

## Institution 8

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 8 Rubric

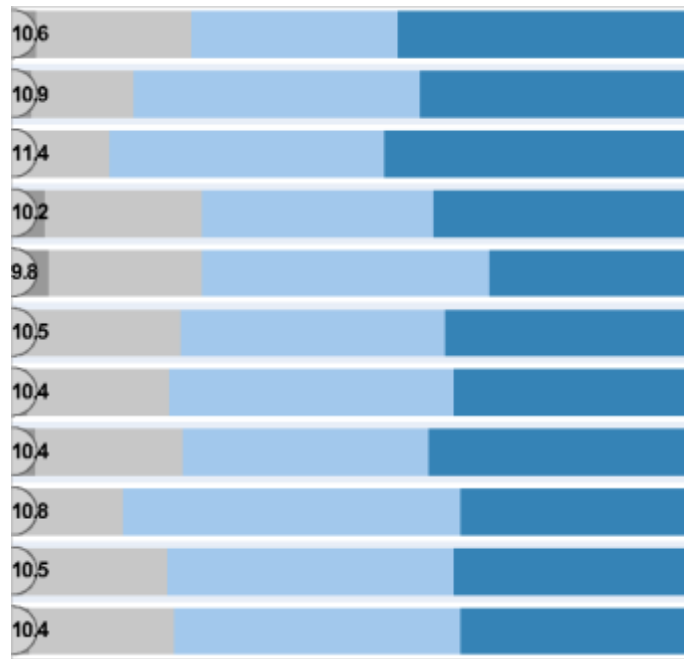
	Performance Level 3 Student:	Performance Level 2 Student:	Performance Level 1 Student:	Performance Level 0 Student:
<b>Determines Key Concepts</b>	<b>55.3%</b> Determines multiple key concepts that reflect the research topic/thesis statement accurately.	<b>34.5%</b> Determines some concepts that reflect the research topic/thesis statement, but concept breakdown is incomplete.	<b>9.2%</b> Determines concepts that reflect the research topic/thesis statement inaccurately.	<b>1%</b> Does not determine any concepts that describe the research question/thesis statement.
<b>Identifies keywords and synonyms</b>	<b>42.9%</b> Identifies discipline-specific keywords and relevant synonyms that match key concepts.	<b>46.8%</b> Identifies discipline-specific keywords and attempts synonym use, but synonyms are either not accurate or not relevant to key concepts.	<b>6.6%</b> Identifies basic (not discipline-specific) keywords, and does not identify synonyms.	<b>3.7%</b> Does not identify keywords or synonyms. (ex: Searches an entire question or sentence.)
<b>Constructs a search strategy using relevant operators</b>	<b>66.3%</b> Constructs a search strategy using a combination of relevant operators (for example: <i>and</i> , <i>or</i> , <i>not</i> ) correctly.	<b>8%</b> Constructs a search strategy using operator(s), but uses operators in an incomplete or limited way.  (Ex: Uses one operator only.)	<b>25.5%</b> Constructs a search strategy using operators incorrectly.  ("Mix/match," confuses <i>and</i> , <i>or</i> , <i>not</i> .)	<b>.3%</b> Does not use operators.
<b>Uses evaluative</b>	<b>8%</b> Uses evaluative	<b>71.8%</b> Uses evaluative	<b>14.6%</b> Attempts to use	<b>5.6%</b> Does not use

<p><b>criteria to select source(s)</b></p>	<p>criteria to provide in-depth explanation of rationale for source selected.</p>	<p>criteria to provide a limited/superficial explanation of rationale for source selected.</p>	<p>evaluative criteria, but does so inaccurately or incorrectly.</p>	<p>evaluative criteria.</p>
<p><b>Uses Citations</b></p>	<p><b>12.2%</b> Uses an appropriate standard citation style consistently and correctly.</p>	<p><b>39.2%</b> Uses an appropriate standard citation style consistently (bibliographic elements intact), but with minimal format and/or punctuation errors.</p>	<p><b>44.1%</b> Uses an appropriate standard citation style, but does not include all bibliographic elements consistently or correctly, or uses an inappropriate citation style.</p>	<p><b>4.5%</b> Uses a non-standard citation style (such as providing a URL only), or does not include citations.</p>

# 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 15-0, 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 1-5 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 6-10 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 11-14 break down Figures 1-5 data individually by rater, and showing their average score given to all students by criteria, with standard deviation in the pink shaded area.

Figure 1

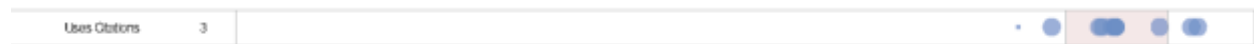


Figure 2



Figure 3



Figure 4



Figure 5



Figure 6, Uses Citations

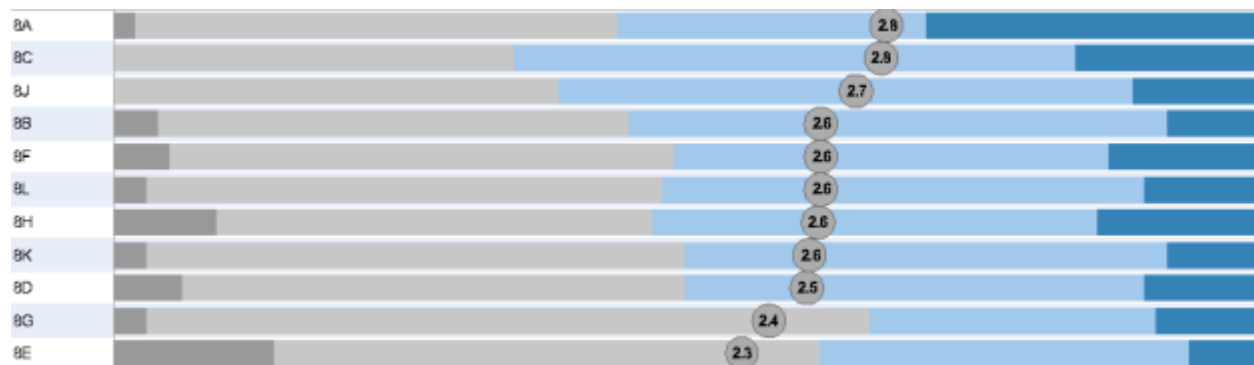


Figure 7, Constructs a Search Strategy Using Relevant Operators

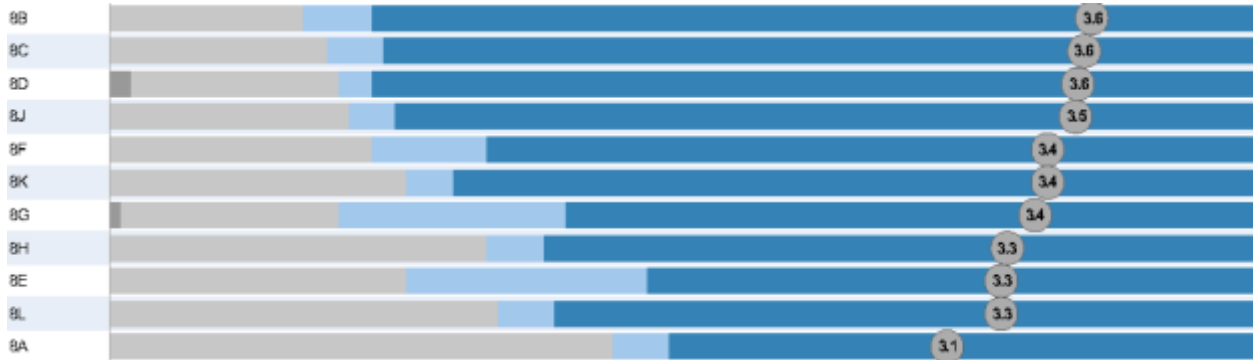


Figure 8, Determines Key Concepts

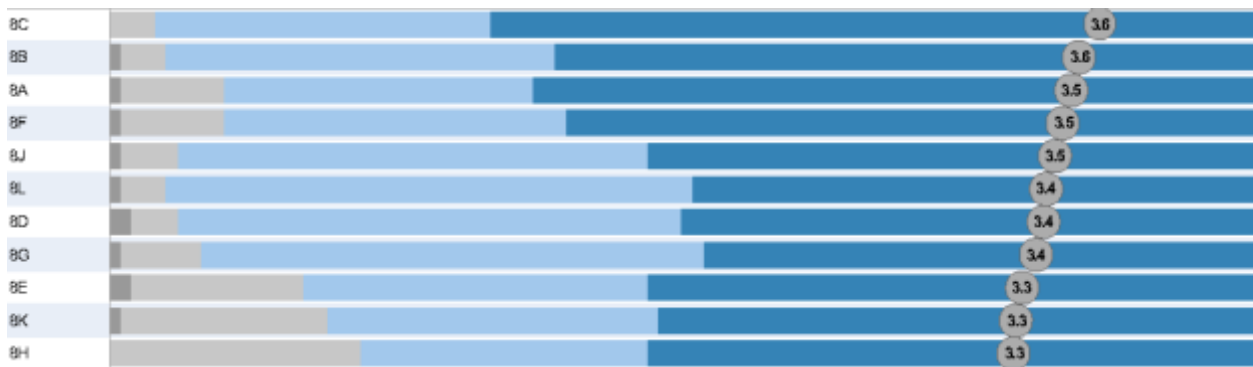


Figure 9, Identifies Synonyms and Related Terms

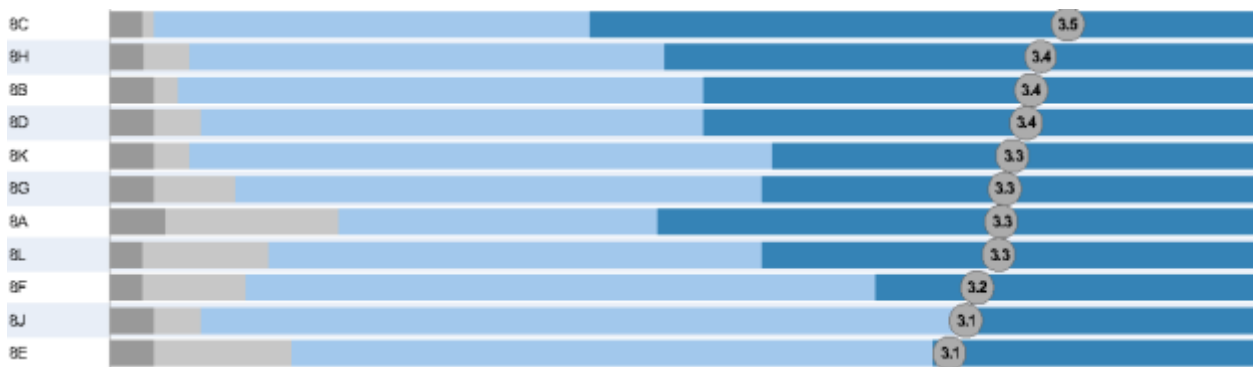
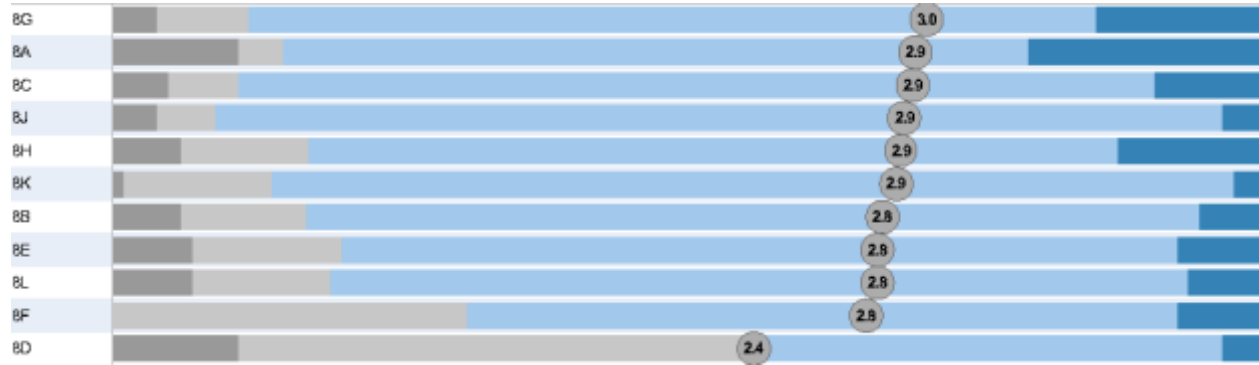


Figure 10, Uses Evaluative Criteria to Select Source



Vertical: Rater (High-Low)

Horizontal: Score (high to low from 15-0, from horizontal rubric axis, or performance level)

Figure 11

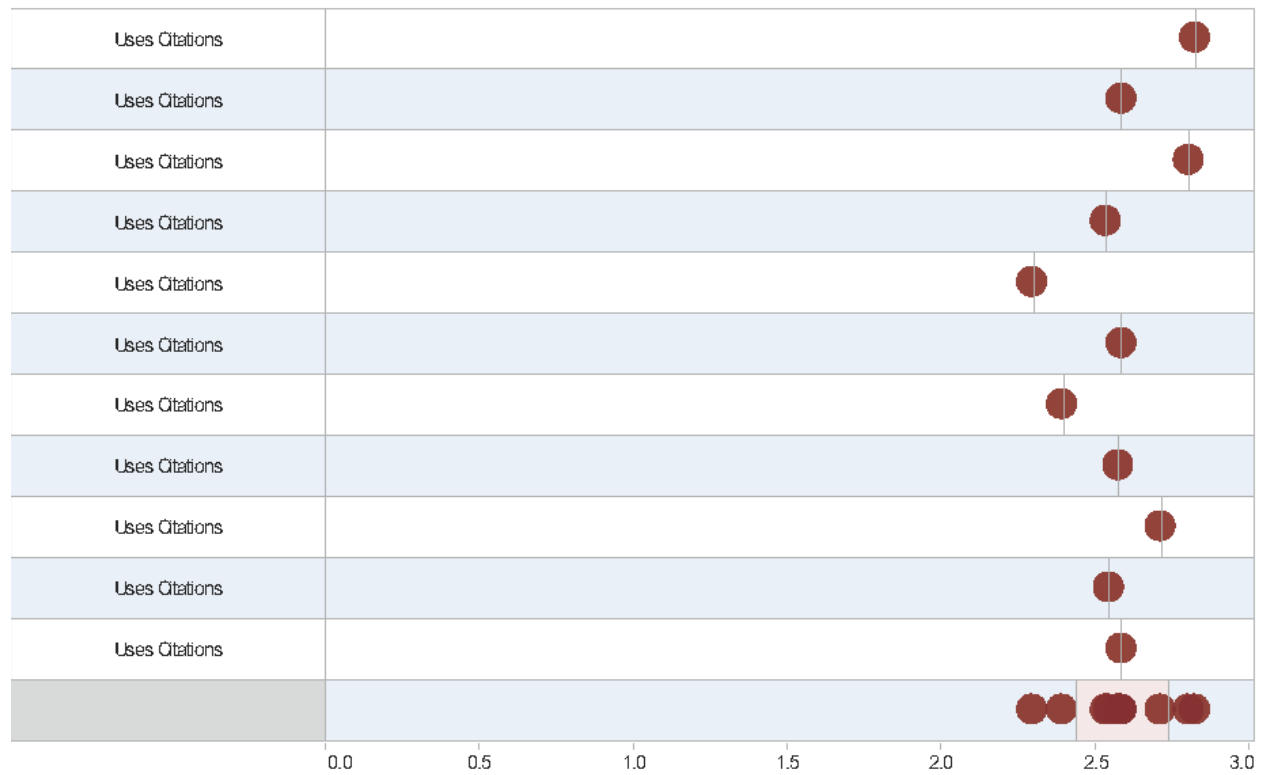


Figure 12

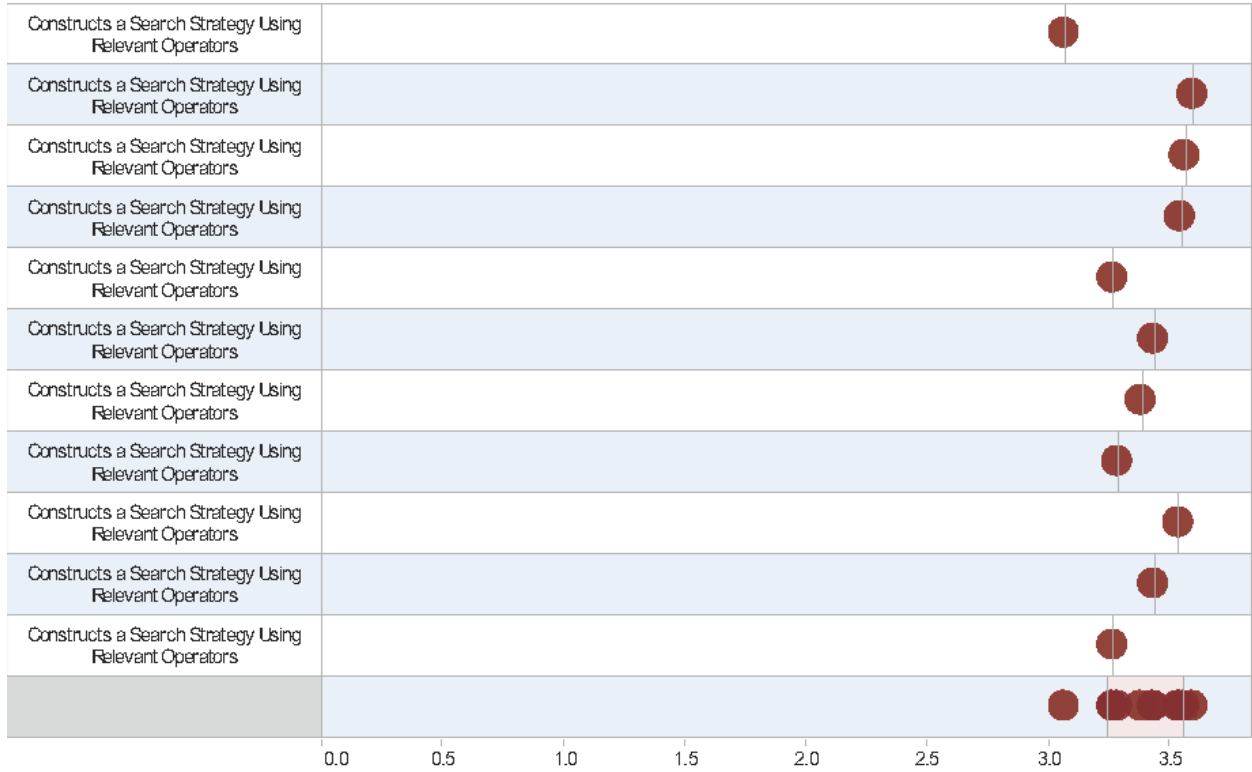


Figure 13

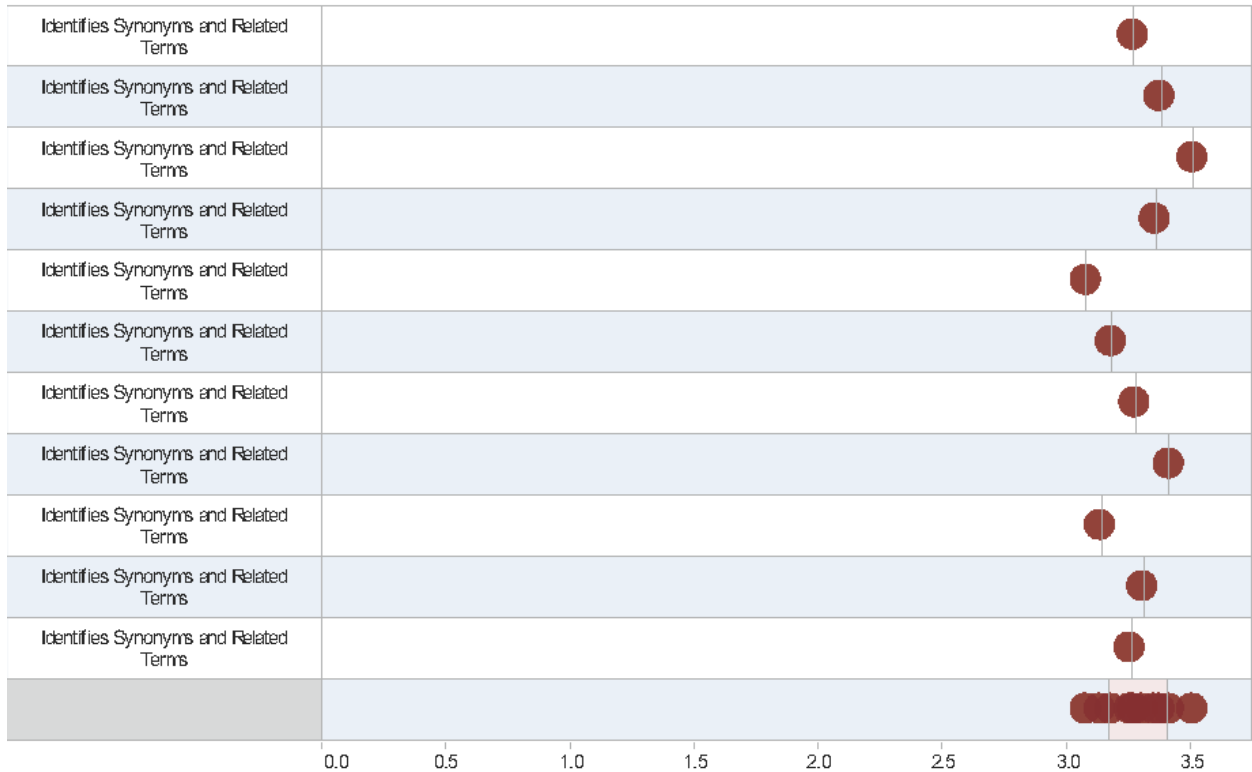
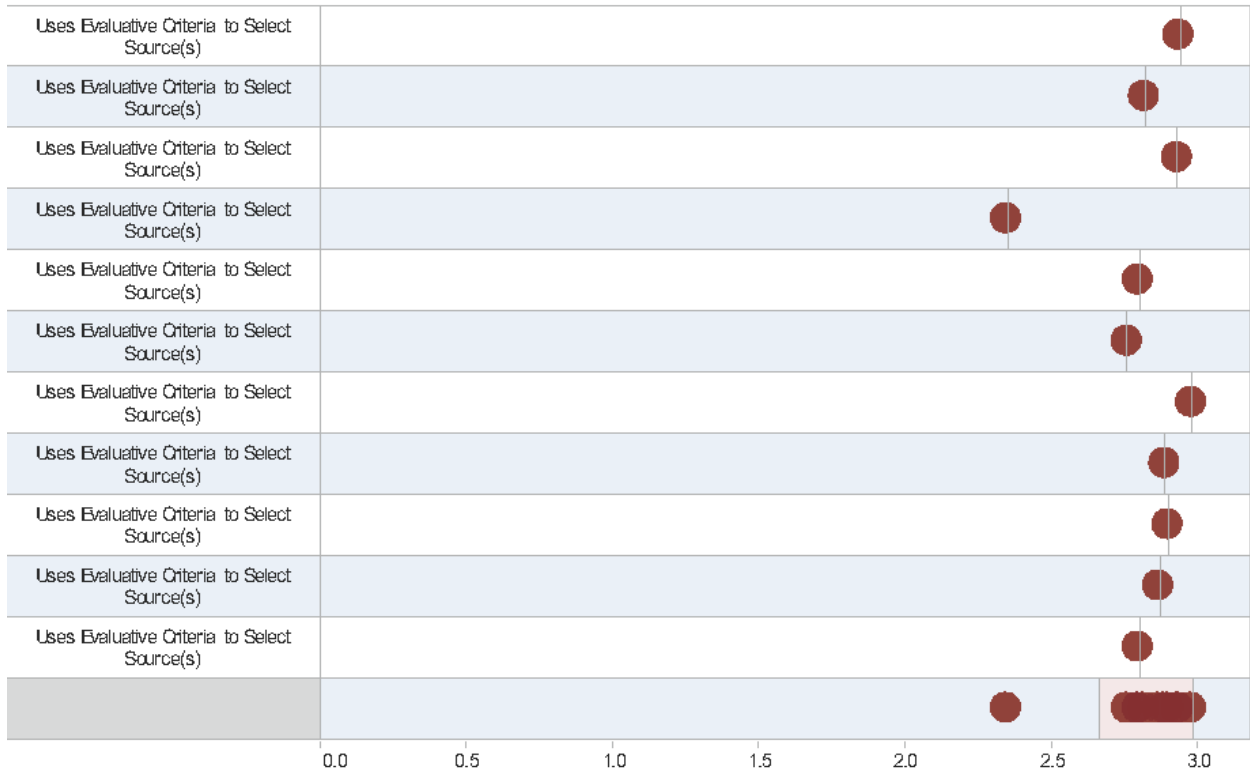


Figure 14



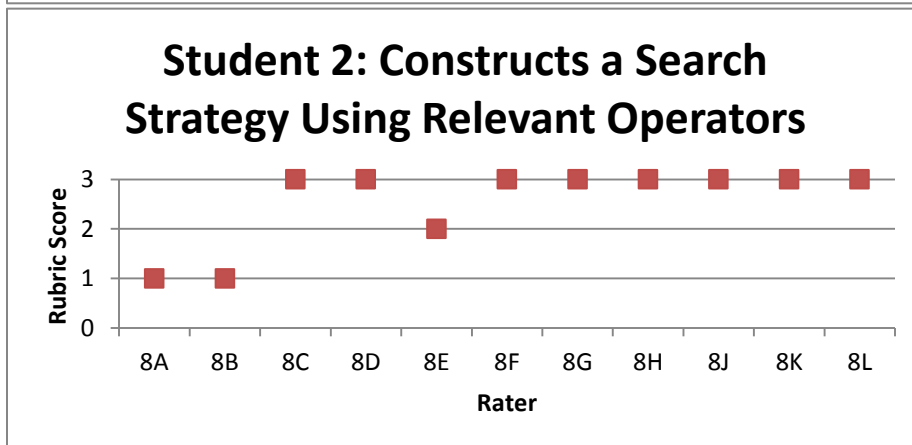
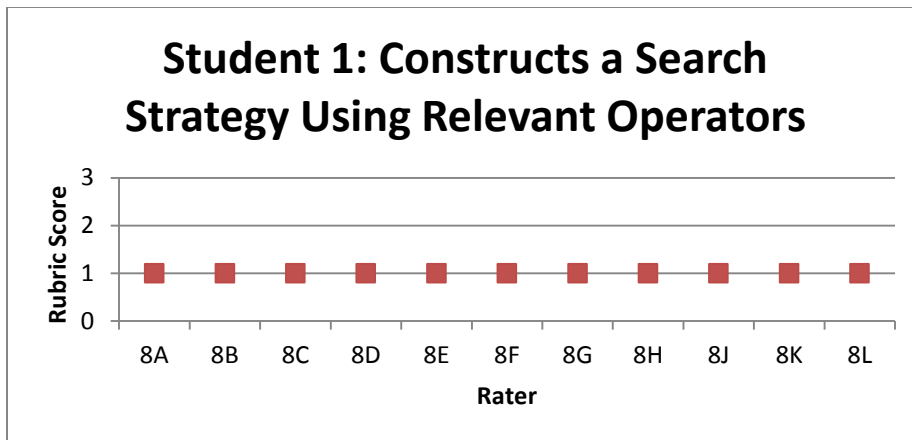
Vertical: Rater (A-L)

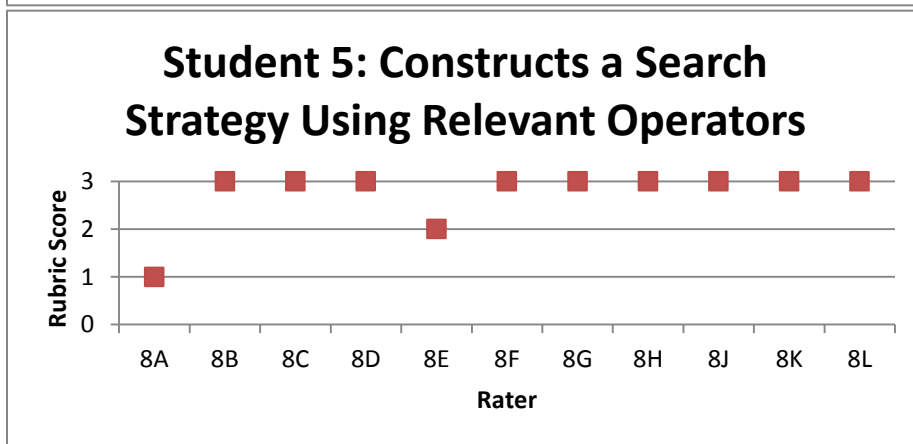
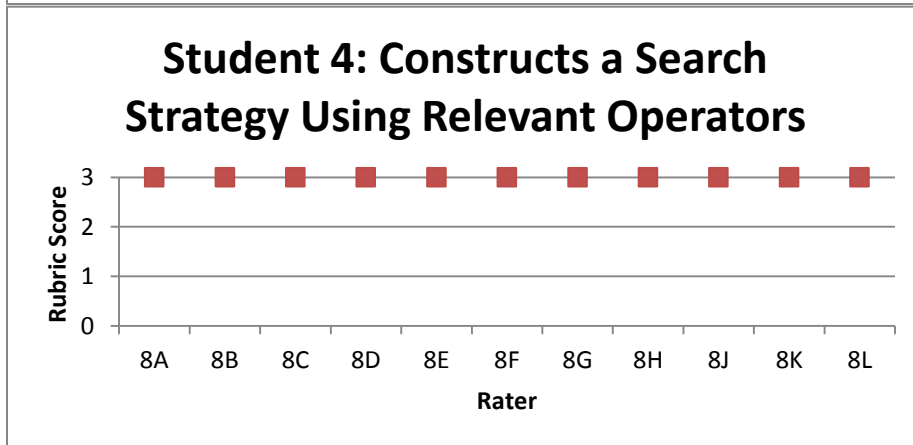
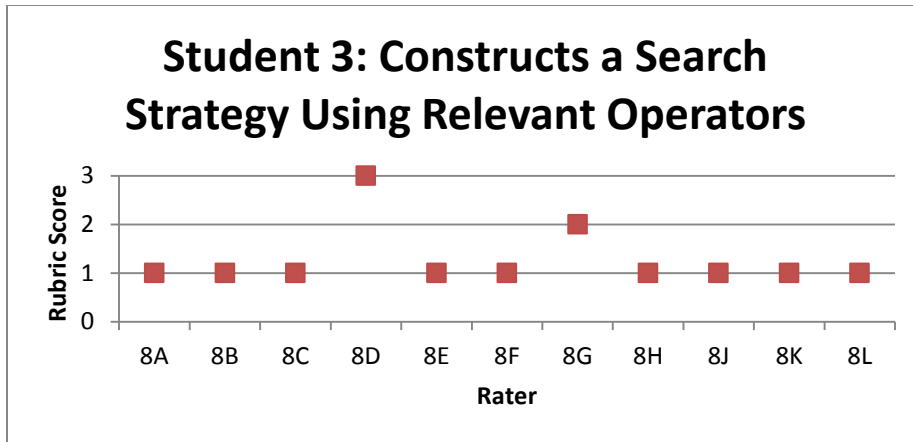
Horizontal: Score (0-3, from horizontal rubric axis, or performance level)

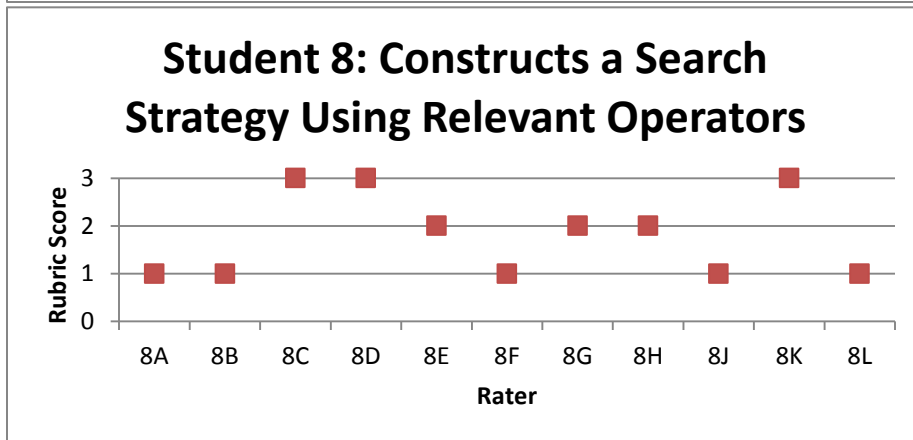
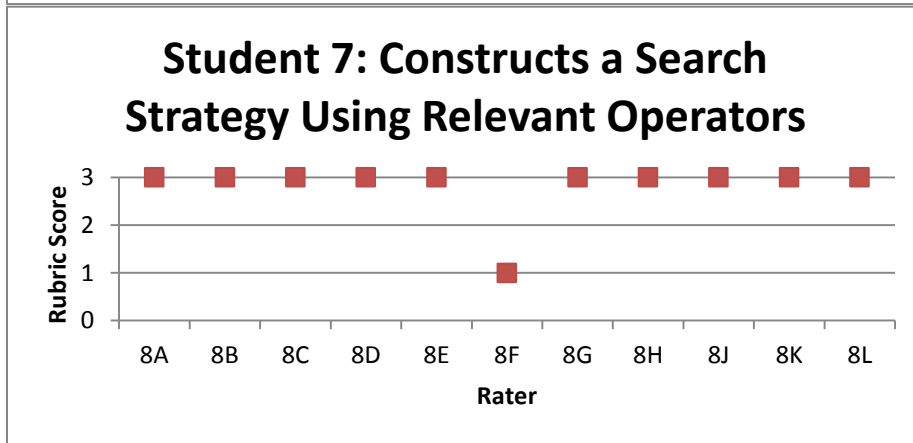
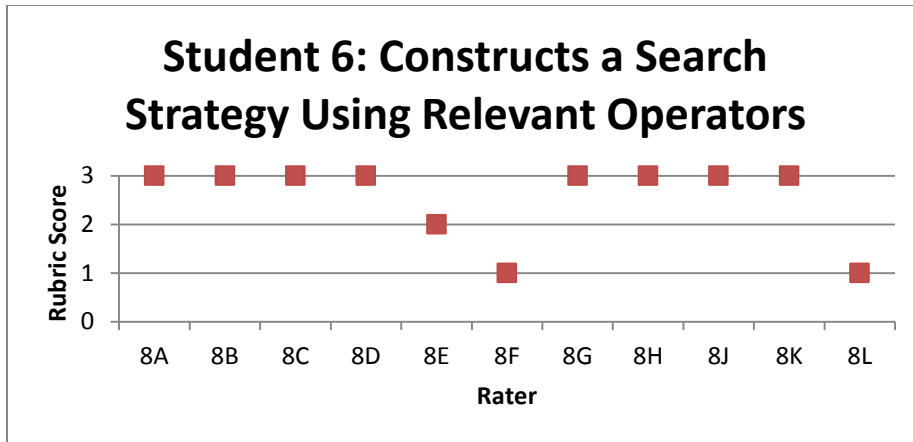
## Student #: RAILS Rubric Criteria

Inter-rater reliability

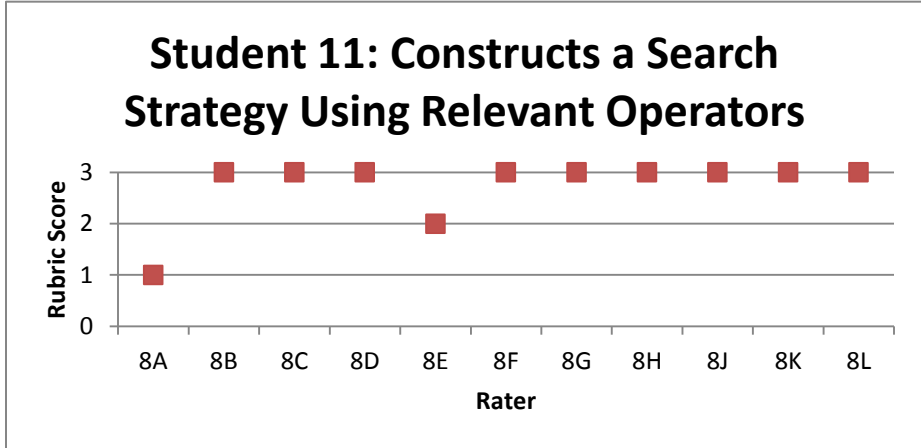
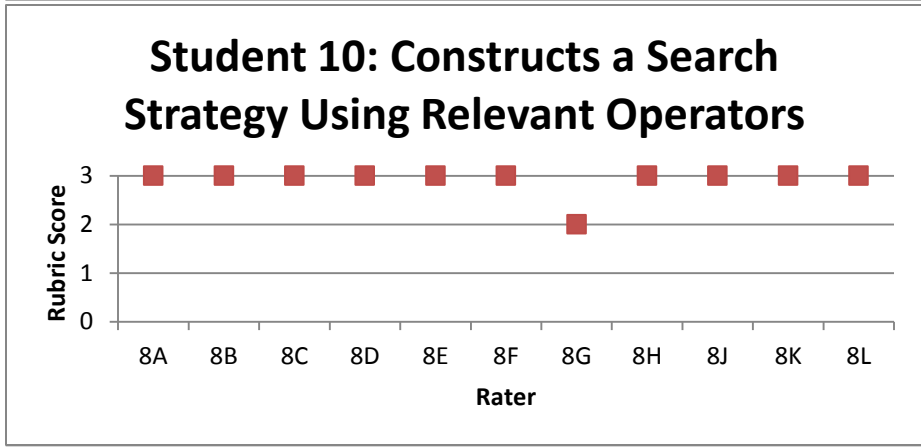
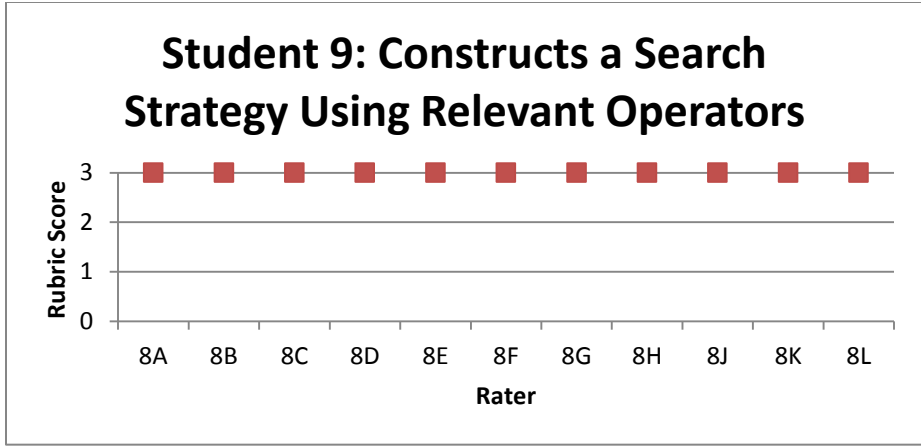
These graphs show what performance levels all raters (A-L) assigned each student, showing the variation among raters. There is a chart for each student for each RAILS rubric criteria.

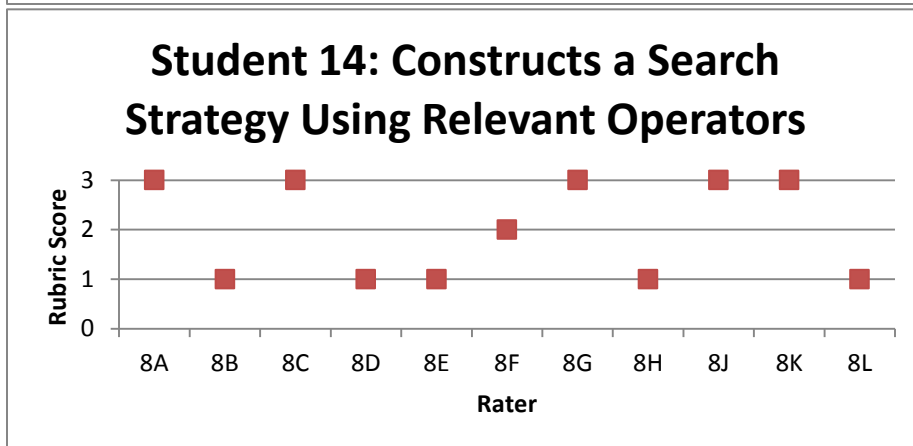
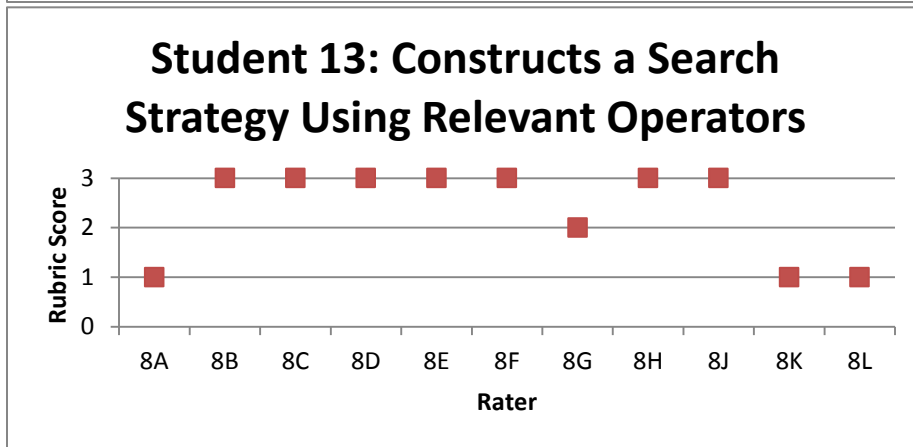
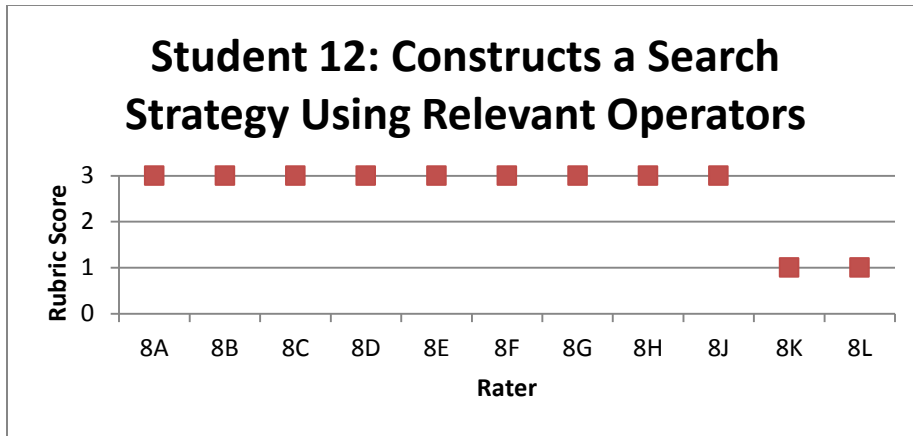


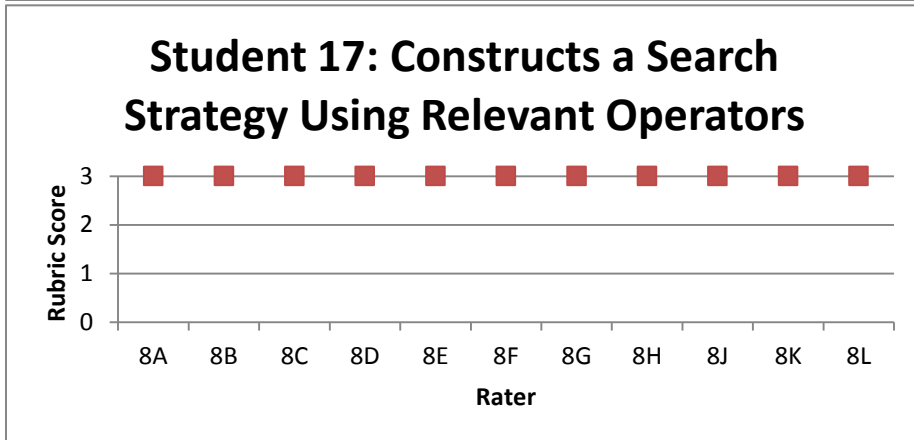
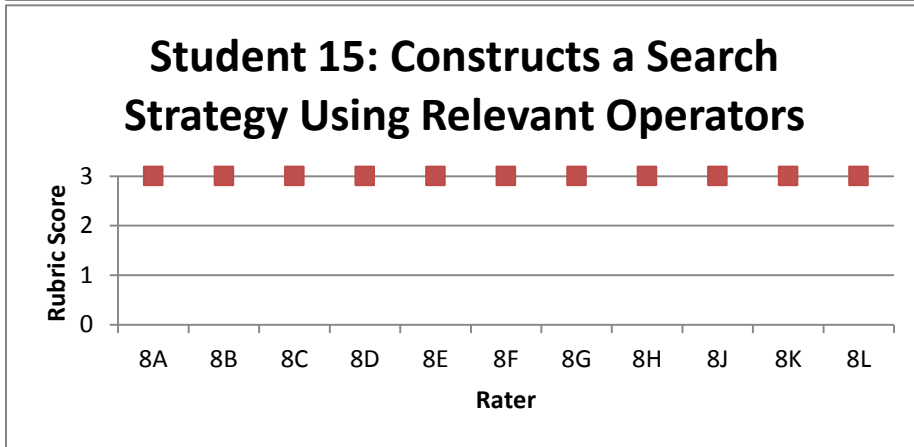
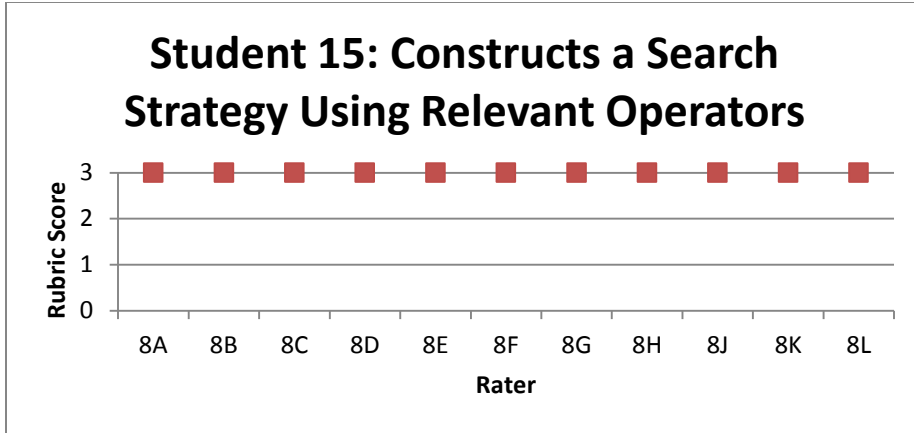


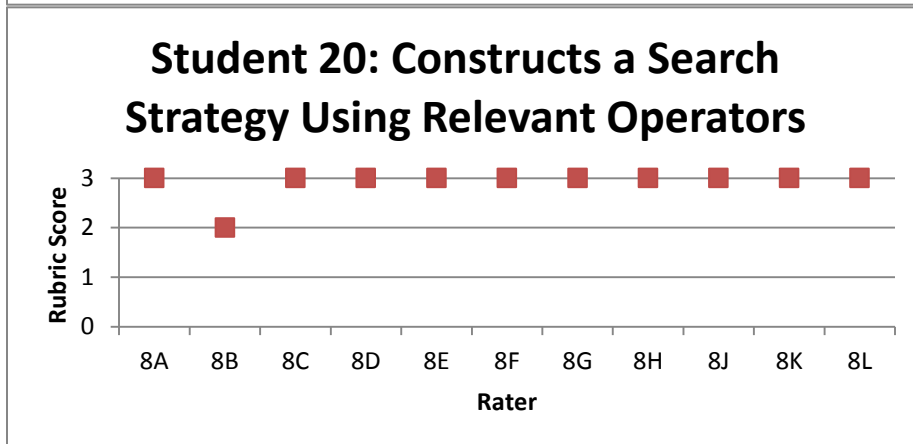
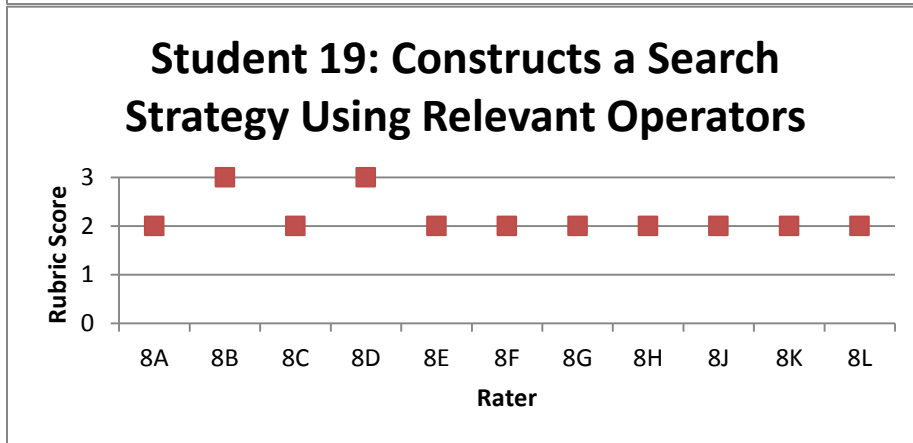
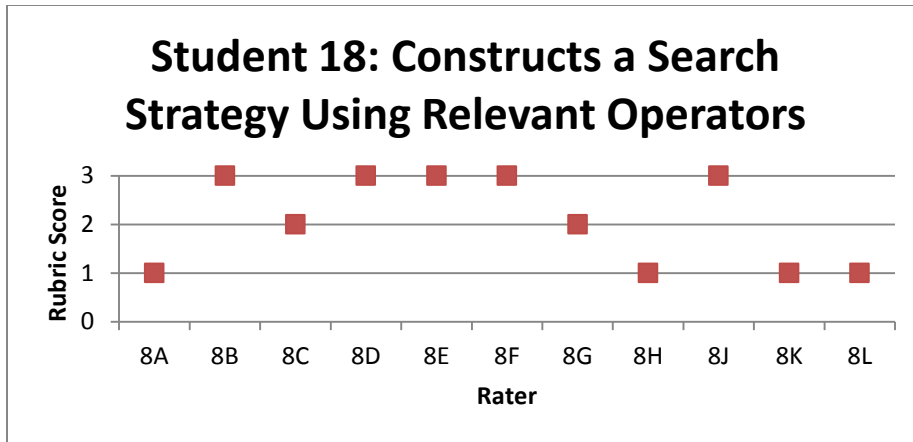


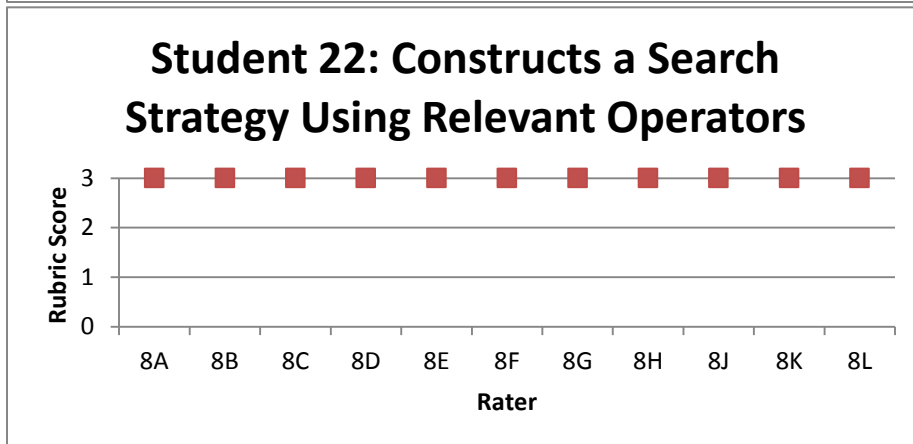
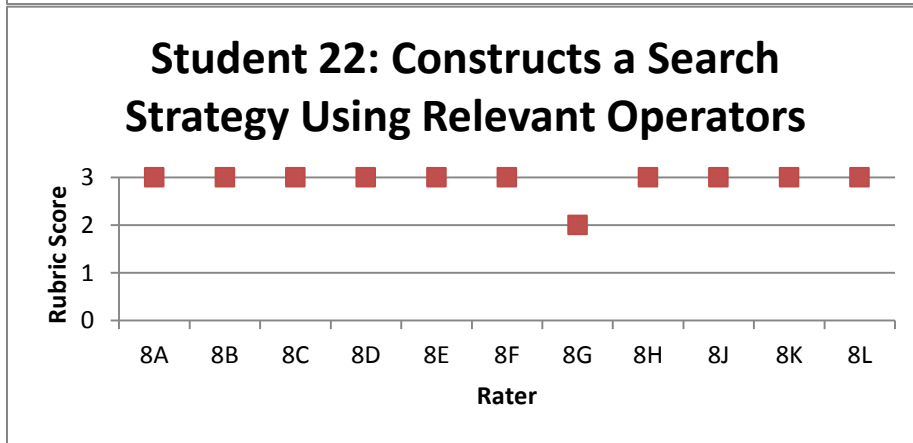
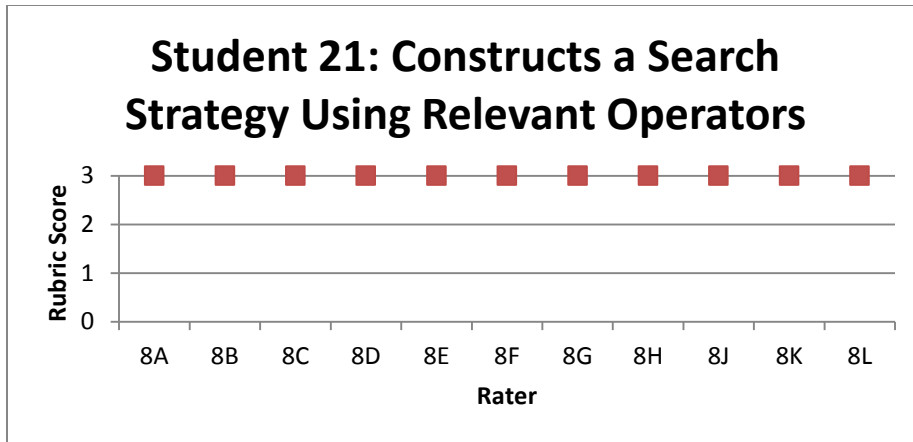


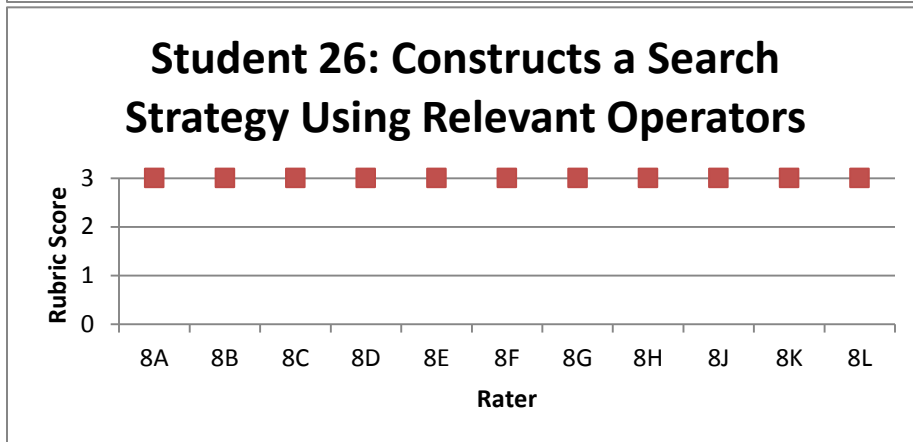
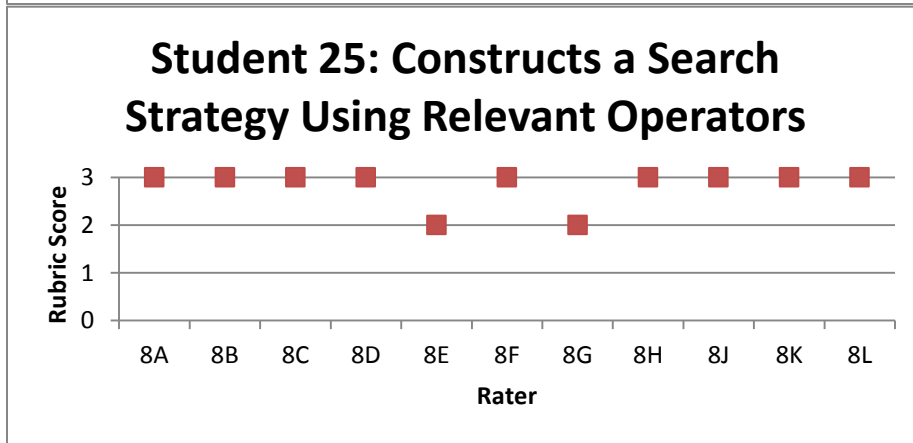
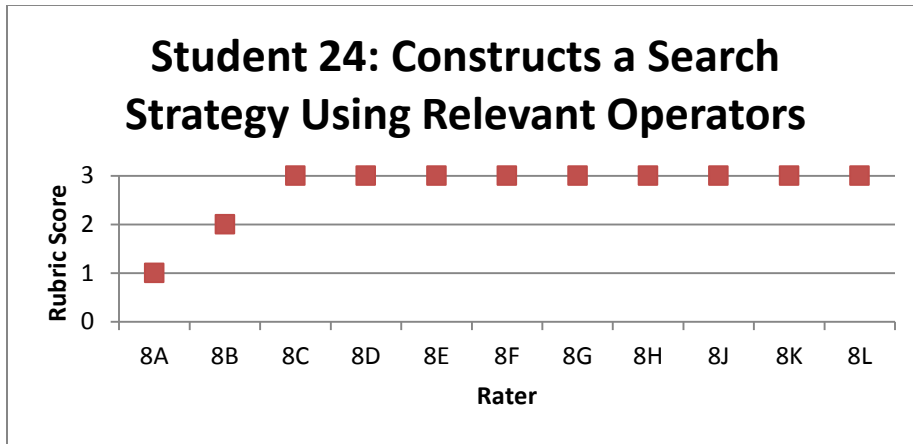


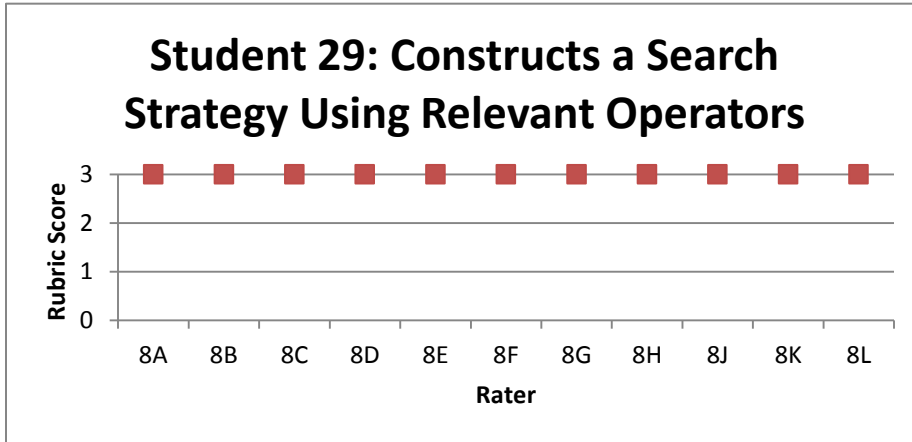
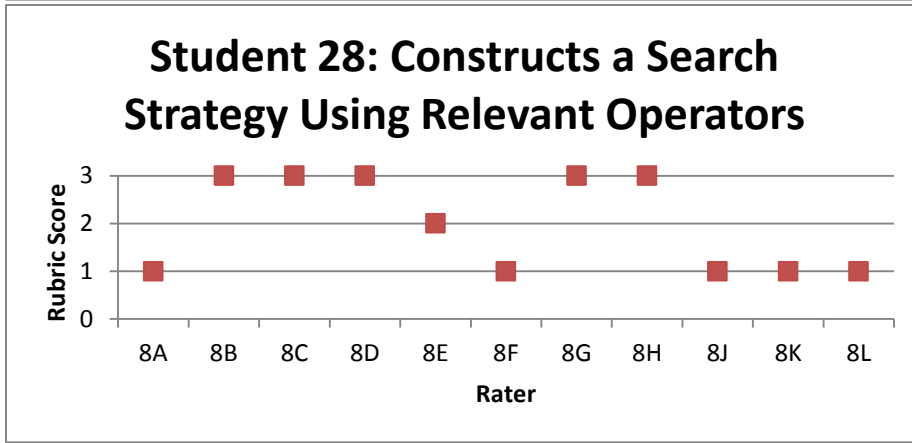
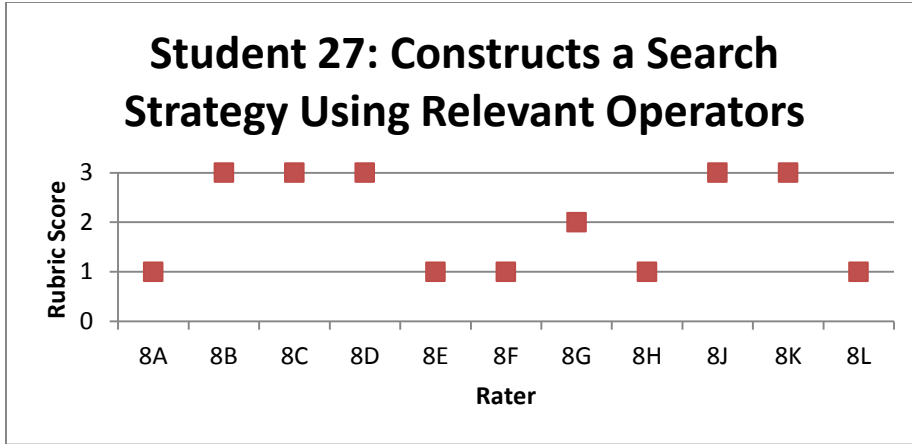


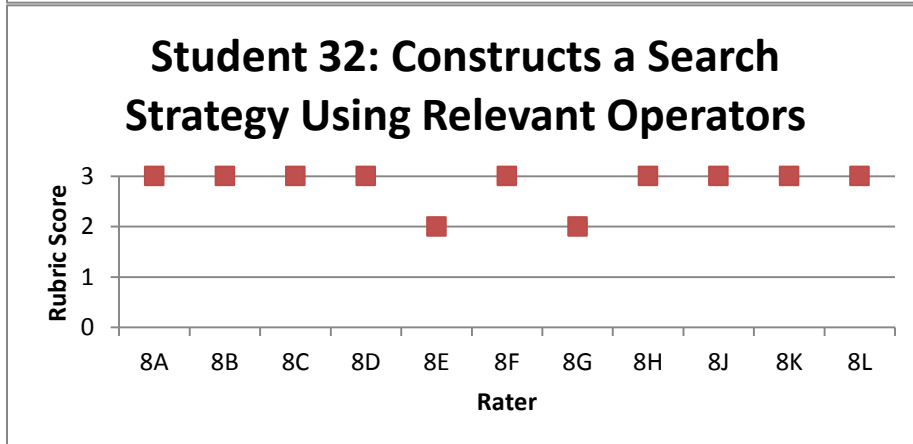
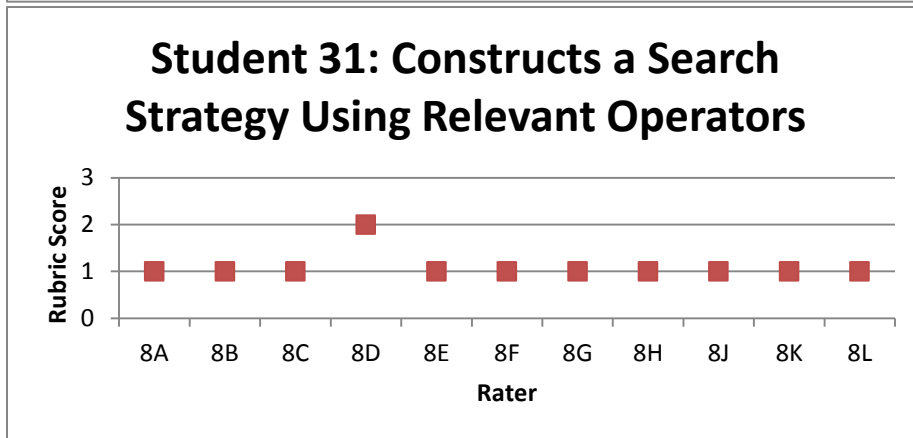
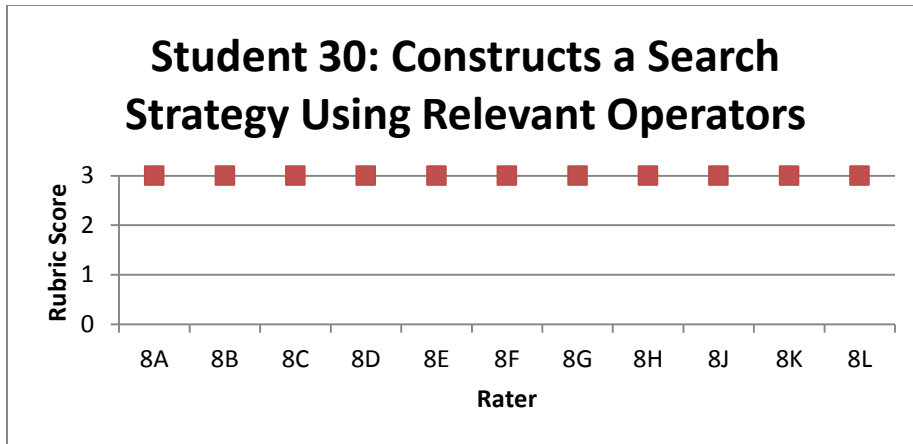






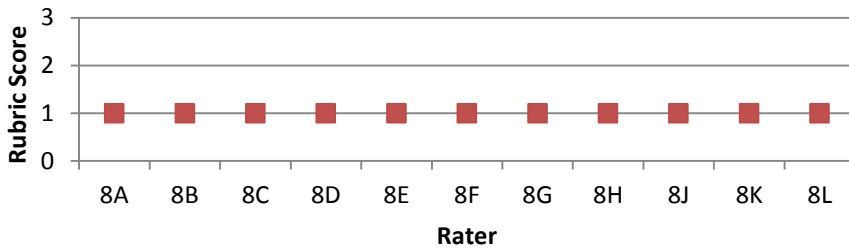




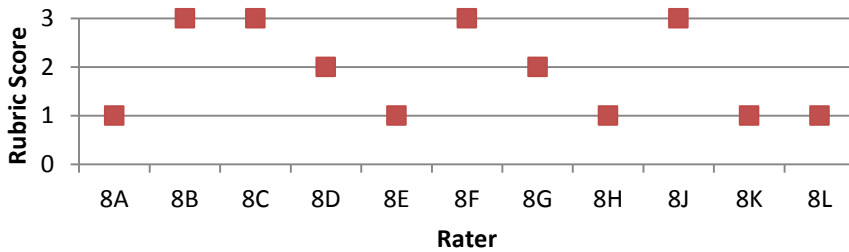




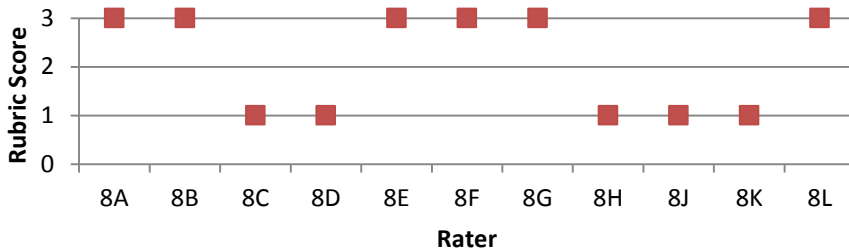
### Student 33: Constructs a Search Strategy Using Relevant Operators

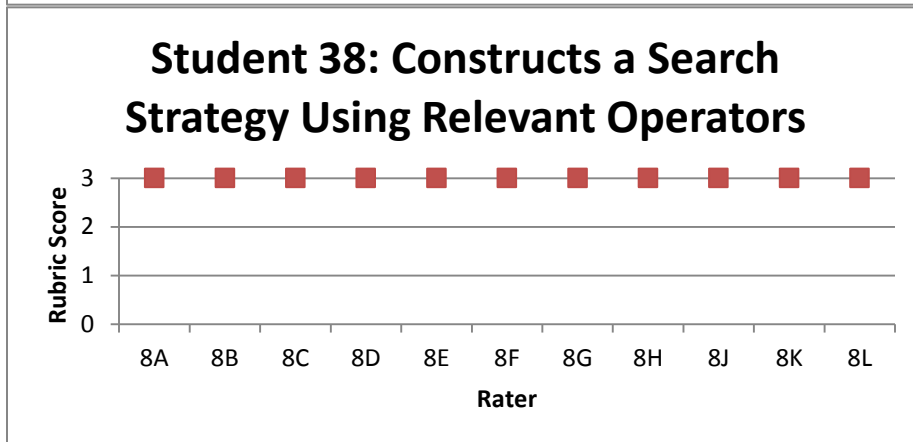
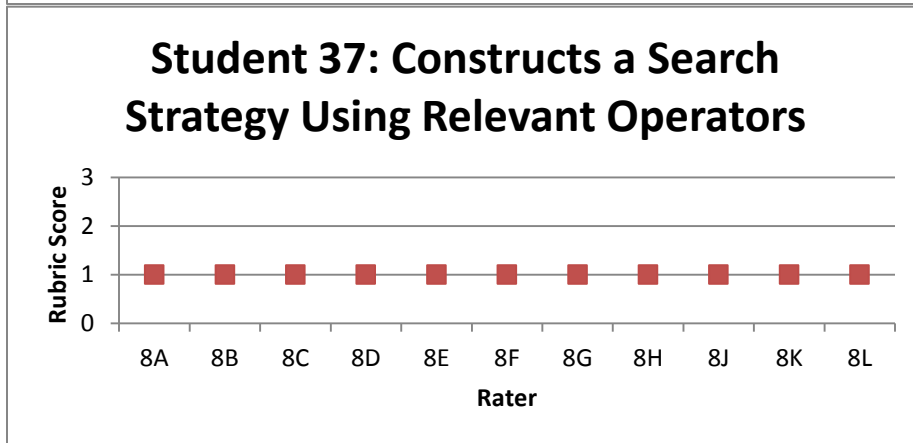
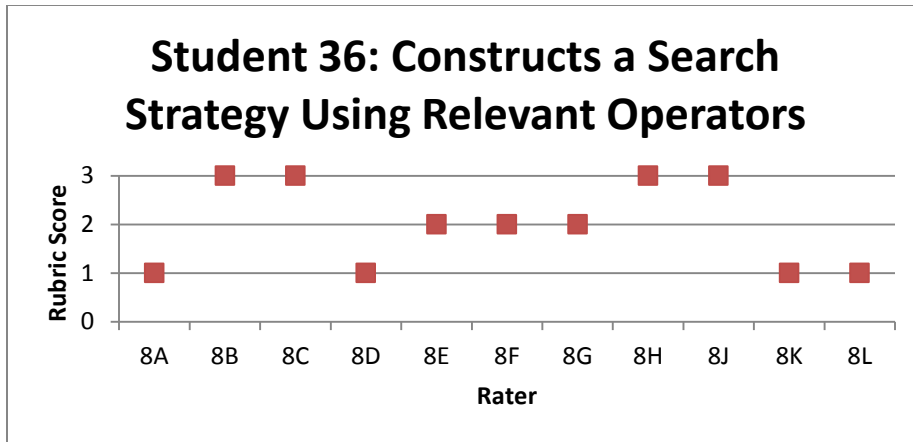


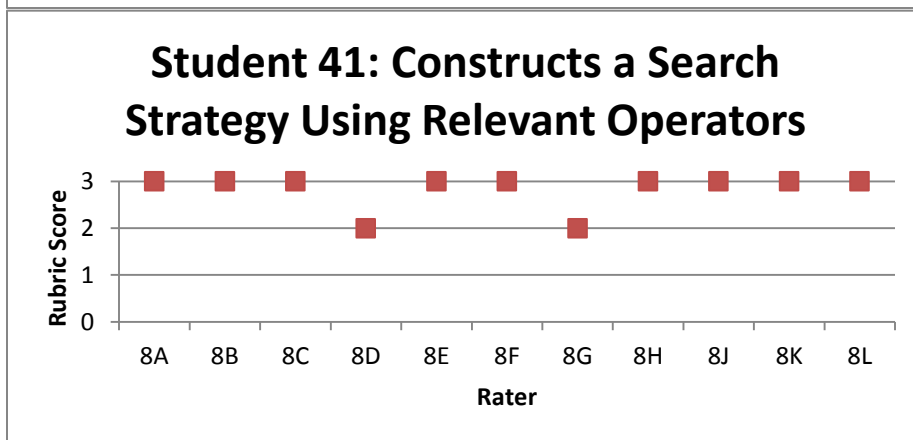
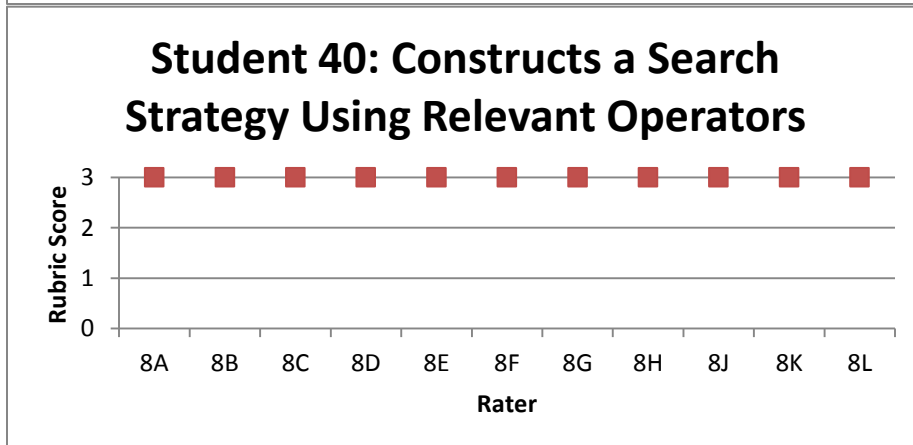
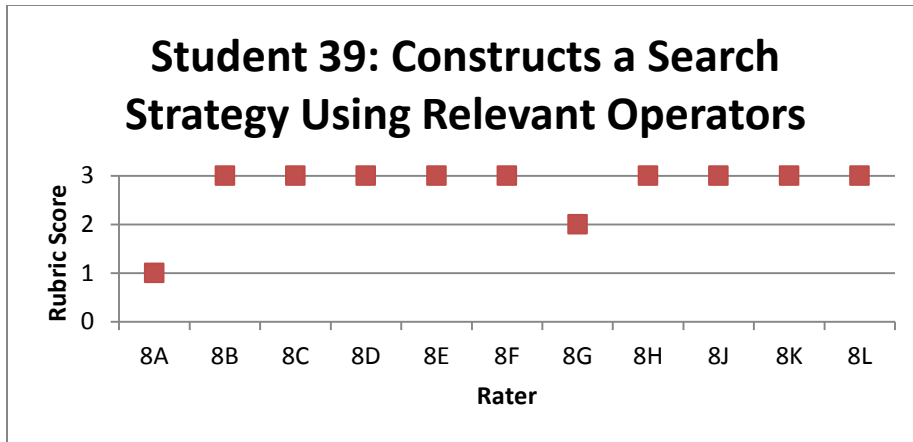
### Student 34: Constructs a Search Strategy Using Relevant Operators

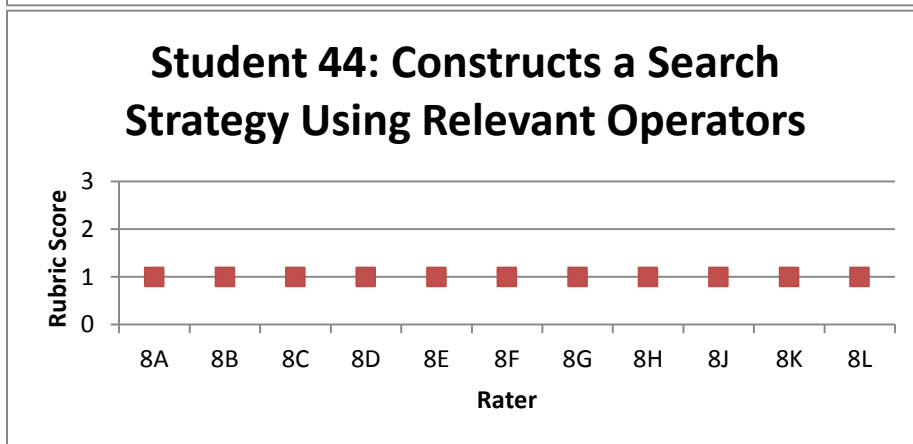
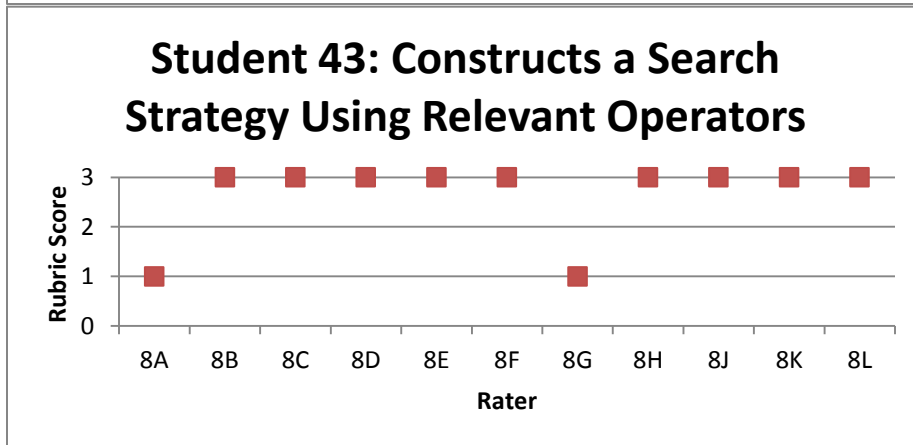
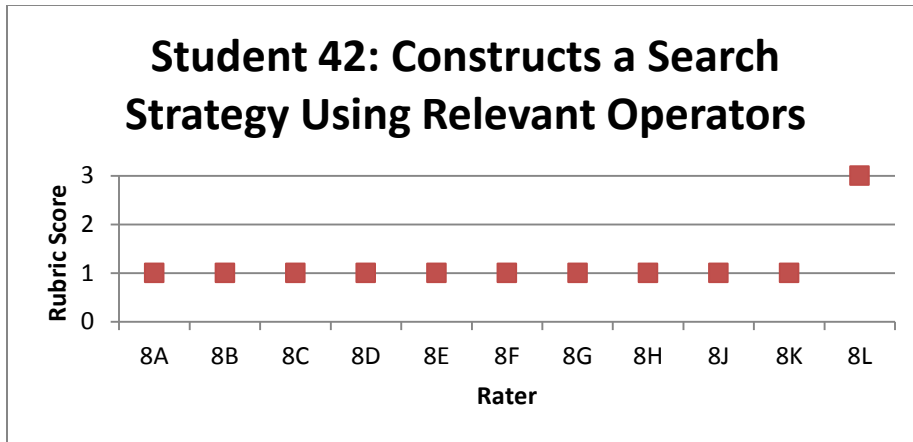


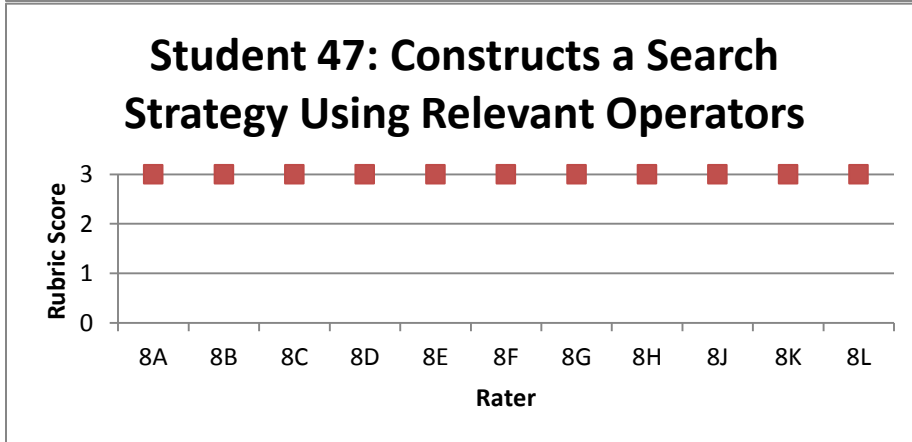
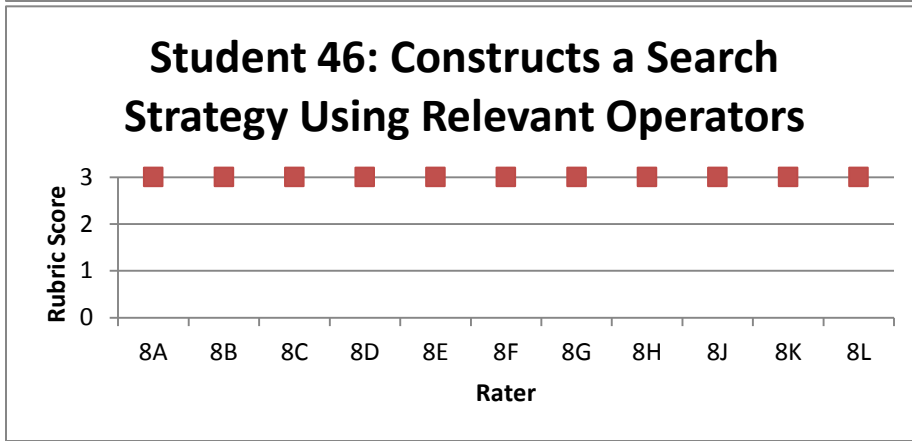
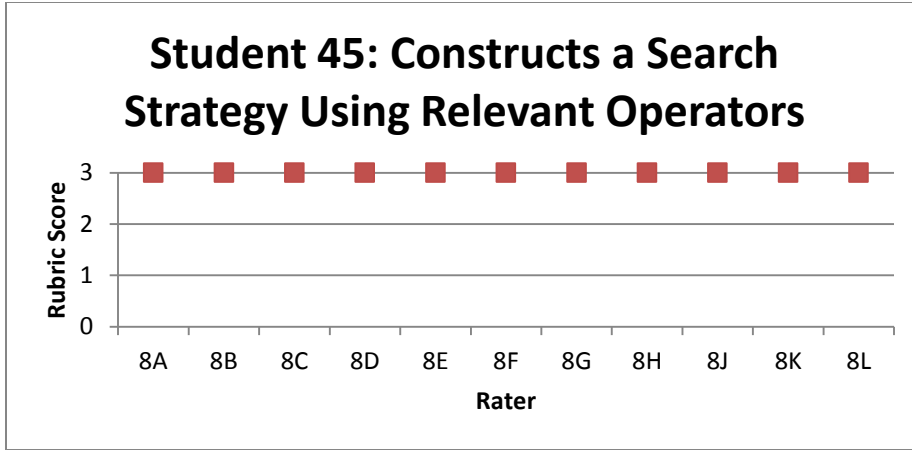
### Student 35: Constructs a Search Strategy Using Relevant Operators

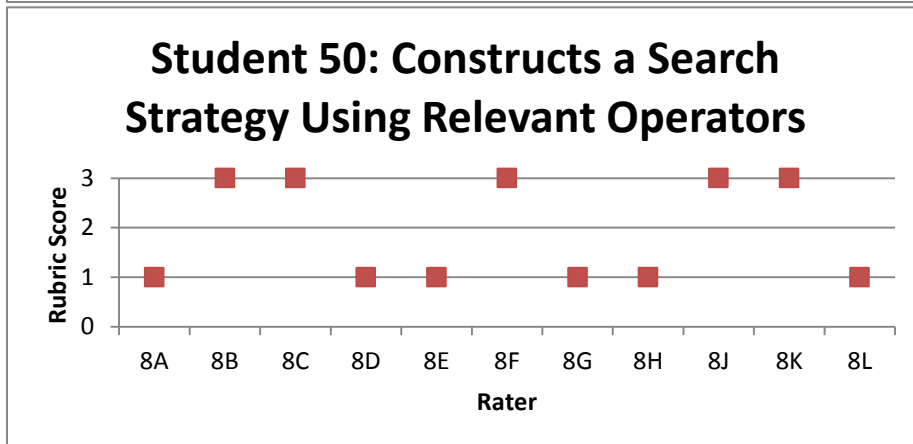
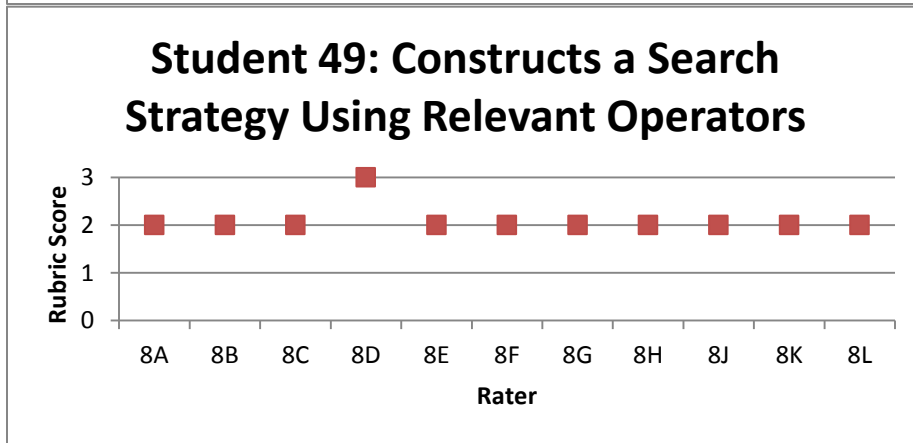
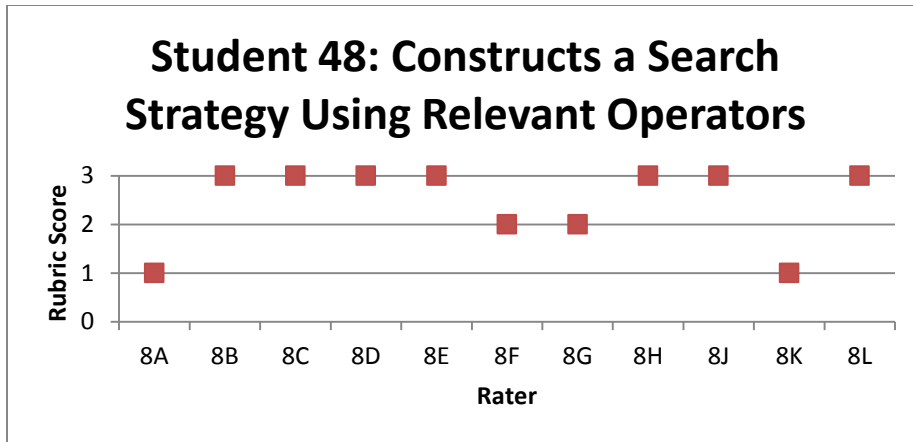


