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Instructional Programmatic Assessment Rubric

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Instructional Programmatic Assessment Rubric

Rubric Preamble

The purpose of this rubric is to internally assess student learning of information literacy to better inform the GVSU Libraries' instruction program. This rubric will not be used to grade individual students or to assess teaching. The rubric is divided into seven information literacy student learning objectives: Inquire, Access, Evaluate, Synthesize, Cite, Manage Emotional States and Cycles, and Library Service Foundations. While these are distinct objectives that can be taught and assessed on their own, there is natural overlap between them; selecting an objective may depend on a variety of factors, including context, intention, and individual outcomes or objectives.

Student agency in research both across and outside the disciplines plays an important role in engaging with this rubric. Therefore, maintaining space for a developmental perspective that centers learning and unlearning based on a learner's shifting relationship with information is essential. All students have real life experiences that inform their perspectives. Their positionality can be beneficial; their age, profession, community, identity, or gender informs what they know. That being said, this rubric does have an inherent positionality of a western higher education perspective on what learning is and how to approach information sources and scholarship.

What's in this document?

This document consists of three components:

- Best Practices
 - This section will provide guidelines for how to use this document, an instruction example, and supplemental resources.
- Preamble to individual rubric rows
 - This explanatory text will address specific areas of interpretation and implementation in each row of the rubric.
- Rubric outcomes
 - There are seven outcomes in the rubric. Each is presented in a different row, accompanied by its preamble.

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Best Practices

How to use this document:

- It is not expected that you use every row of this rubric to assess a single activity, or even a single session. Please select a row or two that tie closely to your stated learning objectives.
- Depending on the activity, you may assess students individually or the class as a whole. For example, if your learning activity is a group discussion, you will assess the group and report the general trends you saw. If you ask students to fill out individual worksheets, you will assess individual students and report the trends.
- Rubric assessment should be recorded in the assessment field in the LibInsight Instruction Statistics form. If you are assessing individual students, you do not need to document the individual scores. Instead, report the overarching trends you saw when scoring.
- [The Instruction Assessment Toolkit on LINK](#) includes a variety of methods, as well as resources and examples to help you use those methods in your own assessment.
- Review [past assessment workshops on LINK](#) for example scenarios of using the rubric.

Example: Concept map activity

- Ask students to create a concept map based on their research topic/question.
- Collect the concept maps at the end of the session. Depending on your learning objectives and what you ask students to document in their maps, you may use the Inquire or Access rows to assess the individual concept maps.
- Record the overarching trends in LibInsight. The scoring breakdown may determine future instructional goals. For example, if the majority of students scored progressing and a couple scored emerging, you may want to collaborate with the instructor to provide additional support for the students who scored emerging.

Questions?

Email Maya Hobscheid: hobschem@qvsu.edu

Inquire

Preamble

Inquiry drives the research process. It is the asking of questions and stating of problems. As developing researchers and users of information, students will ideally recognize the conversational nature of information, find a way into that conversation, and explore their role in it.

Inquiry is often a non-linear learning process. When you are not familiar with a new topic, it's difficult to know what you don't know. A student's question and scope will typically evolve as they further engage with their sources and find "gaps" or unearth still unanswered questions.

Objectives	EMERGING (1)	PROGRESSING (2)	REFINING (3)	ACCOMPLISHED (4)
Inquire	Completes research only to meet the requirements of an assignment.	Begins to make connections between research assignments and personal curiosity.	Uses assignments to explore research interests.	Develops a personal research agenda.
	Has difficulty determining a question/statement in the context of a topic within the relevant sources.	Demonstrates some difficulty formulating a question/statement based on the existing sources.	Begins to recognize question/statement in the existing sources. Begins to formulate a problem statement or question.	Defines a clear problem statement or question connected to the relevant sources on a topic through an iterative examination and re-examination of those sources.

