

**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

**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:

- 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).