

Institution 10

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 10 Rubric

	Performance Level 3 Student:	Performance Level 2 Student:	Performance Level 1 Student:	Performance Level 0 Student:
Defines Research Topic/ Thesis Statement	46% Defines a multi-faceted research topic/thesis statement with a developed relationship between/among facets.	31% Defines a multi-faceted research topic/thesis statement without a developed relationship between/among facets.	23% Defines a single-faceted research topic/thesis statement, or is too broad/narrow.	0% Does not define a research topic /thesis statement.
Determines Key Concepts	48% Determines multiple key concepts that reflect the research topic/thesis statement accurately.	45% Determines some concepts that reflect the research topic/thesis statement, but concept breakdown is incomplete.	7% Determines concepts that reflect the research topic/thesis statement inaccurately.	0% Does not determine any concepts that describe the research question/thesis statement.
Uses Keywords	33% Uses keywords that completely describe the research topic/thesis statement.	55% Uses keywords that partially describe the research topic/thesis statement.	8% Uses keywords that are inappropriate or misspelled.	4% Does not show evidence of using keywords.

<p>Identifies Relevant Types of Sources</p>	<p>46% Uses subject-specific databases appropriately matched to the target assignment.</p>	<p>24% Uses non-subject-specific databases appropriately matched to the target assignment (ex. Academic Search Premier, LexisNexis, National Newspapers).</p>	<p>30% Uses free web or non-article database information sources (ex. Google, encyclopedia, "Sage"), and/or sources are not appropriately matched to the target assignment (ex. "Ebsco").</p>	<p>0% Does not show evidence of using information sources.</p>
<p>Uses Database Search Features</p>	<p>30% Applies multiple appropriate search terms and appropriate Boolean search strategies as well as appropriate use of wildcard/truncation searching; phrase searching; field searching; or other advanced search features.</p>	<p>19% Applies multiple appropriate search terms and appropriate Boolean search strategies.</p>	<p>49% Applies search terms and simple/basic keyword search strategies and/or uses inappropriate Boolean strategies.</p>	<p>2% Does not show evidence of applying search terms.</p>

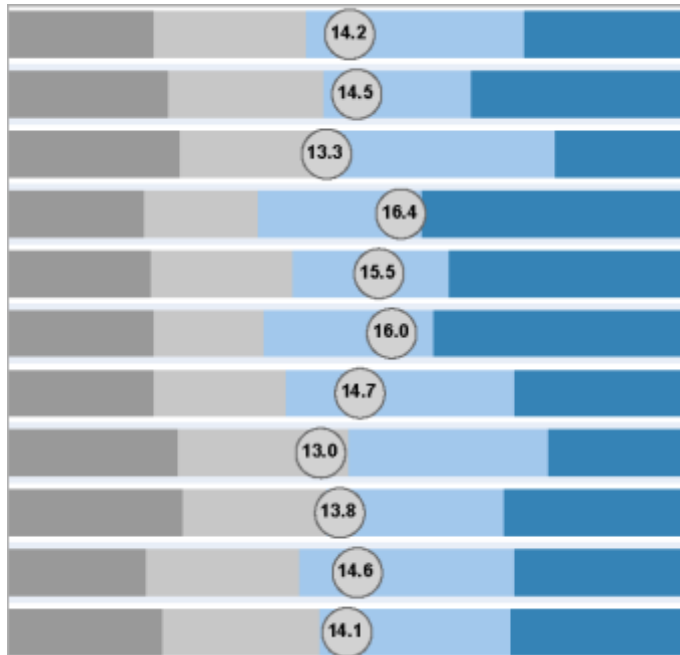
<p>Applies Evaluative Criteria – Currency</p>	<p>10% States source currency or publication date and accurately assesses the appropriateness in the context of research topic/thesis statement.</p>	<p>5% States source currency or publication date, but inaccurately assesses the appropriateness in the context of research topic/thesis statement.</p>	<p>40% States source currency or publication date, but does not assess the appropriateness in the context of the research topic/thesis statement.</p>	<p>45% Does not address source currency or publication date.</p>
<p>Applies Evaluative Criteria – Authority</p>	<p>6% Articulates author’s credentials accurately, in context of research topic/thesis statement.</p>	<p>18% Articulates author’s credentials accurately, without context of research topic/thesis statement.</p>	<p>6% Provides an inaccurate analysis of author’s credentials.</p>	<p>70% Does not identify author’s credentials.</p>
<p>Applies Evaluative Criteria – Credibility</p>	<p>4% Identifies evidence of source credibility accurately, in context of research topic/thesis statement.</p>	<p>29% Identifies evidence of source credibility accurately, but without context of research topic/thesis statement.</p>	<p>11% Provides inaccurate evidence of source credibility.</p>	<p>55% Does not provide evidence of source credibility.</p>

Applies Evaluative Criteria – Relevance	35% Describes the relevance of the source with specific examples from the text, in context of research topic/thesis statement.	29% Describes the relevance of the source, in context of research topic/thesis statement.	14% States the relevance of the source, but without context of research topic/thesis statement.	25% Does not address the relevance of the source; may summarize the source.
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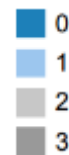
Results

Average Student Criteria Scores by Rater

Performance level



This figure shows proportional (colored bars) and average (grey circles with number) scores each rater from an institution assigned to all students for RAILS rubric criteria. The maximum score is listed on the right, decreasing to the lowest score on the left.



Vertical: Rater (A-L)

Horizontal: Score (high to low from 27-0, from horizontal rubric axis, or performance level)

Rater Criteria Scores

Performance level, criteria

This series visually depicts the all raters' average scores for each RAILS rubric criteria individually. Figures 1-9 shows averages visually clustered together for a single RAILS rubric criteria, and the pink shaded area shows the standard deviation. The number 3 shows the maximum score. Figures 10-18 list average scores sorting rater scores from high to low (not A-L) with a defined range from the lowest possible score to the highest recorded performance level, and the average (grey circles with number). Figures 19-27 break down Figures 1-9 data individually by rater, and showing their average score given to all students by criteria, with standard deviation in the pink shaded area.

Figure 1



Figure 2



Figure 3



Figure 4



Figure 5



Figure 6



Figure 7



Figure 8



Figure 9

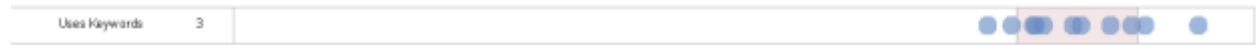


Figure 10, Applies Evaluative Criteria – Authority

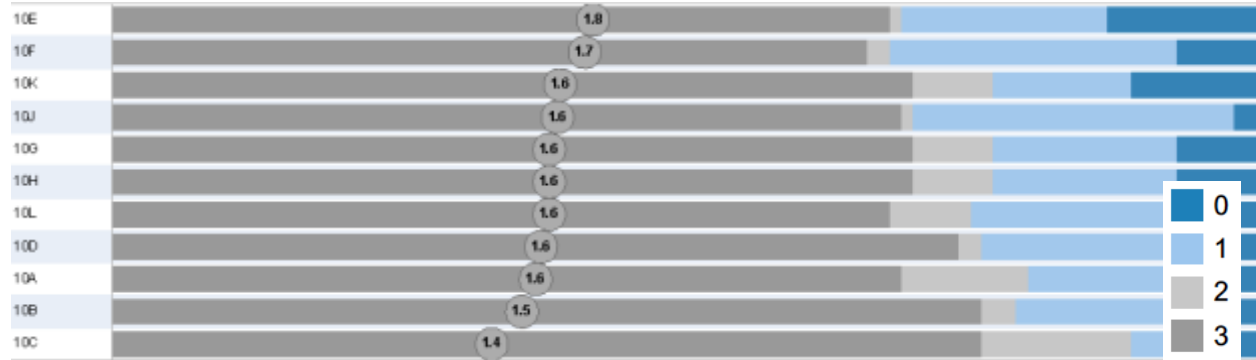


Figure 11, Applies Evaluative Criteria – Credibility

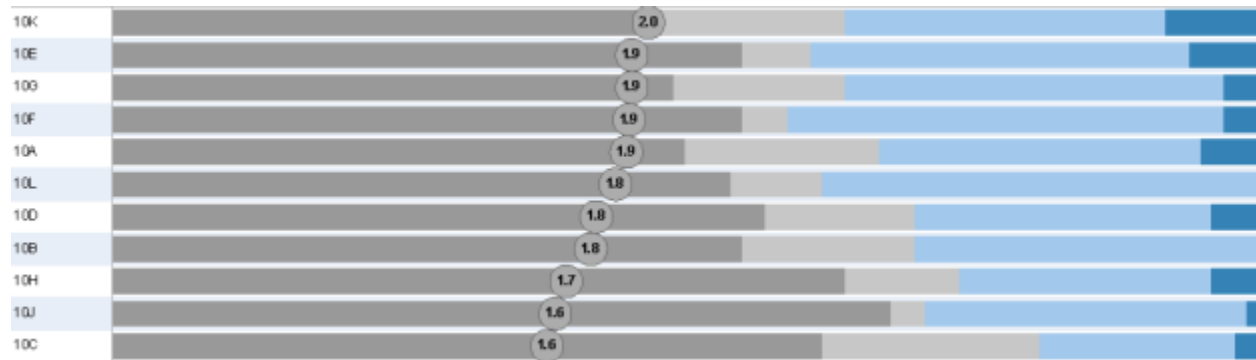


Figure 12, Applies Evaluative Criteria – Currency

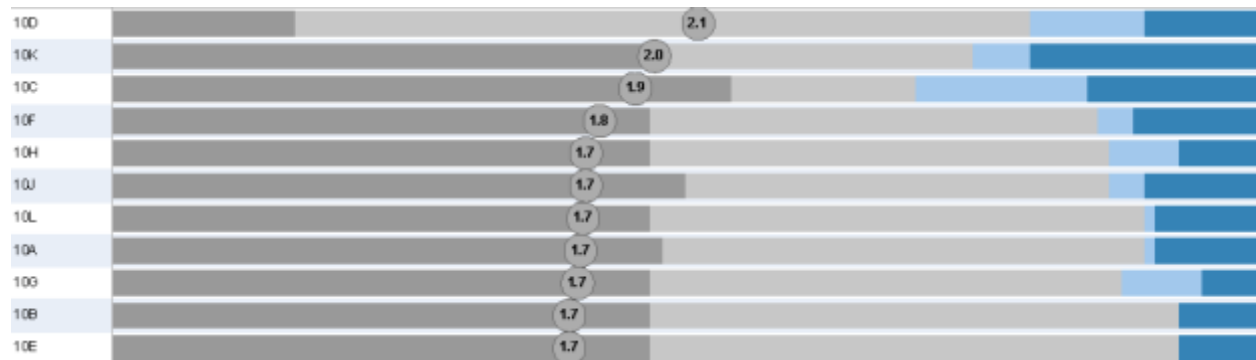


Figure 13, Defines Research Topic/Thesis Statement

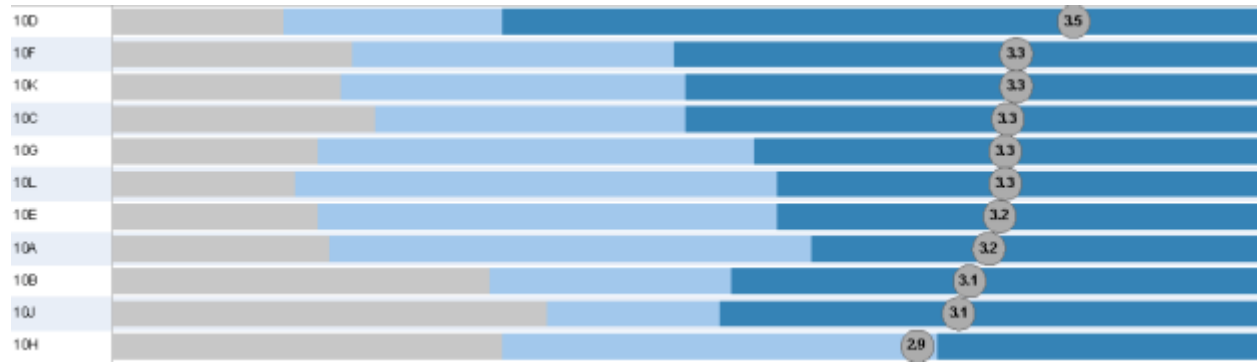


Figure 14, Determines Key Concept

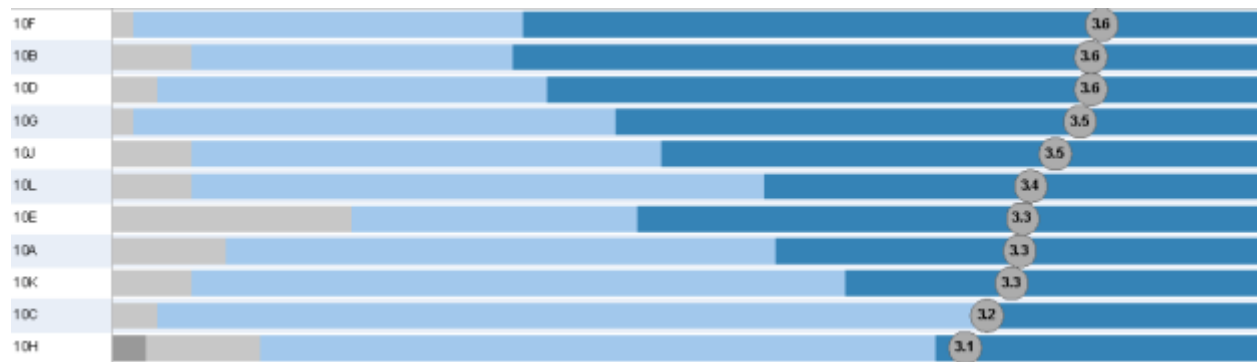


Figure 15, Identifies Relevant Types of Sources

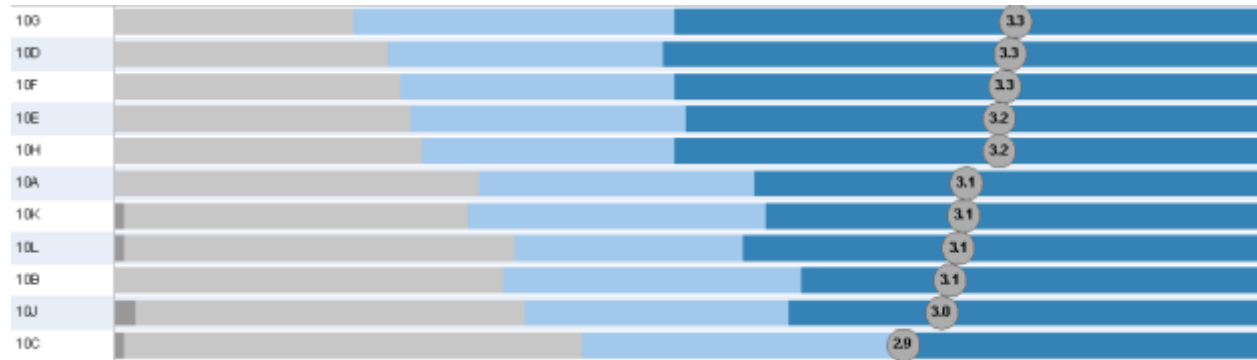


Figure 16, Applies Evaluative Criteria – Relevance

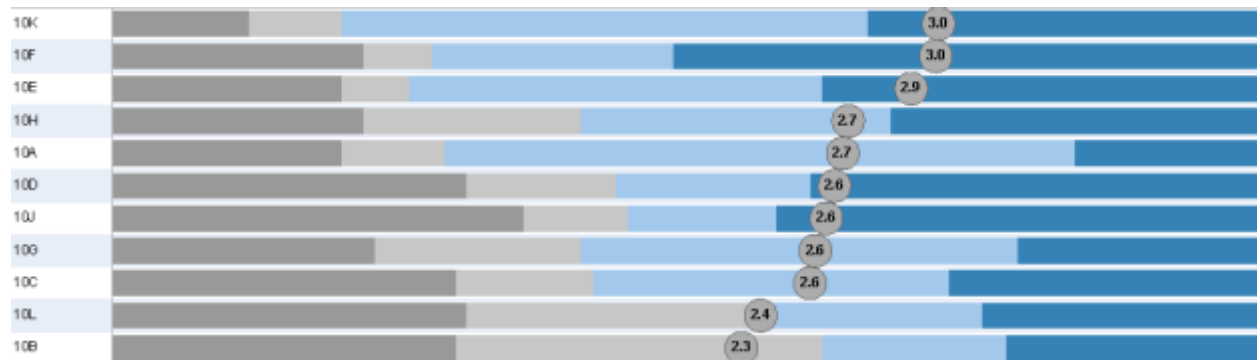


Figure 17, Uses Database Search Features

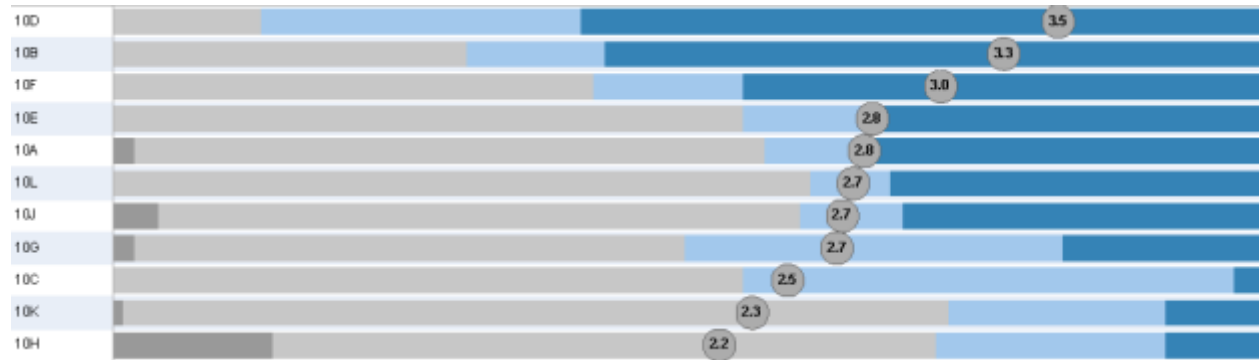
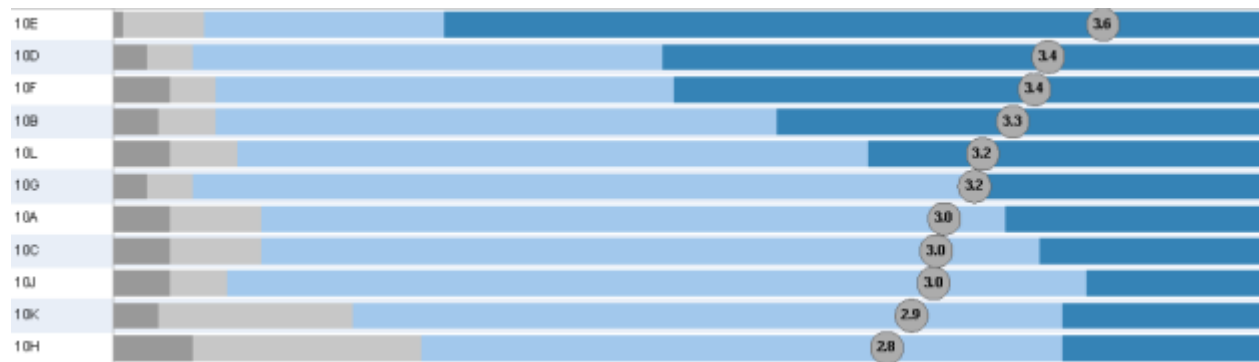


Figure 18, Uses Keywords



Vertical: Rater (High-Low)

Horizontal: Score (high to low from 27-0, from horizontal rubric axis, or performance level)

Figure 19

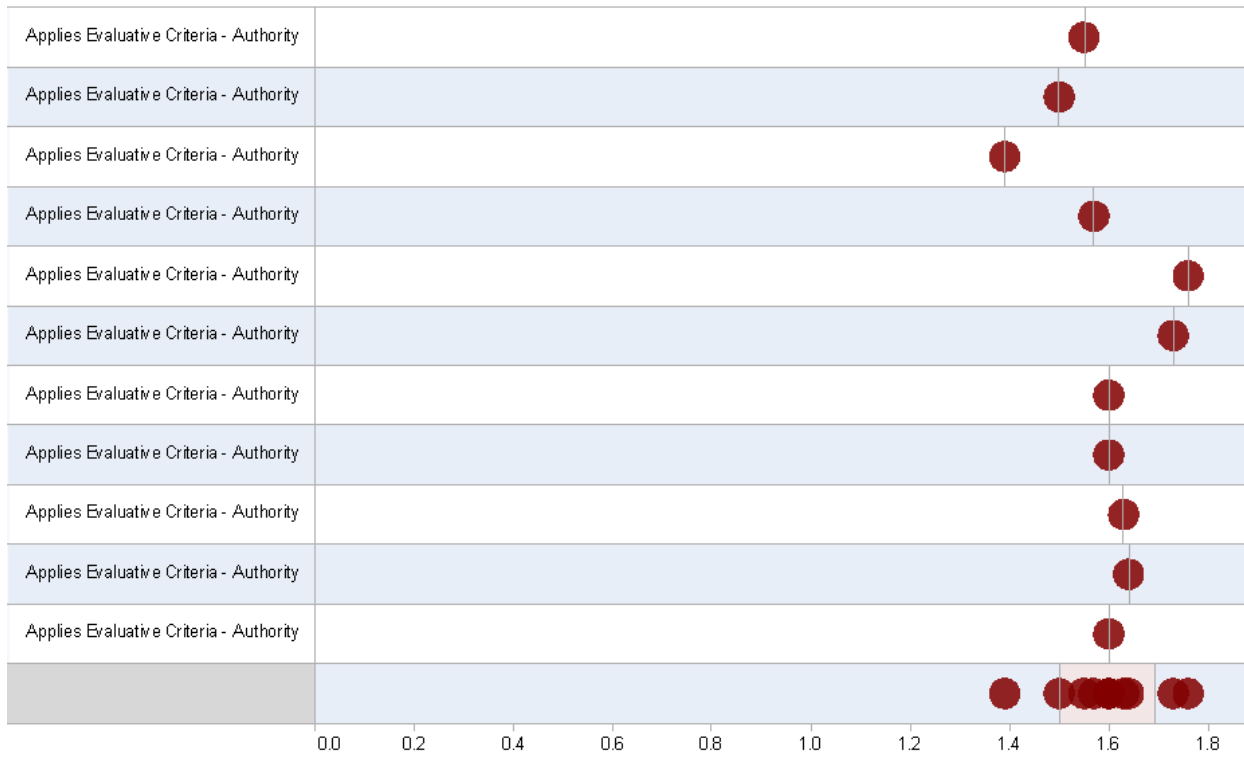


Figure 20

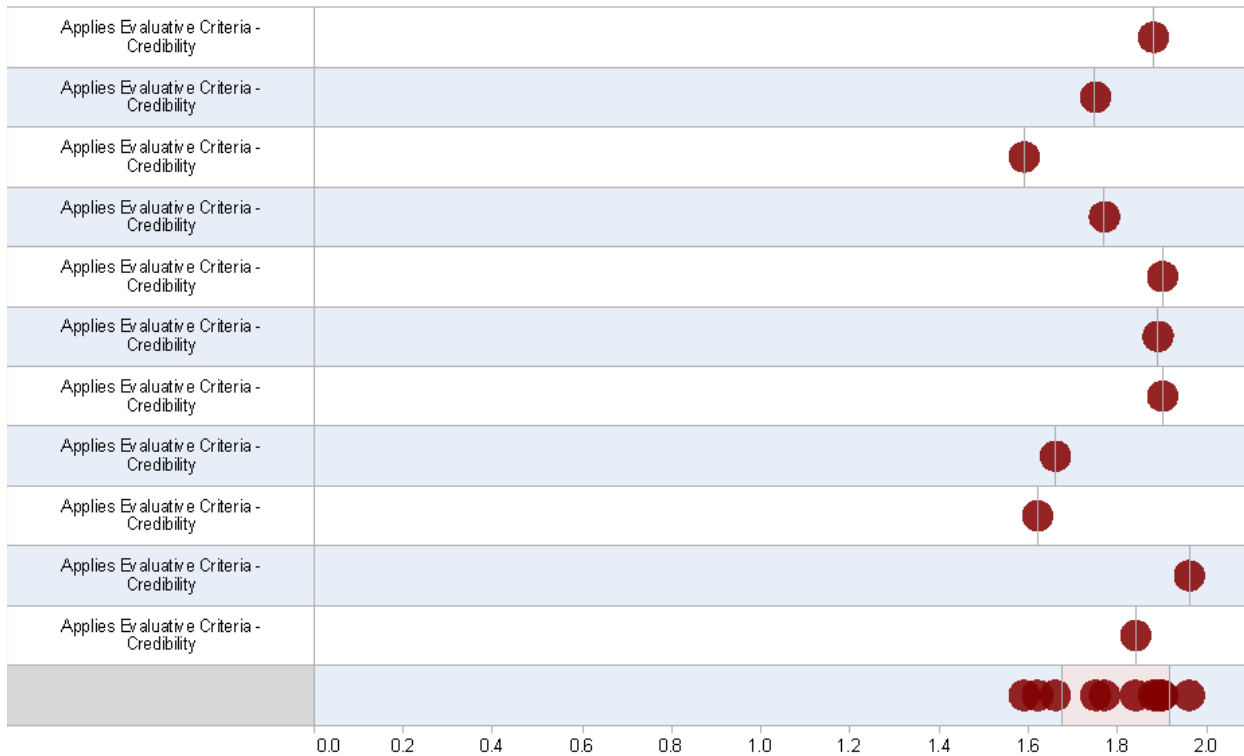


Figure 21

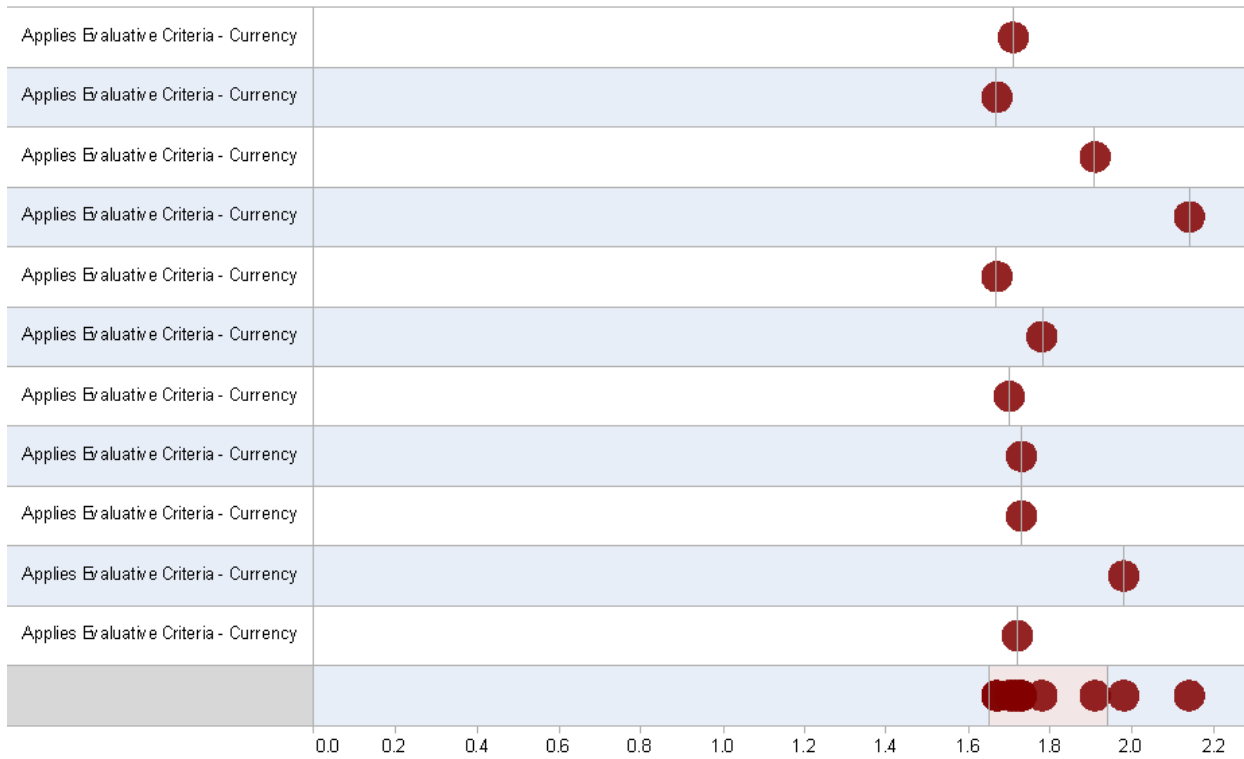


Figure 22

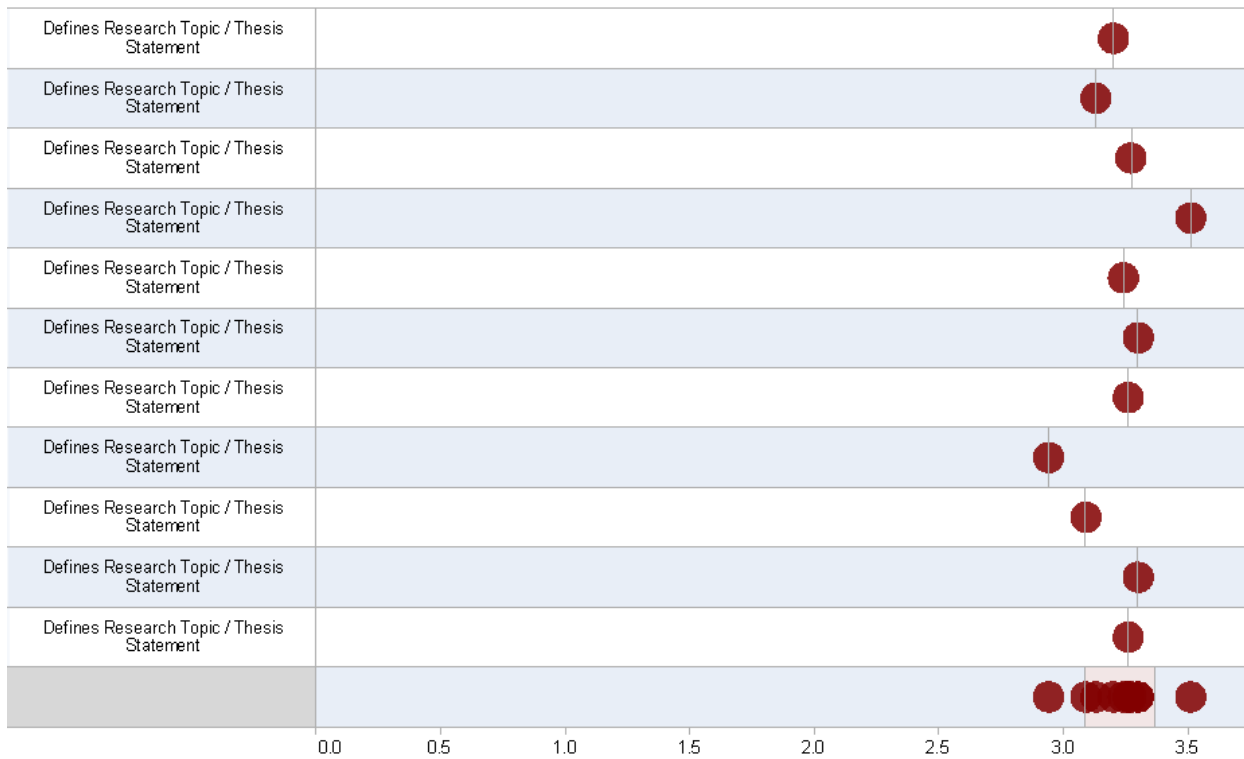


Figure 23

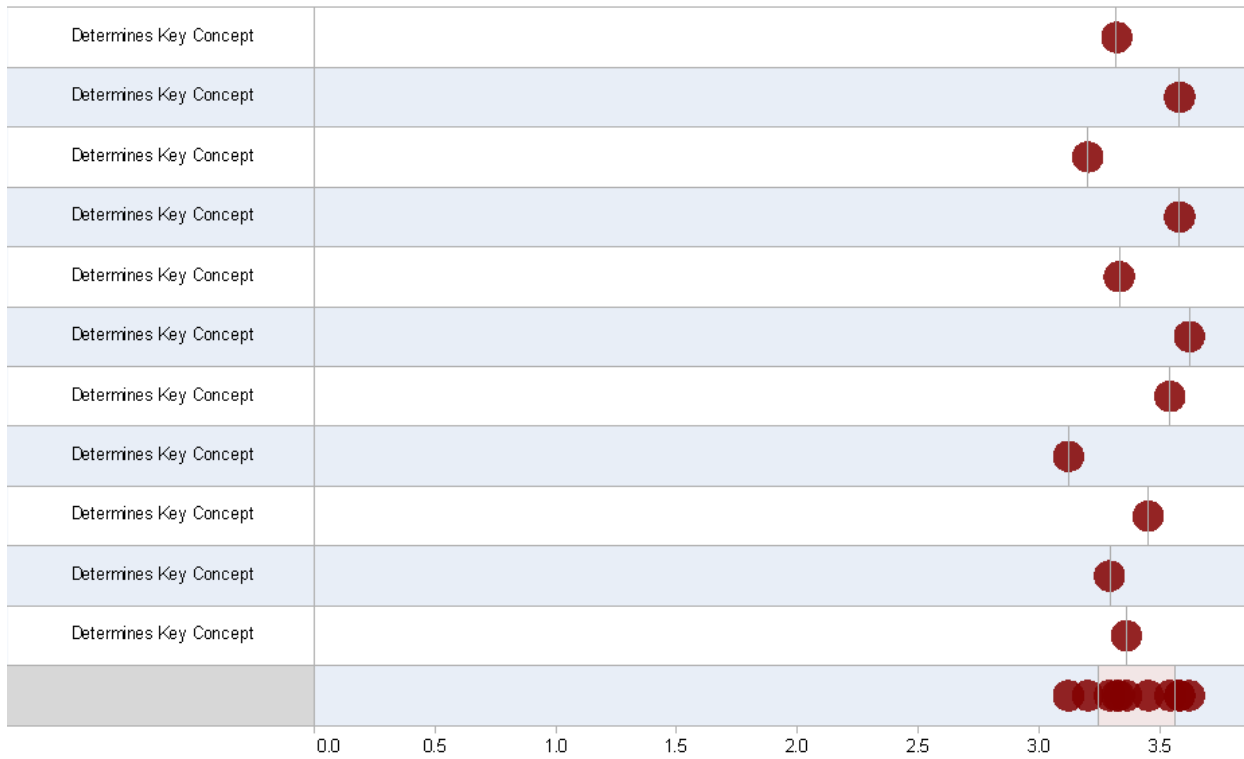


Figure 24

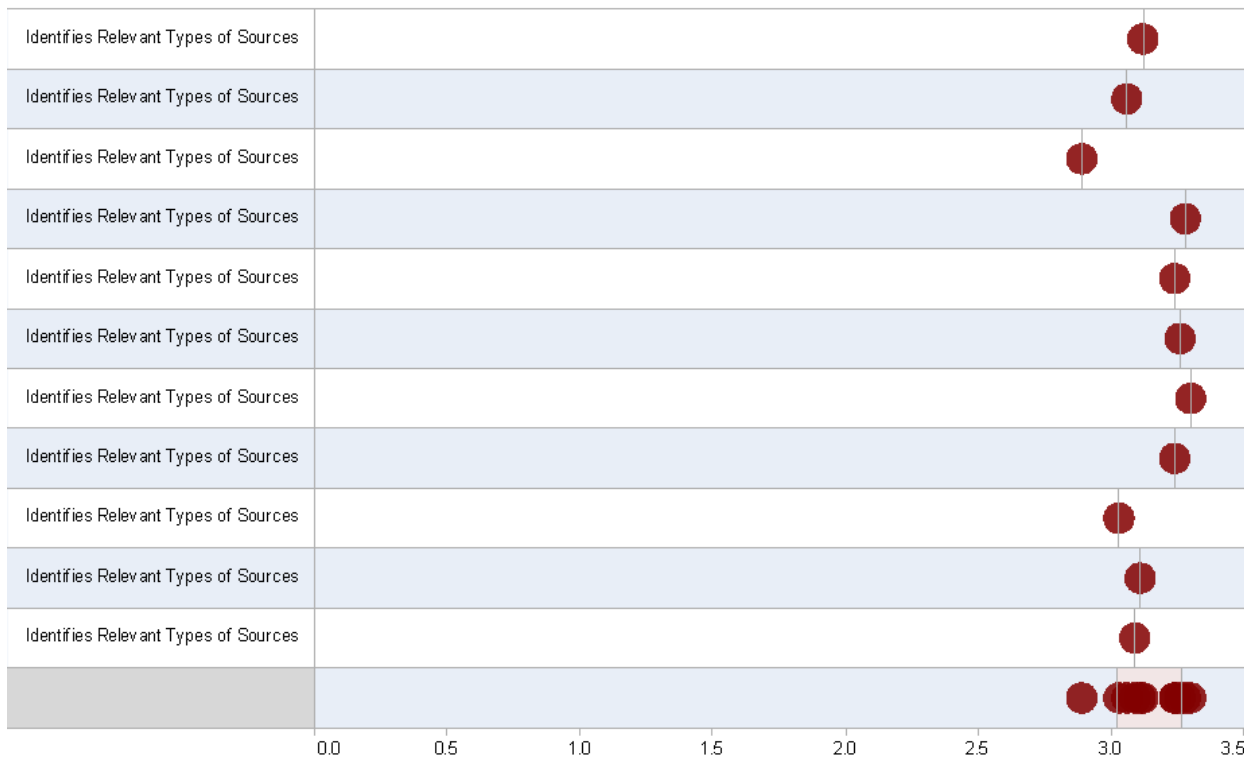


Figure 25

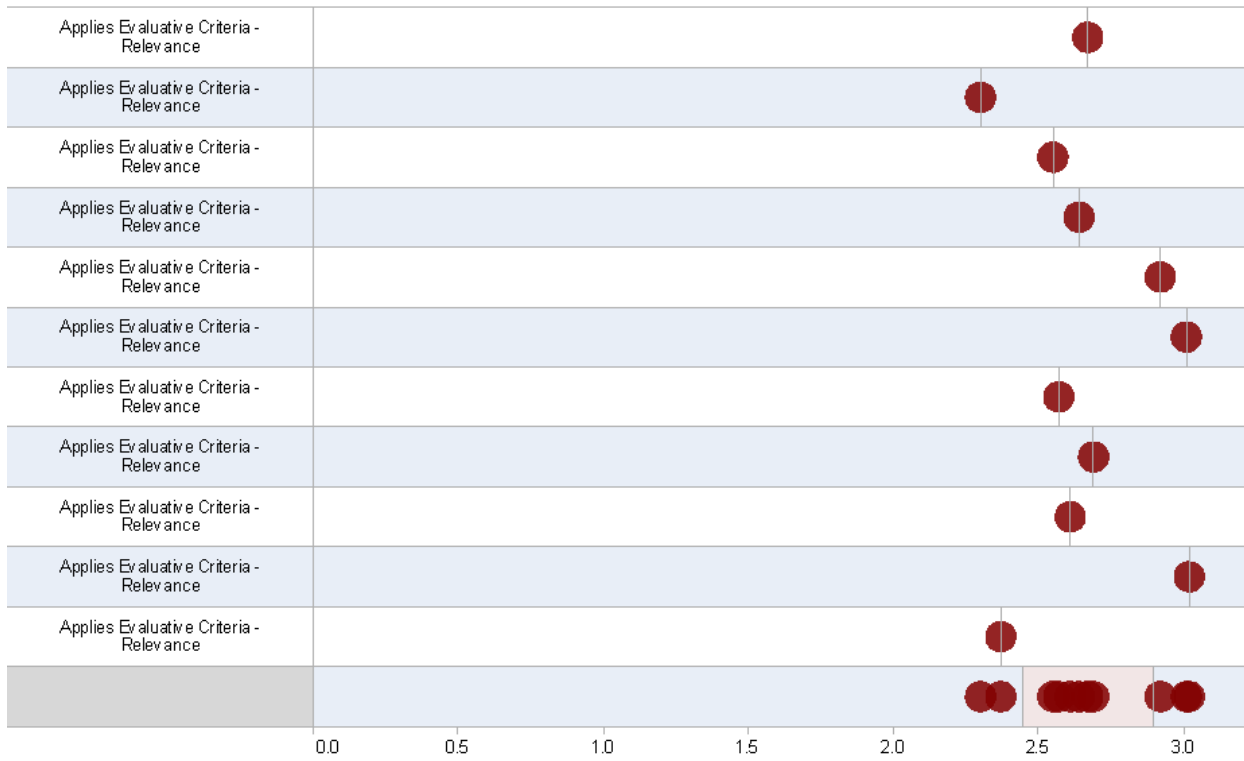


Figure 26

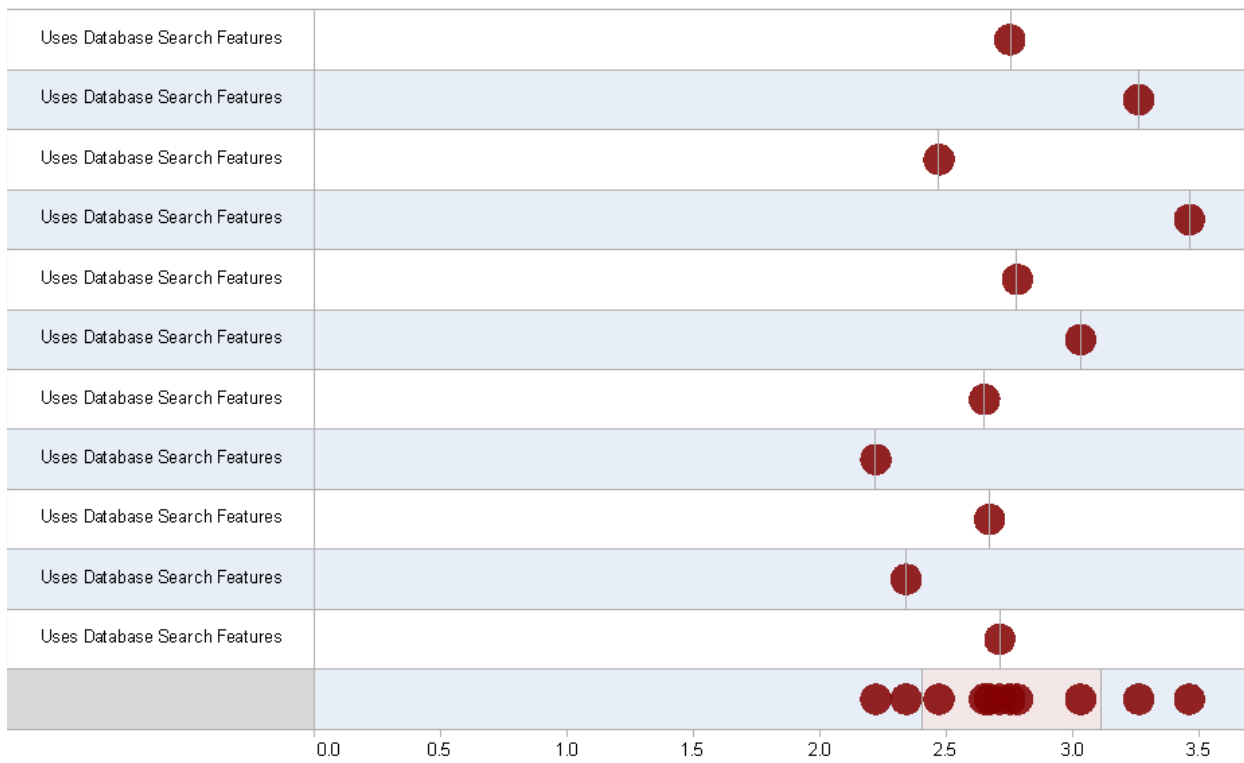
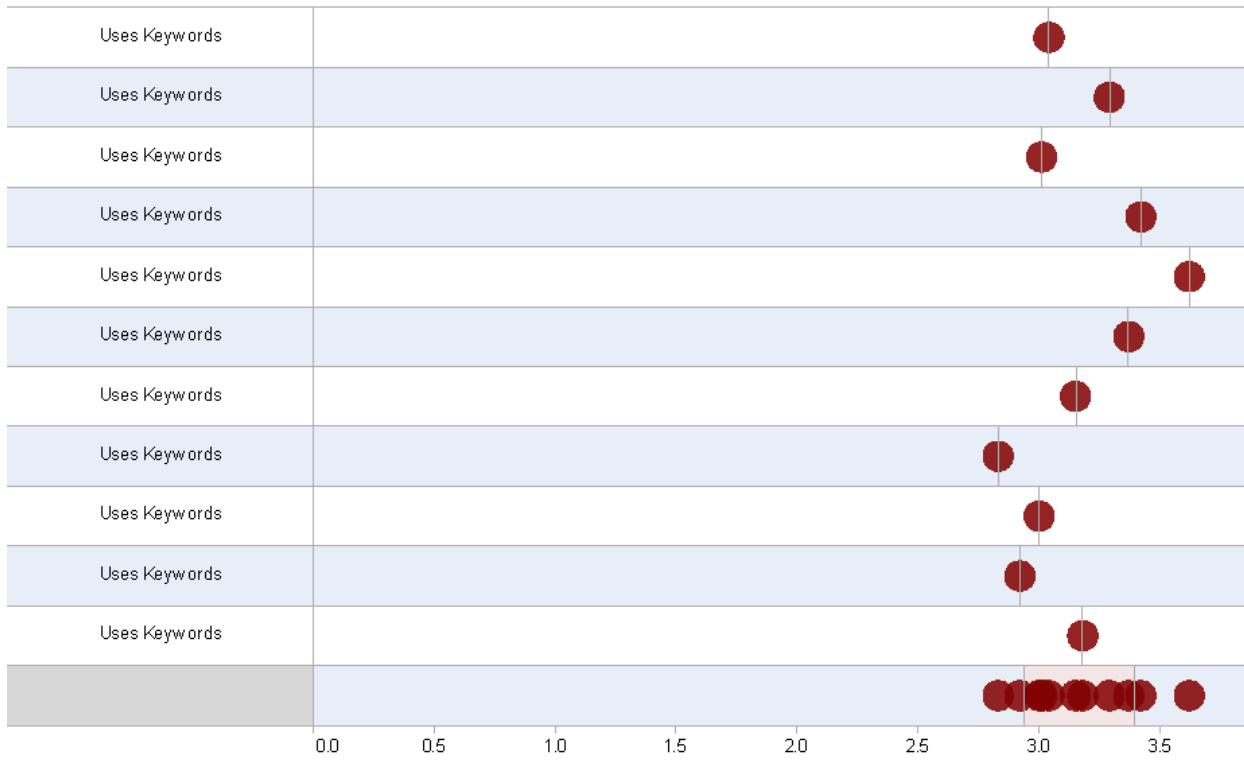


Figure 27



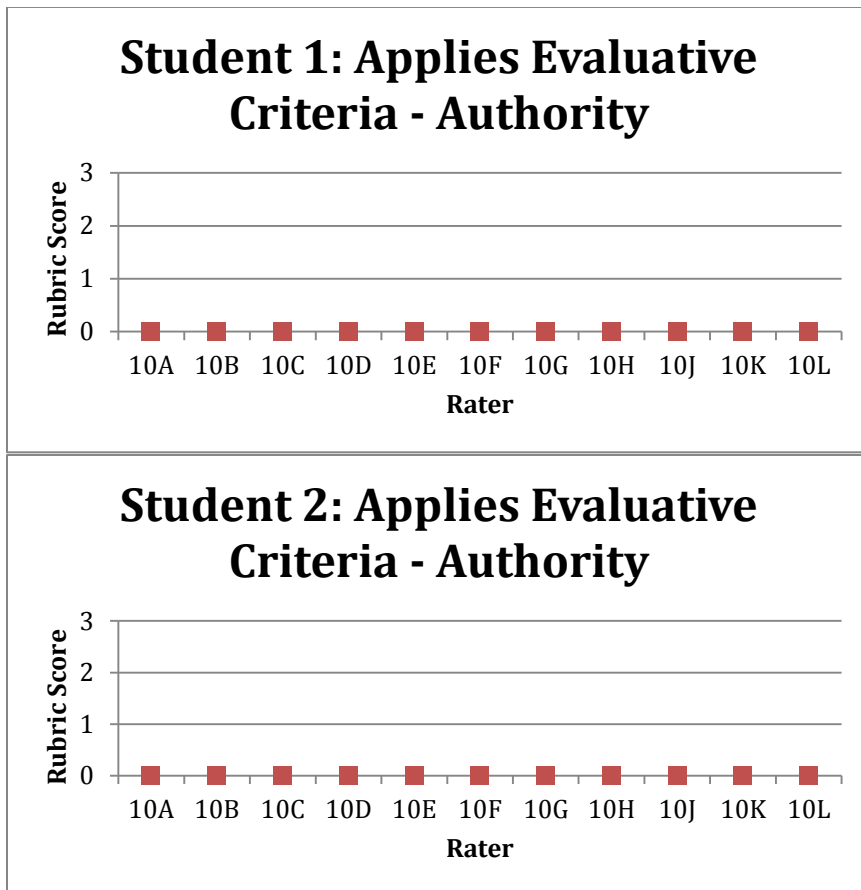
Vertical: Rater (A-L)

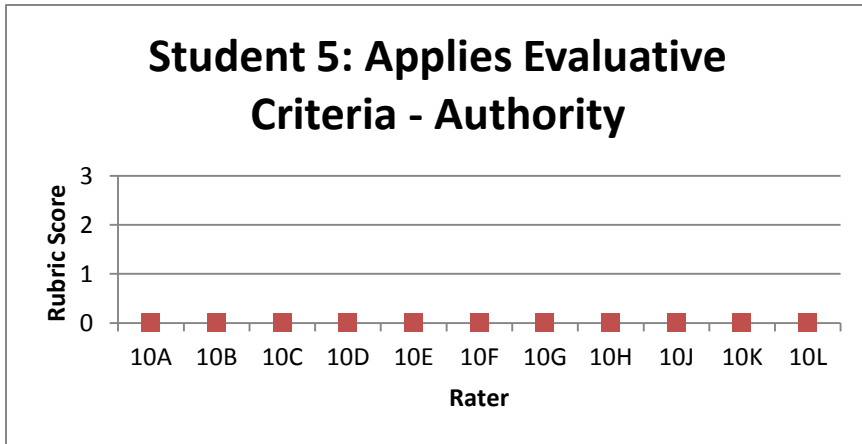
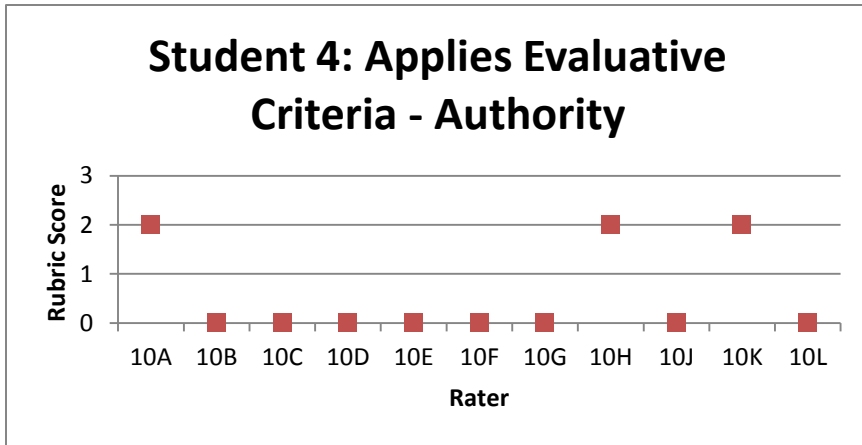
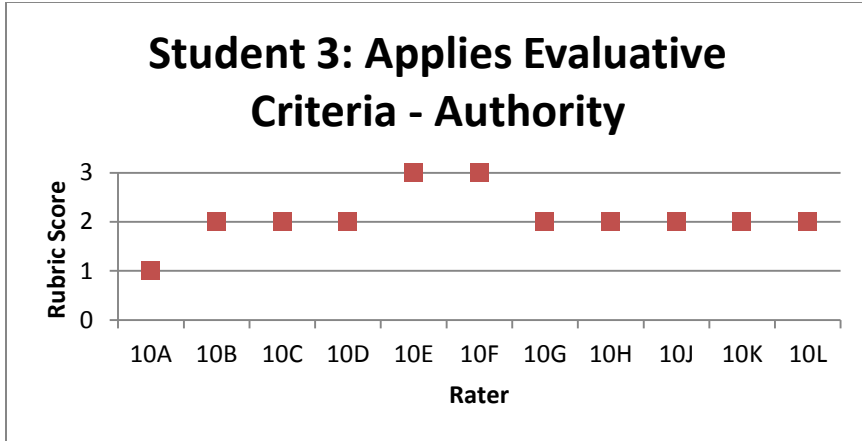
Horizontal: Score (0-3, from horizontal rubric axis, or performance level)

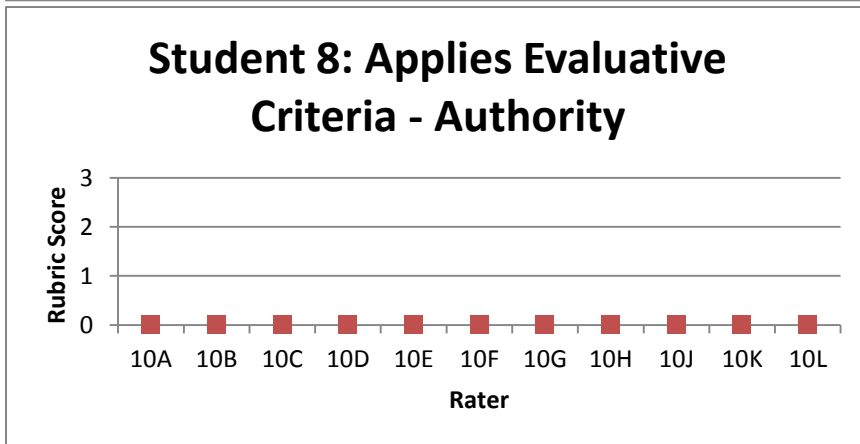
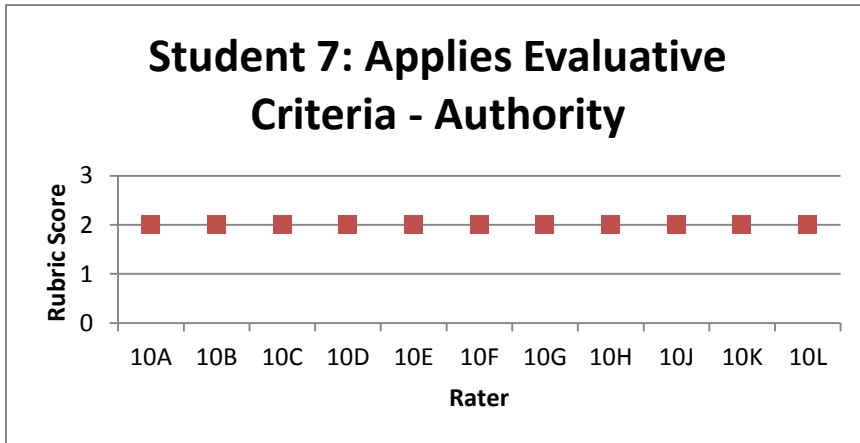
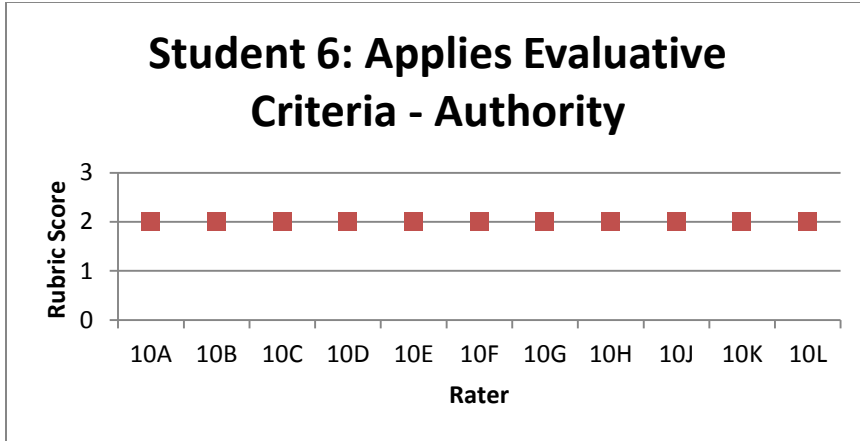
Student #: RAILS Rubric Criteria

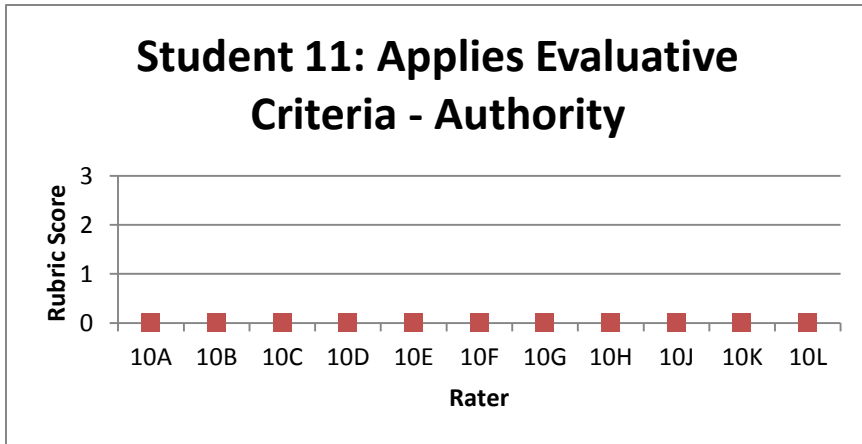
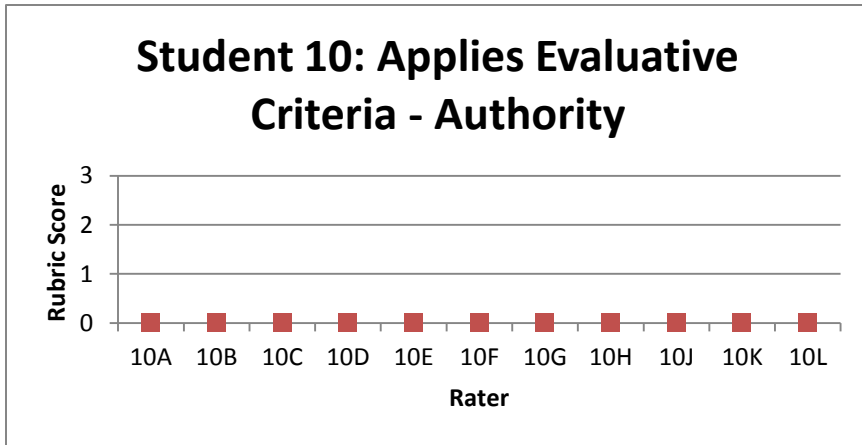
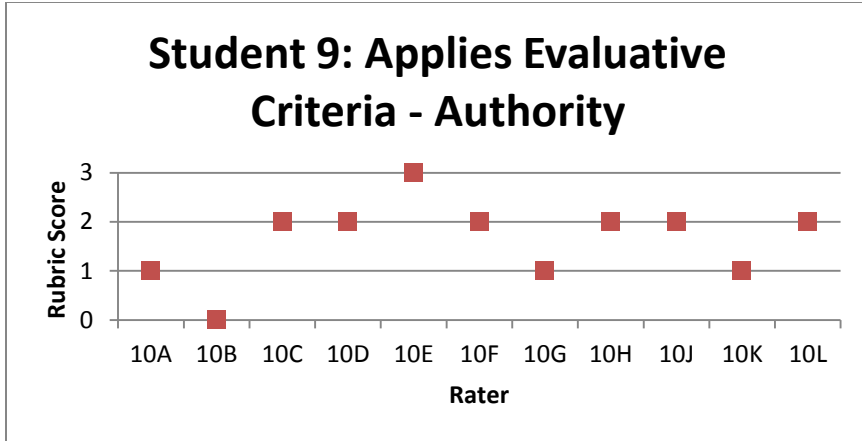
Inter-rater reliability

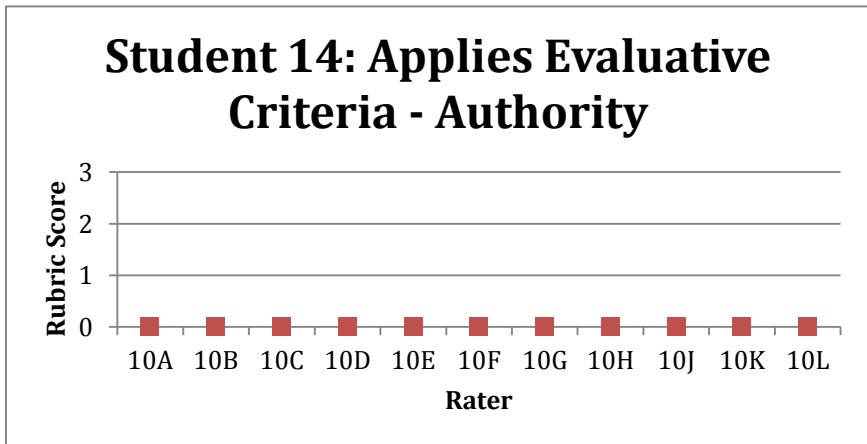
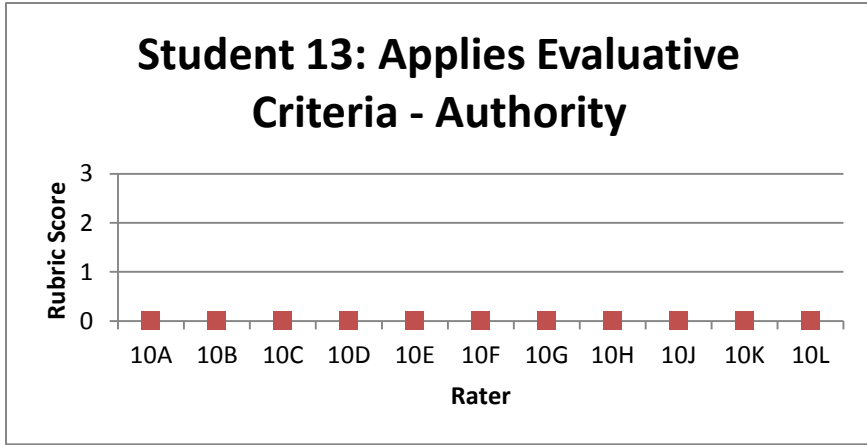
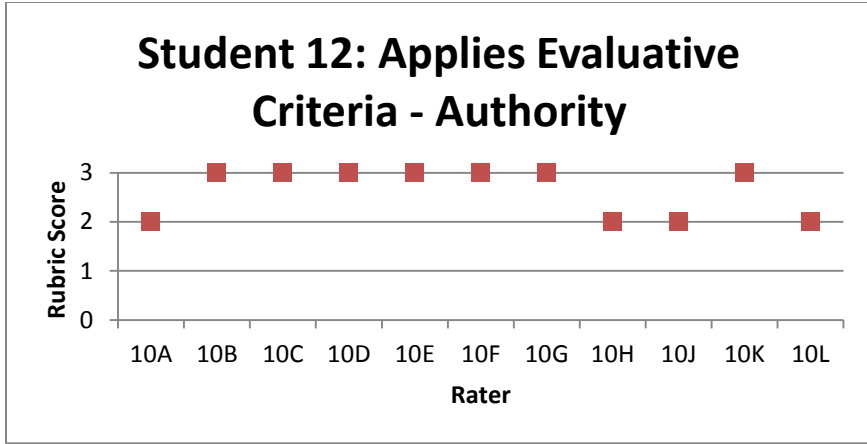
These graphs show what performance levels all raters (A-L) assigned each student, showing the variation among raters. There is a chart for each student for each RAILS rubric criteria.

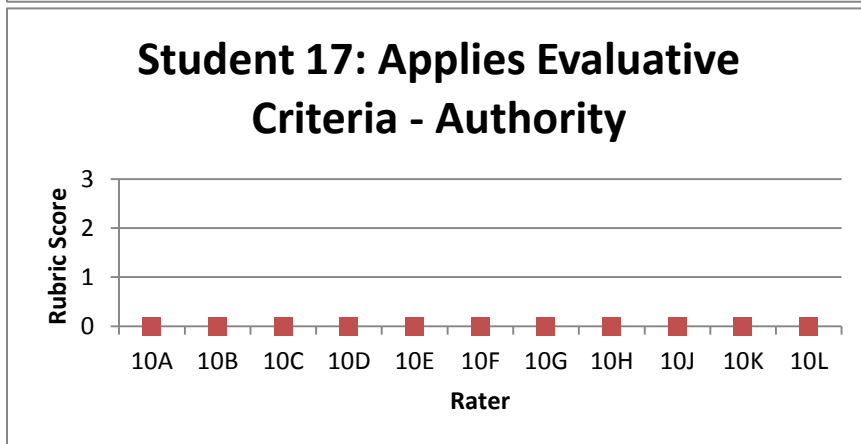
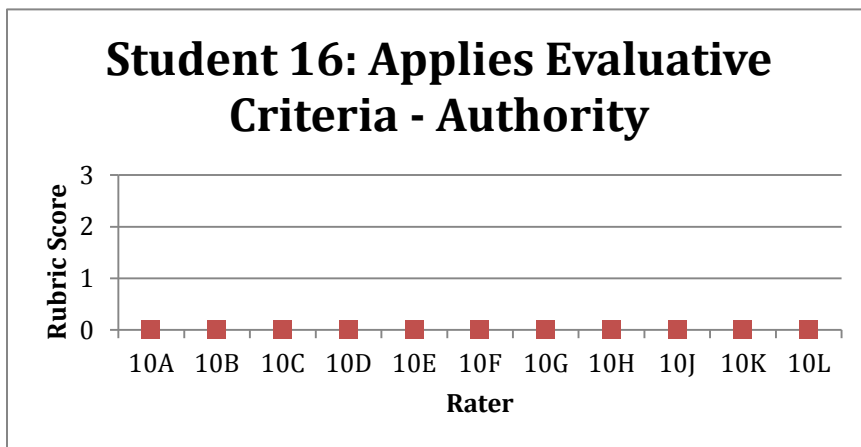
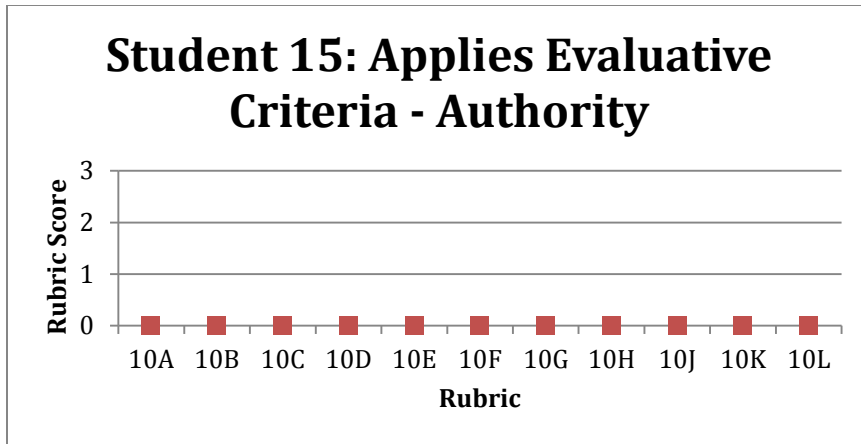


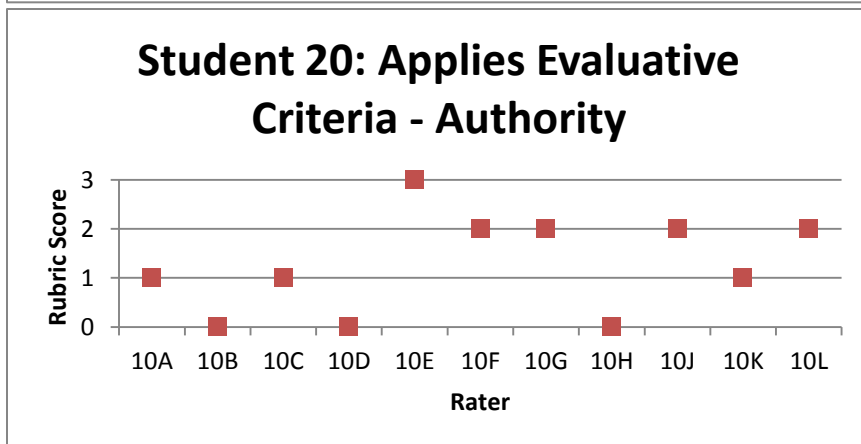
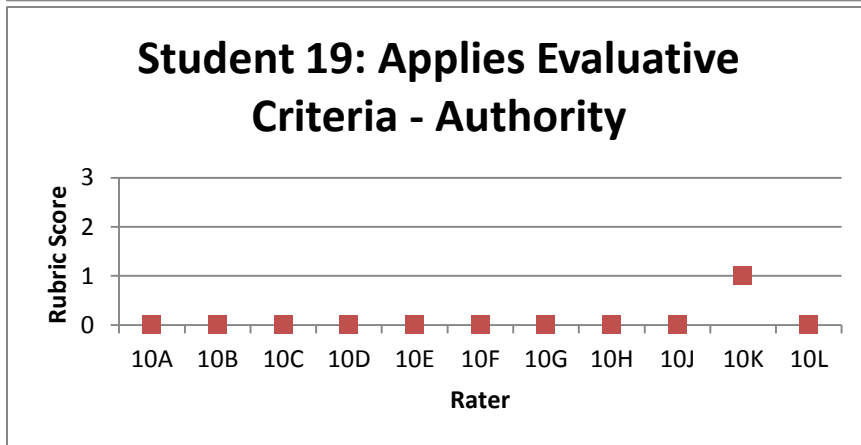
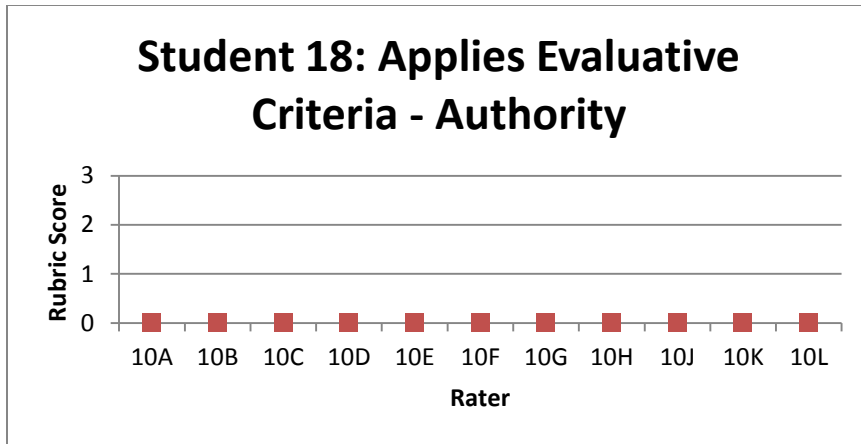


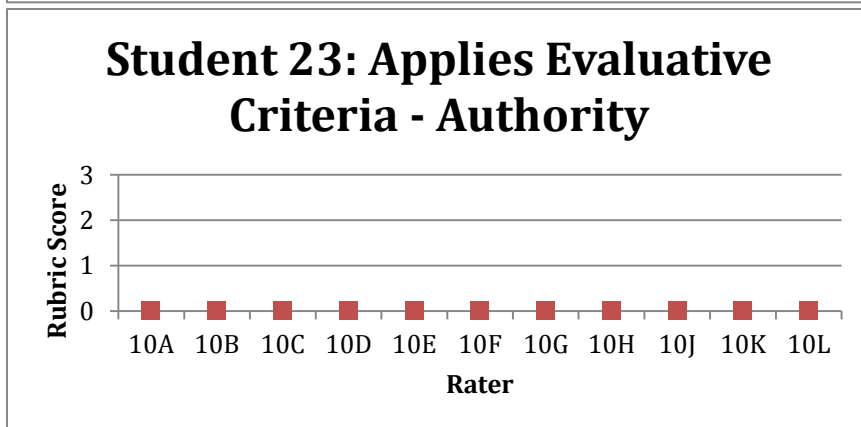
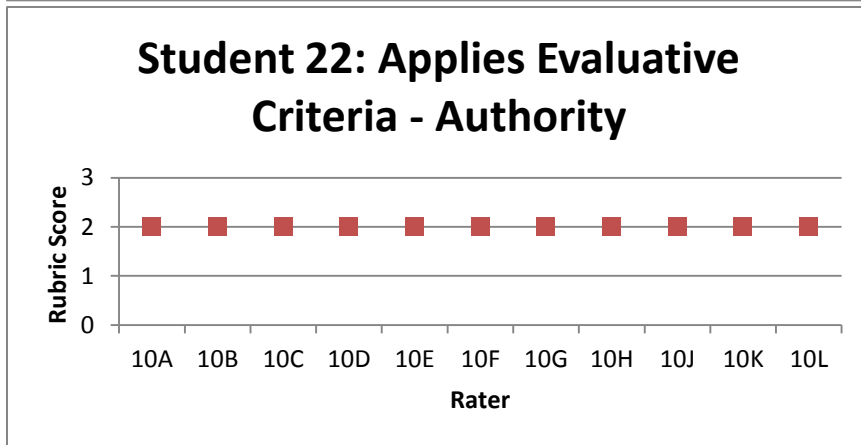
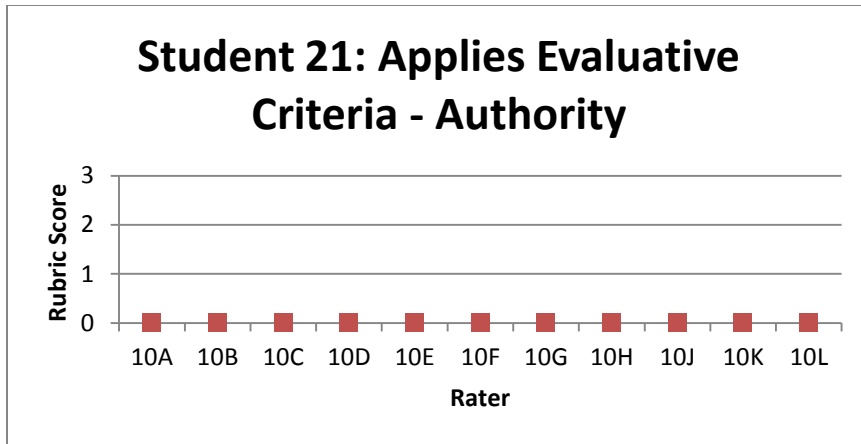


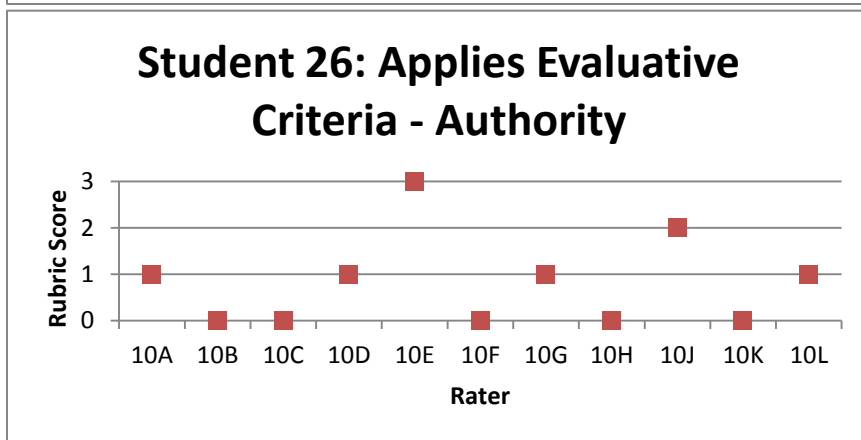
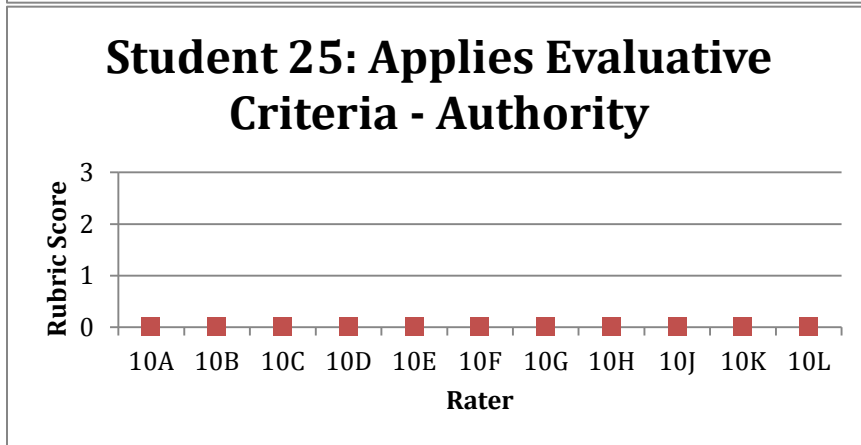
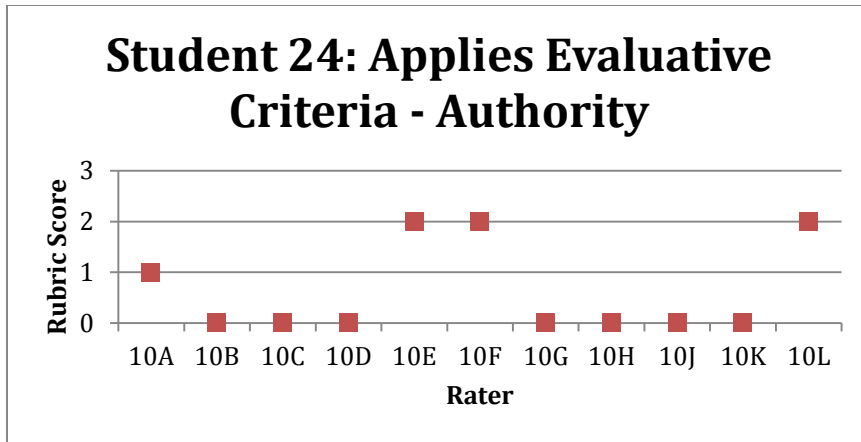


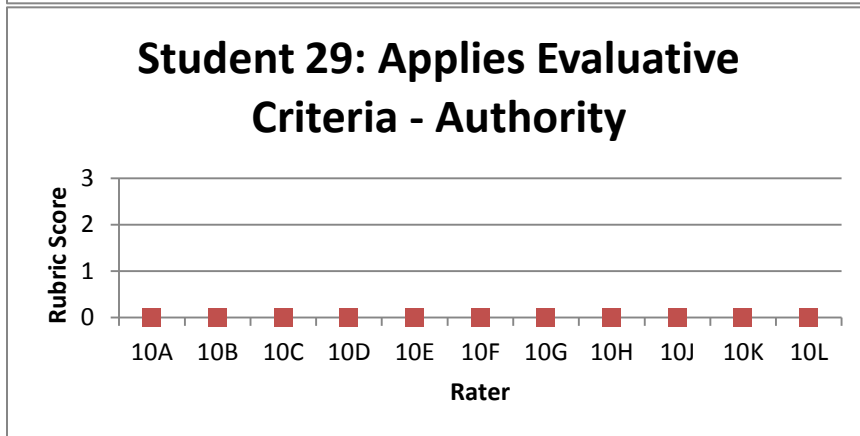
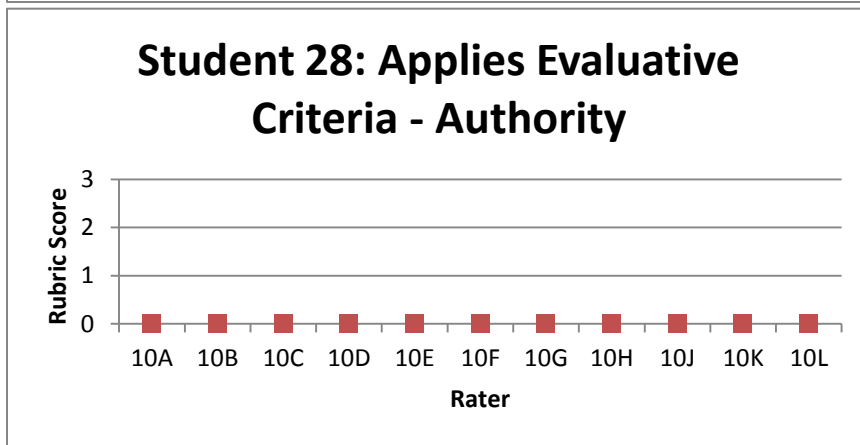
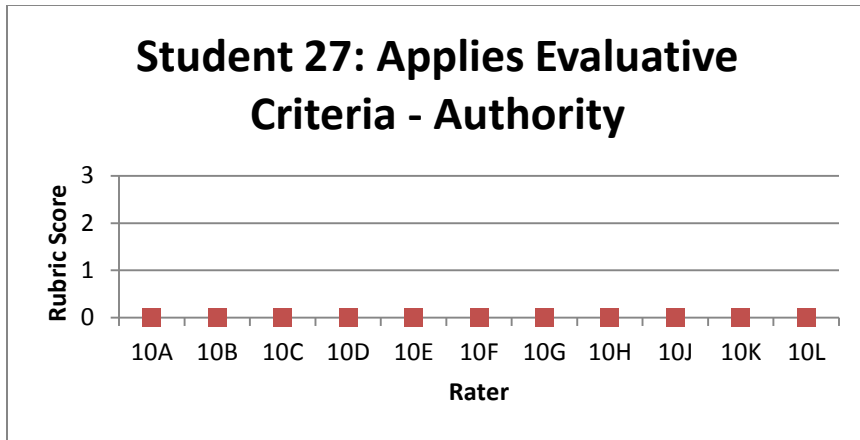


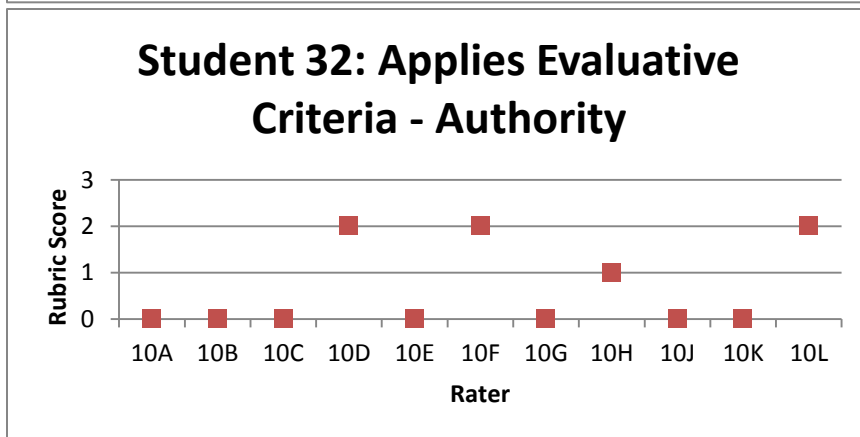
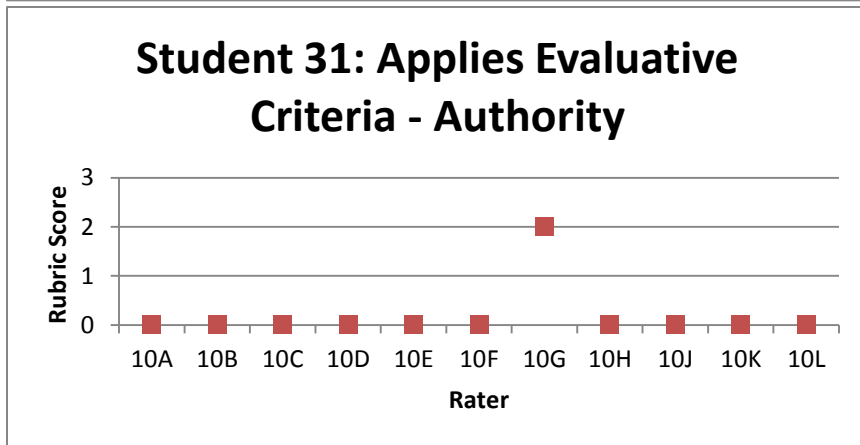
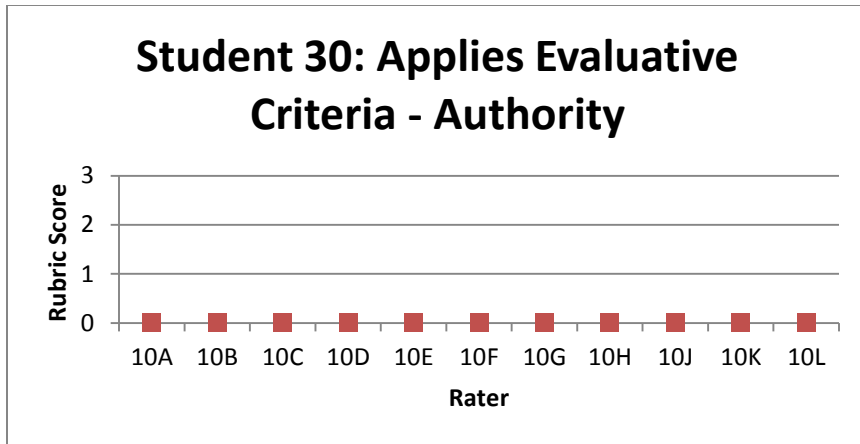


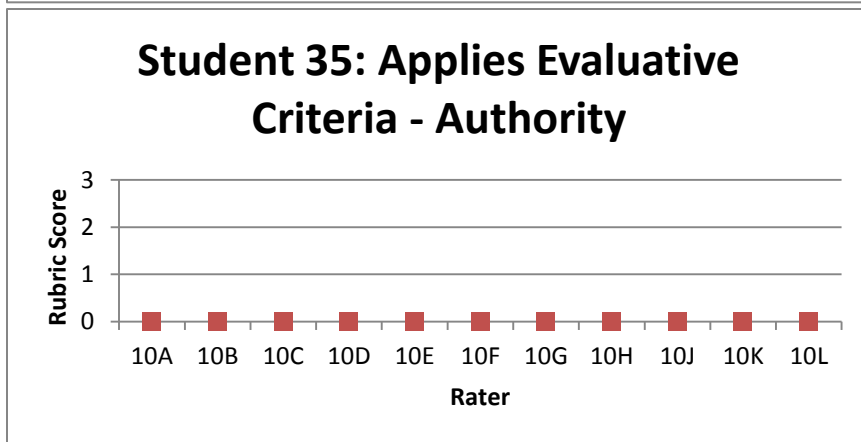
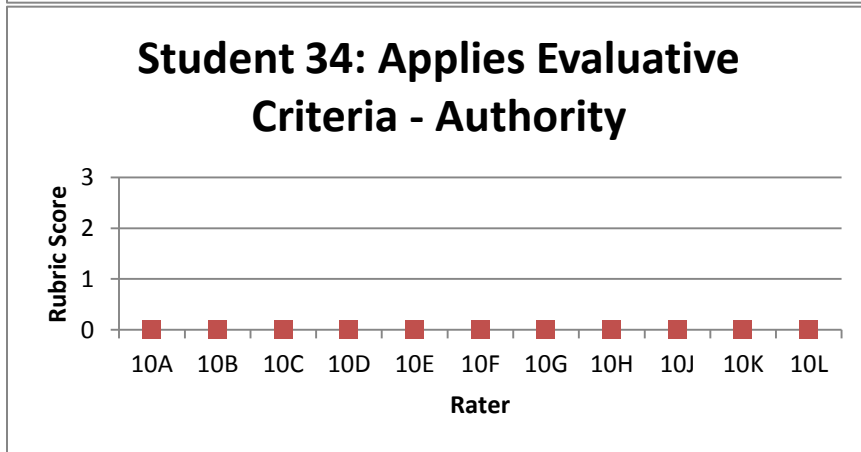
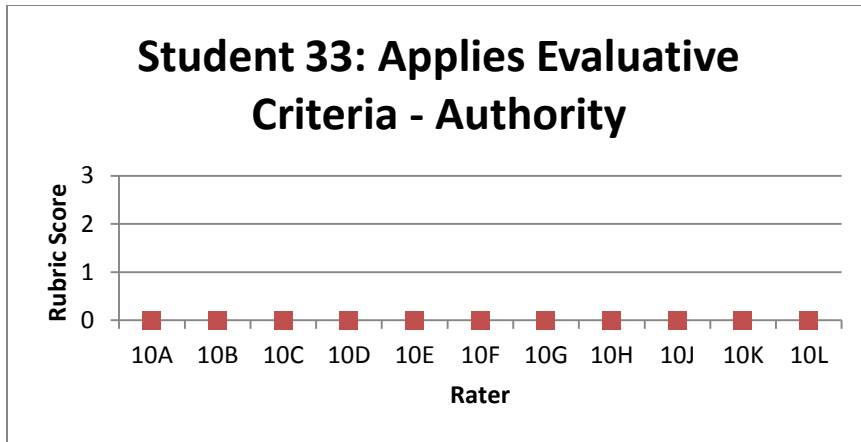


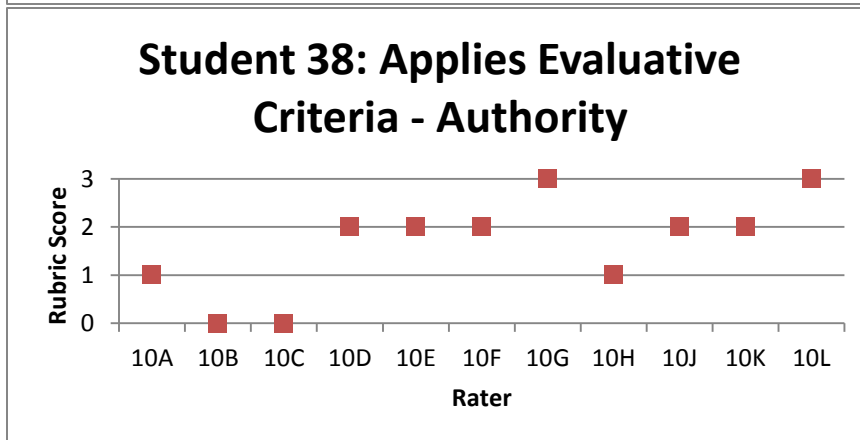
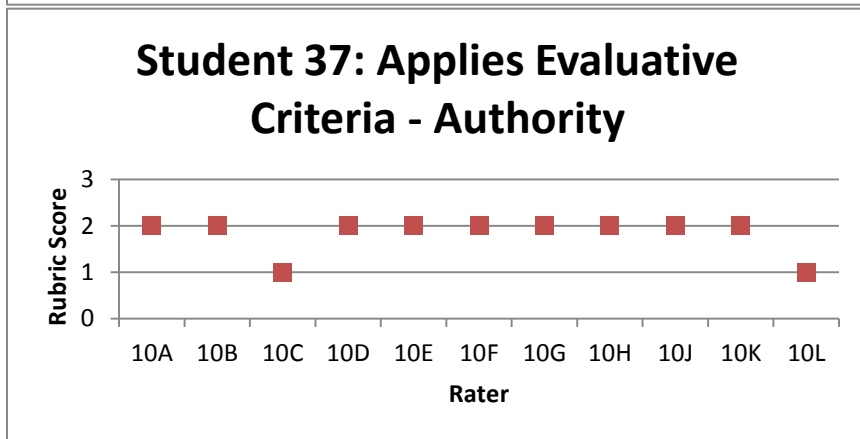
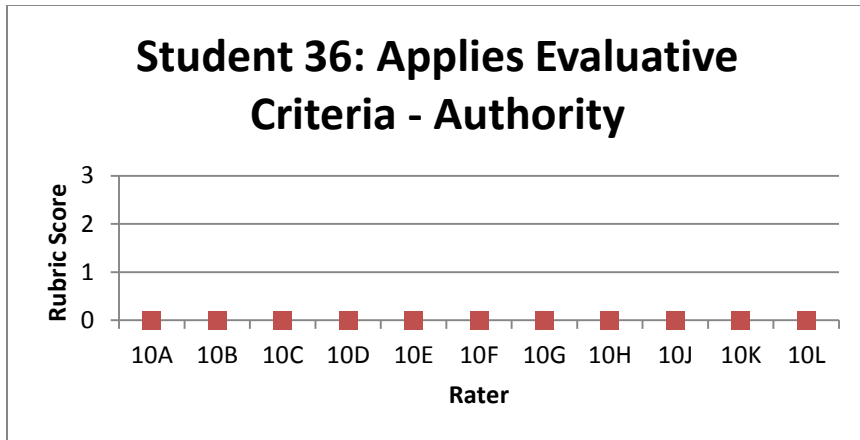


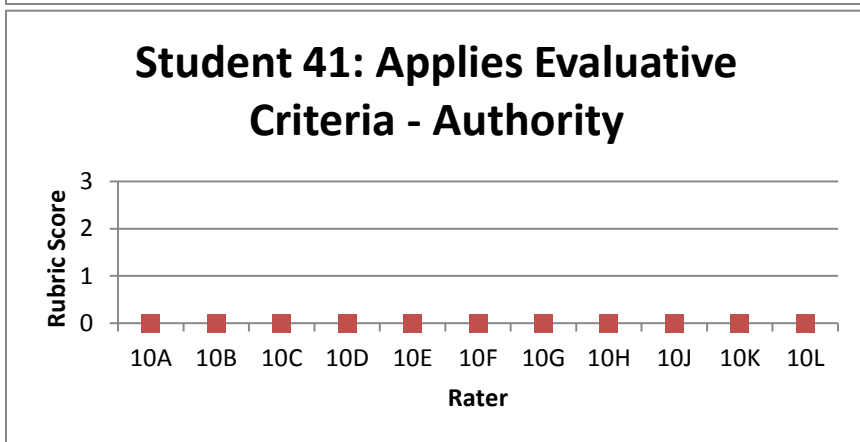
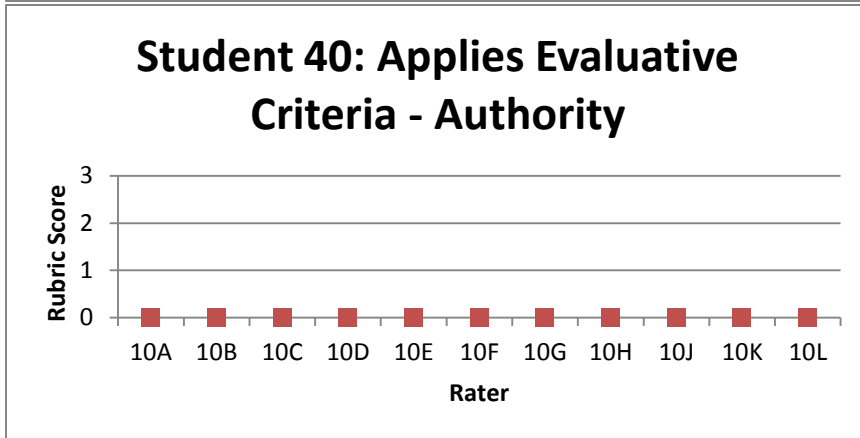
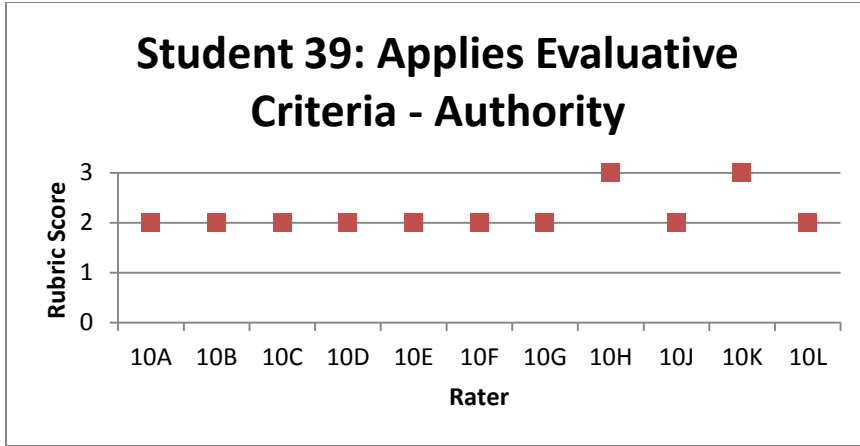


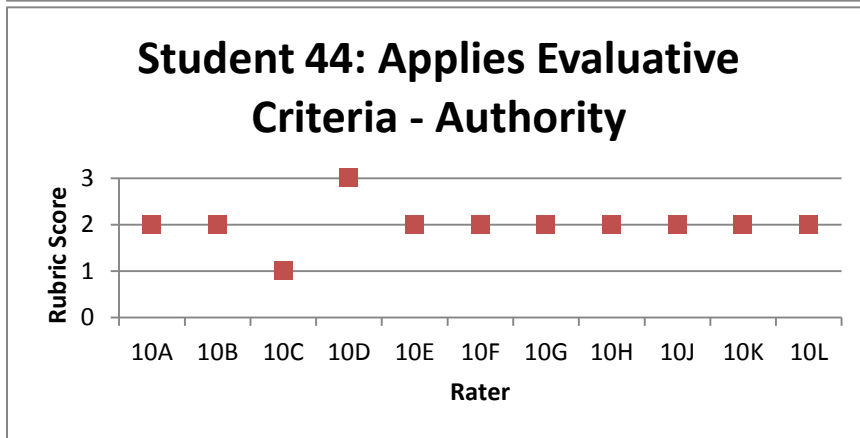
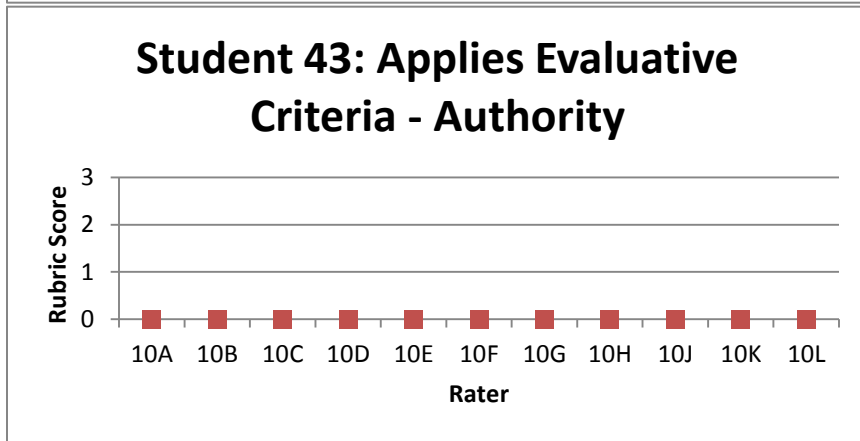
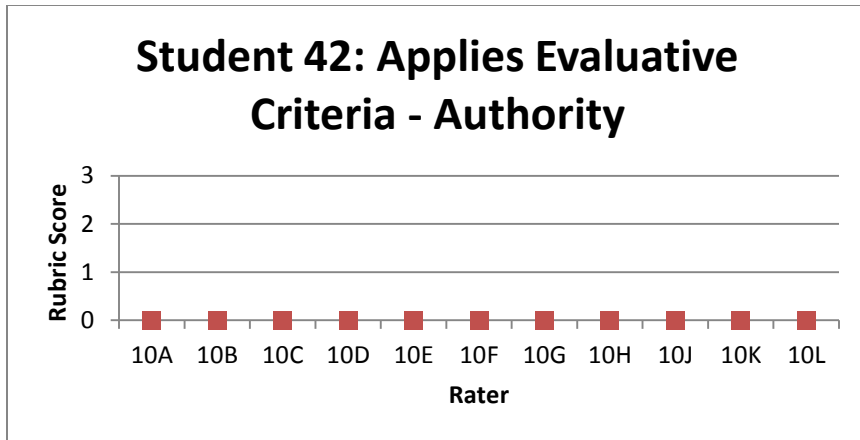


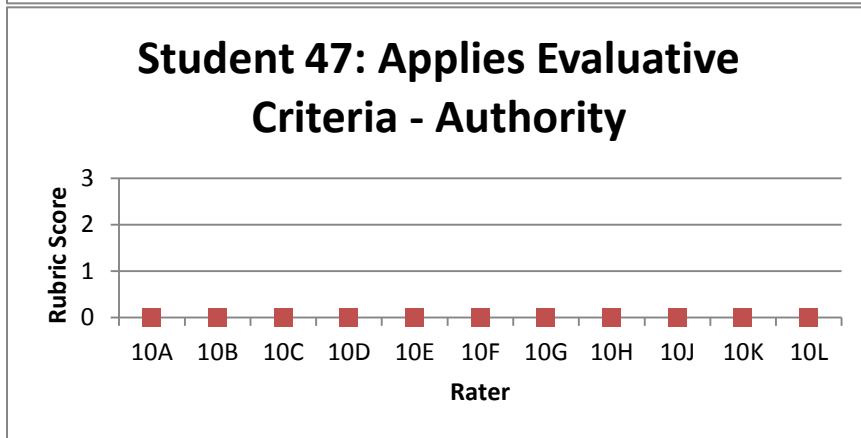
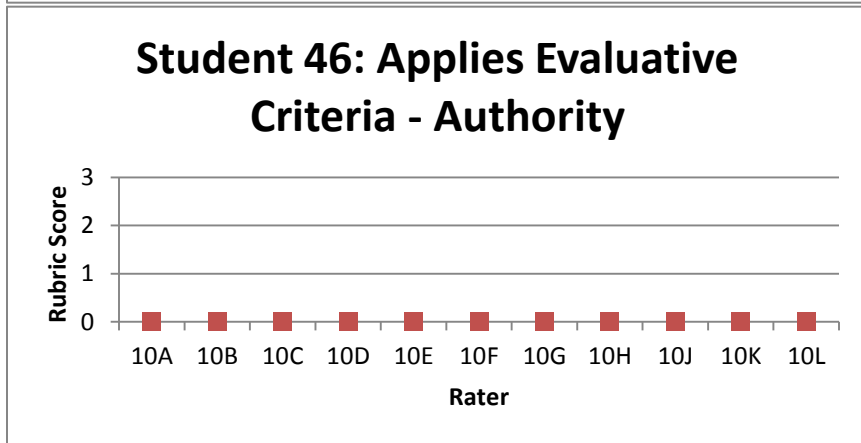
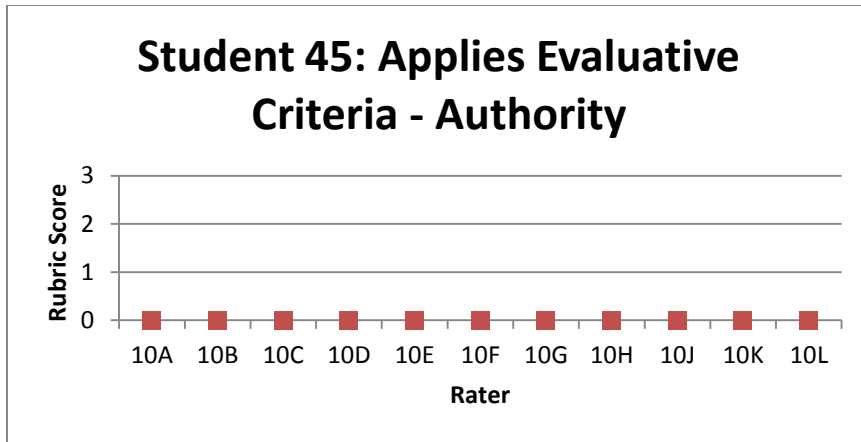


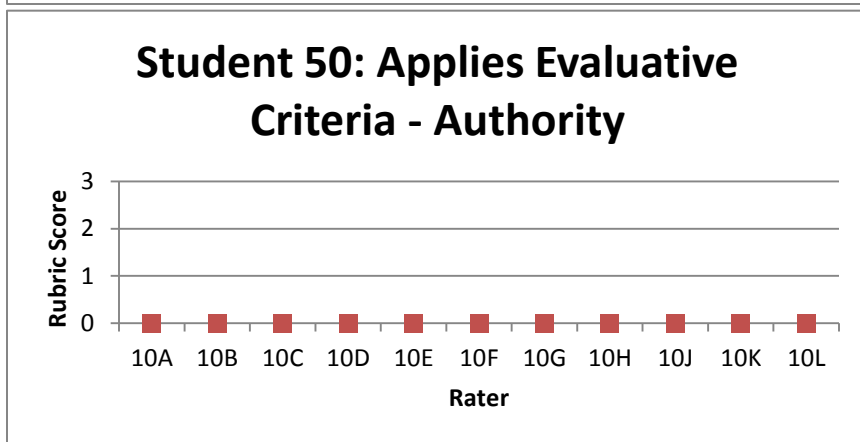
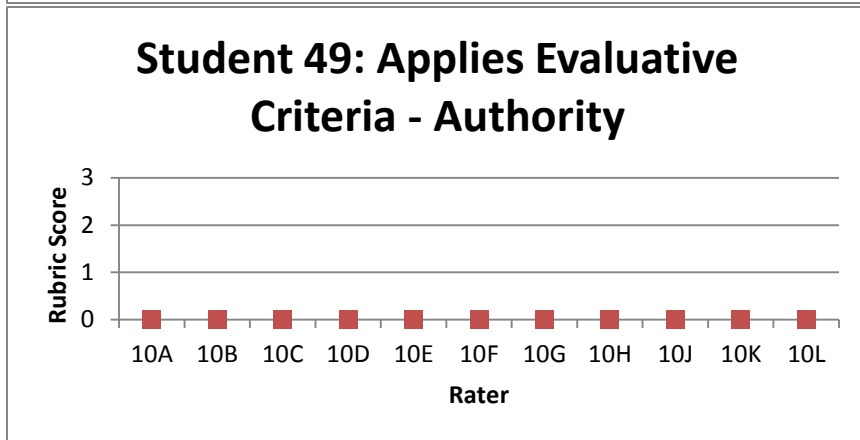
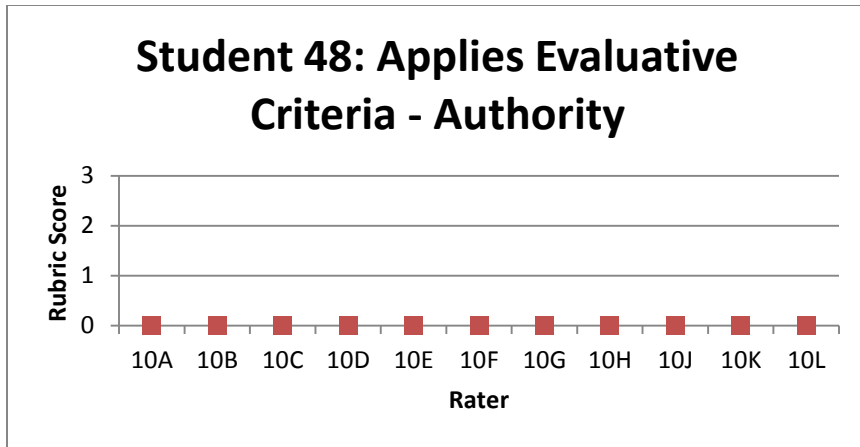


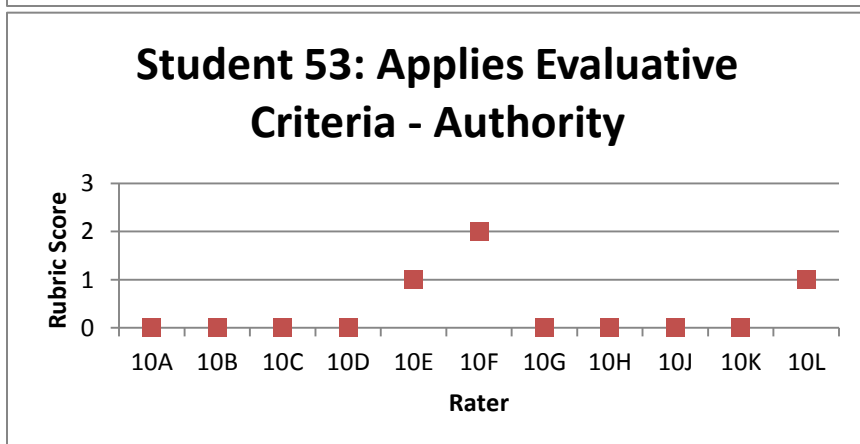
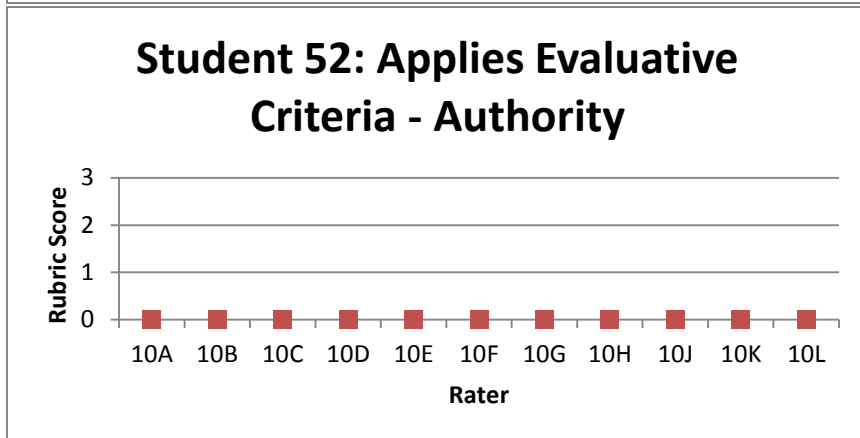
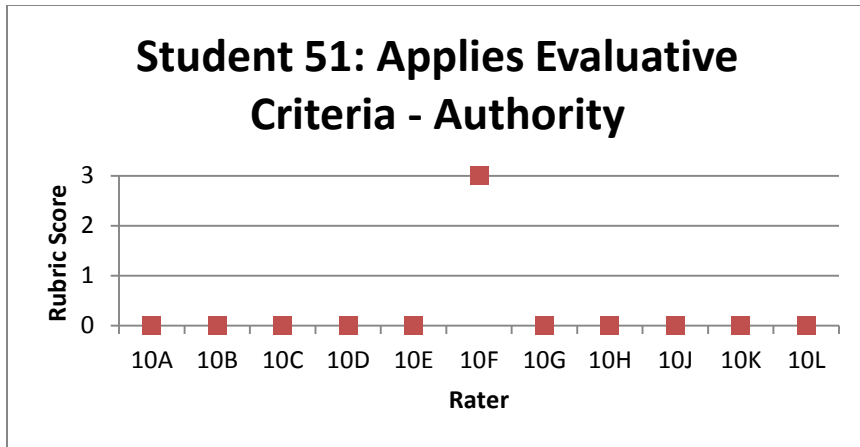


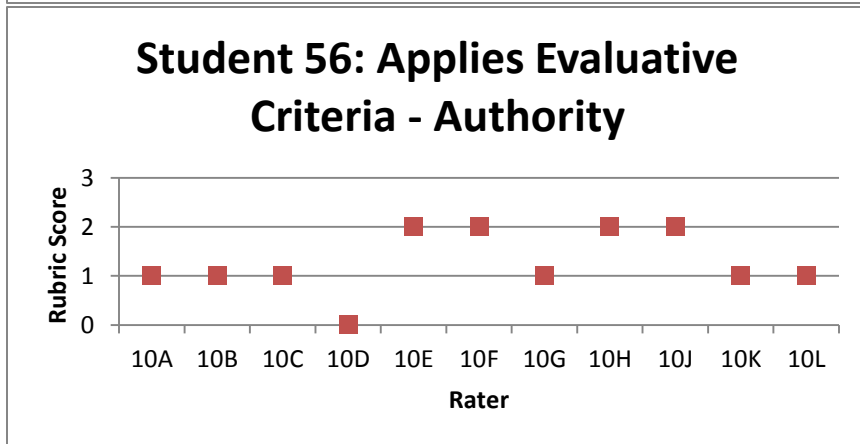
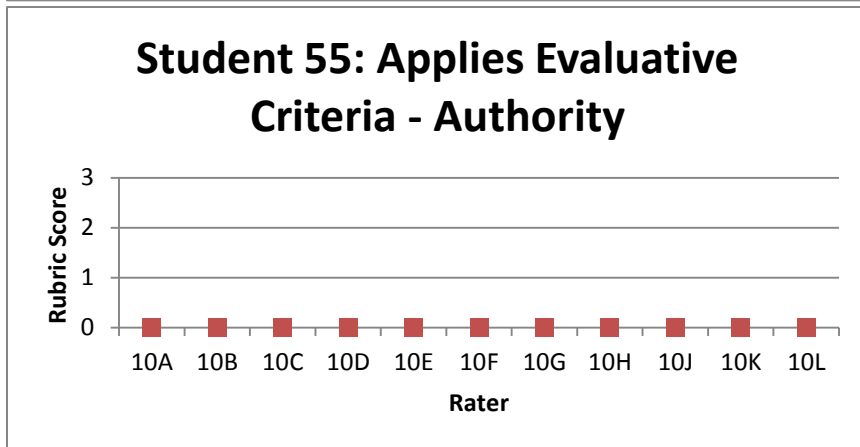
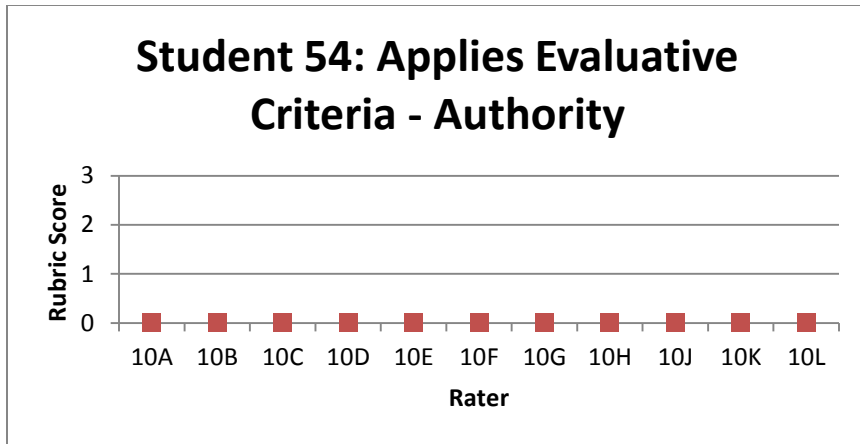


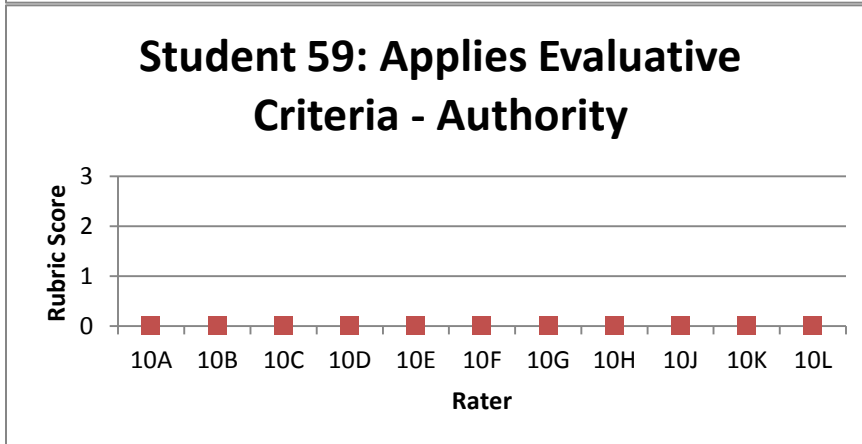
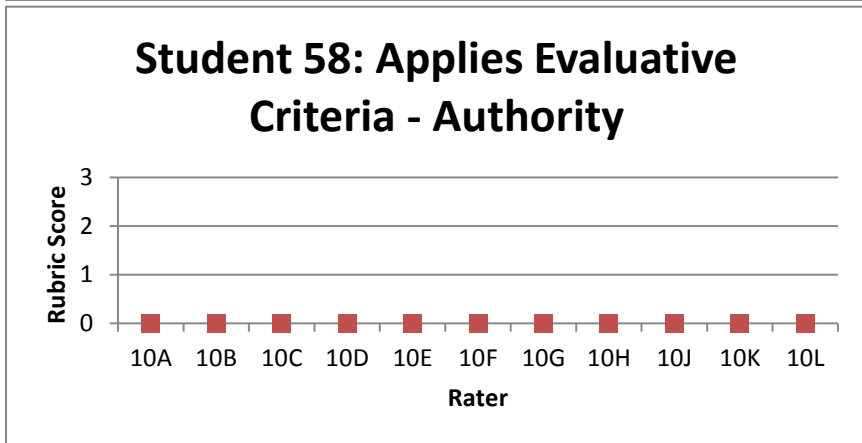
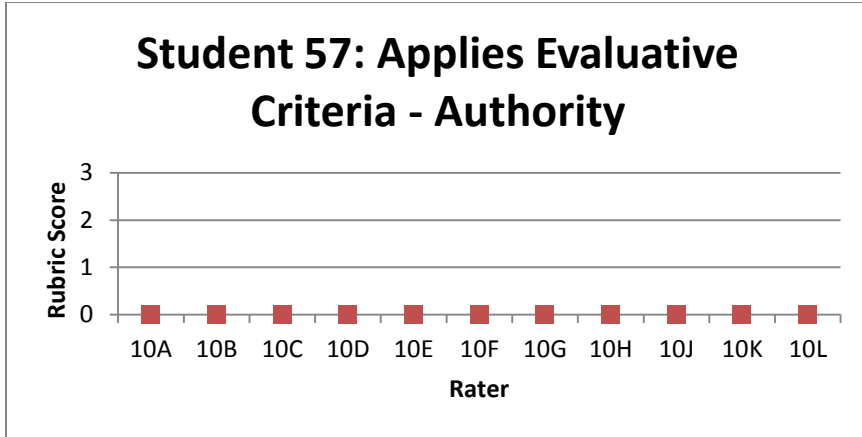


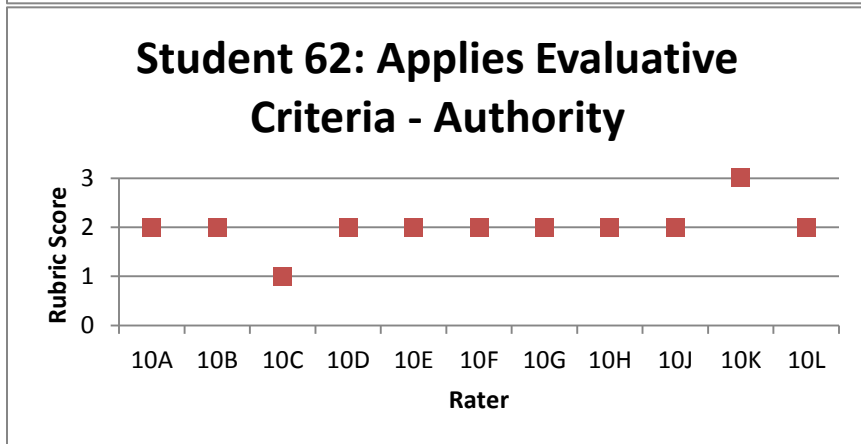
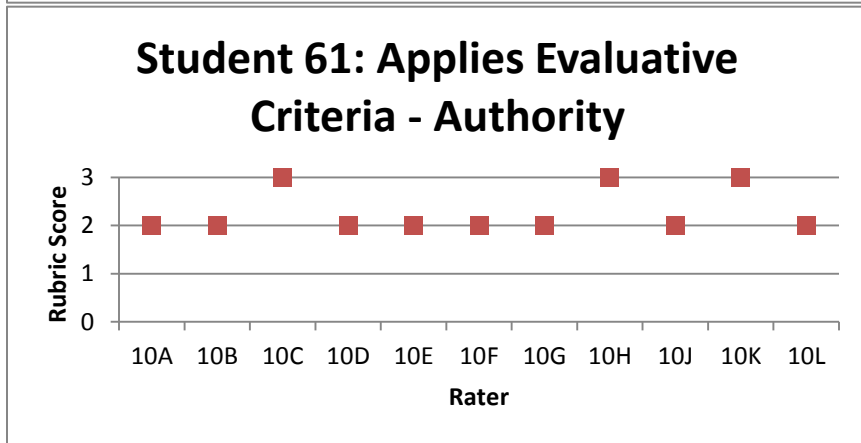
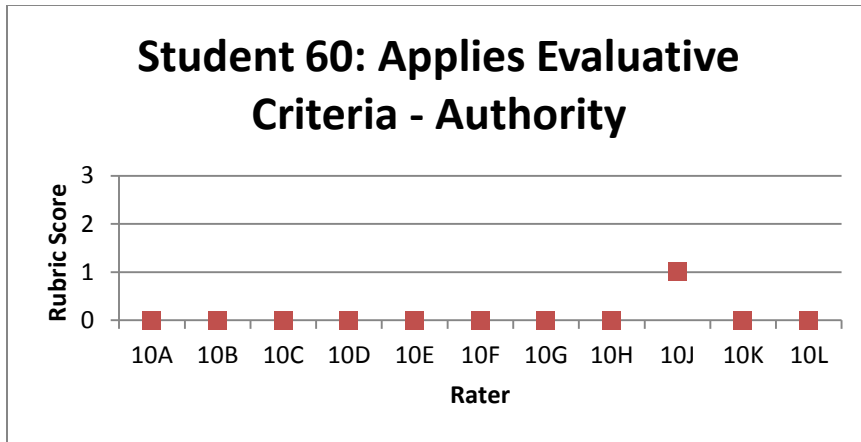


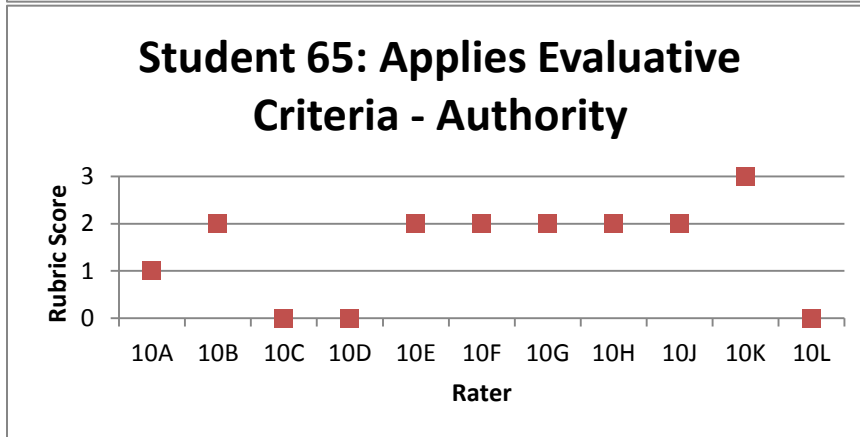
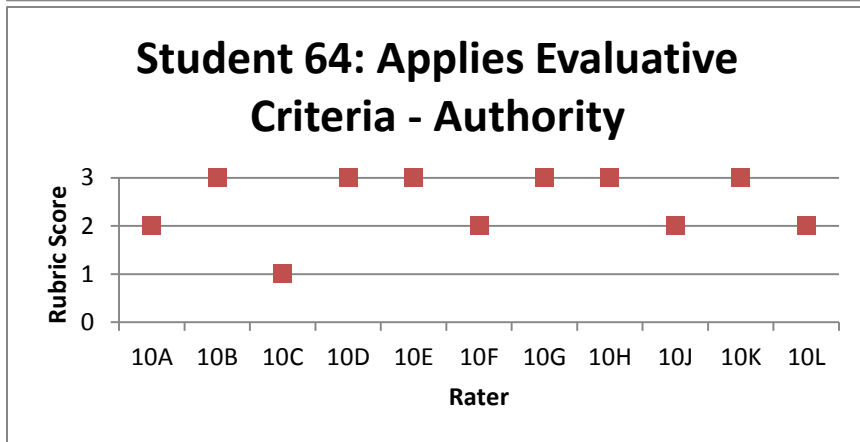
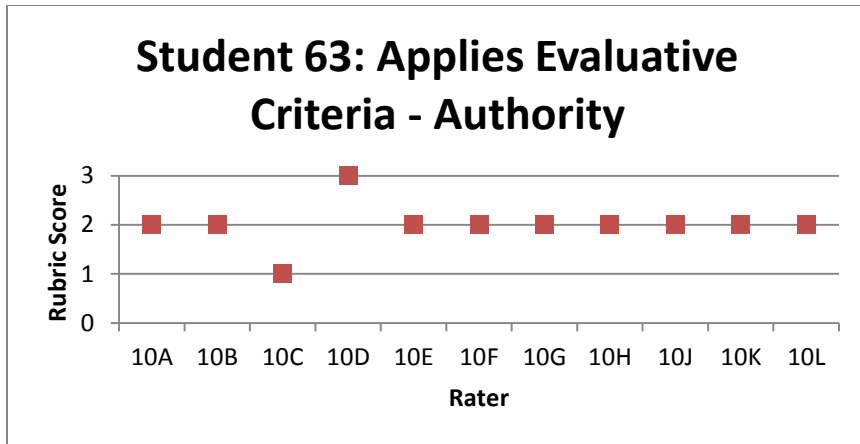


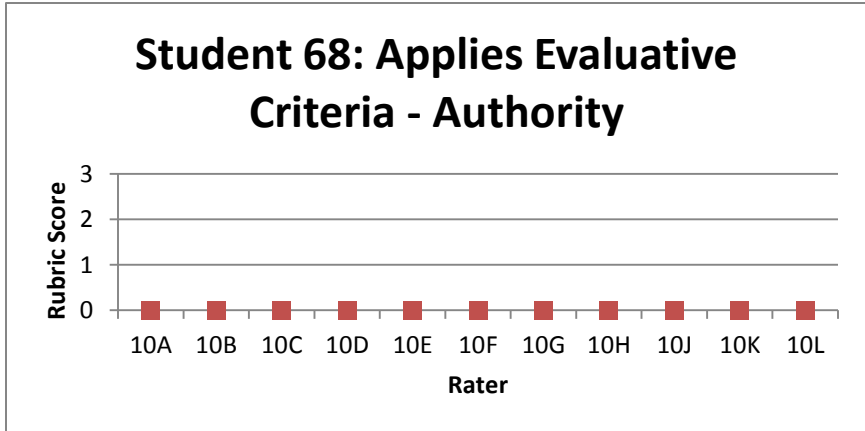
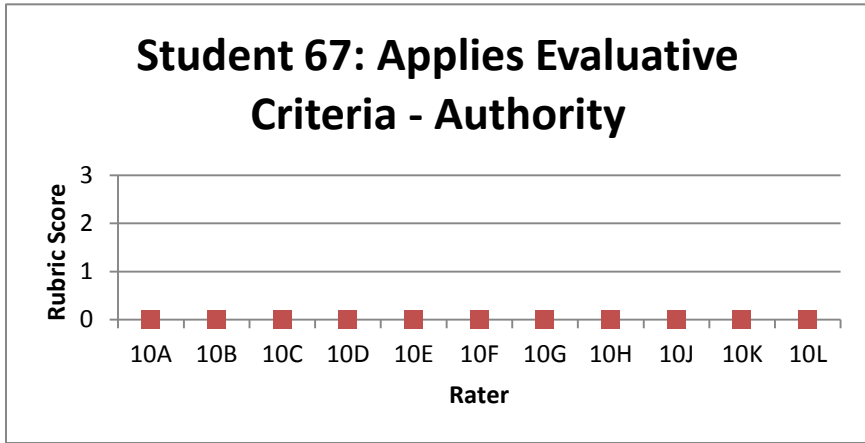
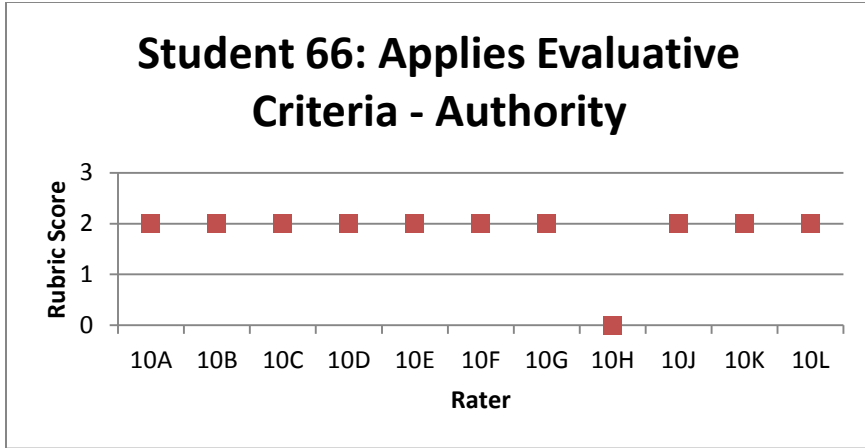




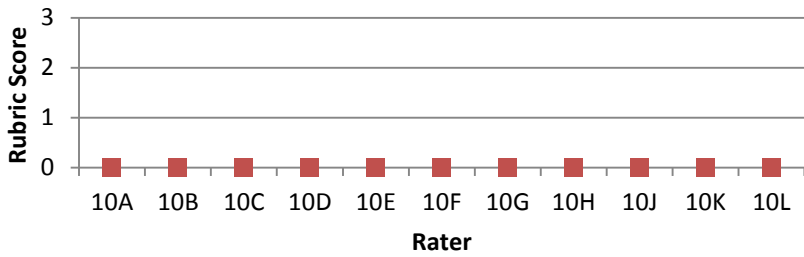




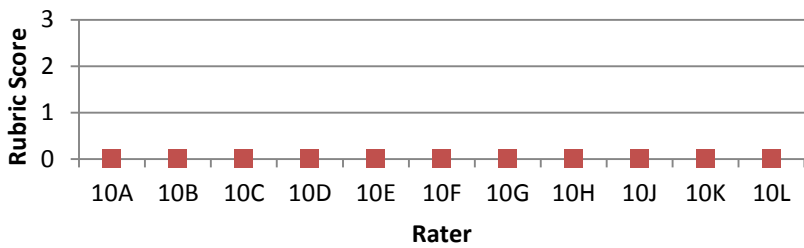




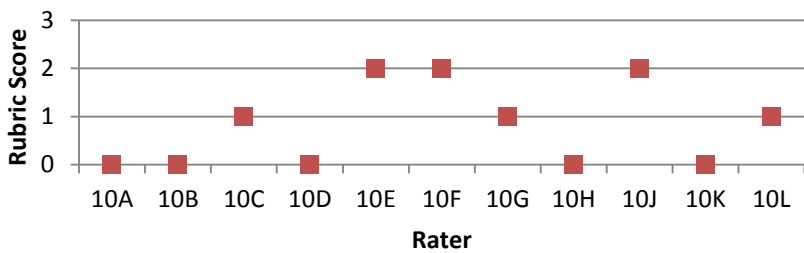
Student 69: Applies Evaluative Criteria - Authority

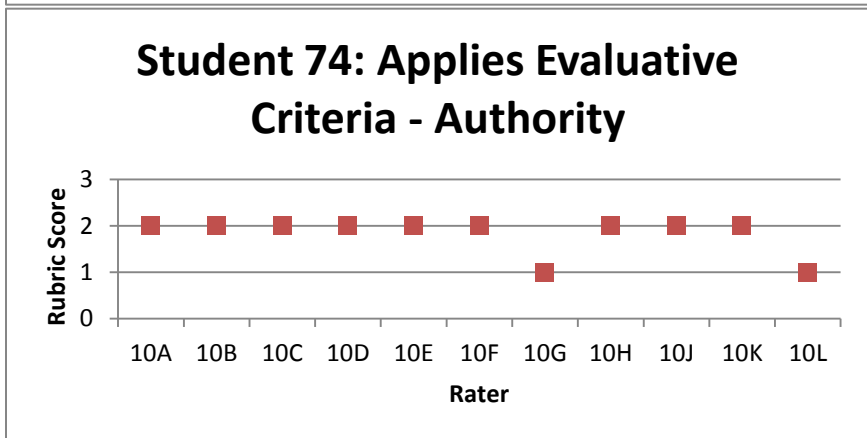
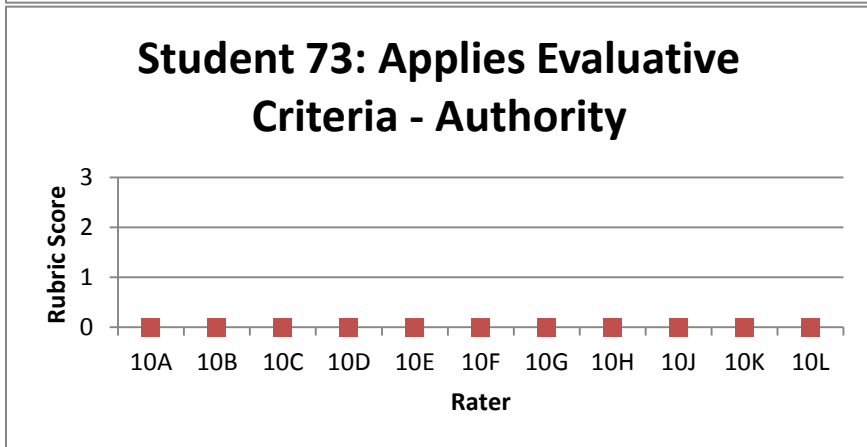
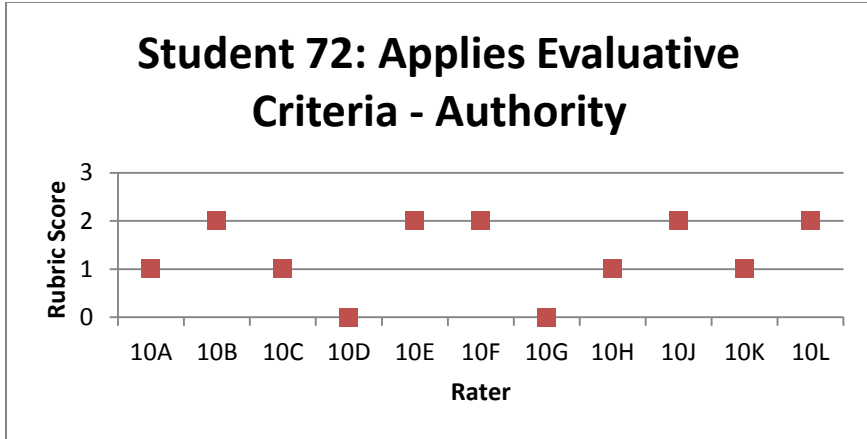


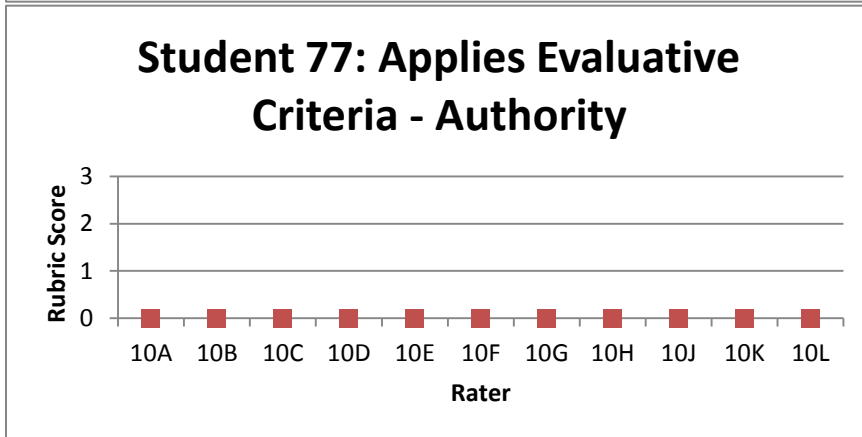
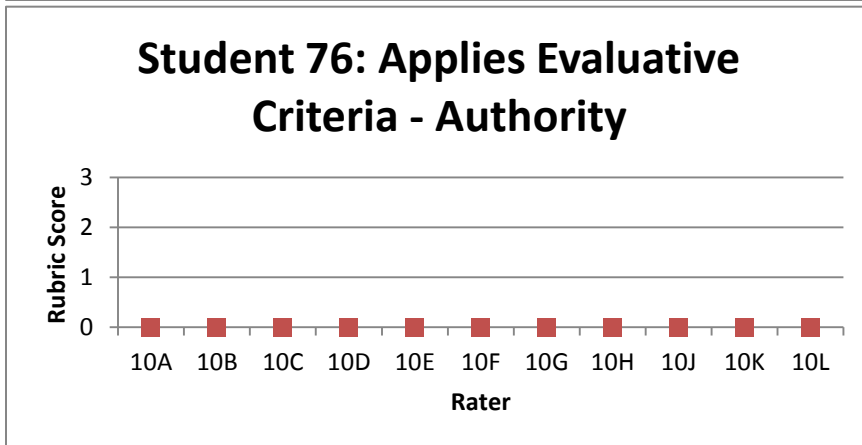
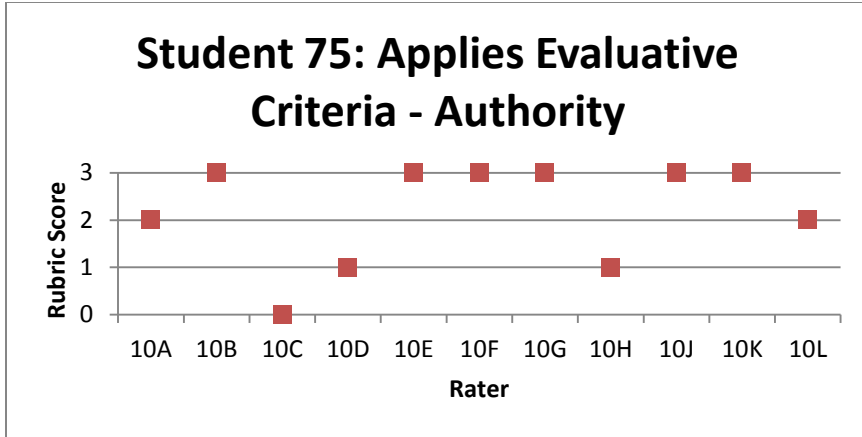
Student 70: Applies Evaluative Criteria - Authority

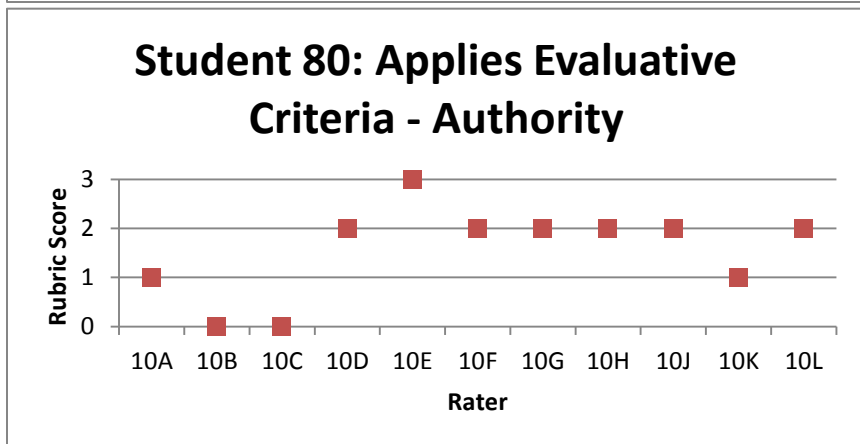
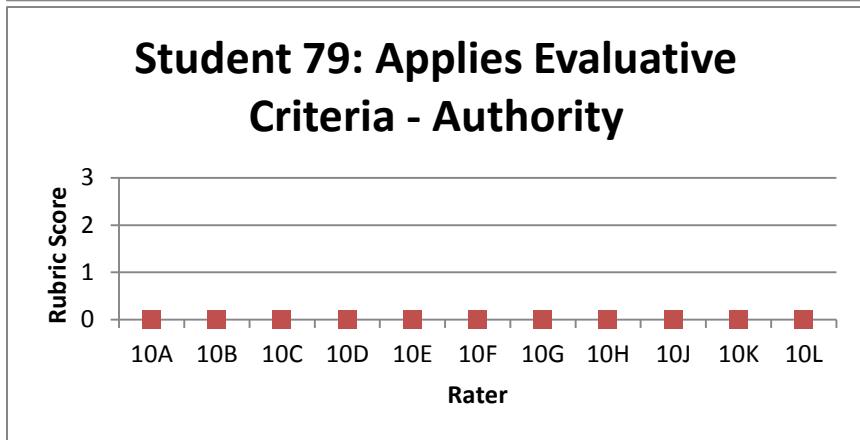
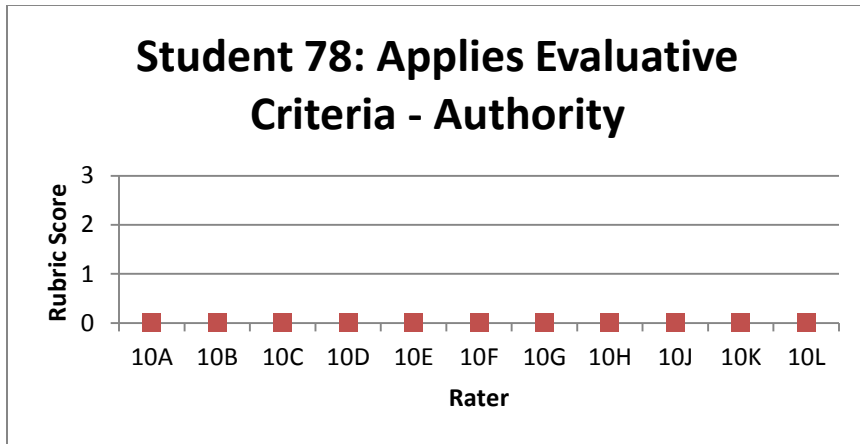


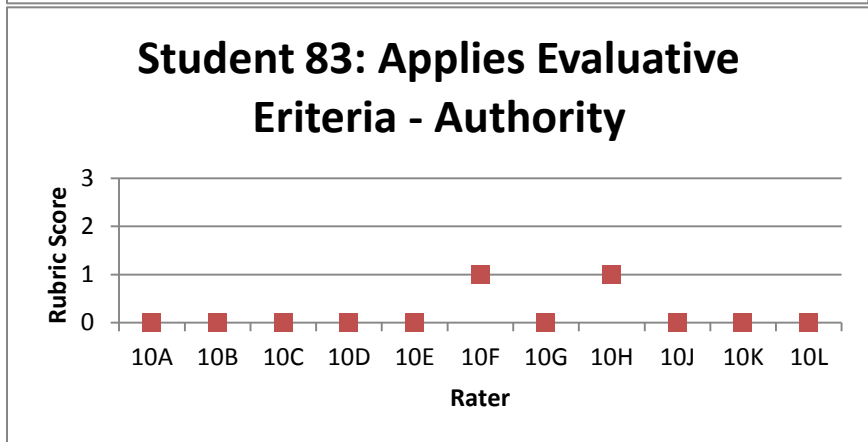
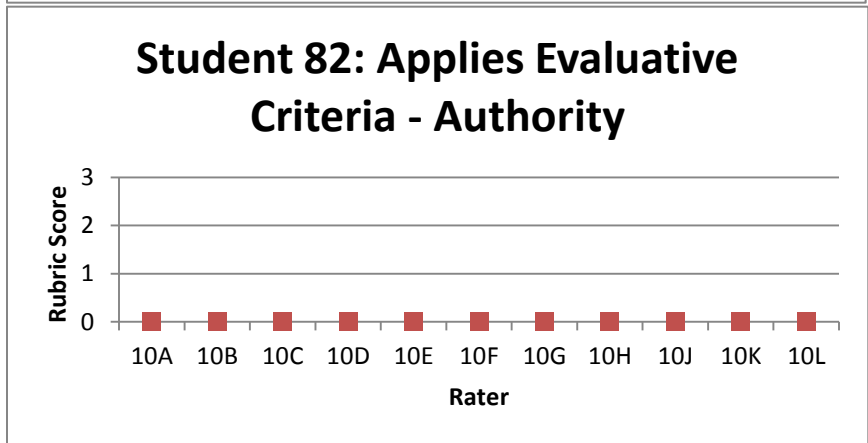
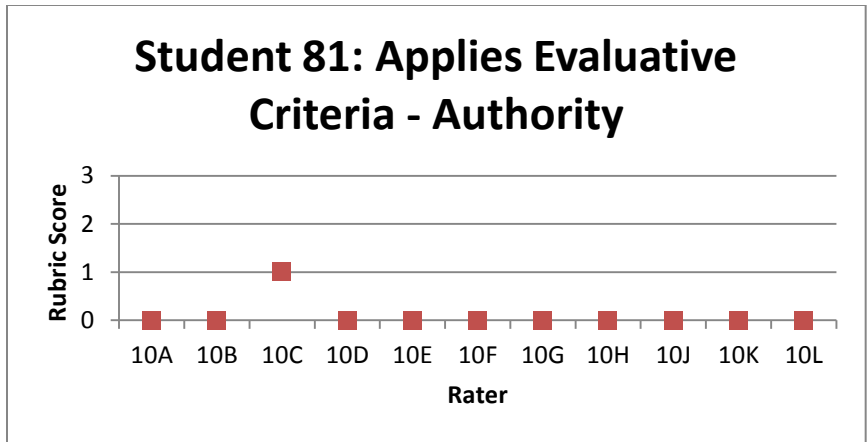
Student 71: Applies Evaluative Criteria - Authority

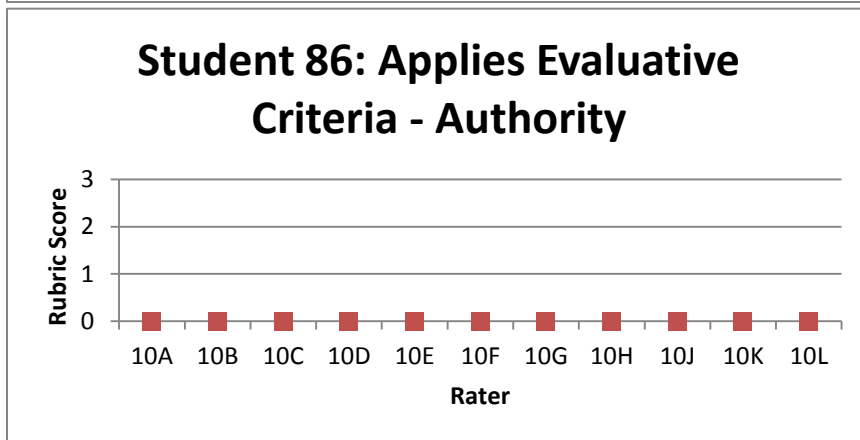
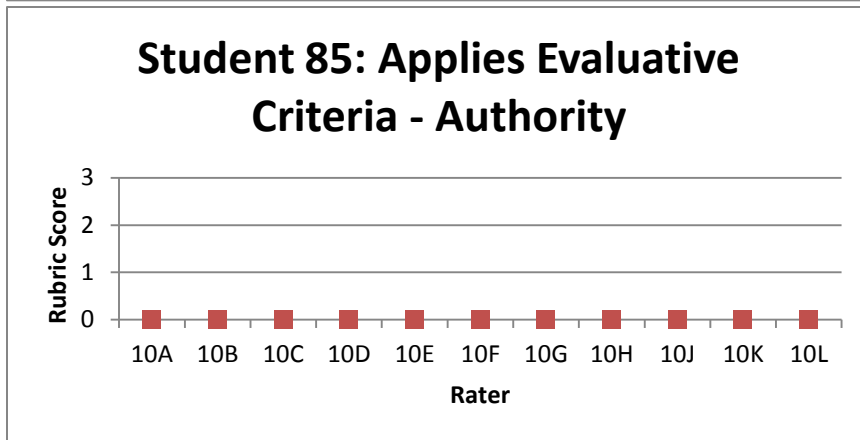
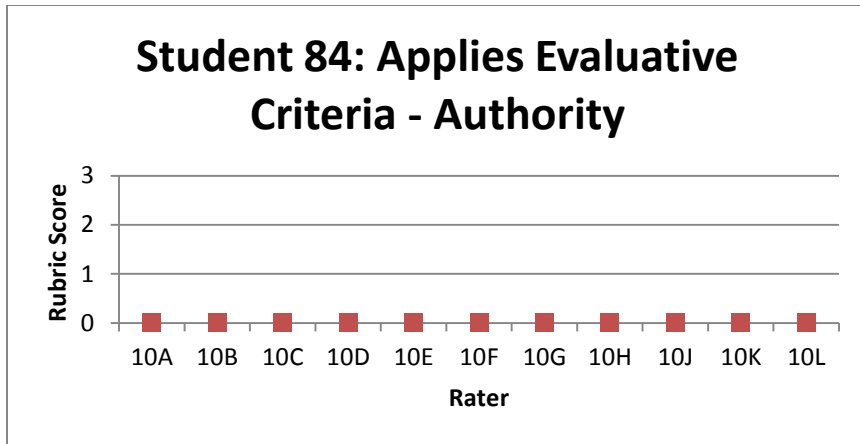


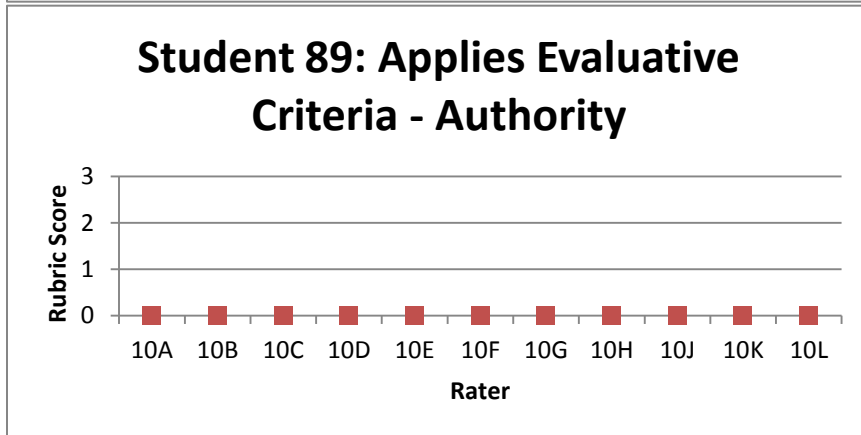
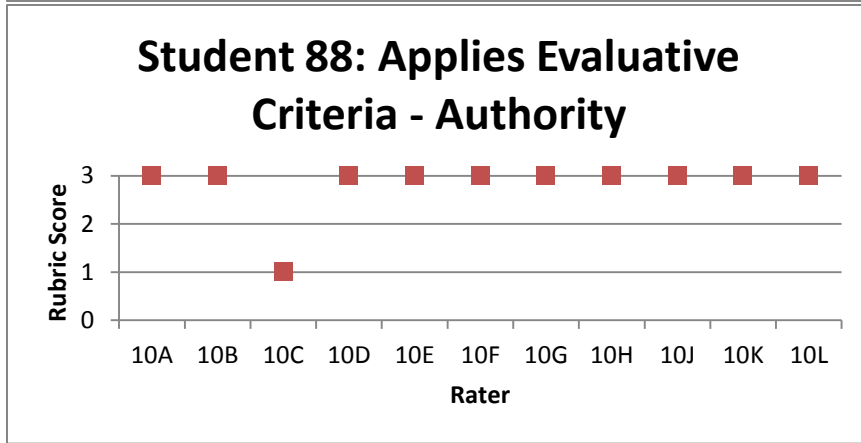
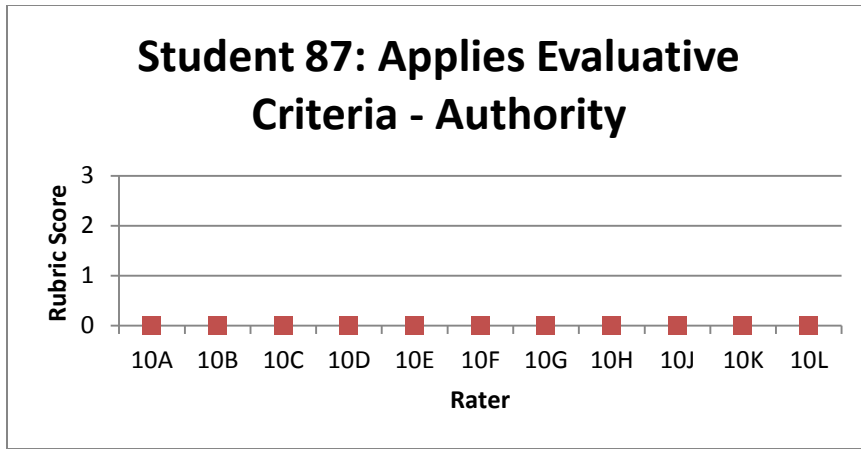


