How Faculty in The Hague University uses the Scoring Rubric for Information Literacy

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Introduction of myself

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• Researcher on Information Literacy Assessment
  • A Scoring Rubric for Performance Assessment of IL (JIL June 2010)
  • How Adult Students in Inf. Studies Use a Scoring Rubric (JAL May 2012)
How did faculty use the scoring rubric?

5 respondents from 5 different faculties
(4 interviewees, 1 teacher responding by email)
Appendix A: Sample with Two Criteria of the Scoring Rubric for Information Literacy

<table>
<thead>
<tr>
<th>Student product</th>
<th>Professional behaviour</th>
<th>Insufficient behaviour</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>□ The student product makes clear that the student did a good orientation on the topic</td>
<td>□ The student product makes clear that the student used the question as it was originally formulated in the</td>
<td>1-20</td>
</tr>
<tr>
<td></td>
<td>and that he/she formulated his/her own focus on the topic or research question. This</td>
<td>assignment or student task. The student him/herself did not further explore the question as such. An</td>
<td></td>
</tr>
<tr>
<td></td>
<td>is also expressed by the fact that the student formulated one or more good research</td>
<td>example of this behaviour is that the student did not define the core key terms and that these terms are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>questions.</td>
<td>supposed to be clear while they are at least multi interpretable.</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>0 very good 0 good 0 sufficient 0 poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference list</td>
<td>□ The student product has a reference list that is complete and the citation style is</td>
<td>□ There is no reference list in the student product and / or</td>
<td>1-10</td>
</tr>
<tr>
<td></td>
<td>used correctly. With the reference list it is easy to identify the documents that the</td>
<td>□ The reference list is not complete (documents that are cited in the text are not listed in the reference</td>
<td></td>
</tr>
<tr>
<td></td>
<td>student used.</td>
<td>list) or □ Important bibliographic data (title, author, year of publication) are missing. An example that</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Remark: the last point is more important than a correct bibliographic description in</td>
<td>often recurs in educational practice: for internet resources only the URL is mentioned.</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>0 very good 0 good 0 sufficient 0 poor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How they did not use it

Didn’t use it as it is:

- They derived content to (re)formulate grading criteria
- Business IT & Management used the full rubric but extended it with criteria for writing skills
- It is not used for longitudinal assessment to measure progress.
How they used it

- Most of them used (reformulated) individual criteria as ‘primary trait rubrics’ for the measurement of performances in information use.

- They used it for the selection of relevant learning content. The rubric made them aware of what they want their students to do.

- Again Business IT & Management used it for self and peer assessment.
Lessons learned

- Rubrics (and also this Rubric for IL) cannot be simply transferred from one institute to another.

- It is nevertheless reported that the Scoring Rubric for IL helped faculty staff to formulate their own grading criteria and learning content.

- Colleagues should be motivated to use it and should be trained.

- Using the rubric means that you should discuss it with your students. Simply providing it is not sufficient.
Questions and remarks?