

## Institution 7

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 7 Rubric

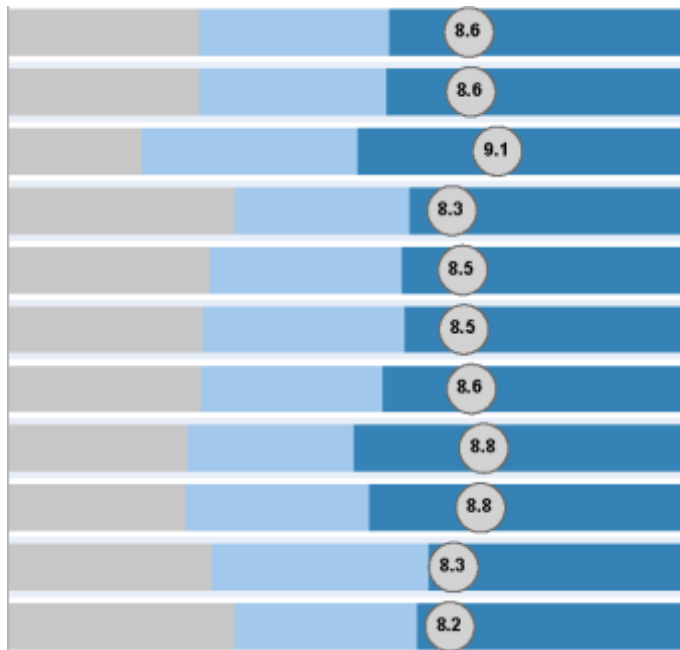
	Performance Level 3 Student:	Performance Level 2 Student:	Performance Level 1 Student:	Performance Level 0 Student:
<b>Identifies Relevant Sources</b>	<b>47%</b> Identifies sources that are appropriate for information needs, and are subject-specific	<b>27%</b> Identifies sources that are appropriate for information needs, but are not subject-specific	<b>26%</b> Identifies sources that are either inappropriate for information needs or not subject-specific	<b>0%</b> Does not identify sources
<b>Uses Relevant and Effective Search Techniques</b>	<b>22%</b> Uses topic-appropriate keywords and uses search techniques:  Boolean operators: and, or, not Phrase searching: "" Truncation: * Nesting: ()	<b>9%</b> Uses topic-appropriate keywords but does not use other search techniques:  Boolean operators: and, or, not Phrase searching: "" Truncation: * Nesting: ()	<b>68%</b> Uses topic-inappropriate keywords and/or uses search techniques inappropriately and/or uses natural language	<b>1%</b> Does not provide search terms or techniques
<b>Identifies Indicators of Authority in Scholarly Sources</b>	<b>52%</b> Identifies indicators that apply only to scholarly sources	<b>41%</b> Identifies indicators that apply to both scholarly and other types of sources	<b>7%</b> Identifies indicators that do not apply to scholarly sources	<b>0%</b> Does not identify any indicators

<b>Identifies Key Concepts in Text</b>	<b>52%</b> Identifies all topic-relevant concepts and presents them in a way that is true to original context	<b>35%</b> Identifies some topic-relevant concepts or does not present them in a way that is true to the original context	<b>13%</b> Identifies concepts that are irrelevant to topic or not present in original text	<b>0%</b> Does not identify any concepts in text
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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 12-0, 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 1-4 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 5-8 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 9-12 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

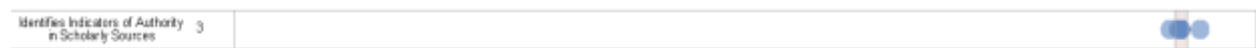


Figure 2



Figure 3



Figure 4



Figure 5, Identifies Indicators of Authority in Scholarly Sources

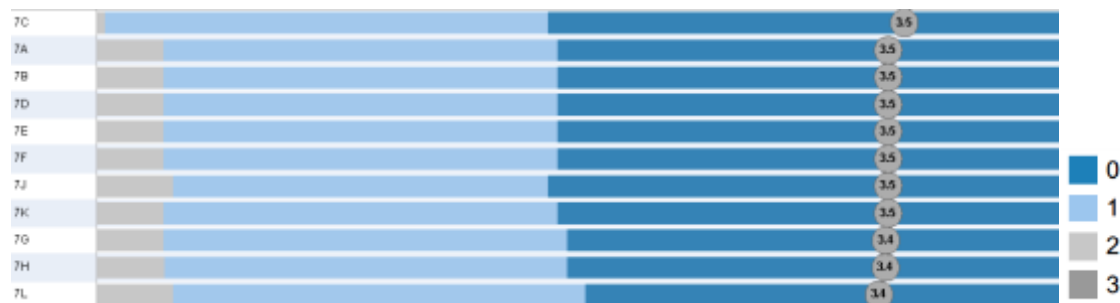


Figure 6, Identifies Key Concepts in Text

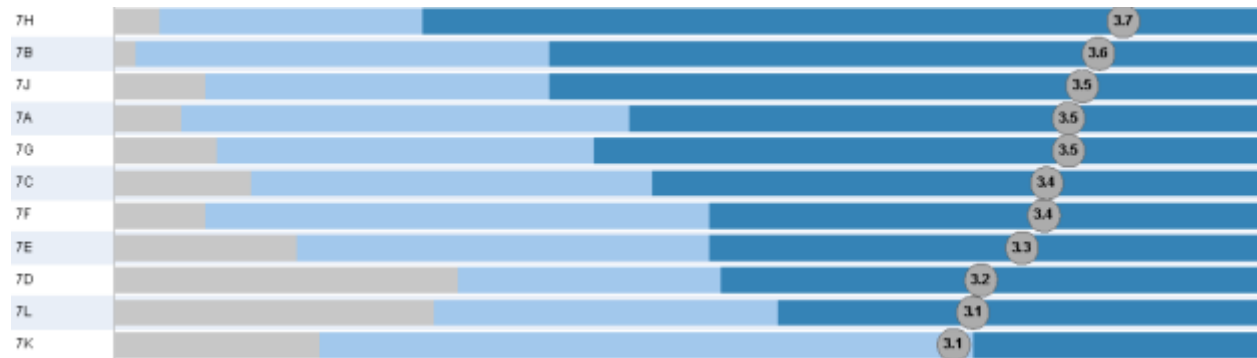


Figure 7, Identifies Relevant Sources

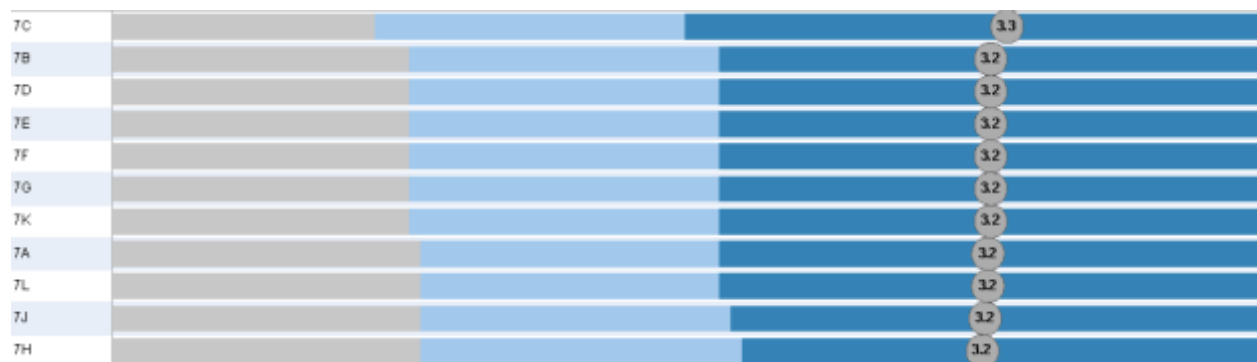
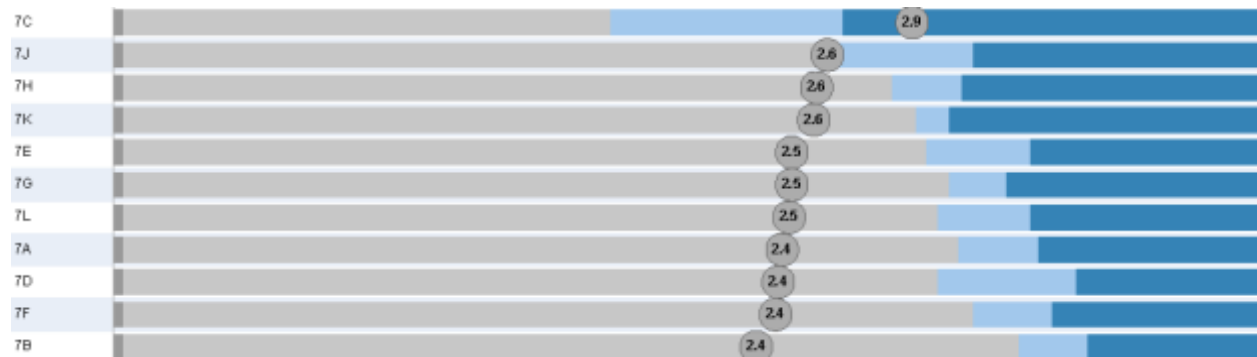


Figure 8, Uses Relevant and Effective Search Techniques



Vertical: Rater (High-Low)

Horizontal: Score (high to low from 12-0, from horizontal rubric axis, or performance level)

Figure 9

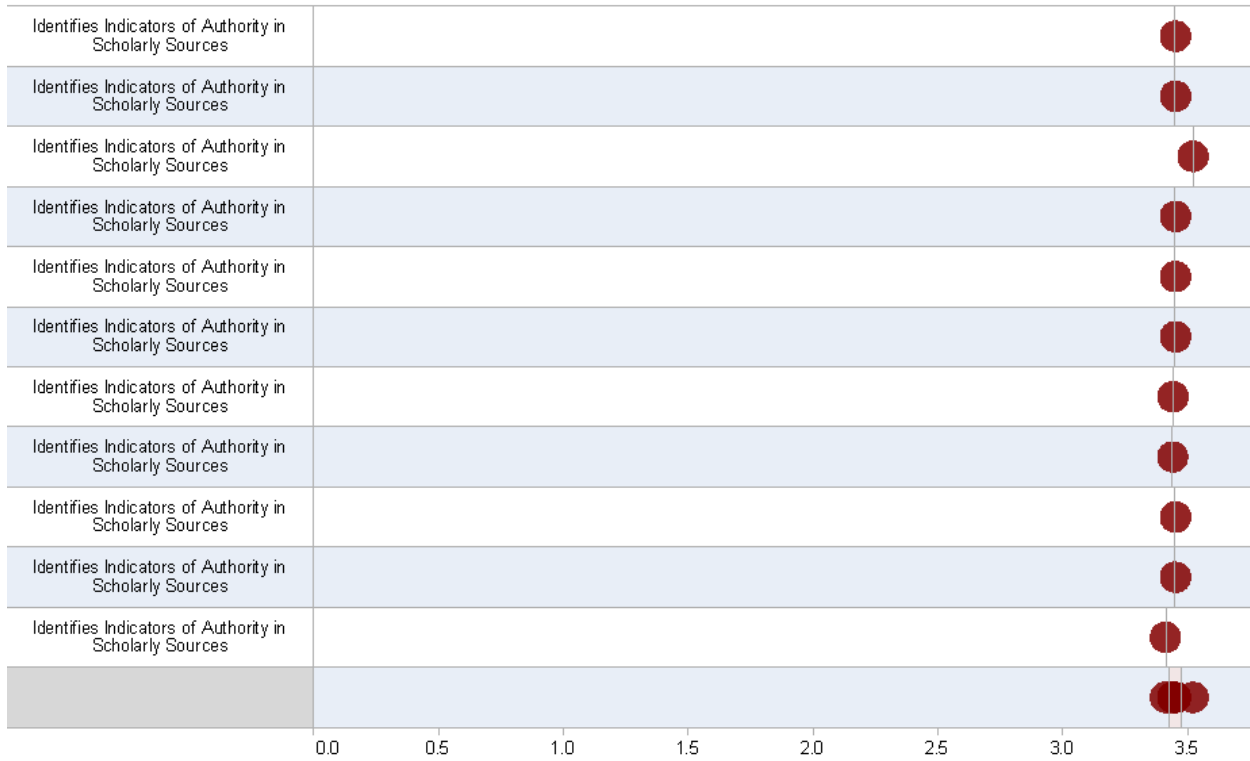
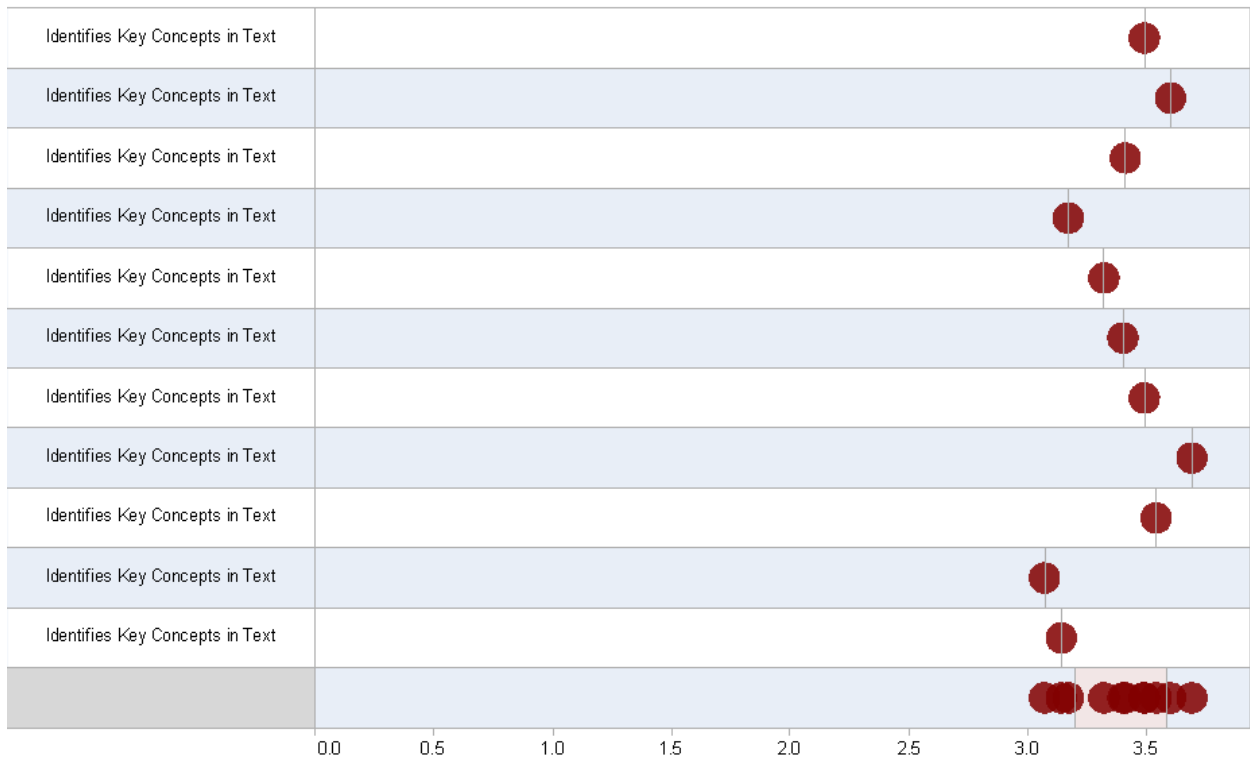


Figure 10

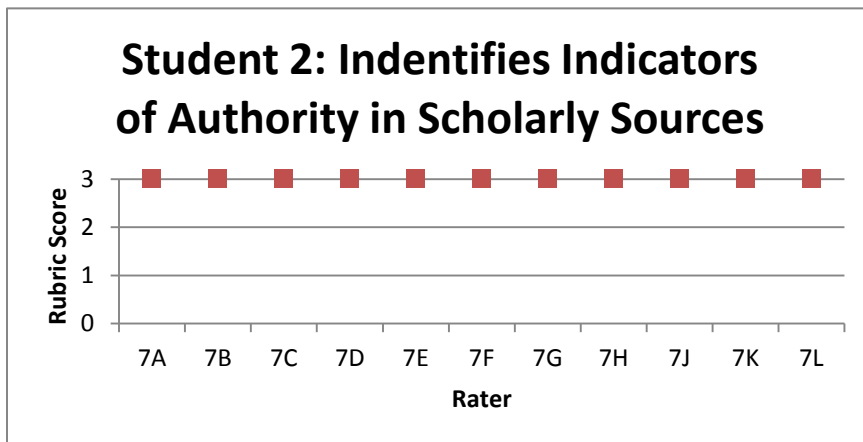
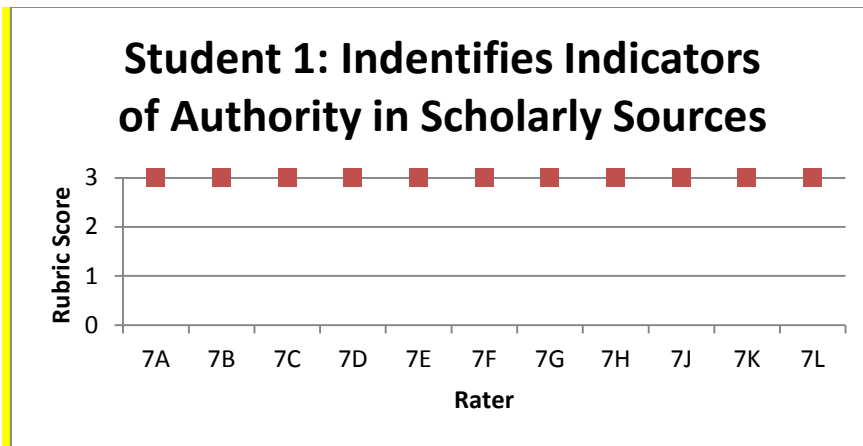


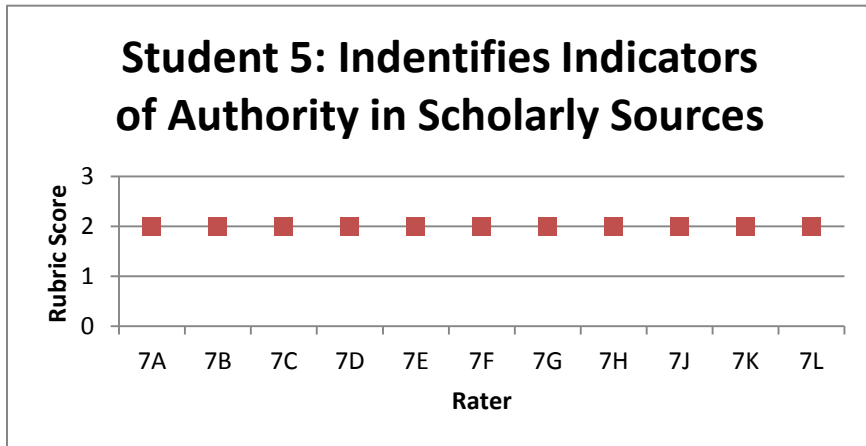
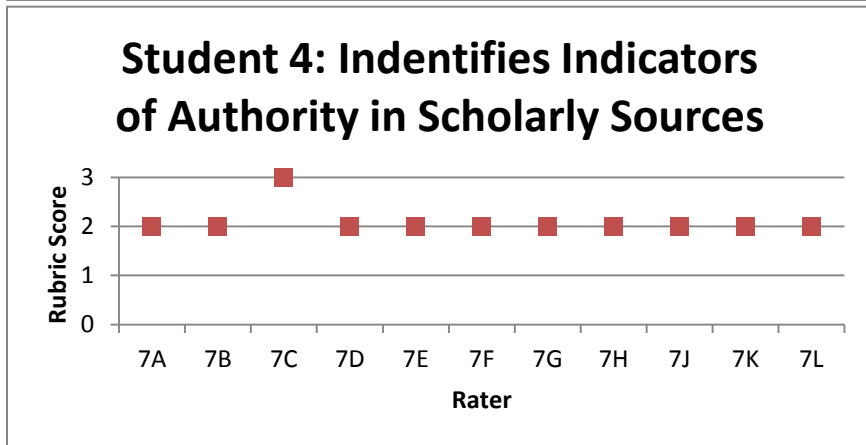
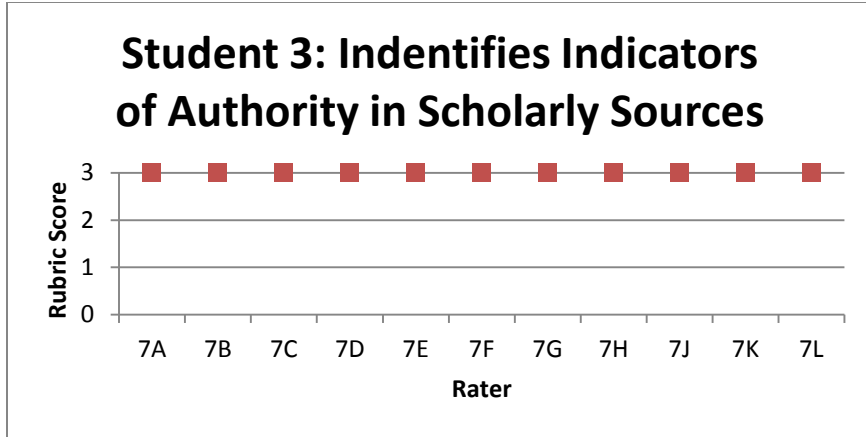


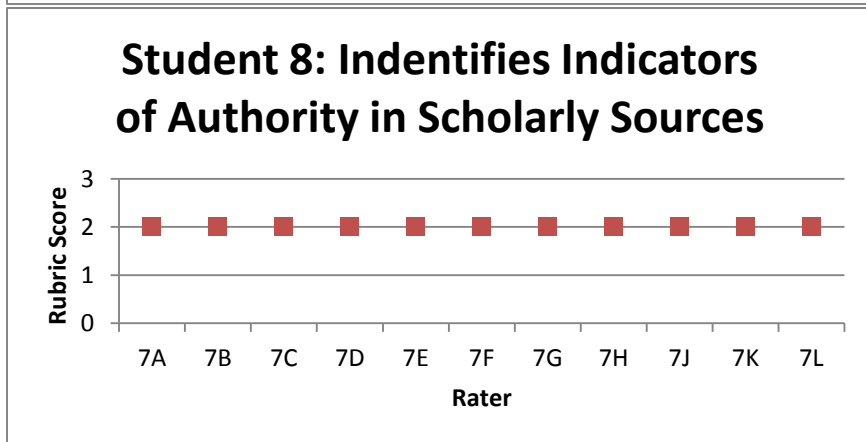
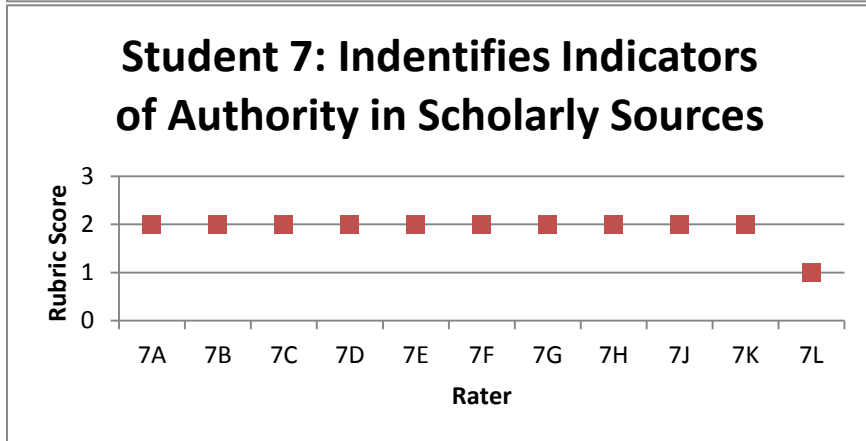
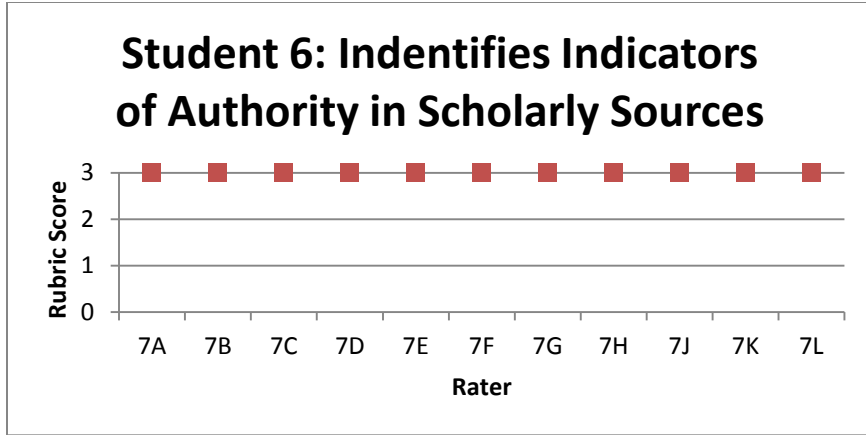
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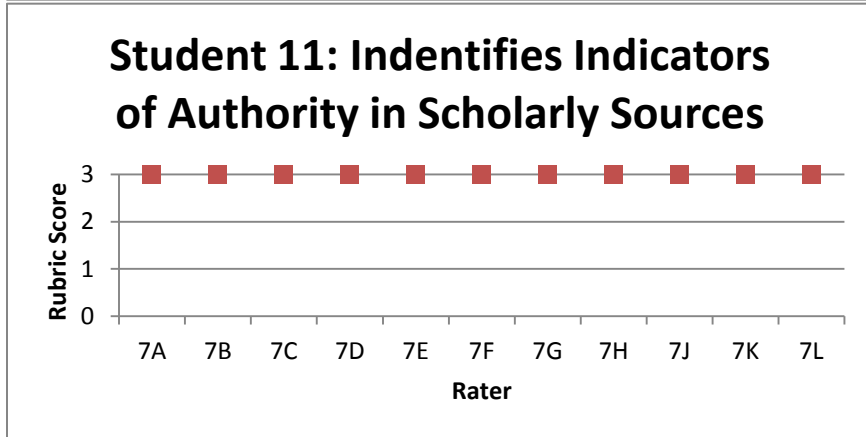
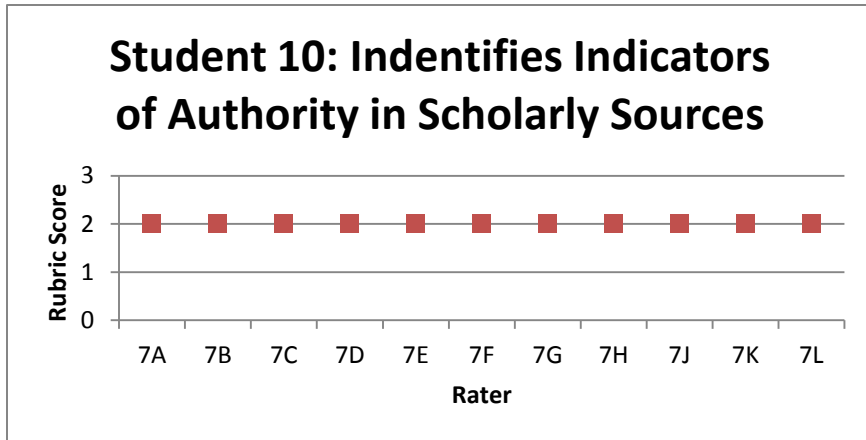
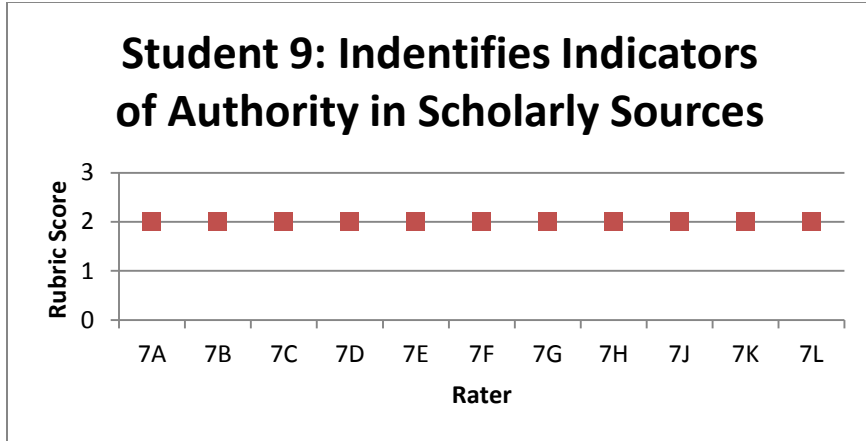
Inter-rater reliability

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.



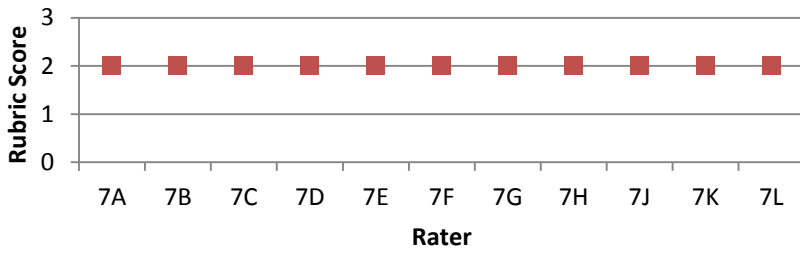




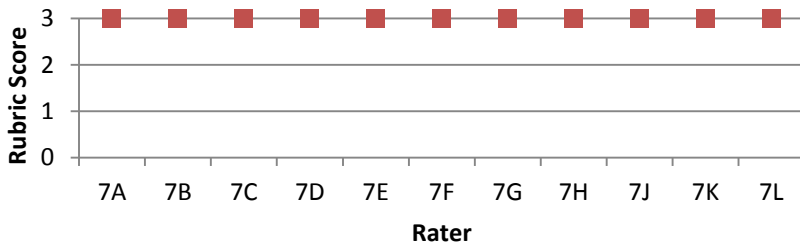




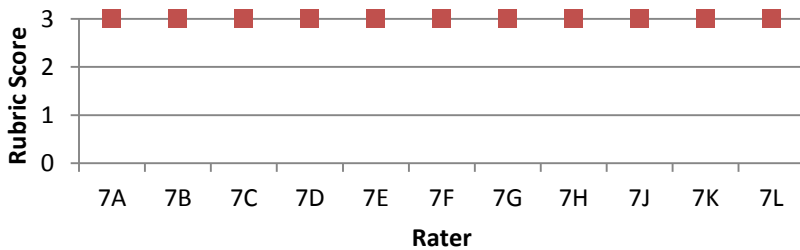
### Student 12: Identifies Indicators of Authority in Scholarly Sources



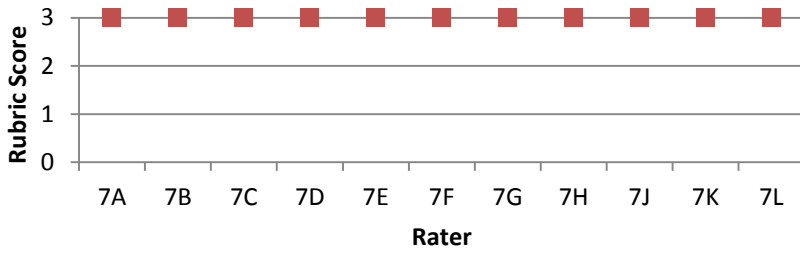
### Student 13: Identifies Indicators of Authority in Scholarly Sources



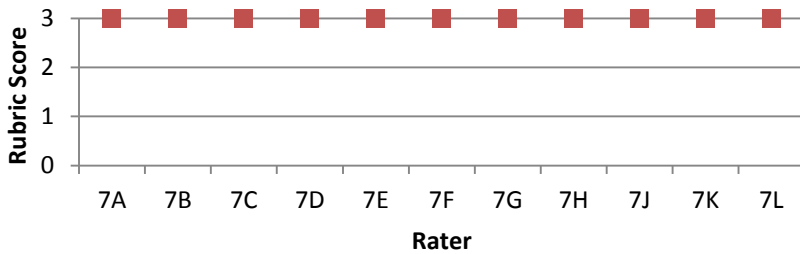
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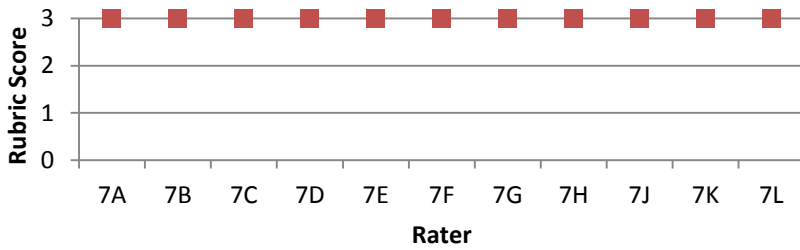
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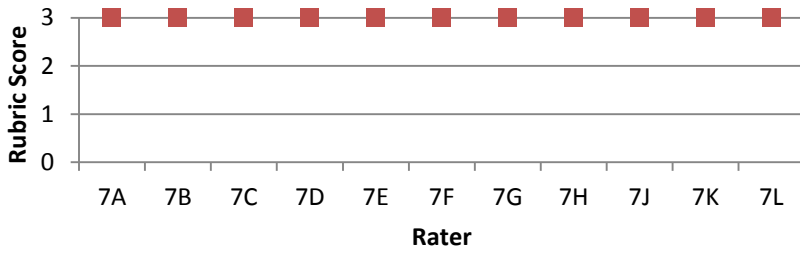
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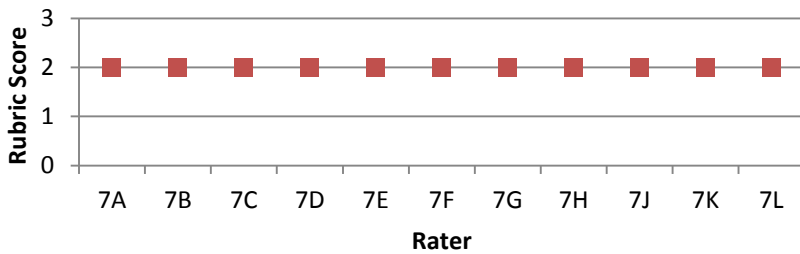
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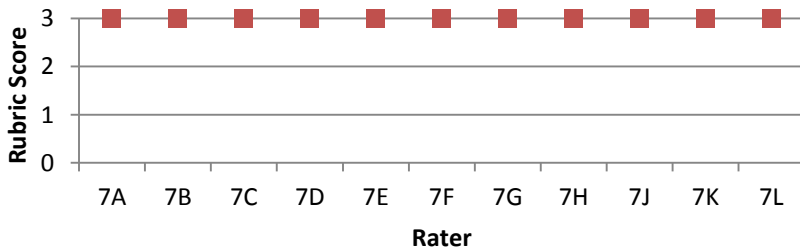
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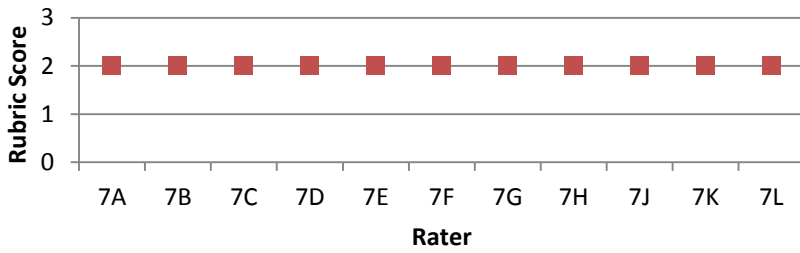
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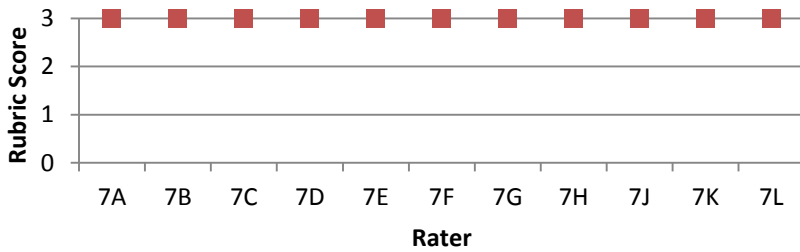
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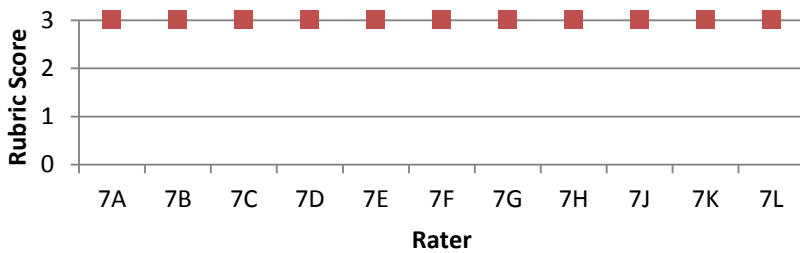
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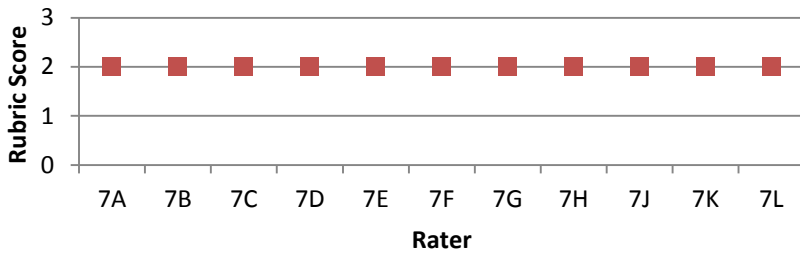
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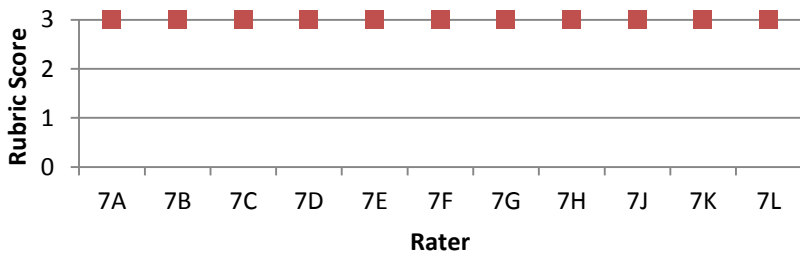
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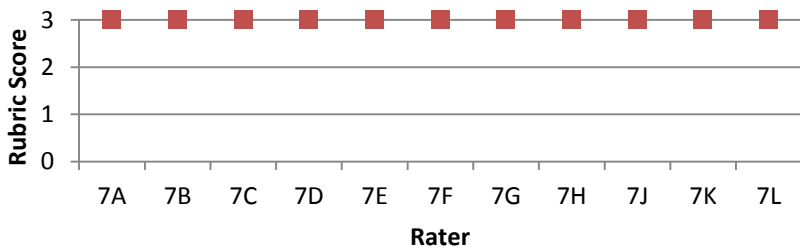
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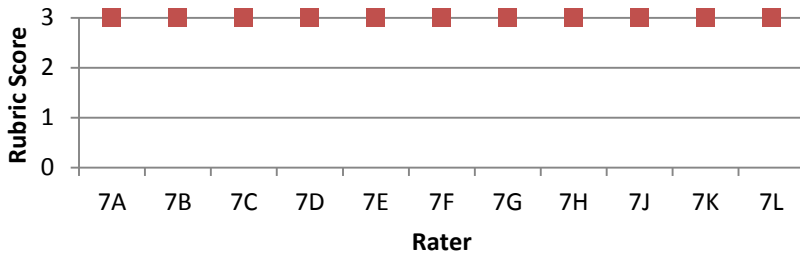
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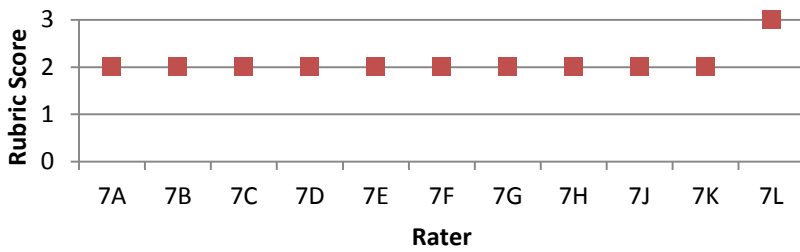
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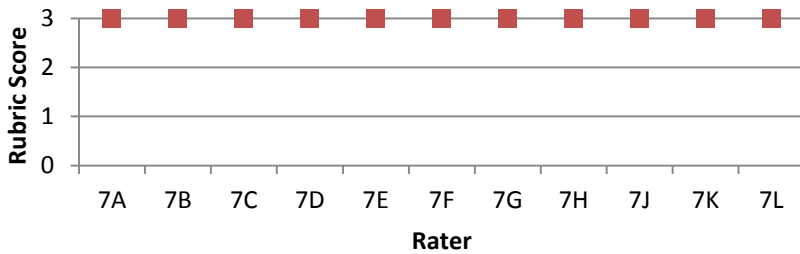
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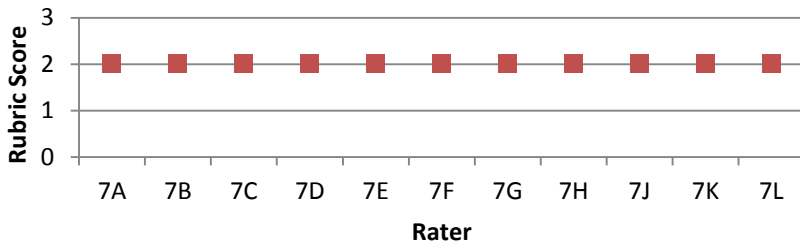
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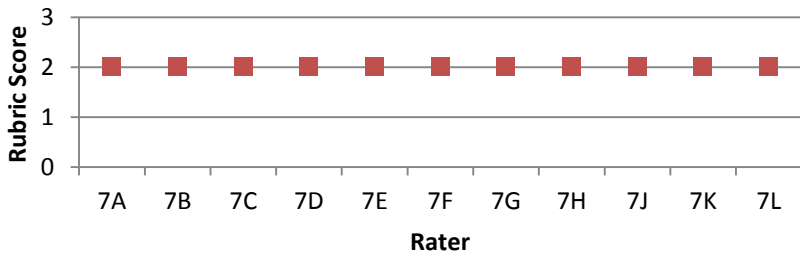
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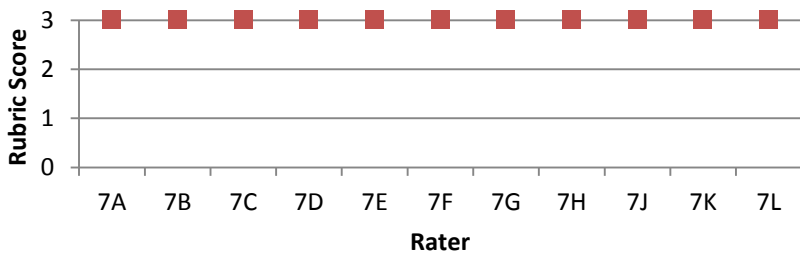
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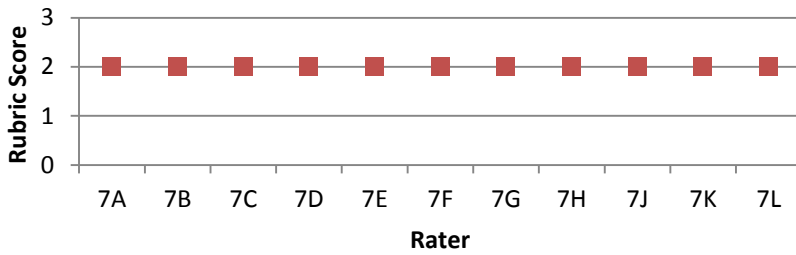
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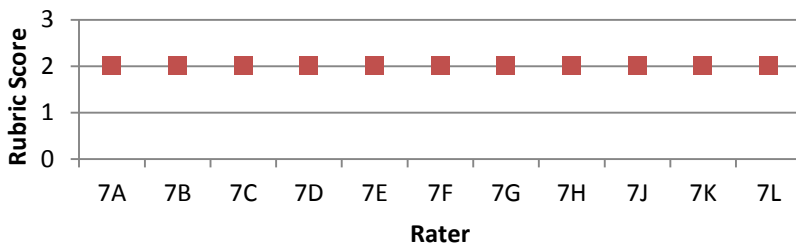
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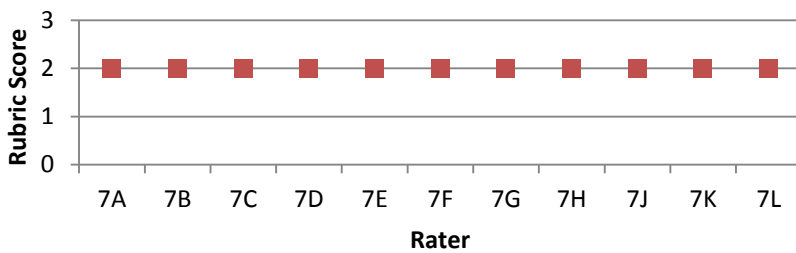
### Student 33: Identifies Indicators of Authority in Scholarly Sources



### Student 34: Identifies Indicators of Authority in Scholarly Sources

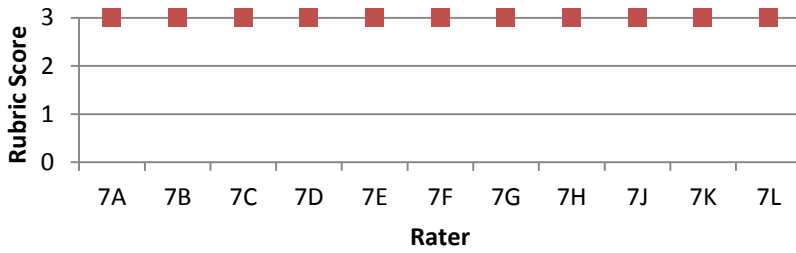


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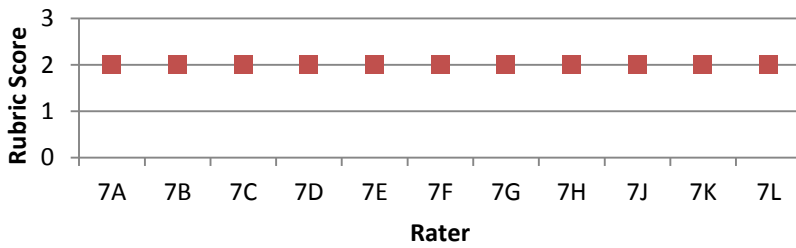




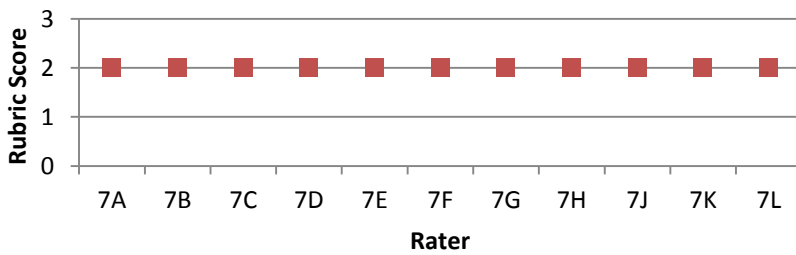
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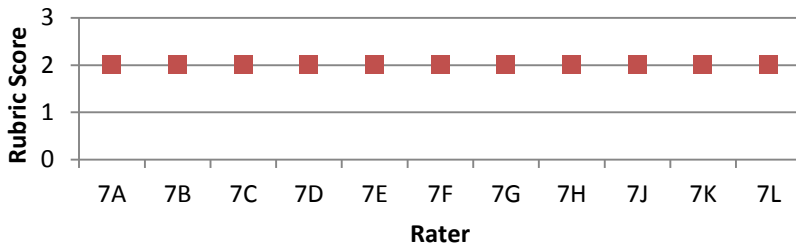
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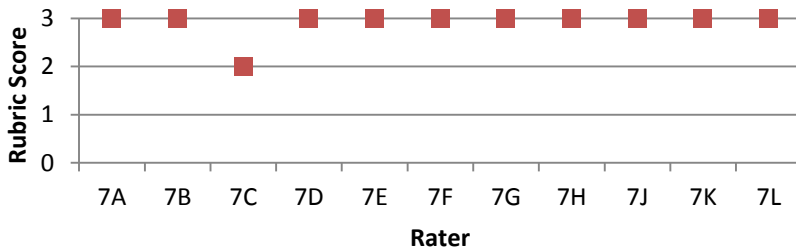
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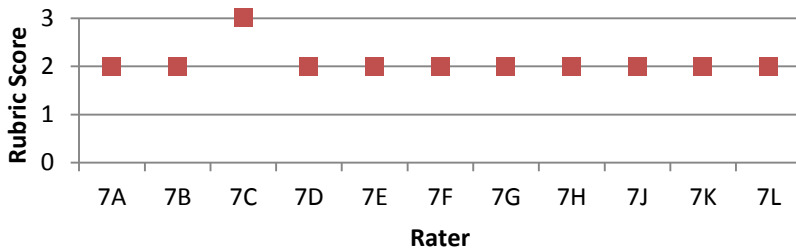
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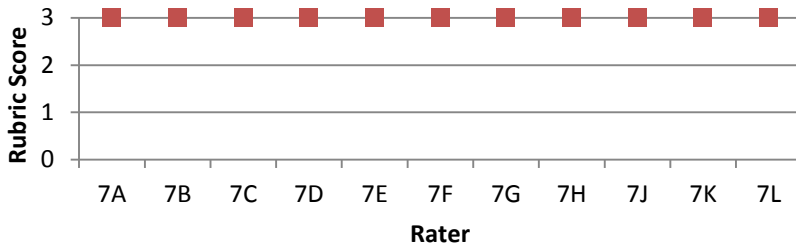
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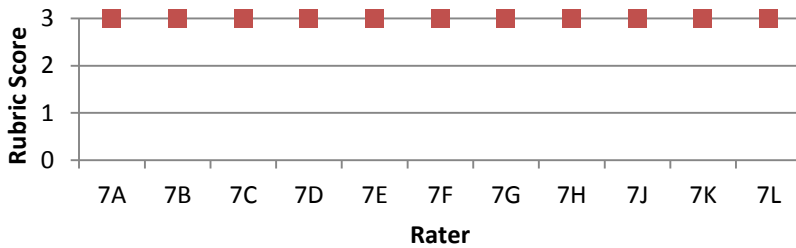
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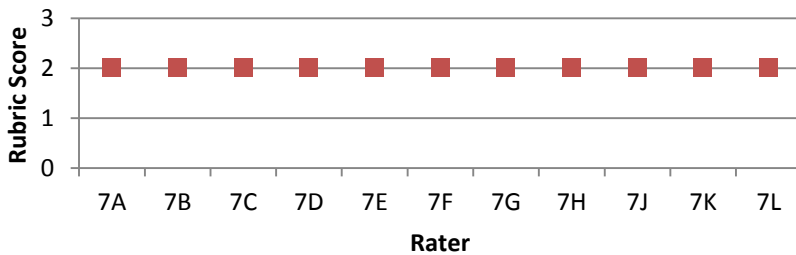
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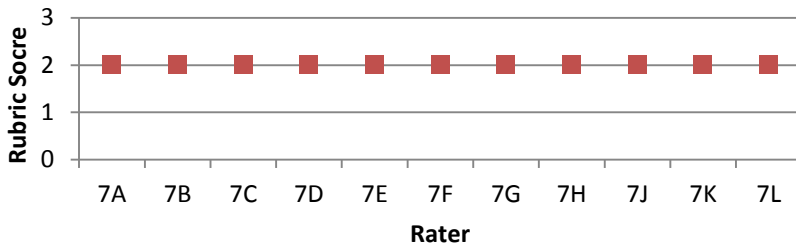
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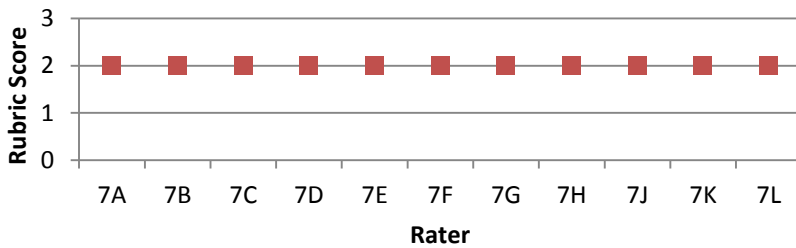
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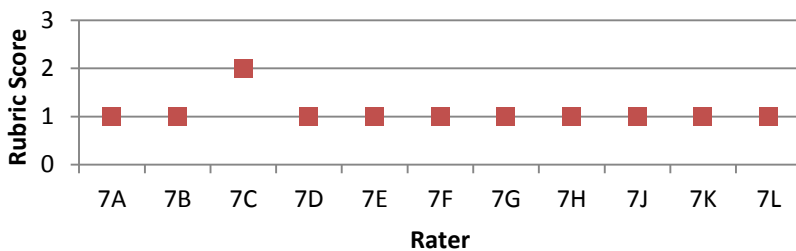
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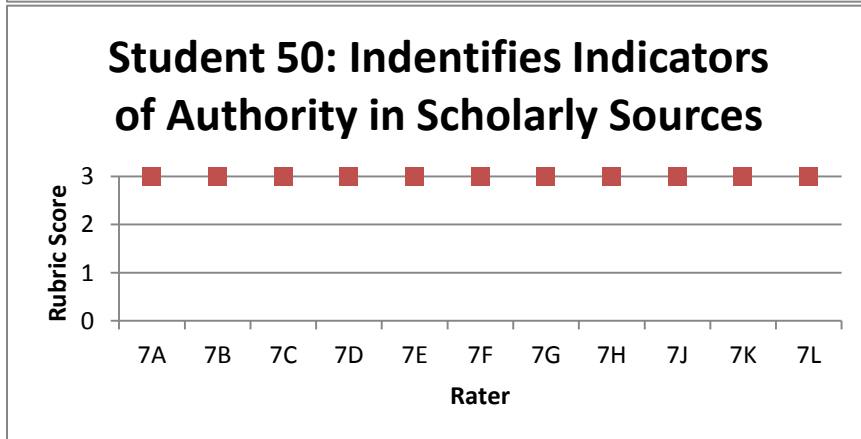
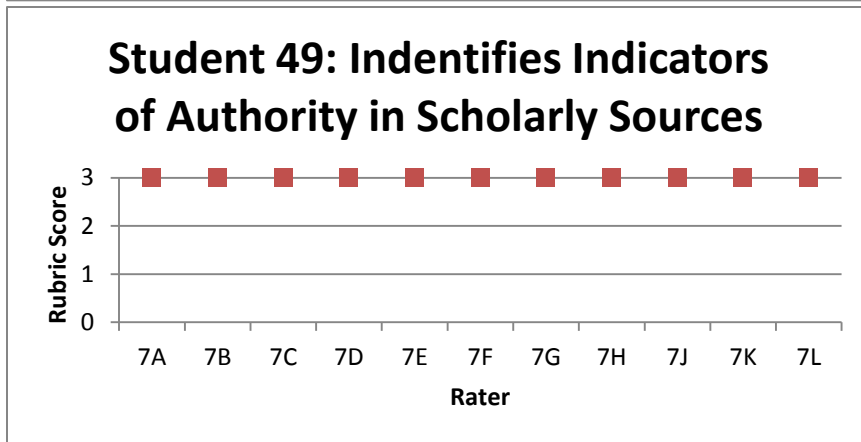
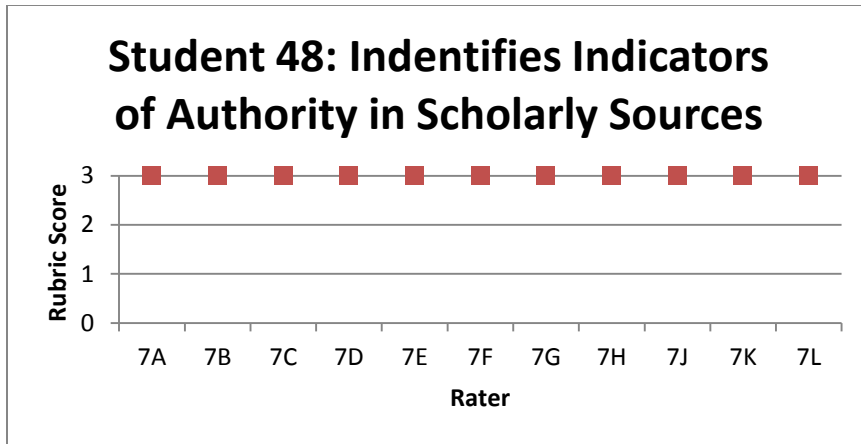


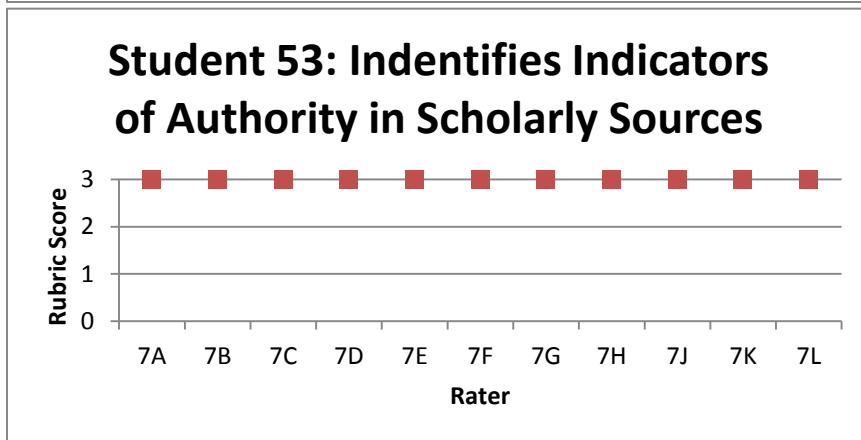
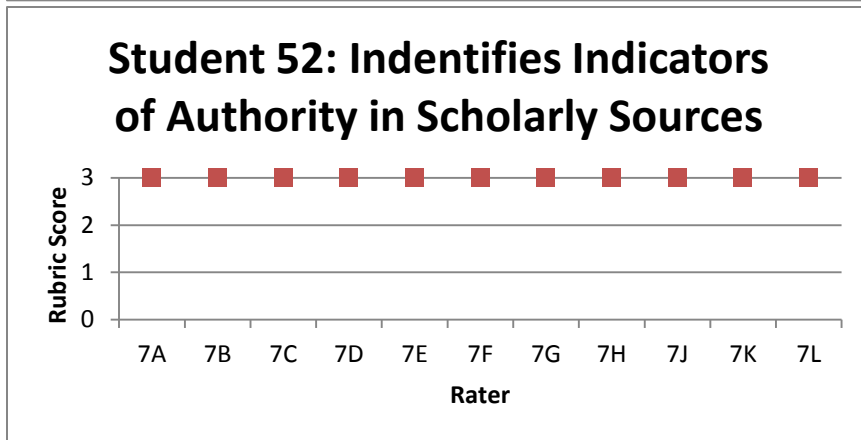
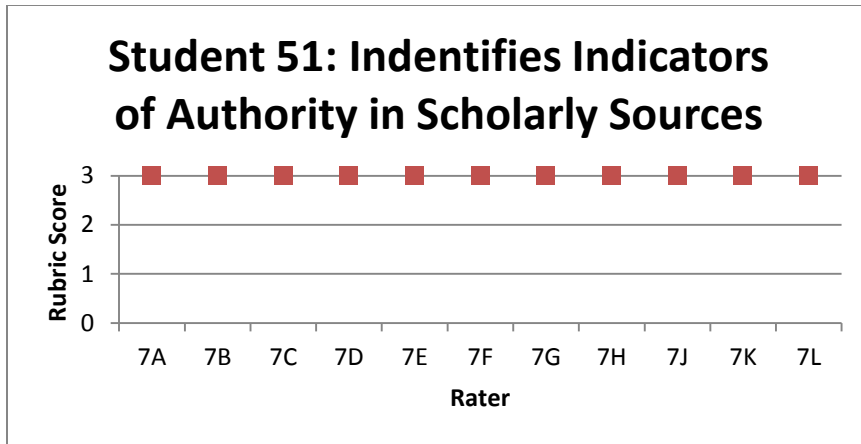
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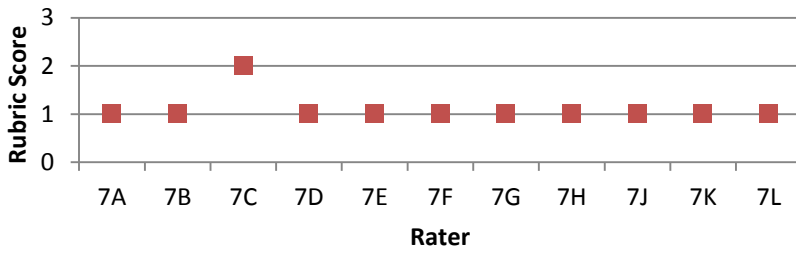
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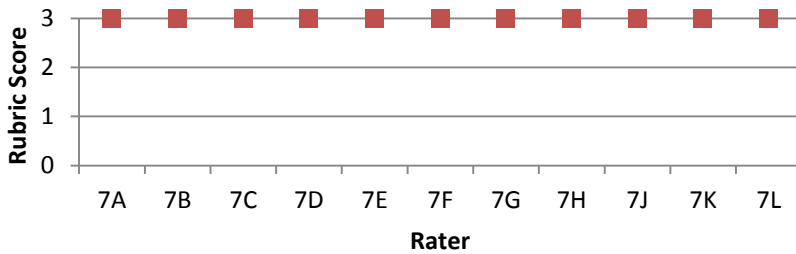




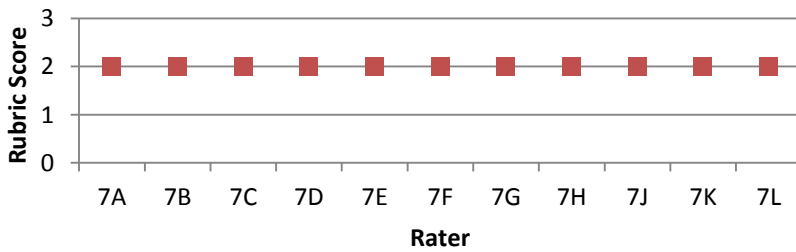
### Student 54: Identifies Indicators of Authority in Scholarly Sources



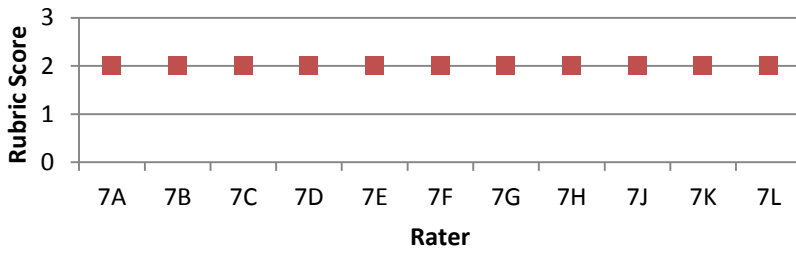
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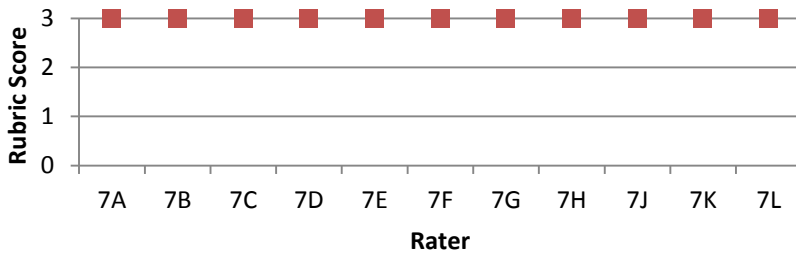
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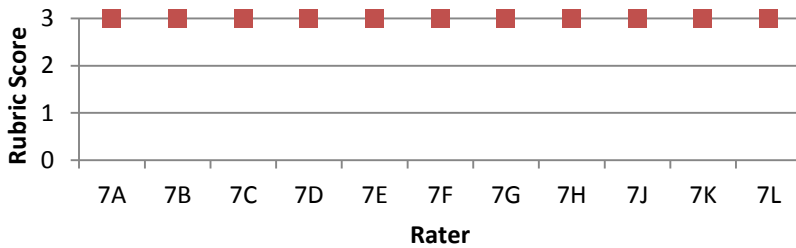
### Student 57: Identifies Indicators of Authority in Scholarly Sources



### Student 58: Identifies Indicators of Authority in Scholarly Sources

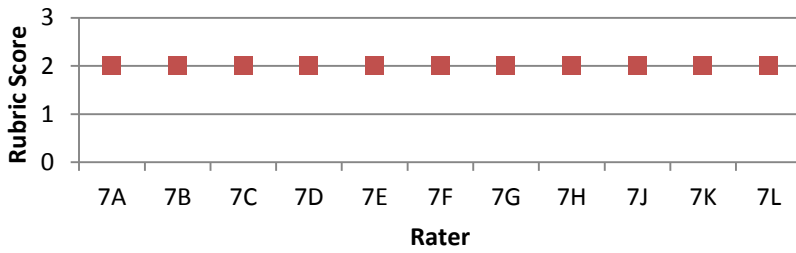


### Student 59: Identifies Indicators of Authority in Scholarly Sources

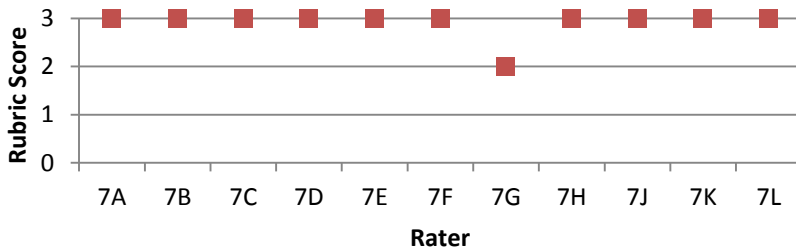




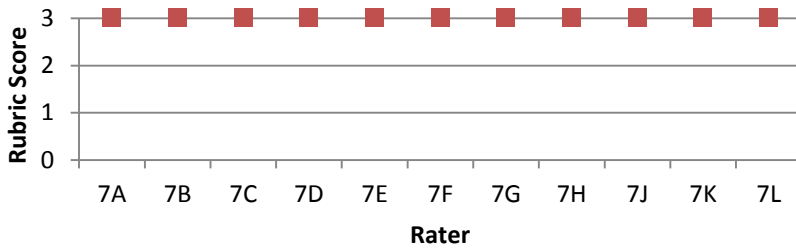
### Student 60: Identifies Indicators of Authority in Scholarly Sources