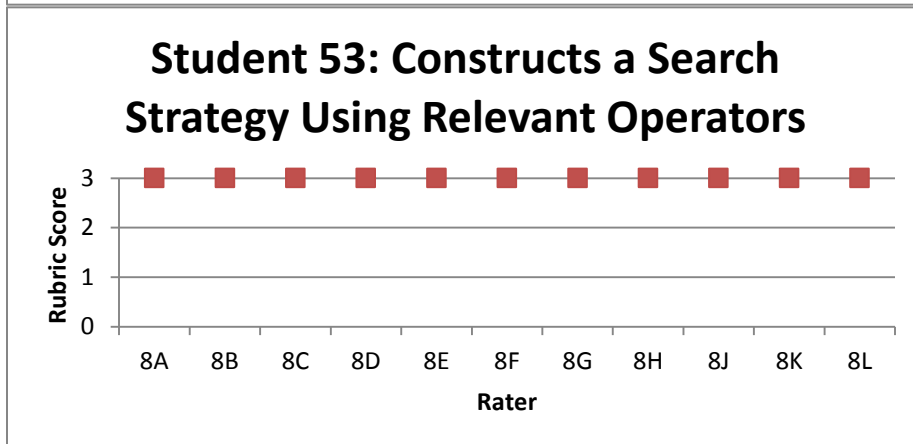
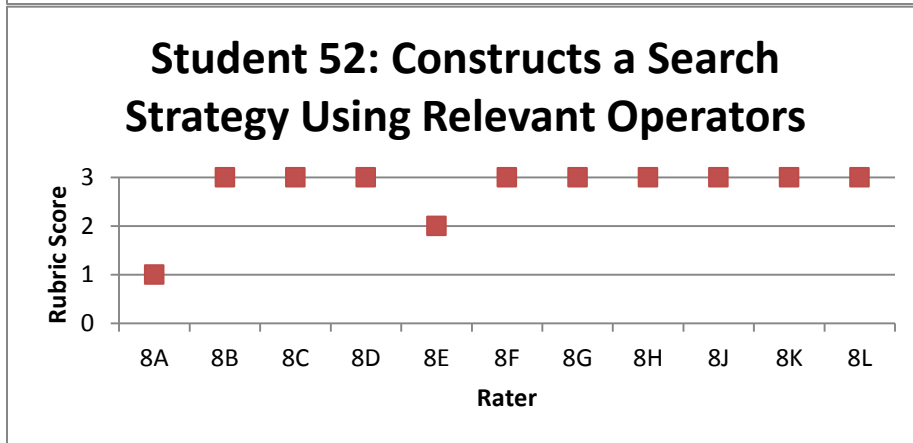
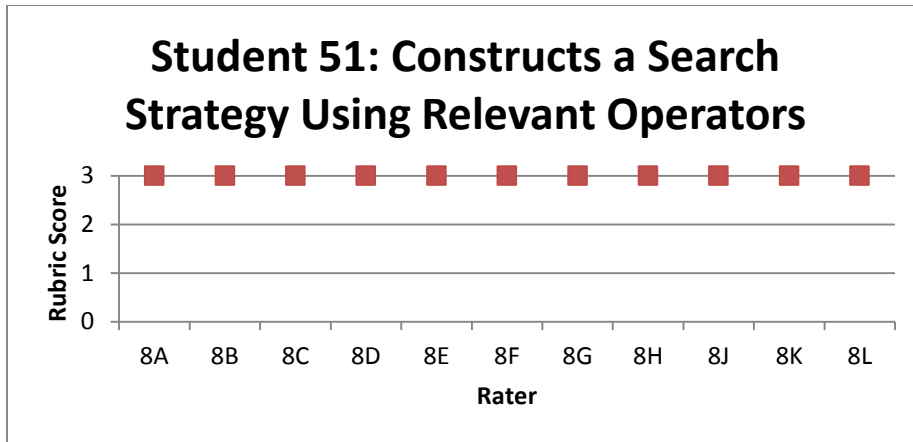


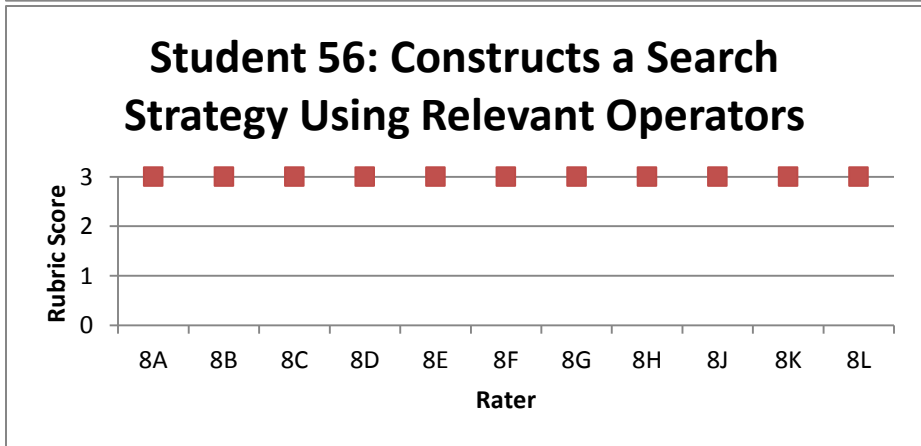
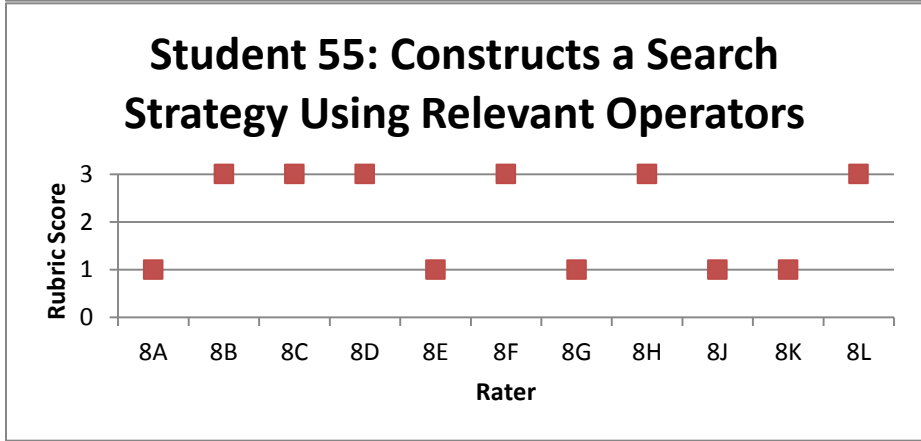
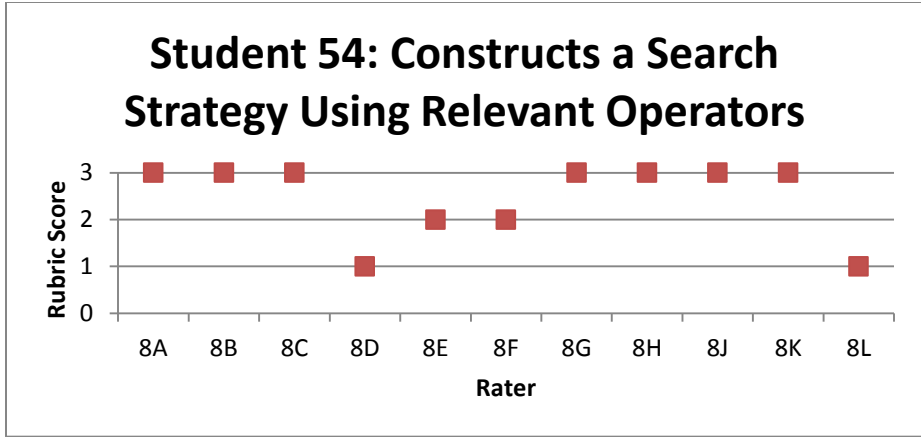




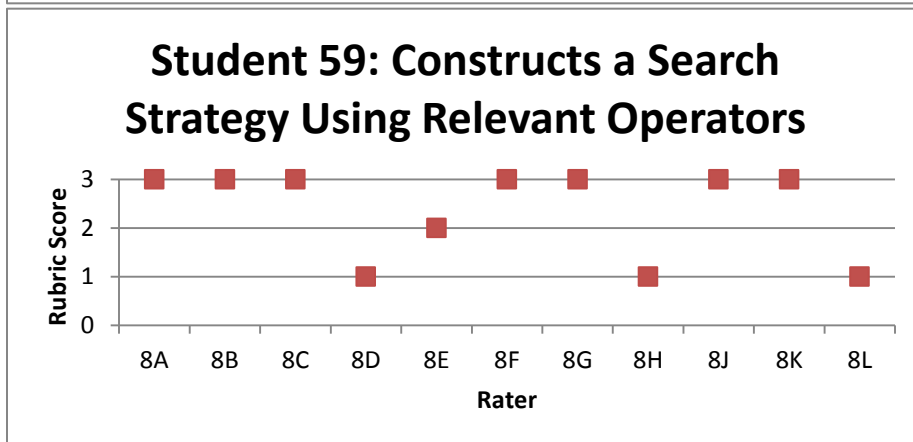
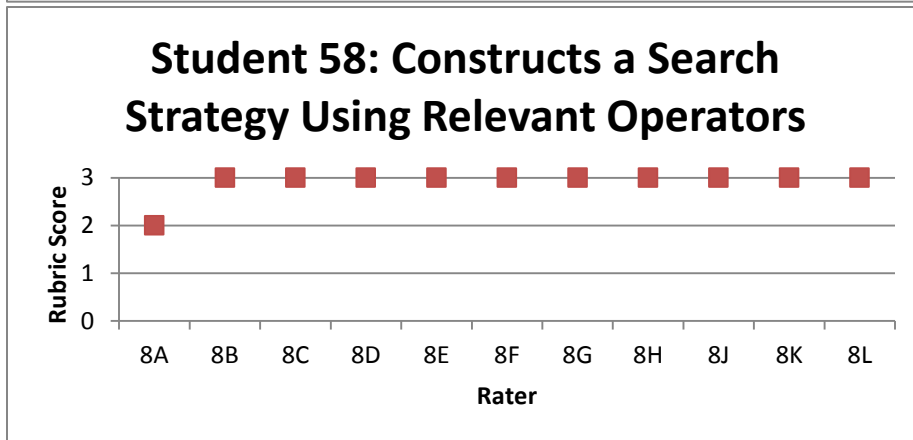
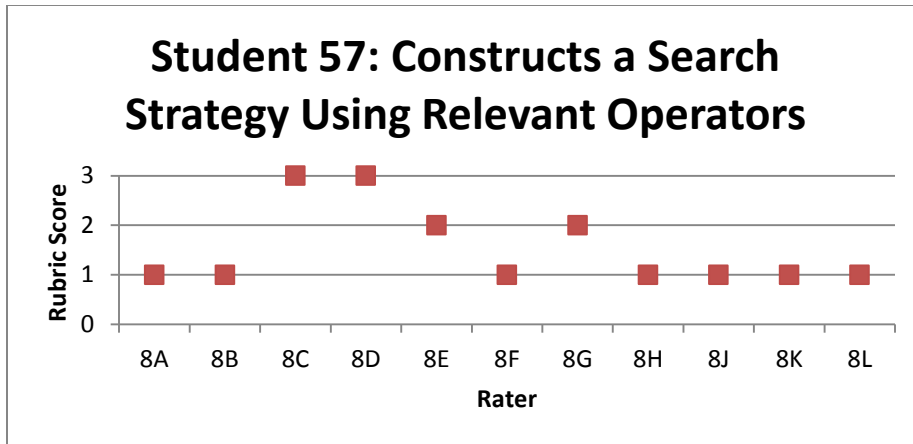


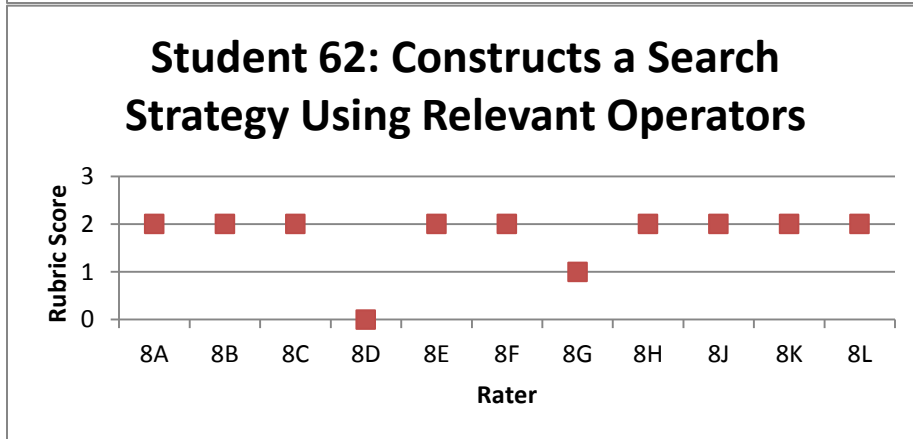
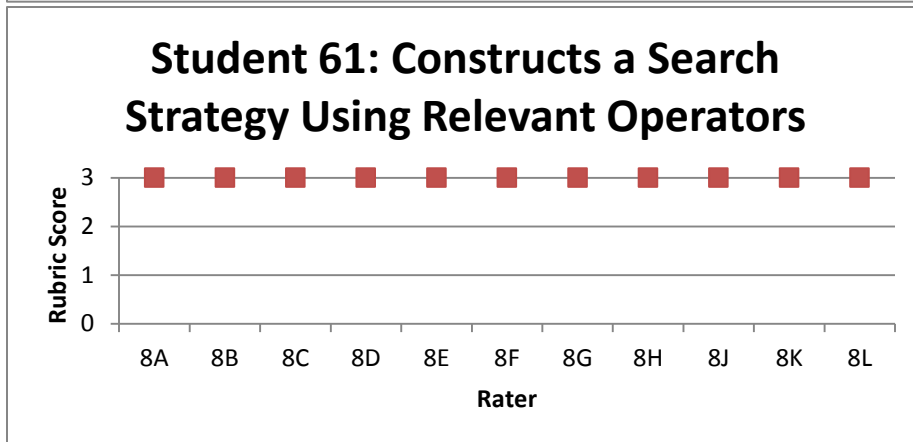
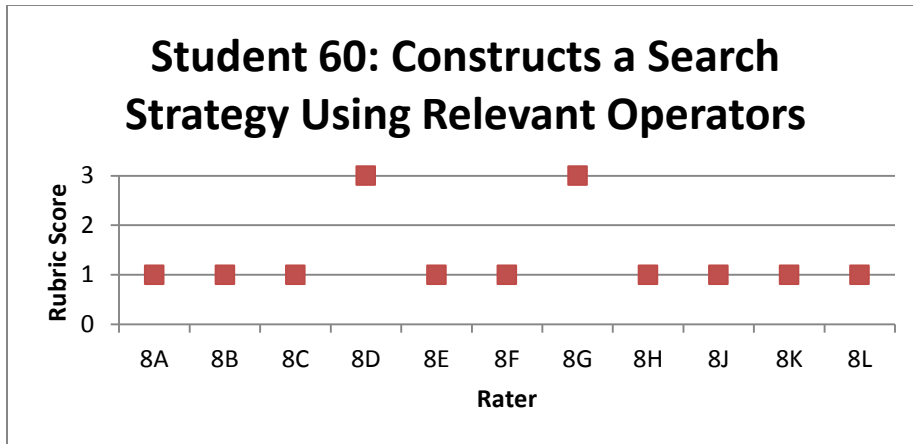


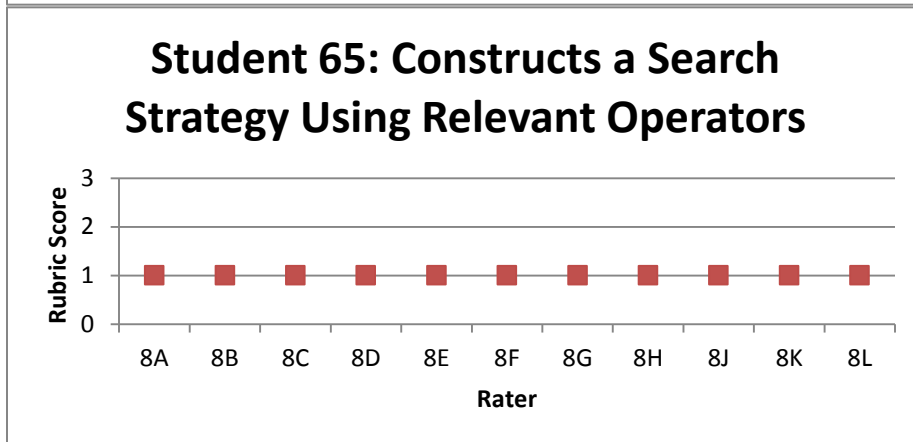
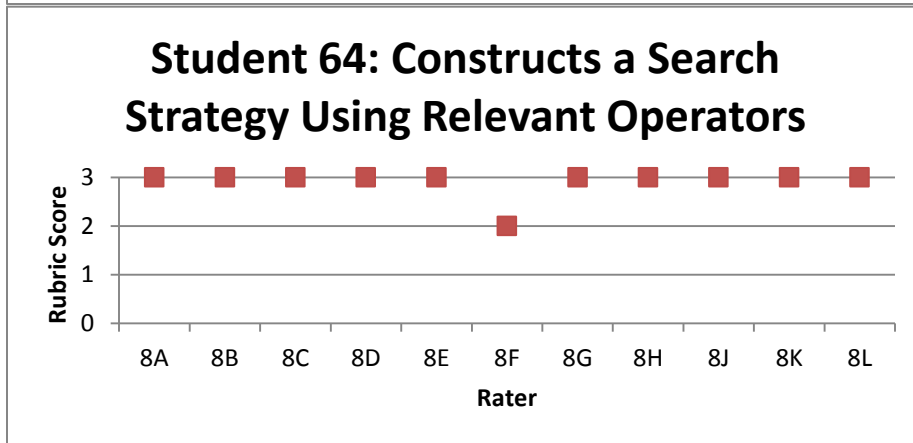
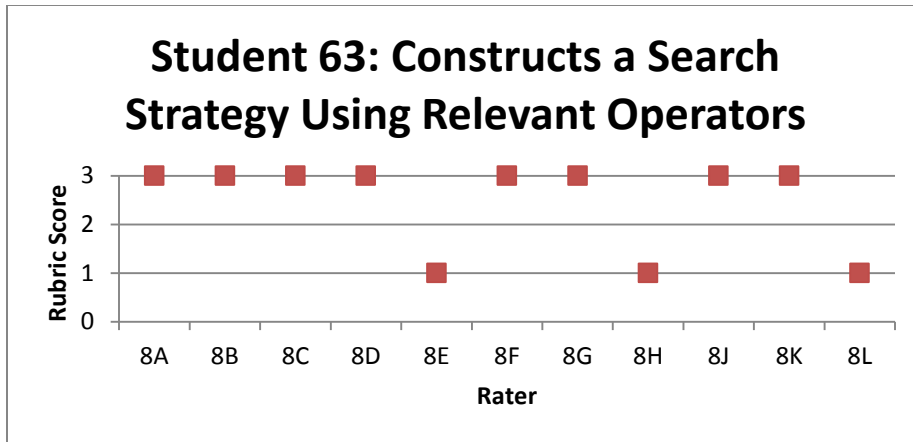


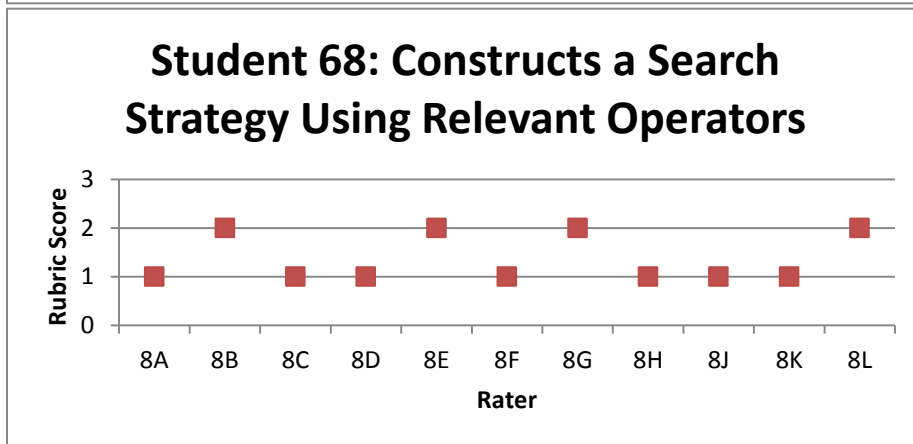
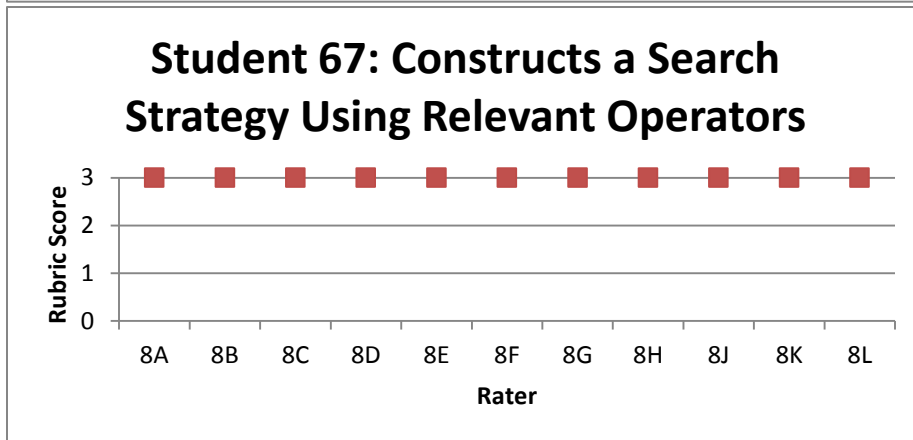
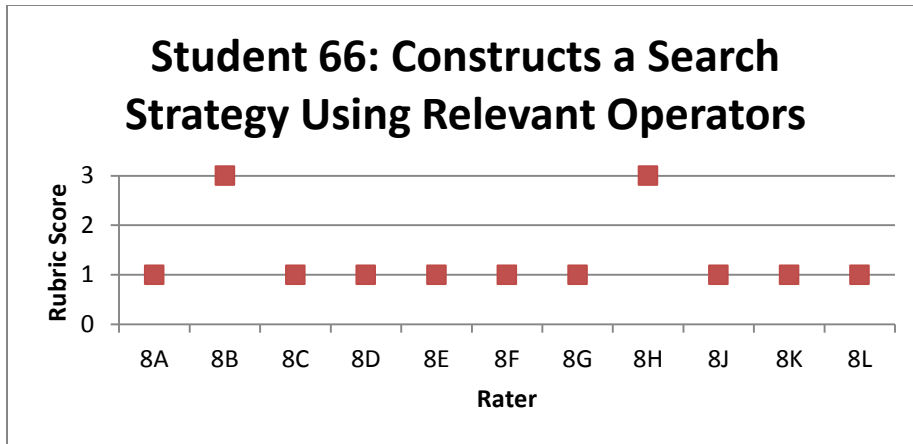


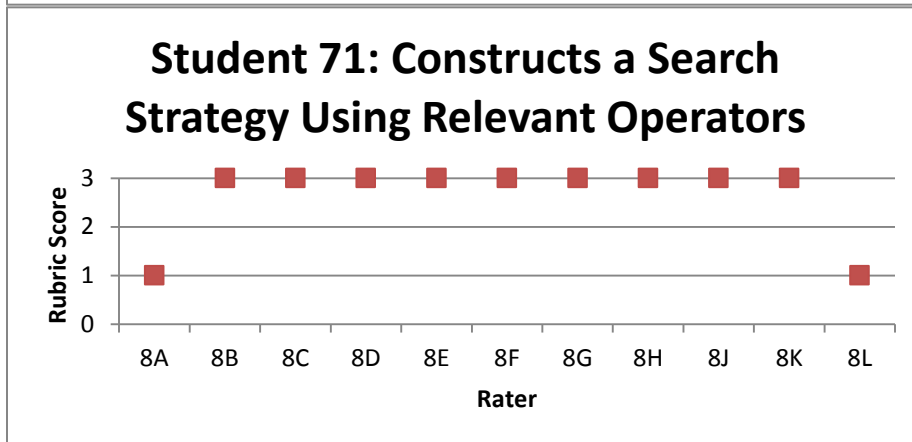
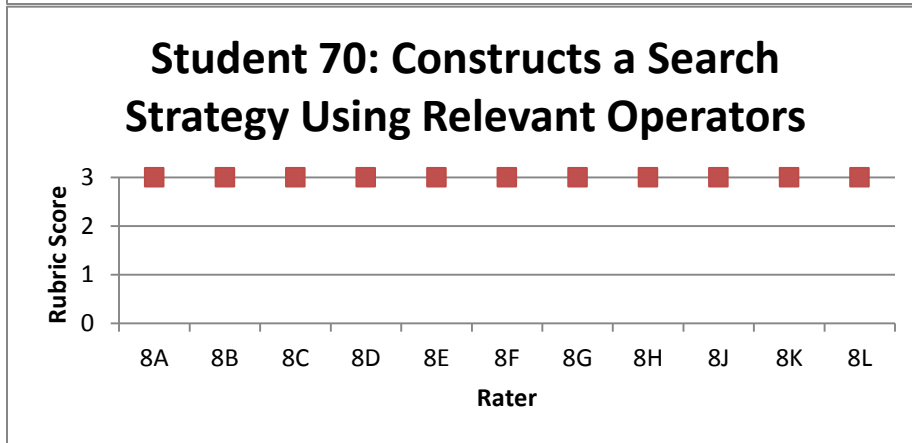
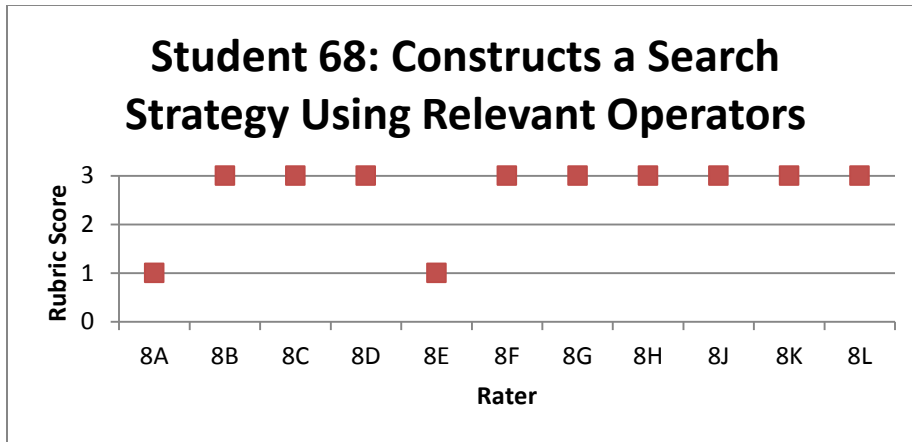


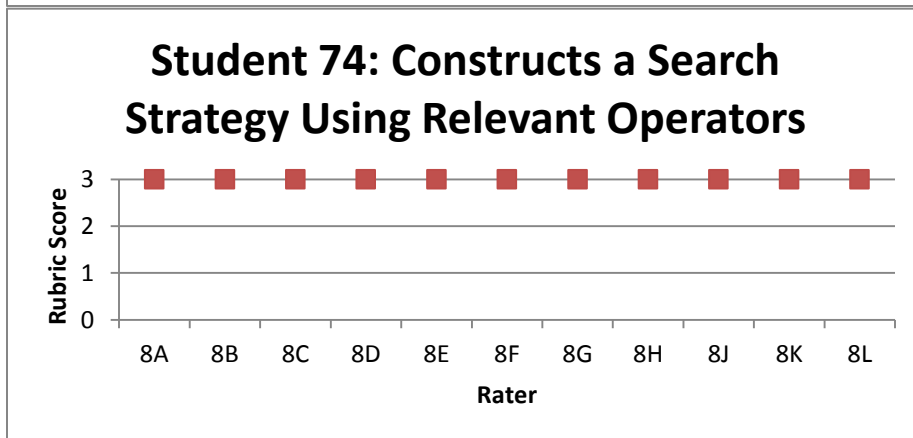
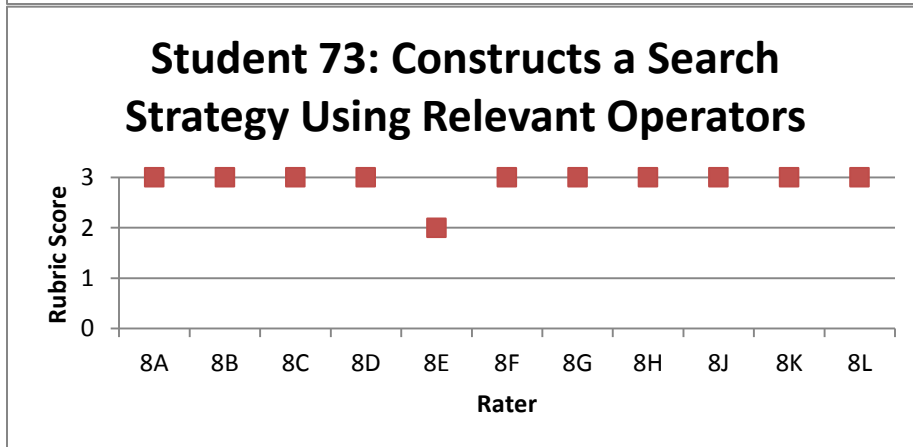
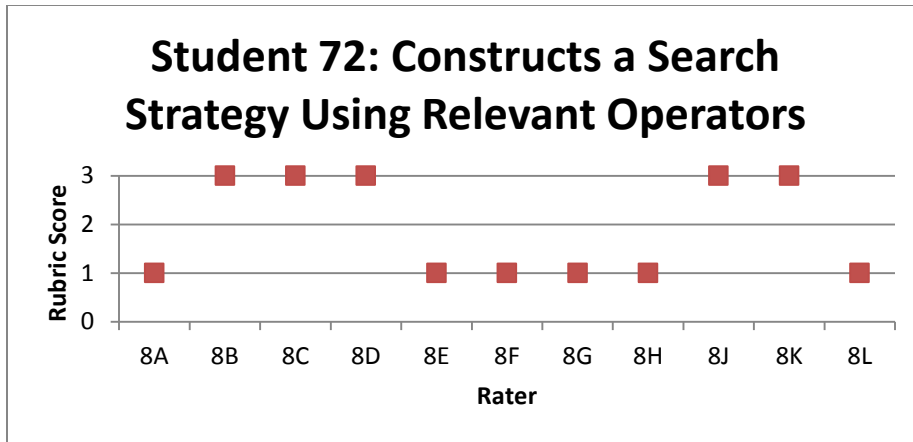


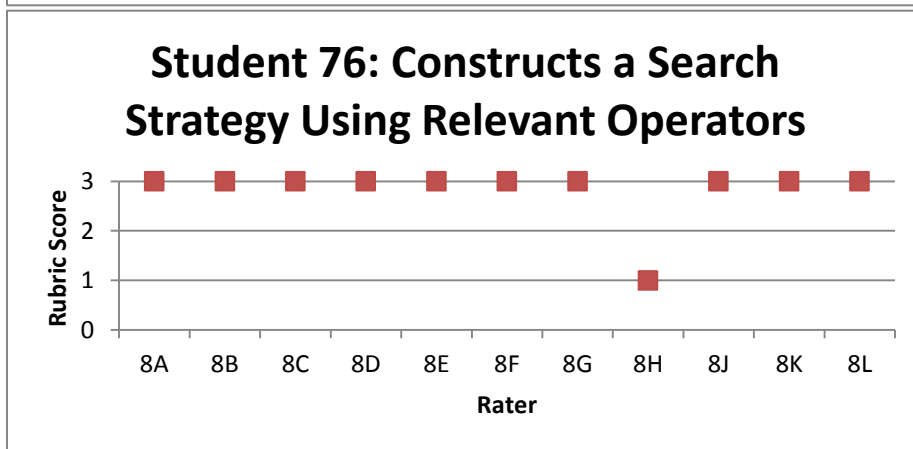
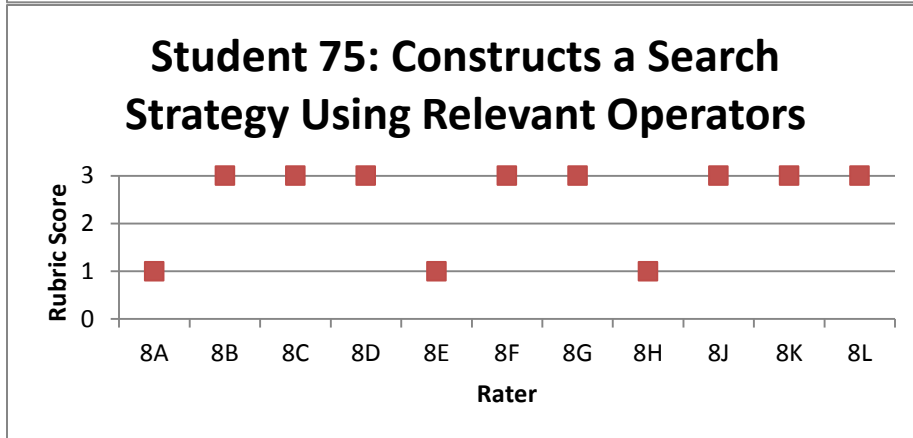
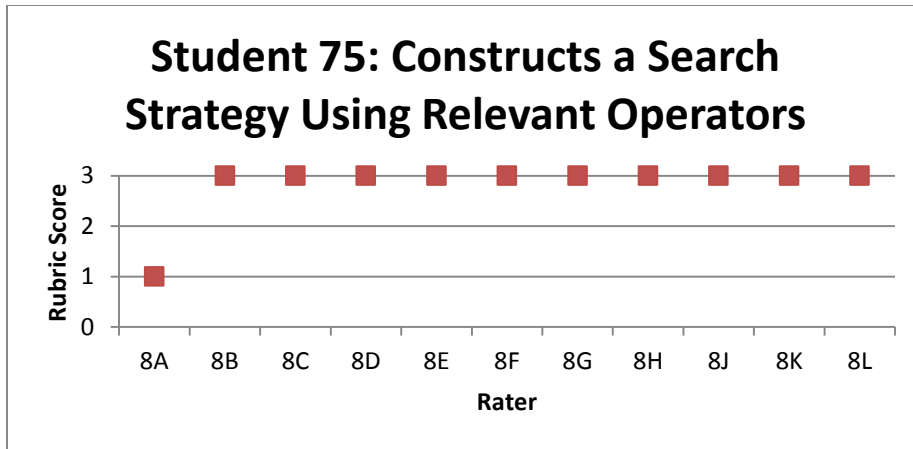


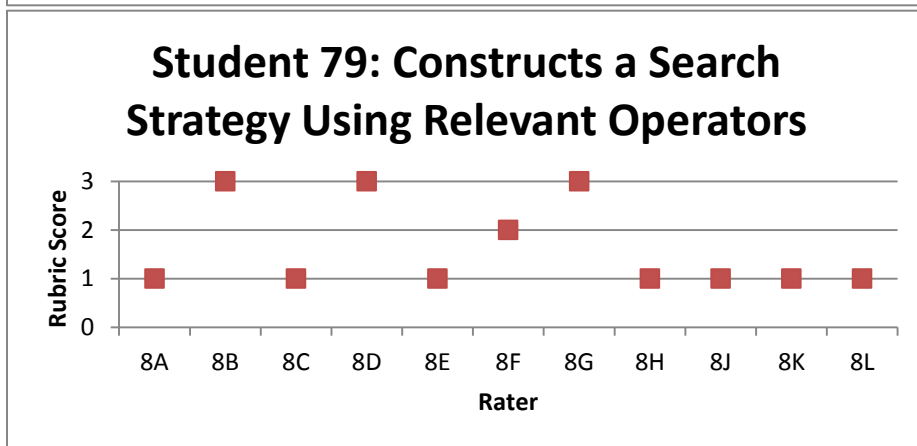
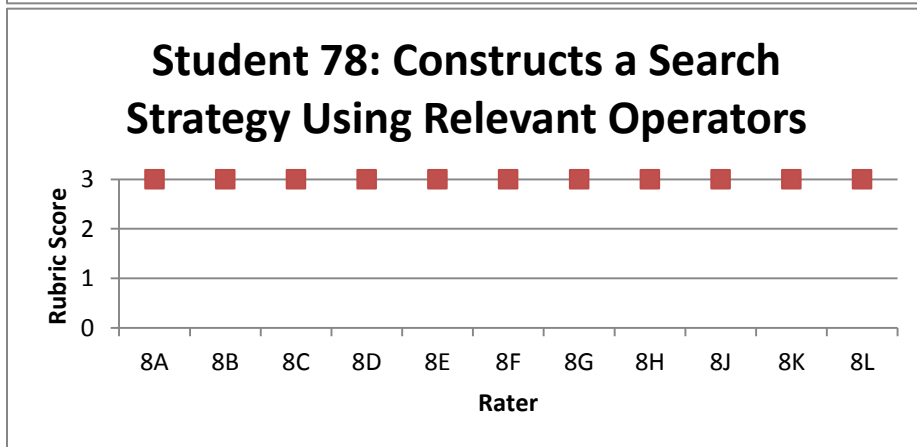
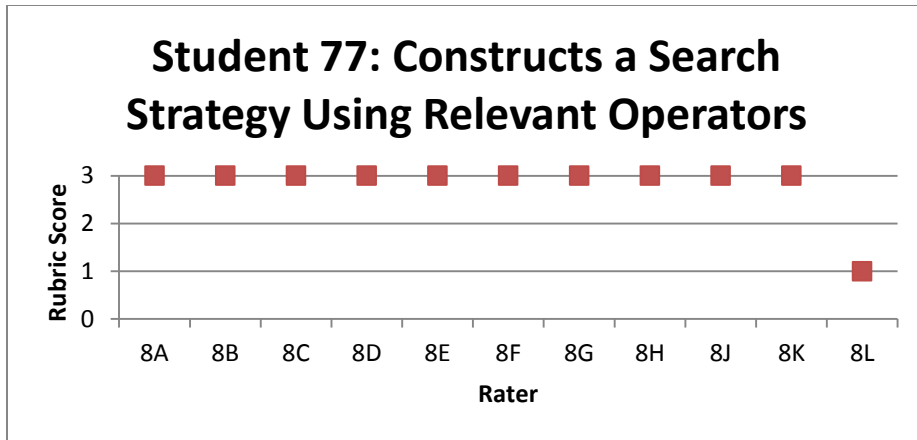




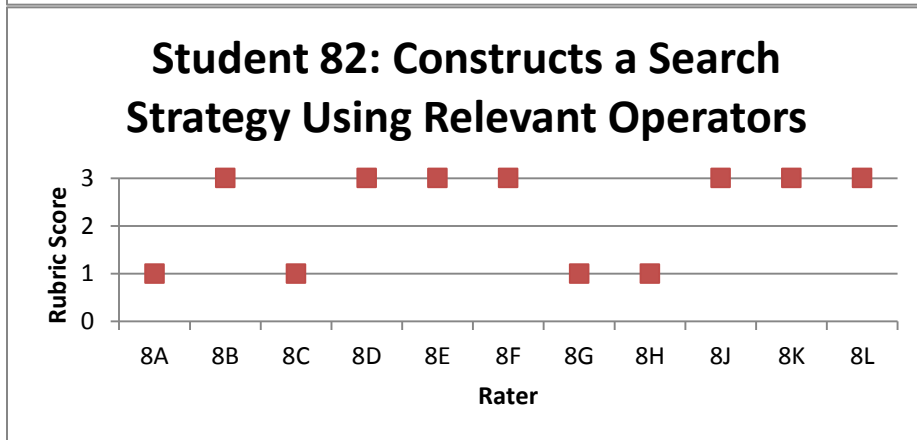
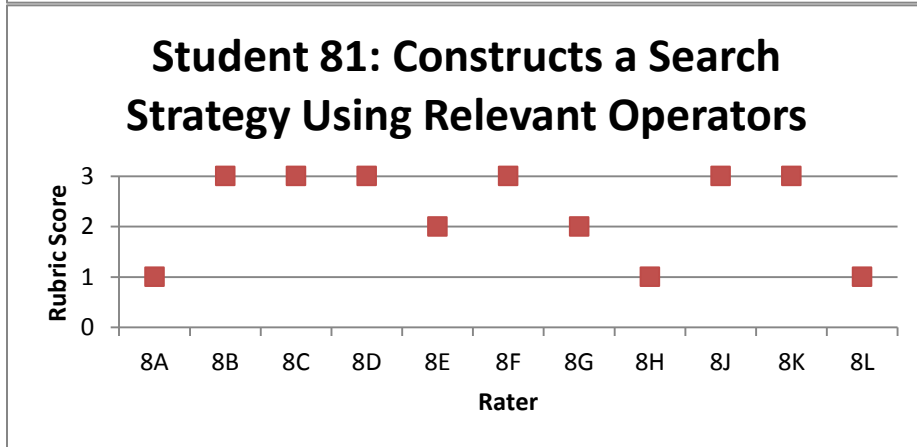
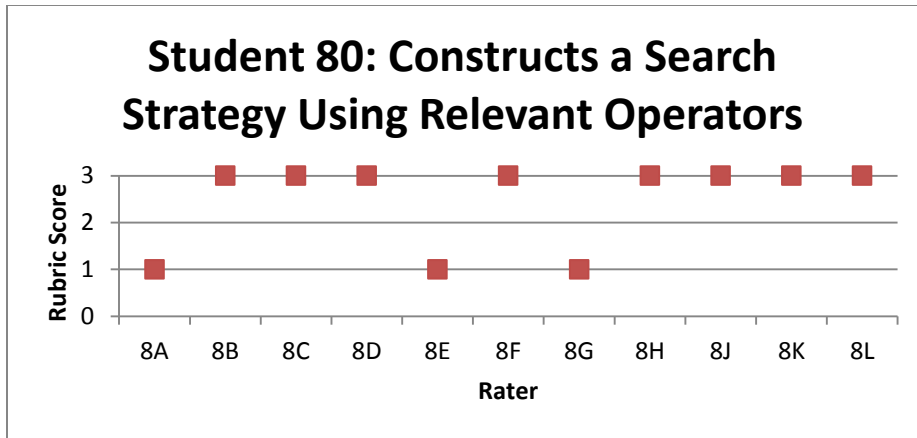


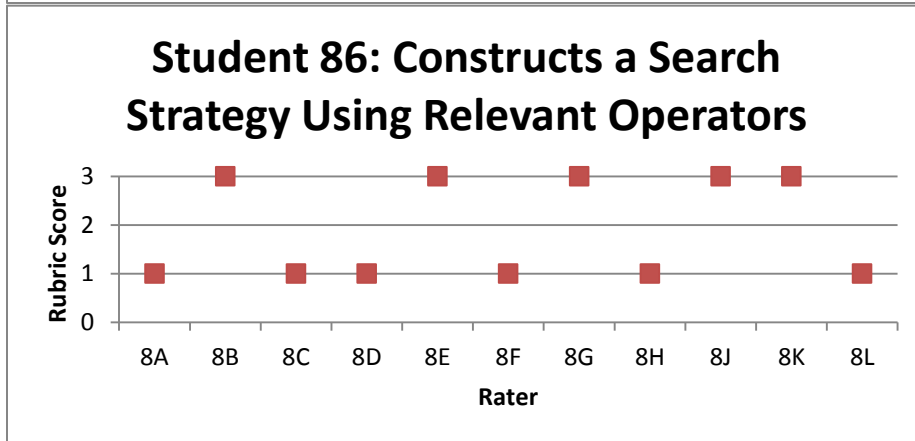
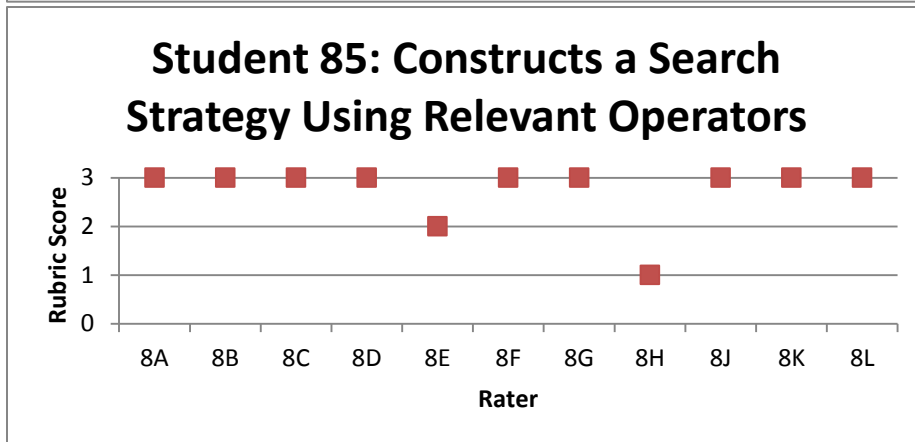
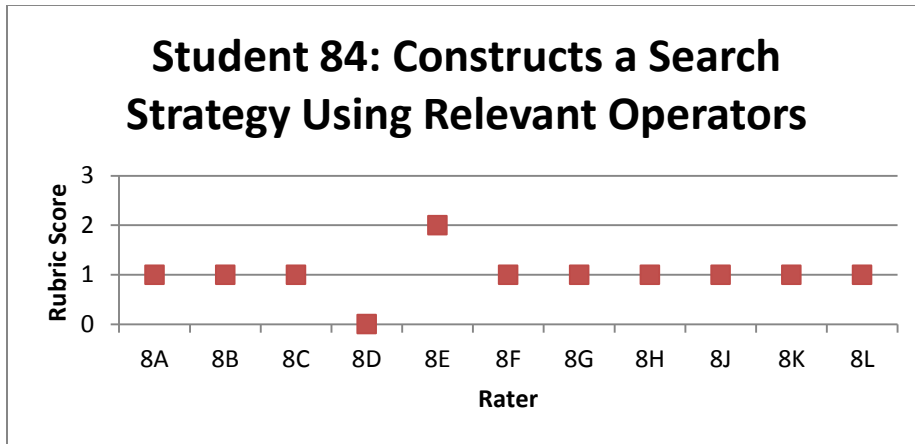


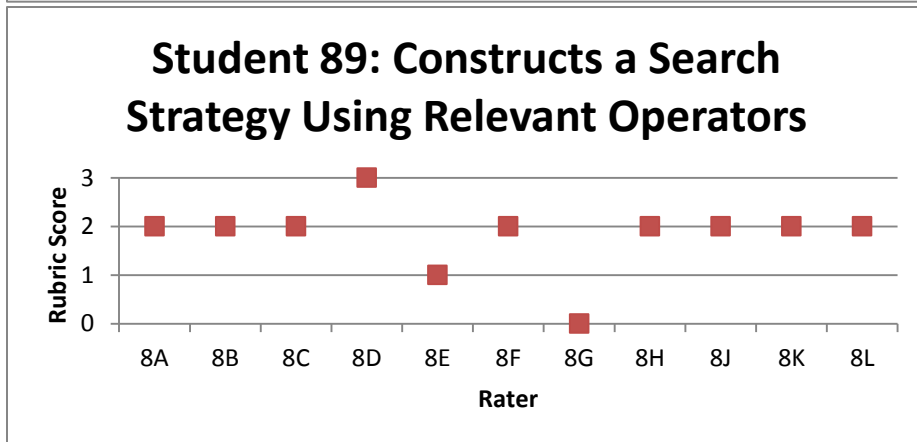
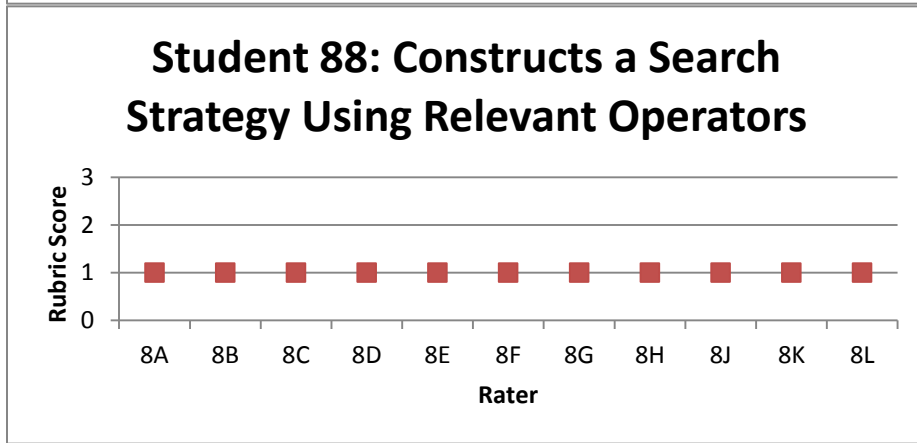
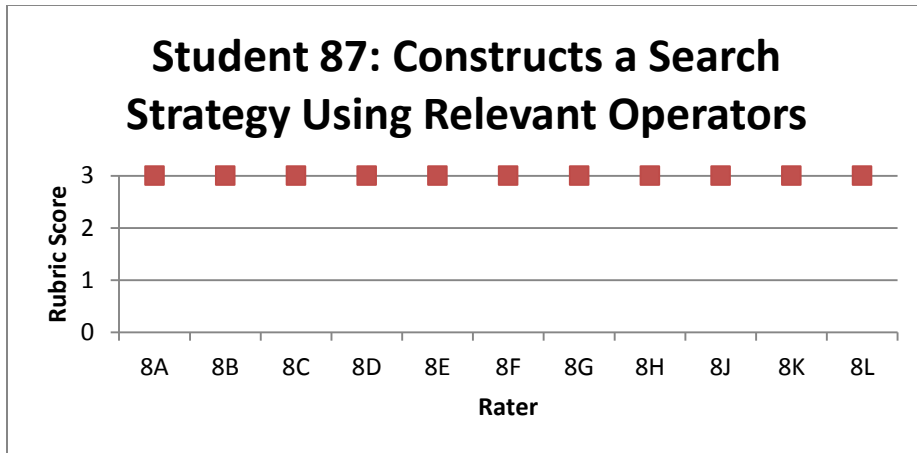


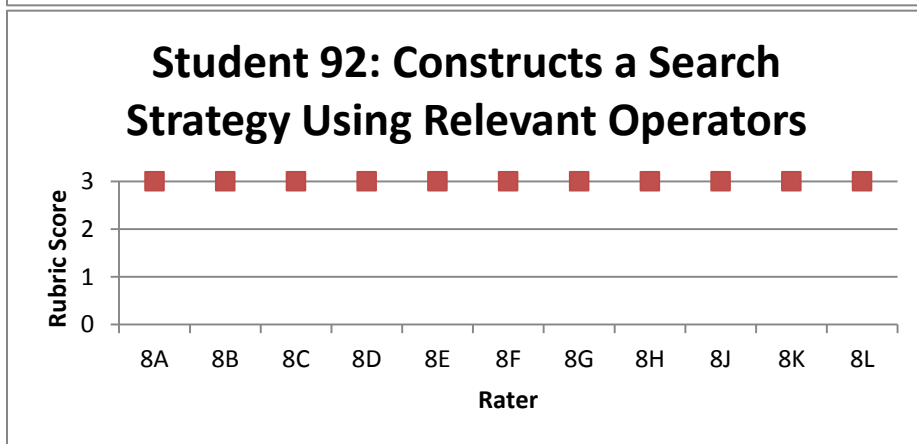
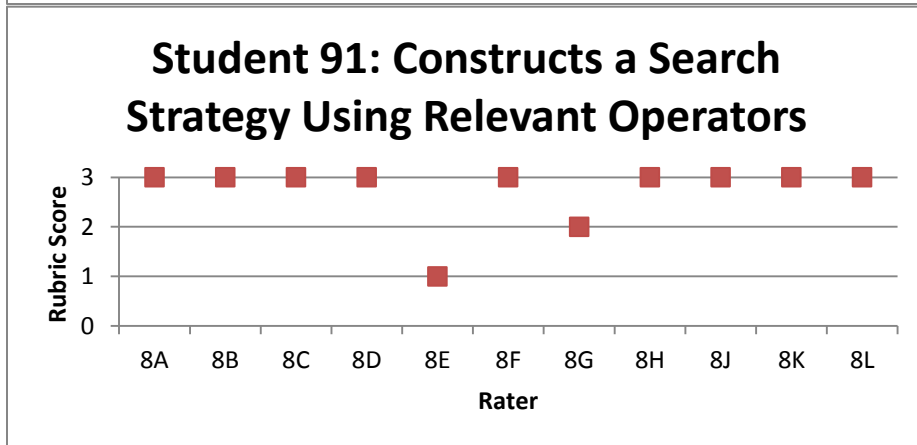
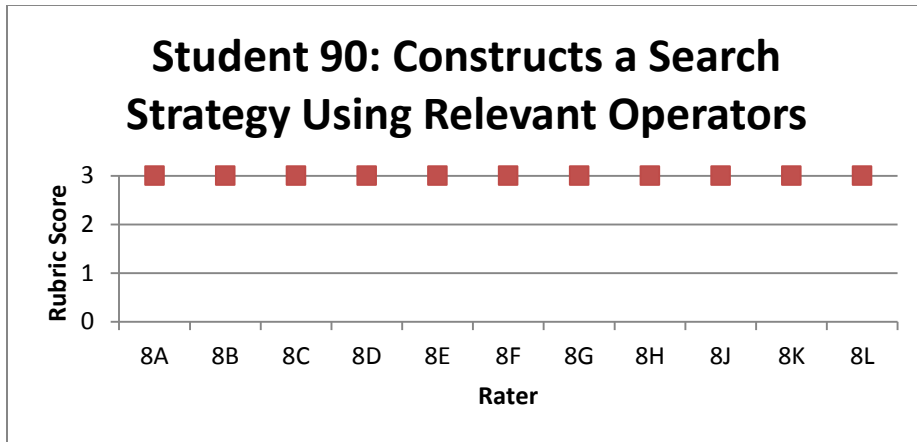


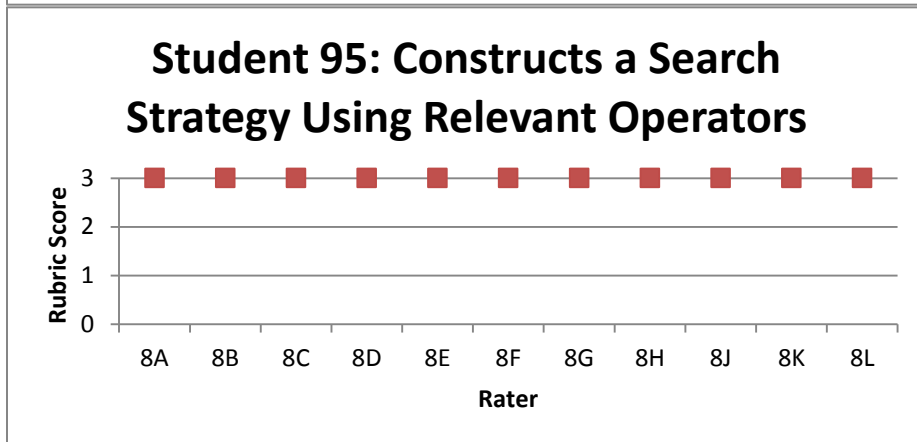
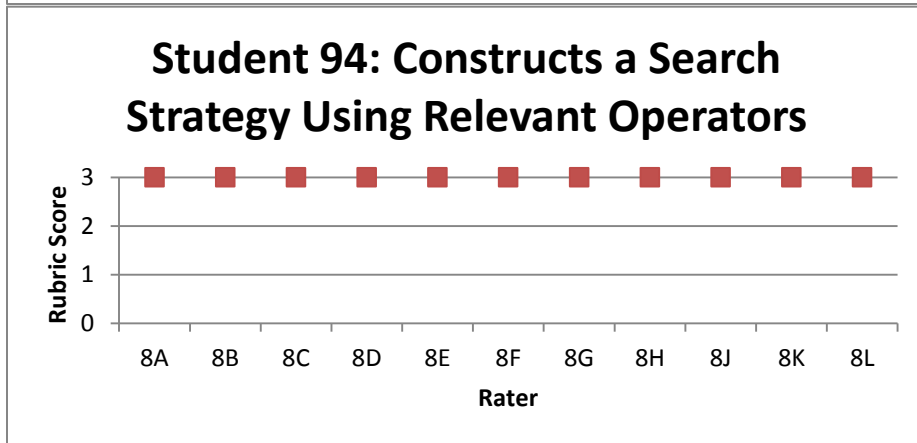
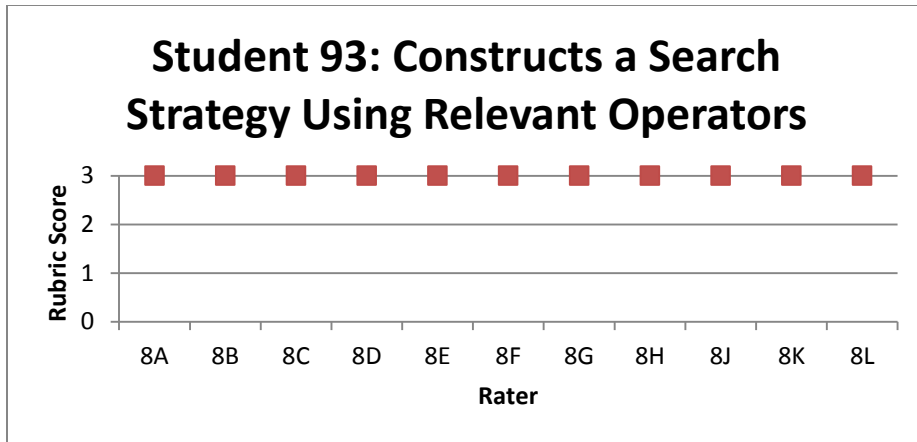


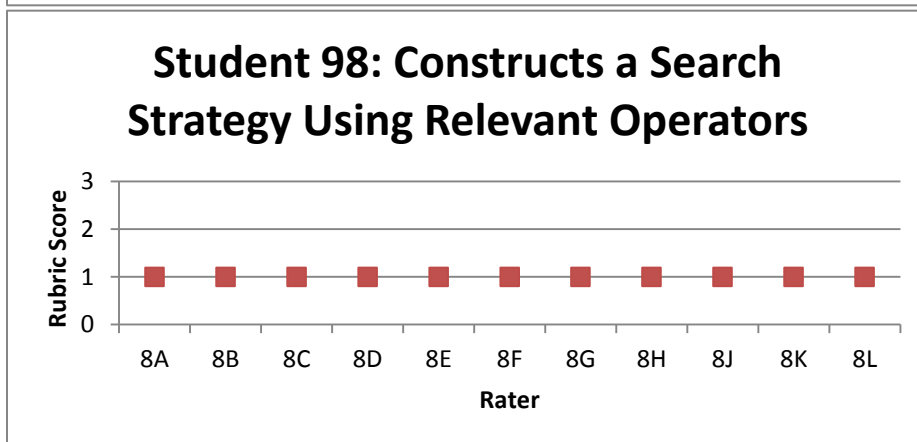
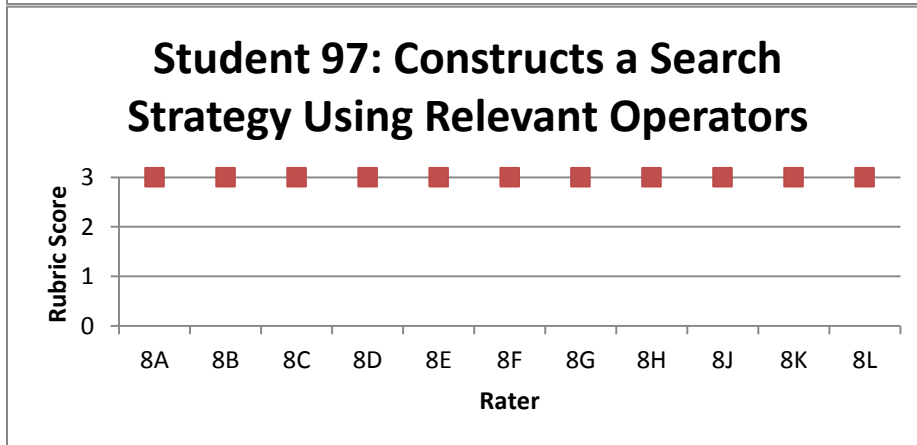
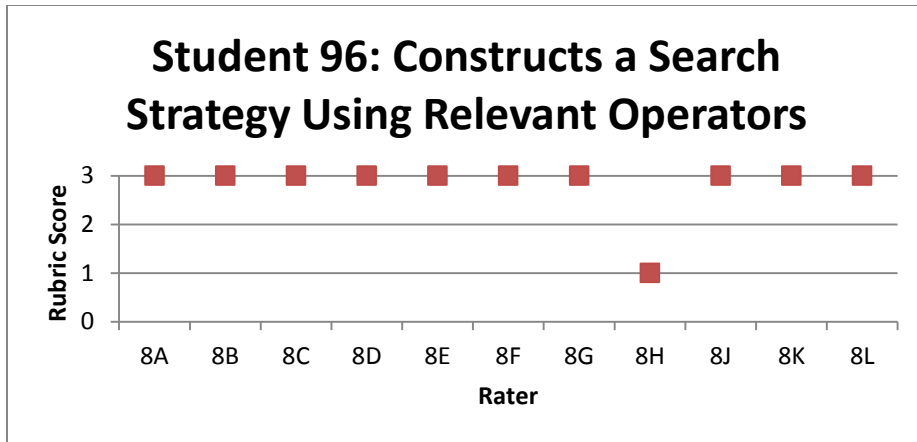


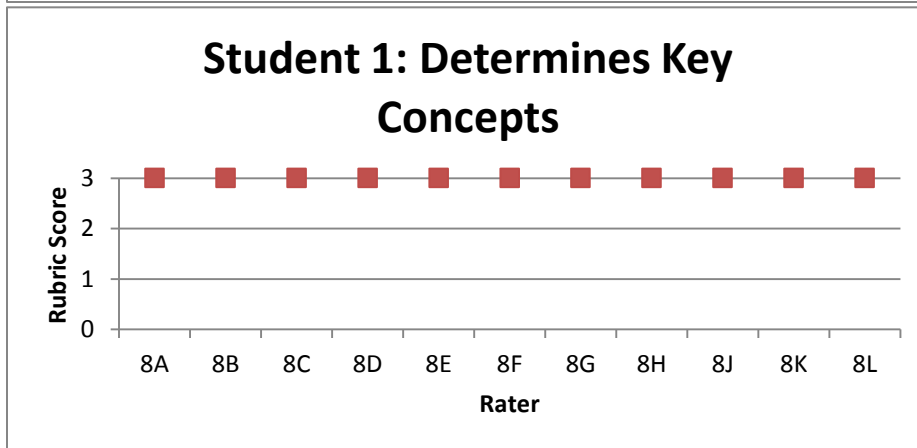
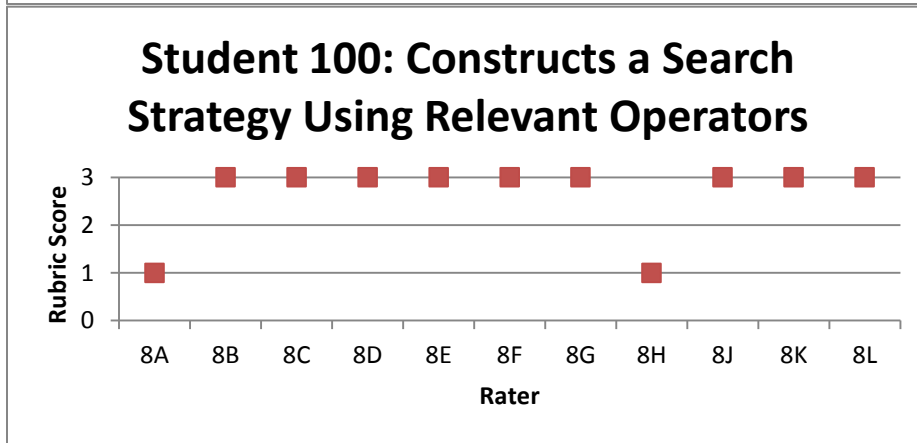
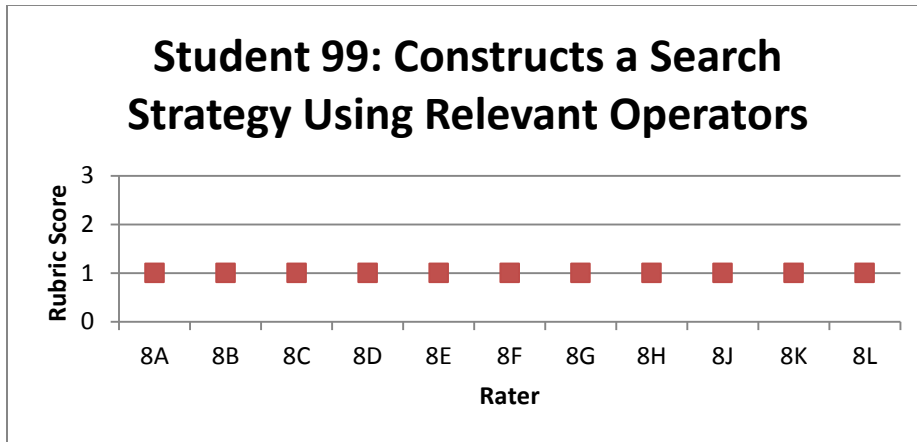


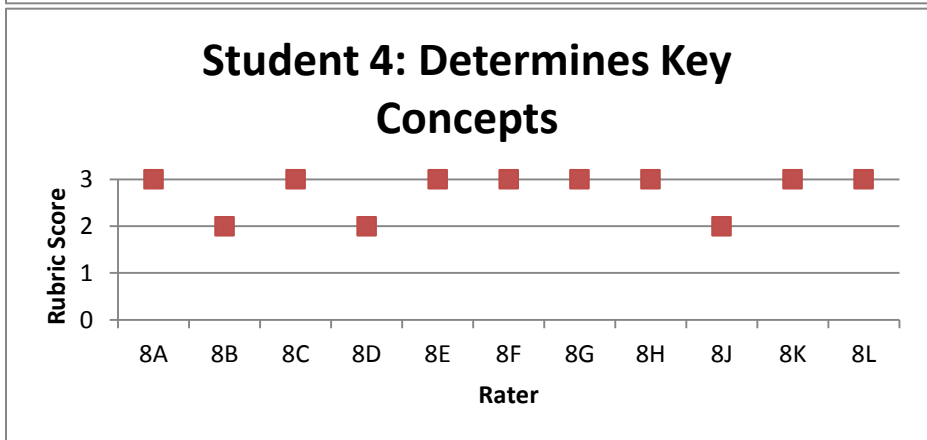
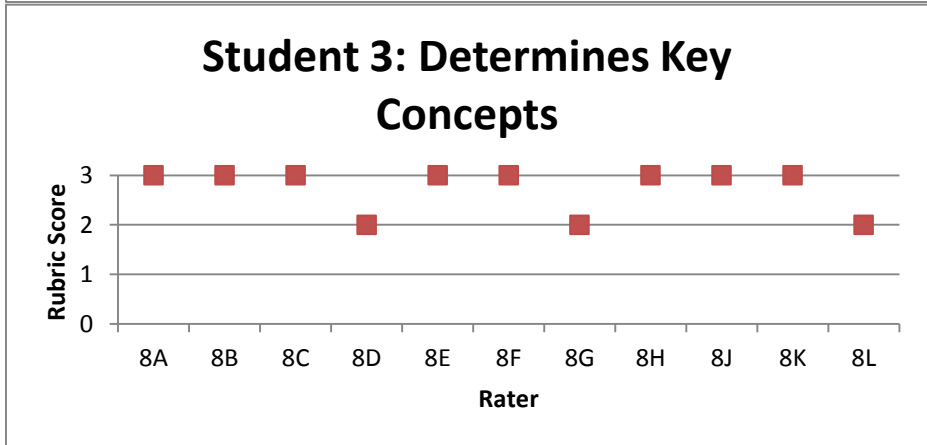
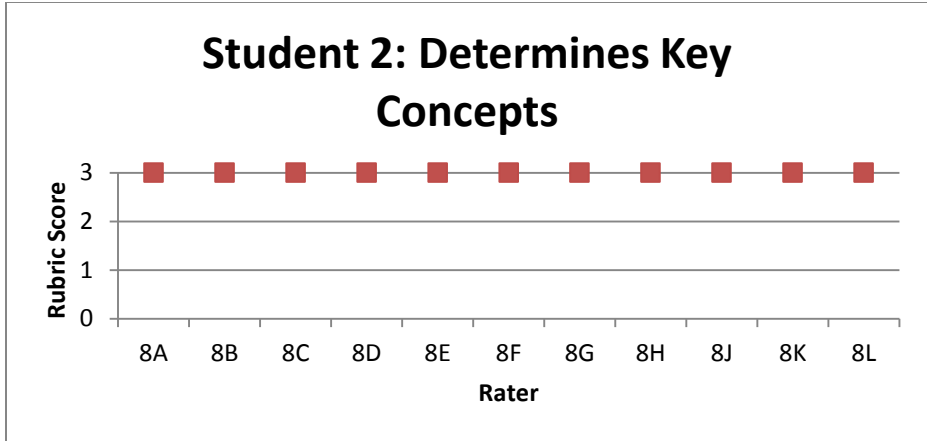




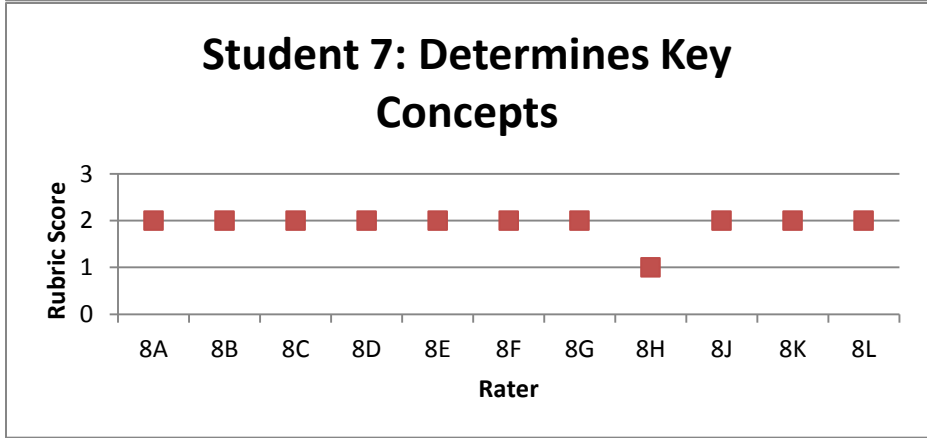
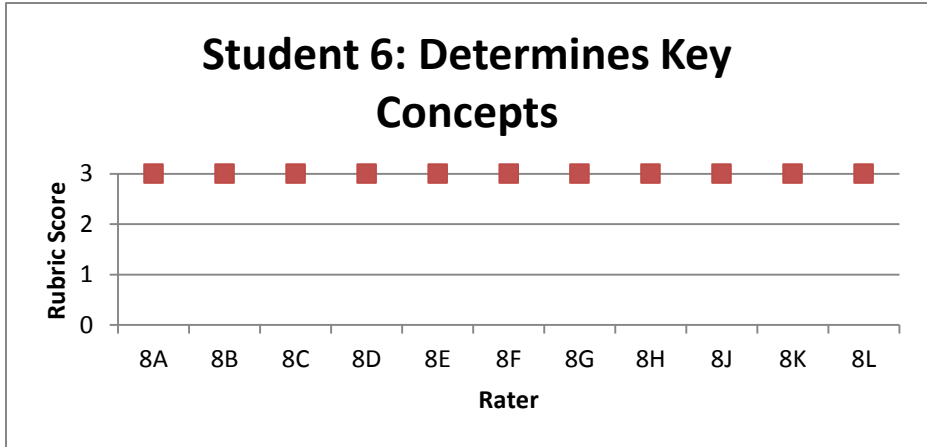
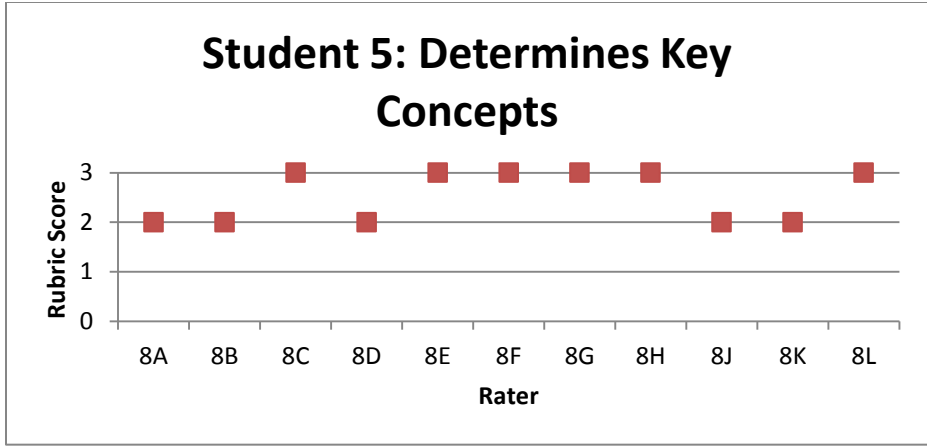


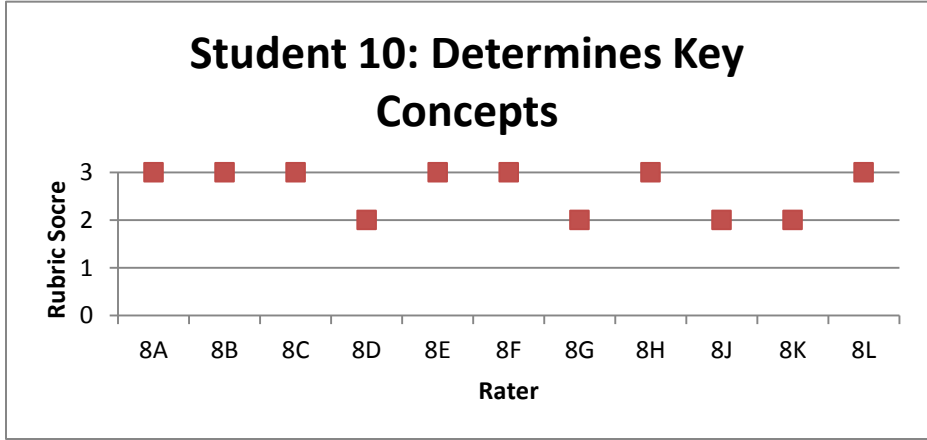
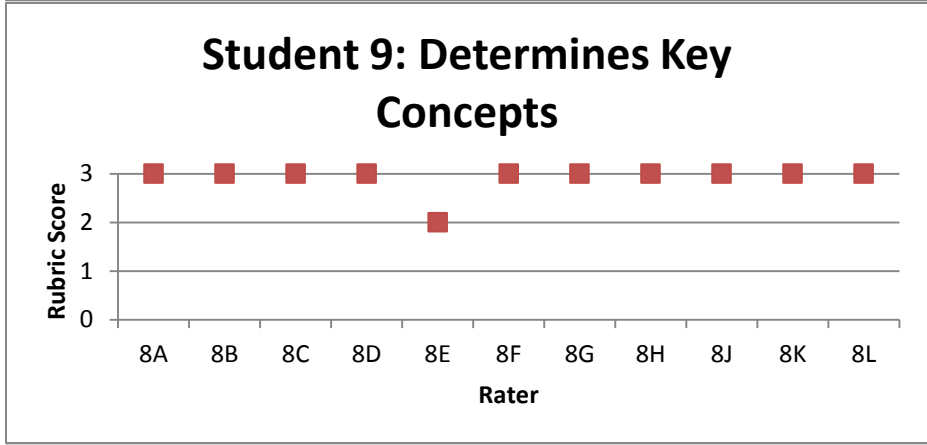
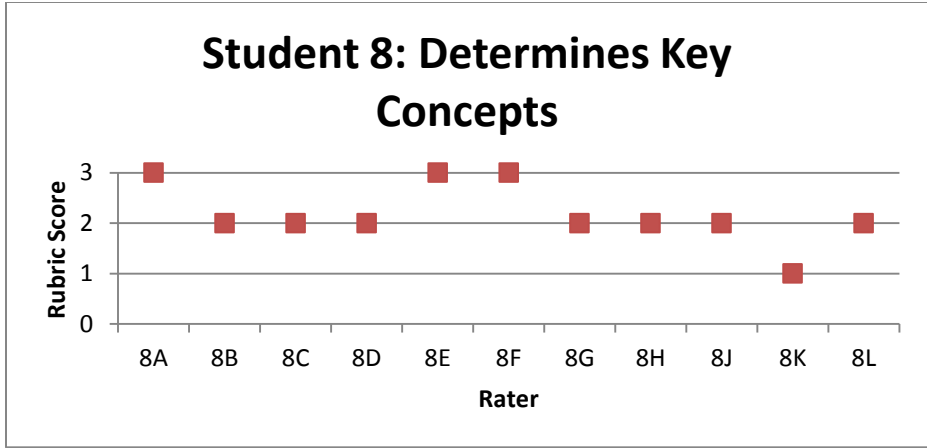


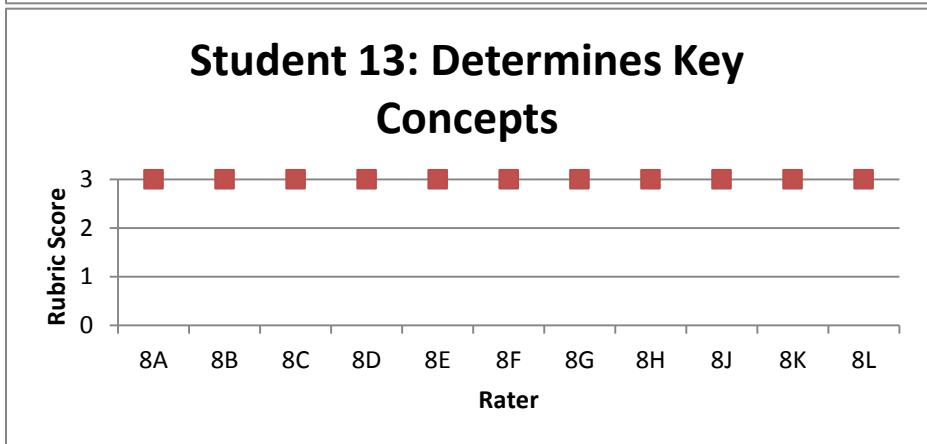
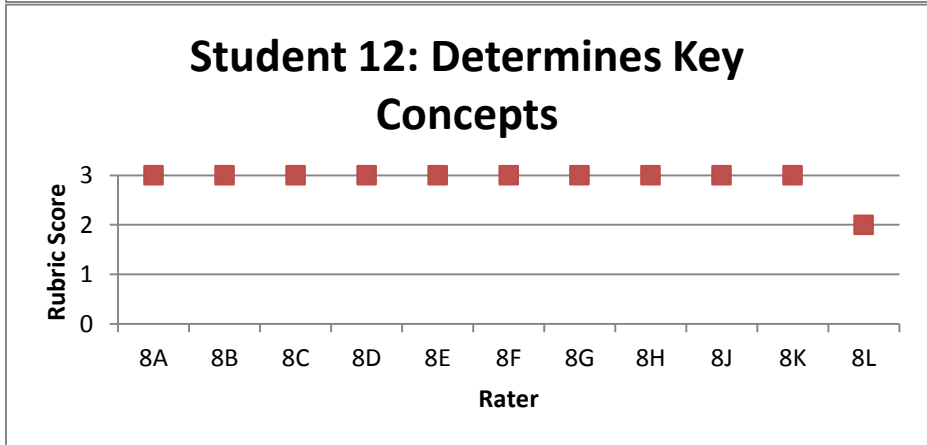
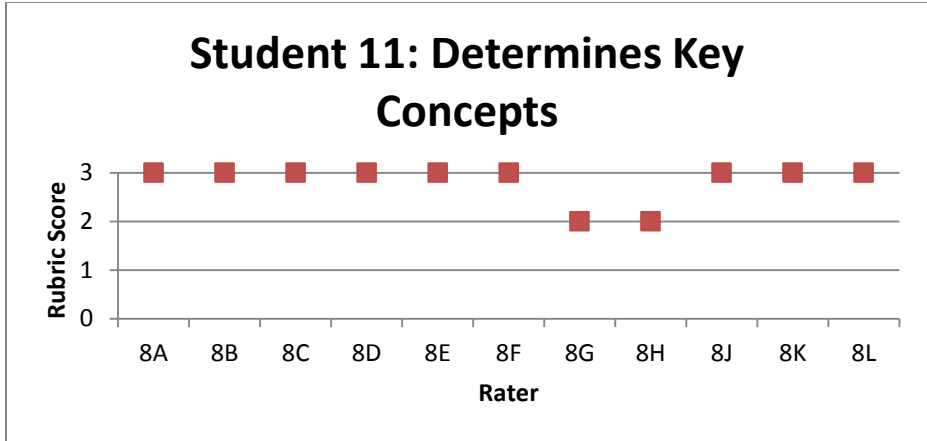


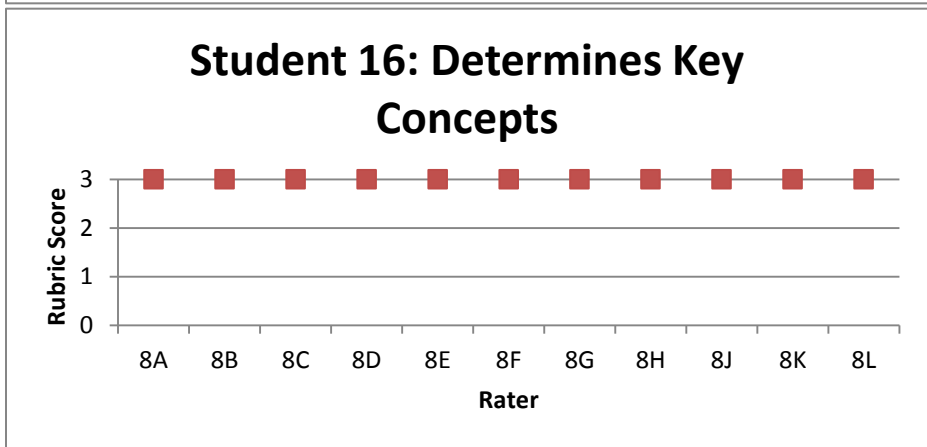
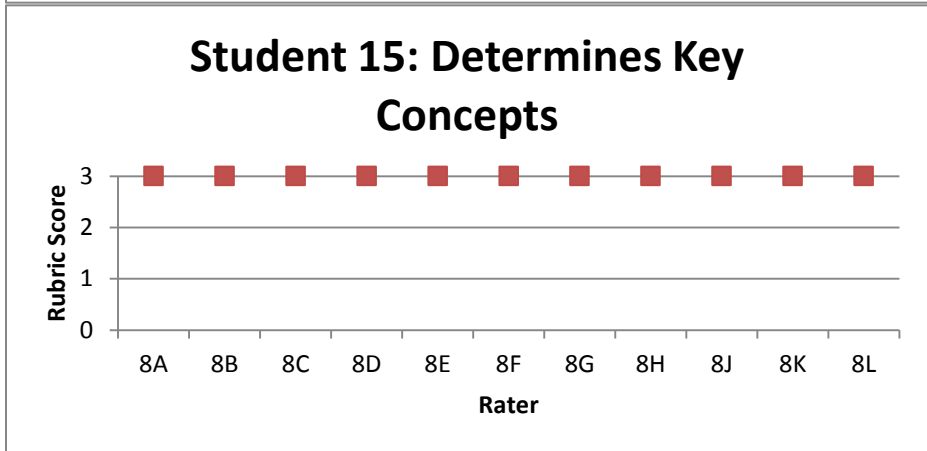
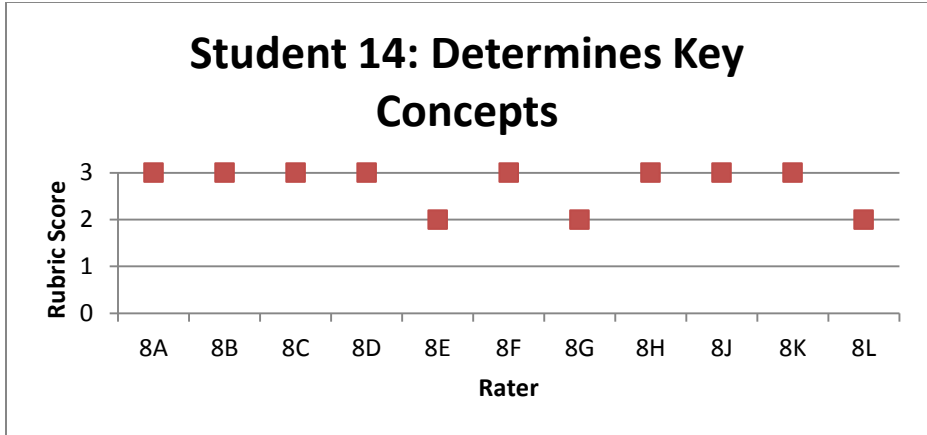


