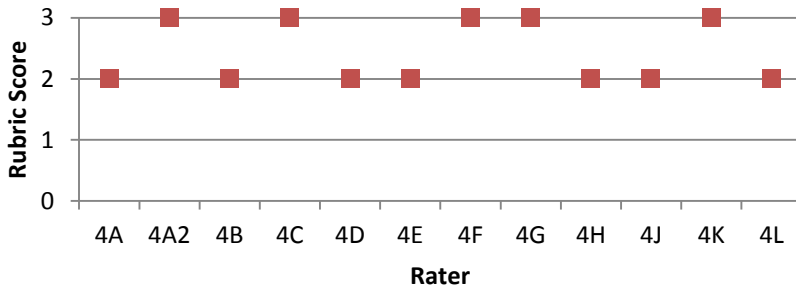




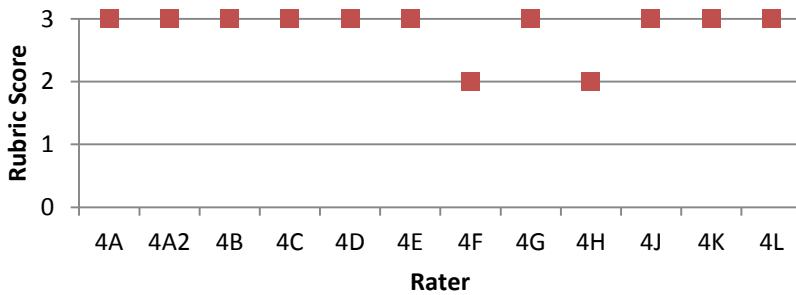
Student 29: Correspondence

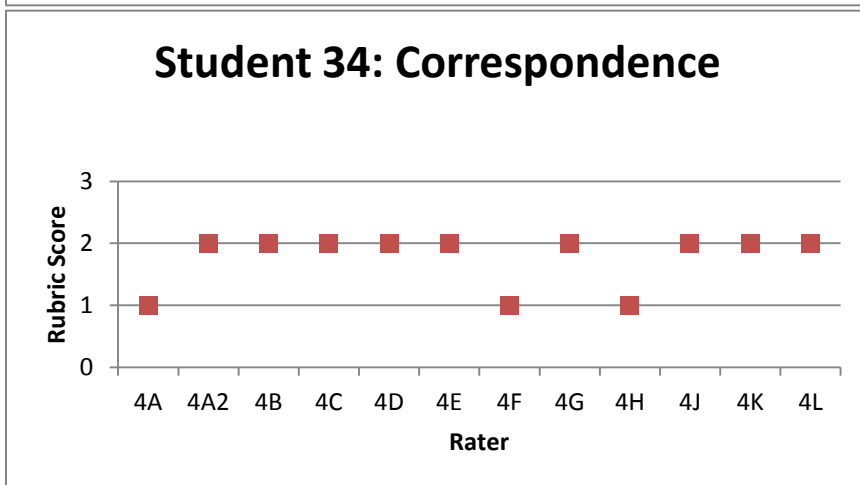
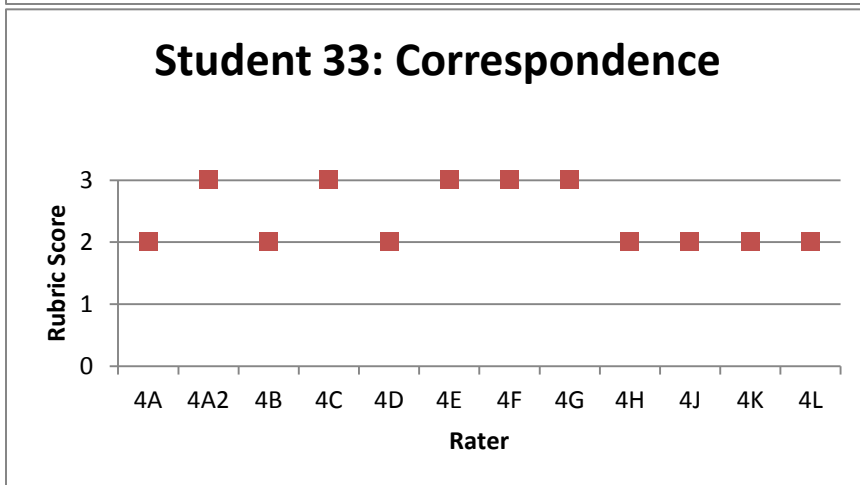
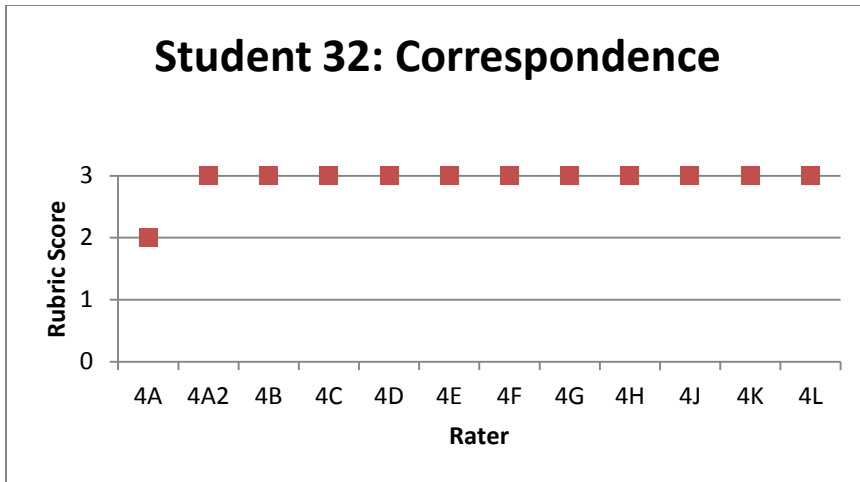


Student 30: Correspondence

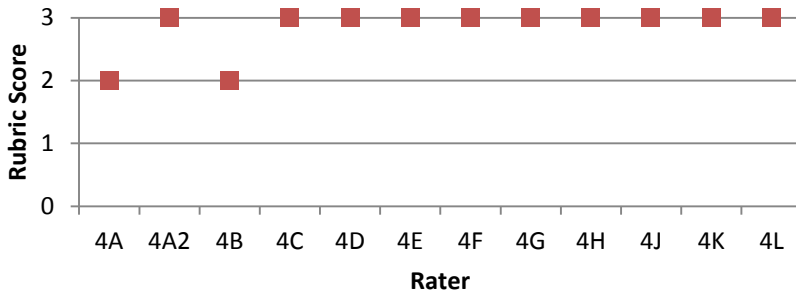


Student 31: Correspondence

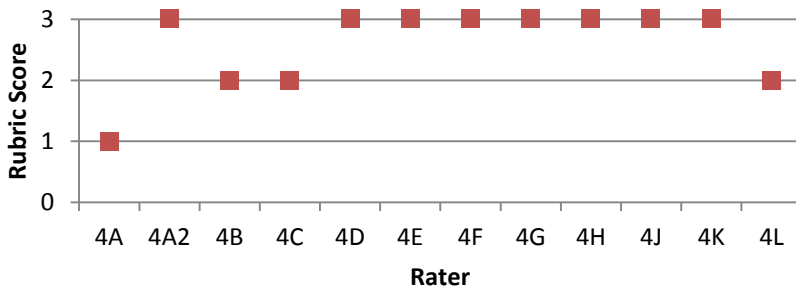




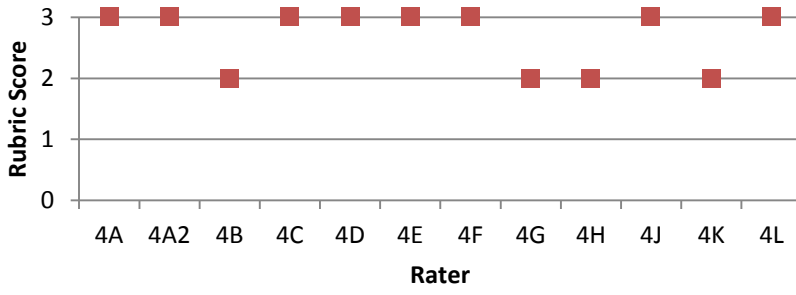
Student 35: Correspondence



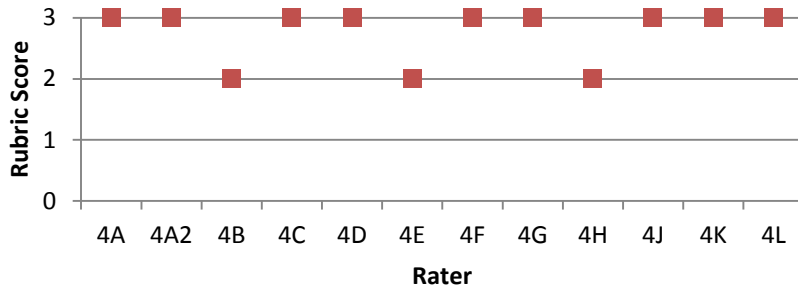
Student 36: Correspondence



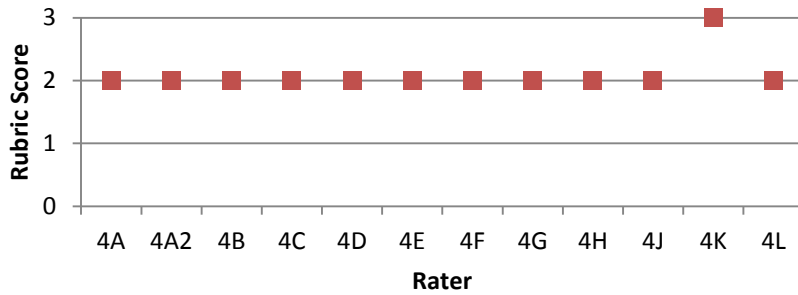
Student 37: Correspondence



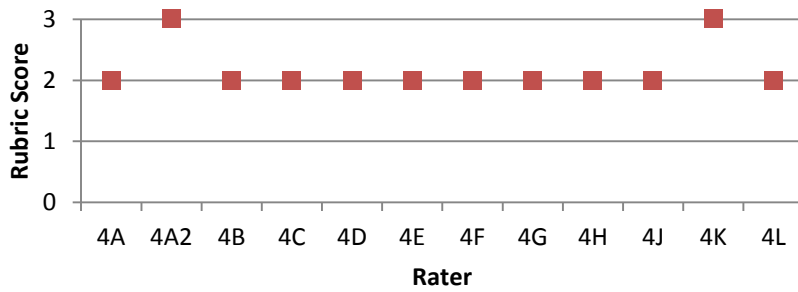
Student 38: Correspondence



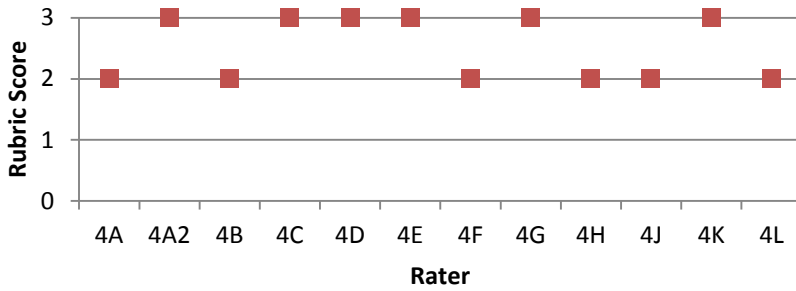
Student 39: Correspondence



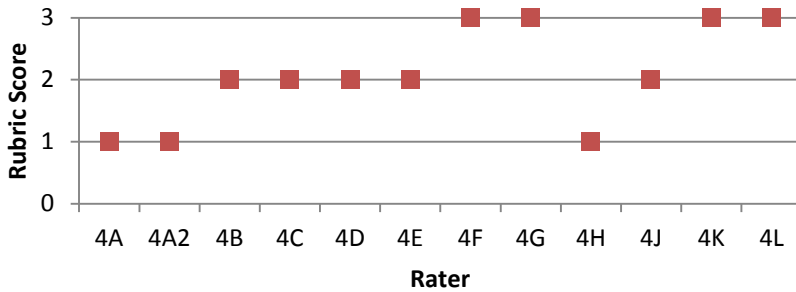
Student 40: Correspondence



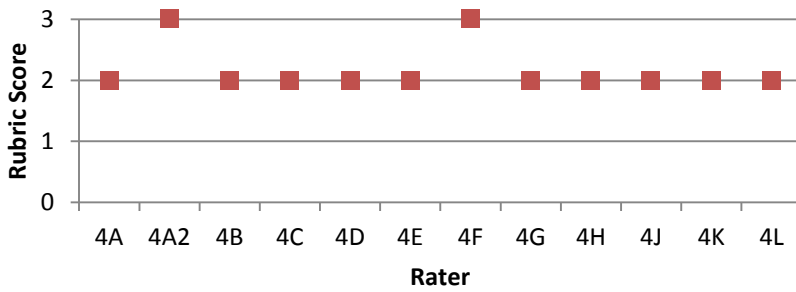
Student 41: Correspondence



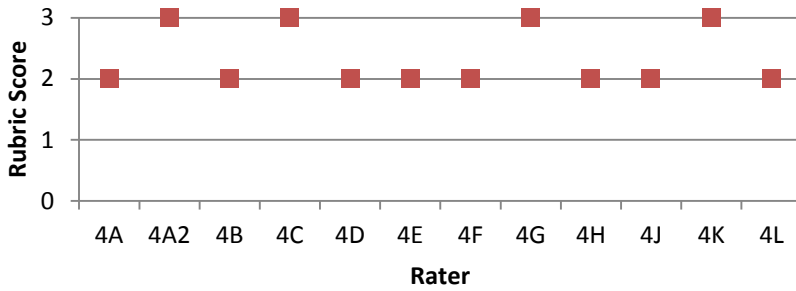
Student 42: Correspondence



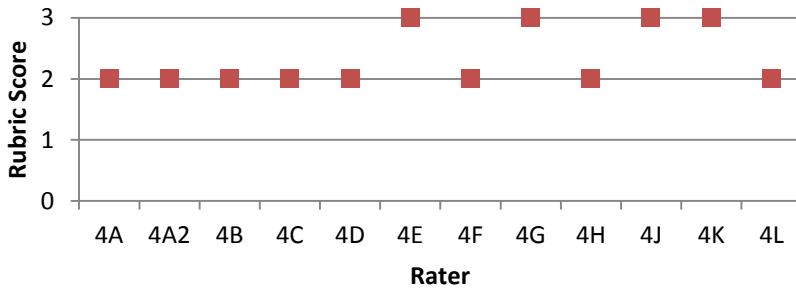
Student 43: Correspondence



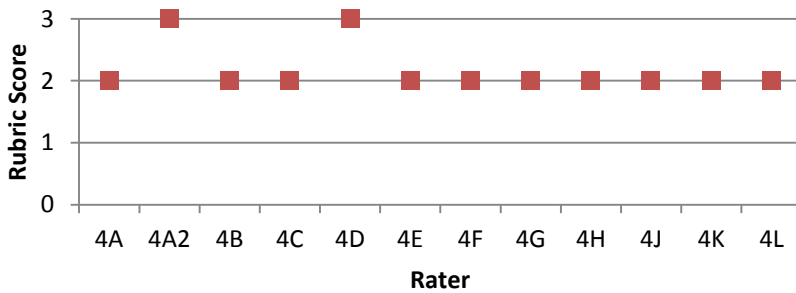
Student 44: Correspondence

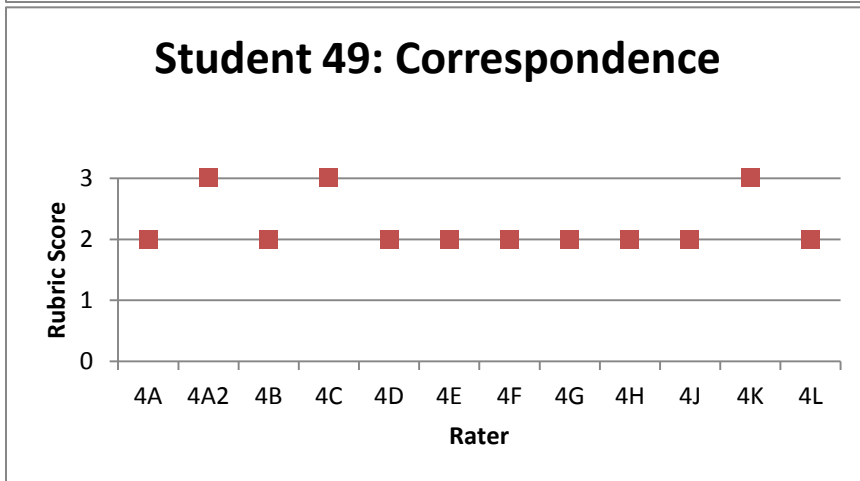
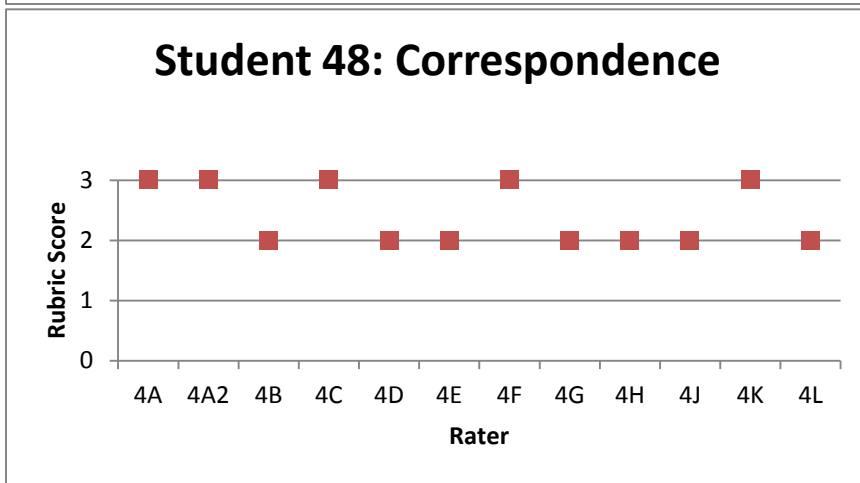
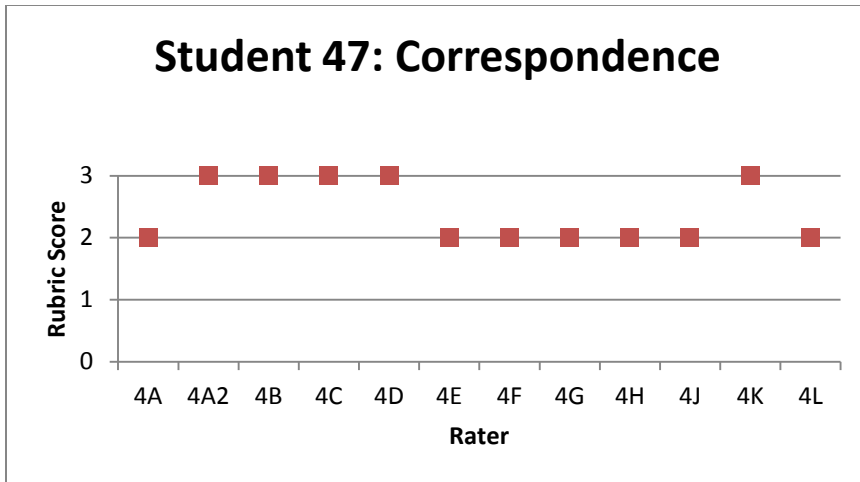


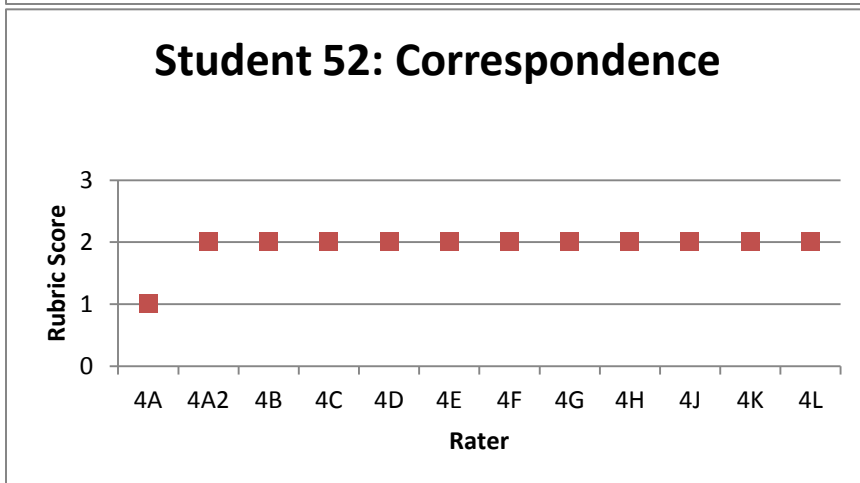
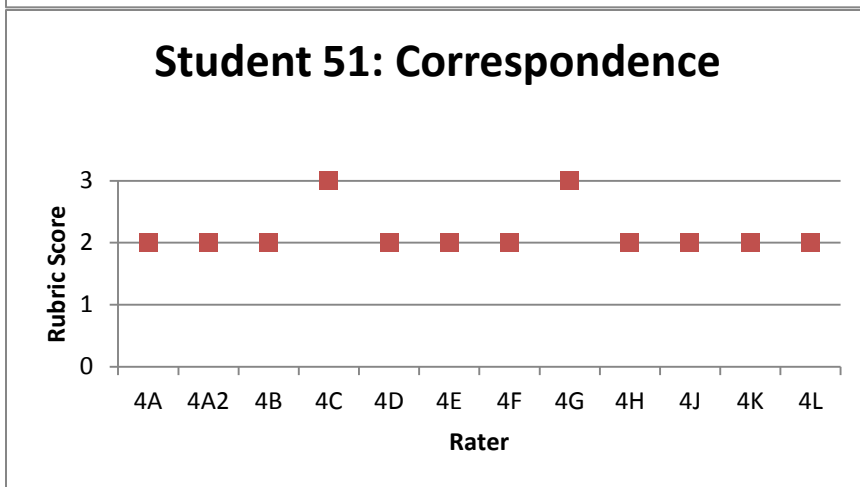
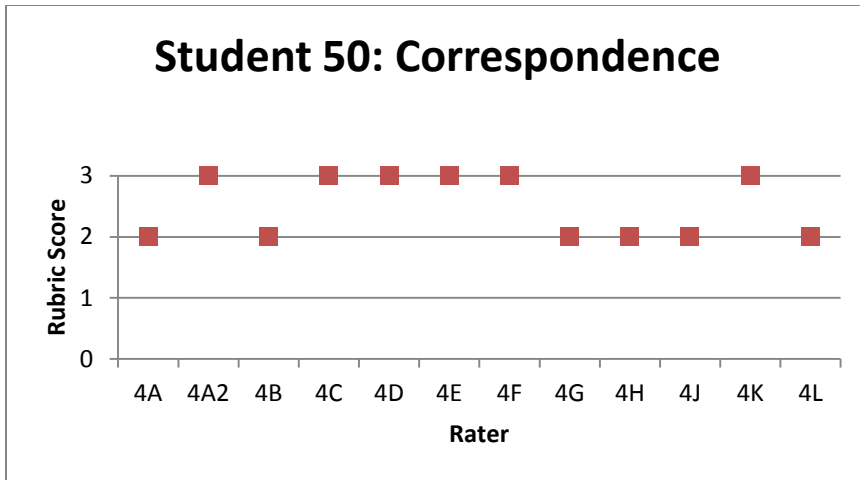
Student 45: Correspondence

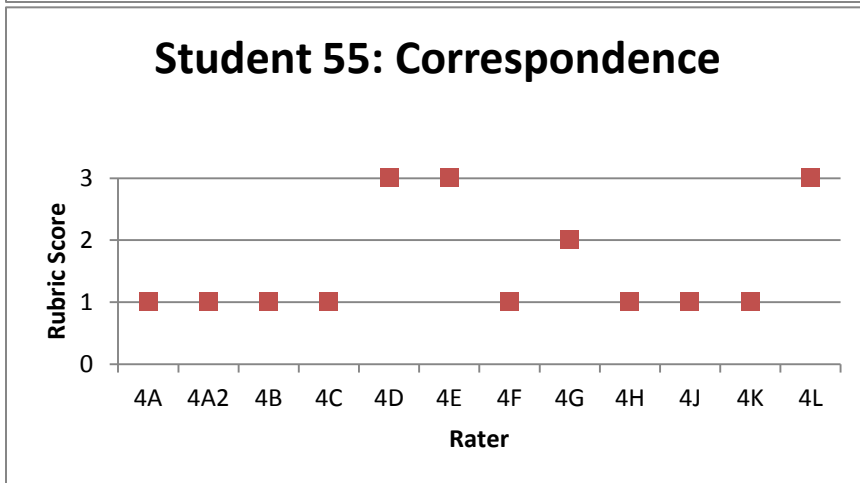
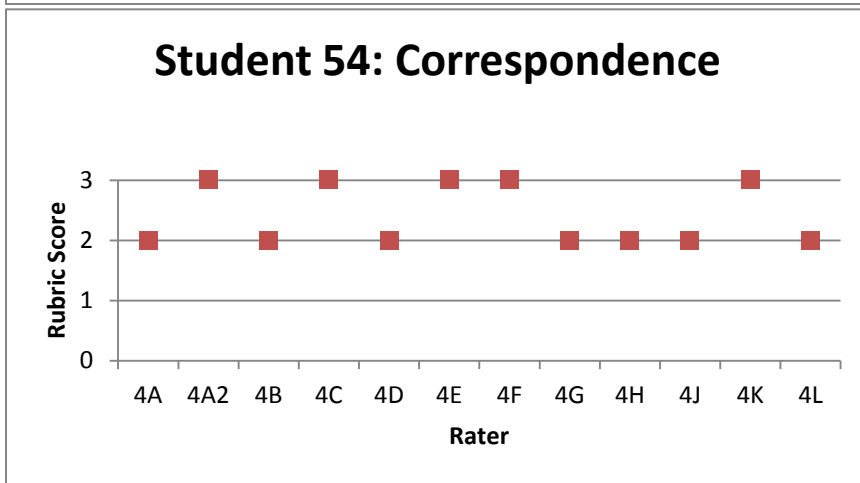
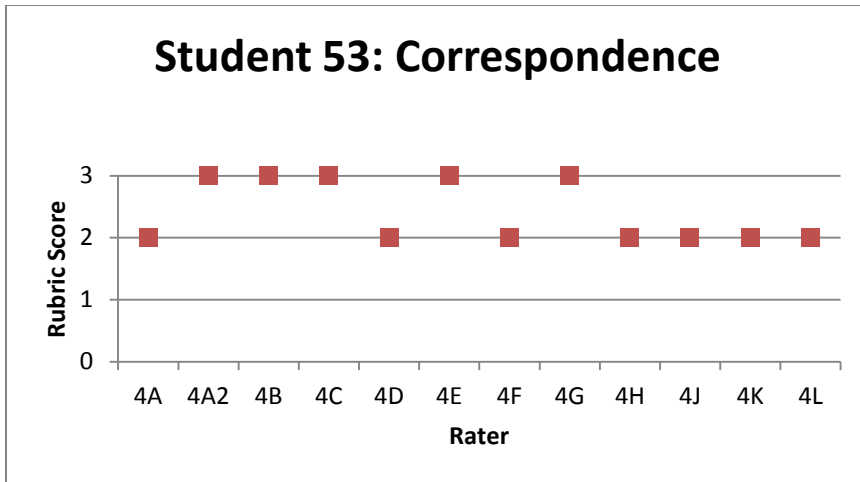


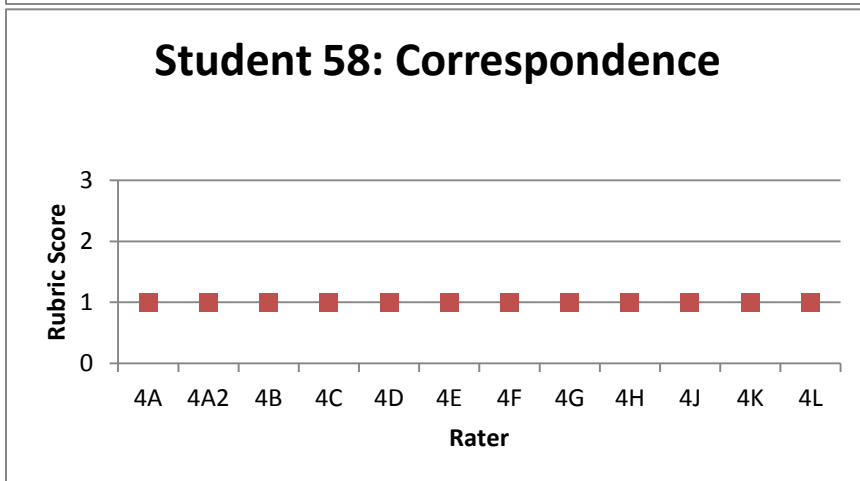
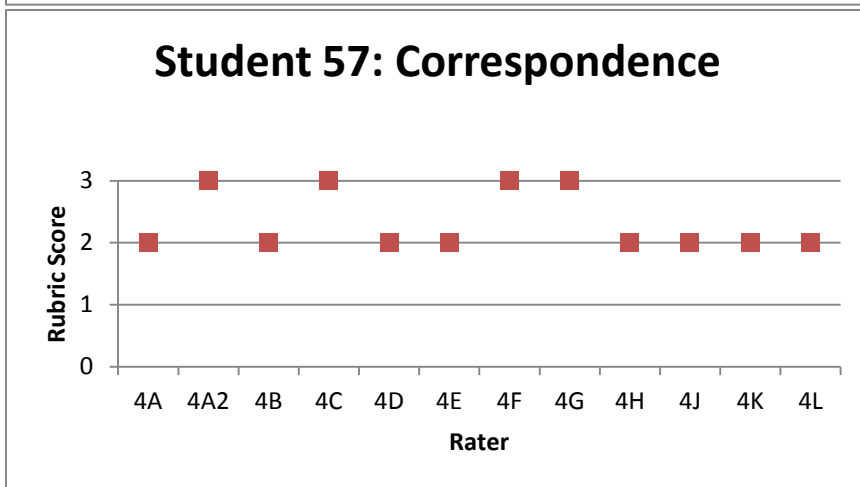
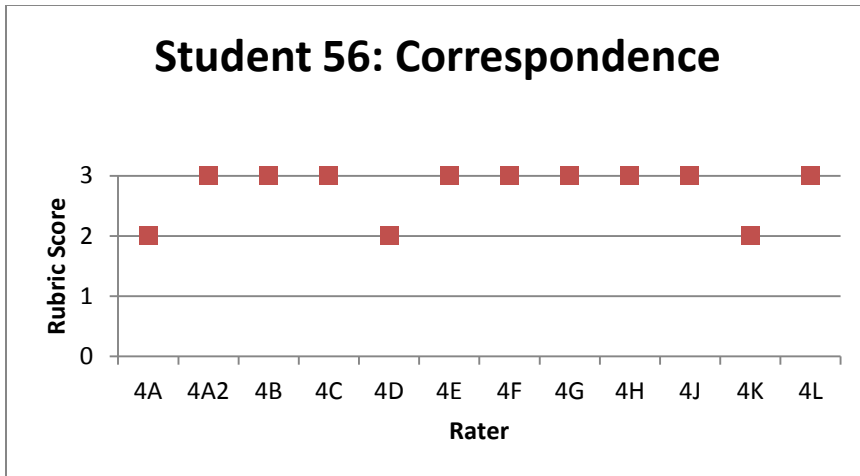
Student 46: Correspondence



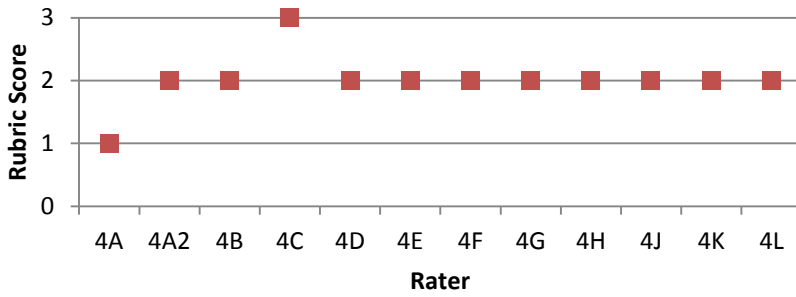




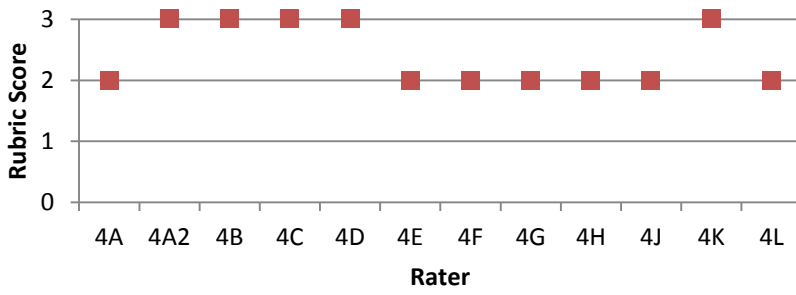




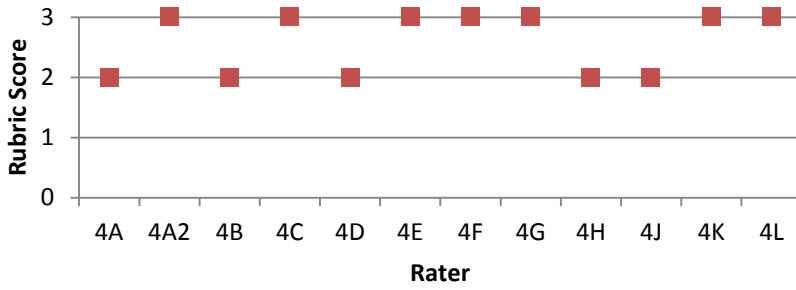
Student 59: Correspondence

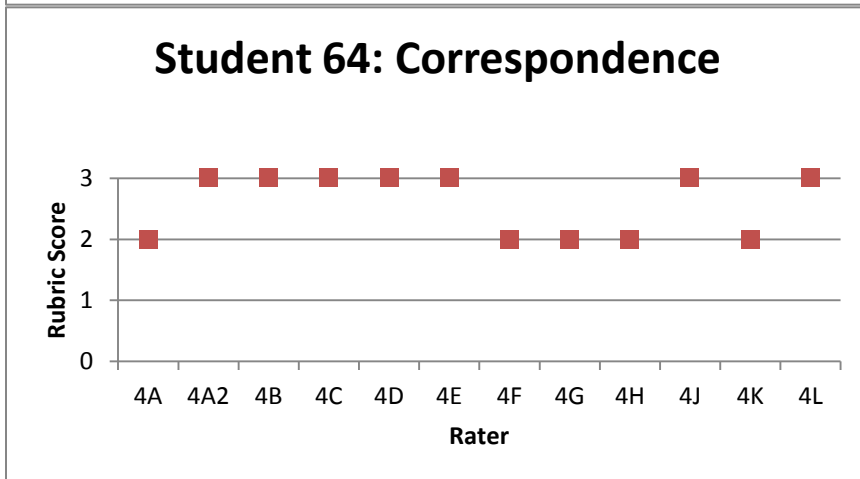
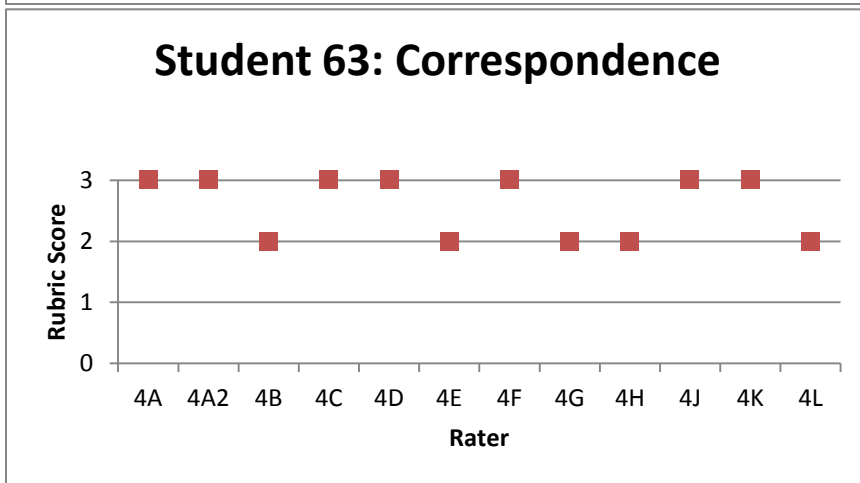
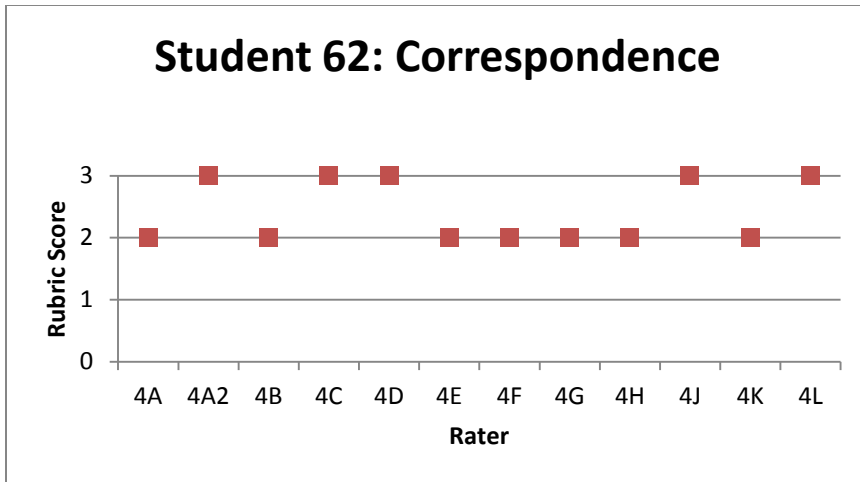


