

Institution 5

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 5 Rubric

	Performance Level 3 Student:	Performance Level 2 Student:	Performance Level 1 Student:
Access the Needed Information	<p>51%</p> <p>Searches and locates websites or journal articles using effective search techniques demonstrated.</p> <p>Finds relevant and diverse information sources for assignment.</p> <p>Demonstrates persistence and ability to refine search when necessary.</p>	<p>41%</p> <p>Searches and locates websites or journal articles using simple search strategies demonstrated.</p> <p>Finds information with partial relevance and quality for assignment.</p>	<p>9%</p> <p>Accesses websites or journal articles randomly.</p> <p>Does not apply new techniques demonstrated.</p> <p>Retrieves information that lacks relevance and quality for assignment.</p>
Use Information Ethically and Legally	<p>41%</p> <p>Follows style guide conventions correctly.</p> <p>Citations are mostly complete and accurate.</p>	<p>48%</p> <p>Follows style guide conventions with errors.</p> <p>Citations have partially correct information.</p>	<p>11%</p> <p>Does not follow style guide conventions.</p> <p>Citations are not included.</p>

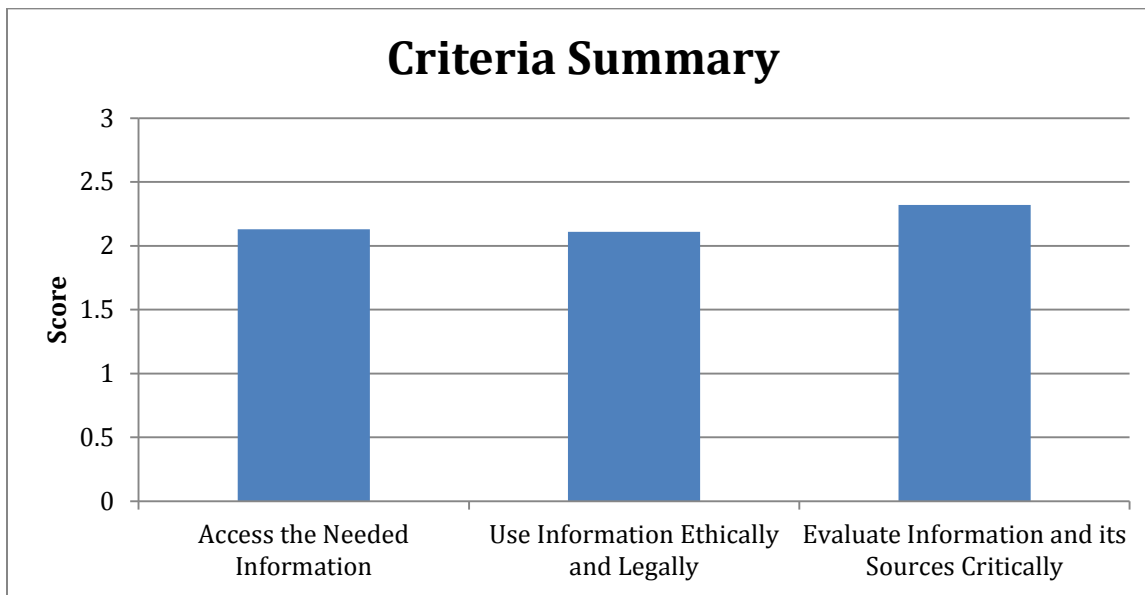
Evaluate Information and its Sources Critically	48% Uses 4-5 of the points on the comprehensive list of evaluation criteria provided. Provides a reasoned rationale for using information for a given context.	39% Uses a 2-3 points on the comprehensive evaluation criteria list provided. Provides a limited or incomplete rationale for using information for a given context.	13% Does not apply the evaluation criteria provided or uses only 1 of 5. Provides no rationale for selecting sources for analysis.
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Results

Criteria Summary

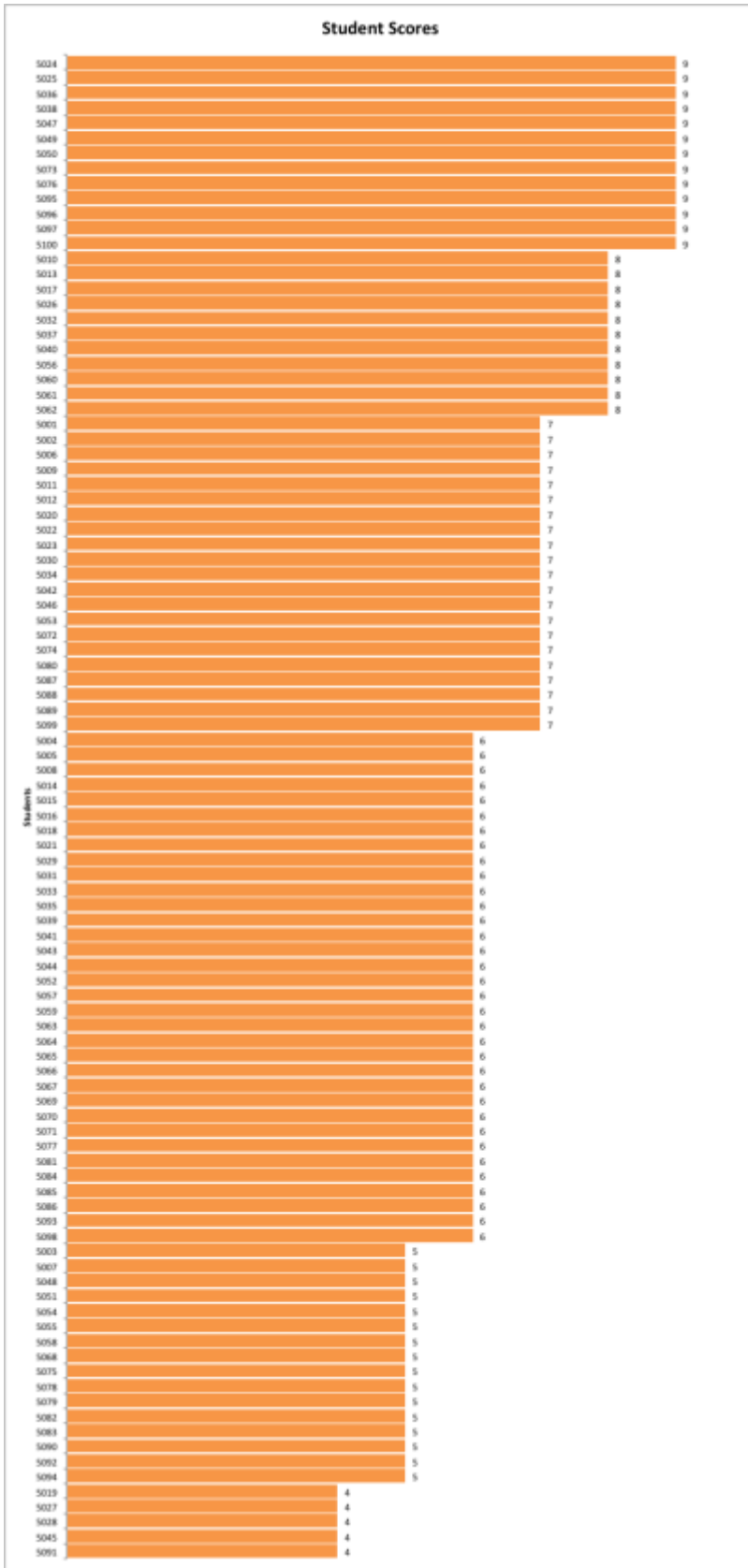
Performance level, criteria

This bar graph shows an institution's average RAILS rubric criteria scores.



Student Scores

Performance level

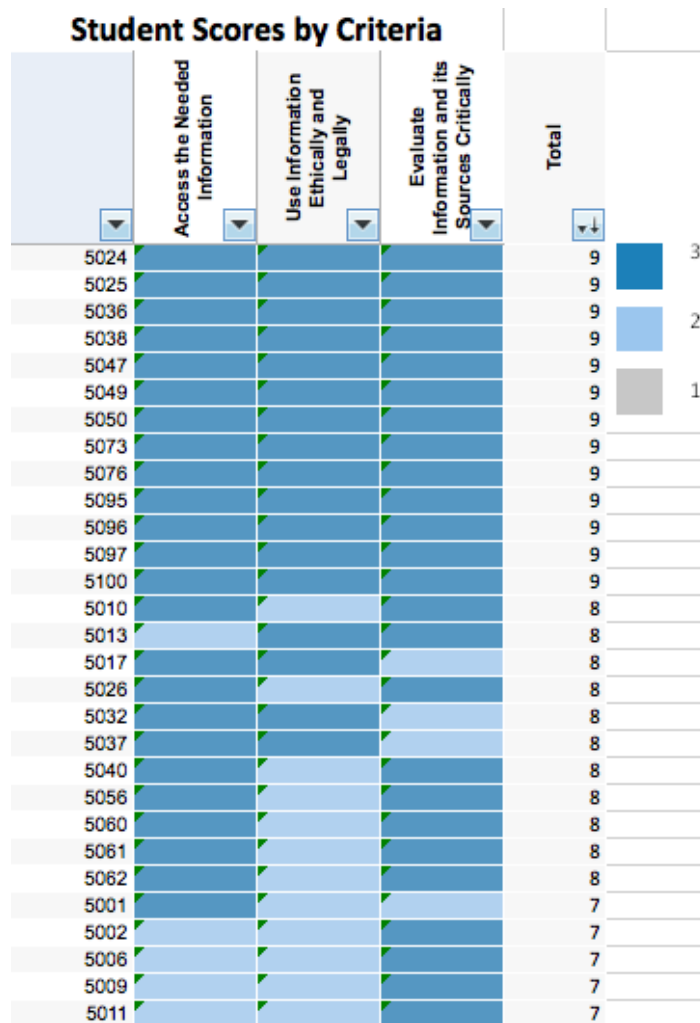


This figure shows all student scores from the maximum possible score to the minimum.

Student Scores by Criteria

Performance level, criteria

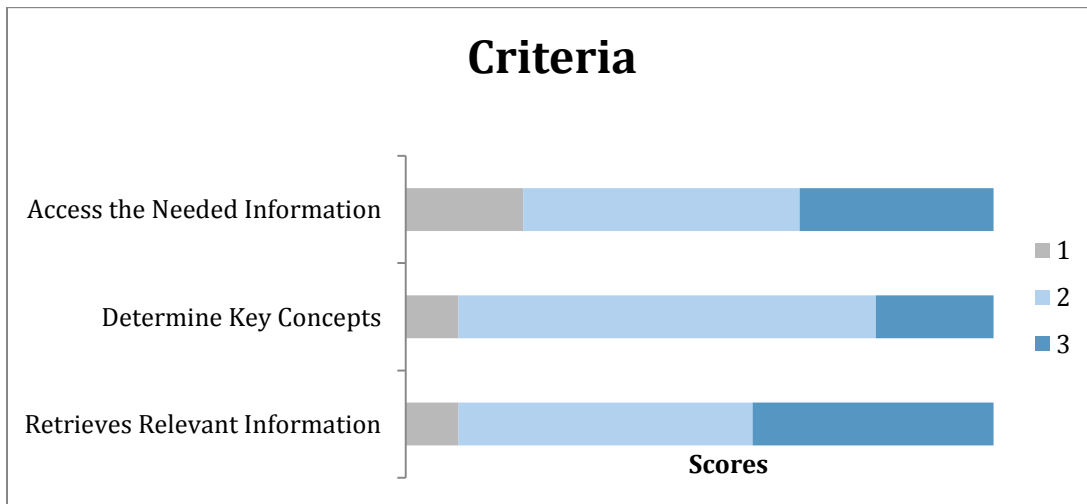
This series shows performance levels raters assigned students, displayed by RAILS rubric criteria, shown in color. Figure 1 shows colored bars to represent student scores for each RAILS rubric criteria. The vertical axis shows all students and the horizontal axis lists all criteria, sorted from highest to lowest score. This is the most detailed depiction of all student information of all the figures. Figure 2 shows average student



scores sorted from highest to lowest by criteria.

Figure 1

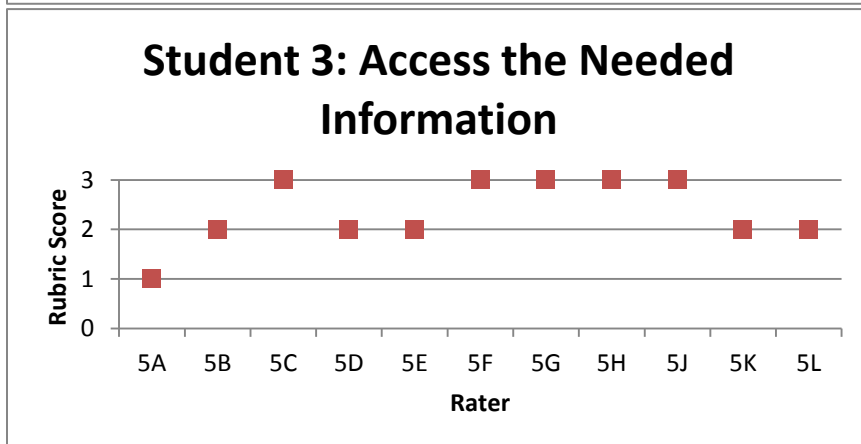
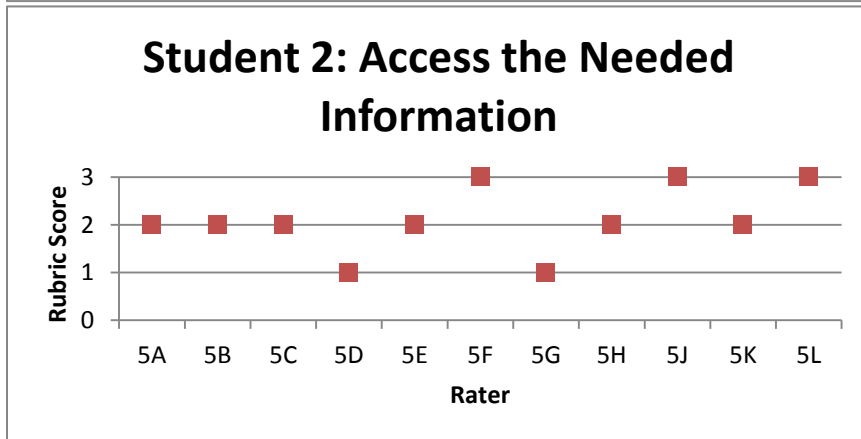
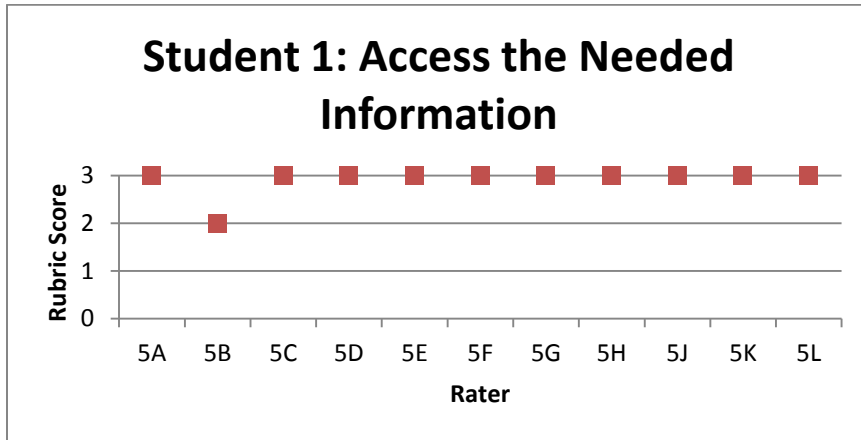
Figure 2

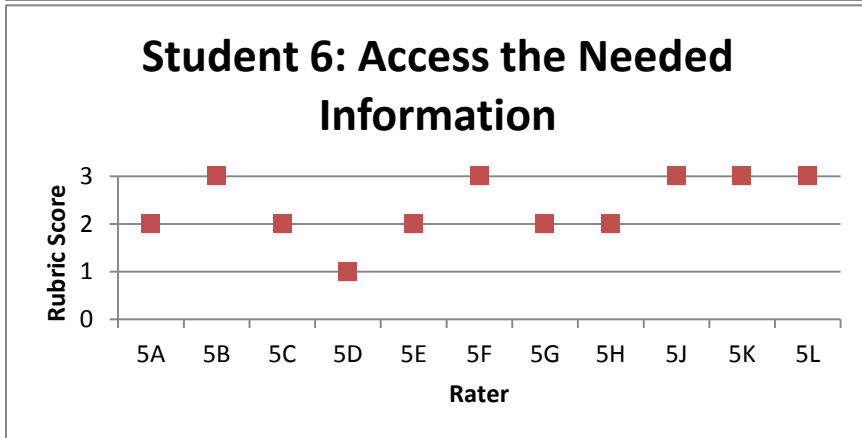
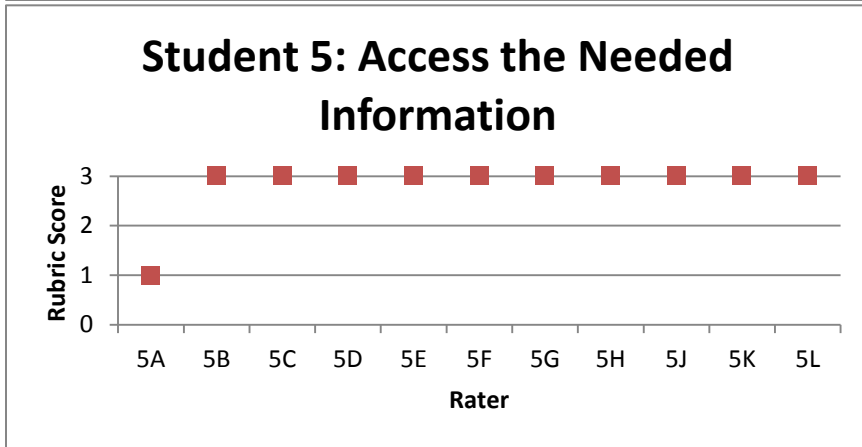
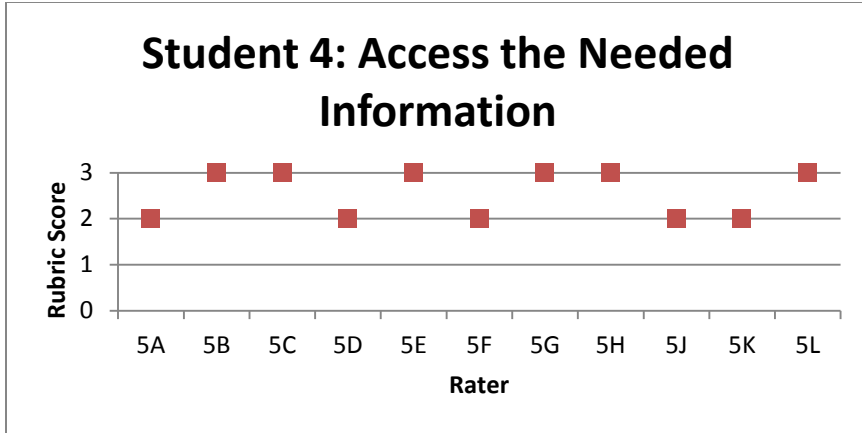


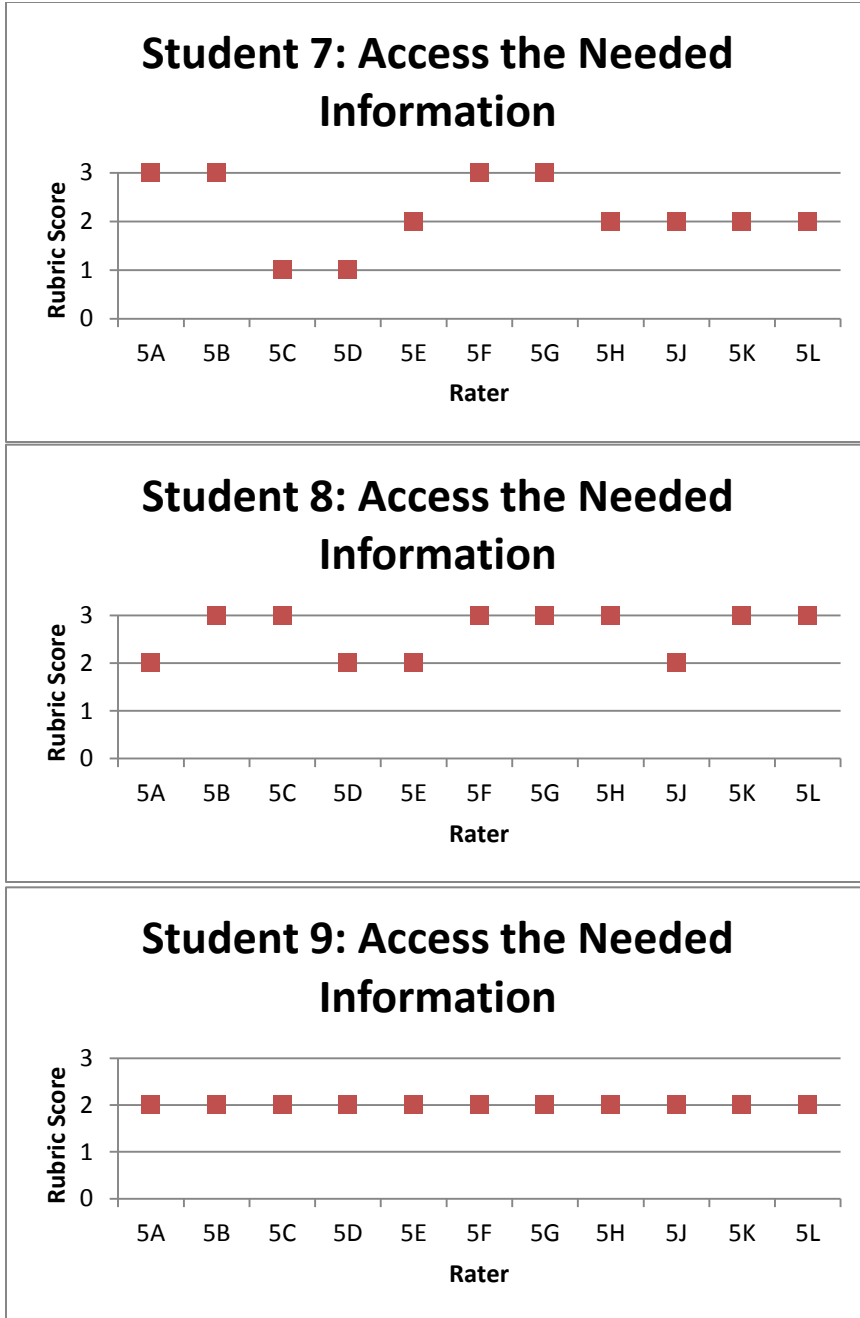
Student #: RAILS Rubric Criteria

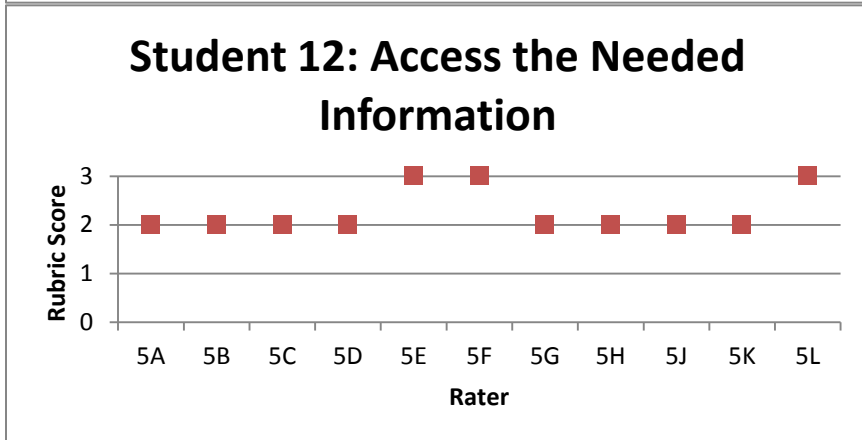
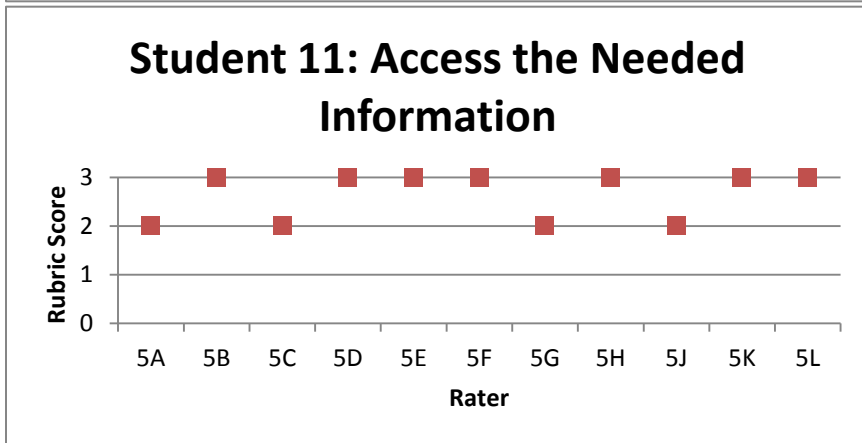
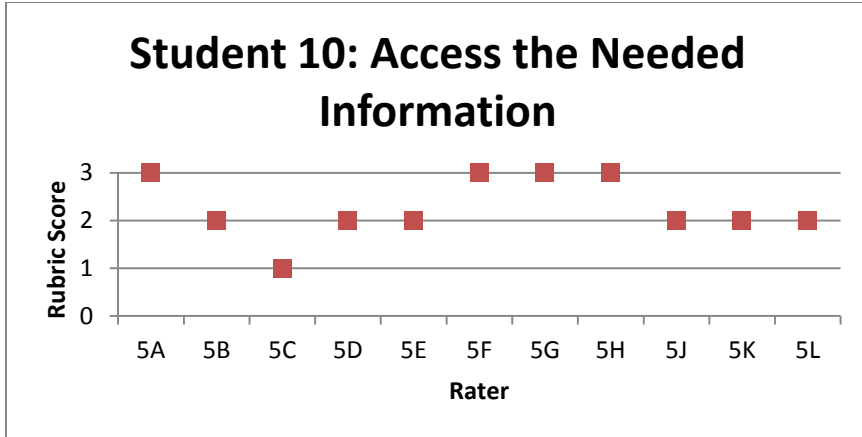
Inter-rater reliability

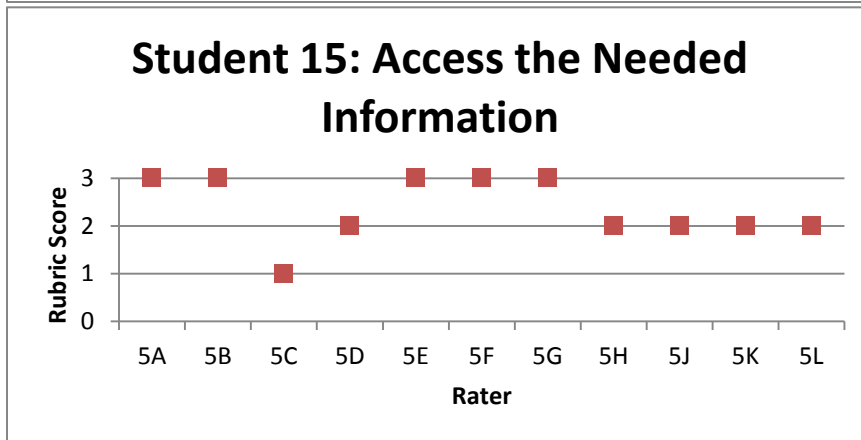
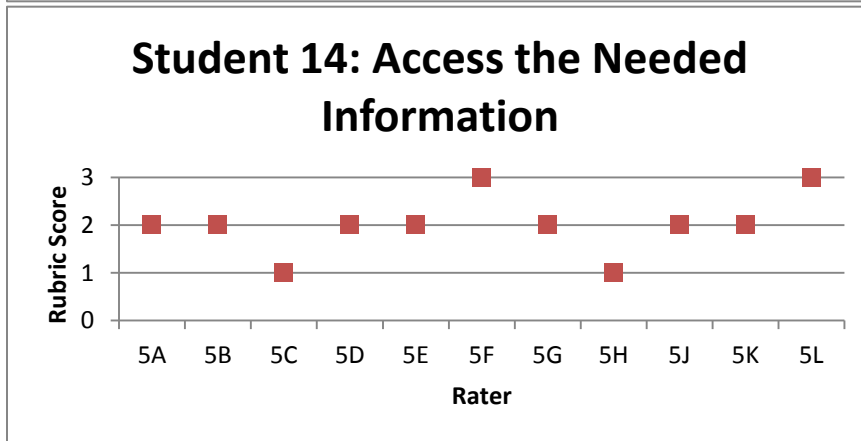
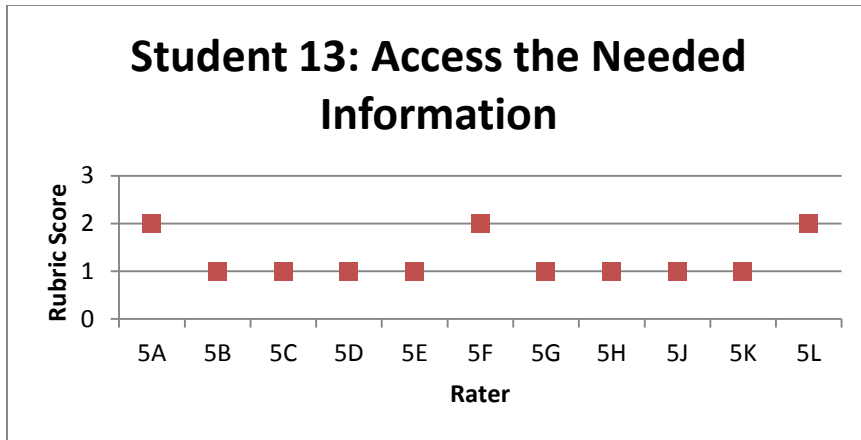
This graph shows what performance levels all raters (A-L) assigned each student, showing the variation among raters. There is a chart for each student for each RAILS rubric criteria.

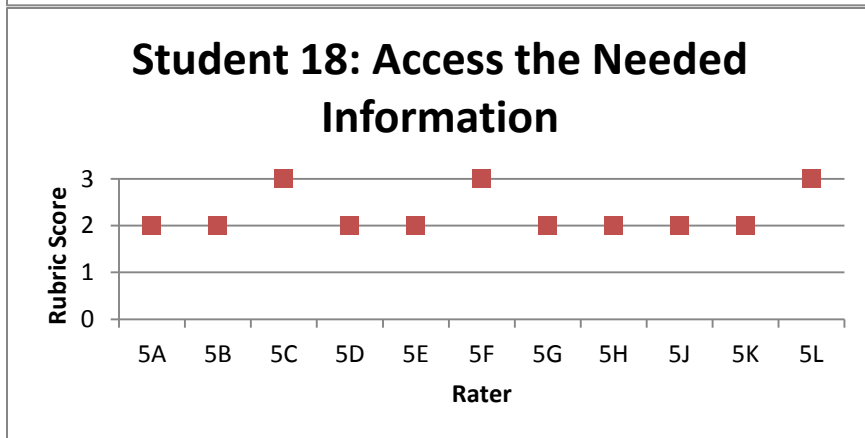
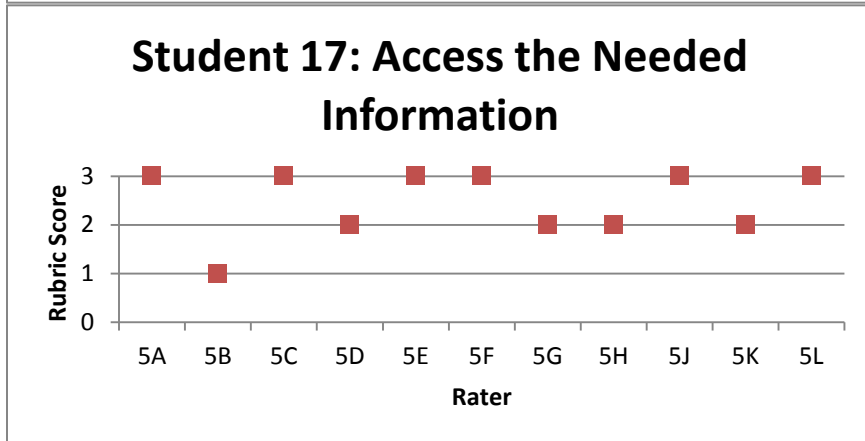
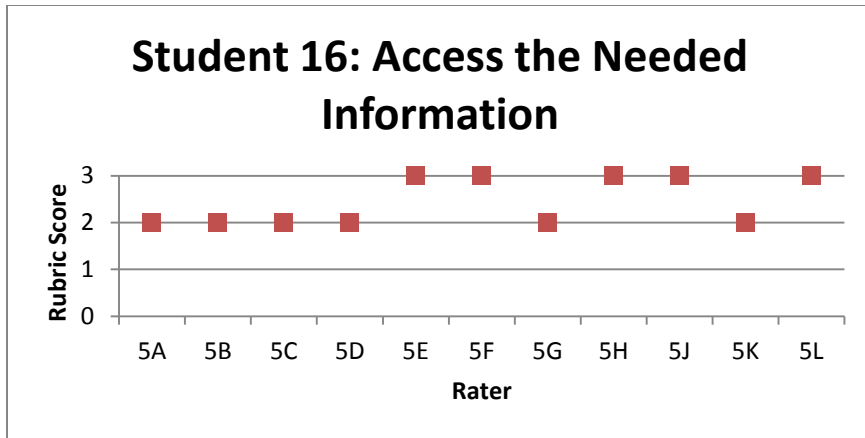


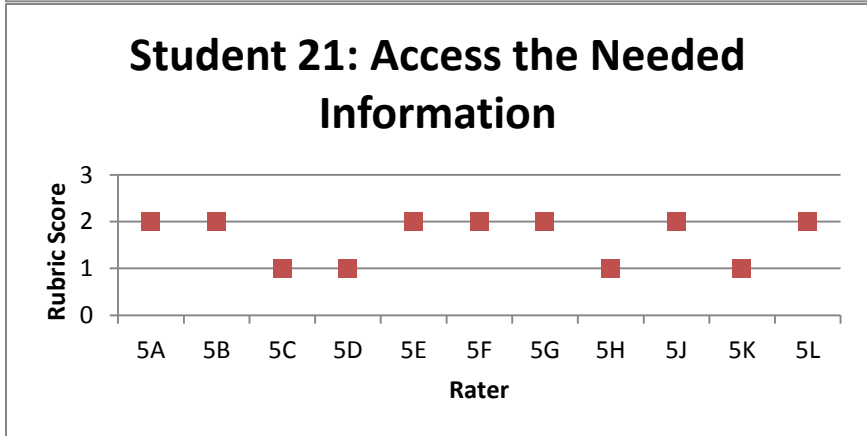
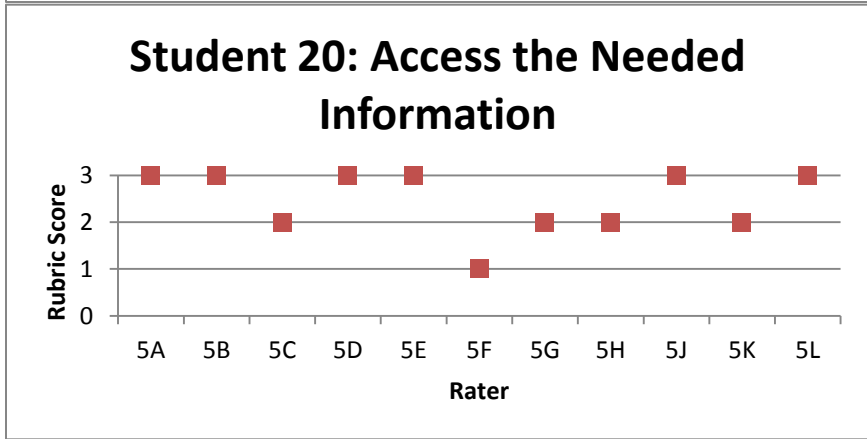
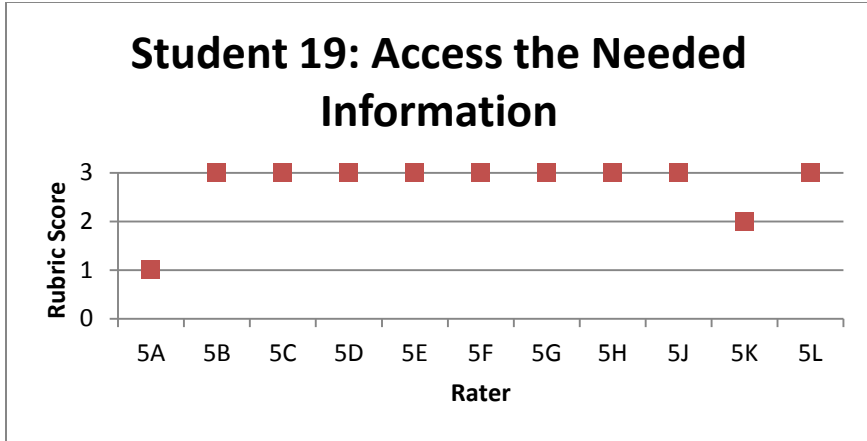


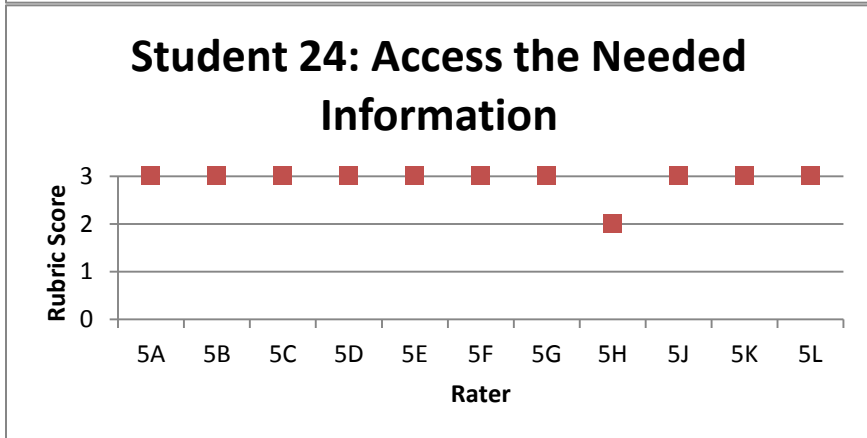
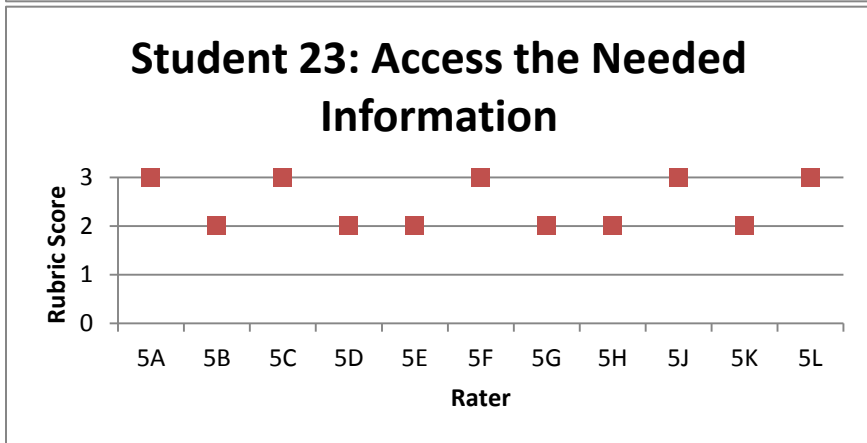
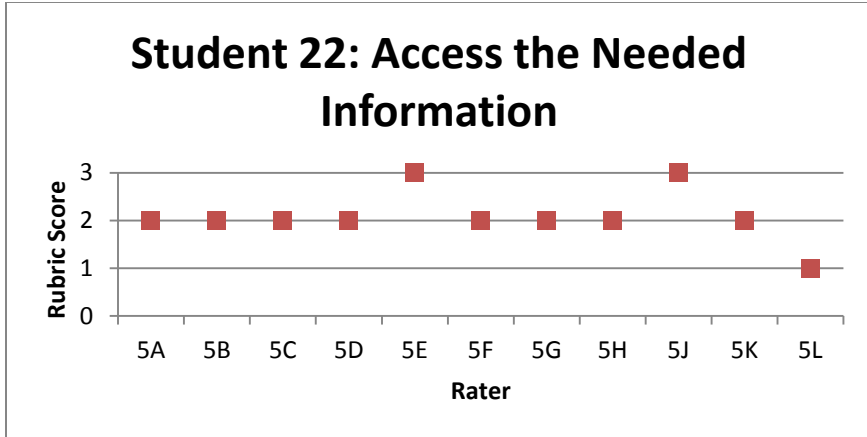


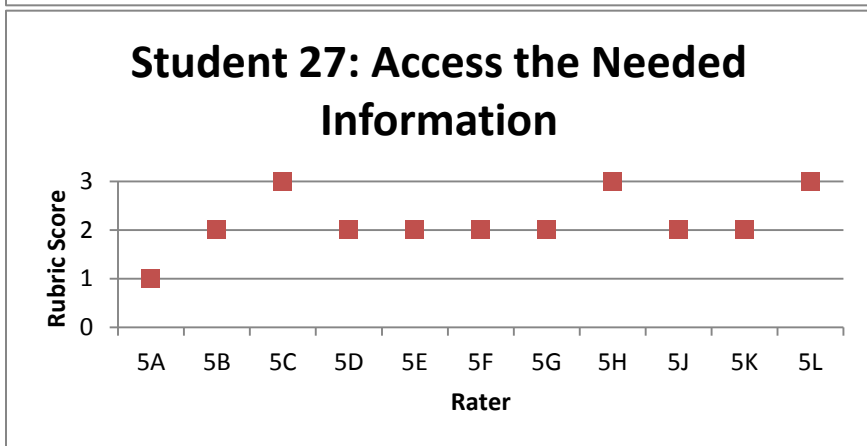
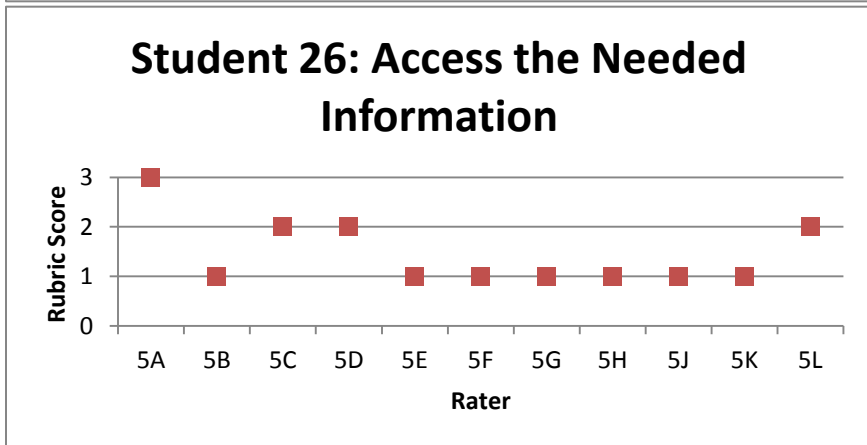
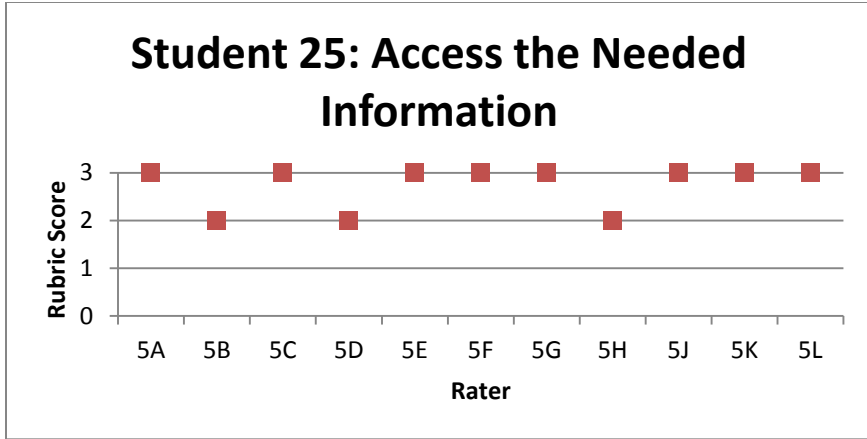


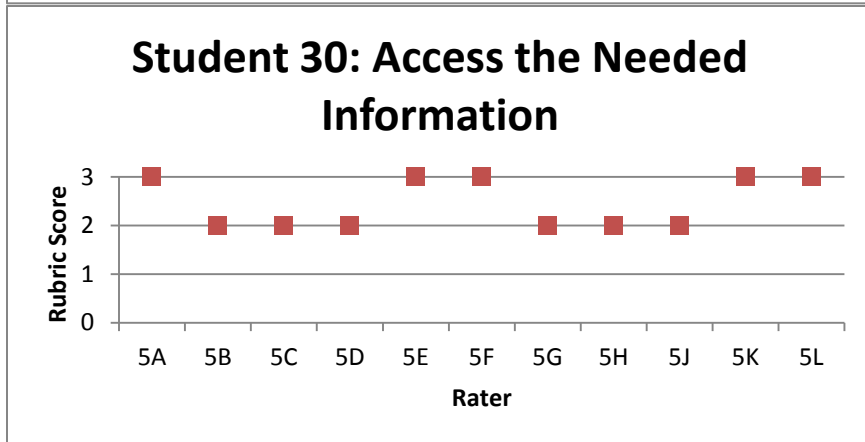
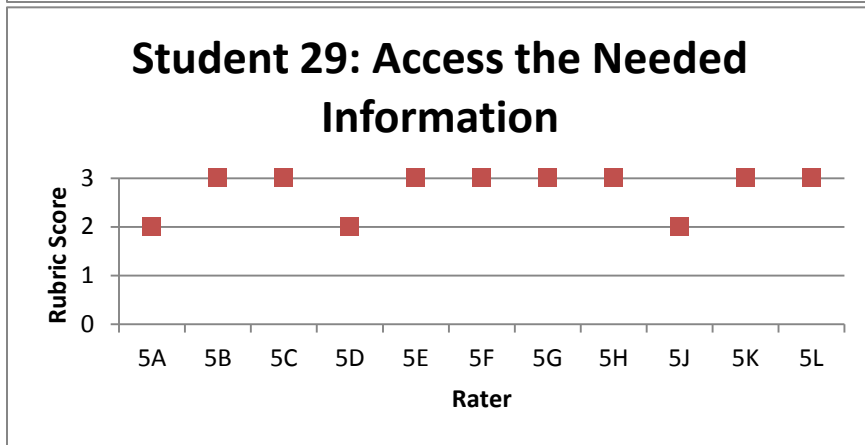
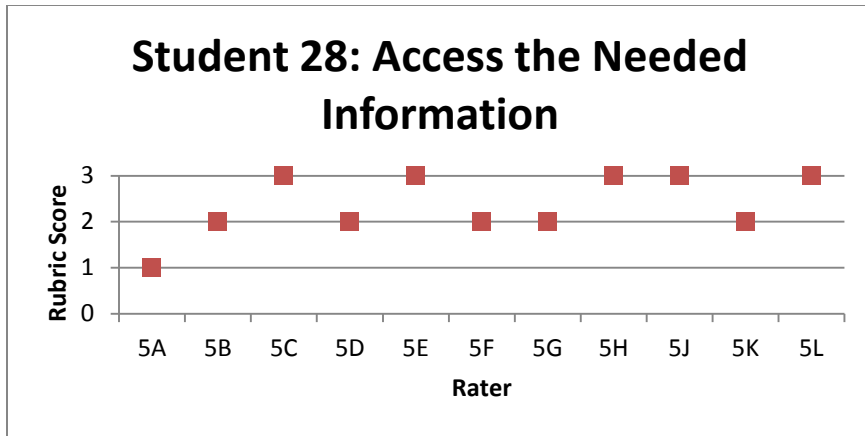