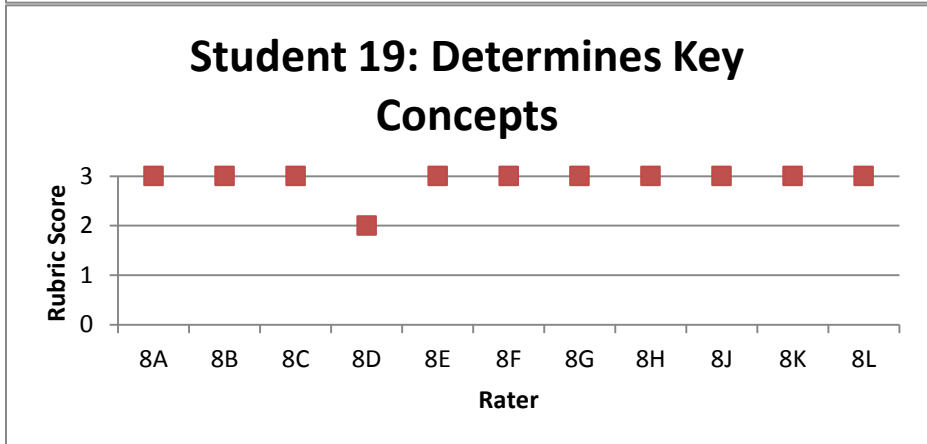
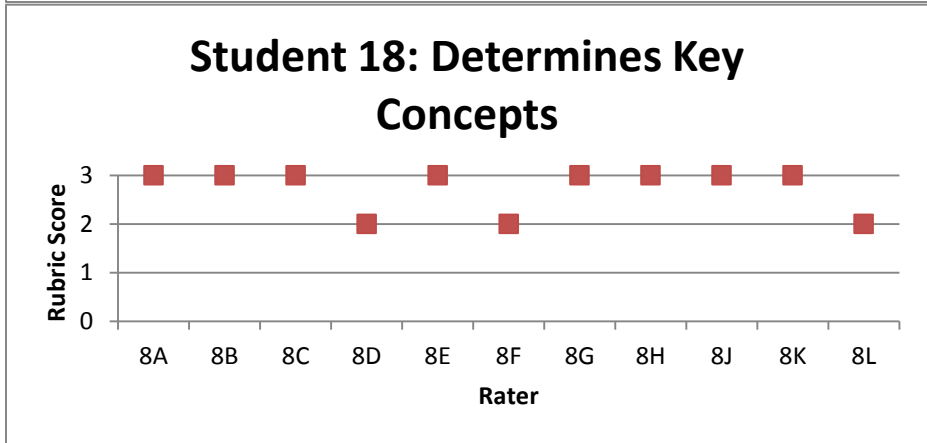
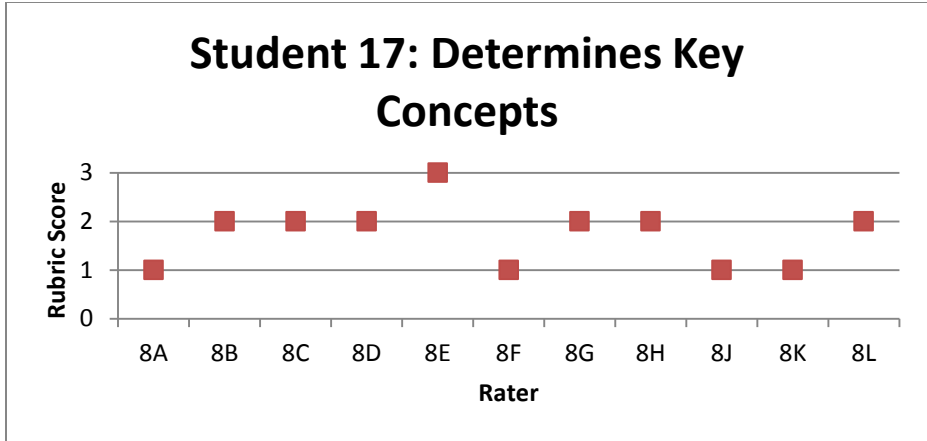


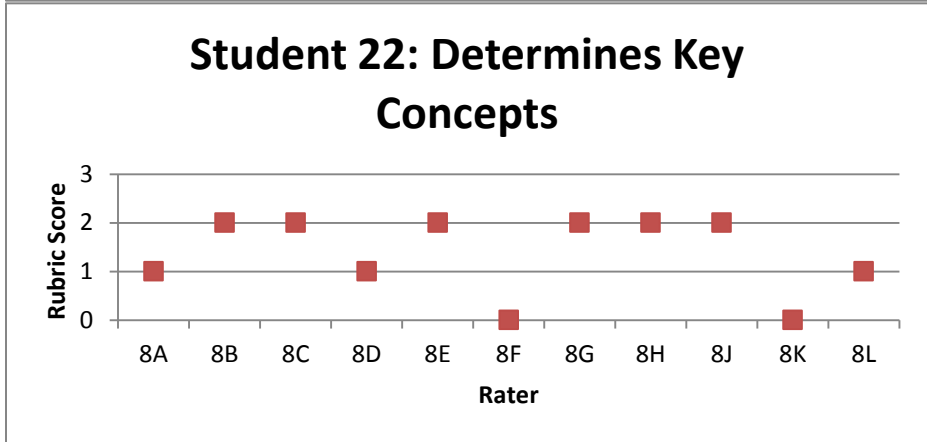
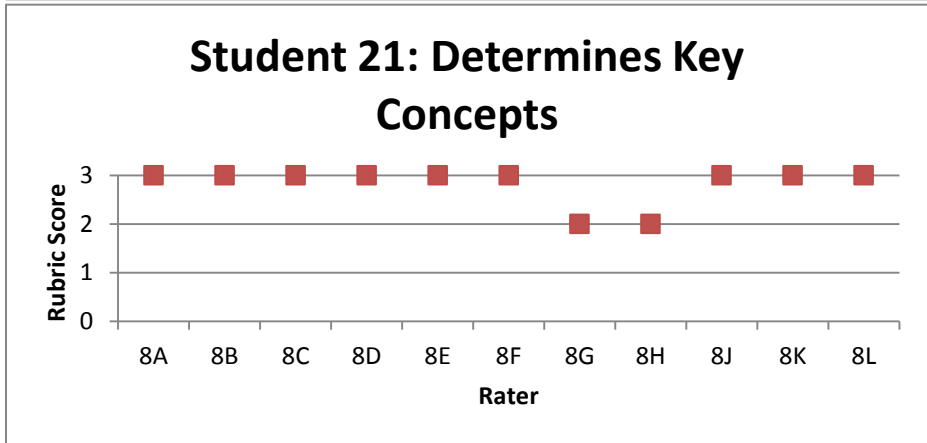
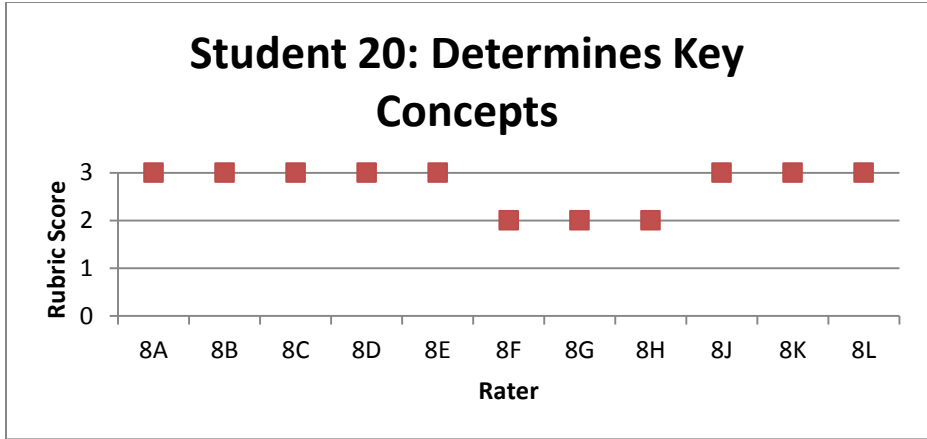


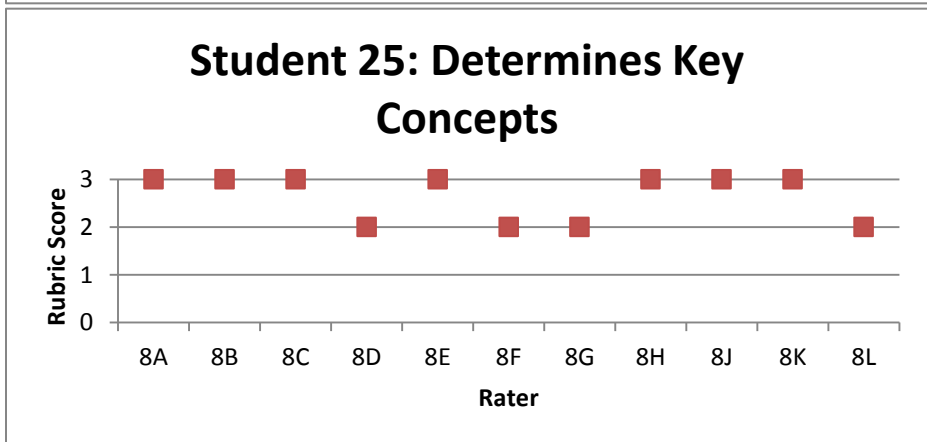
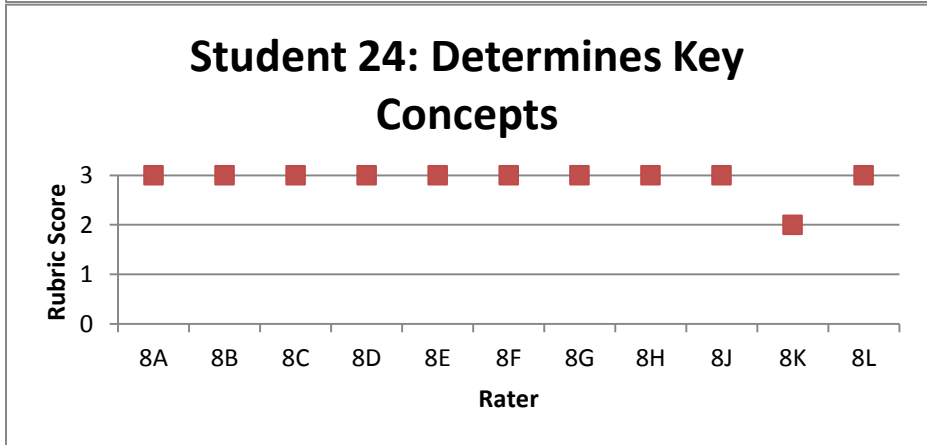
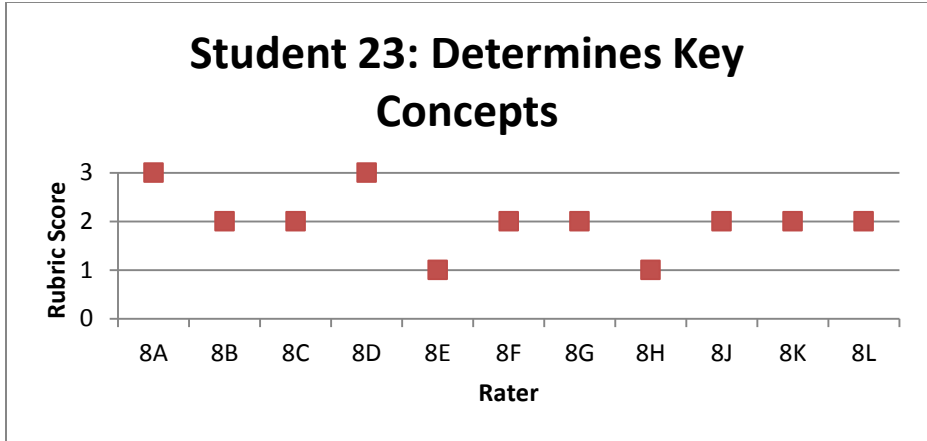


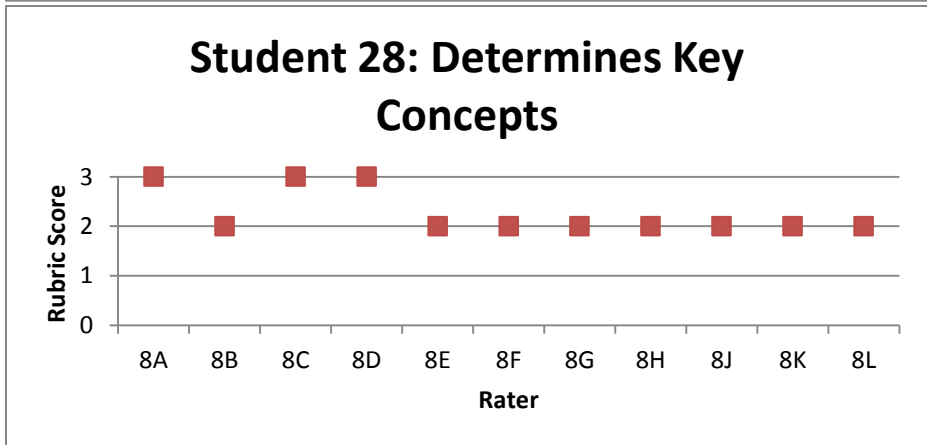
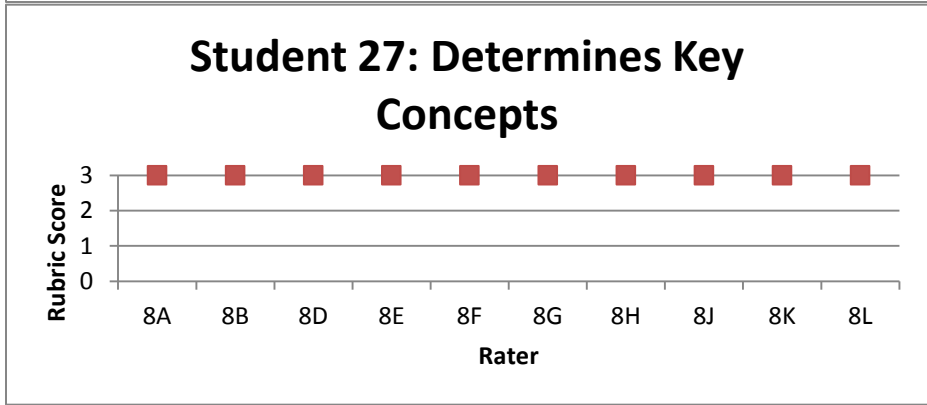
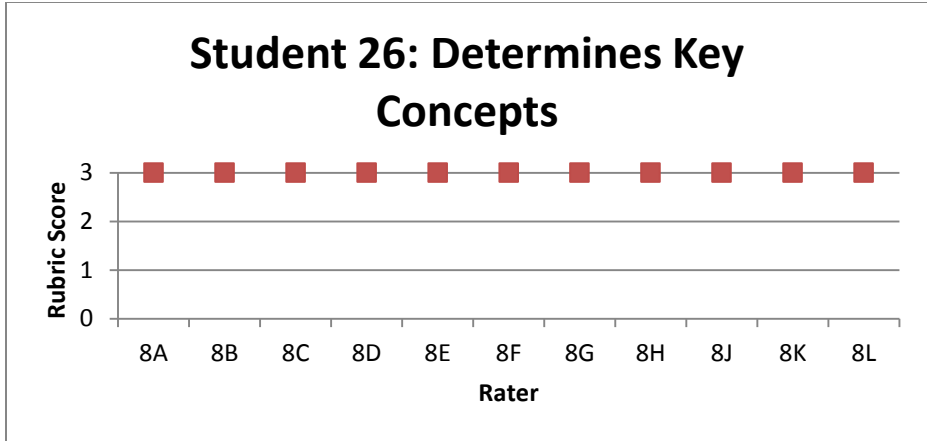




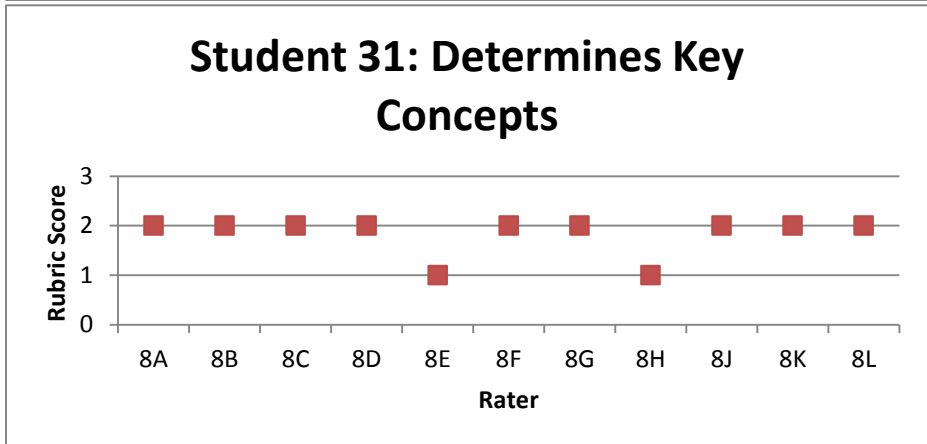
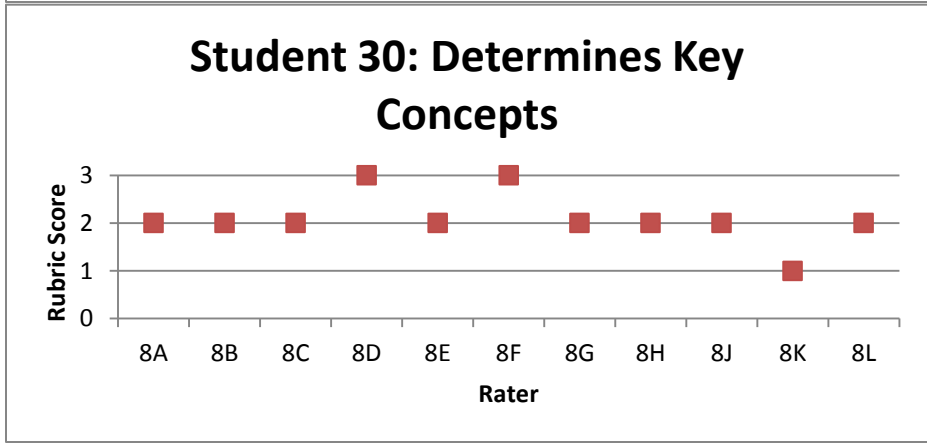
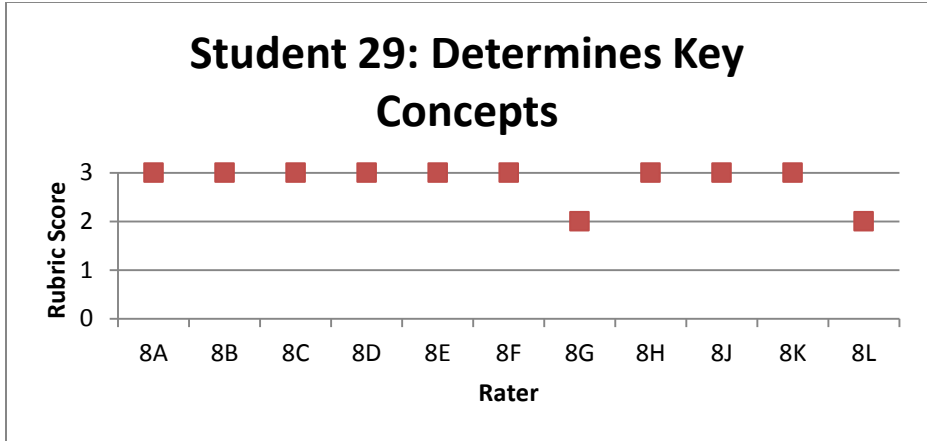


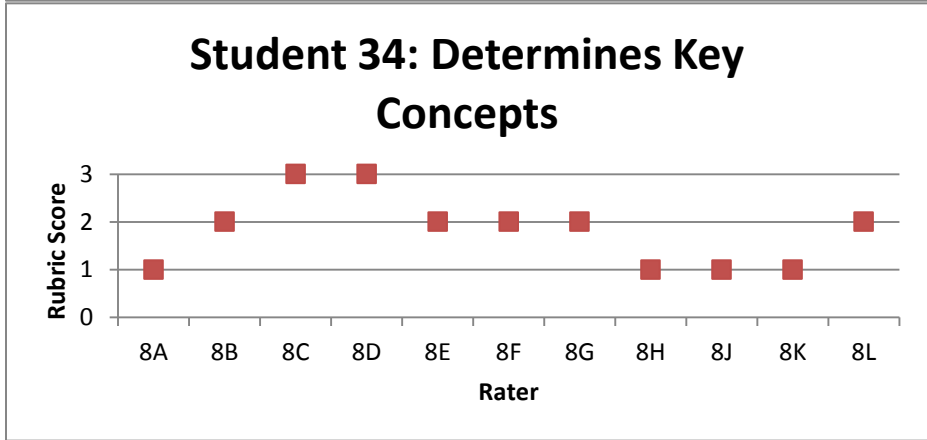
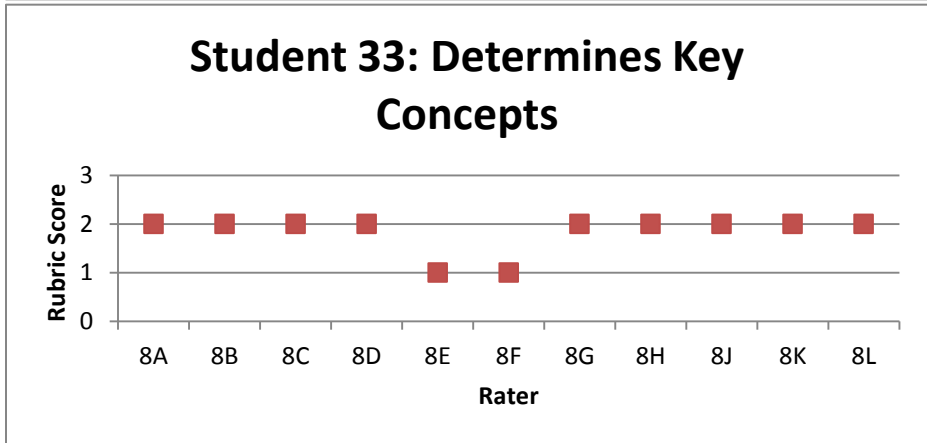
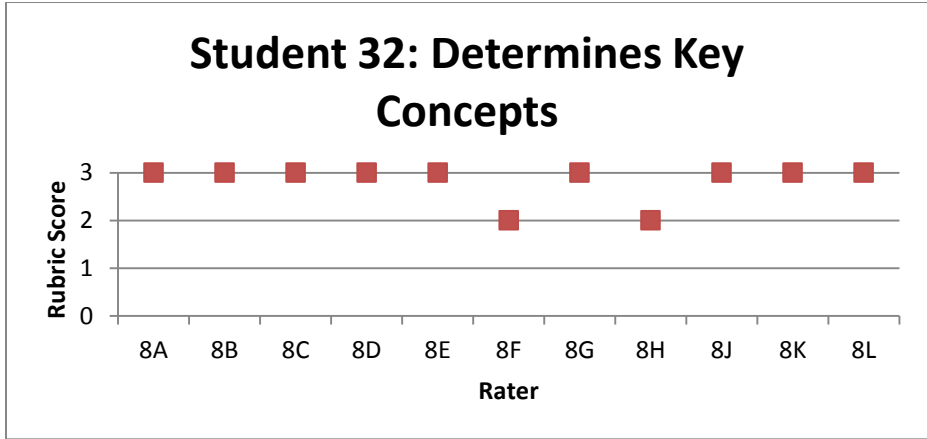


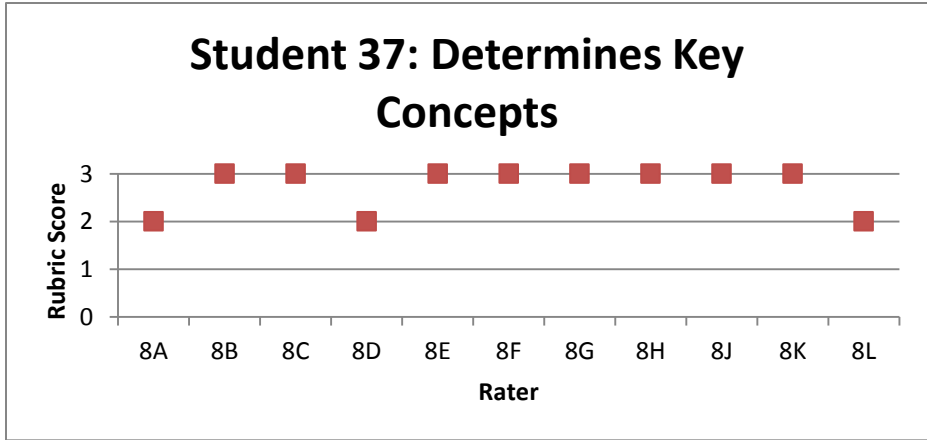
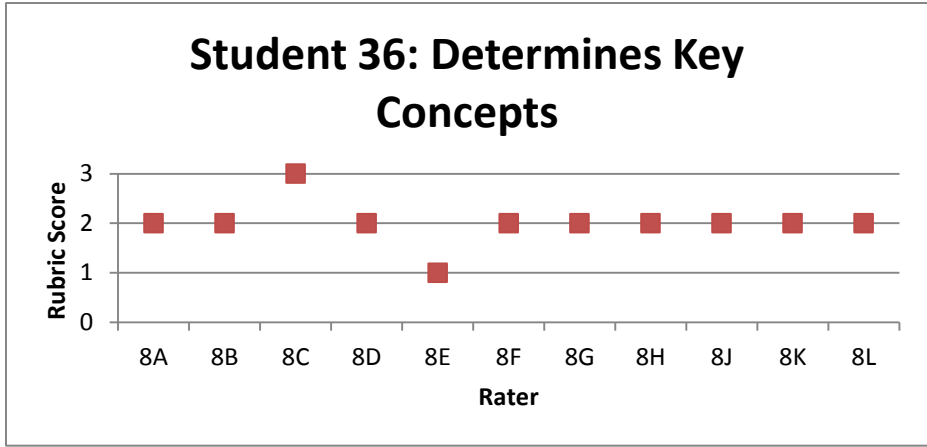
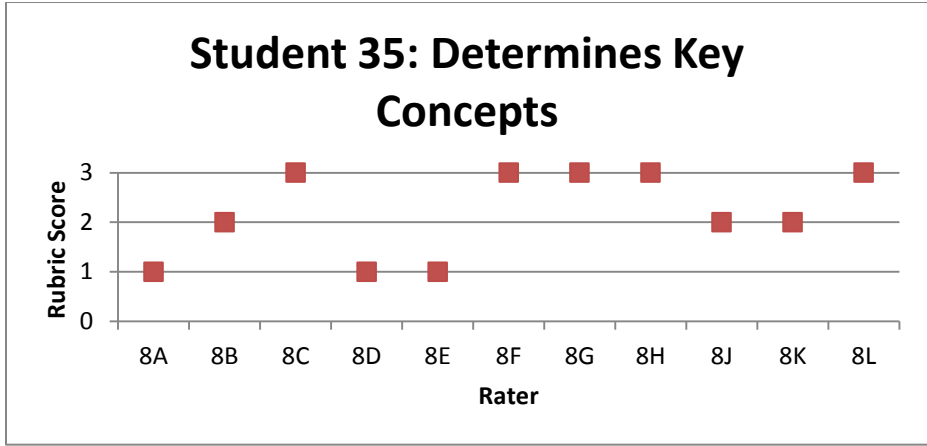


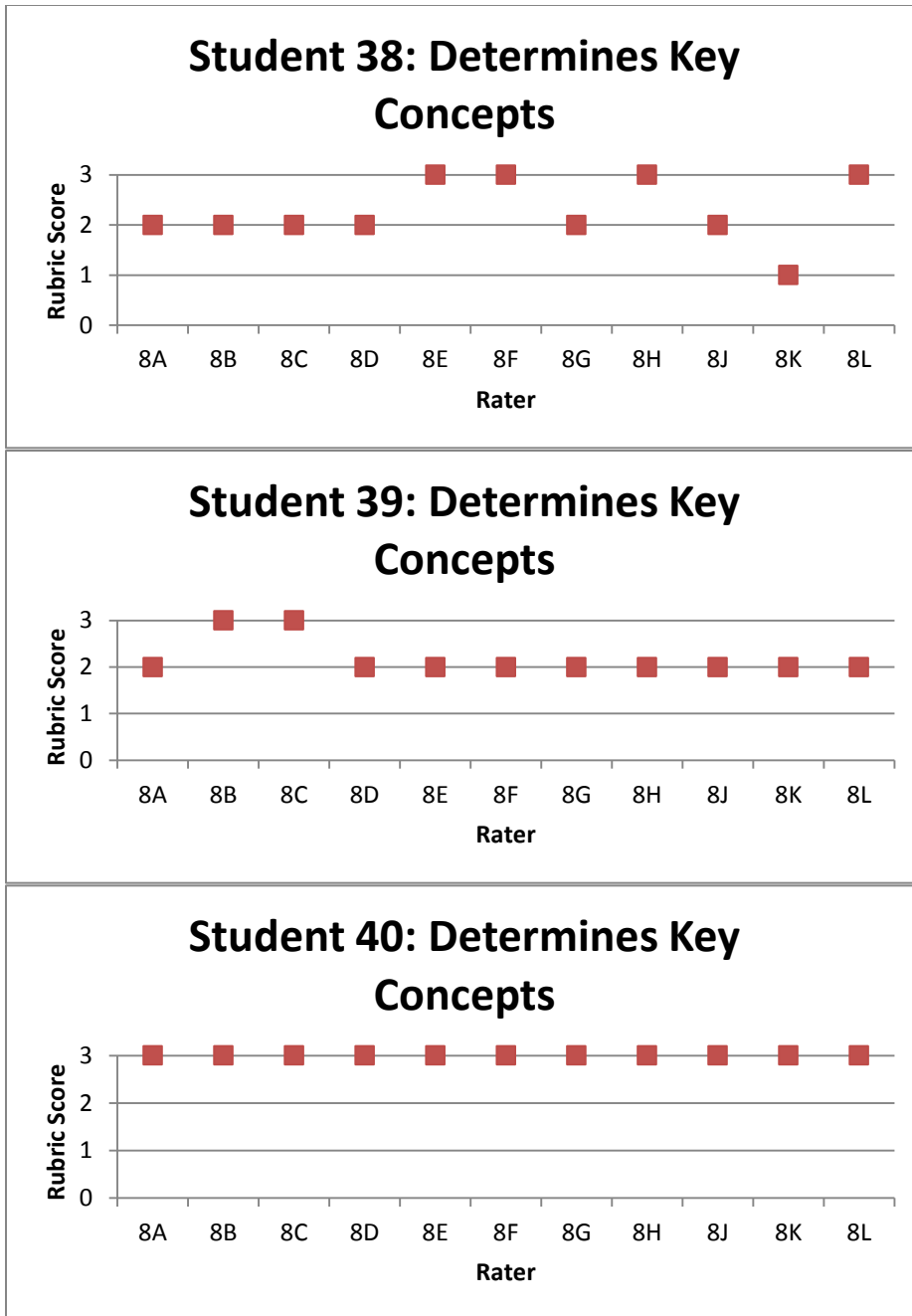


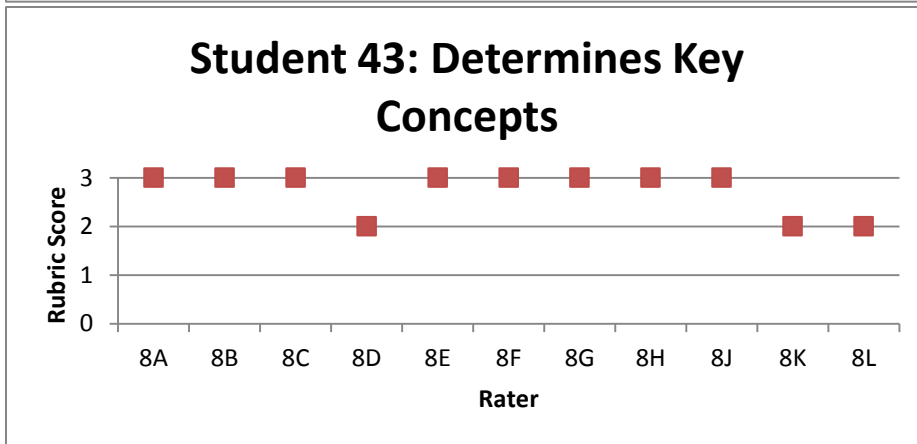
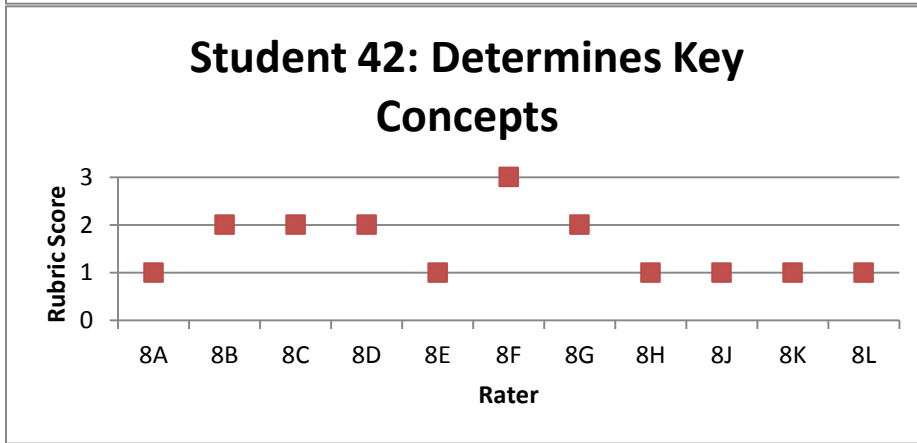
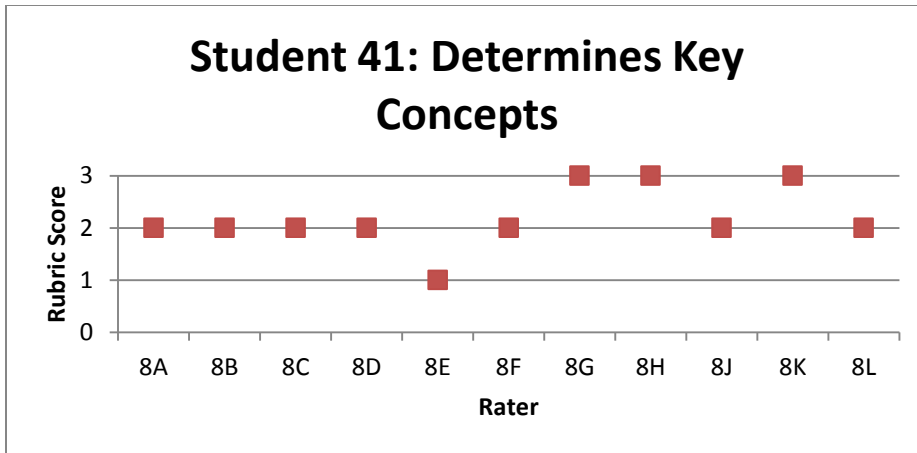


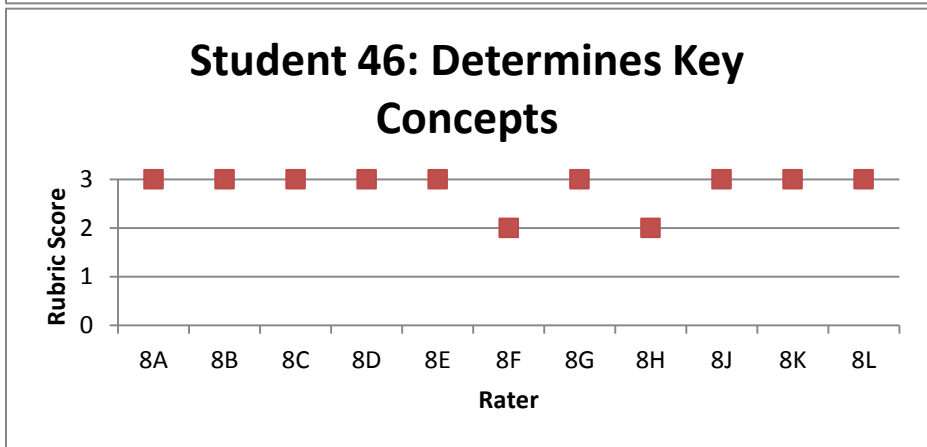
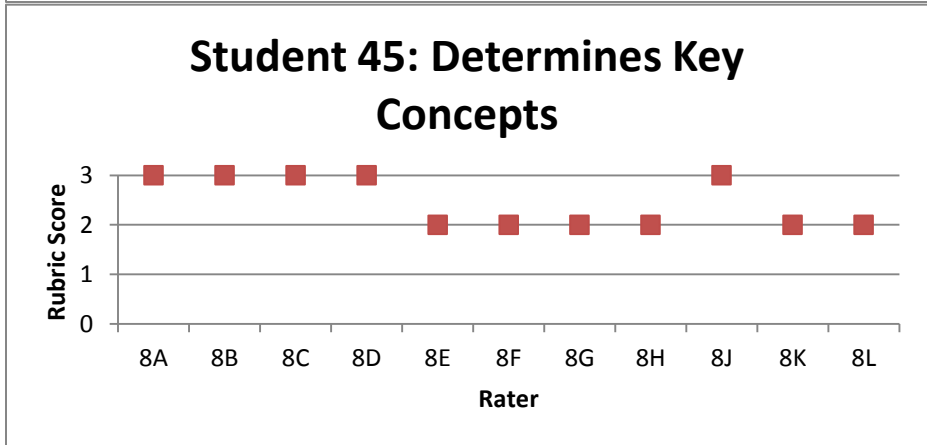
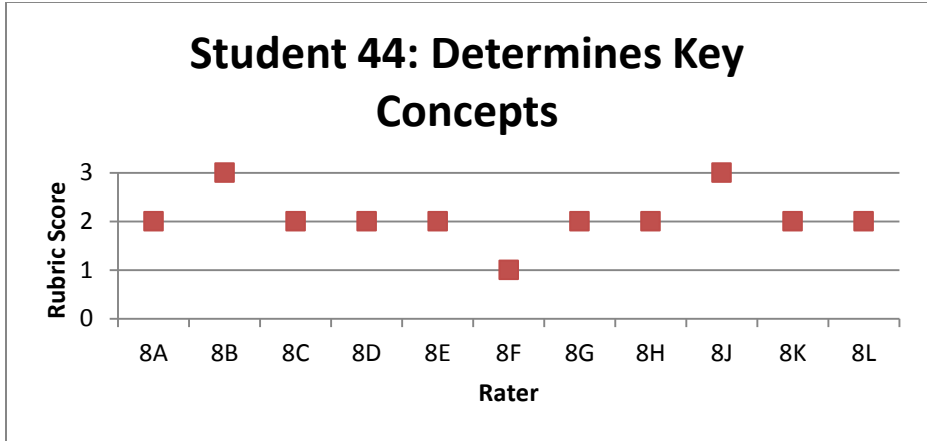


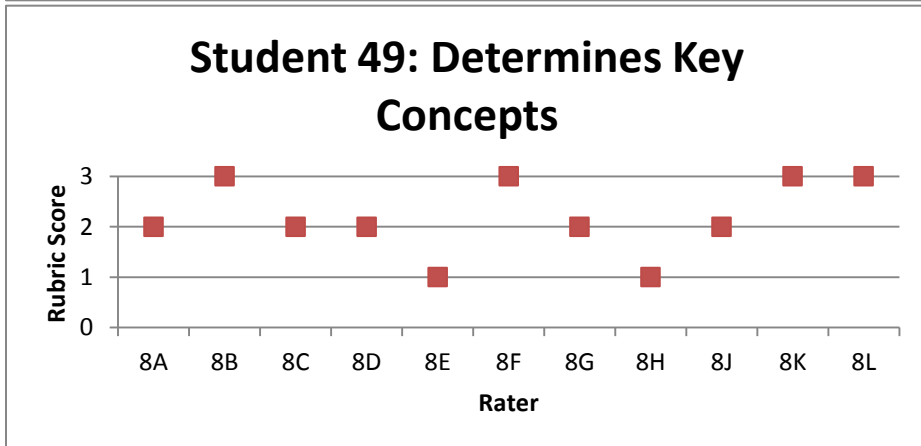
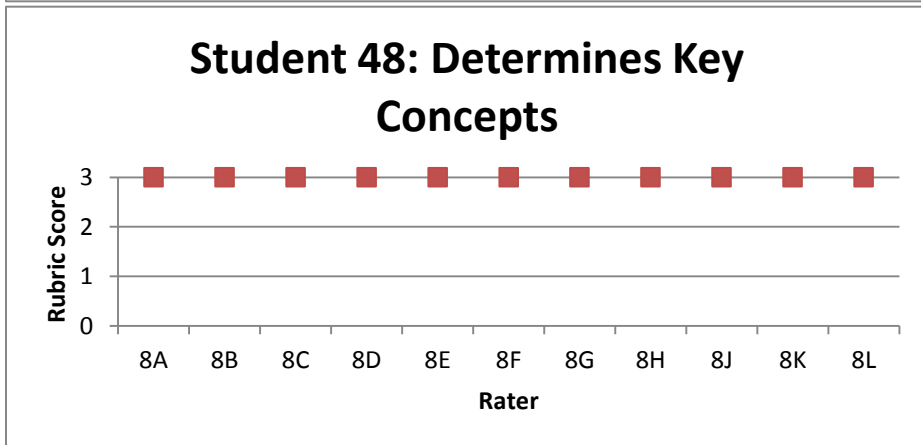
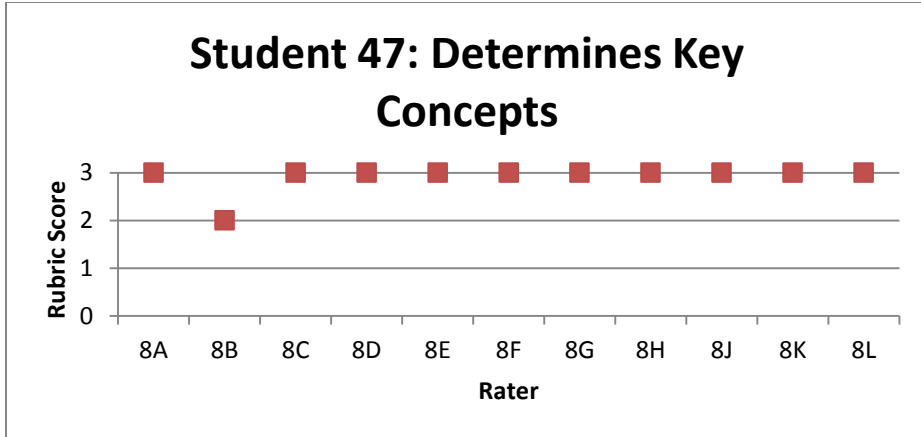


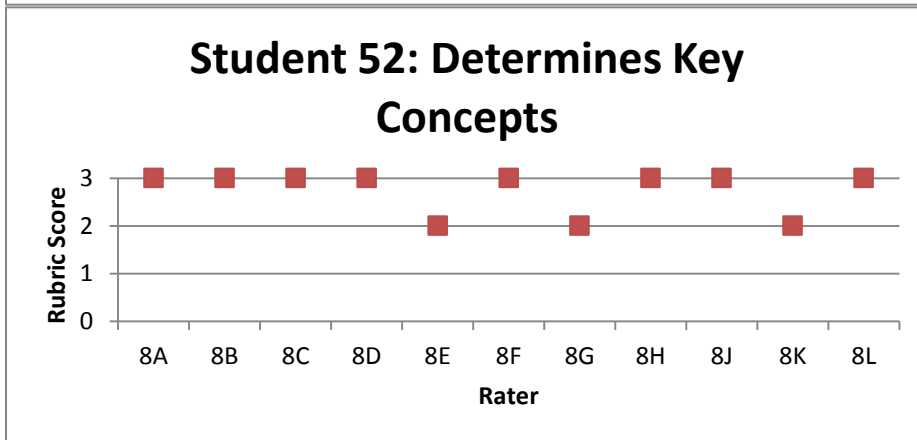
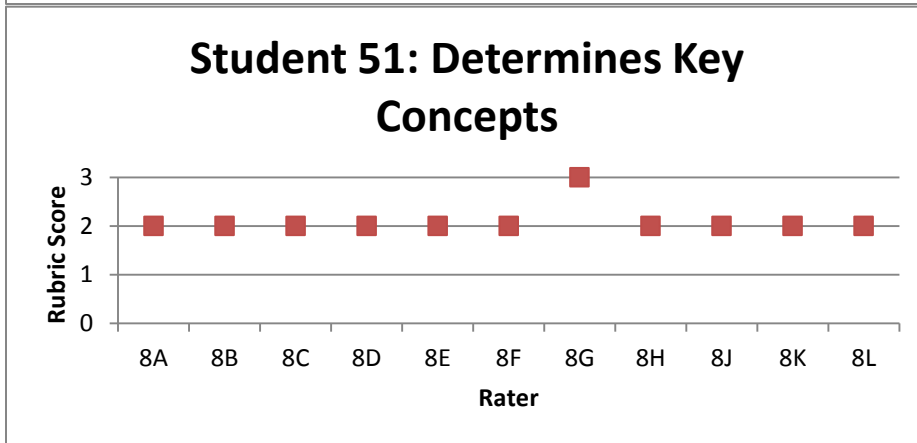
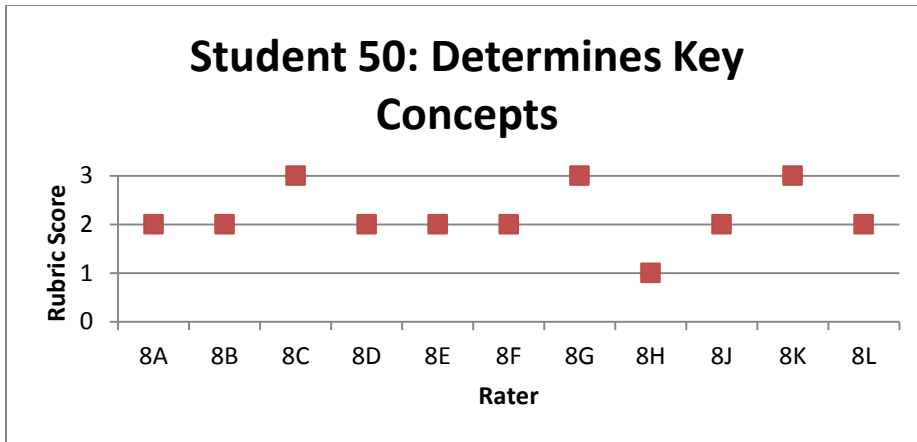




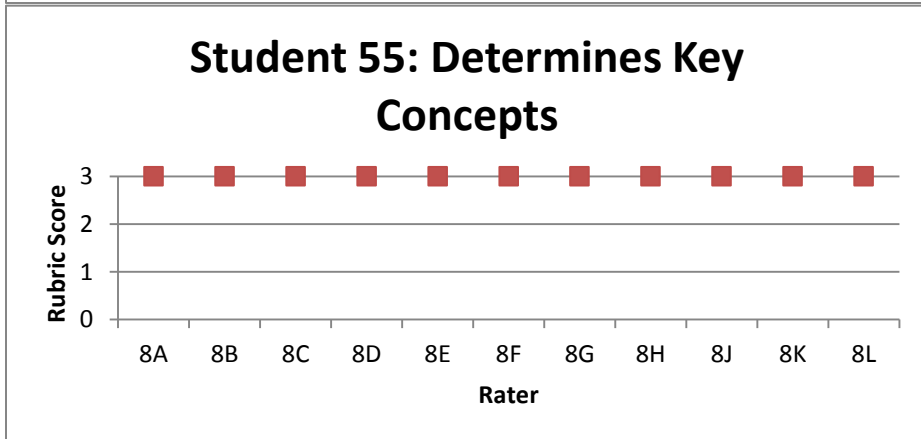
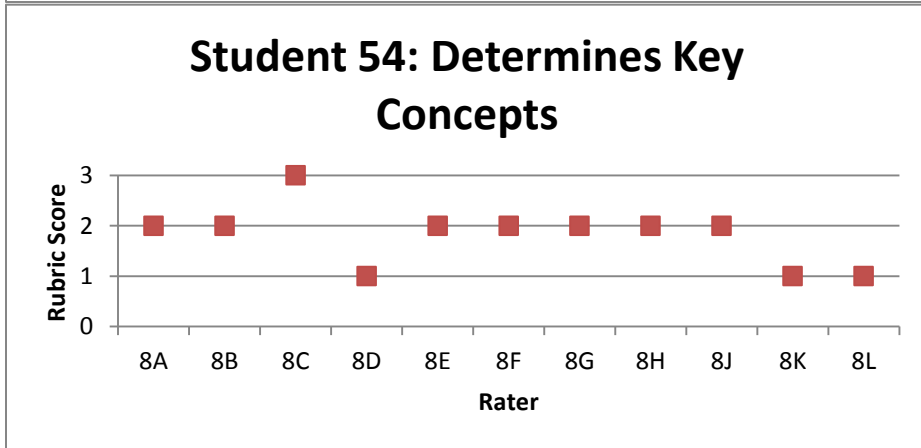
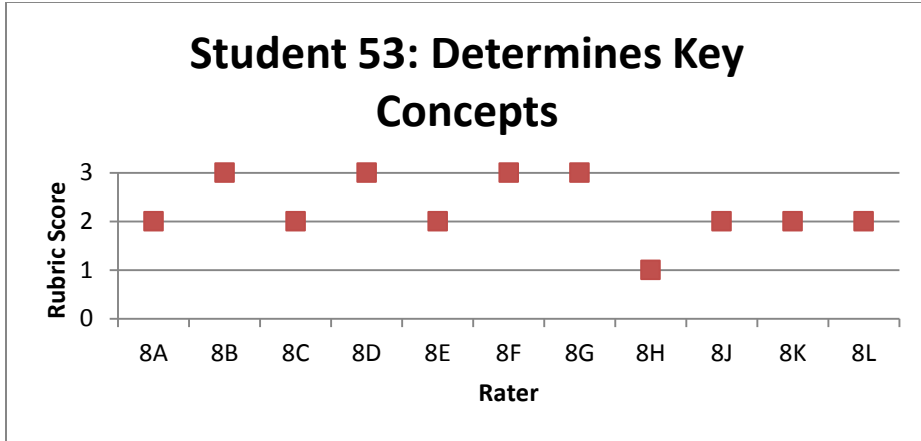


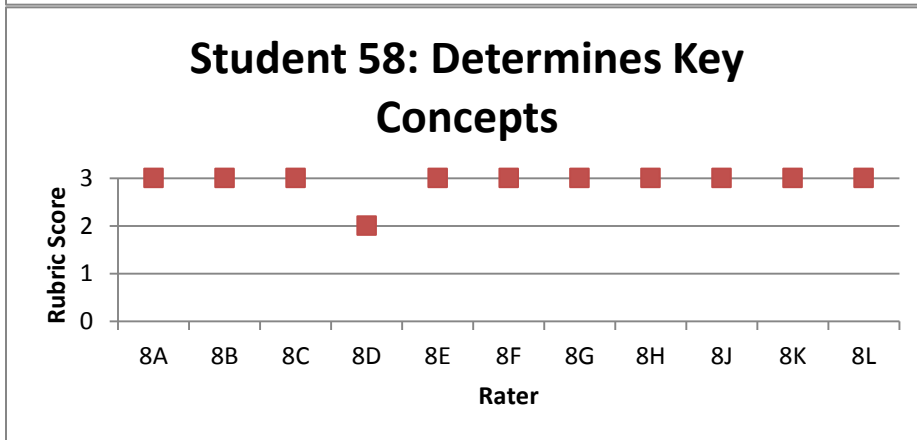
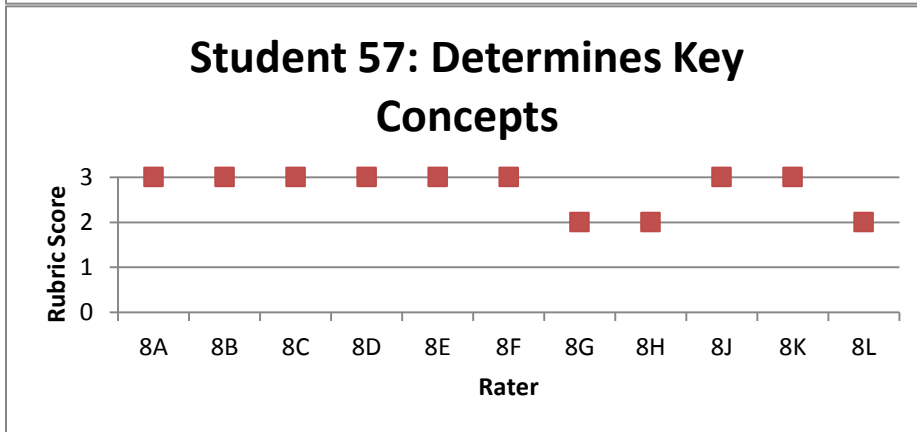
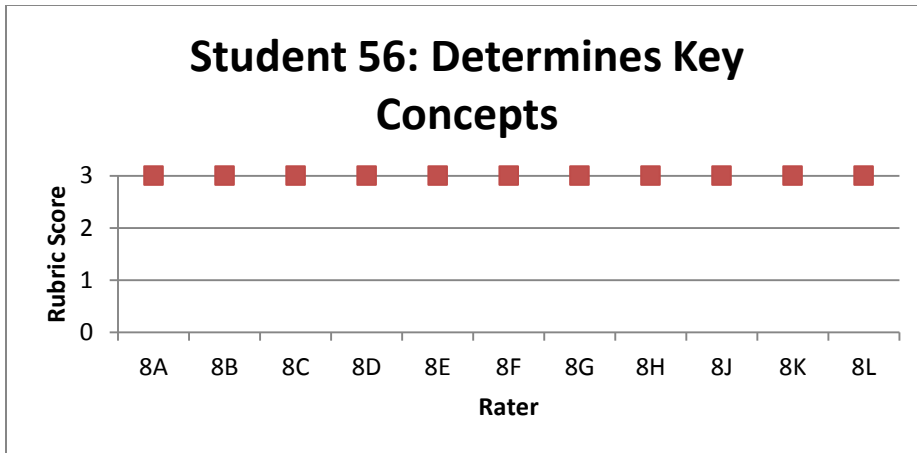


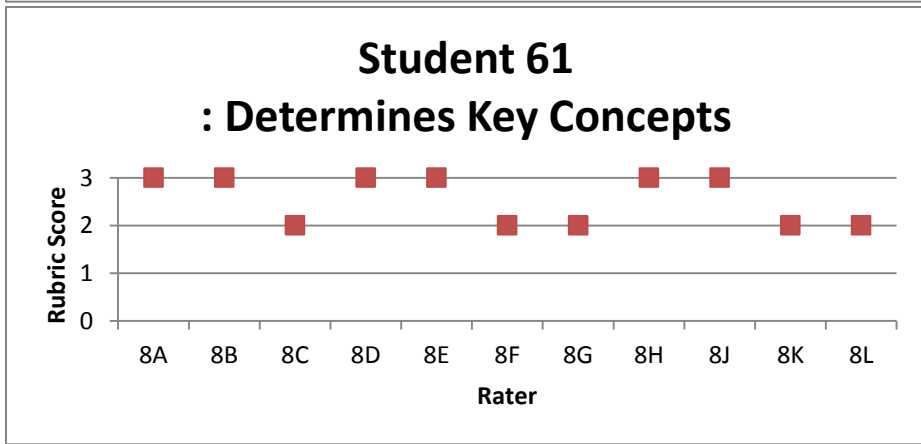
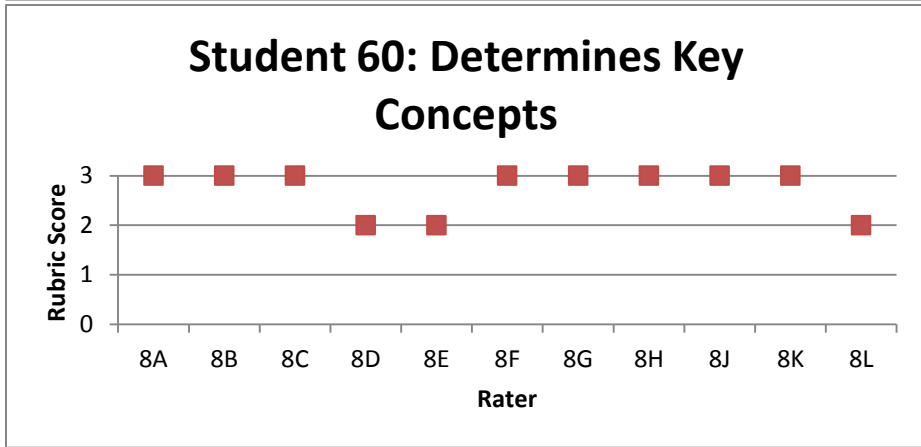
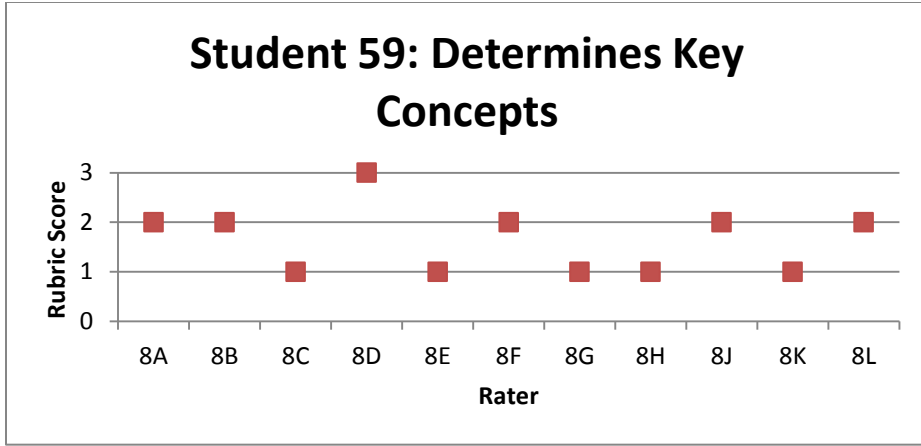


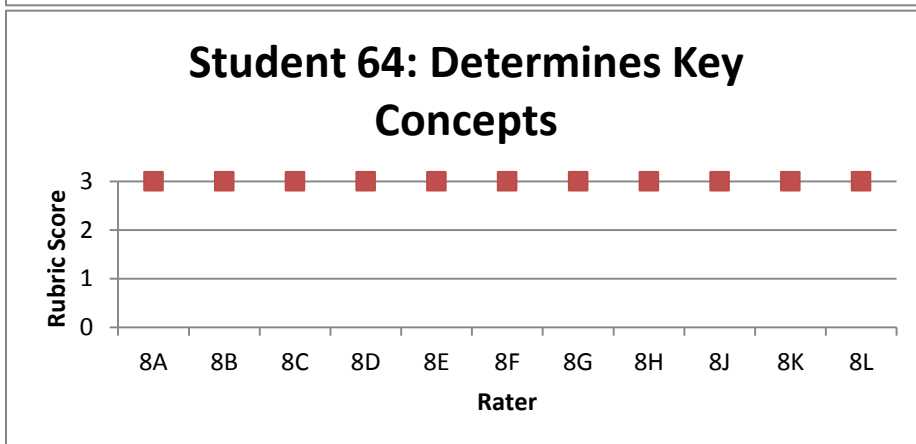
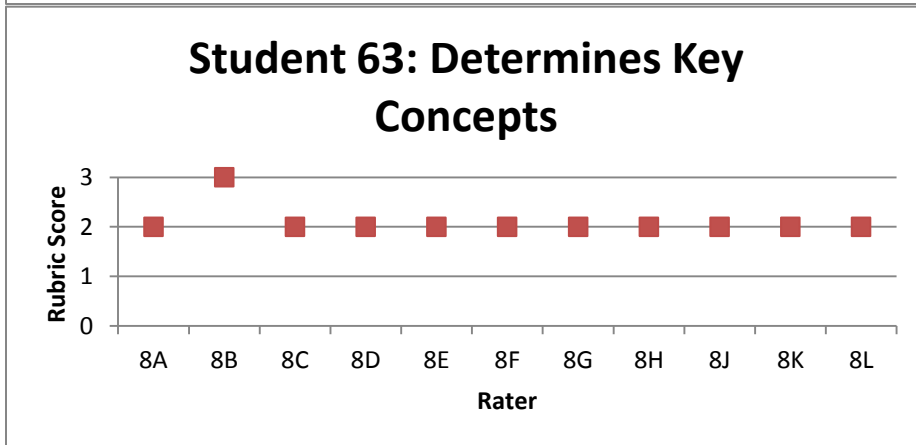
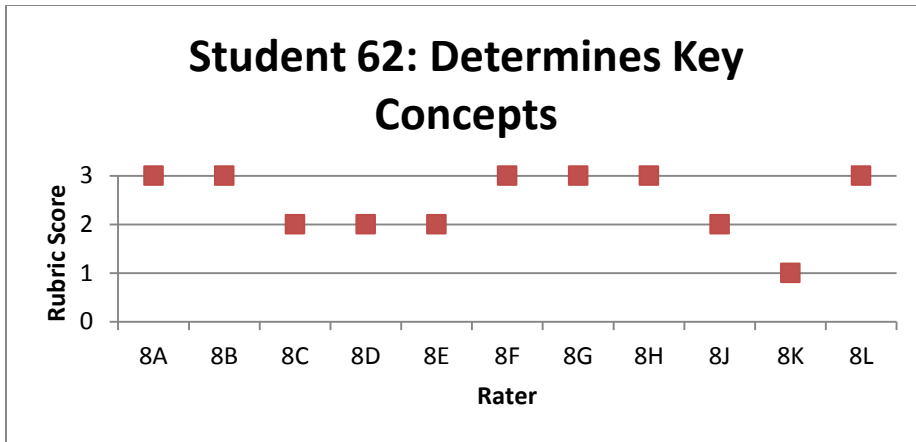


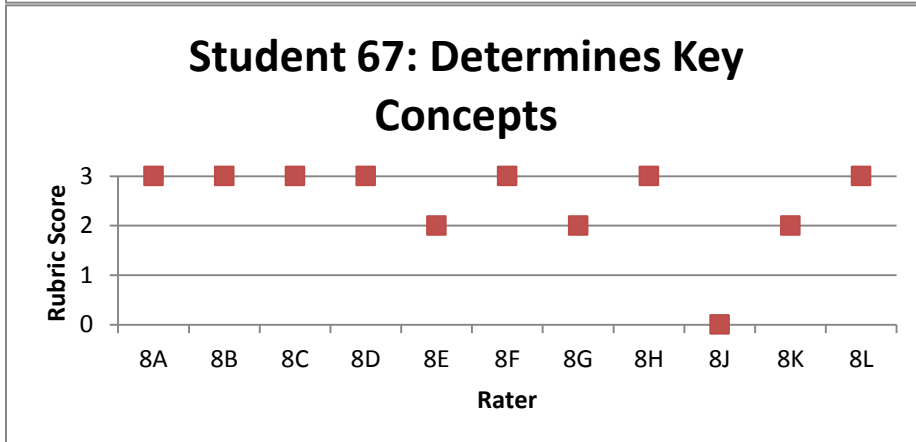
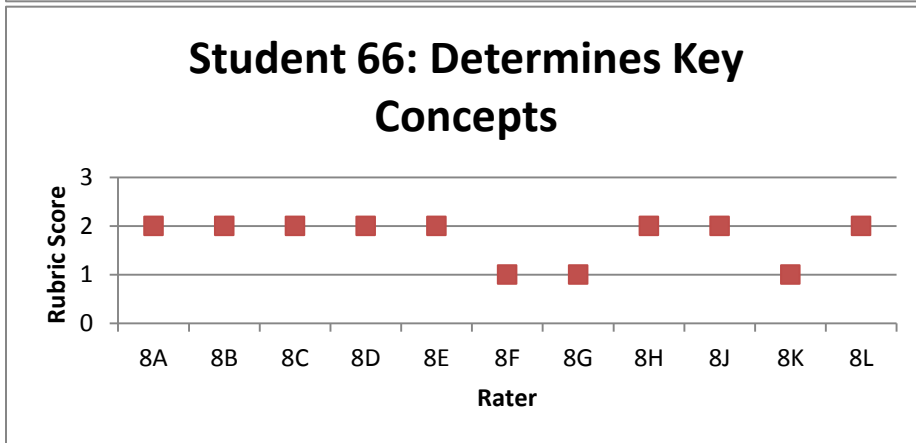
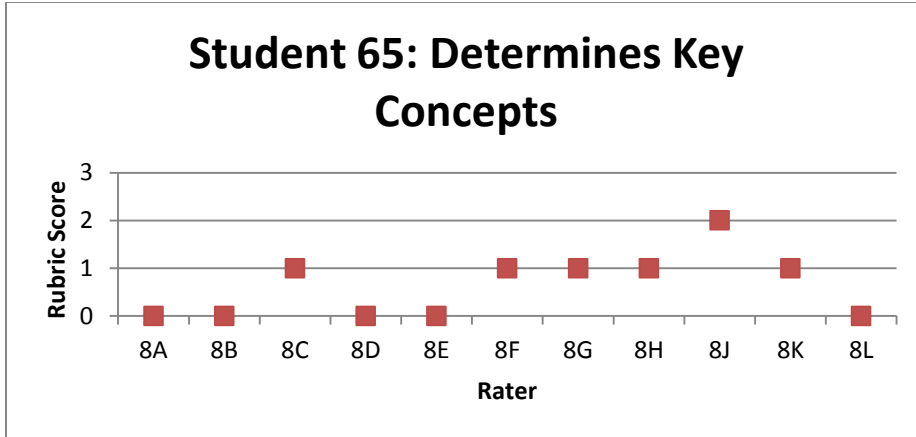


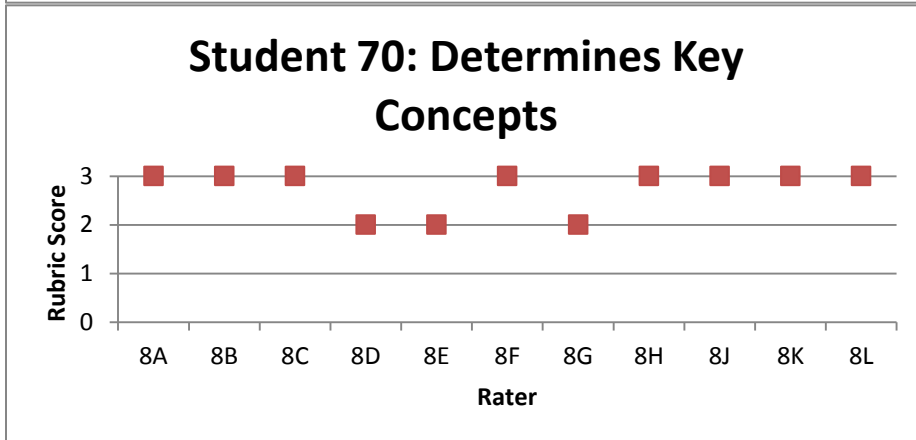
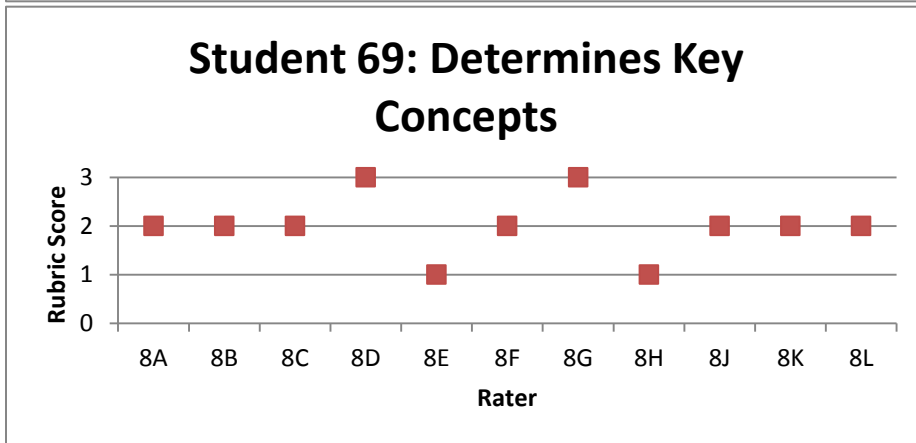
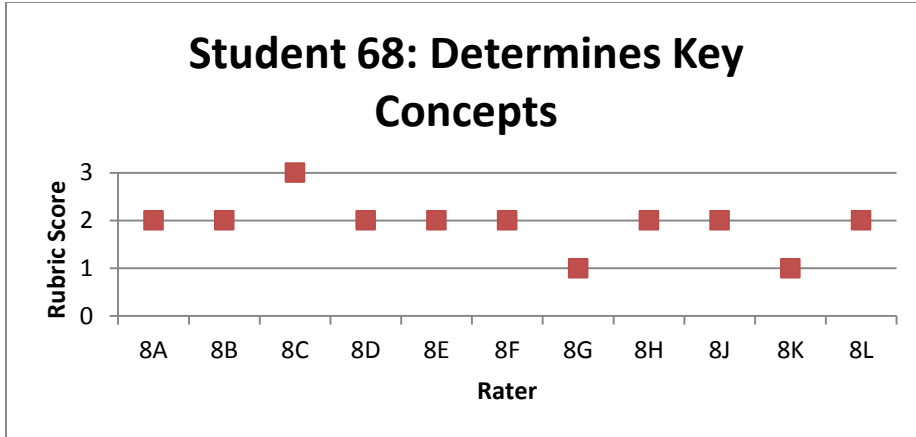


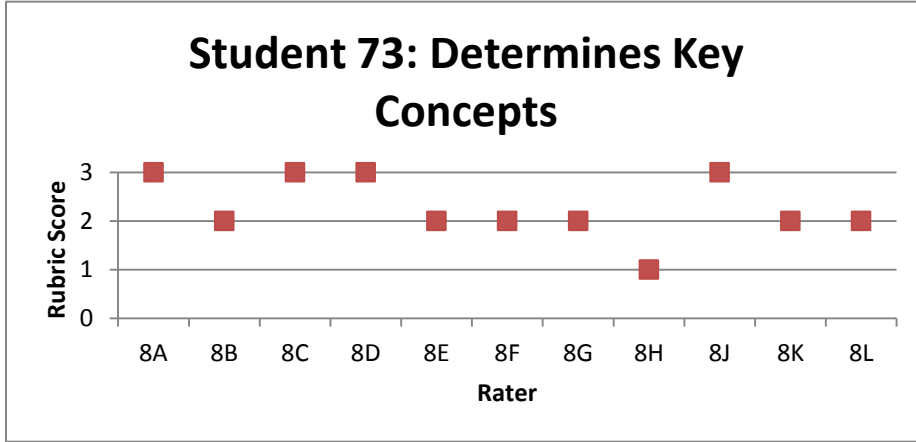
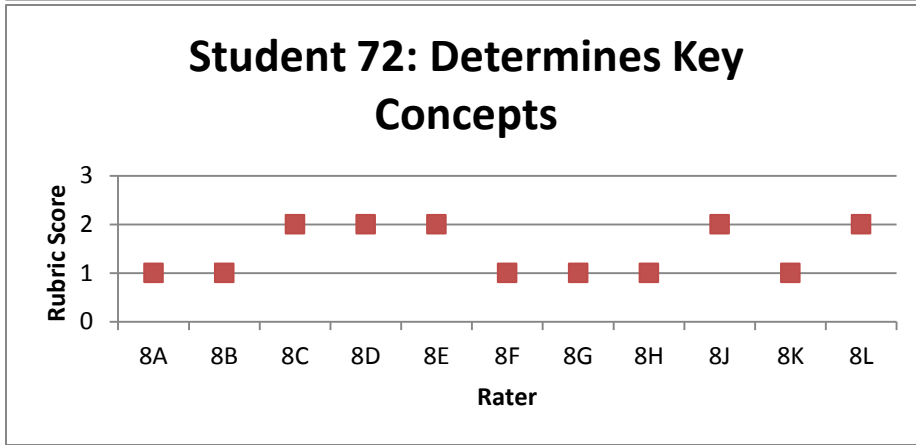
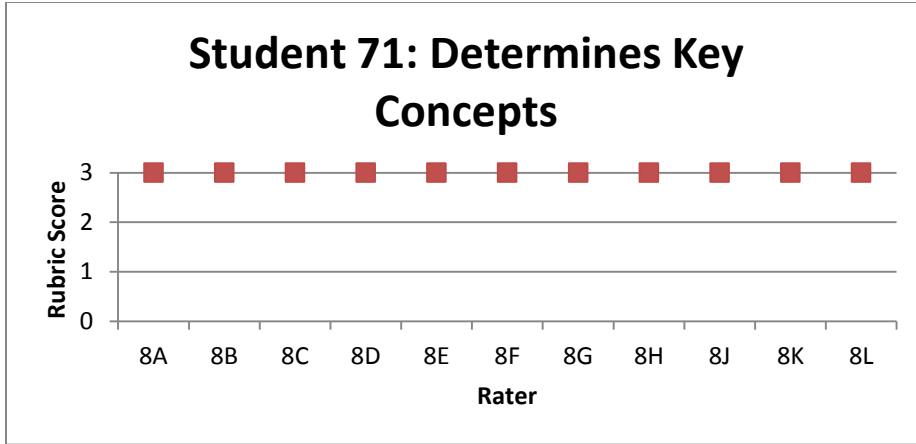


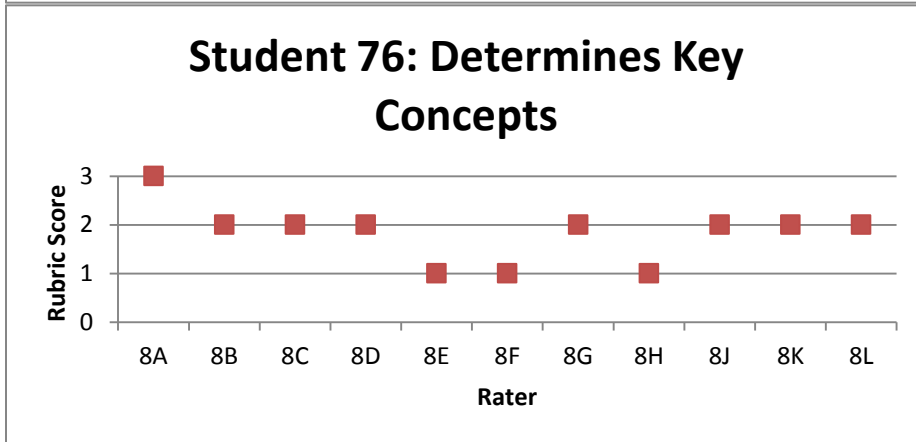
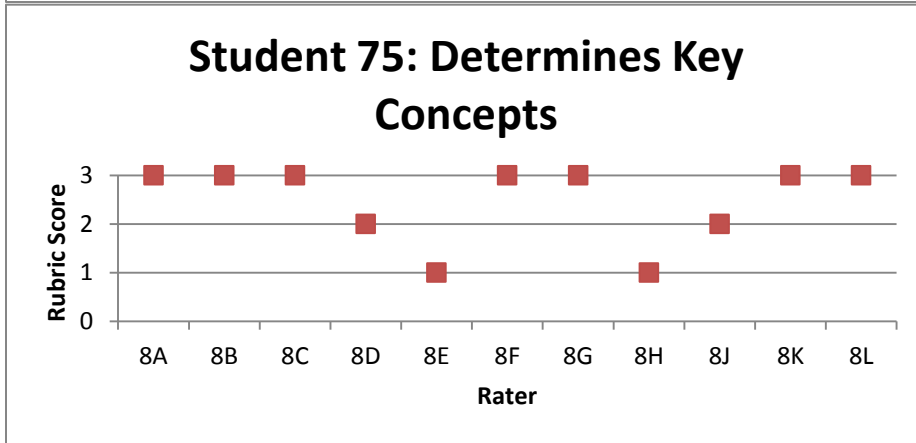
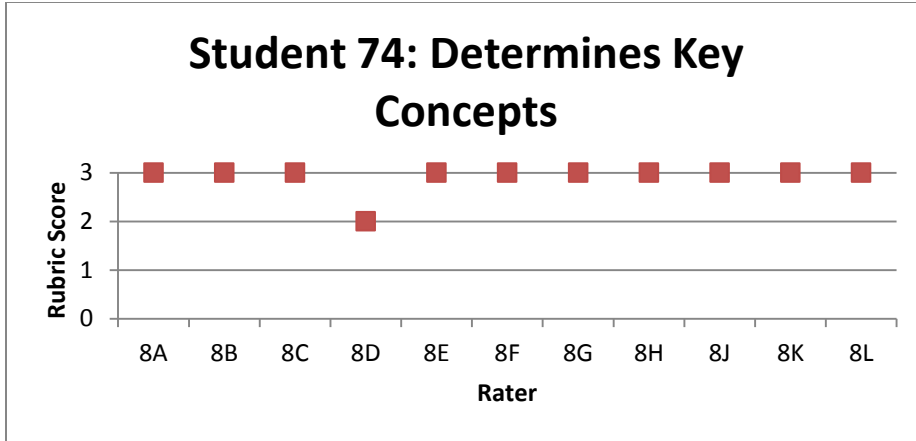




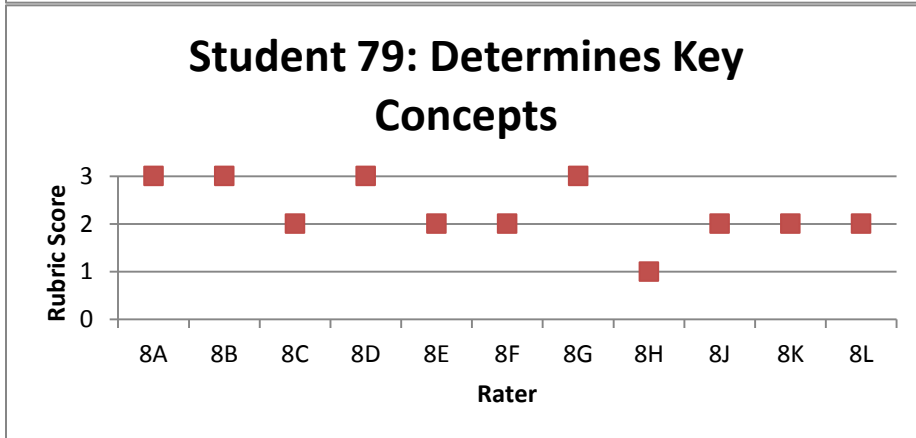
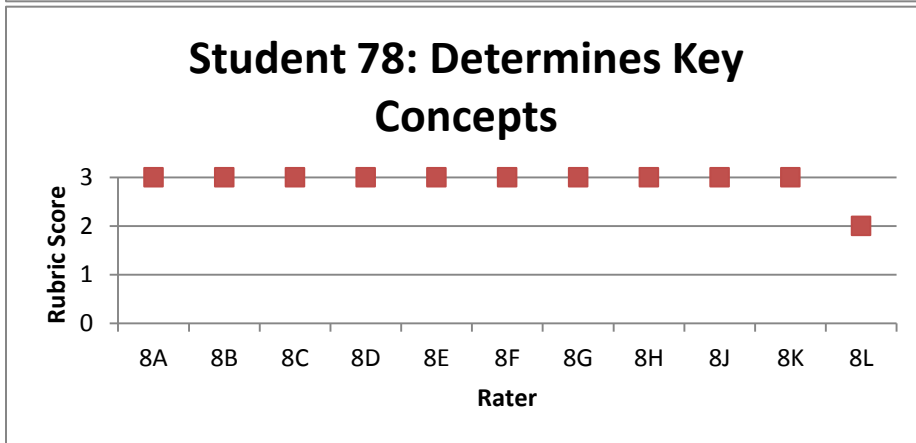
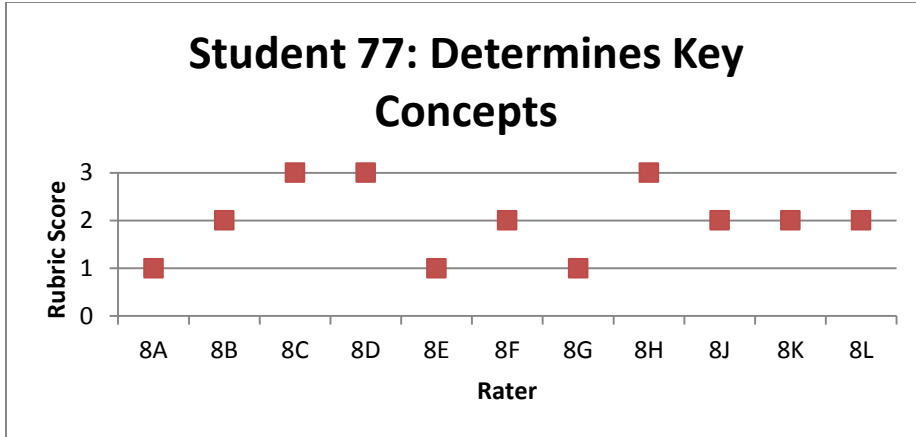


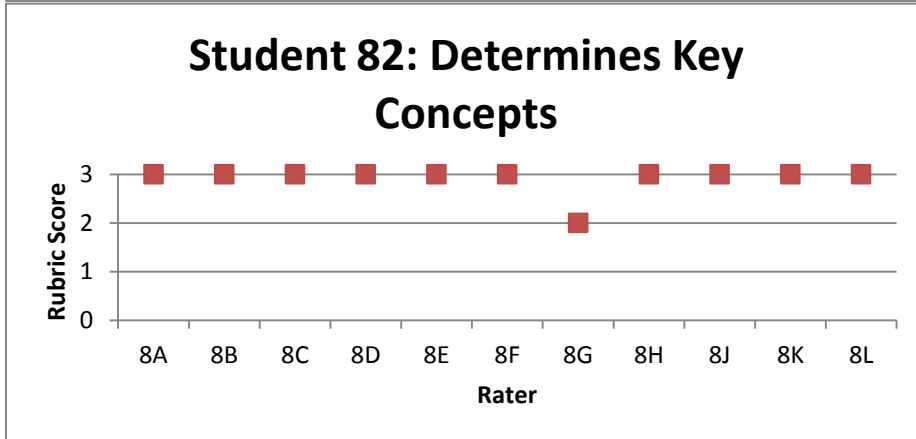
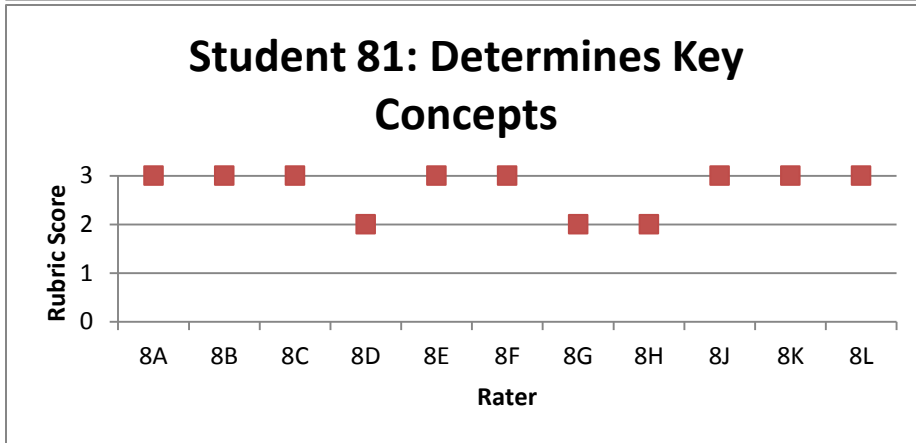
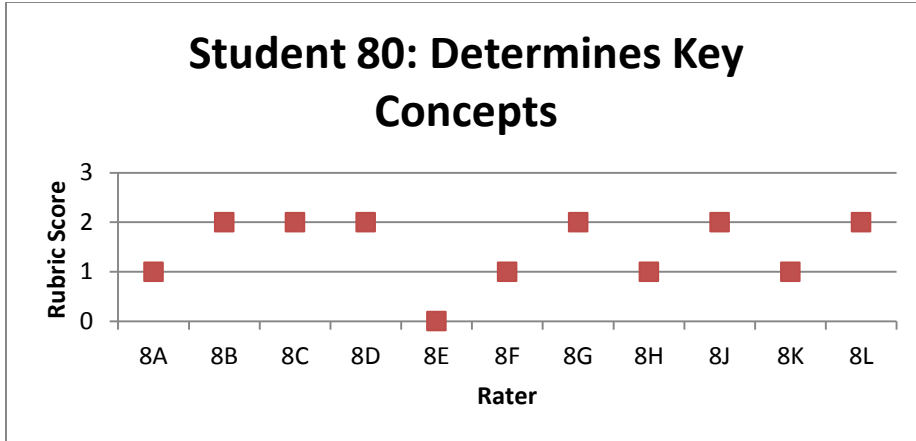


