ASSESSMENT RESULTS

INFORMATION LITERACY

SP 2015

RUBRIC

	Excellent 4	Proficient 3	Developing 2	Beginning 1	Not Evident 0
Determine the extent of information needed	The scope of the question is clearly defined with depth of discovery. Key concepts are effectively determined.	The scope of the question is defined in a basic way (may lack clarity or depth of discovery). Key concepts are effectively determined.	The scope of the question is incomplete (parts are missing, remains too broad or too narrow, etc.). The key concepts determined relate to the established scope but are not ideal.	The writer has difficulty defining the scope of the question and has difficulty determining key concepts.	The scope of the question is not defined and does not determine key concepts.
Integrate relevant information from appropriate sources	Relevant information from sources is communicated, organized, and synthesized to fully achieve a specific purpose, with clarity and depth.	Relevant information from sources is communicated, organized, and synthesized. Intended purpose is achieved.	Partially relevant information from sources is communicated and organized. The information is not yet synthesized, so the intended purpose is not fully achieved.	Irrelevant source information is communicated. The information is fragmented and/or used inappropriately, so the intended purpose is not achieved.	Source information is not communicated.
Use information legally and ethically in appropriate disciplines	All information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Information is used in ways that are true to original context; there is a distinction between common knowledge and ideas requiring attribution.	Most information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Information is used in ways that are true to original context; there is a distinction between common knowledge and ideas requiring attribution.	Some information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Most information is used in ways that are true to original context; there is a distinction between common knowledge and ideas requiring attribution.	Very little information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is cited and formatted correctly. Information is not used in ways that are true to original context; there is not a distinction between common knowledge and ideas requiring attribution.	Information (ex. paraphrase, direct quote, indirect quote, block quote, etc.) is not cited or formatted correctly. Information is not used in ways that are true to original context; there is not a distinction between common knowledge and ideas requiring attribution.
Cite sources legally and ethically	All sources are correctly cited and formatted in works cited entries using consistent citation style (APA, MLA, Chicago, etc.)	Sources are cited and formatted in works cited entries using consistent citation style (APA, MLA, Chicago, etc.). There may be a few errors with punctuation, but all major elements of the citation are present.	Works cited entries are present in a consistent citation style (APA, MLA, Chicago, etc.), but there are major elements of the citation that are missing.	There is an effort to cite sources correctly using consistent citation style (APA, MLA, Chicago, etc.); however, the information given is insufficient for the audience to easily find the source.	Sources are not correctly cited or formatted in works cited entries. The artifact lacks any works cited entries.

Score Sheet

Student ID	Determine	Integrate	Use	Cite

4 – Excellent

3 – Proficient

2 – Developing

1 – Beginning

0 – Not Evident

SP 2015 PARTICIPANTS

COURSES

STUDENTS

32

434

FL 2014 PARTICIPANTS

COURSES

STUDENTS

37

591

Determine the extent of Information needed
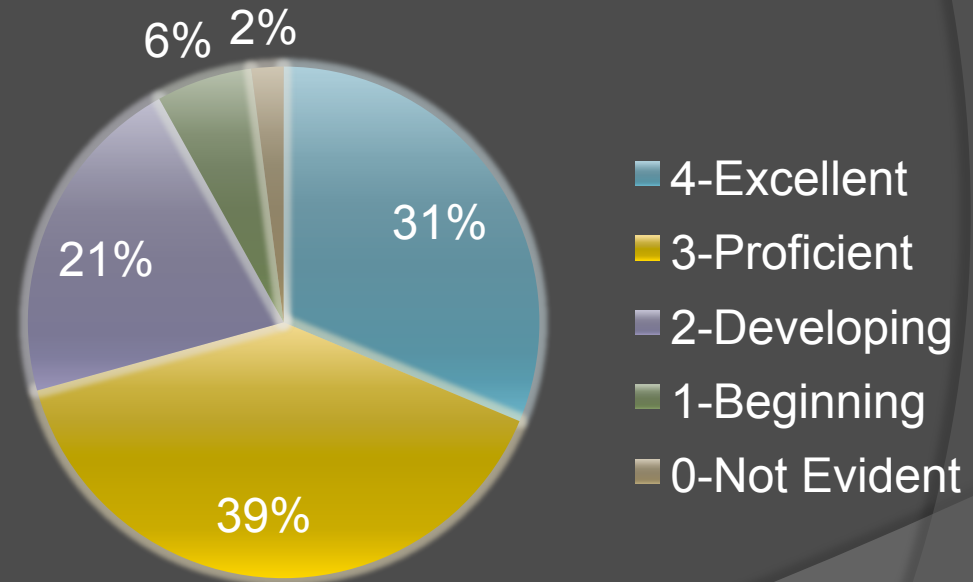## SP 2015

