Sample rubric for an I-search paper or research log These types of assignments allow for assessment of certain knowledge practices and dispositions related to finding and evaluating potential sources that can't be easily assessed in other formats, because they are related to the student's searching and thinking processes.

Sample outcomes for Authority is Constructed and Contextual

Students will be able to evaluate potential sources with a critical perspective on authority.
Students will be able to evaluate potential sources based on their purpose/intent/bias. (See under Information Creation as Process)

	Exemplary	Acceptable	Developing	Minimal
authority of sources	Student describes using knowledge about authority to evaluate sources. Student provides a nuanced discussion that includes open mindedness to different types of authority and critical analysis of established types of authority.	Student describes using knowledge about authority to evaluate sources.	Student occasionally describes using knowledge of authority to evaluate potential source.	Student provides little or no discussion of using knowledge of authority to evaluate sources. Student selects some sources whose authority is not appropriate to the context.

Sample outcomes for Information Creation as Process

Students will be able to evaluate potential sources based on aspects of their creation process/format.
Students will be able to evaluate potential sources based on their purpose/intent/bias. I think this outcome could also potentially be cross-listed under both Authority (with its emphasis on context) or Information Has Value (because it discusses how information can be used as a tool for gain).

	Exemplary	Acceptable	Developing	Minimal
evaluating format/creation process	Student uses numerous aspects of format/creation process to evaluate potential sources. Student provides a nuanced rationale for selecting/rejecting particular sources.	Student uses multiple aspects of format/creation process to evaluate potential sources. Student provides rationale for selecting/rejecting particular sources.	Student uses a few aspects of format/creation process to evaluate potential sources. Student only provides a limited rationale for selecting/rejecting particular sources.	Student show little evidence of using aspects of format/creation process to evaluate potential sources. Student provides no rationale for selecting/rejecting particular sources.
evaluating purpose/intent/bias	Student describes using knowledge about purpose/intent/bias of potential sources to evaluate them. Student also describes consciously seeking out sources that reflect a variety of purposes/intentions/biases.	Student describes using knowledge about purpose/intent/bias to evaluate potential sources. Student locates sources that reflect more than one purpose/bias/intent.	Student occasionally describes using knowledge about purpose/intent/bias to evaluate potential sources. Student's sources mostly reflect a single purpose/bias/intent.	Student provides little or no discussion of using purpose/intent/bias as a way to evaluate sources. Student's sources reflect a single purpose/bias/intent.

Sample outcomes for Information Has Value

As with the outcomes for Scholarship (below), I see these outcomes as more appropriate for upper-level classes, or in this case, perhaps a semester length course on information literacy.

Students will be able to connect their research process to issues of access. (e.g., open access, web vs. library systems, cost of obtaining information [either in time or money], information privilege).

Students will be able to describe the social/cultural/political/monetary value of information pertaining to their research topics. I've written a very vague outcome here, because the frame is so broad and touches on so many different values of information and ways it can be used, from commodification of information to social justice issues to information as a political tool to intellectual property. Both the outcome and the criteria would need to be heavily edited to match the actual issues studied in class.

Students will be able to evaluate potential sources based on their purpose/intent/bias. (see under Information Creation as Process)

Rachel M. McMullin
Humanities and Information Literacy Librarian
West Chester University

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	Exemplary	Acceptable	Developing	Minimal
access issues	Student discusses numerous issues related to access of information. Additionally, student describes pursuing information sources that are challenging to obtain (e.g, ILL, print format, needing to ask for assistance, using more difficult systems).	Student discusses a number of issues related to access of information. Student shows understanding not only of how library systems differ from the open web, but also some additional issues. Student describes pursuing at least one information source that is challenging to obtain.	Student discusses some issues related to issues of access. Particularly, student shows understanding how library systems differ from the open web in terms of access.	Student doesn't discuss issues related to access. Student pursues only sources that can be accessed easily.
social/cultural/political/ monetary value	Student discusses multiple issues of value related to their topic and search process, or provides a nuanced and in-depth discussion of a single issue.	Student discusses more than one value related to their topic and search process, or provides a detailed discussion of a single issue.	Student discusses at least one issue of value related to their topic and search process.	Student provides little or no discussion of issues of value related to their topic and search process.

Sample outcomes for Research as Inquiry

Students will be able to revise research questions/scope based on initial results of the research process.

Students will be able to follow multiple lines of investigation.

Students will be able to exhibit flexibility and persistence during the search process. Both this frame and Searching as Strategic Exploration emphasize these qualities during the research process. This outcome works equally well for both frames, though I placed the criteria under Searching.