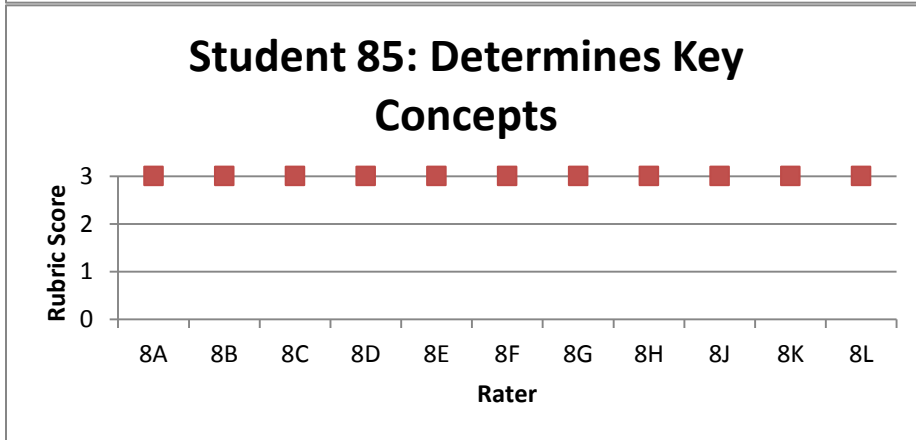
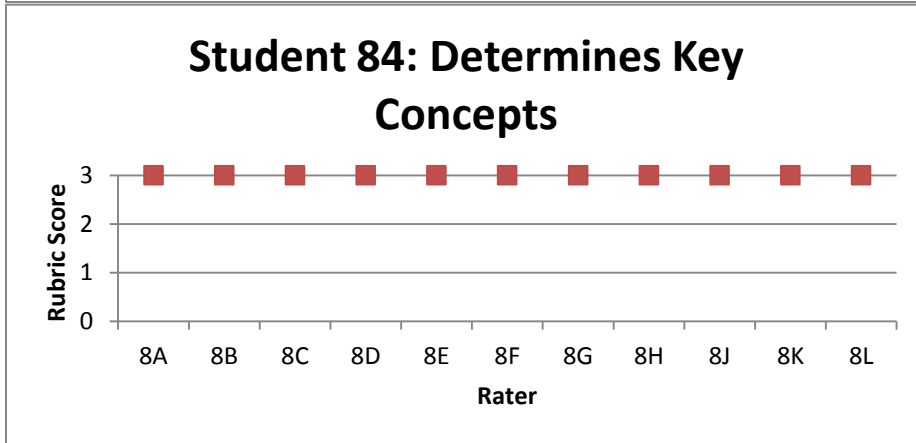
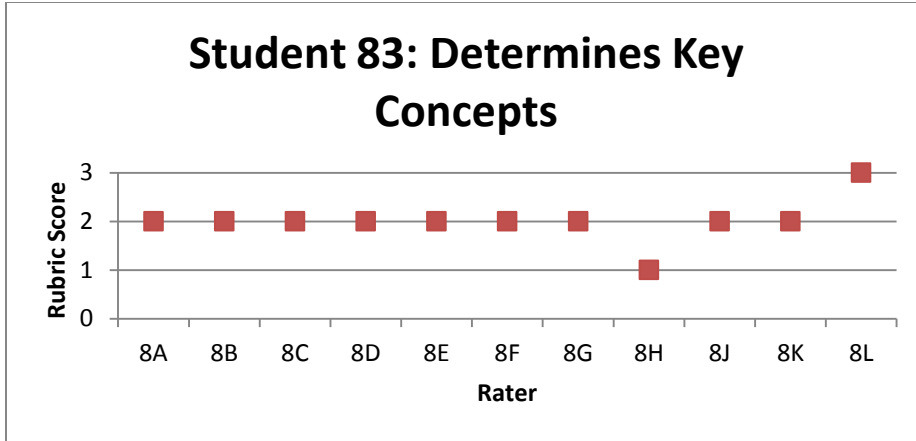


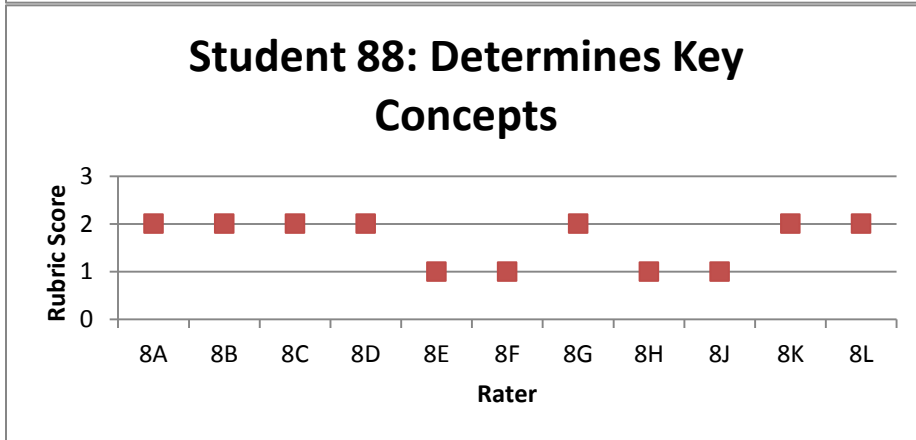
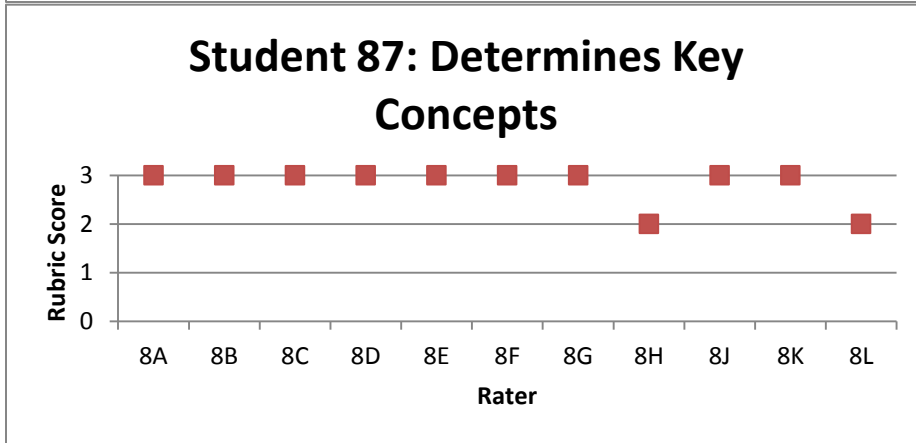
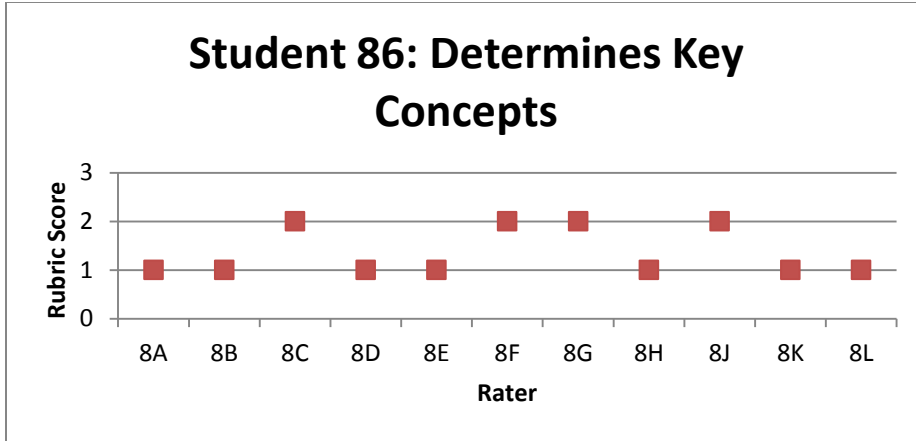


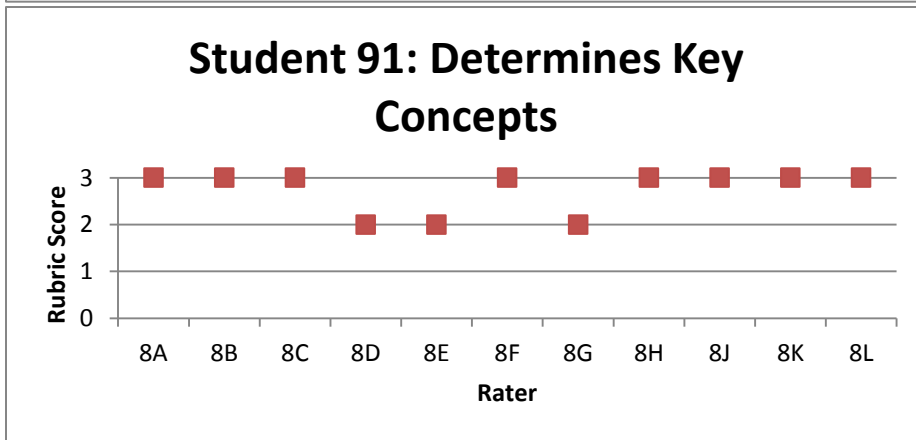
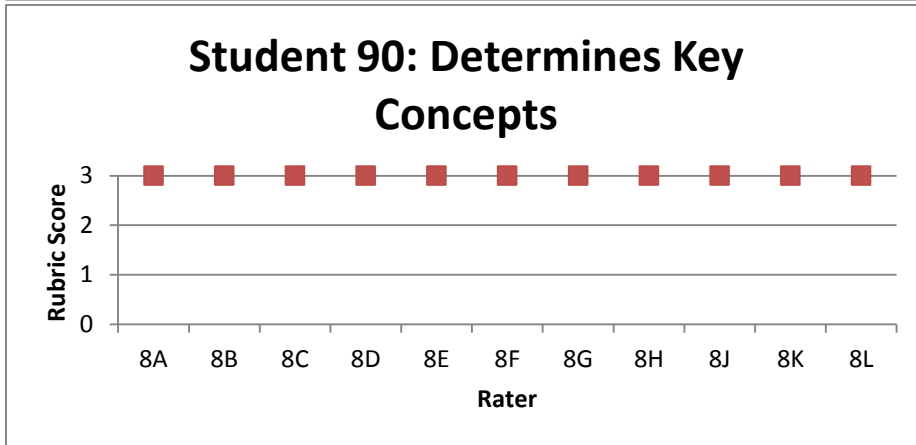
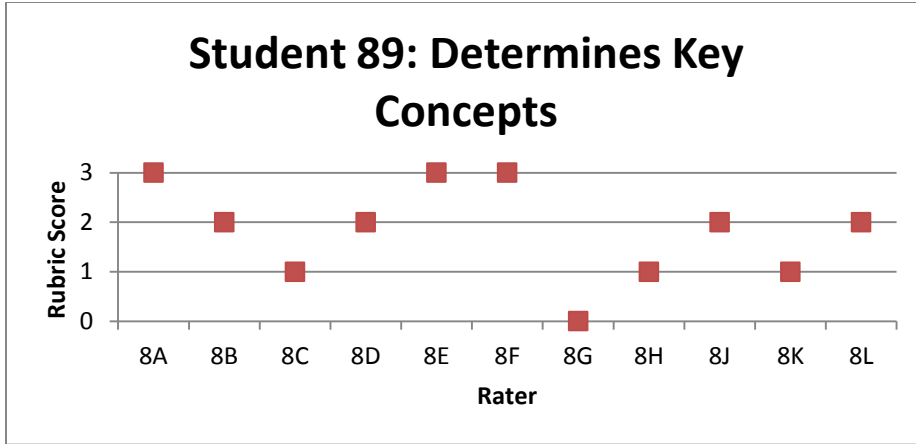


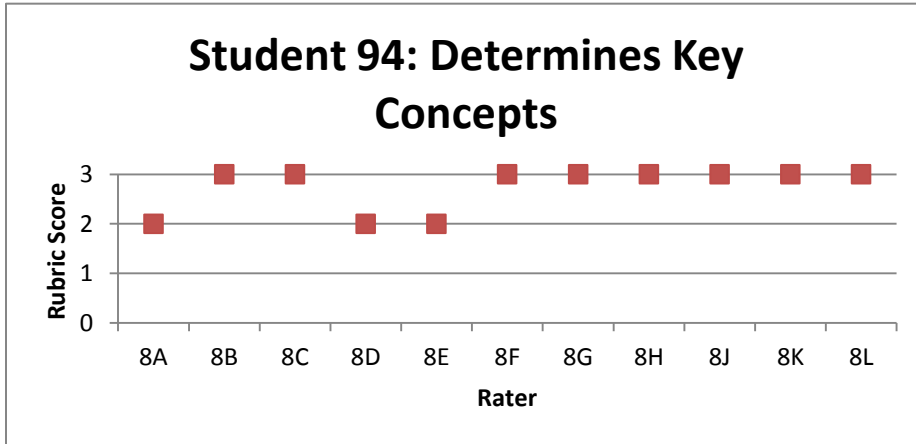
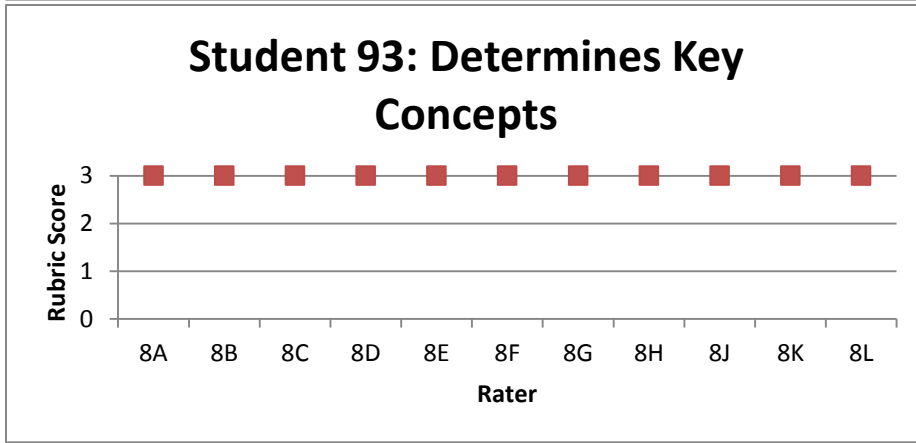
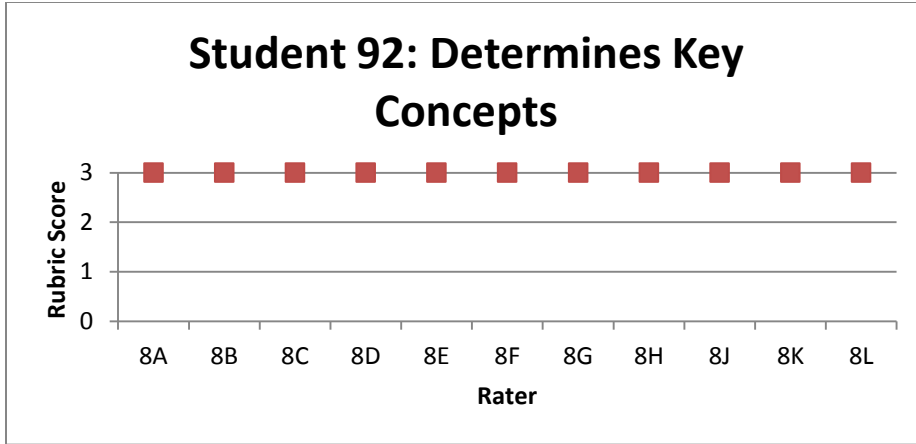


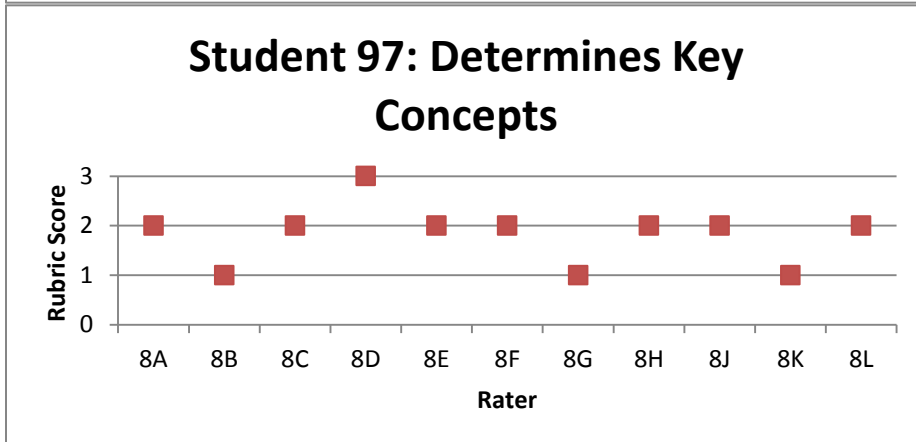
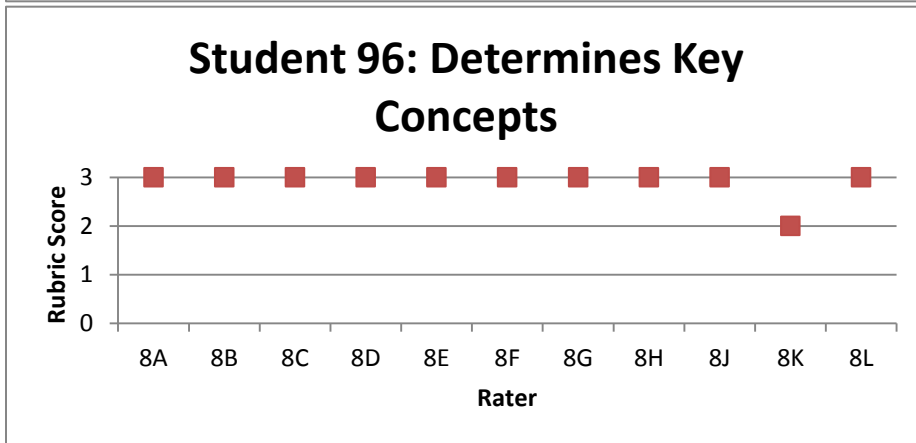
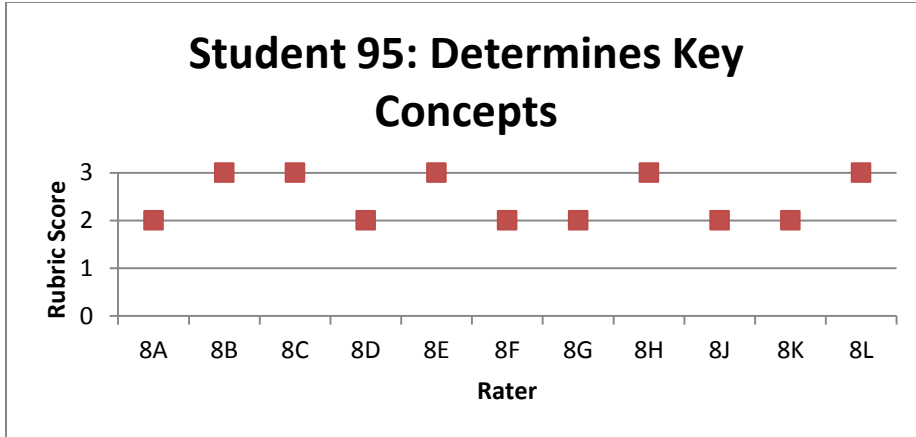


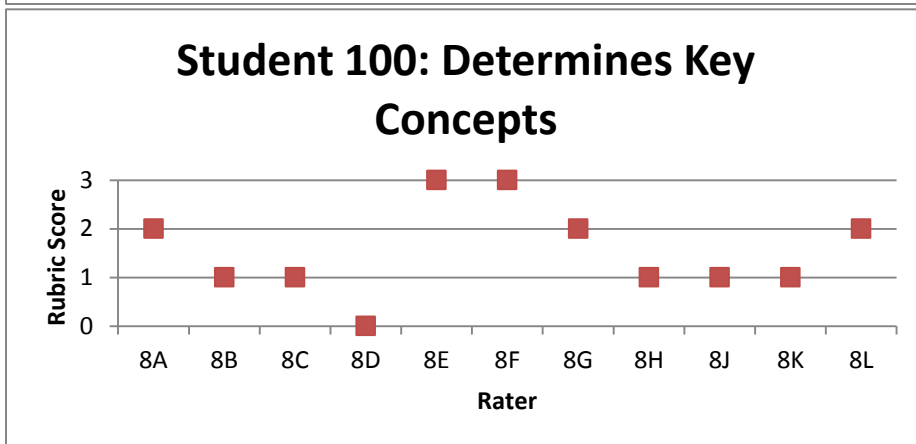
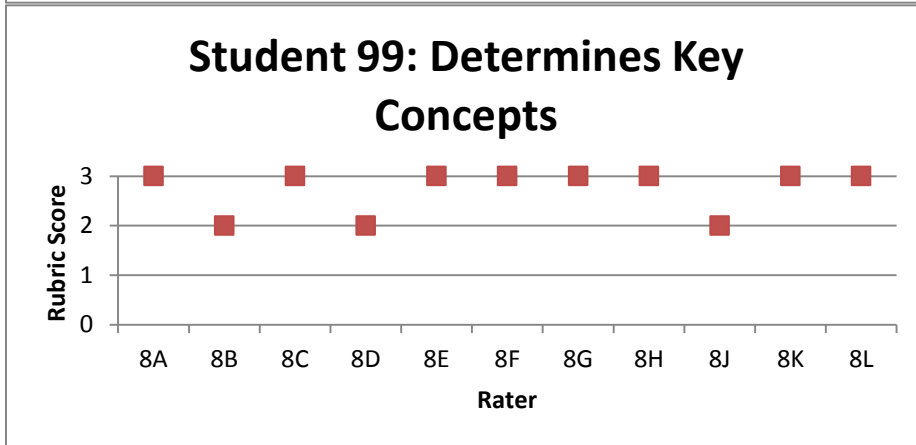
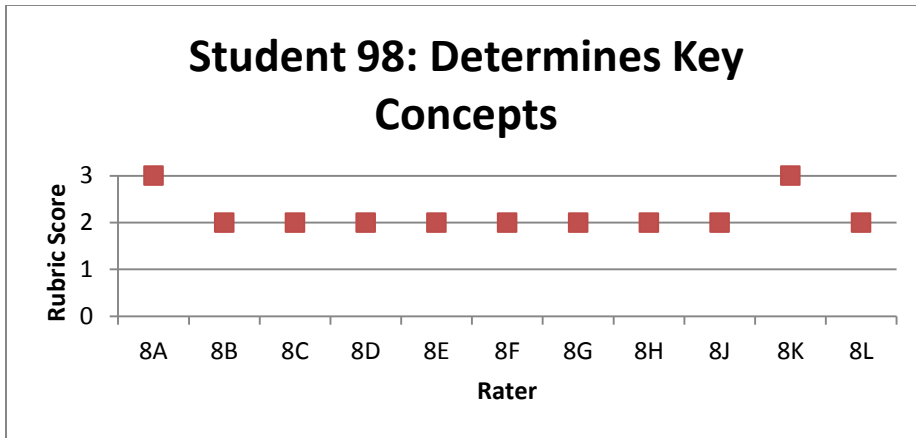




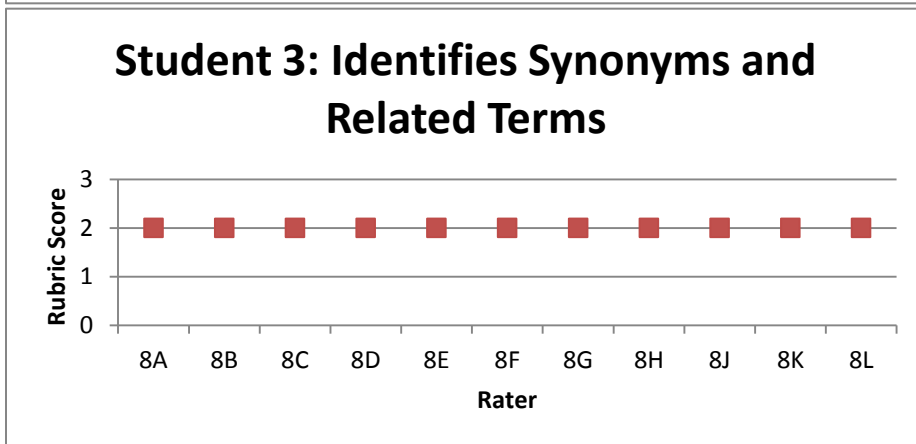
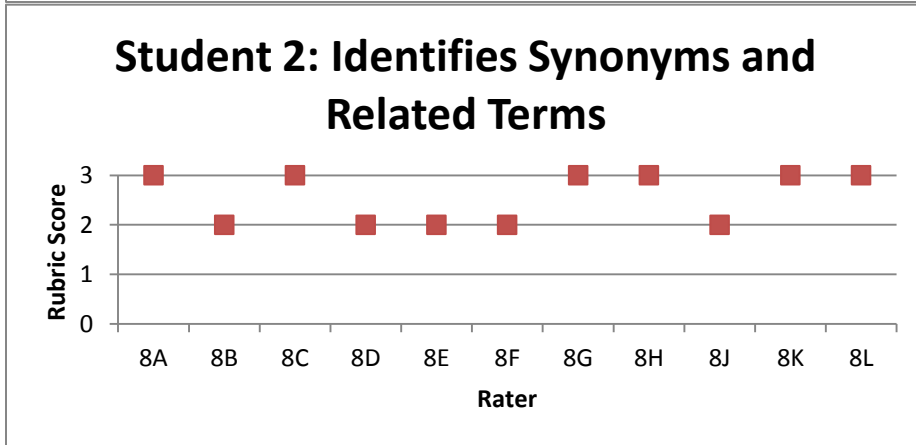
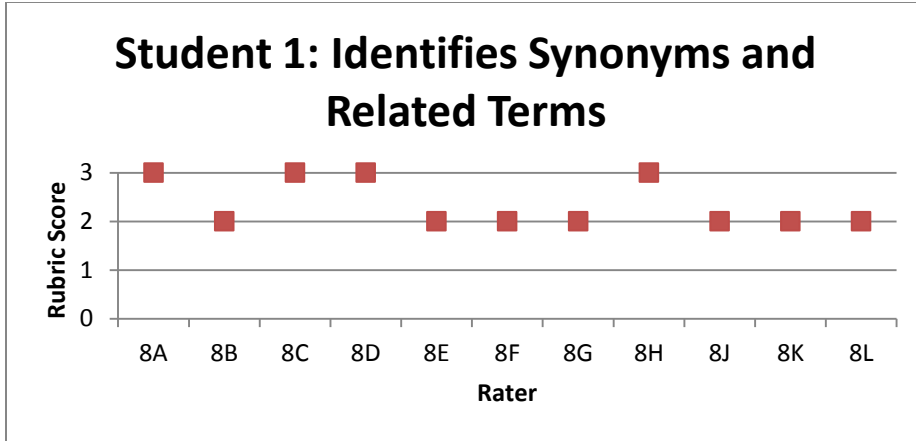


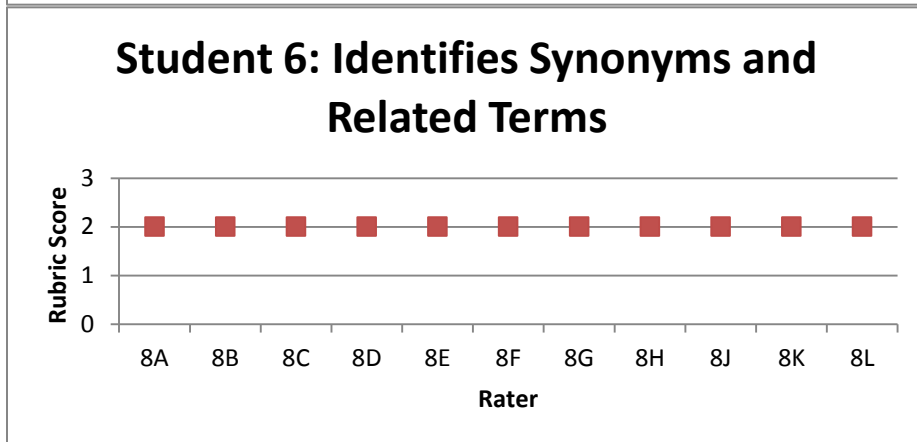
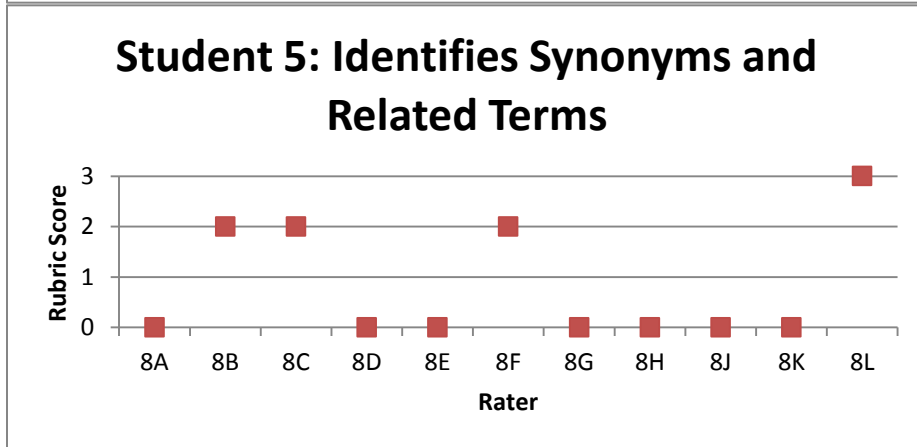
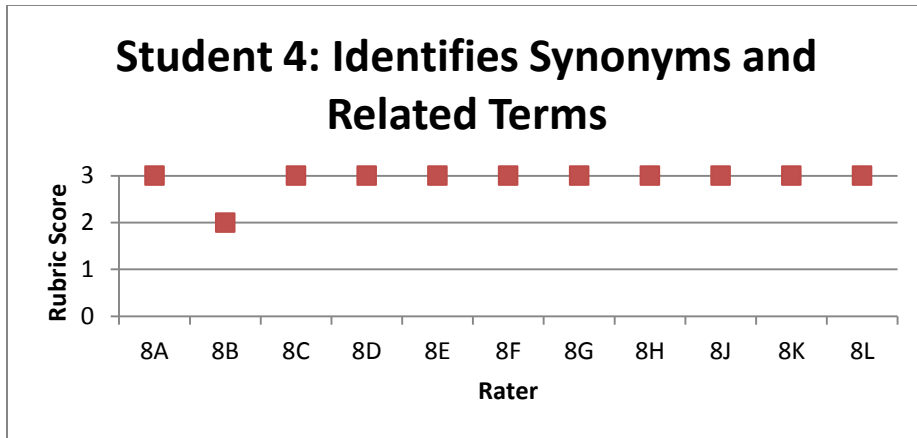


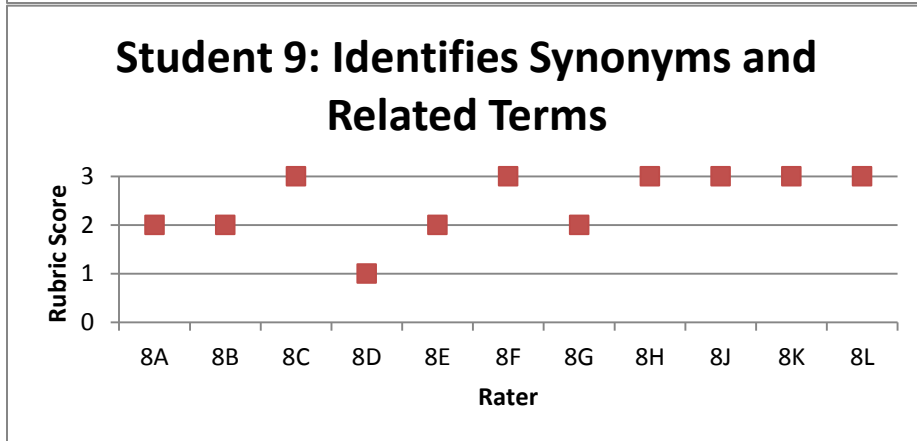
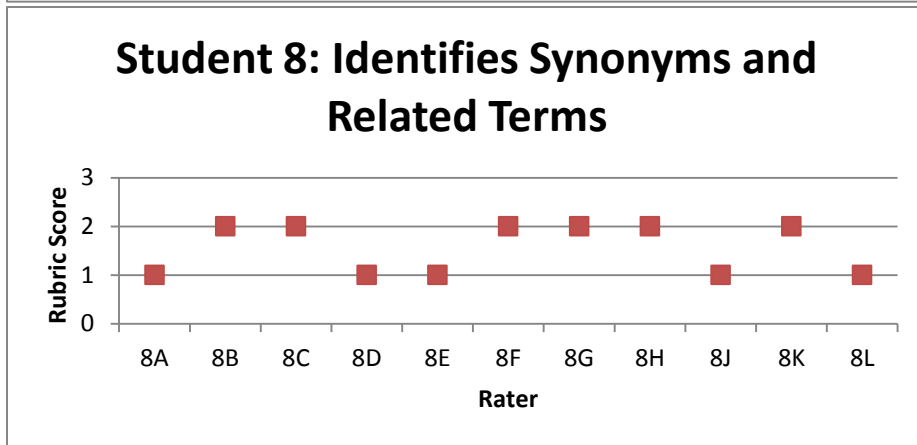
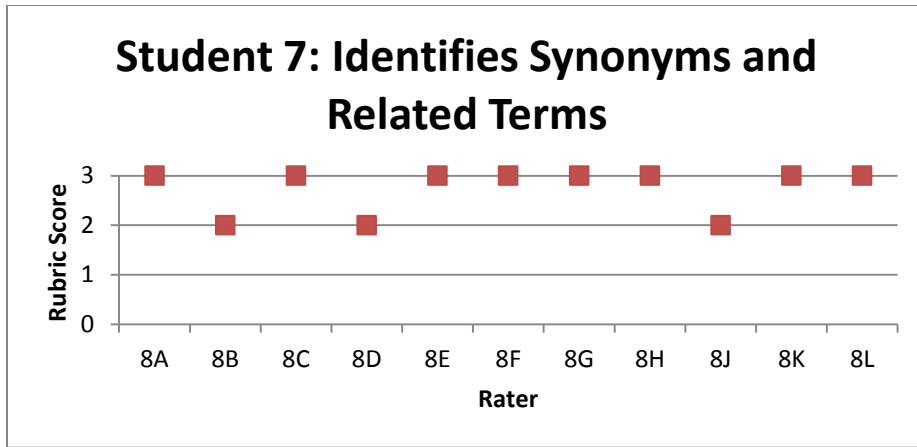


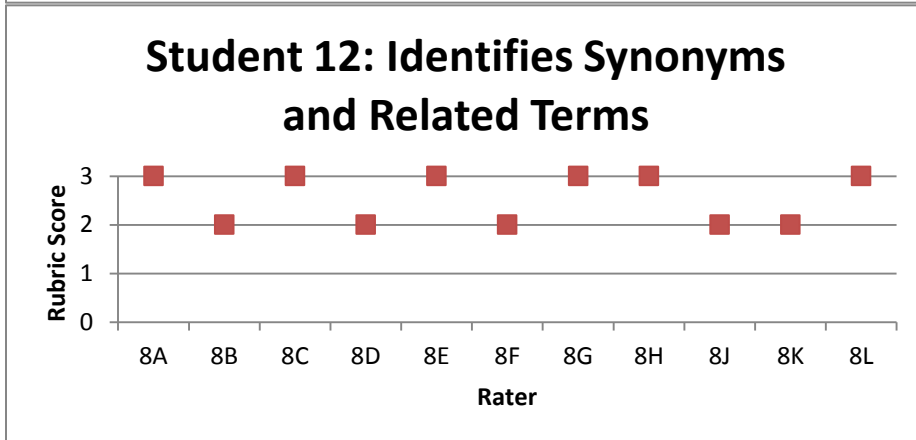
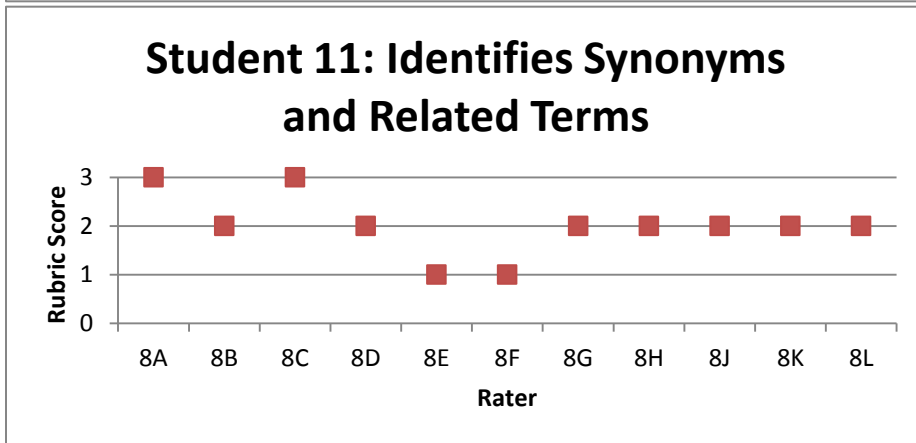
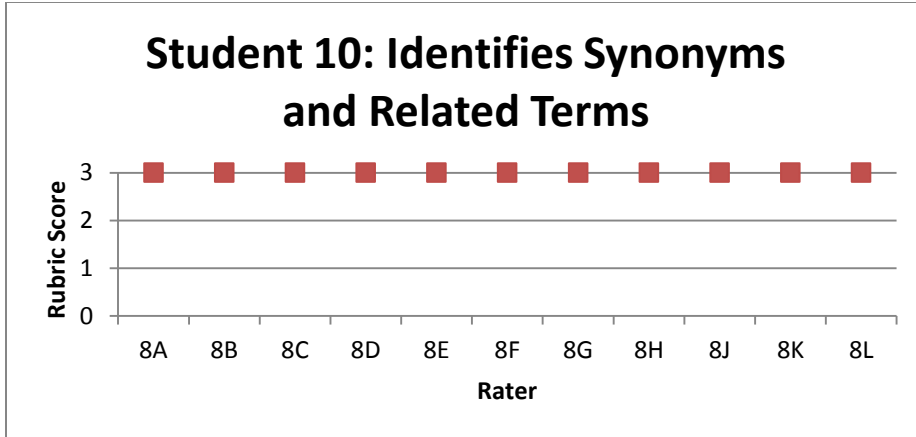


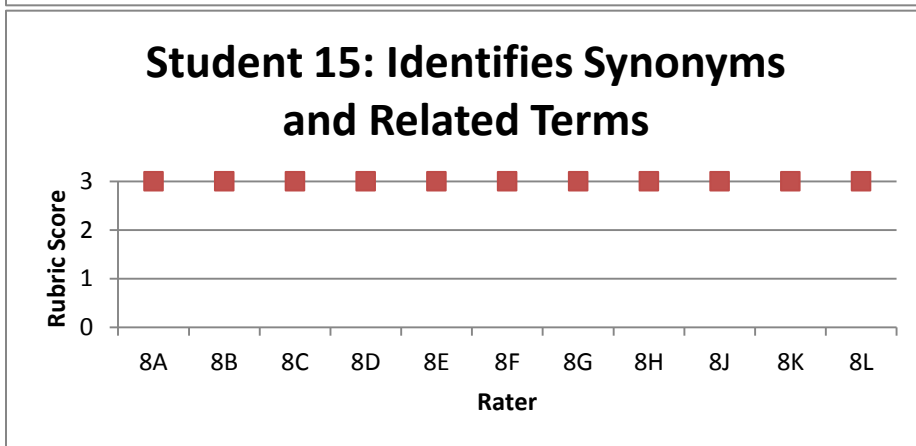
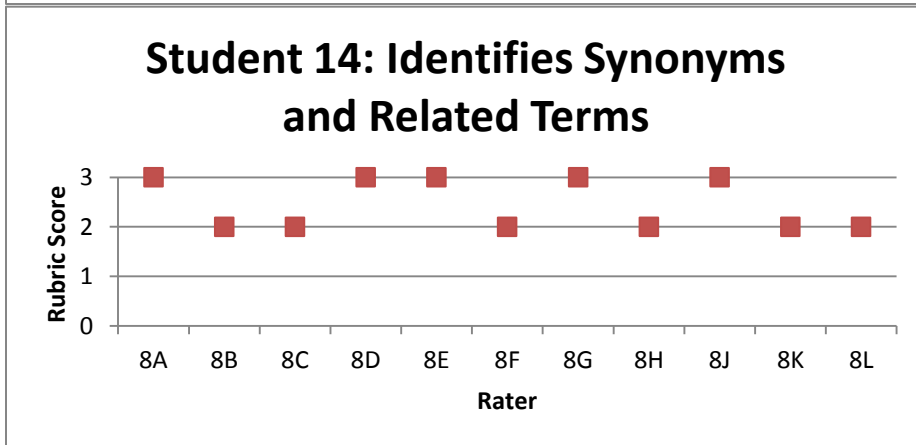
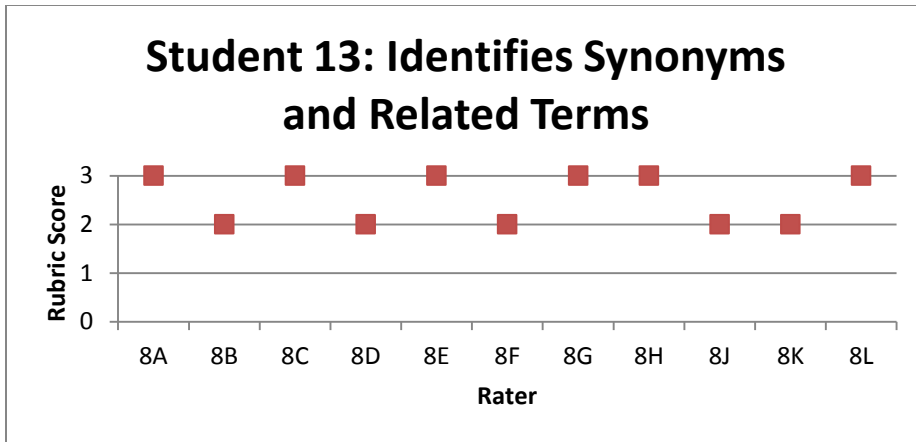


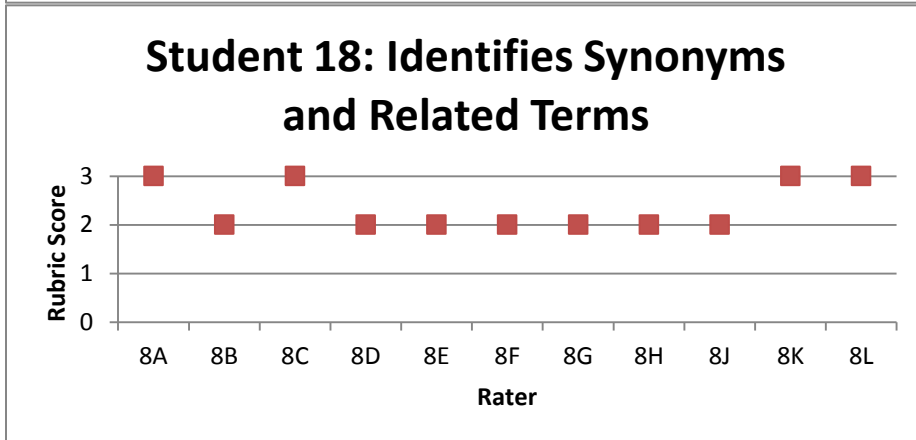
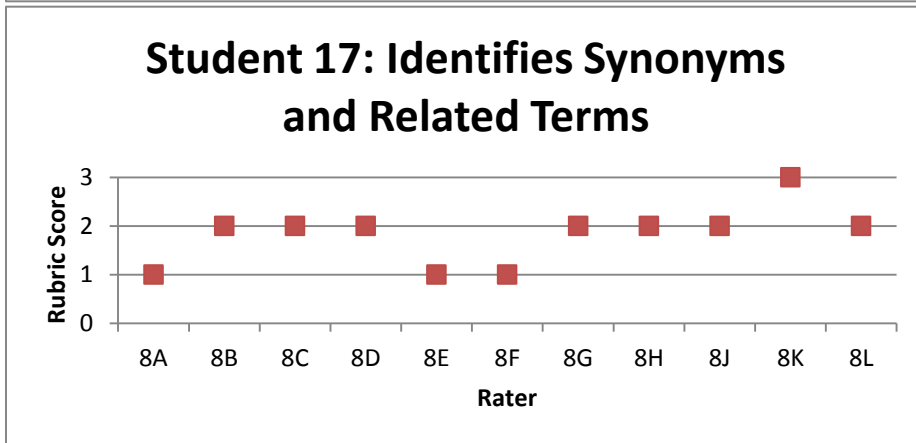
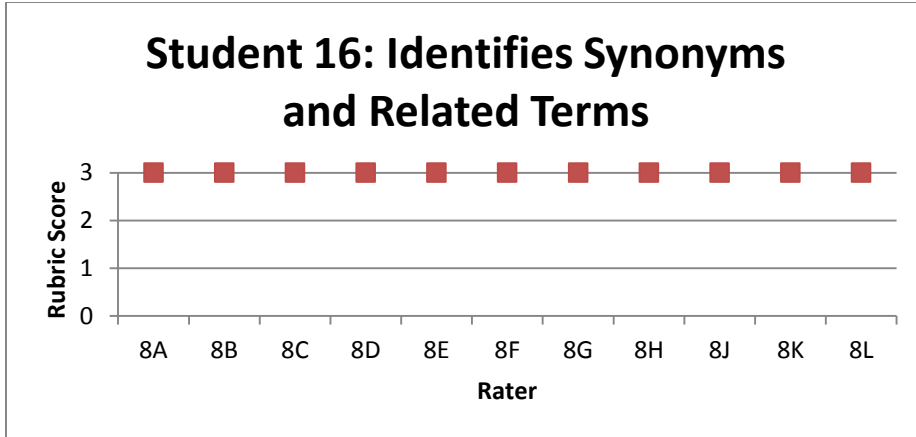


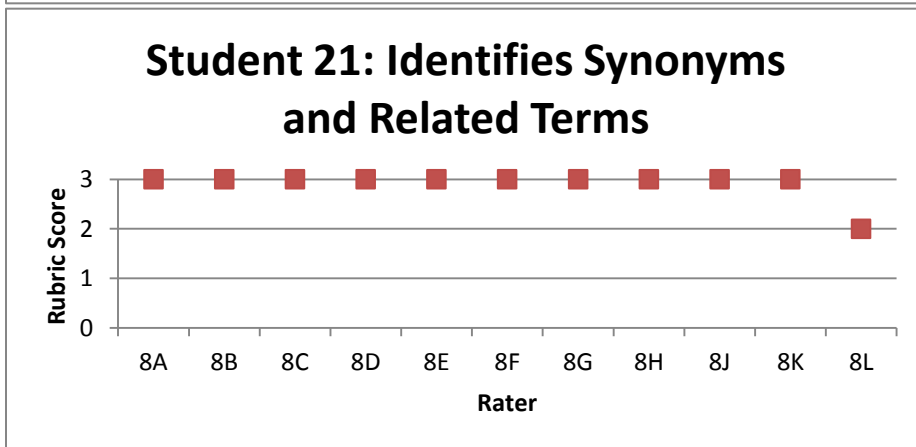
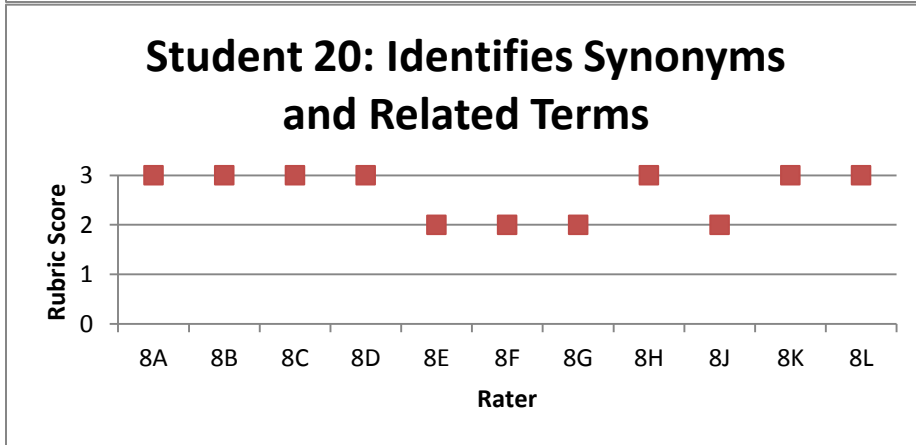
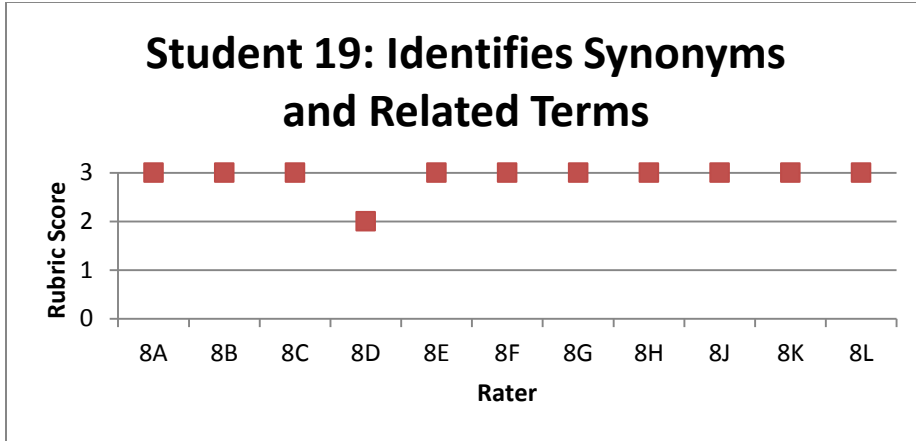


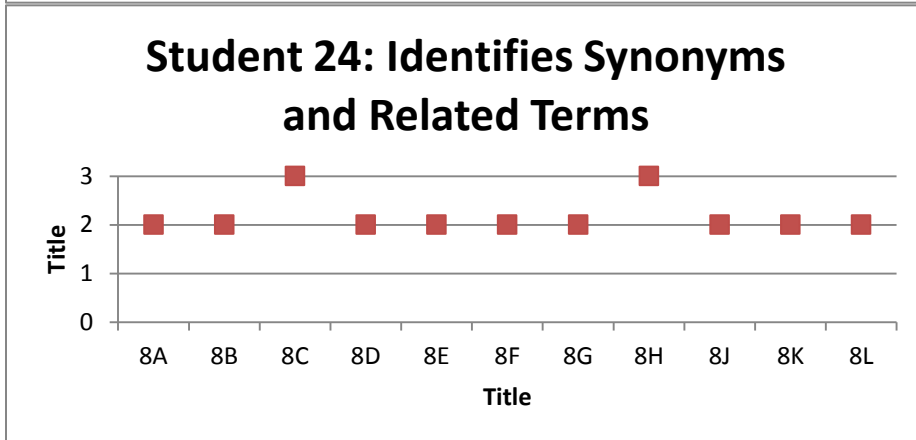
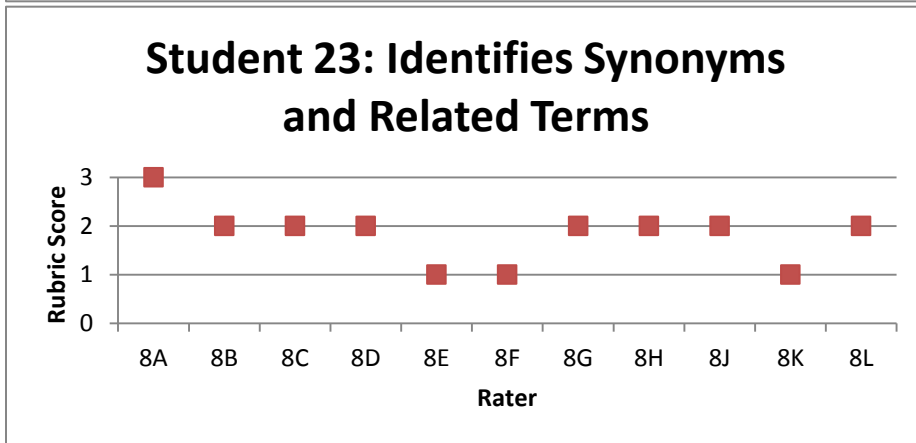
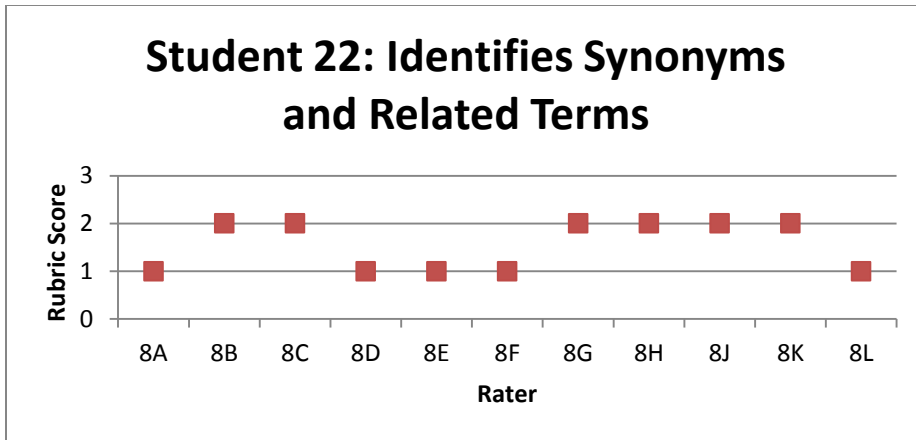




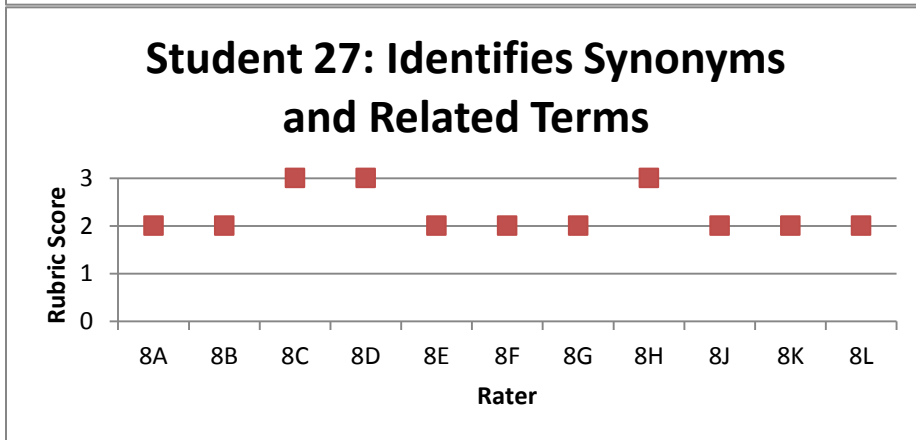
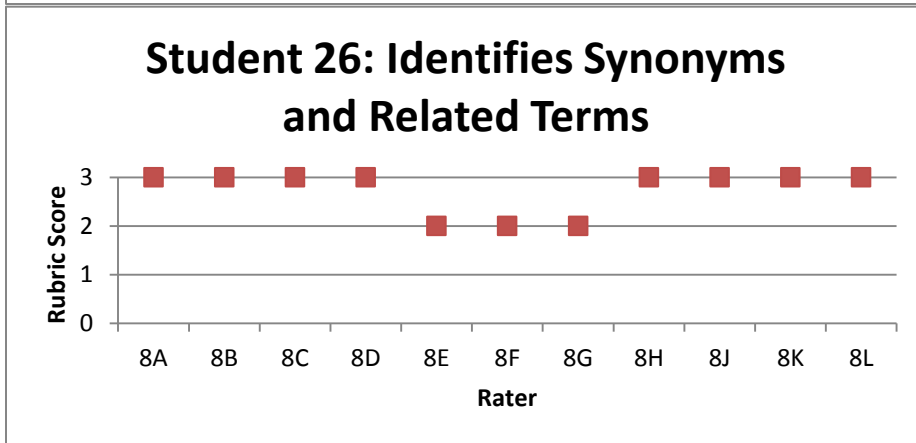
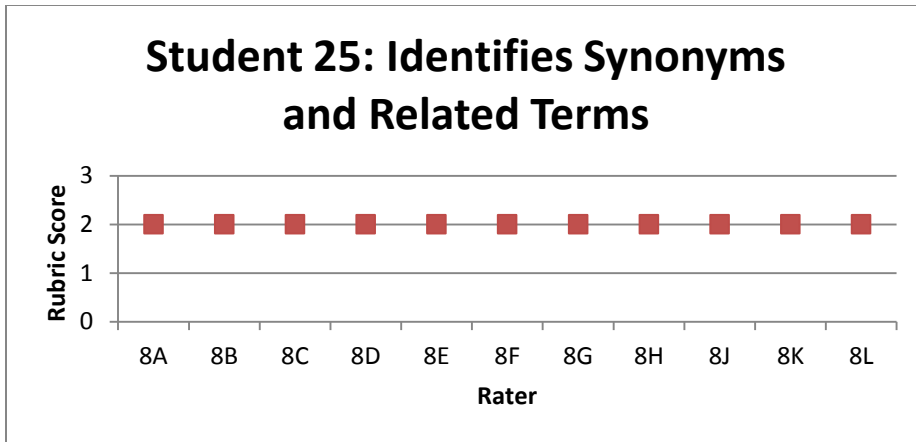


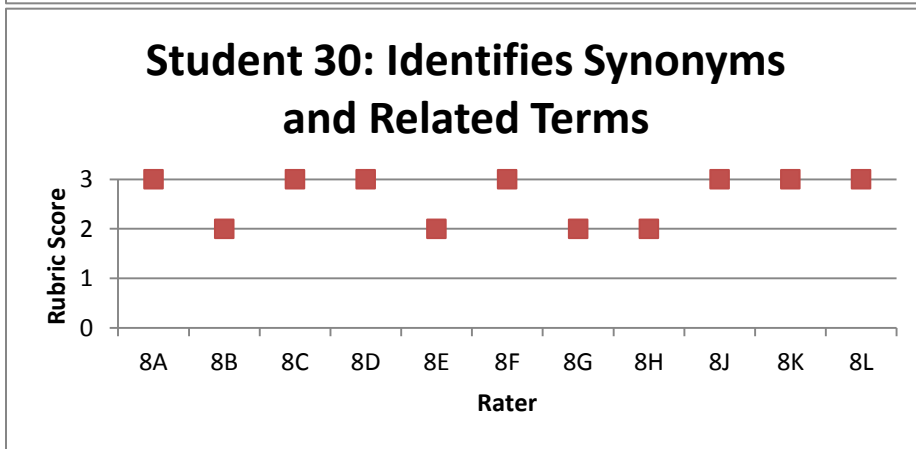
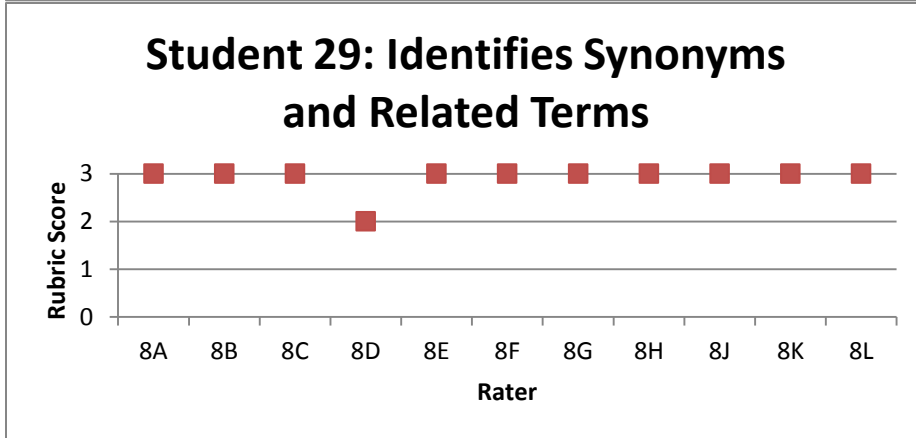
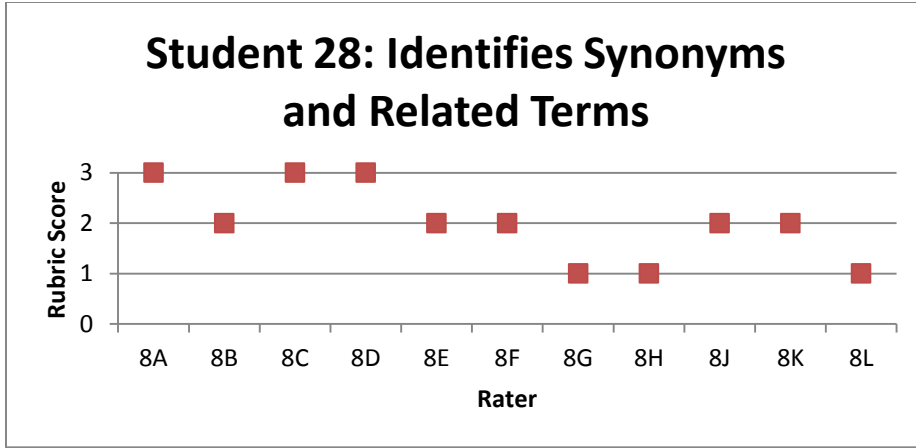


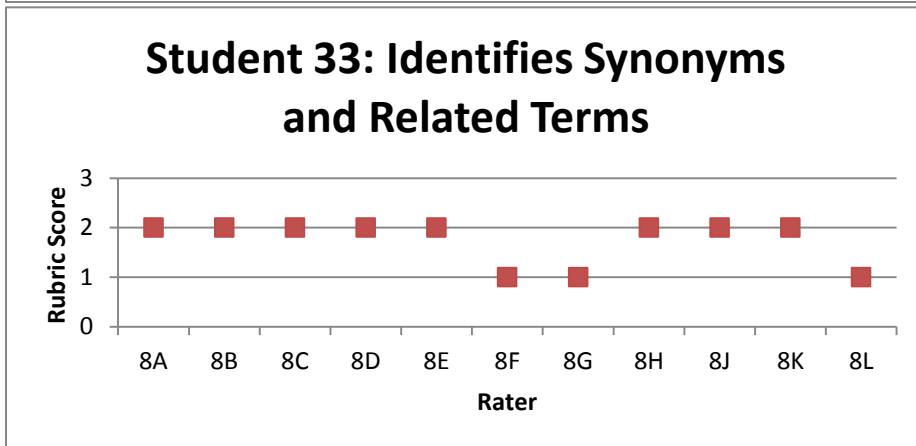
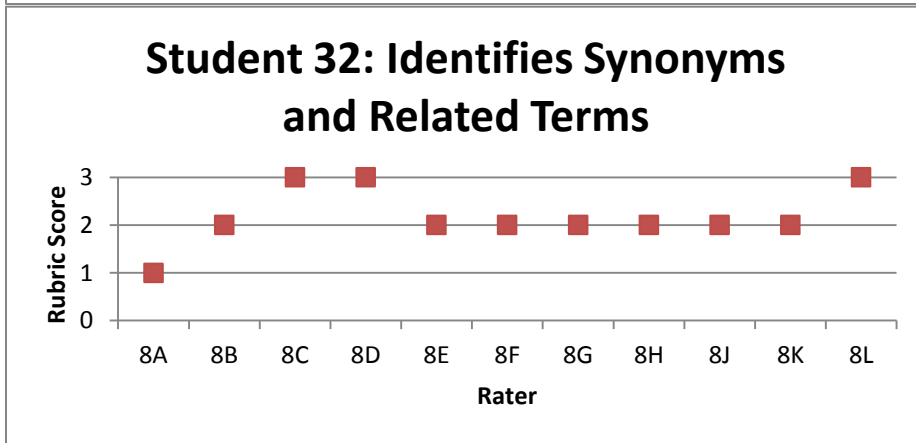
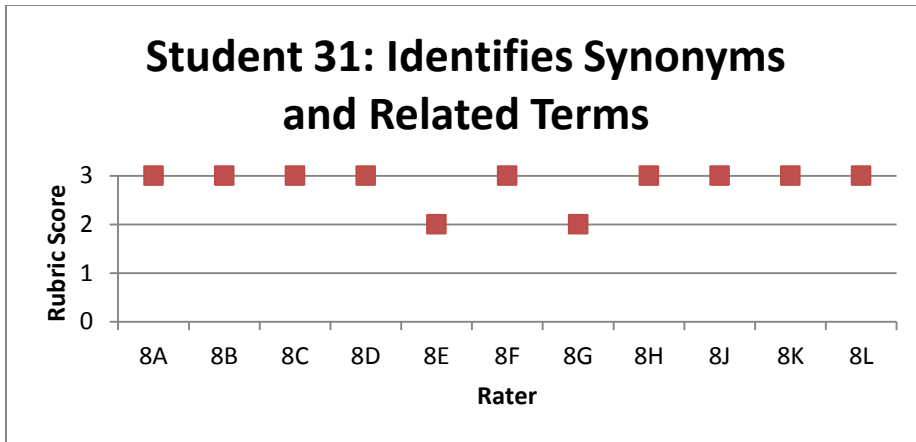


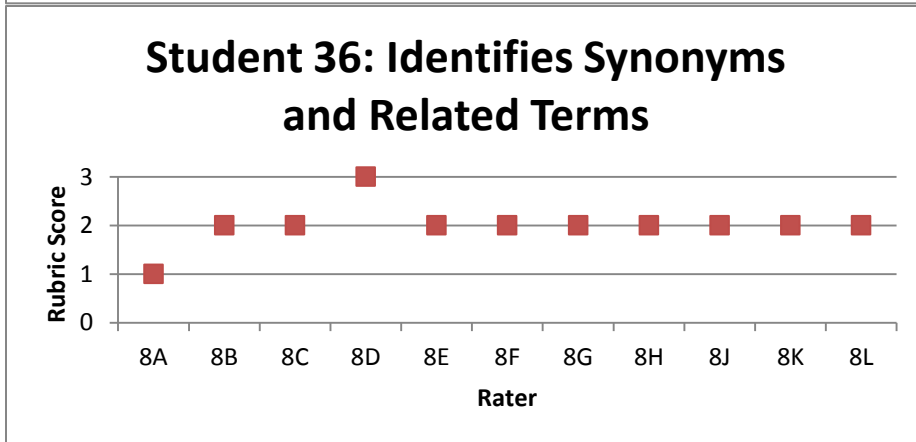
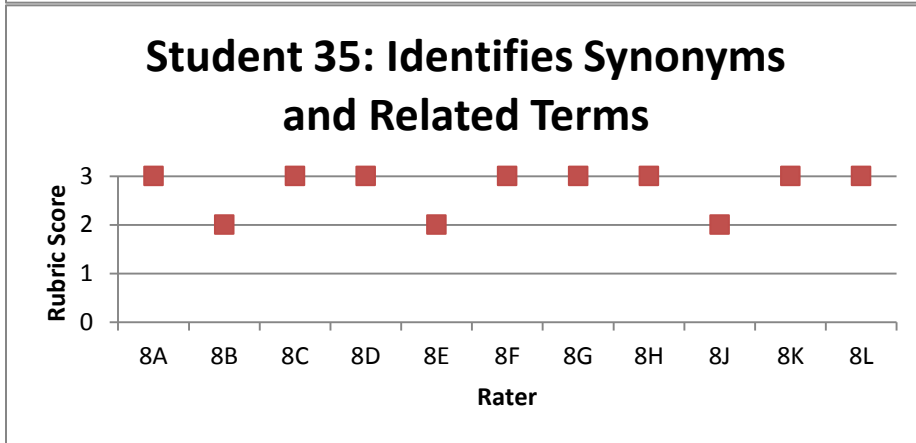
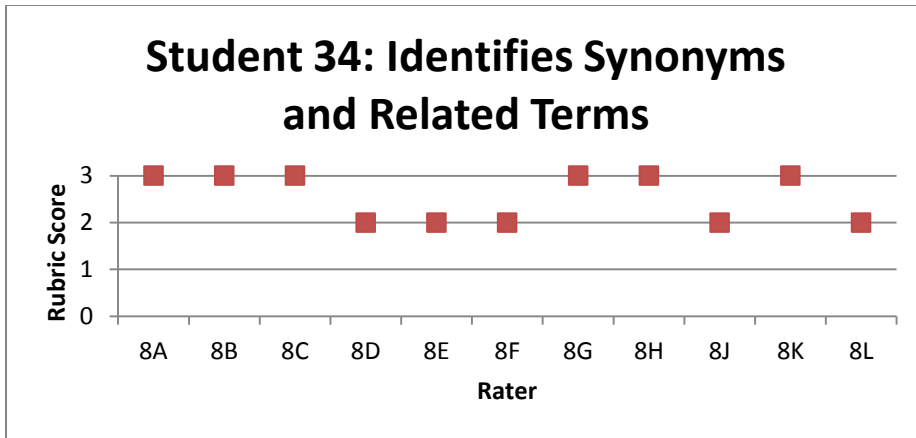


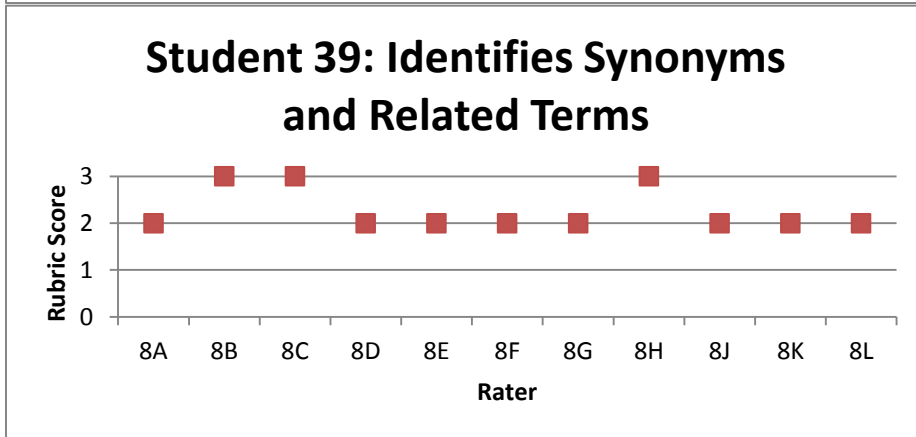
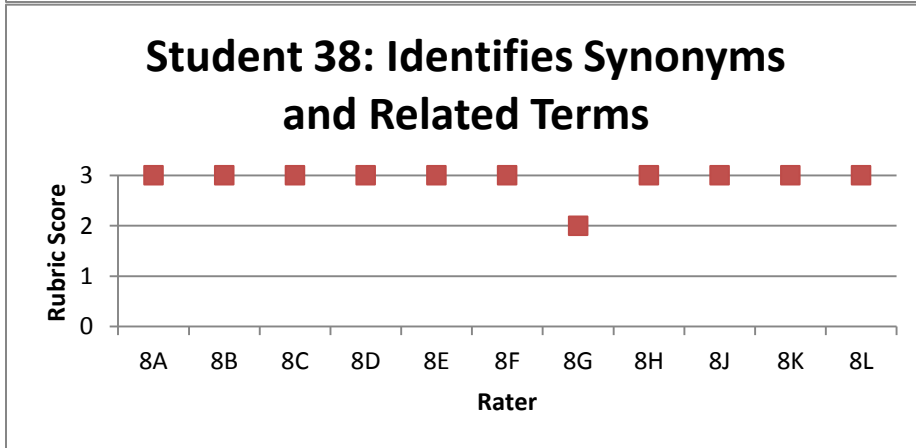
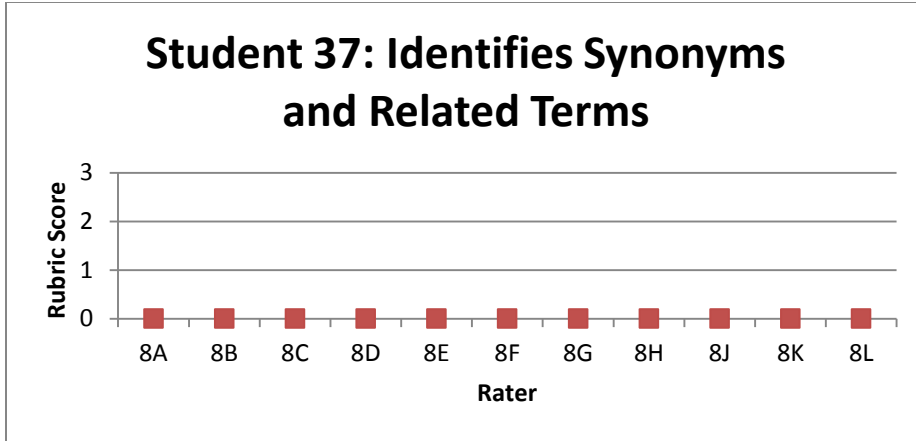


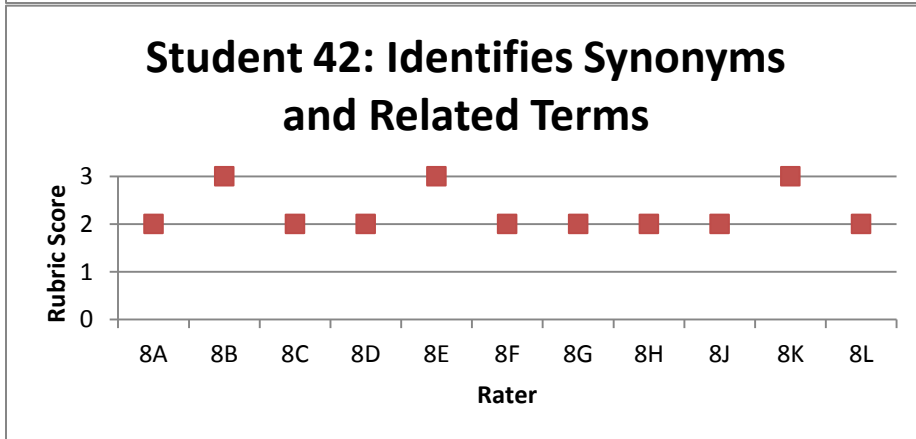
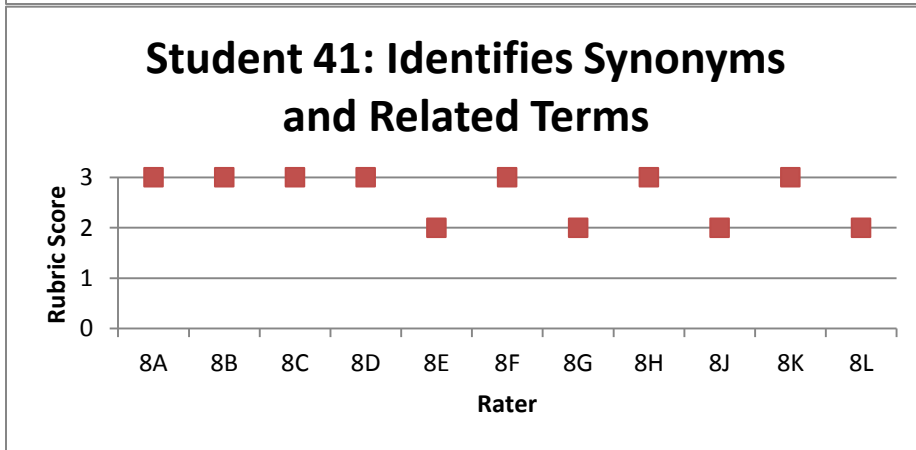
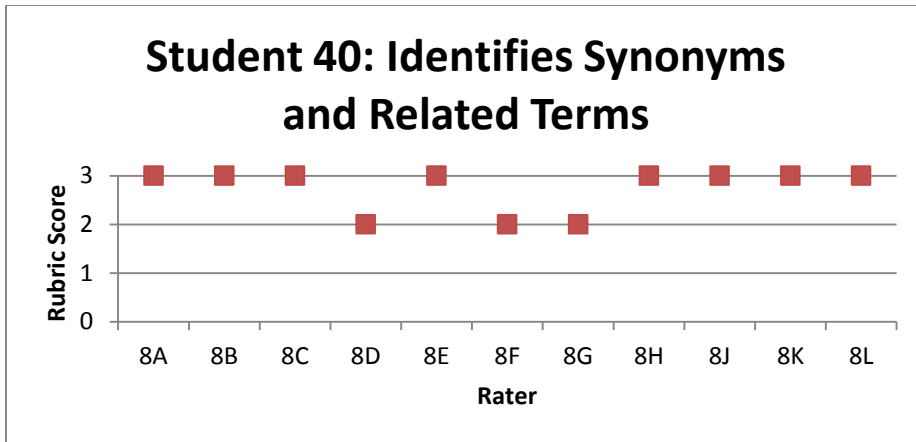


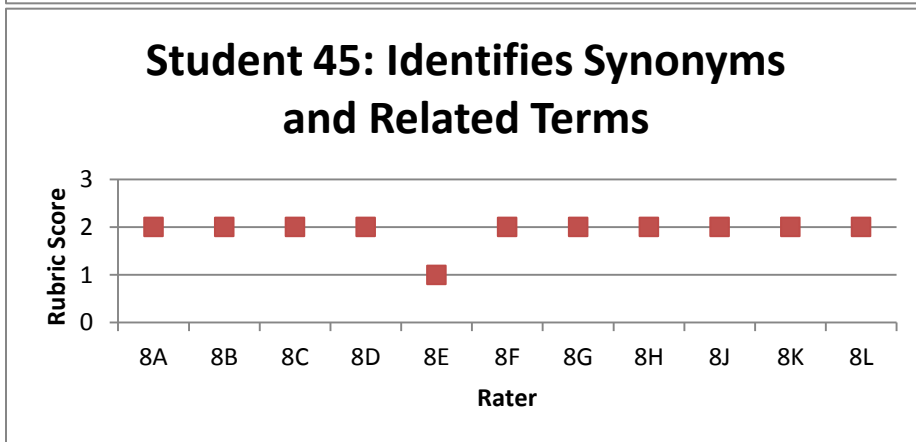
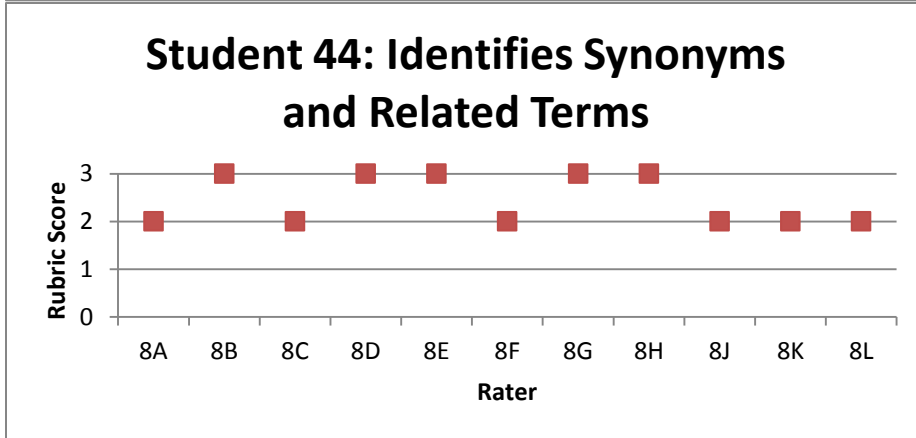
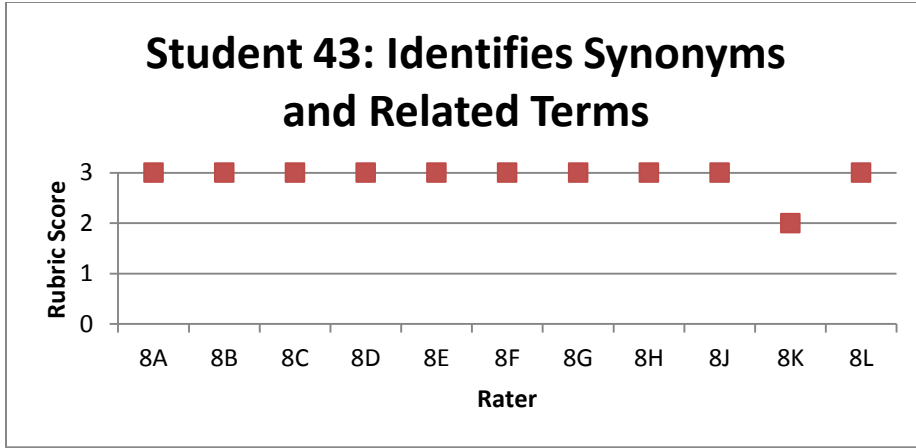


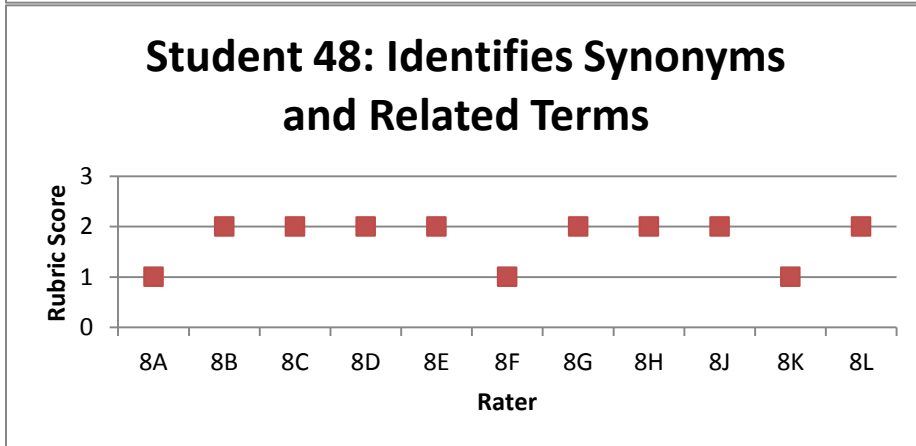
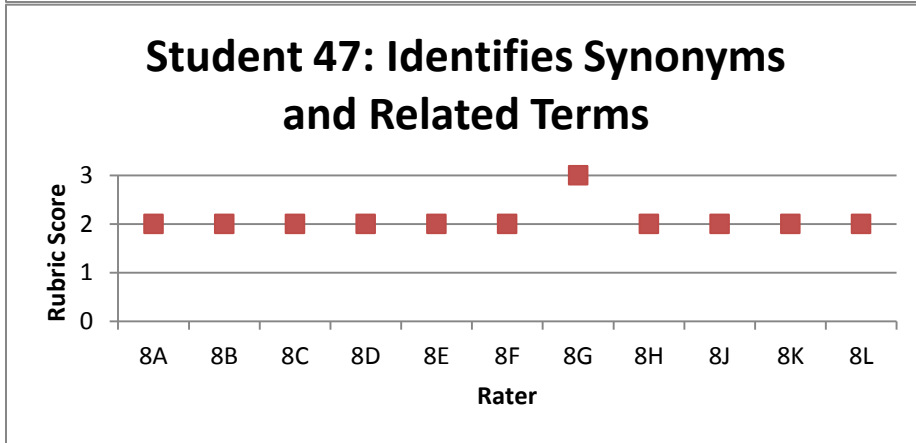
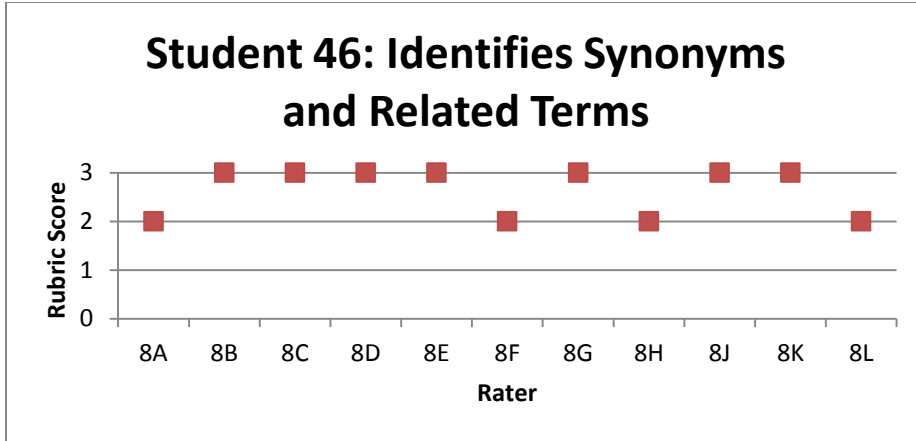