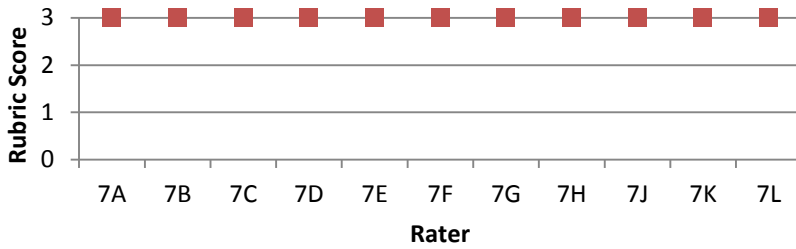
### Student 61: Identifies Indicators of Authority in Scholarly Sources



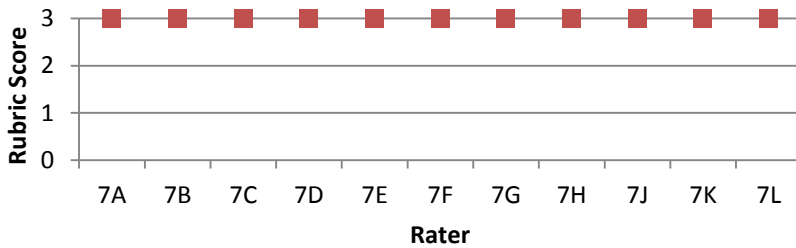
### Student 62: Identifies Indicators of Authority in Scholarly Sources



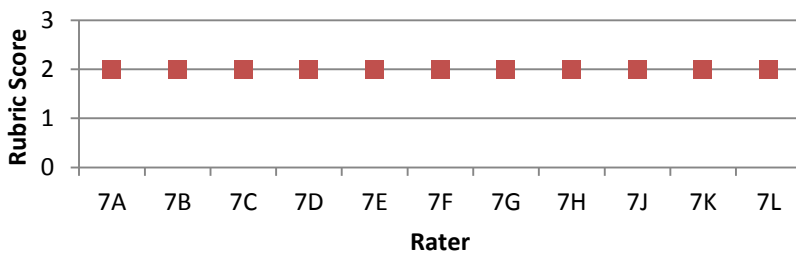
### Student 63: Identifies Indicators of Authority in Scholarly Sources



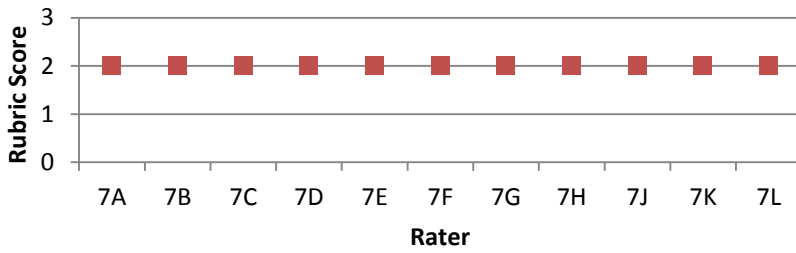
### Student 64: Identifies Indicators of Authority in Scholarly Sources



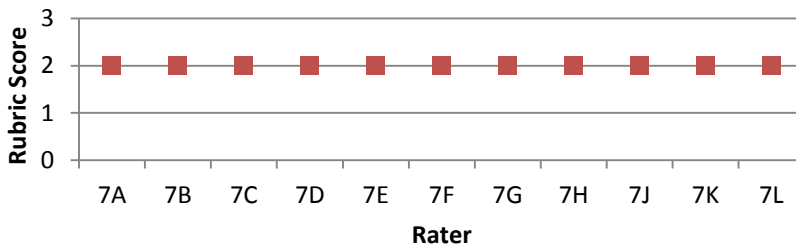
### Student 65: Identifies Indicators of Authority in Scholarly Sources



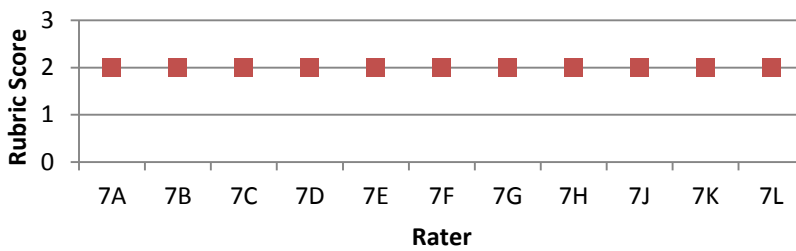
### Student 66: Identifies Indicators of Authority in Scholarly Sources

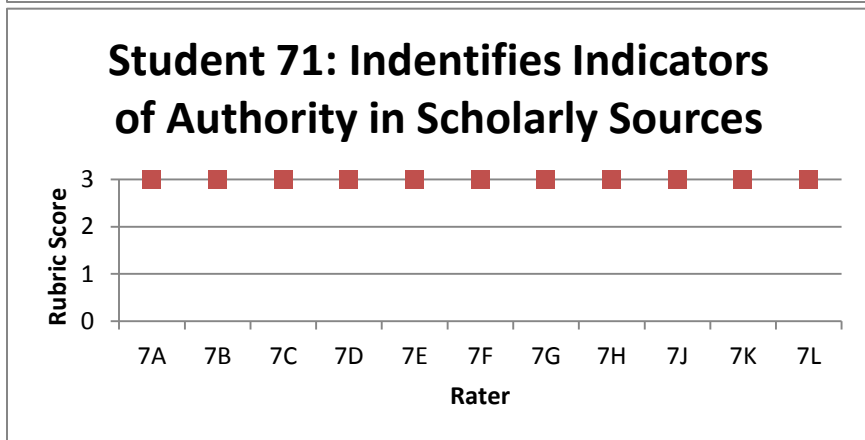
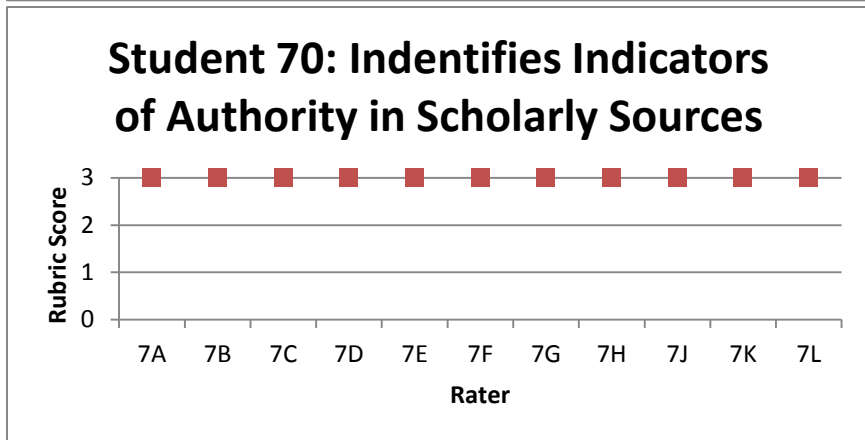
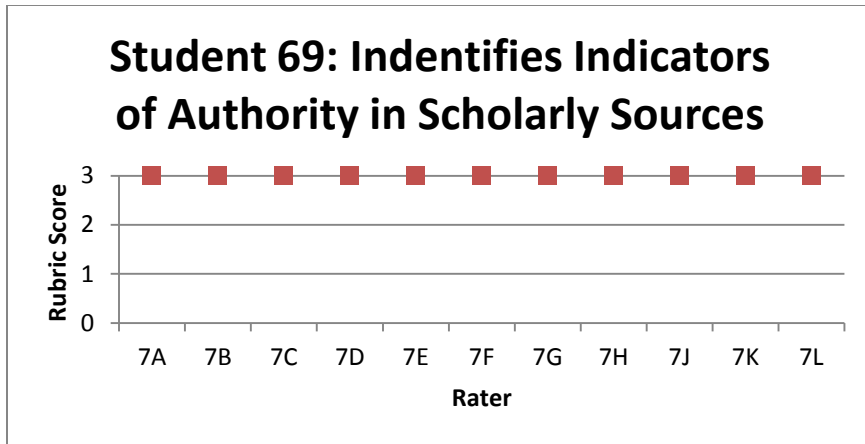


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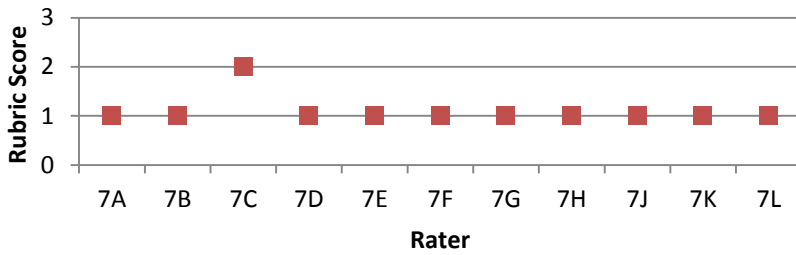


### Student 68: Identifies Indicators of Authority in Scholarly Sources

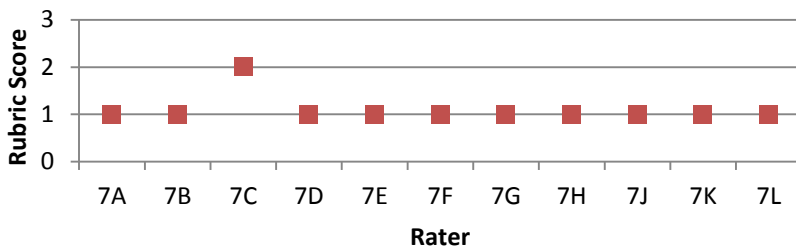




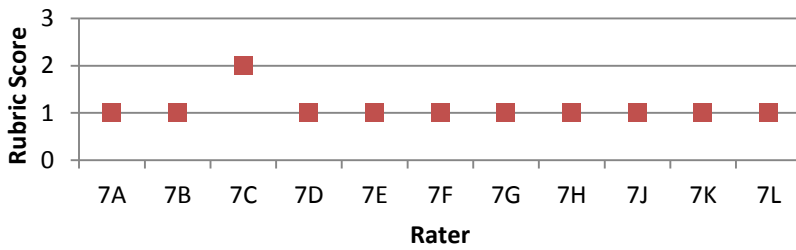
### Student 72: Identifies Indicators of Authority in Scholarly Sources



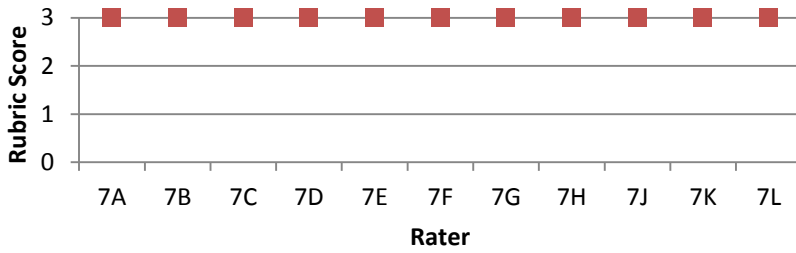
### Student 73: Identifies Indicators of Authority in Scholarly Sources



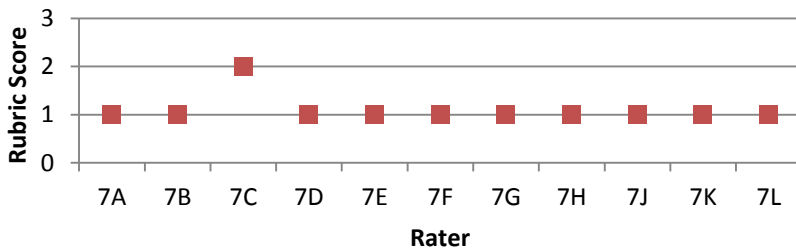
### Student 74: Identifies Indicators of Authority in Scholarly Sources



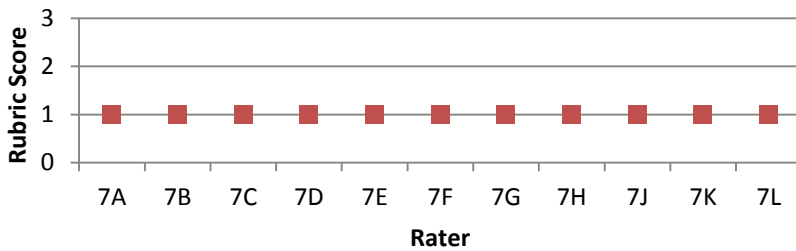
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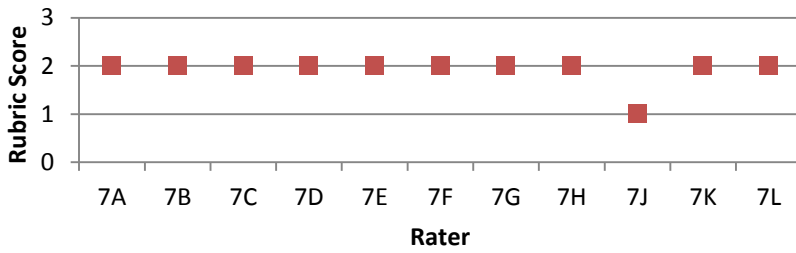
### Student 76: Identifies Indicators of Authority in Scholarly Sources



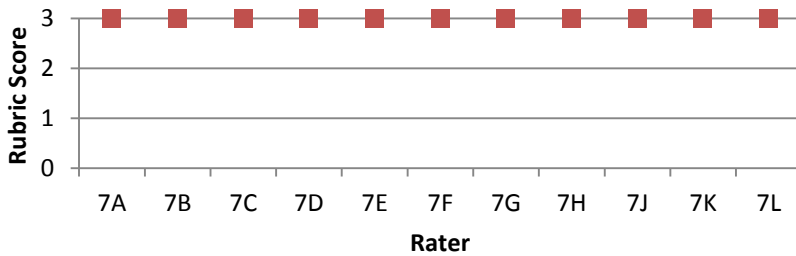
### Student 77: Identifies Indicators of Authority in Scholarly Sources



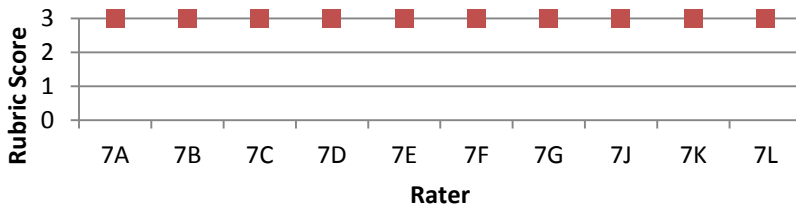
### Student 78: Identifies Indicators of Authority in Scholarly Sources



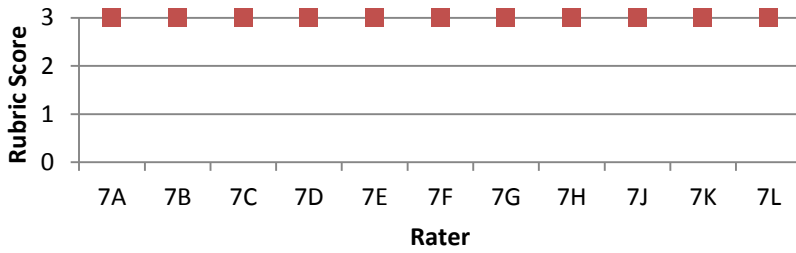
### Student 79: Identifies Indicators of Authority in Scholarly Sources



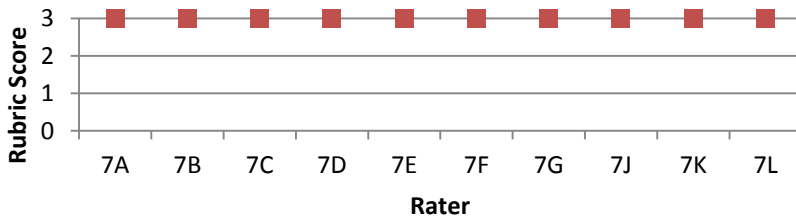
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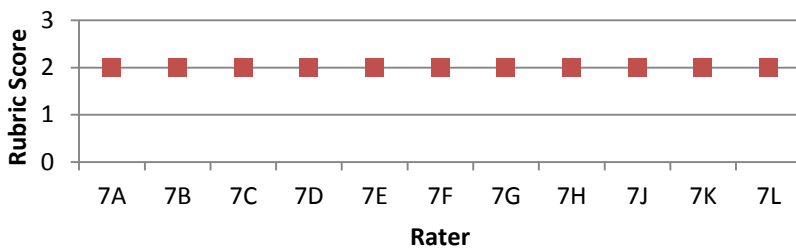
### Student 81: Identifies Indicators of Authority in Scholarly Sources



### Student 82: Identifies Indicators of Authority in Scholarly Sources

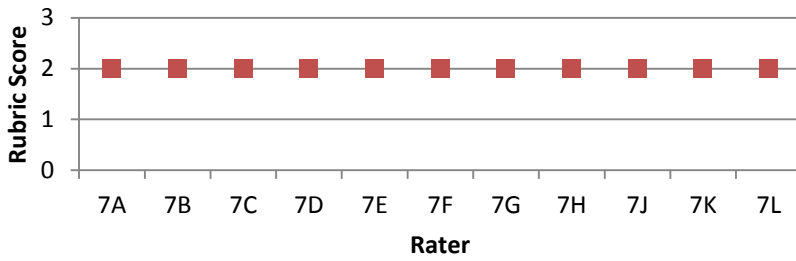


### Student 83: Identifies Indicators of Authority in Scholarly Sources

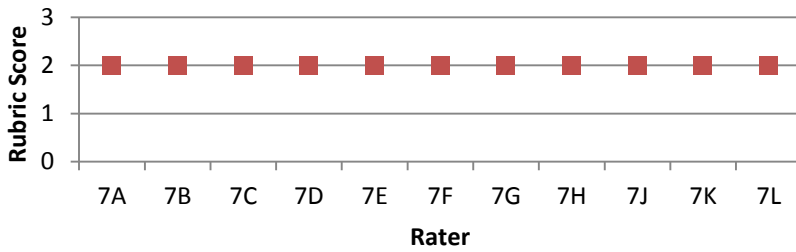




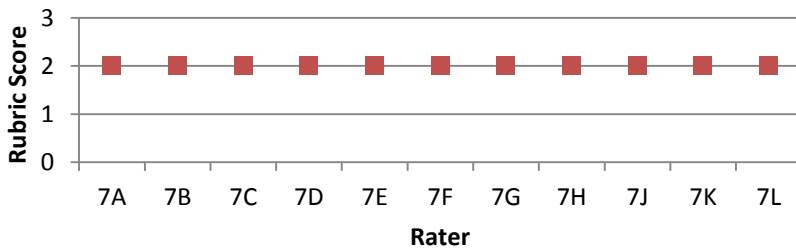
### Student 84: Identifies Indicators of Authority in Scholarly Sources



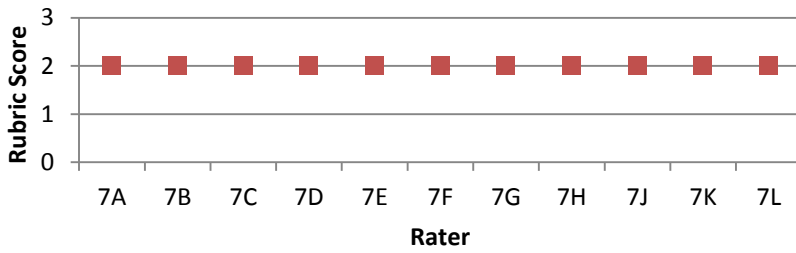
### Student 85: Identifies Indicators of Authority in Scholarly Sources



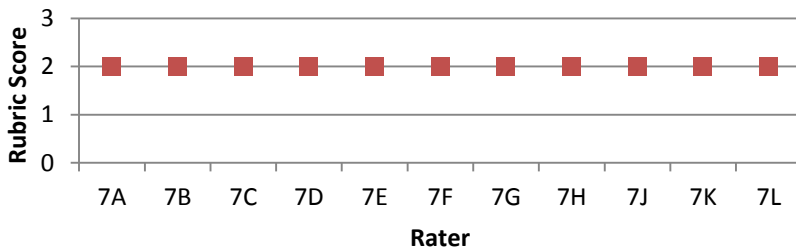
### Student 86: Identifies Indicators of Authority in Scholarly Sources



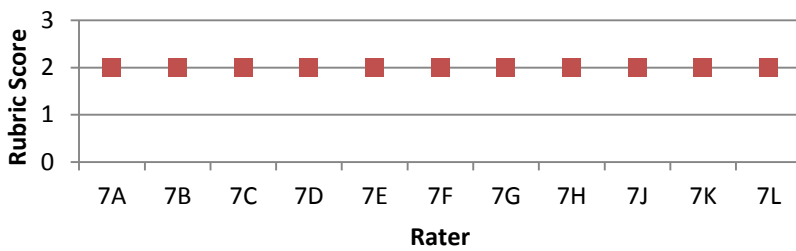
### Student 87: Identifies Indicators of Authority in Scholarly Sources

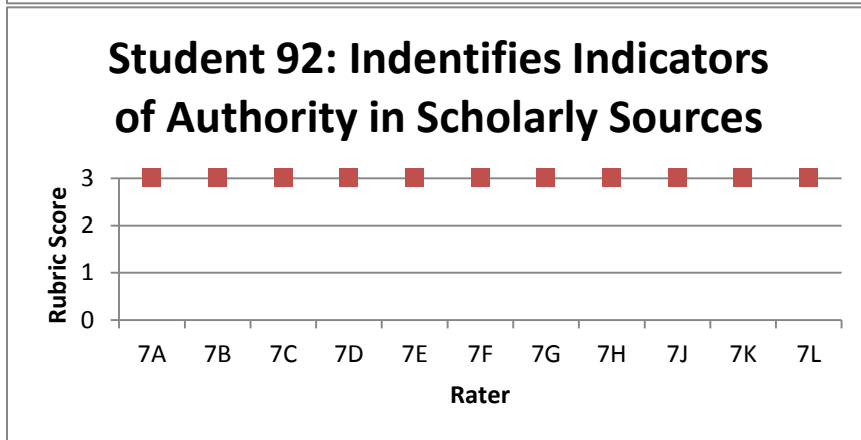
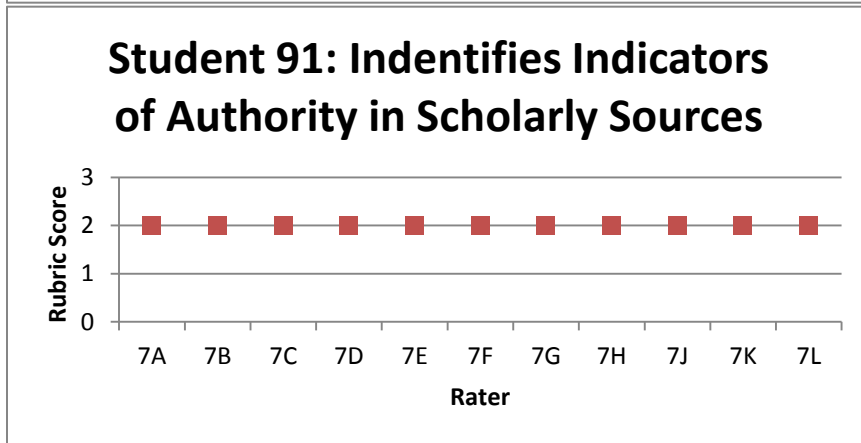
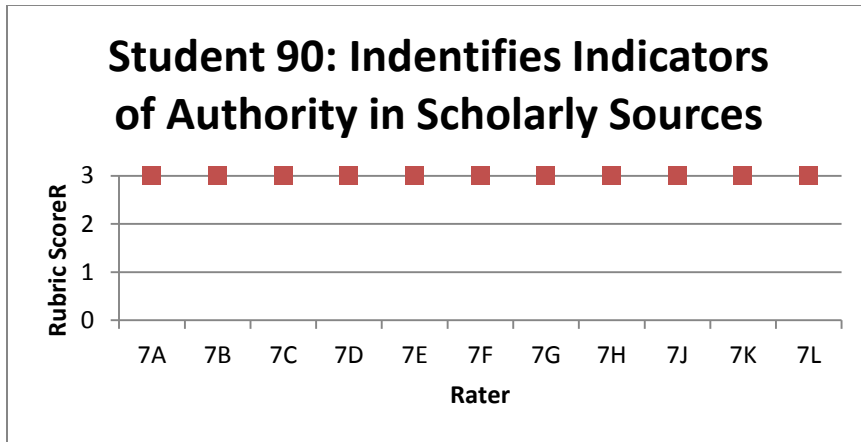


### Student 88: Identifies Indicators of Authority in Scholarly Sources

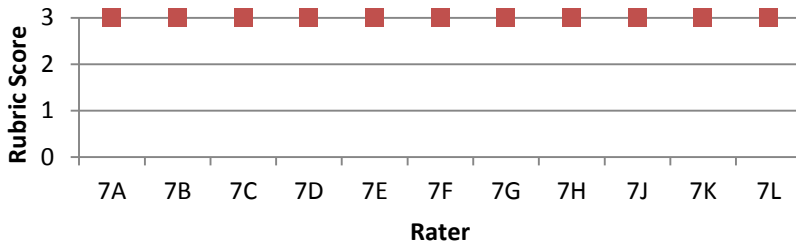


### Student 89: Identifies Indicators of Authority in Scholarly Sources

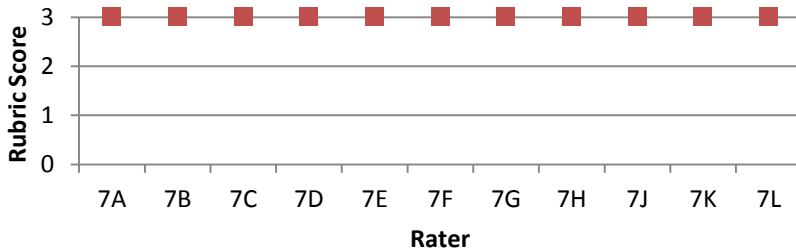




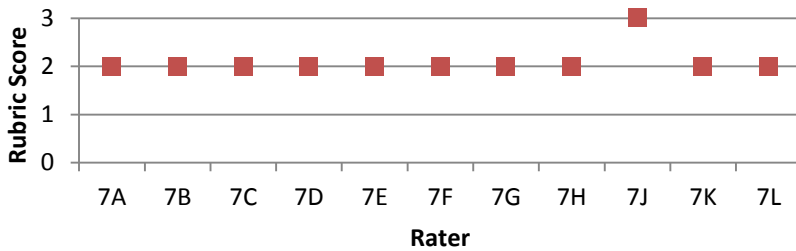
### Student 93: Identifies Indicators of Authority in Scholarly Sources



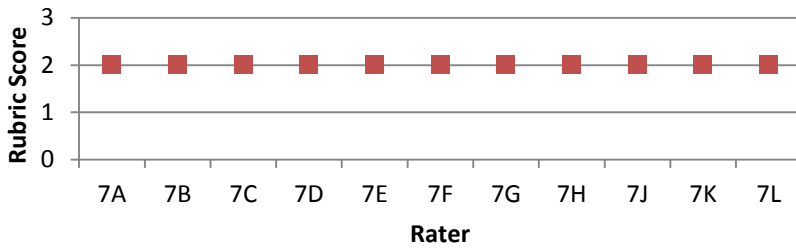
### Student 94: Identifies Indicators of Authority in Scholarly Sources



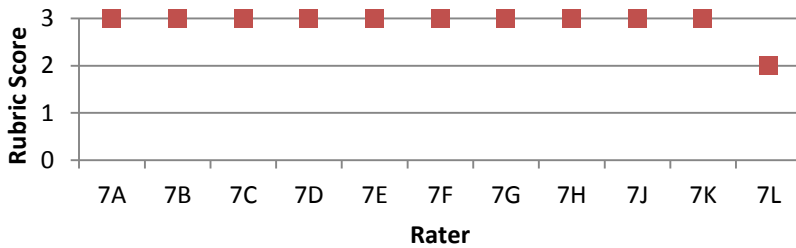
### Student 95: Identifies Indicators of Authority in Scholarly Sources



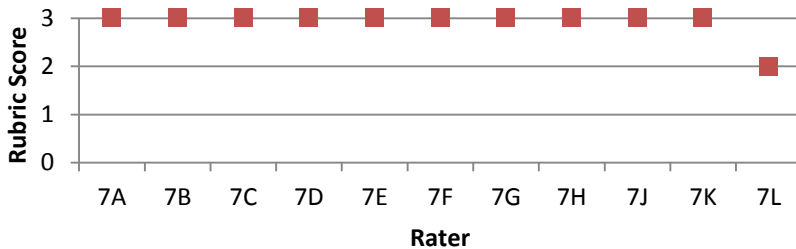
### Student 96: Identifies Indicators of Authority in Scholarly Sources

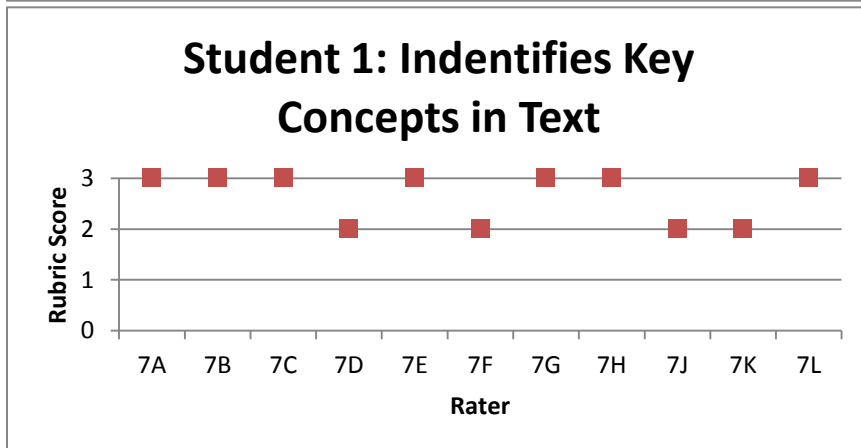
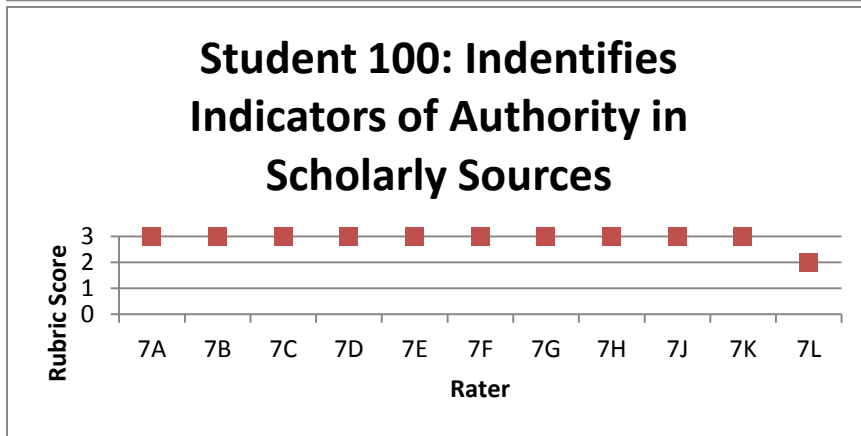
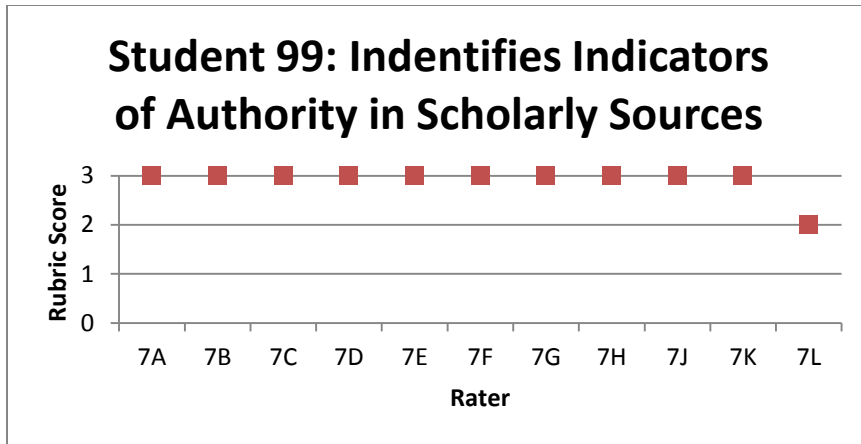


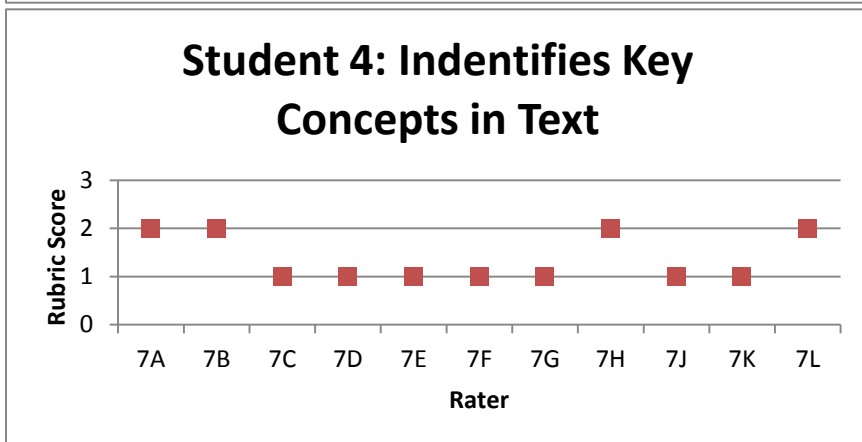
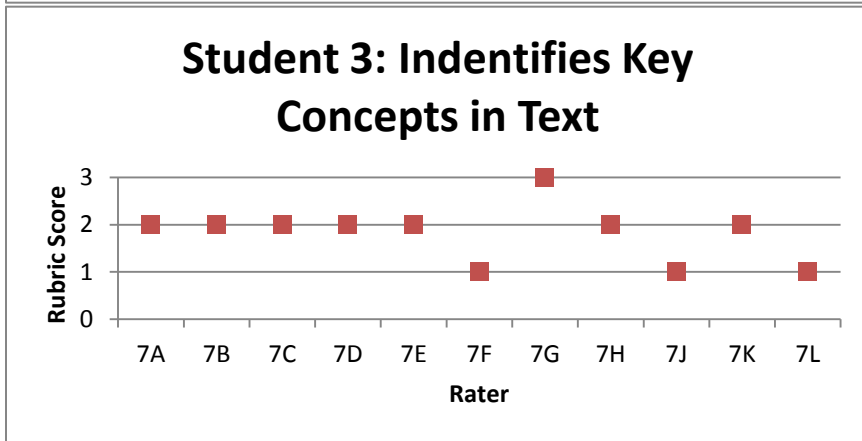
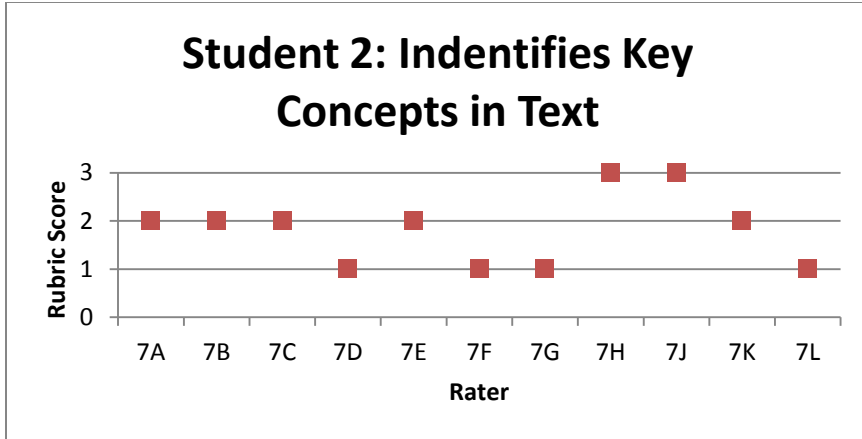
### Student 97: Identifies Indicators of Authority in Scholarly Sources

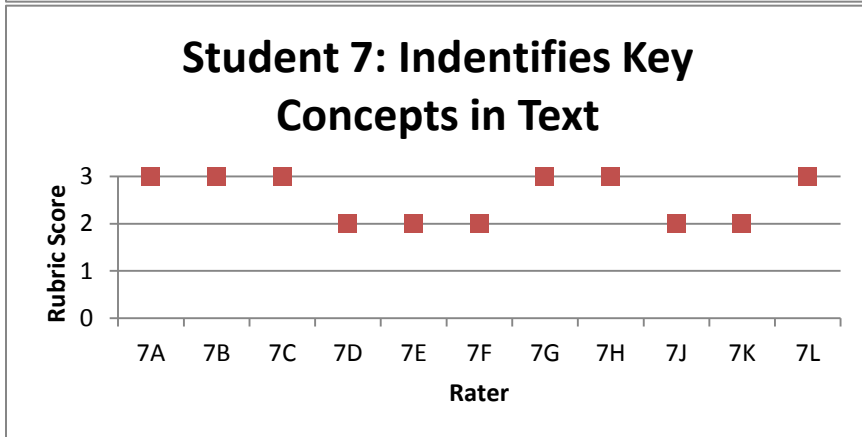
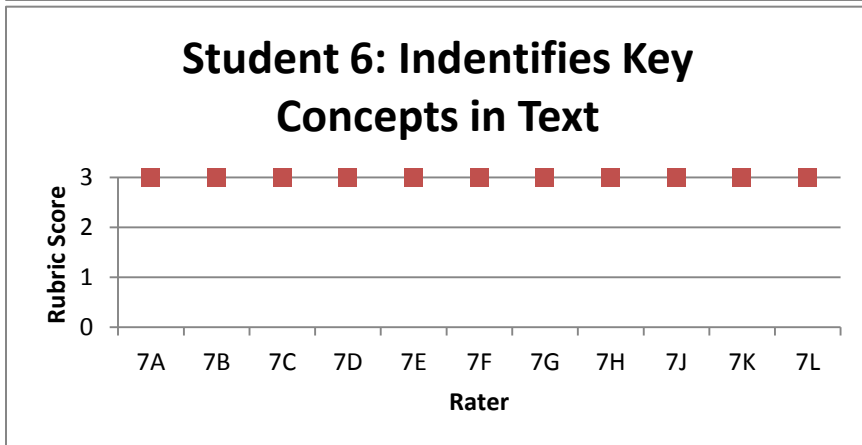
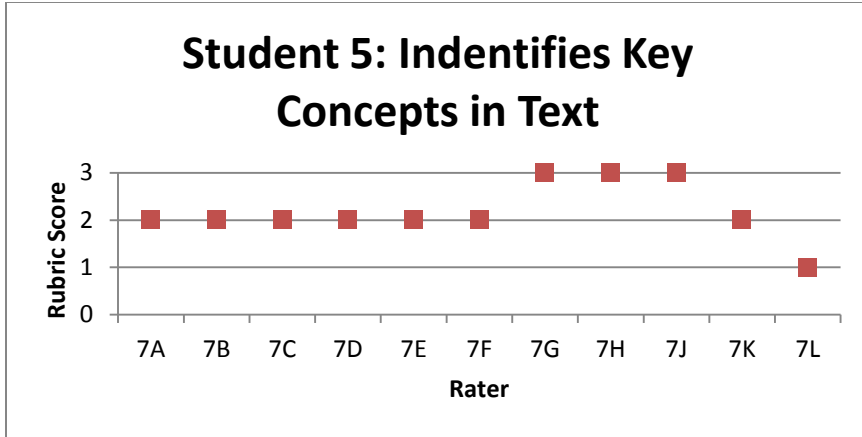


### Student 98: Identifies Indicators of Authority in Scholarly Sources

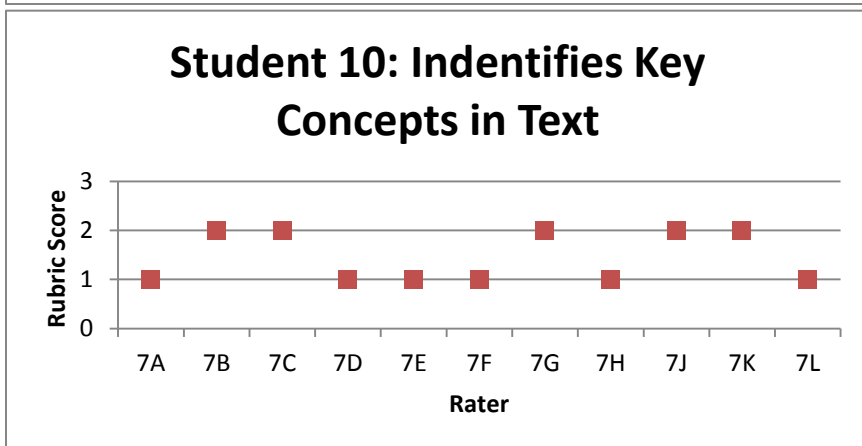
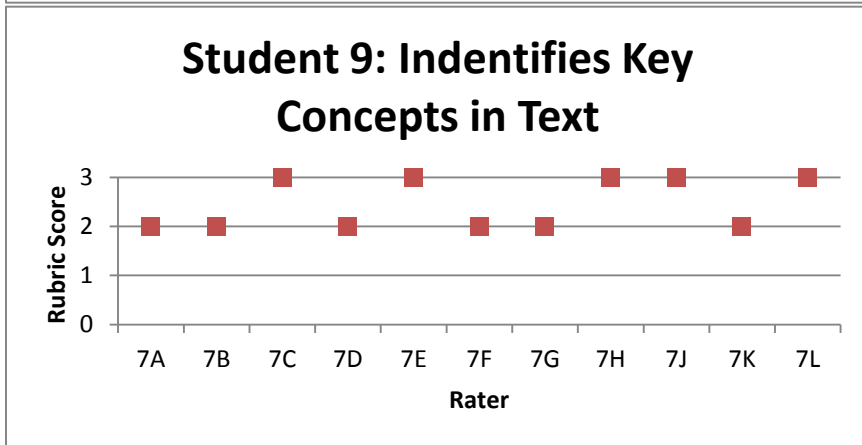
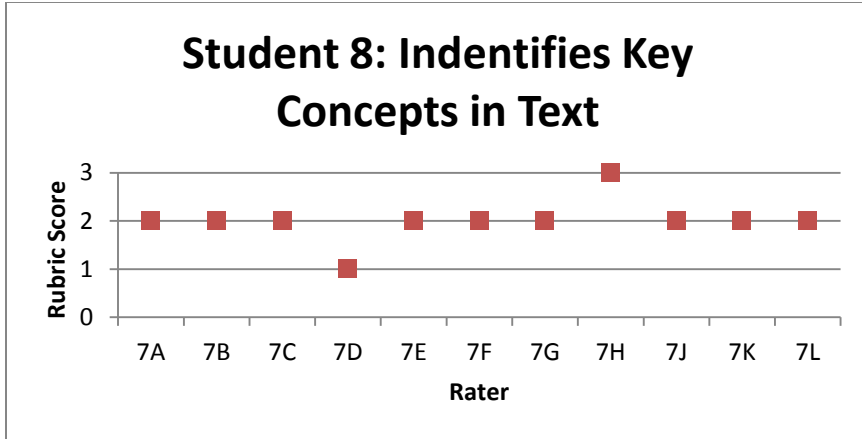


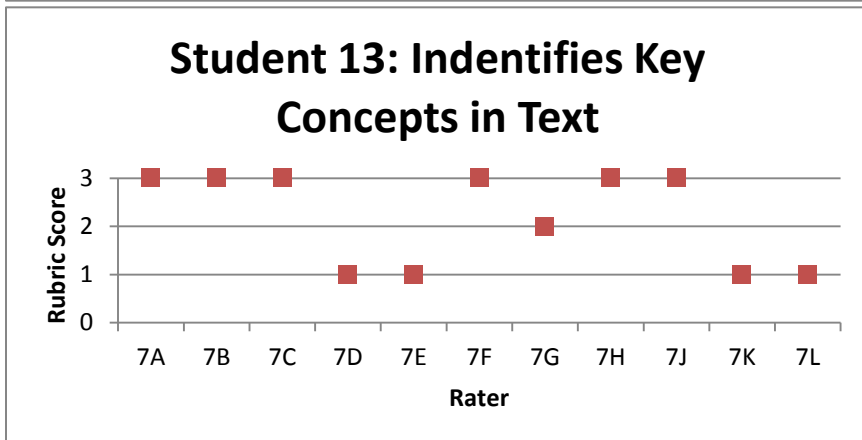
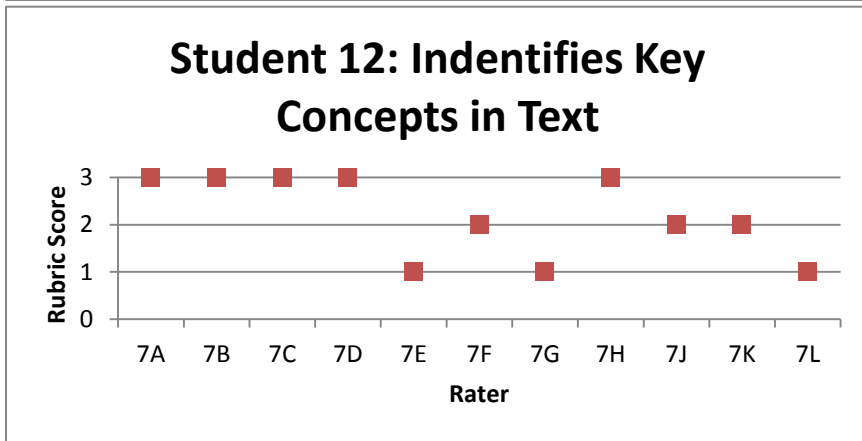
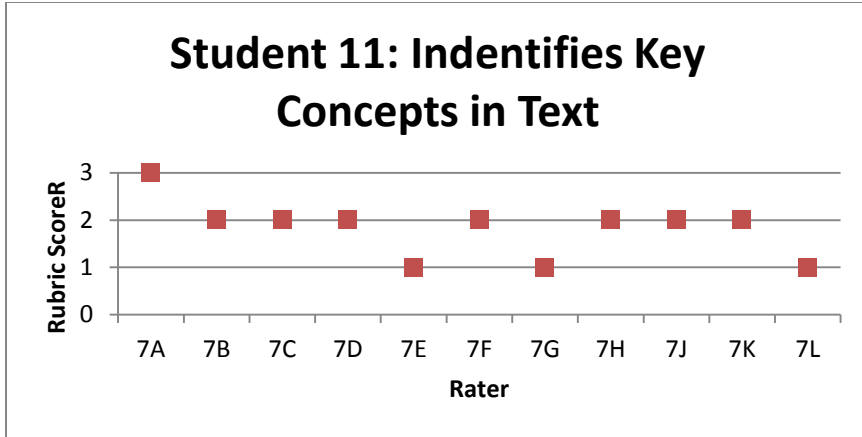


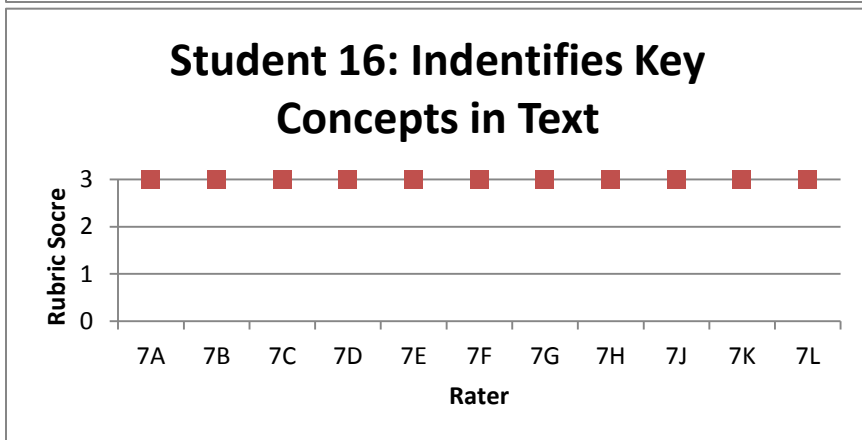
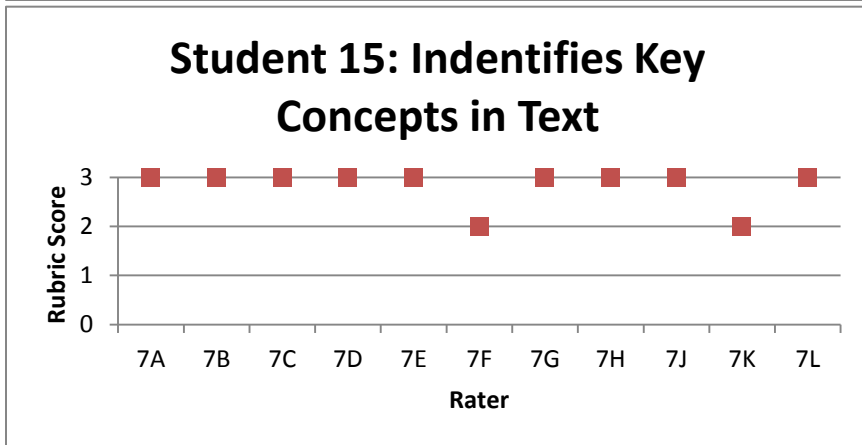
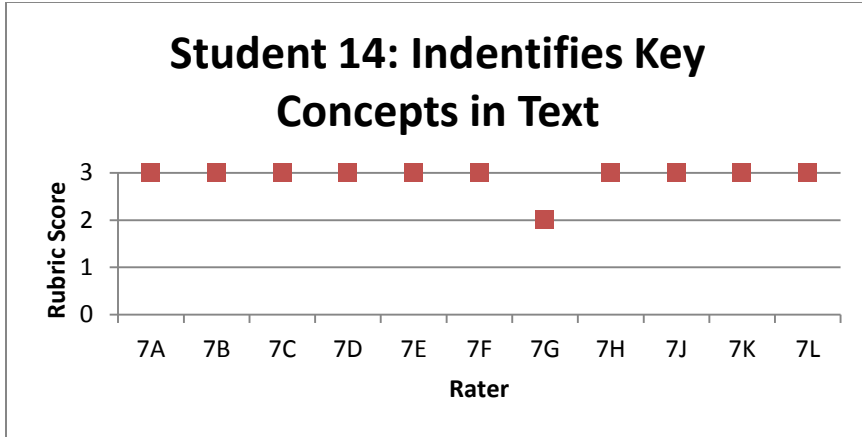


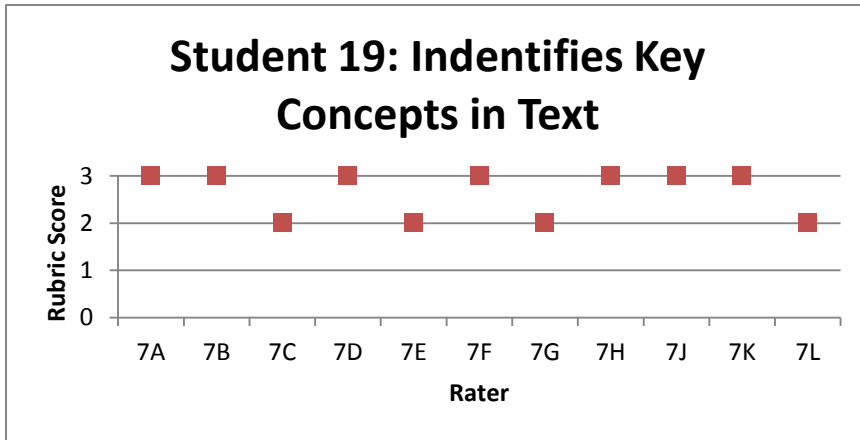
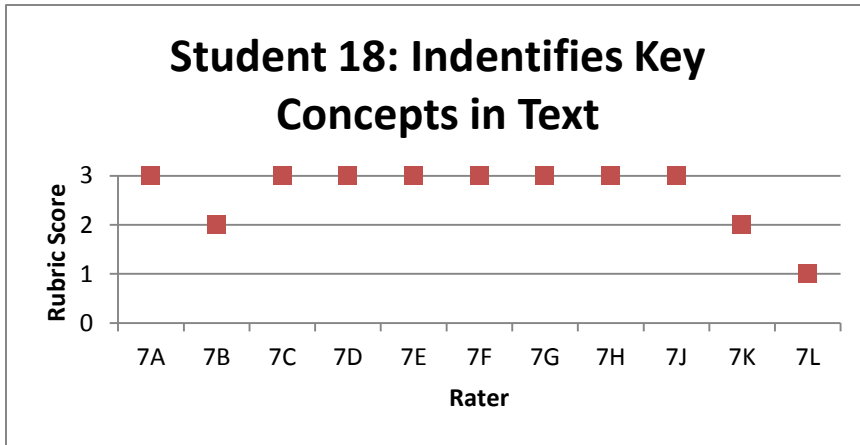
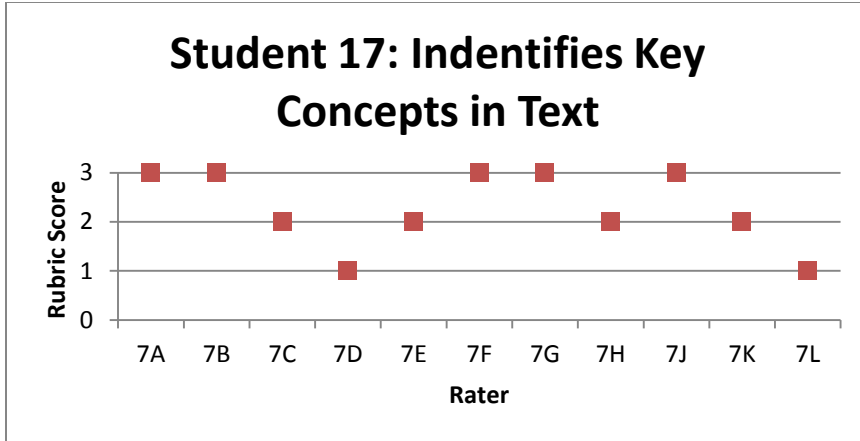


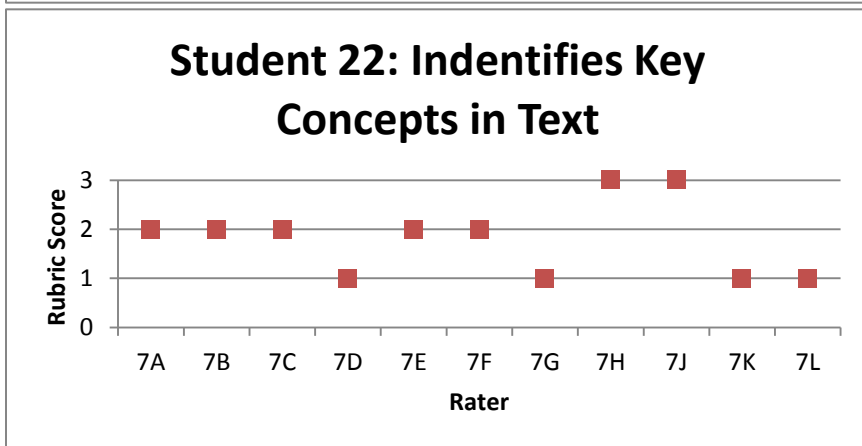
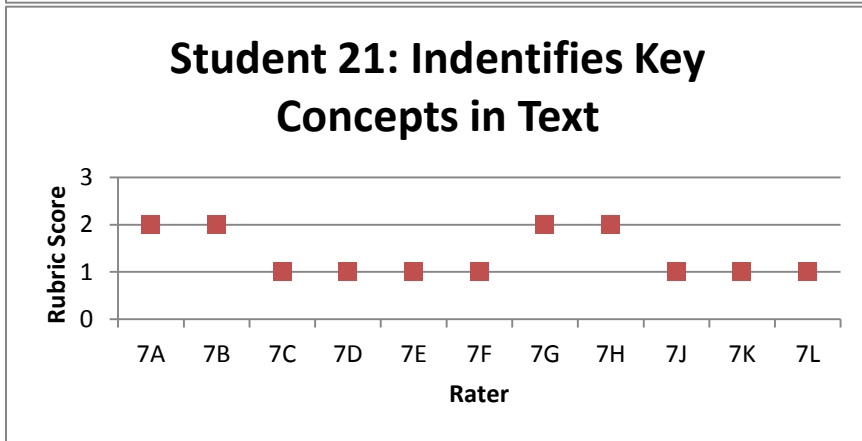
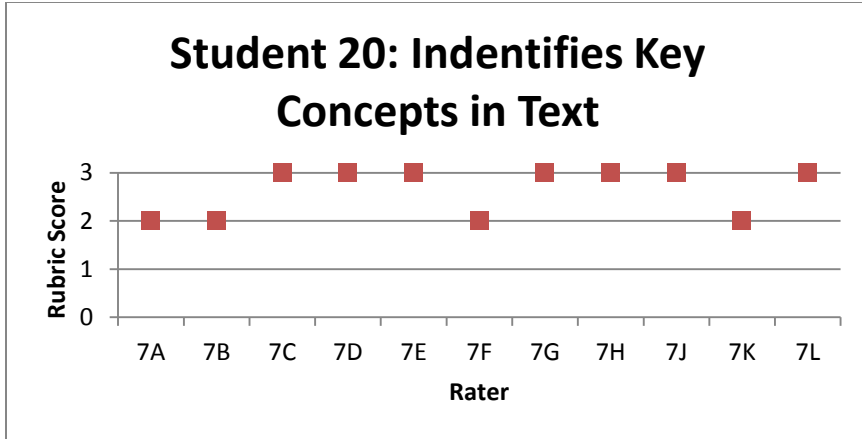


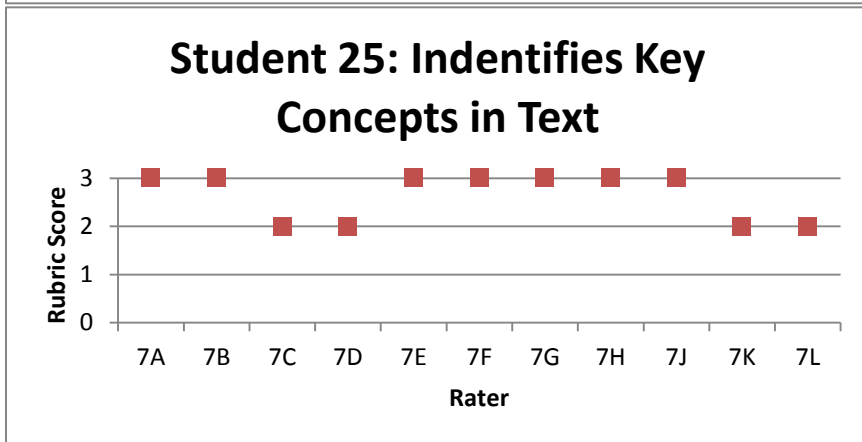
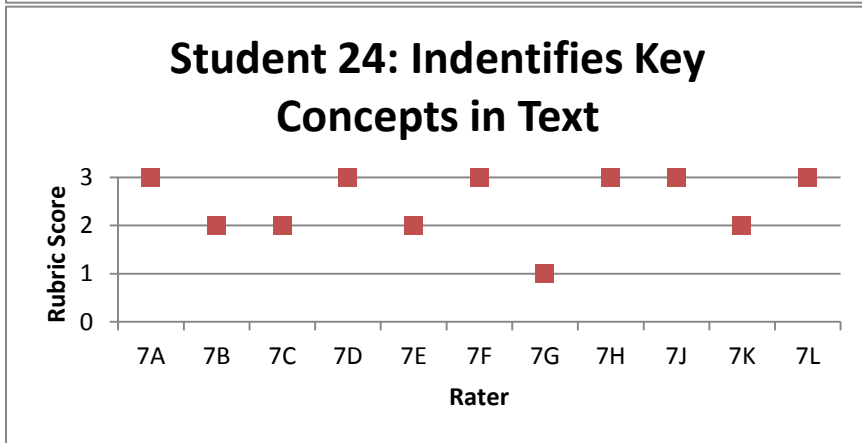
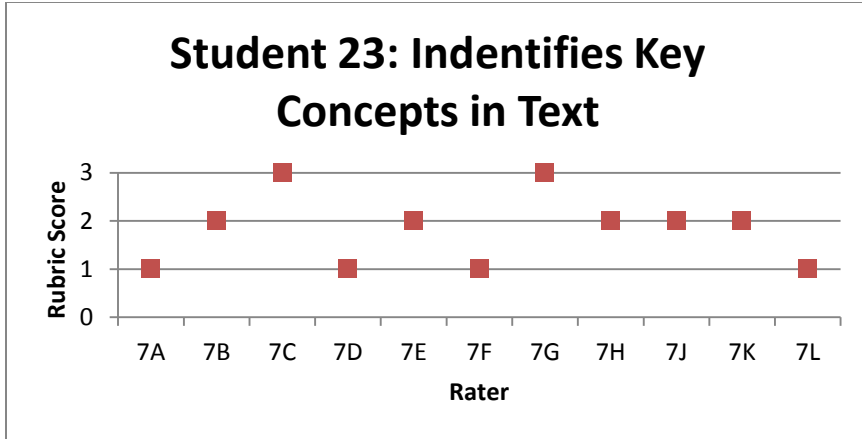


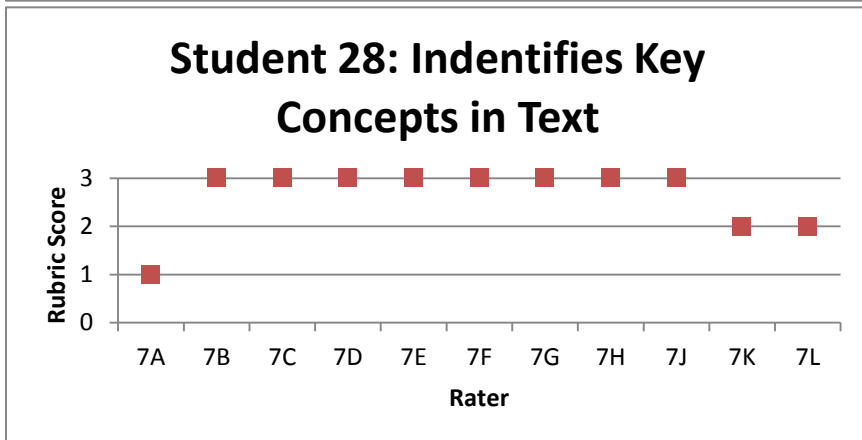
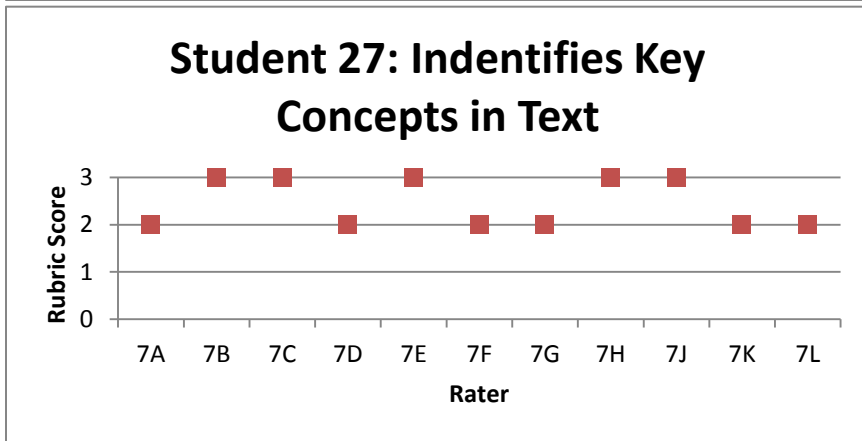
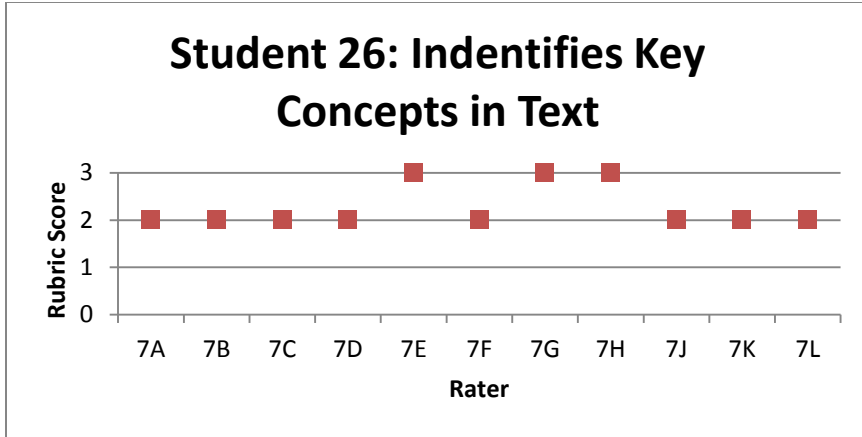