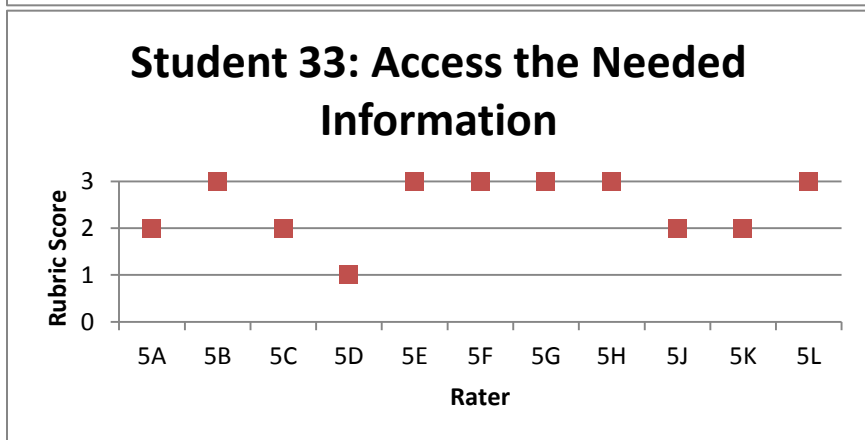
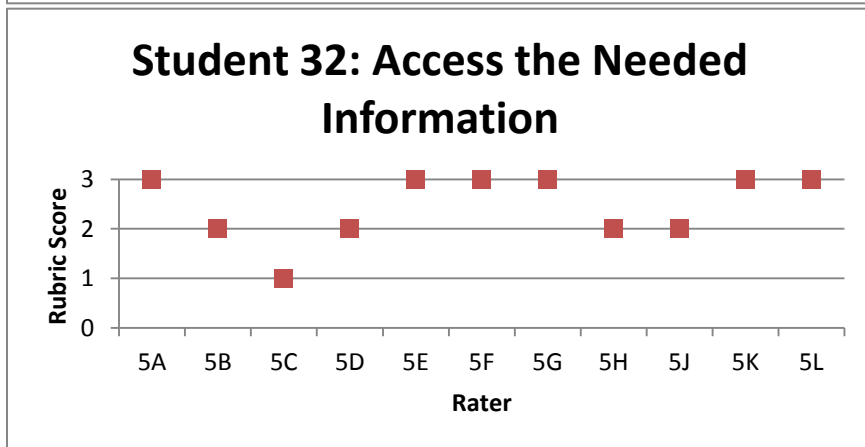
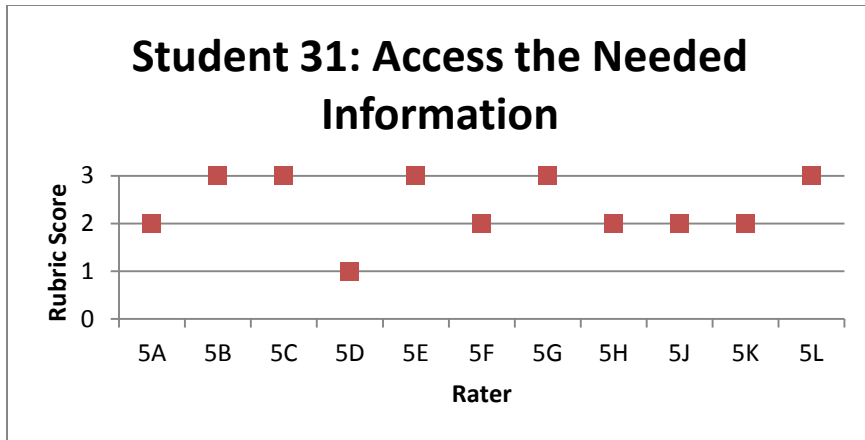


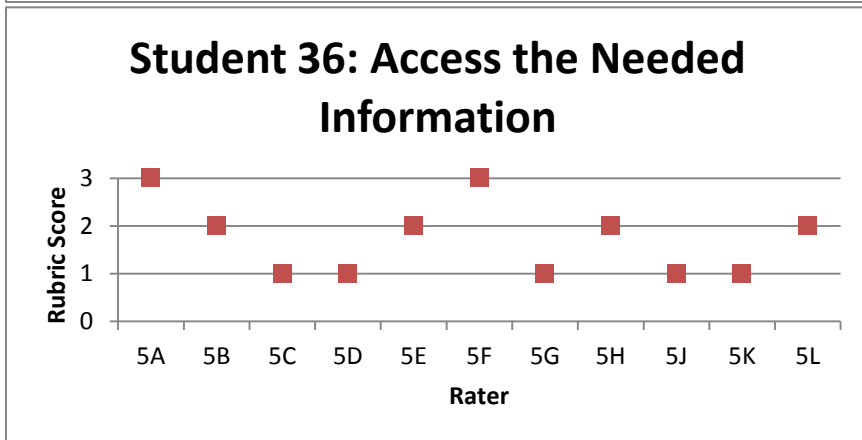
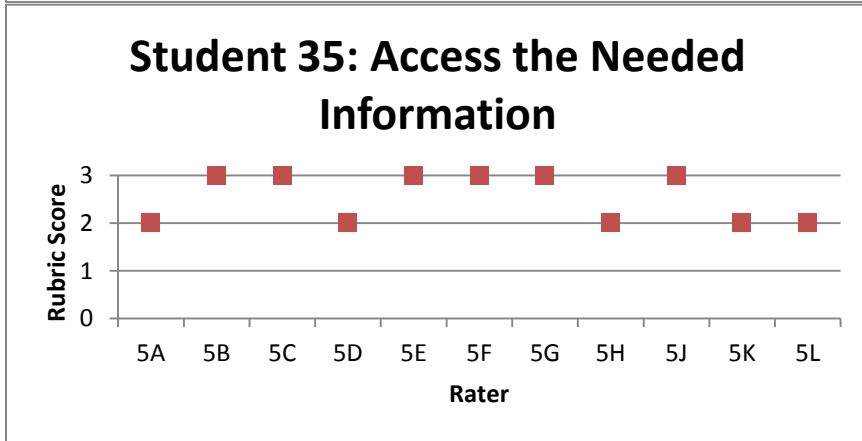
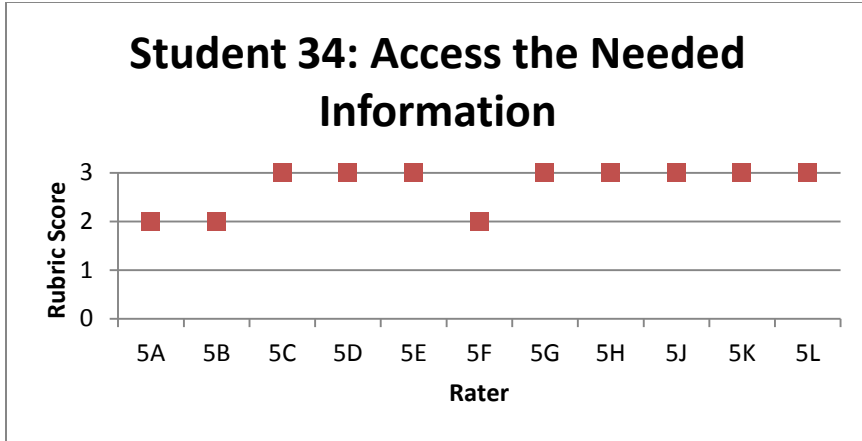


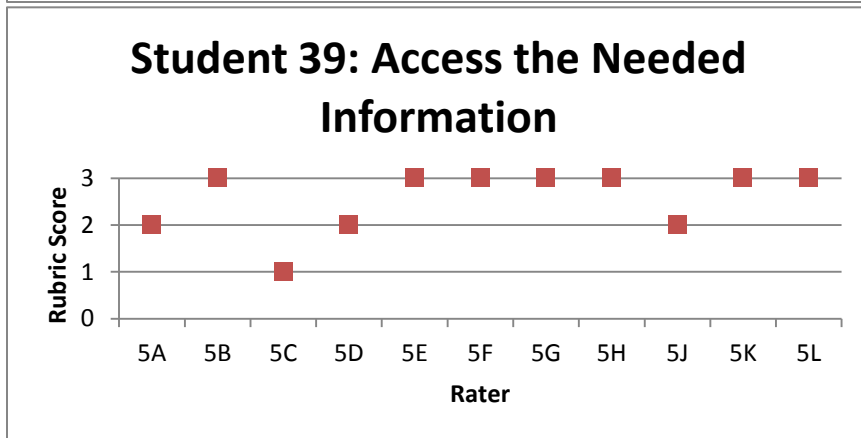
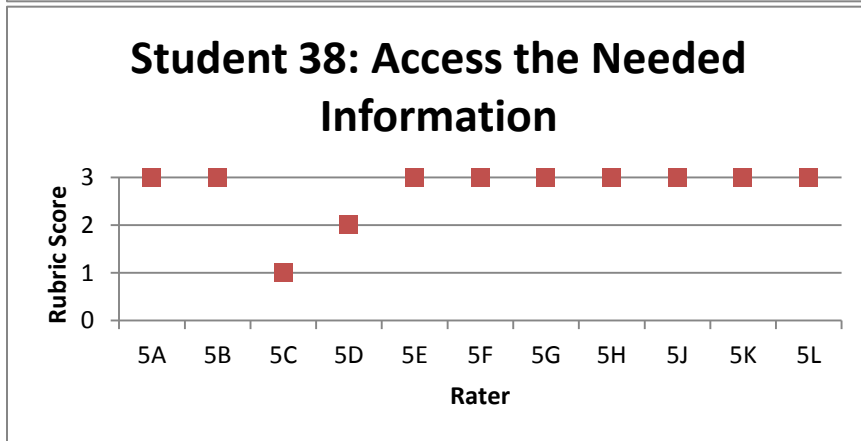
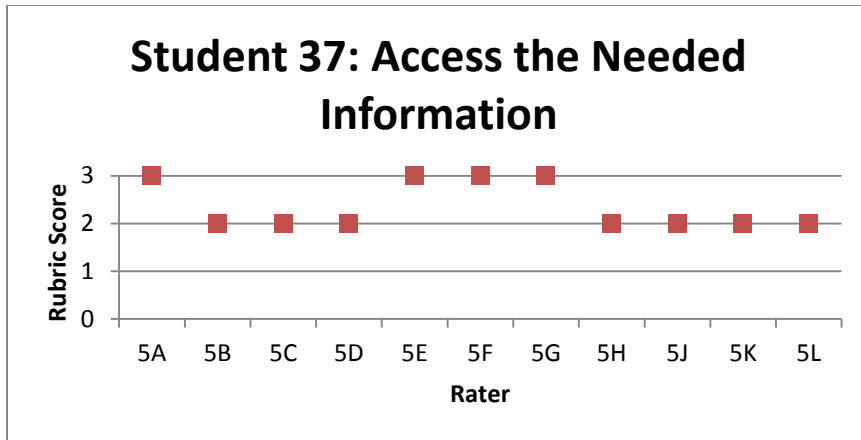


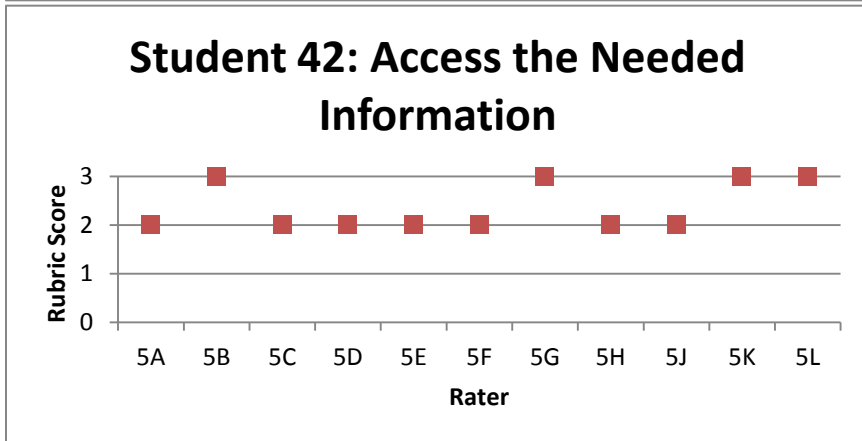
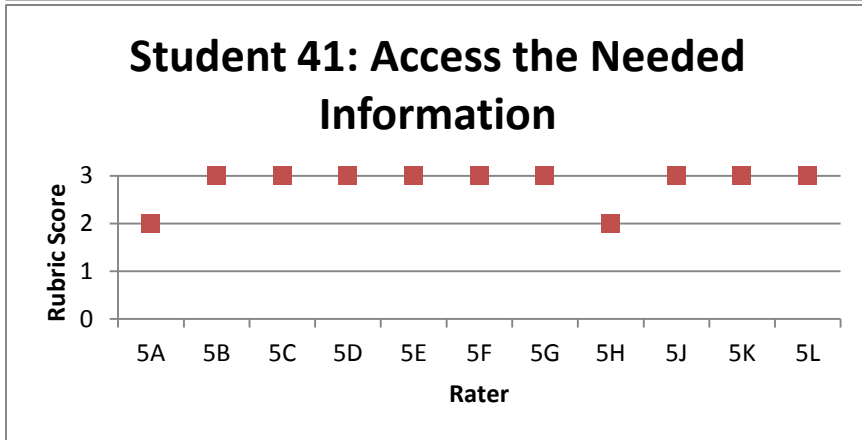
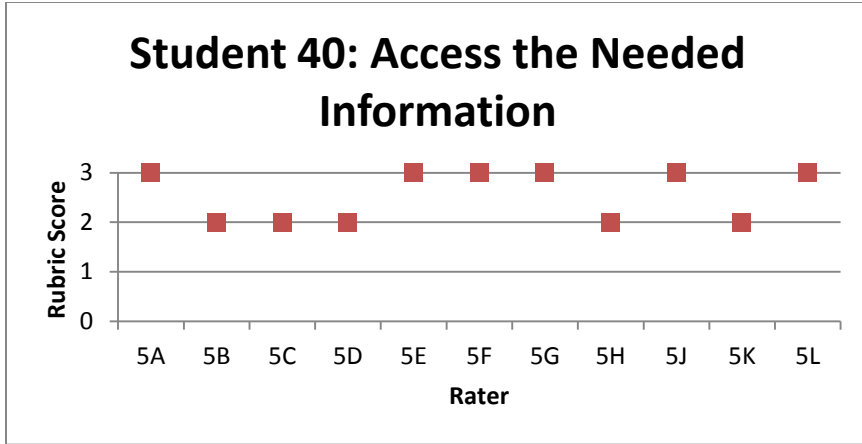


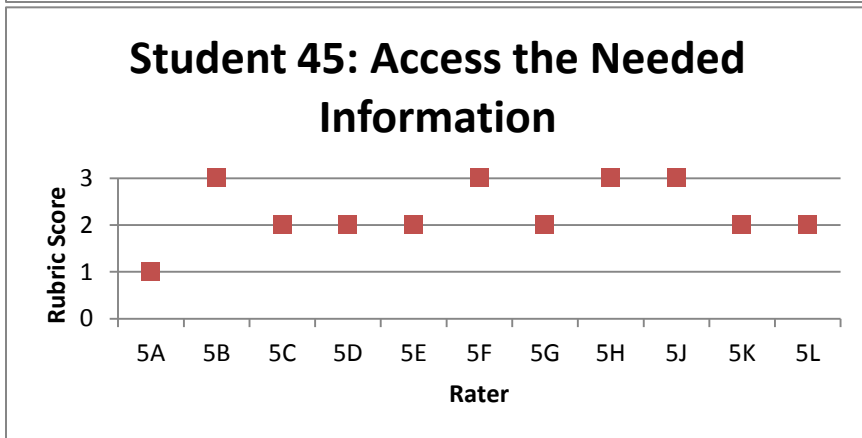
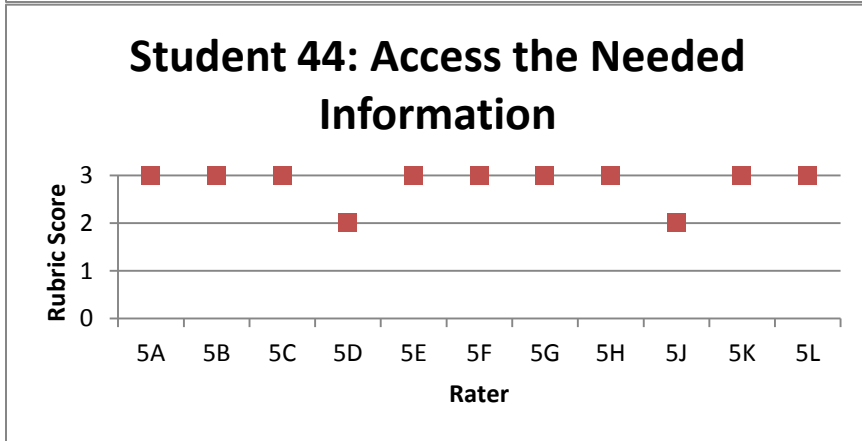
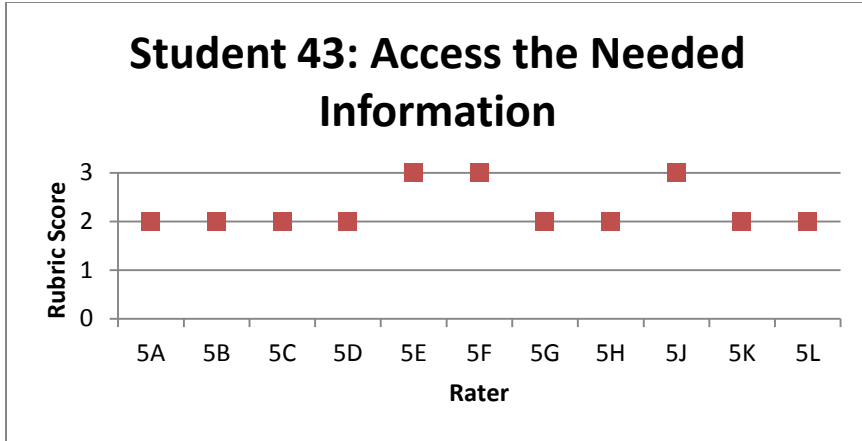


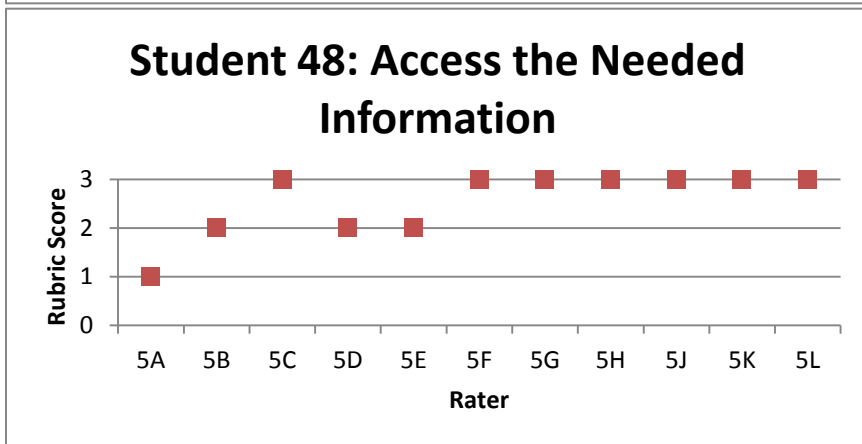
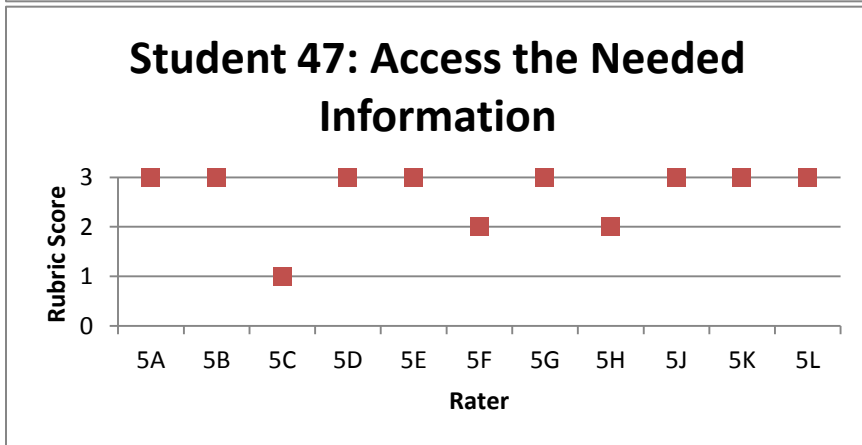
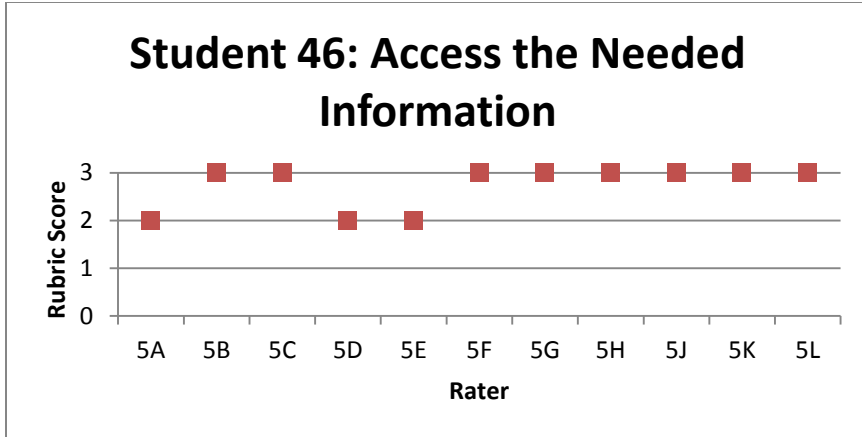


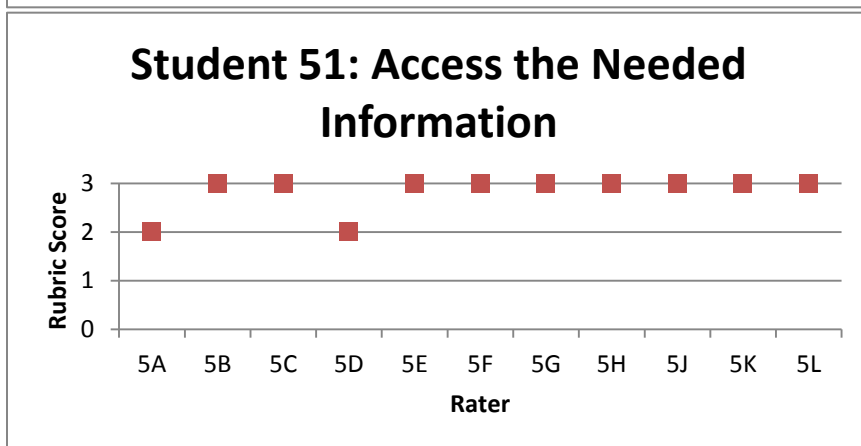
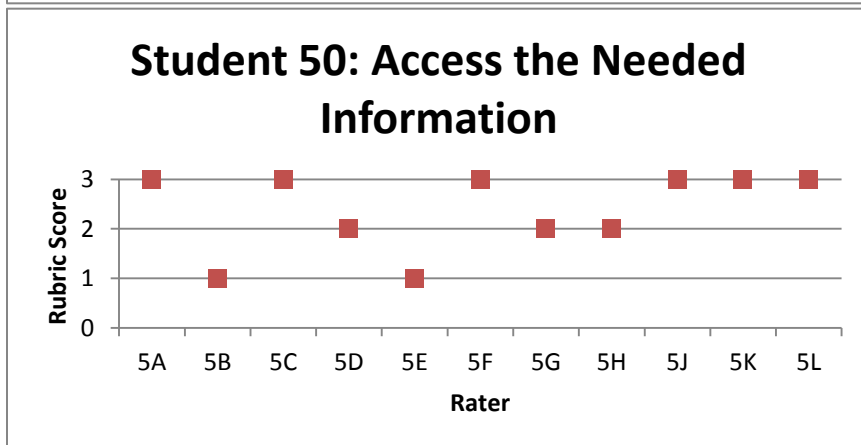
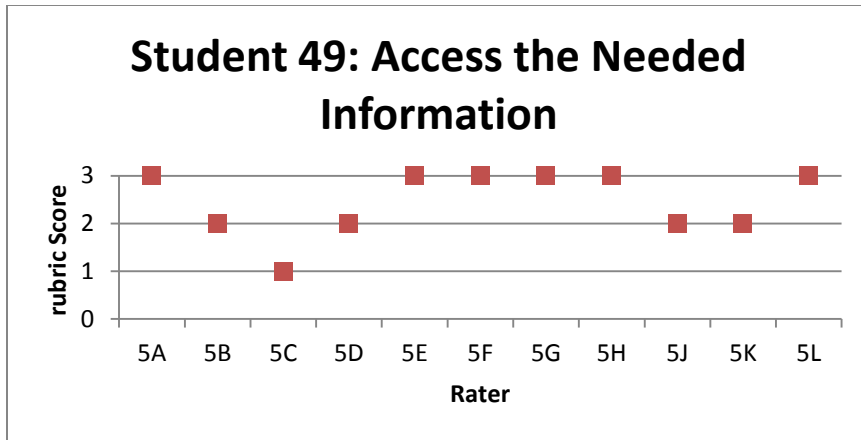


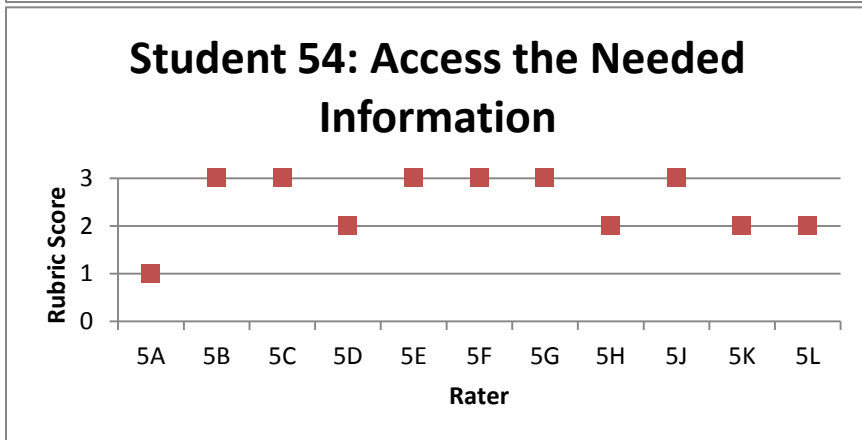
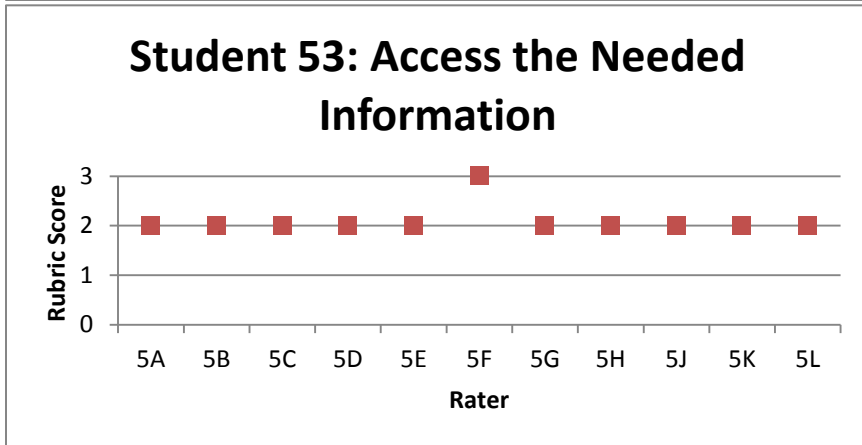
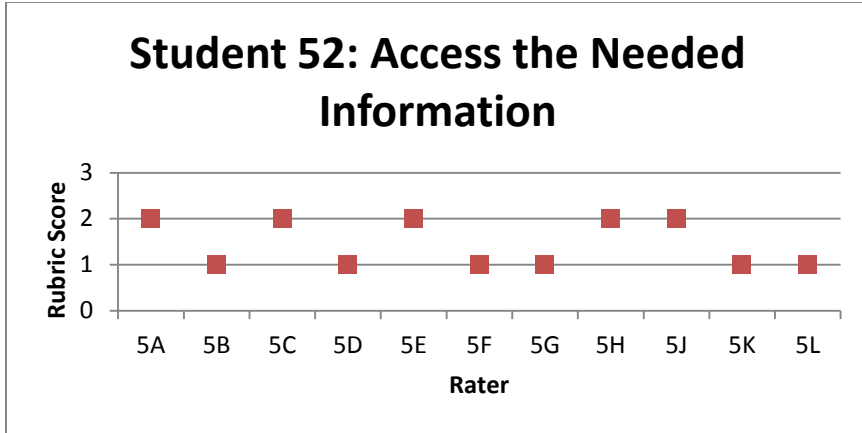


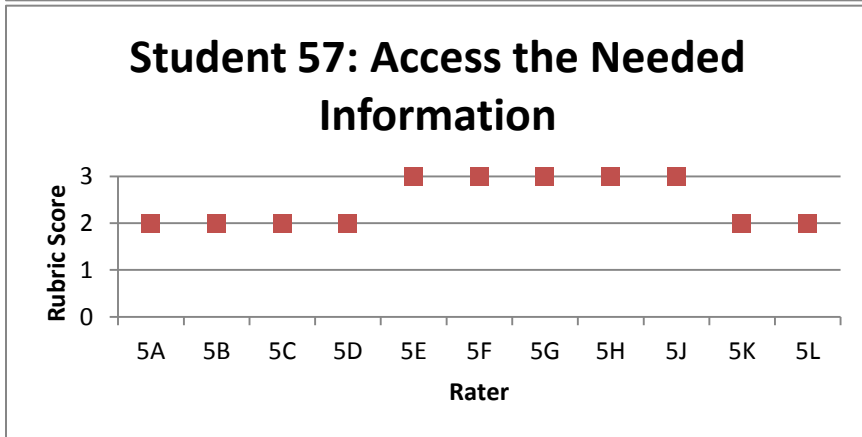
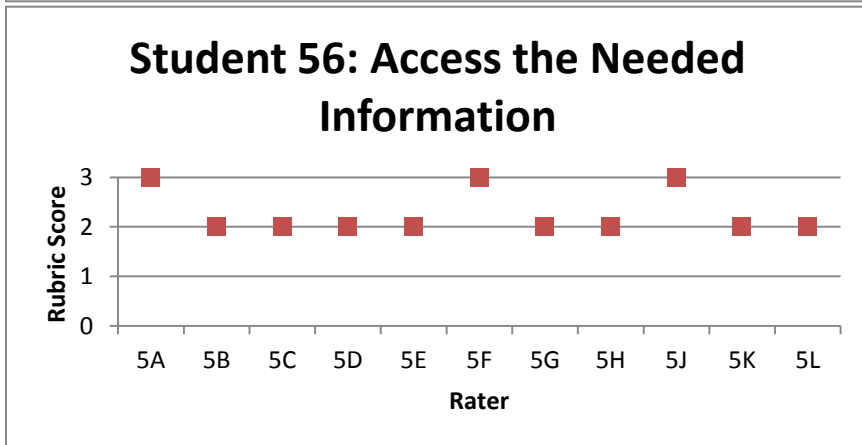
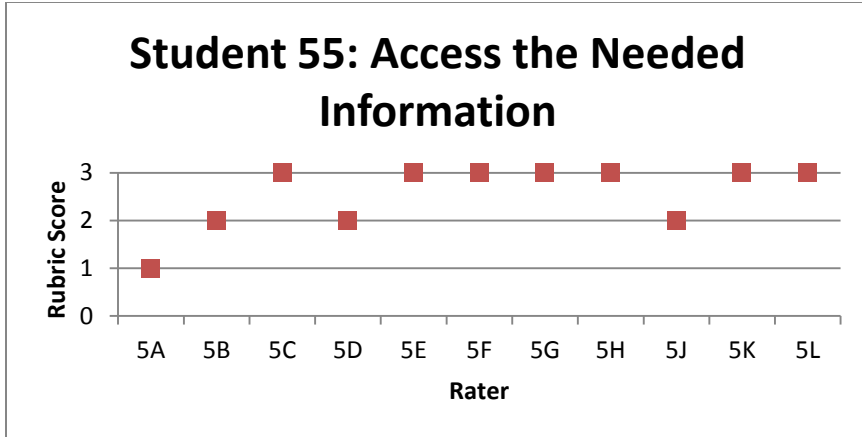


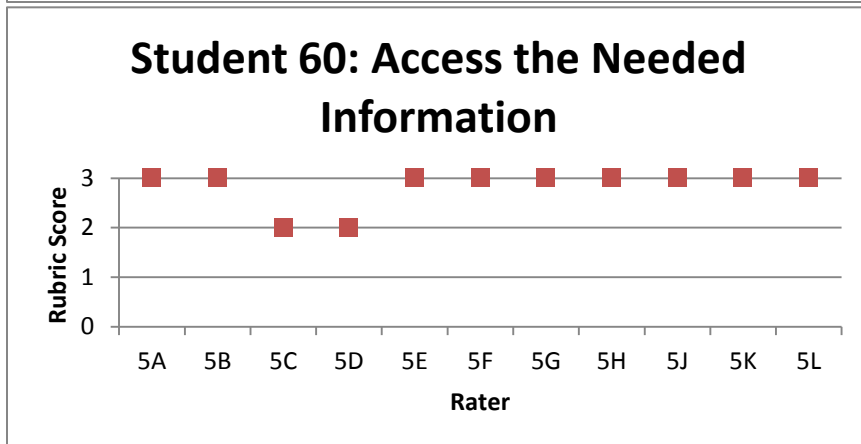
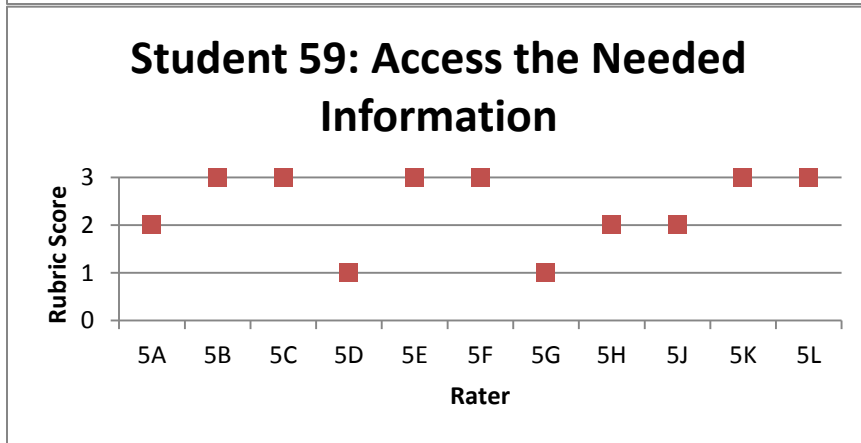
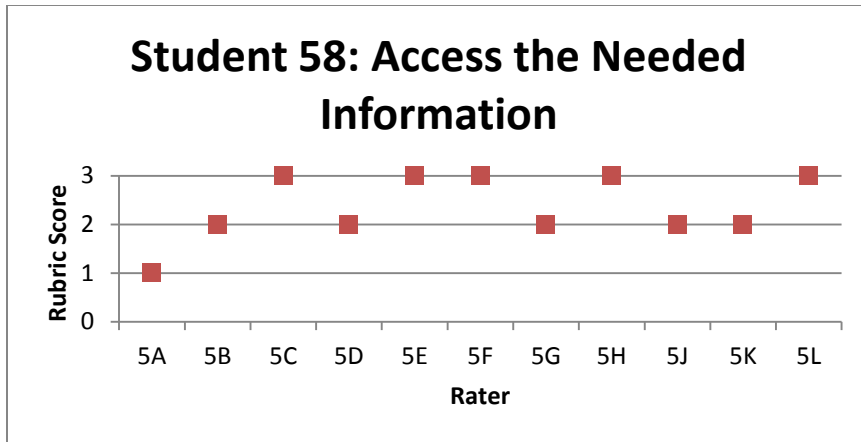


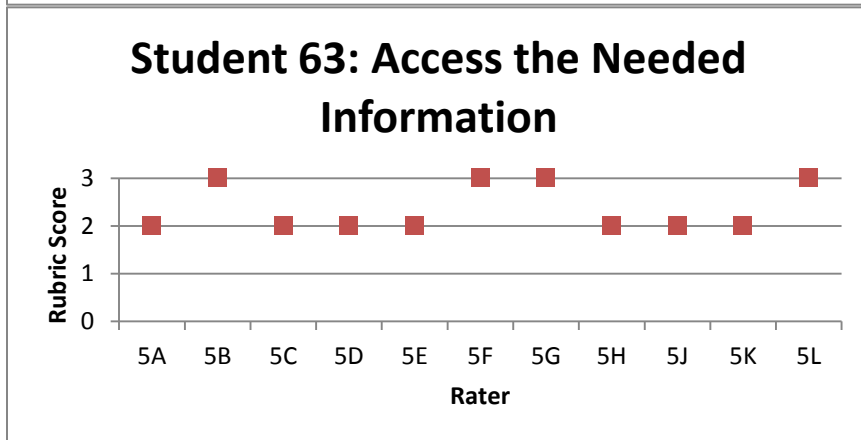
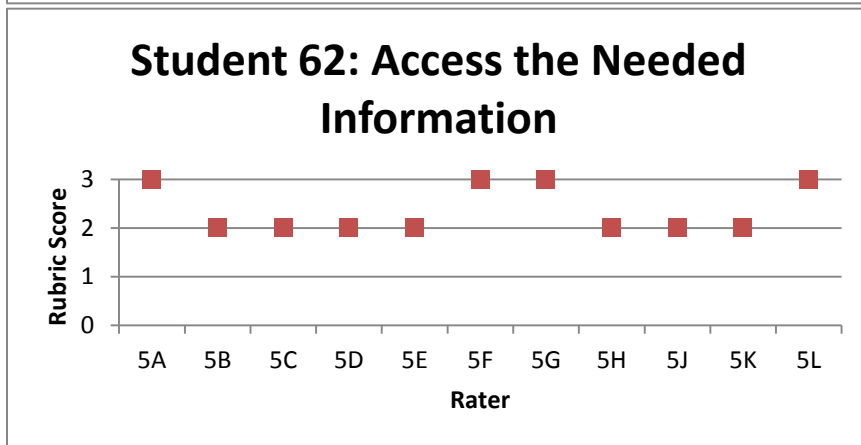
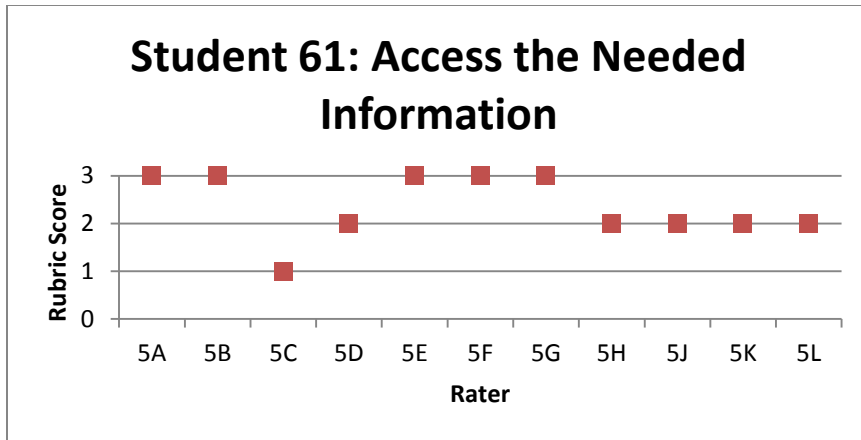


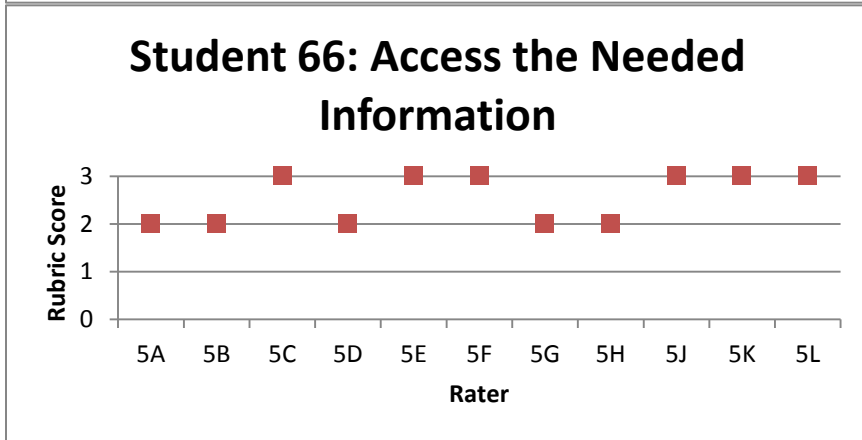
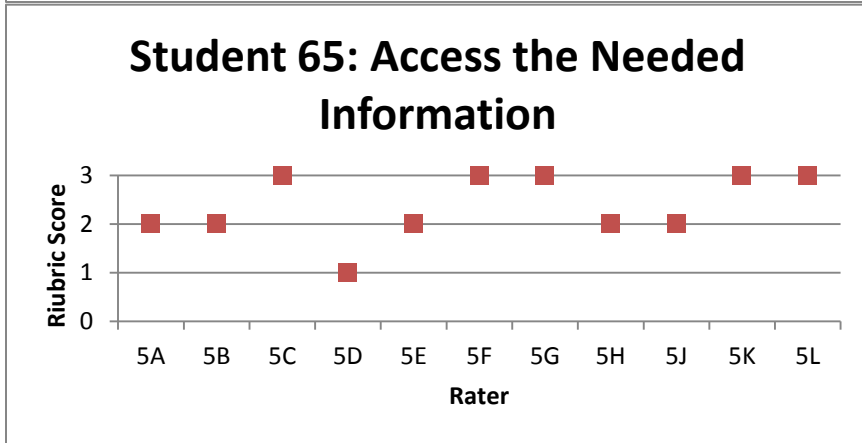
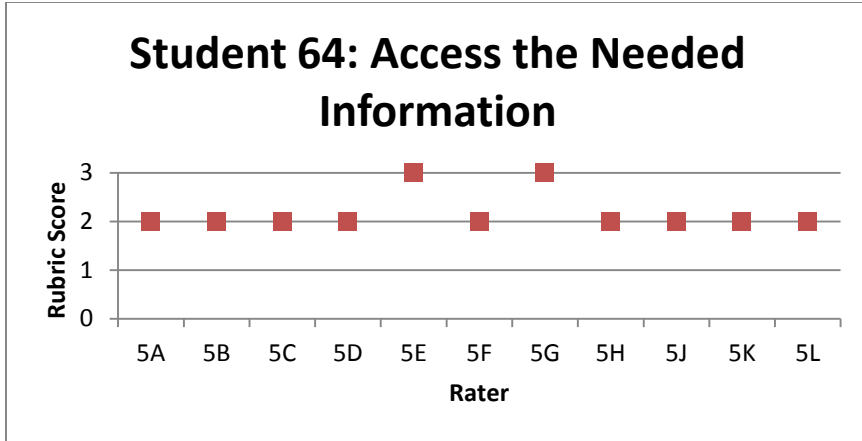


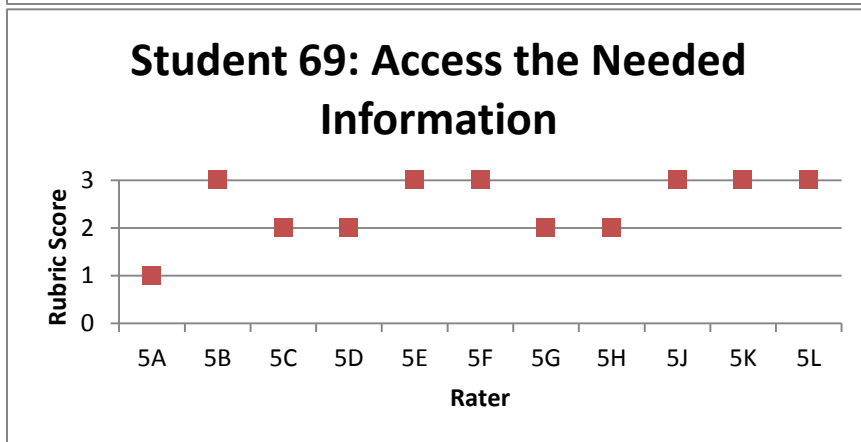
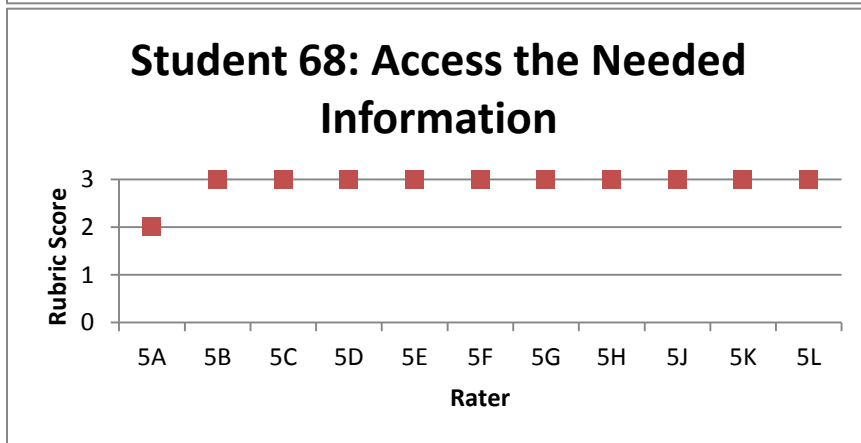
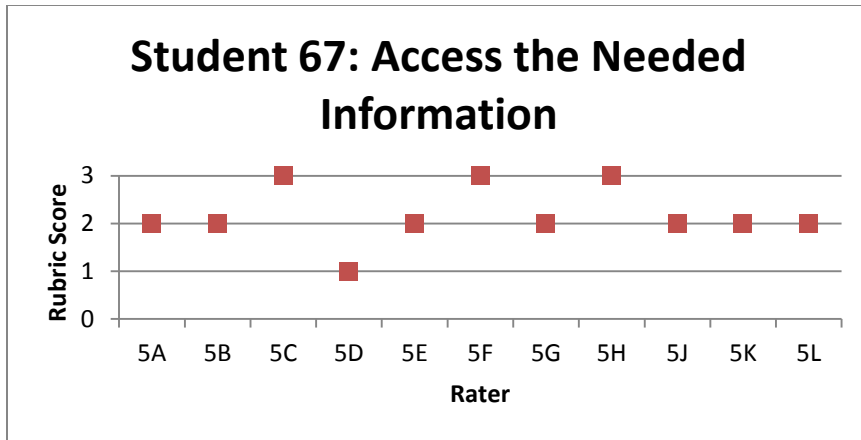


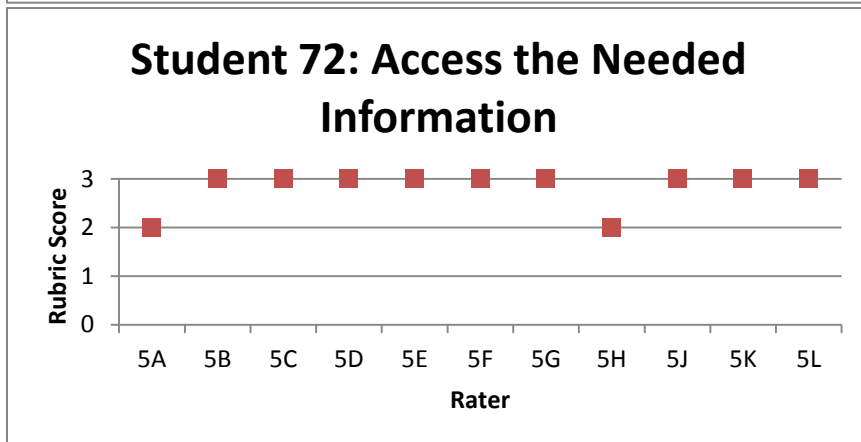
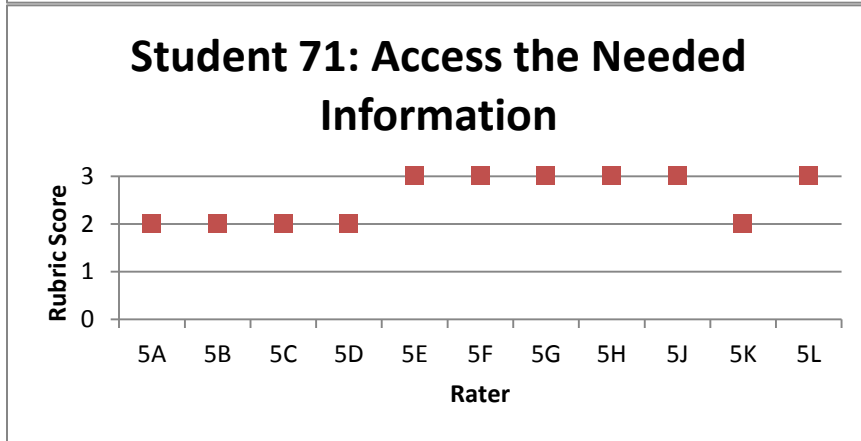
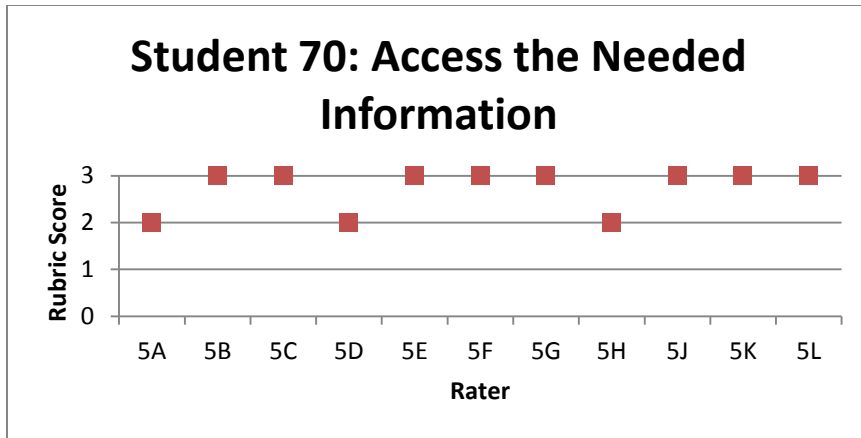


