

Institution 6

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.

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Research Questions

| Although RAILS addressed practical assessment issues, it also explored d 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?

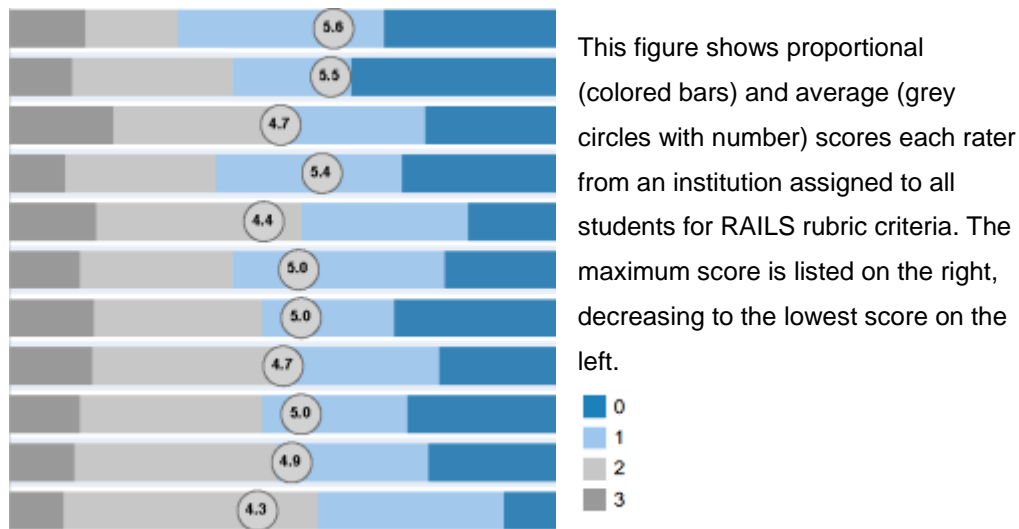
Institution 6 Rubric

	Performance Level 3 Student:	Performance Level 2 Student:	Performance Level 1 Student:	Performance Level 0 Student:
Identifies Keywords	20% Identifies keywords in complex relationships with each other.	23% Identifies keywords and related terms or synonyms.	29% Identifies keywords.	28% Does not identify keywords.
Searches Relevant Sources	18% Searches subject-relevant, scholarly, subject-specific databases appropriate for the information need (ex. subject-specific library databases).	49% Searches subject-relevant, scholarly websites, databases and search engines appropriate for the information need (ex. Google Scholar, Academic Search).	24% Searches popular web search engines or non-academic websites (ex. Google).	9% Does not show evidence of searching information sources.
Cites Sources	35% Cites sources in a specific or required citation style with few errors.	19% Cites sources in a specific or required citation style with multiple errors.	42% Cites sources incompletely and/or not in adherence with a specific or required citation style.	4% Does not cite sources.

Results

Average Student Criteria Scores by Rater

Performance level



Vertical: Rater (A-L)

Horizontal: Score (high to low from 9-0, 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, 2, and 3](#) 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 [4, 5, and 6](#) 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 [7-9 break down](#) Figure 1 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, Cites Sources

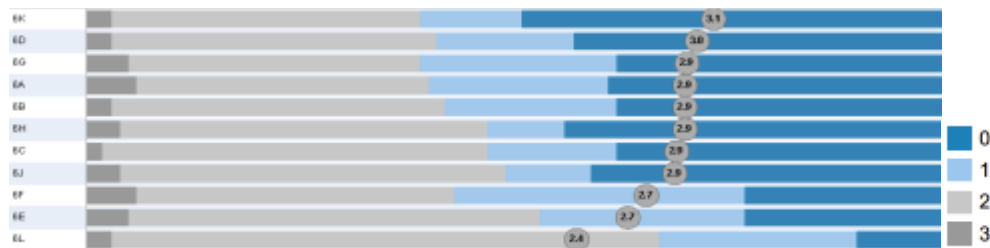


Figure 5, Searches Relevant Sources

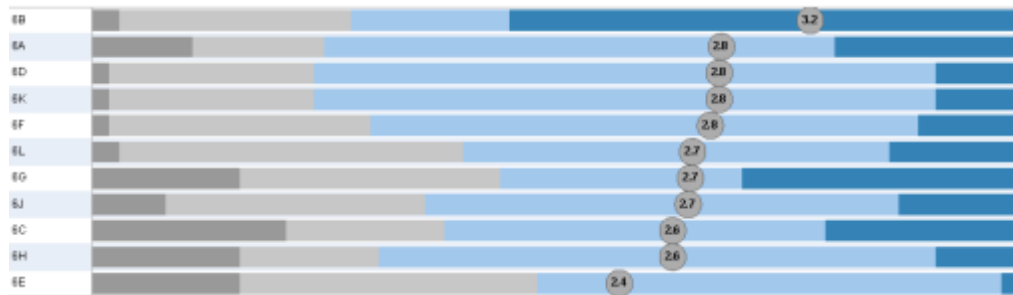
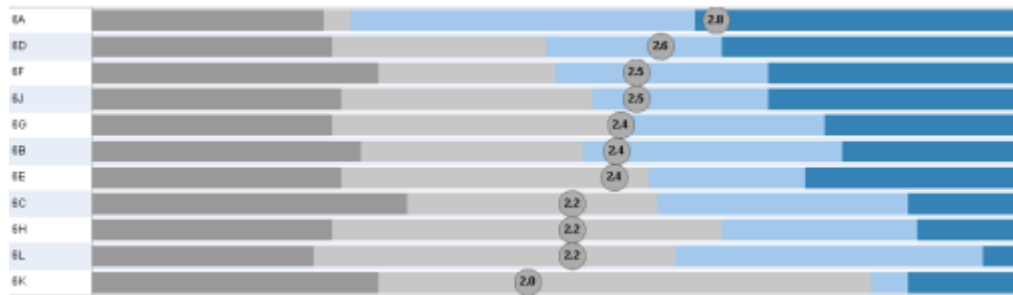


Figure 6, Identifies Key Words



Vertical: Rater (High-Low)

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

Figure 7

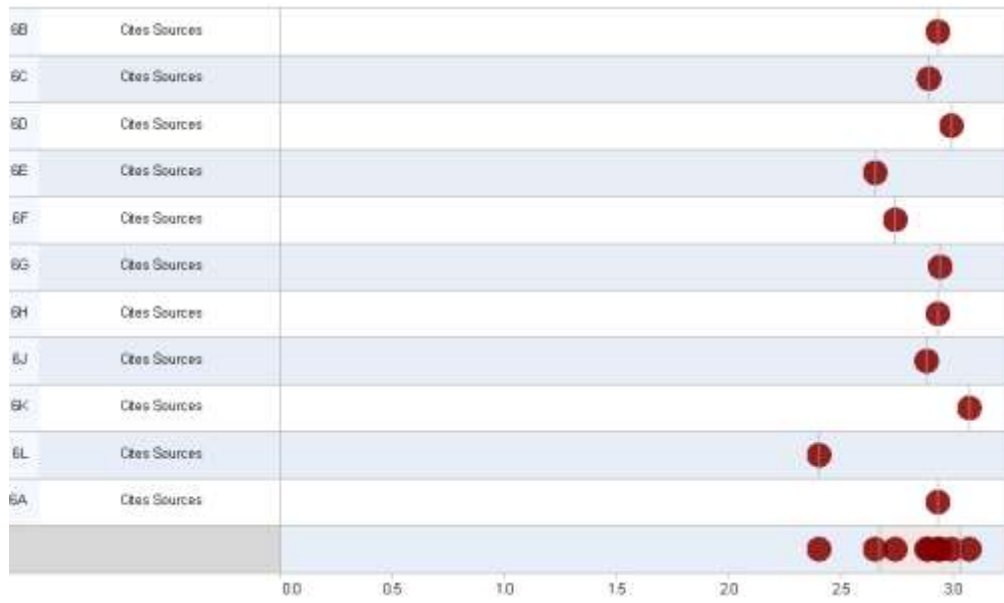


Figure 8

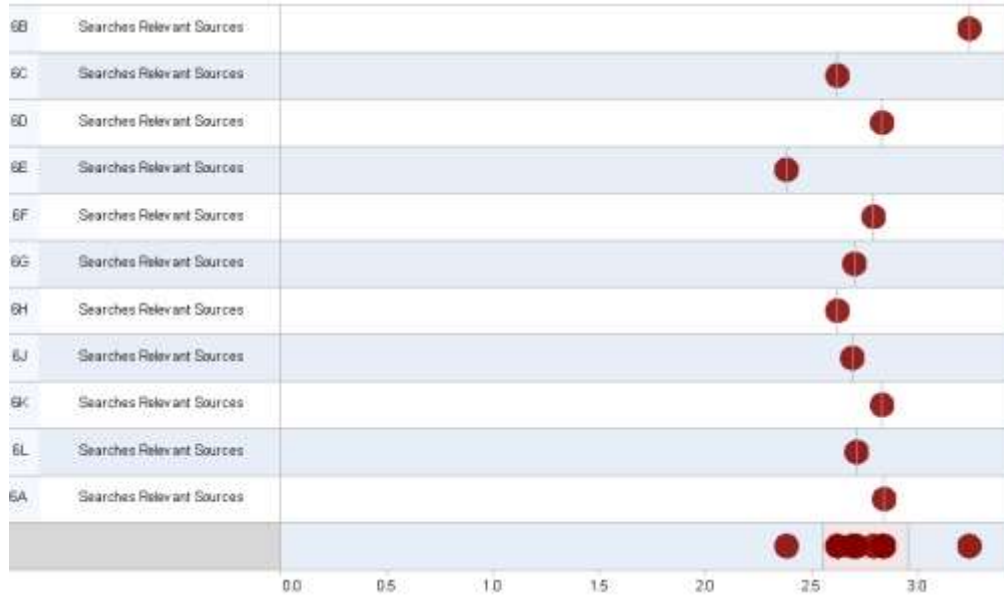
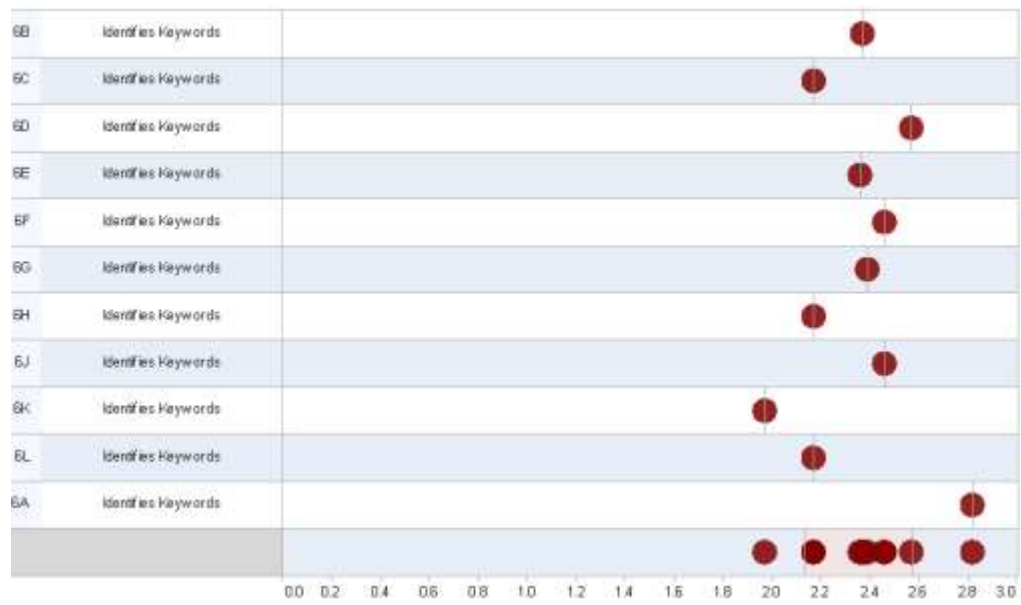


Figure 9



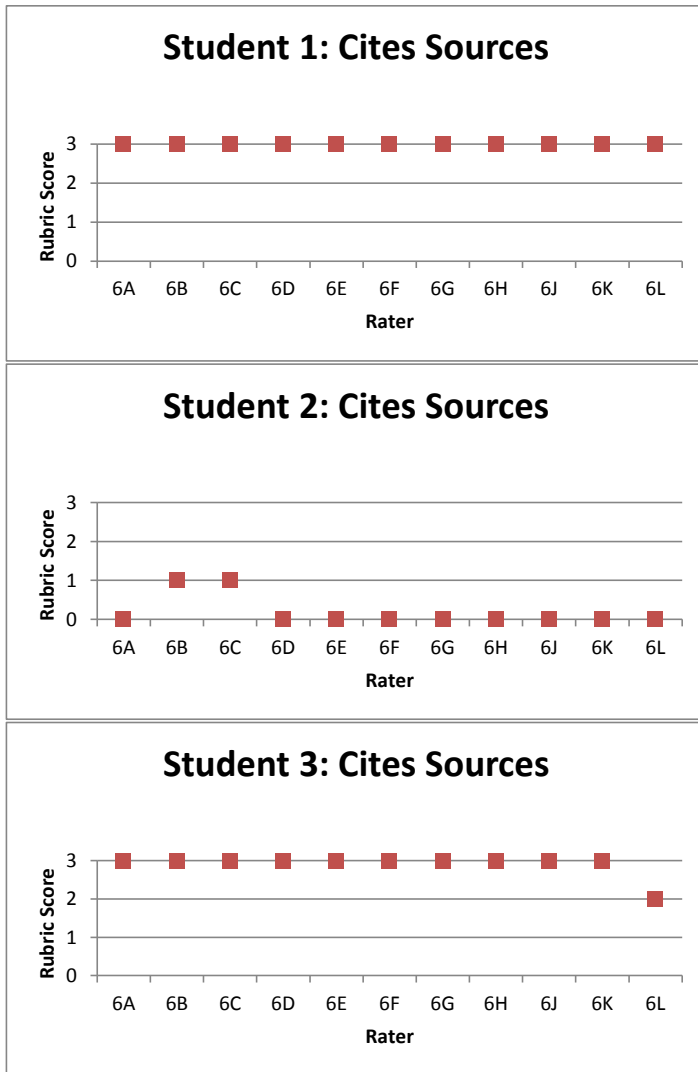
Vertical: Rater (A-L)

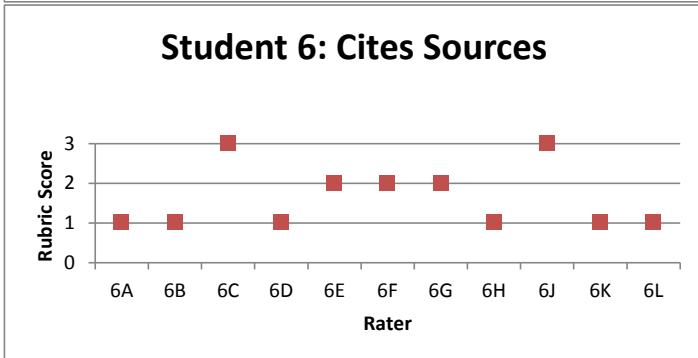
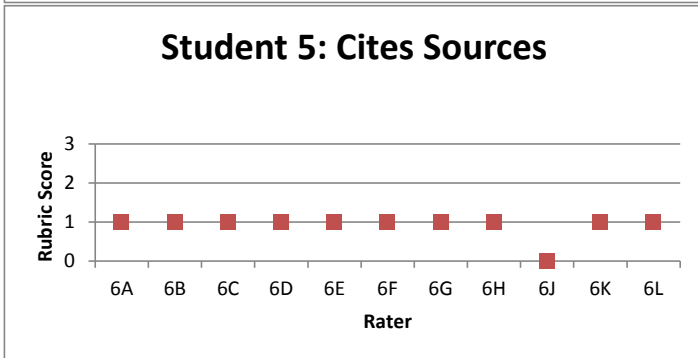
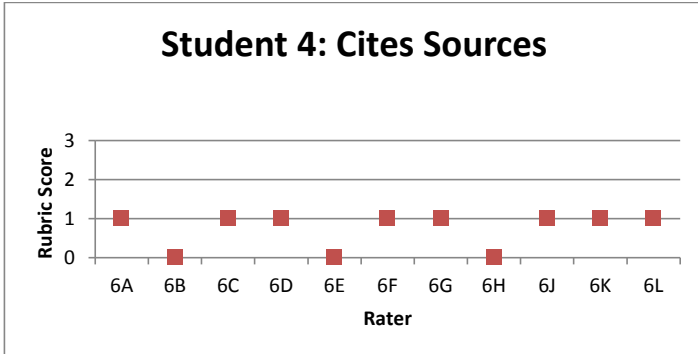
Horizontal: Score (0-3, from horizontal rubric axis, or performance level)

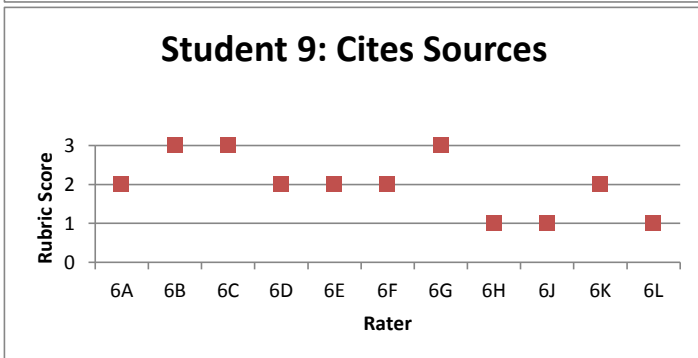
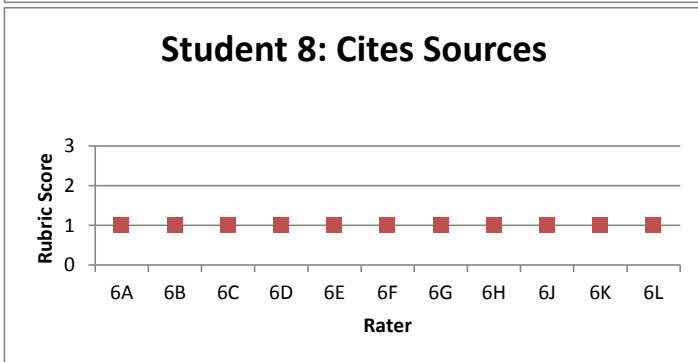
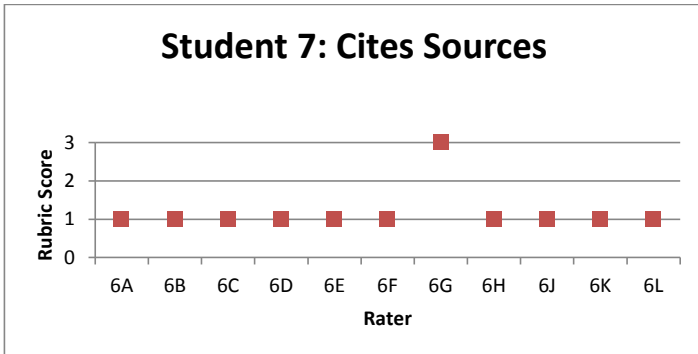
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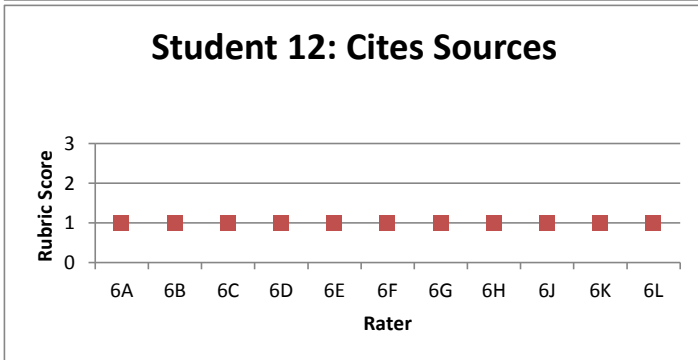
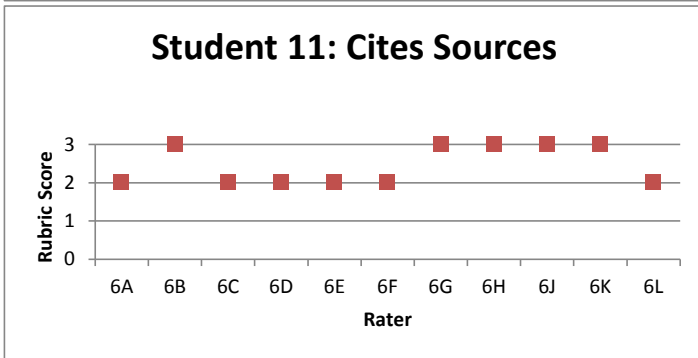
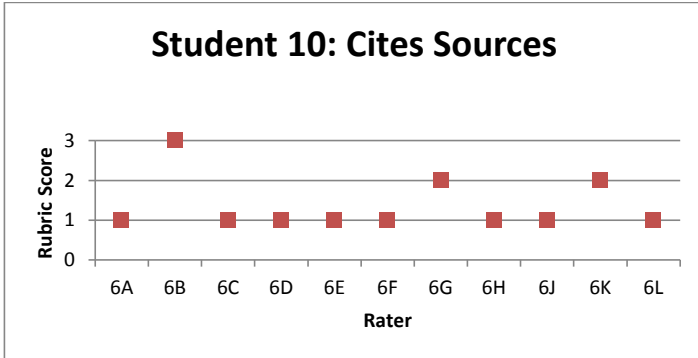
Inter-rater reliability

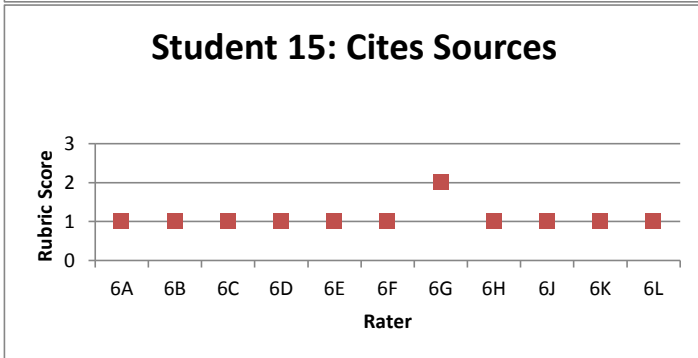
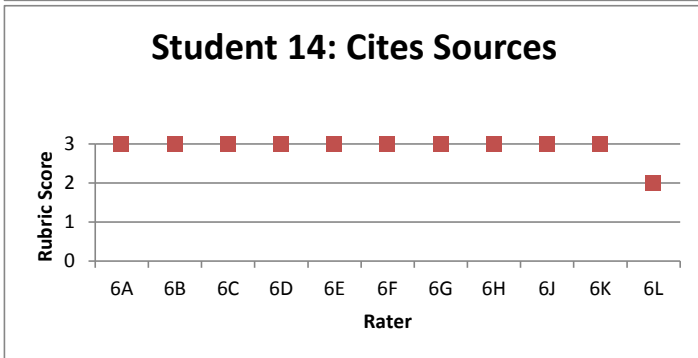
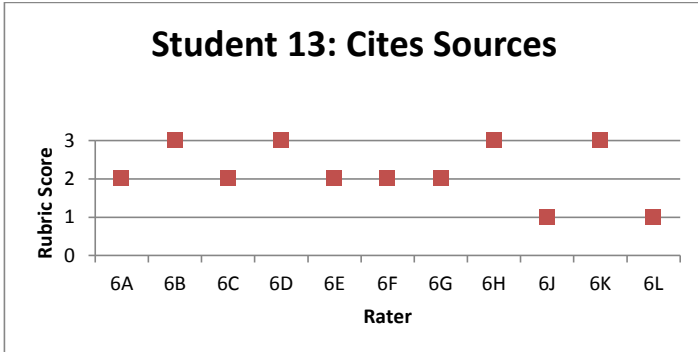
This graph shows what performance levels all raters (A-L) assigned each student, showing the variation among raters. There is a chart for each student for each RAILS rubric criteria.

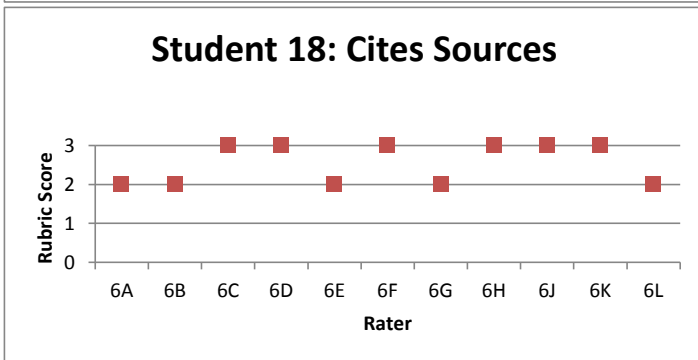
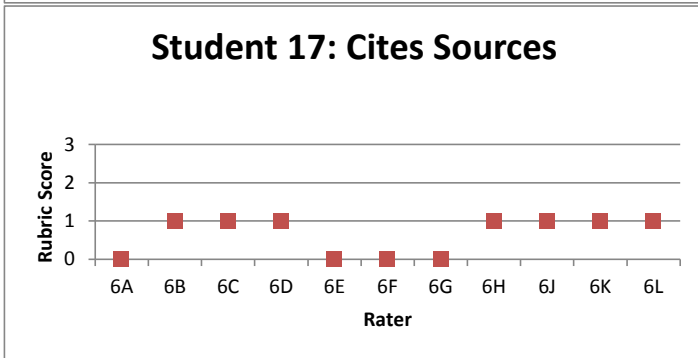
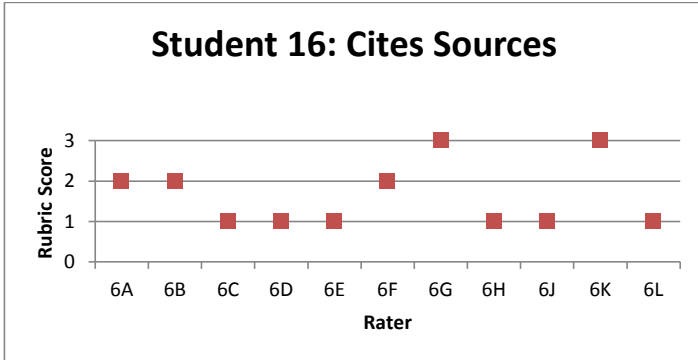


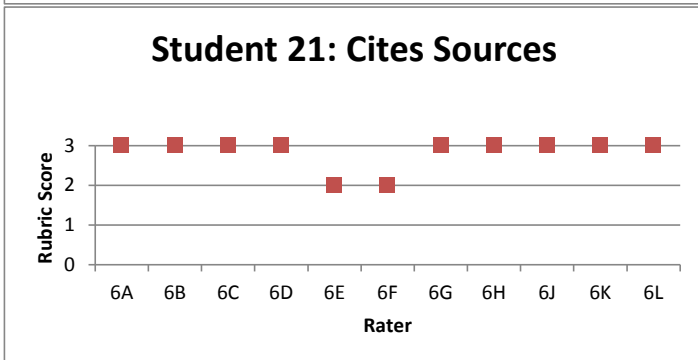
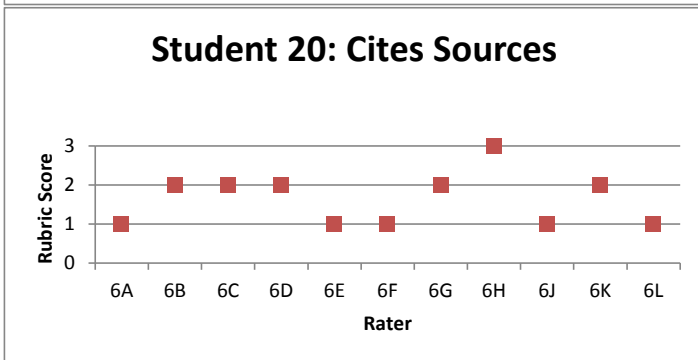
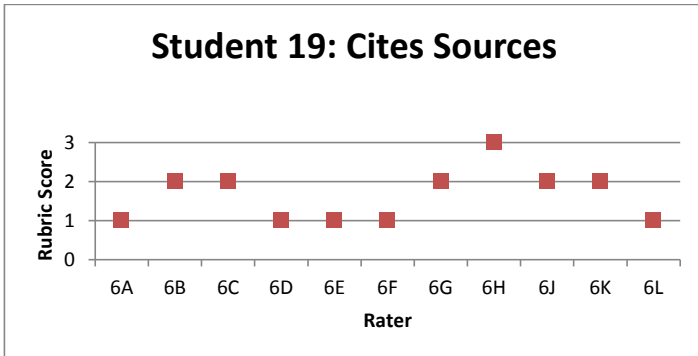


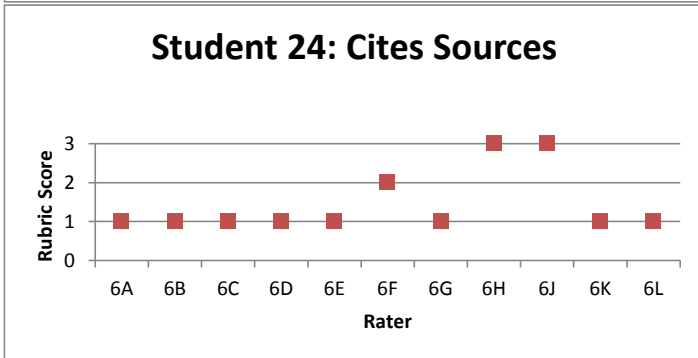
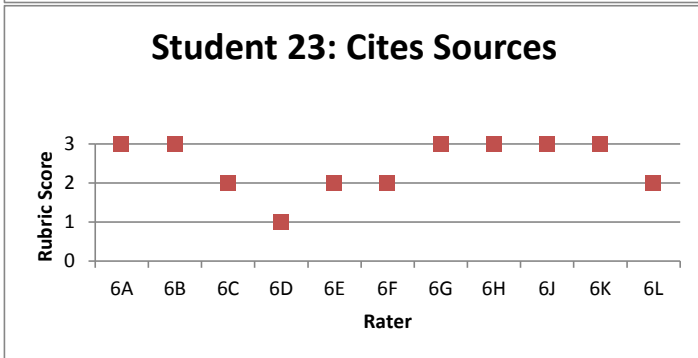
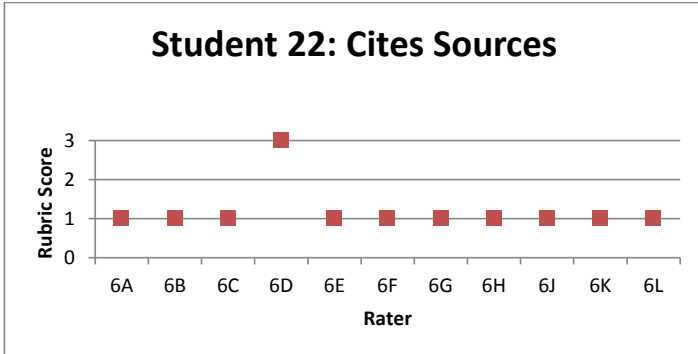


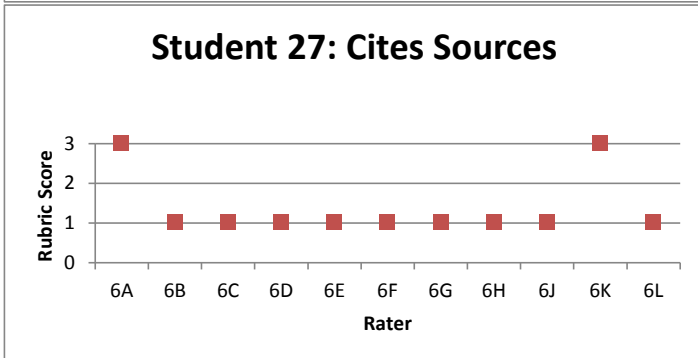
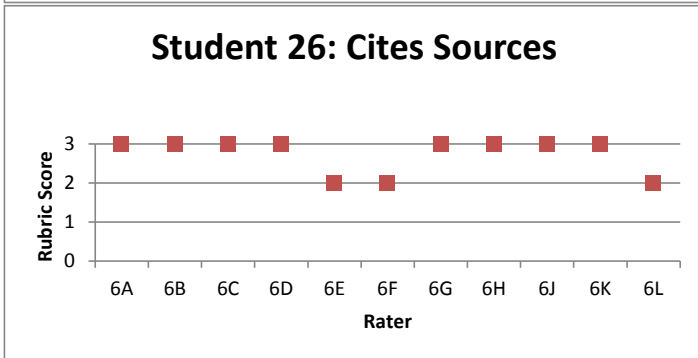
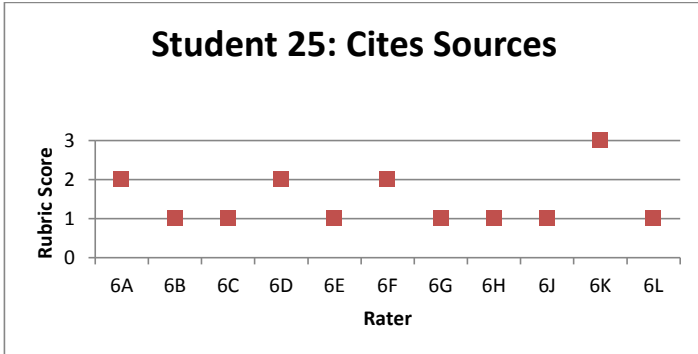


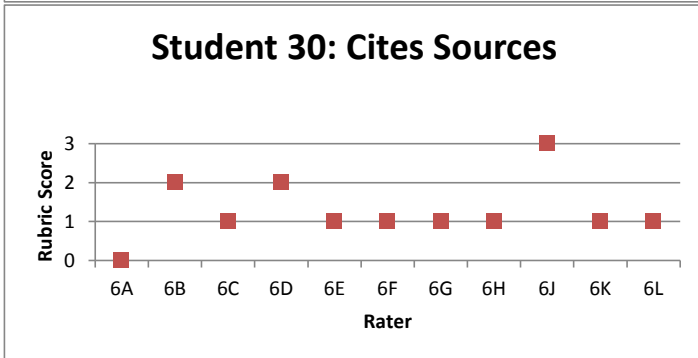
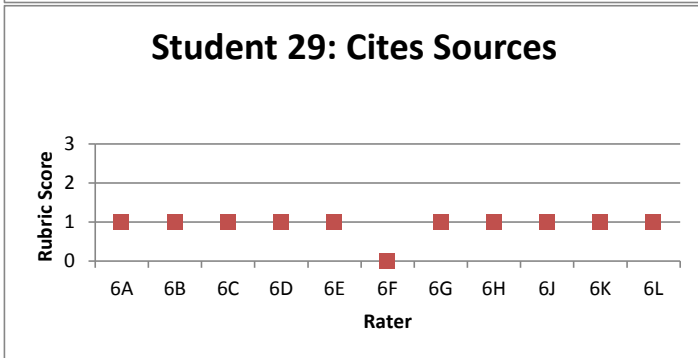
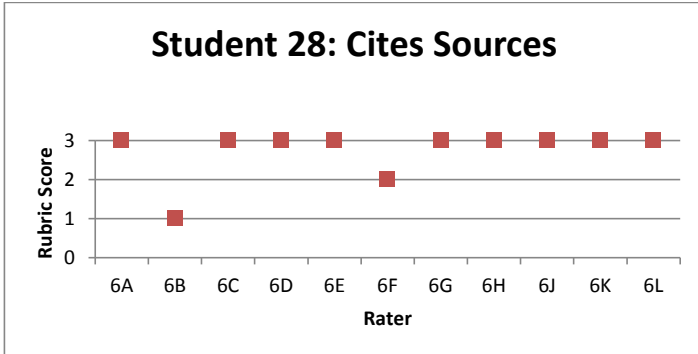


