

Information Literacy in Student Writing Rubric 2021-2022

Graduates of Westmont College will be able to strategically search, wisely evaluate, ethically integrate sources in various contexts.

	1 - Beginning	2 - Developing	3 - Competent	4 - Proficient
Inquiry and Strategic Searching	<p>Research question or claim is unclear and/or very difficult to identify, is of an inappropriate scope, and is not consistently addressed throughout the paper.</p> <p>Evidence that the student used the most readily available sources, whether or not they were relevant or credible.</p>	<p>Research question or claim is somewhat clear, but with obvious areas for improvement in definition and scope. It is only somewhat addressed and answered throughout the paper.</p> <p>Evidence that the student's search strategy was limited to a cursory search in the scholarly literature.</p>	<p>Research question or claim is clear and manageable, with some areas for improvement in terms of clarity and/or scope. It is consistently addressed and answered with only some areas for improvement.</p> <p>Evidence that the student has refined his/her search strategy in the scholarly literature.</p>	<p>Research question or claim is very clear and well defined, neither too broad nor too narrow, and is consistently addressed and answered throughout the paper.</p> <p>Evidence that student has recursively and deliberately searched in the scholarly literature.</p>
Wise evaluation of sources	<p>Relies on untrustworthy, biased, or irrelevant sources.</p> <p>Student writing demonstrates no evidence of evaluating the context or ideas of the sources.</p> <p>Sources lack relevance to the topic and are not authoritative or credible.</p>	<p>Uses sources that lack variety or depth, and has not sufficiently explored sources on the topic.</p> <p>Student writing demonstrates little evidence of evaluating the context or ideas of the sources.</p> <p>Some sources do not appear relevant and/or are of questionable authority and credibility.</p>	<p>Uses appropriate sources, but some sources lack variety or depth.</p> <p>Student writing demonstrates some evidence of evaluating the scholarly context of sources.</p> <p>The majority of sources are relevant to the topic and are authoritative and credible.</p>	<p>Incorporates a wide variety of sources, demonstrating critical exploration of sources on the topic.</p> <p>Student writing demonstrates ample evidence of engaging in the scholarly conversation within or across academic disciplines.</p> <p>Uses sources that are both relevant to the topic and are authoritative and credible.</p>
Ethical source integration	<p>Very little evidence of critical engagement with or synthesis of sources.</p> <p>Relies on quoting or "patch writing" from sources without demonstrating true engagement with sources; fails to incorporate sufficient information from sources, including citations.</p>	<p>Some evidence of synthesis and critical reflection on sources but with obvious areas for improvement.</p> <p>Relies on quoting or "patch writing" from sources with limited accompanying evidence of critical reflection on sources; could have incorporated more information from sources, including citations.</p>	<p>Strong evidence of synthesis and critical reflection on sources, with some areas for improvement.</p> <p>Integrates sources by summarizing, paraphrasing, and quoting, with some evidence of critical reflection on sources; incorporated sufficient information from sources.</p> <p>Citations are accurate.</p>	<p>Synthesizes and critically reflects on content of sources with sophistication.</p> <p>Integrates sources smoothly by thoughtfully summarizing, paraphrasing, and quoting.</p> <p>Thoroughly incorporates information from sources to support the research claim.</p> <p>Citations are consistently accurate.</p>

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