

RUBRIC: ENGL 110

Fall 2011
Updated 1/12

			Criteria		Criteria	Criteria	
	Student Learning Outcomes	Evaluation Criteria	Blank = 0	Beginning = 1	Developing = 2	Proficient = 3	Weight
Module 1							
	Defines information need to achieve manageable focus through the construction of a specific research question (ACRL Standard 1, indicator 1.d)	Defines research question on Page 1 or Page 2 (use the best one)	Constructs no question	Constructs a question that is broad and unfocused. Lacks development and specificity (see LibGuide for examples)	Constructs a question that is somewhat focused, but lacks full development and specificity (see LibGuide for examples)	Constructs a question with a clear focus that is specific enough for a research question (see LibGuide for examples)	(x2)
Module 2	Student Learning Outcomes	Evaluation Criteria	Blank = 0	Beginning = 1	Developing = 2	Proficient = 3	
2.a.	Identifies key concepts and terms that describe the information needed [ACRL Standard 1, indicator 1.e]	Lists key concepts	Lists zero concepts (did not attempt)	Correctly lists 1 or less of the most important concepts from the research question	Correctly lists 2 out of the 3 most important concepts from the research question	Correctly lists all 3 of the most important concepts from the research question	(x1)
2.b.	Identifies keywords, synonyms and related terms for the information needed [ACRL Standard 2, indicator 2.b]	Lists relevant synonyms for the key concepts	In the white boxes, lists zero synonyms for key concepts (did not attempt)	In the white boxes, lists a total of 2 or less relevant synonyms for key concepts. If in doubt, type the keywords into the library catalog or article index to test for relevancy	In the white boxes, lists a total of 3-4 relevant synonyms for key concepts. If in doubt, type the keywords into the library catalog or article index to test for relevancy	In the white boxes, lists a total of 5 or more relevant synonyms for key concepts. If in doubt, type the keywords into the library catalog or article index to test for relevancy	(x1)
Module 3	Student Learning Outcomes	Evaluation Criteria	Blank = 0	Beginning = 1	Developing = 2	Proficient = 3	
	Investigates the scope, content, or organization of two information retrieval systems [ACRL Standard 2, indicator 1.c]	Lists differences or characteristics	Lists zero differences between or characteristics of Google, the Internet, or the library (did not attempt)	Lists no differences between or characteristics of Google, the Internet, or the library related to teaching points of authority; invisible web; free versus fee-based; quality control; personal assistance; Pagerank technology; popular/scholarly	Lists 1 difference between or characteristic of Google, the Internet, or the library related to teaching points of authority; invisible web; free versus fee-based; quality control; personal assistance; Pagerank technology; popular/scholarly	Lists 2 or more differences between or characteristics of Google, the Internet, or the library related to teaching points of authority; invisible web; free versus fee-based; quality control; personal assistance; Pagerank technology; popular/scholarly	(x1)
Module 4	Student Learning Outcomes	Evaluation Criteria	Blank = 0	Beginning = 1	Developing = 2	Proficient = 3	
4.a.		a. (Completion) Fills out each location and citation component for one book (regardless of accuracy)	Fills out zero boxes for location and citation components (did not attempt)	Location (1 point) Call Number (1 point) Floor (1 point) Author (1 point) Title (1 point) Location/city (1 point) Publisher (1 point) Year (1 point) Medium (1 point) Total is 4 or less	Location (1 point) Call Number (1 point) Floor (1 point) Author (1 point) Title (1 point) Location/city (1 point) Publisher (1 point) Year (1 point) Medium (1 point) Total is 5-8	Location (1 point) Call Number (1 point) Floor (1 point) Author (1 point) Title (1 point) Location/city (1 point) Publisher (1 point) Year (1 point) Medium (1 point) Total is 9	(x1)

4.b.	Module 4 recognizes relevant information sources using the library catalog and records all pertinent citation information for future reference [ACRL Standard 2, indicators 5.c and 5.d]	b. (Accuracy) Correctly lists each location and citation component for one book	Lists zero location and citation components (did not attempt)	Location (1 point) Call Number (1 point) Floor (2 points) Author (1 point) Title (1 point) Location/city (1 point) Publisher (1 point) Year (1 point) Medium (1 point) Total is 3 or less	Location (1 point) Call Number (1 point) Floor (2 points) Author (1 point) Title (1 point) Location/city (1 point) Publisher (1 point) Year (1 point) Medium (1 point) Total is 4-8	Location (1 point) Call Number (1 point) Floor (2 points) Author (1 point) Title (1 point) Location/city (1 point) Publisher (1 point) Year (1 point) Medium (1 point) Total is 9-10	(x1)
4.c.		c. (Relevancy) Links book to research topic	Finds no book	Finds a book that is not relevant to the research topic. If in doubt, look at the subject field, title field, call number field, or table of contents to make the determination	No "2" value for this X	Finds a book that is relevant to the research topic. If in doubt, look at the subject field, title field, call number field, or table of contents to make the determination	(x2)
Module 5	Student Learning Outcomes	Evaluation Criteria	Blank = 0	Beginning = 1	Developing = 2	Proficient = 3	
5.a.	Module 5 recognizes relevant information sources using an article index; Understands the elements and correct syntax of an article citation; and Records complete citation information from the index for future reference [ACRL Standard 2, indicators 5.c and 5.d]	a. (Completion) Fills out each citation component for one article (regardless of accuracy)	Fills out zero boxes for article citation components (did not attempt)	Author (1 point) Article Title (1 point) Source/Pub (1 point) *Volume (1 point) *Issue (1 point) Date (1 point) Pages (1 point) Database (1 point) Medium (1 point) Date/Access (1 point) *if newspaper, no vol/issue so give 1 point Total is 5 or less	Author (1 point) Article Title (1 point) Source/Pub (1 point) *Volume (1 point) *Issue (1 point) Date (1 point) Pages (1 point) Database (1 point) Medium (1 point) Date/Access (1 point) *if newspaper, no vol/issue so give 1 point Total is 6-9	Author (1 point) Article Title (1 point) Source/Pub (1 point) *Volume (1 point) *Issue (1 point) Date (1 point) Pages (1 point) Database (1 point) Medium (1 point) Date/Access (1 point) *if newspaper, no vol/issue so give 1 point Total is 10	(x1)
5.b.		b. (Accuracy) Correctly lists each citation component for one article	Lists zero citation components (did not attempt)	Author (1 point) Article Title (1 point) Source/Pub (2 points) *Volume (1 point) *Issue (1 point) Date (1 point) Pages (2 point) Database (1 point) Medium (1 point) Date/Access (1 point) *if newspaper, no vol/issue so give 1 point Total is 4 or less	Author (1 point) Article Title (1 point) Source/Pub (2 points) *Volume (1 point) *Issue (1 point) Date (1 point) Pages (2 point) Database (1 point) Medium (1 point) Date/Access (1 point) *if newspaper, no vol/issue so give 1 point Total is 5-10	Author (1 point) Article Title (1 point) Source/Pub (2 points) *Volume (1 point) *Issue (1 point) Date (1 point) Pages (2 point) Database (1 point) Medium (1 point) Date/Access (1 point) *if newspaper, no vol/issue so give 1 point Total is 11-12	(x1)
5.c.		c. (Relevancy) Links article to research topic	Finds no article	Finds an article that is not relevant to the research topic. If in doubt, look at the abstract or full text of the article	Finds an article that is somewhat relevant to the research topic, but is general or broad. If in doubt, look at the abstract or full text of the article	Finds an article that is relevant to the research topic. If in doubt, look at the abstract or full text of the article	(x2)