Student 60: Correspondence

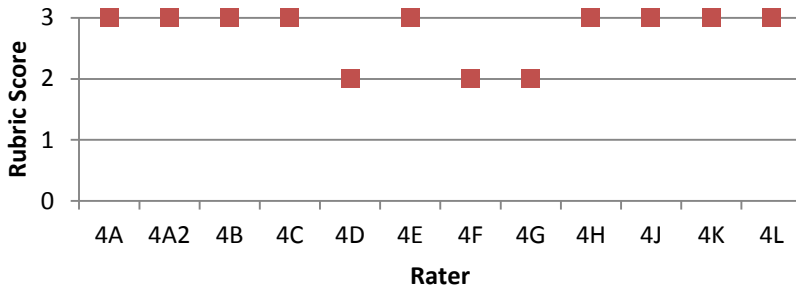


Student 61: Correspondence

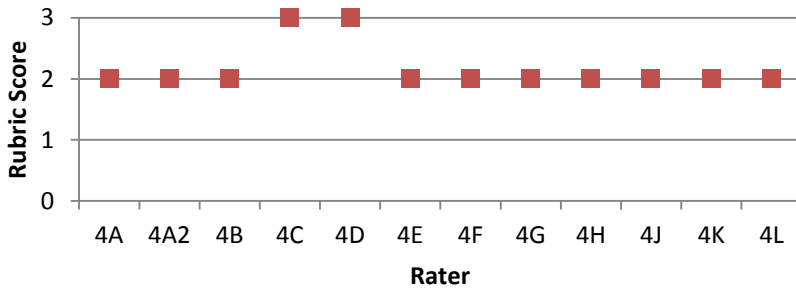




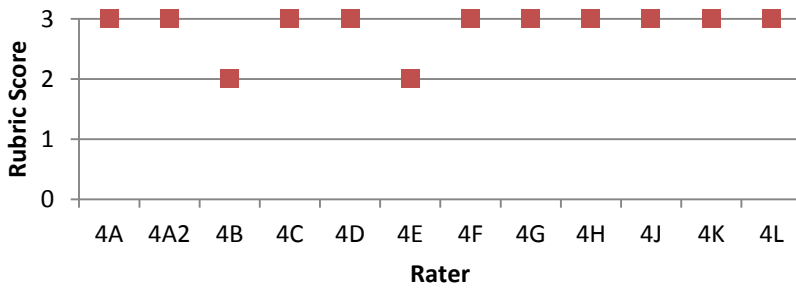
Student 65: Correspondence

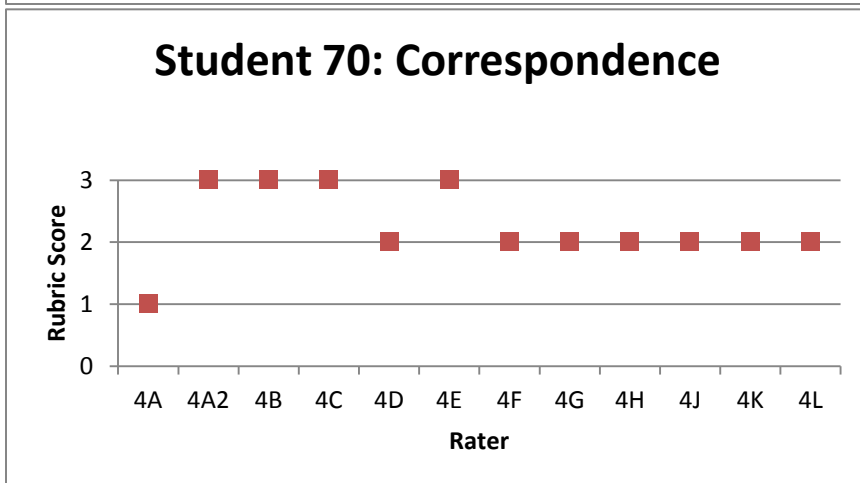
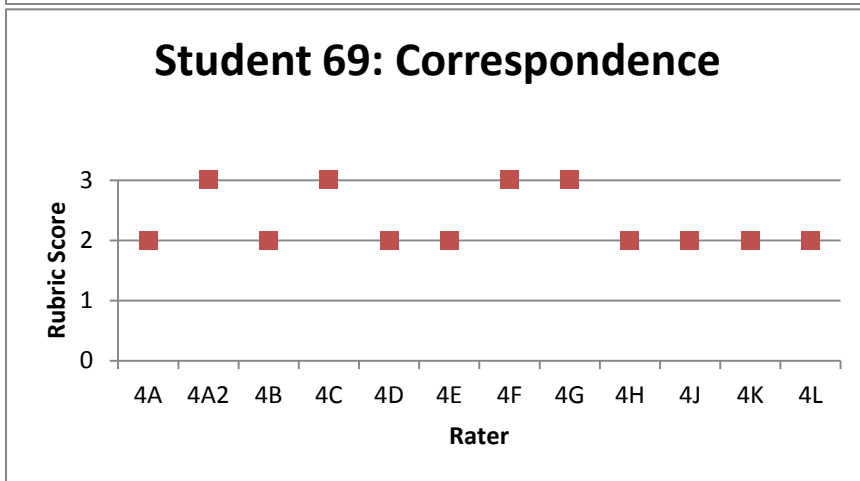
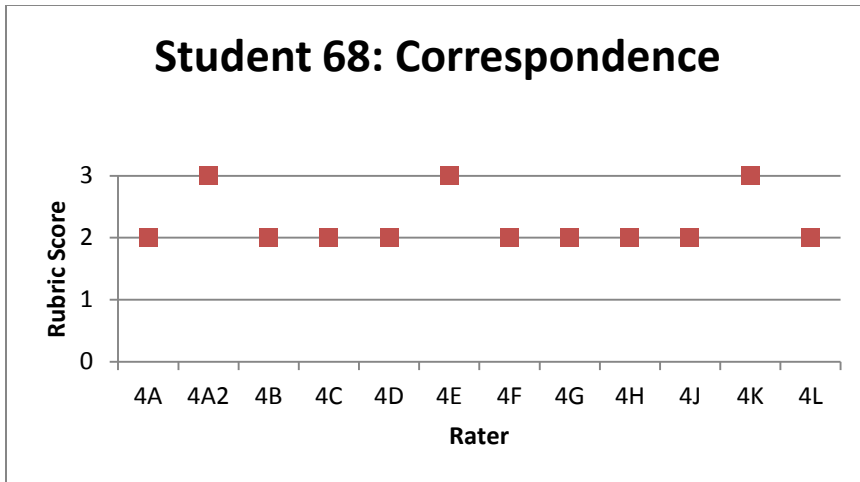


Student 66: Correspondence

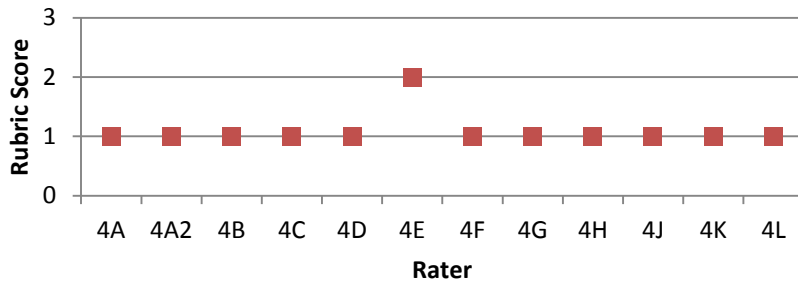


Student 67: Correspondence

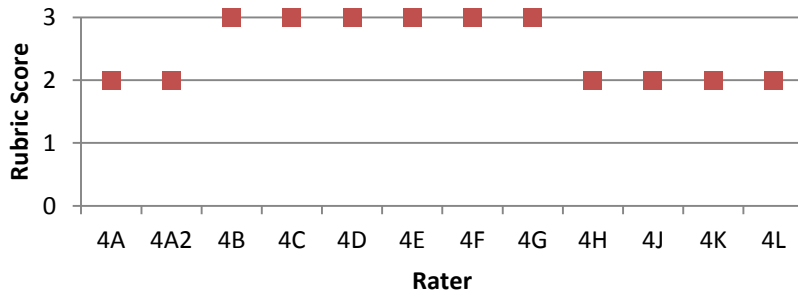




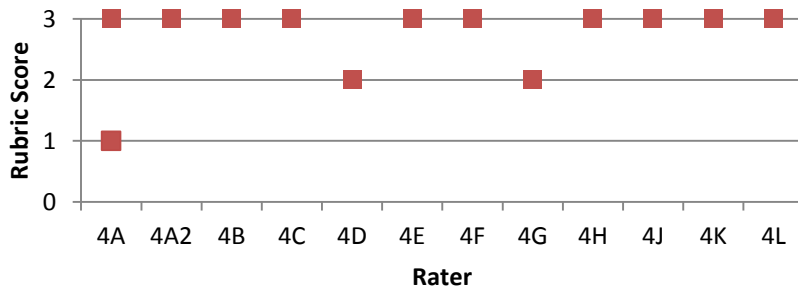
Student 71: Correspondence

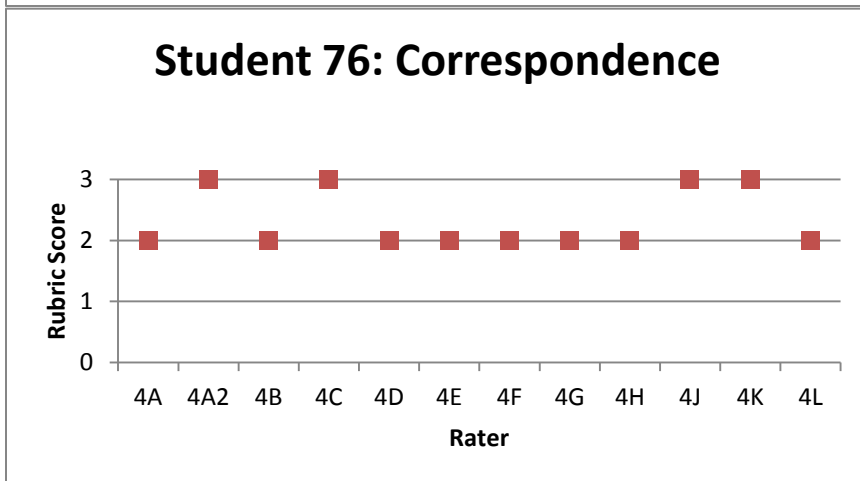
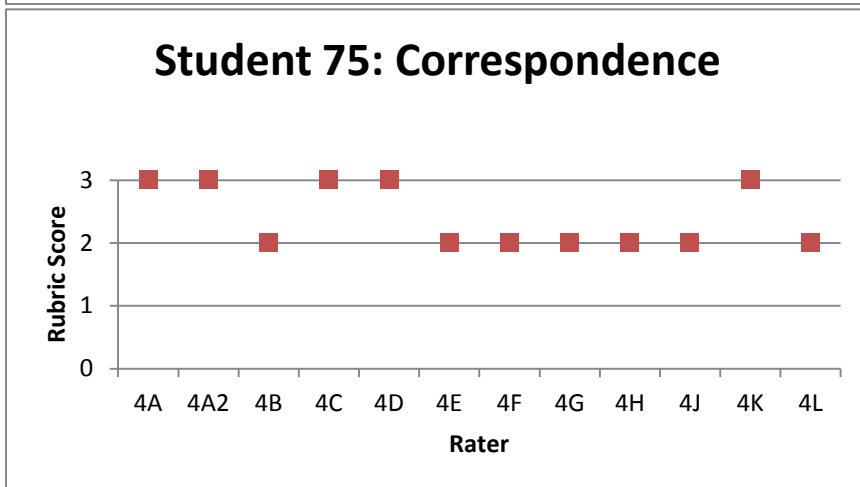
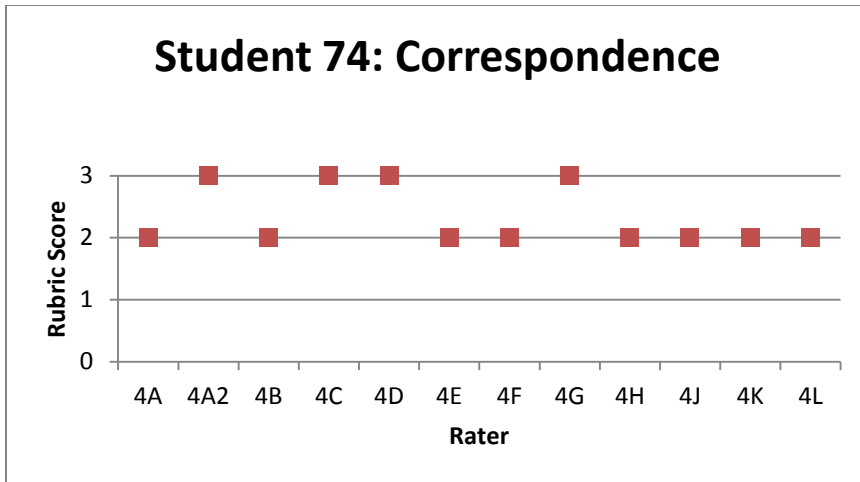


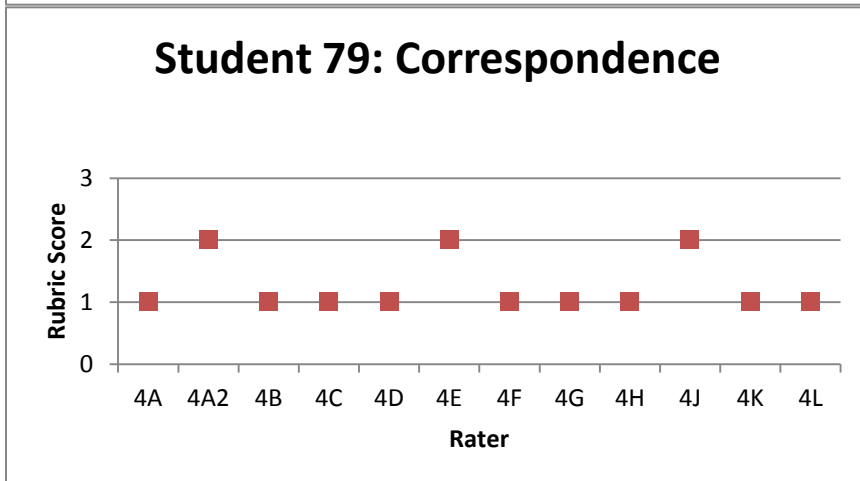
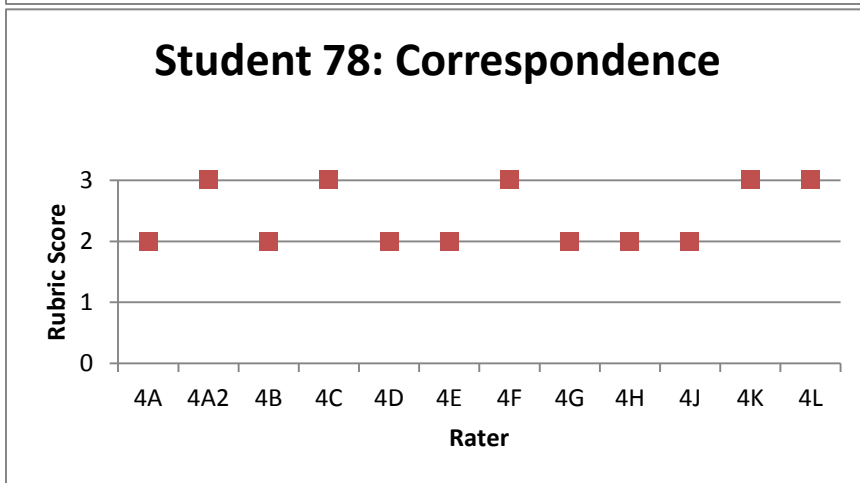
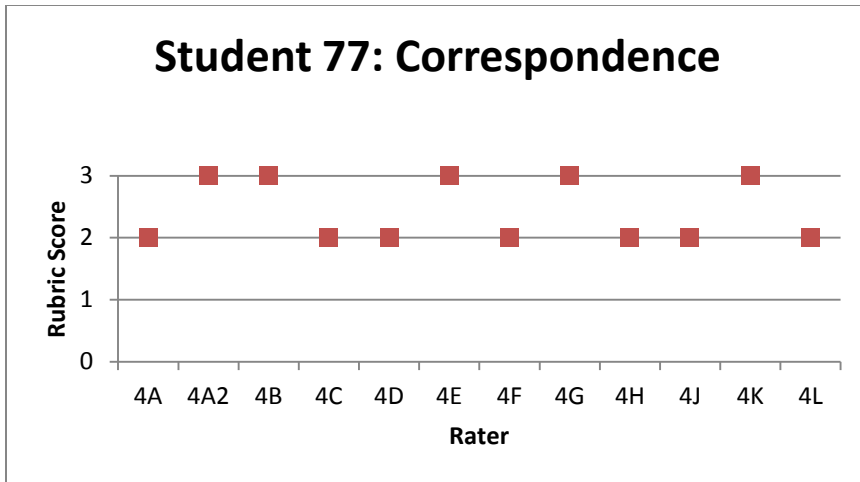
Student 72: Correspondence

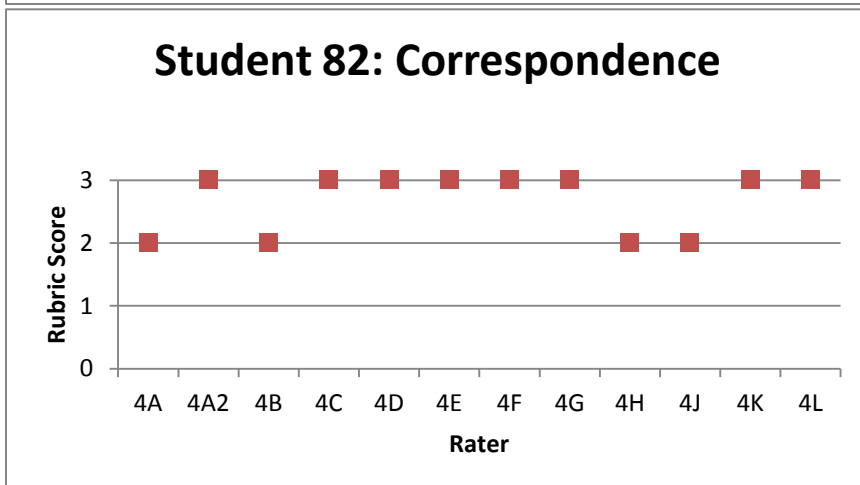
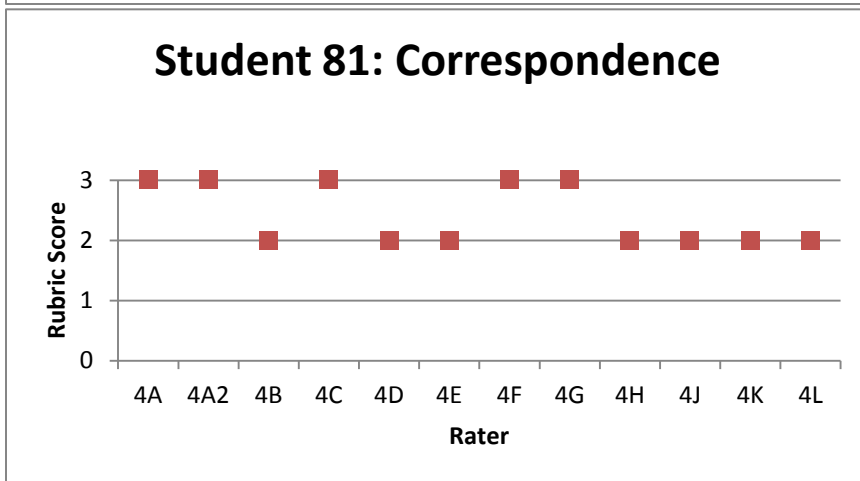
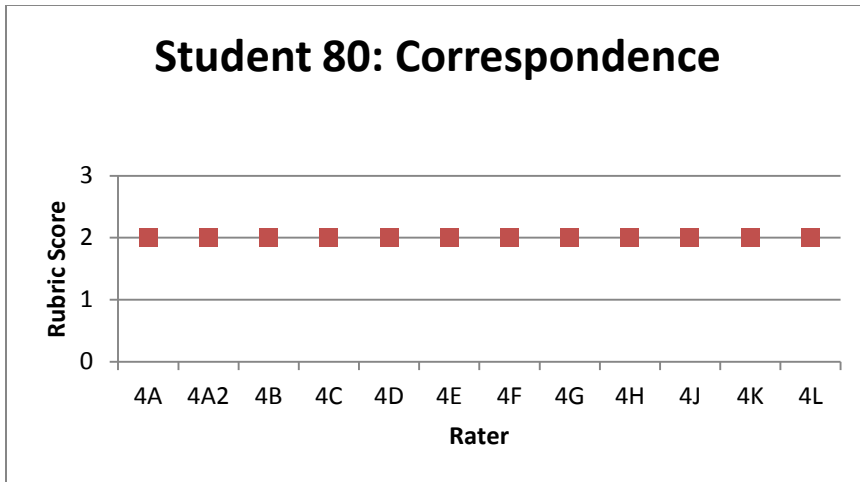


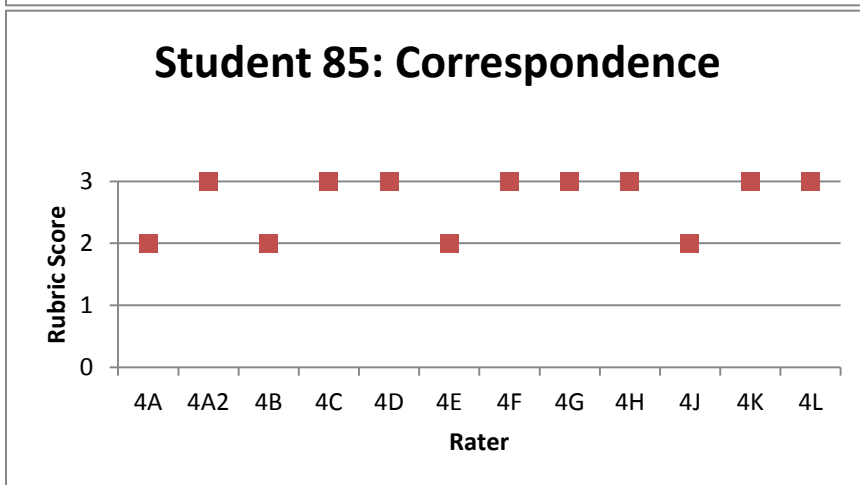
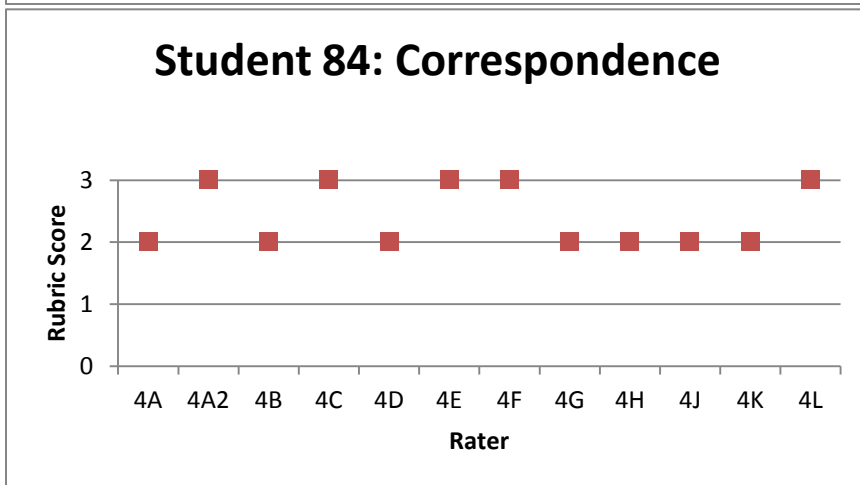
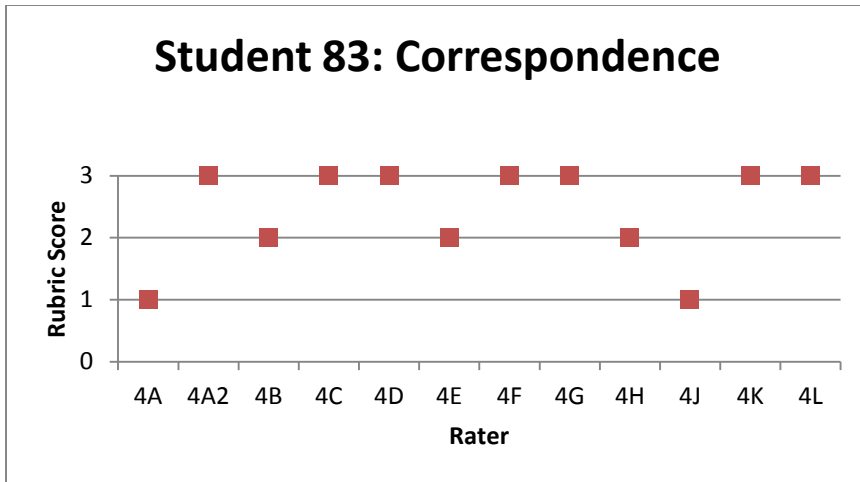
Student 73: Correspondence



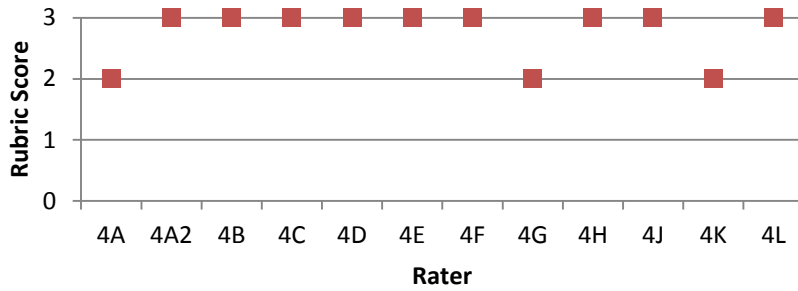




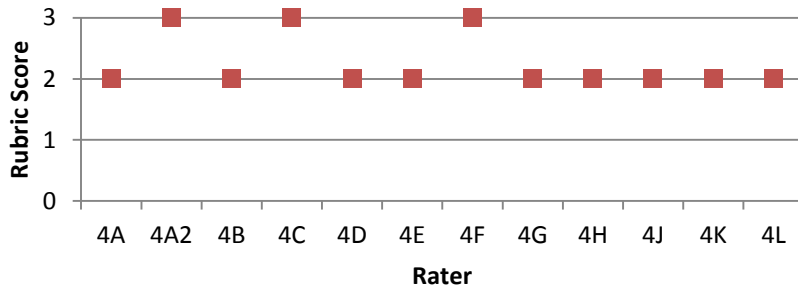




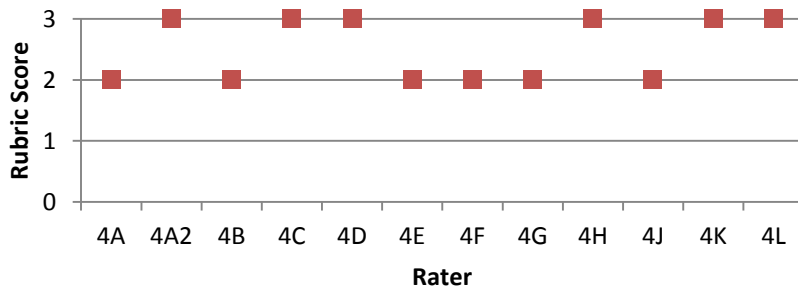
Student 86: Correspondence



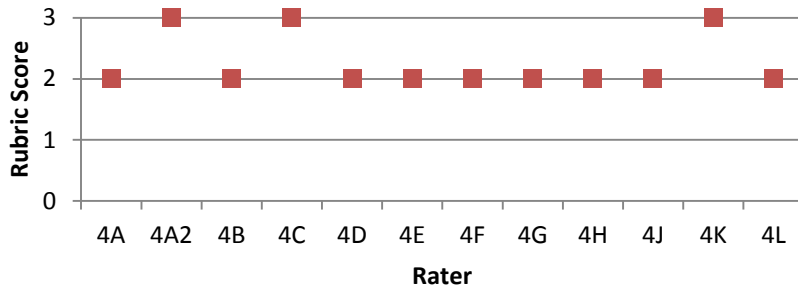
Student 87: Correspondence



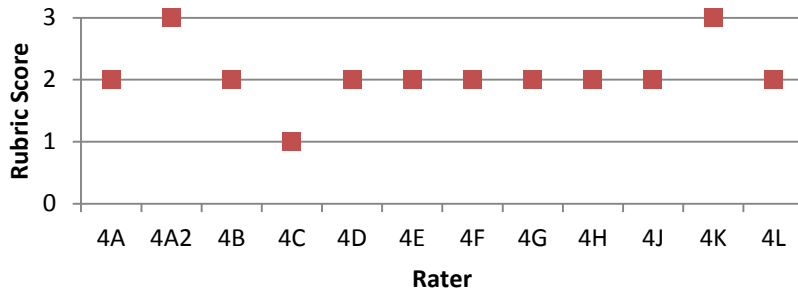
Student 88: Correspondence



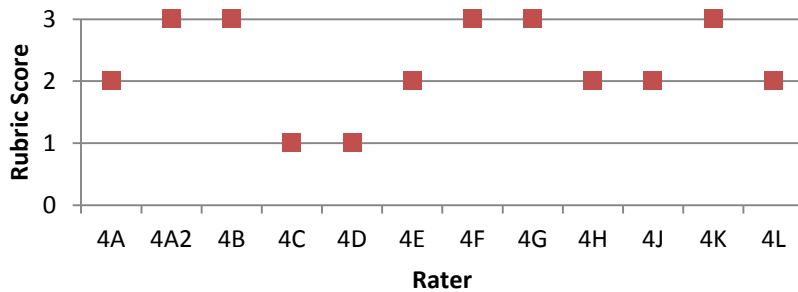
Student 89: Correspondence



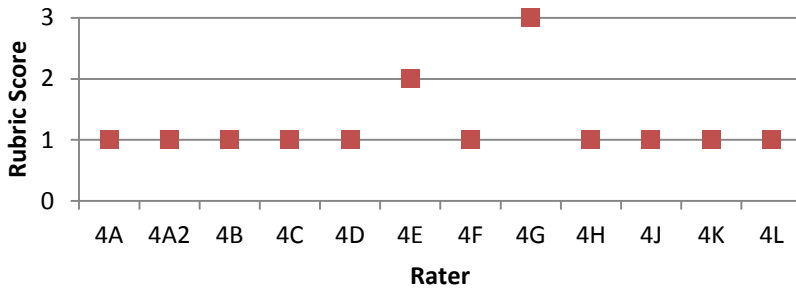
Student 90: Correspondence



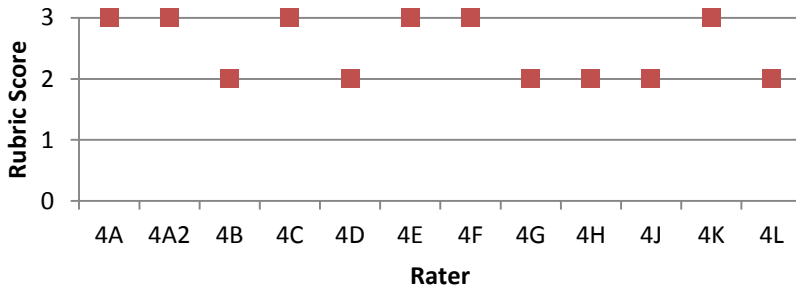
Student 91: Correspondence



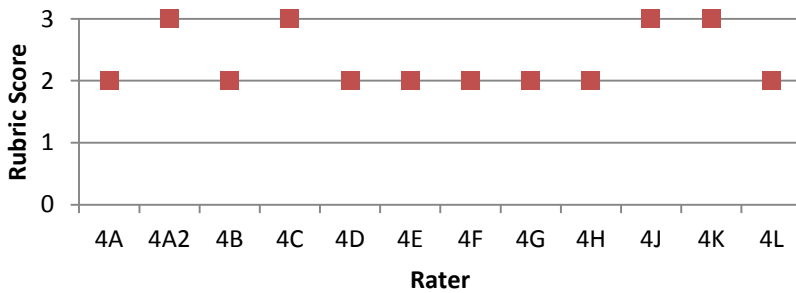
Student 92: Correspondence



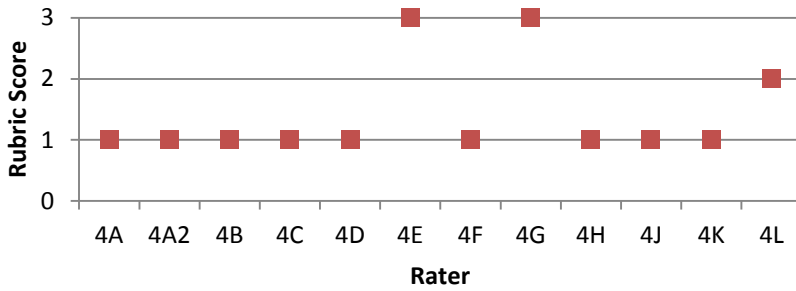
Student 93: Correspondence



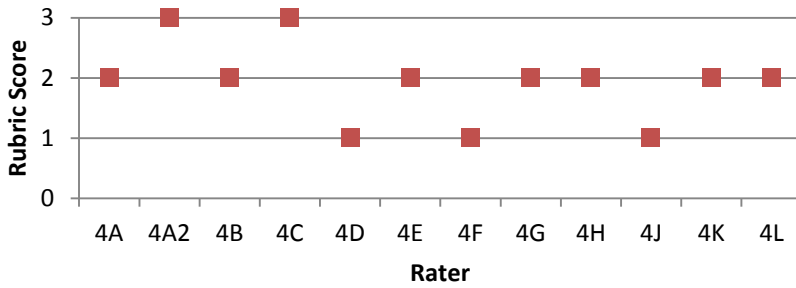
Student 94: Correspondence



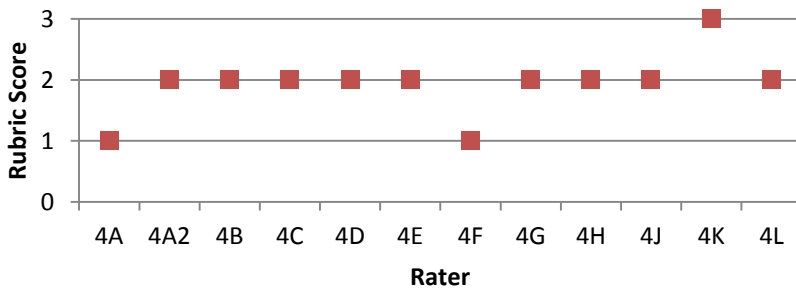
Student 95: Correspondence



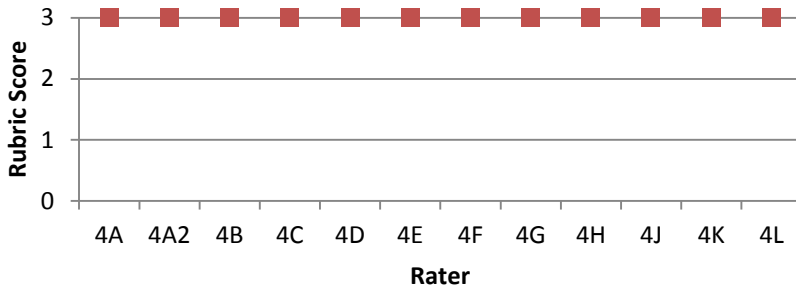
Student 96: Correspondence



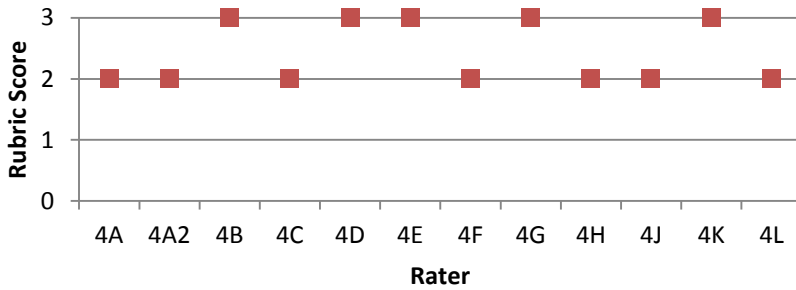
Student 97: Correspondence



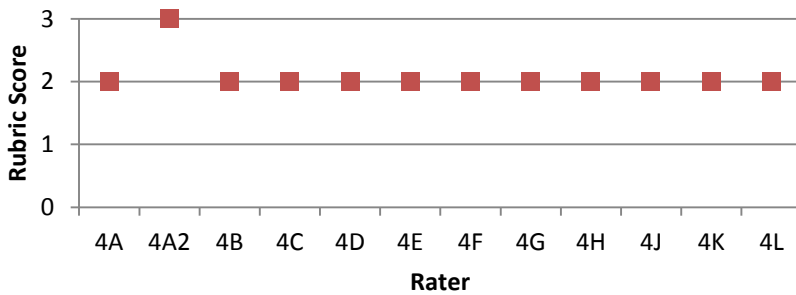
Student 98: Correspondence

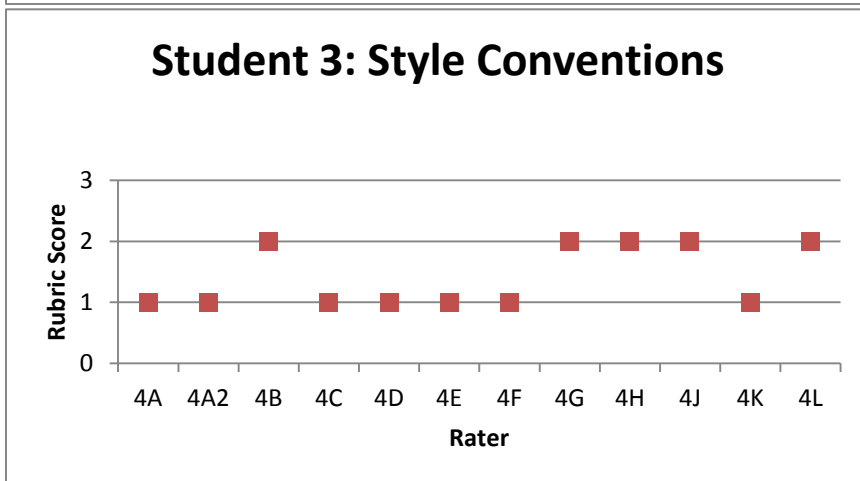
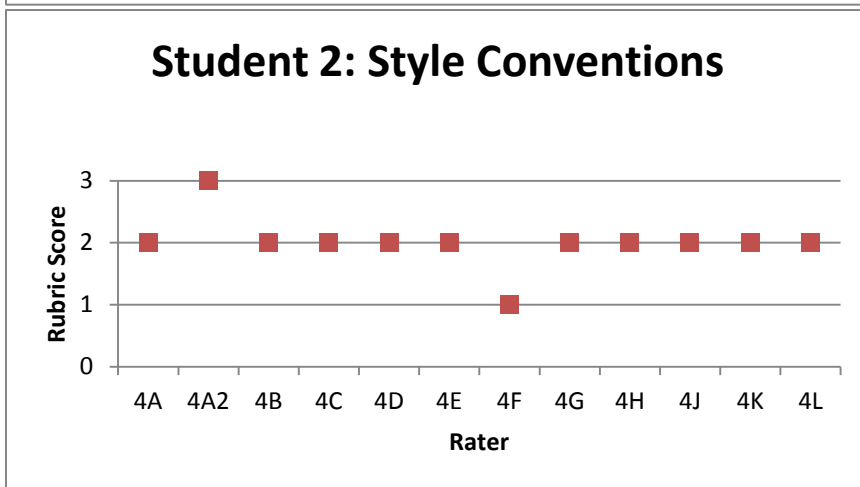
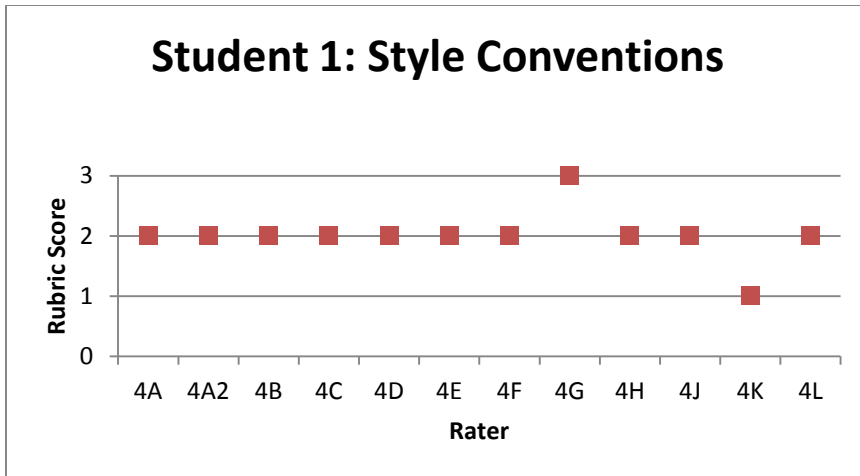


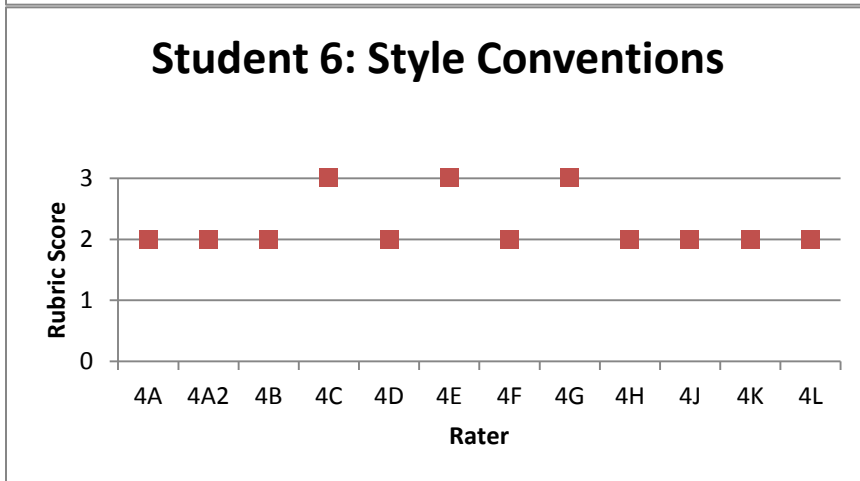
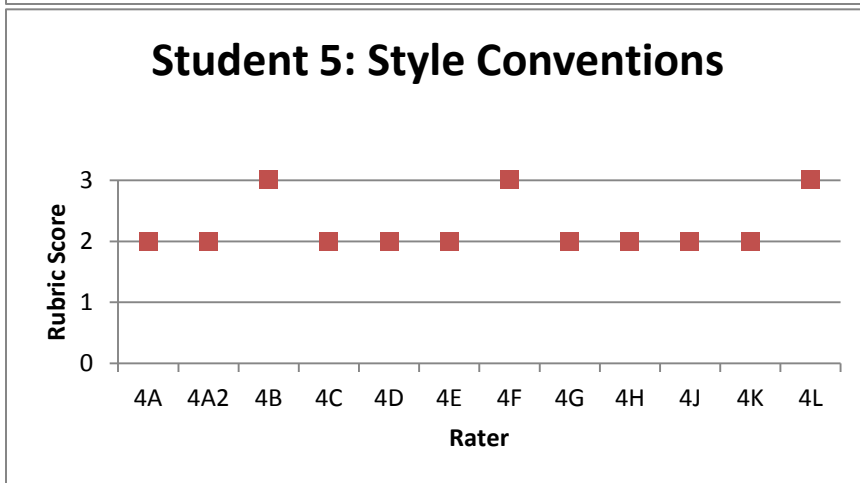
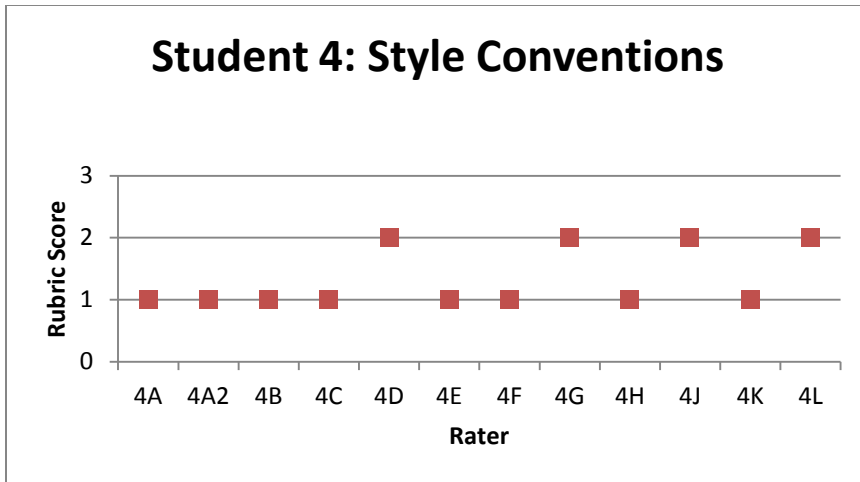
Student 99: Correspondence