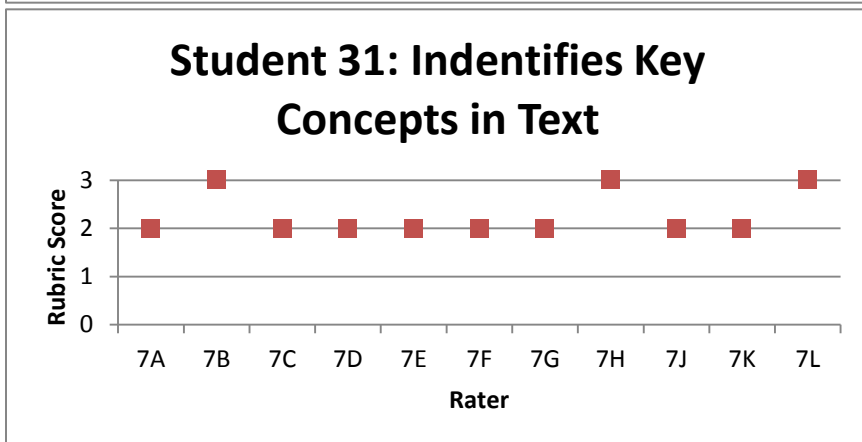
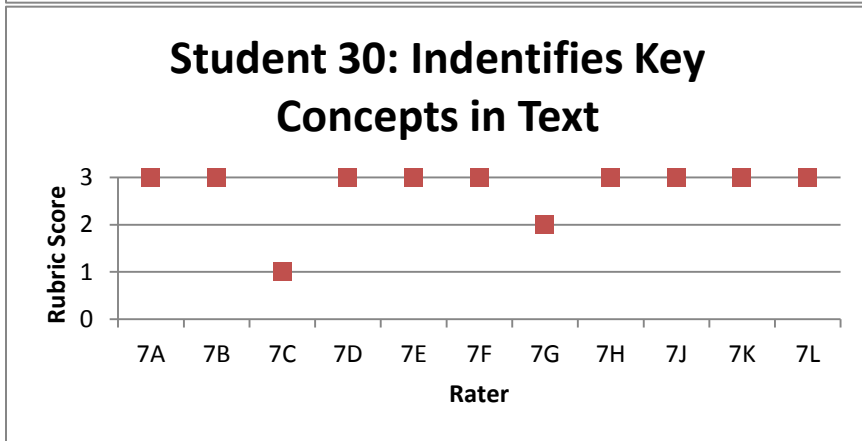
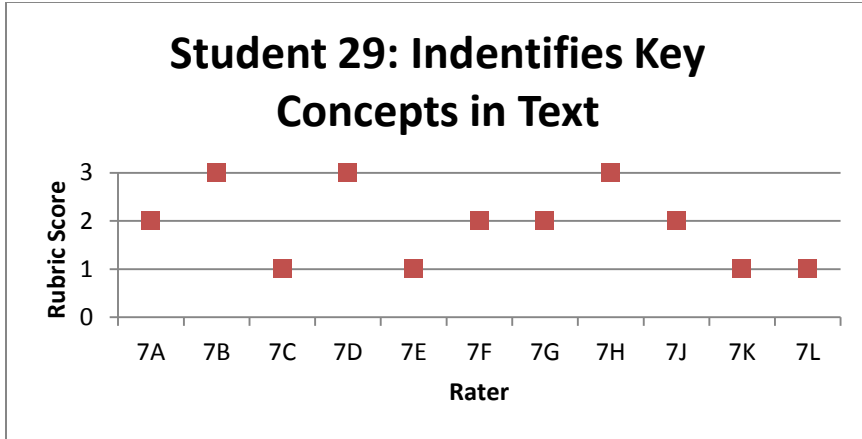




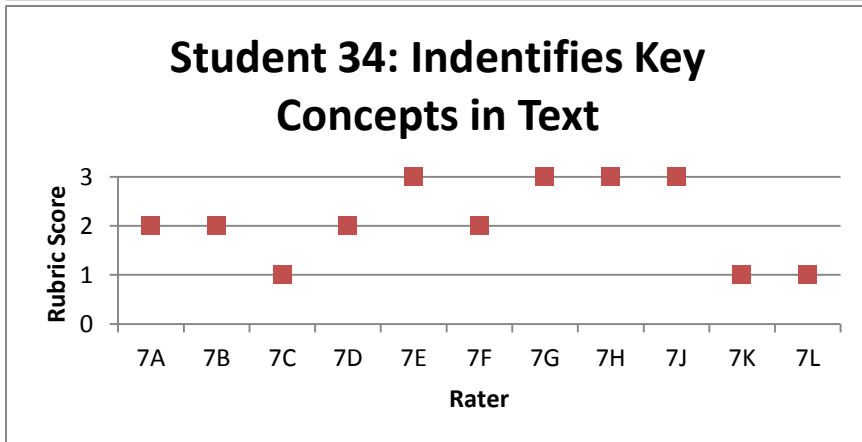
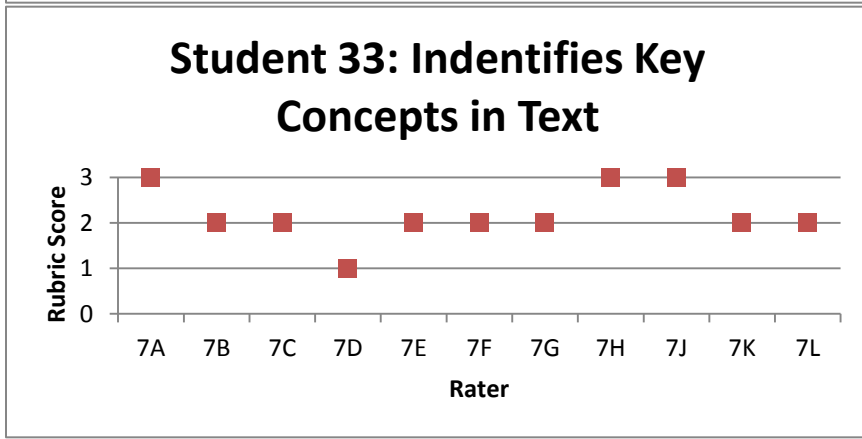
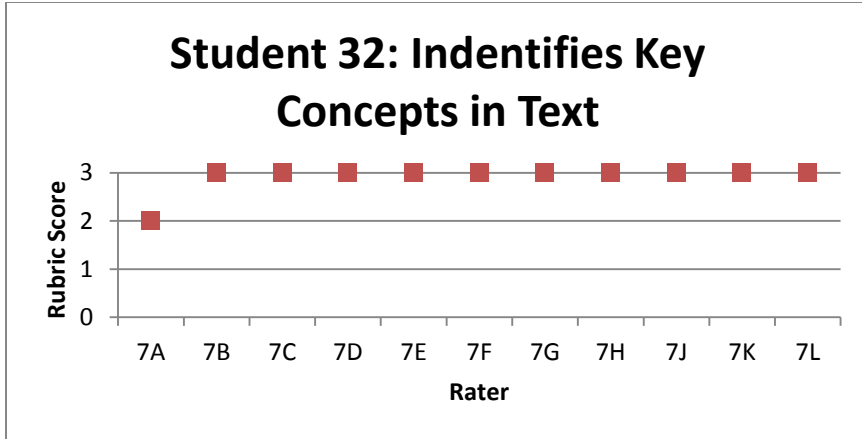


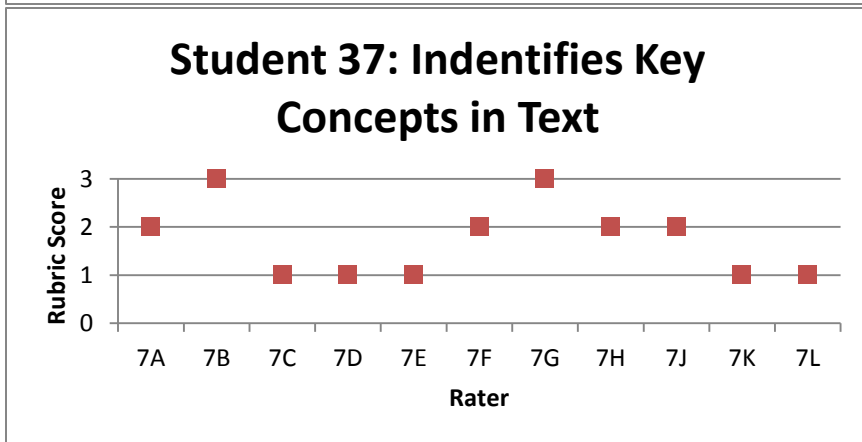
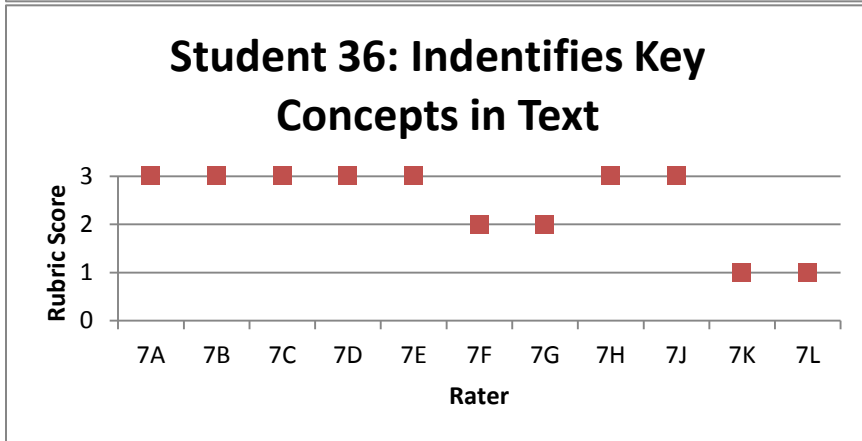
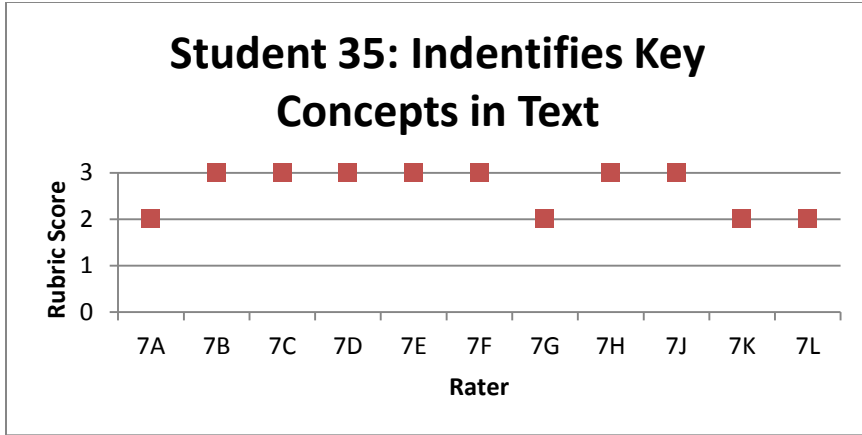


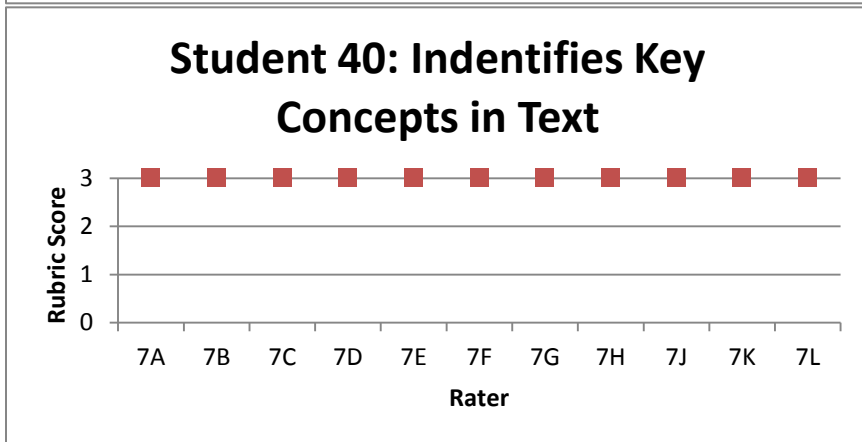
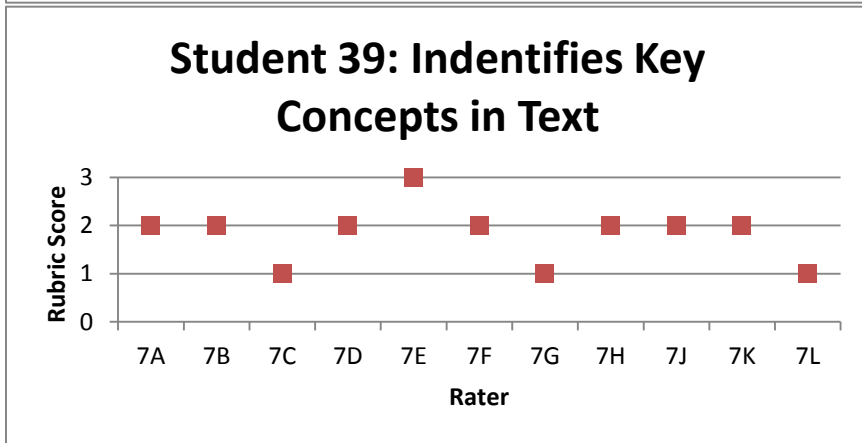
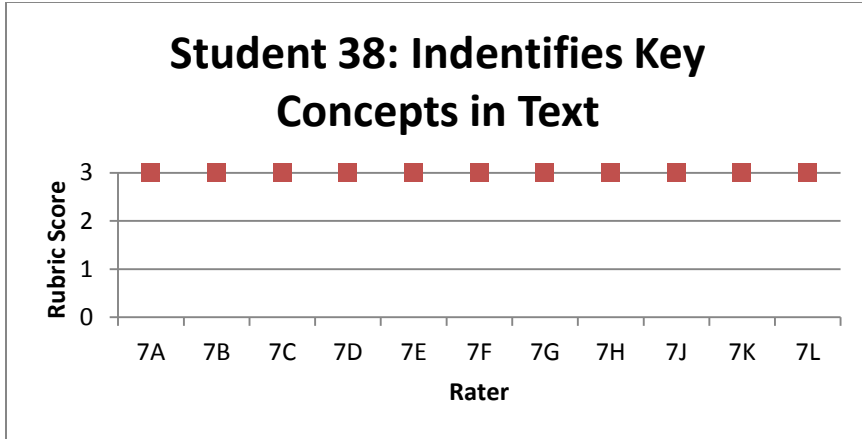


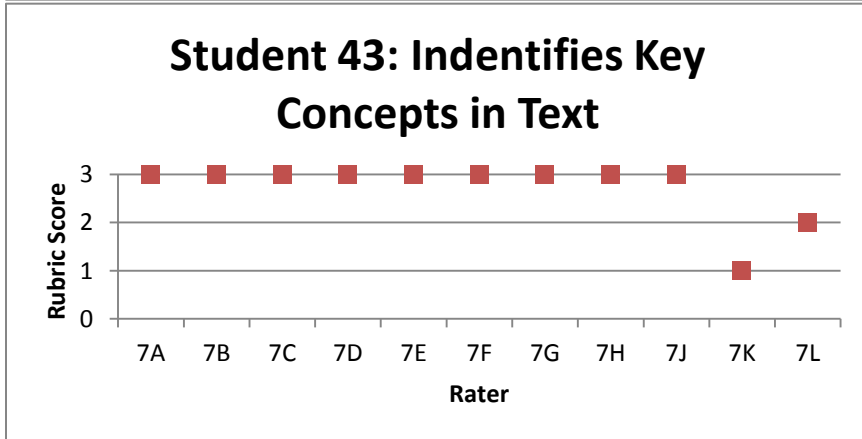
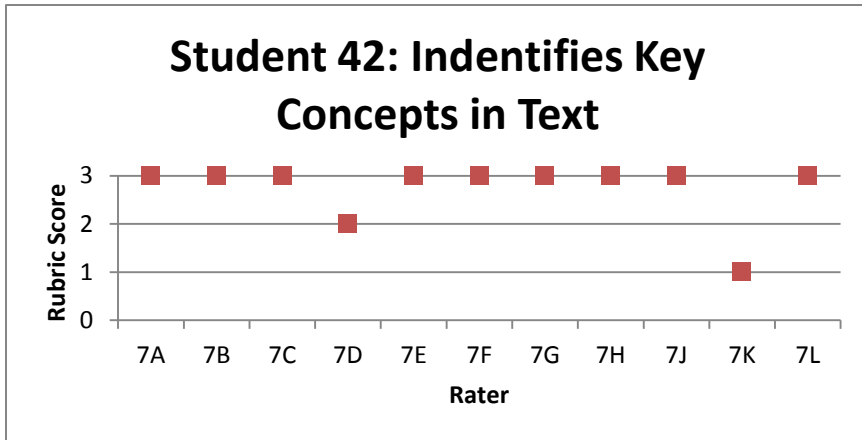
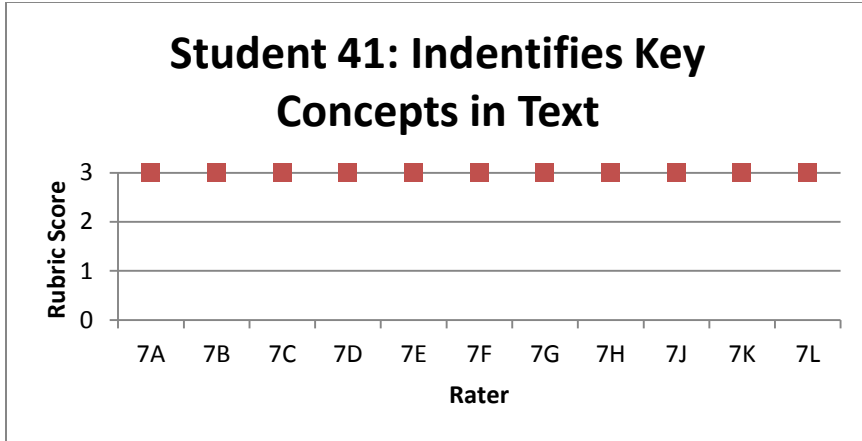


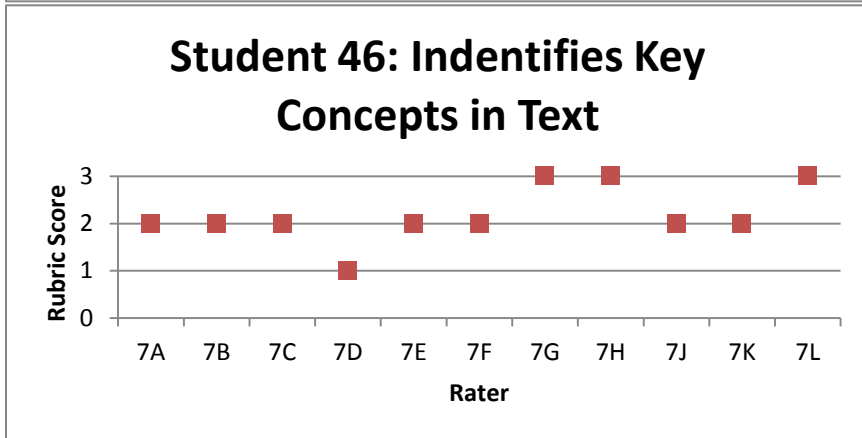
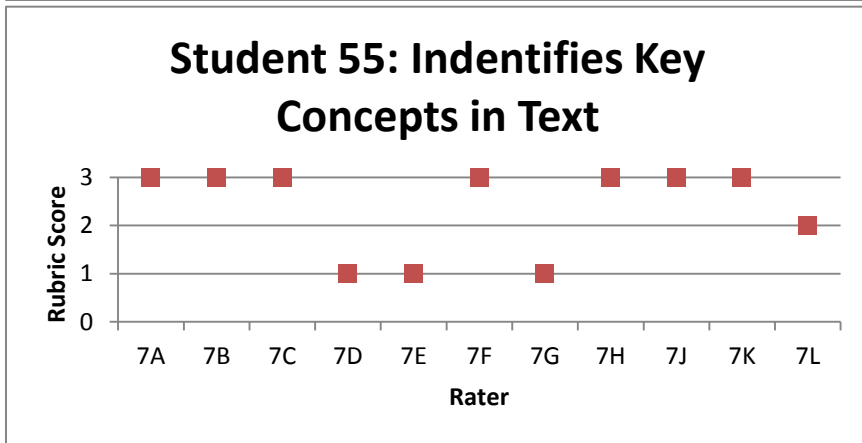
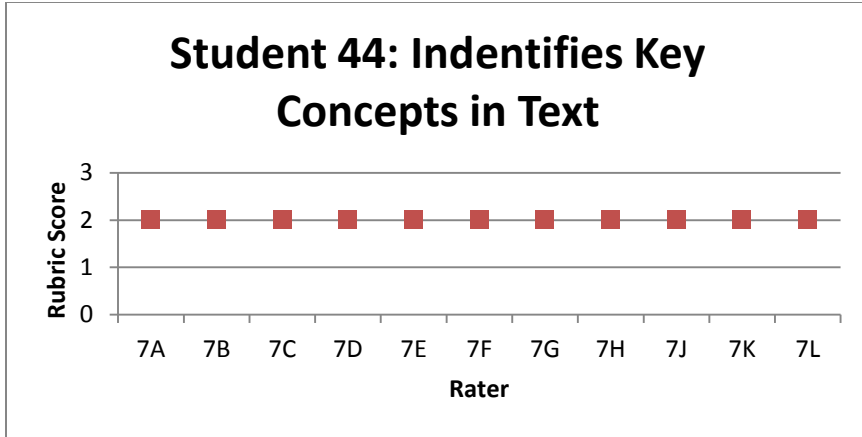


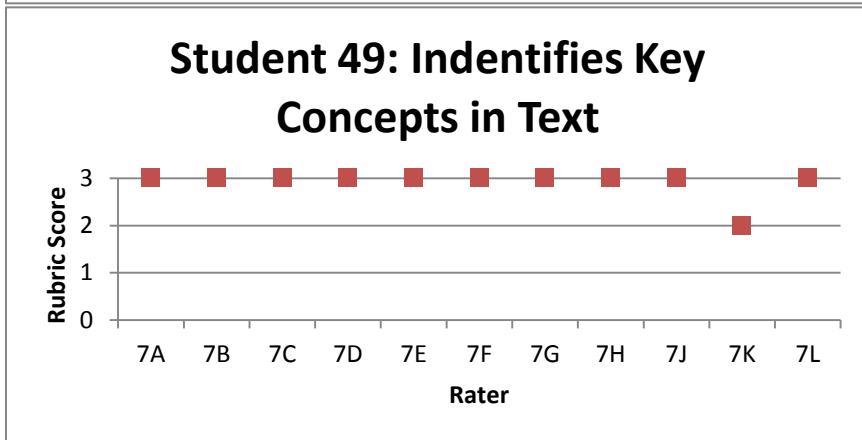
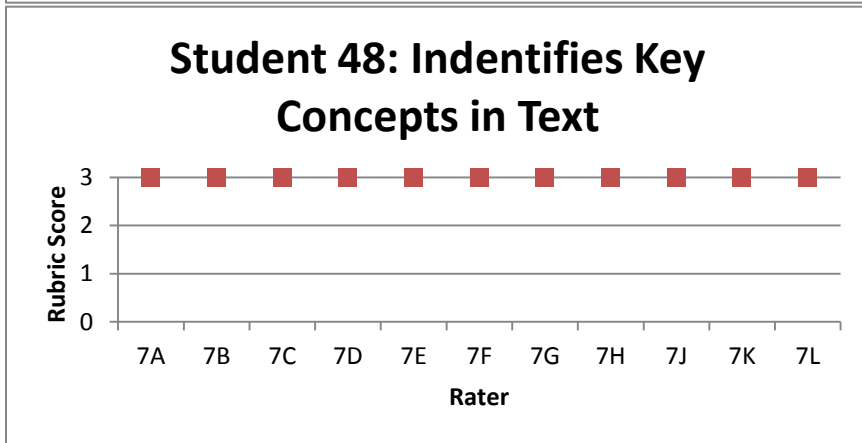
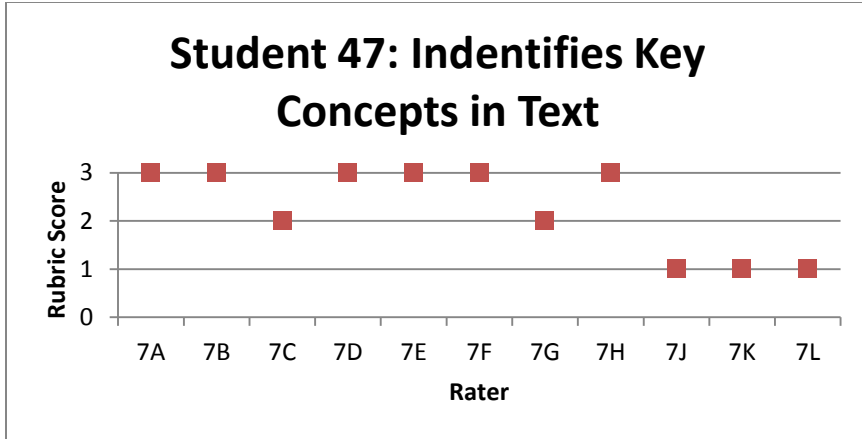


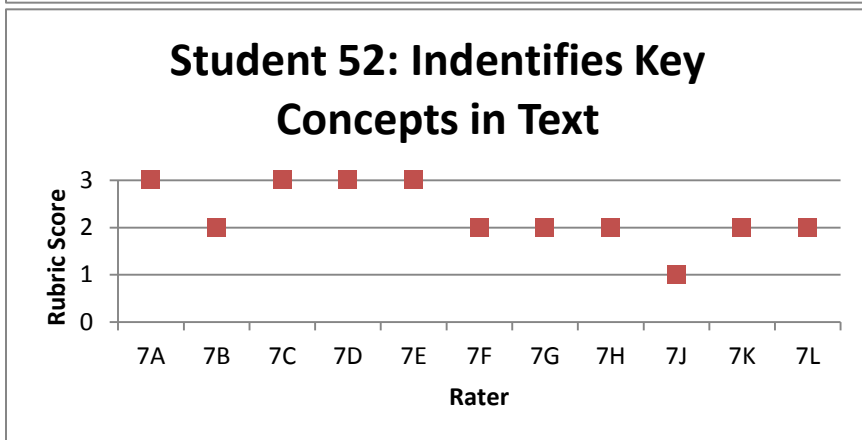
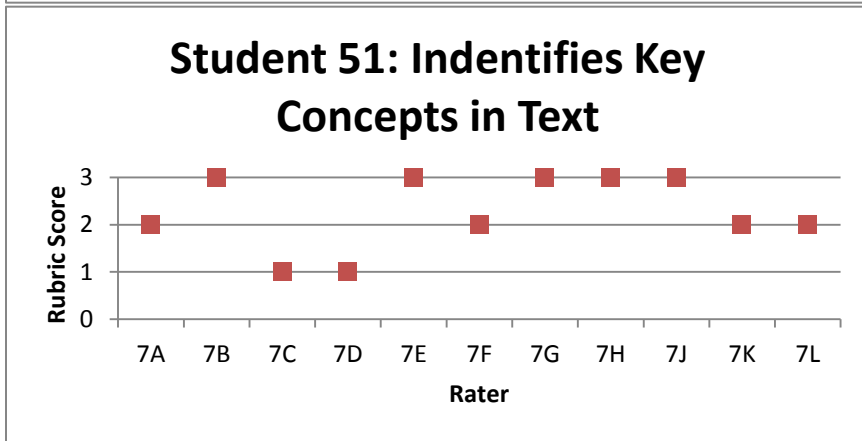
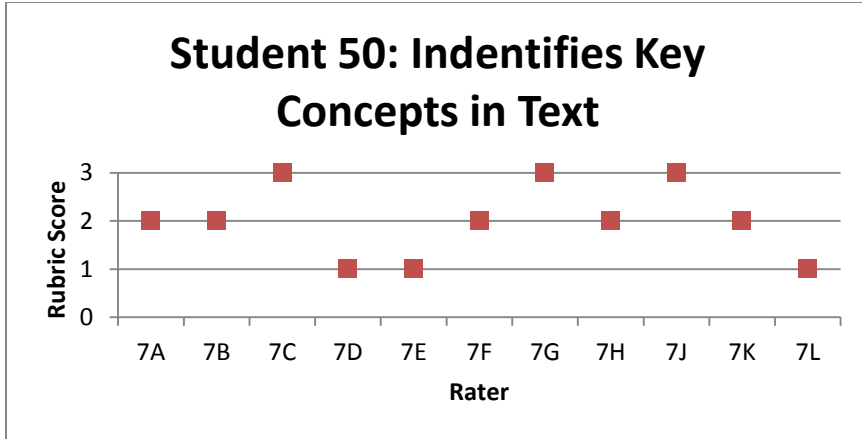


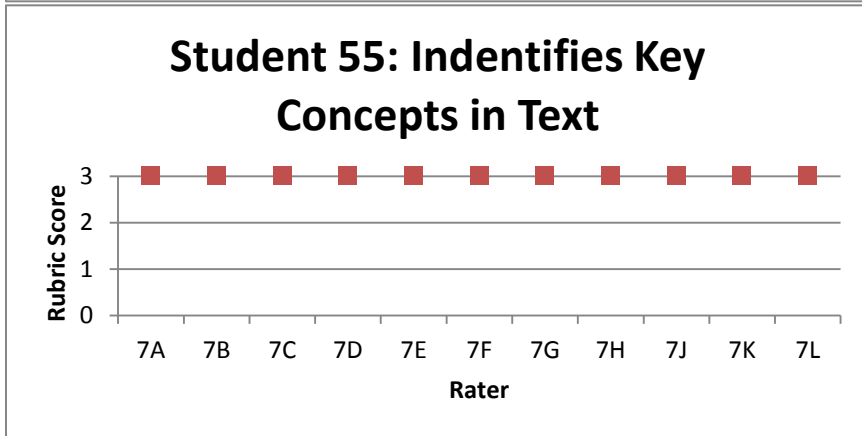
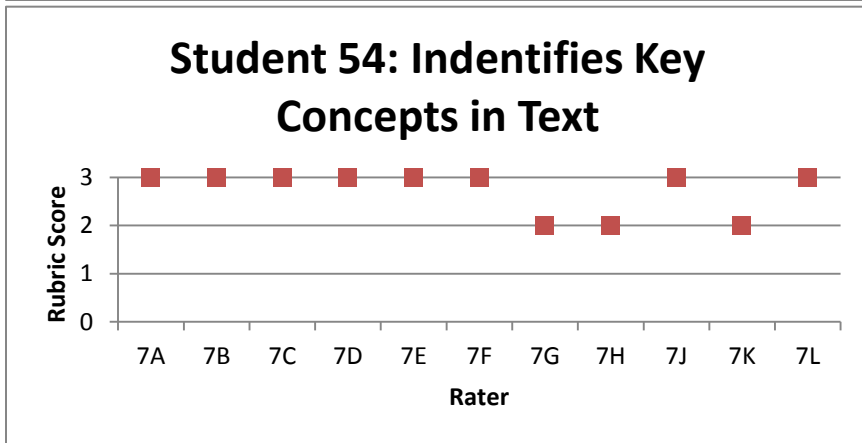
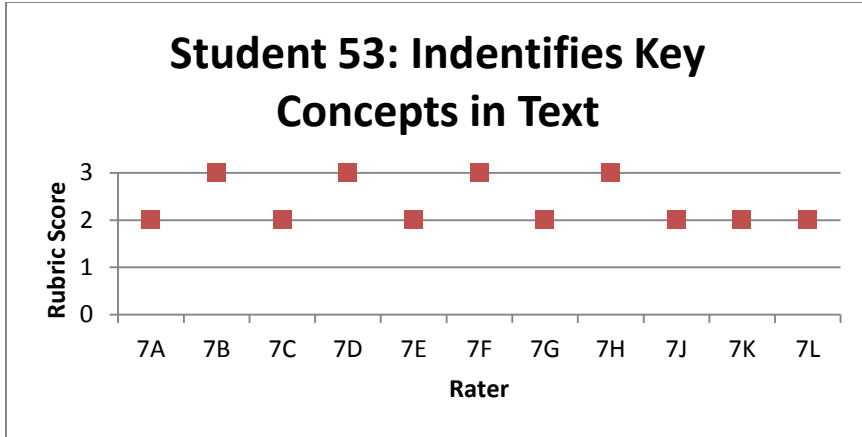




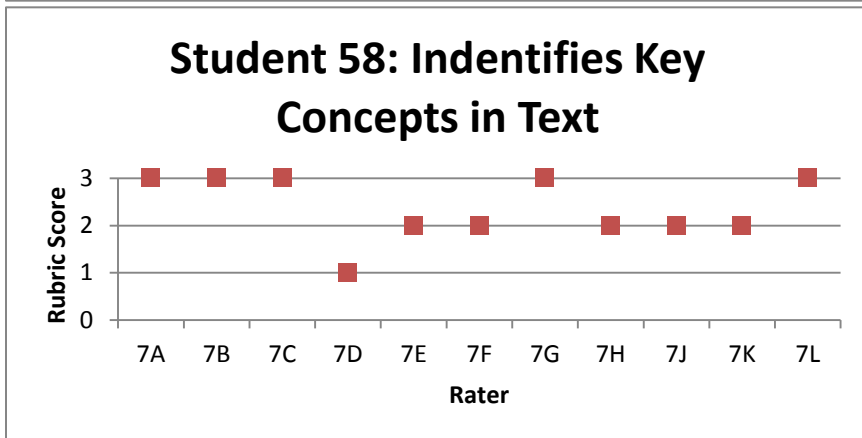
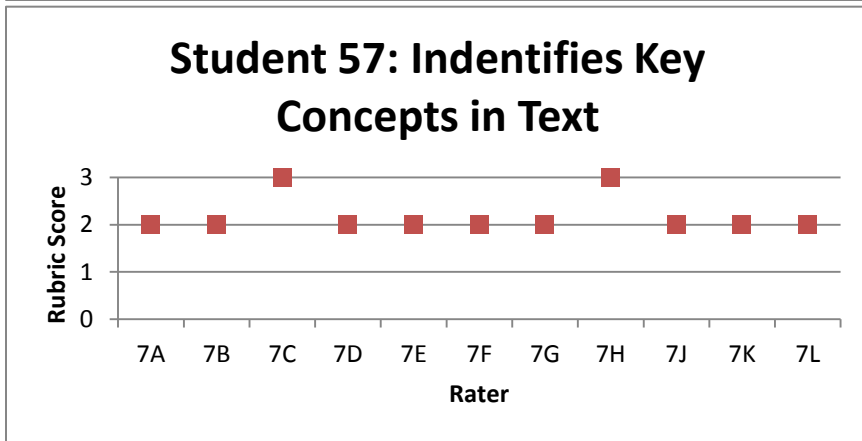
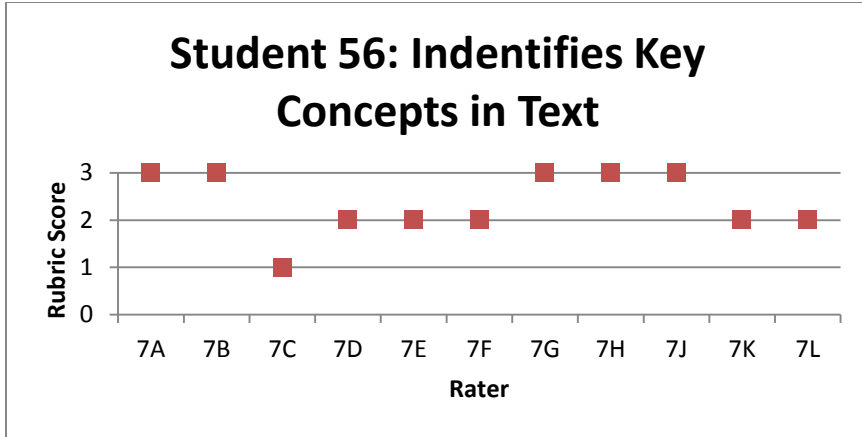


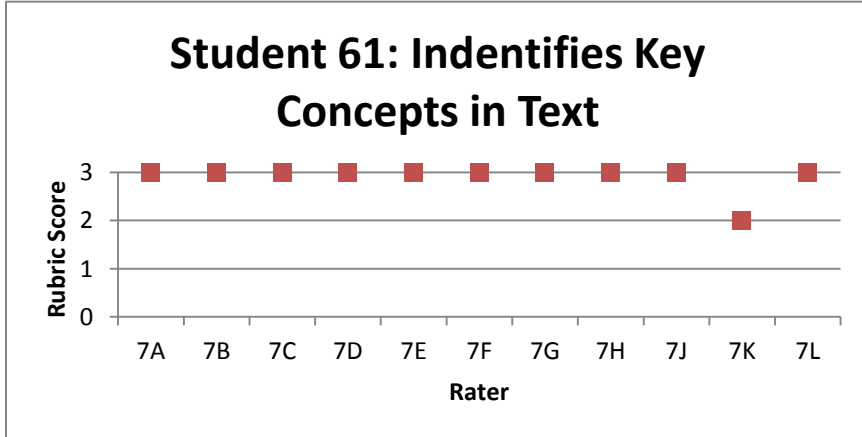
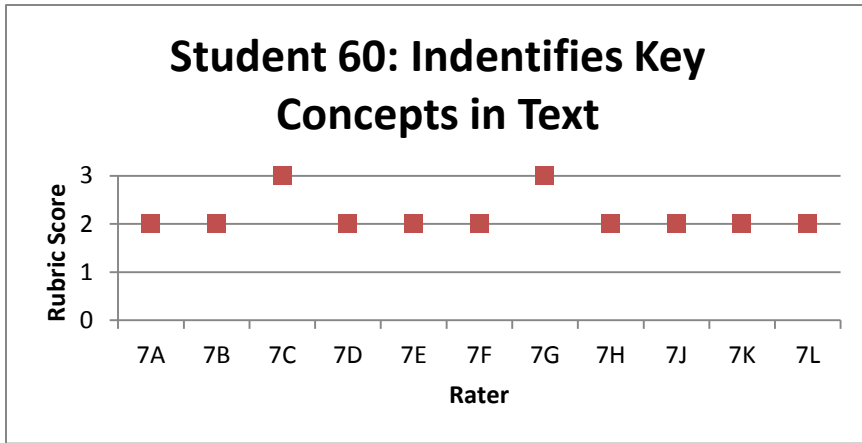
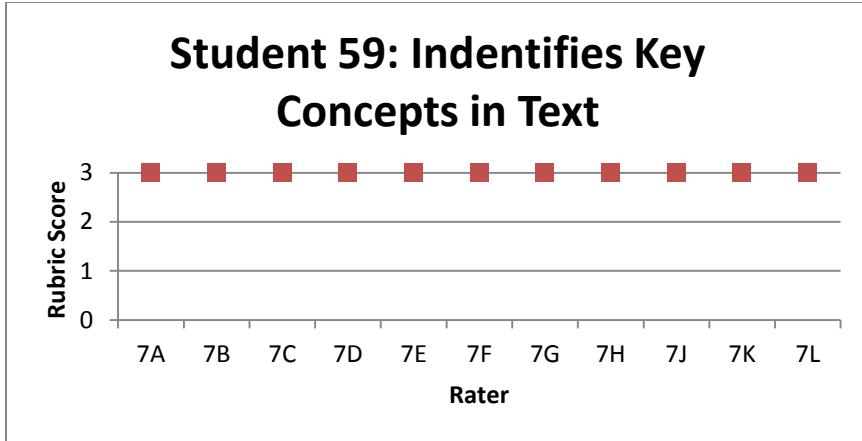


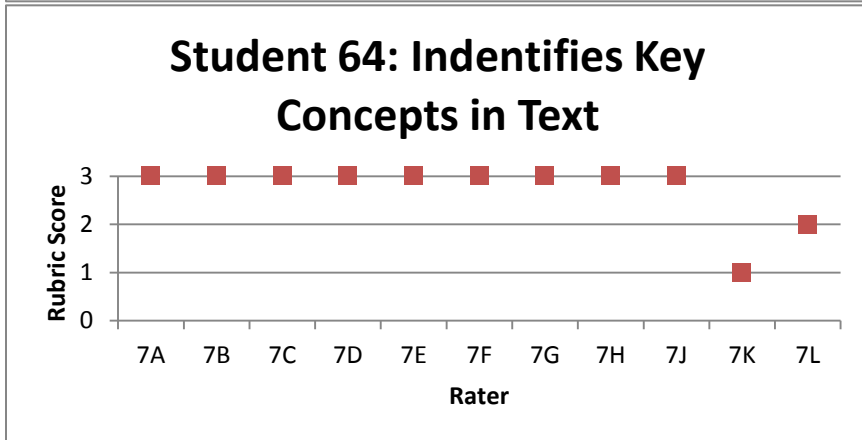
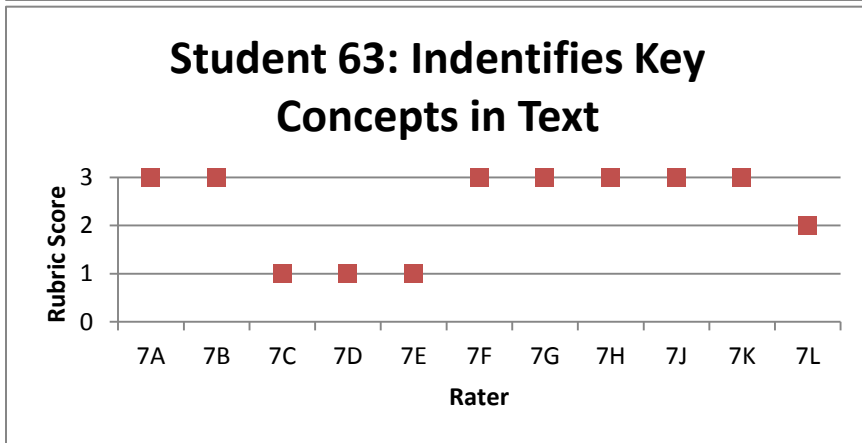
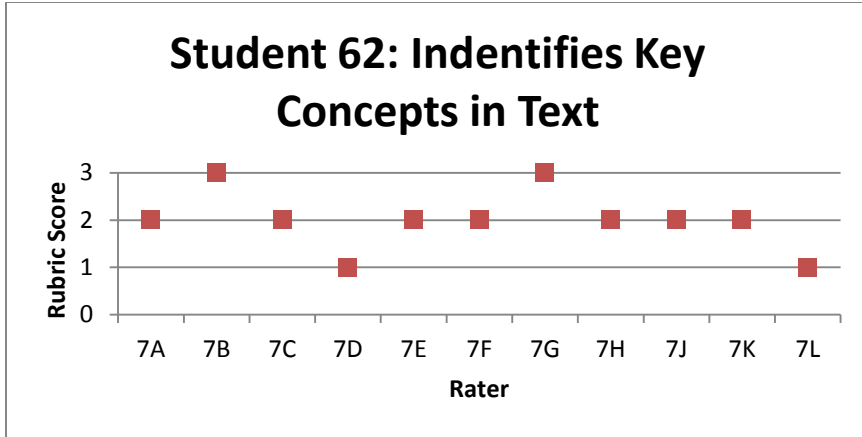


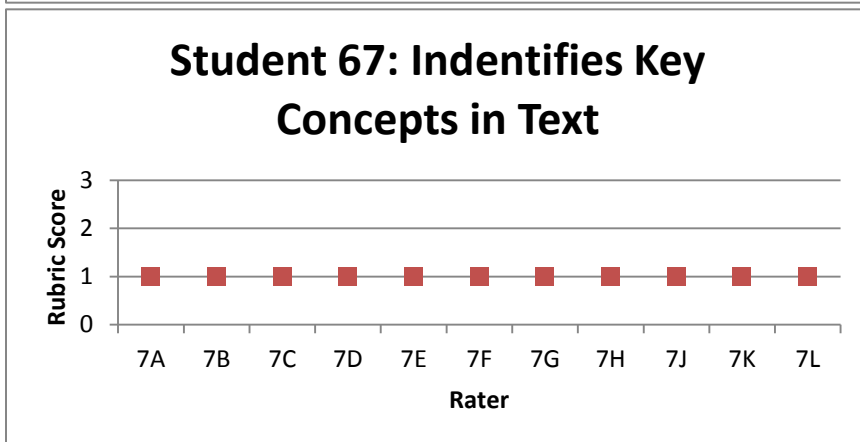
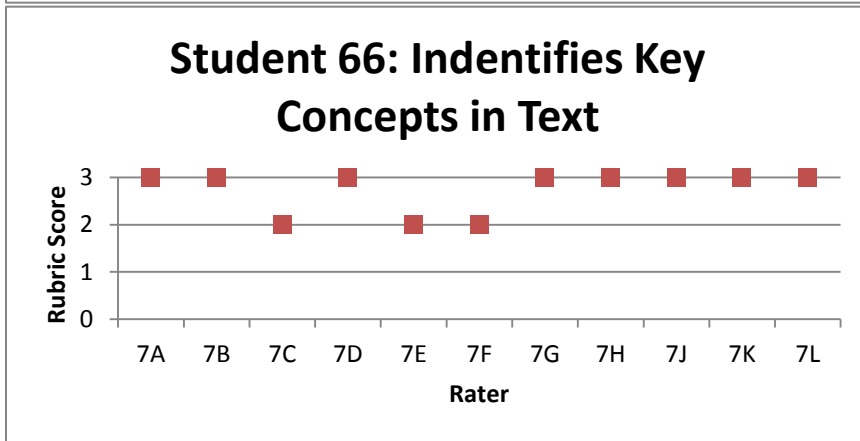
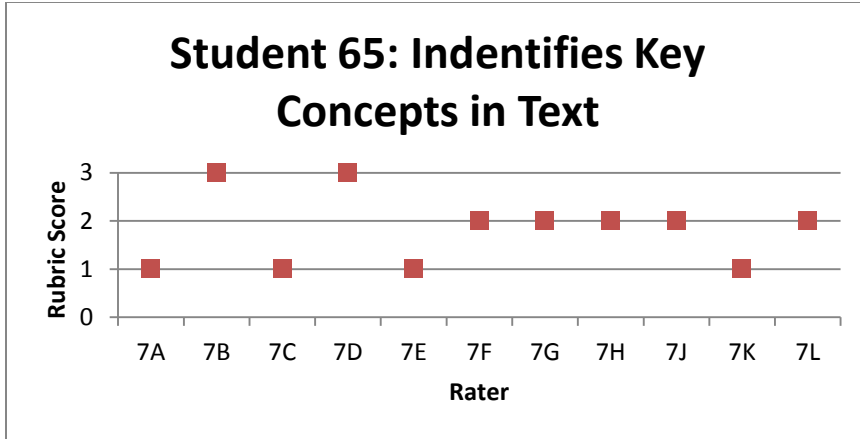


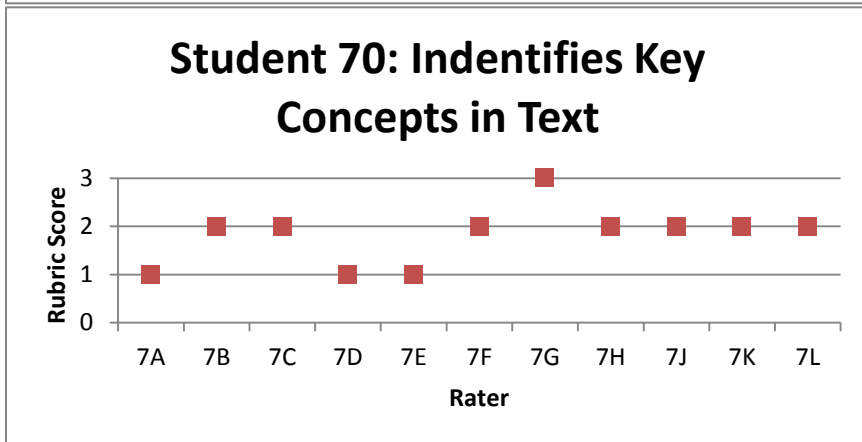
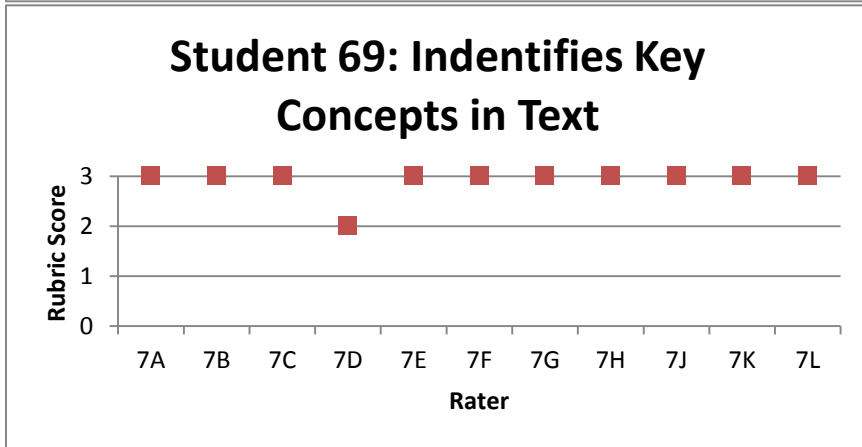
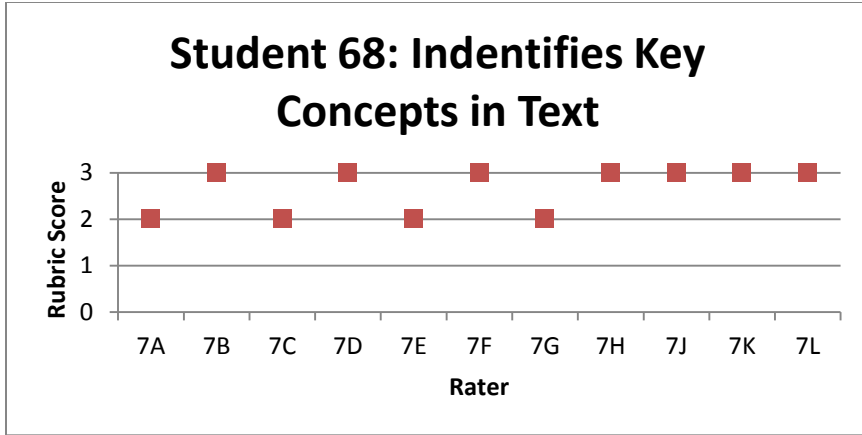


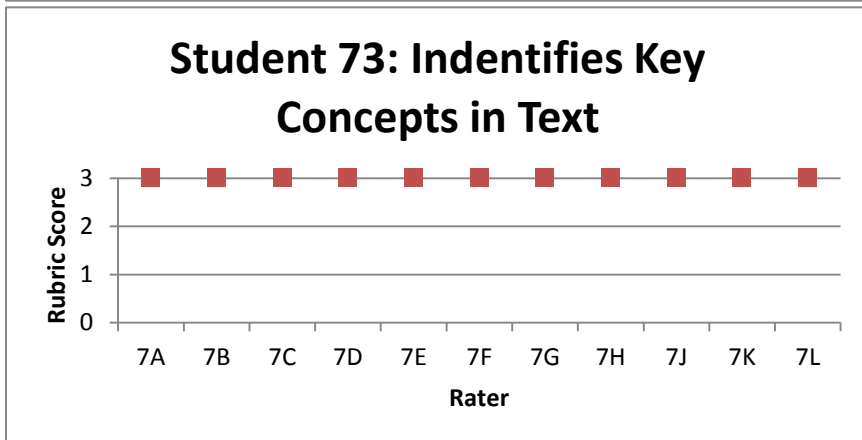
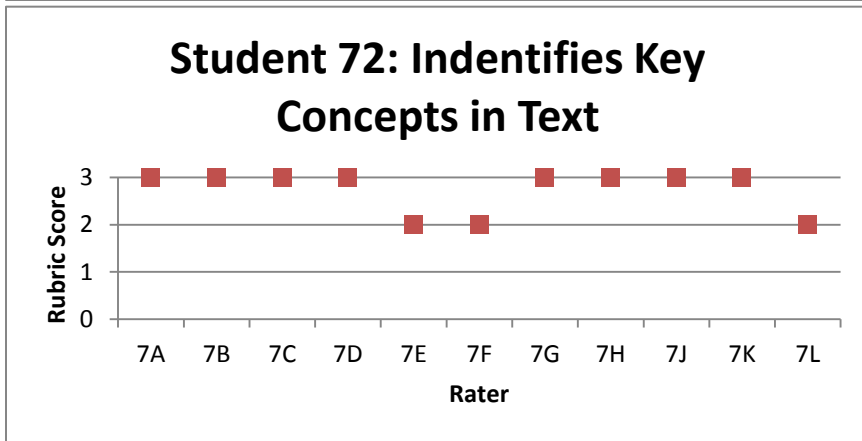
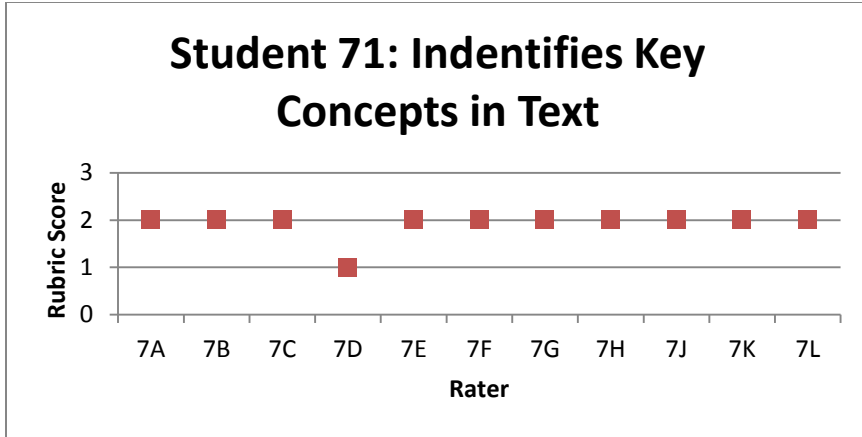


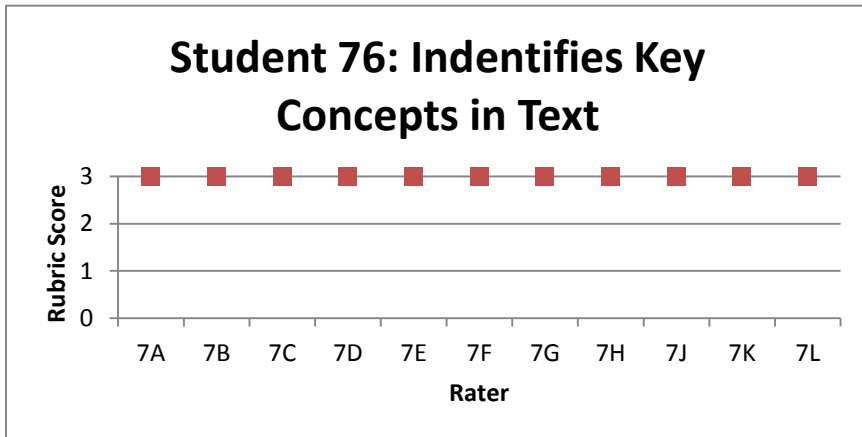
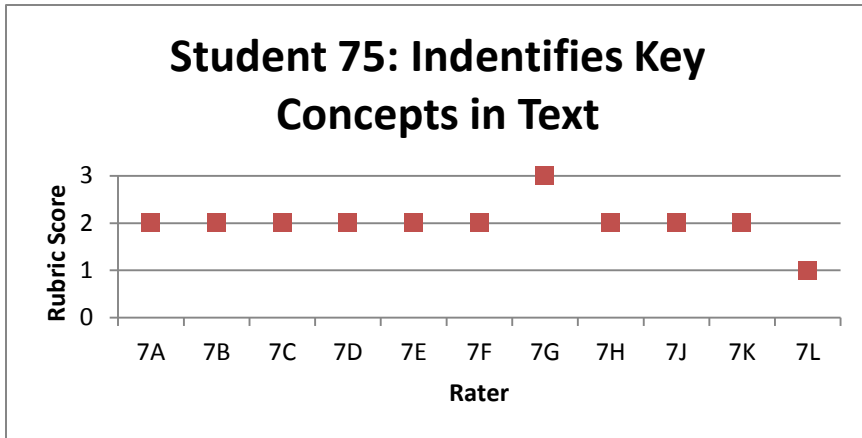
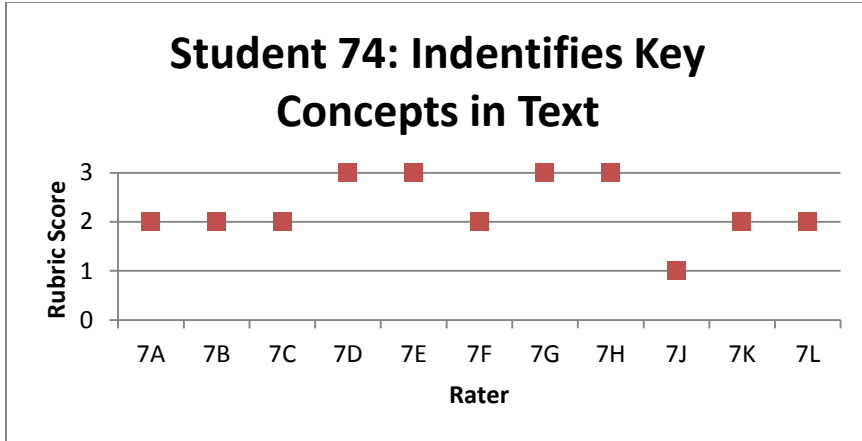


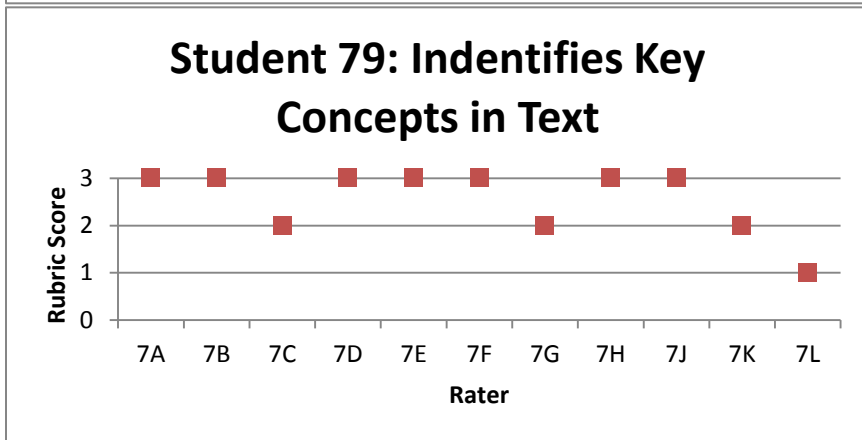
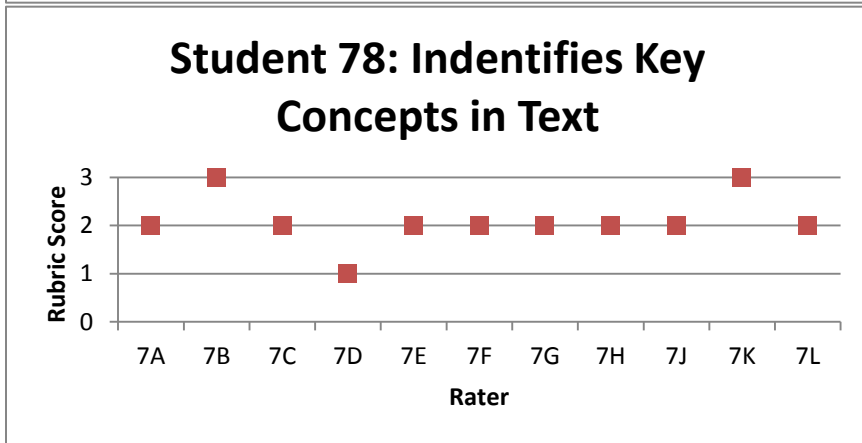
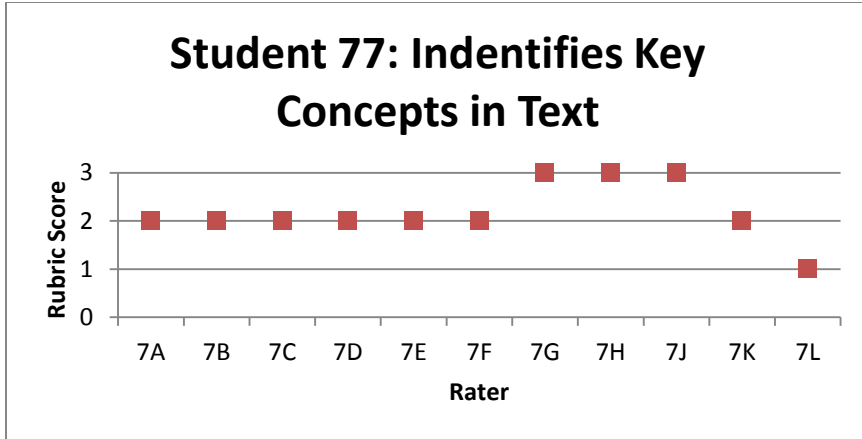




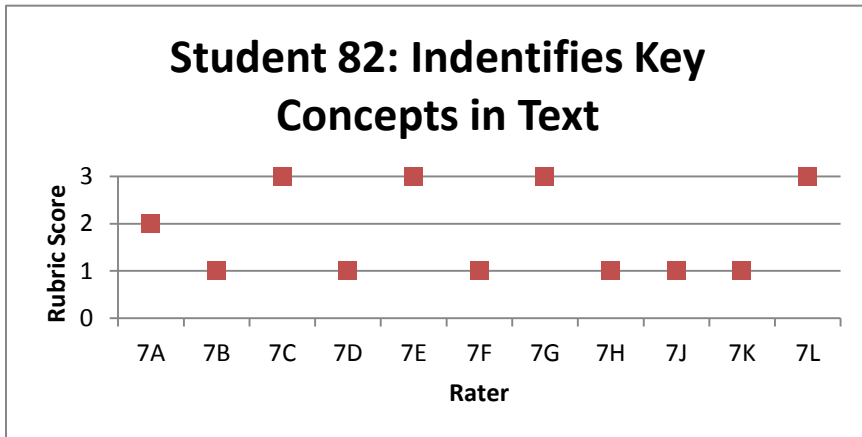
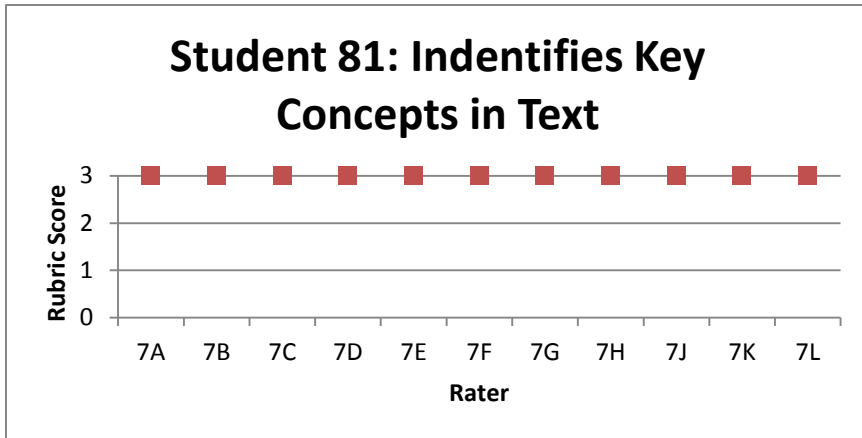
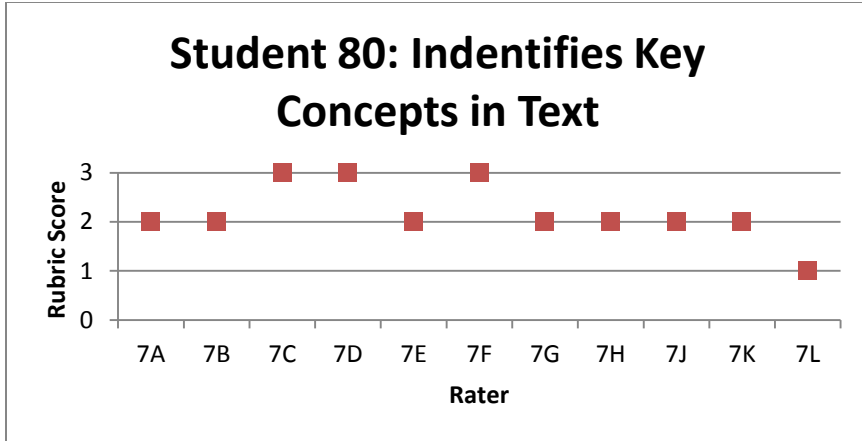