of Students

- 4-Excellent = 135

- **3-Proficient = 171**

- 2-Developing = 92
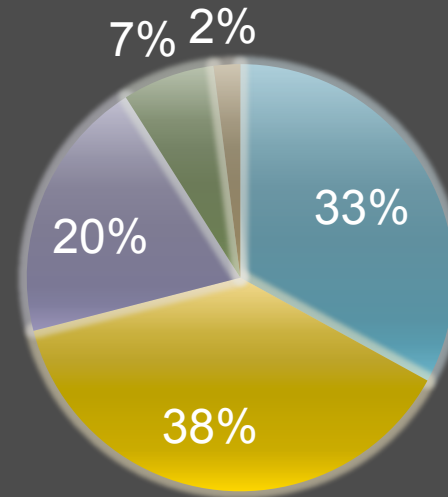
- 1-Beginning = 28

- 0-Not Evident = 8

% of Students
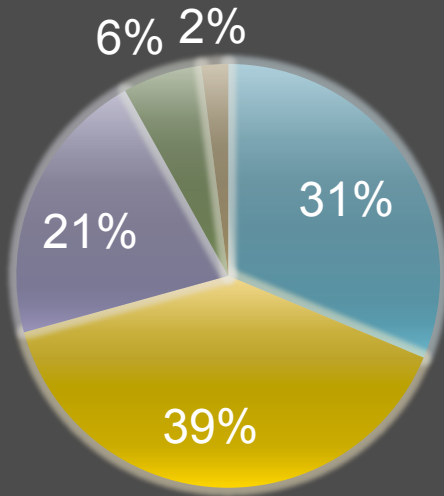
Pie chart legend:
- 4-Excellent: 31%
- 3-Proficient: 39%
- 2-Developing: 21%
- 1-Beginning: 6%
- 0-Not Evident: 2%

COMPARE

SP 2015

6% 2%
21%
31%
39%

- 4-Excellent
- 3-Proficient
- 2-Developing
- 1-Beginning
- 0-Not Evident

FL 2014

7% 2%
20%
33%
38%

- 4-Excellent
- 3-Proficient
- 2-Developing
- 1-Beginning
- 0-Not Evident

COMPARE Determine Proficiency Rubric 3 + 4 = Proficient
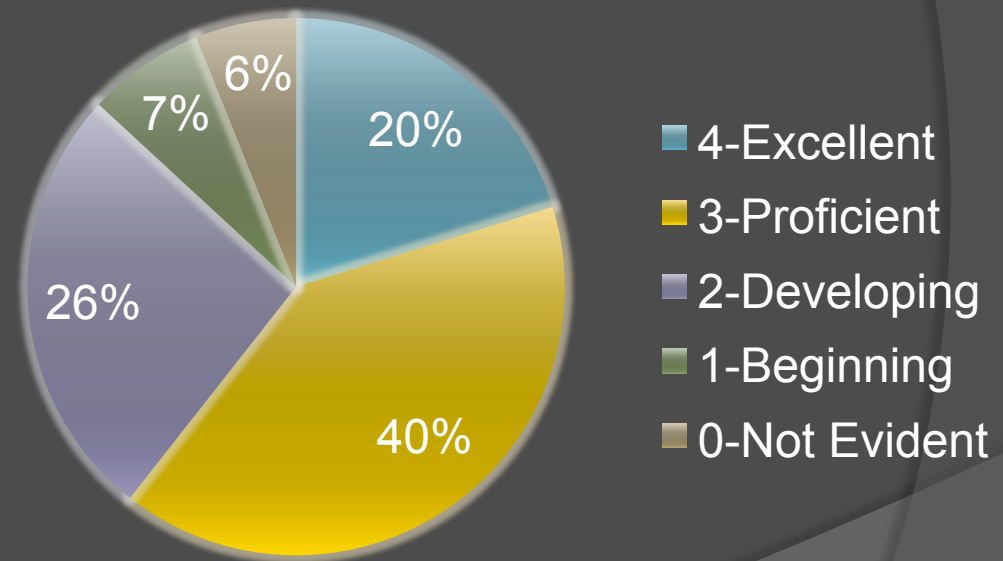
SP 2015