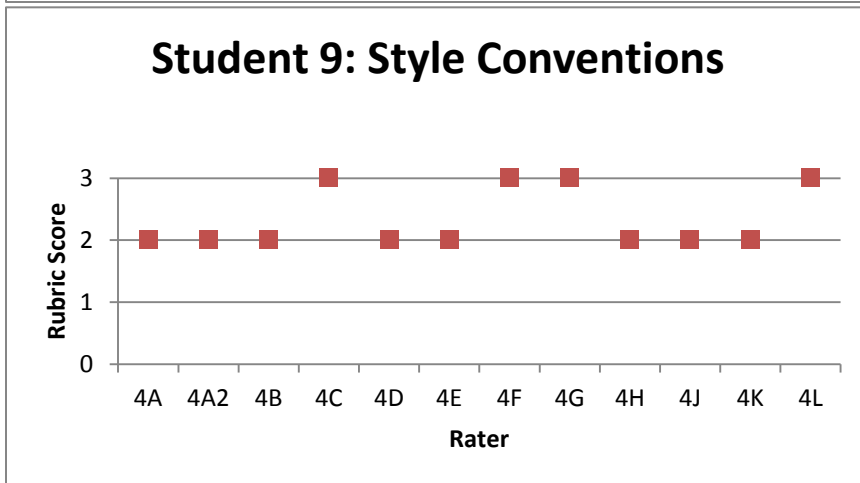
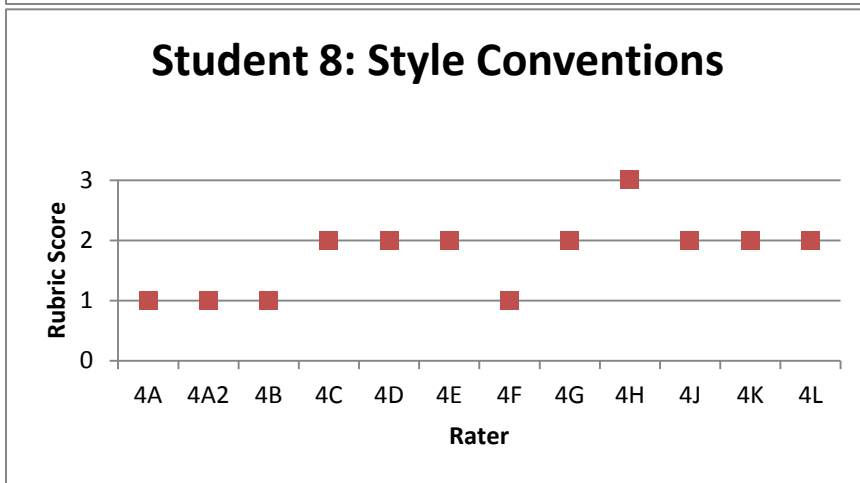
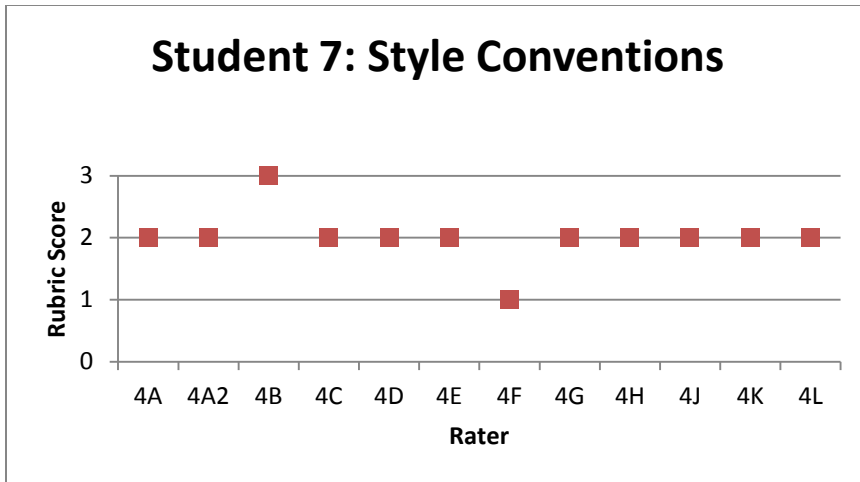


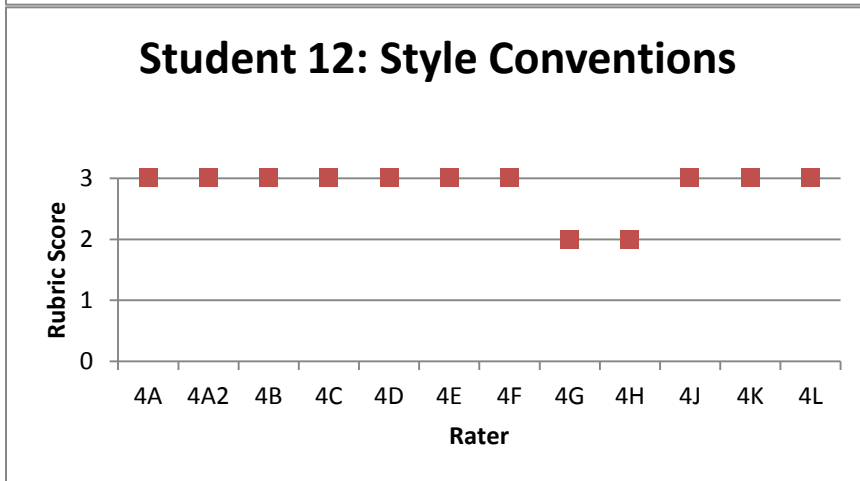
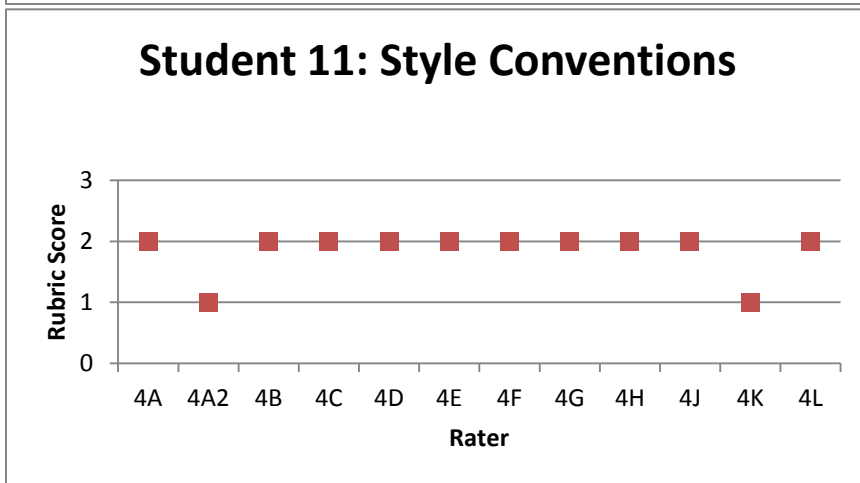
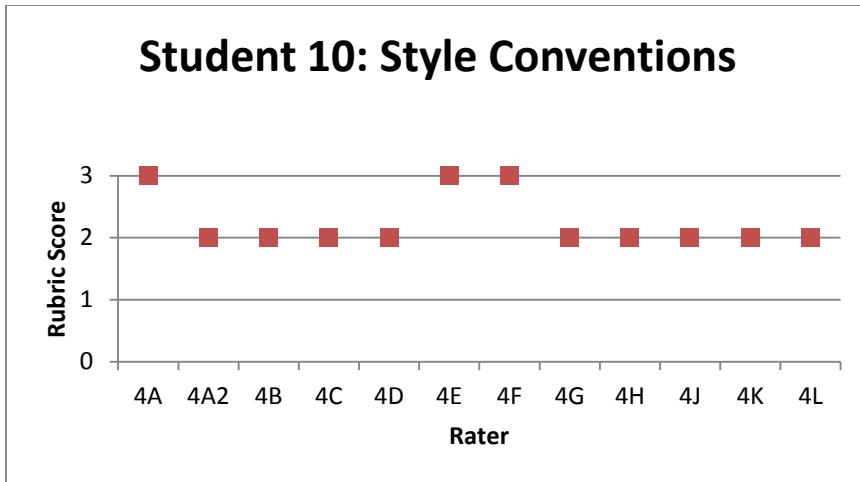
Student 100: Correspondence



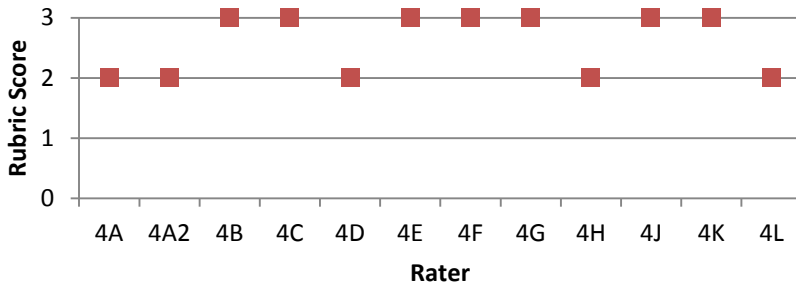




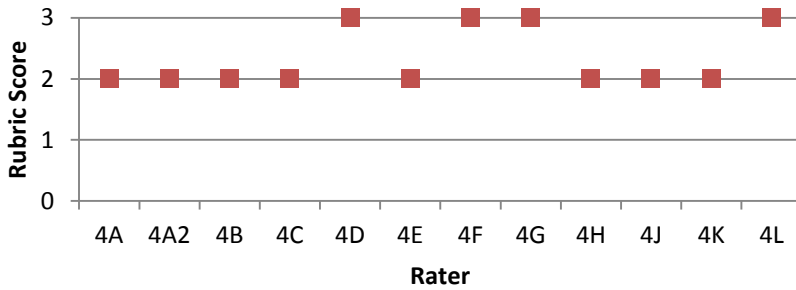




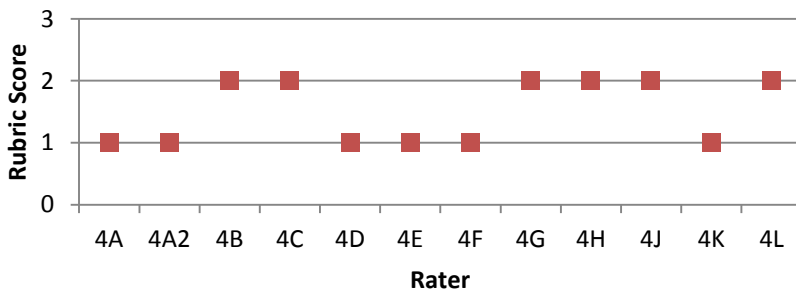
Student 13: Style Conventions

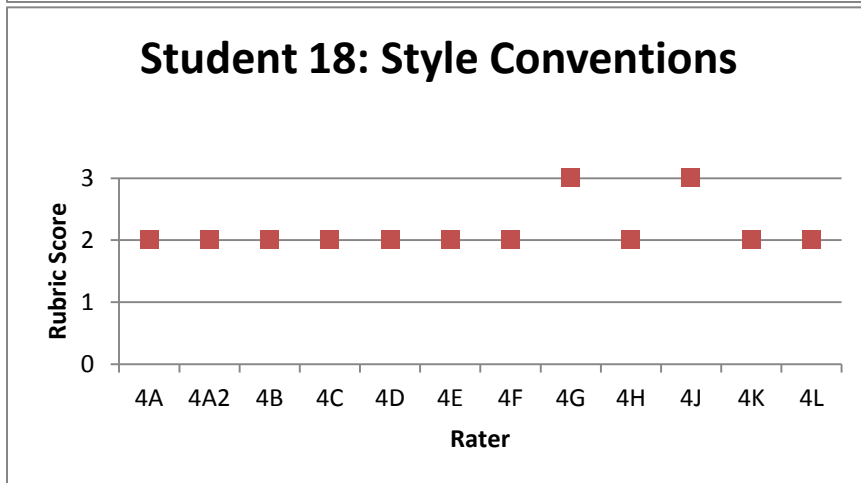
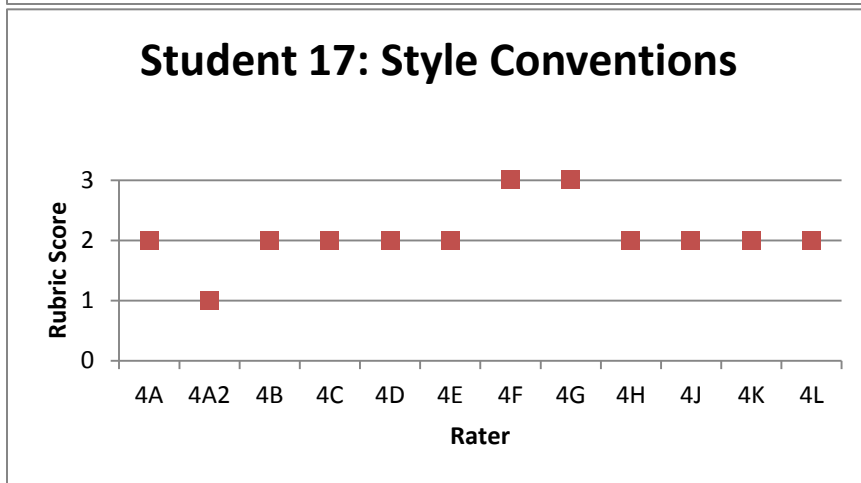
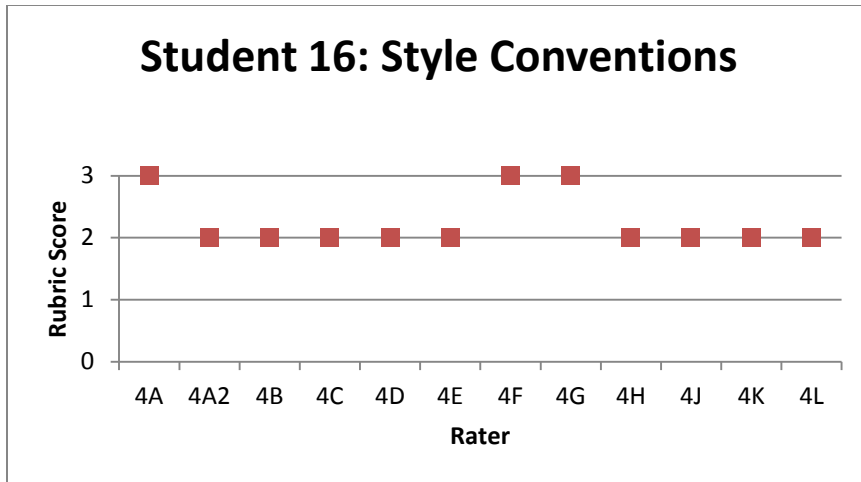