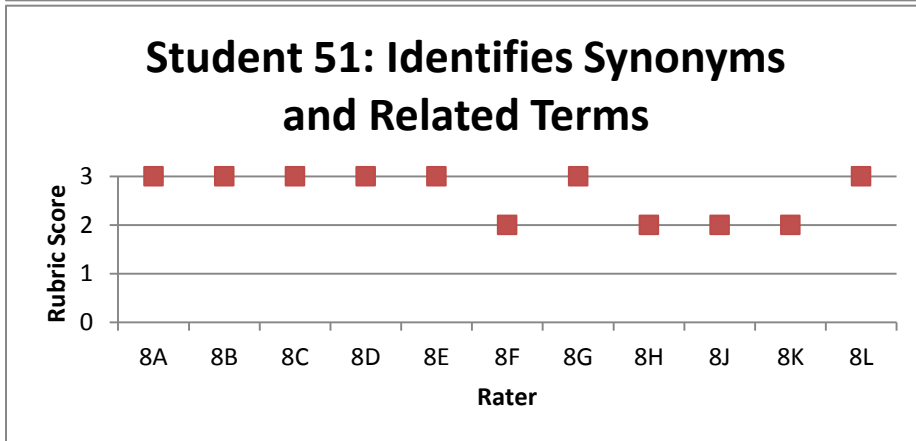
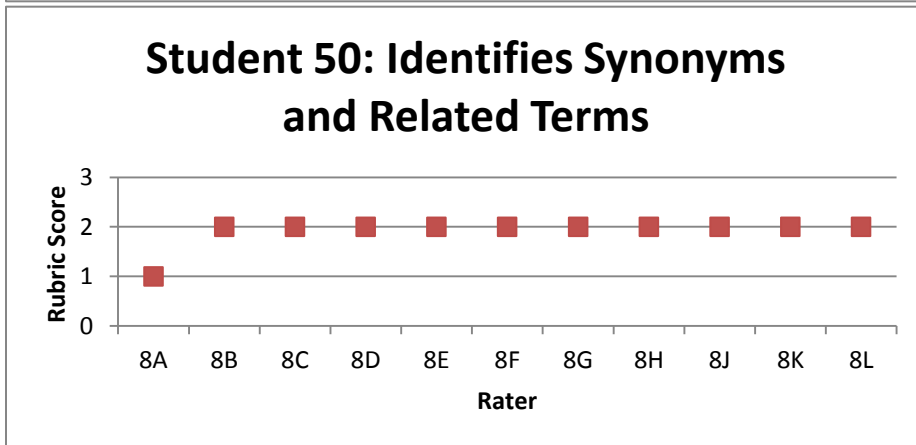
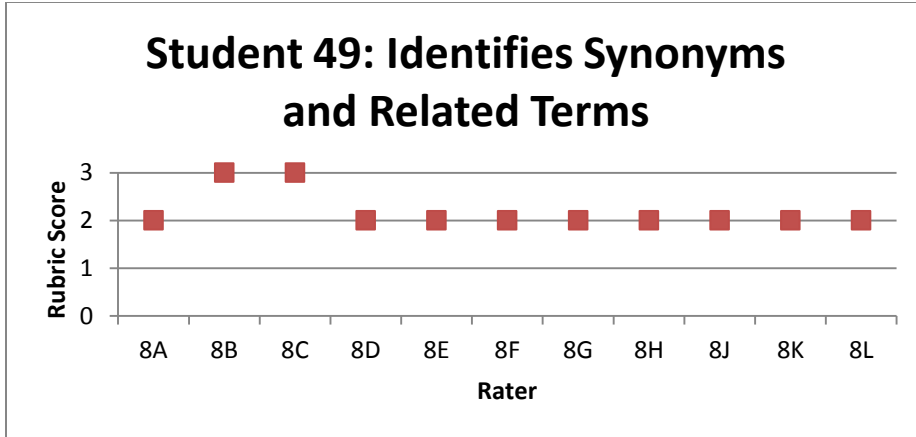


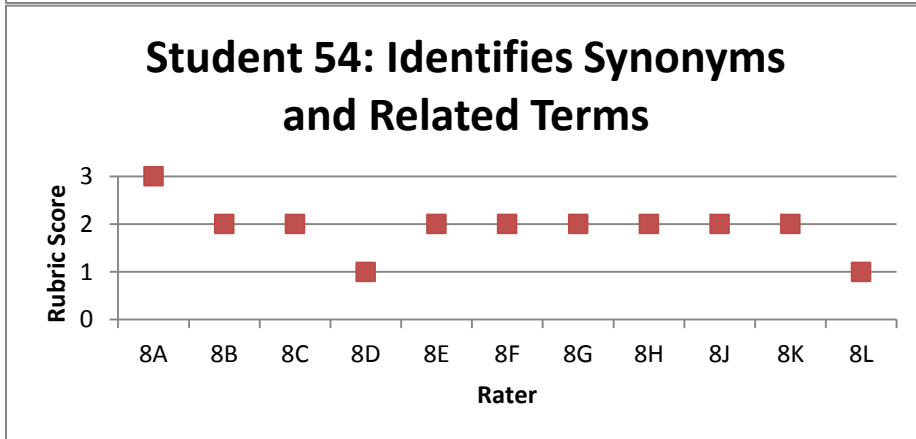
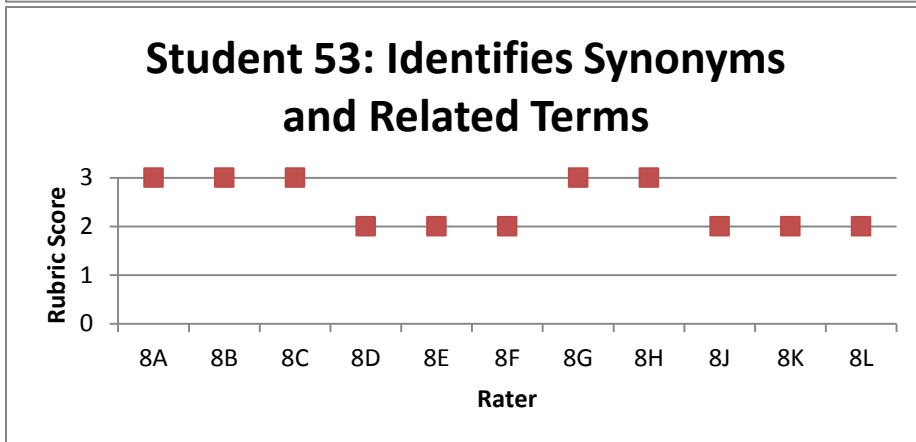
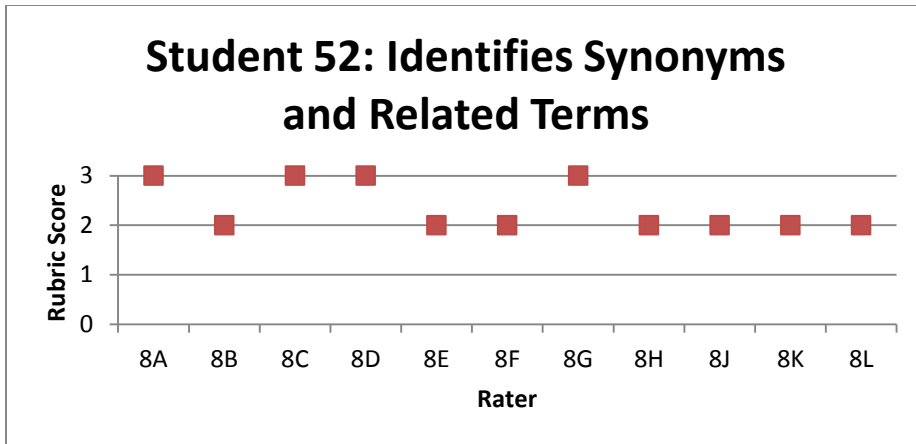


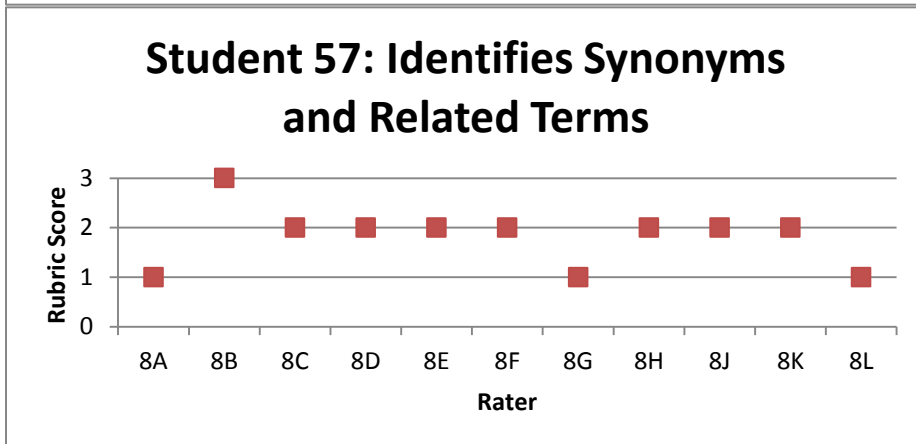
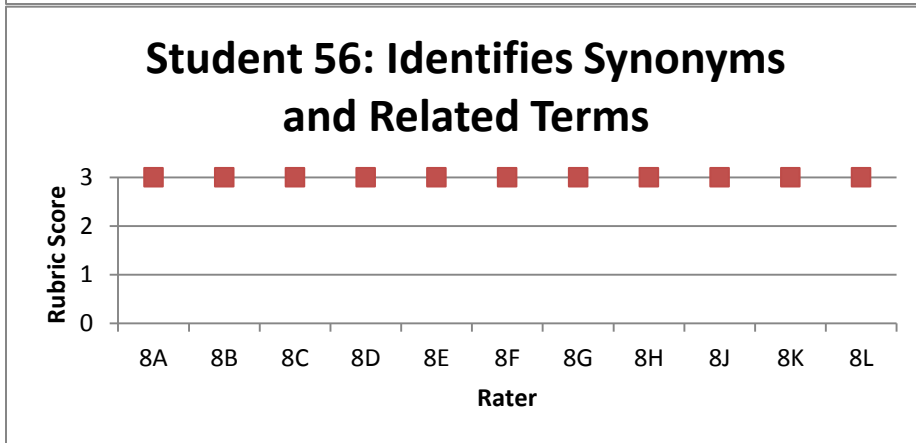
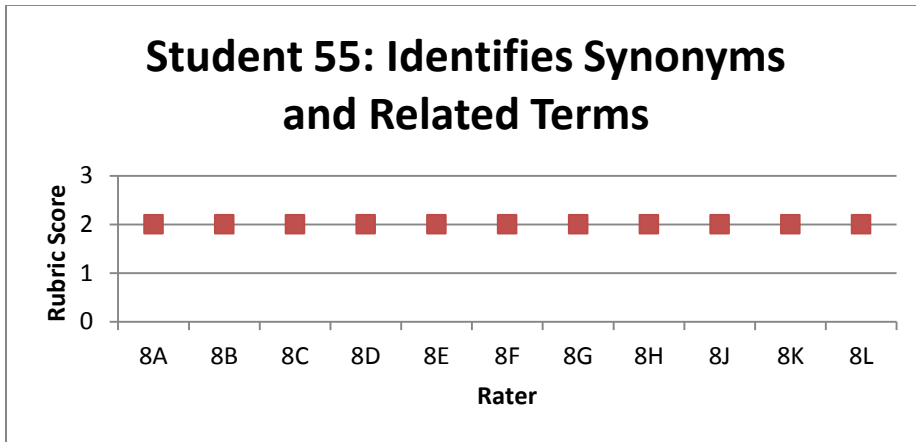


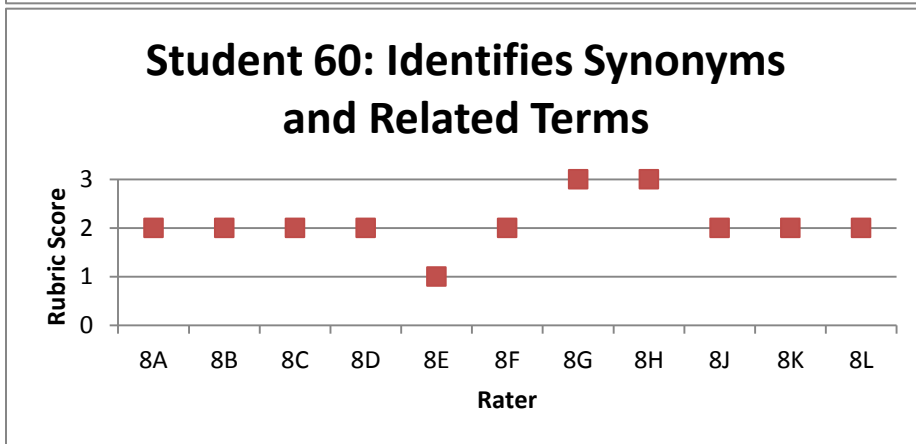
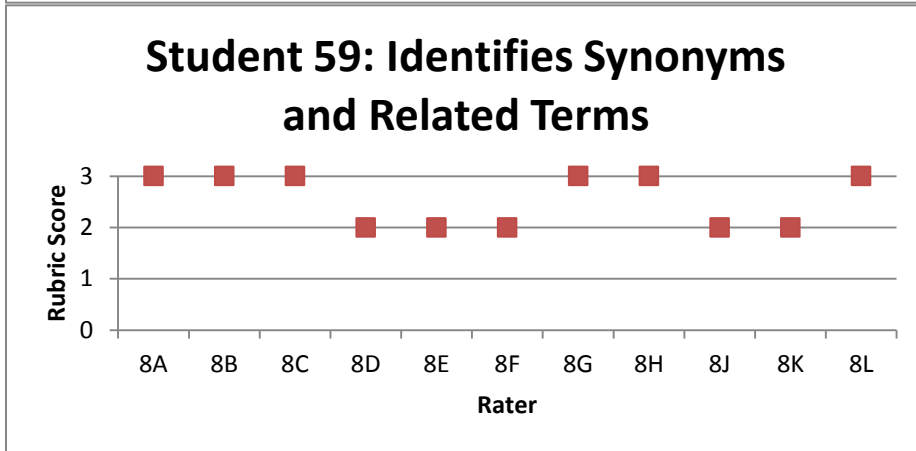
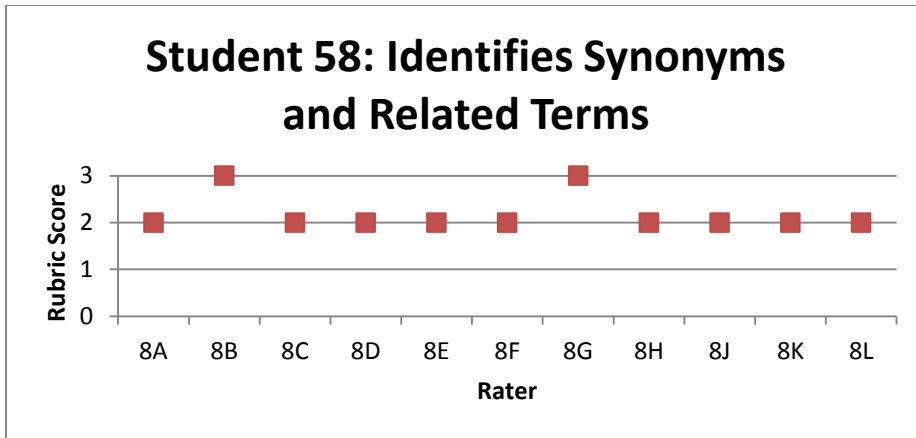


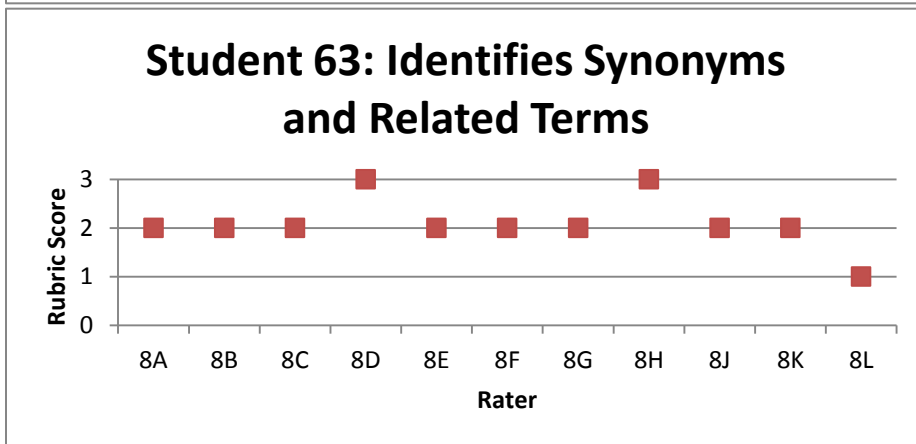
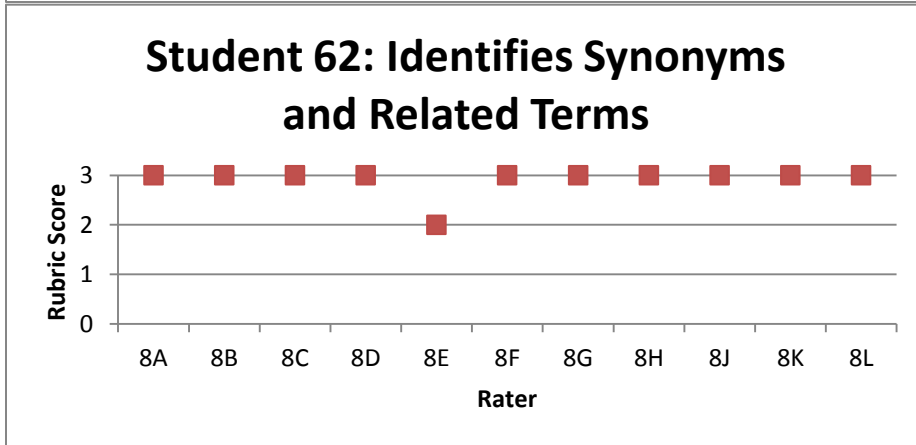
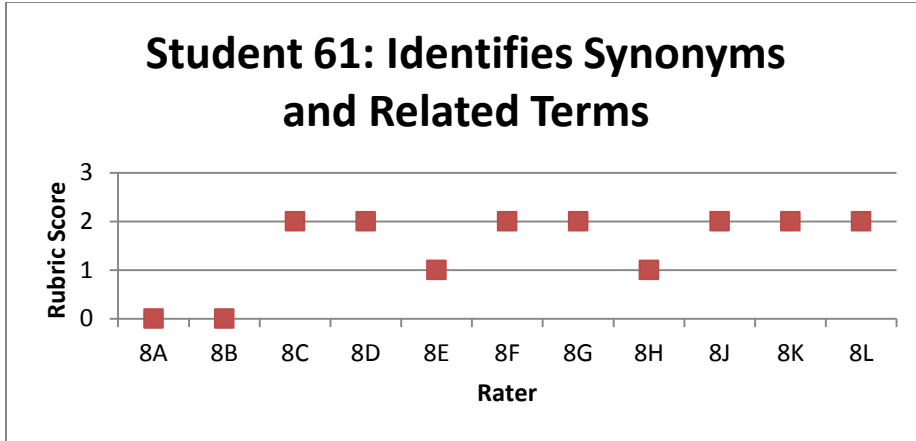


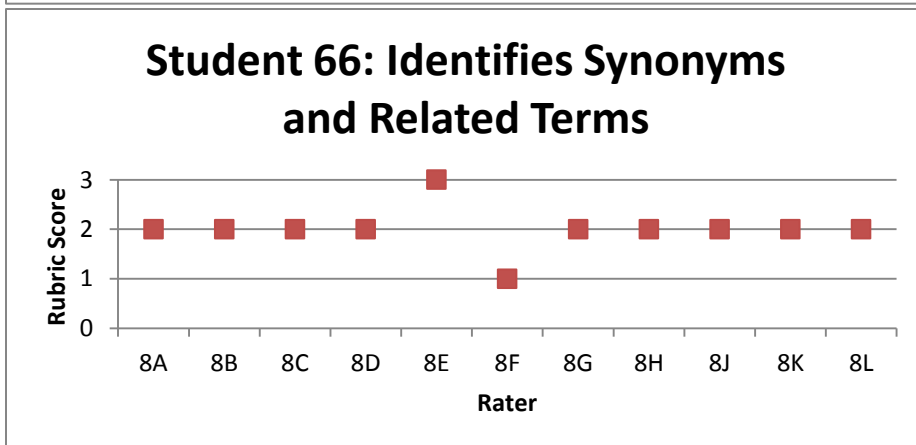
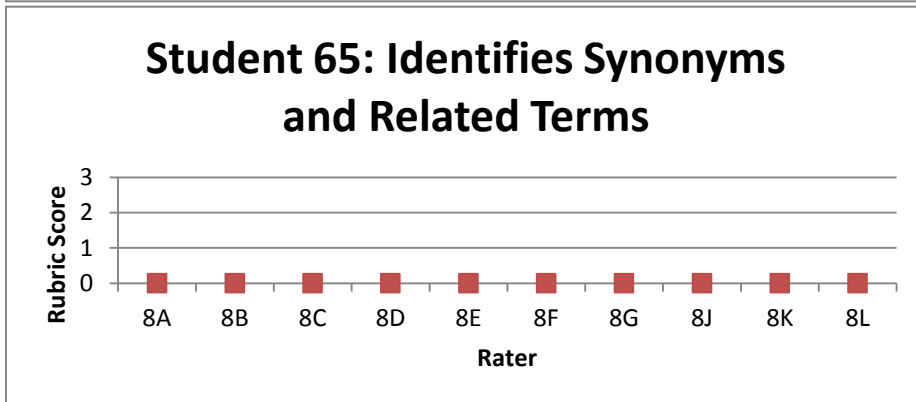
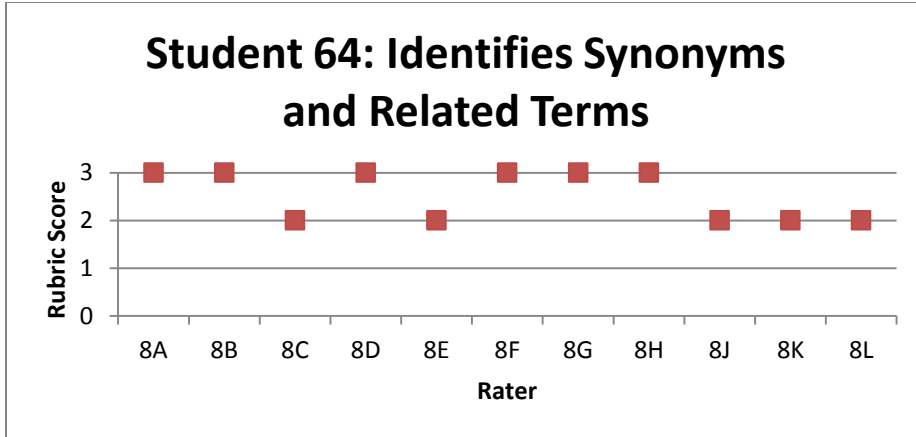


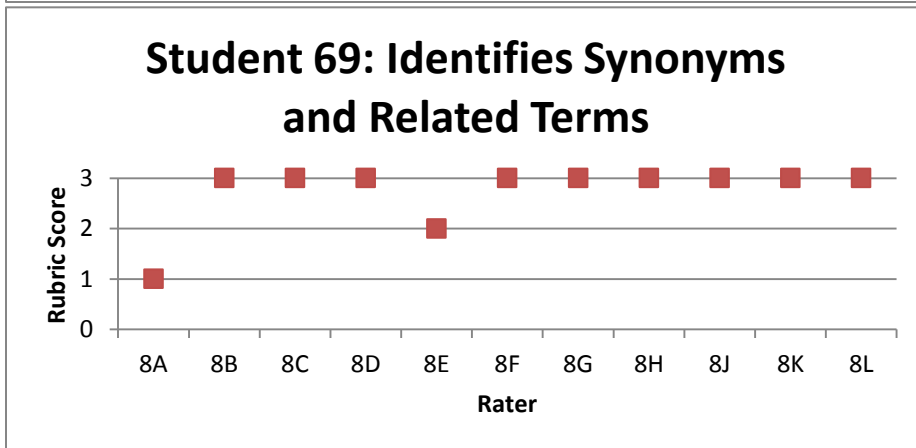
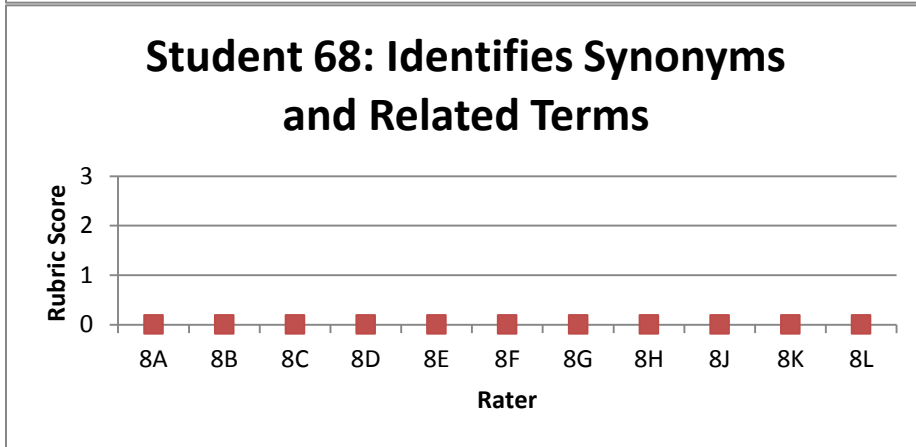
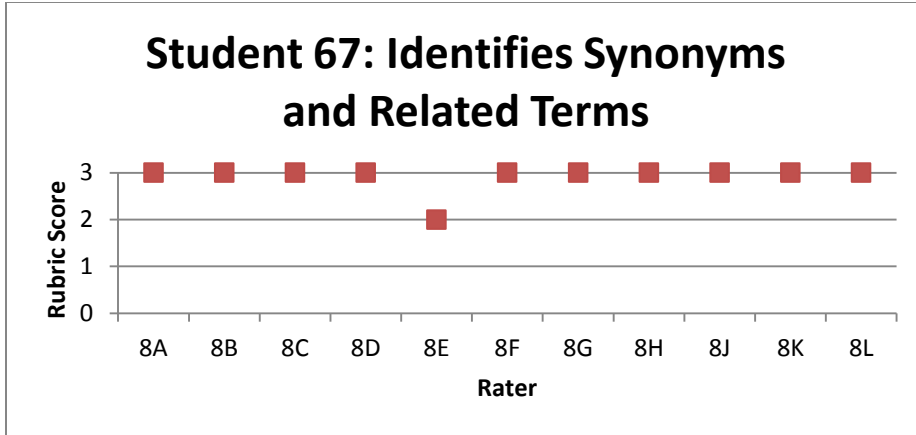


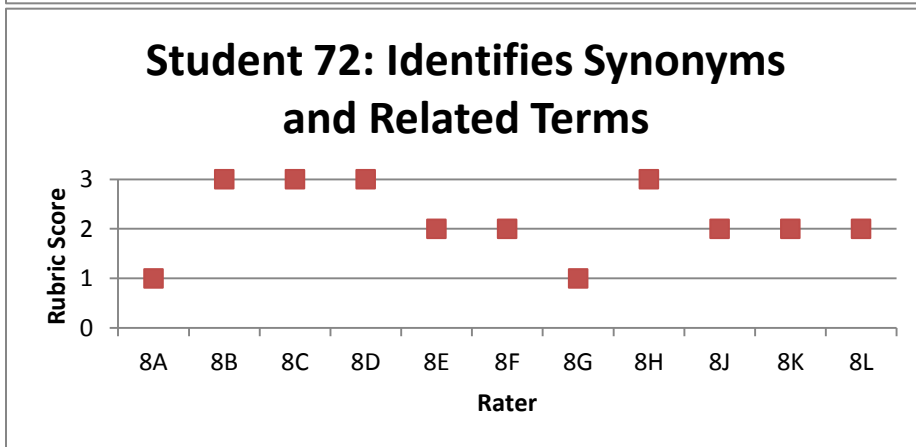
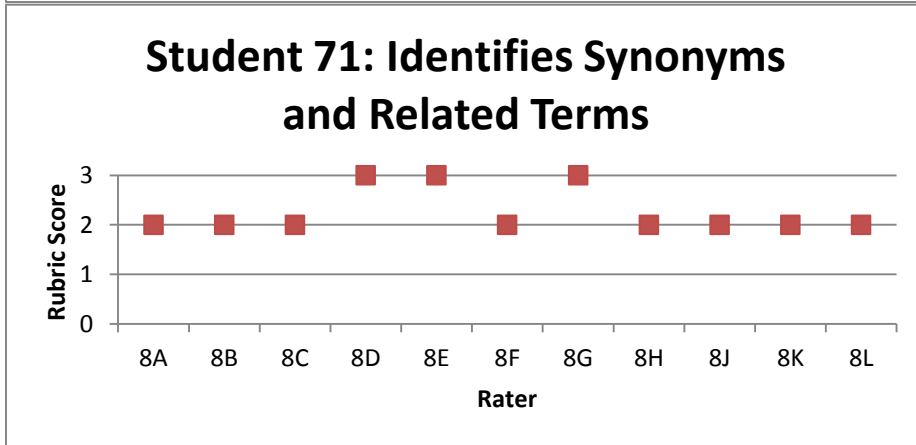
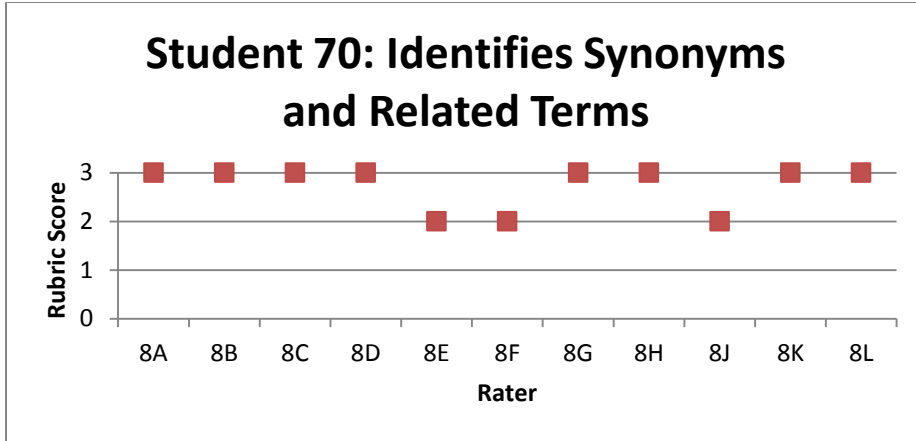




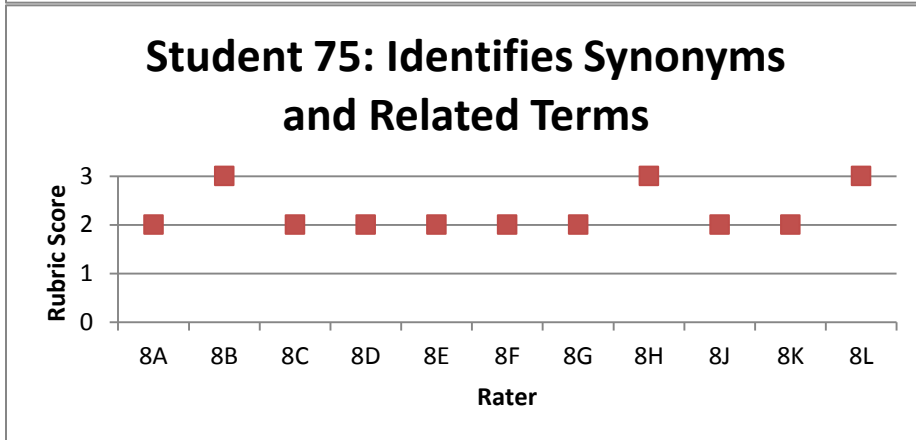
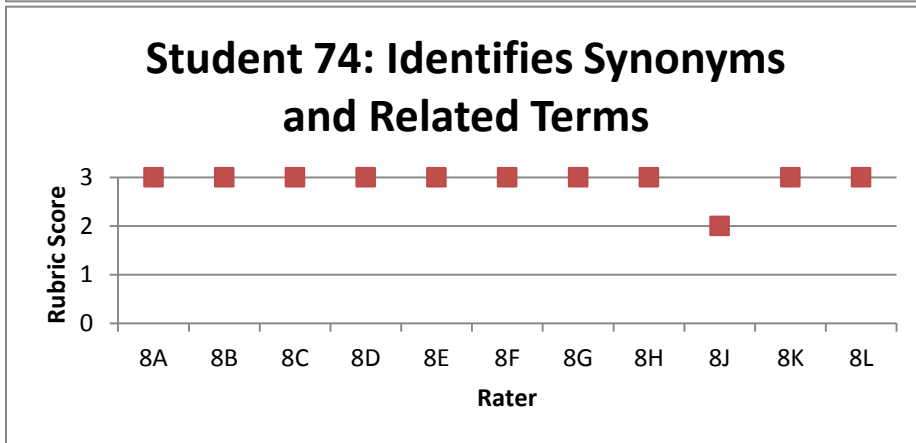
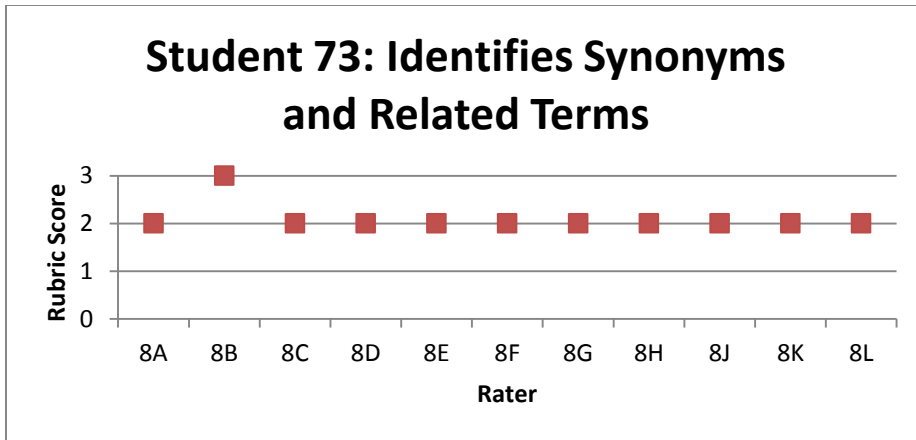


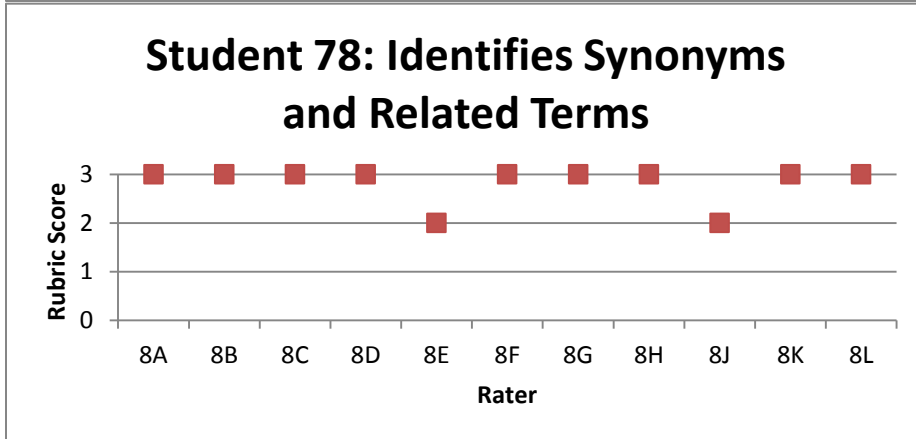
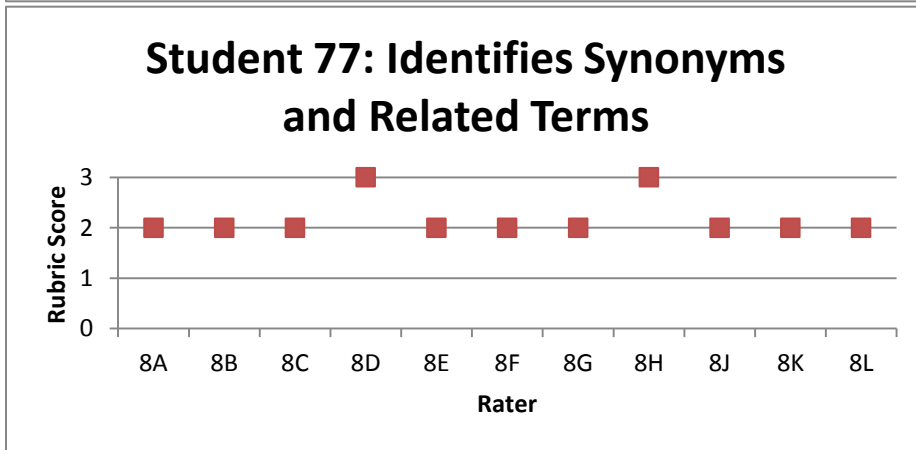
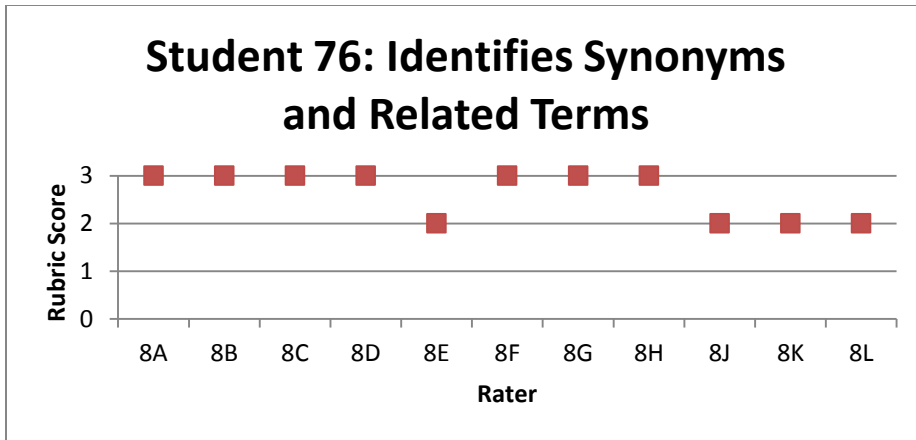


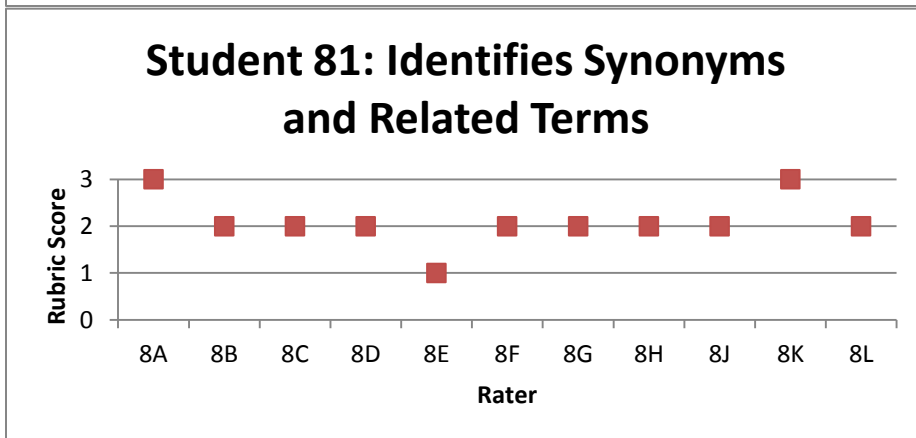
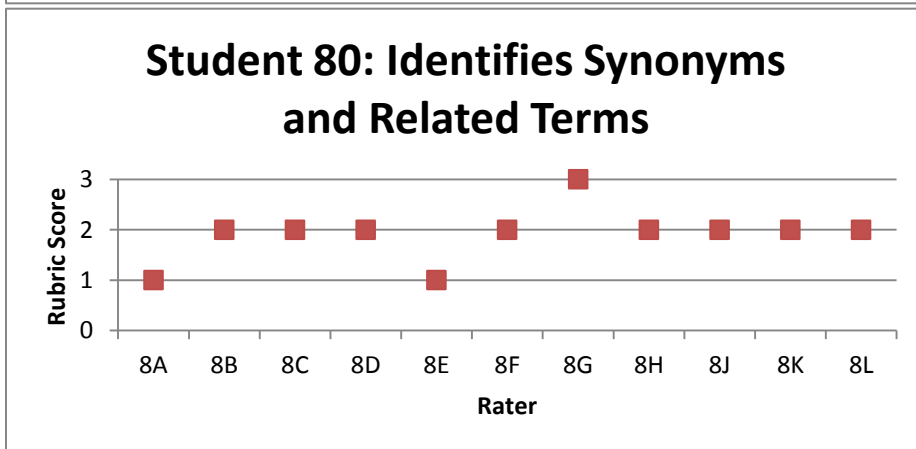
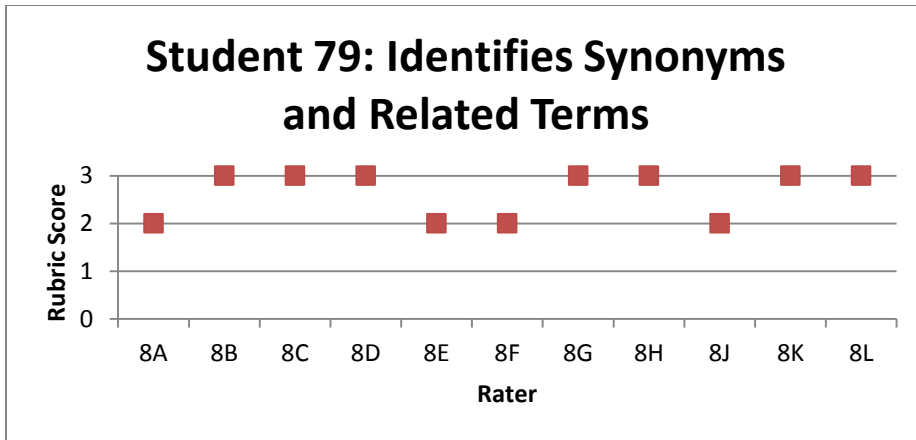


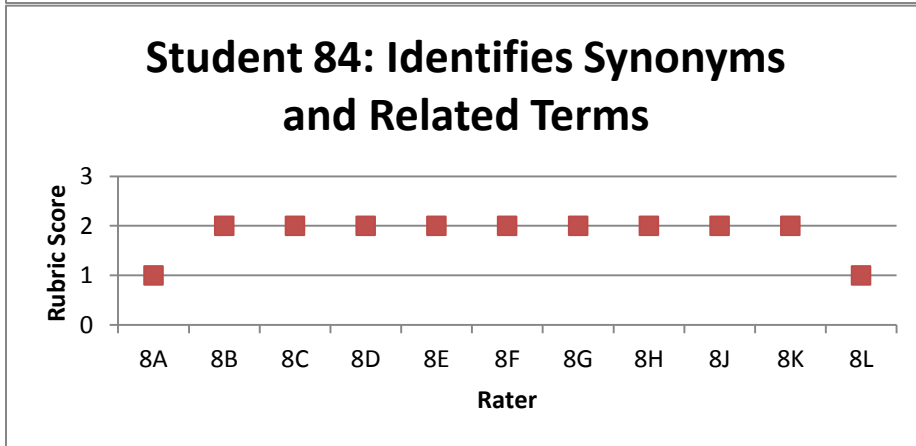
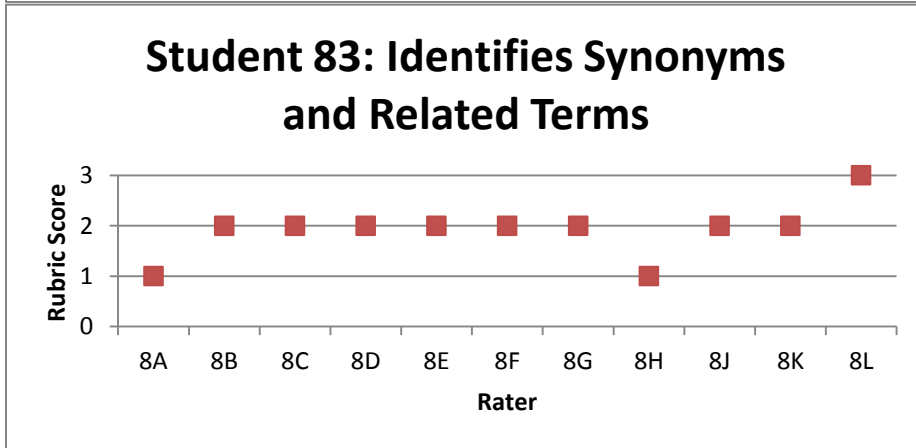
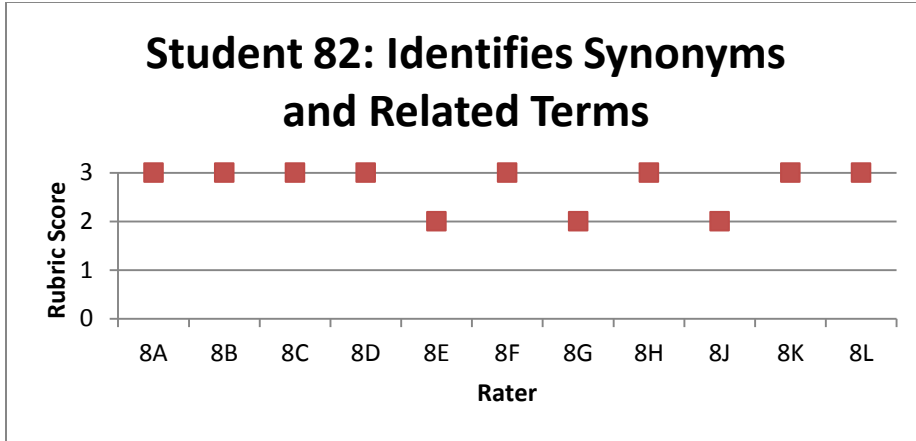


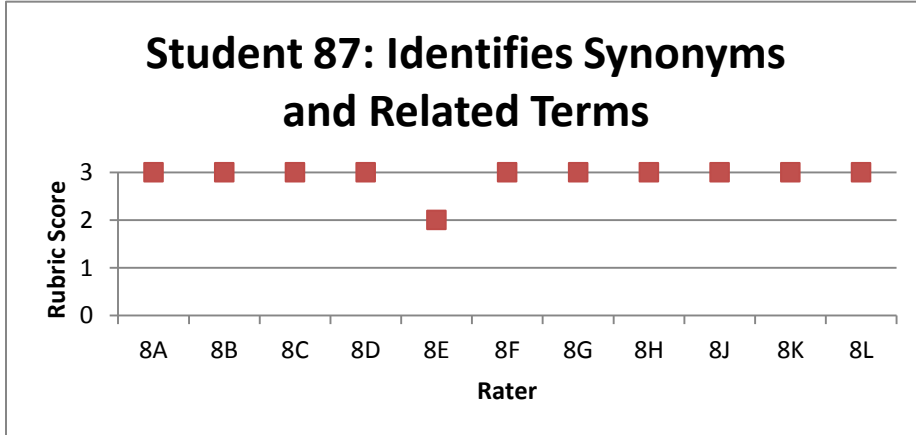
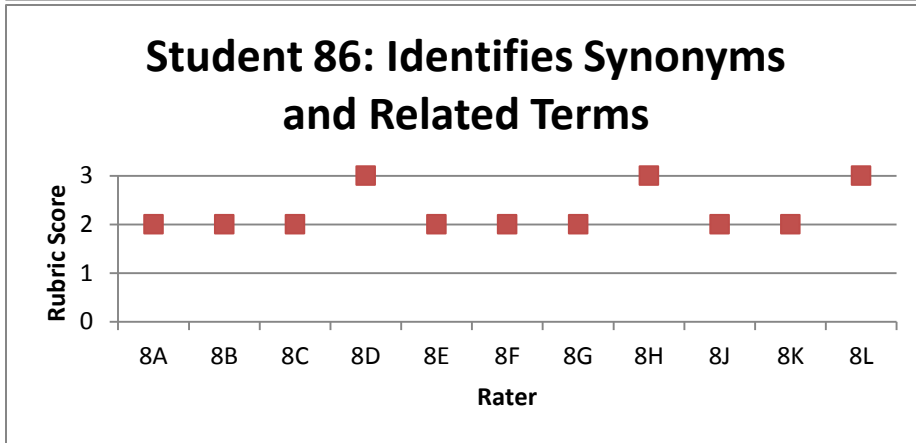
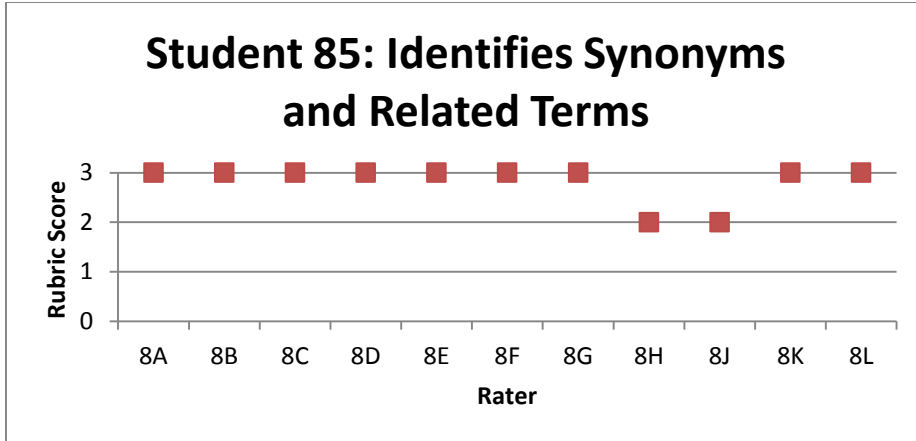


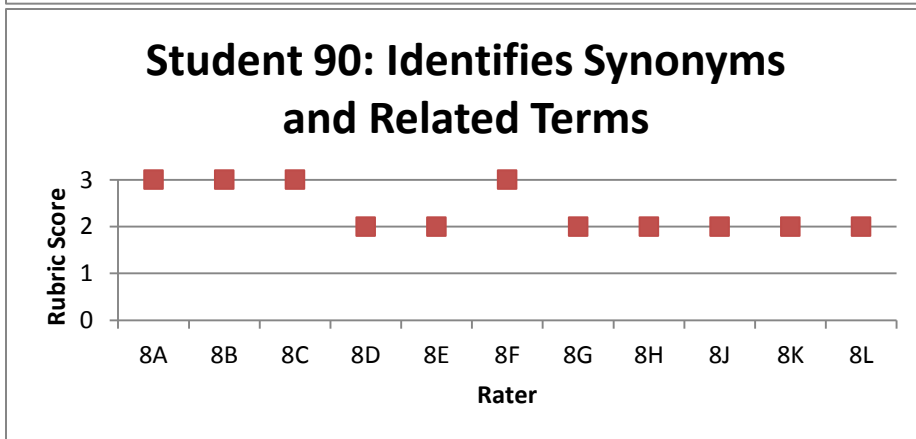
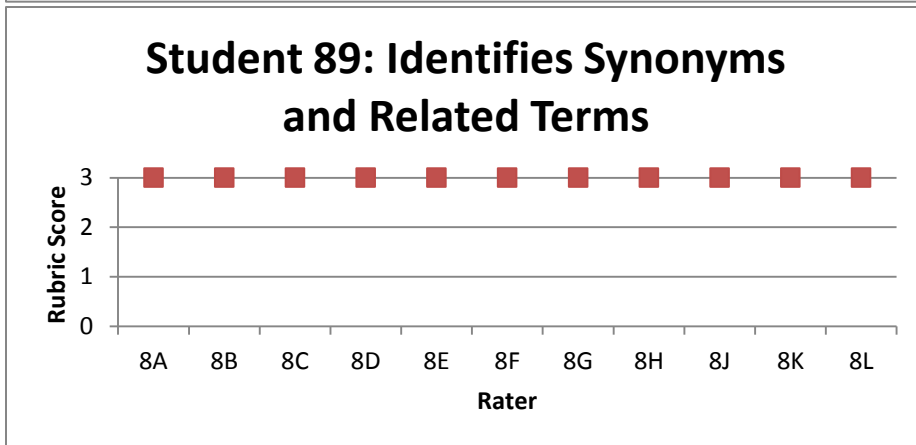
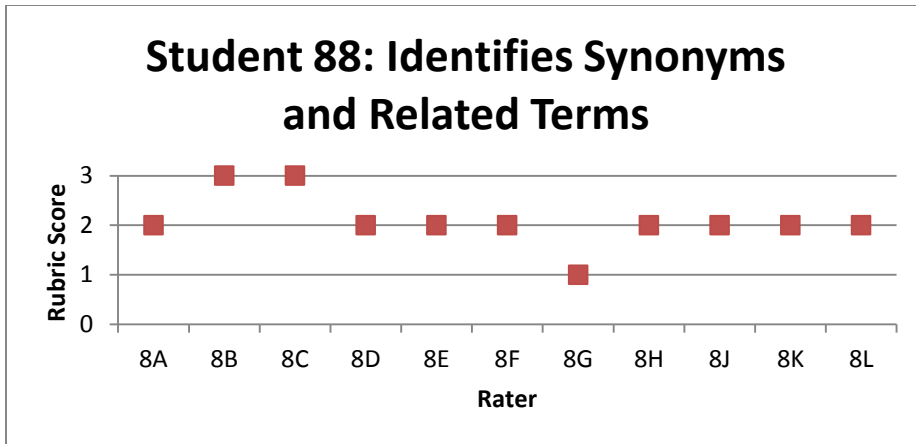


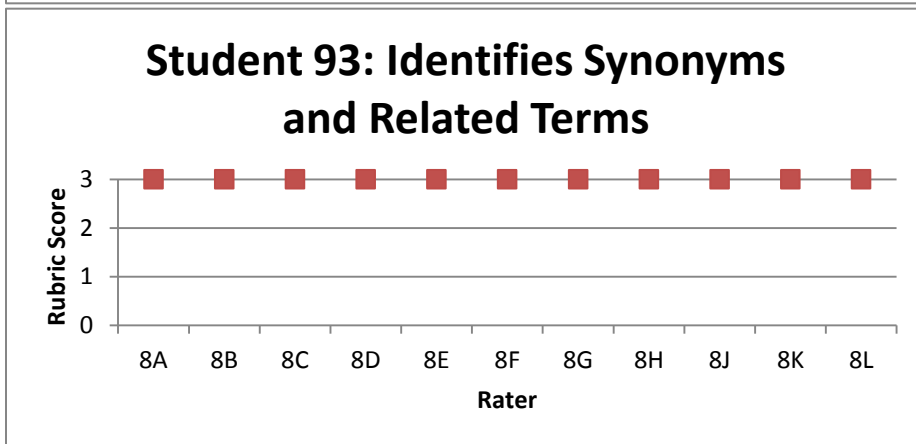
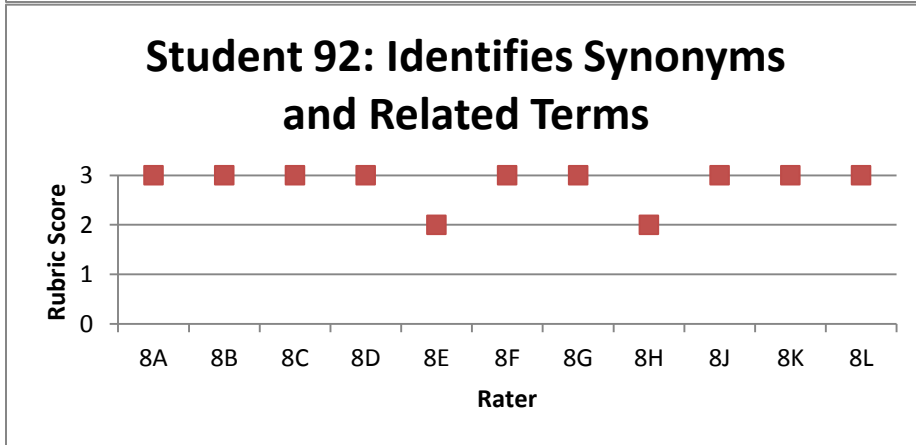
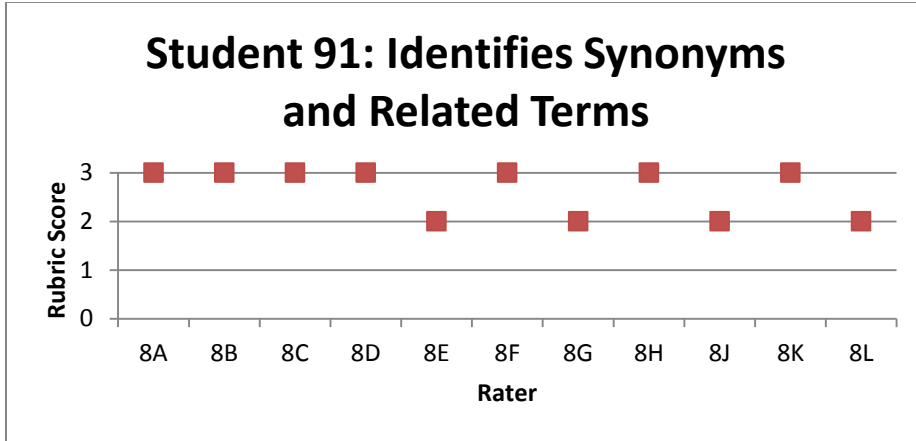


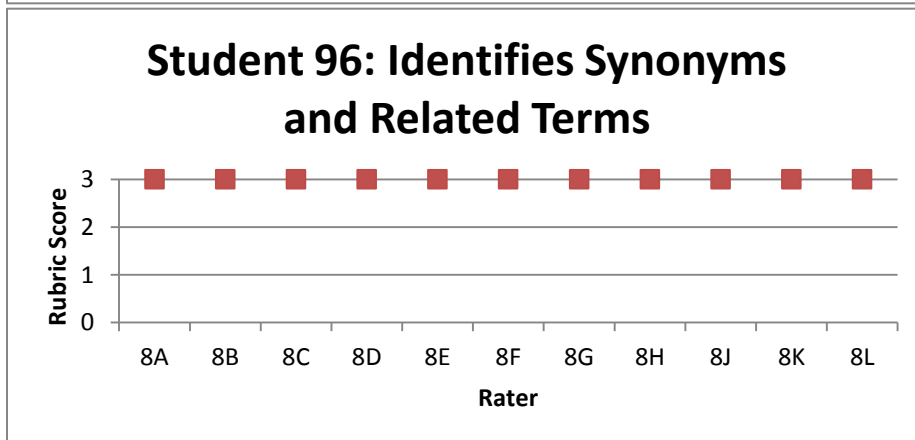
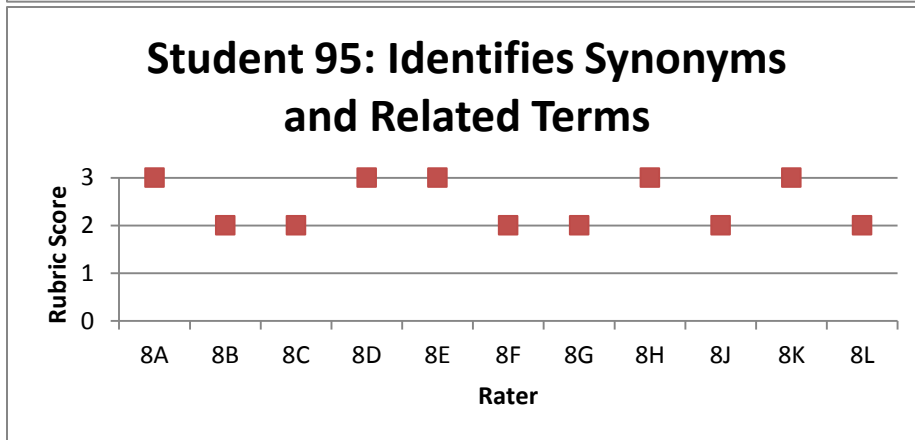
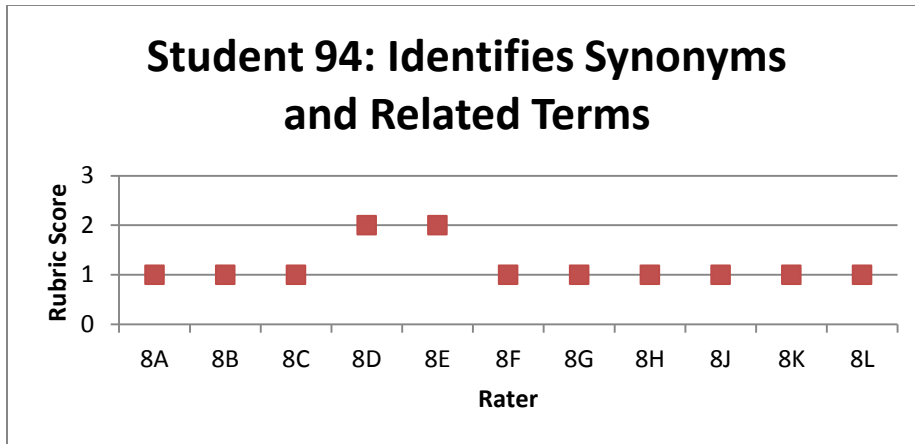




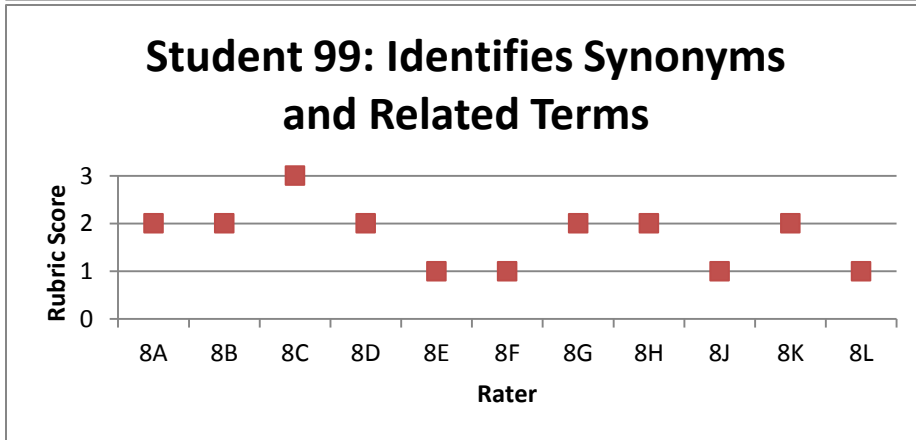
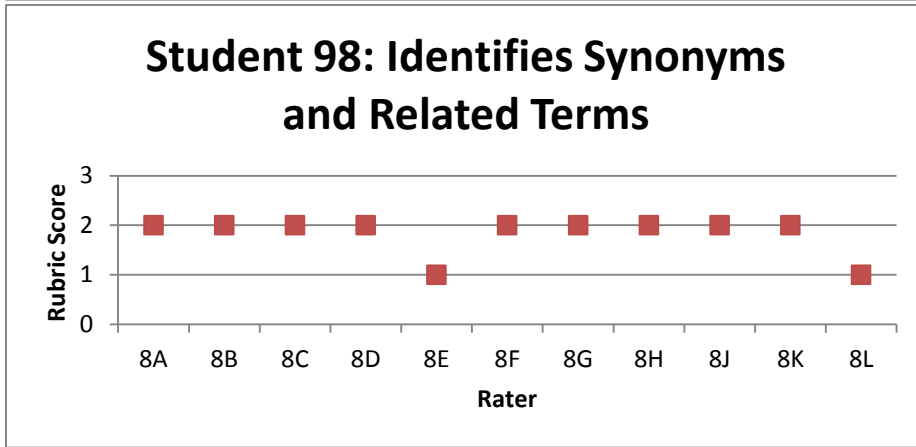
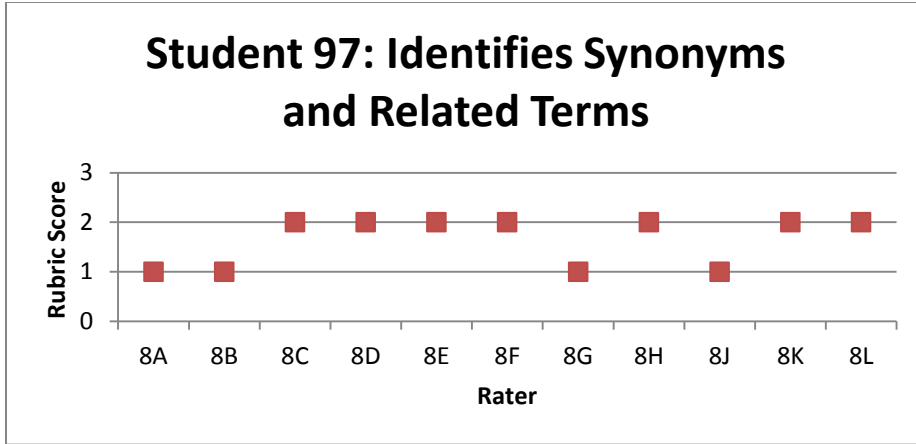


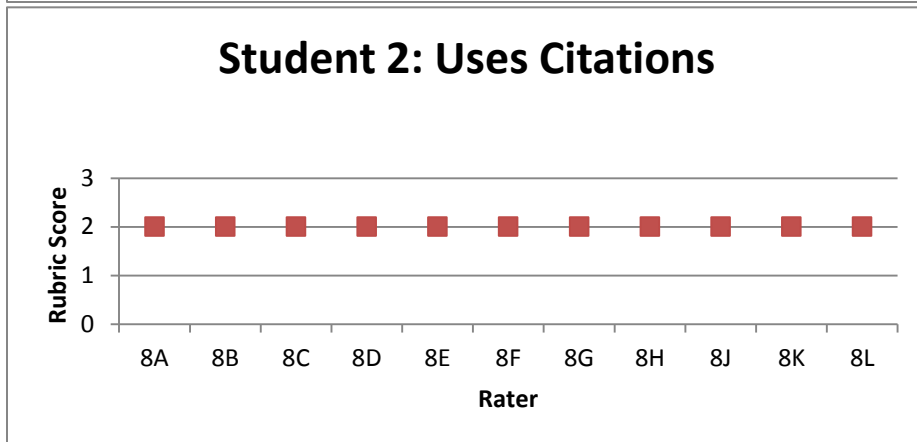
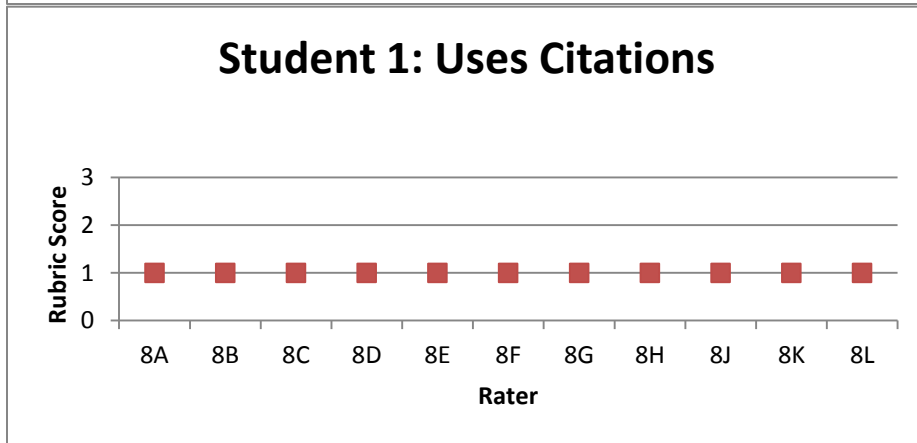
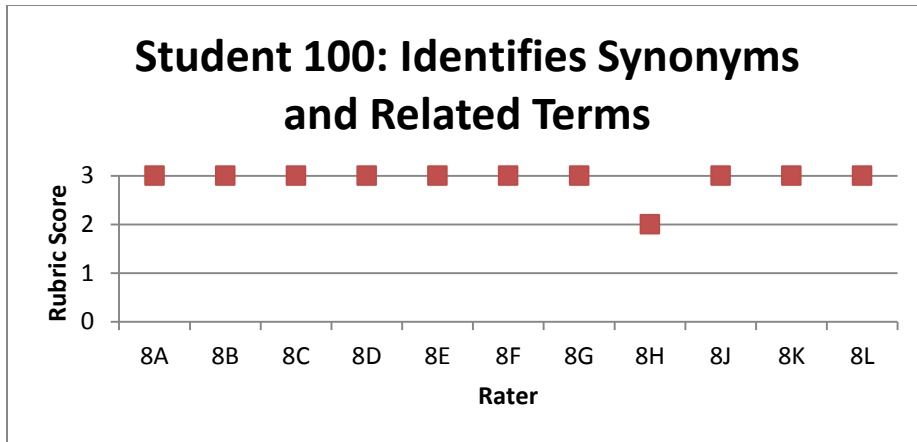


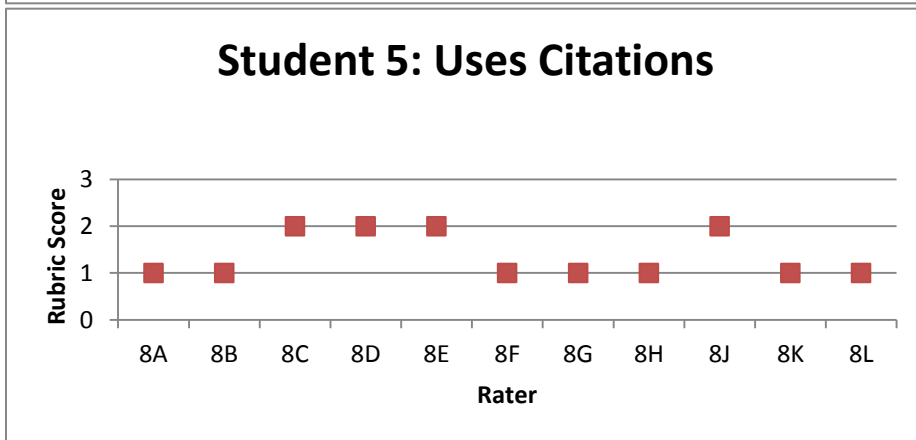
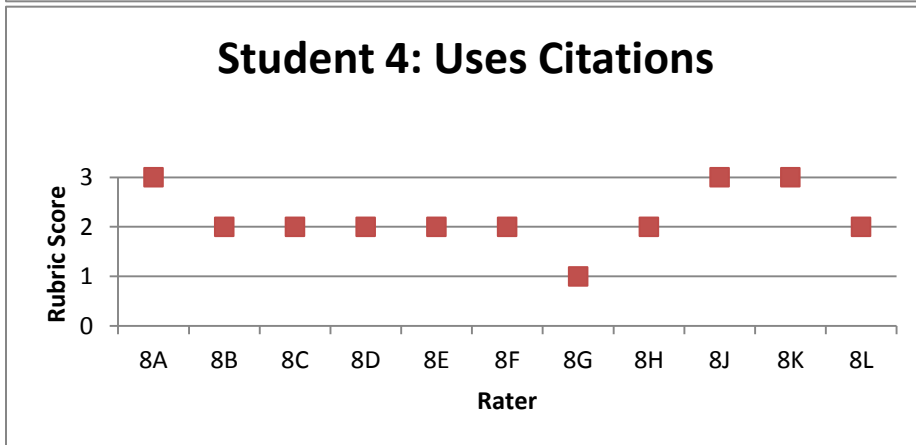
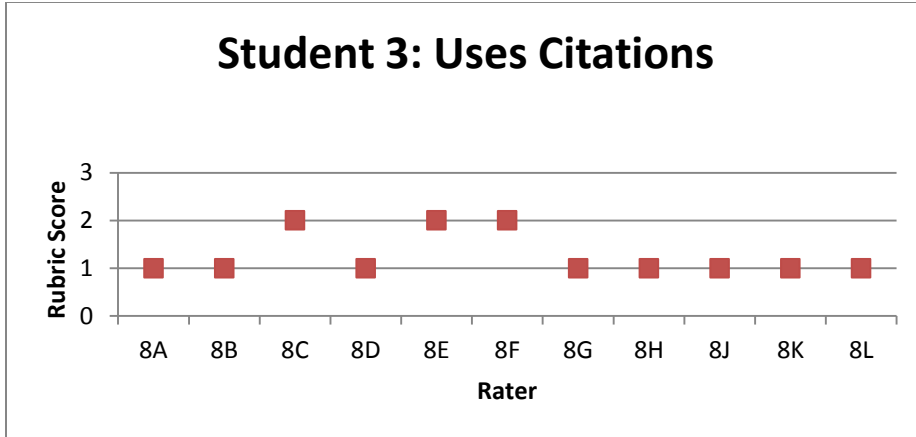


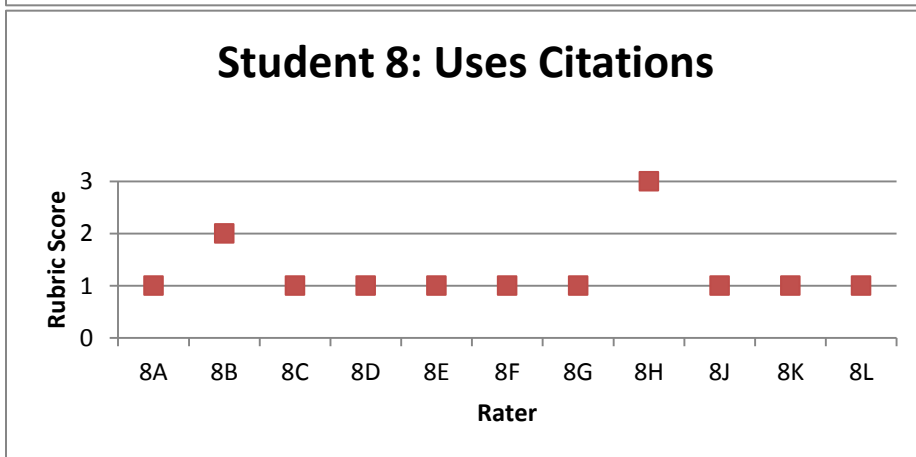
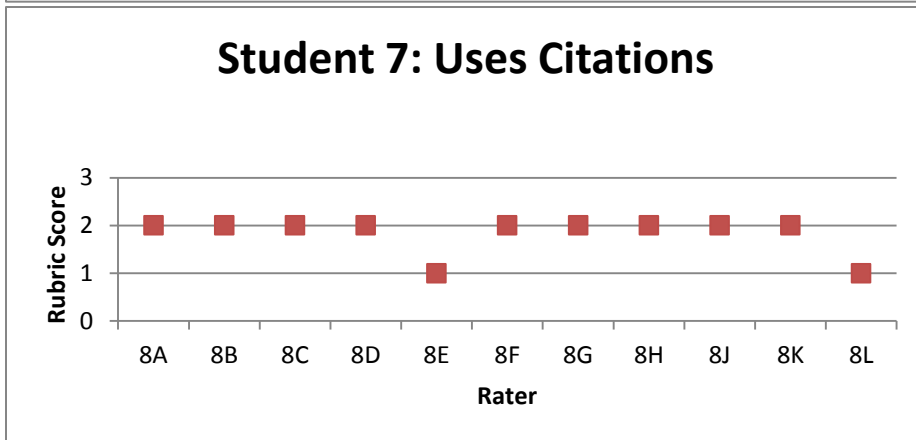
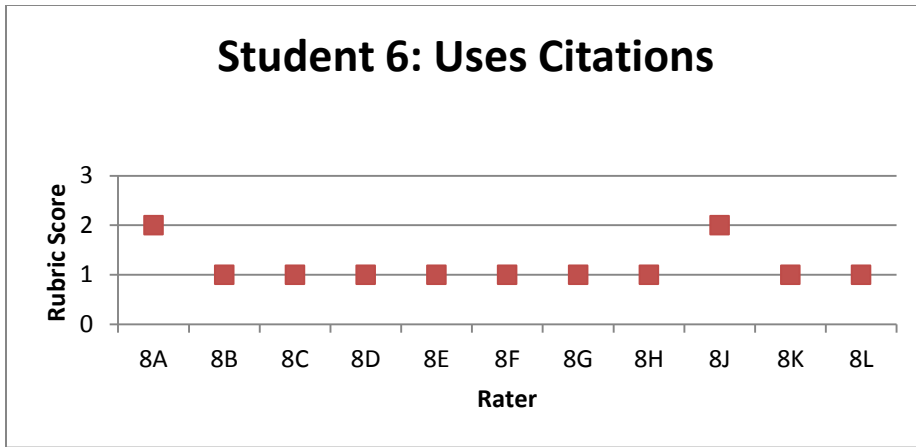


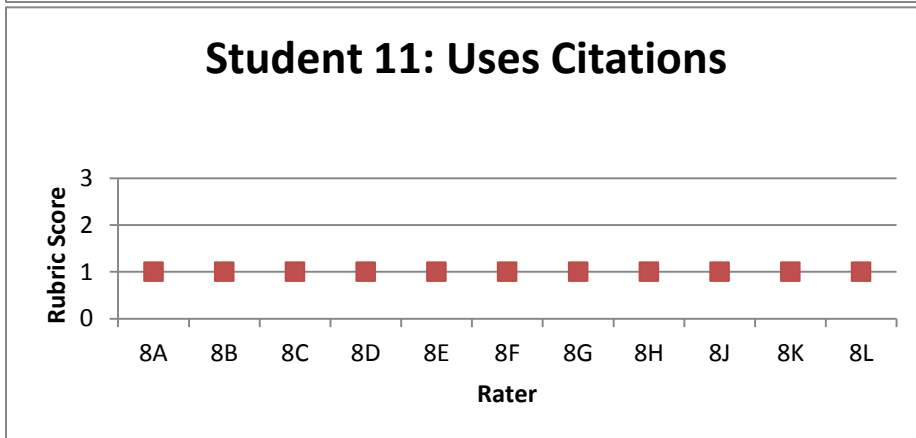
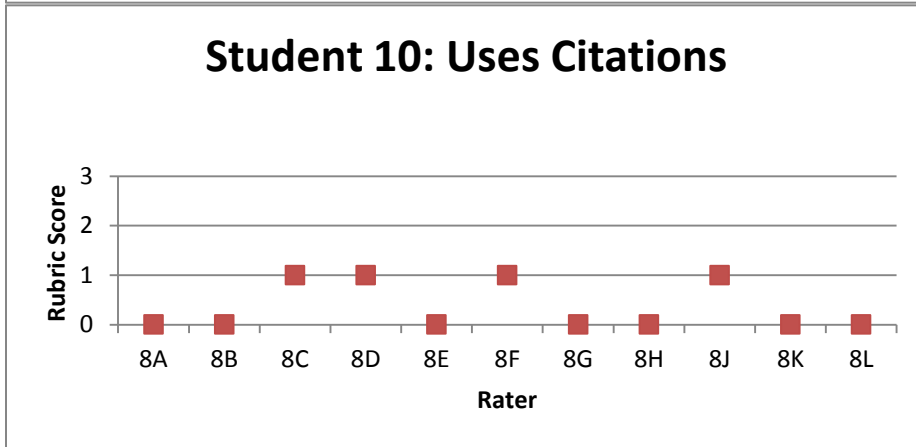
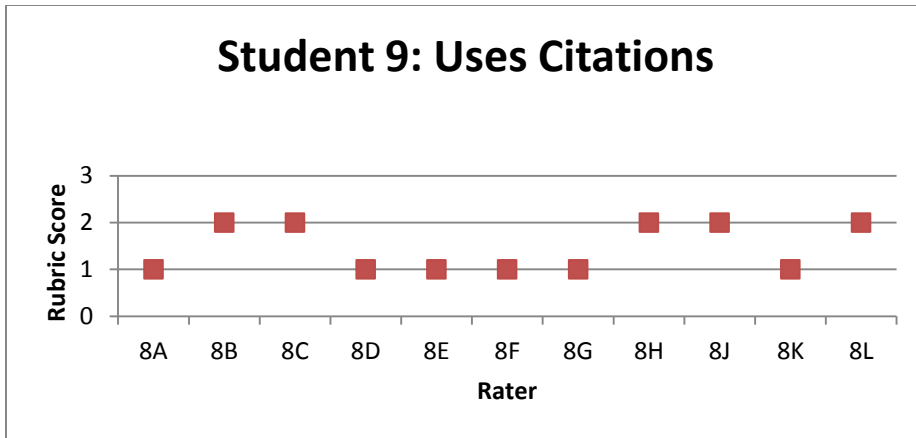