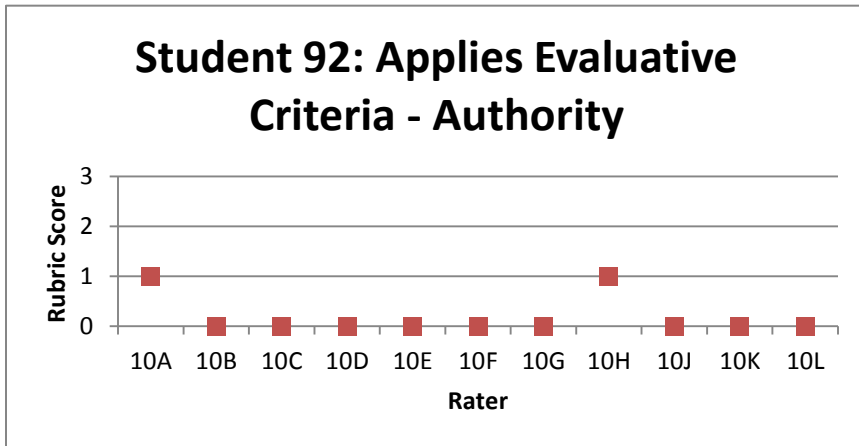
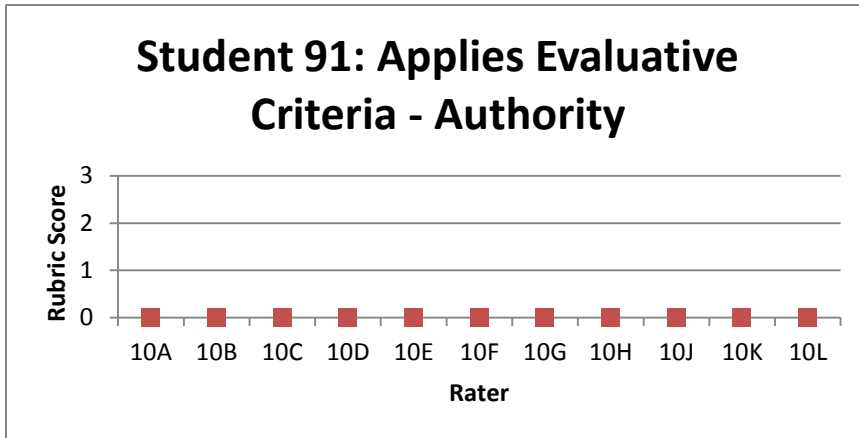
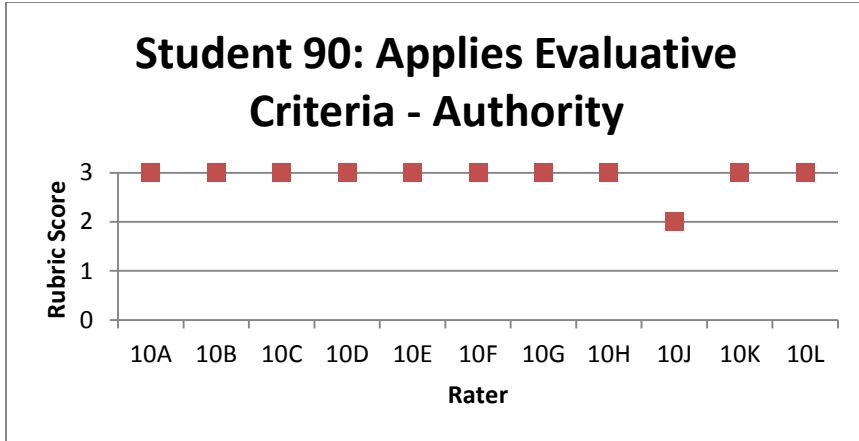


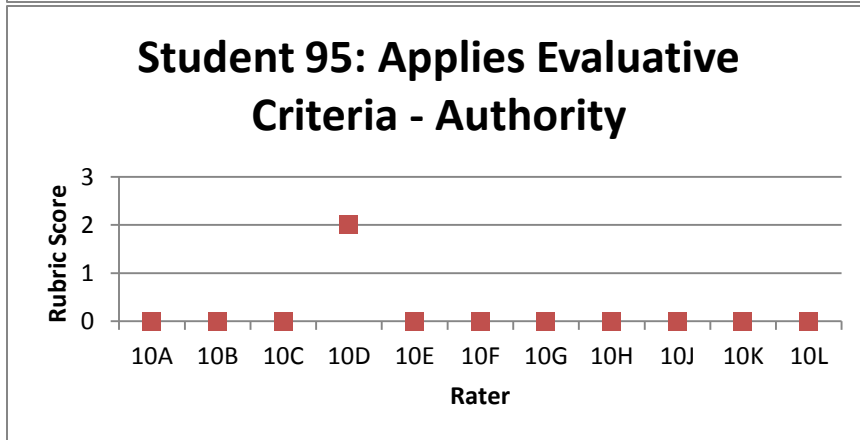
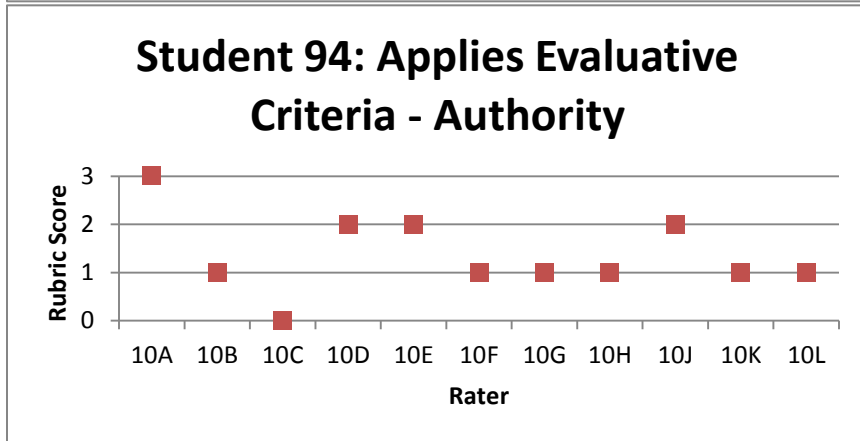
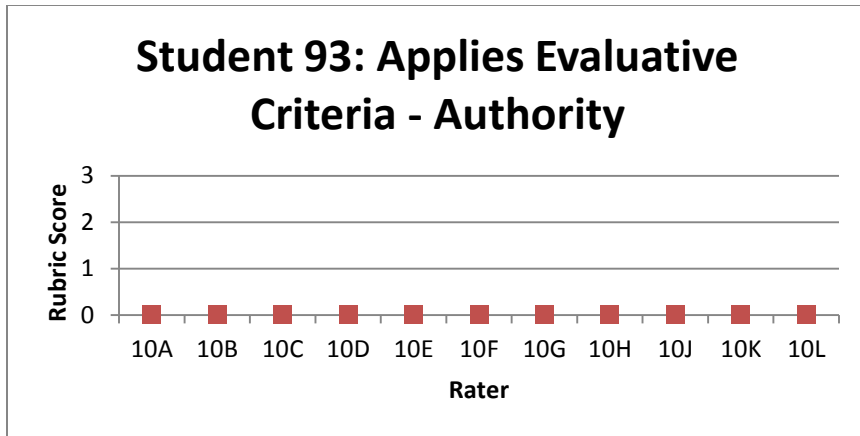


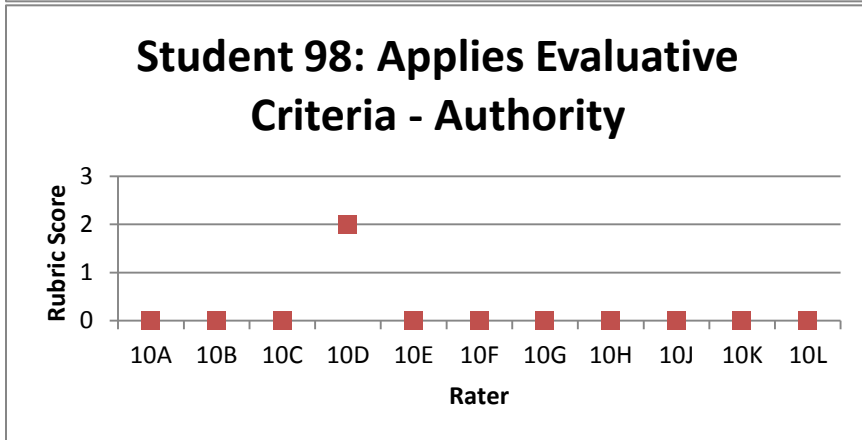
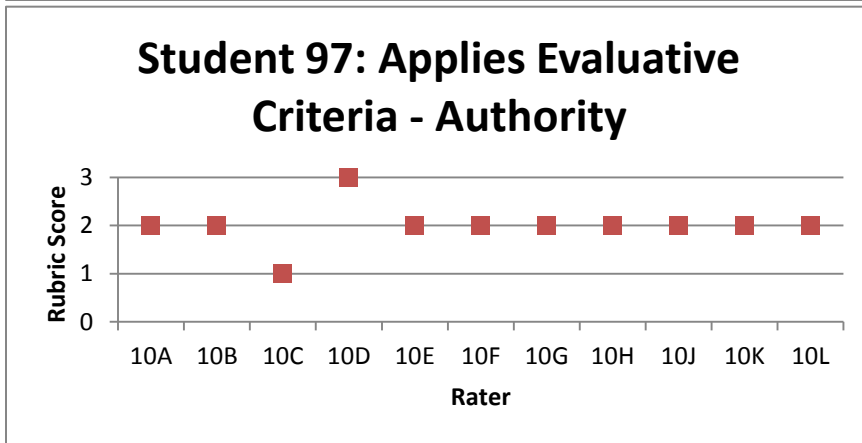
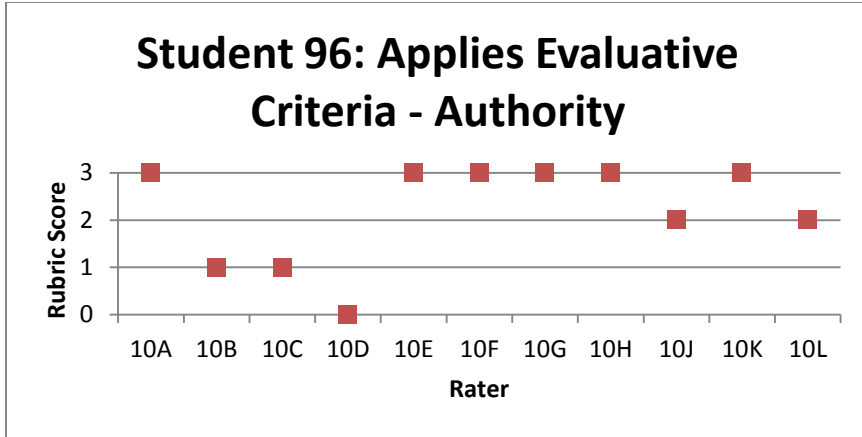


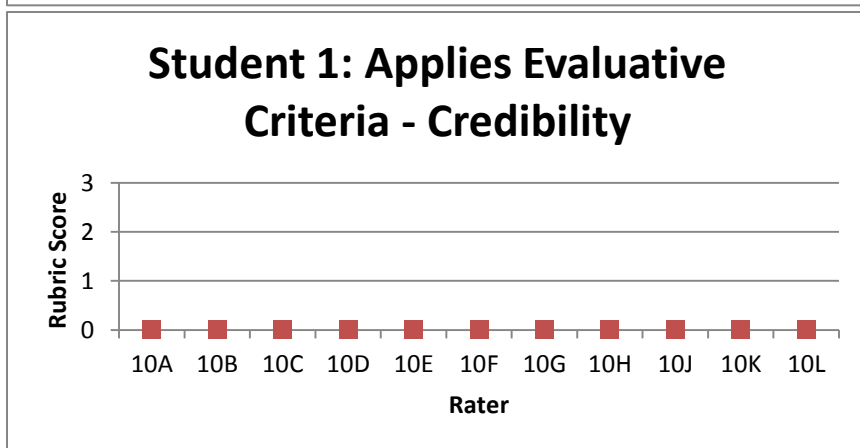
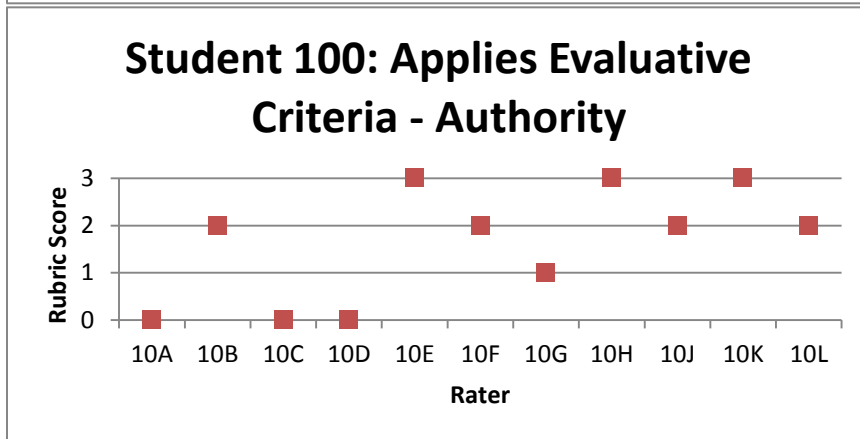
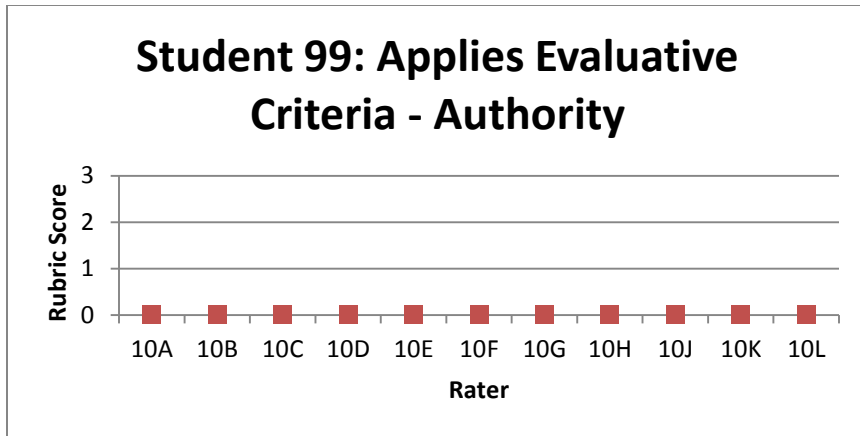


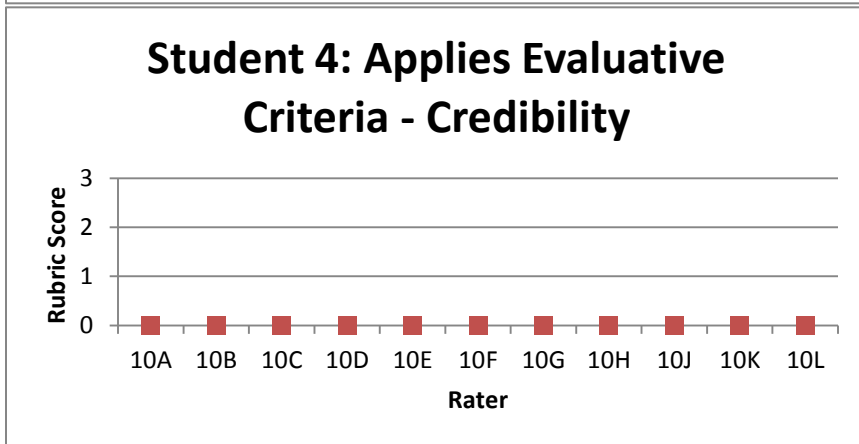
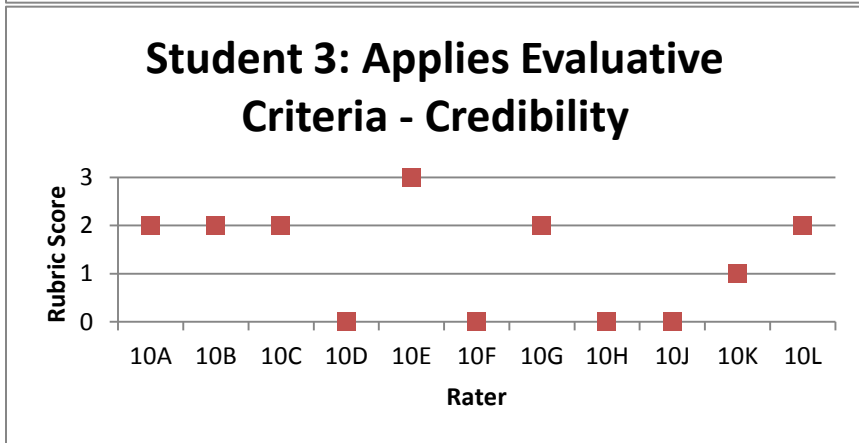
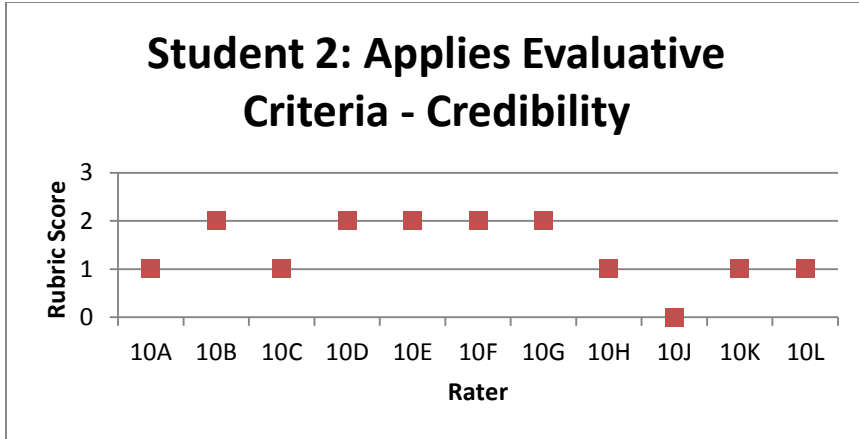


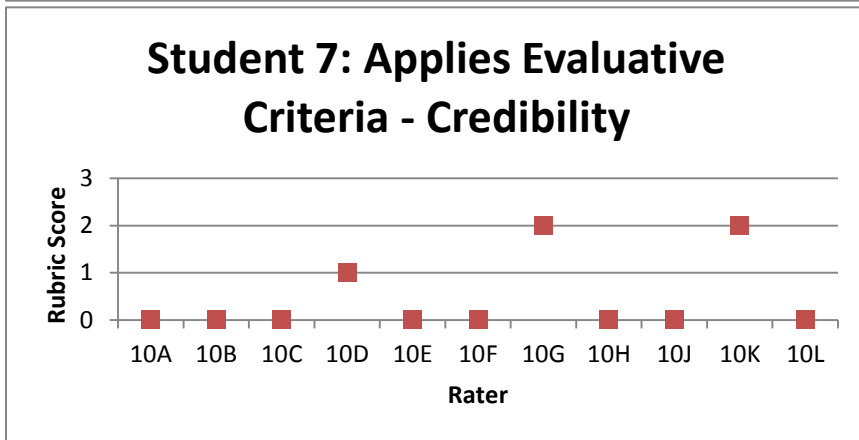
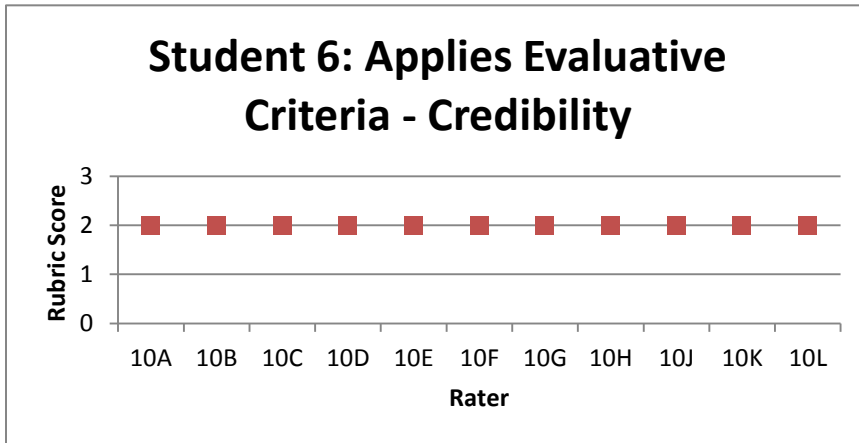
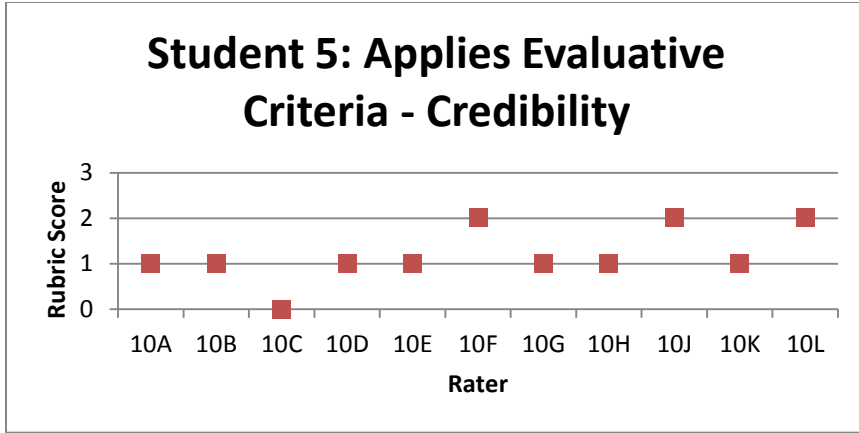


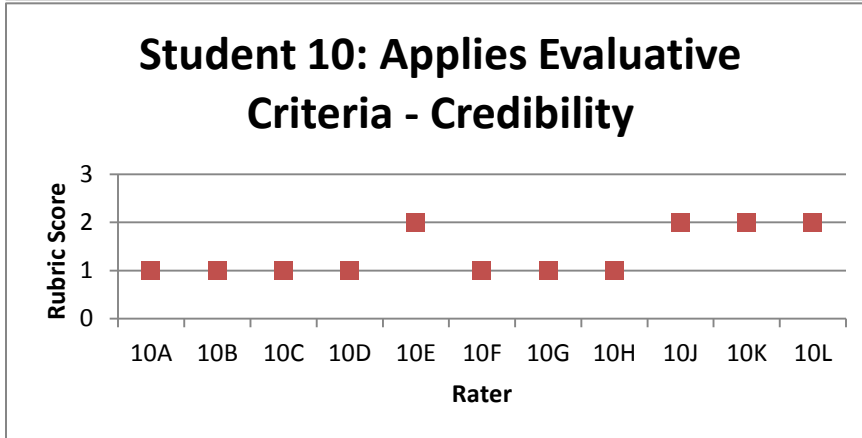
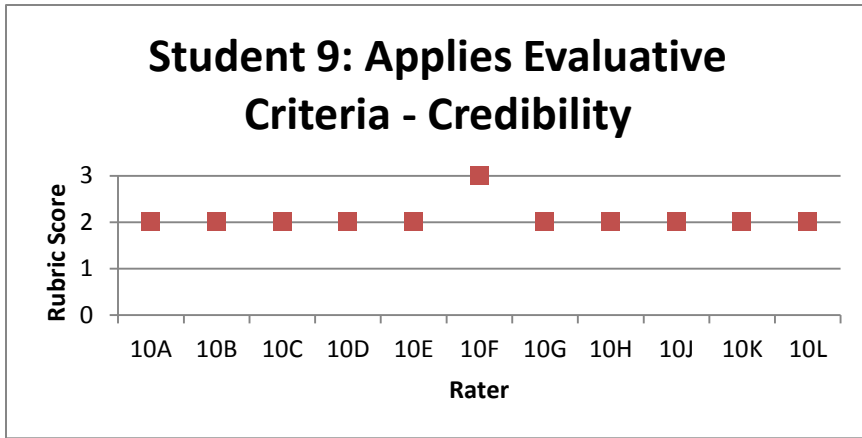
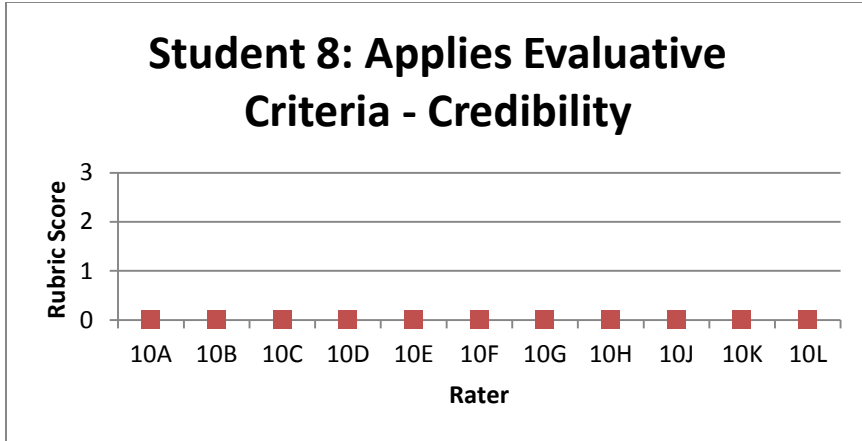


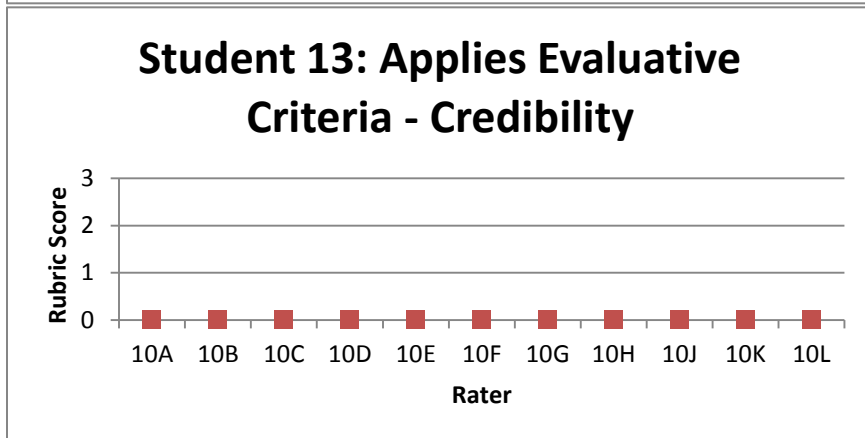
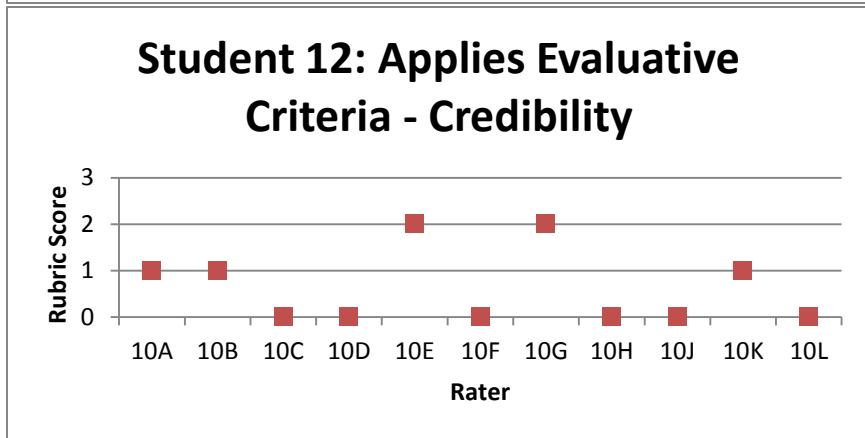
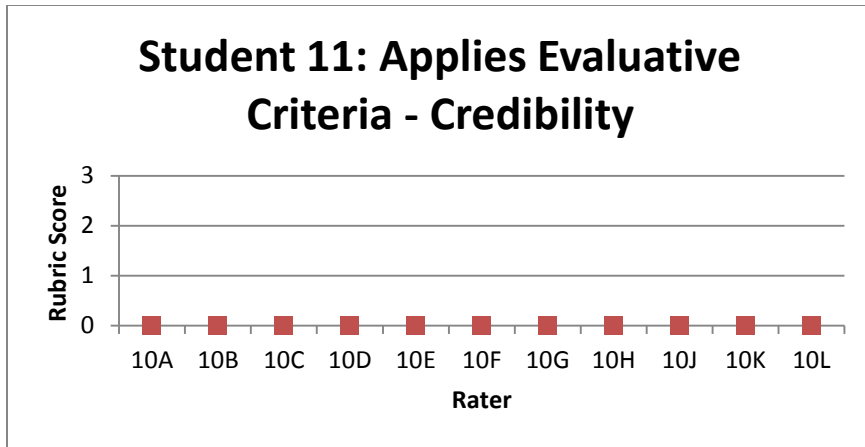


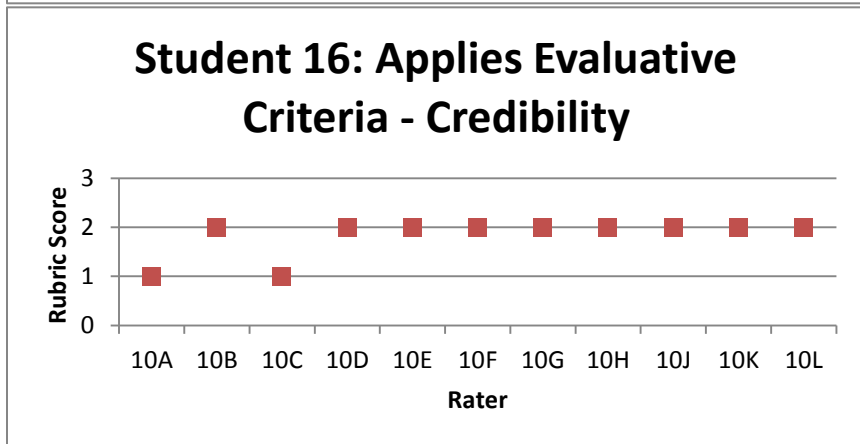
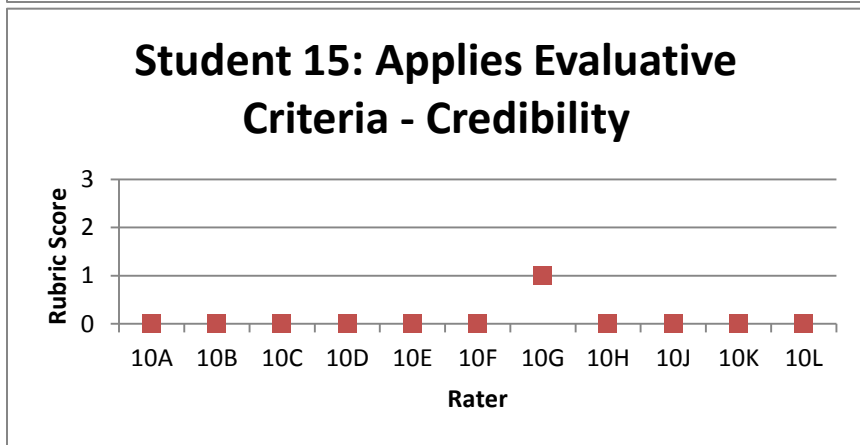
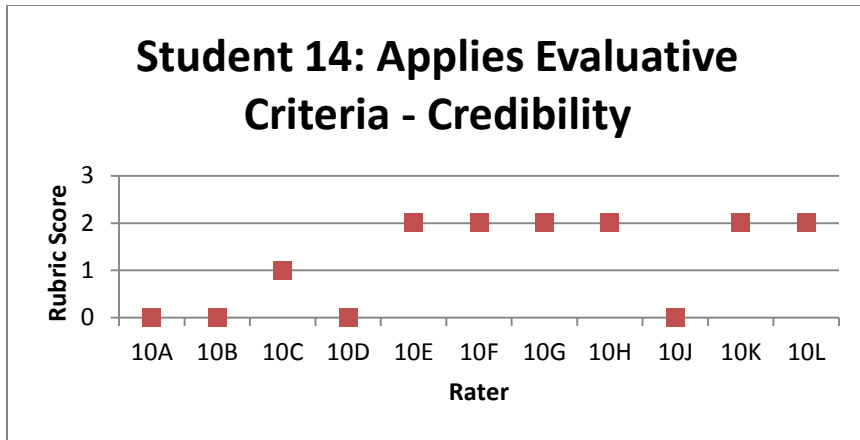


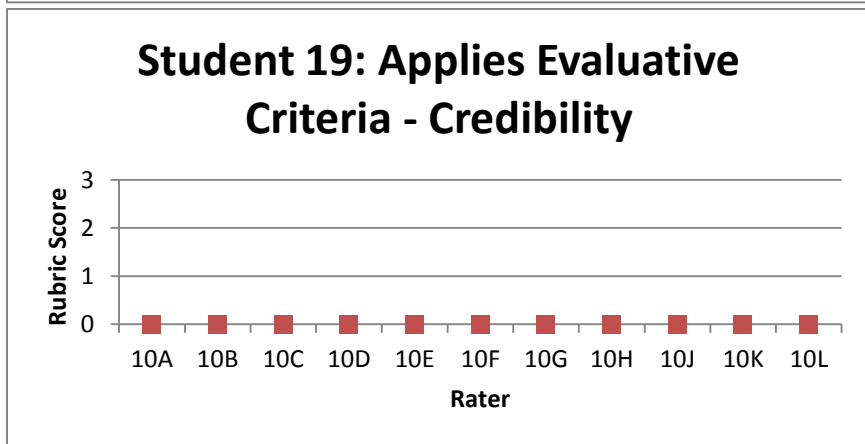
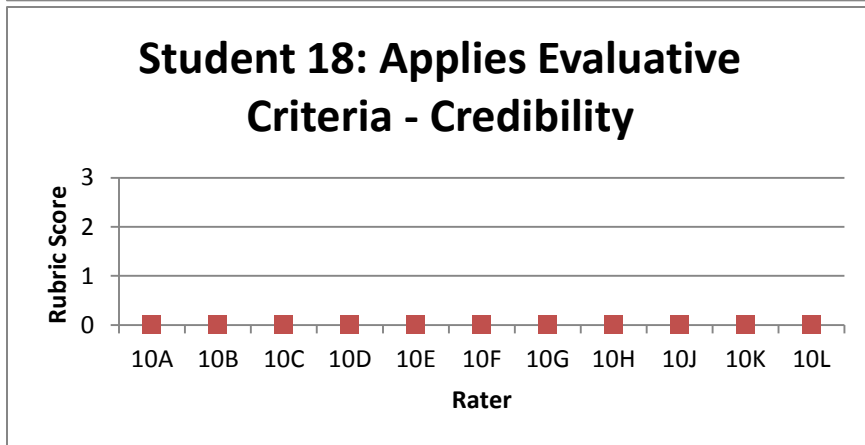
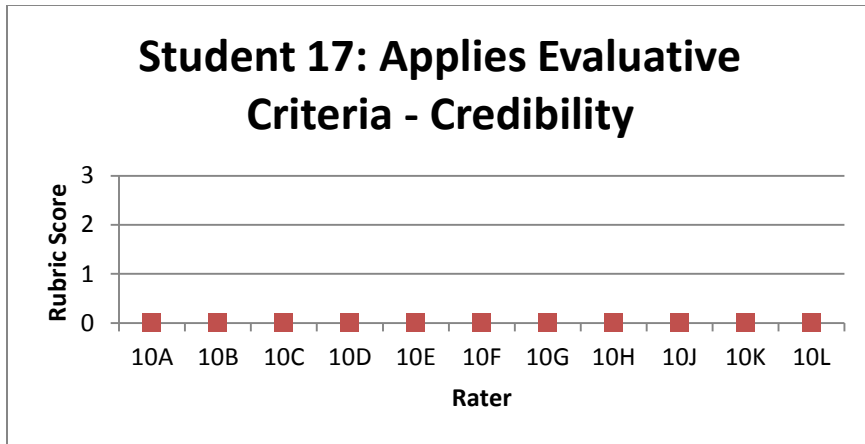


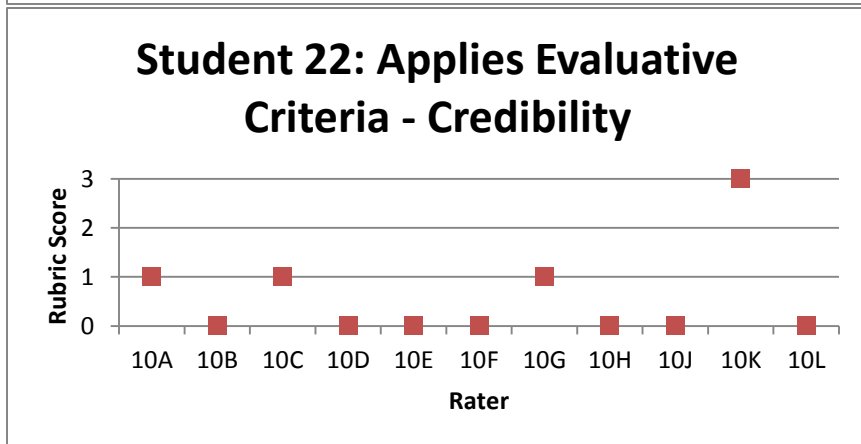
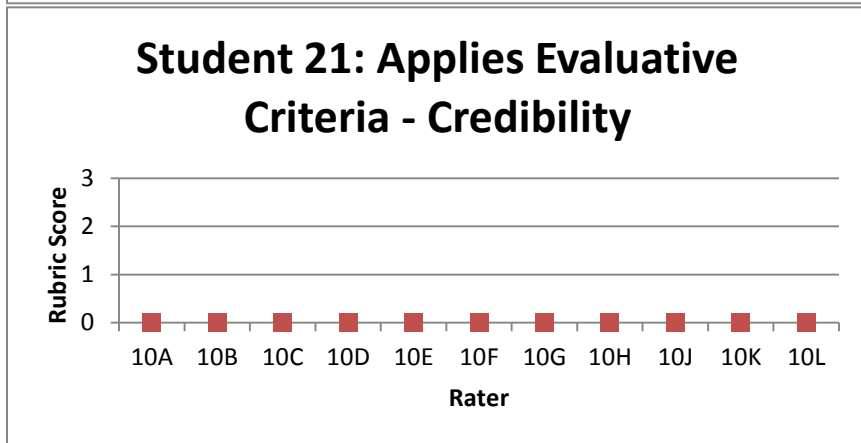
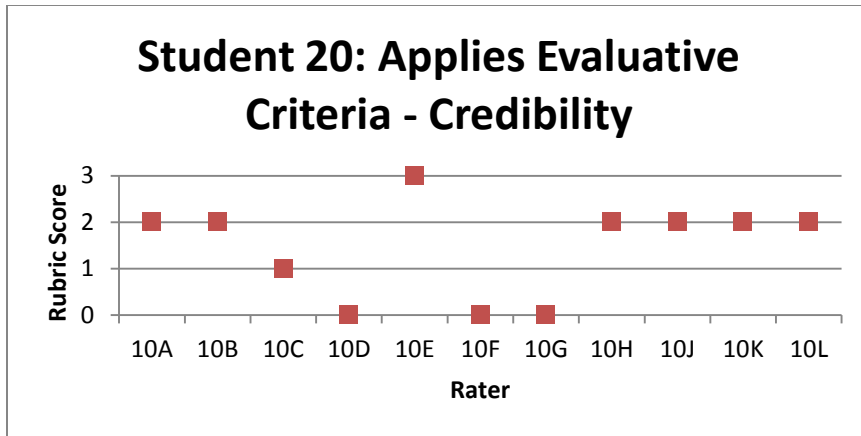


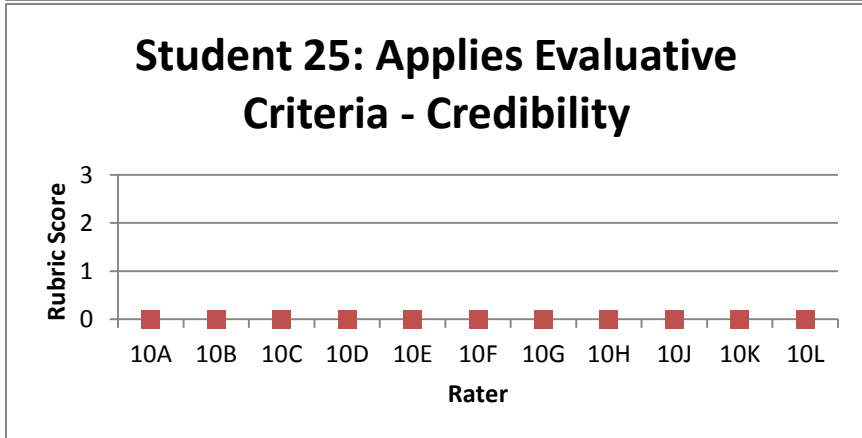
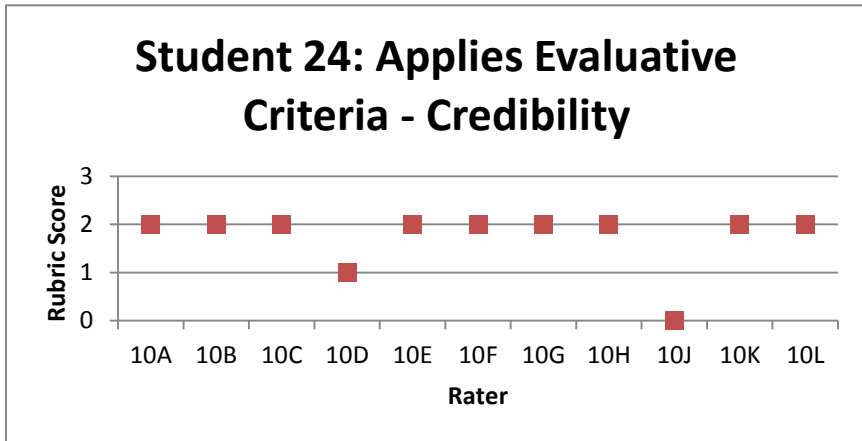
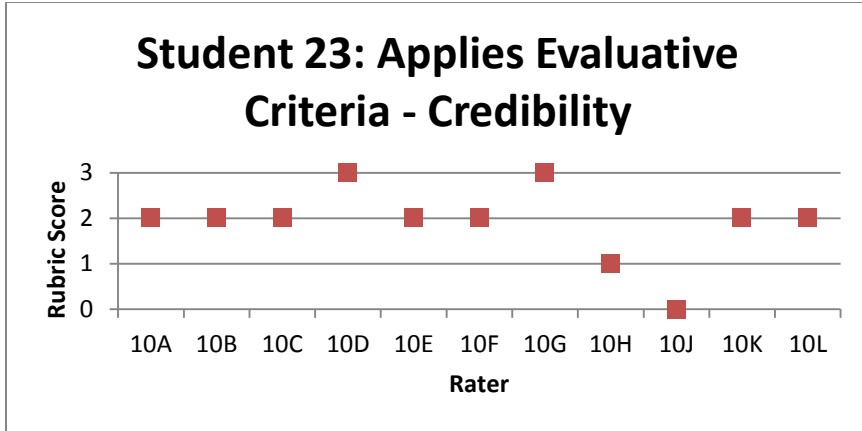


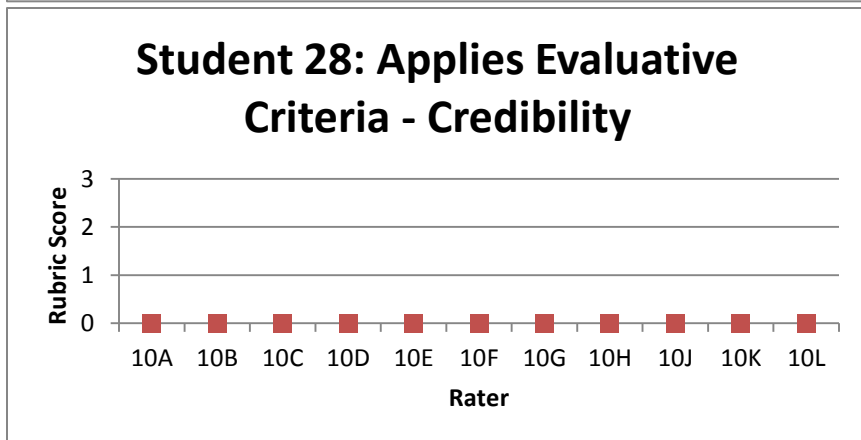
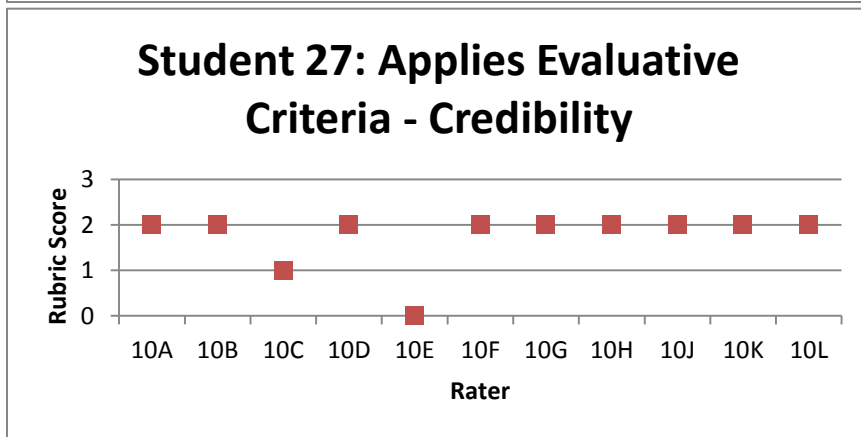
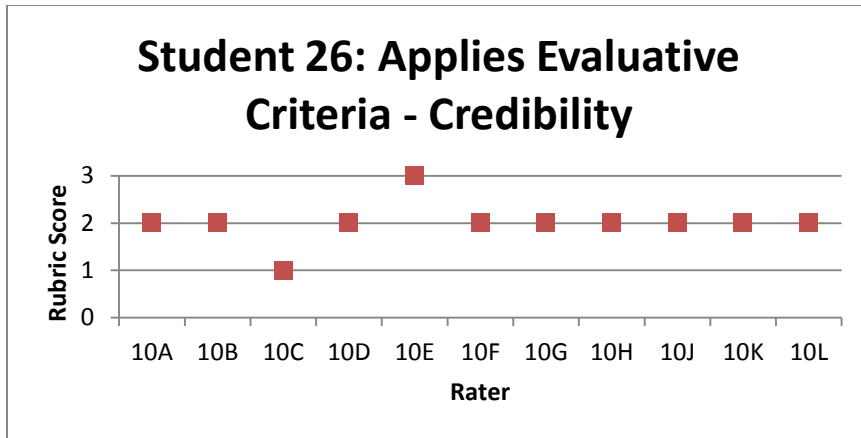


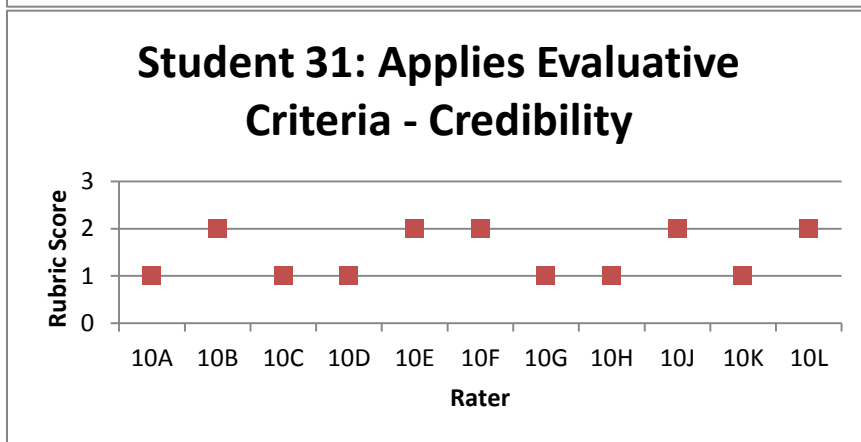
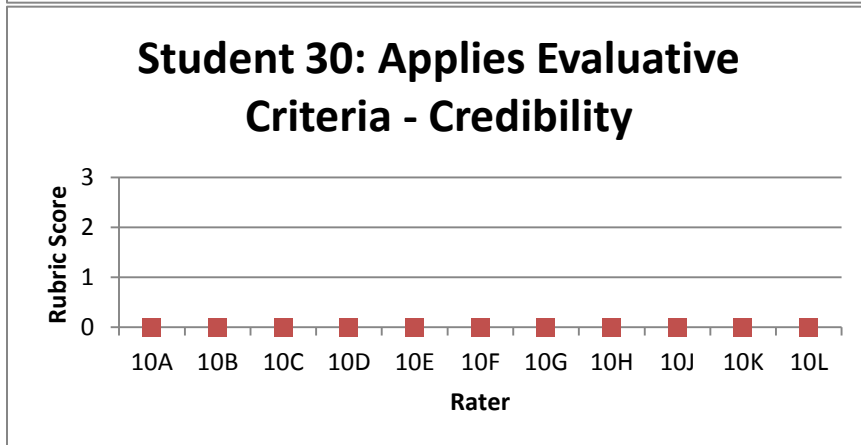
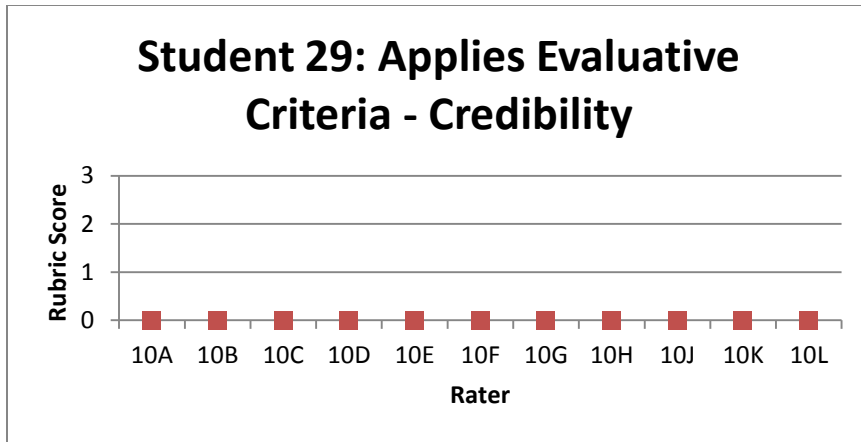


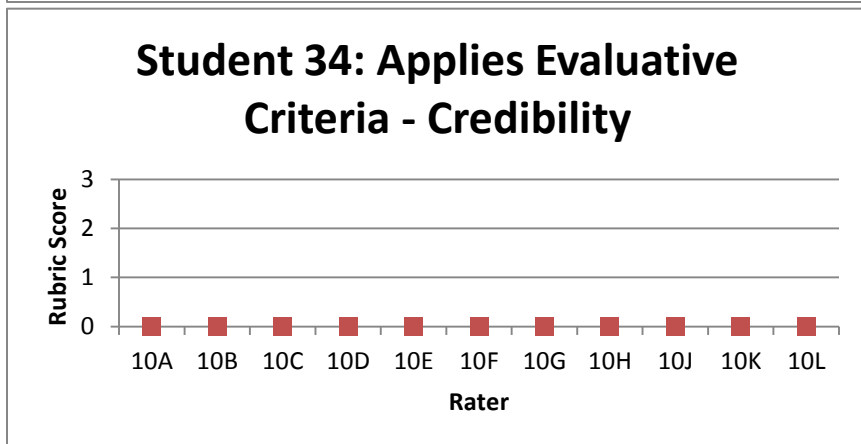
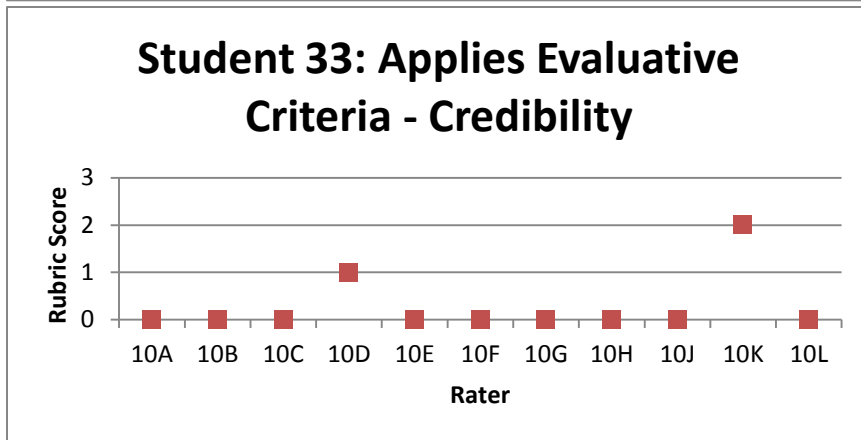
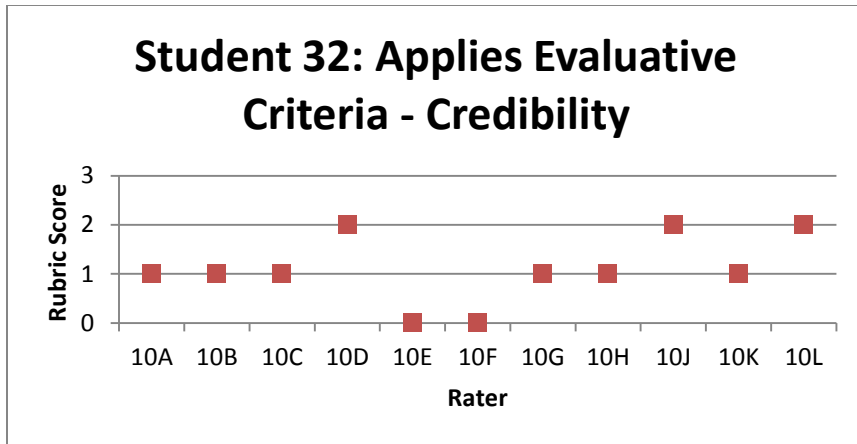


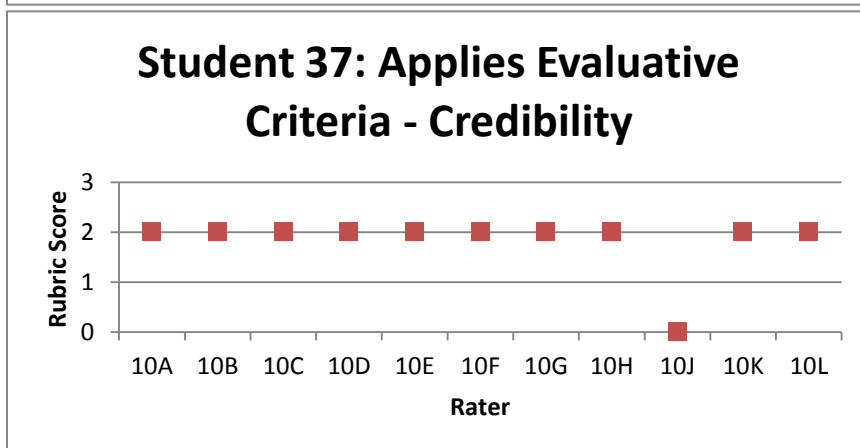
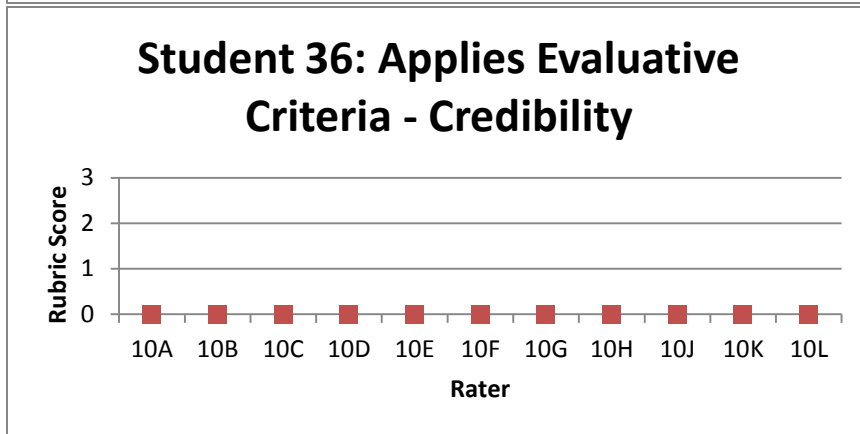
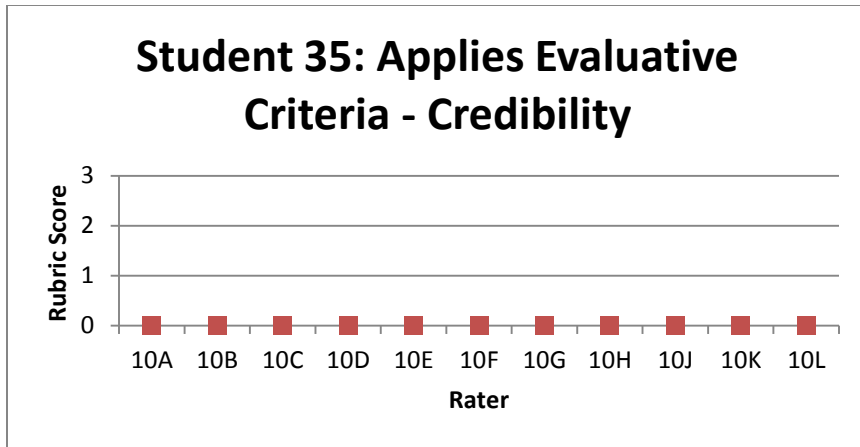


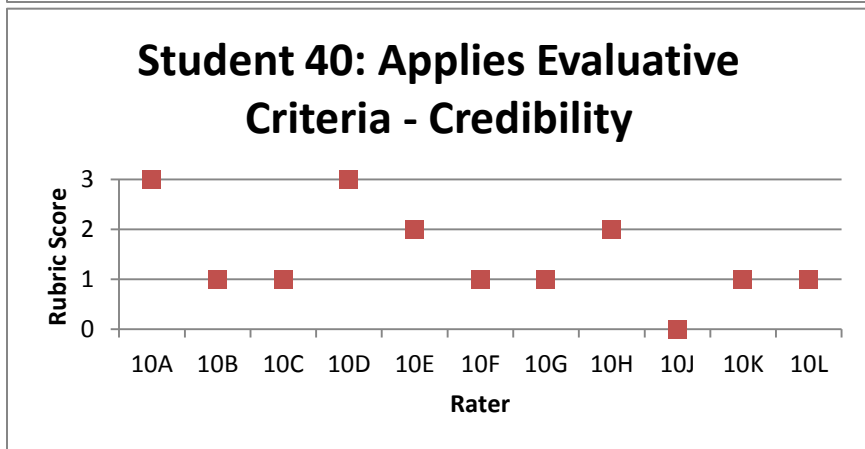
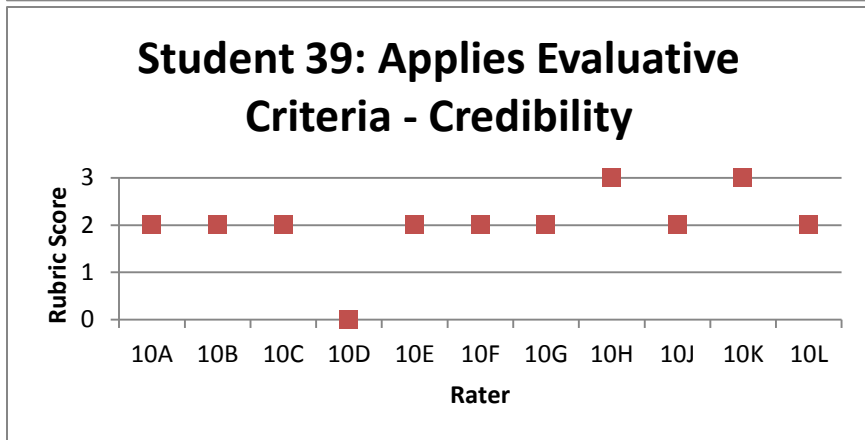
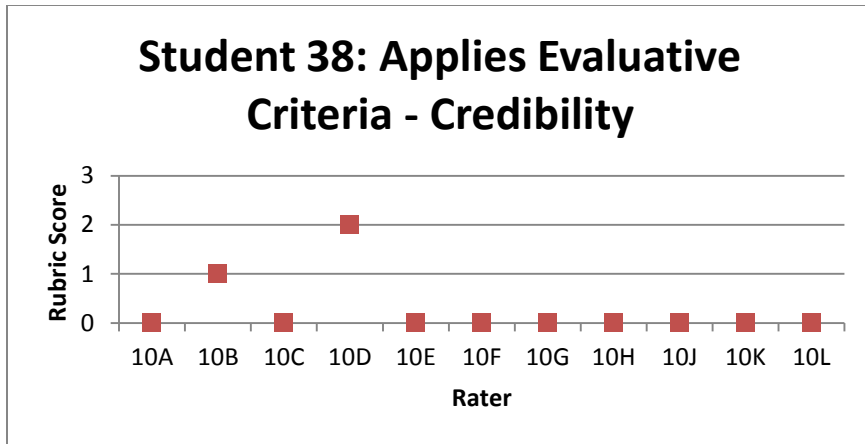


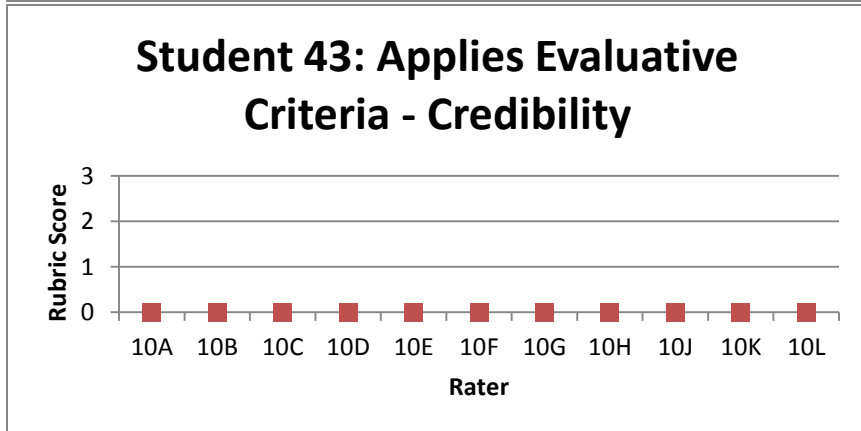
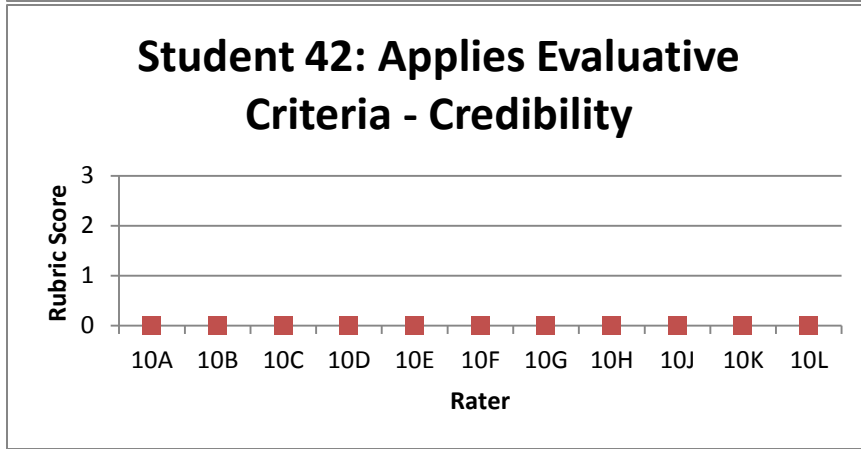
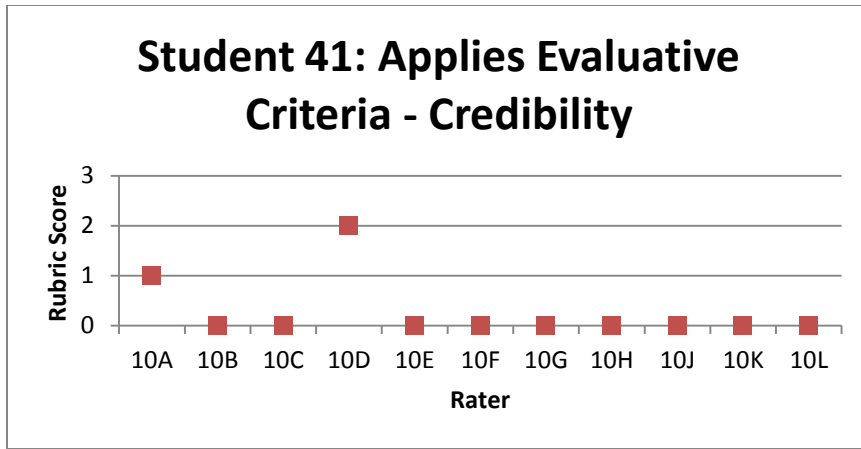


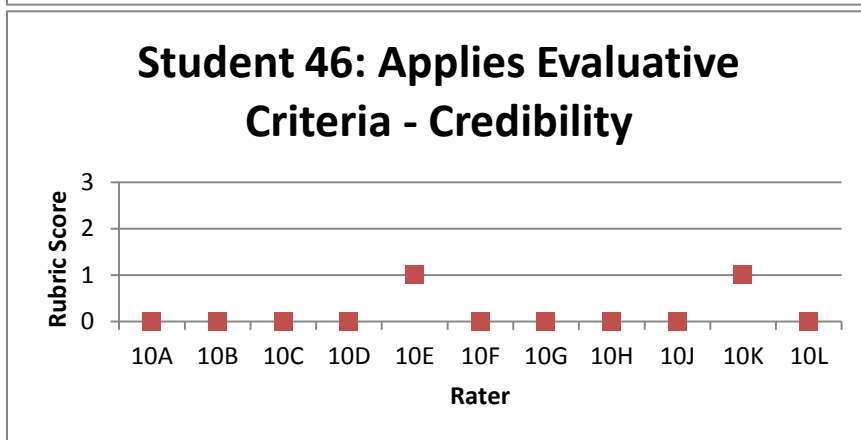
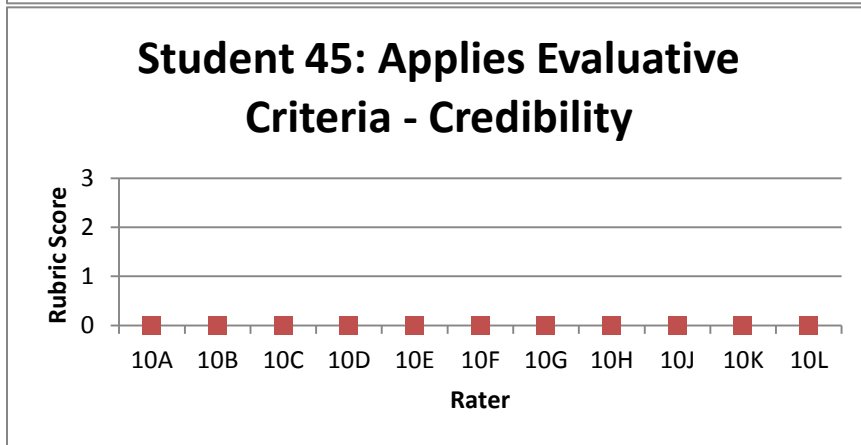
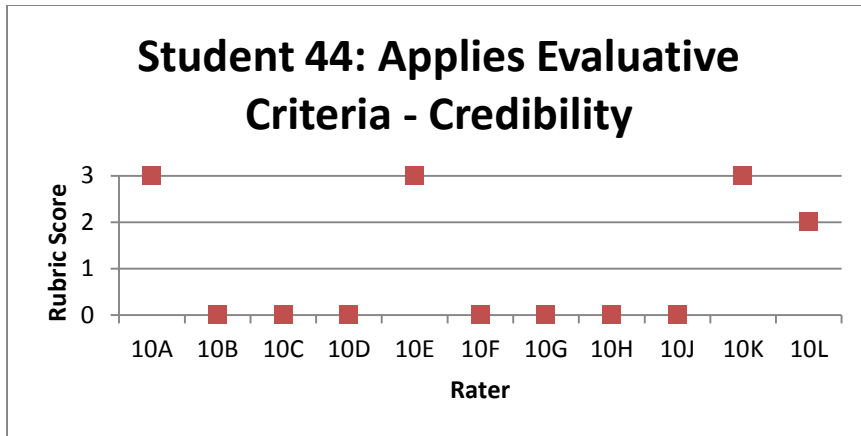


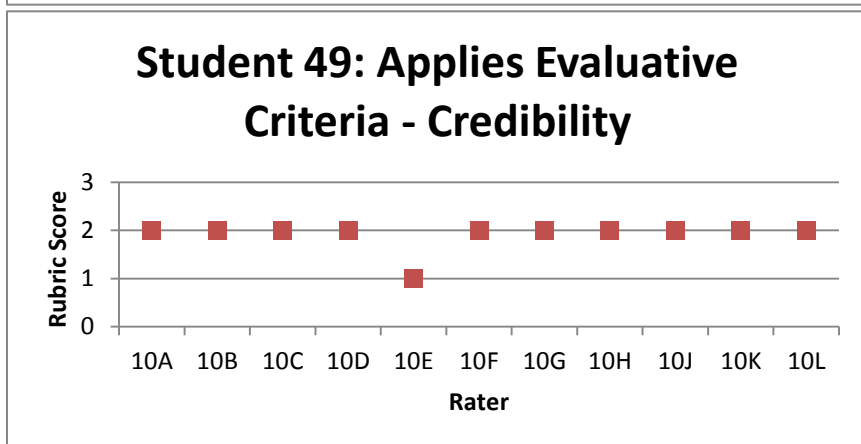
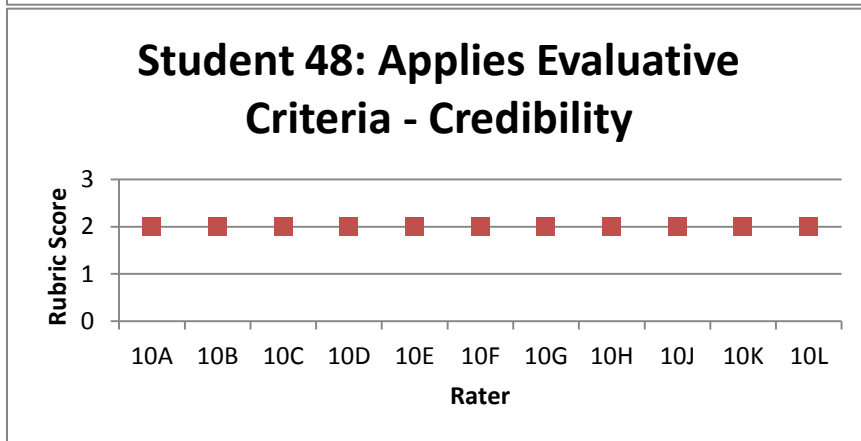
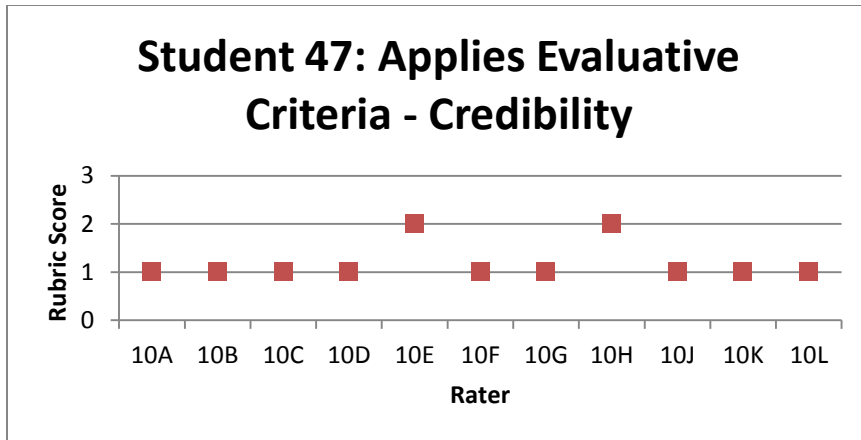


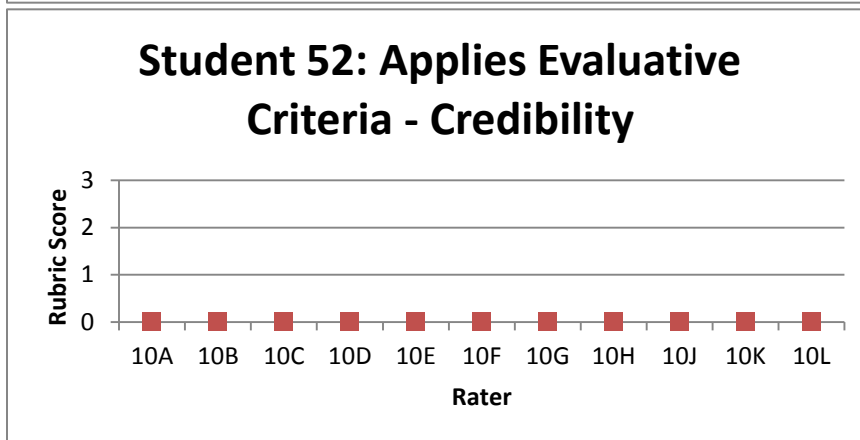
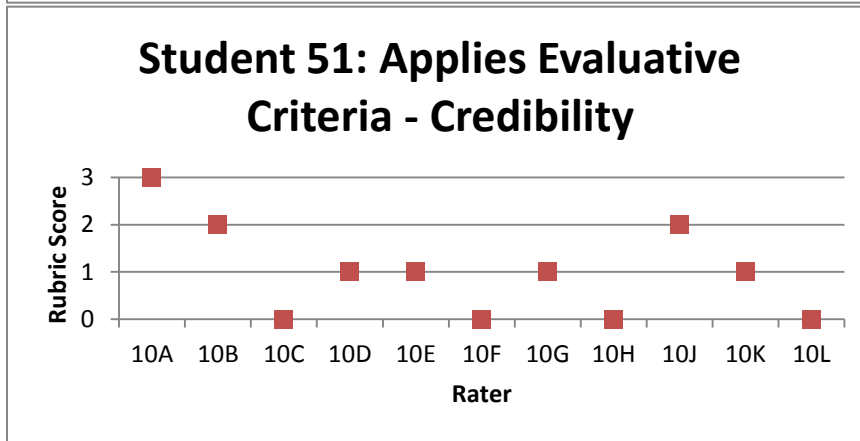
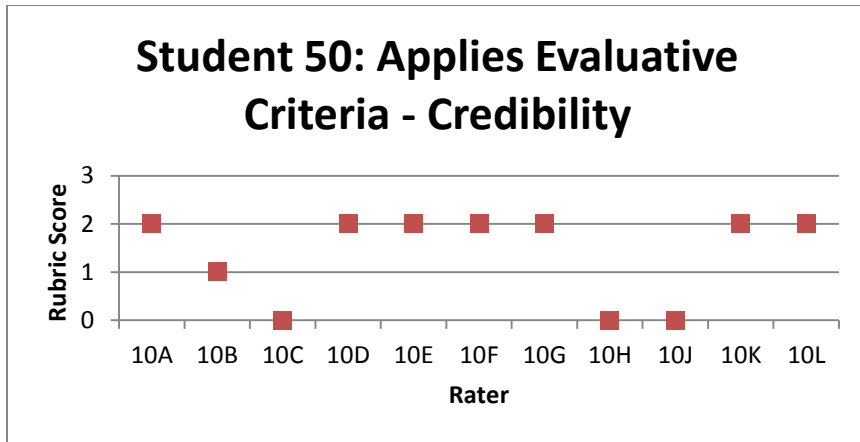


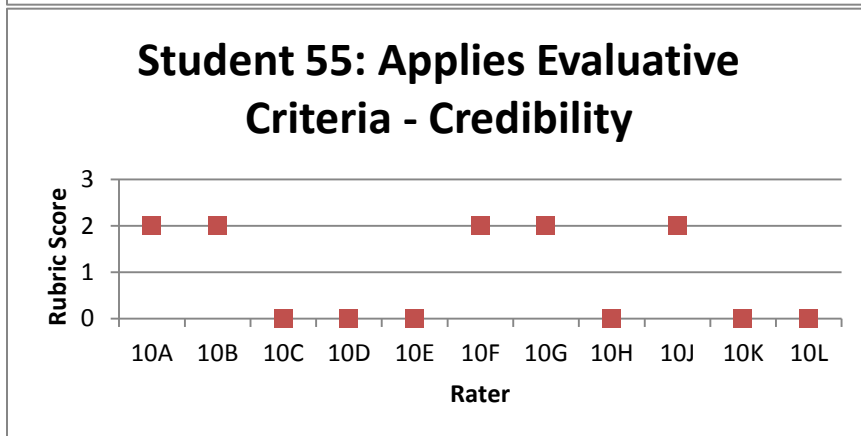
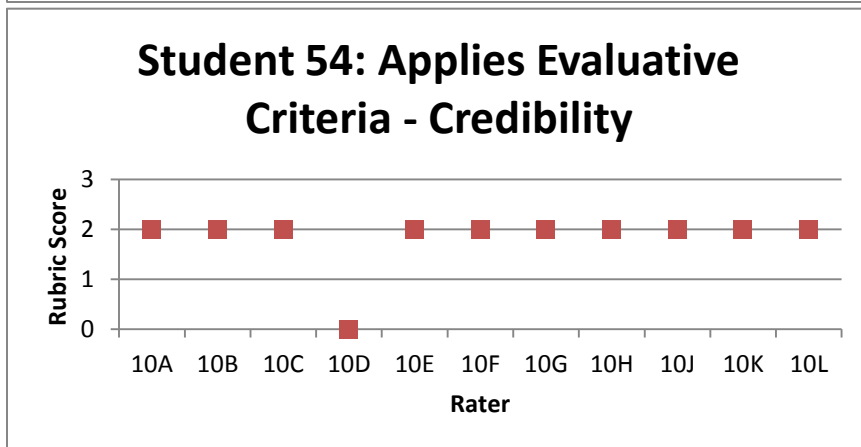
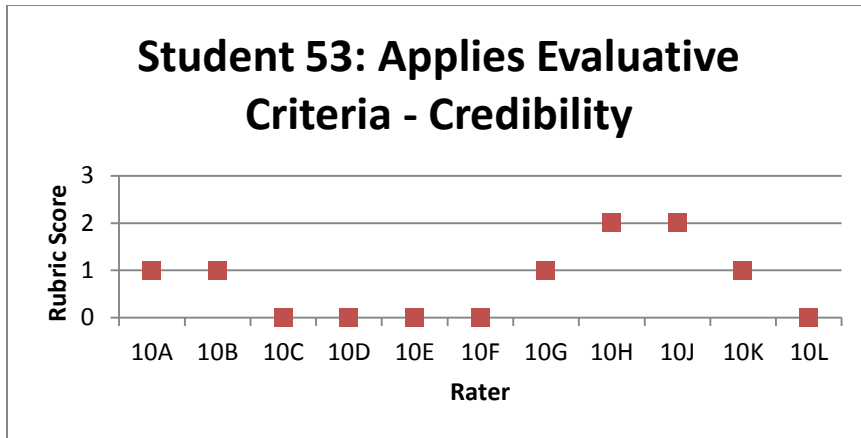


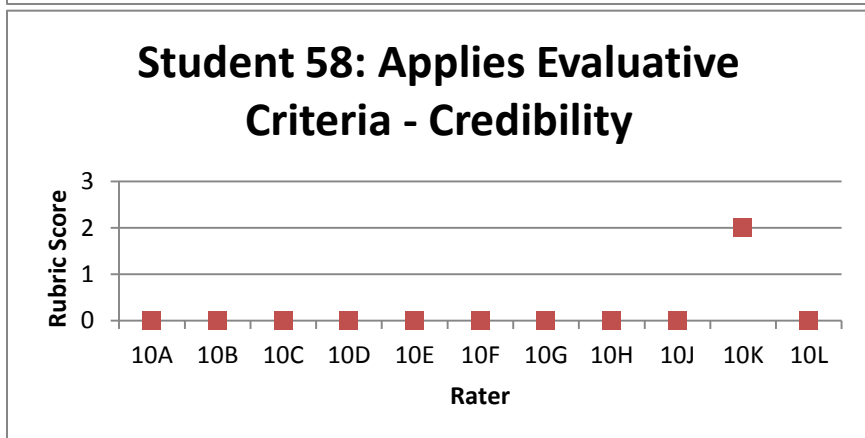
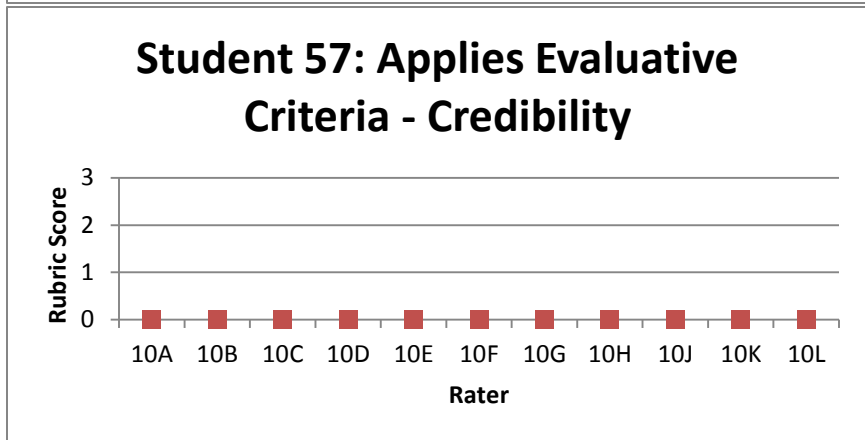
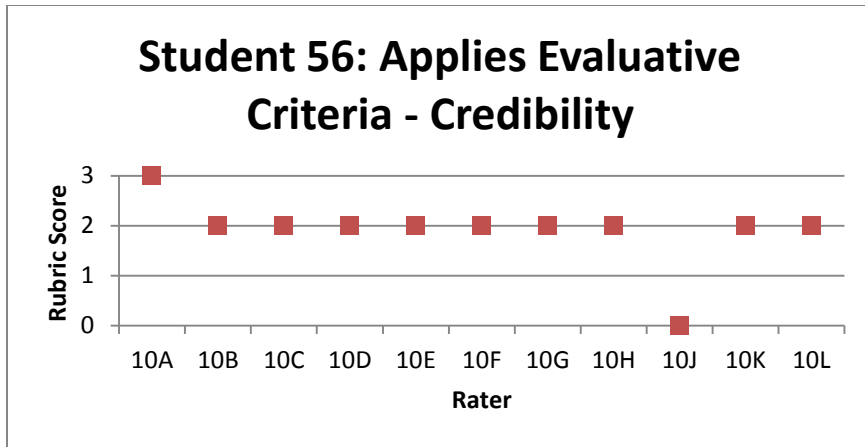


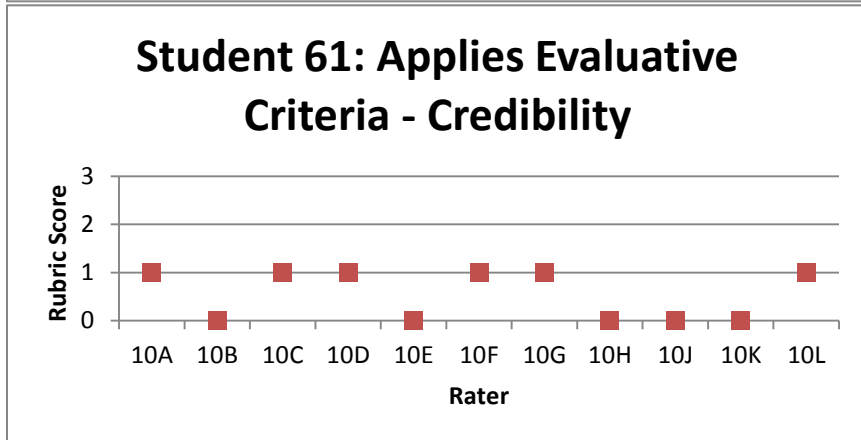
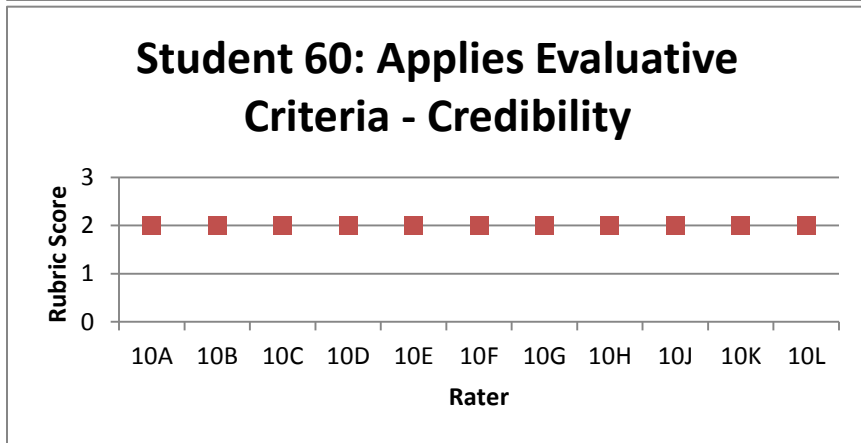
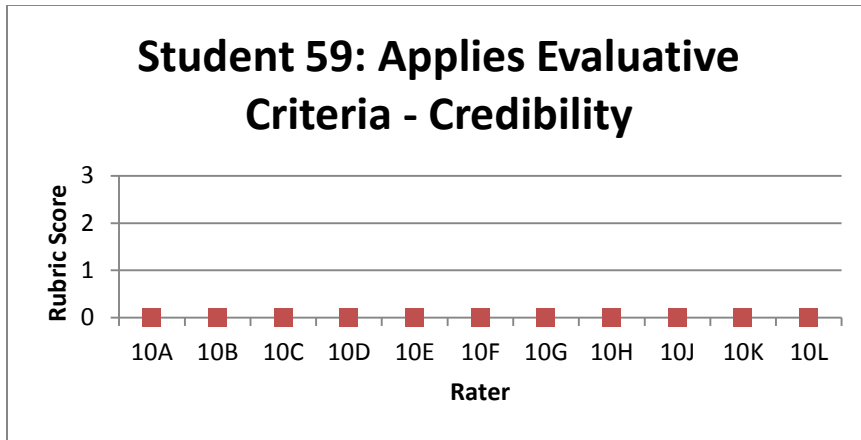


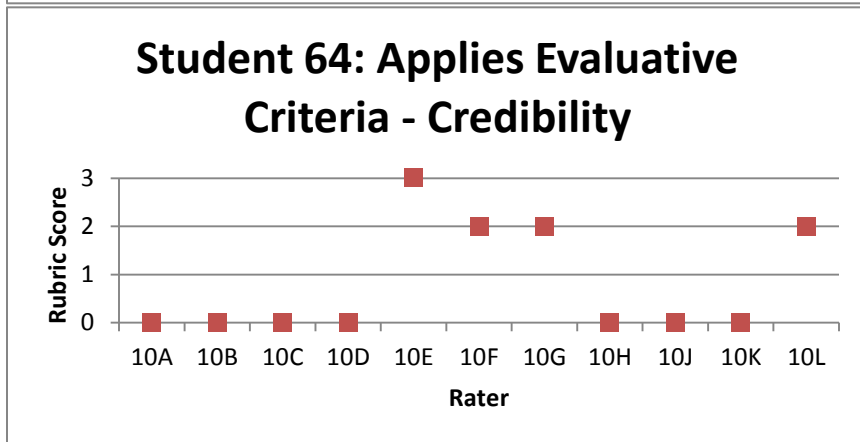
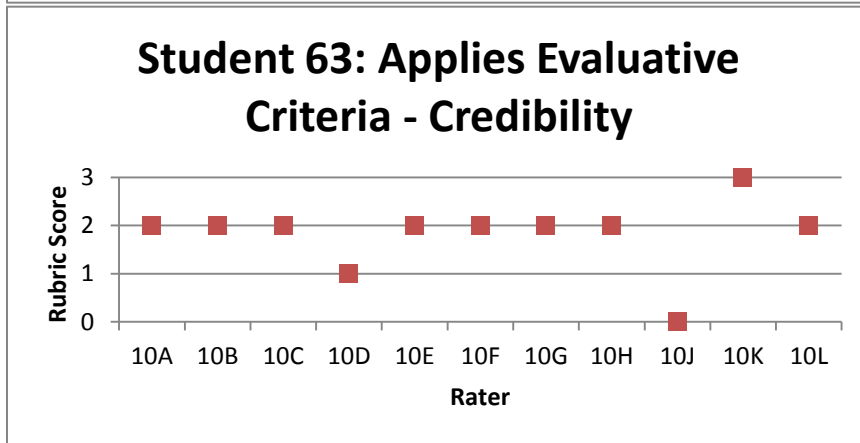
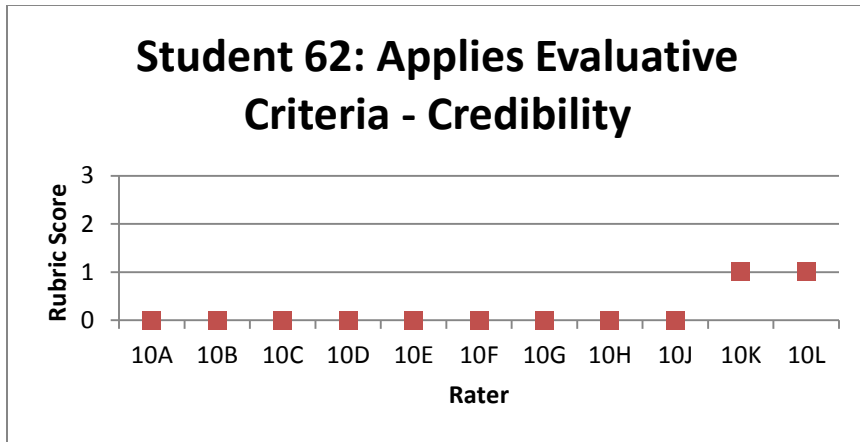


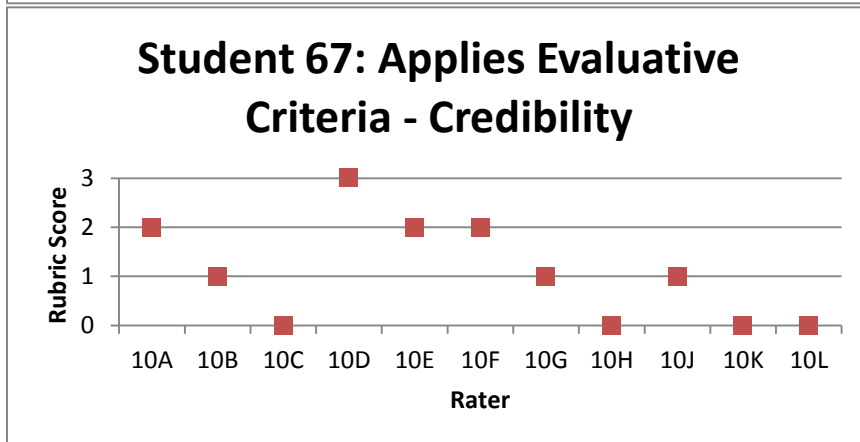
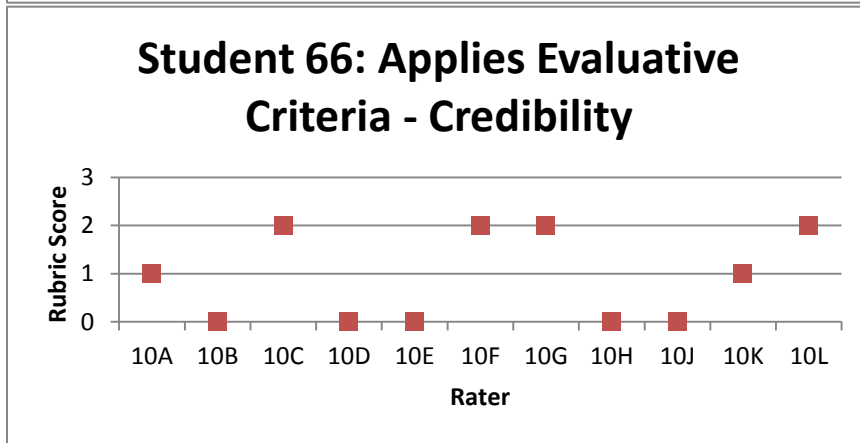
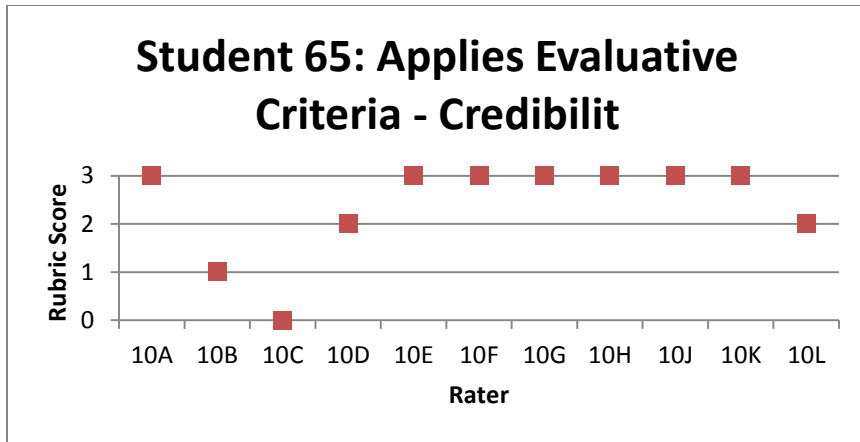


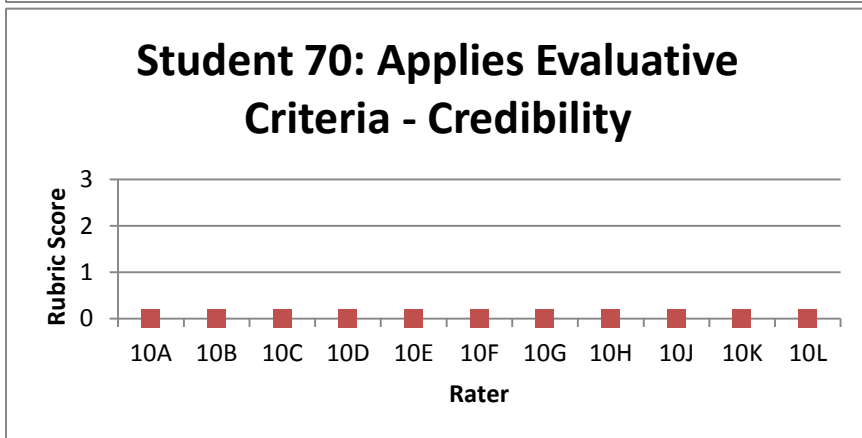
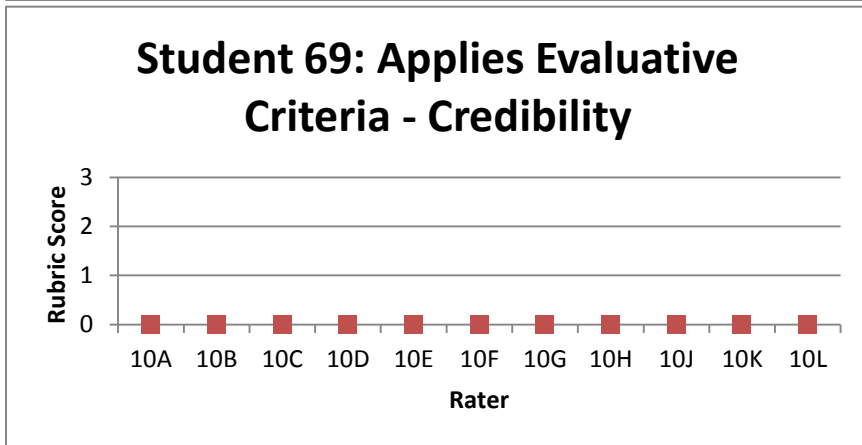
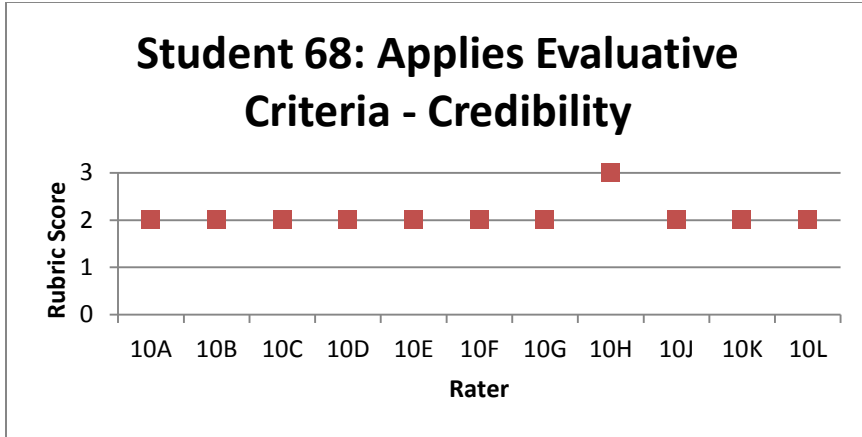


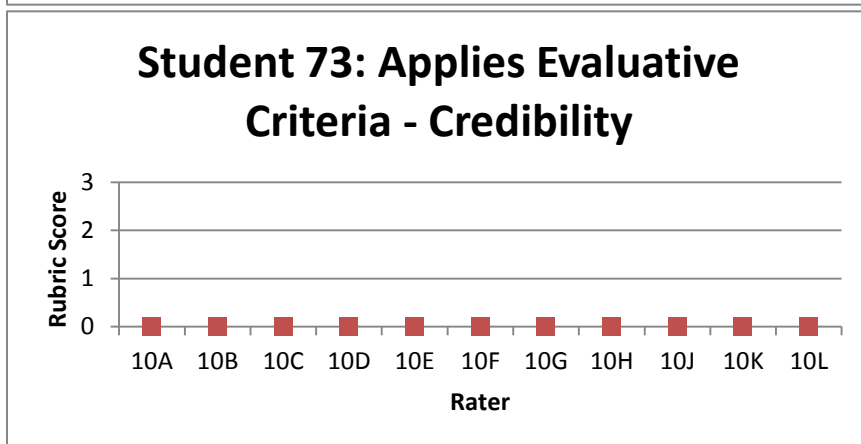
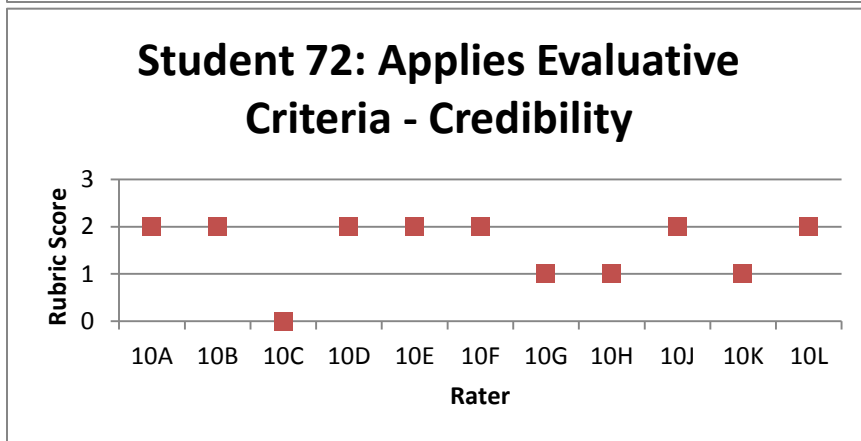
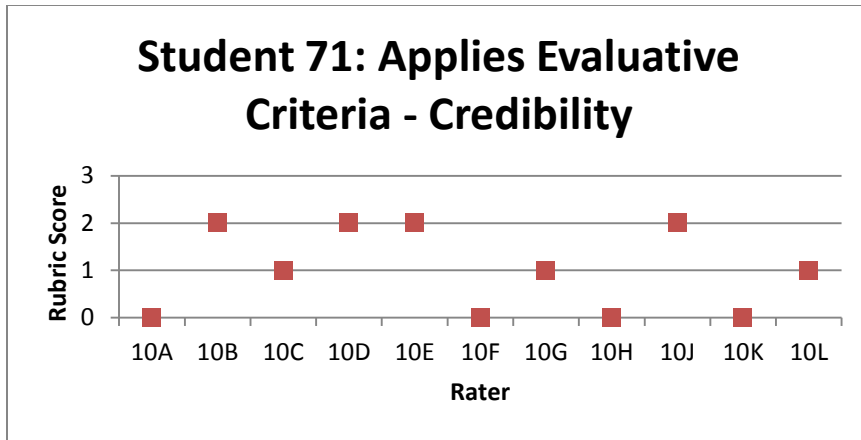


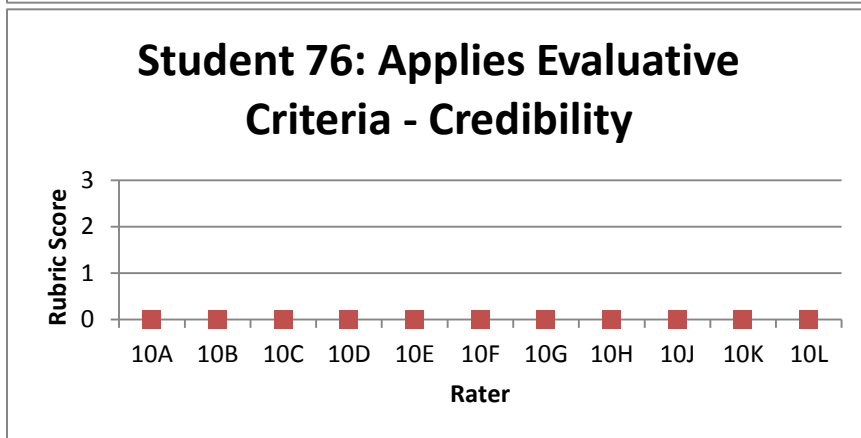
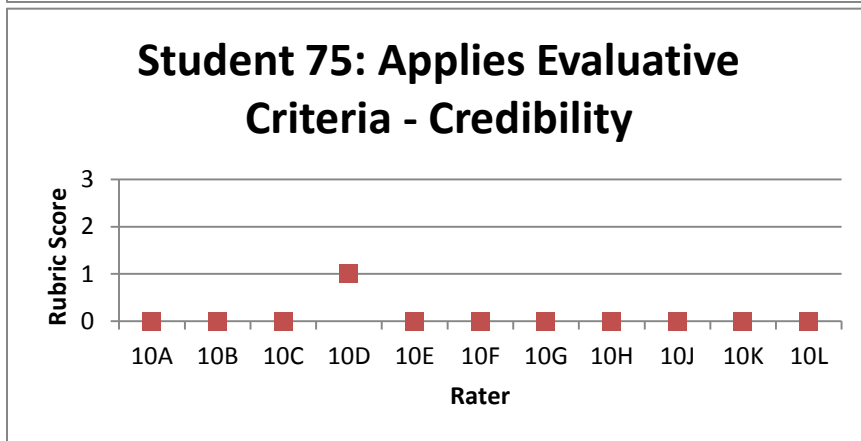
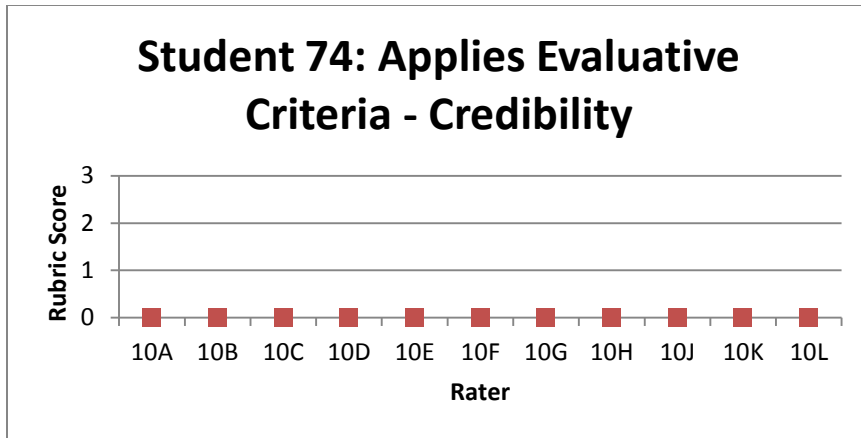


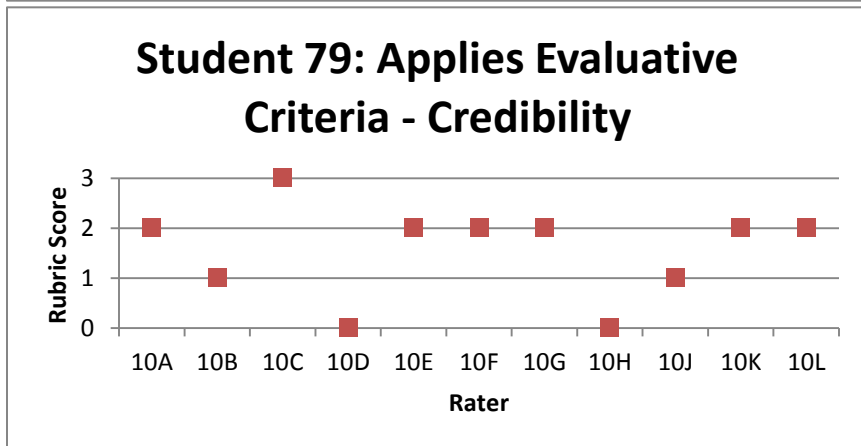
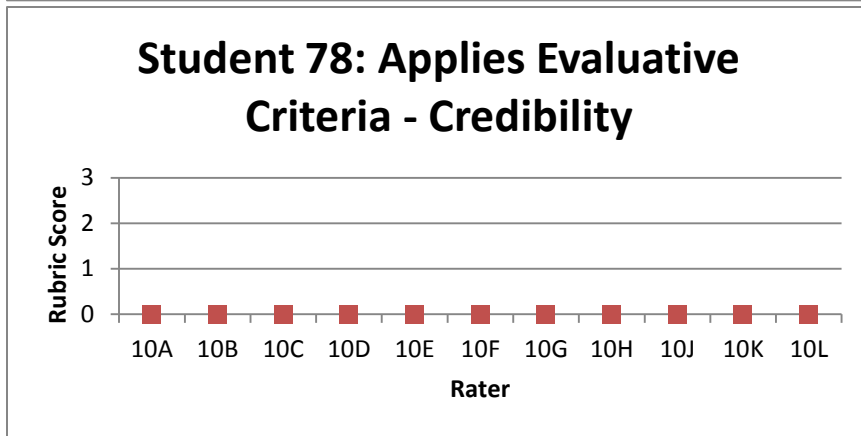
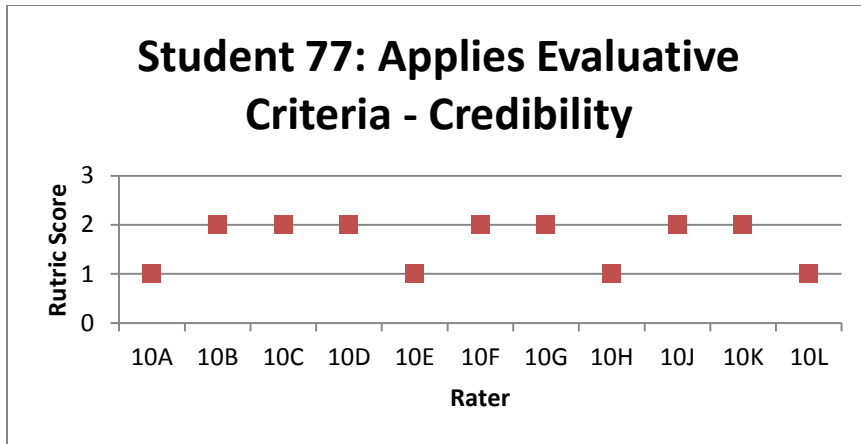


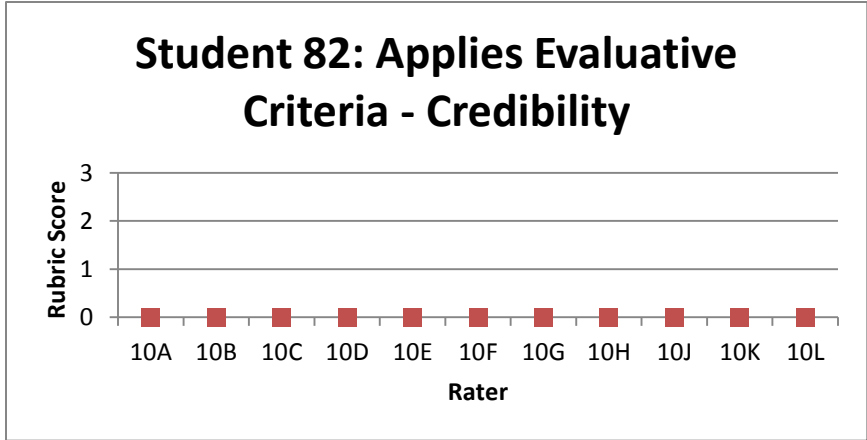
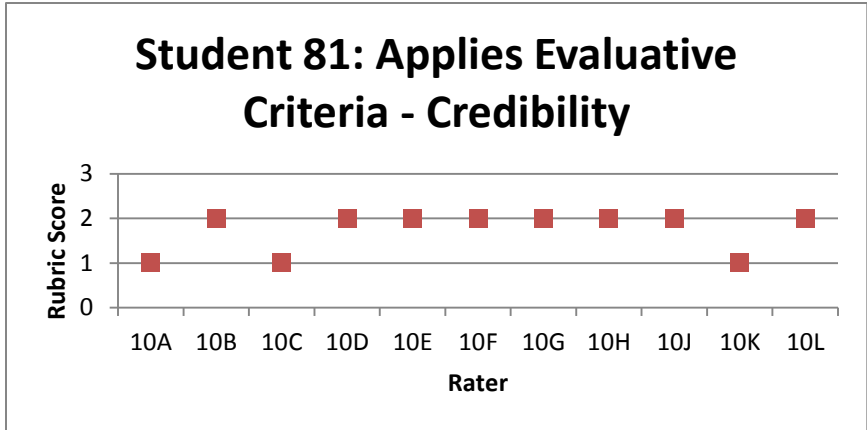
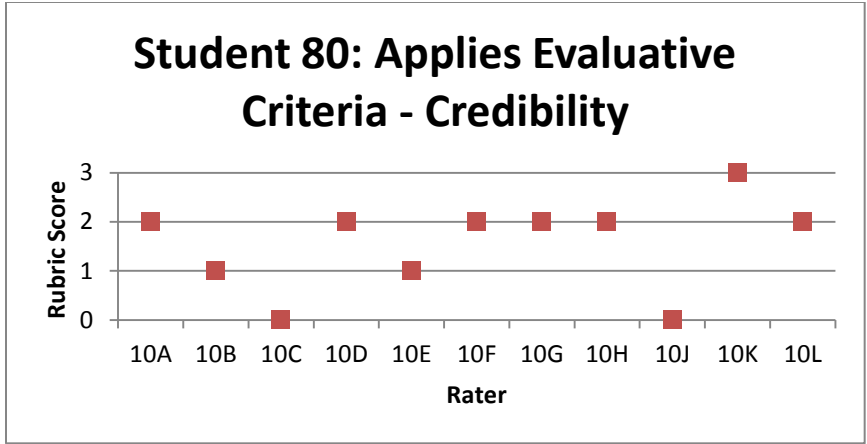


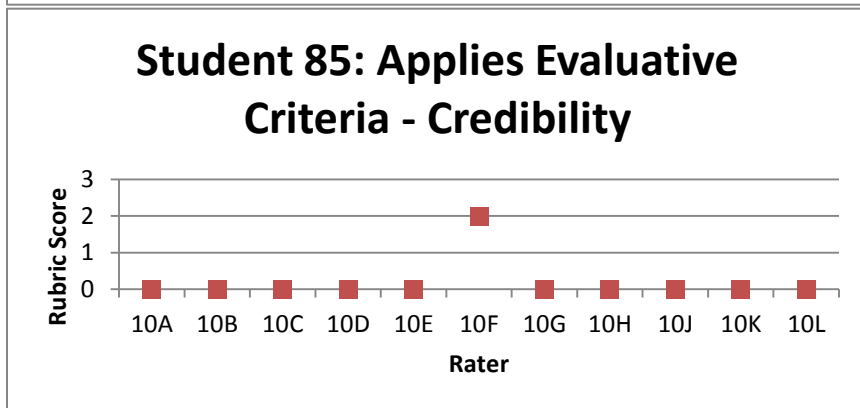
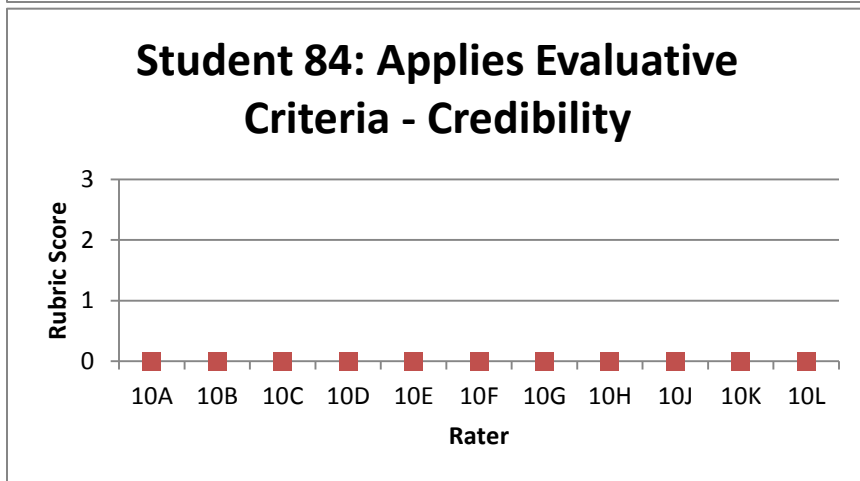
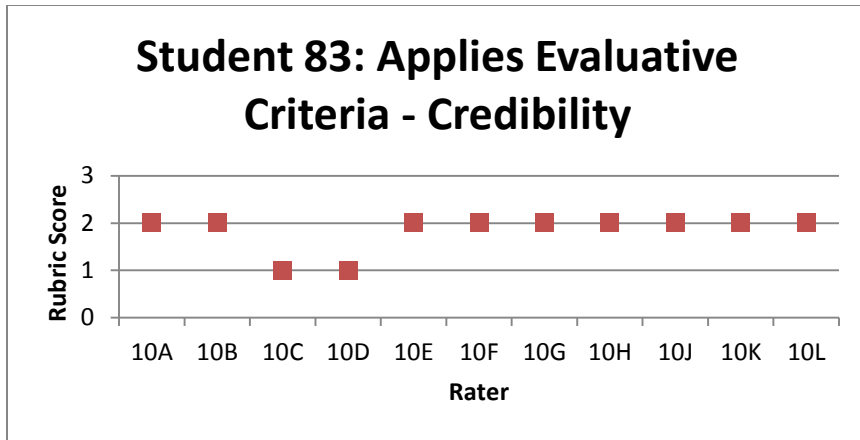


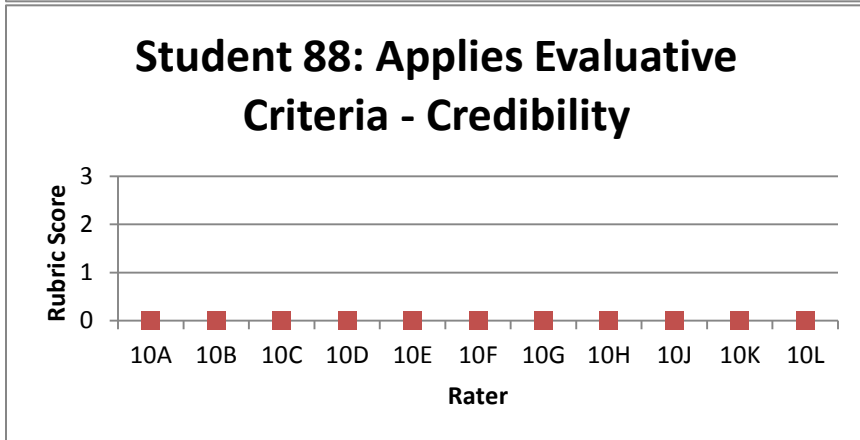
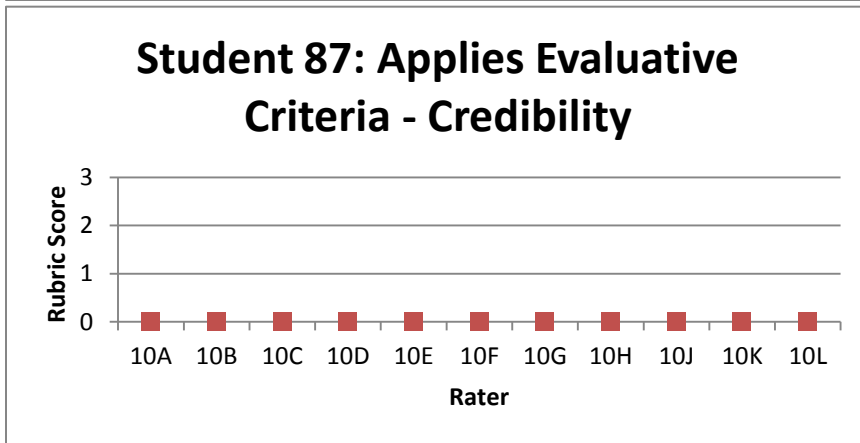
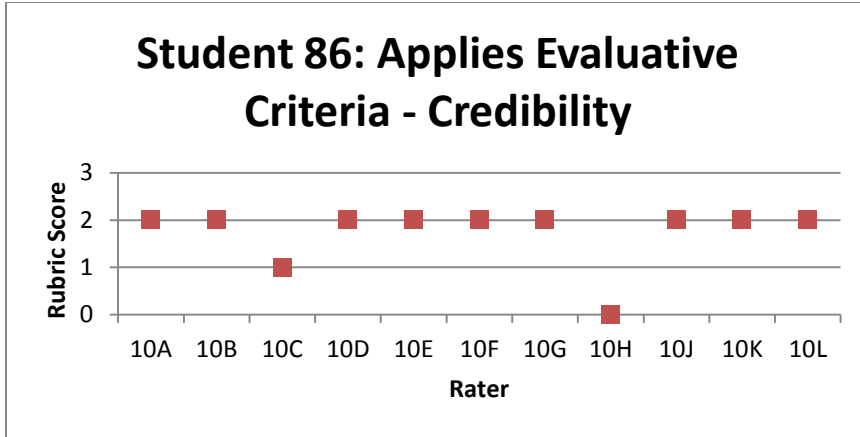


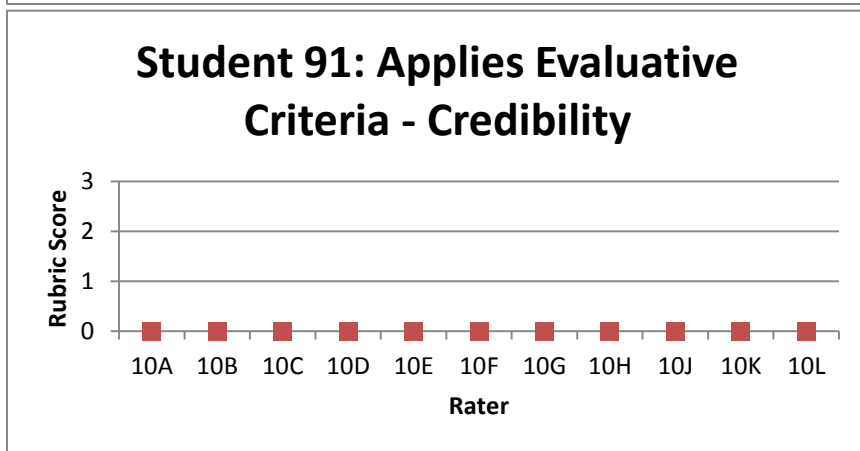
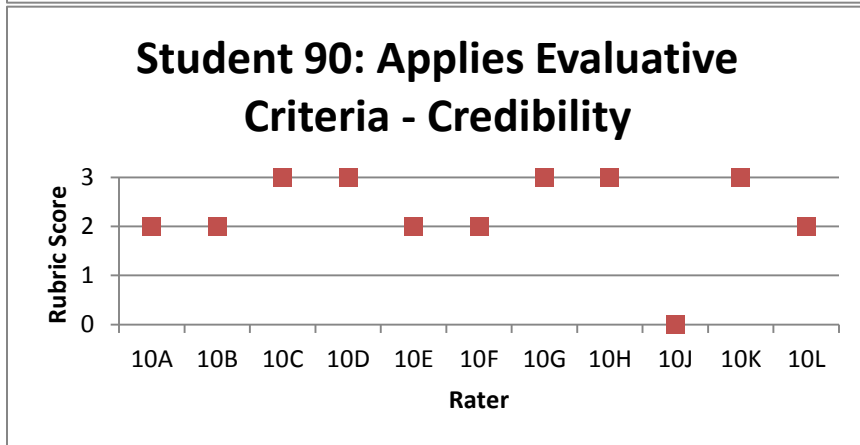
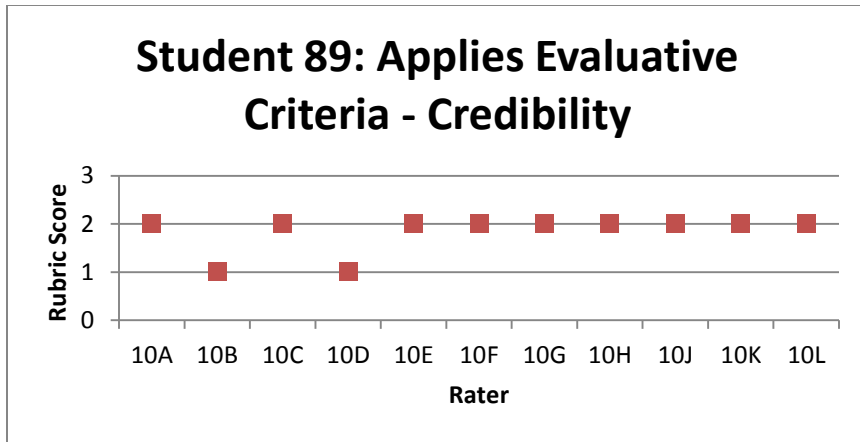


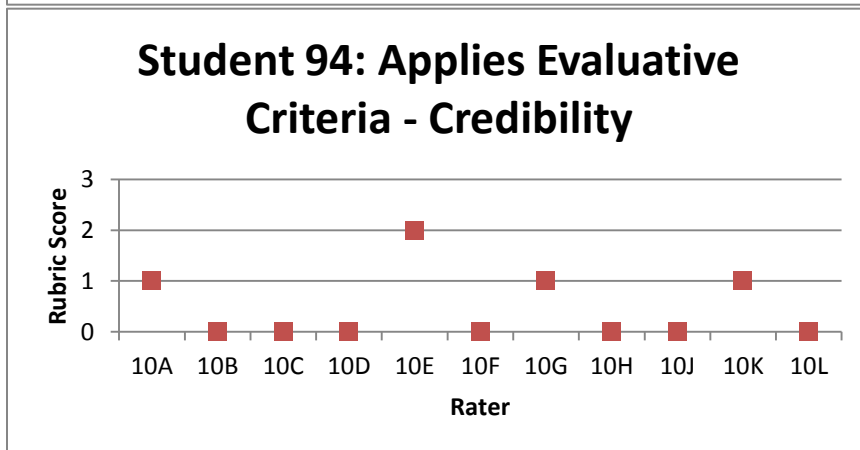
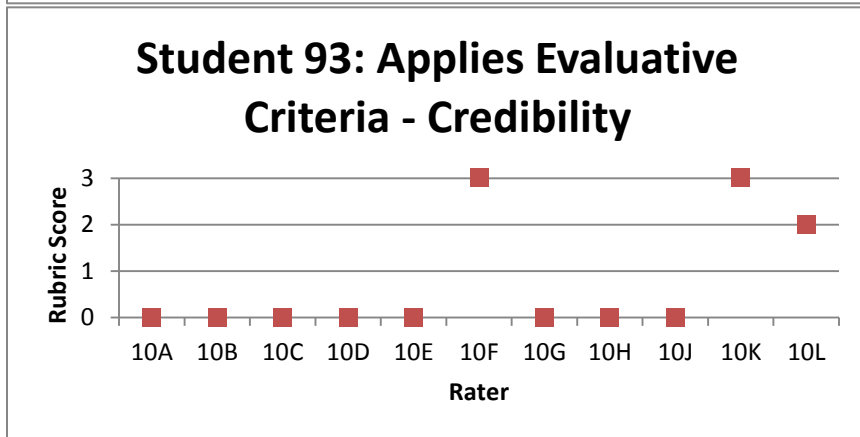
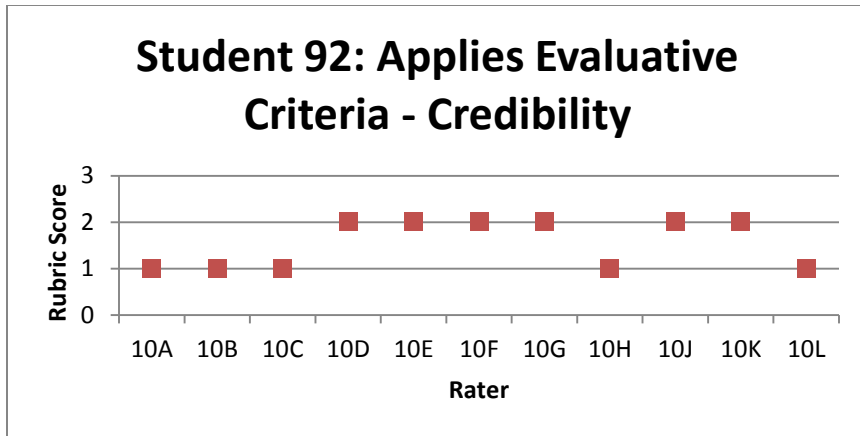


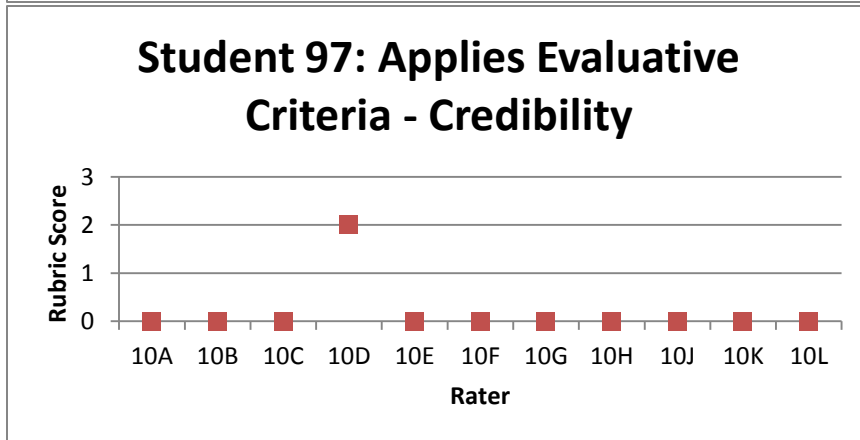
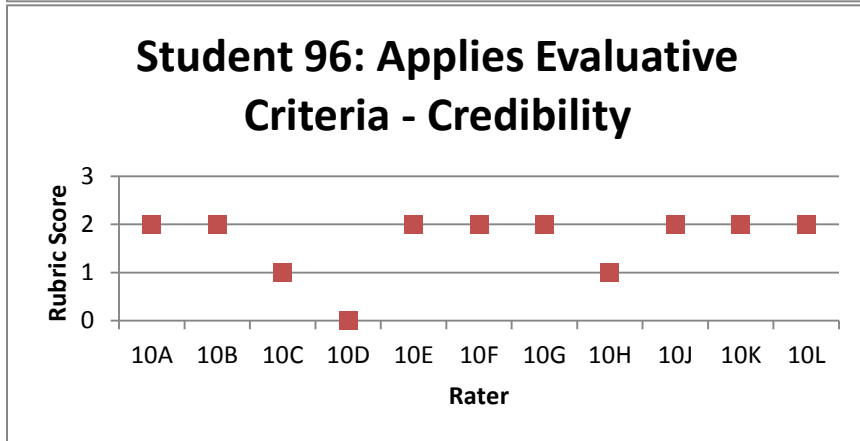
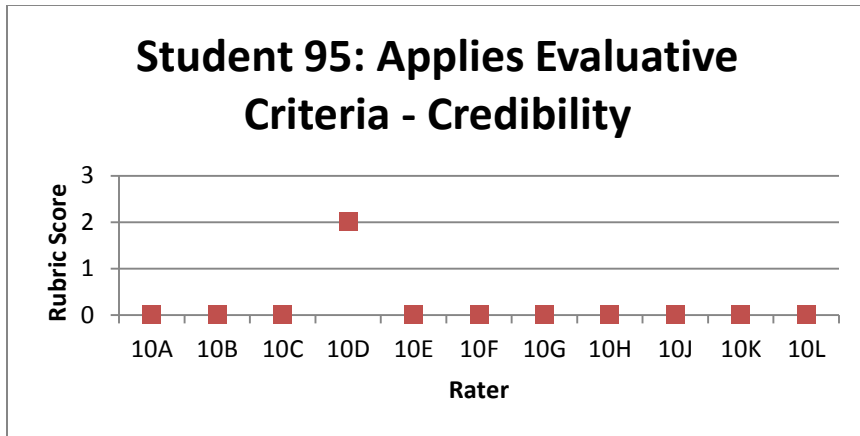


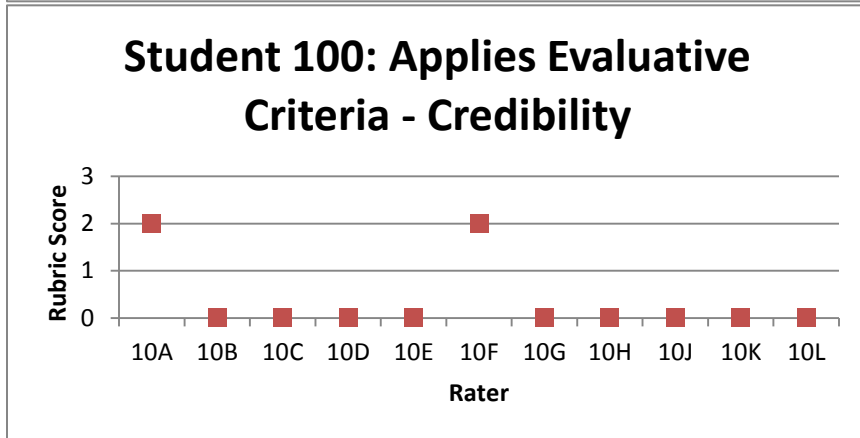
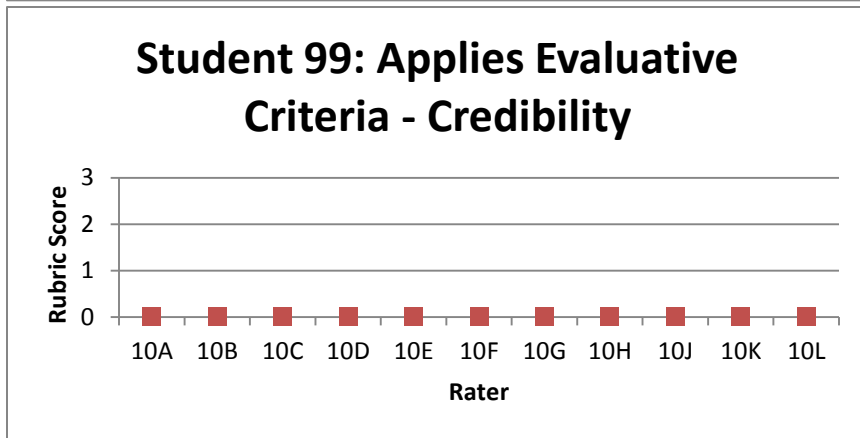
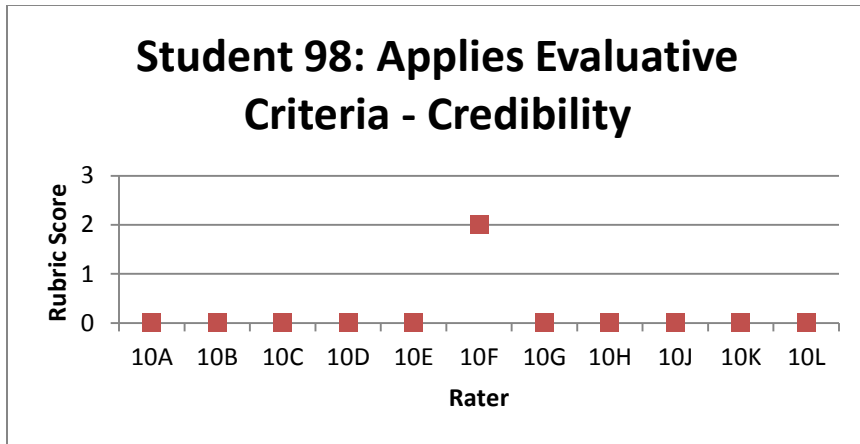


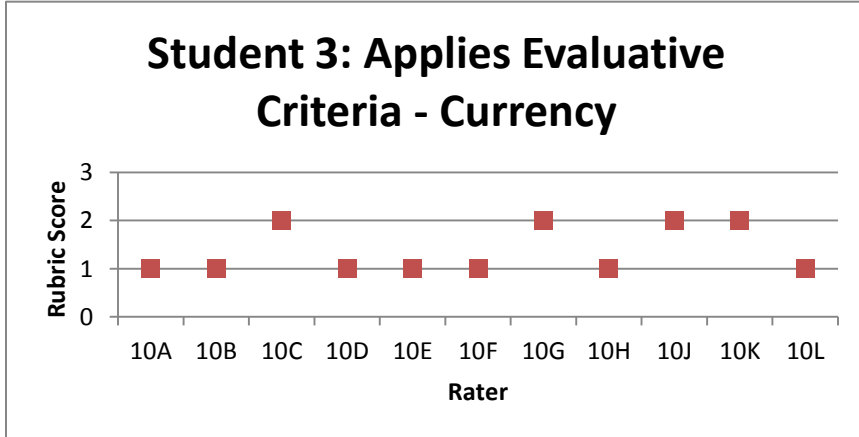
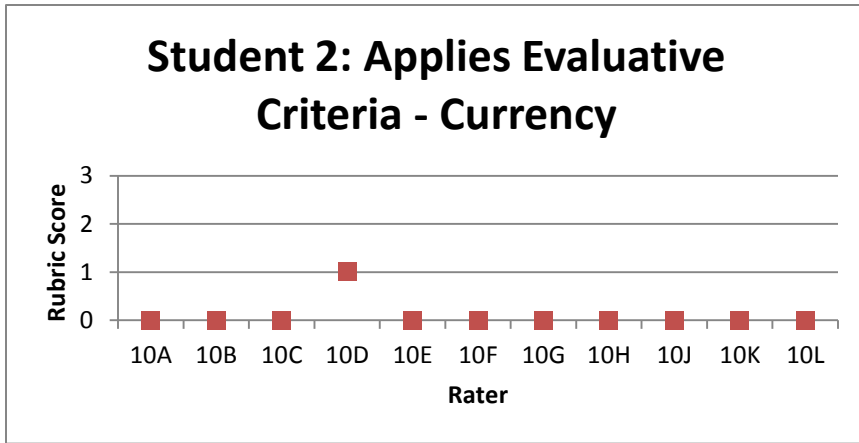
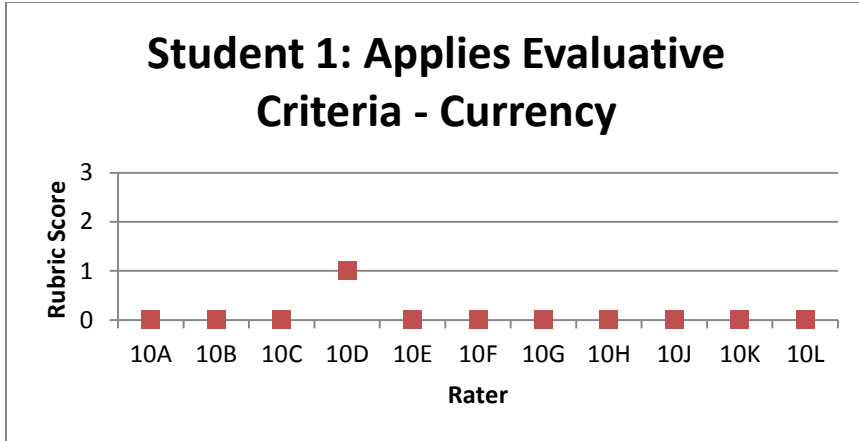


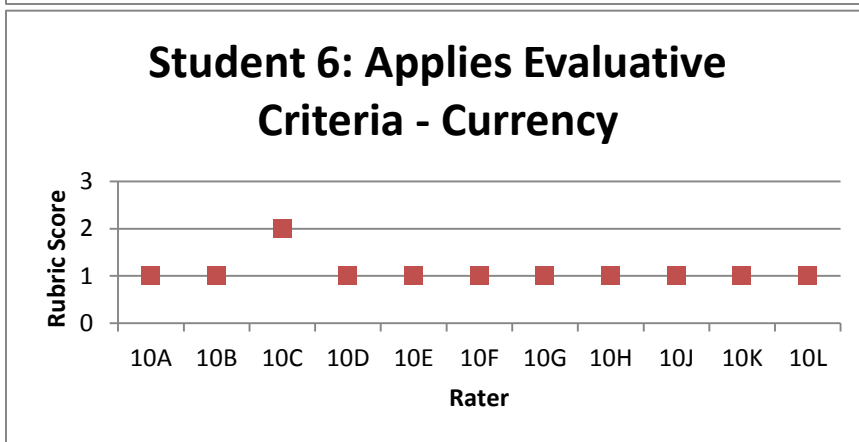
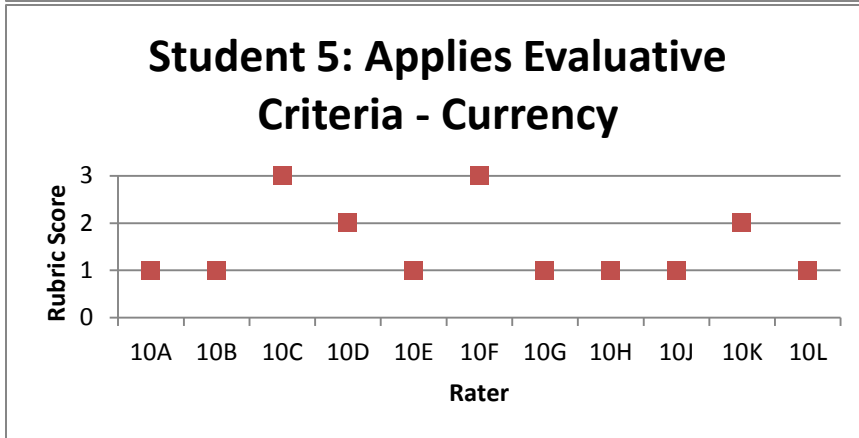
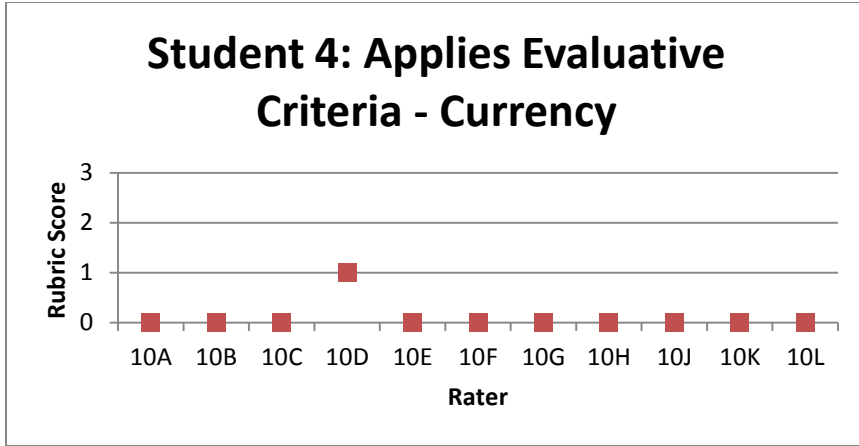


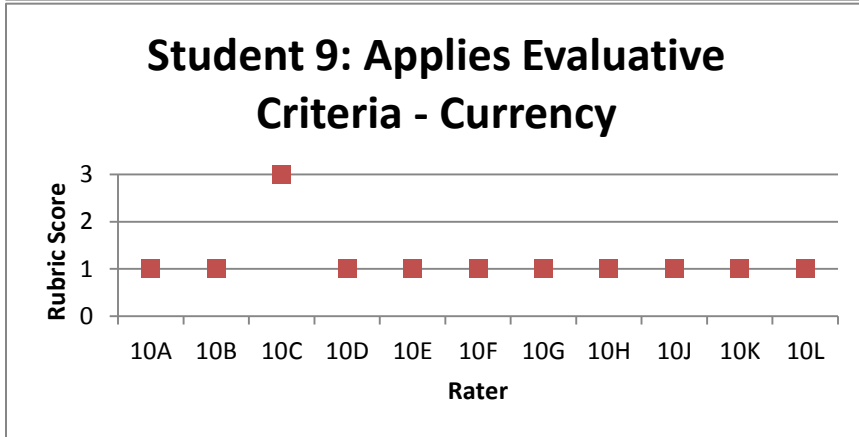
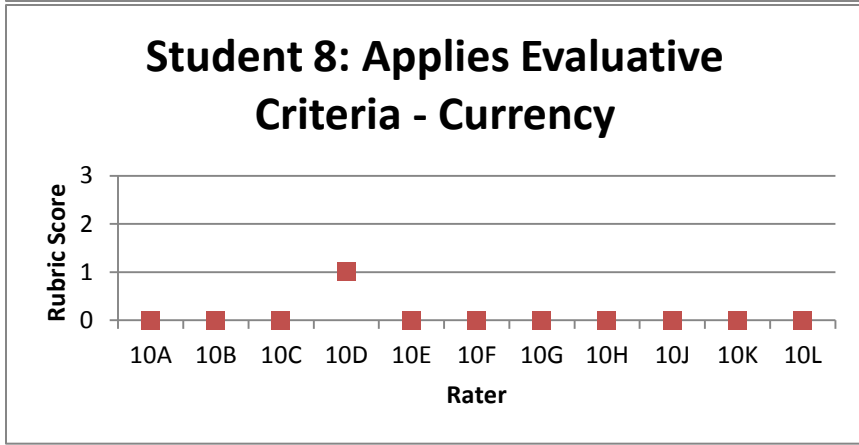
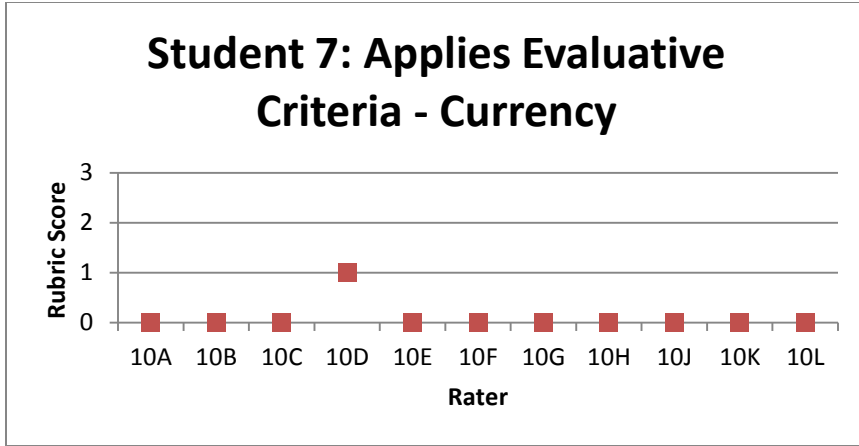


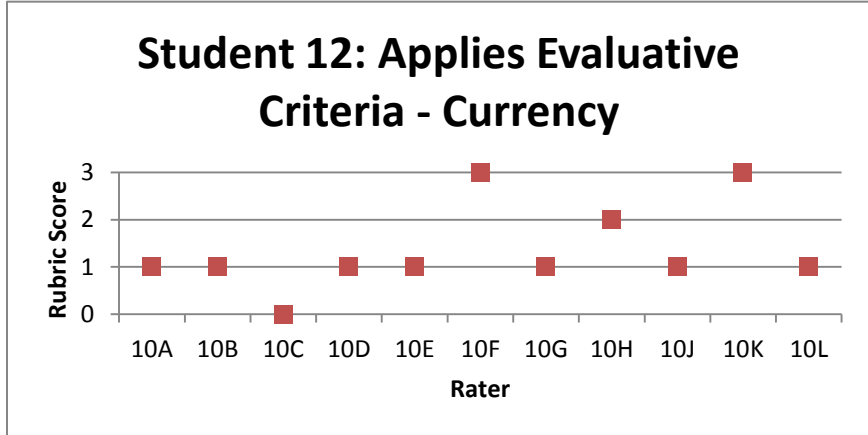
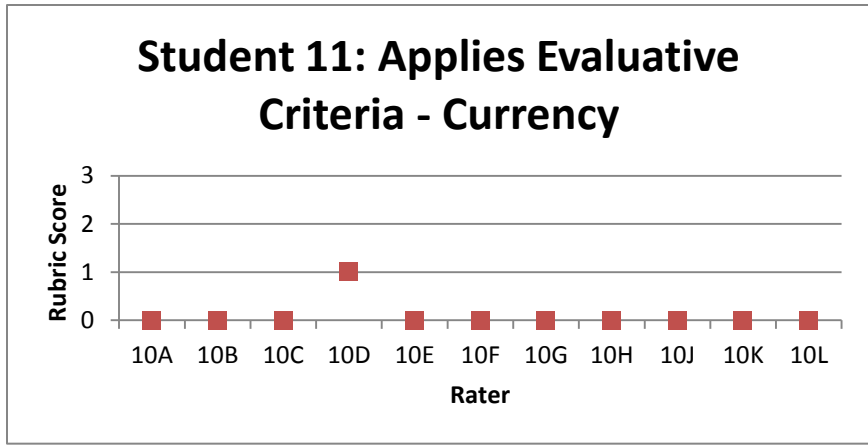
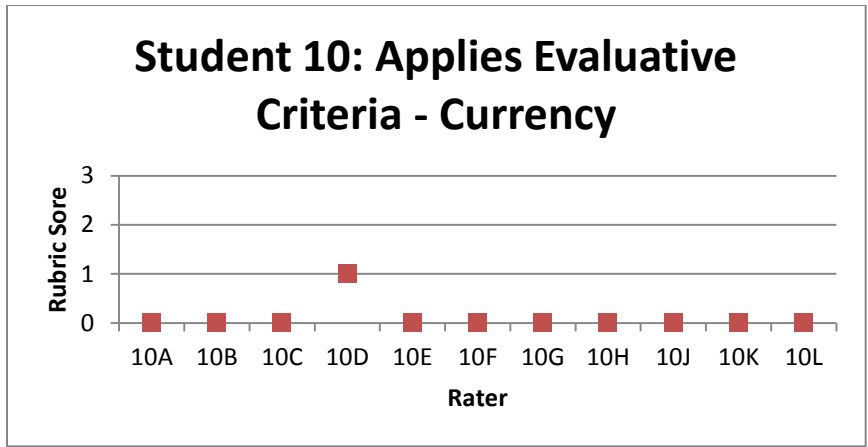


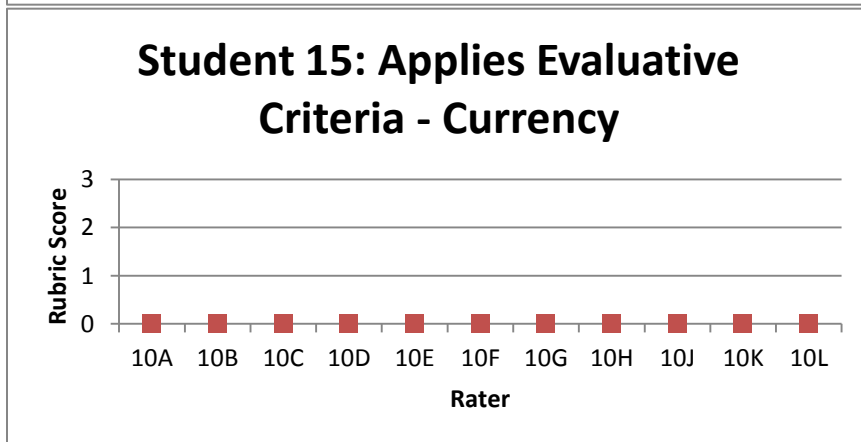
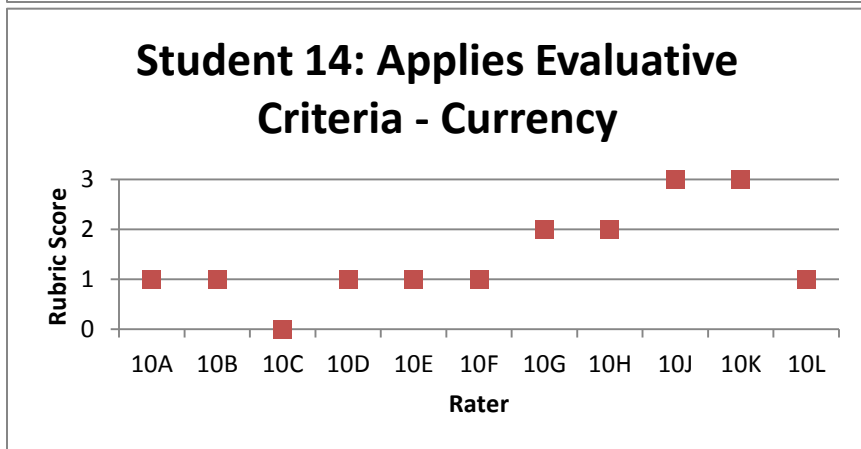
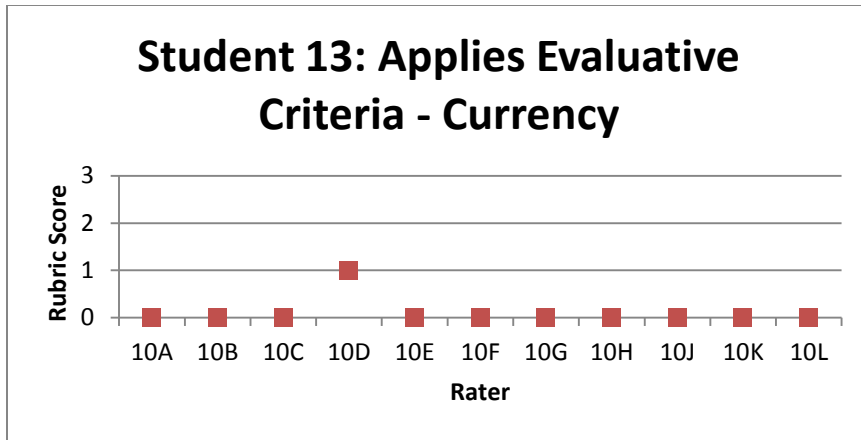


