



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

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# Introduction of myself

Jos van Helvoort

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  - Academy of ICT&Media
  - Dept. of Information Sciences (Inf. Retrieval, Research Methods, Digital Libraries)
- 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)



# Scoring Rubric for Performance Assessment of IL

## Appendix A: Sample with Two Criteria of the Scoring Rubric for Information Literacy

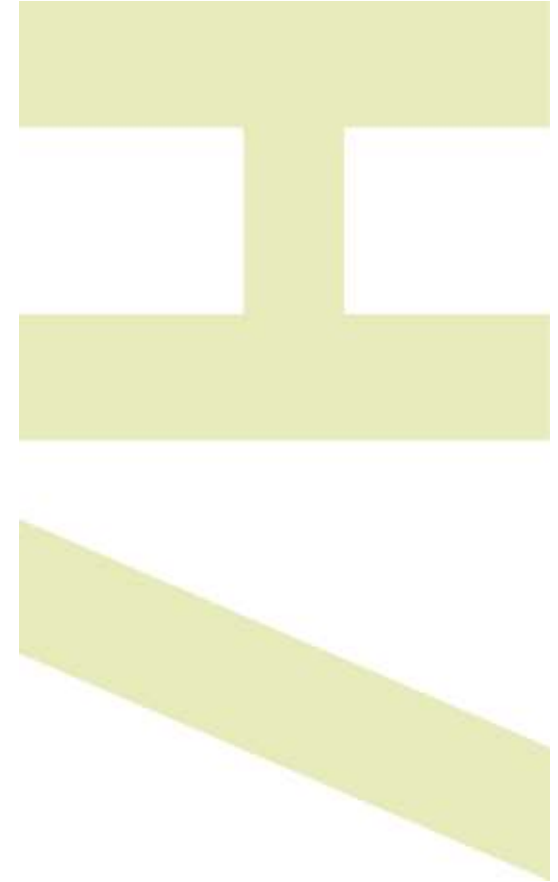
### Student product

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

# 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?

