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DIGITIZATION OF A SCORING RUBRIC FOR INFORMATION LITERACY

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Content

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- Two short animations showing how the rubric works

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What is the Scoring Rubric for Information Literacy?

- Tool to grade and to provide feedback on information products and information processing
  - orientation – reference list – information sources – in text citations – information processing
  - use of search terms – use of databases
- Published in 2010 in the Journal of Information Literacy (Van Helvoort, 2010)
- Study on reliability and validity of the rubric published in the Journal of Documentation (Van Helvoort, Brand-Gruwel, Huysmans and Sjoer, 2017)
- The rubric could be copied from various publications as a pen and paper tool

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How the rubric looks

Scoring rubric for Information Literacy student product		Name teacher / grader:		Name/ID-No. student:	

	Criterion	Professional behaviour	Insufficient behaviour	
1	Orientation	☐ The student product makes clear that the student did a good orientation on the topic and that he/she formulated his/her own focus on the topic or research question. This is also expressed by the fact that the student formulated one or more good research questions.	☐ The student product makes clear that the student used the question as it was originally formulated in the assignment or student task. The student him/herself did not further explore the question as such. An example of this behaviour is that the student did not define the core key terms and that these terms are supposed to be clear while they are at least multi interpretable.	Grade 1-20=

Score:	0 very good	0 good	0 sufficient	0 poor	0 bad	0 very bad	

	Criterion	Professional behaviour	Insufficient behaviour	
2	Reference list	☐ The student product has a reference list that is complete and the citation style is used correctly. With the reference list it is easy to identify the documents that the student used. Remark: the last point is more important than a correct bibliographic description in accordance with a standard citation style. However, for the score 'very good' the citation style must also be used correctly.	☐ There is no reference list in the student product and / or ☐ The reference list is not complete (documents that are cited in the text are not listed in the reference list) or ☐ Important bibliographic data (title, author, year of publication) are missing. An example that often recurs in educational practice: for internet resources only the URL is mentioned.	Grade 1-10=

Score:	0 very good	0 good	0 sufficient	0 poor	0 bad	0 very bad	

	Criterion	Professional behaviour	Insufficient behaviour	
3	Quality of the primary sources (books, journal articles, websites etc.)	☐ The reference list of the student product makes clear that the student has used relevant, reliable (preferably authentic) and up-to- date information sources that discuss the topic or the question from different points of view.	☐ The information sources the student has used are insignificant, outdated or not relevant enough. An example of 'insignificance' is that the student only used Internet-sites as an information source. And / or … ☐ The information sources the student used are one-sided (too much from one point of view). The student has, for instance, only used government information(.gov-sites) or publications from one particular author.	Grade 1-20=

Score:	0 very good	0 good	0 sufficient	0 poor	0 bad	0 very bad	

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Arguments for using rubrics for assessment

Rubrics..

- stimulate fair and intersubjective grading

- create opportunities for exhaustive feedback

- inform students about expected learning outcomes

- promote self directed learning

- encourage collaborative learning

Digitization of a Scoring Rubric for IL

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Arguments to build an IL eRubric
(the term 'eRubric' is borrowed from Raposo-Rivas and Gallego-Arrufat, 2016)

The electronic form of the rubric

- encourages students to participate in the learning and assessment process
- creates attention for IL from other faculties who are making their learning environments more 'blended'
- gives opportunities to provide clickable hyperlinks to relevant learning content
- makes it possible to send the feedback direct to the student
- provides opportunity to collect statistical data to monitor longitudinal progress

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Where can the eRubric be found?

**thehagueuniversity.com/
practical-matters/library/
information-literacy**

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