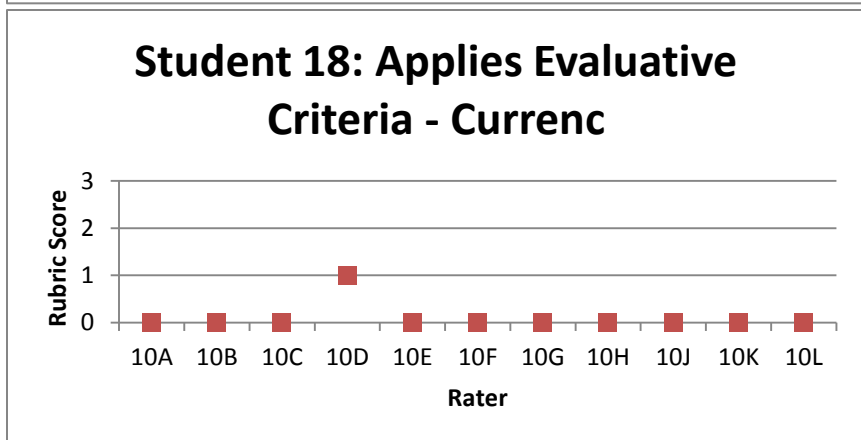
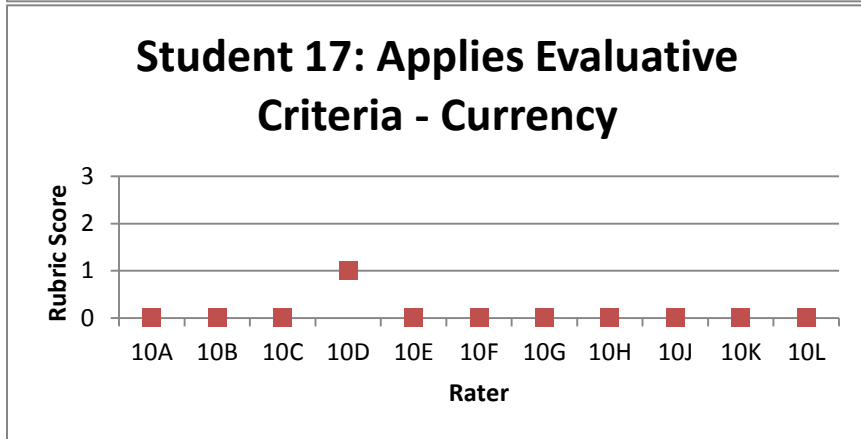
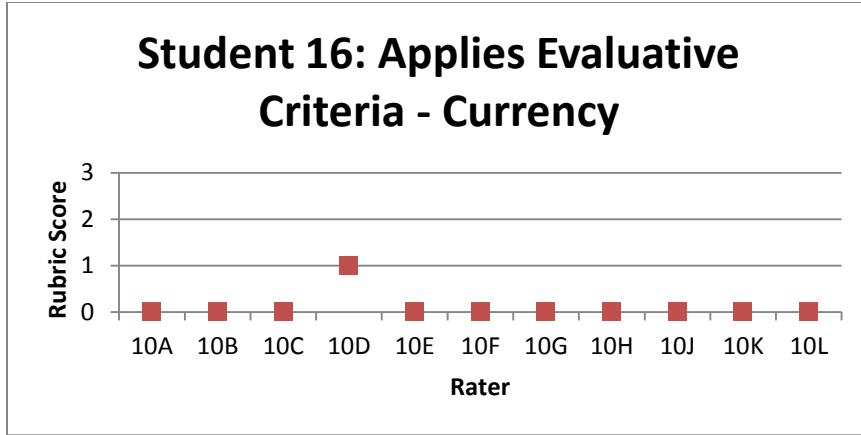


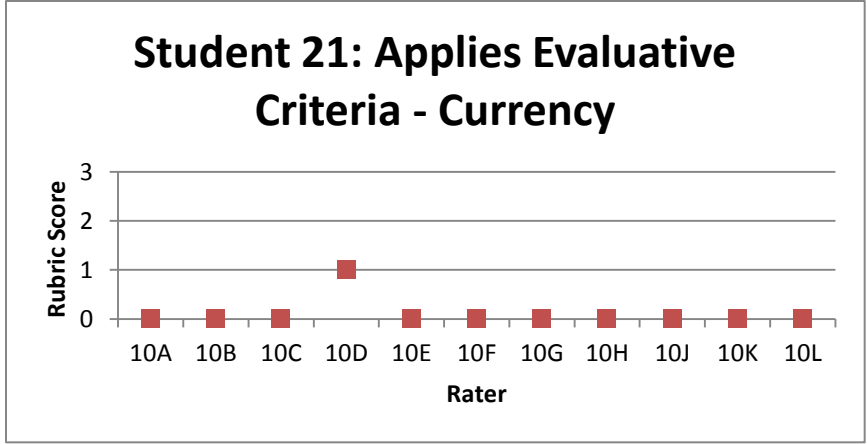
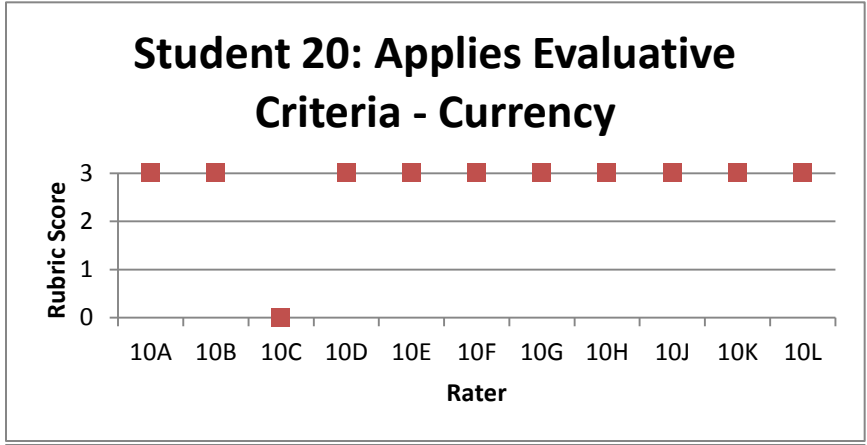
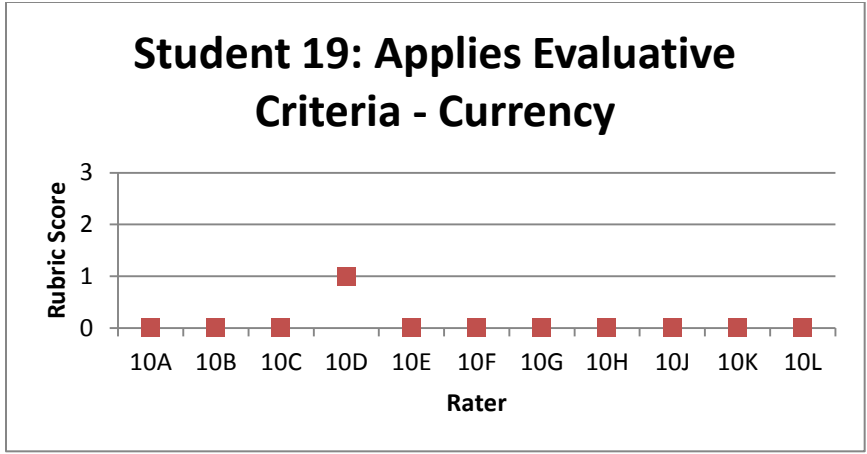


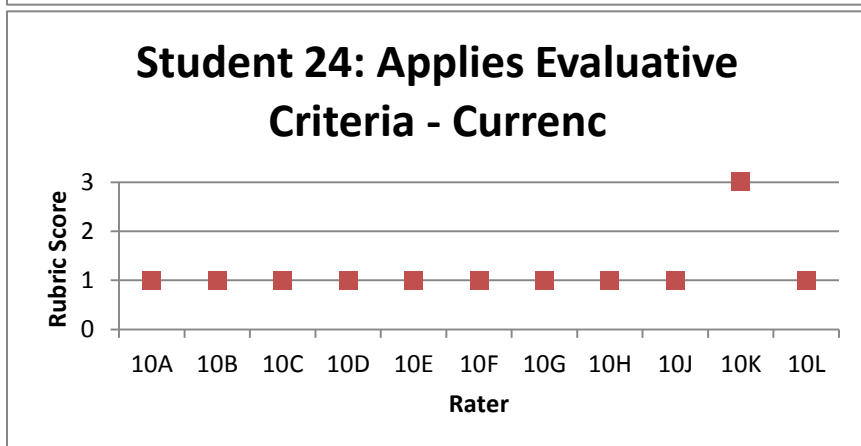
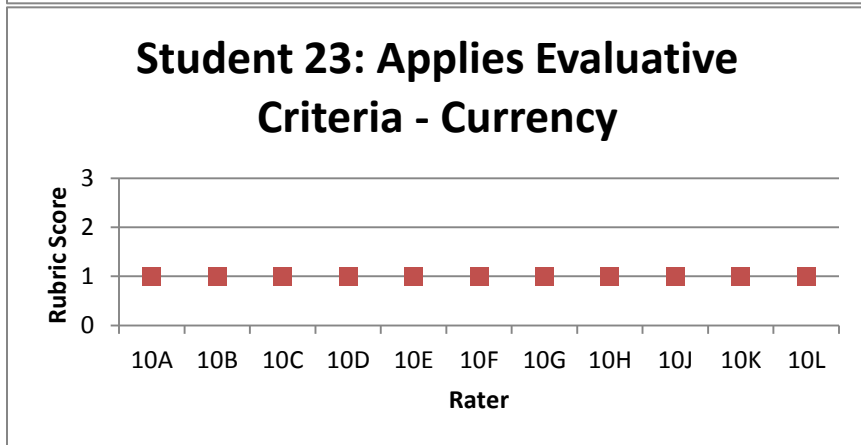
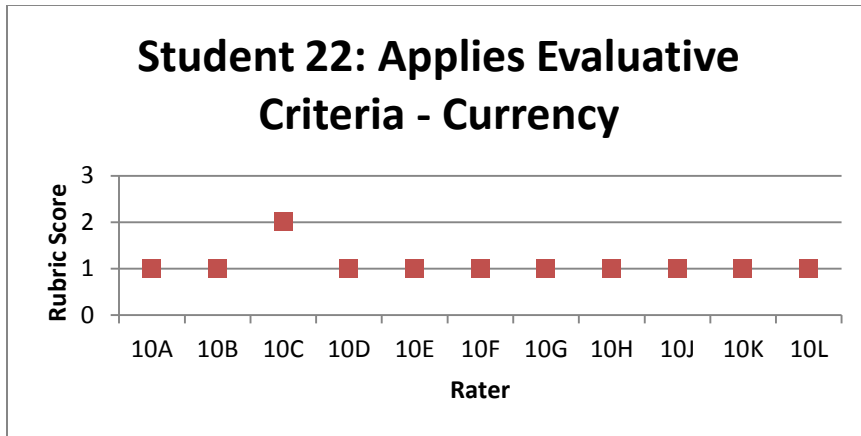


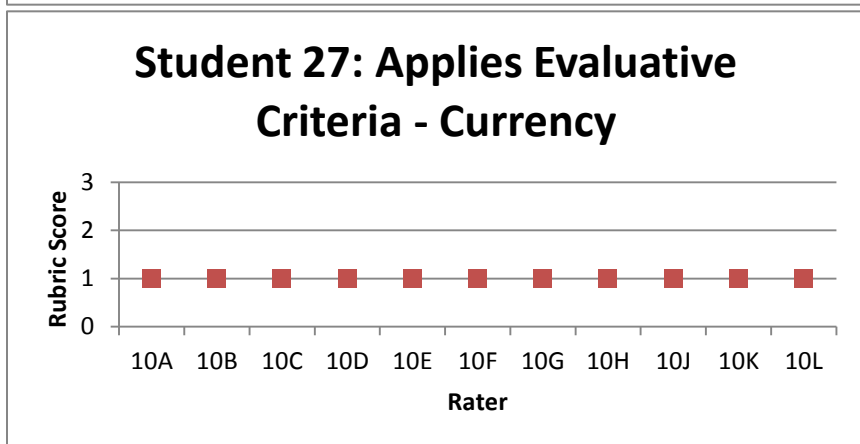
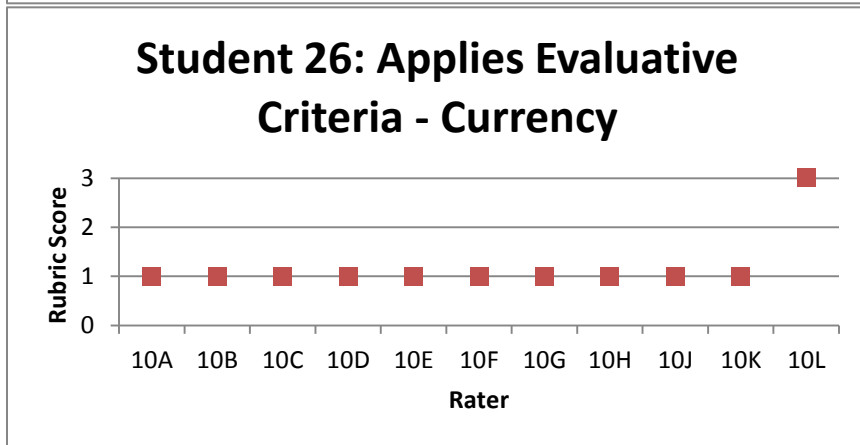
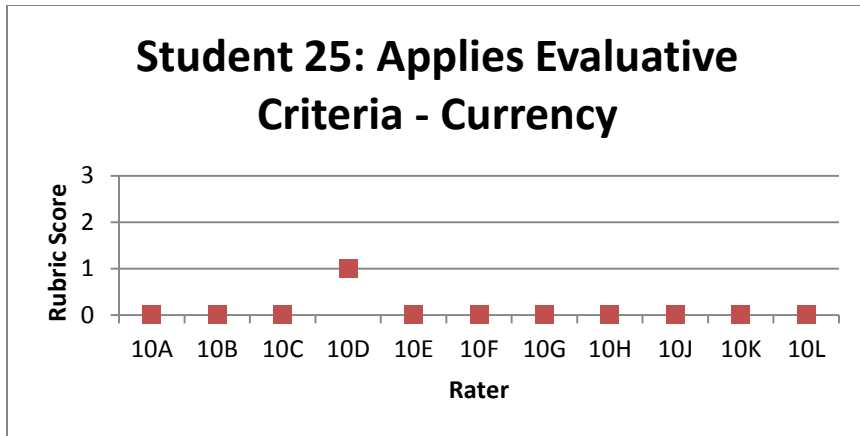


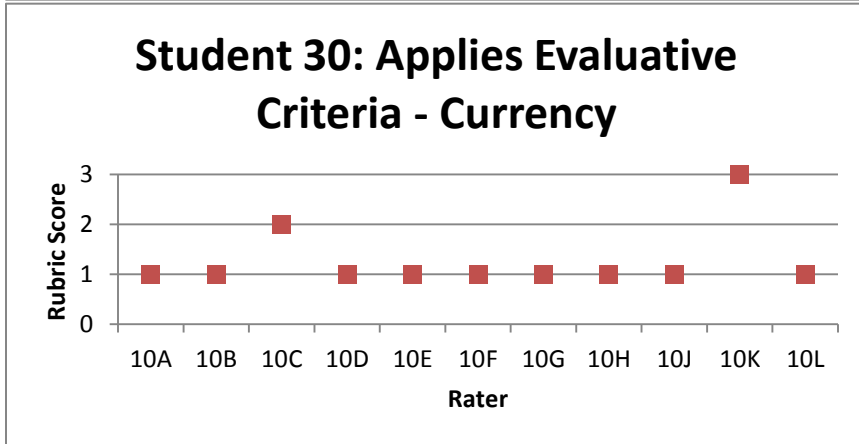
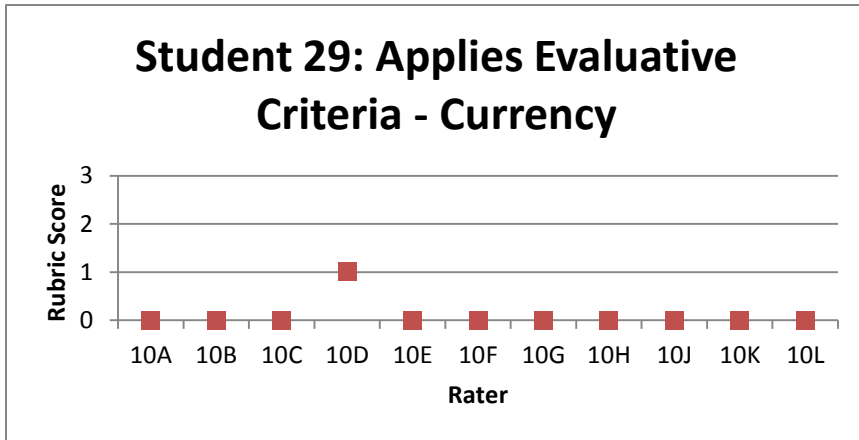
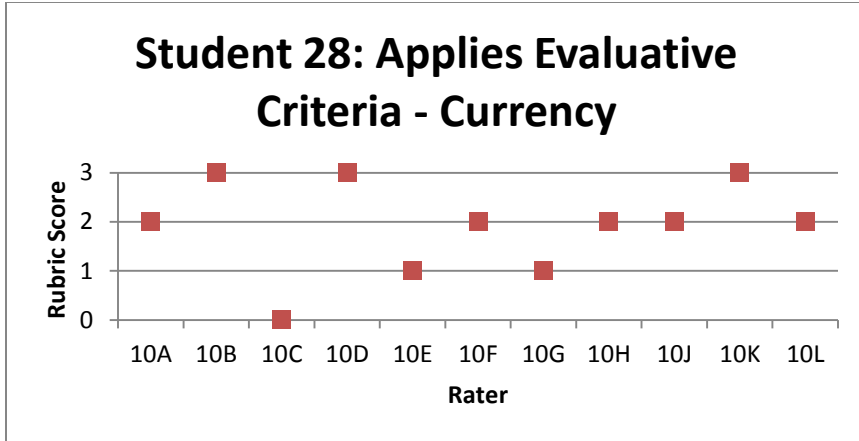


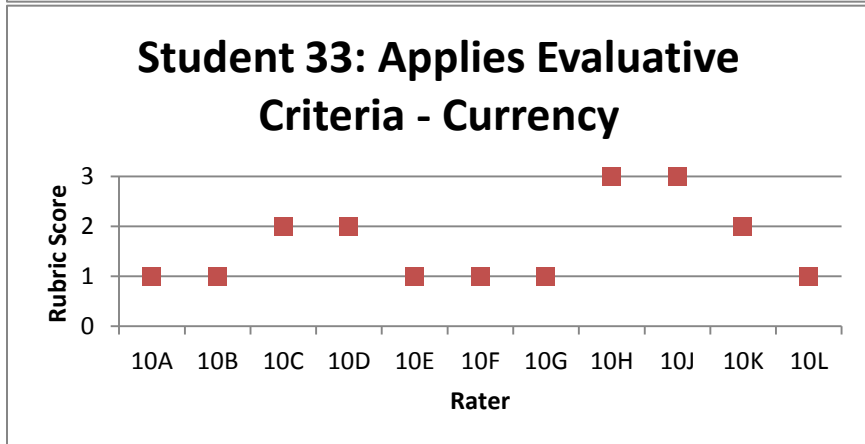
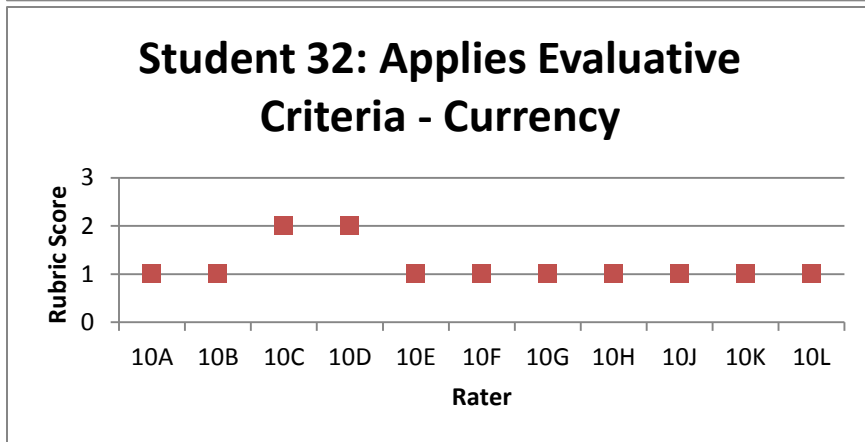
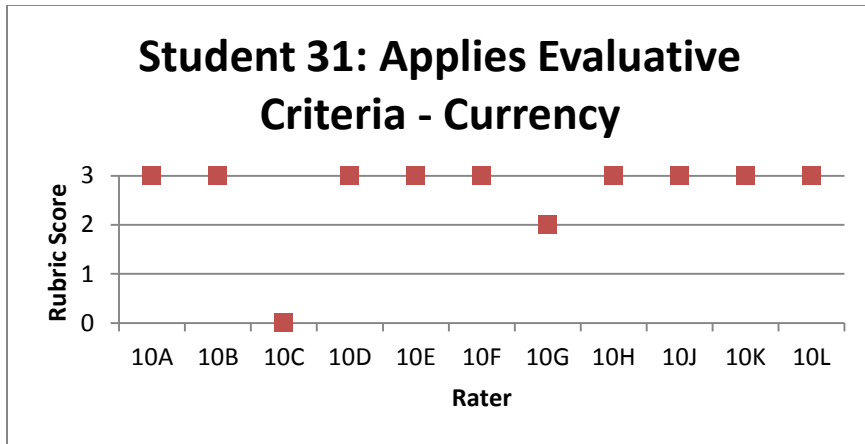


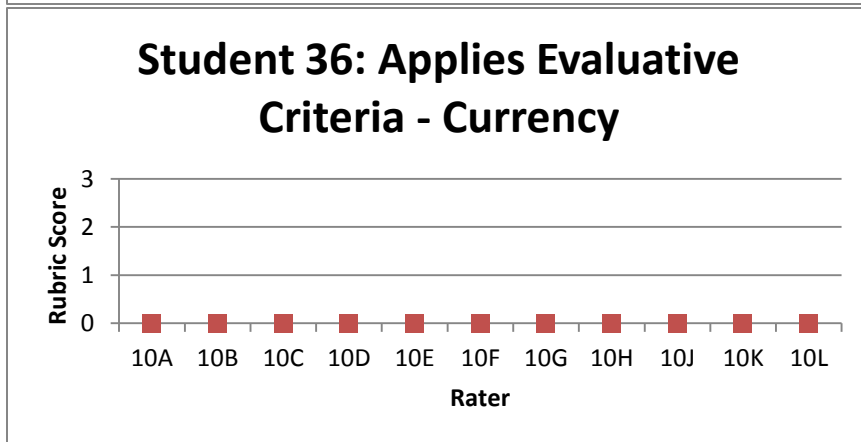
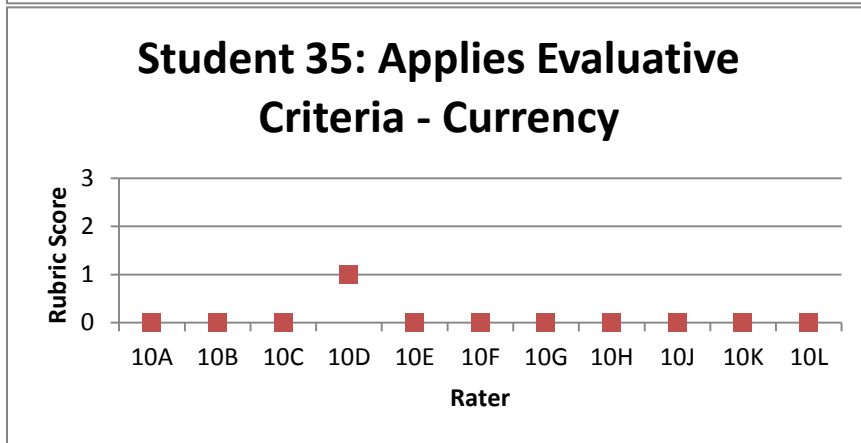
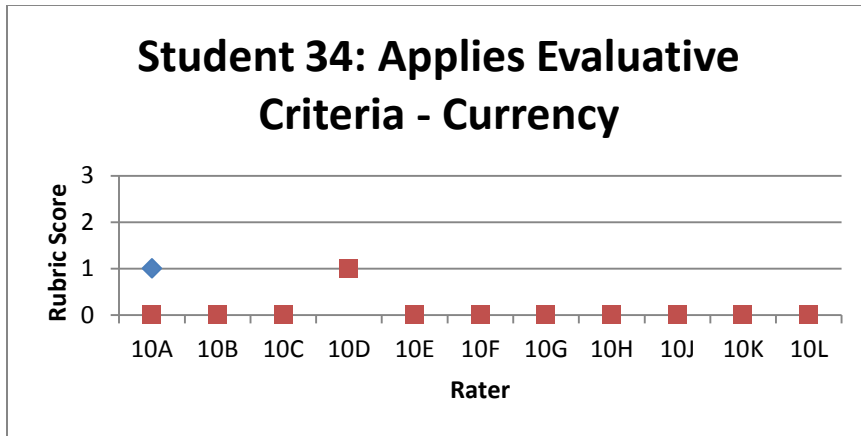


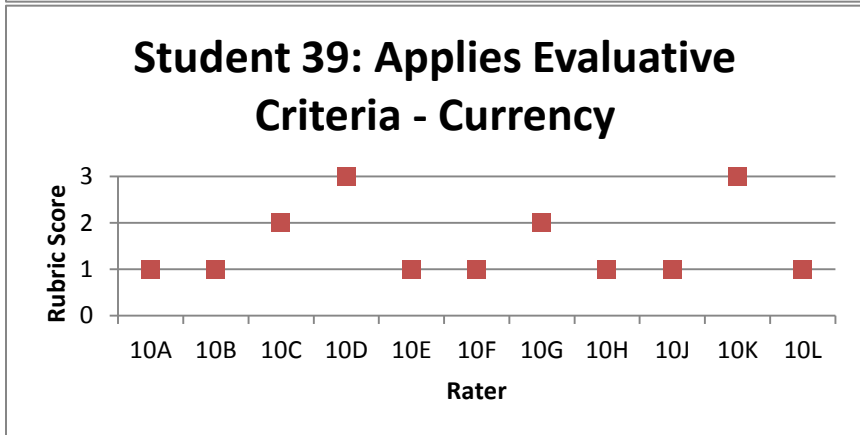
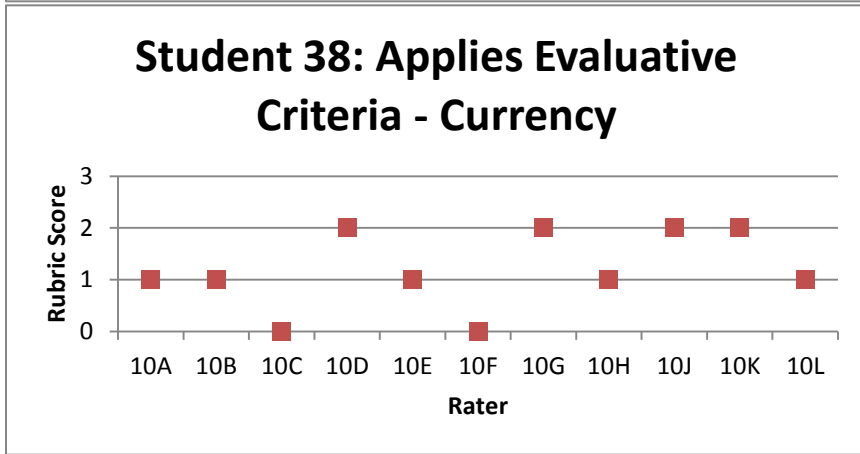
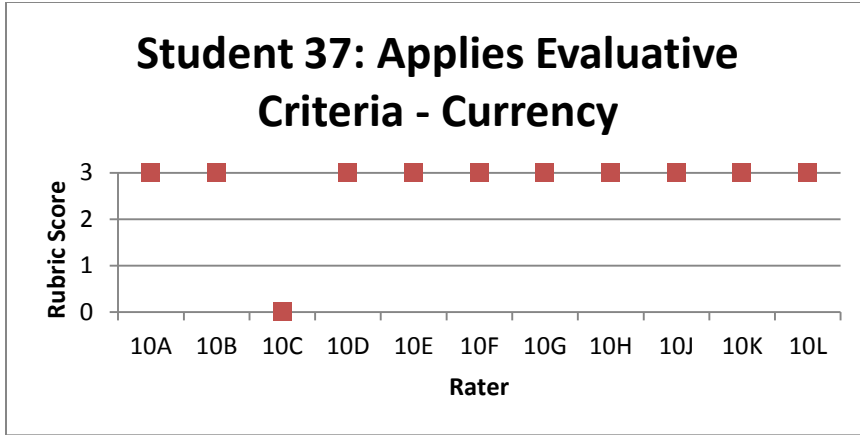


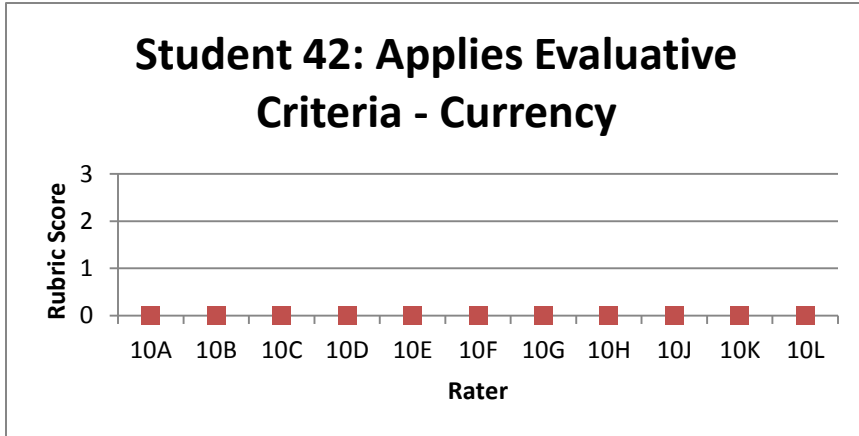
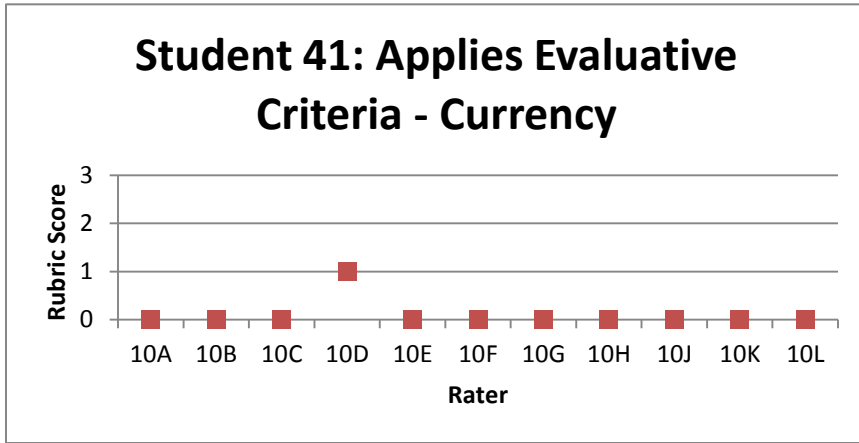
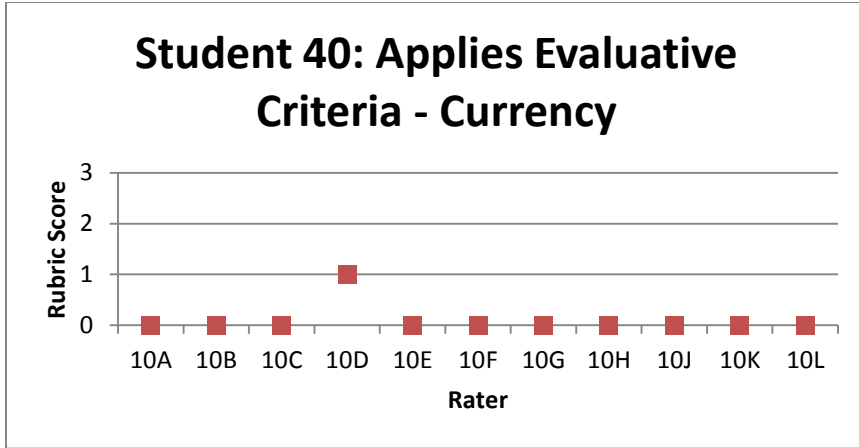


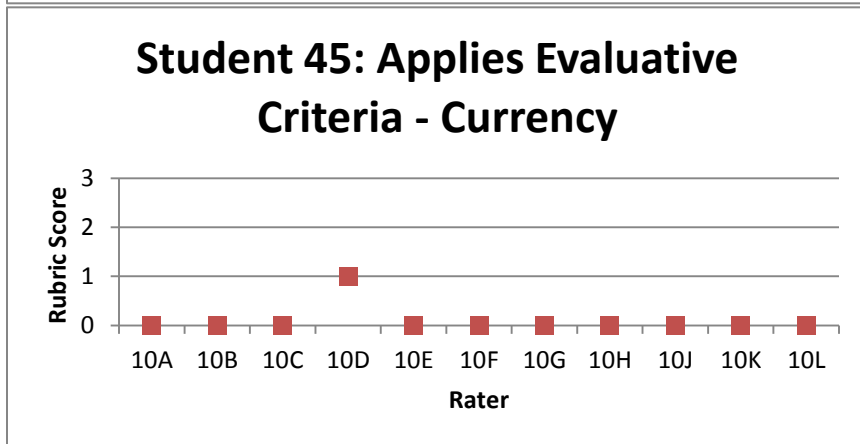
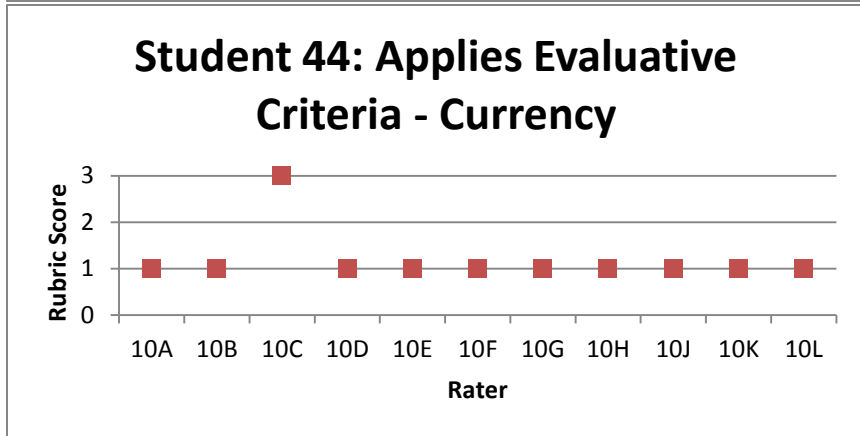
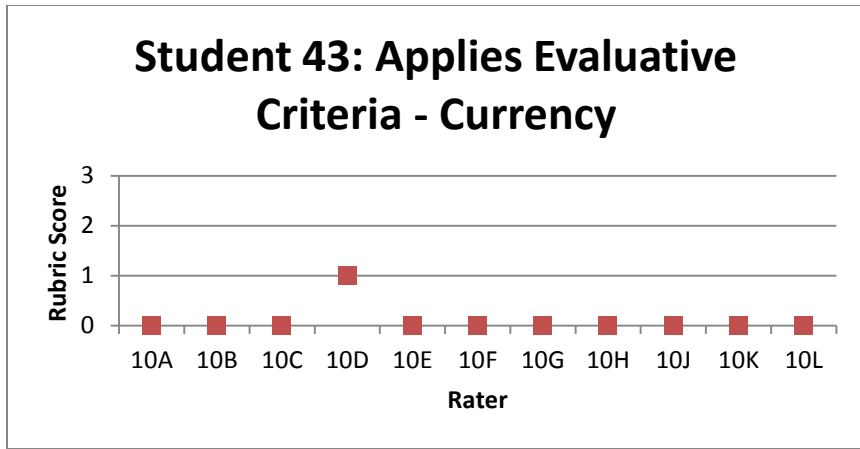


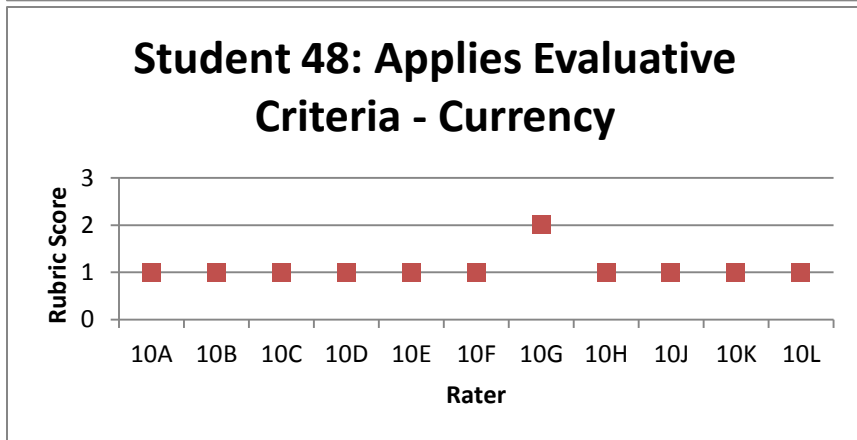
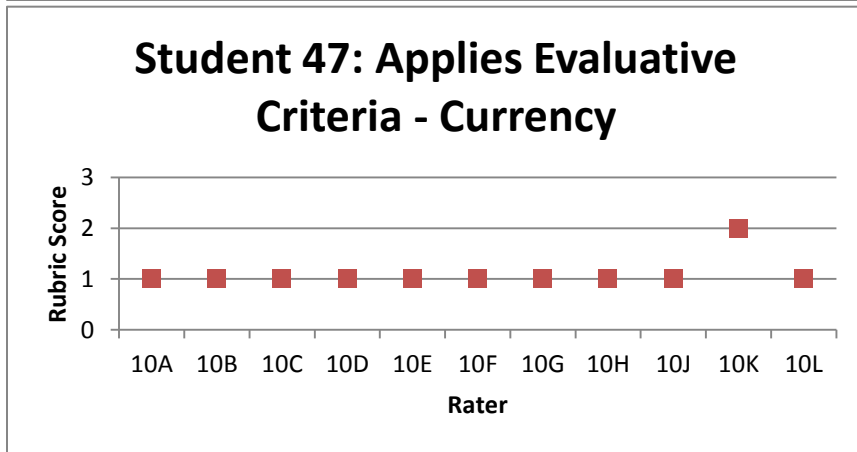
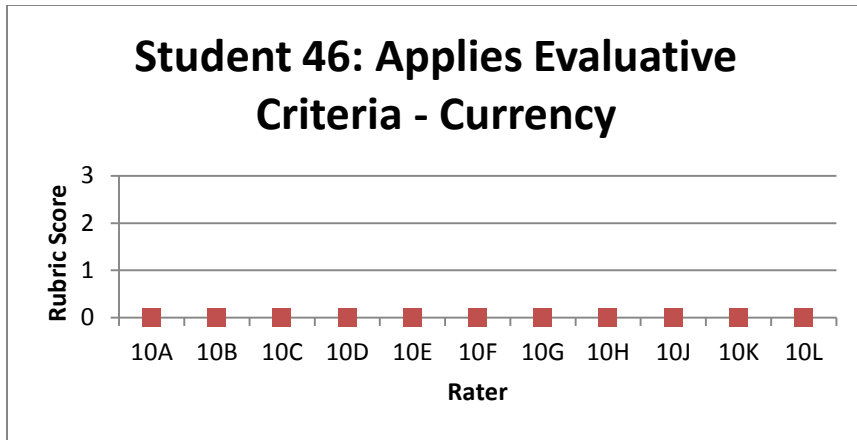


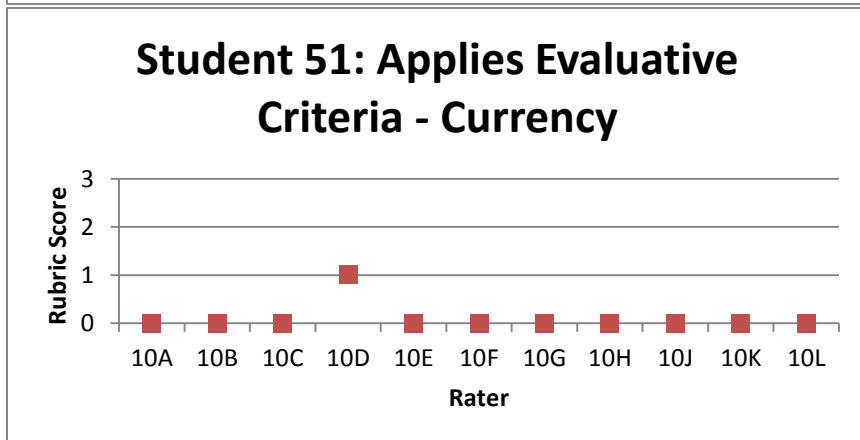
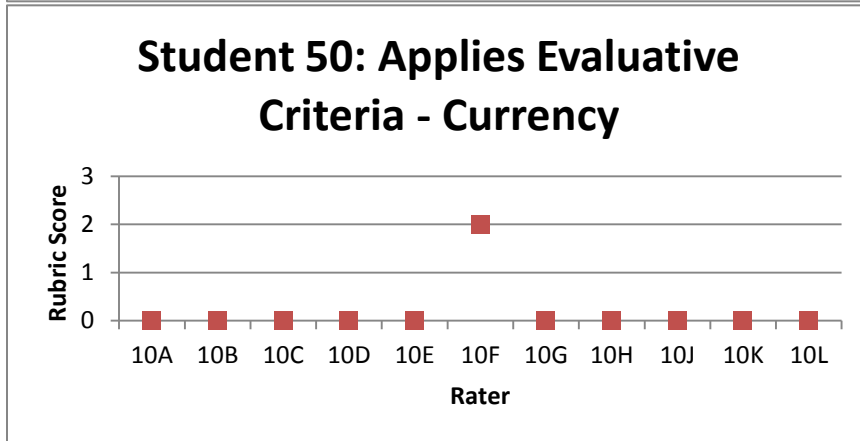
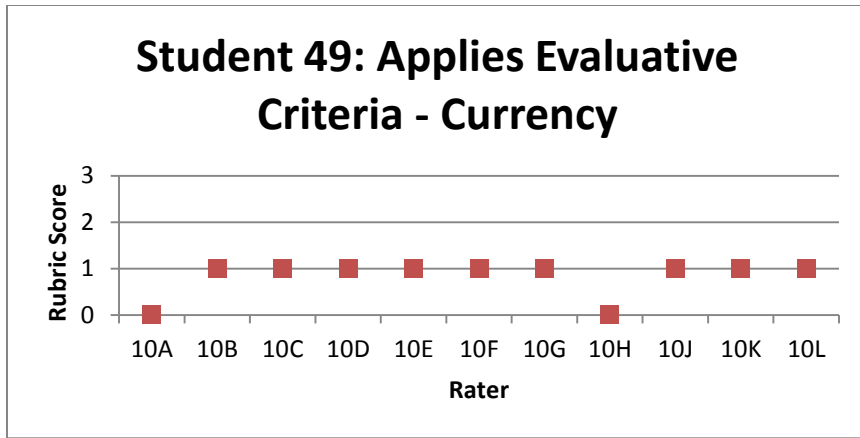


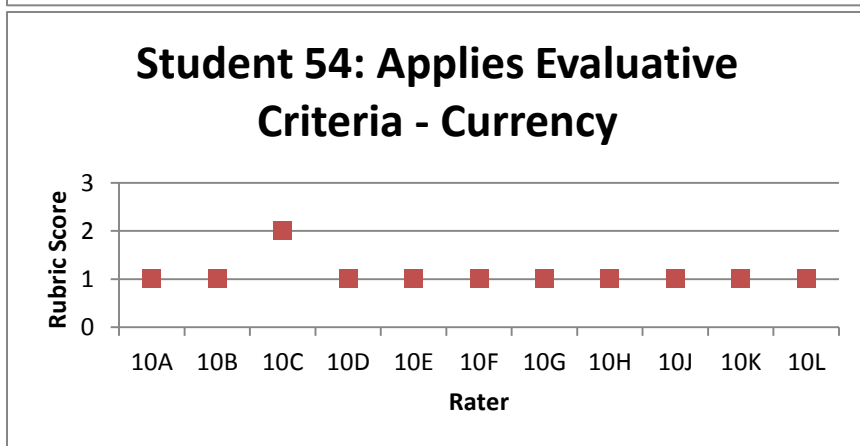
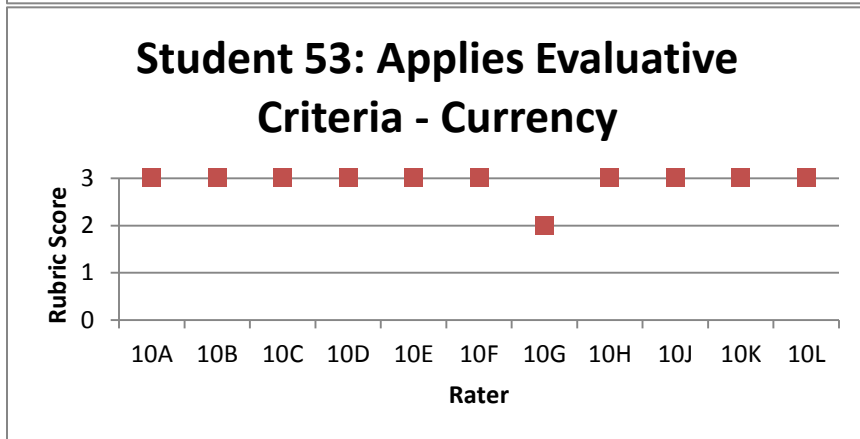
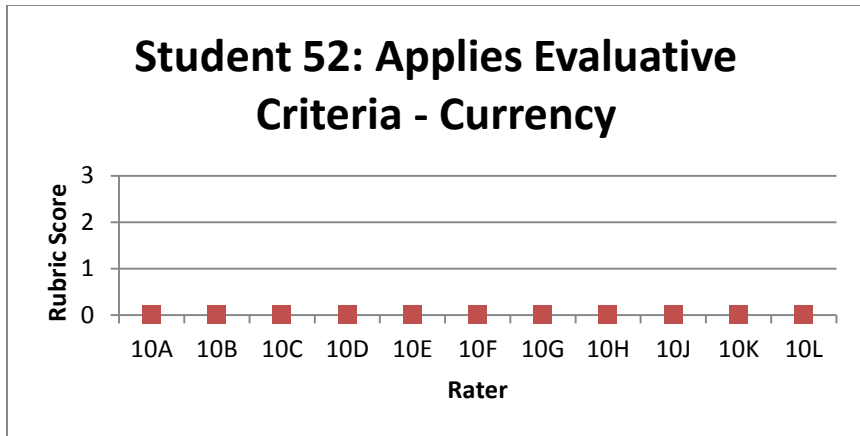


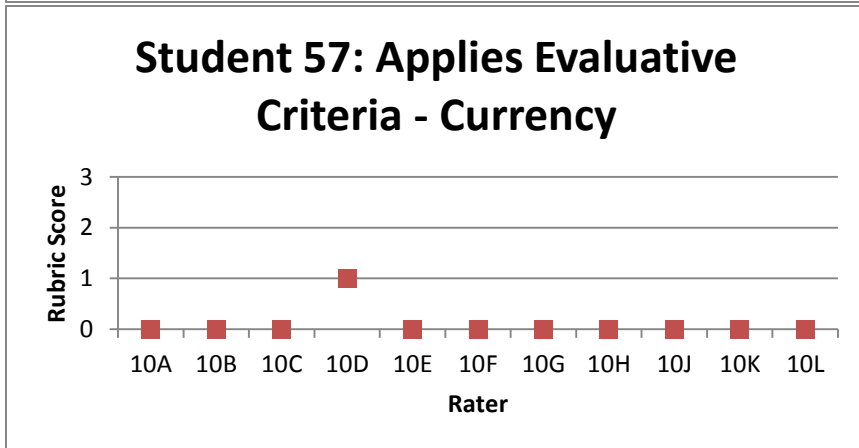
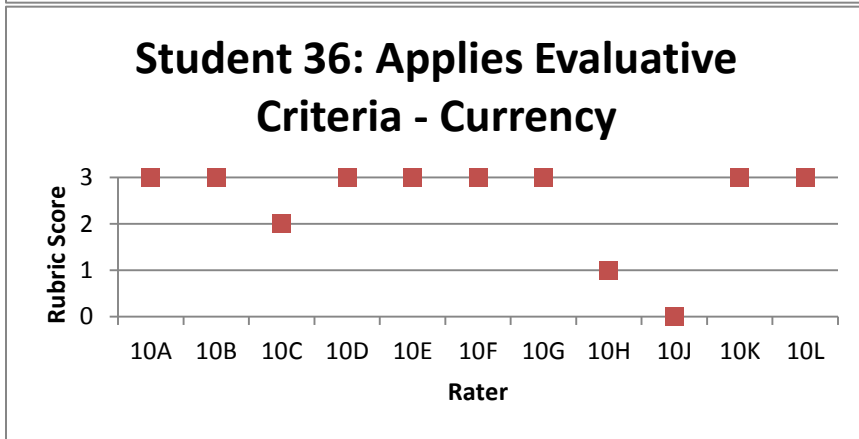
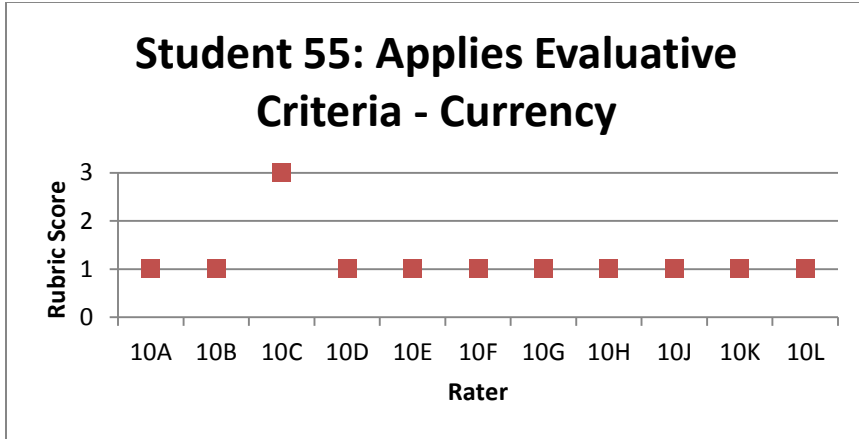


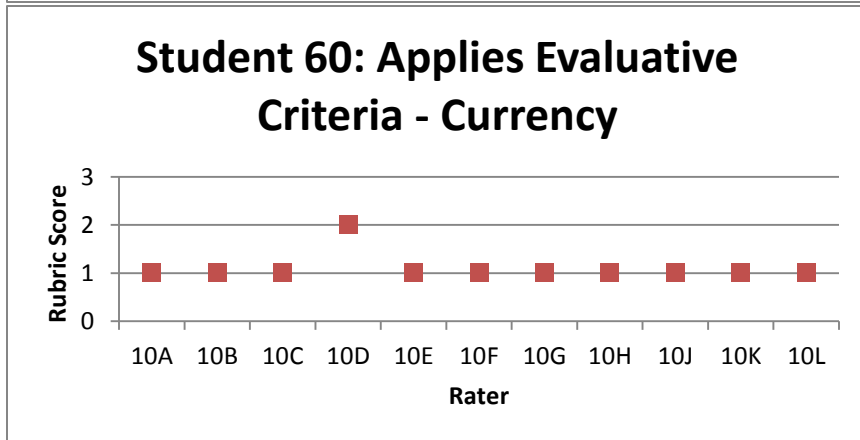
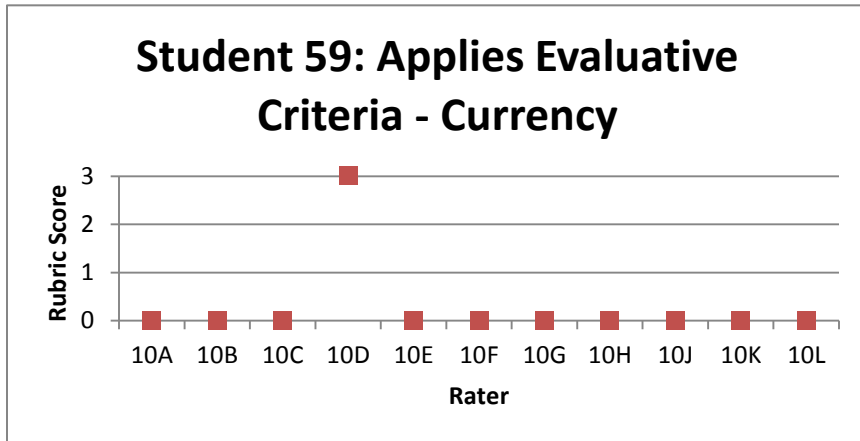
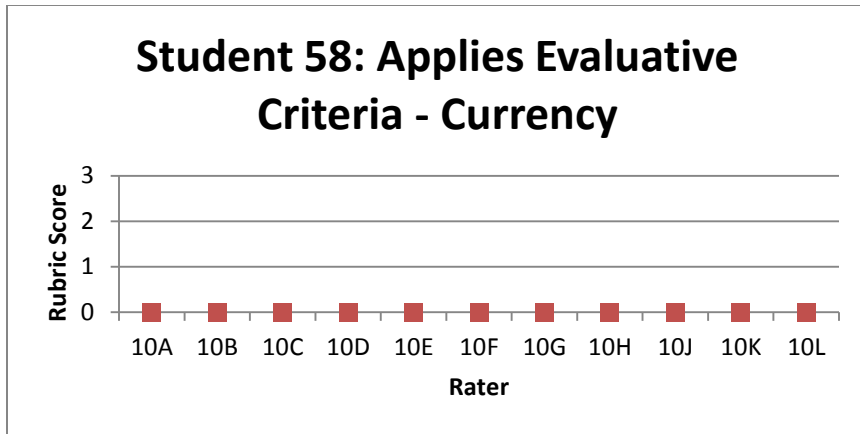


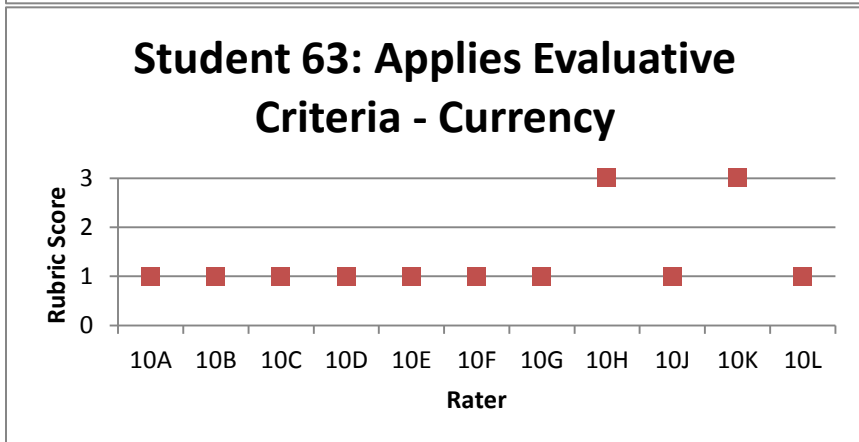
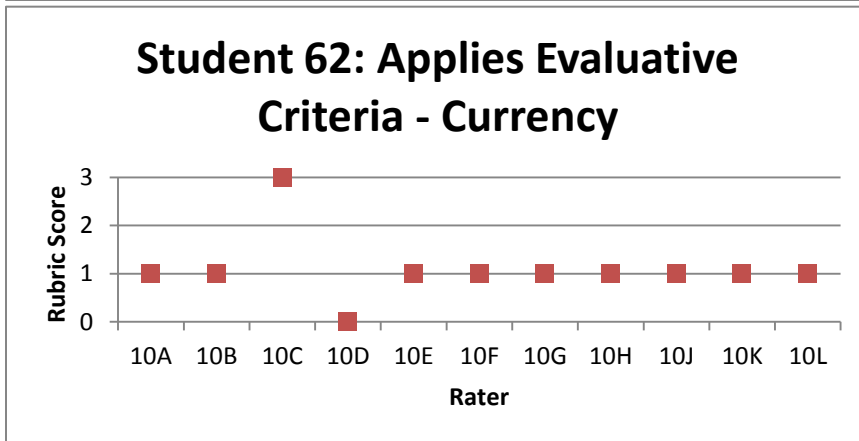
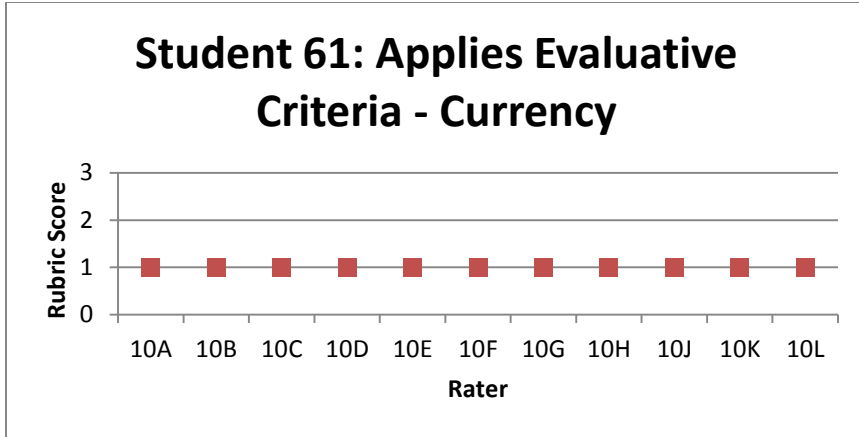


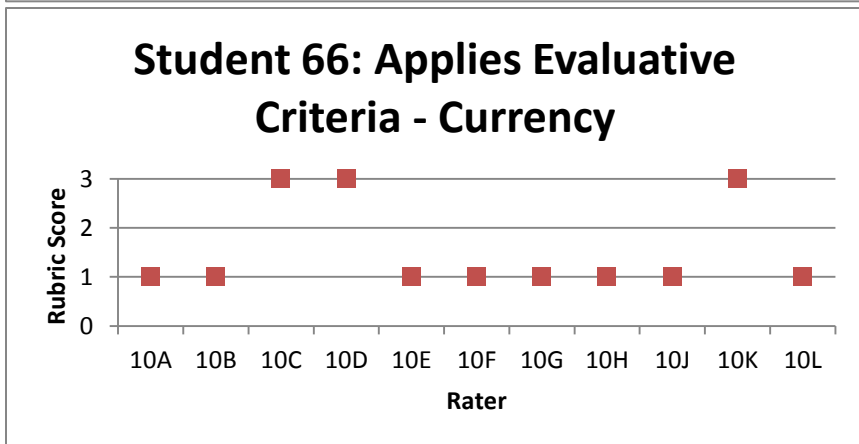
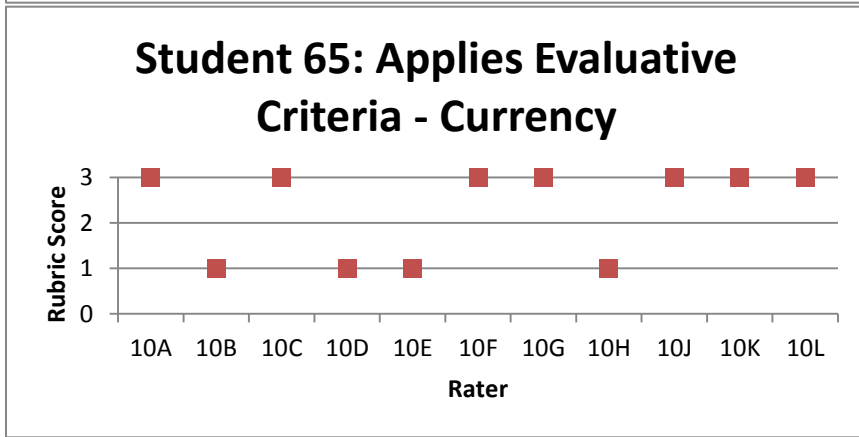
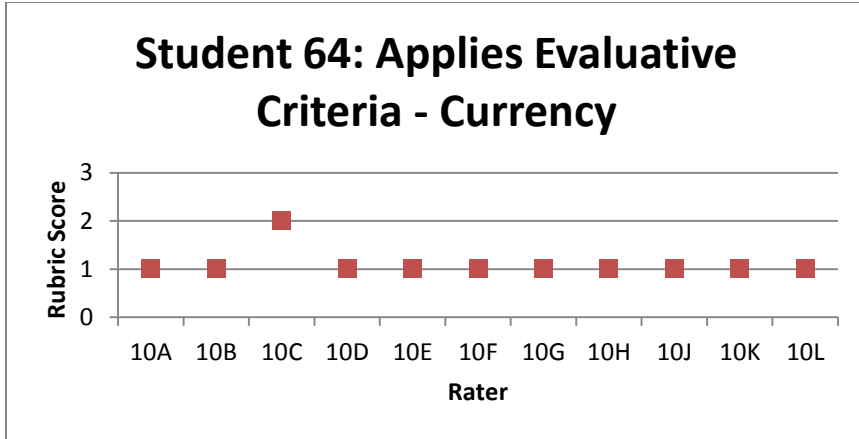


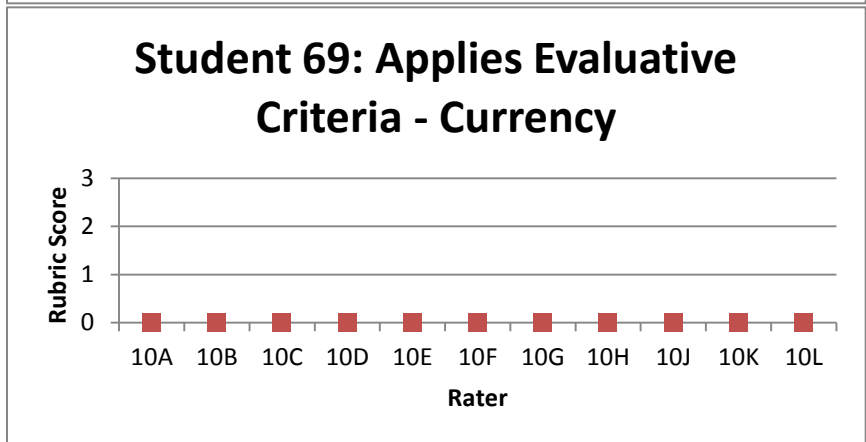
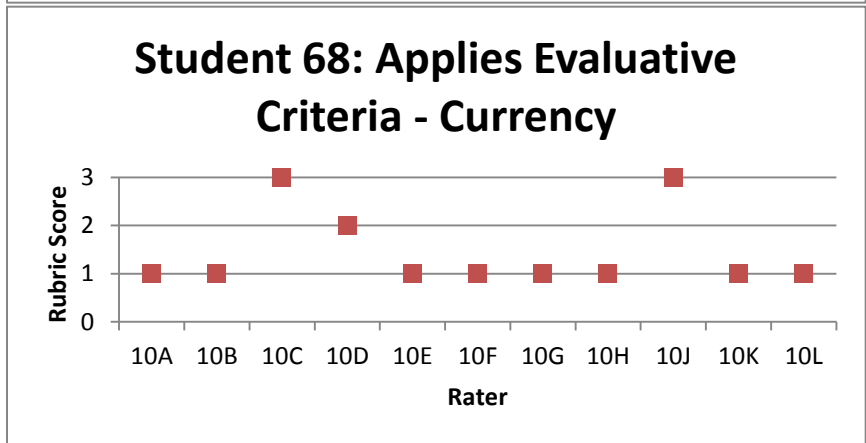
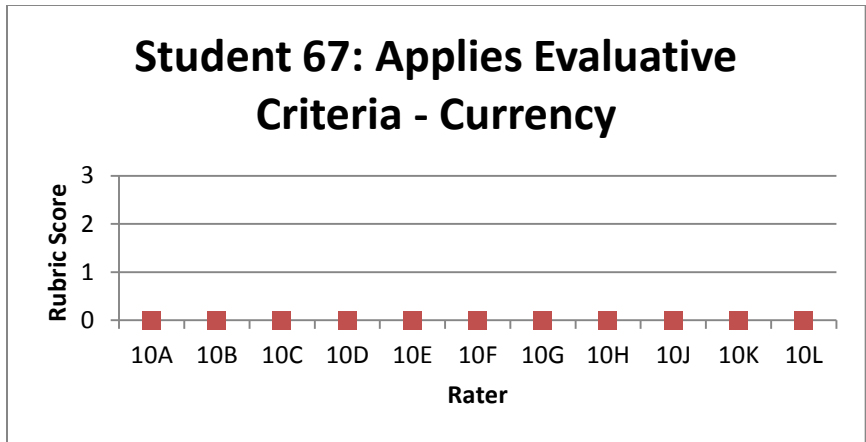


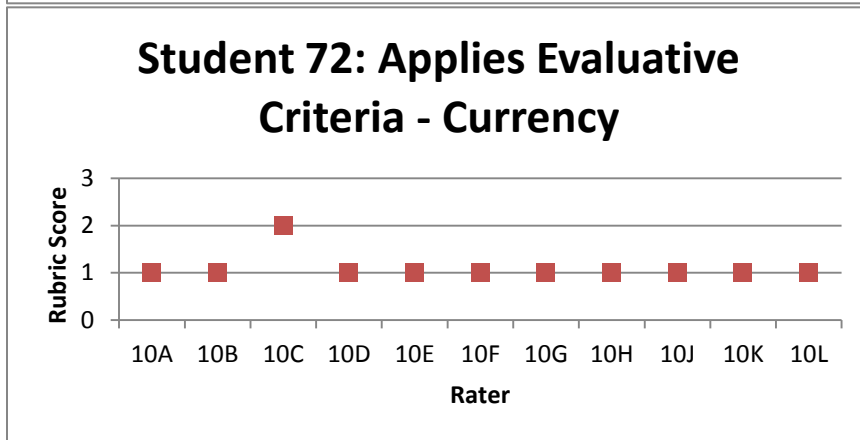
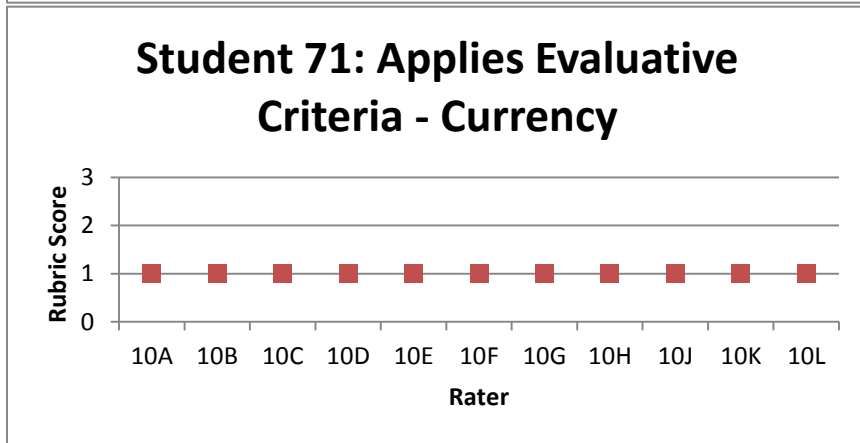
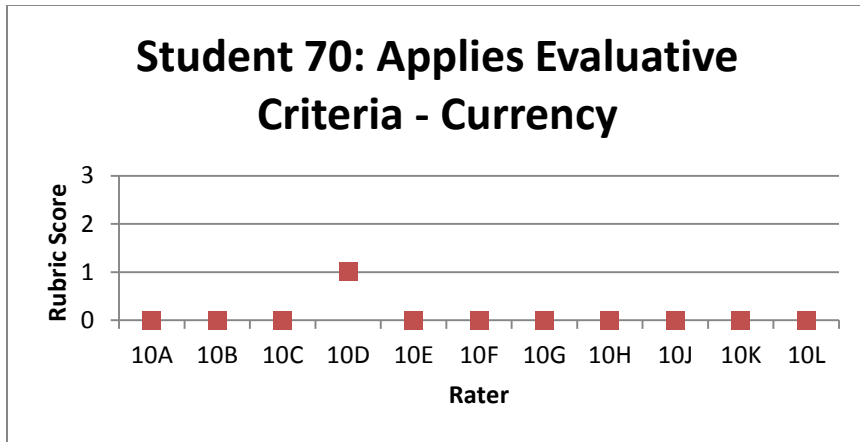


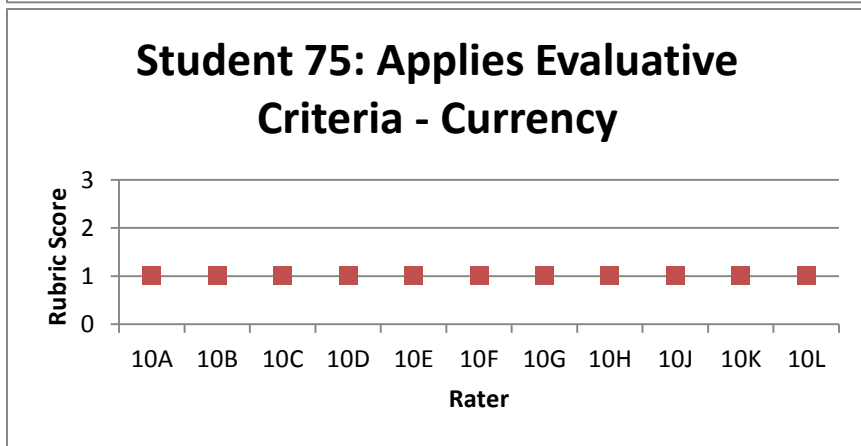
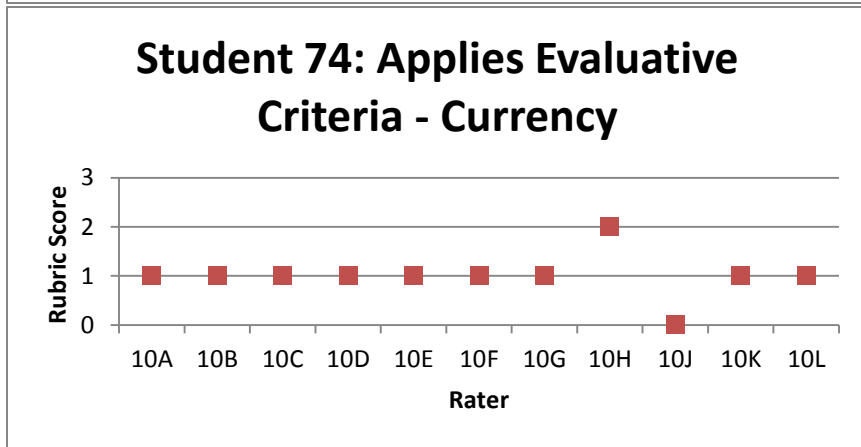
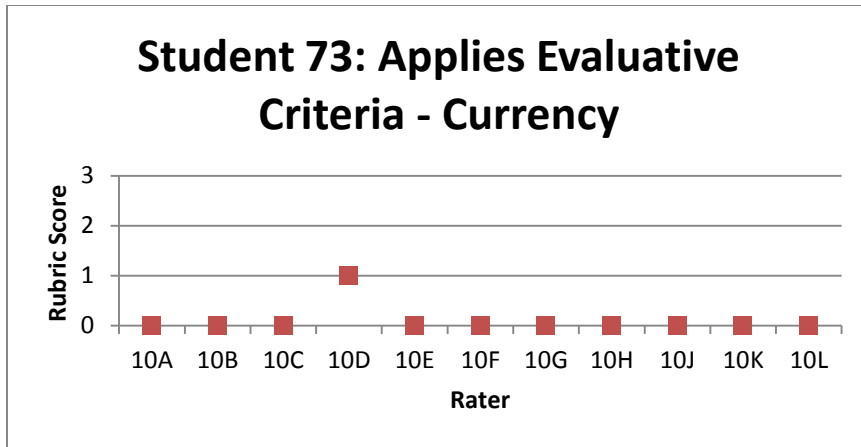


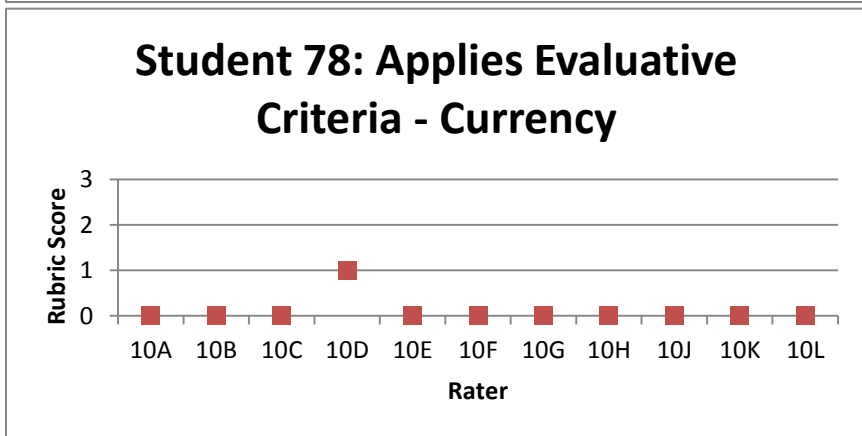
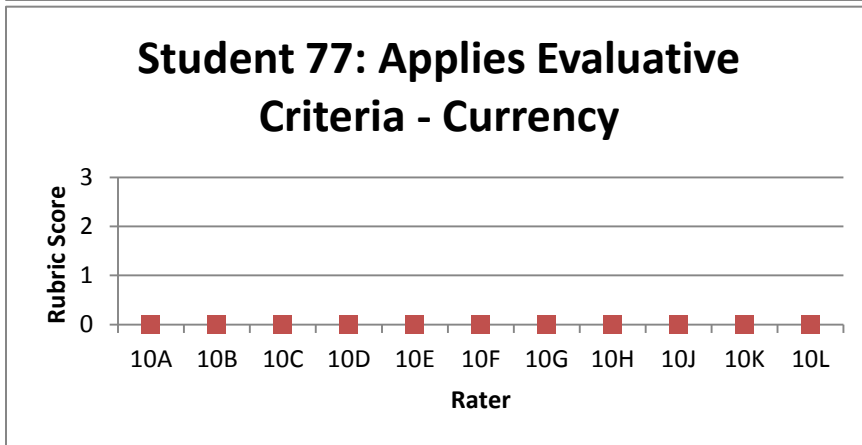
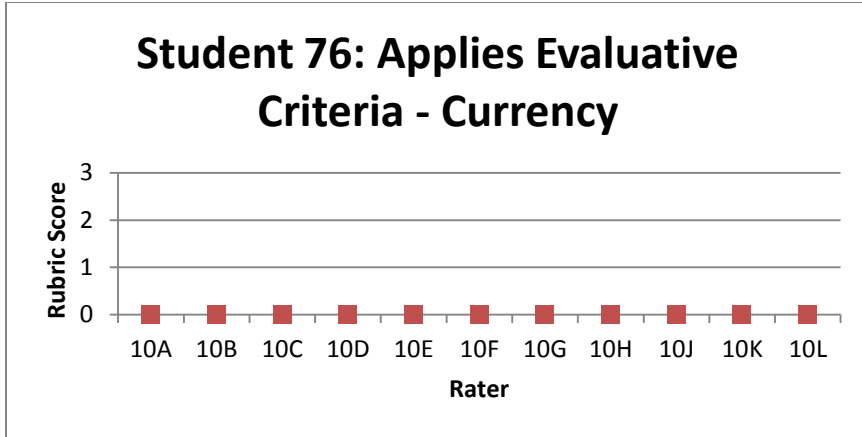


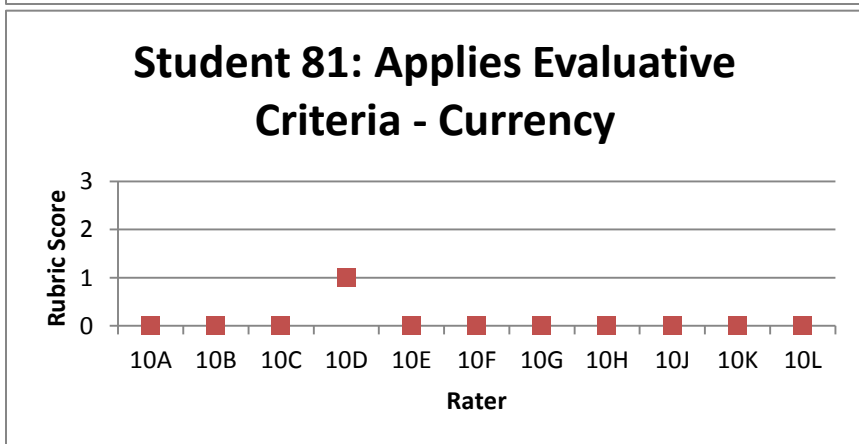
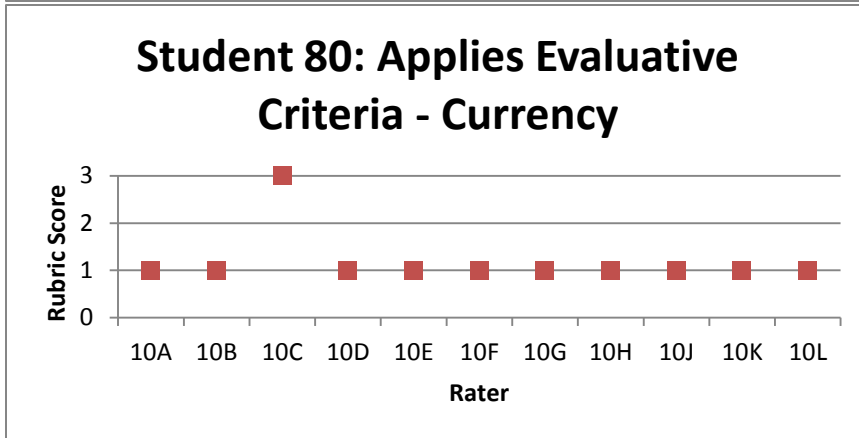
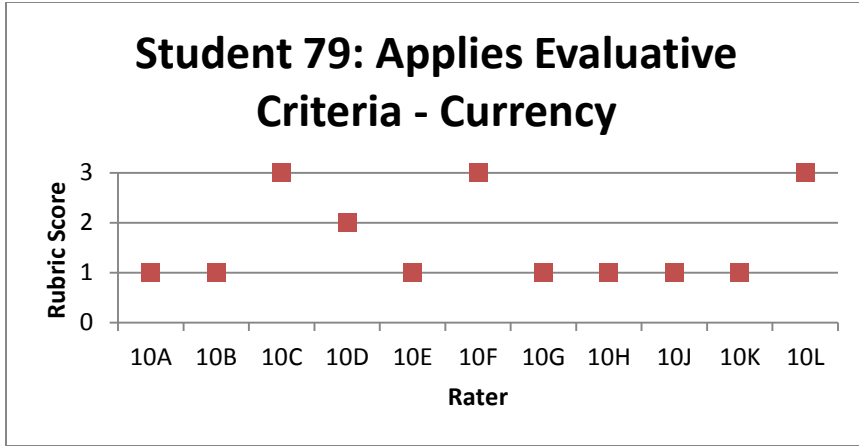


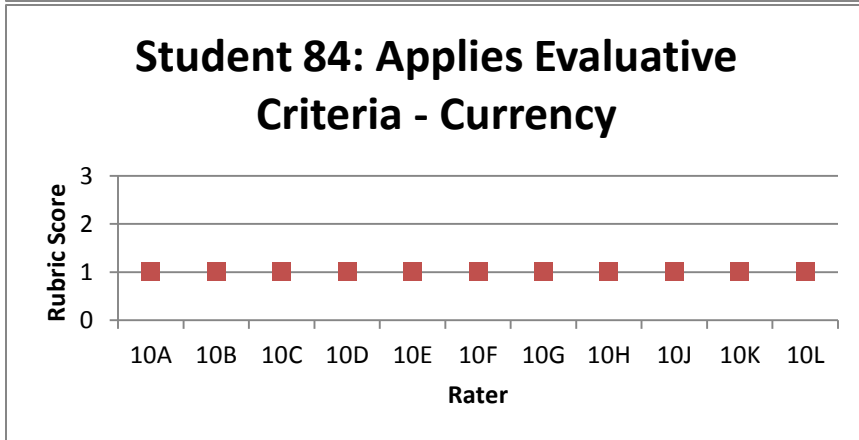
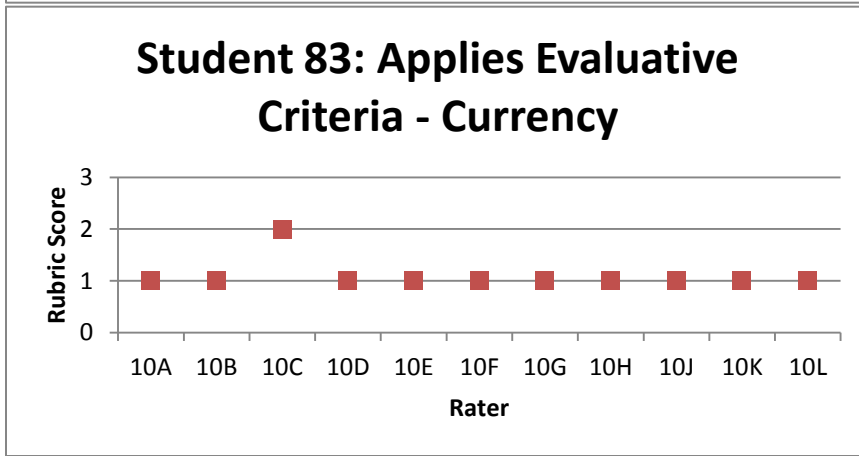
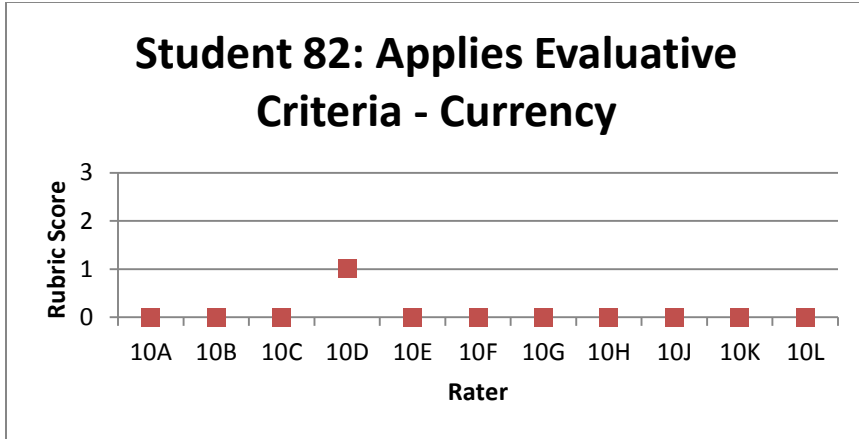


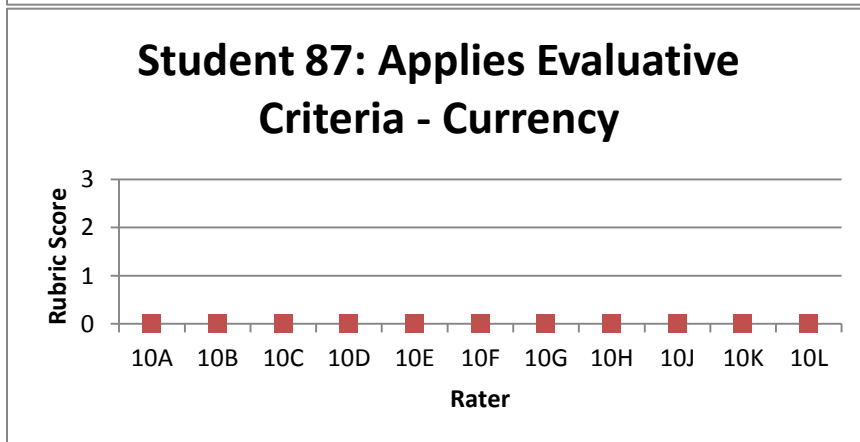
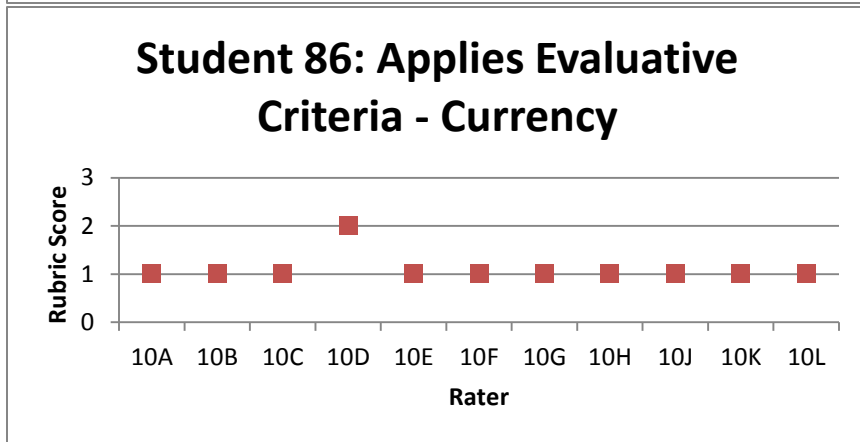
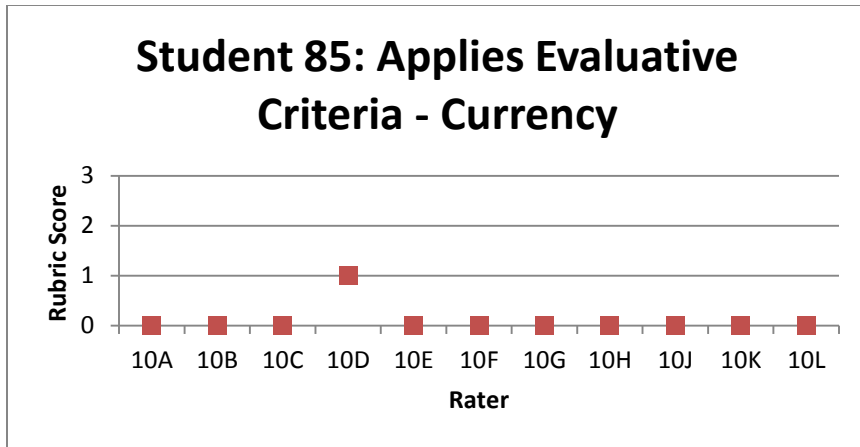


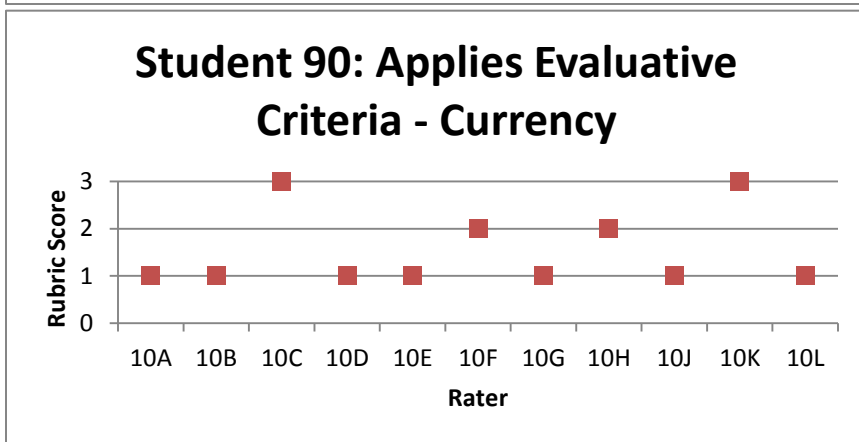
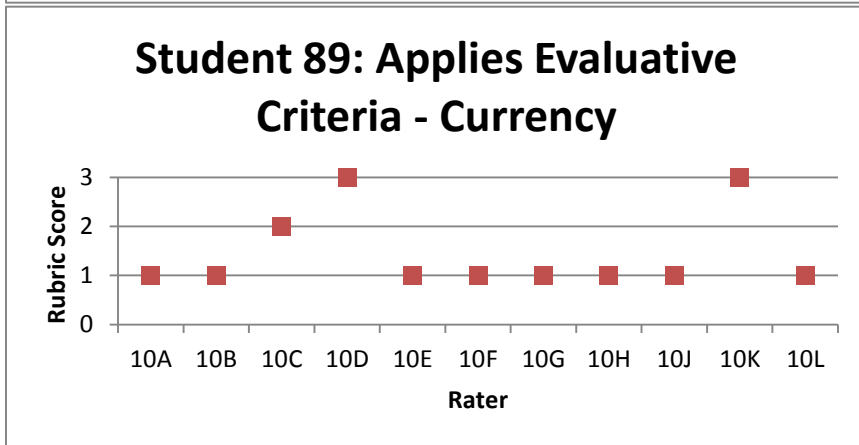
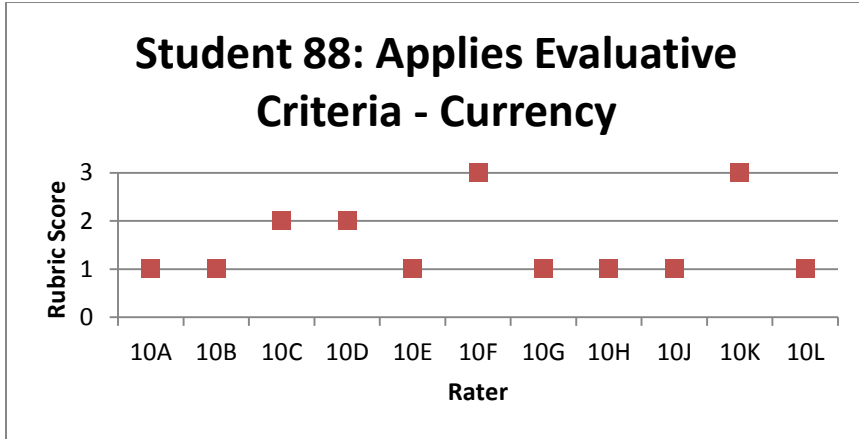


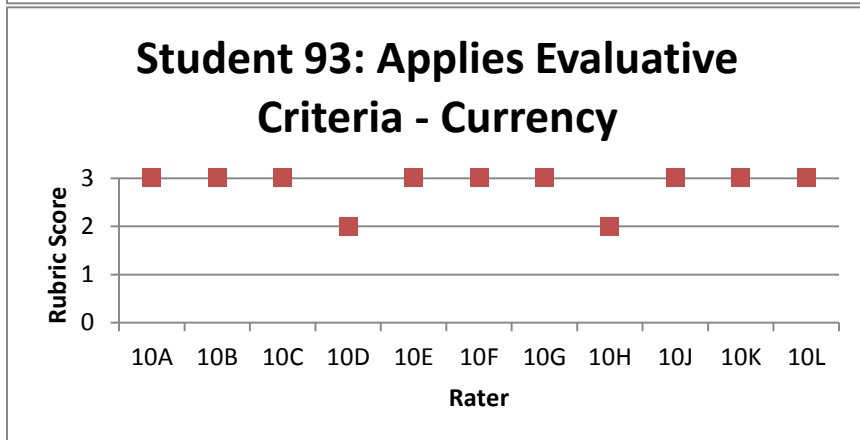
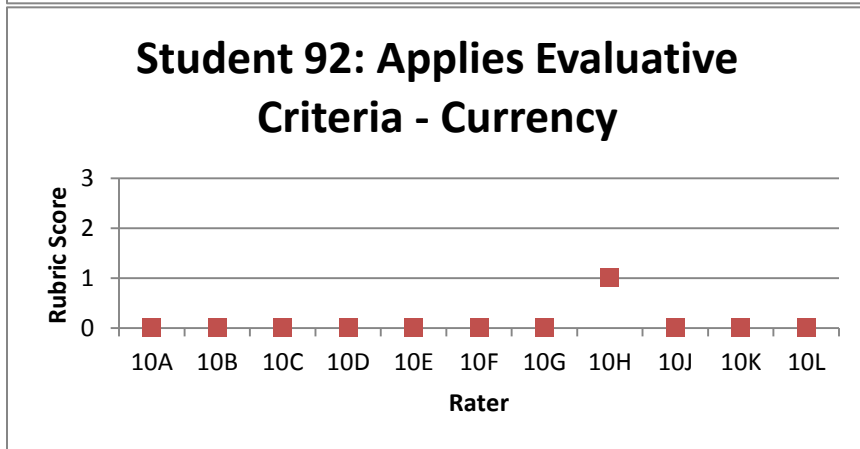
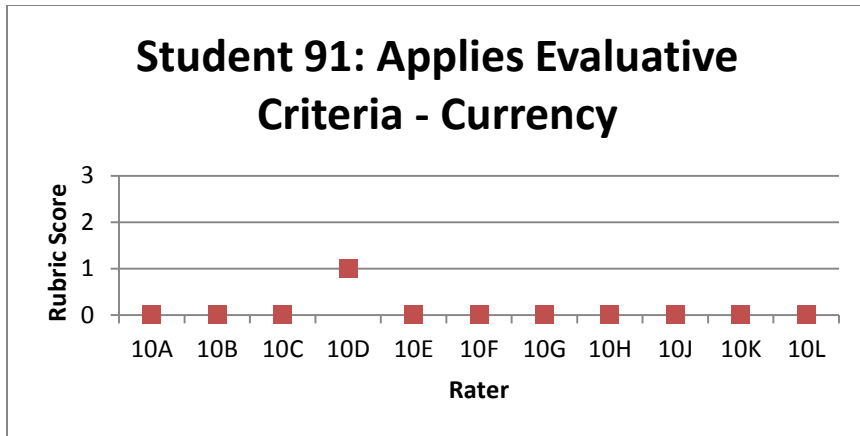


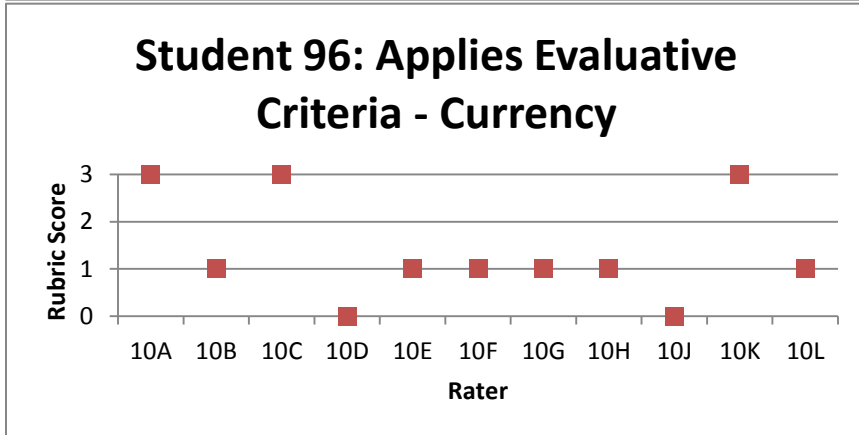
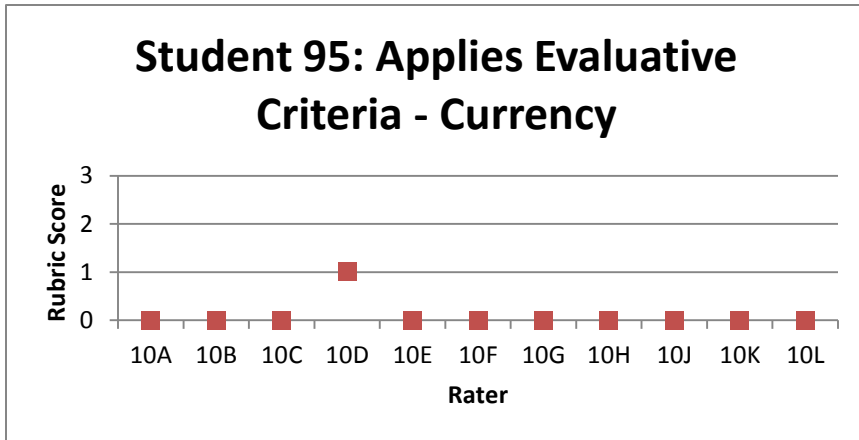
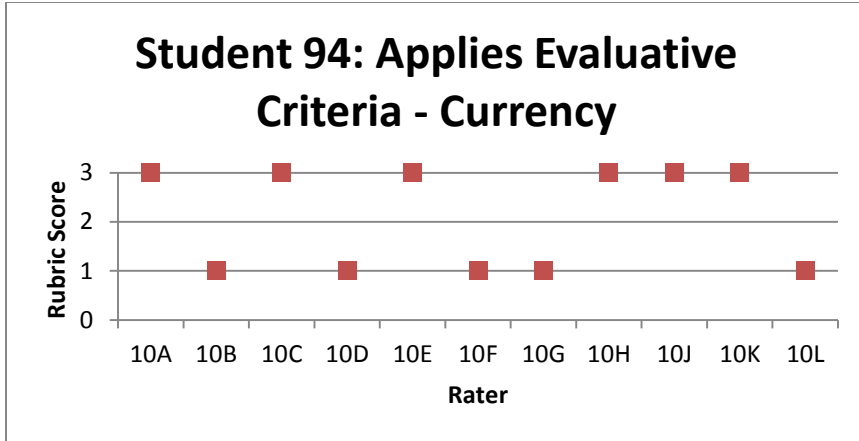


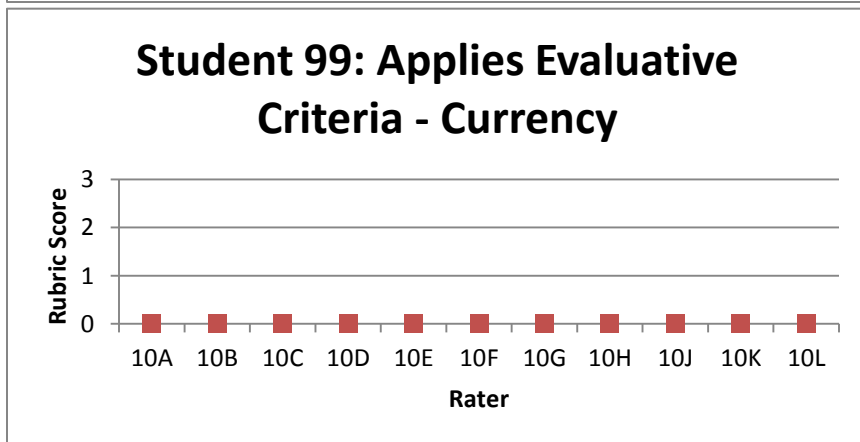
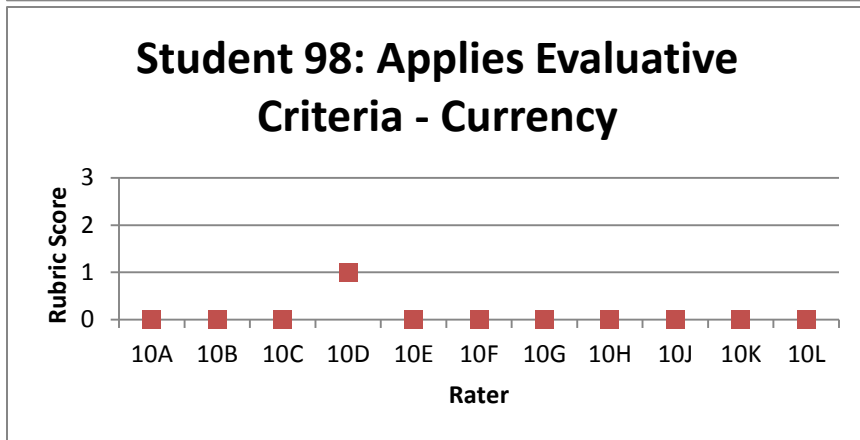
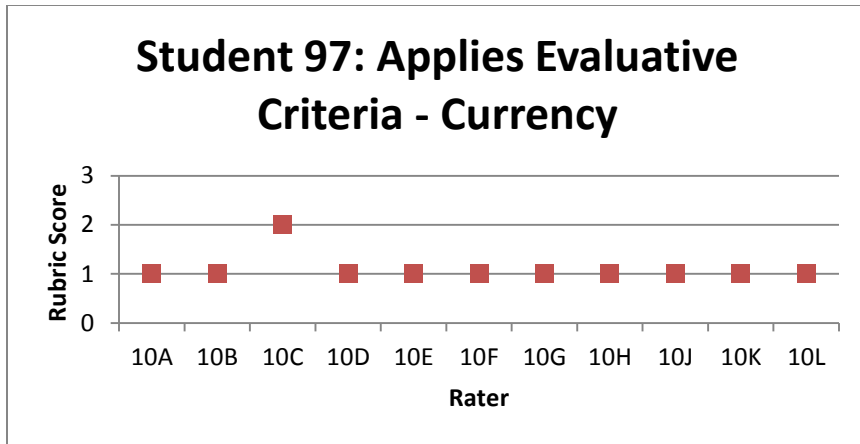


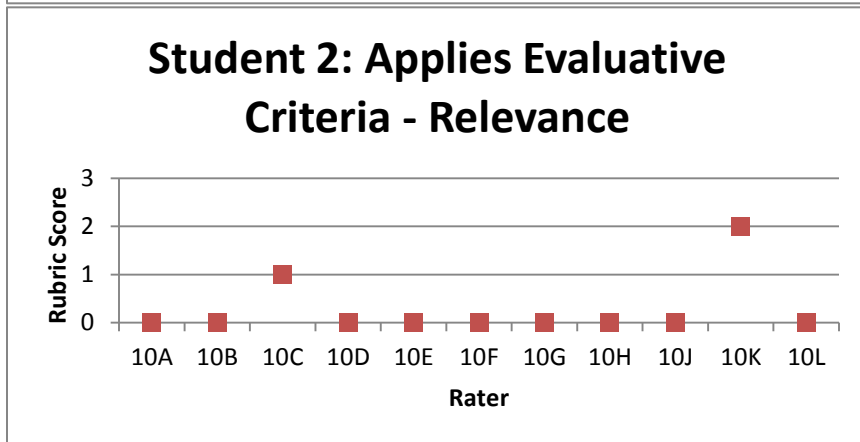
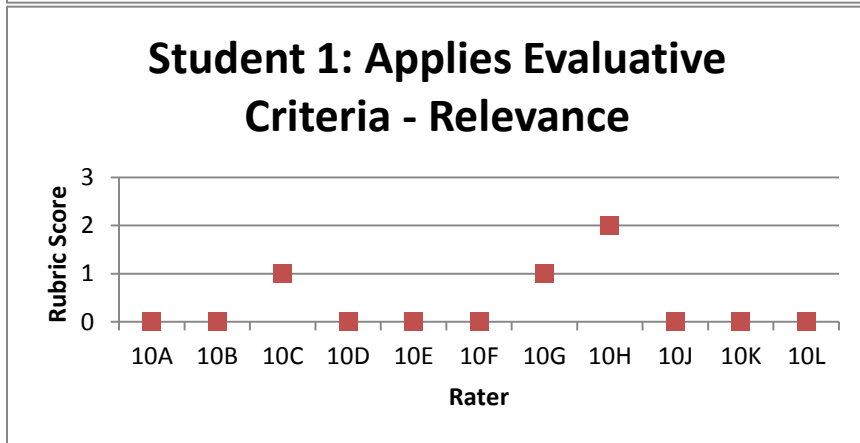
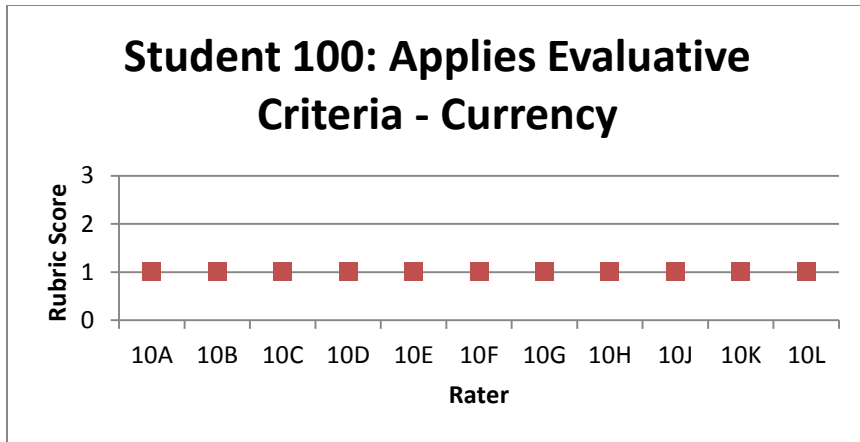


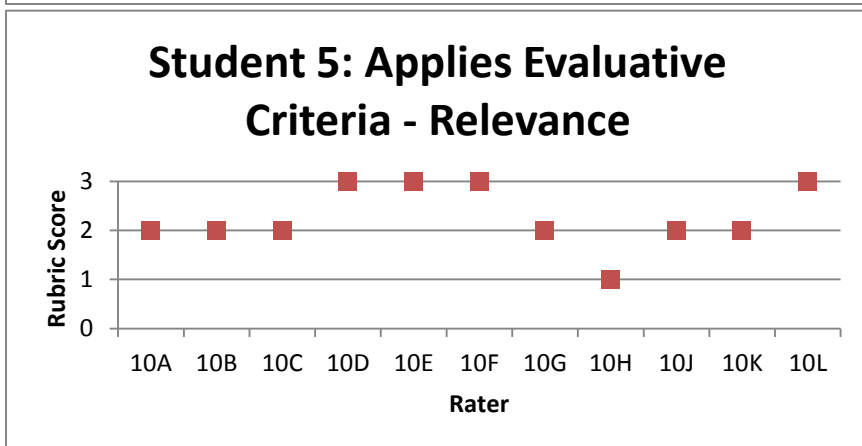
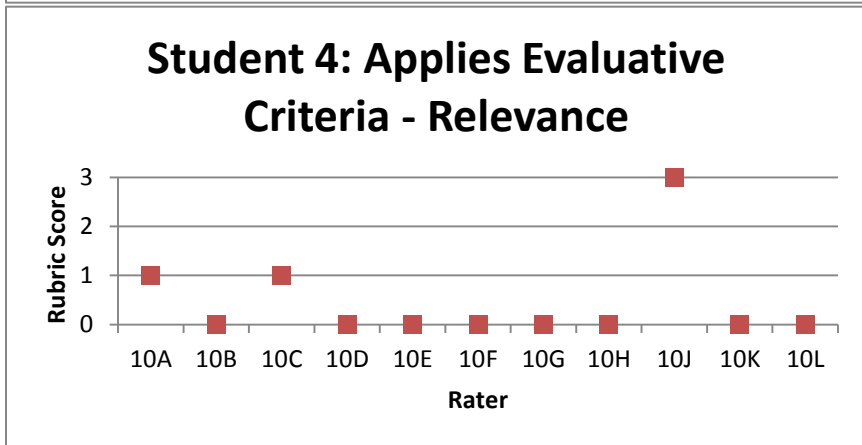
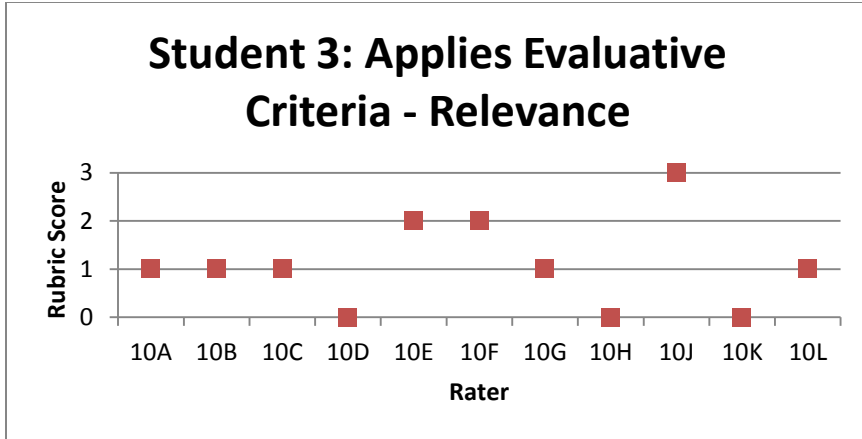


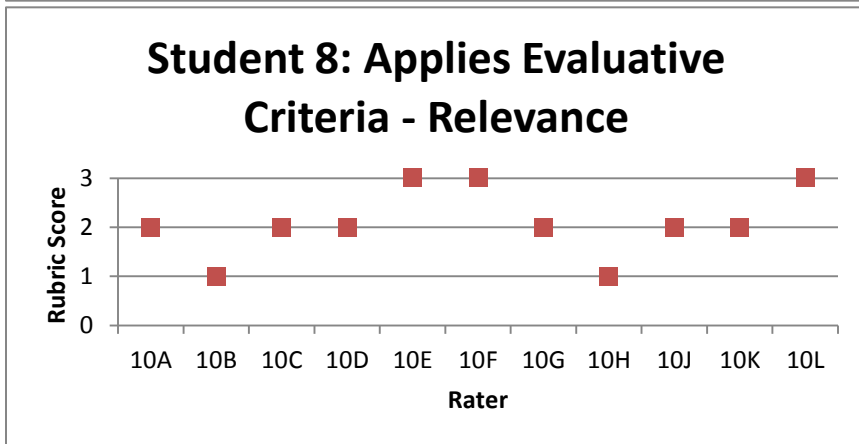
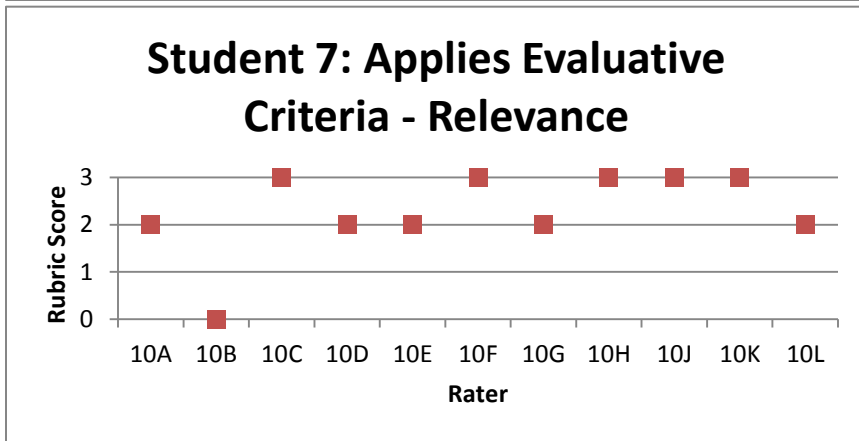
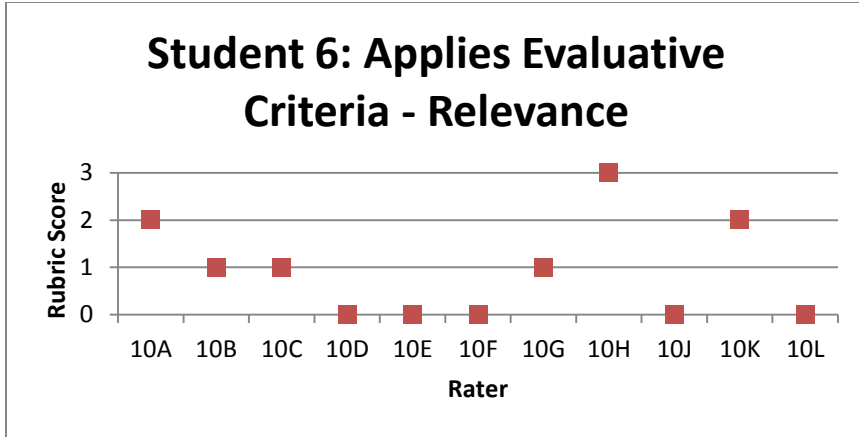


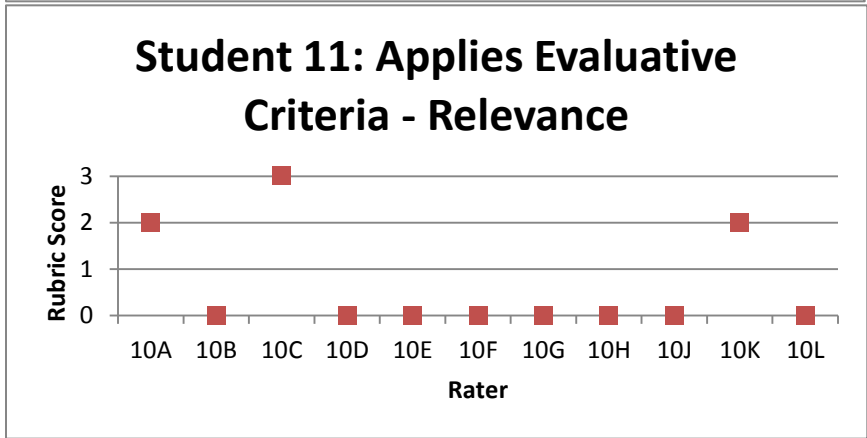
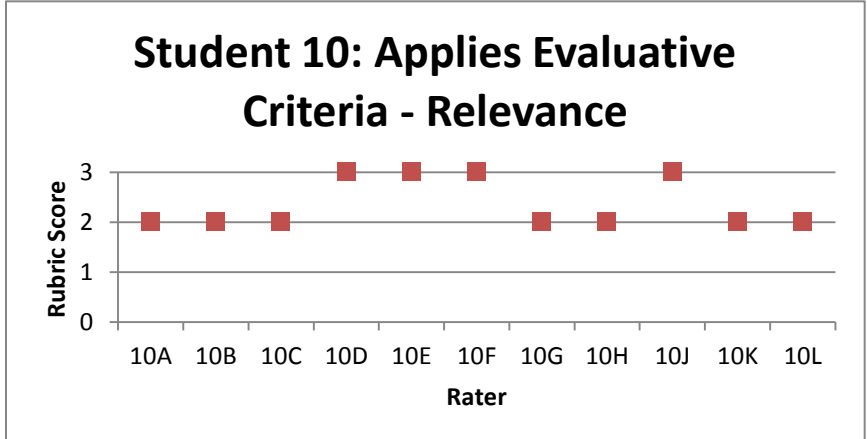
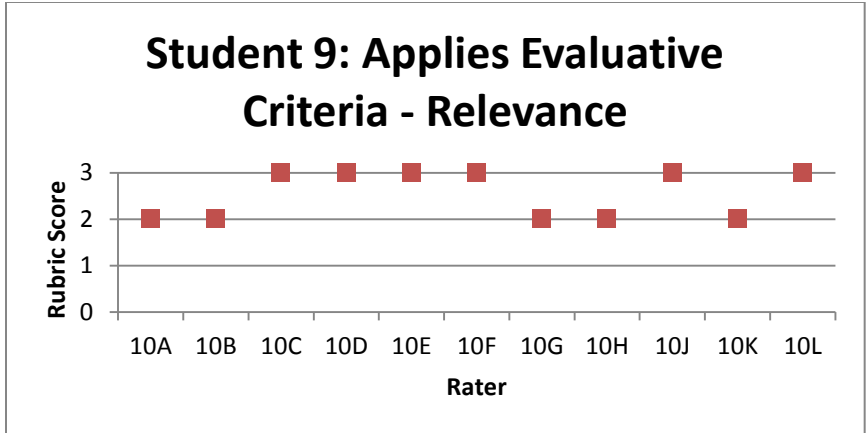


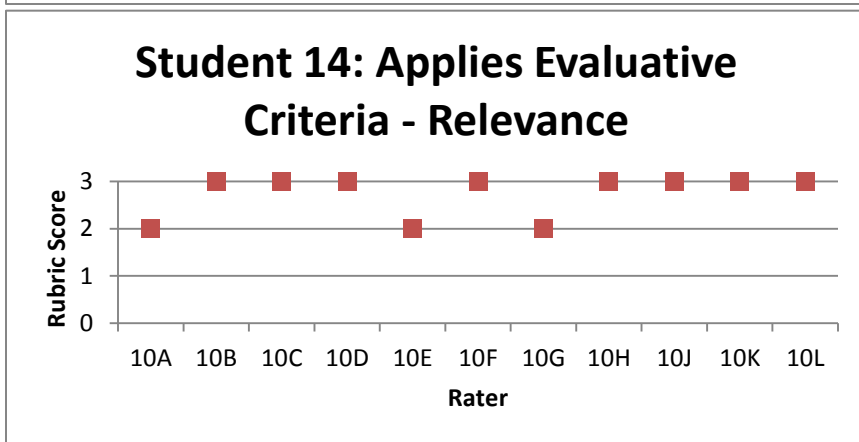
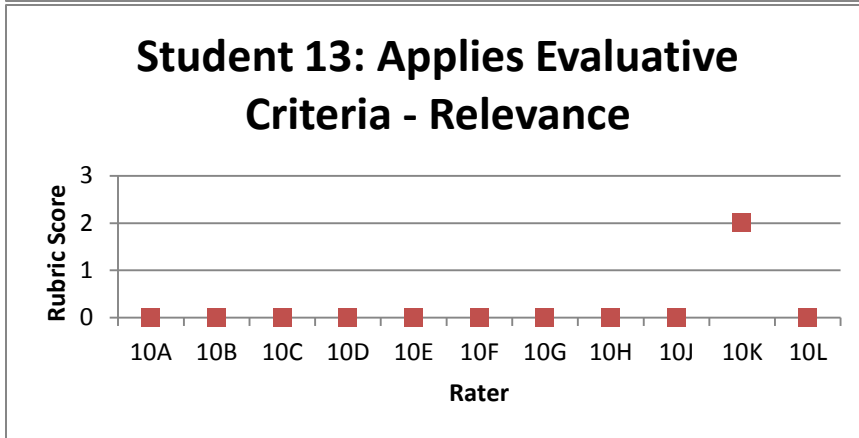
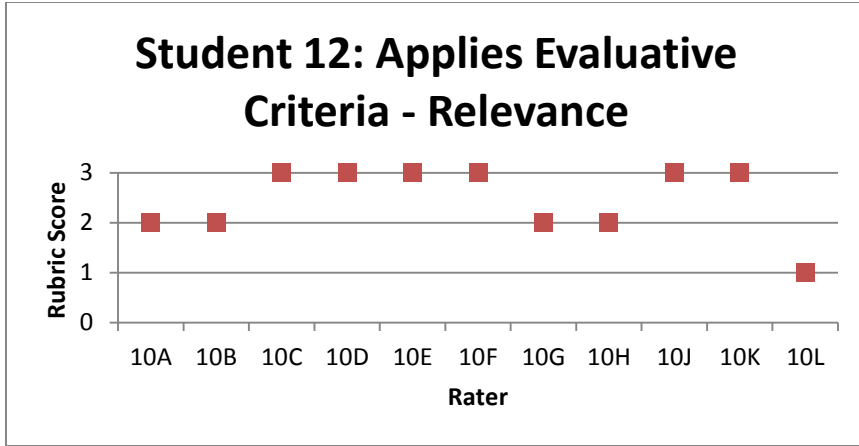


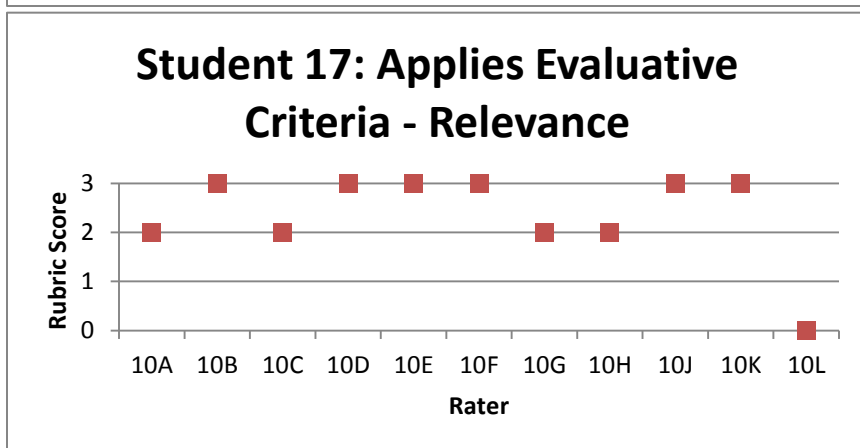
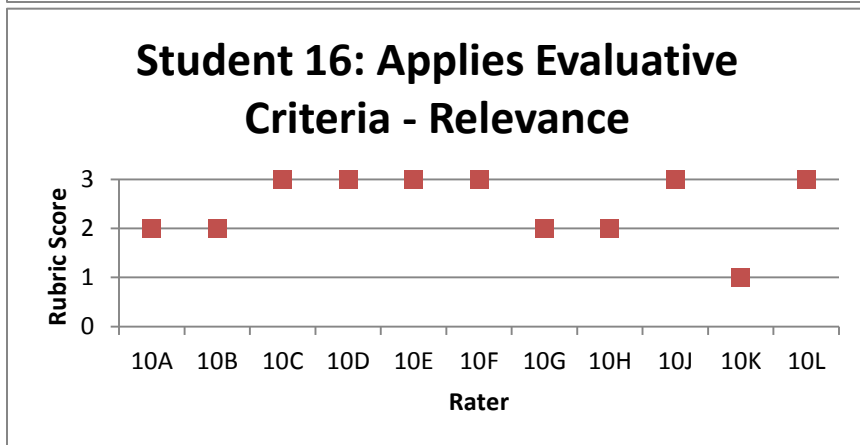
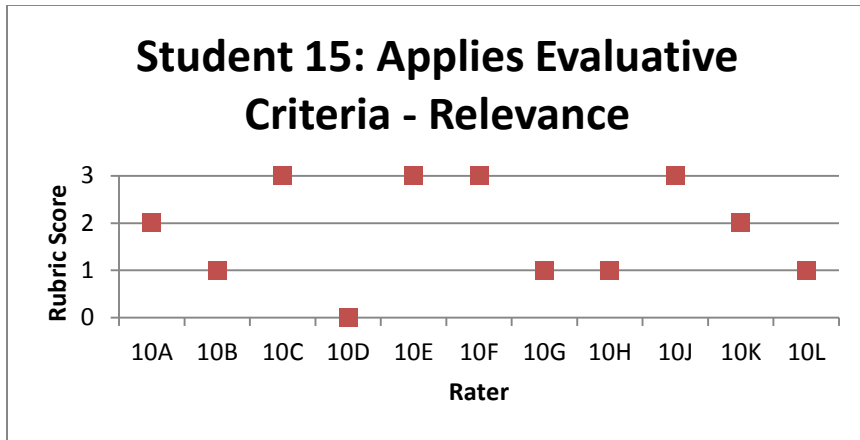


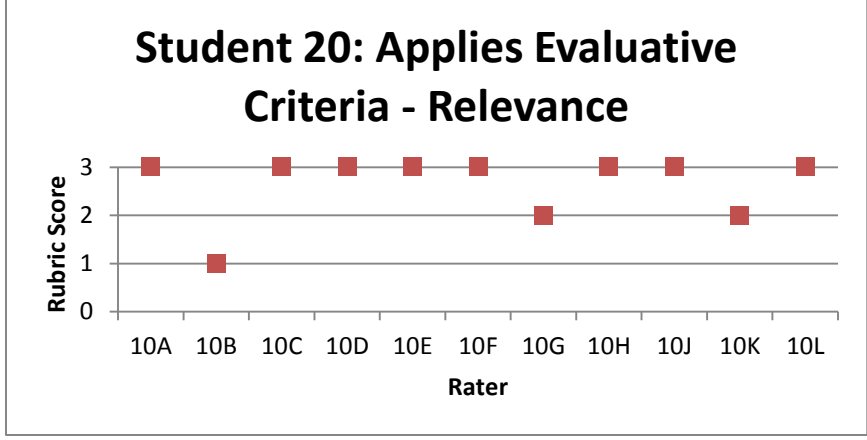
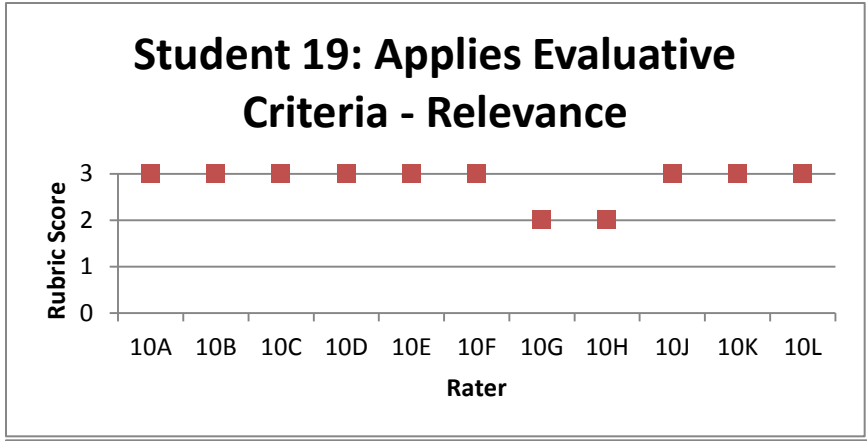
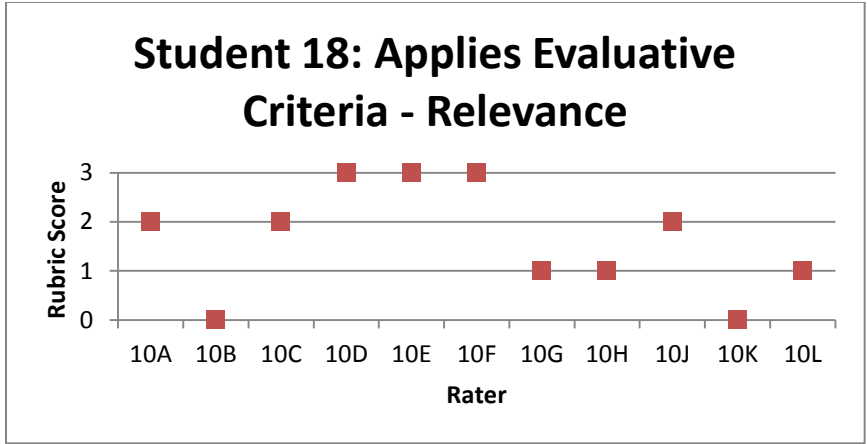


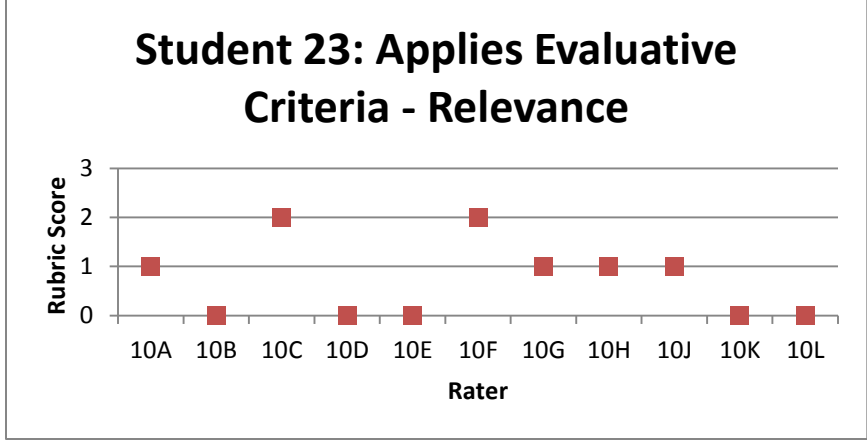
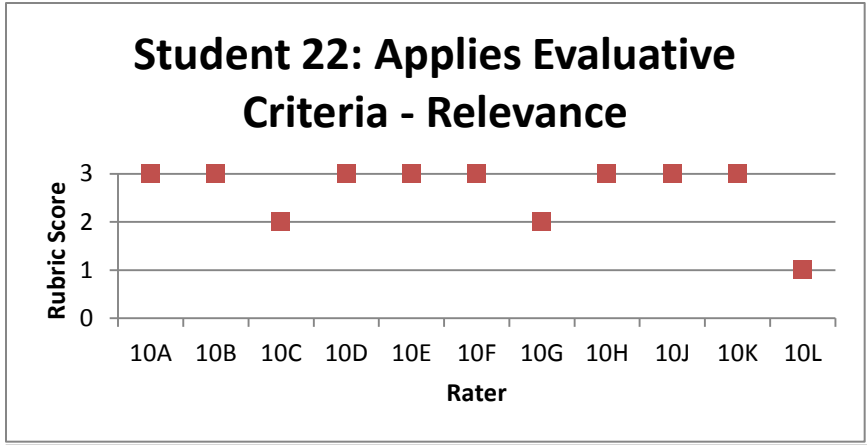
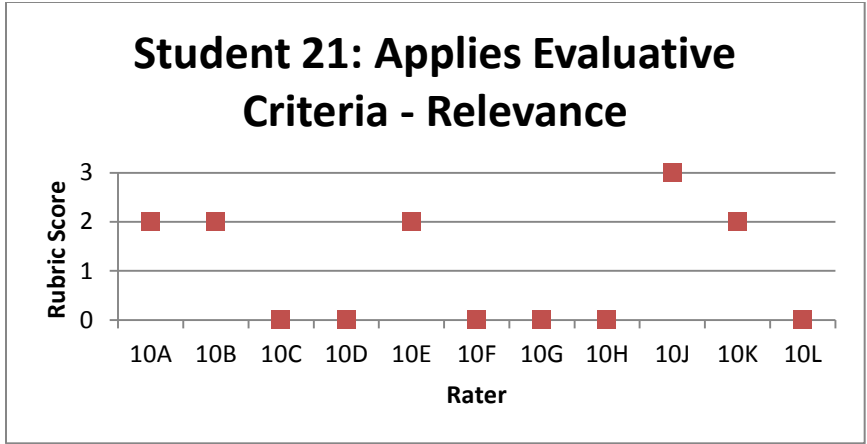


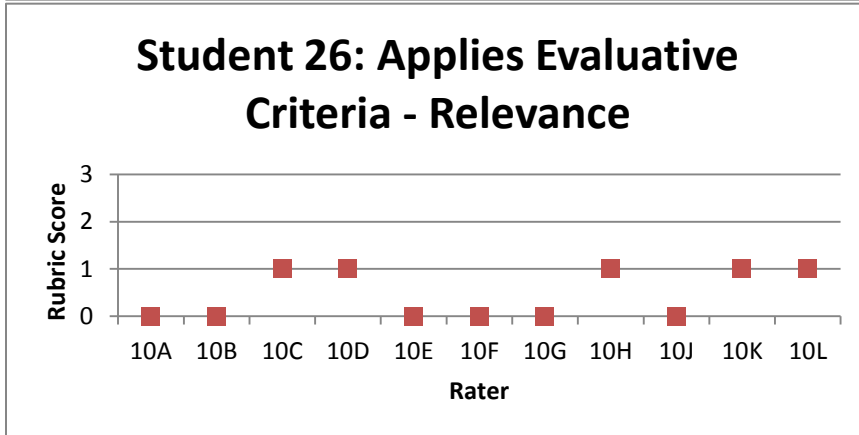
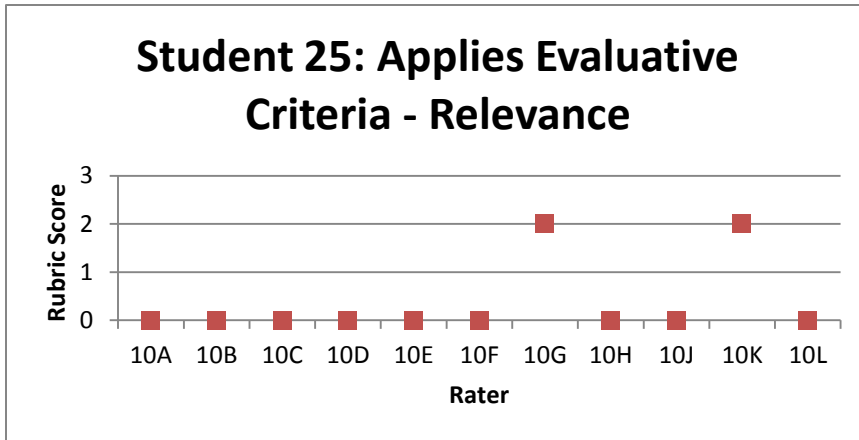
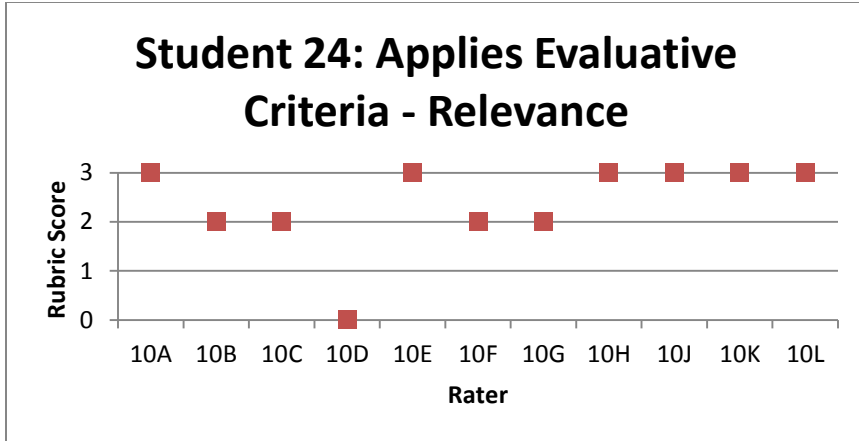


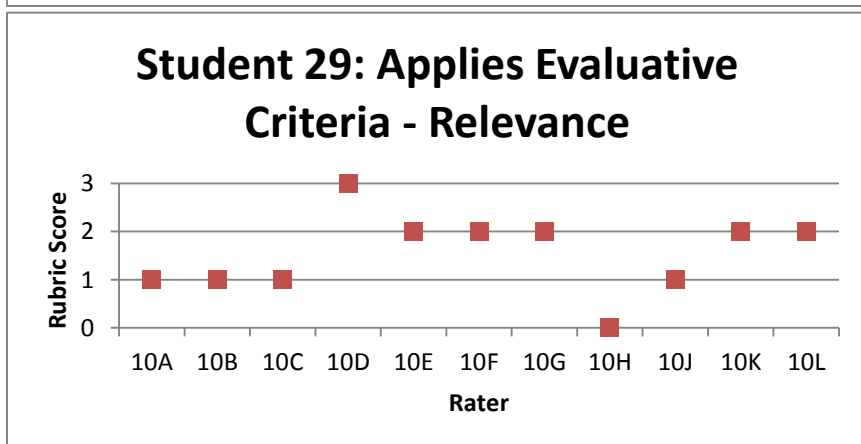
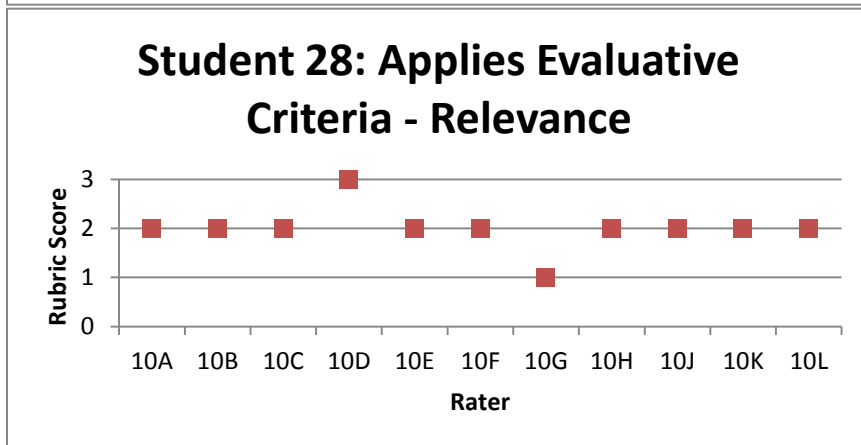
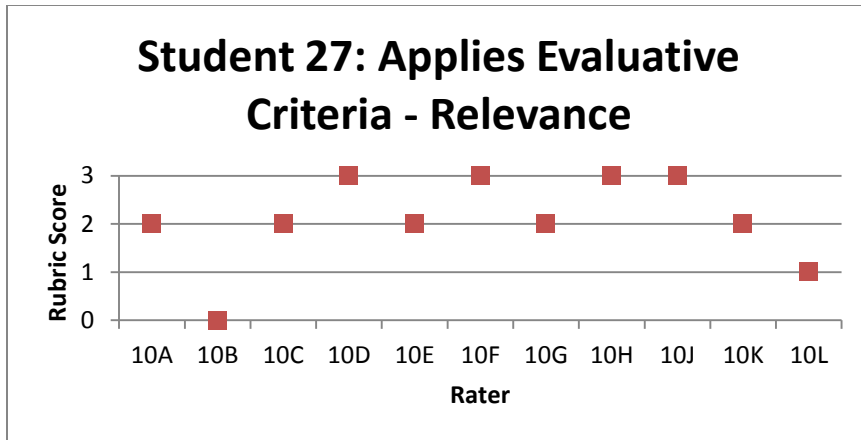


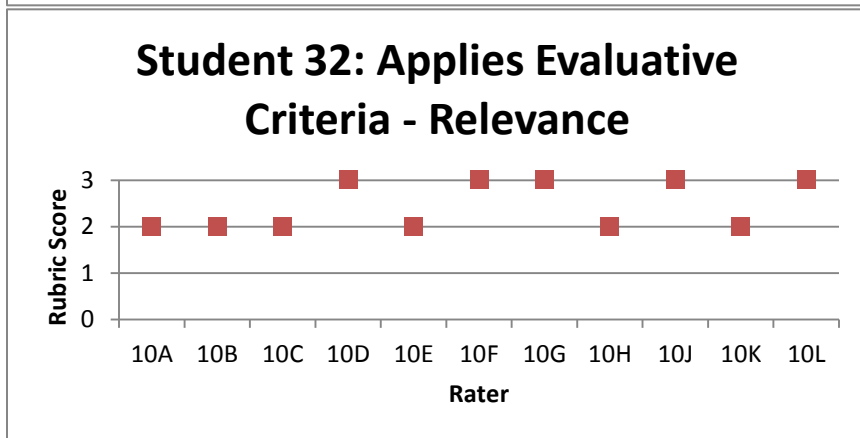
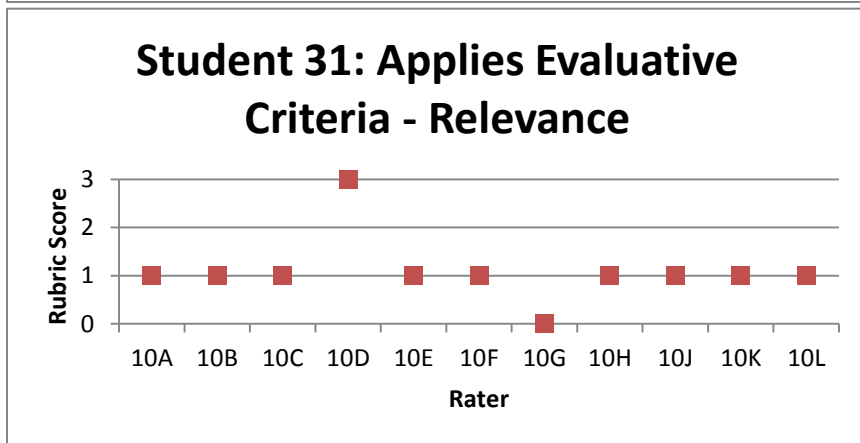
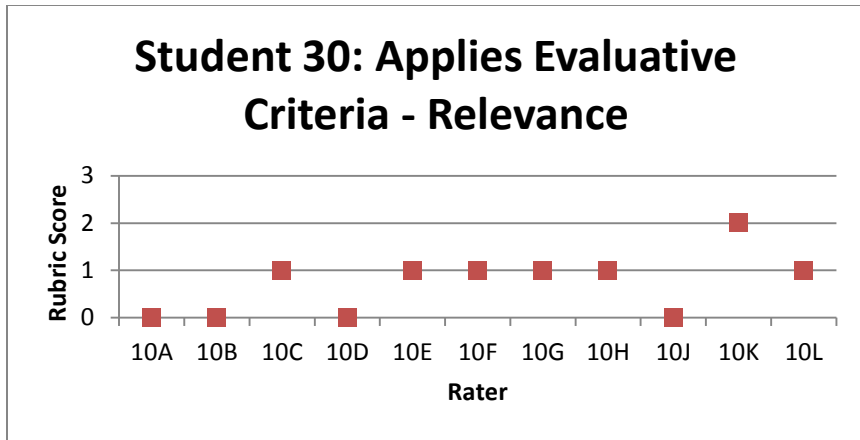


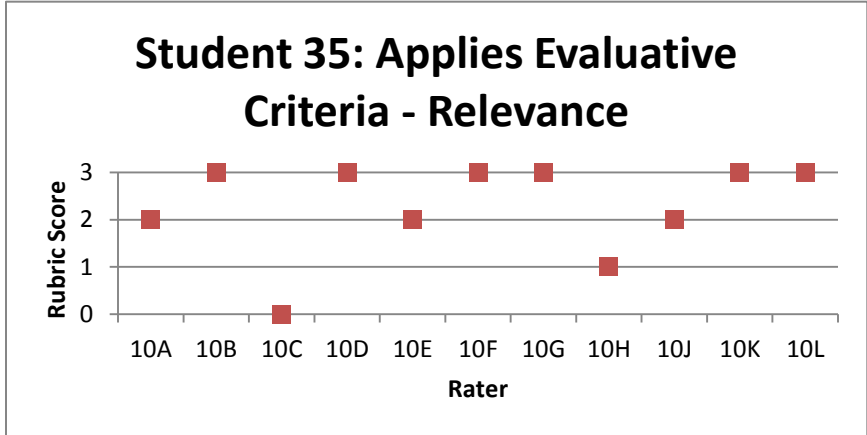
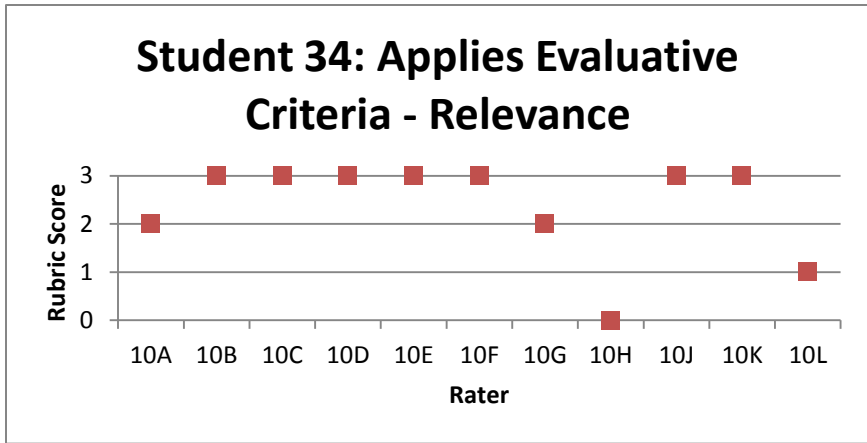
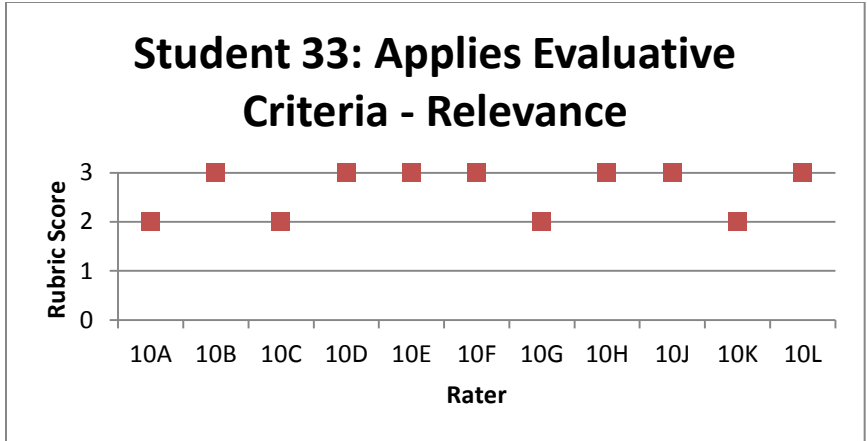


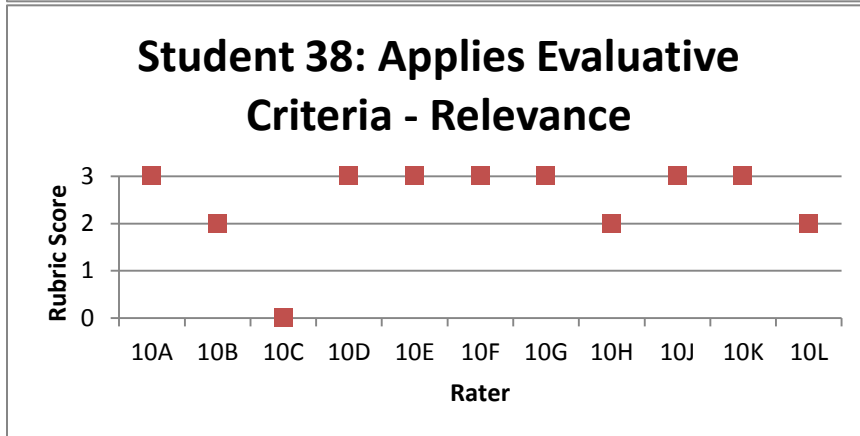
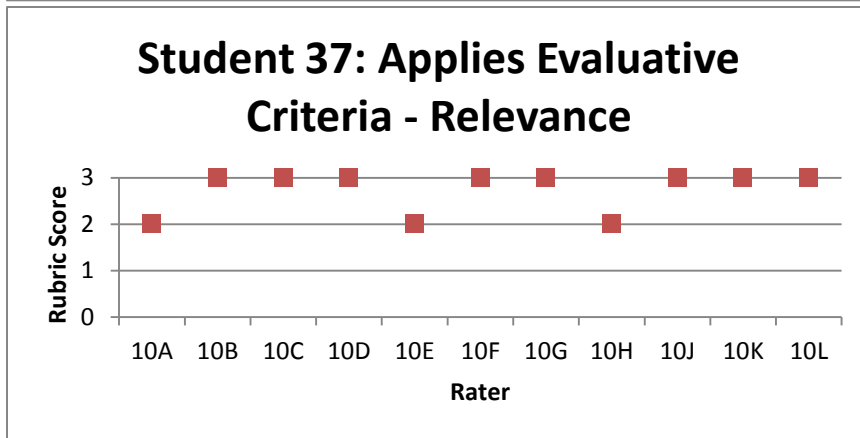
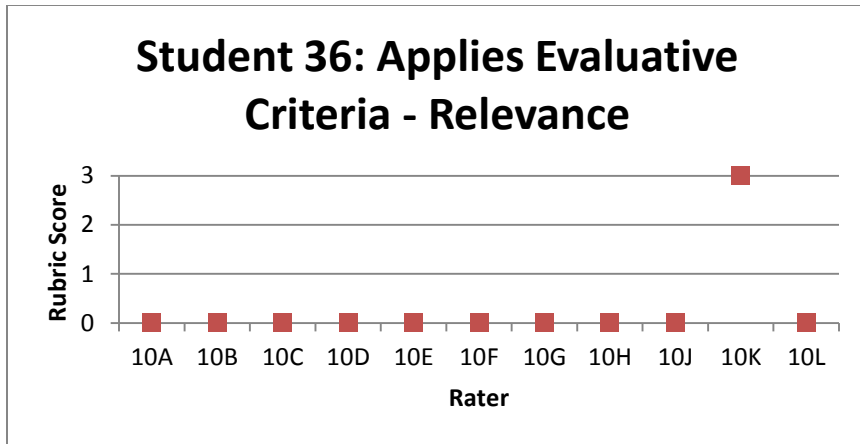


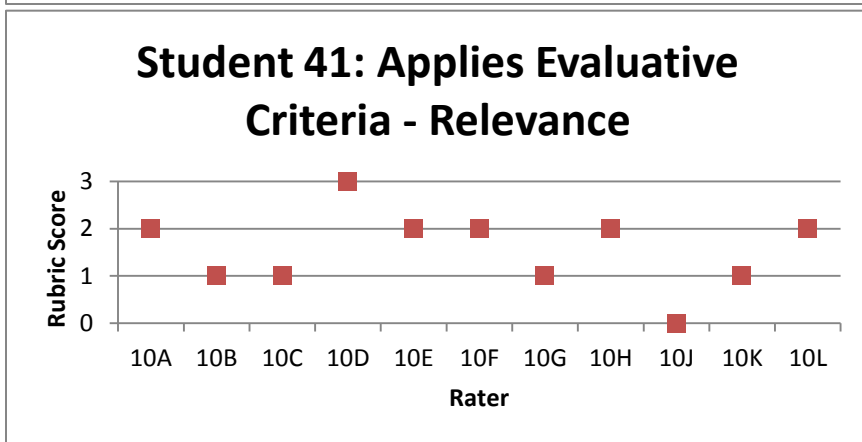
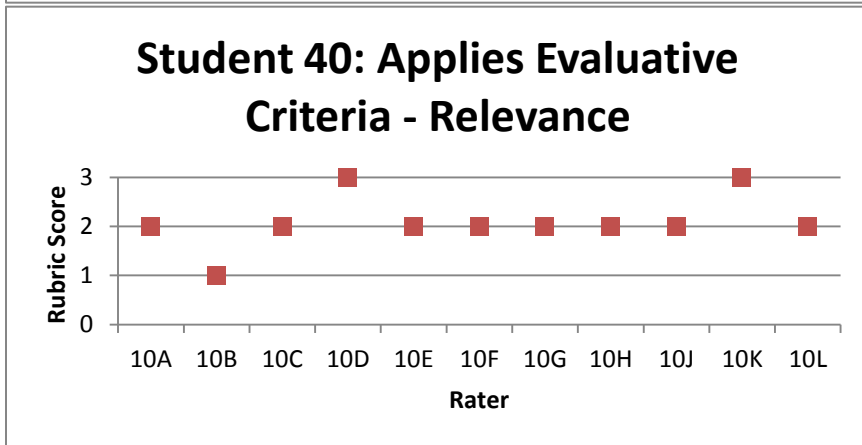
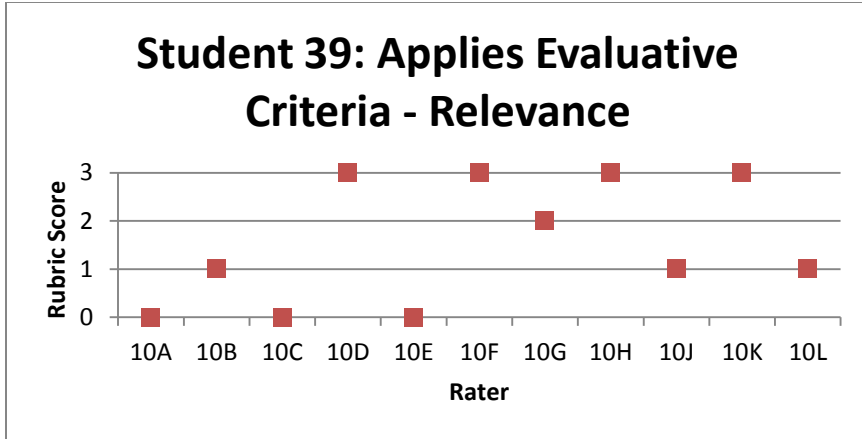