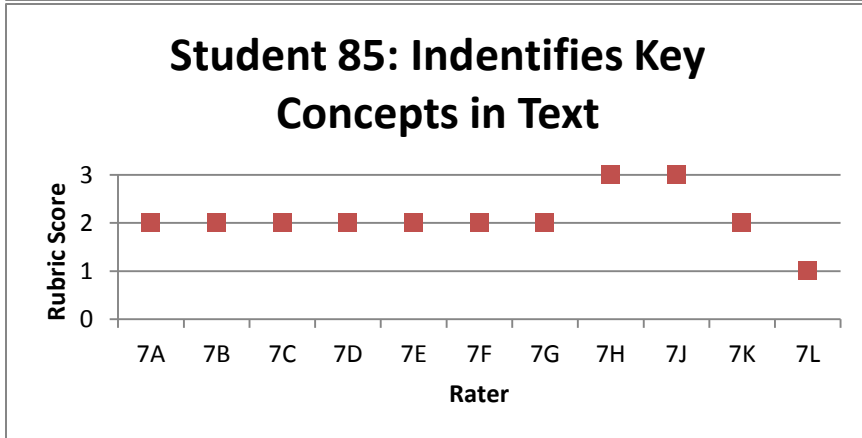
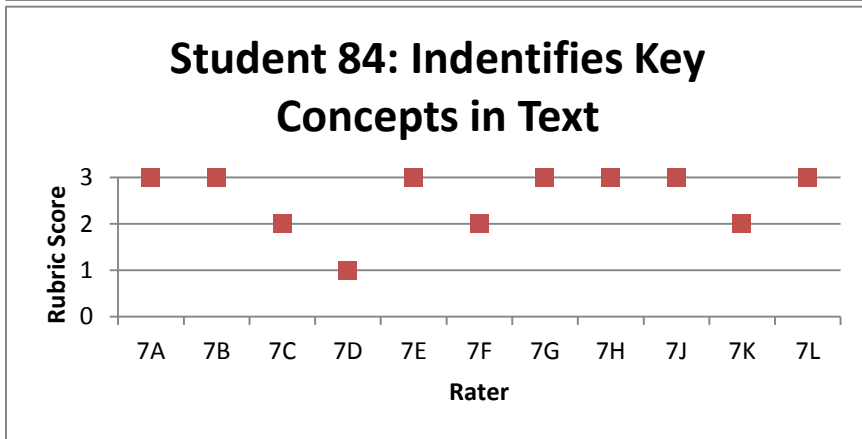
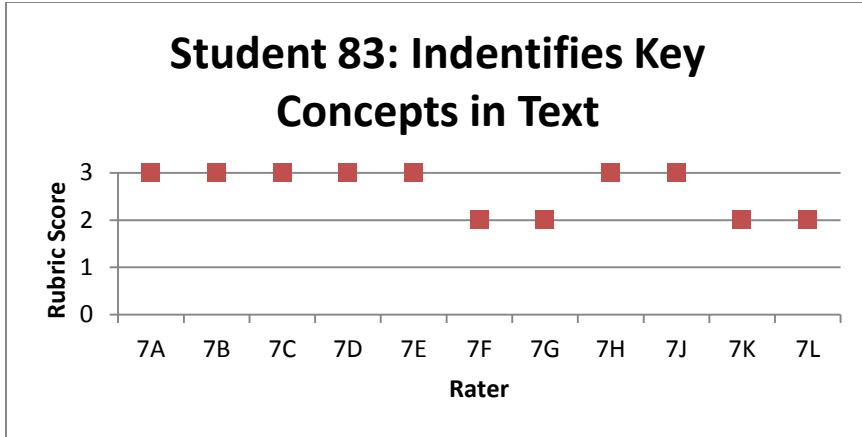


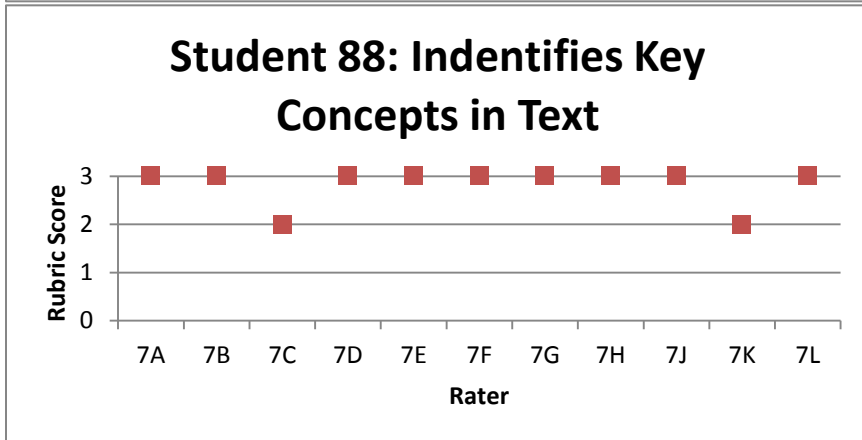
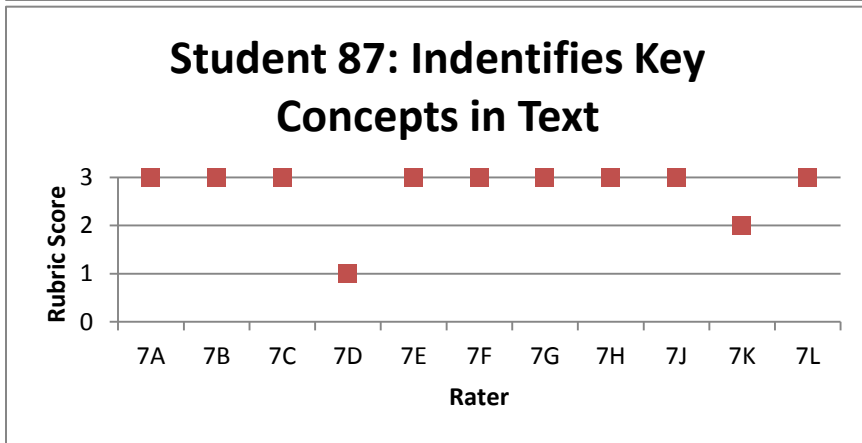
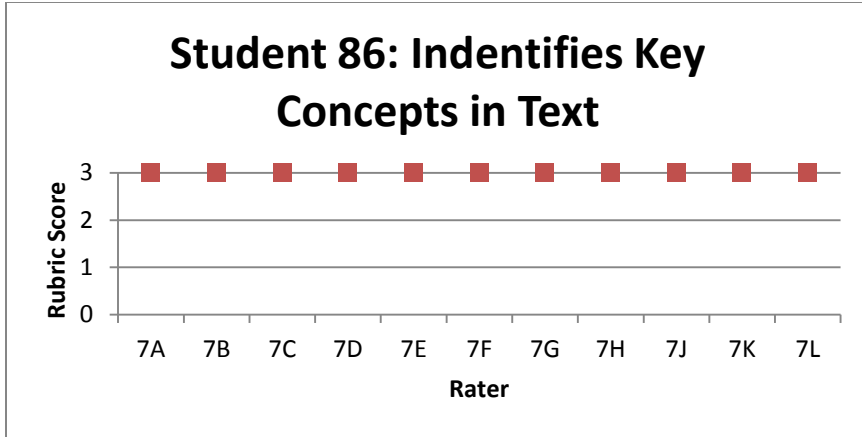


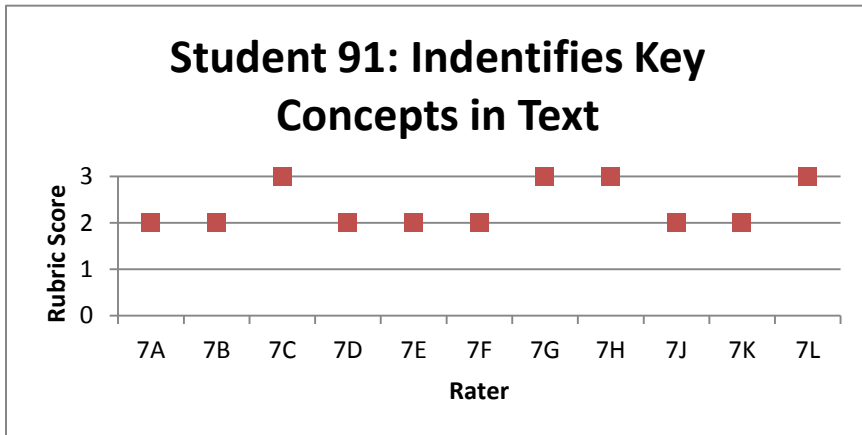
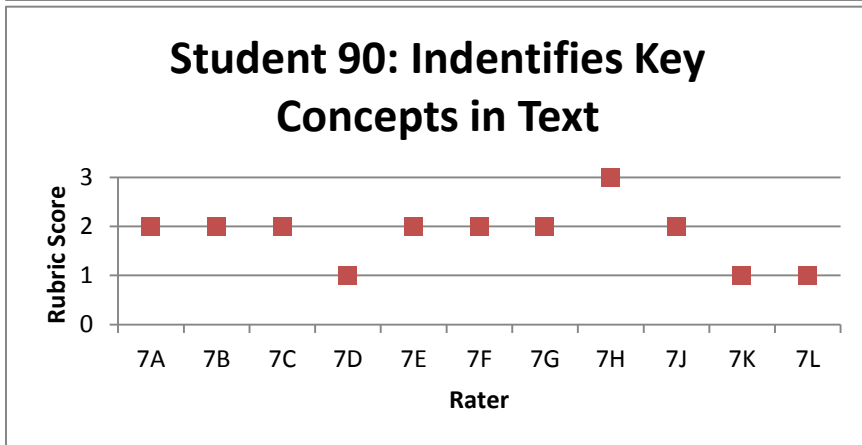
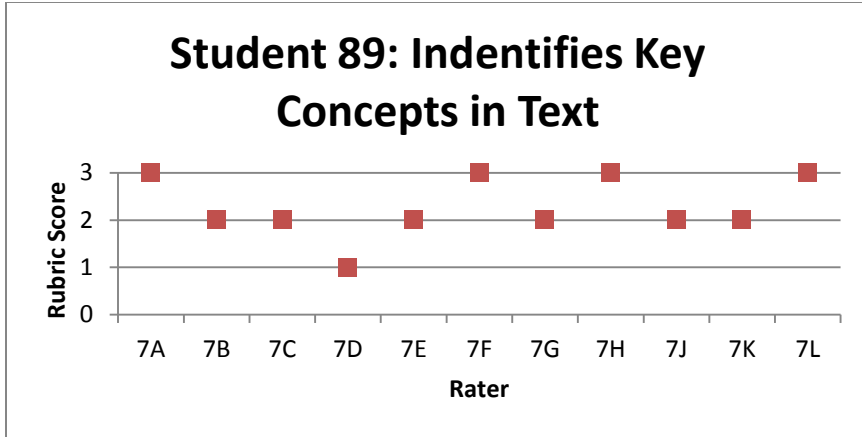


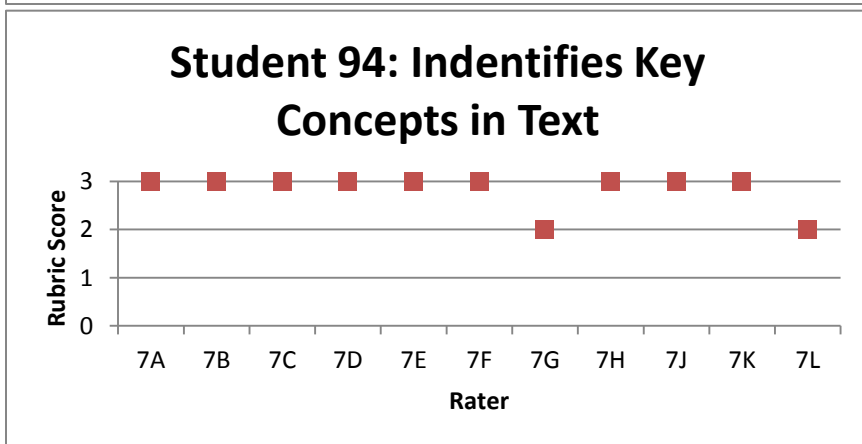
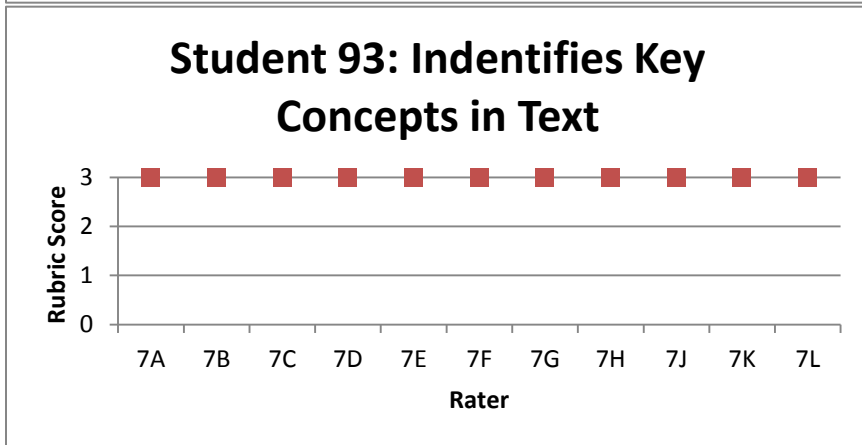
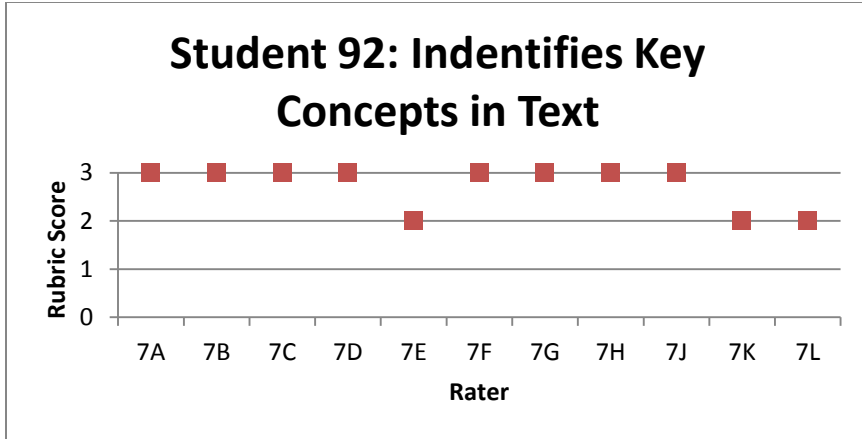


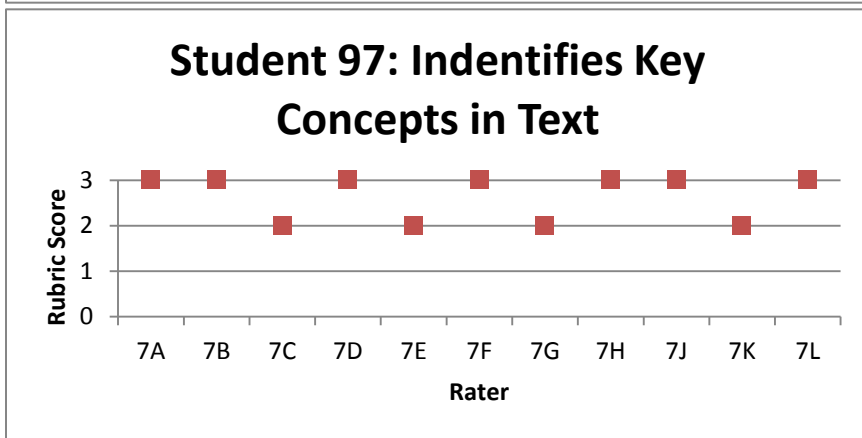
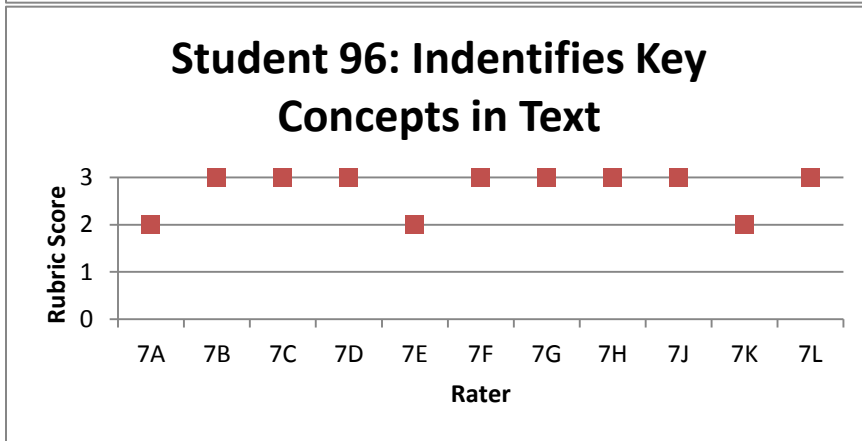
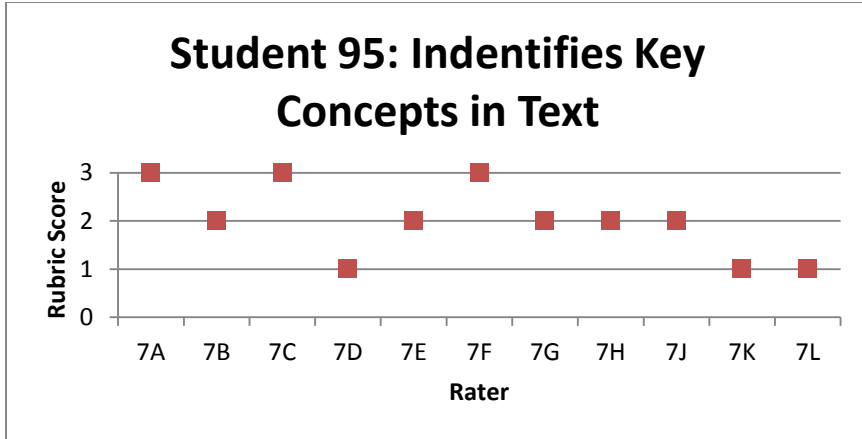


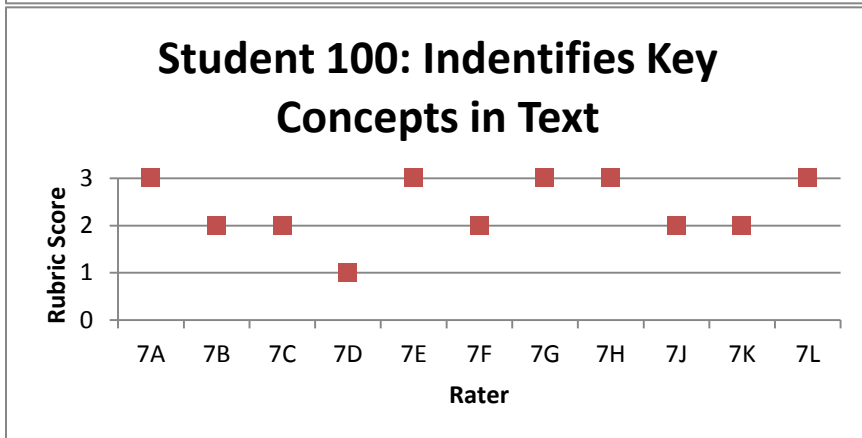
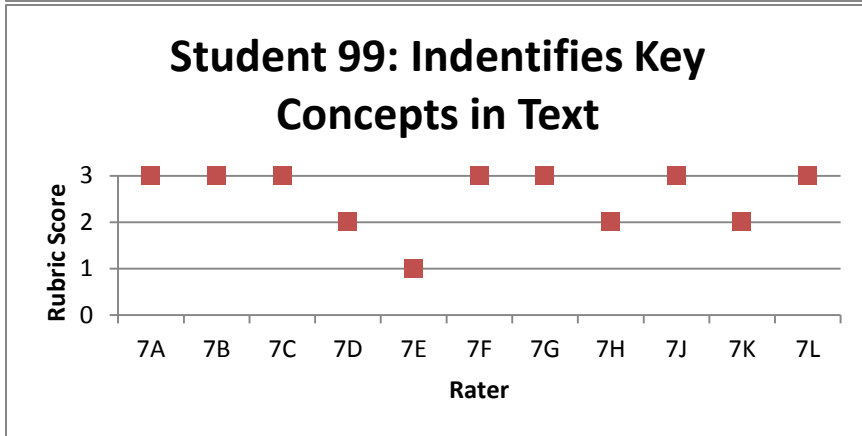
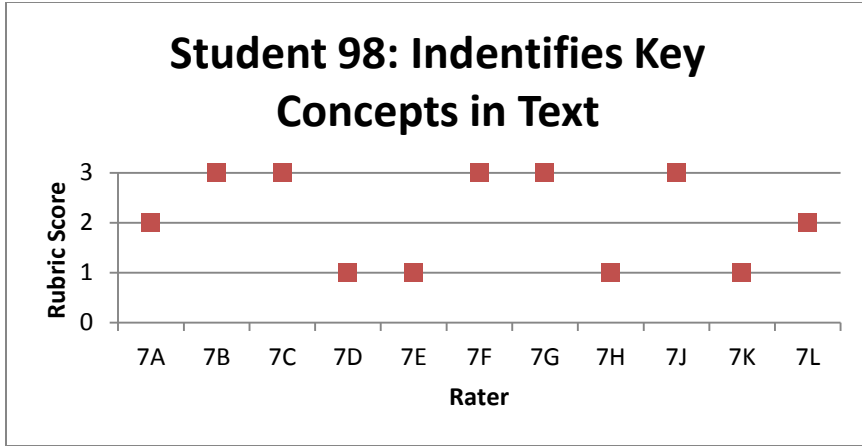


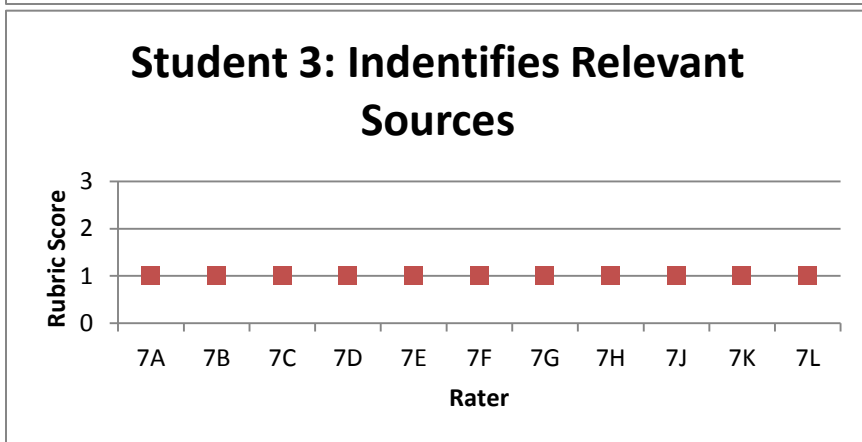
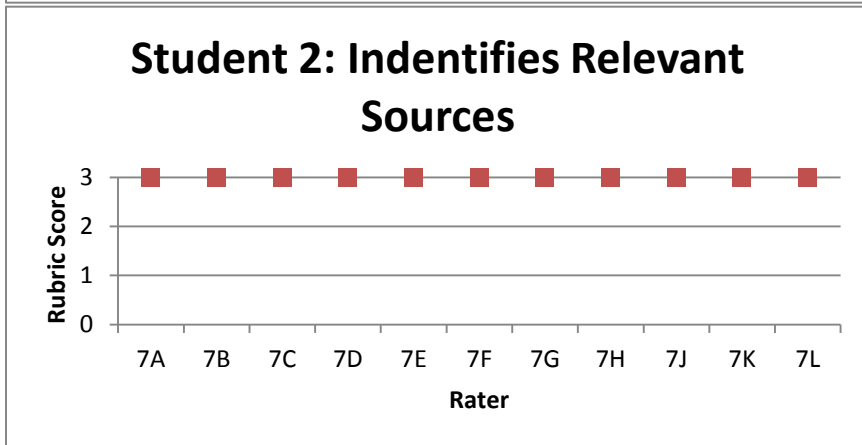
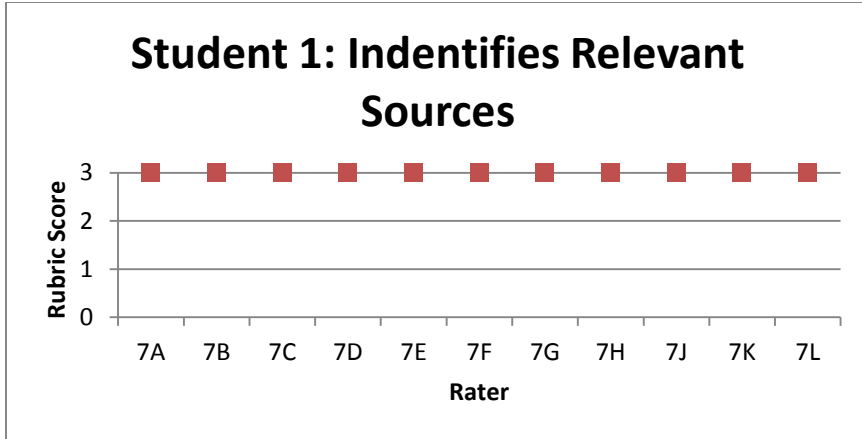




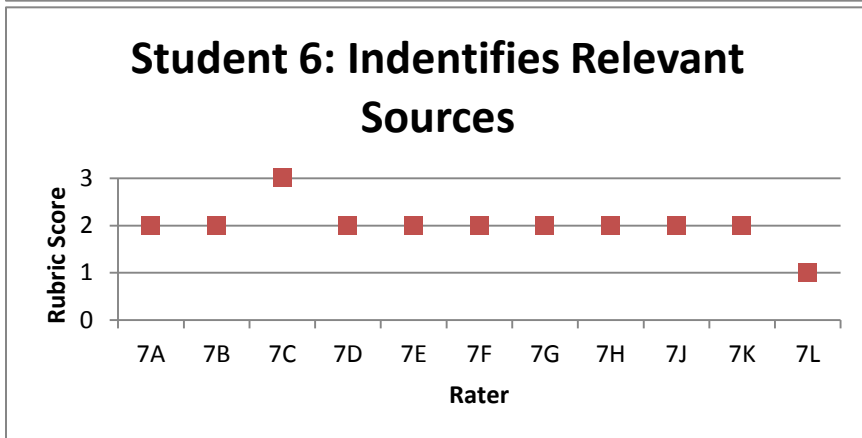
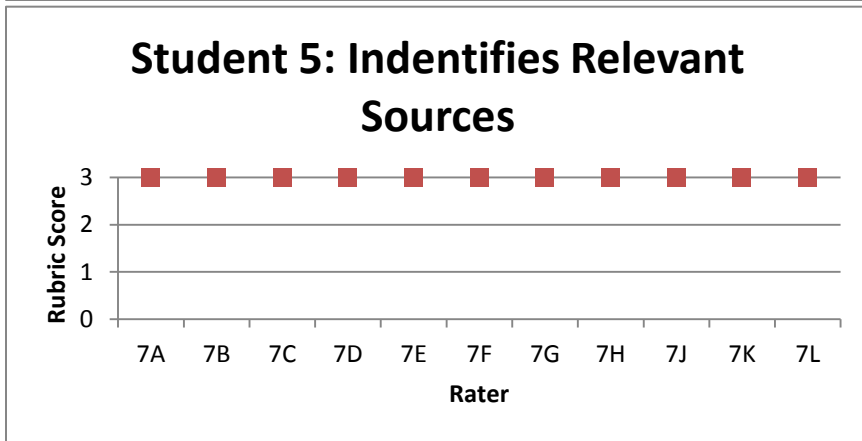
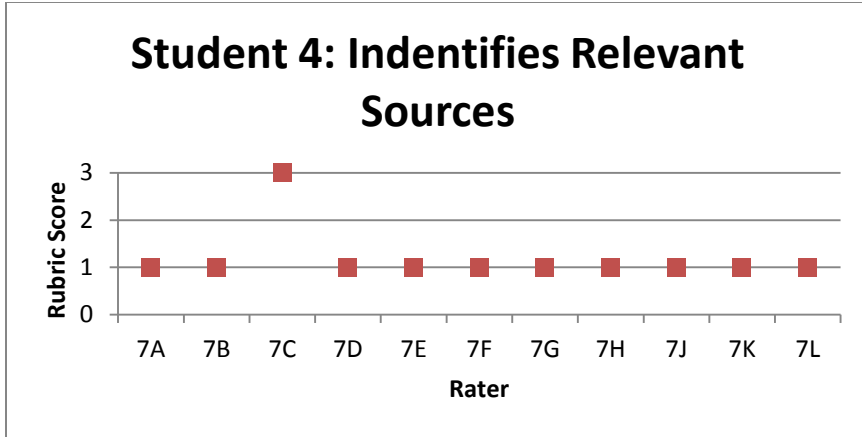


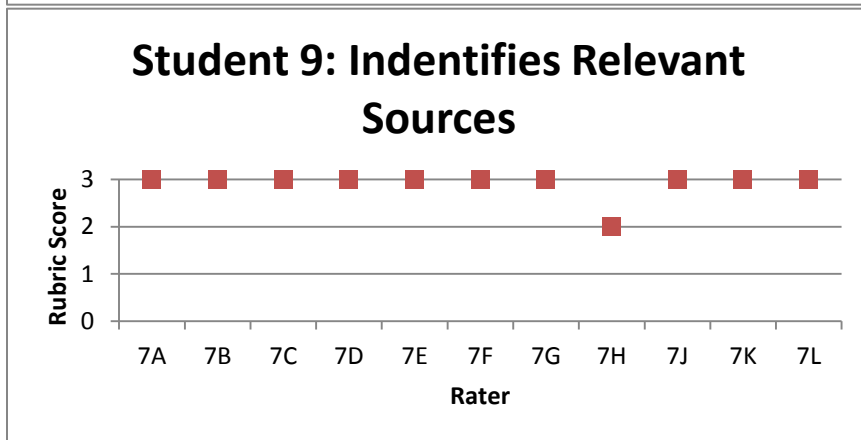
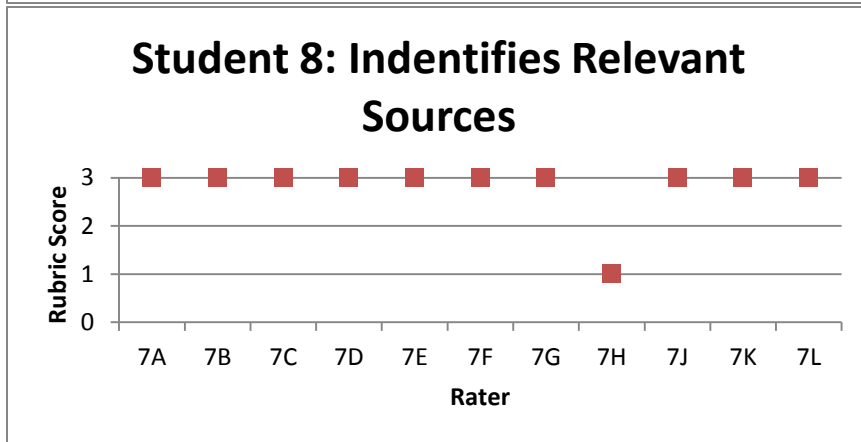
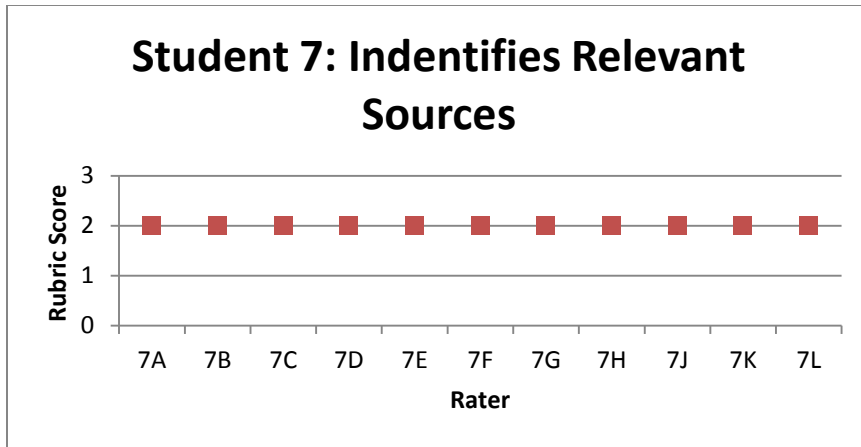


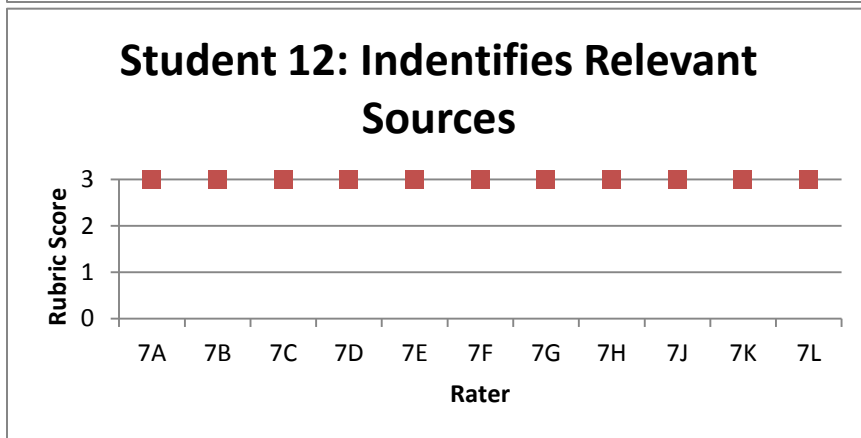
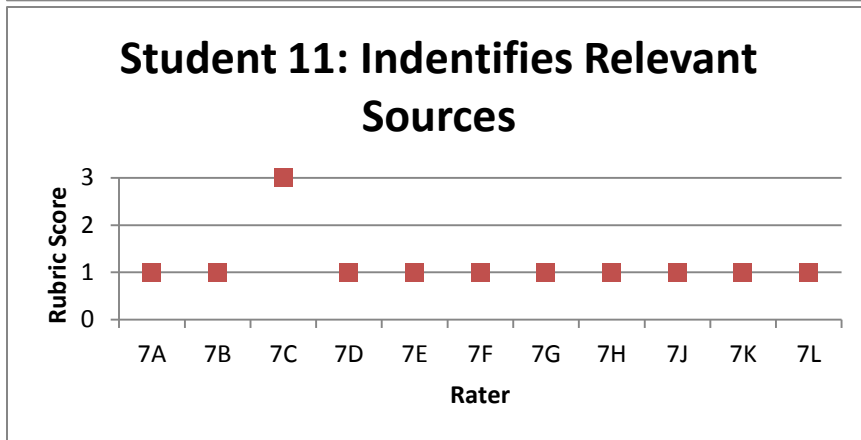
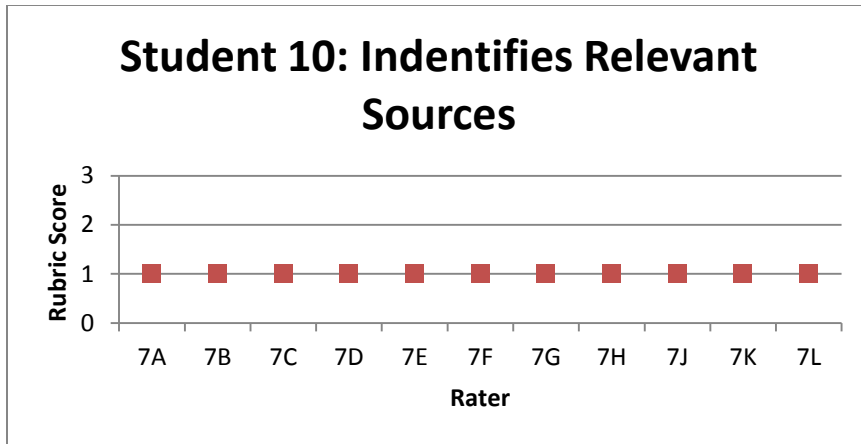


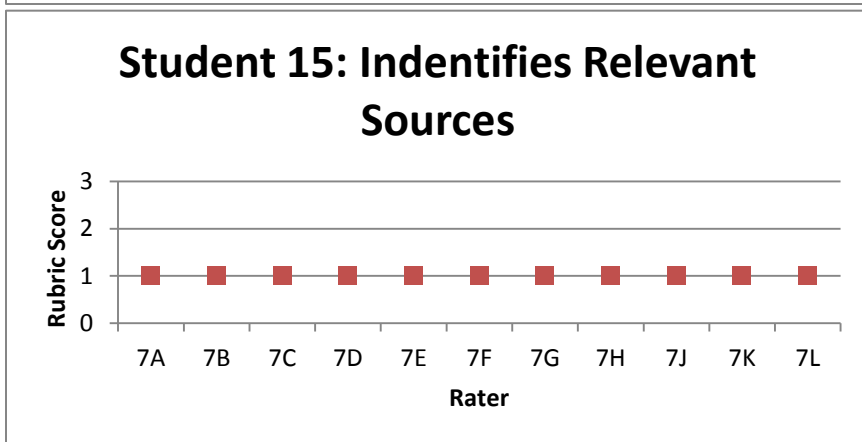
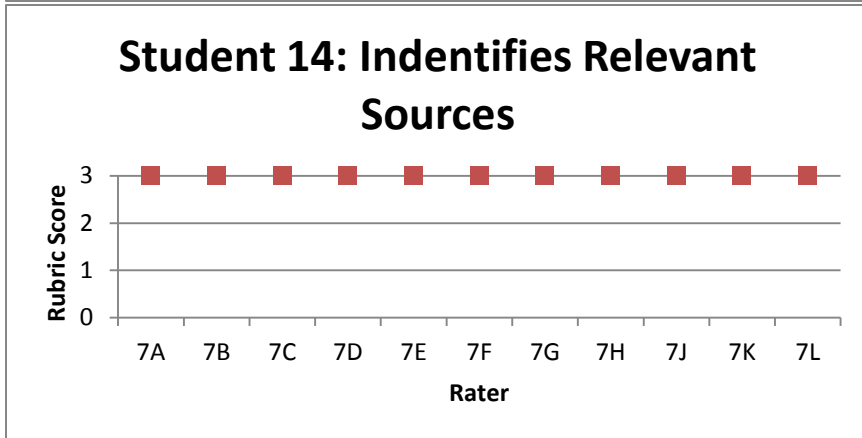
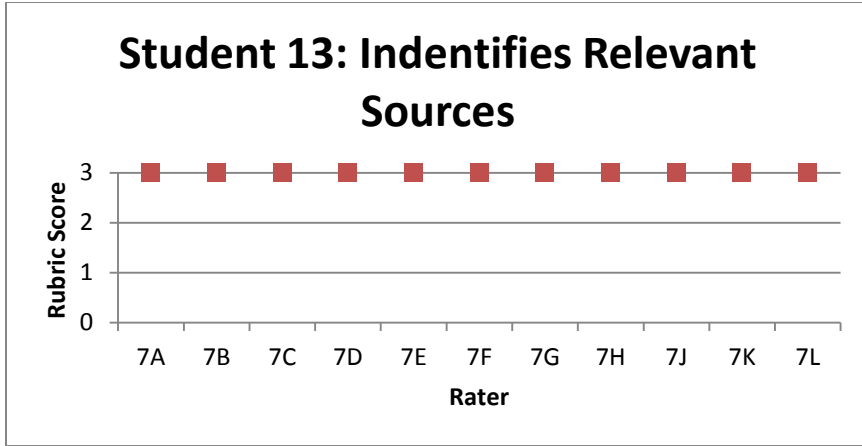




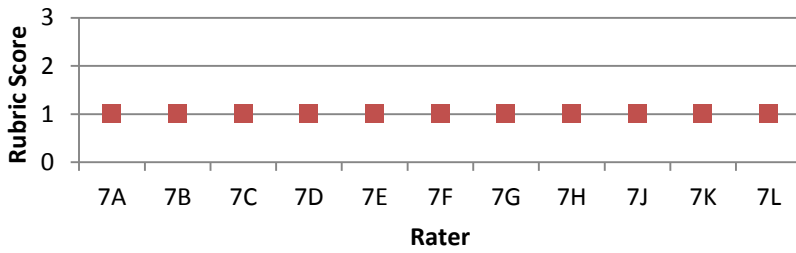




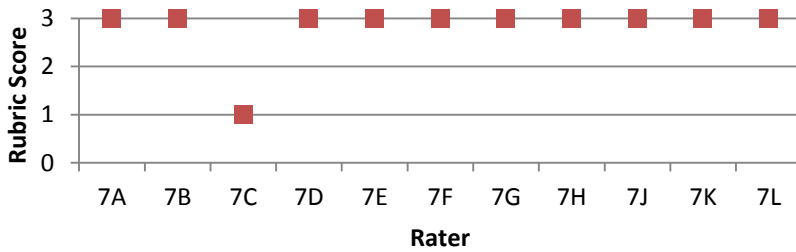




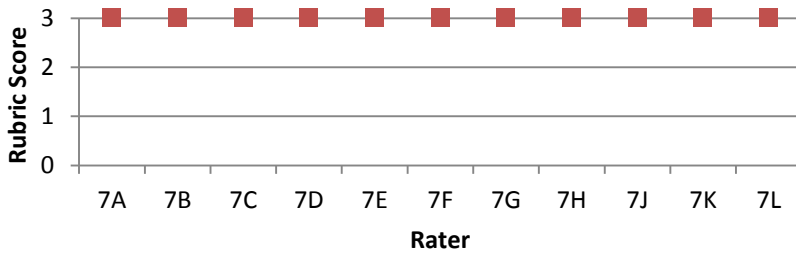
### Student 16: Identifies Relevant Sources

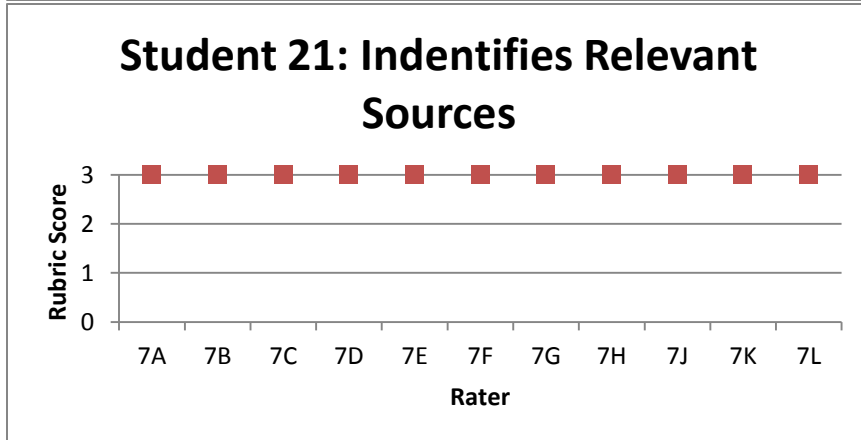
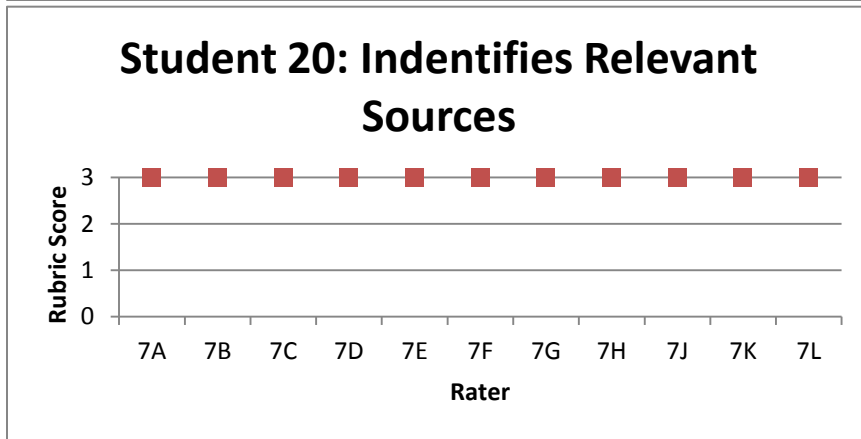
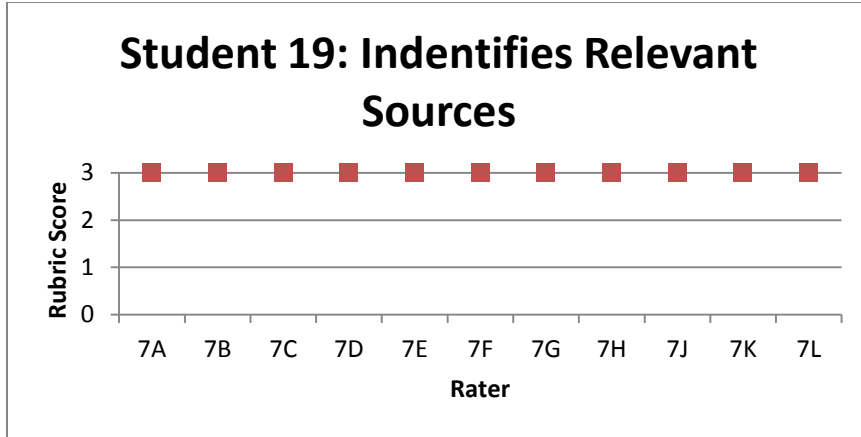


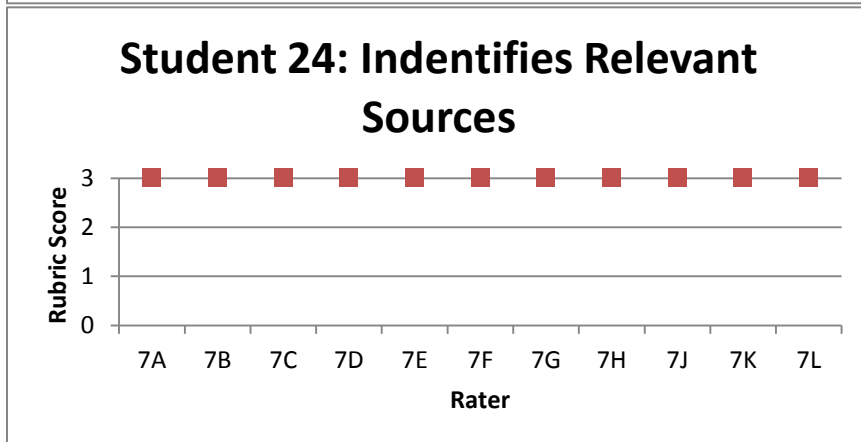
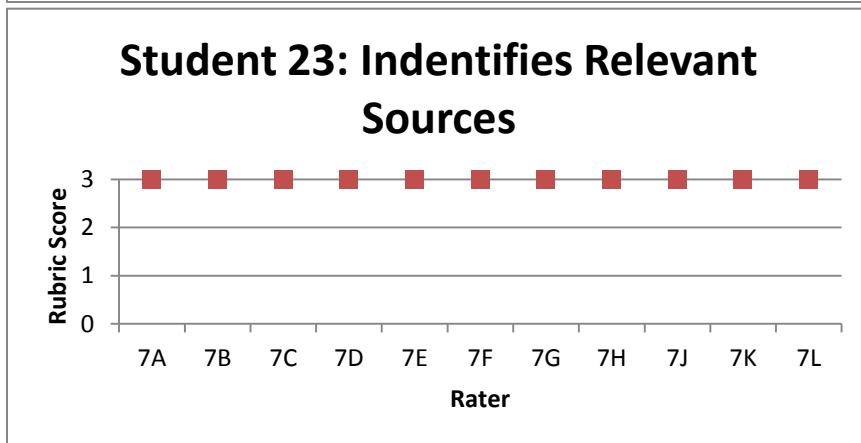
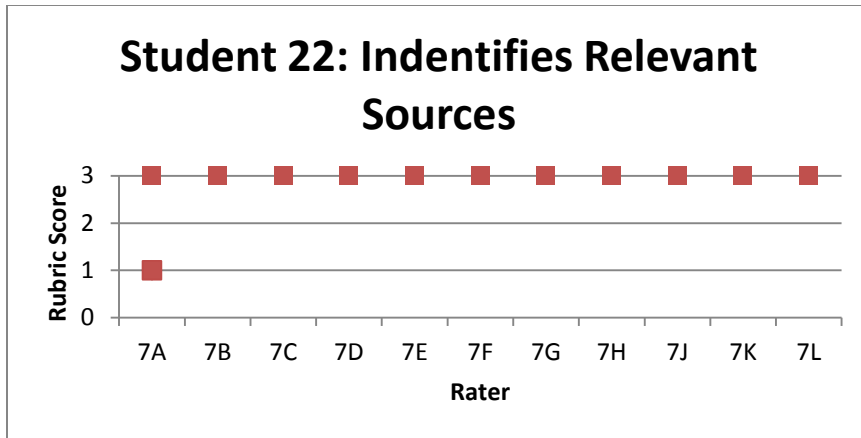
### Student 17: Identifies Relevant Sources

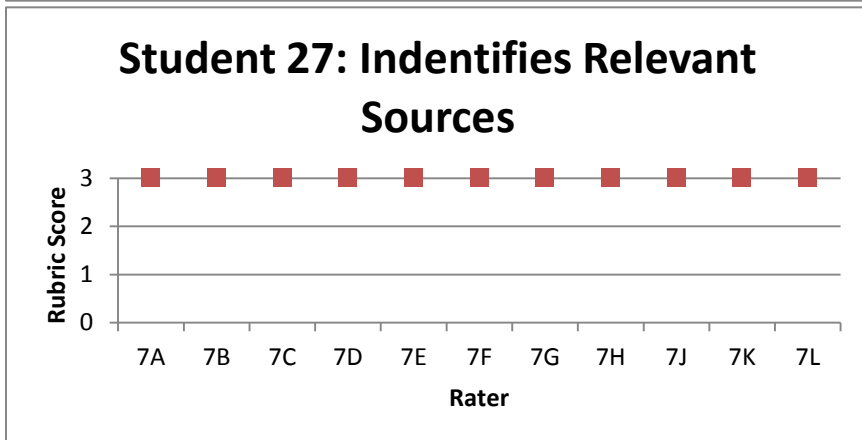
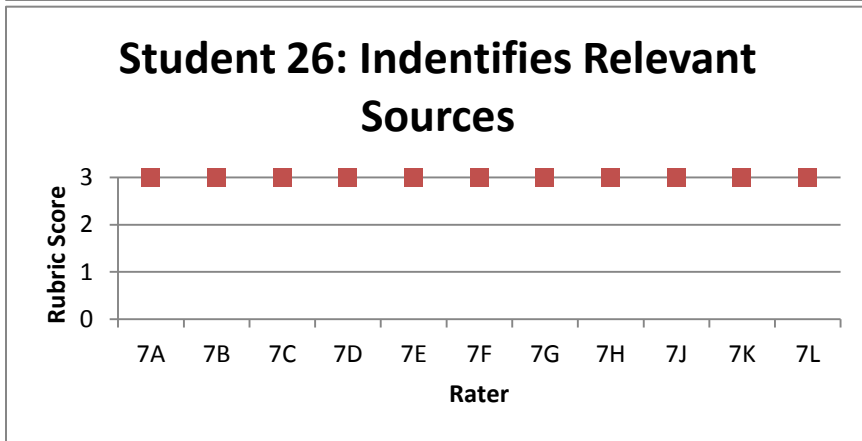
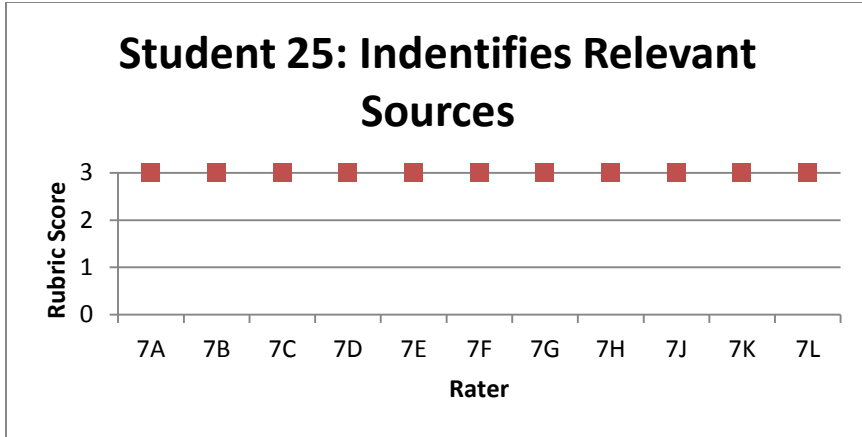


### Student 18: Identifies Relevant Sources



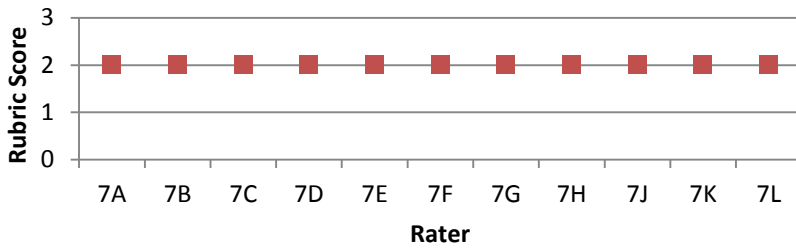




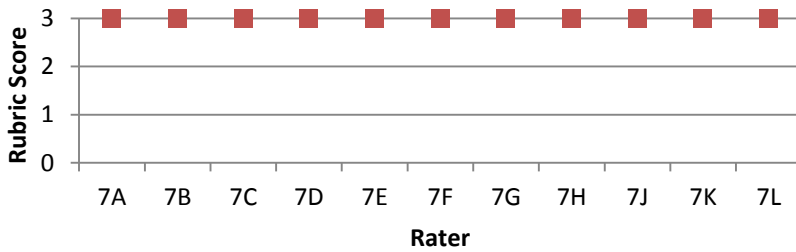




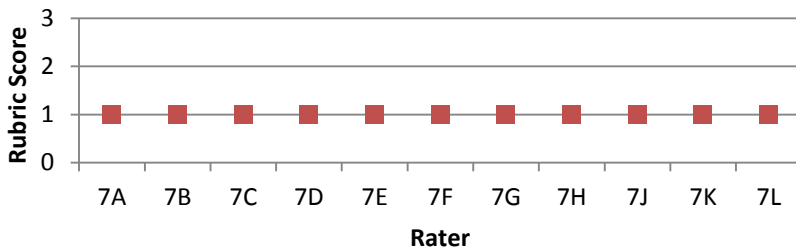
### Student 28: Identifies Relevant Sources

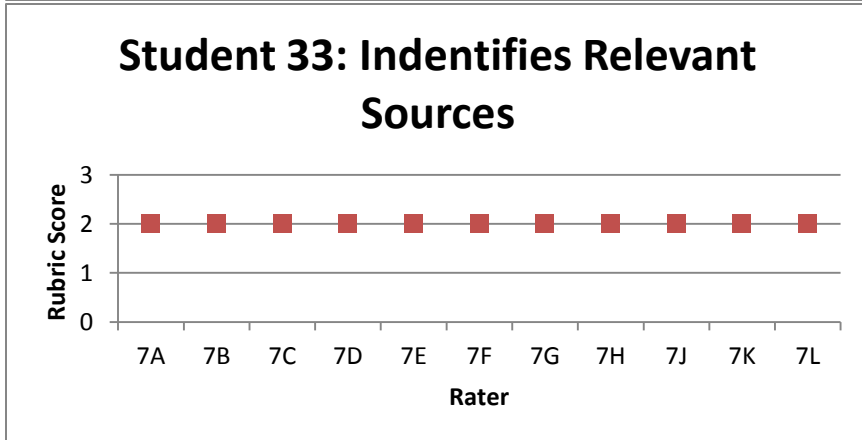
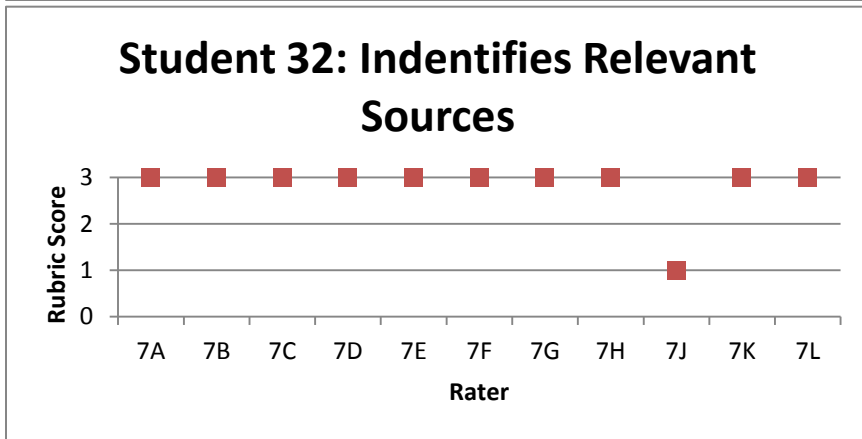
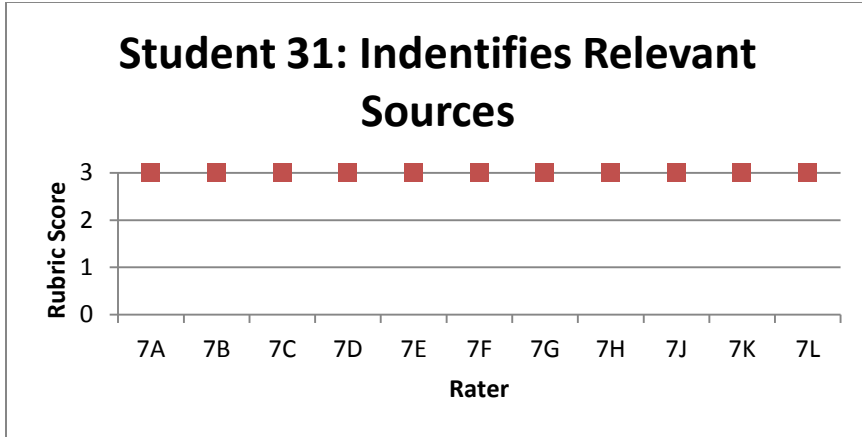


### Student 29: Identifies Relevant Sources

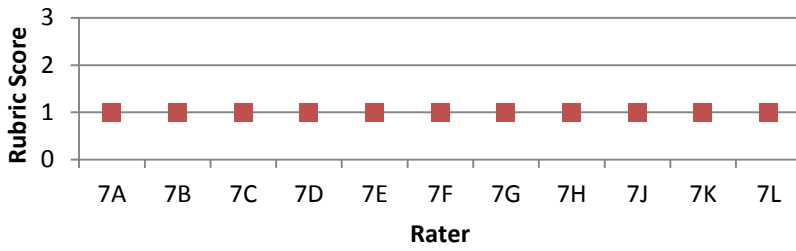


### Student 30: Identifies Relevant Sources

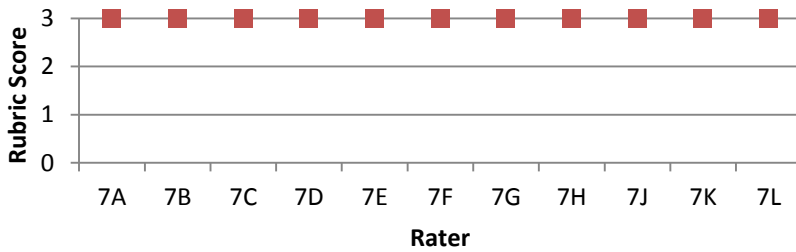




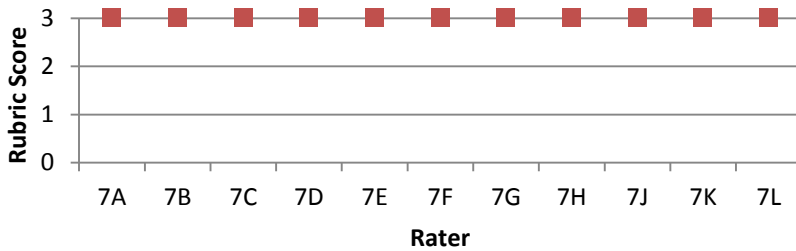
### Student 34: Identifies Relevant Sources



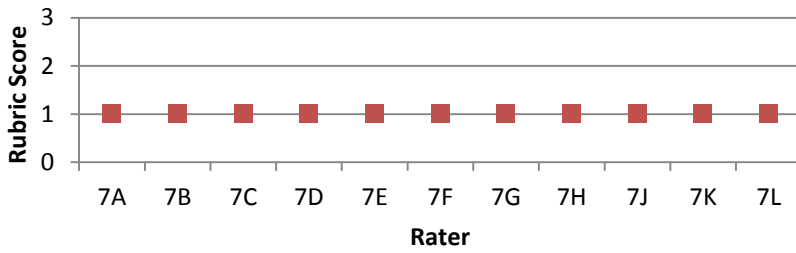
### Student 35: Identifies Relevant Sources



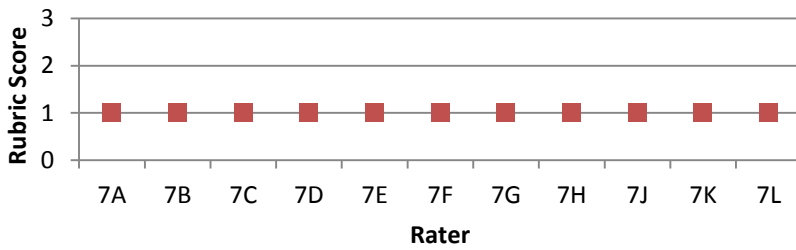
### Student 36: Identifies Relevant Sources



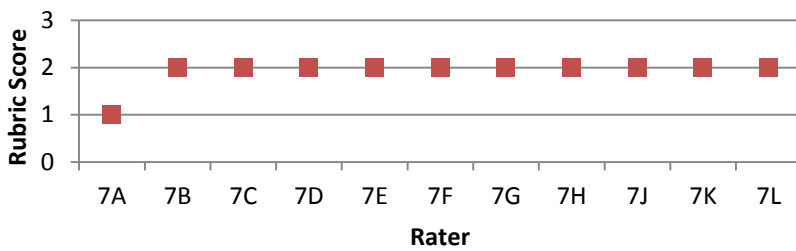
### Student 37: Identifies Relevant Sources

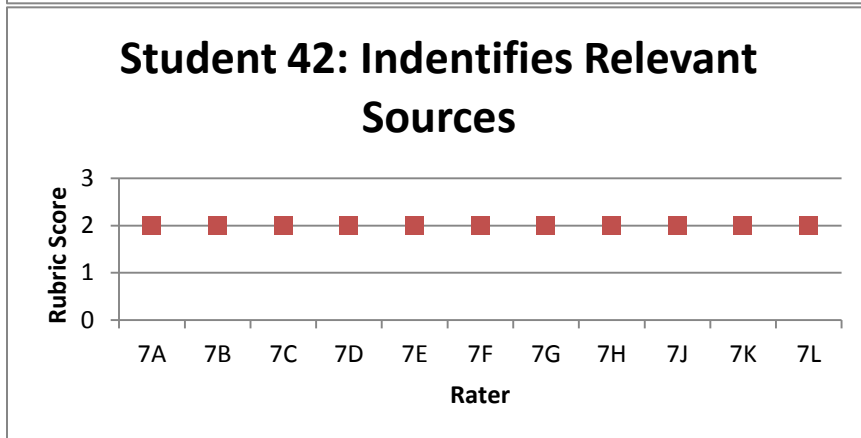
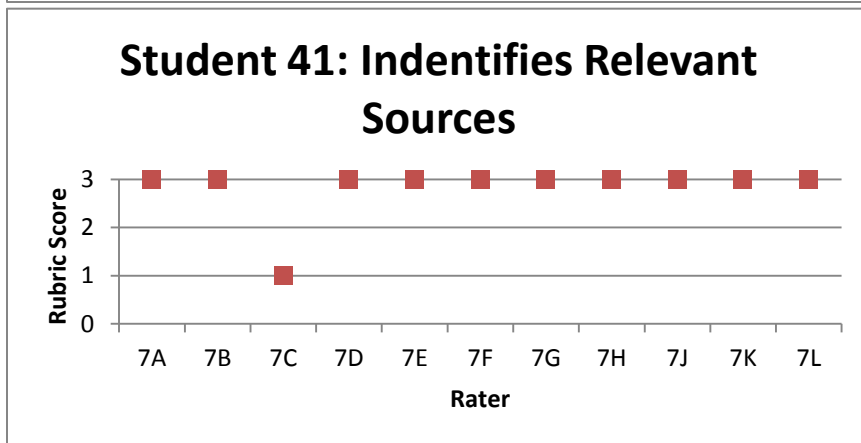
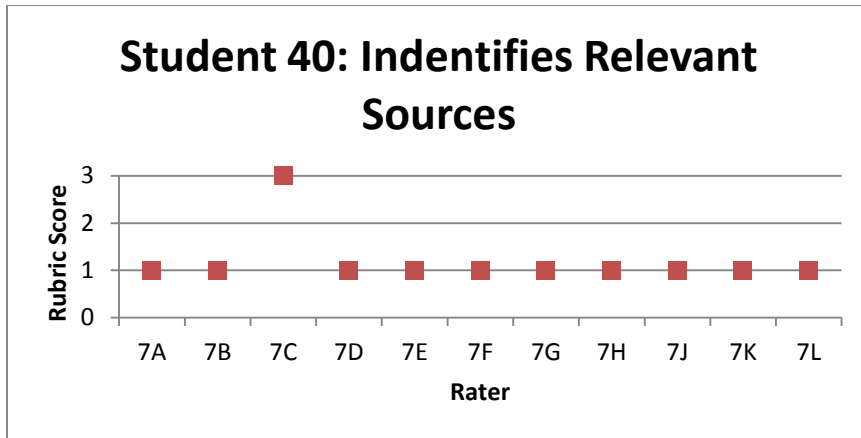