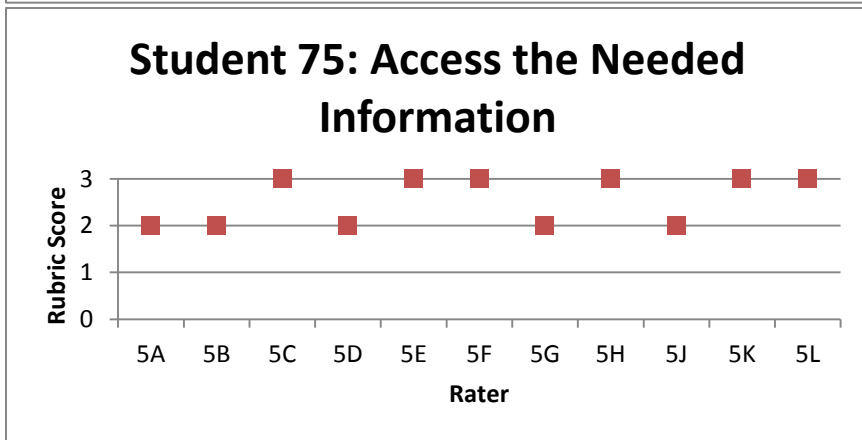
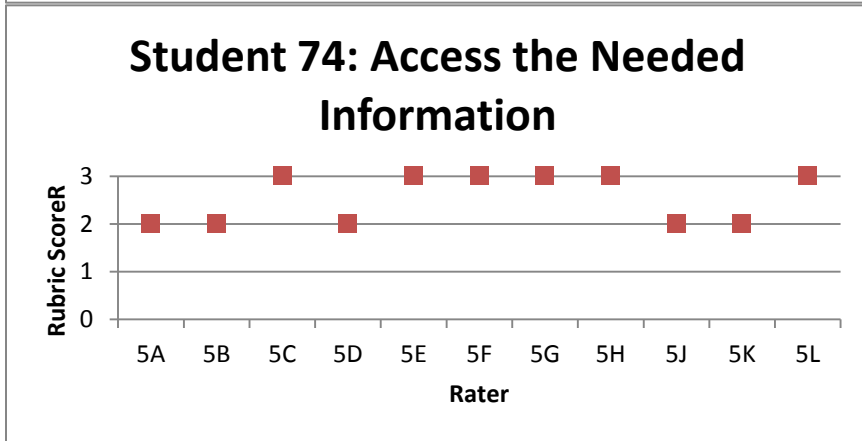
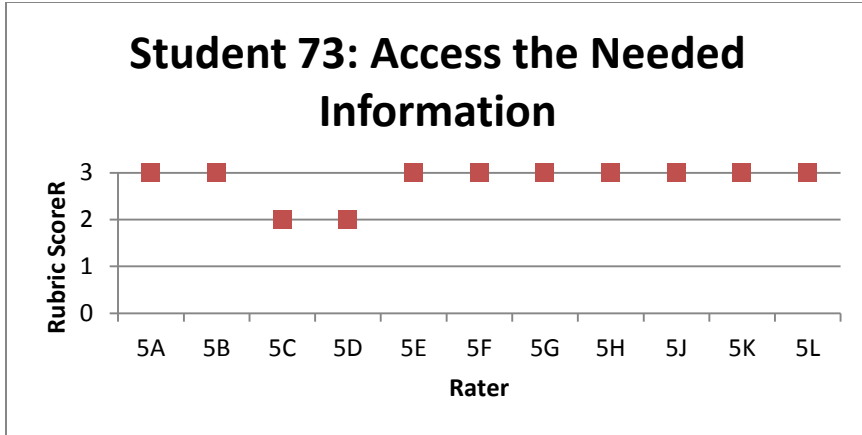


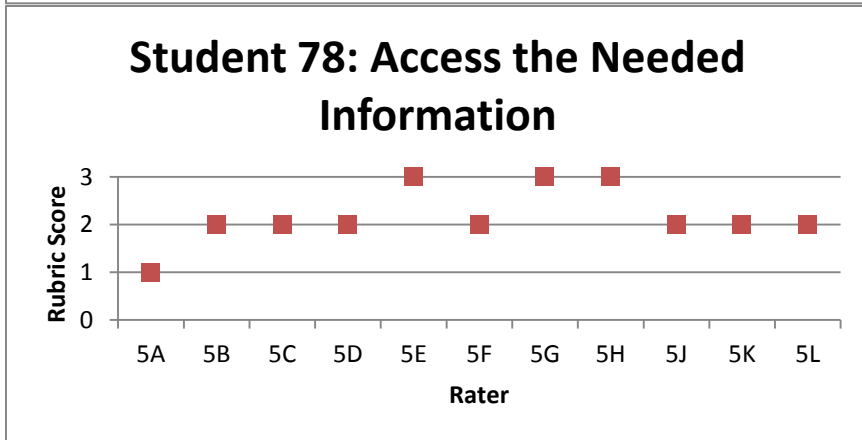
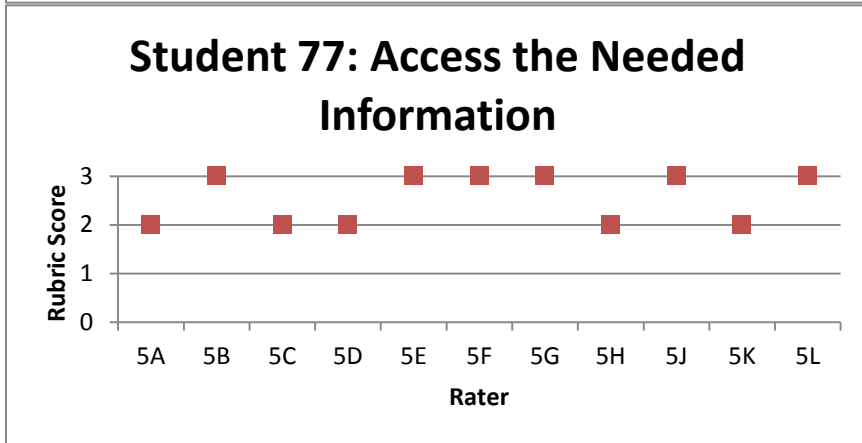
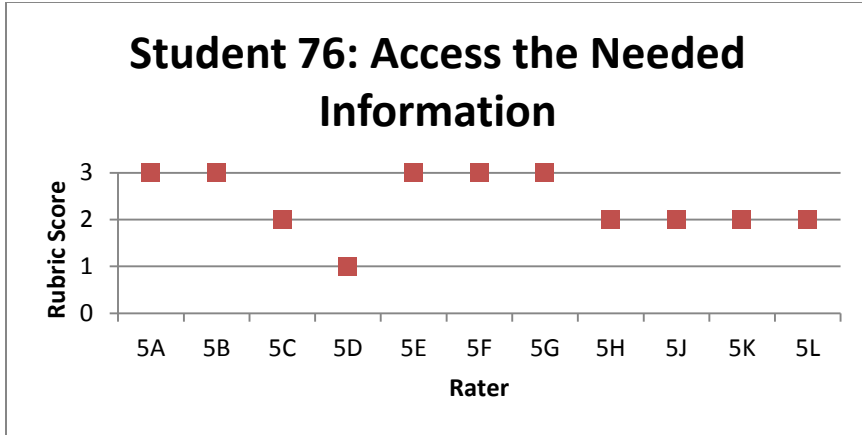


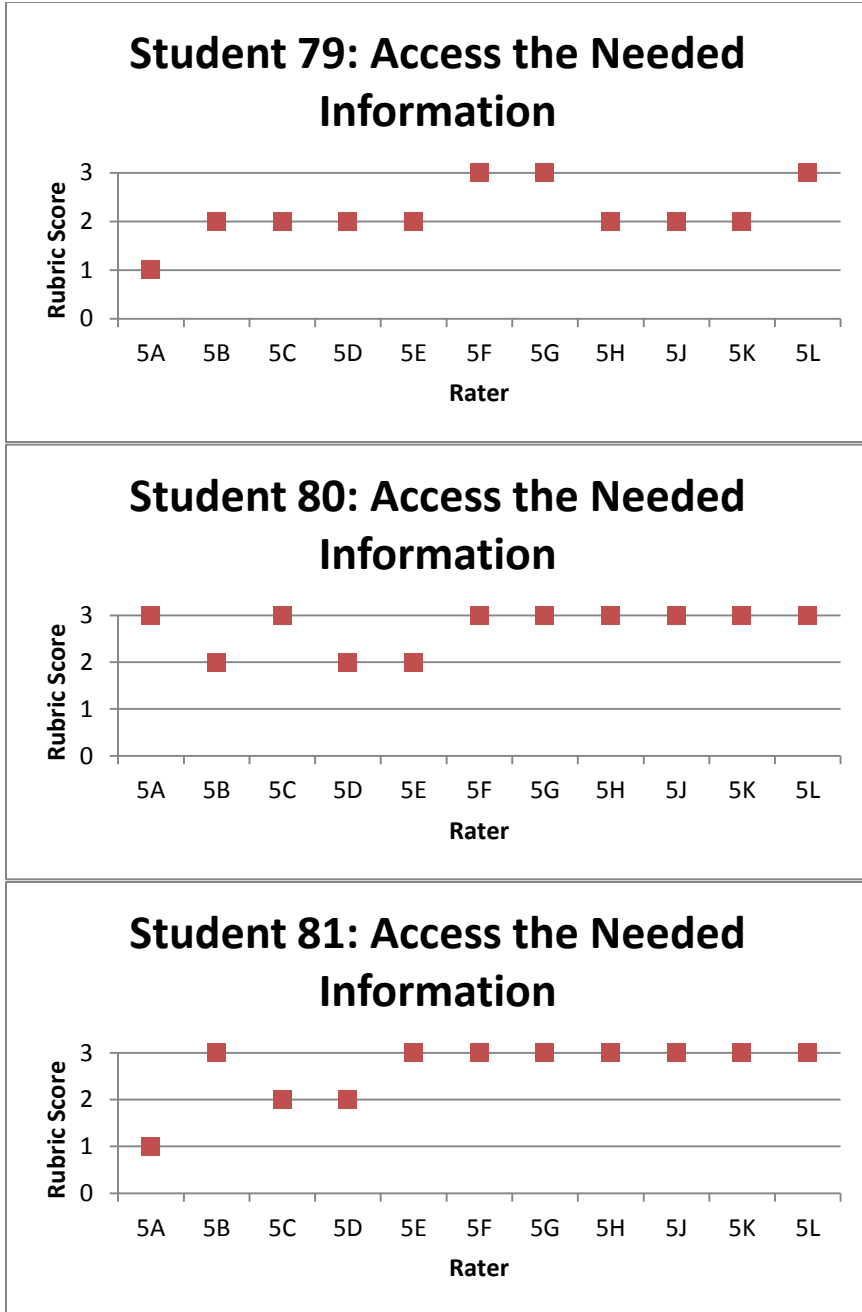


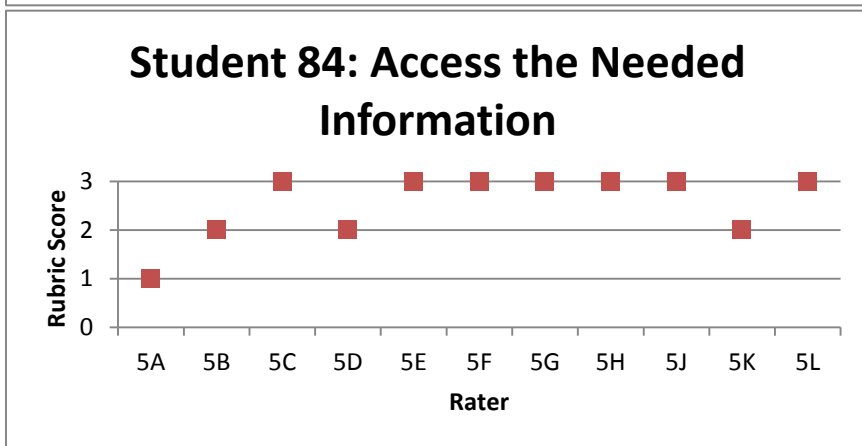
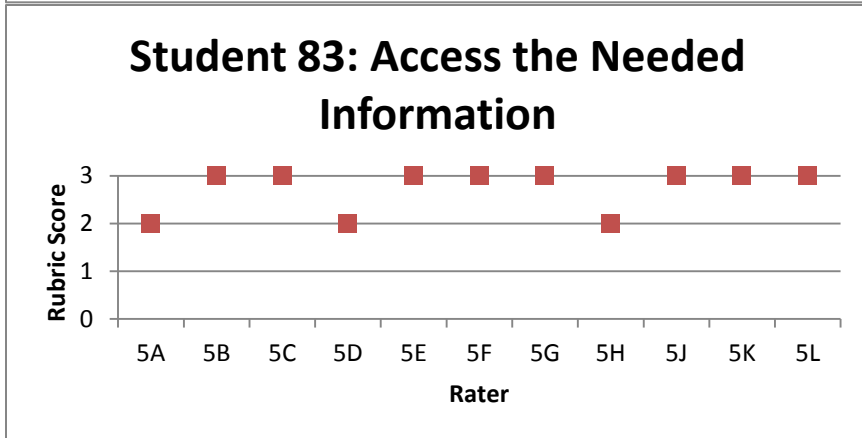
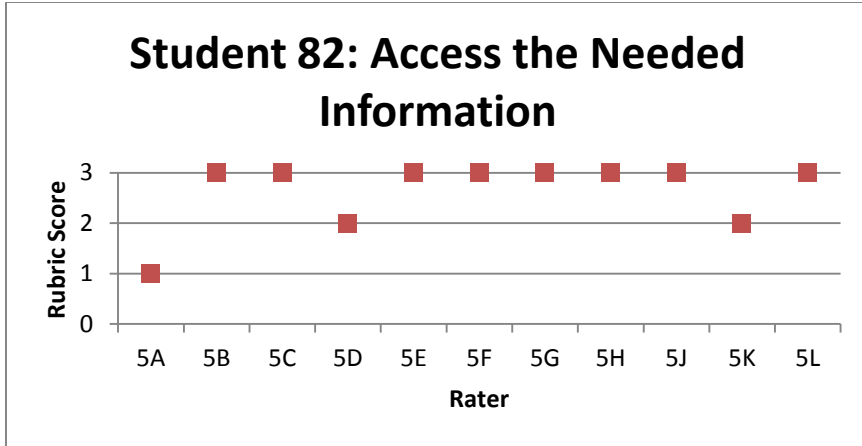


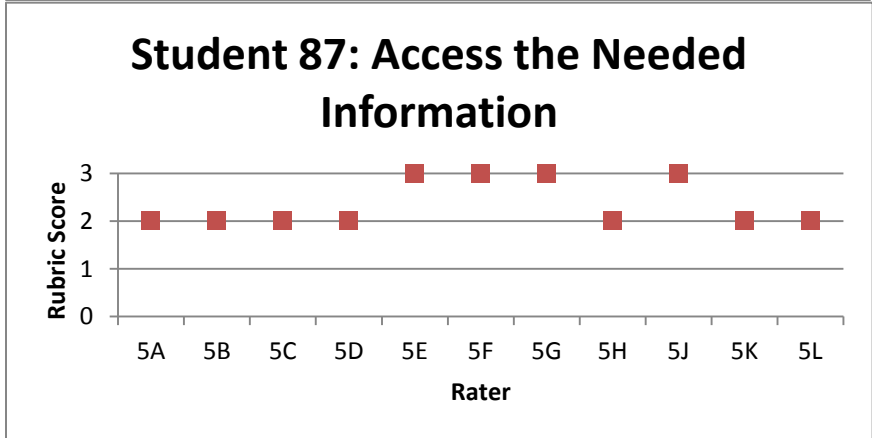
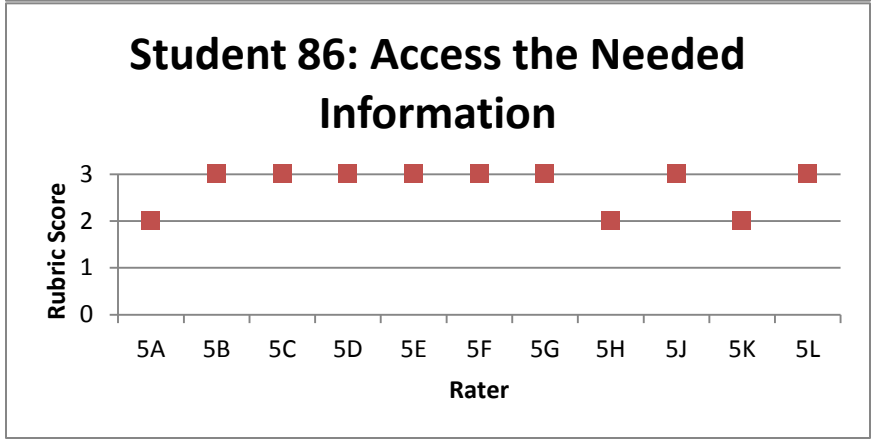
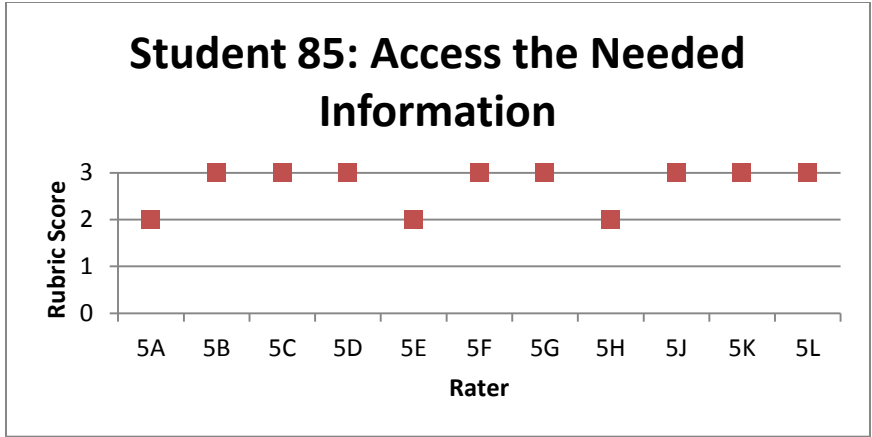


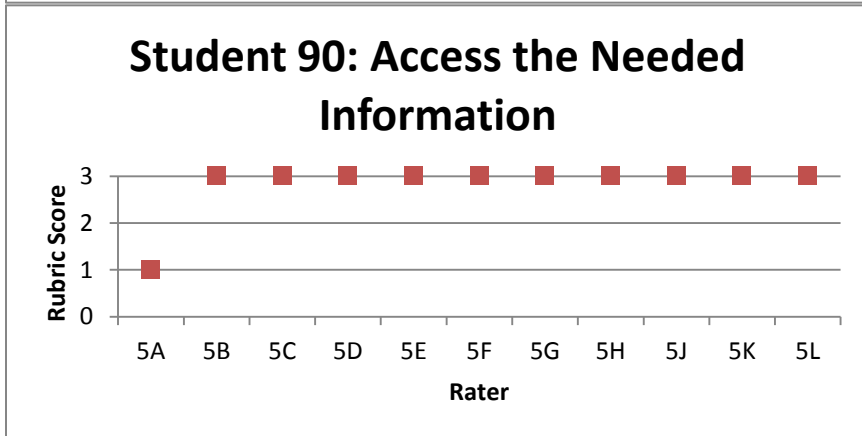
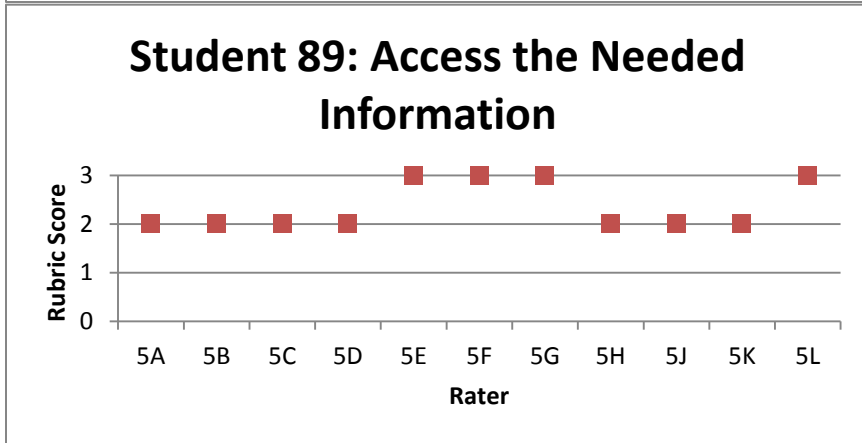
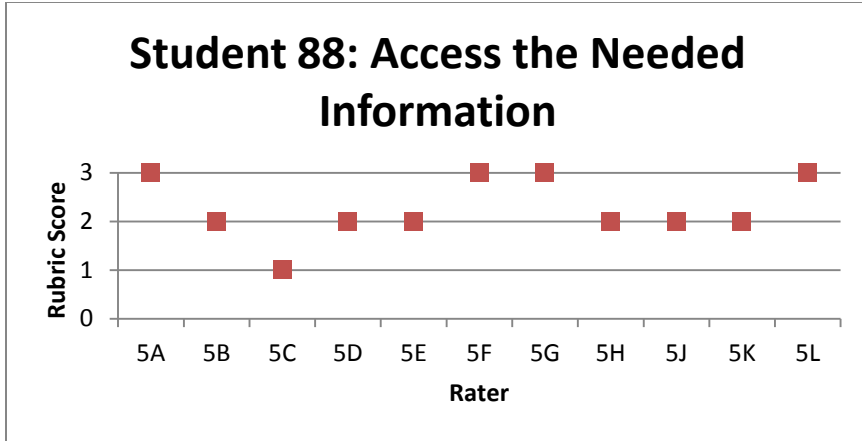


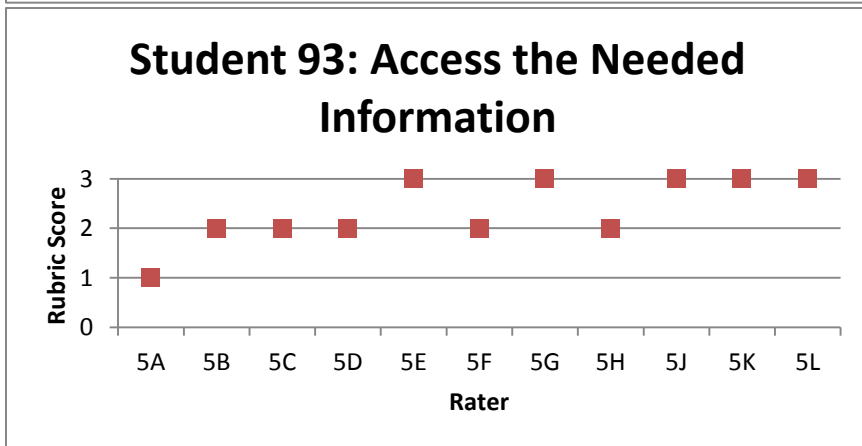
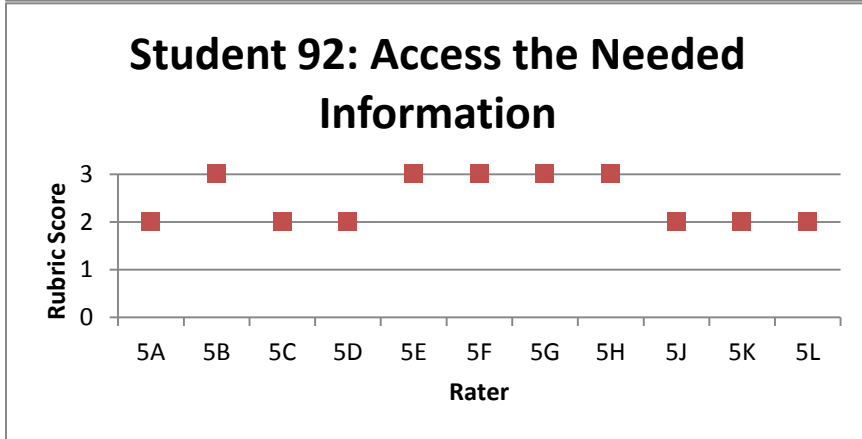
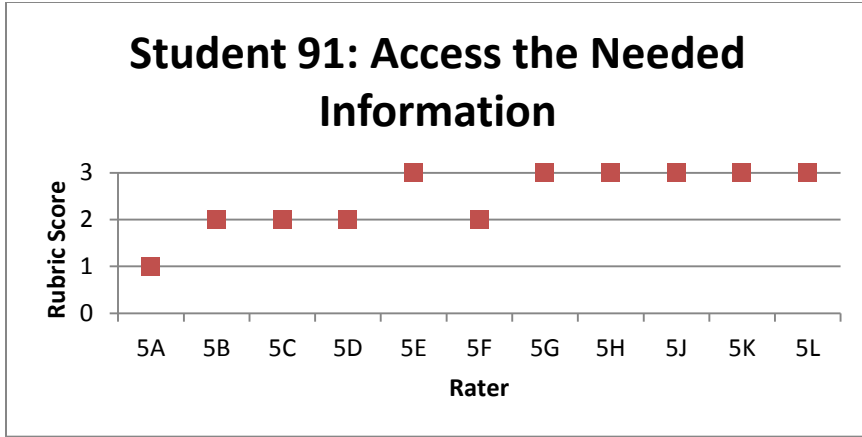


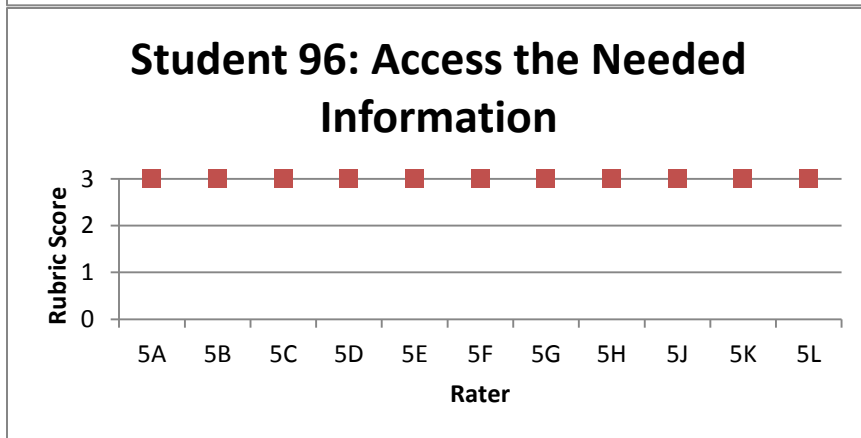
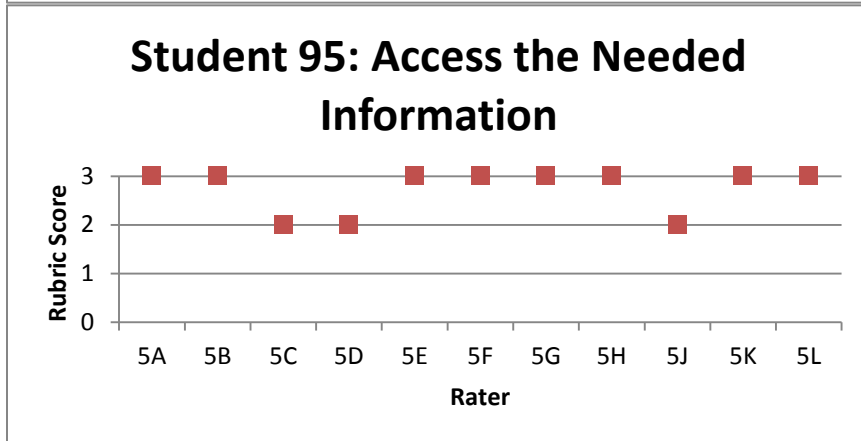
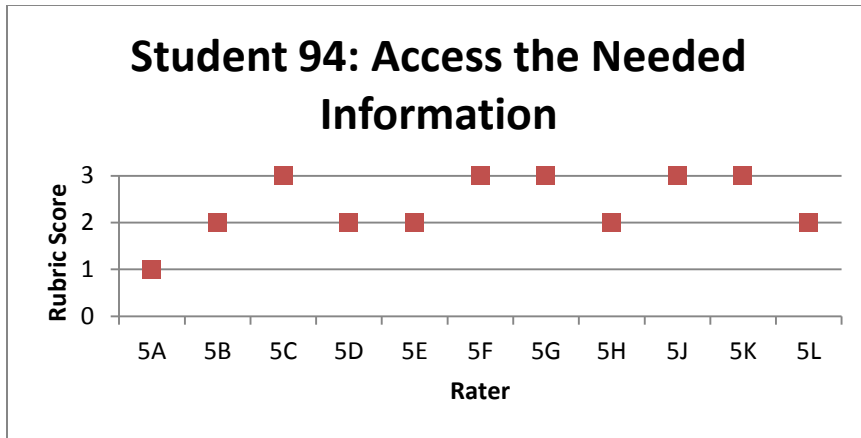


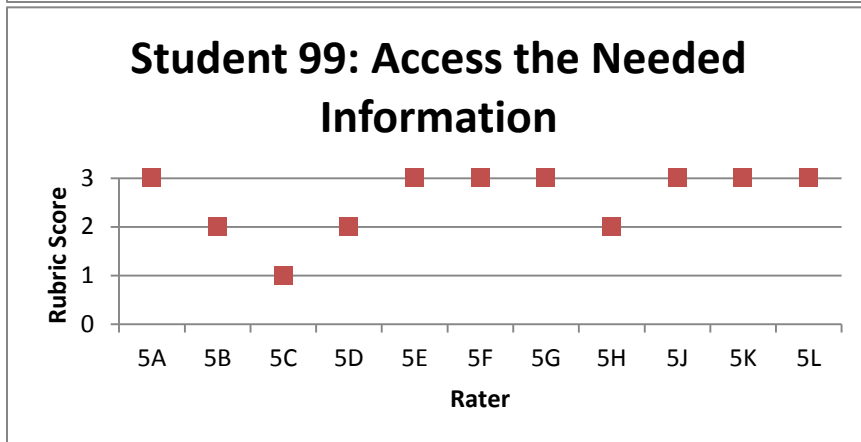
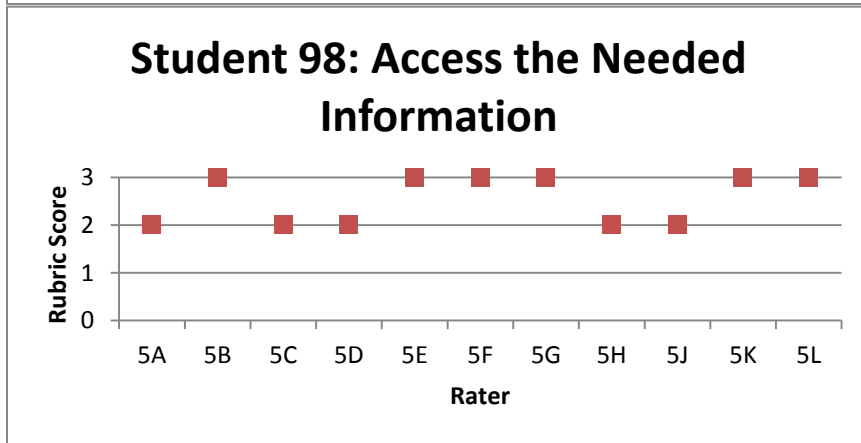
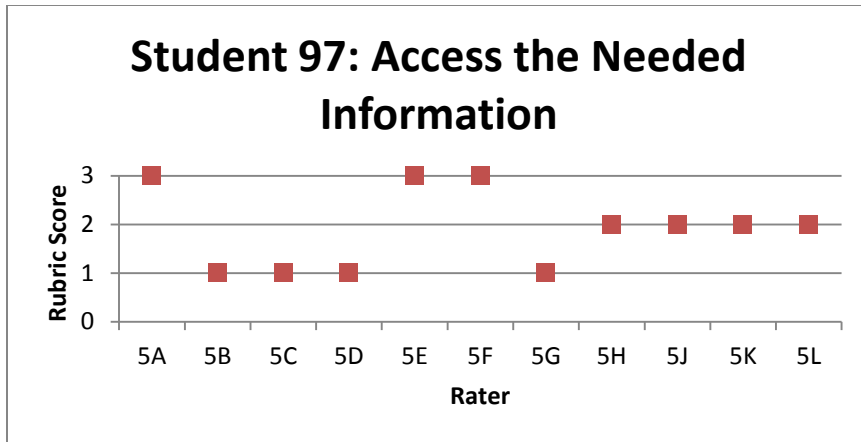


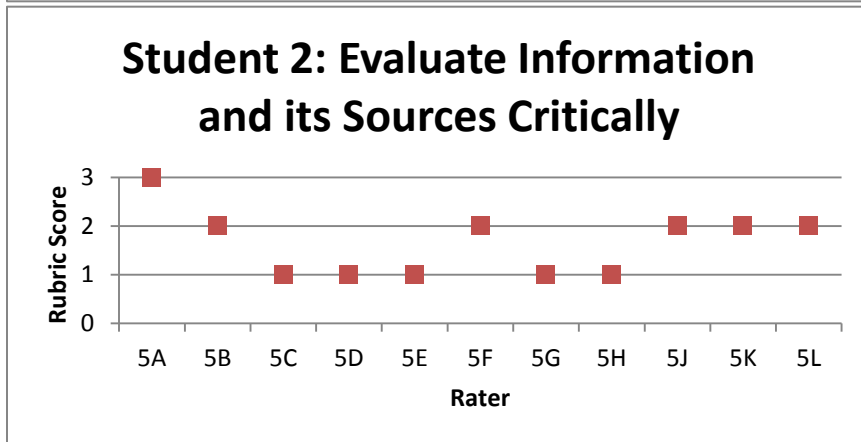
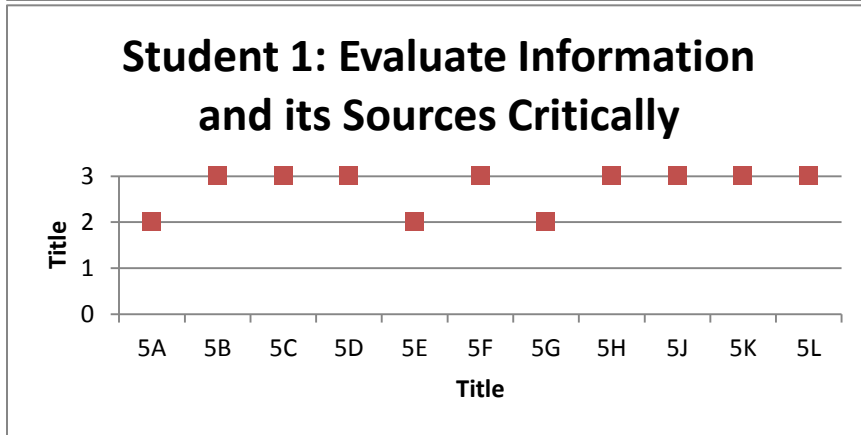
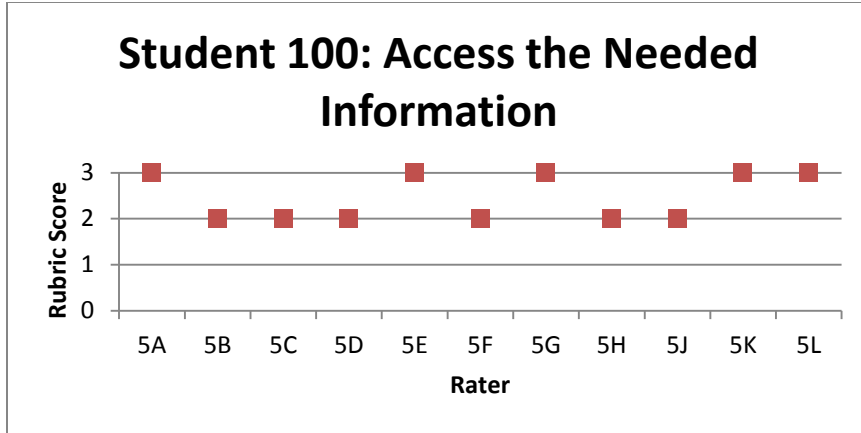


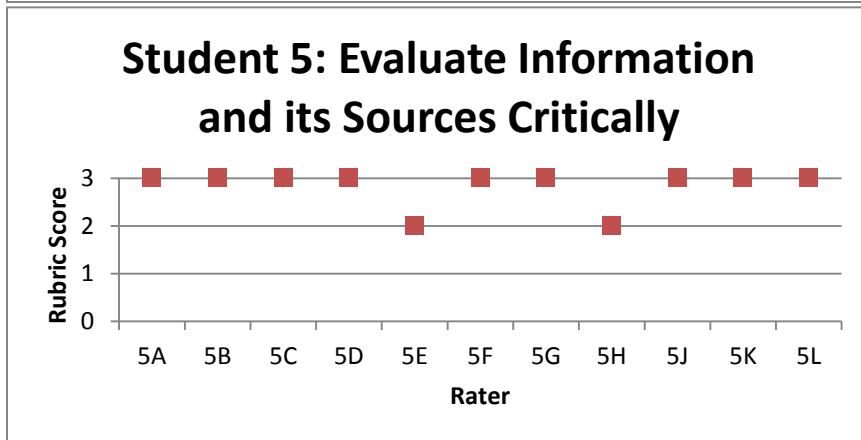
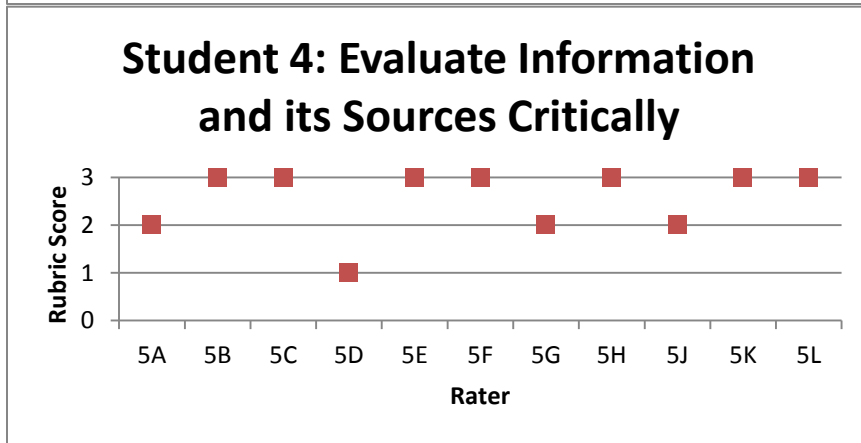
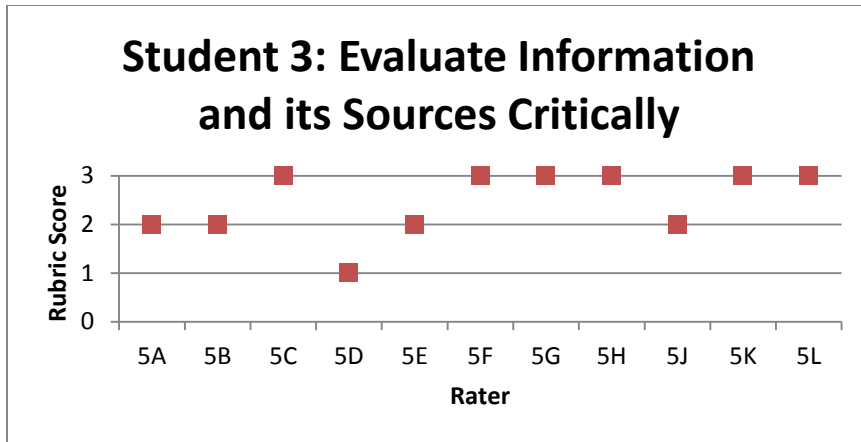


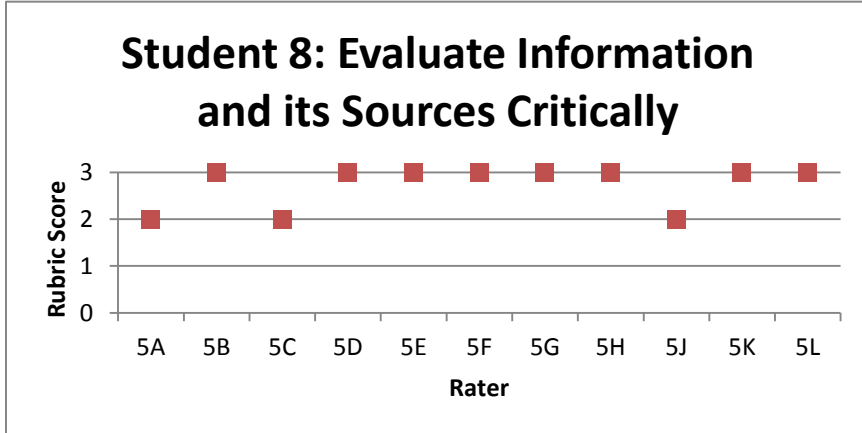
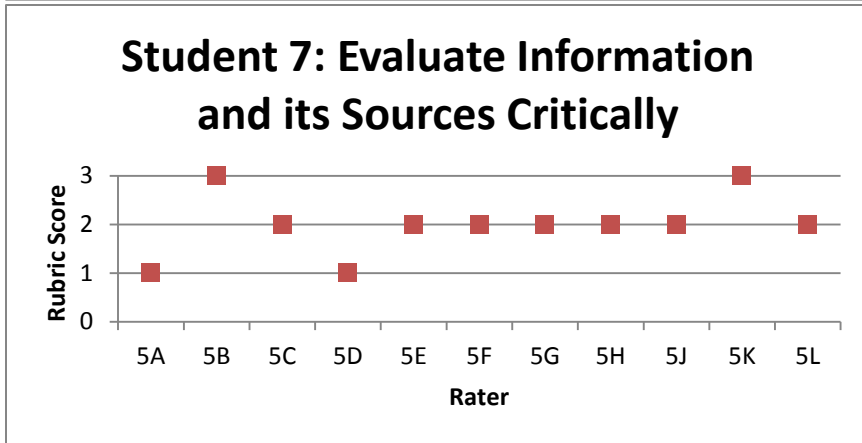
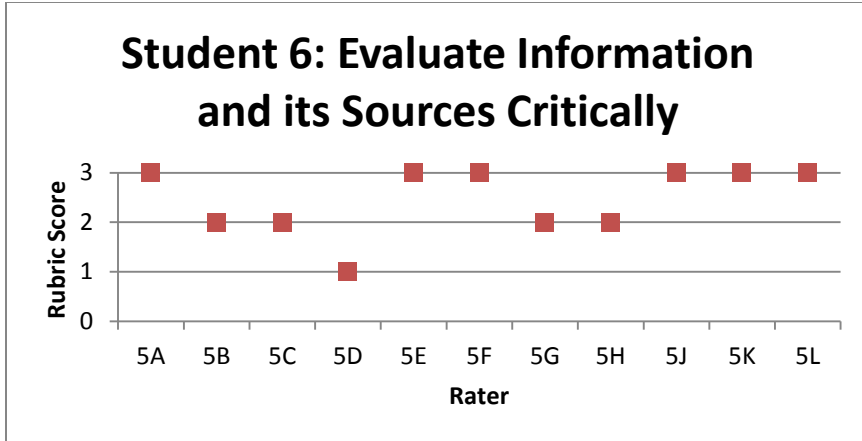


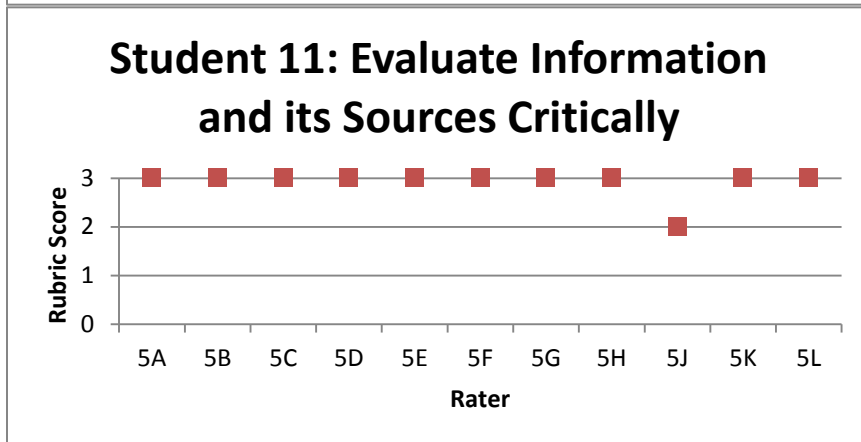
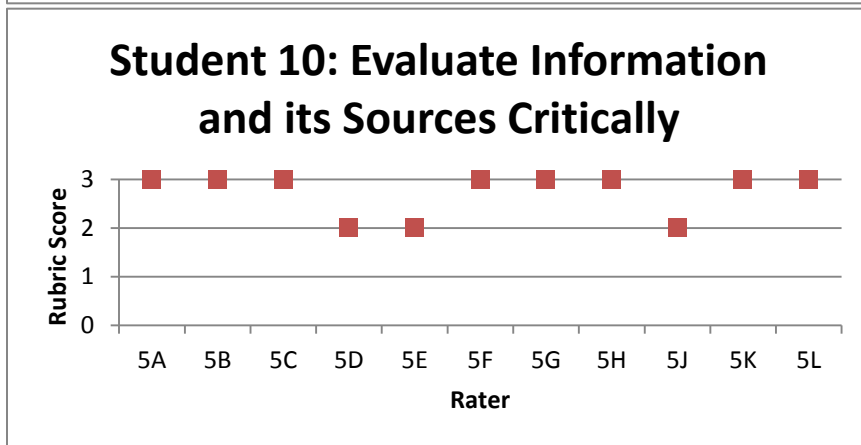
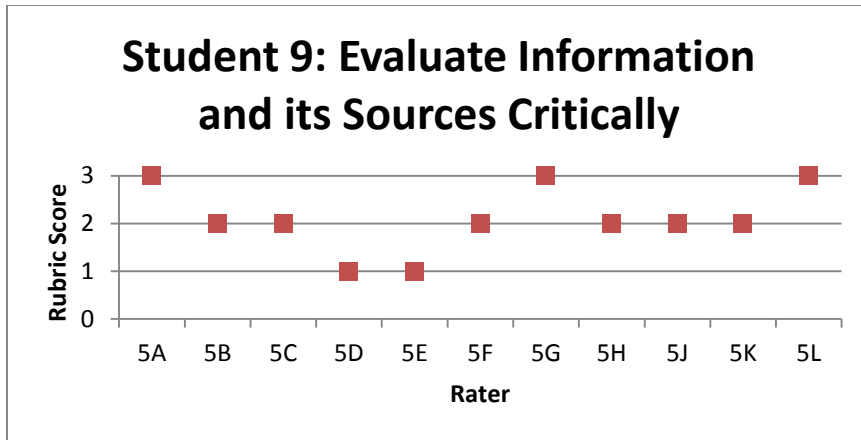