Student 14: Style Conventions

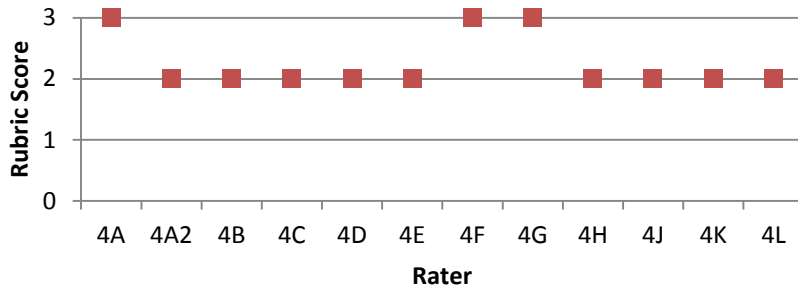


Student 15: Style Conventions

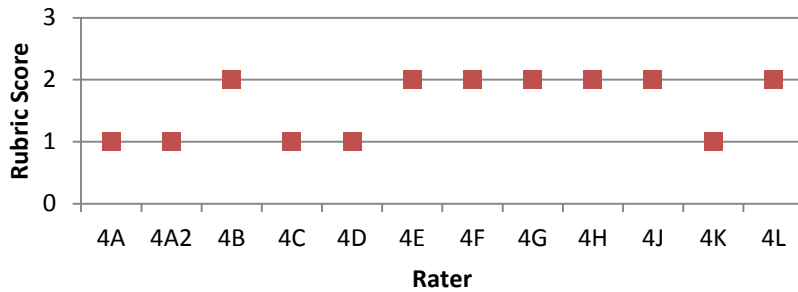




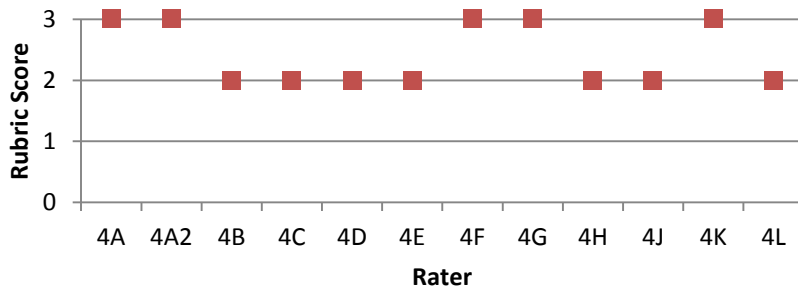
Student 19: Style Conventions



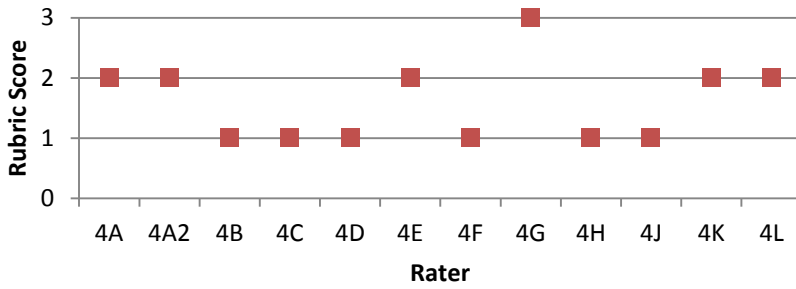
Student 20: Style Conventions



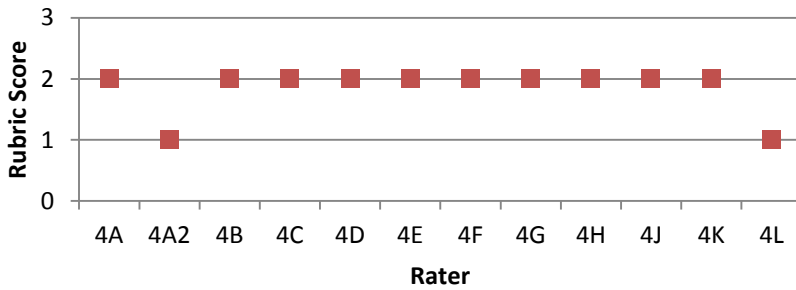
Student 21: Style Conventions



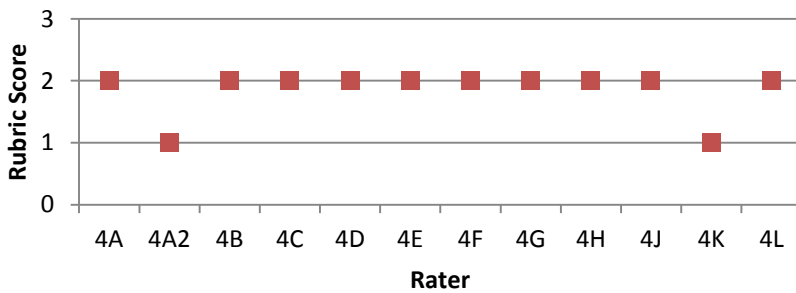
Student 22: Style Conventions



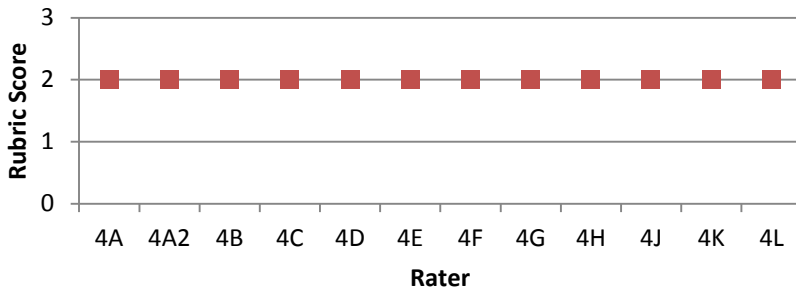
Student 23: Style Conventions



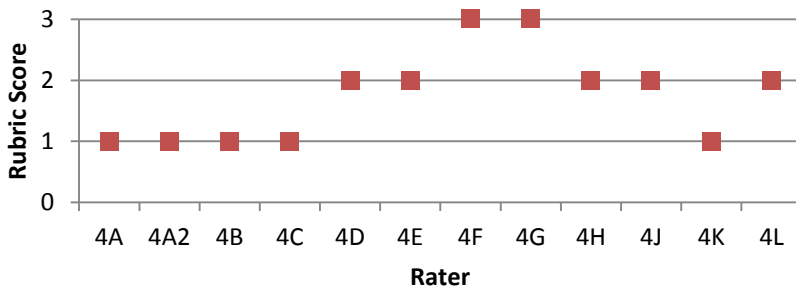
Student 24: Style Conventions



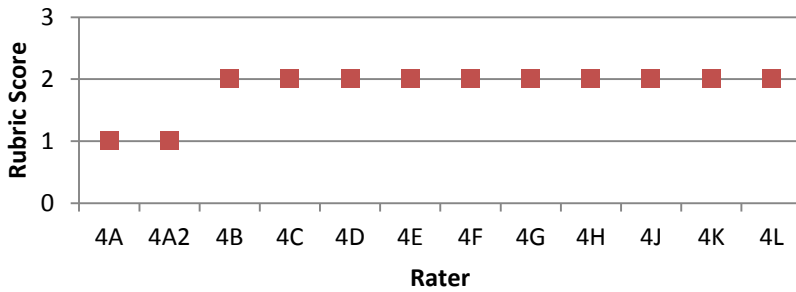
Student 25: Style Conventions



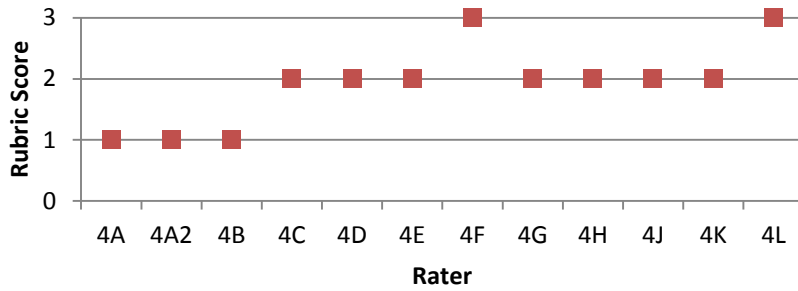
Student 26: Style Conventions



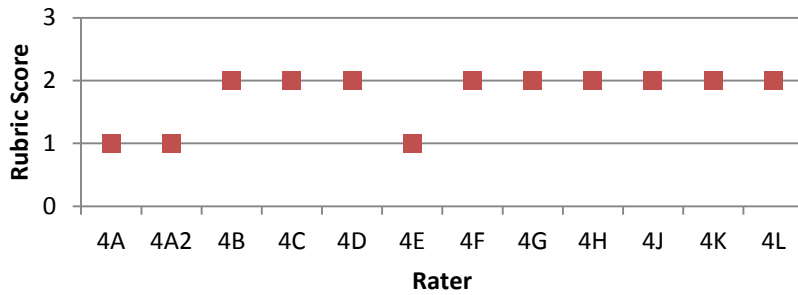
Student 27: Style Conventions



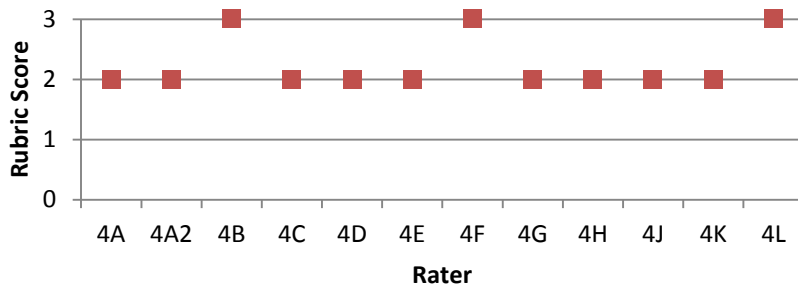
Student 28: Style Conventions



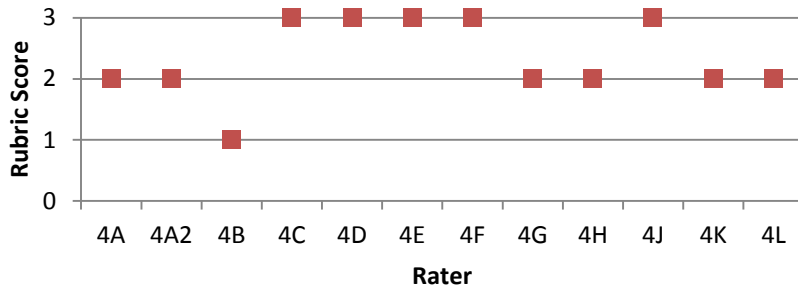
Student 29: Style Conventions



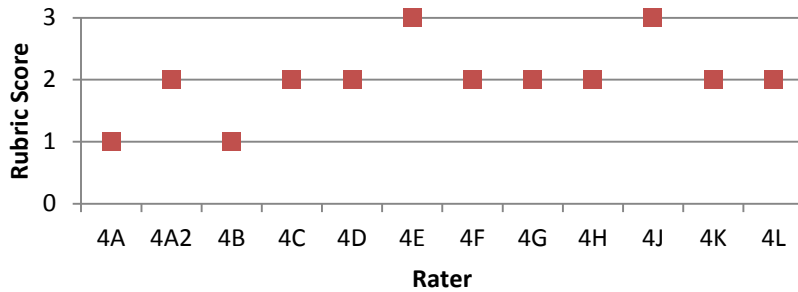
Student 30: Style Conventions



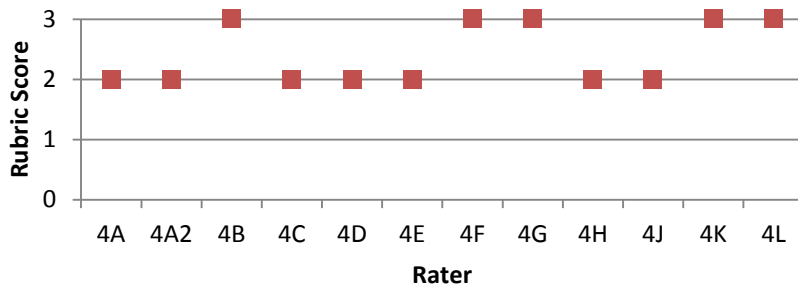
Student 31: Style Conventions



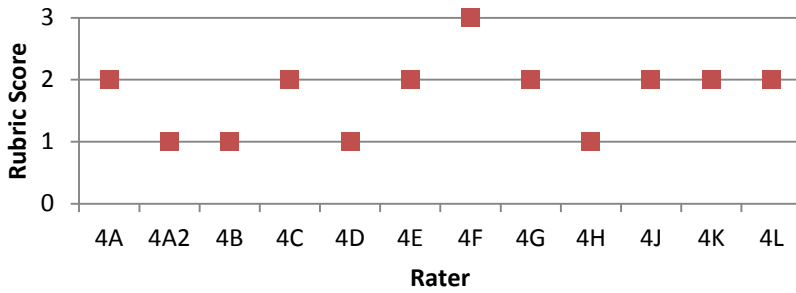
Student 32: Style Conventions



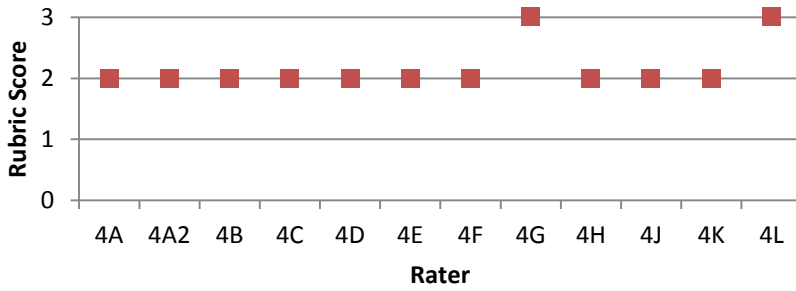
Student 33: Style Conventions



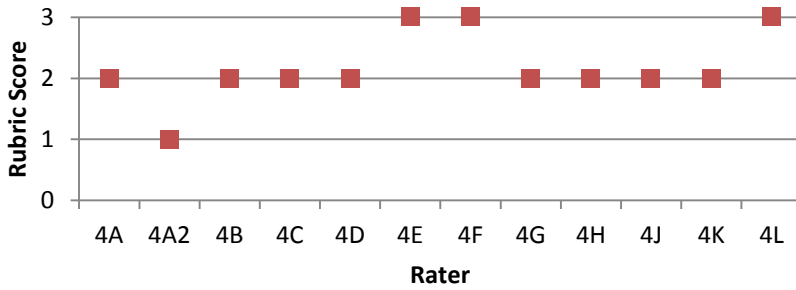
Student 34: Style Conventions



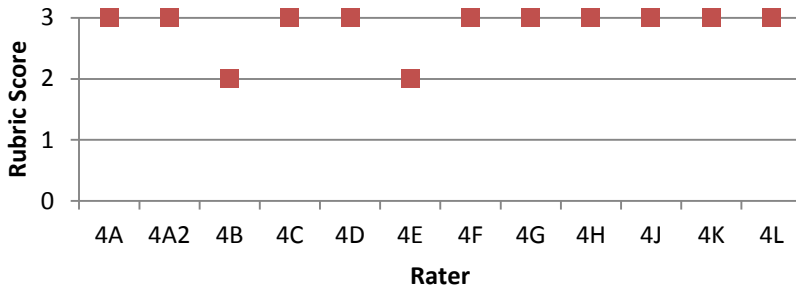
Student 35: Style Conventions



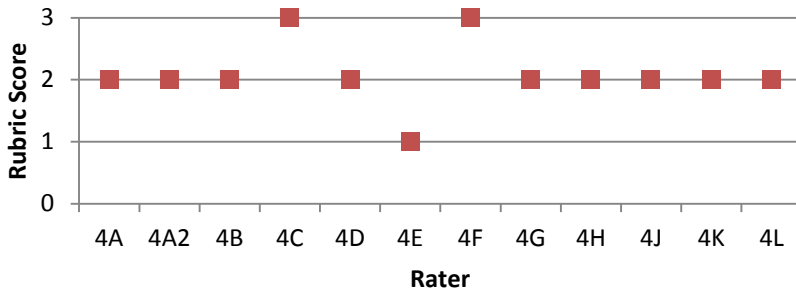
Student 36: Style Conventions



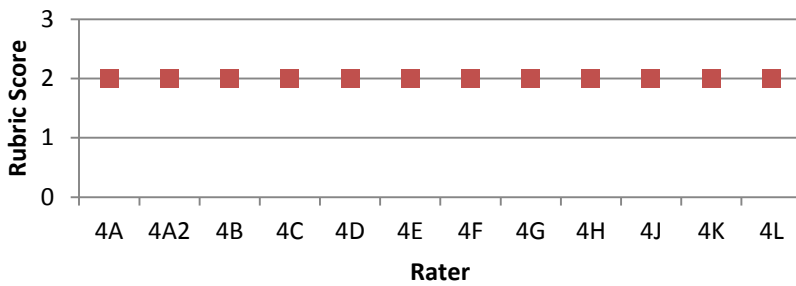
Student 37: Style Conventions



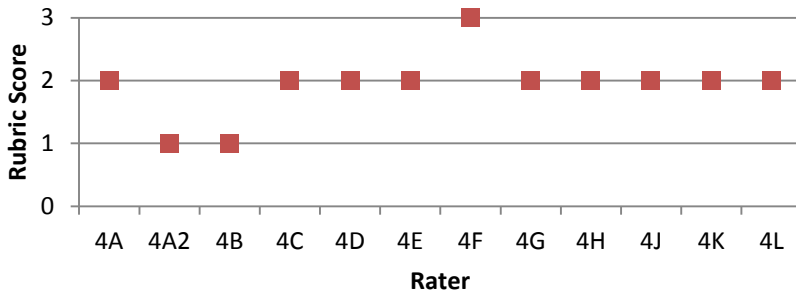
Student 38: Style Conventions



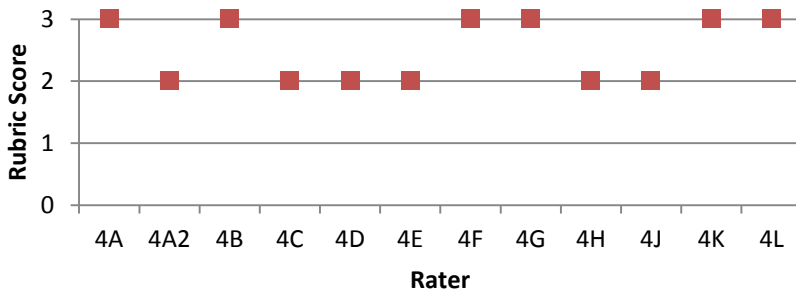
Student 39: Style Conventions



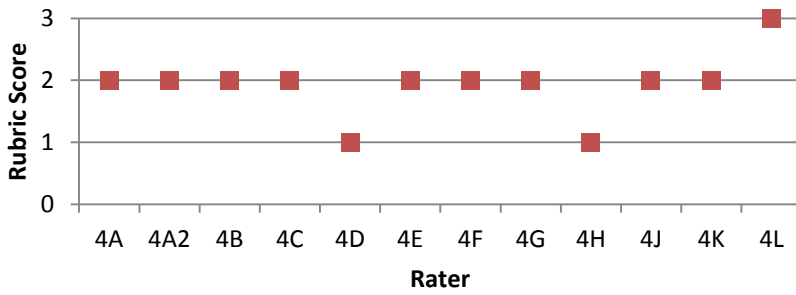
Student 40: Style Conventions



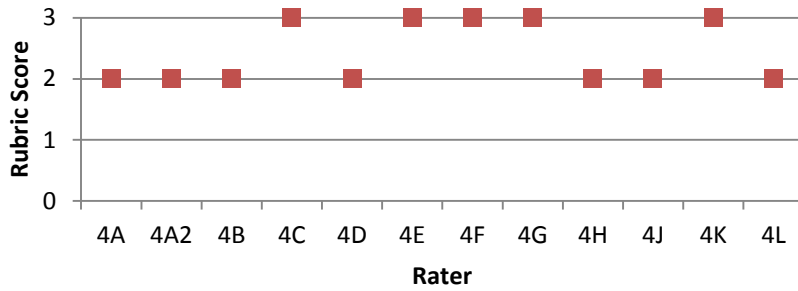
Student 41: Style Conventions



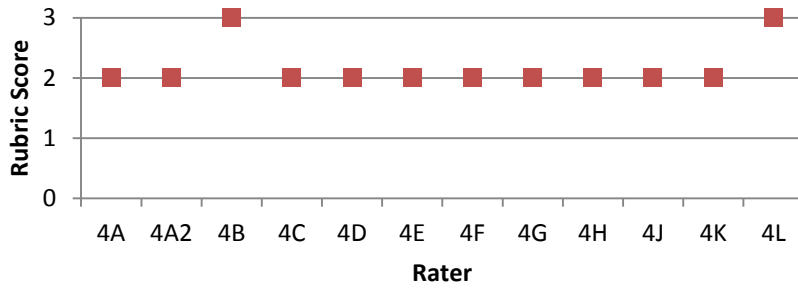
Student 42: Style Conventions



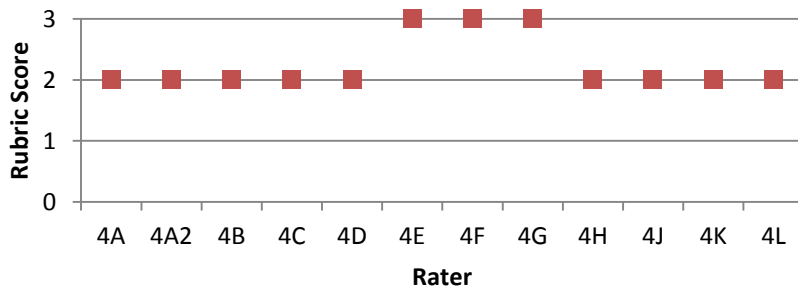
Student 43: Style Conventions



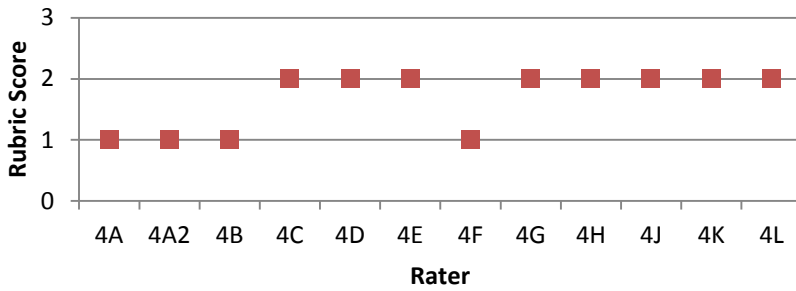
Student 44: Style Conventions



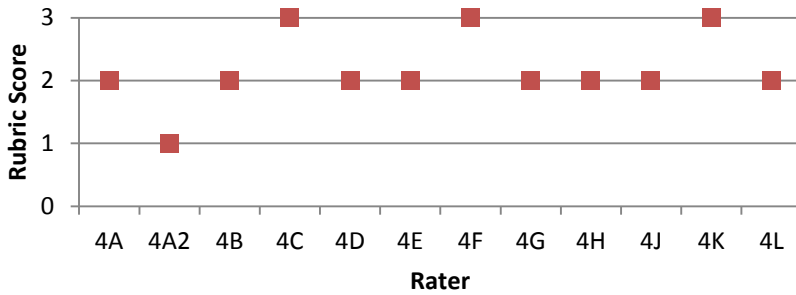
Student 45: Style Conventions



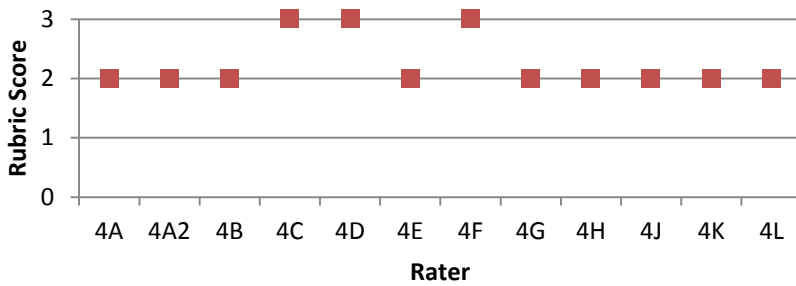
Student 46: Style Conventions



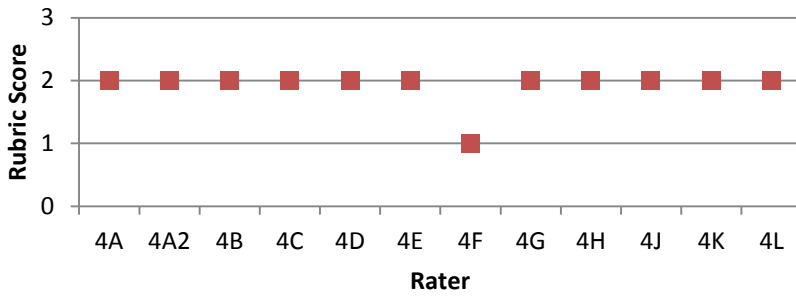
Student 47: Style Conventions



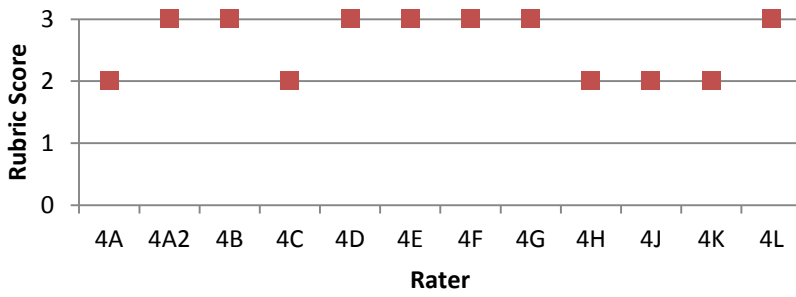
Student 48: Style Conventions



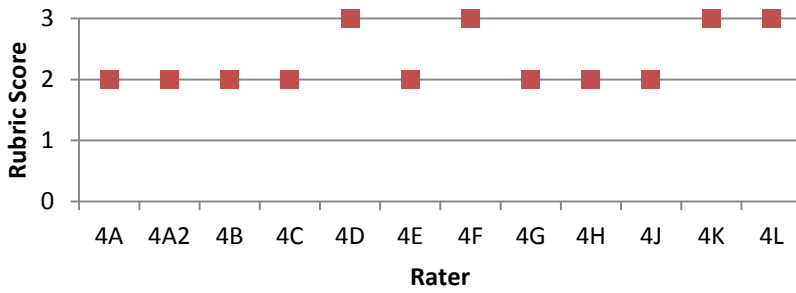
Student 49: Style Conventions



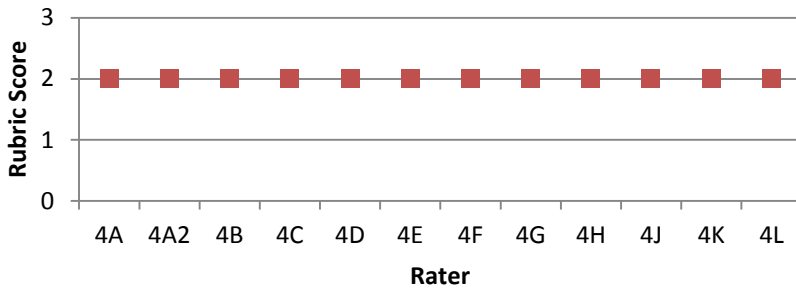
Student 50: Style Conventions



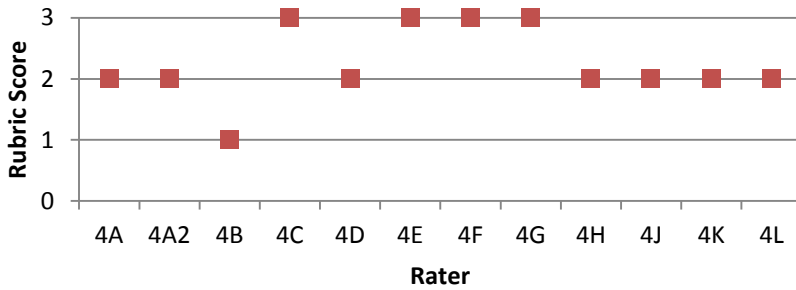
Student 51: Style Conventions



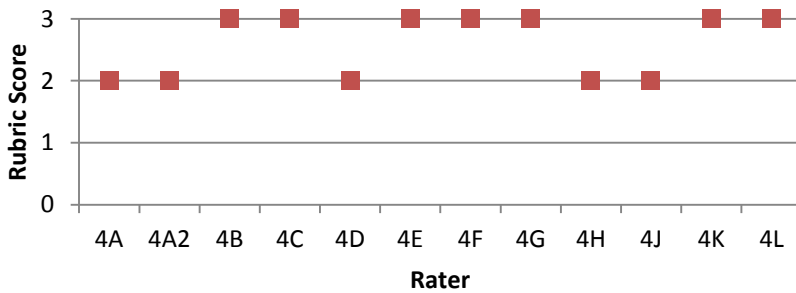
Student 52: Style Conventions



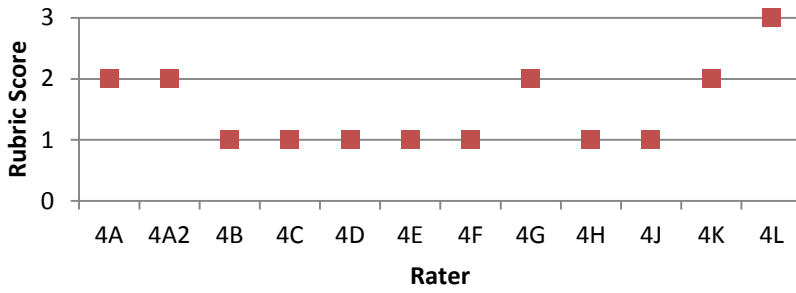
Student 53: Style Conventions



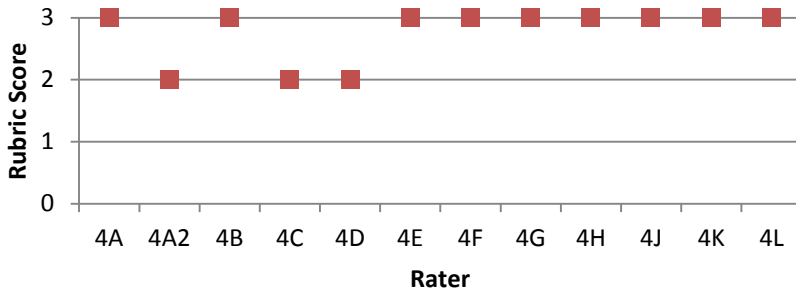
Student 54: Style Conventions



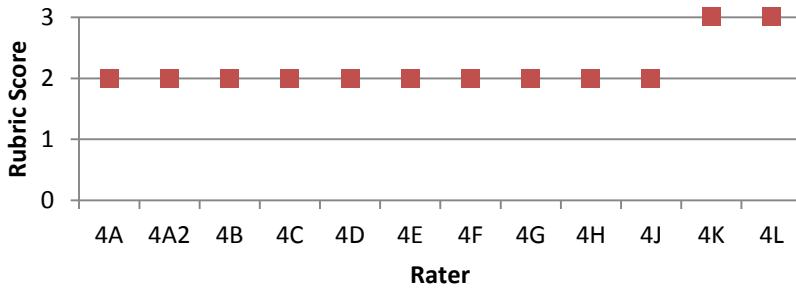
Student 55: Style Conventions



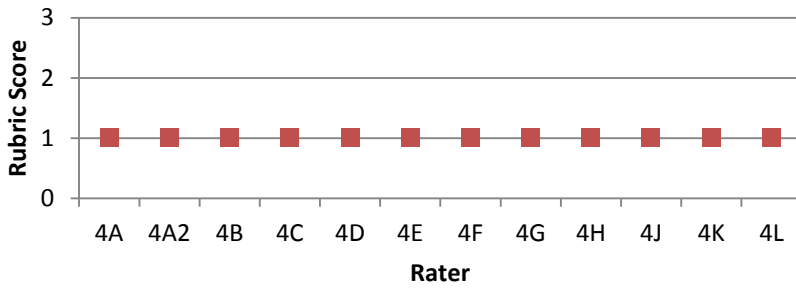
Student 56: Style Conventions



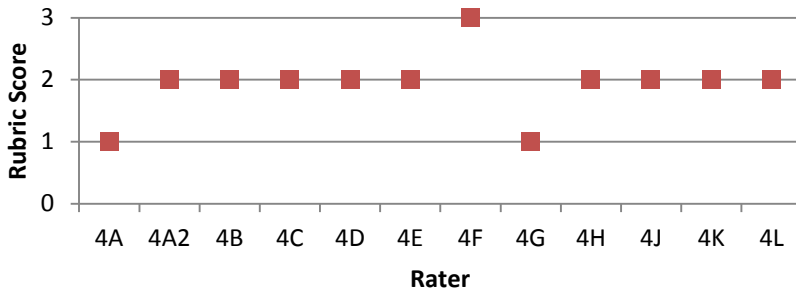
Student 57: Style Conventions



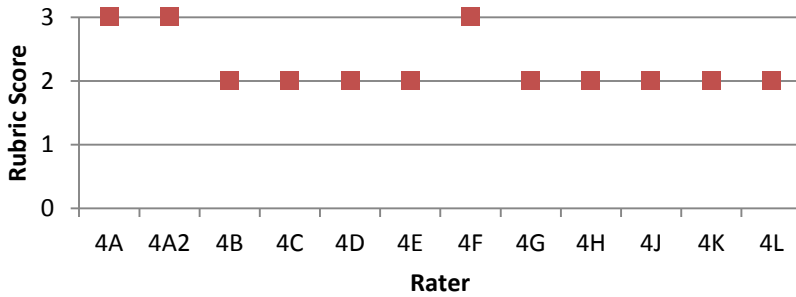
Student 58: Style Conventions

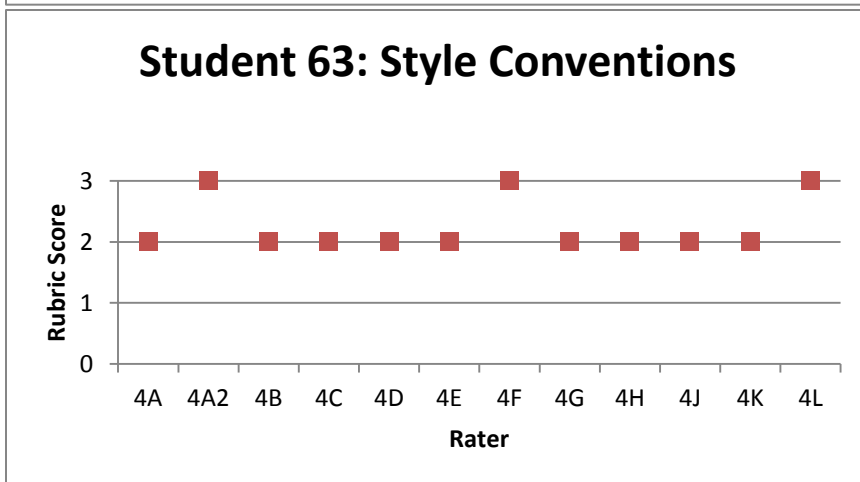
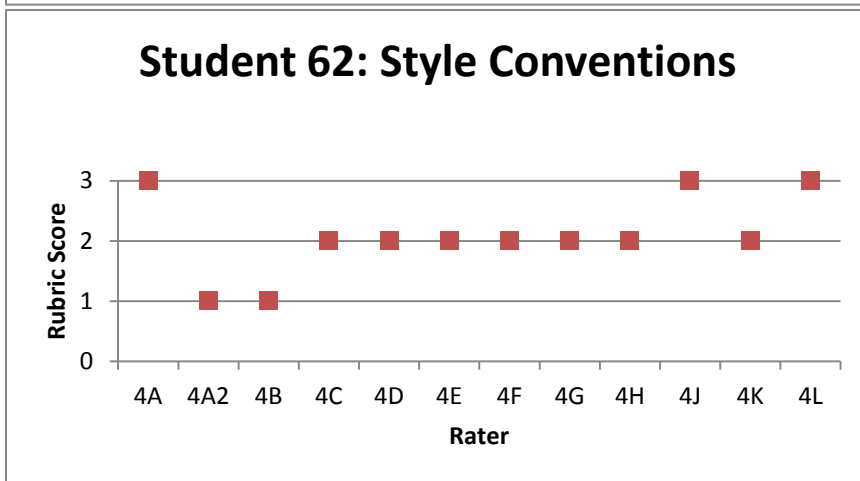
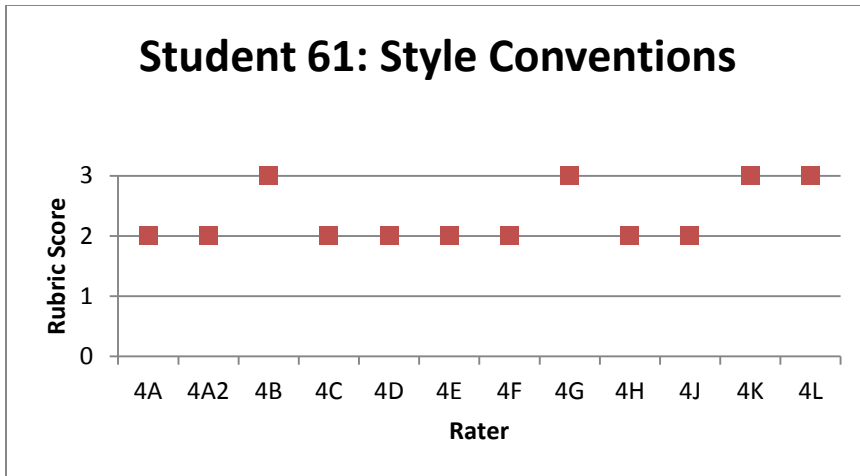


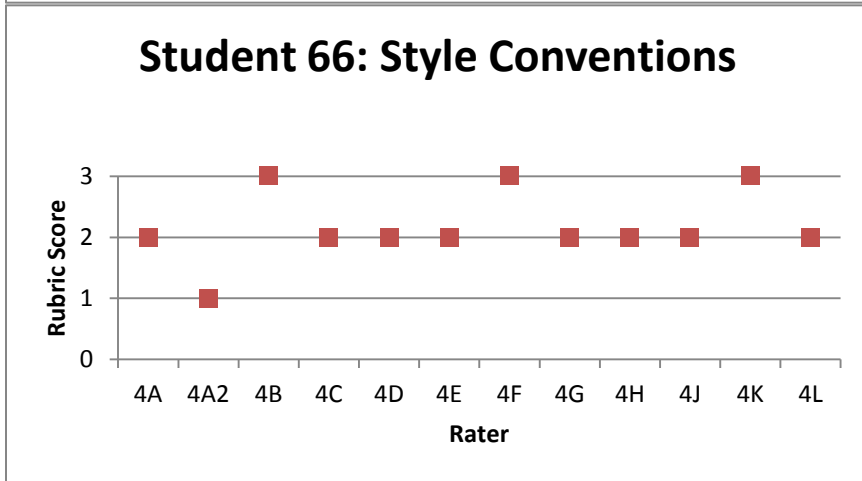
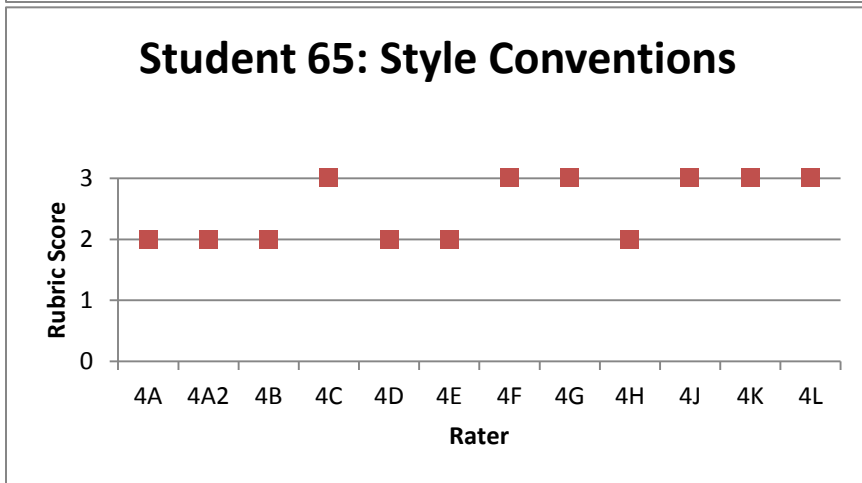
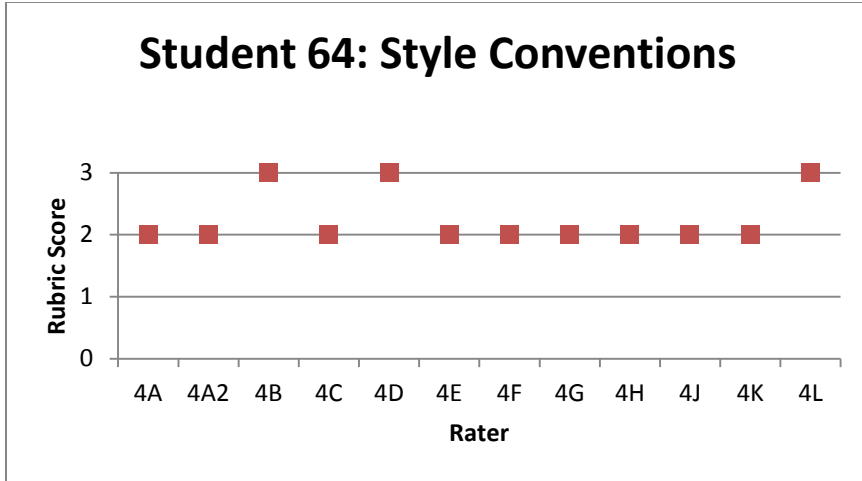
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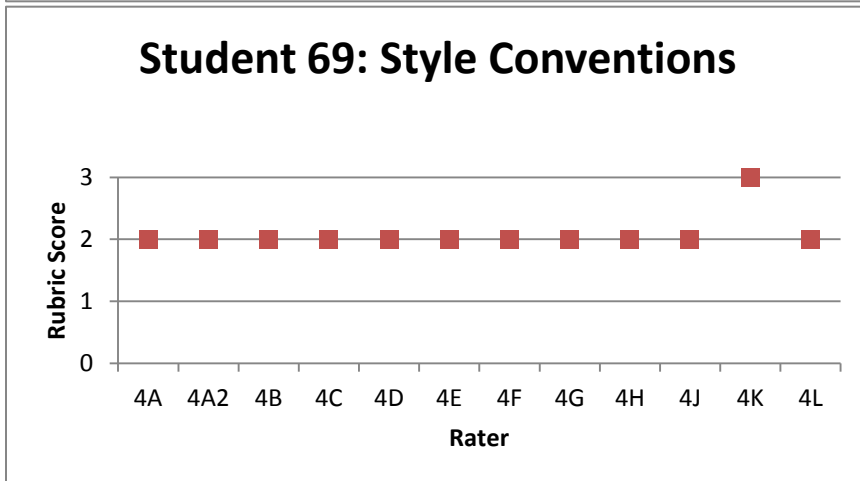
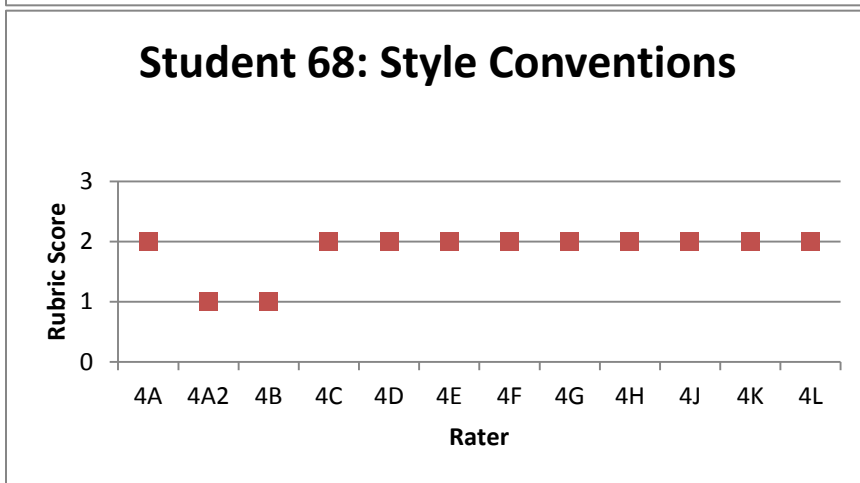
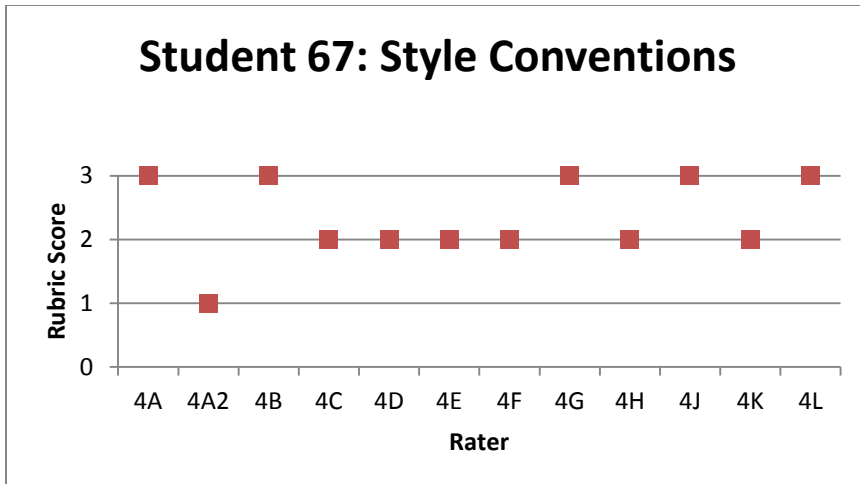


Student 60: Style Conventions

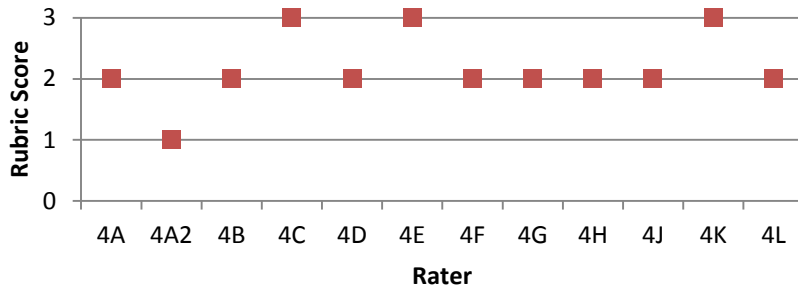




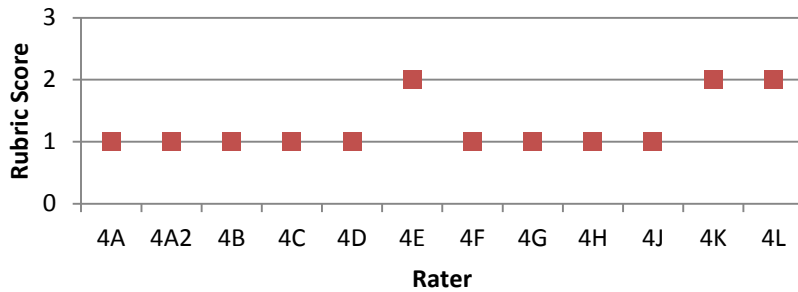




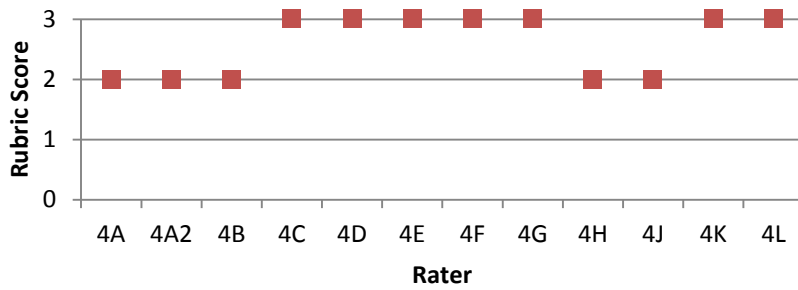
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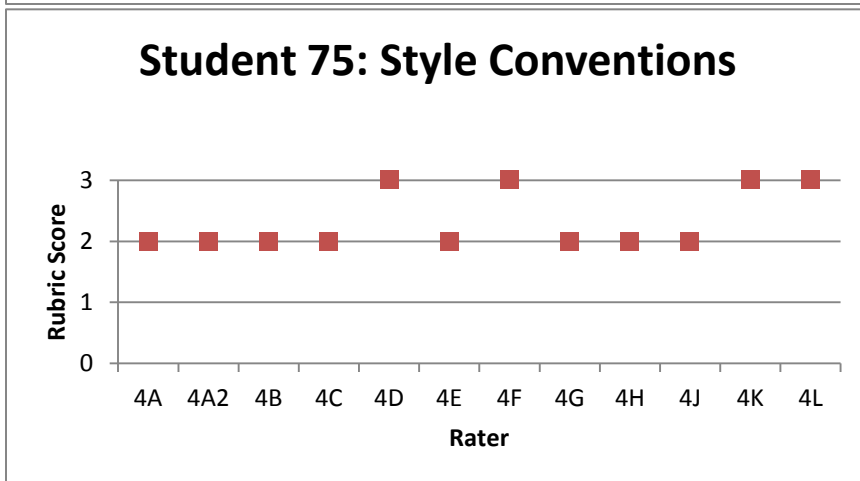
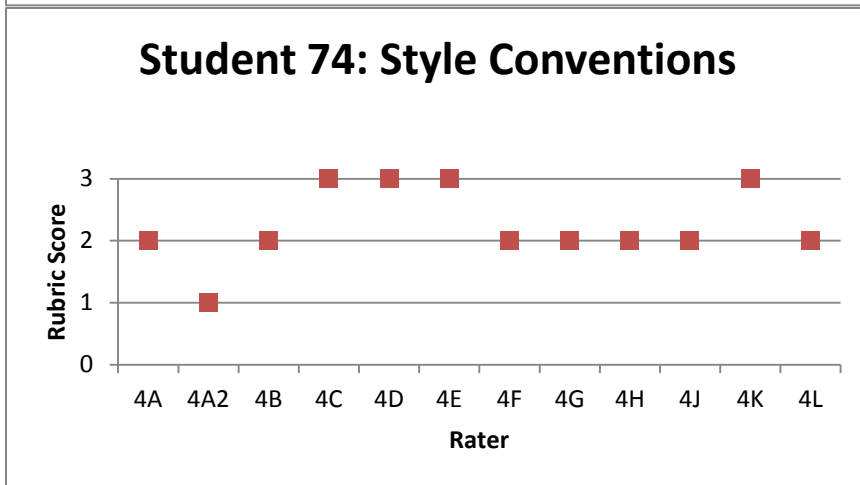
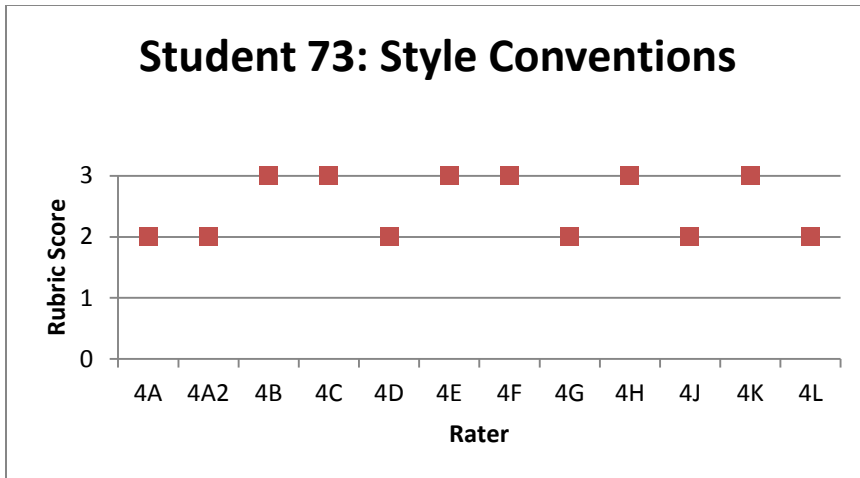


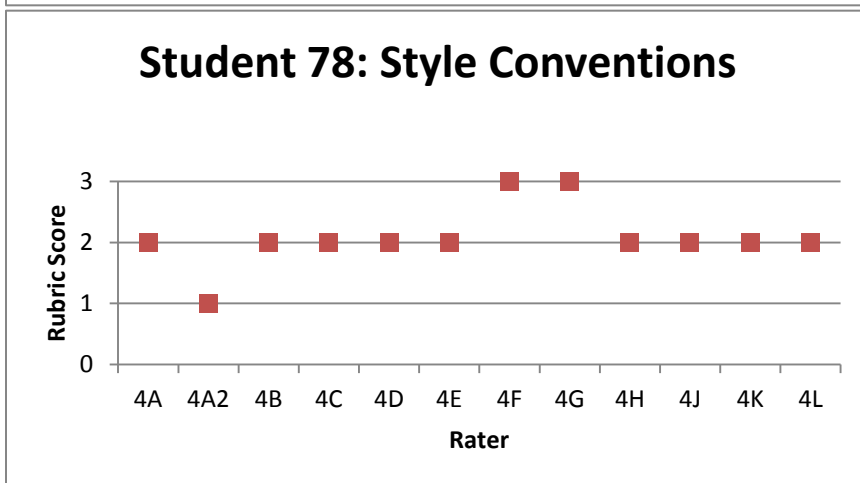
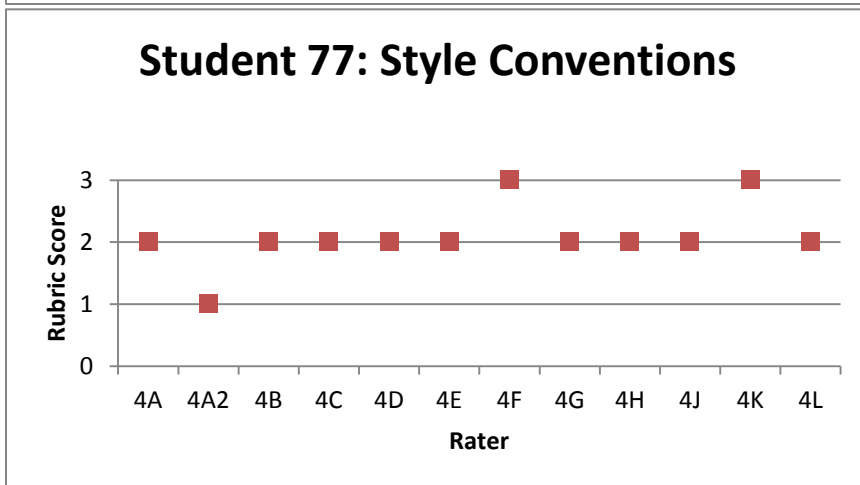
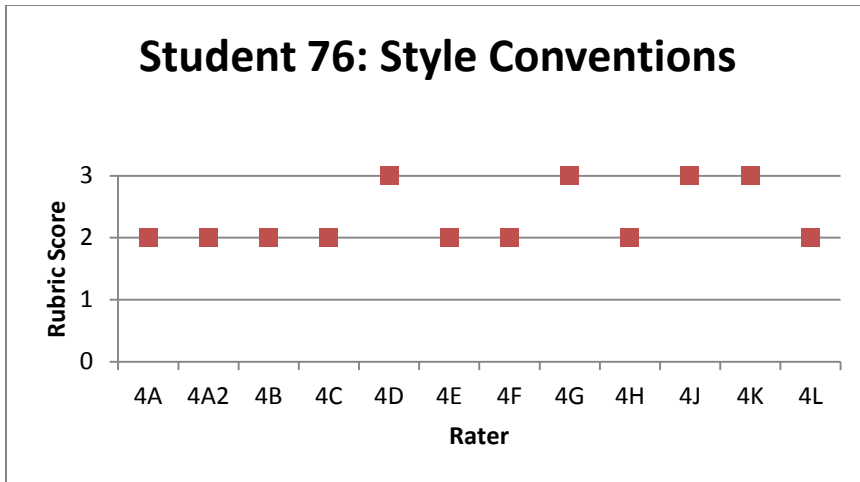
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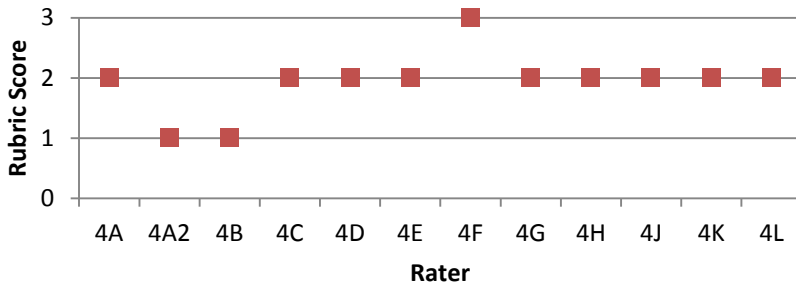
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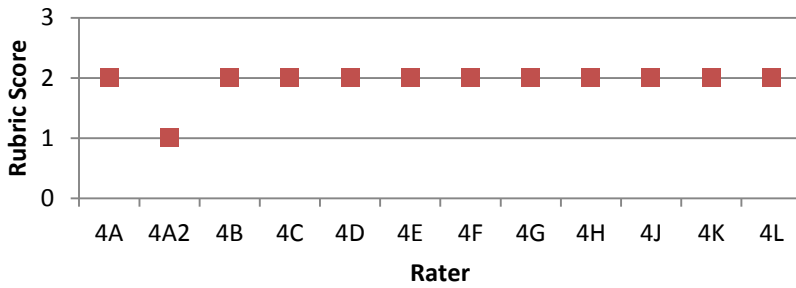




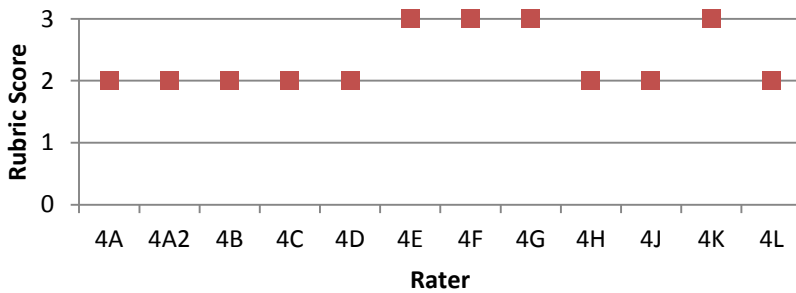
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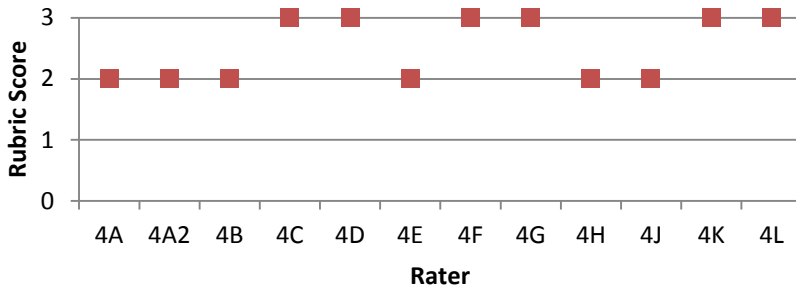
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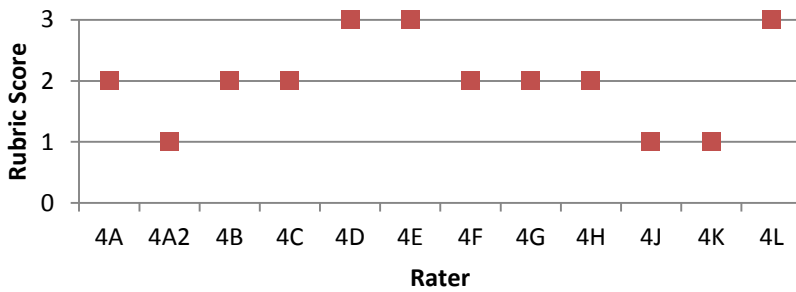
Student 81: Style Conventions



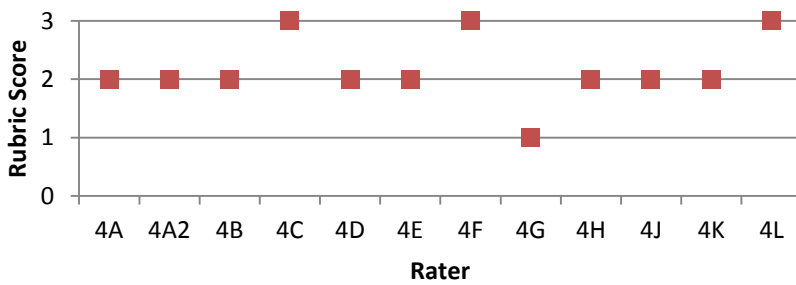
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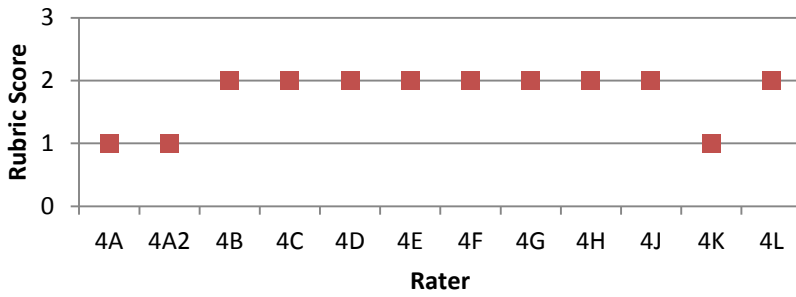
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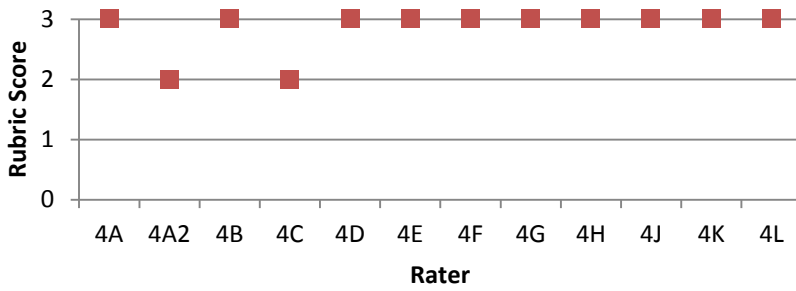
Student 84: Style Conventions



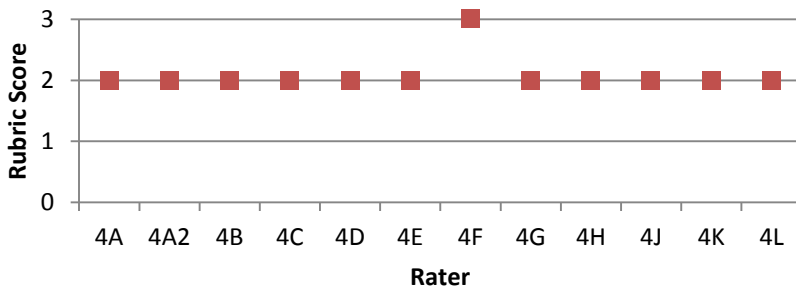
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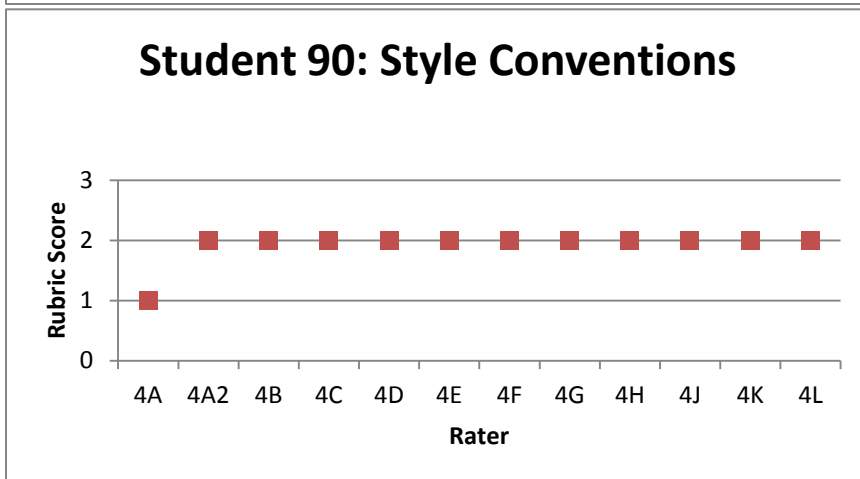
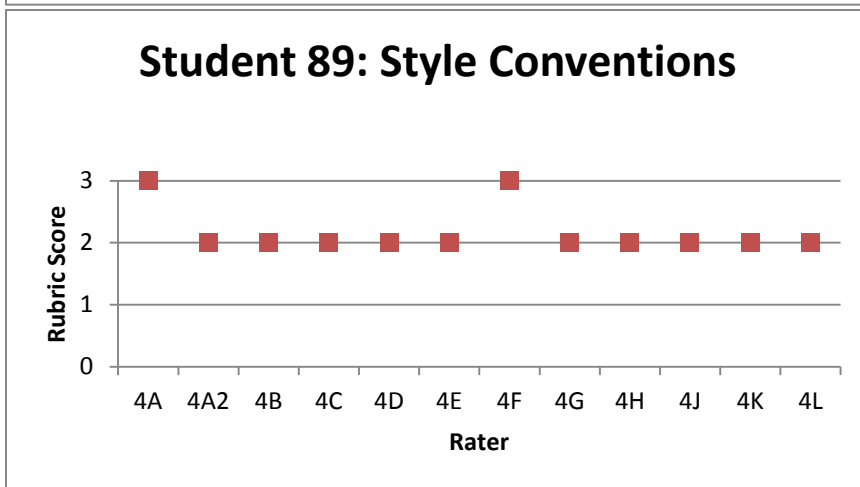
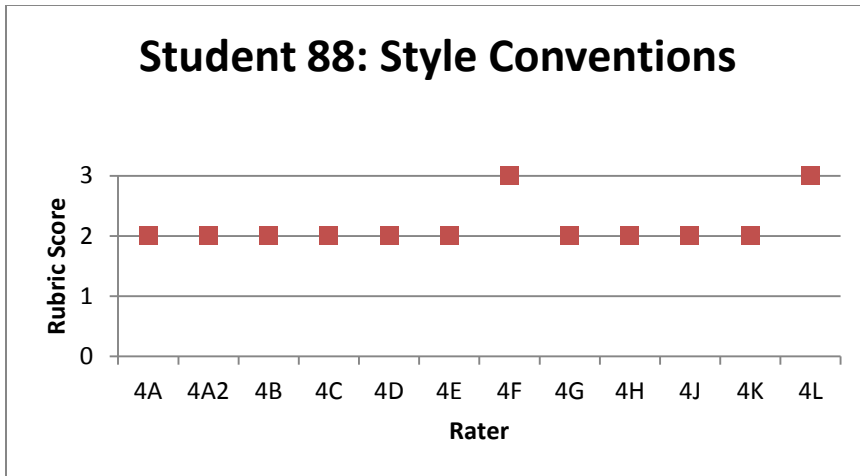