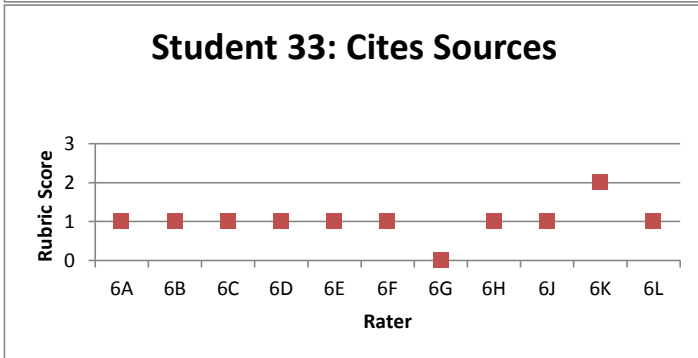
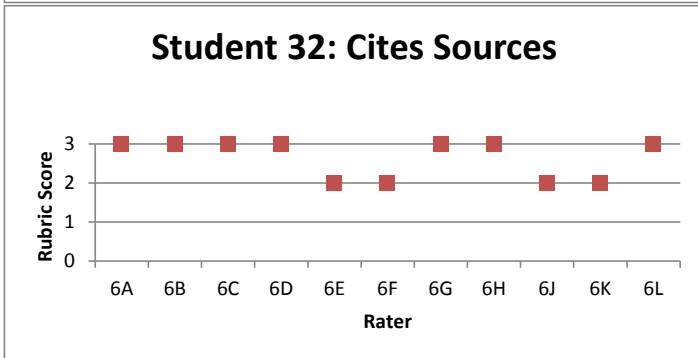
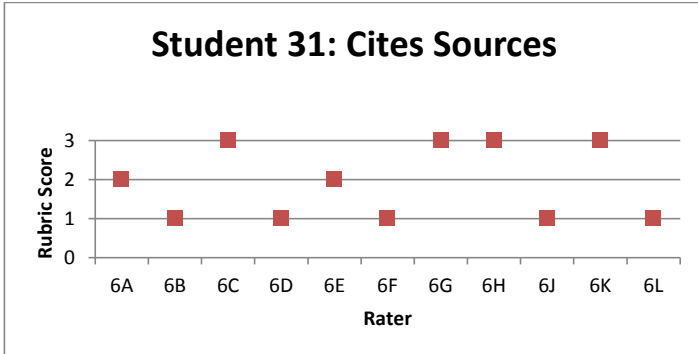




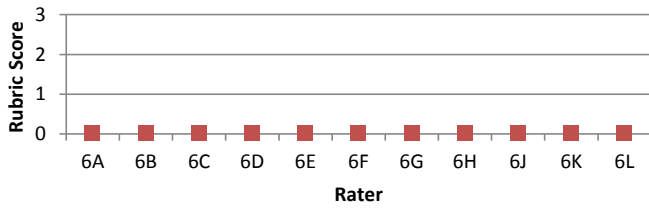




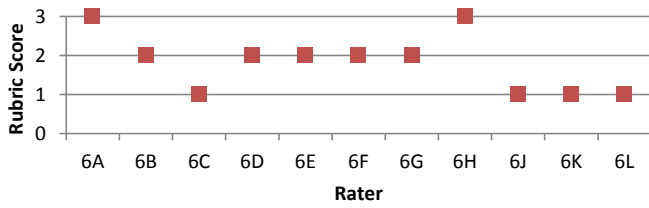




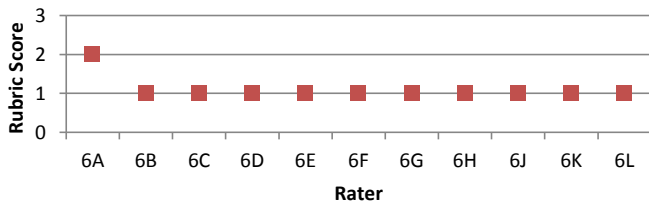
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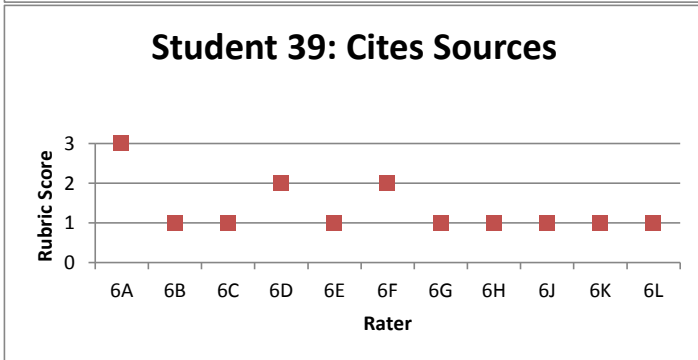
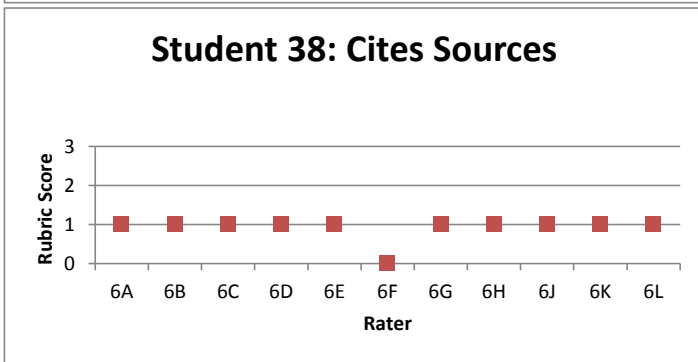
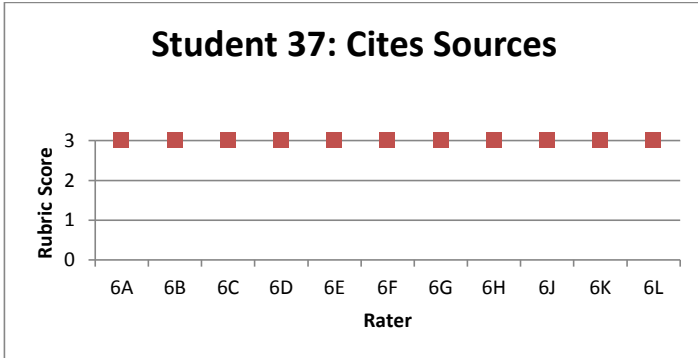


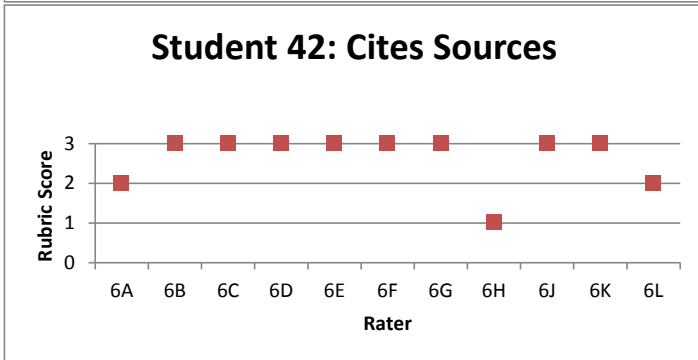
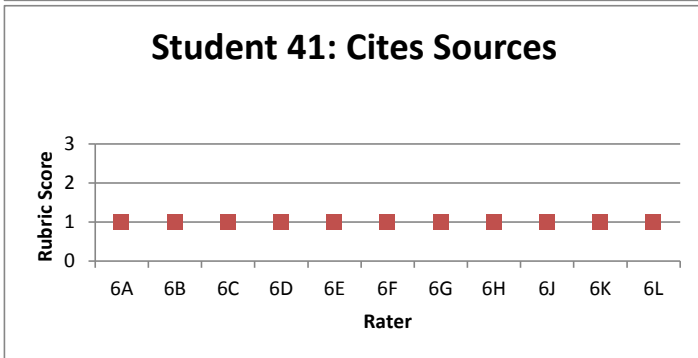
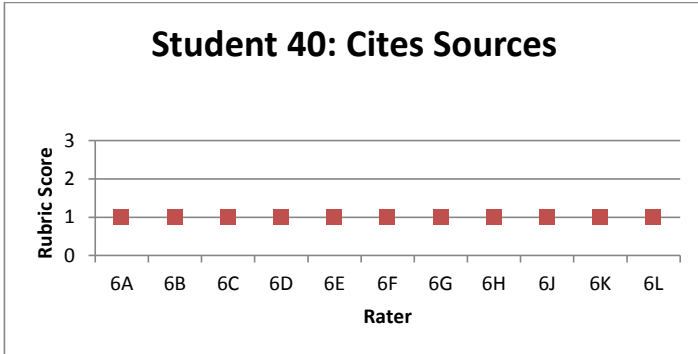
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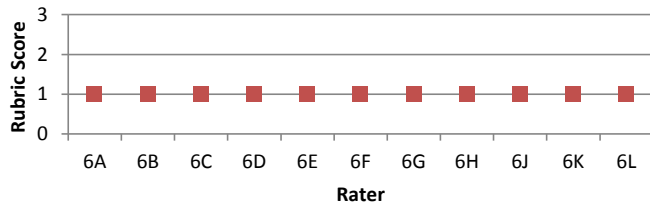
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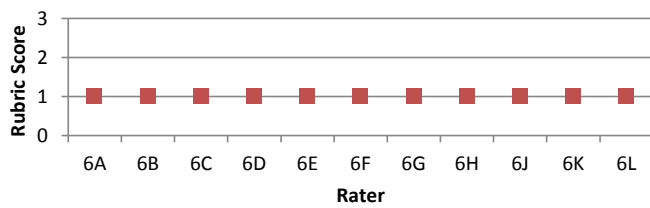




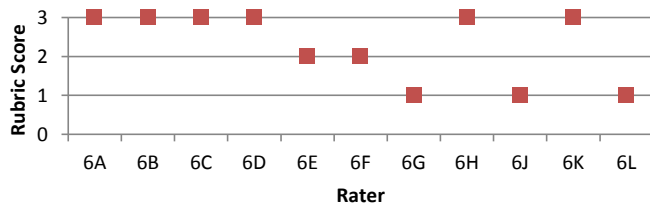
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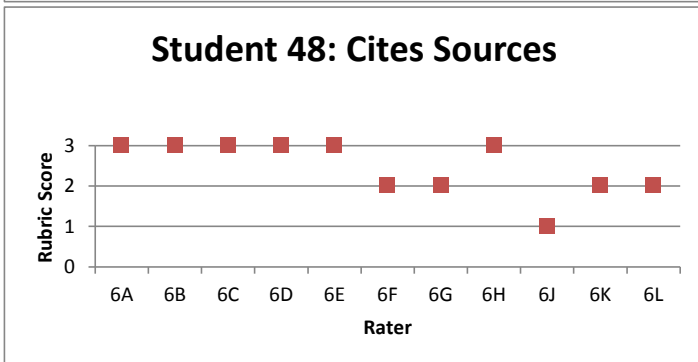
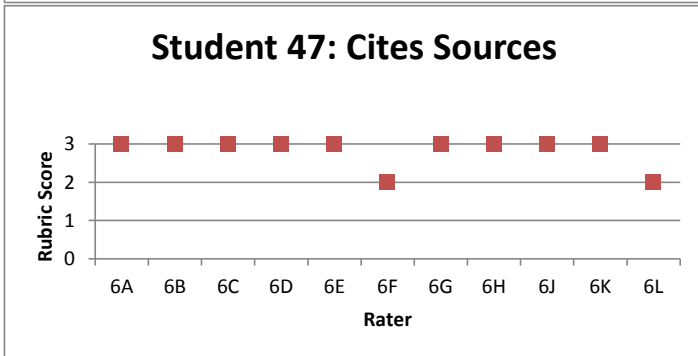
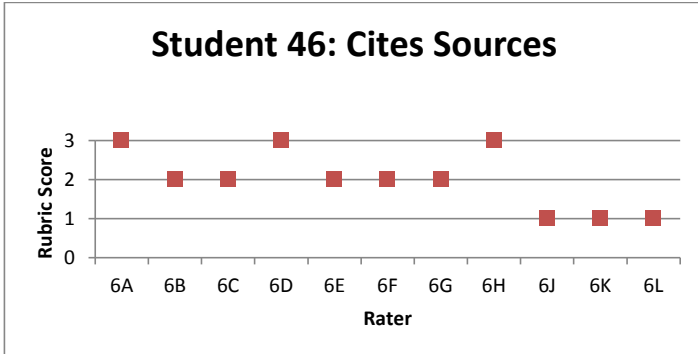


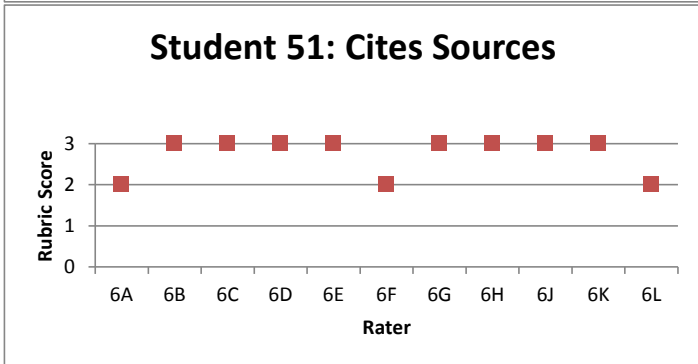
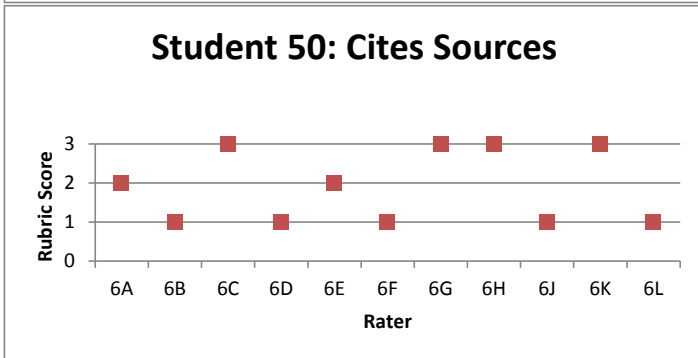
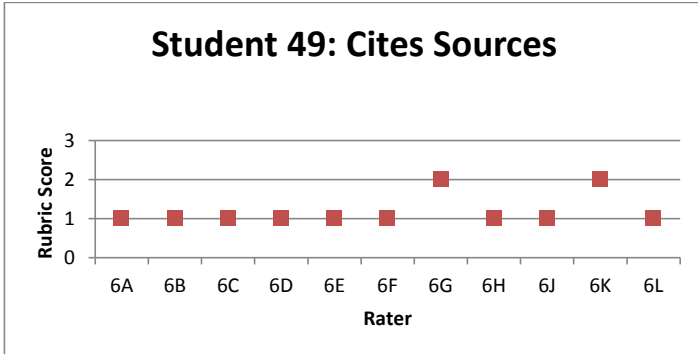
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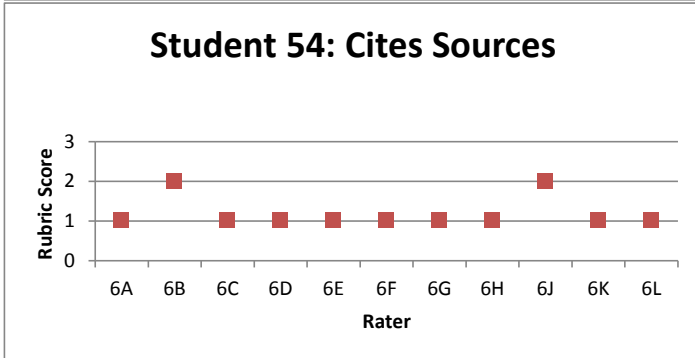
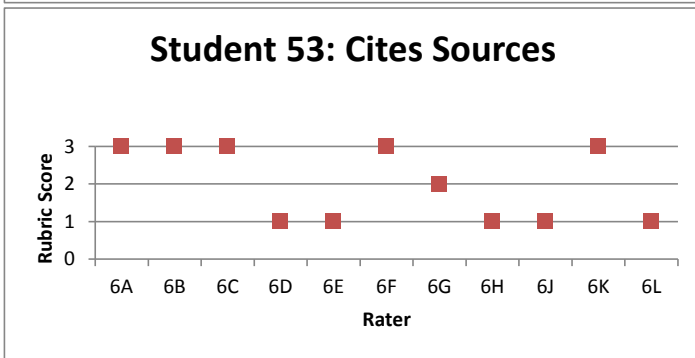
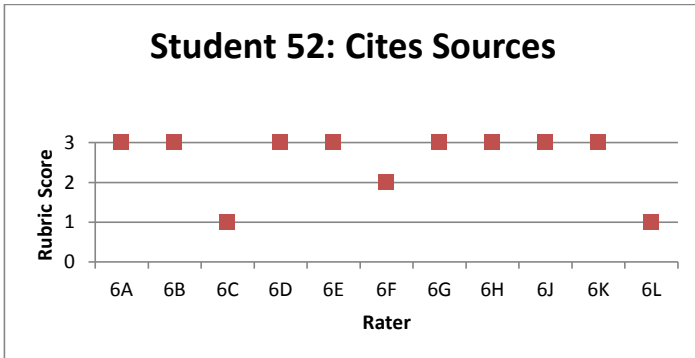


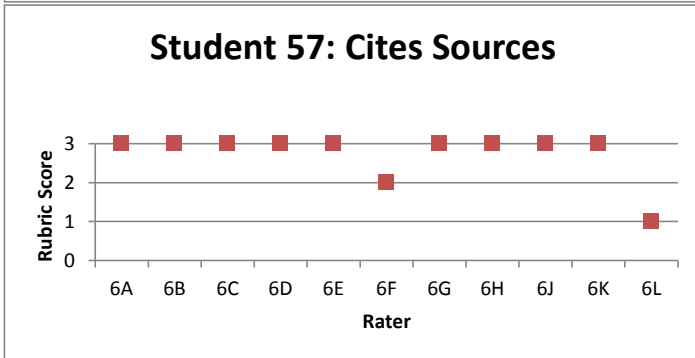
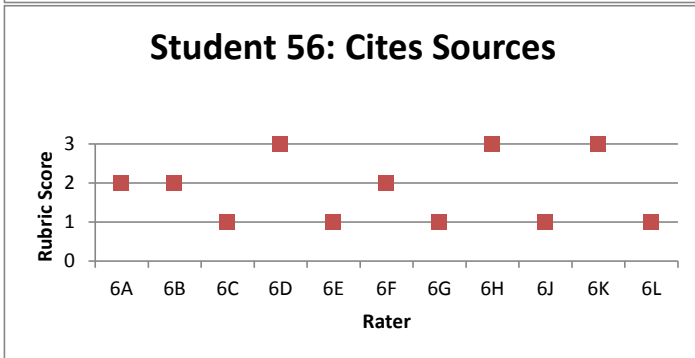
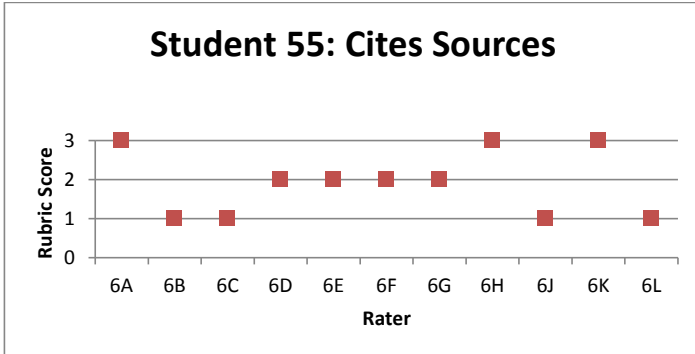
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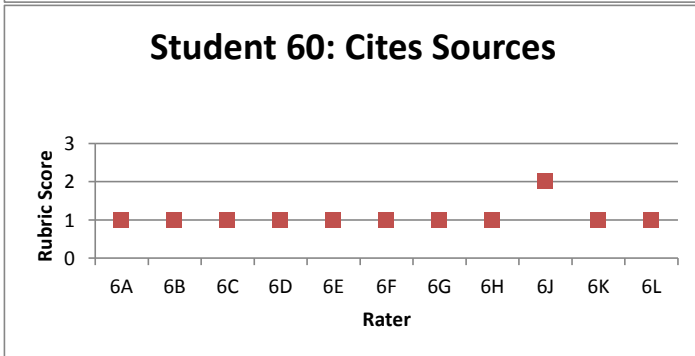
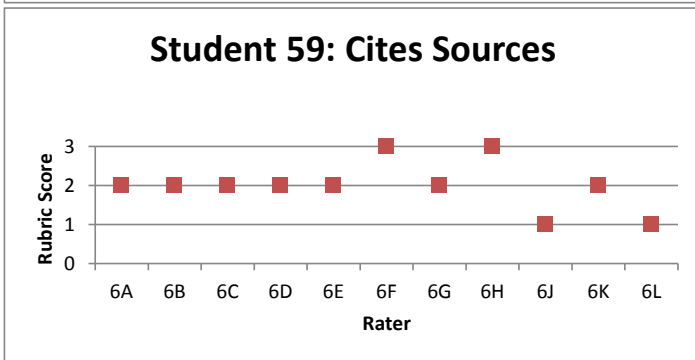
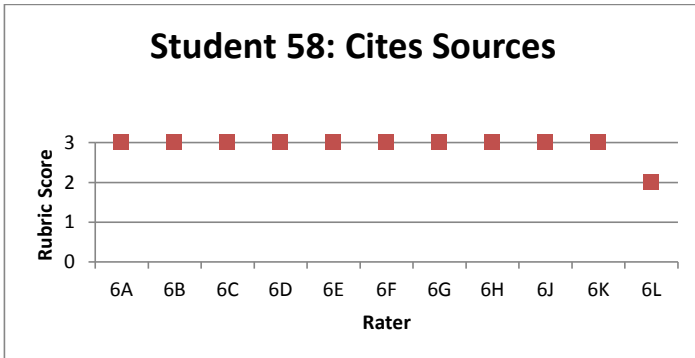


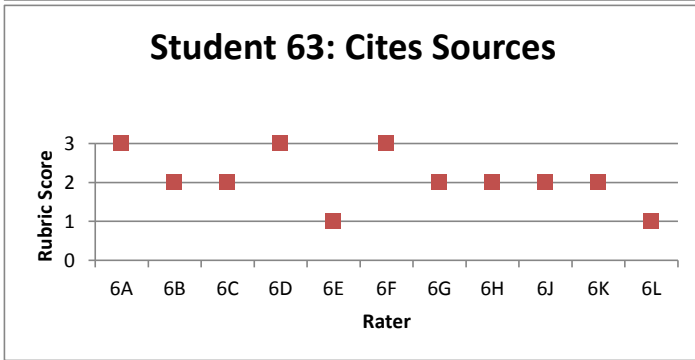
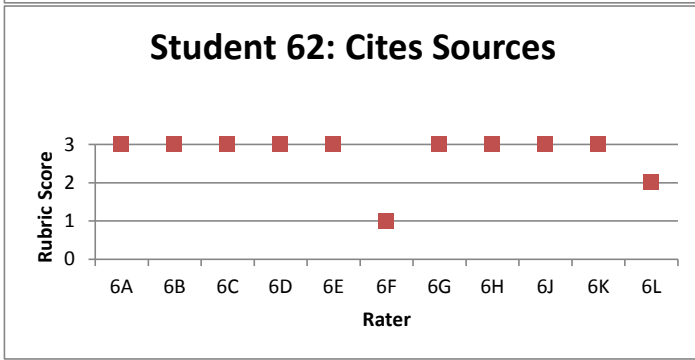
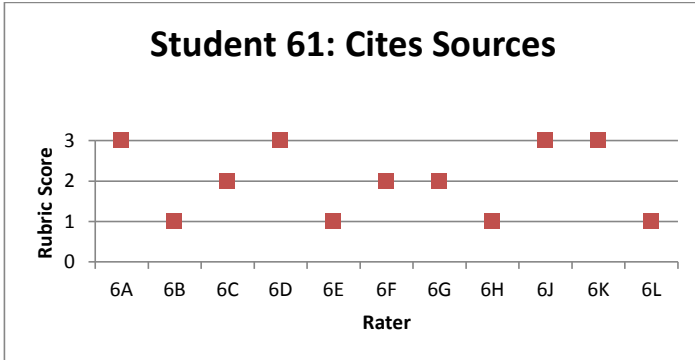


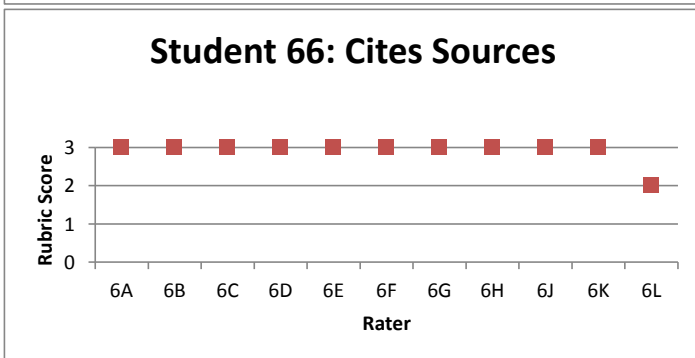
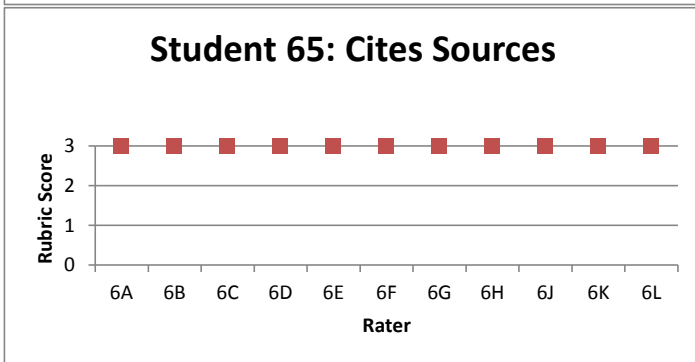
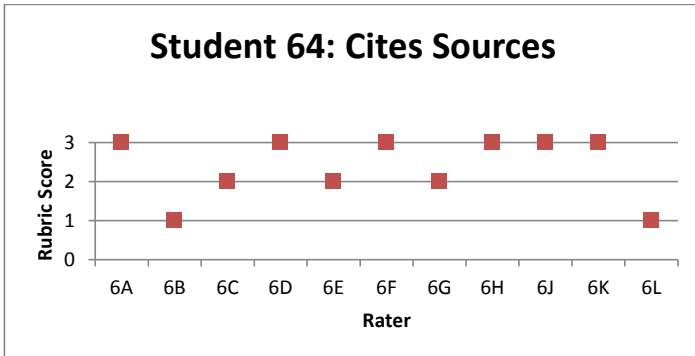


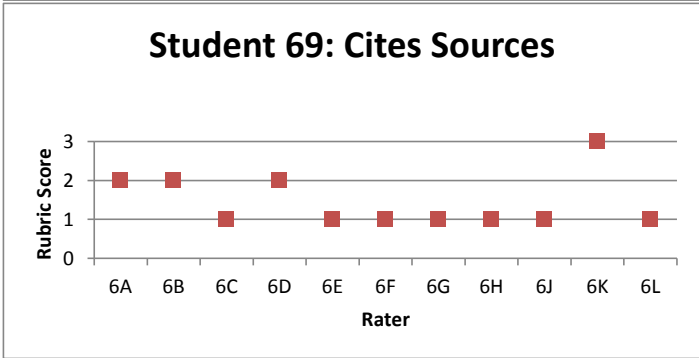
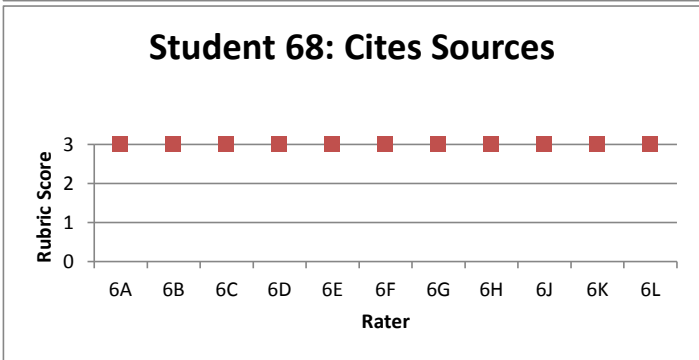
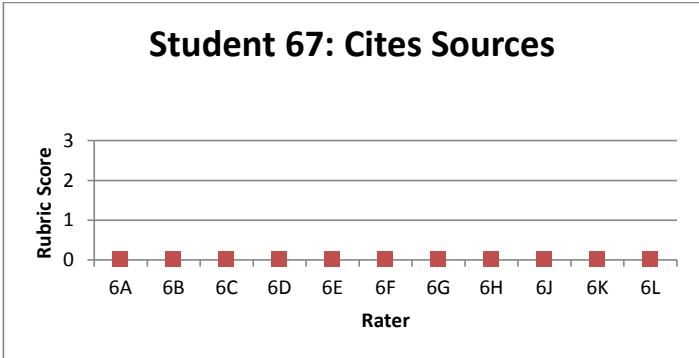


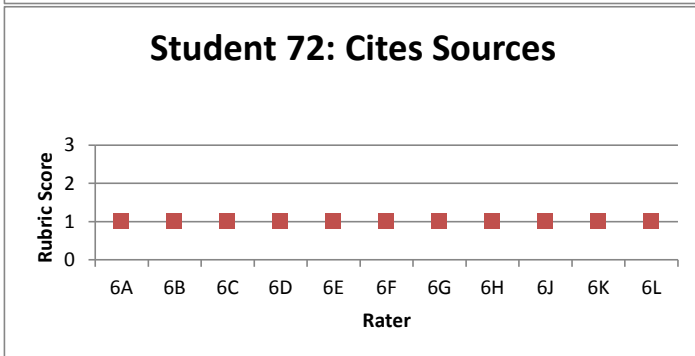
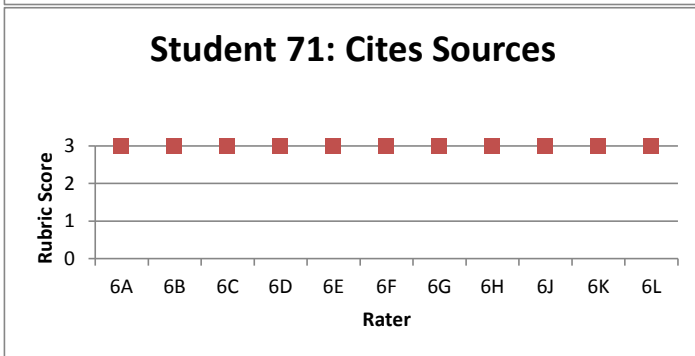
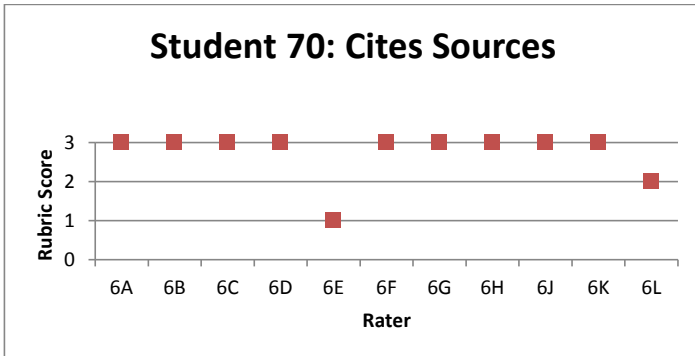


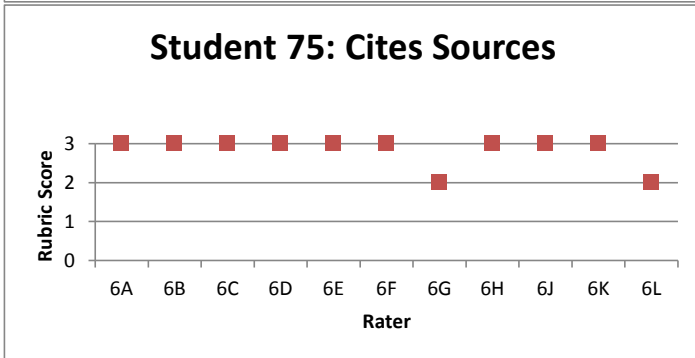
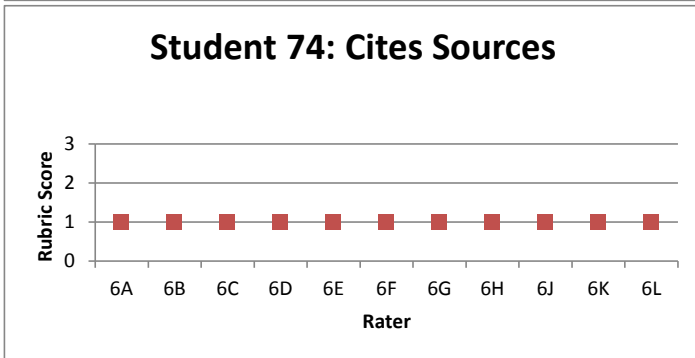
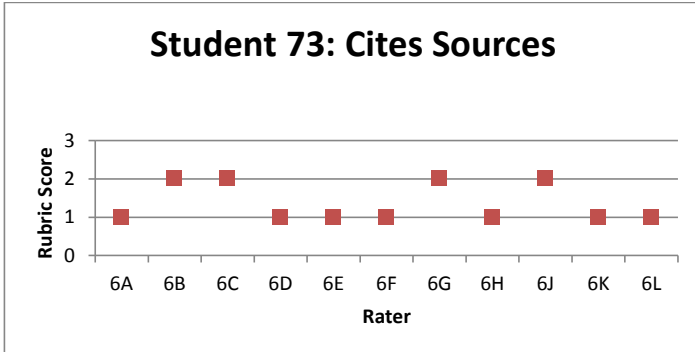


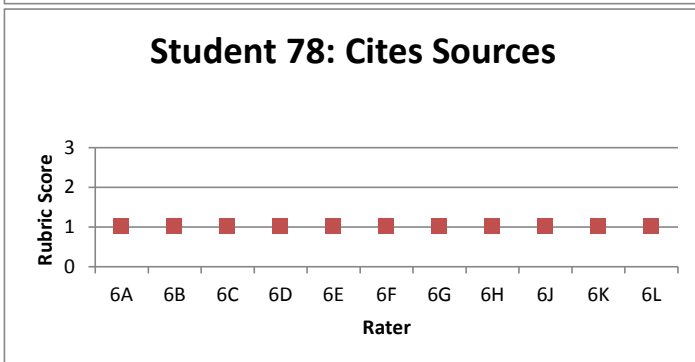
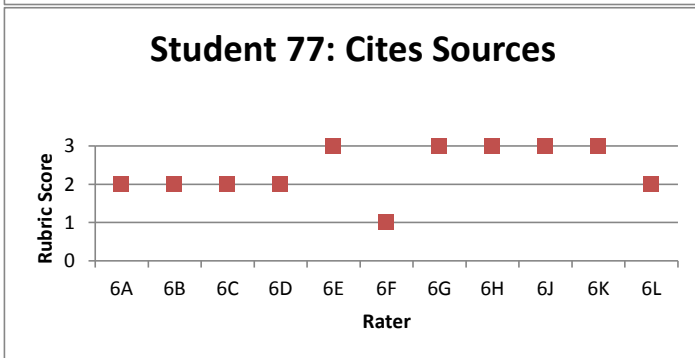
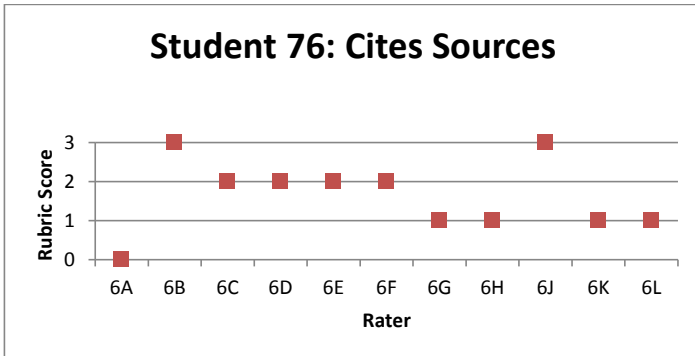


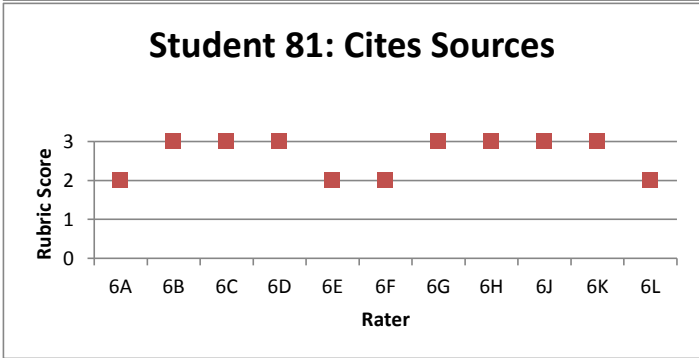
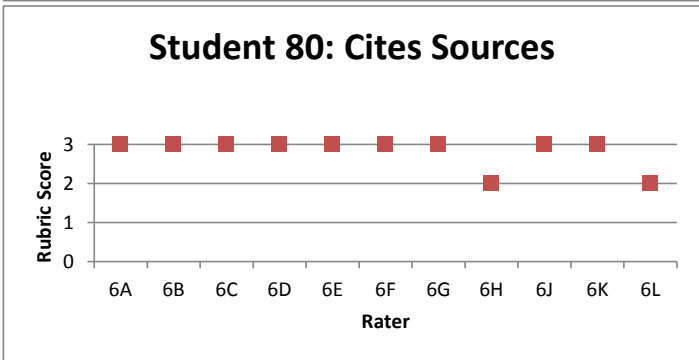
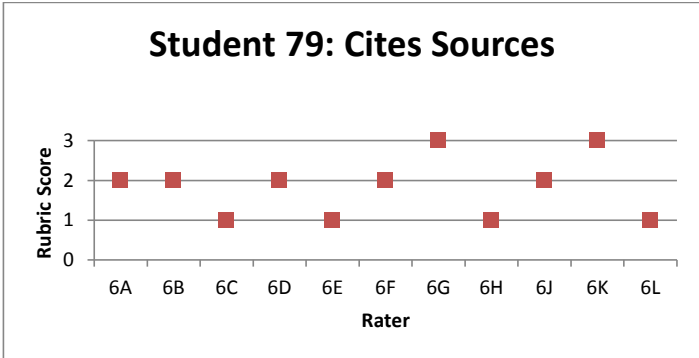