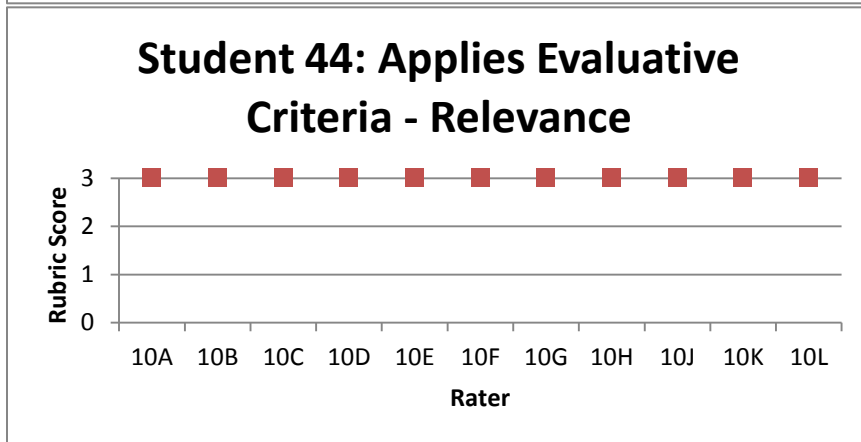
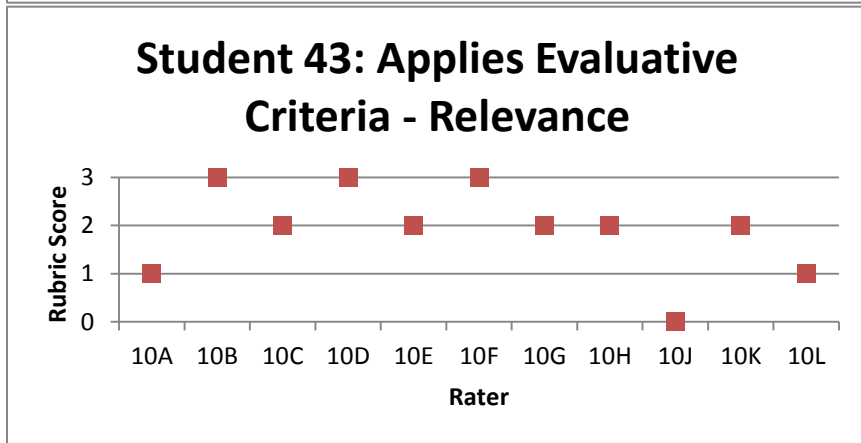
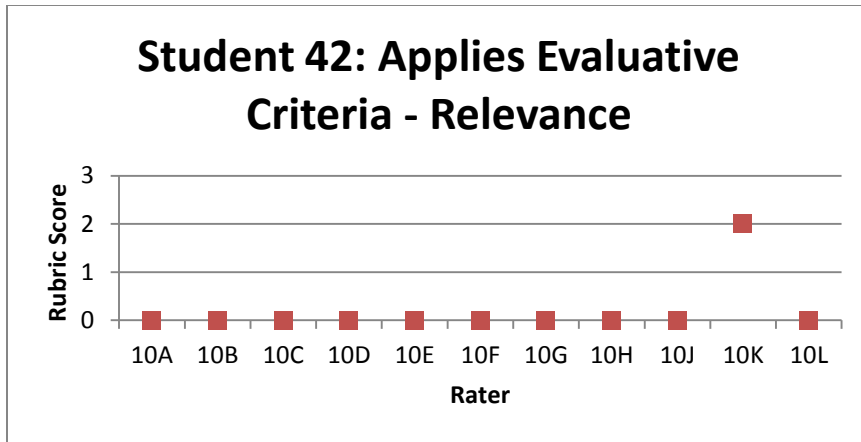


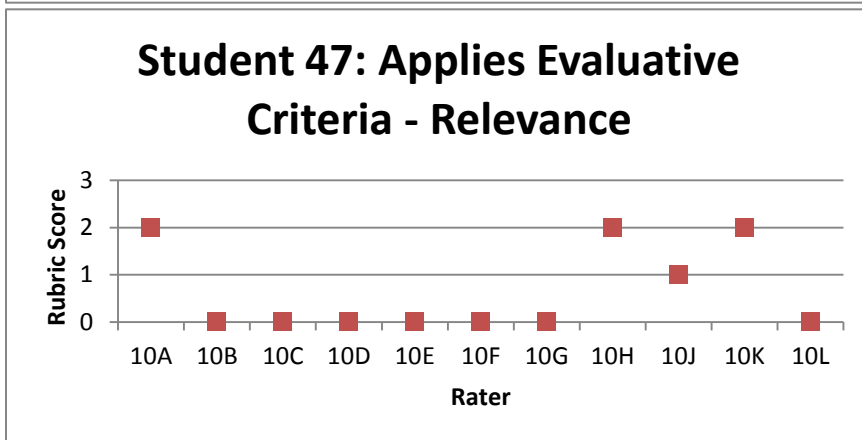
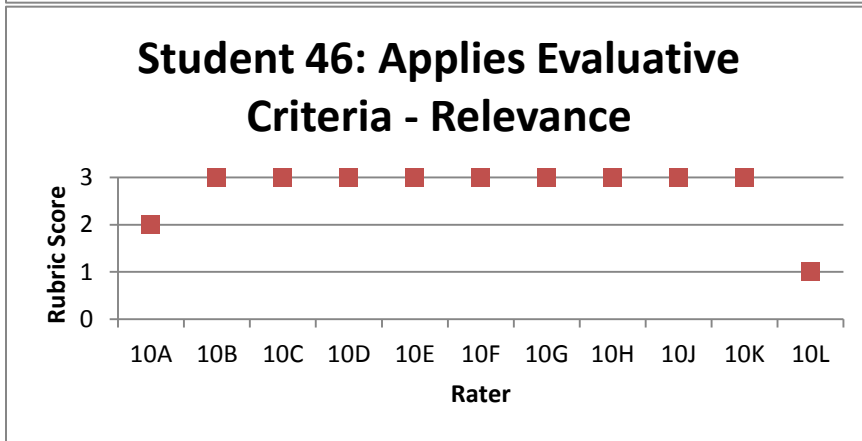
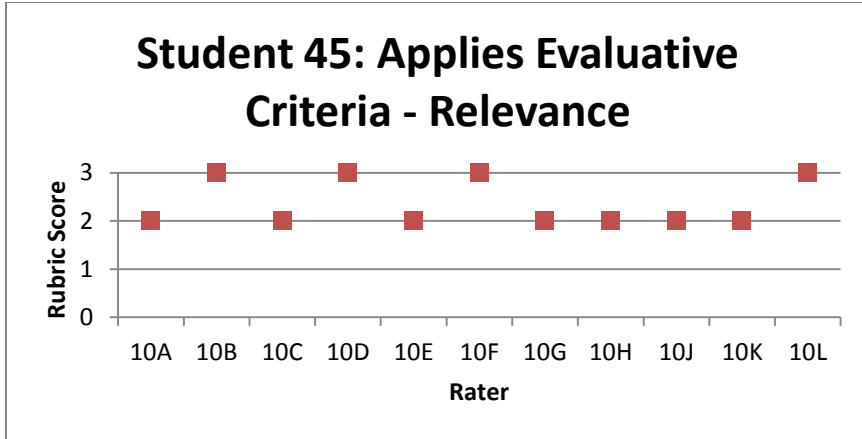


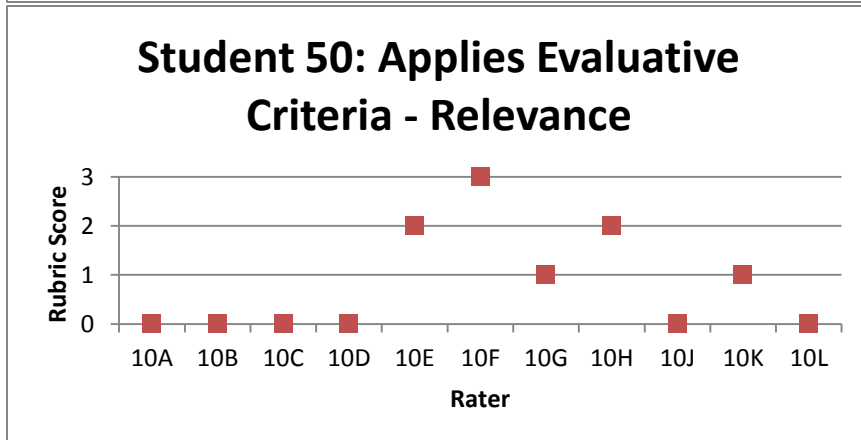
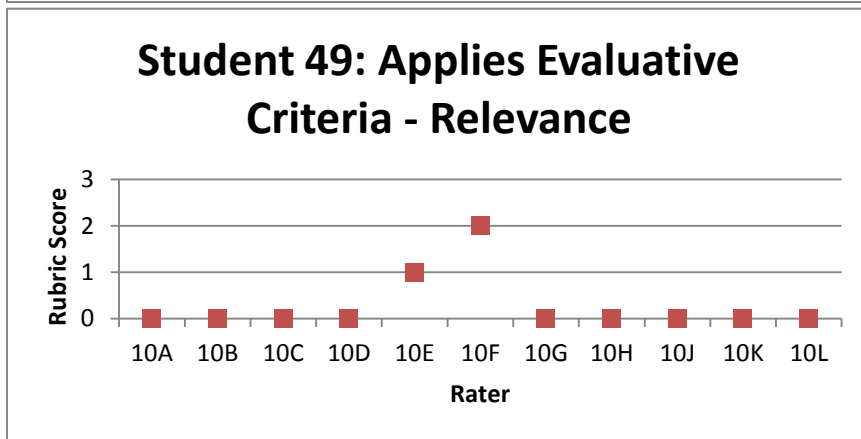
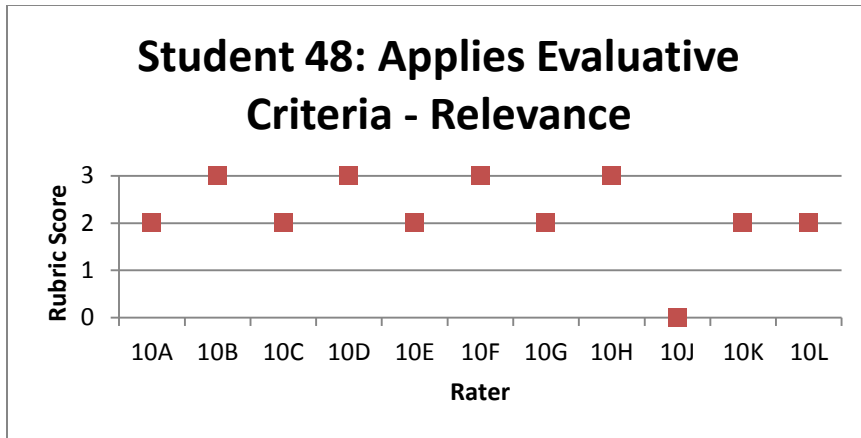


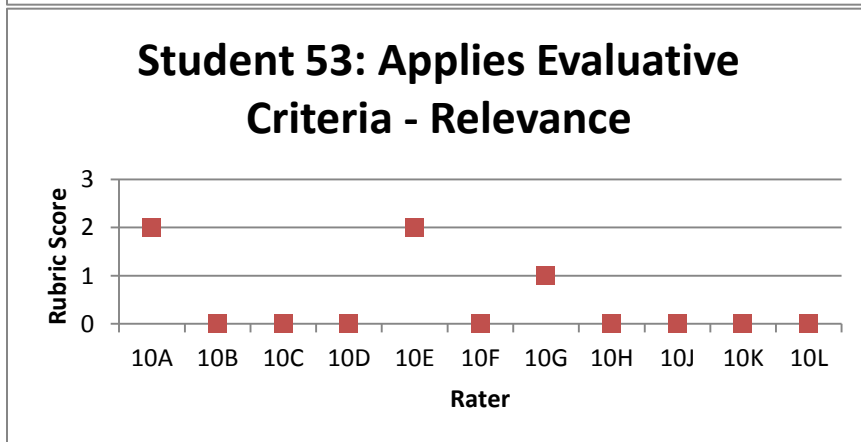
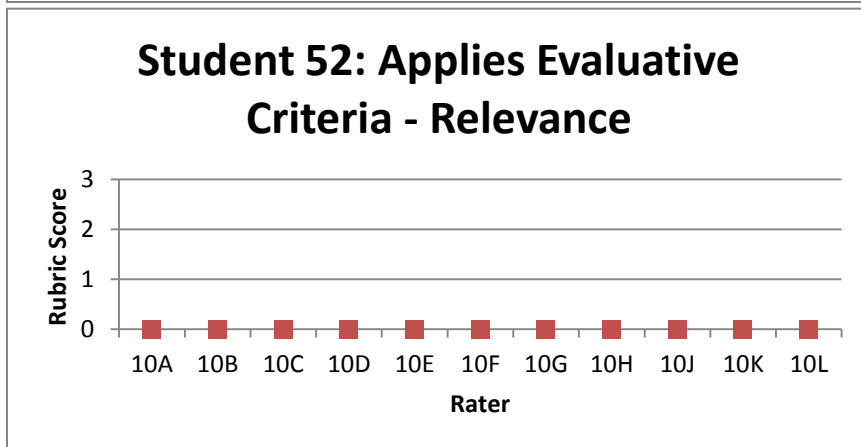
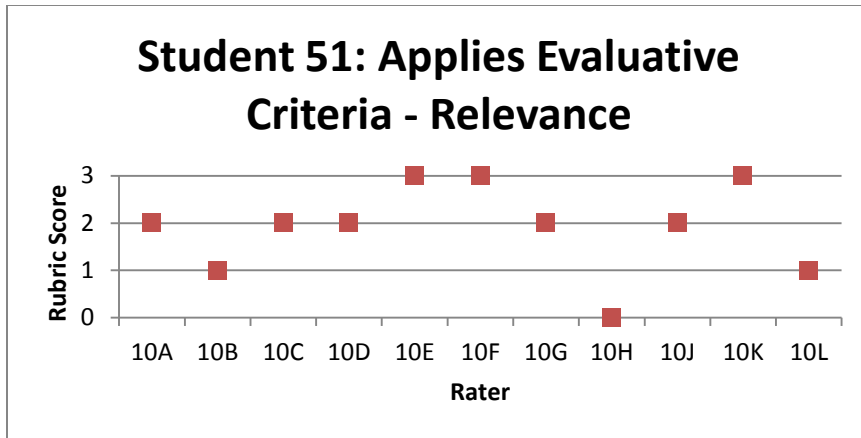


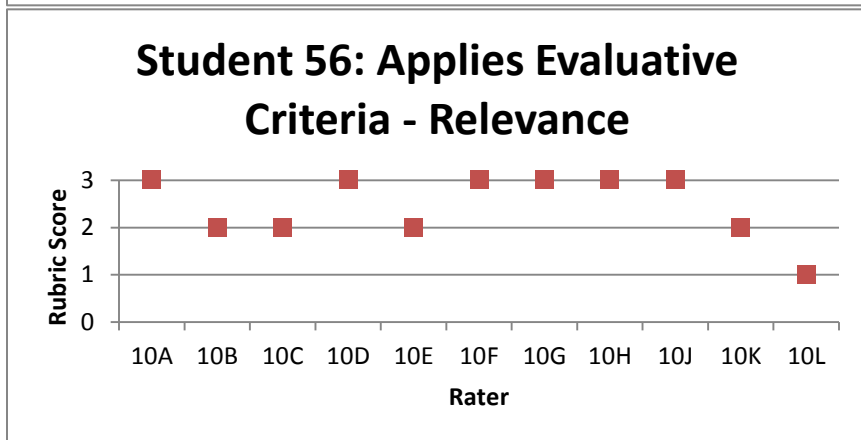
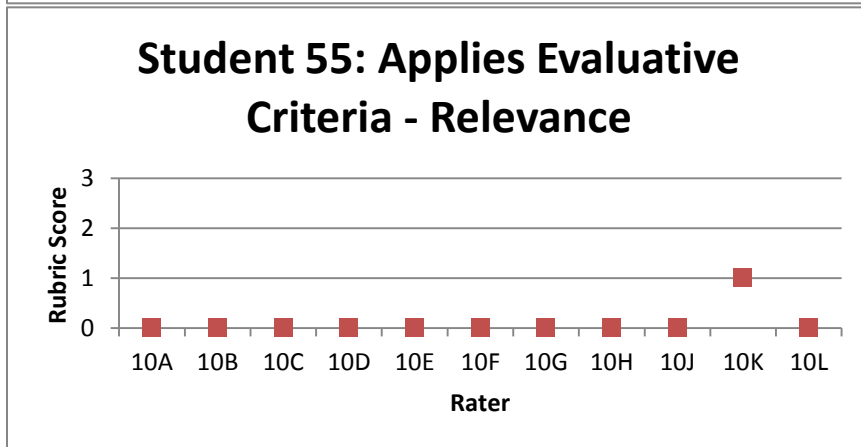
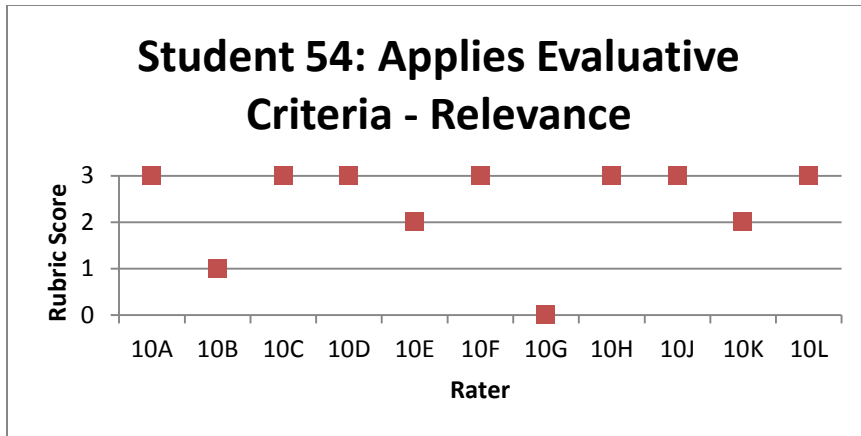


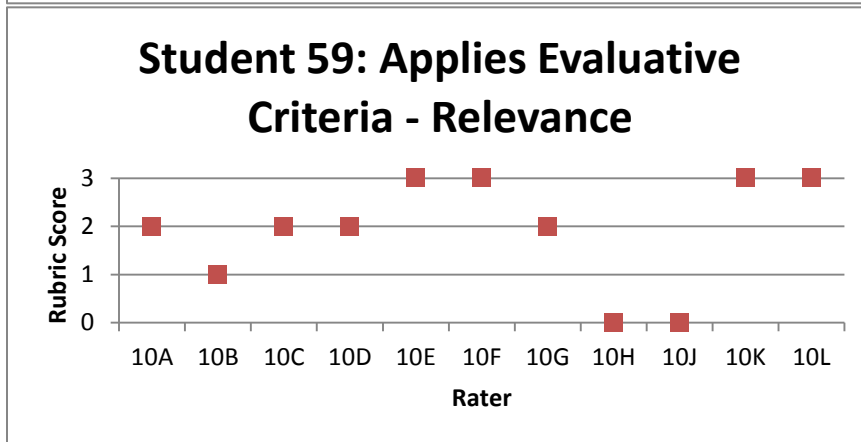
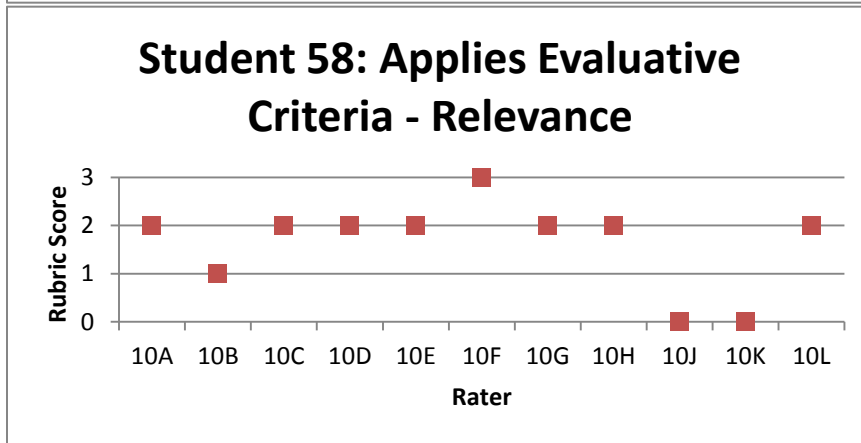
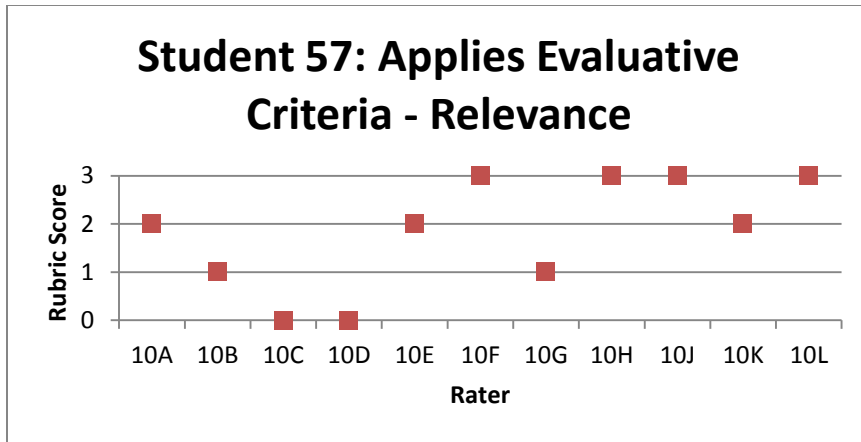


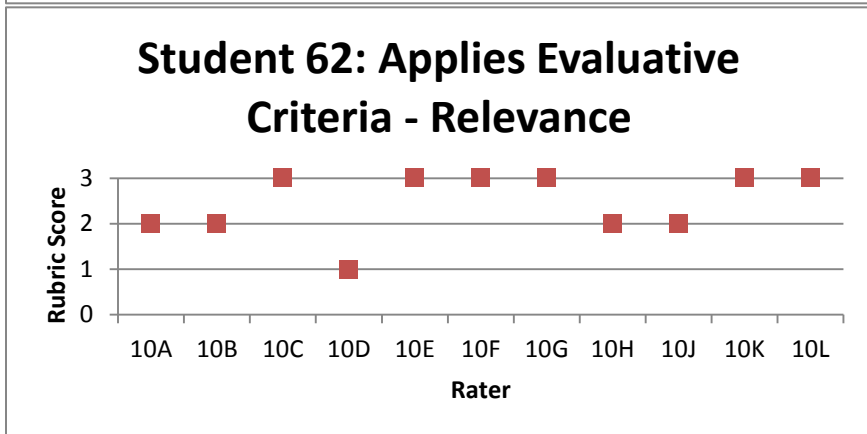
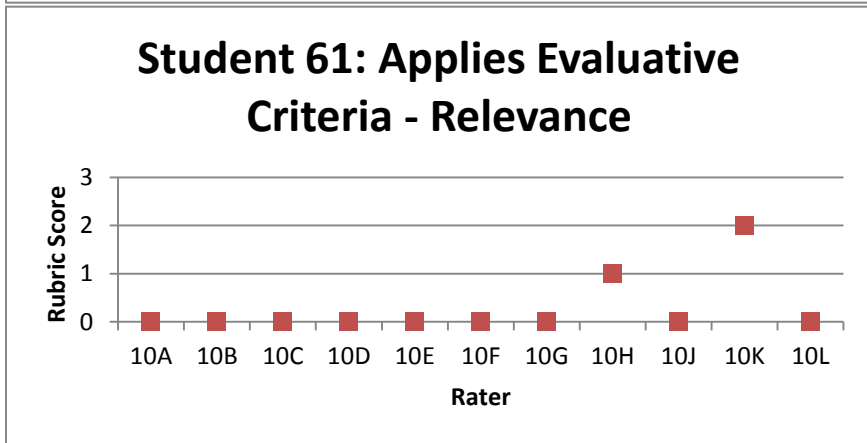
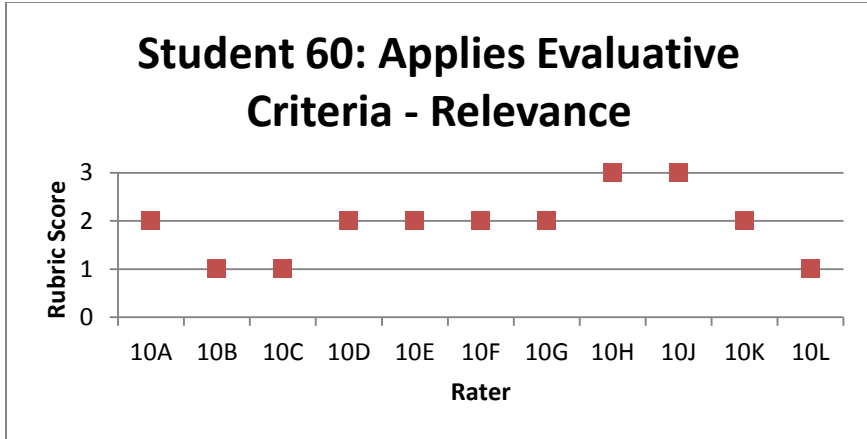


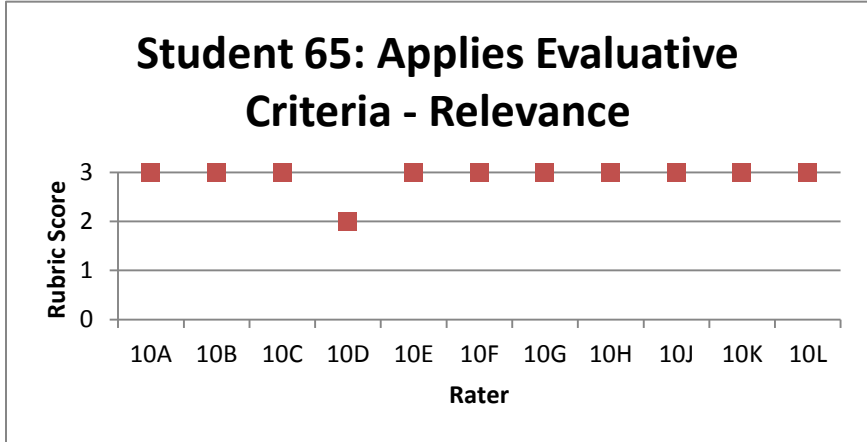
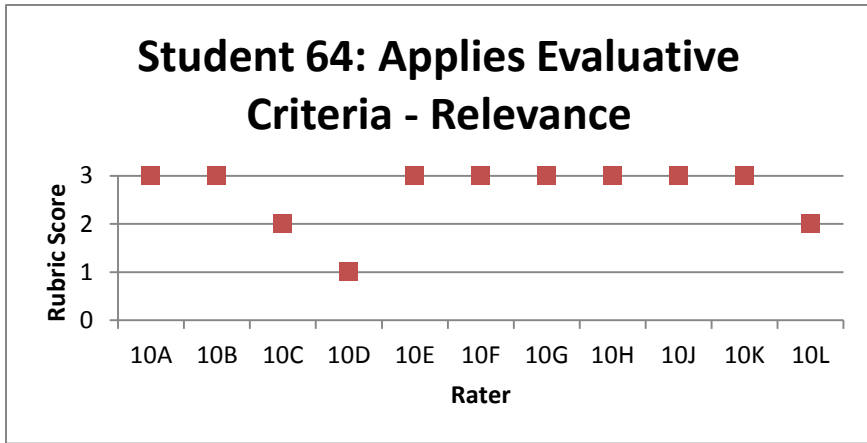
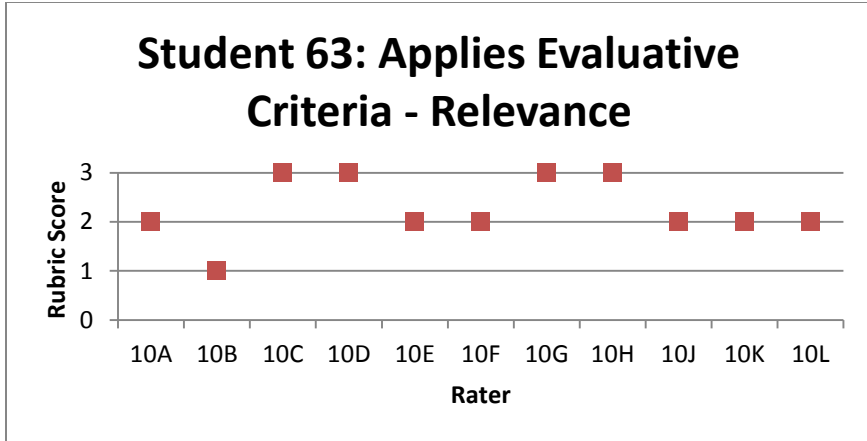


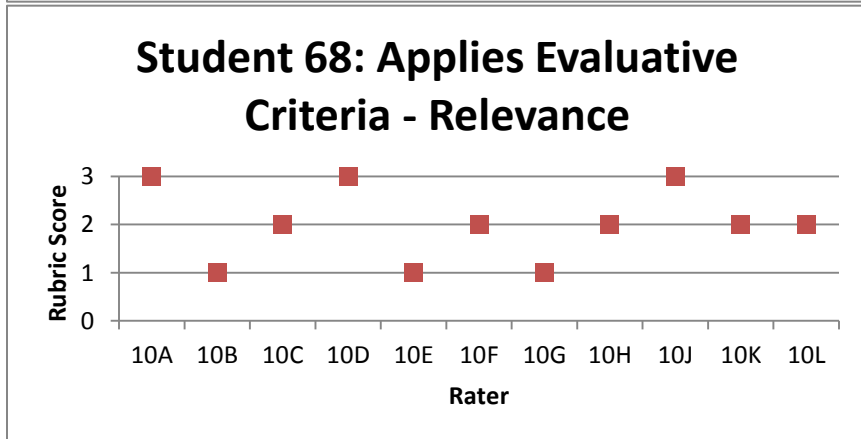
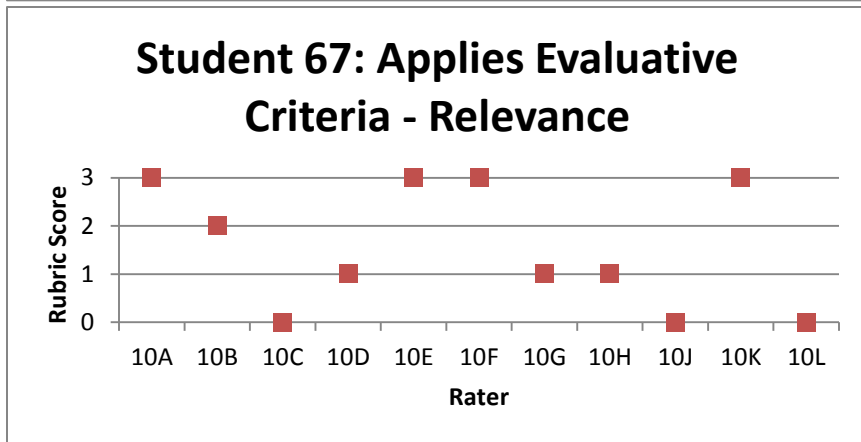
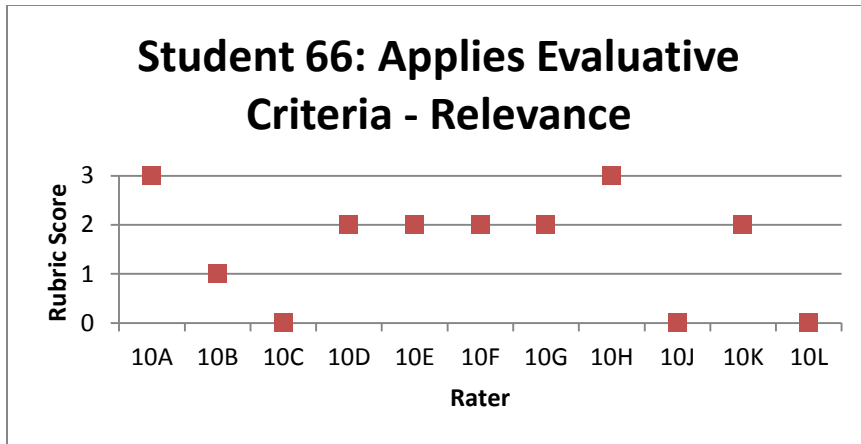


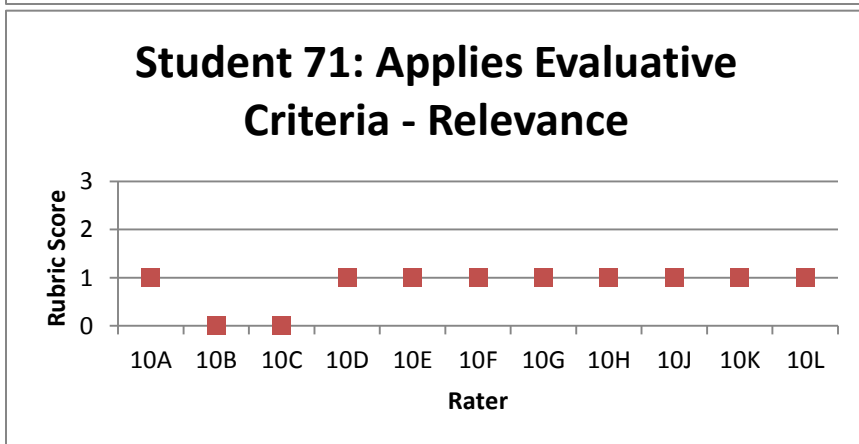
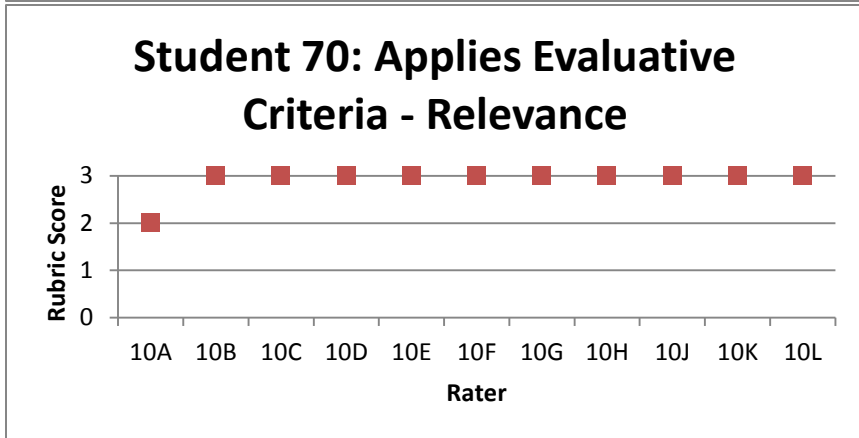
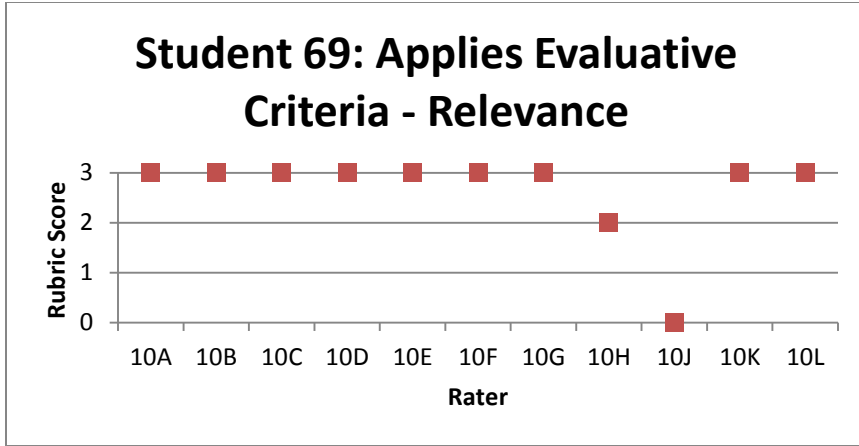


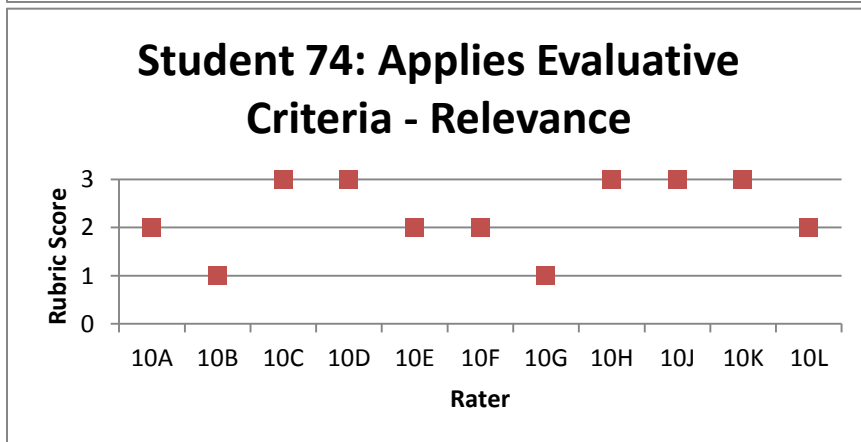
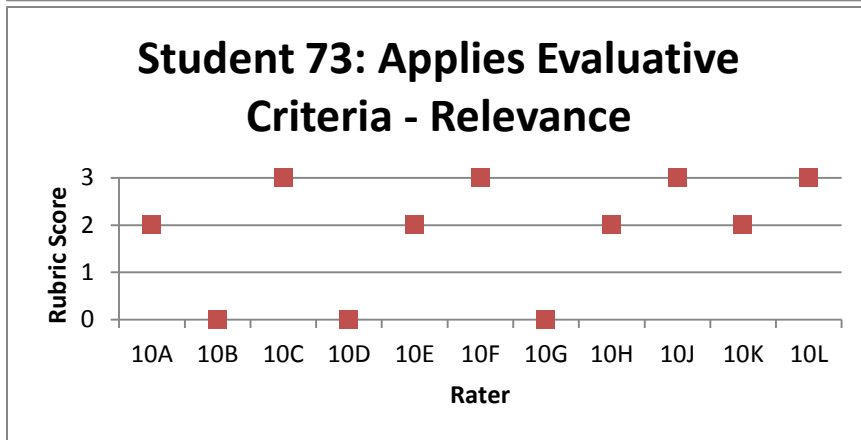
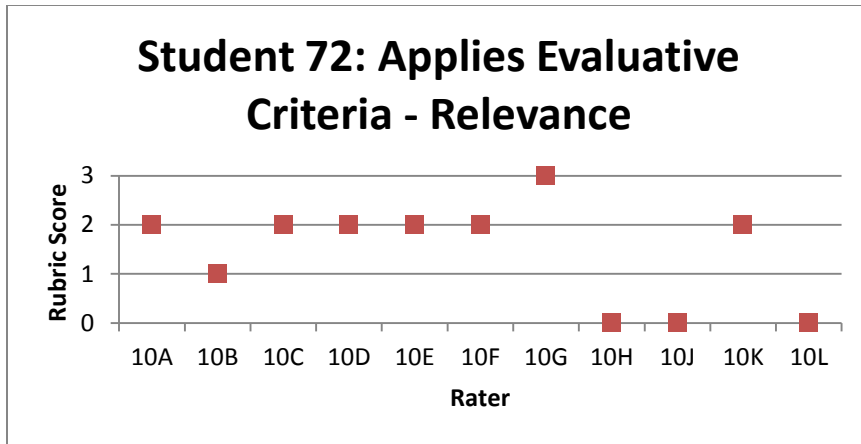


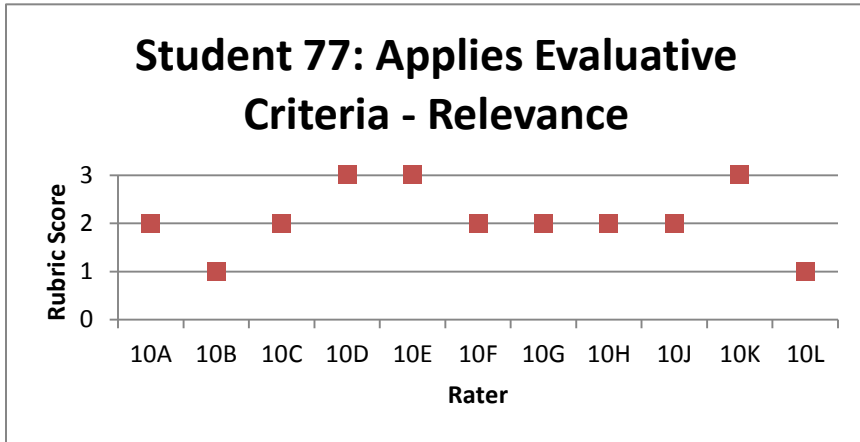
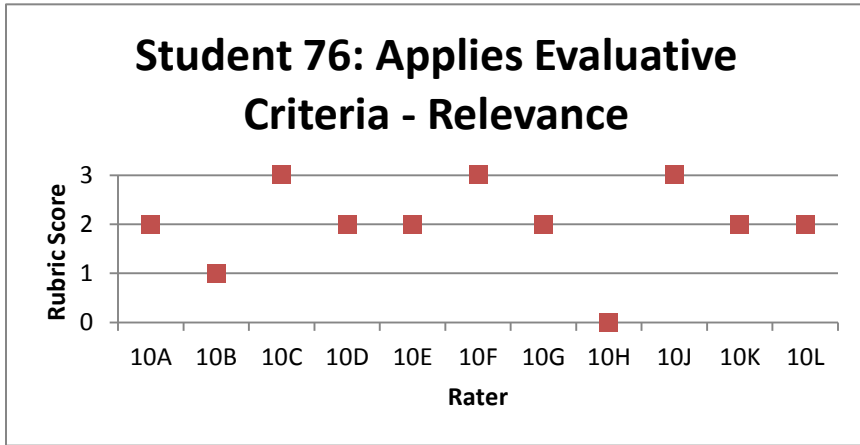
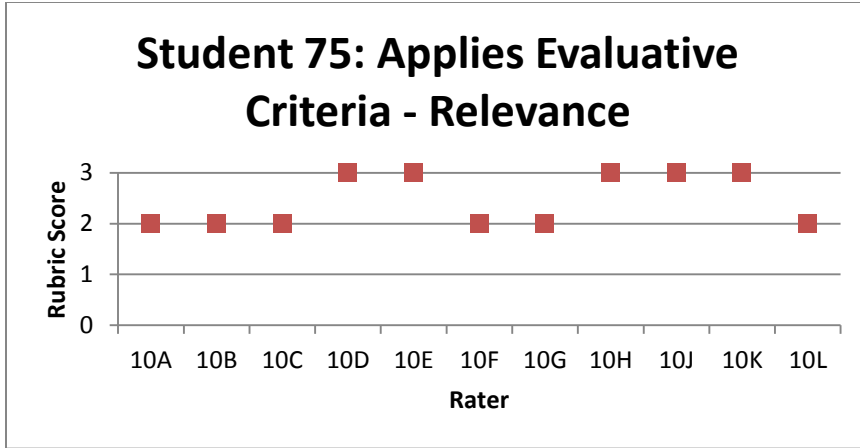


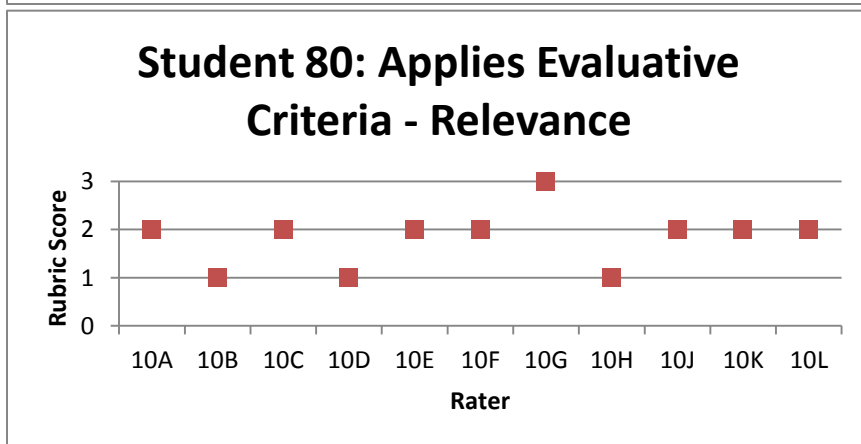
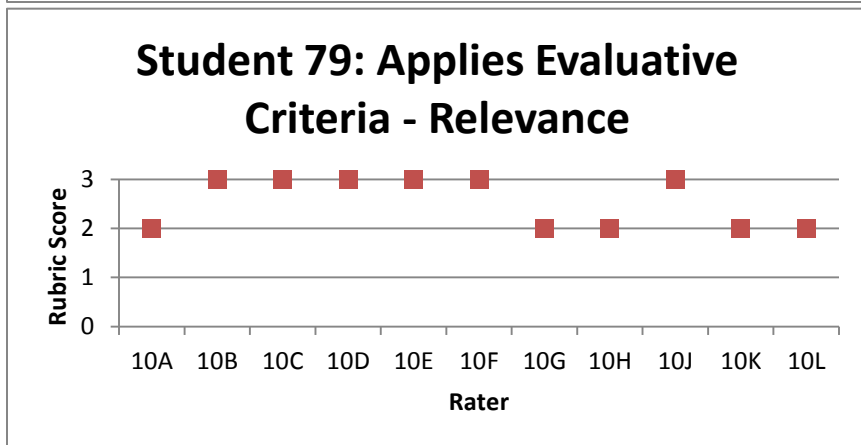
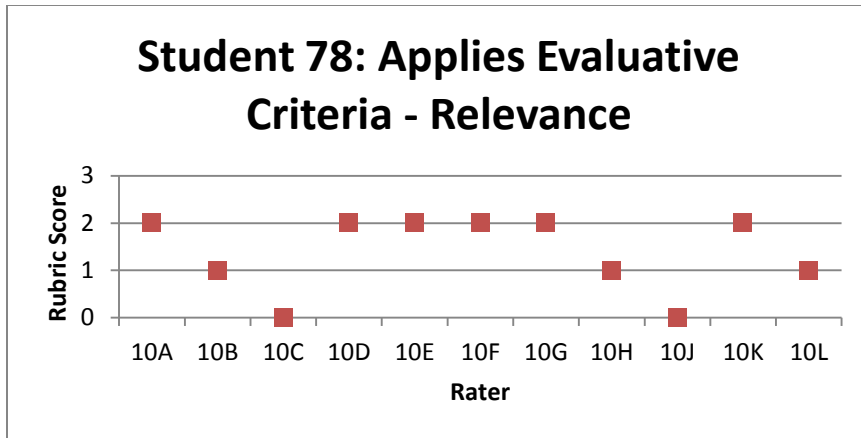


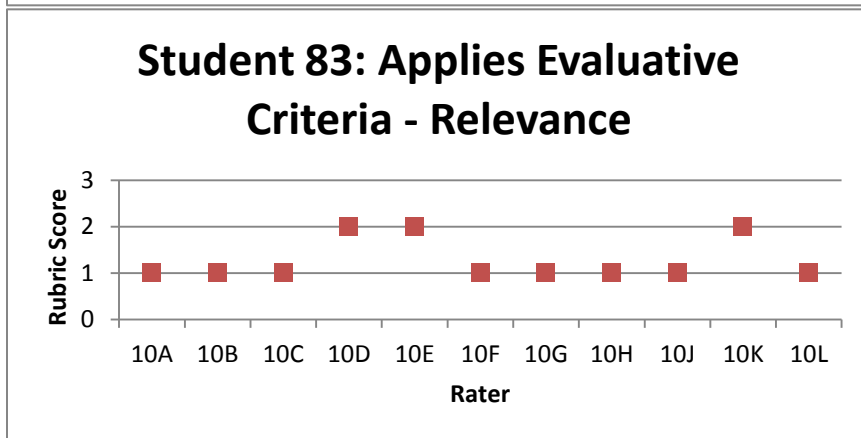
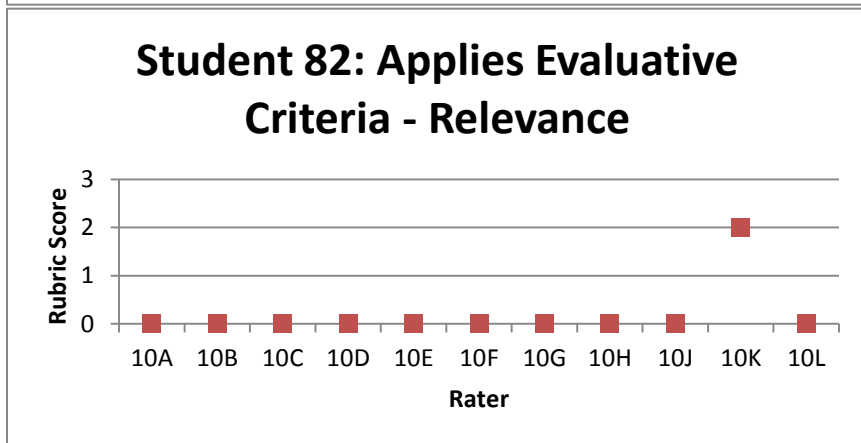
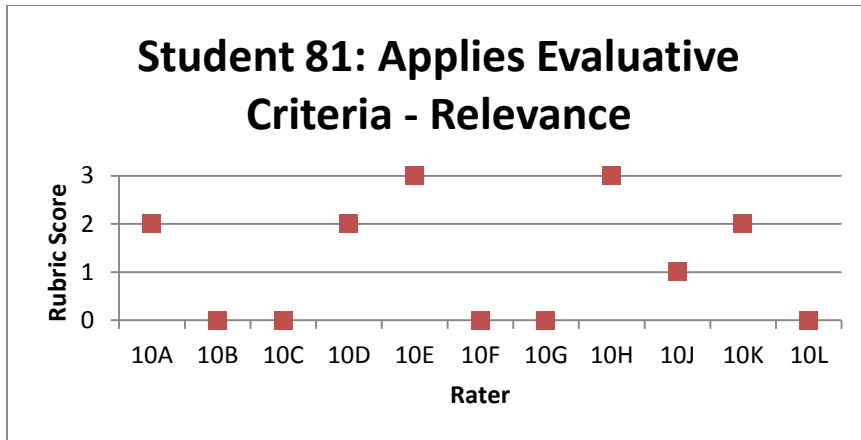


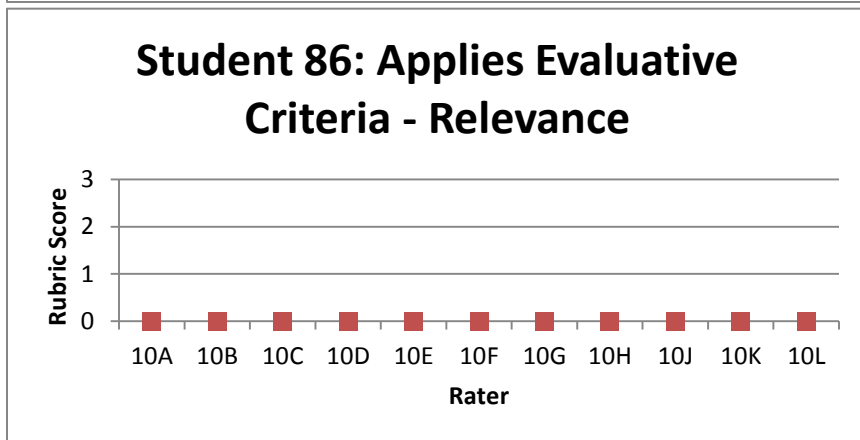
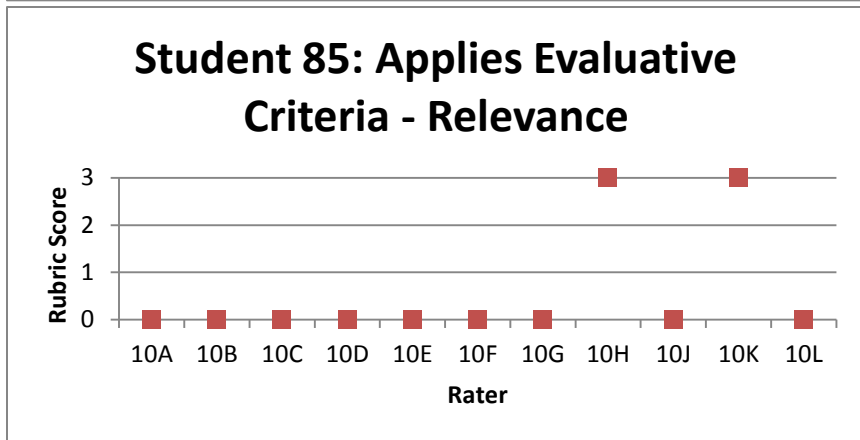
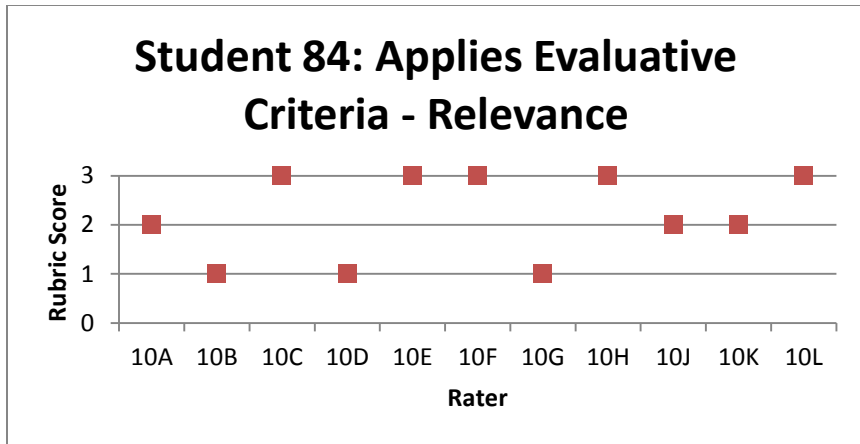


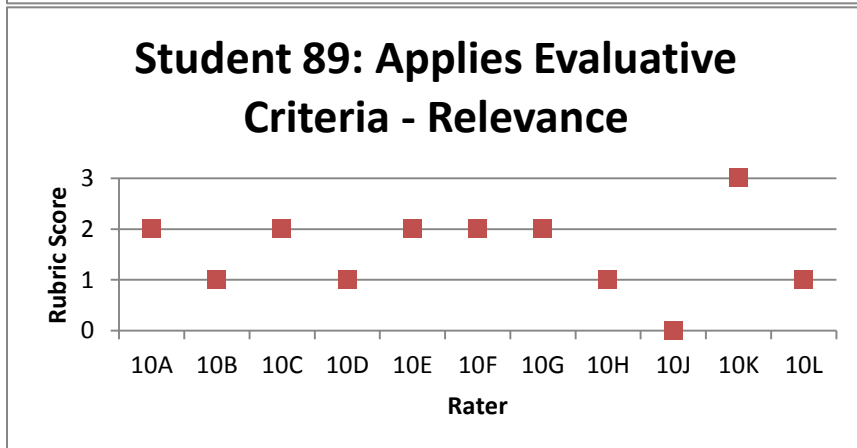
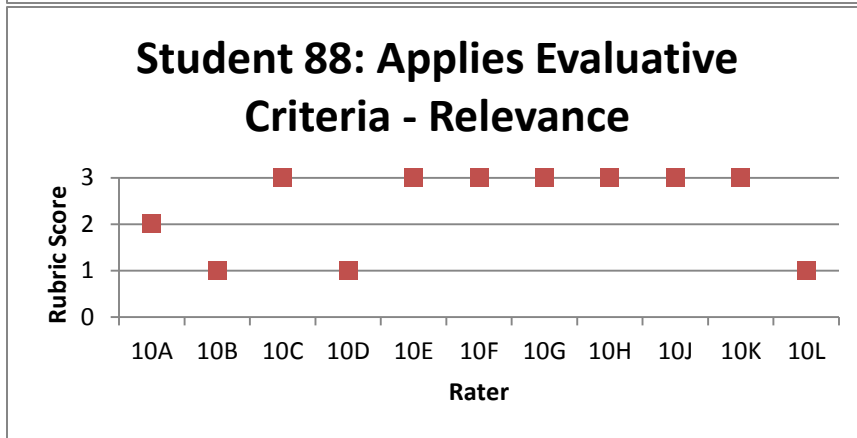
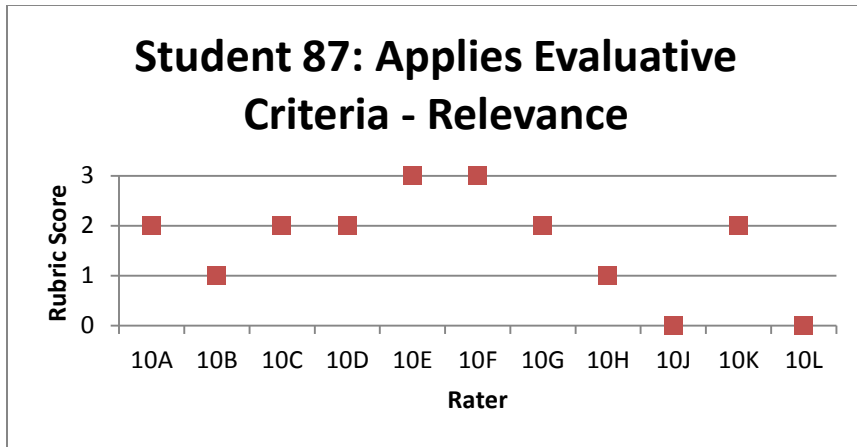


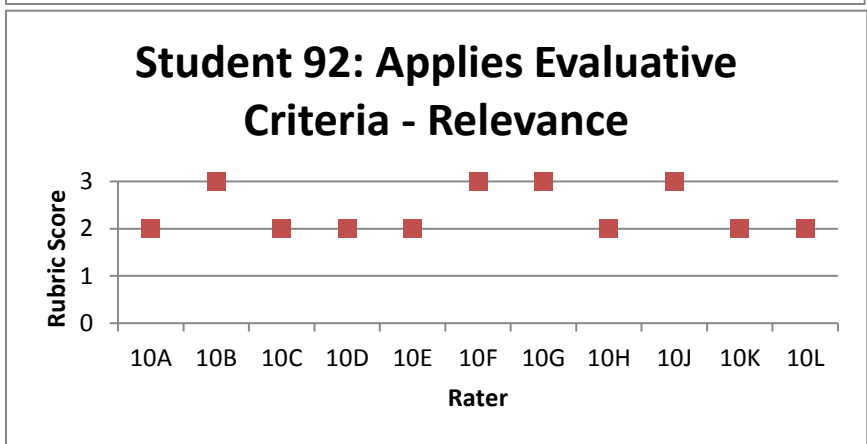
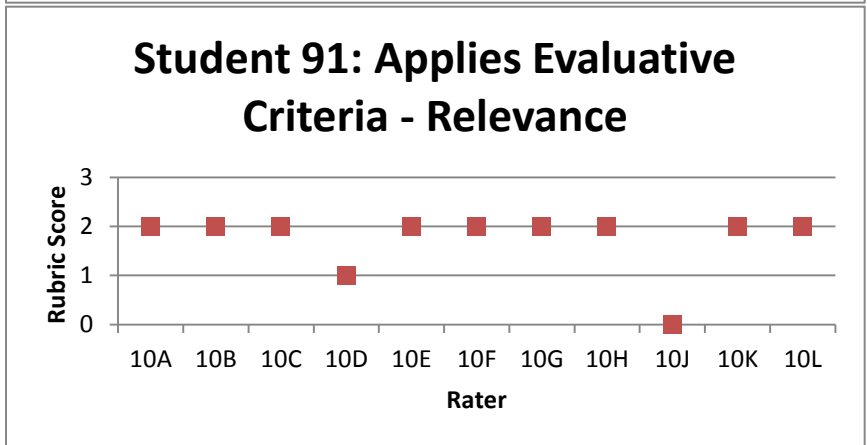
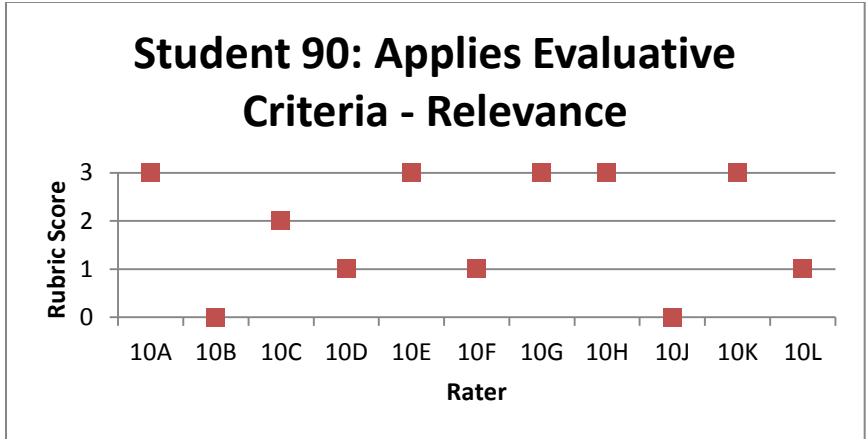


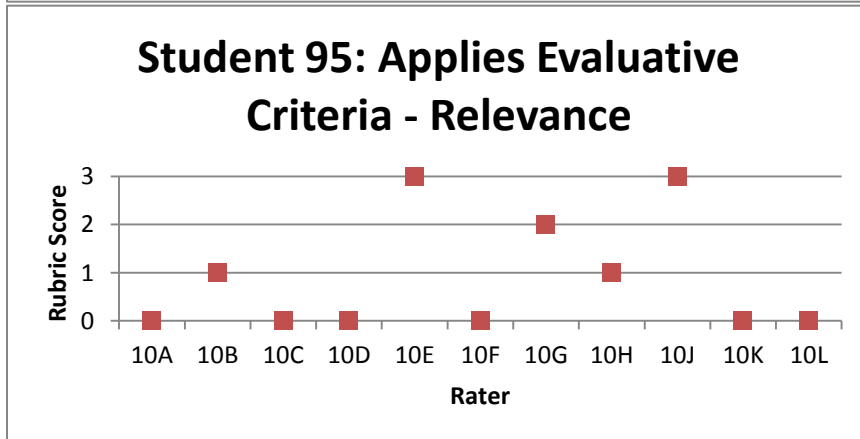
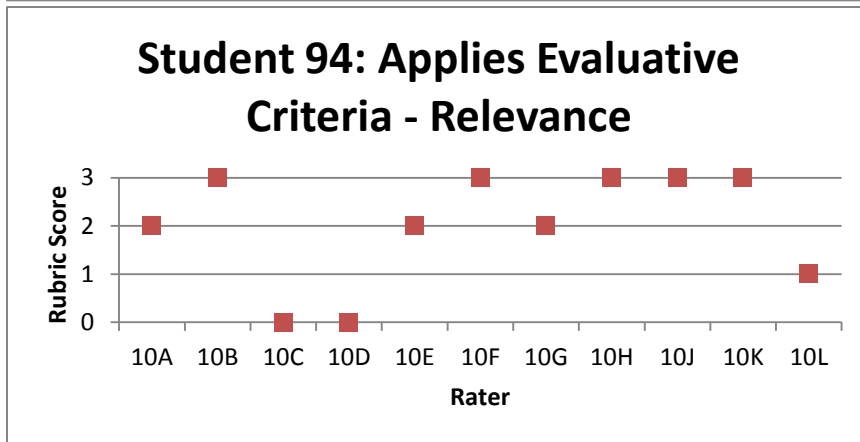
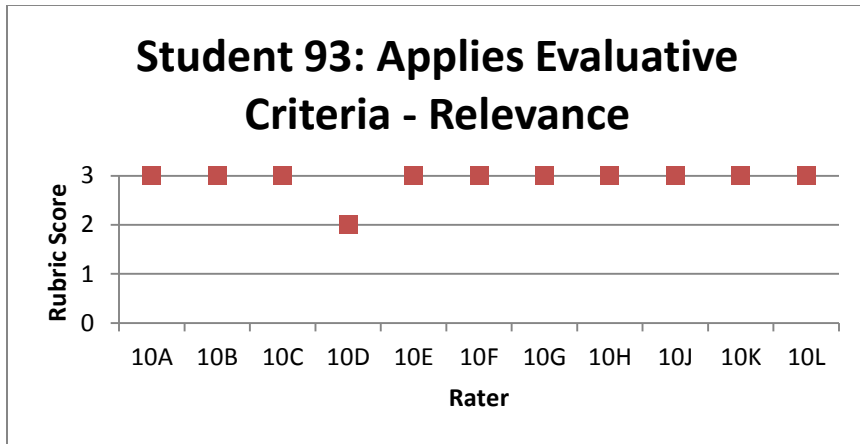


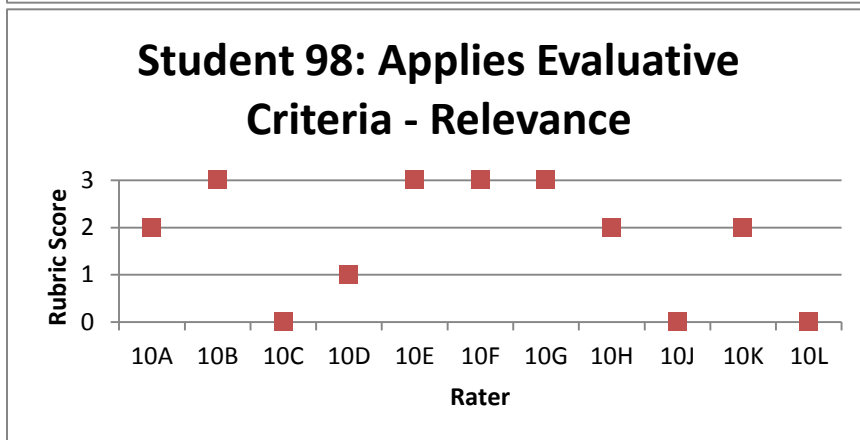
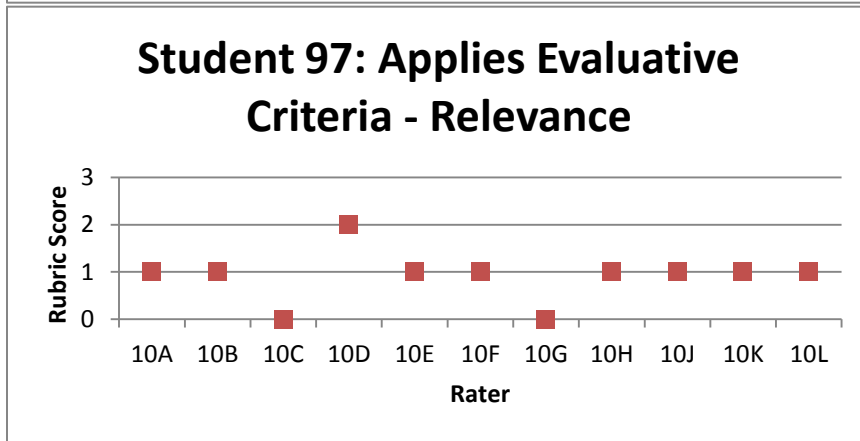
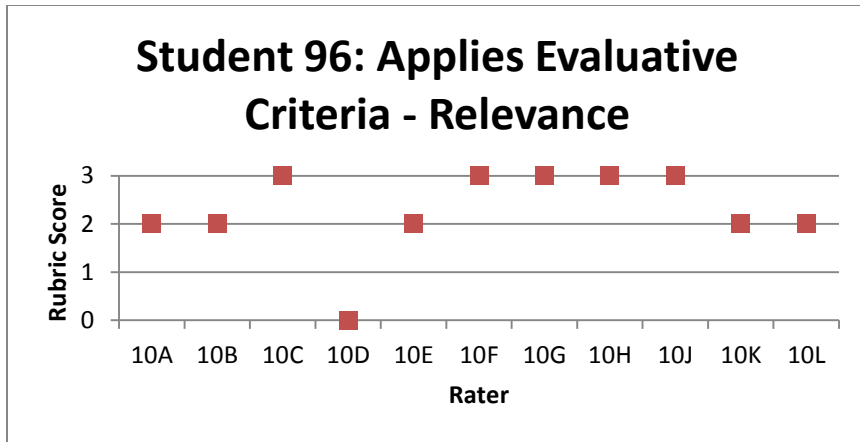


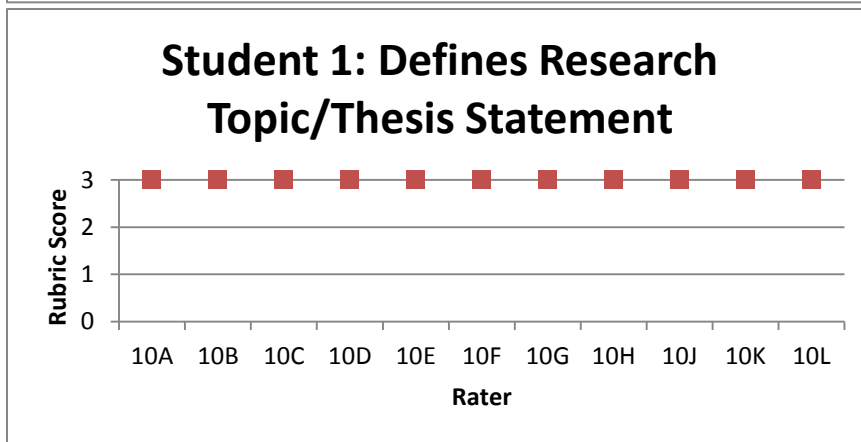
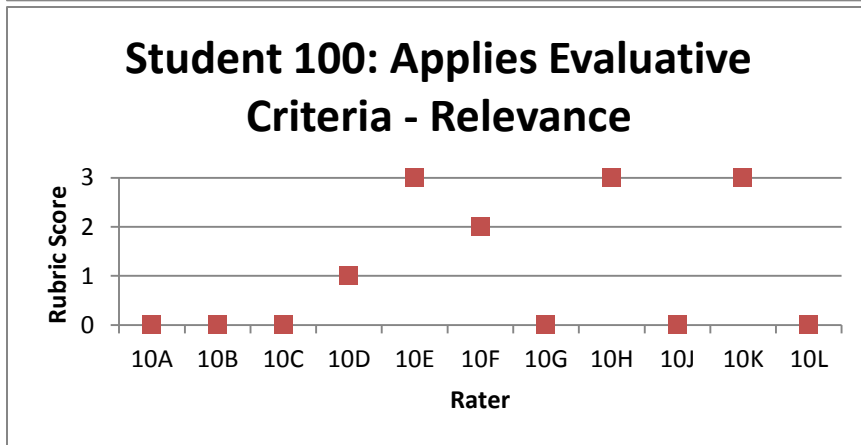
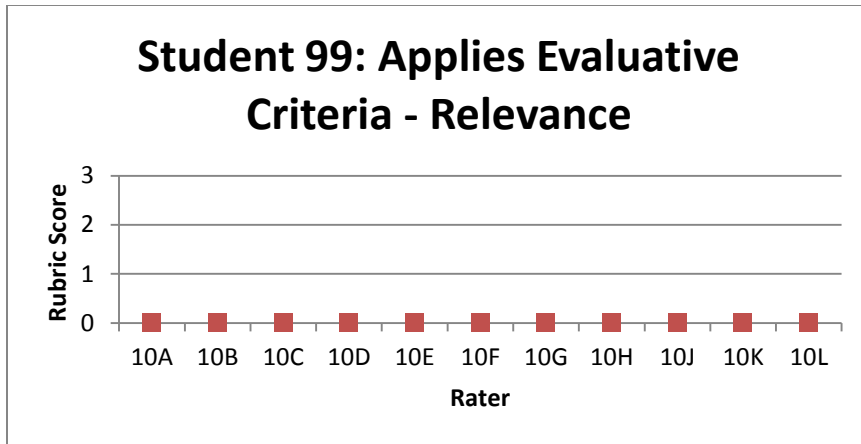


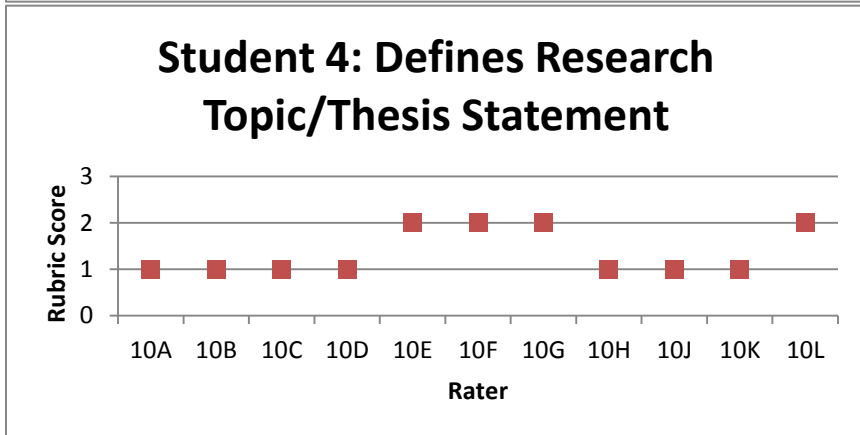
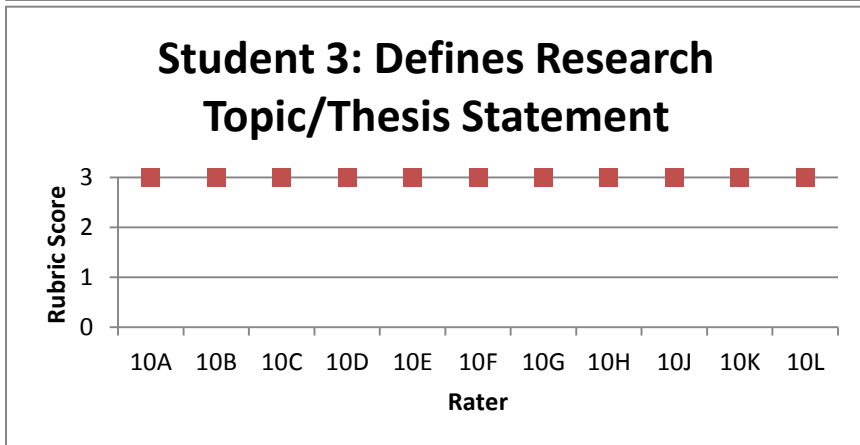
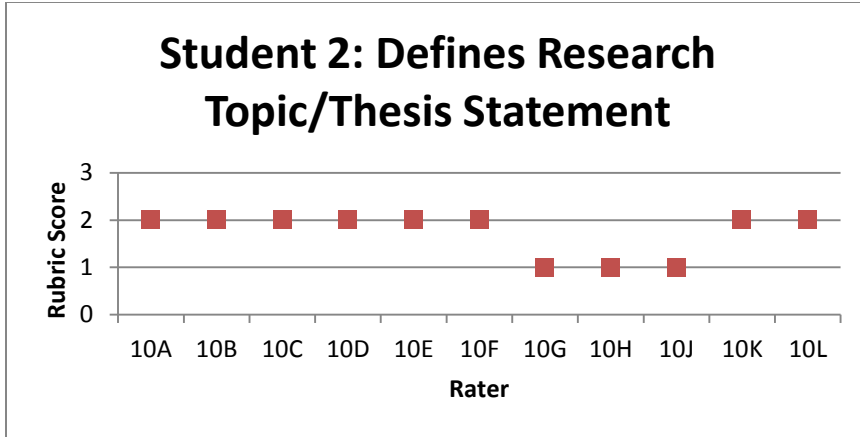


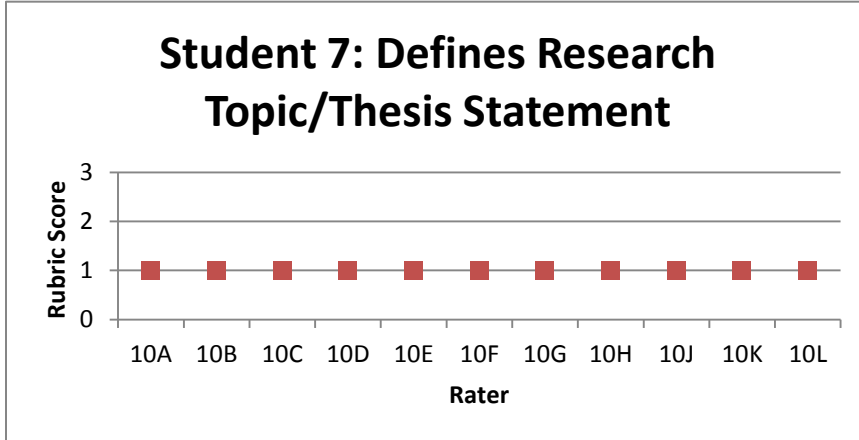
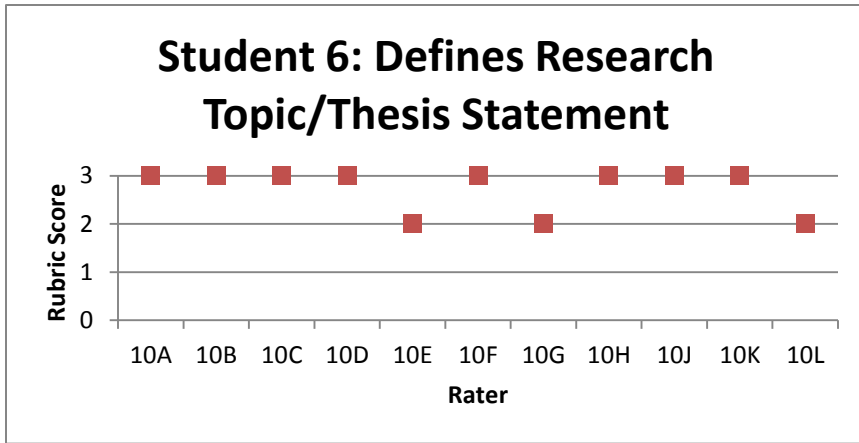
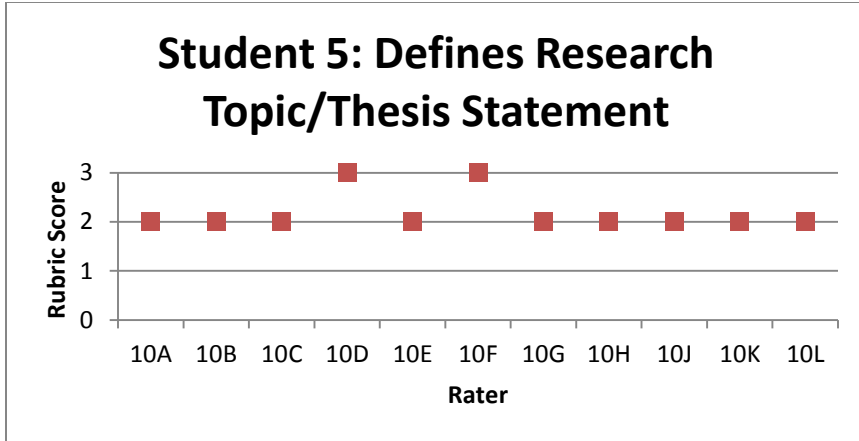


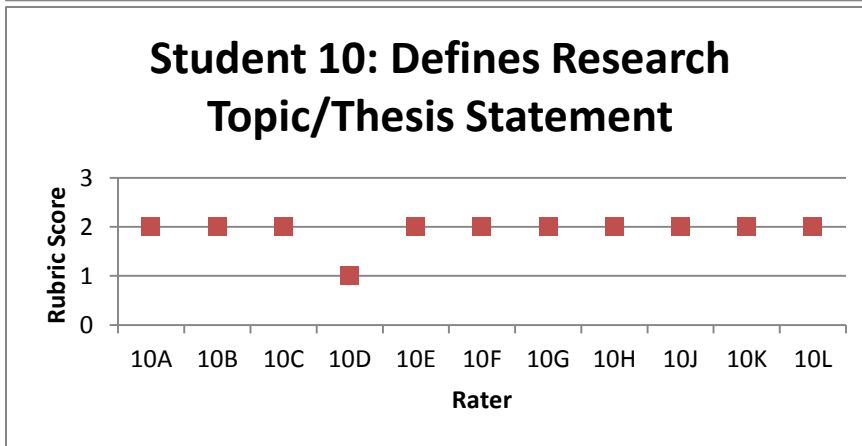
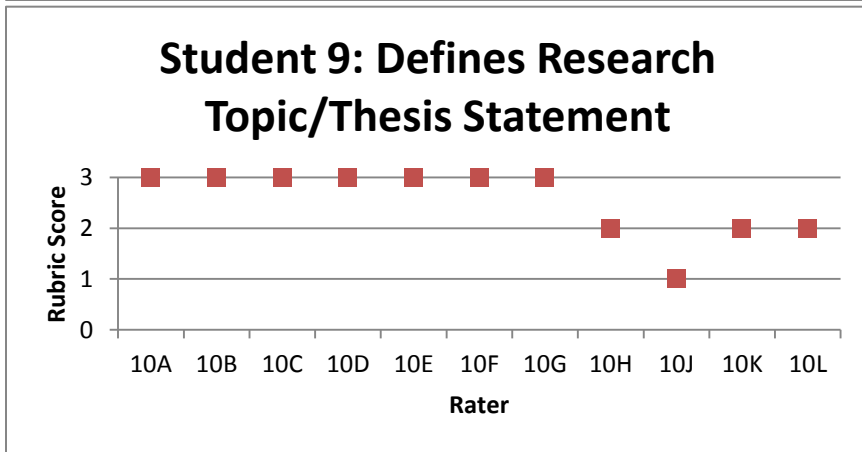
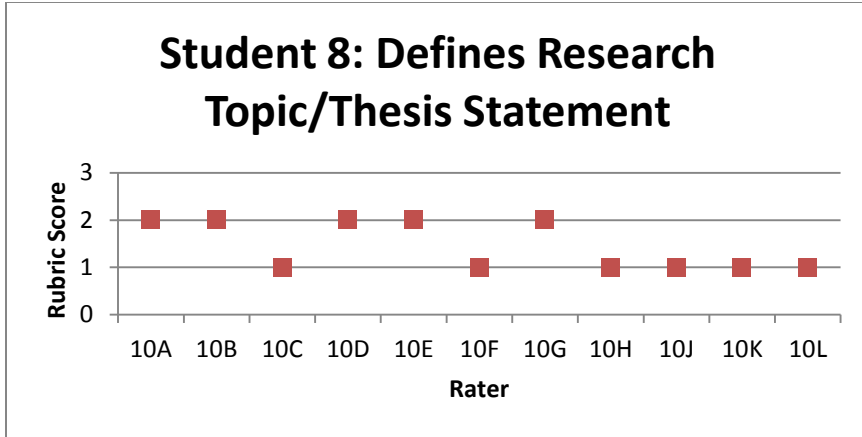


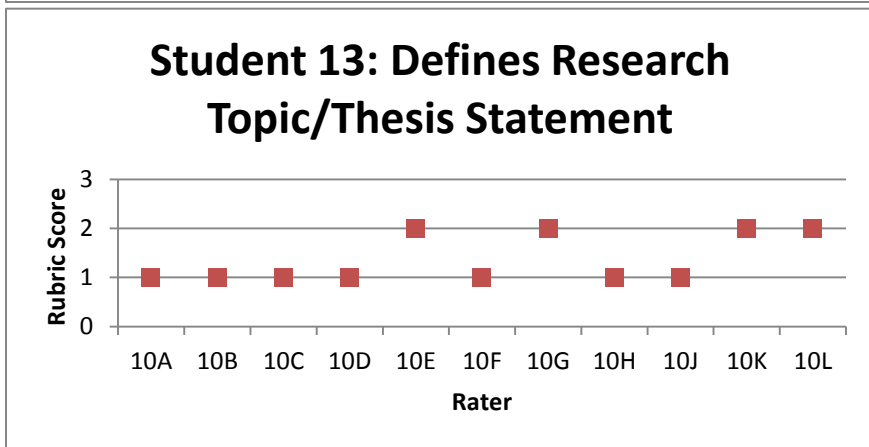
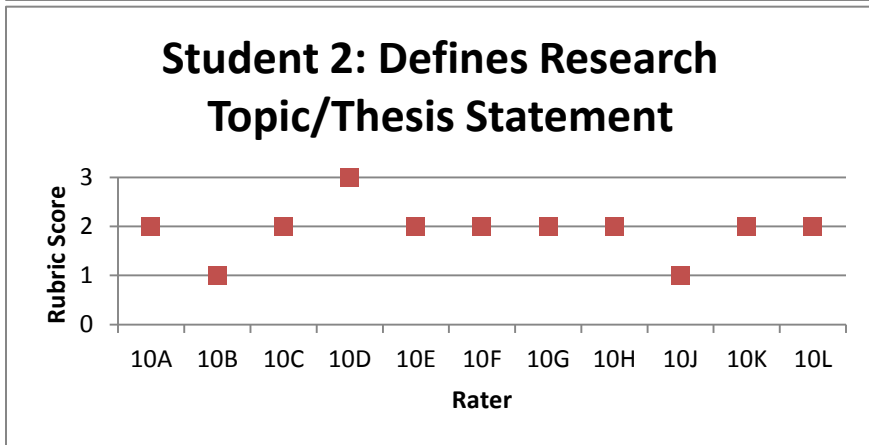
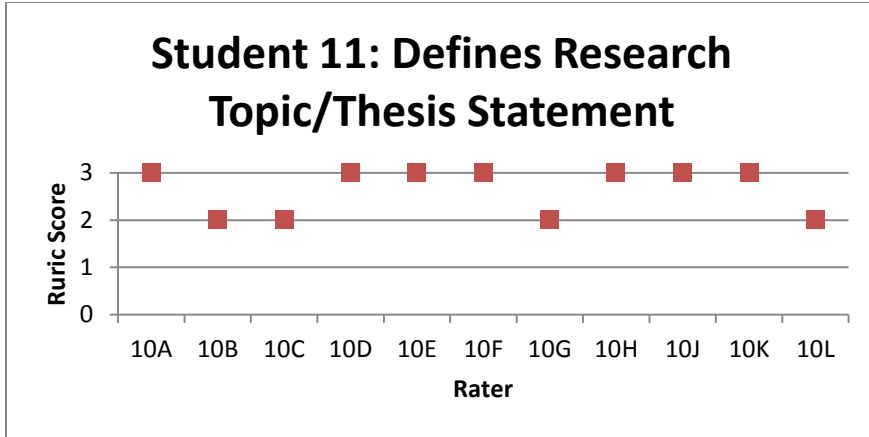


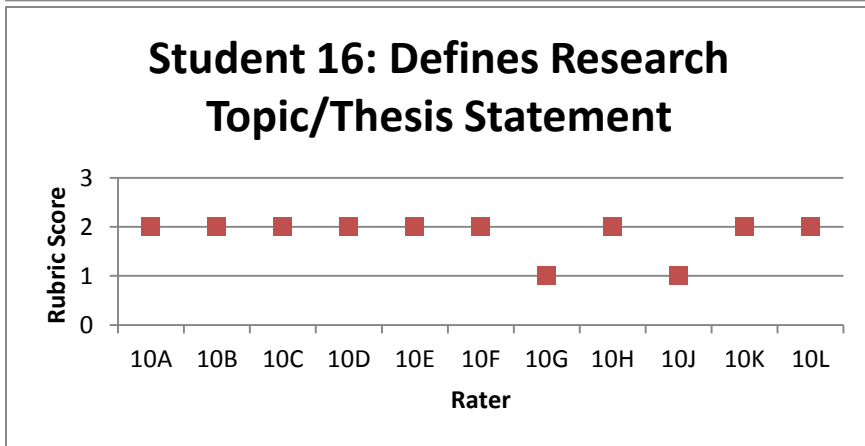
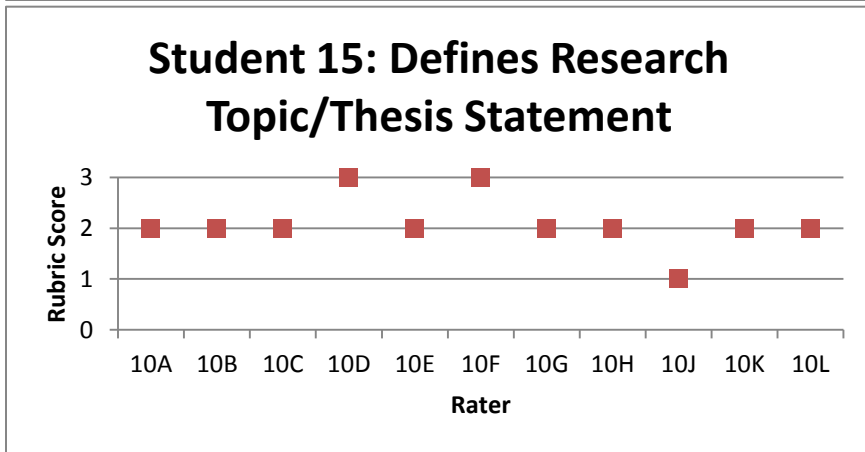
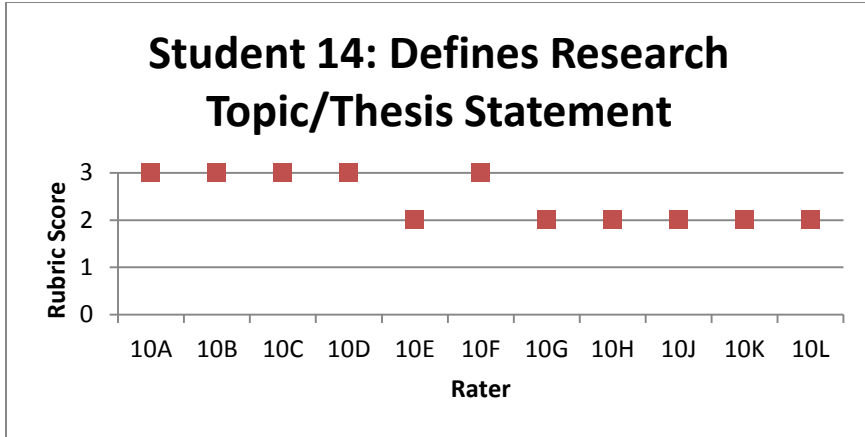


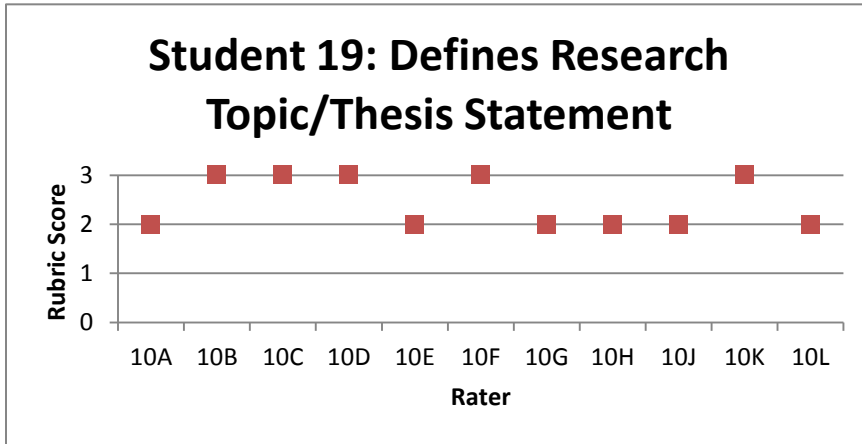
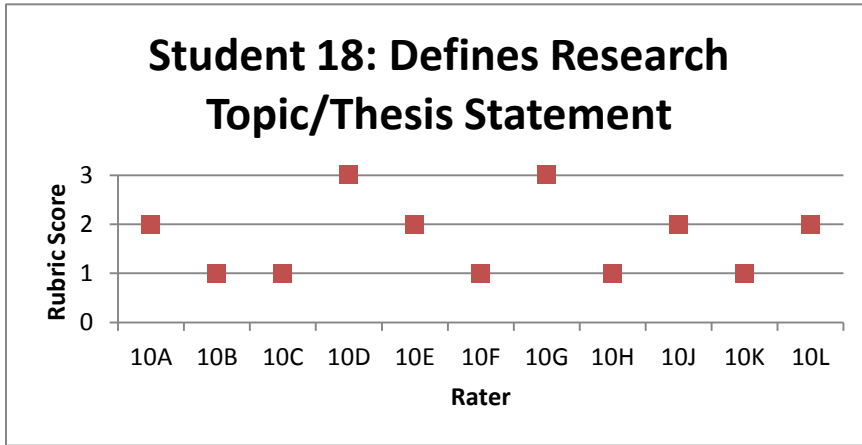
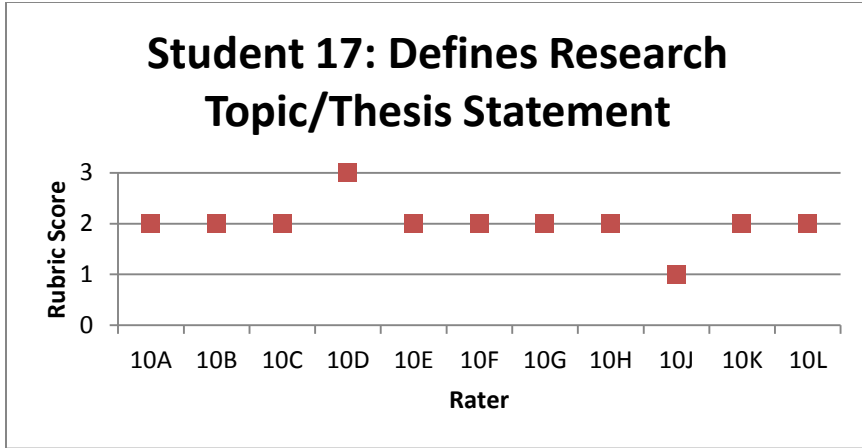


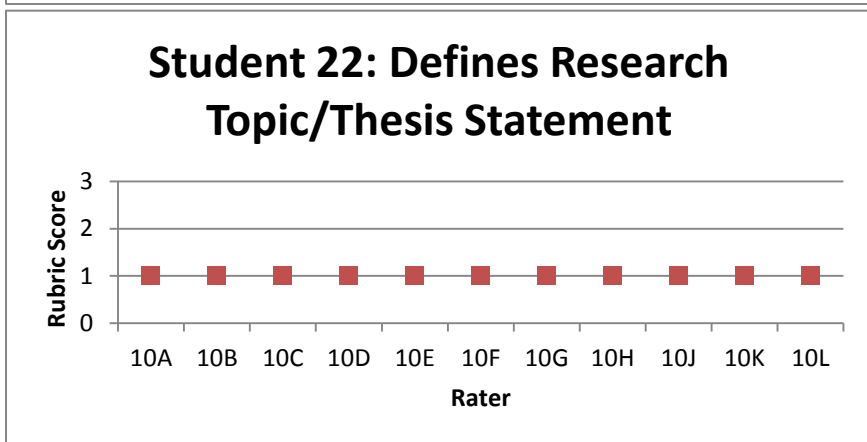
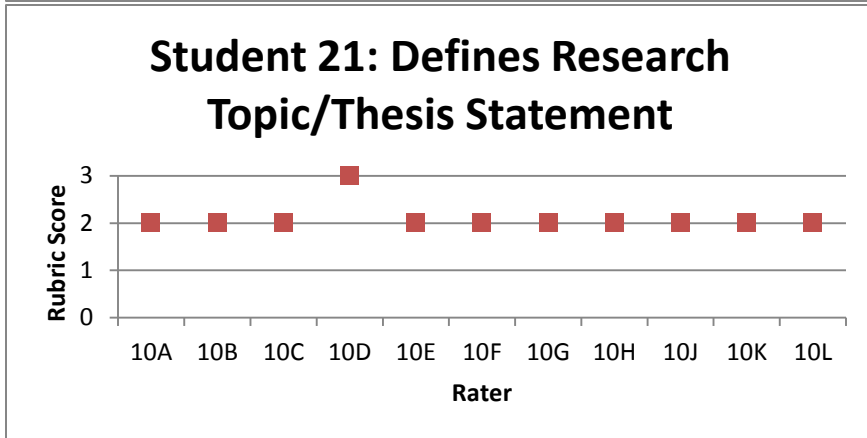
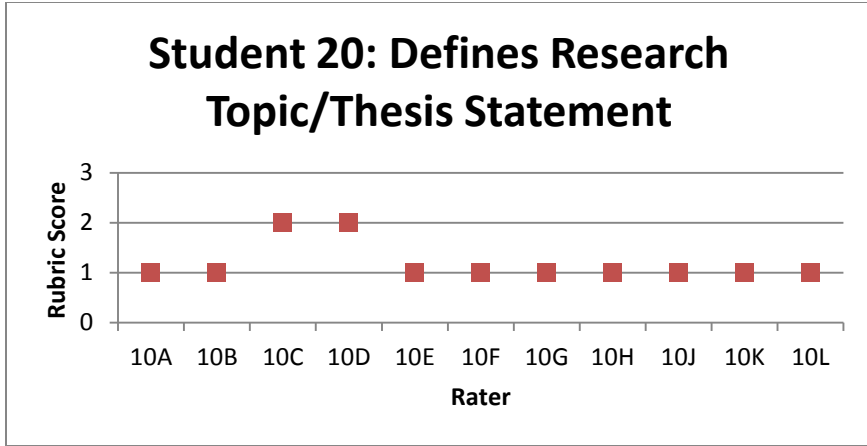


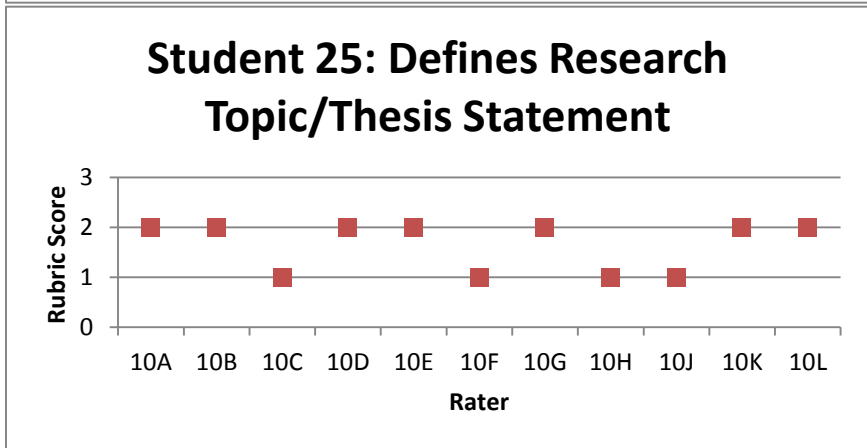
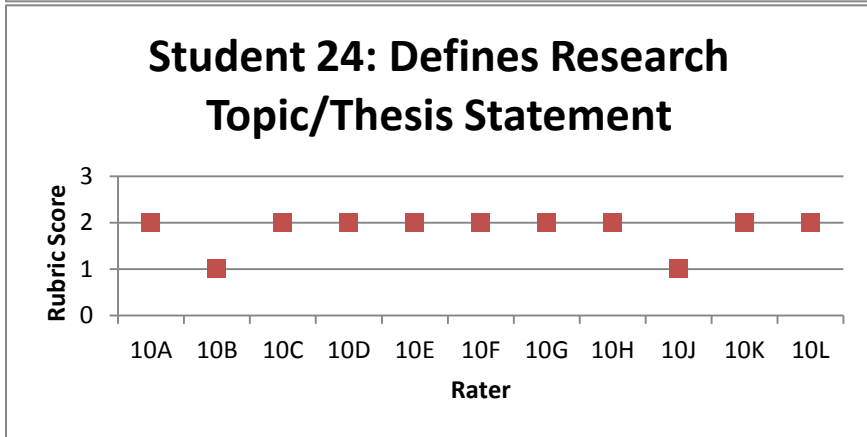
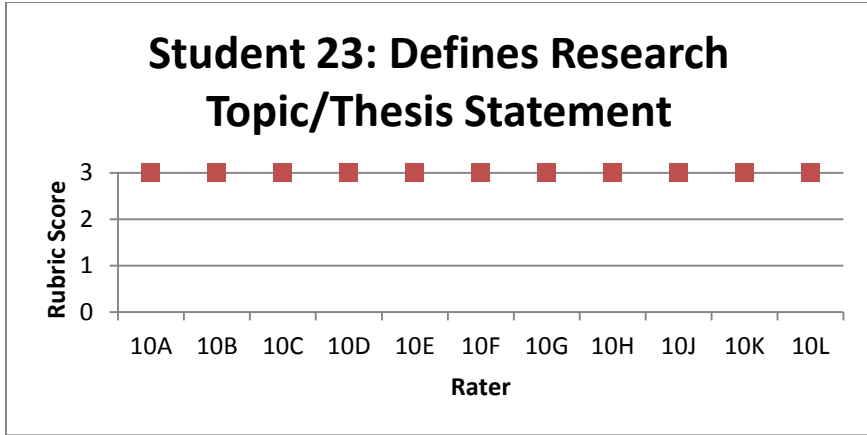


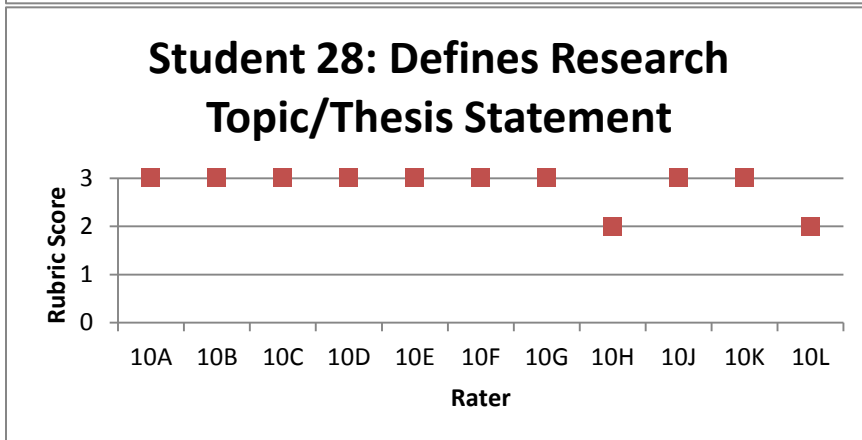
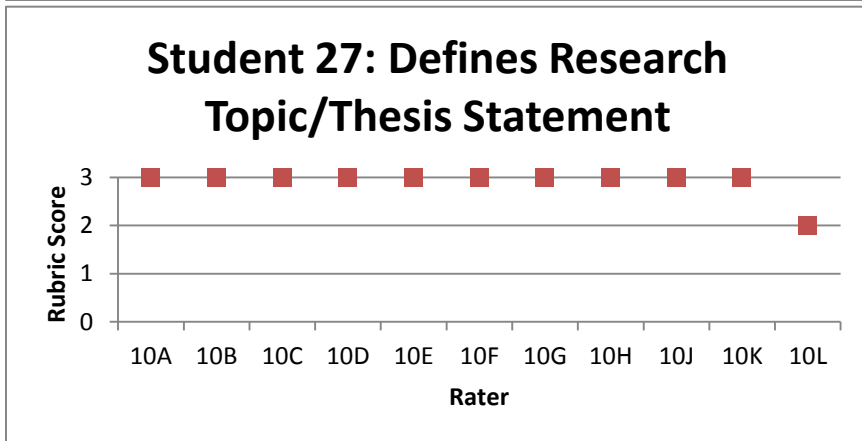
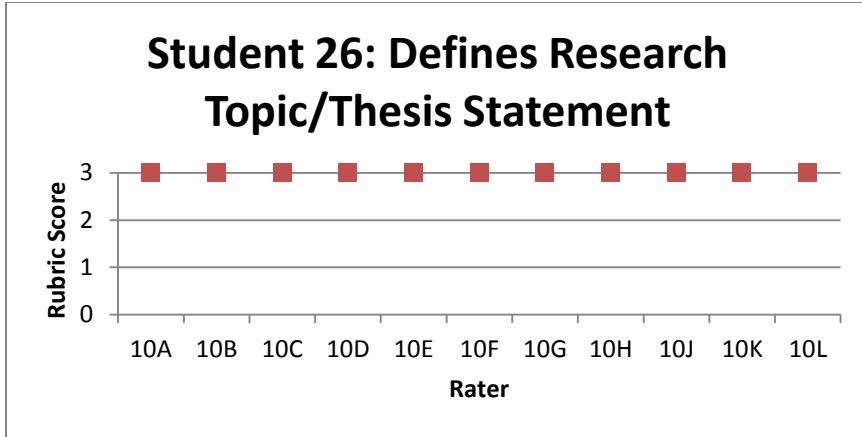


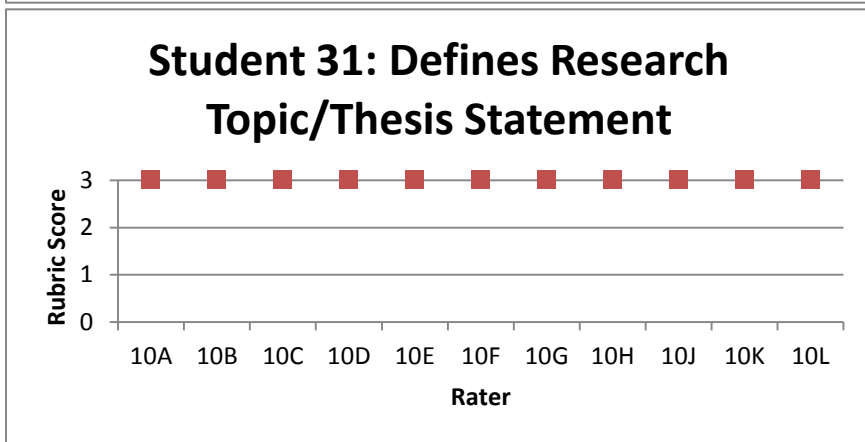
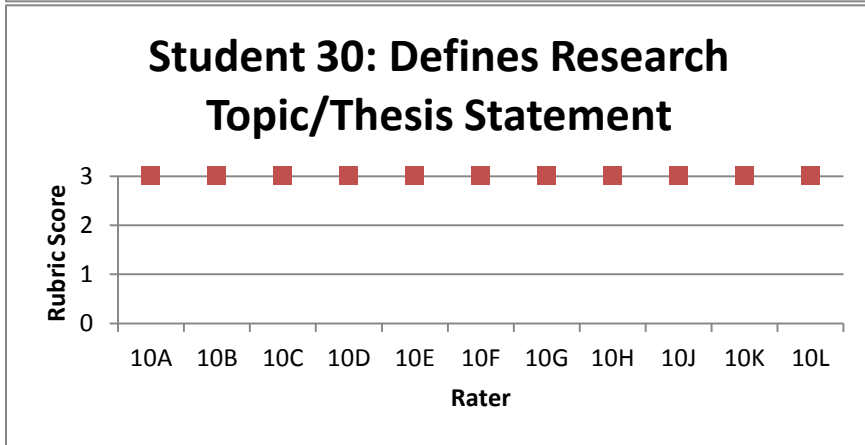
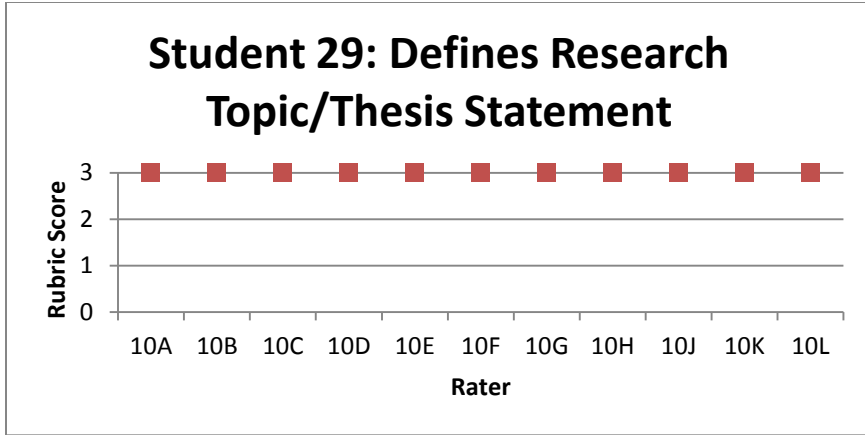


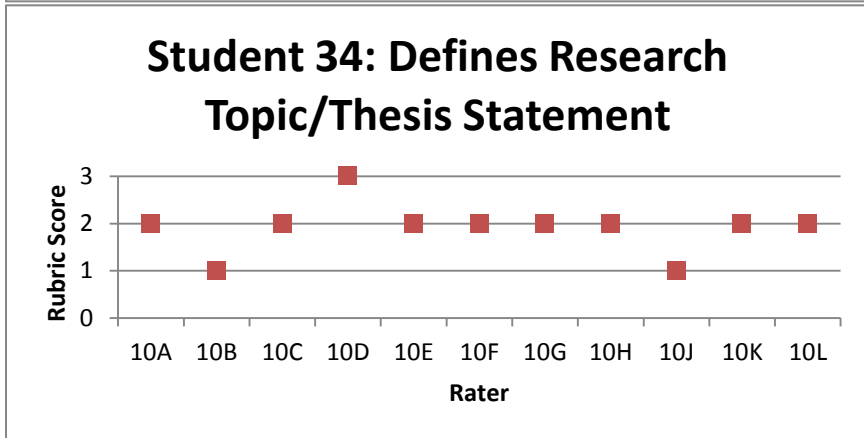
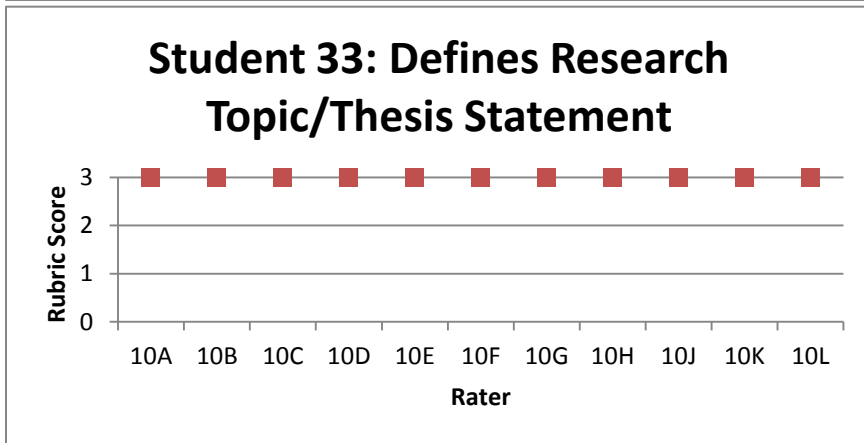
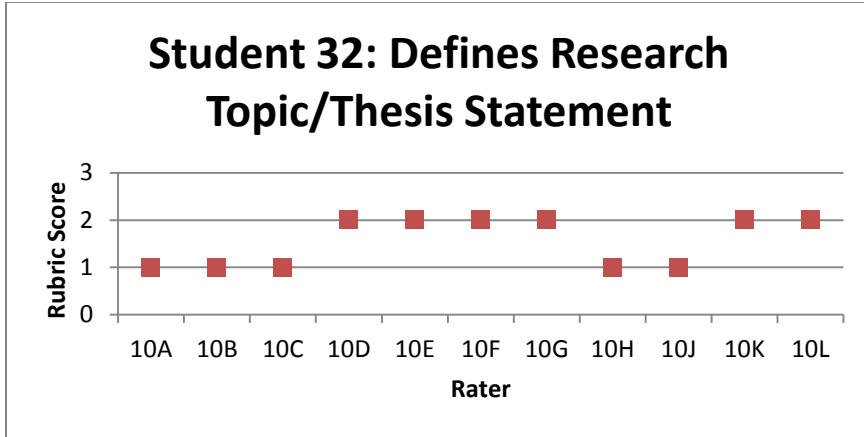


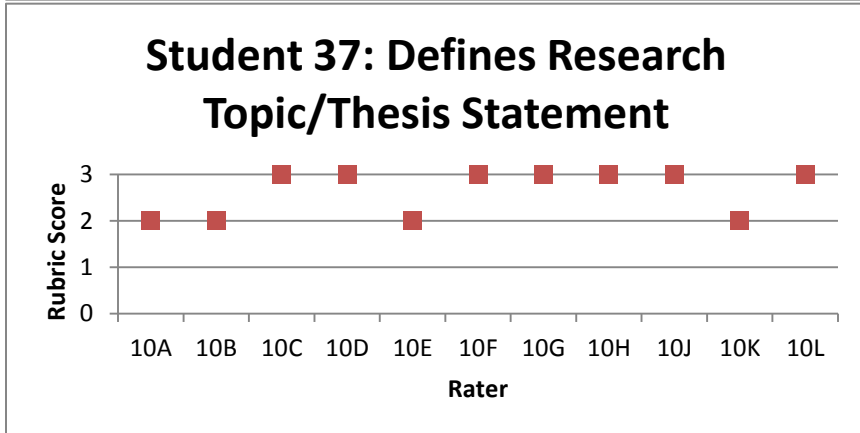
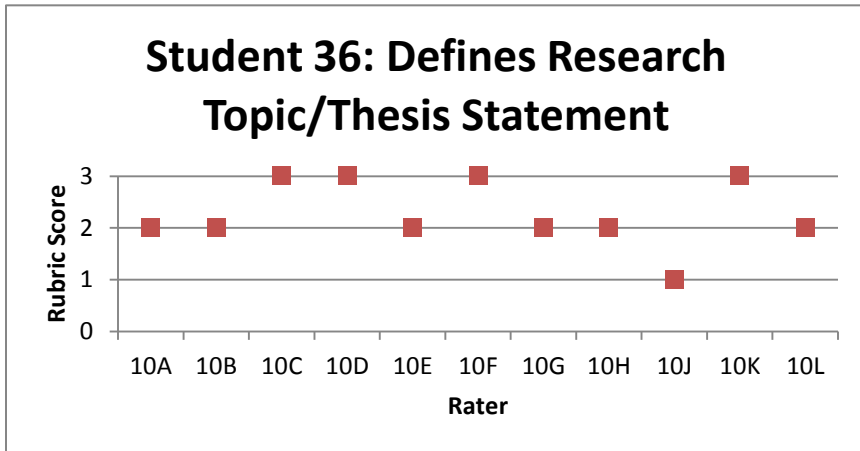
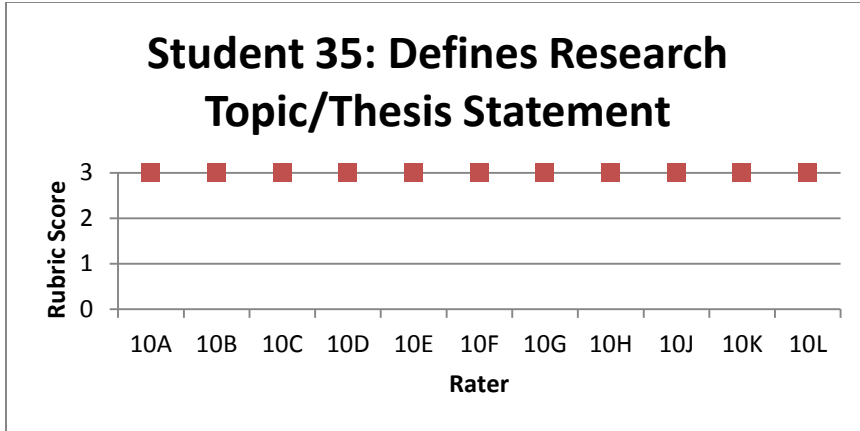


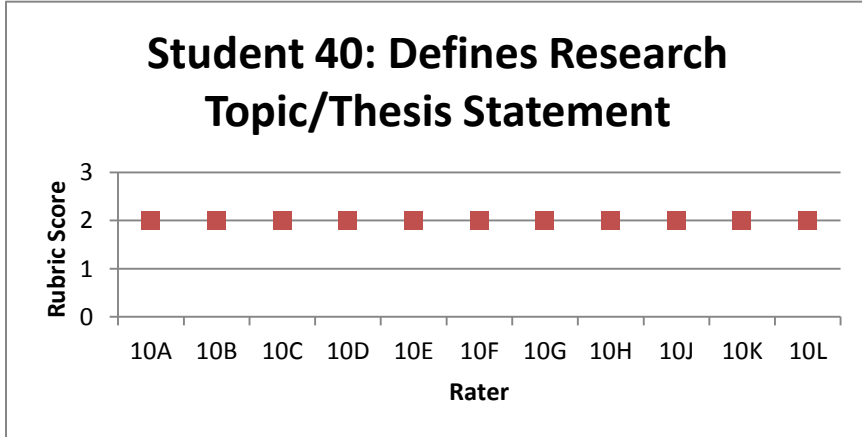
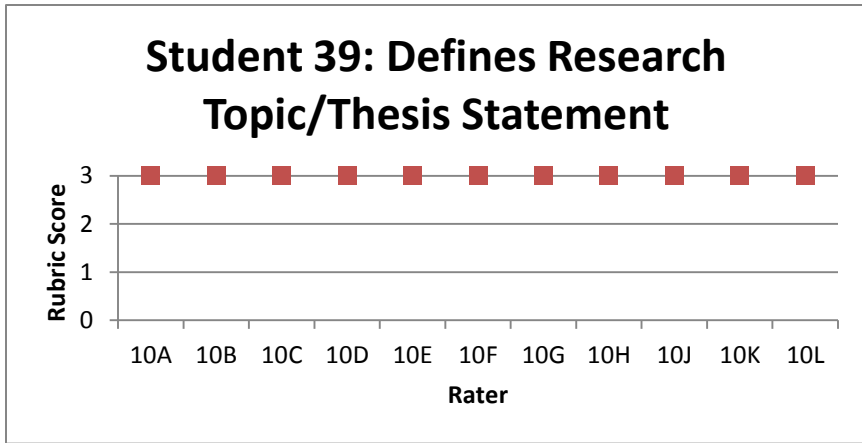
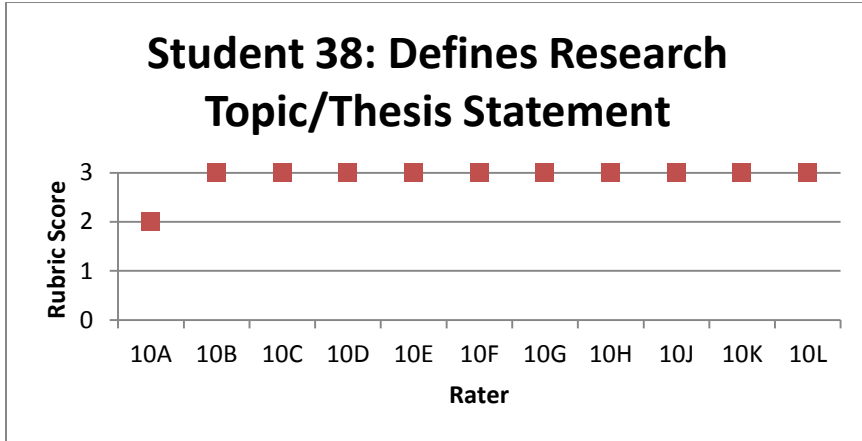


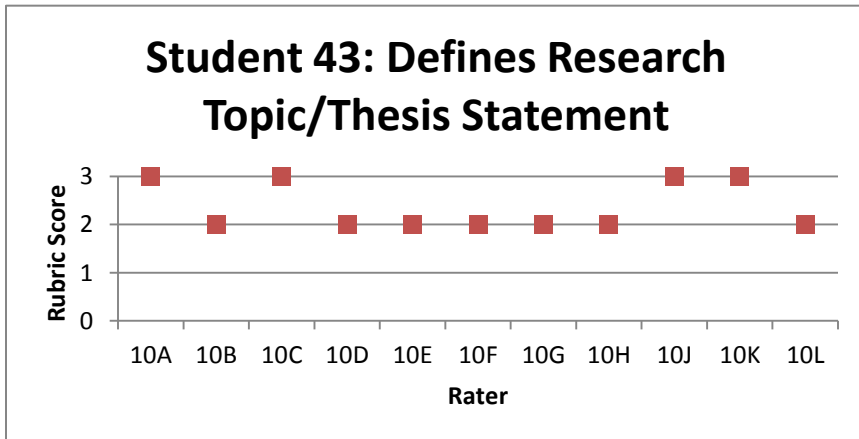
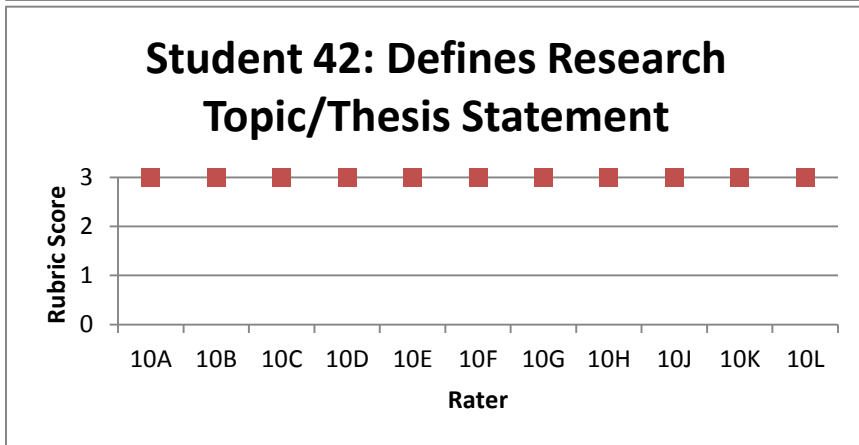
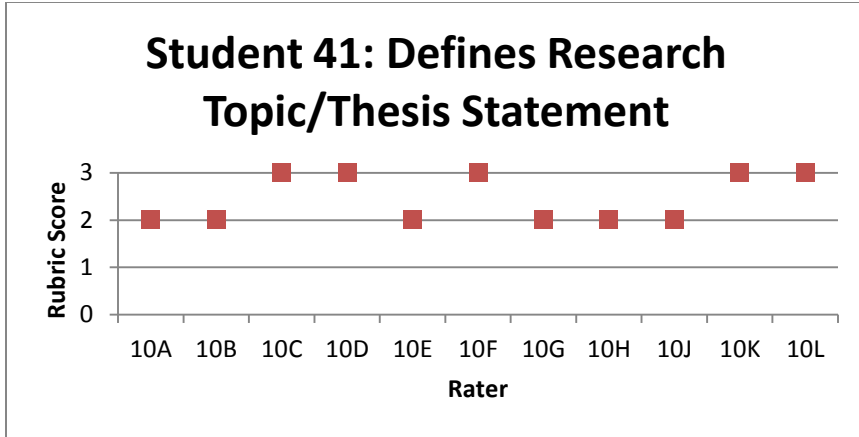


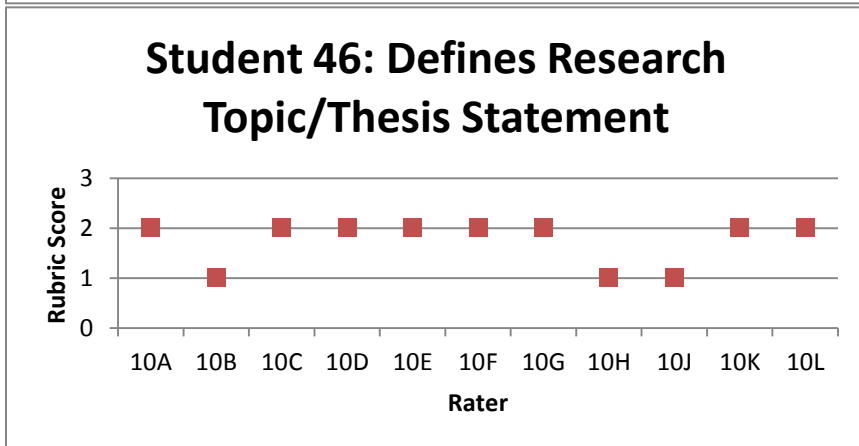
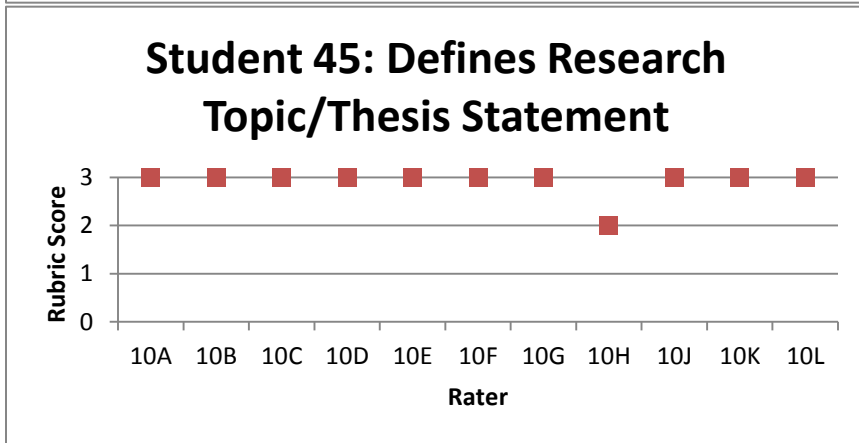
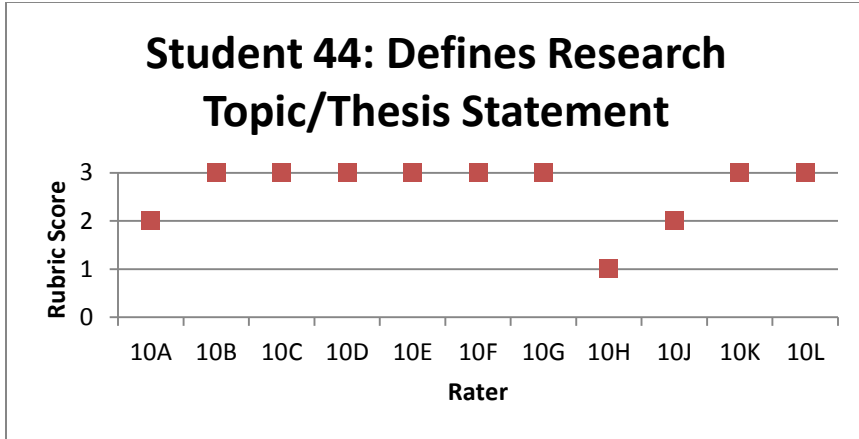


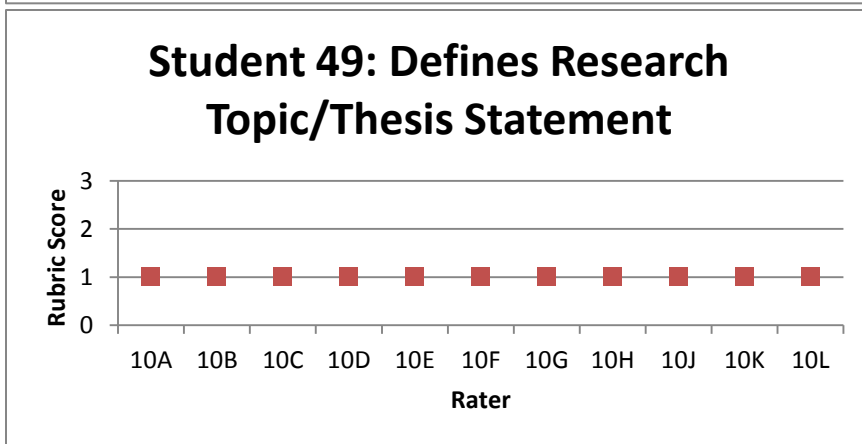
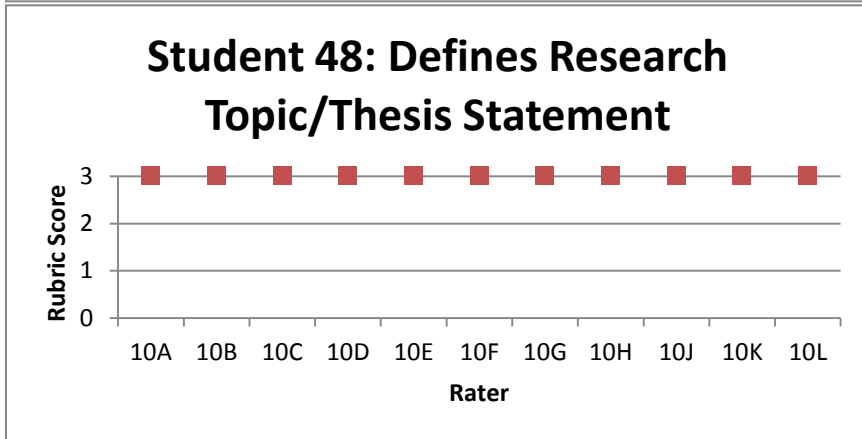
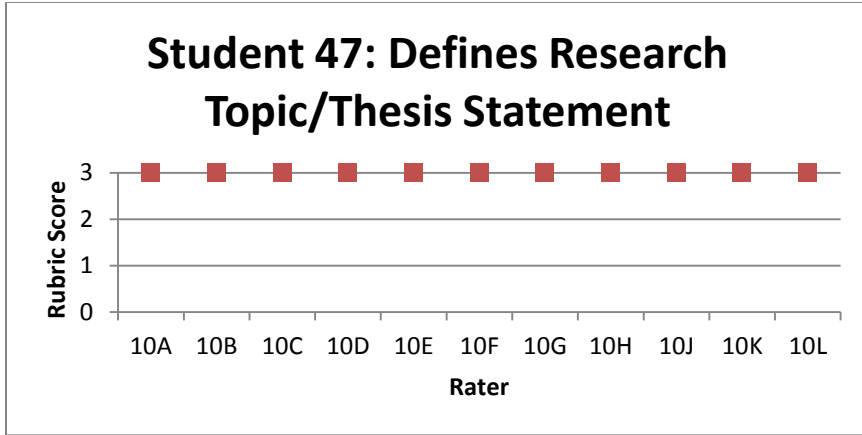


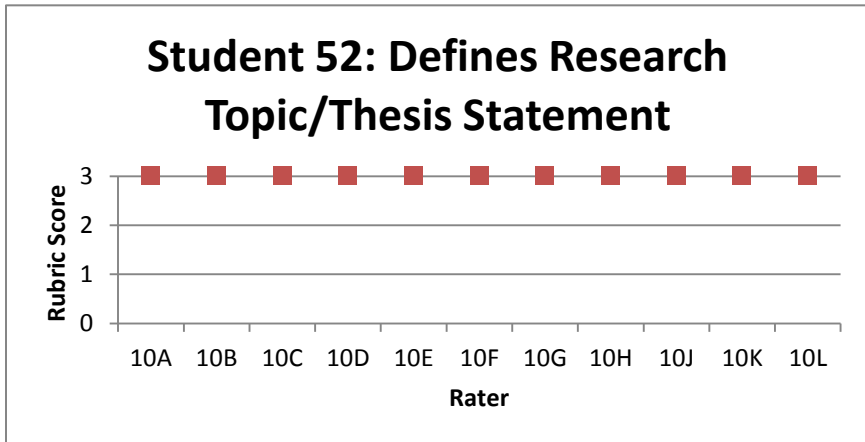
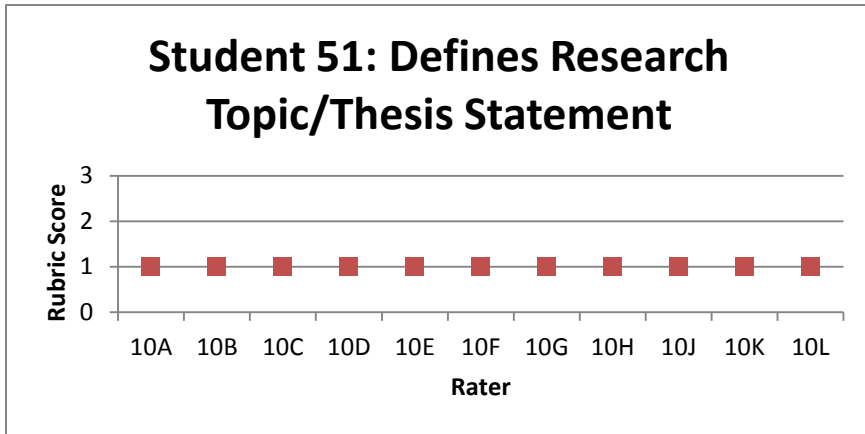
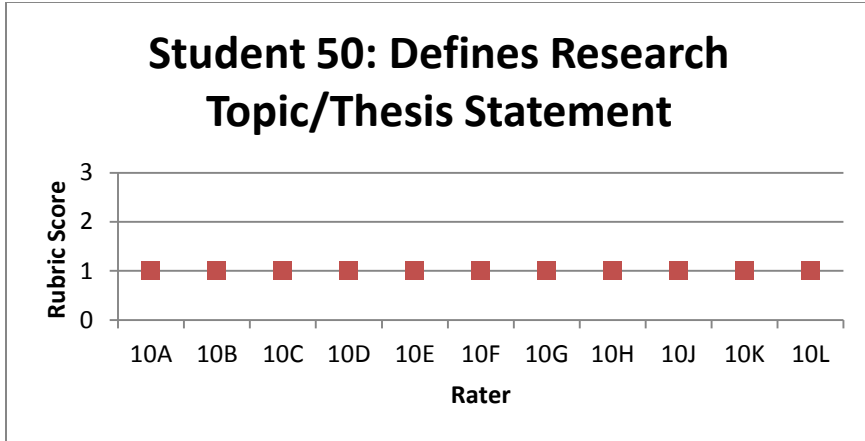


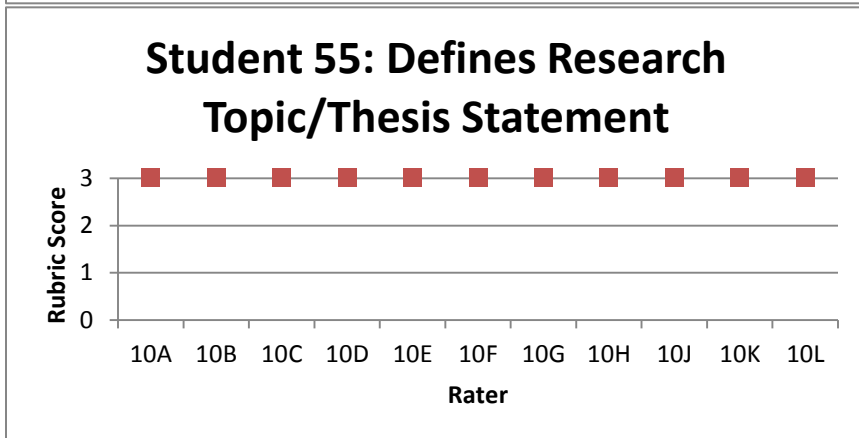
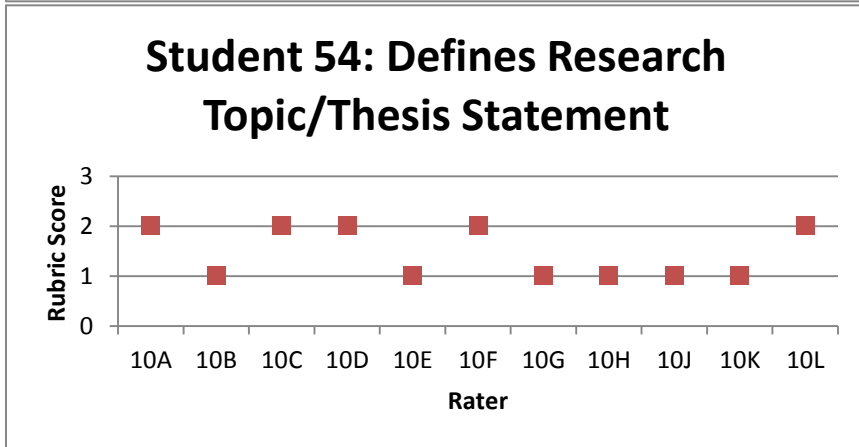
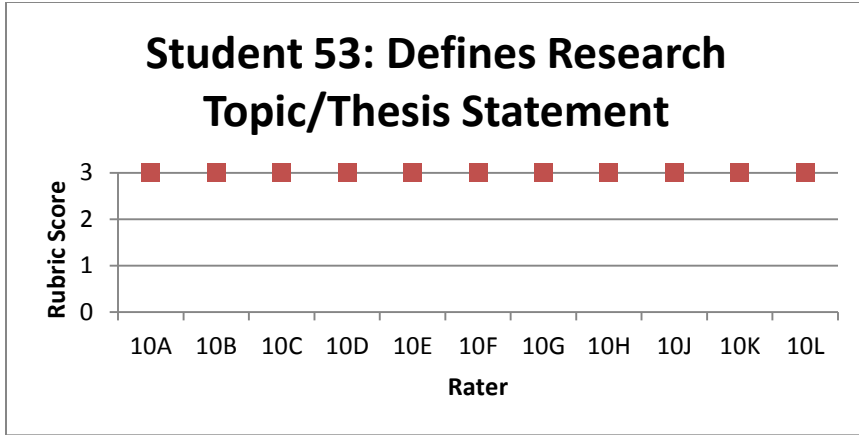


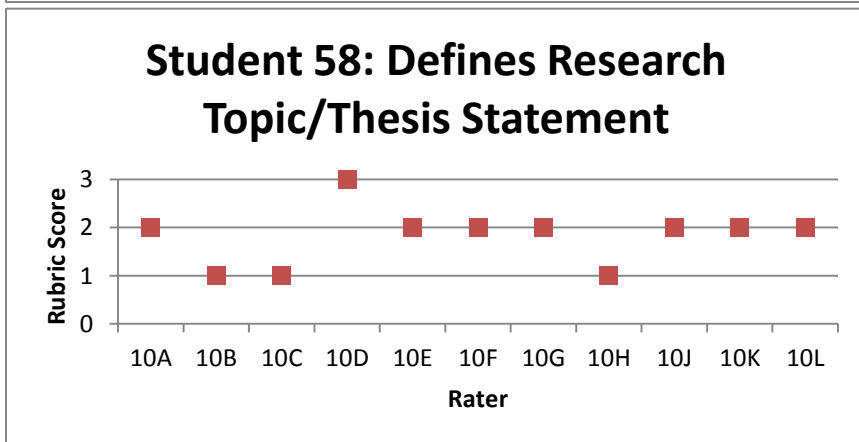
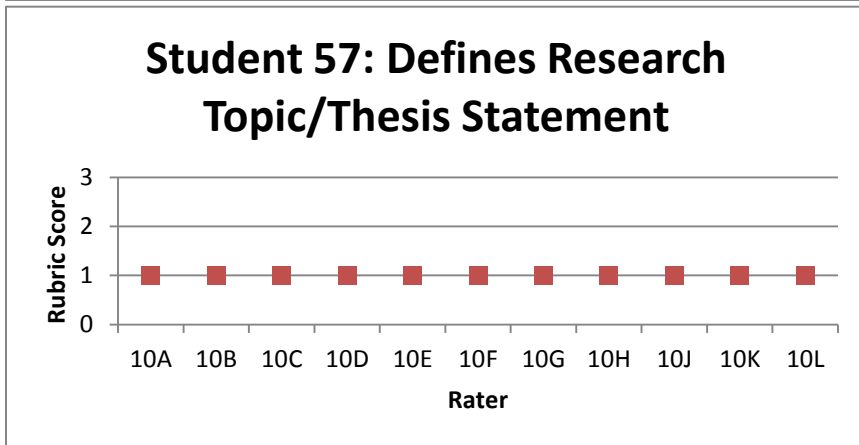
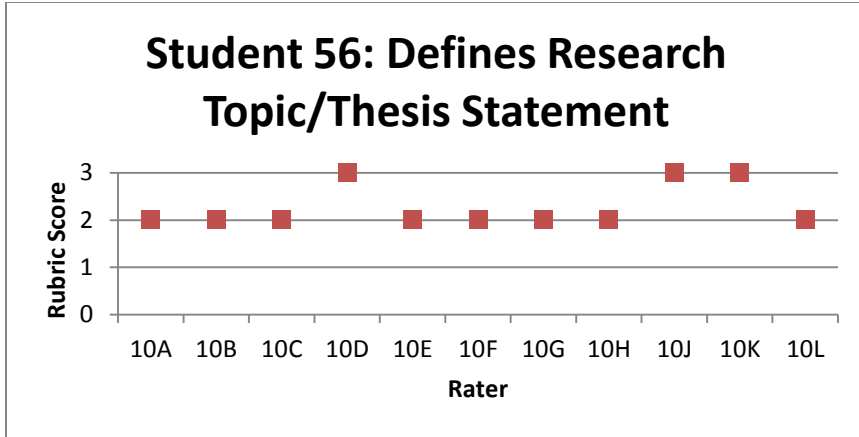


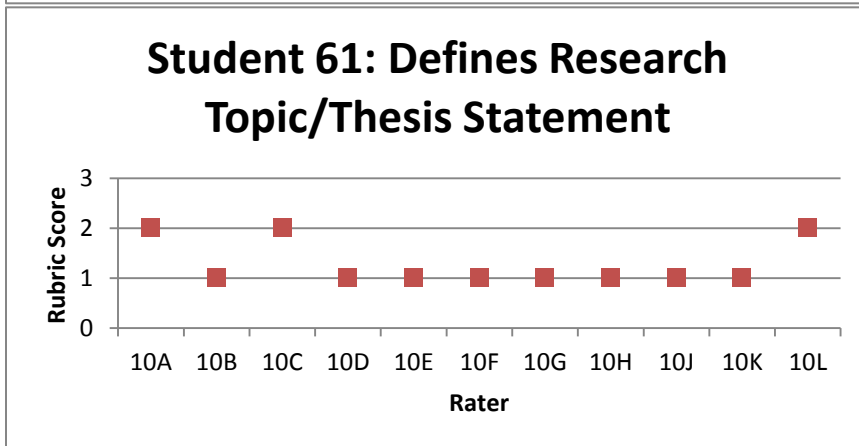
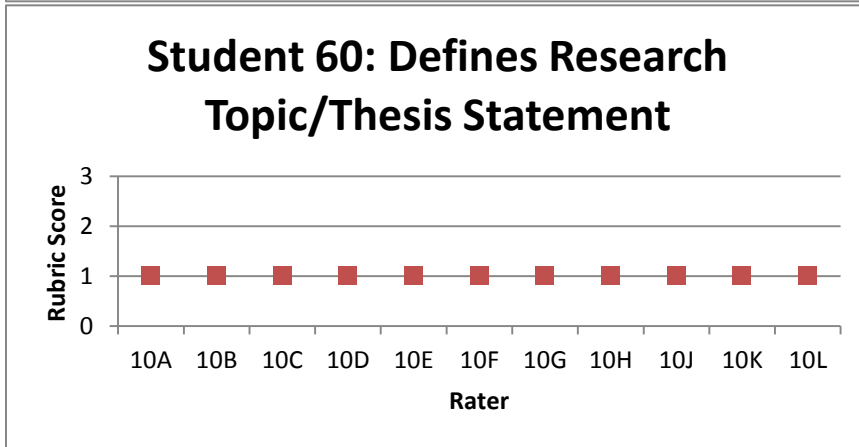
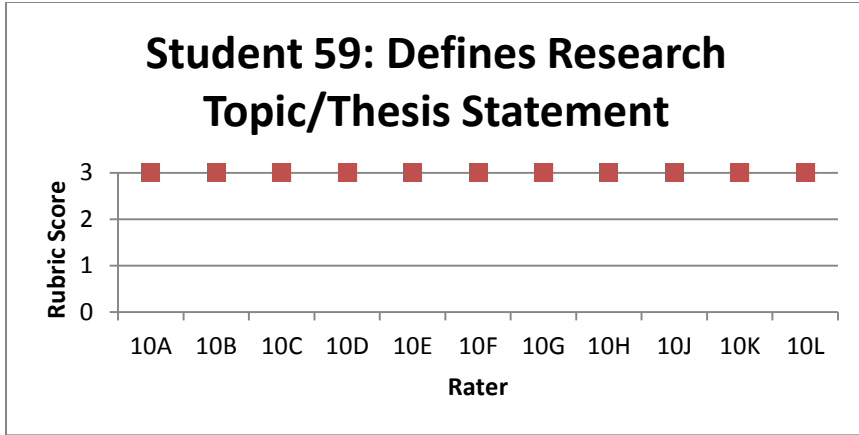


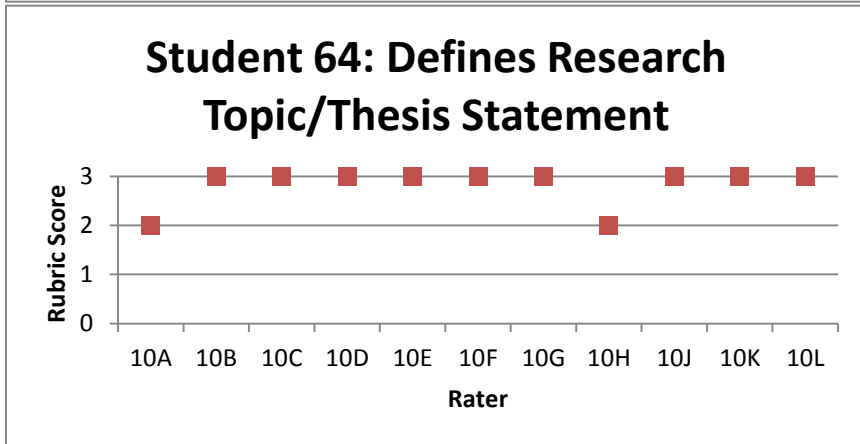
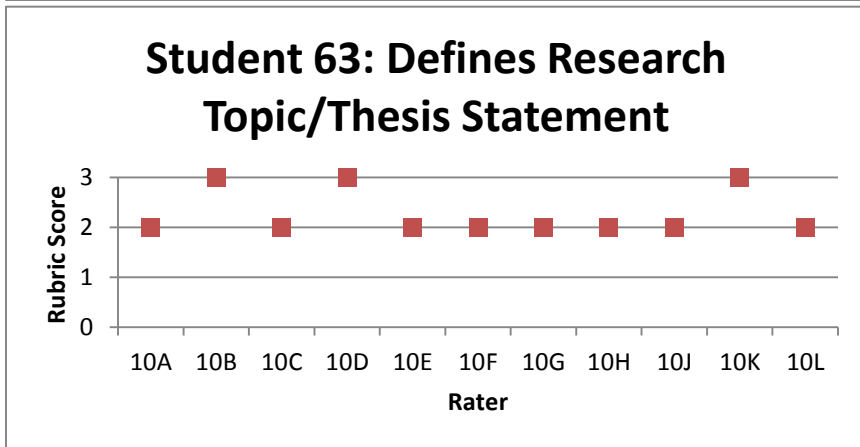
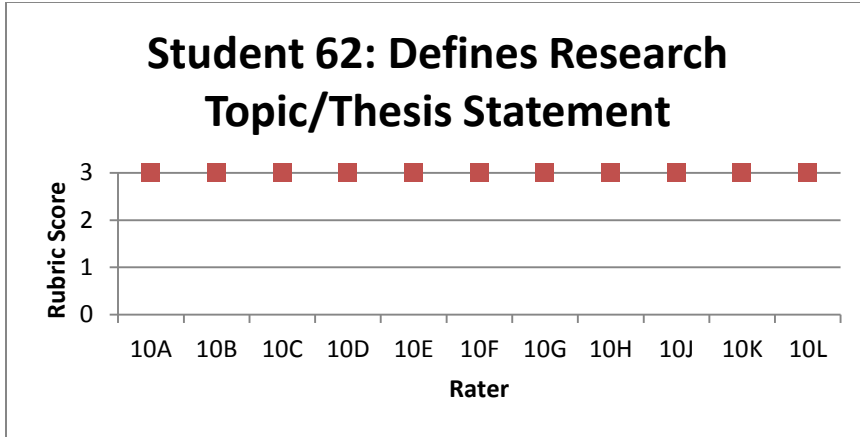


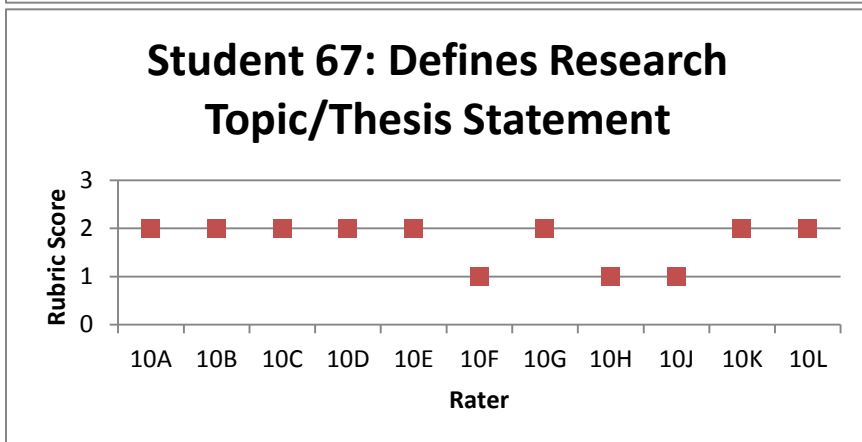
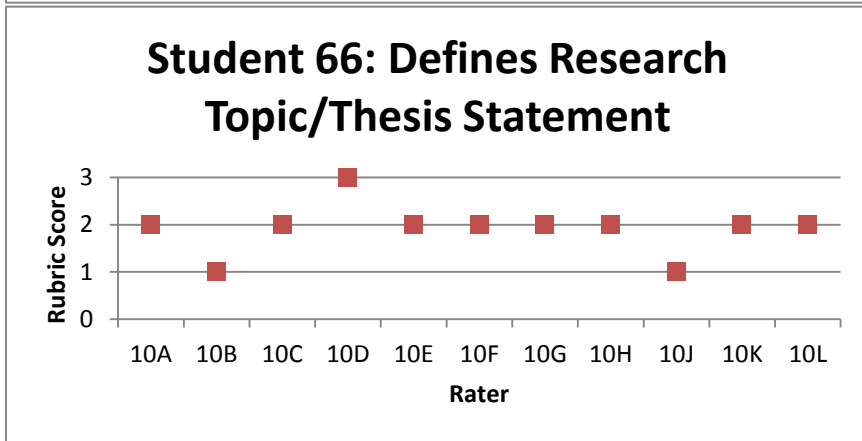
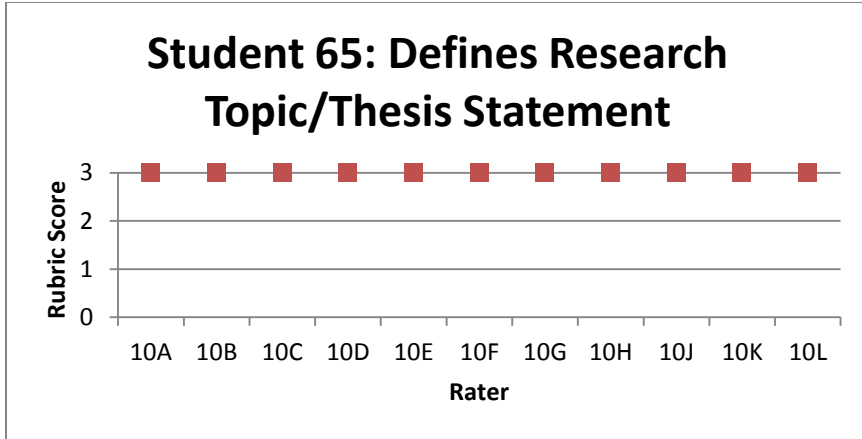


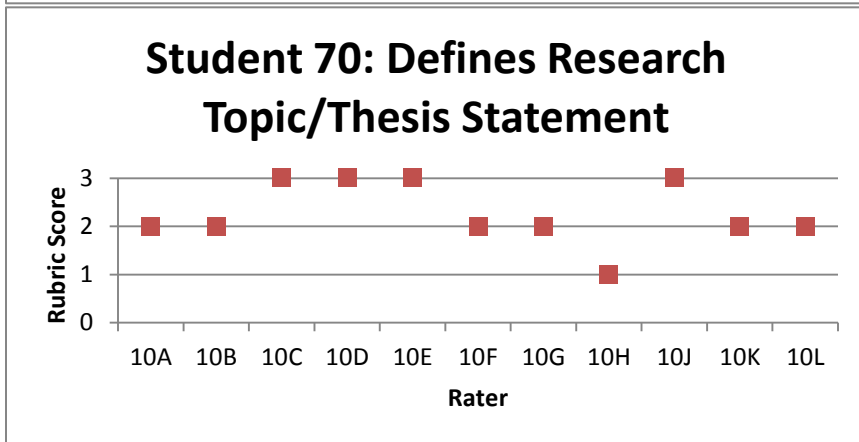
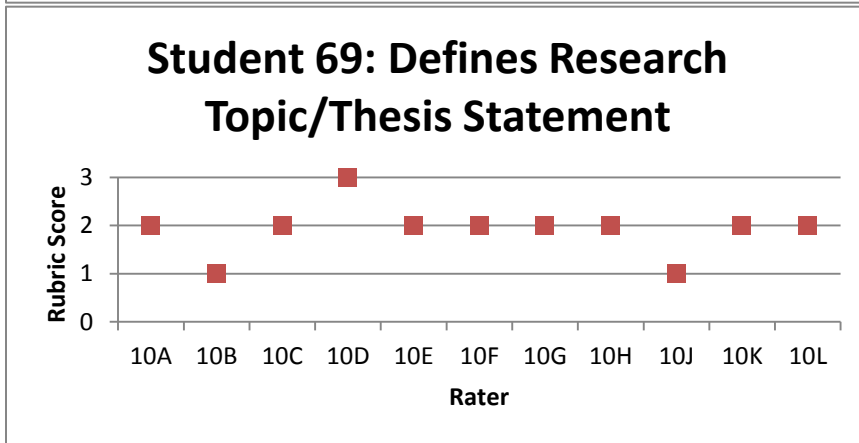
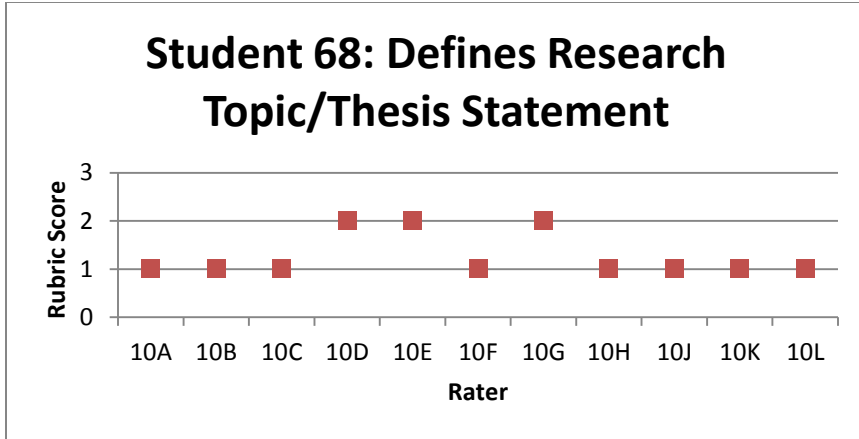


