

Assignment:	
Date / version:	Student number:
Name student:	E-mail address student:

Assessor:	Date assessment:
Time use (minutes):	Digital signature Pass/fail:

Summary of the results:

Component: student product	Score
Orientation	
Reference list	
Quality of the primary sources (books, journal articles, websites etc.)	
In text-citations	
Creation of new knowledge out of relevant information	

Component: process report / search strategy	
Search terms / keywords	
Use of secondary sources	

Total score	
Grade	



Component: student product

Criterion: Orientation	Score:
<p><i>Professional behaviour</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The student product makes clear that the student did a good orientation on the topic and that he / she formulated his / her own focus on the topic or research question. This is also expressed by the fact that the student formulated one or more good research questions. 	<p><i>Insufficient behaviour</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The student product makes clear that the student used the question as it was originally formulated in the assignment or student task. The student him / herself did not further explore the question as such. An example of this behaviour is that the student did not define the core key terms and that these terms are supposed to be clear while they are at least multi interpretable.
Criterion: Reference list	Score:
<p><i>Professional behaviour</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The student product has a reference list that is complete and the citation style is used correctly. With the reference list it is easy to identify the documents that the student used. <p>Remark: The last point is more important than a correct bibliographic description in accordance with a standard citation style. However, for the score 'very good' the citation style must also be used correctly.</p>	<p><i>Insufficient behaviour</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is no reference list in the student product and/or <input type="checkbox"/> The reference list is not complete (documents that are cited in the text are not listed in the reference list) or <input type="checkbox"/> Important bibliographic data (title, author, year of publication) are missing. <p>An example that often recurs in educational practice: for internet resources only the URL is mentioned.</p>
Criterion: Quality of the primary sources (books, journal articles, websites etc.)	Score:
<p><i>Professional behaviour</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The reference list of the student product makes clear that the student has used relevant, reliable (preferably authentic) and up-to-date information sources that discuss the topic or the question from different points of view. 	<p><i>Insufficient behaviour</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The information sources the student has used are insignificant, outdated or not relevant enough. An example of 'insignificance' is that the student only used Internet-sites as an information source. And / or... <input type="checkbox"/> The information sources the student used are one-sided (too much from one point of view). The student has, for instance, only used government information (.gov-sites) or publications from one particular author.

Component: student product (continuation)

Criterion: In text-citations	Score:
<p><i>Professional behaviour</i></p> <p><input type="checkbox"/> In the text of the product it is made clear what information sources the student has used. In the case of a digital student product this is also true for images and audio visual information.</p>	<p><i>Insufficient behaviour</i></p> <p><input type="checkbox"/> The student has used someone else’s work (text fragments, images, audio visuals) in his / her own product without reference to the original source. Even if this was done unintentionally strictly speaking this is plagiarism.</p>
Criterion: Creation of new knowledge out of relevant information	Score:
<p><i>Professional behaviour</i></p> <p><input type="checkbox"/> The student product makes clear that the student analysed information from different resources and that – based on this analysis – he / she formulated new insights, hypotheses or applications.</p> <p>Scope note: practice shows that students succeed in analysing and comparing several information sources, but are not capable of synthesizing the retrieved data into a new insight, hypothesis or application. If so, this criterion should be graded as “sufficient” or “poor”.</p>	<p><i>Insufficient behaviour</i></p> <p>In the student product the student</p> <p><input type="checkbox"/> did not reproduce the content of the retrieved information correctly or clearly and / or</p> <p><input type="checkbox"/> paid no attention whatsoever to the analysis of the information sources found and / or</p> <p><input type="checkbox"/> Used only one information source without discussing the relevance or the reliability of the content, although there is reason for doubt..</p>

Scoring rubric for Information Literacy

Component: process report / search strategy

Criterion: Search terms / keywords	Score:
<p><i>Professional behaviour</i></p> <p><input type="checkbox"/> The student used search terms that are relevant for the topic or the research question. He / she used relevant synonyms, search terms in English and from the professional jargon.</p>	<p><i>Insufficient behaviour</i></p> <p><input type="checkbox"/> The student used search terms that are too general (non-professional) and / or</p> <p><input type="checkbox"/> the student did not use relevant synonyms, associated terms or search terms in English.</p>
Criterion: Use of secondary sources	Score:
<p><i>Professional behaviour</i></p> <p><input type="checkbox"/> The student used a variety of secondary sources (search engines, books for tracking citations, scholarly journals, databases, social networks). If necessary he / she used an interlibrary loan to obtain the materials needed.</p>	<p><i>Insufficient behaviour</i></p> <p><input type="checkbox"/> The student only used information sources that are easily accessible. For instance: he / she only used</p> <ul style="list-style-type: none"> - The “quick search”-box of a general search engine and / or - Materials provided by his / her professor.