

## Judging Student Performance

The faculty uses a signature assignment information literacy grading rubric to assess the assignment and assign points.

### Undergraduate Grading Rubric

Criteria	Level 4 Excellent	Level 3 Proficient	Level 2 Developing	Level 1 Emerging
<b>Quality Information Criteria</b> The student selects and incorporates appropriate resources into academic work.	Demonstrates excellent ability to conduct independent research and evaluate the quality, accuracy, and reliability of multiple information resources.  Points: 25	Demonstrates proficiency to conduct independent research and evaluate the quality, accuracy and reliability of multiple resources.  Points: 23	Demonstrates partial ability to conduct independent research and evaluate the accuracy and reliability of multiple resources.work.  Points: 20	Demonstrates little or no ability to conduct independent research and evaluate the quality, accuracy and reliability of multiple resources.  Points: 18
<b>Citing Sources</b> The student effectively cites sources.	Demonstrates mastery of in-text citations of sources. Present properly formatted full source information in the reference list (bibliography).  Points: 3	Demonstrates considerable proficiency in the use of in-text citations of sources. Presents and properly formatted mostly complete source information in the reference list (bibliography).  Points: 2	Demonstrates occasional use of in-text citations of sources. Presents somewhat formatted and partial reference information (bibliography).  Points: 1	Demonstrates inability to use in-text citations of sources. Presents poorly formatted and incomplete or no source information in the reference list (bibliography).  Points: 0
<b>Apply Information to Support Arguments</b> The student effectively	Demonstrates mastery to apply strong and	Demonstrates considerable proficiency in	Demonstrates occasional application of	Demonstrates inability to apply appropriate or

<p>applies resources to support ideas, convey understanding of the topic, and shape the whole work.</p>	<p>compelling content to support ideas, convey understanding of the topic, and shape the whole work.</p> <p><b>Points: 7</b></p>	<p>application appropriate and relevant content to support ideas and convey understanding of the topic. Few arguments left unsupported.</p> <p><b>Points: 5</b></p>	<p>relevant content to support ideas, but leaves many arguments unsupported. May use immaterial or disparate content in an attempt to support arguments.</p> <p><b>Points: 3</b></p>	<p>relevant content to support ideas, convey understanding of the topic, and shape the whole work. Makes unsupported arguments and assertions.</p> <p><b>Points: 1</b></p>
<p><b>Scholarly writing</b> The student communicates proficiently with others through scholarly writing and skilled, knowledgeable presentation to general and specialized audiences.</p>	<p>Demonstrates mastery of scholarly written communication and skilled and knowledgeable presentation of material to an appropriately specialized audience.</p> <p><b>Points: 5</b></p>	<p>Demonstrates considerable proficiency in written communication with well-organized presentation of material to an appropriately specialized audience.</p> <p><b>Points: 4</b></p>	<p>Demonstrates partial proficiency in written communication with few grammatical or syntax errors, but message may be aimed at the wrong audience.</p> <p><b>Points: 3</b></p>	<p>Demonstrates limited or poor ability to write clearly; uses poor grammar and syntax. Text is disorganized and rambling.</p> <p><b>Points: 2</b></p>
<p><b>Critical Thinking</b> The student develops critical thinking skills to solve problems in his/her workplace and field of study; evaluates the relative merits of competing resources.</p>	<p>Demonstrates mastery in conceptualizing the problem; the merits of competing resources are evaluated. Conclusions are rationally applied and logically presented.</p> <p><b>Points: 10</b></p>	<p>Demonstrates considerable proficiency conceptualizing the problem, and considerable proficiency in evaluating the merits of competing resources. Conclusions are proficiently applied and logically presented.</p> <p><b>Points: 8</b></p>	<p>Demonstrates an ability to define a problem; provides viewpoints of some resources, but arguments may be one-sided. Lacks depth in analysis, and conclusions may be skewed or biased.</p> <p><b>Points: 6</b></p>	<p>Demonstrates limited or poor proficiency conceptualizing a problem, evaluating the merits of the competing resources, and coming to a rational conclusion.</p> <p><b>Points: 4</b></p>