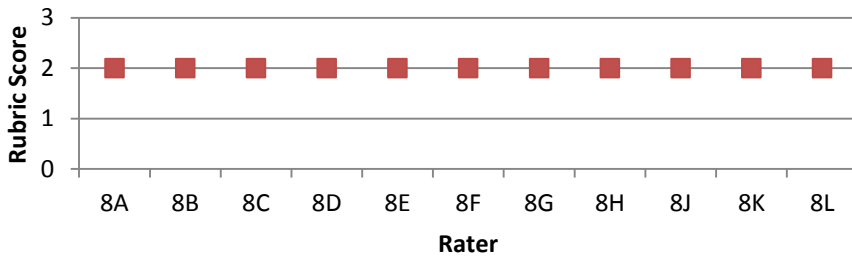




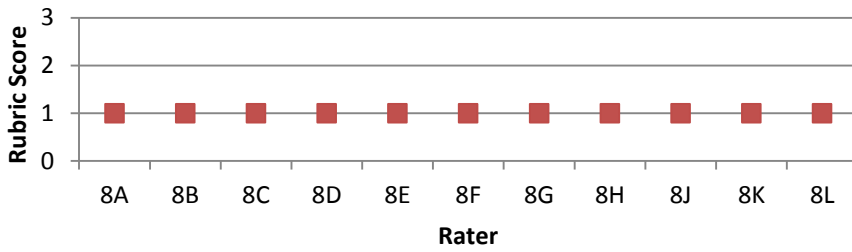




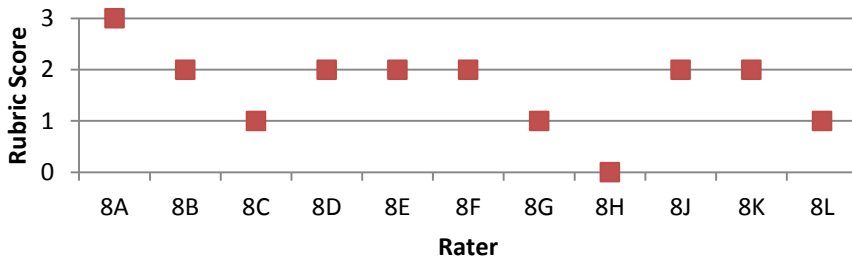
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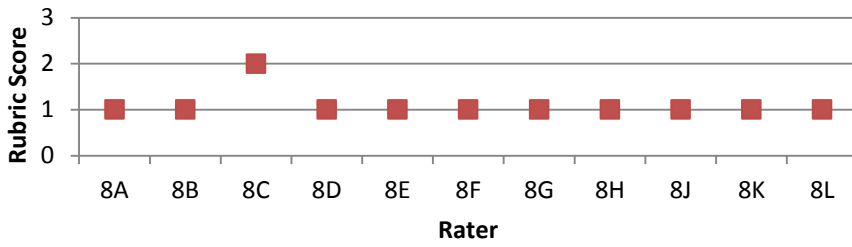
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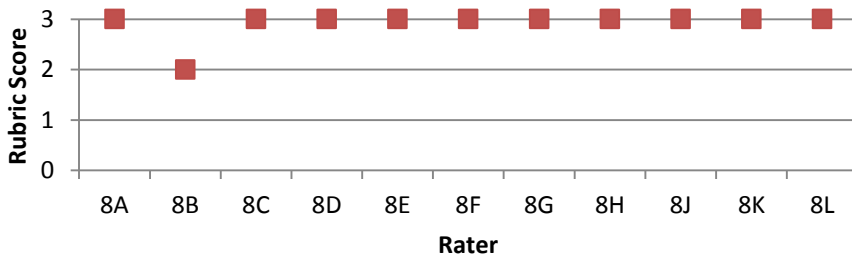
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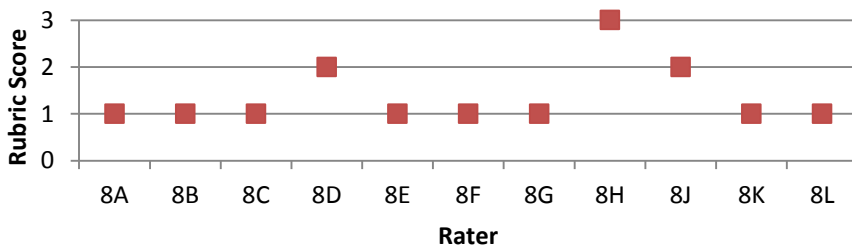
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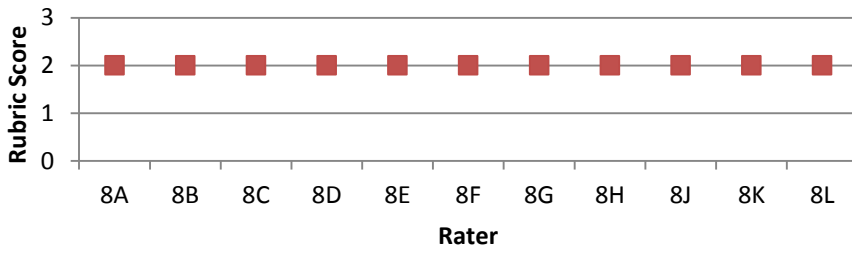
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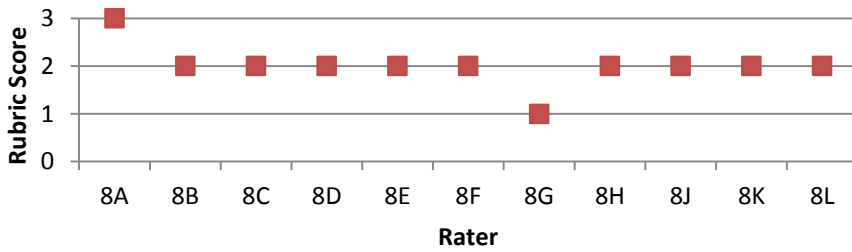
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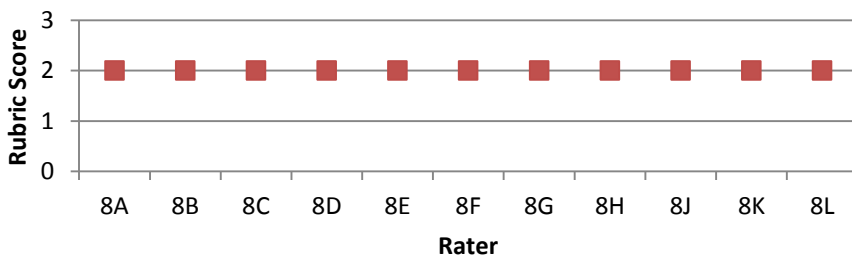
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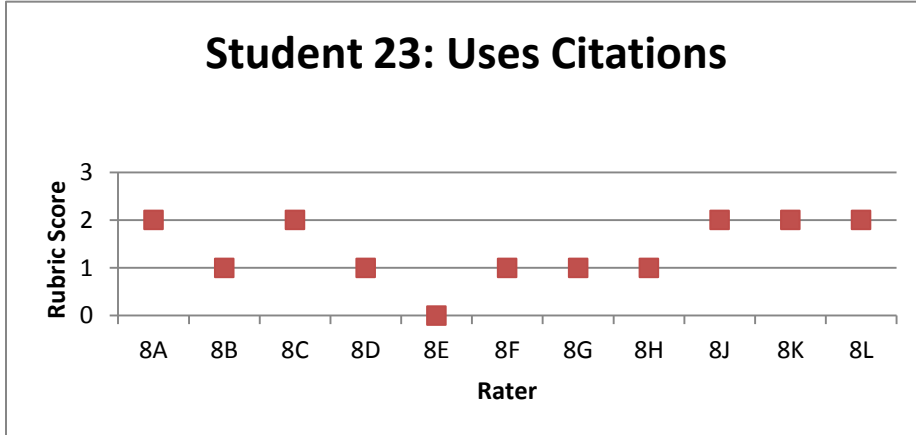
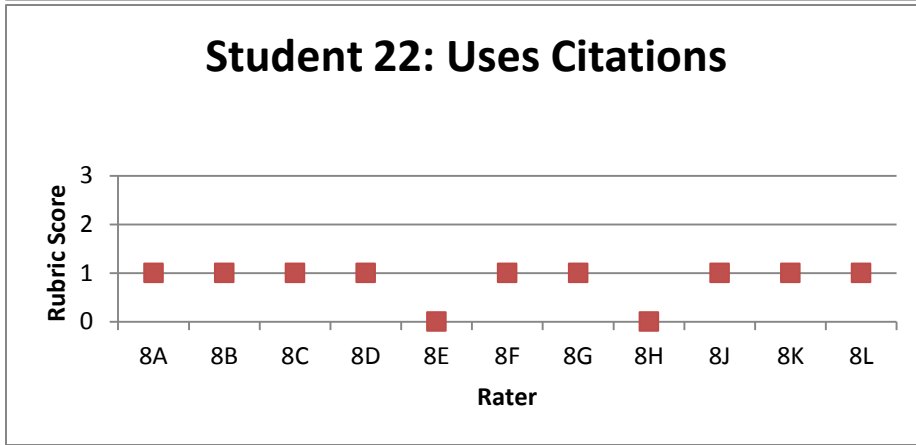
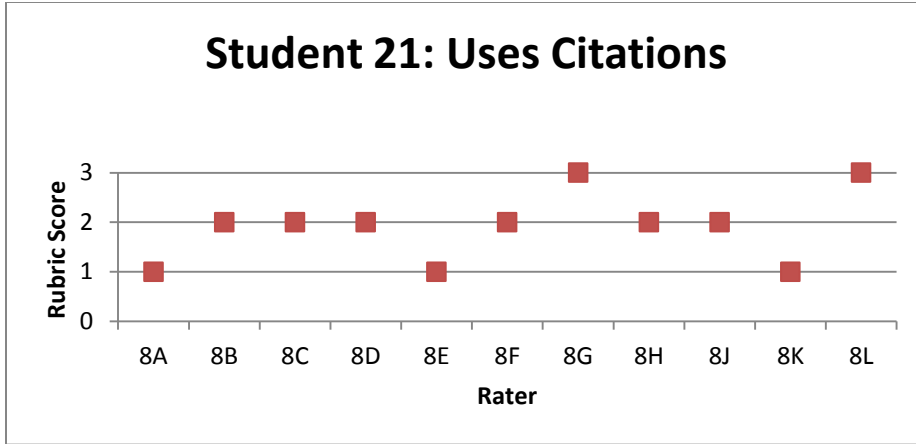
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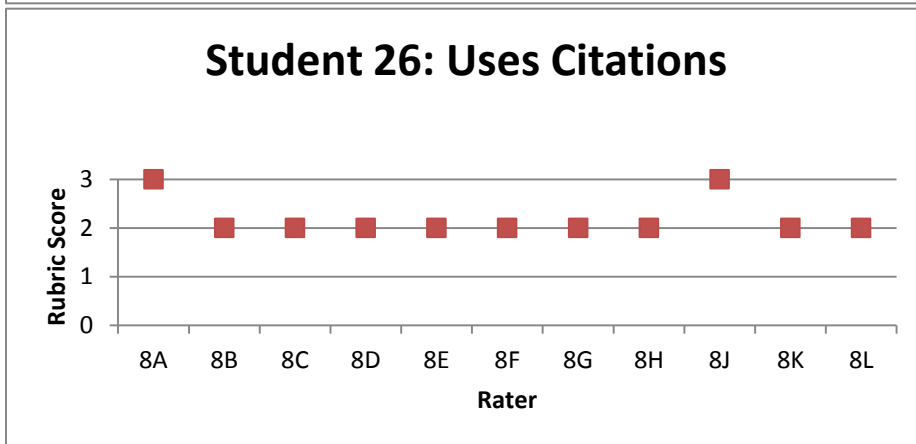
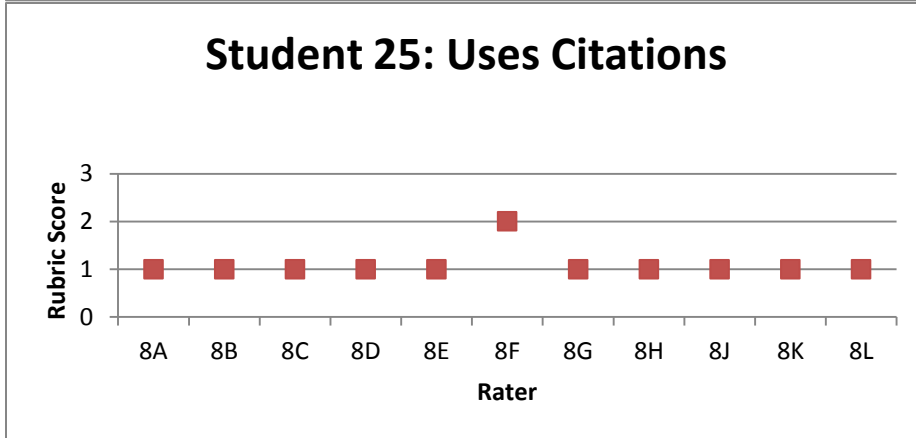
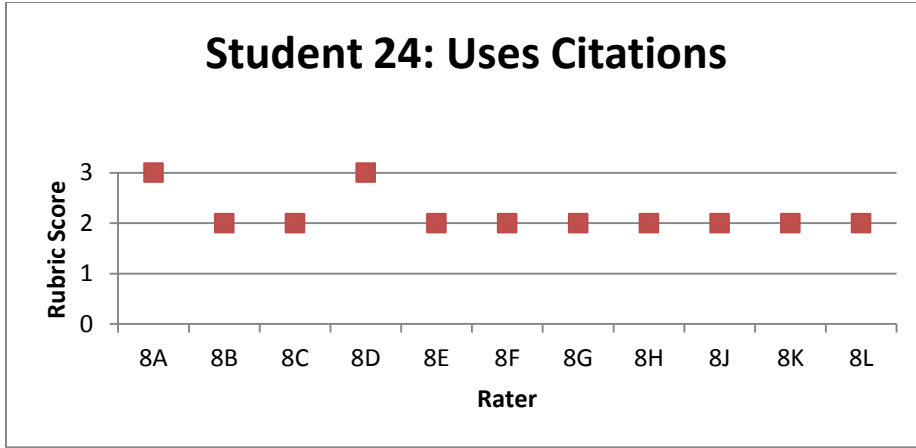


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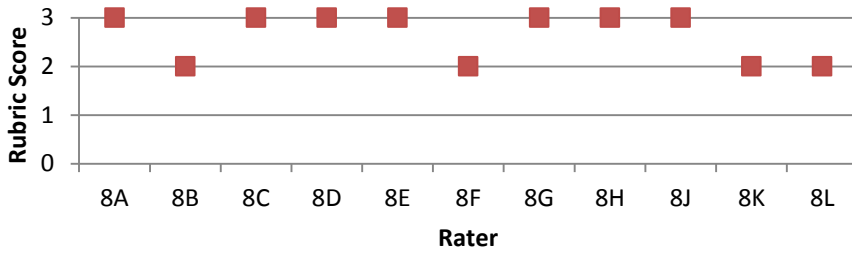




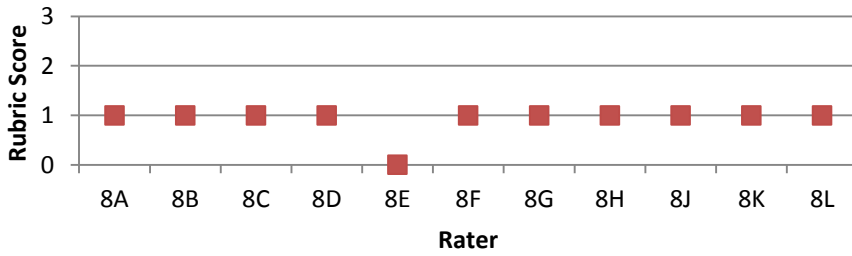




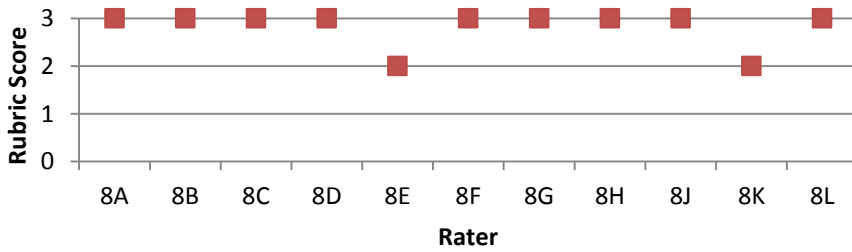
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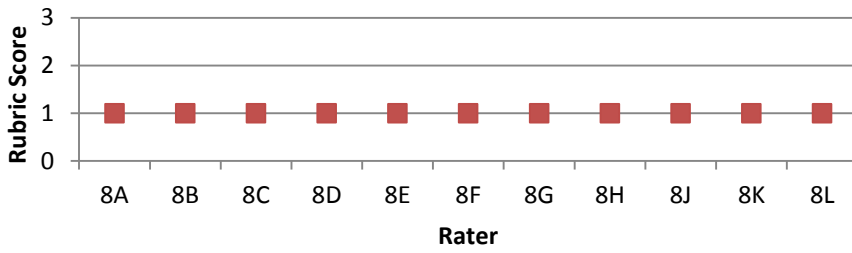
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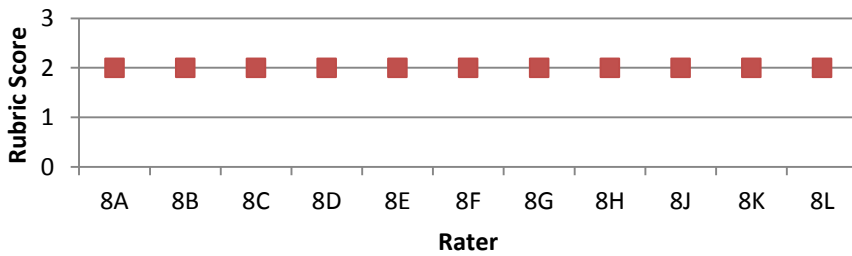
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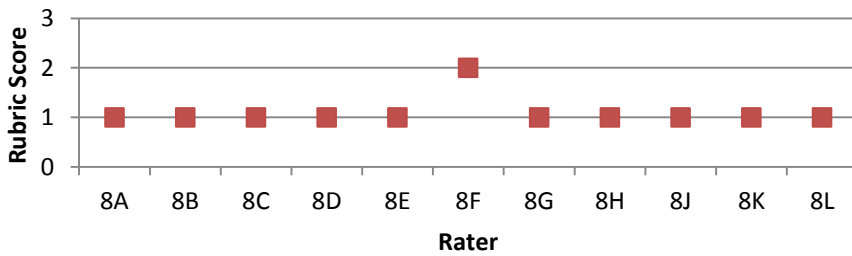
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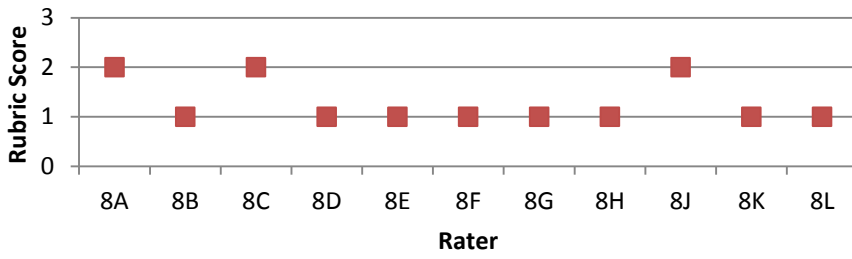
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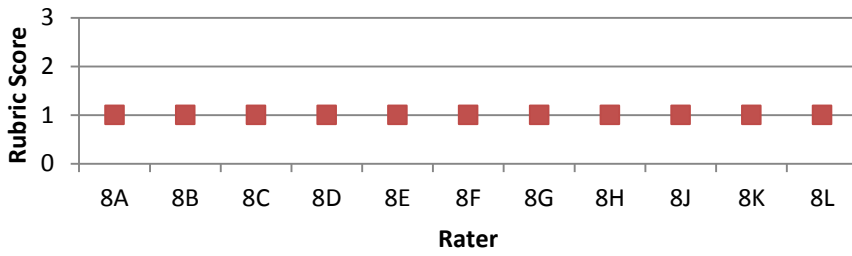
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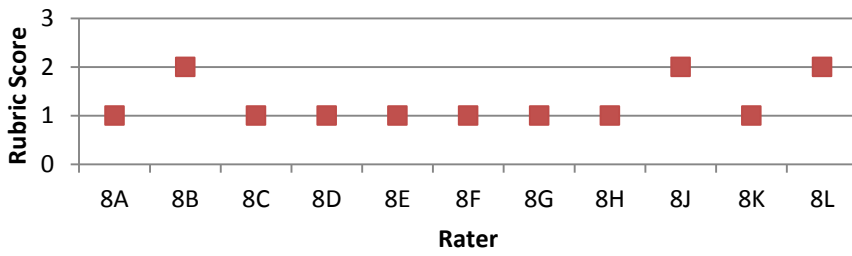
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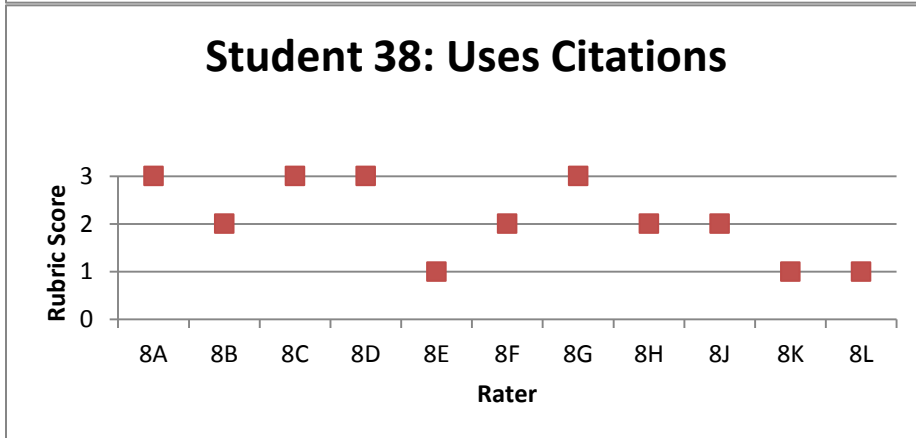
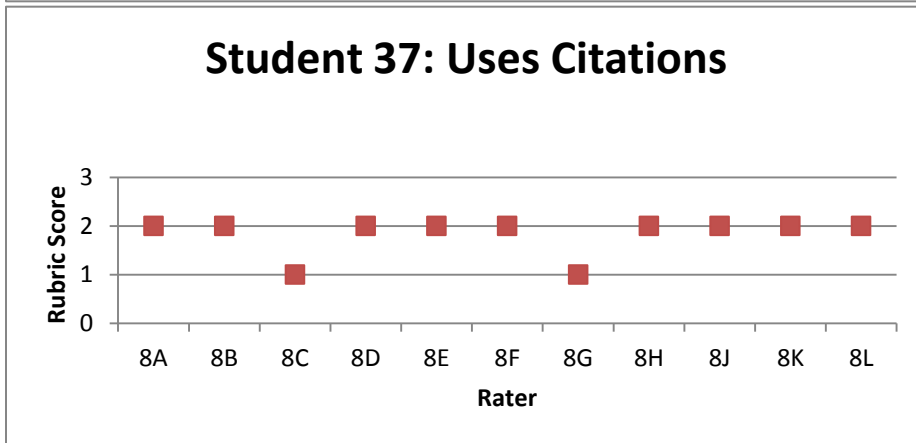
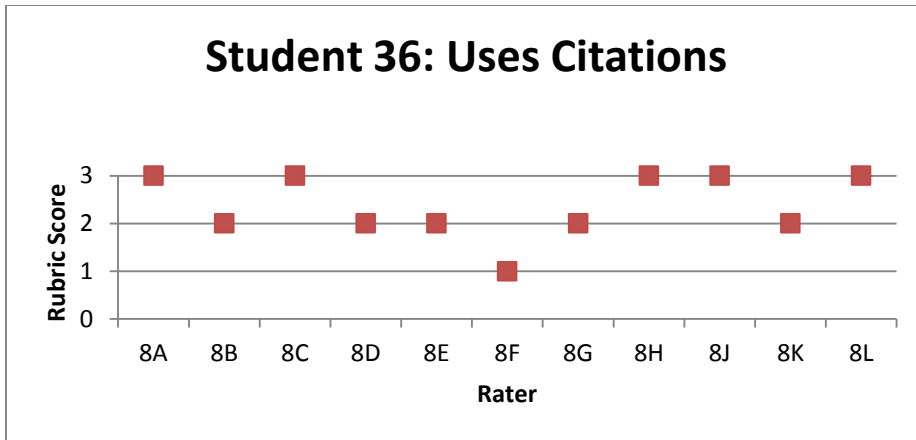


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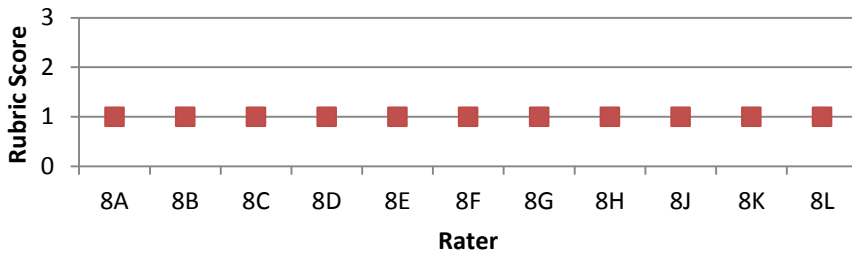


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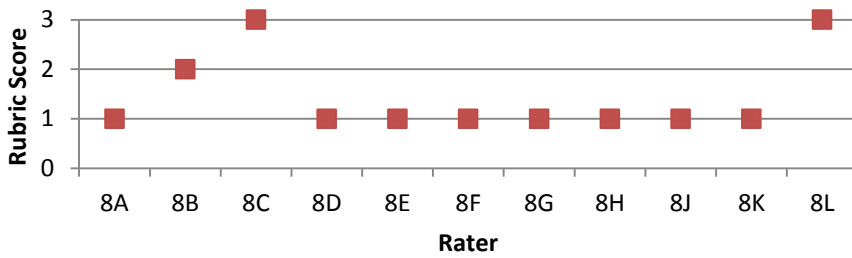




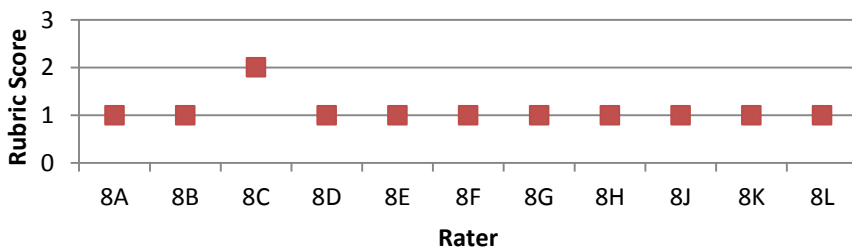
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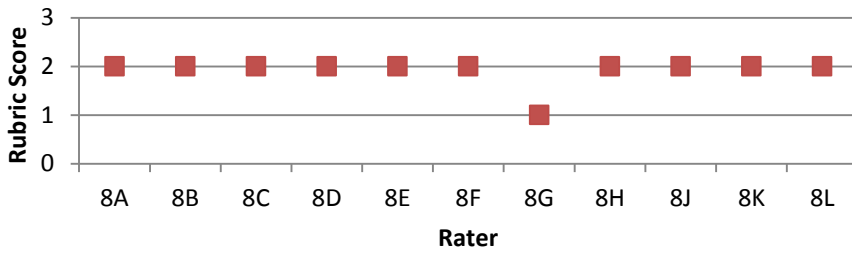
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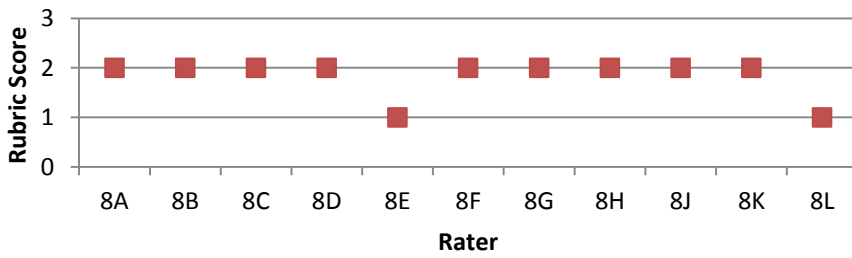
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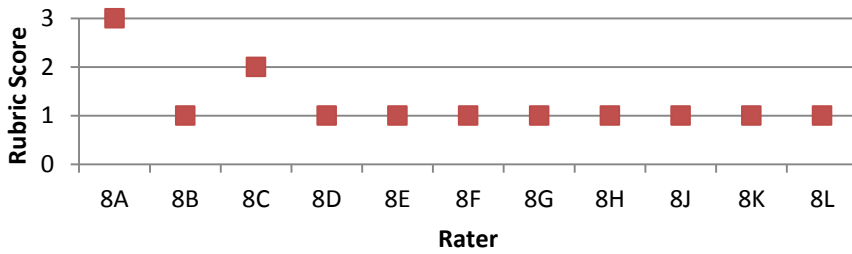
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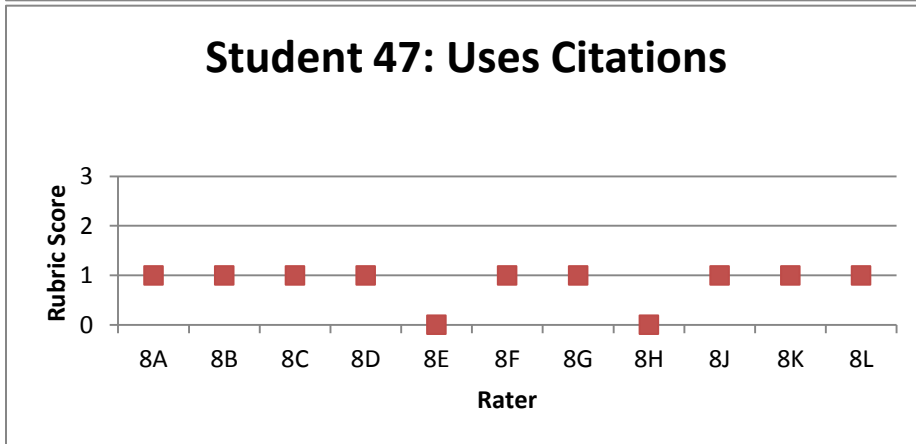
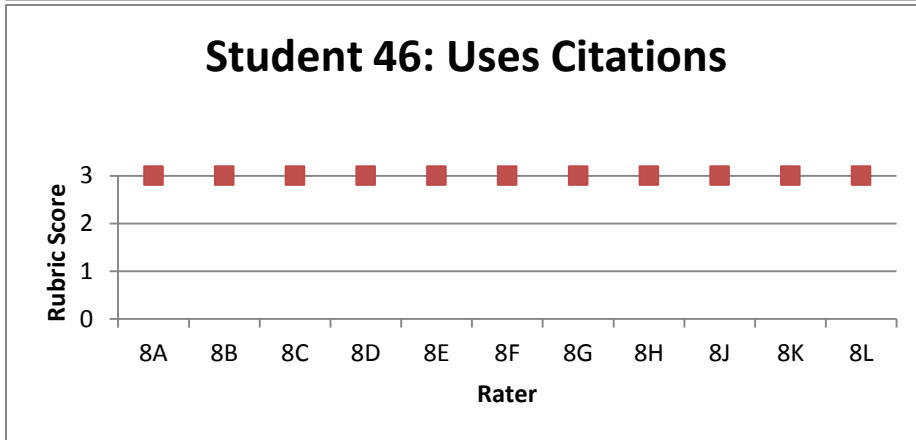
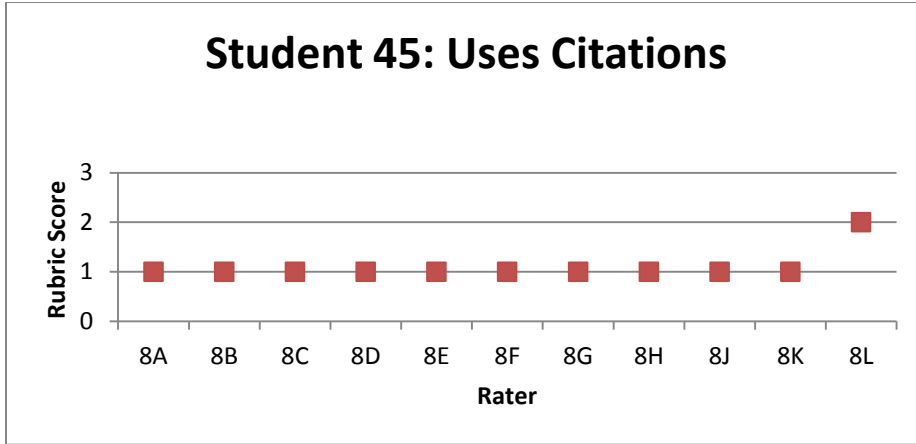
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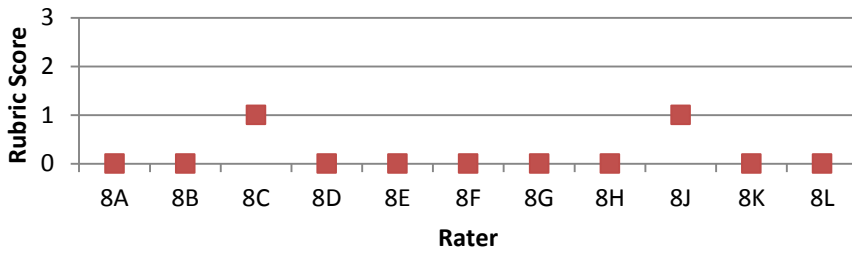
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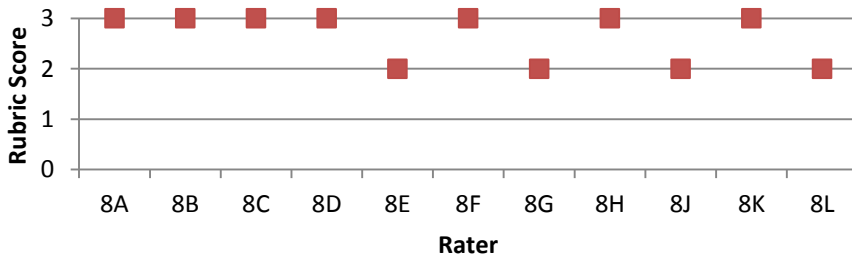




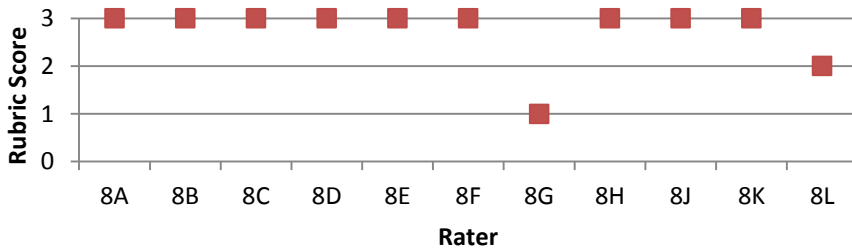
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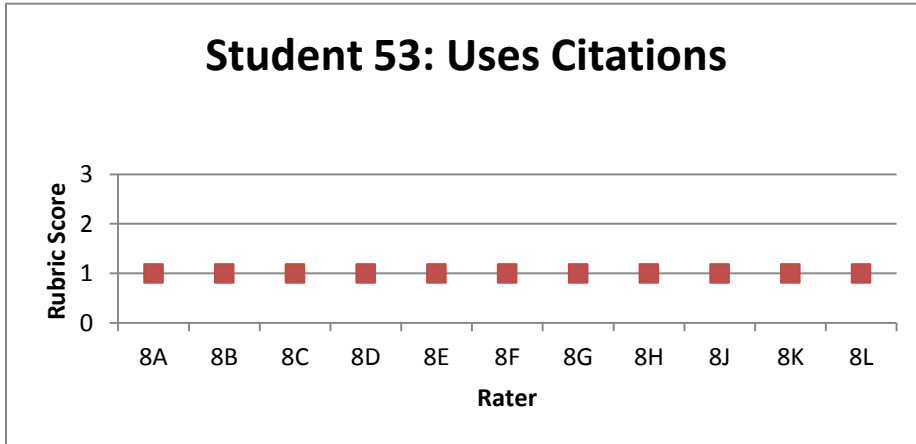
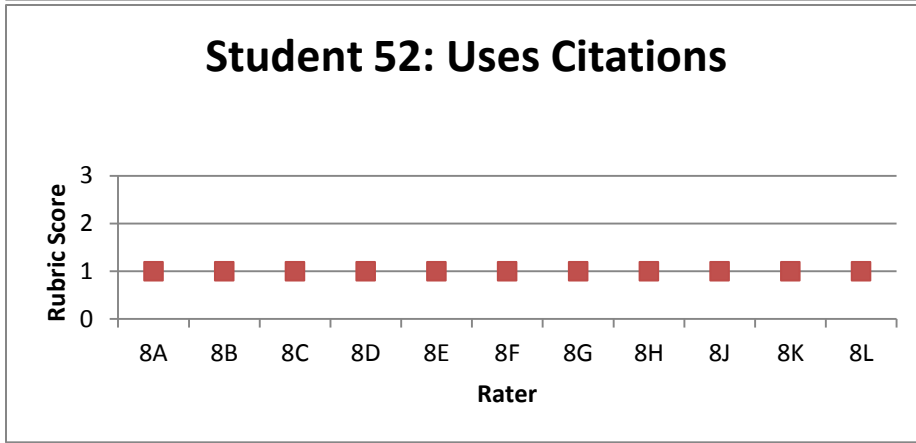
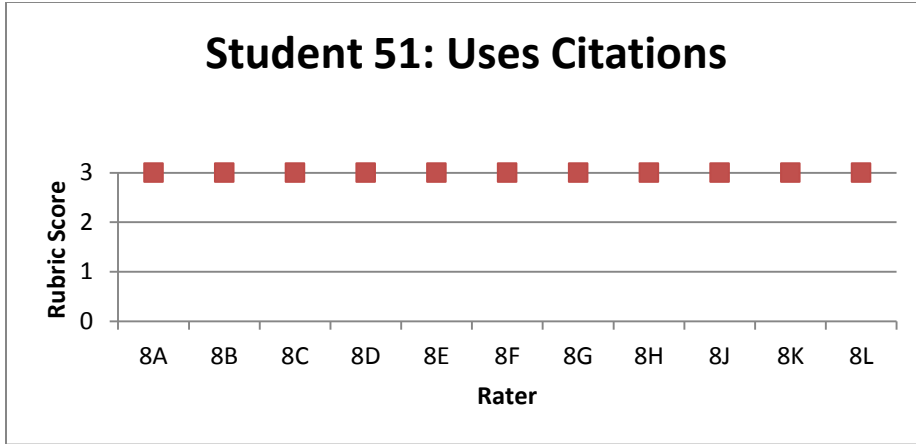


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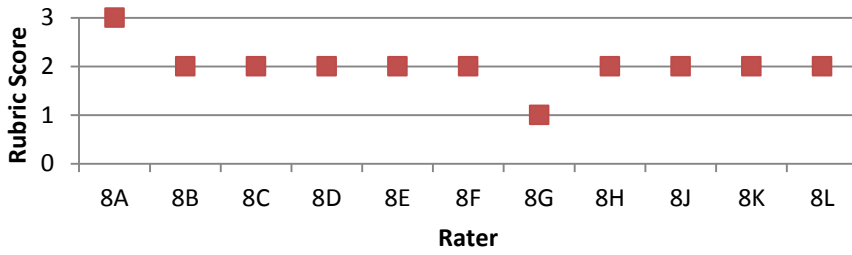


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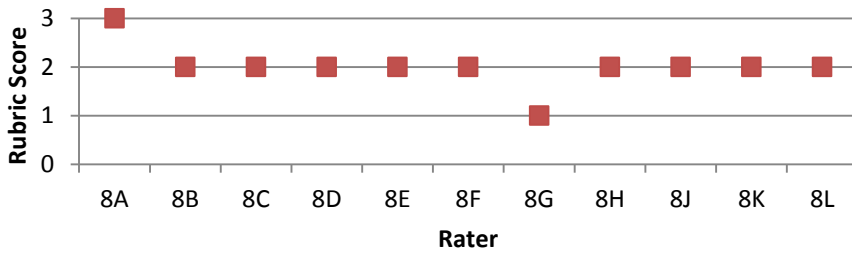




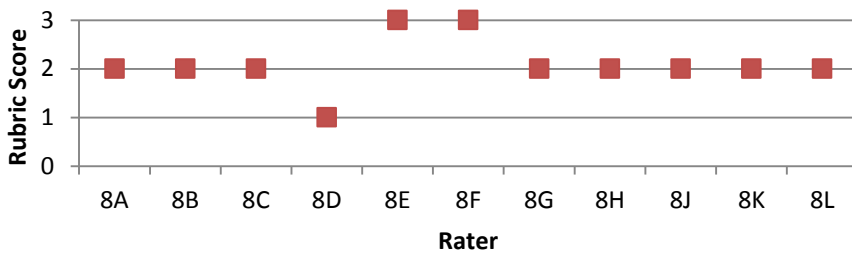
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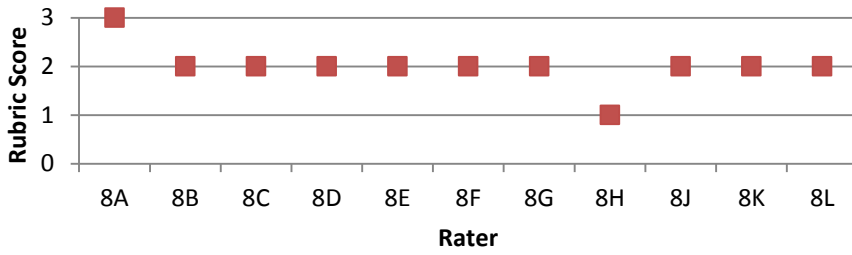
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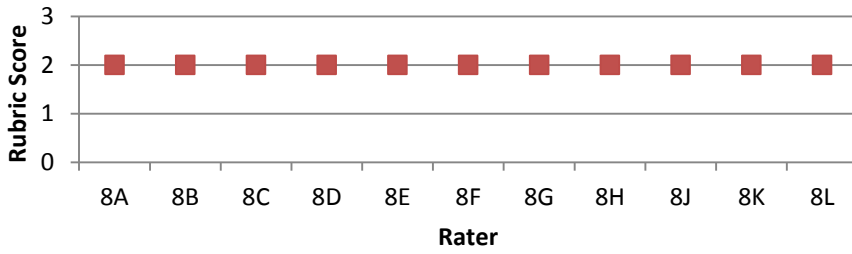
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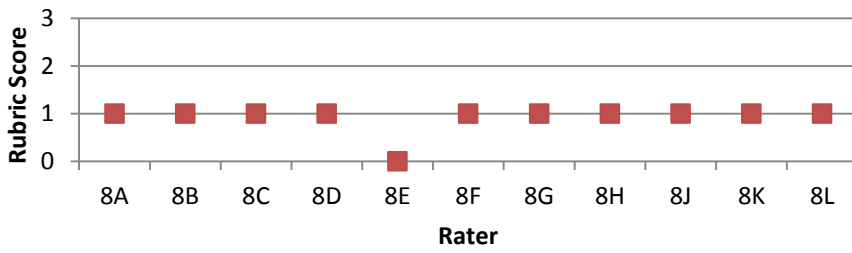
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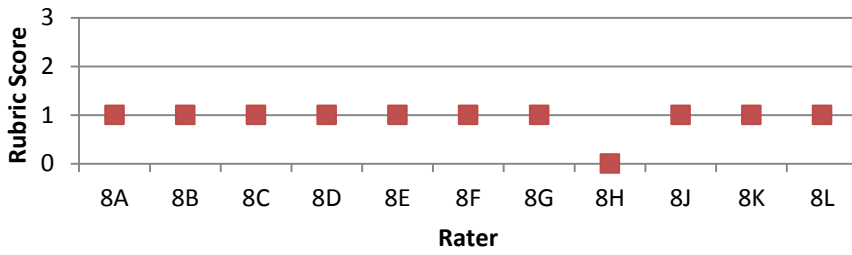
### Student 58: Uses Citations



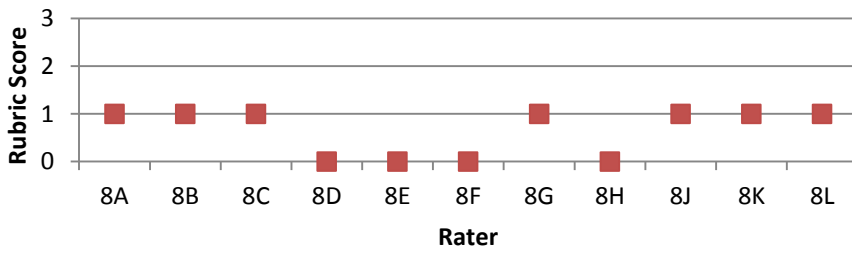
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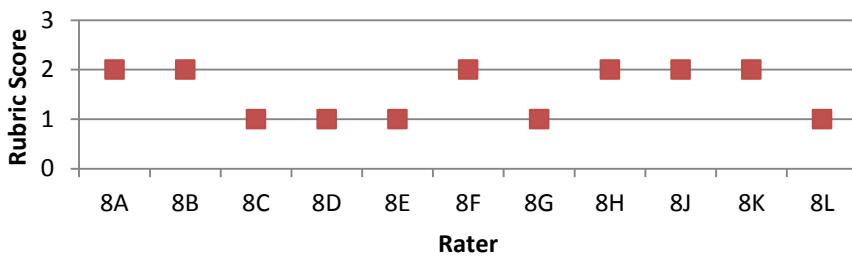
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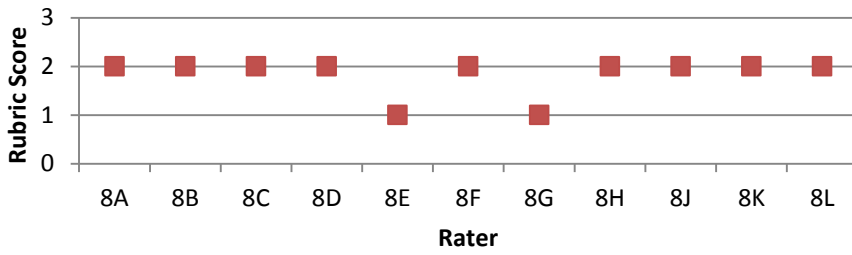
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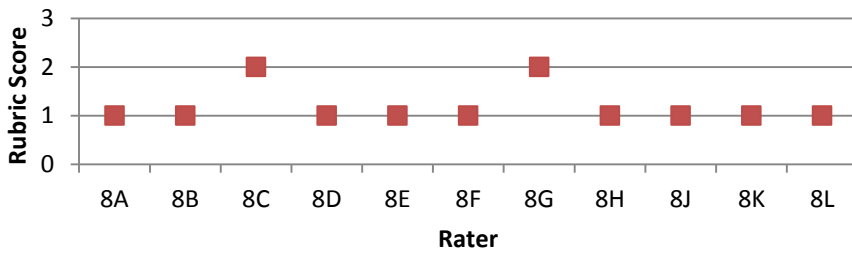
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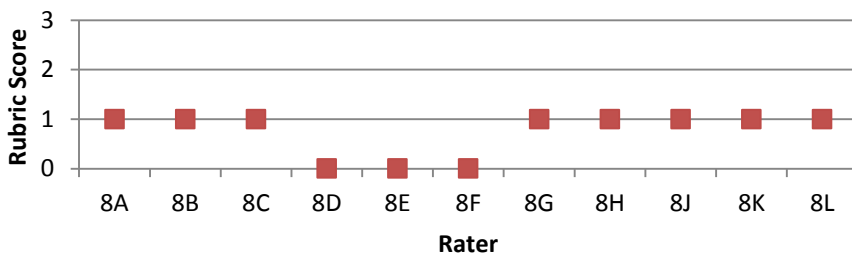
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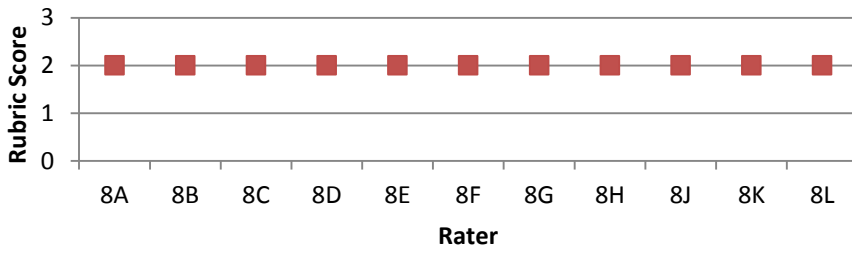
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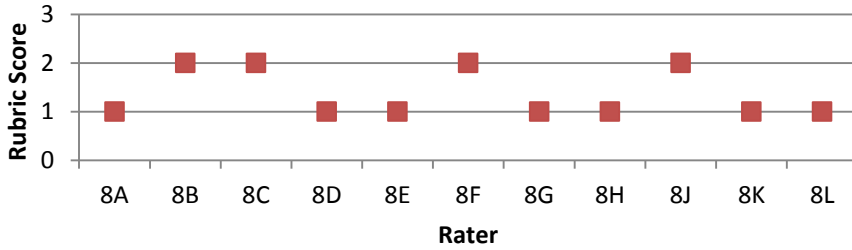
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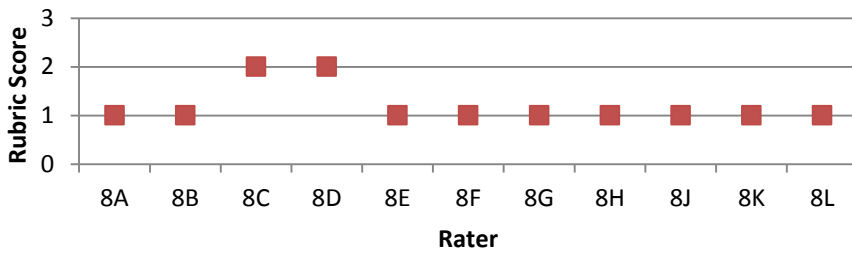
### Student 66: Uses Citations



### Student 67: Uses Citations

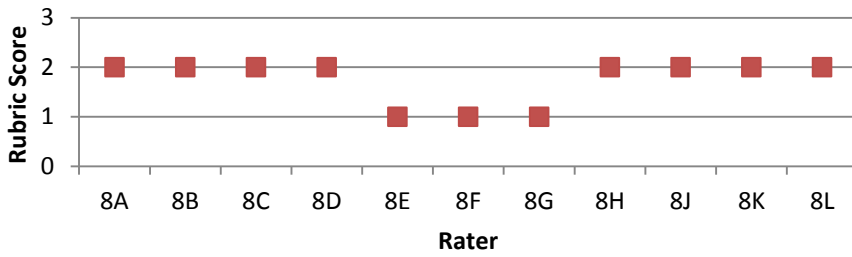


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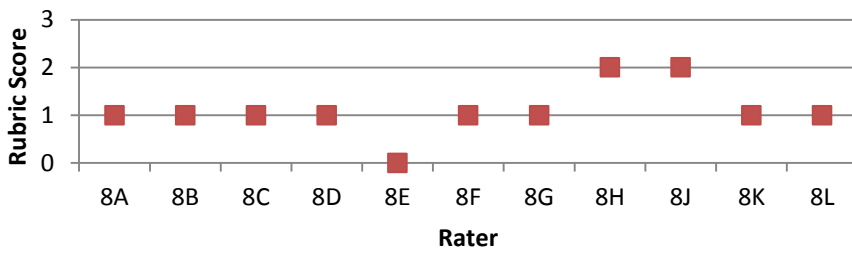




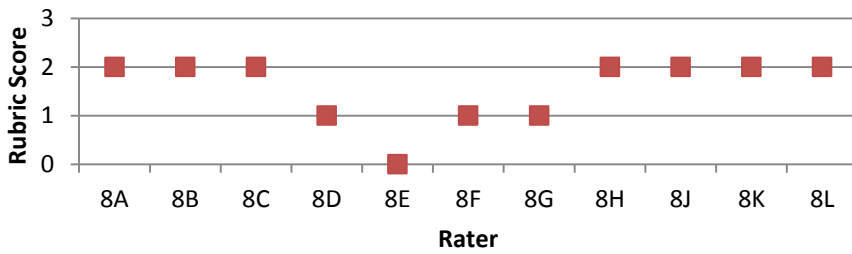
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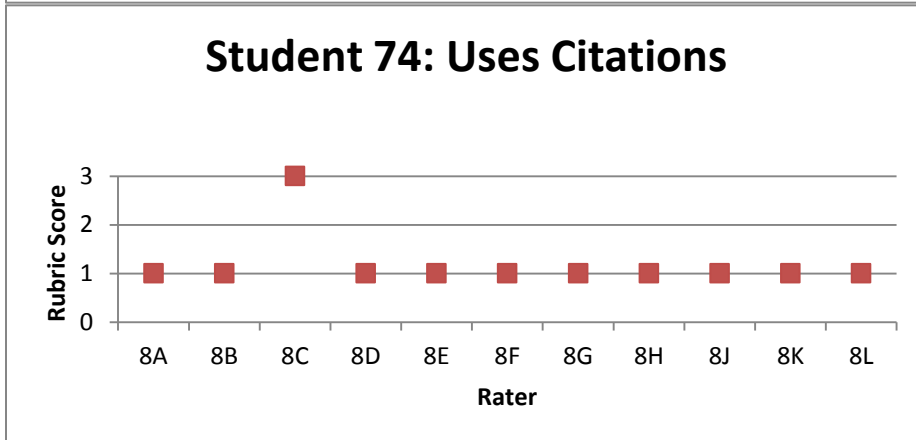
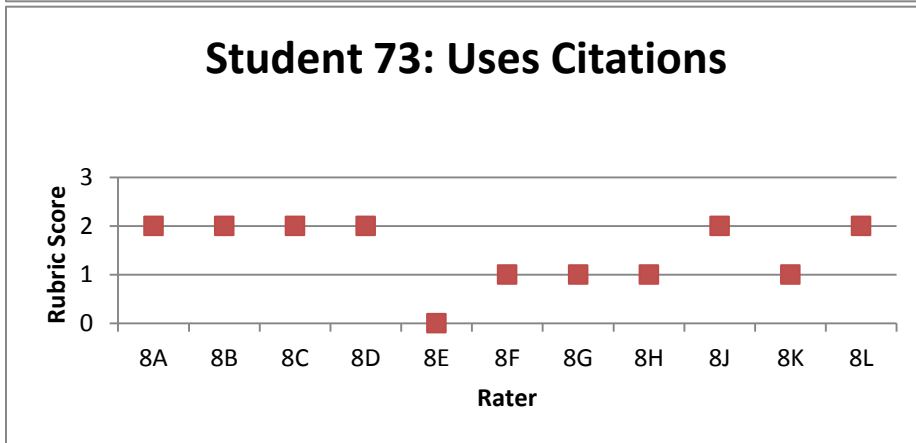
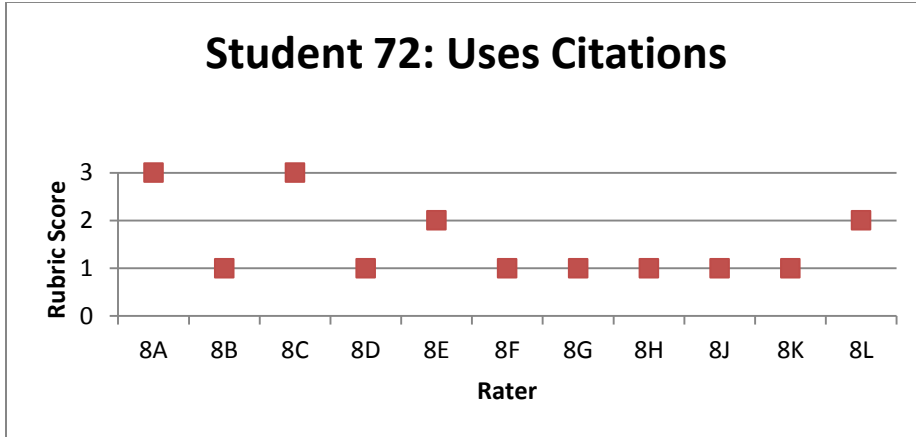


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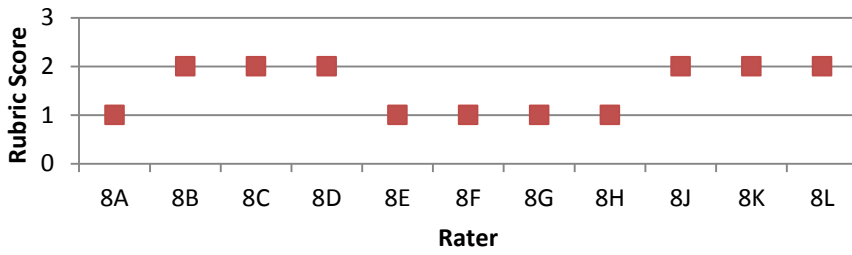


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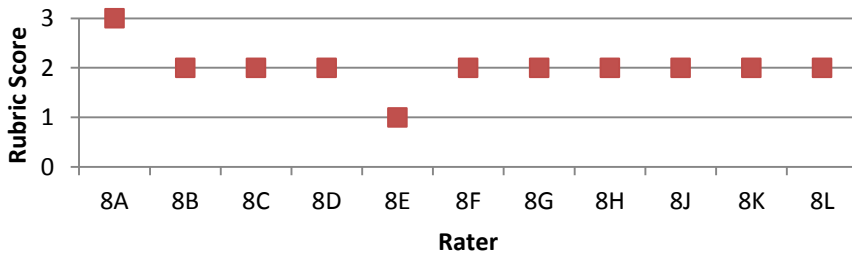




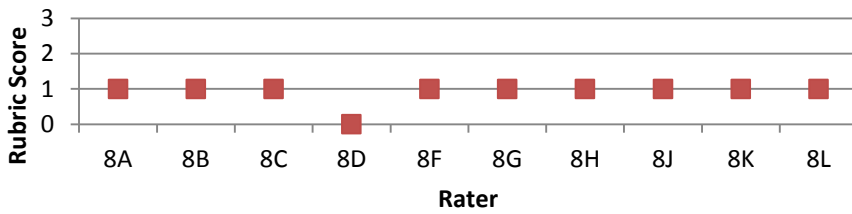
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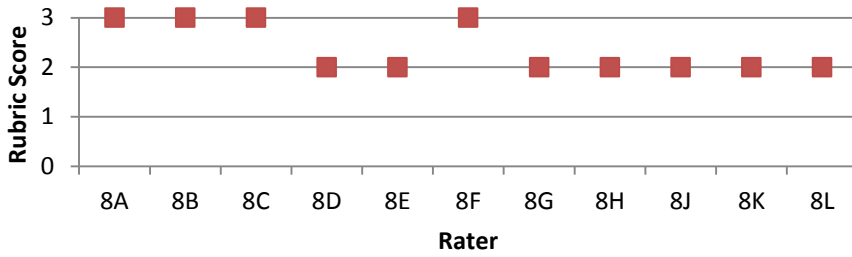
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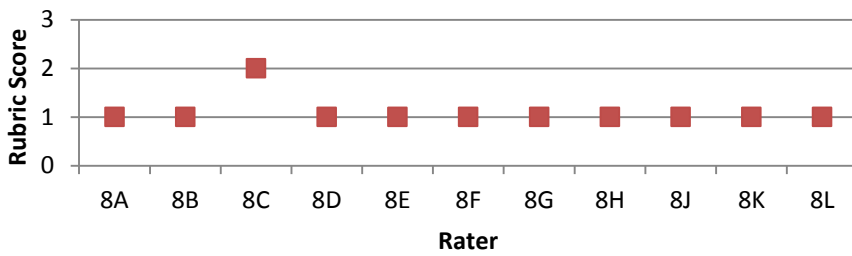
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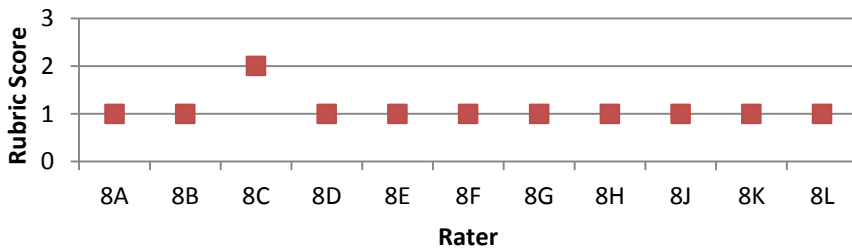
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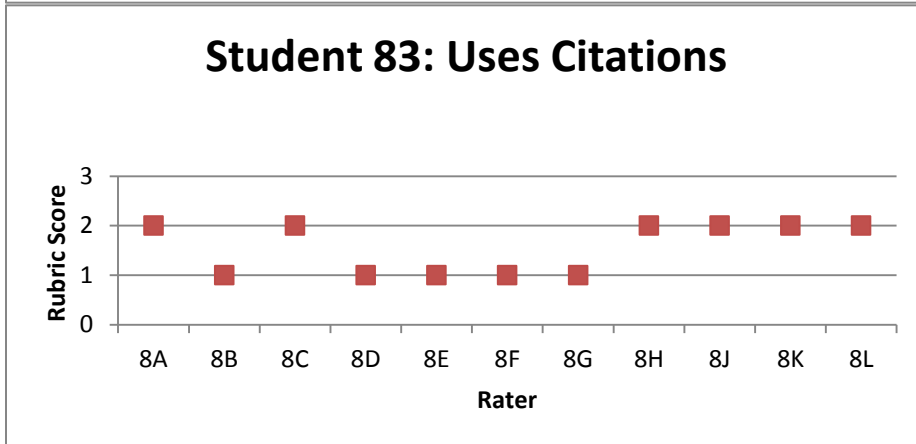
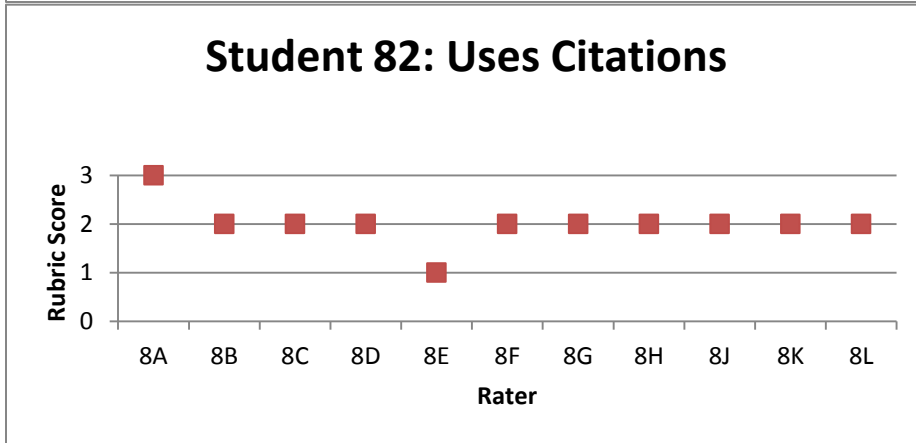
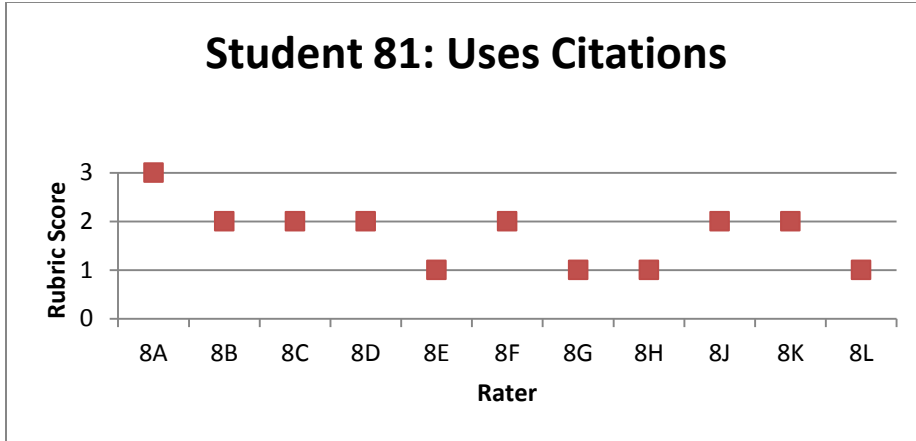


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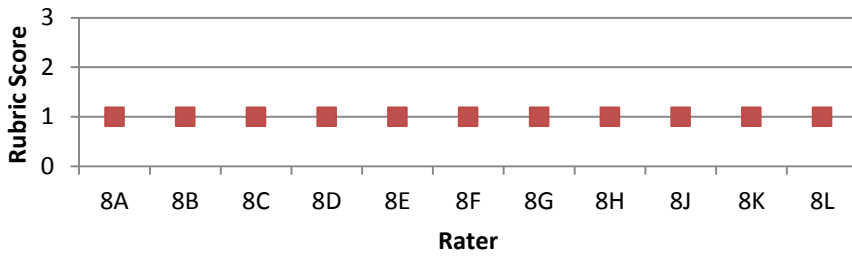


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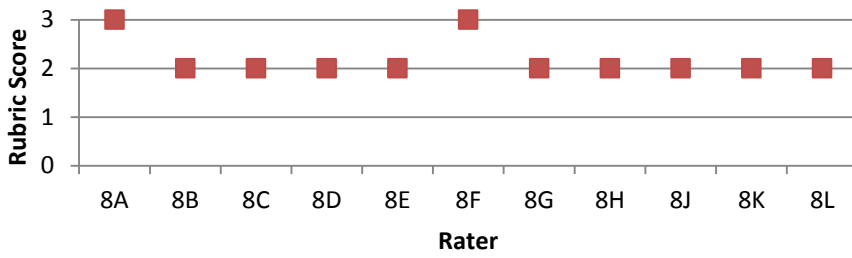




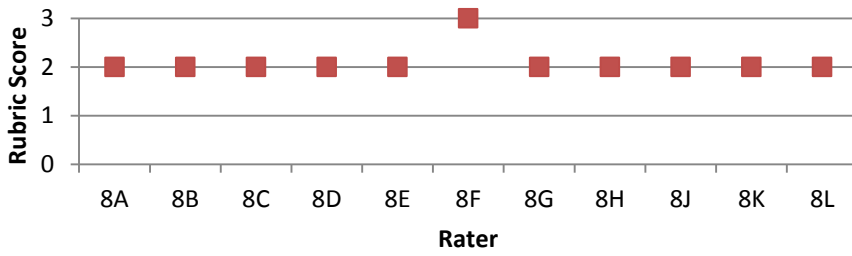
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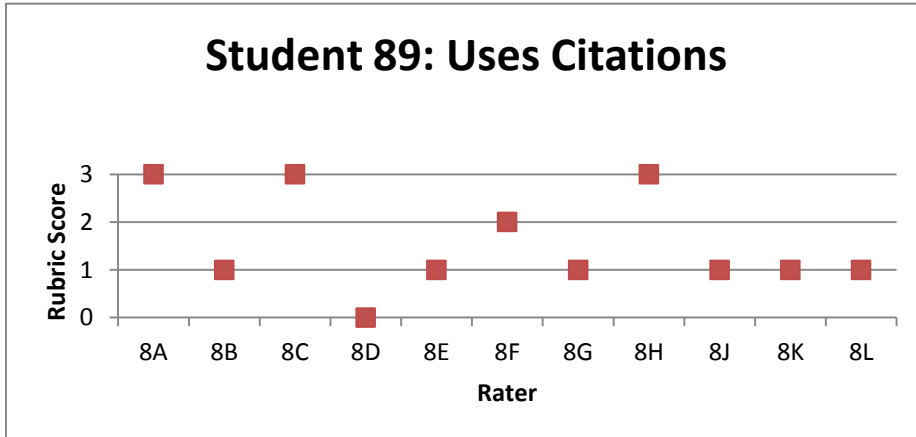
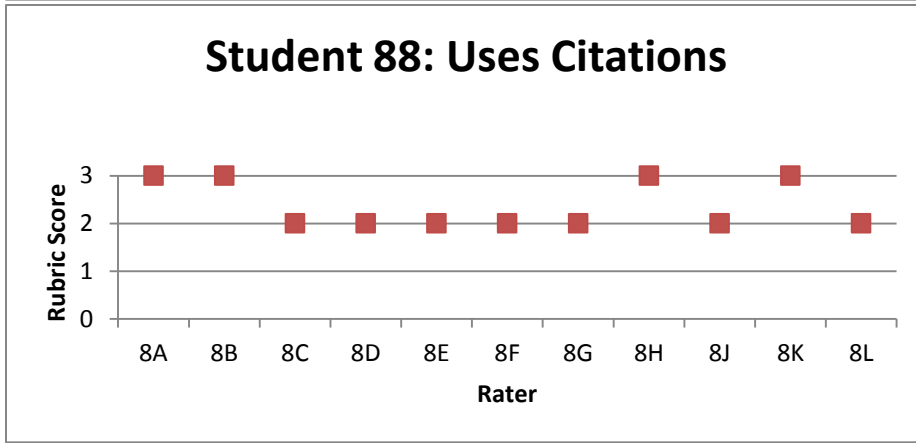
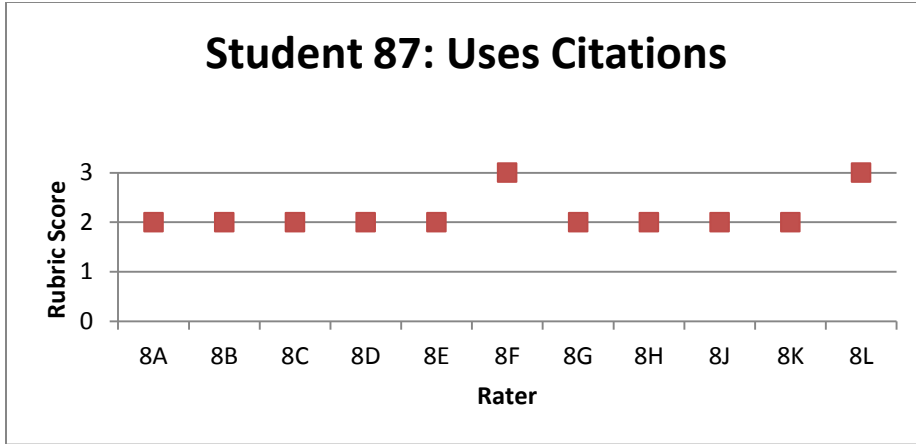


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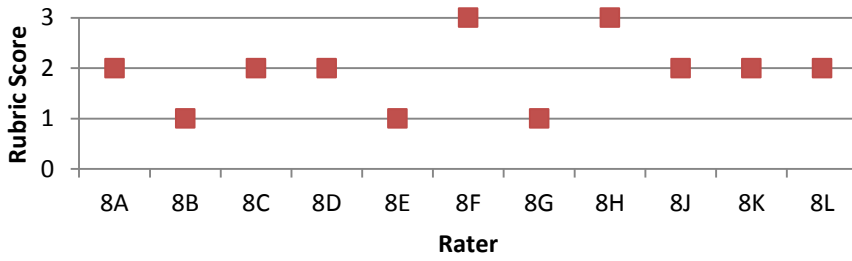


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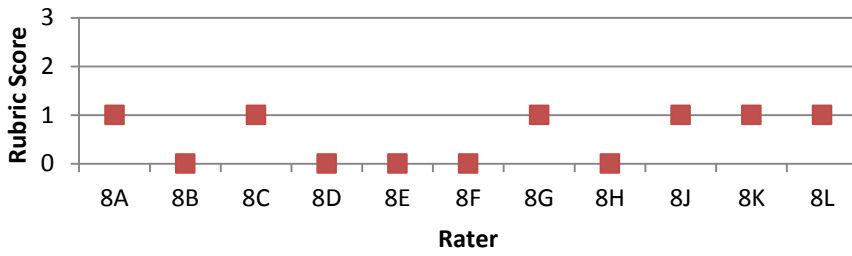




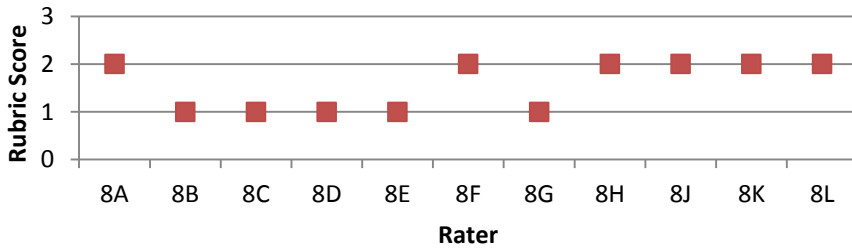
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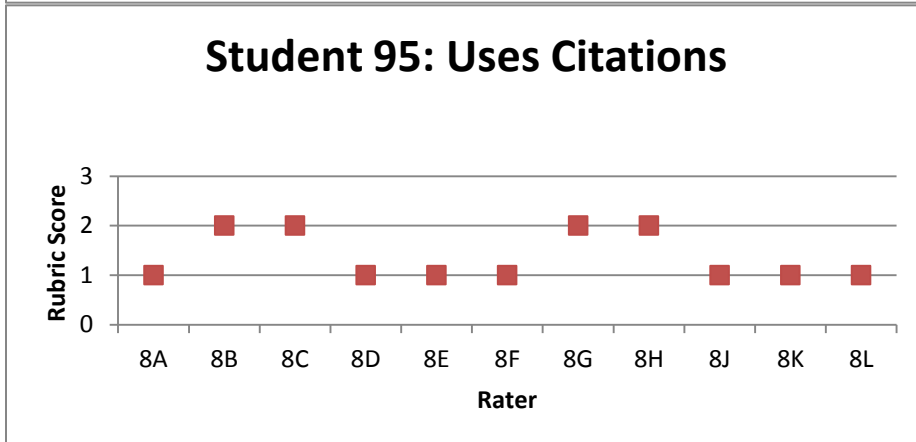
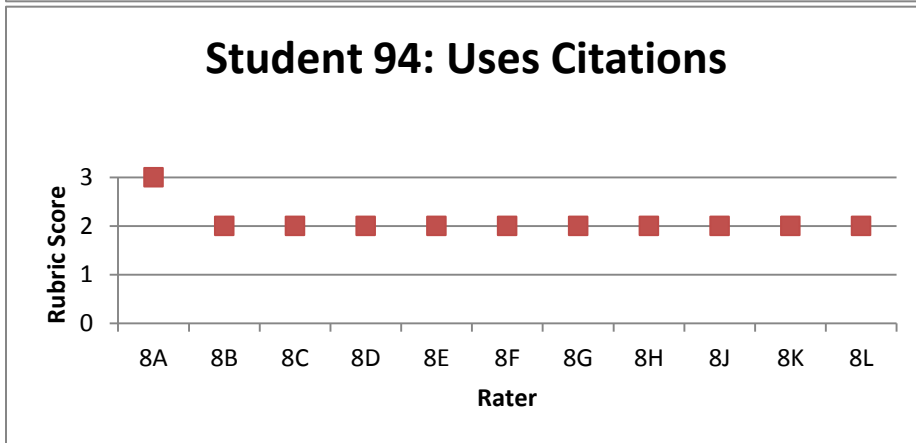
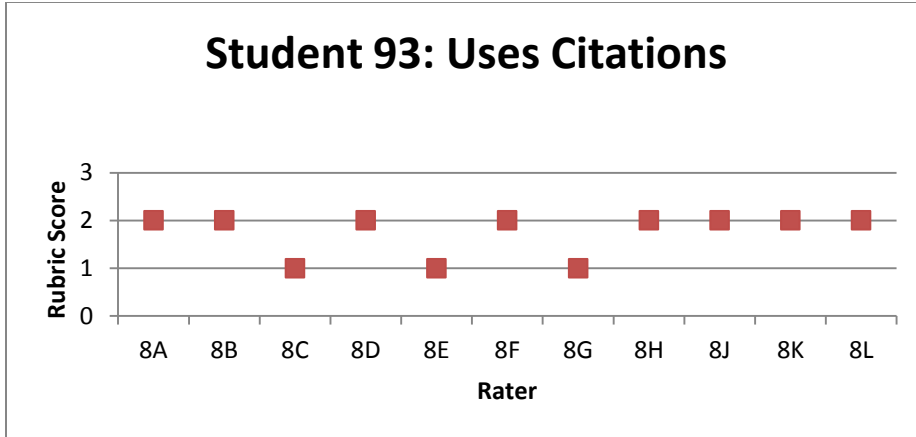
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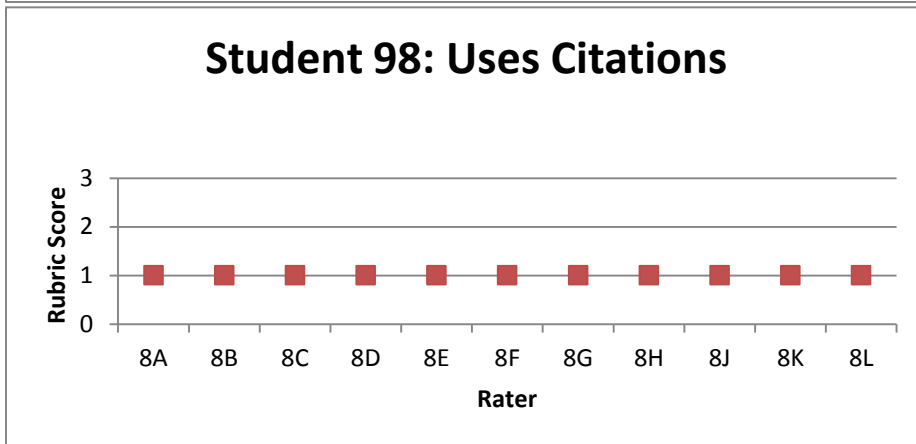
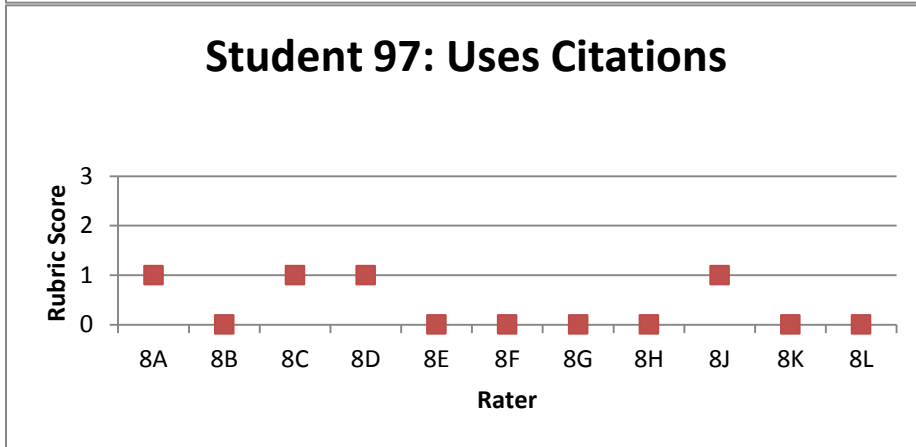
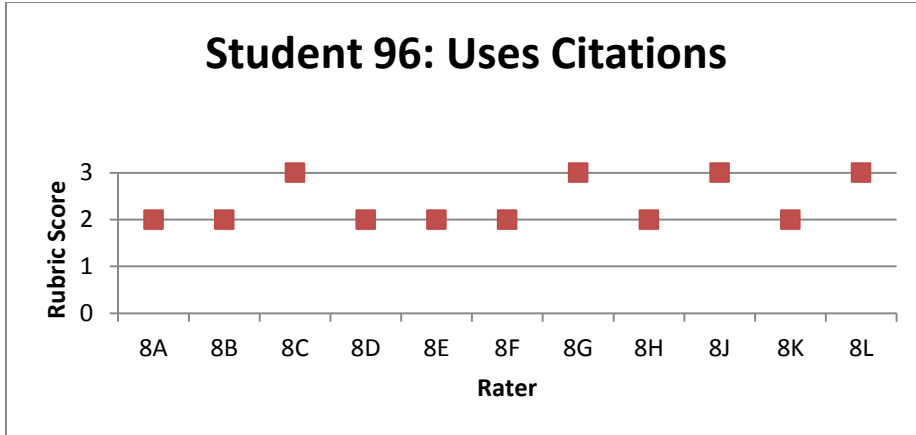


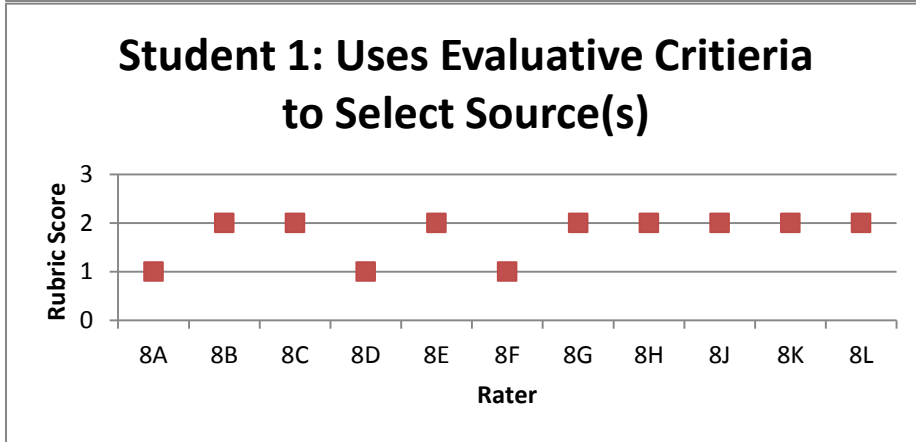
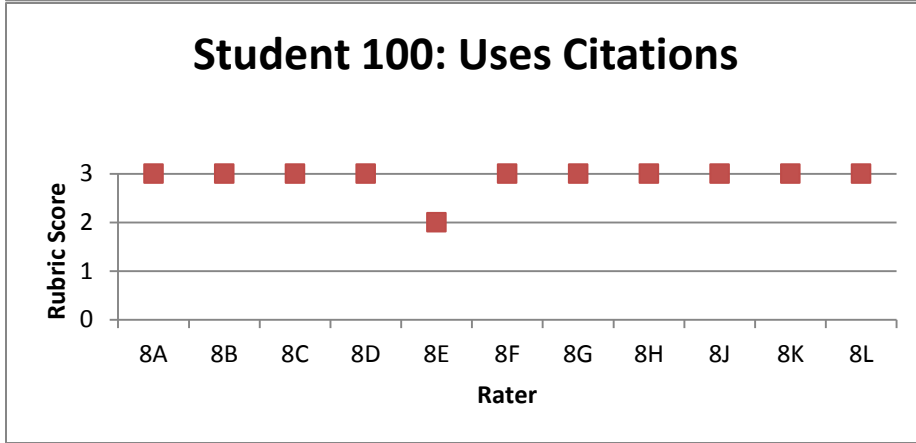
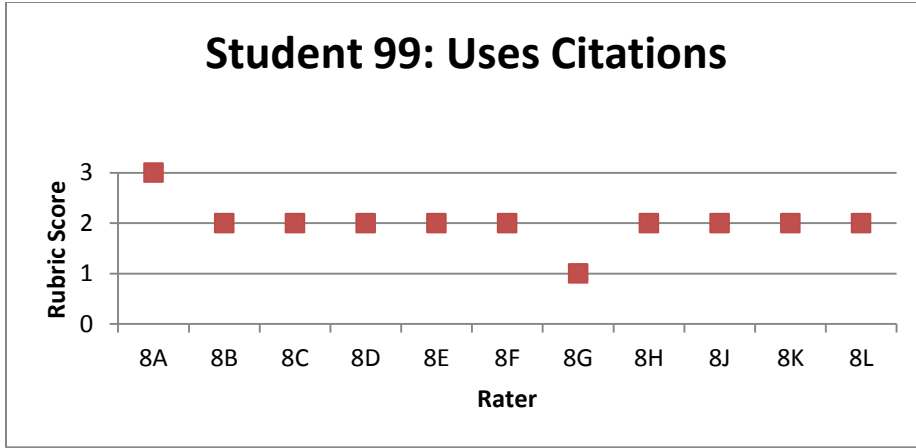
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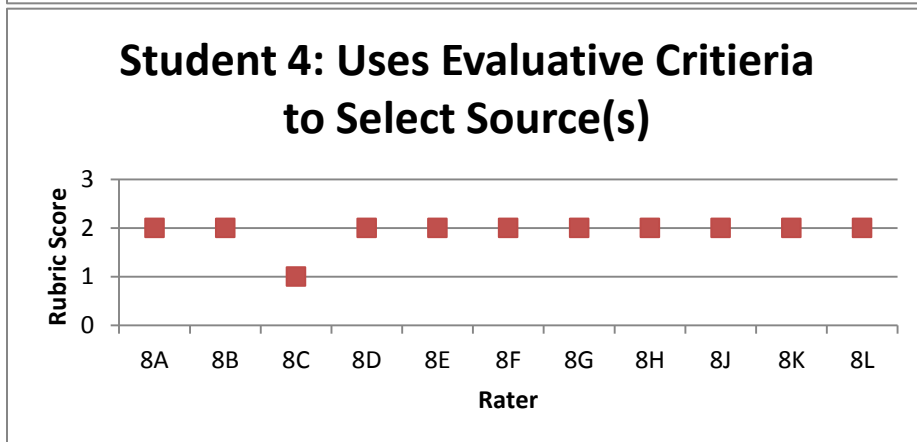
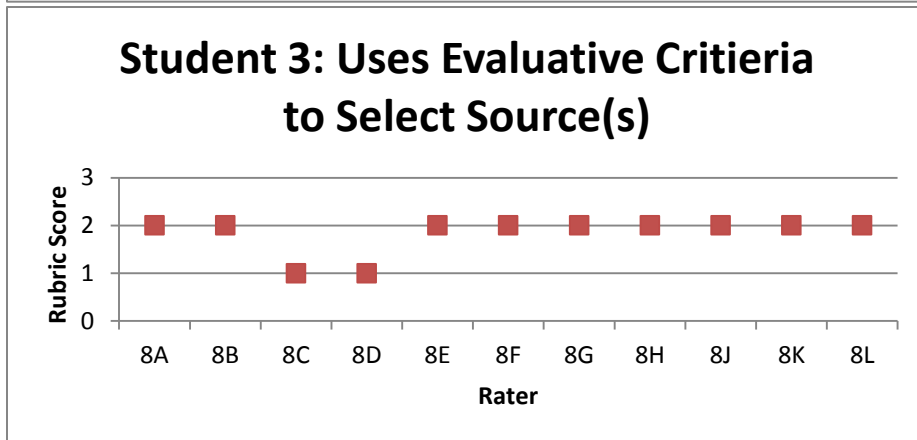
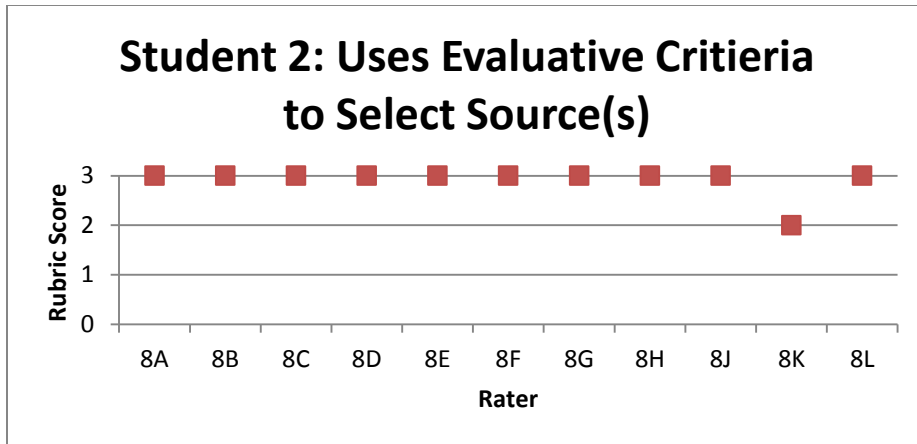


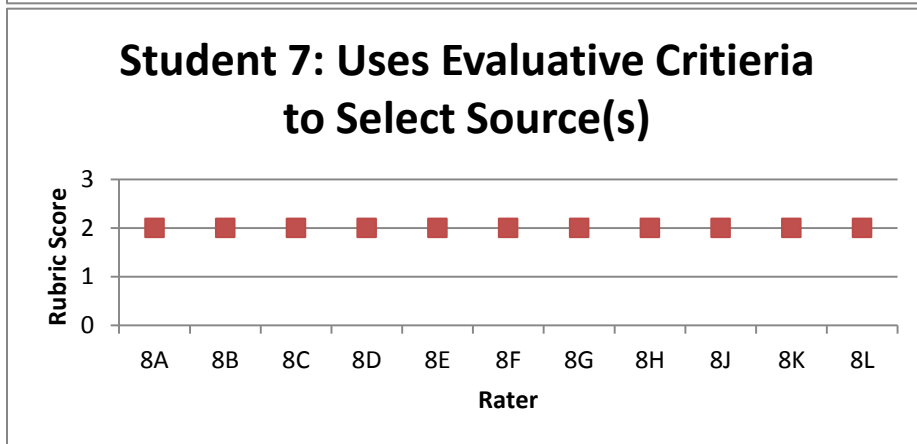
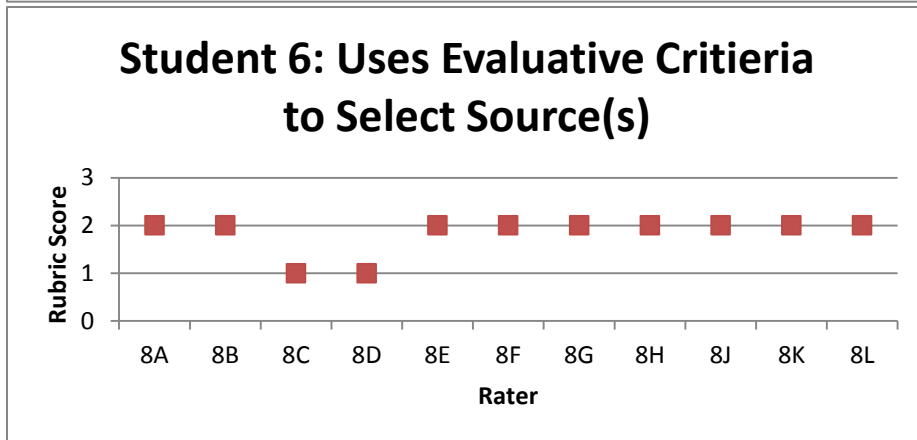
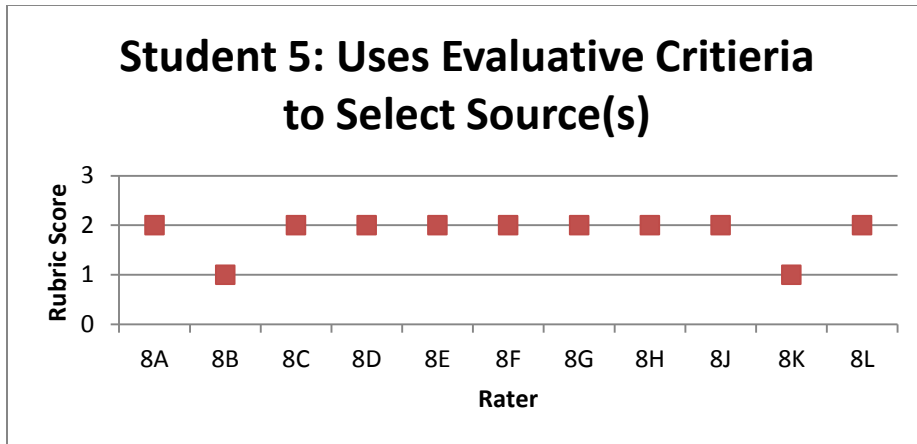