Student 86: Style Conventions

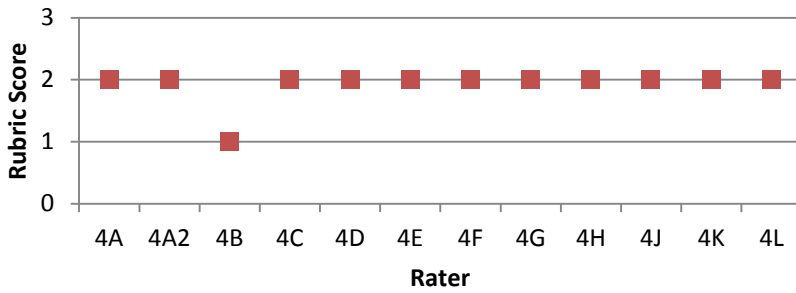


Student 87: Style Conventions

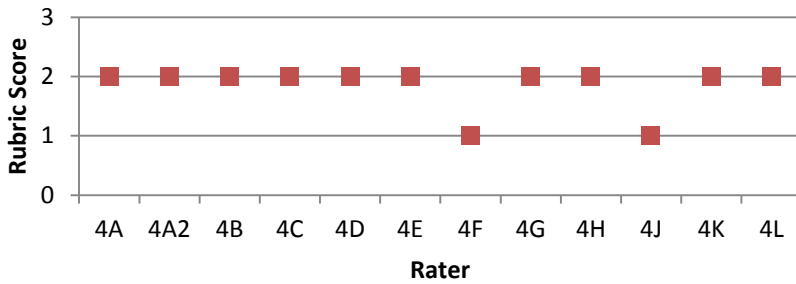




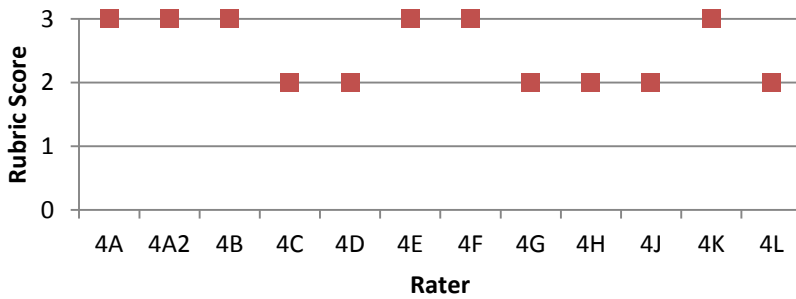
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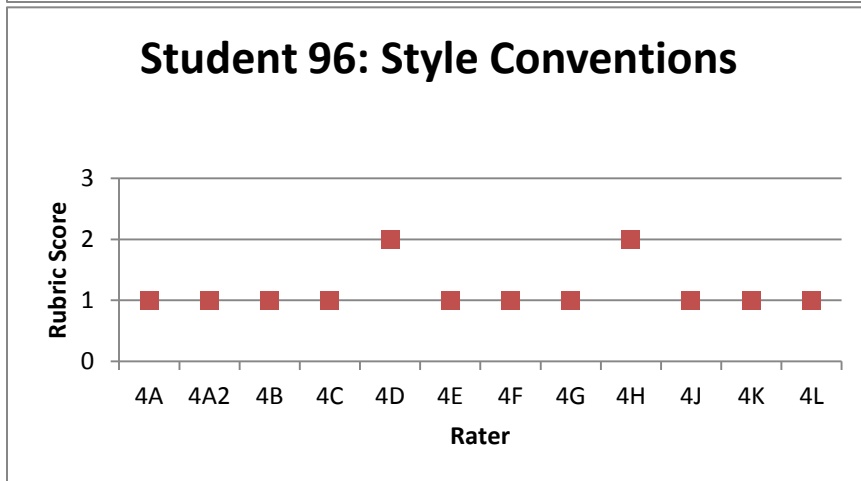
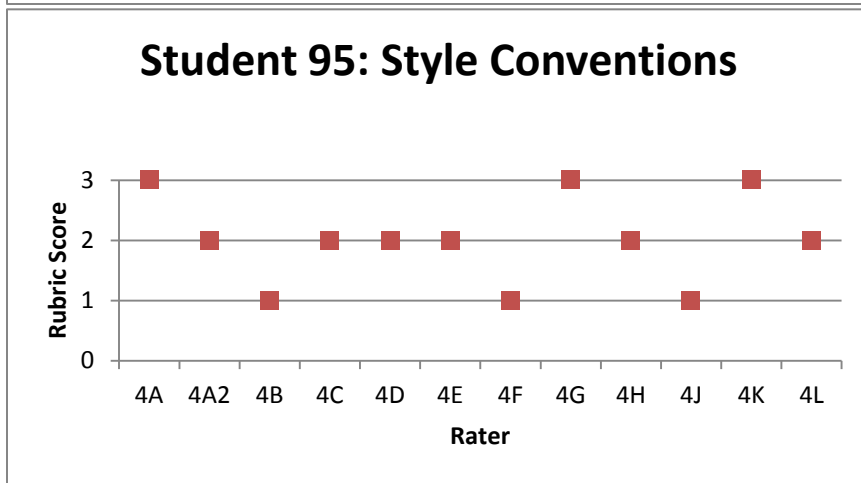
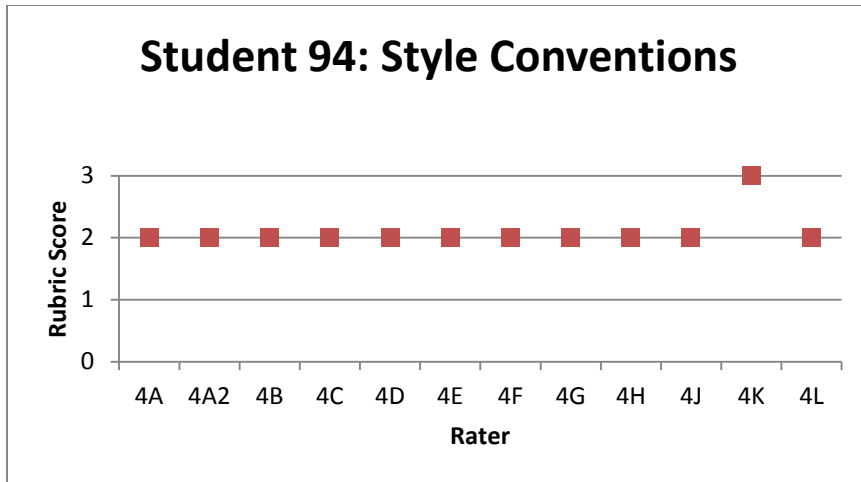


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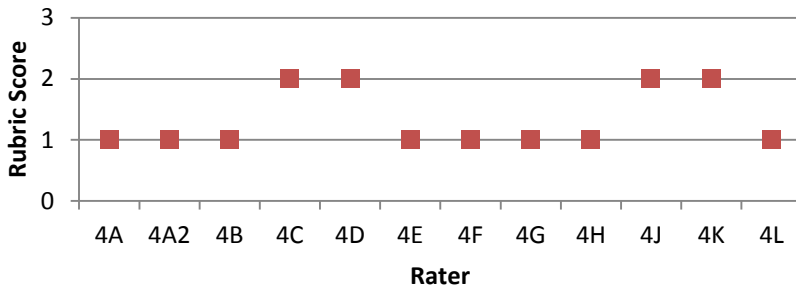


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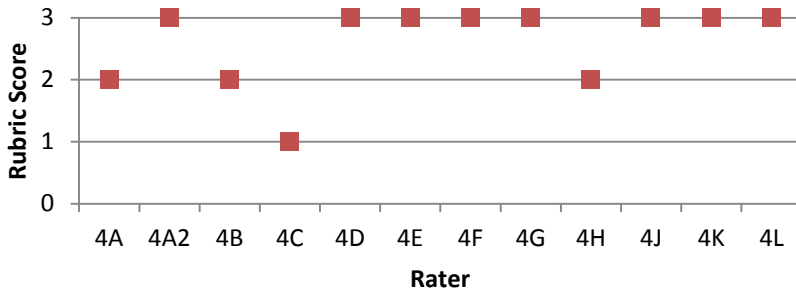




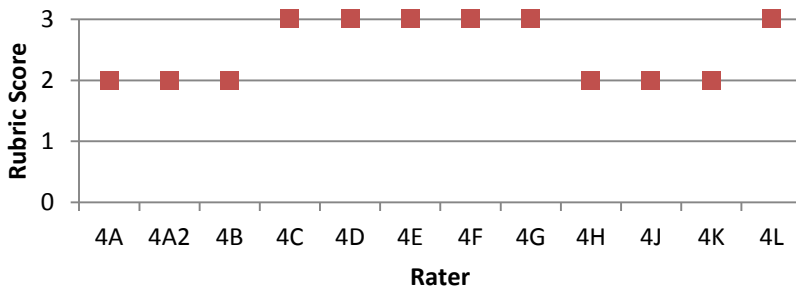
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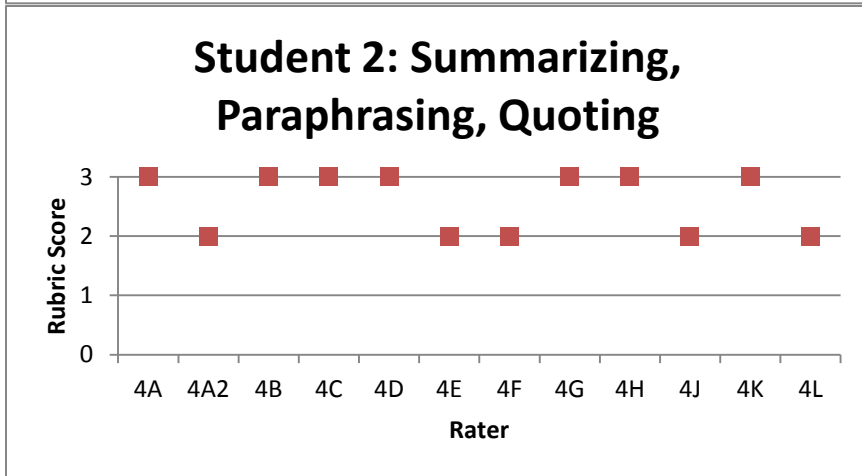
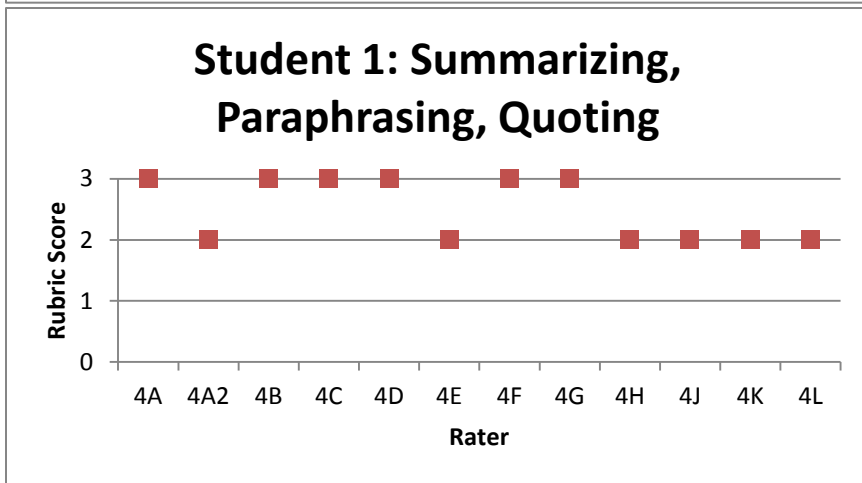
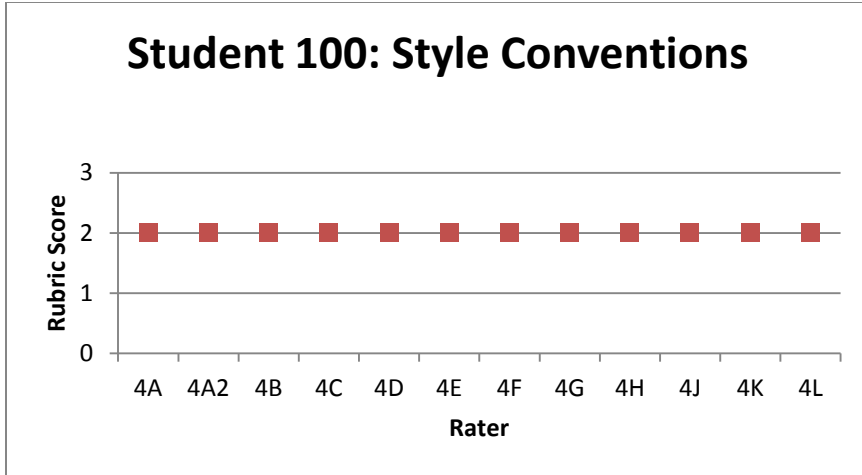


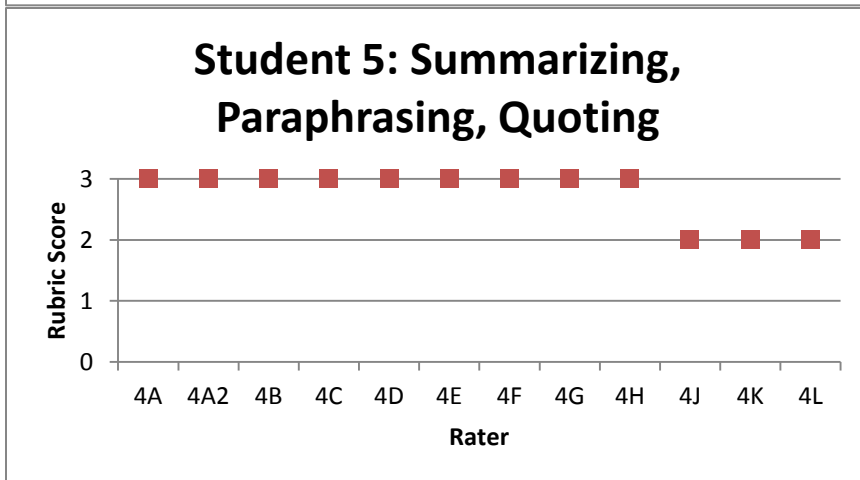
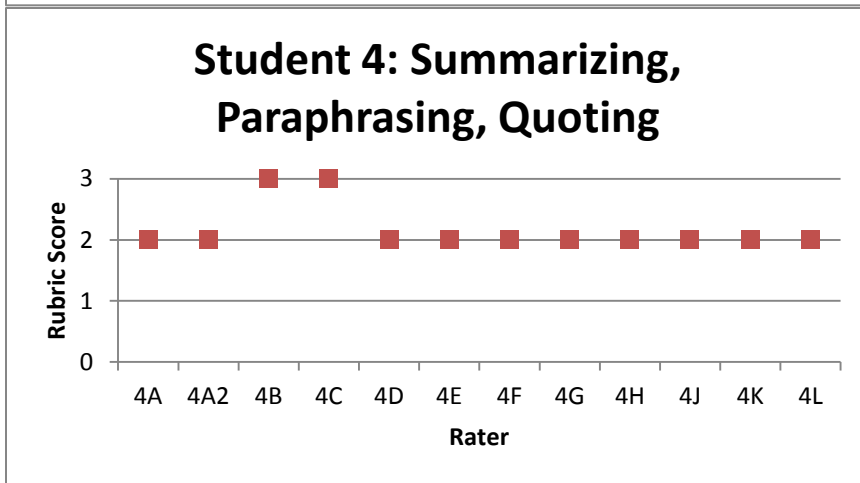
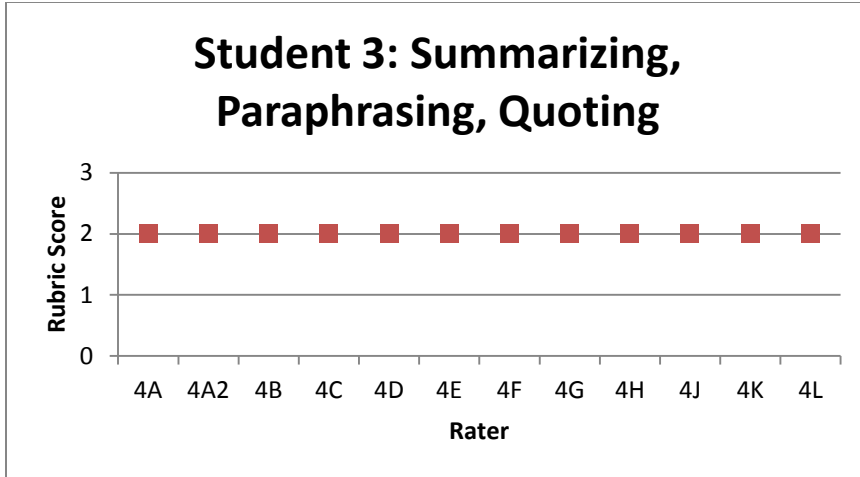
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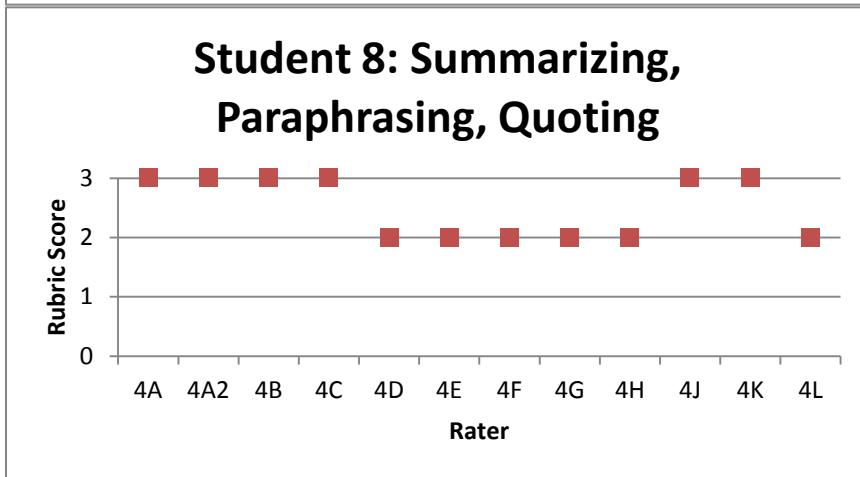
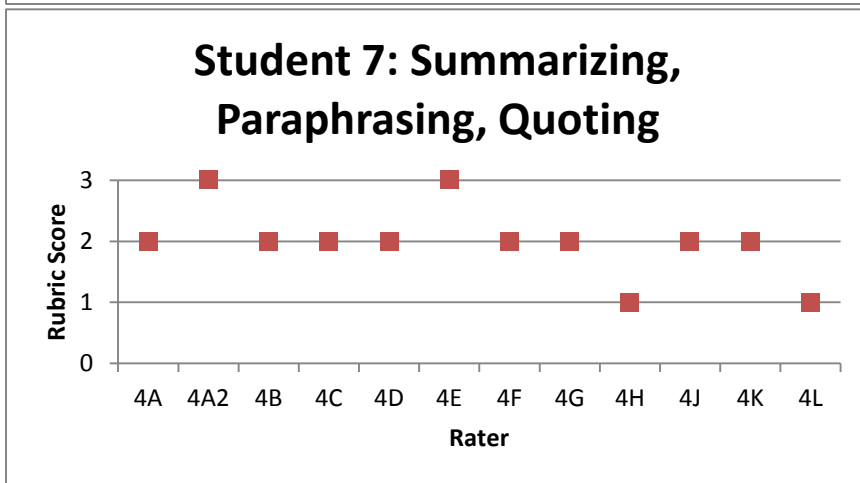
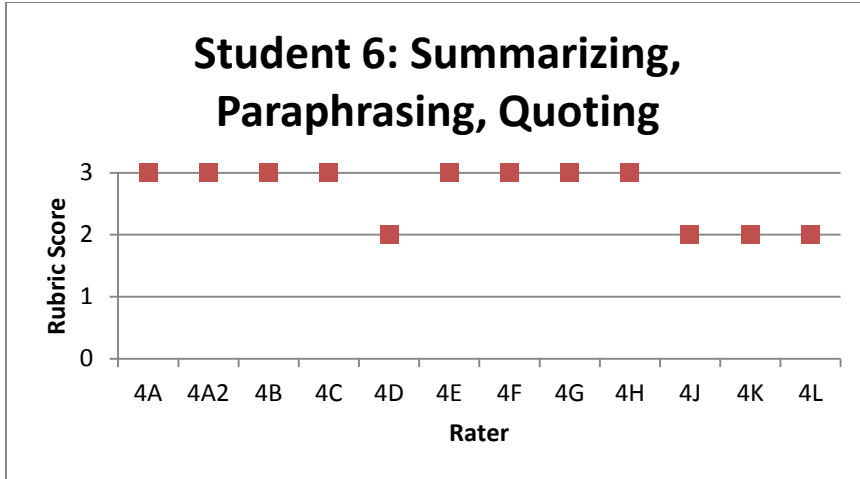


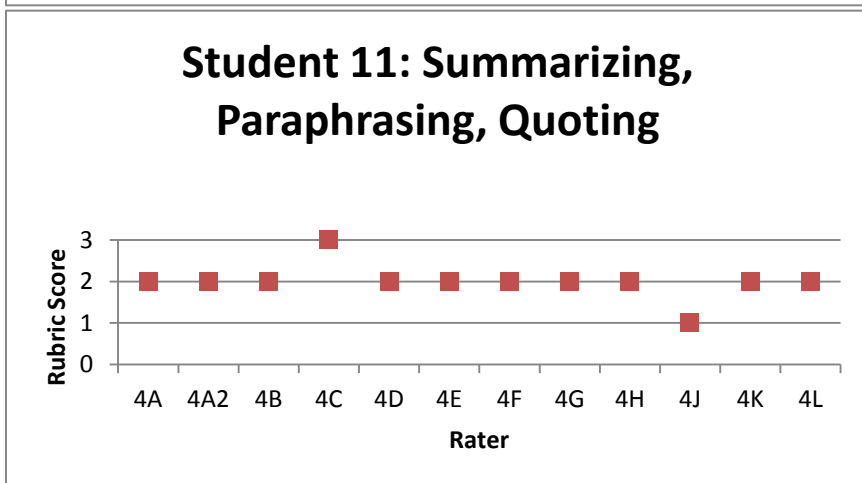
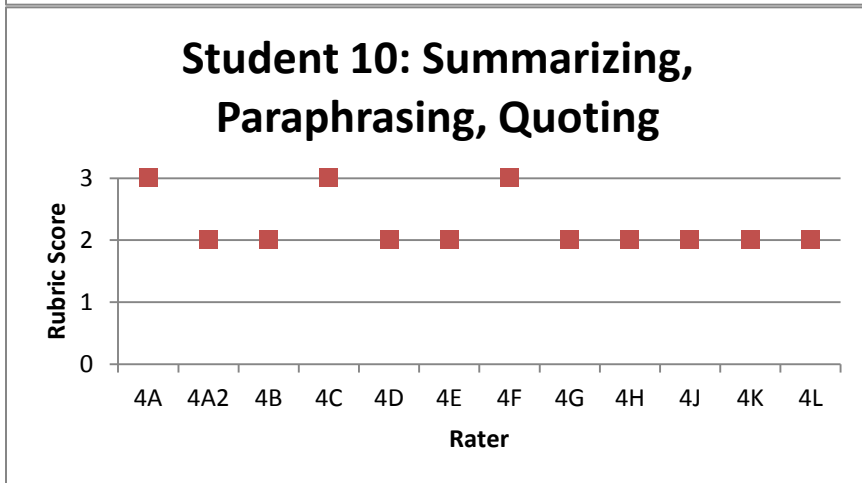
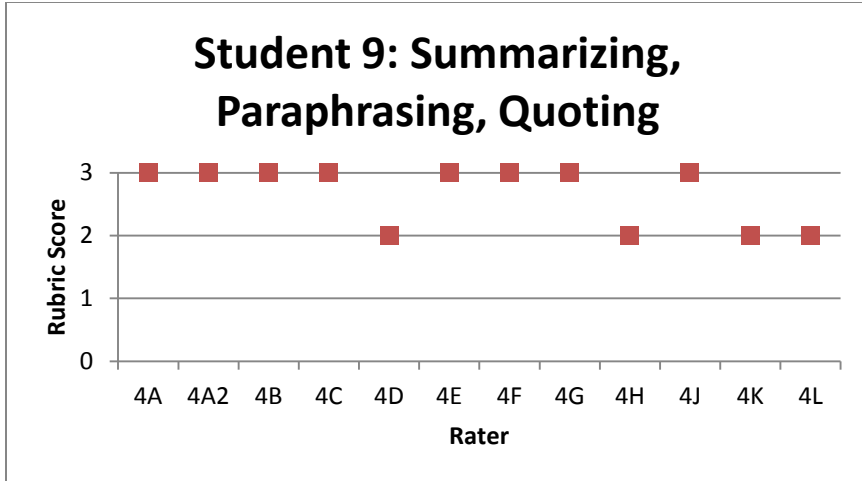
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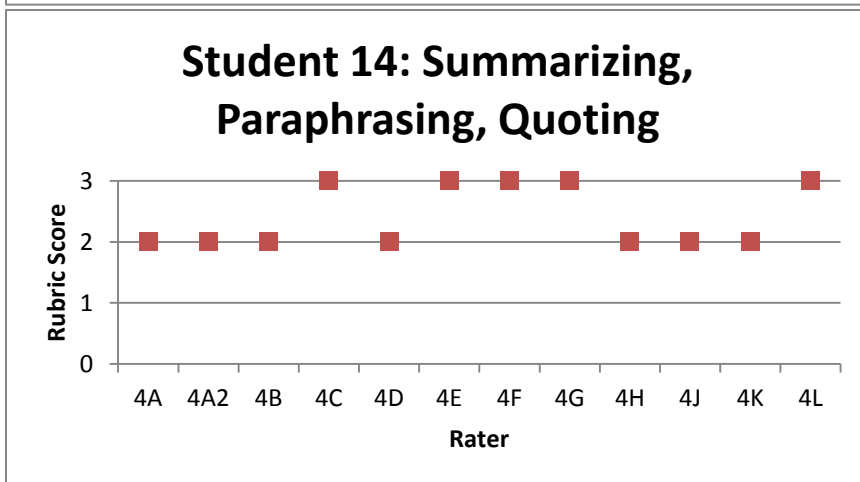
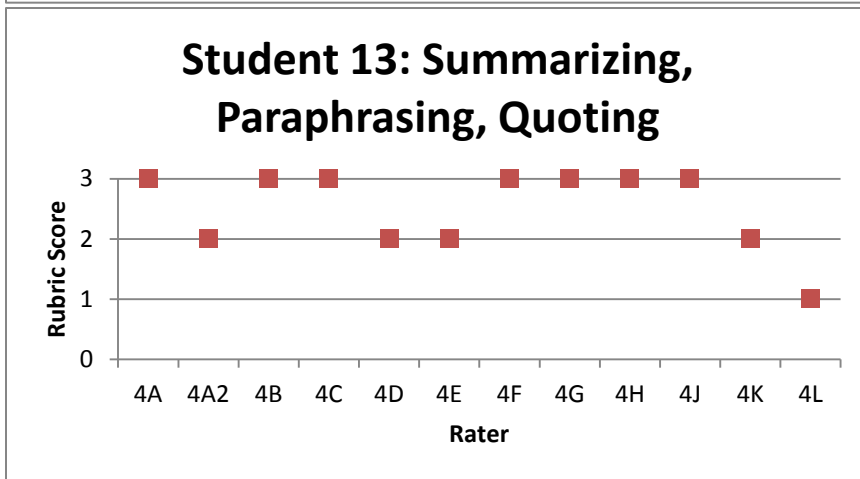
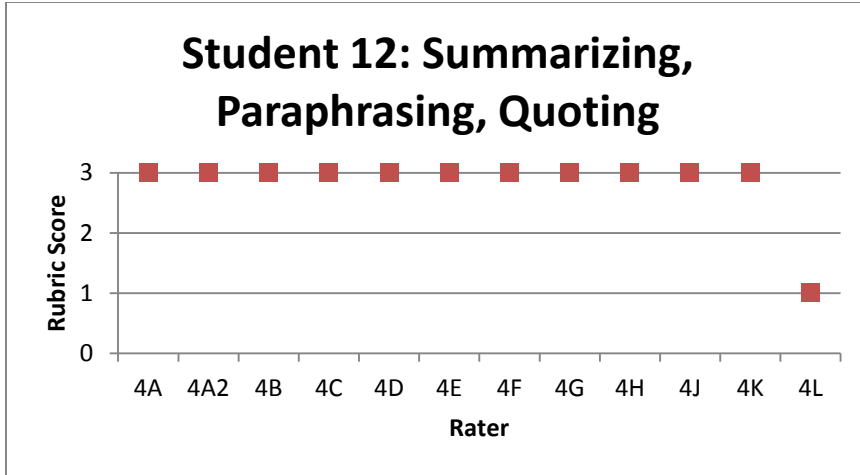


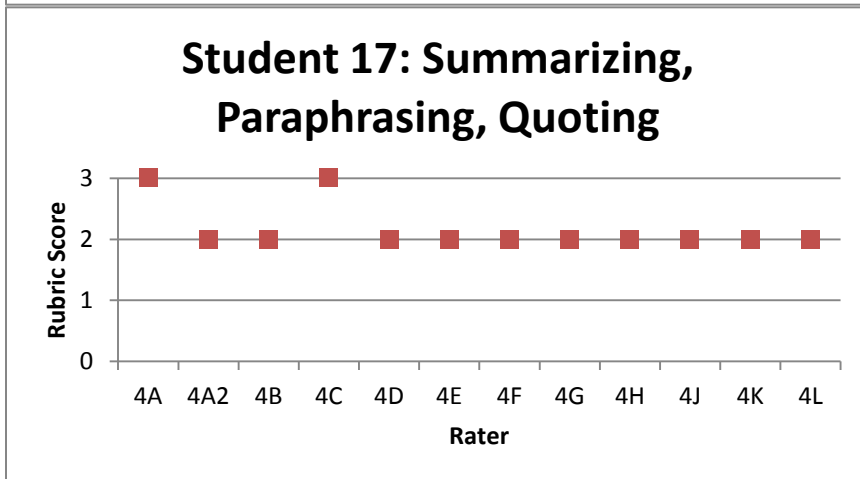
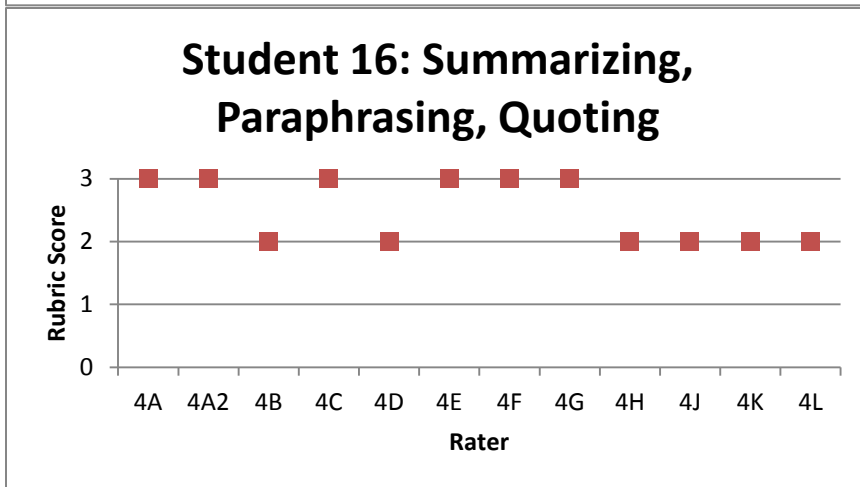
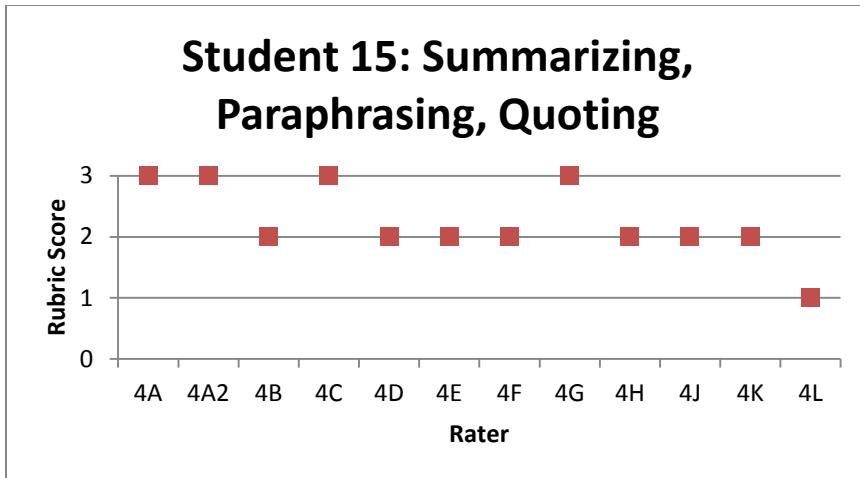


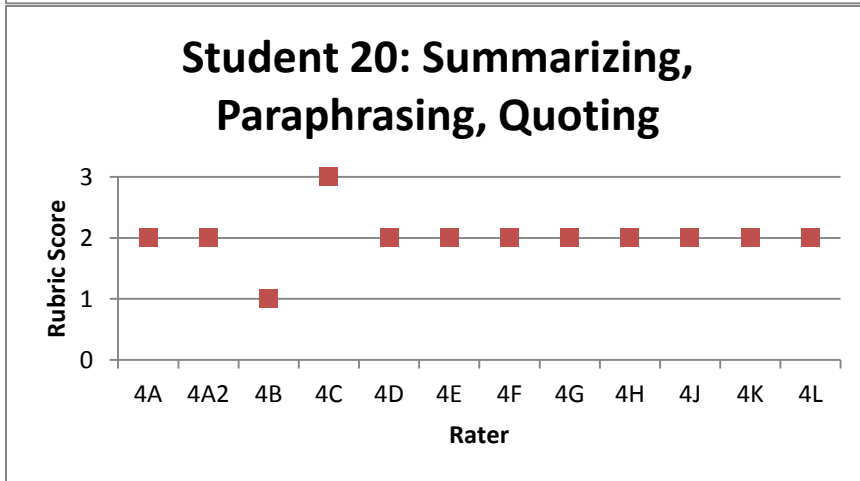
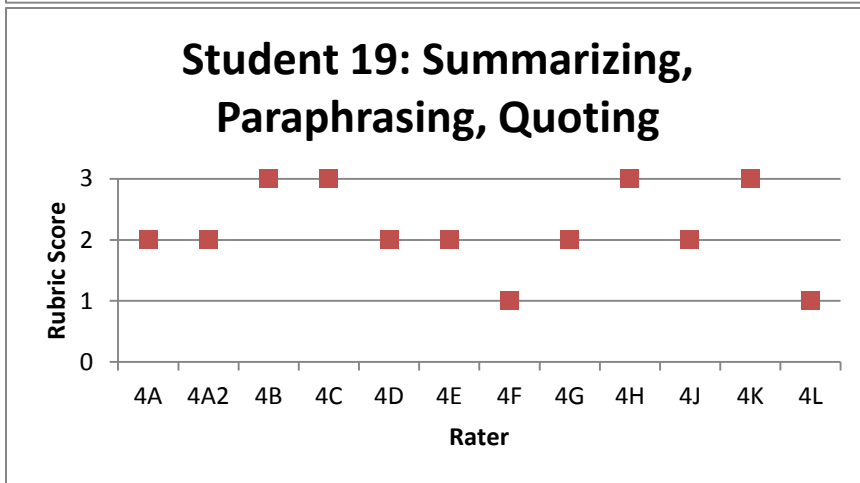
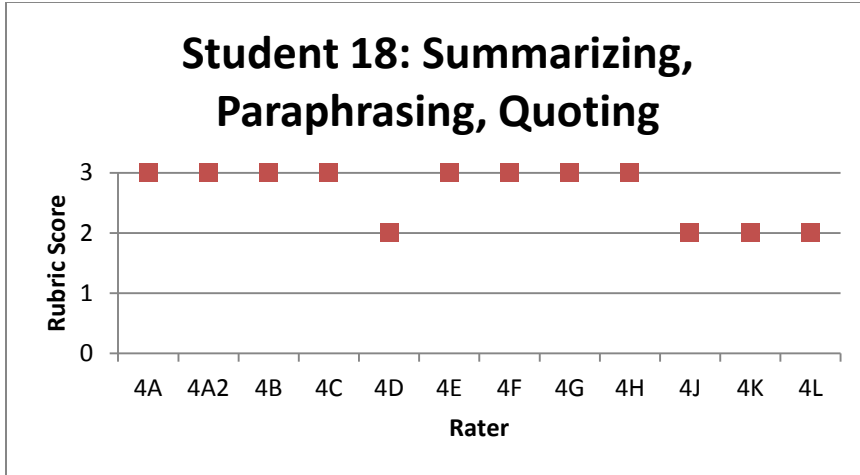


