

Transfer Student Learning Outcomes, Writing, #2: Locate, evaluate, and ethically utilize information to communicate effectively

Exceptional	Proficient	Learner	Novice	Unacceptable
4	3	2	1	0
In general, annotations provide exceptional summaries that reflect critical reading and provide excellent reasoning for author or source credibility.	In general, annotations provide detailed summaries and display a better-than-average knowledge of source credibility.	In general, annotations provide basic summaries that demonstrate that the reader has read the sources and provides some reasoning for why the source is credible.	In general, annotations provide incomplete summaries that do not suggest a student has read and understood sources and provides very basic or circular reasoning for source credibility.	In general, annotations are incomplete, fail to provide descriptive summaries, or fail to provide adequate reasoning for credibility.

Transfer Student Learning Outcomes, Information Literacy, #4: Evaluate information and its source critically

Highly Credible	Credible			Discreditable
4	3	2	1	0
In general, the student chooses highly-regarded sources (appropriate to the project) written by writers with expertise in the content area, have highly-respected information that is valuable to the audience, is a primary source with original content, and is high quality (researched, peer reviewed, vetted).	In general, the student chooses resources from well-regarded sources (appropriate to the project) that are referenced and cited elsewhere, have laudable educational value, offer original content and viewpoints, have good content coverage, and are of good quality.	In general, the student chooses resources from reputable sources (appropriate to the project) that are referenced and cited elsewhere, have educational value, offer original content, have broad content coverage, and are of reasonable quality.	In general, the student chooses sources that are slightly regarded (information not thoroughly researched or cited), do not meet instructional goals, may not have the primary intent to inform readers, may be repurposed or aggregated materials, and is lacking in or has limited quality.	In general, the student chooses sources that are inappropriate for the topic or project or information of questionable value.

Source of Information Literacy Rubric: Source Educational Evaluation Rubric (SEER) from Turnitin™