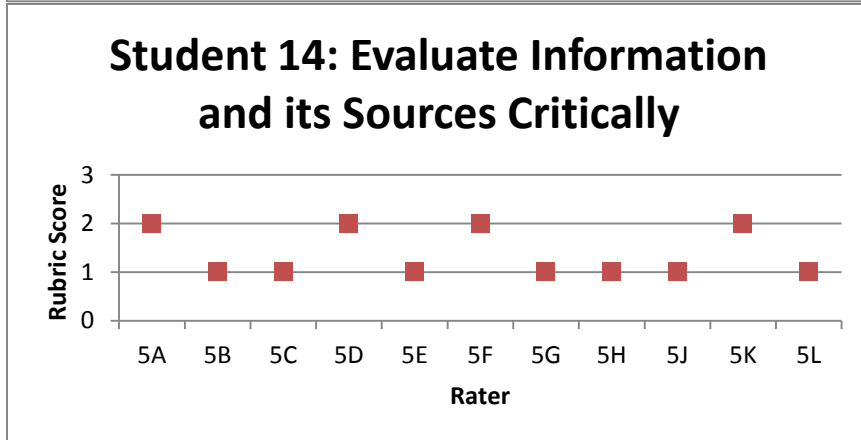
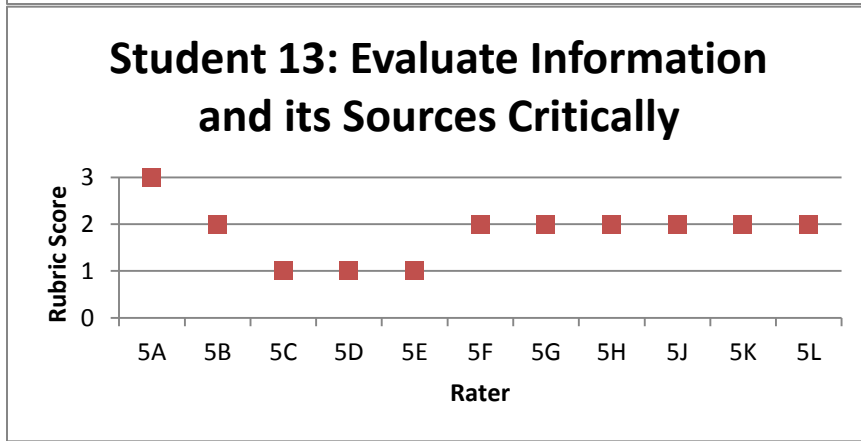
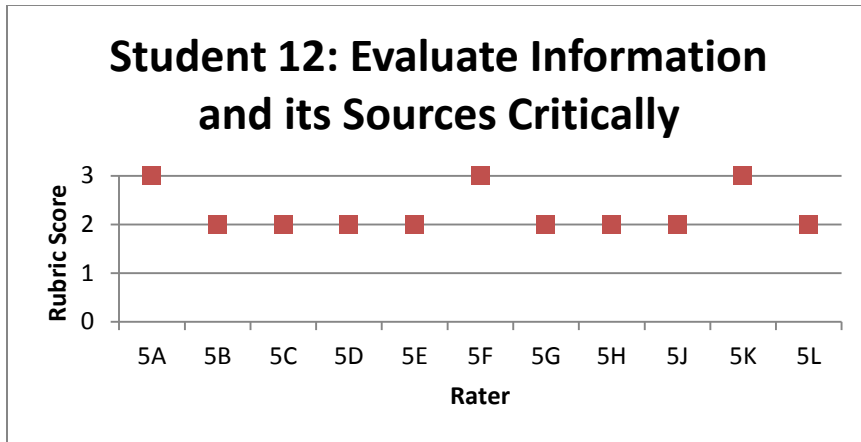




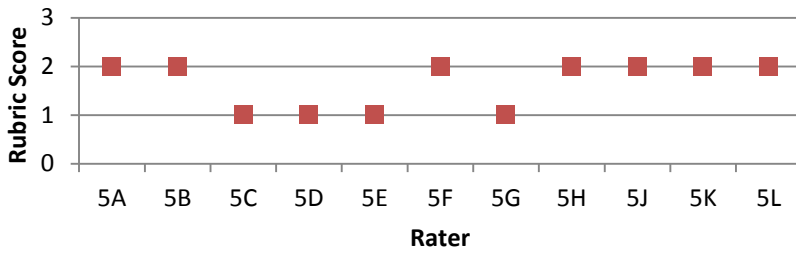




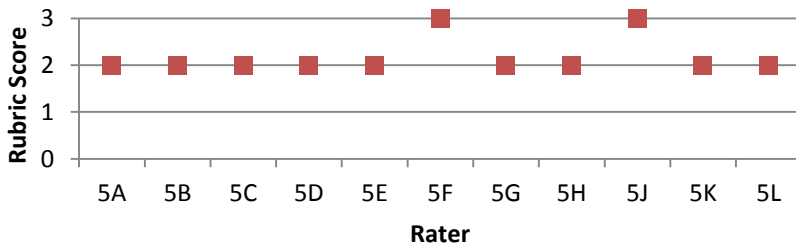




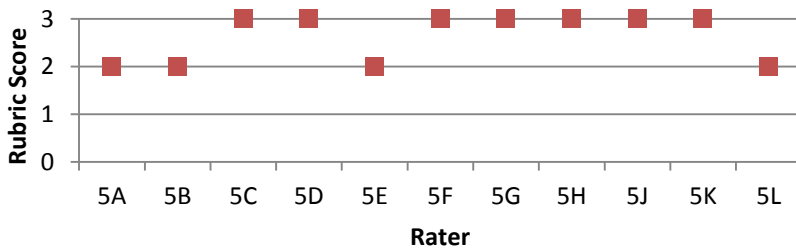
Student 15: Evaluate Information and its Sources Critically

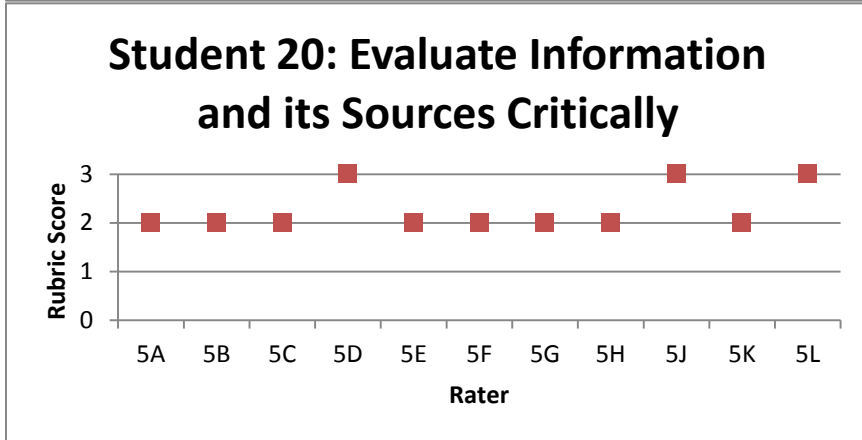
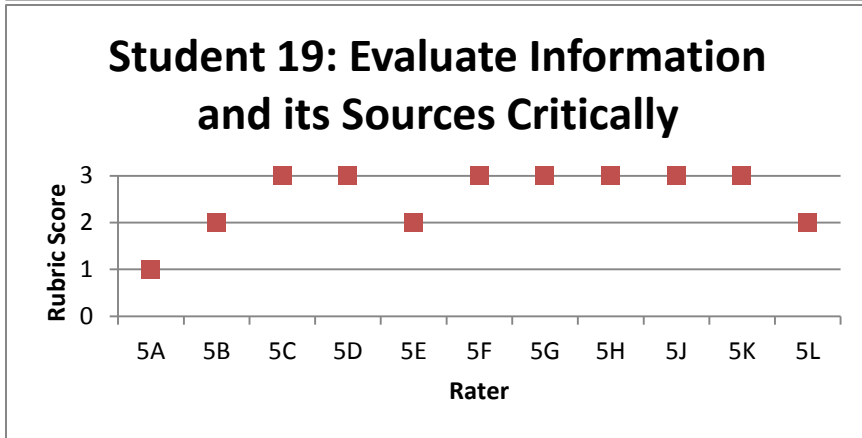
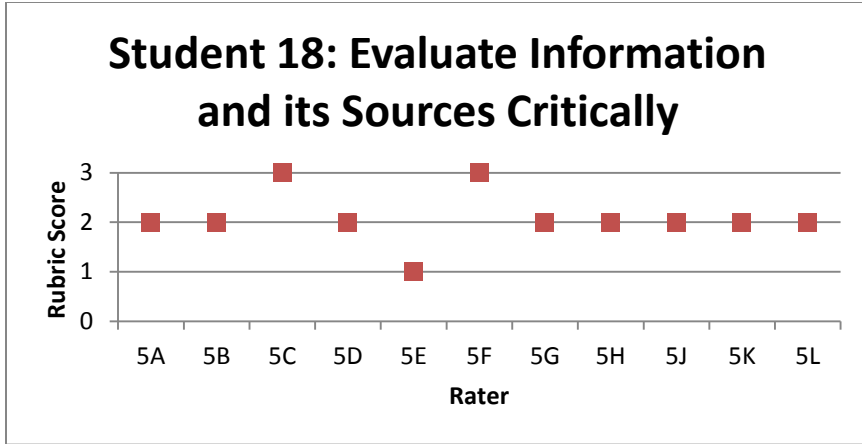


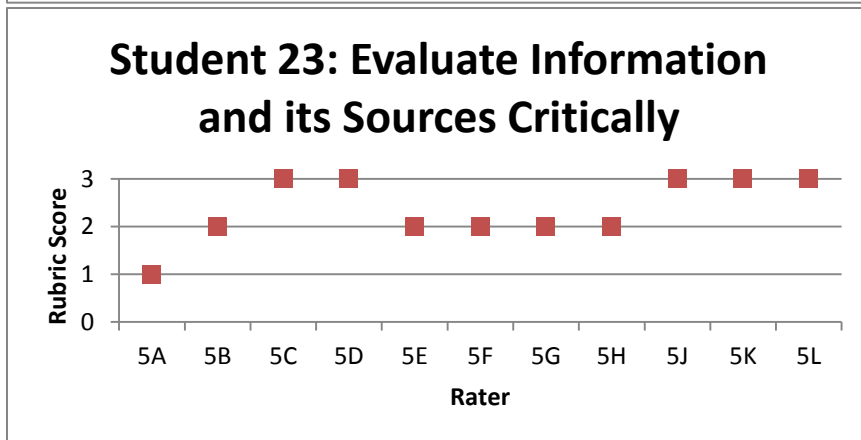
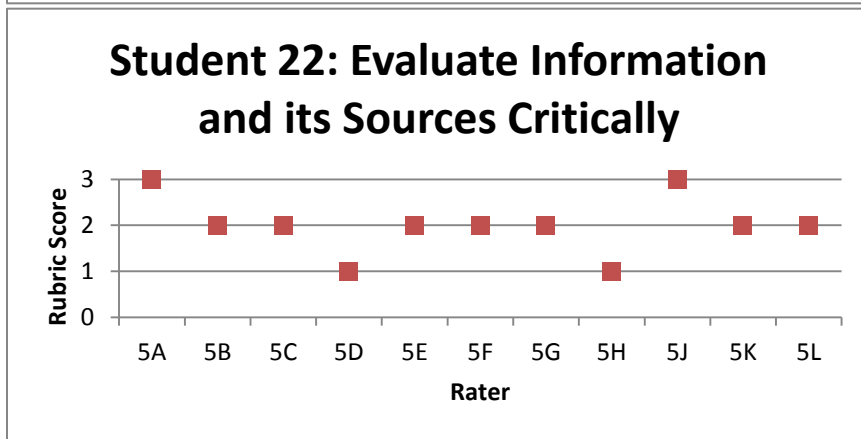
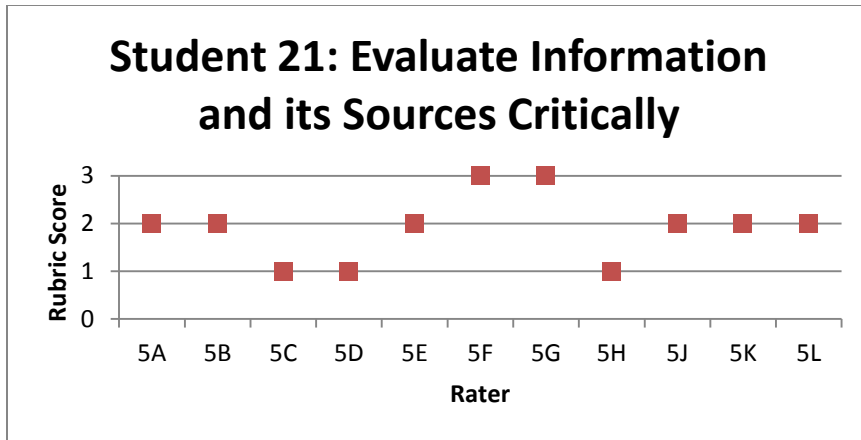
Student 16: Evaluate Information and its Sources Critically

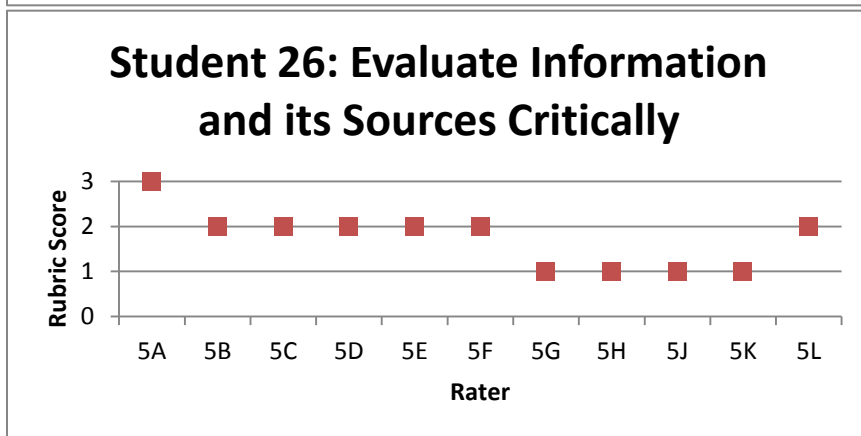
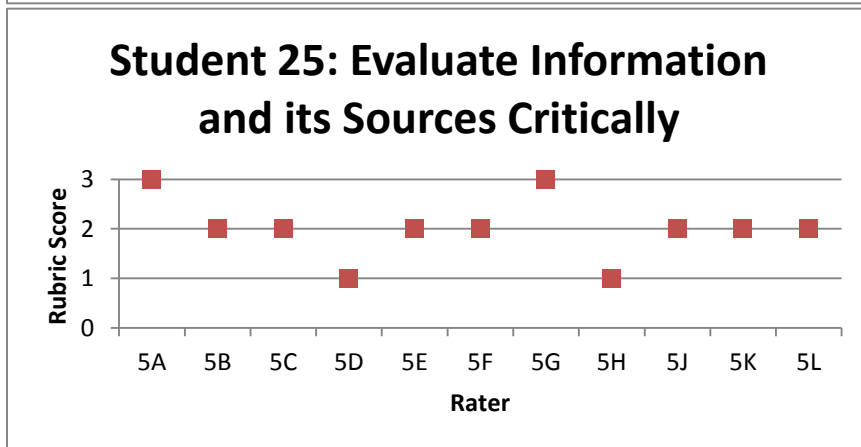
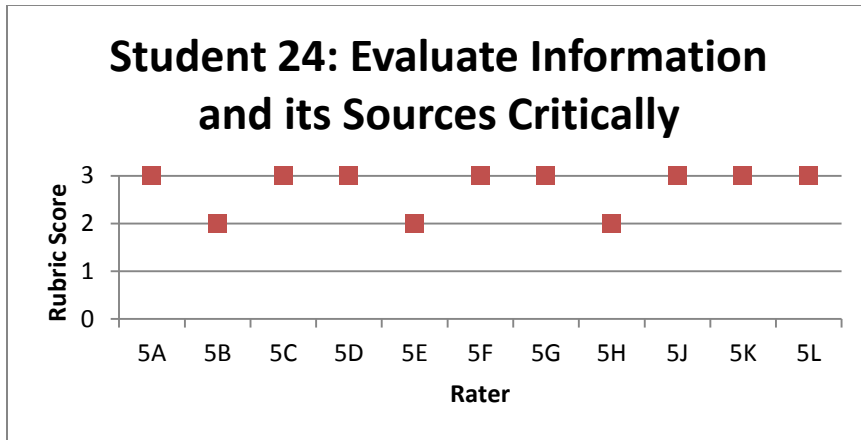


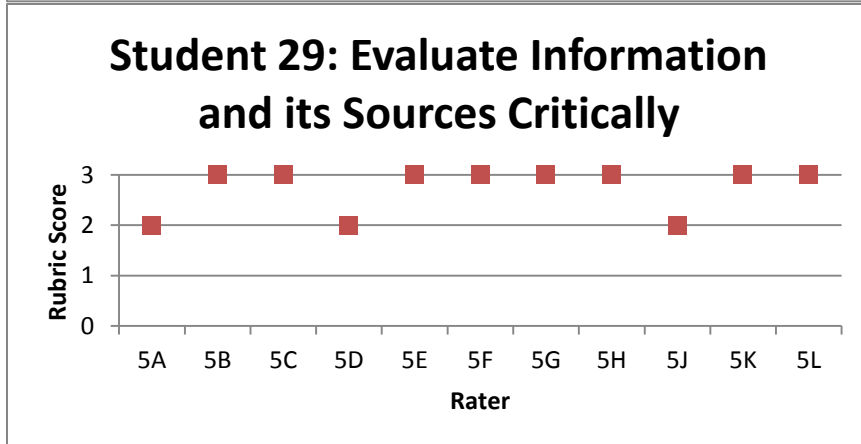
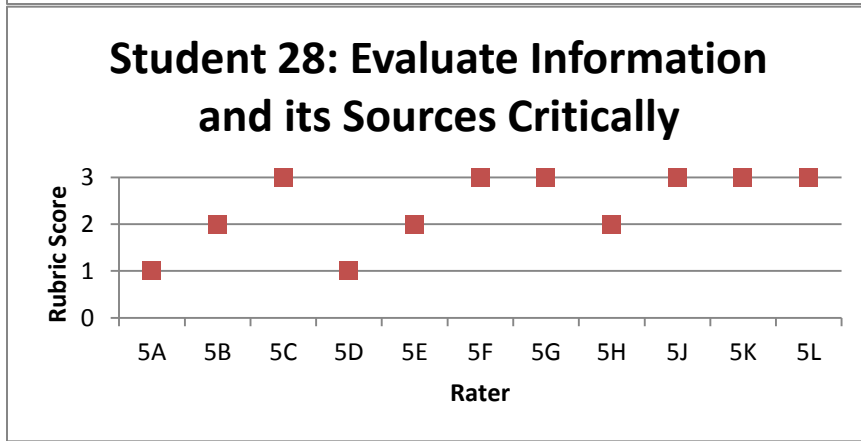
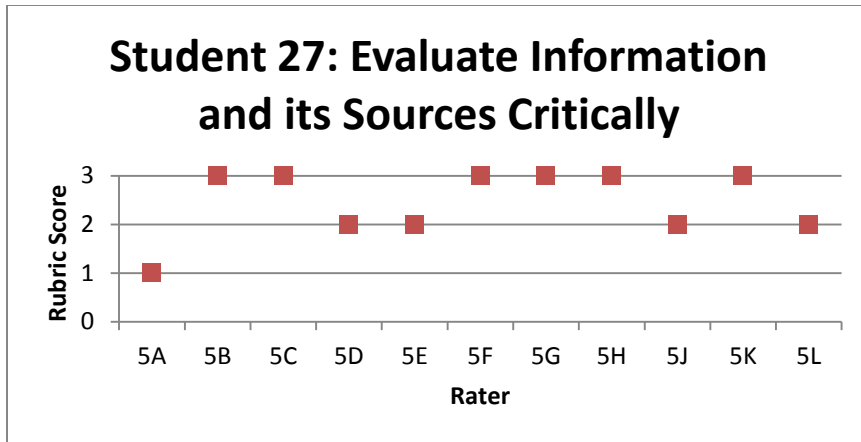
Student 17: Evaluate Information and its Sources Critically

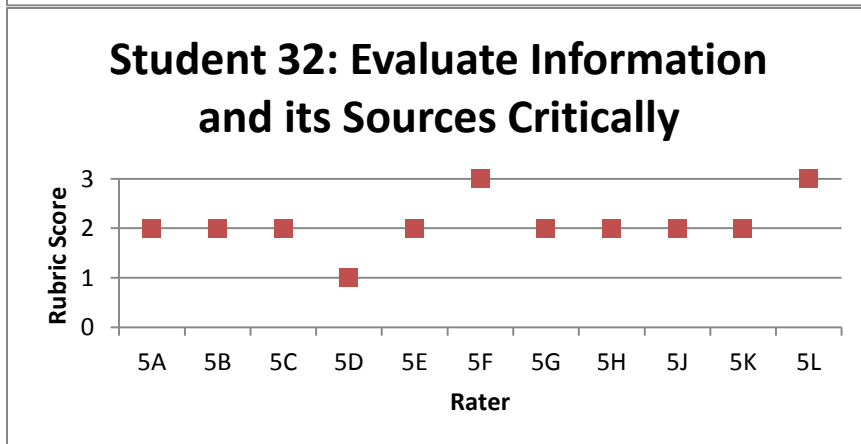
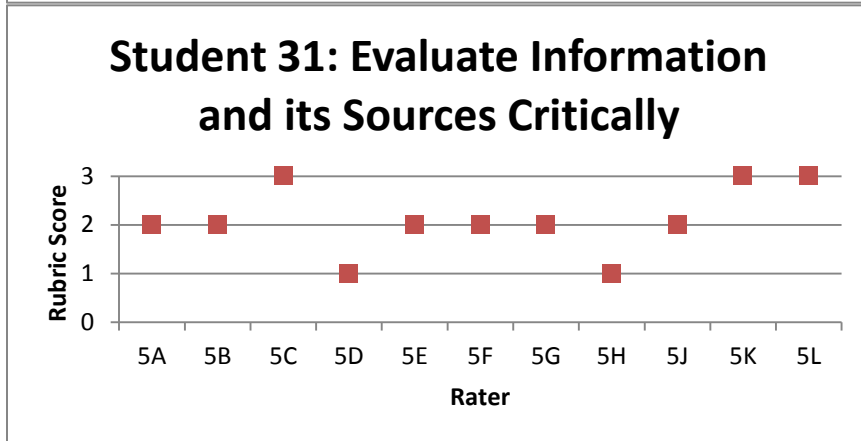
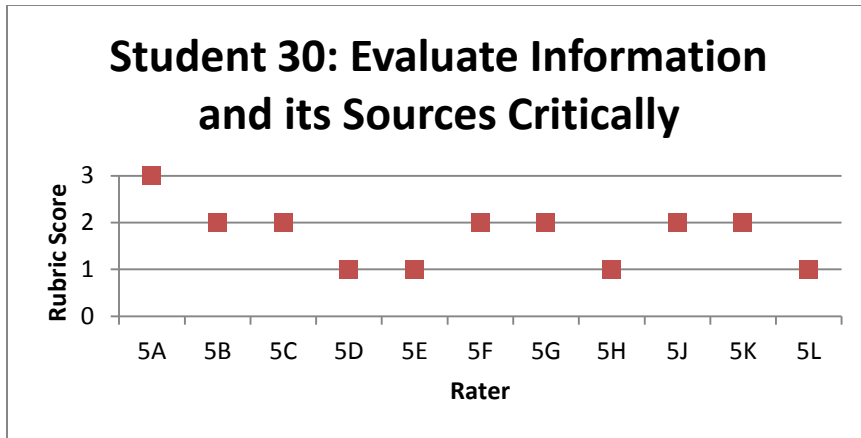


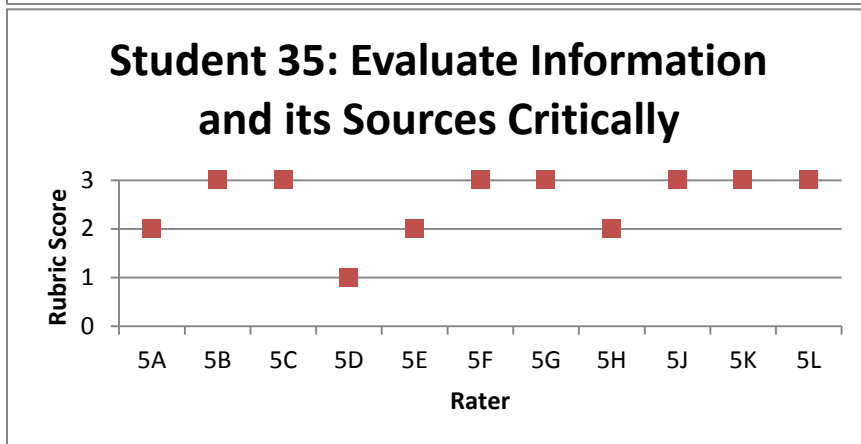
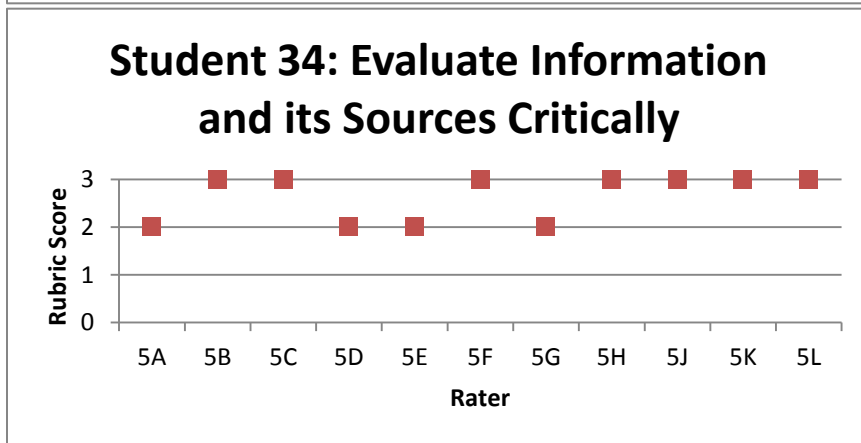
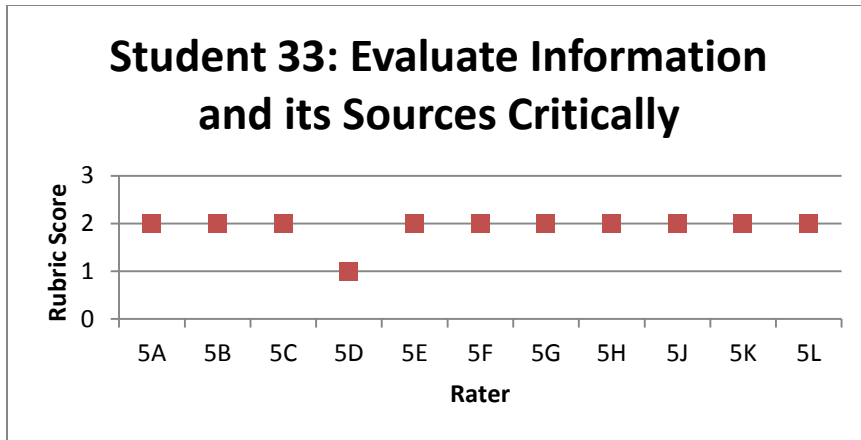


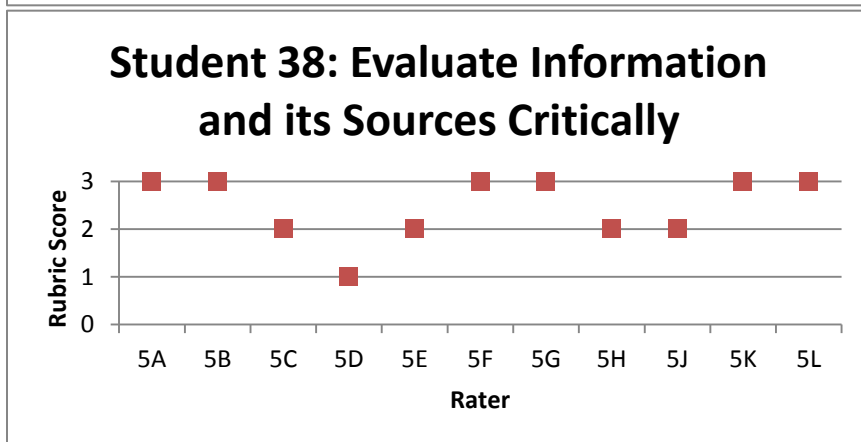
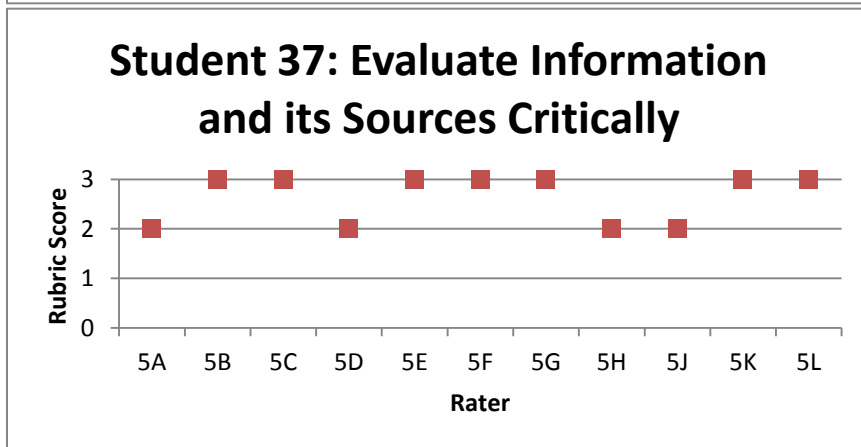
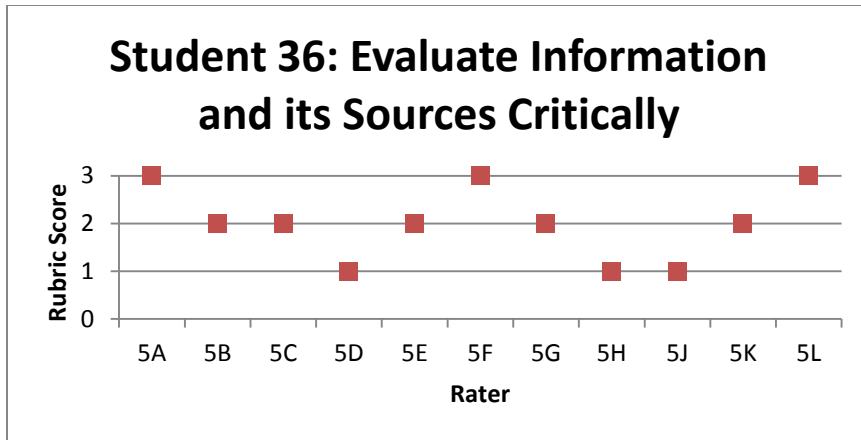


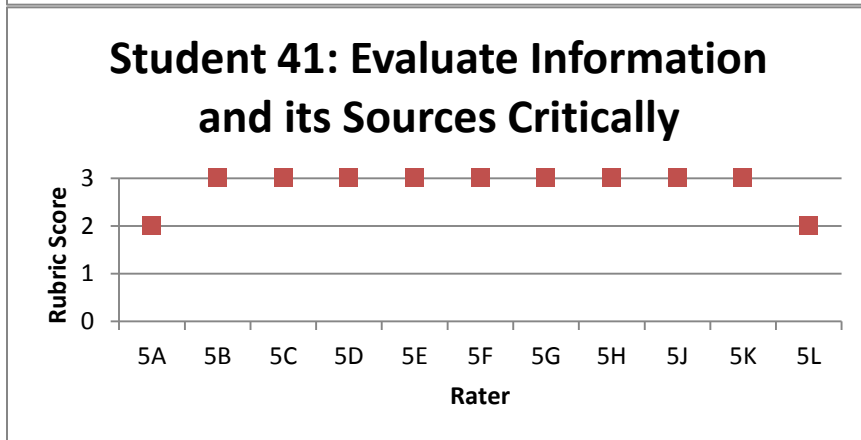
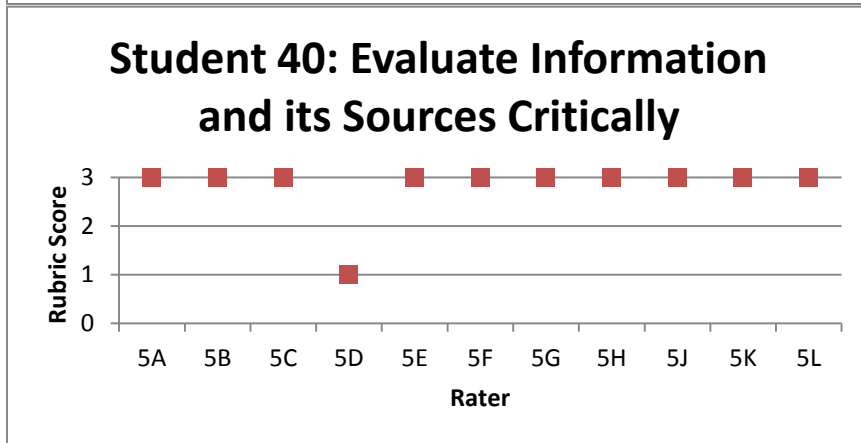
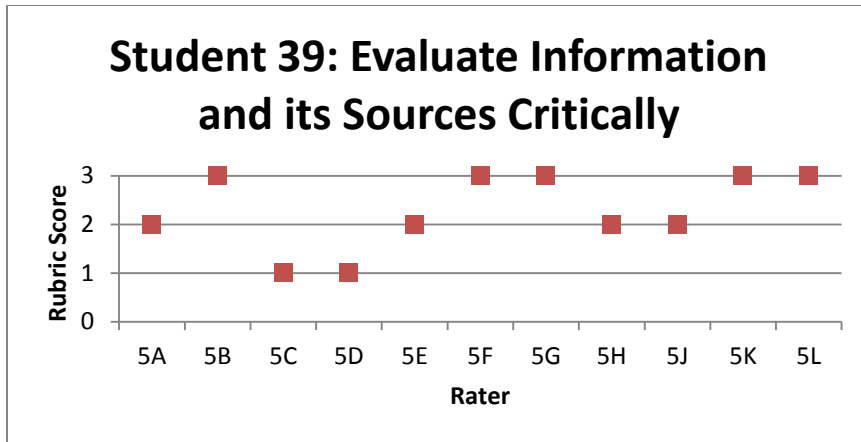


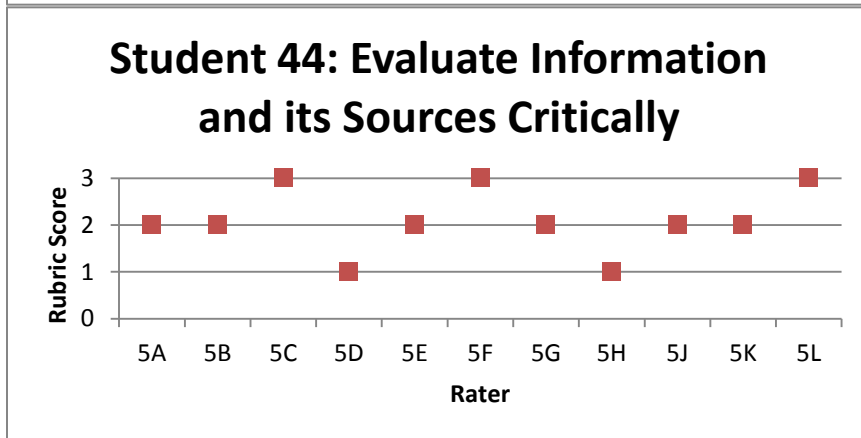
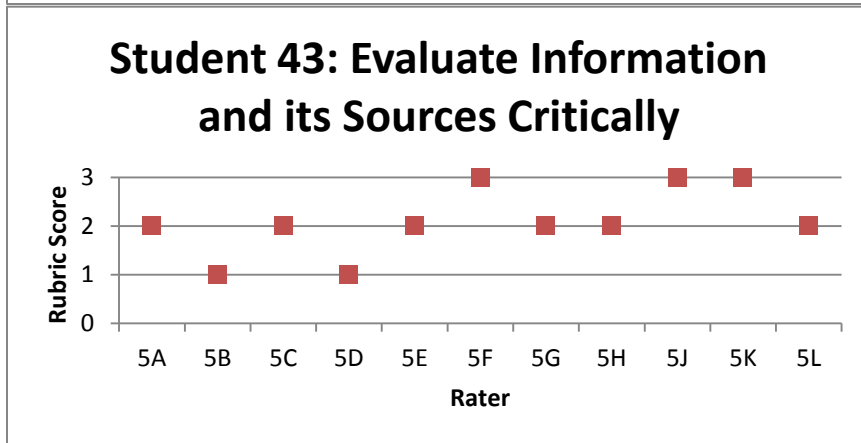
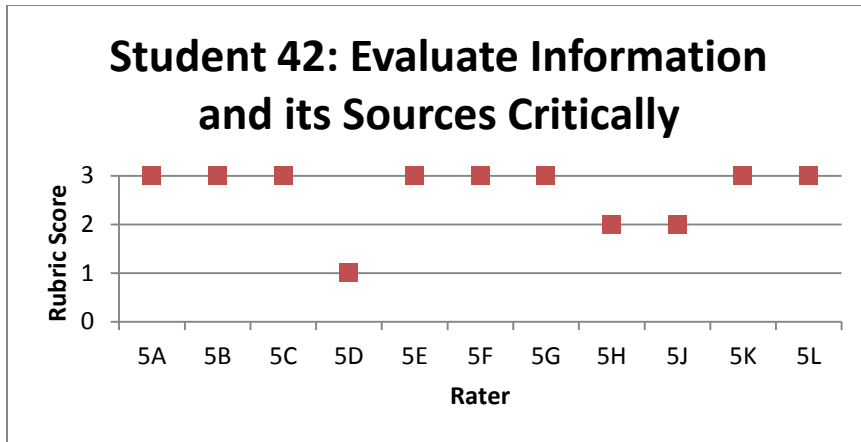


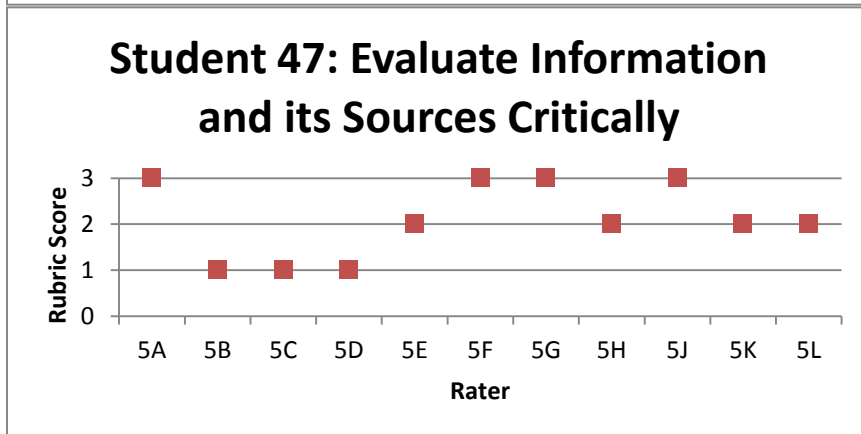
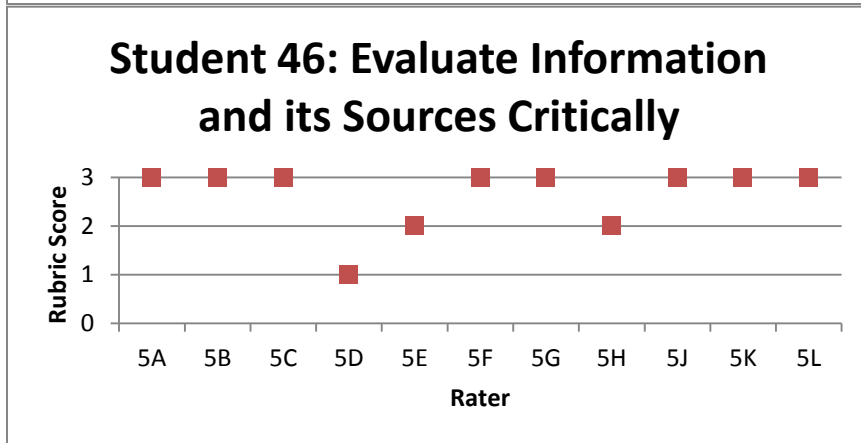
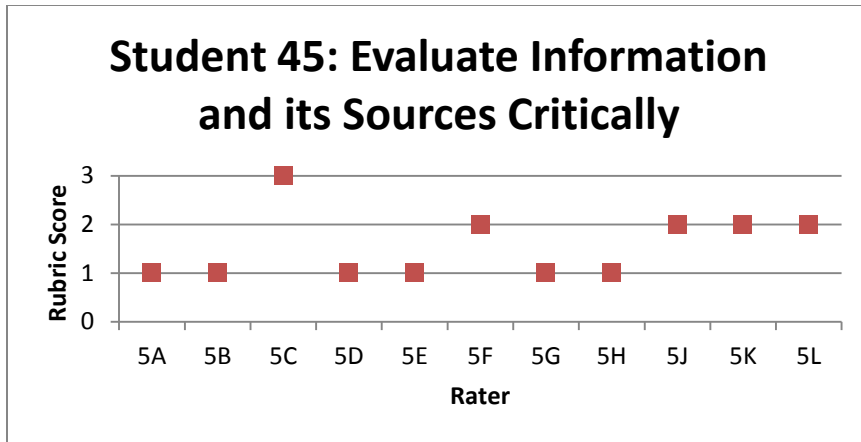


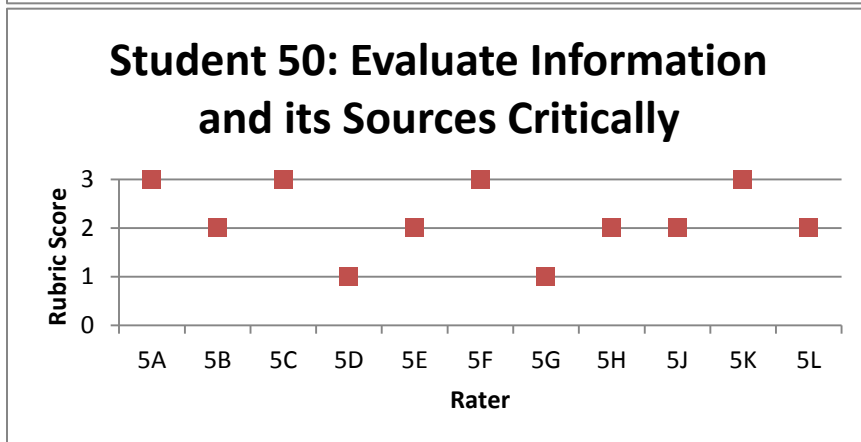
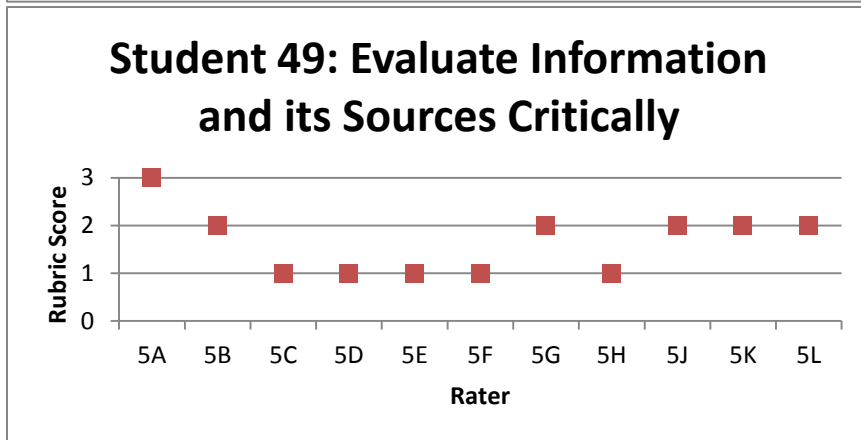
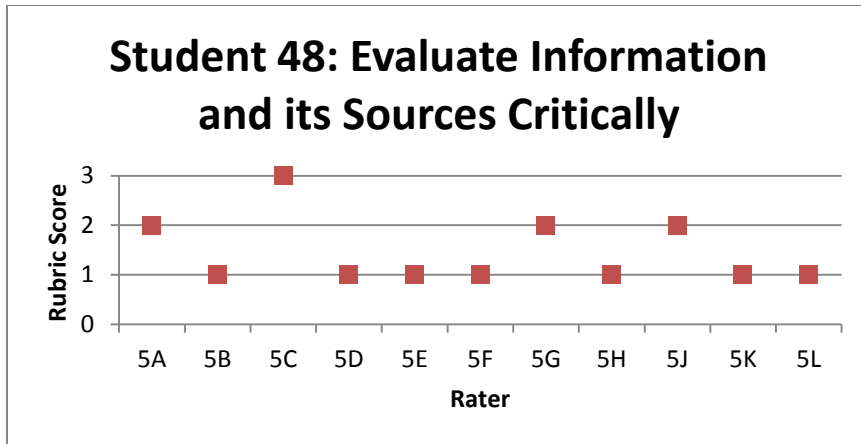


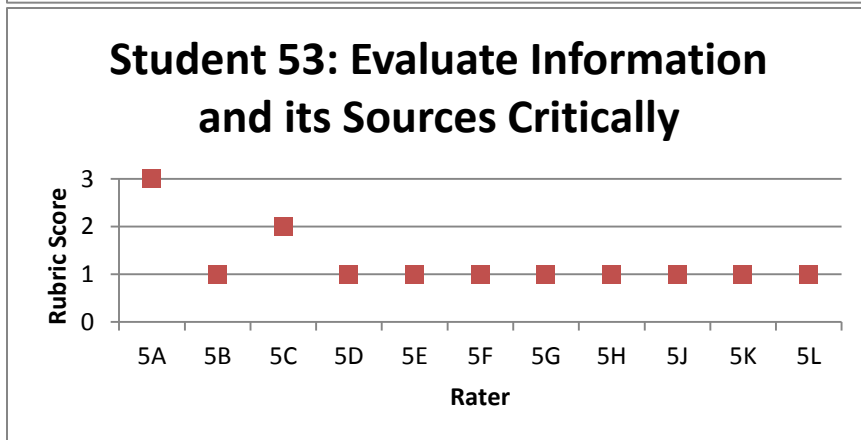
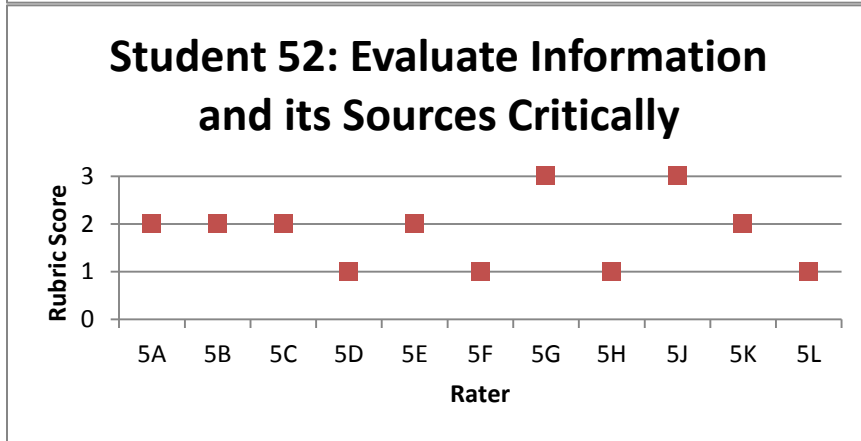
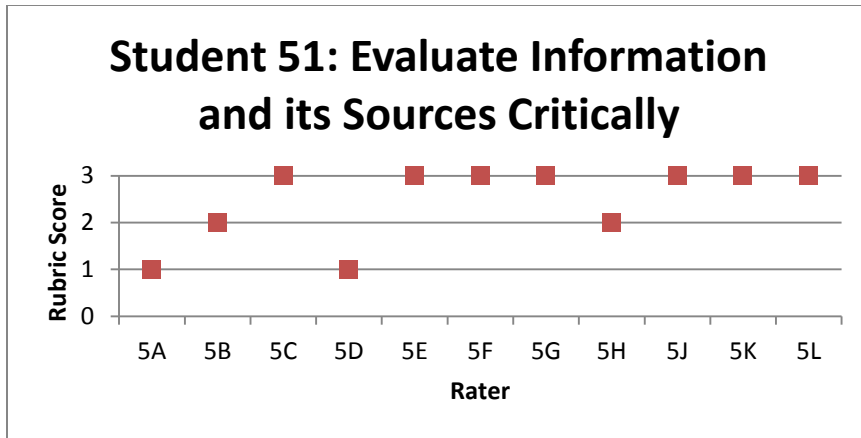