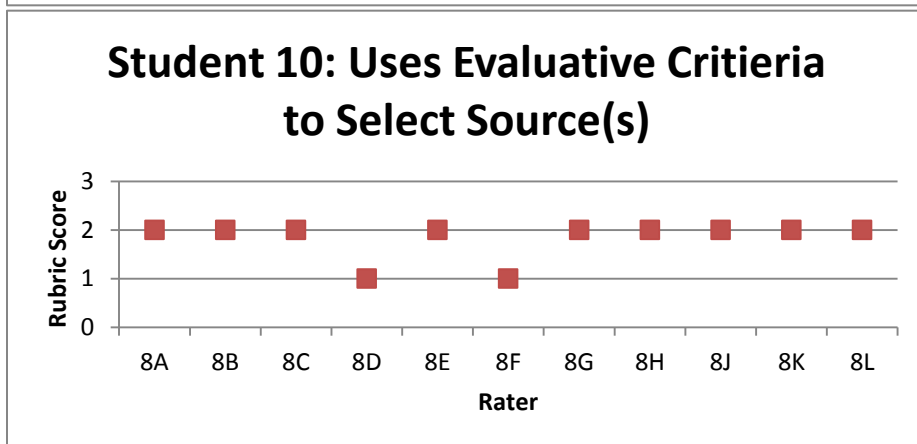
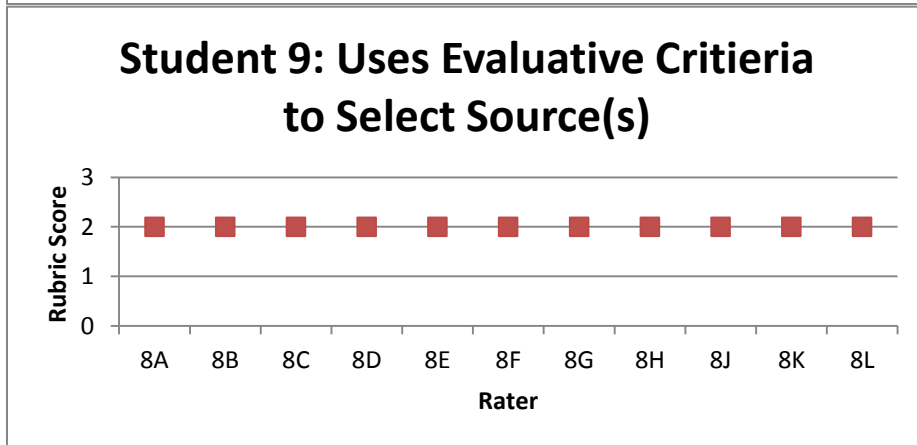
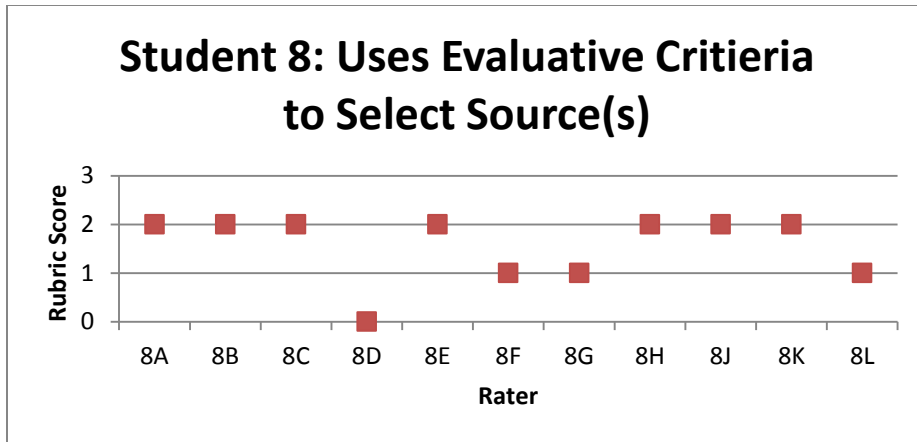


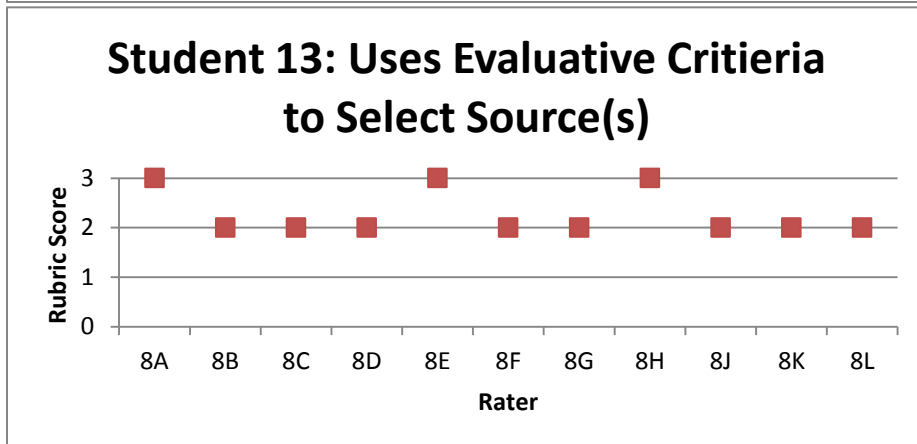
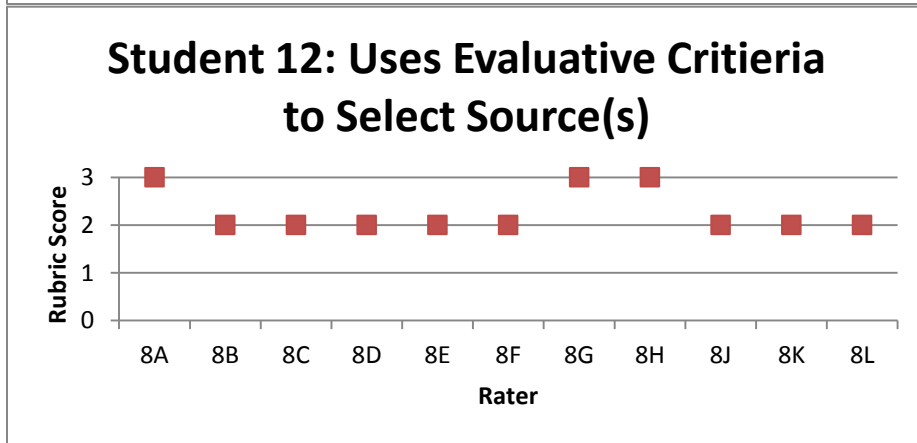
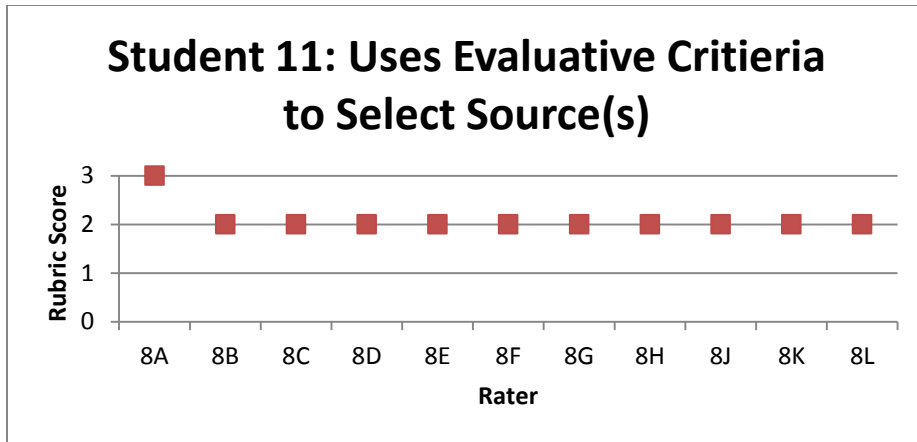


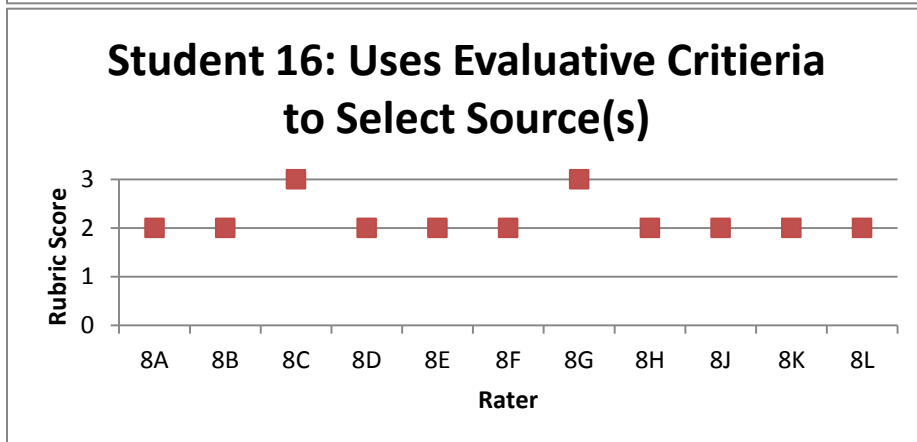
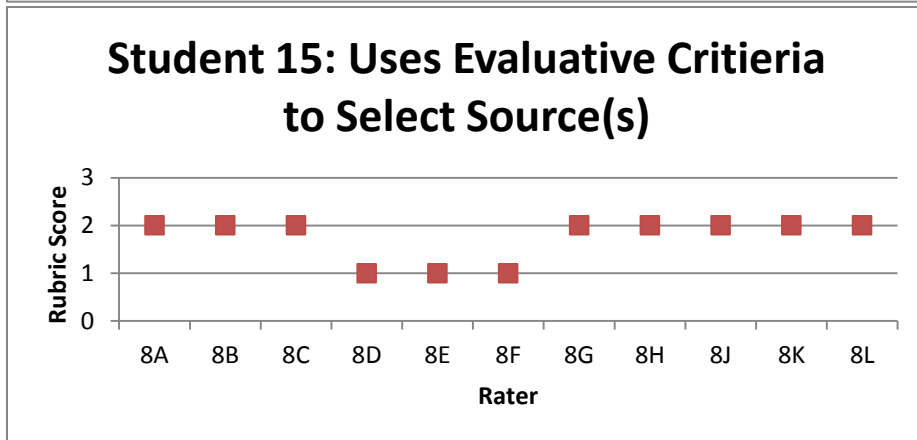
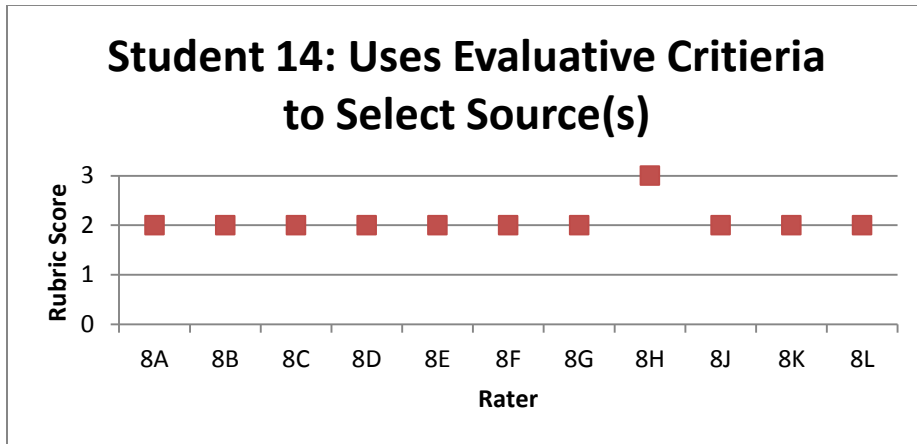






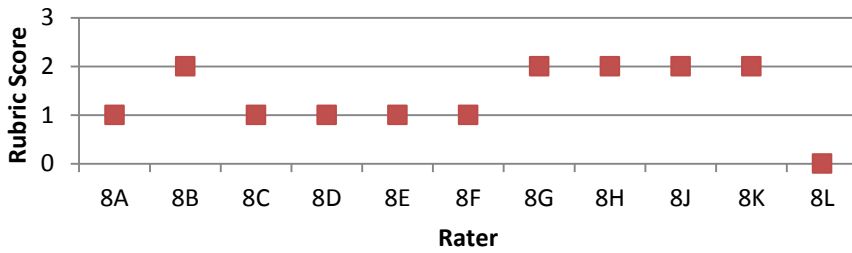




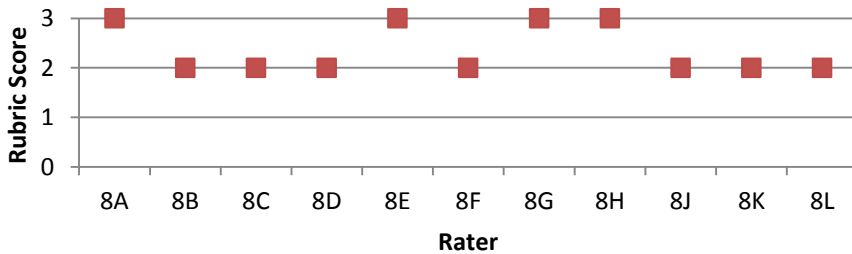




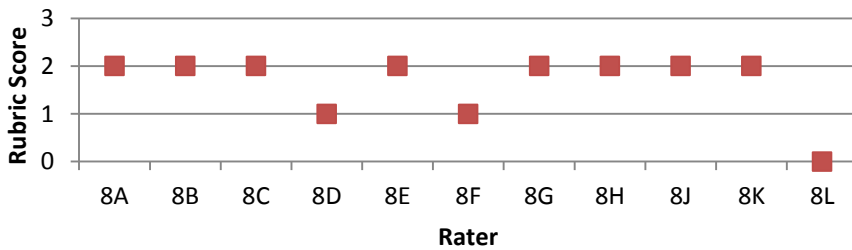
### Student 17: Uses Evaluative Criteria to Select Source(s)

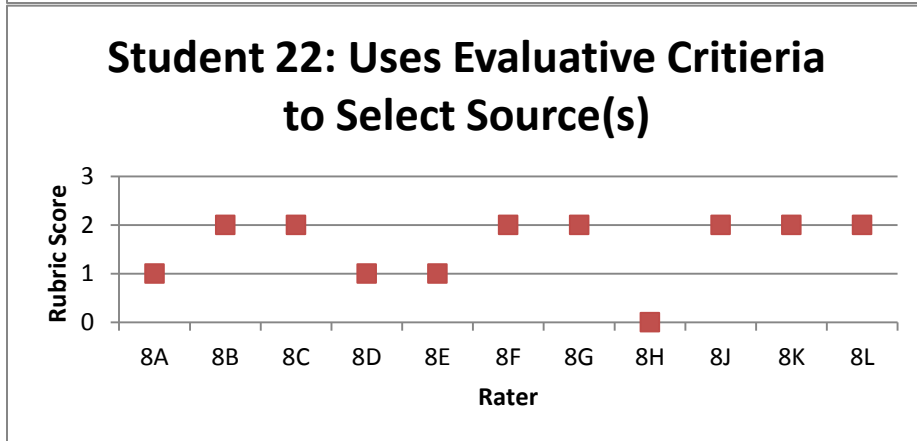
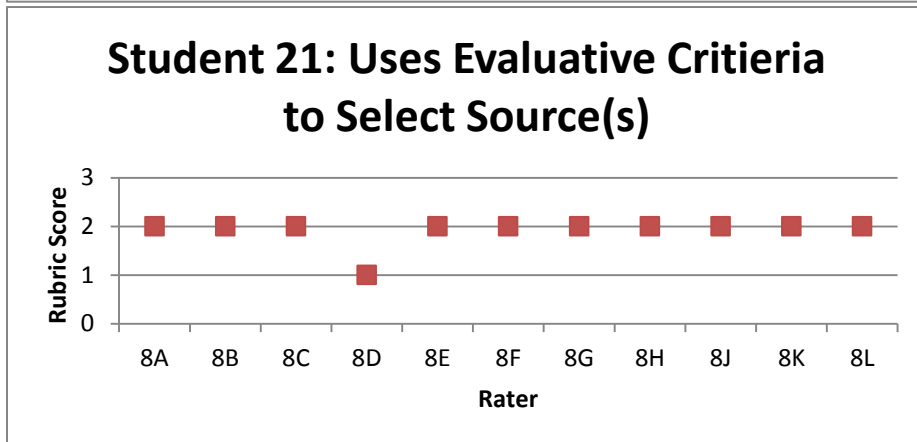
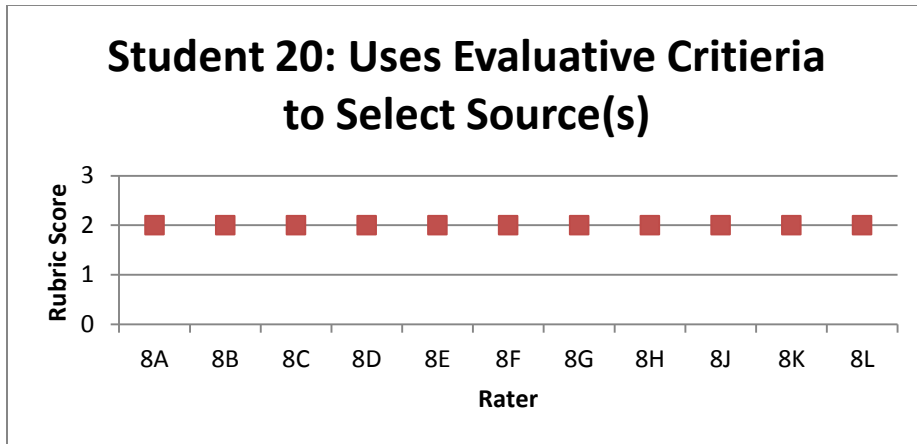


### Student 18: Uses Evaluative Criteria to Select Source(s)

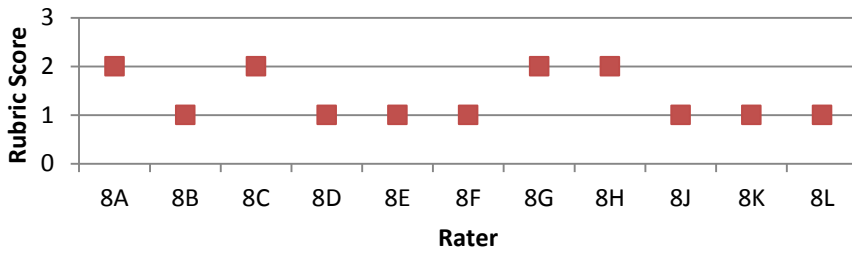


### Student 19: Uses Evaluative Criteria to Select Source(s)

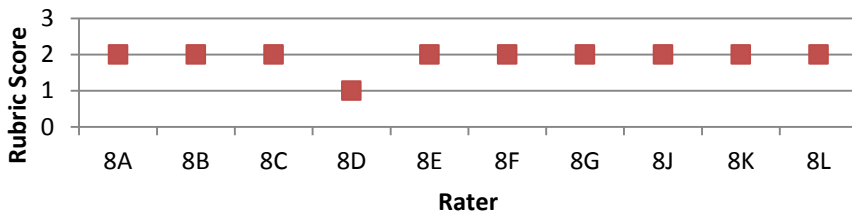




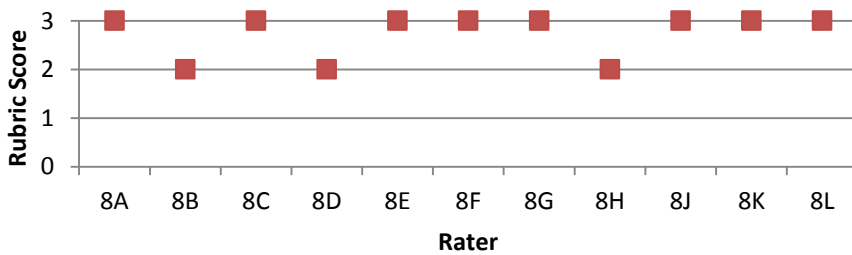
### Student 23: Uses Evaluative Criteria to Select Source(s)



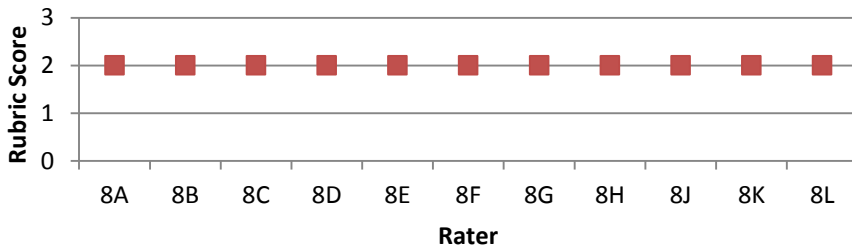
### Student 24: Uses Evaluative Criteria to Select Source(s)



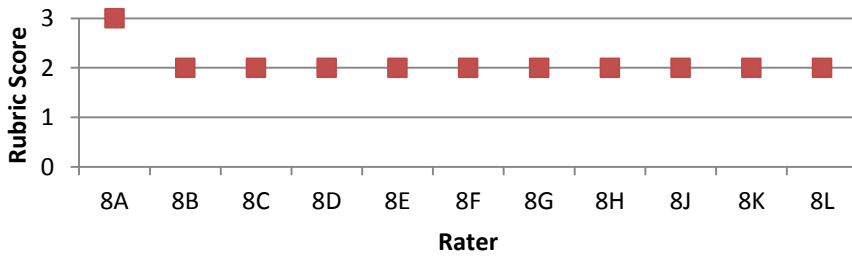
### Student 25: Uses Evaluative Criteria to Select Source(s)



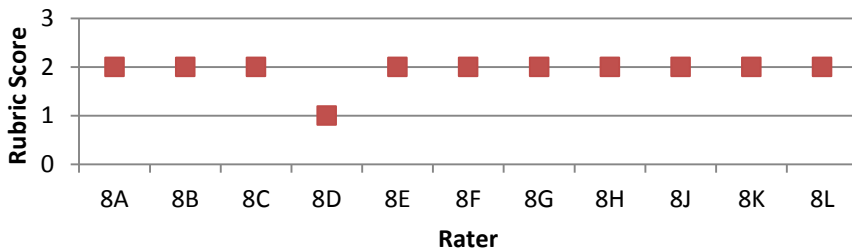
### Student 26: Uses Evaluative Criteria to Select Source(s)

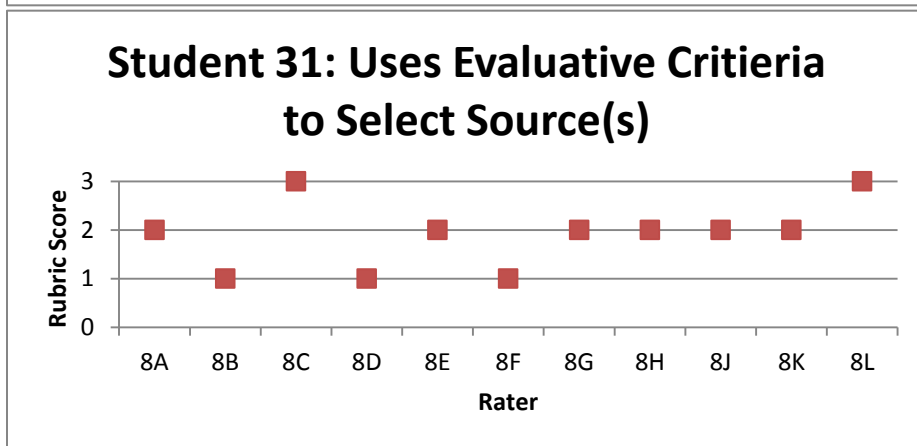
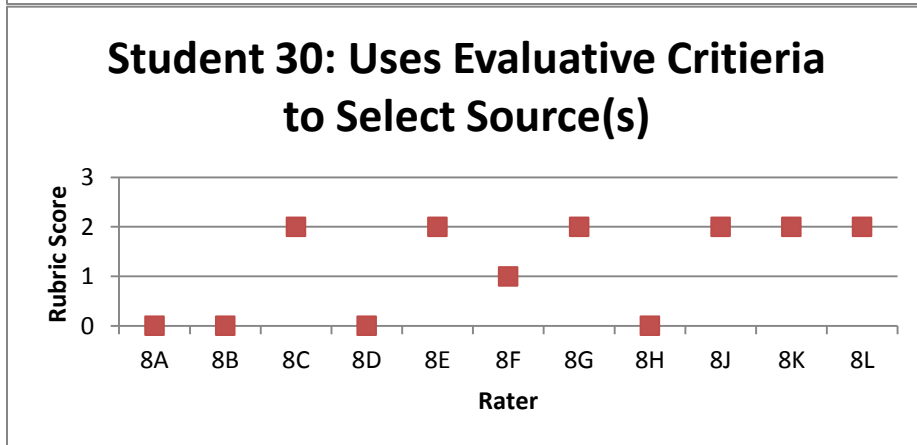
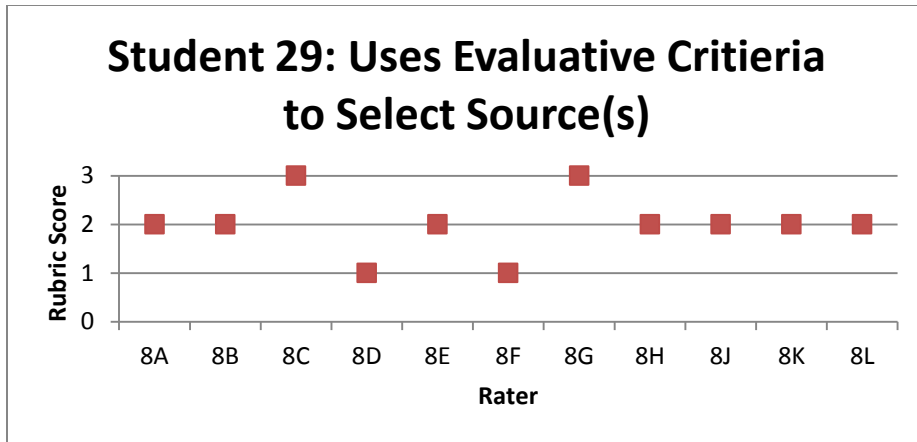


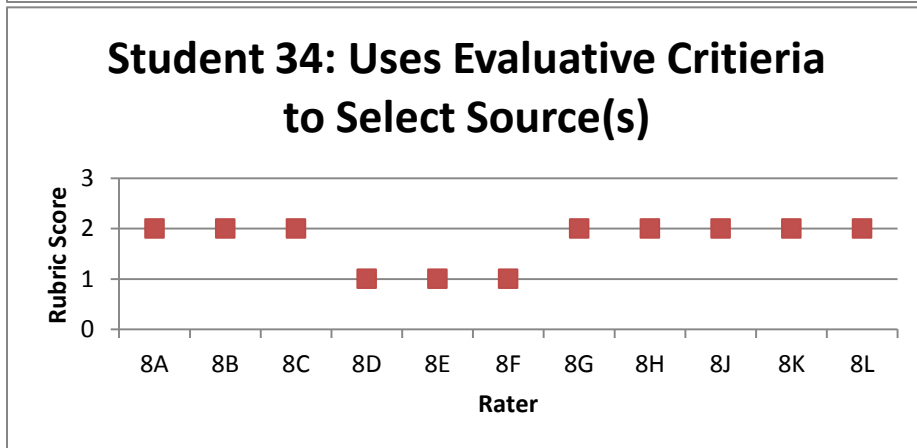
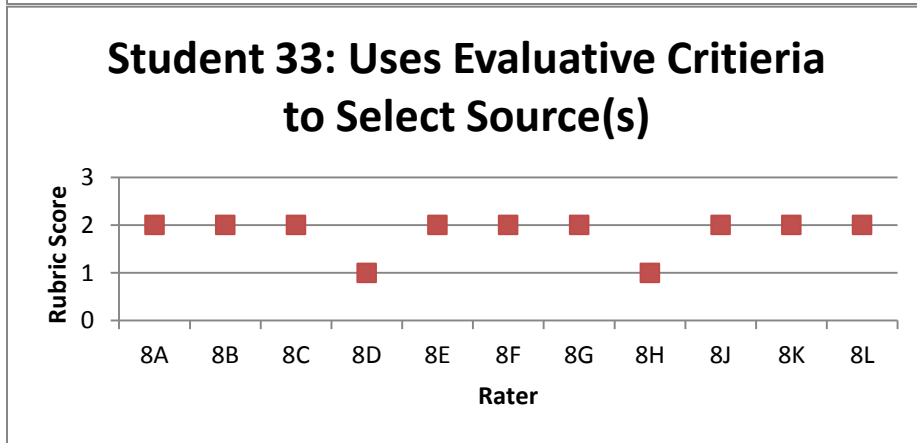
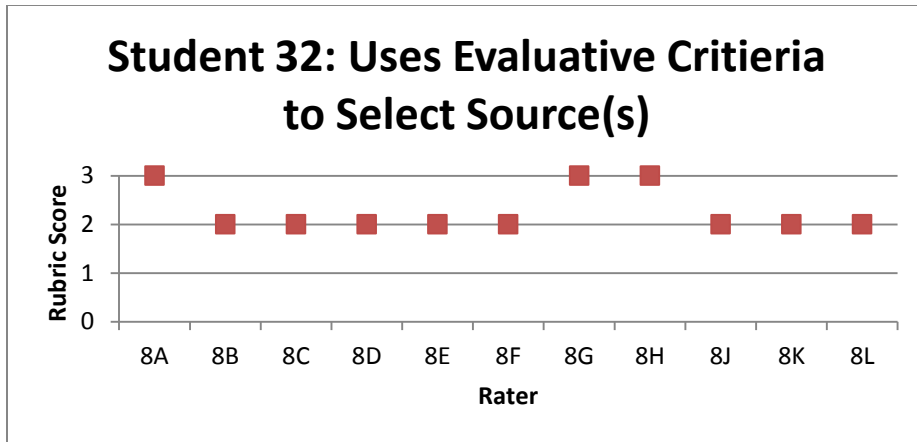
### Student 27: Uses Evaluative Criteria to Select Source(s)

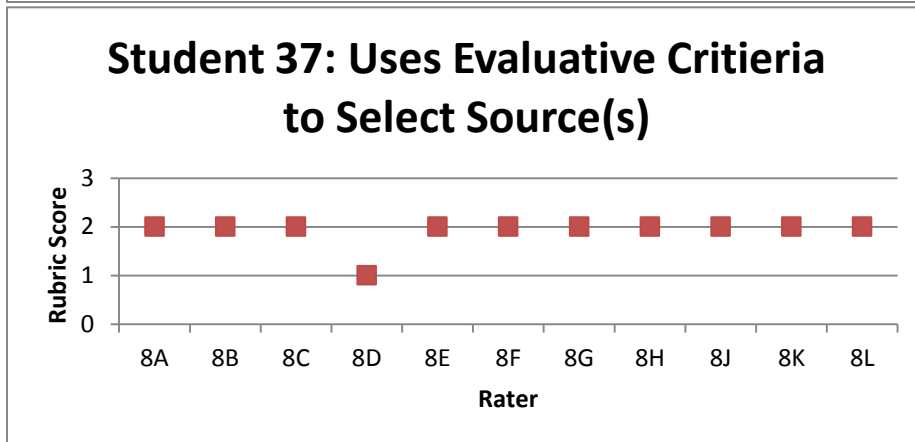
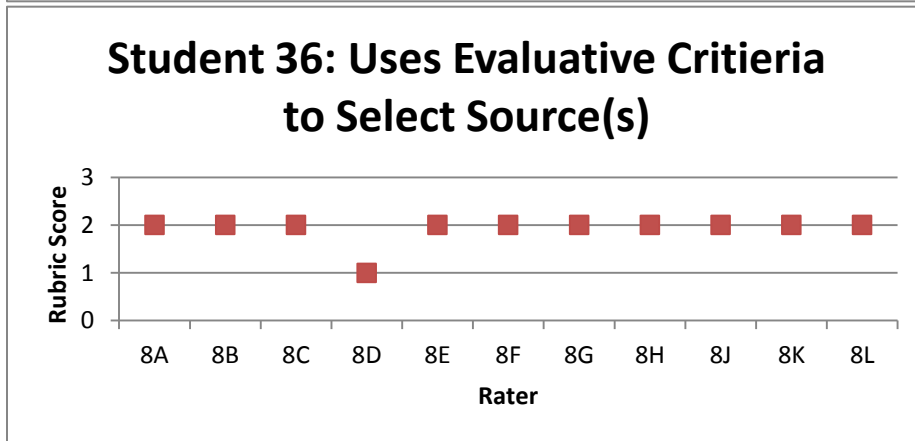
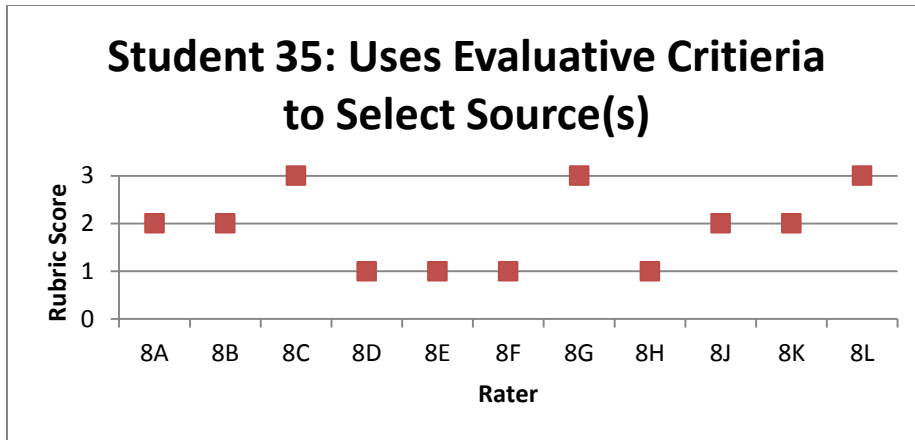


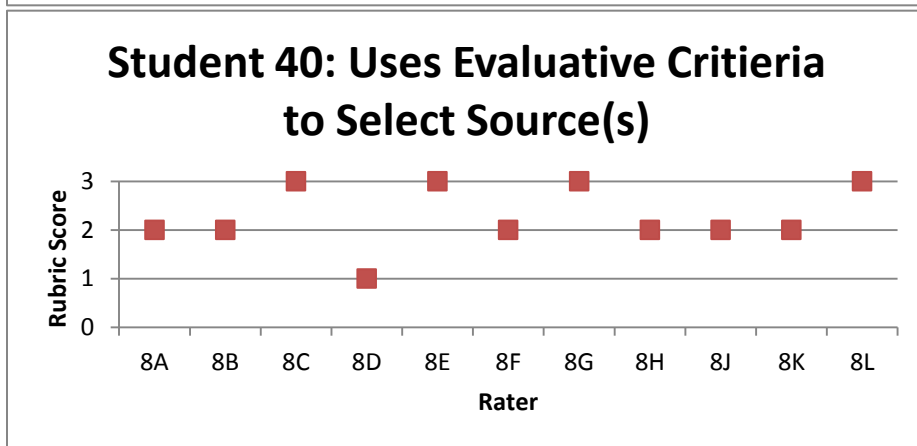
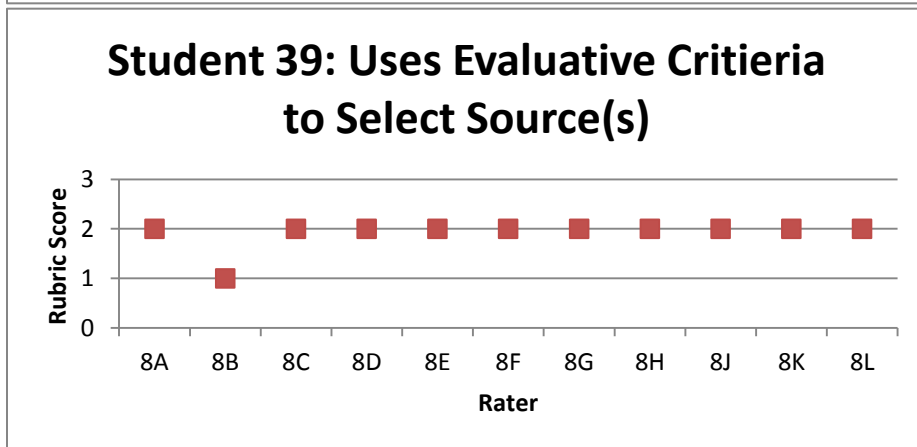
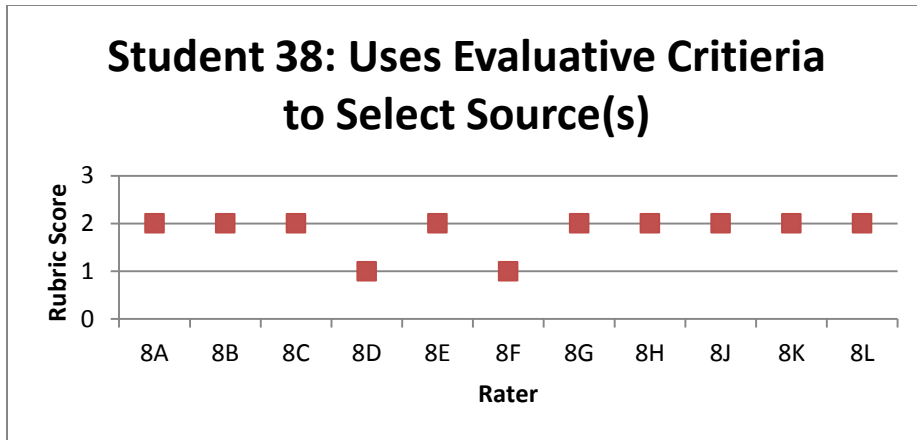
### Student 28: Uses Evaluative Criteria to Select Source(s)



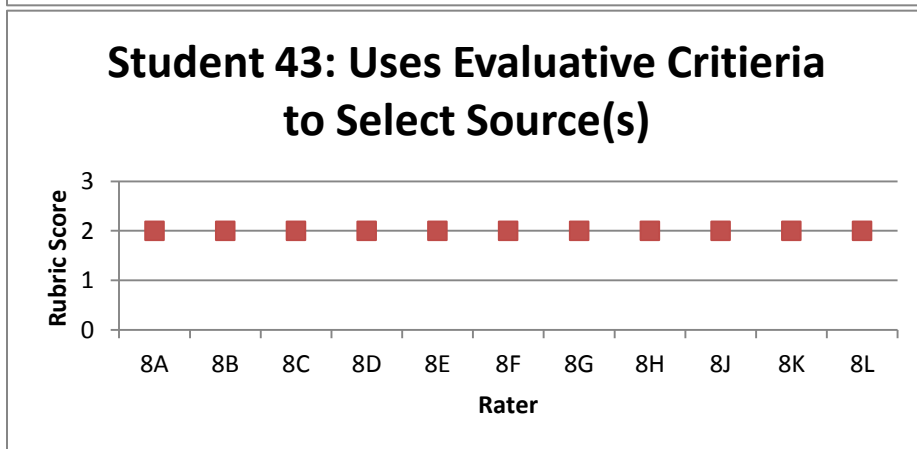
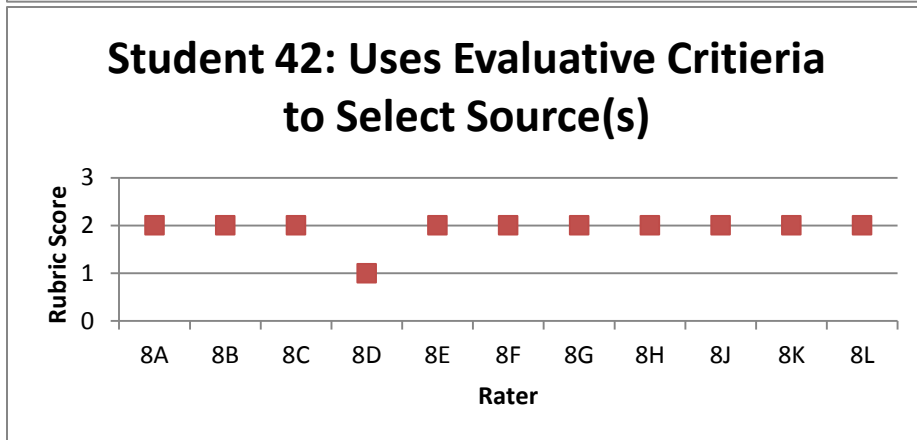
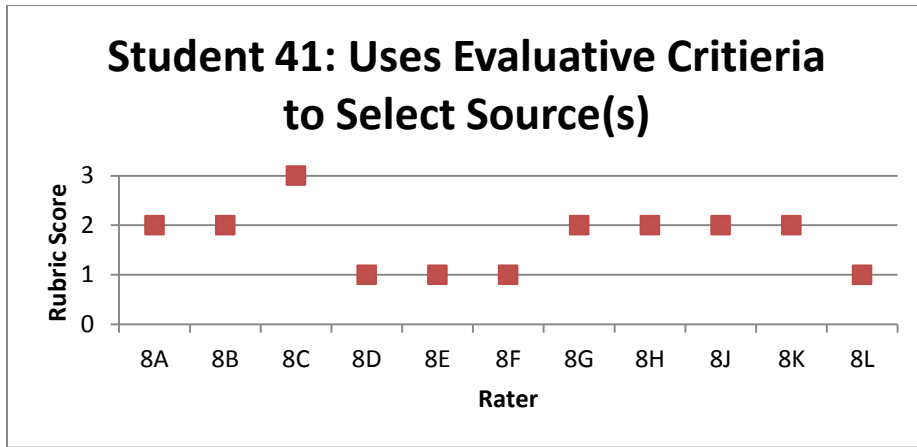




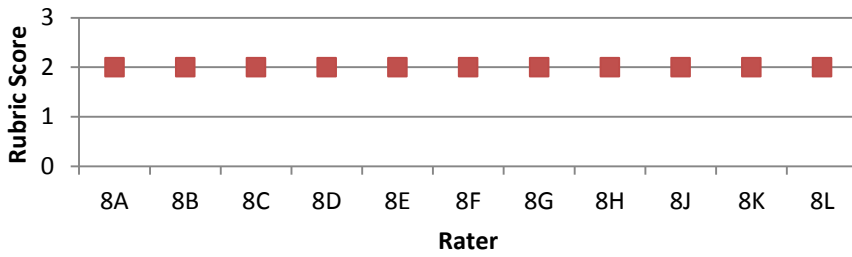




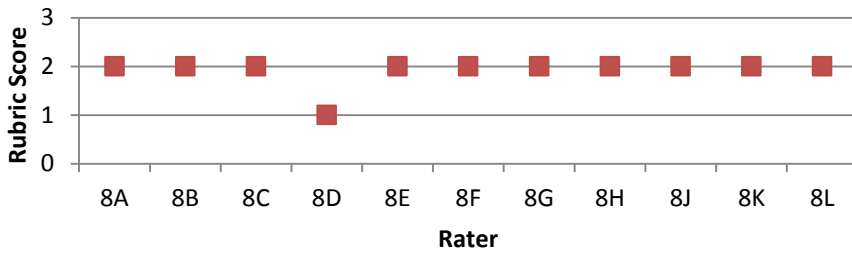




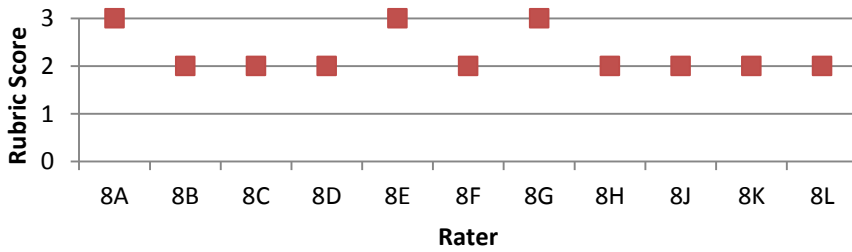
### Student 44: Uses Evaluative Criteria to Select Source(s)



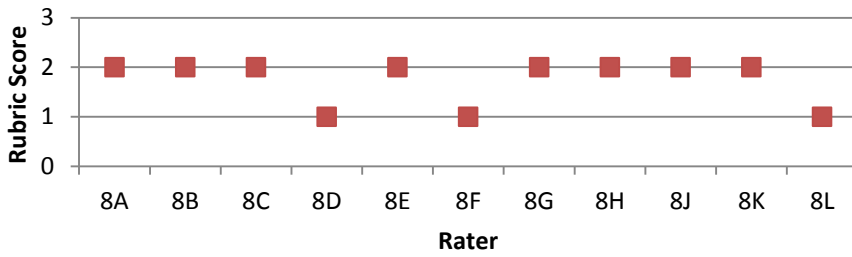
### Student 45: Uses Evaluative Criteria to Select Source(s)



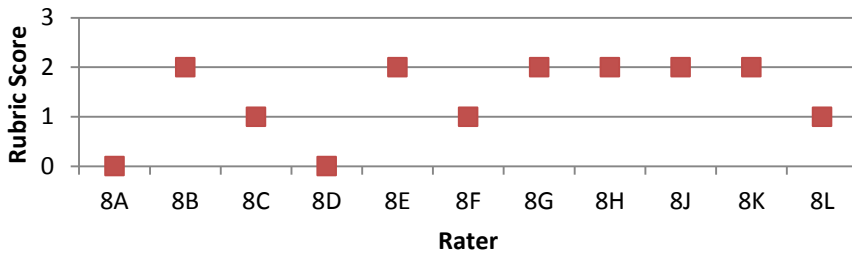
### Student 46: Uses Evaluative Criteria to Select Source(s)



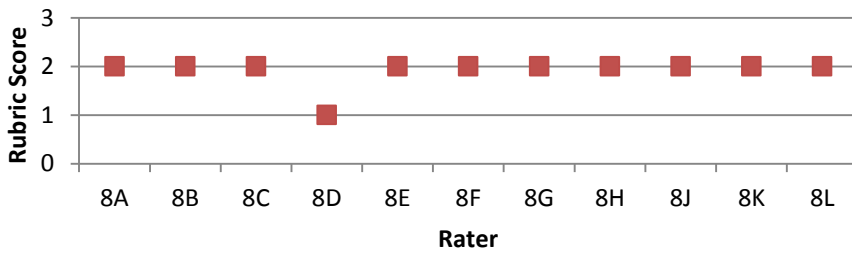
### Student 47: Uses Evaluative Criteria to Select Source(s)

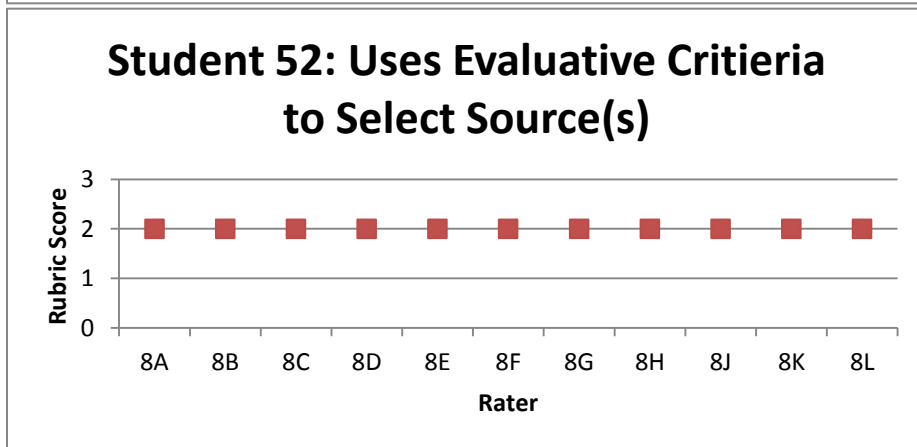
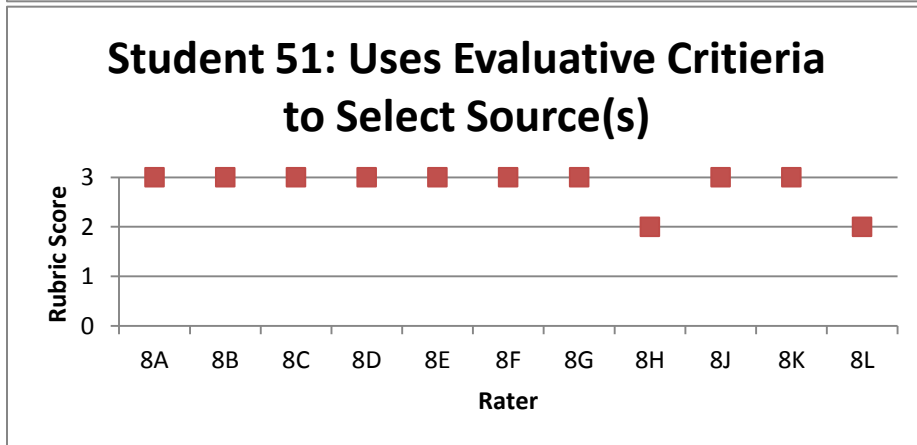
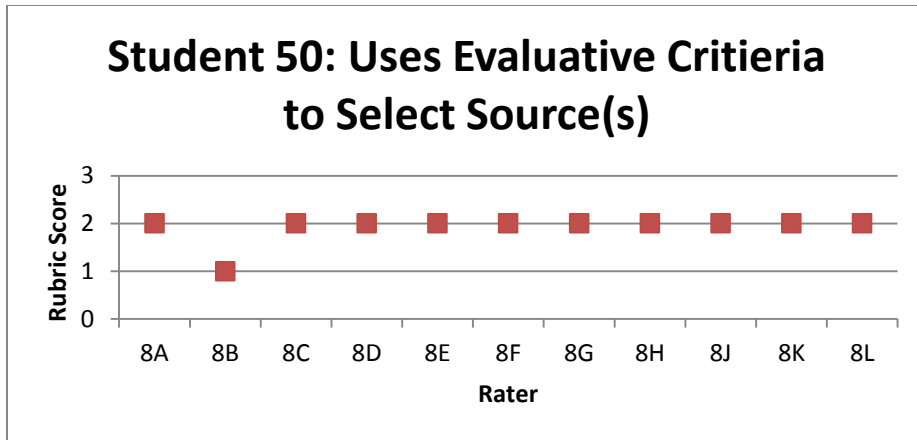


### Student 48: Uses Evaluative Criteria to Select Source(s)

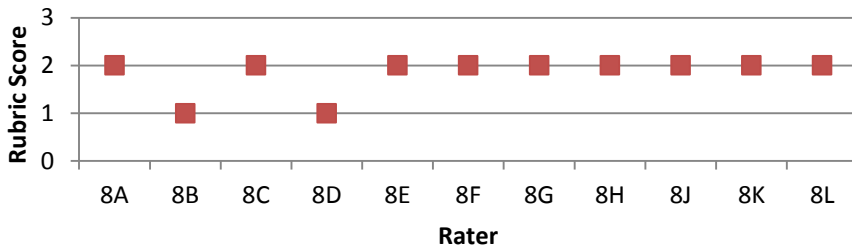


### Student 49: Uses Evaluative Criteria to Select Source(s)

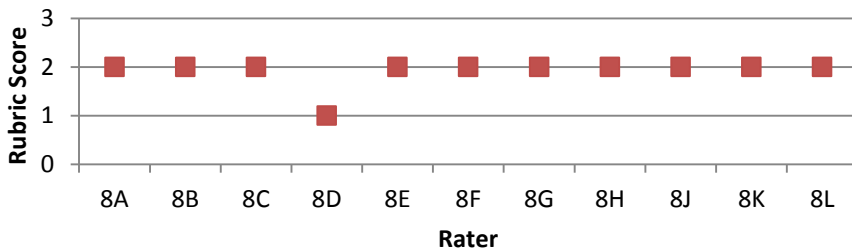




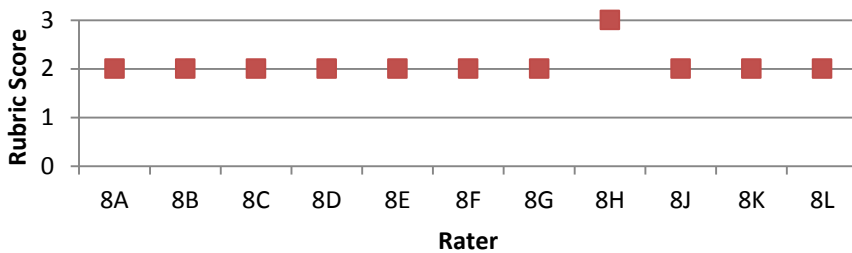
### Student 53: Uses Evaluative Criteria to Select Source(s)



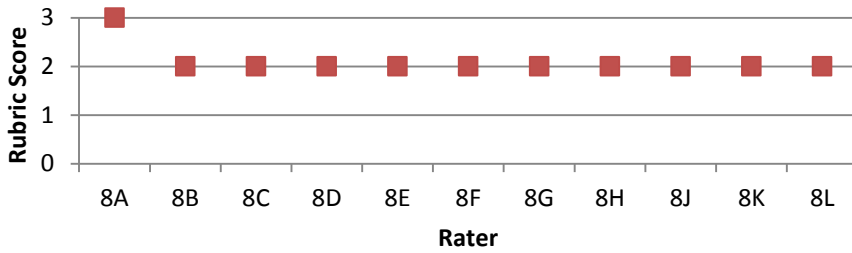
### Student 54: Uses Evaluative Criteria to Select Source(s)



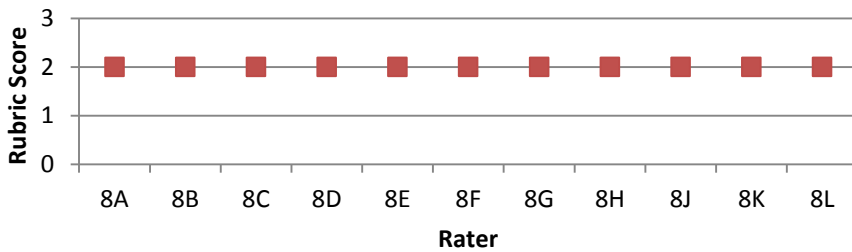
### Student 55: Uses Evaluative Criteria to Select Source(s)



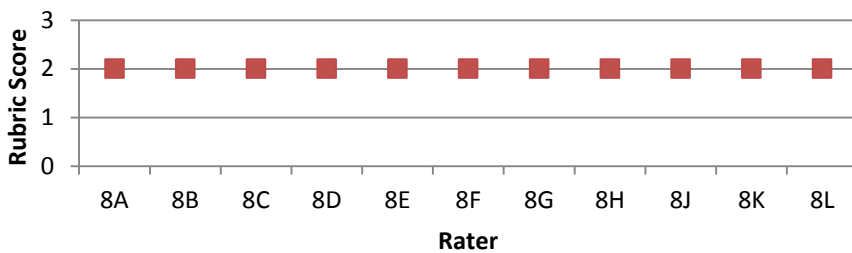
### Student 56: Uses Evaluative Criteria to Select Source(s)



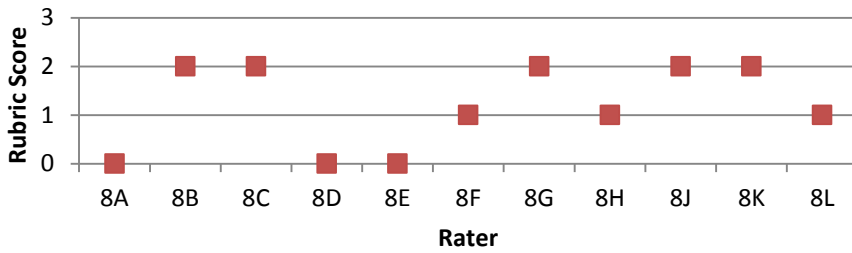
### Student 57: Uses Evaluative Criteria to Select Source(s)



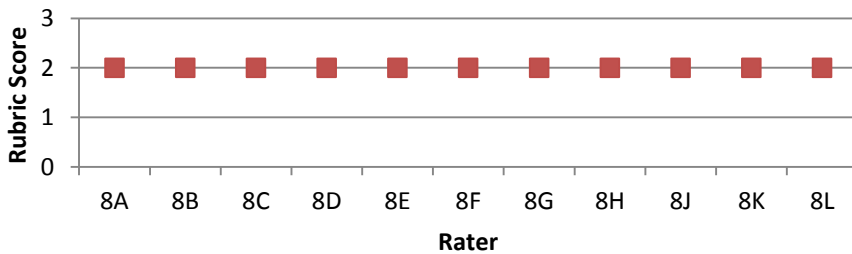
### Student 58: Uses Evaluative Criteria to Select Source(s)



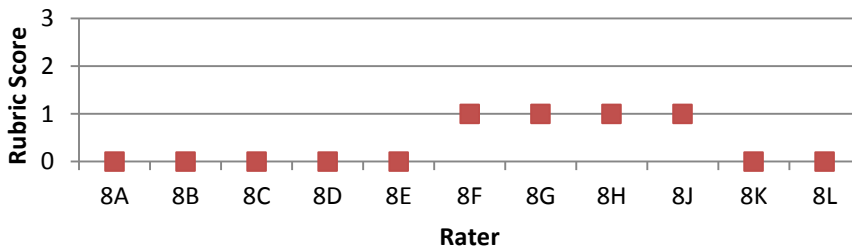
### Student 59: Uses Evaluative Criteria to Select Source(s)



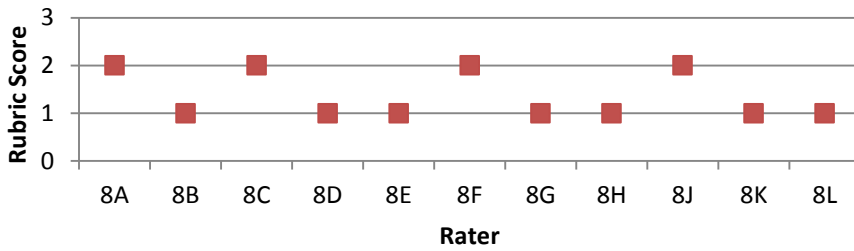
### Student 60: Uses Evaluative Criteria to Select Source(s)



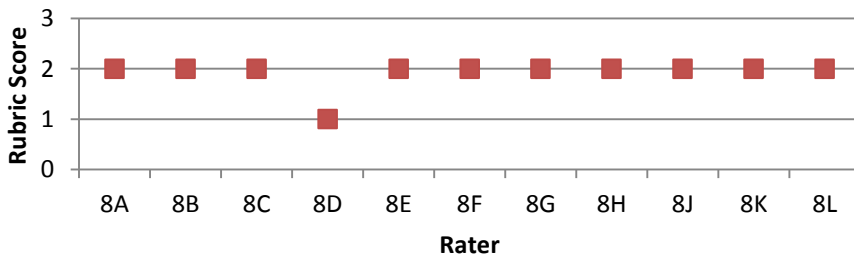
### Student 61: Uses Evaluative Criteria to Select Source(s)



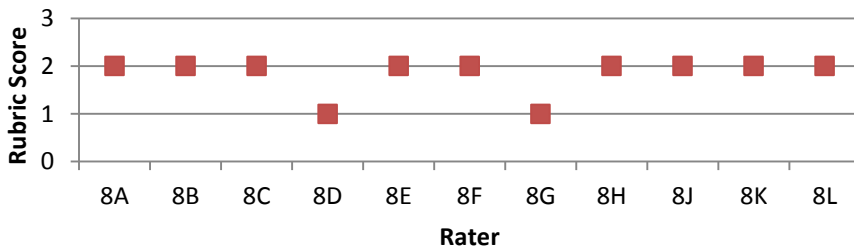
### Student 62: Uses Evaluative Criteria to Select Source(s)



### Student 63: Uses Evaluative Criteria to Select Source(s)

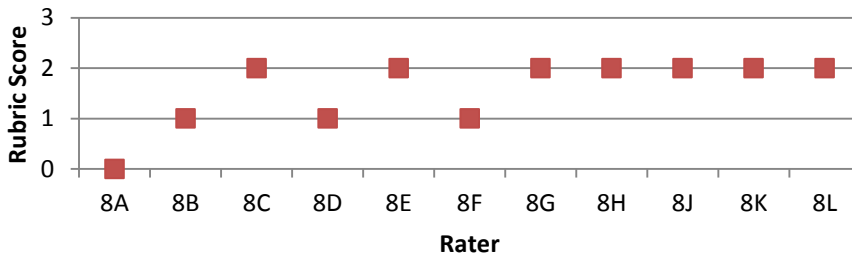


### Student 64: Uses Evaluative Criteria to Select Source(s)

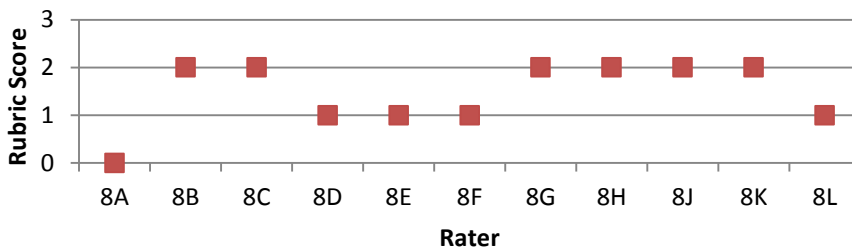




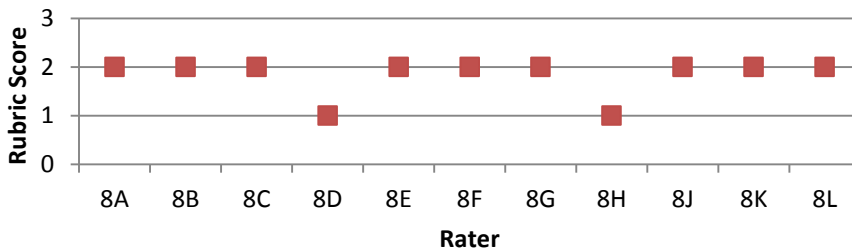
### Student 65: Uses Evaluative Criteria to Select Source(s)



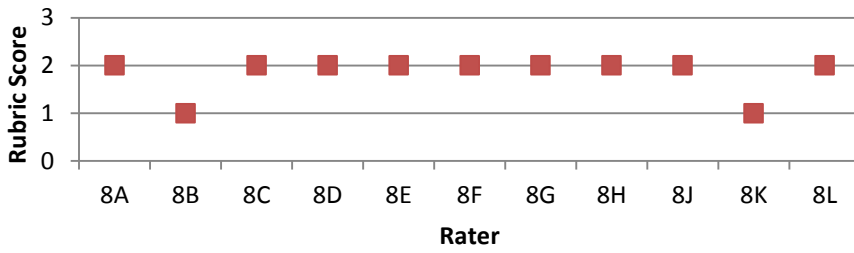
### Student 66: Uses Evaluative Criteria to Select Source(s)



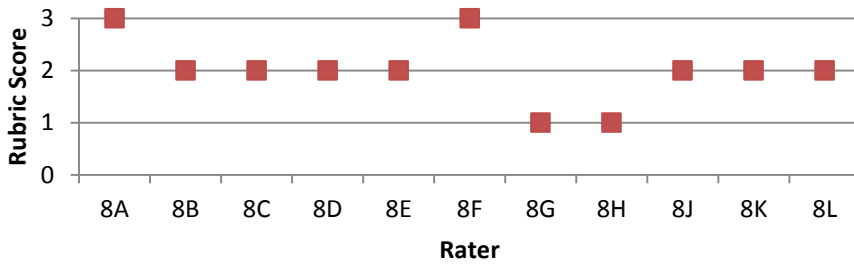
### Student 67: Uses Evaluative Criteria to Select Source(s)



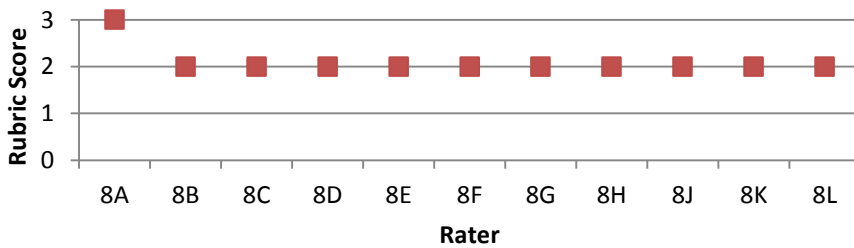
### Student 68: Uses Evaluative Criteria to Select Source(s)



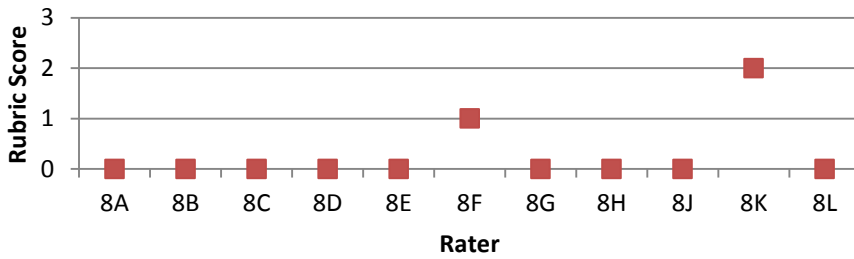
### Student 69: Uses Evaluative Criteria to Select Source(s)



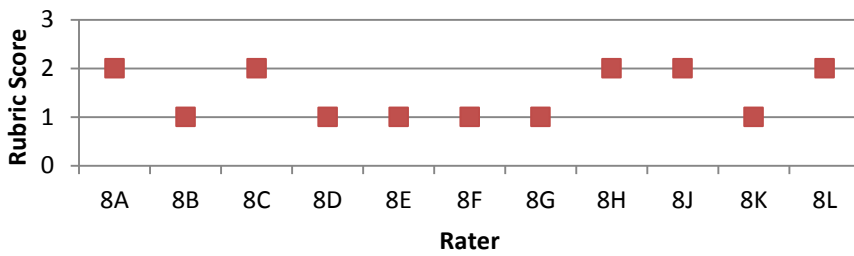
### Student 70: Uses Evaluative Criteria to Select Source(s)



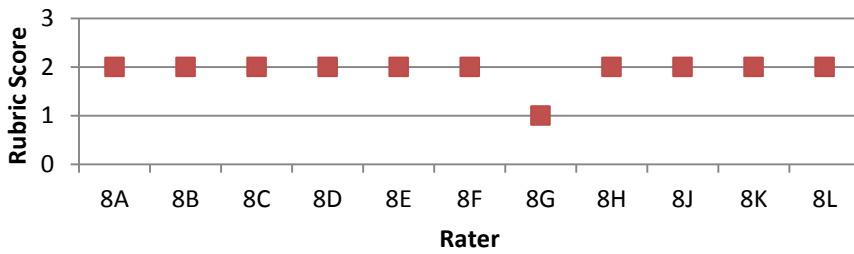
### Student 70: Uses Evaluative Criteria to Select Source(s)



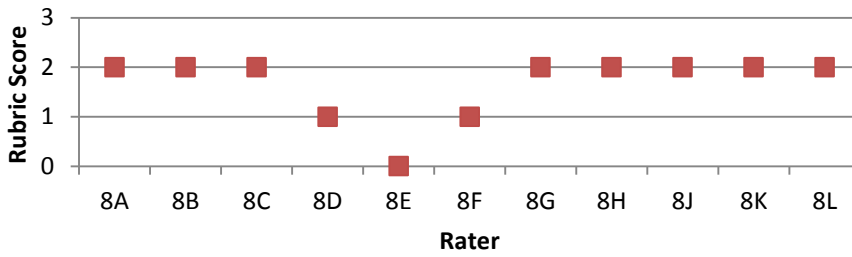
### Student 71: Uses Evaluative Criteria to Select Source(s)



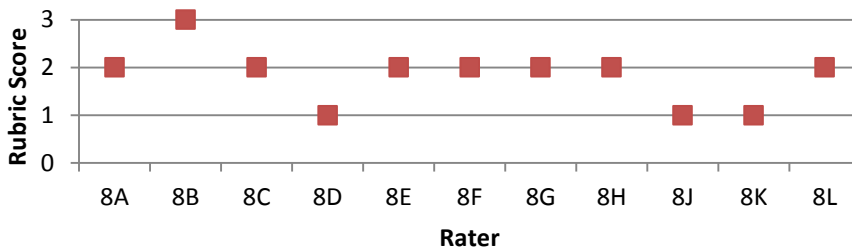
### Student 73: Uses Evaluative Criteria to Select Source(s)



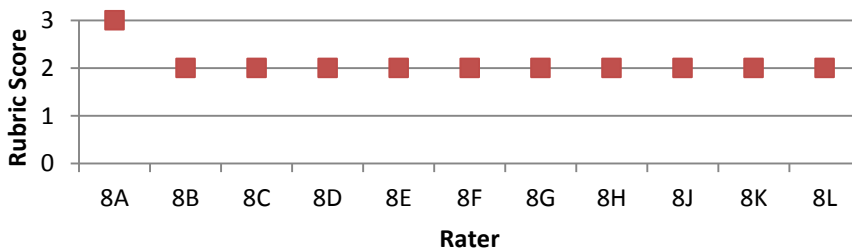
### Student 74: Uses Evaluative Criteria to Select Source(s)



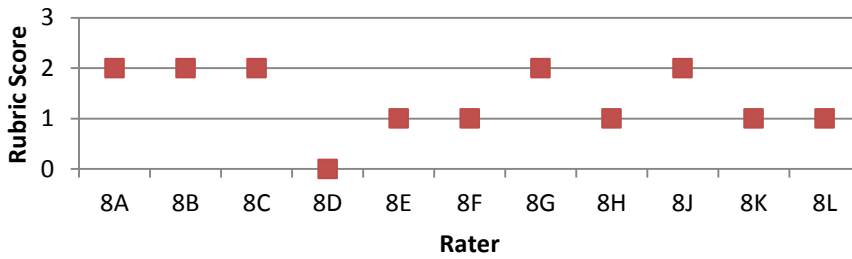
### Student 75: Uses Evaluative Criteria to Select Source(s)



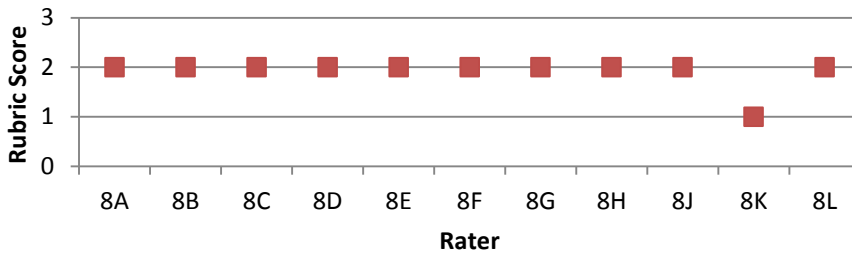
### Student 76: Uses Evaluative Criteria to Select Source(s)



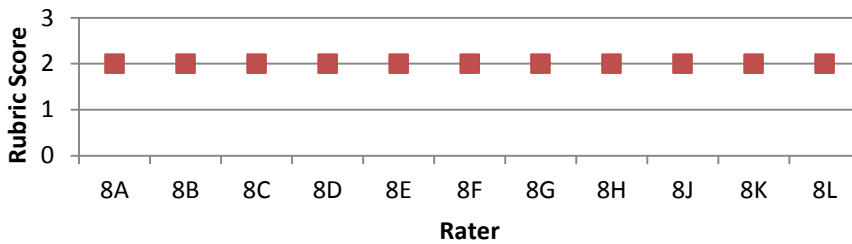
### Student 77: Uses Evaluative Criteria to Select Source(s)



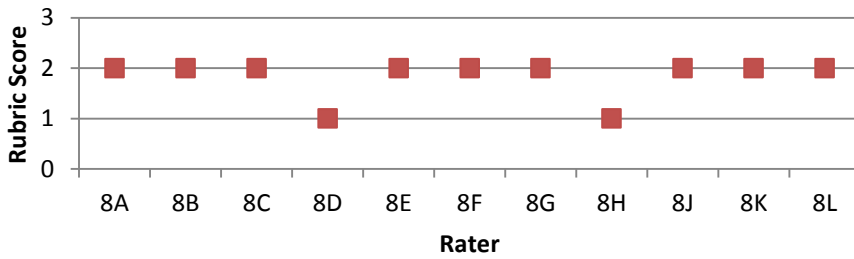
### Student 78: Uses Evaluative Criteria to Select Source(s)



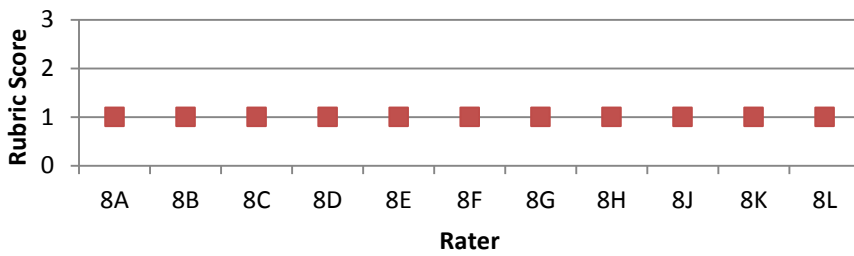
### Student 79: Uses Evaluative Criteria to Select Source(s)



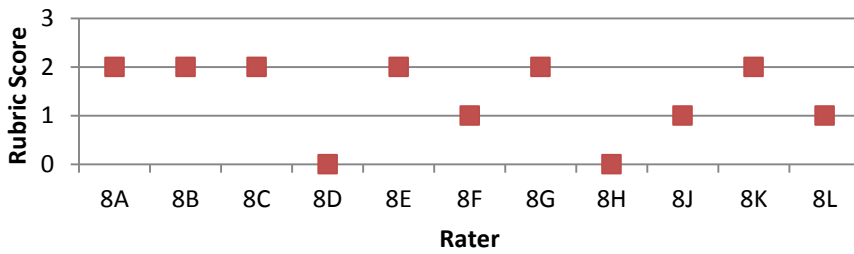
### Student 80: Uses Evaluative Criteria to Select Source(s)



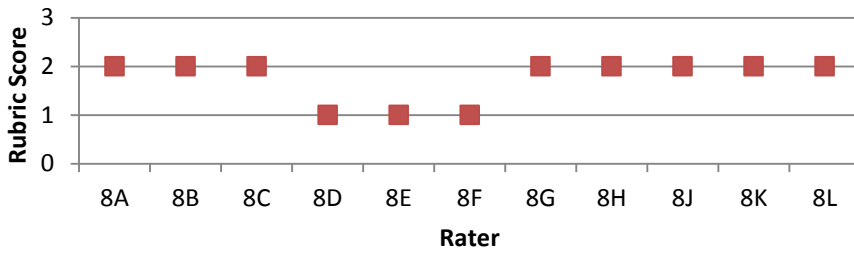
### Student 81: Uses Evaluative Criteria to Select Source(s)



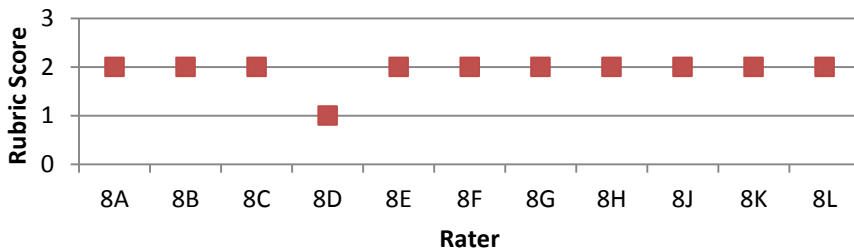
### Student 82: Uses Evaluative Criteria to Select Source(s)



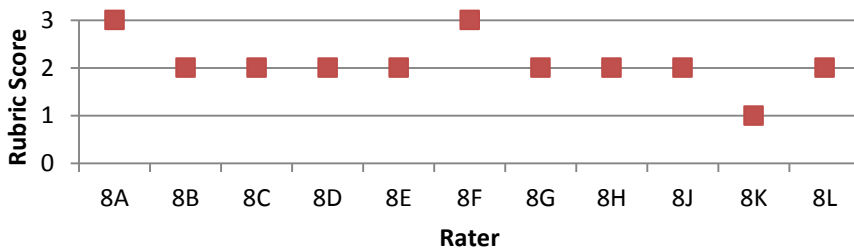
### Student 83: Uses Evaluative Criteria to Select Source(s)

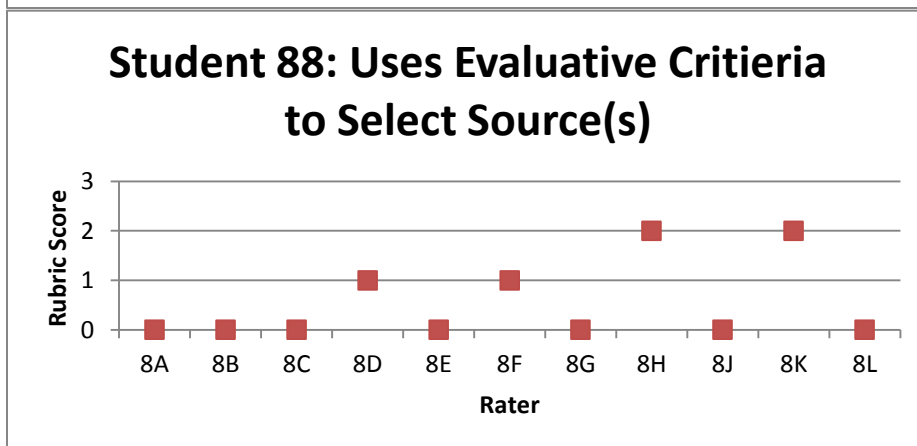
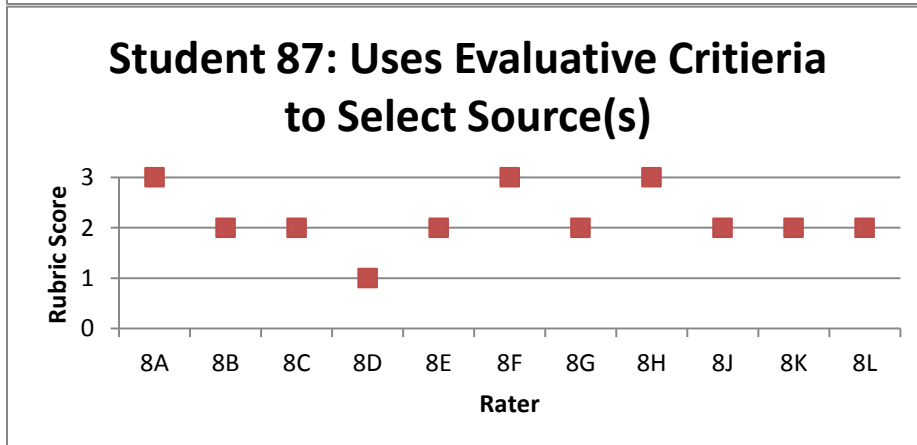
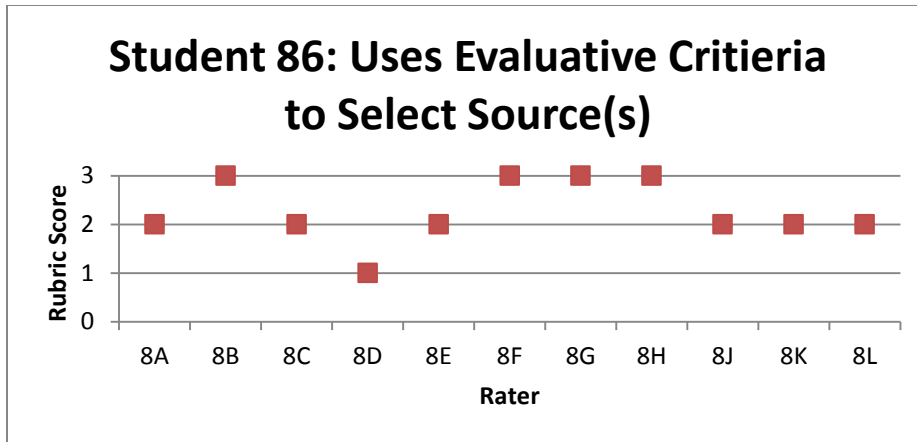


### Student 84: Uses Evaluative Criteria to Select Source(s)



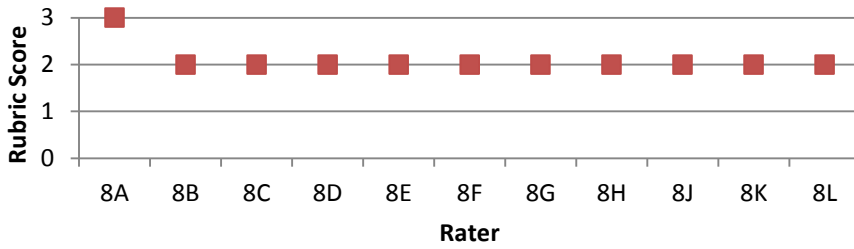
### Student 85: Uses Evaluative Criteria to Select Source(s)



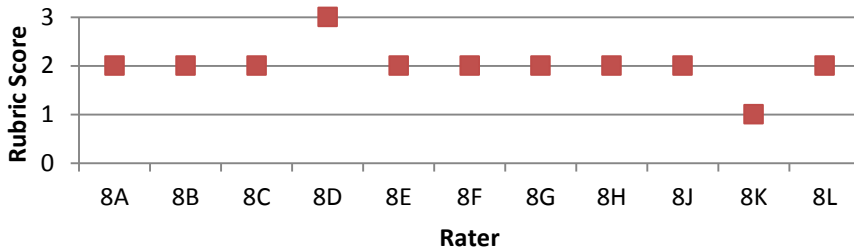




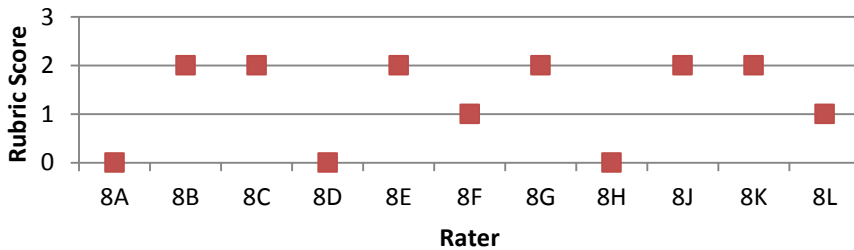
### Student 89: Uses Evaluative Criteria to Select Source(s)



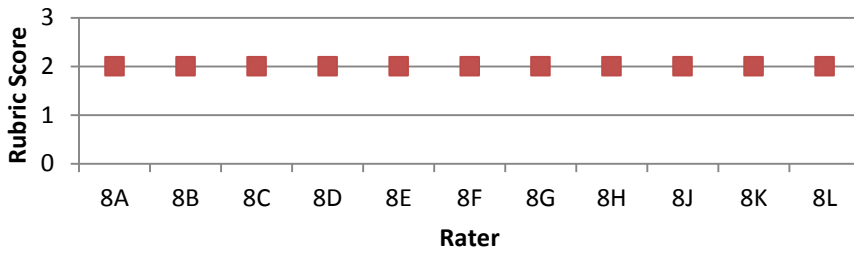
### Student 90: Uses Evaluative Criteria to Select Source(s)



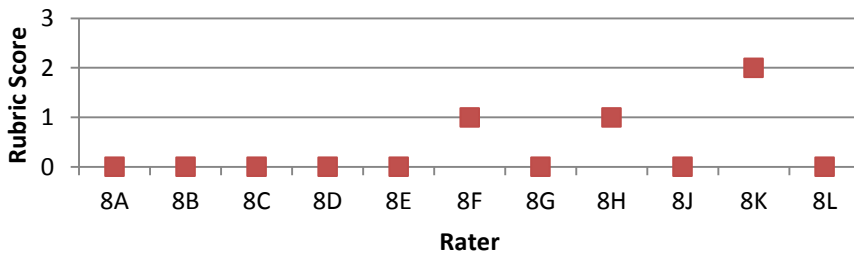
### Student 91: Uses Evaluative Criteria to Select Source(s)



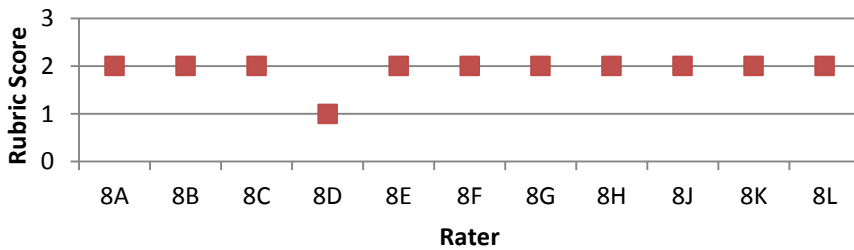
### Student 92: Uses Evaluative Criteria to Select Source(s)