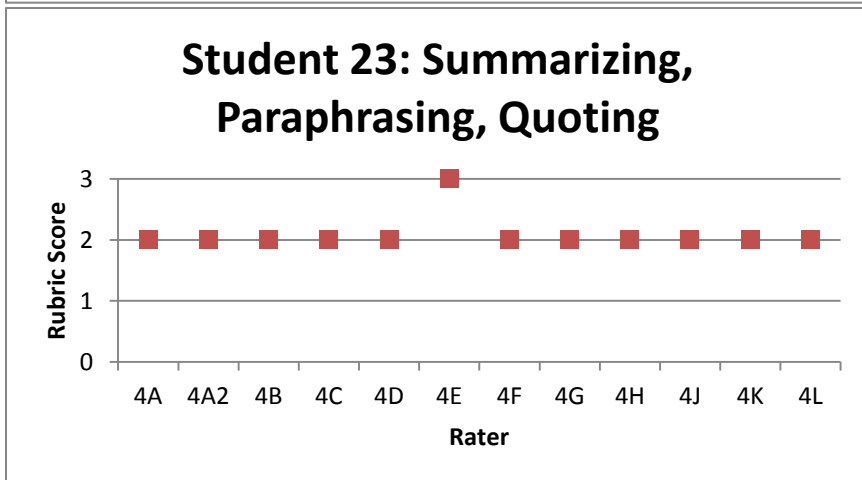
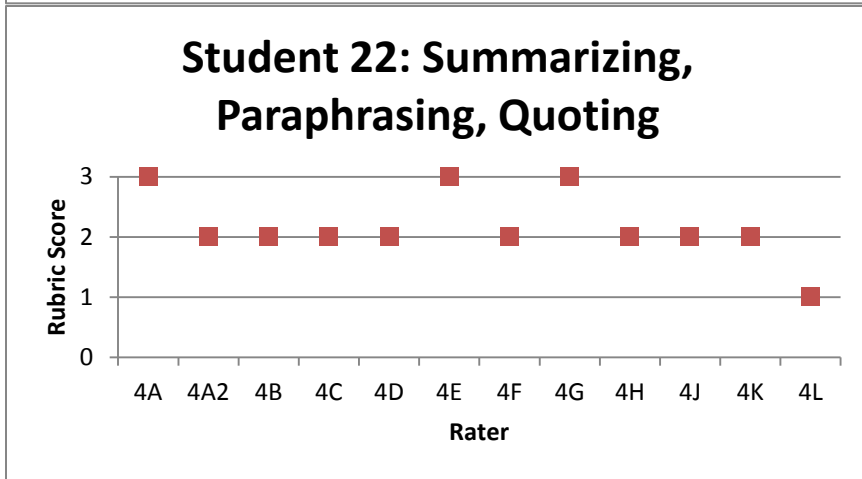
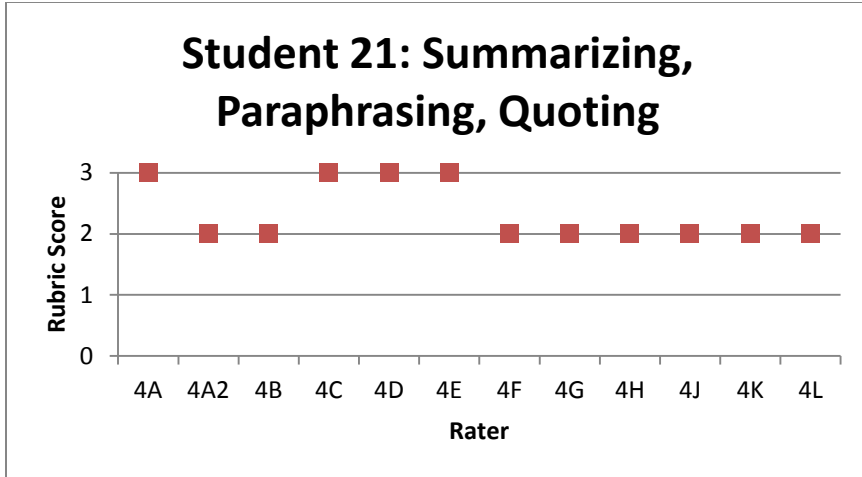


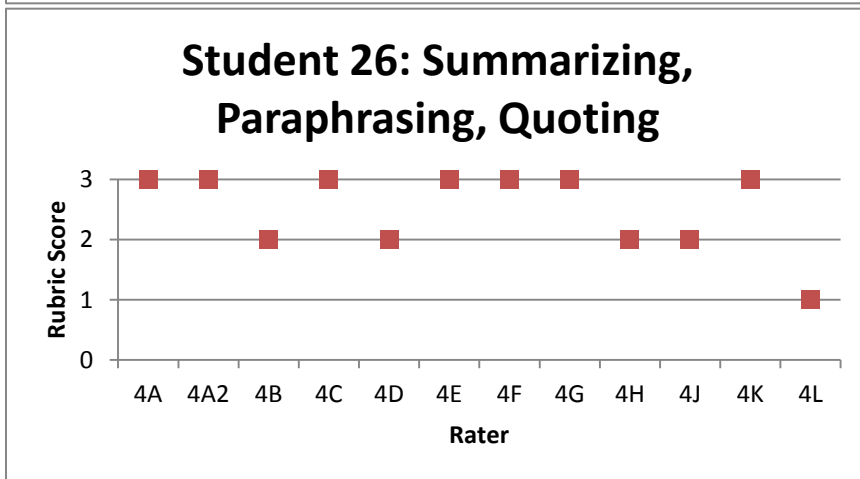
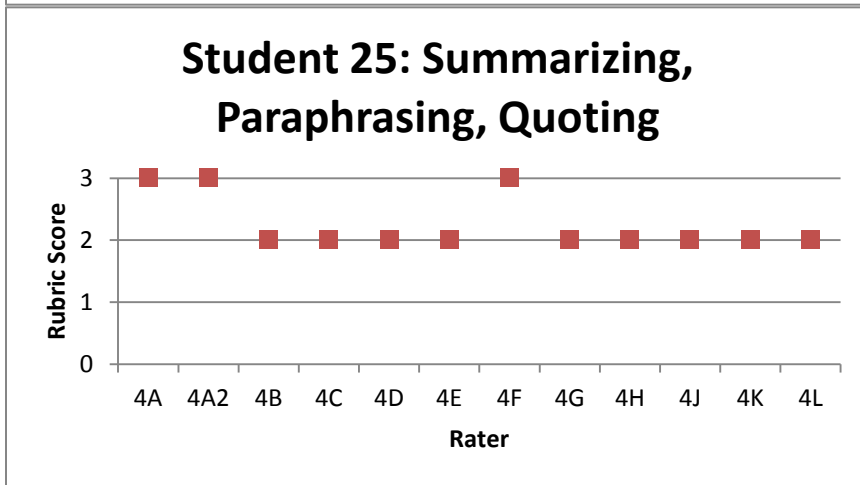
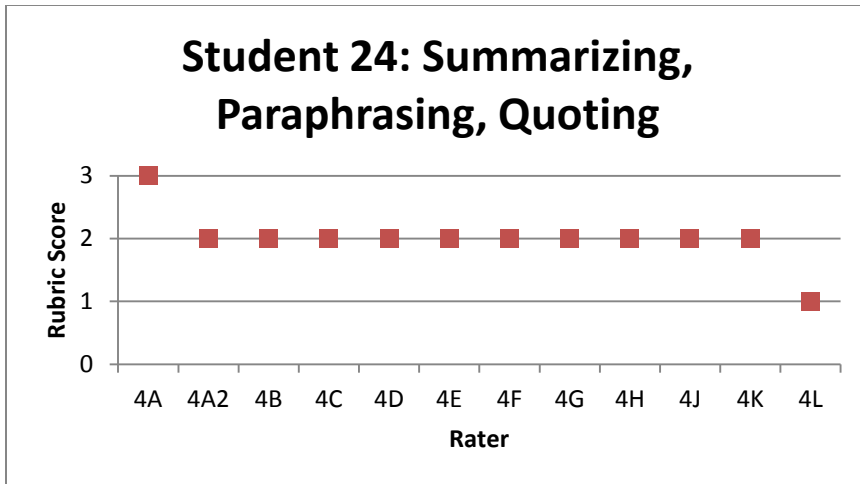


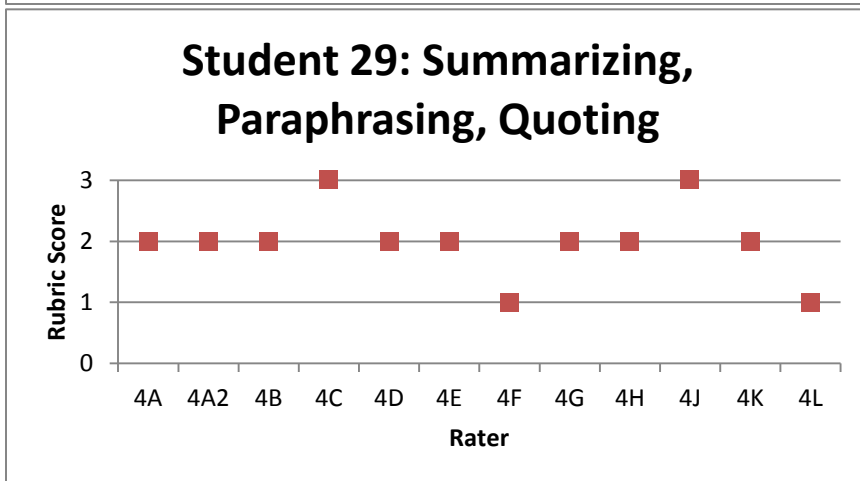
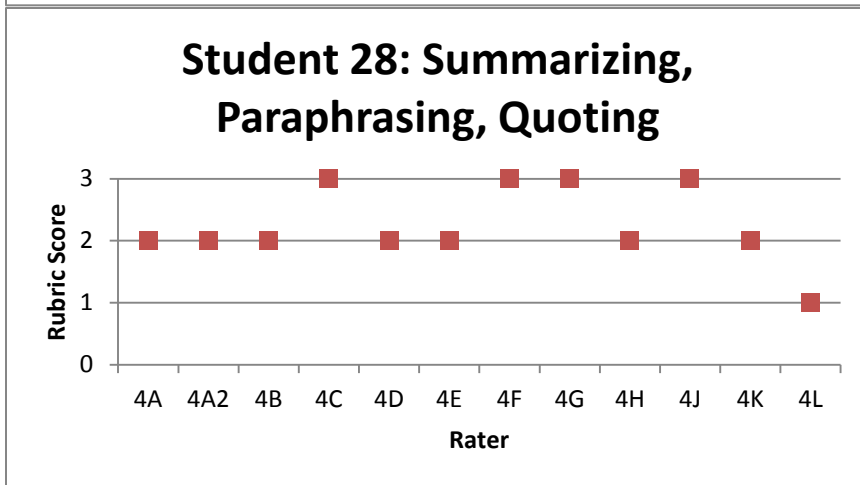
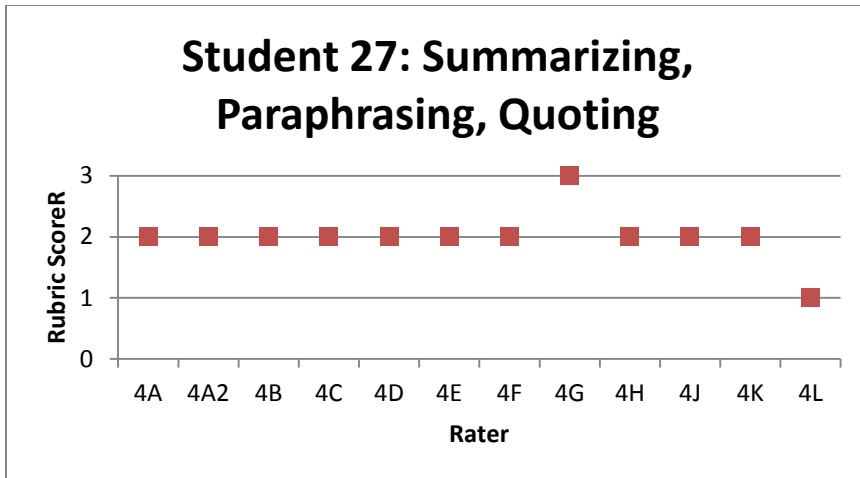


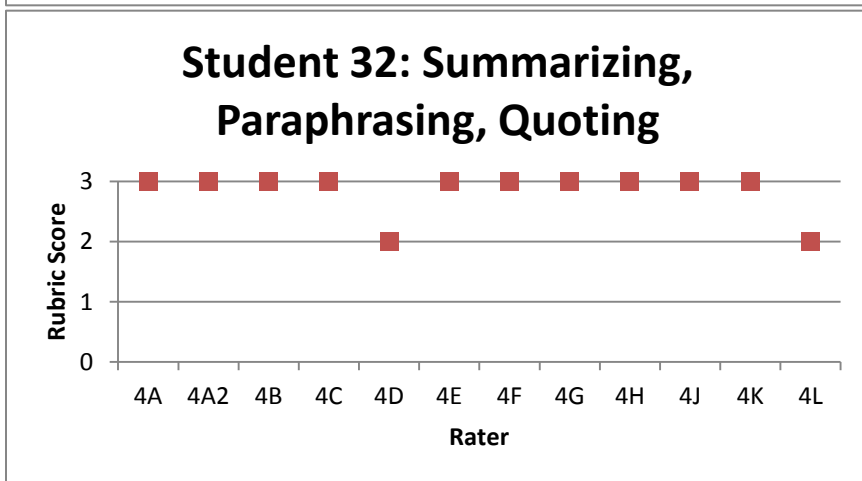
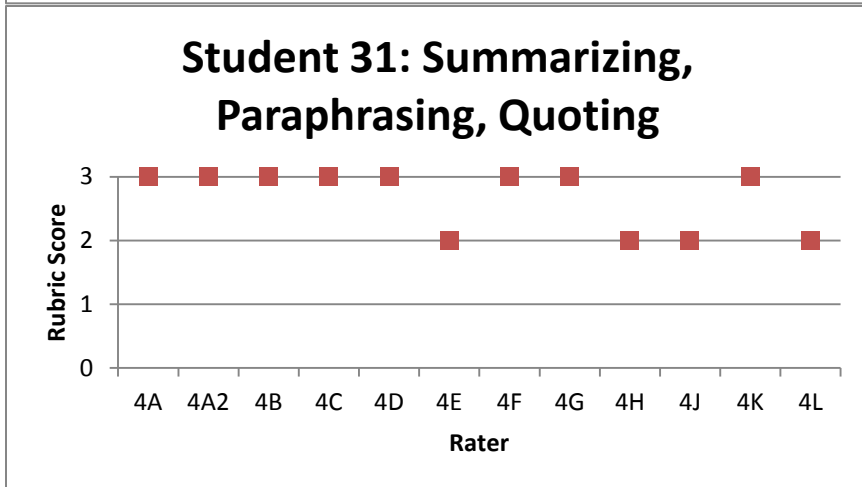
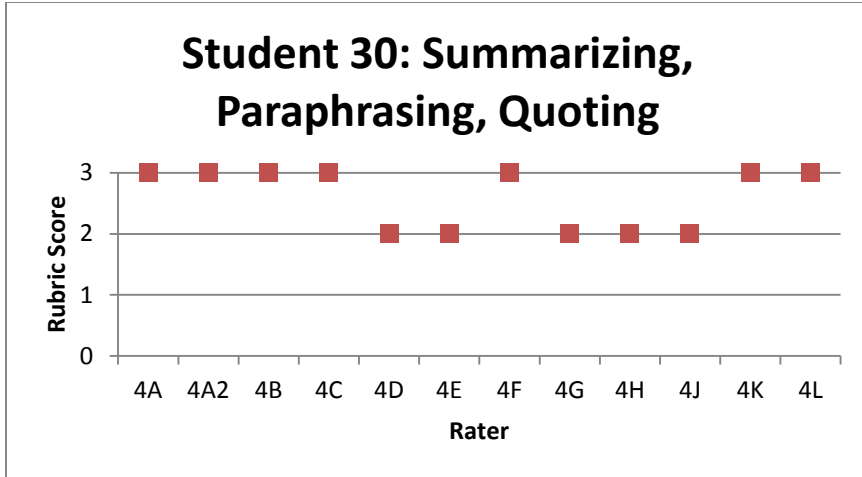


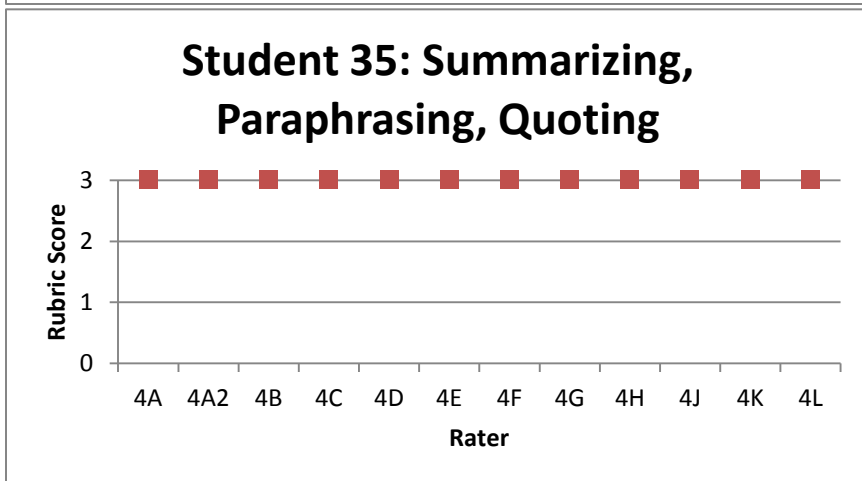
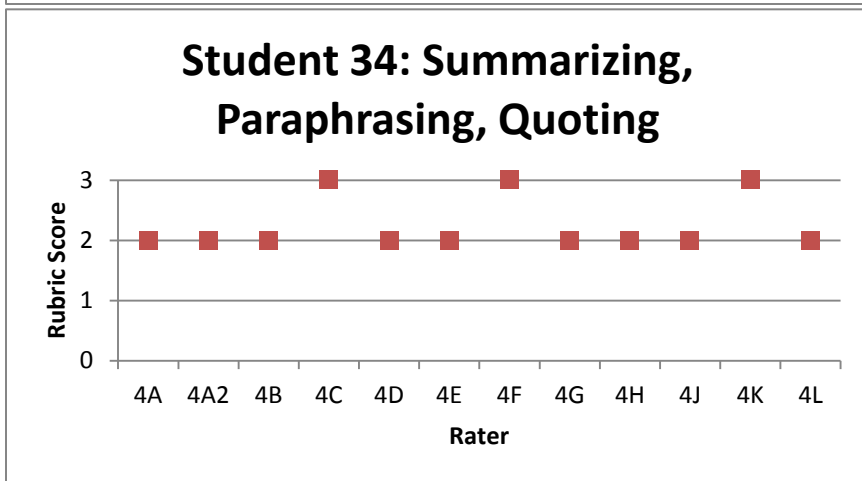
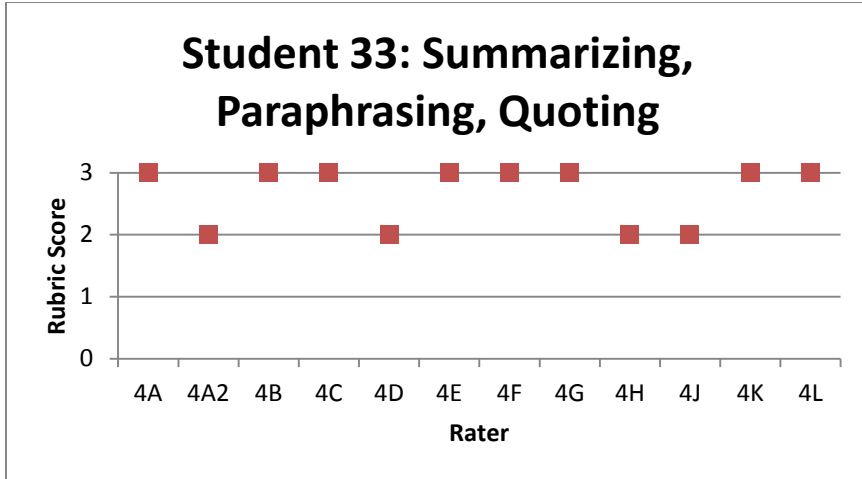


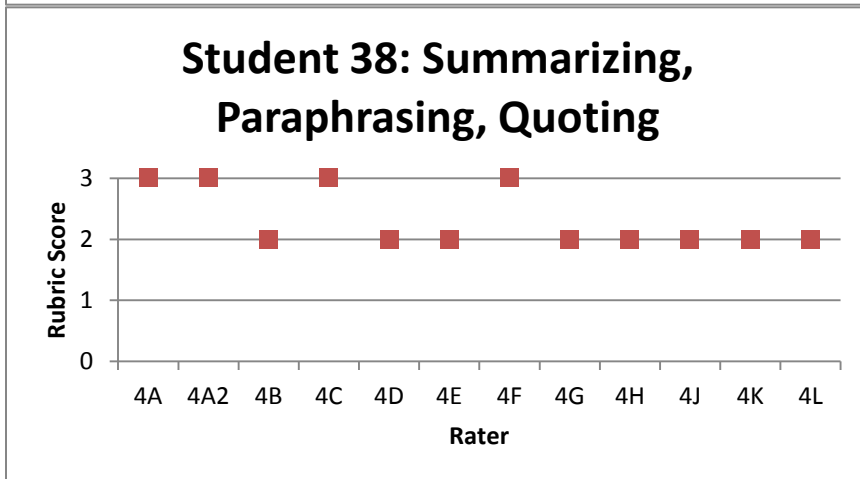
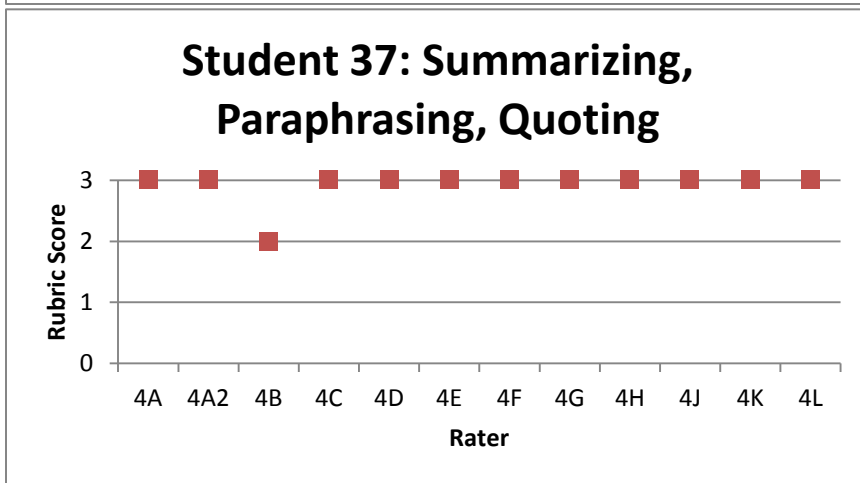
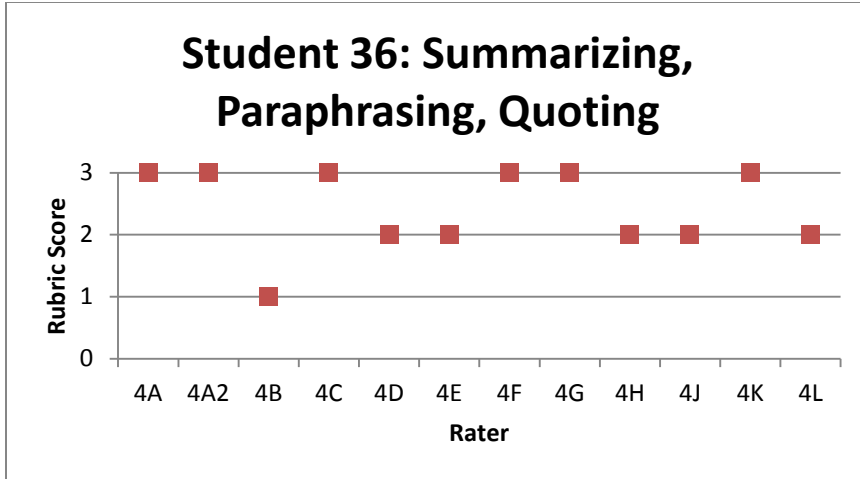


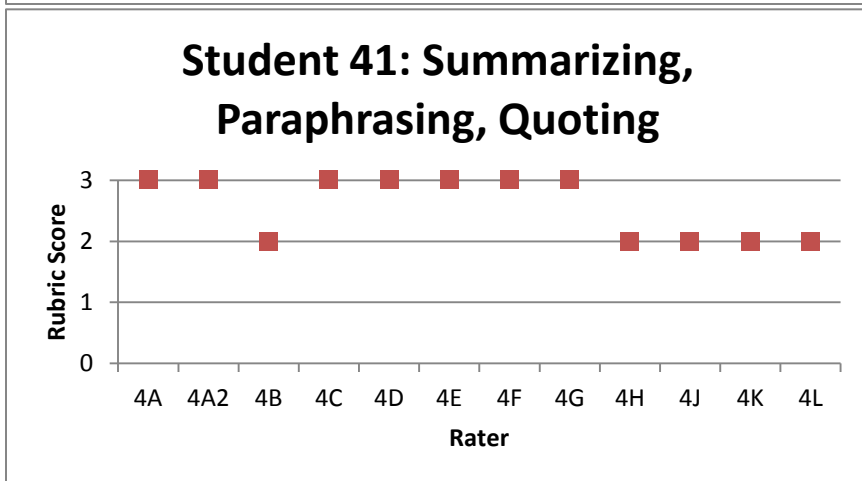
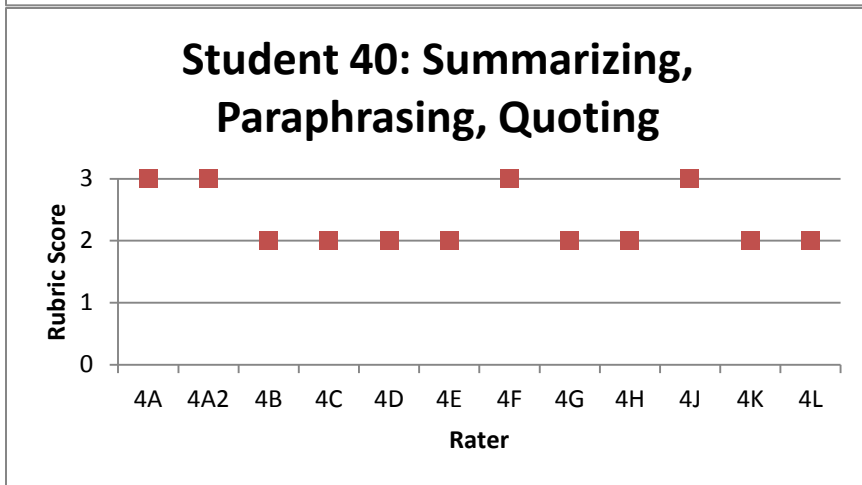
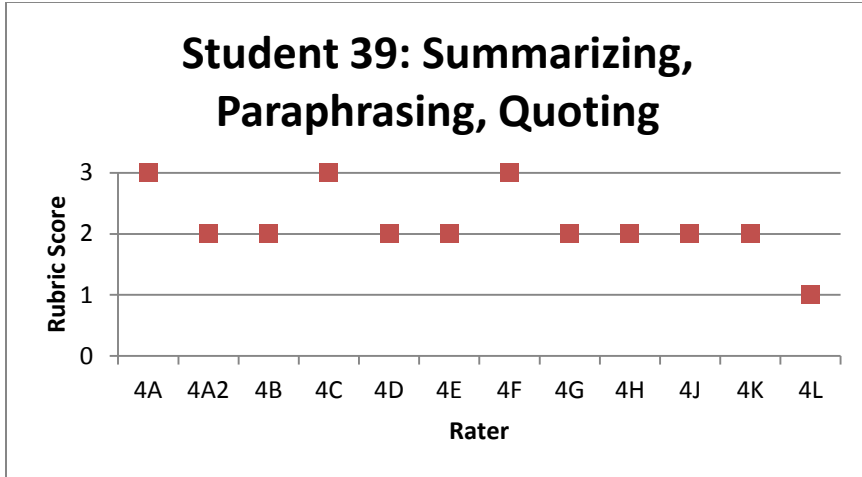


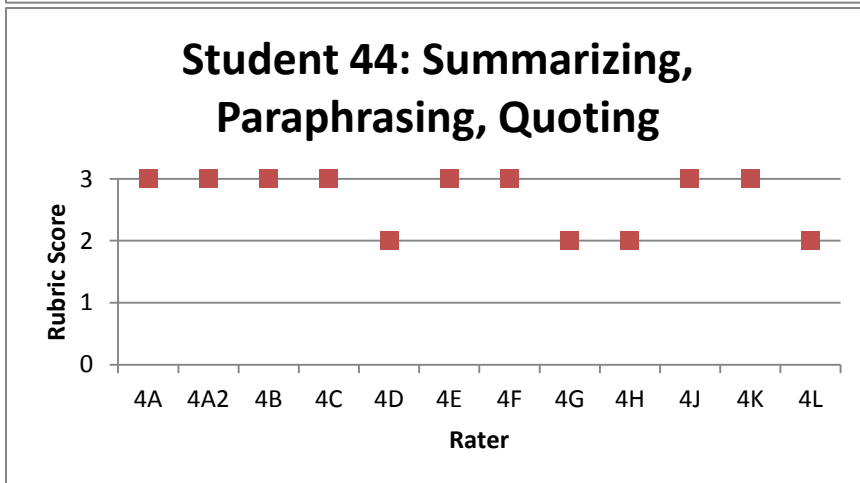
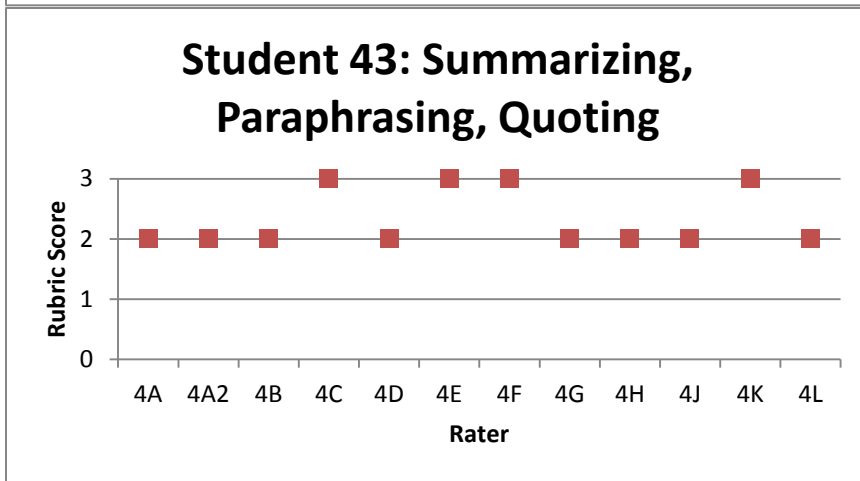
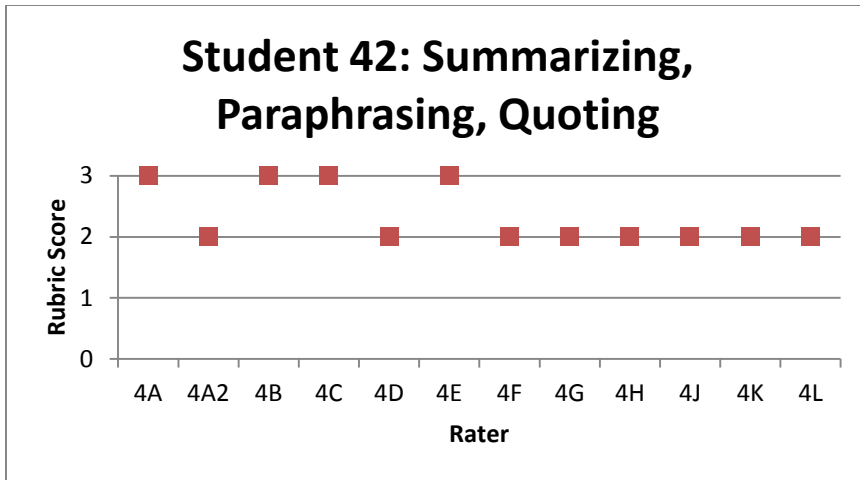


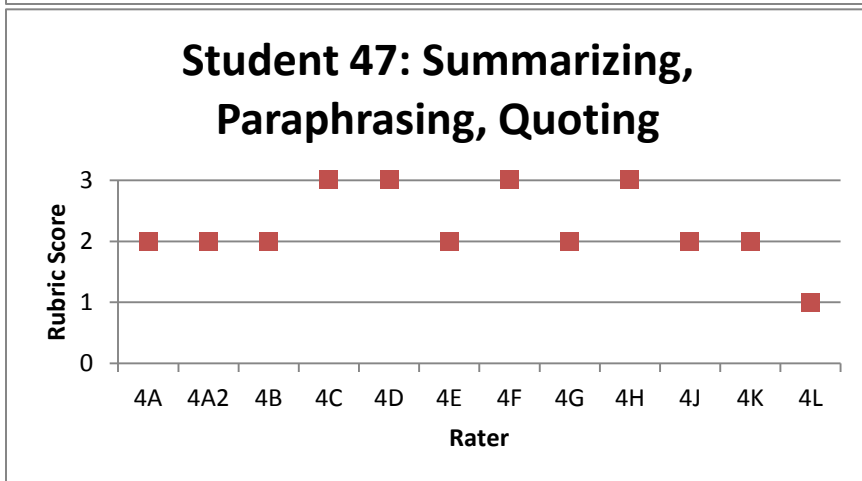
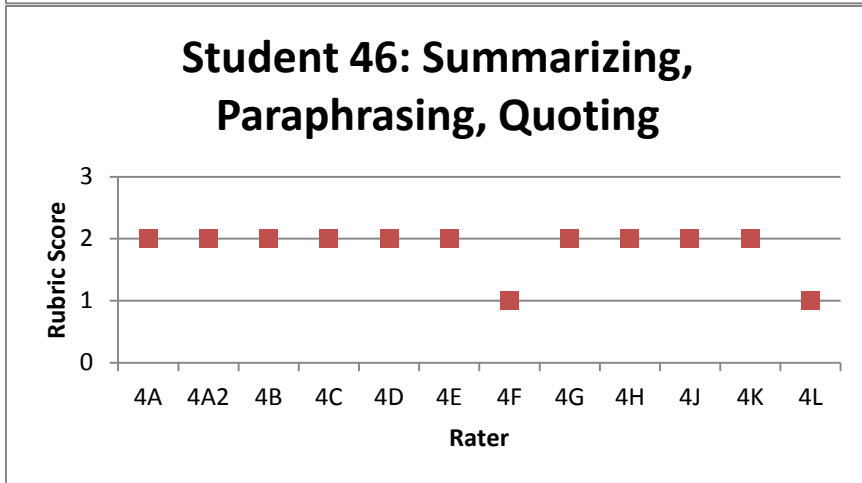
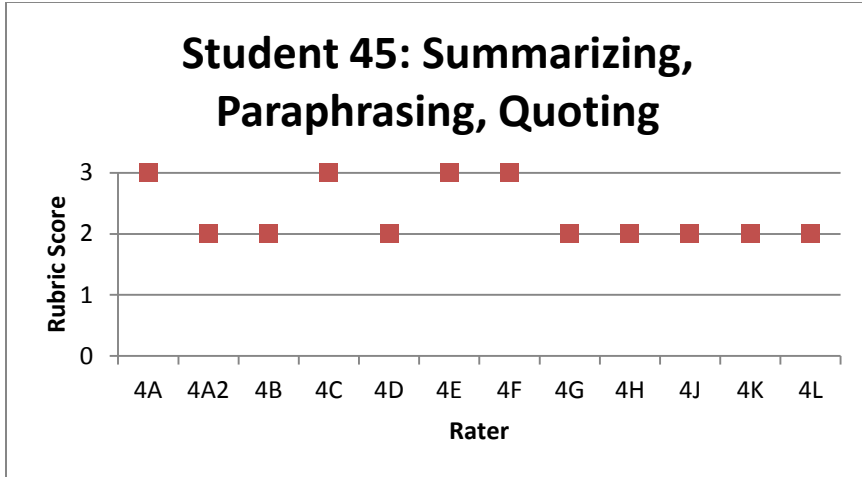


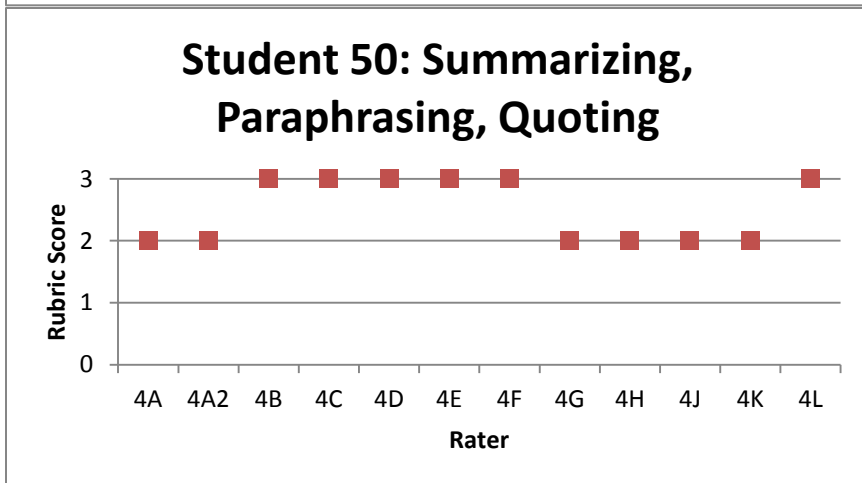
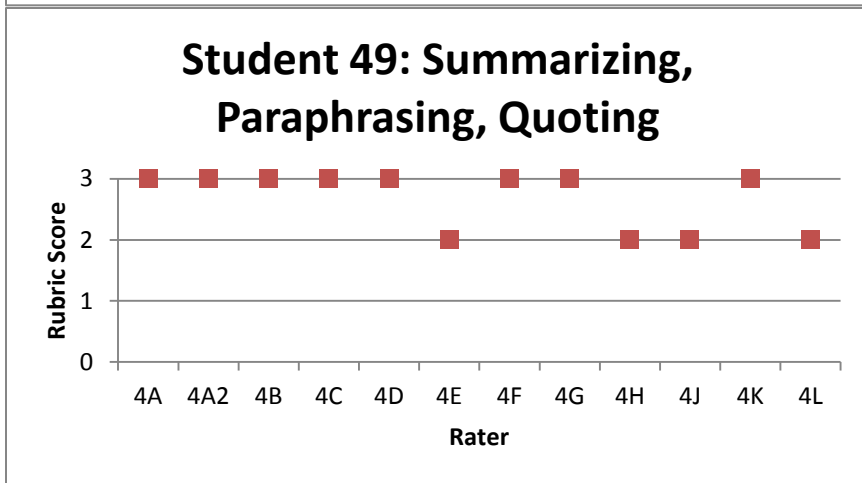
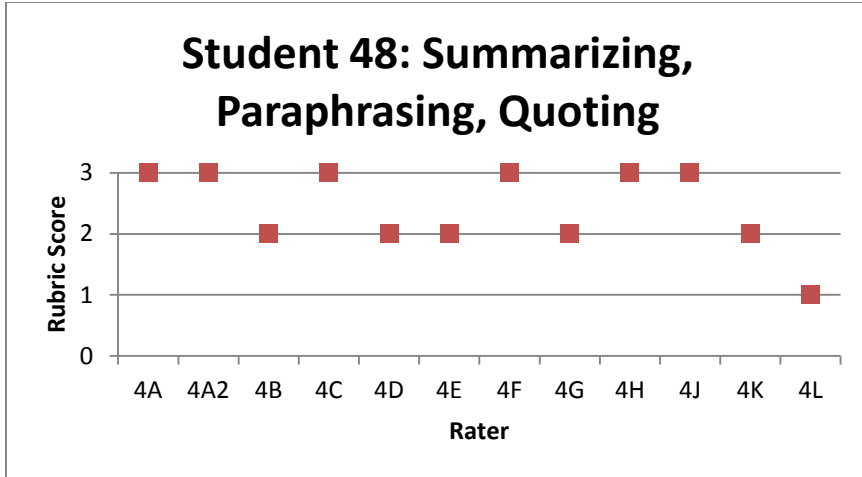