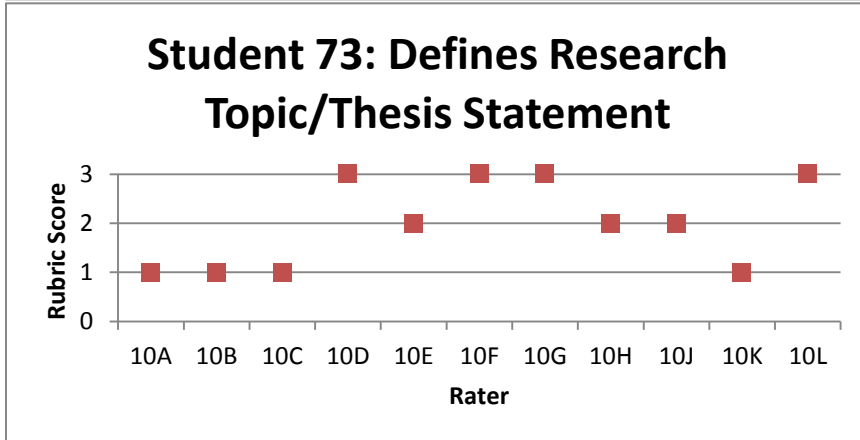
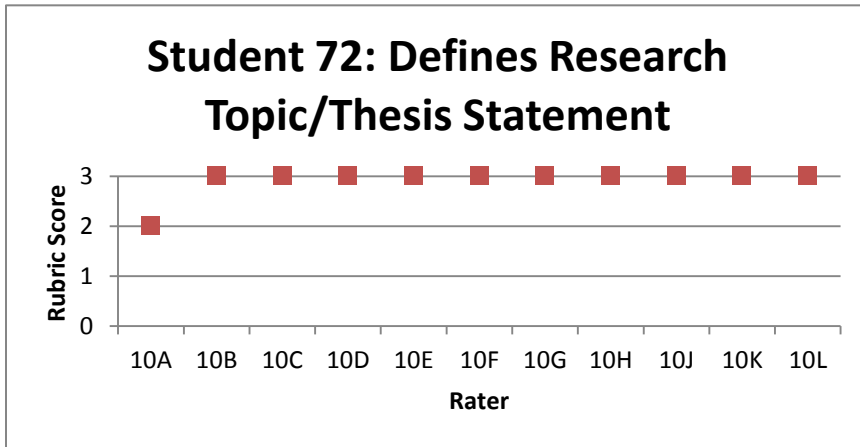
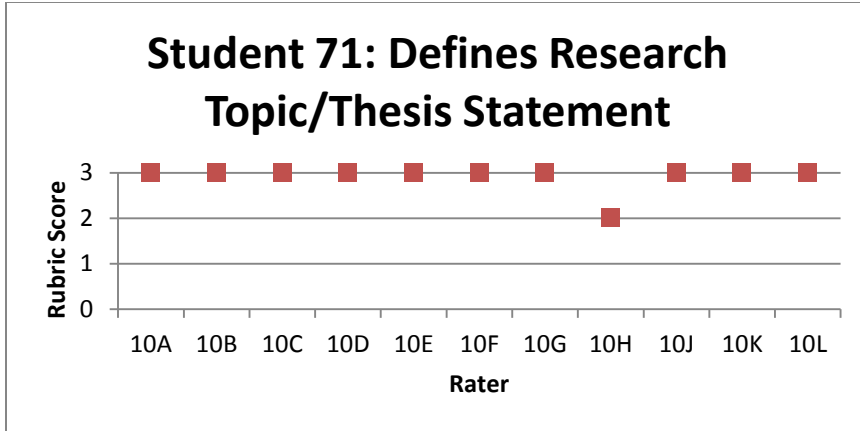


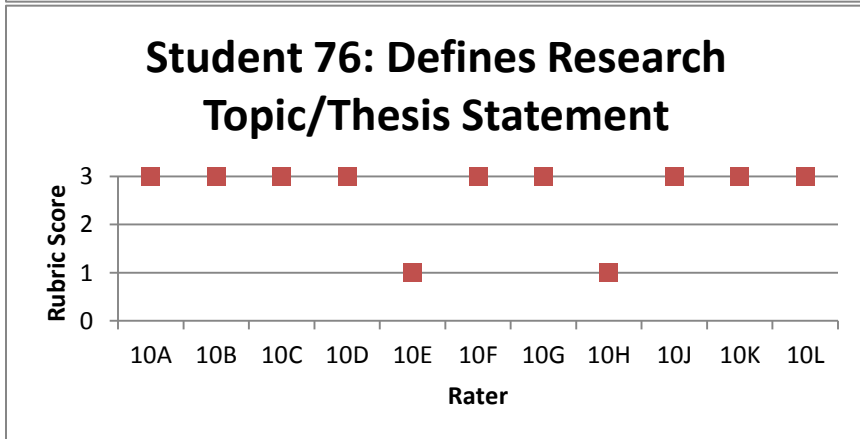
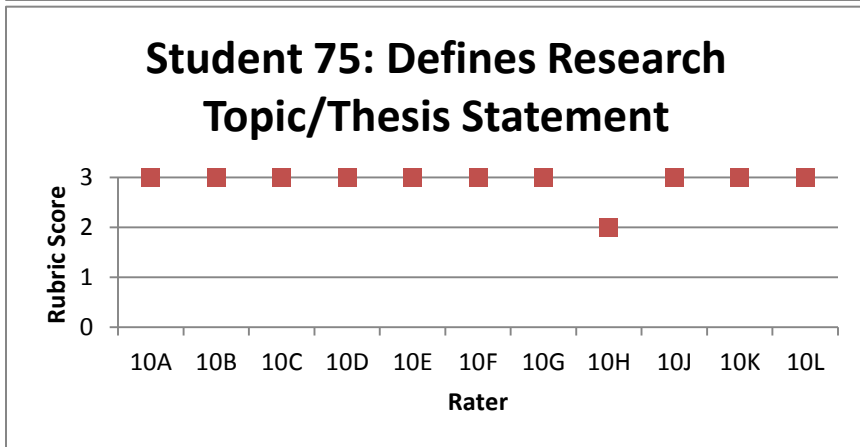
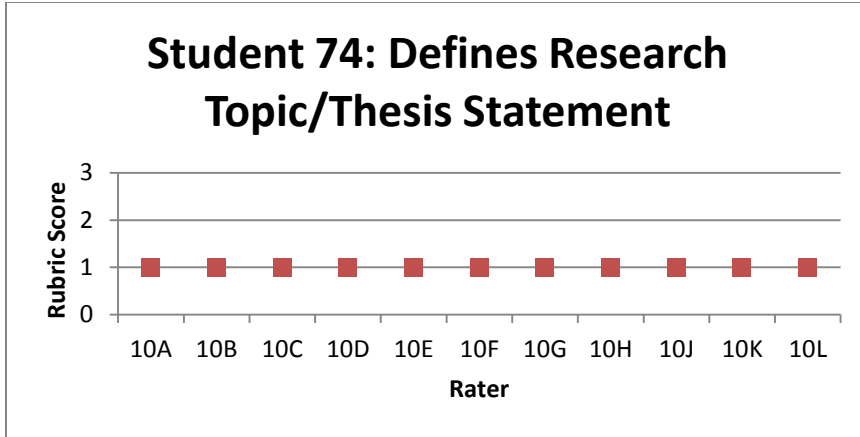


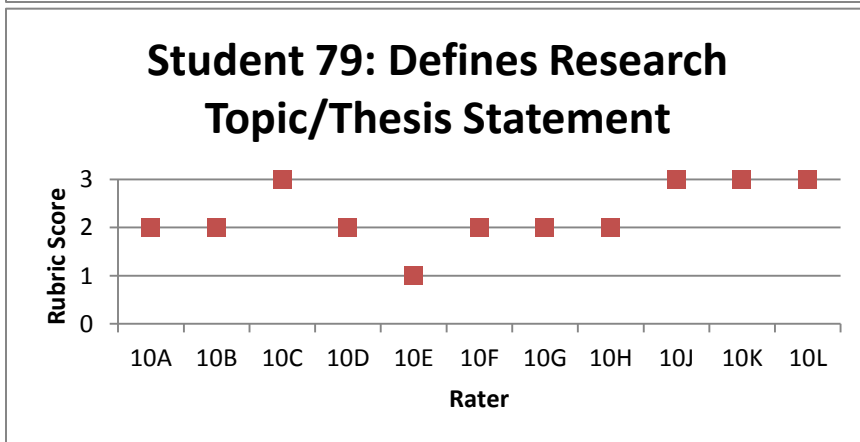
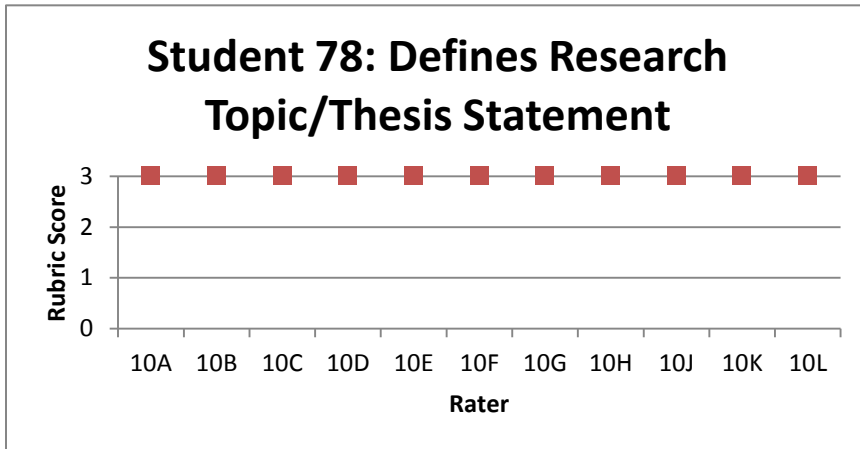
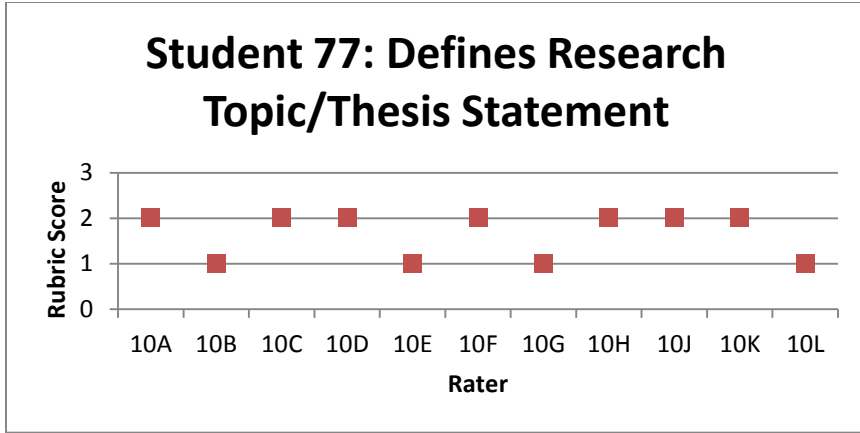


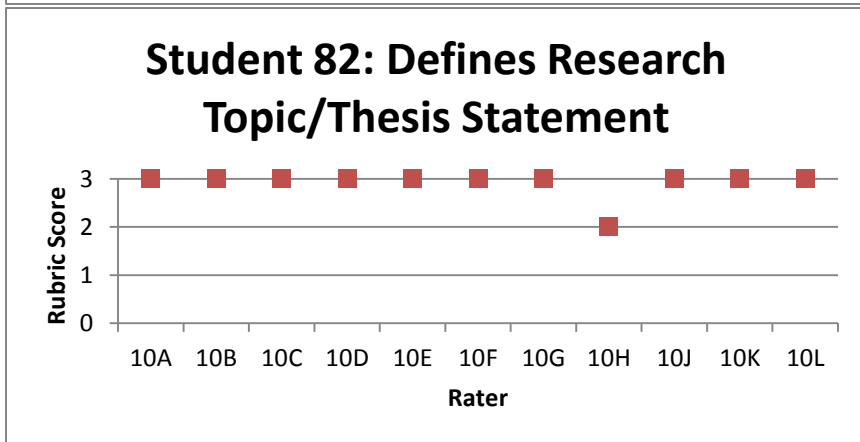
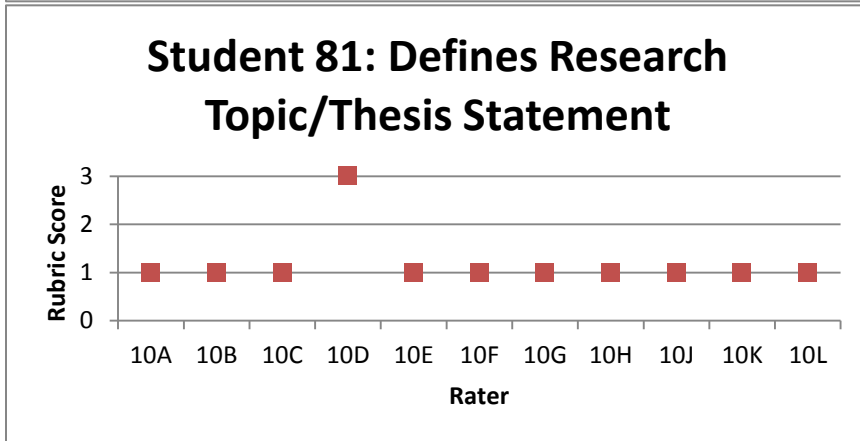
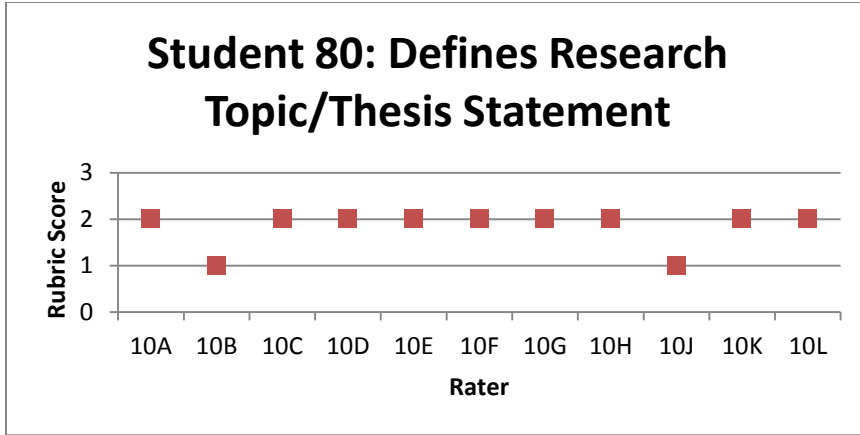


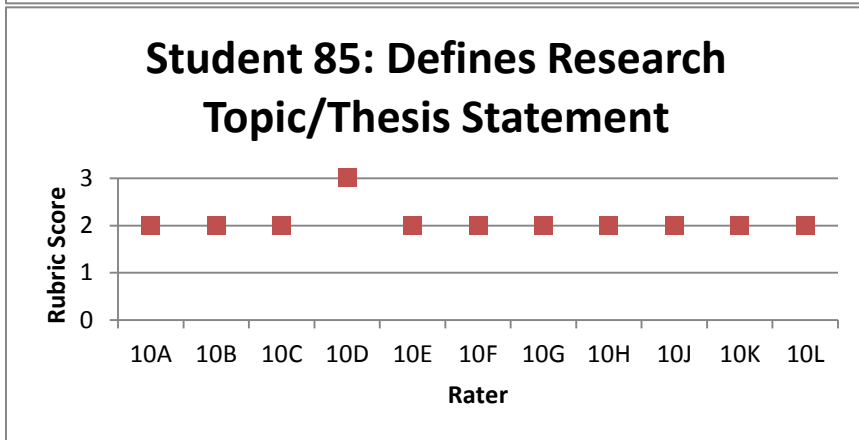
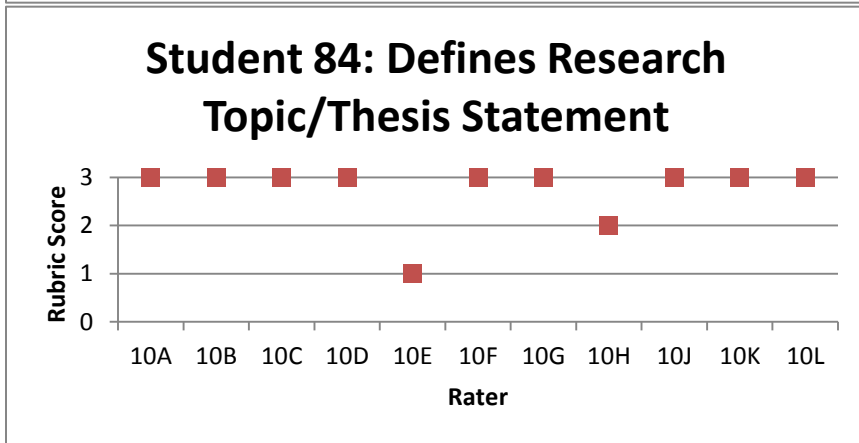
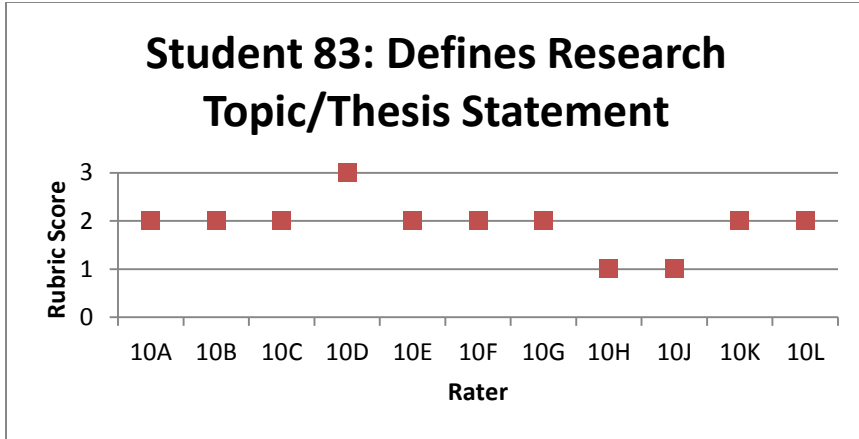


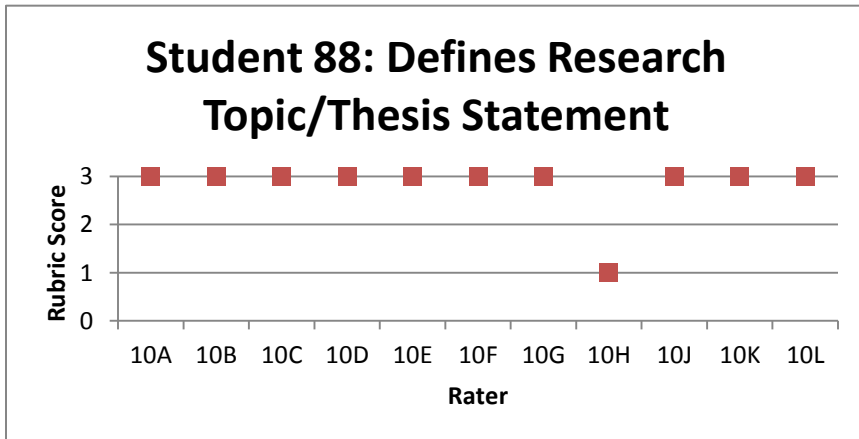
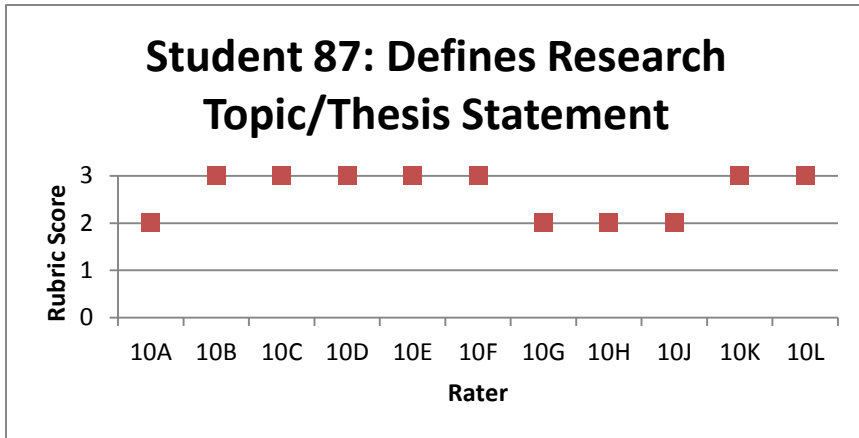
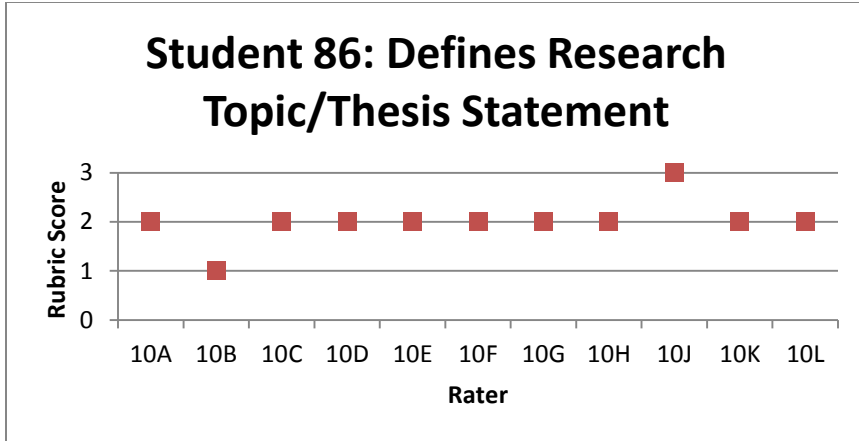


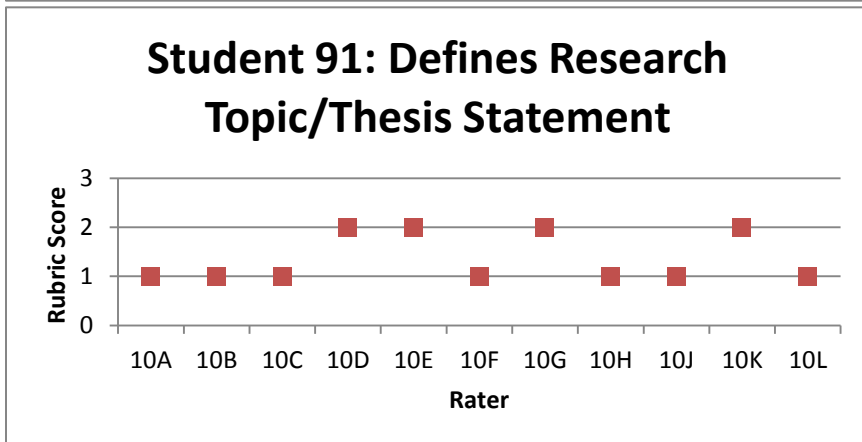
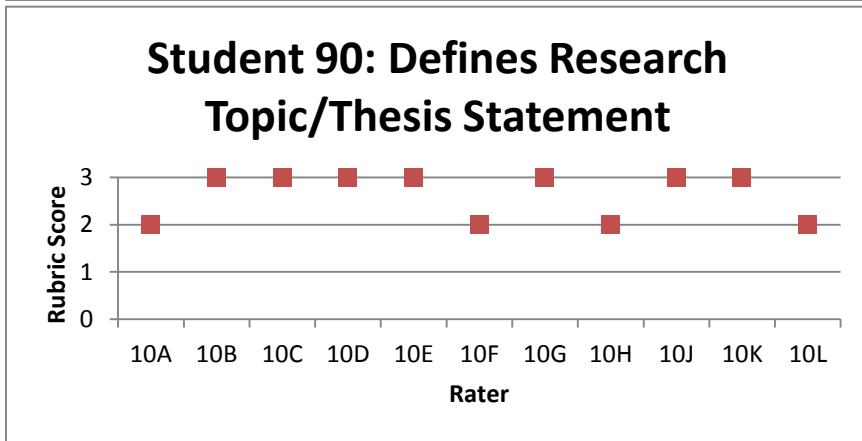
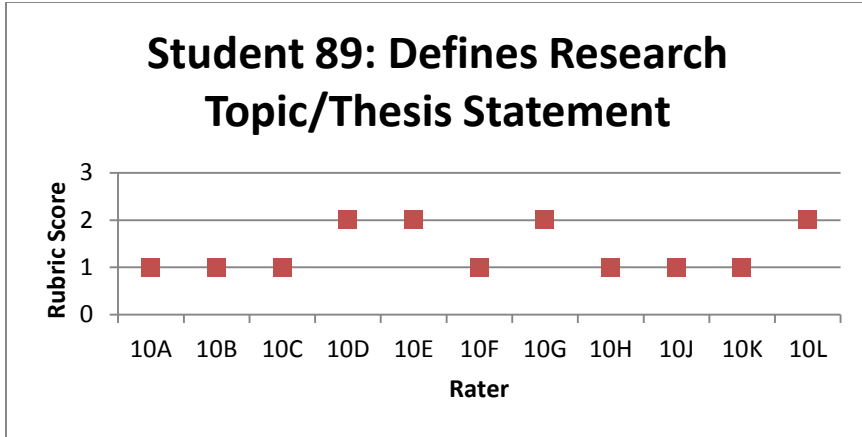


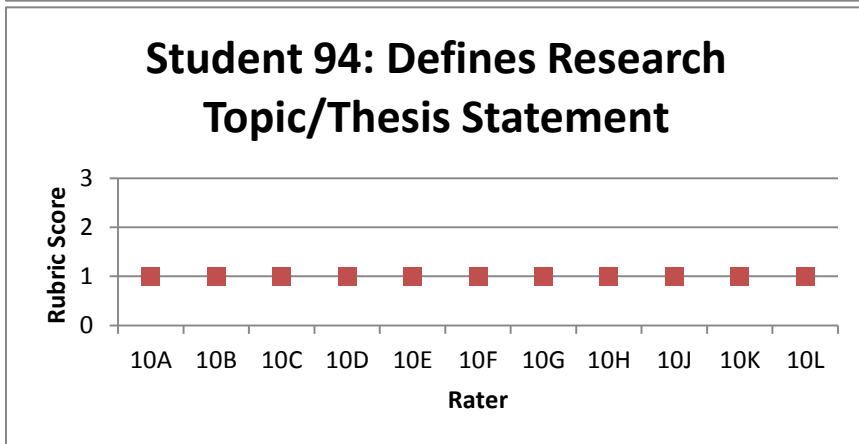
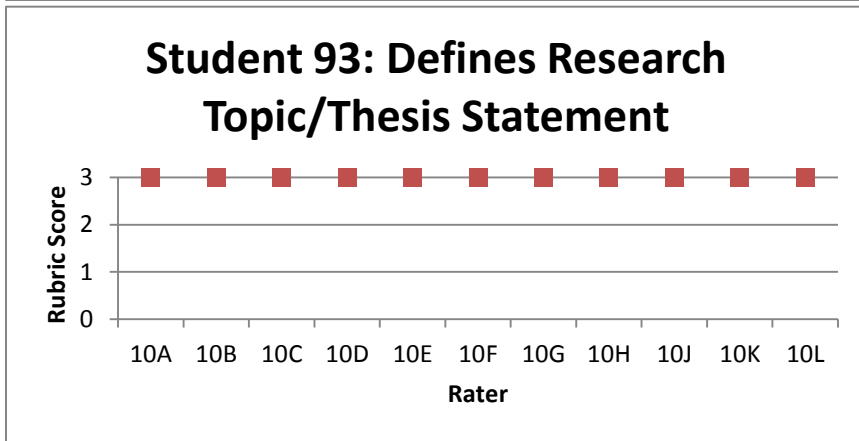
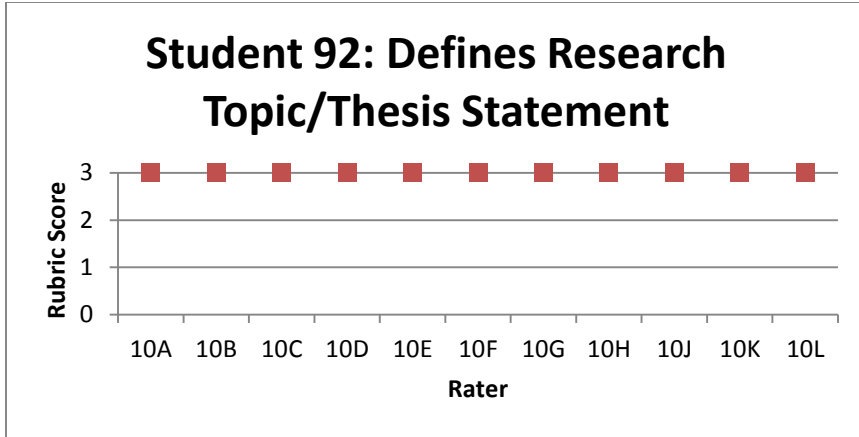


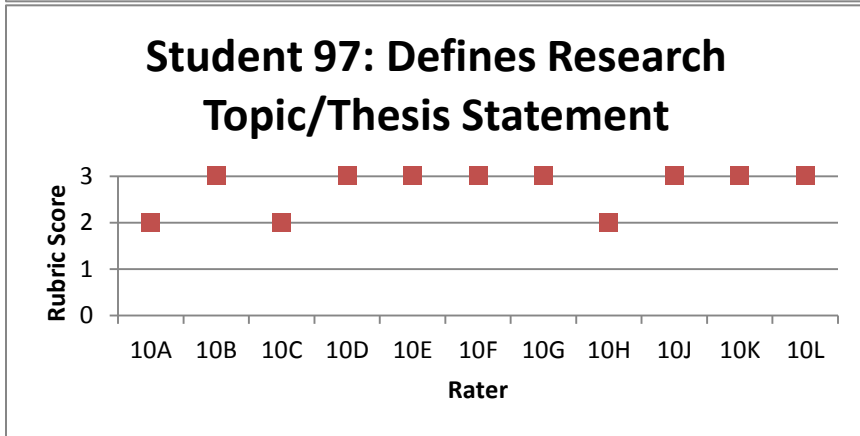
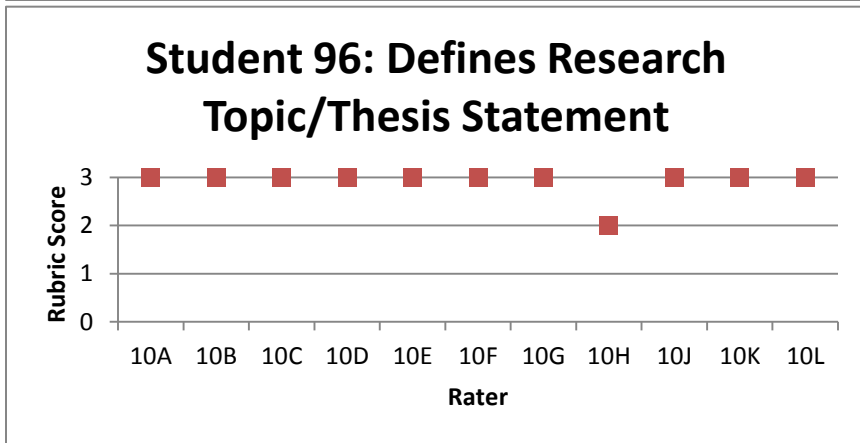
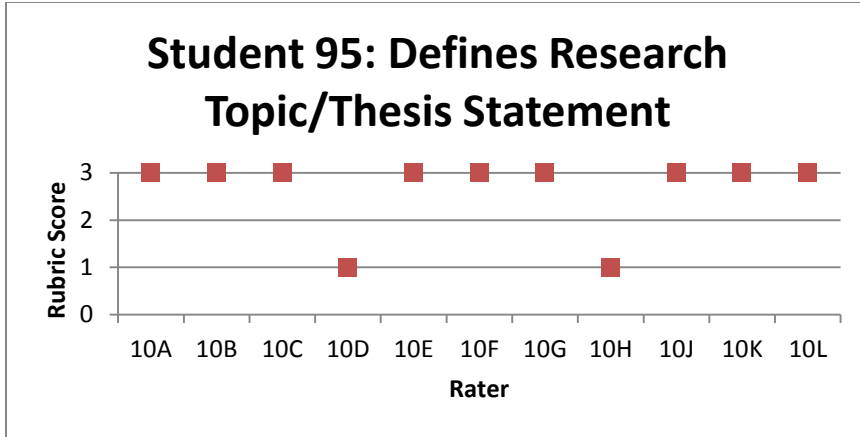


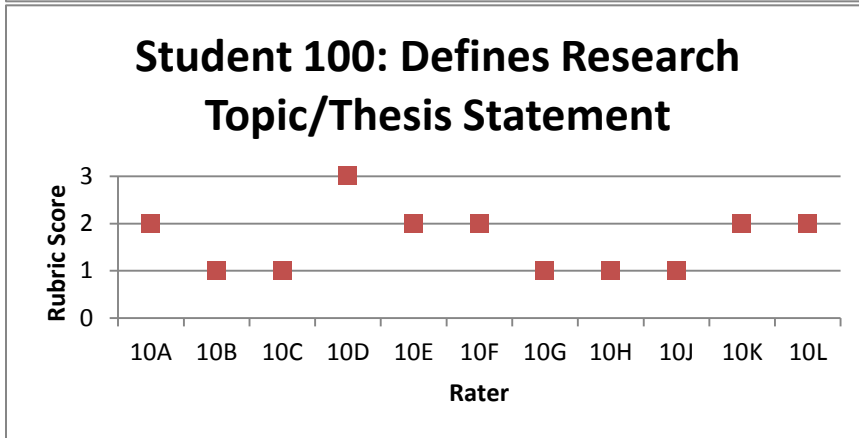
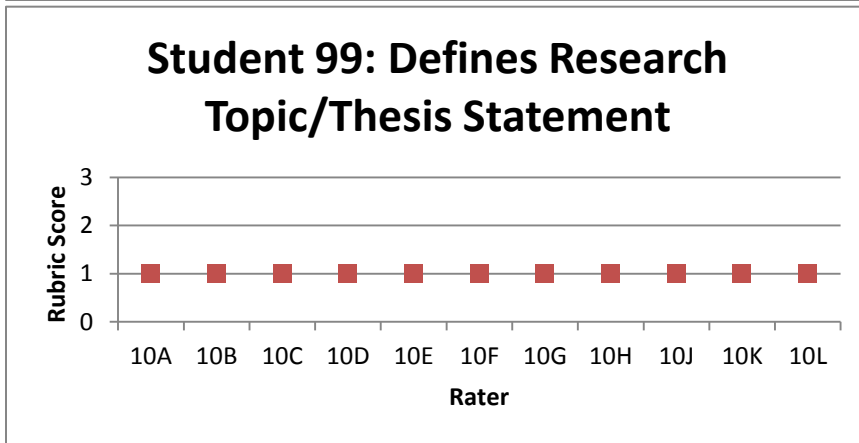
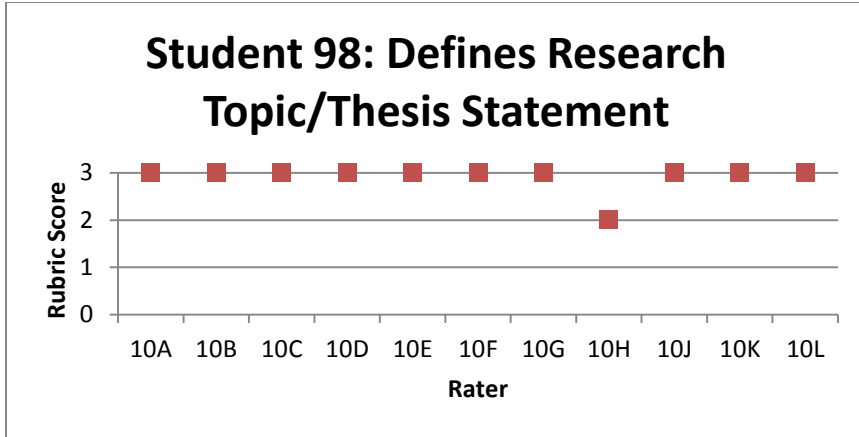


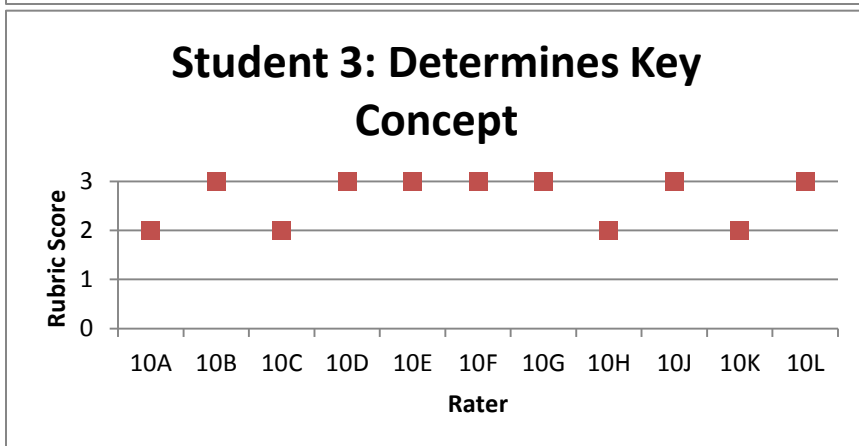
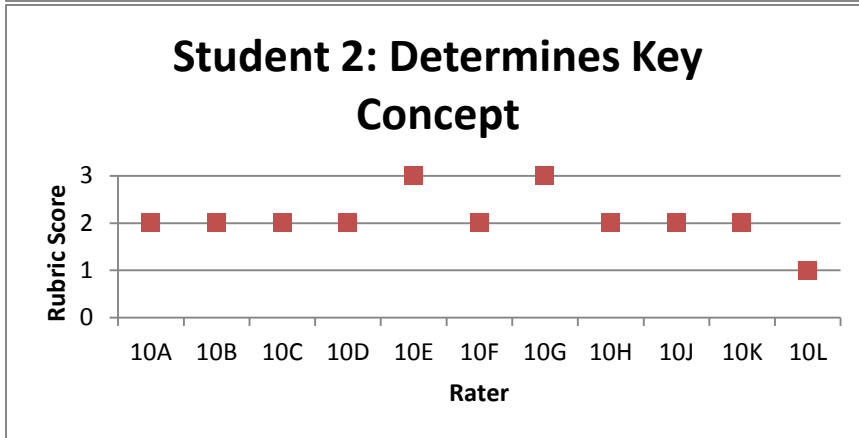
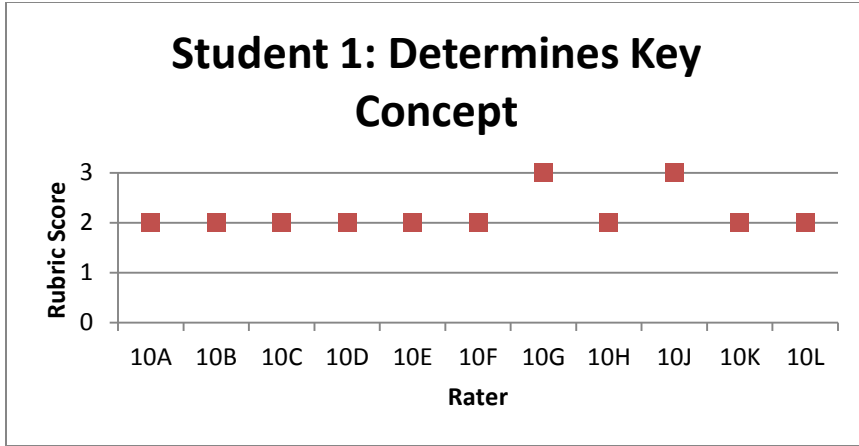


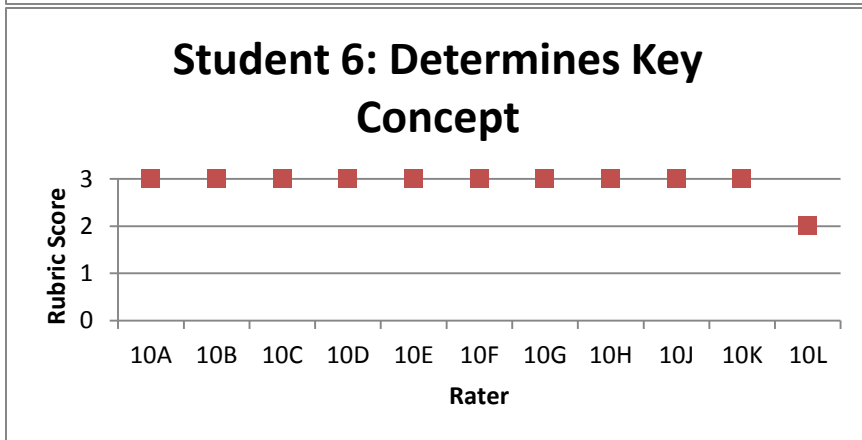
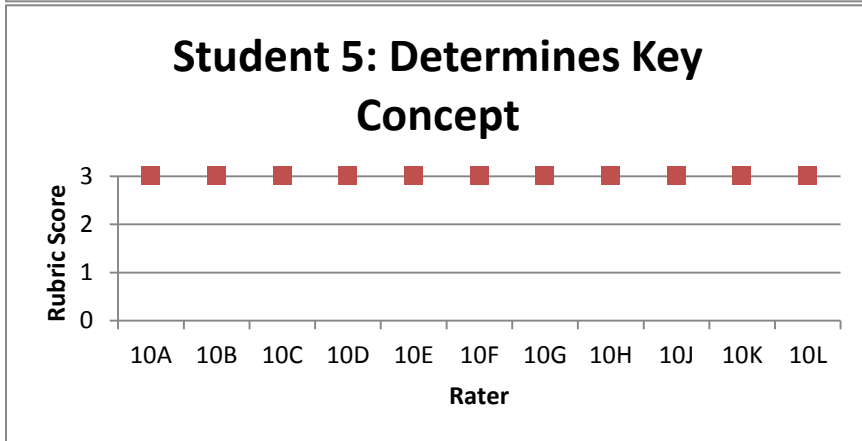
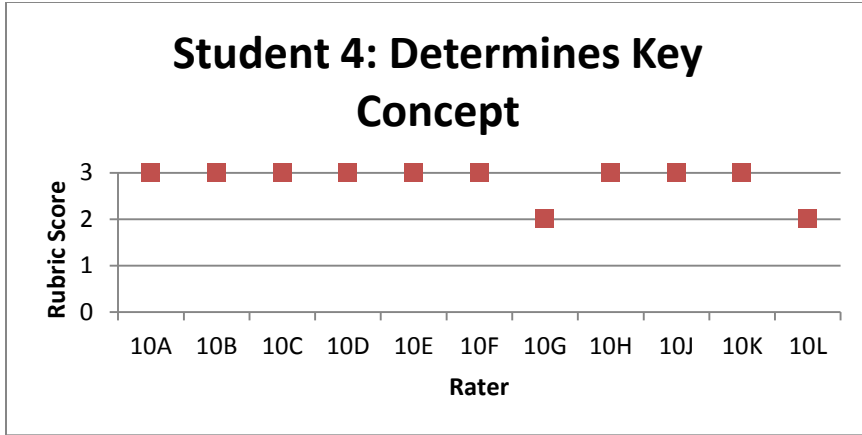


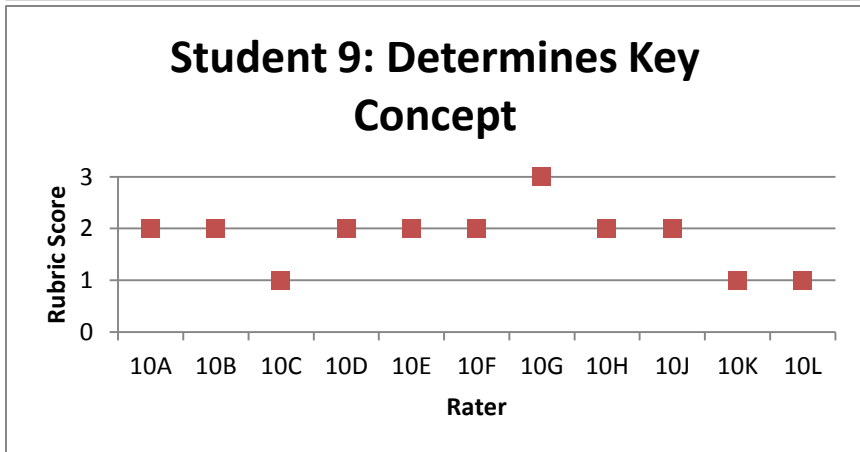
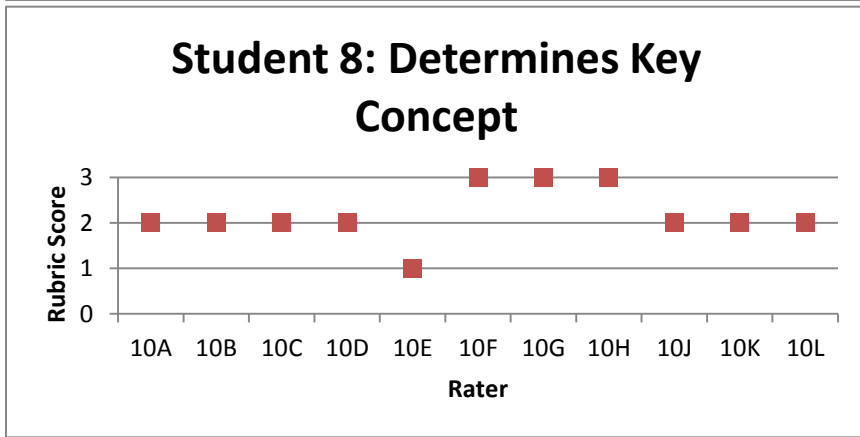
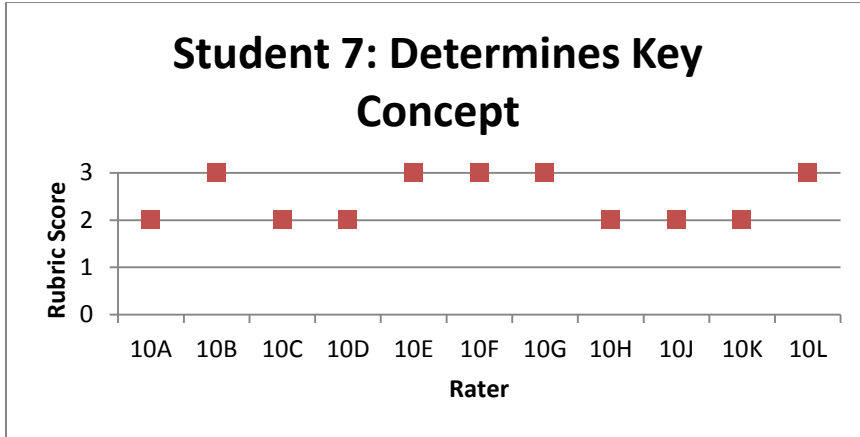


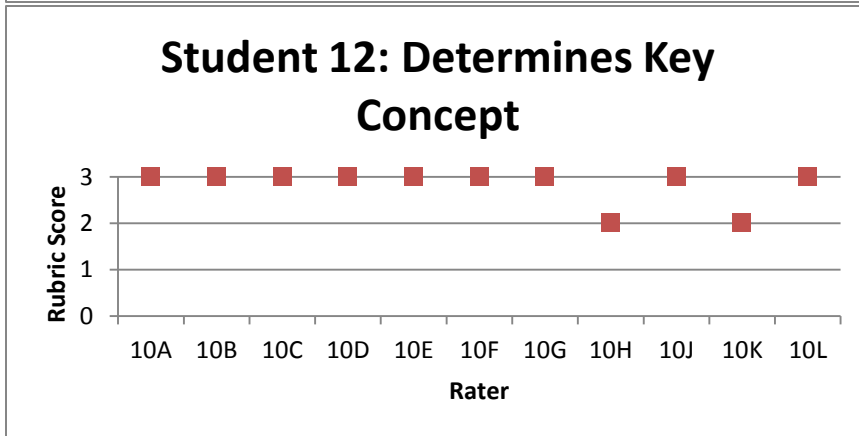
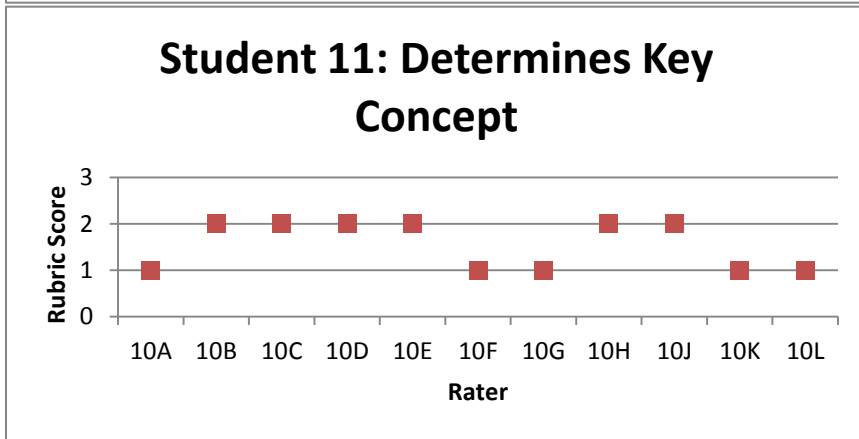
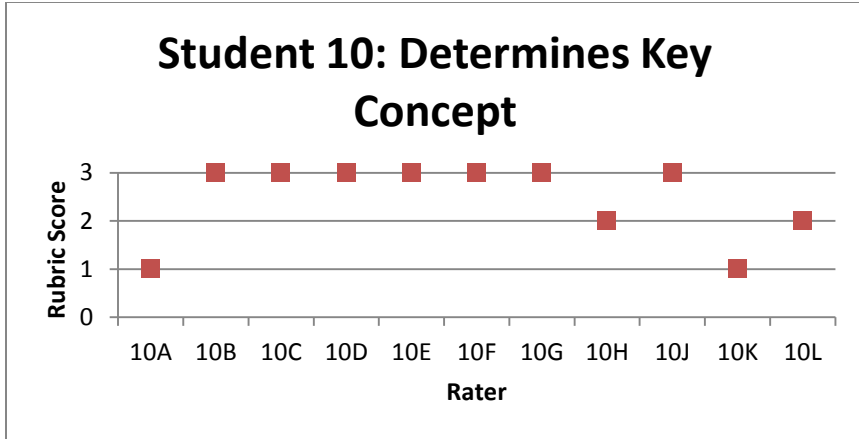


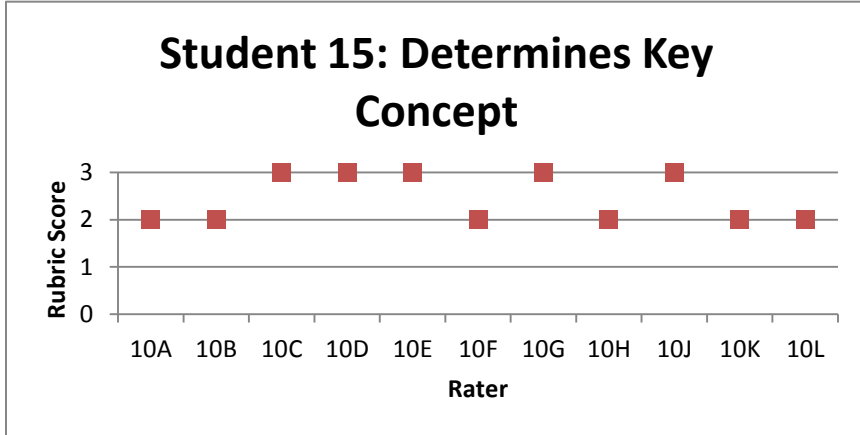
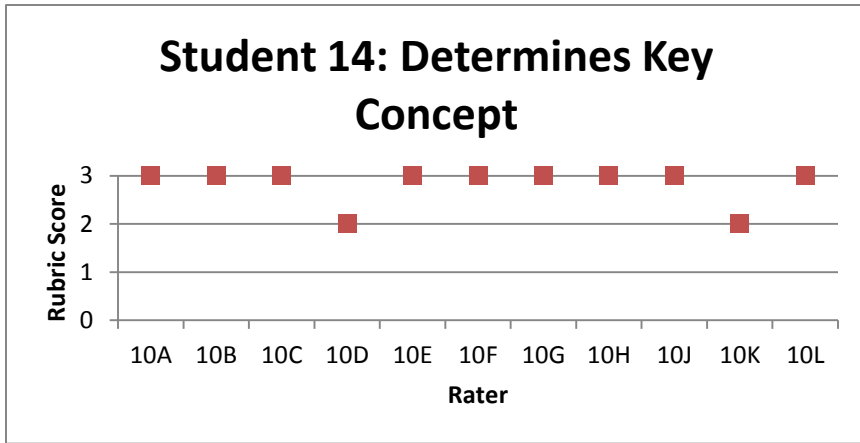
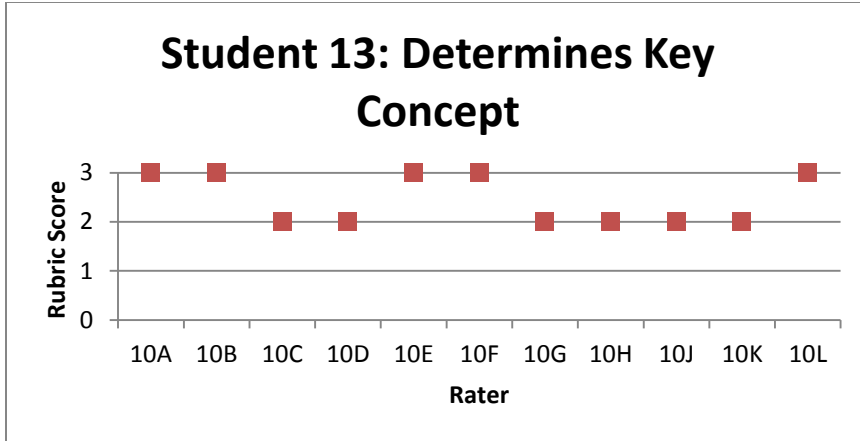


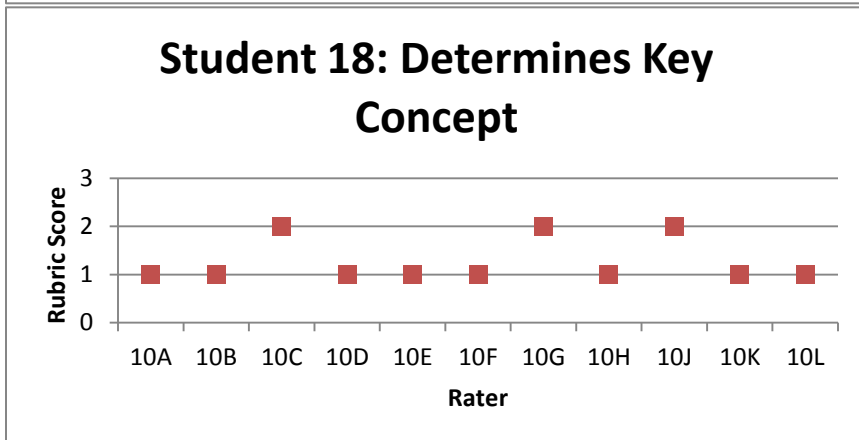
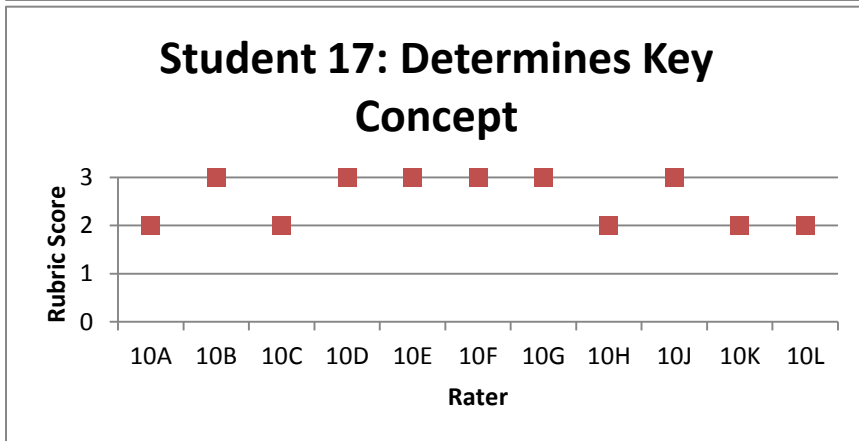
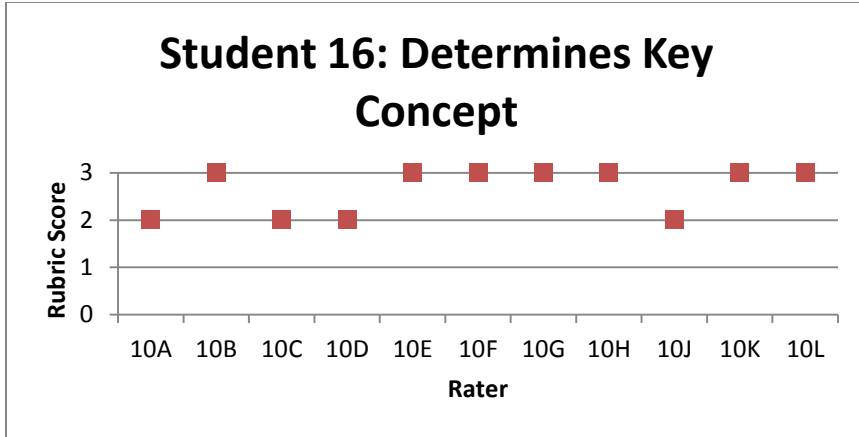


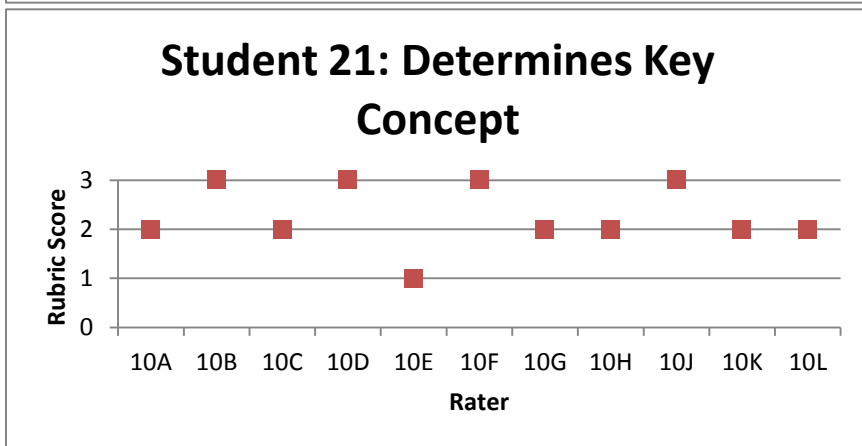
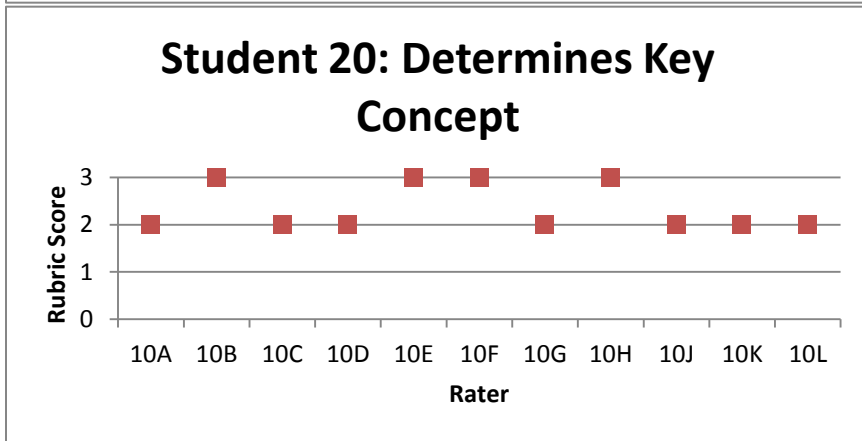
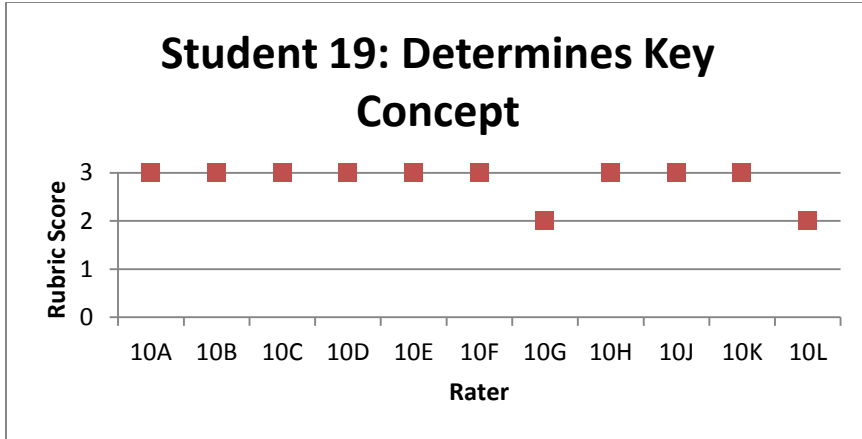


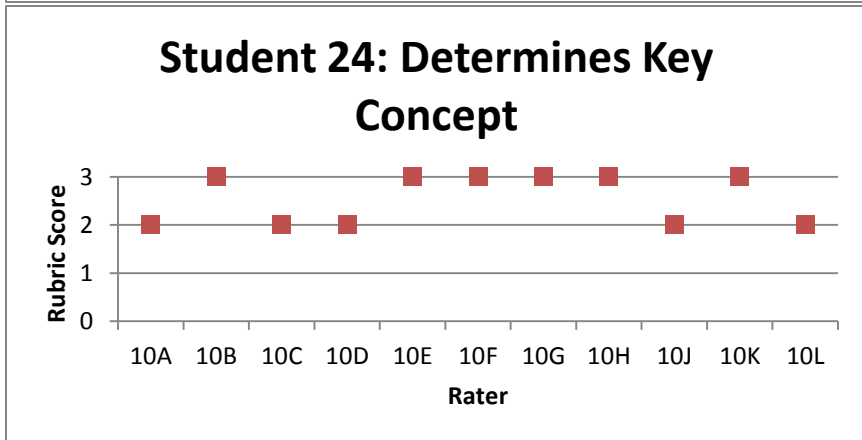
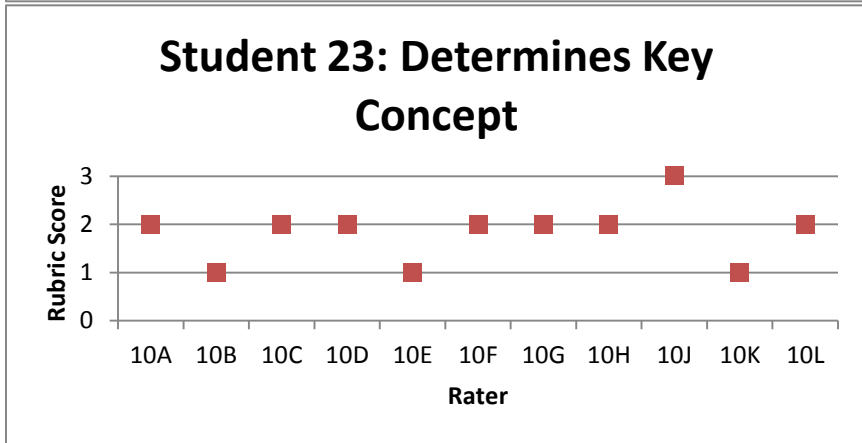
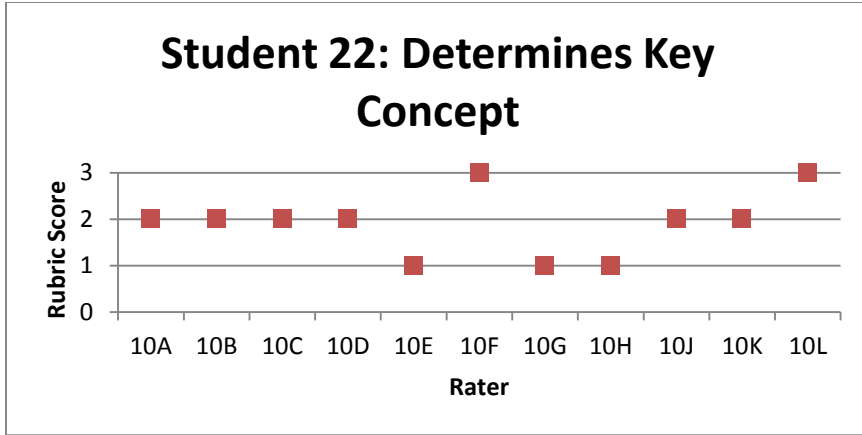


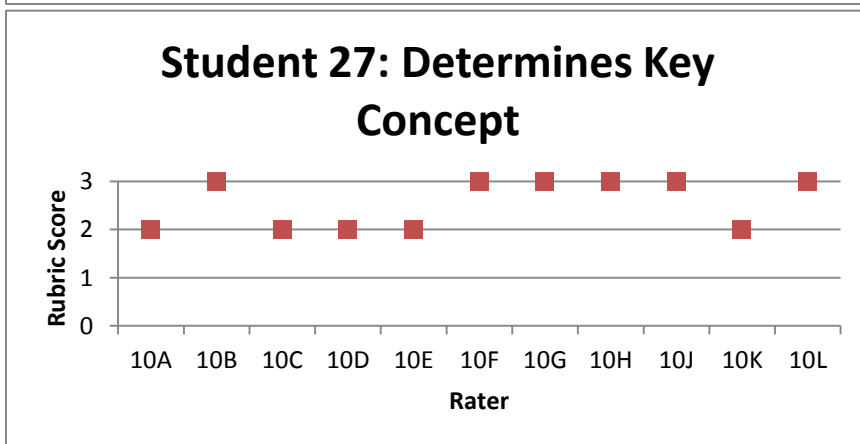
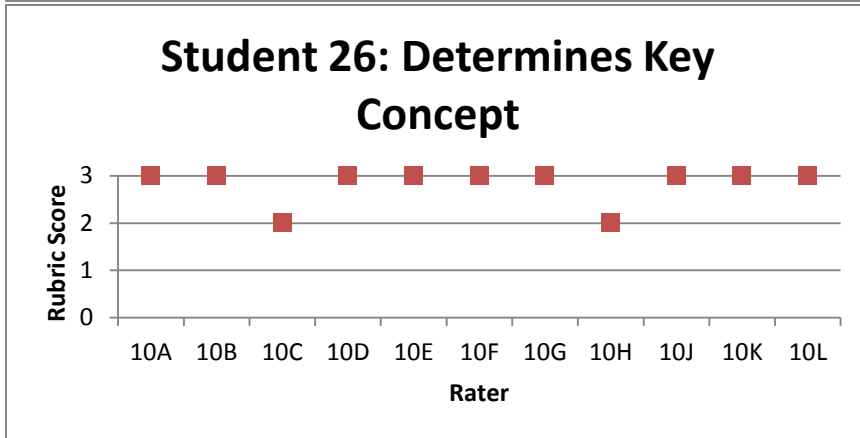
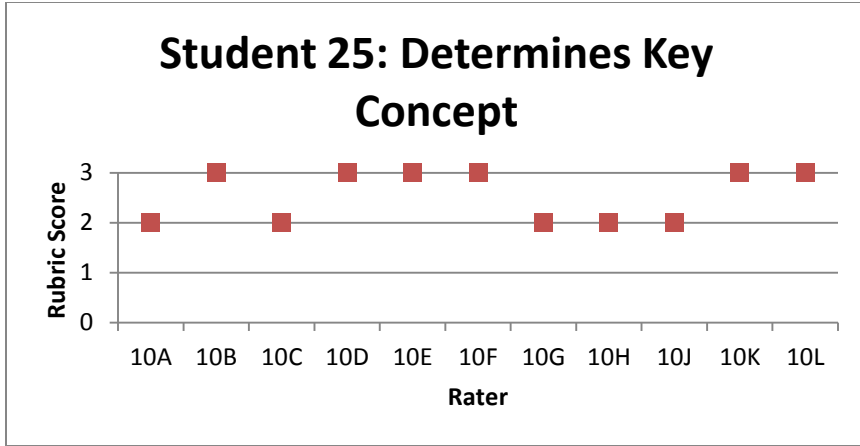


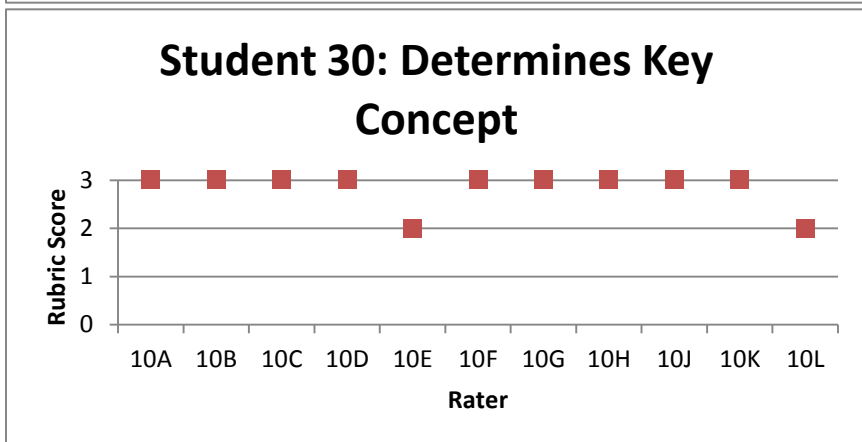
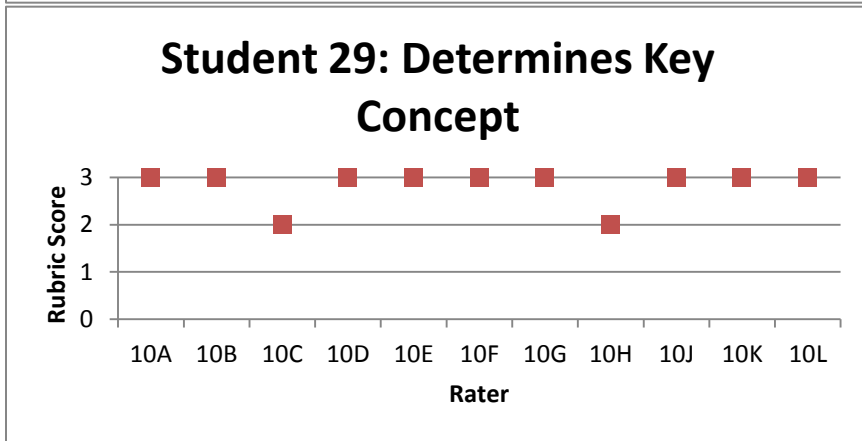
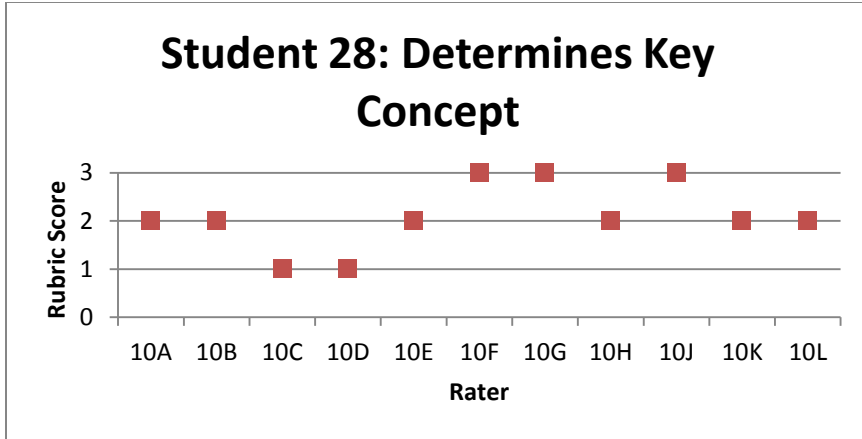


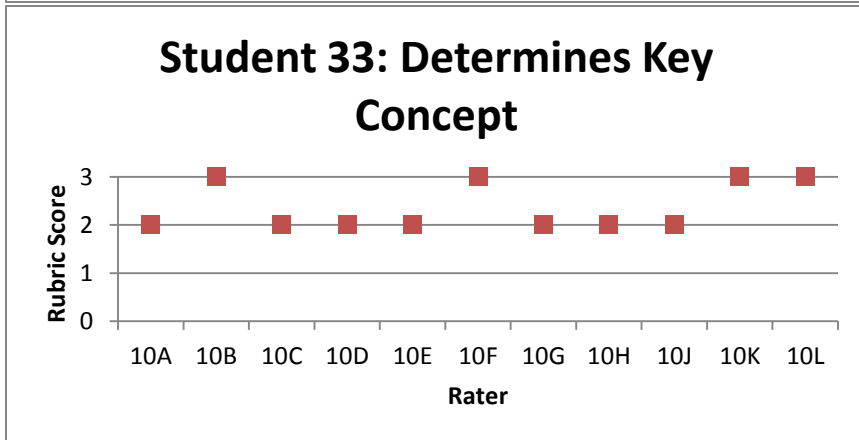
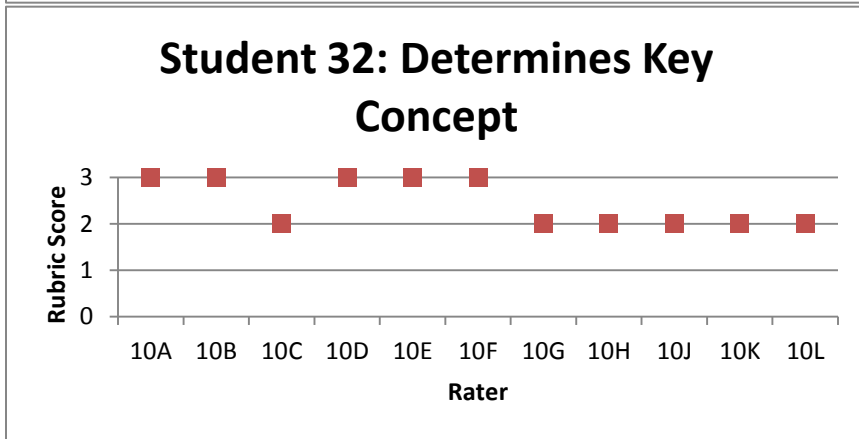
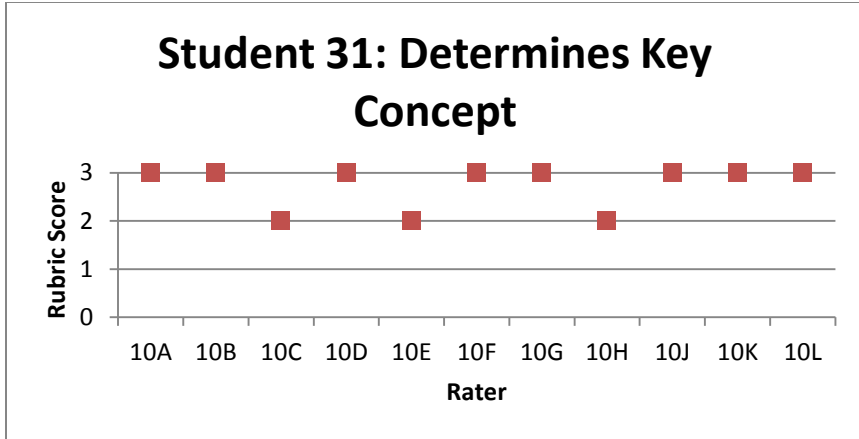


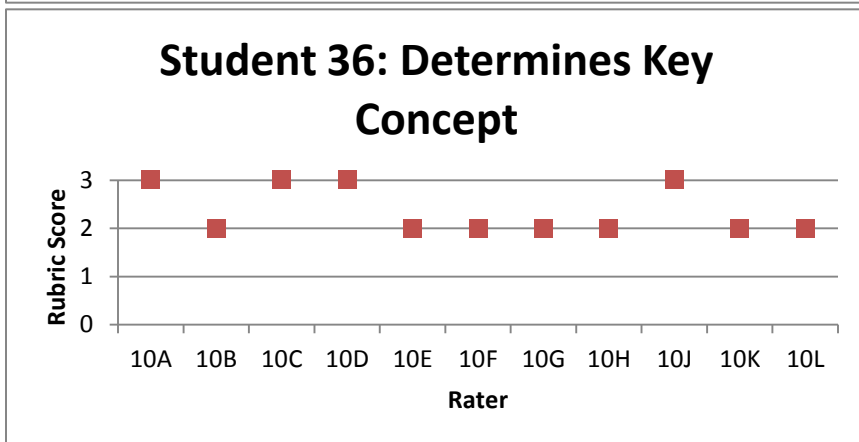
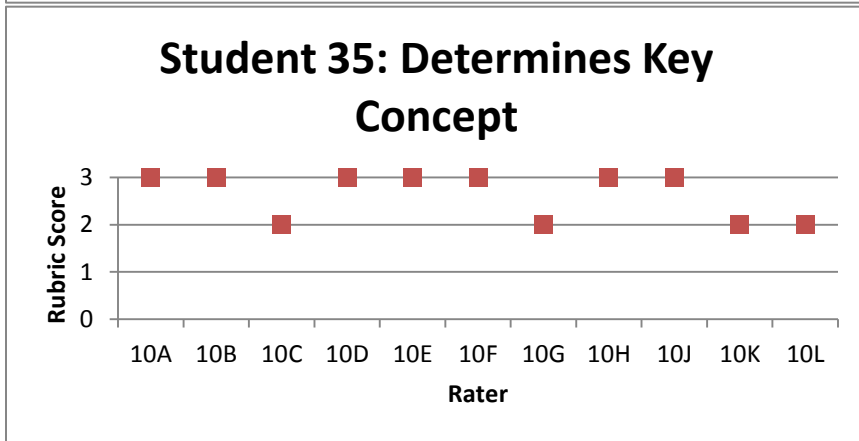
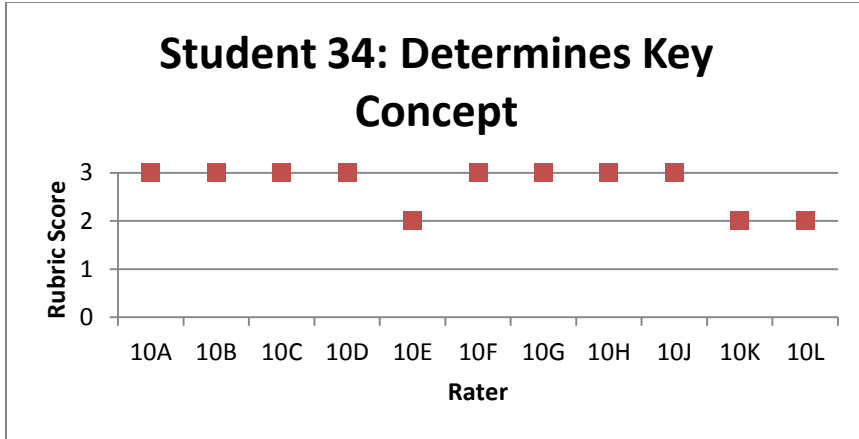


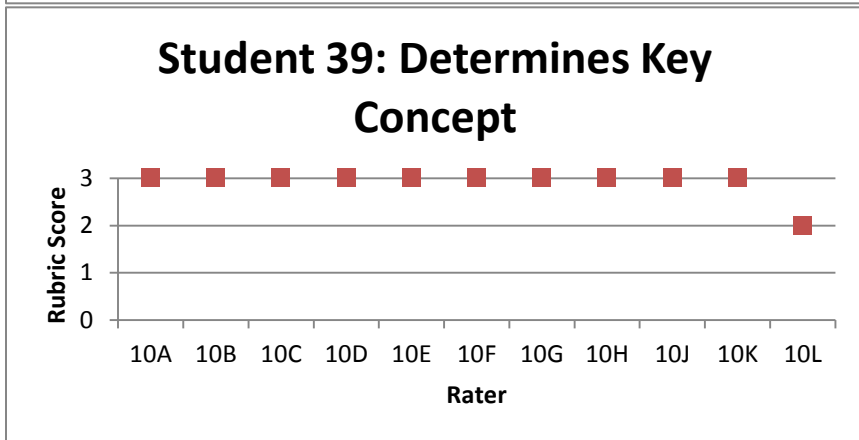
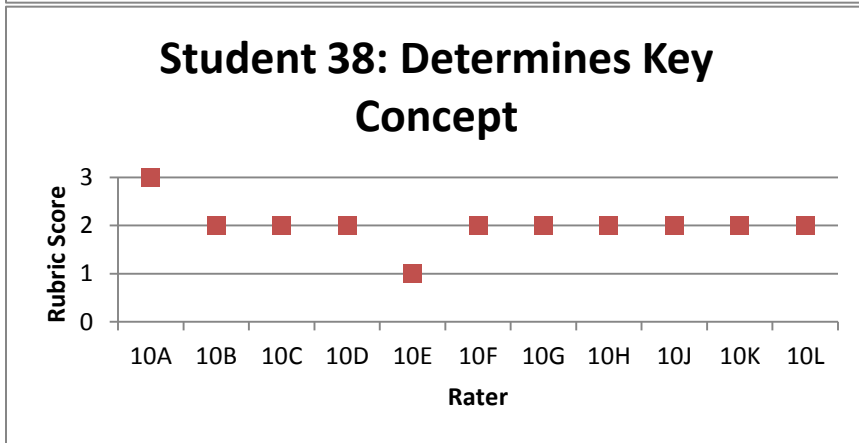
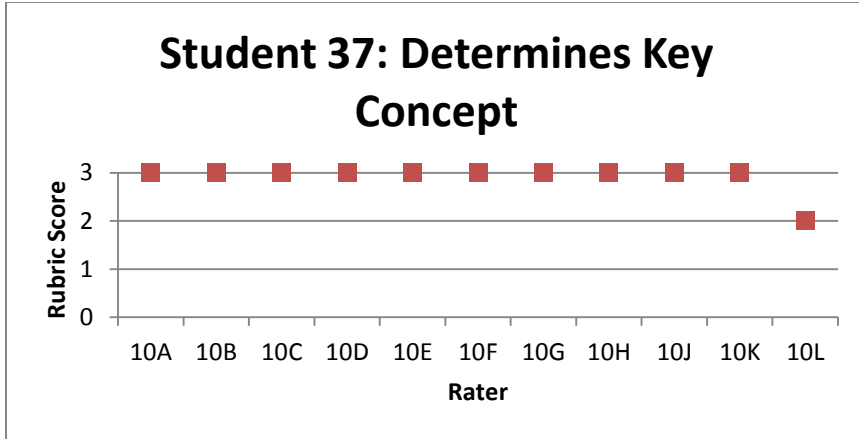


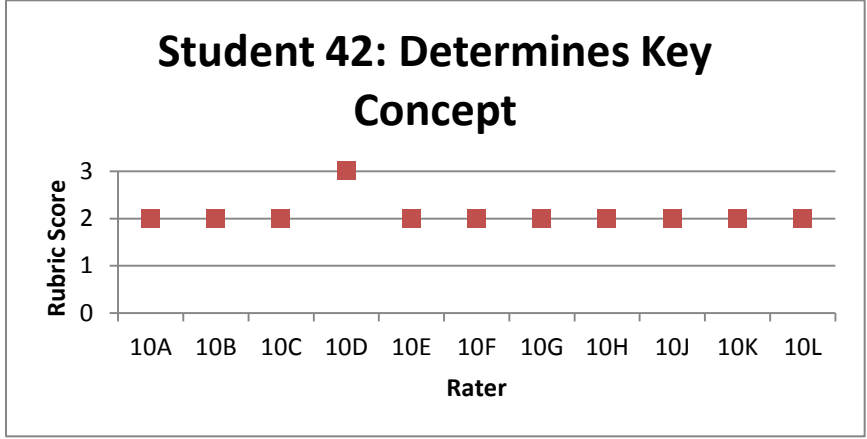
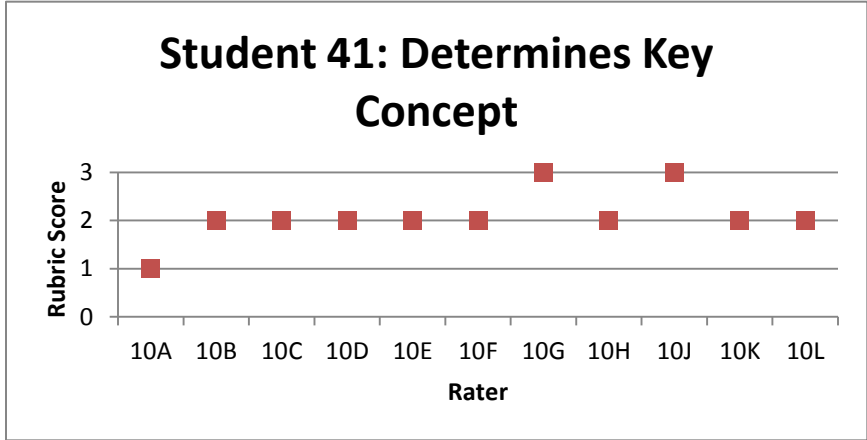
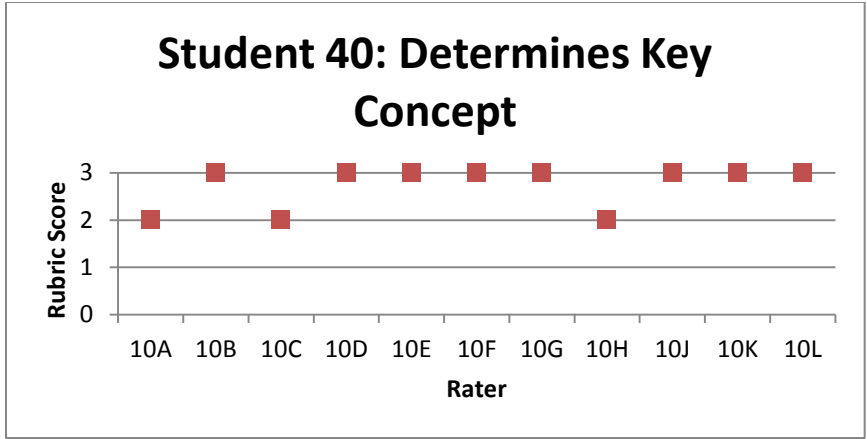


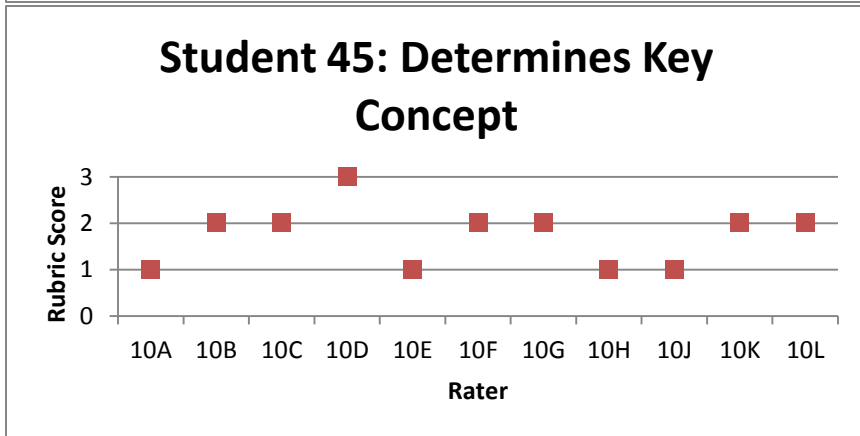
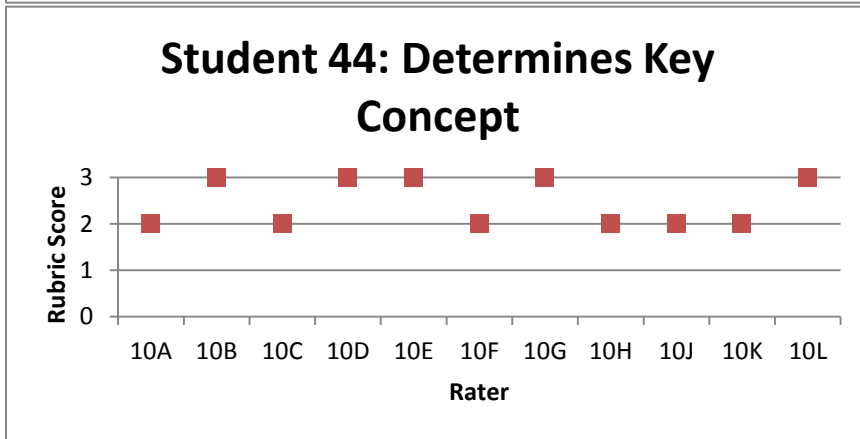
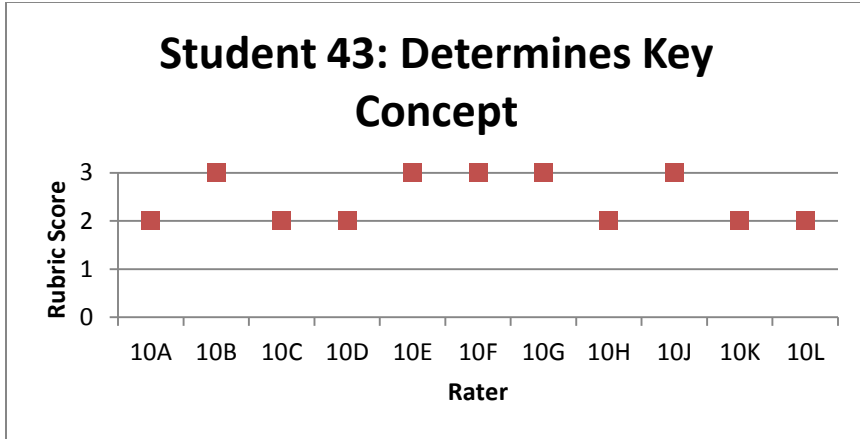


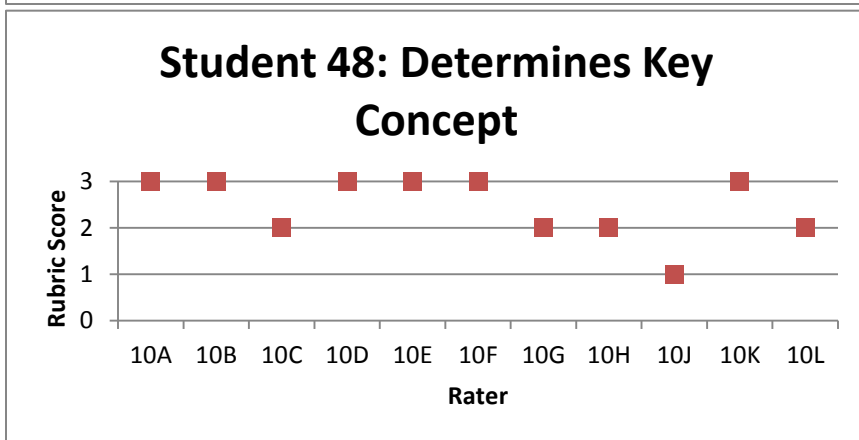
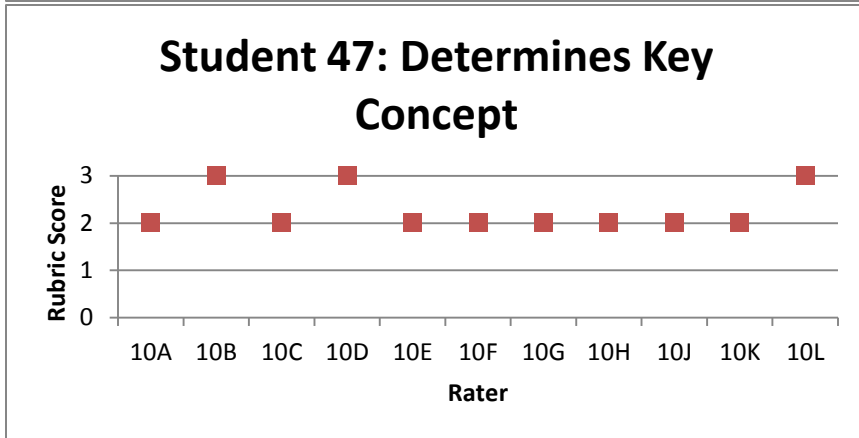
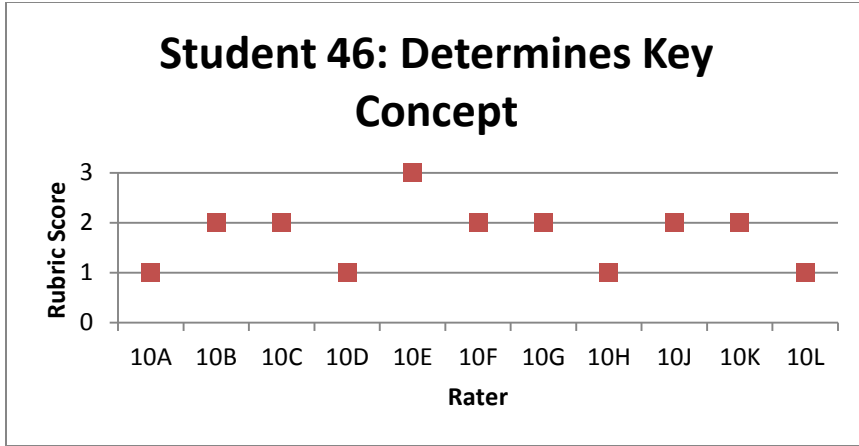


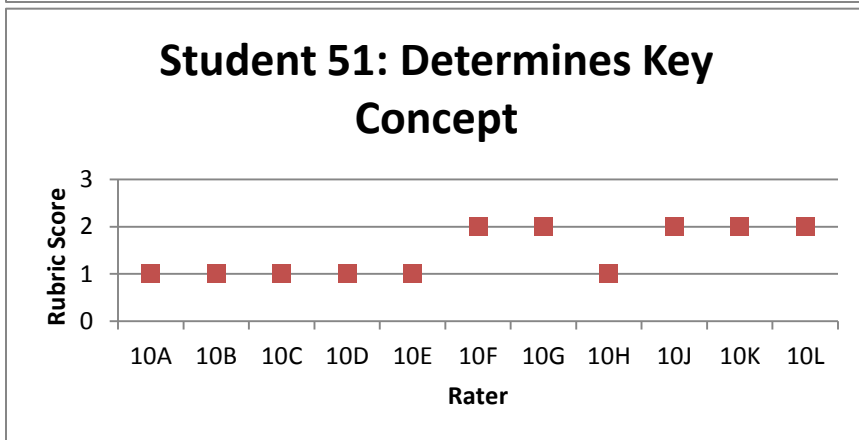
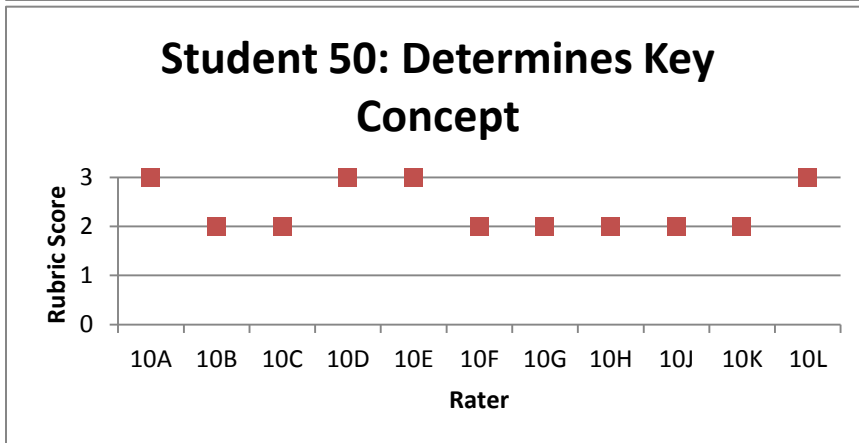
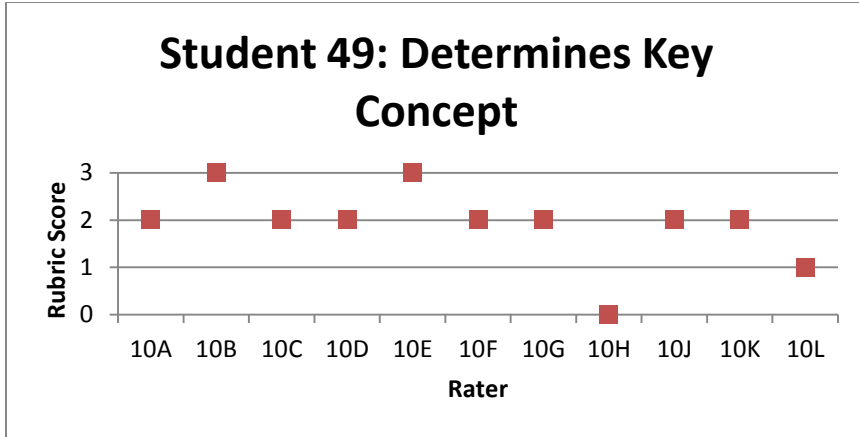


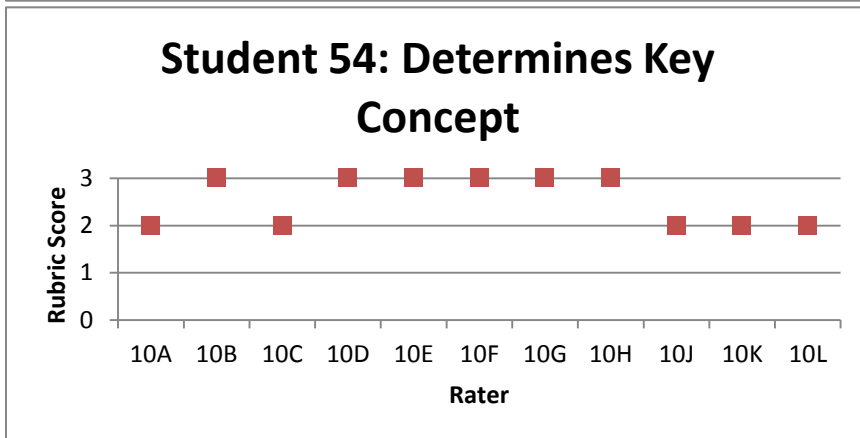
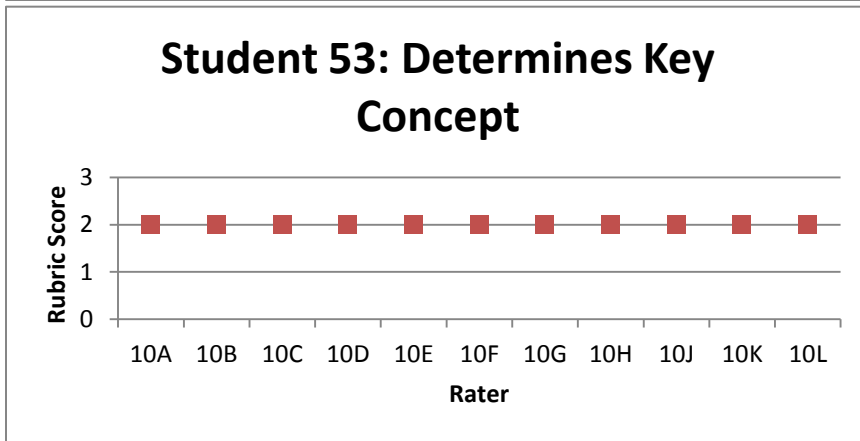
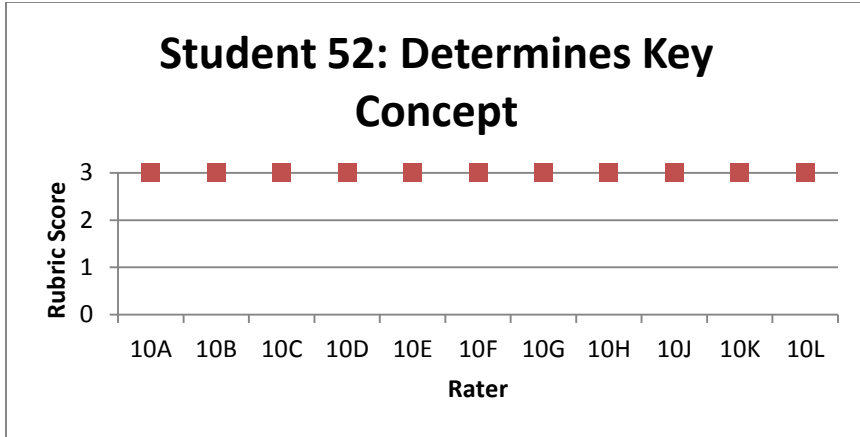


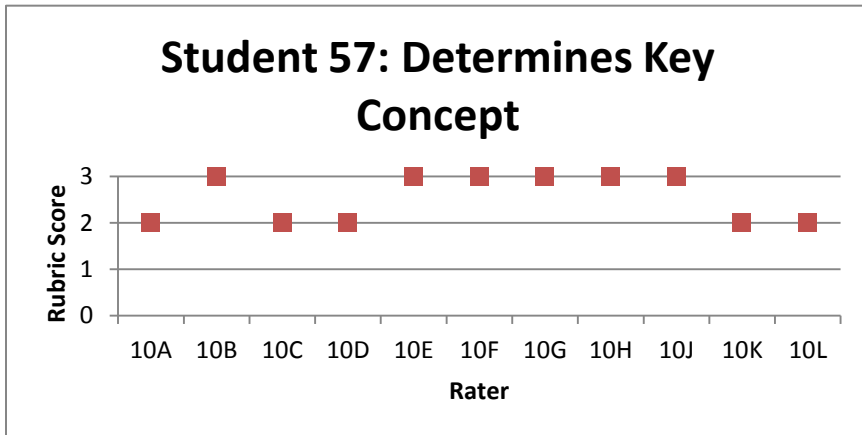
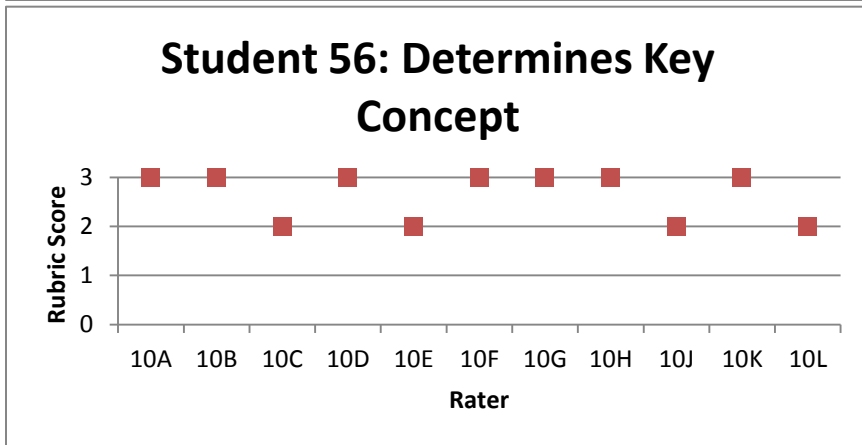
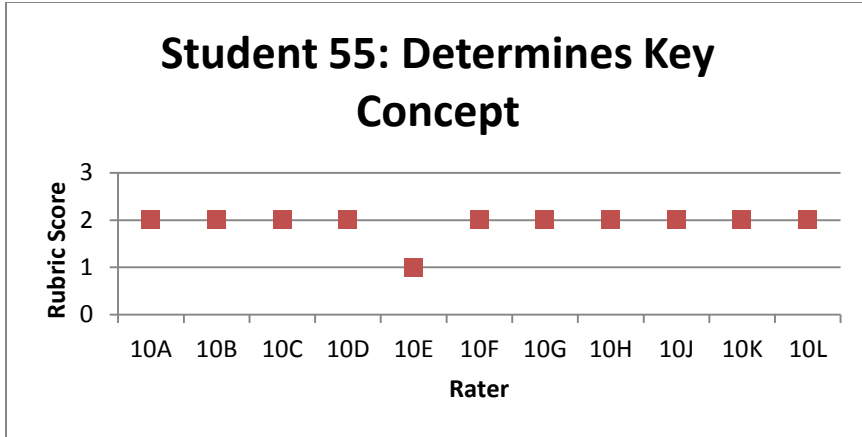


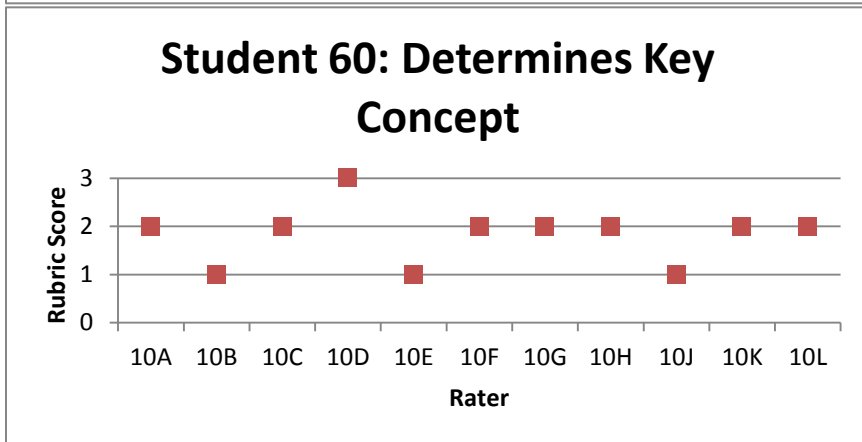
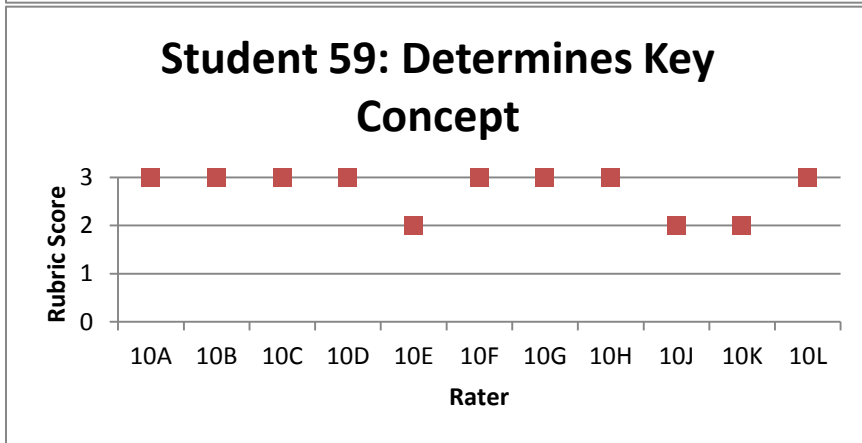
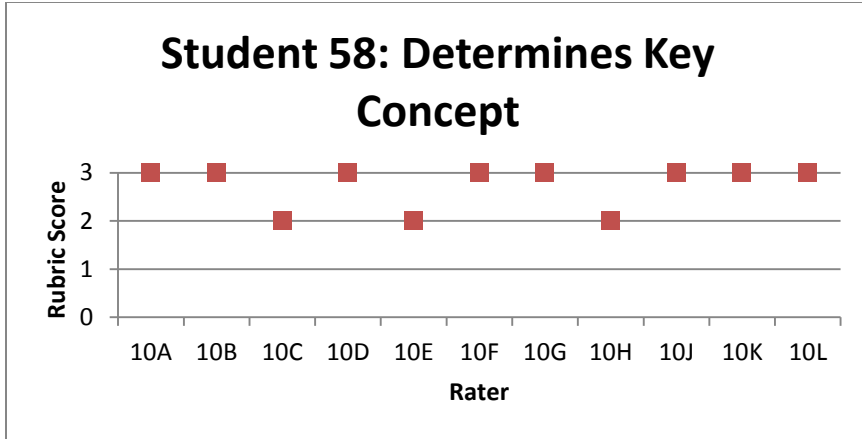


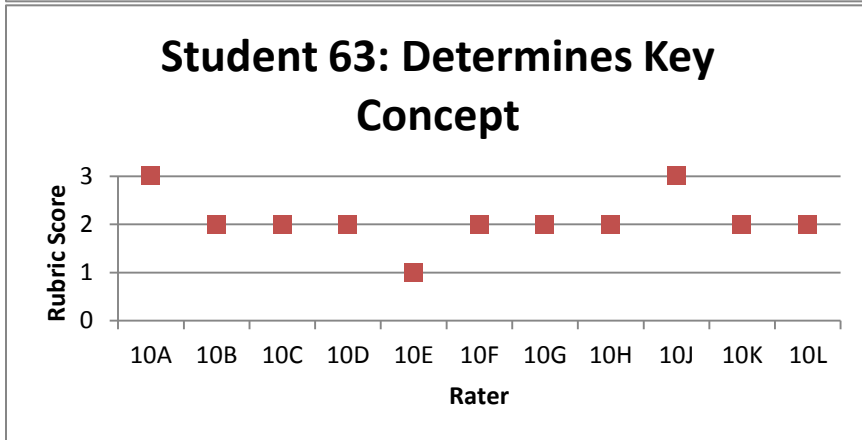
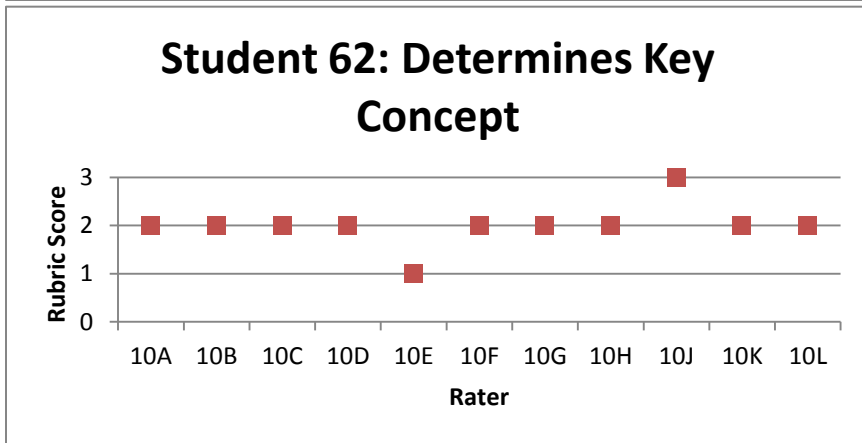
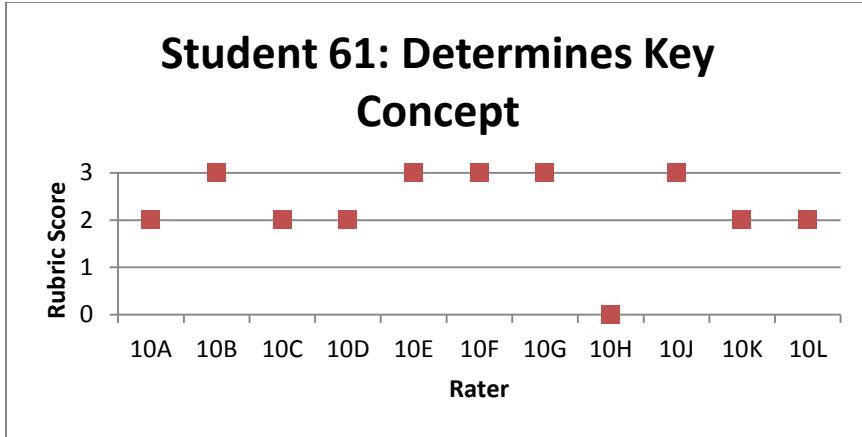


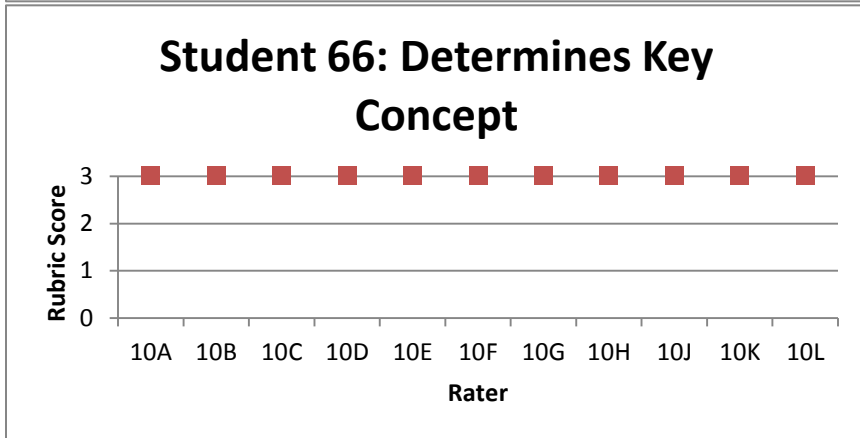
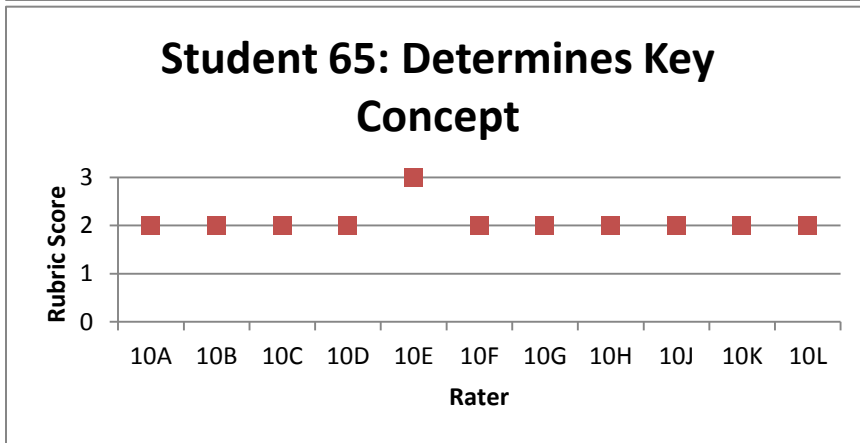
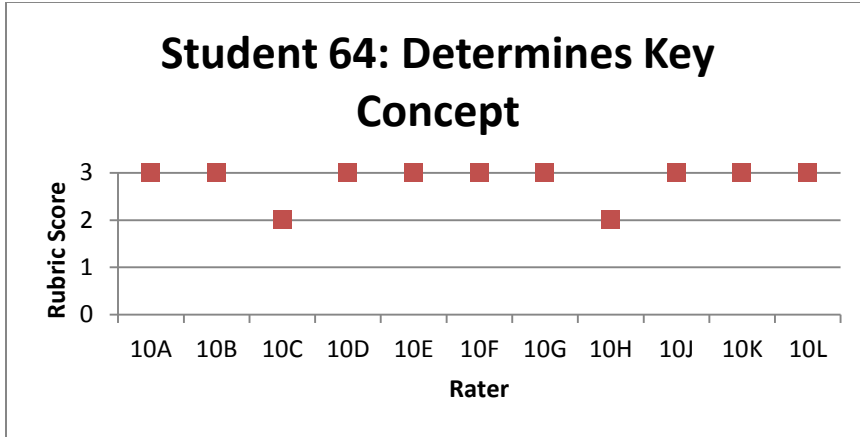


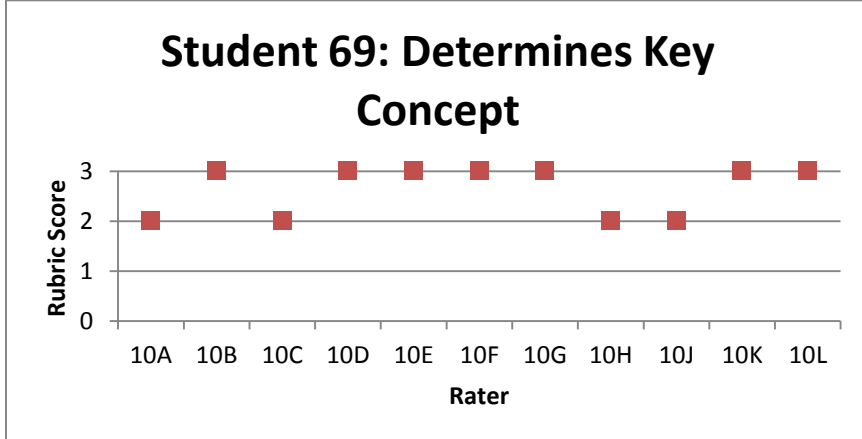
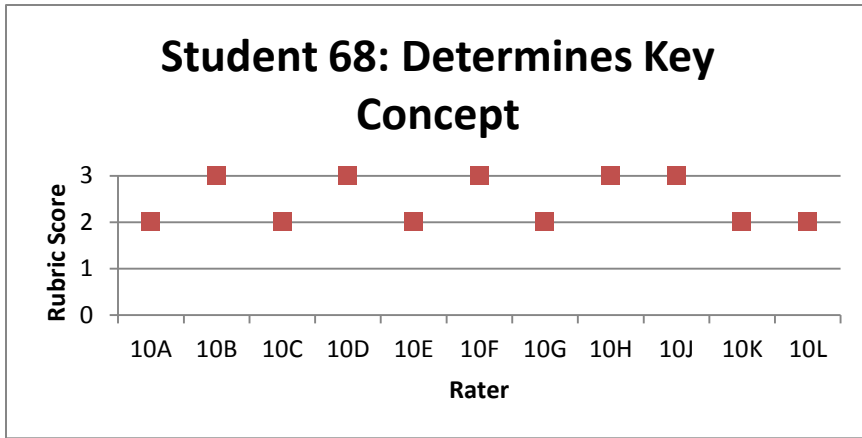
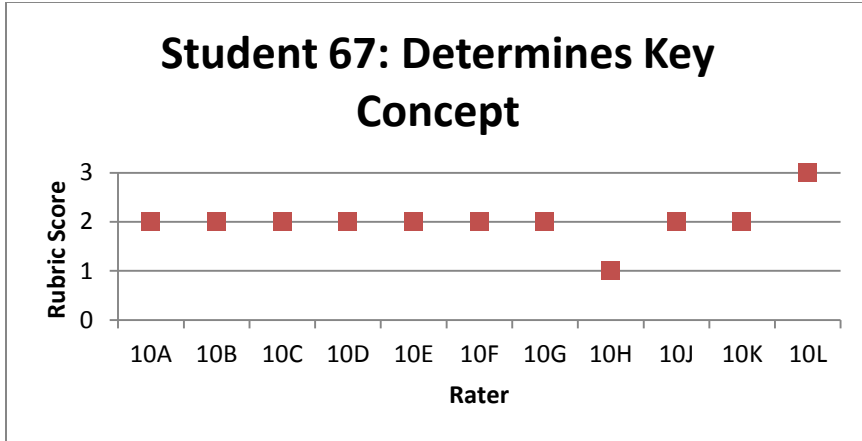


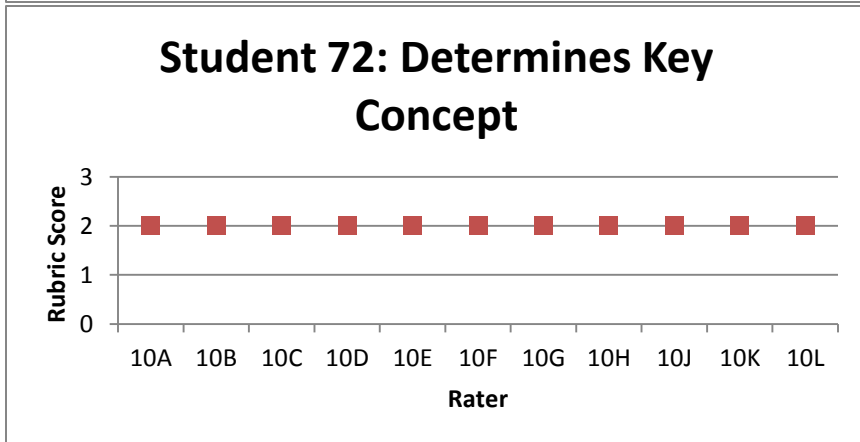
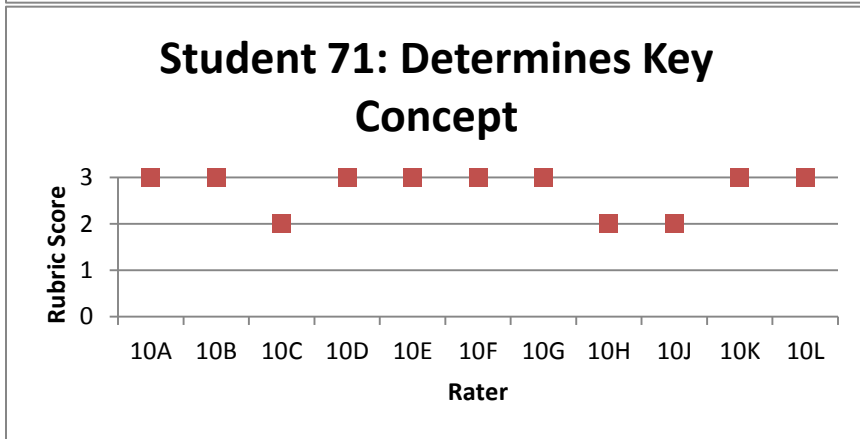
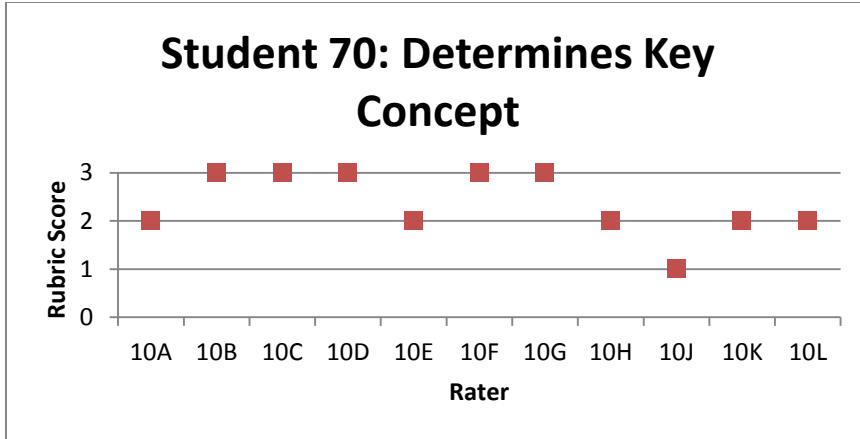


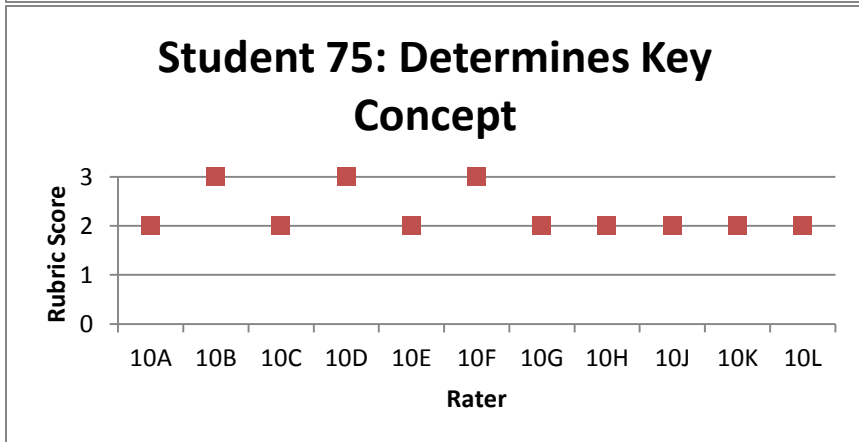
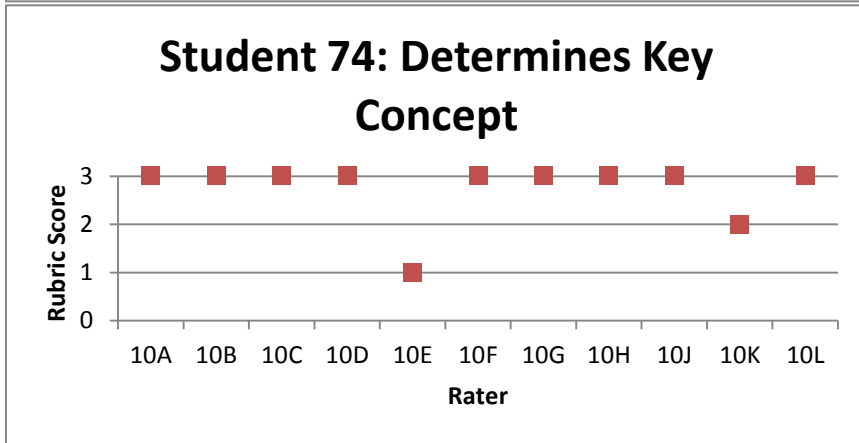
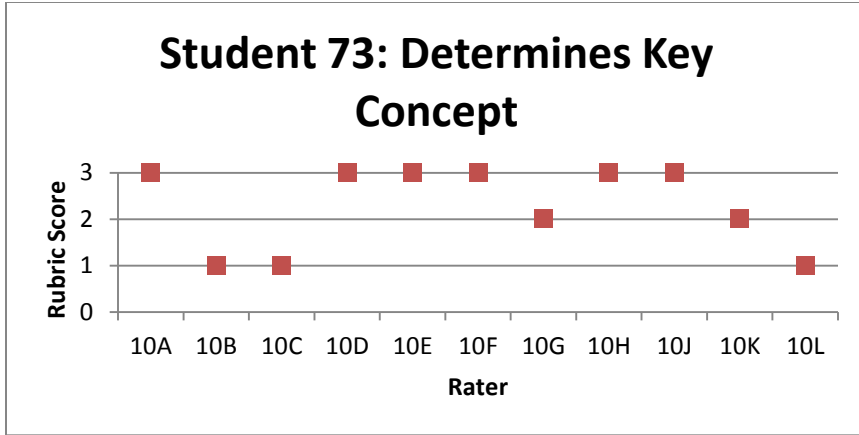


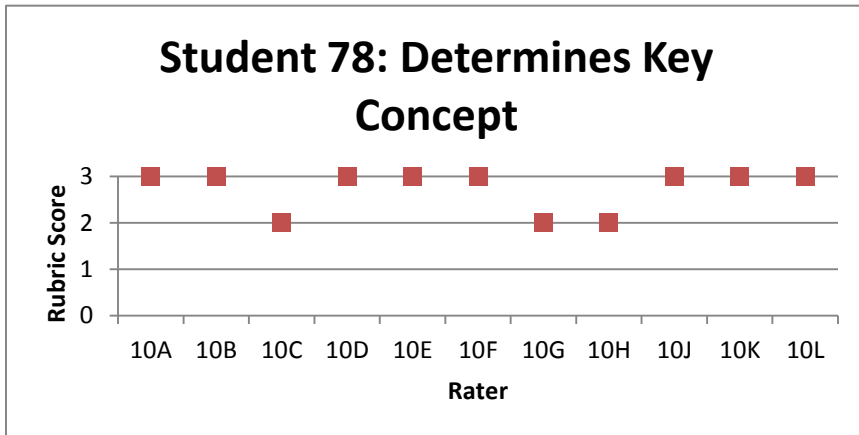
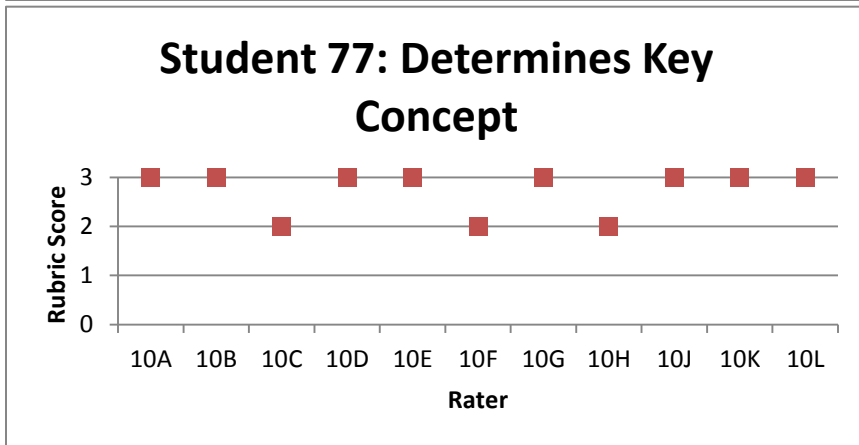
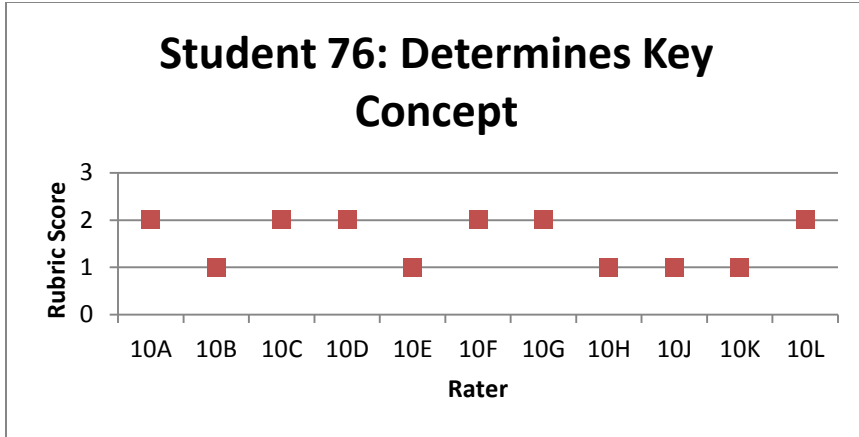


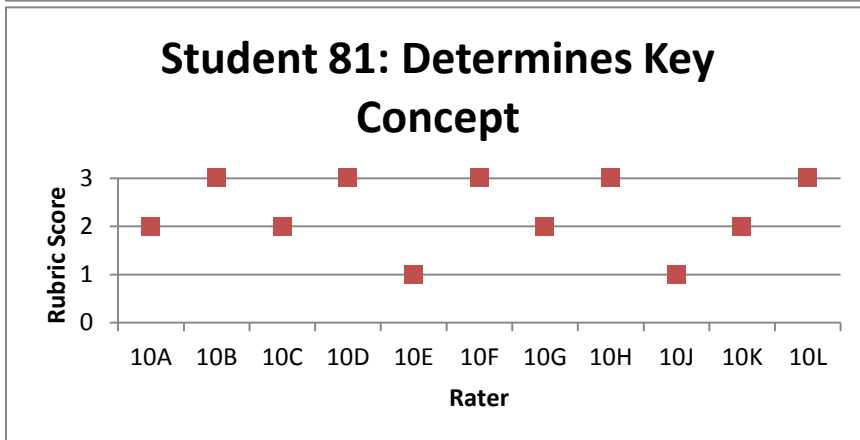
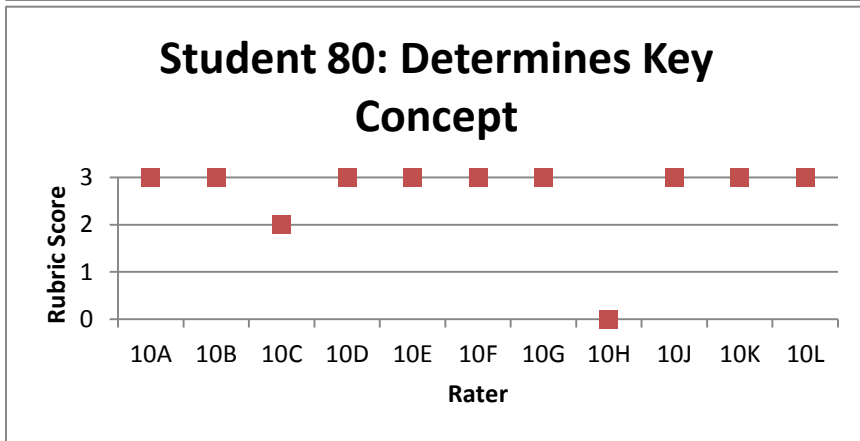
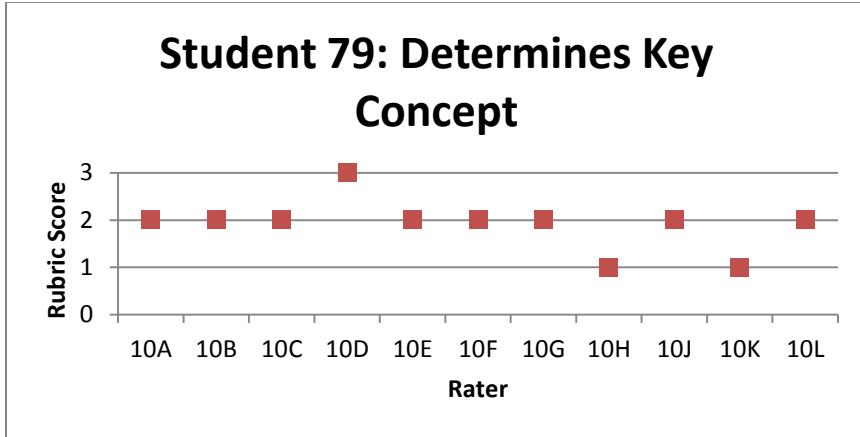


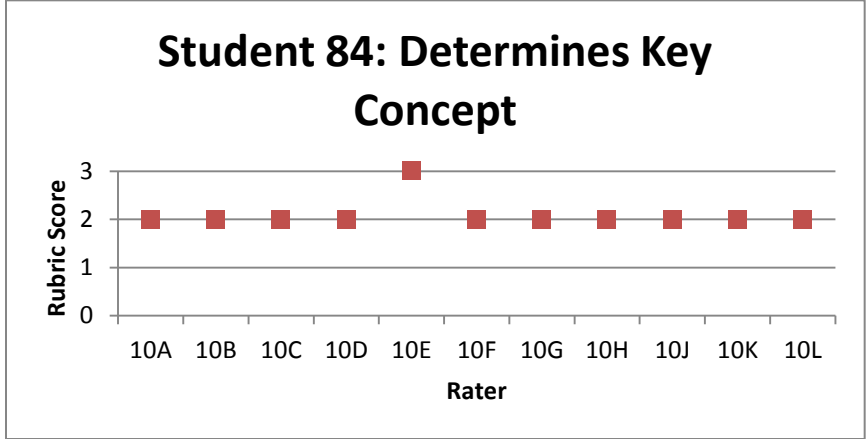
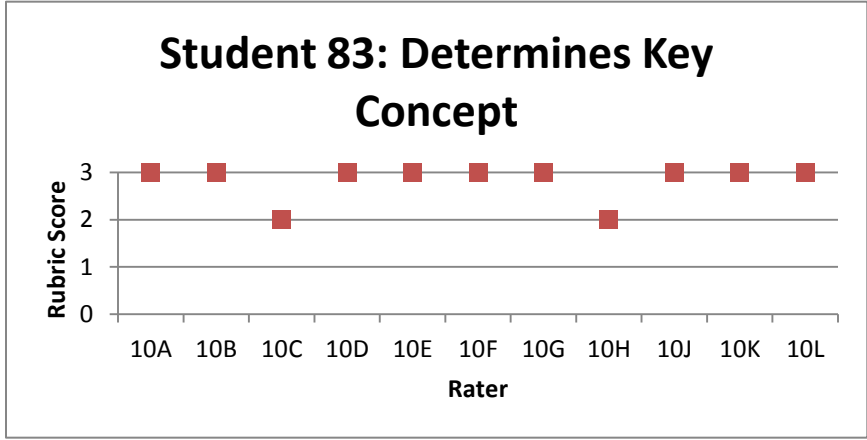
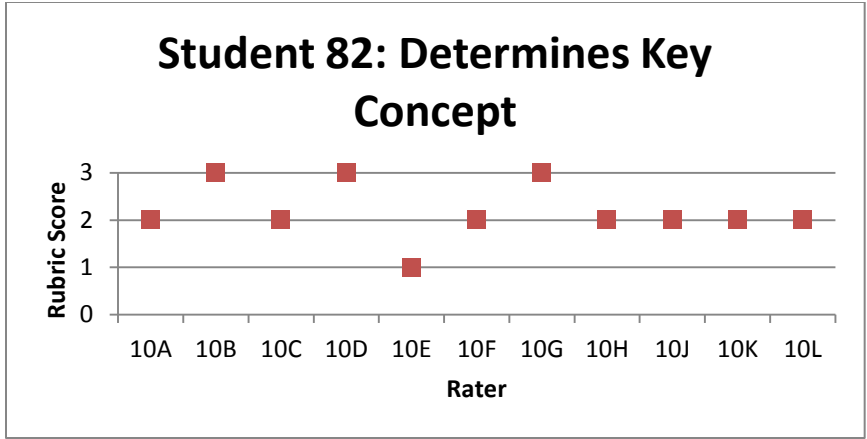


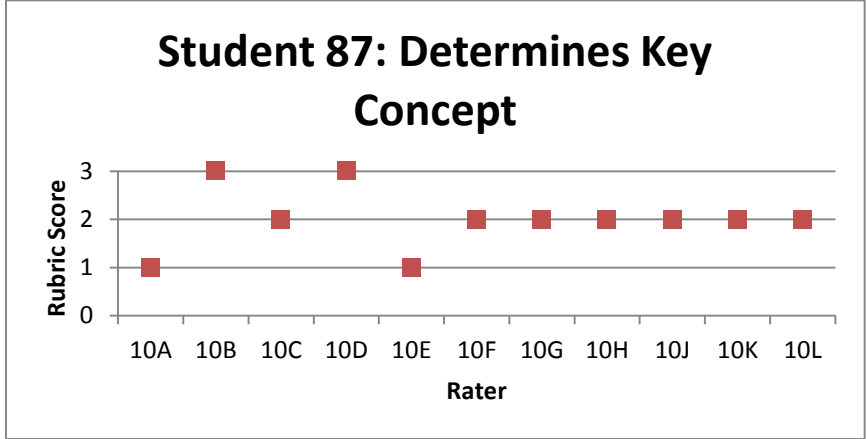
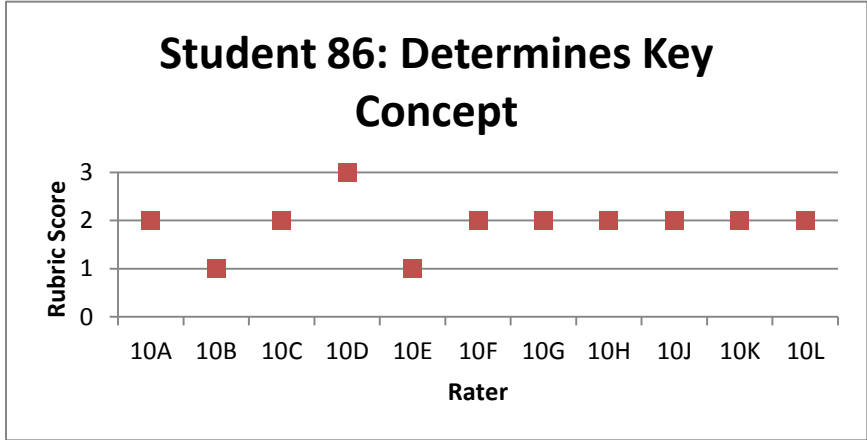
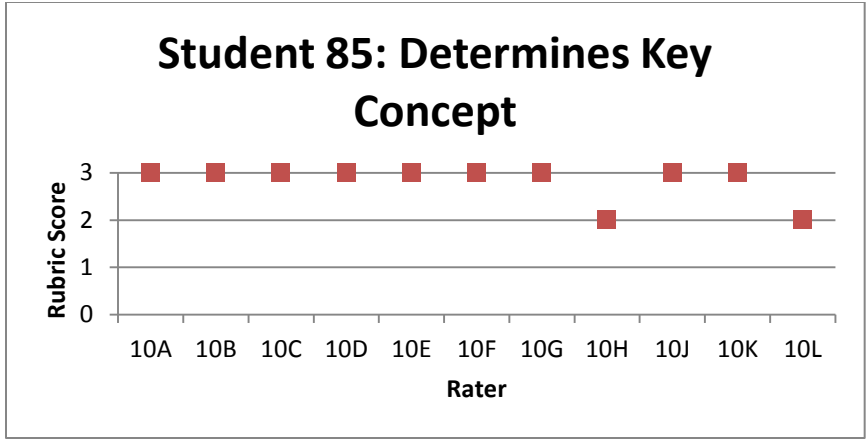


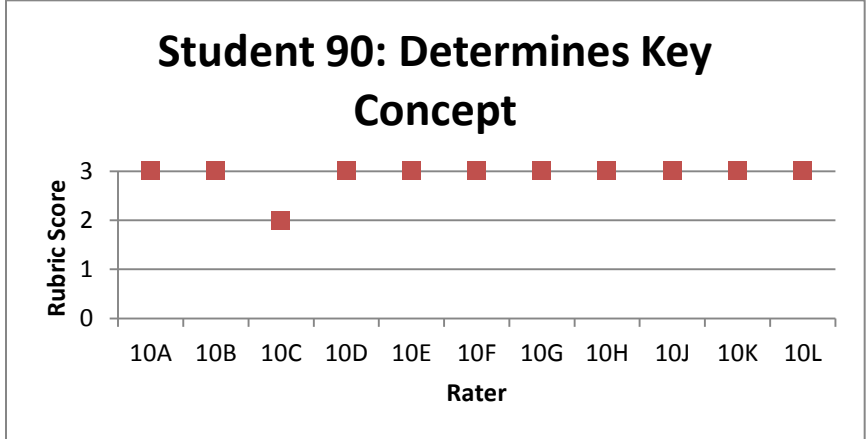
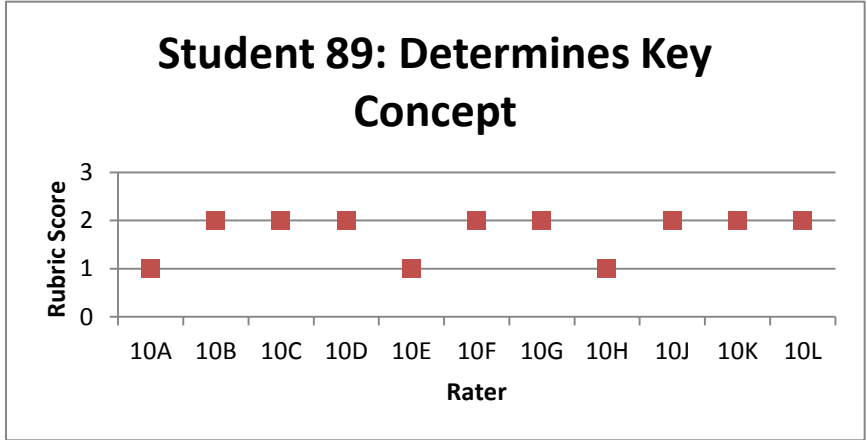
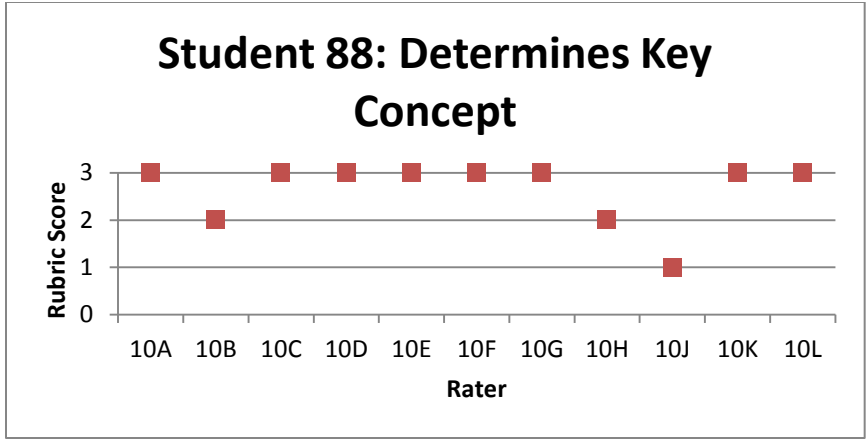


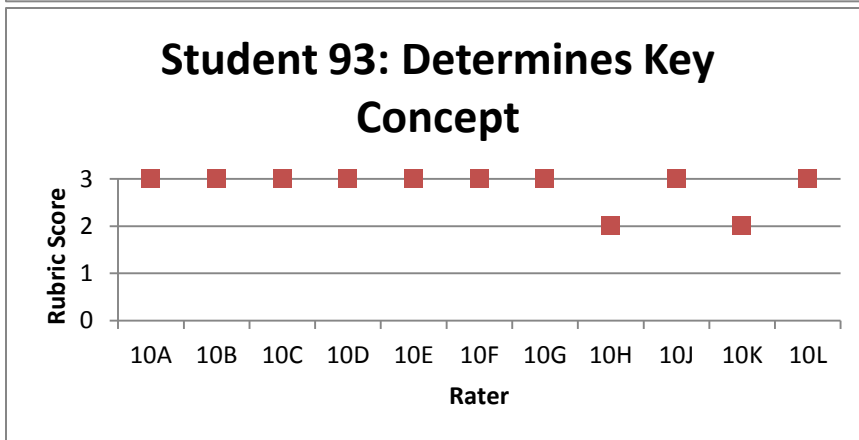
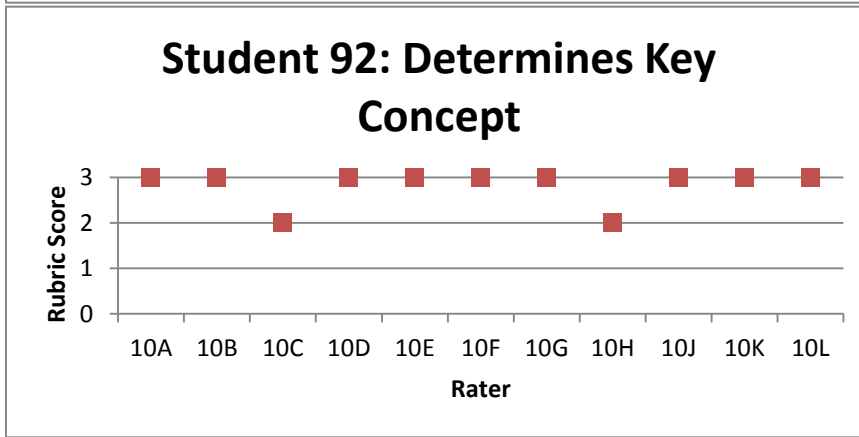
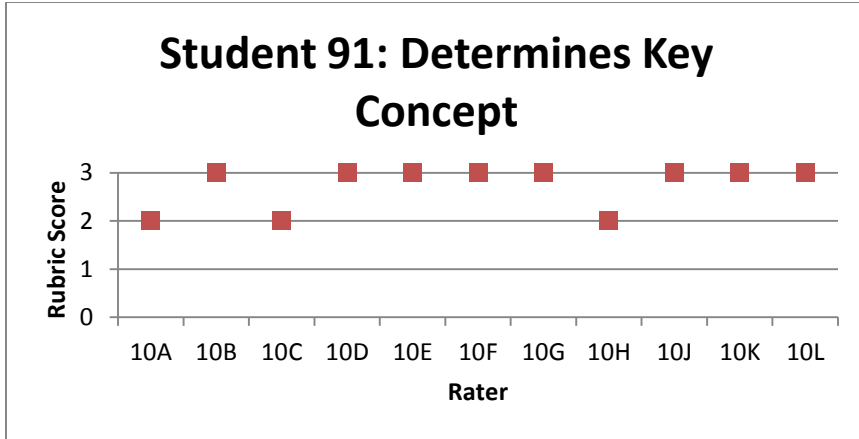


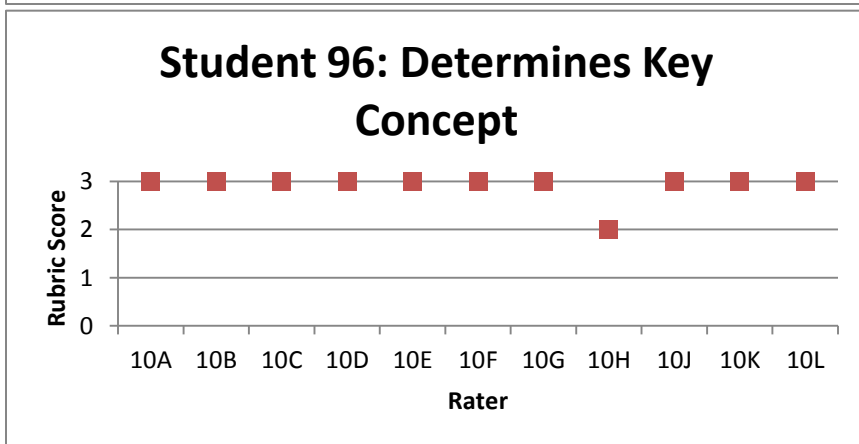
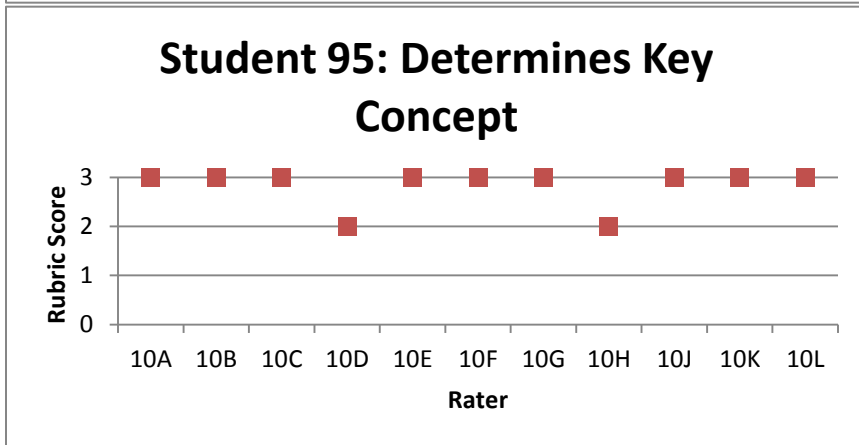
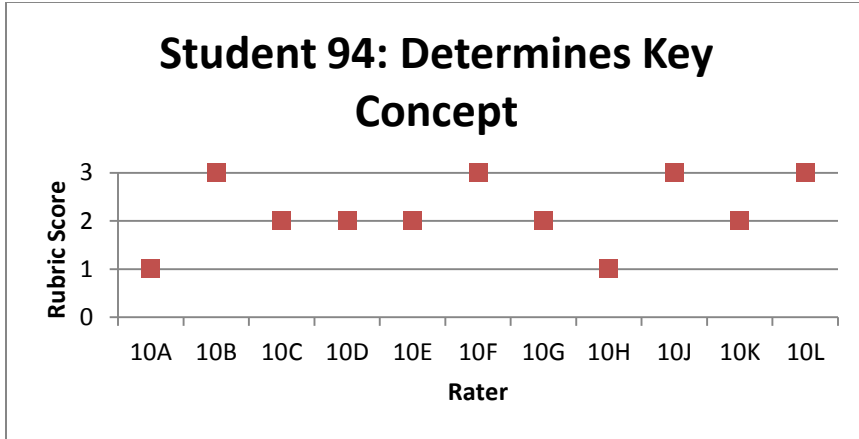