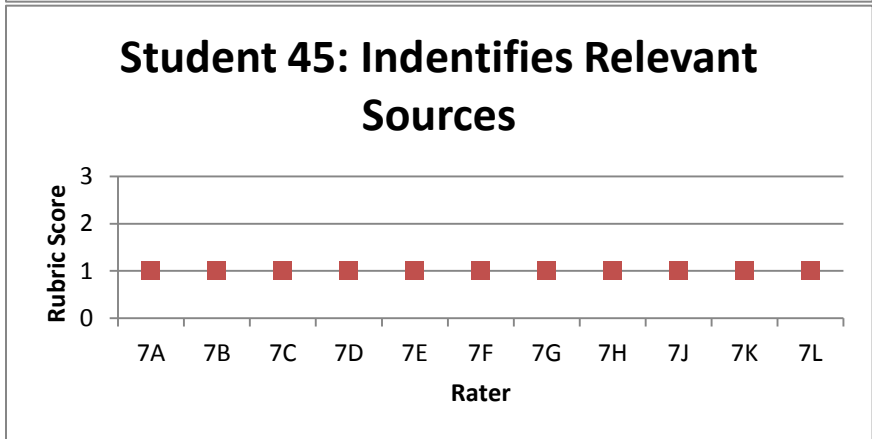
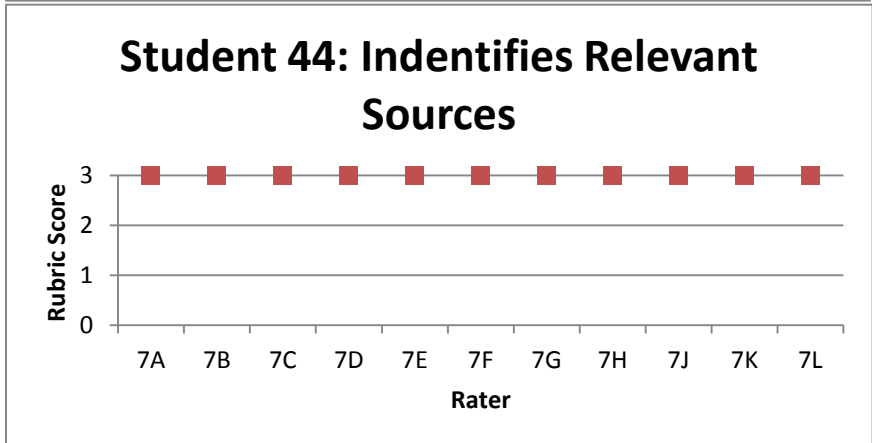
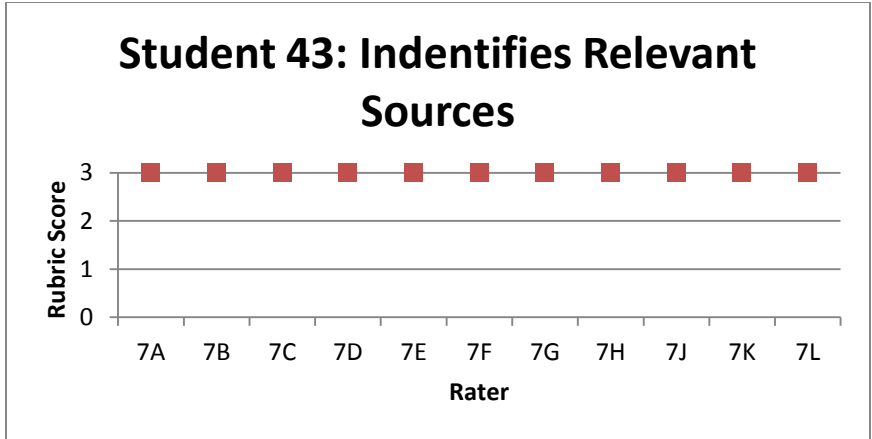
### Student 38: Identifies Relevant Sources

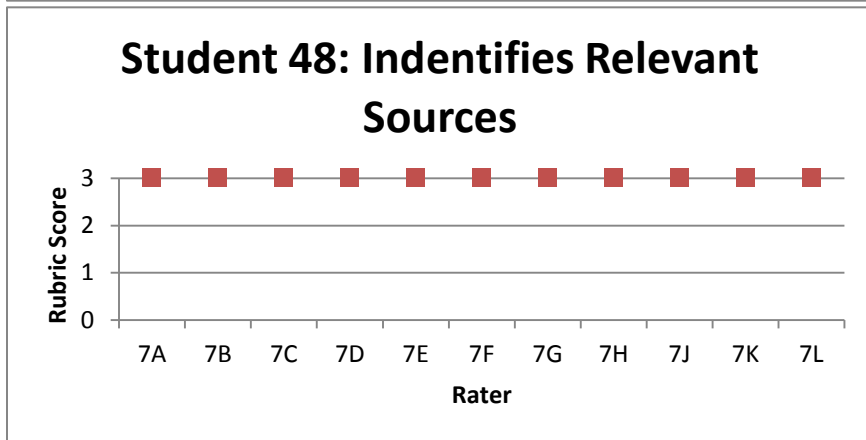
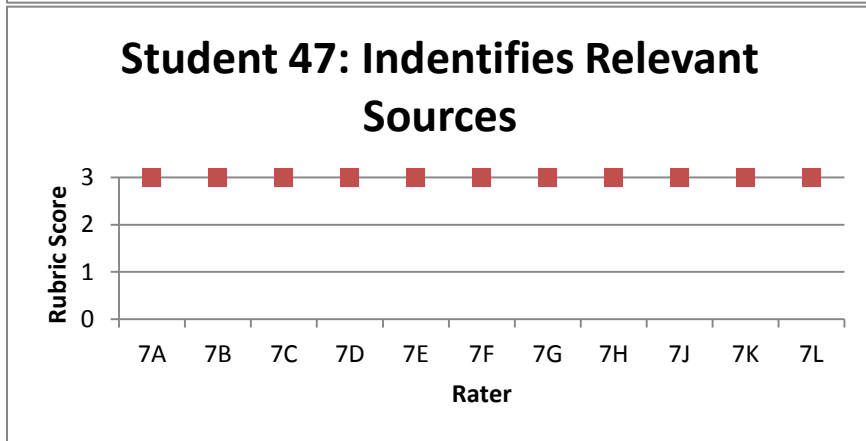
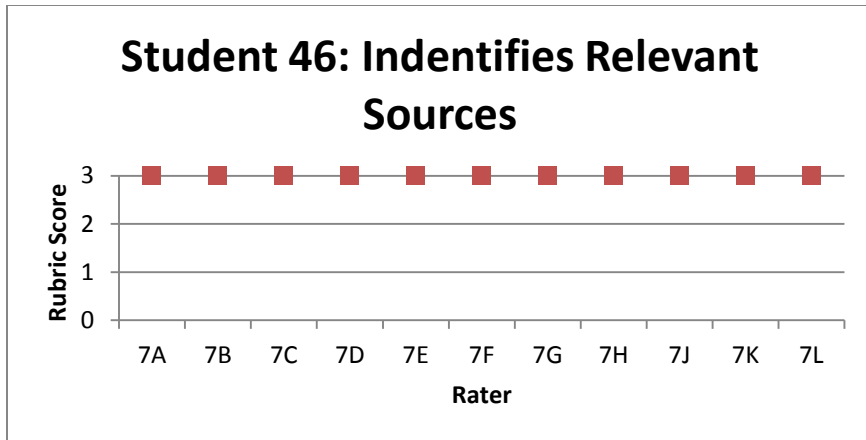


### Student 39: Identifies Relevant Sources

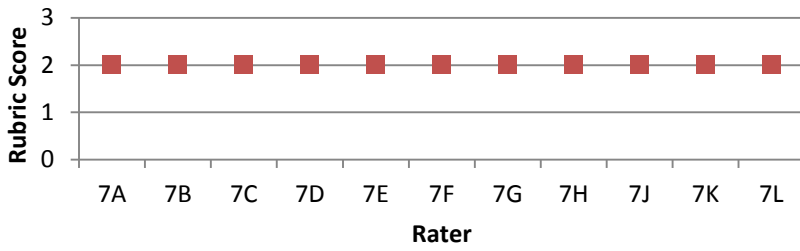




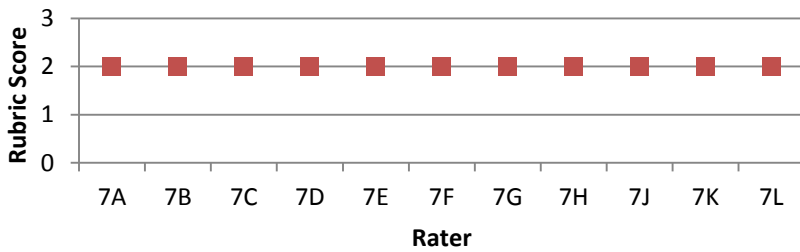




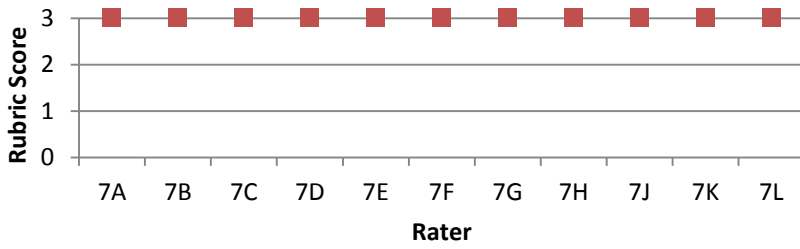
### Student 49: Identifies Relevant Sources



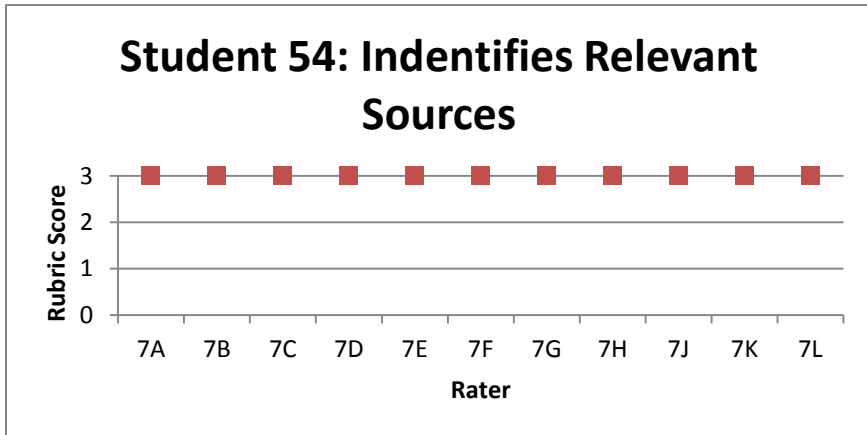
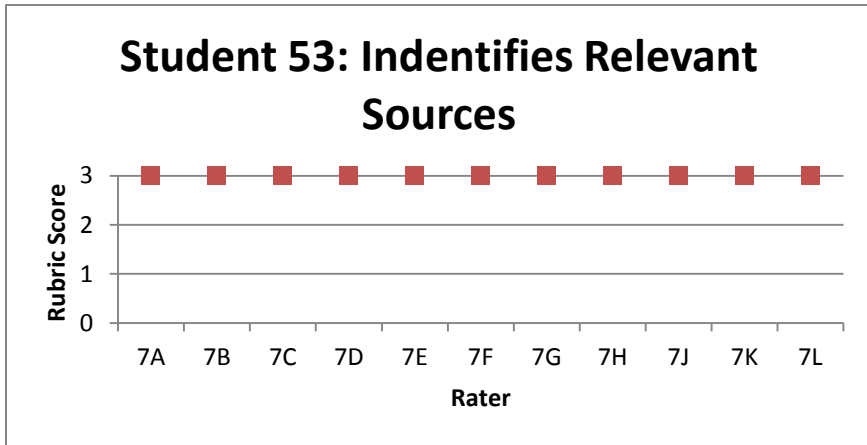
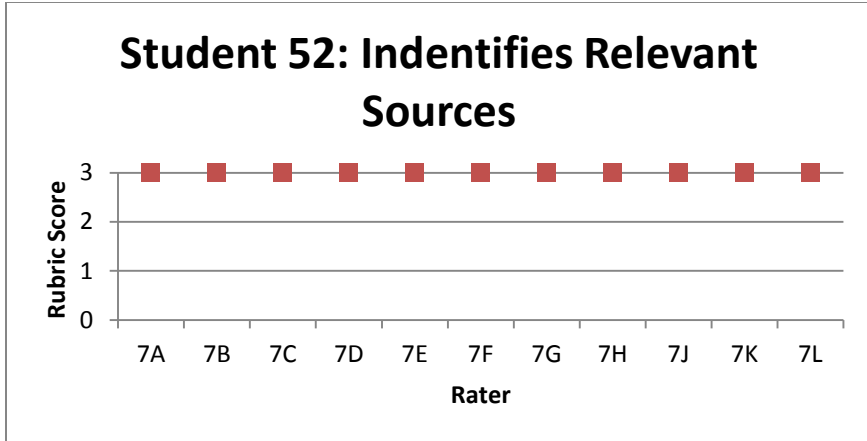
### Student 50: Identifies Relevant Sources

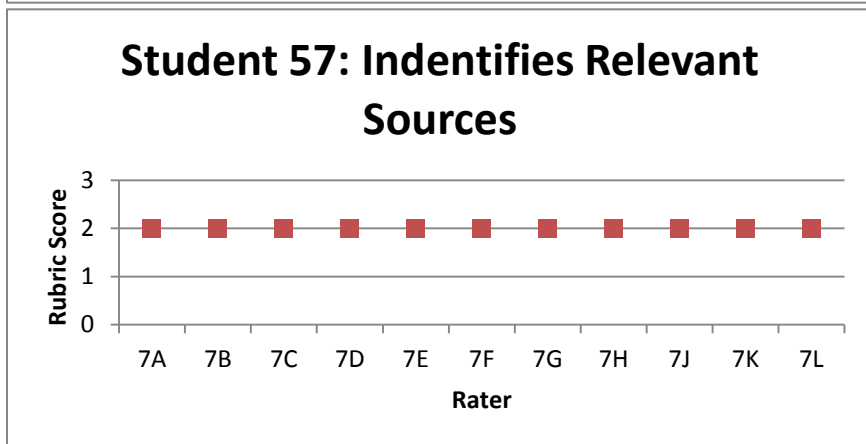
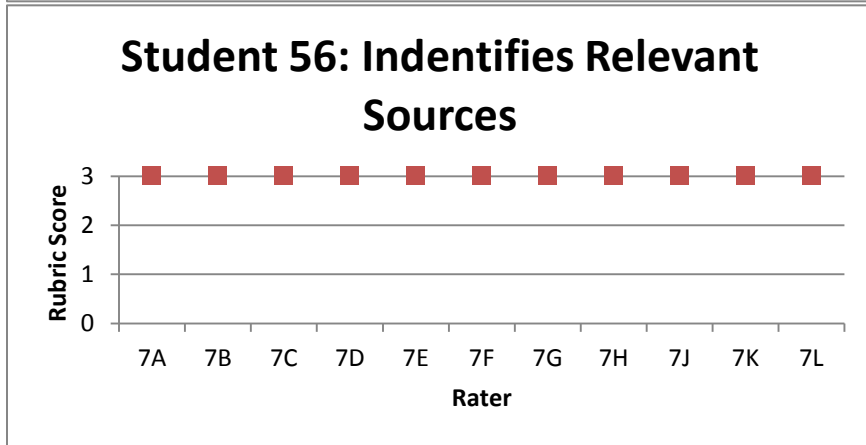
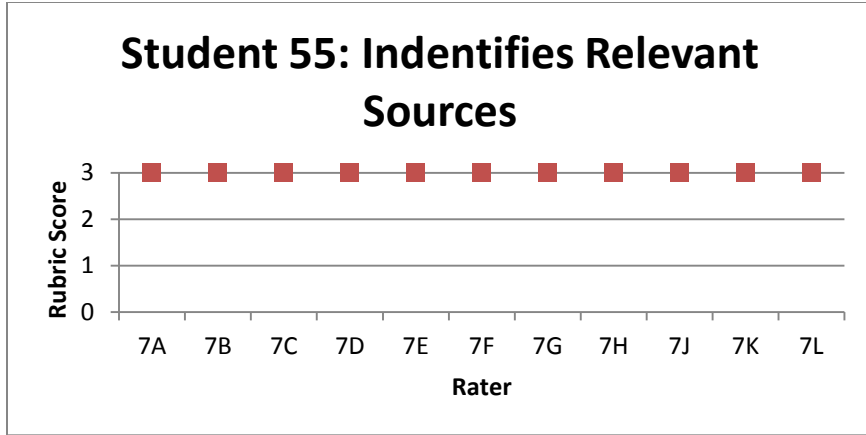


### Student 51: Identifies Relevant Sources

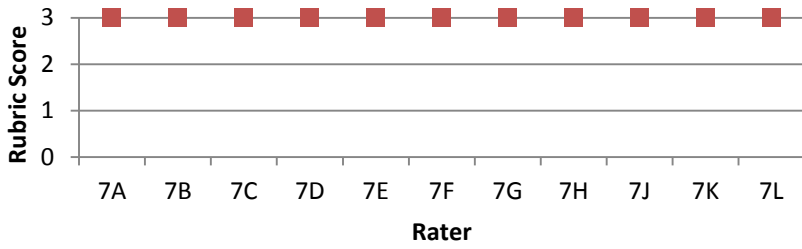




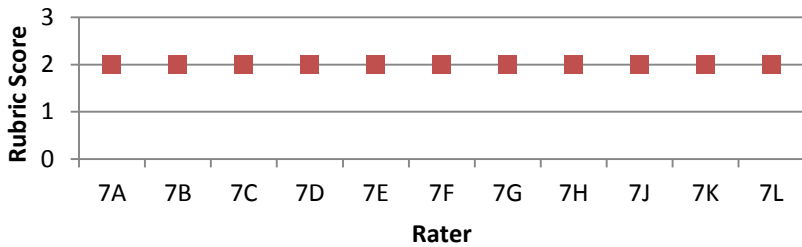




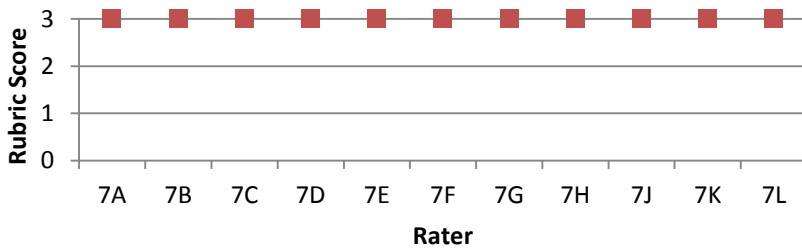
### Student 58: Identifies Relevant Sources

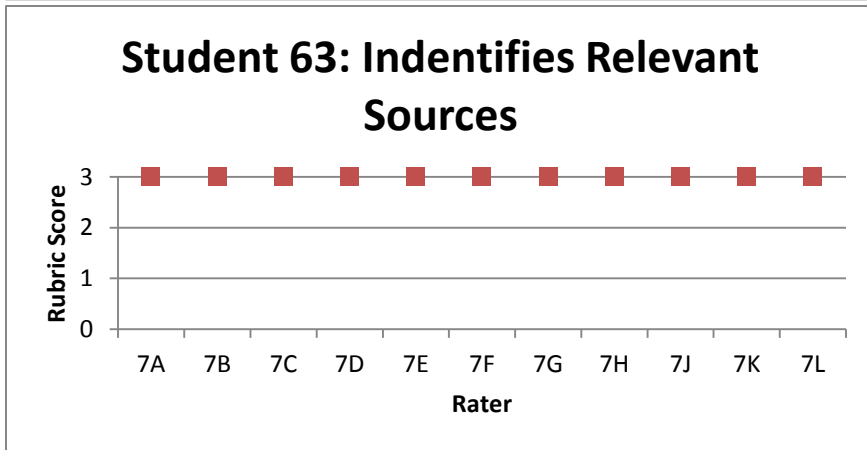
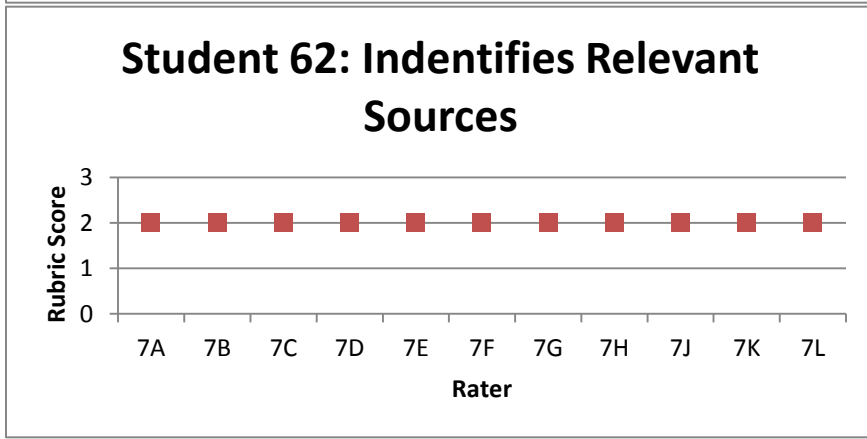
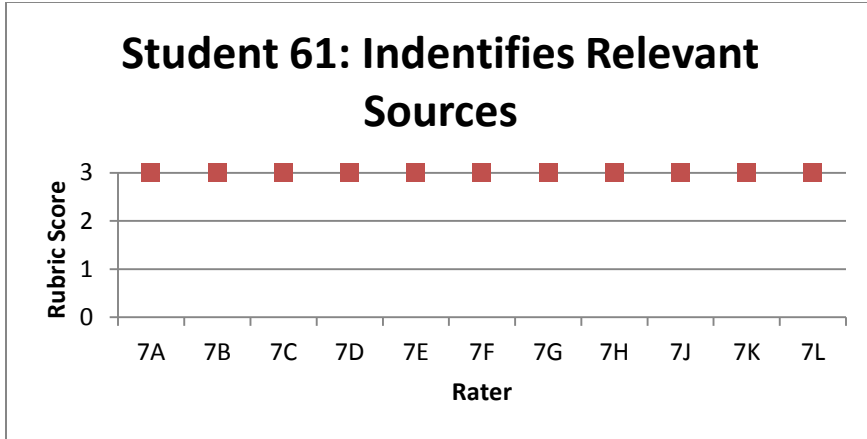


### Student 59: Identifies Relevant Sources

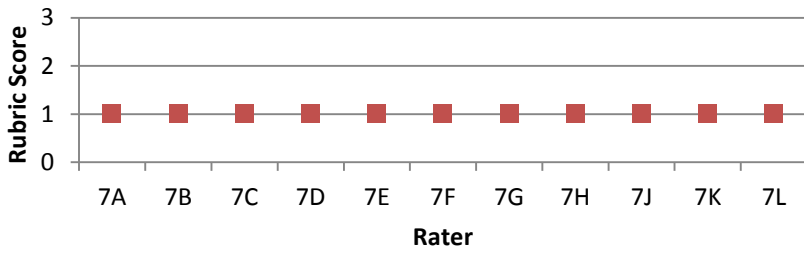


### Student 60: Identifies Relevant Sources

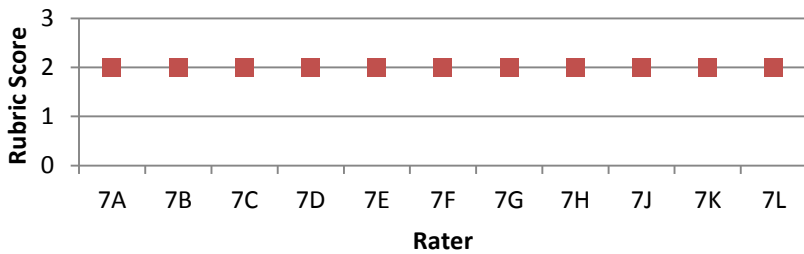




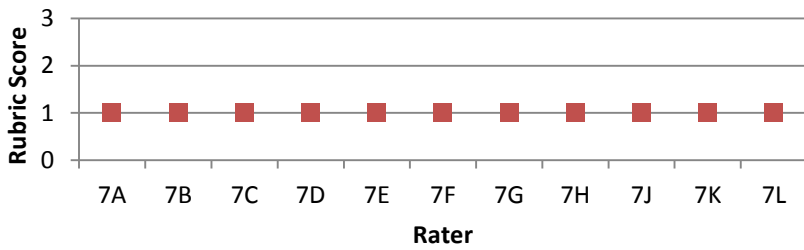
### Student 64: Identifies Relevant Sources

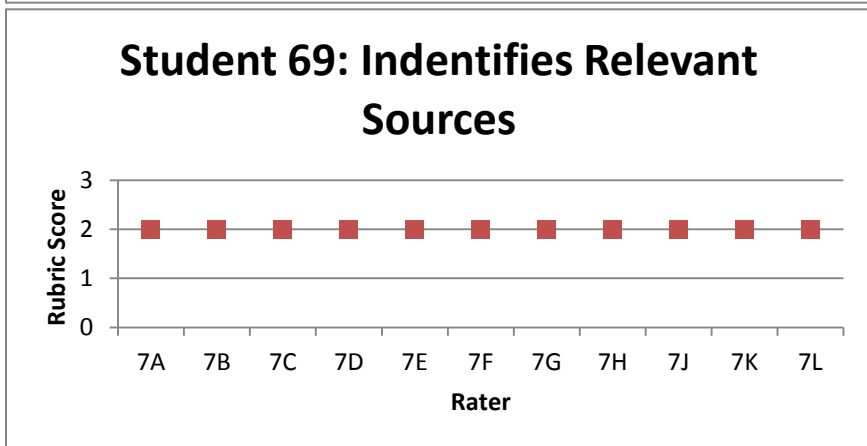
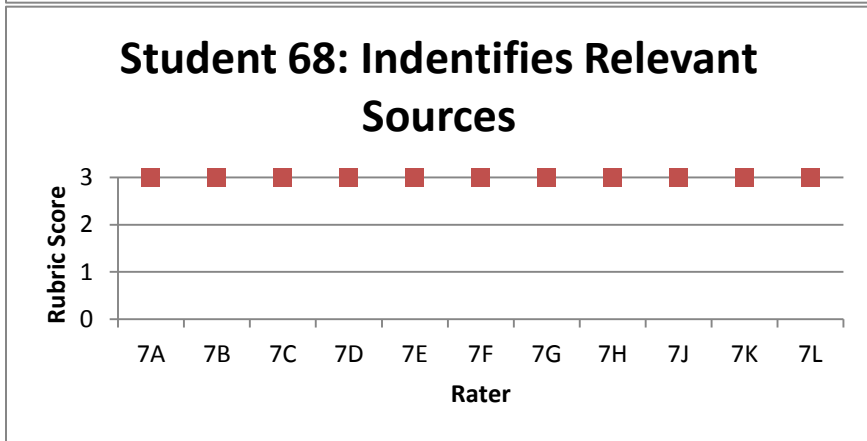
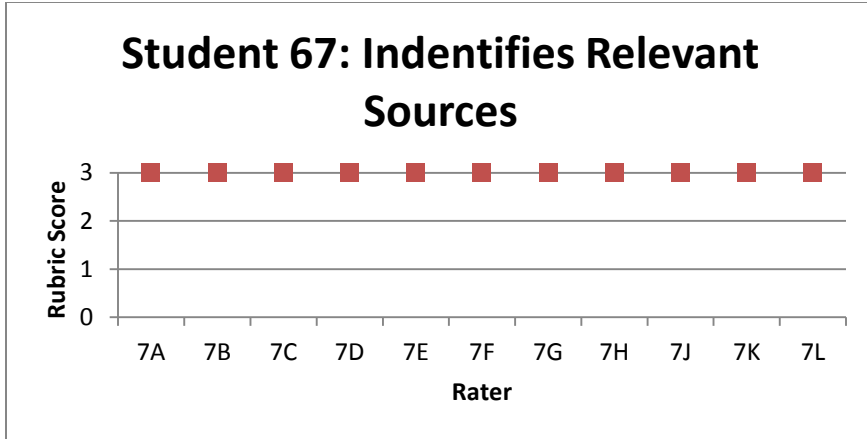


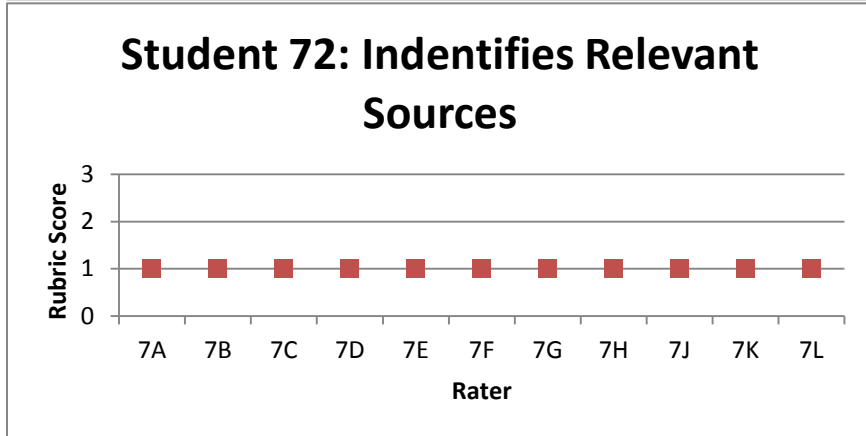
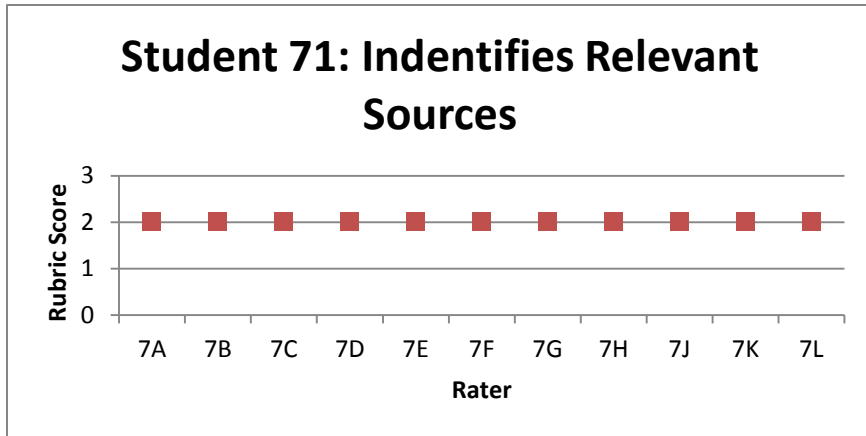
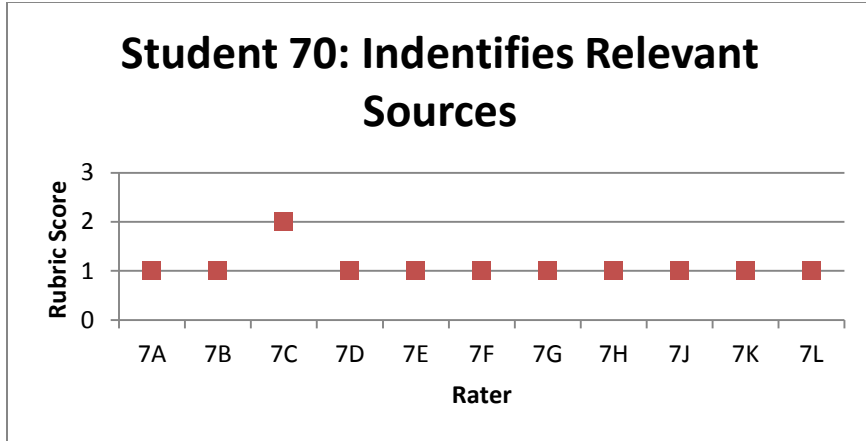
### Student 65: Identifies Relevant Sources

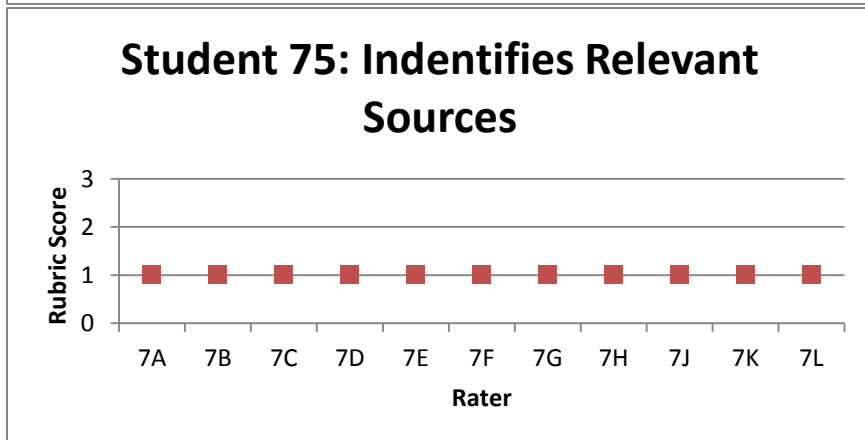
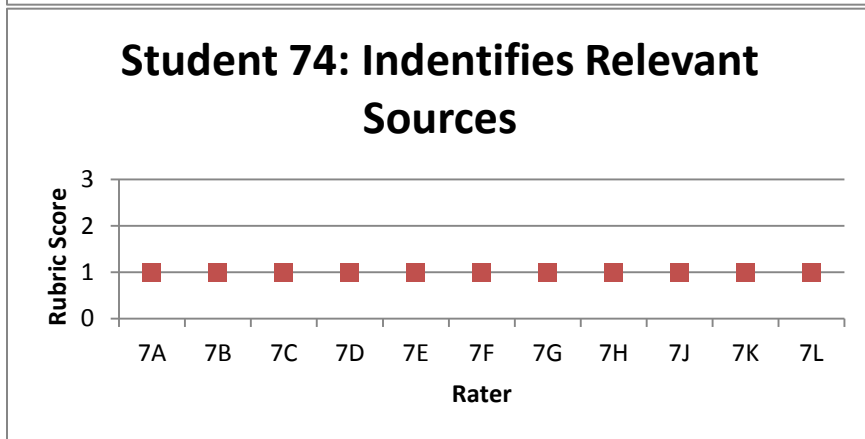
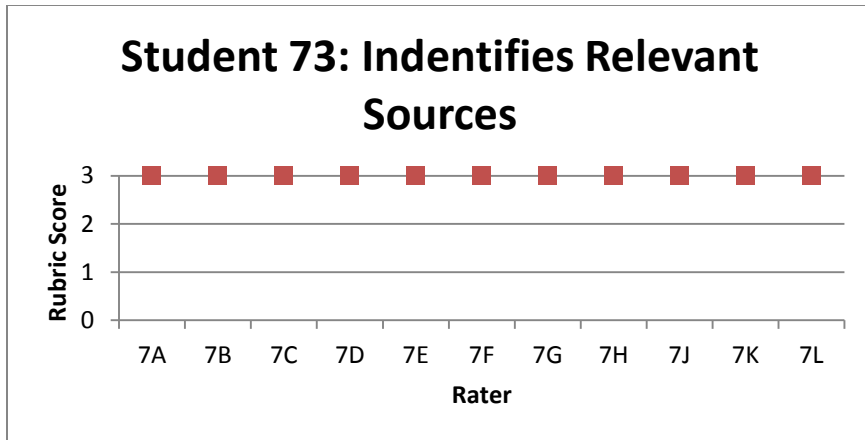


### Student 66: Identifies Relevant Sources

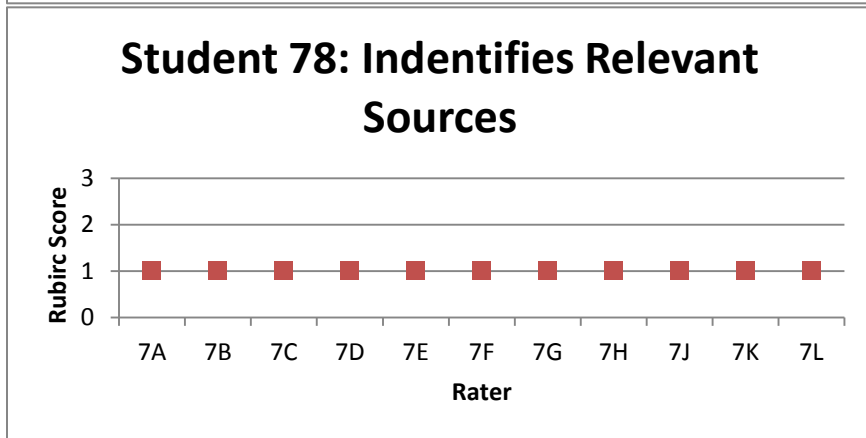
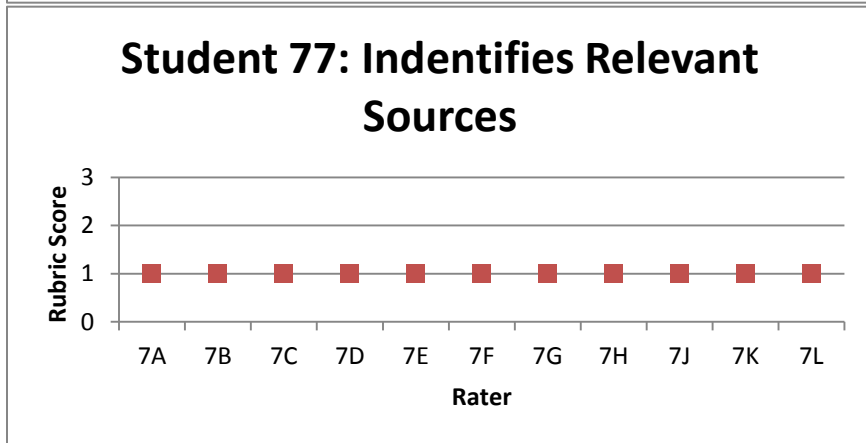
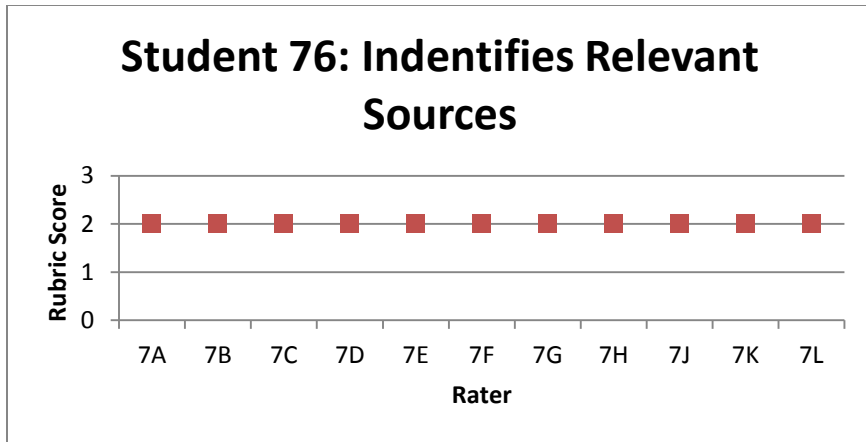


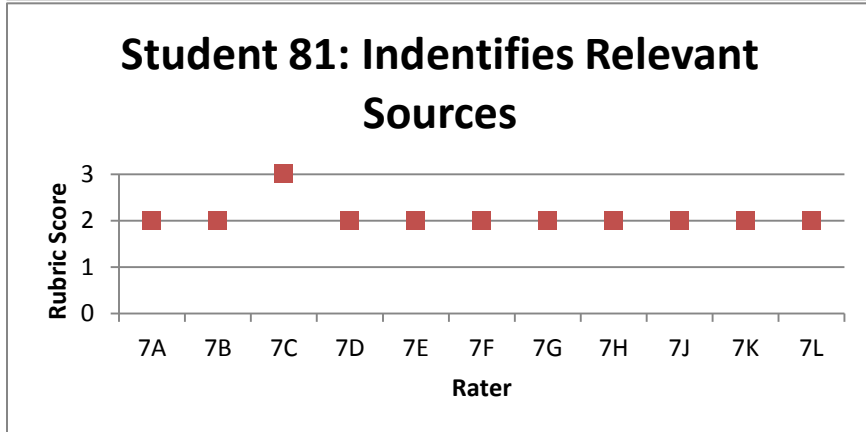
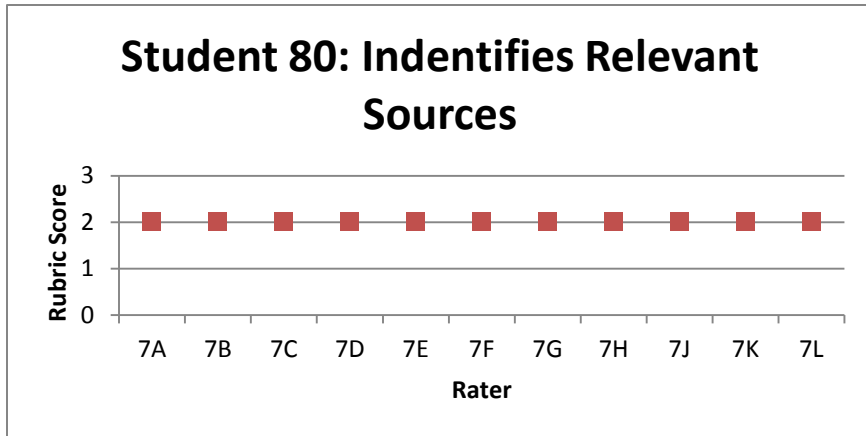
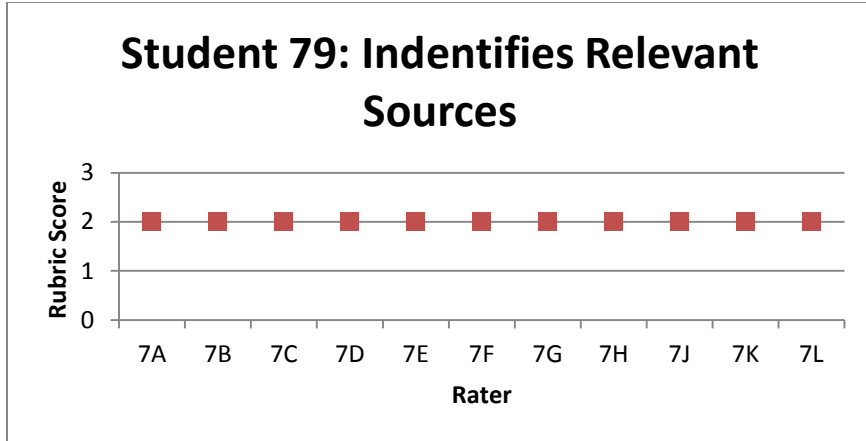


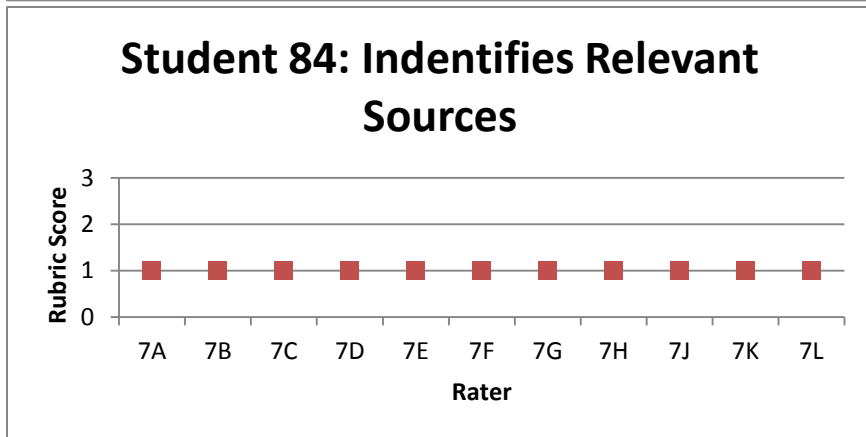
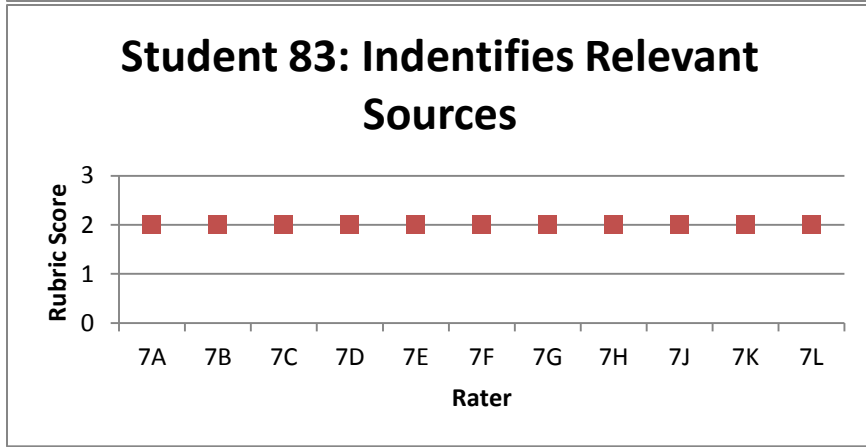
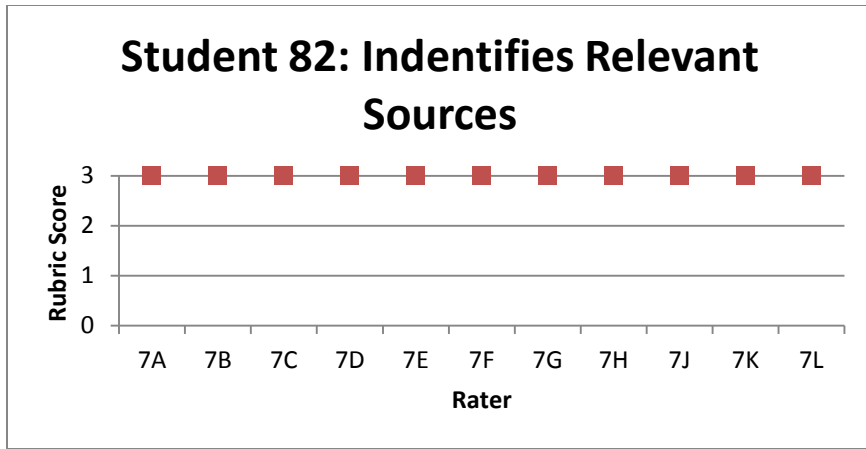


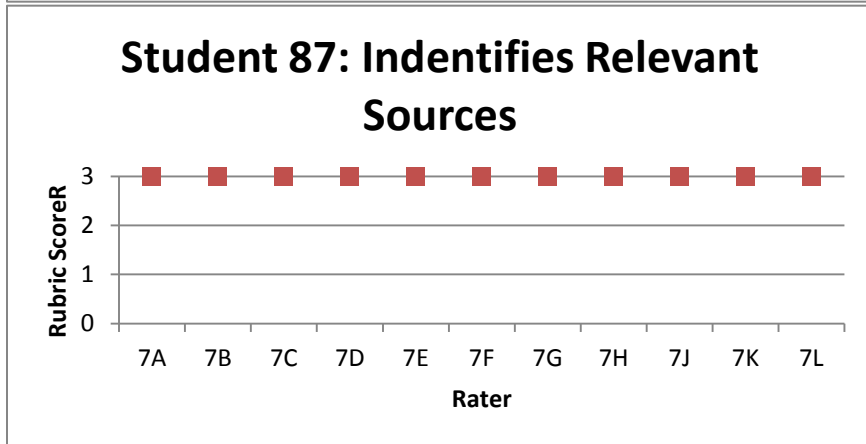
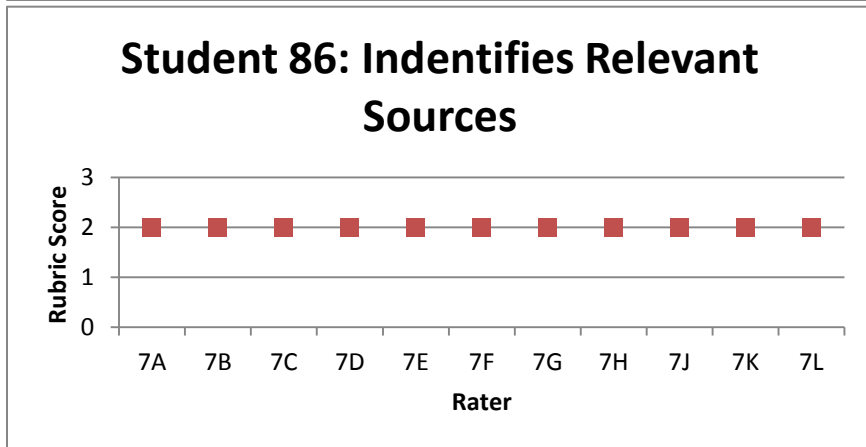
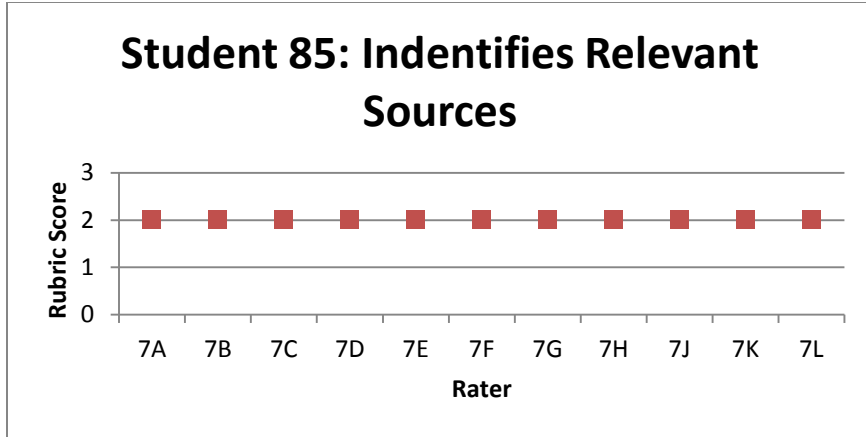


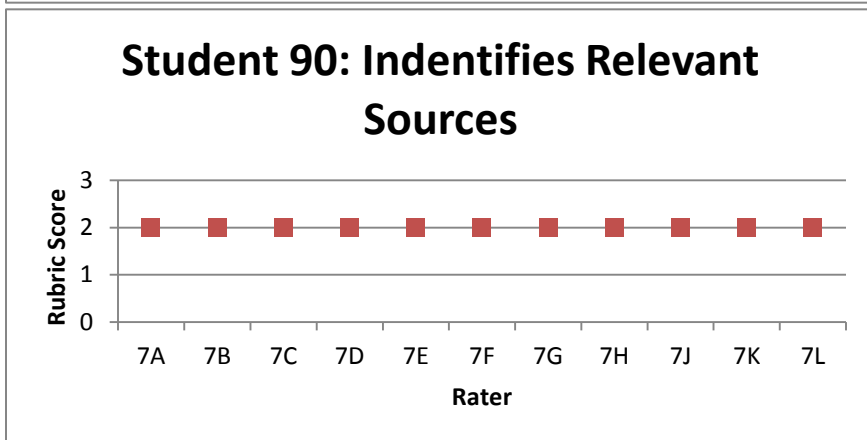
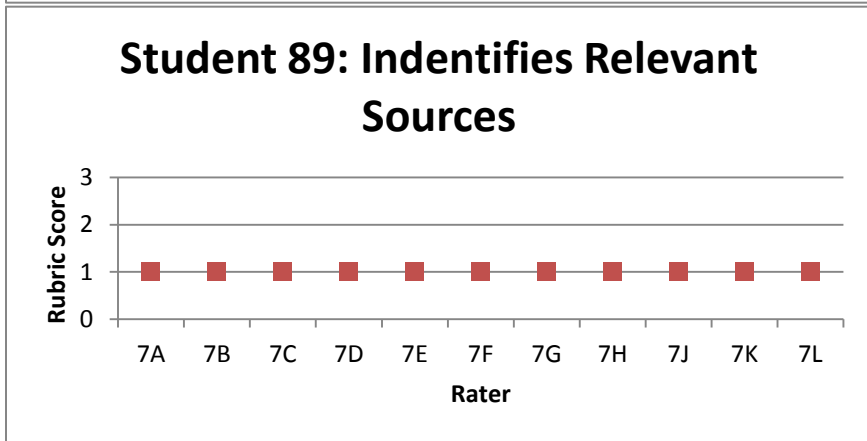
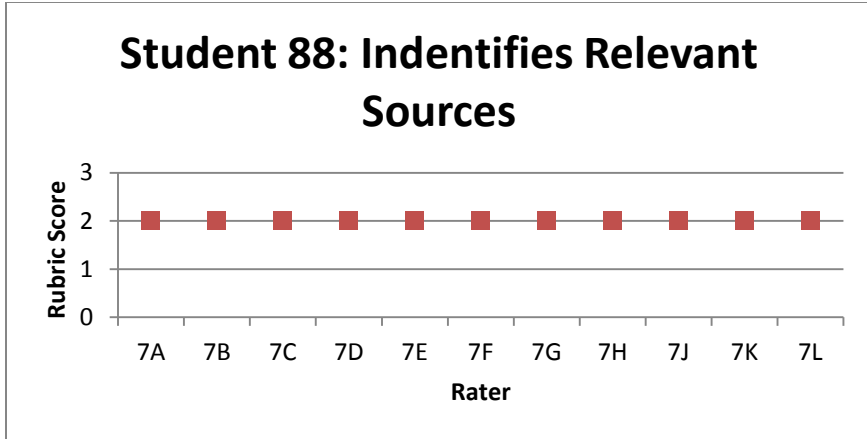




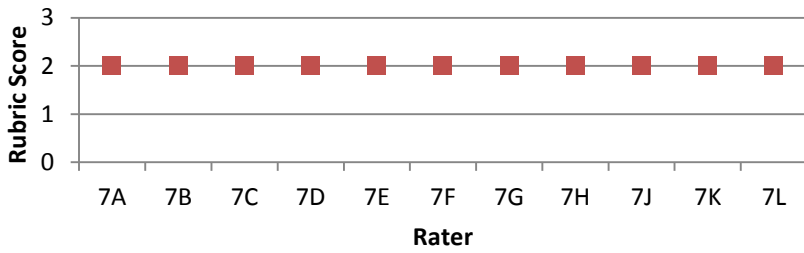




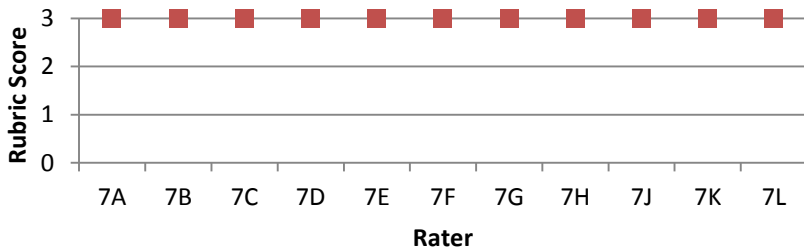




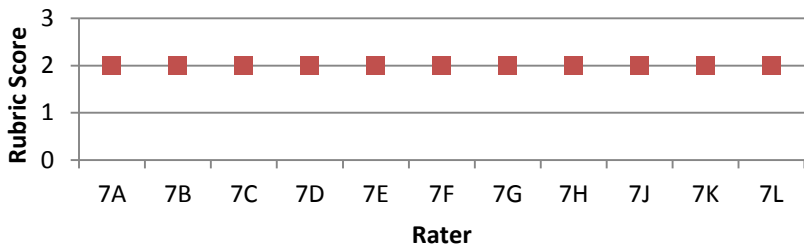
### Student 91: Identifies Relevant Sources

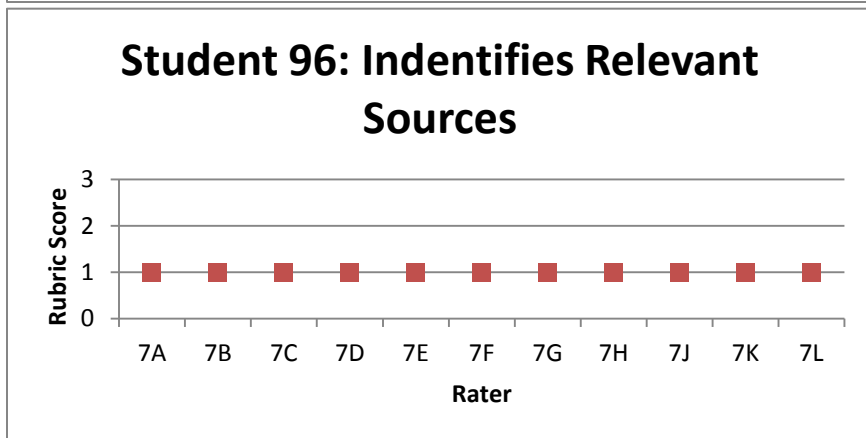
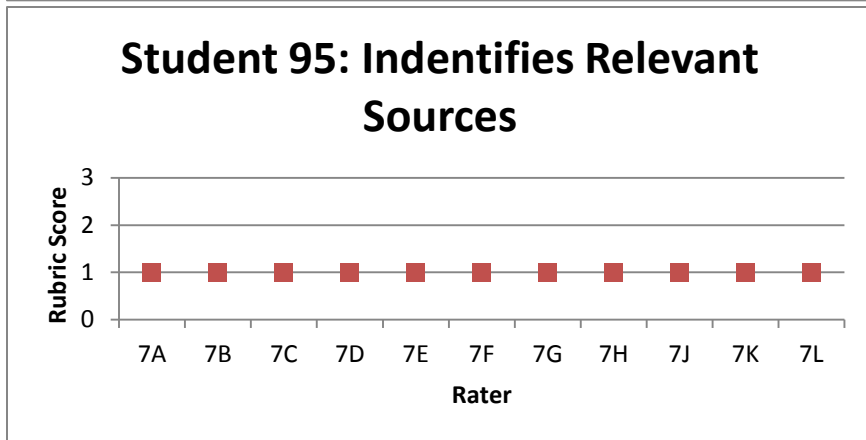
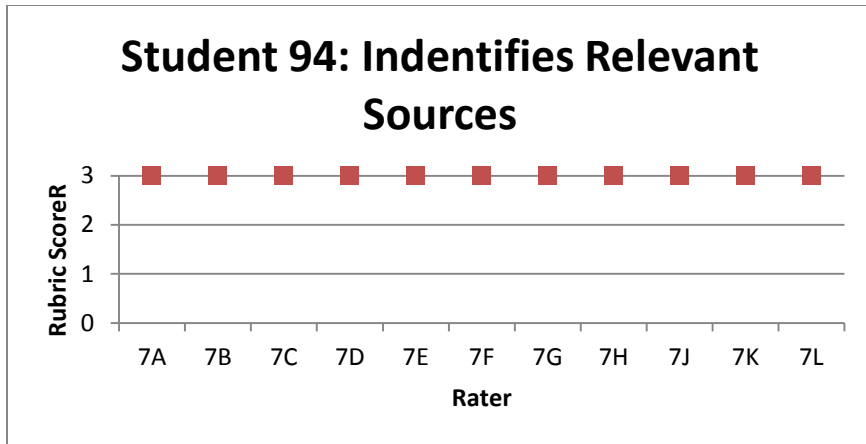


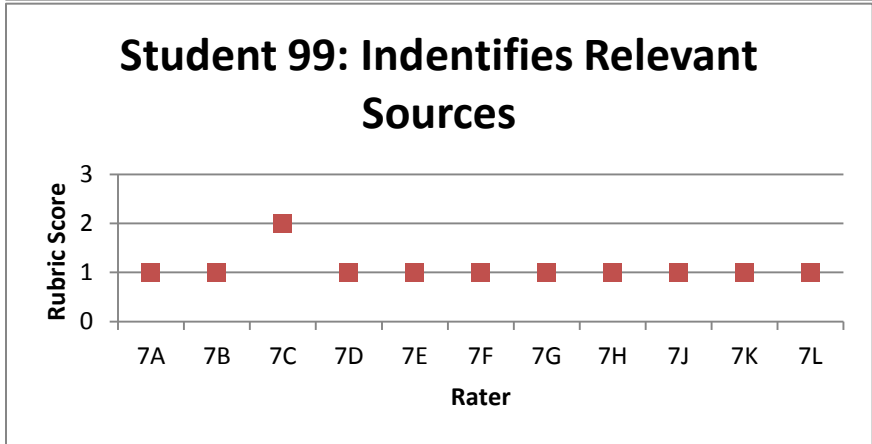
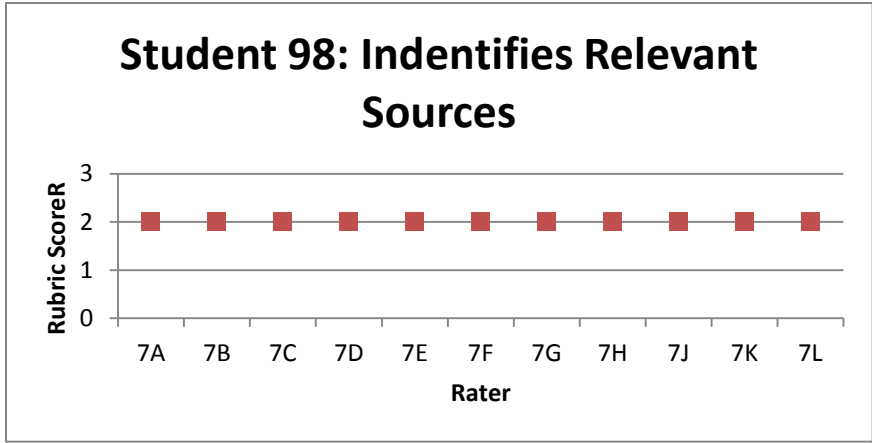
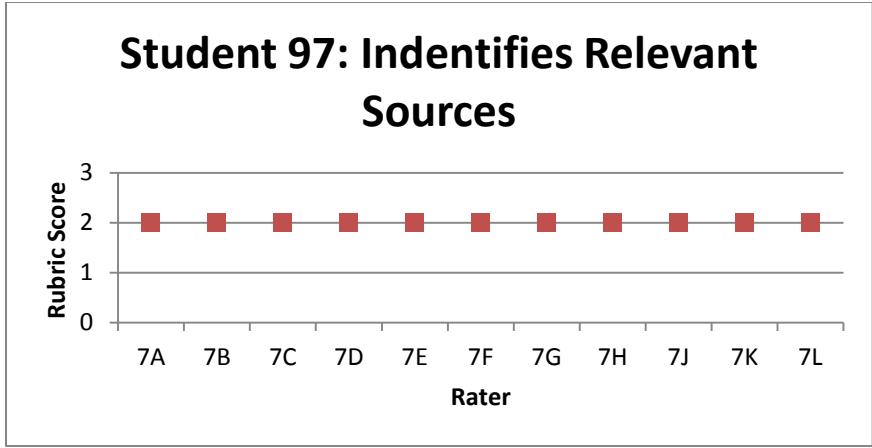
### Student 92: Identifies Relevant Sources



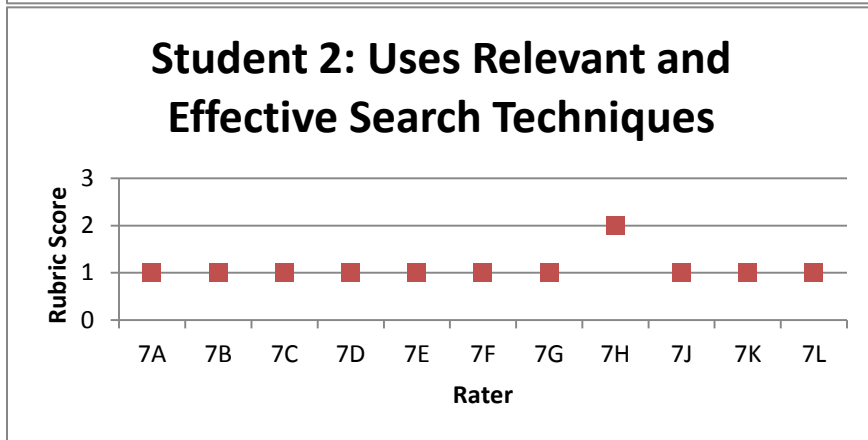
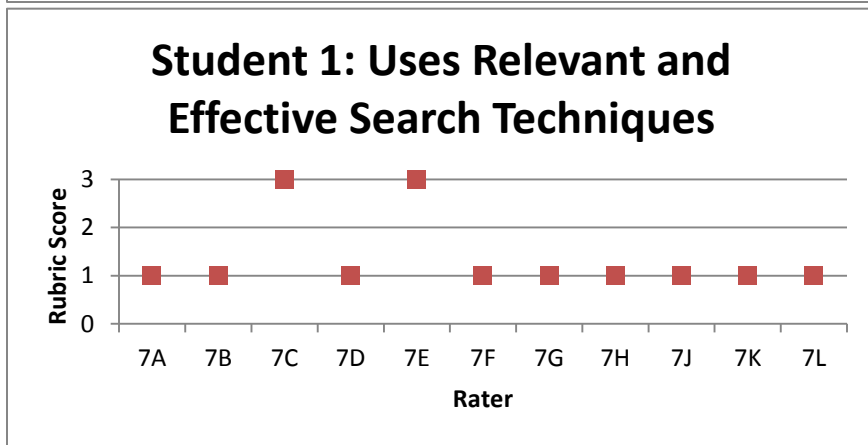
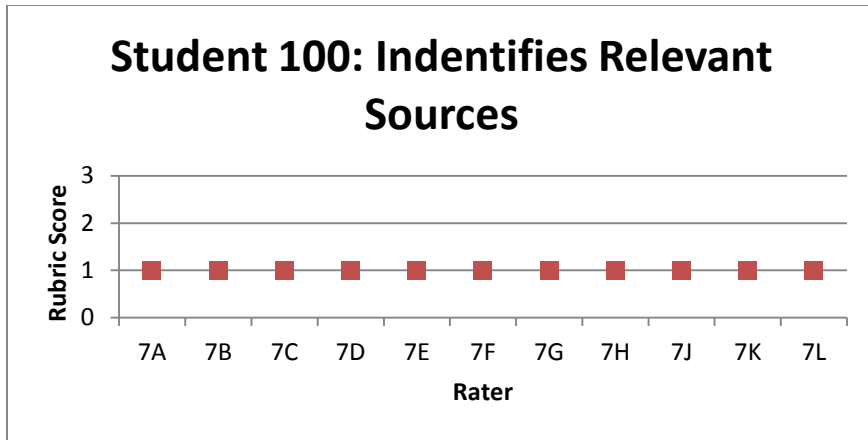
### Student 93: Identifies Relevant Sources