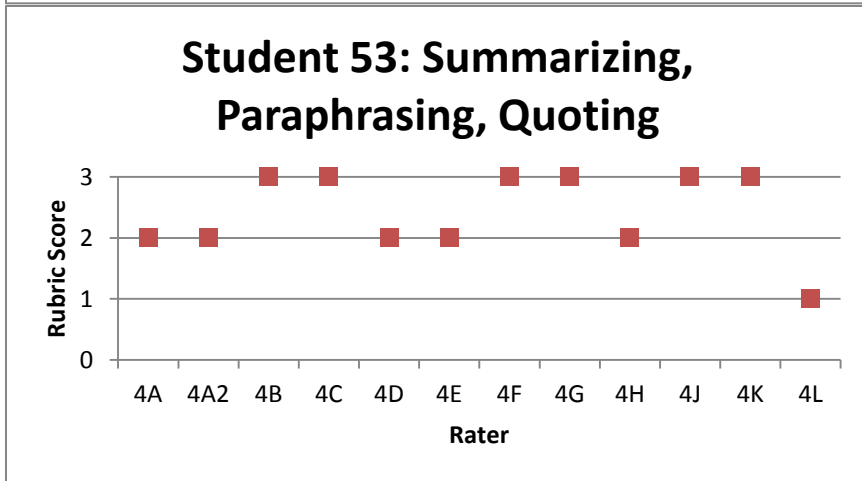
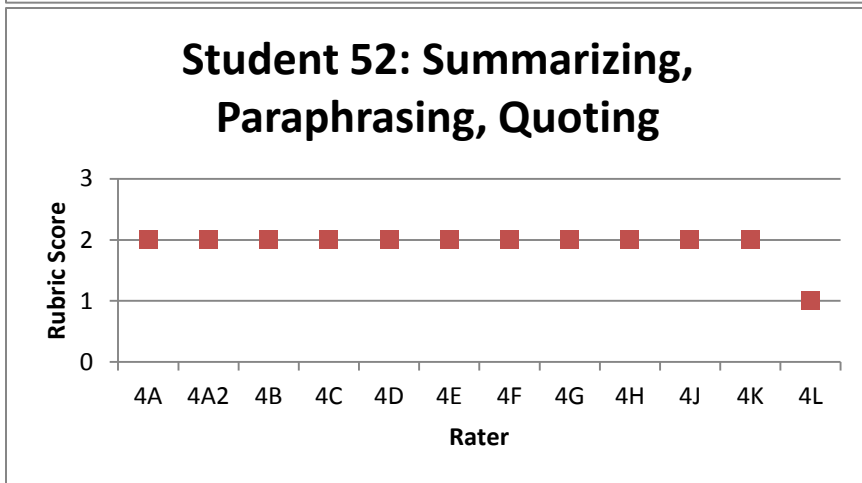
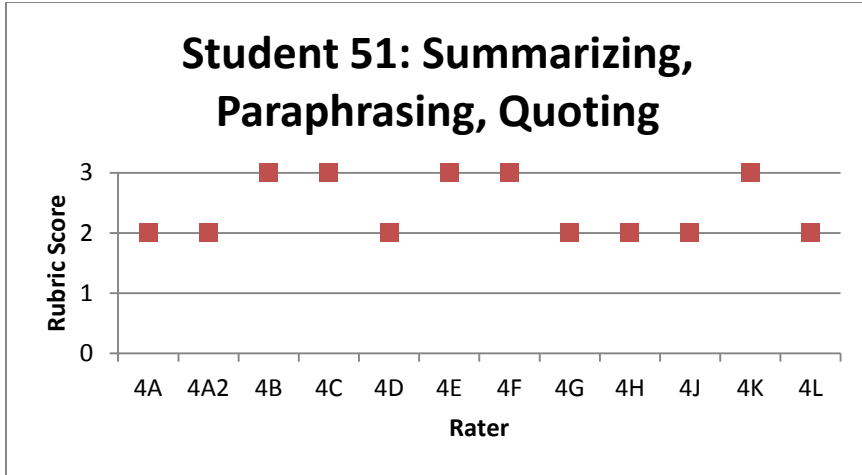


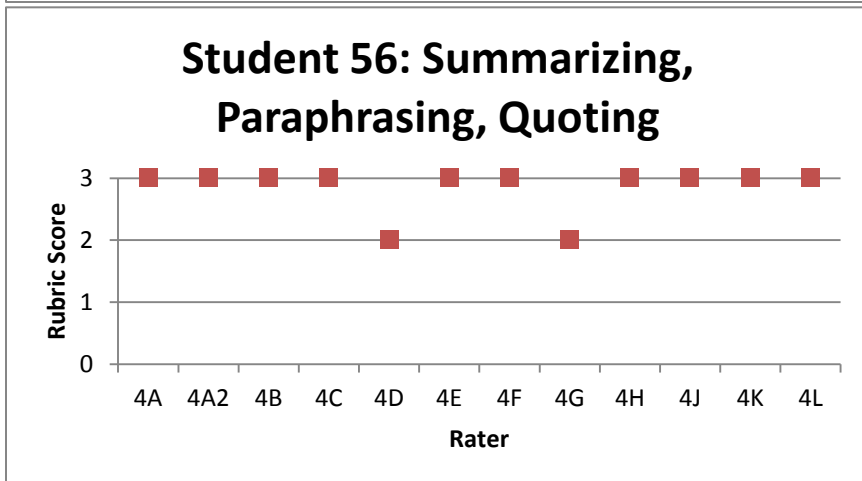
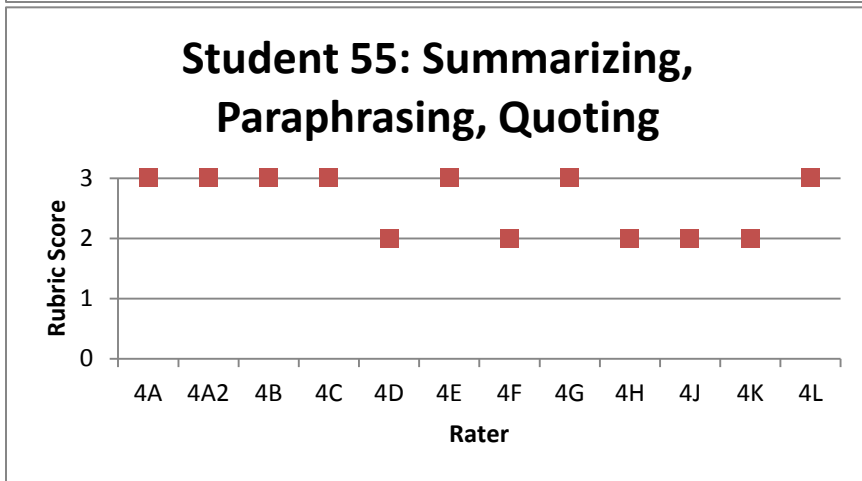
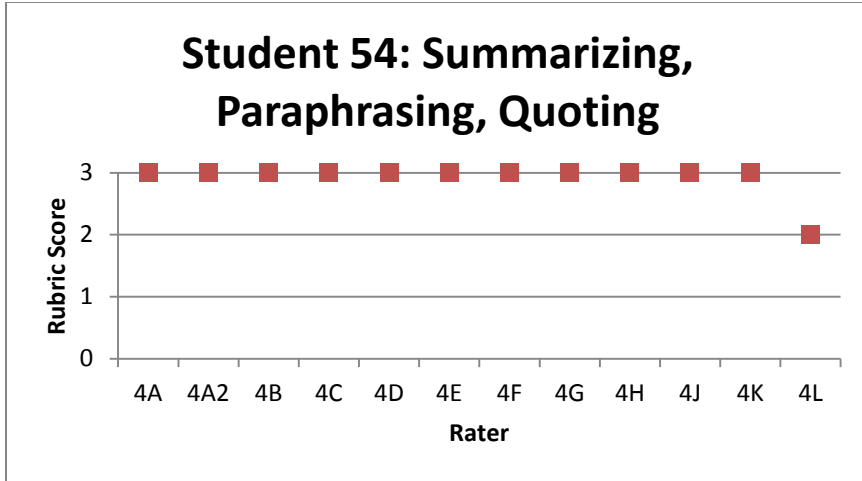


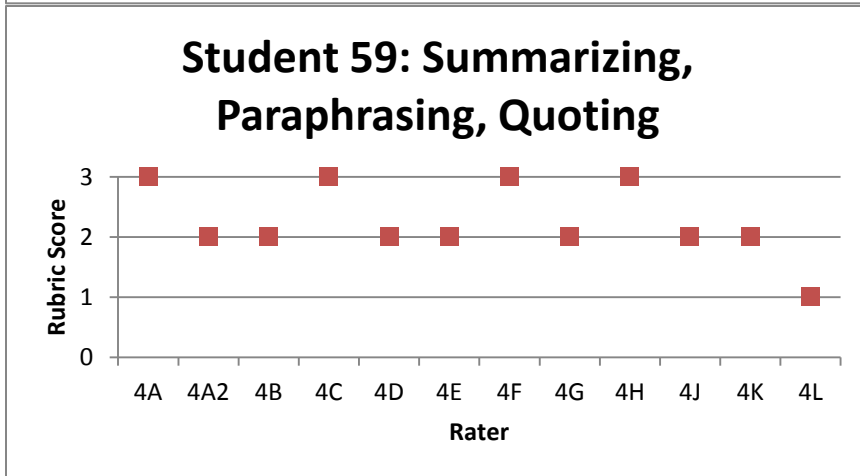
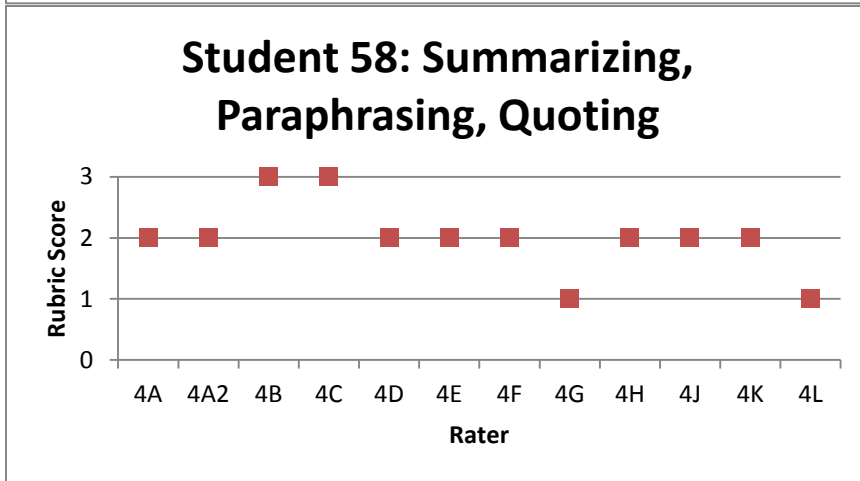
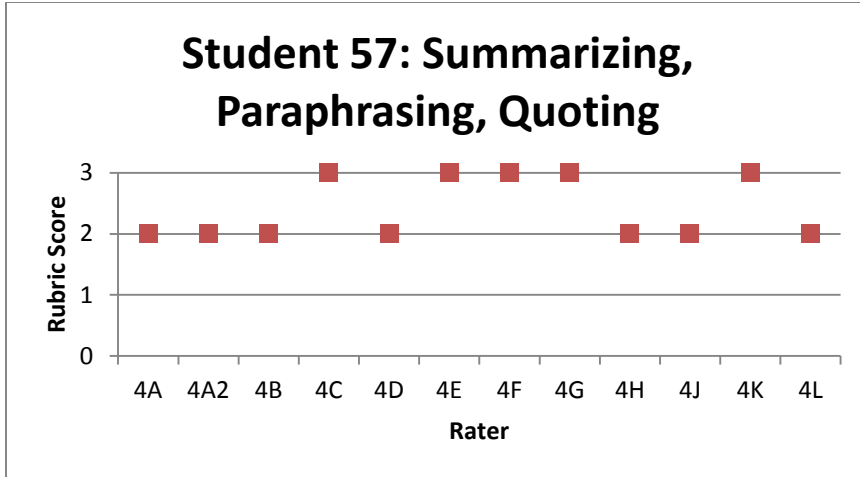


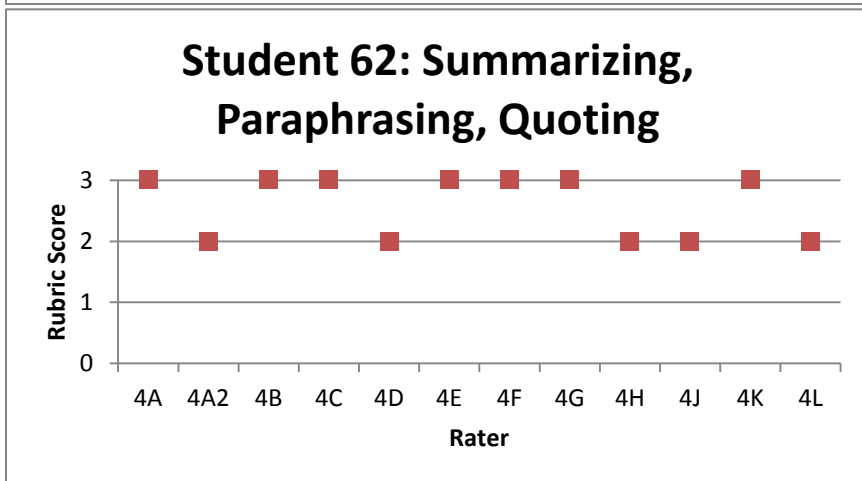
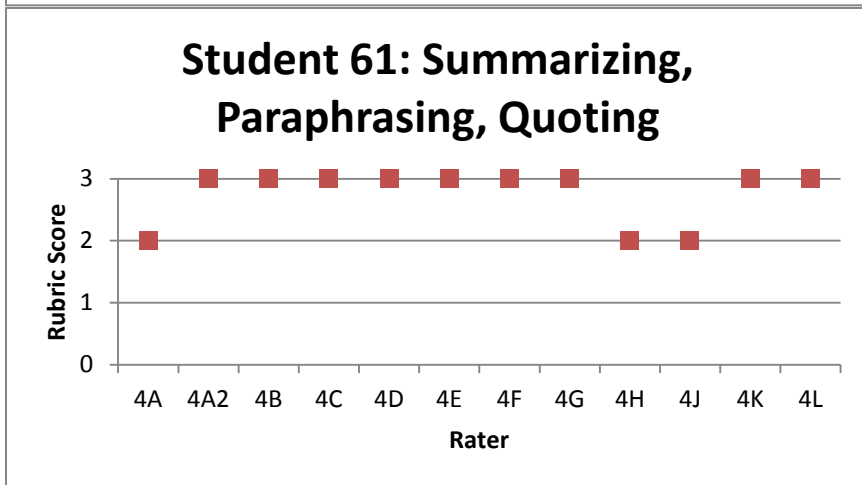
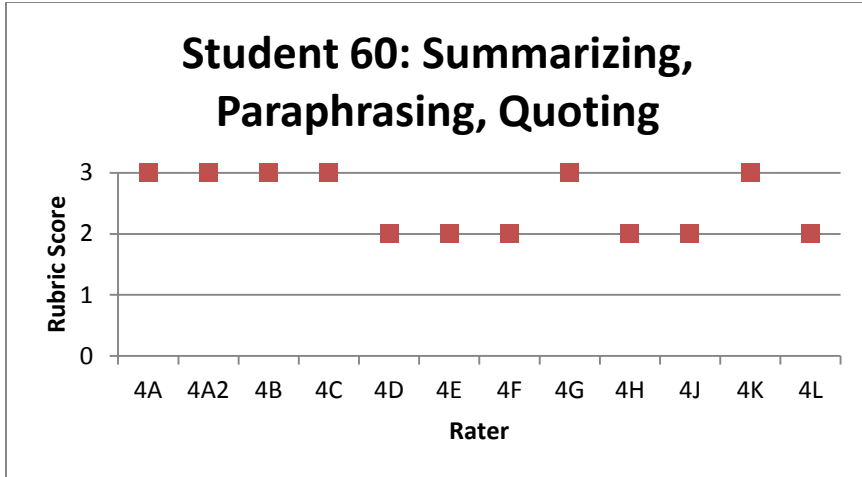


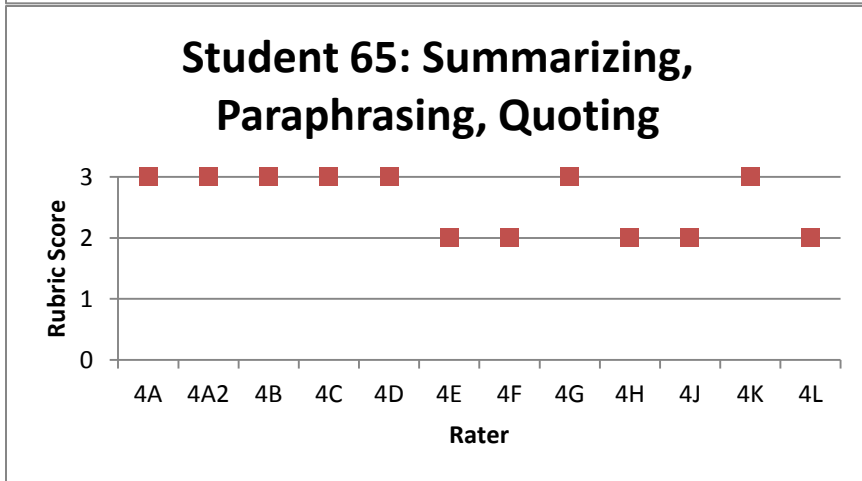
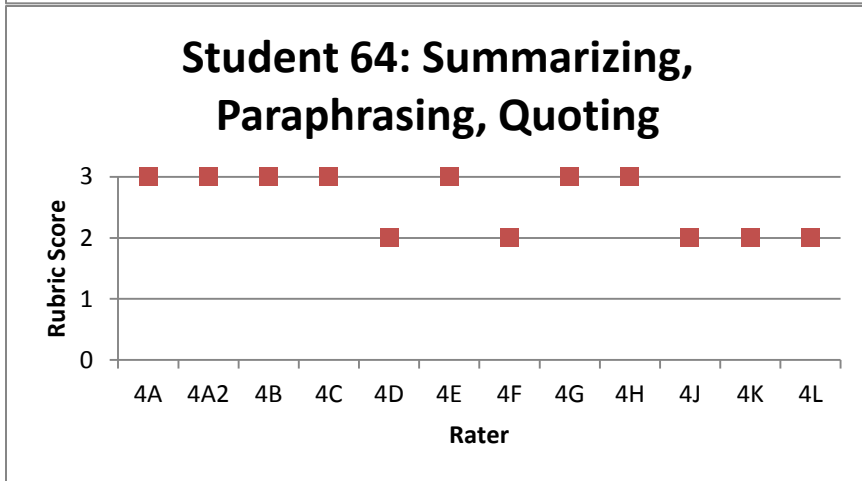
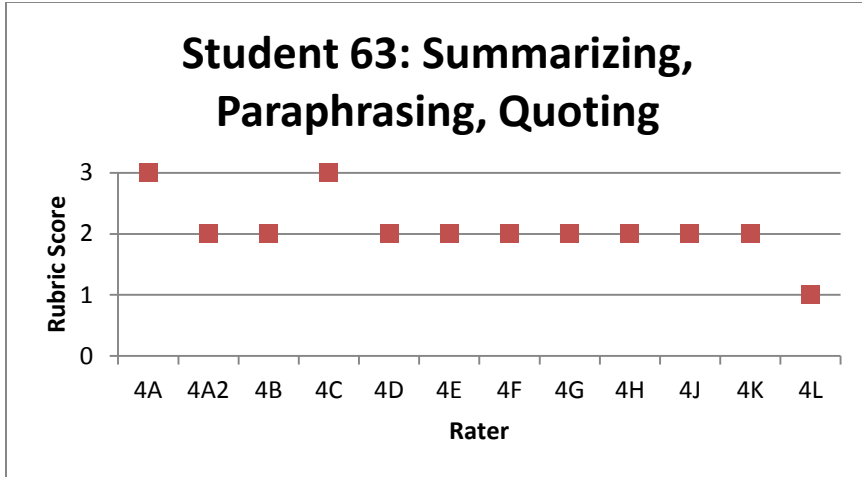


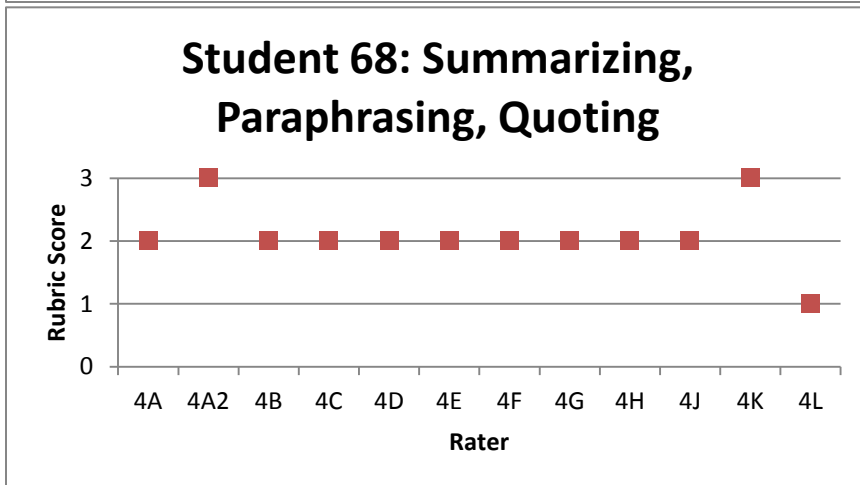
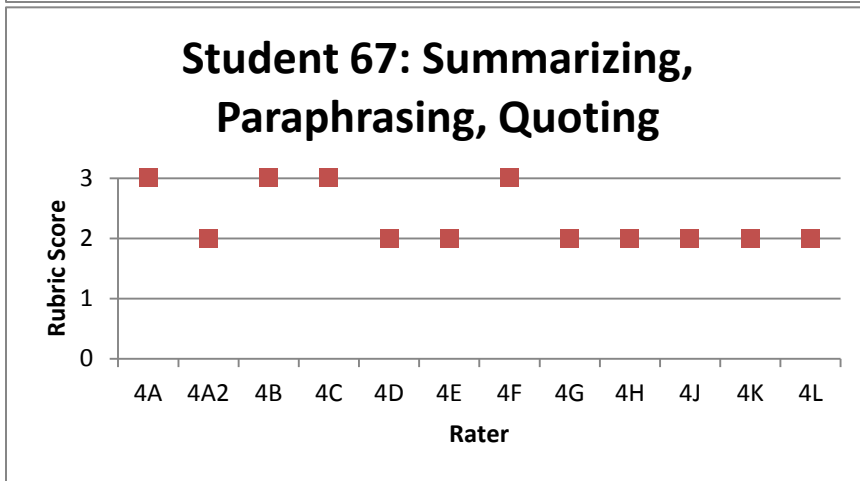
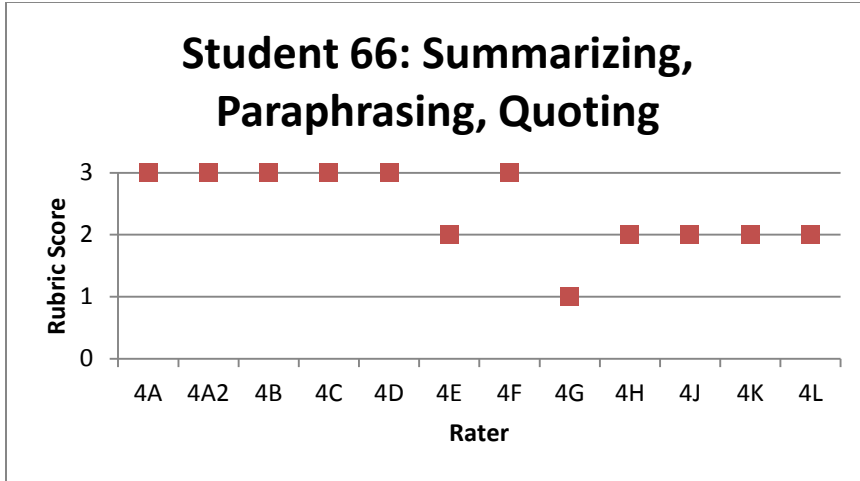


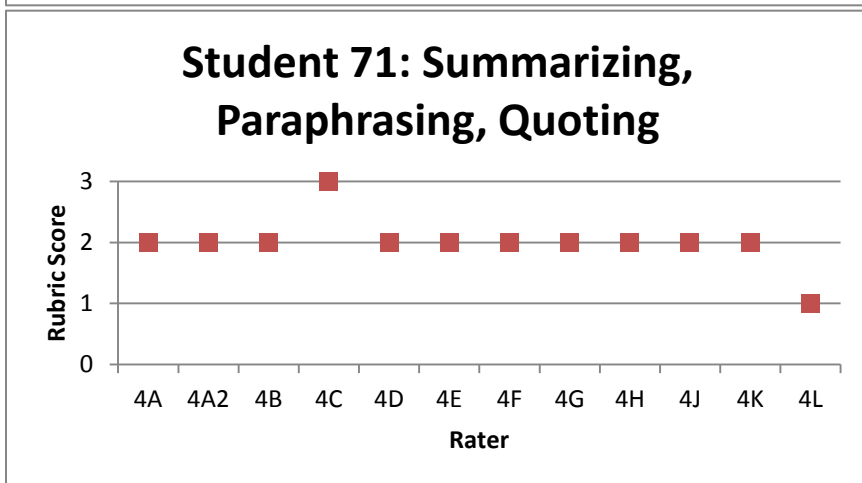
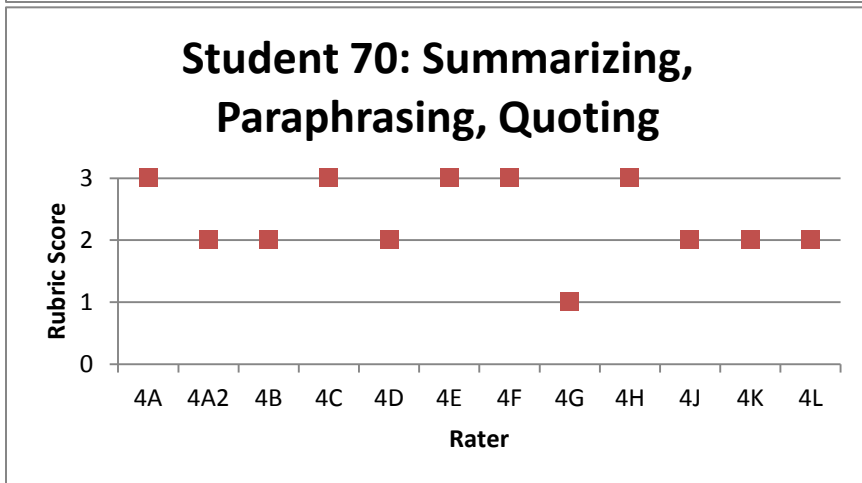
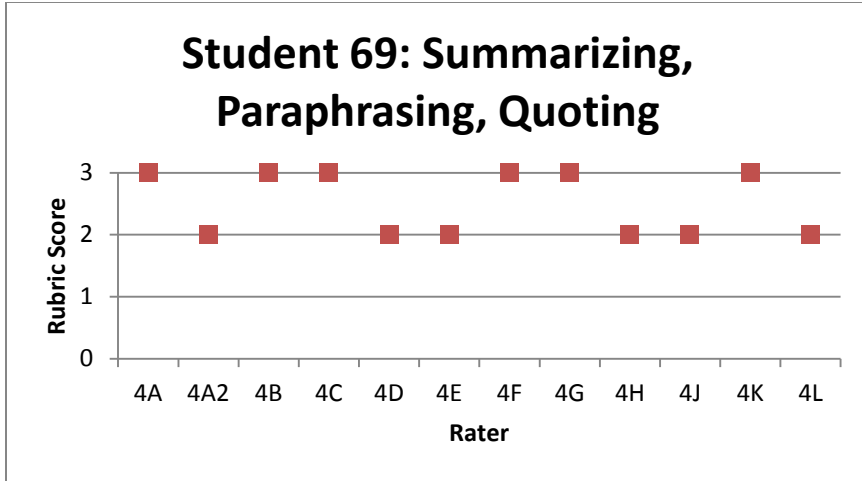


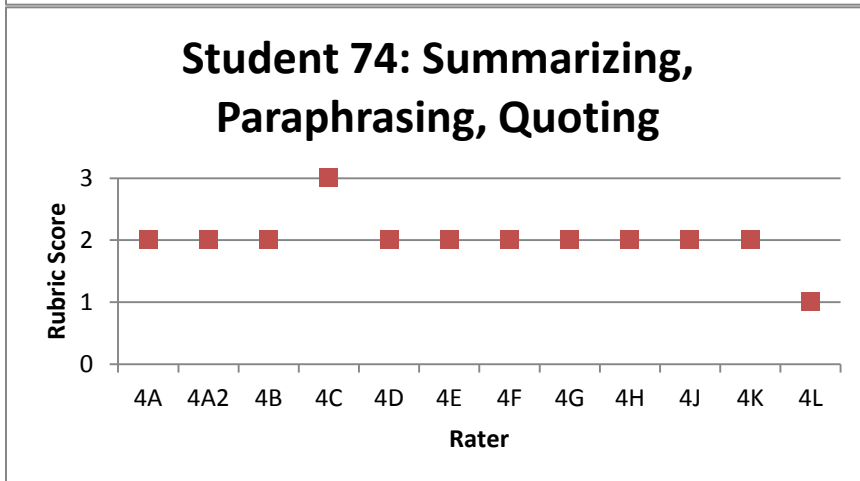
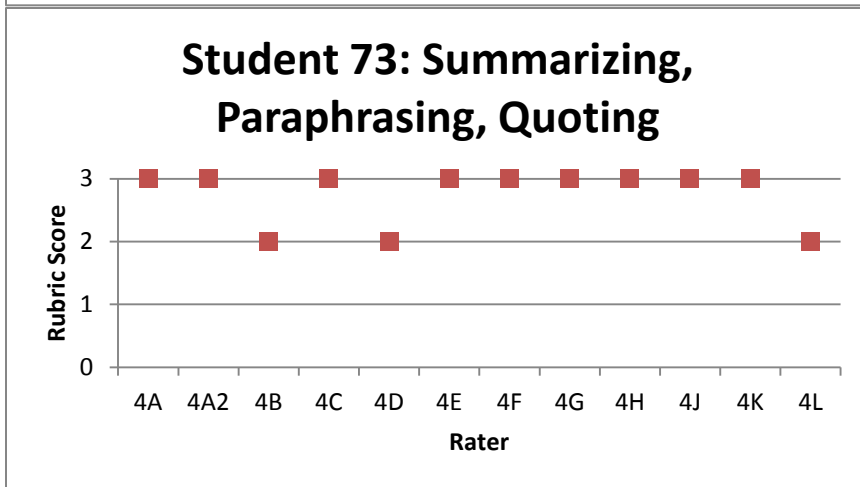
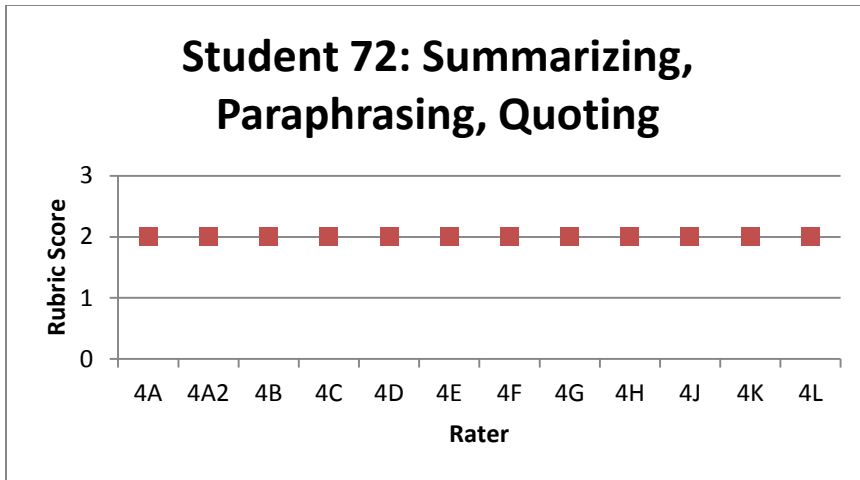


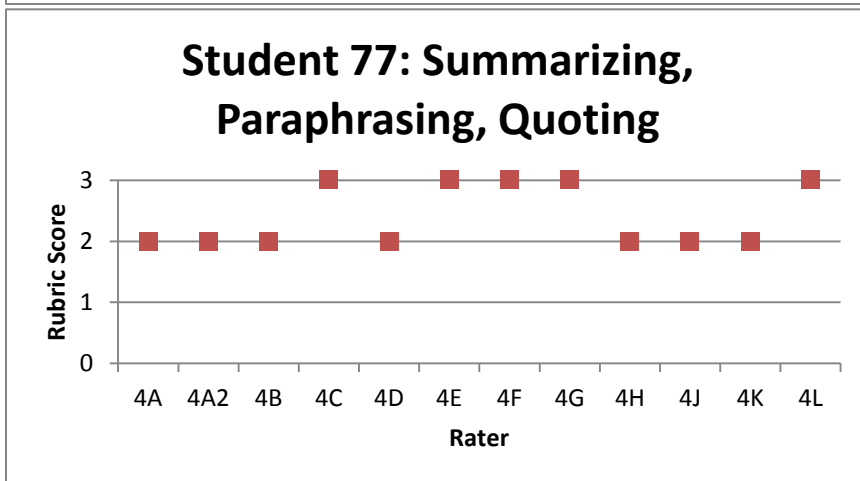
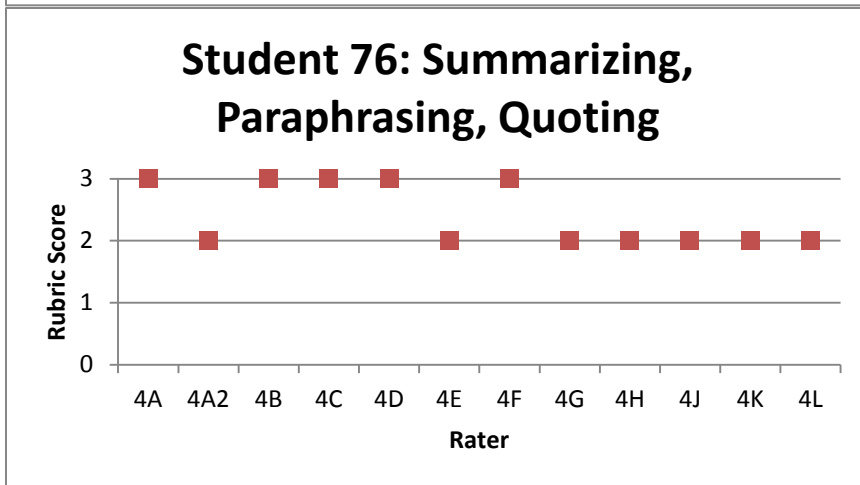
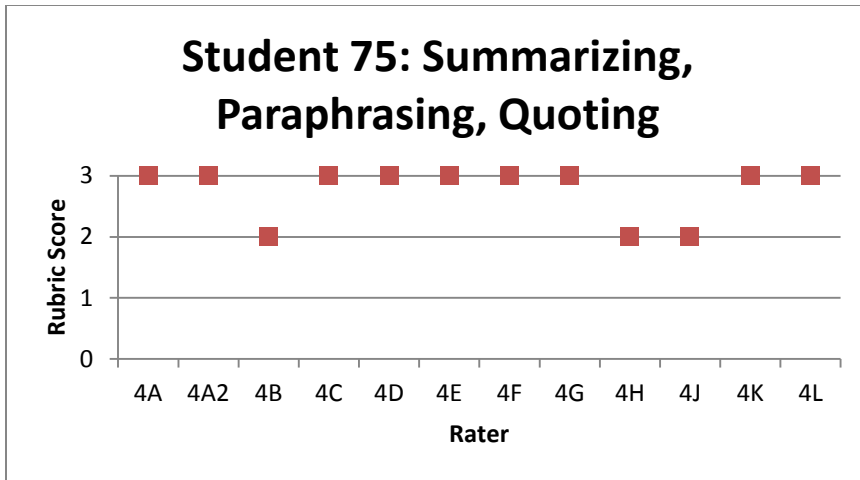


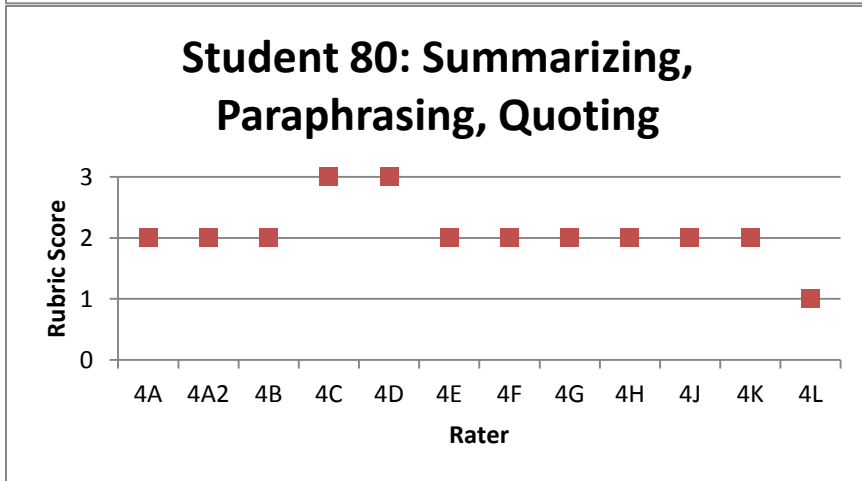
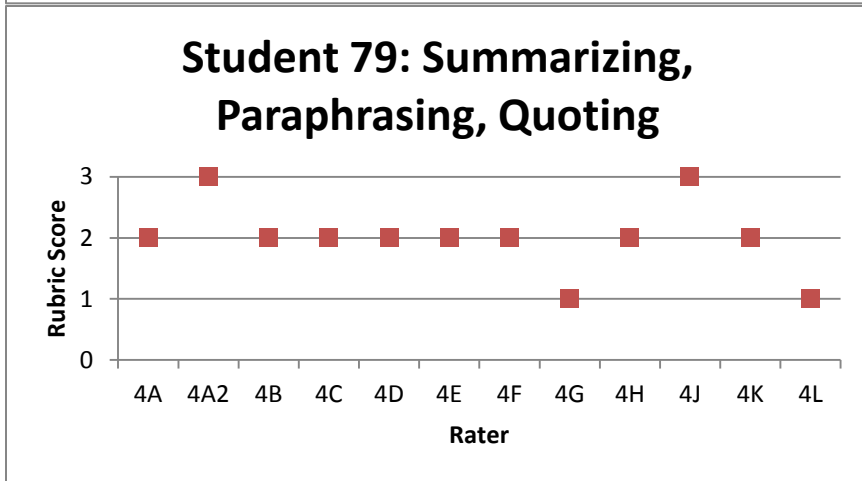
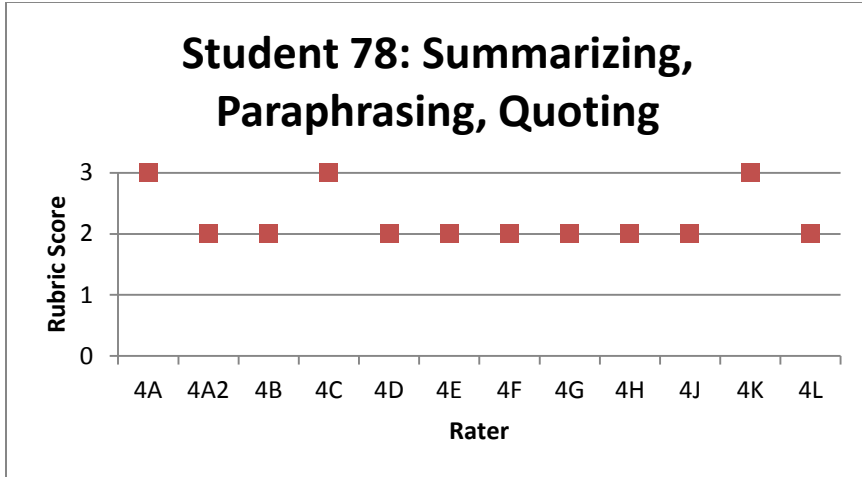


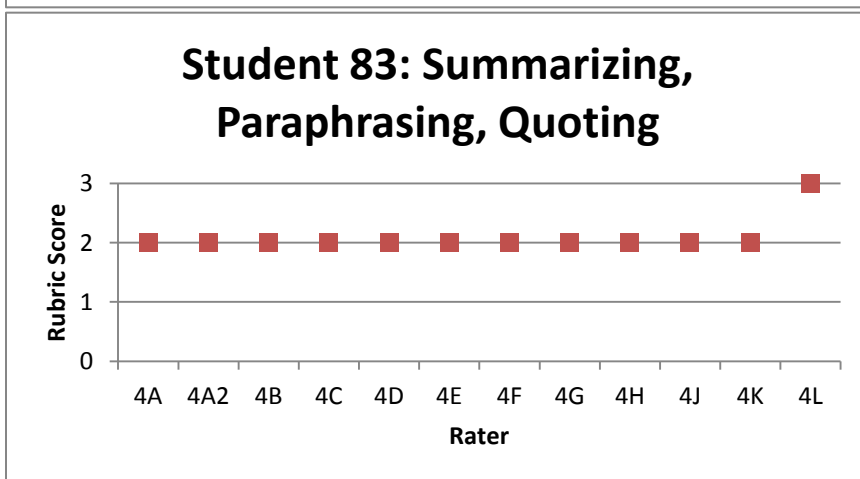
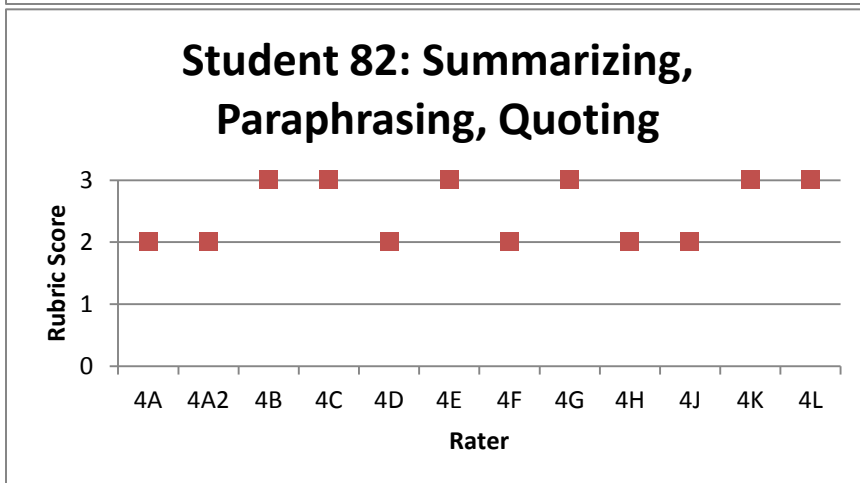
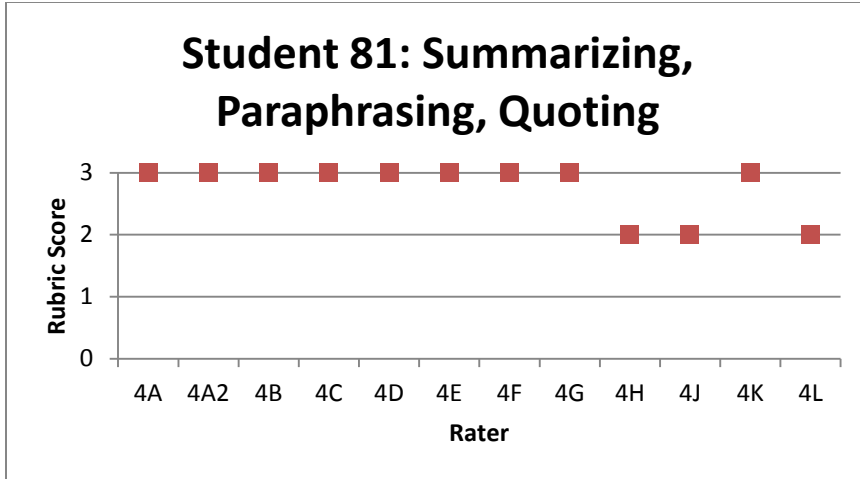