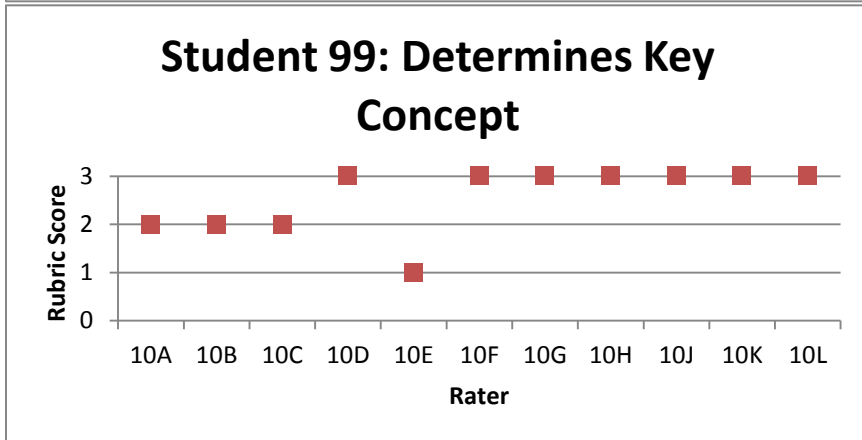
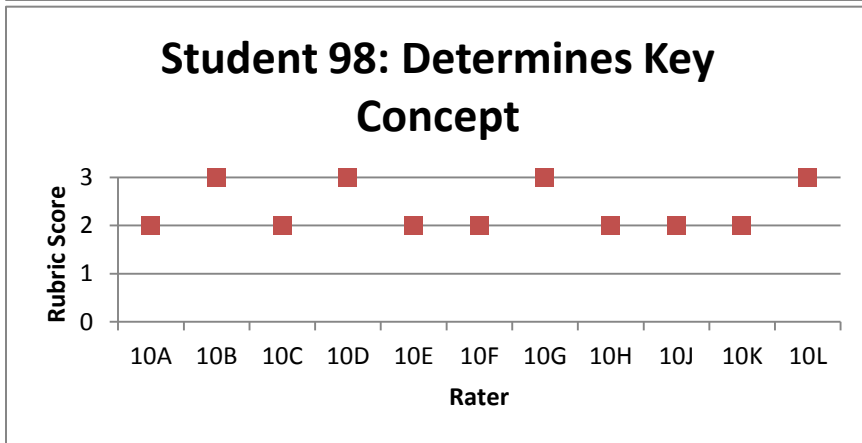
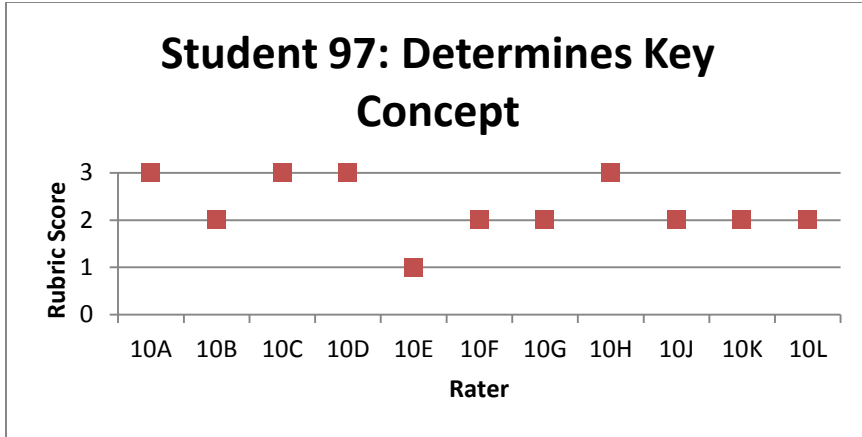


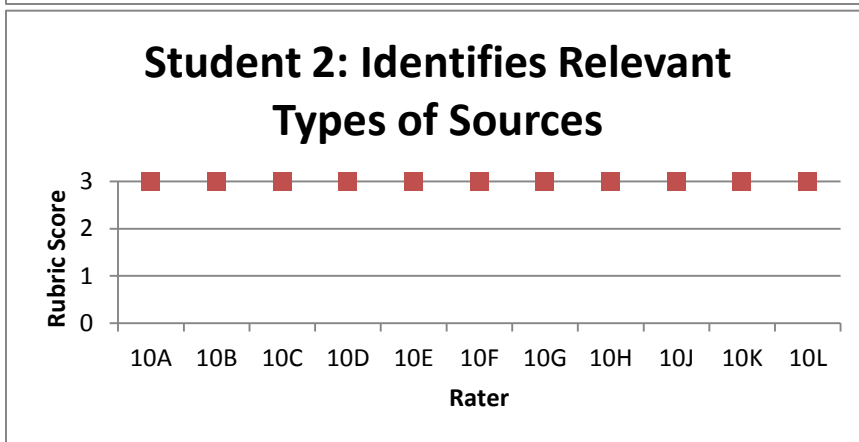
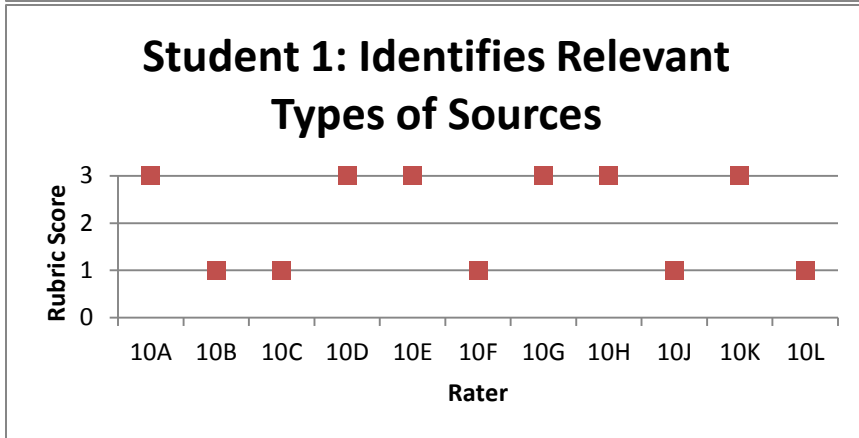
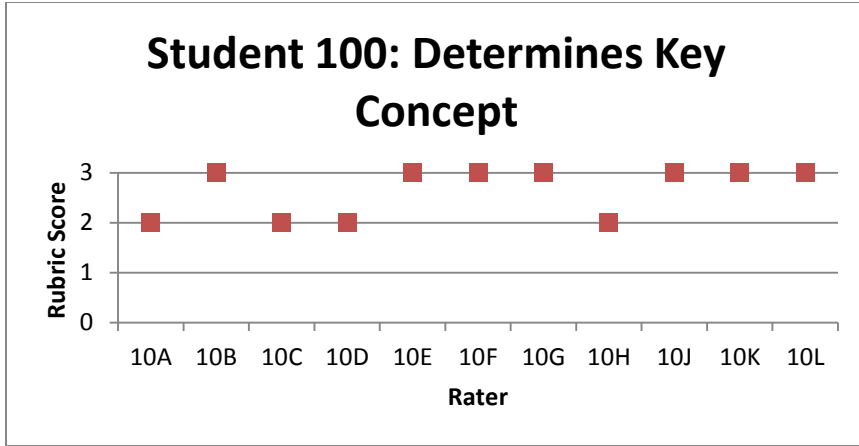


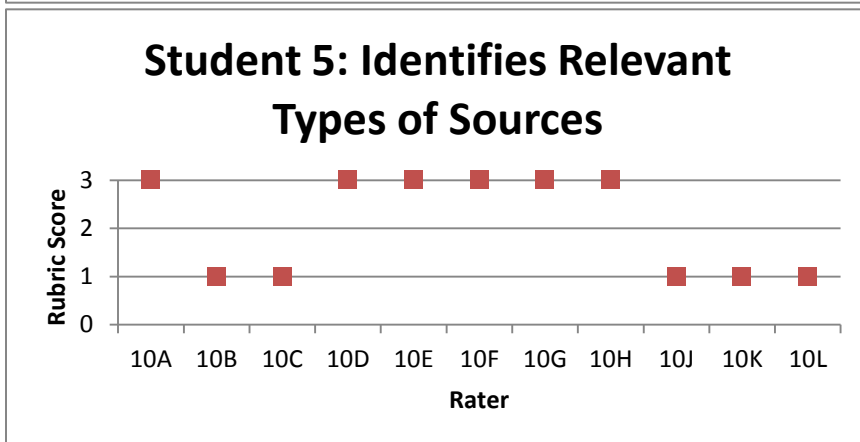
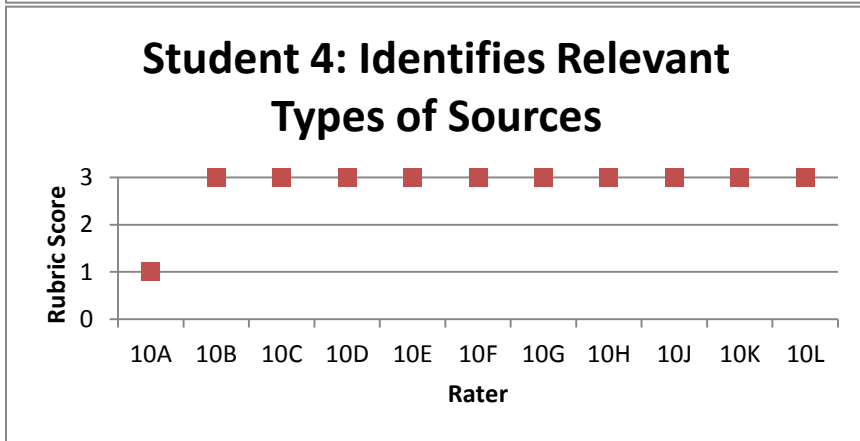
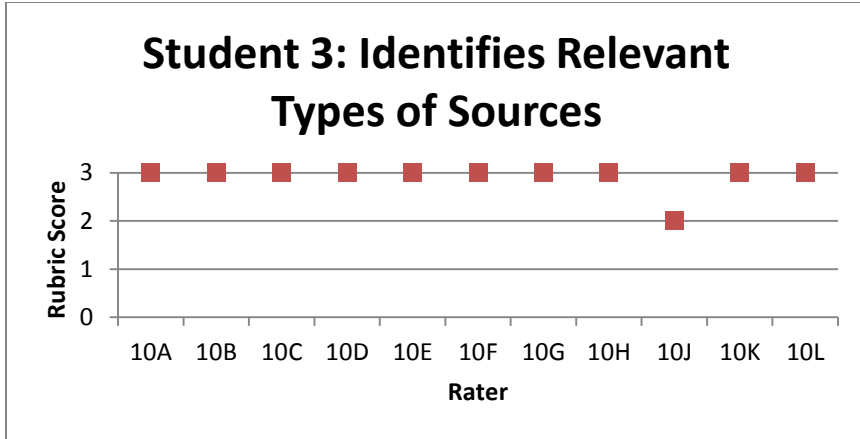


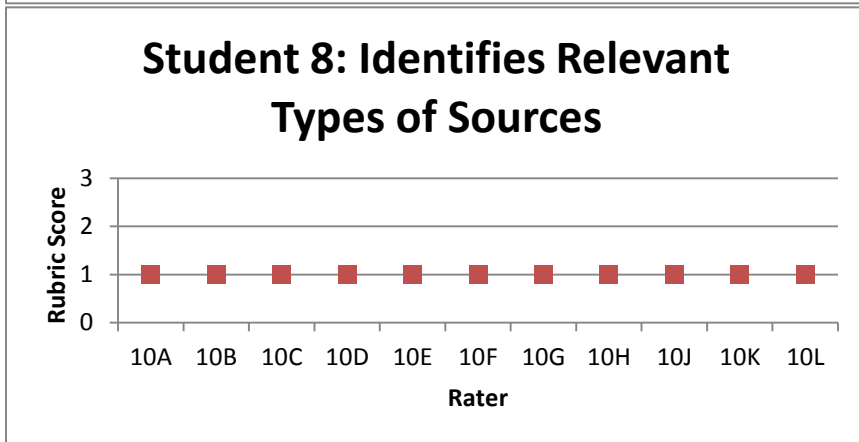
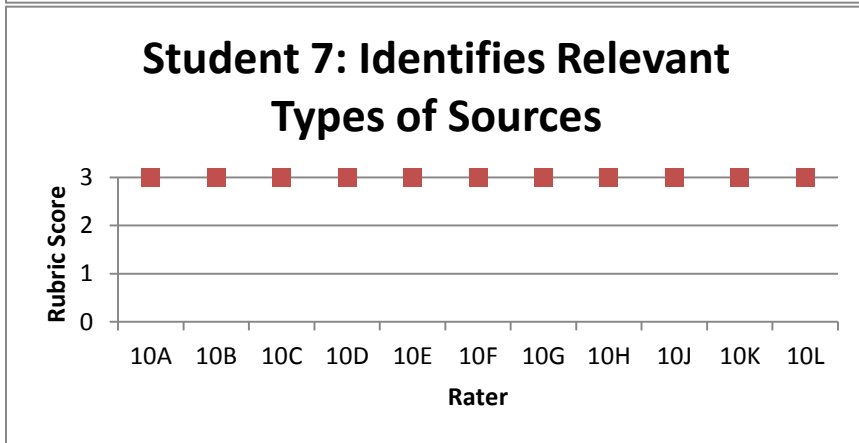
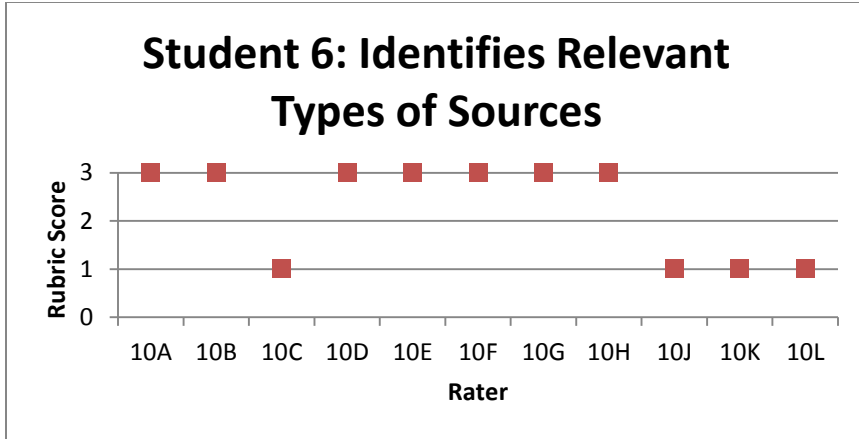


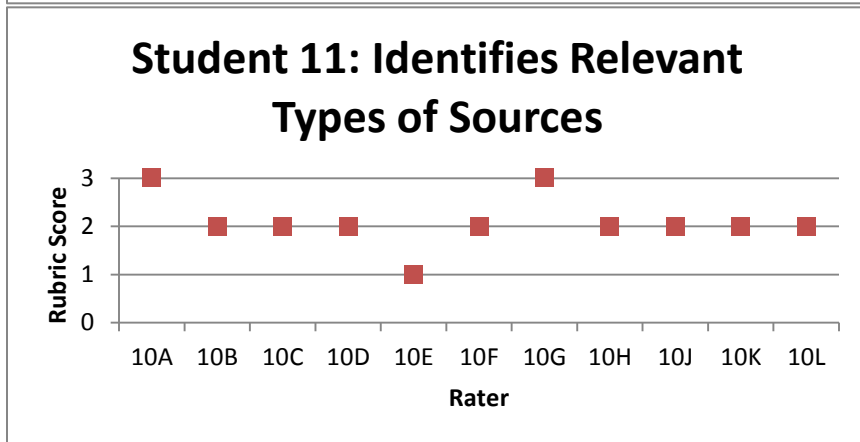
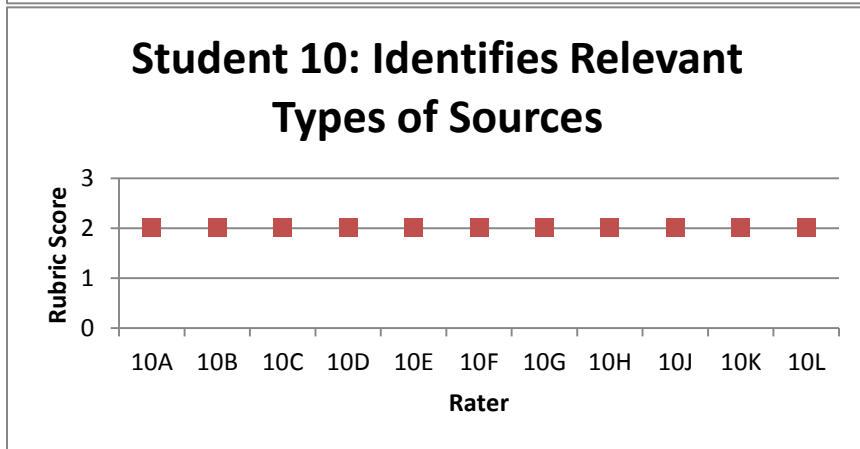
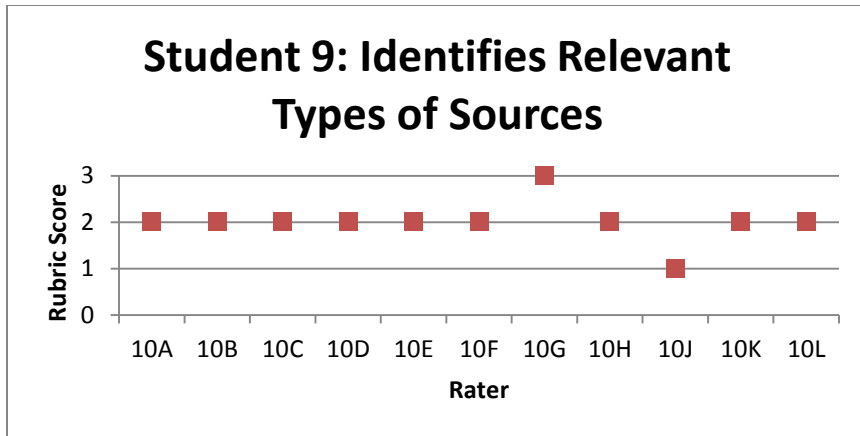


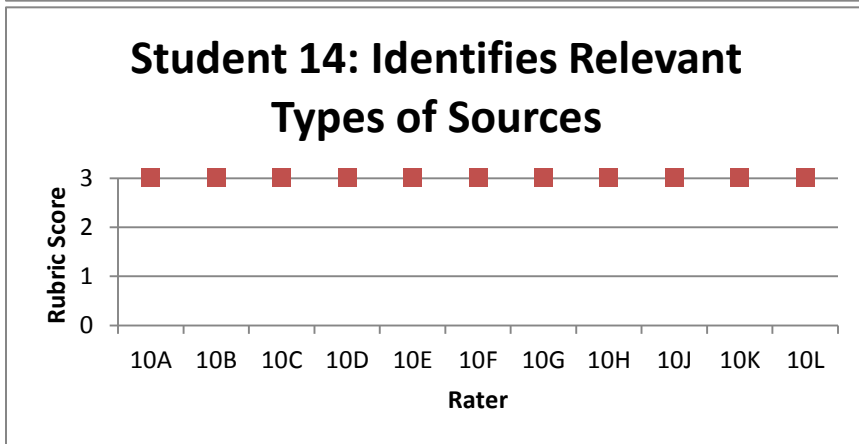
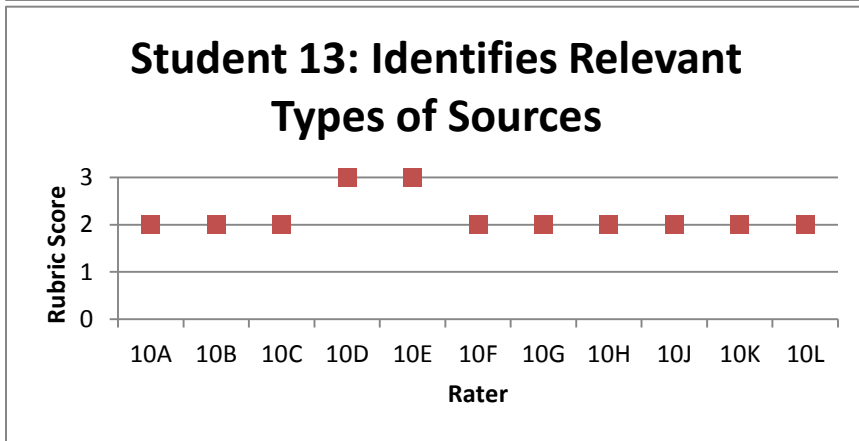
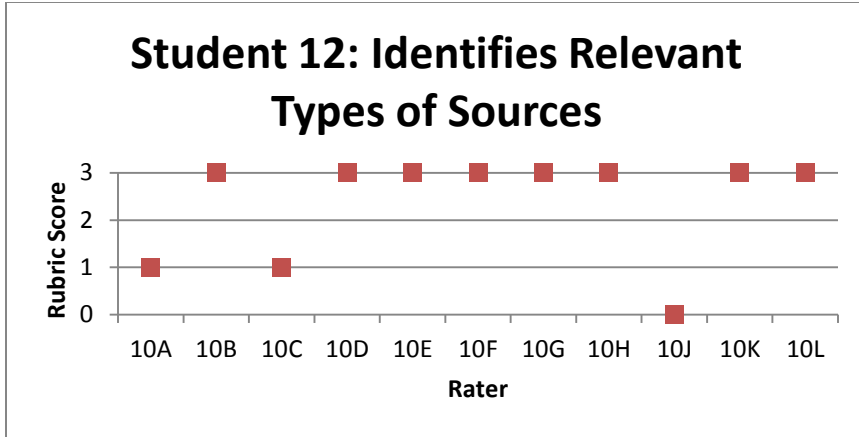


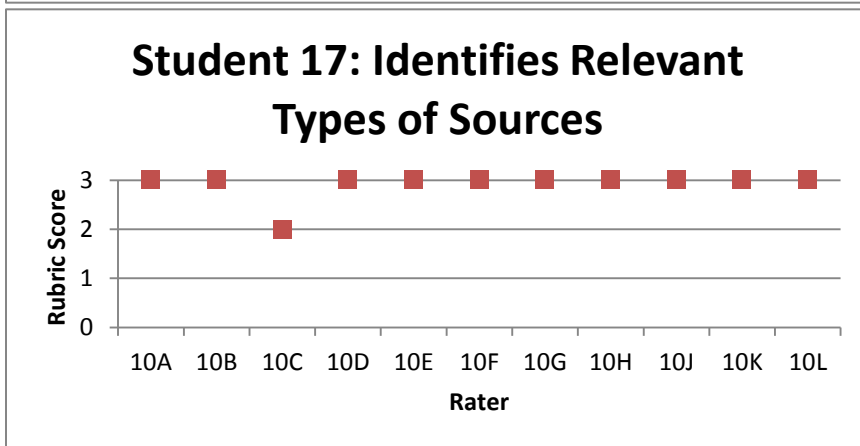
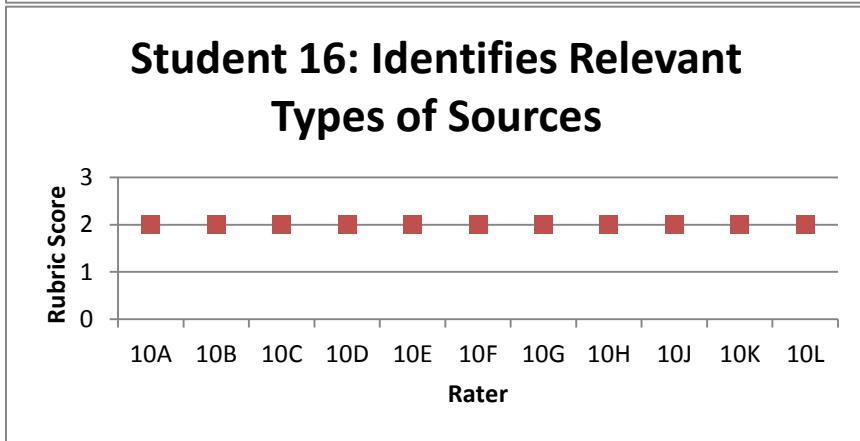
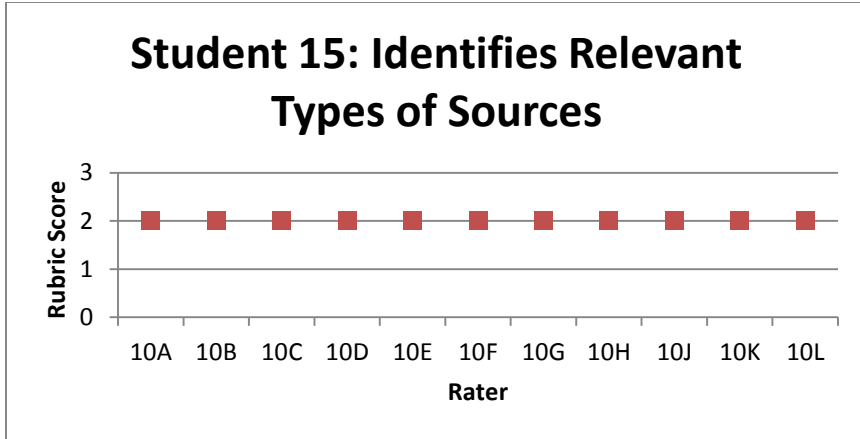


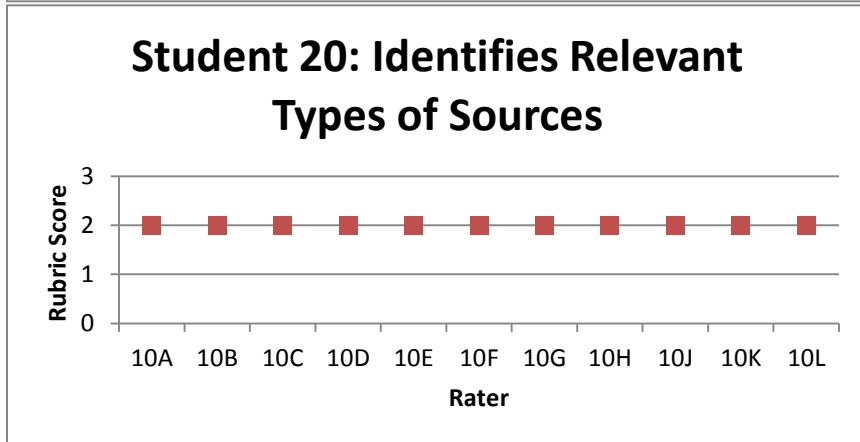
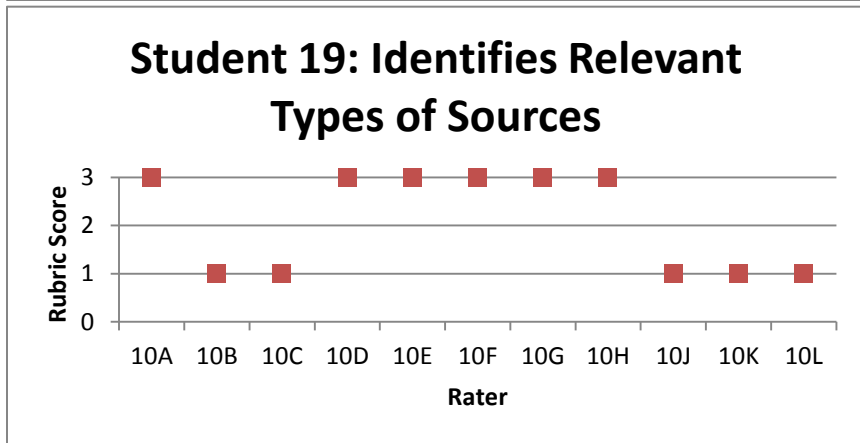
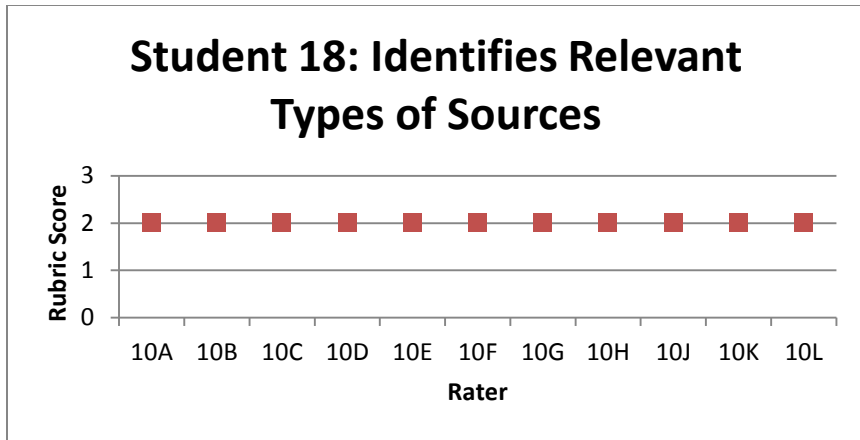


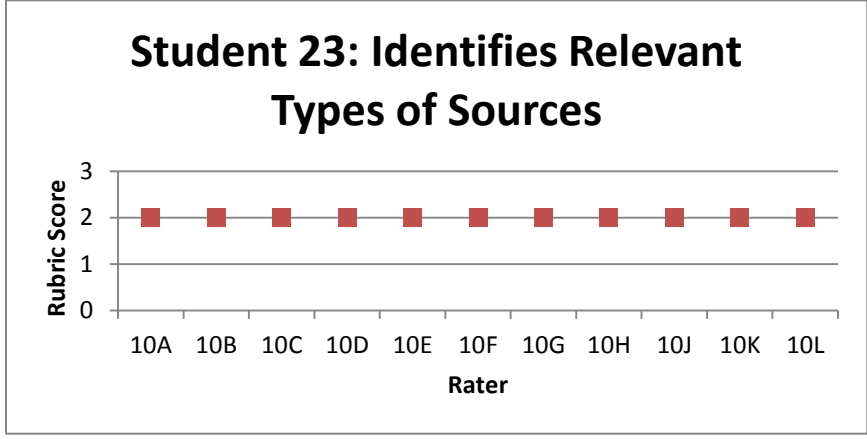
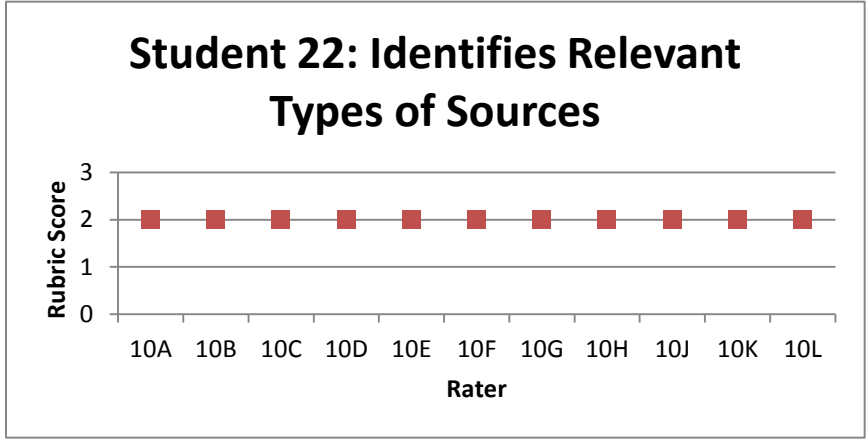
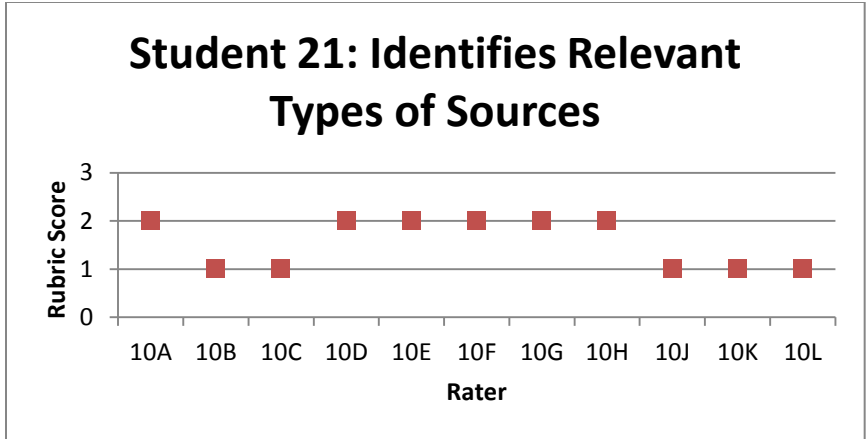


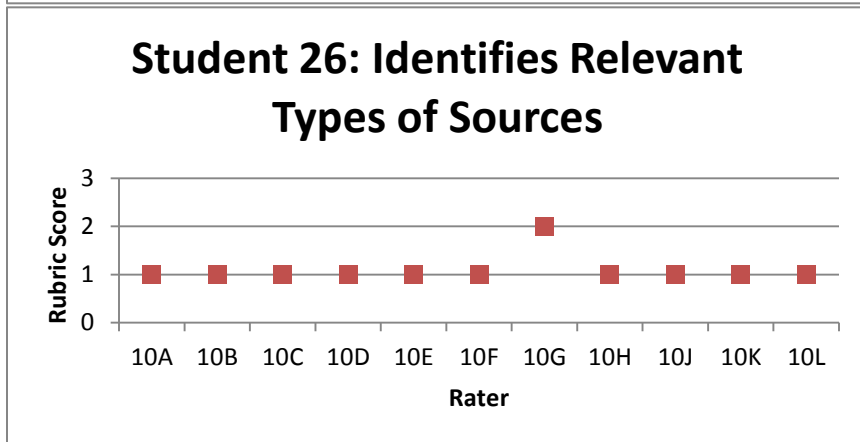
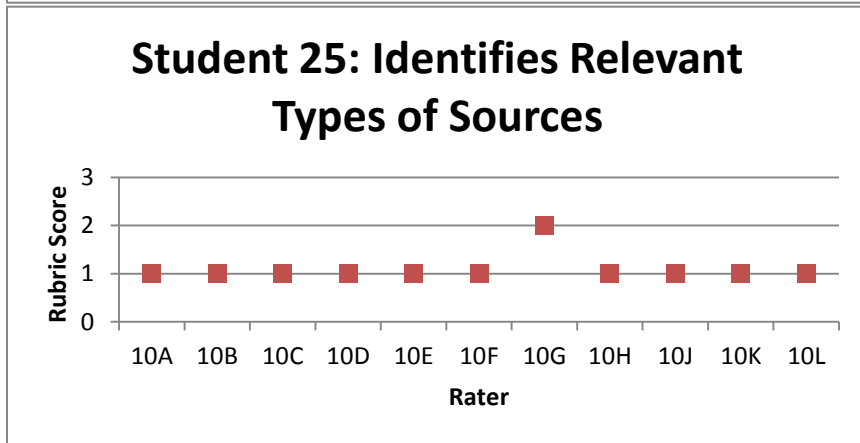
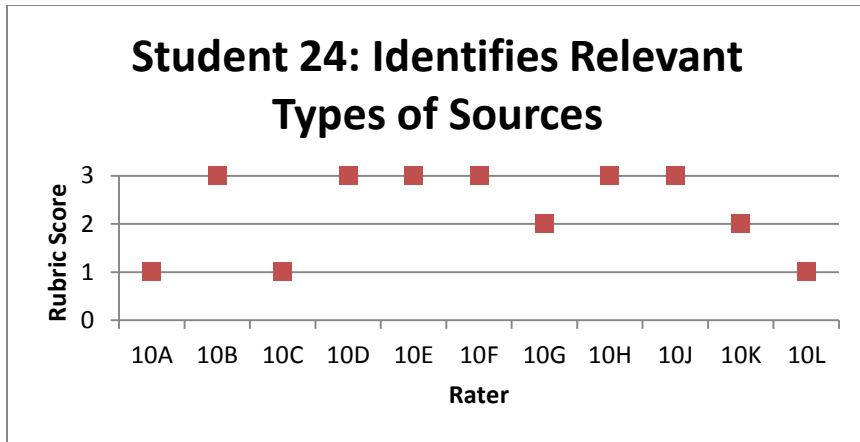


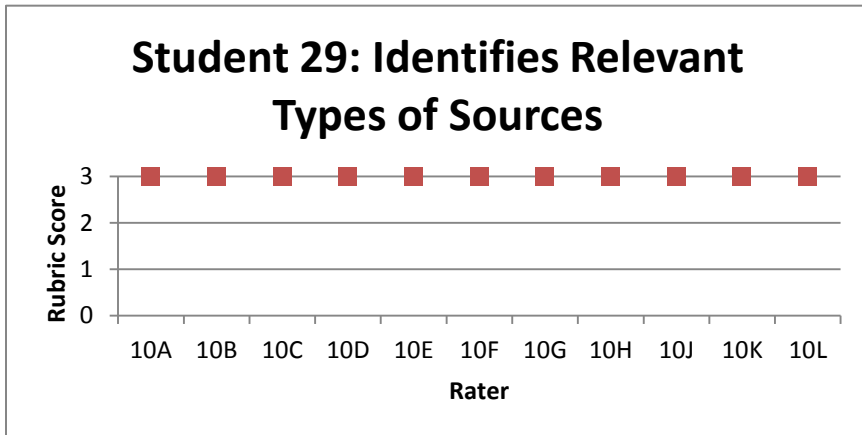
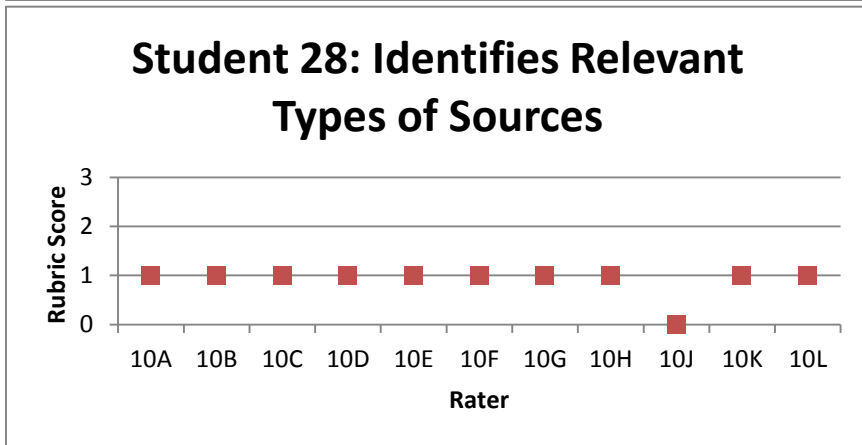
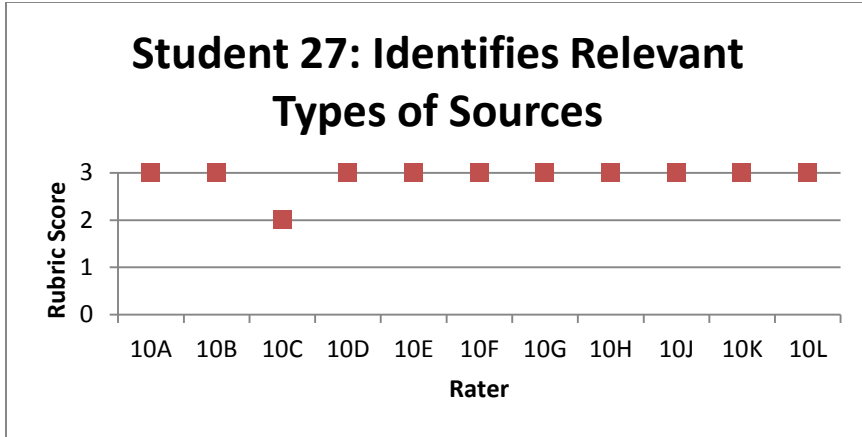


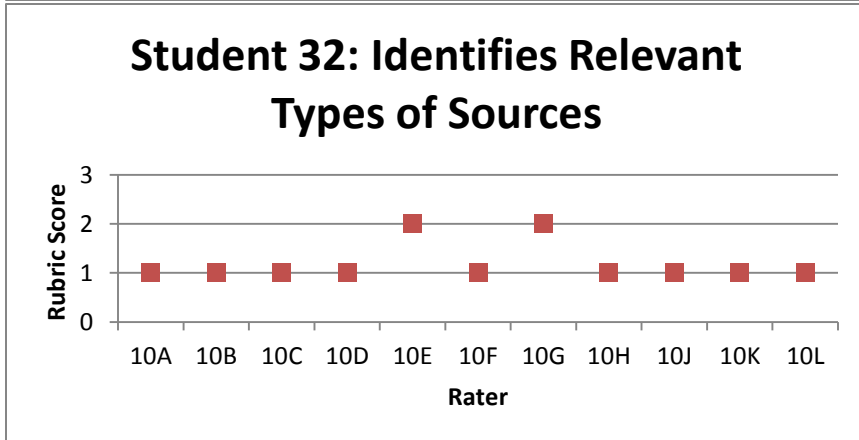
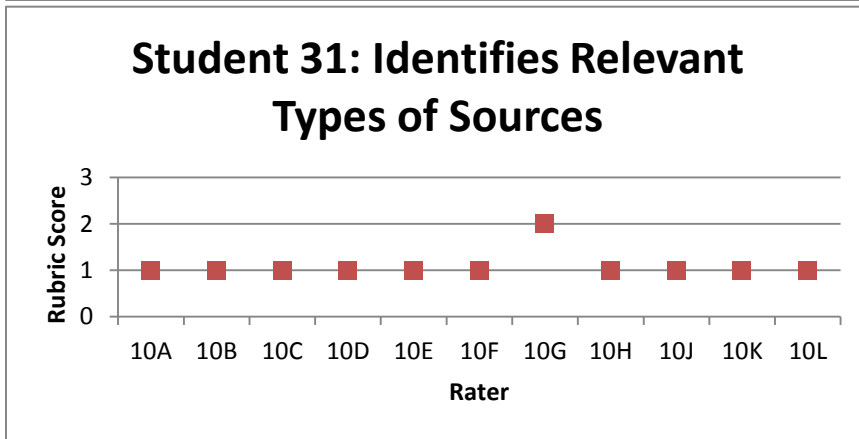
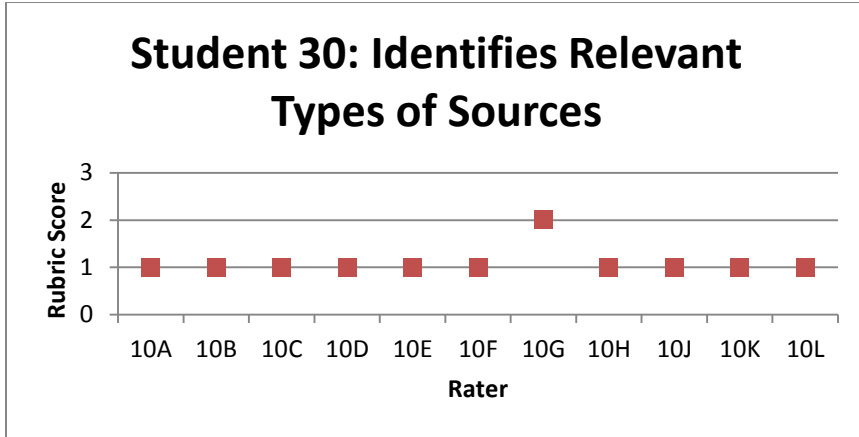


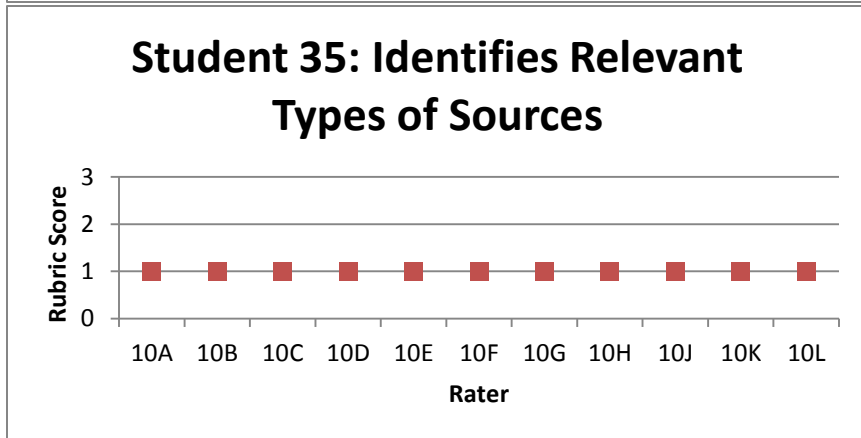
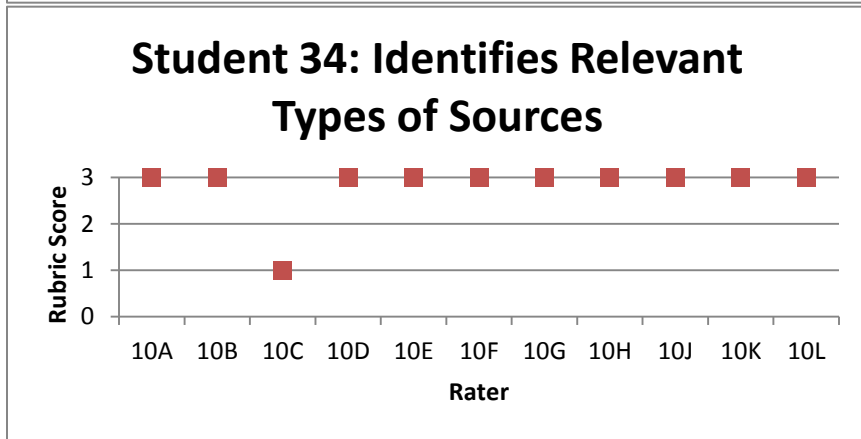
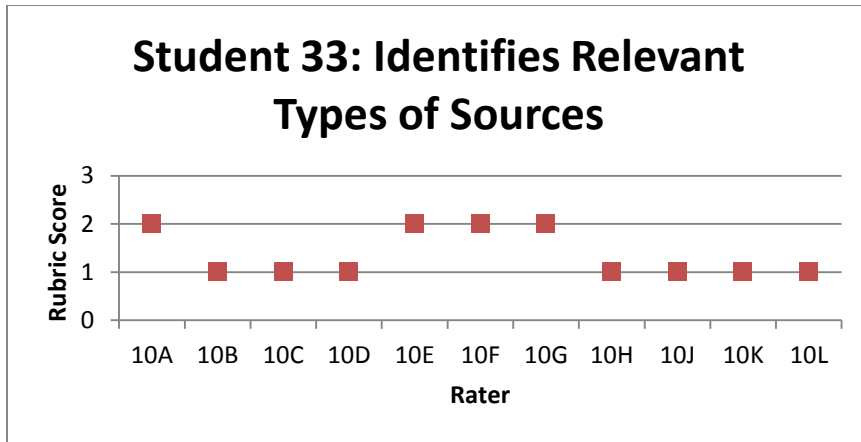


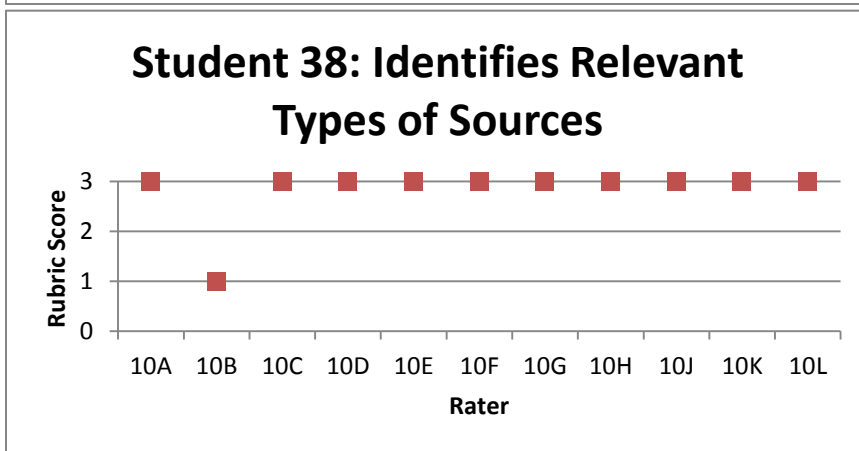
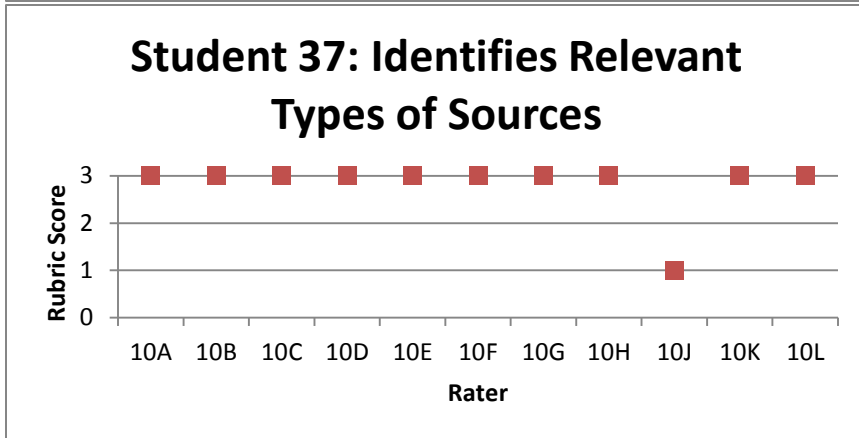
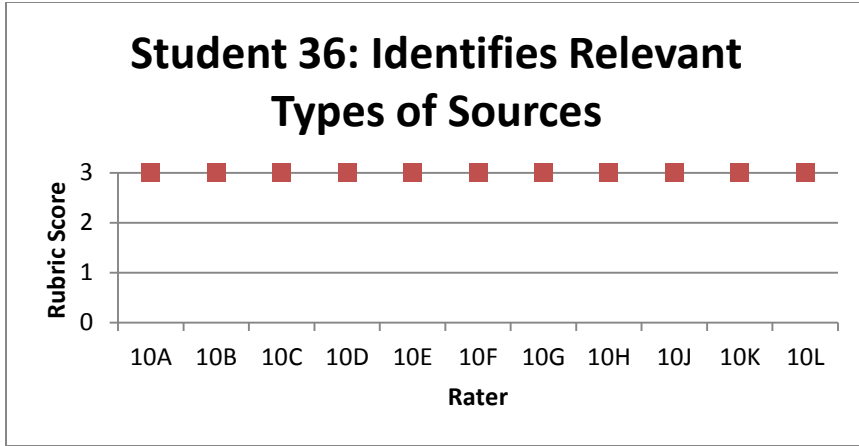


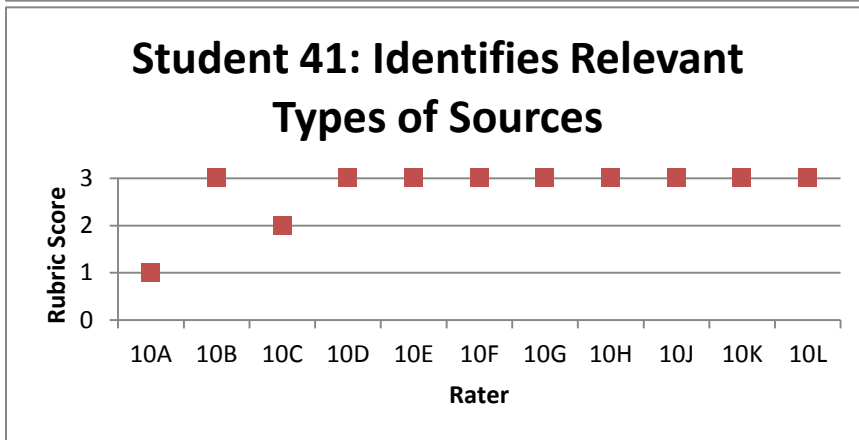
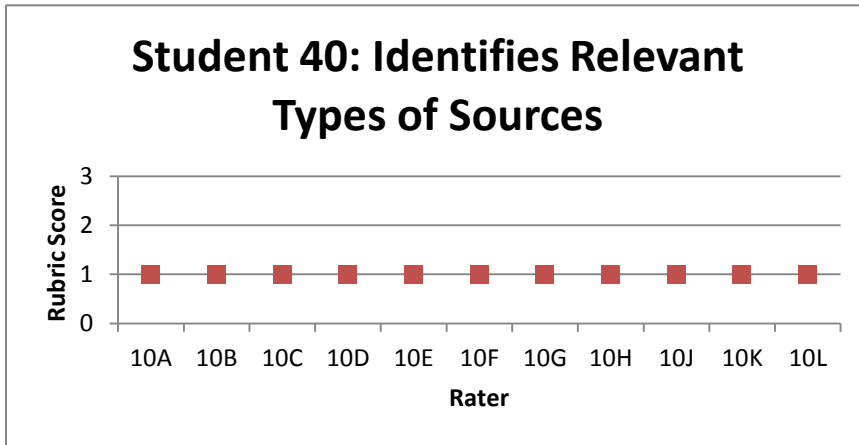
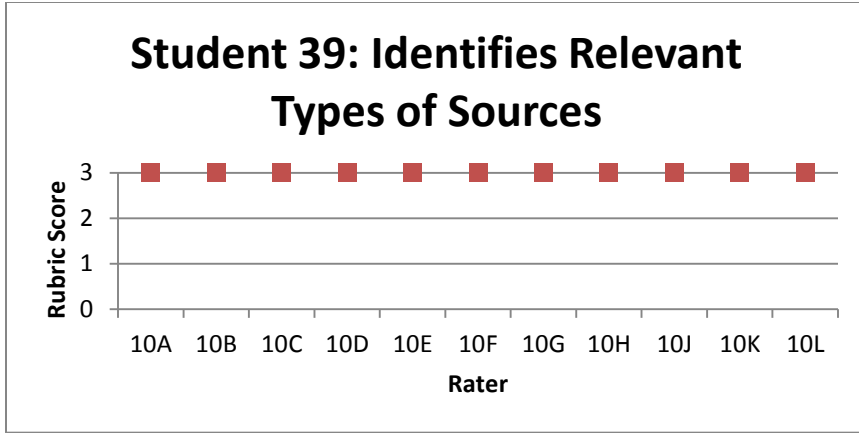


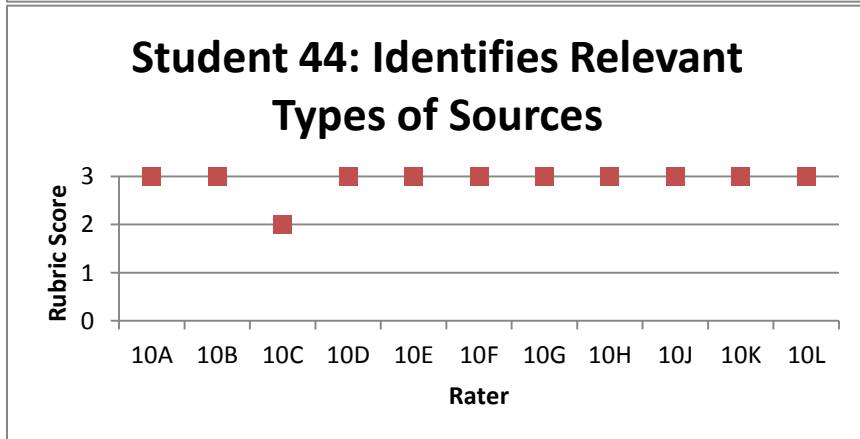
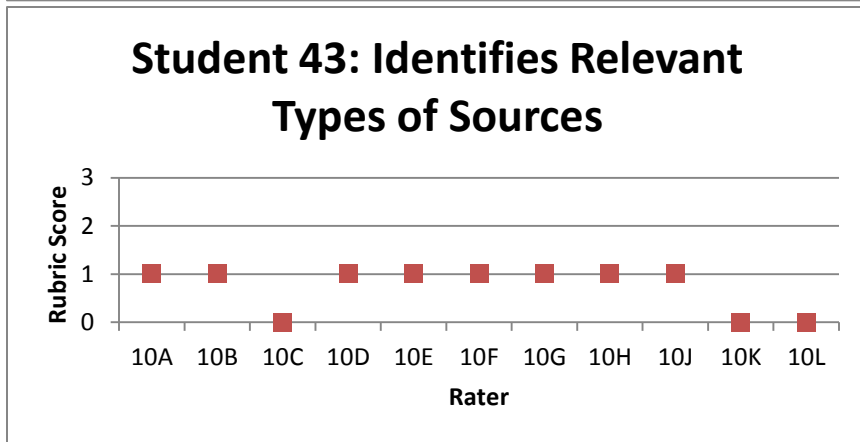
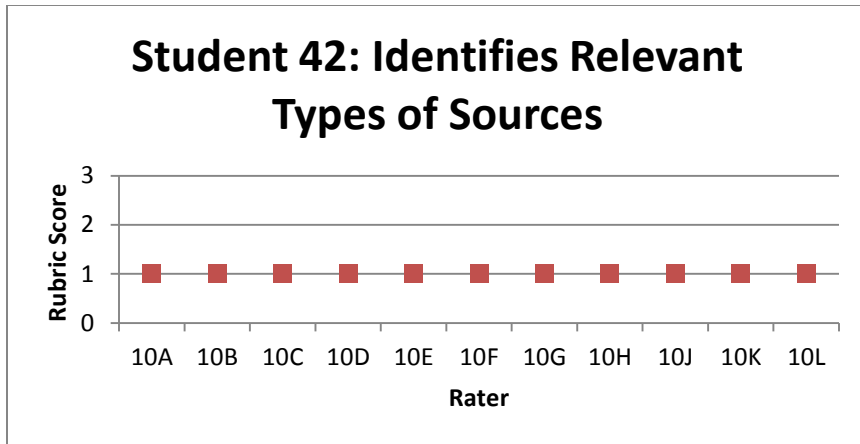


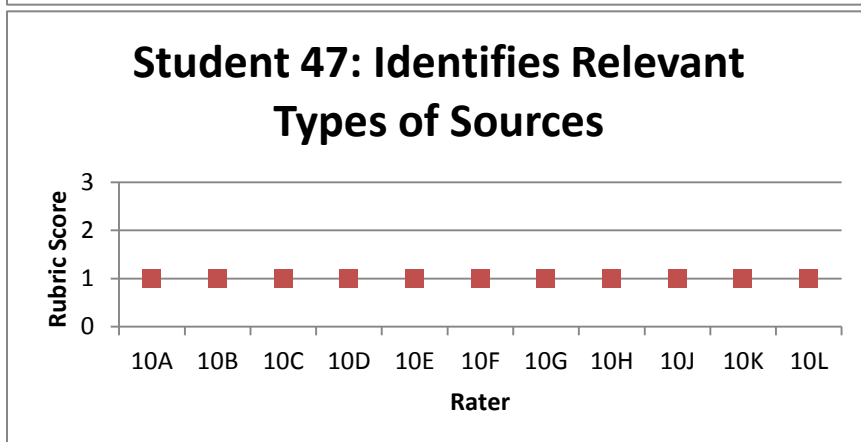
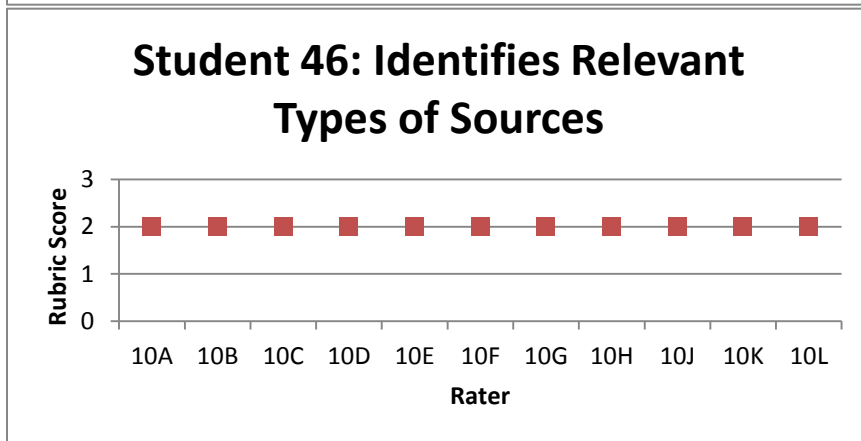
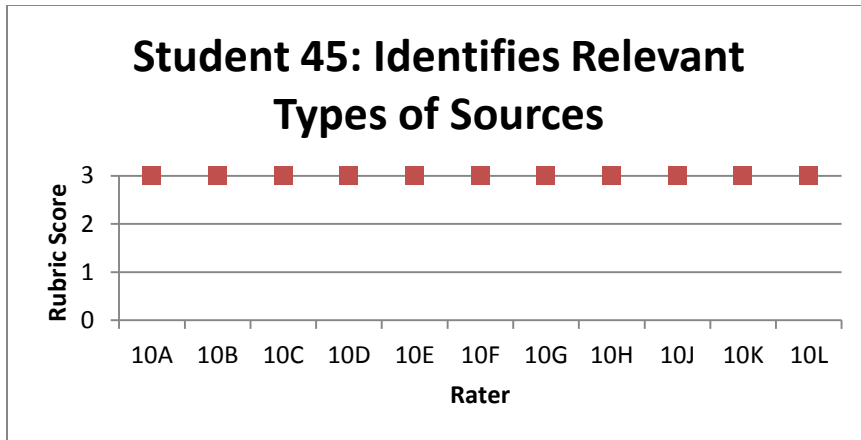


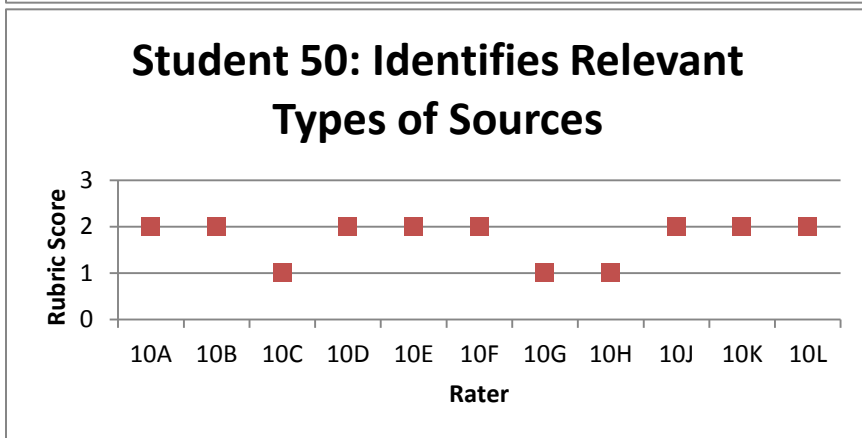
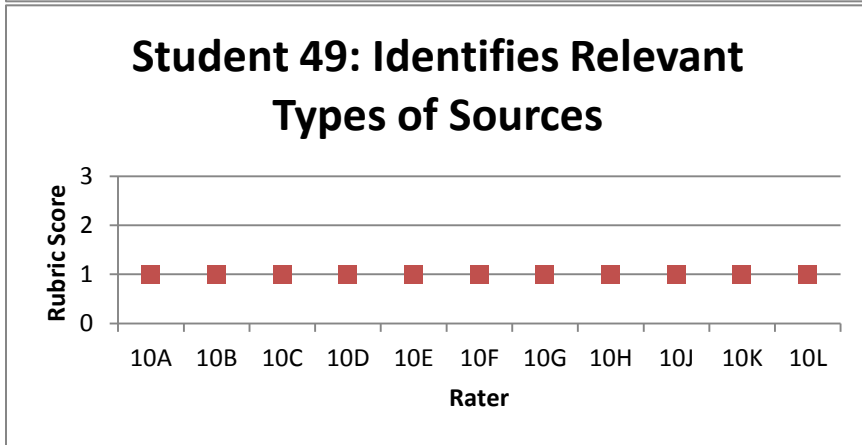
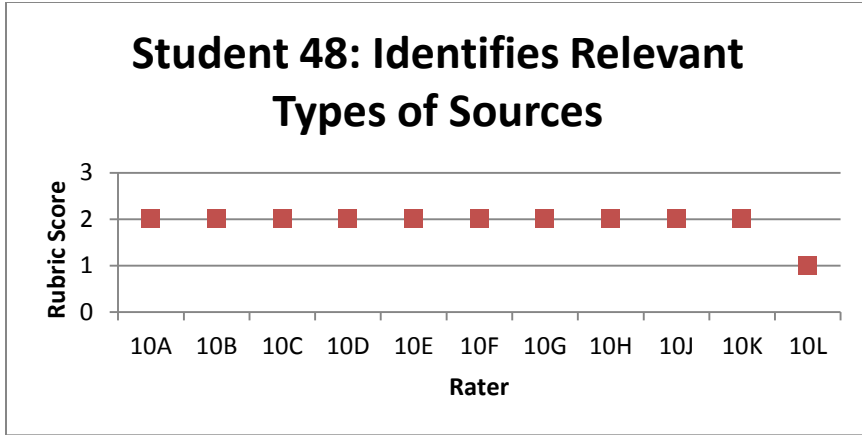


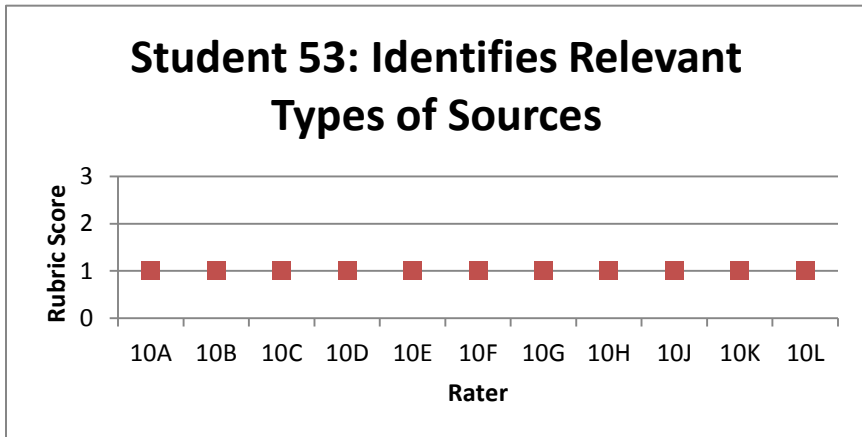
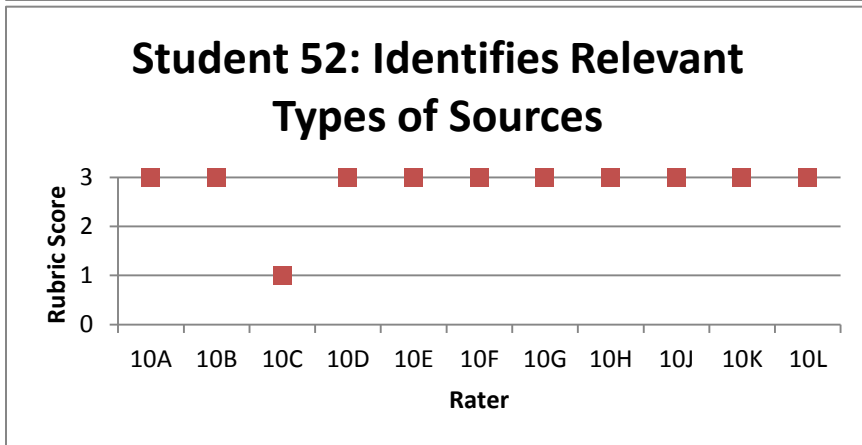
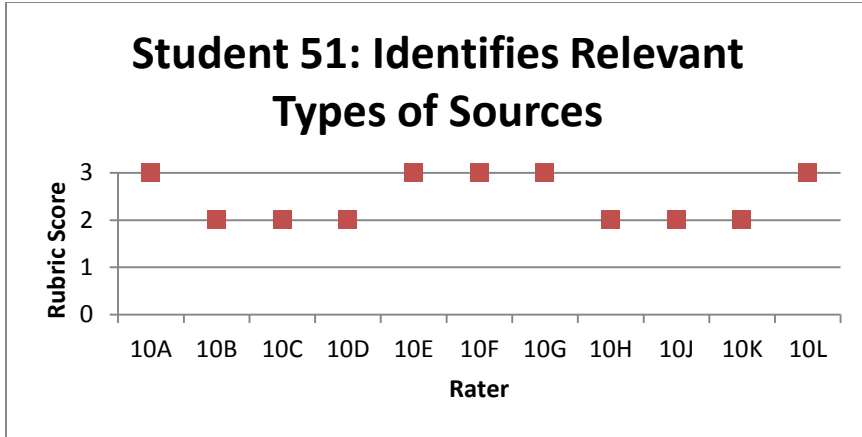


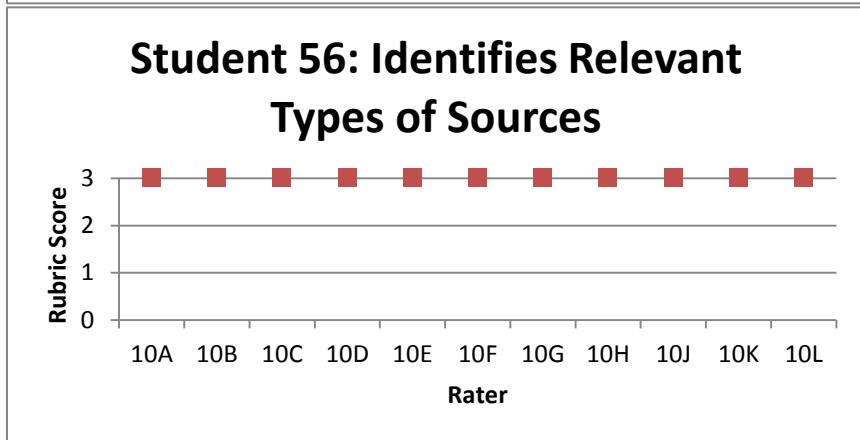
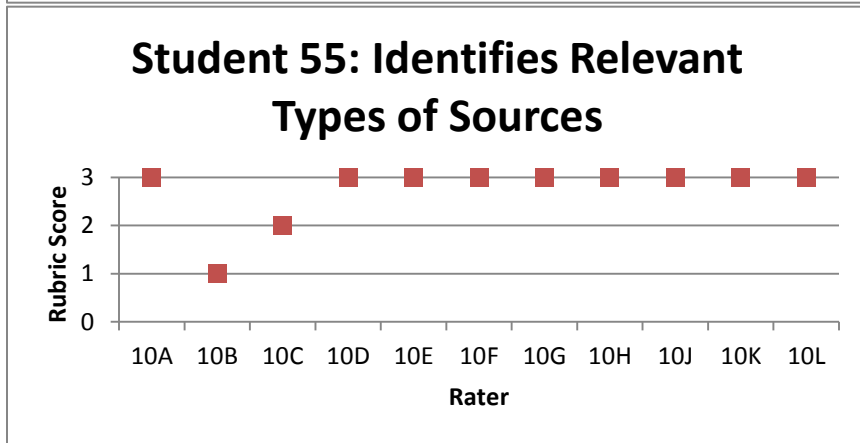
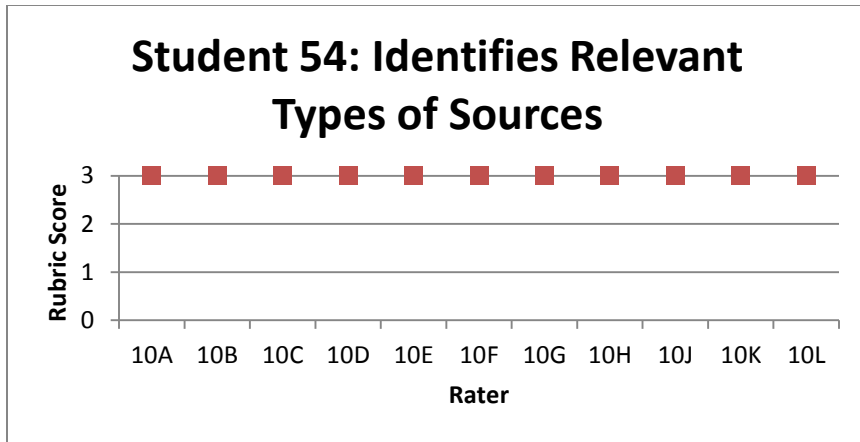


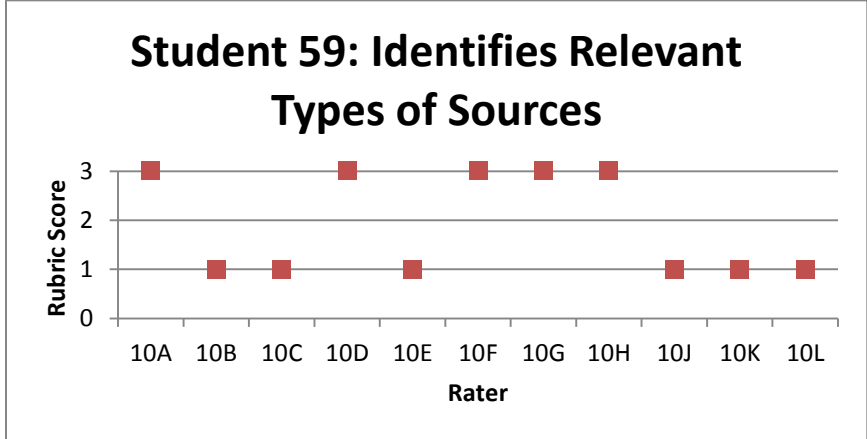
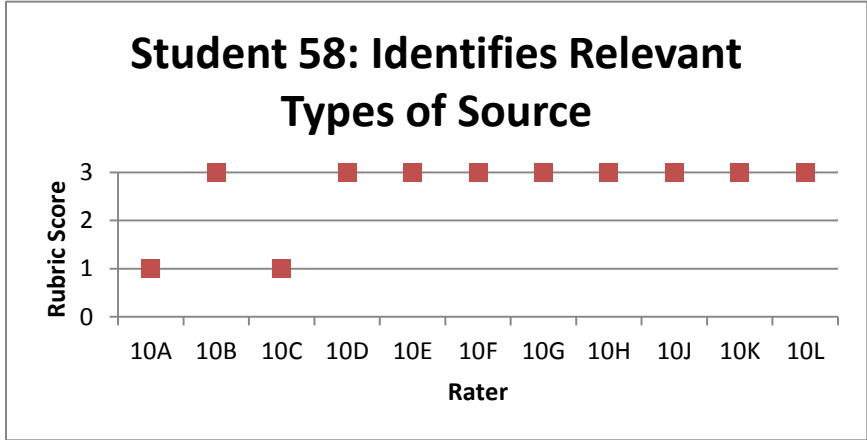
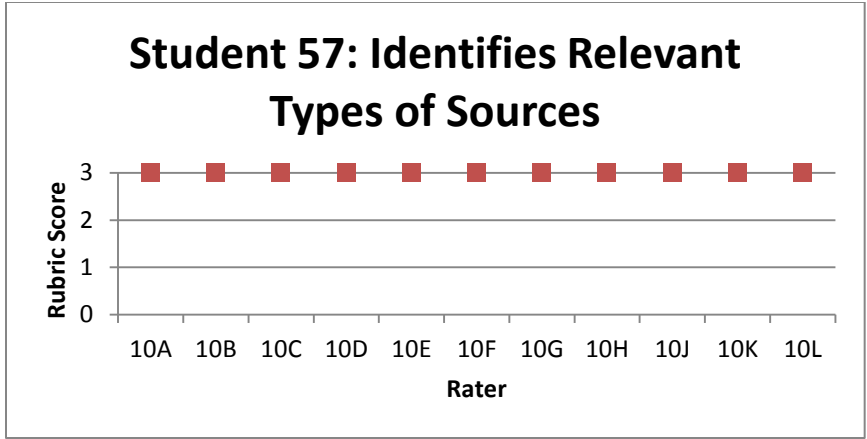


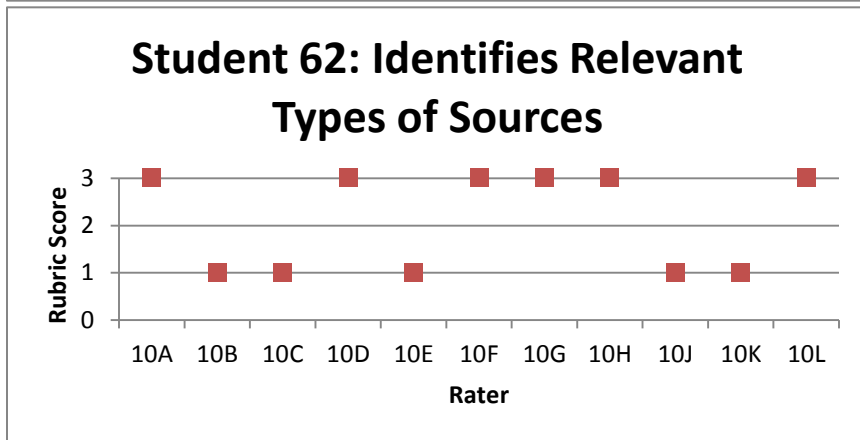
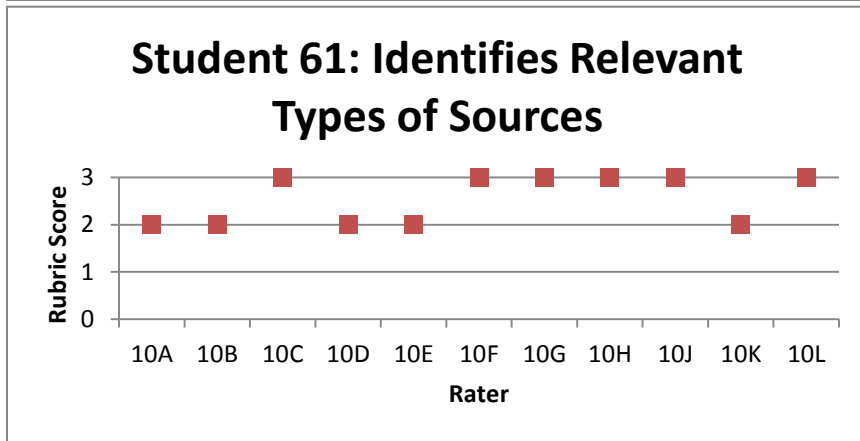
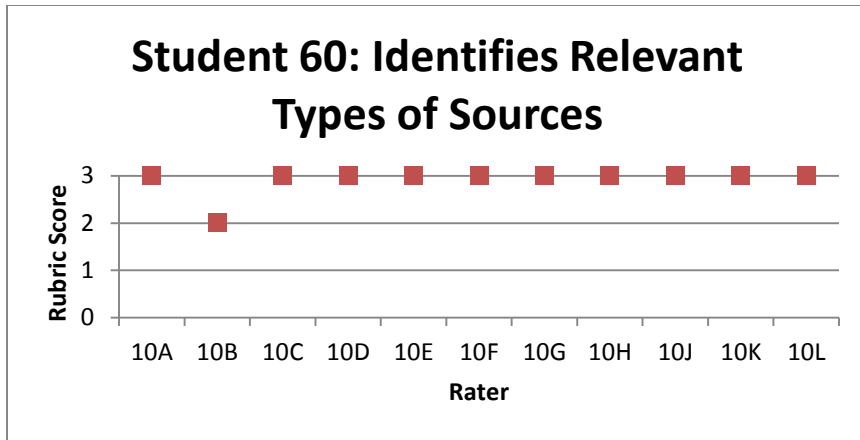


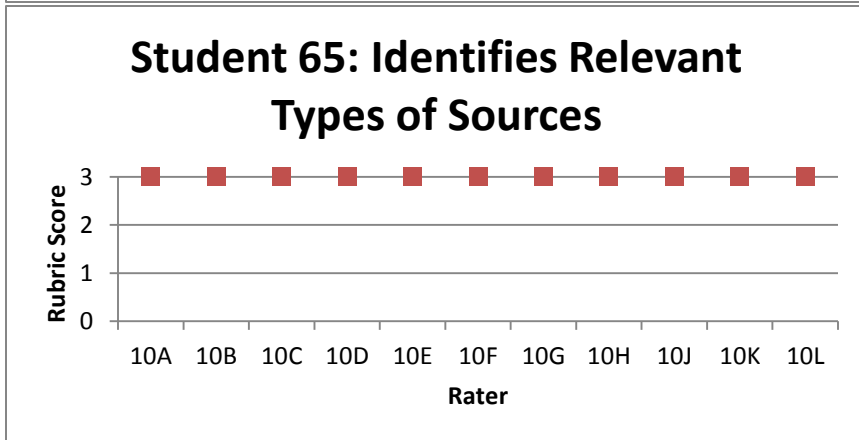
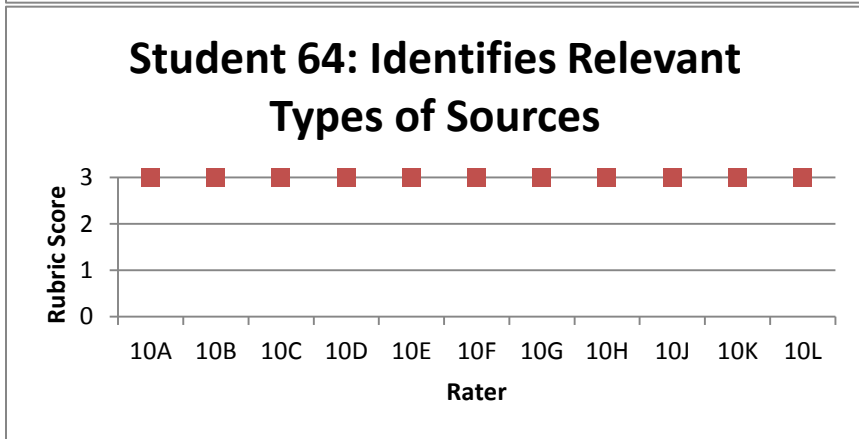
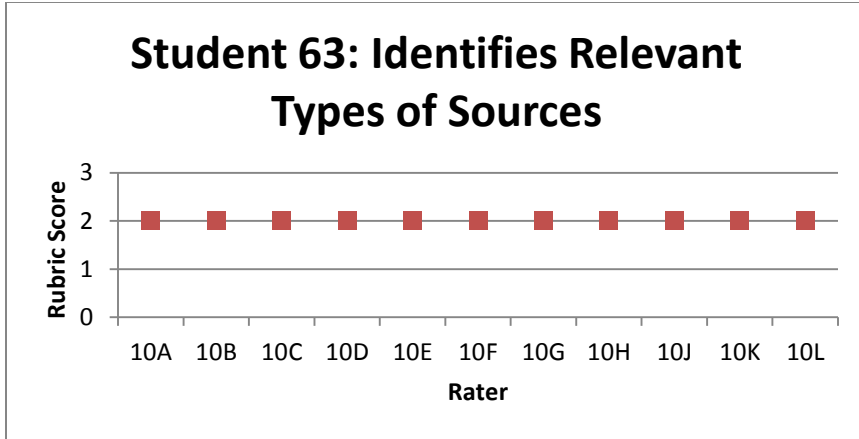


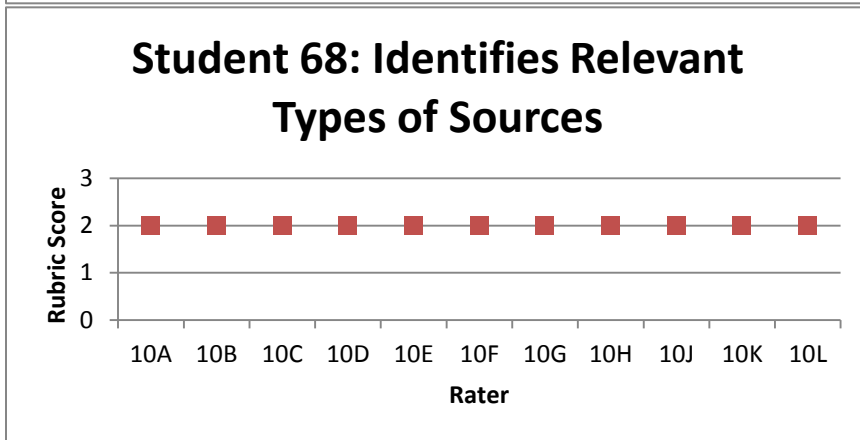
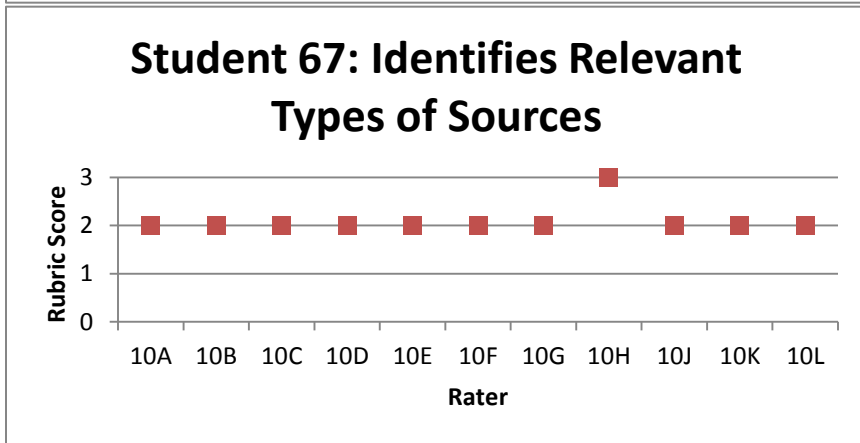
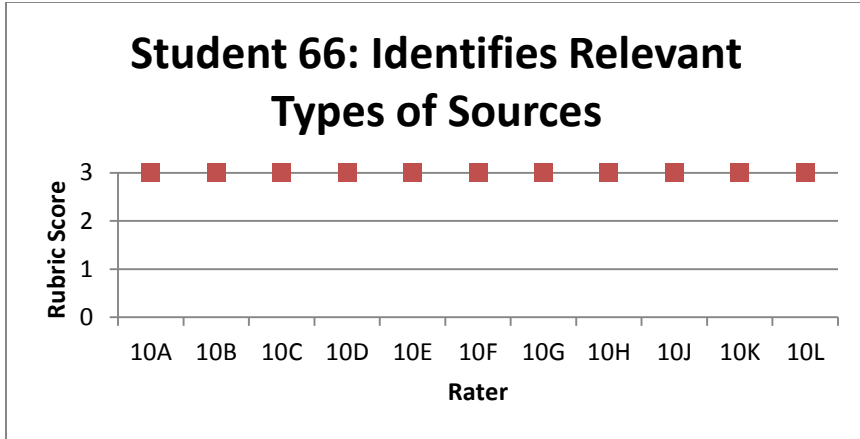


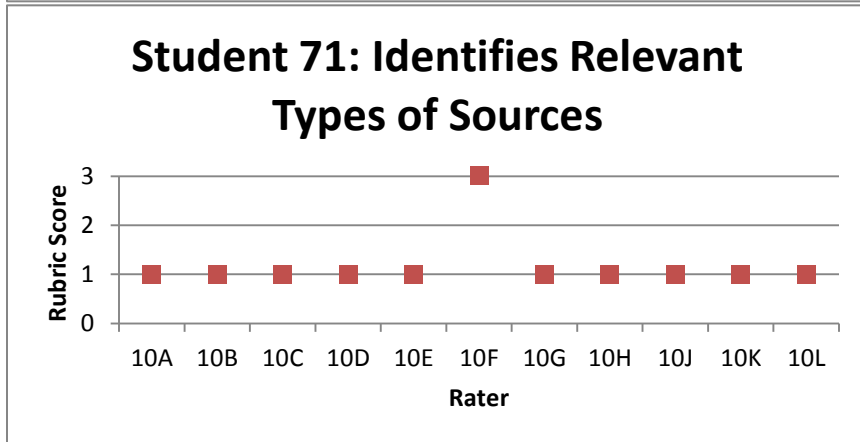
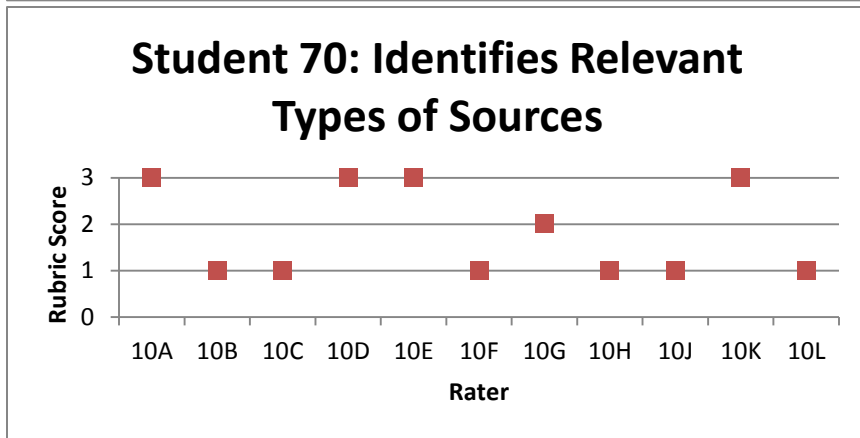
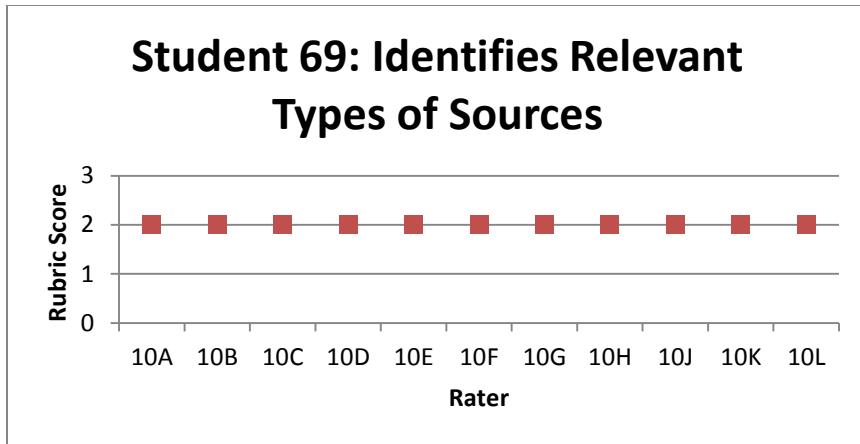


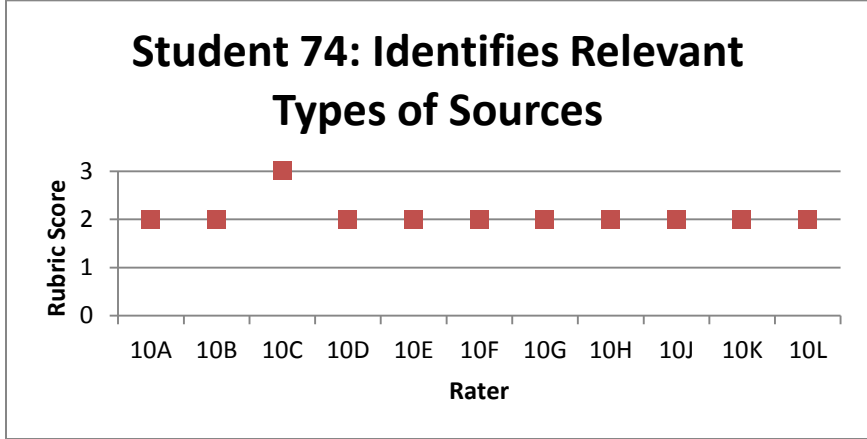
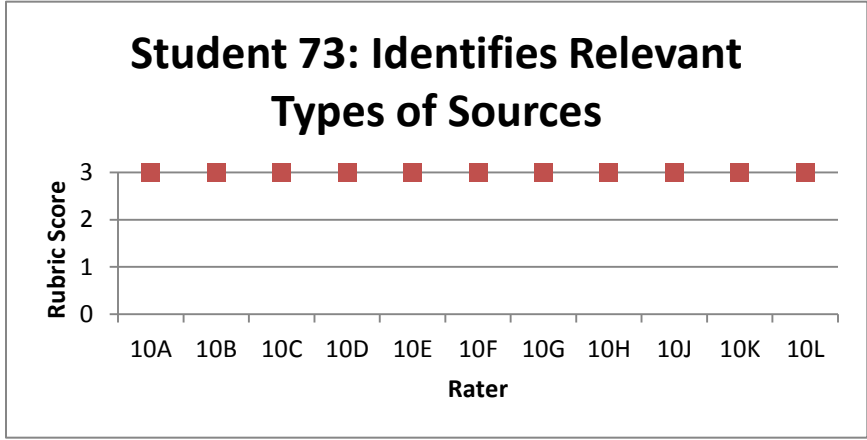
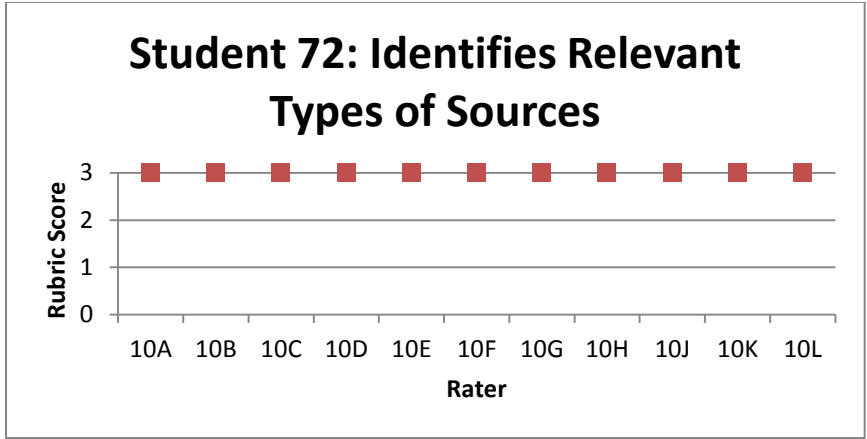


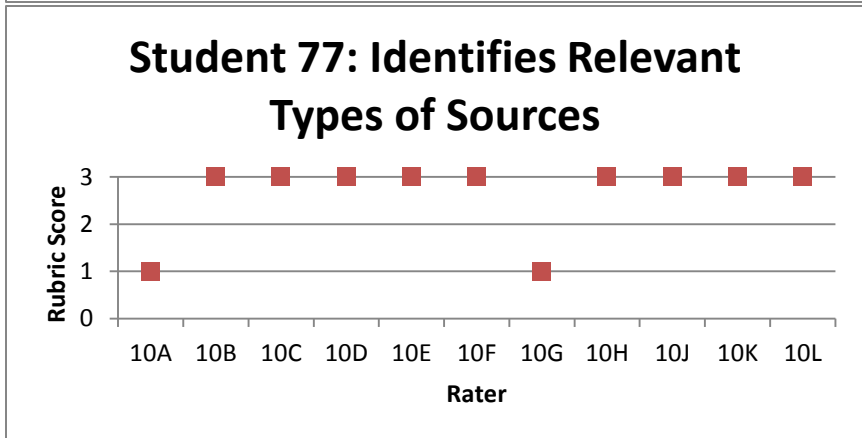
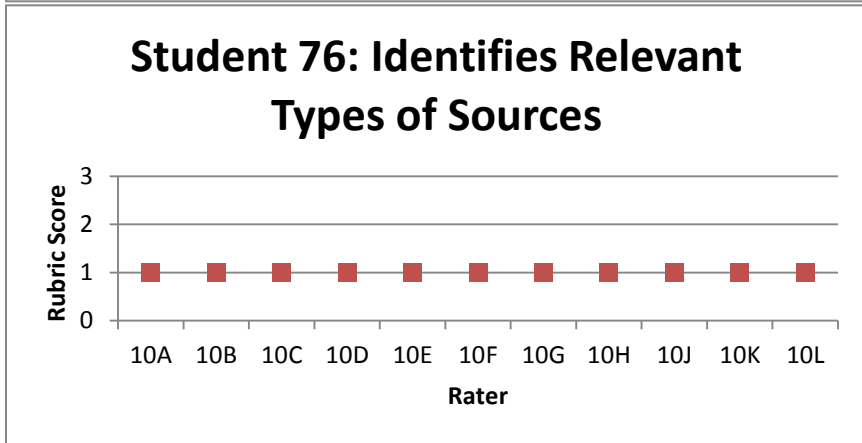
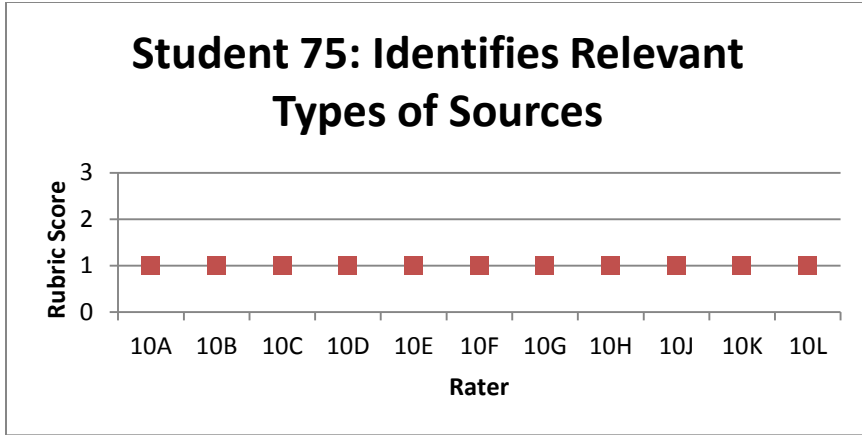


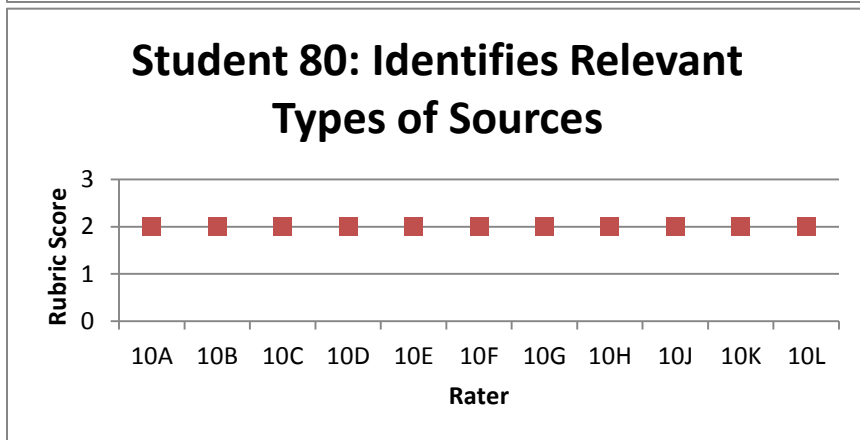
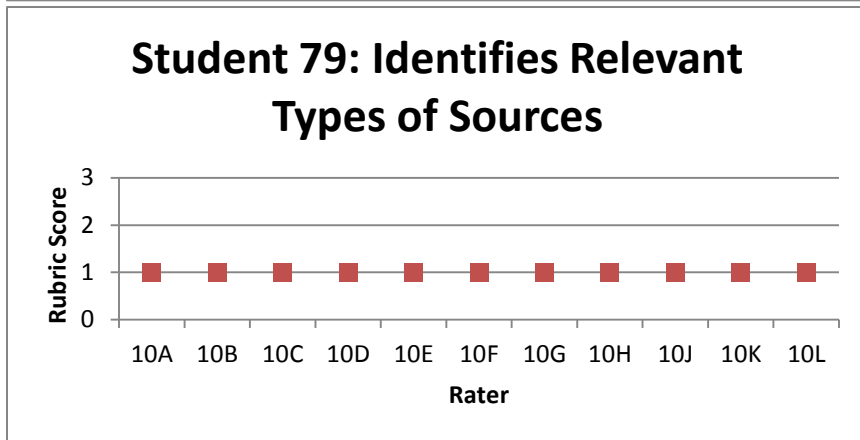
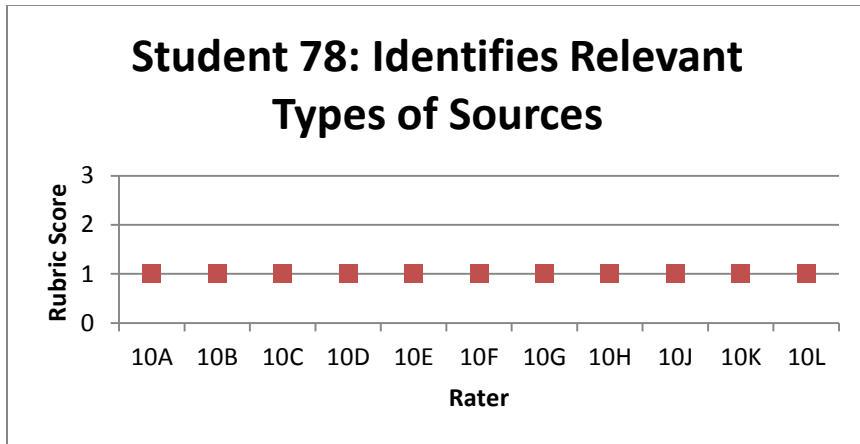


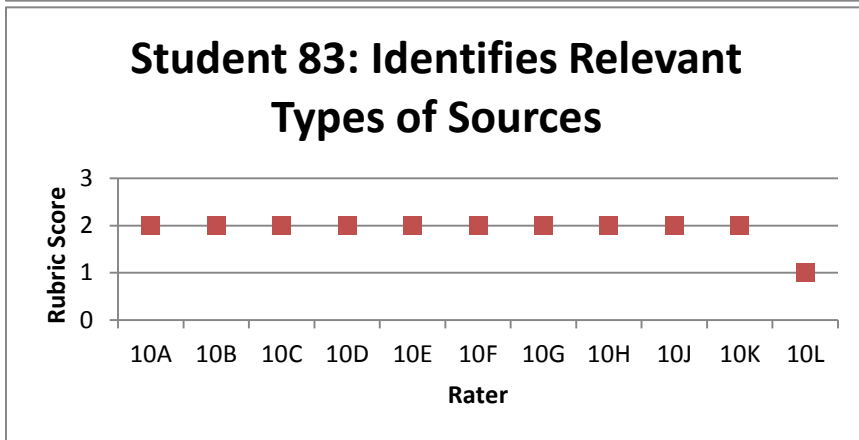
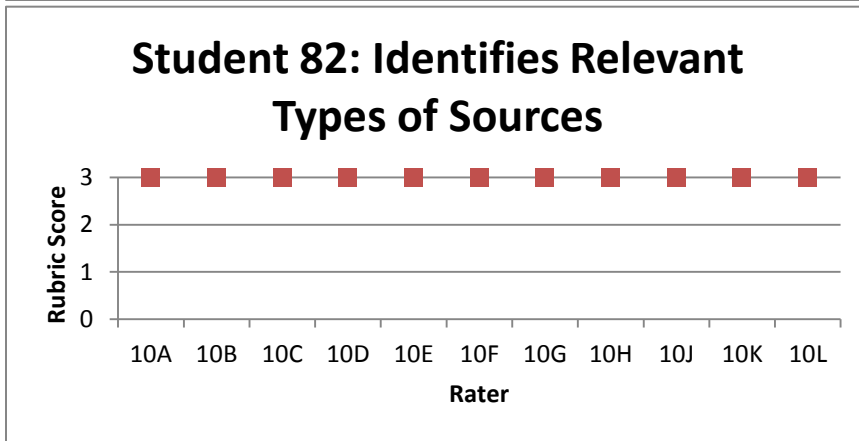
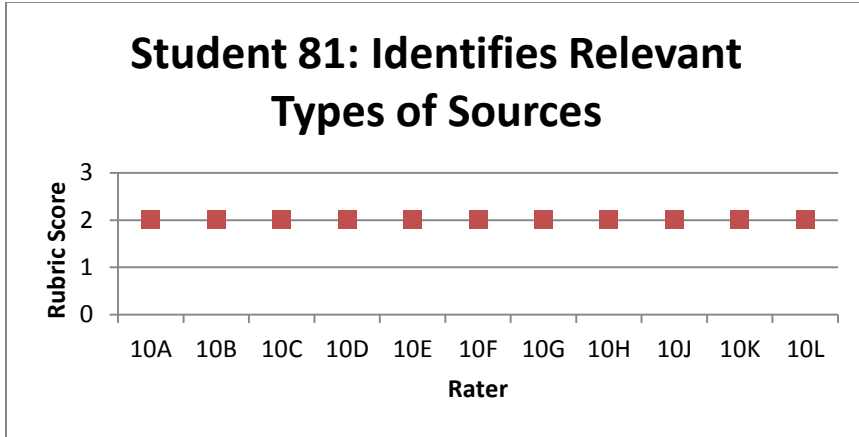


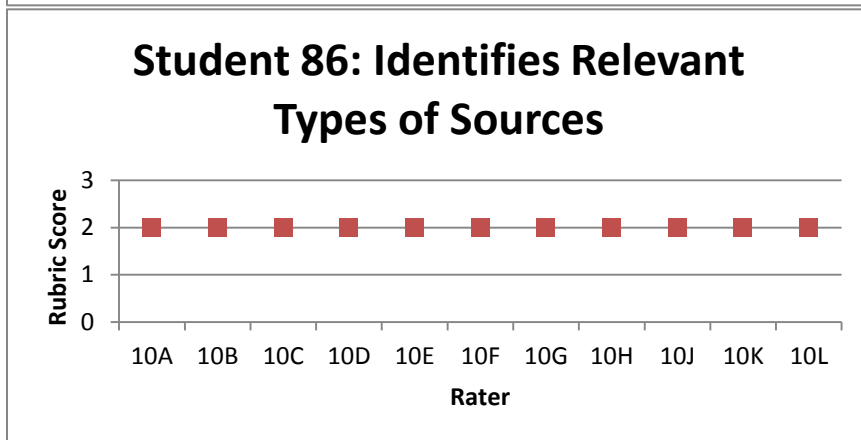
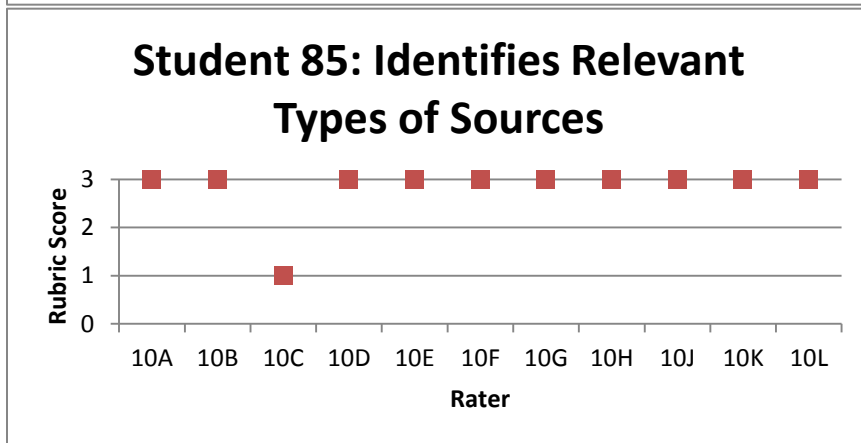
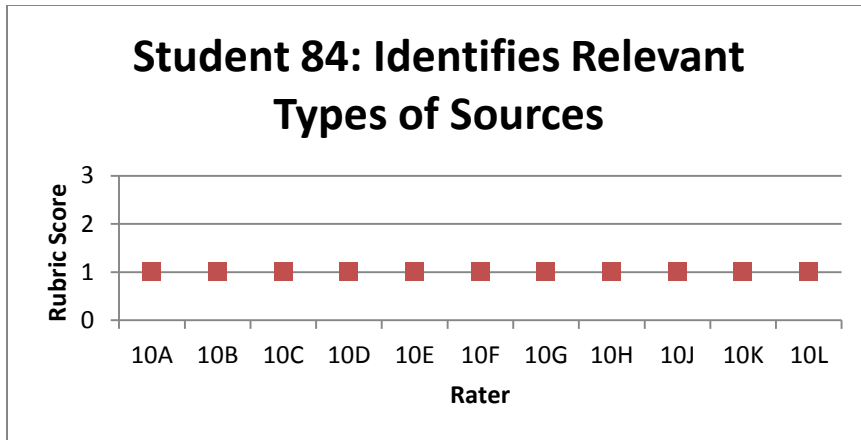


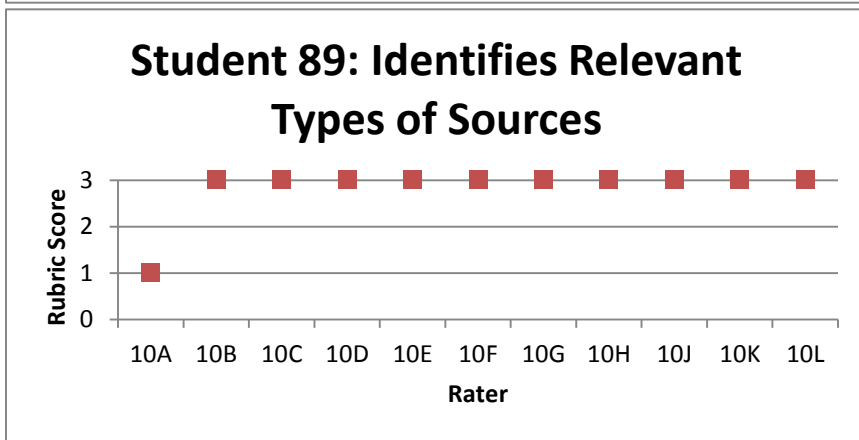
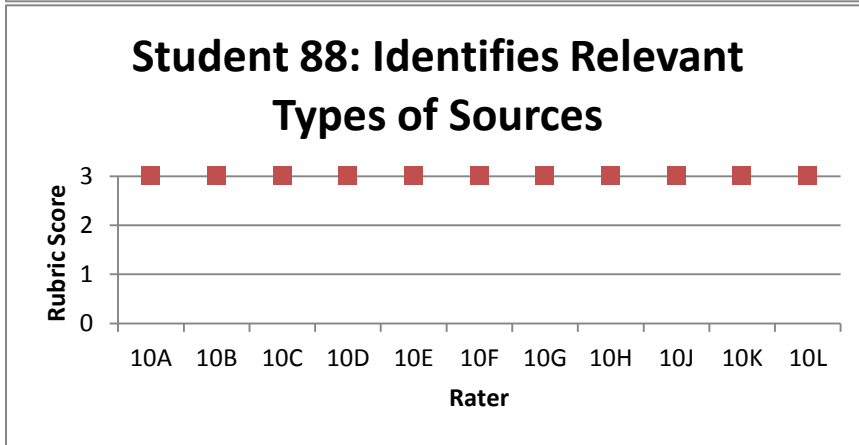
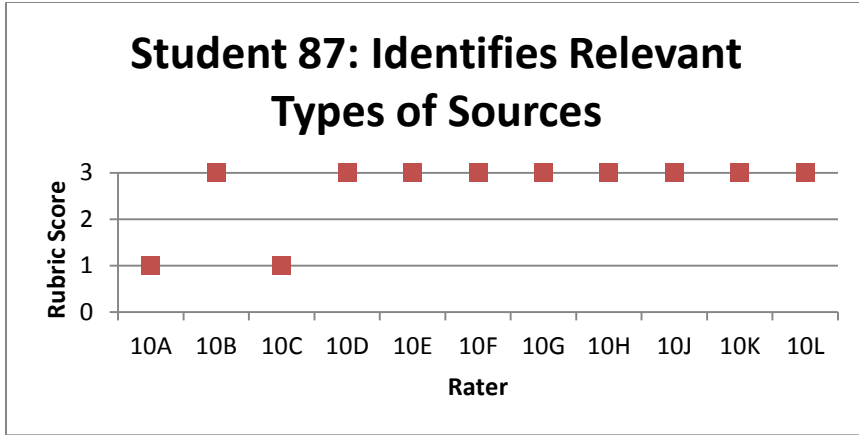


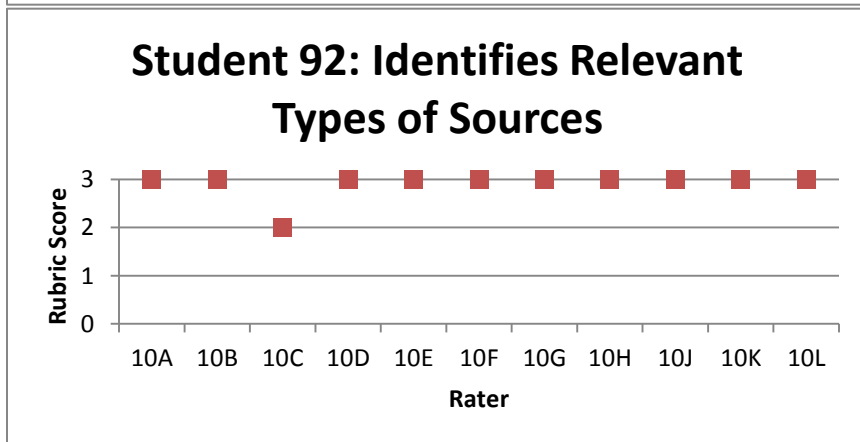
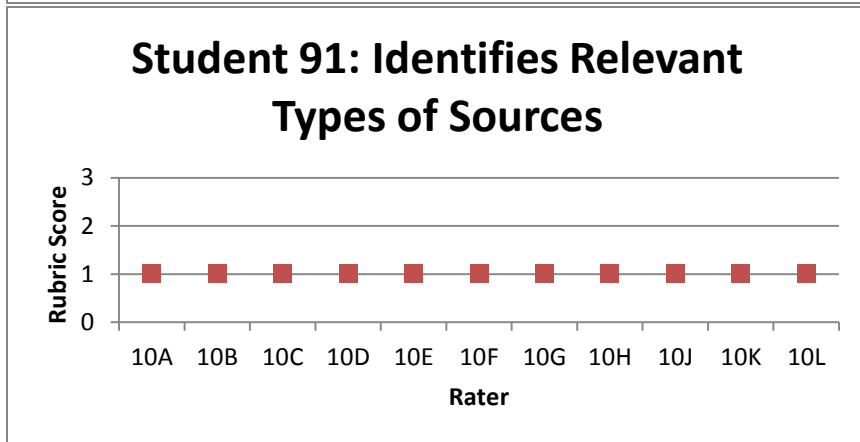
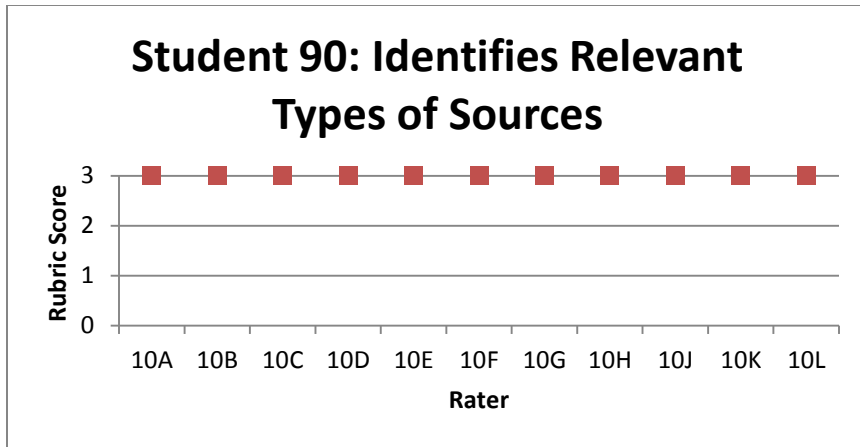


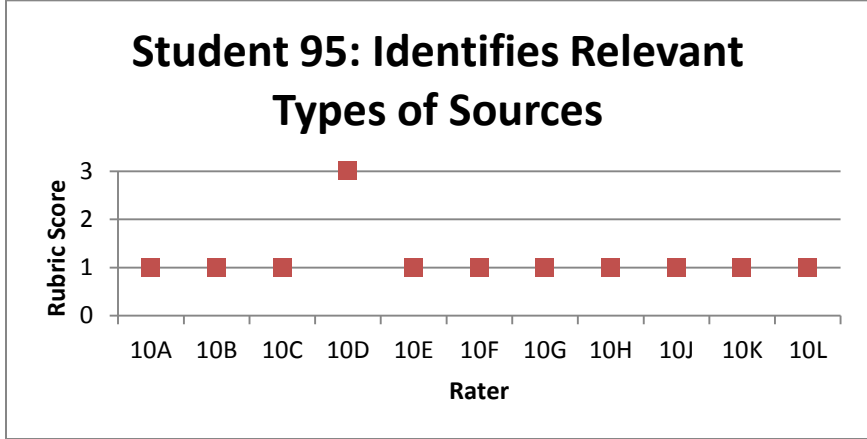
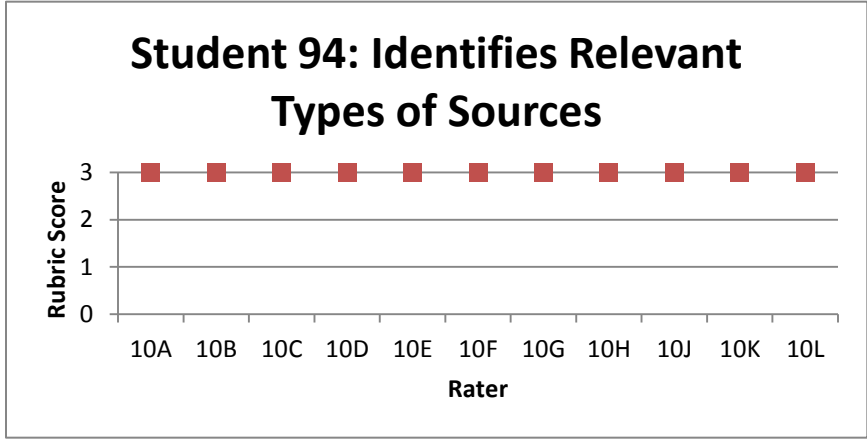
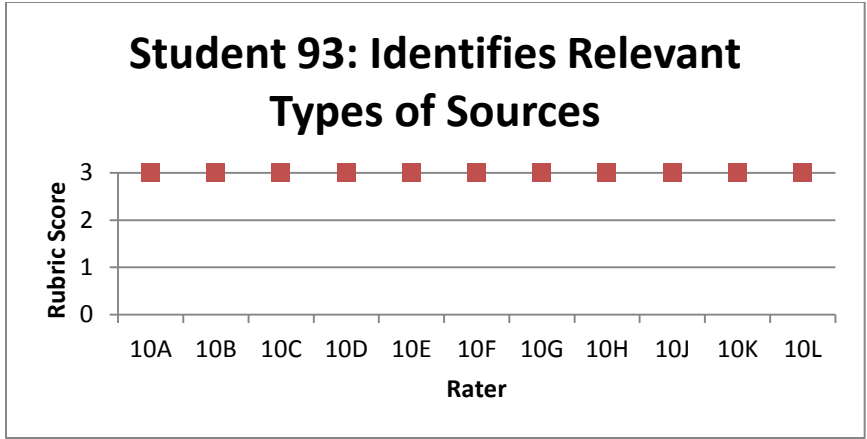


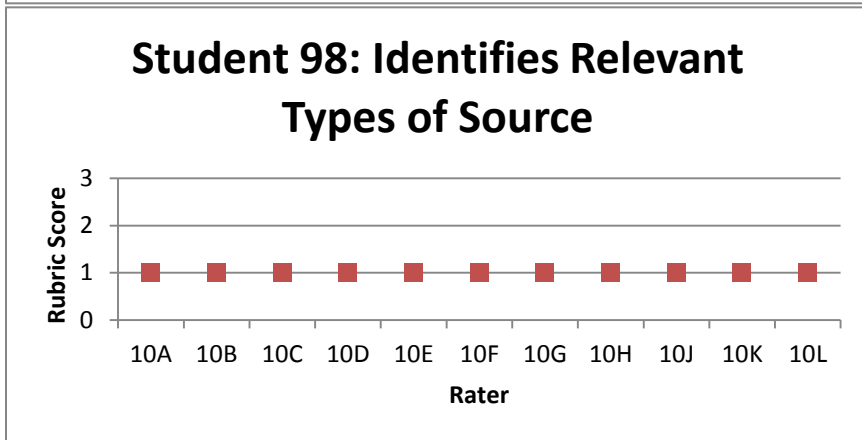
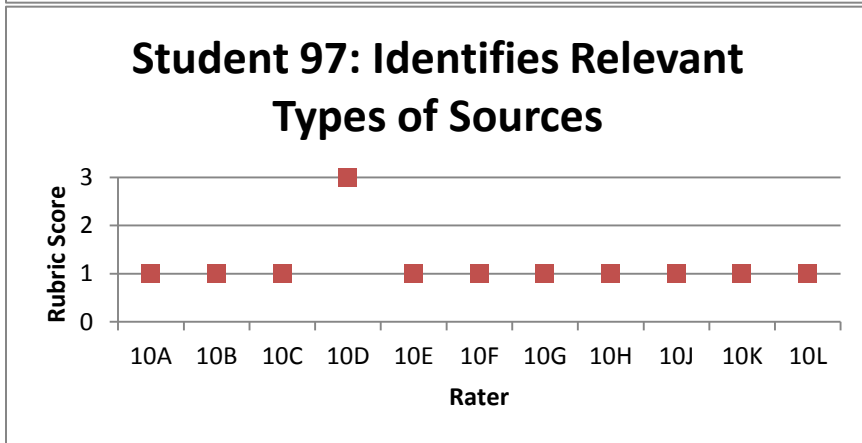
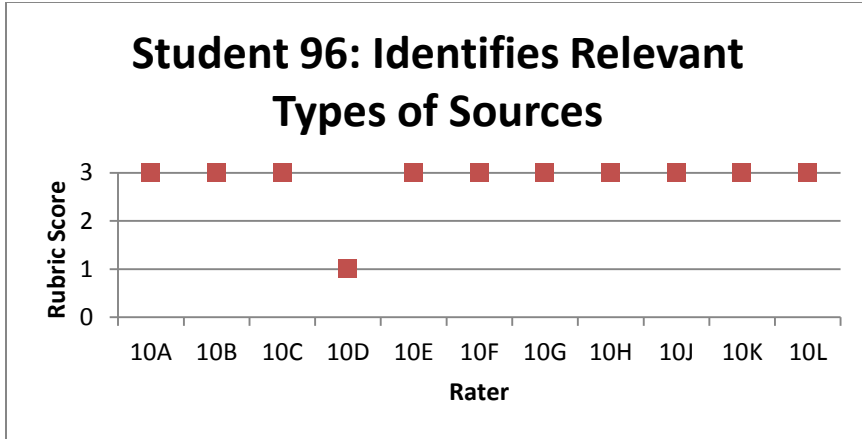


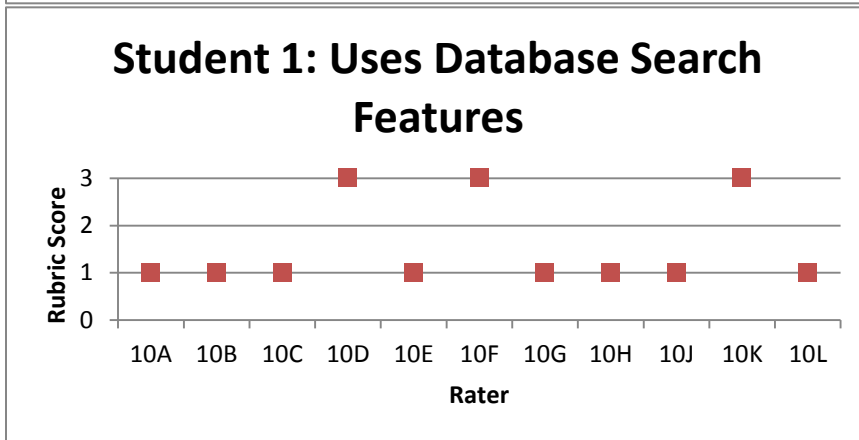
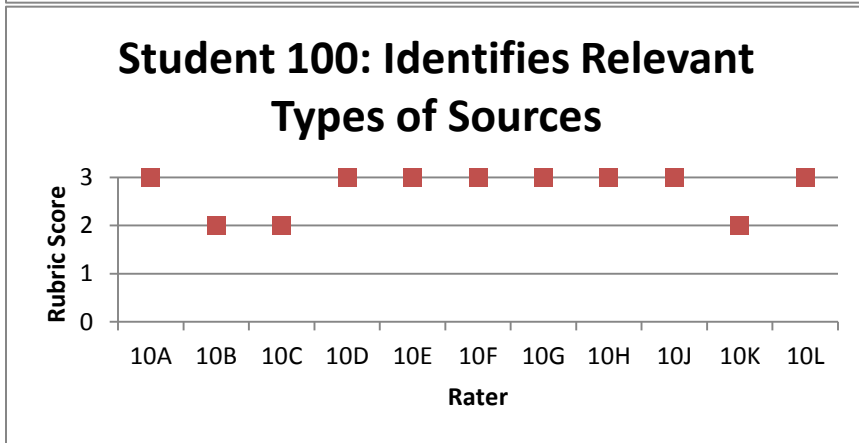
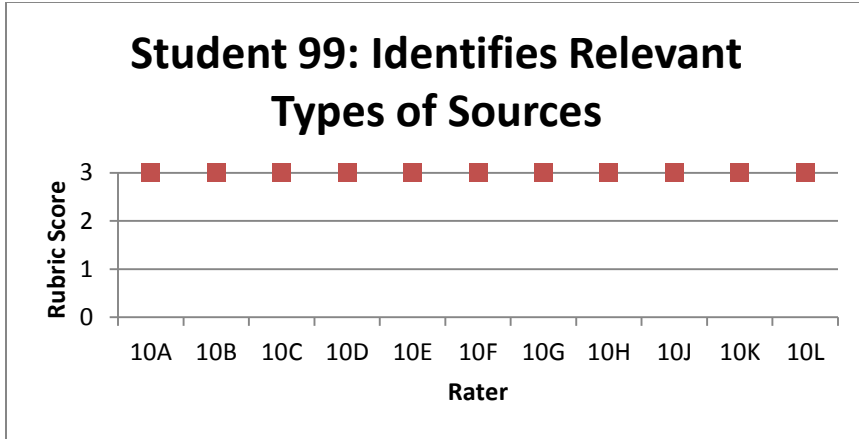


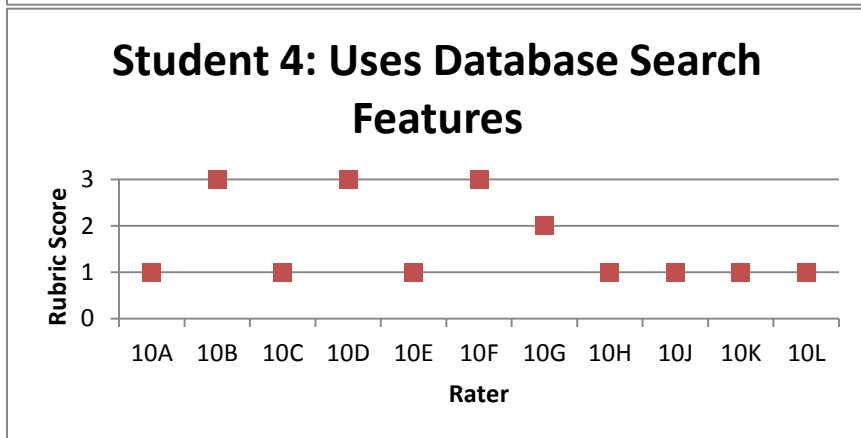
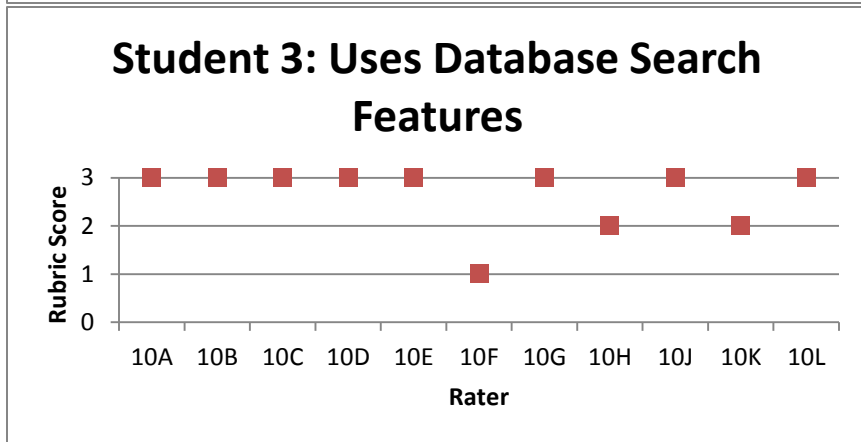
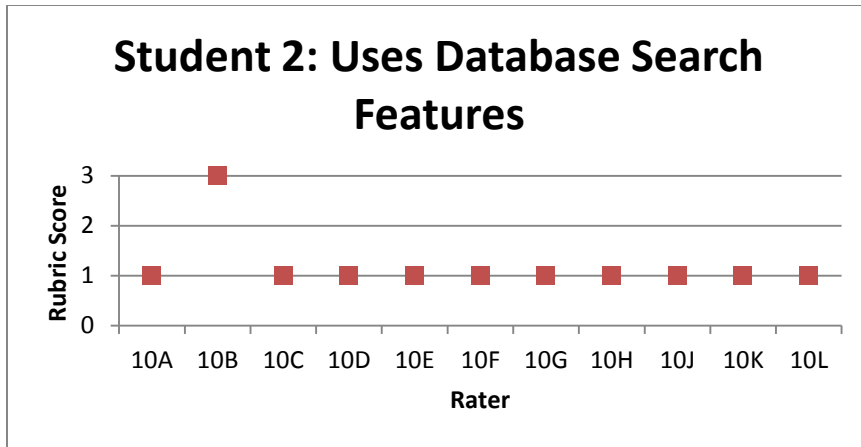


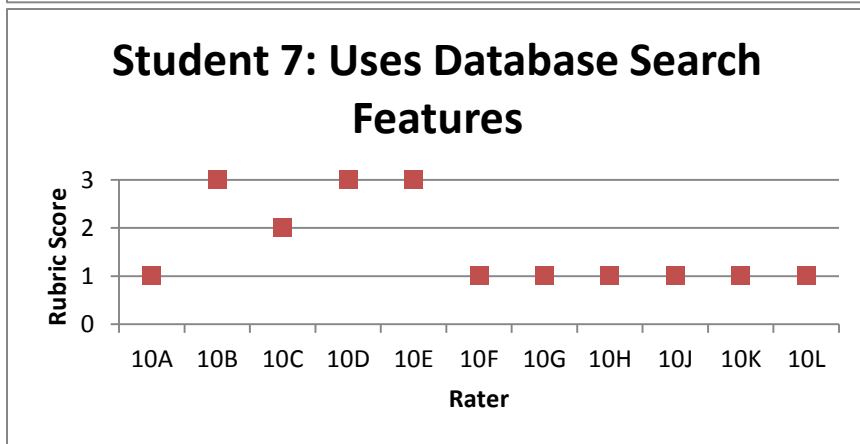
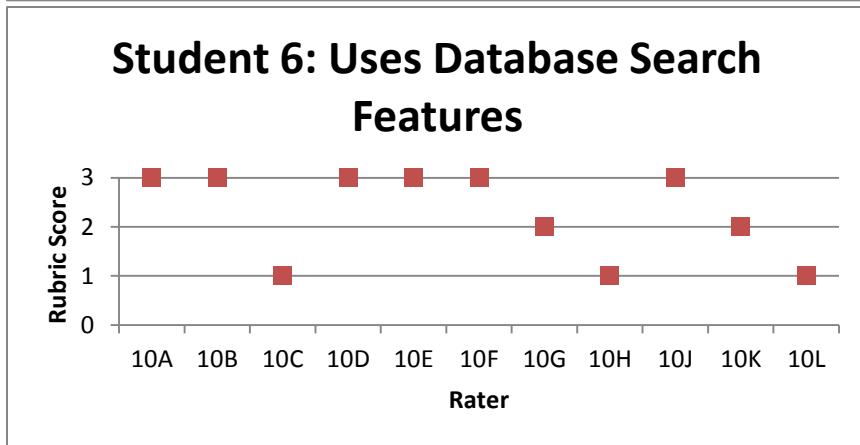
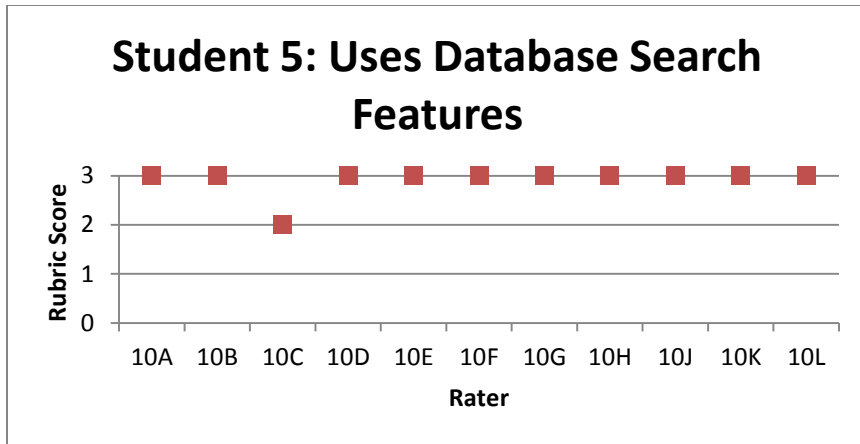


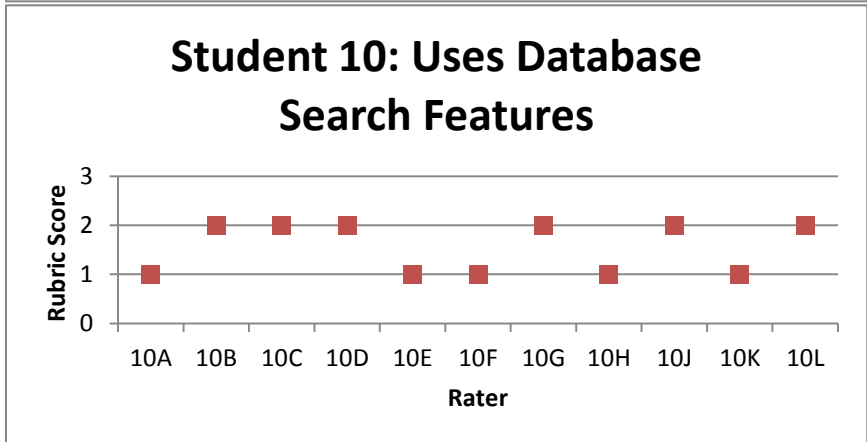
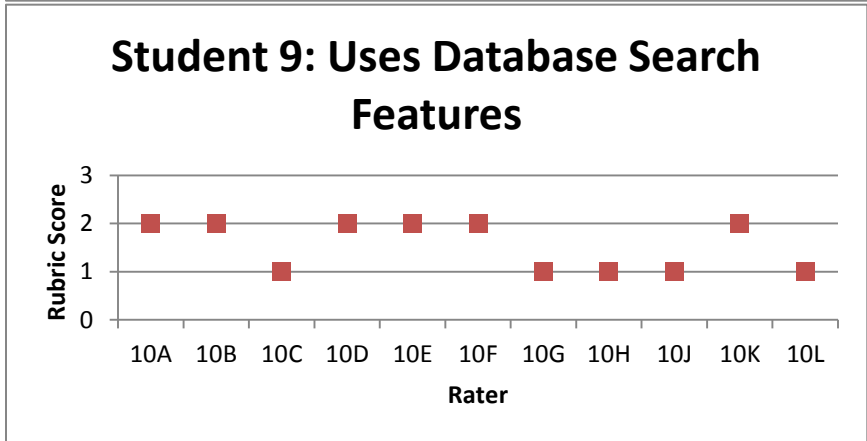
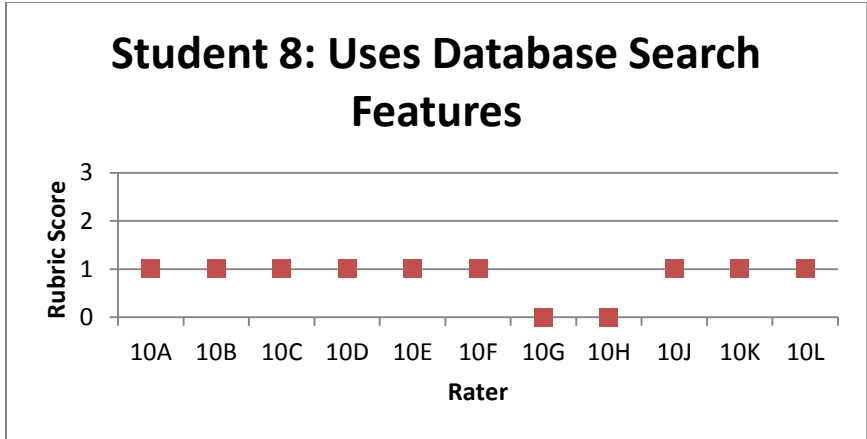


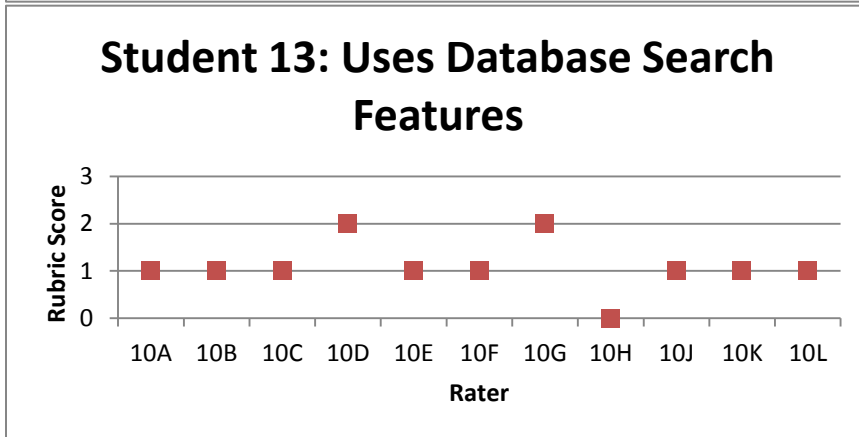
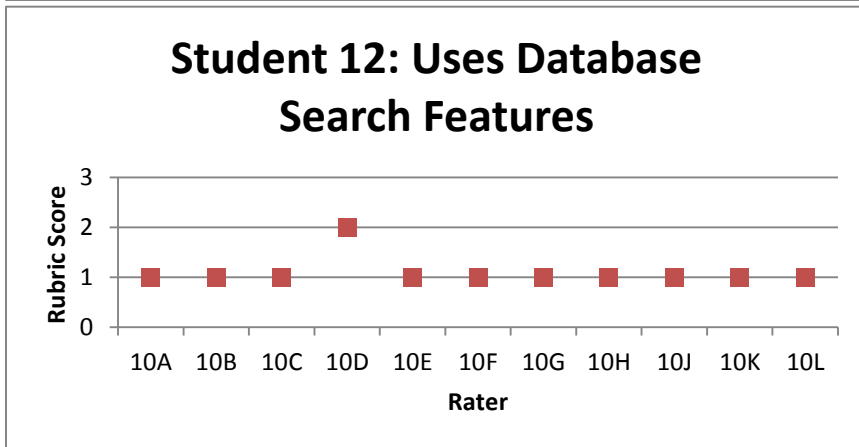
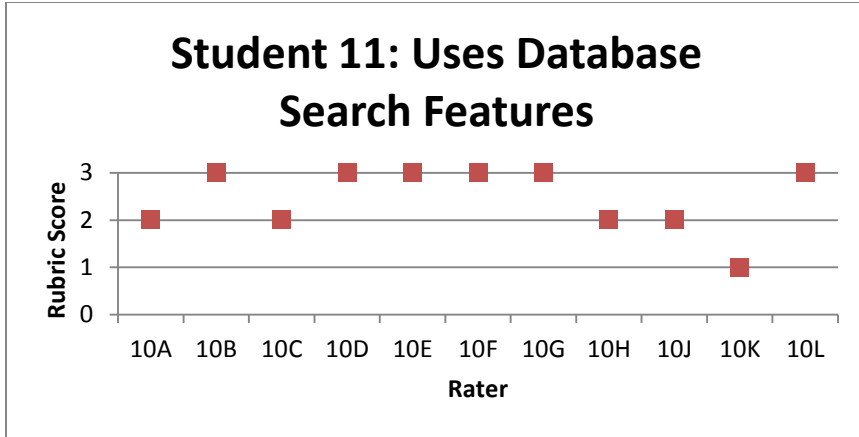


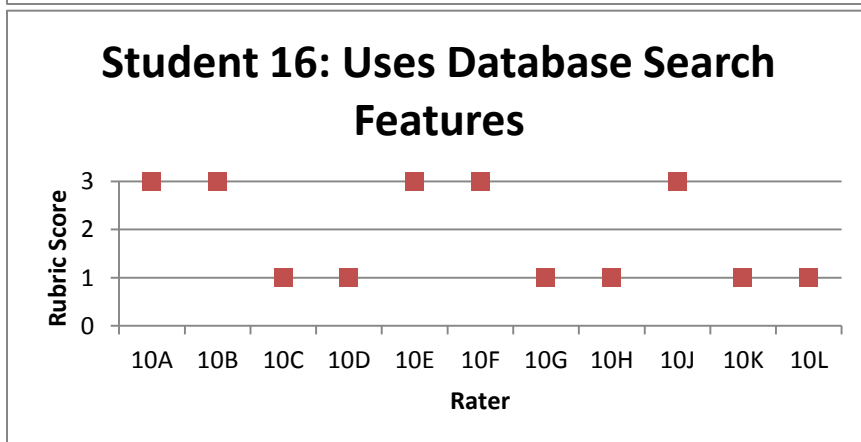
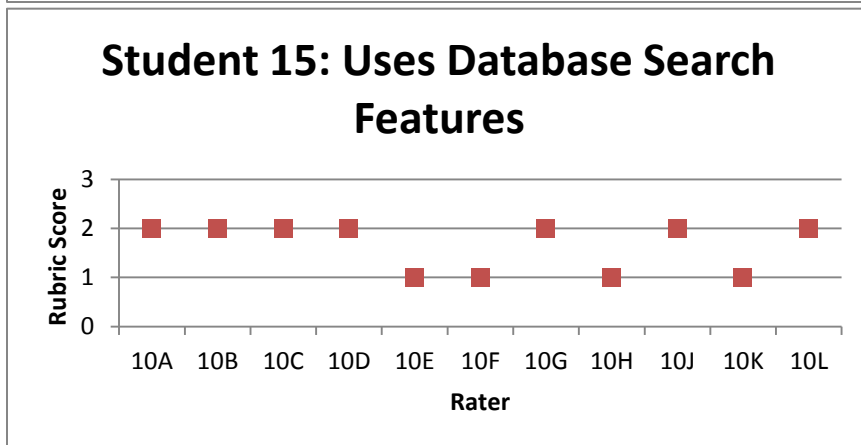
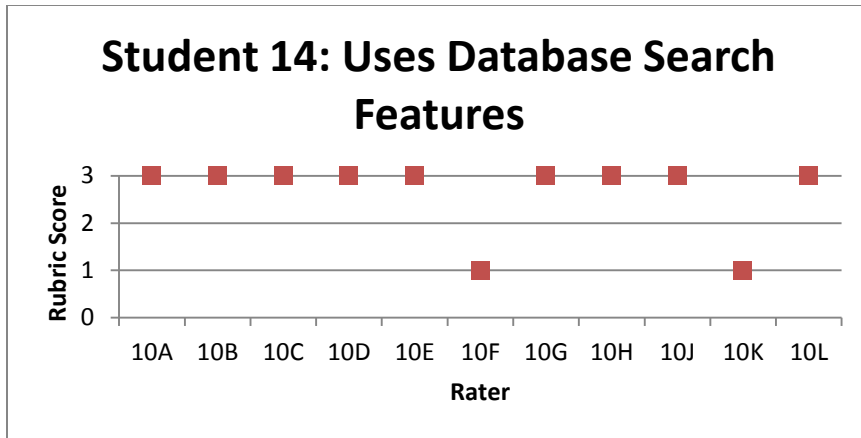


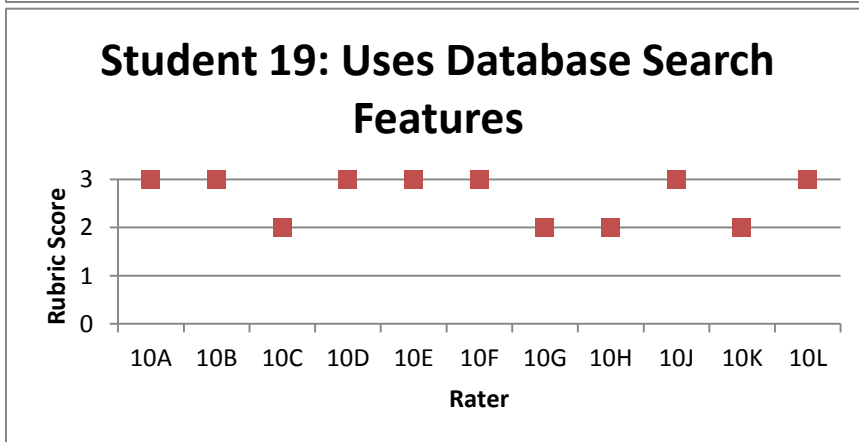
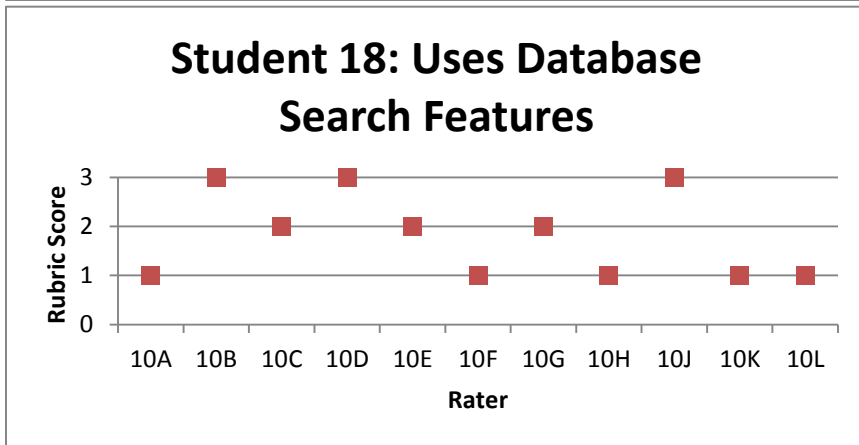
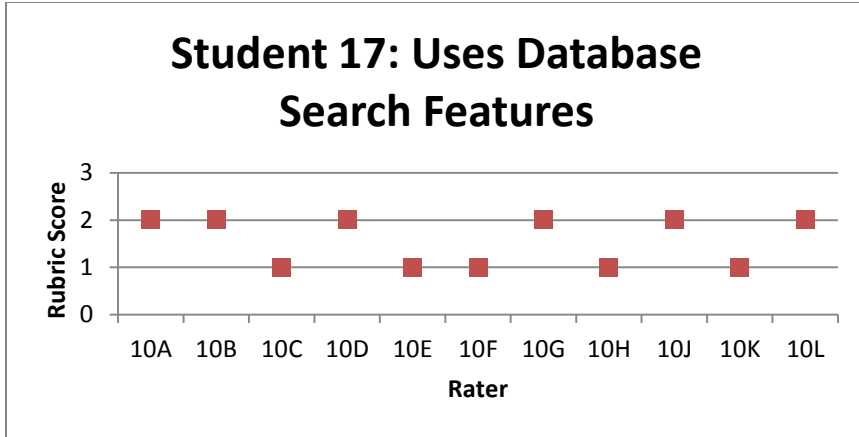


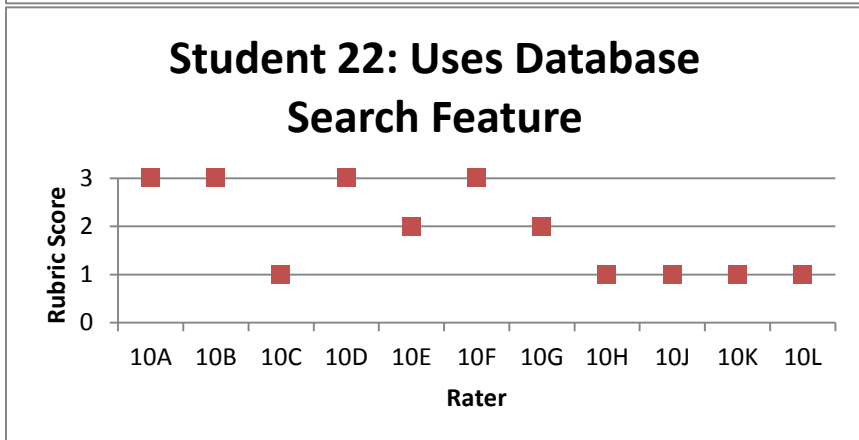
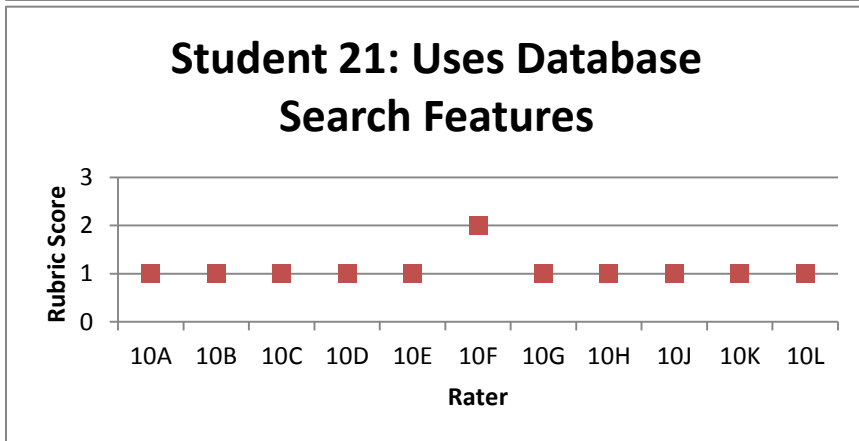
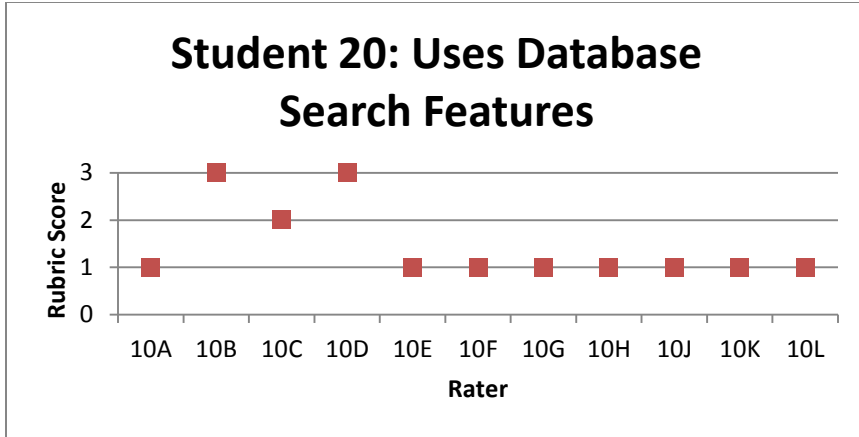