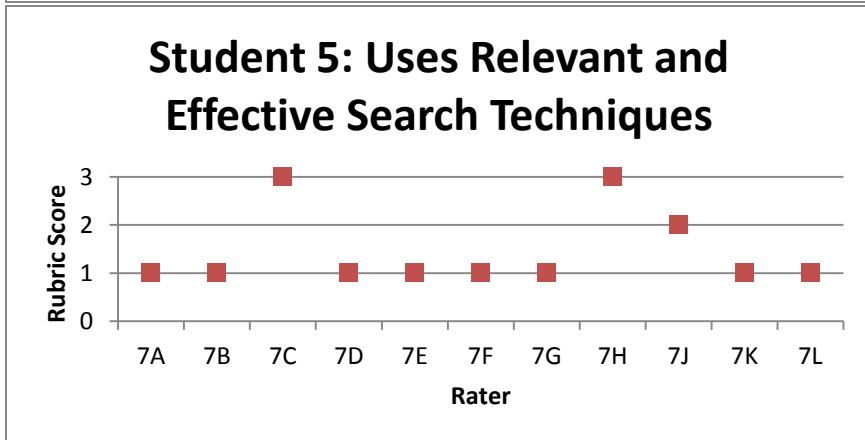
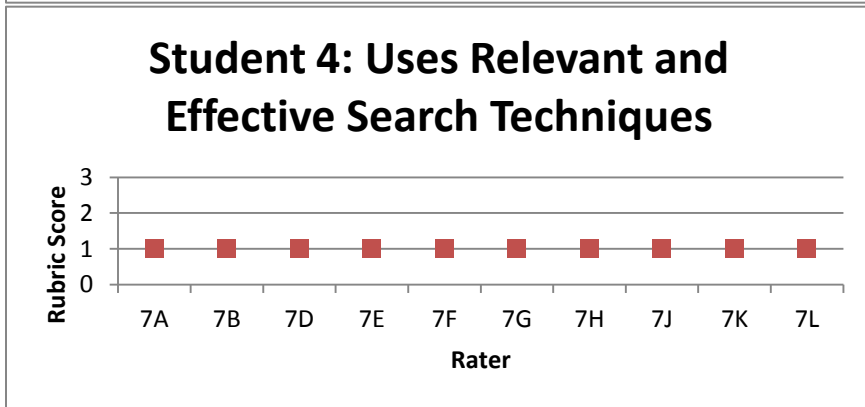
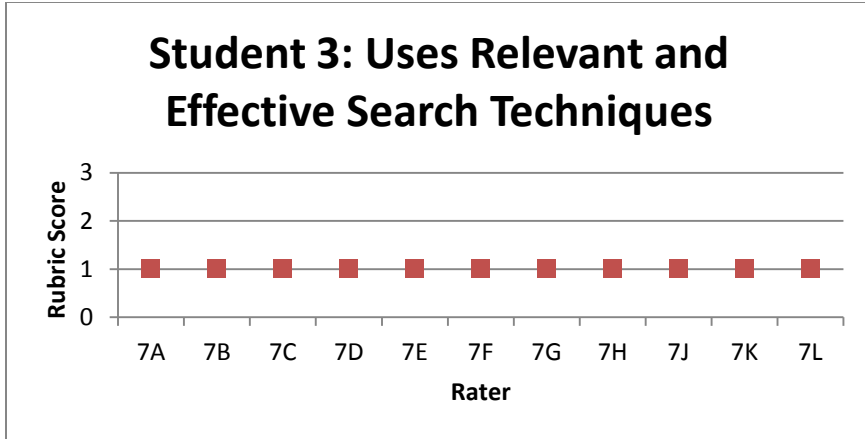


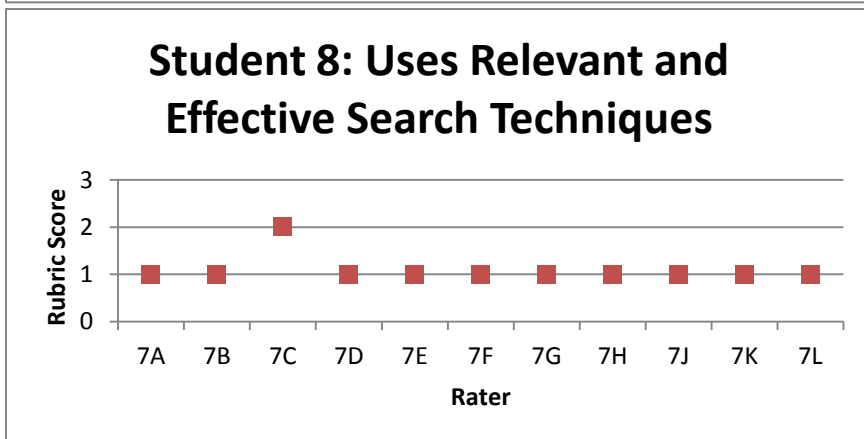
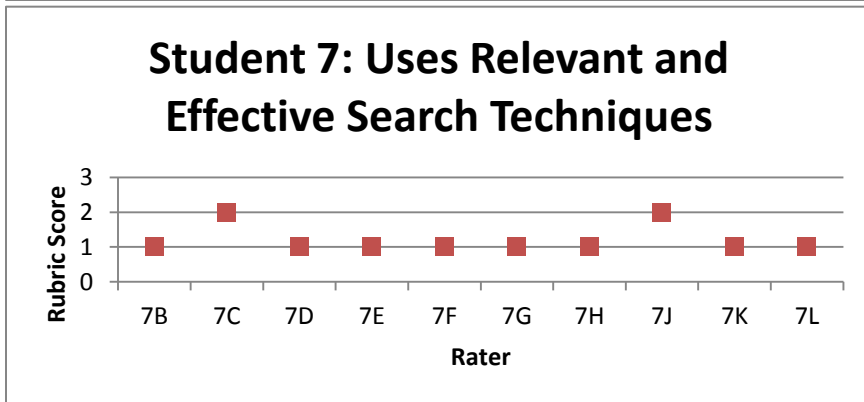
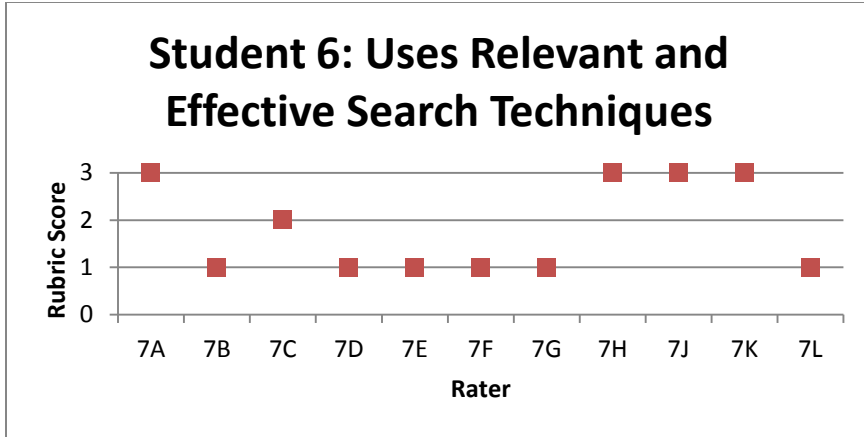


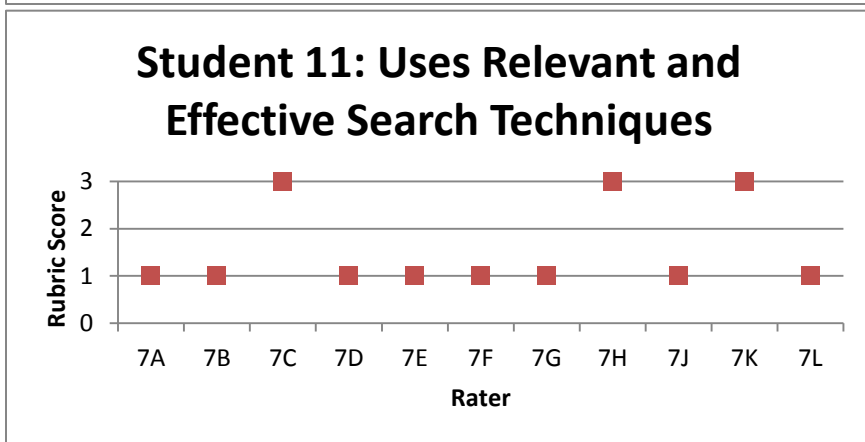
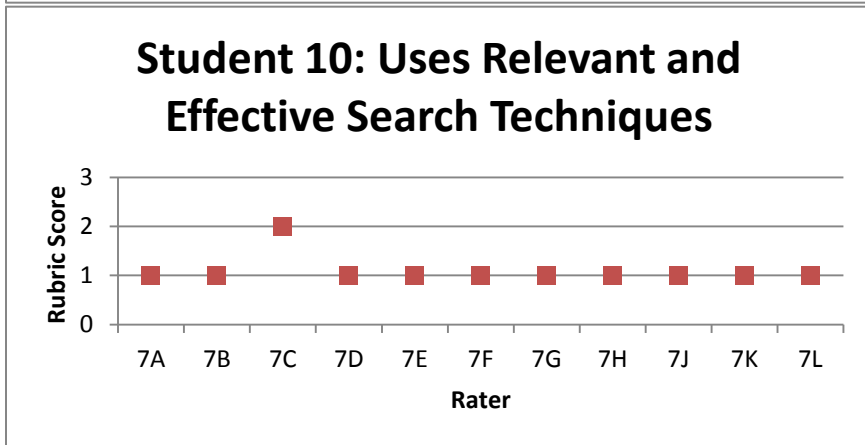
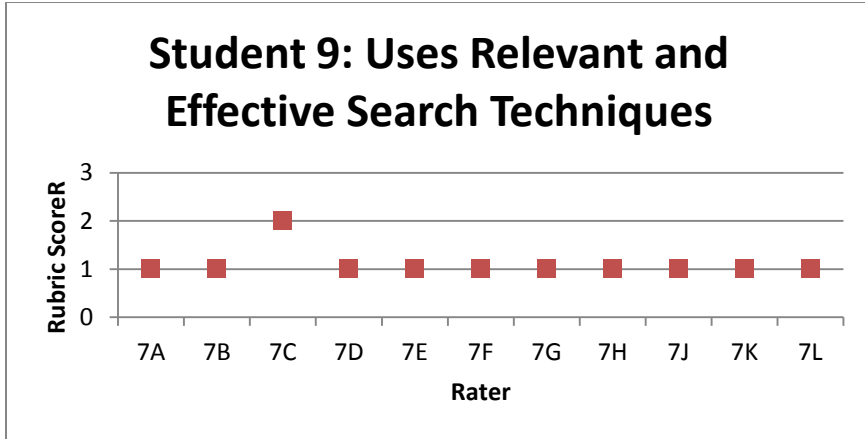


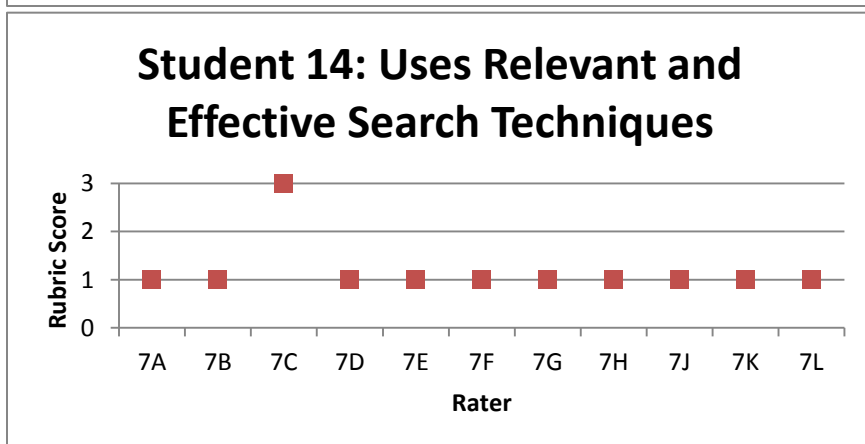
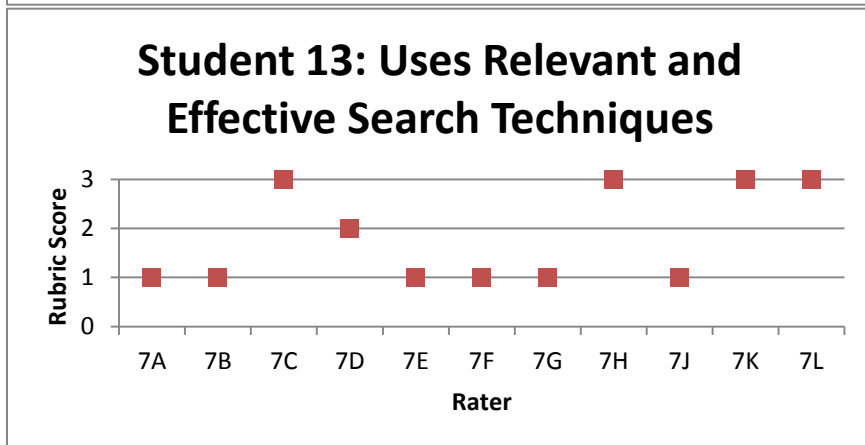
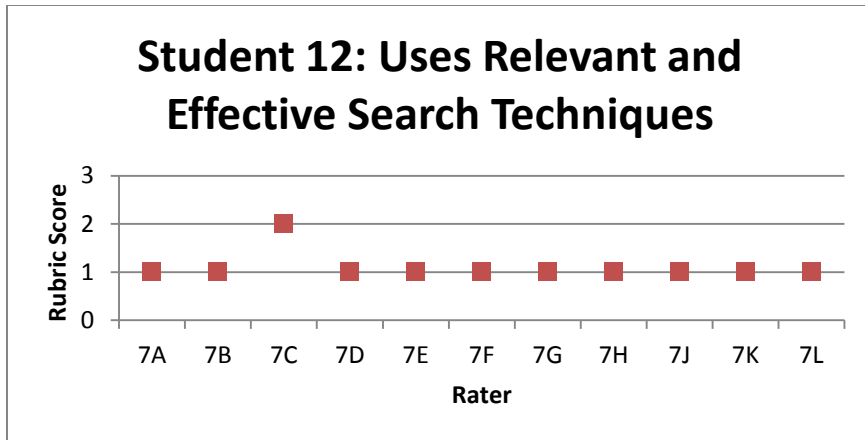


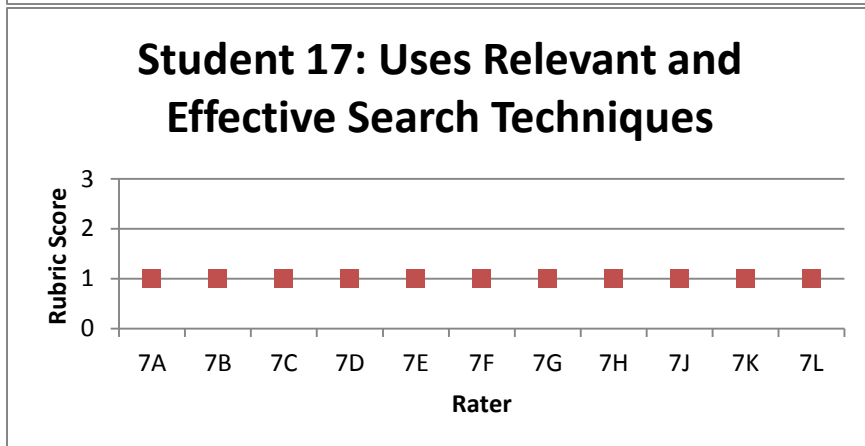
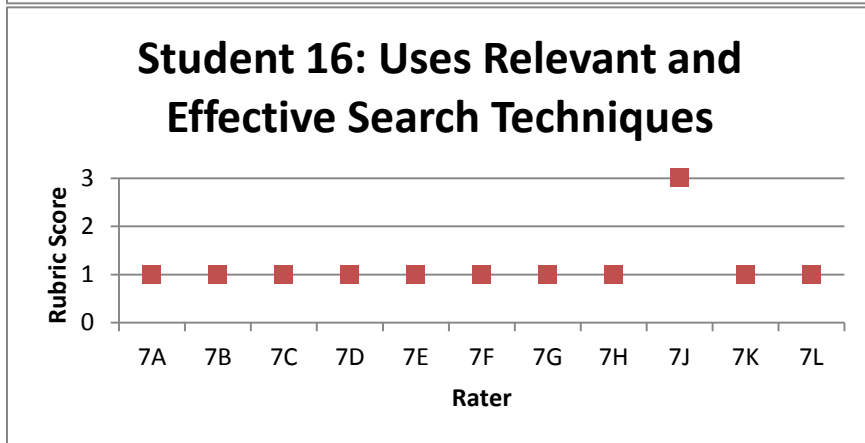
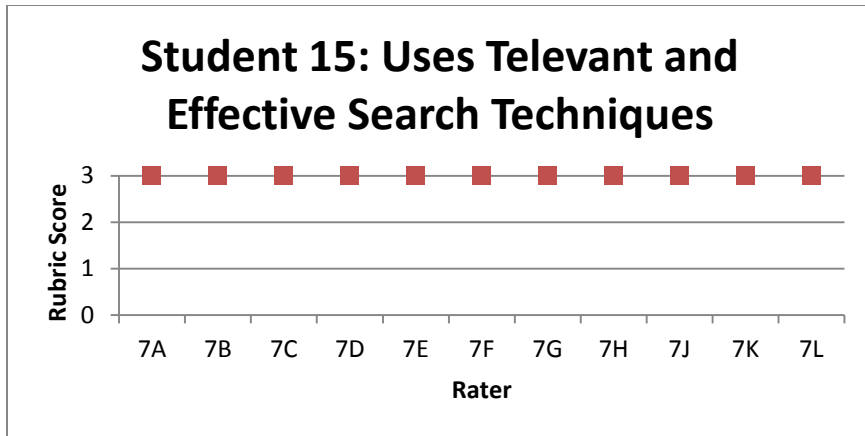


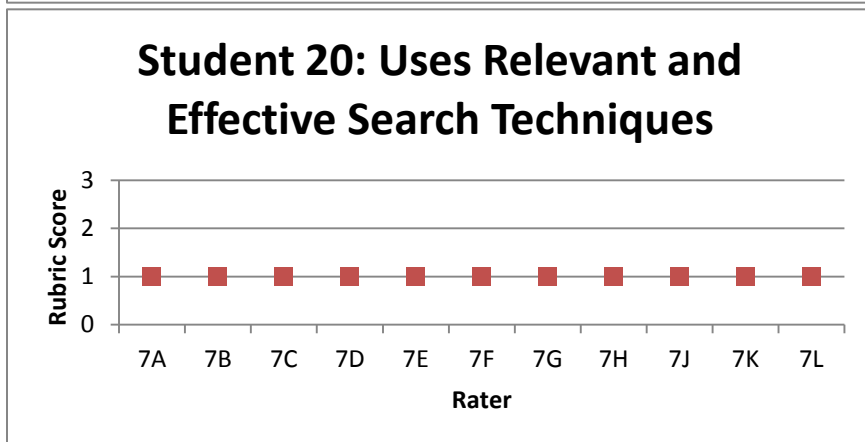
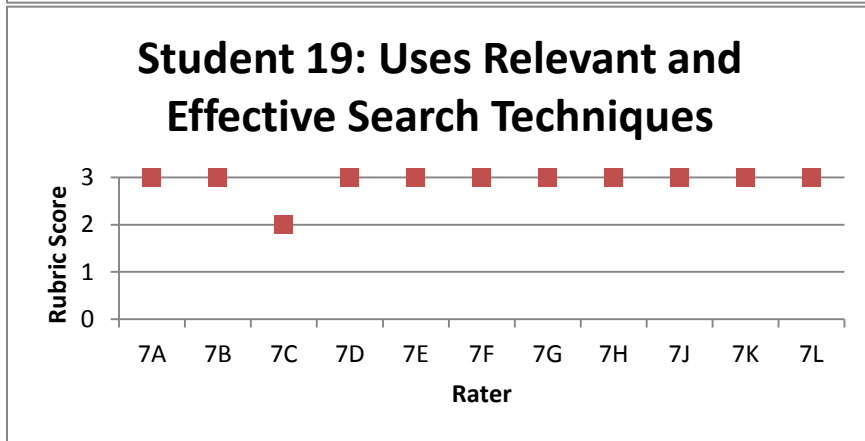
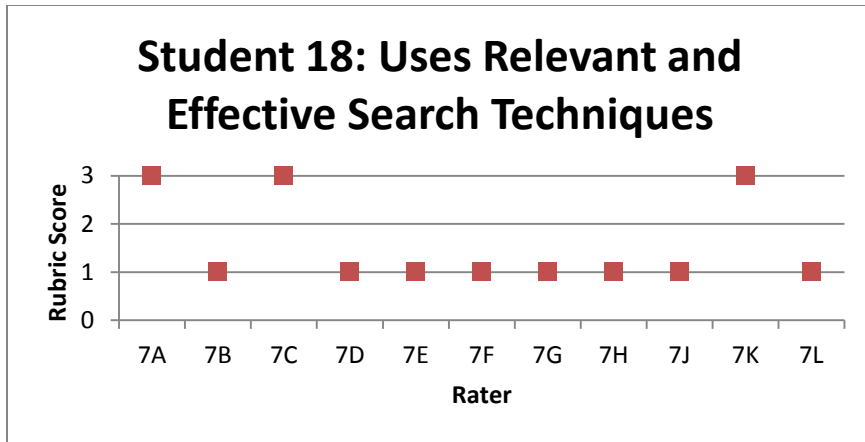


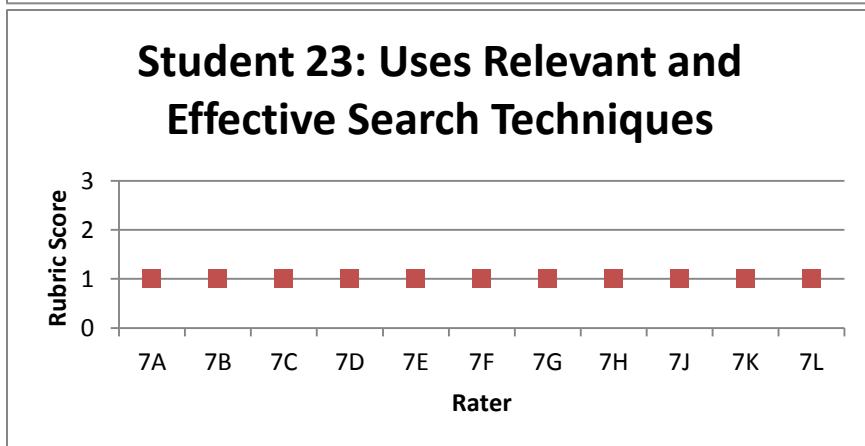
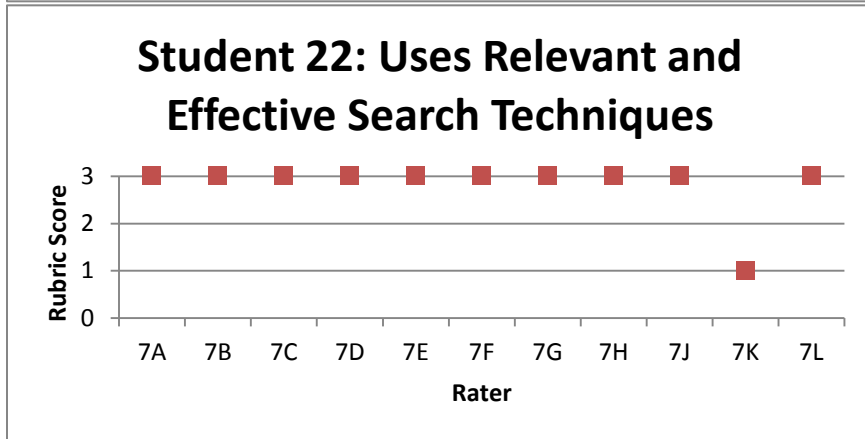
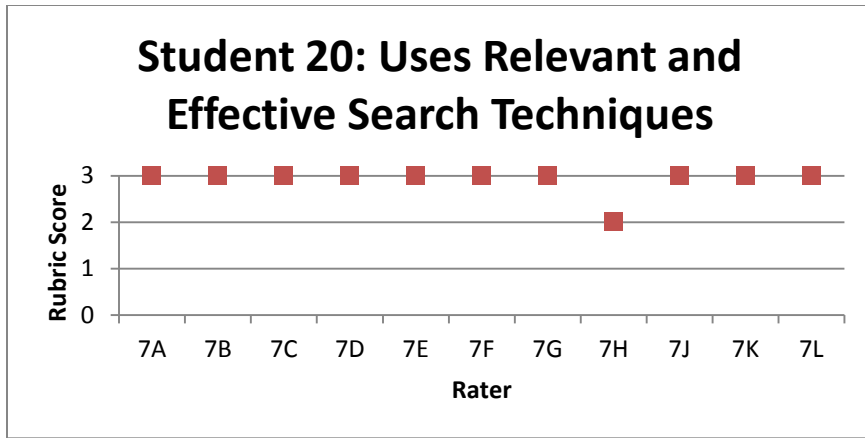




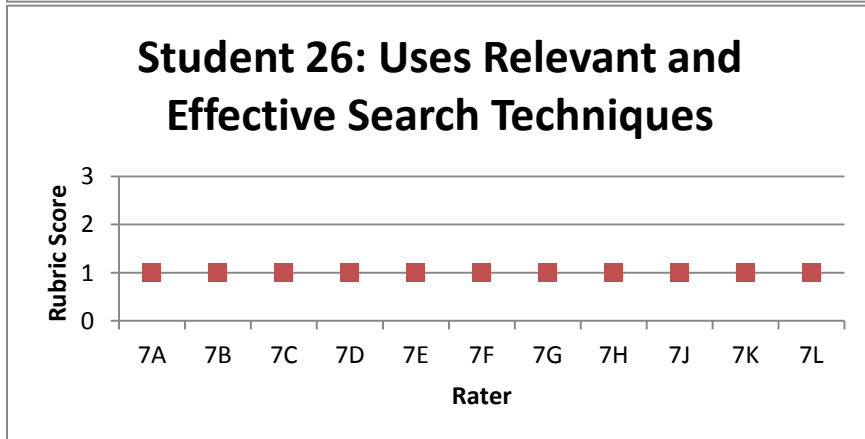
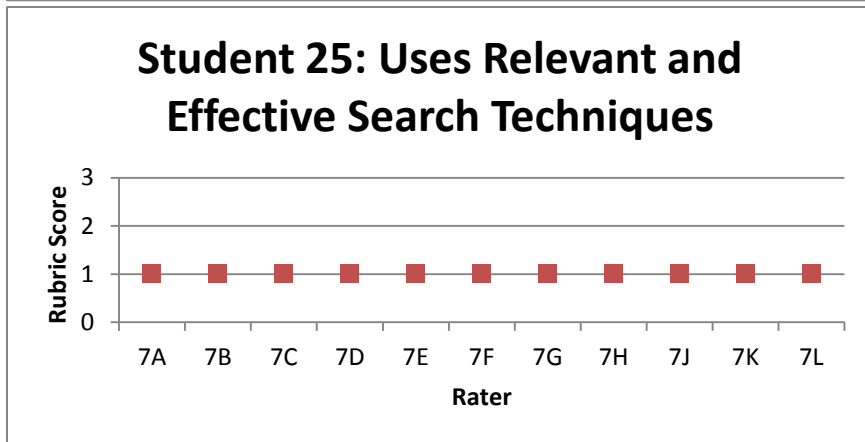
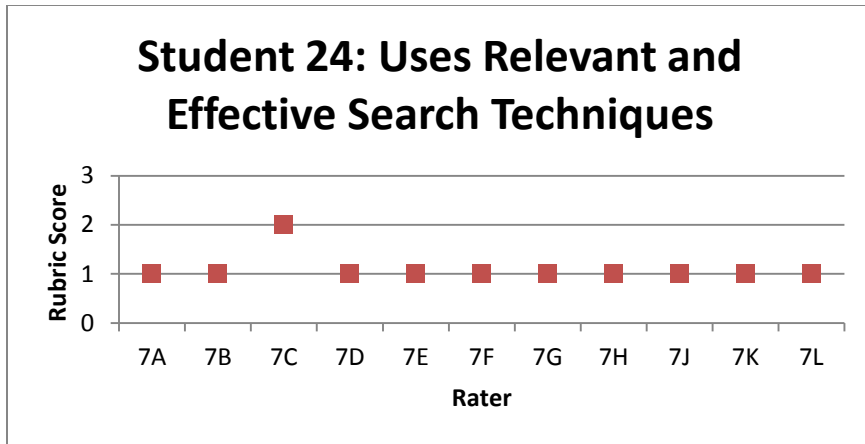


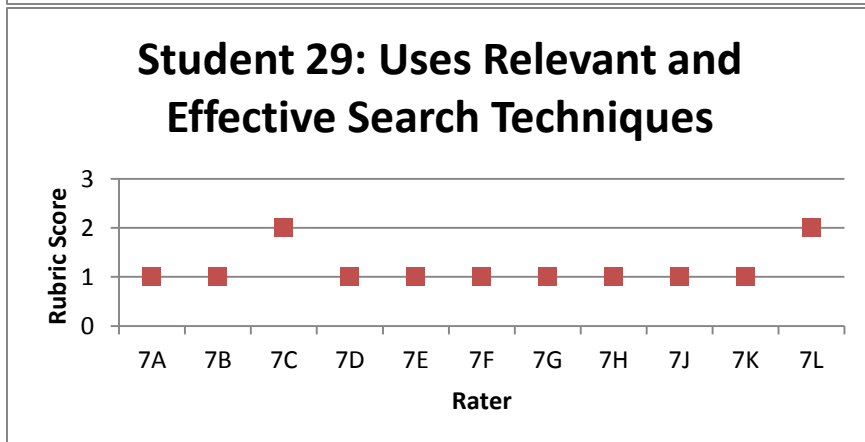
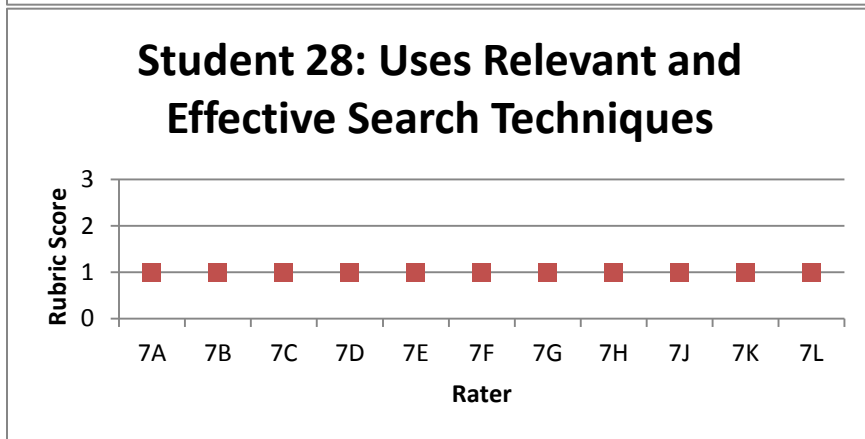
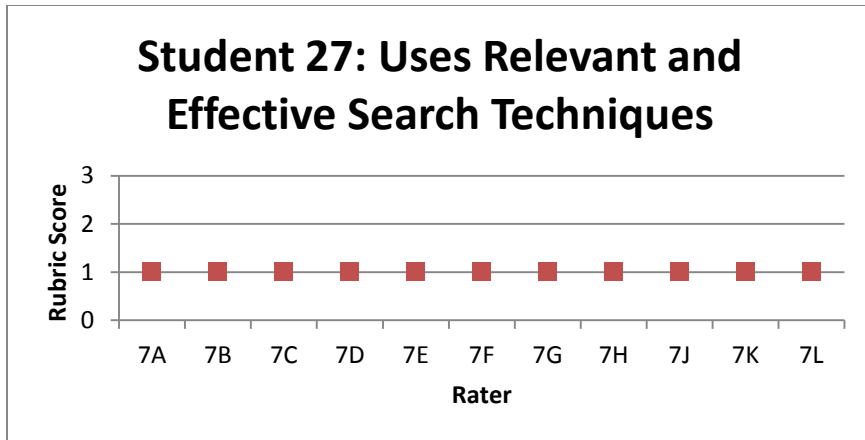


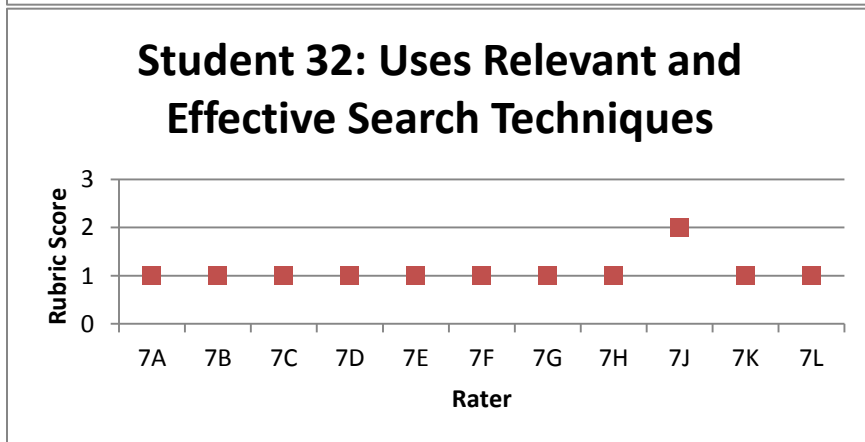
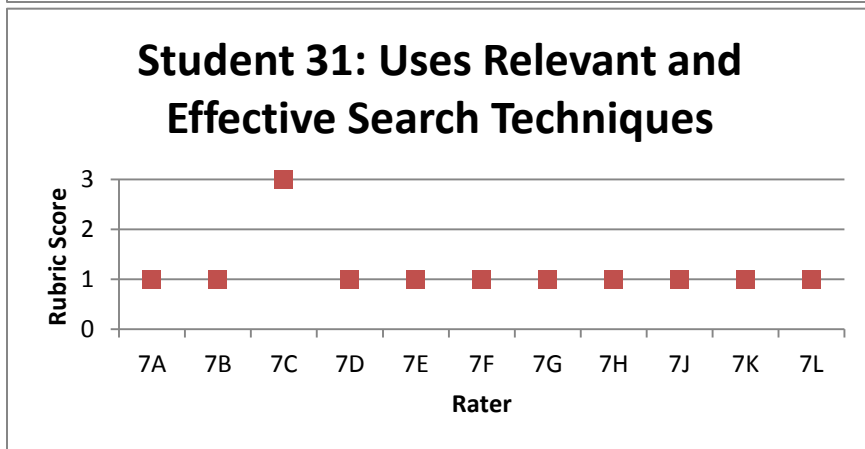
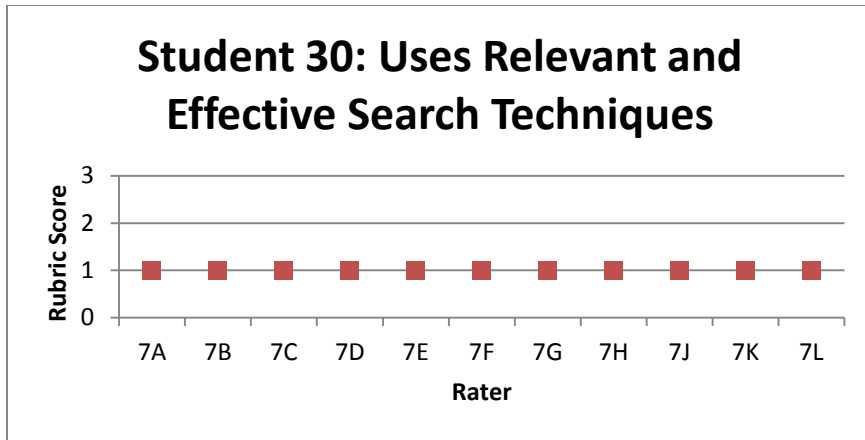


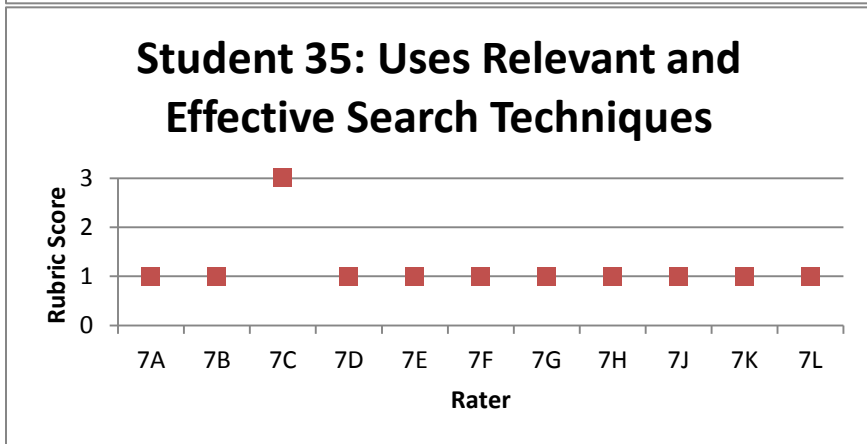
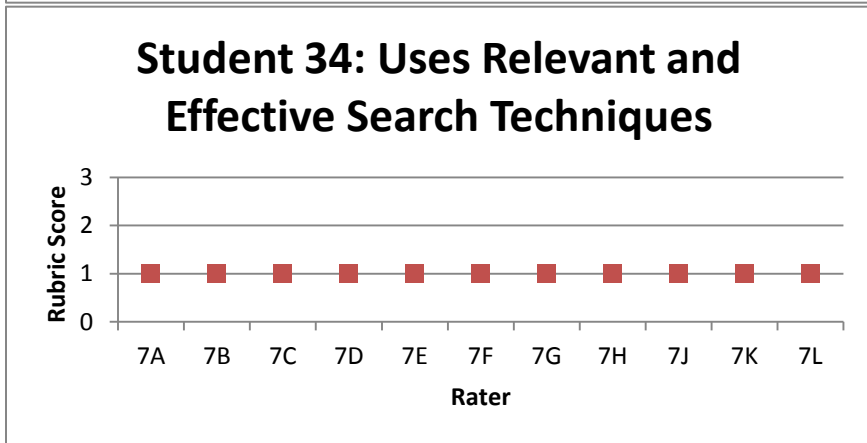
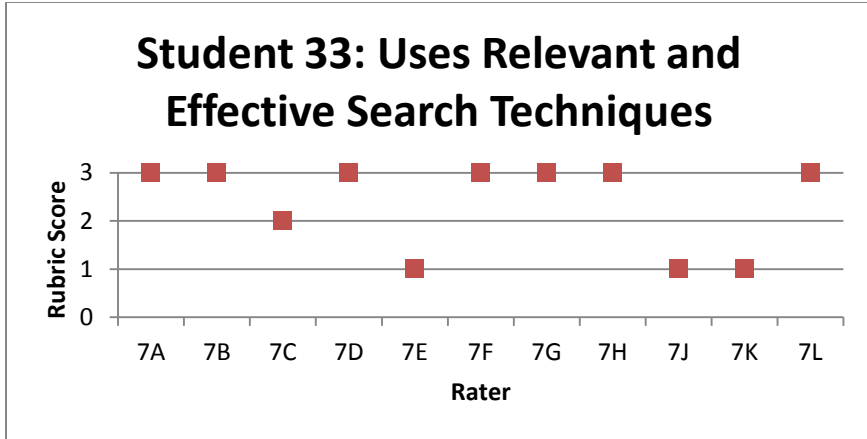


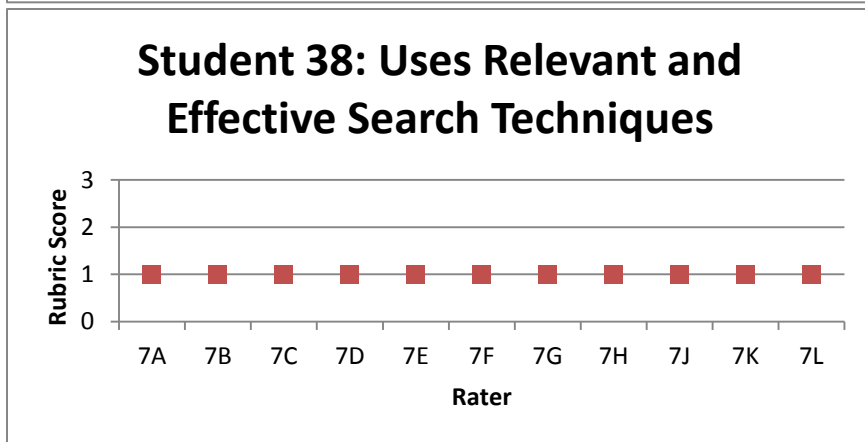
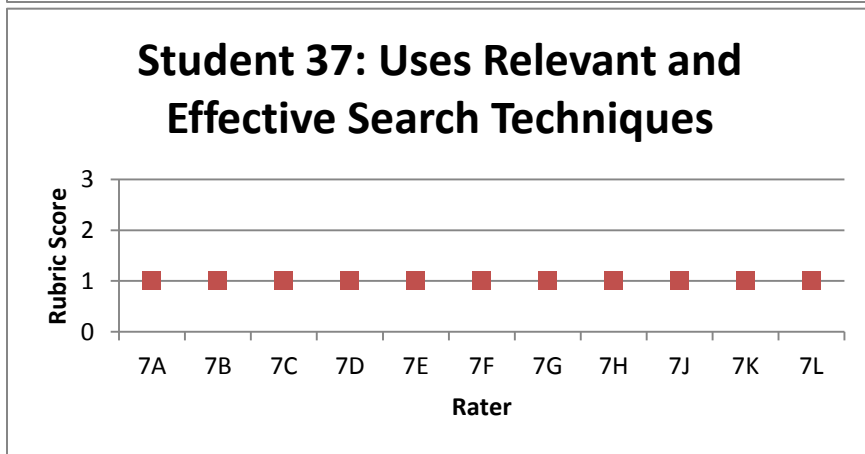
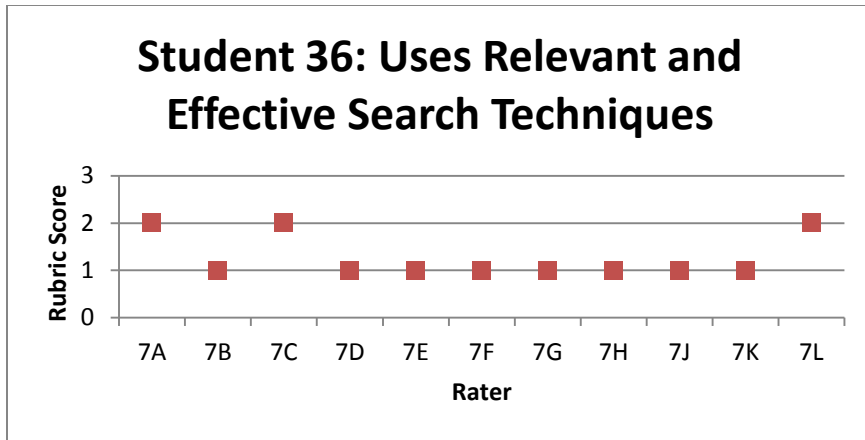


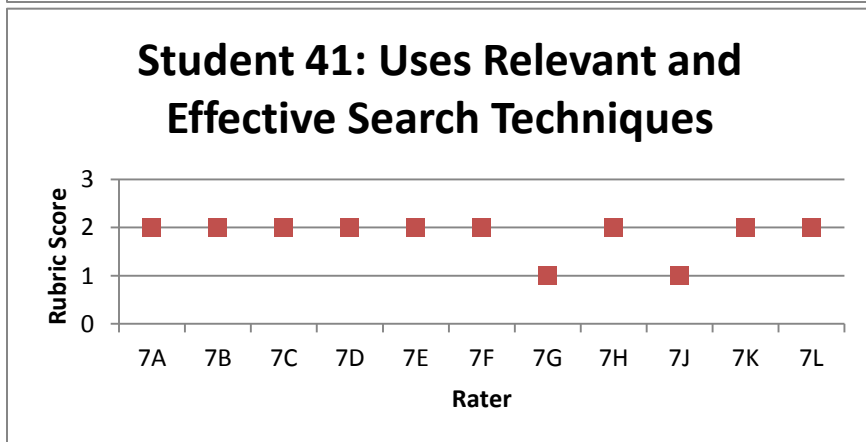
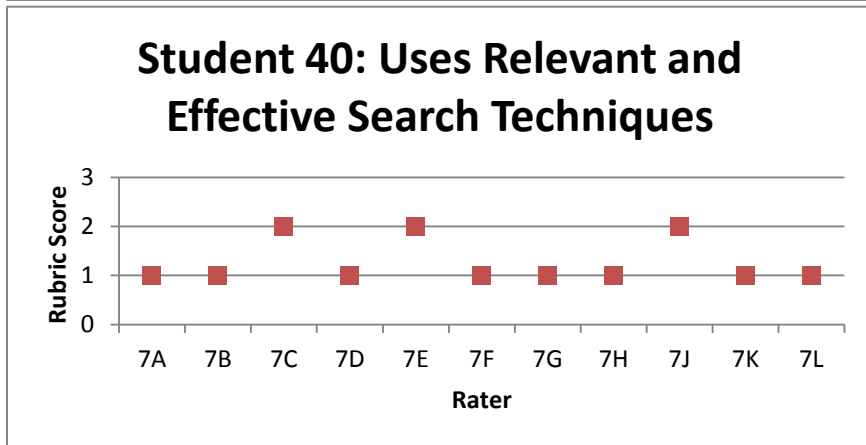
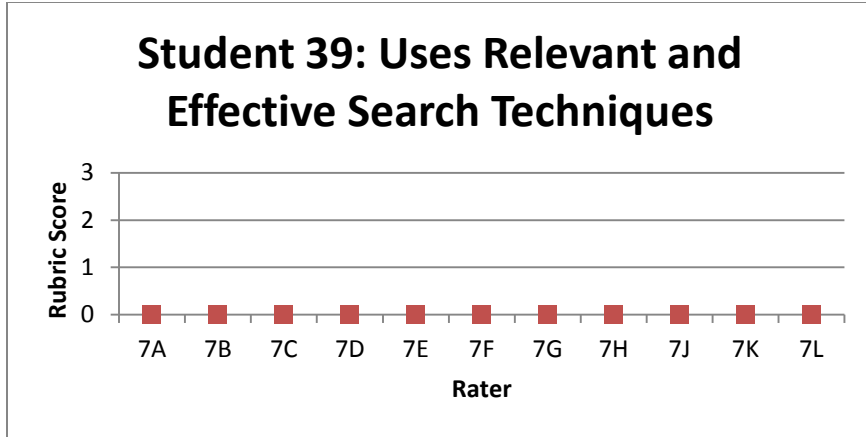


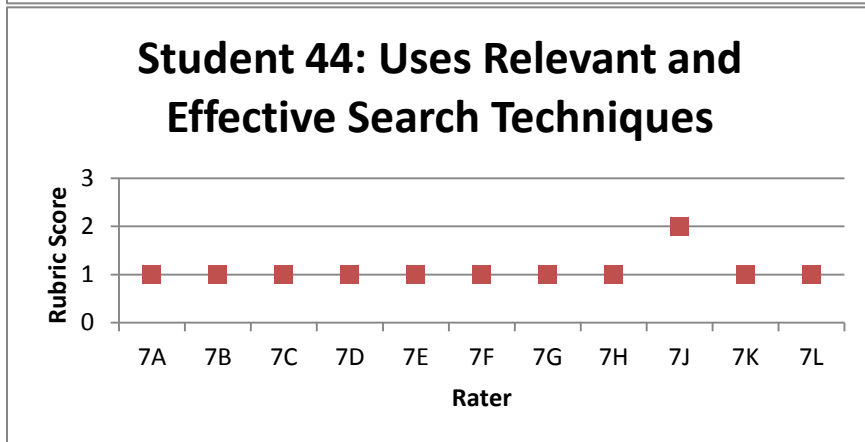
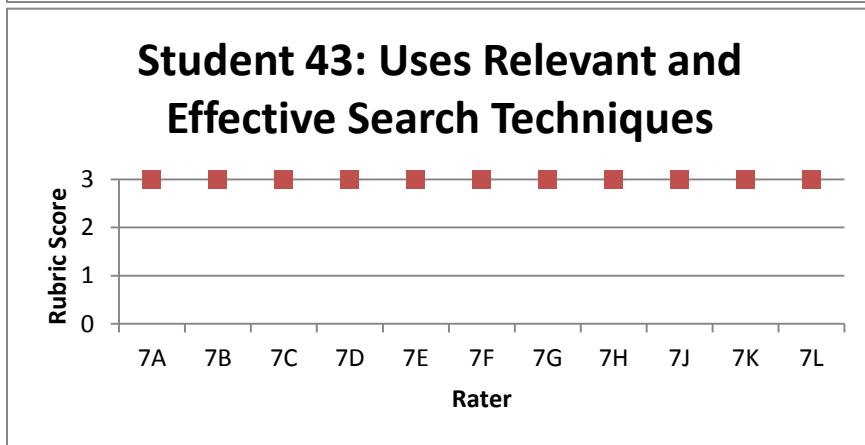
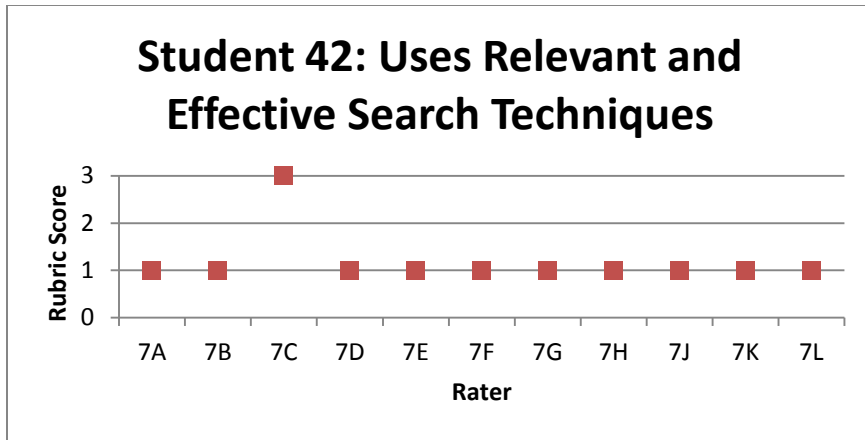


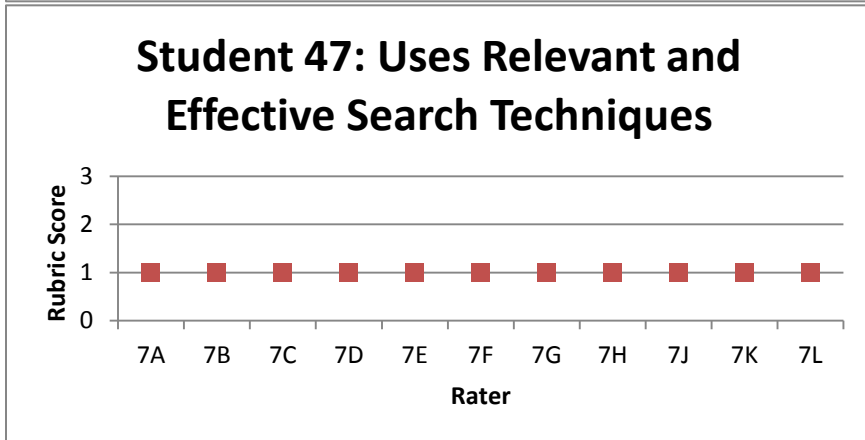
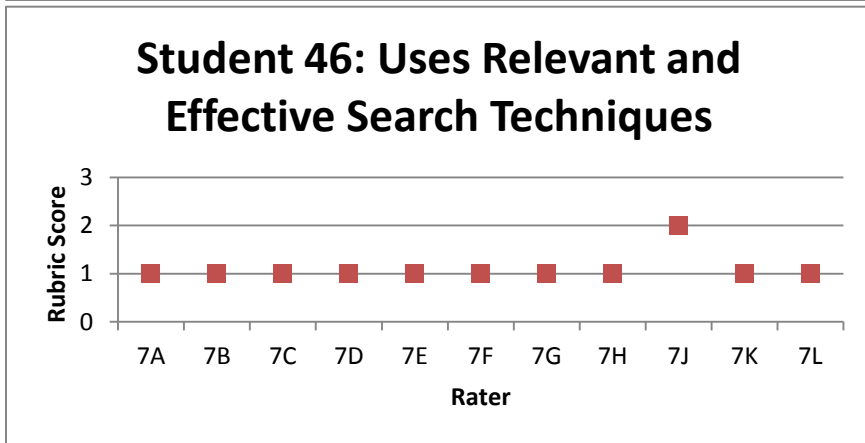
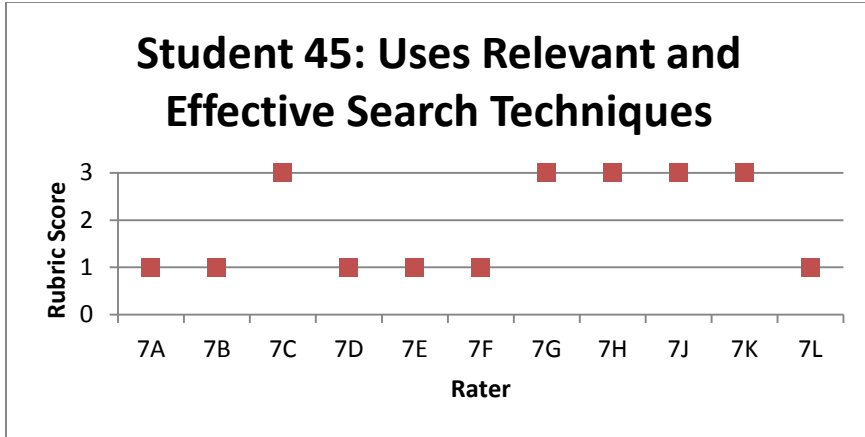




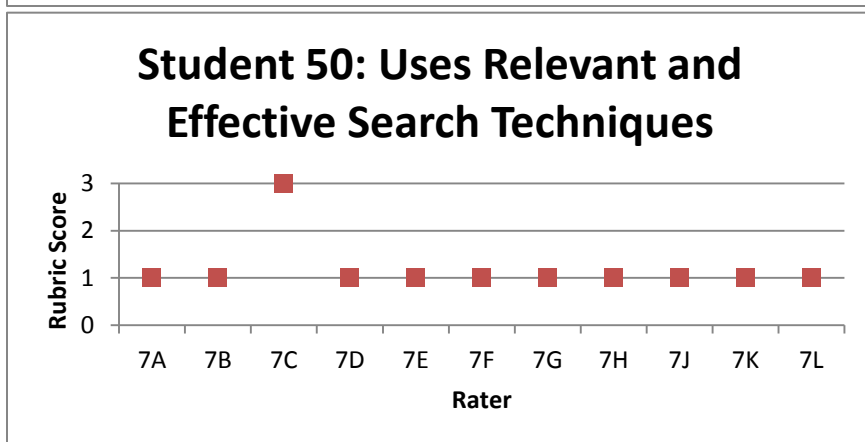
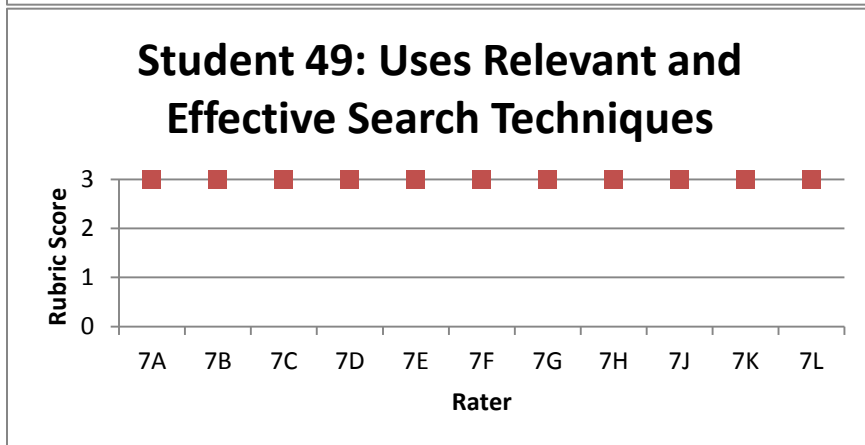
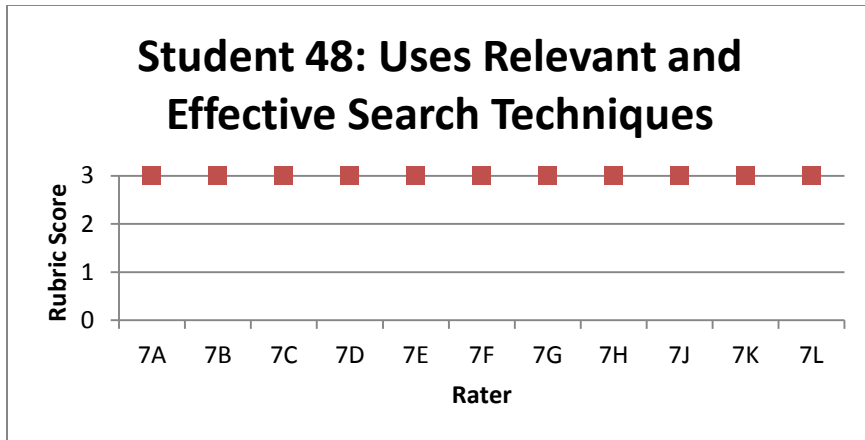


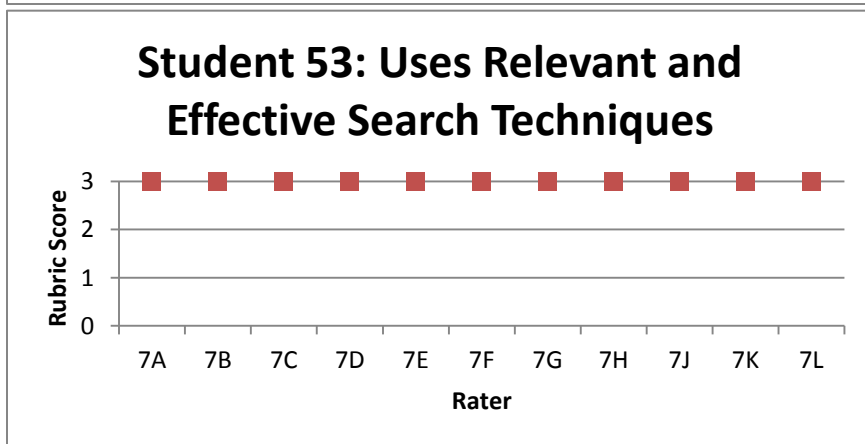
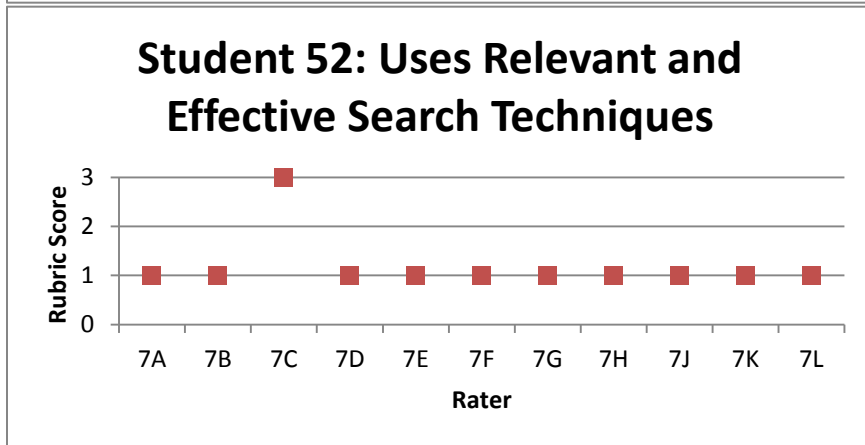
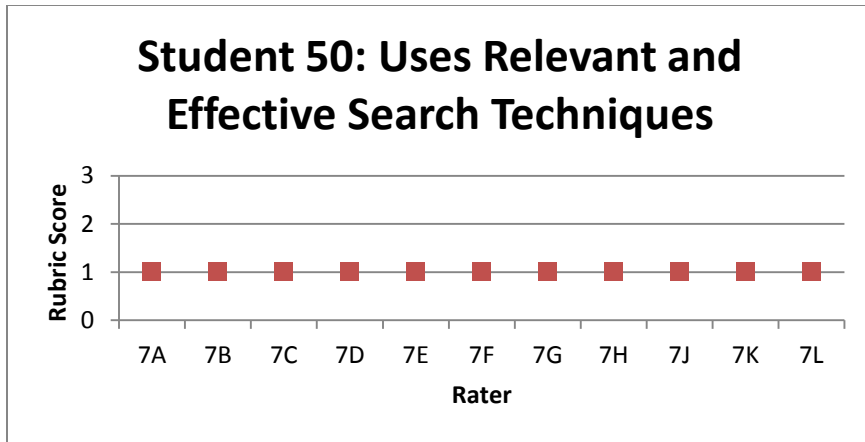


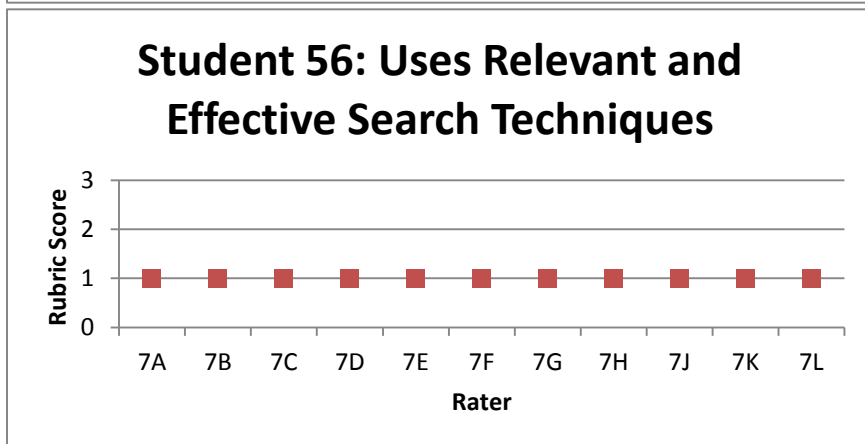
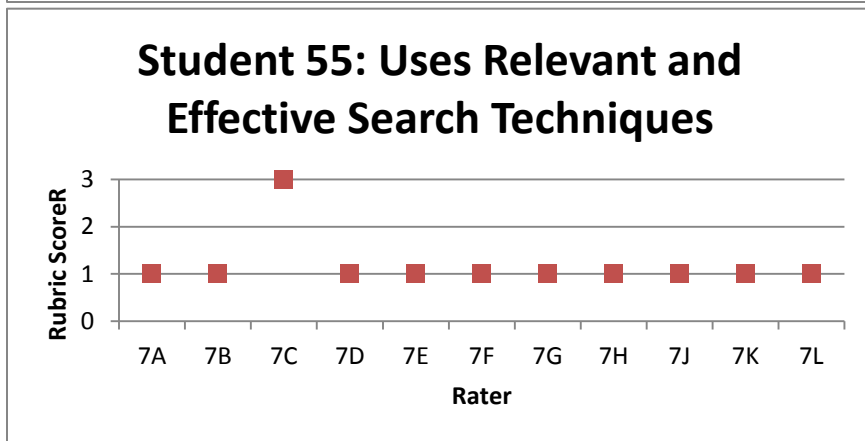
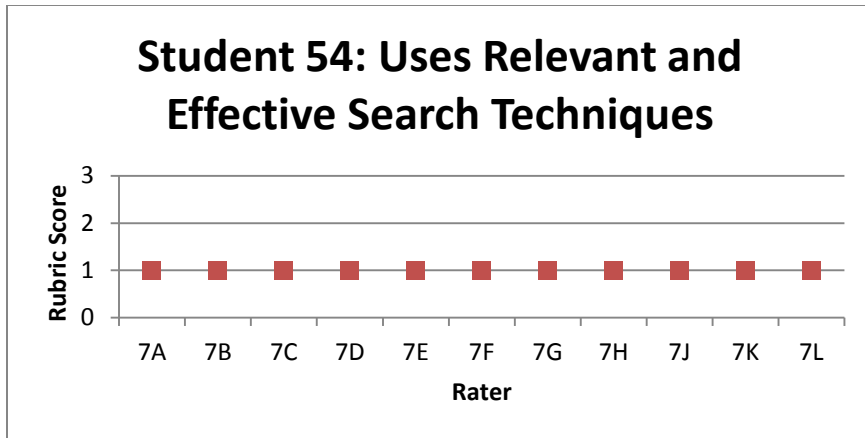