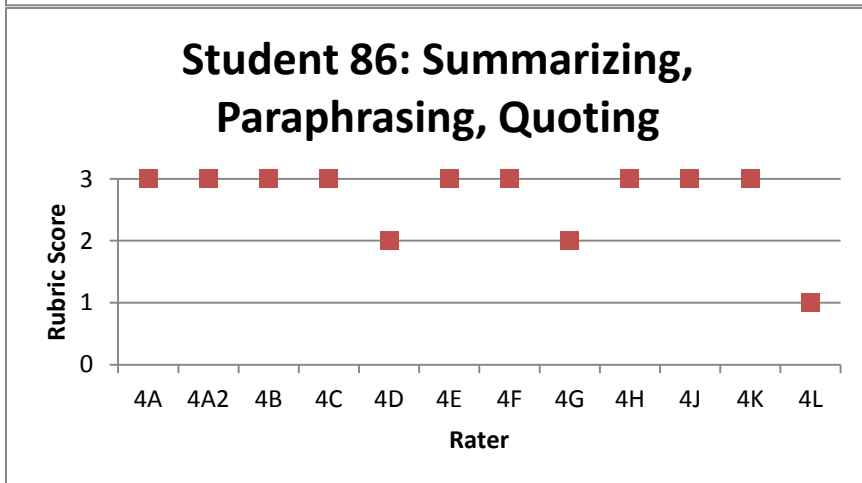
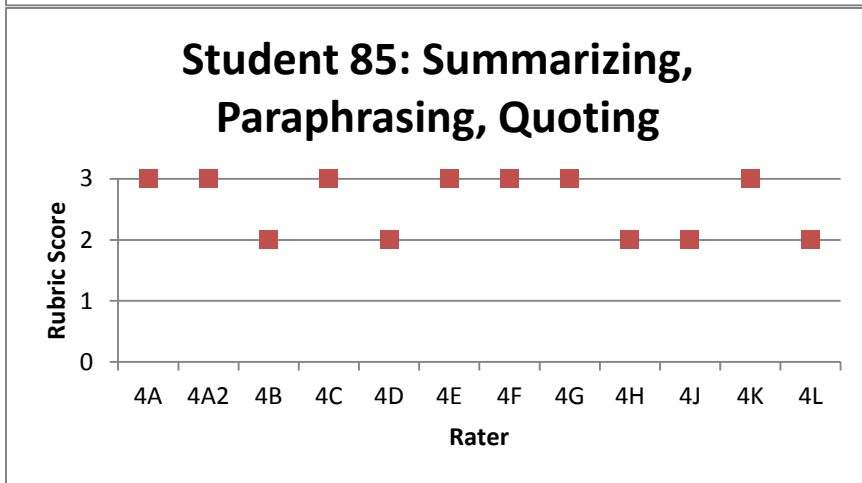
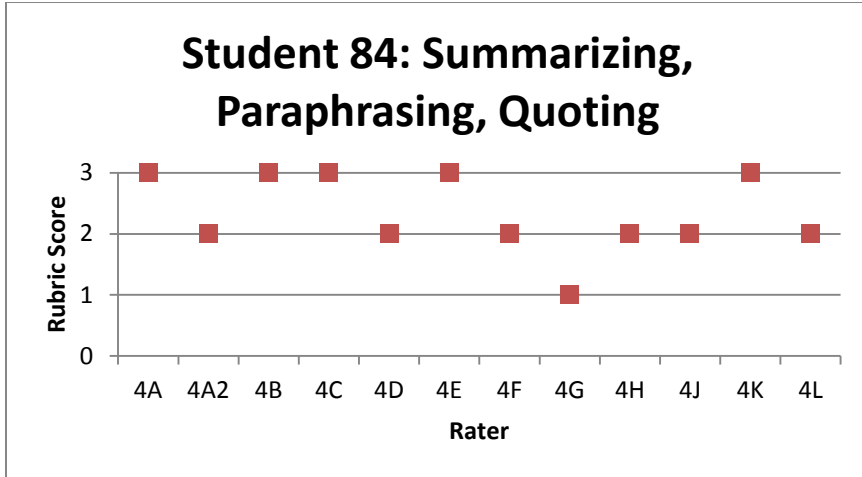


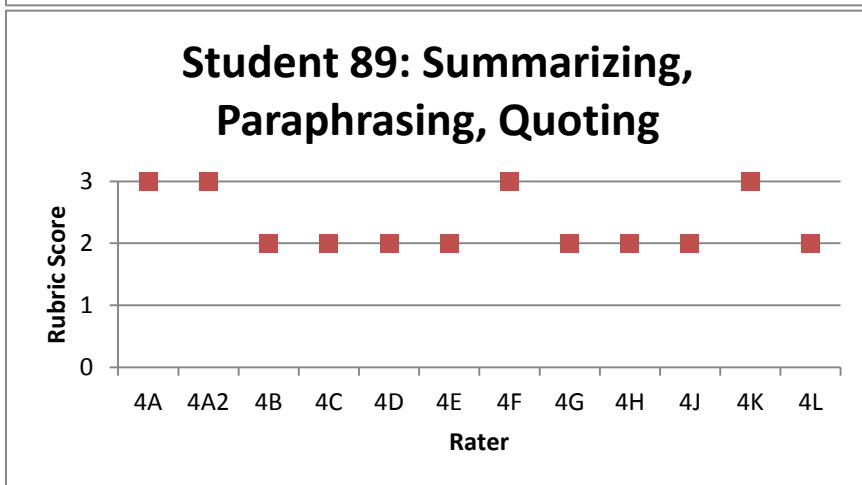
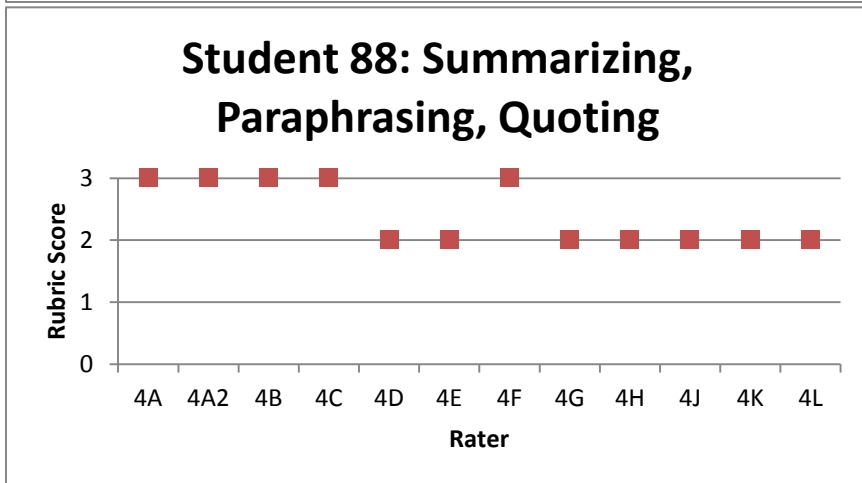
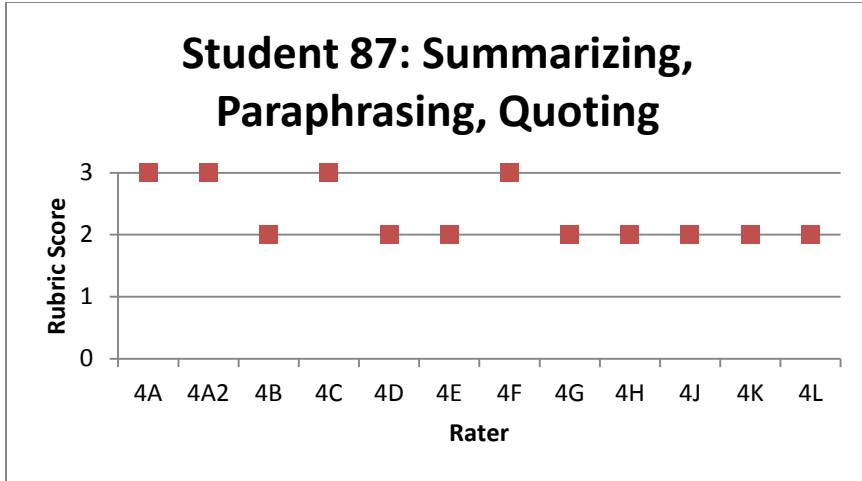


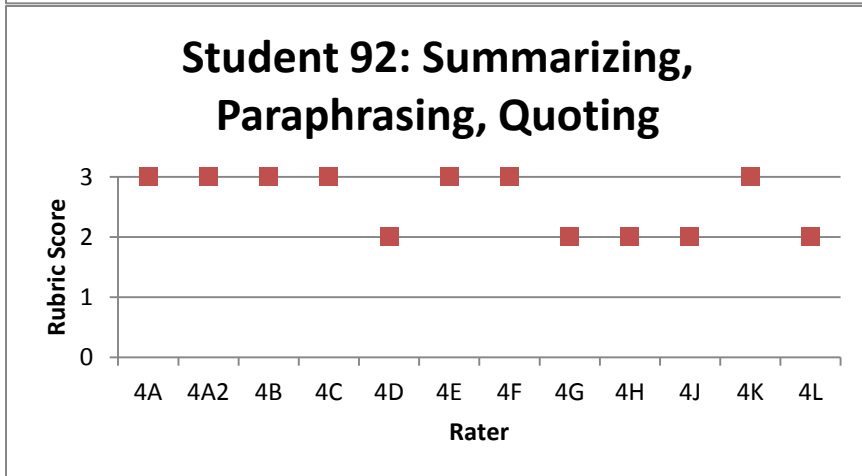
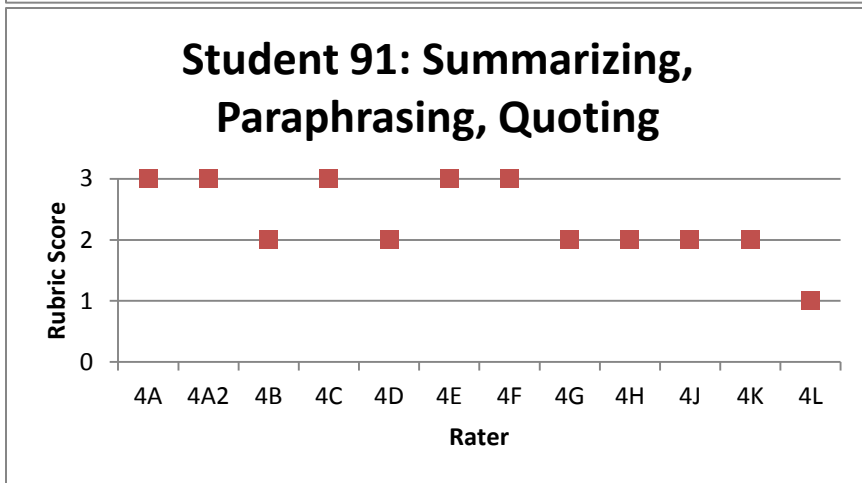
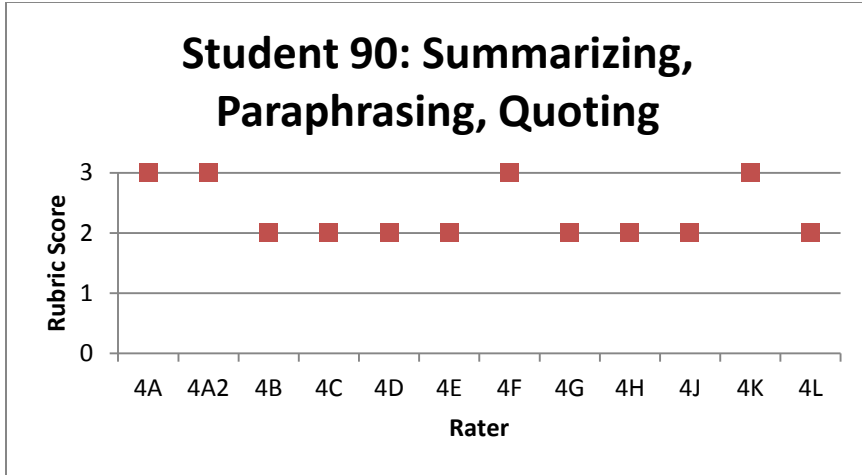


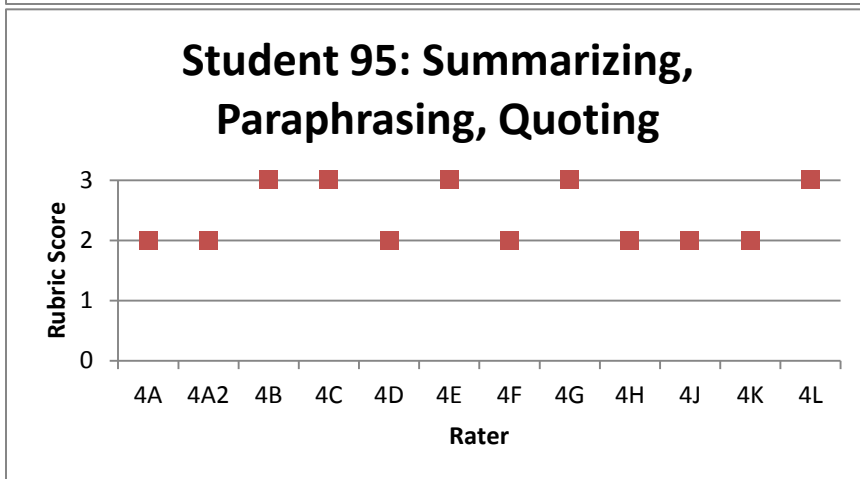
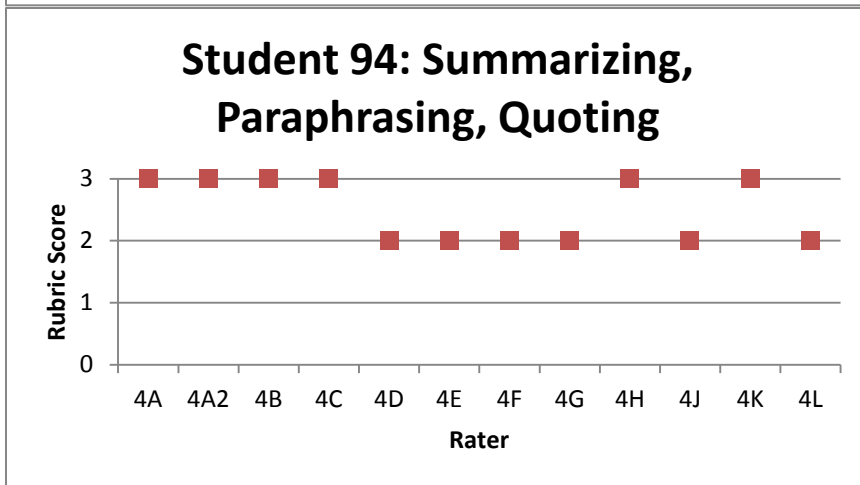
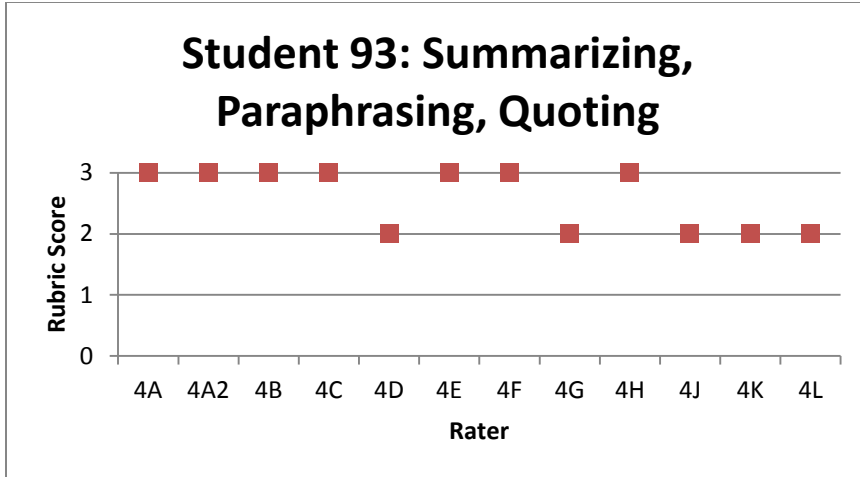


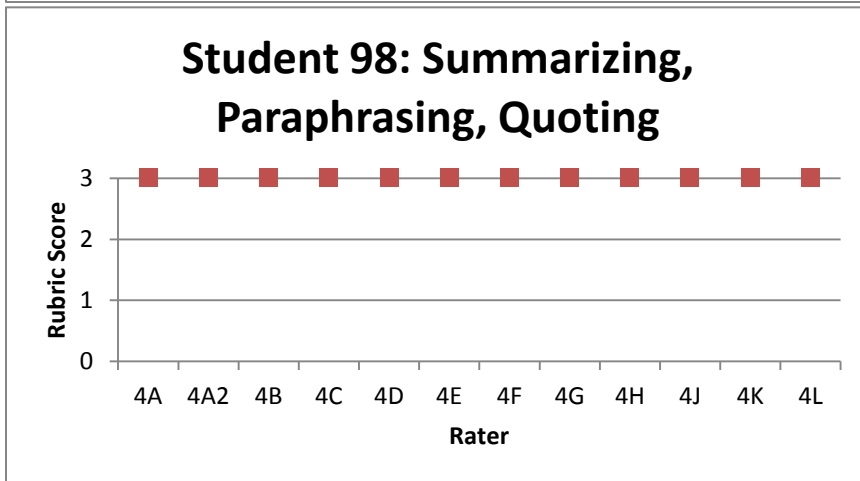
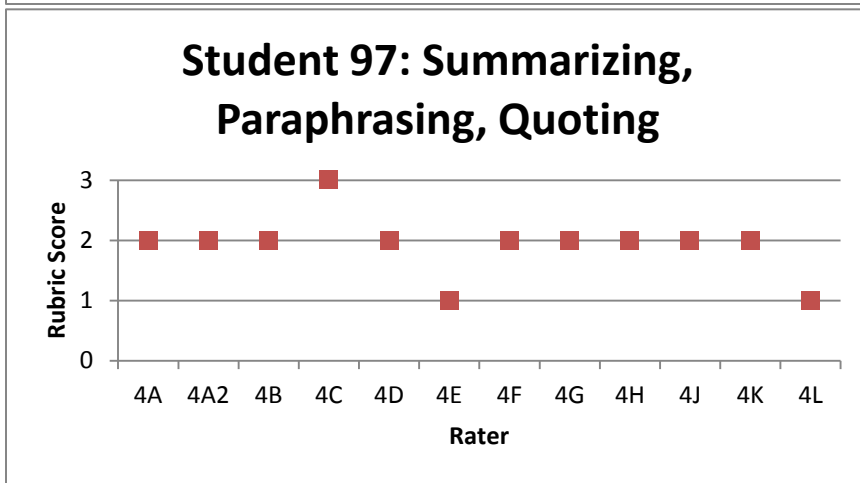
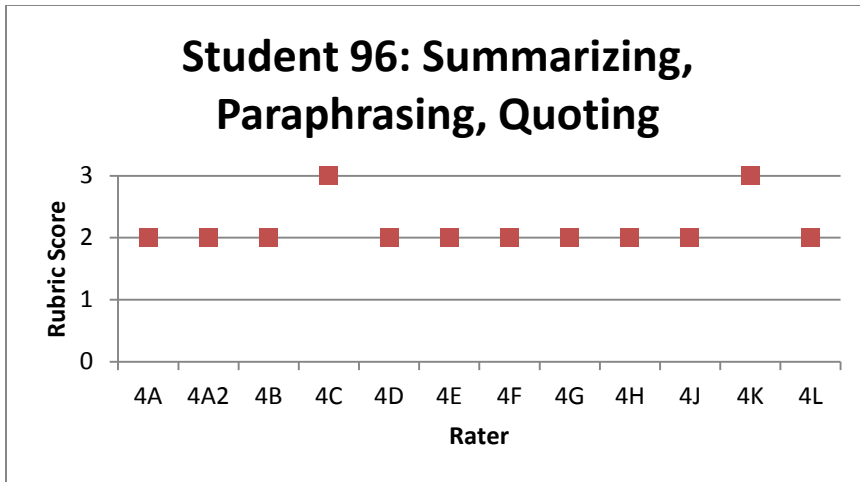


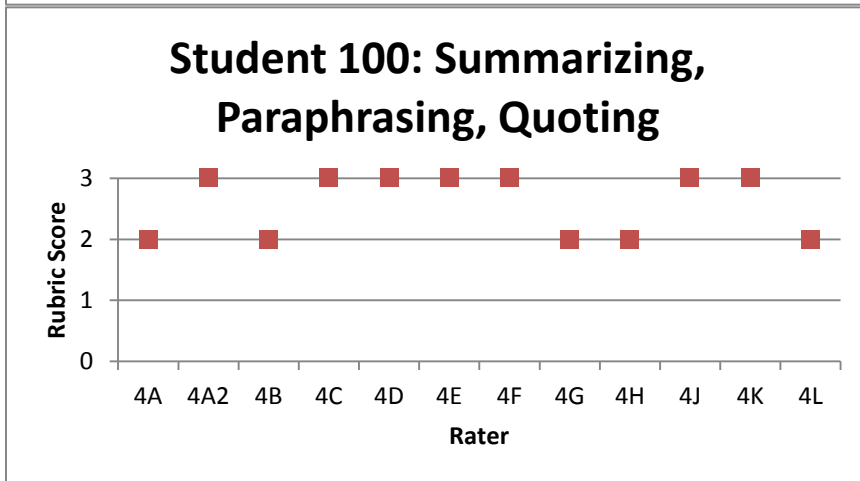
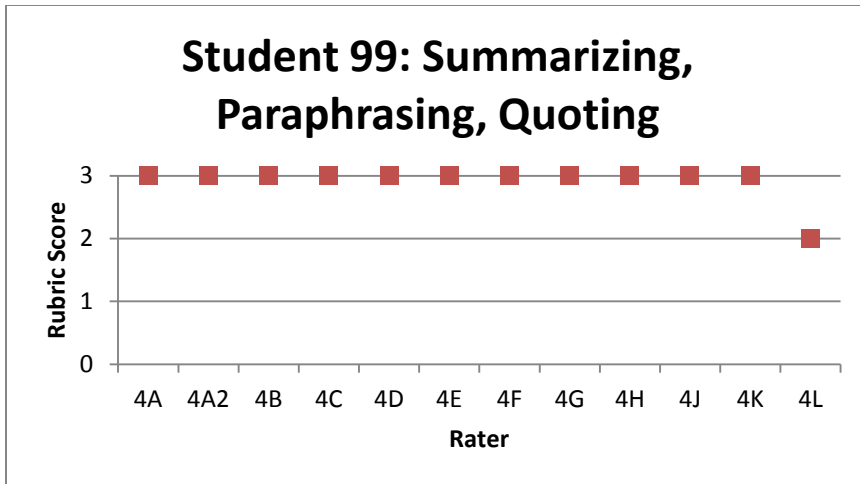








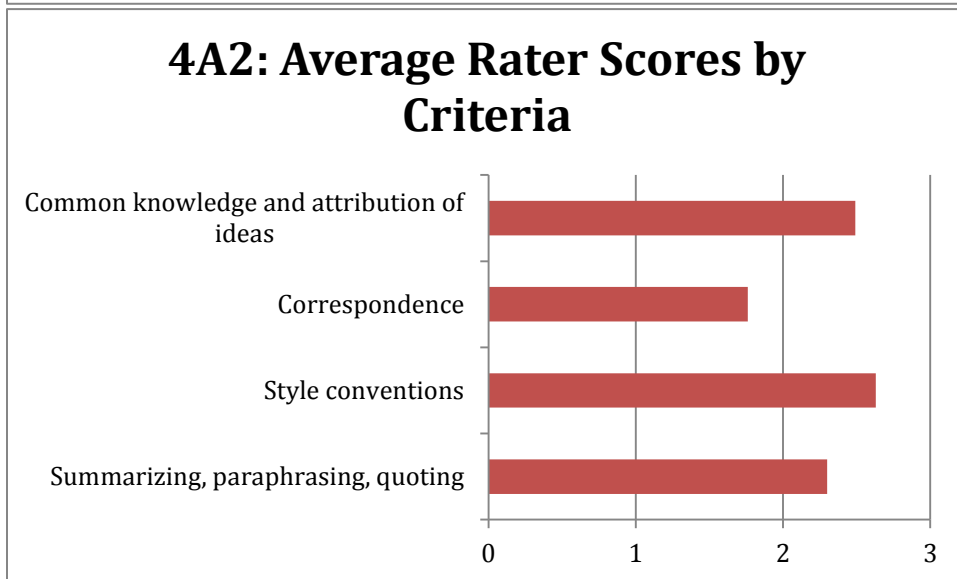
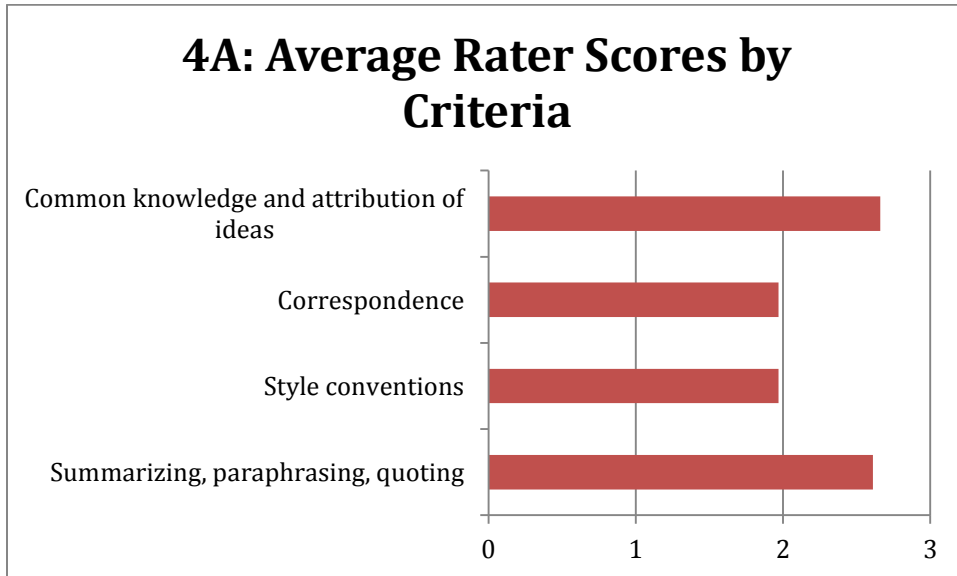




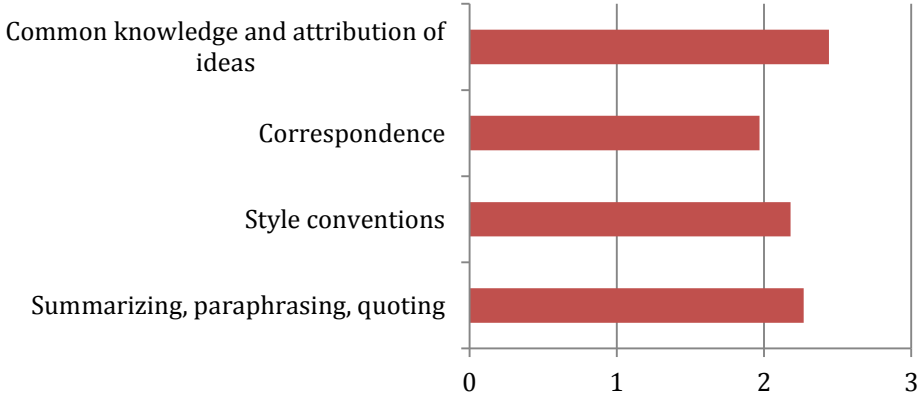
Student/Rater: Average Rater Scores by Criteria

Inter-rater reliability

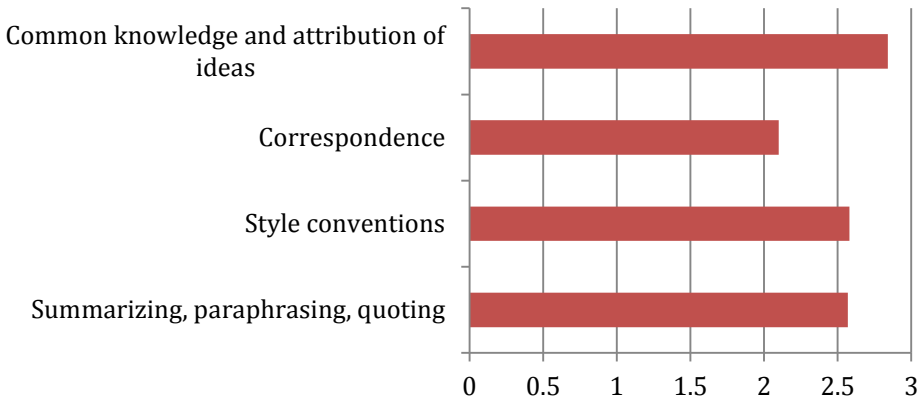
This graph shows the average performance level each rater assigned all students for each RAILS rubric criteria, showing the variation among raters when each graph is compared. There is a chart for each rater.



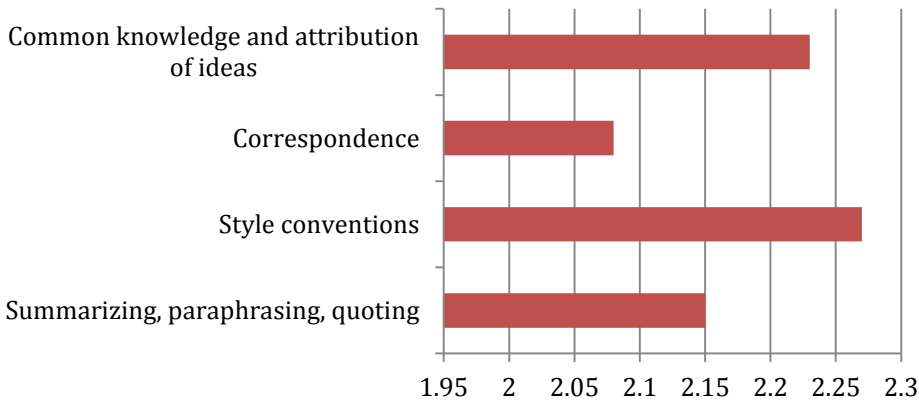
4B: Average Rater Scores by Criteria



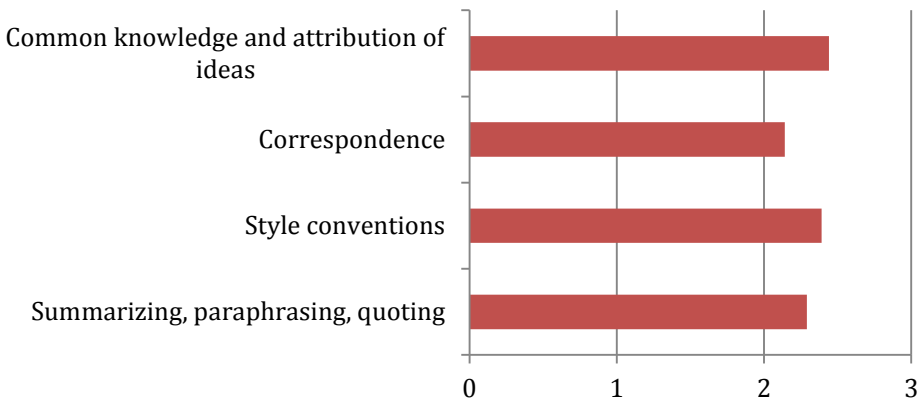
4C: Average Rater Scores by Criteria



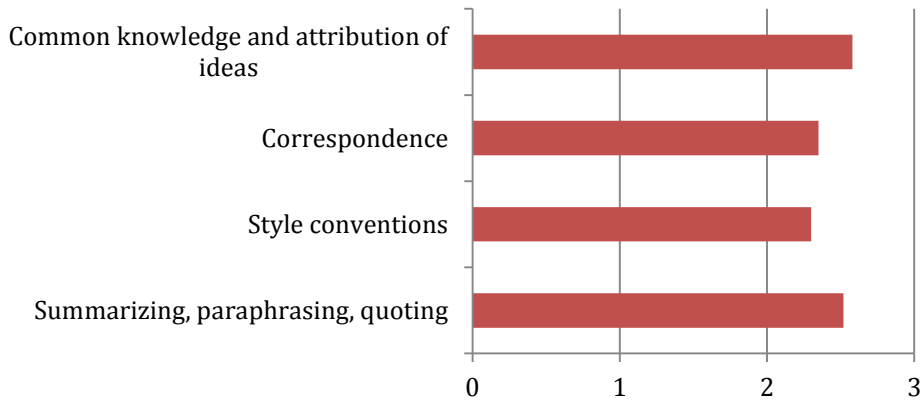
4D: Average Rater Scores by Criteria



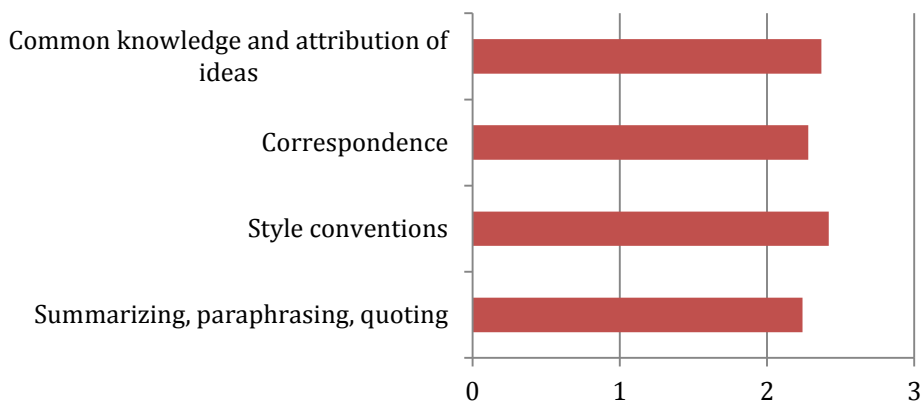
4E: Average Rater Scores by Criteria



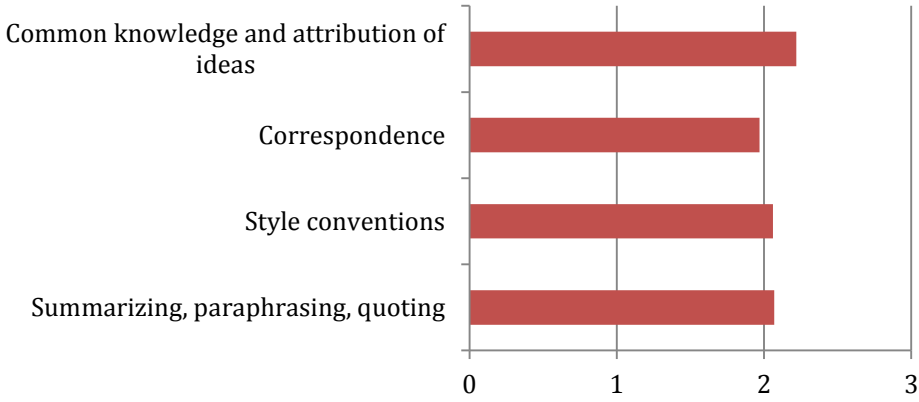
4F: Average Rater Scores by Criteria



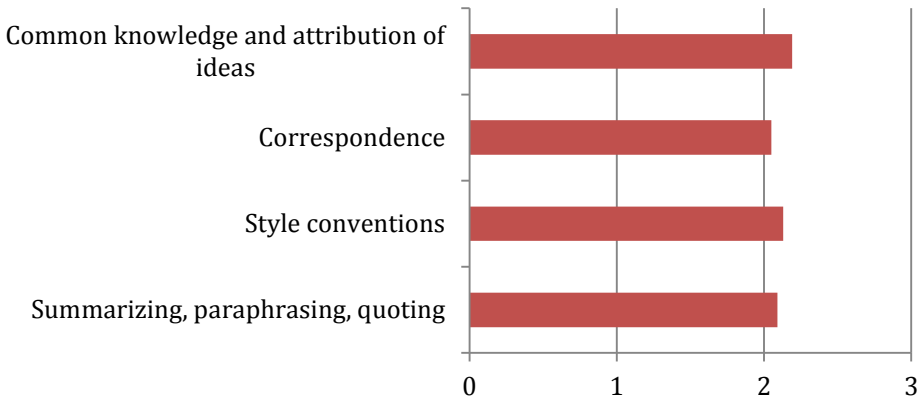
4G: Average Rater Scores by Criteria



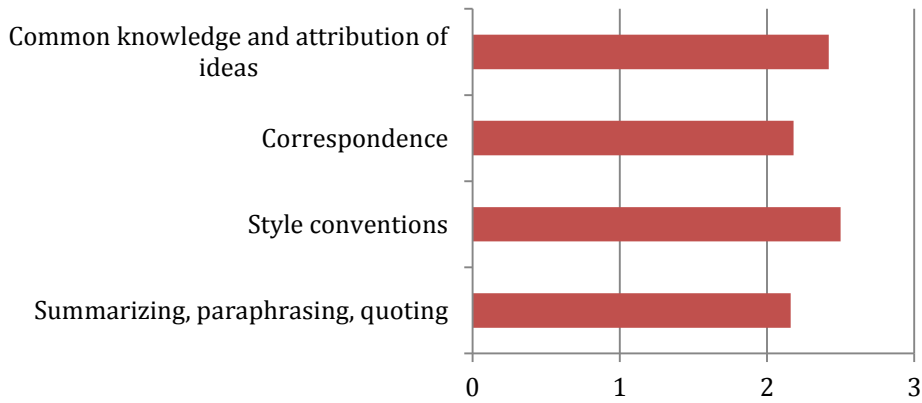
4H: Average Rater Scores by Criteria



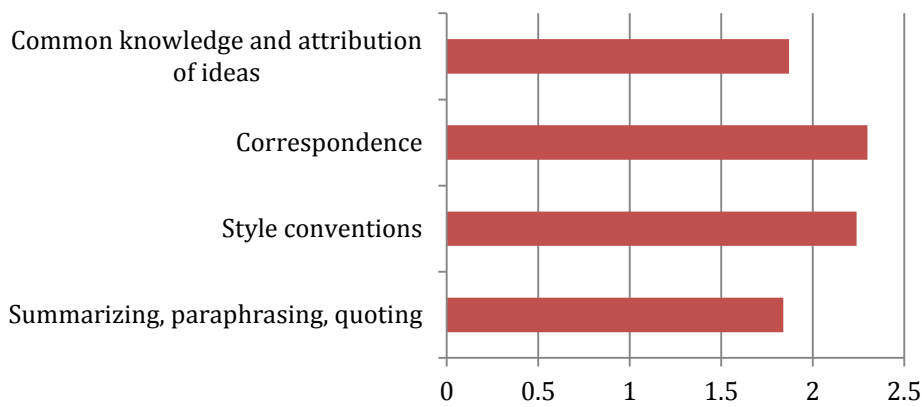
4J: Average Rater Scores by Criteria



4K: Average Rater Scores by Criteria



4L: 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.