FL 2014

70%

71%

Integrate relevant information from appropriate sources
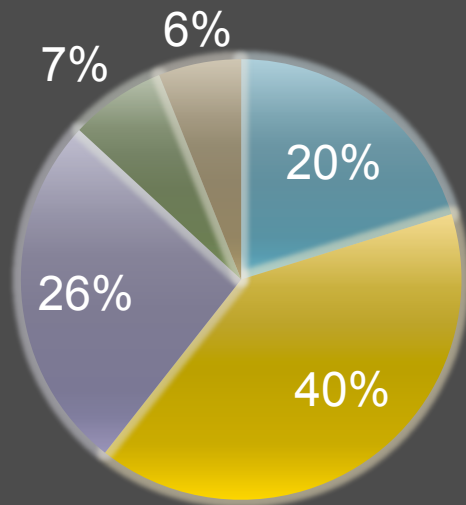# SP 2015

of Students

- 4-Excellent = 87

- **3-Proficient = 174**

- 2-Developing = 111
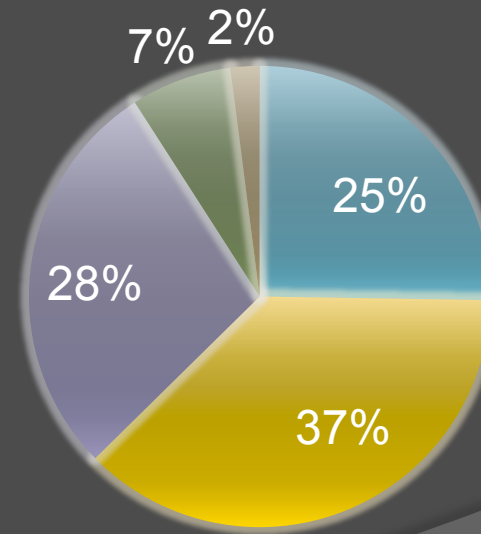
- 1-Beginning = 33

- 0-Not Evident = 29

% of Students

Pie chart legend:
- 4-Excellent (20%)
- 3-Proficient (40%)
- 2-Developing (26%)
- 1-Beginning (7%)
- 0-Not Evident (6%)

COMPARE

SP 2015

- 20% 4-Excellent
- 40% 3-Proficient
- 26% 2-Developing
- 7% 1-Beginning
- 6% 0-Not Evident

FL 2014

- 25% 4-Excellent
- 37% 3-Proficient
- 28% 2-Developing
- 7% 1-Beginning
- 2% 0-Not Evident

COMPARE Integrate Proficiency Rubric 3 + 4 = Proficient

SP 2015

FL 2014

60%

62%

Use information legally & ethically in appropriate disciplines
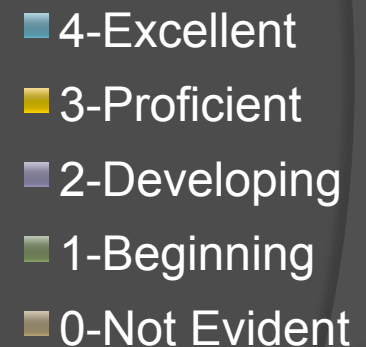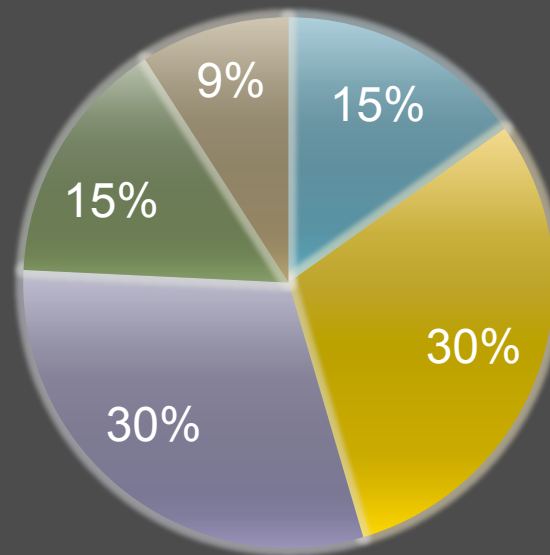# SP 2015