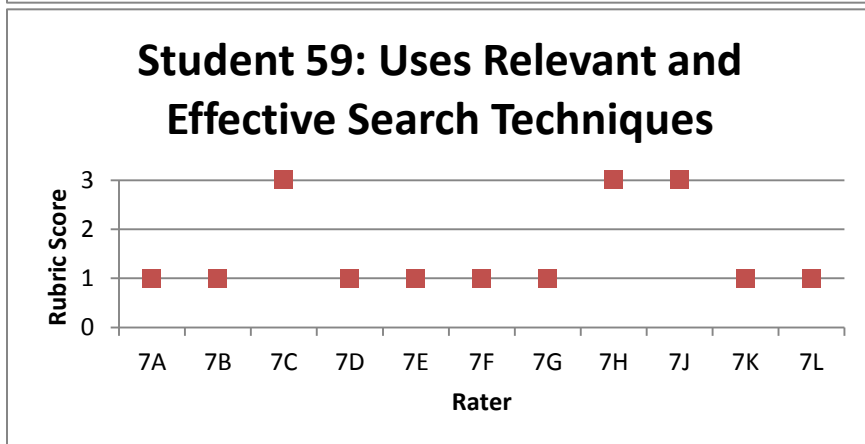
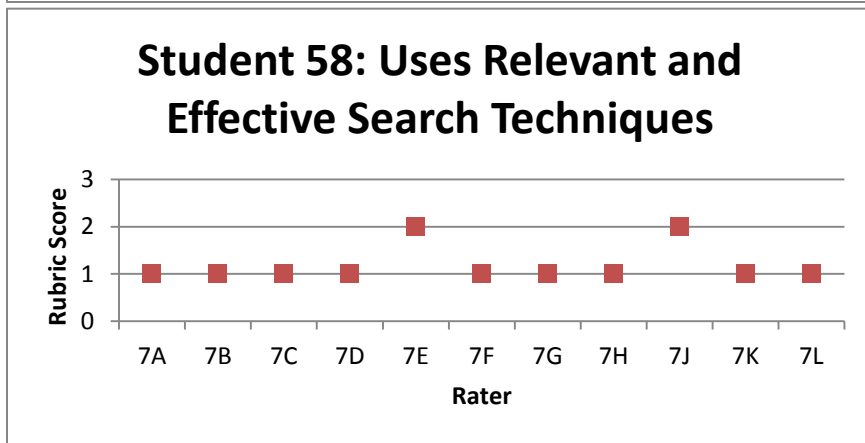
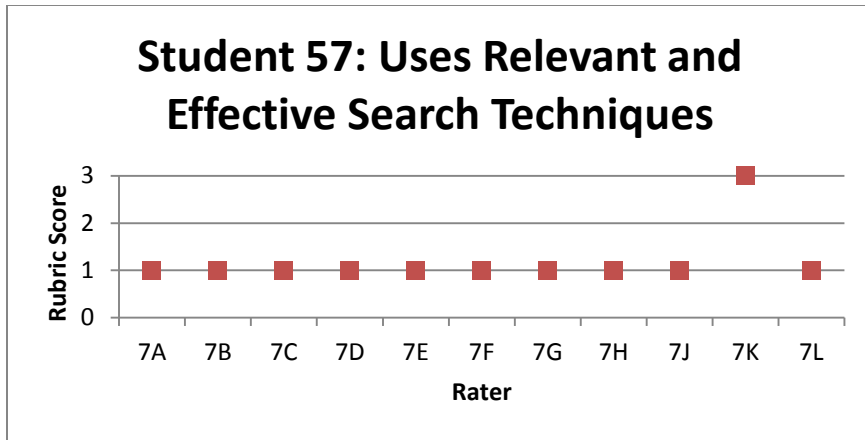


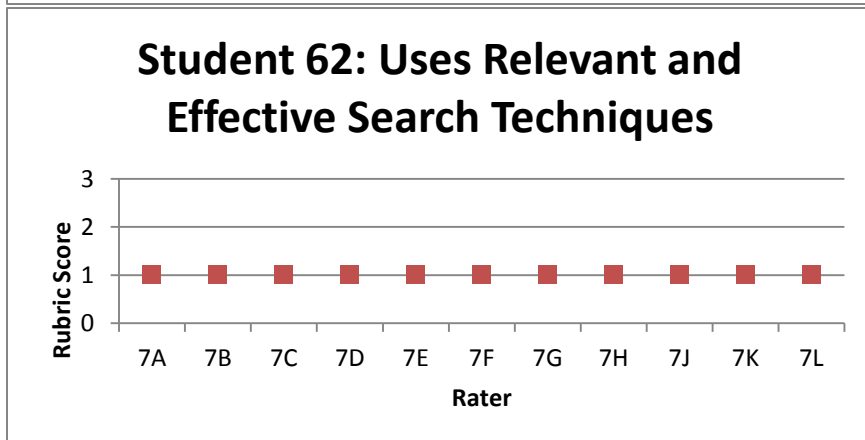
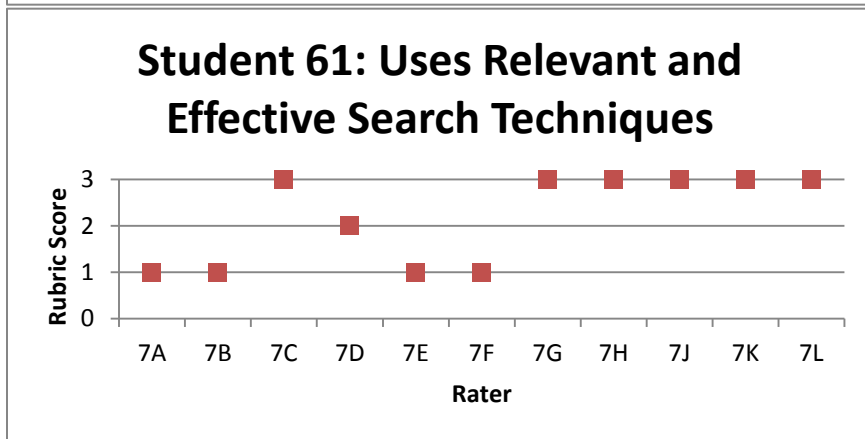
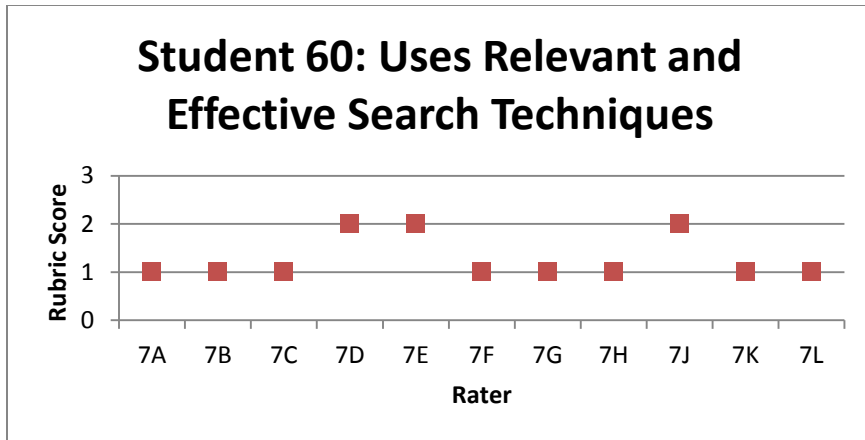


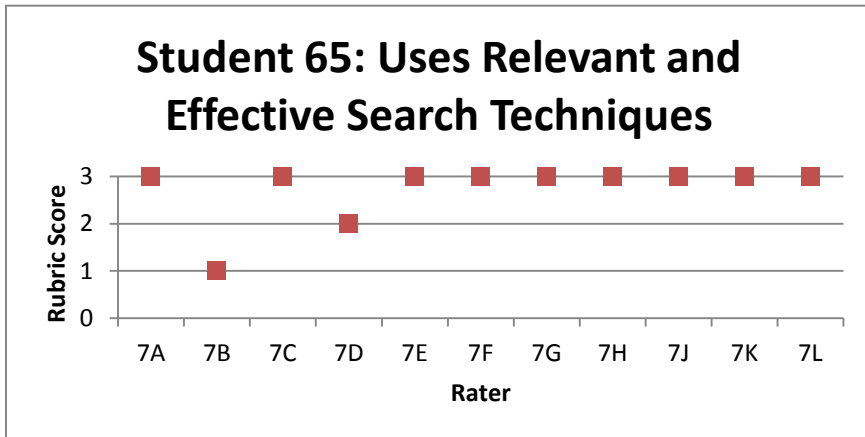
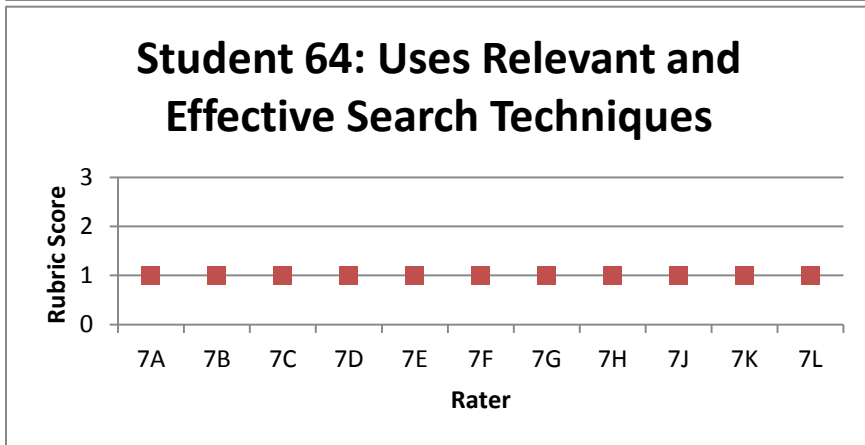
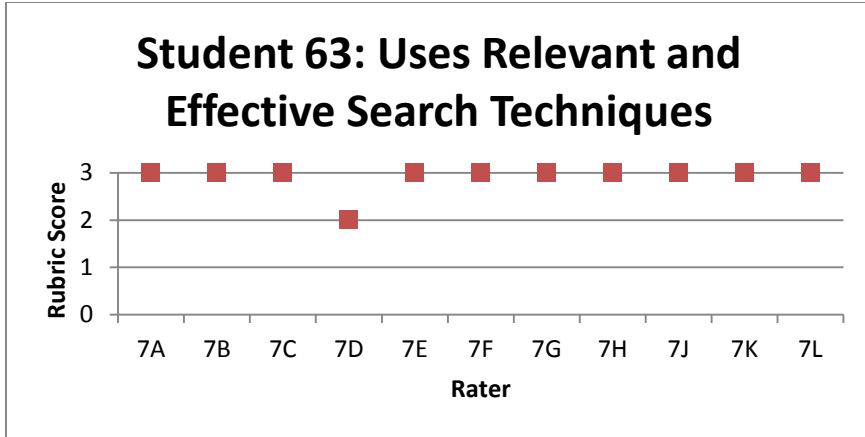


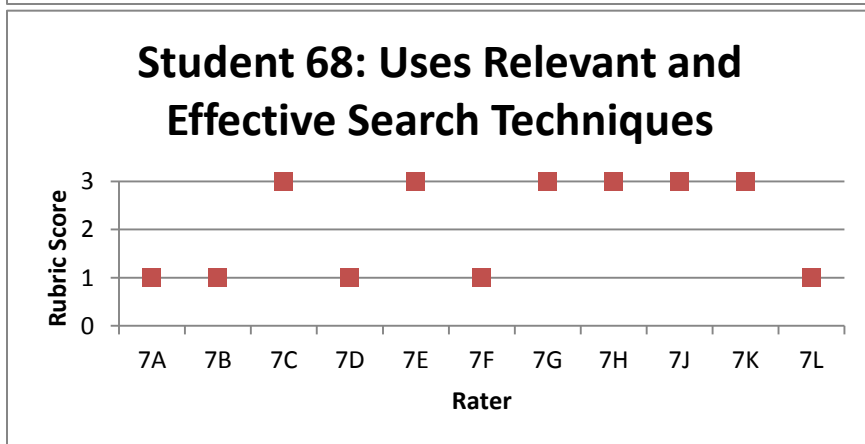
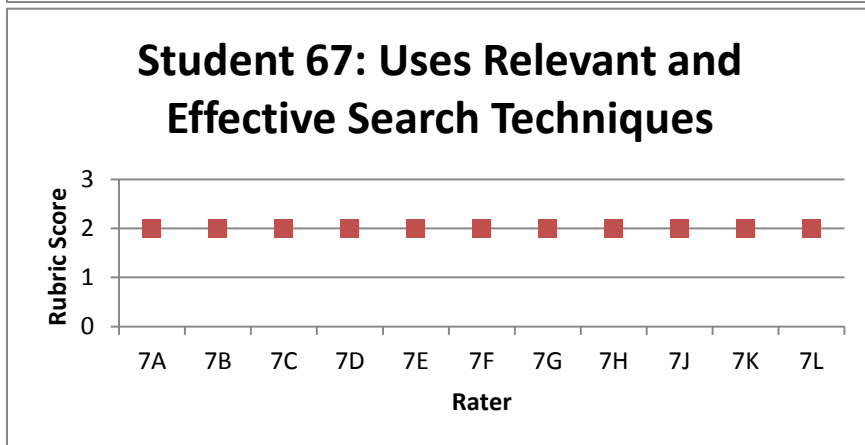
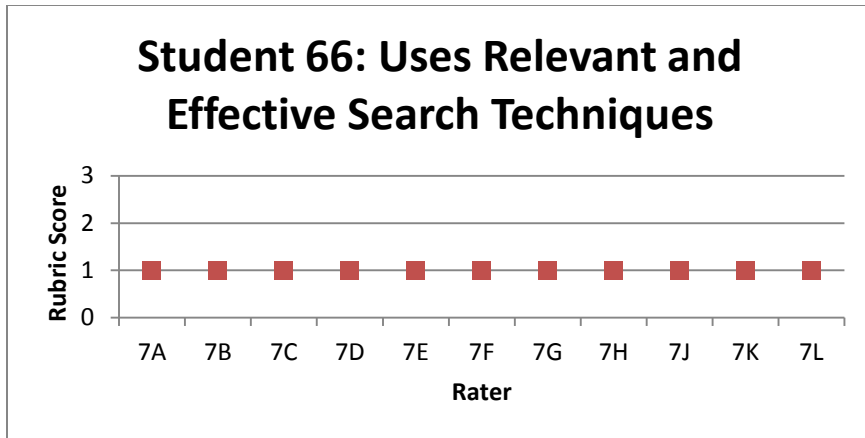


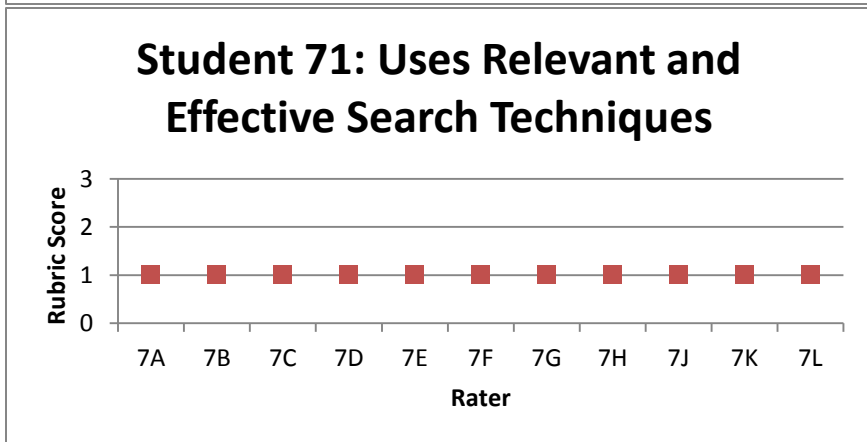
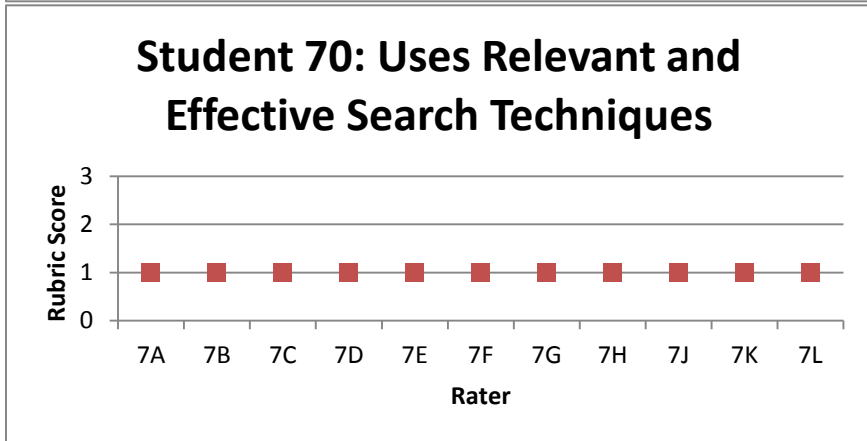
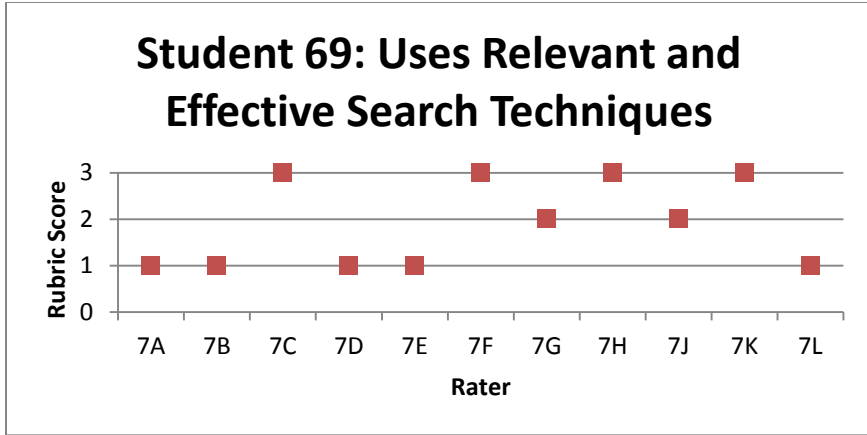




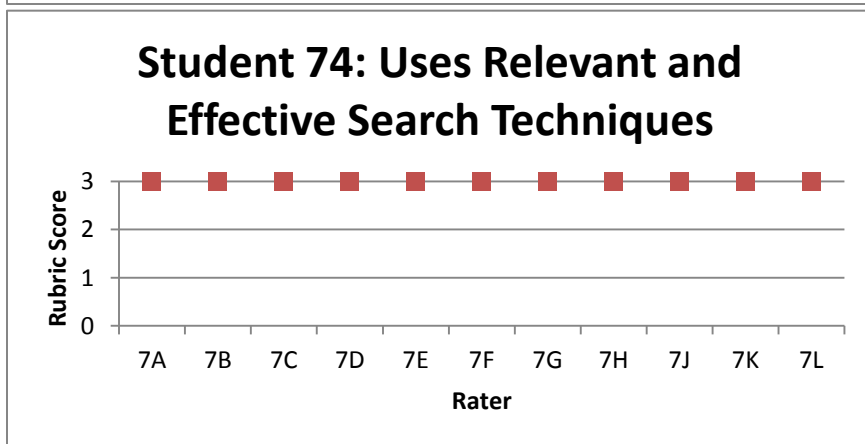
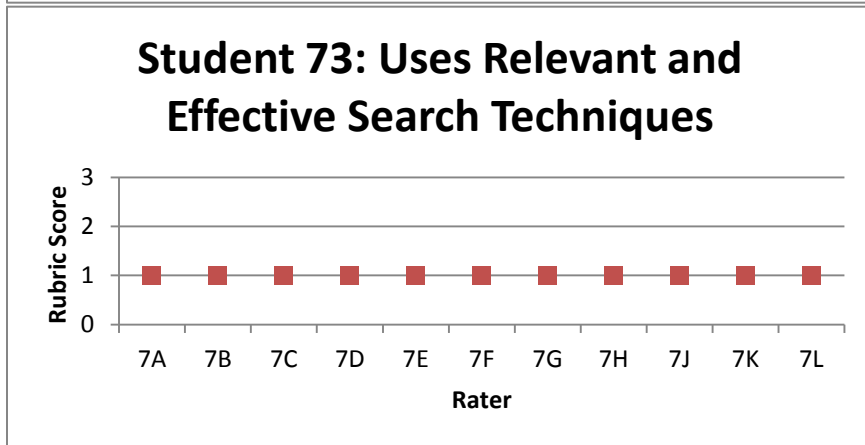
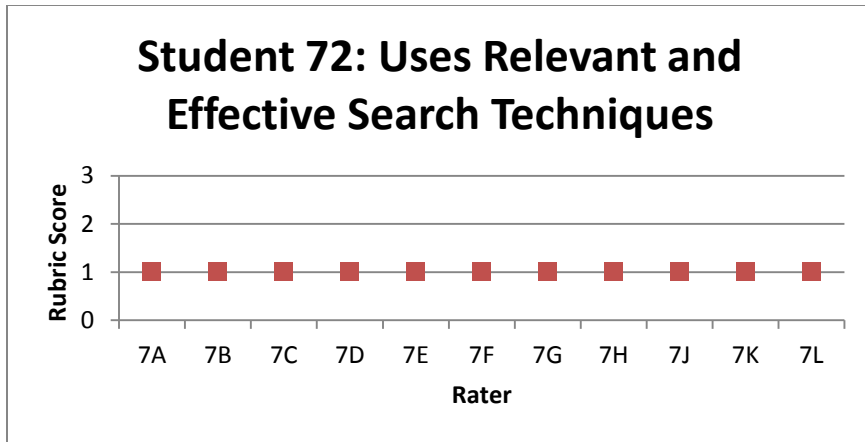


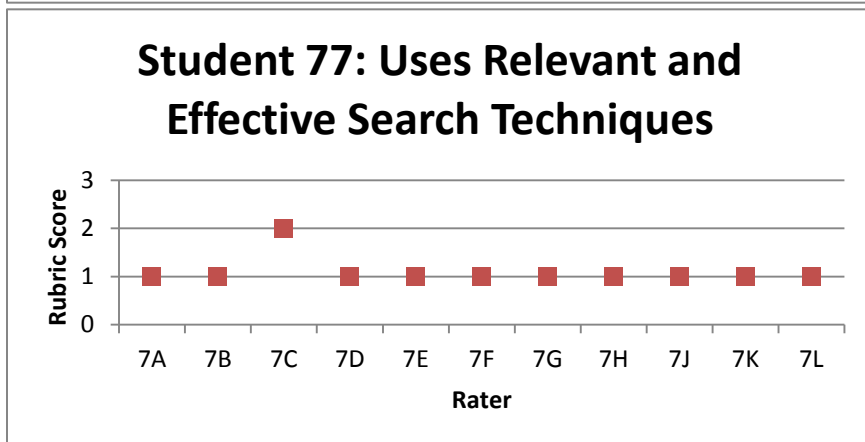
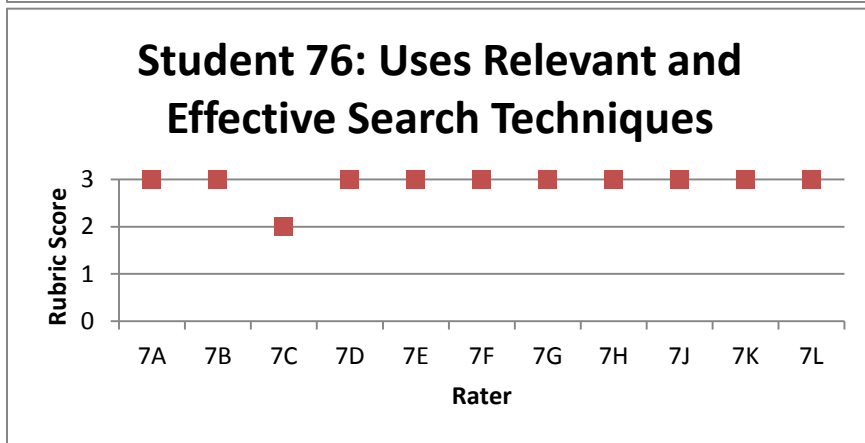
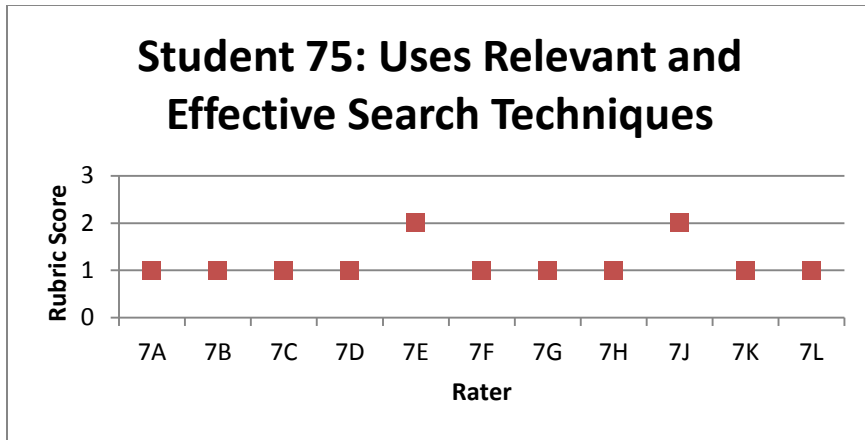


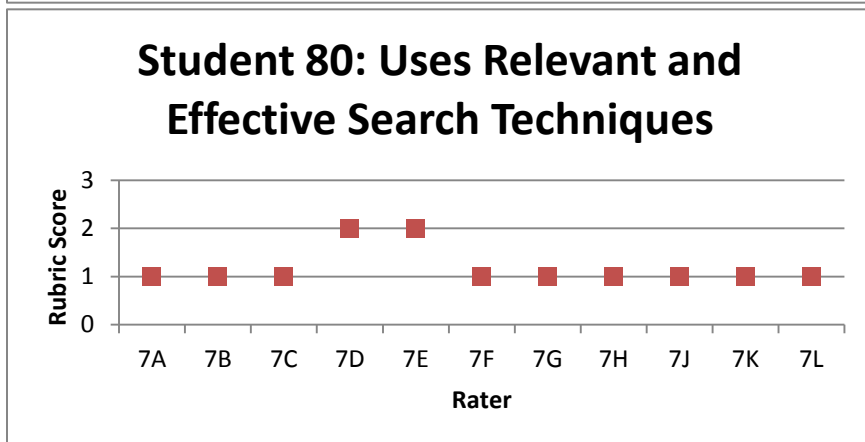
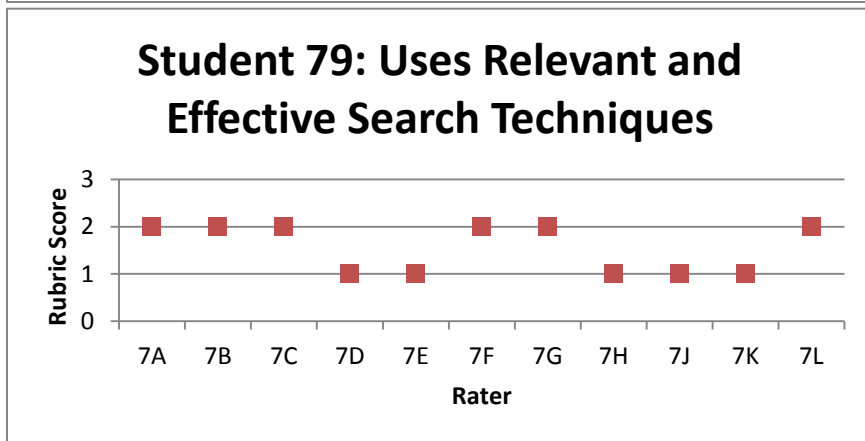
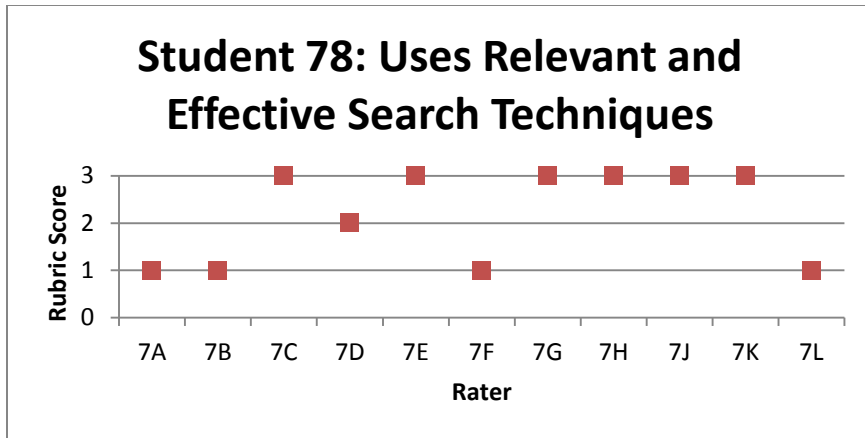


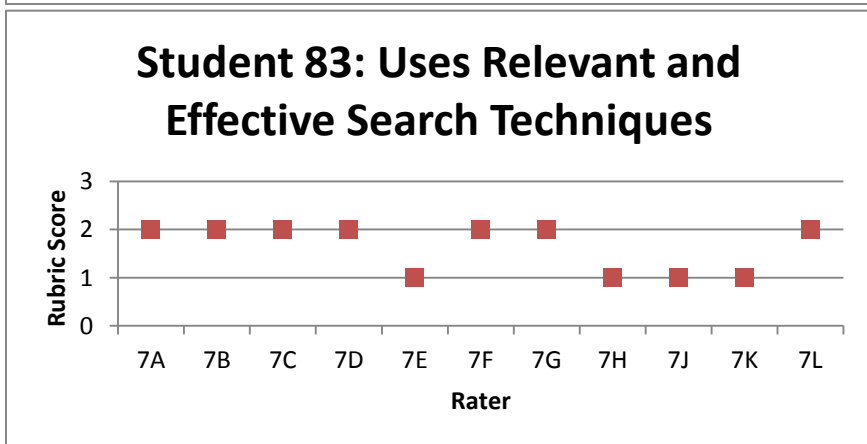
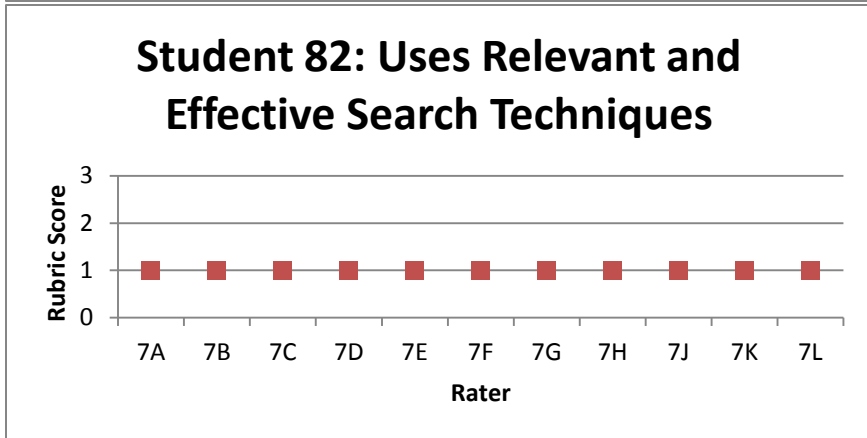
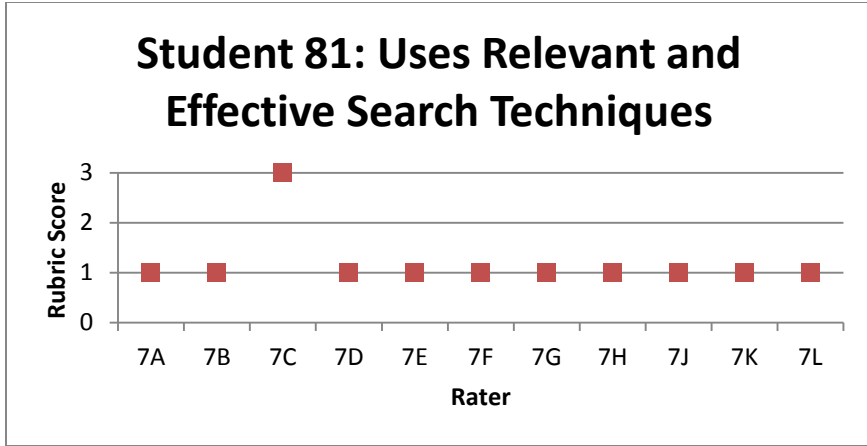


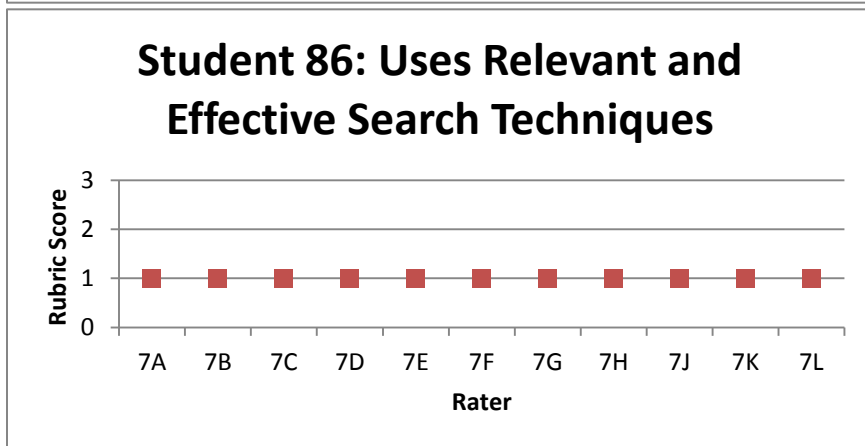
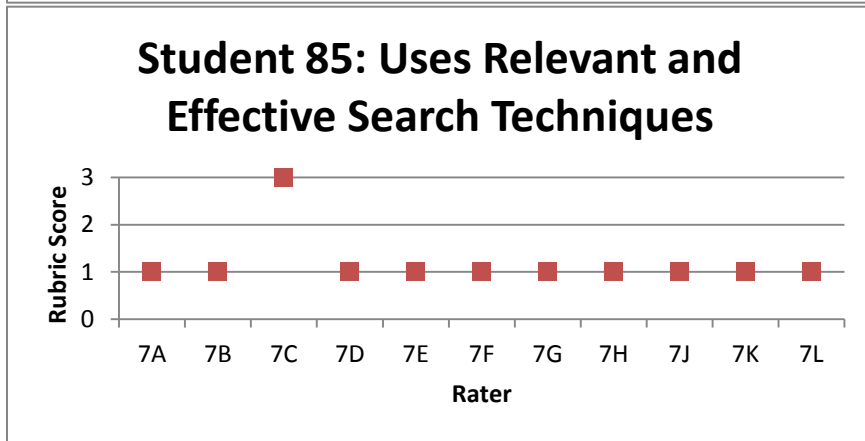
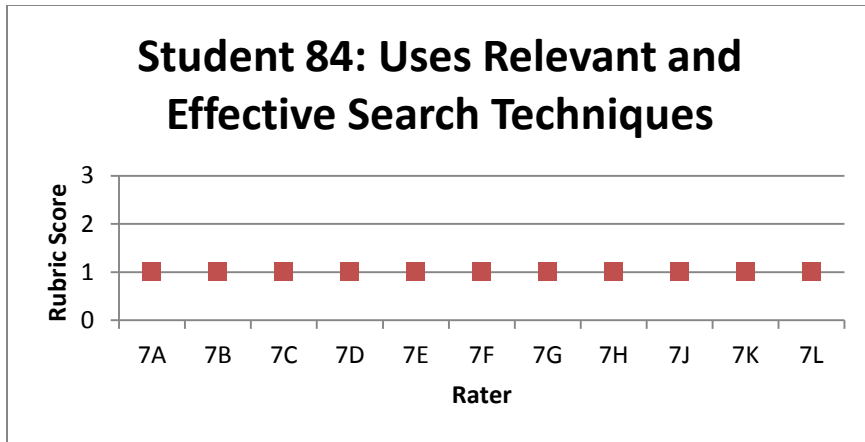


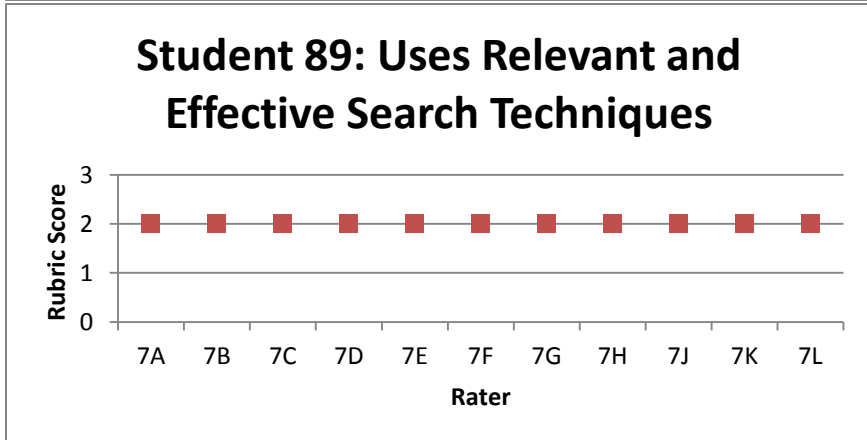
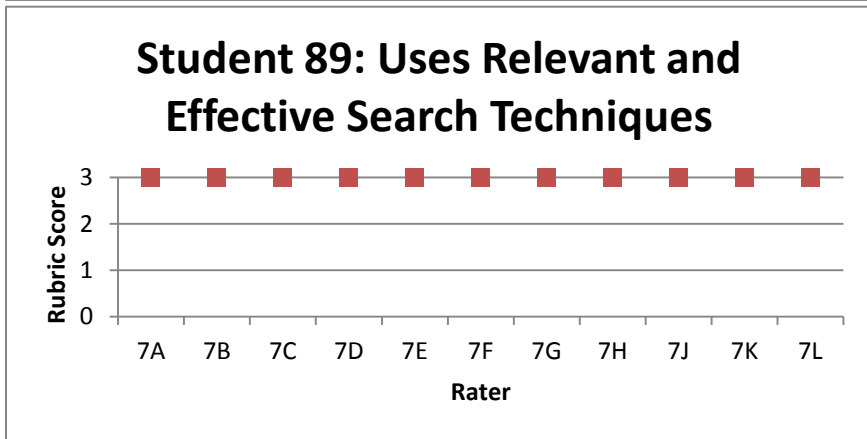
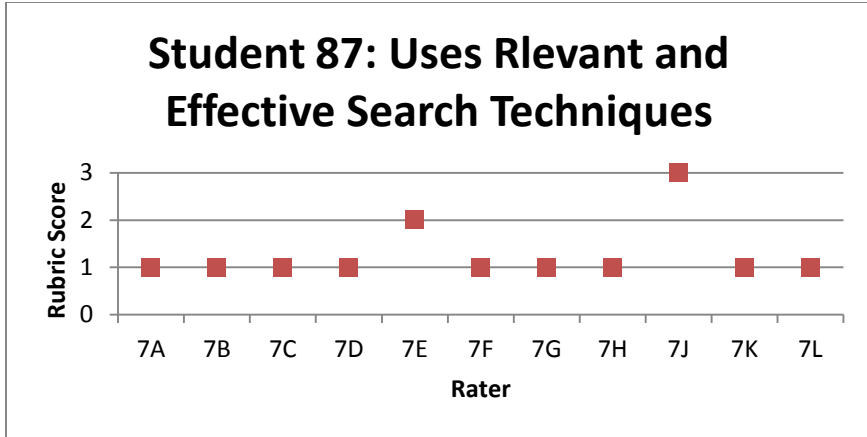


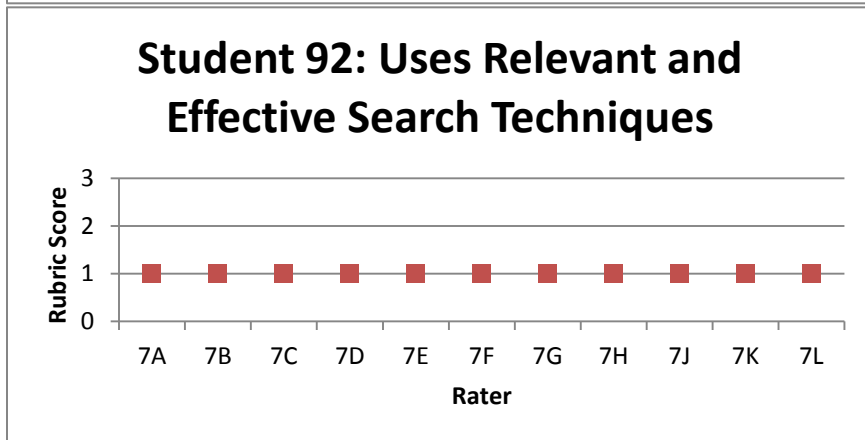
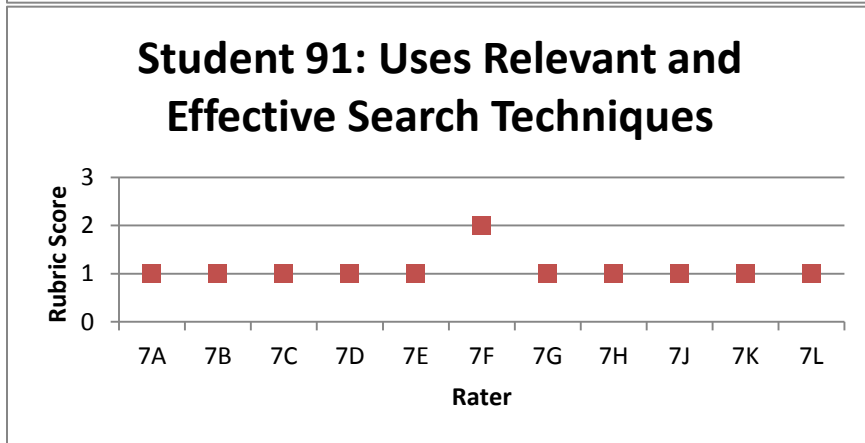
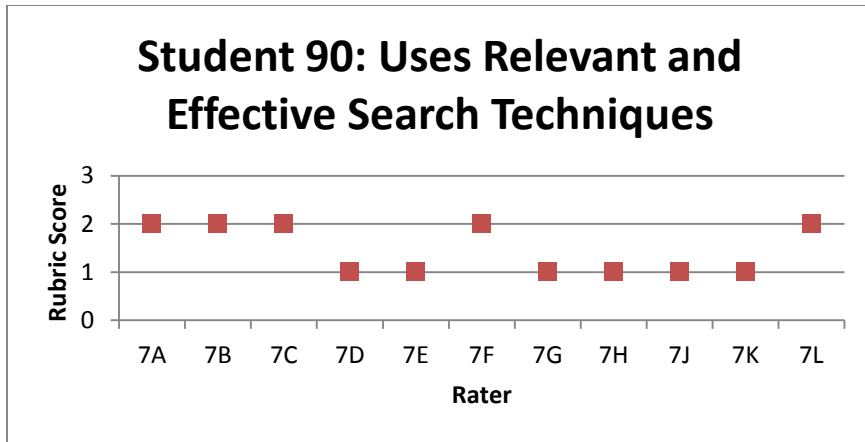


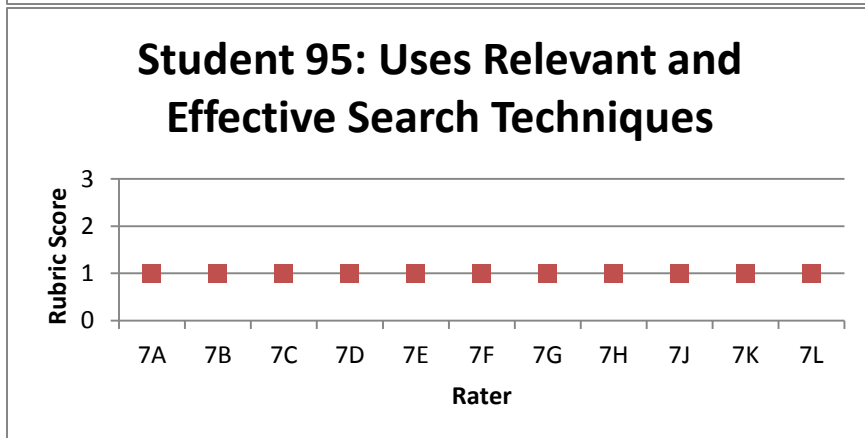
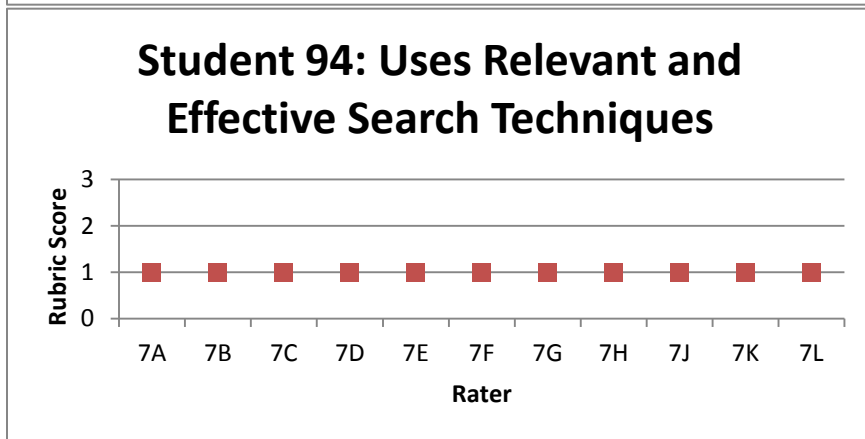
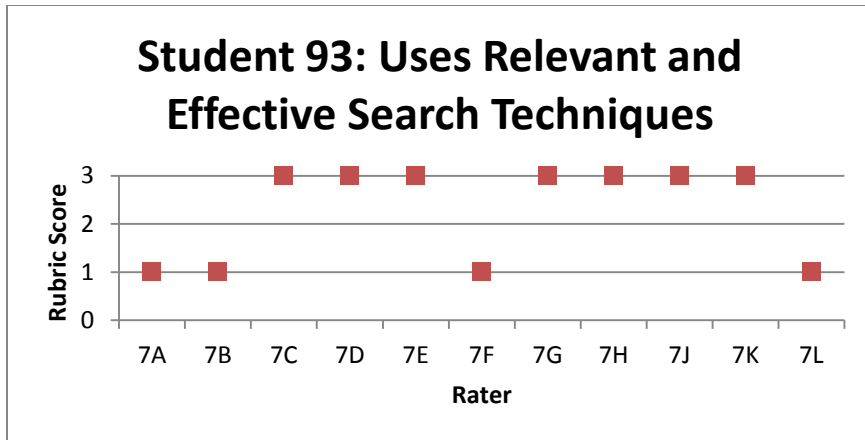




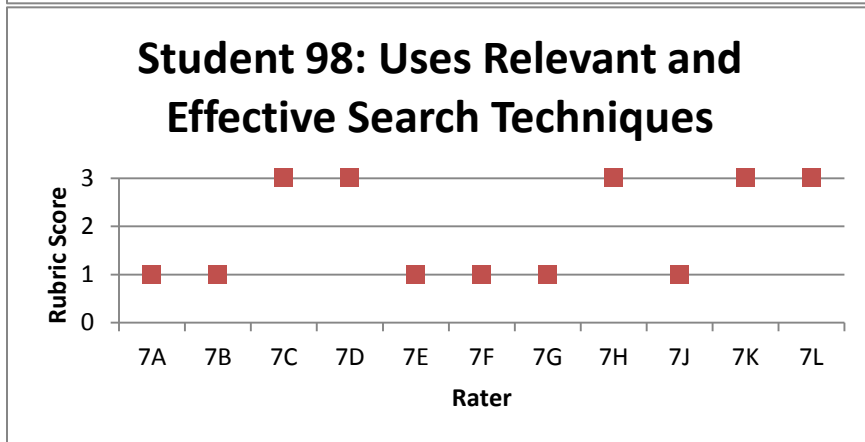
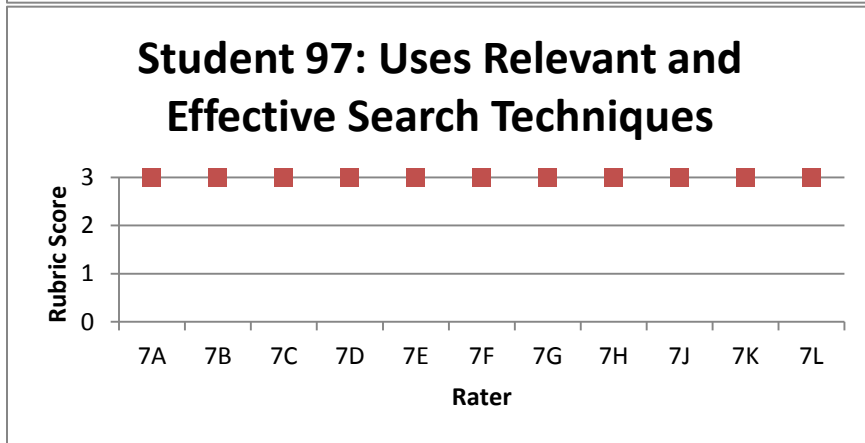
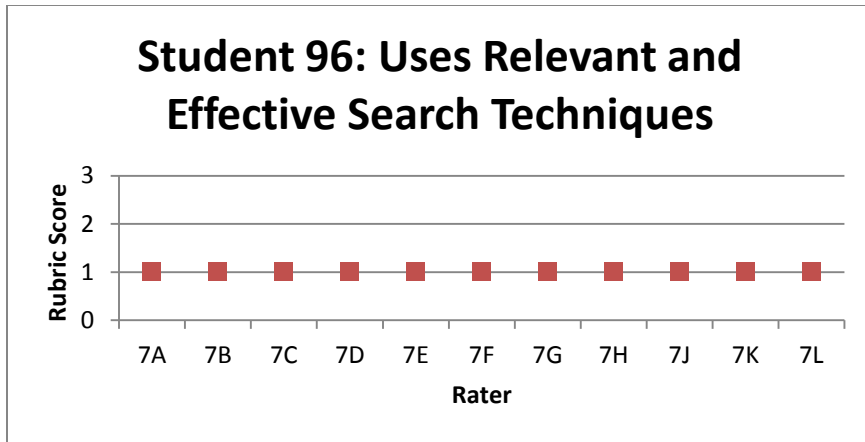


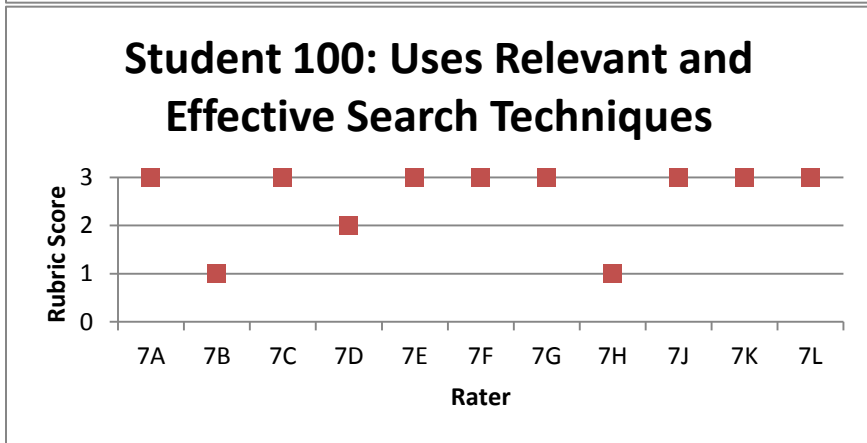
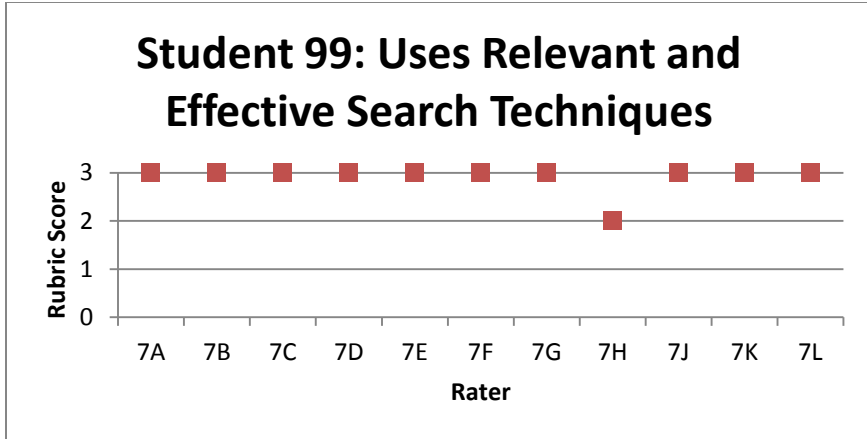








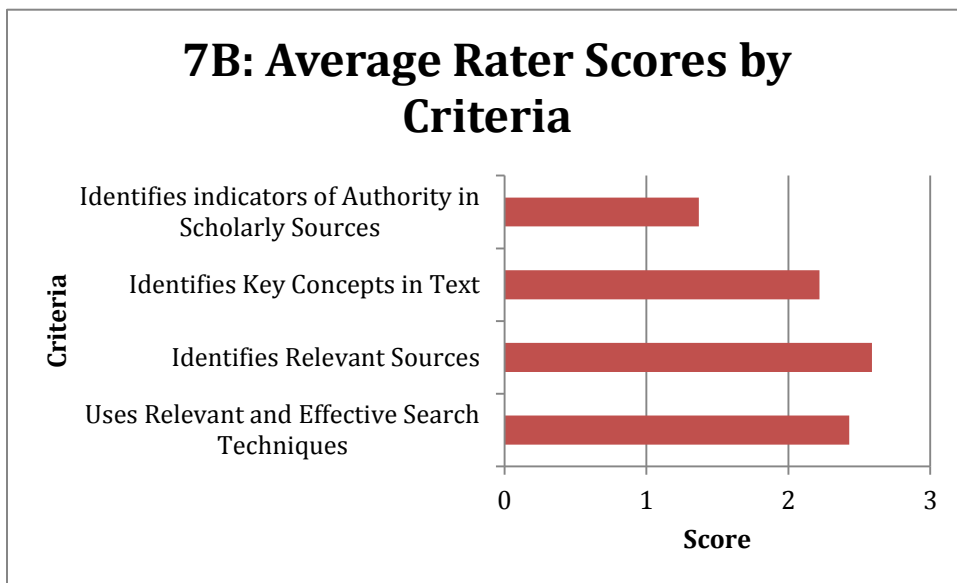
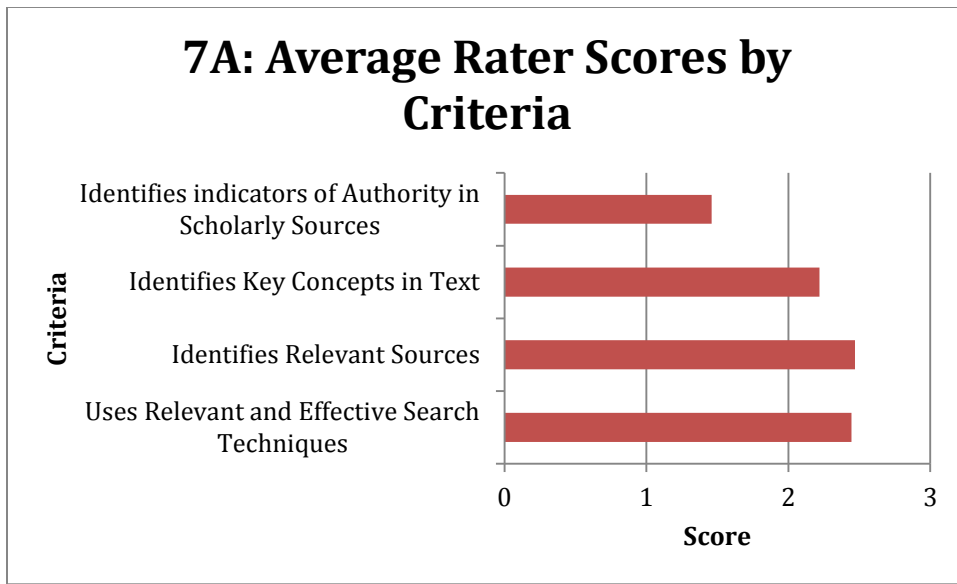




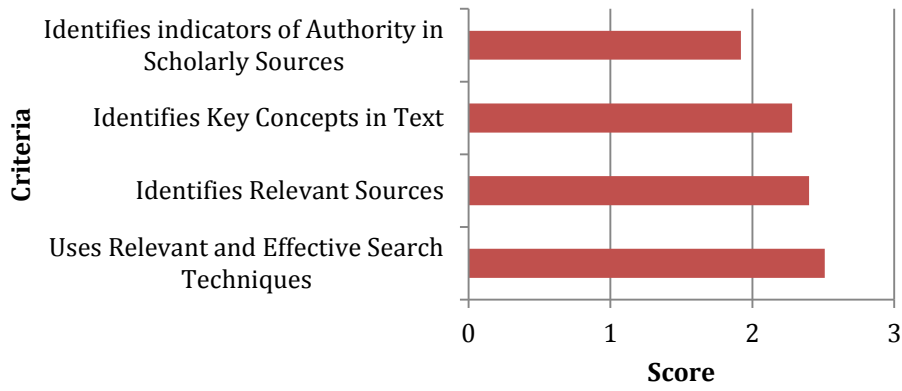
## Student/Rater: Average Rater Scores by Criteria

Inter-rater reliability

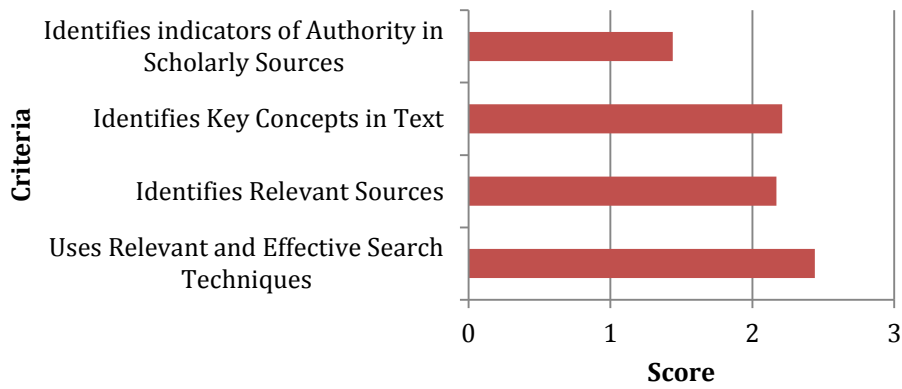
This graph shows the average performance level each rater assigned all students for each RAILS rubric criteria, showing the variation among raters when each graph is compared. There is a chart for each rater.