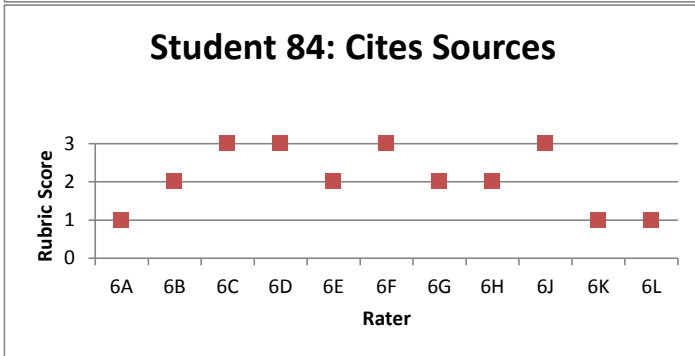
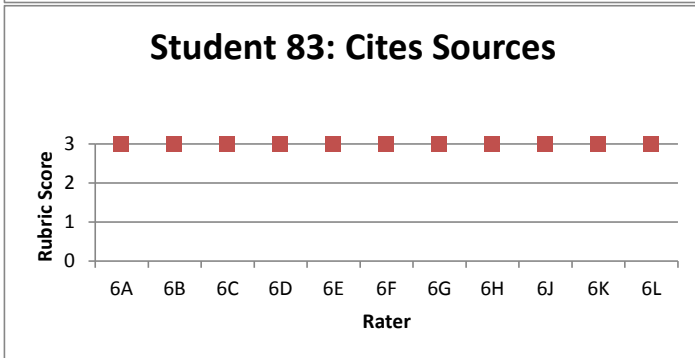
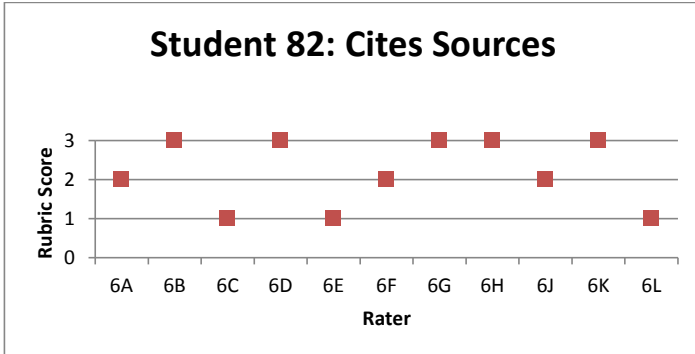


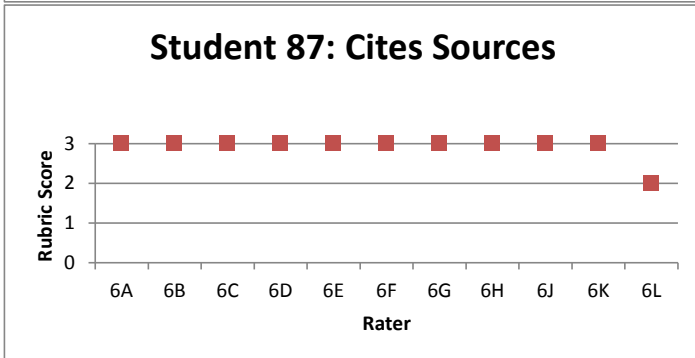
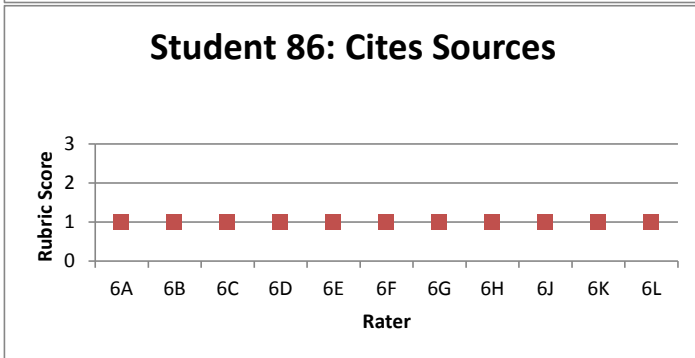
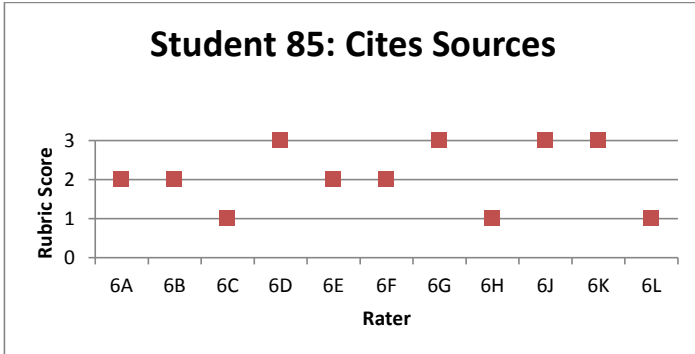




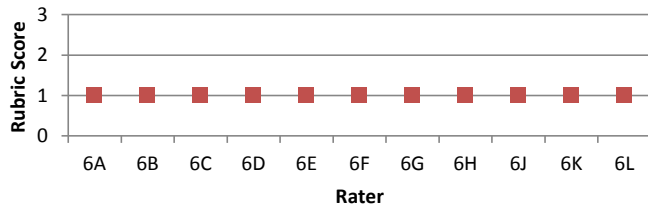




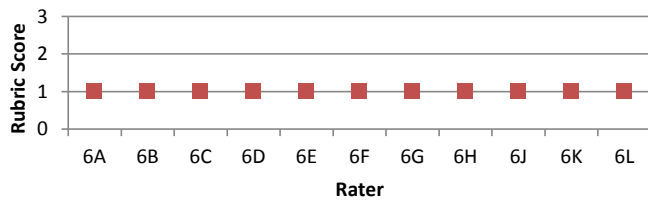




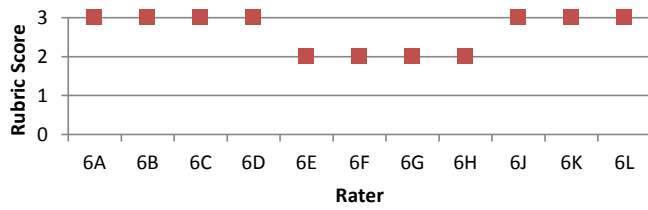
Student 88: Cites Sources

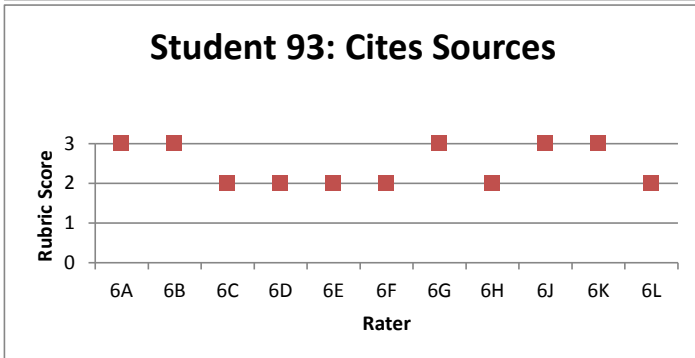
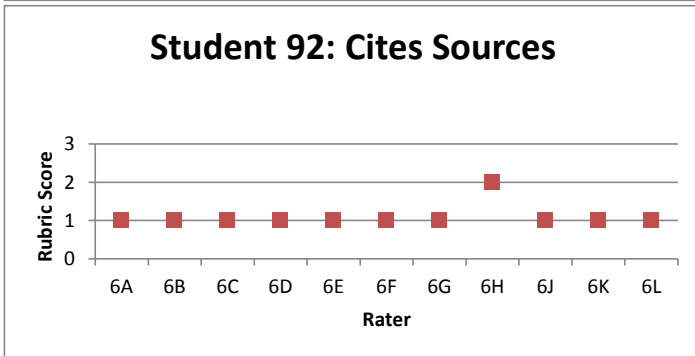
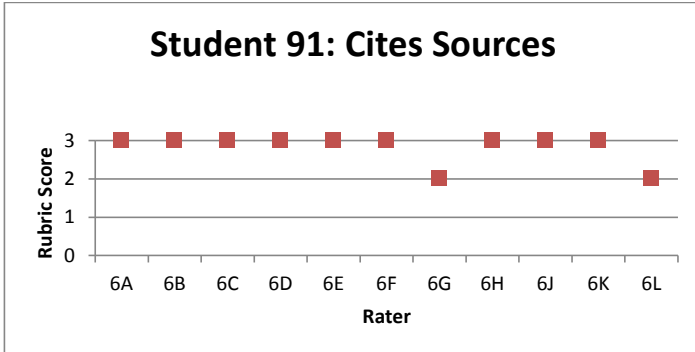


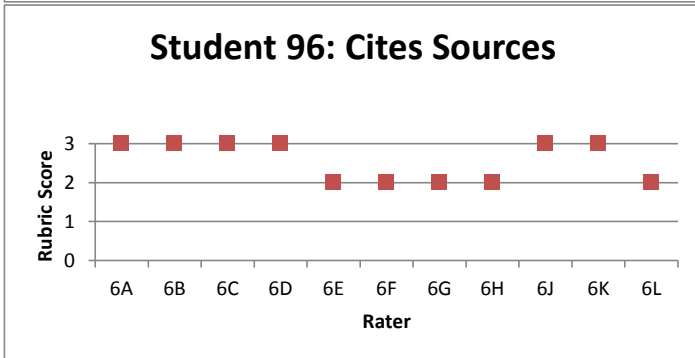
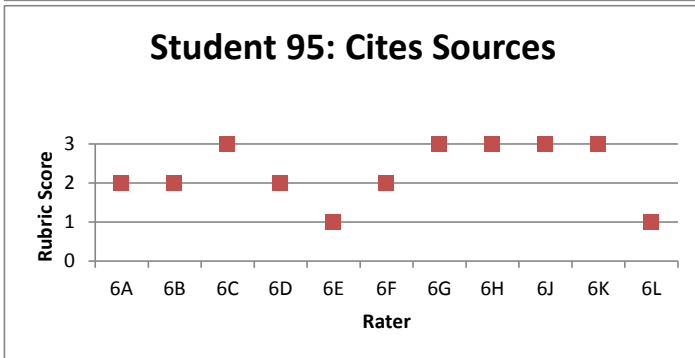
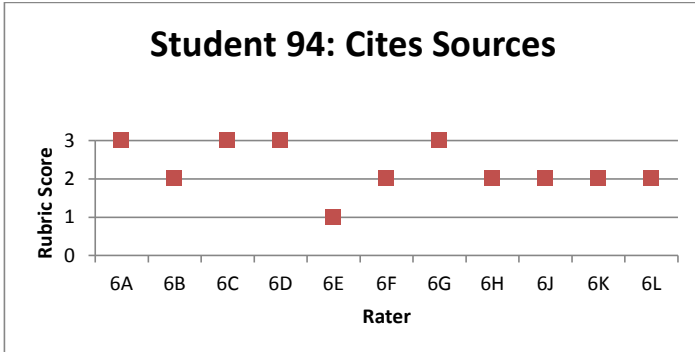
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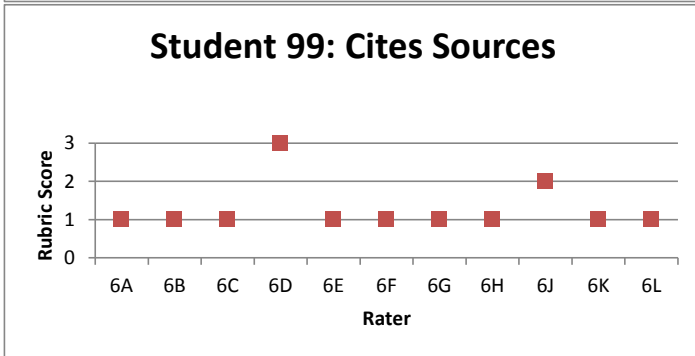
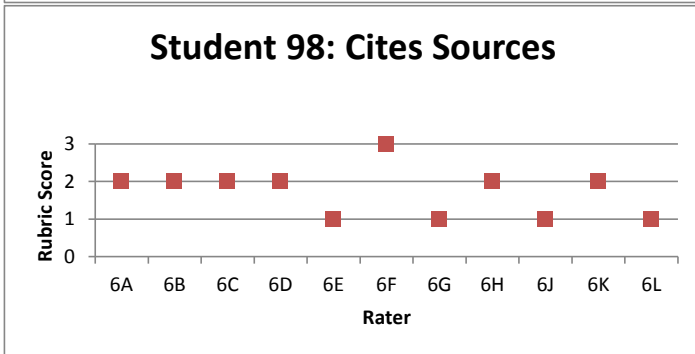
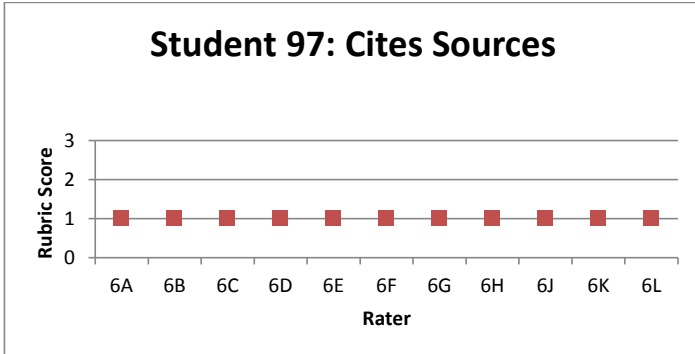


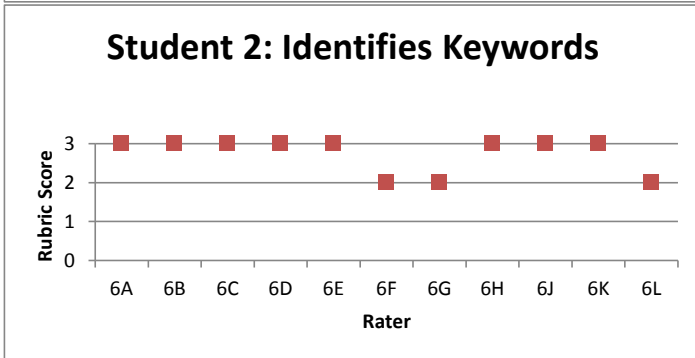
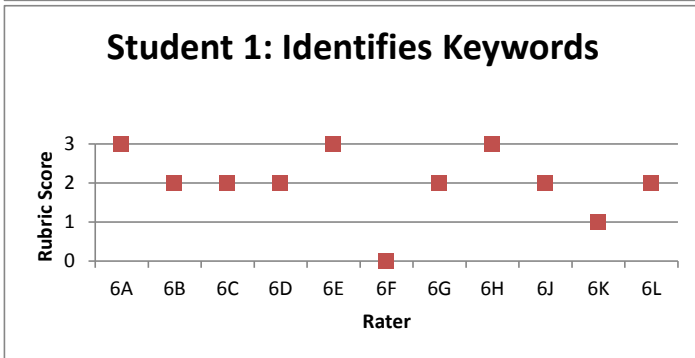
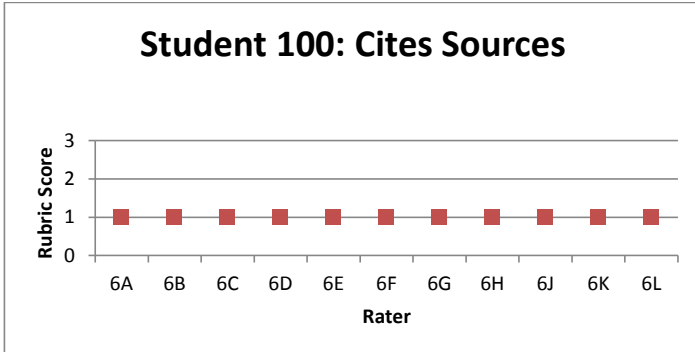
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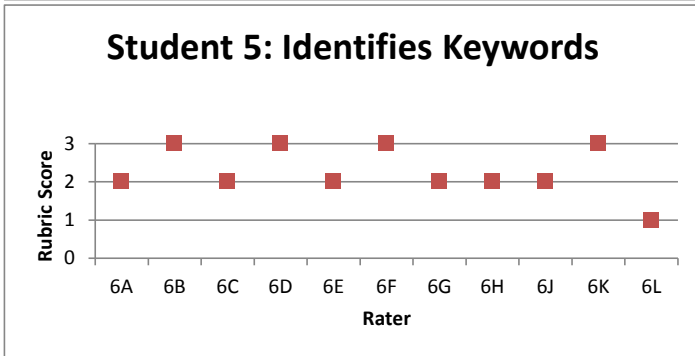
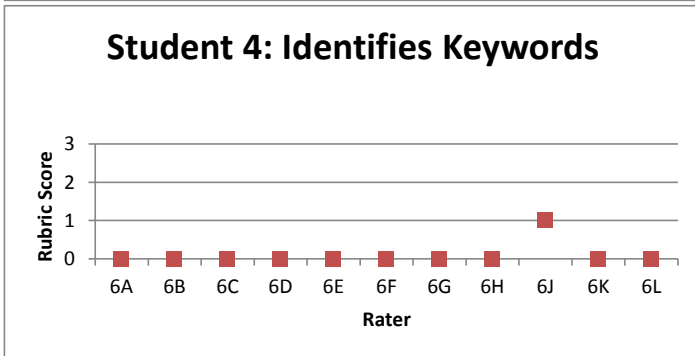
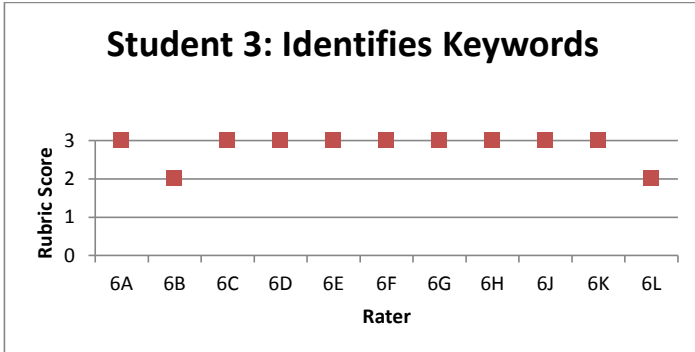


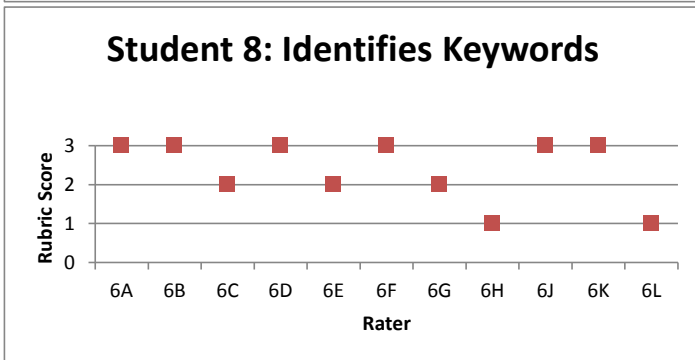
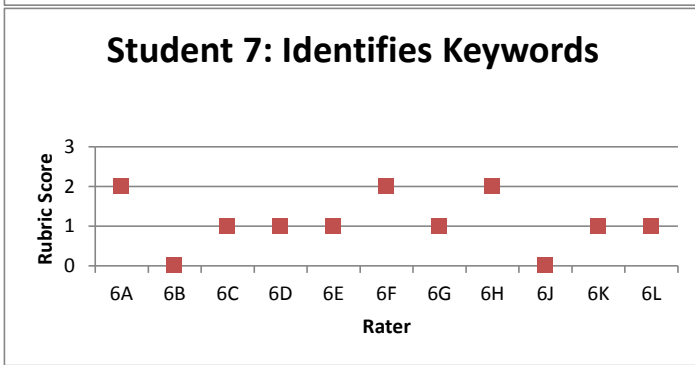
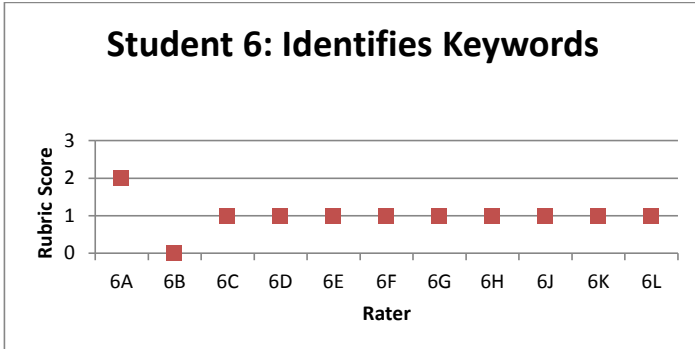


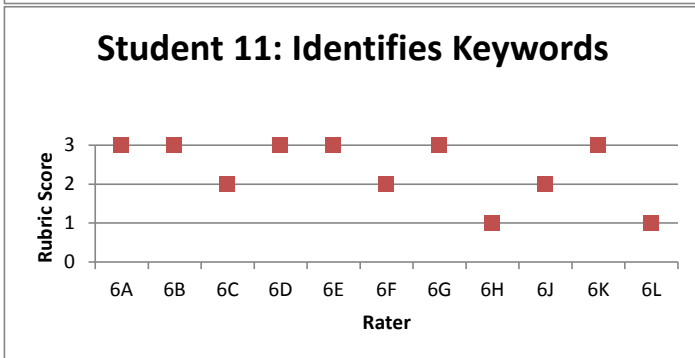
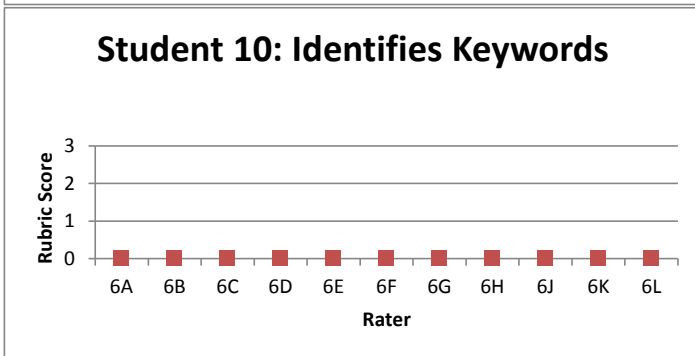
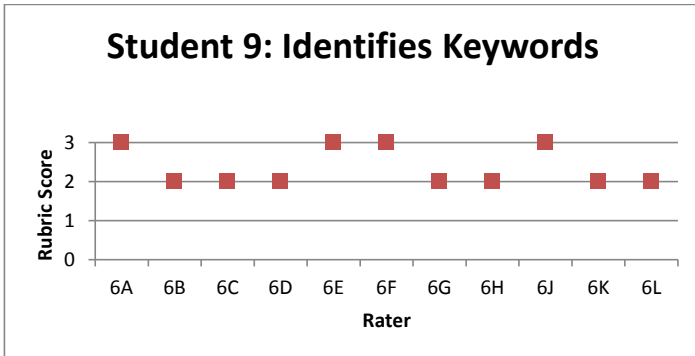


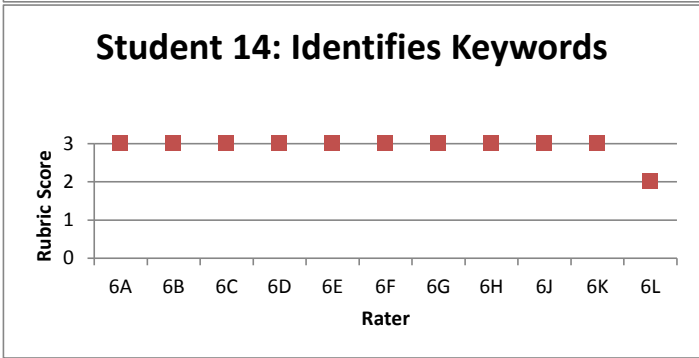
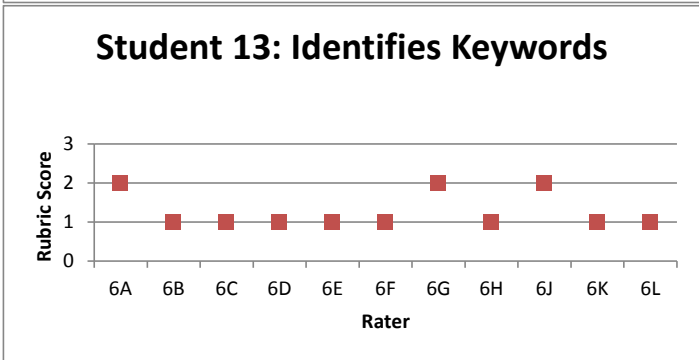
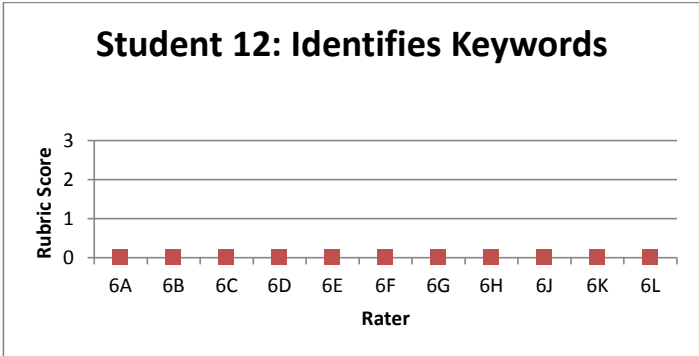


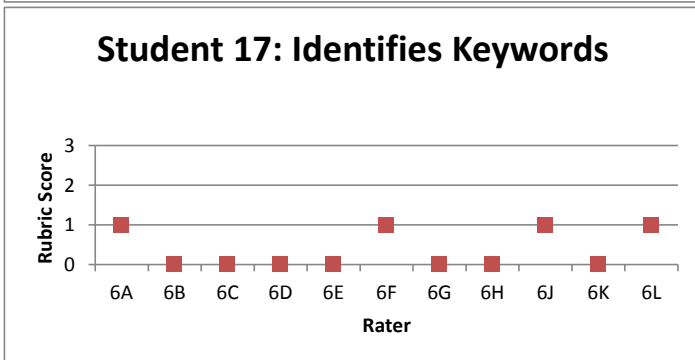
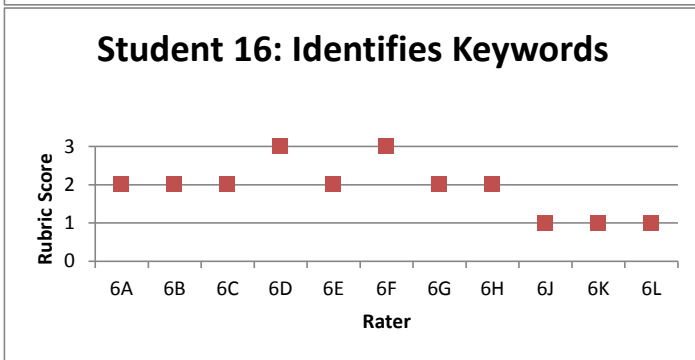
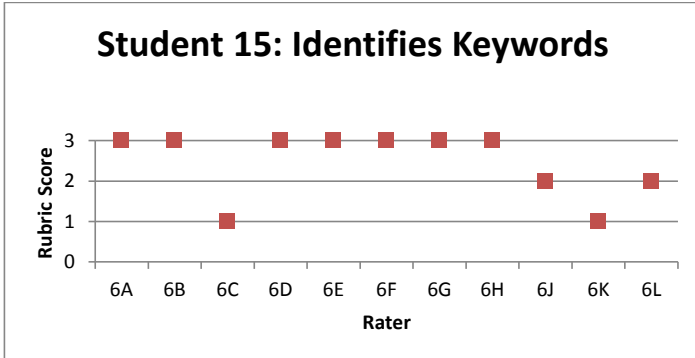




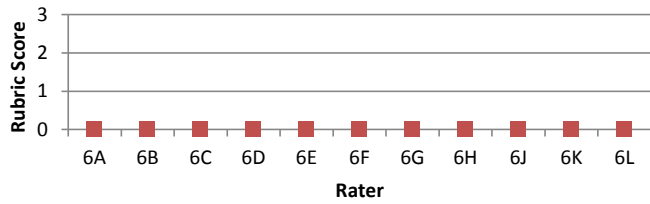




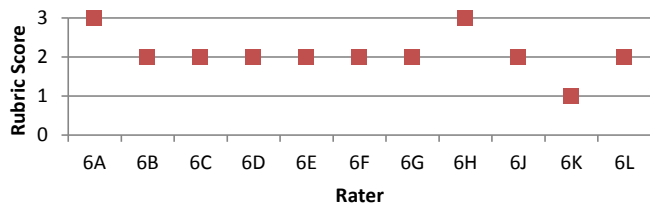




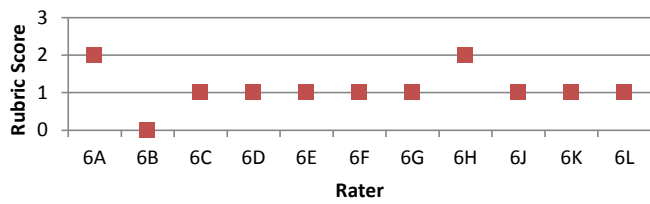
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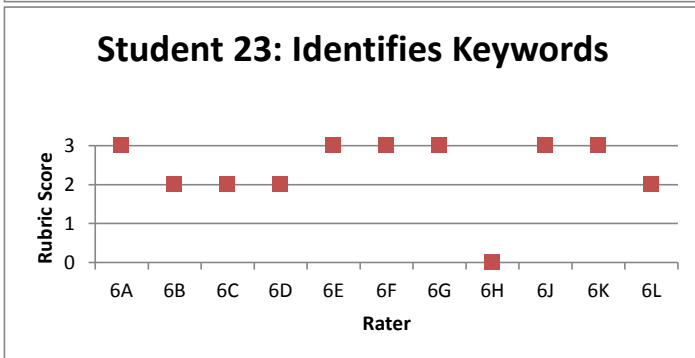
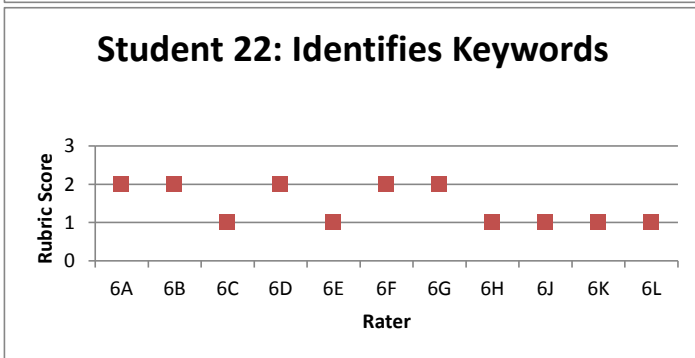
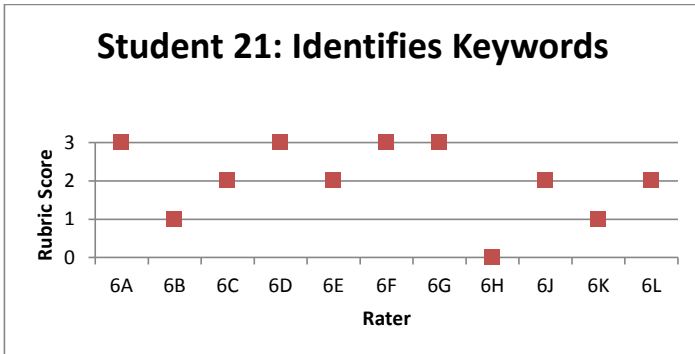


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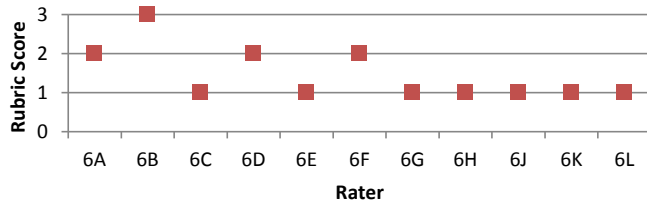


Student 20: Identifies Keywords

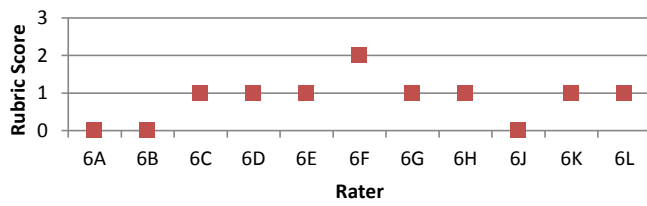




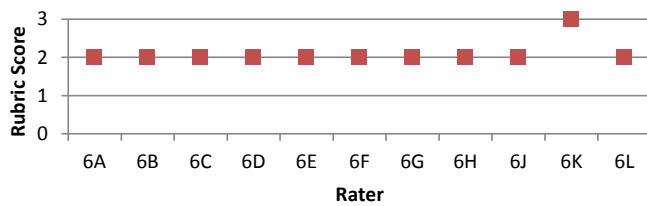
Student 24: Identifies Keywords



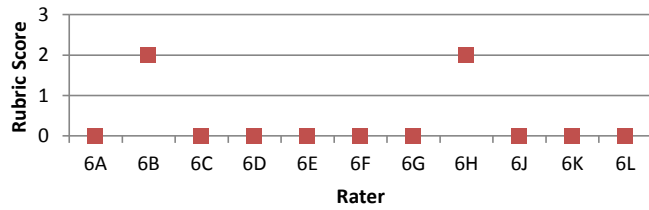
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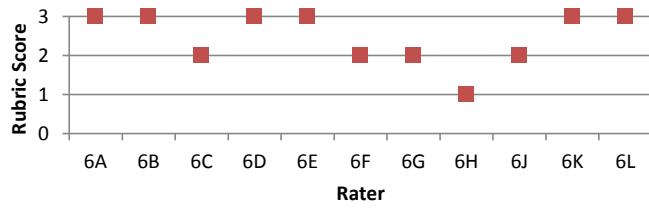
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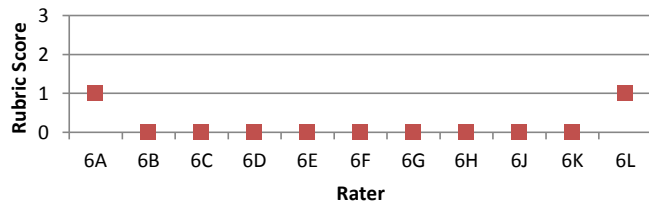
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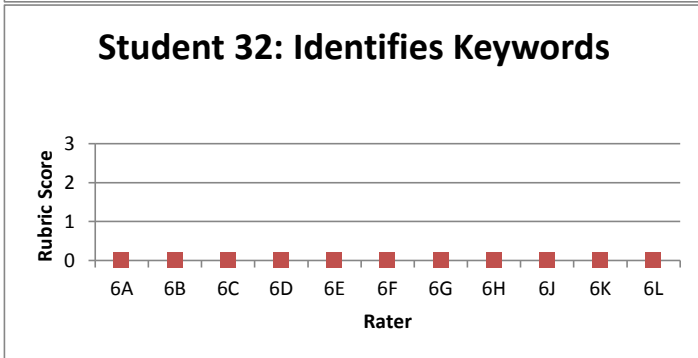
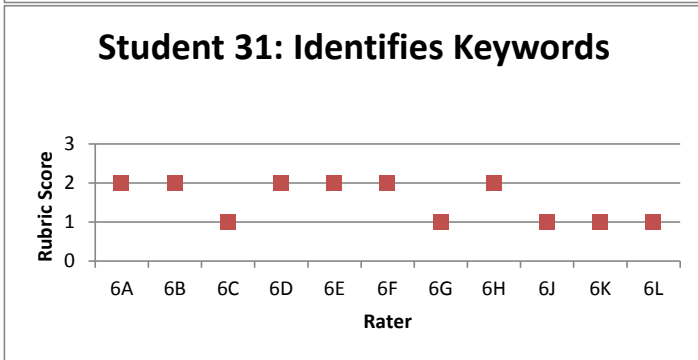
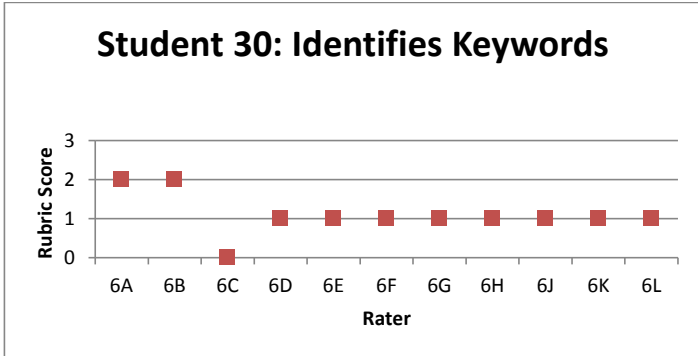