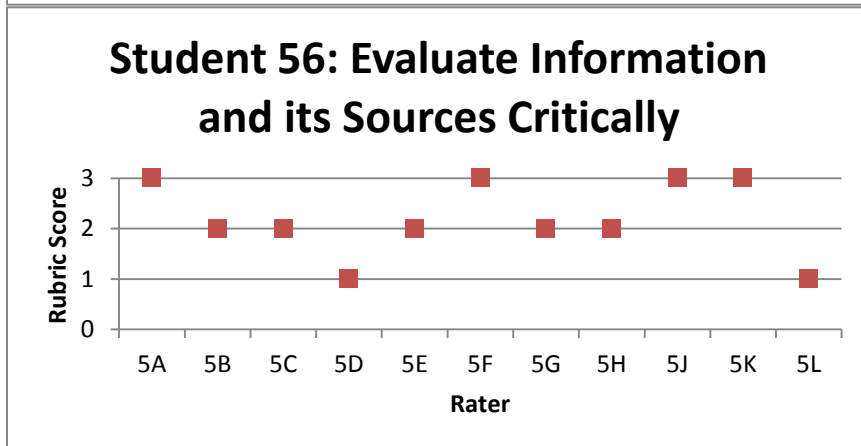
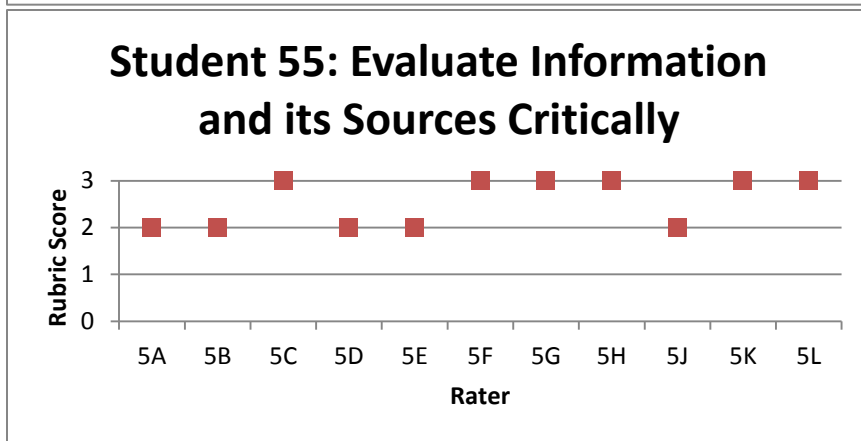
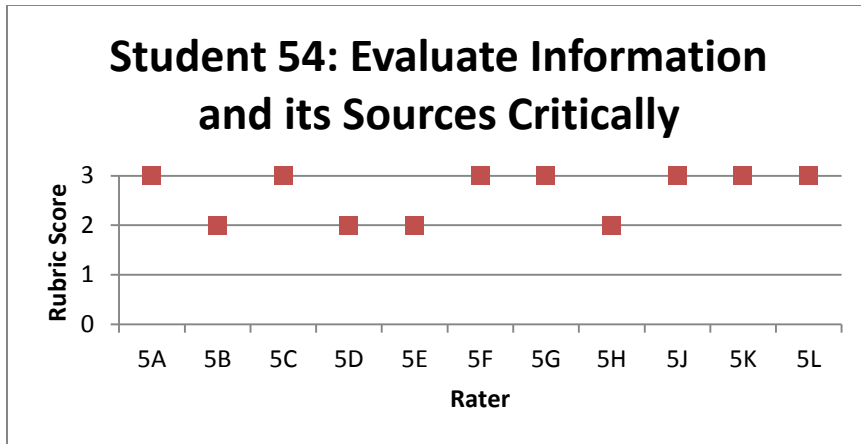


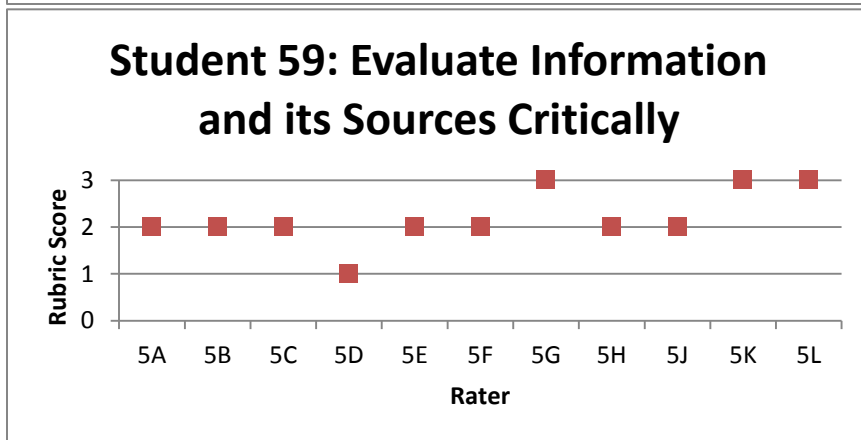
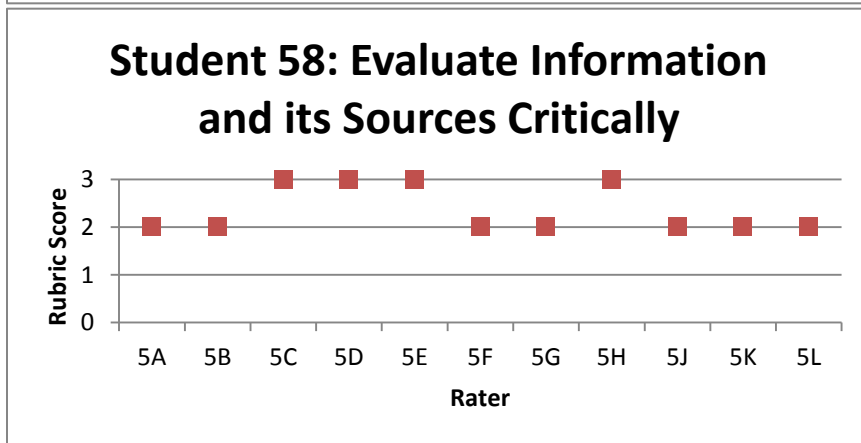
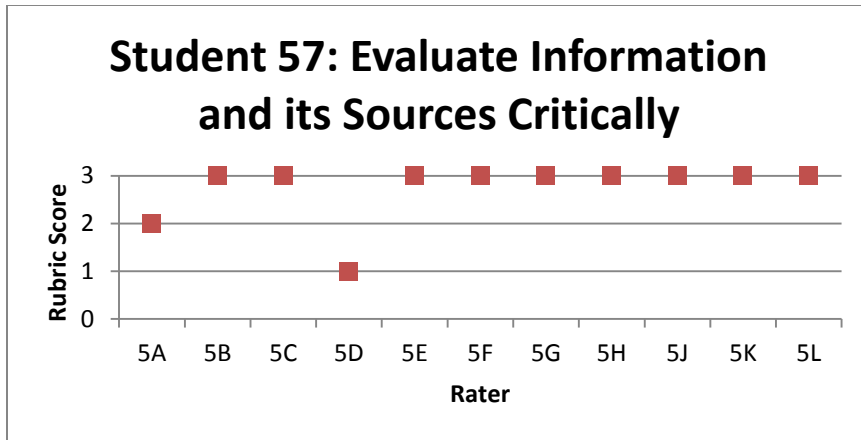


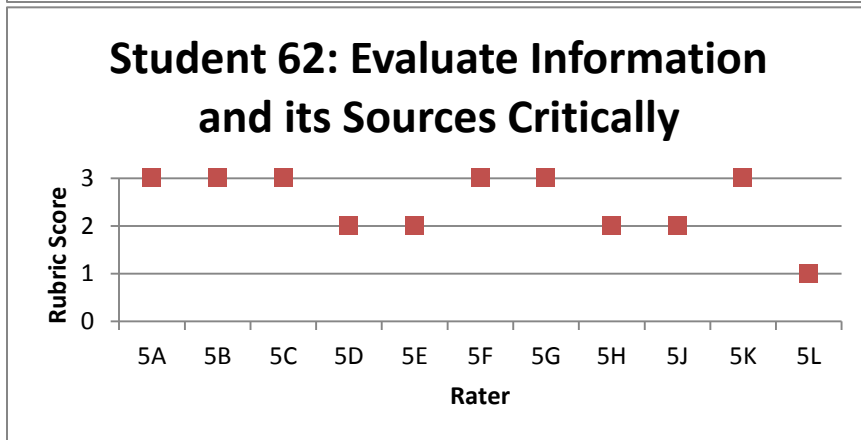
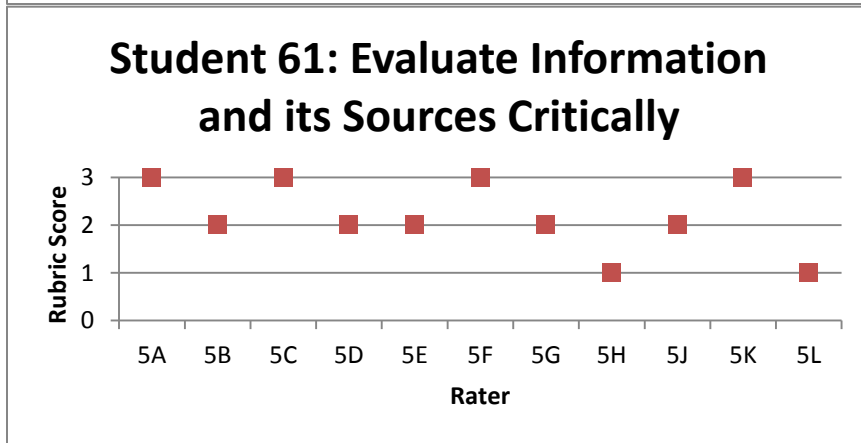
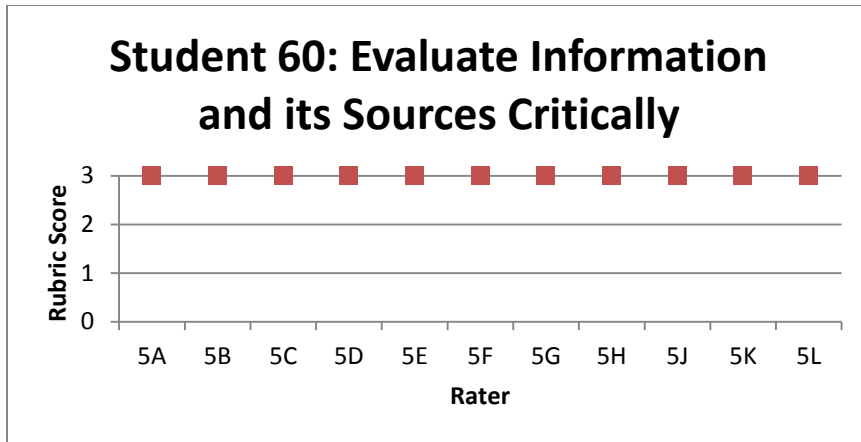


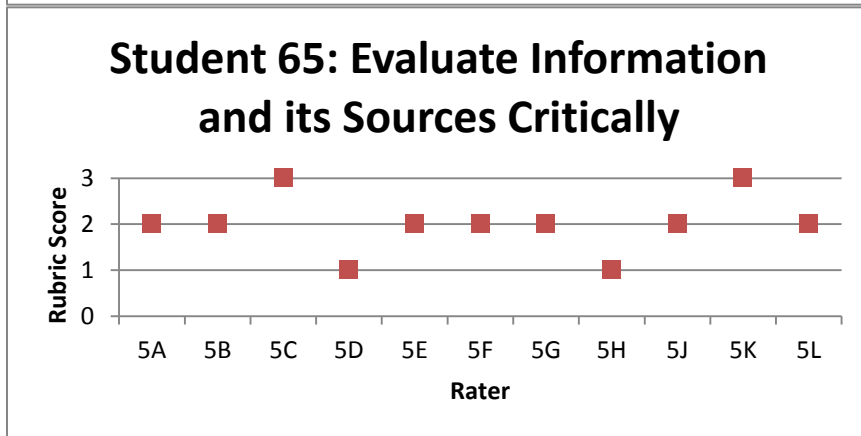
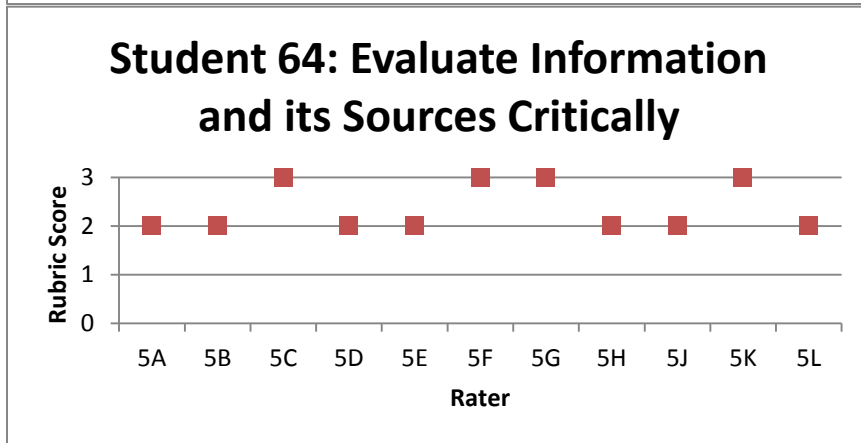
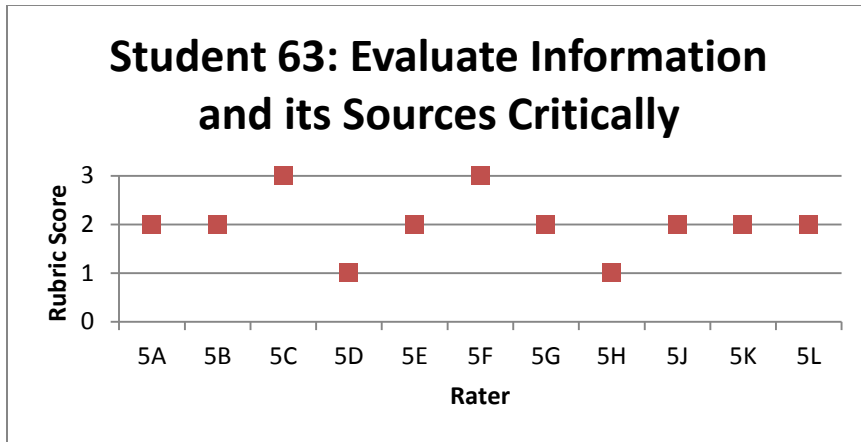


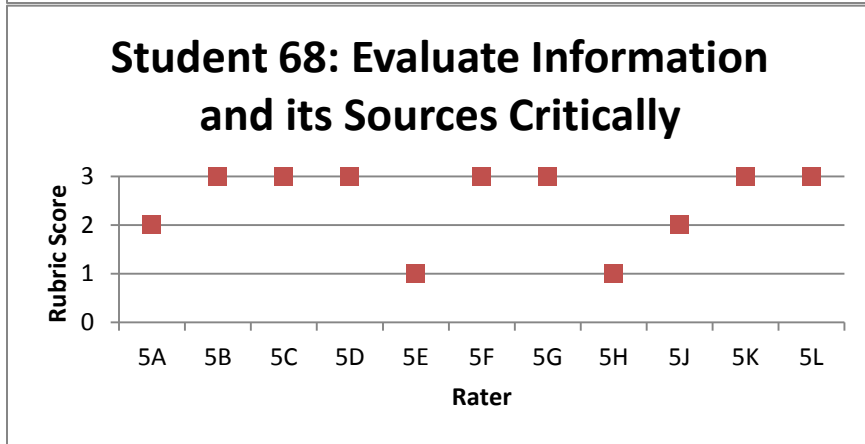
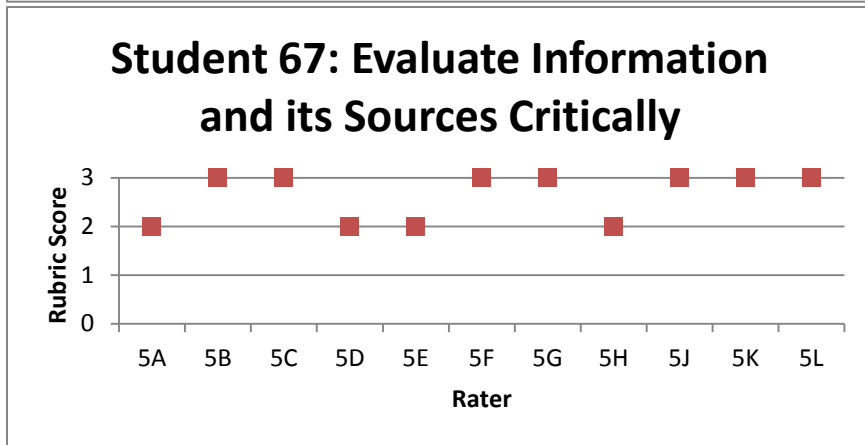
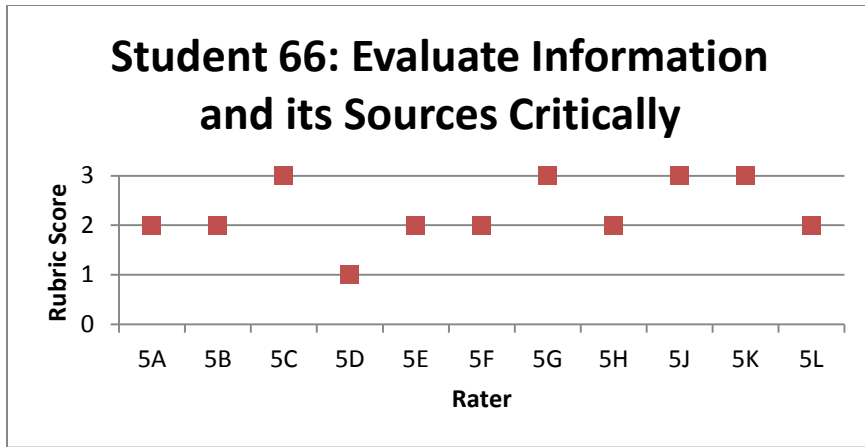


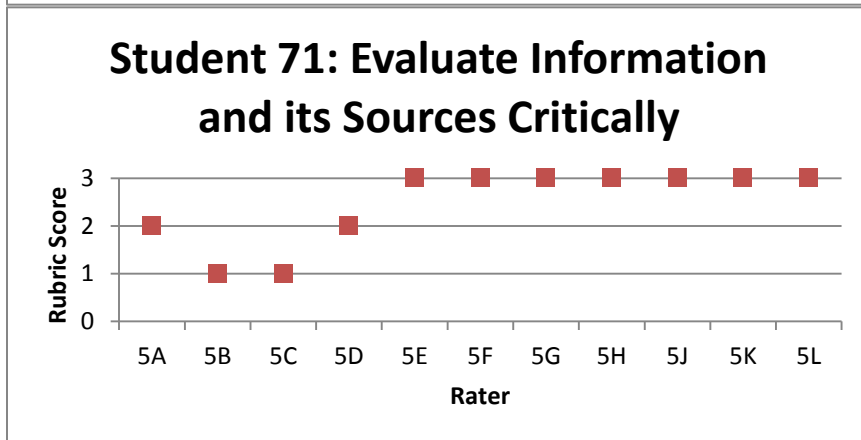
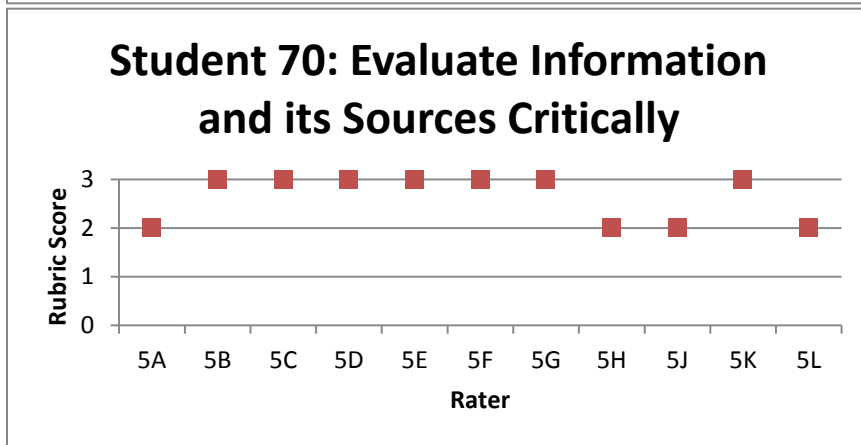
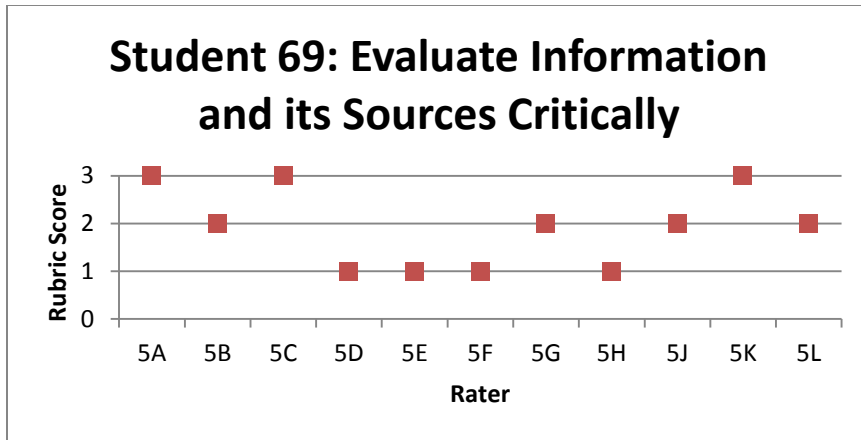


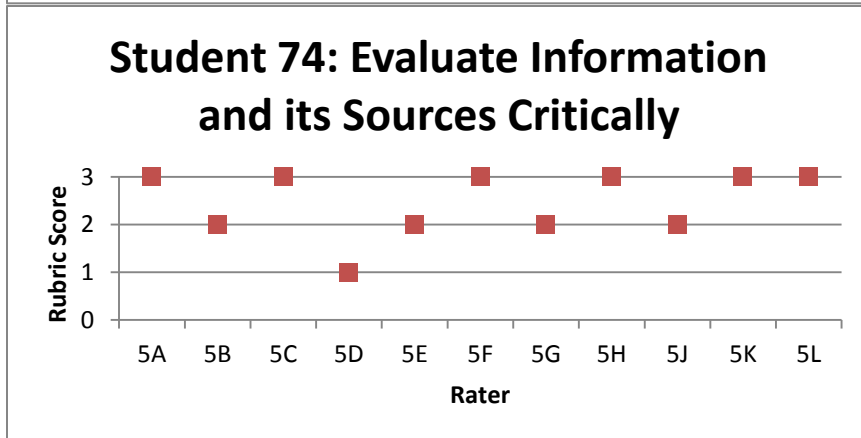
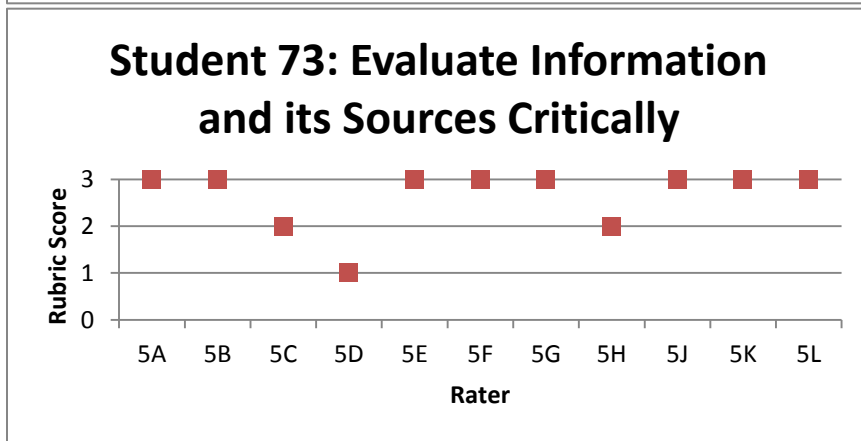
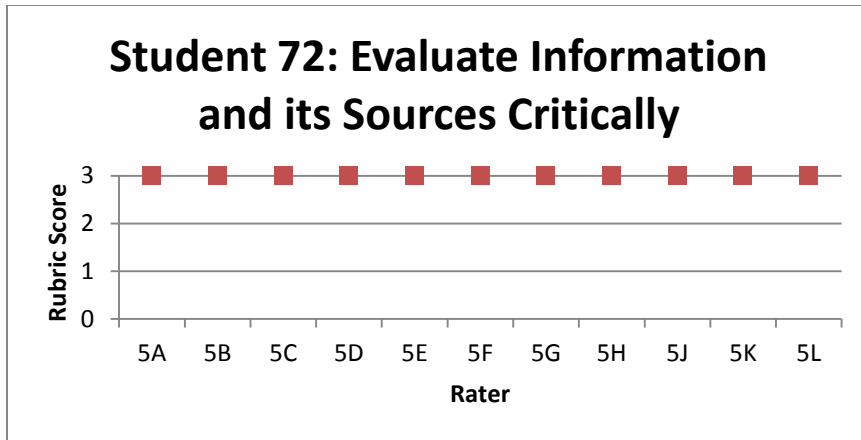


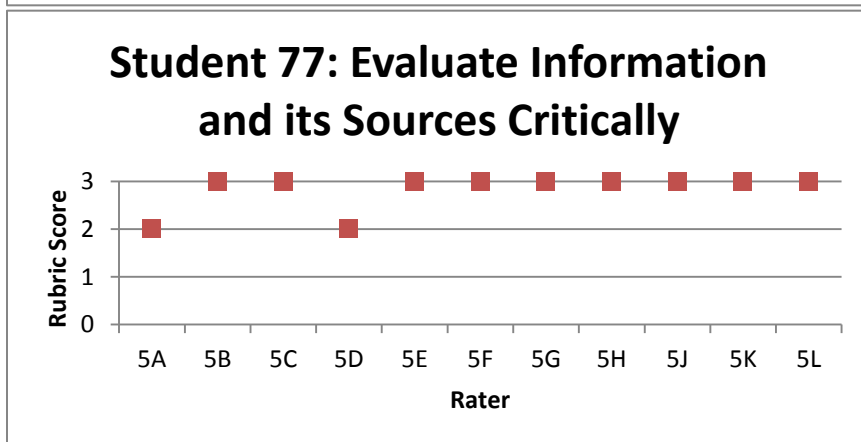
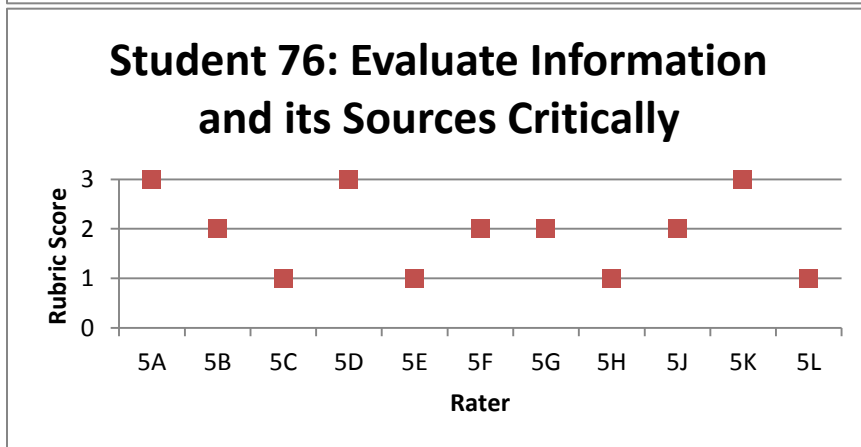
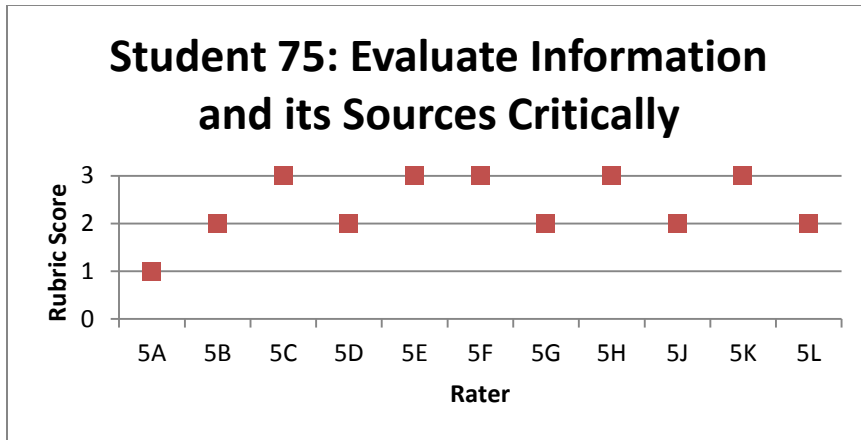


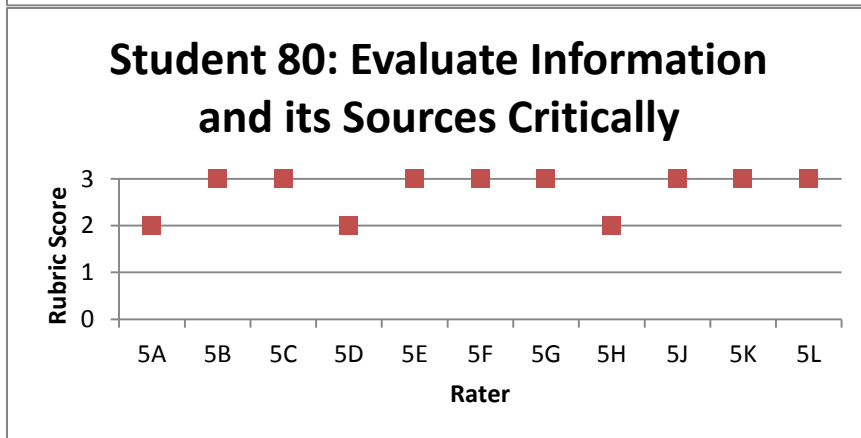
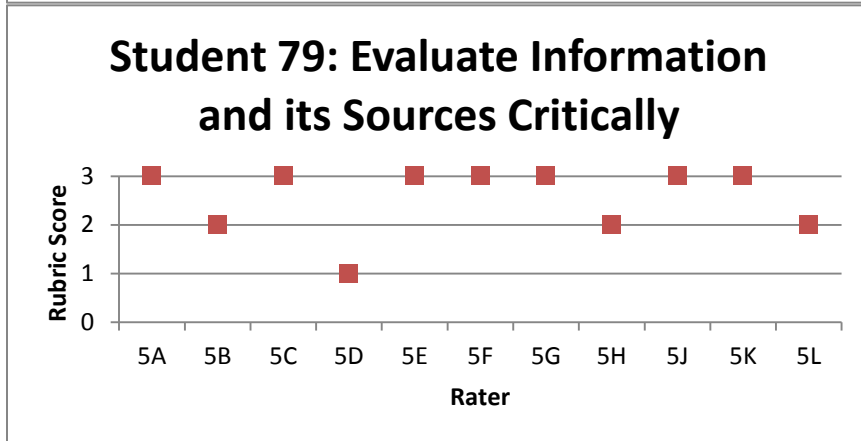
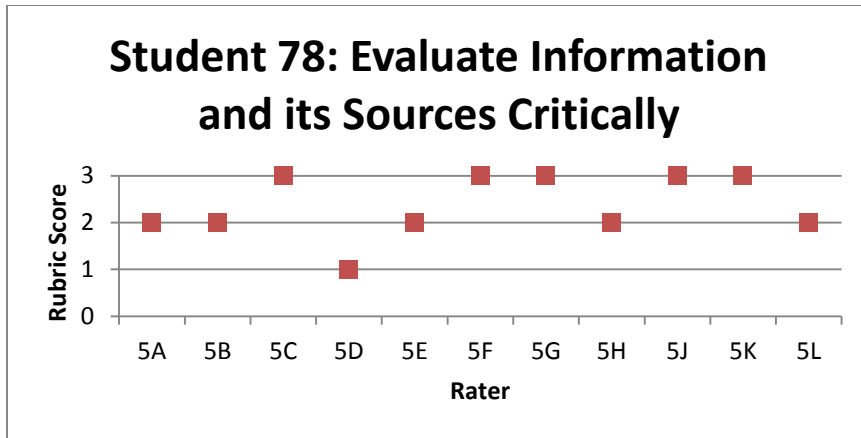


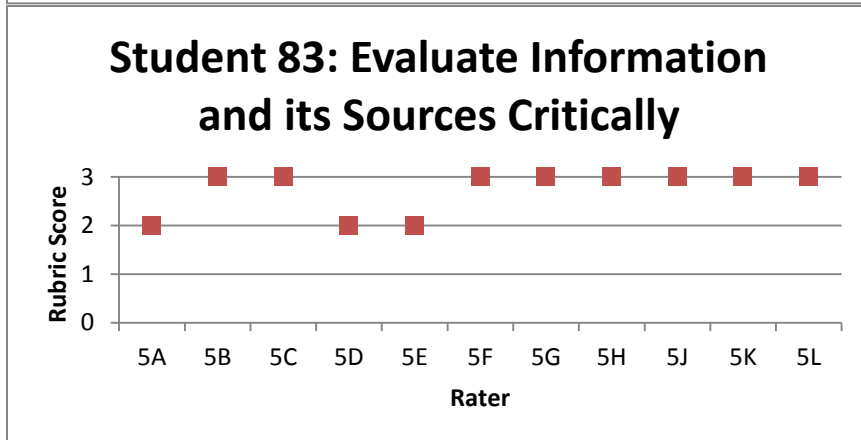
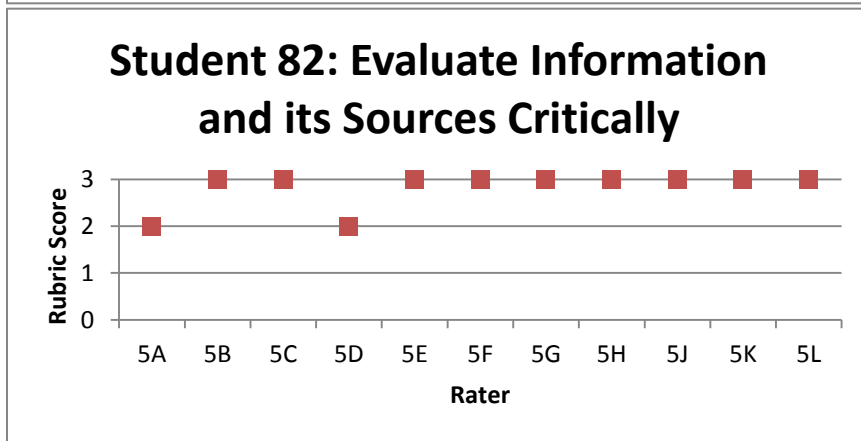
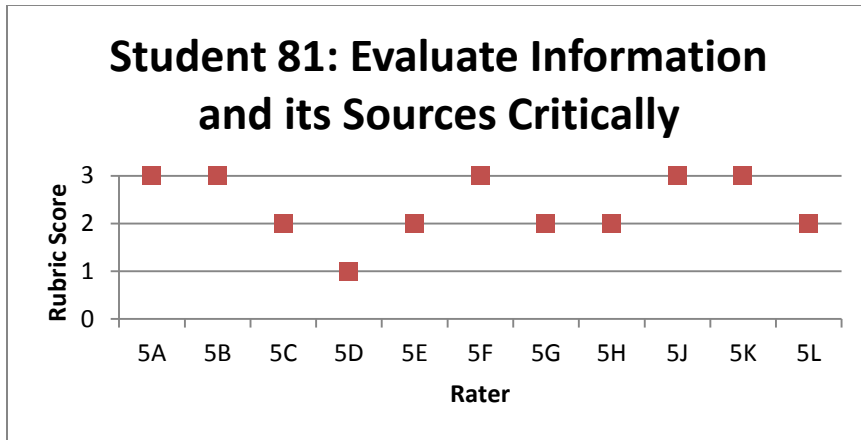


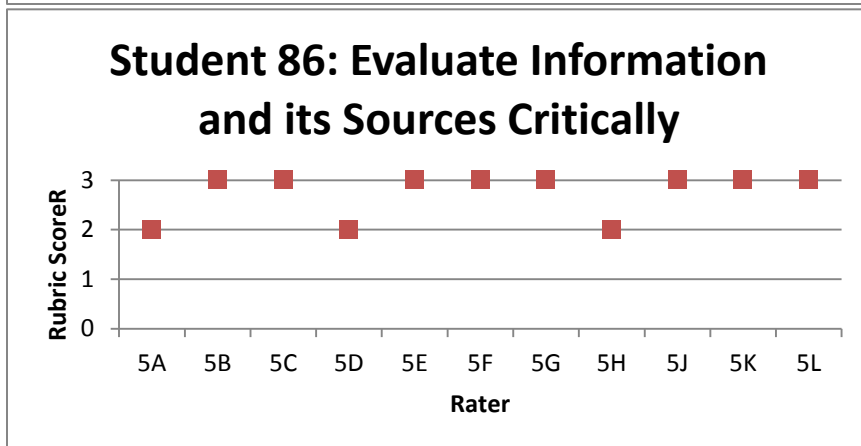
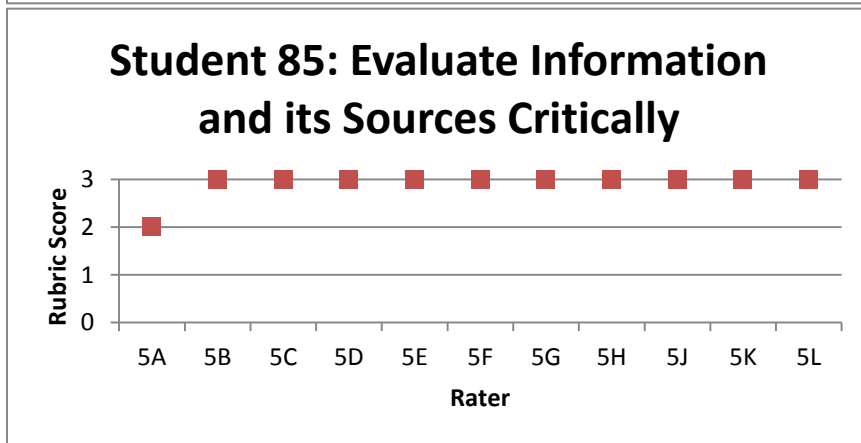
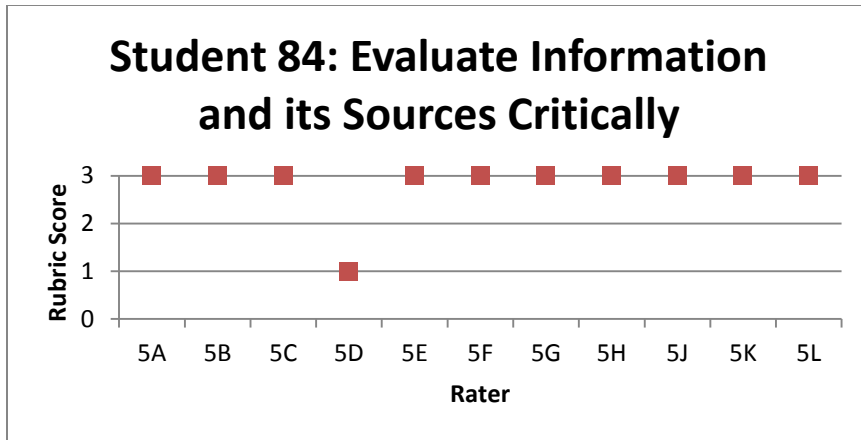


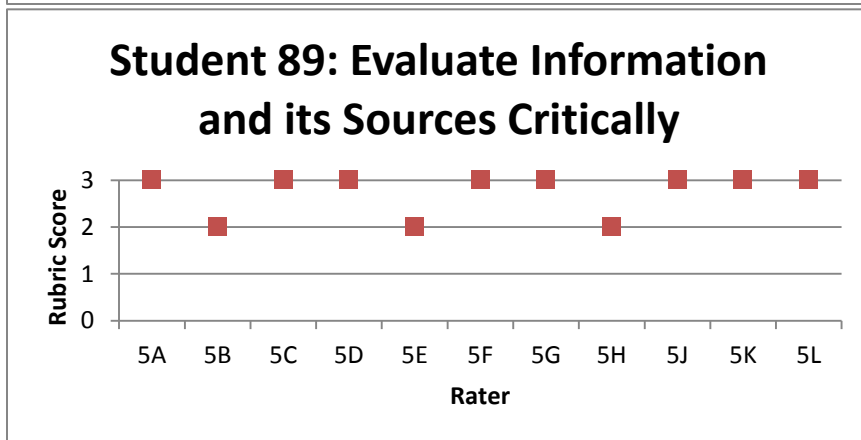
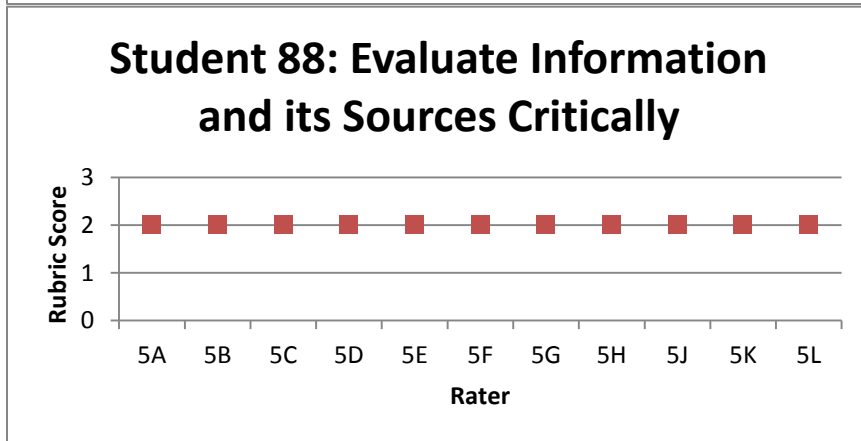
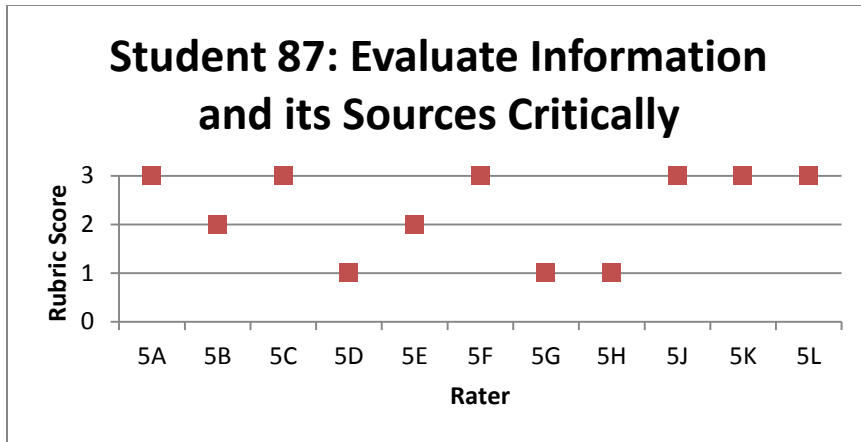


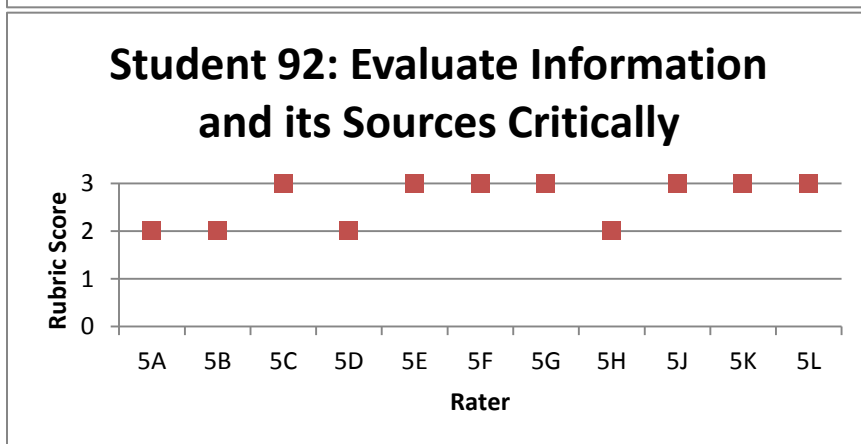
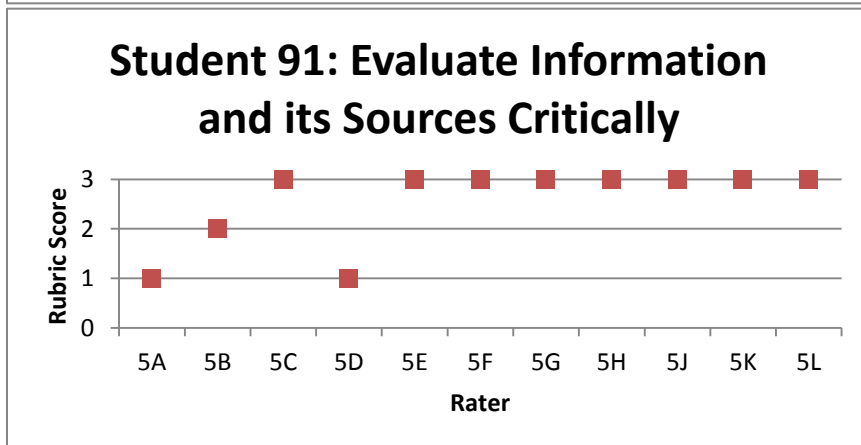
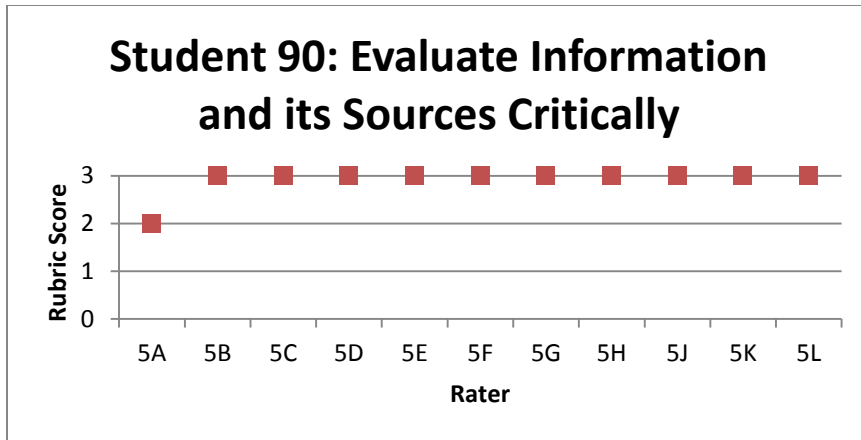