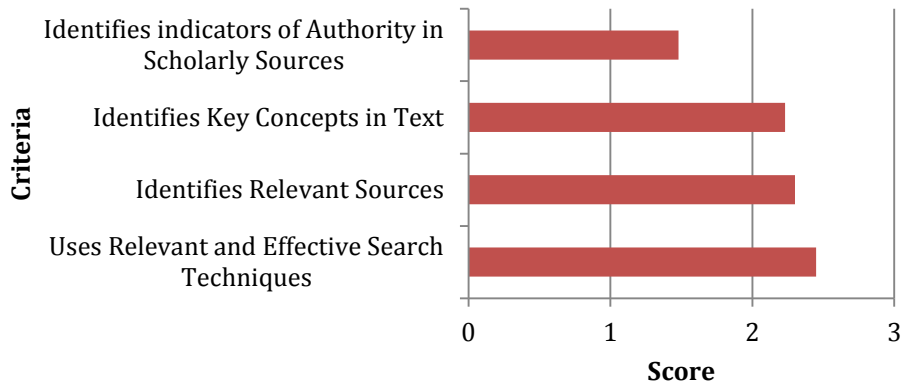
### 7C: Average Rater Scores by Criteria



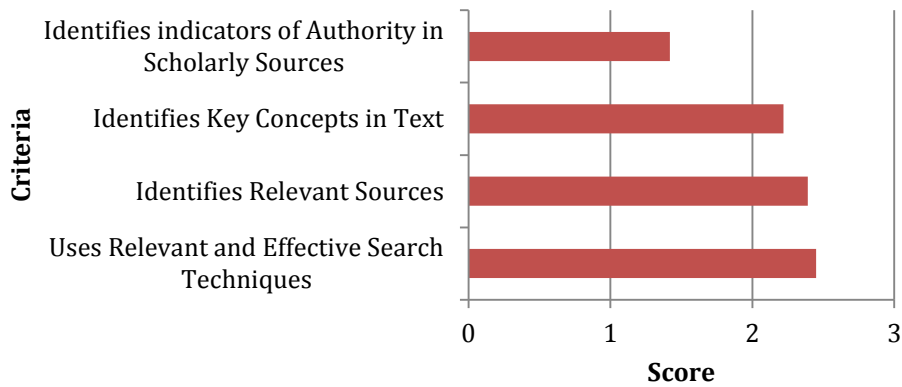
### 7D: Average Rater Scores by Criteria

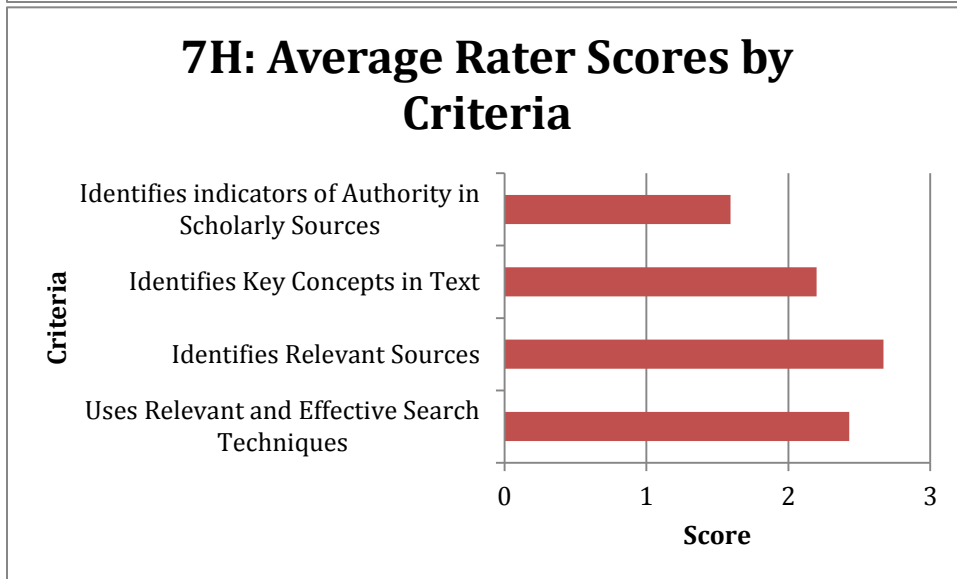
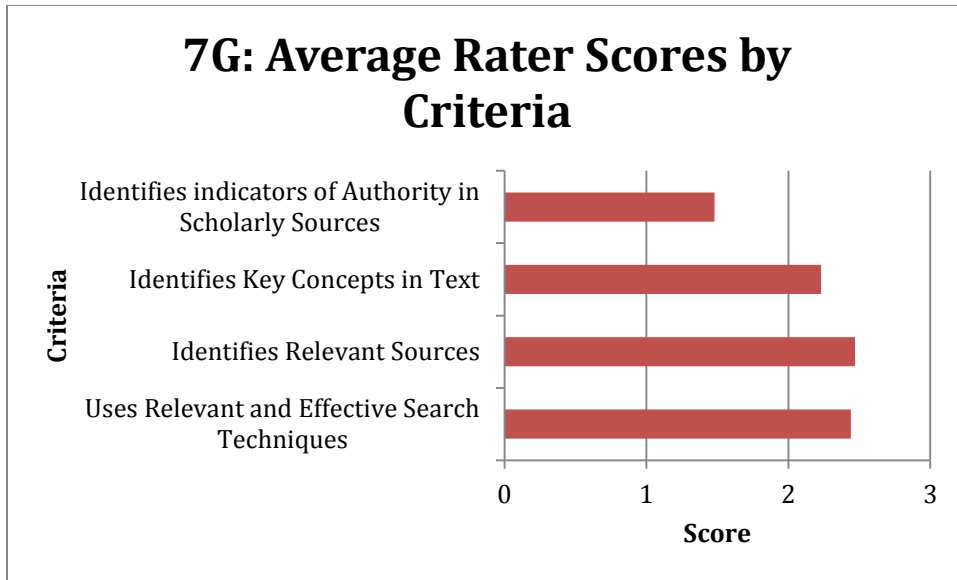


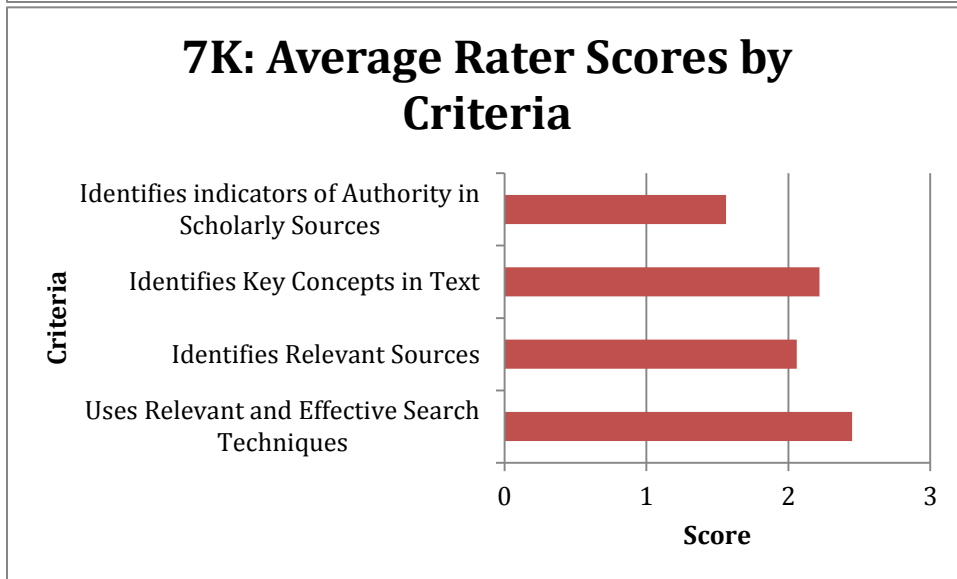
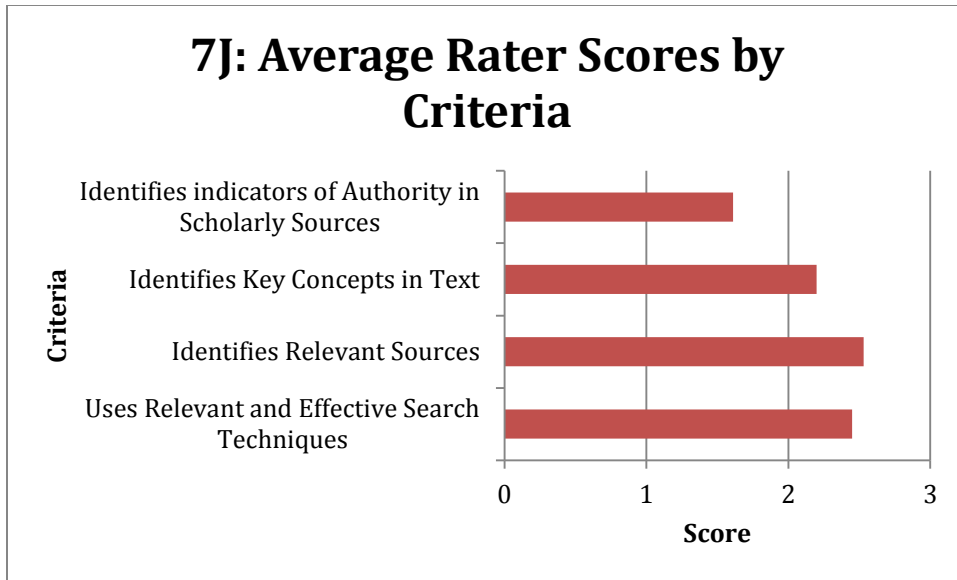
### 7E: Average Rater Scores by Criteria

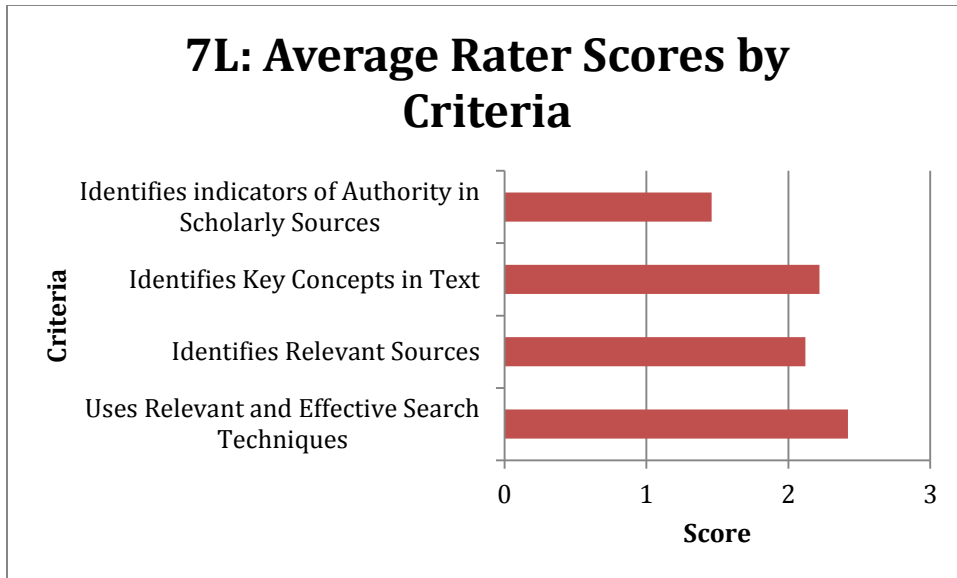


### 7F: Average Rater Scores by Criteria







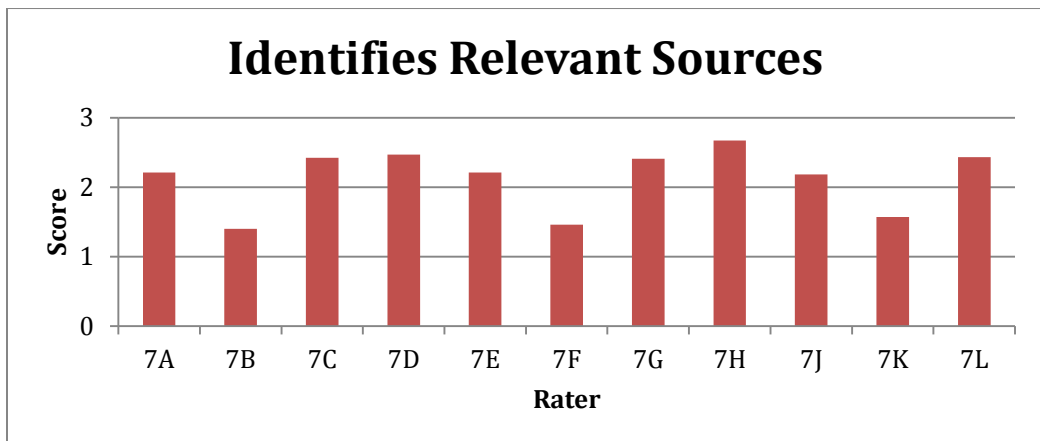
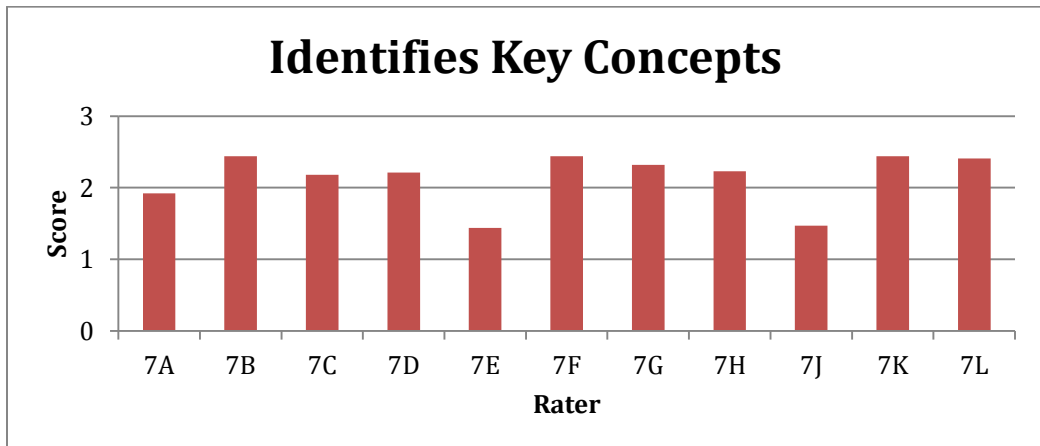
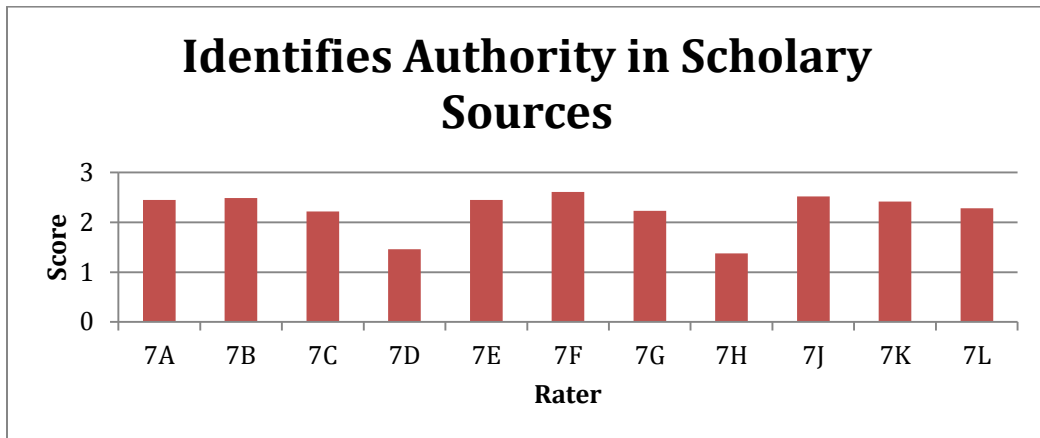


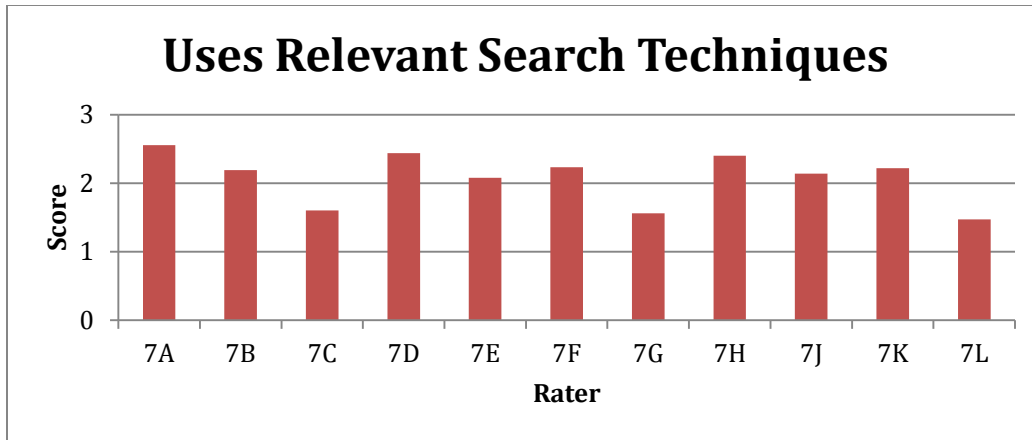


## RAILS Rubric Criteria

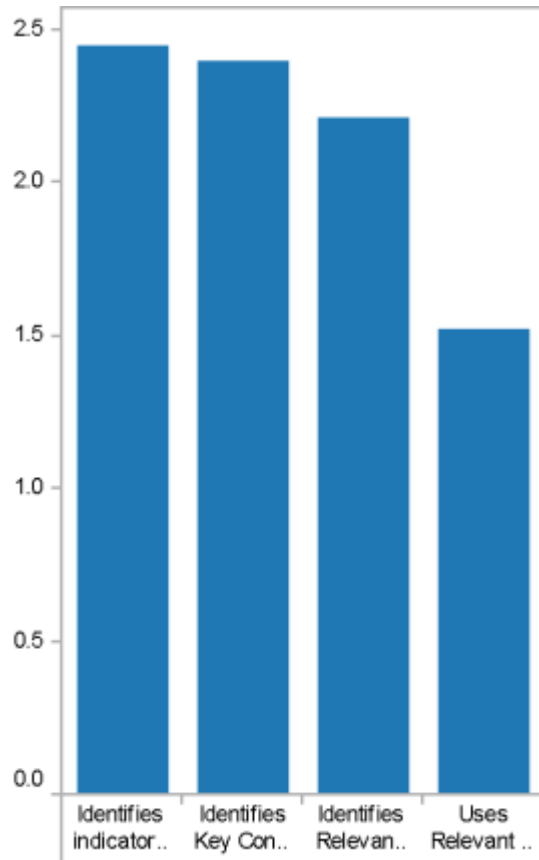
### Inter-rater reliability

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





## Criteria Summary



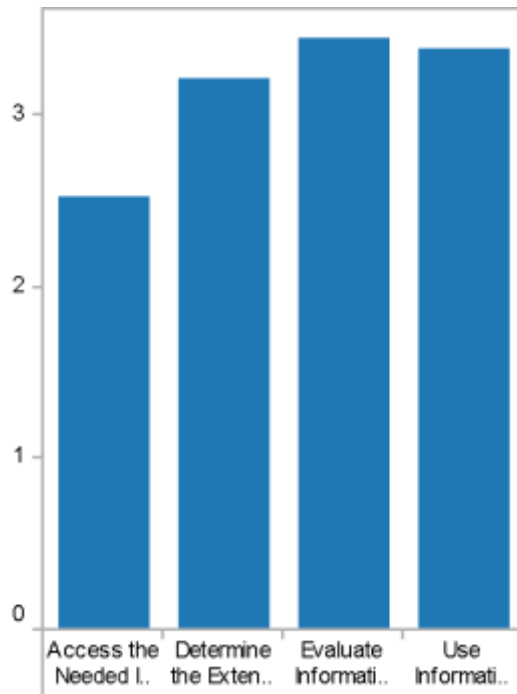
Performance level, criteria

This bar graph shows Institution 7'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 Institution 7'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)

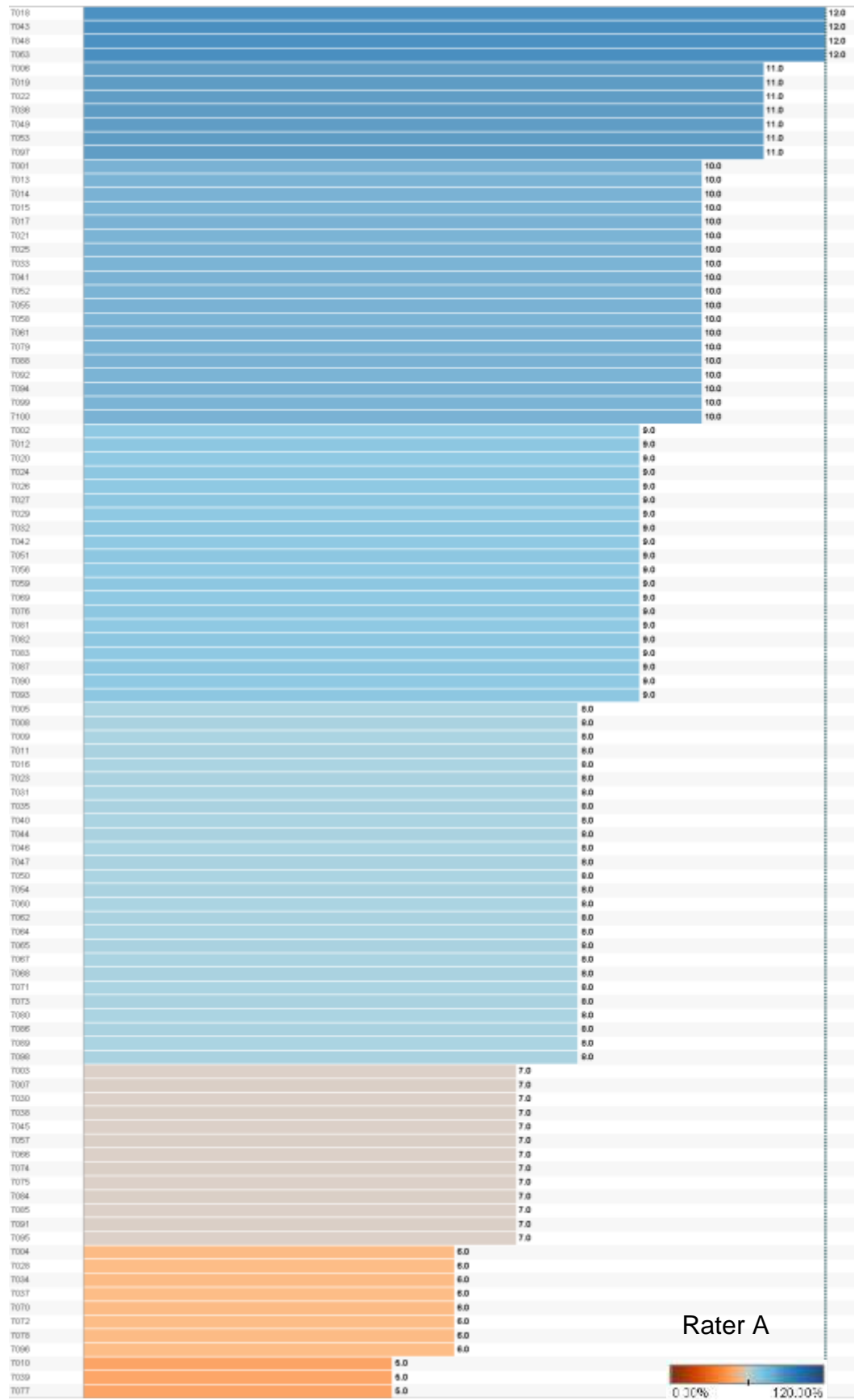
## Student Scores

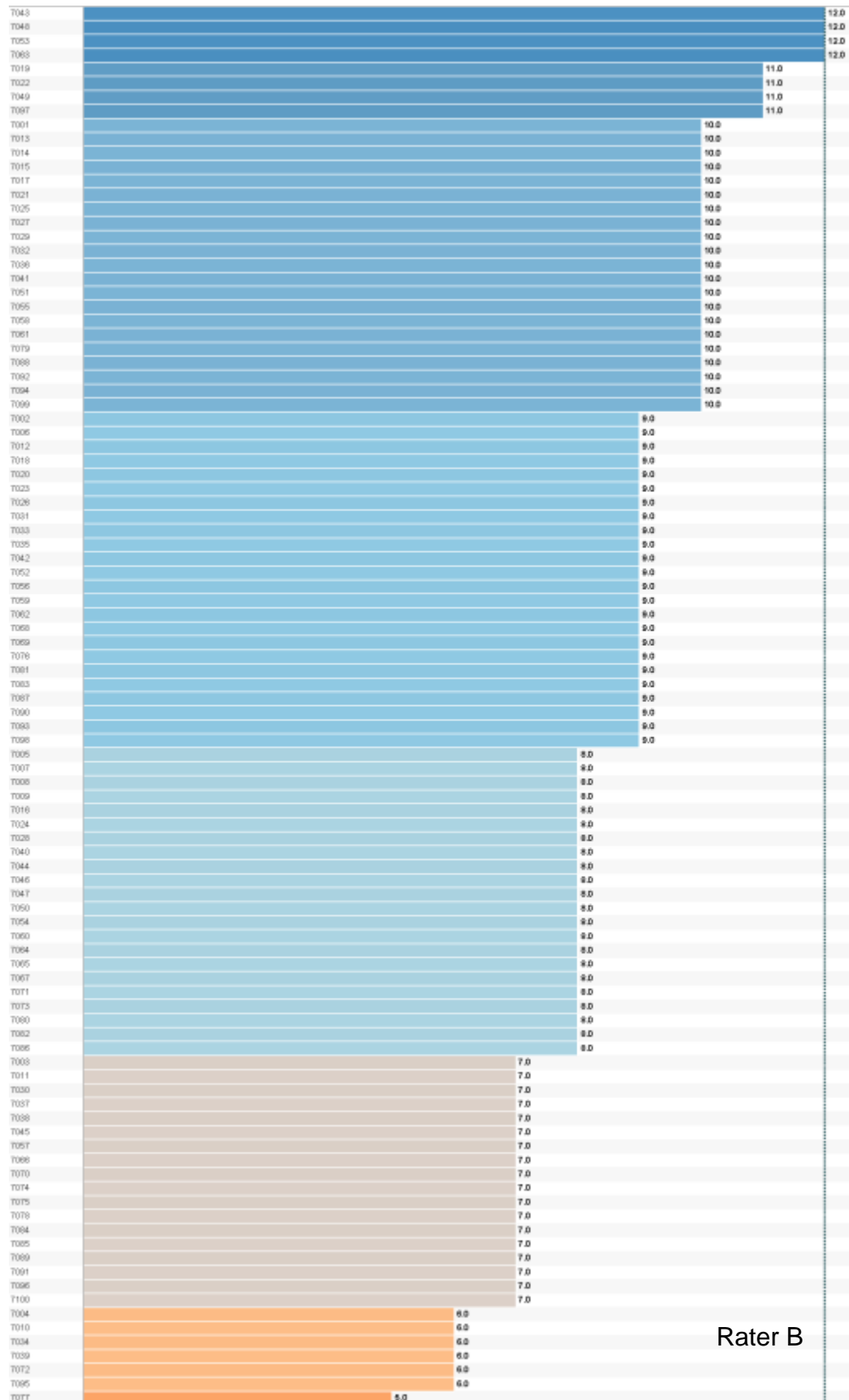
Performance level

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

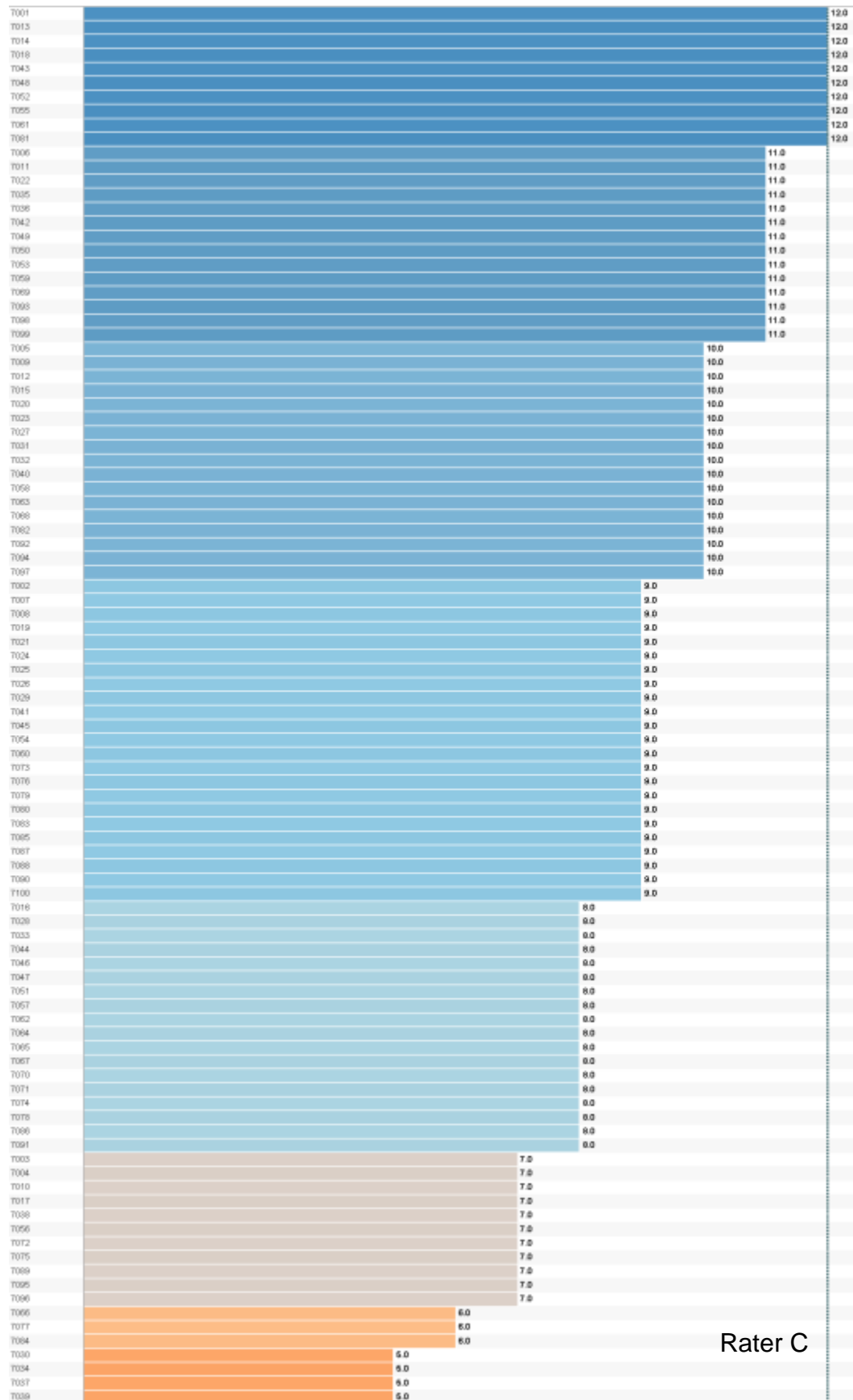
Vertical: Students (first two digits are the institution number, remaining three are the student's number from 1-100)

Horizontal: Horizontal Axis: Score (Maximum scores #)



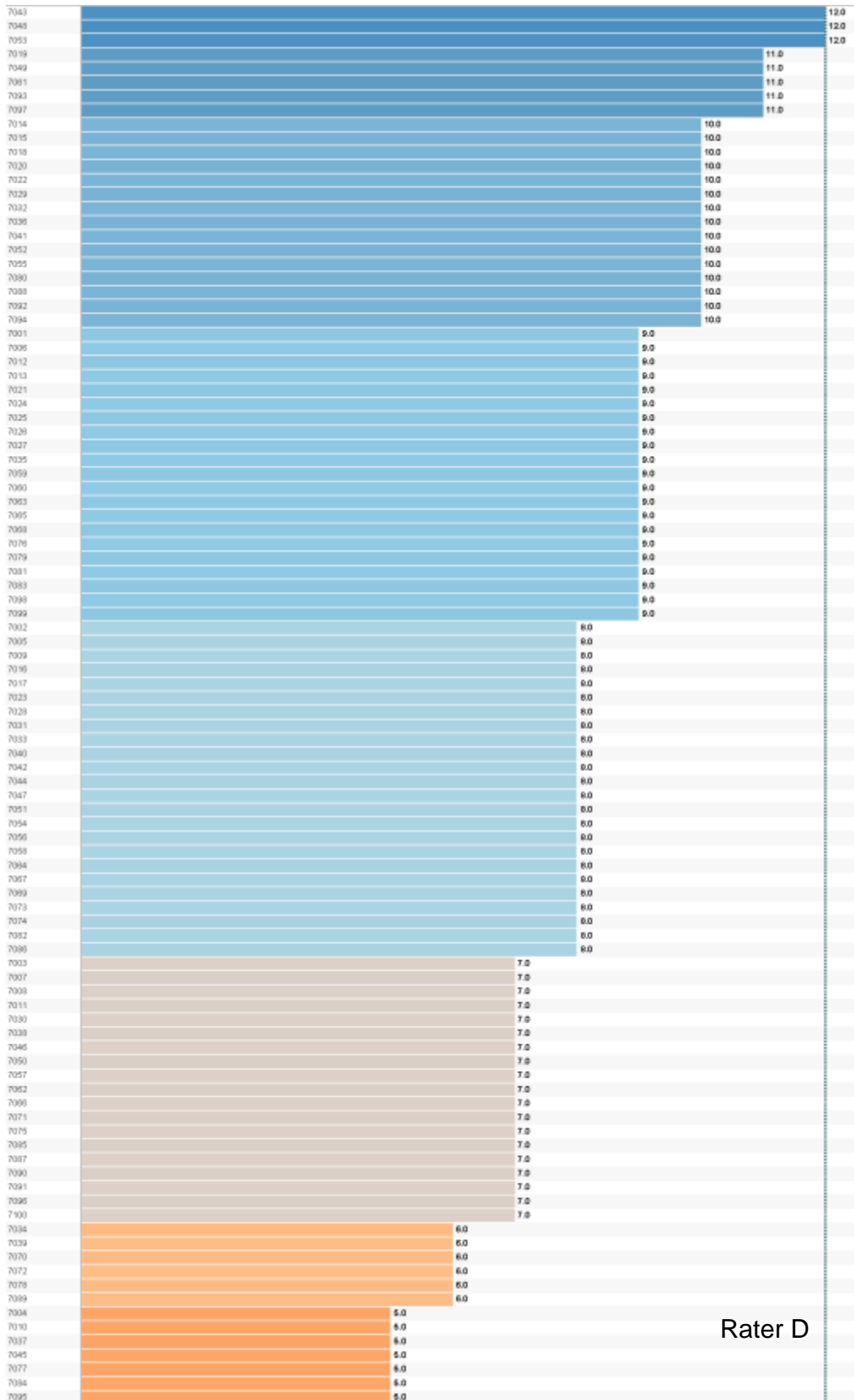


Rater B

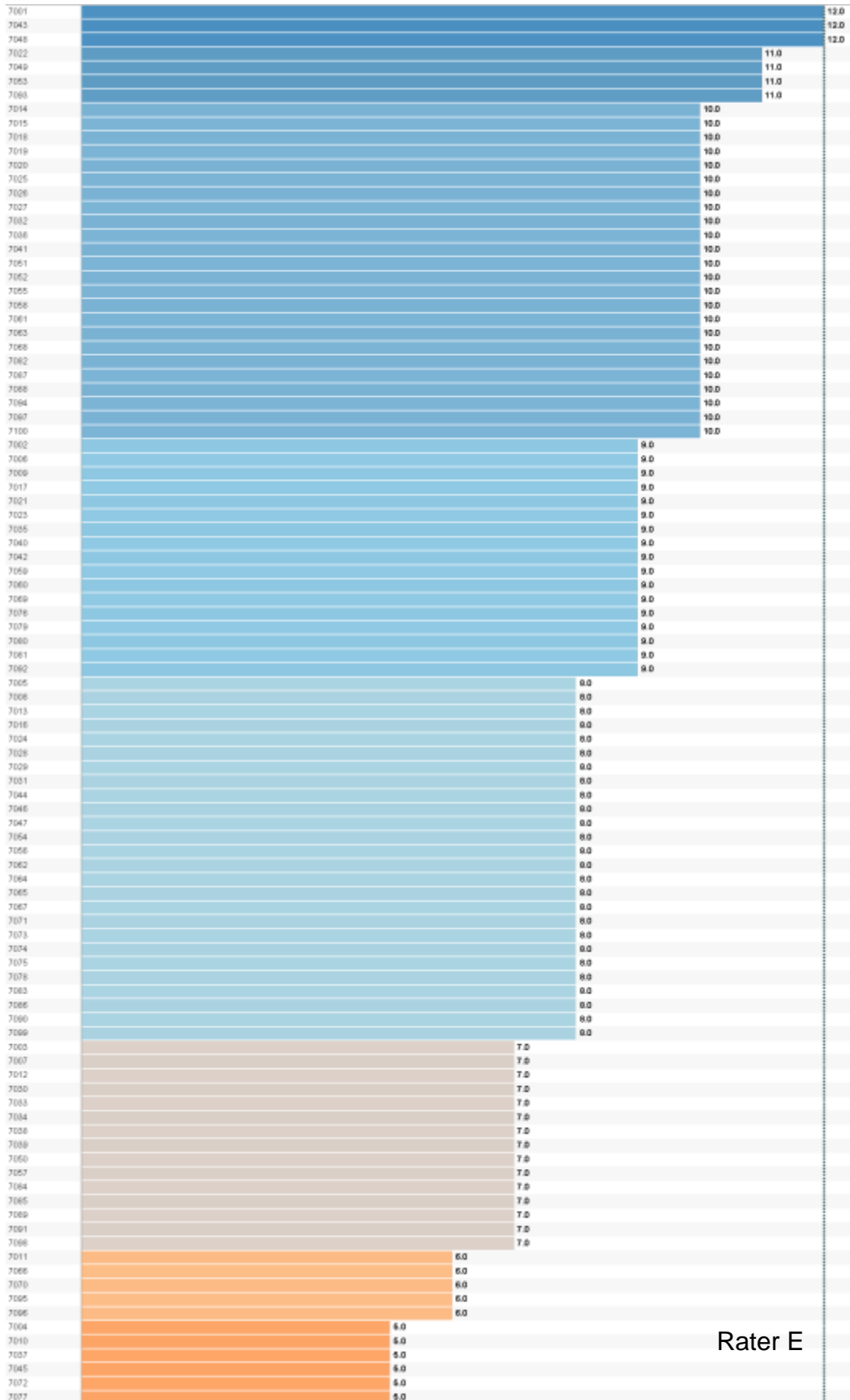


Rater C

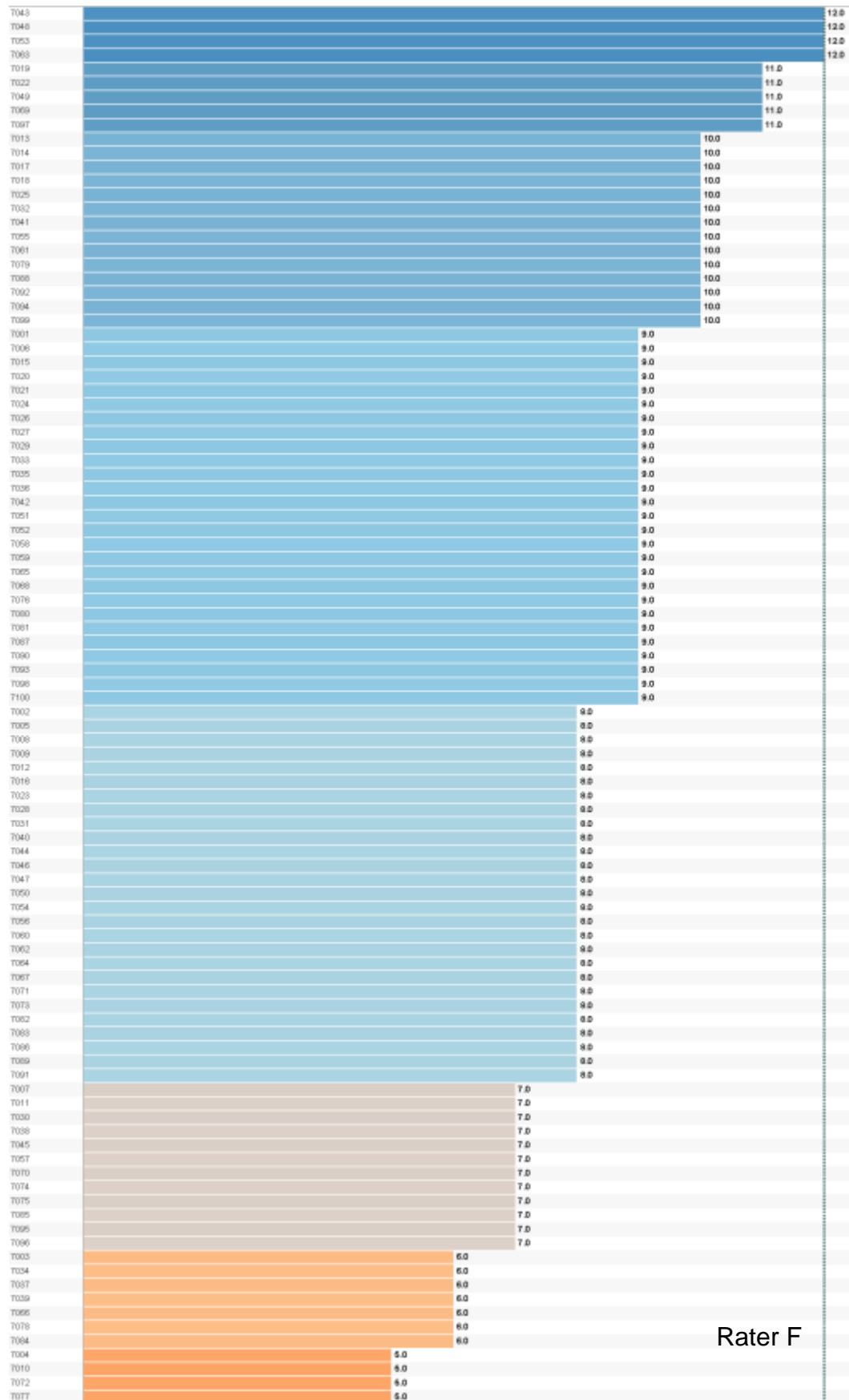




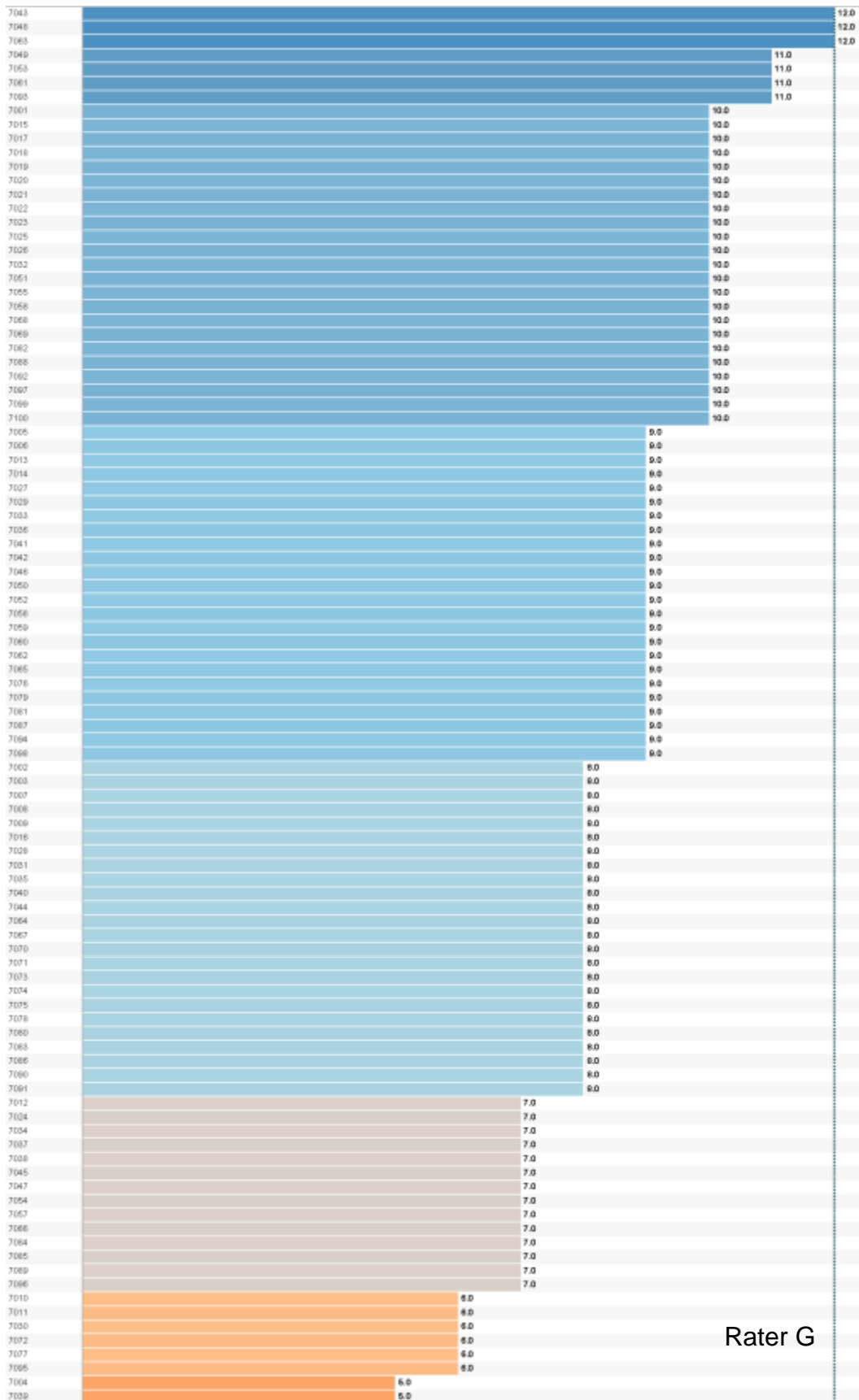
Rater D



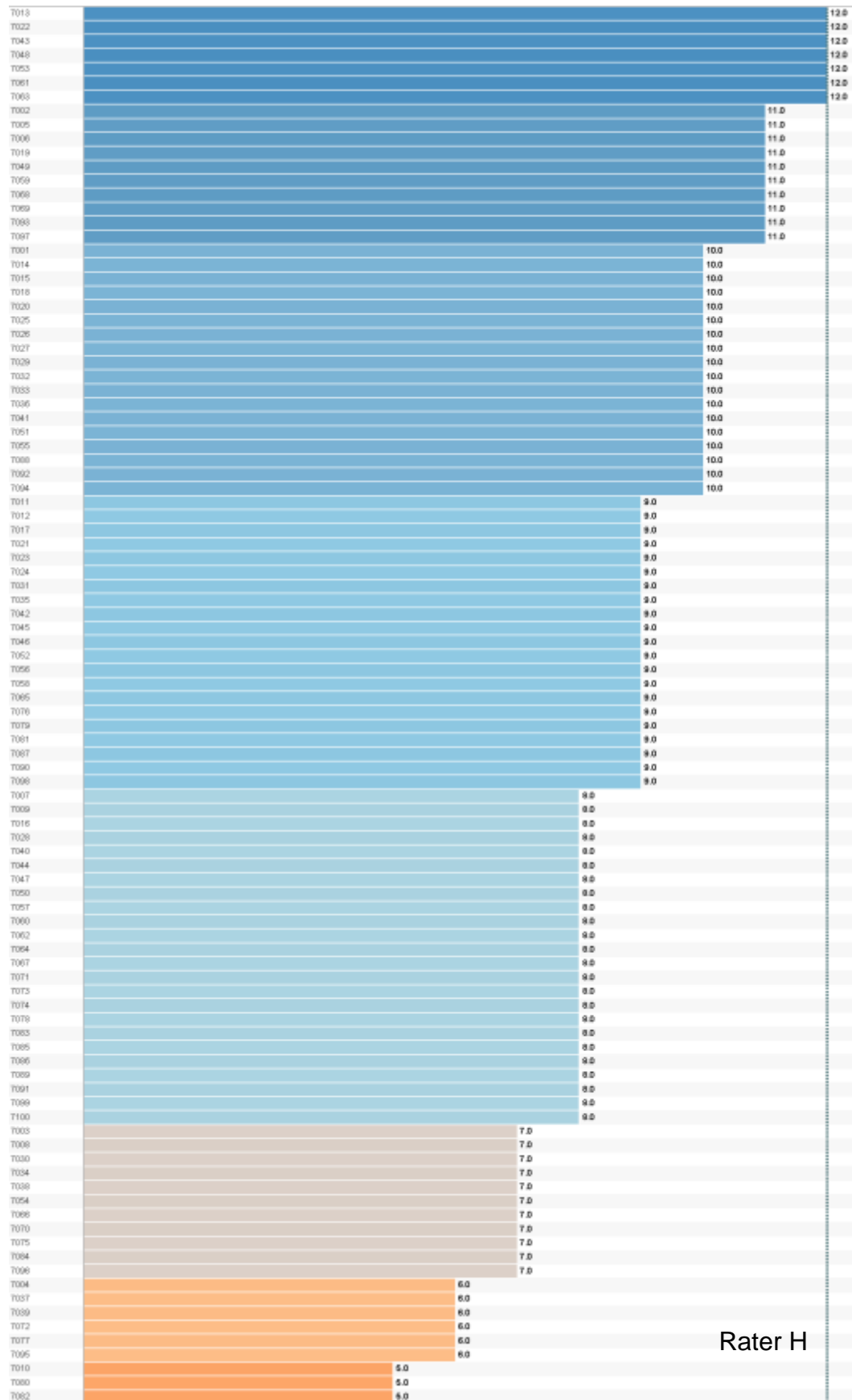
Rater E



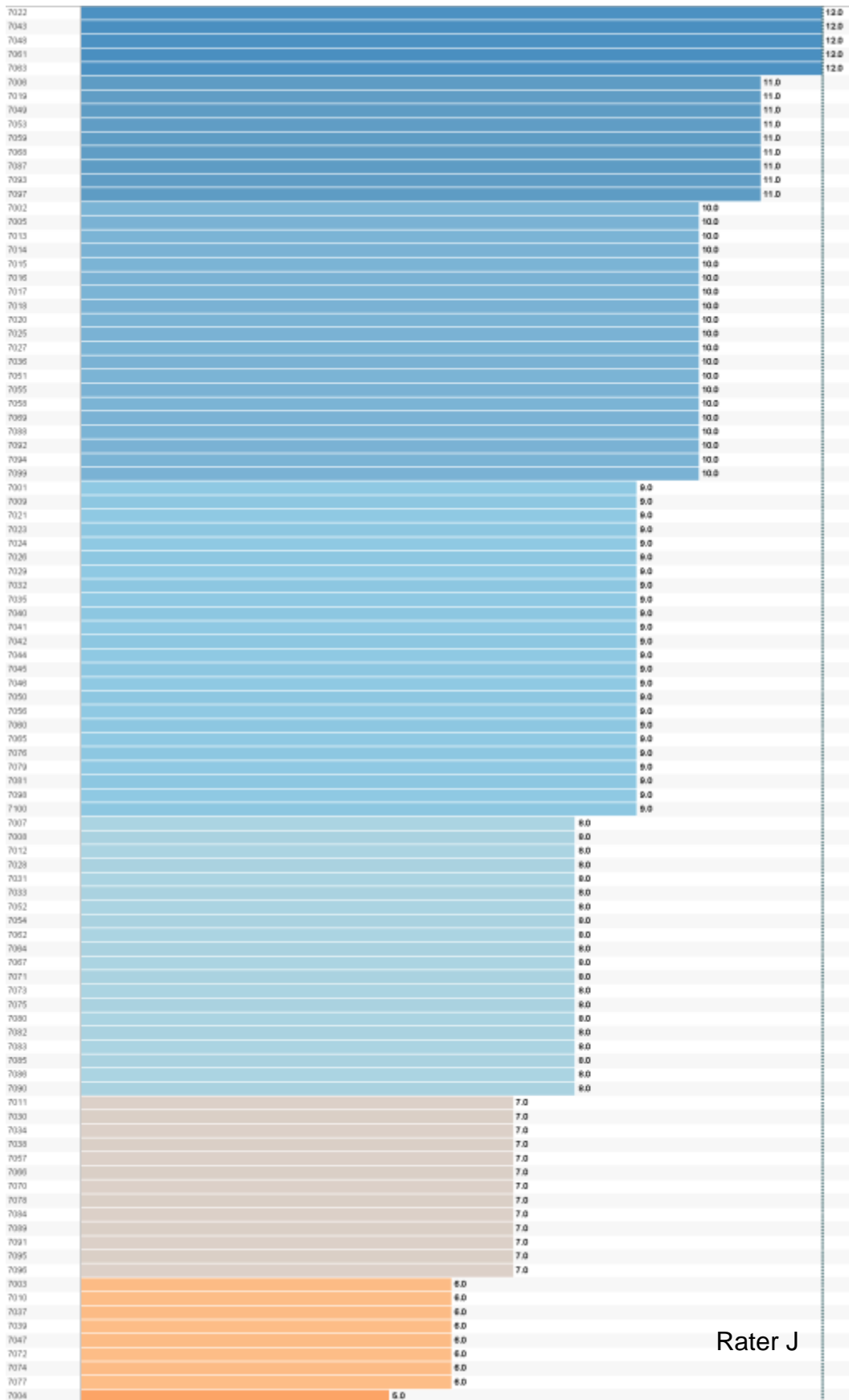
Rater F

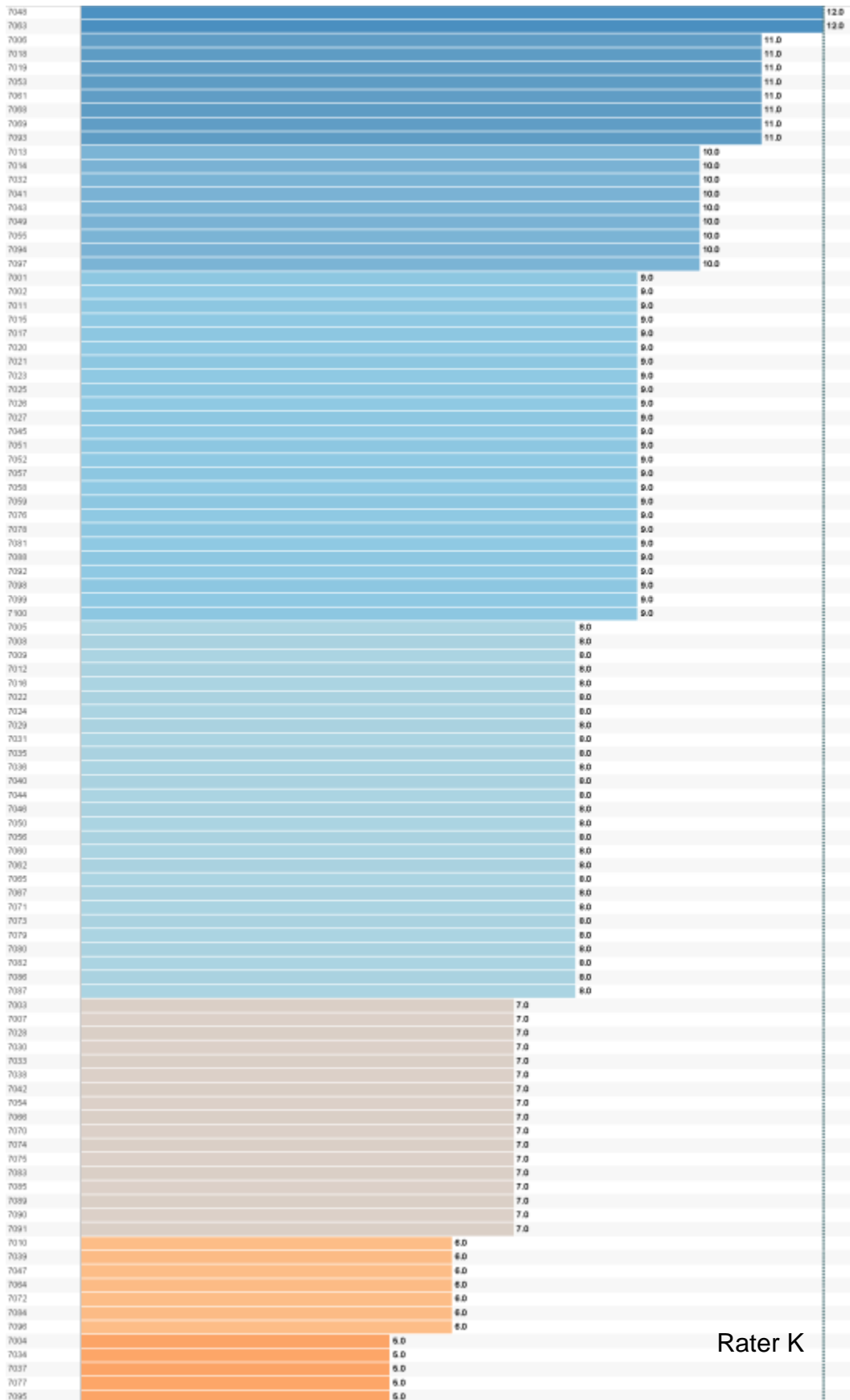


Rater G

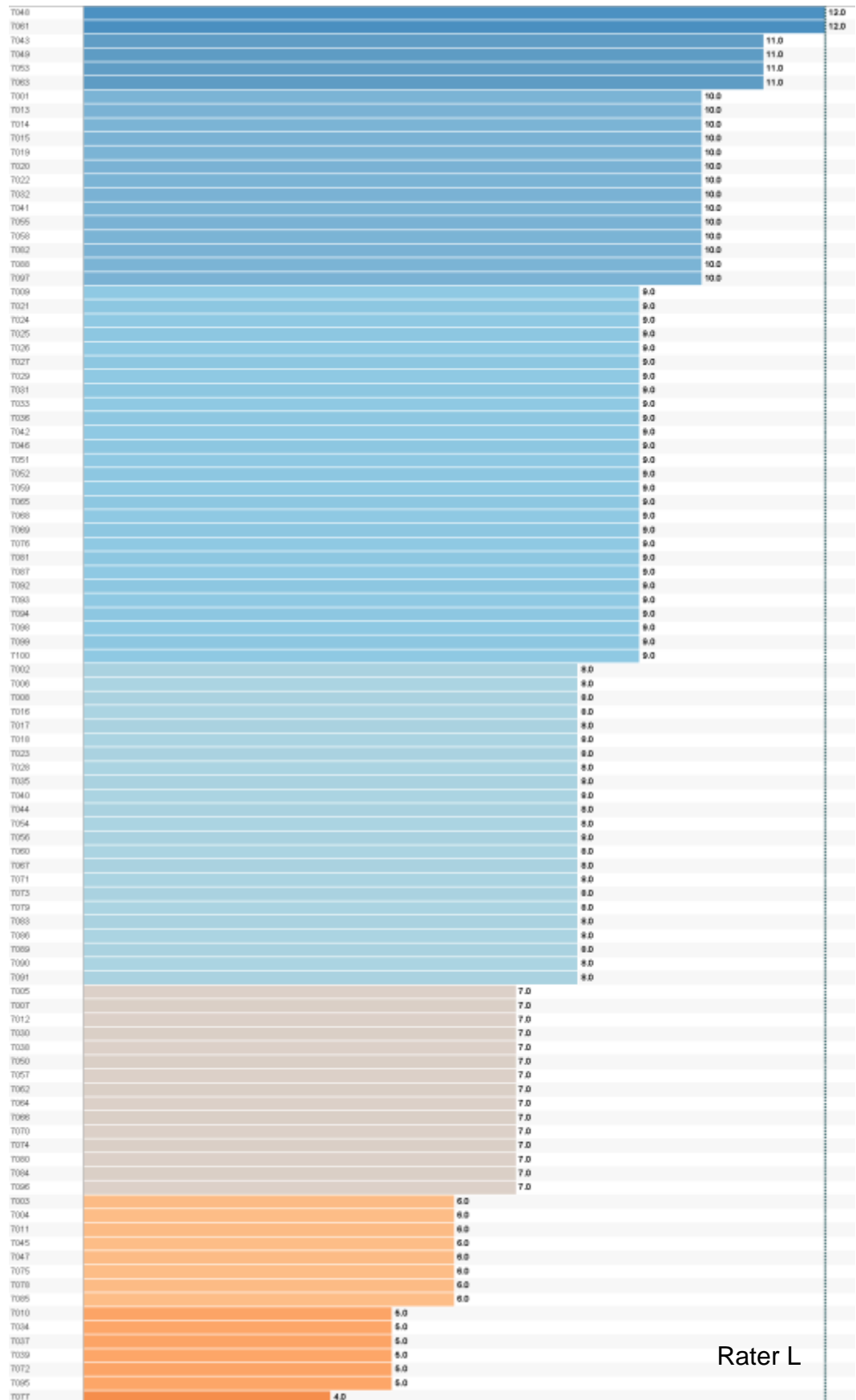


Rater H





Rater K



Rater L



## Student Scores by Criteria

Performance level, criteria

This series shows performance levels raters assigned students, displayed by RAILS rubric criteria. Figure 13 shows average performance level scores, with standard deviation shaded in pink. The scattered dots on Figure 14 represent average performance level scores for each criterion broken down by rater, sorted alphabetically A-L. The grey circled numbers in Figure 15 show the average performance level displayed from a range of 0-3 or the total number of performance levels present.

Figure 13



Vertical: Criteria

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

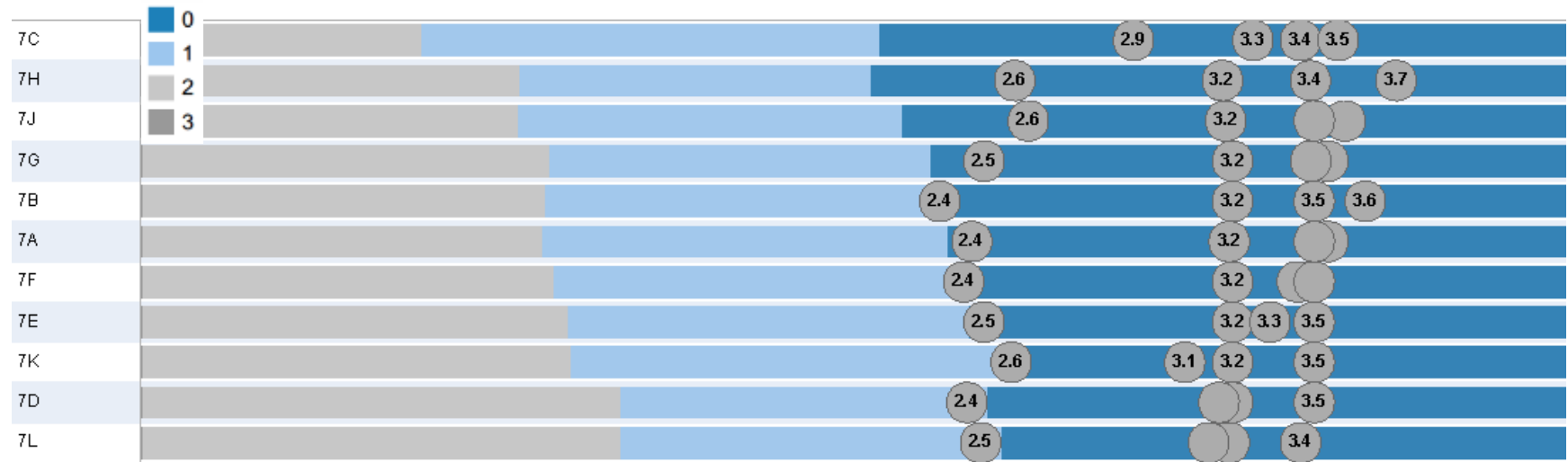


Figure 14

Vertical:  
Criteria

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

Figure 15



## 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 15-25 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 7



Vertical: Outcomes

Horizontal: Criteria

Figure 15, Rater A

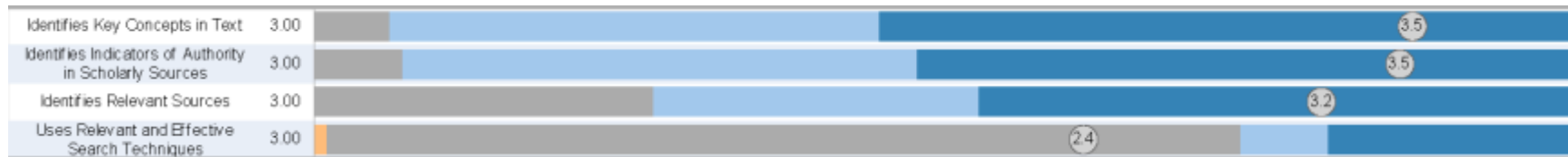


Figure 16, Rater B

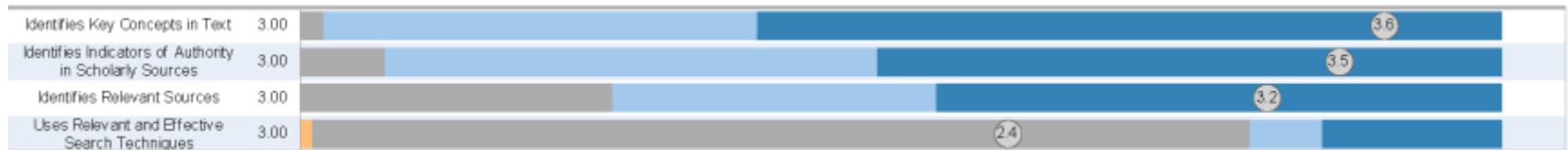


Figure 17, Rater C

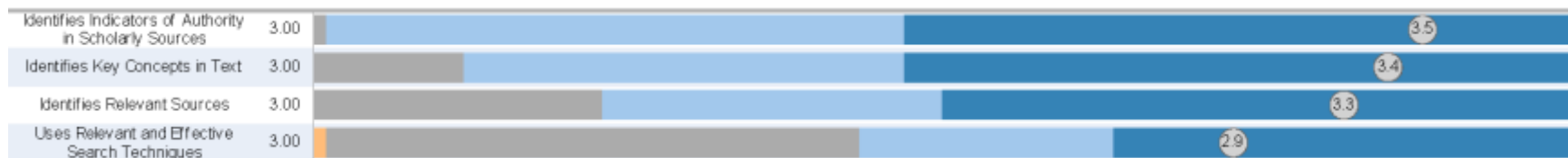


Figure 18, Rater D

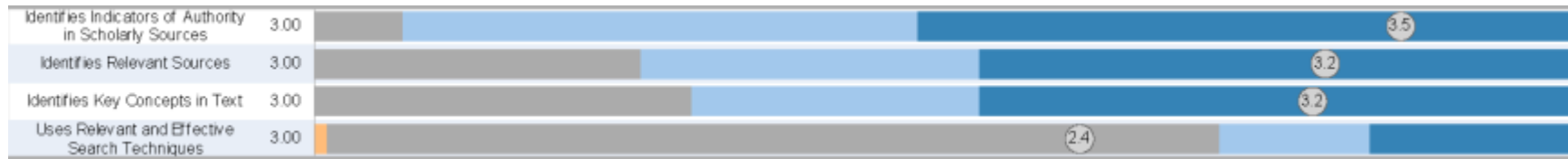


Figure 19, Rater E

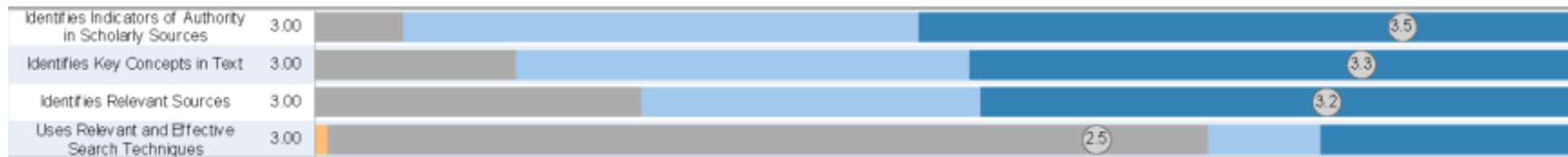


Figure 20, Rater F

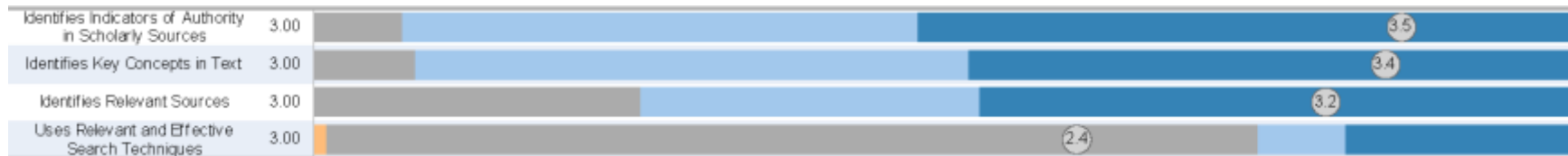


Figure 21, Rater G

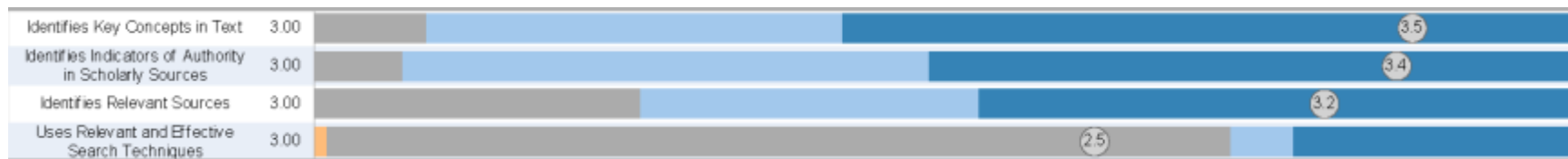


Figure 22, Rater H

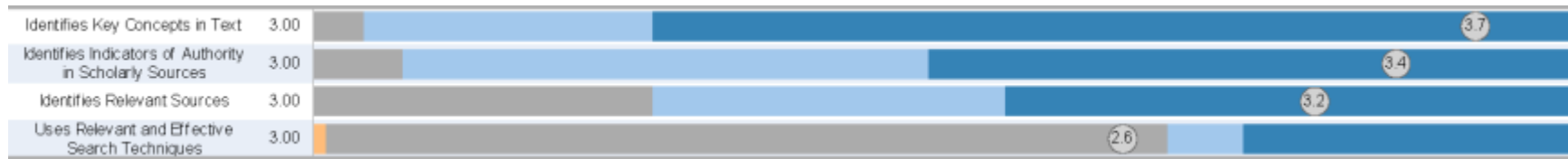


Figure 23, Rater J

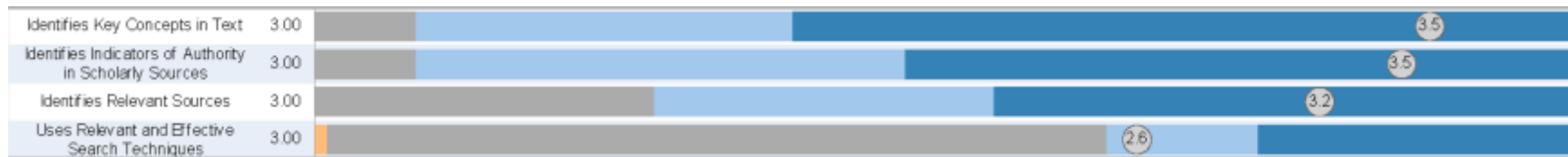


Figure 24, Rater K

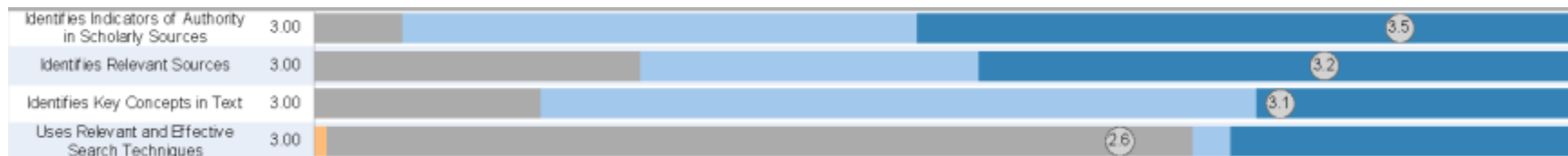


Figure 25, Rater L