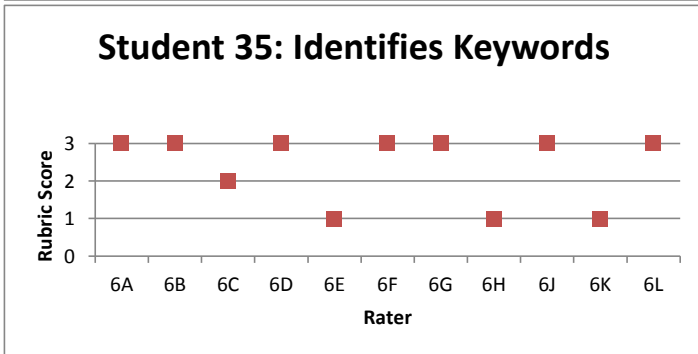
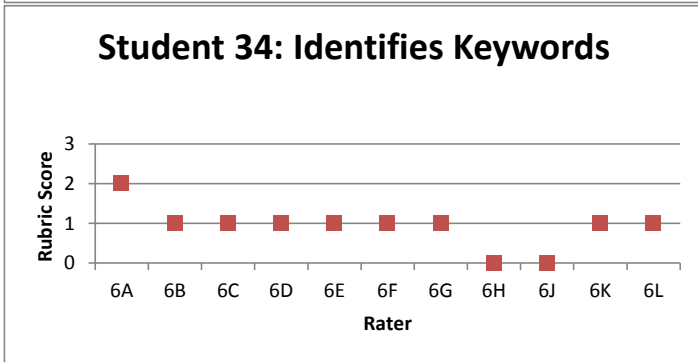
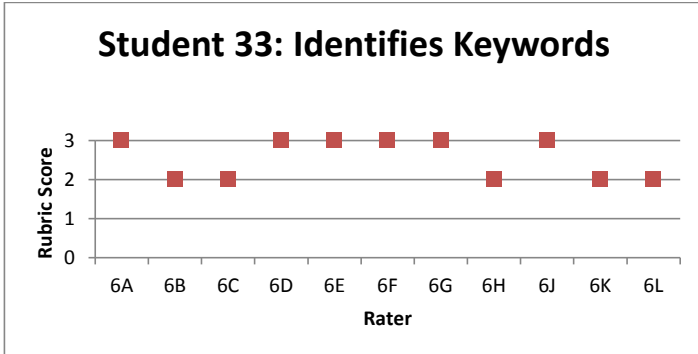
Student 28: Identifies Keywords



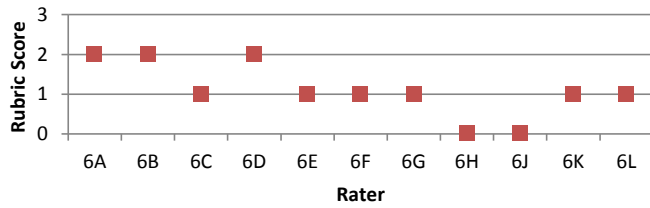
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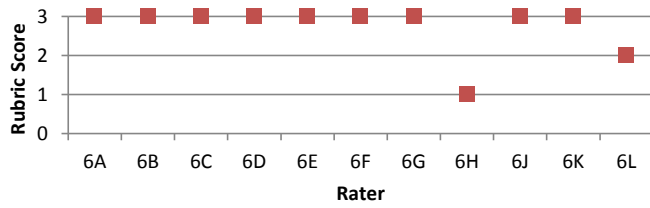




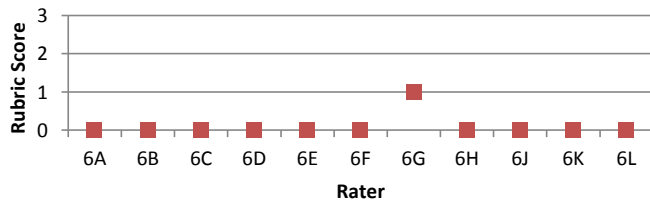
Student 36: Identifies Keywords



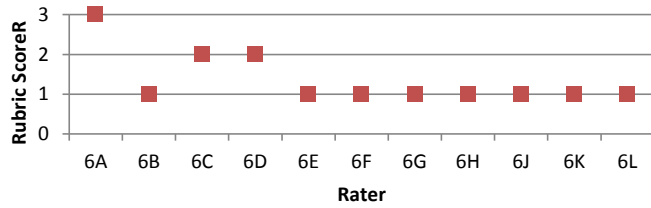
Student 37: Identifies Keywords



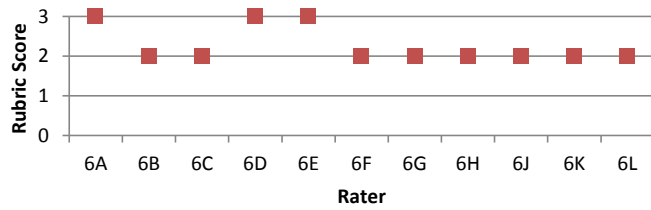
Student 38: Identifies Keywords



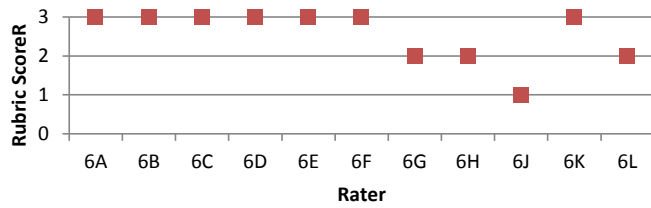
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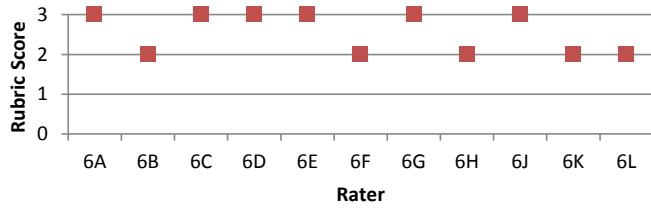
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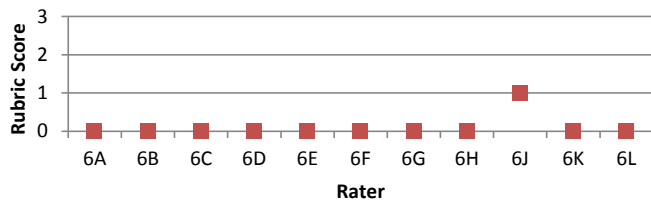
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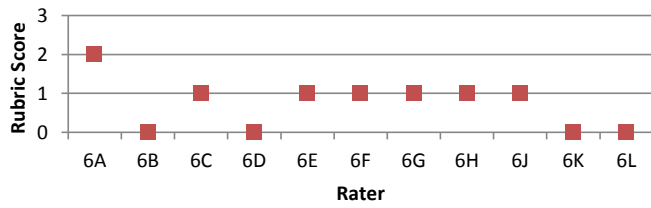
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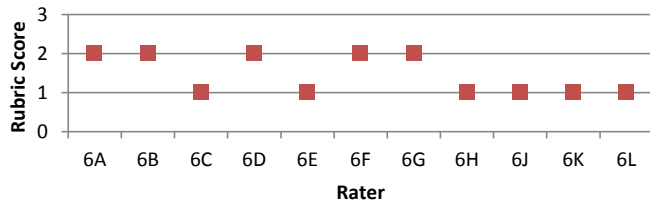
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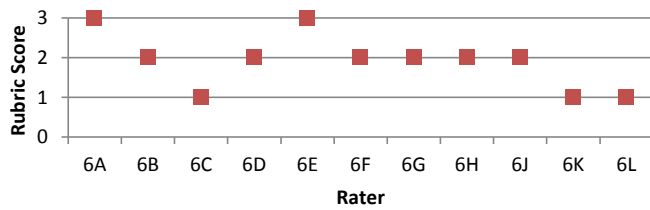
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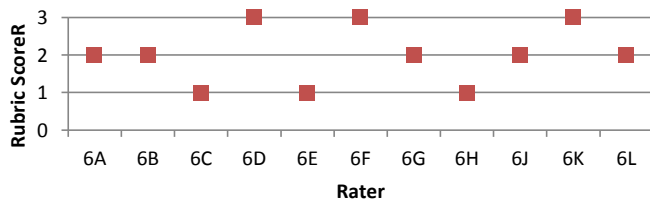
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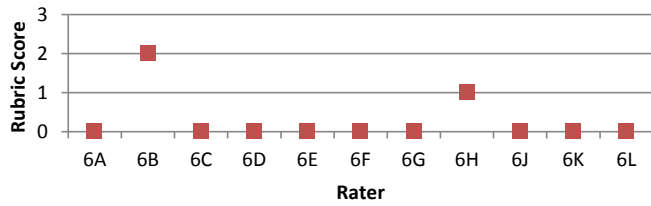
Student 46: Identifies Keywords



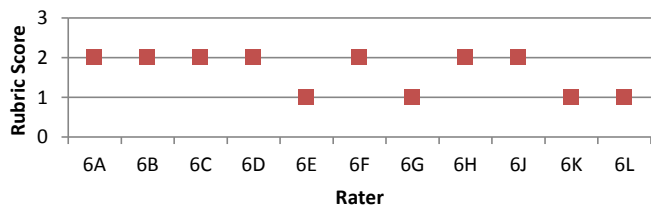
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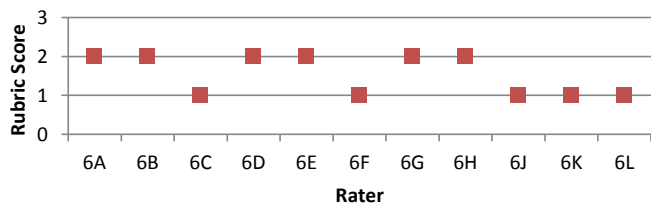
Student 48: Identifies Keywords



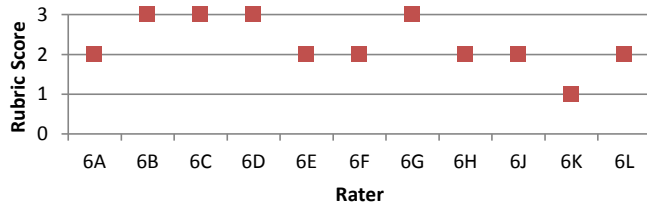
Student 49: Identifies Keywords



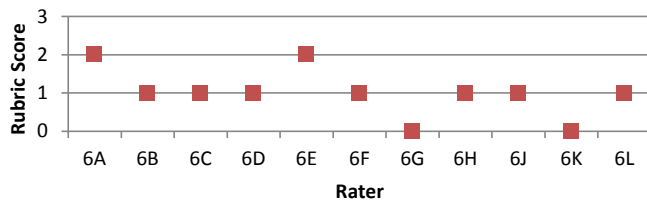
Student 50: Identifies Keywords



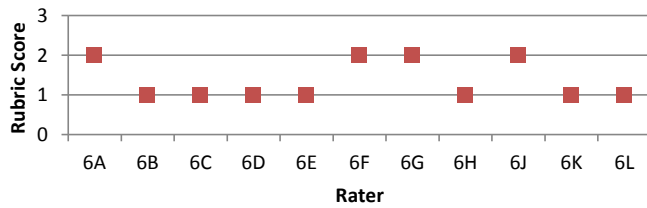
Student 51: Identifies Keywords

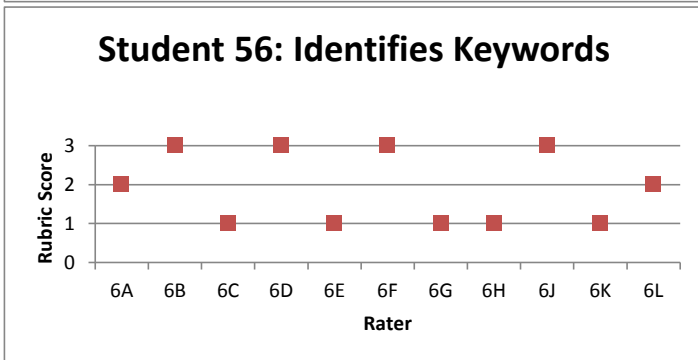
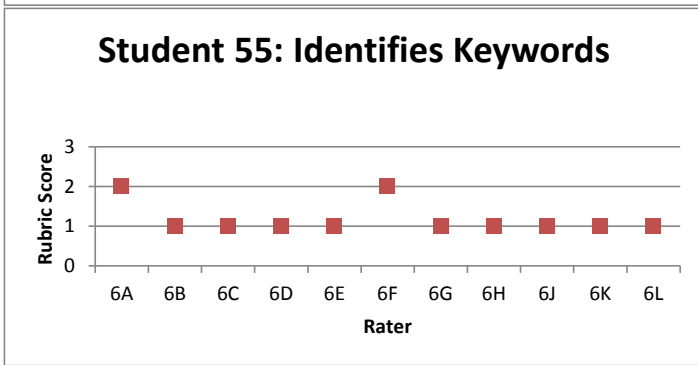
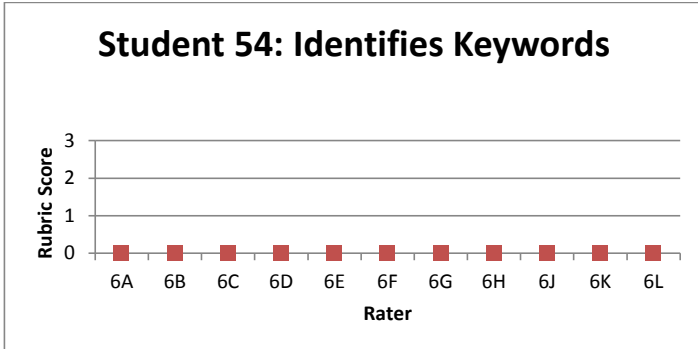


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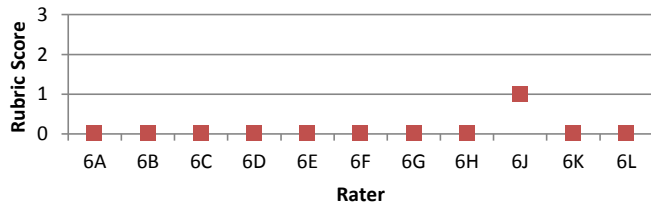


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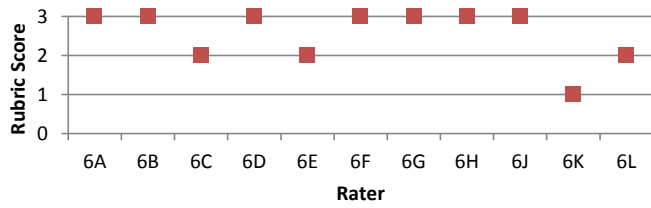




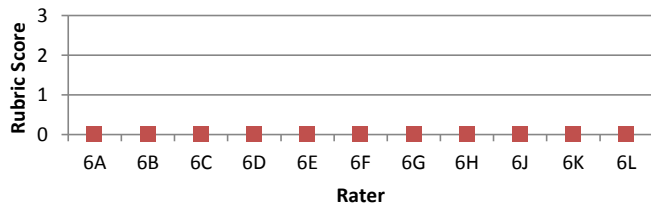
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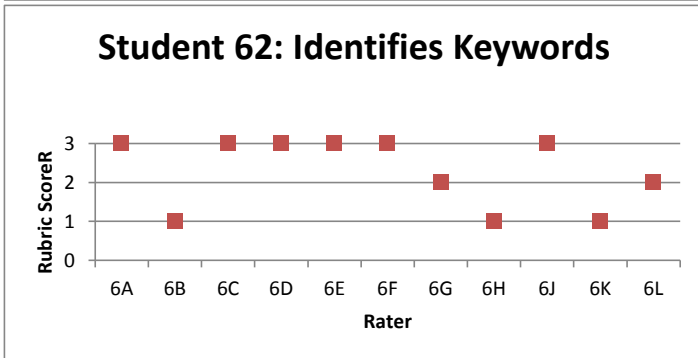
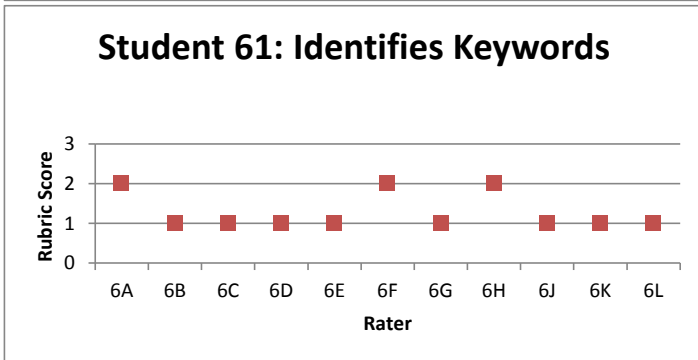
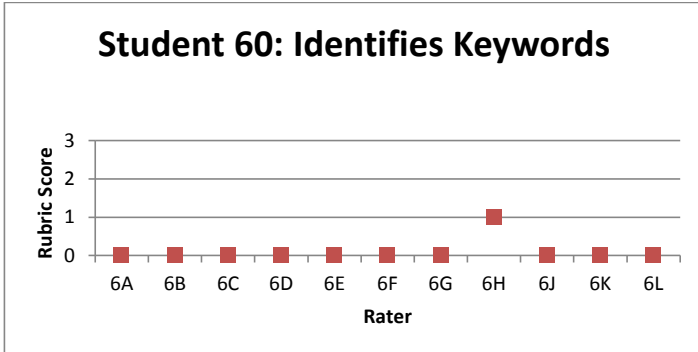


Student 58: Identifies Keywords

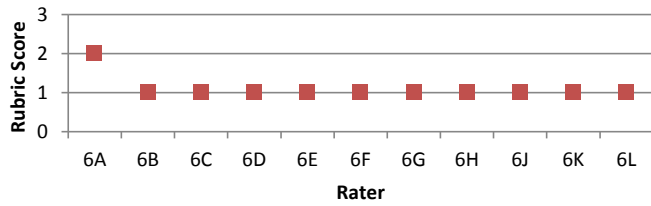


Student 59: Identifies Keywords

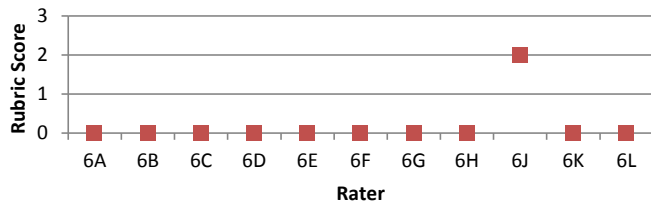




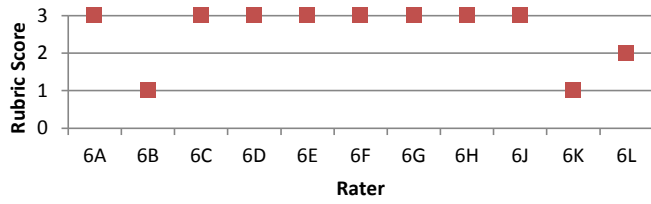
Student 63: Identifies Keywords

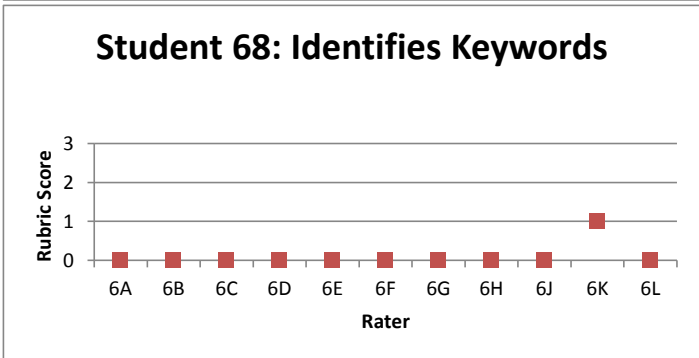
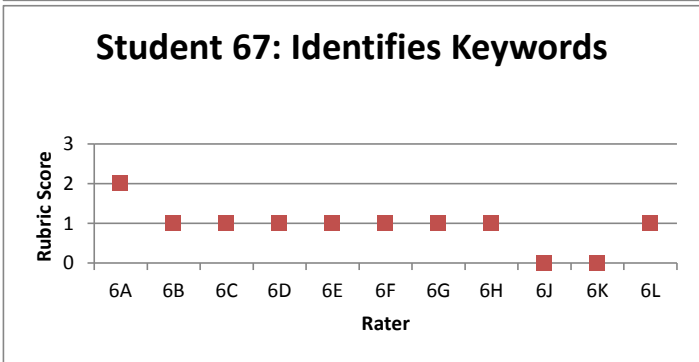
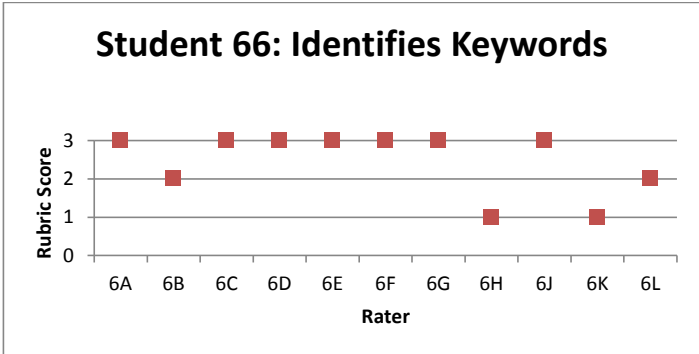


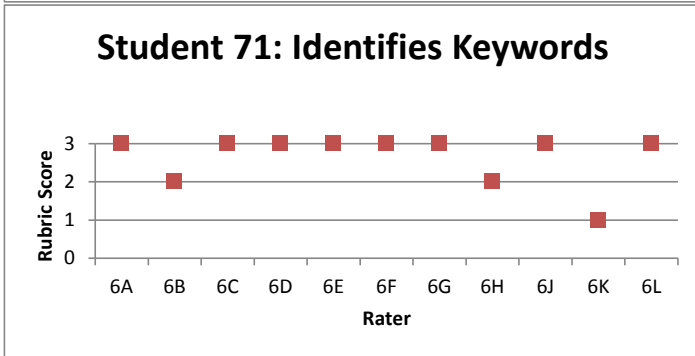
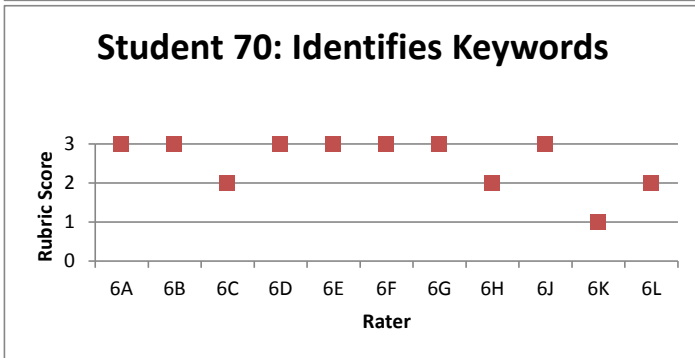
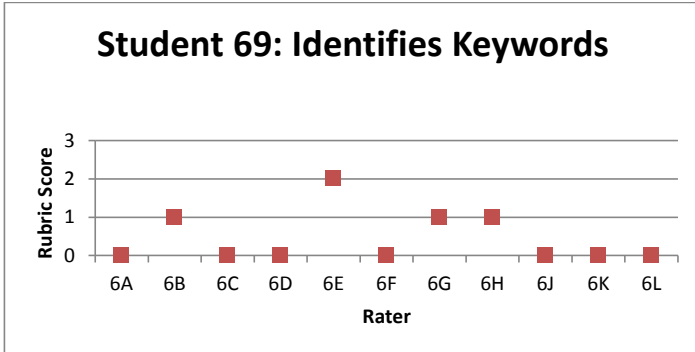
Student 64: Identifies Keywords



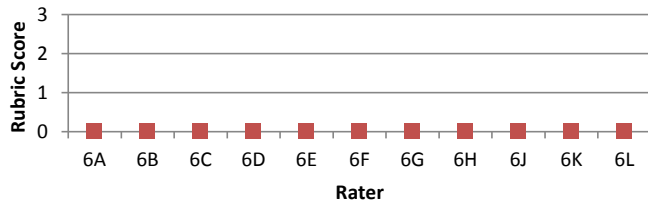
Student 65: Identifies Keywords



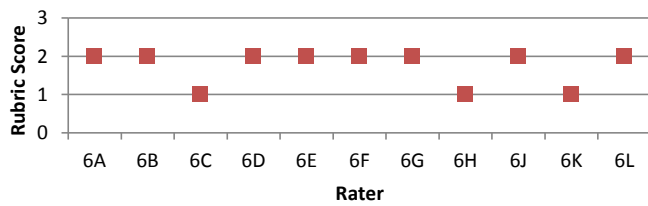




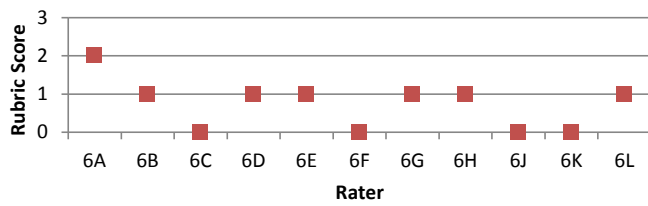
Student 72: Identifies Keywords

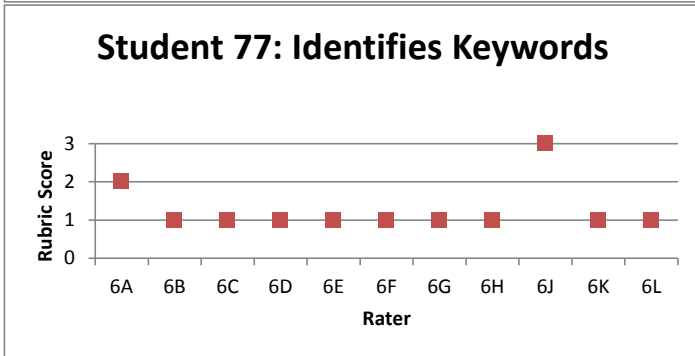
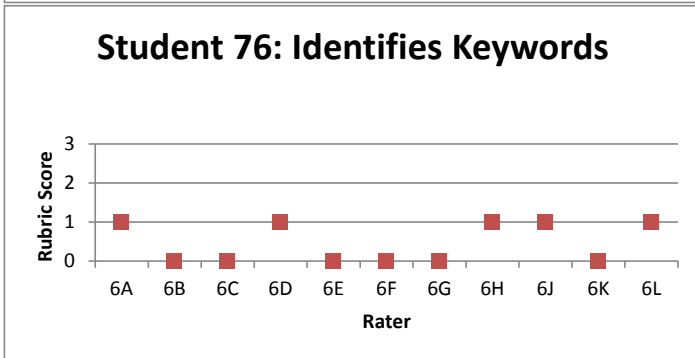
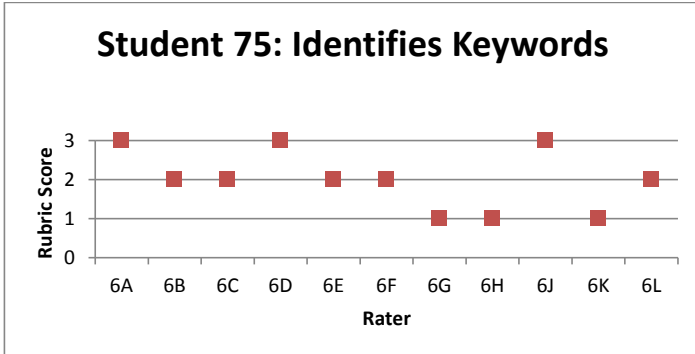


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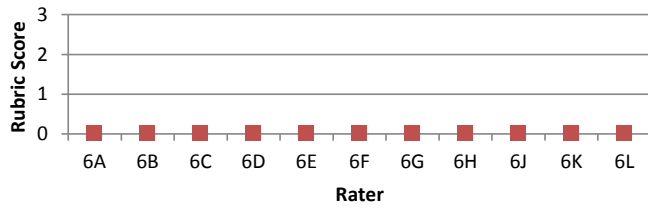


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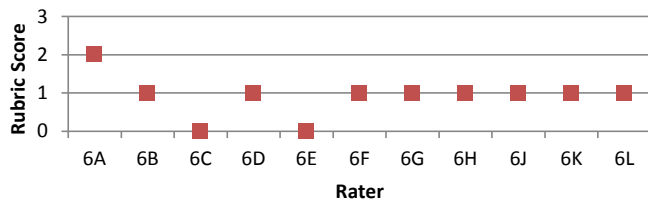




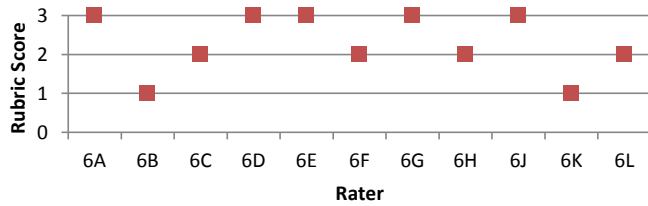
Student 78: Identifies Keywords

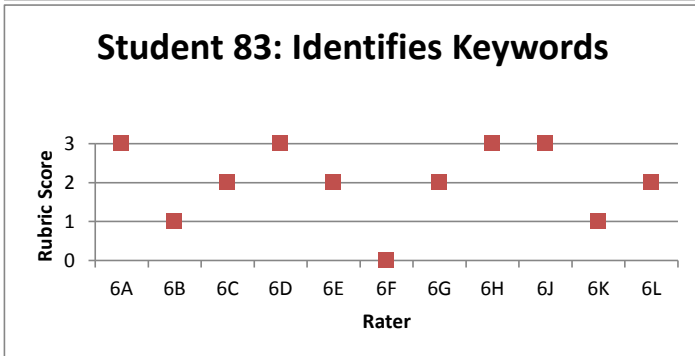
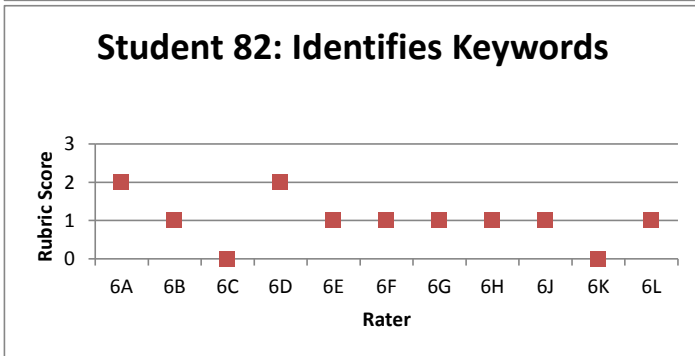
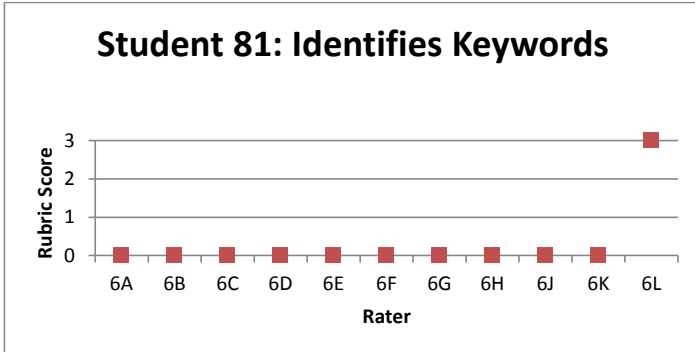


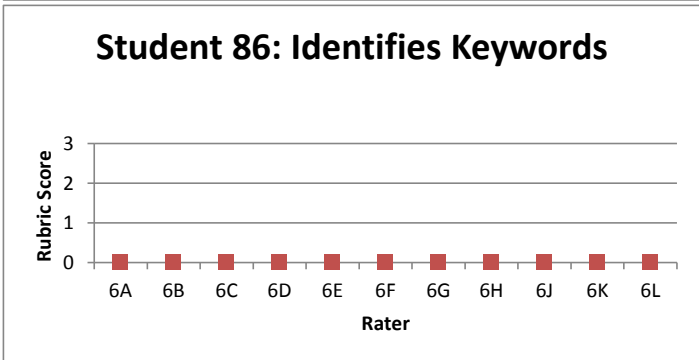
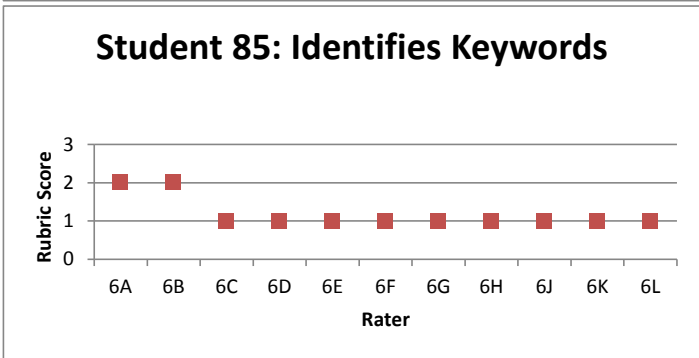
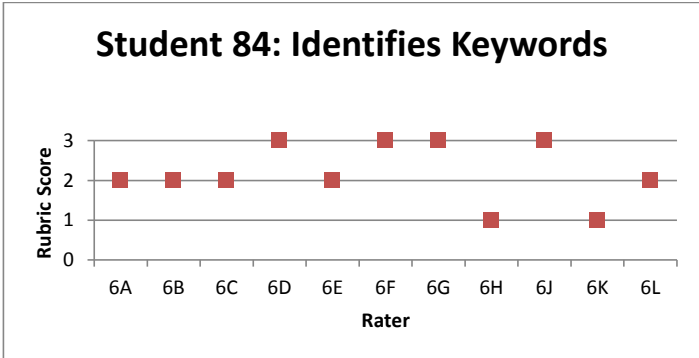
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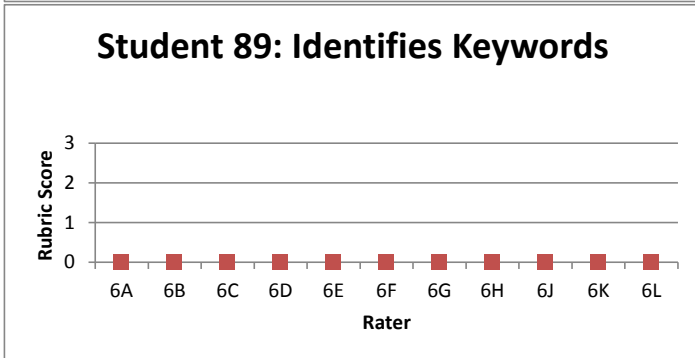
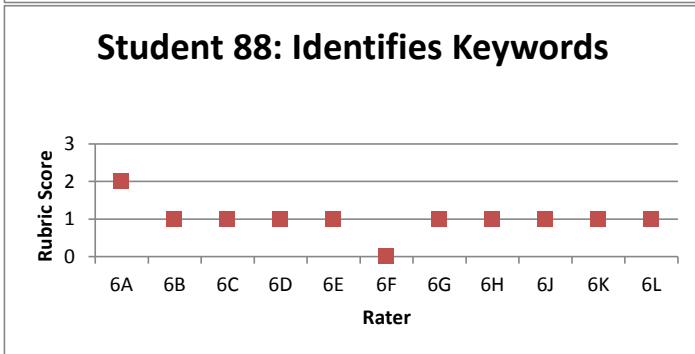
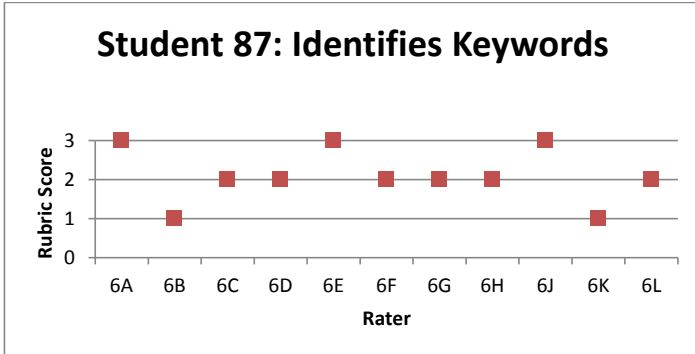