# of Students

- 4-Excellent = 66
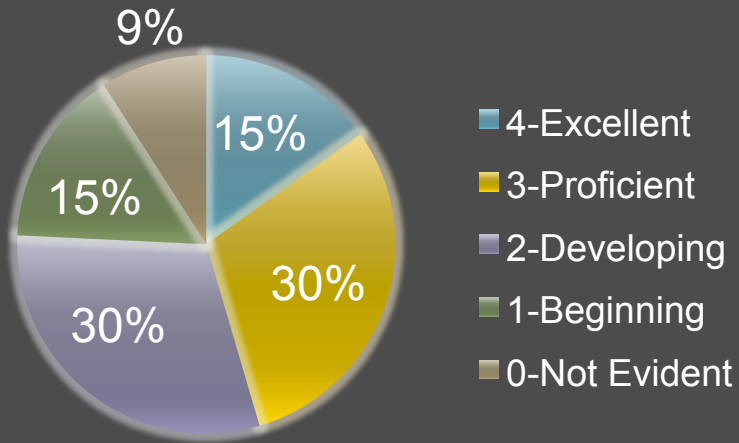
- **3-Proficient = 132**

- **2-Developing = 132**

- 1-Beginning = 65

- 0-Not Evident = 39

% of Students

Pie chart legend:
- 4-Excellent — 15%
- 3-Proficient — 30%
- 2-Developing — 30%
- 1-Beginning — 15%
- 0-Not Evident — 9%

COMPARE

SP 2015

9%

15%

15%

30%

30%

- 4-Excellent
- 3-Proficient
- 2-Developing
- 1-Beginning
- 0-Not Evident

FL 2014

8%

11%

25%

24%

33%

- 4-Excellent
- 3-Proficient
- 2-Developing
- 1-Beginning
- 0-Not Evident
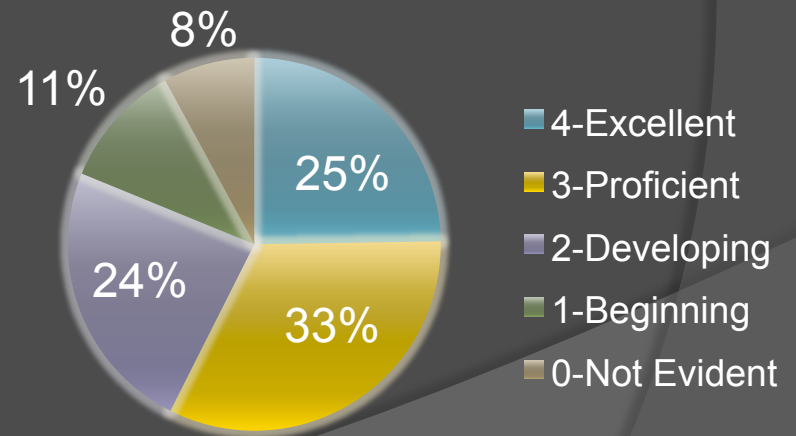
COMPARE Use Proficiency
Rubric 3 + 4 = Proficient