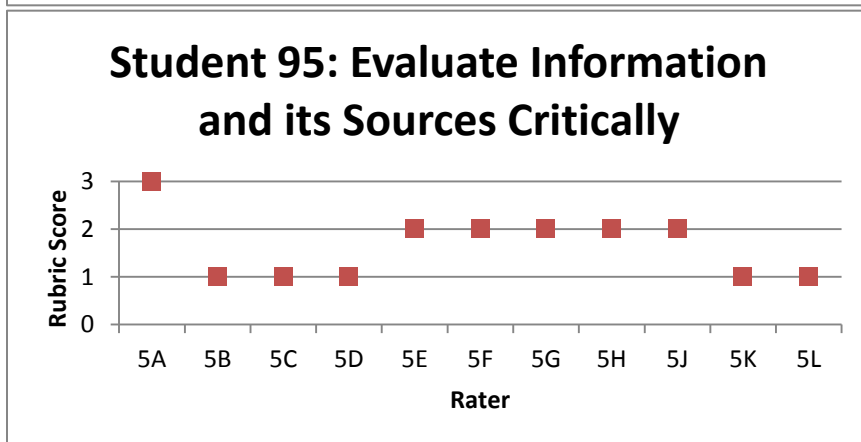
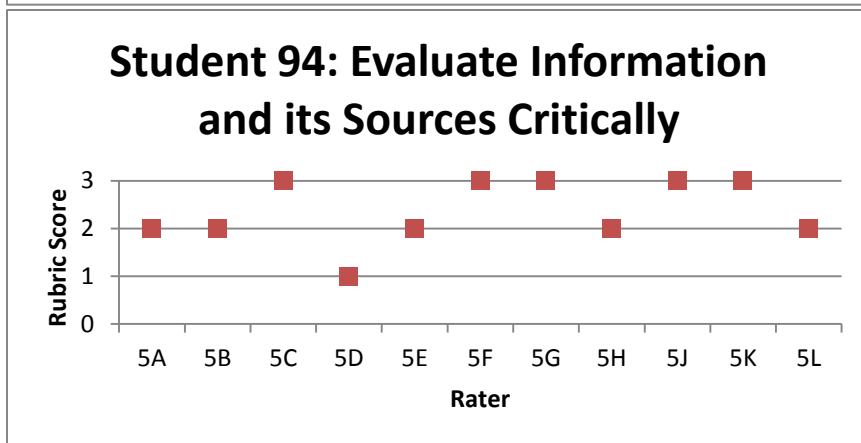
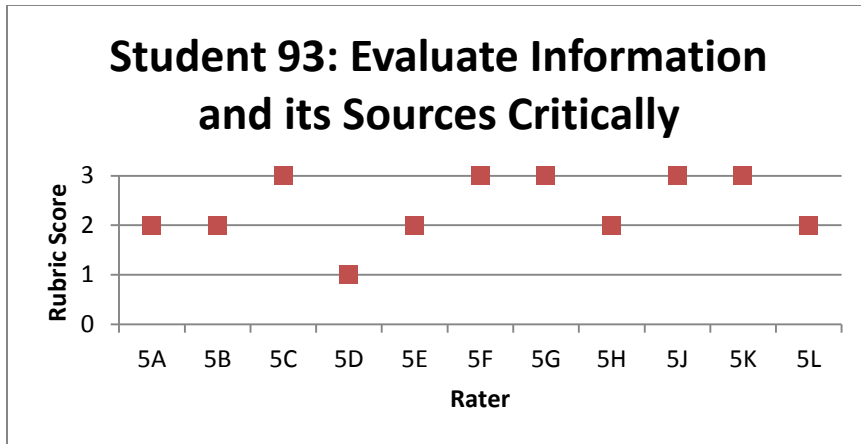


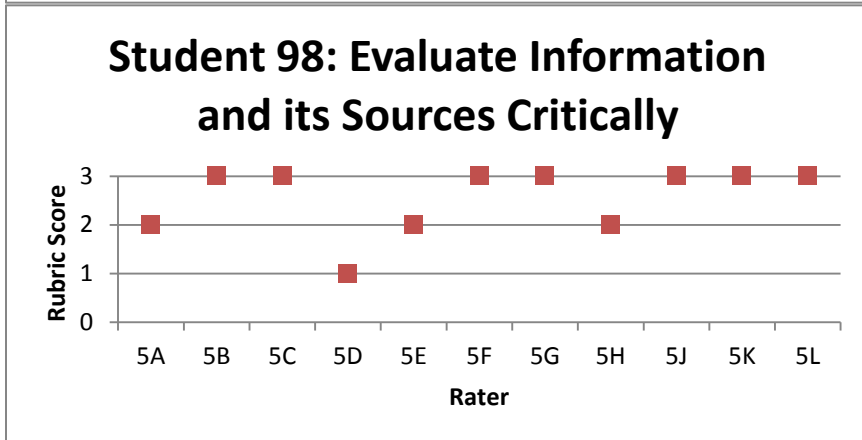
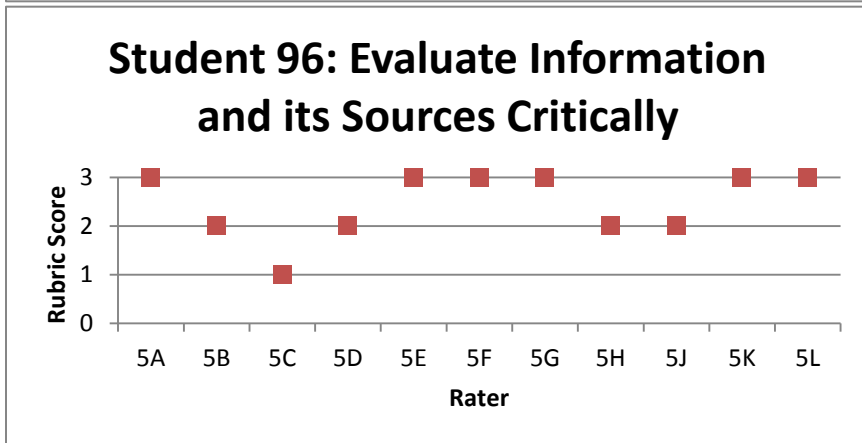
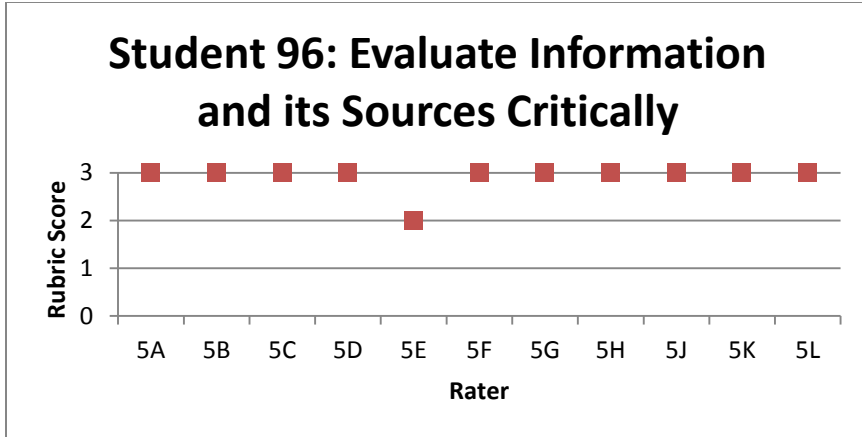


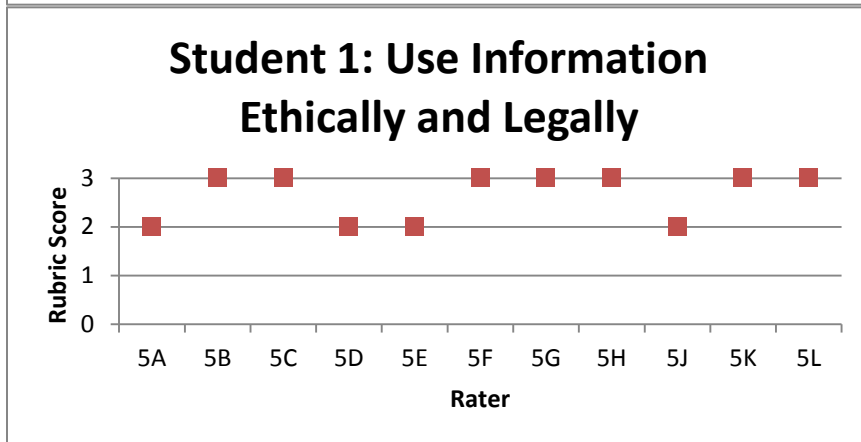
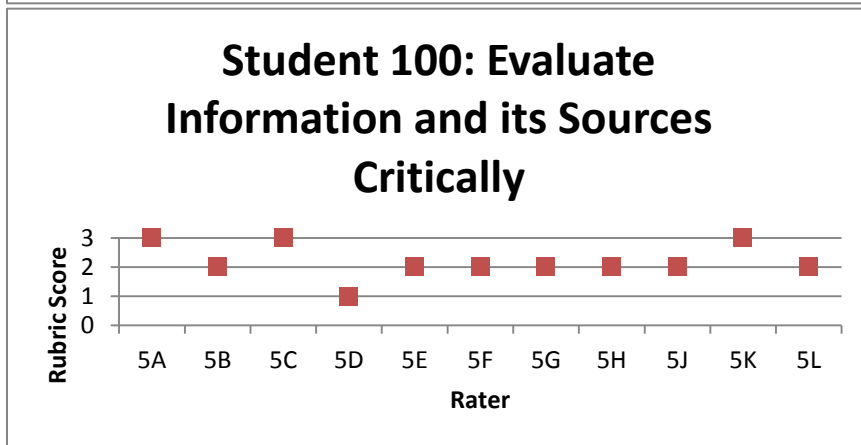
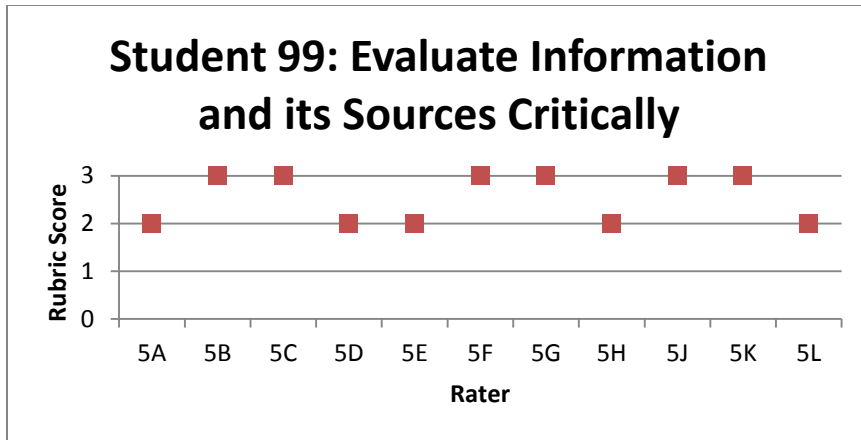


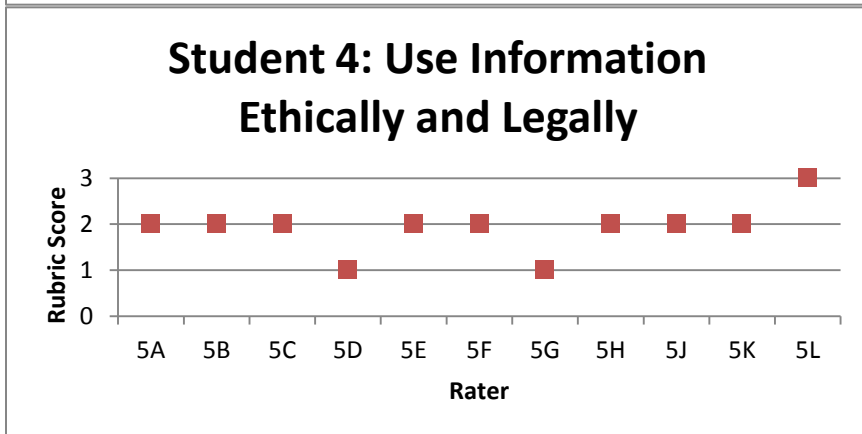
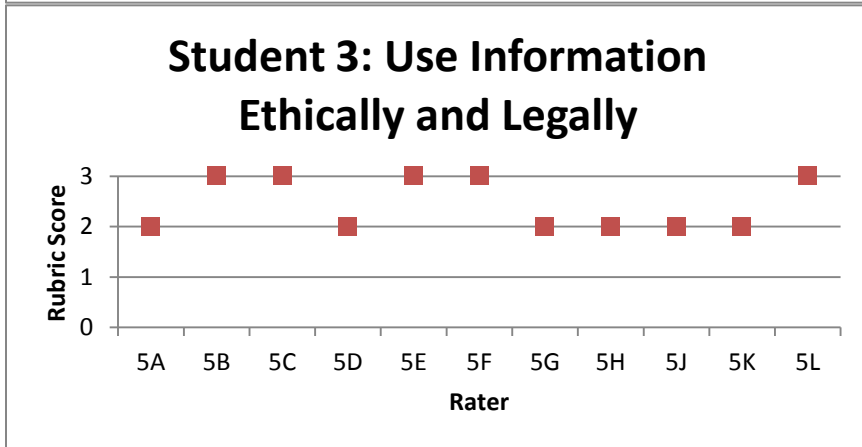
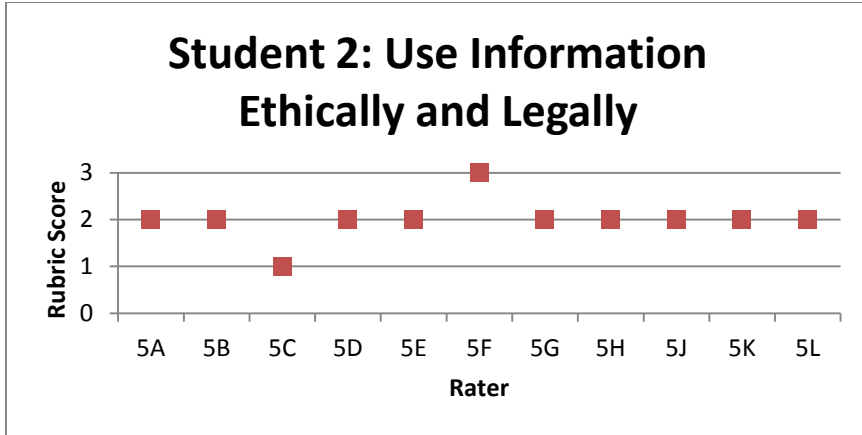


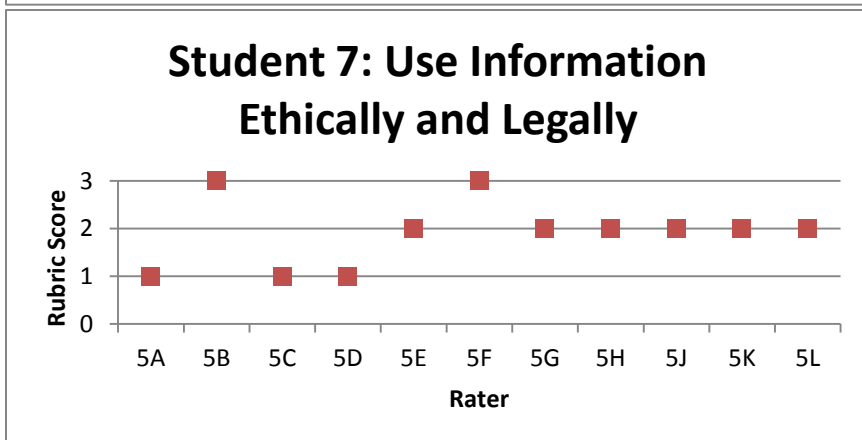
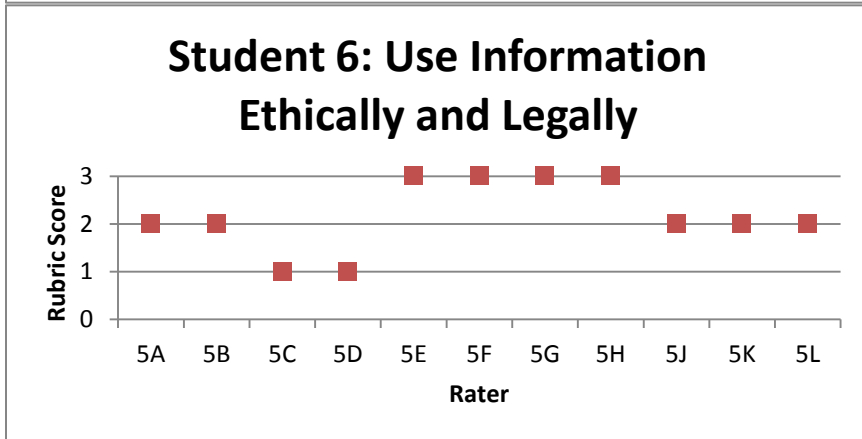
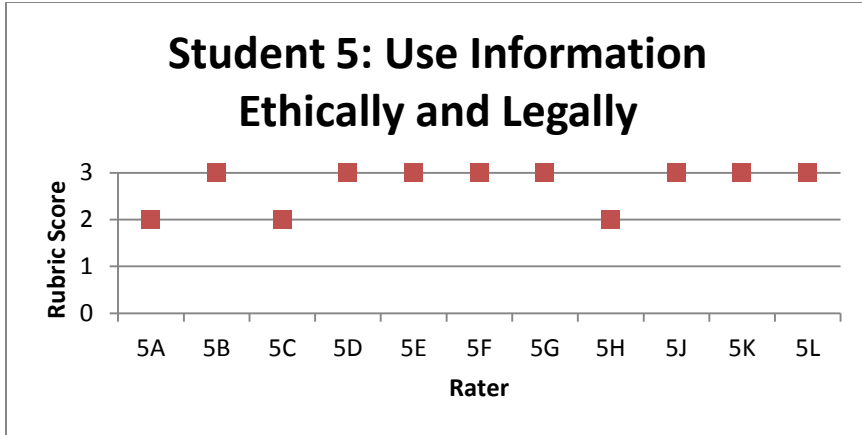


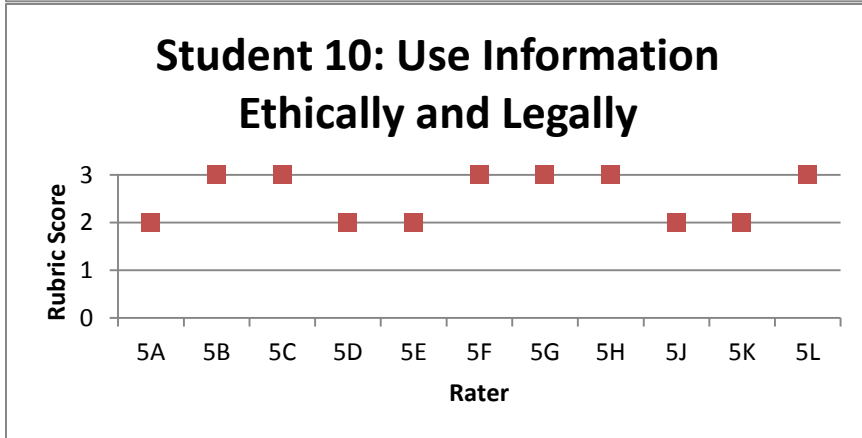
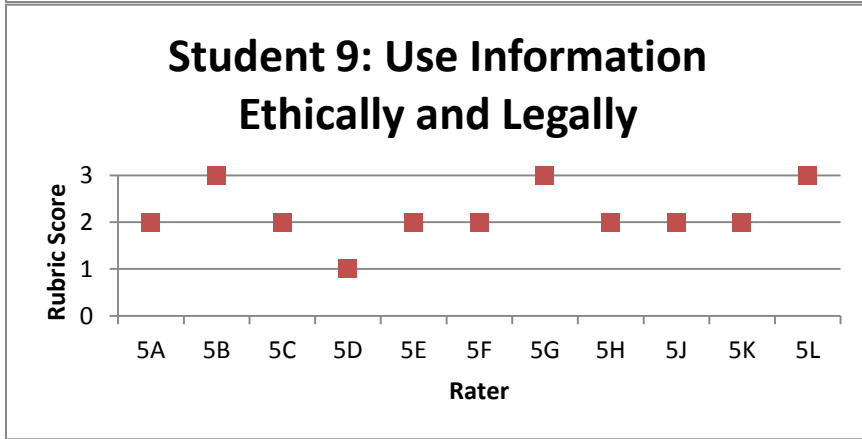
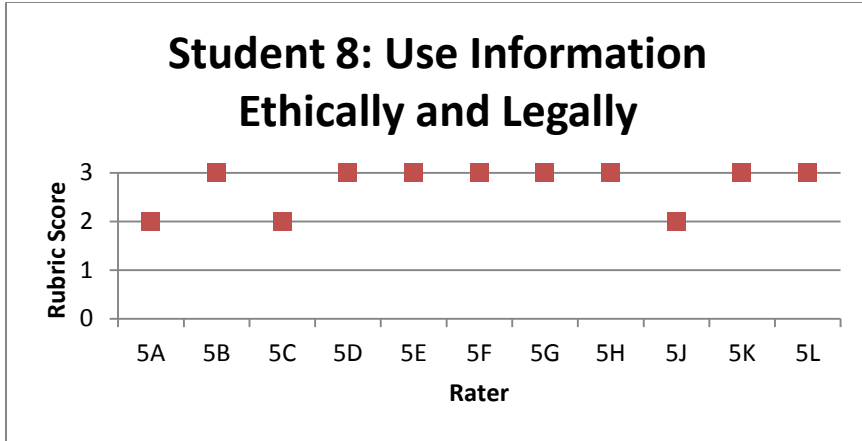


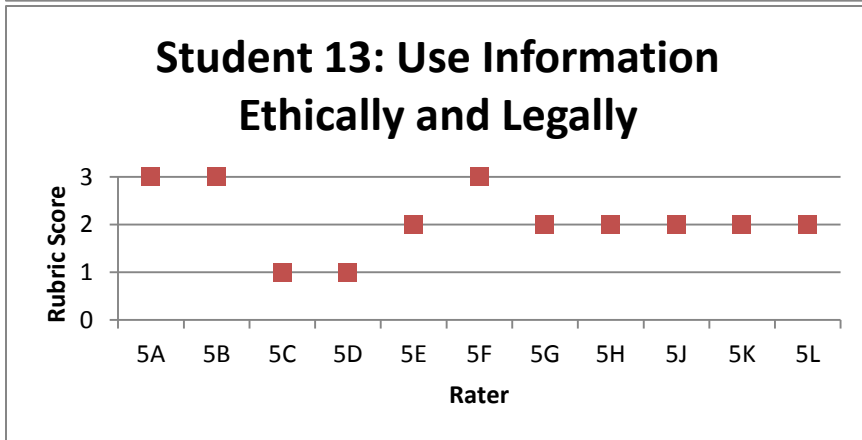
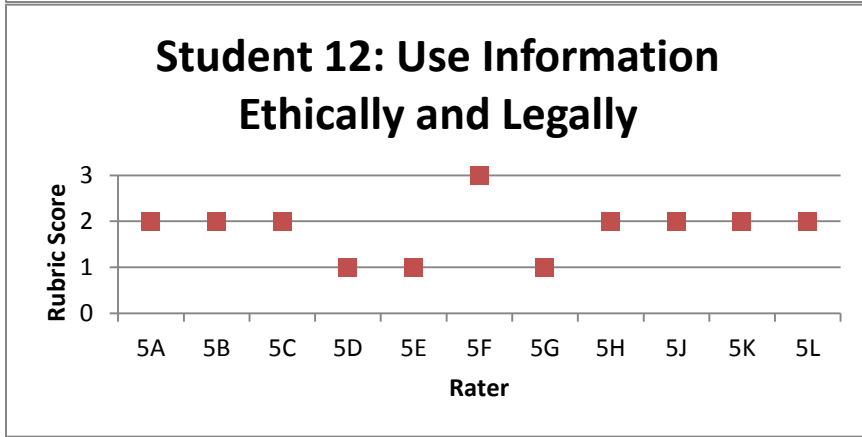
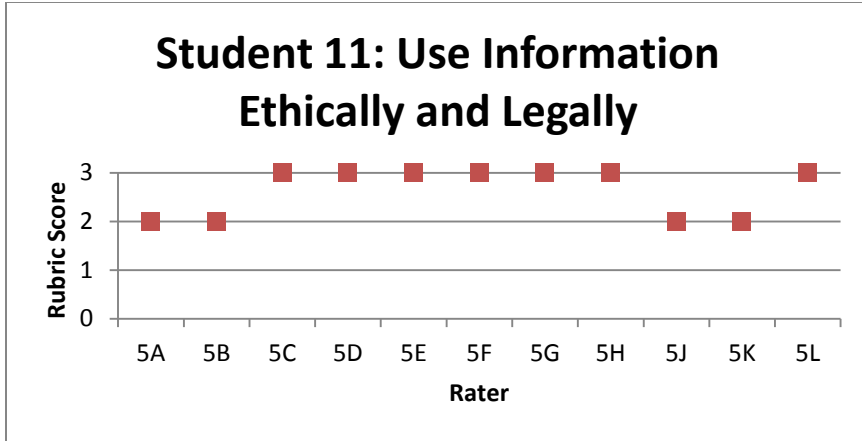


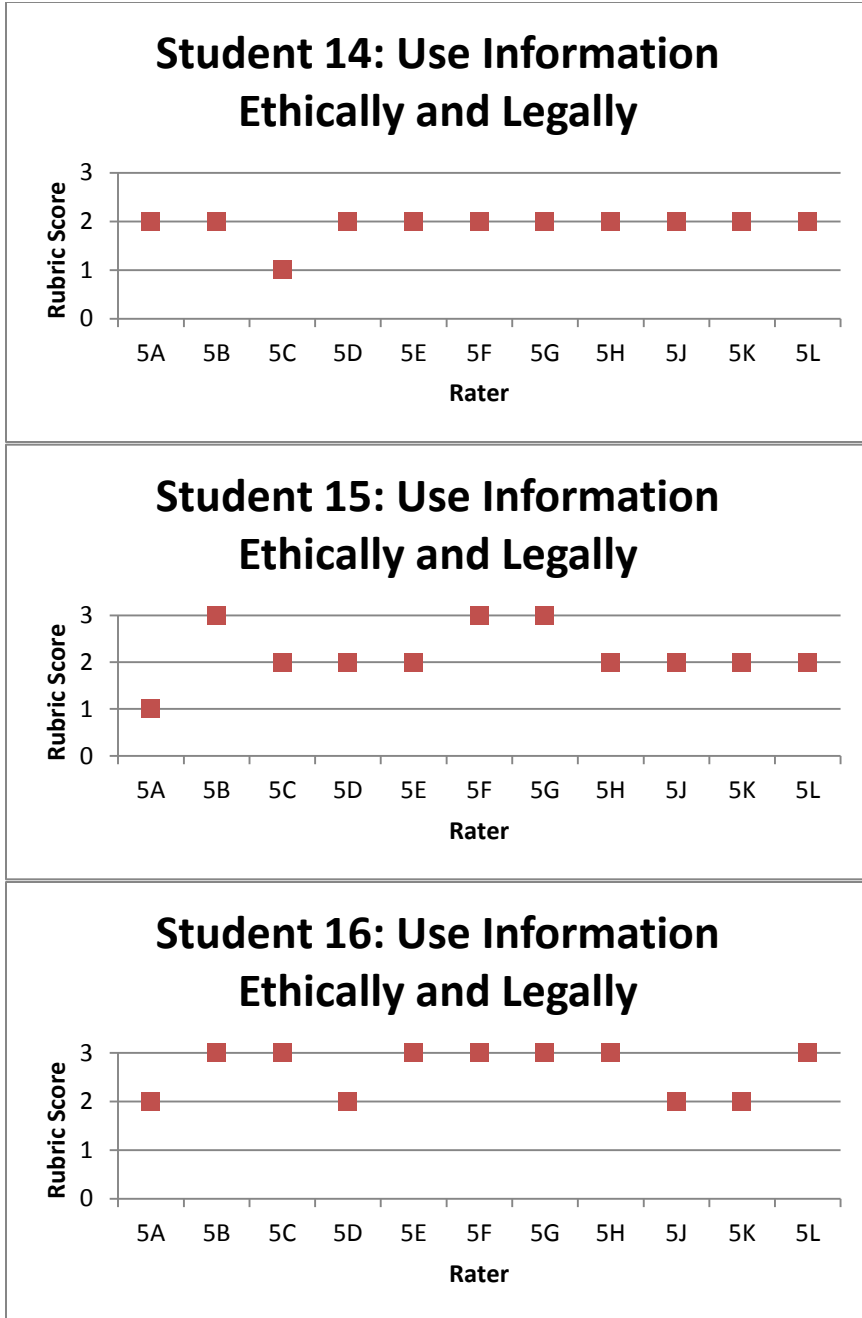


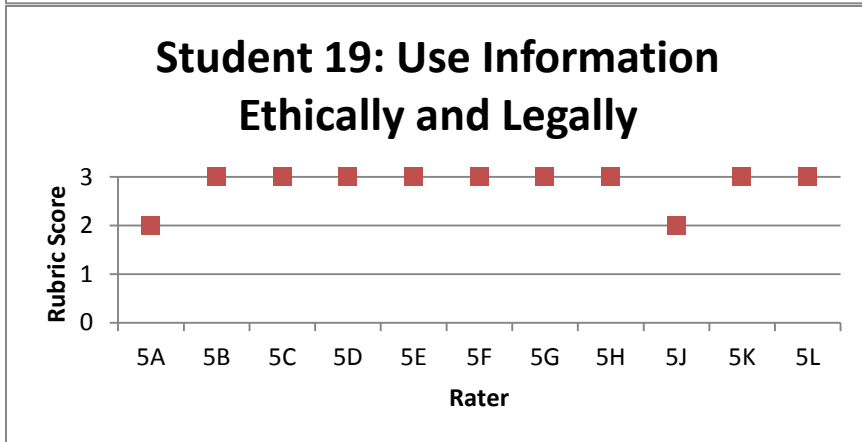
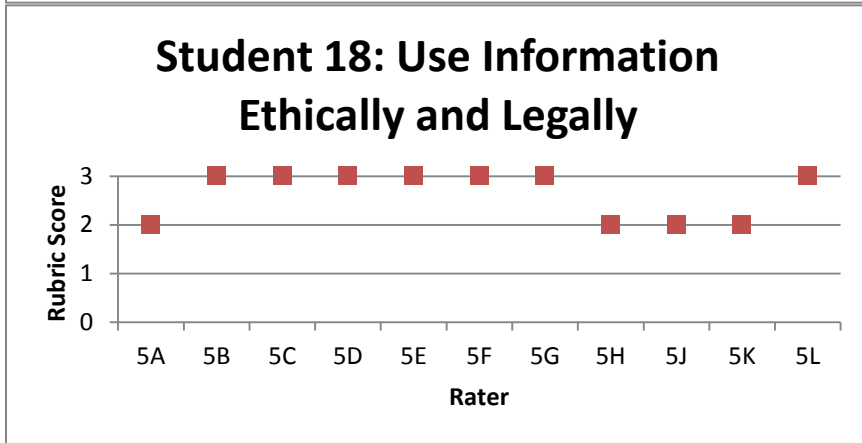
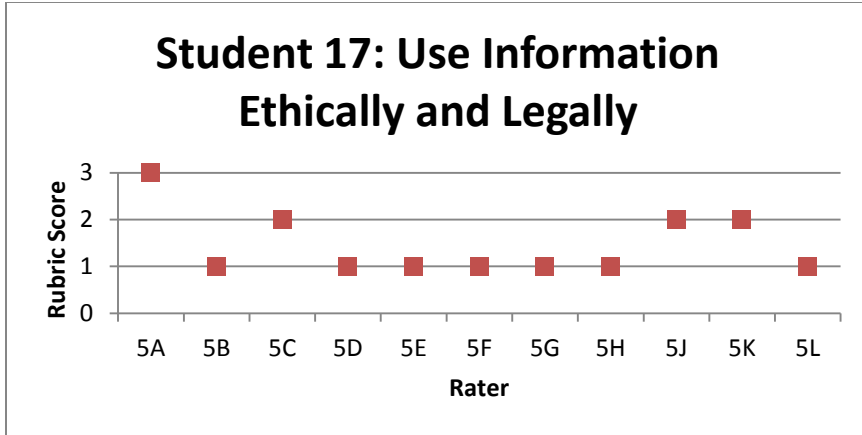


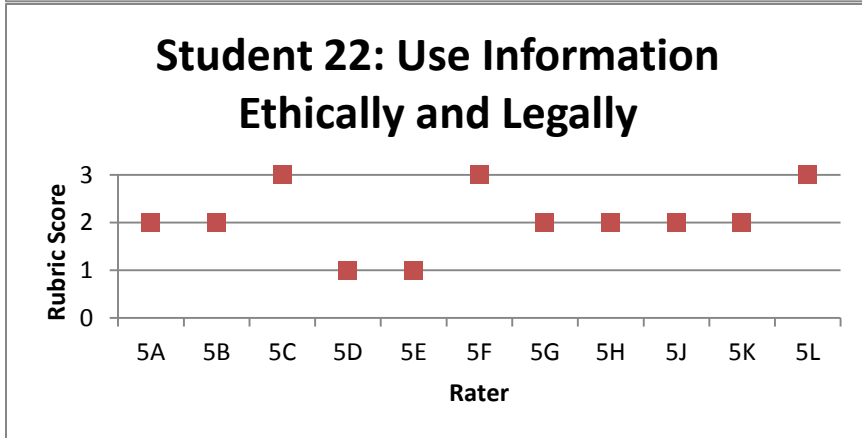
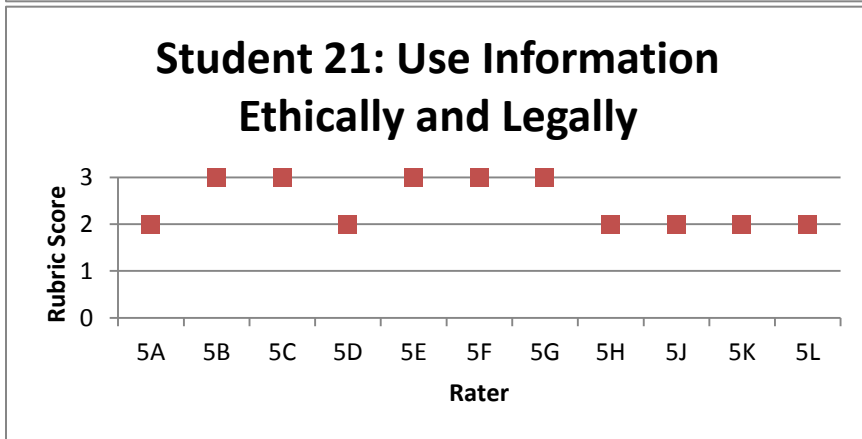
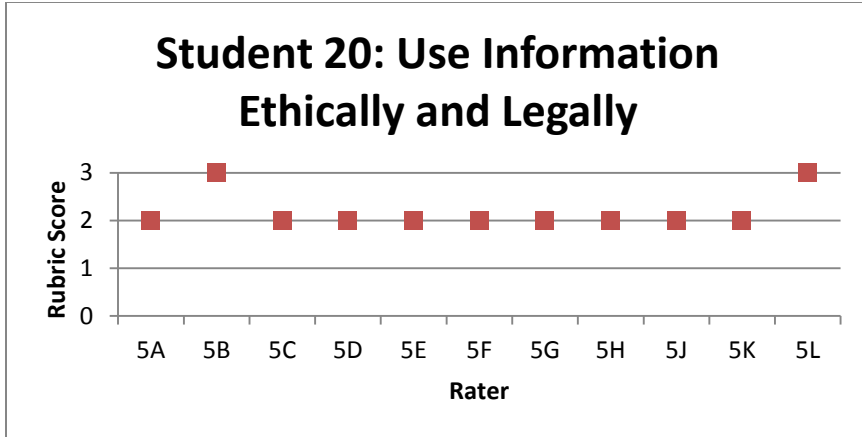


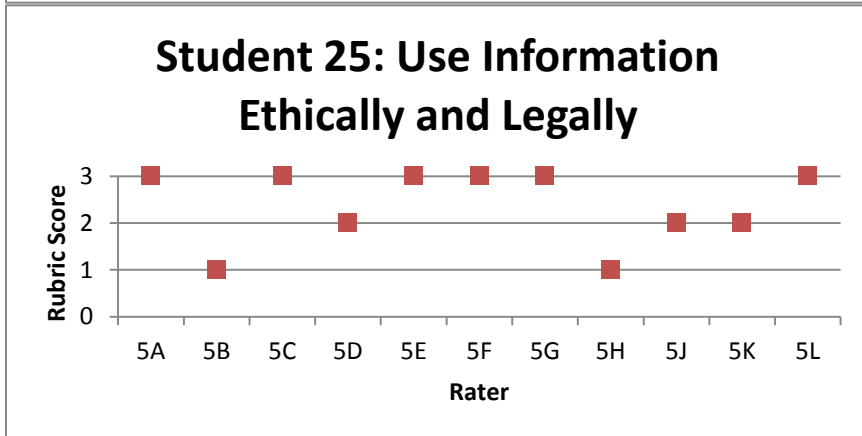
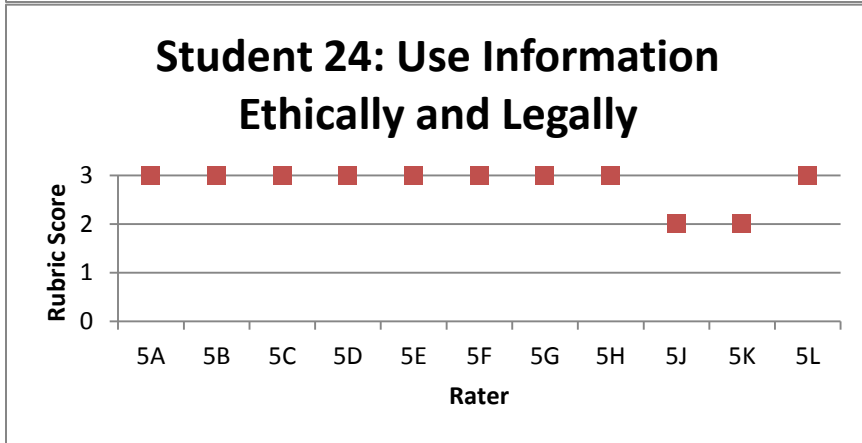
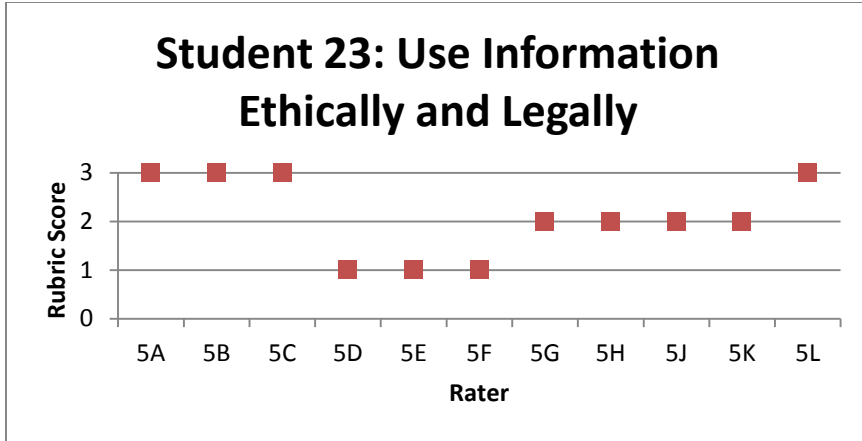


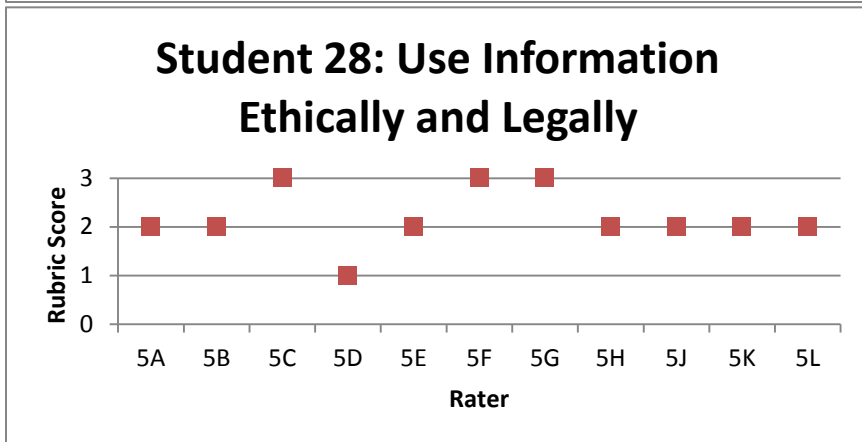
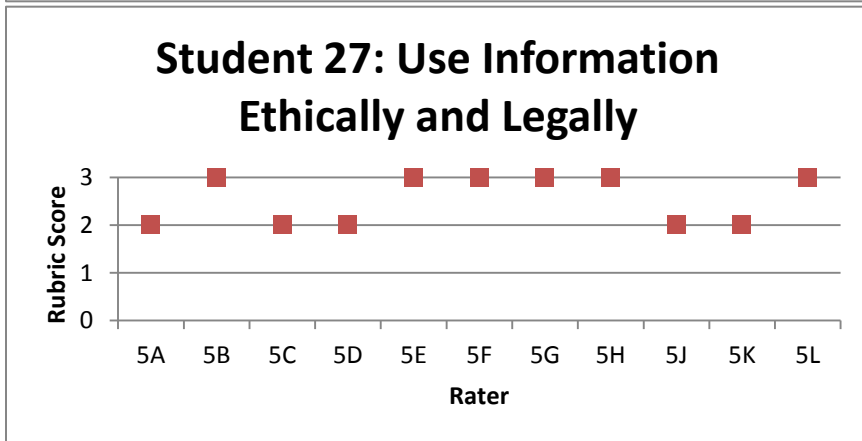
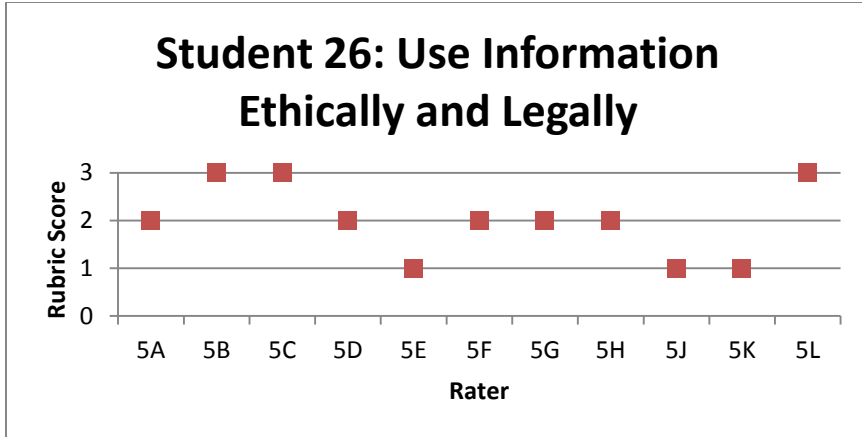


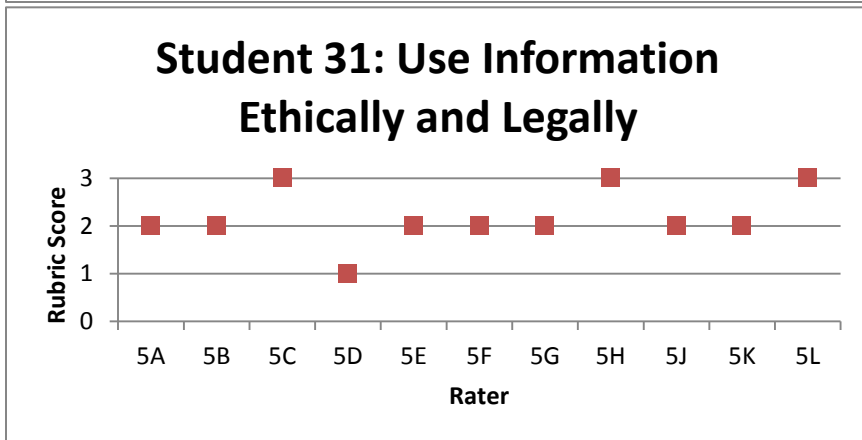
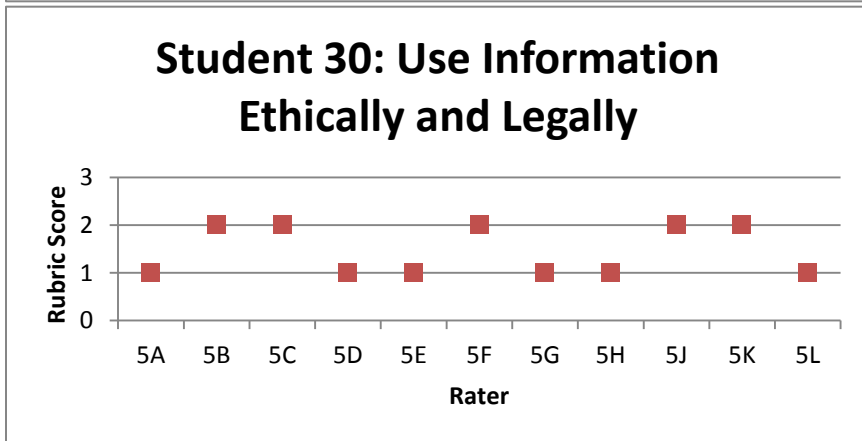
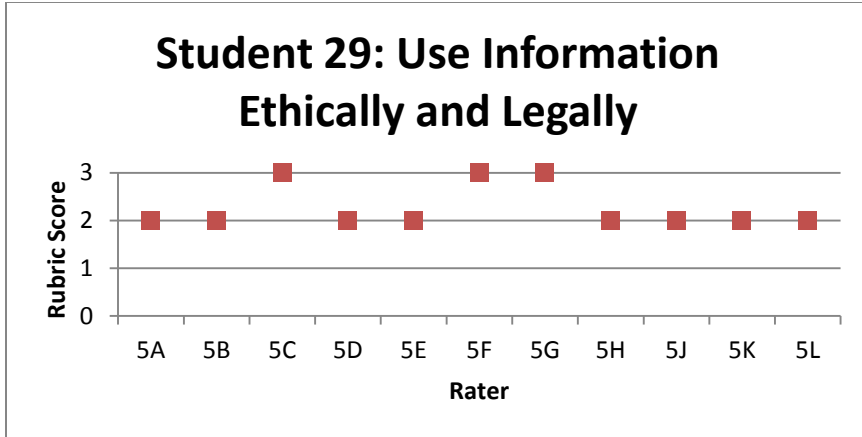


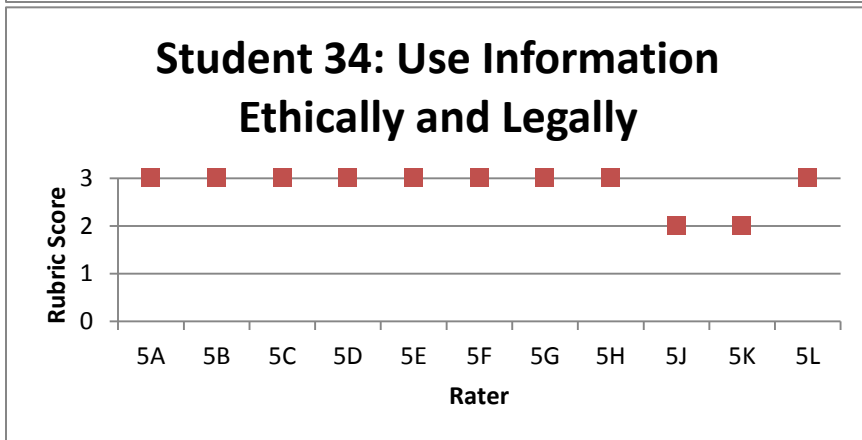
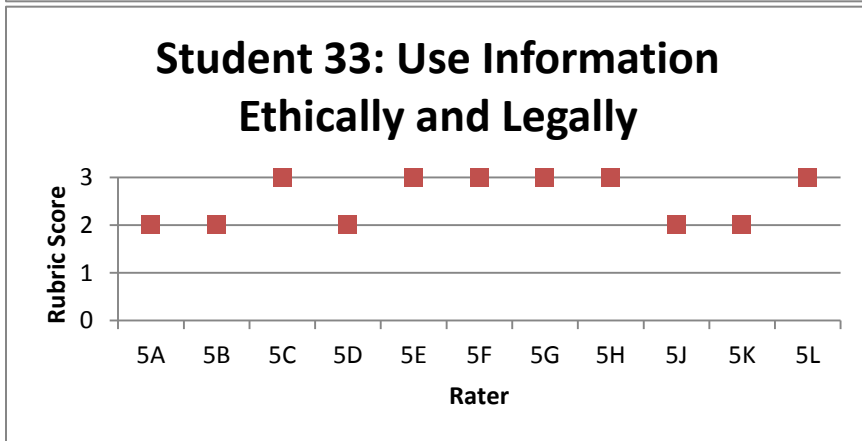
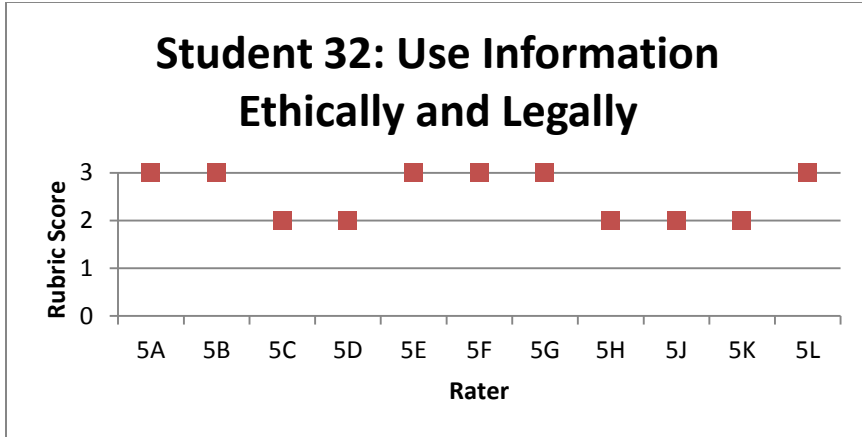