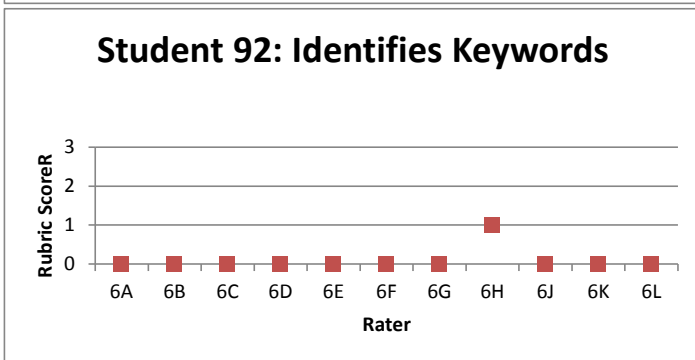
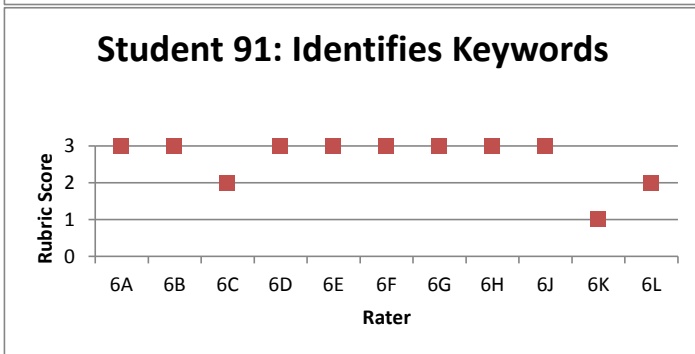
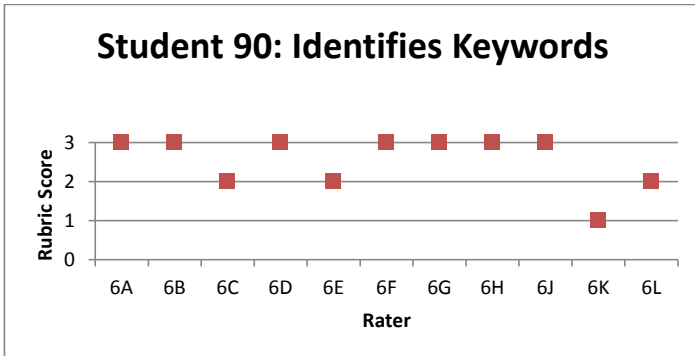
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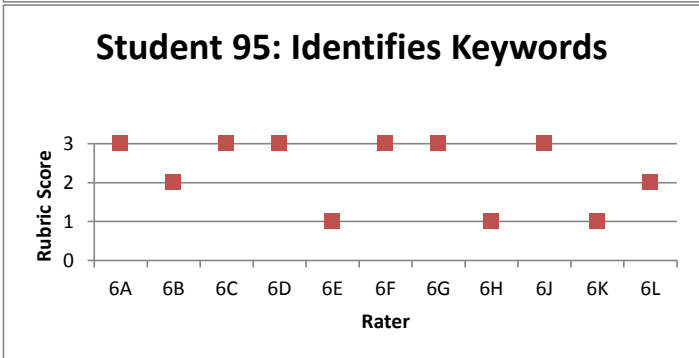
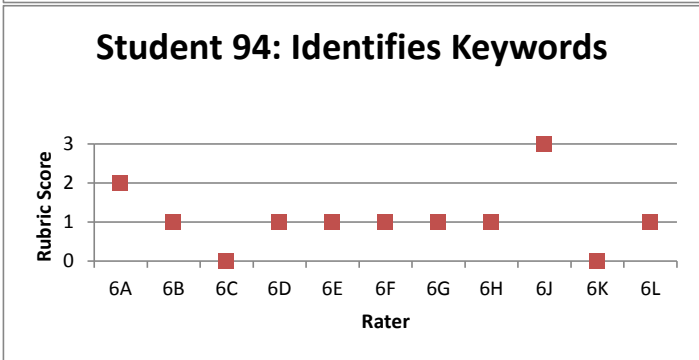
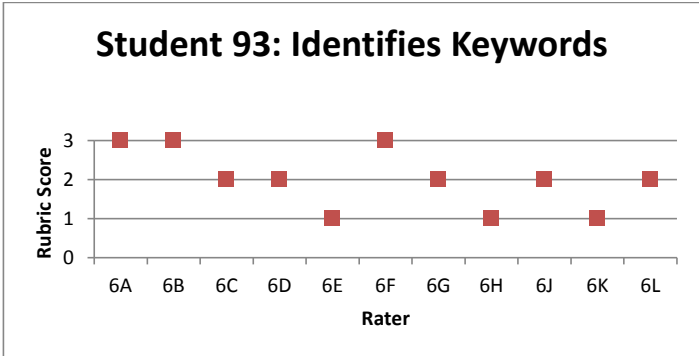


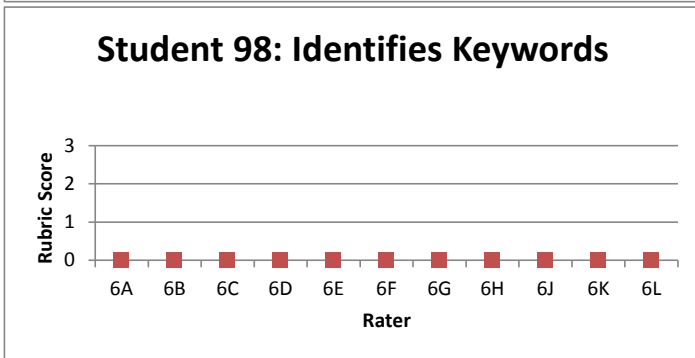
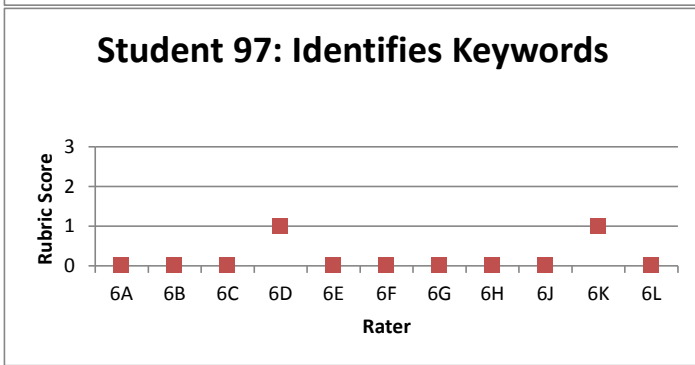
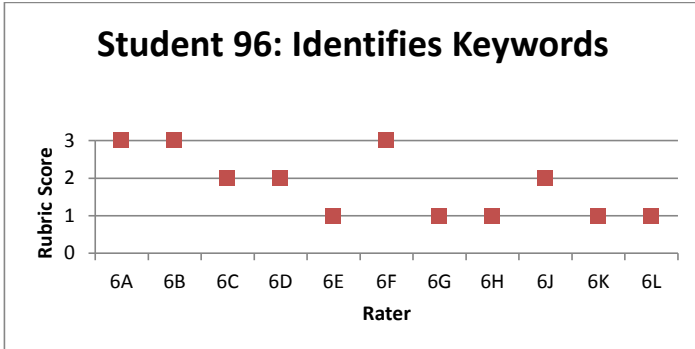


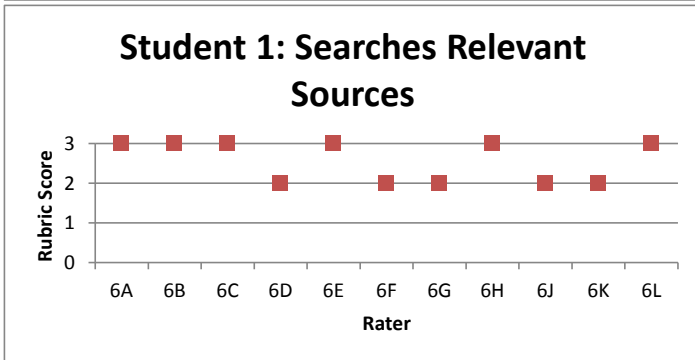
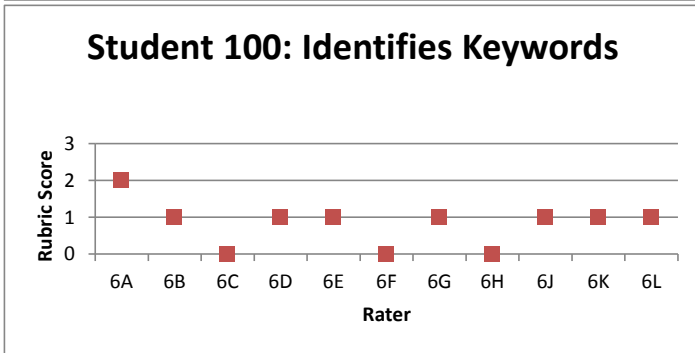
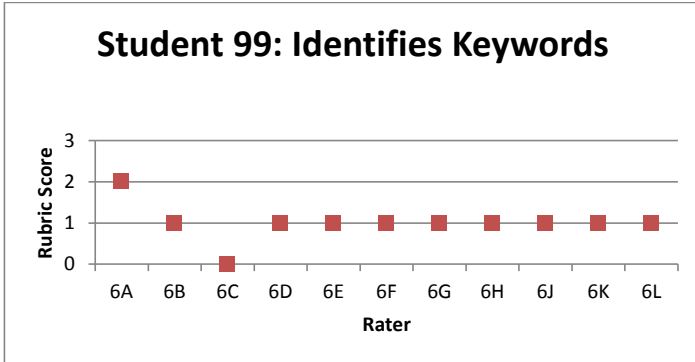


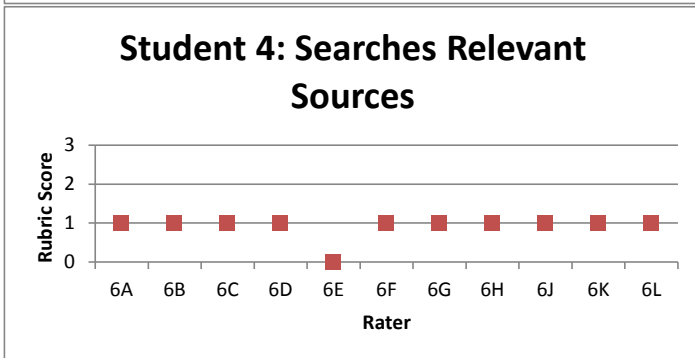
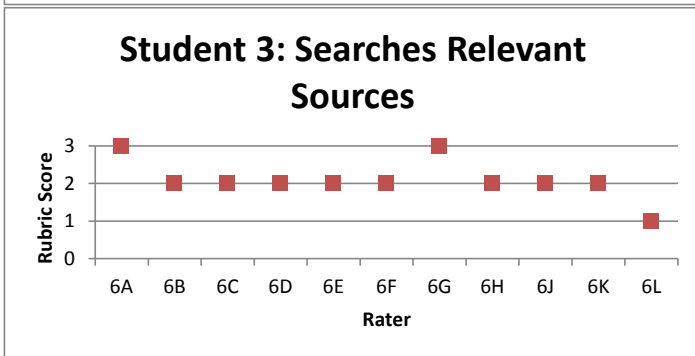
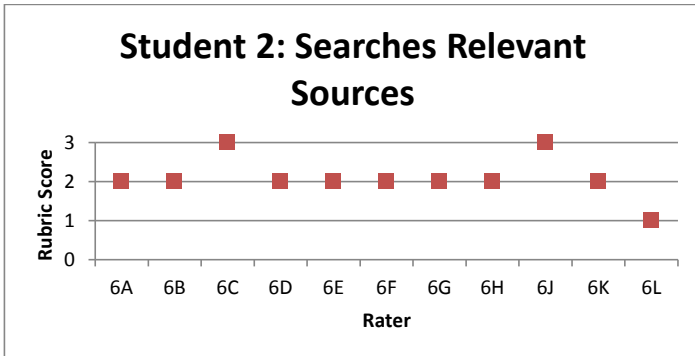


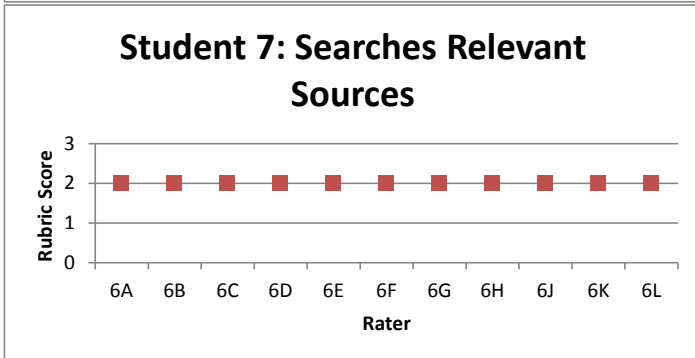
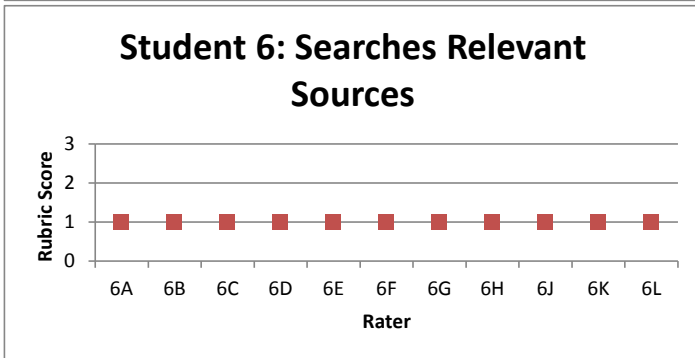
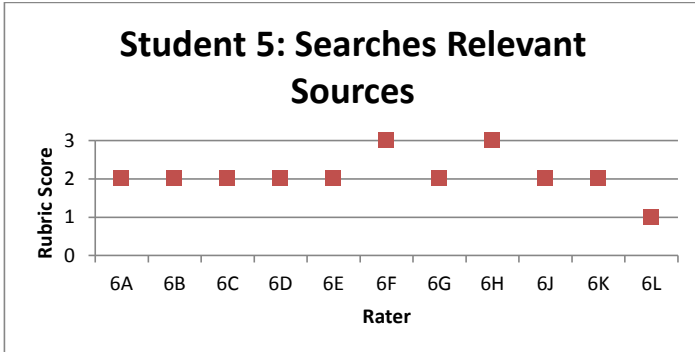


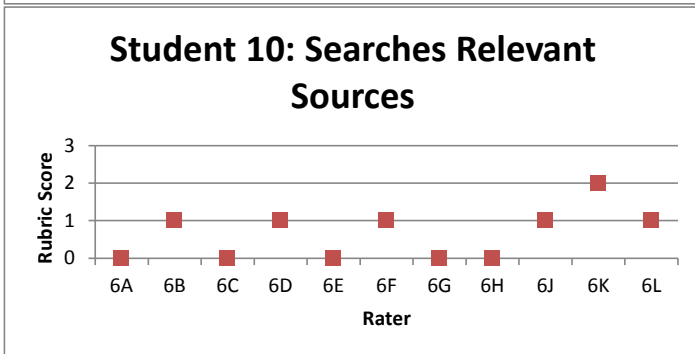
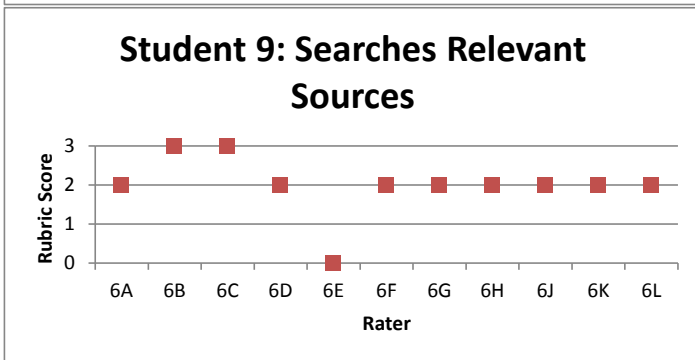
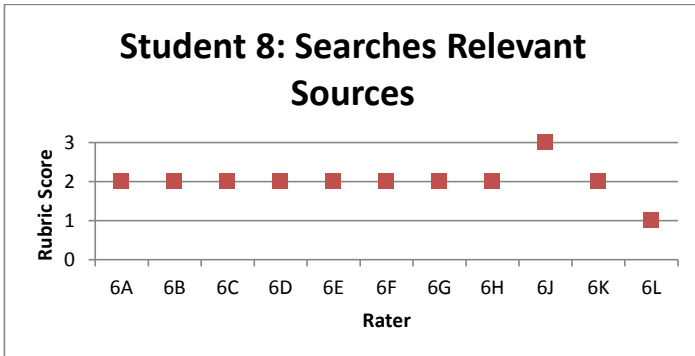


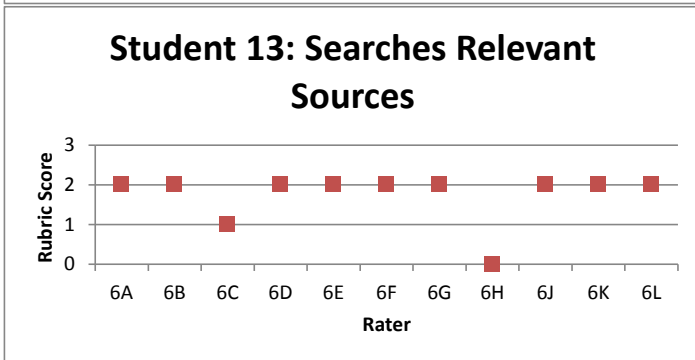
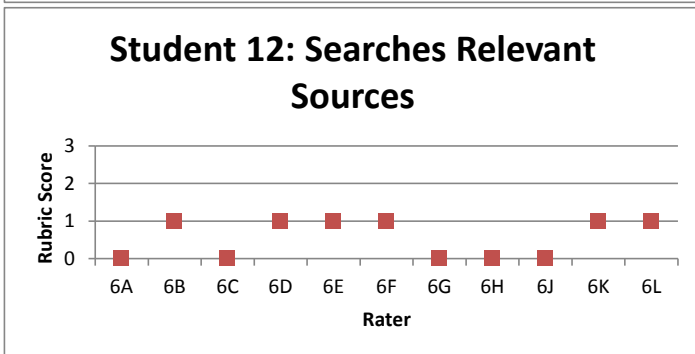
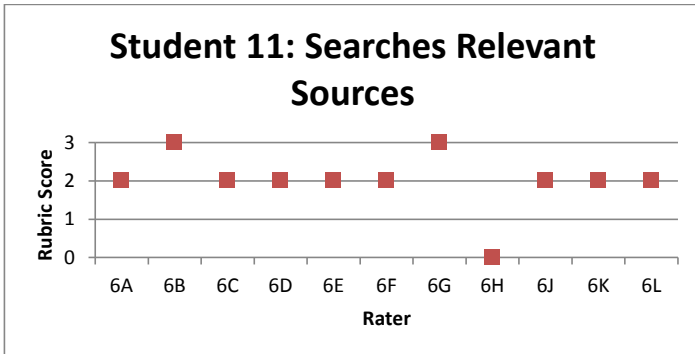


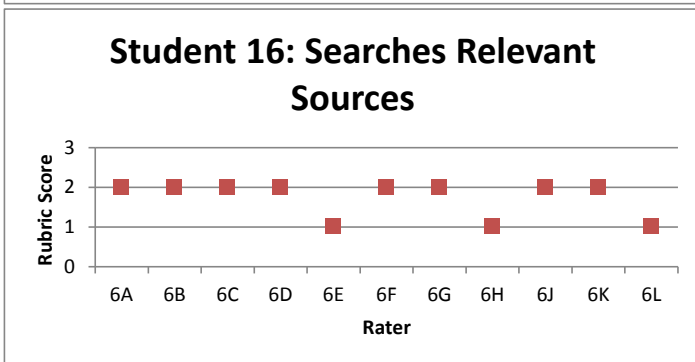
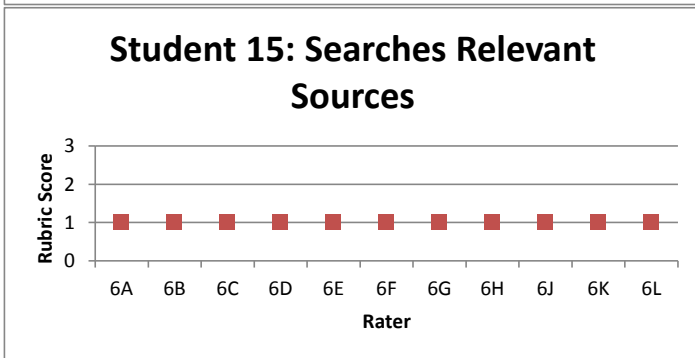
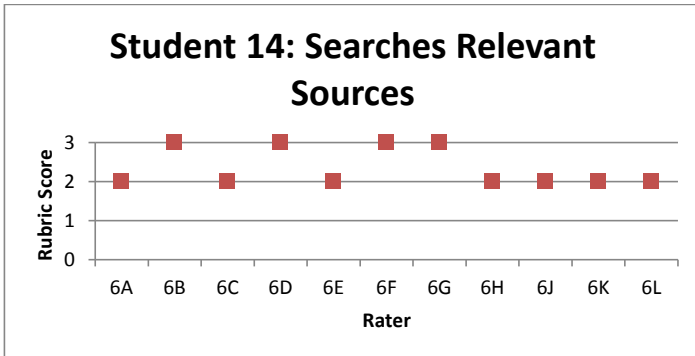


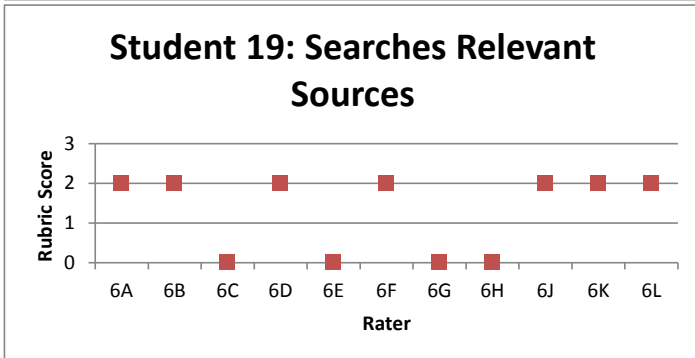
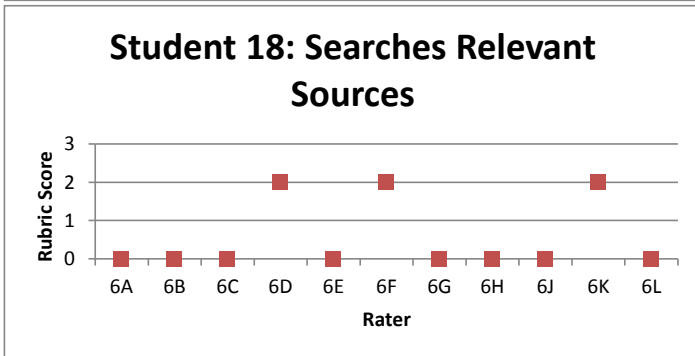
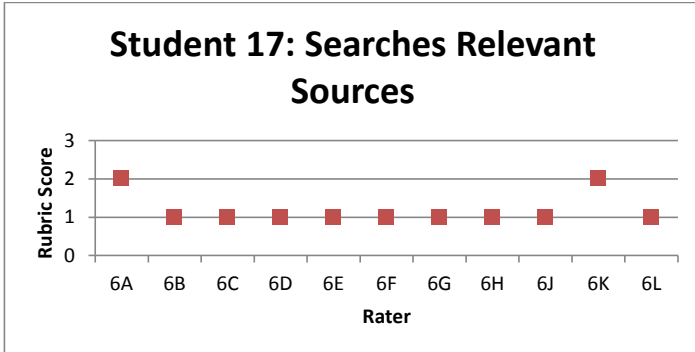


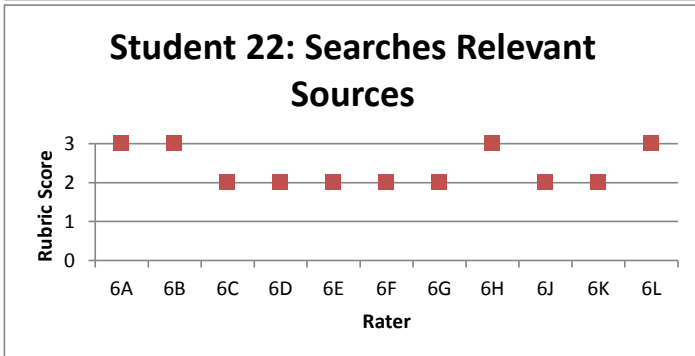
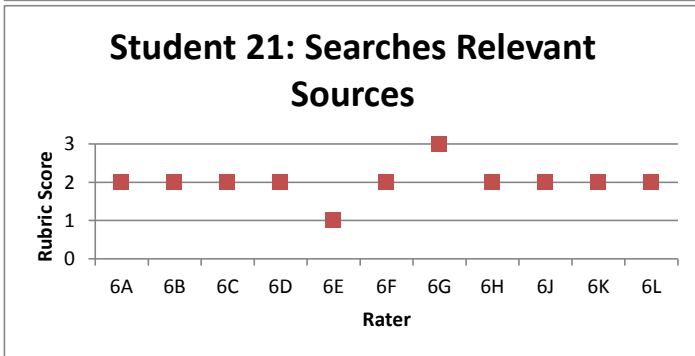
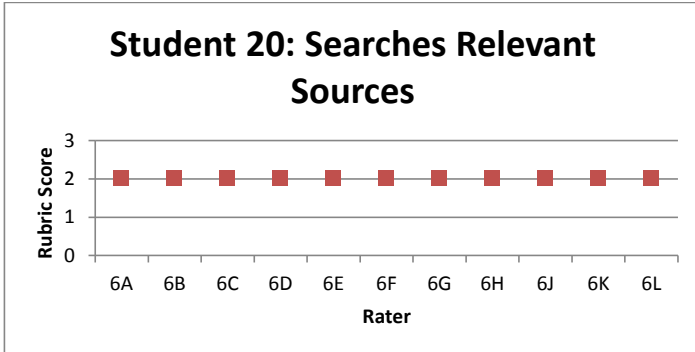


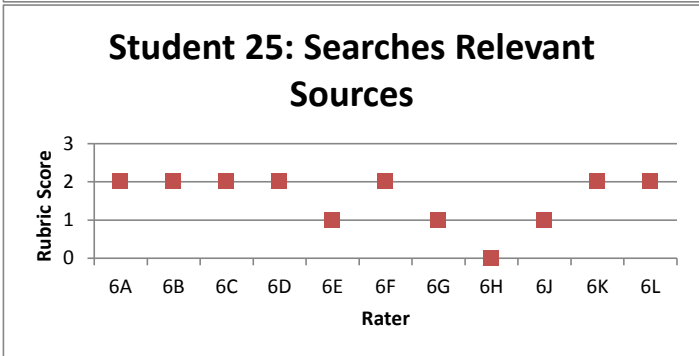
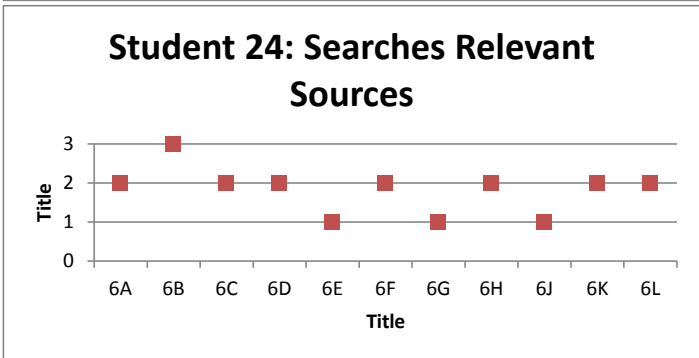
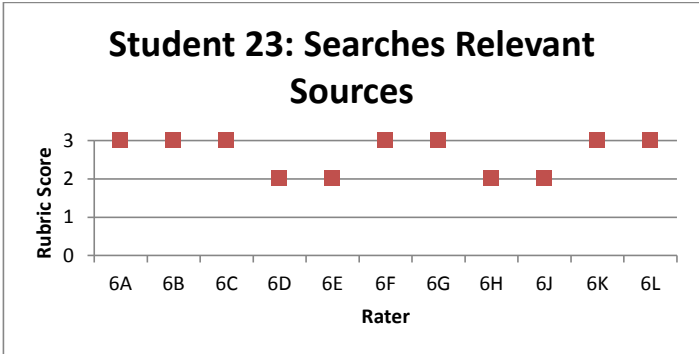


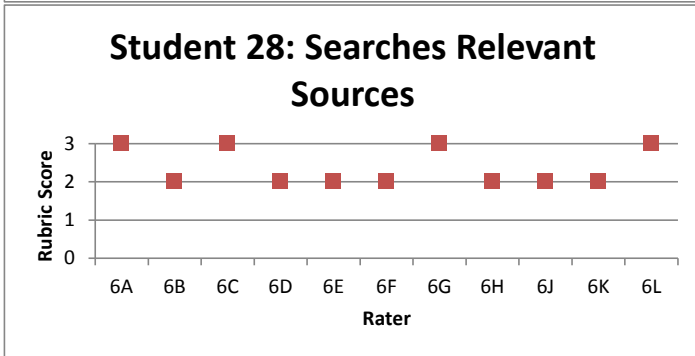
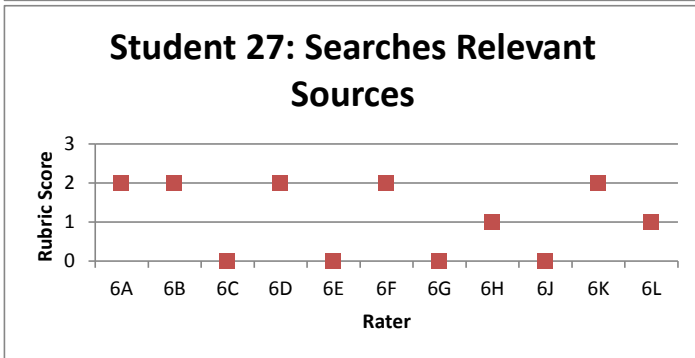
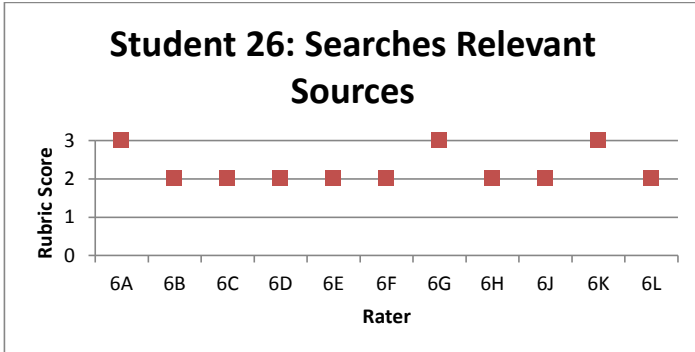


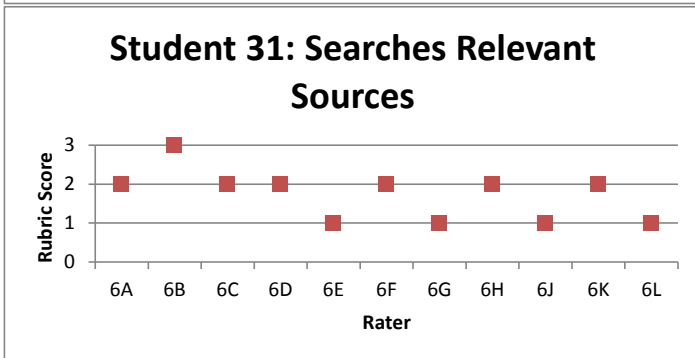
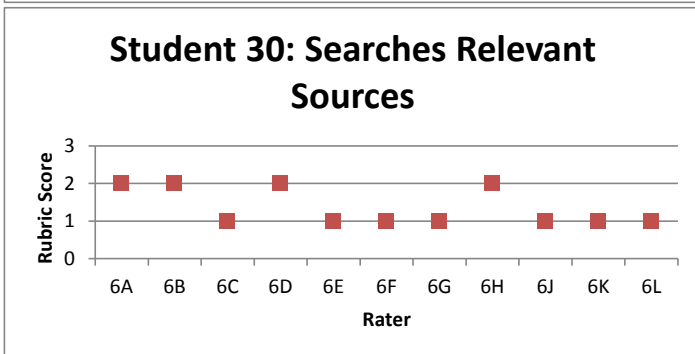
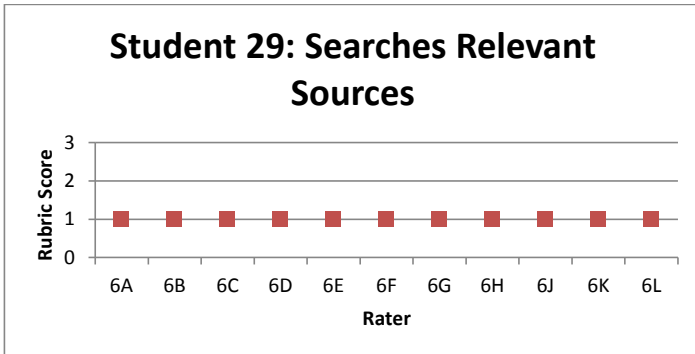


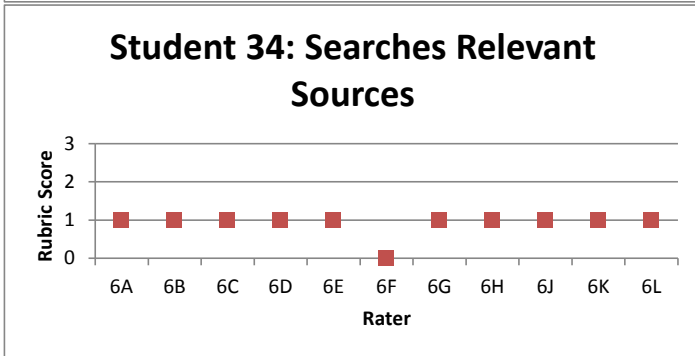
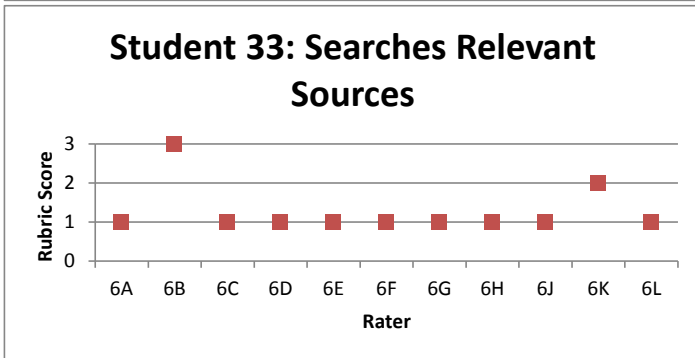
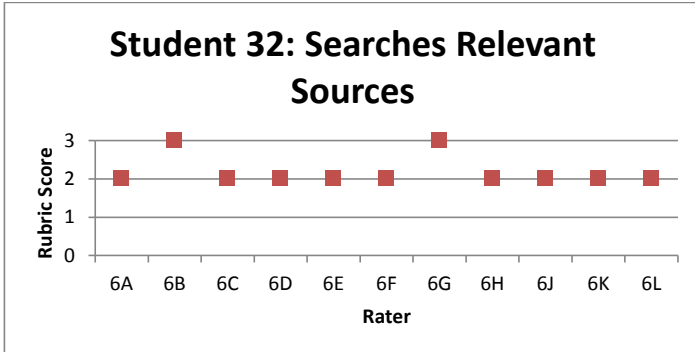


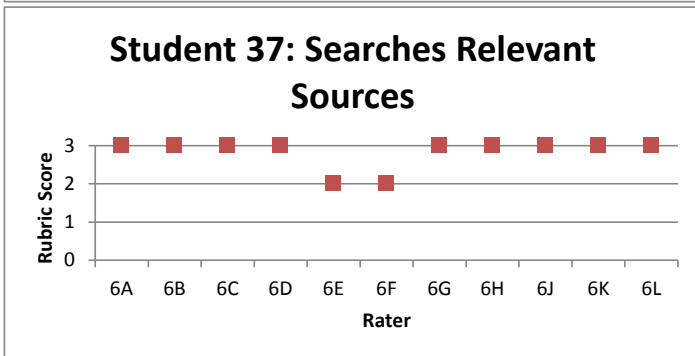
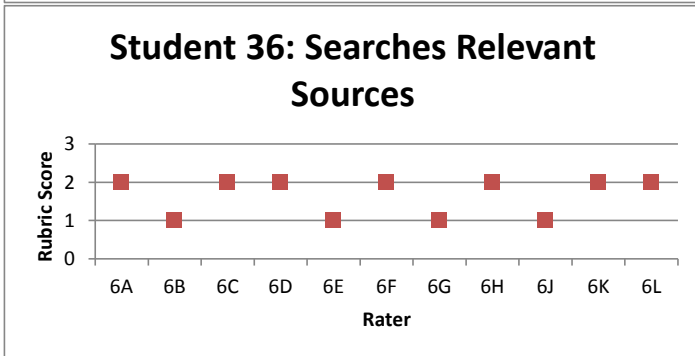
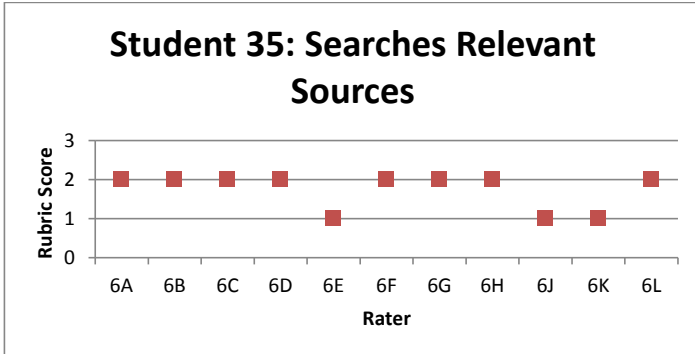


