

**Foundations Written Communication  
Rubric: Information Literacy**

**Student Learning Outcome #3.** Students will be able to compose an argument that makes use of source material that is relevant and credible and that is integrated in accordance with an appropriate style guide.

**Hallmark #4:** The FW course will help students develop information literacy by teaching search strategies, critical evaluation of information and sources, and effective selection of information for specific purposes and audiences; teach appropriate ways to incorporate such information, acknowledge sources and provide citations. *“Information literacy” includes knowledge of and competence using Internet as well as print materials.*

**Hallmark #5.** The FW course will help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.

**RUBRIC**

DIMENSION	SCORE DESCRIPTORS			
	1 – Not Meeting	2 - Approaching	3 – Adequate	4 – Exceeding
<b>A. Makes Use of Source Material</b>	No source material supports claims.  **If “1” is given, do <u>not</u> give scores on the other dimensions.**	Some source material supports claims.	For the most part, source material supports each claim.	Source material consistently supports each claim.
<b>B. Relevancy of Sources</b>	Source material is not relevant.	Source material is somewhat relevant.	Source material is adequate in terms of relevance.	Source material is obviously relevant.
<b>C. Credibility of Sources</b>	Source material is not credible.	Source material is somewhat credible.	Source material is adequate in terms of credibility.	Source material is obviously appropriate and credible.
<b>D. Style Integration</b>	A style guide’s rules for referencing and acknowledging outside sources are not followed.	A style guide’s rules for referencing and acknowledging outside sources are inconsistently followed.	A style guide’s rules for referencing and acknowledging outside sources are generally followed.	A style guide’s rules for referencing and acknowledging outside sources are almost always followed.

## Explanatory Notes

### **A. Makes Use of Source Material.** *Did the student include citations where they were needed?*

“Source material” is material that the student indicates is from an external source.

It is not possible to stipulate a predetermined number of sources needed. Therefore, assessors will determine how appropriate the amount of source material presented is based on the context of each individual essay.

If the student uses only sources written by or taken from the focal subject, that is insufficient because it does not meet the spirit of the Hallmarks. Examples: If President Bill Clinton is the topic, his writings and speeches are insufficient; additional external sources are needed. If author Virginia Woolf is the topic, her writings are insufficient; additional external sources are needed.

### **B. Relevancy of Sources.** *To what extent is the source material germane?*

A “1” or “2” score may indicate that the source material (e.g., quote, statistic) is on-topic but does not directly support the claim(s).

### **C. Credibility of Sources.** *To what extent is the source material from an authoritative source—e.g., expert, reviewed by expert, etc.?*

A wide variety of sources may be deemed credible. While the *Journal of the American Medical Association* might be appropriate to a particular argument, an article from *Maxim Magazine*, or other popular publication, or a personal interview may be credible.

### **D. Style Integration.** *When a source is referenced, did the student follow rules for citing source material within the text and also for creating a bibliography/works cited/reference list?*

When scorers are not familiar with the style guide used, they should look for internal consistency in the text.

### **Other**

It is important that assessors examine each essay for the aforementioned dimensions separately. For example, the Assessment Committee found that some students incorporated a good amount of relevant and credible sources in their essays, without correctly crediting them. Thus, a student might receive a high score for “Relevancy” and “Credibility,” and a low score for “Style Integration.”