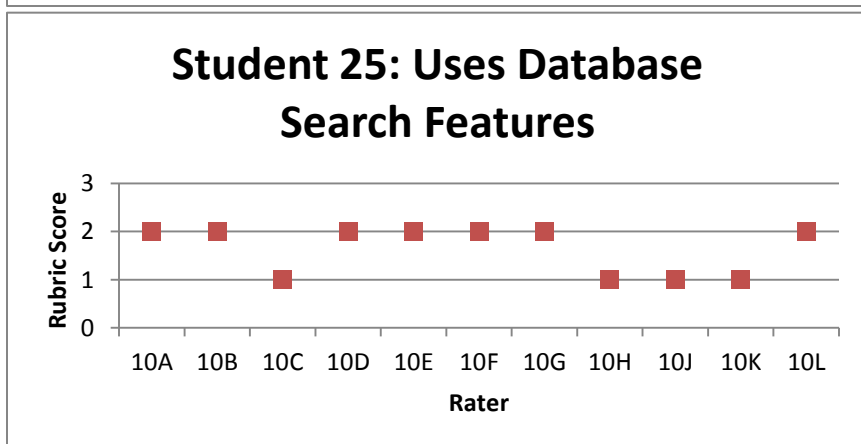
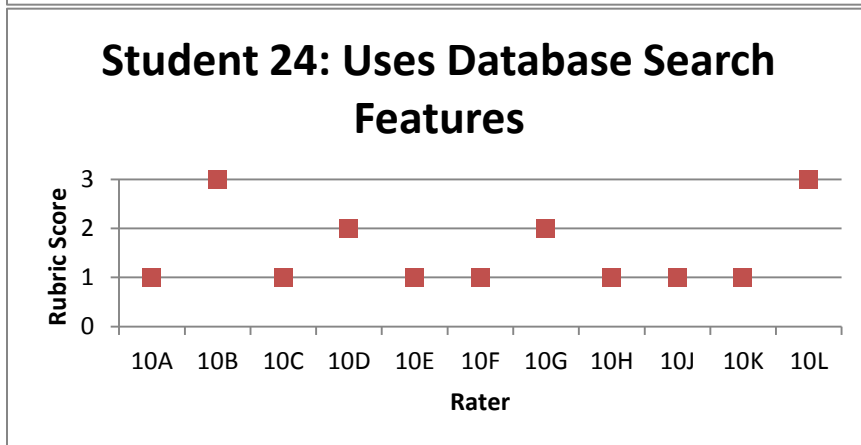
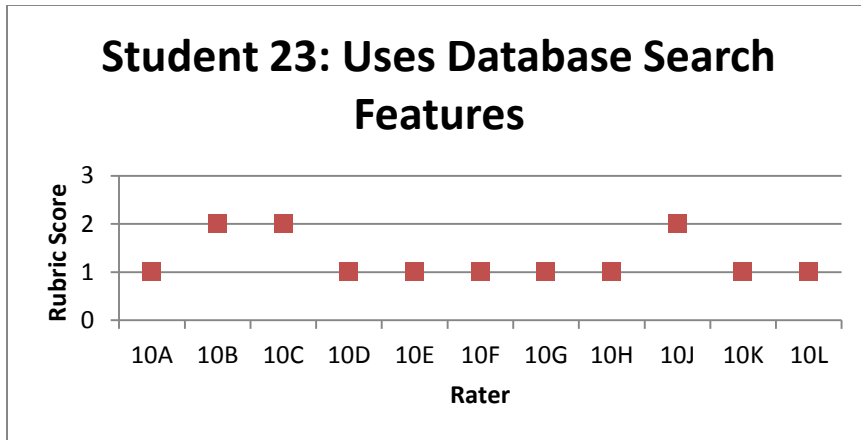


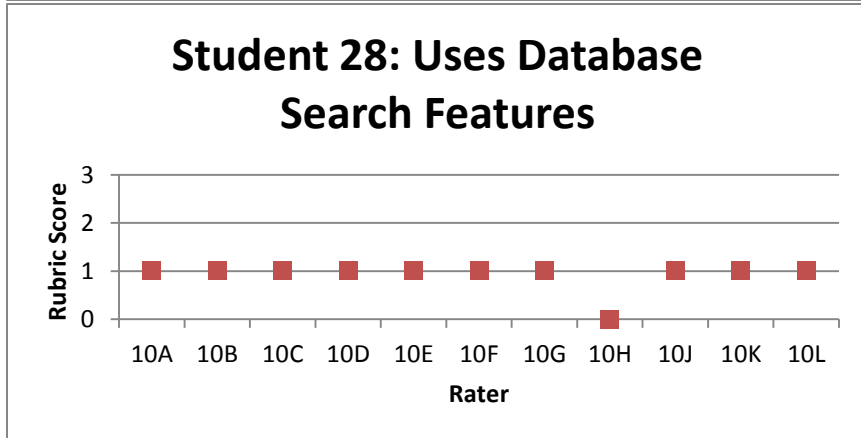
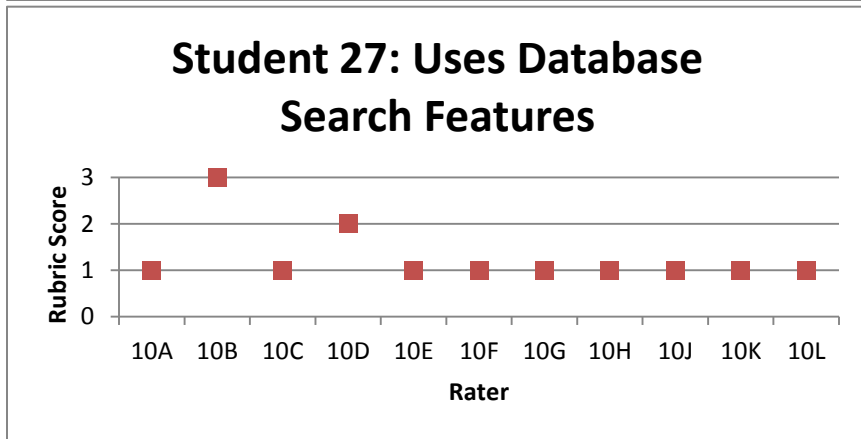
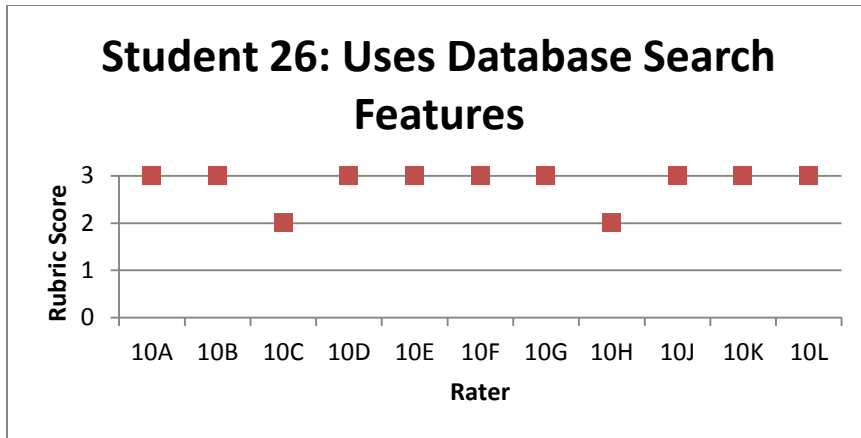


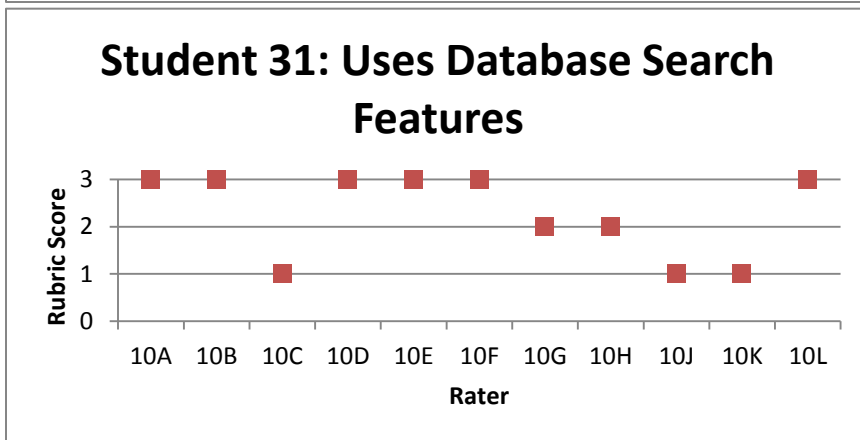
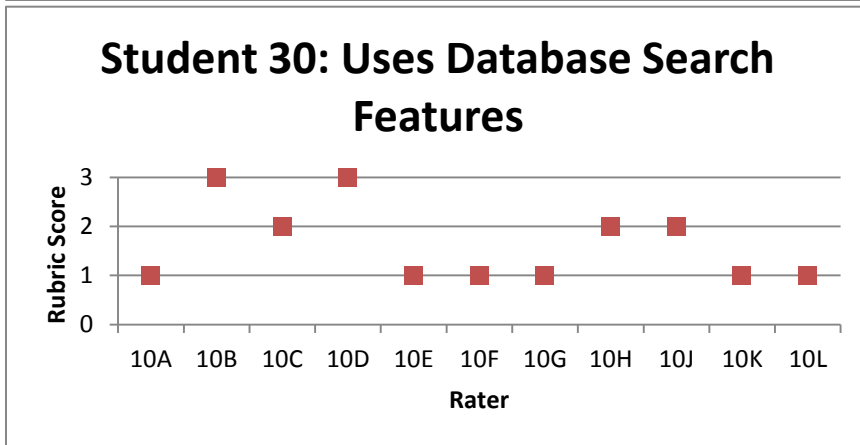
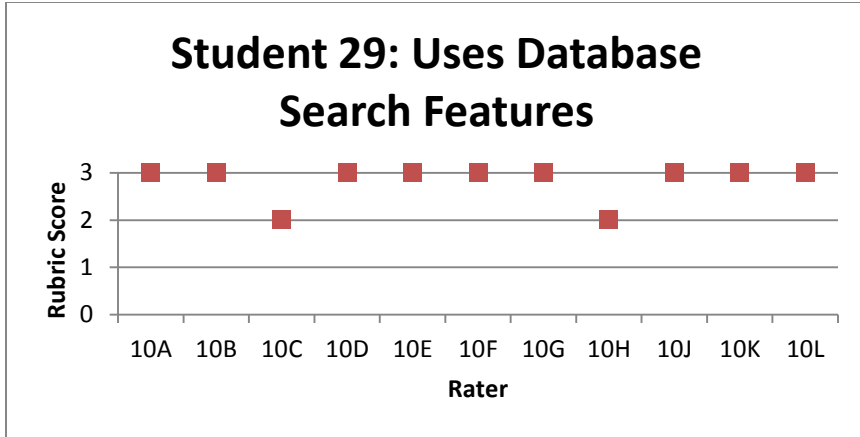


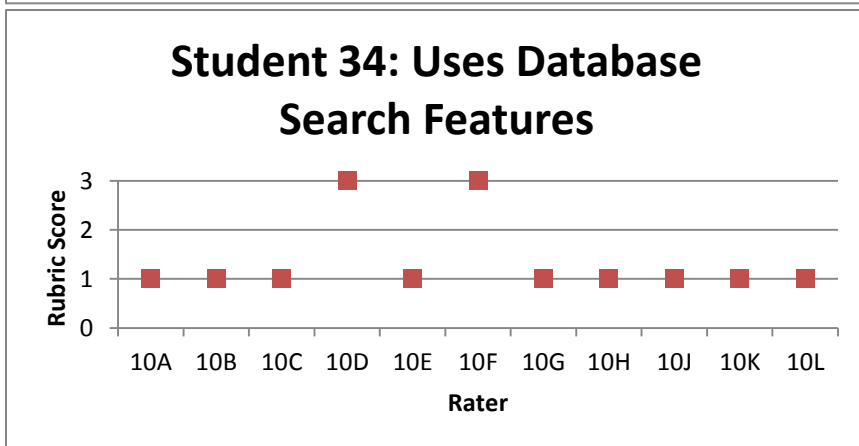
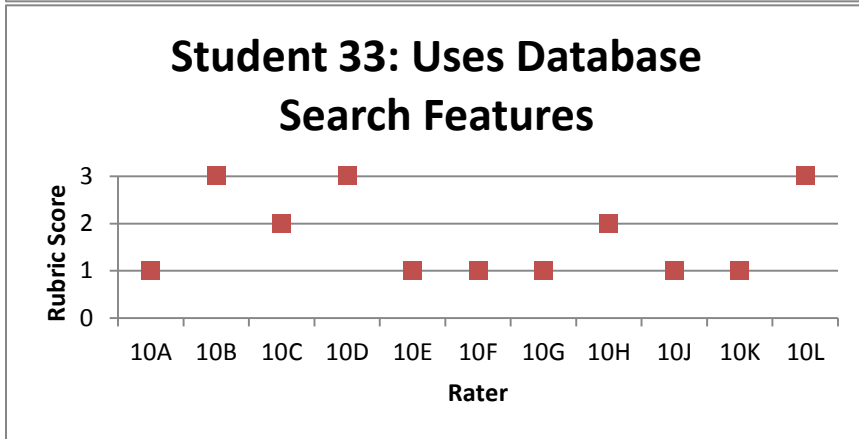
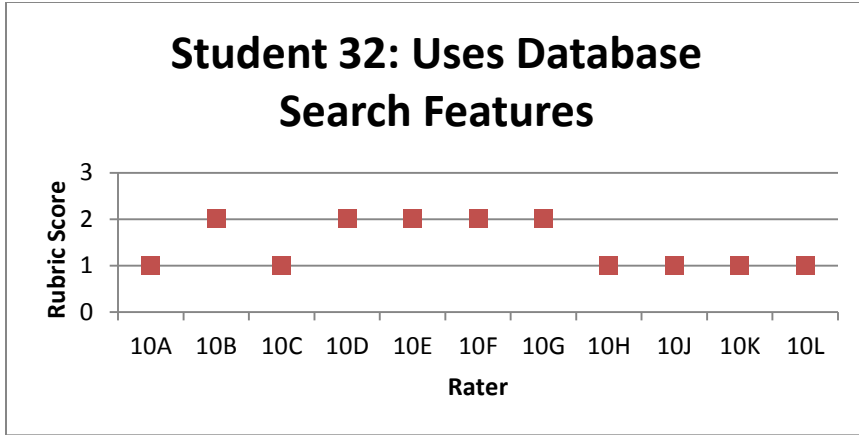


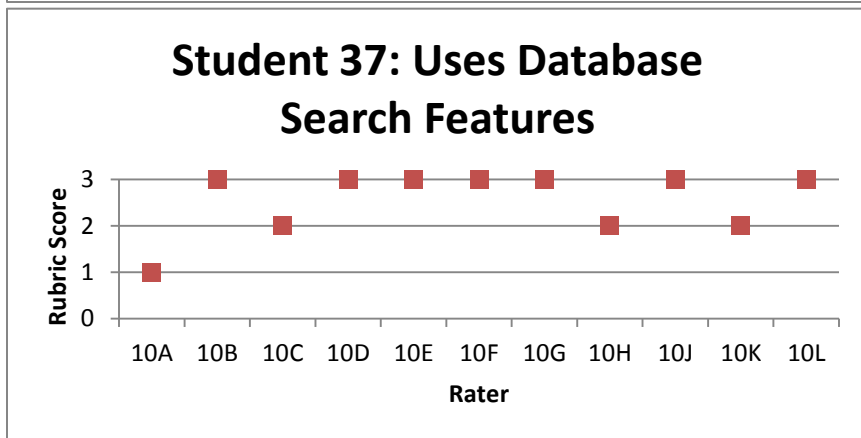
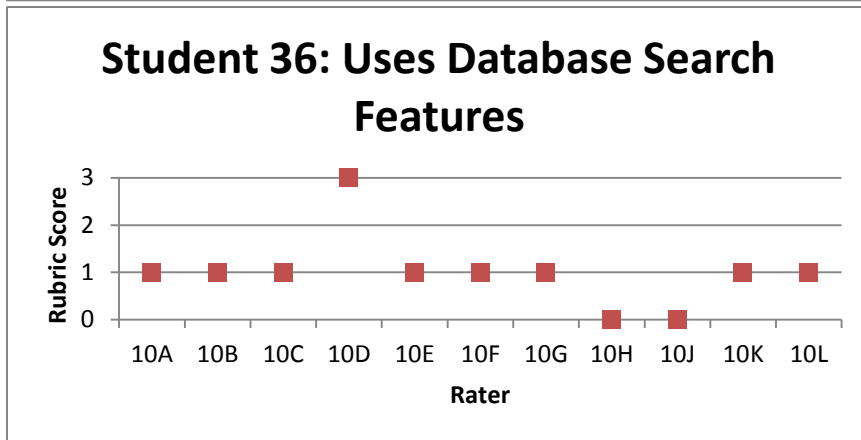
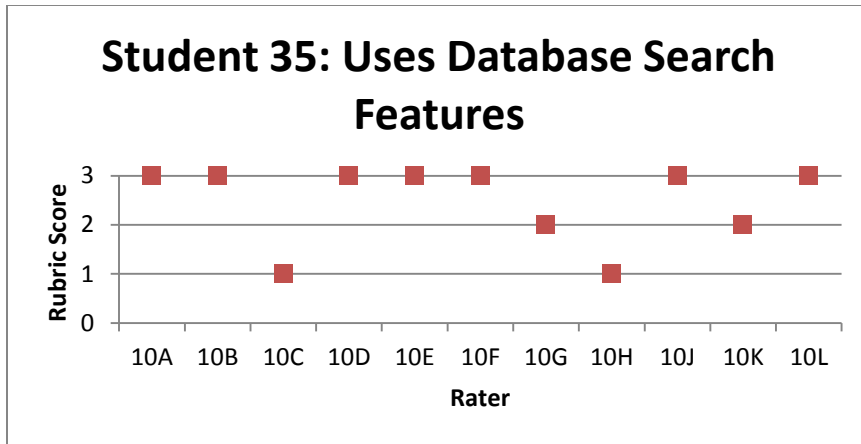


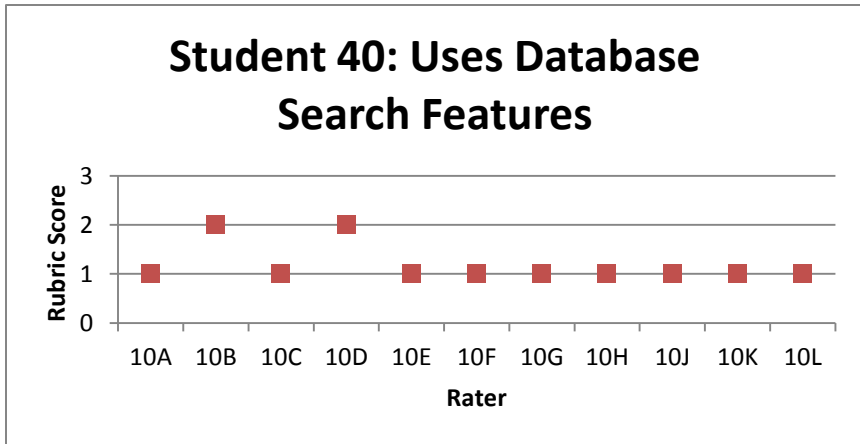
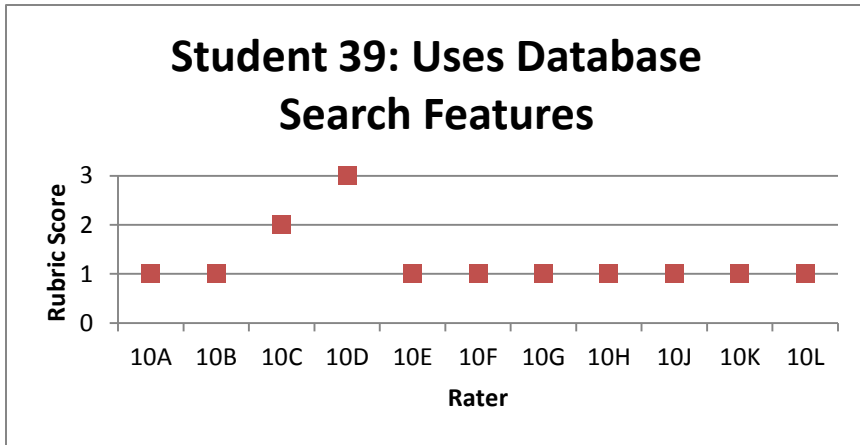
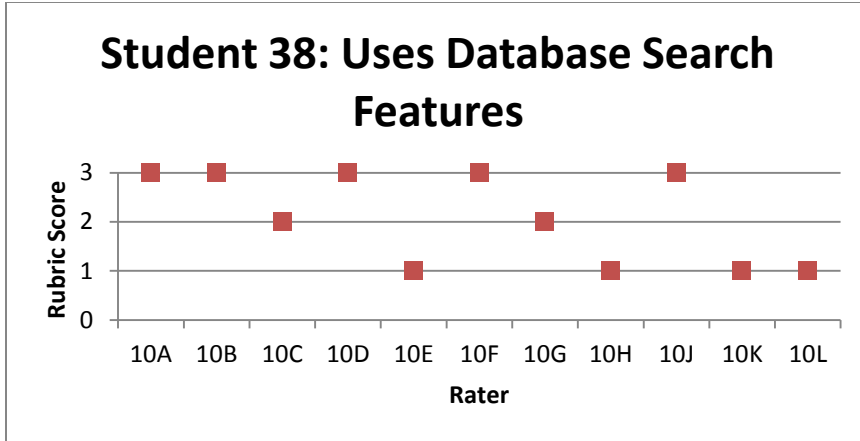


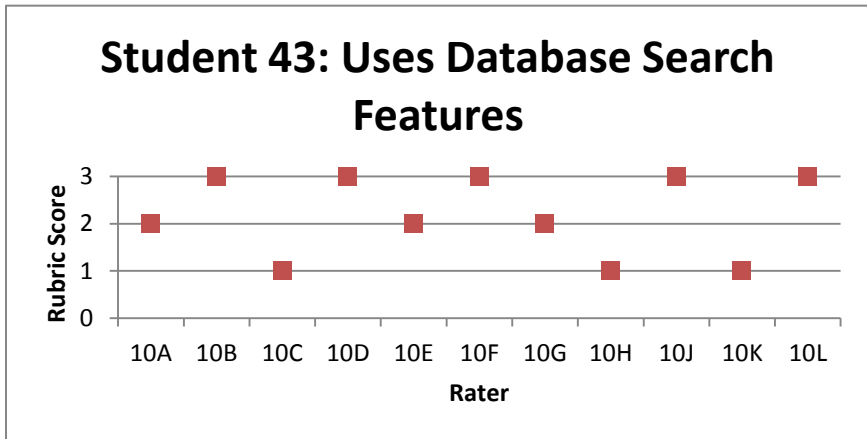
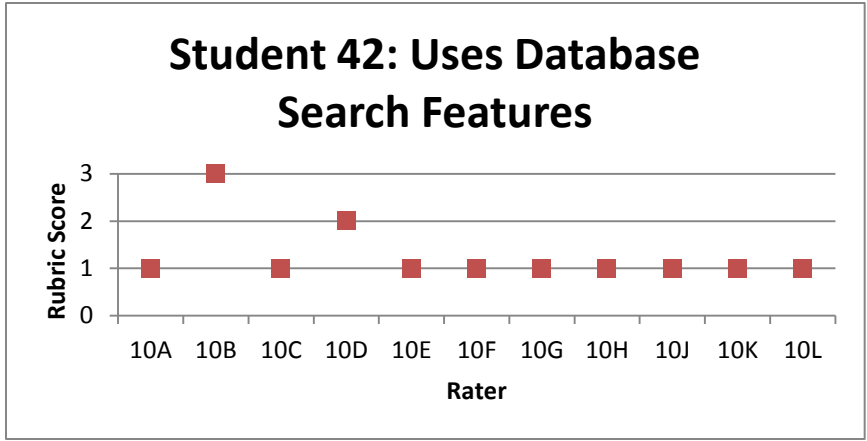
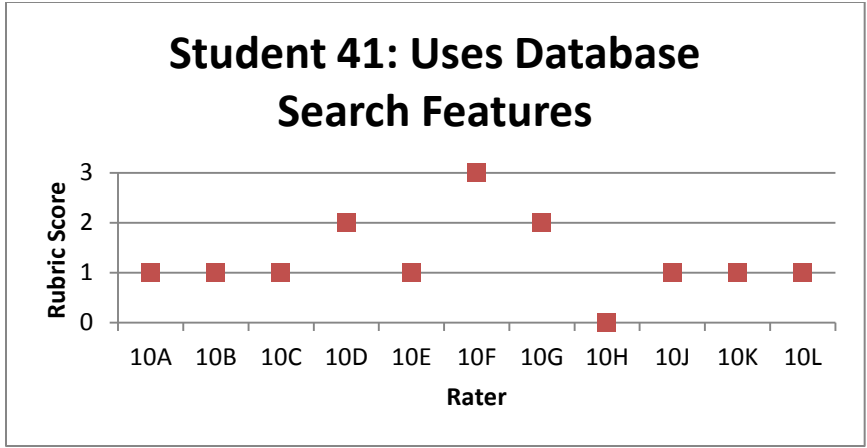


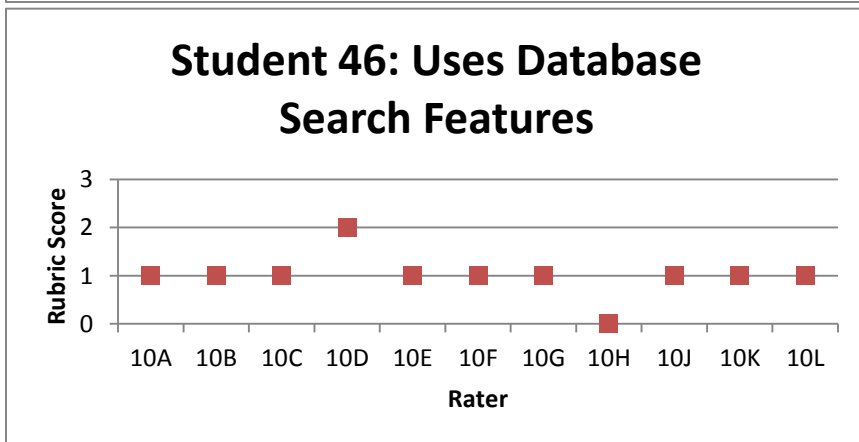
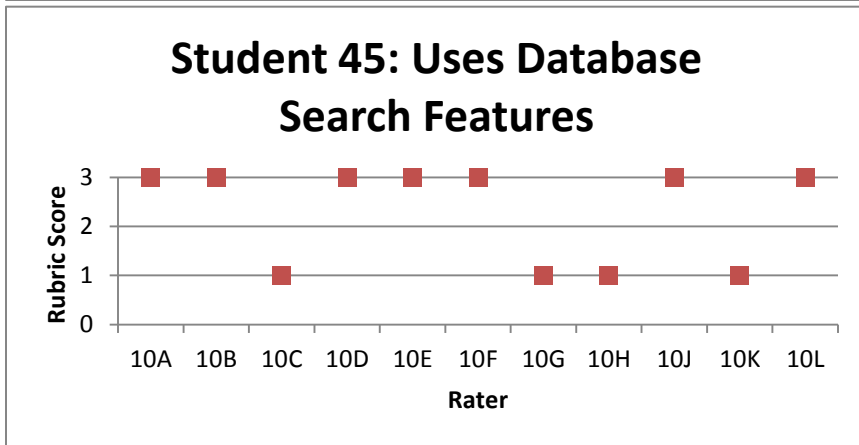
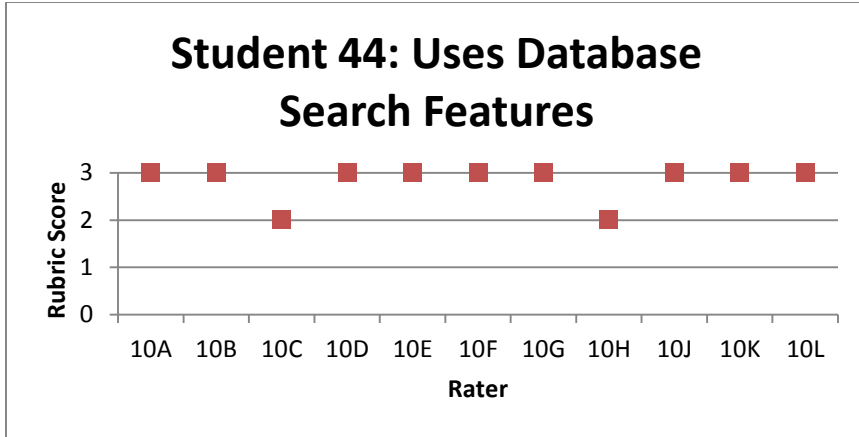


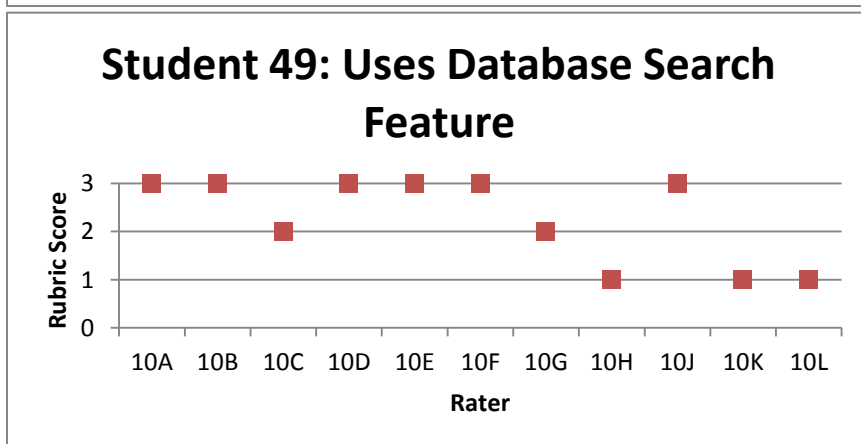
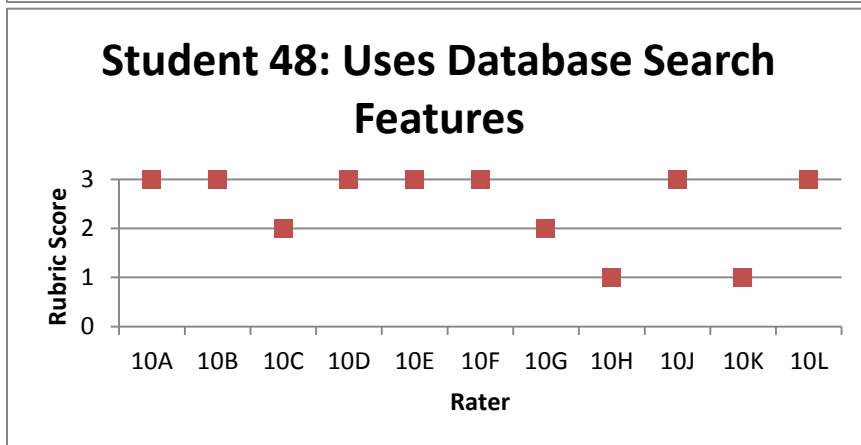
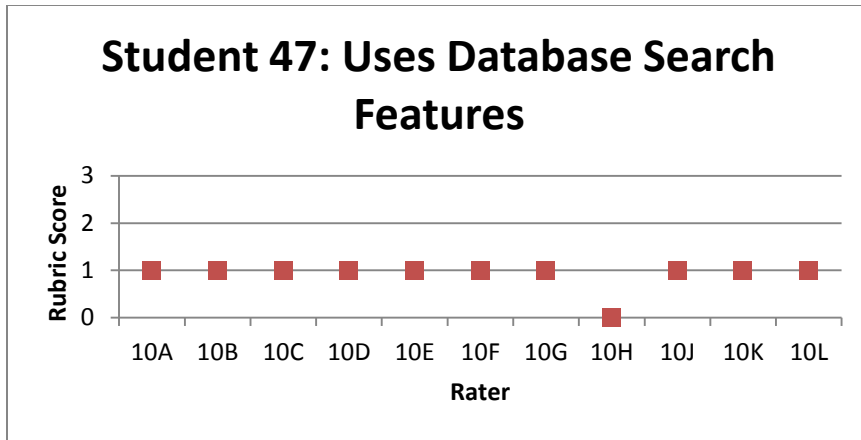


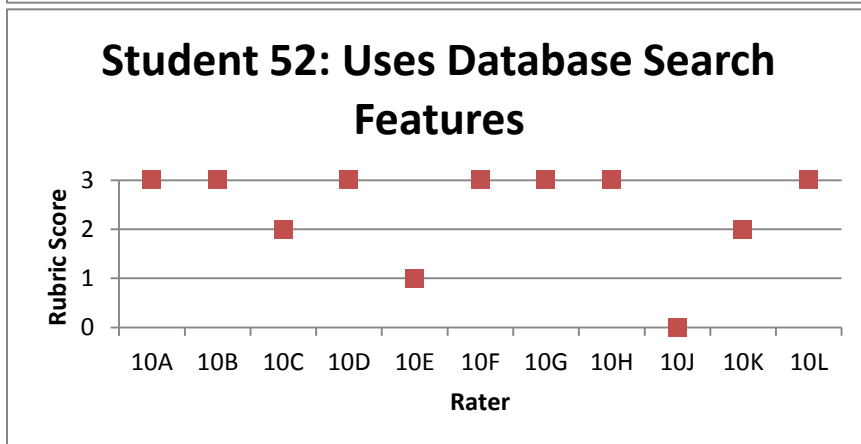
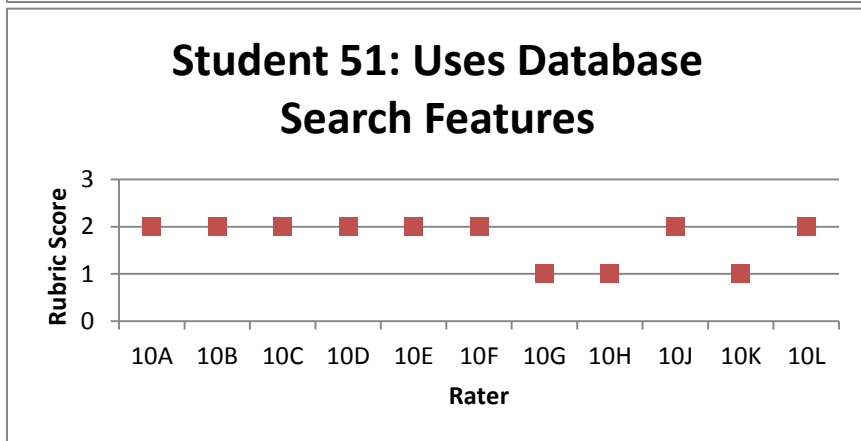
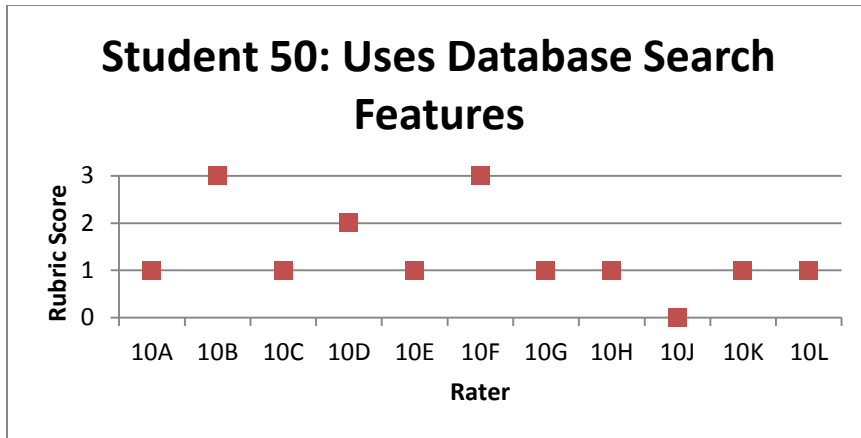


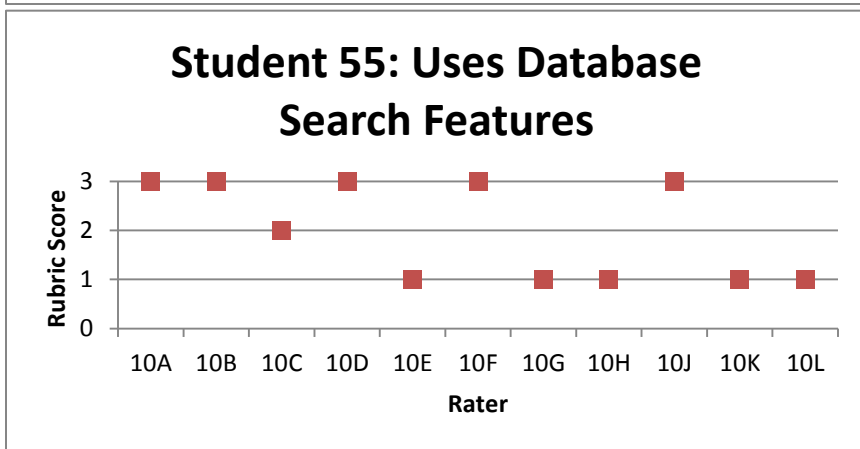
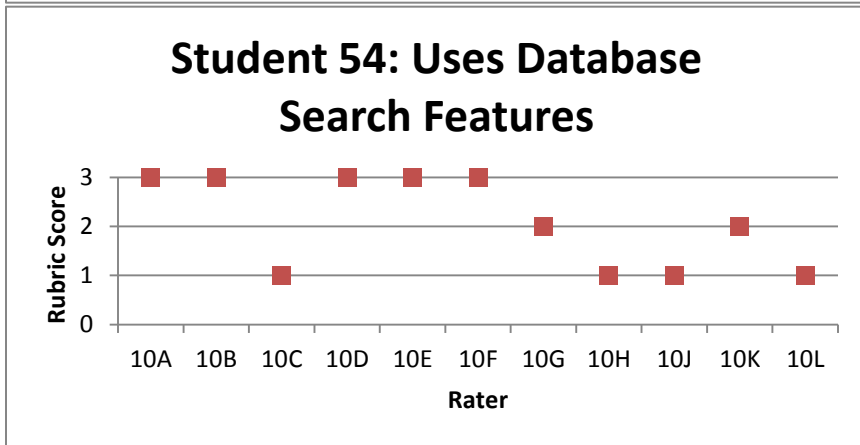
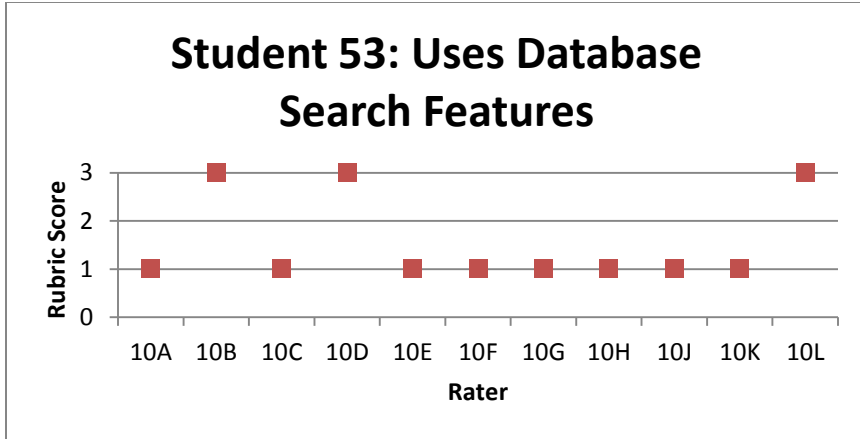


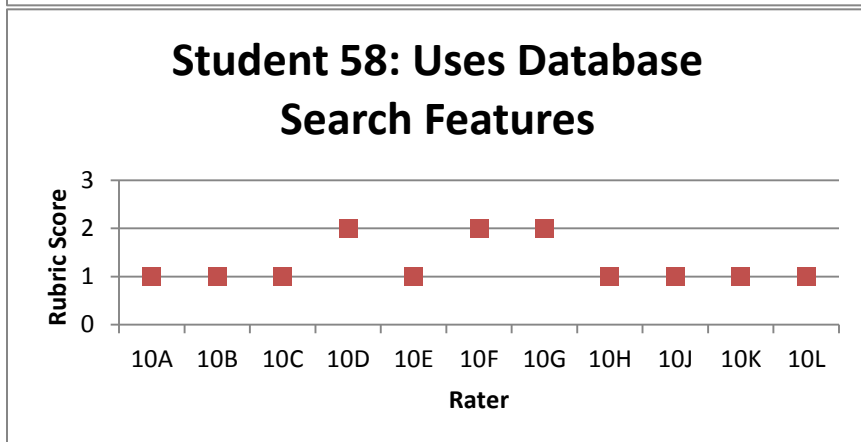
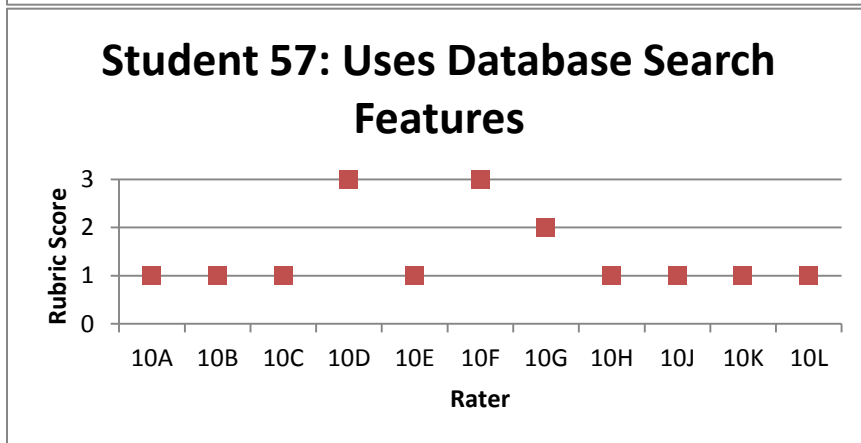
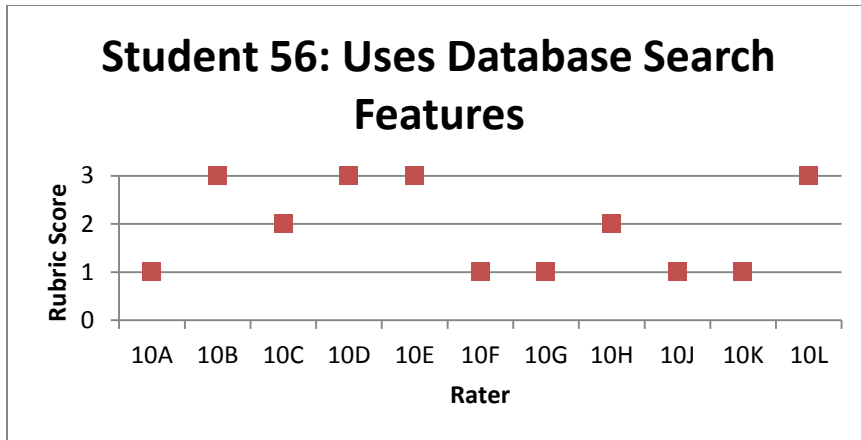


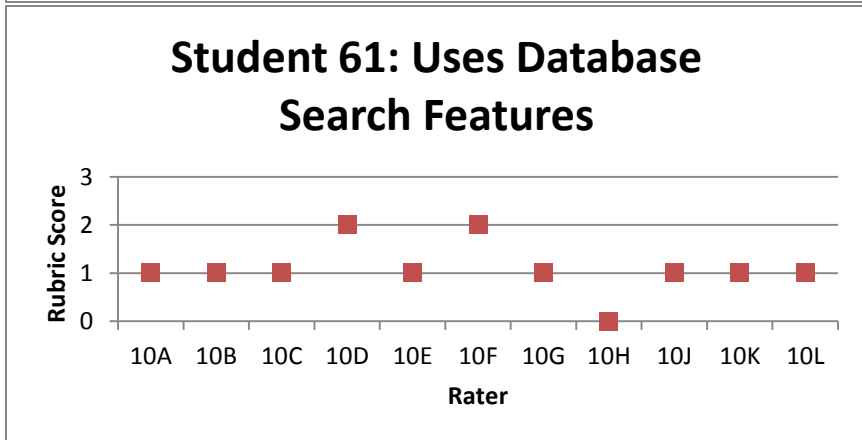
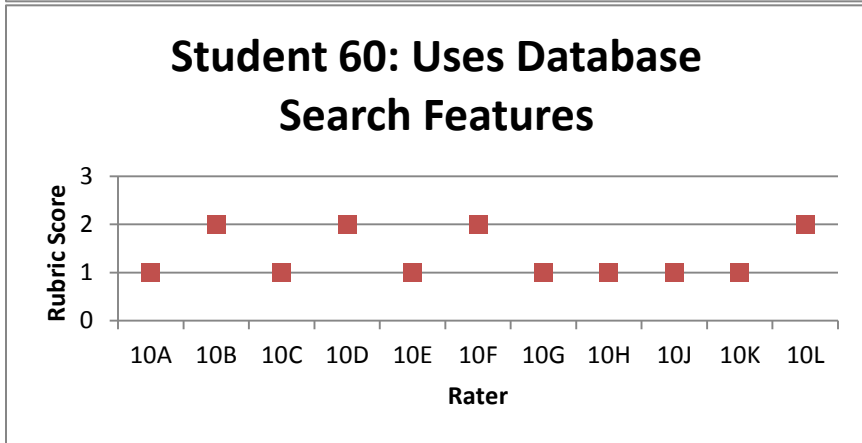
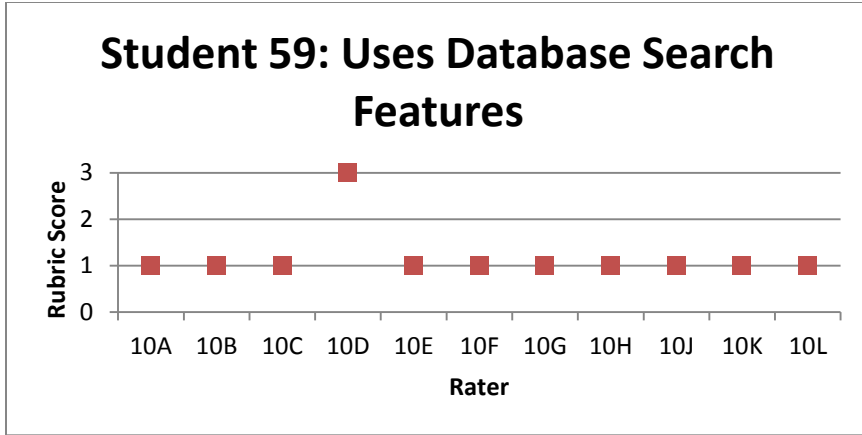


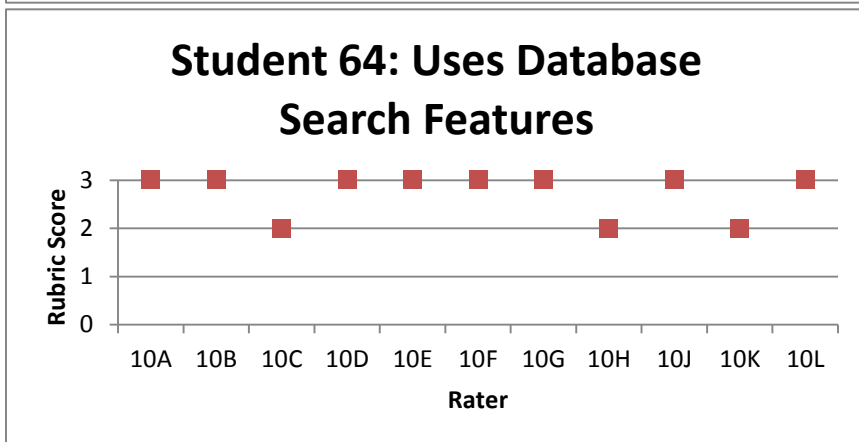
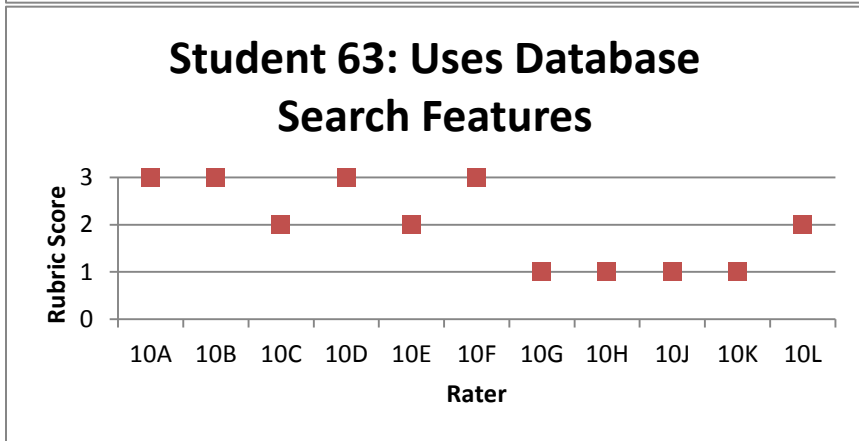
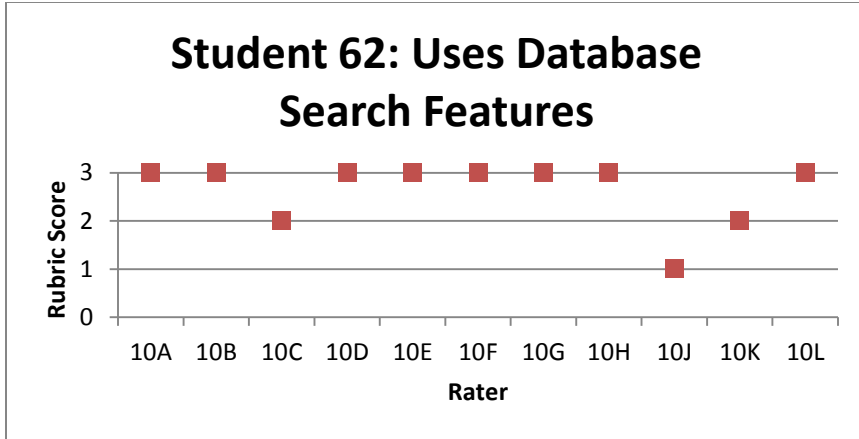


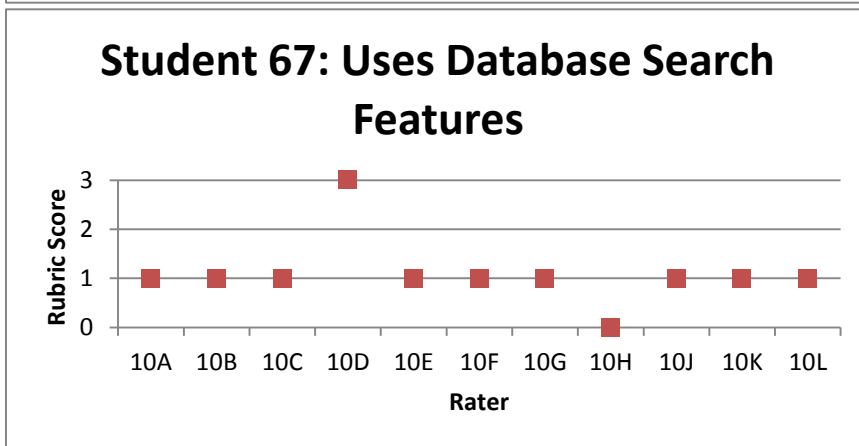
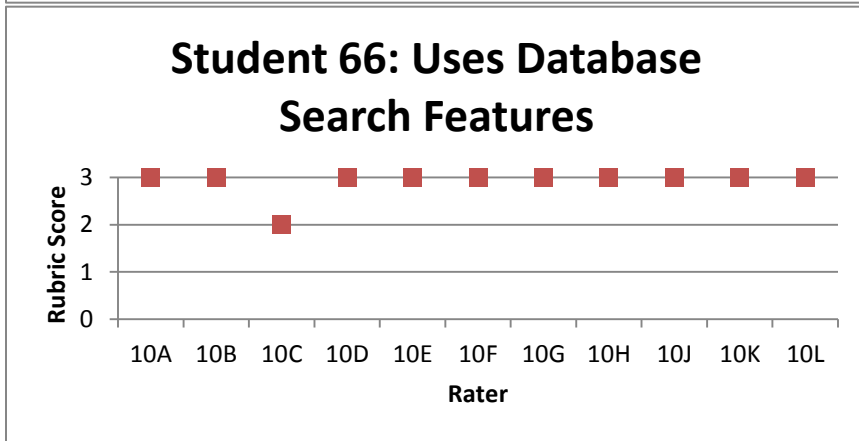
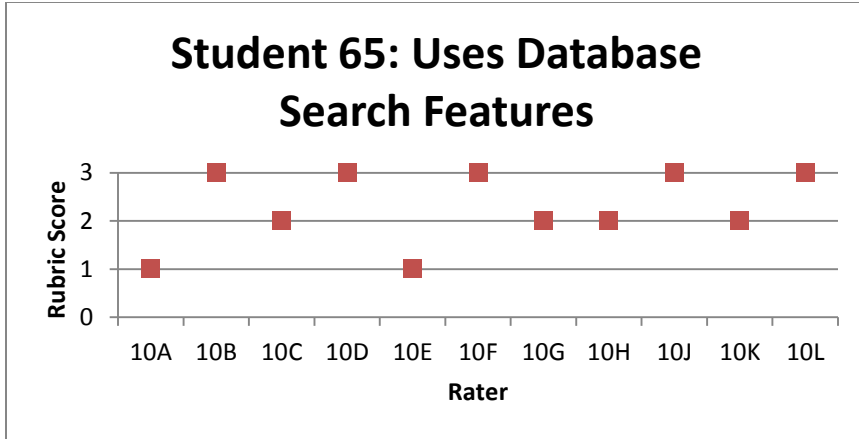


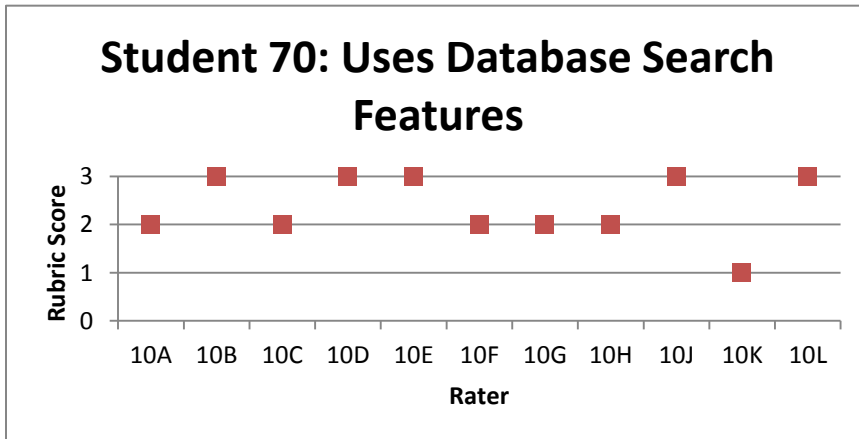
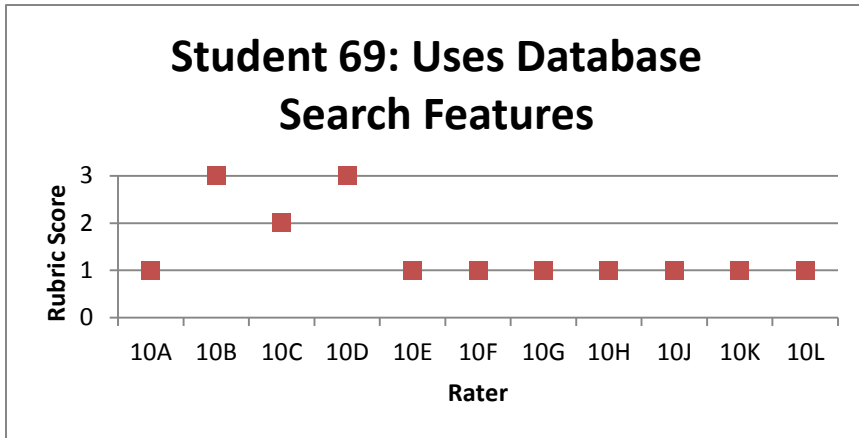
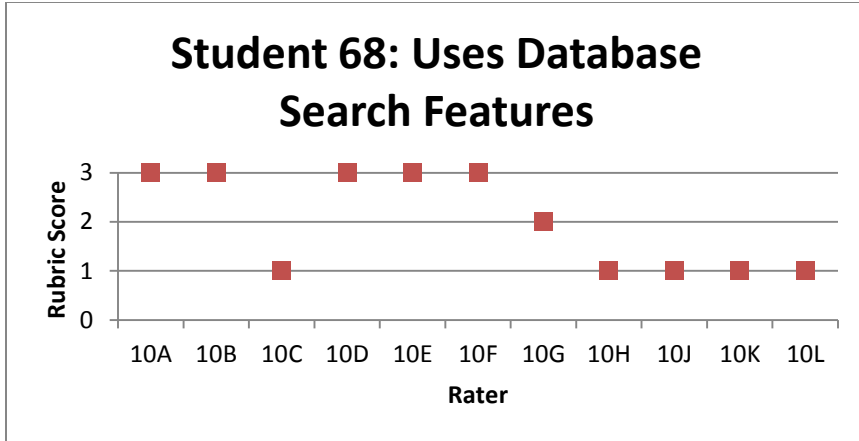


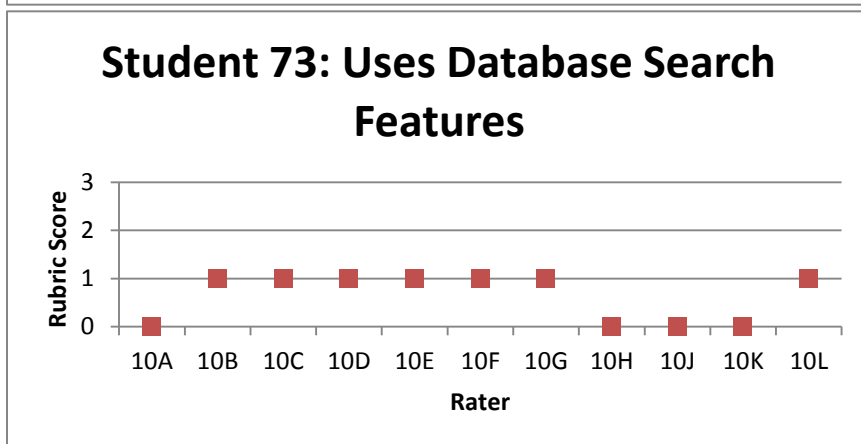
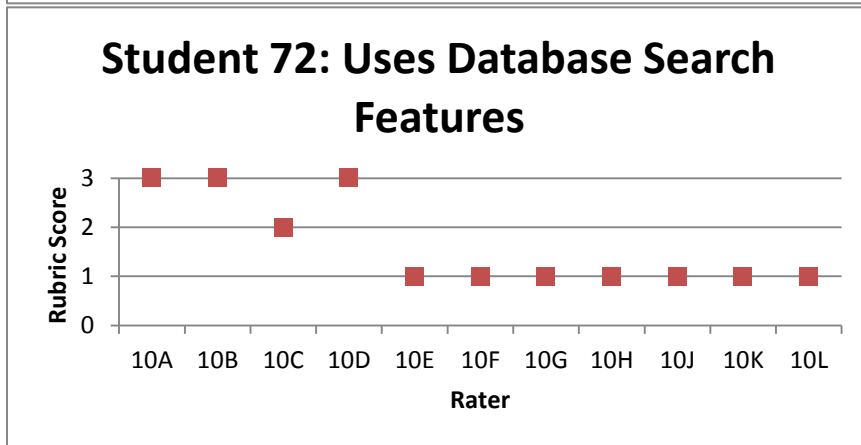
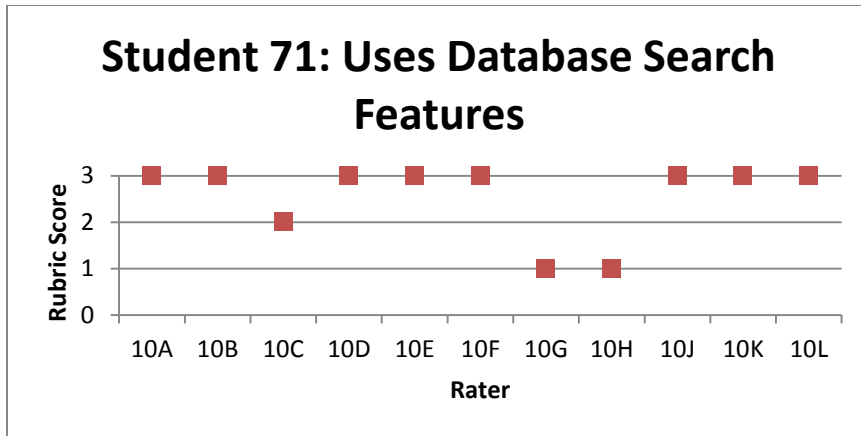


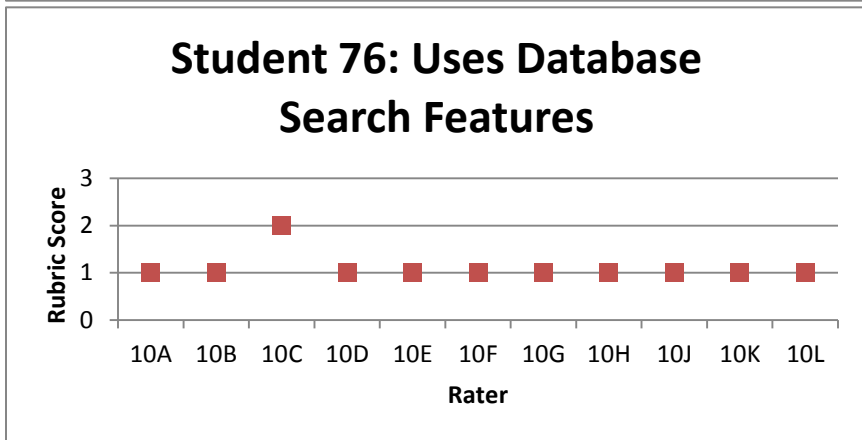
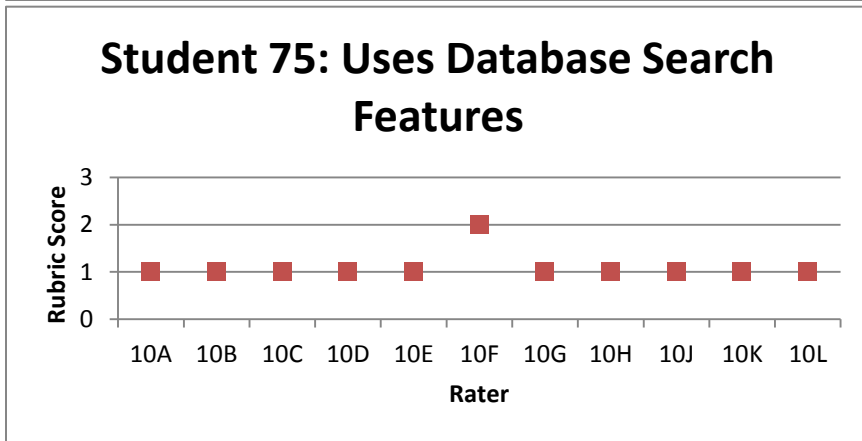
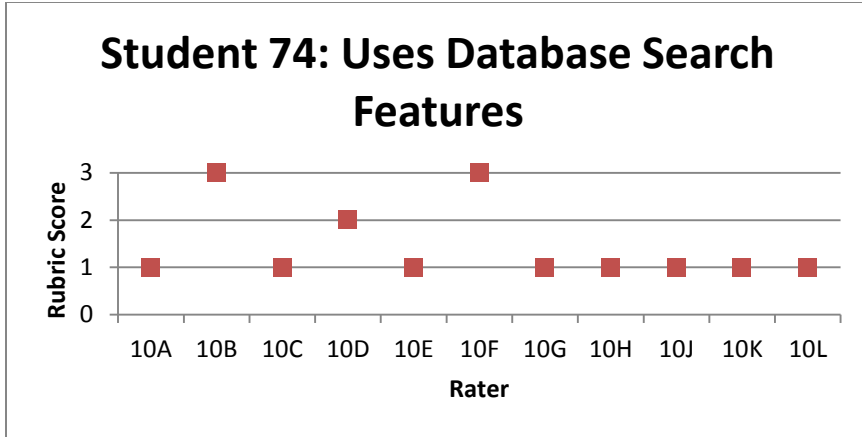


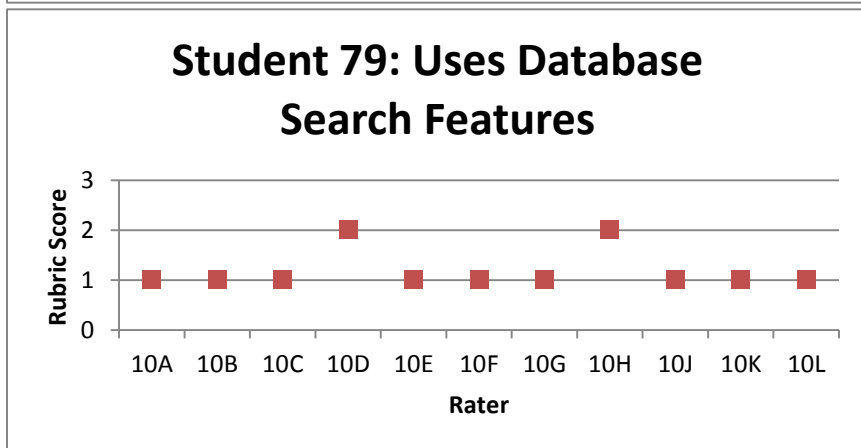
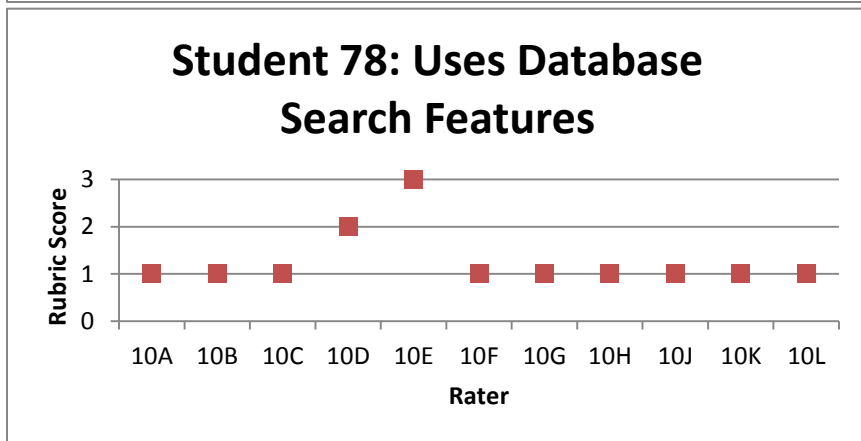
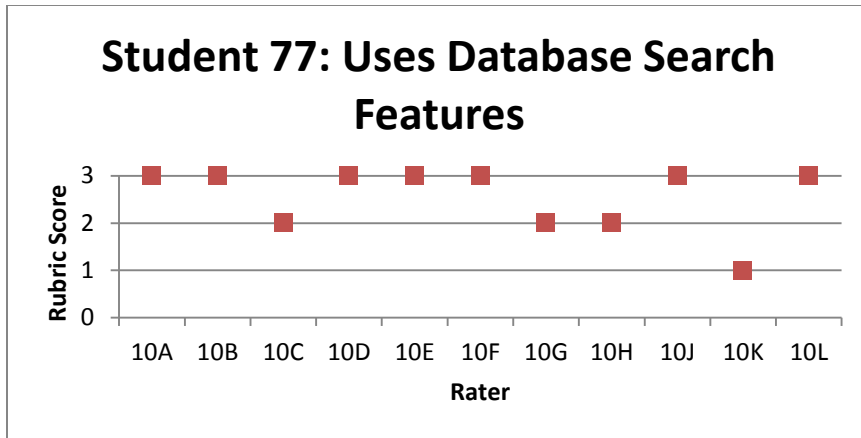


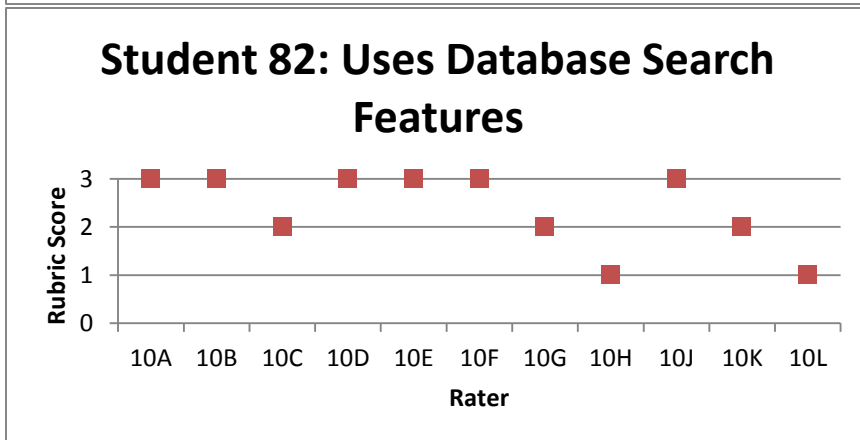
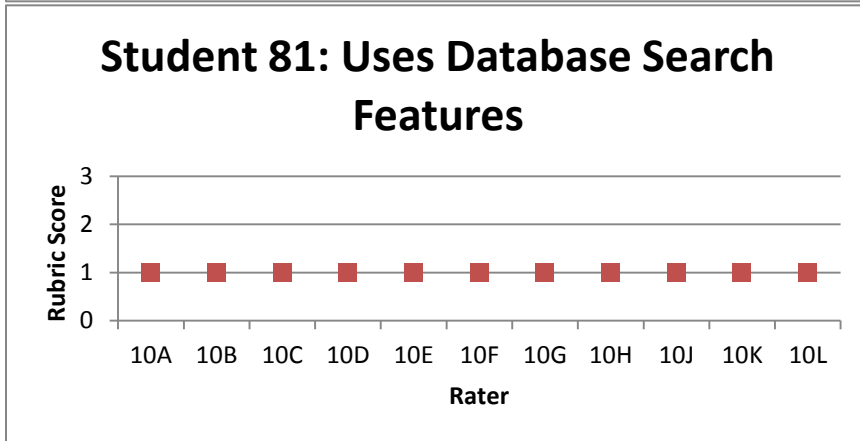
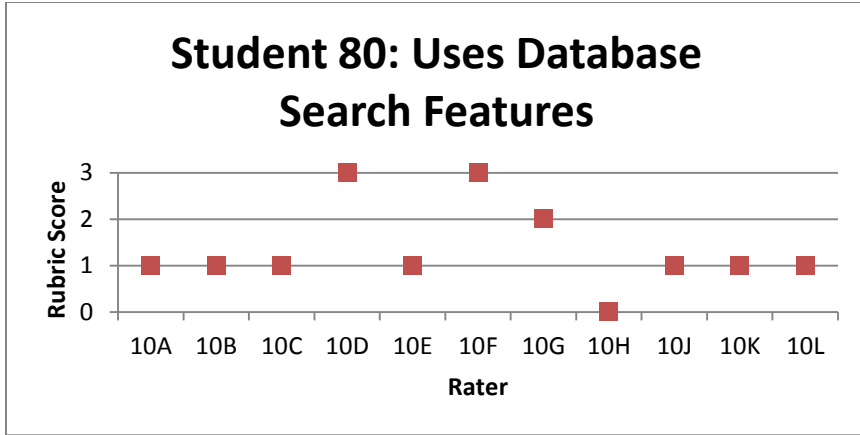


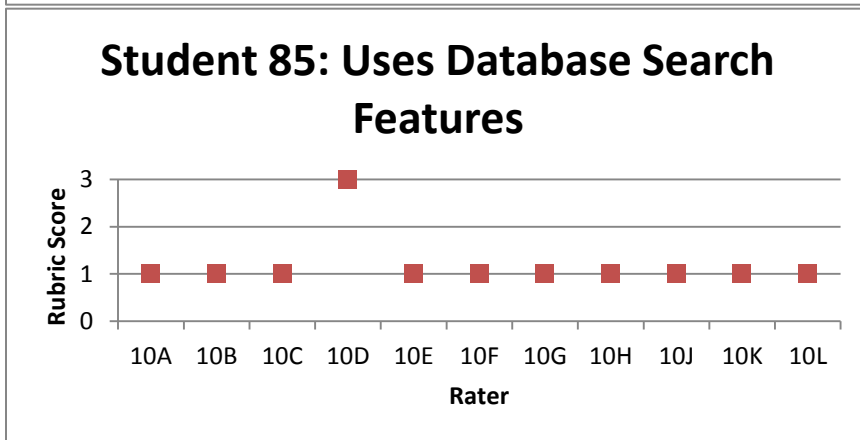
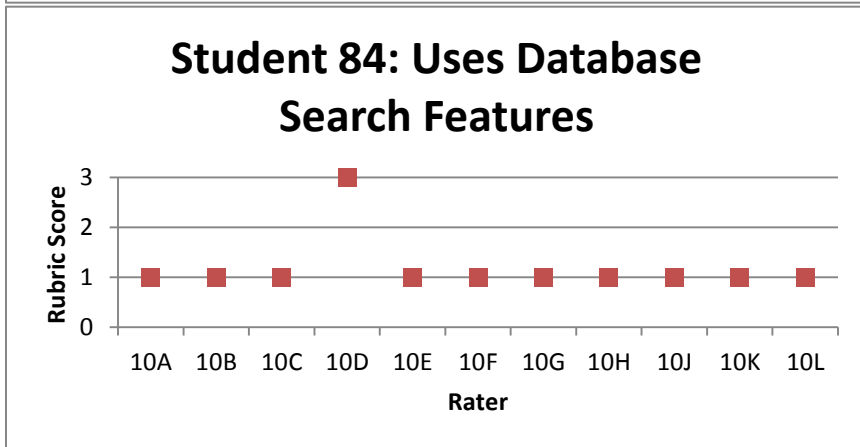
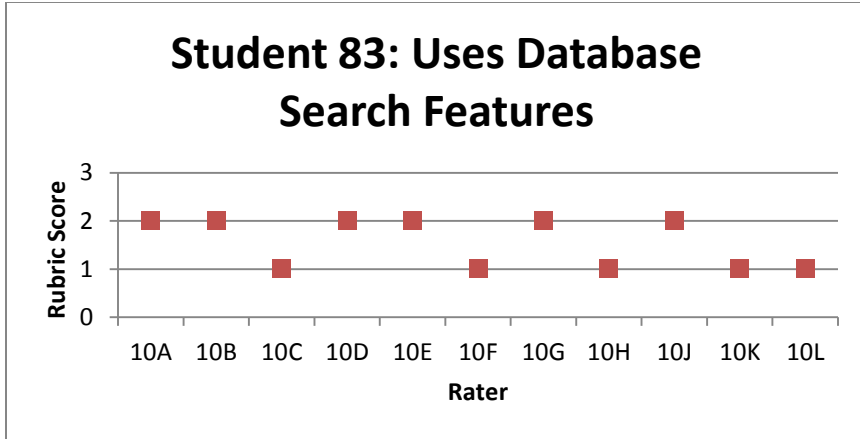


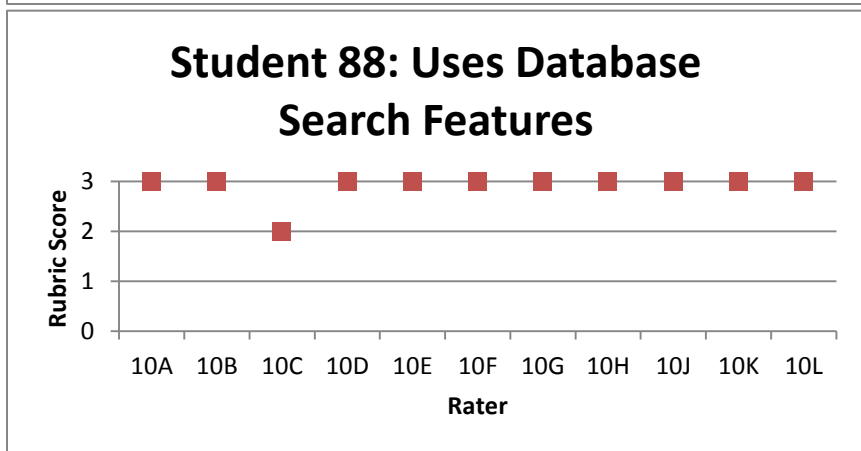
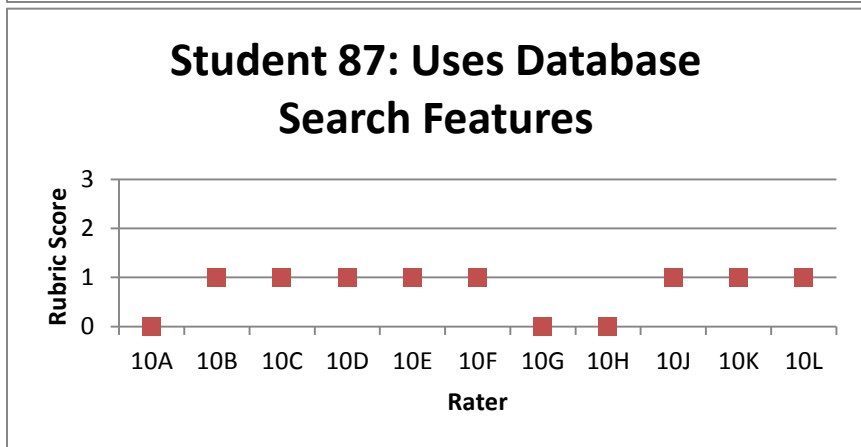
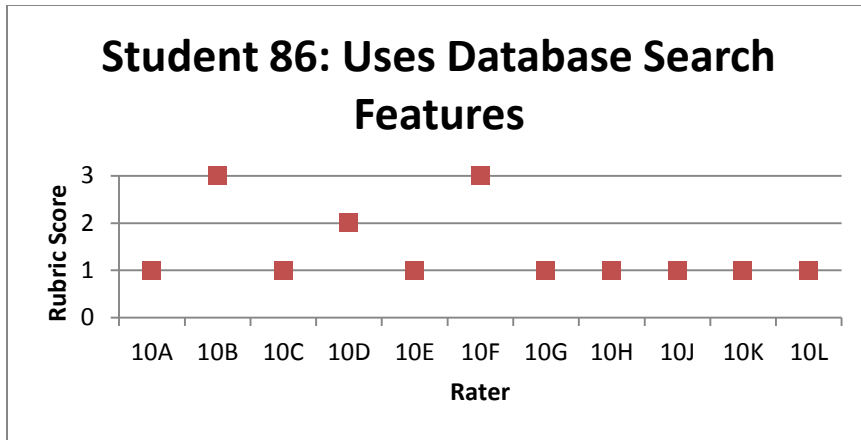


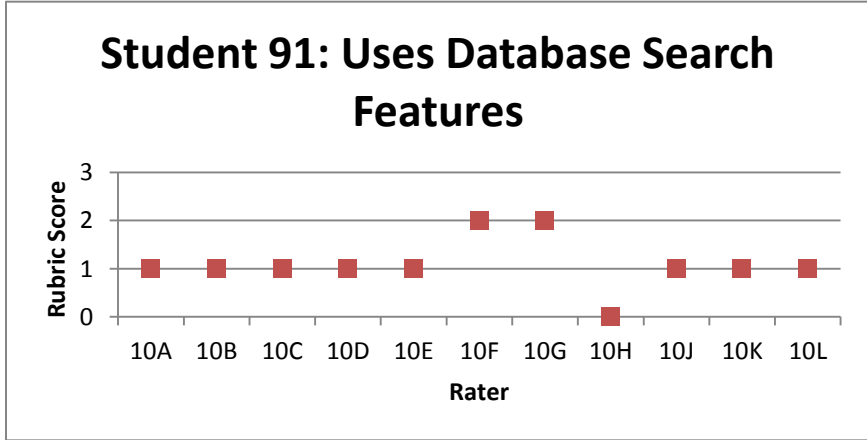
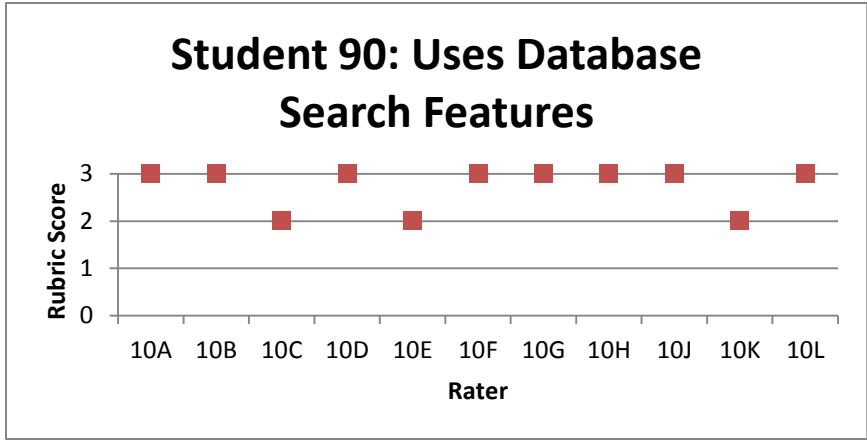
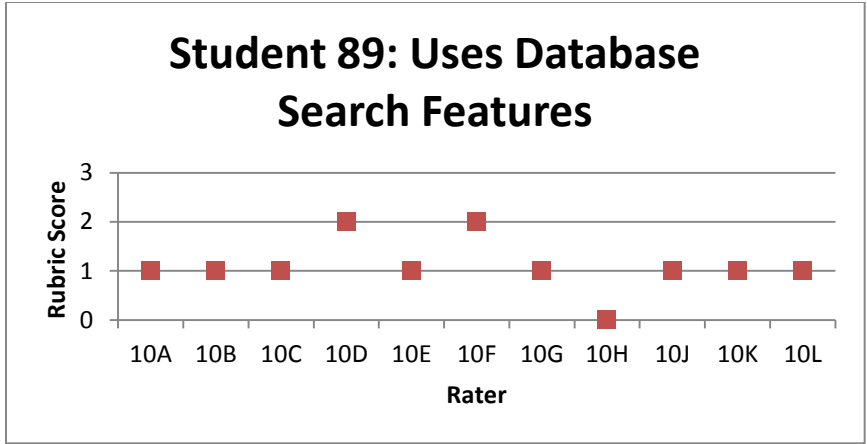


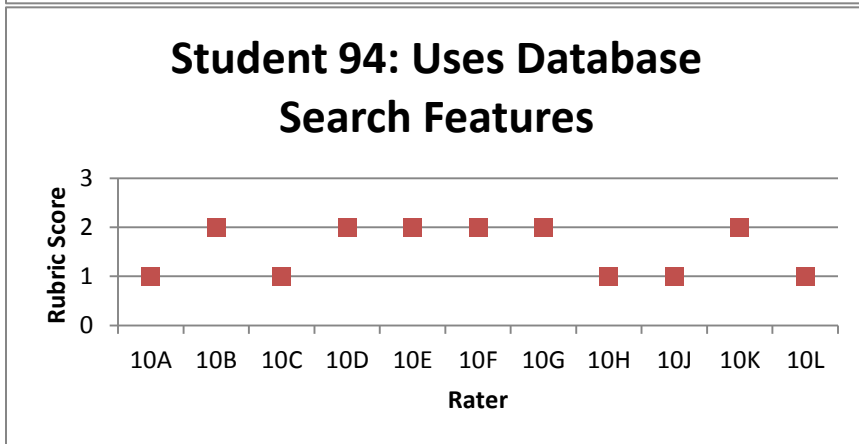
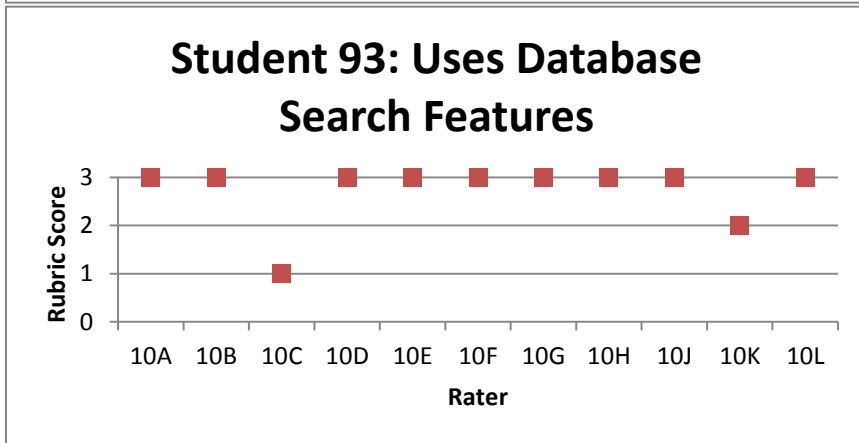
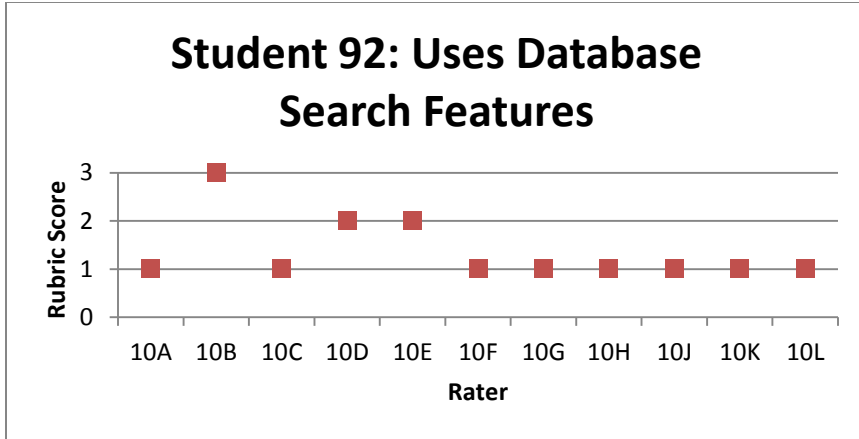


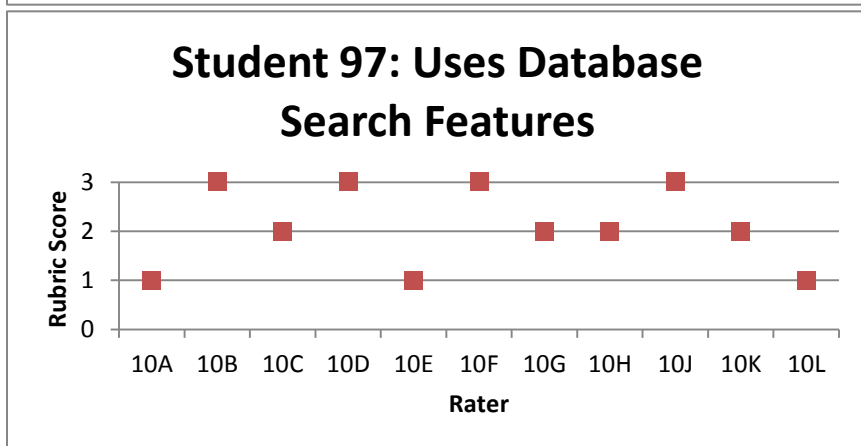
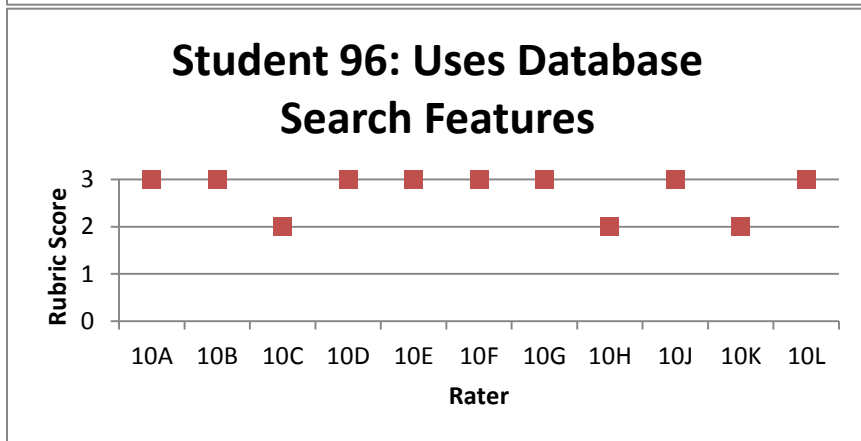
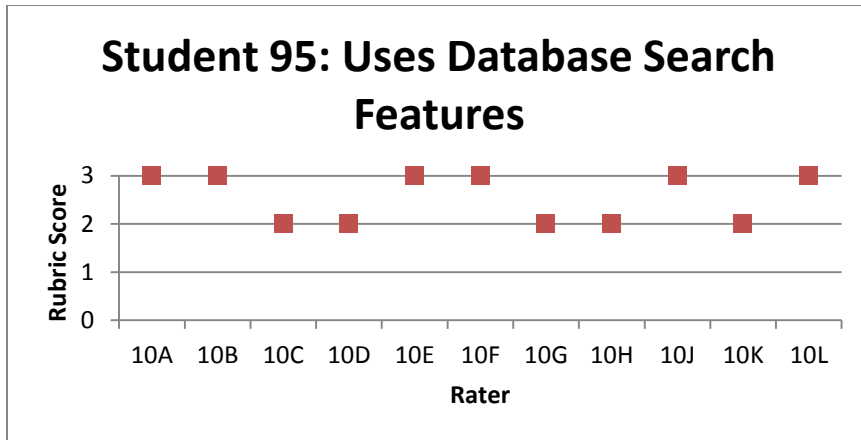


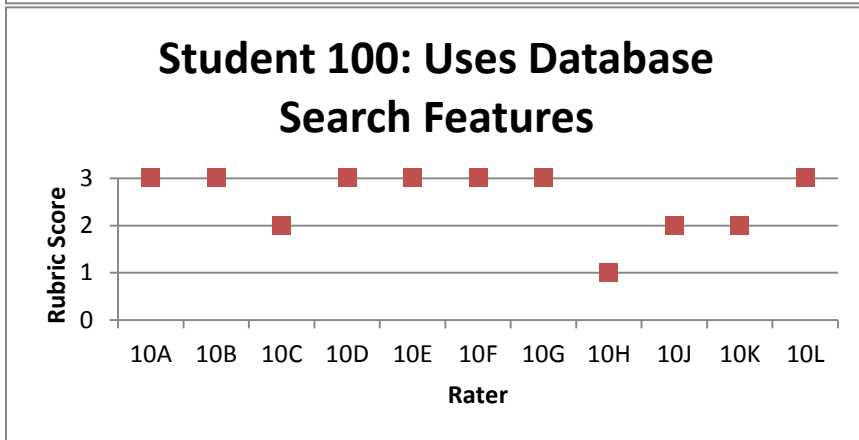
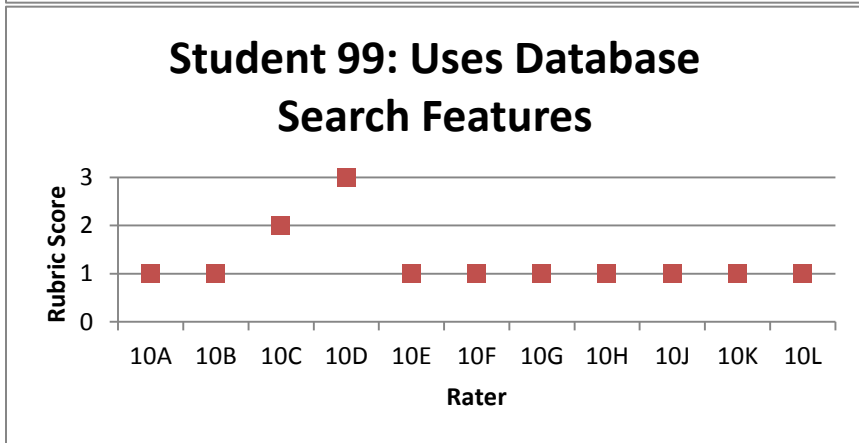
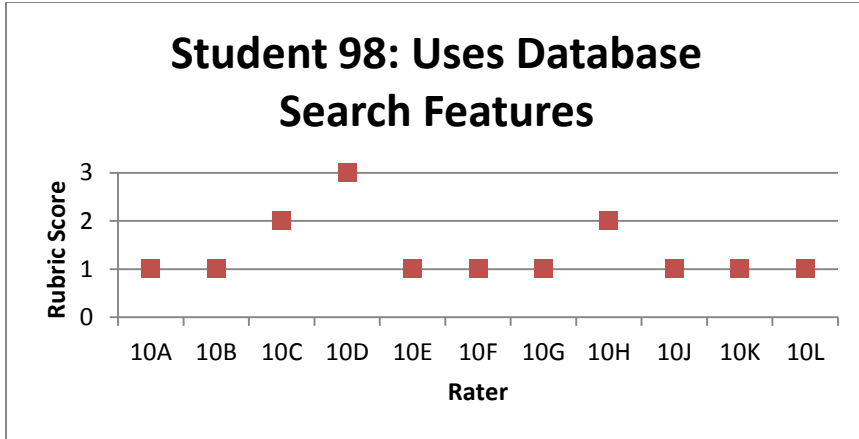


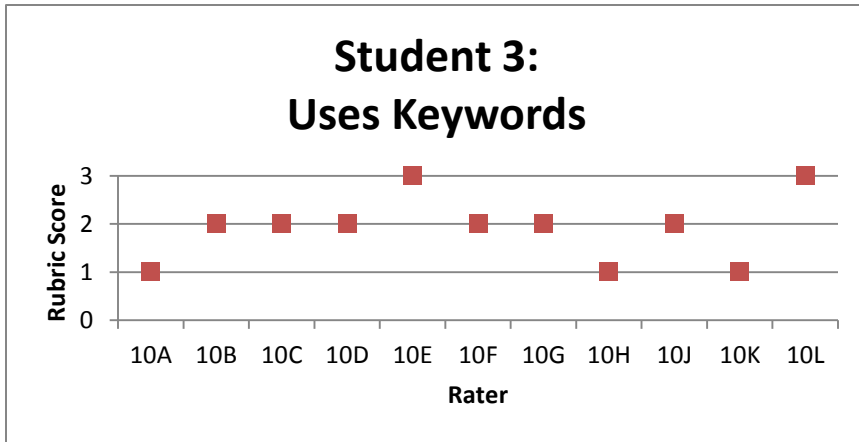
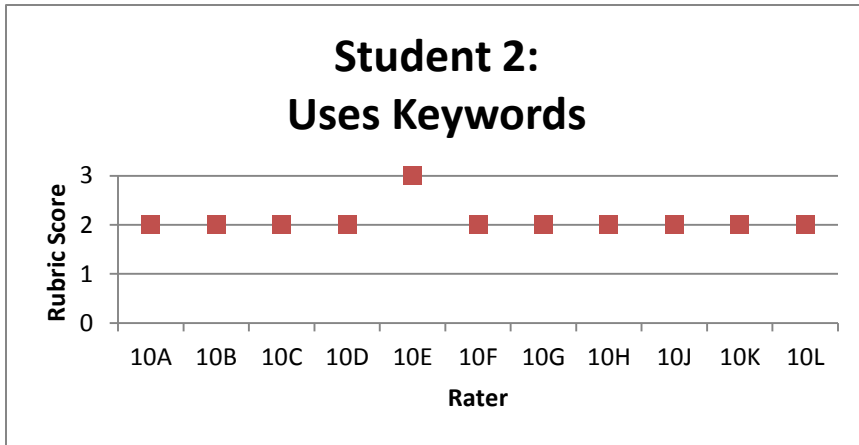
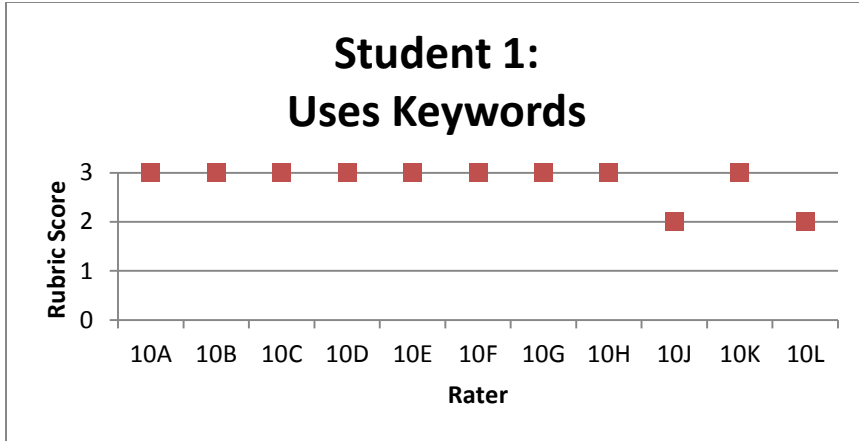


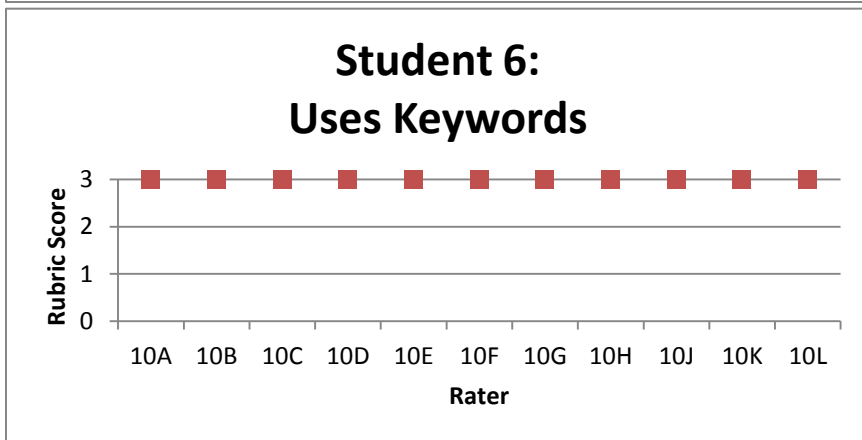
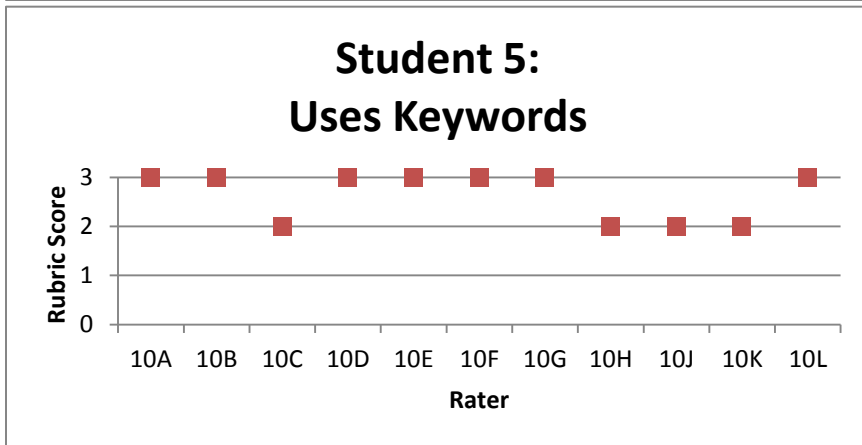
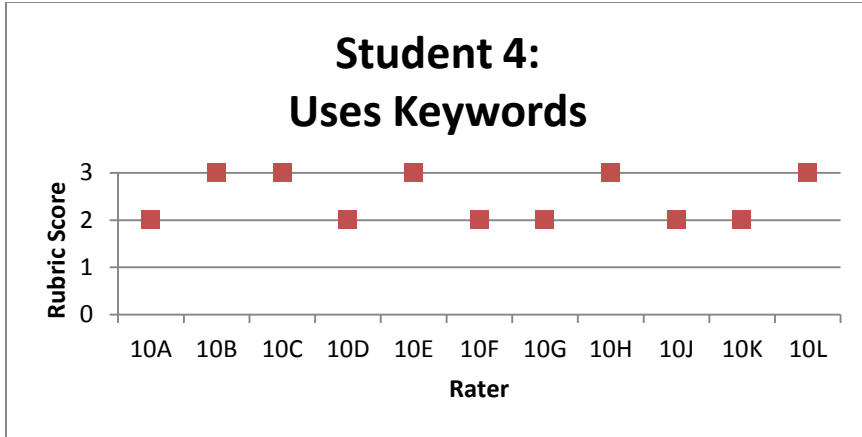


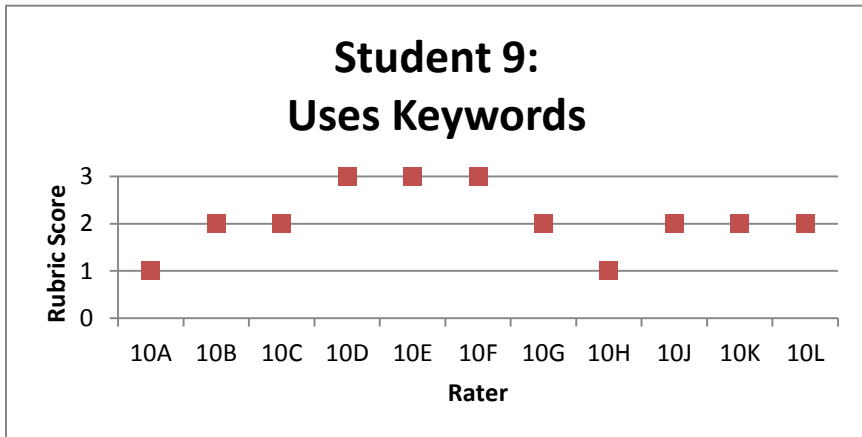
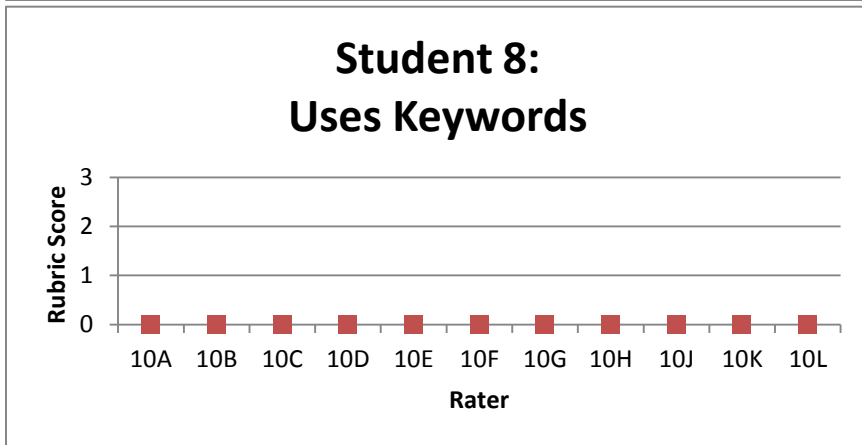
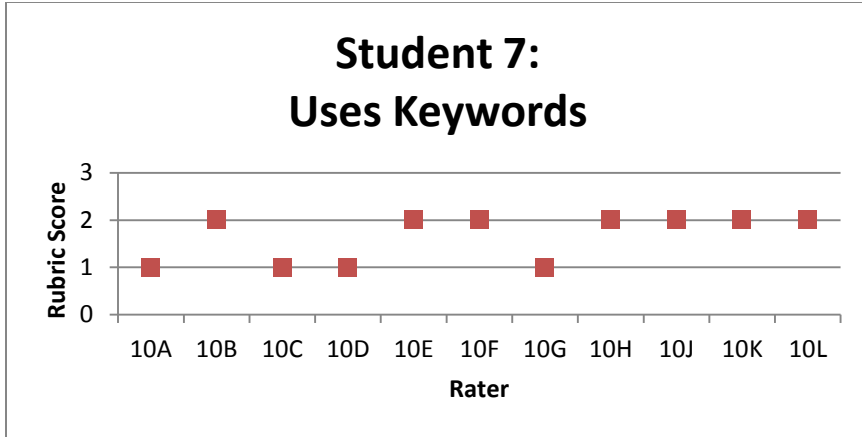


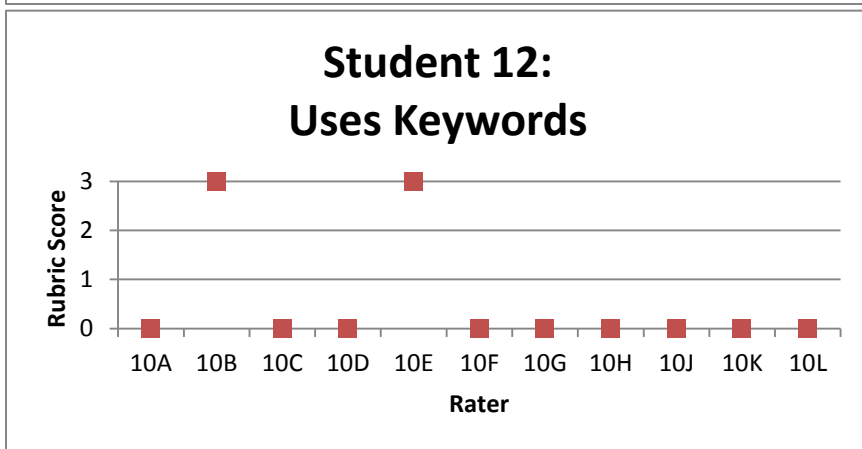
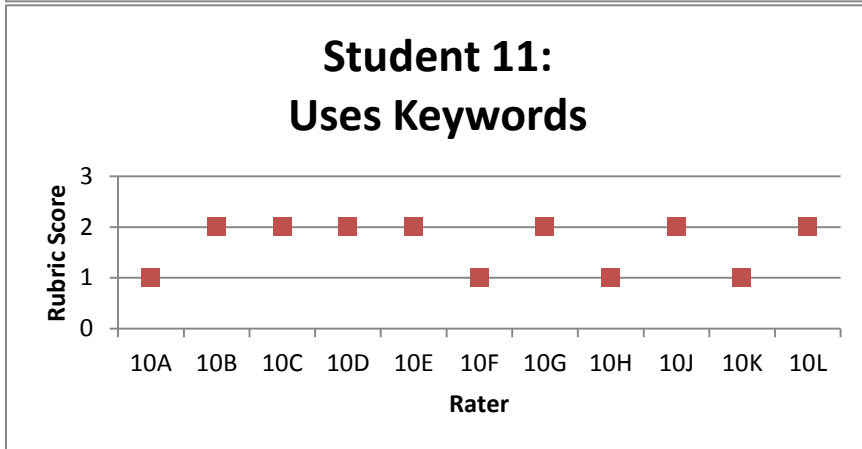
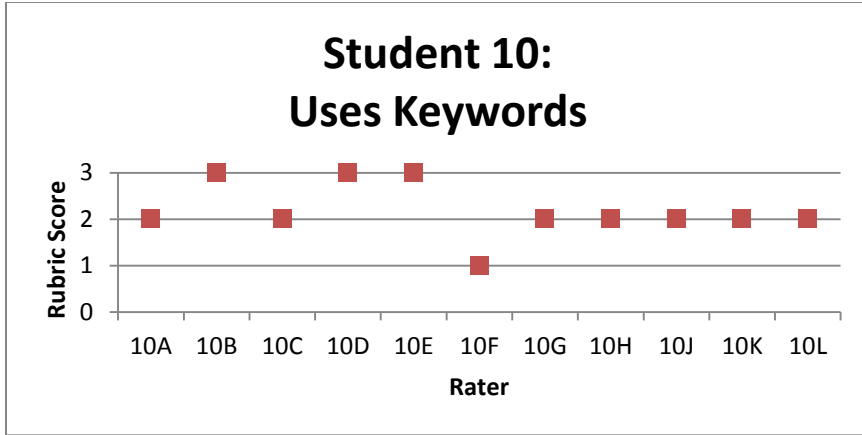


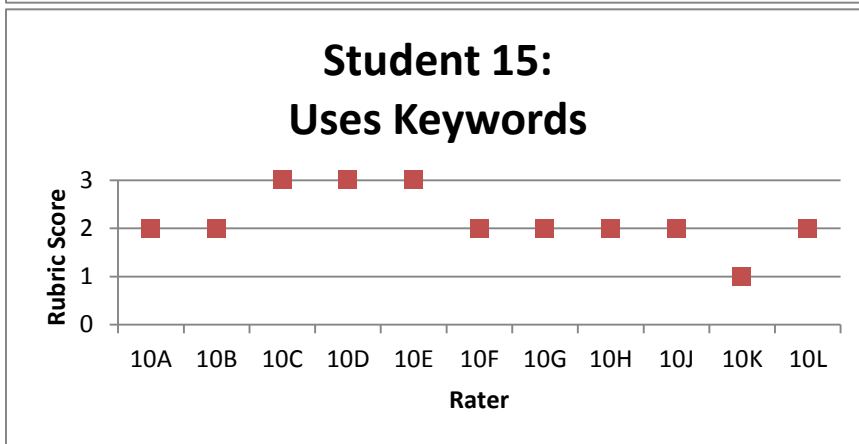
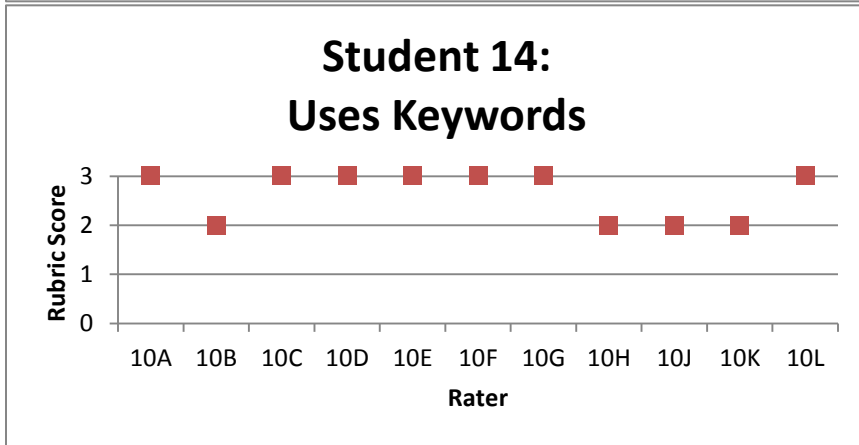
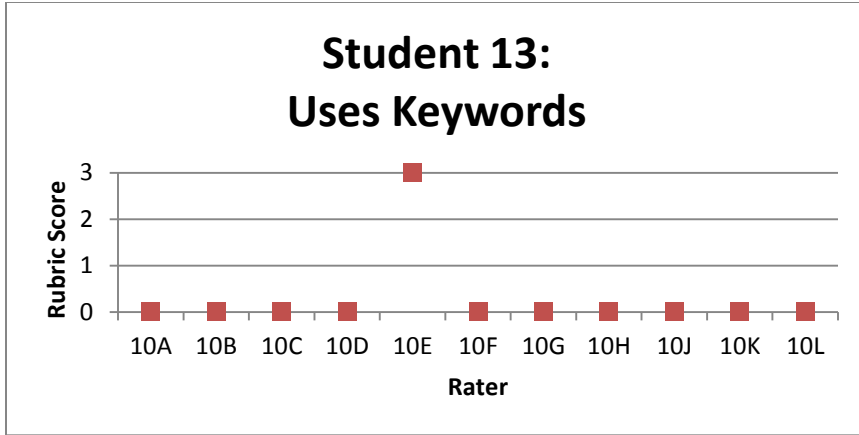


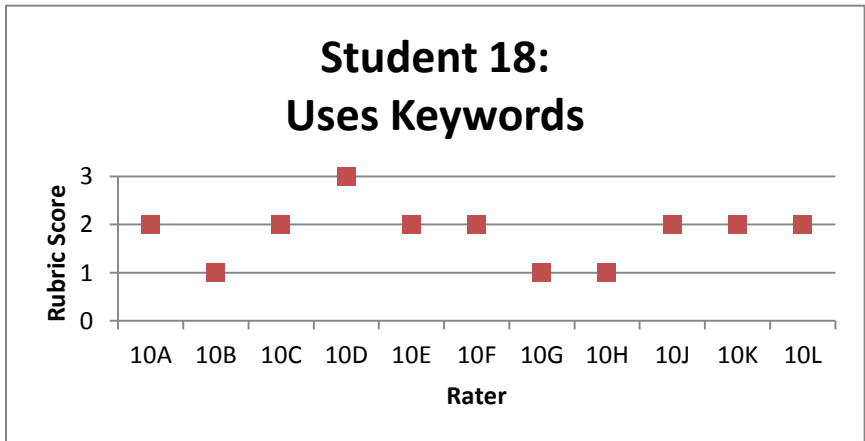
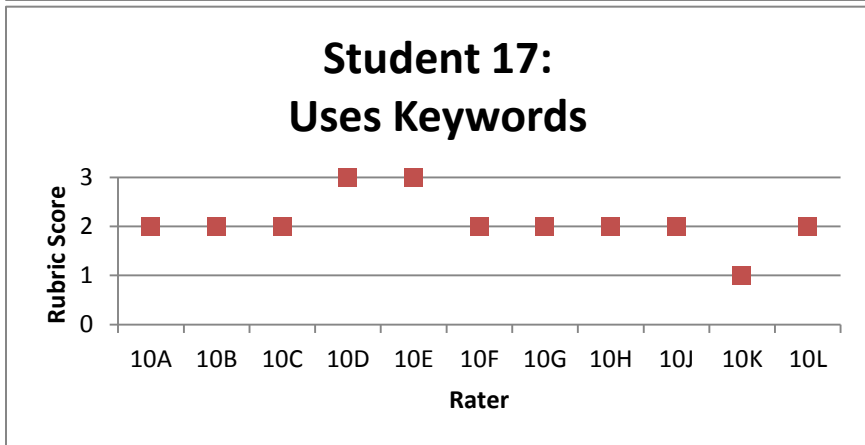
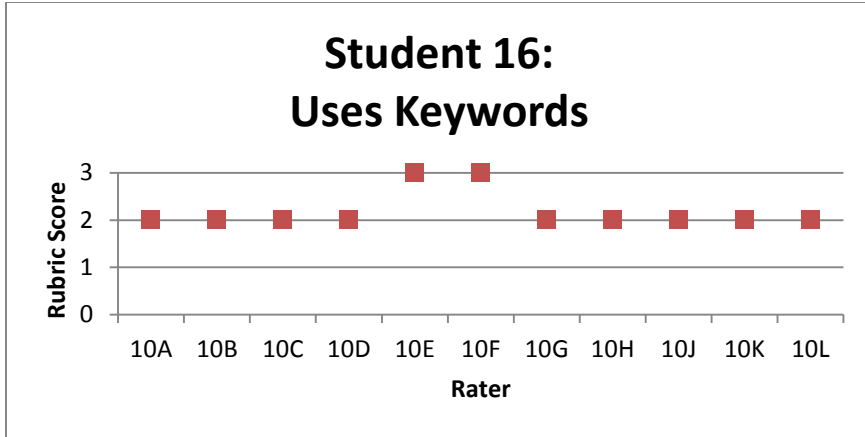


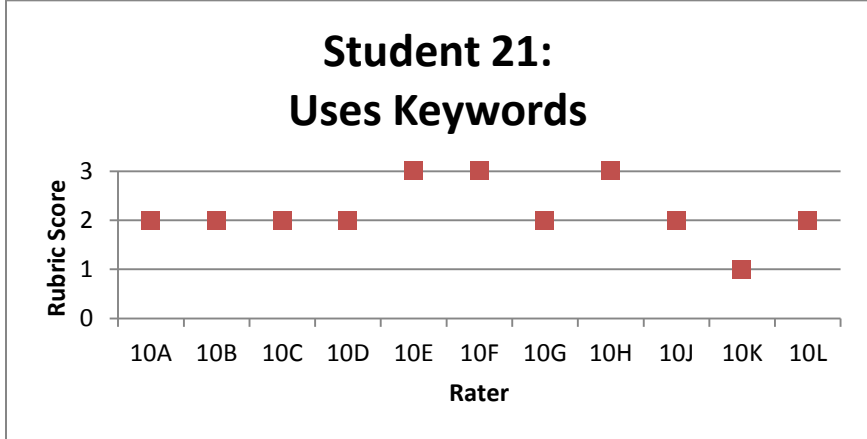
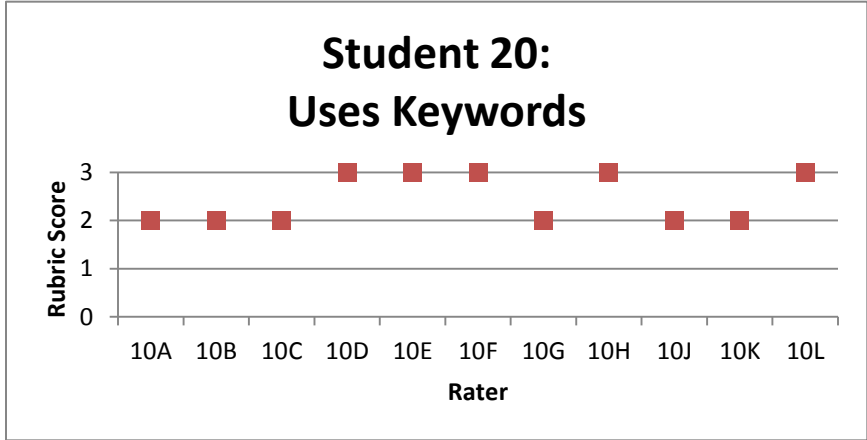
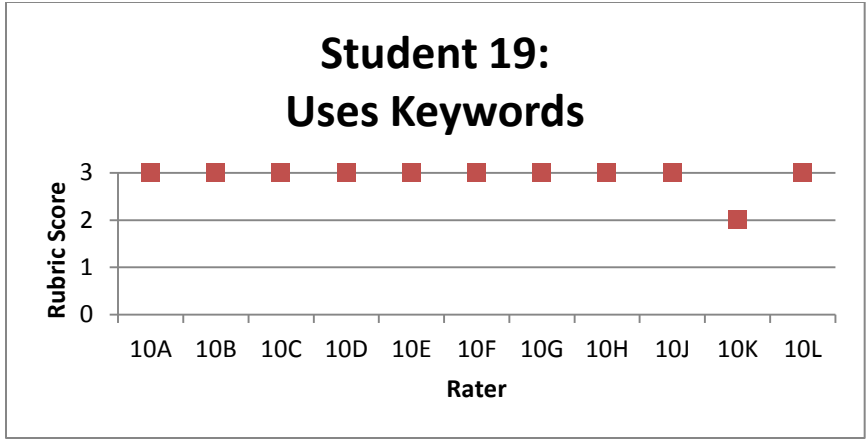


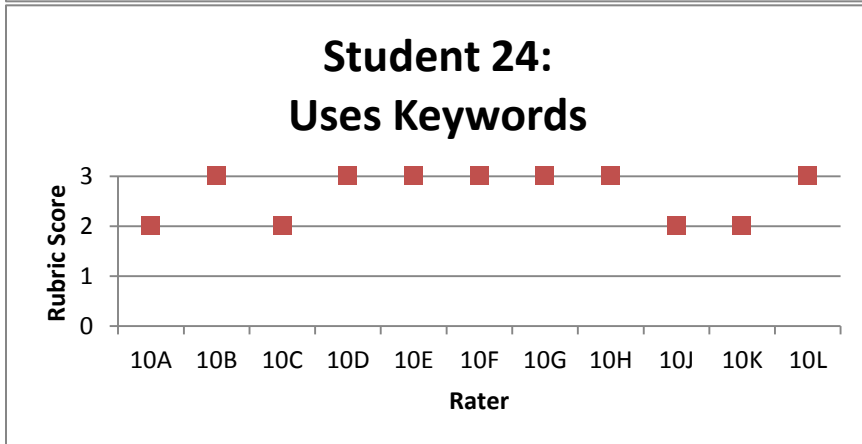
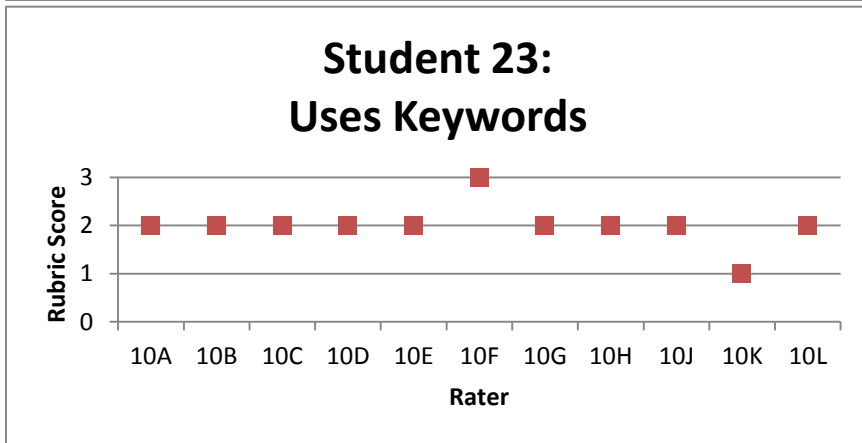
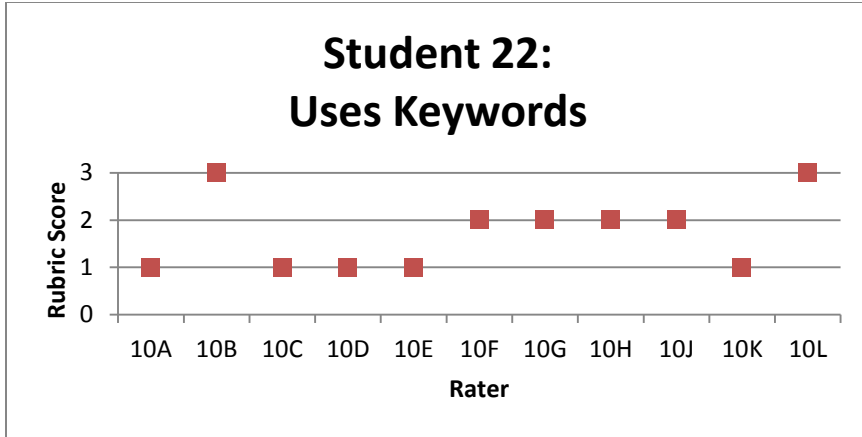


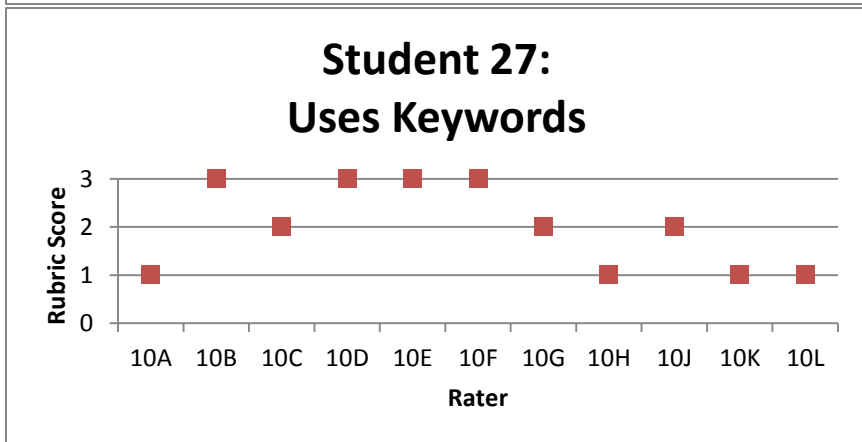
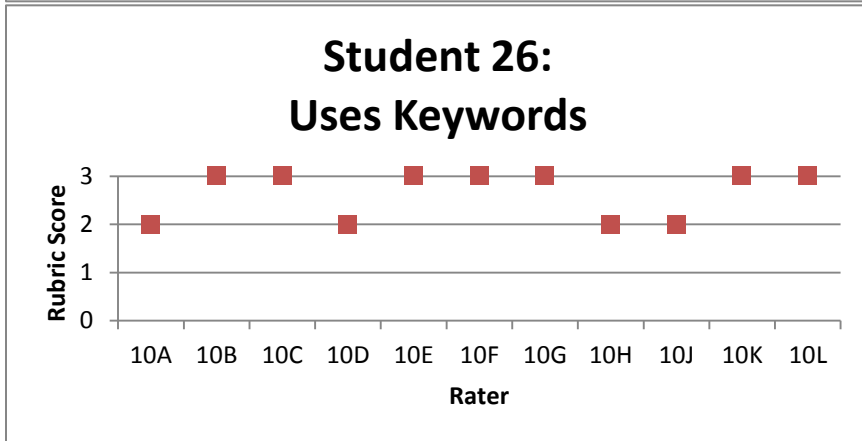
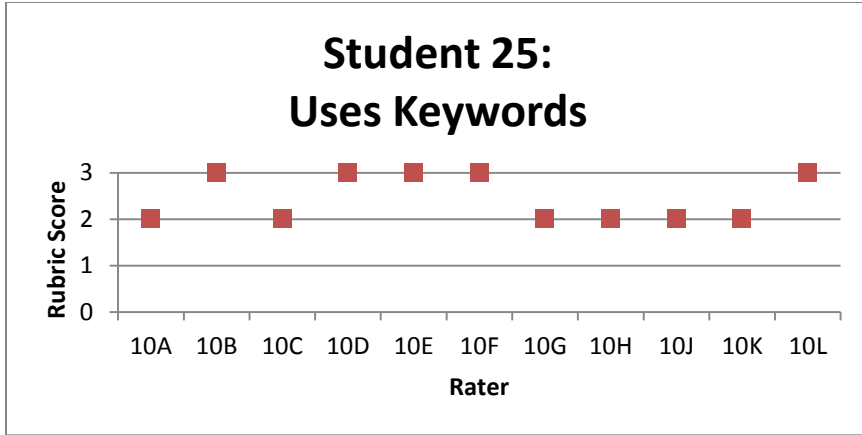


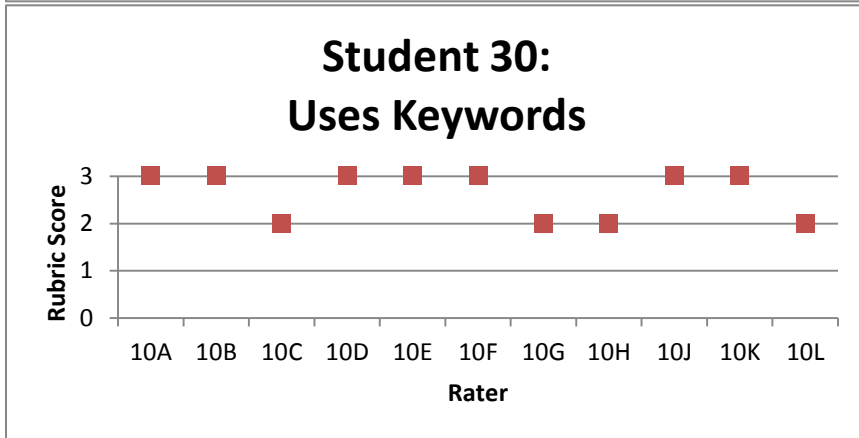
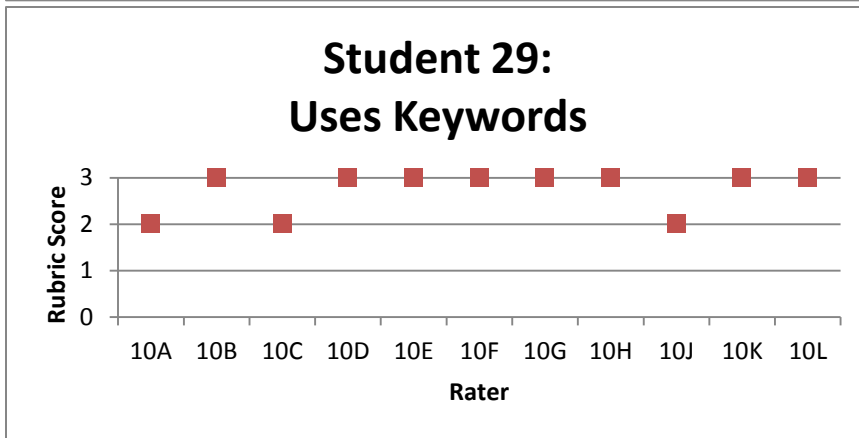
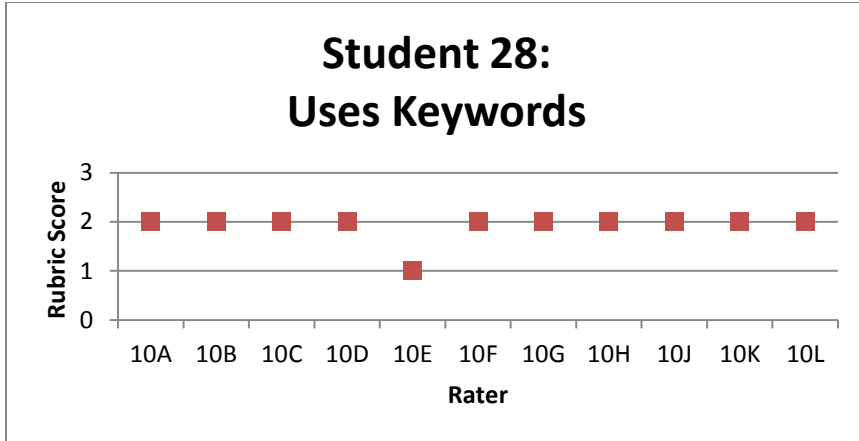


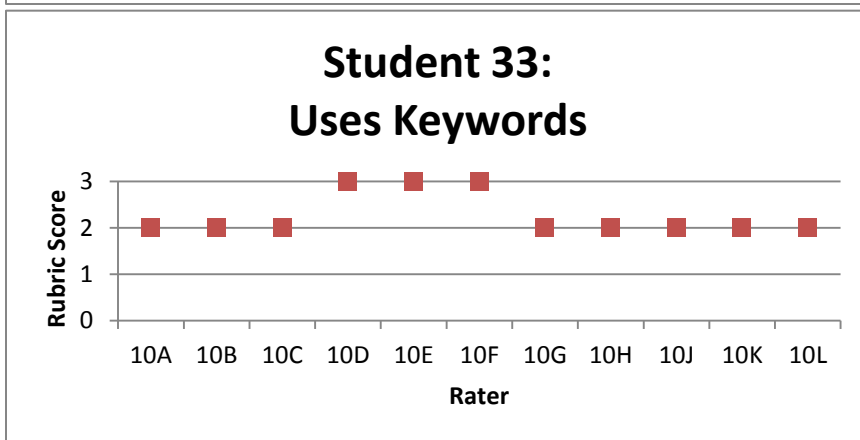
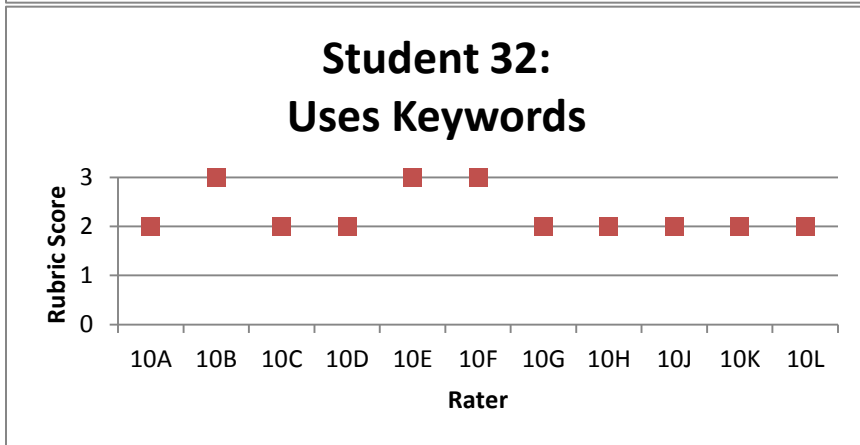
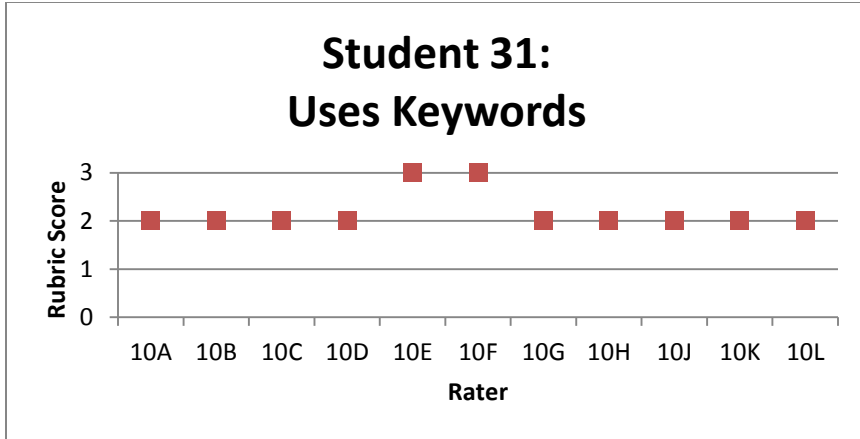


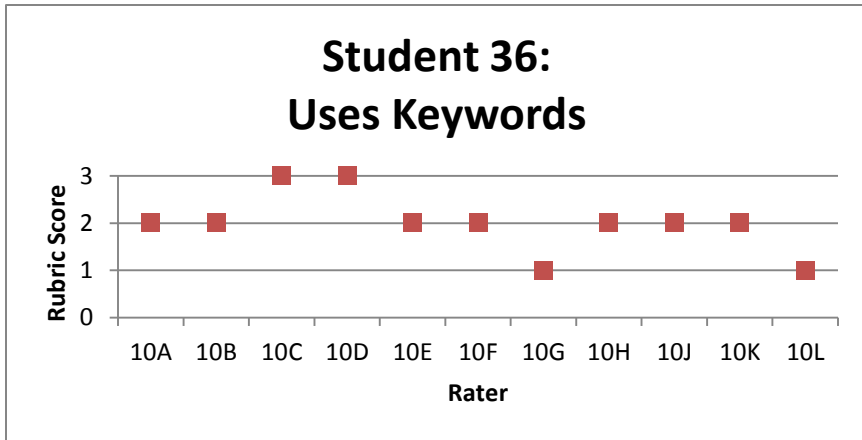
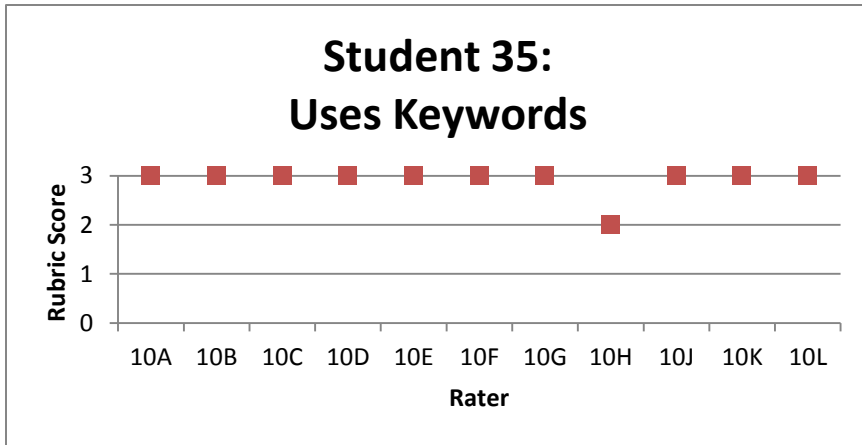
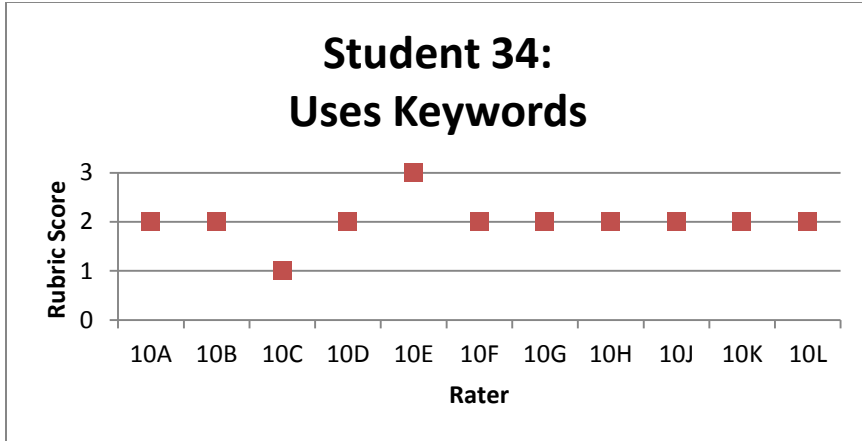


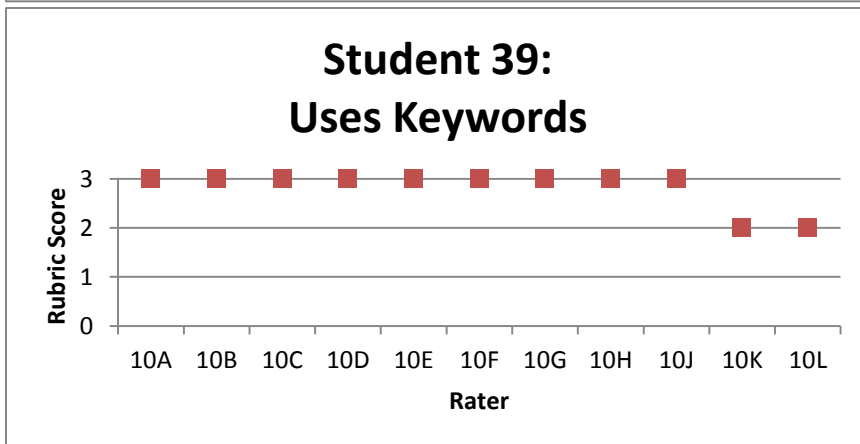
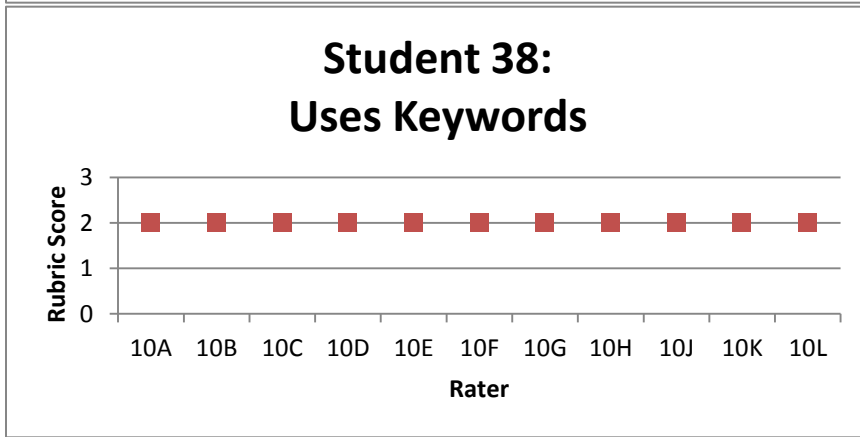
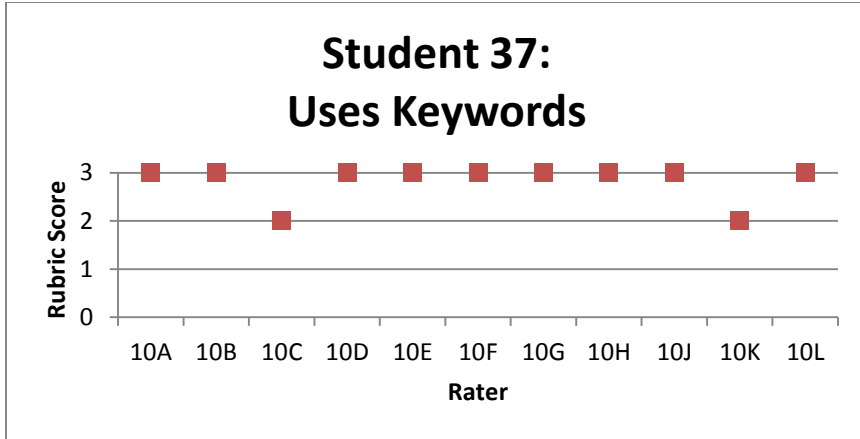


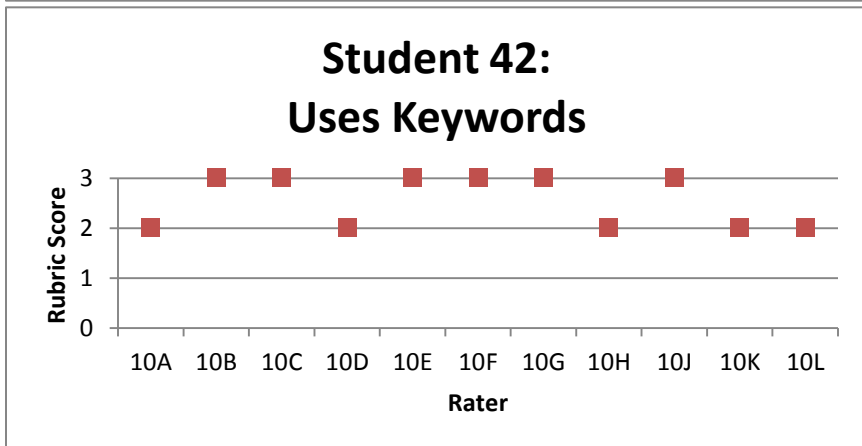
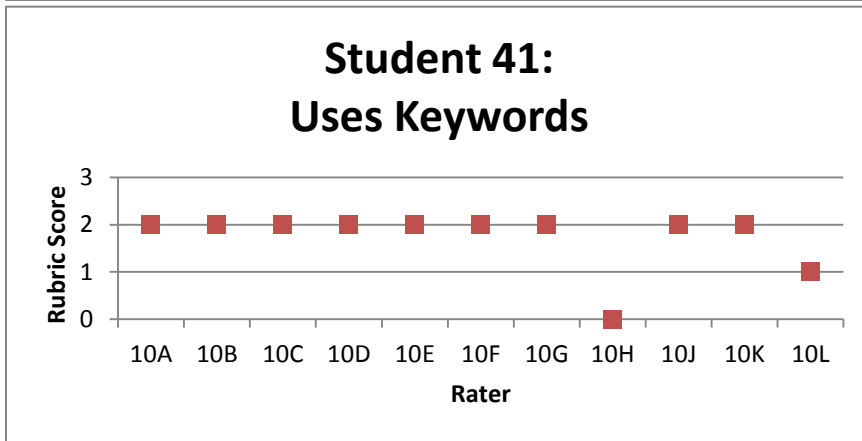
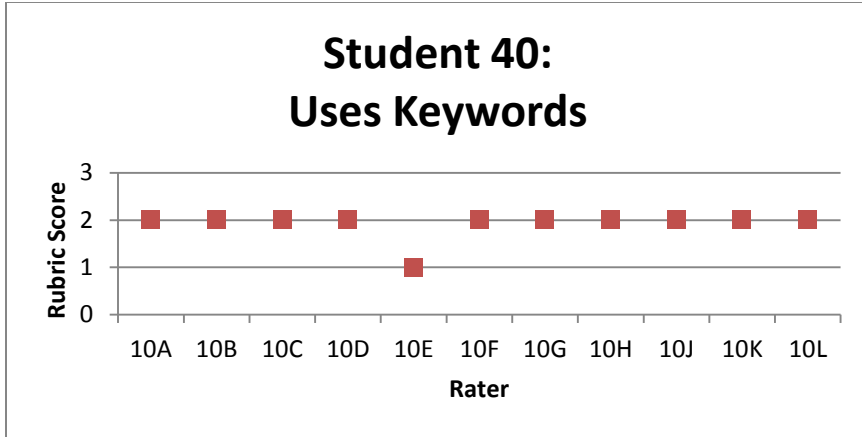


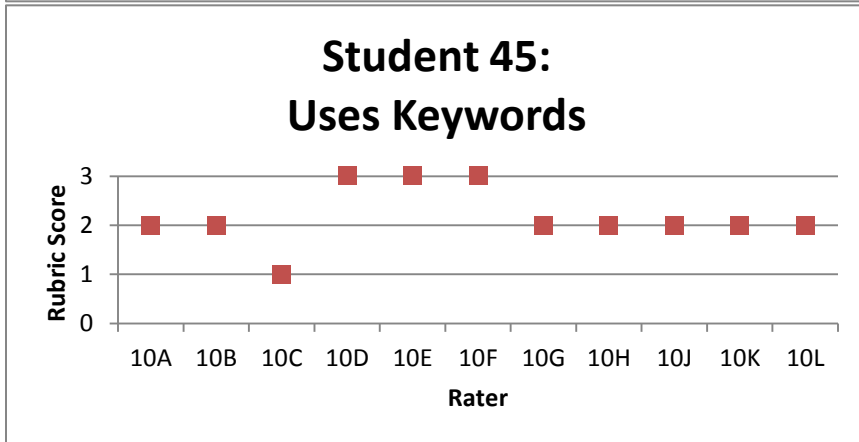
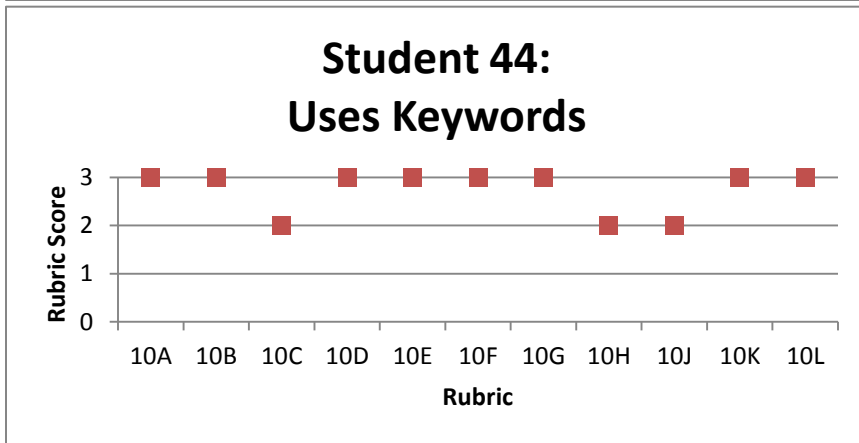
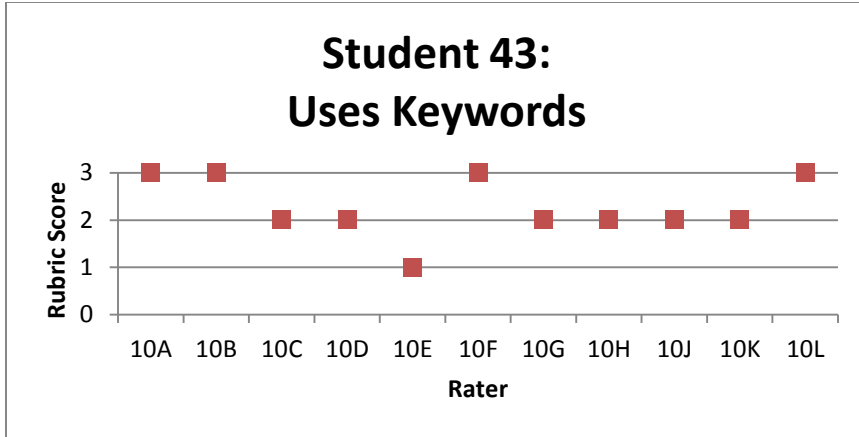


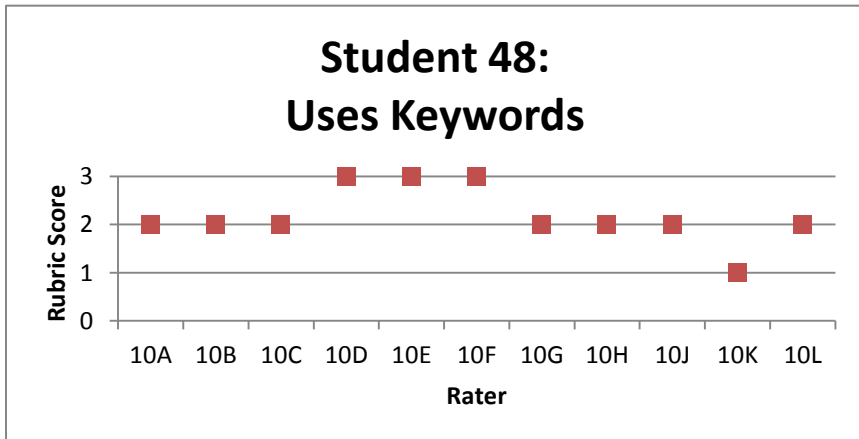
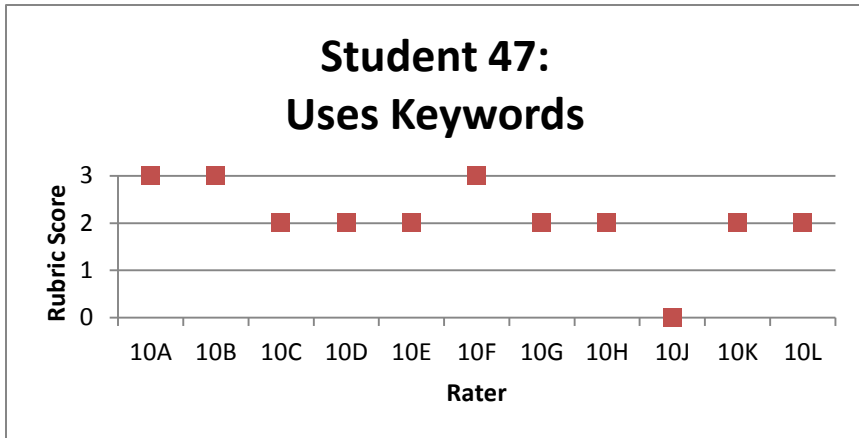
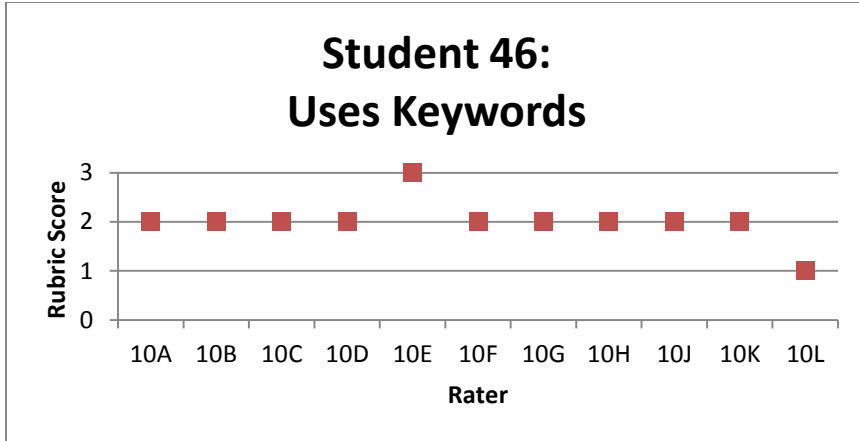