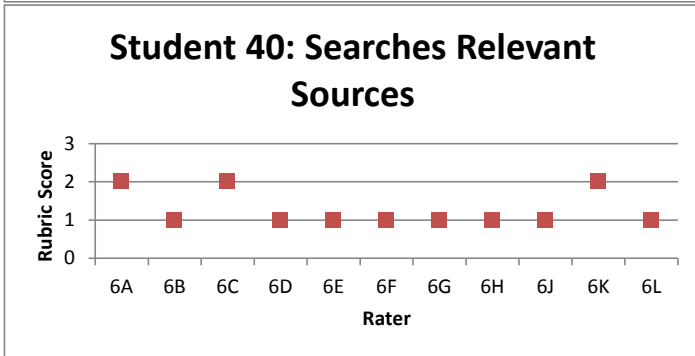
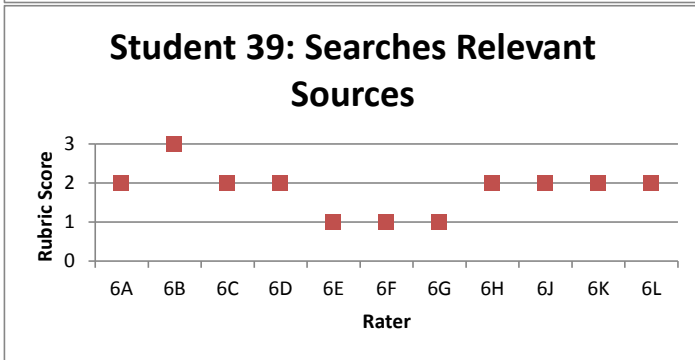
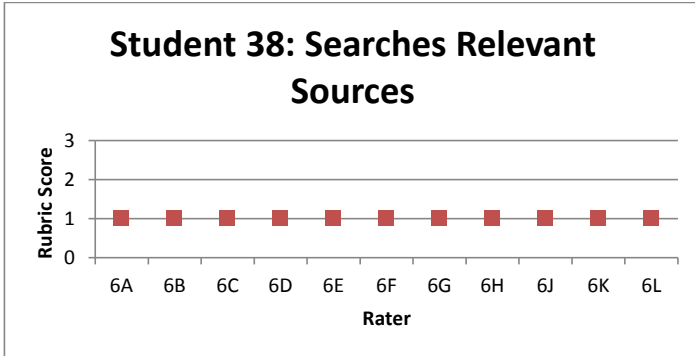


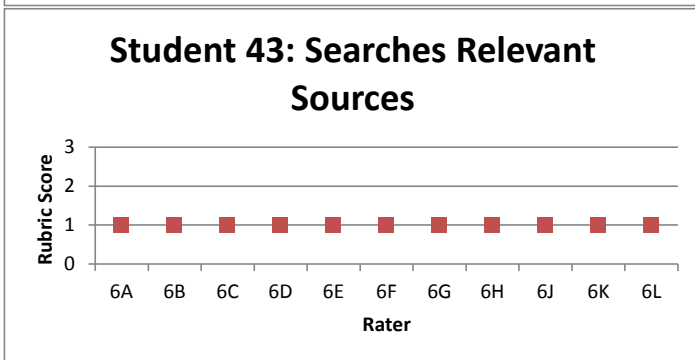
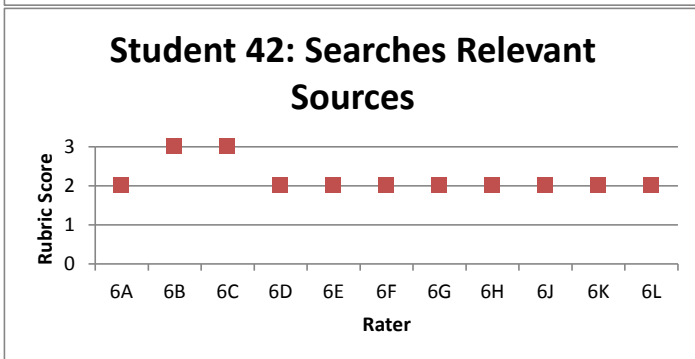
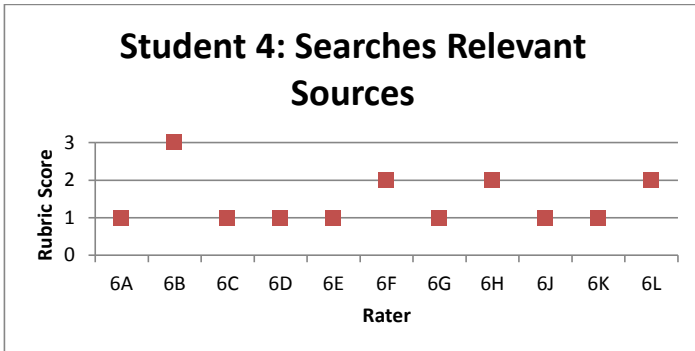


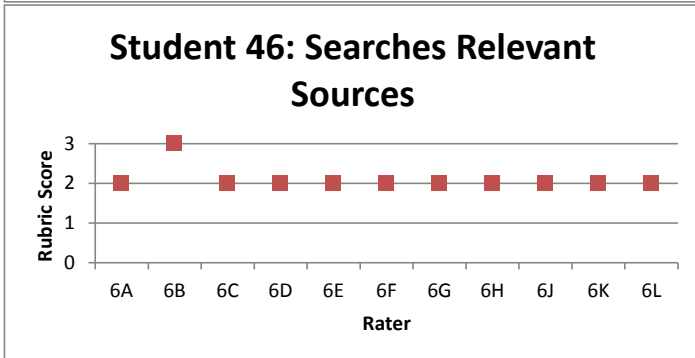
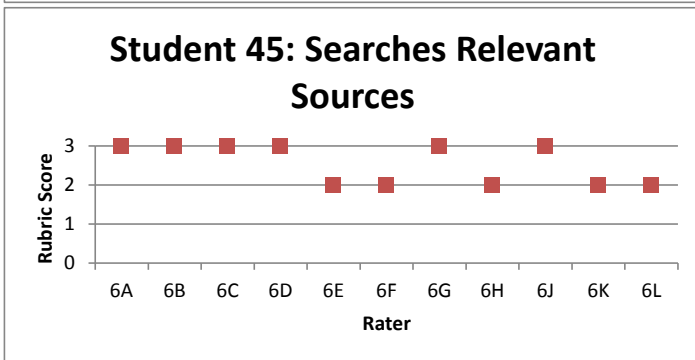
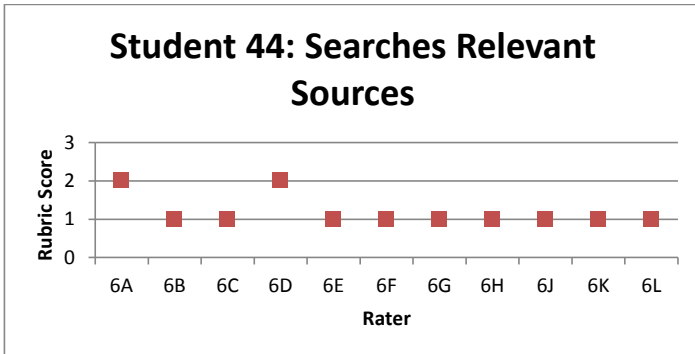


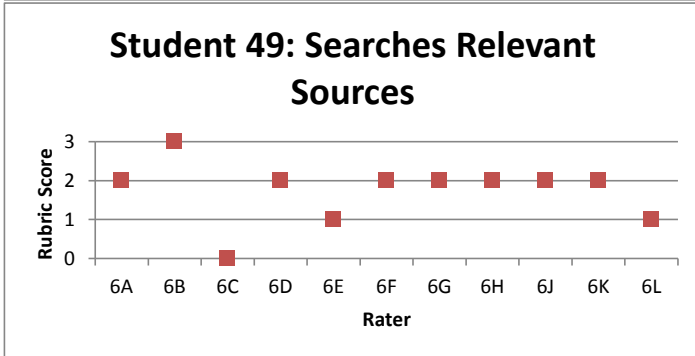
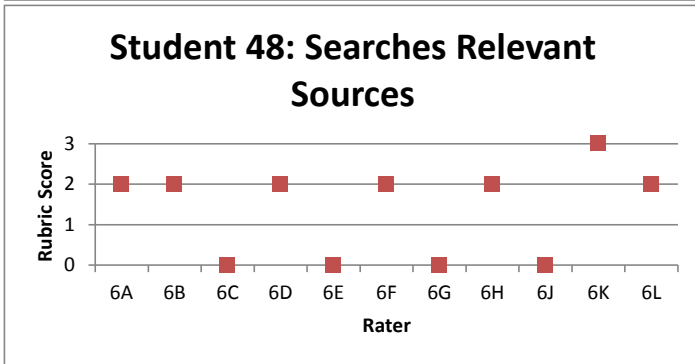
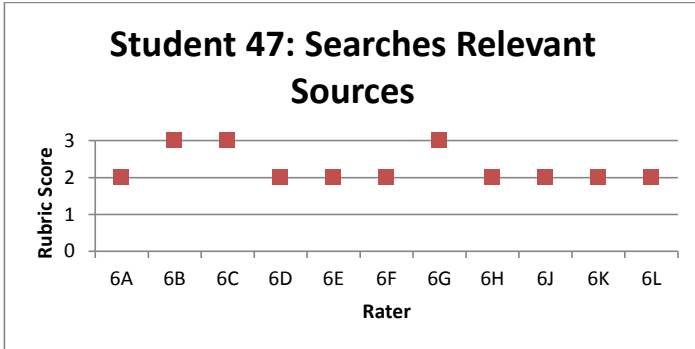


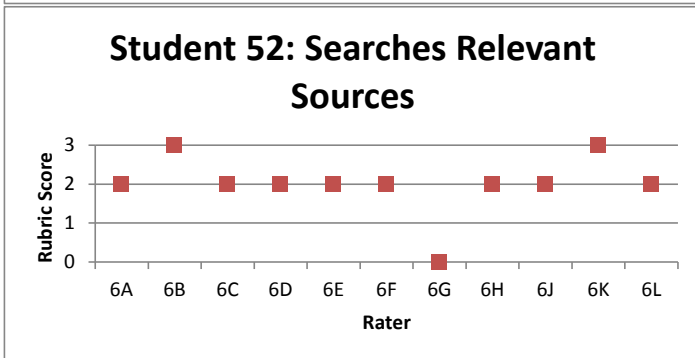
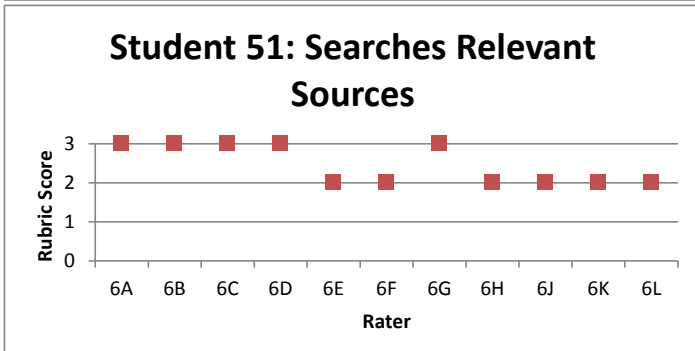
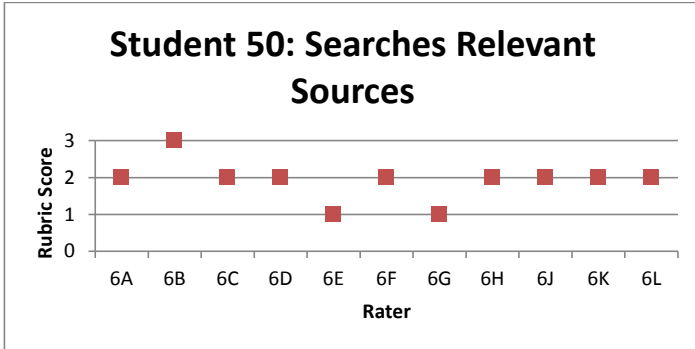


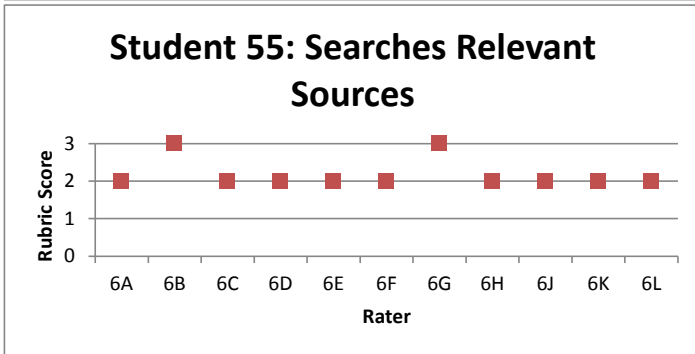
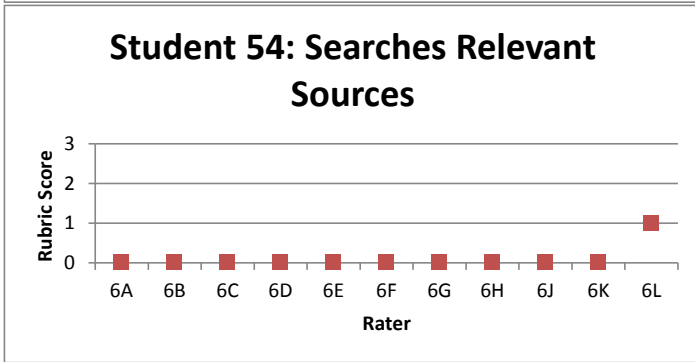
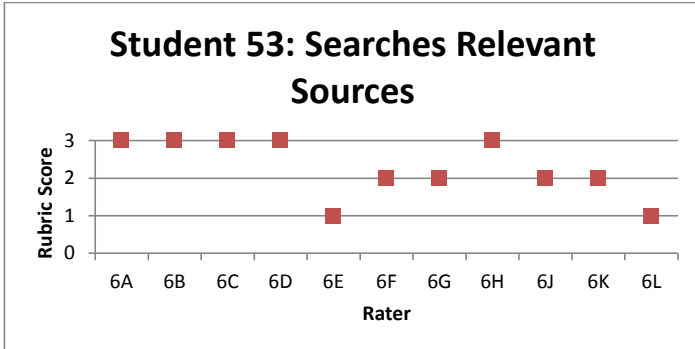


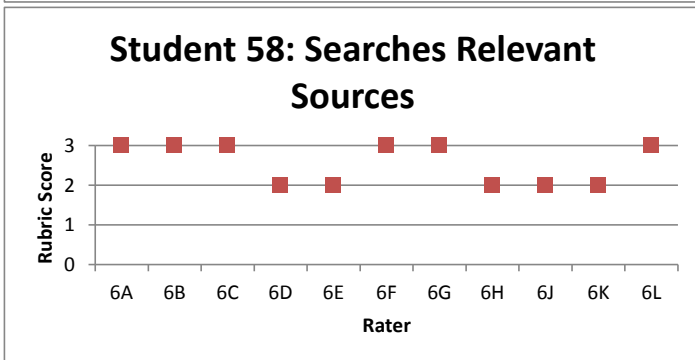
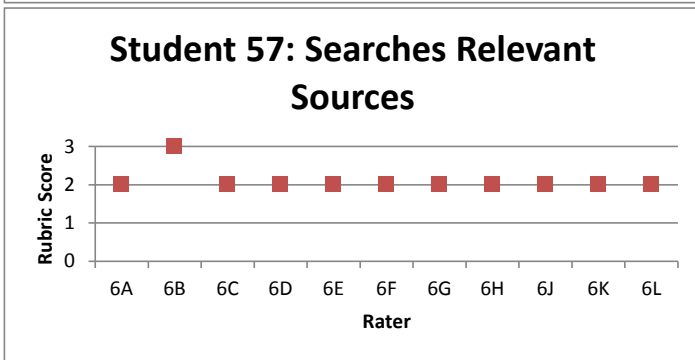
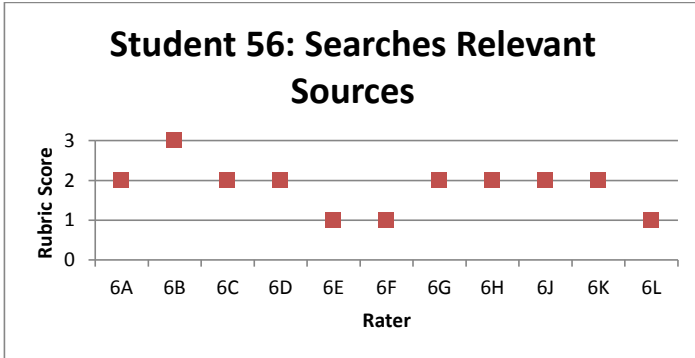


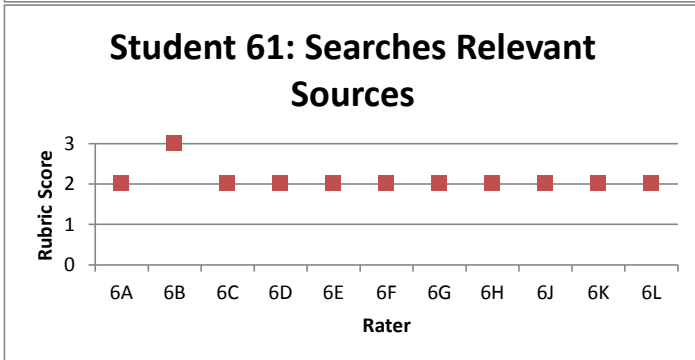
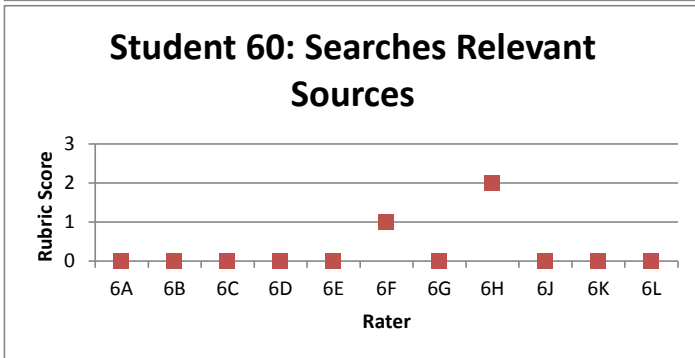
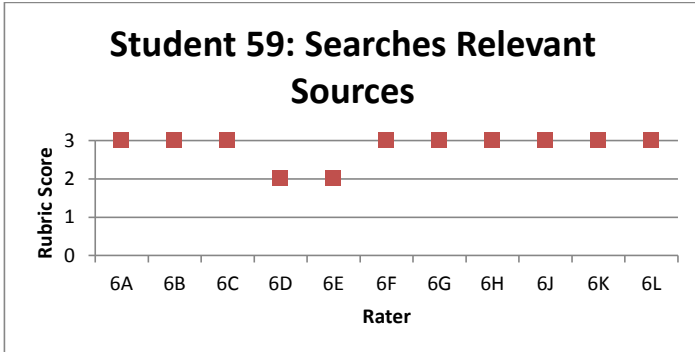


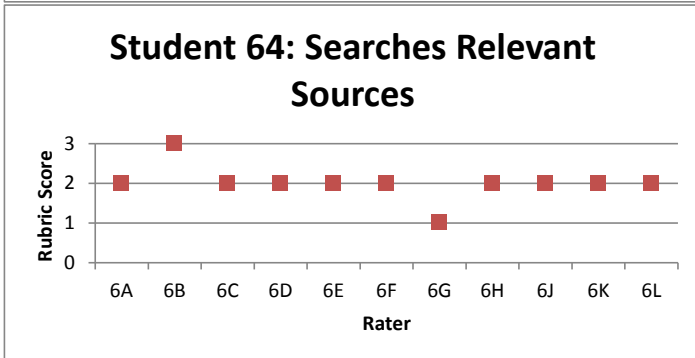
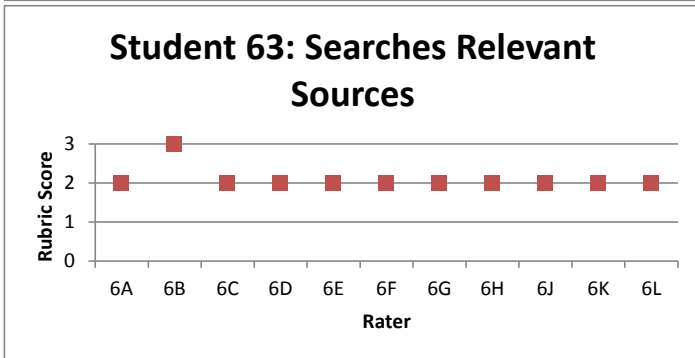
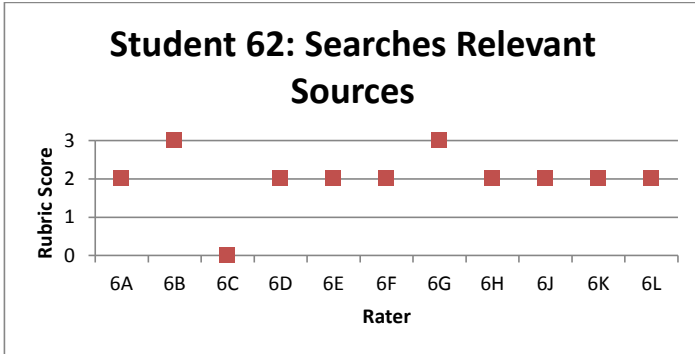


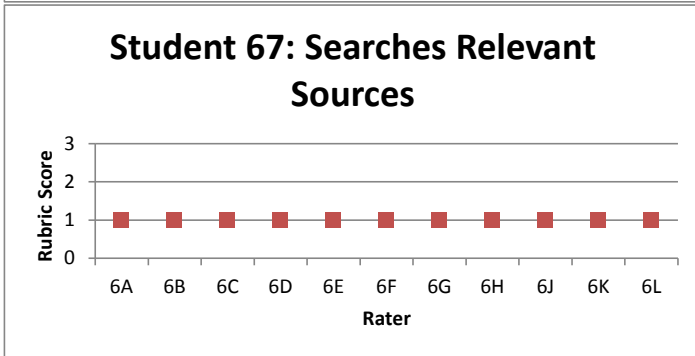
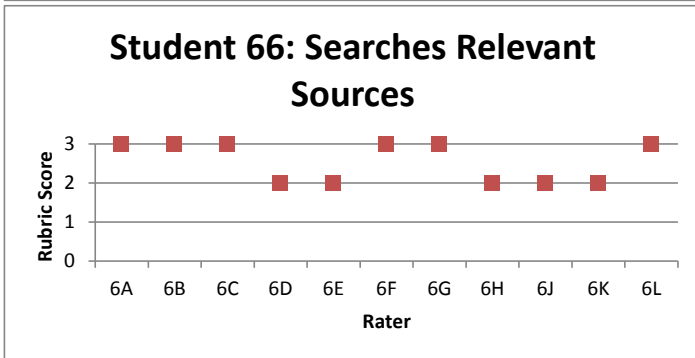
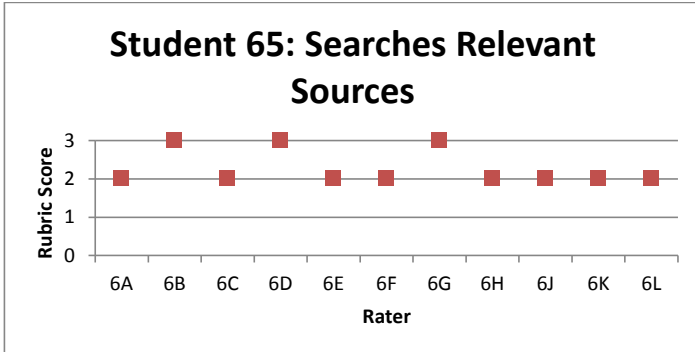


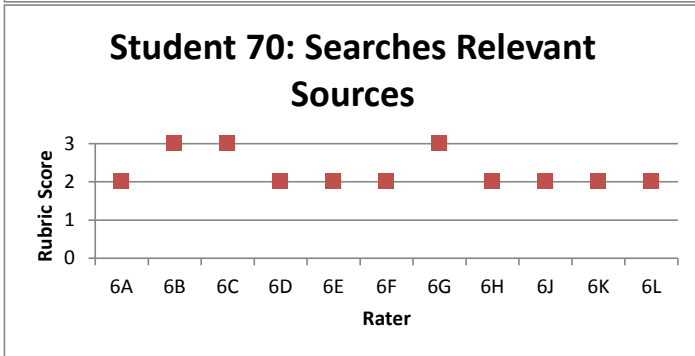
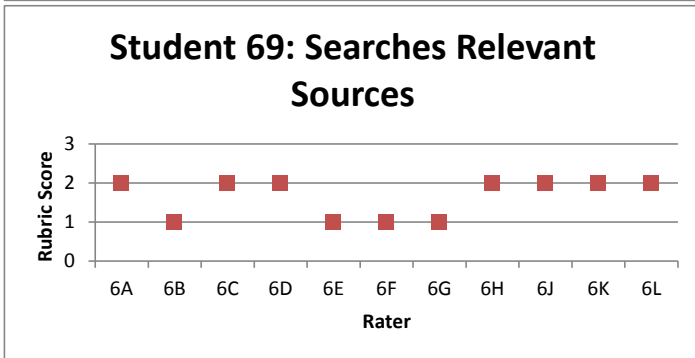
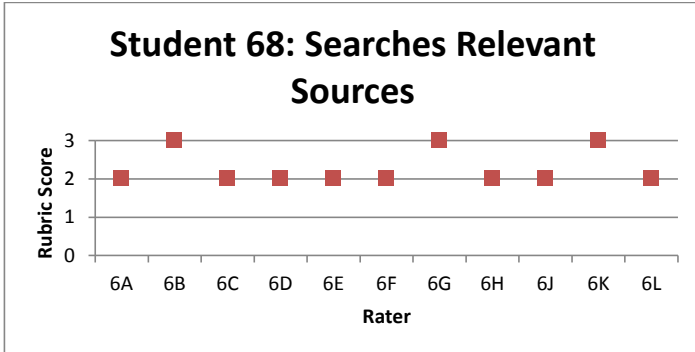


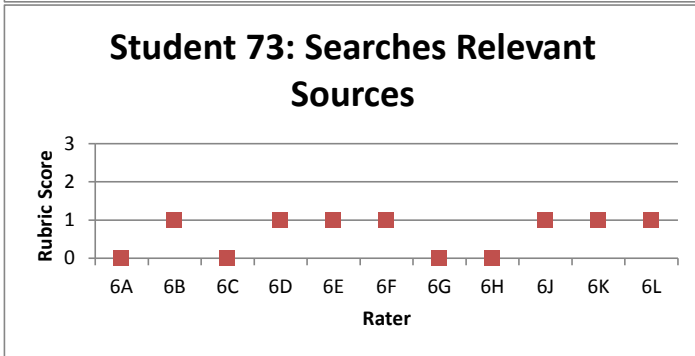
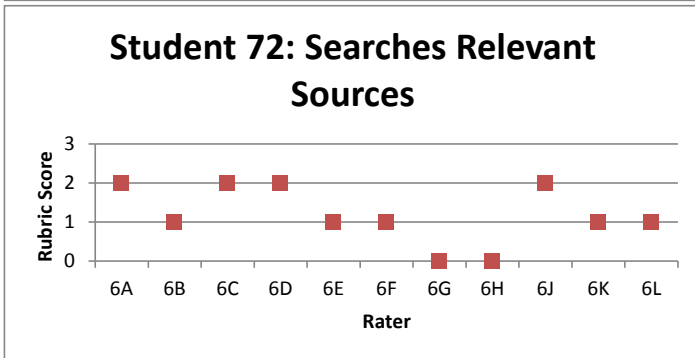
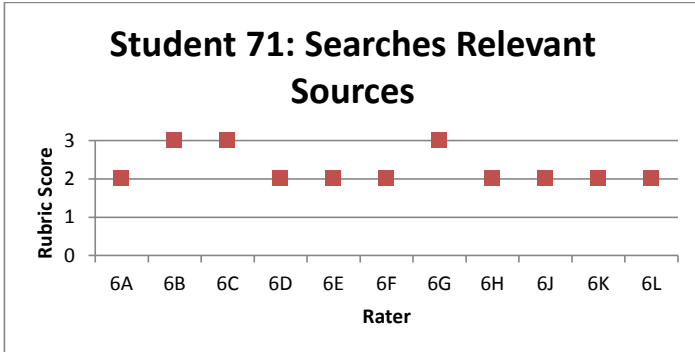


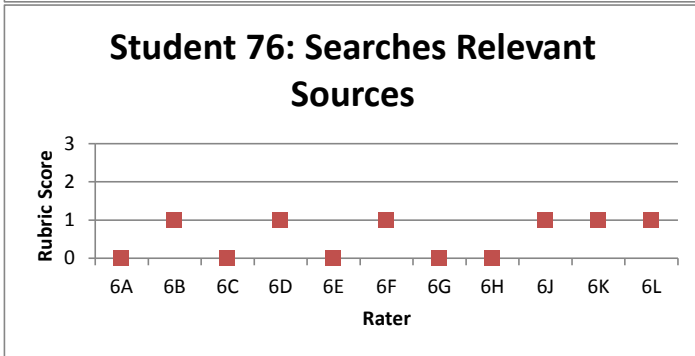
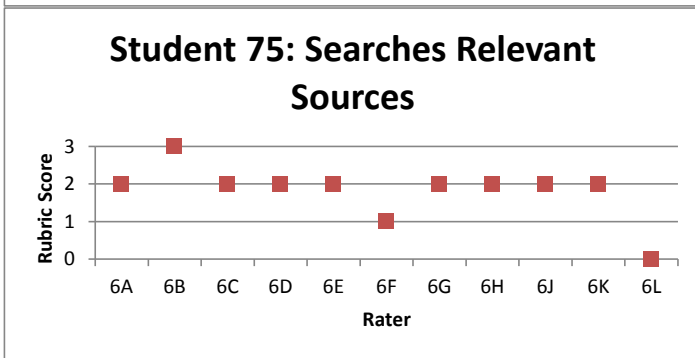
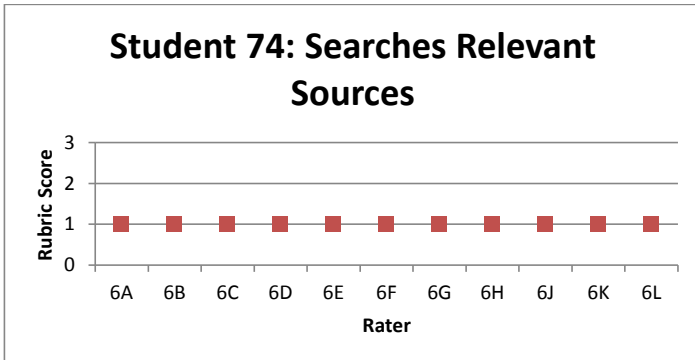


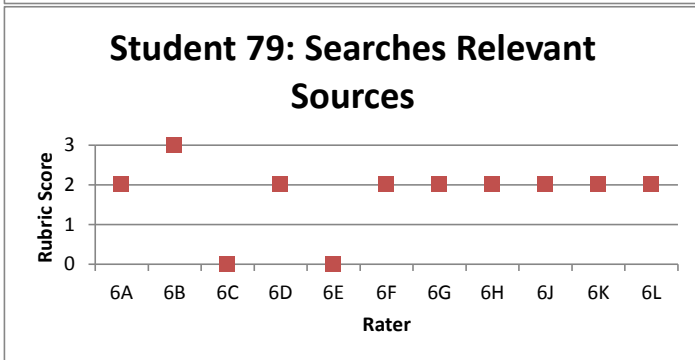
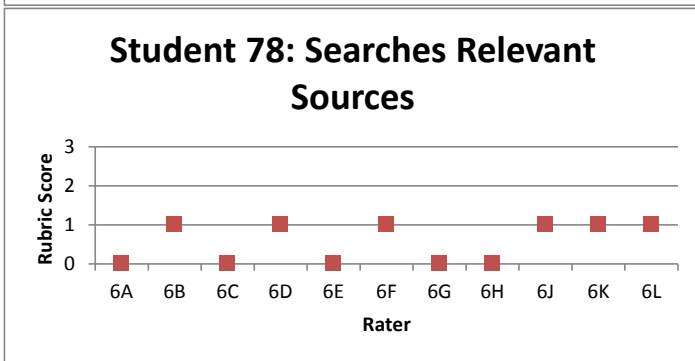
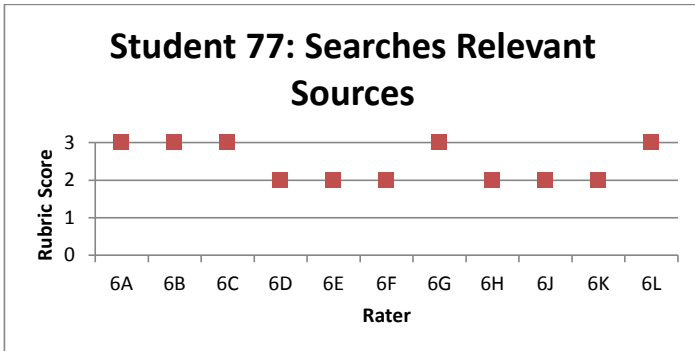


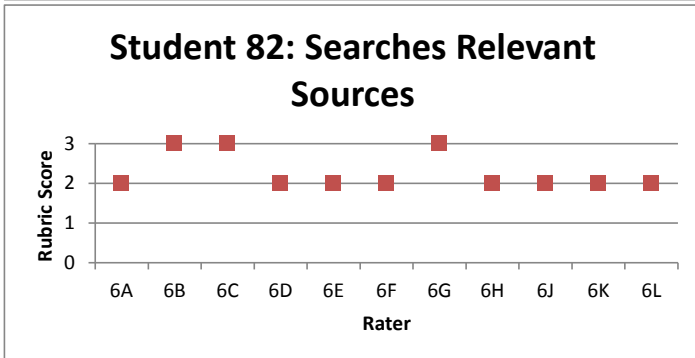
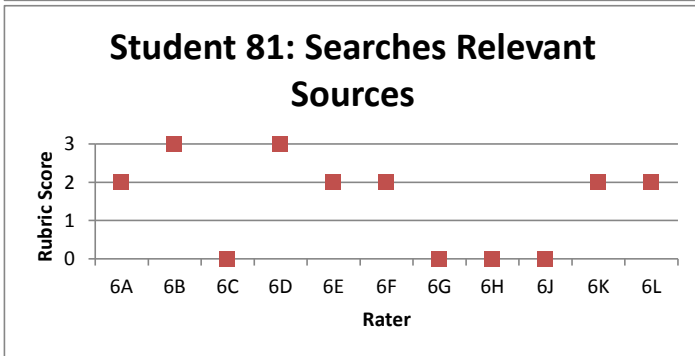
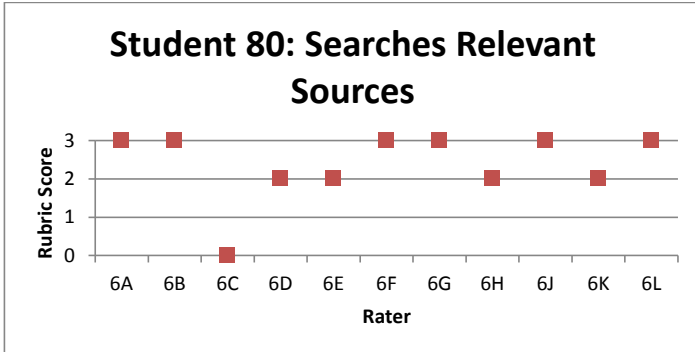


