

**ACRL Information Literacy Competency (IL) Standard 5:** The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

*Performance Indicator 3:* The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcome a: Selects an appropriate documentation style and uses it consistently to cite sources

**Direction:**

1. Each entry must be cited in MLA format: 7<sup>th</sup> edition, <http://www.liberty.edu/index.cfm?pid=1223>

|                         | Excellent                | Good  | Acceptable  | Poor  |
|-------------------------|--------------------------|---|---|---|
| Citation in MLA format? | Totally correct citation | Have the correct information but: <ul style="list-style-type: none"> <li>• not formatted correctly or not in correct order</li> <li>or</li> <li>• missing information.</li> </ul> | Have most of the key information (author, title, year, and publisher or journal title), but missing some information; and not in correct order or not formatted correctly | Missing key information, not formatted correctly, and not in correct order. |

**ACRL Information Literacy Competency (IL) Standard 3:** The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

*Performance Indicator 2:* The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes:

- a. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
- b. Analyzes the structure and logic of supporting arguments or methods
- c. Recognizes prejudice, deception, or manipulation
- d. Recognizes the cultural, physical, or other context within which the information was created and understands the impact of context on interpreting the information

**Direction:**

1. Add a measurable outcome from the IL standard and performance indicator listed above.
2. Create four levels of measurement that assess that outcome

|  | Excellent | Good | Acceptable | Poor |
|--|-----------|------|------------|------|
|  |           |      |            |      |

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*Performance Indicator 2:* The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Outcomes:

- e. Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias

**Direction:**

2. Each entry must be annotated with grammatically correct sentences, answering all the following questions:

- i. How did you find the source?

|   | <b>Excellent</b>   | <b>Good</b>  | <b>Acceptable</b>  | <b>Poor</b>   |
|---|--|--|--|---|
| What search strategy was used to locate and evaluate each item? | Complete sentence(s) explain the search strategy (e.g., search terms, limiters or expanders, etc.) and reason for selecting this item. | Either list most but not all of the search and selection steps in complete sentence(s), or list all of the steps, but not in complete sentence(s). | List some of the steps in searching for and selecting the item, but not in a complete sentence(s). | List the search term(s), but not in a complete sentence(s). |
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