

# Global Outcomes Assessment Reporting Packet: Information Literacy

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## Introduction:

This packet contains documents that you may use to assess your students for the Global Outcome of Information Literacy. If you need further assistance in this process, please contact Sally Heilstedt: [sally.heilstedt@lwtech.edu](mailto:sally.heilstedt@lwtech.edu).

Please do not change the criteria and the rubric headings (the left hand column and the top rows); however, your department may change the rubric descriptors or choose a specific rubric descriptor to fit your individual discipline needs.

### **Course Best Practices for Teaching and Assessing a Global Outcome:**

1. Instructor examines the college definition and rubric to be used and plans the course with the global embedded throughout
2. Instructor uses a calendar to plan out when and how Global Outcomes info will be introduced, practiced, and assessed
3. Instructor introduces global in the syllabus
4. Instructor hands out and explains the rubric
5. Instructor gives the students chances to practice the global outcome skills and gives them feedback on how well they are doing so they can improve their performance and learning
6. Instructor chooses one assignment at the beginning of the quarter or unit and another at the end of the quarter or unit to tally and report results
7. Instructor reviews rubric for areas where learning can be improved, then re-examines entire course curriculum to find where students can be assisted in better learning the global.
8. Instructor fills out the assessment packet if they have been contacted that they were selected this quarter to do so – if you have more questions, Sally can help: [sally.heilstedt@lwtech.edu](mailto:sally.heilstedt@lwtech.edu)

## **Course #: Course Name, Instructor Name**

### **The Assignments:**

**Cut and paste or describe your pre- and post-assessments here, as well as your lesson plan/curriculum for teaching to Information Literacy.**

For Information Literacy, an assessment may be a research paper, class presentation, or an assessment where students need to find and communicate needed information. Please consult the rubric and/or contact Sally if you have any questions.

## The Rubric:

**Information Literacy:** The ability to recognize when information is needed, to choose the appropriate tools to locate the required information, and to effectively gather and evaluate the information.

Criteria	Mastering	Achieving	Developing	Beginning	Not Assessed at the Instructor's Discretion
<b>Identify an information need</b>	Demonstrates a sophisticated understanding of what information is needed	Clearly identifies an information need	Identifies an information need, but struggles with articulating it	Develops a general topic and struggles to pinpoint the information need	
<b>Formulate a research plan</b>	Creates an organized research plan, including a topic, keywords, and outline of steps to follow with set deadlines for each step	Develops a research plan that includes a topic, key words, and basic steps to follow	Research plan includes a topic and key words	Research plan only includes the topic to be addressed	
<b>Select and use tools</b>	Selects and uses tools to locate resources; needs no assistance with how to use the appropriate tools	Selects and uses tools to locate resources; requires minimal assistance on how to use appropriate tools	Has limited strategies for selecting and using tools to locate resources; requires repeated assistance with how to use appropriate tools	Has limited strategies for selecting and using tools to locate resources; requires extensive assistance with how to use appropriate tools	
<b>Gather information</b>	Gathers extensive information from a variety of valid and reliable sources including journals, texts, and technology specific to the subject. Clear evidence of search/selection criteria	Gathers information from multiple valid and reliable sources. Evidence of search/selection criteria	Gathers information from sources that are limited to one or two resource types. Some evidence of search/selection criteria	Gathers information from one source; minimal evidence of search/selection criteria	
<b>Evaluate and synthesize information</b>	Considers context, data, assumptions, and evidence; eloquently integrates multiple viewpoints; implications are clearly developed. Advanced evidence of selection based on quality or appropriateness	Considers context, data, assumptions, and evidence; integrates multiple viewpoints; implications are developed. Evidence of selection based on quality or appropriateness	Discerns fact from opinion and begins the rough integration of multiple viewpoints; implications are considered but are not clearly developed. Some evidence of selection based on quality or appropriateness	Little evidence of evaluation and identification of implications. Minimal evidence of selection based on quality or appropriateness	
<b>Use information responsibly and ethically</b>	Presents a comprehensive list of appropriately cited references used in information gathering	Attempts to cite references and sources appropriately	Cites references and sources, but does not use a citation format	Uses information in assignments without identifying sources	

<b>Apply technology, software, and electronic tools to enhance learning</b>	Applies appropriate technologies, software applications, and electronic tools to complete assignments and enhance information sharing with no assistance	Applies appropriate technologies, software applications, and electronic tools to complete assignments and enhance information sharing with minimal assistance	Demonstrates willingness to learn use of technologies, software applications, and electronic tools and requires repeated assistance to complete specific tasks or to use particular features	Demonstrates minimal use of technologies, software applications, and electronic tools and requires extensive assistance to complete specific tasks or to use particular features	
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**Cut and paste your rubric here if you used different descriptors than those provided in the rubric above.**

## The Class Performance by Criteria Tally Sheets:

On the tally sheets, include the total number of students for each cell. For example, in a class of 20 students, 2 might earn a Mastering level for Identify an Information Need, 7 might be Achieving, 8 Developing, and 3 Beginning. The first row would then include 2, 7, 8, and 3.

**Class Performance by Criteria Chart (Pre-Assessment)**  
Total Class Participation \_\_\_\_\_ Date \_\_\_\_\_

	Criteria	Mastering	Achieving	Developing	Beginning	Not Assessed
1	Identify an information need					
2	Formulate a research plan					
3	Select and use tools					
4	Gather information					
5	Evaluate and synthesize information					
6	Use information responsibly and ethically					
7	Apply tools to enhance learning					

**Class Performance by Criteria Chart (Post-Assessment)**  
Total Class Participation \_\_\_\_\_ Date \_\_\_\_\_

	Criteria	Mastering	Achieving	Developing	Beginning	Not Assessed
1	Identify an information need					
2	Formulate a research plan					
3	Select and use tools					
4	Gather information					
5	Evaluate and synthesize information					
6	Use information responsibly and ethically					
7	Apply tools to enhance learning					

## Closing the Loop: Plan of Action

### **Keep, Stop, Start**

Keep, stop, start provides a simple framework for reflecting on the teaching, learning, and assessment of Information Literacy. Respond to the following questions to form your action plan for the next time you teach this course.

- What will you **keep** doing? In other words, what went well in the teaching, learning, and assessment of Information Literacy?
- What will you **stop** doing? What about your teaching or assignment did not enhance student learning? Did anything go entirely differently than you expected, and you want to do it differently next time?
- What will you **start** doing? Based on your results and experience with teaching Information Literacy, how might you alter instruction to improve or better measure student learning?