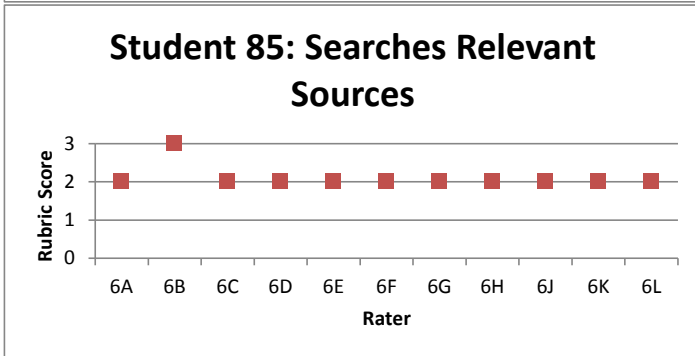
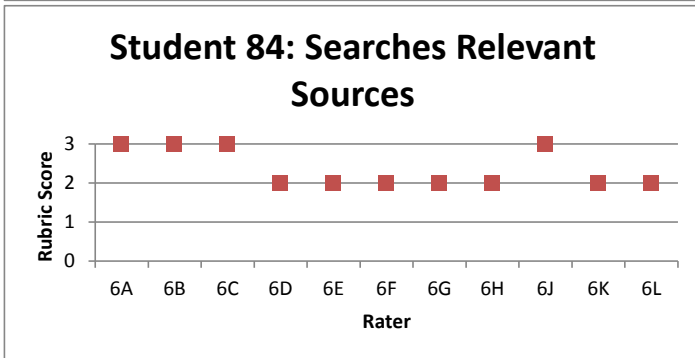
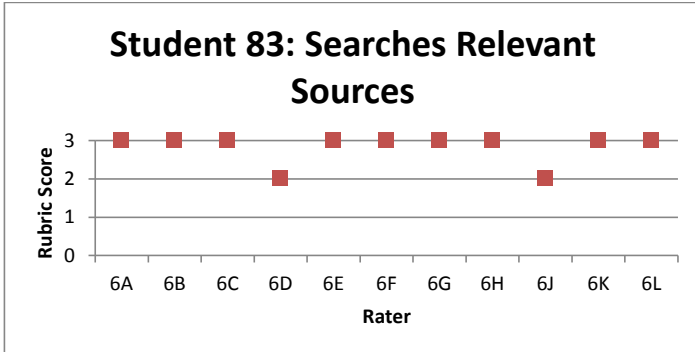


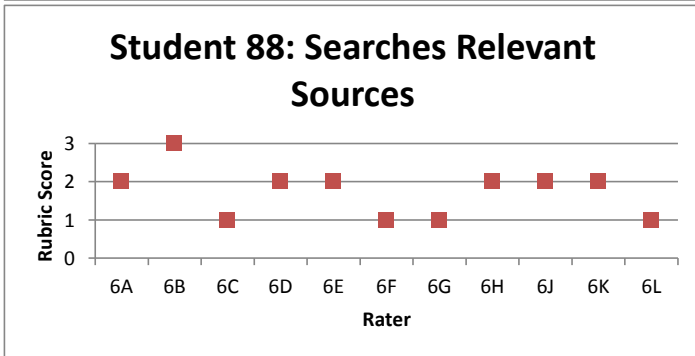
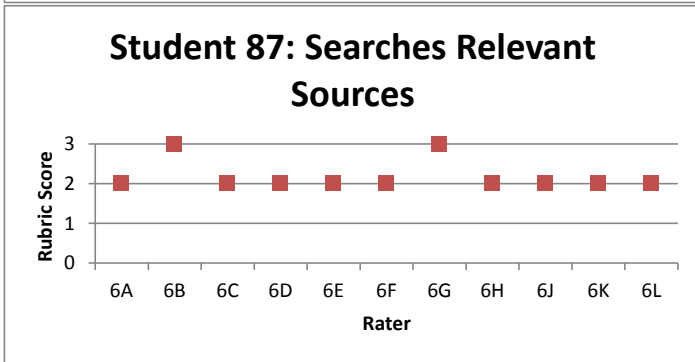
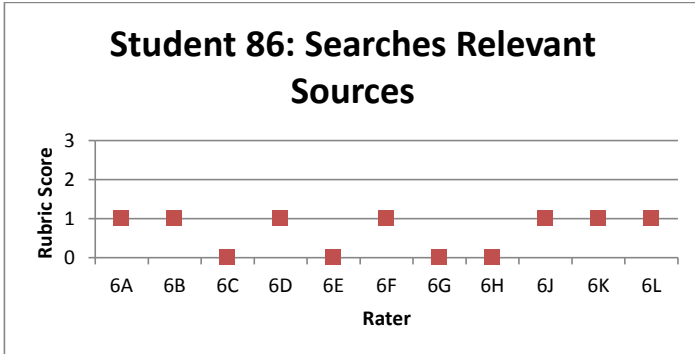


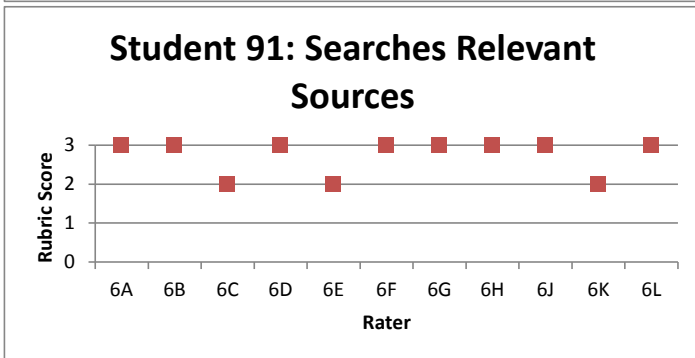
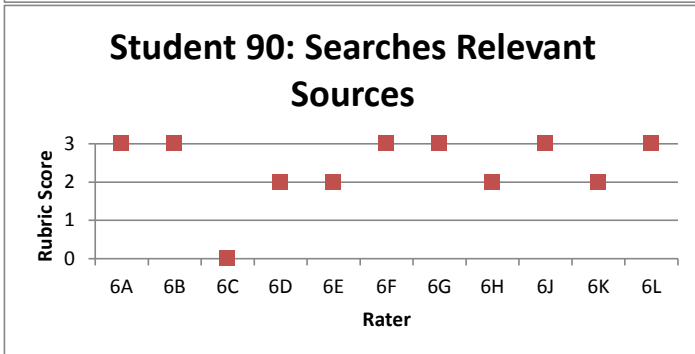
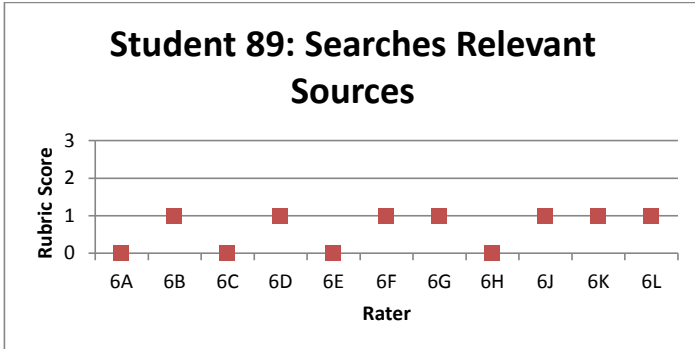


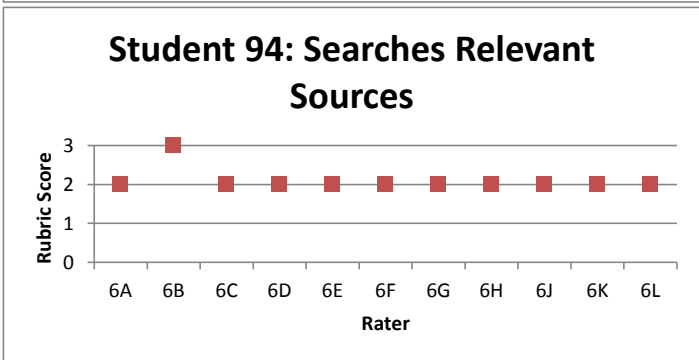
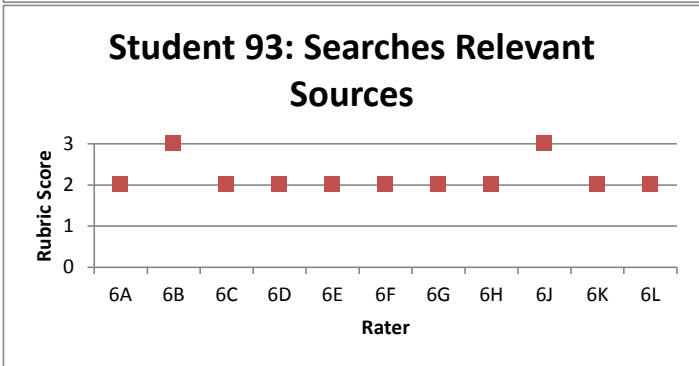
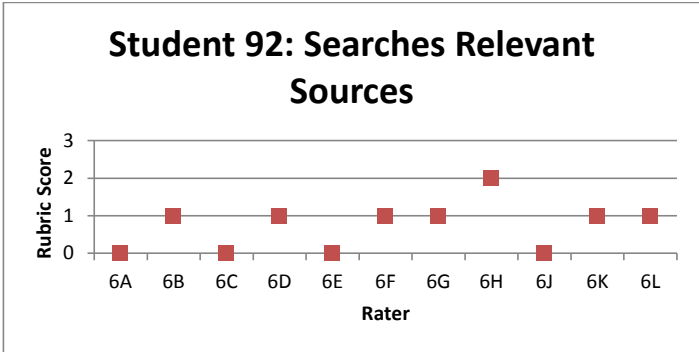


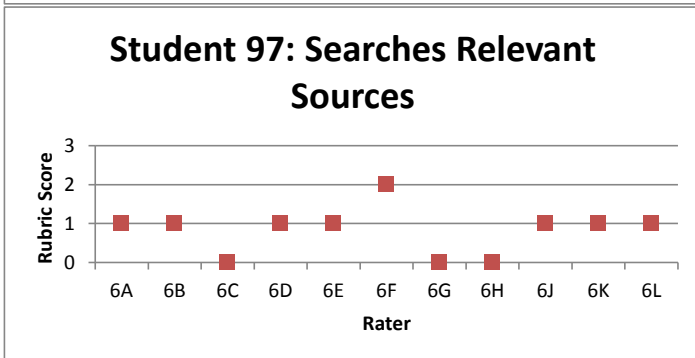
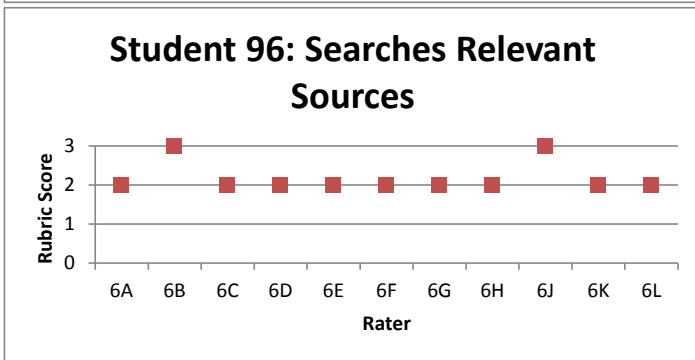
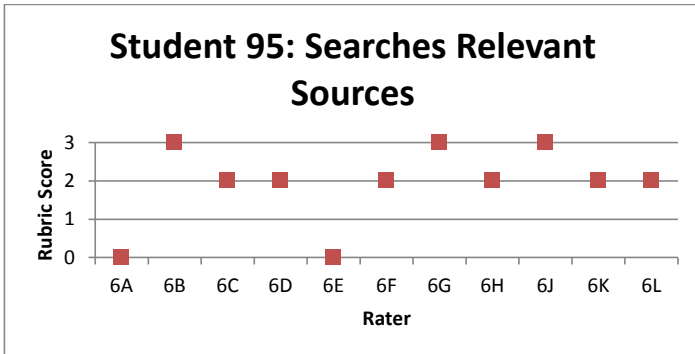


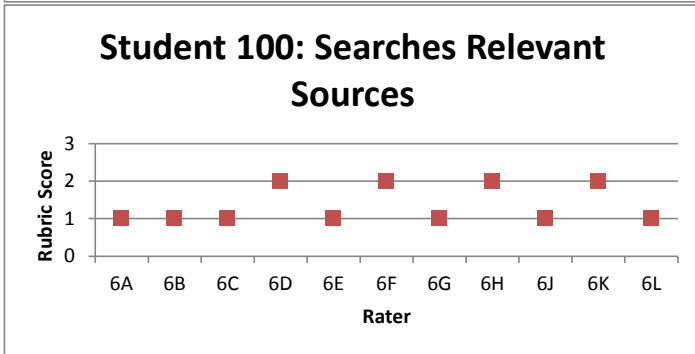
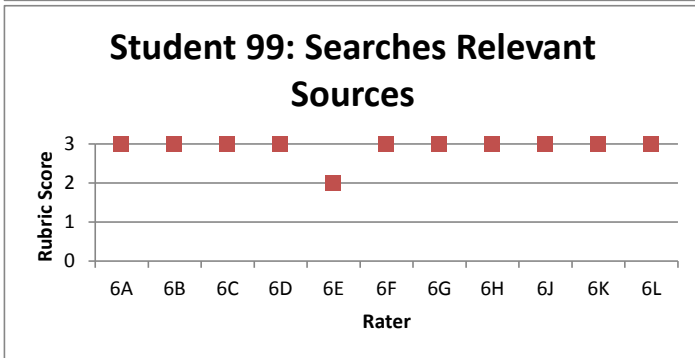
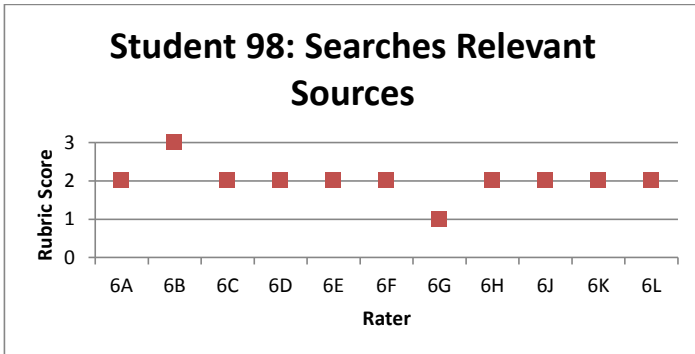








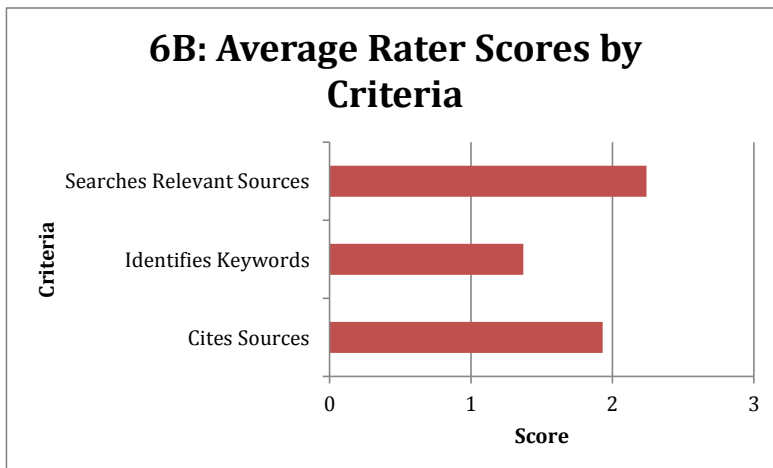
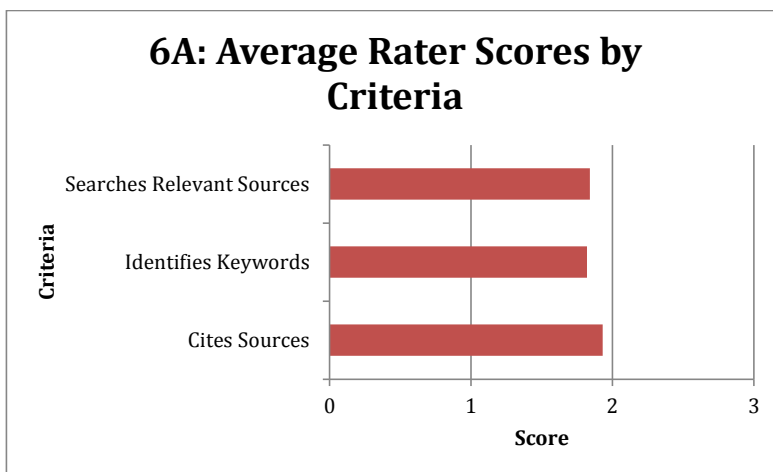


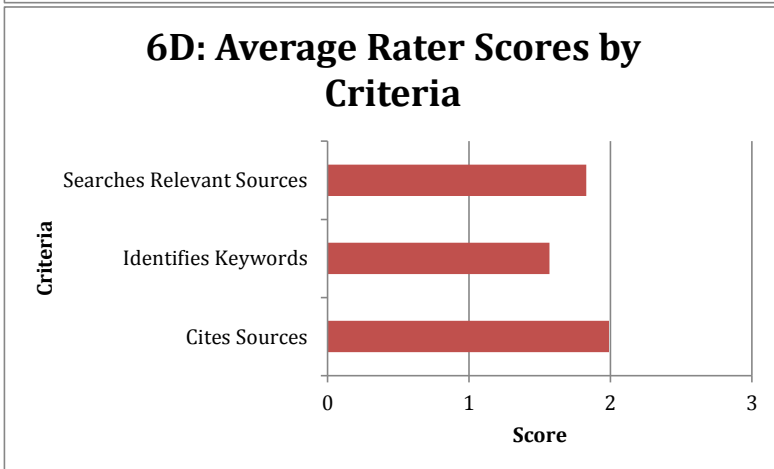
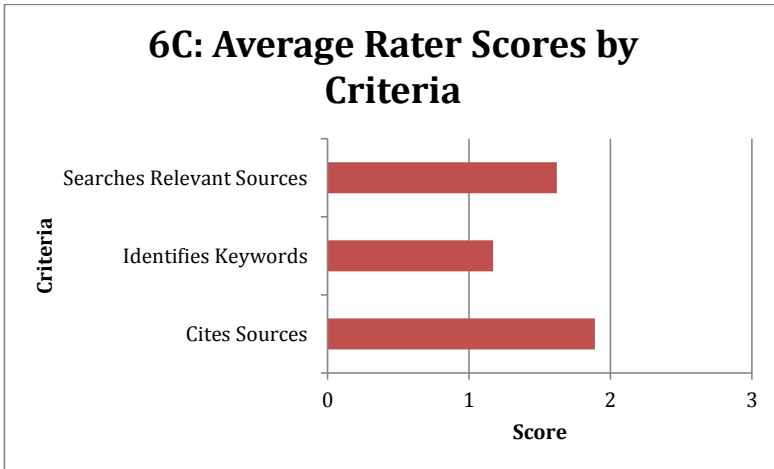


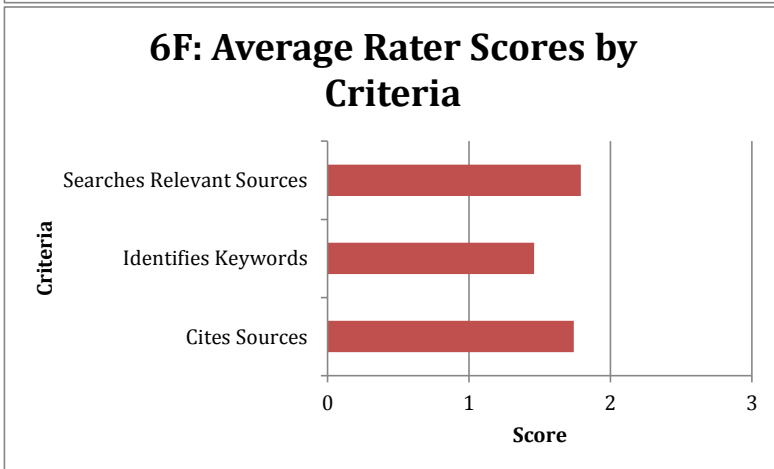
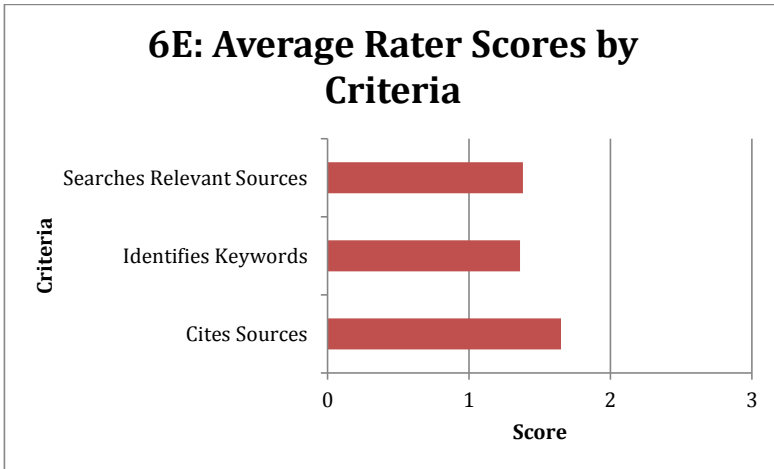
Student/Rater: Average Rater Scores by Criteria

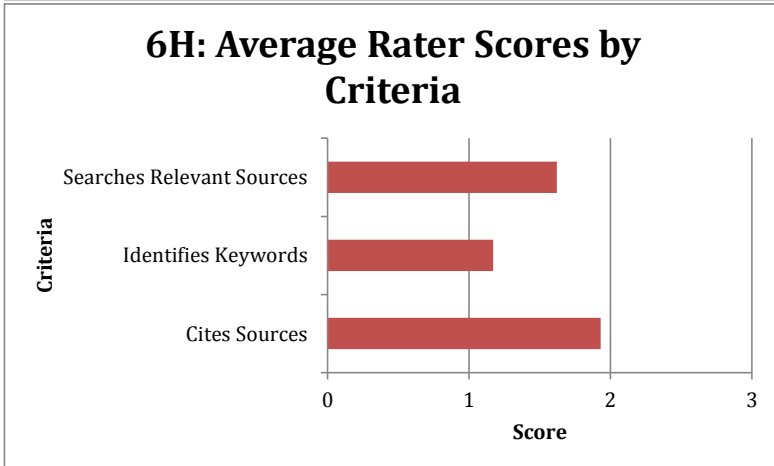
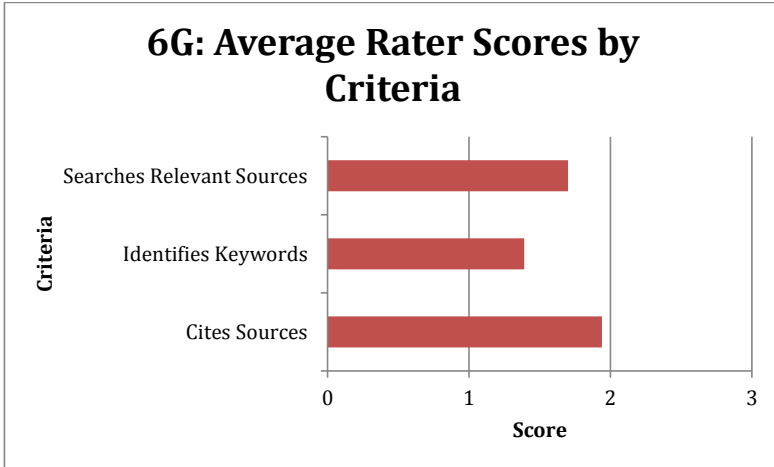
Inter-rater reliability

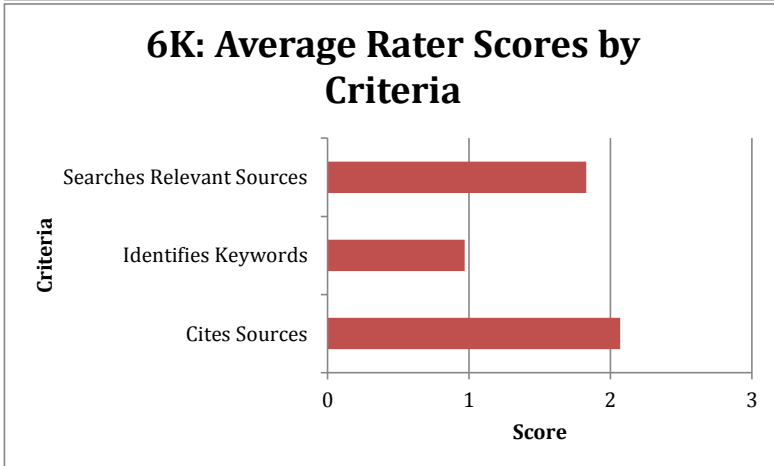
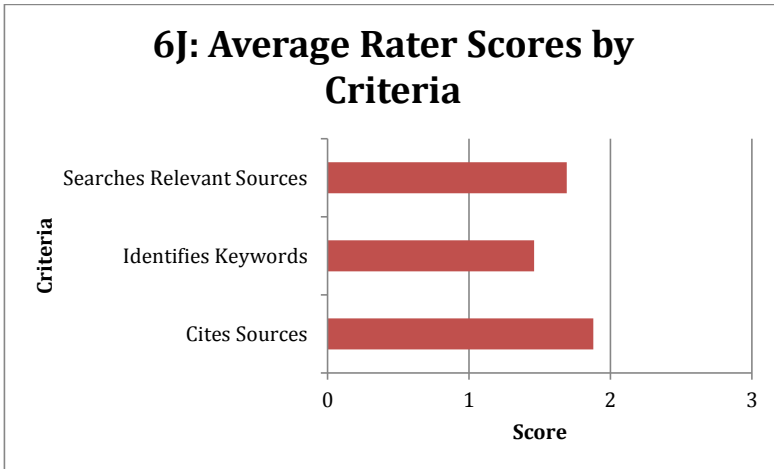
These graphs show the average performance level each rater assigned all students for each RAILS rubric criteria, showing the variation among raters when each graph is compared. There is a chart for each rater.

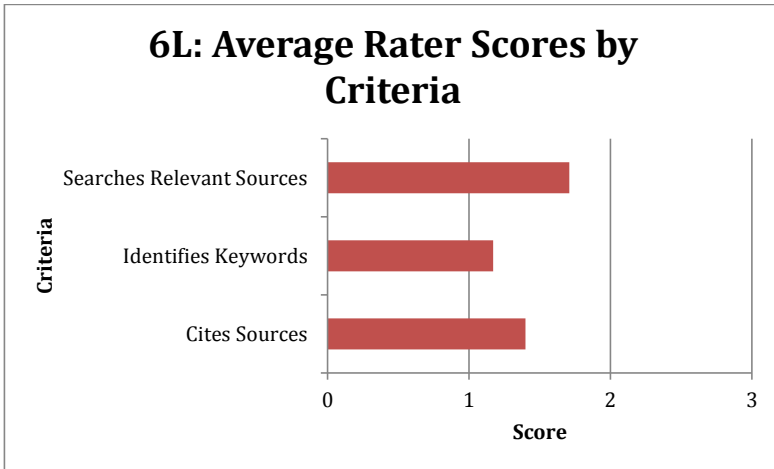








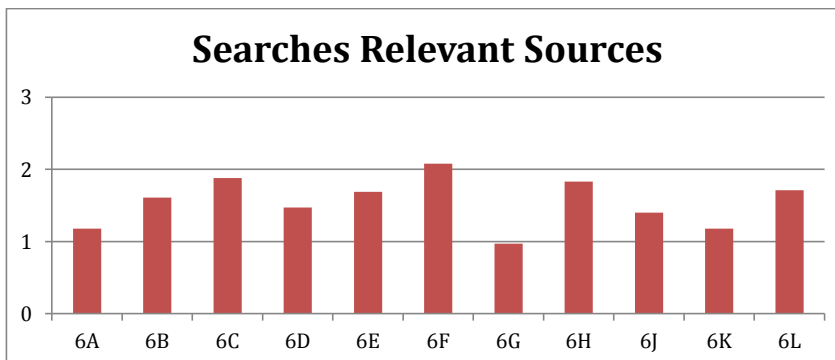
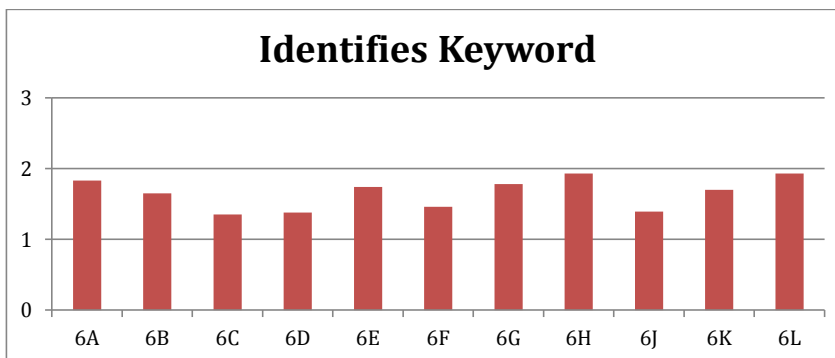
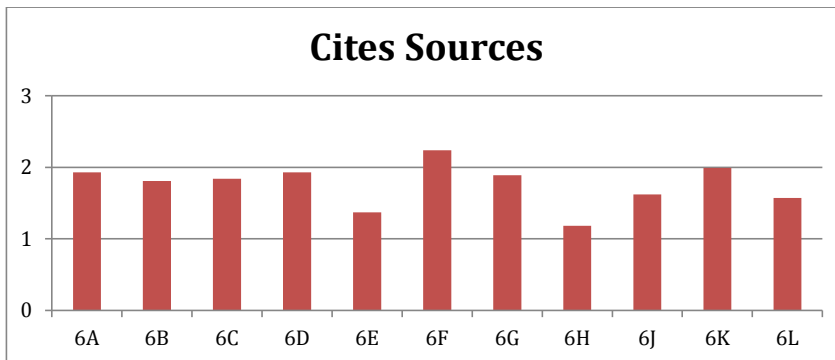




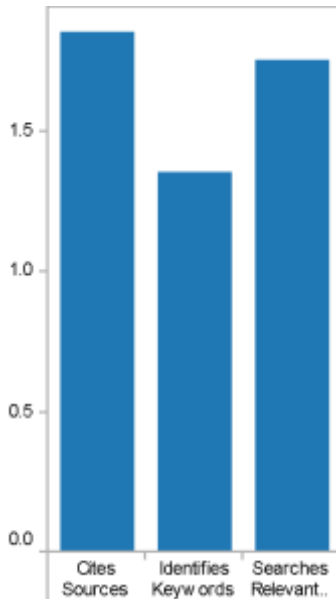
RAILS Rubric Criteria

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



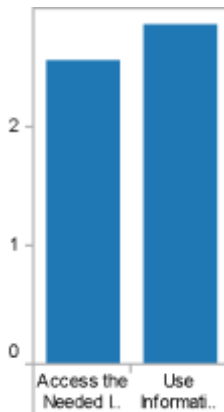
Performance level, criteria

This bar graph shows [Institution #6](#) 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 [Institution #6](#) 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)

| rails Institution 6

|

| rails [Institution 6](#)

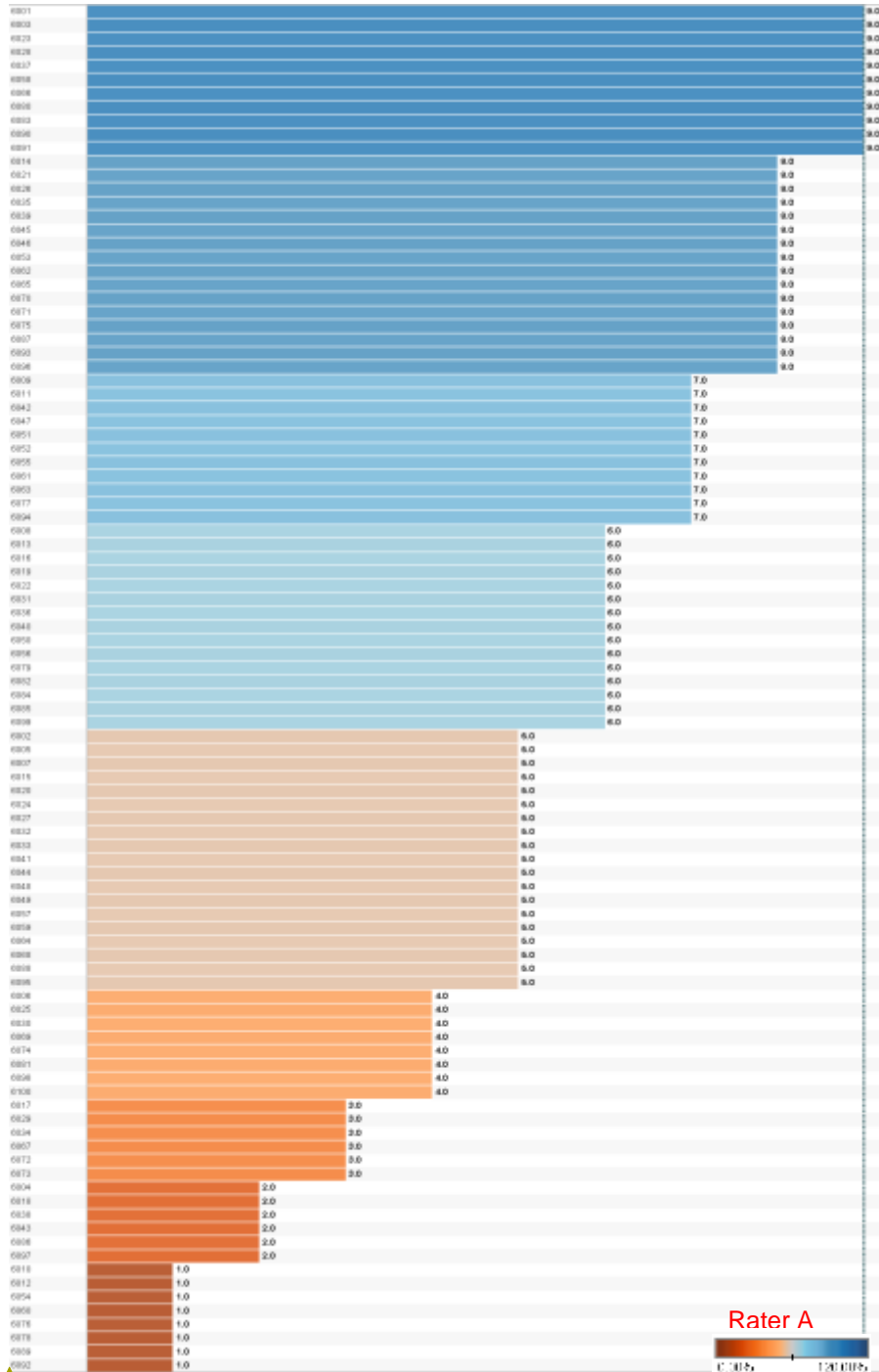
Student Scores

Performance level

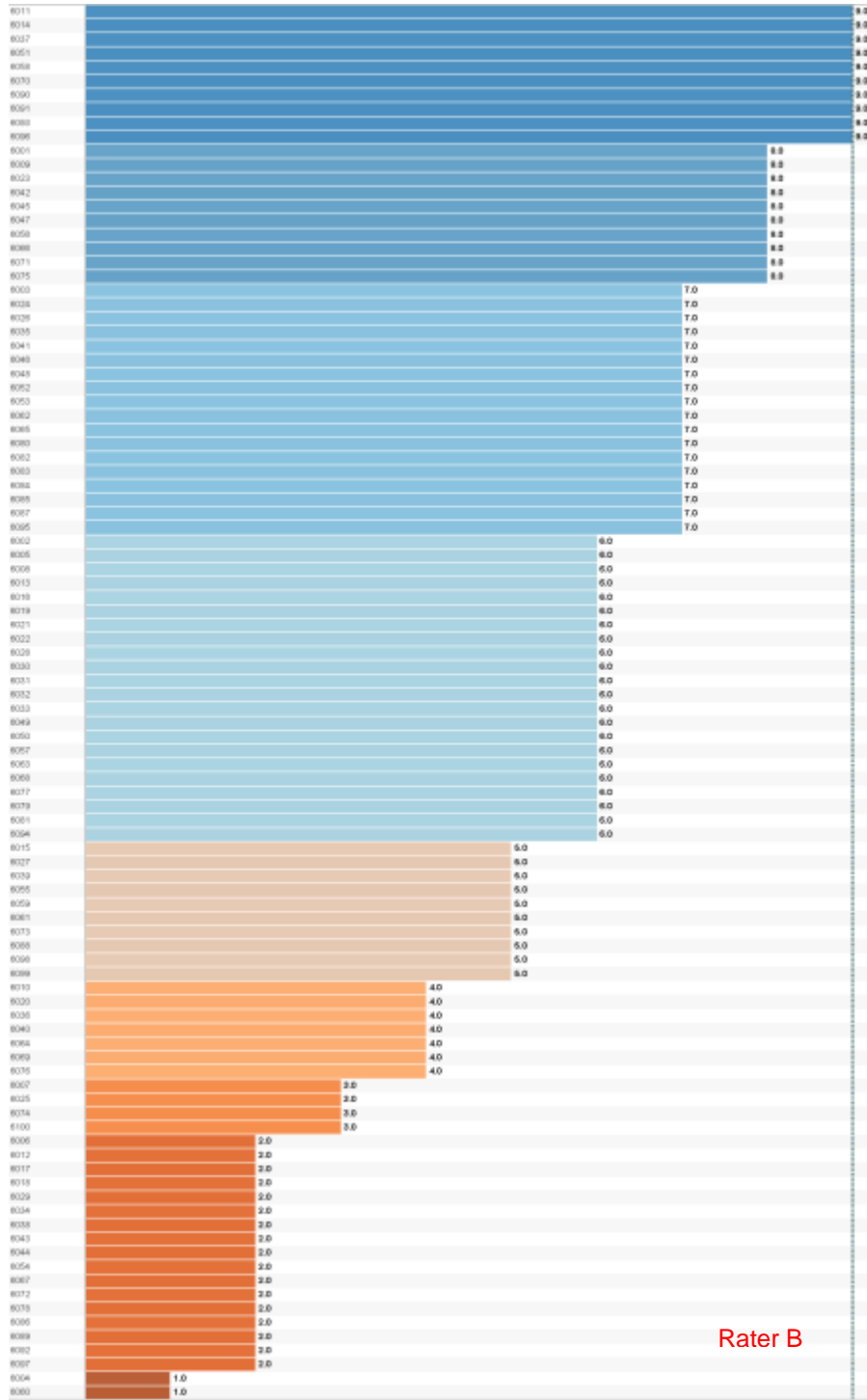
| [These charts](#) show all student scores from the maximum possible score to the minimum, [organized alphabetically by Raters A-L](#).