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			May recognize and seek multiple perspectives on a topic.	Recognizes and seeks multiple perspectives in the information gathering process.
	Doesn't set an appropriate scope of information for the assignment, discipline, or stage of the research process.	Attempts to set an appropriate scope of information for the assignment, discipline, or stage of the research process.	Begins to recognize scope of question/statement and information need in relation to research process and other factors.	Appreciates the factors that determine scope of question/statement and needed information, such as assignment and stage of the research process.

Access

Preamble

The search process is iterative. There is no one right path to the information researchers seek. There are multiple routes, requiring multiple attempts which may yield a diversity of information sources. Understanding where and how information is organized for retrieval enables students to strategically find and use the most relevant information. This assessment rubric attempts to measure only those search and access strategies, concepts, and skills observable within the limits of the systems in use in higher education at present.

Objectives	EMERGING (1)	PROGRESSING (2)	REFINING (3)	ACCOMPLISHED (4)
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Access	Fails to recognize a diversity of information sources and tools	Fails to recognize a diversity of information sources and tools	Begins to recognize a diverse array of information tools and their functions.	Recognizes a diverse array of information sources and tools and their functions.
	Struggles to match information needs to search tools.	Matches information needs and some strategic searching to search tools.	Matches information needs and strategic searching to some appropriate search tools.	Matches information needs and strategic searching to appropriate search tools.
	Does not search strategically.	Attempts strategic searching, though not based on search results.	Searches strategically, sometimes refining searches based on search results.	Searches strategically, refining searches as necessary, based on search results.
	Is unable to identify alternative strategies that can be used when necessary.	Is unable to identify alternative strategies that can be used when necessary.	Is aware of alternative strategies for accessing sources.	Uses alternative strategies to access sources when necessary.

Evaluate

Preamble

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The constructed nature of authority, which varies by disciplinary norms, will impact how students engage with the Evaluate rubric. The concept of bias is a cornerstone of this rubric, with the intent of guiding students toward understanding bias as human. In drafting learning objectives, librarians should articulate the specific context of the discipline and/or assignment to account for its influence on the learning process.

Objectives	EMERGING (1)	PROGRESSING (2)	REFINING (3)	ACCOMPLISHED (4)
Evaluate	Does not articulate evaluative criteria.	Begins to articulate evaluative criteria.	Articulates evaluative criteria and begins to consider contexts when selecting appropriate sources.	Uses multiple criteria to evaluate sources; considers social, disciplinary, economic, and personal contexts when selecting appropriate sources.
	Does not recognize the biases or potential biases of a variety of source types.	Begins to recognize the biases or potential biases of a variety of source types.	Recognizes the biases or potential biases of a variety of source types; begins to consider own biases in source evaluation and use.	Recognizes the biases or potential biases of a variety of source types; considers own biases in source evaluation and use.

Synthesize

Preamble

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Synthesis is part of an iterative research process. Synthesis often happens after access and evaluate, but it requires returning to previous phases of the process. Often synthesis is assisted by librarians in the one-on-one process, after the research process has begun. At this stage, students are in a position to need richer and more varied sources to explore a topic and examine their positionality in order to contribute their own voices to a scholarly conversation.

Objectives	EMERGING (1)	PROGRESSING (2)	REFINING (3)	ACCOMPLISHED (4)
Synthesize	Information is not integrated with materials from other sources.	Selects some appropriate information to synthesize from multiple sources.	Selects appropriate information to synthesize from multiple sources.	Selects appropriate information to synthesize from multiple sources, including their point of view. Explains the strengths and limitations of sources.
	There is no recognizable relationship between sources.	Uses insufficient sources for the task at hand or inadequately articulates the relationships between multiple sources.	Begins to articulate relationships between sources.	Articulates as the relationships between sources, as well as the intention behind source selection and how that was impacted by their positionality.