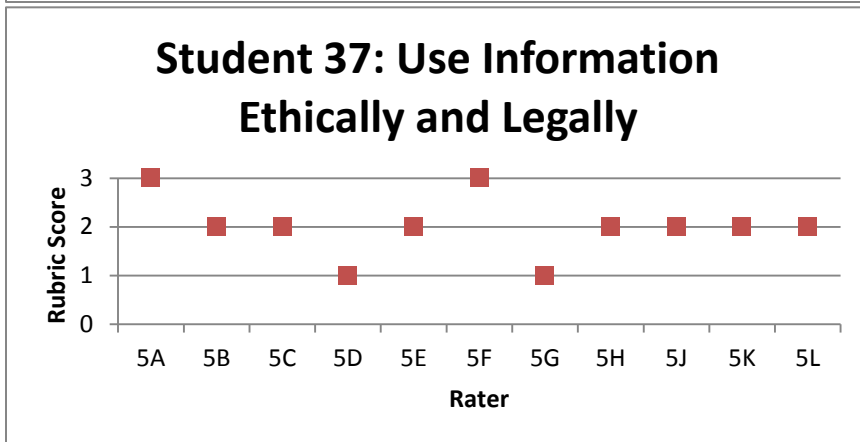
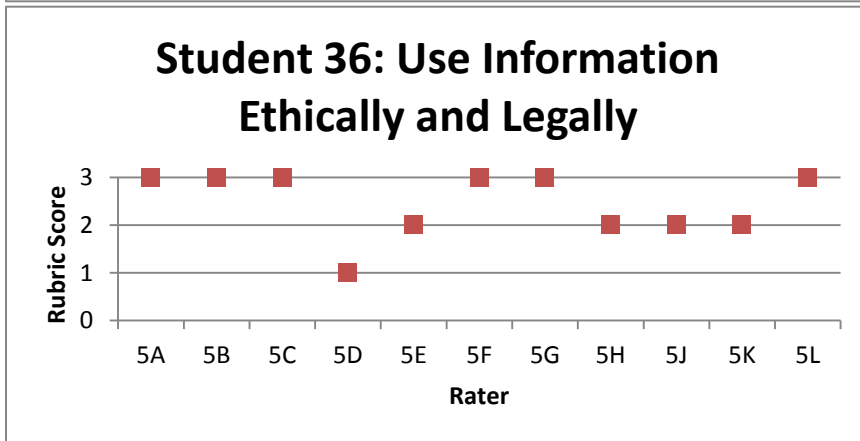
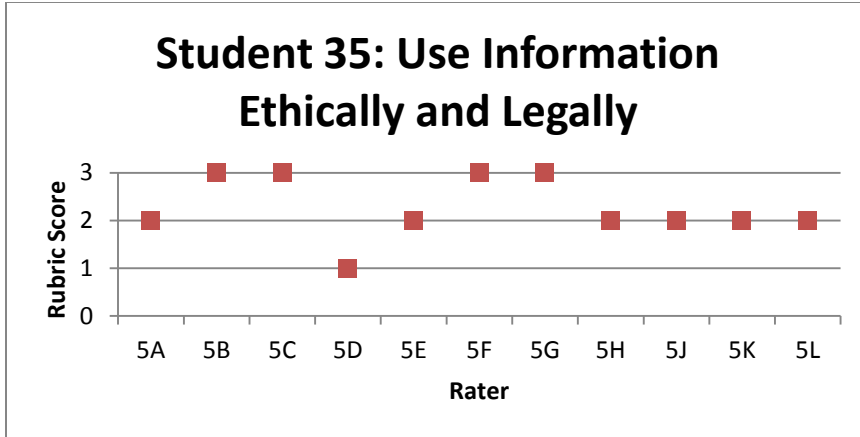


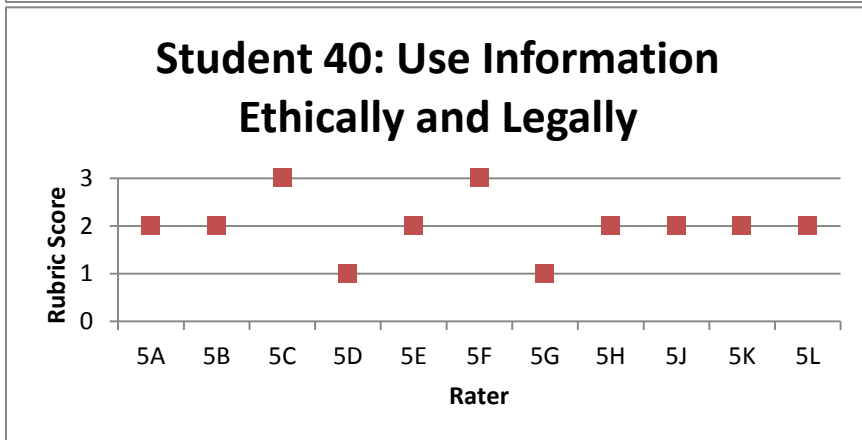
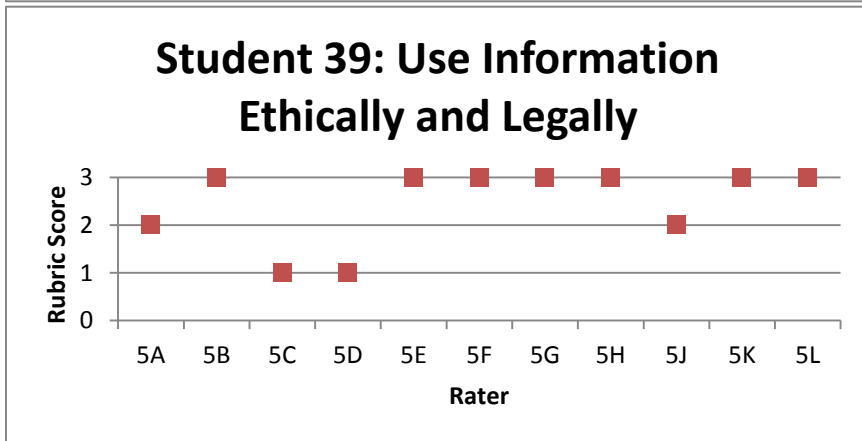
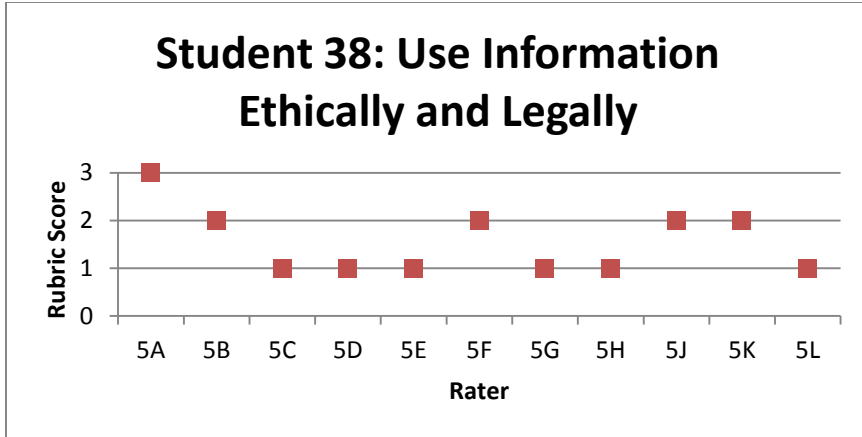


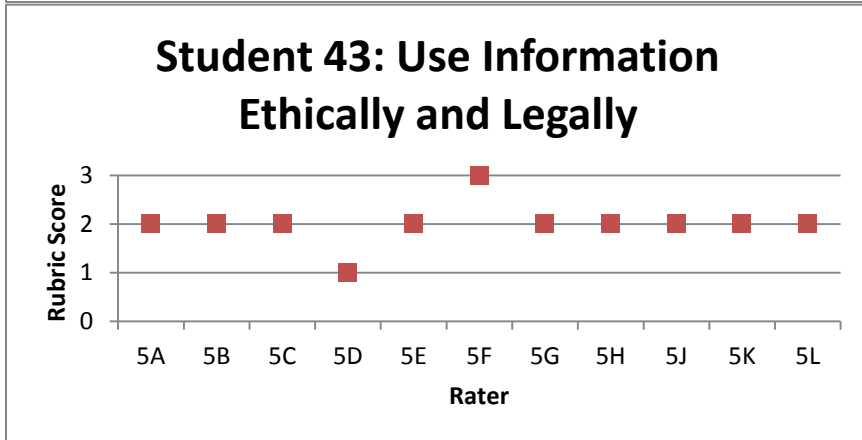
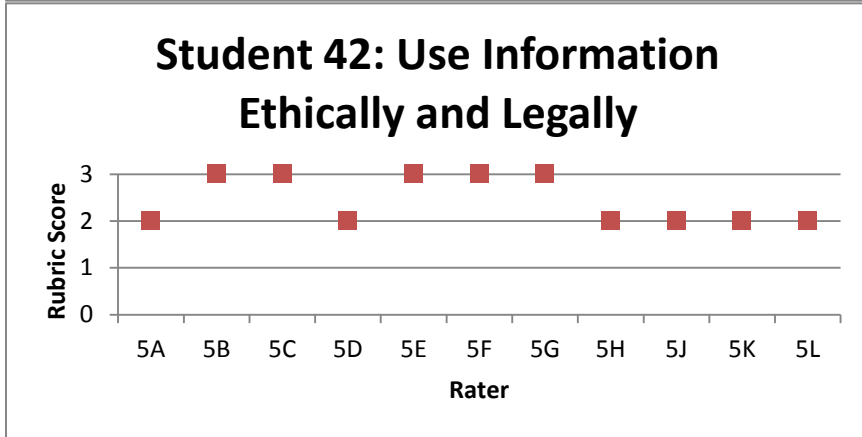
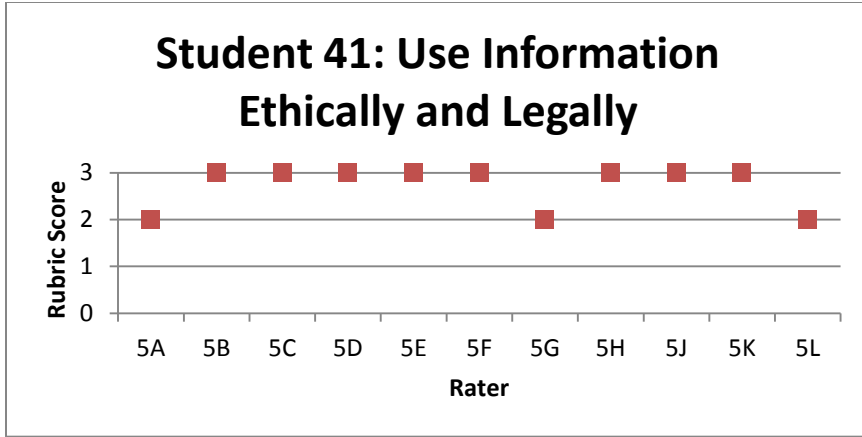


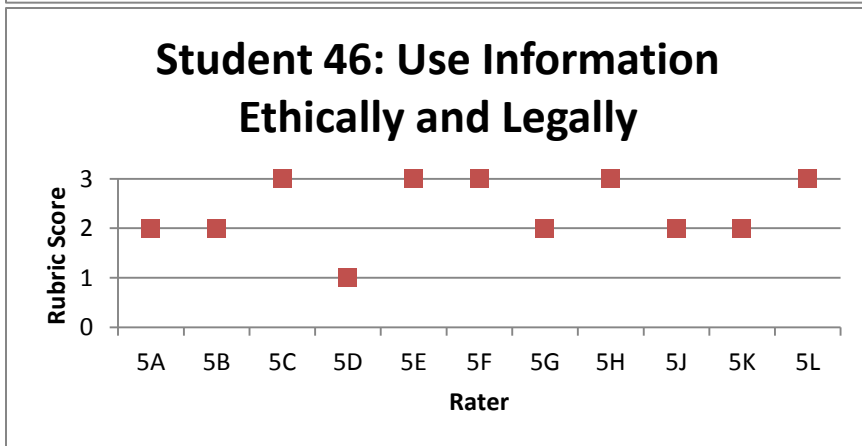
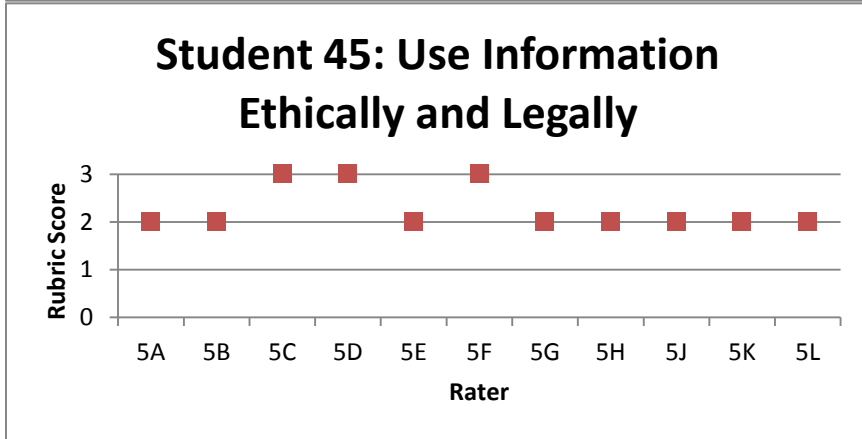
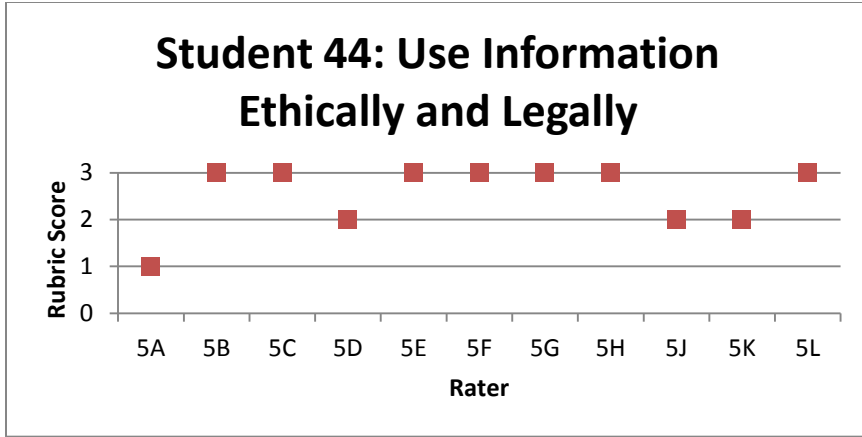


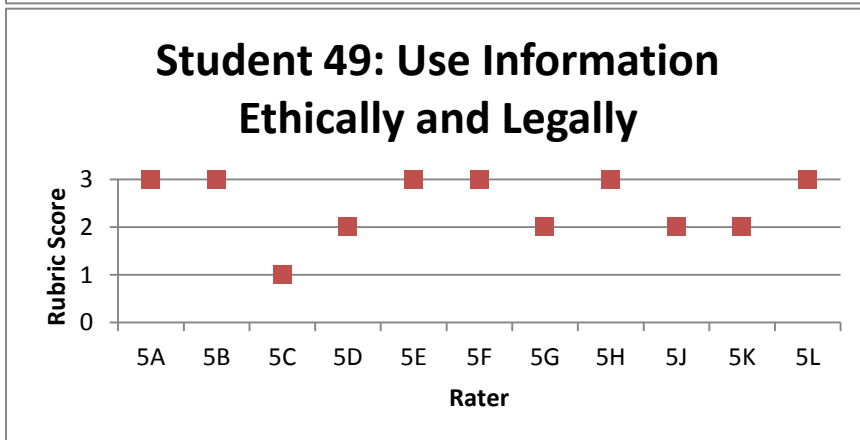
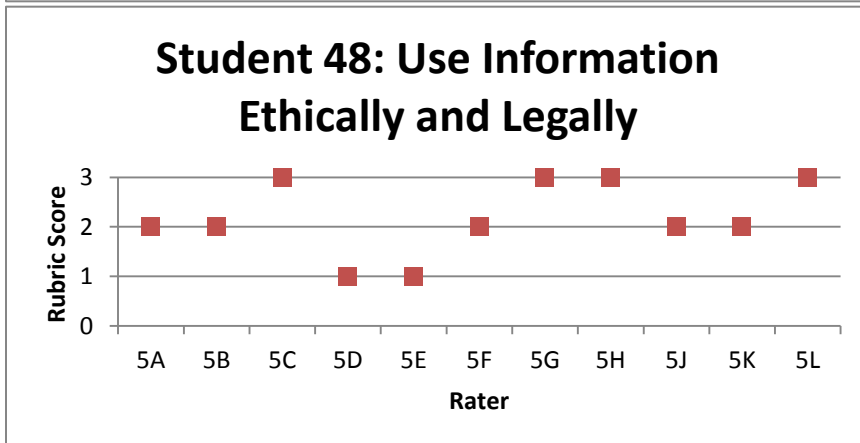
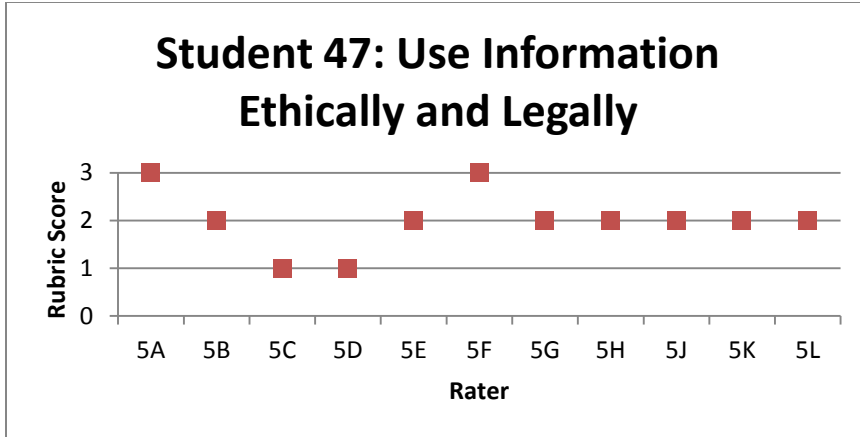


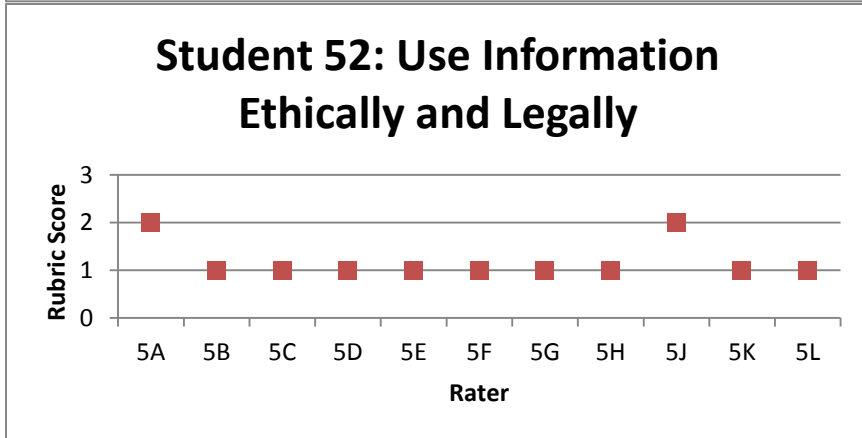
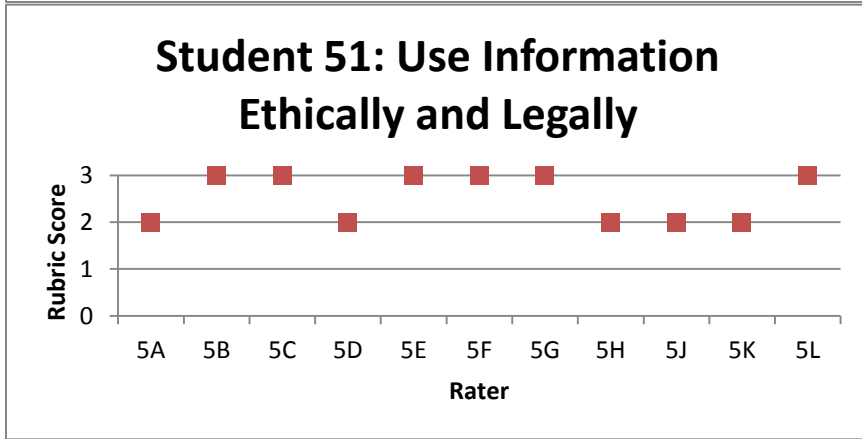
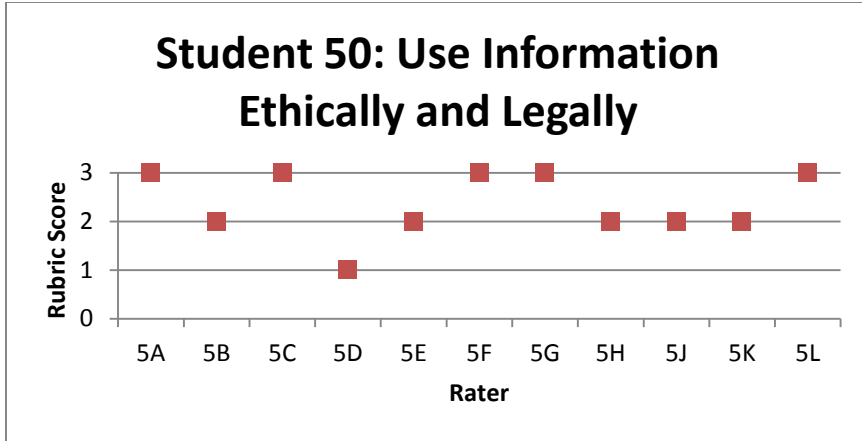


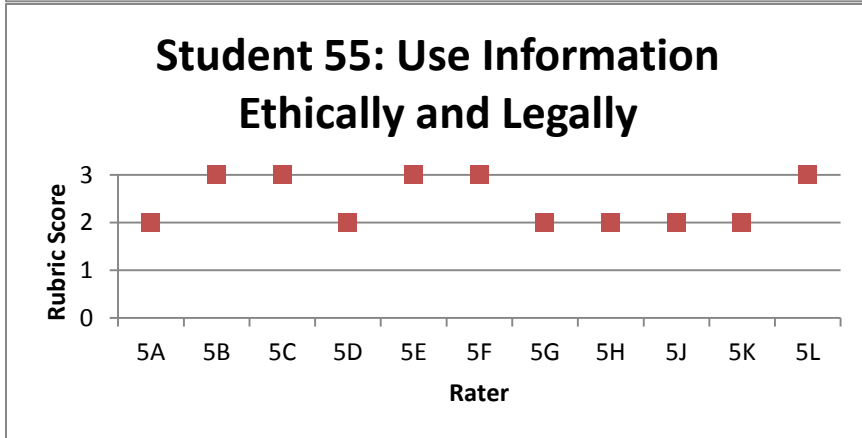
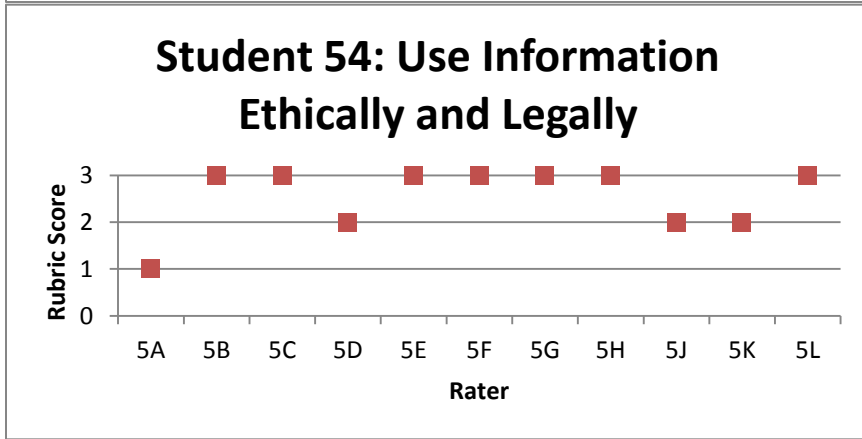
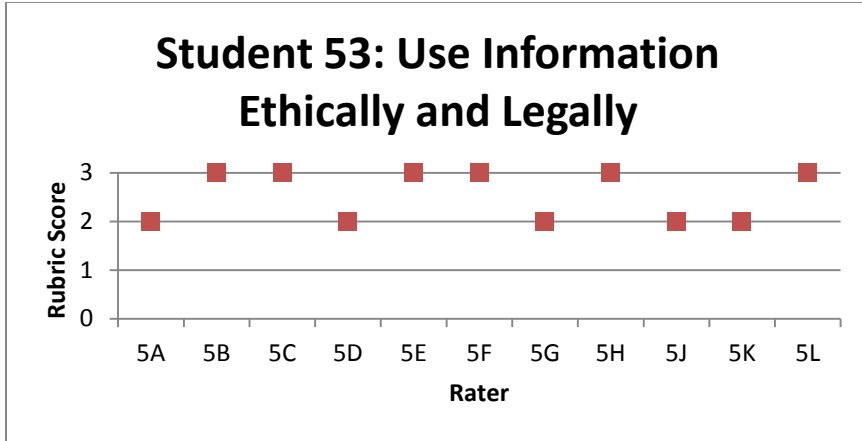


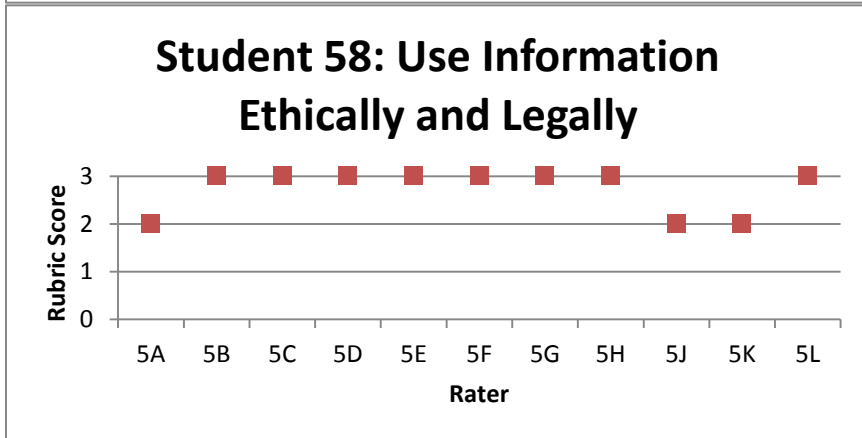
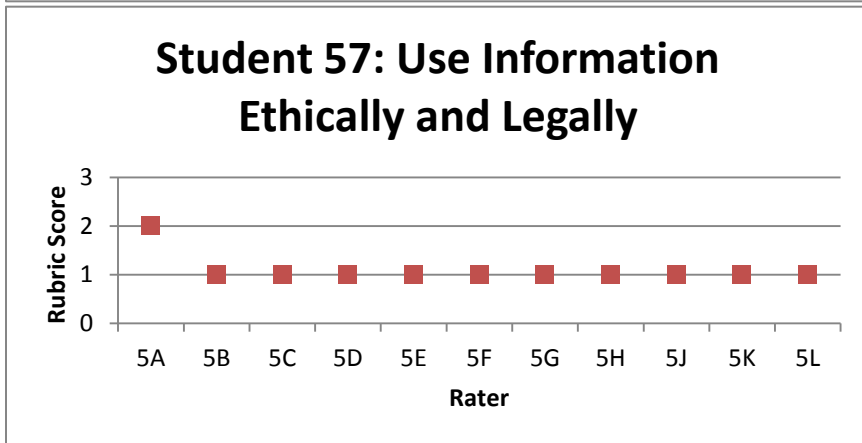
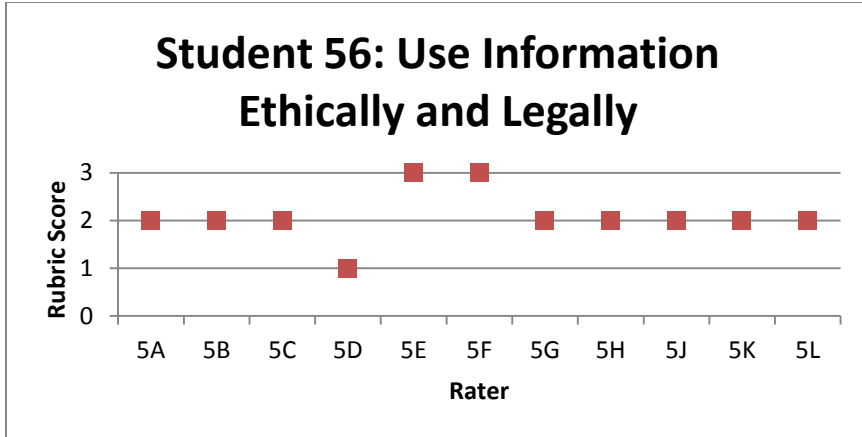


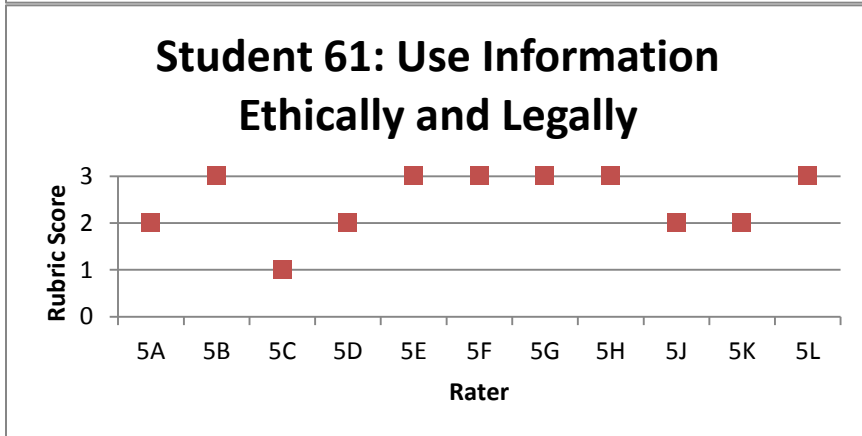
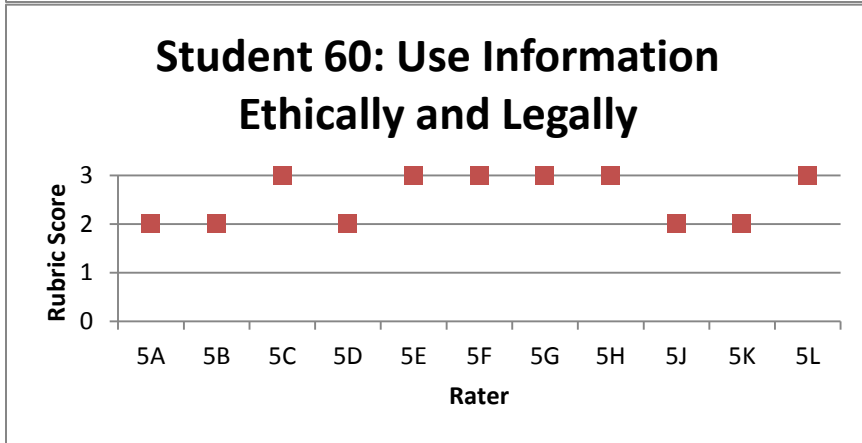
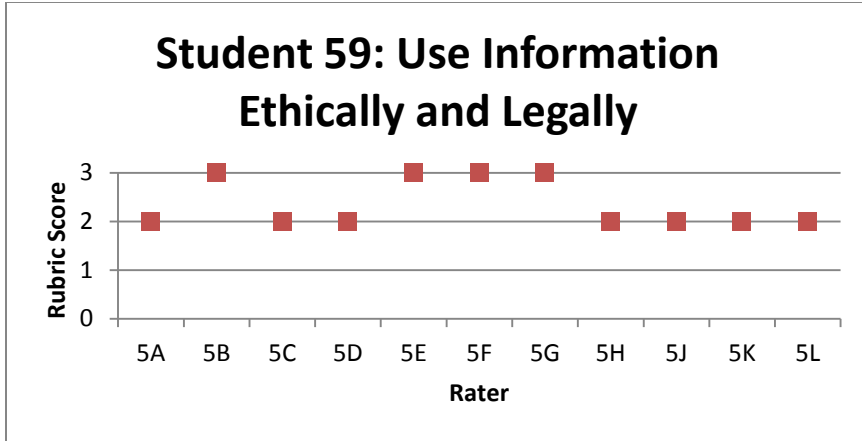


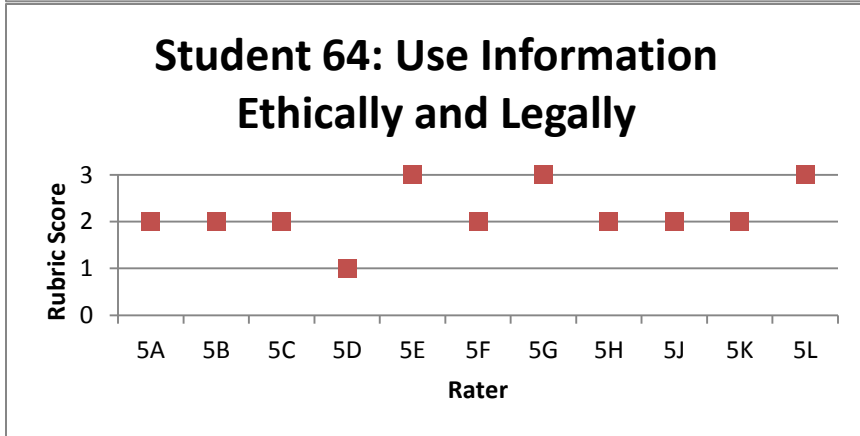
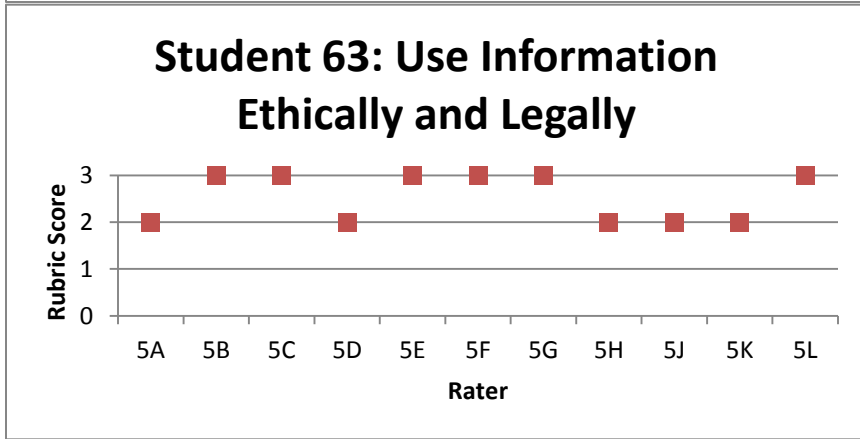
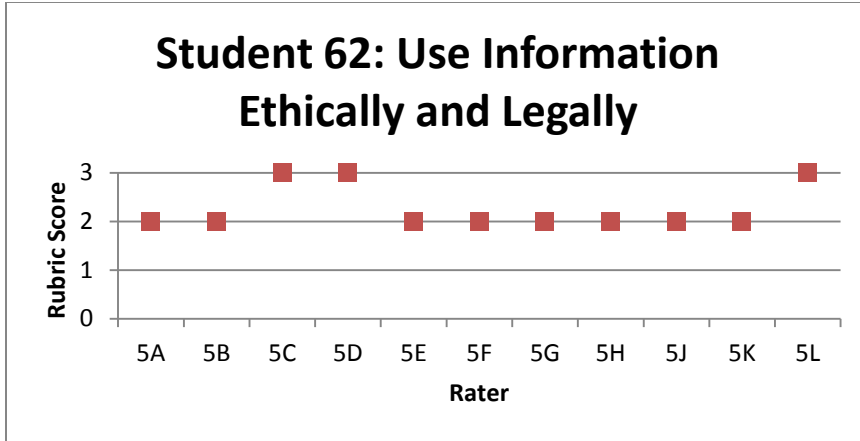


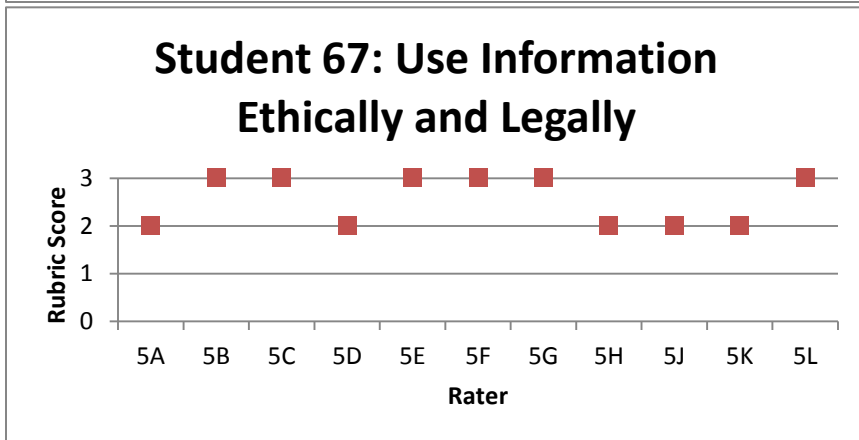
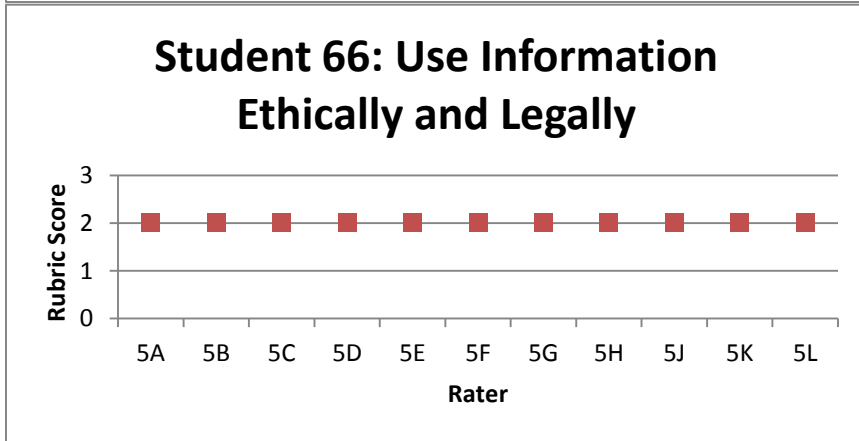
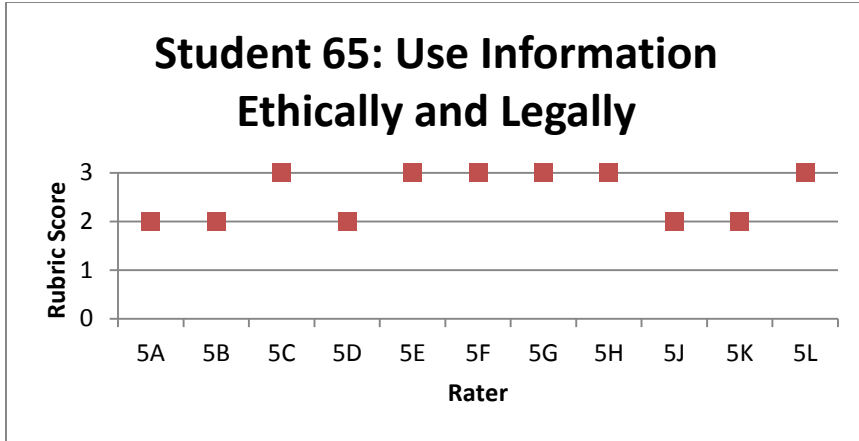


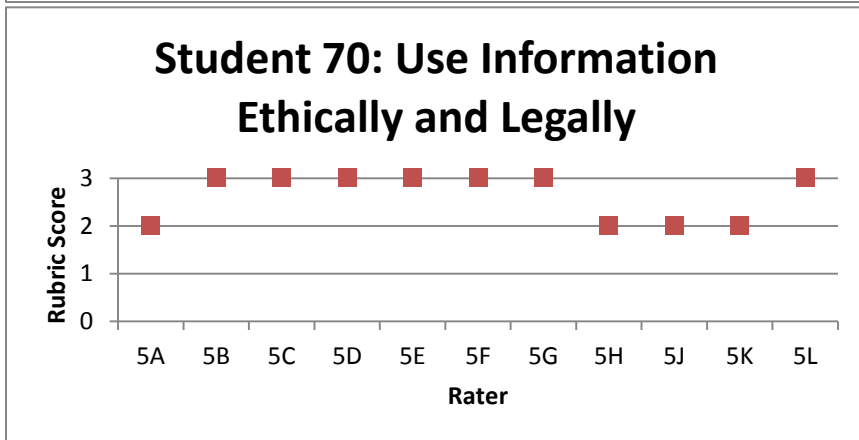
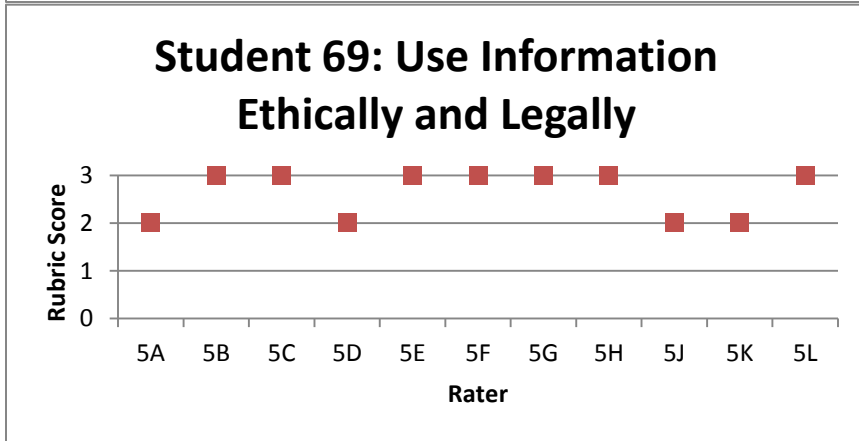
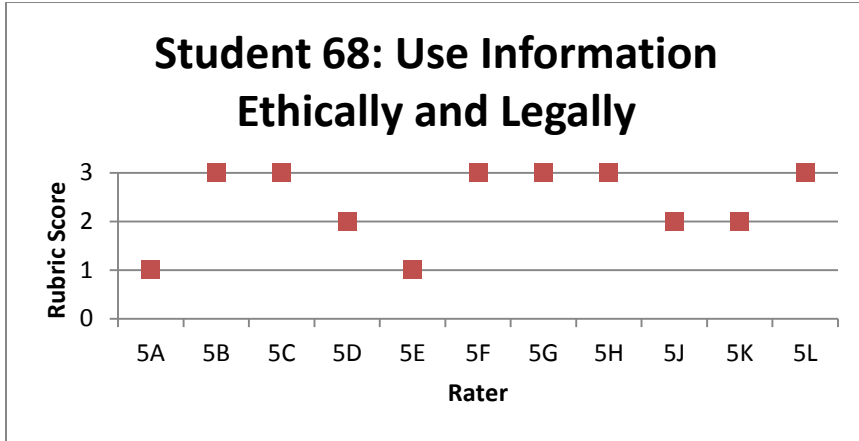


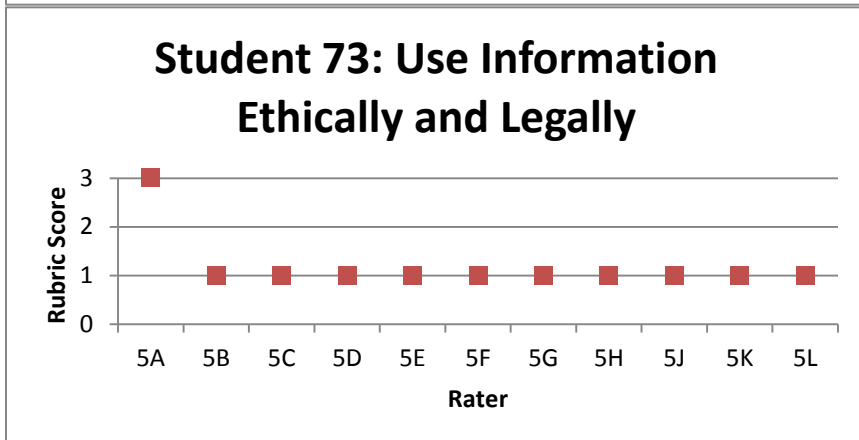
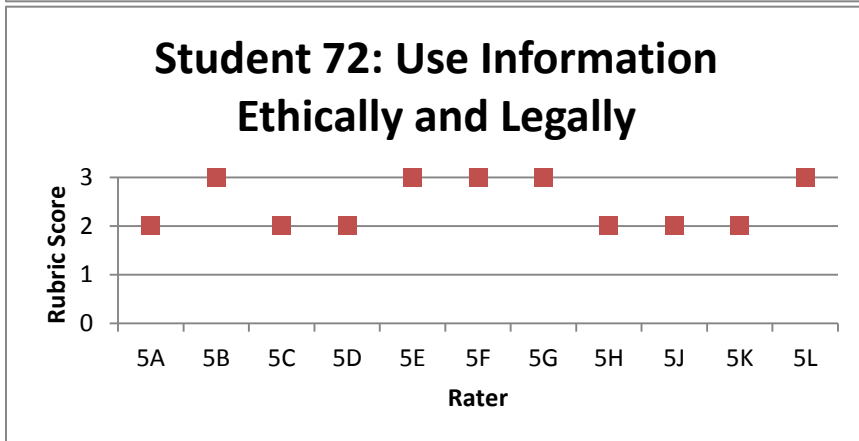
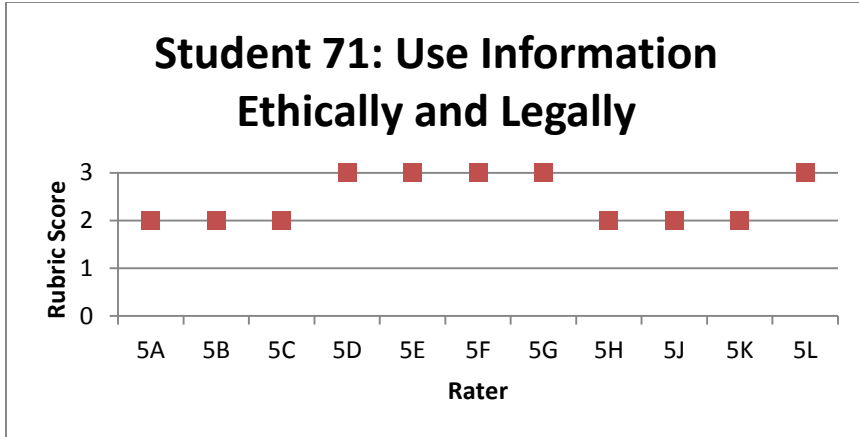