	Exemplary	Acceptable	Developing	Minimal
revise research	Student describes using	Student describes using	Student describes whether	Student does not describe

question/scope	information from the research process to identify any problems with original research question/scope and decide whether or not to revise. Student successfully revises question/scope. Additionally, student is able to accurately discern between research question issues (e.g., too broad, not enough sources) and searching issues (e.g., problems with keywords or information systems).	information from the research process to identify any problems with original research question/scope and decide whether or not to revise. Student successfully revises question/scope.	or not they found issues with the original research question/scope, but has difficulty revising the question/scope.	using information from the research process to look for any problems with the research question/scope. Student makes no attempt to revise the original question/scope.
multiple lines of investigation	Student describes following multiple lines of investigation (e.g., breaking larger research questions into smaller units, approaching the topic from multiple perspectives or disciplines, addressing gaps in information already gathered). Student describes trying new approaches when faced with challenges.	Student describes following more than one line of investigation (e.g., breaking larger research questions into smaller units, approaching the topic from multiple perspectives or disciplines, addressing gaps in information already gathered). Student describes making some attempts at trying new approaches when faced with challenges.	Student describes following more than one line of investigation, but has limited success in modifying the original approach when faced with challenges.	Student describes following a single line of investigation and does little to modify the approach when faced with challenges.

Sample outcomes for Scholarship as Conversation

I see both of the following outcomes as more appropriate for upper-level major classes or graduate classes. For lower-level classes where student may have just been introduced to scholarly sources, they won't have enough disciplinary knowledge to evaluate the scholarly conversation or scholarly sources. The evaluation outcomes for Authority and Information Creation as a Process (above) are probably a better fit for lower-level undergraduates.

Students will be able to describe aspects of the scholarly conversations(s) related to their research topic.

Students will be able to evaluate/critique specific scholarly works (based on knowledge of methods, standard practices, theories, and types of format/creation processes and authority that are valued in *discipline X*).

	Exemplary	**Acceptable**	**Developing**	**Minimal**
aspects of the scholarly conversation	Student describes a detailed investigation of the scholarly discourses related to the research topic. Student provides a nuanced discussion, including factors such as whether multiple disciplines are involved, types of research available, competing perspectives, and changes in the conversation over time.	Student describes an investigation of the scholarly discourses related to the research topic. Student identifies if there is more than one discipline taking part of the conversation and the dominant perspectives represented.	Student describes a limited investigation of the scholarly discourses related to the research topic. Student mostly identifies only one discipline and/or one single perspective on the topic.	Student describes locating individual scholarly sources related to the topic, but does not describe them in terms of being part an ongoing scholarly conversation.
evaluating scholarly sources	Student describes using numerous criteria to evaluate scholarly sources. Student's discussion shows knowledge of scholarly practices in a particular discipline or multiple disciplines.	Student describes using multiple criteria to evaluate scholarly sources.	Student describes using a few basic criteria to evaluate scholarly sources.	Student provides little or no discussion of evaluating scholarly sources.

Sample outcomes for Searching as Strategic Exploration

Students will be able to assess which information systems are a good match for the research topic/assignment.
Students will be able to implement search language that is appropriate to the topic and information systems.
Students will be able to revise search strategy based on initial results.
Students will be able to exhibit flexibility and persistence during the search process. (also included under Research as Inquiry)

	Exemplary	Acceptable	Developing	Minimal
selection/use of information systems	Student selects information systems best suited to the research topic and is able to provide a rationale for selecting those particular systems.	Student selects information systems that are suited for the research topic and explains those choices, but does not include other systems that might also have added to the search process.	Student uses some appropriate information systems, but does not provide a rationale for the selection and is missing other relevant systems.	Student uses only one information system (presumable a web search engine), and does not address other potential options.
searching language	Student successfully applies different types of searching language to different information systems and varies language significantly to adjust search results.	Student shows knowledge of more than one type of searching language and varies language to adjust search results.	Student uses only one type of searching language, but varies language to adjust search results.	Student makes very few changes to search language regardless of information system or search results.
revision of search strategy	Student clearly identifies problems with original search strategy and tries multiple strategies to improve results.	Student clearly identifies problems with original search strategy and makes some revisions to improve results.	Student attempts to revise search strategy, but has limited success in identifying better strategies.	Student makes few revisions to search strategies, instead selecting sources from original searches.

flexibility and persistence	Student describes meeting obstacles while searching and the successful process of overcome them. Student seeks help from others, especially experts. Student recognizes whether or not he/she enough information to complete the project.	Student describes meeting obstacles and the process of trying to overcome them. Student seeks help from others. Student believes that he/she has enough information to complete the project.	Student describes obstacles, but has limited success in overcoming them. Student may seek help, but only from people they know (not experts).	Student makes few attempts to overcome obstacles. Student does not seek help. Student is unsure or incorrect about whether they have found enough information.