SP 2015

FL 2014

60%

58%

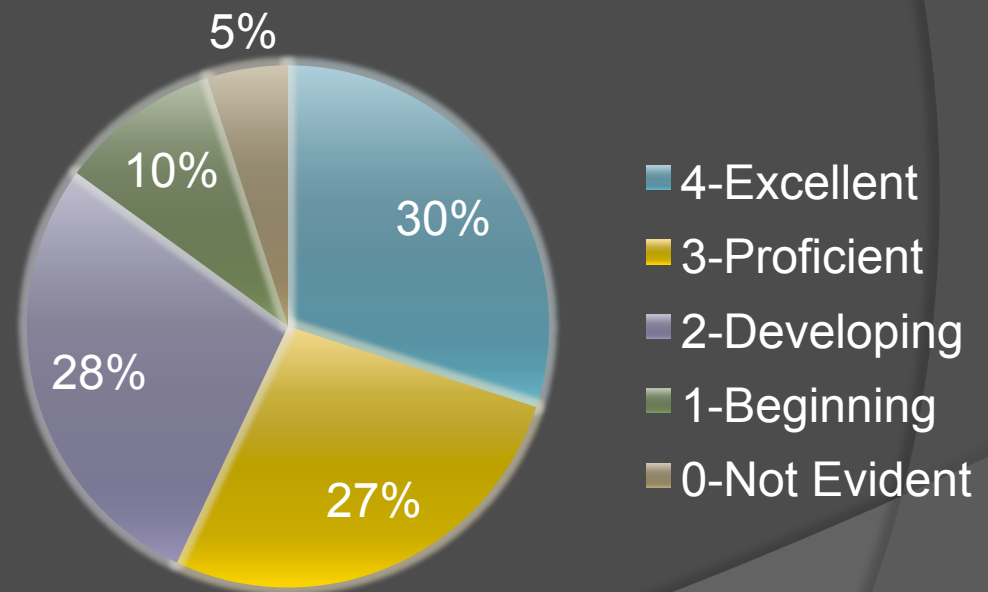# Cite sources legally & ethically SP 2015

# of Students

- **4-Excellent = 131**

- 3-Proficient = 118

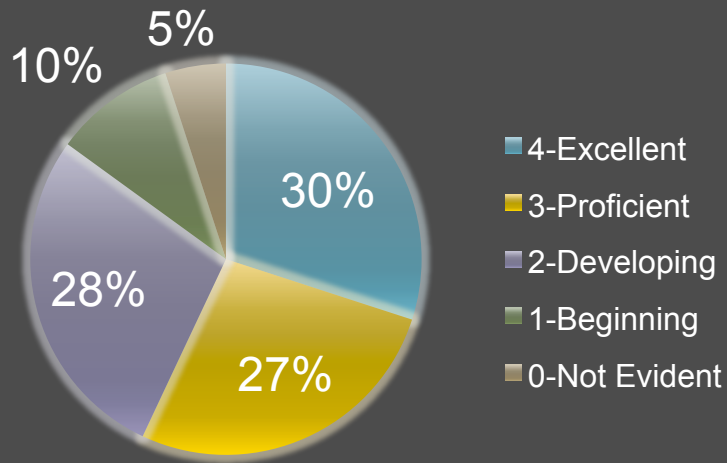- 2-Developing = 120
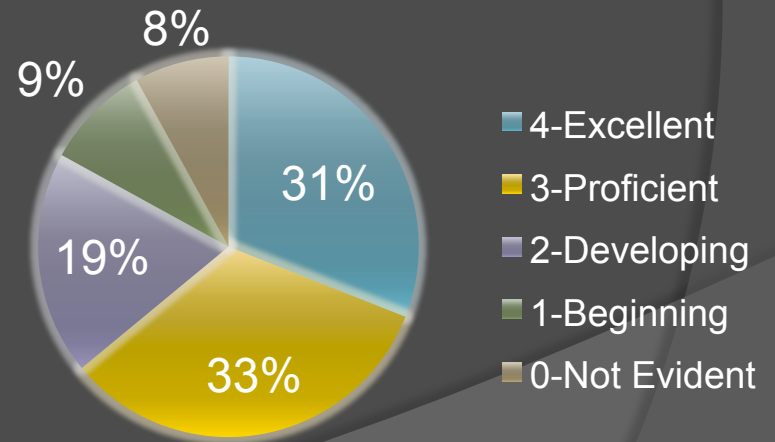
- 1-Beginning = 44

- 0-Not Evident = 21

% of Students

Pie chart legend:
- 4-Excellent — 30%
- 3-Proficient — 27%
- 2-Developing — 28%
- 1-Beginning — 10%
- 0-Not Evident — 5%

COMPARE

SP 2015

- 4-Excellent — 30%
- 3-Proficient — 27%
- 2-Developing — 28%
- 1-Beginning — 10%
- 0-Not Evident — 5%

FL 2014

- 4-Excellent — 31%
- 3-Proficient — 33%
- 2-Developing — 19%
- 1-Beginning — 9%
- 0-Not Evident — 8%

COMPARE Cite Proficiency
Rubric 3 + 4 = Proficient

SP 2015

FL 2014

57%

64%