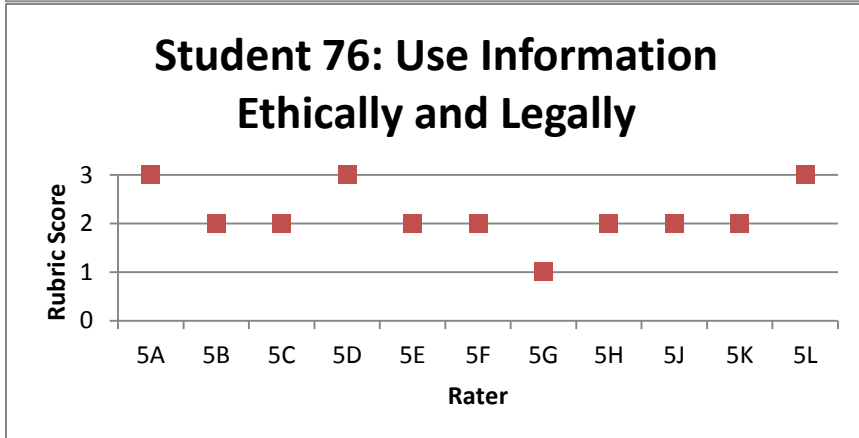
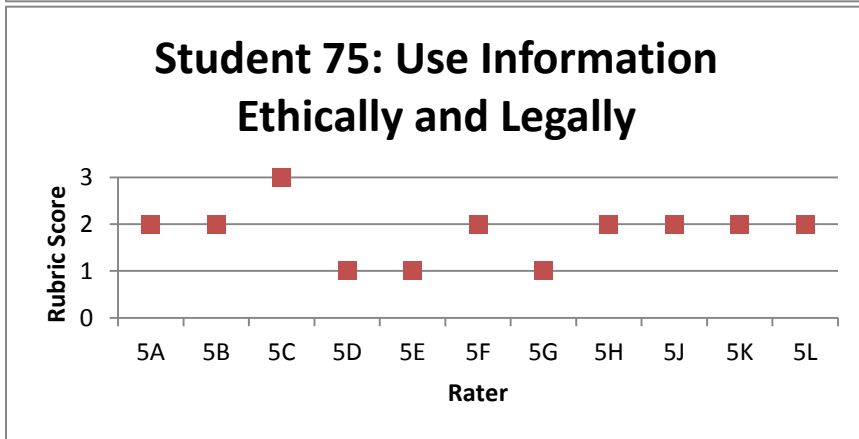
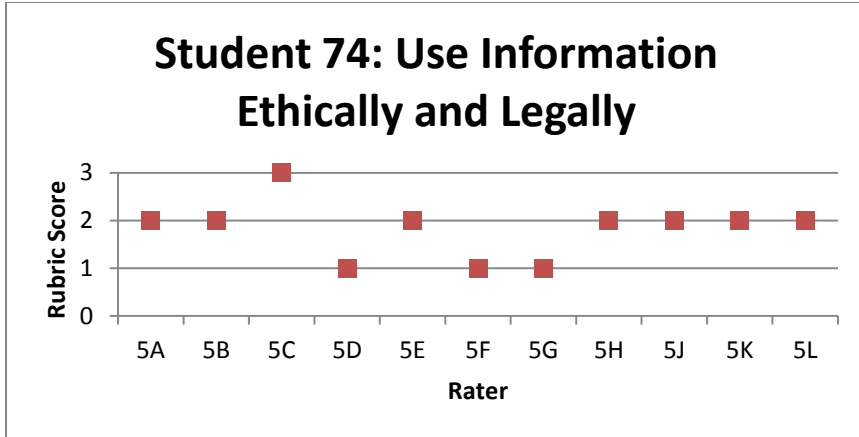


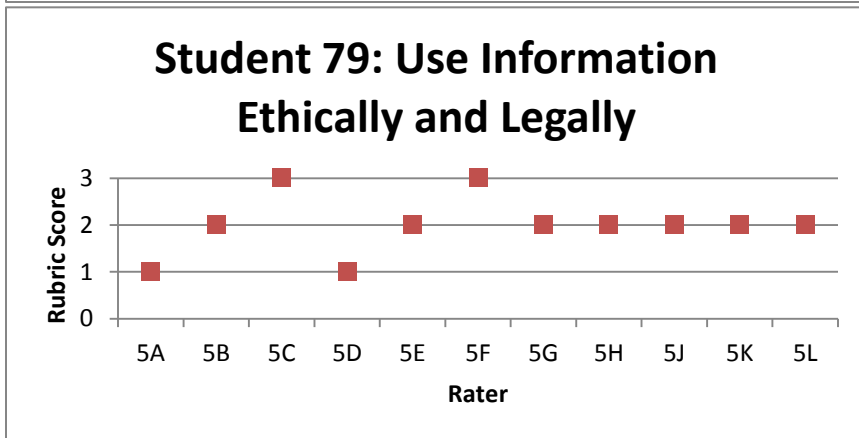
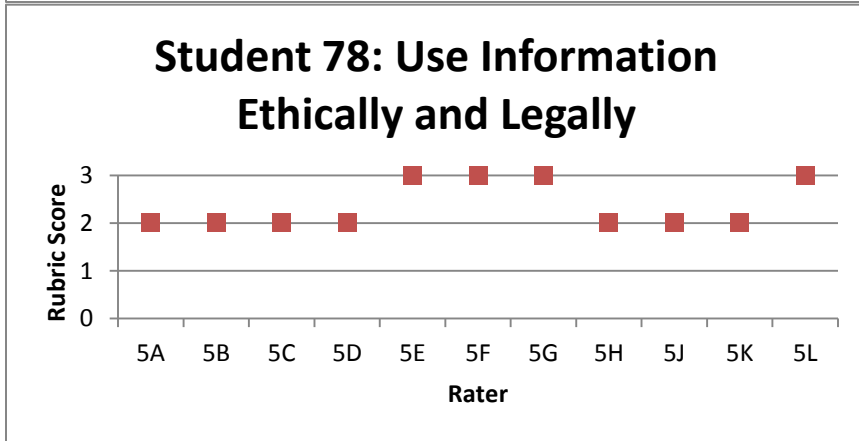
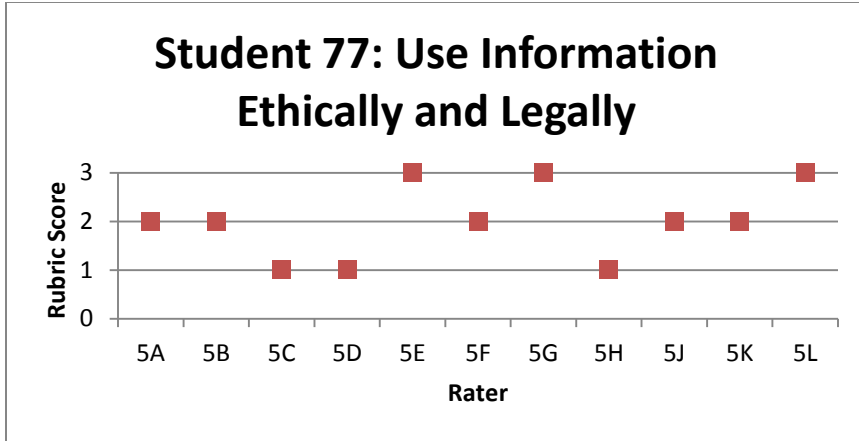


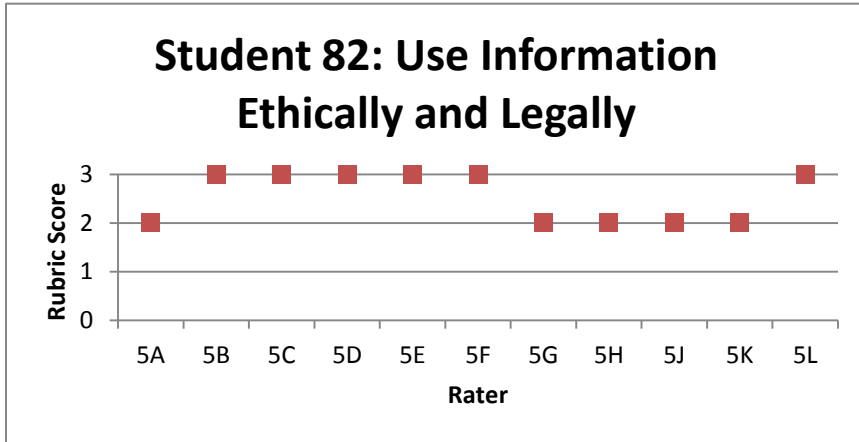
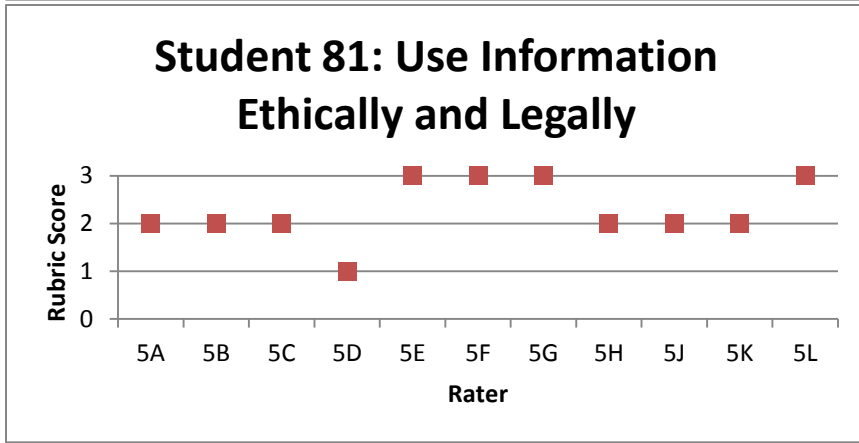
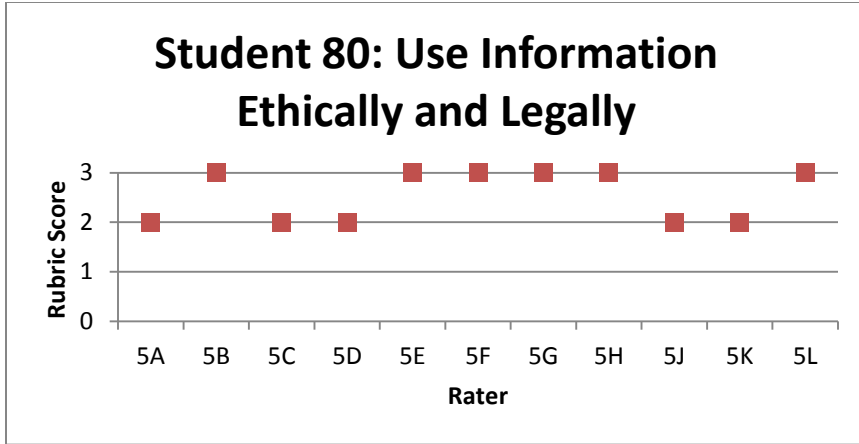


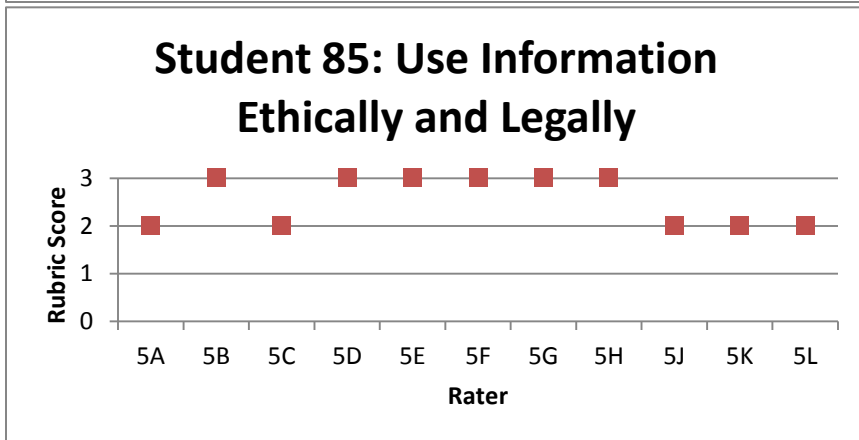
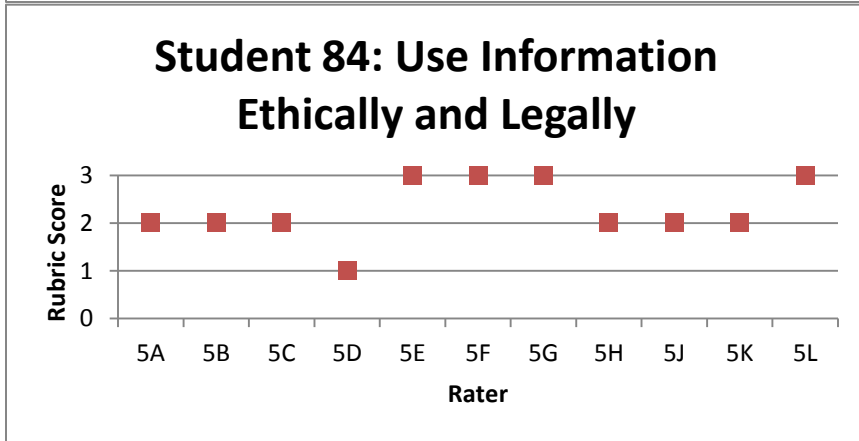
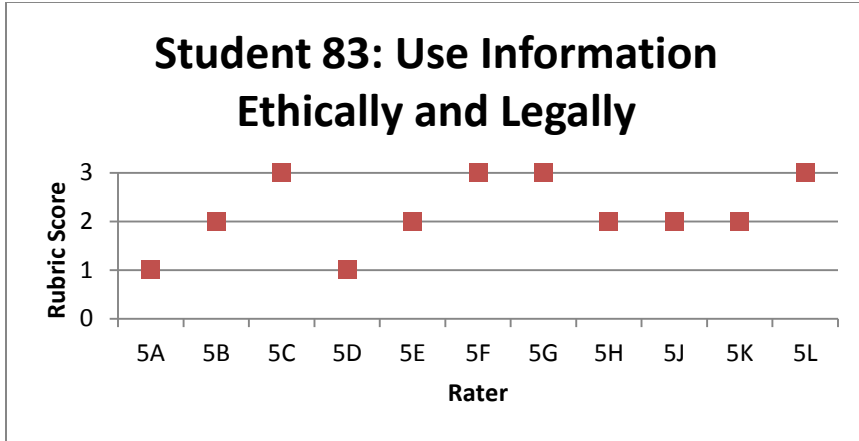


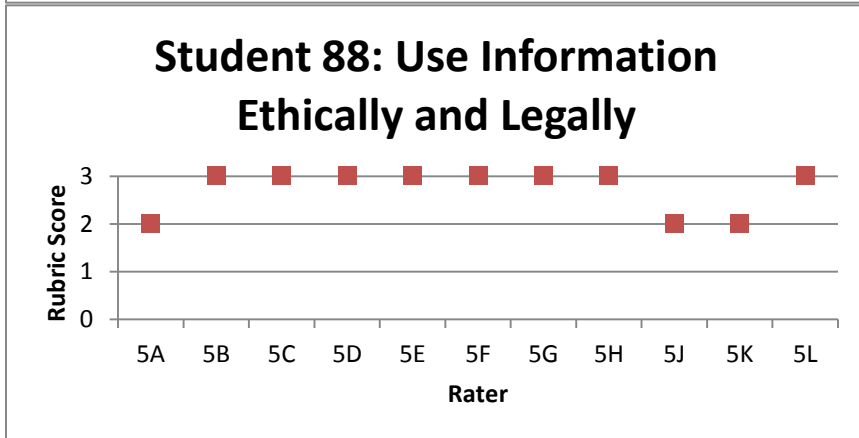
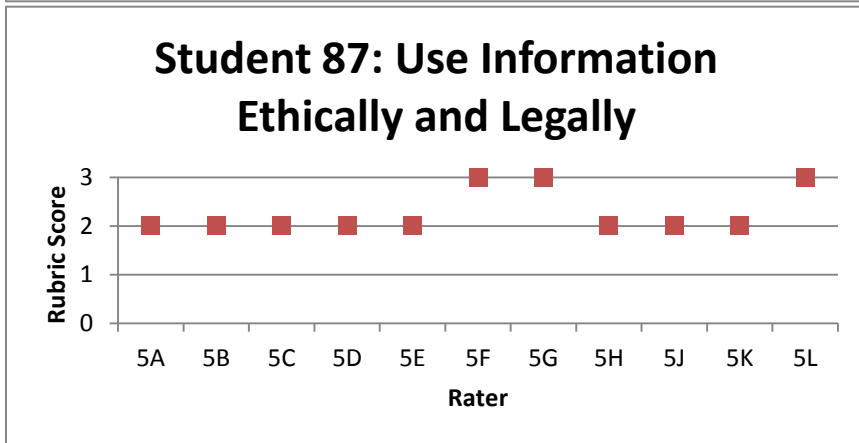
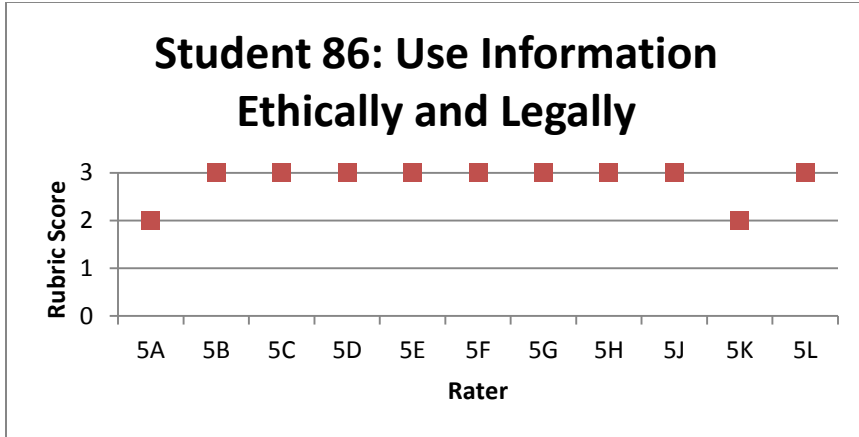


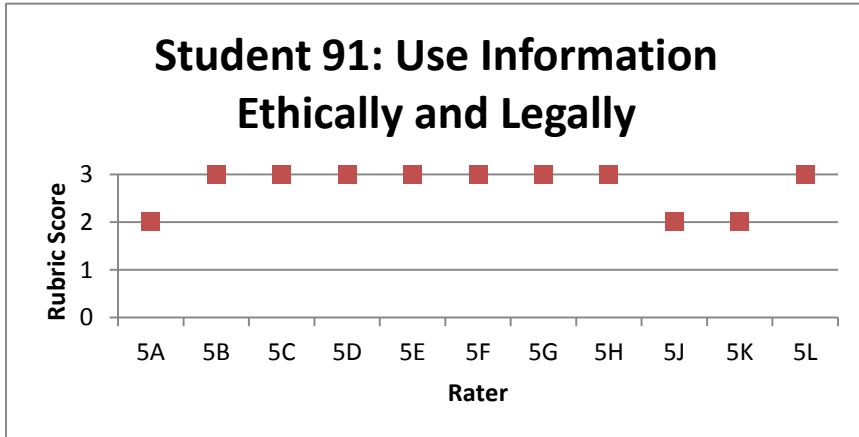
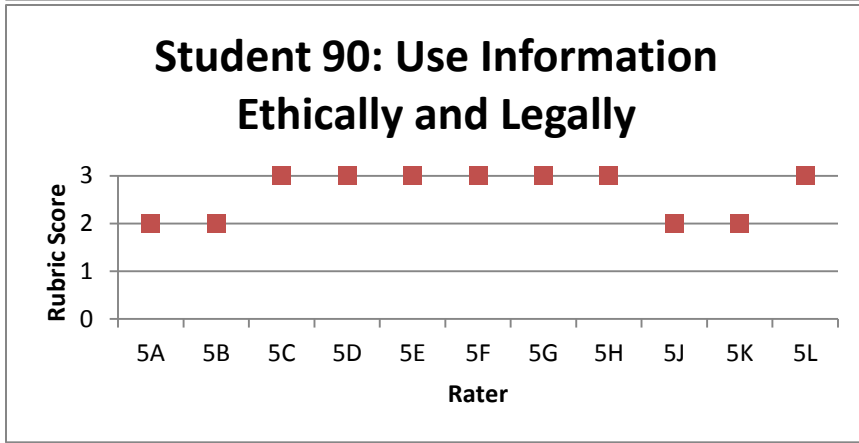
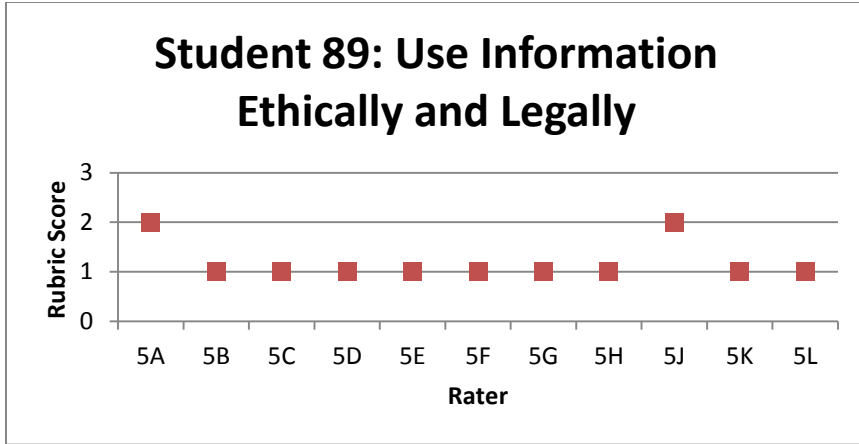


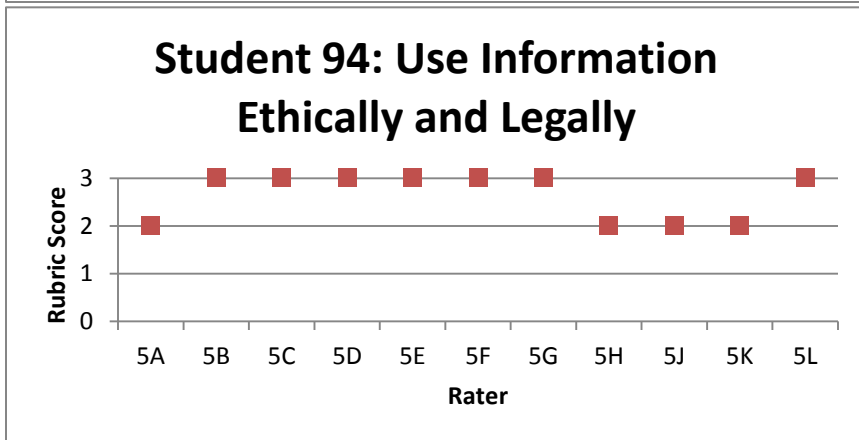
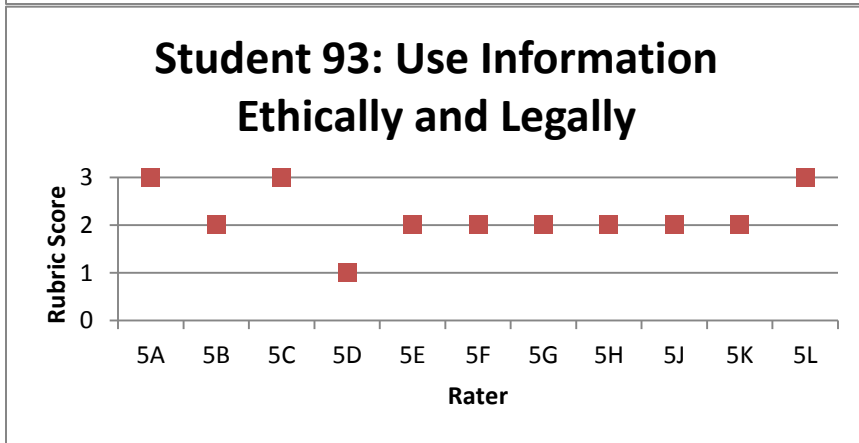
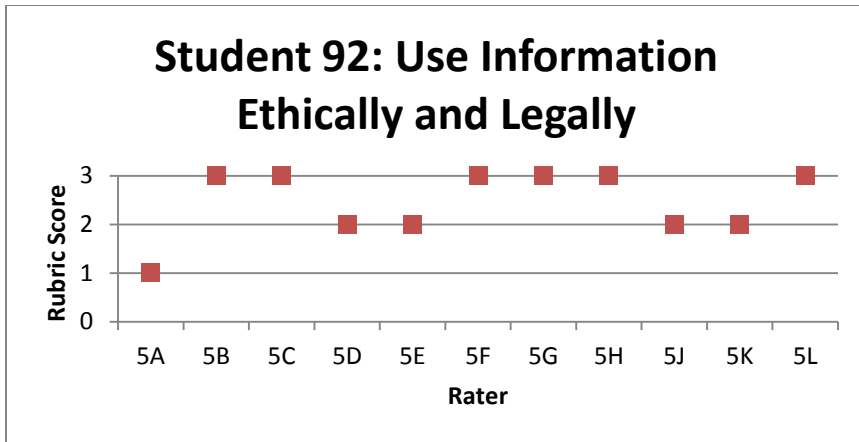


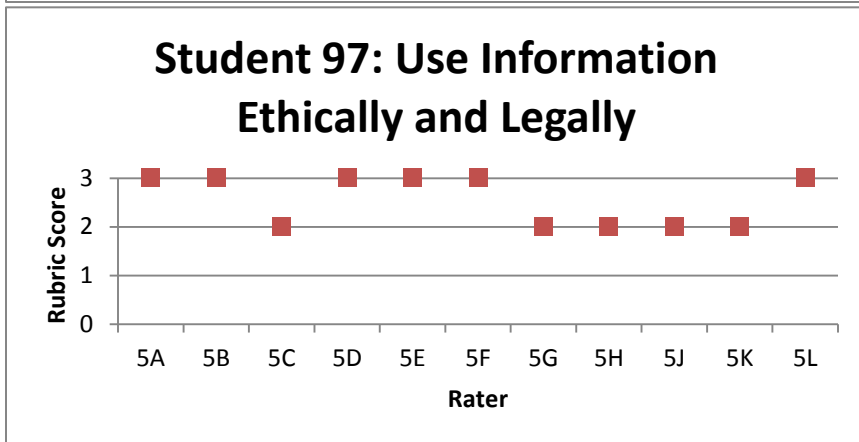
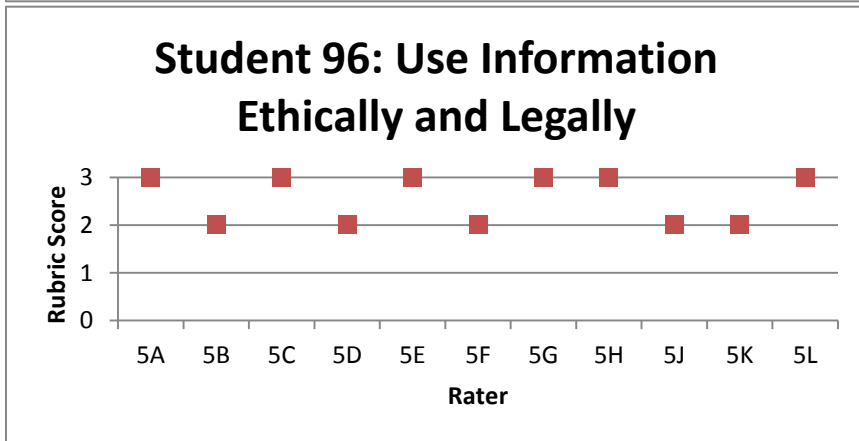
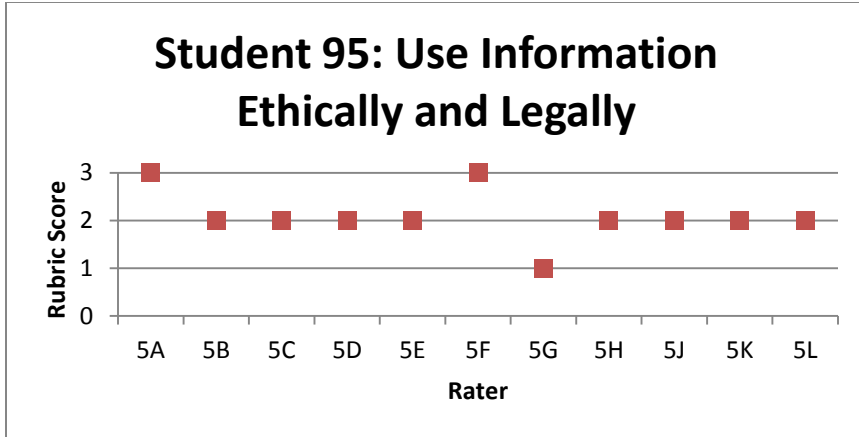


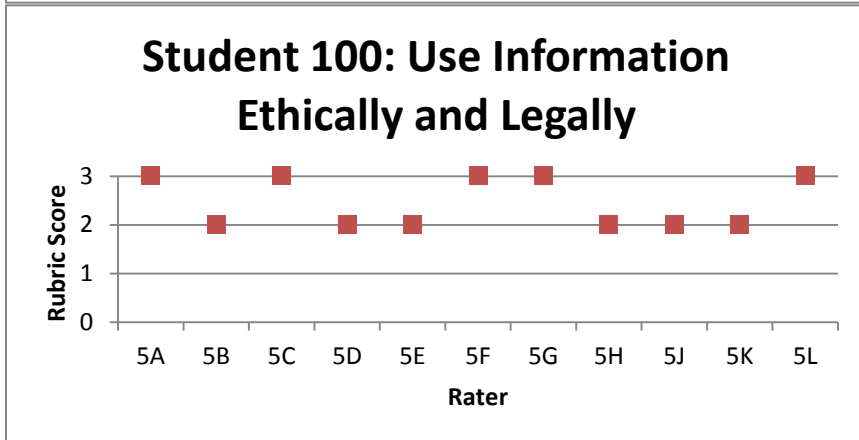
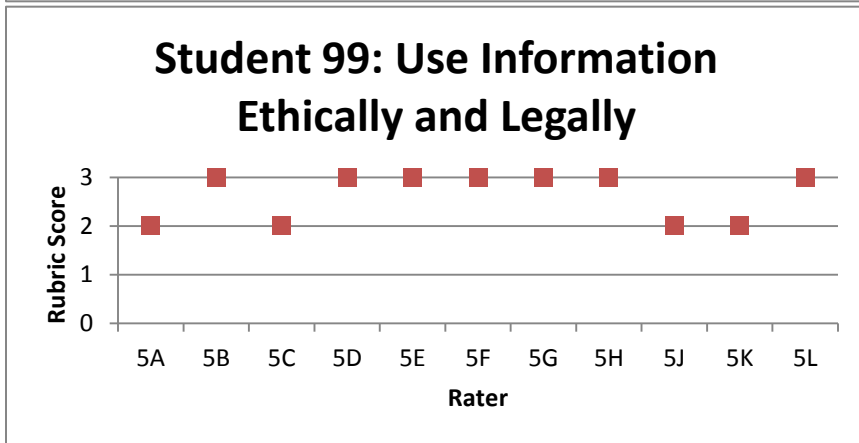
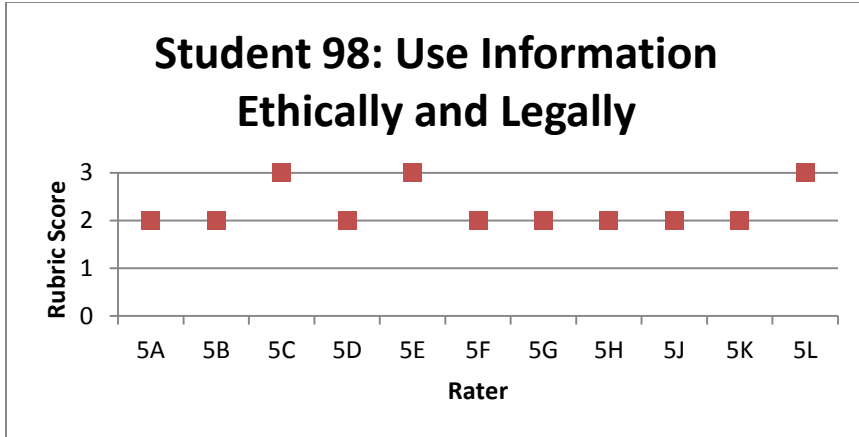








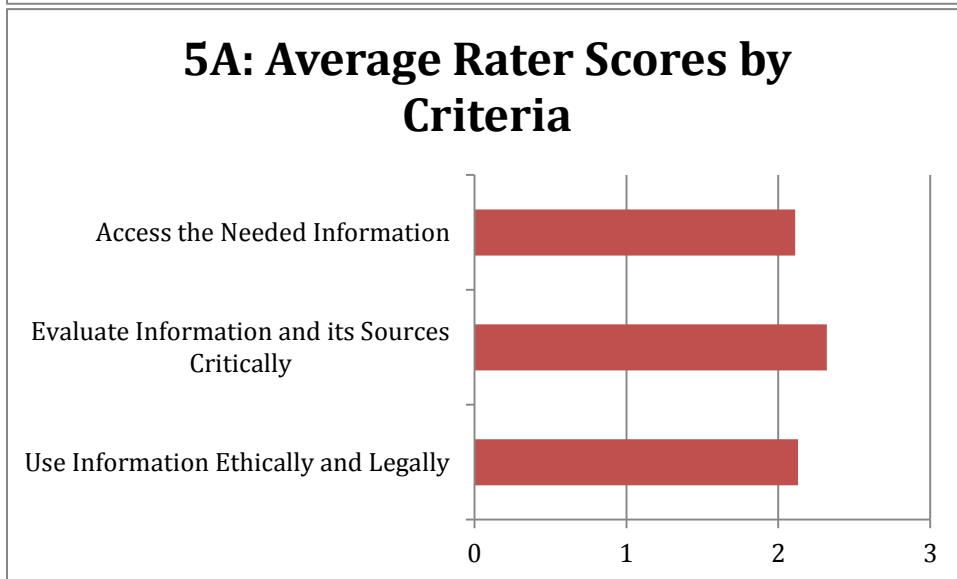
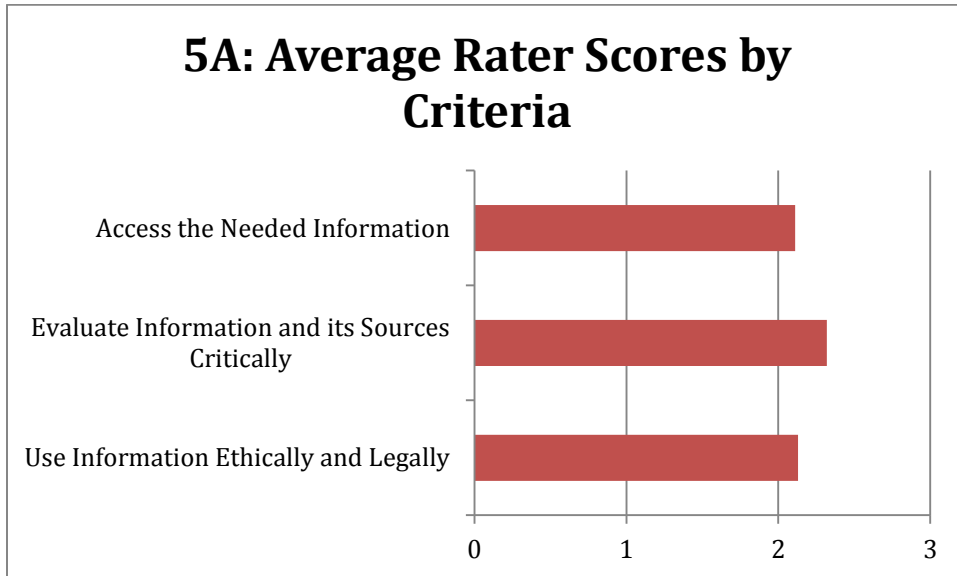




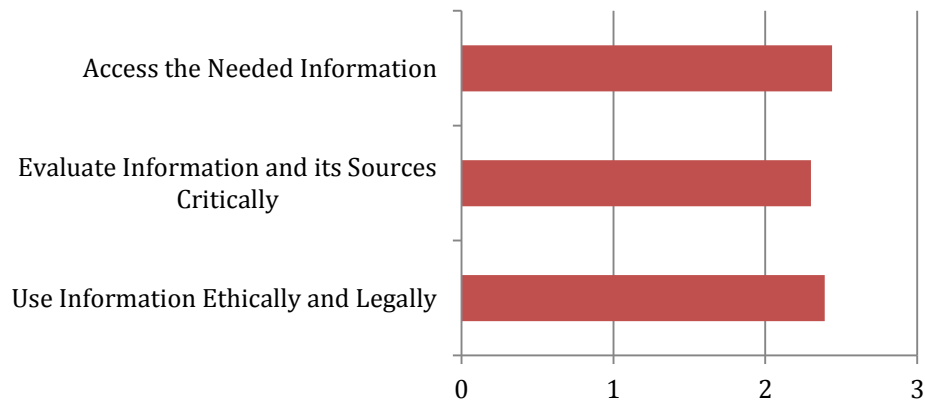
Student/Rater: Average Rater Scores by Criteria

Inter-rater reliability

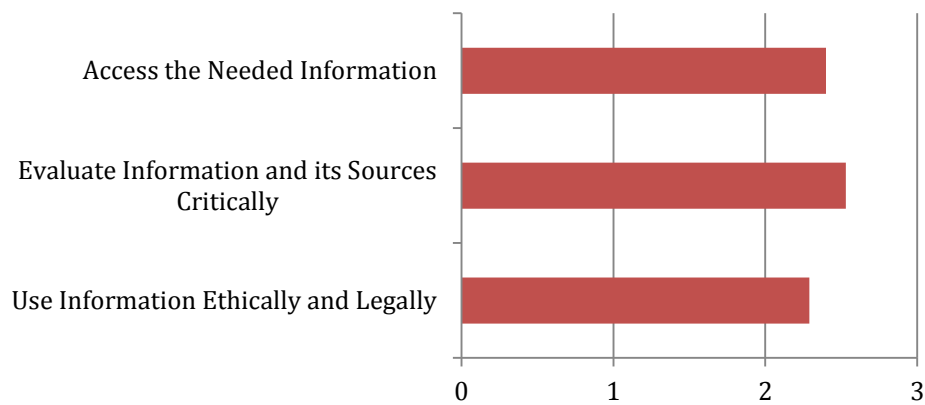
This graph shows the average performance level each rater assigned all students for each RAILS rubric criteria, showing the variation among raters when each graph is compared. There is a chart for each rater.



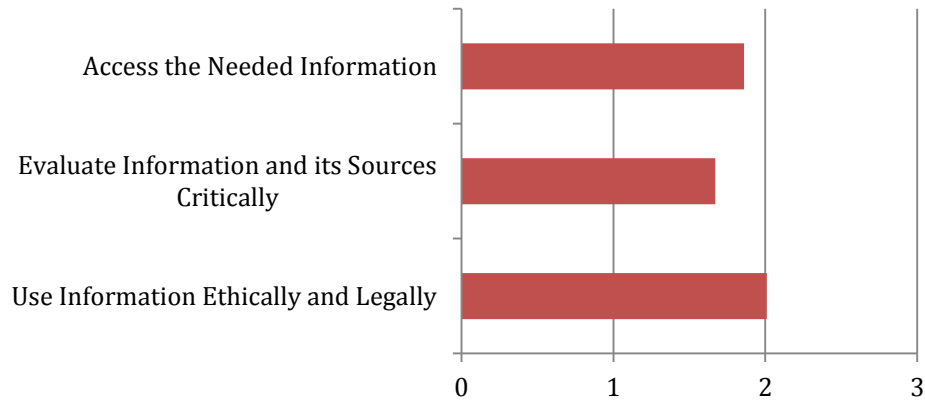
5B: Average Rater Scores by Criteria



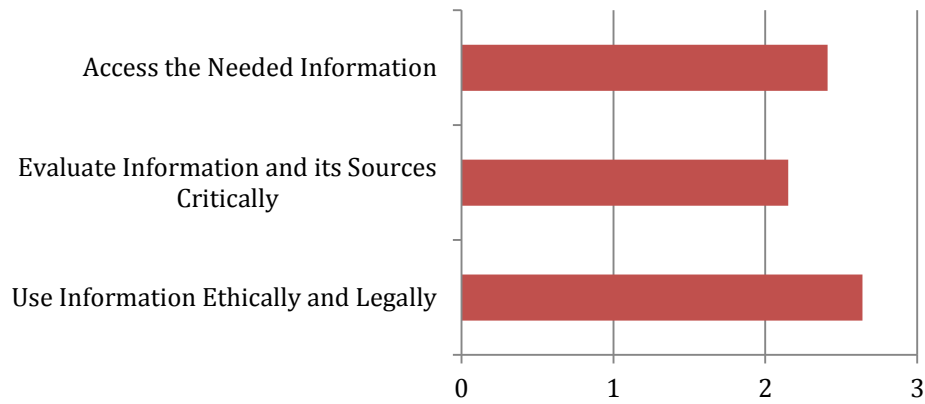
5C: Average Rater Scores by Criteria



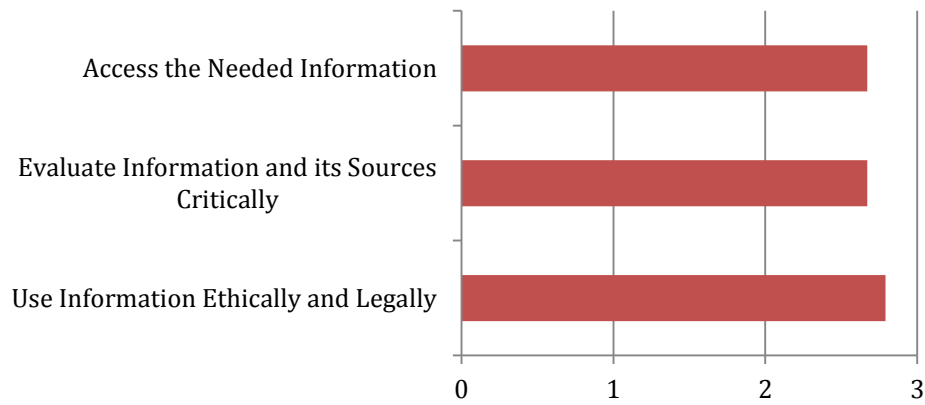
5D: Average Rater Scores by Criteria



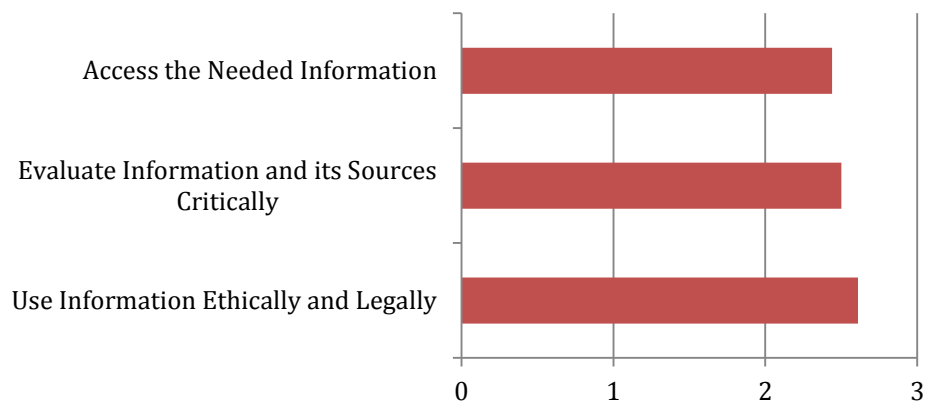
5E: Average Rater Scores by Criteria



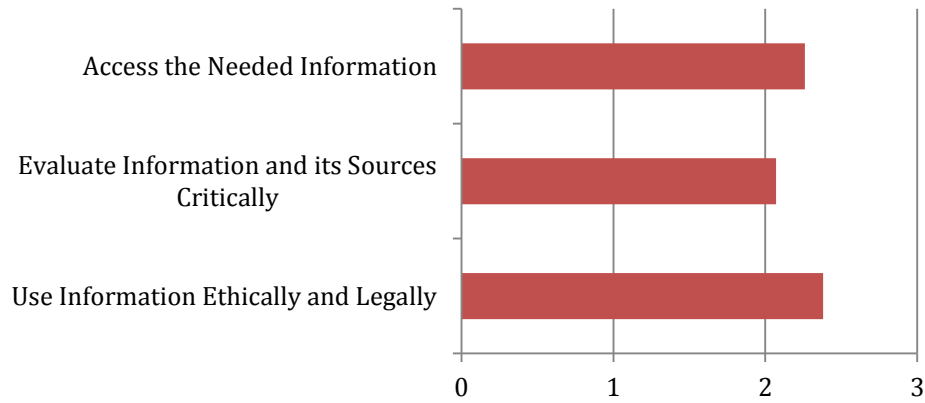
5F: Average Rater Scores by Criteria



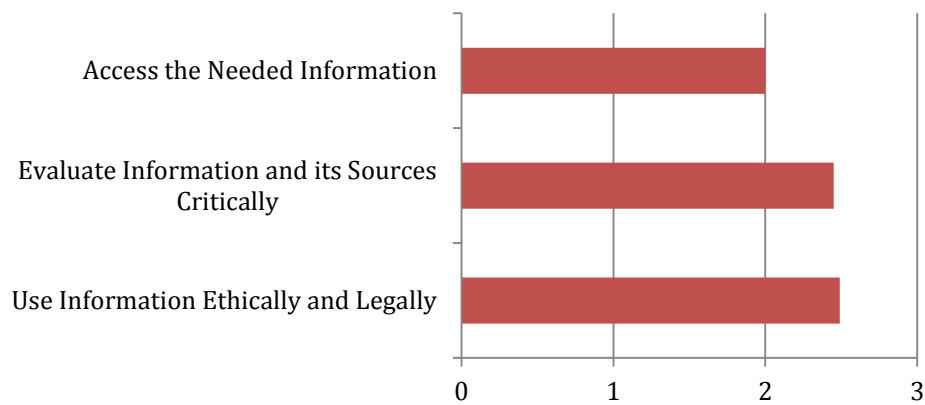
5G: Average Rater Scores by Criteria



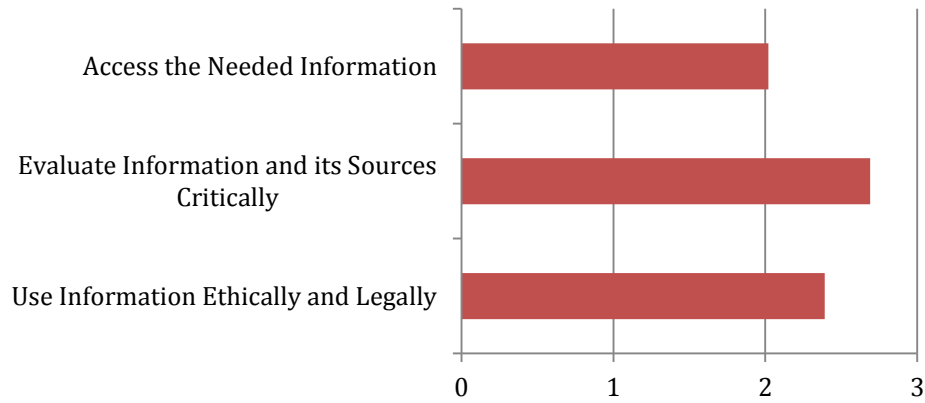
5H: Average Rater Scores by Criteria



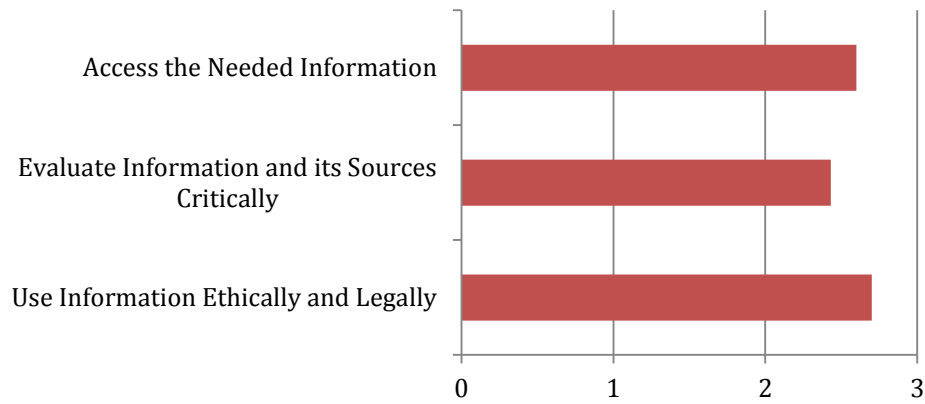
5J: Average Rater Scores by Criteria



5K: Average Rater Scores by Criteria



5L: Average Rater Scores by Criteria



RAILS Rubric Criteria

Inter-rater reliability

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