Cite

Preamble

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In this rubric, citing and citations are limited to a western academic context, which can be separated into three facets: technical, legal, and cultural. Technical aspects of citations include the accuracy of both in-text citations and bibliography. Legal aspects include American copyright law and the understanding of intellectual property. Cultural aspects include interrogating the contextual and constructed understanding of ethical citation use. Cultural aspects acknowledge gaps in representation and validate alternate forms of knowledge creation, including ancestral knowledge.

Objectives	EMERGING (1)	PROGRESSING (2)	REFINING (3)	ACCOMPLISHED (4)
Cite	Cites some of the information sources used, citations may be incomplete or incorrectly formatted. Does not correctly paraphrase, summarize, and quote information sources.	Cites all information sources used, but incompletely or incorrectly formats citations. Inaccurately refers to information sources when paraphrasing, summarizing, and quoting.	Cites all information sources used, creates complete citations with minimal mistakes, and accurately refers to information sources by paraphrasing, summarizing, and quoting.	Completely and accurately cites all information sources used by appropriately paraphrasing, summarizing, and quoting.
			Begins to recognize ethical and cultural perspectives on citation.	Recognizes ethical and cultural perspectives on citation and their impact on the research process.
		Begins to articulate the	Articulates the	Articulates the

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		importance of citation in regards to American copyright law and intellectual property.	importance of citation in regards to American copyright law and intellectual property; begins to recognize the role of citation in the scholarly conversation.	importance of citation in regards to American copyright law, intellectual property, and the scholarly conversation.
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Manage Emotional States and Cycles

Preamble

Researching is an emotional prospect, though it may often be seen as primarily intellectual. Discovering new information may be exciting, depressing, or it may challenge individual world views, and these emotional states can influence the research process itself. Acknowledging this is an important step to managing research. Students approach research as whole people, with past lived experiences that may intersect with research topics and the research process. Encountering world views that negate lived experiences can be upsetting and even traumatizing.

Strategies for managing these kinds of emotional distress include: building in time and space to reflect on and process the information a student finds; seeking feedback to check-in or get an alternate perspective; and pausing or stopping research. These strategies are all valid ways to protect and support your well-being. Managing emotional states is often a non-linear process and you may need to engage in self-care at multiple points in the research process.

Objectives	EMERGING (1)	PROGRESSING (2)	REFINING (3)	ACCOMPLISHED (4)
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Manage emotional states and cycles	Begins to identify emotional reactions to the research process, but does not recognize that emotional states follow a pattern related to stages of the research process.	Identifies stages in the research process and emotional states commonly associated with them.	Articulates their emotional responses at various stages in the research process.	Anticipates their emotional response to research.
	Is unaware of available resources for feedback and self-care.	Identifies various resources for feedback and self-care.	Utilizes resources for feedback and self-care.	Preemptively strategizes resources for feedback and self-care.

Library Services Foundation

Preamble

This row differs from the others because it is not based on one skill. These are the foundational services that benefit students at progressive points in their experiences as undergraduate scholars. Not all students have to have knowledge of all items in each column; these are examples of services that may be useful in that stage of students’ academic careers based on the disciplines they are studying and their own areas of research.

Objectives	EMERGING (1)	PROGRESSING (2)	REFINING (3)	ACCOMPLISHED (4)
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<p>Library Service Foundations</p>	<p>Student is aware of:</p> <ul style="list-style-type: none"> ● KM (Including research consultants, digital skills consultants, & Resource Market) ● Library as physical and digital space ● Library search box ● Library Guides 	<p>Student is aware of:</p> <ul style="list-style-type: none"> ● Liaison Librarians ● Research consultations ● Library/archive locations ● Knowledge of disciplinary tools/databases /common source types ● Different kinds of materials that are available to students 	<p>Student is aware of and engaging with:</p> <ul style="list-style-type: none"> ● Document Delivery/MEL ● Variety of discipline-specific materials 	<p>Student is aware of and engaging with:</p> <ul style="list-style-type: none"> ● Student authorship and publication ● Functional areas: Scholarly Communication, government documents, archives, digital humanities, data literacy, for example
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