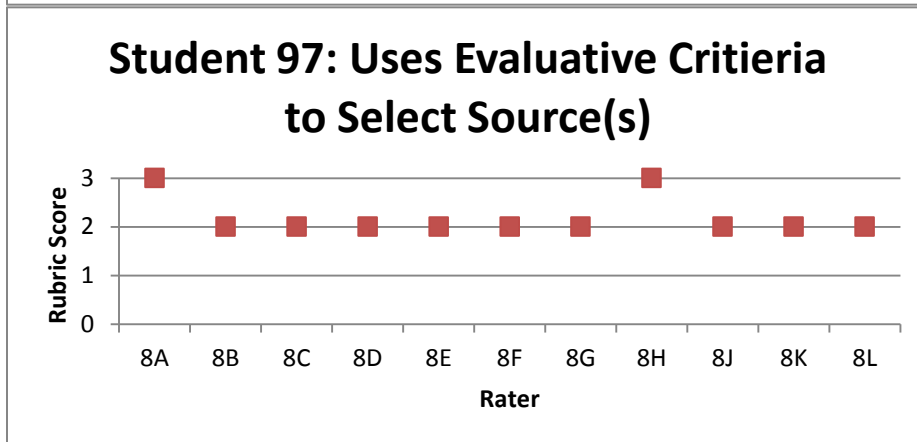
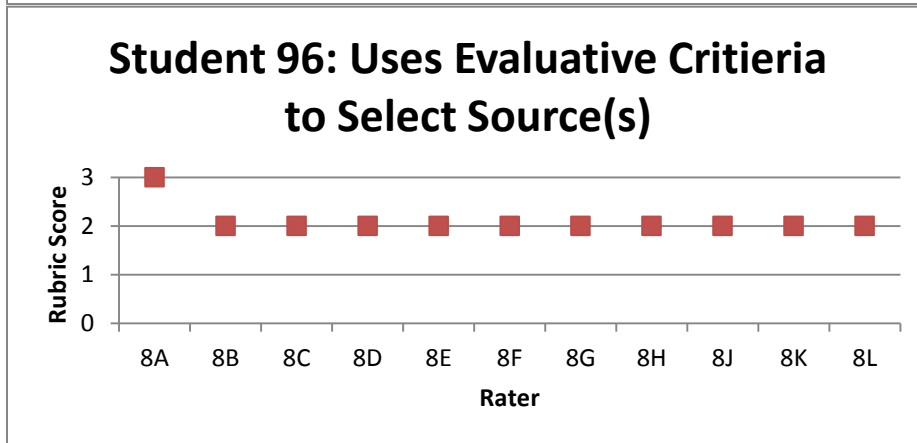
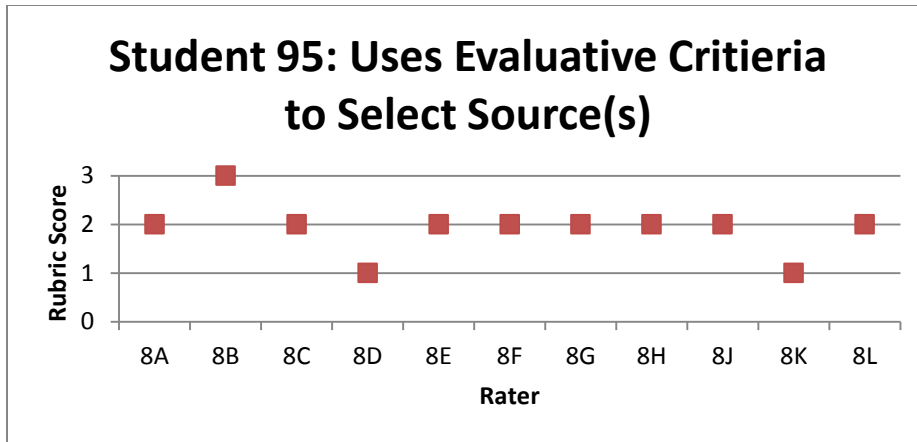


### Student 93: Uses Evaluative Criteria to Select Source(s)

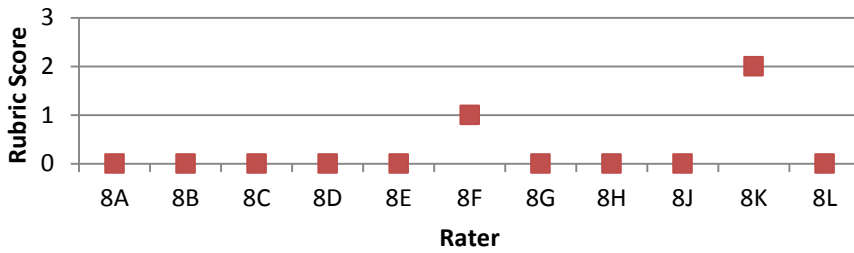


### Student 94: Uses Evaluative Criteria to Select Source(s)

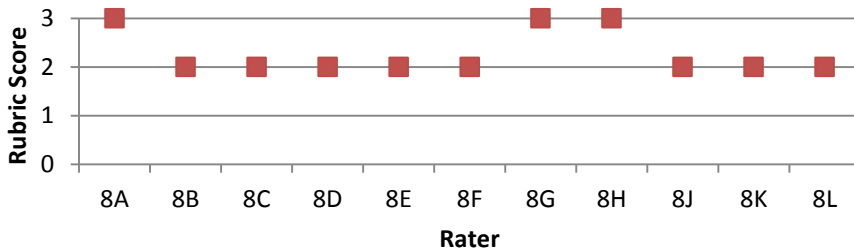




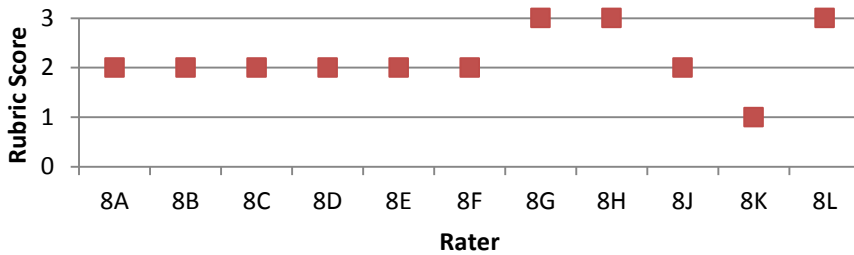
### Student 98: Uses Evaluative Criteria to Select Source(s)



### Student 99: Uses Evaluative Criteria to Select Source(s)



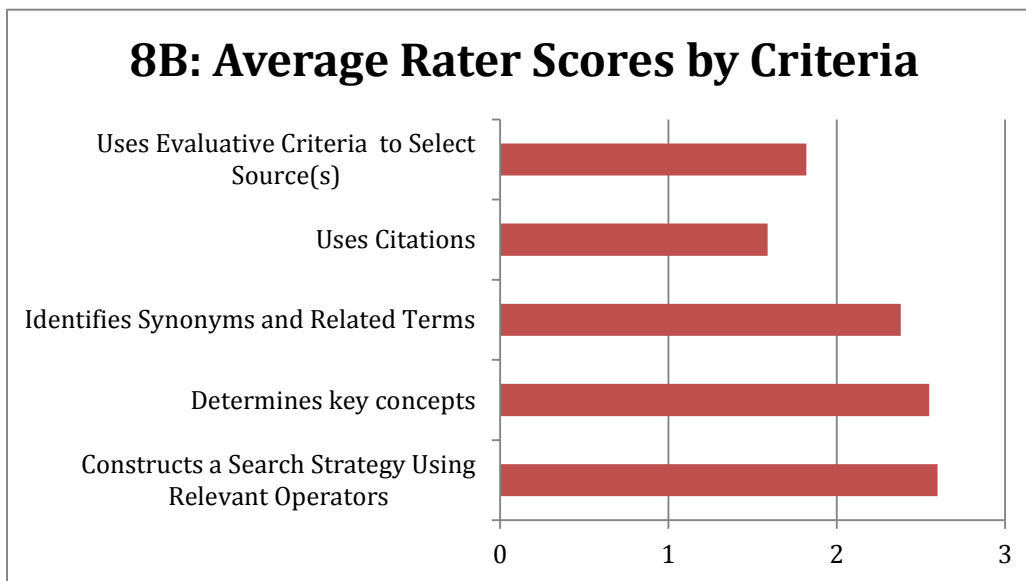
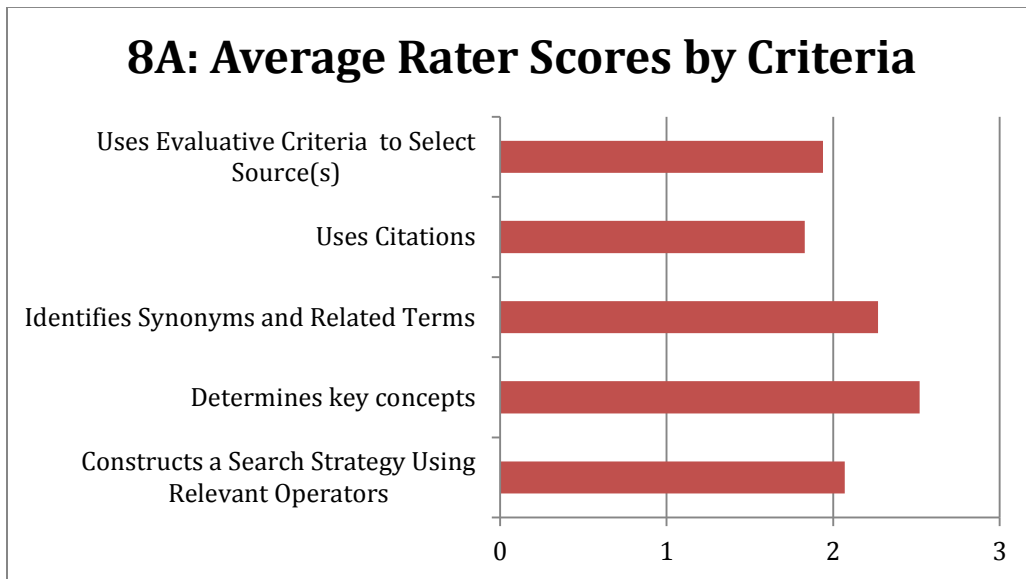
### Student 100: Uses Evaluative Criteria to Select Source(s)

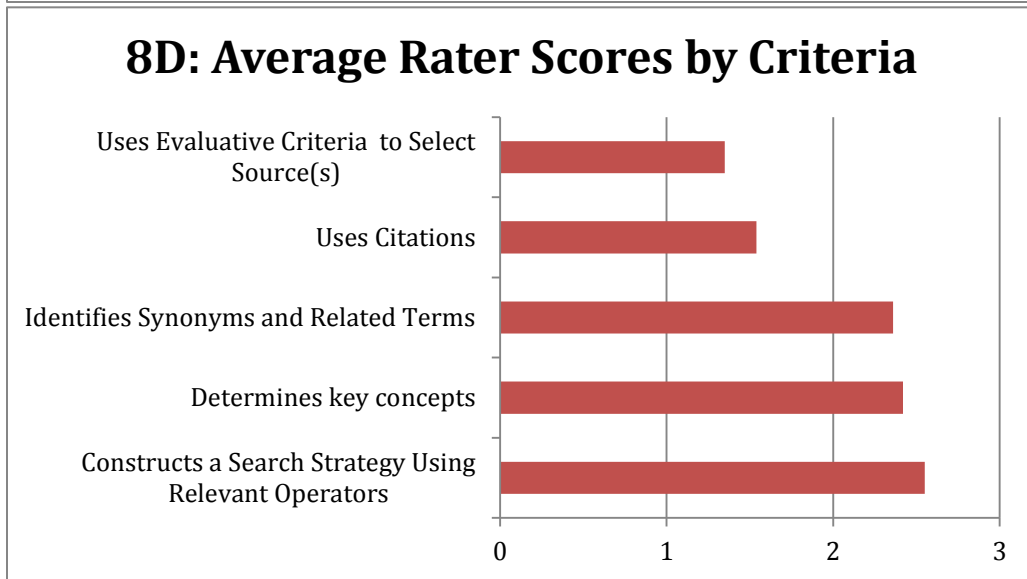
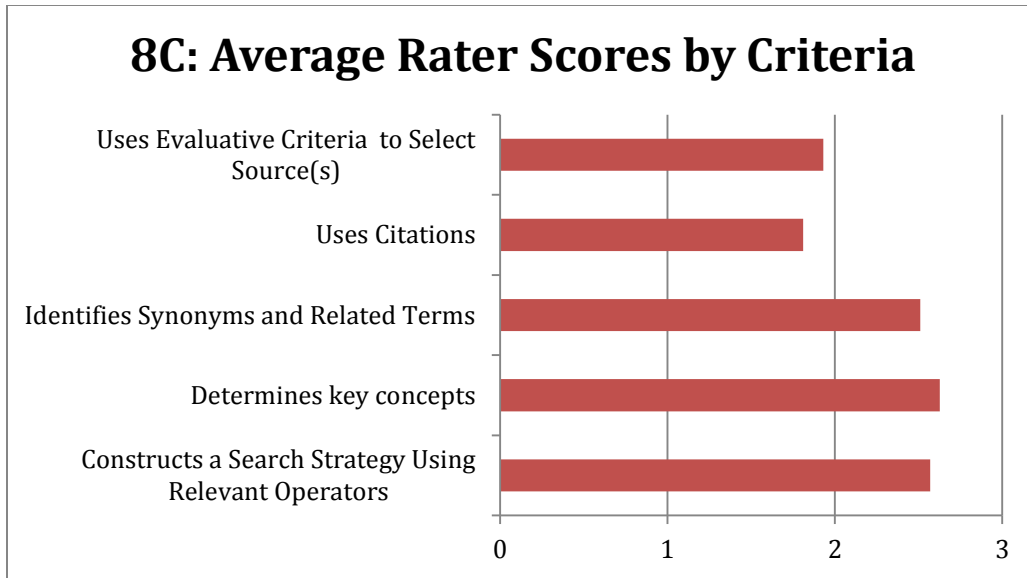


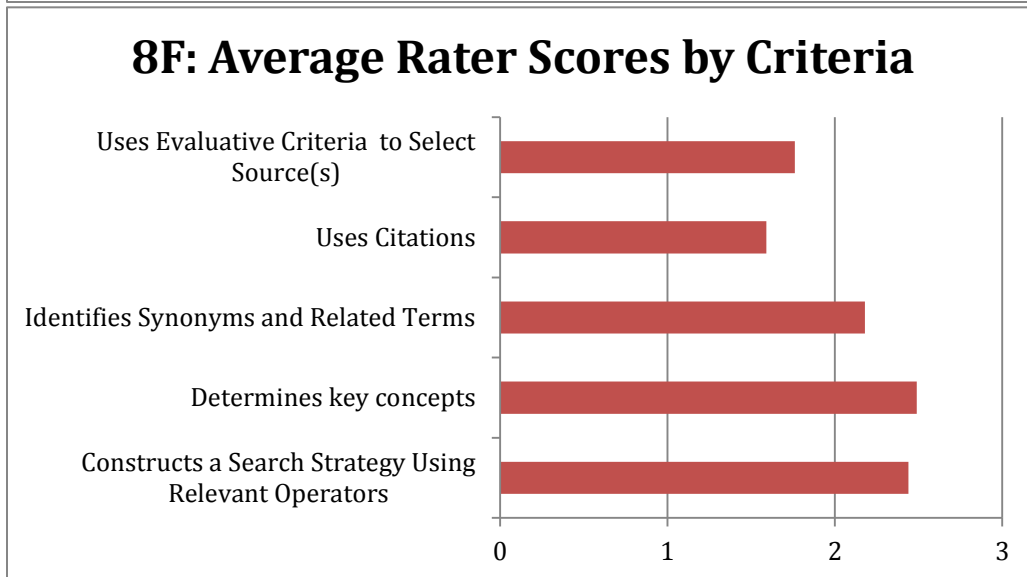
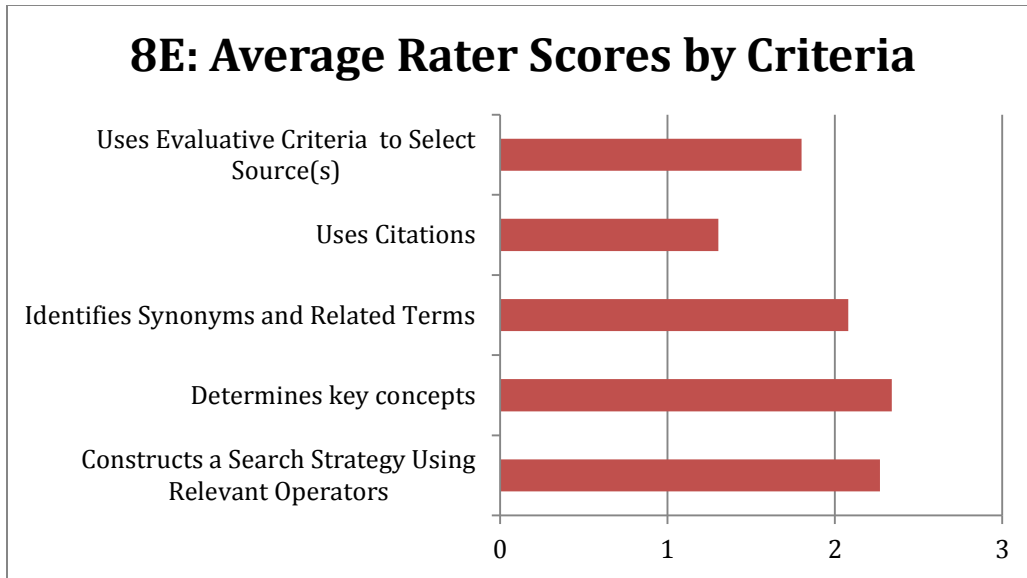
## Student/Rater: Average Rater Scores by Criteria

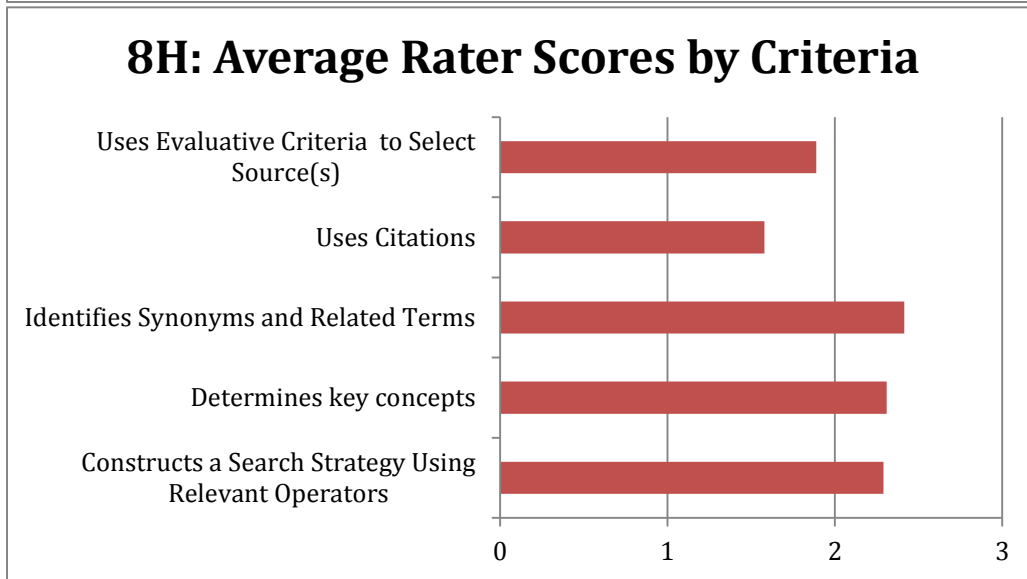
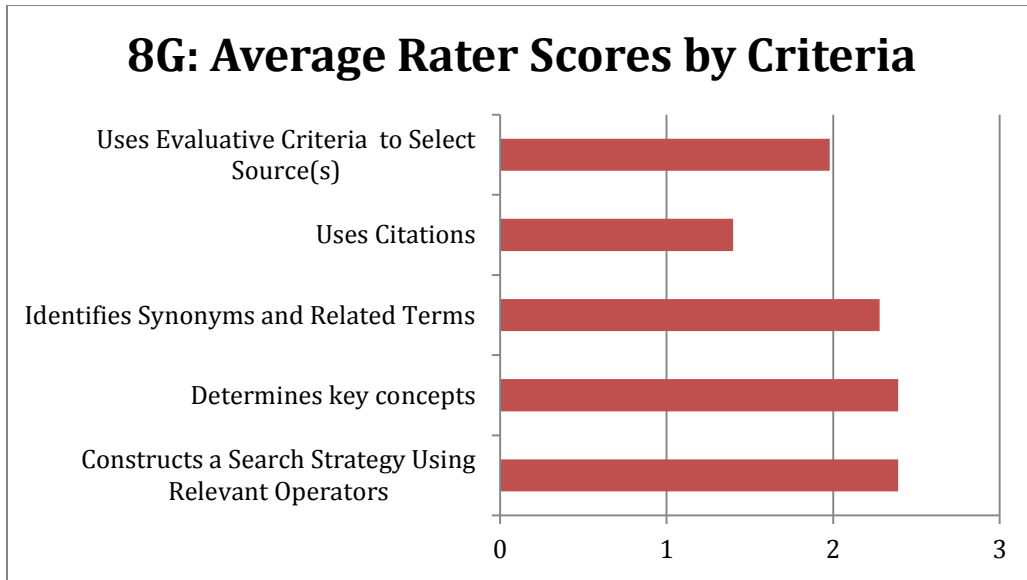
Inter-rater reliability

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

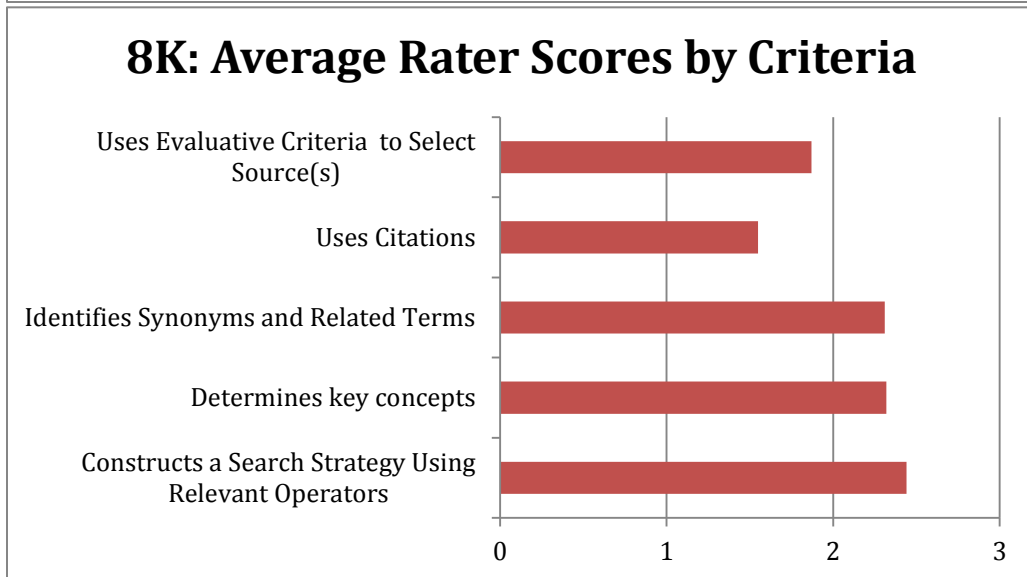
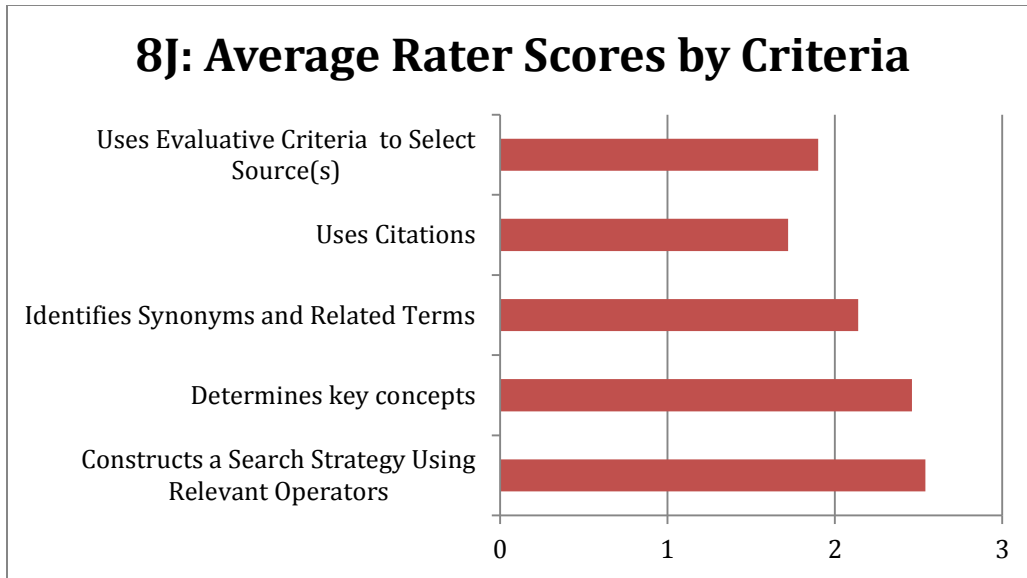


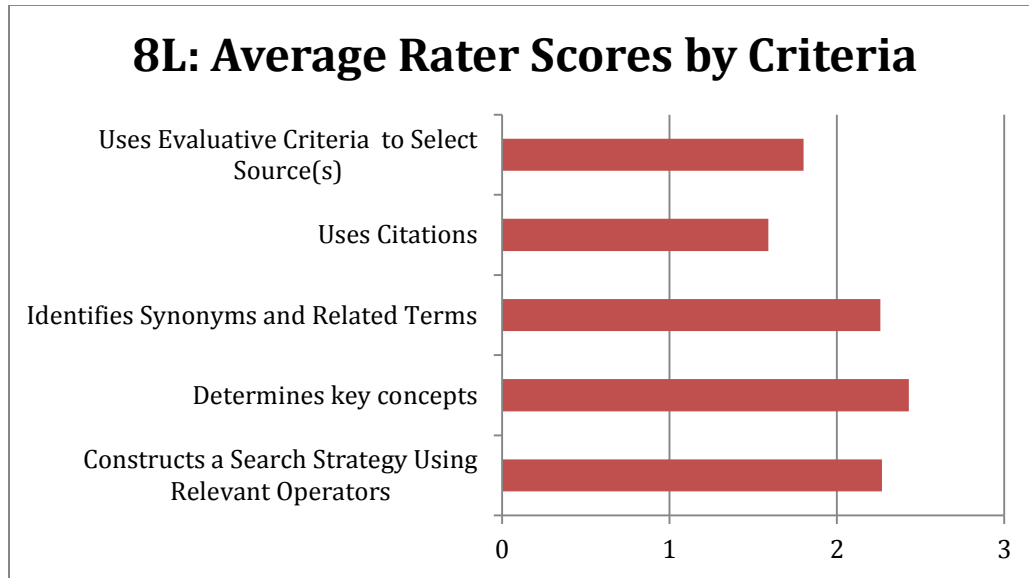








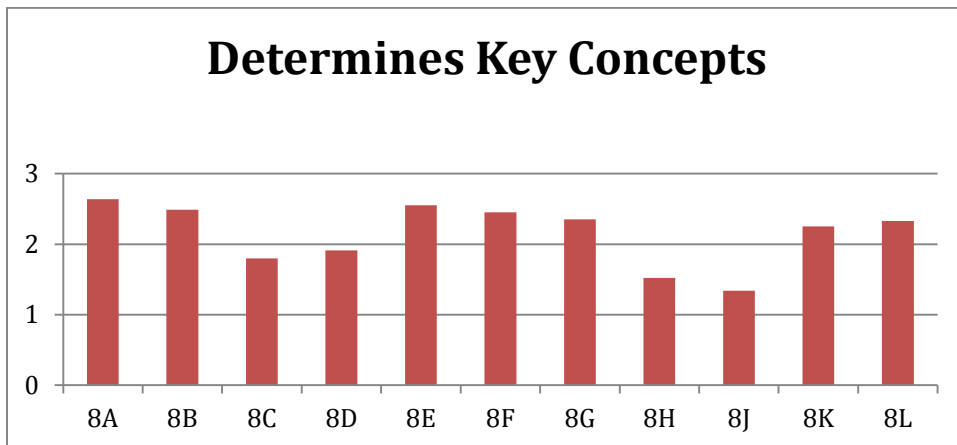
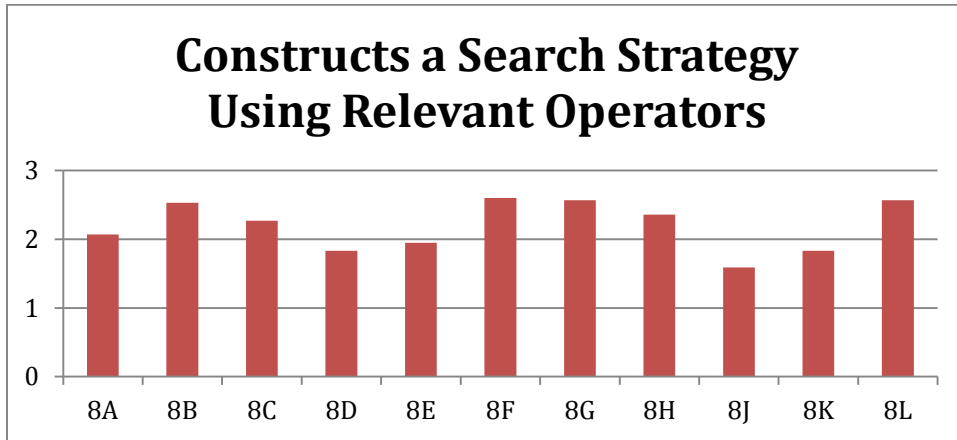


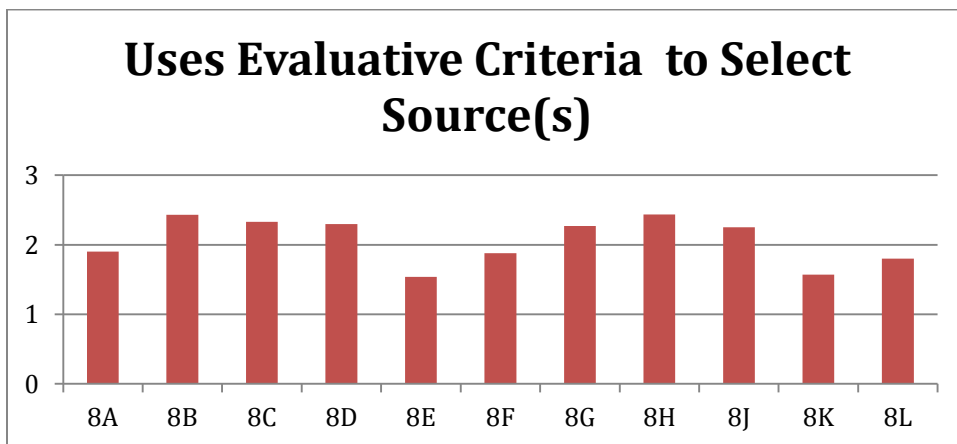
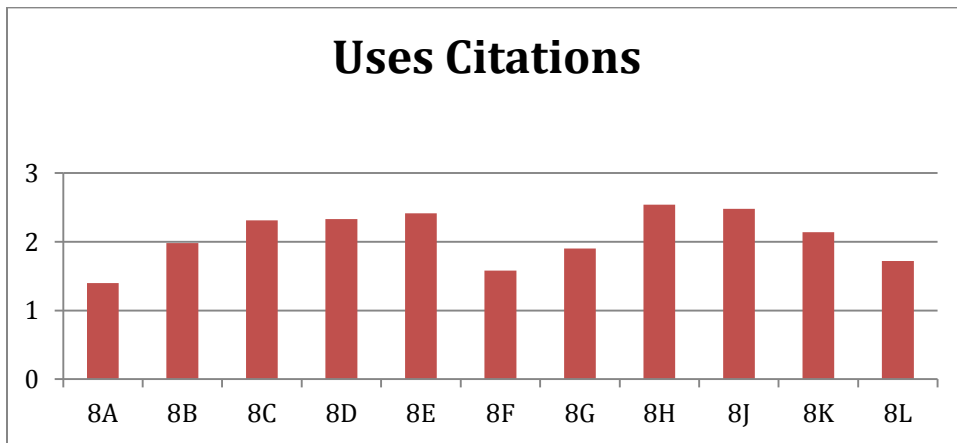
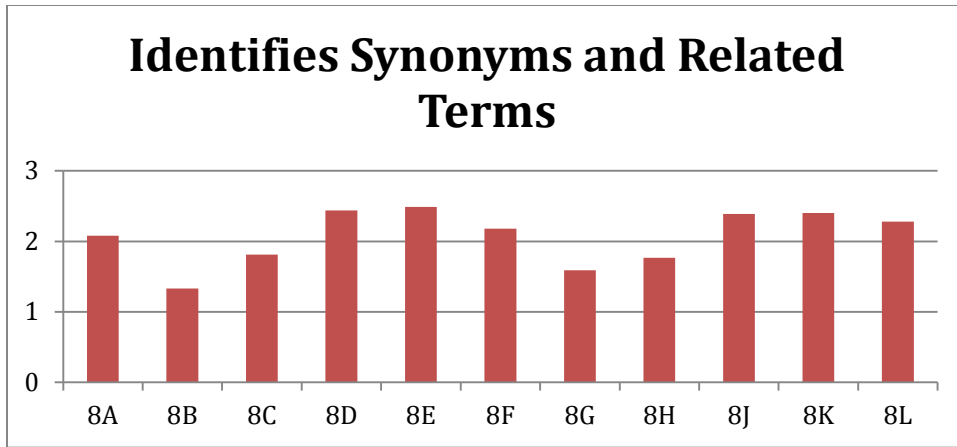


## RAILS Rubric Criteria

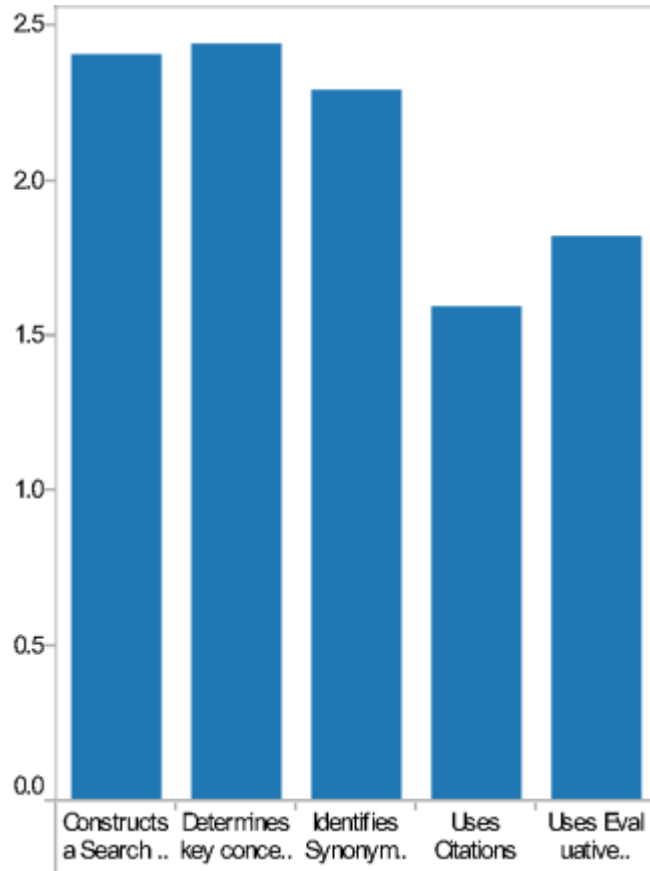
Inter-rater reliability

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





## Criteria Summary



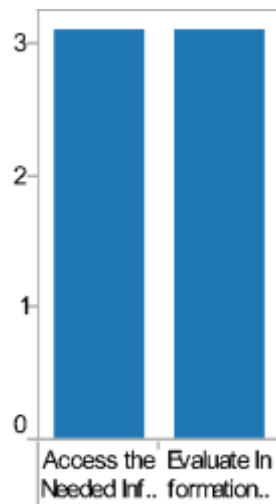
Performance level, criteria

This bar graph shows Institution 8'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 8'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)

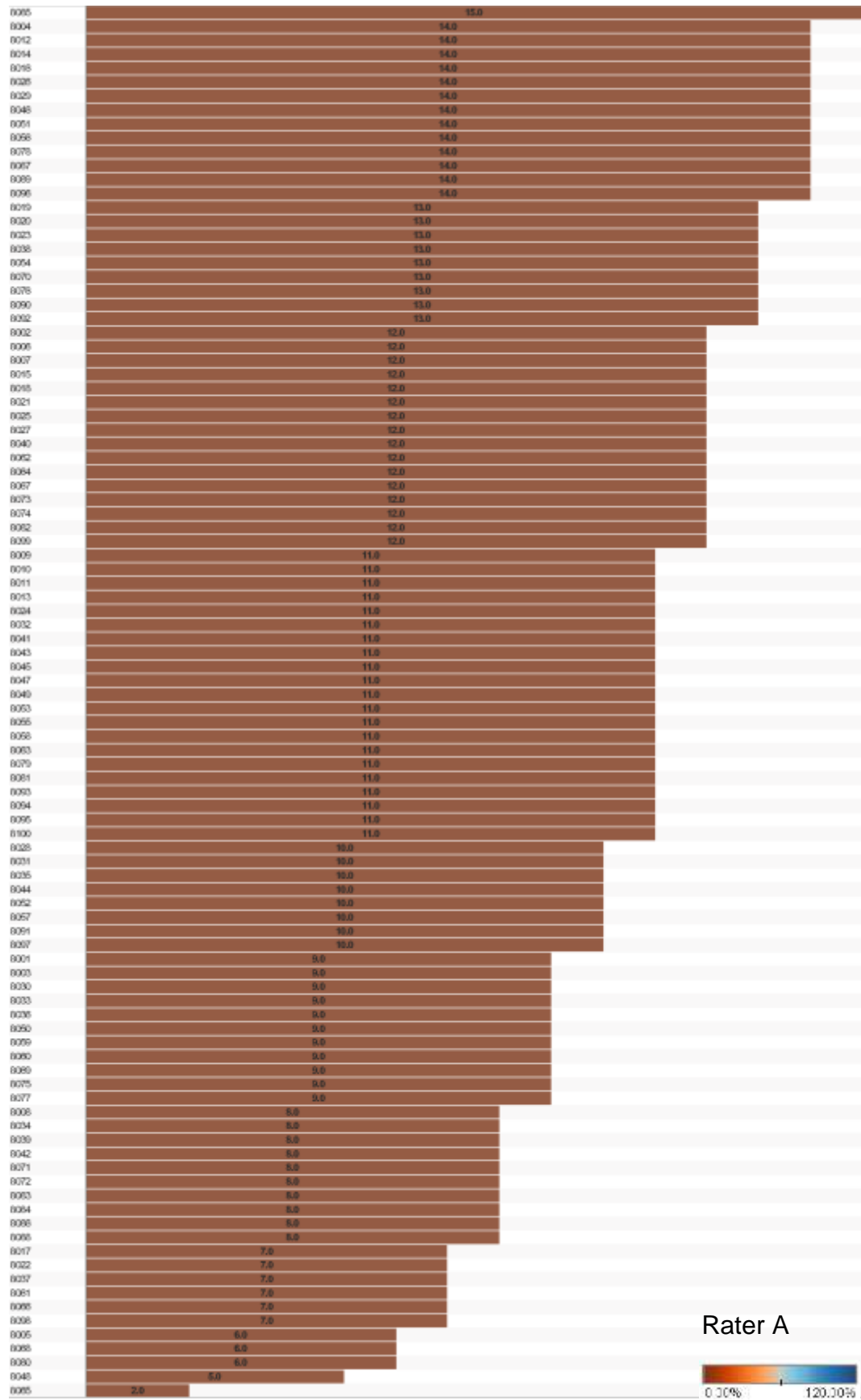
## Student Scores

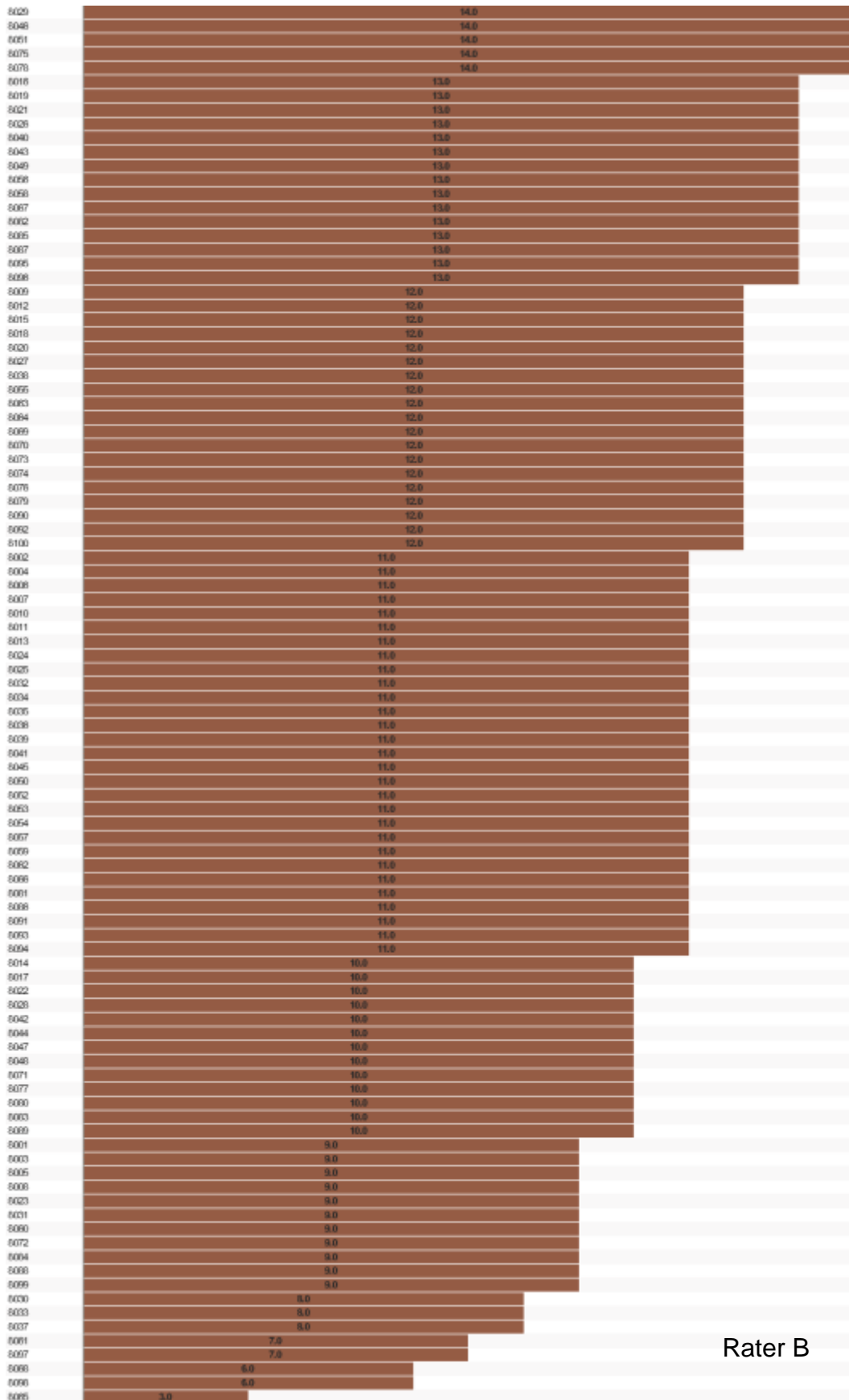
Performance level

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)

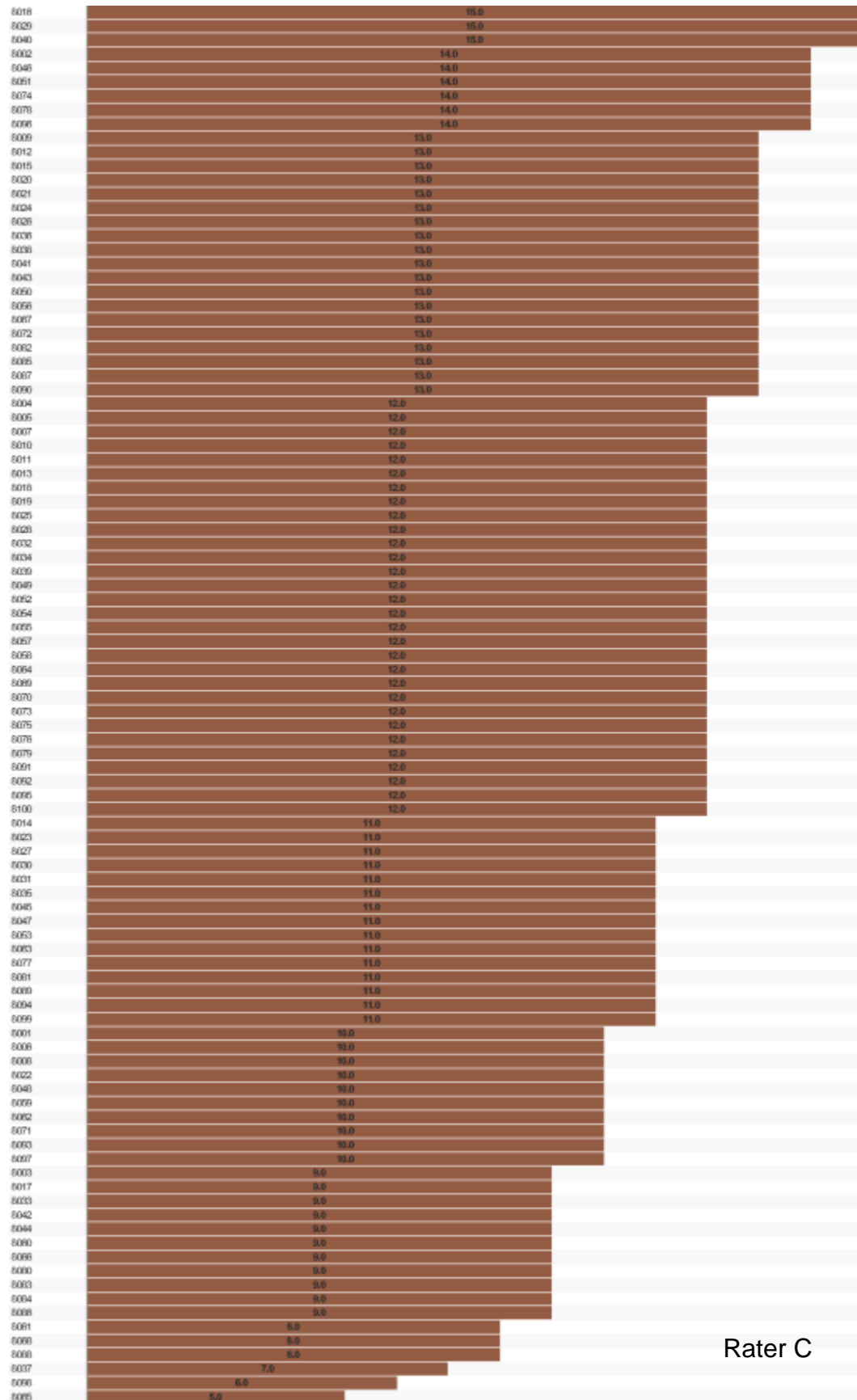
Horizontal: Horizontal Axis: Score (Maximum scores #)

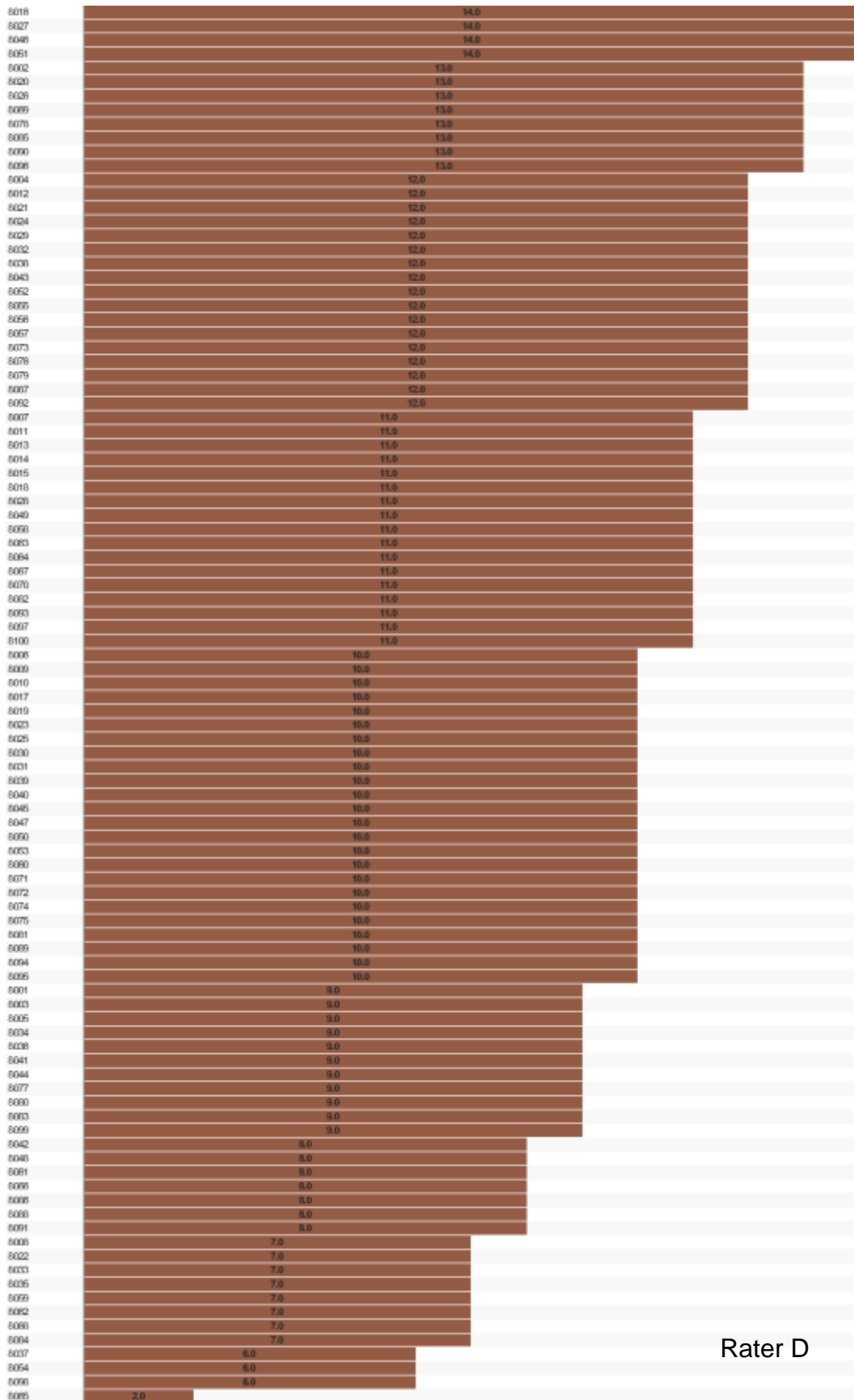




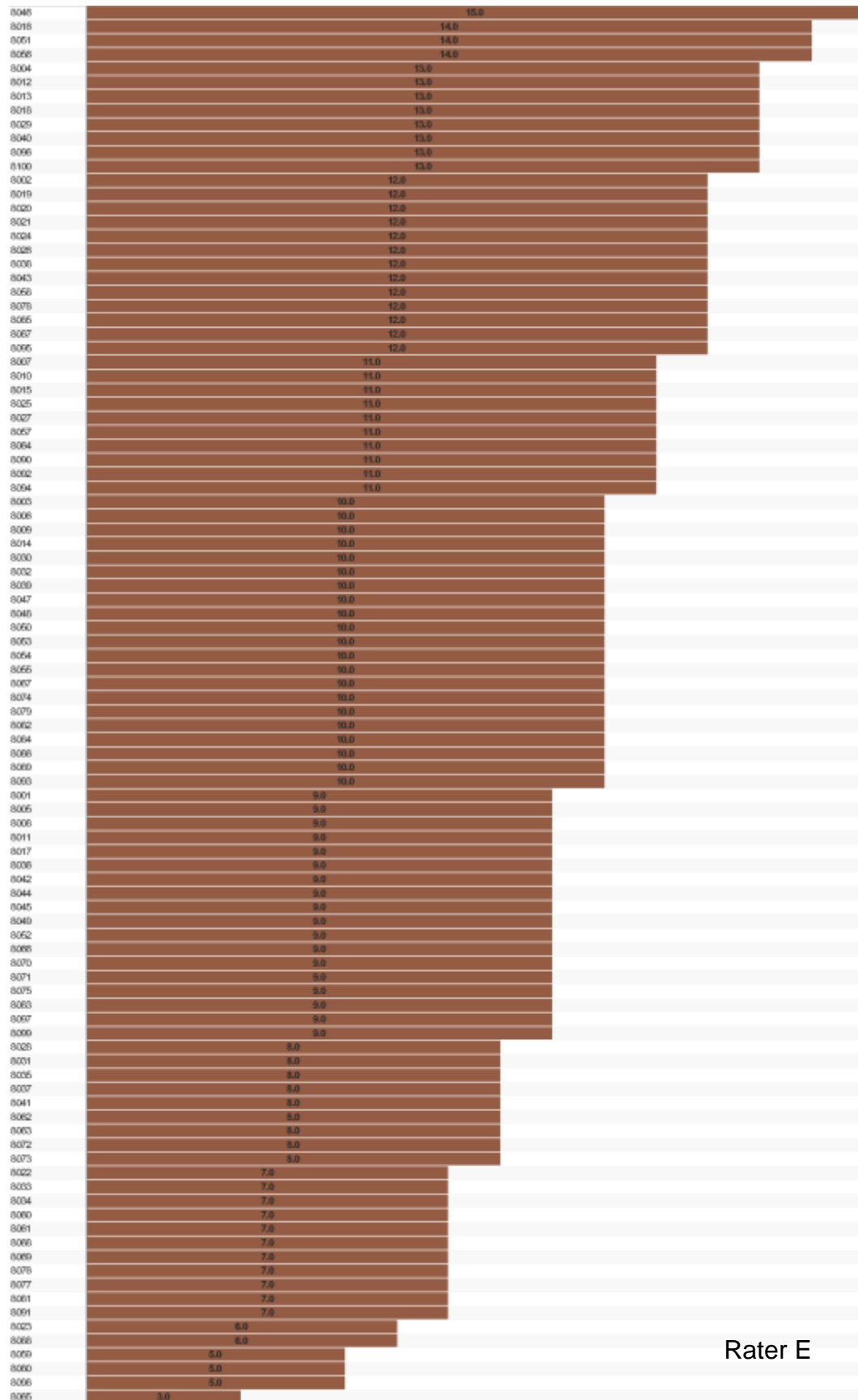
Rater B



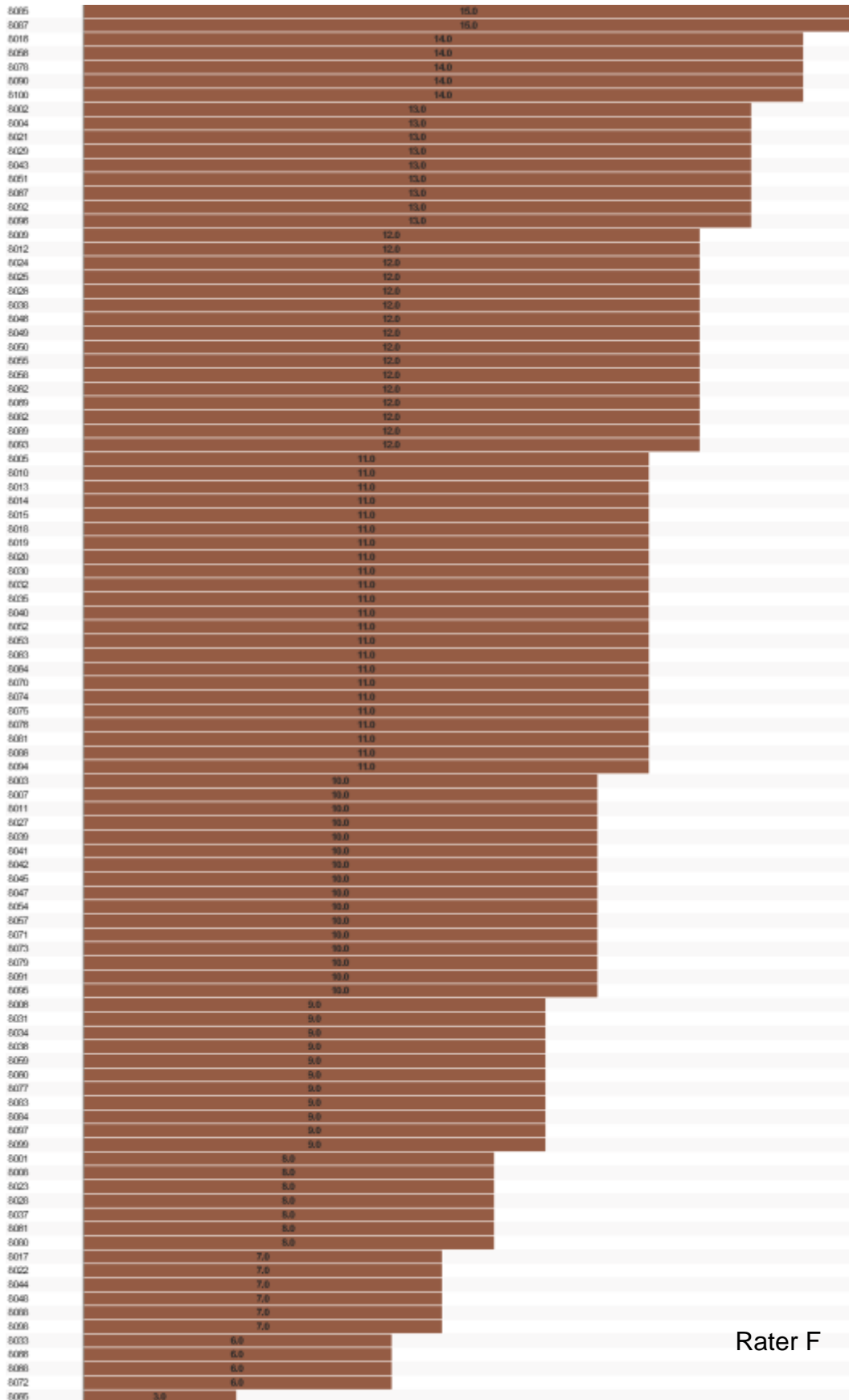




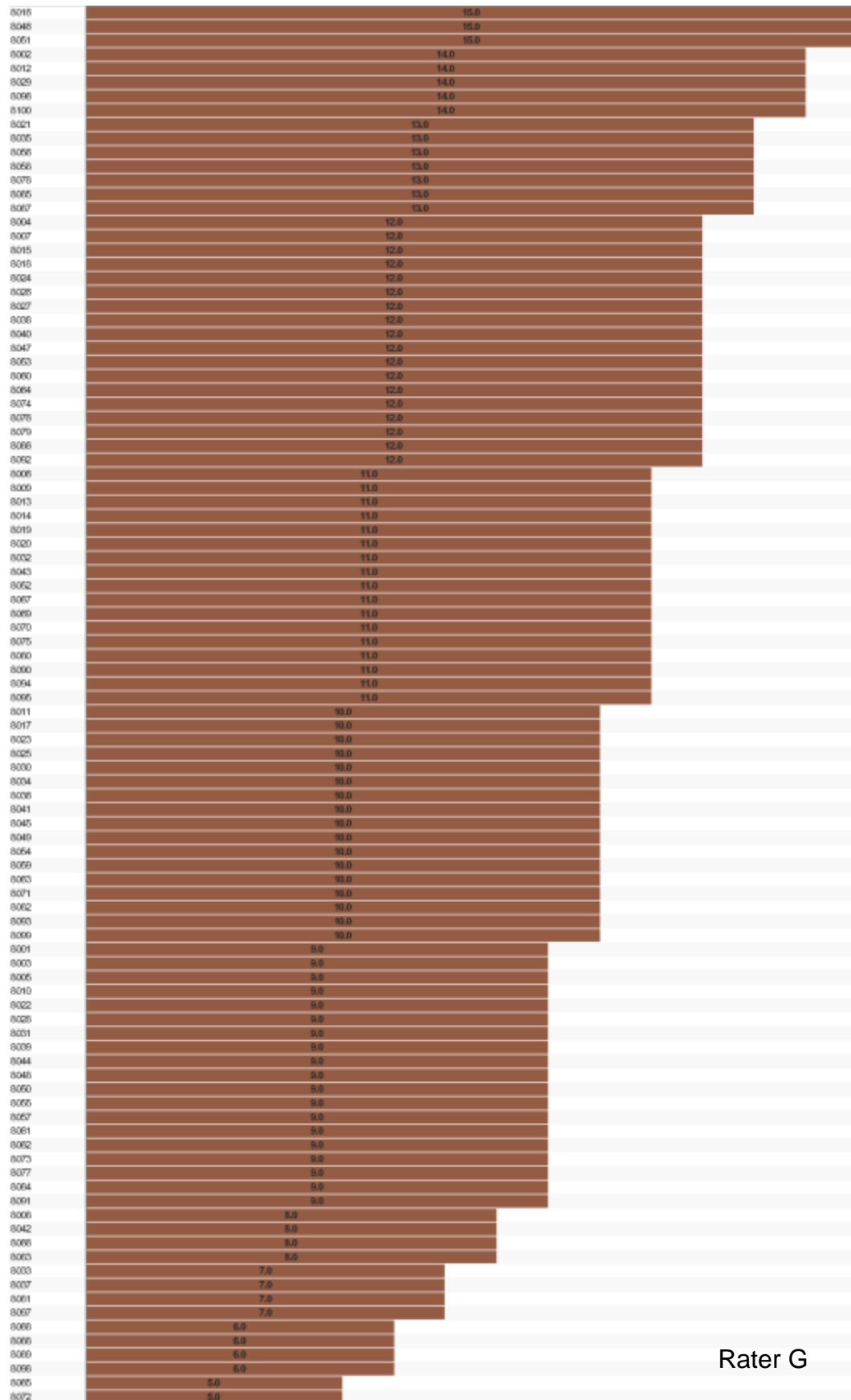
Rater D



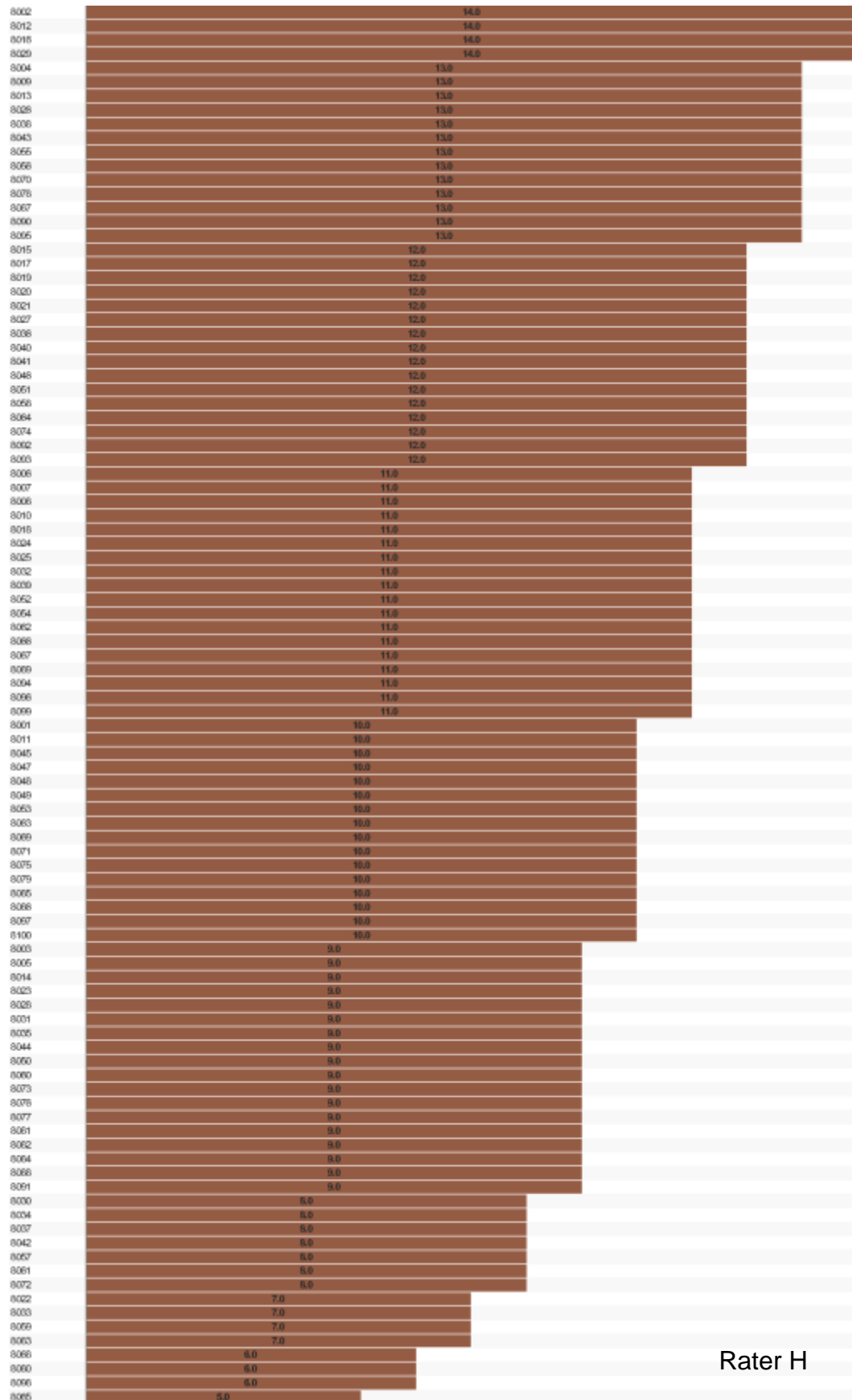
Rater E



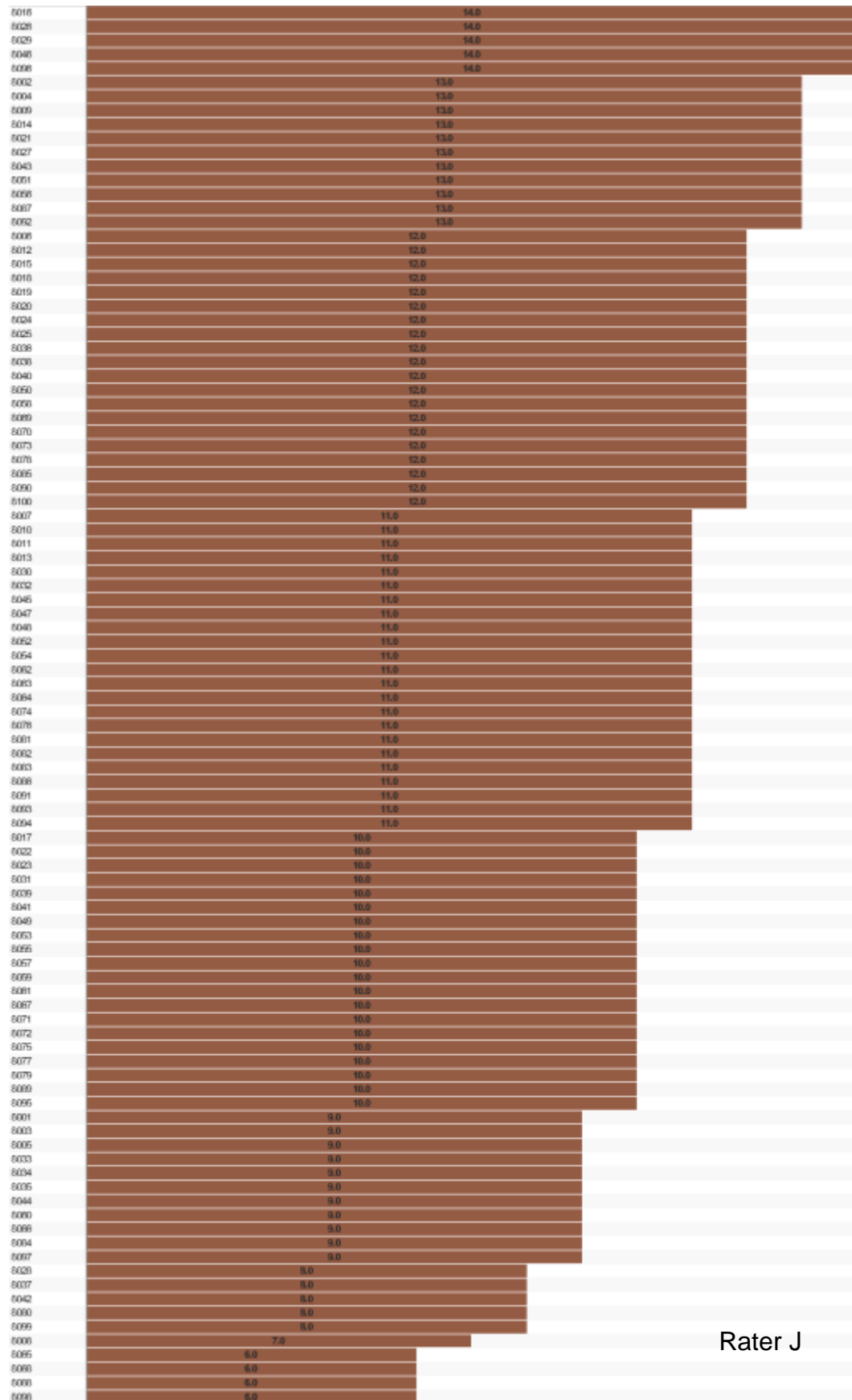
Rater F

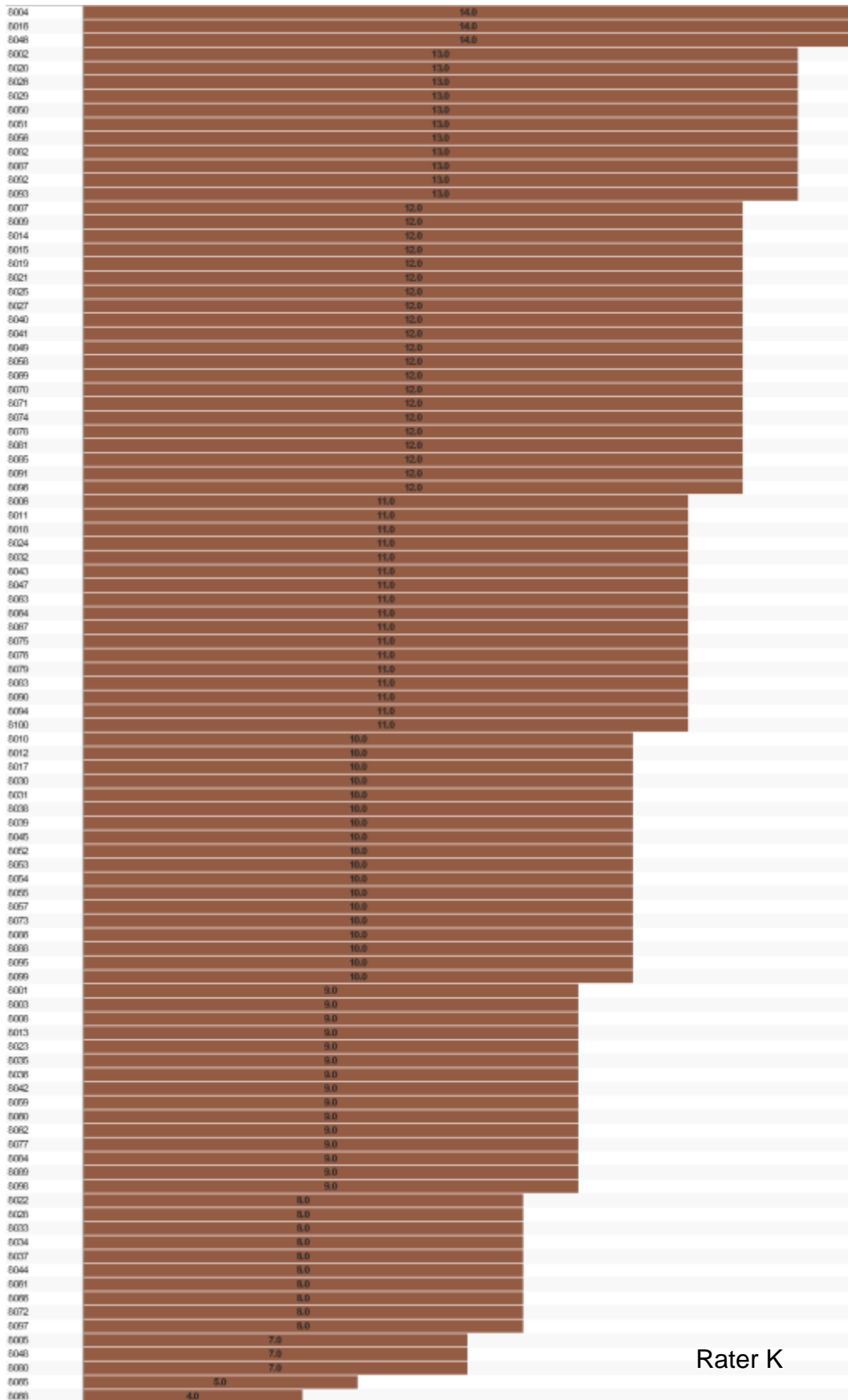


Rater G



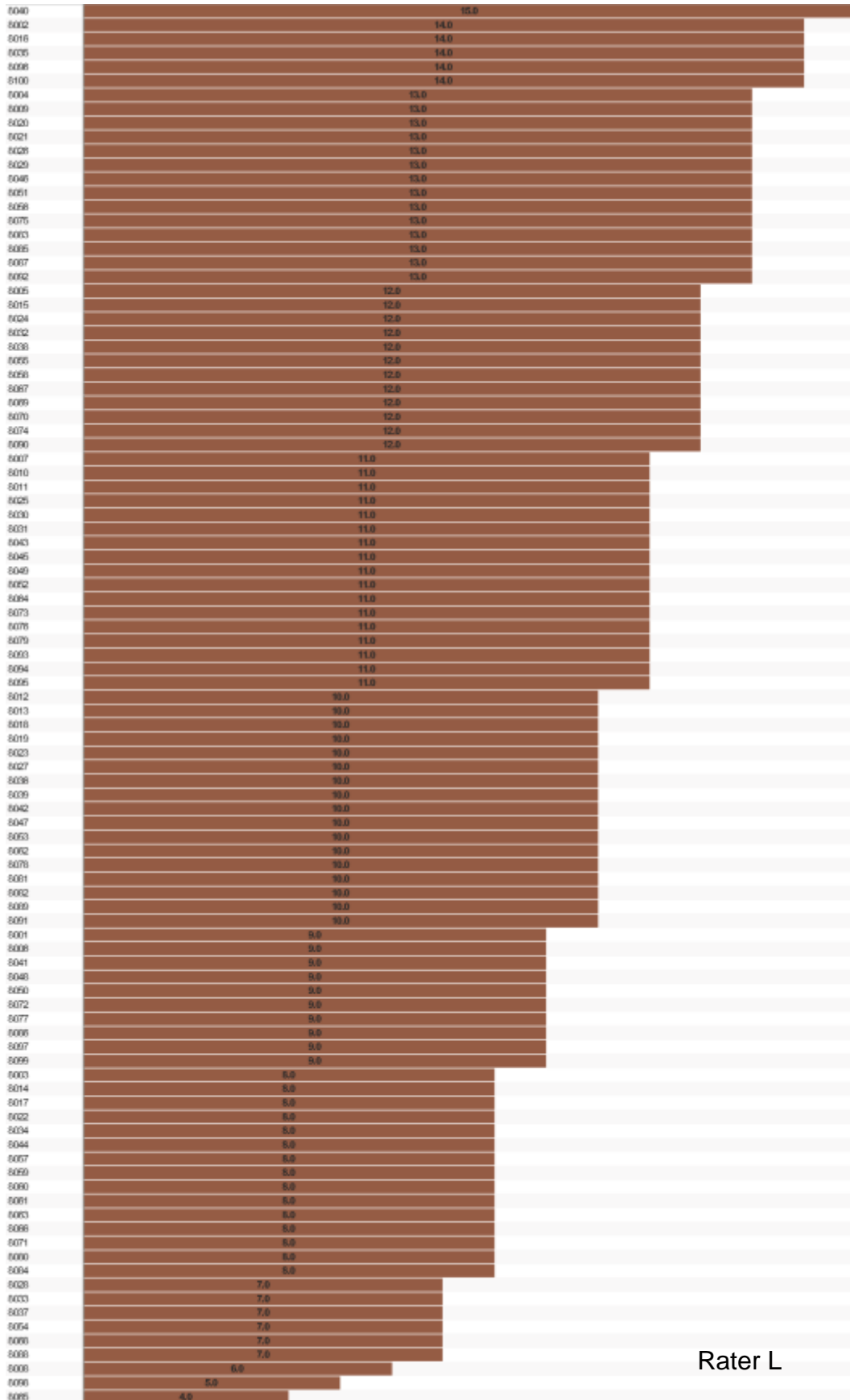
Rater H





Rater K



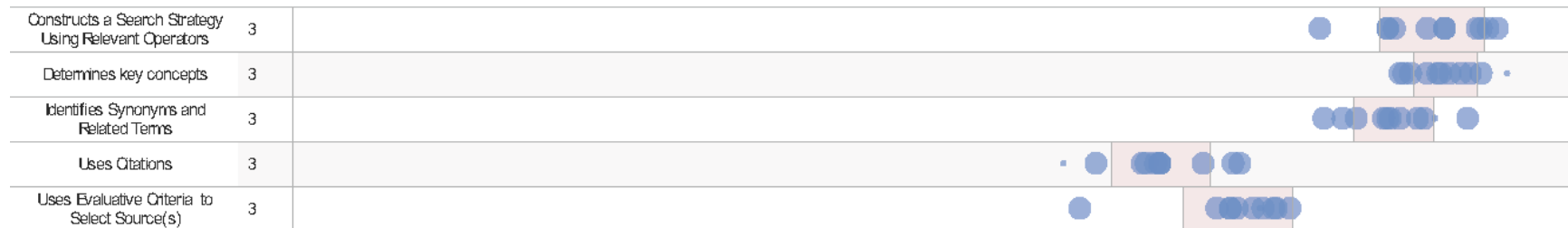


## Student Scores by Criteria

Performance level, criteria

This series shows performance levels raters assigned students, displayed by RAILS rubric criteria. Figure 16 shows average performance level scores, with standard deviation shaded in pink. The scattered dots on Figure 17 represent average performance level scores for each criterion broken down by rater, sorted alphabetically A-L. The grey circled numbers in Figure 18 show the average performance level displayed from a range of 0-3 or the total number of performance levels present.

Figure 16



Vertical: Criteria

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

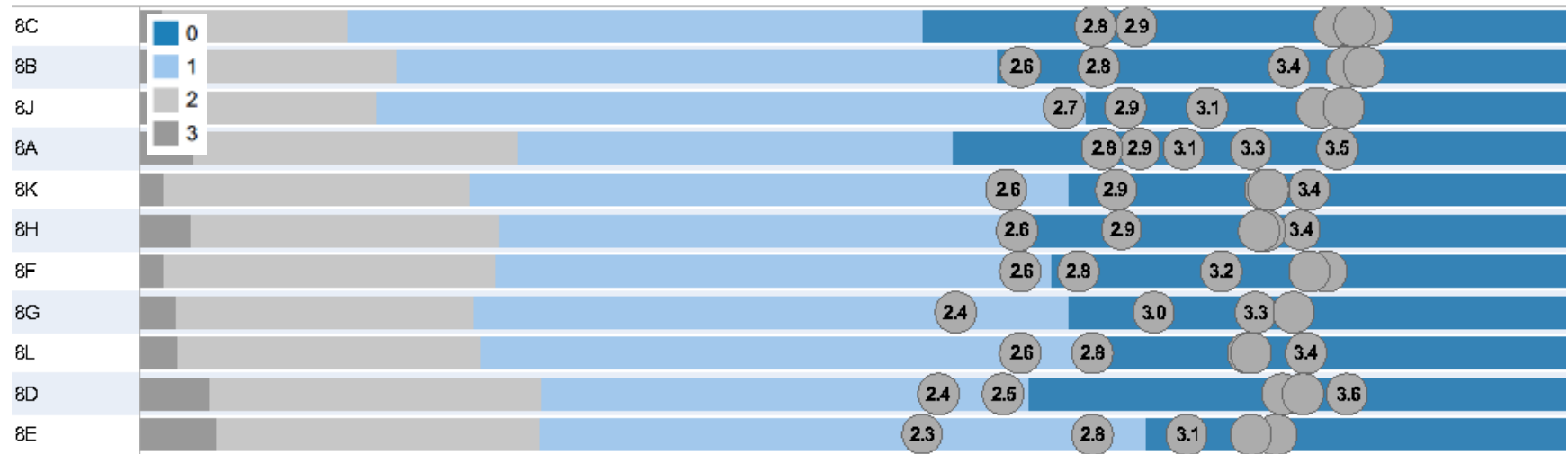


Figure 17

Vertical:  
Criteria

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

Figure 18



## 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 19-29 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 8



Vertical: Outcomes

Horizontal: Criteria

Figure 19, Rater A

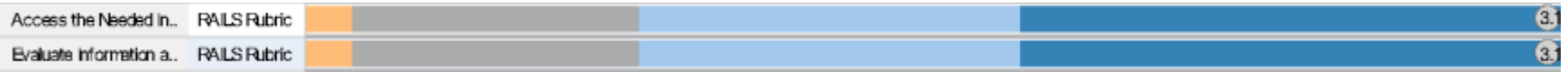


Figure 20, Rater B

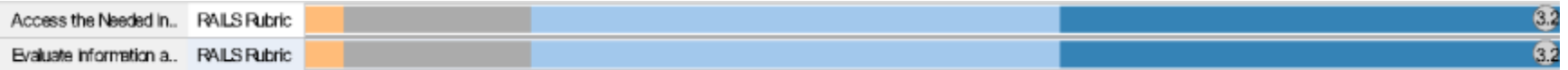


Figure 21, Rater C

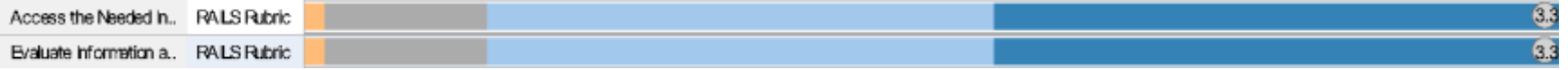


Figure 22, Rater D

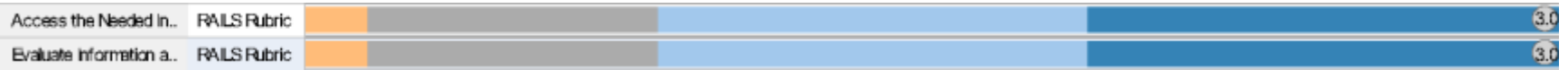


Figure 23, Rater E

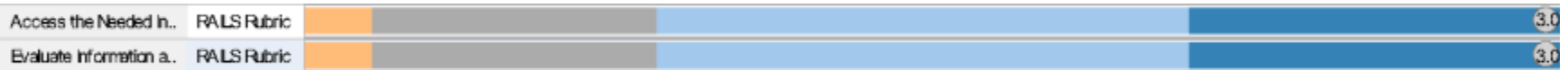


Figure 24, Rater F

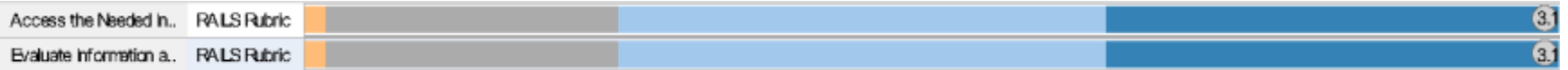


Figure 25, Rater G

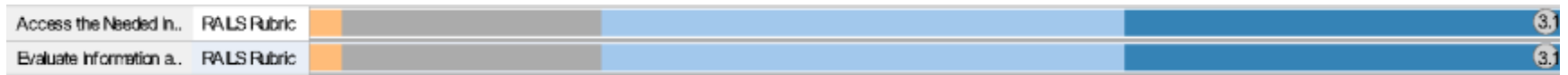


Figure 26, Rater H

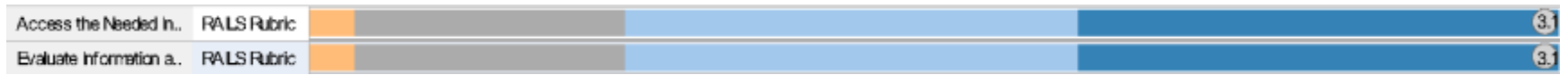


Figure 27, Rater J

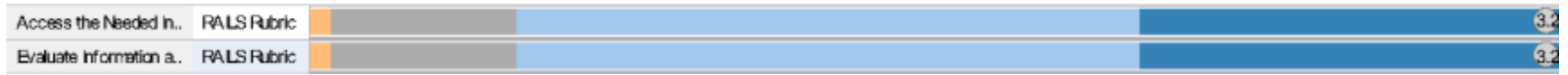


Figure 28, Rater K

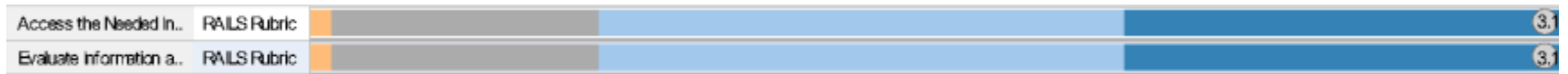


Figure 29, Rater L

