

Rubrics for LIR 10

Outcome 1: Pursue a line of critical inquiry strategically

	EXCELLENT	ACCEPTABLE	DEVELOPING	CONFUSED
<i>Identify a topic for sustained academic investigation</i>	Articulates open-ended question and identifies an appropriate discipline related to the question	Articulates an open-ended question	Articulates a closed question	Identifies a general topic or discipline
<i>Conduct preliminary searches to refine and contextualize a topic</i>	Contextualizes a topic by using reference or other sources; Modifies a topic as part of the research process	Explores and modifies the topic as part of the research process	Identifies a pre-selected topic and resists modification of a topic	Changes a topic randomly and resists modification of a topic regardless of research findings
<i>Use search techniques strategically to construct queries and modify search results</i>	Develops a strategic research plan; Deploys basic and advanced search techniques strategically; Identifies how search techniques affect search results	Deploys basic and advanced search techniques appropriately; Identifies how search techniques affect search results	Identifies how search techniques affect search results	Searches haphazardly with no clear research plan
<i>Use database tools and call numbers to retrieve and maintain sources</i>	Uses database tools and call numbers to retrieve and maintain sources	Uses database tools and call numbers to retrieve sources	Uses database tools OR call numbers to retrieve sources	Needs assistance to retrieve sources either in print or online

Outcome 2: Evaluate the suitability of sources for a scholarly or professional conversation

	EXCELLENT	ACCEPTABLE	DEVELOPING	CONFUSED
<i>Examine how authority is constructed within a particular field</i>	Identifies credentials used to construct authority within a specified discipline; Uses authority when evaluating a source; Recognizes the relationship between authority and credibility	Uses authority when evaluating a source; Recognizes the relationship between authority and credibility	Recognizes the relationship between authority and credibility	Conflates authority with credibility OR does not recognize the role of authority in relationship to credibility
<i>Describe how editorial and publication processes affect coverage and purpose</i>	Correlates coverage to the editorial and publication processes; Selects sources by correlating a type of publication type with an information need; Recognizes sources have different purposes and audiences	Selects sources by correlating a type of publication type with an information need; Recognizes that sources have different purposes and audiences	Recognizes that sources have different purposes and audiences	Assumes sources vary primarily in terms of content
<i>Describe the role of timeliness in the context of varied academic disciplines</i>	Recognizes that the parameters of a discipline affect timeliness; Uses timeliness when evaluating a source	Uses timeliness when evaluating a source	Recognizes that timeliness affects the quality of information	Does not identify timeliness as a criteria for evaluation
<i>Determine the relevance of a source to the development of a line of critical inquiry</i>	Explains how content of a source will be used to develop a line of critical inquiry	Summarizes the content of a source and correlates its content to a line of critical inquiry	Summarizes the content of a source	Conflates the content of a source with a vague relationship to a topic in general

Outcome 3: Treat information as a valuable product of intellectual discovery

	EXCELLENT	ACCEPTABLE	DEVELOPING	CONFUSED
<i>Identify the value of the bibliography to the scholarly conversation</i>	Identifies the bibliography as a means to provide attribution and to authenticate the validity of their research and as a tool to lead scholars to sources	Identifies the bibliography as a means to provide attribution and to authenticate the validity of their research	Identifies the bibliography as a means to provide attribution	Assumes the bibliography is a pointless exercise
<i>Document sources in MLA or APA style</i>	Uses an appropriate style to document sources in a bibliography and in the text; Recognizes that different styles are used in different disciplines	Uses an appropriate style to document sources in a bibliography and in the text	Uses an appropriate style to document sources in a bibliography OR in the text	Uses no discernible style or does not document sources
<i>Discuss content creation, digital media, and personal intellectual property</i>	Documents digital media as well as traditional sources; Recognizes content as intellectual property that is legally and ethically protected; Recognizes his/her role as a content creator	Documents digital media as well as traditional sources; Recognizes content as intellectual property that is legally and ethically protected	Documents digital media as well as traditional sources OR Recognizes content as intellectual property that is legally and ethically protected	Assumes content can be used or appropriated without attribution, permission, and/or compensation
<i>Recognize that the value of information is socially constructed</i>	Recognizes the value of information is socially constructed; Recognizes there is unequal access to information; Recognizes information systems reflect values of a particular group	Recognizes the value of information is socially constructed; Recognizes there is unequal access to information	Recognizes there is unequal access to information	Assumes information is free and accessible throughout the world