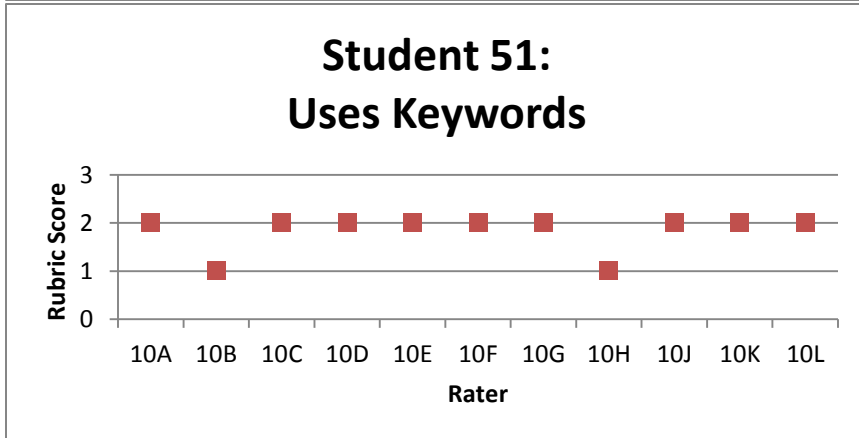
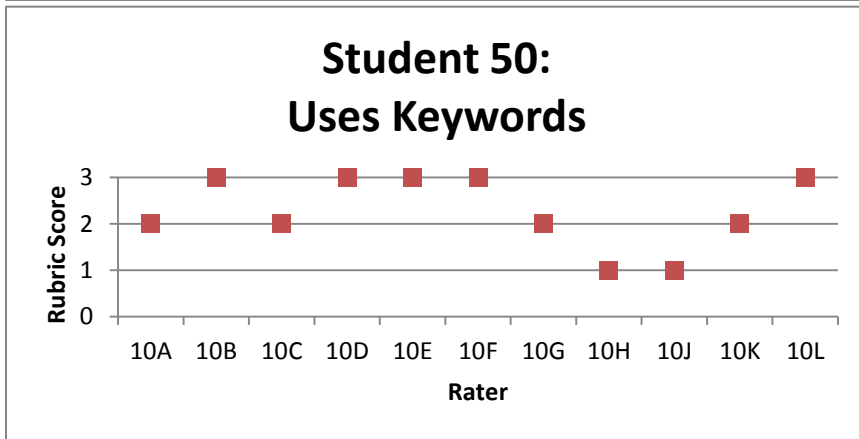
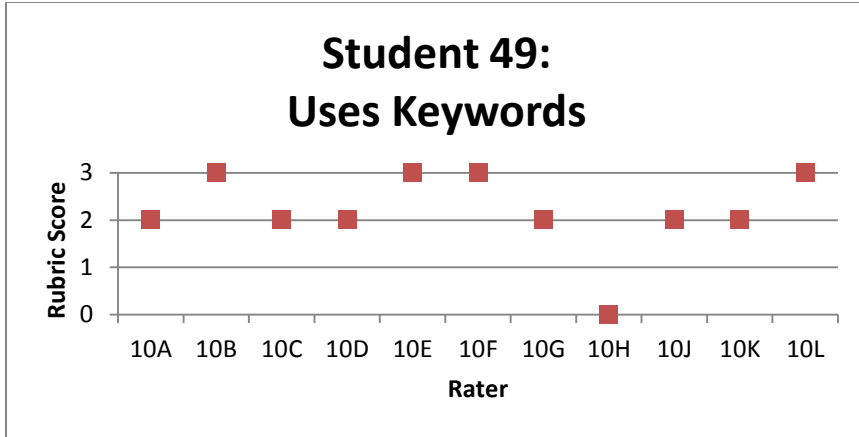


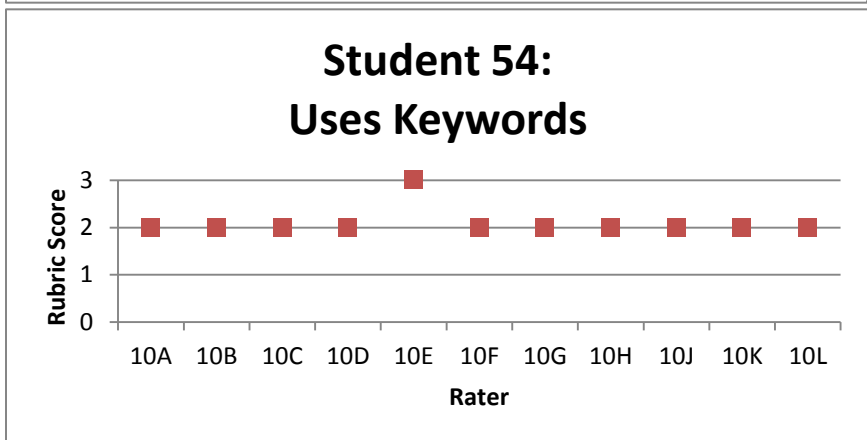
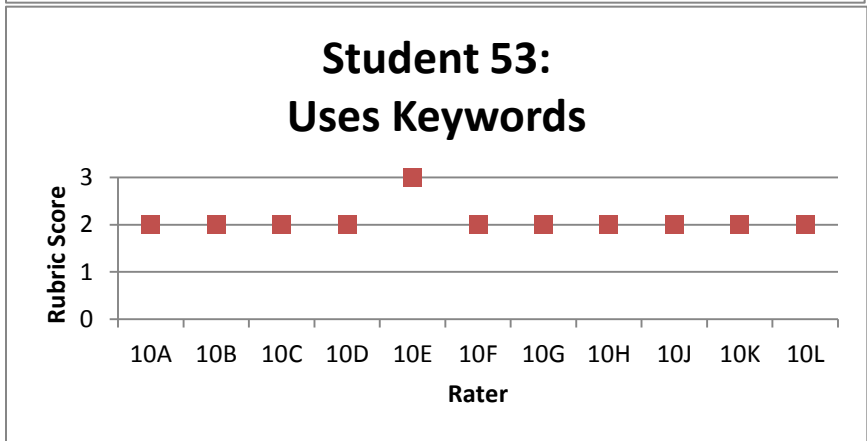
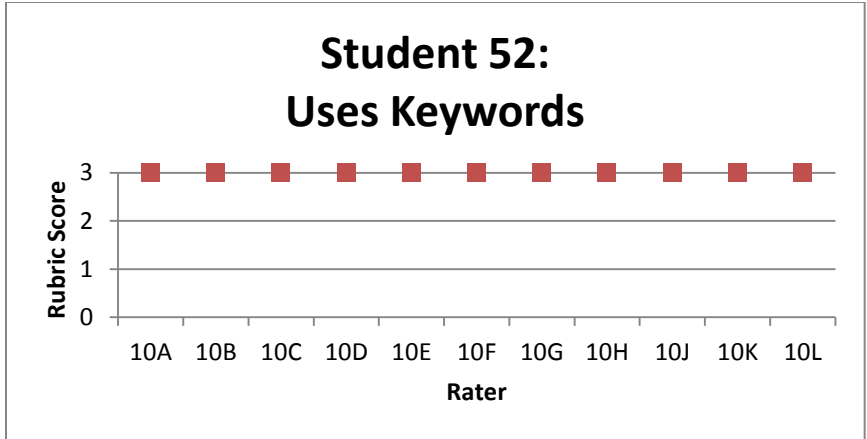


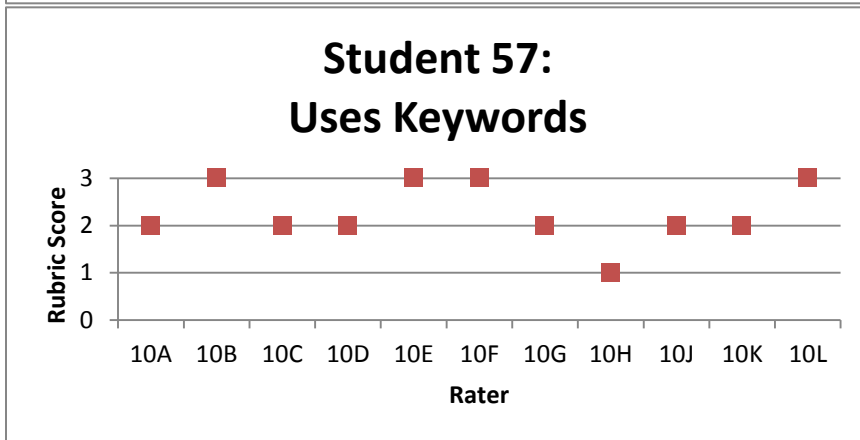
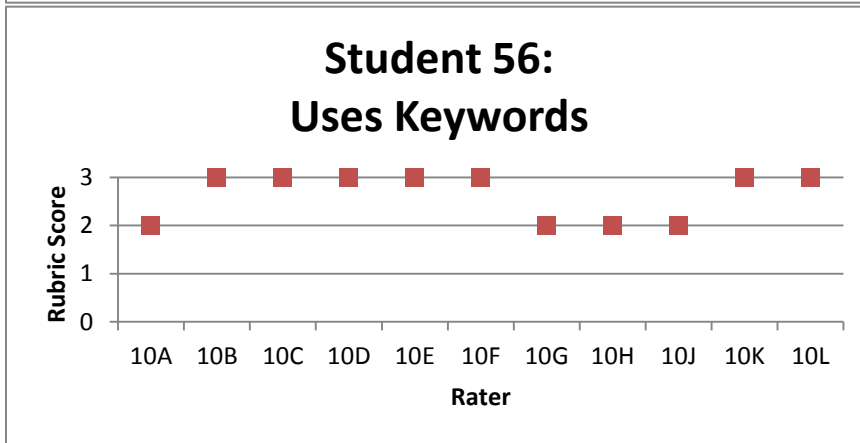
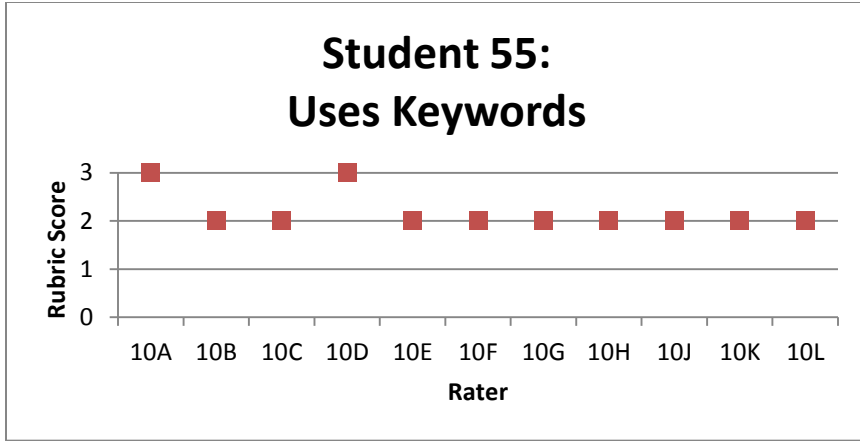


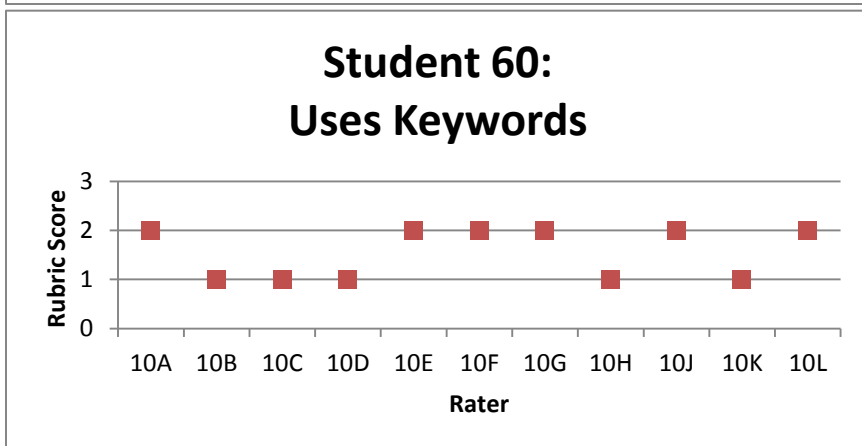
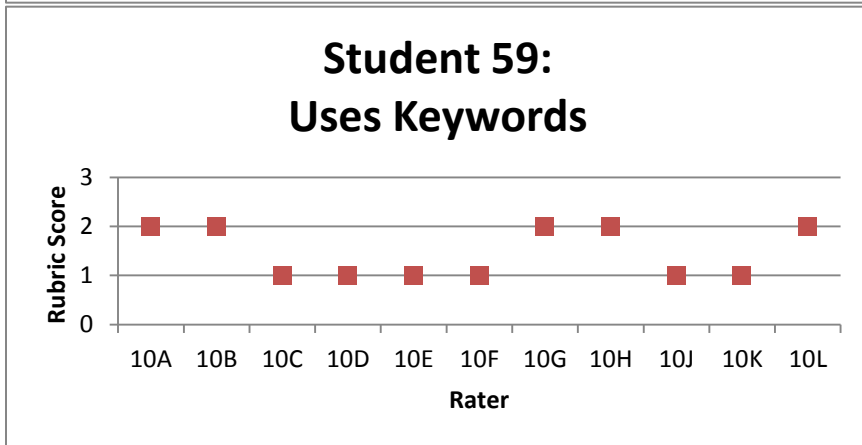
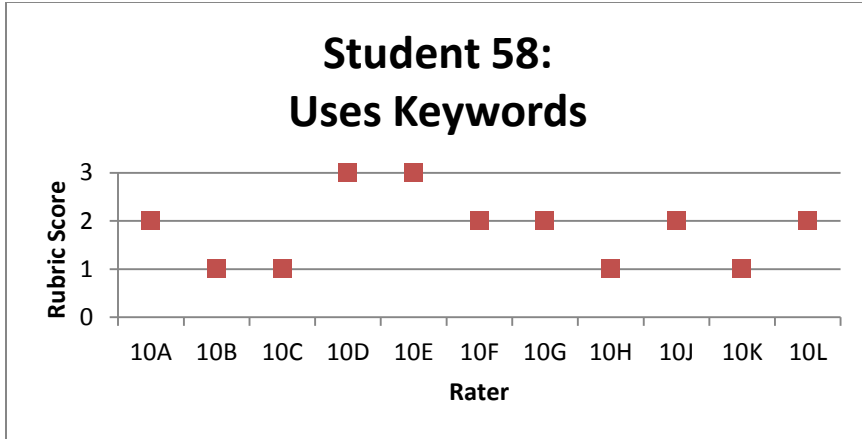


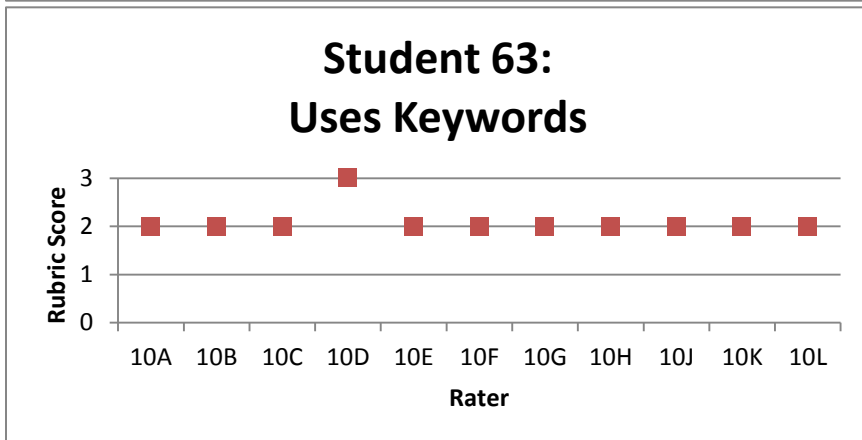
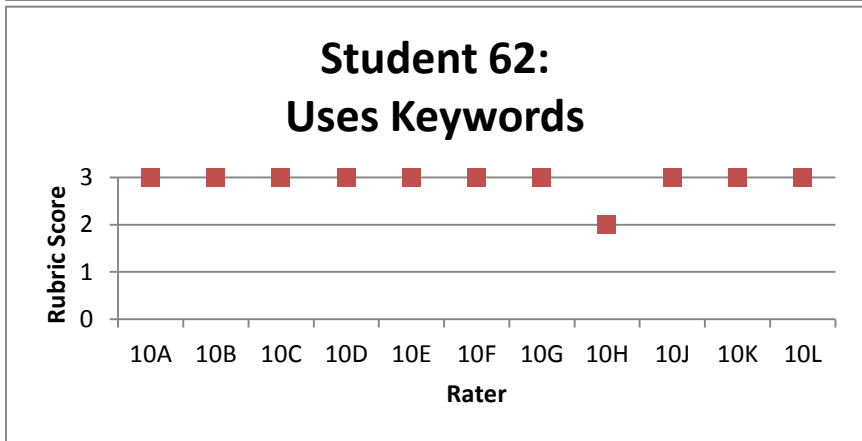
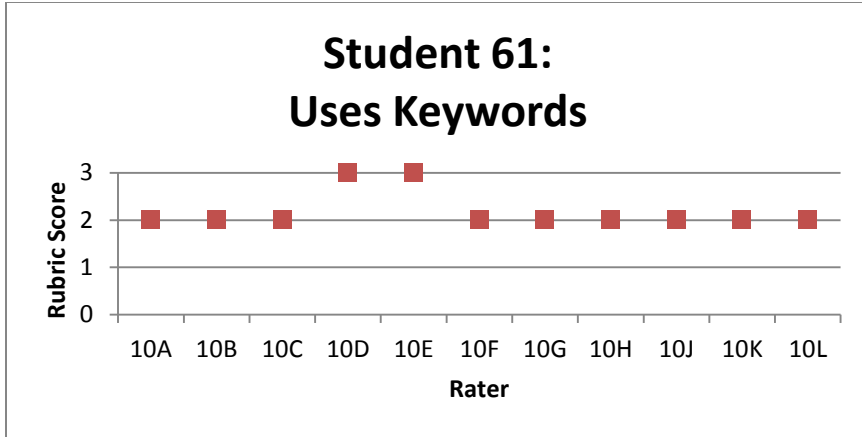


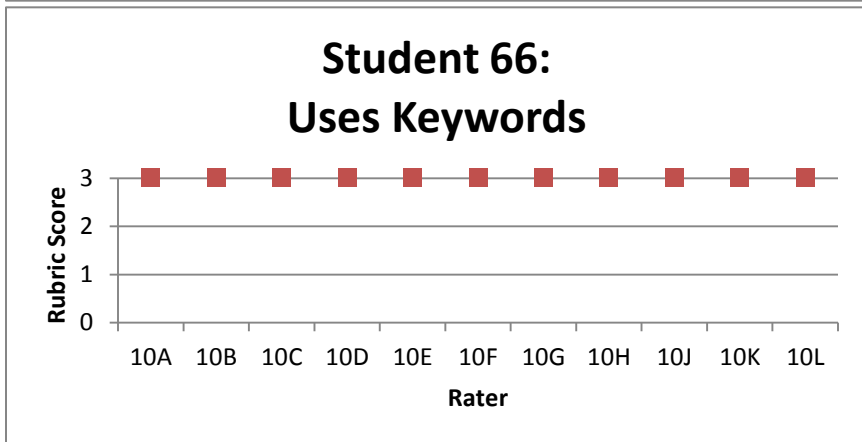
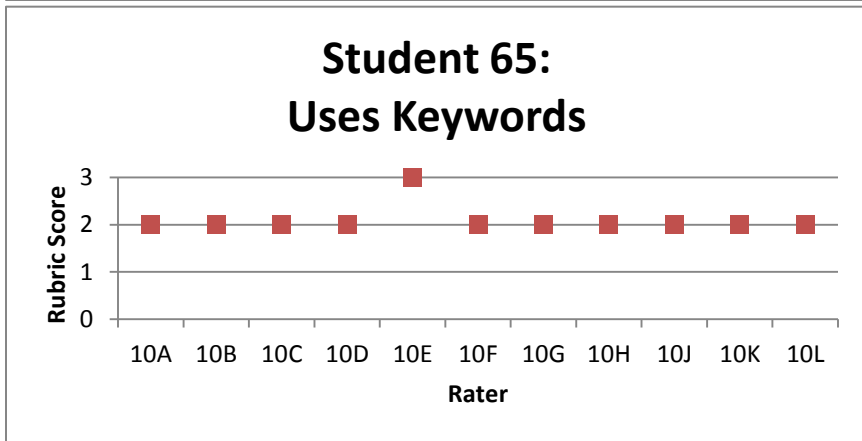
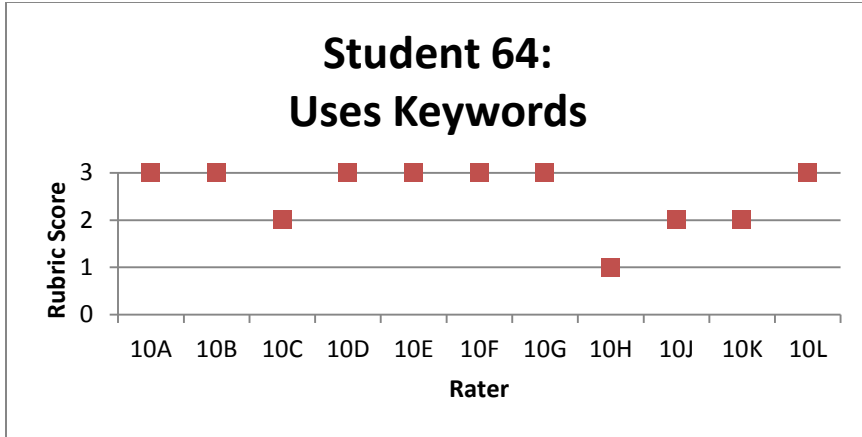


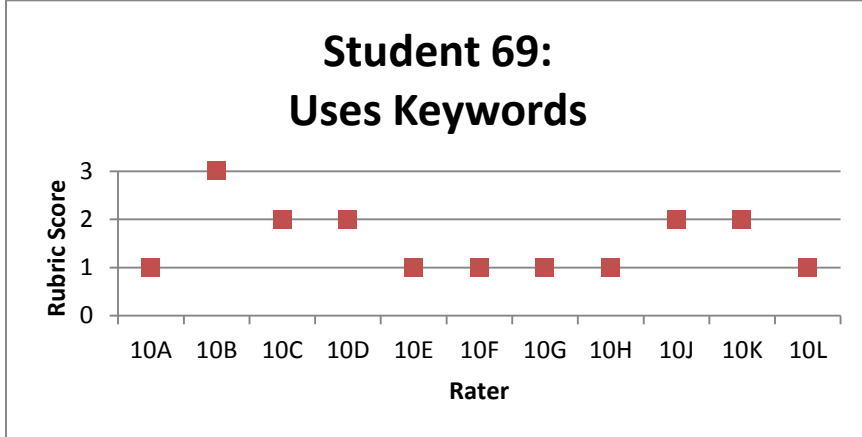
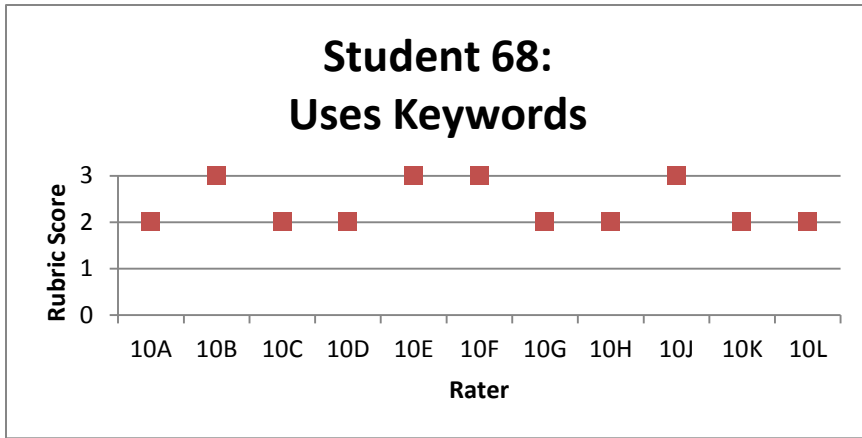
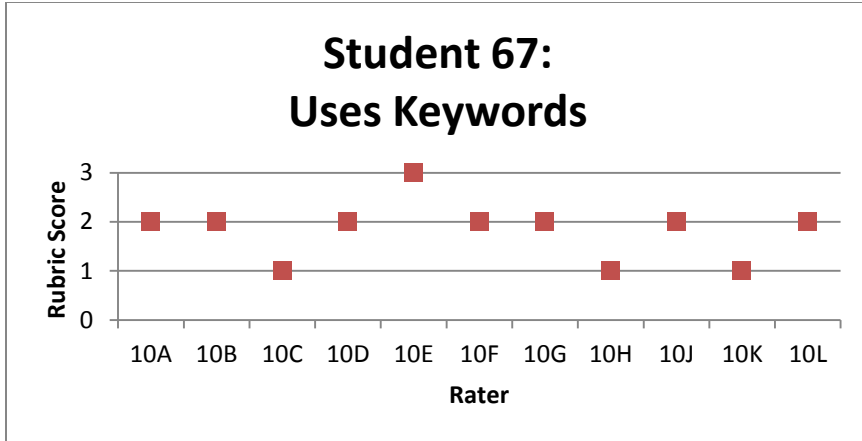


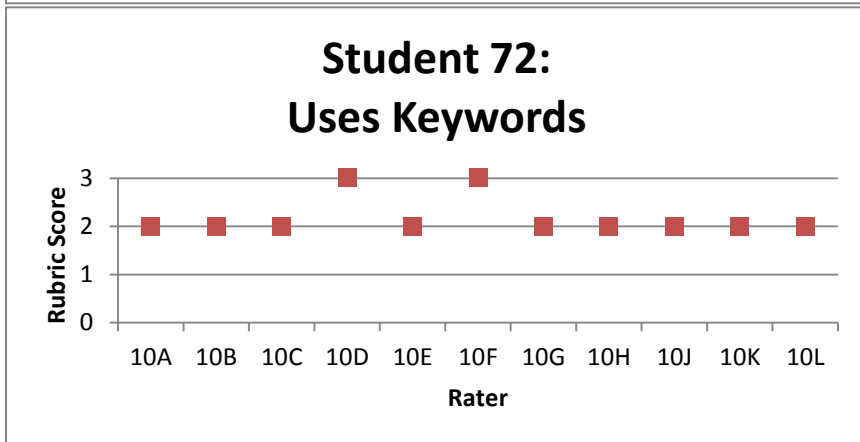
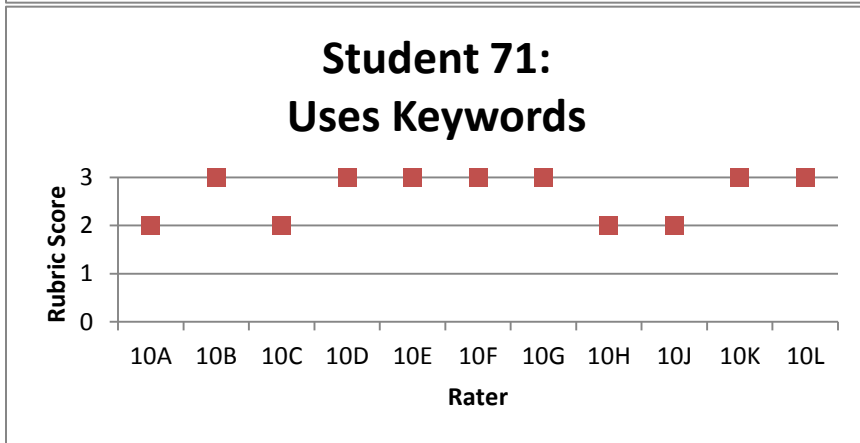
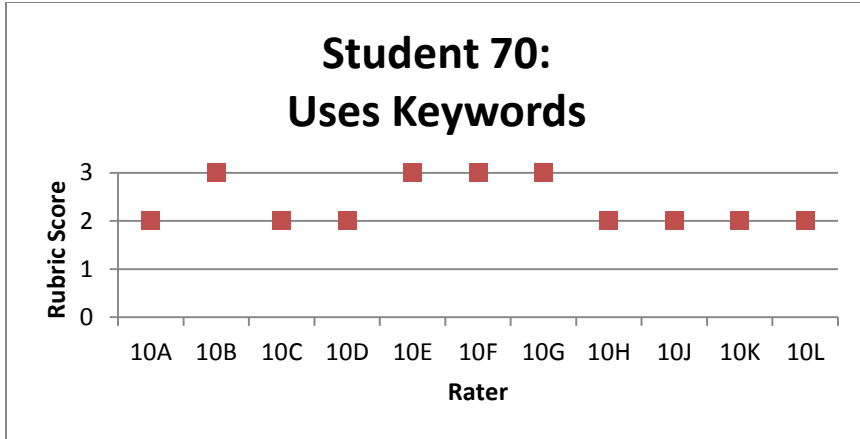


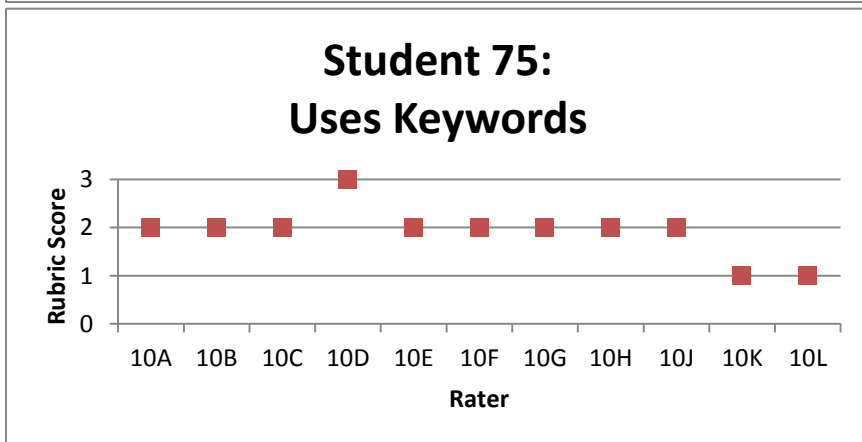
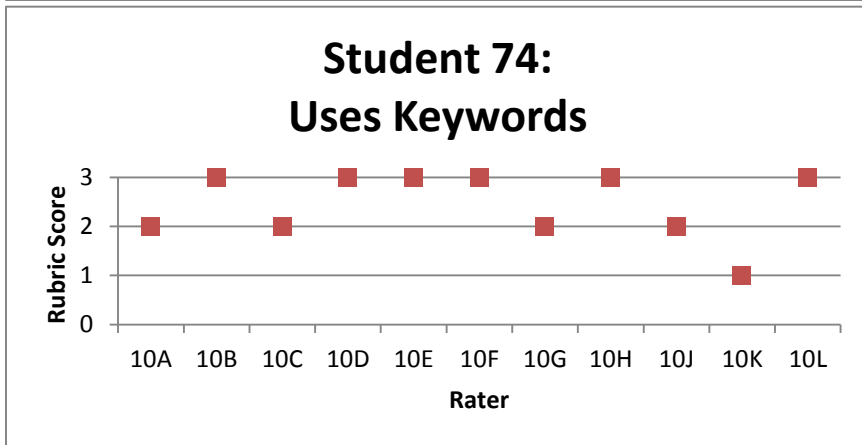
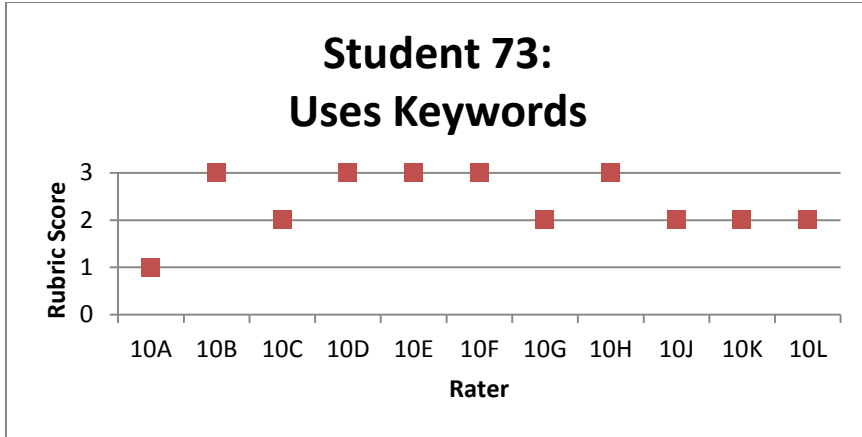


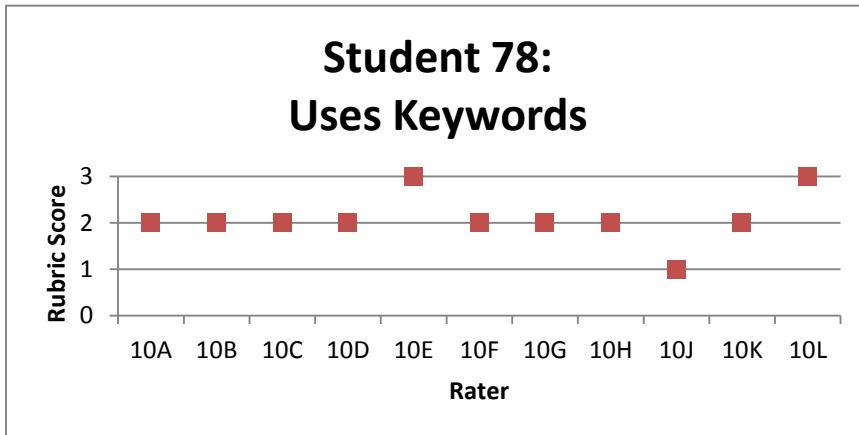
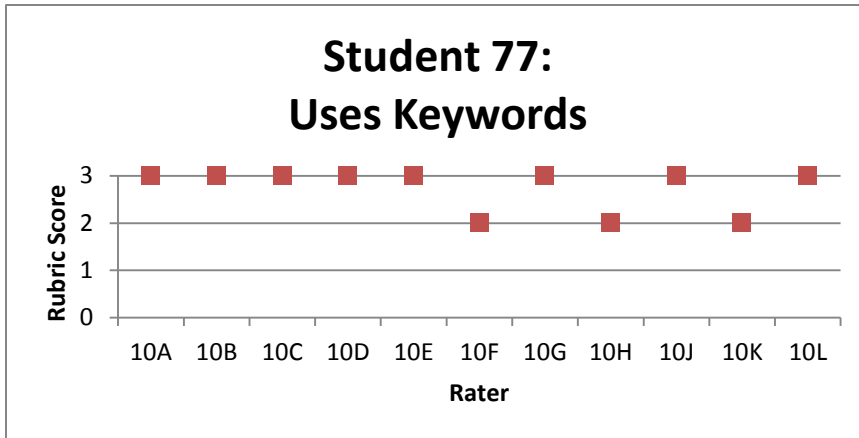
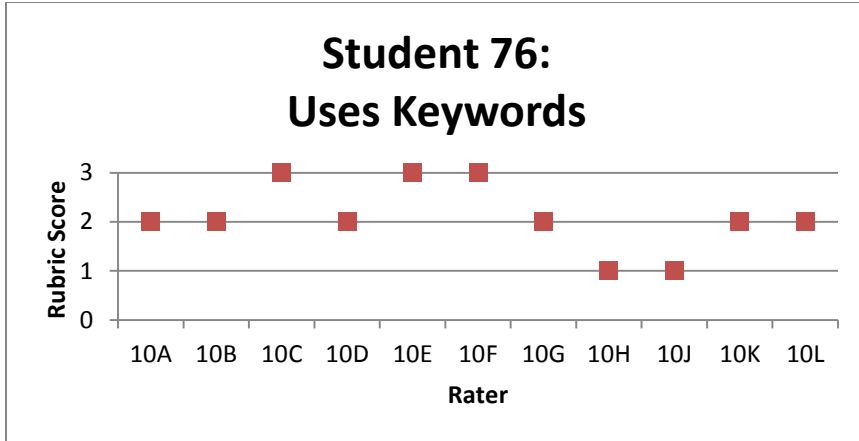


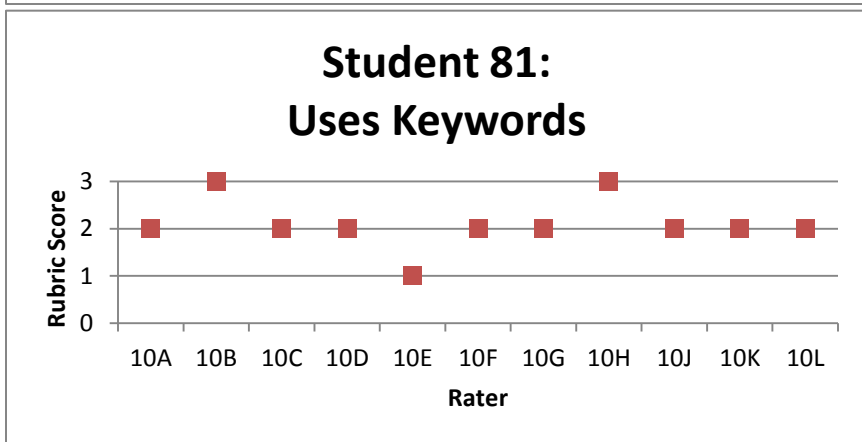
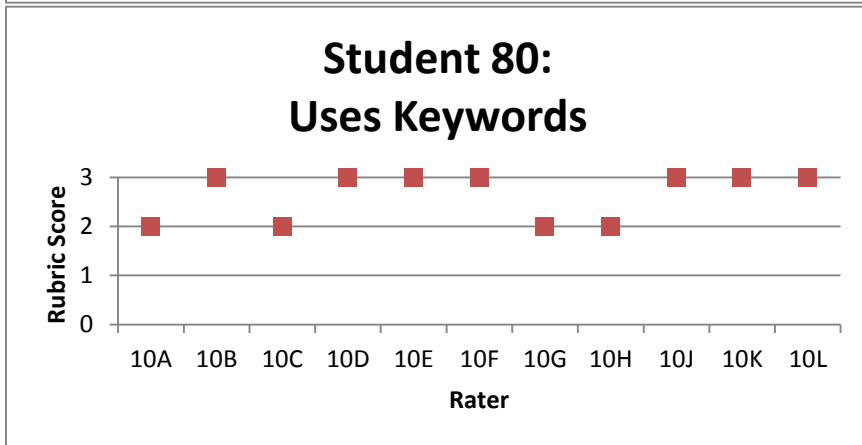
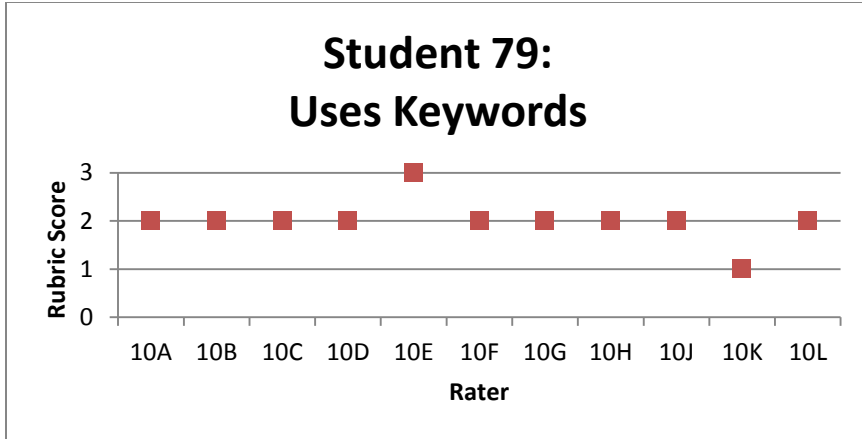


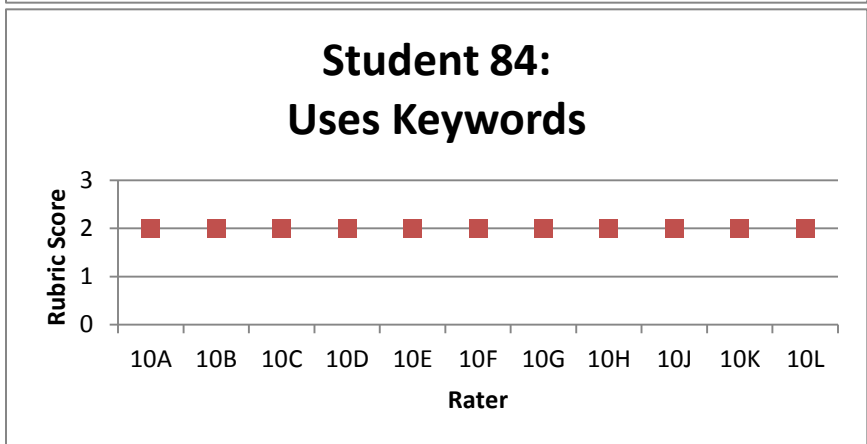
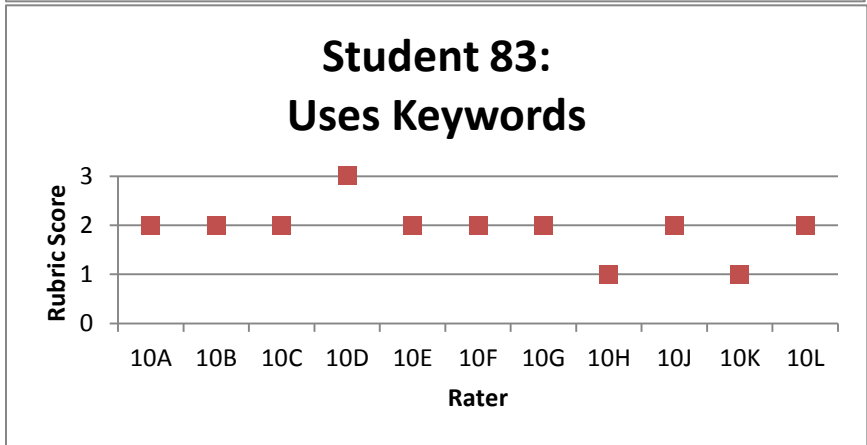
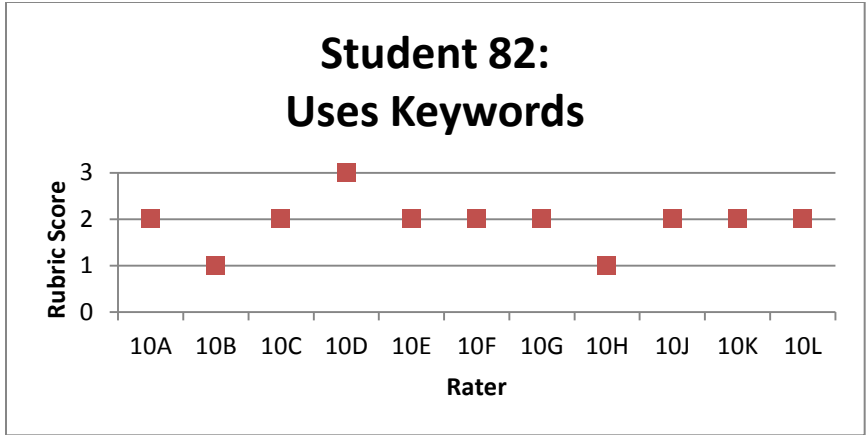


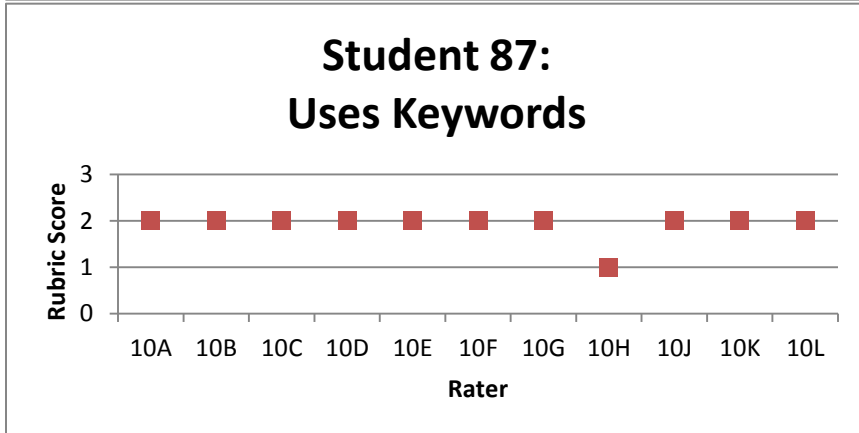
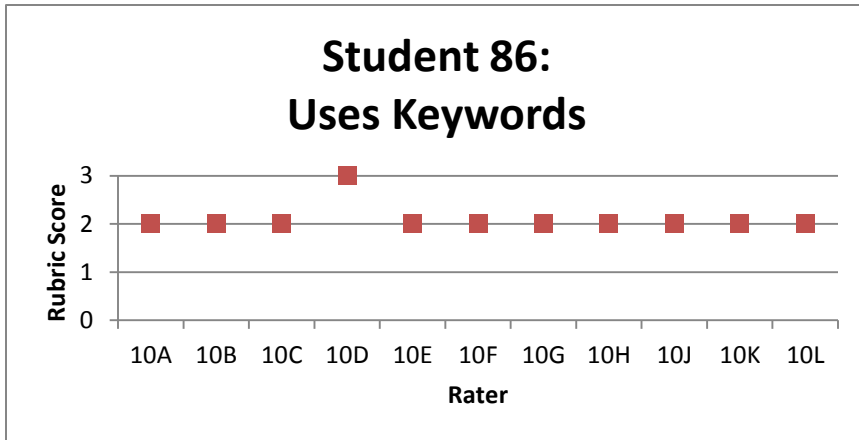
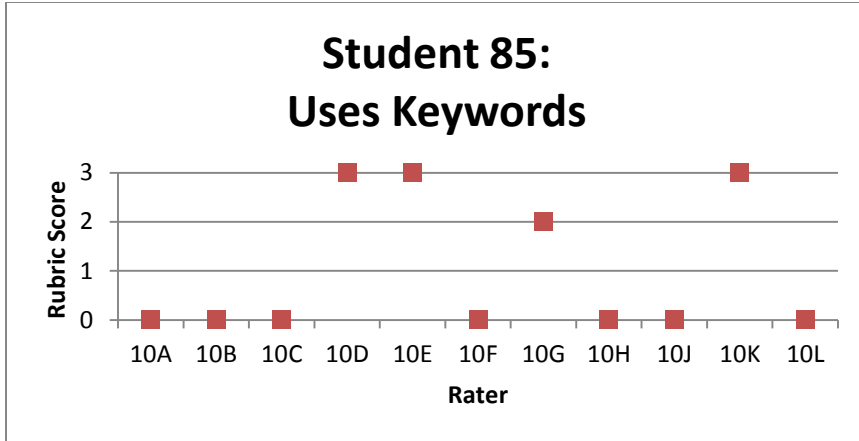


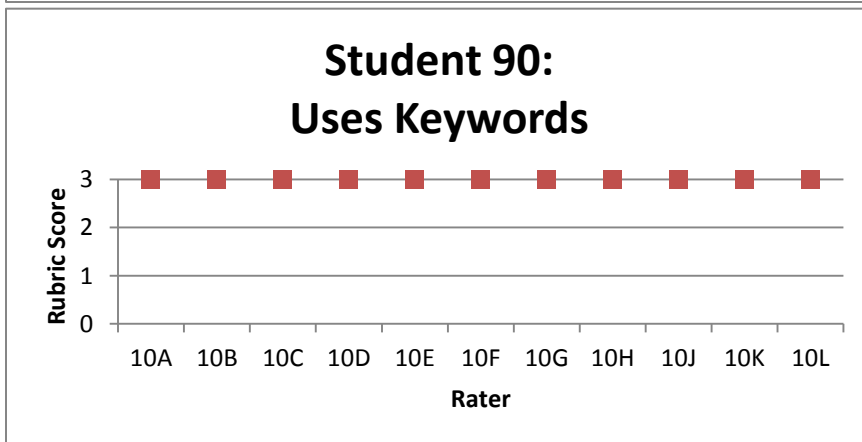
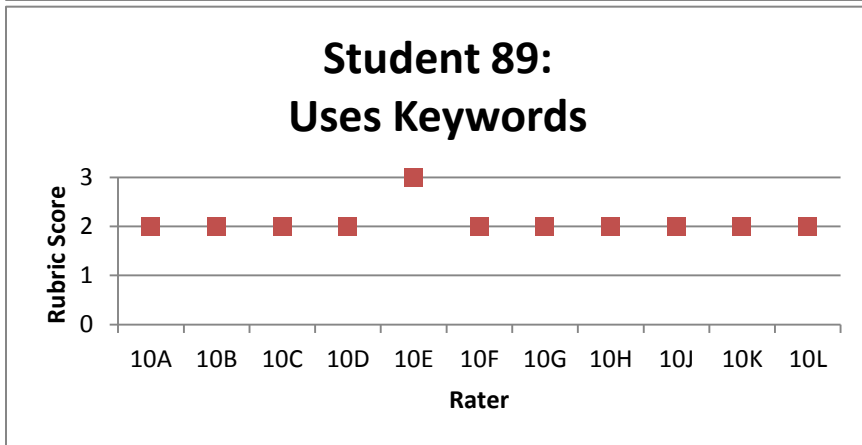
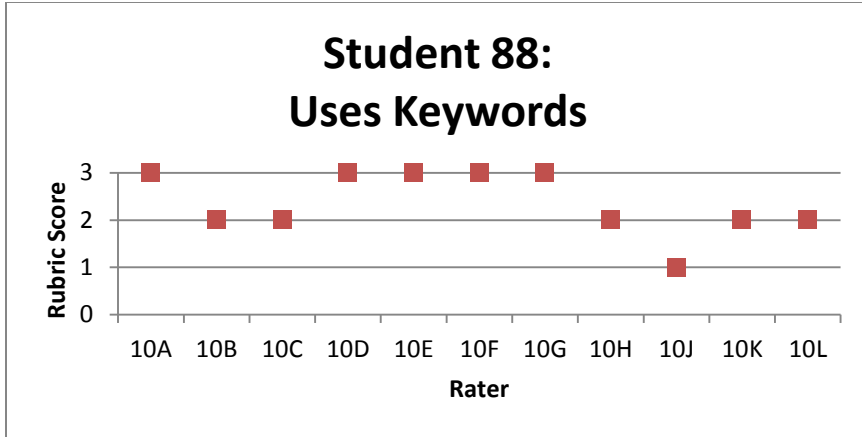


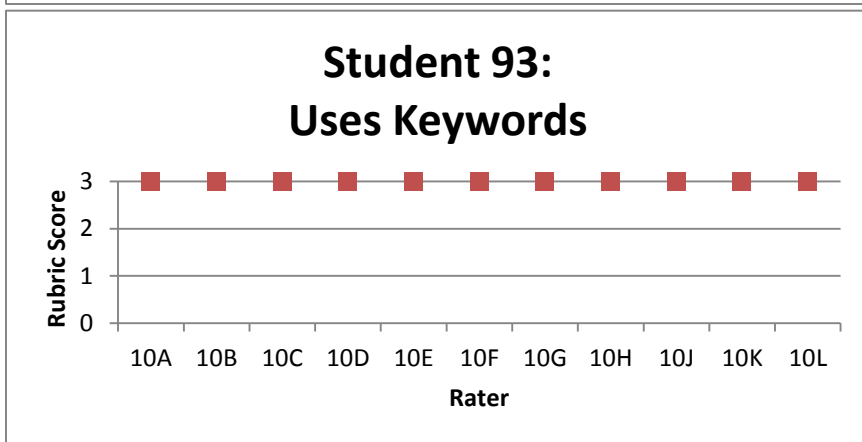
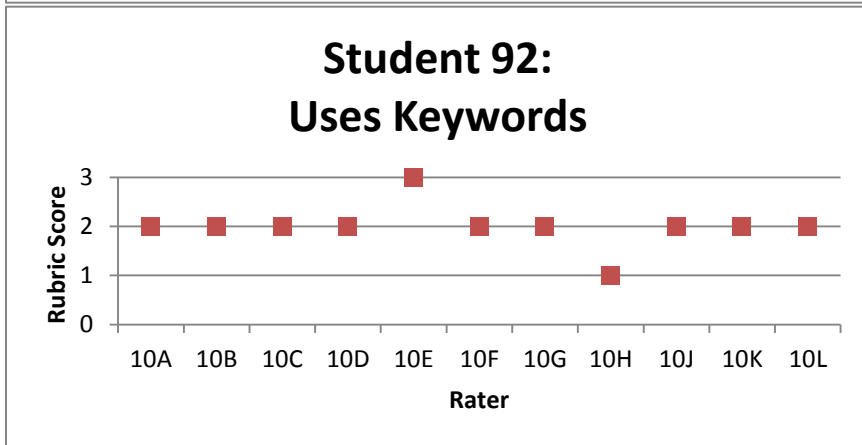
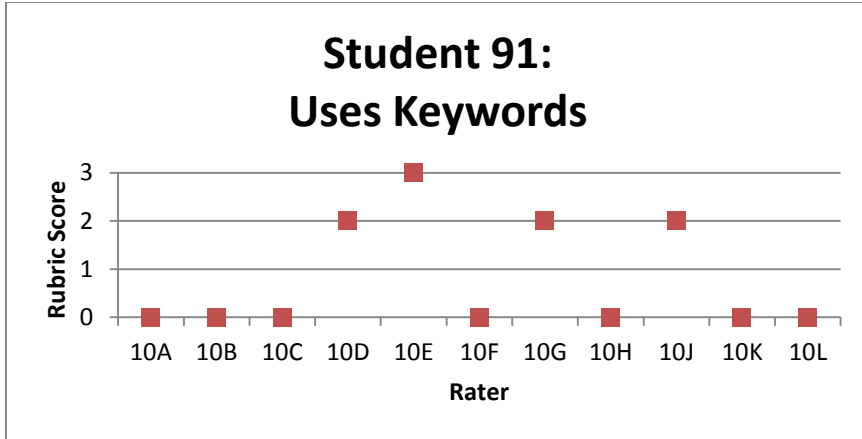


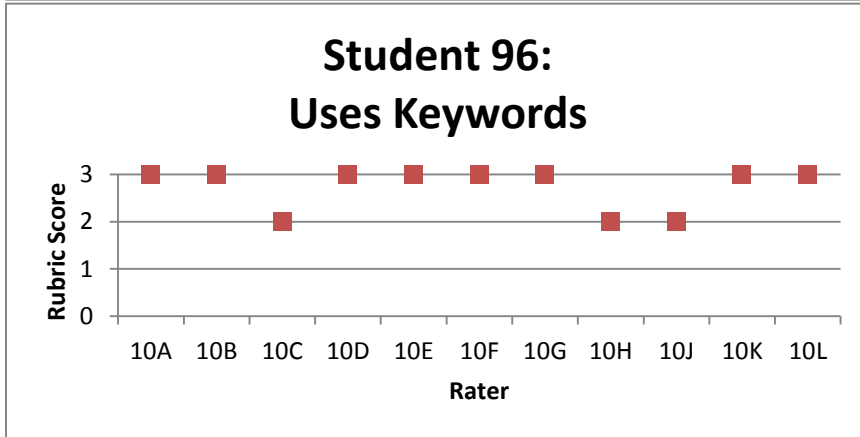
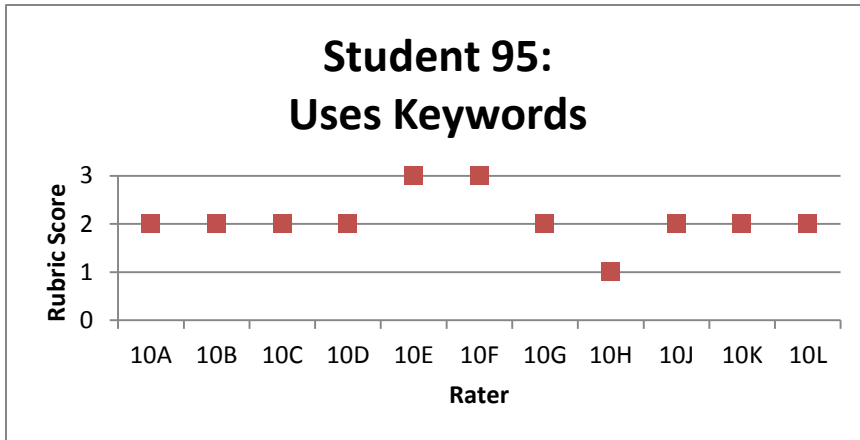
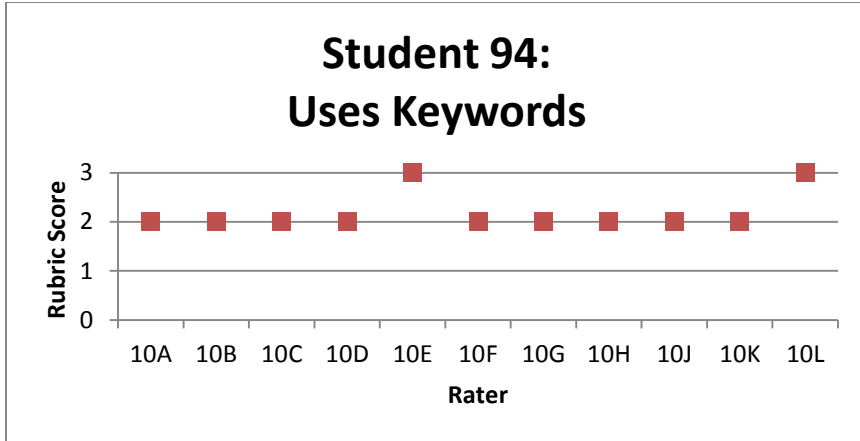


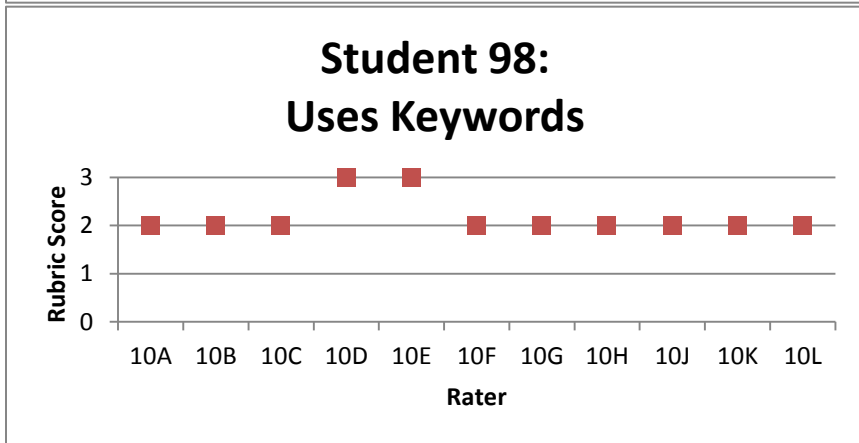
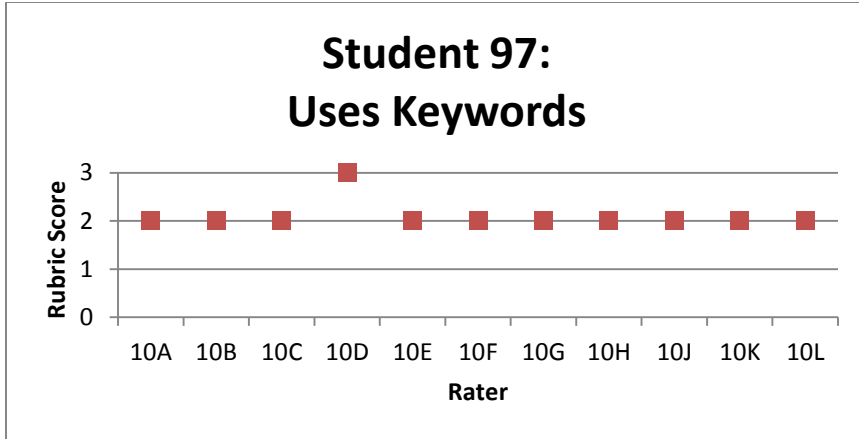


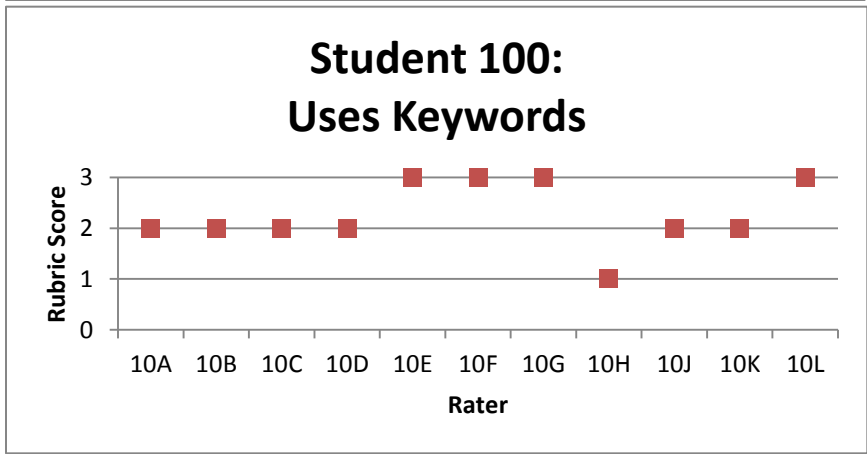
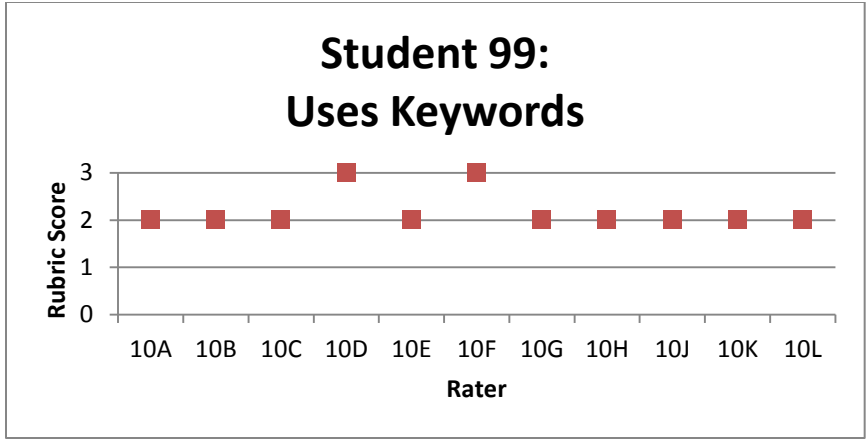








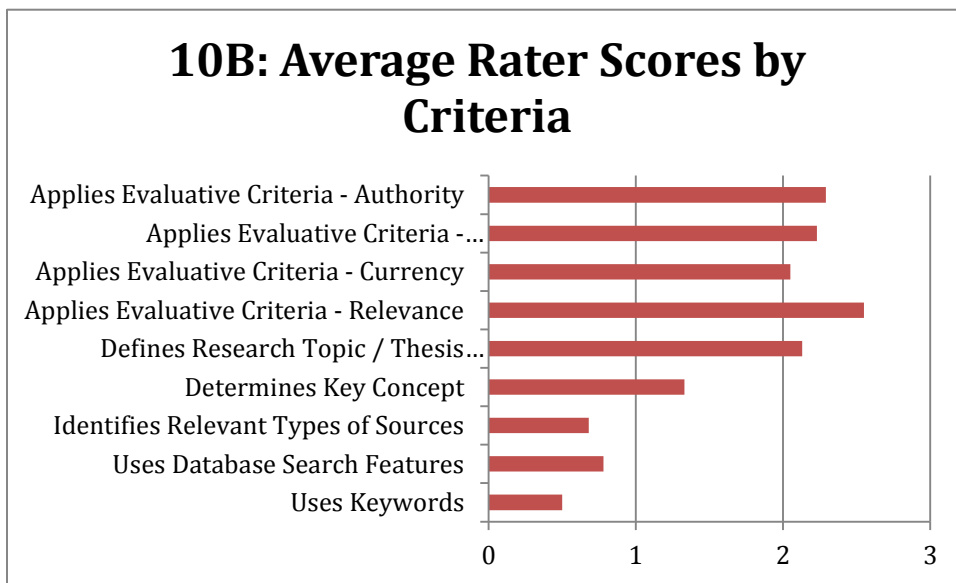
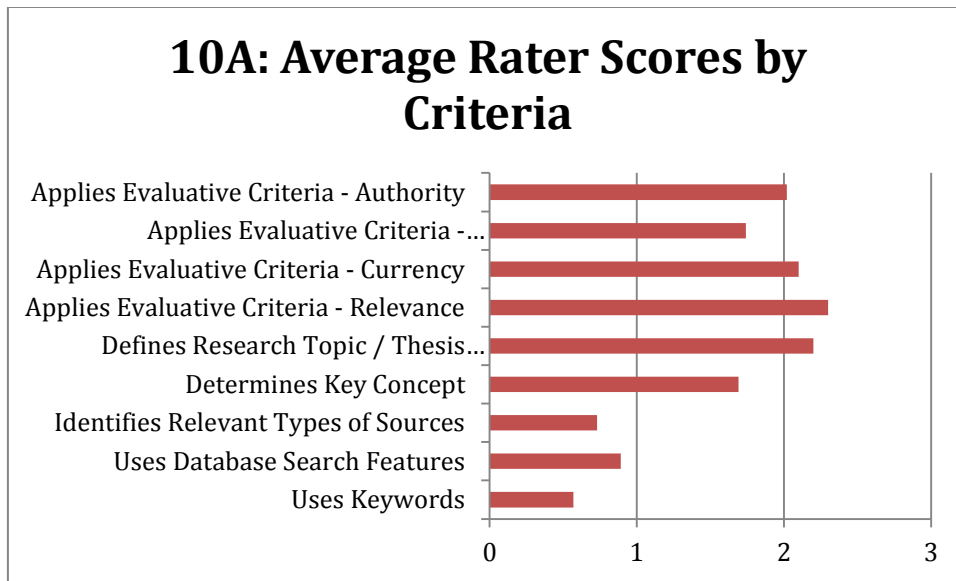




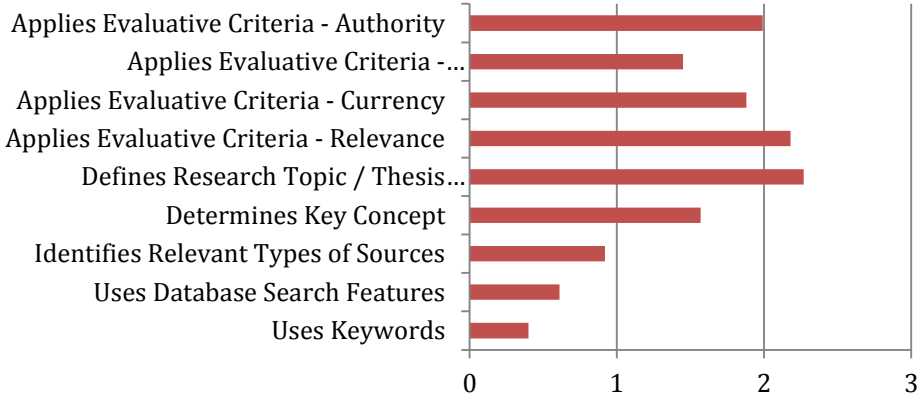
Student/Rater: Average Rater Scores by Criteria

Inter-rater reliability

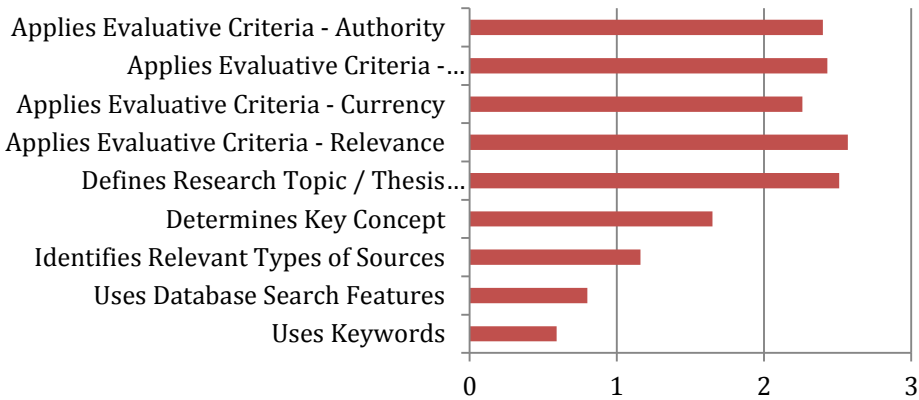
These graphs show the average performance level each rater assigned all students for each RAILS rubric criteria, showing the variation among raters when each graph is compared. There is a chart for each rater.



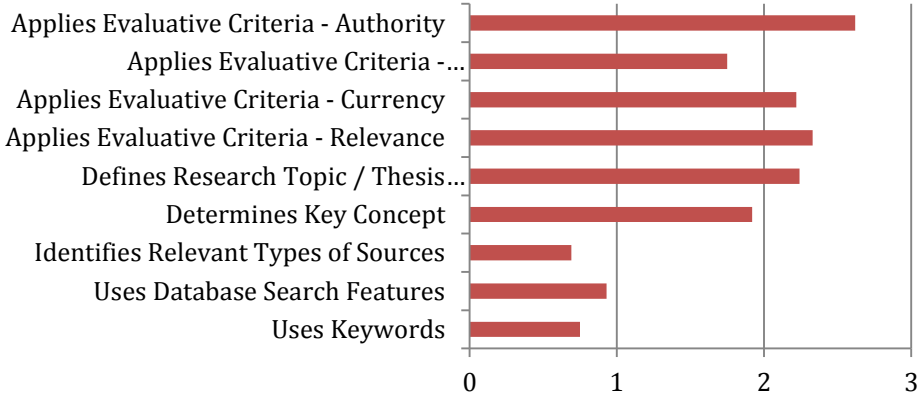
10C: Average Rater Scores by Criteria



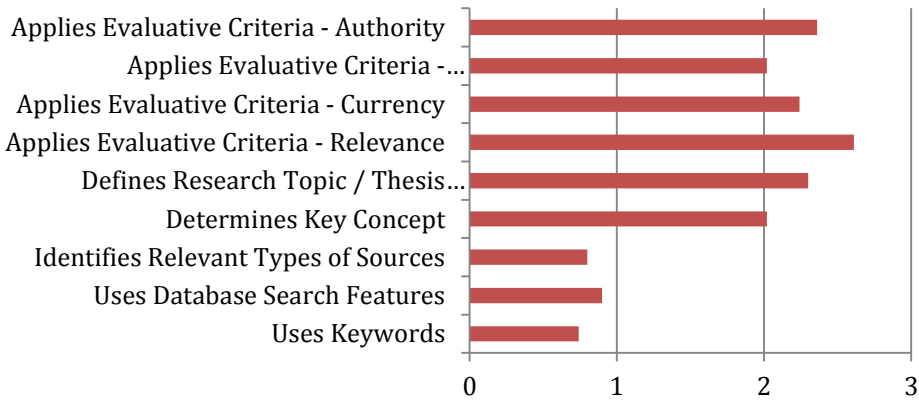
10D: Average Rater Scores by Criteria



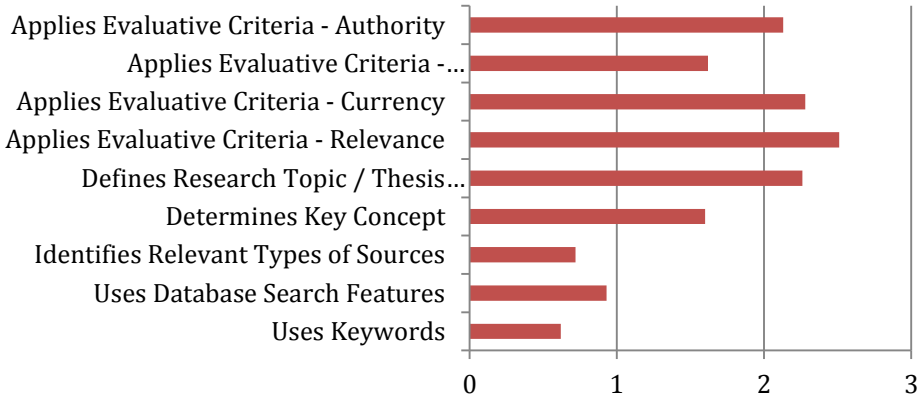
10E: Average Rater Scores by Criteria



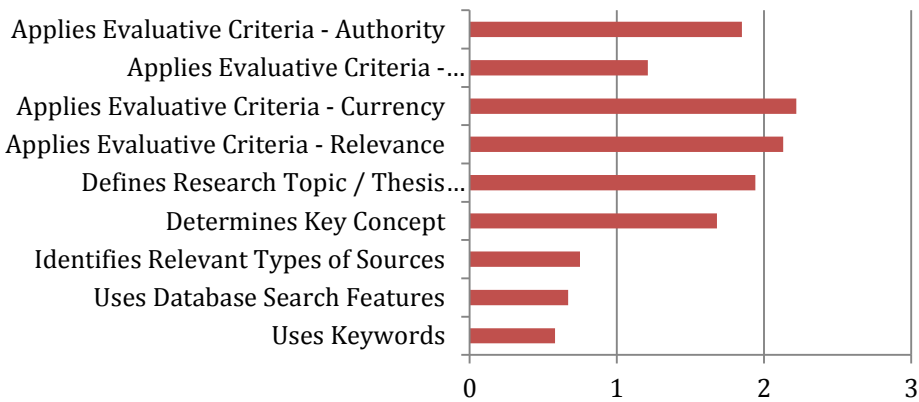
10F: Average Rater Scores by Criteria



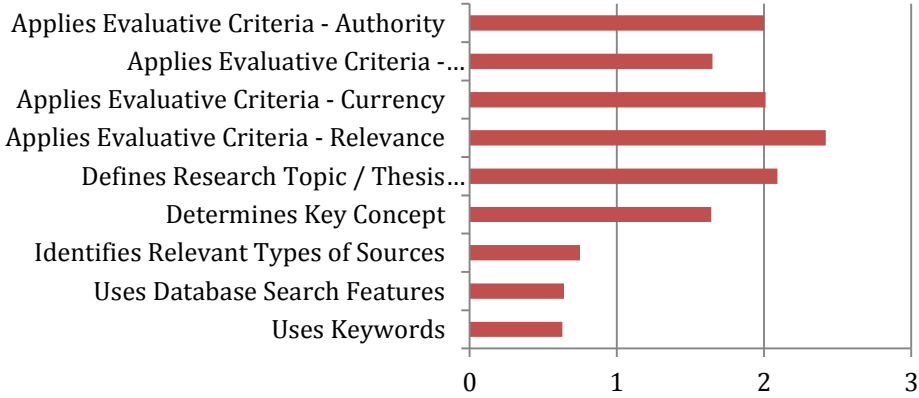
10G: Average Rater Scores by Criteria



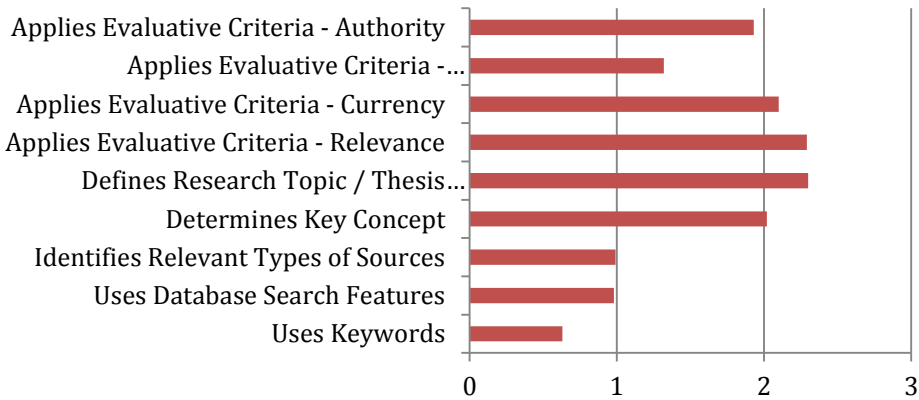
10H: Average Rater Scores by Criteria

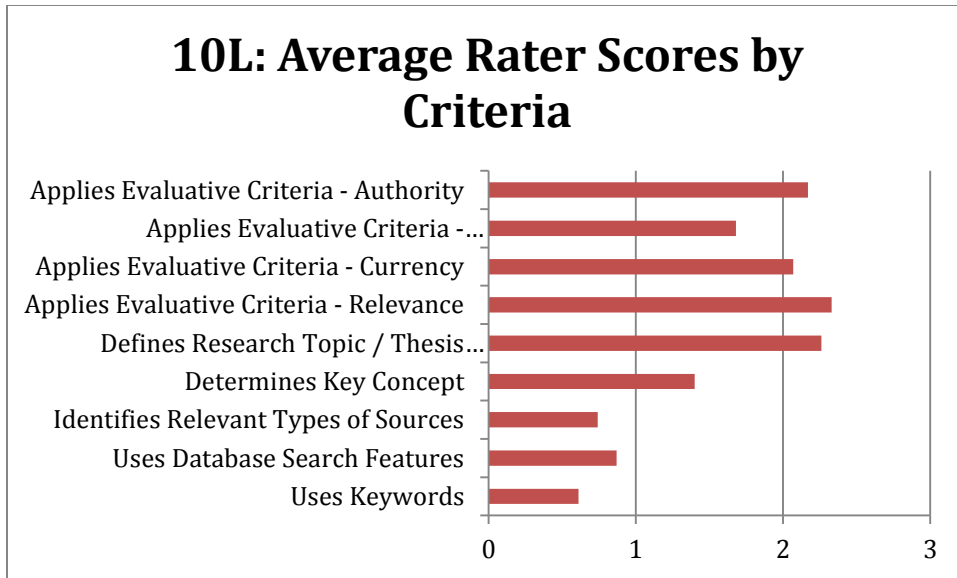


10J: Average Rater Scores by Criteria



10K: Average Rater Scores by Criteria

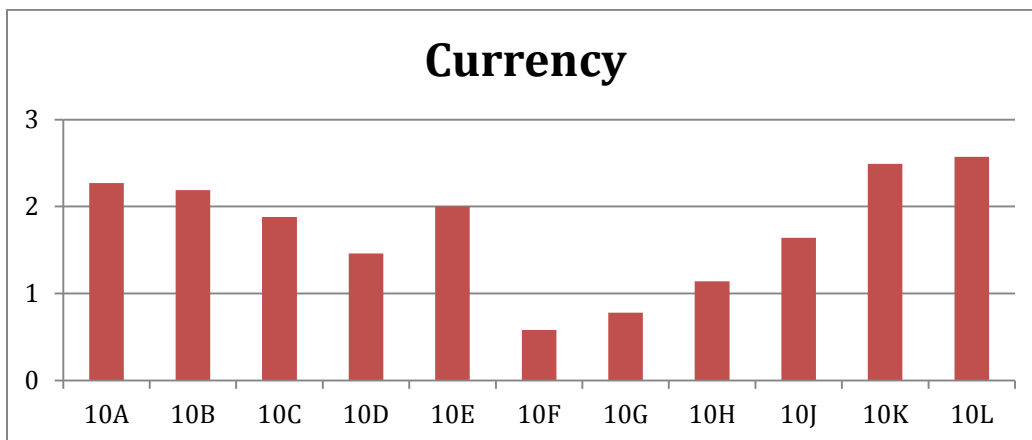
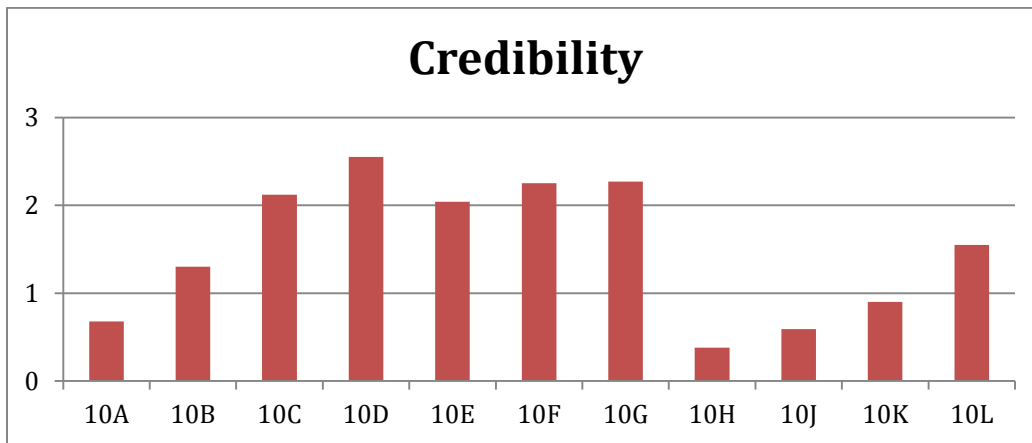
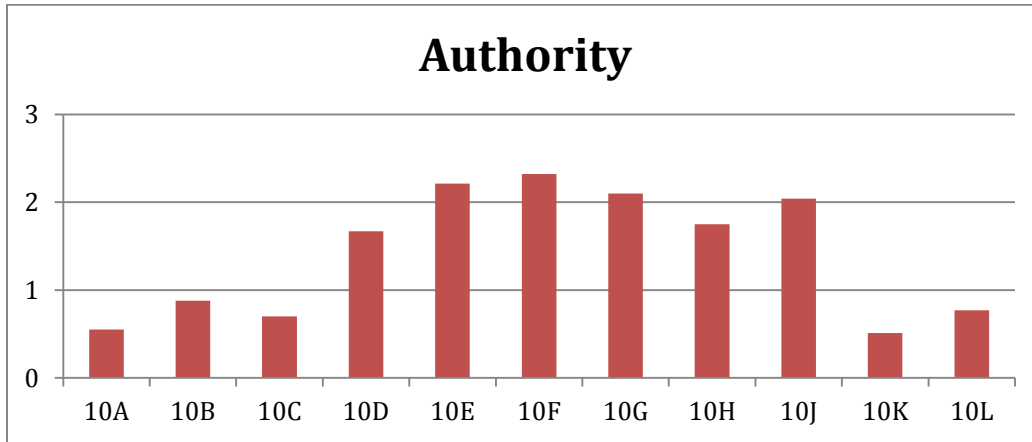


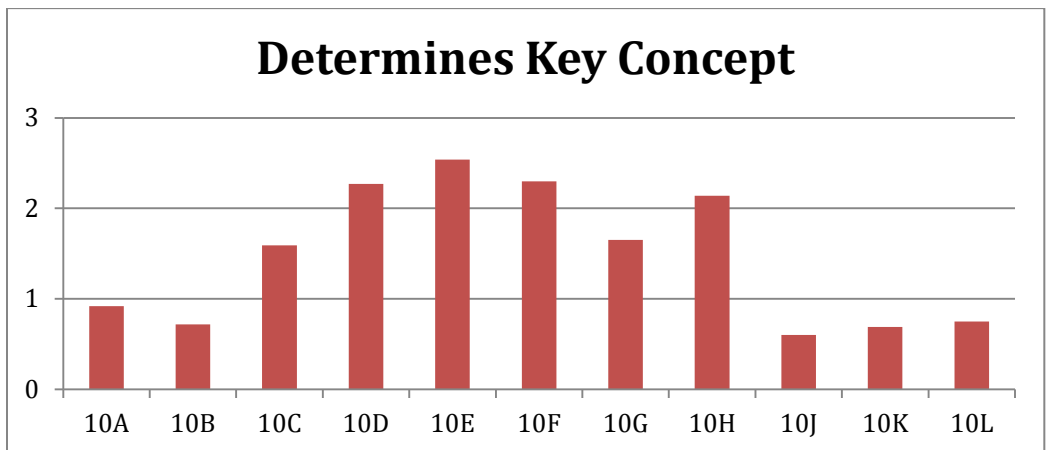
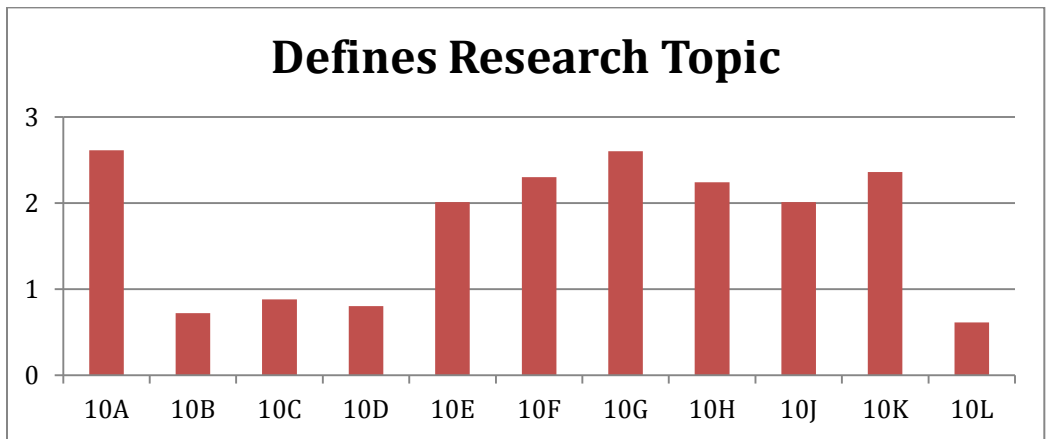
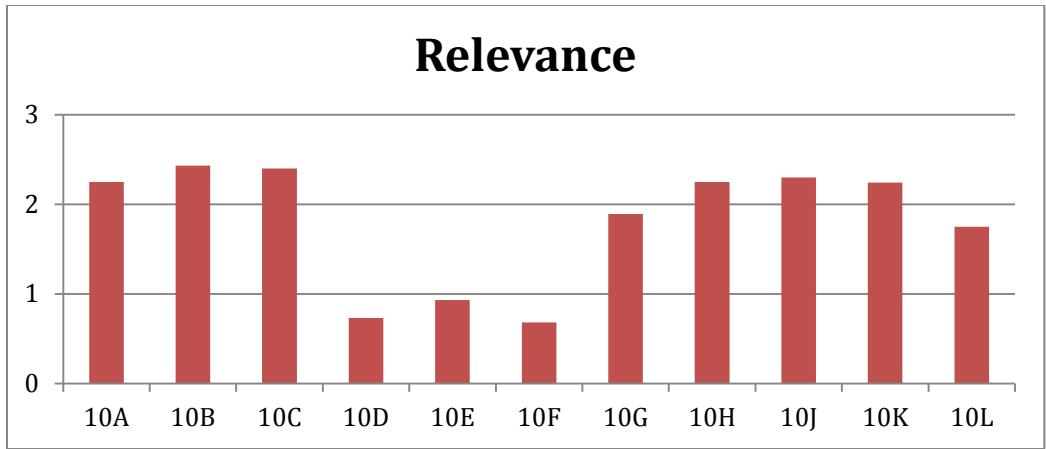


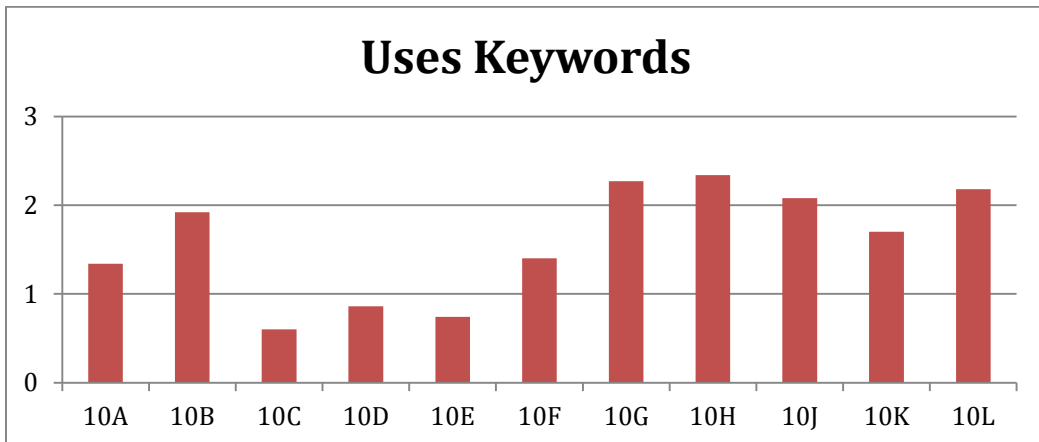
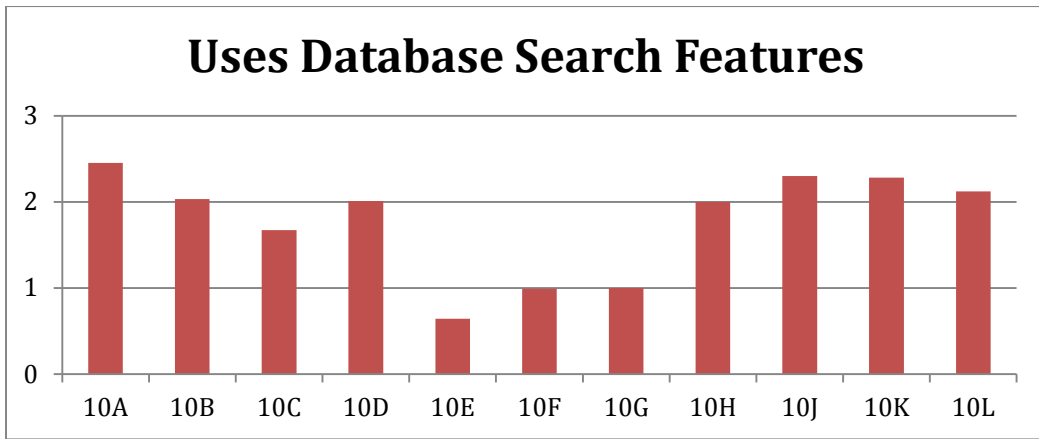
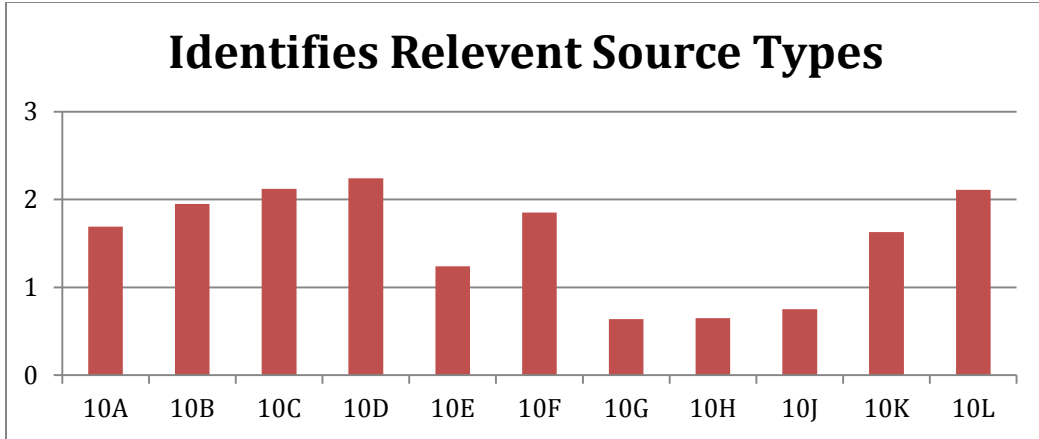
RAILS Rubric Criteria

Inter-rater reliability

These graphs show the average score each rater assigned all students for each RAILS rubric criteria. There is a chart for each criterion.

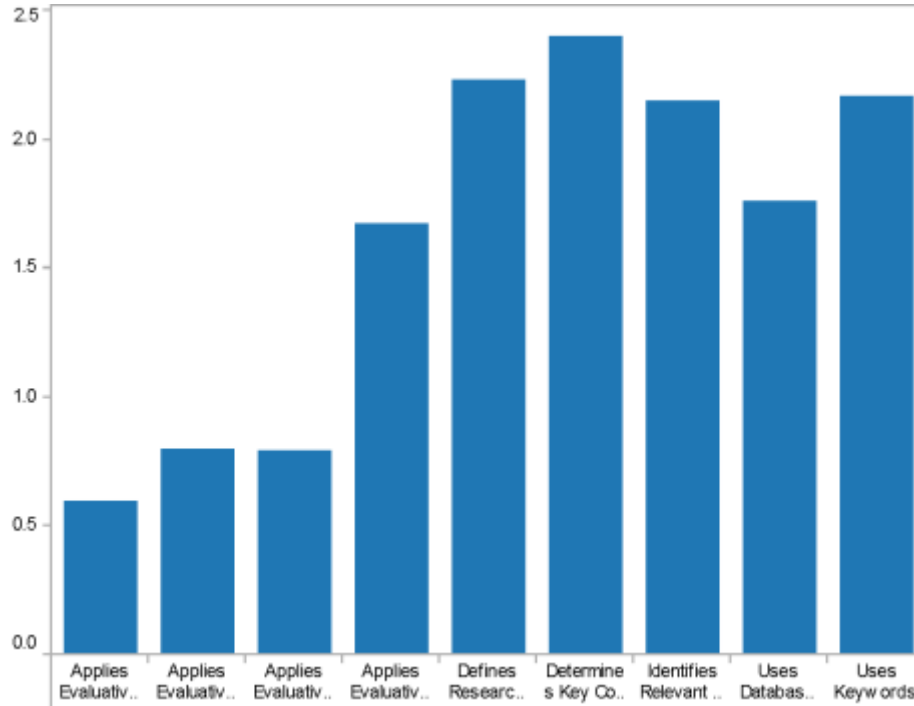






Criteria Summary

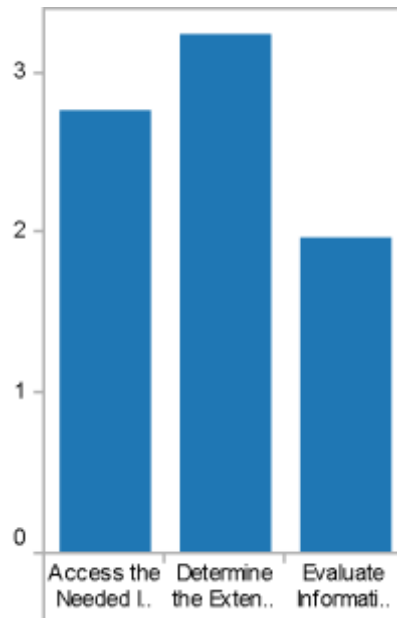
Performance level, criteria



This bar graph shows an Institution 10's average RAILS rubric criteria scores.

Vertical: Score (0-3, from horizontal rubric axis, or performance level)
Horizontal: Criteria (from vertical rubric axis)

Outcomes Summary



Performance level, outcomes

This bar graph shows an Institution 10's average outcomes scores.

Vertical: Score (0-3, from horizontal rubric axis, or performance level)

Horizontal: Outcomes (from AAC&U Information Literacy VALUE Rubric, as correlated to institution rubric criteria)

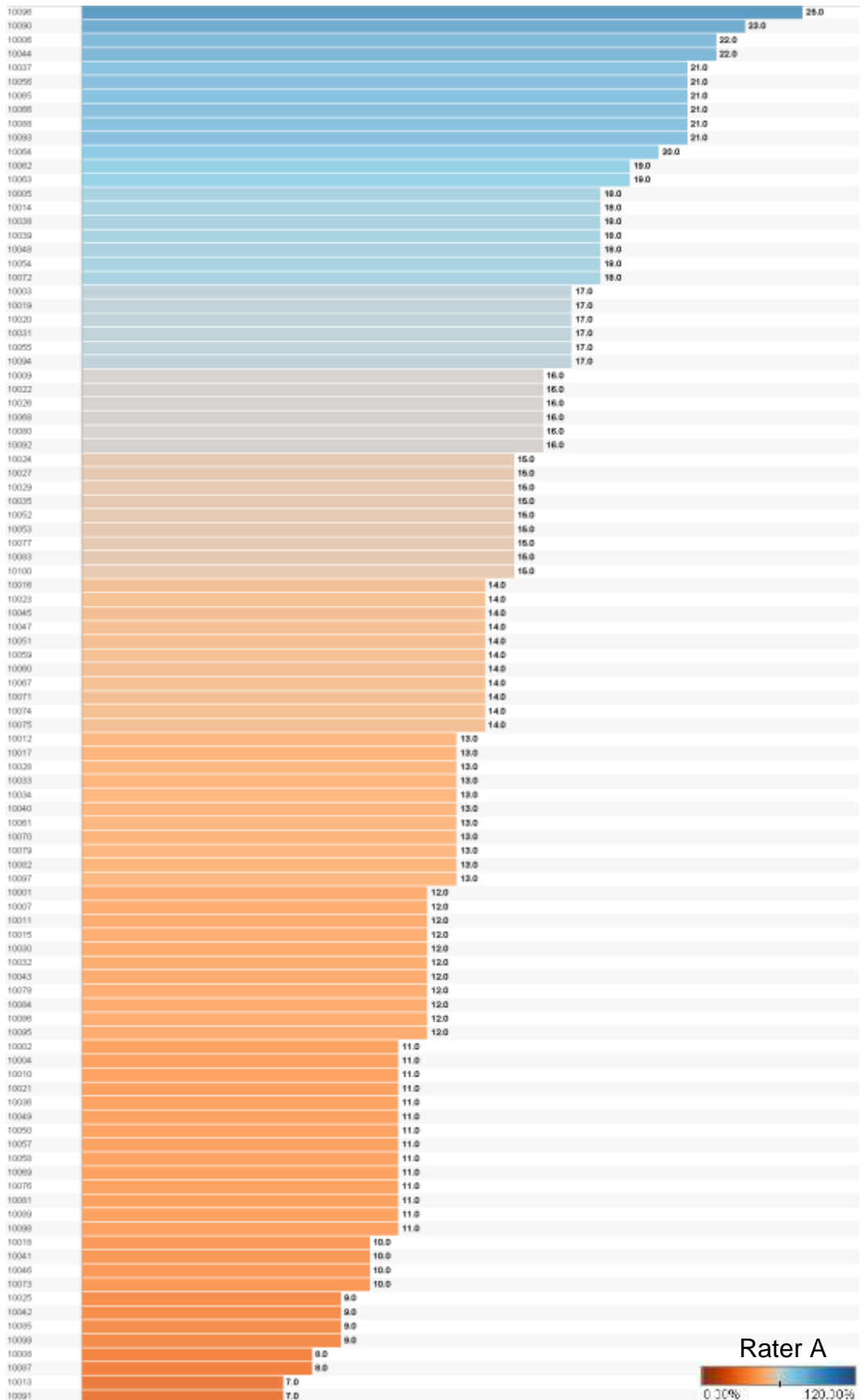
Student Scores

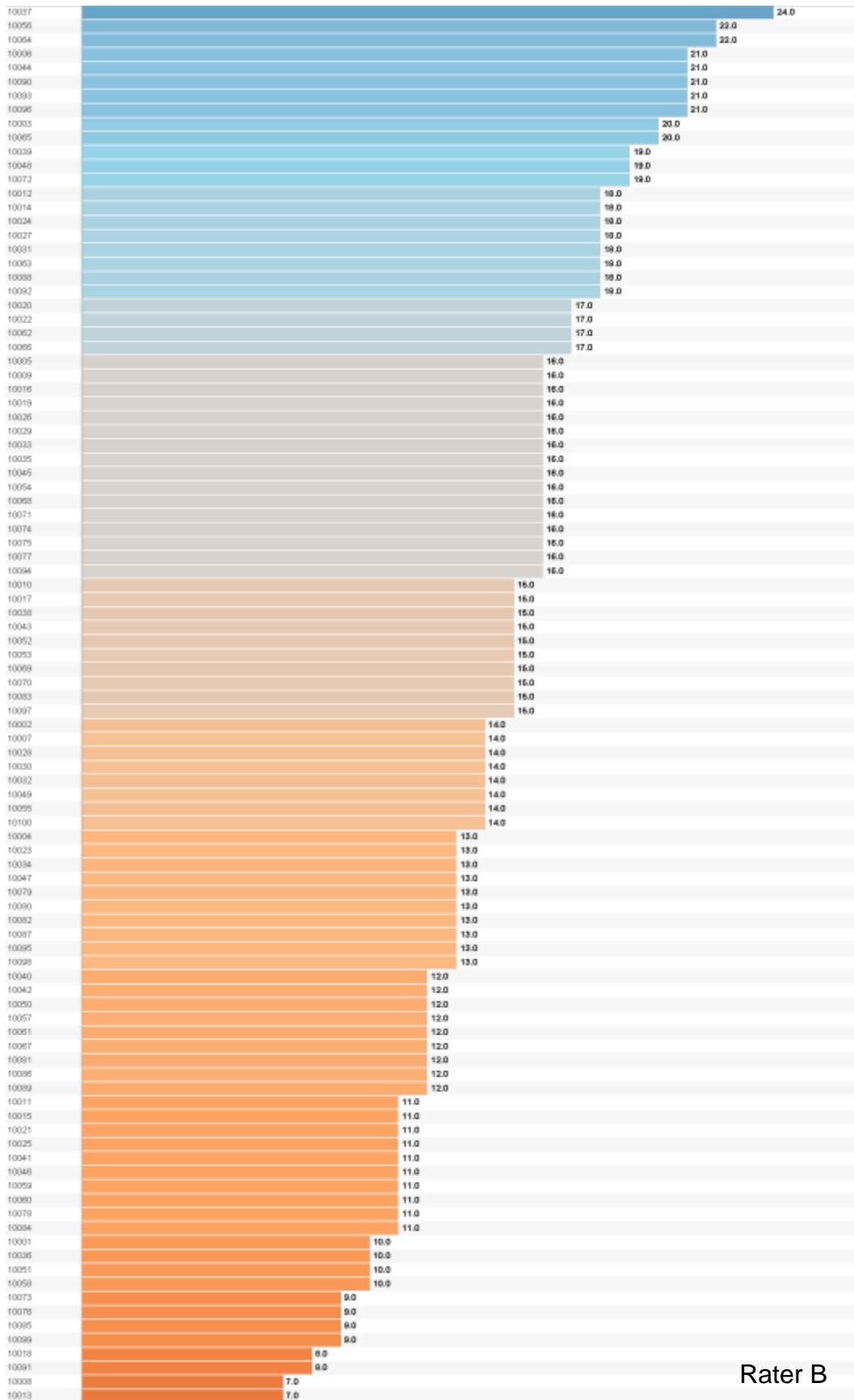
Performance level

These charts show all student scores from the maximum possible score to the minimum, organized alphabetically by Raters A-L.

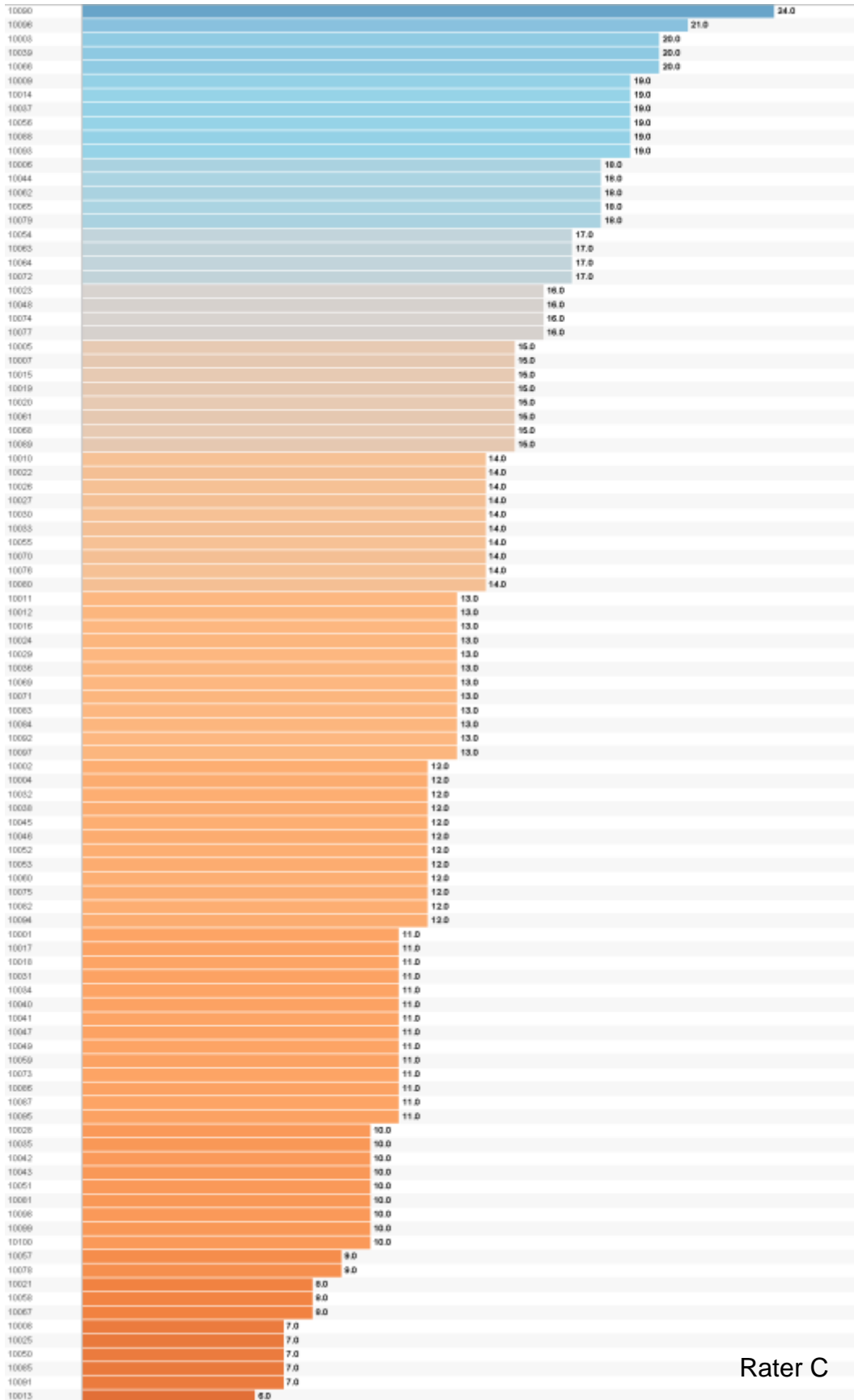
Vertical: Students (first two digits are the institution number, remaining three are the student's number from 1-100)

Horizontal: Horizontal Axis: Score (Maximum scores #)

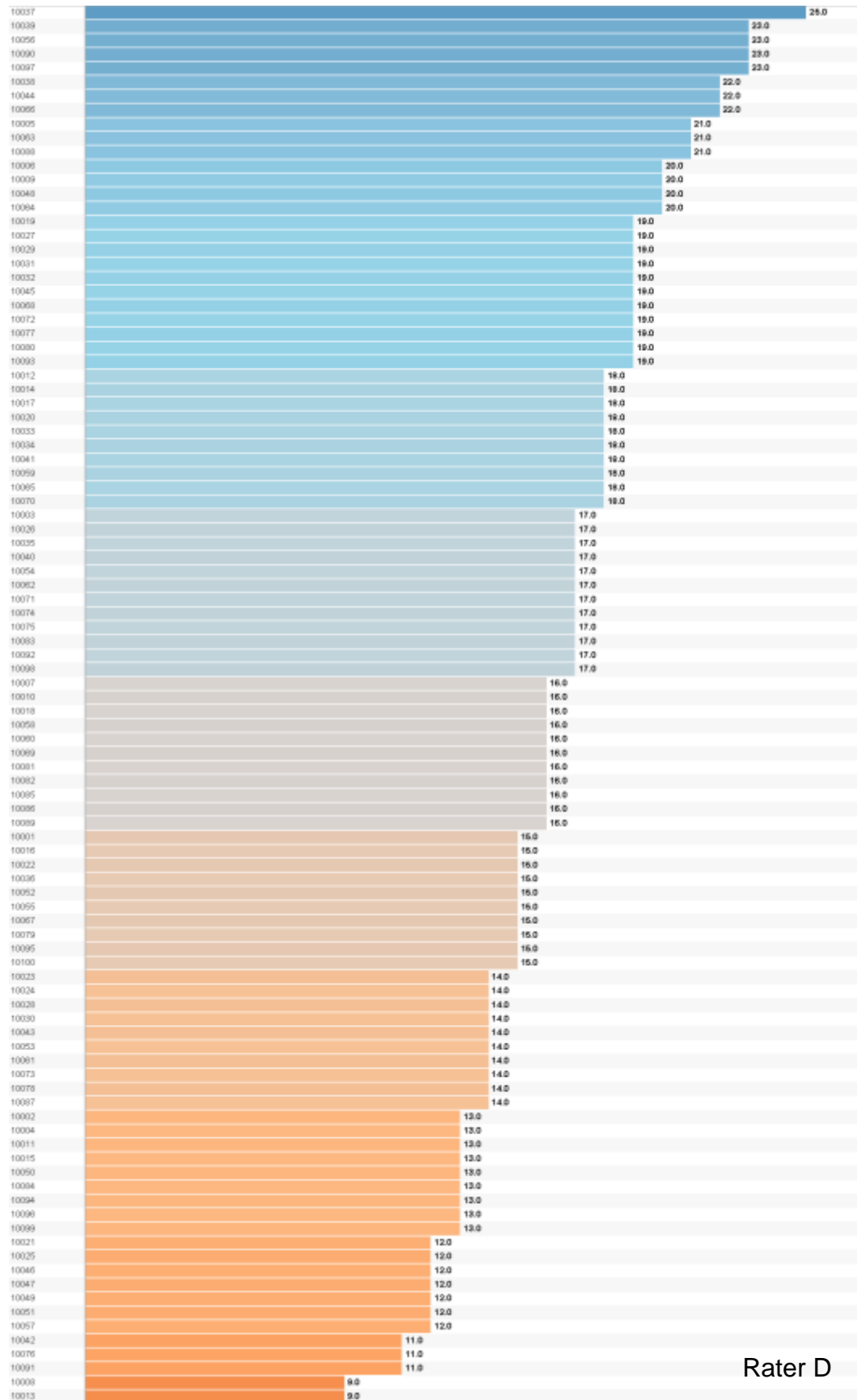




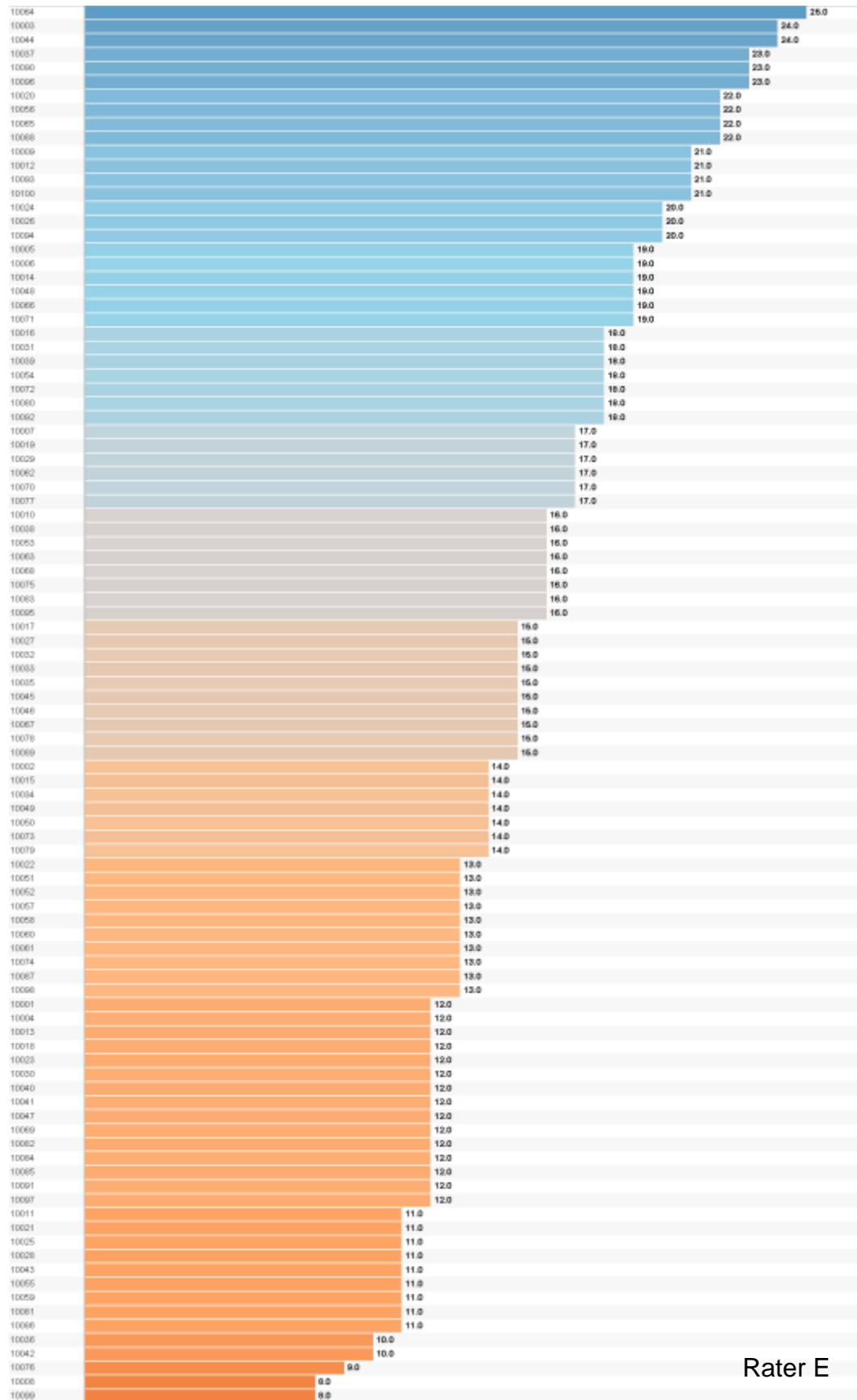
Rater B



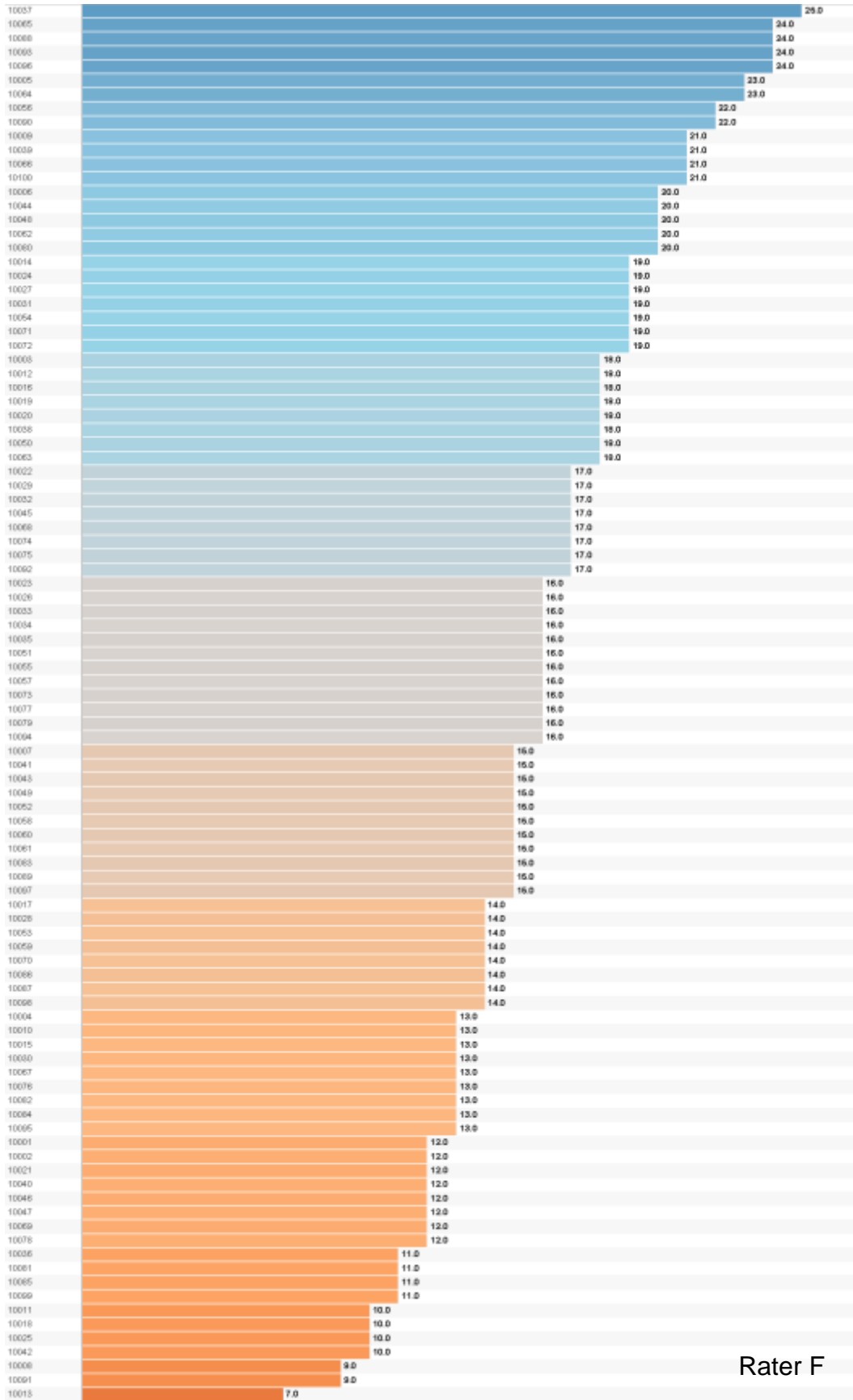
Rater C



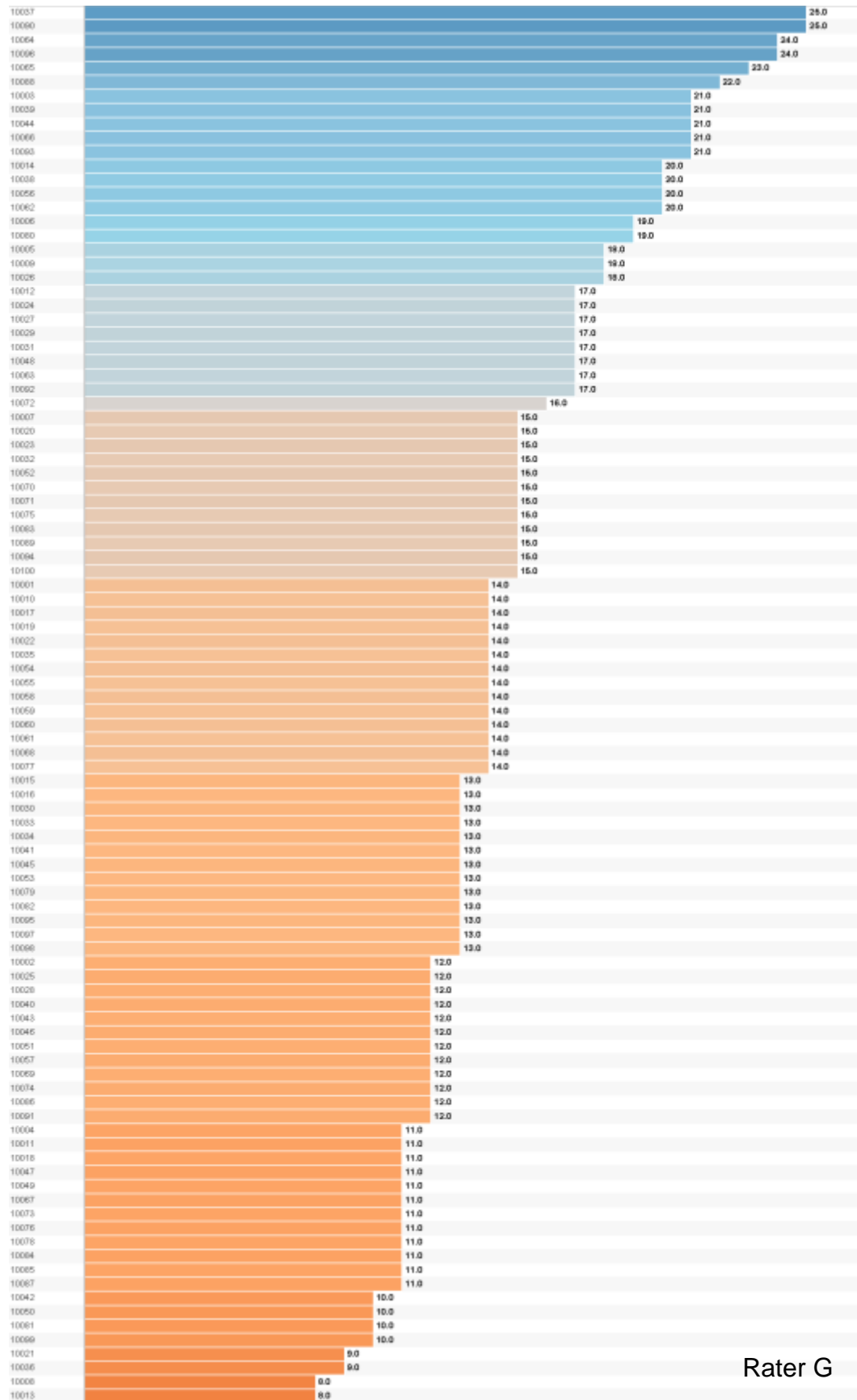
Rater D



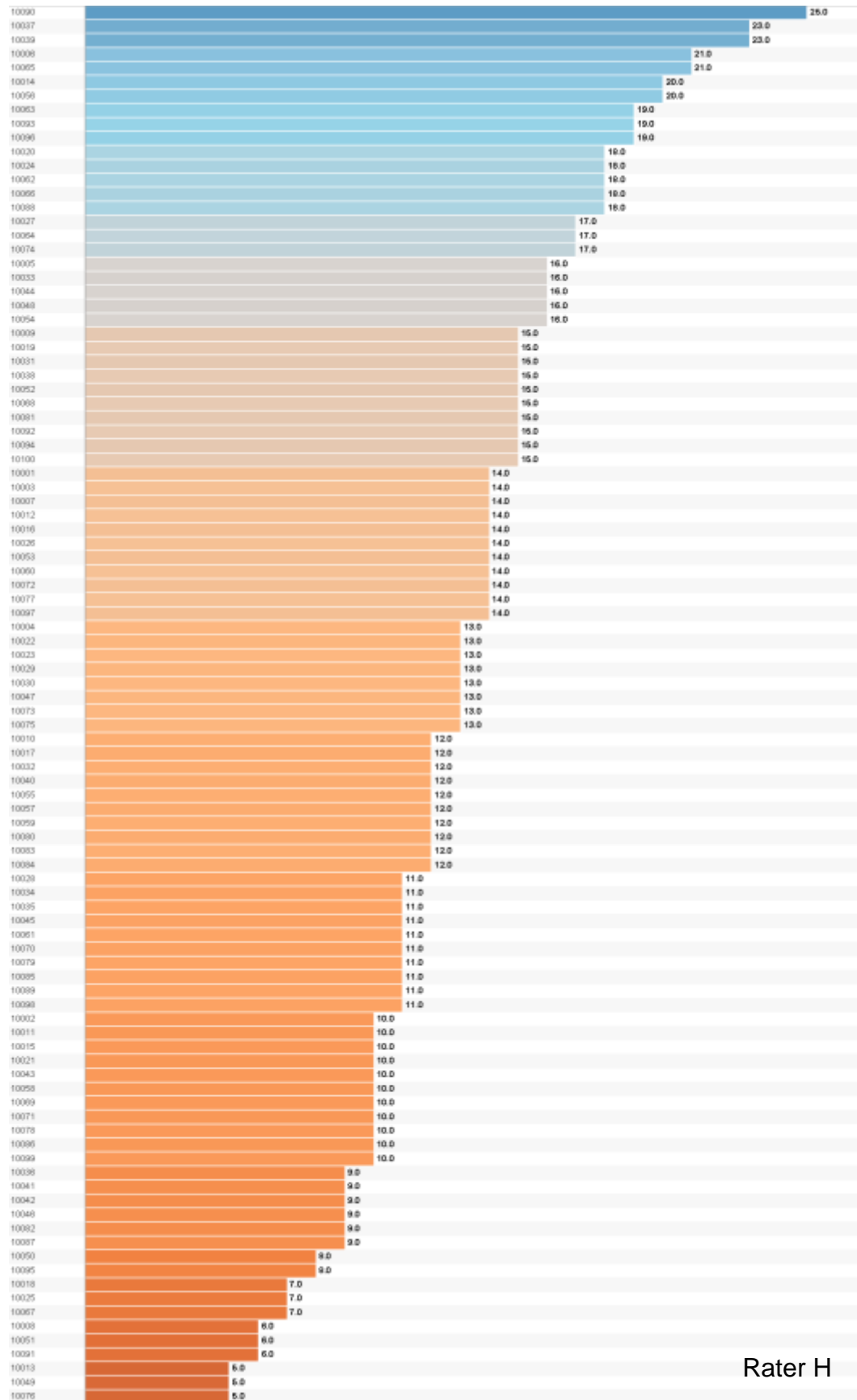
Rater E



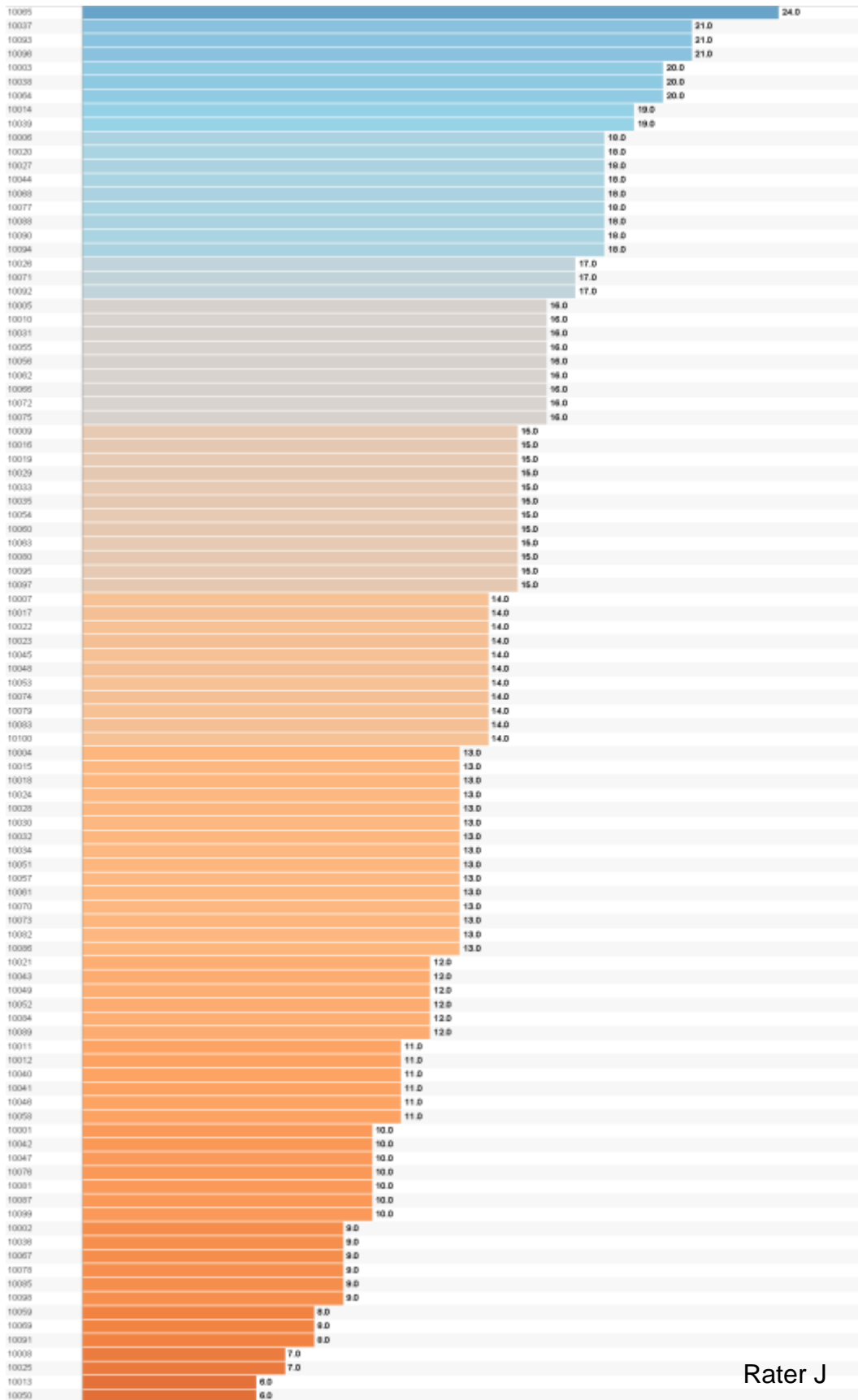
Rater F



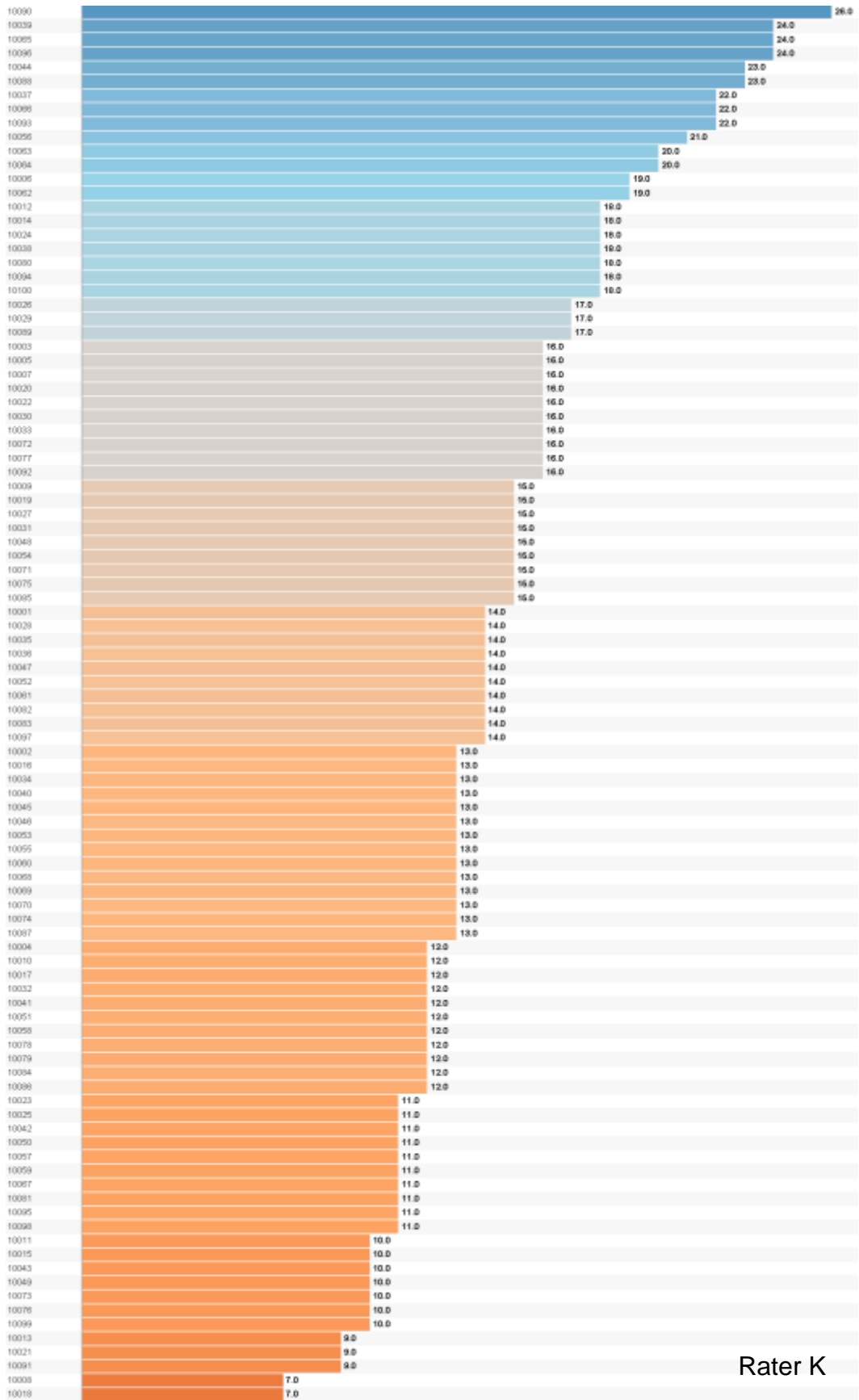
Rater G



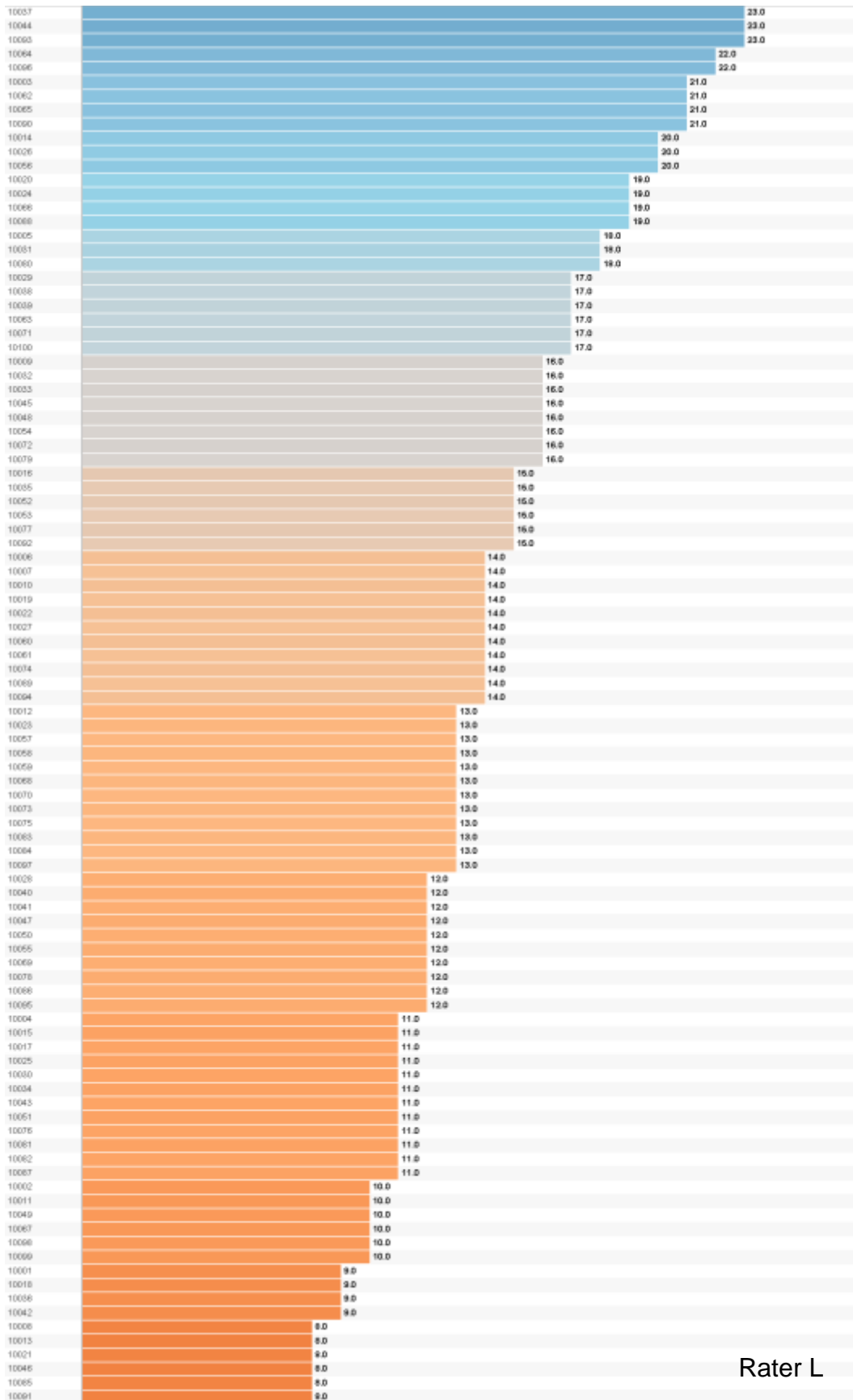
Rater H



Rater J



Rater K



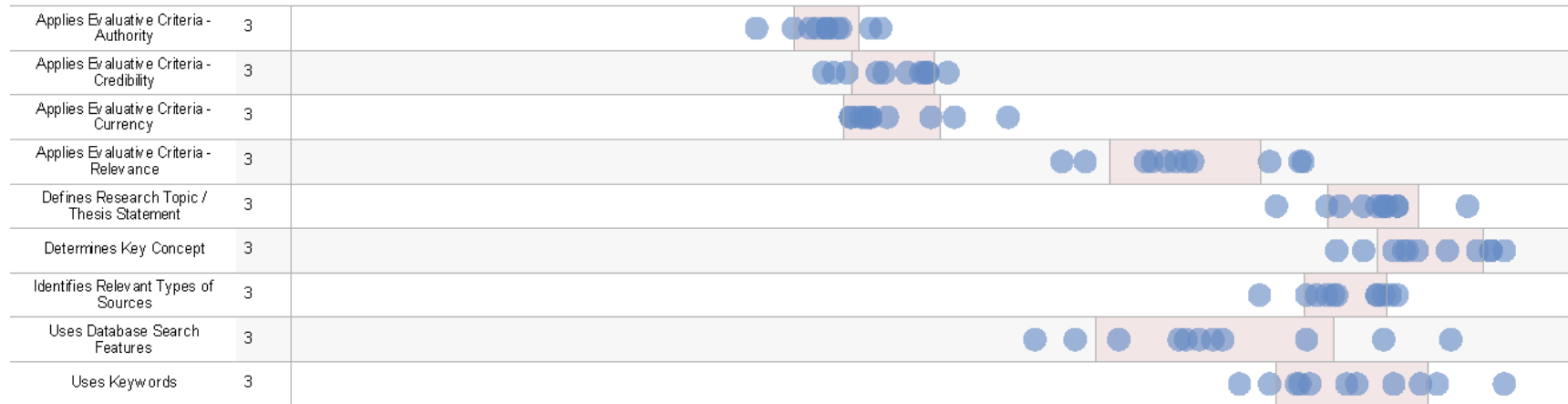
Rater L

Student Scores by Criteria

Performance level, criteria

This series shows performance levels raters assigned students, displayed by RAILS rubric criteria. Figure 28 shows average performance level scores, with standard deviation shaded in pink. The scattered dots on Figure 29 represent average performance level scores for each criterion broken down by rater, sorted alphabetically A-L. The grey circled numbers in Figure 30 show the average performance level displayed from a range of 0-3 or the total number of performance levels present.

Figure 28



Vertical: Criteria

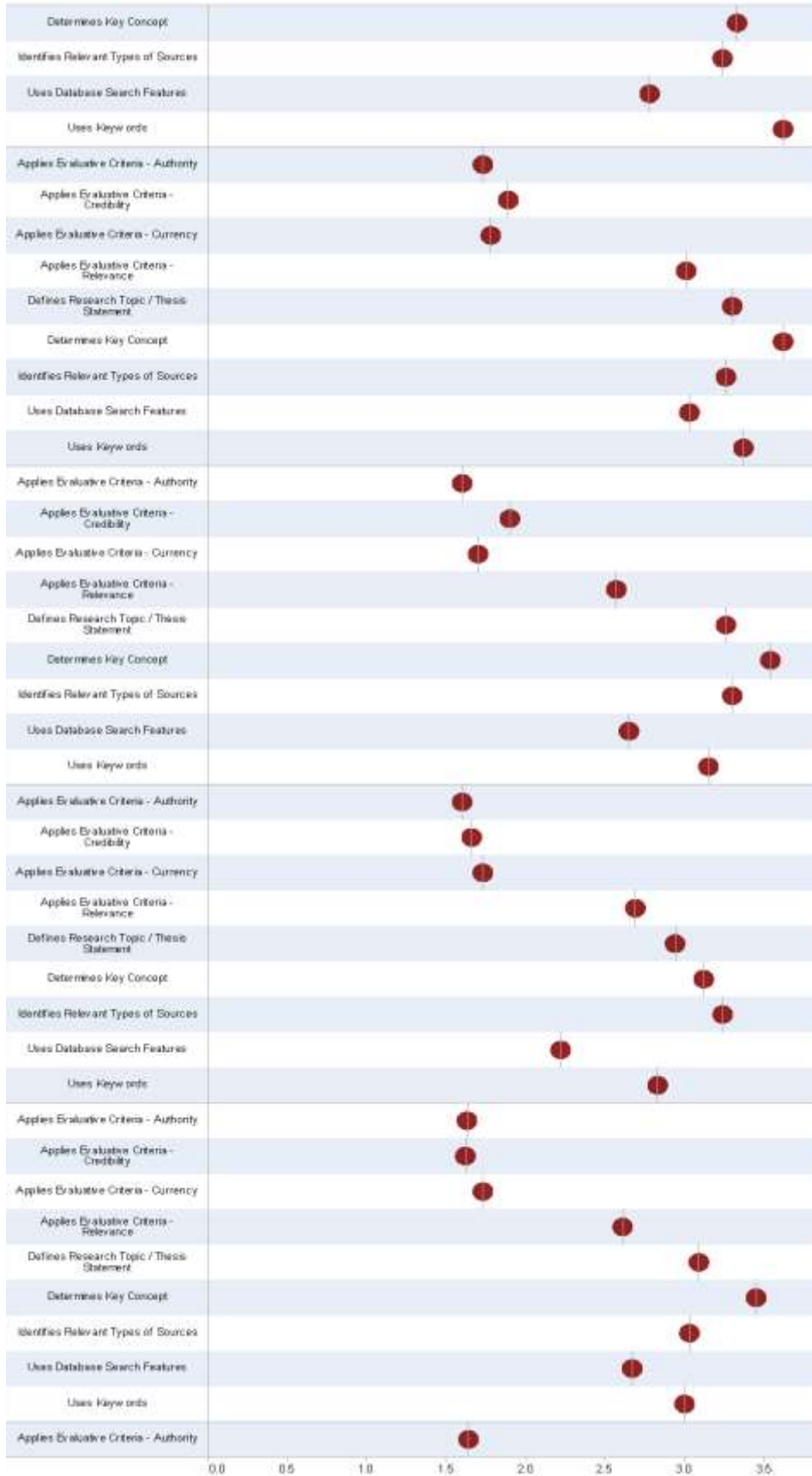
Horizontal: Score from 1-4, or the number of levels present



Figure 29

Vertical:
Criteria

Horizontal:
Score from
1-4, or the
number of
levels
present



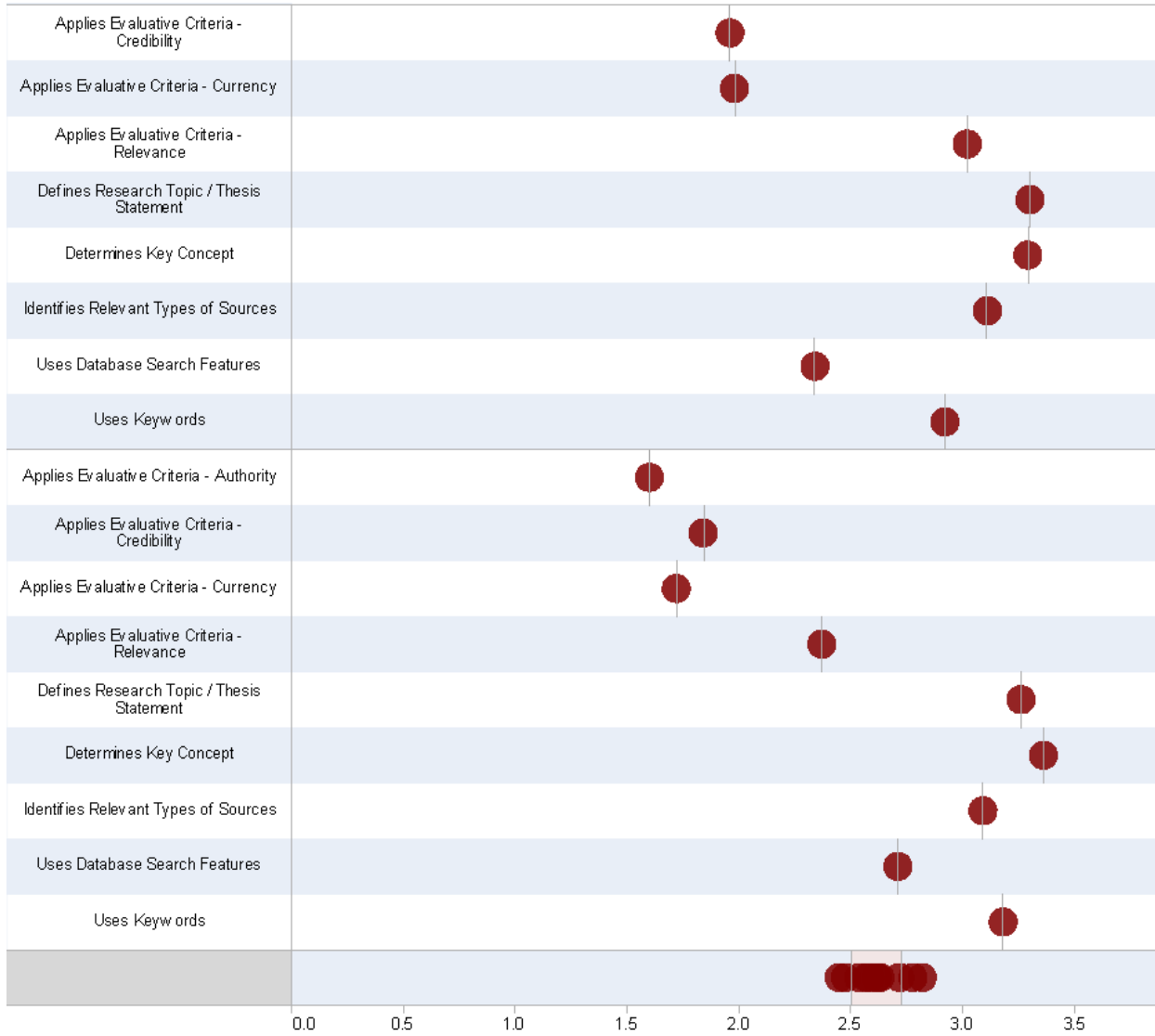
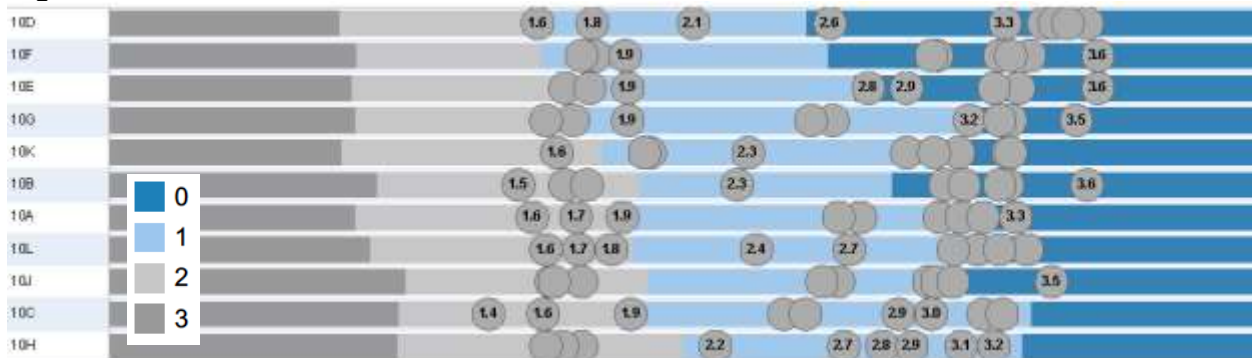


Figure 30



Student Scores by Criteria and Outcomes

Performance level, criteria, outcomes

This series shows outcomes performance levels raters assigned to students correlated to each rubric criteria, displayed by color. Outcomes refers to RAILS rubric criteria as correlated to AAC&U Information Literacy Value Rubrics. Figures 30-40 show average student scores sorted from highest to lowest by outcome in alphabetical order by rater, and the grey circled numbers show the average performance level displayed from a range of 0-3 or the total number of performance levels present.

rails Institution 10



Vertical: Outcomes

Horizontal: Criteria

Figure 30, Rater A

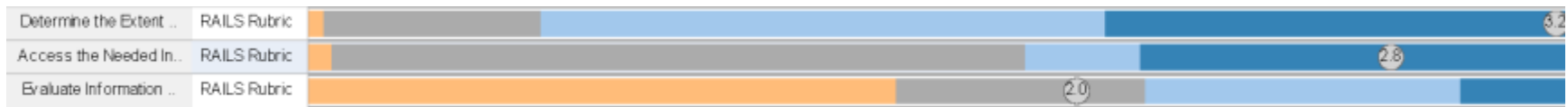


Figure 31, Rater B

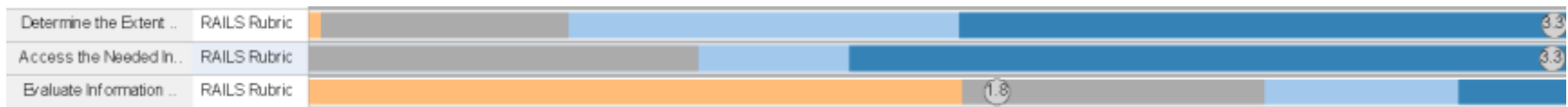


Figure 32, Rater C

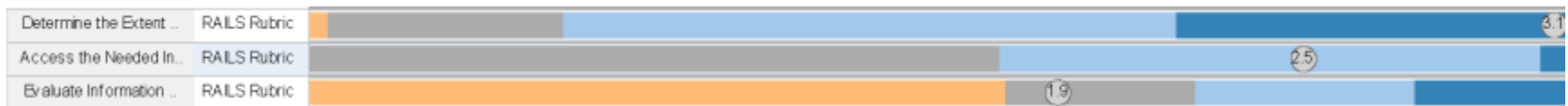


Figure 33, Rater D

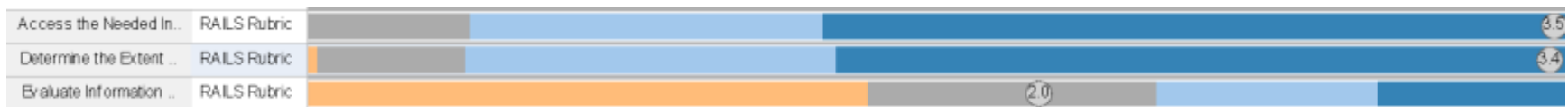


Figure 34, Rater E

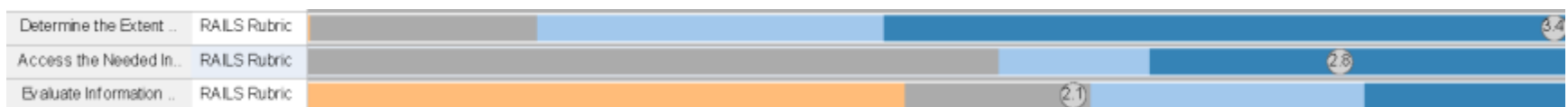


Figure 35, Rater F

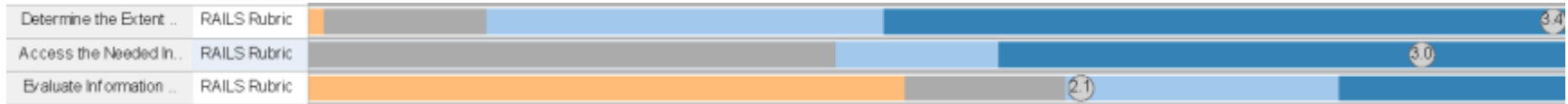


Figure 36, Rater G

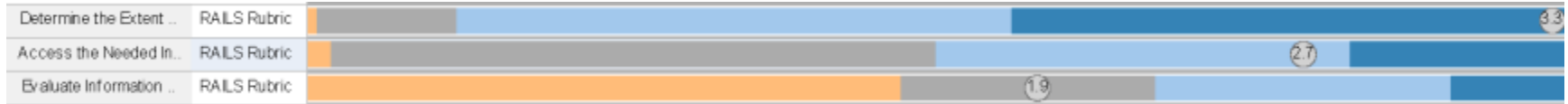


Figure 37 Rater H

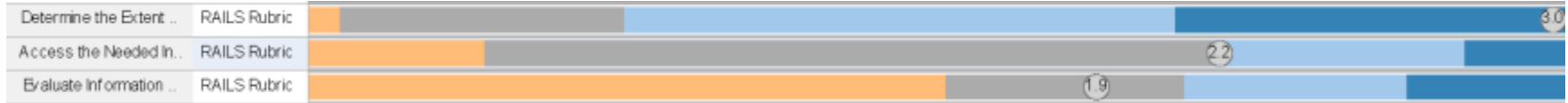


Figure 38, Rater J

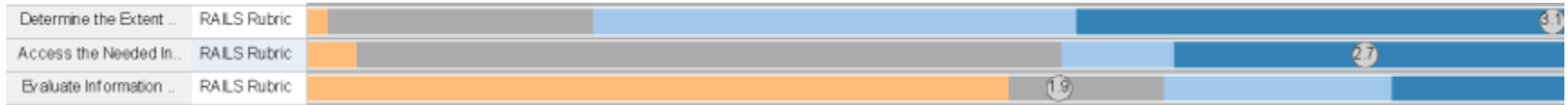


Figure 39, Rater K

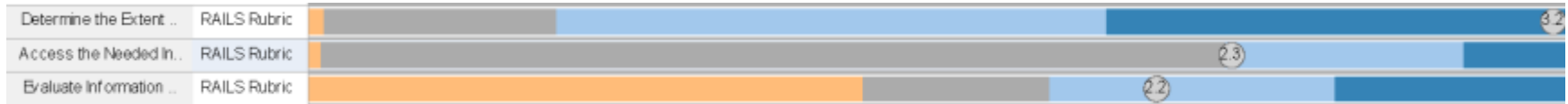


Figure 40, Rater L