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 #)



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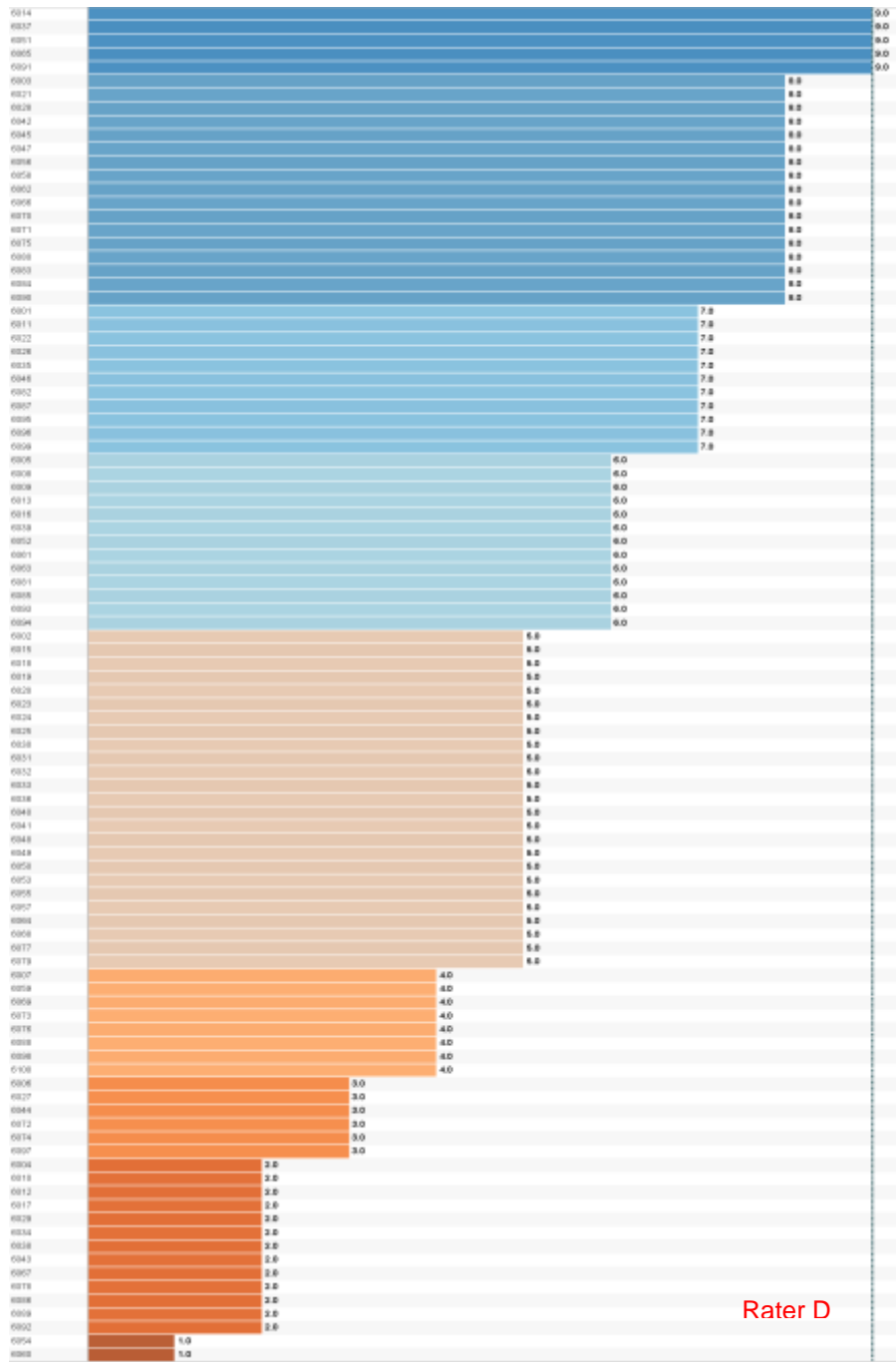
Rater B

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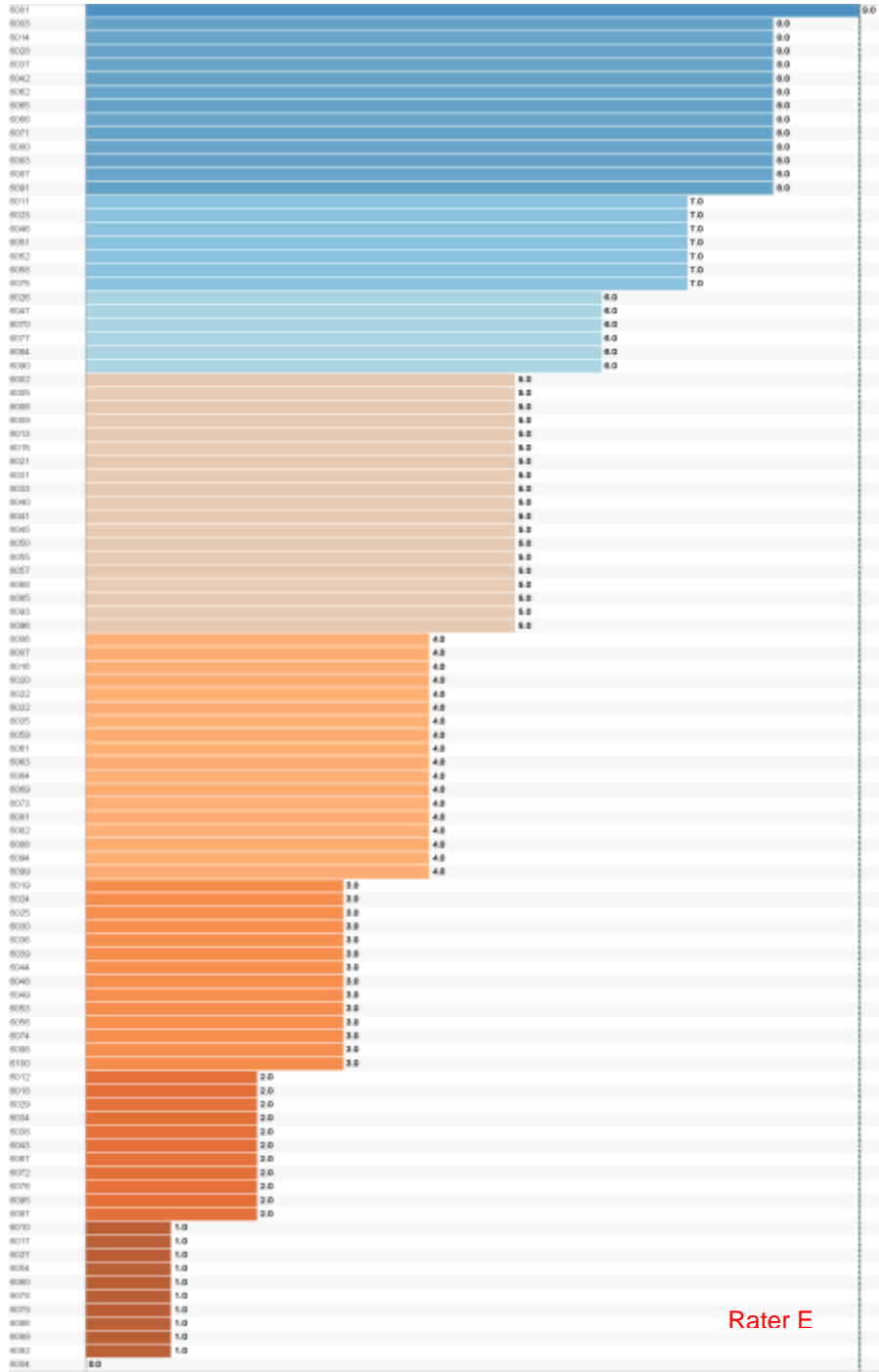
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0043	9.0
0051	9.0
0098	9.0
0071	9.0
0001	9.0
0003	9.0
0008	9.0
0014	9.0
0029	9.0
0009	9.0
0005	9.0
0070	9.0
0000	9.0
0004	9.0
0005	9.0
0002	T.D
0021	T.D
0023	T.D
0026	T.D
0045	T.D
0047	T.D
0053	T.D
0079	T.D
0007	T.D
0001	T.D
0006	T.D
0011	6.0
0031	6.0
0008	6.0
0002	6.0
0077	6.0
0000	6.0
0006	6.0
0006	6.0
0008	6.0
0010	6.0
0020	6.0
0032	6.0
0030	6.0
0038	6.0
0040	6.0
0041	6.0
0046	6.0
0007	6.0
0008	6.0
0001	6.0
0003	6.0
0008	6.0
0008	6.0
0004	6.0
0007	6.0
0007	4.0
0013	4.0
0018	4.0
0022	4.0
0024	4.0
0025	4.0
0033	4.0
0036	4.0
0053	4.0
0055	4.0
0056	4.0
0004	4.0
0002	4.0
0005	4.0
0006	4.0
0008	4.0
0015	3.0
0019	3.0
0044	3.0
0040	3.0
0040	3.0
0008	3.0
0072	3.0
0073	3.0
0001	3.0
0008	3.0
0004	3.0
0017	3.0
0029	3.0
0036	3.0
0034	3.0
0038	3.0
0043	3.0
0007	3.0
0074	3.0
0078	3.0
0000	3.0
0010	1.0
0012	1.0
0027	1.0
0004	1.0
0000	1.0
0070	1.0
0019	1.0
0006	1.0
0008	1.0
0002	1.0
0000	1.0

Rater C

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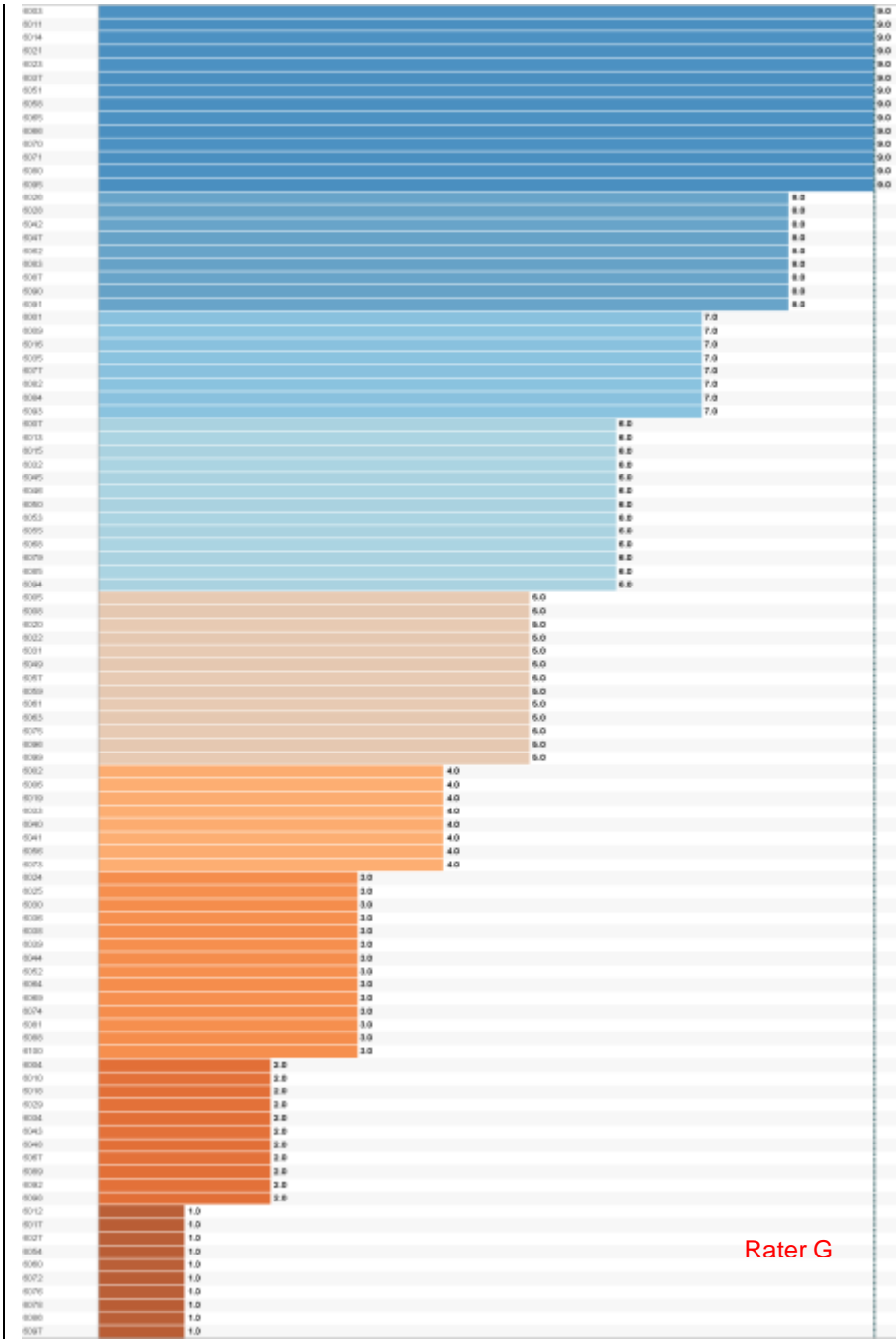
Rater E

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8014			9.0
8059			9.0
8060			9.0
8061			9.0
8065			8.0
8029			8.0
8037			8.0
8065			8.0
8070			8.0
8071			8.0
8080			8.0
8064			8.0
8090			8.0
8095		7.0	
8099		7.0	
8019		7.0	
8021		7.0	
8025		7.0	
8042		7.0	
8047		7.0	
8053		7.0	
8067		7.0	
8099		7.0	
8086		7.0	
8088		7.0	
8099			8.0
8011			8.0
8024			8.0
8025			8.0
8026			8.0
8029			8.0
8041			8.0
8049			8.0
8066			8.0
8071			8.0
8055			8.0
8056			8.0
8059			8.0
8061			8.0
8062			8.0
8063			8.0
8078			8.0
8080			8.0
8061		8.0	
8067		6.0	
8013		6.0	
8015		6.0	
8018		6.0	
8019		6.0	
8022		6.0	
8031		6.0	
8033		6.0	
8049		6.0	
8052		6.0	
8064		6.0	
8065		6.0	
8079		6.0	
8082		6.0	
8085		6.0	
8086		6.0	
8088		6.0	
8099		6.0	
8002		4.0	
8006		4.0	
8020		4.0	
8032		4.0	
8036		4.0	
8039		4.0	
8040		4.0	
8048		4.0	
8050		4.0	
8057		4.0	
8073		4.0	
8077		4.0	
8081		4.0	
8027		3.0	
8030		3.0	
8042		3.0	
8076		3.0	
8087		3.0	
8100		3.0	
8004		2.0	
8010		2.0	
8012		3.0	
8017		3.0	
8043		3.0	
8080		3.0	
8087		3.0	
8099		2.0	
8072		2.0	
8074		2.0	
8079		2.0	
8086		3.0	
8088		3.0	
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8034		1.0	
8039		1.0	
8054		1.0	

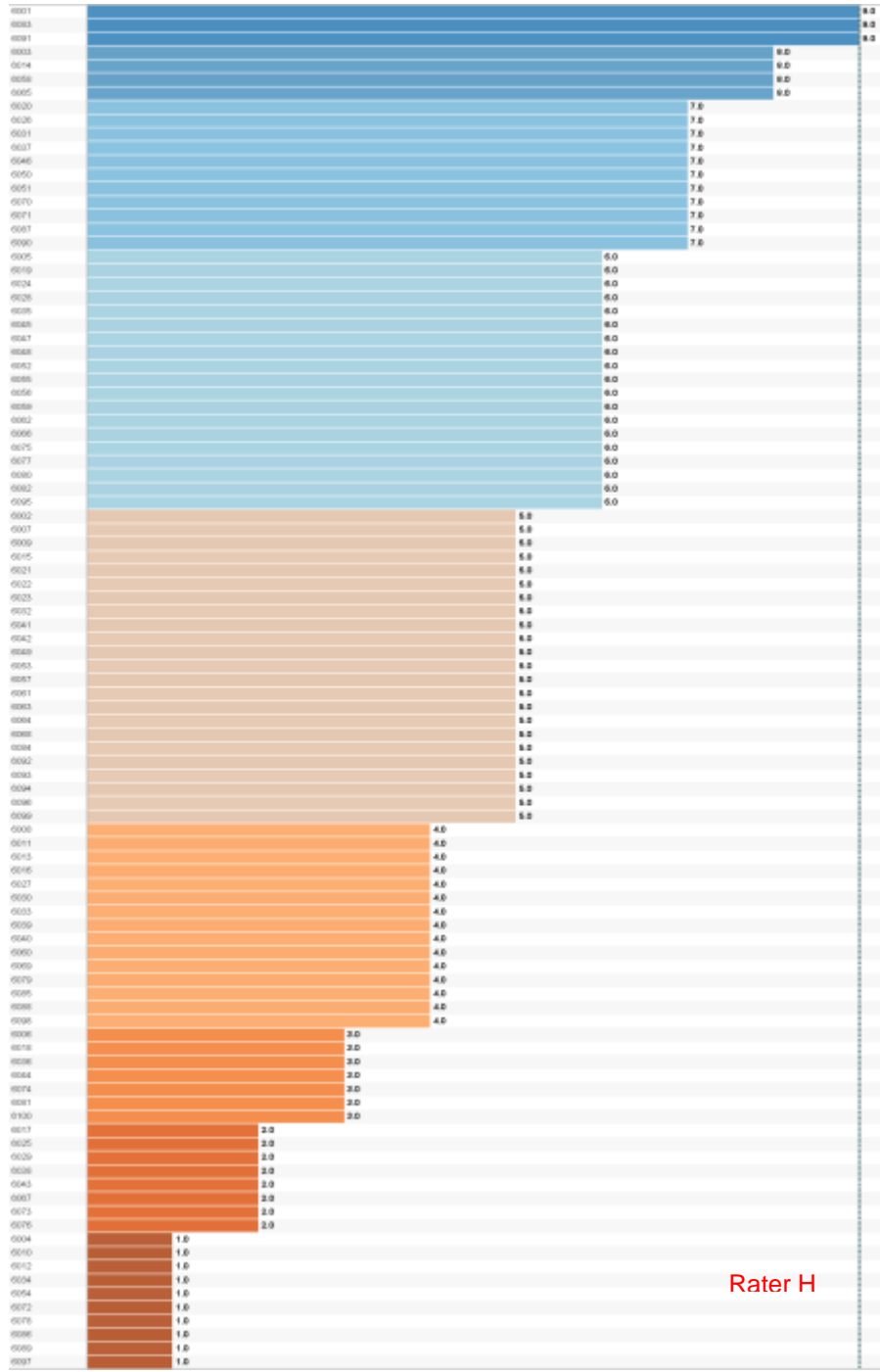
Rater F

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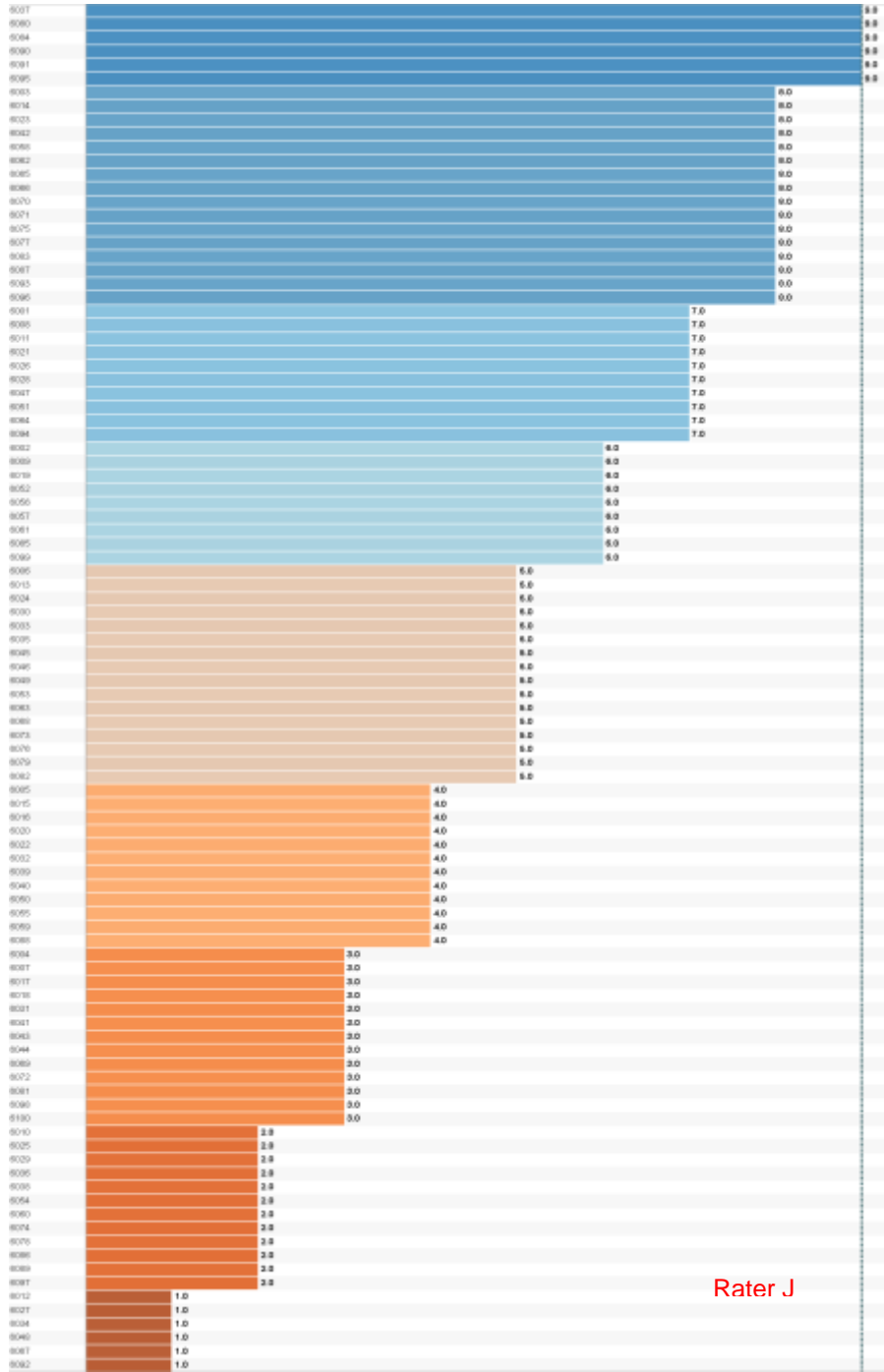
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Rater G



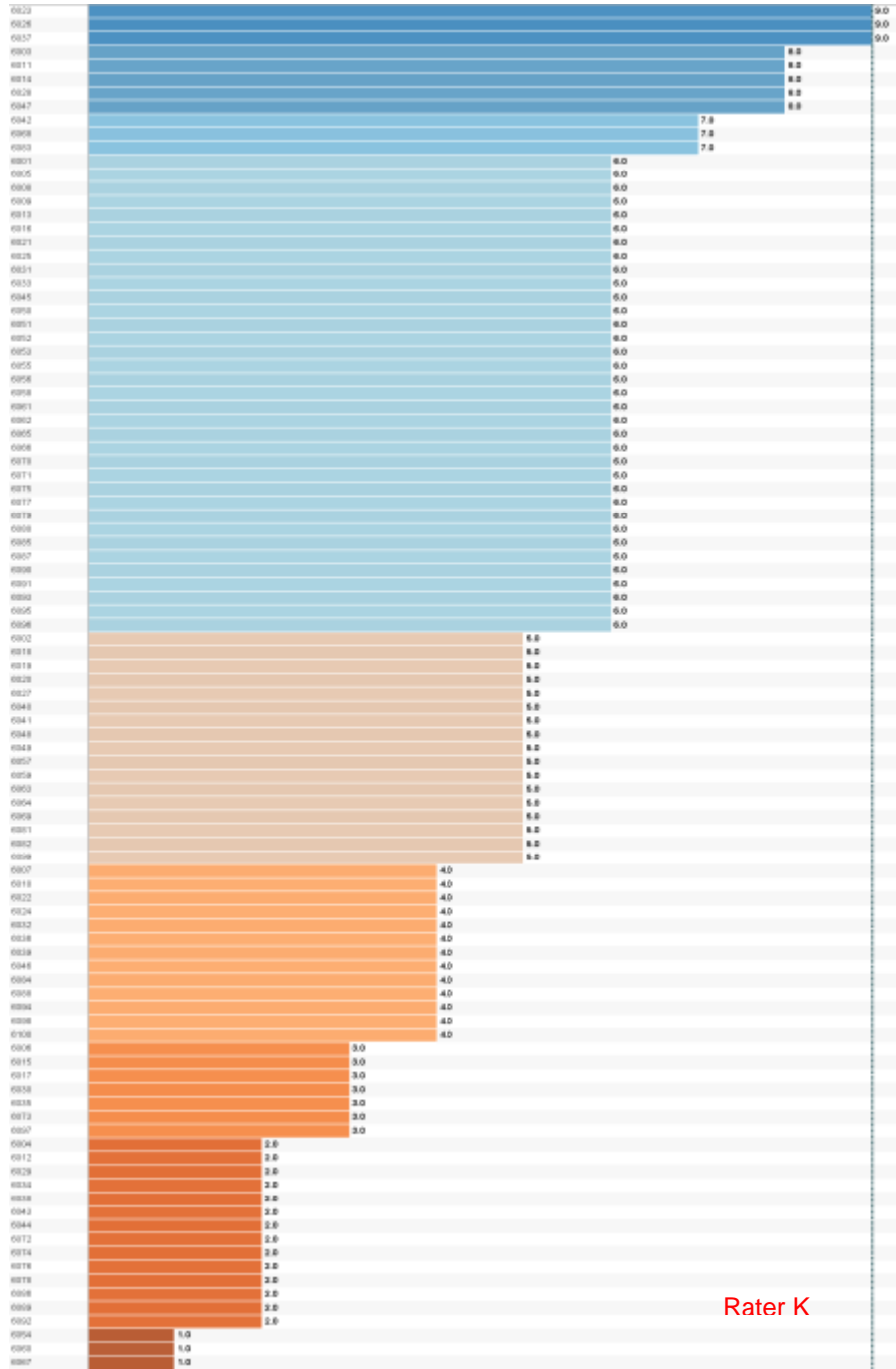
Rater H

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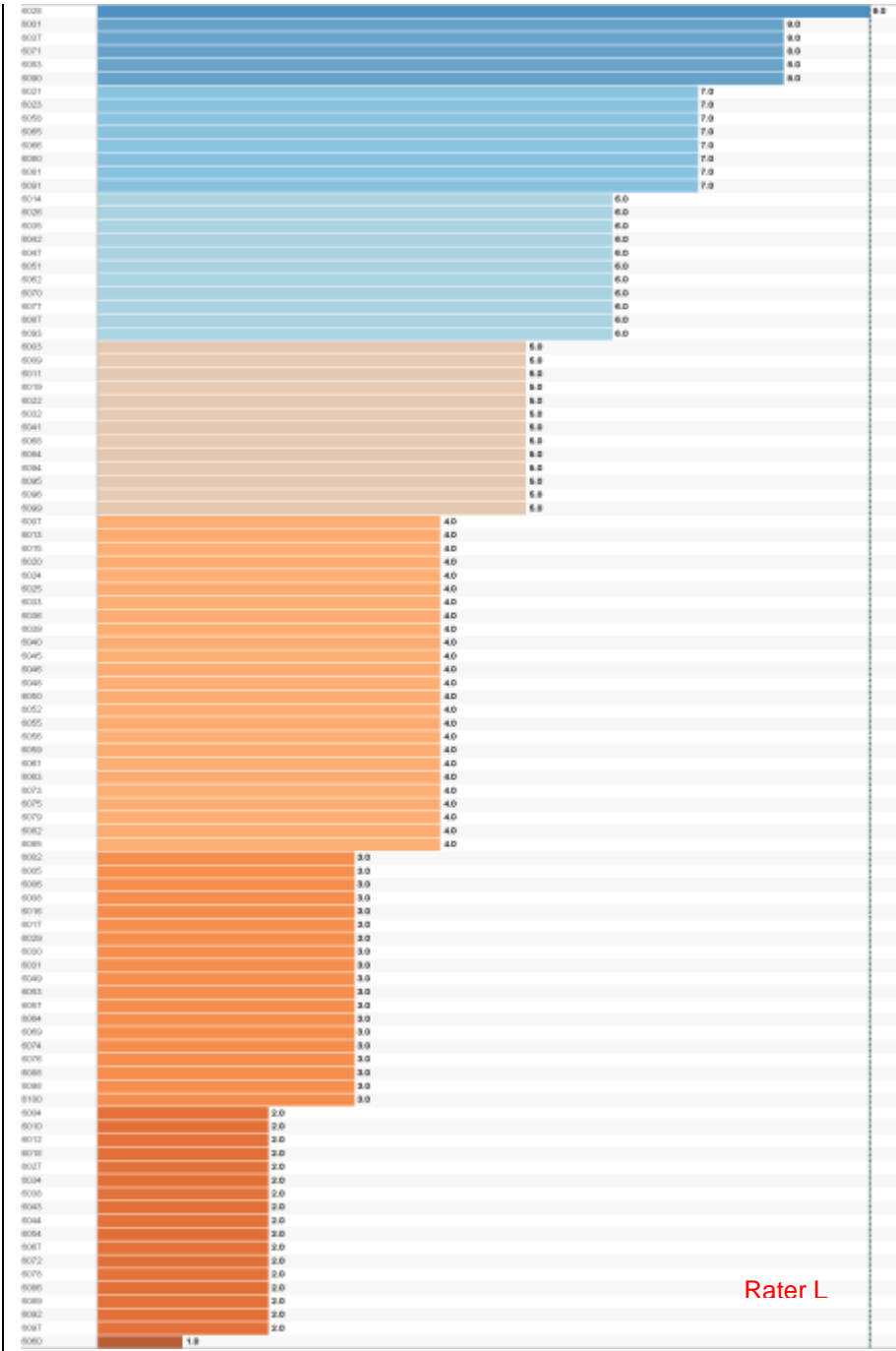
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Rater J



Rater K

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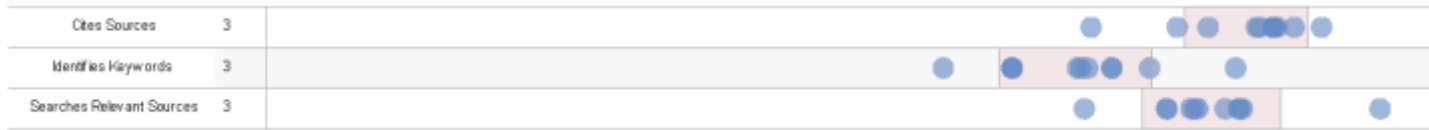
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Student Scores by Criteria

Performance level, criteria

This series shows performance levels raters assigned students, displayed by RAILS rubric criteria. Figure [10](#) shows average [performance level scores, with standard deviation shaded in pink](#). The scattered dots on Figure 11 represent [average performance level scores for each criterion broken down by rater, sorted alphabetically A-L](#). The grey circled numbers in Figure [12](#) show the average performance level displayed from a range of [0-3](#) or the total number of performance levels present.

Figure 10



Vertical: Criteria

Horizontal: Score from 0-3, or the number of levels present

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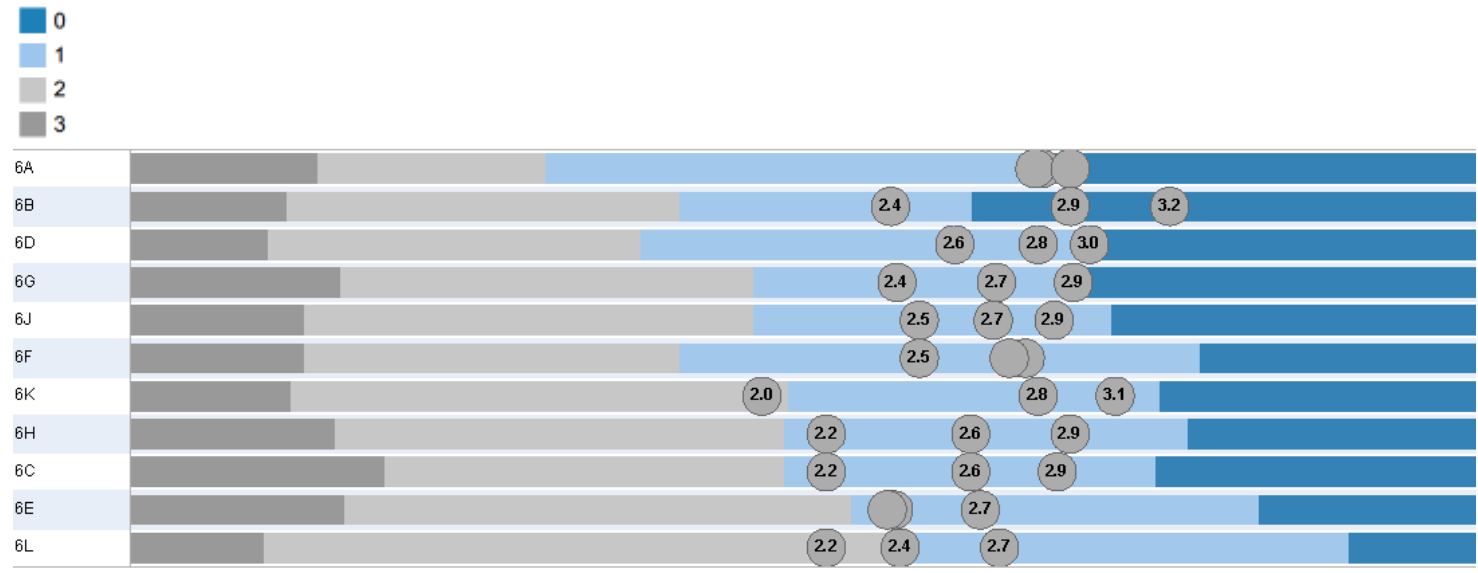
Figure 11

Vertical: Criteria

Horizontal: Score from 0-3, or the number of levels present

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Figure 12



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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 13-23](#) 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.

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- 0
- 1
- 2
- 3

Vertical: Outcomes

Horizontal: Criteria

Figure 13, Rater A

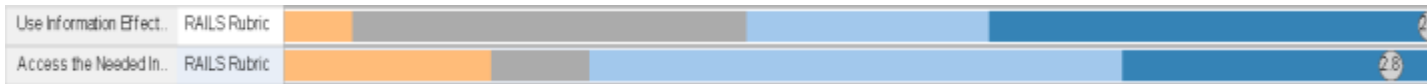


Figure 14, Rater B



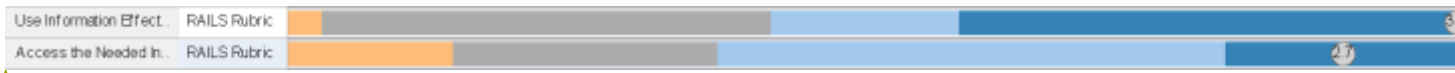
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Figure 15, Rater C



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Figure 16, Rater D



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Figure 17, Rater E



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Figure 18, Rater F



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Figure 19, Rater G



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Figure 20, Rather H



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Figure 21, Rater J



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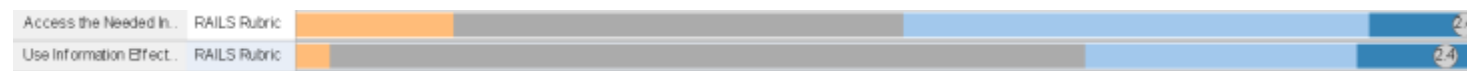
Figure 22, Rater K



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Figure 23, Rater L



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