

Thematic Focus Rubrics & Assessment Guidelines

(Document modified from one originally shared by Shane Miller in August 2021.)

The Thematic Focus course requires that students upload four artifacts to Portfolium for their future use and for assessment of learning outcomes. Two of these artifacts utilize a standard prompt – the DEAL reflection prompt, used to measure Information Literacy and Collaboration. In addition, student work should be submitted that demonstrates Information Literacy and Analyze Texts. The specific prompts, rubrics, and additional guidelines can be found below.

Artifact uploads to Portfolium should be clearly titled using the specific learning outcome the artifact demonstrates. Examples might include InfoLit.docx, Analyze.docx, or CollaborateDeal.docx.

Information Literacy Intermediate Rubric

| | Unacceptable | Somewhat Acceptable | Acceptable |
|---------------------------------------|--|---|--|
| Student locates relevant information. | Artifact fails to use information or uses information that is generally irrelevant to the project. | Artifact draws on information, some of which is relevant to the project. | Artifact draws on information, most of which is relevant to the project. |
| Student uses appropriate resources. | Artifact uses inappropriate information sources. | Artifact uses a mix of appropriate and inappropriate information sources. | Artifact draws on the most appropriate information sources. |
| Student uses multiple resources. | Artifact is overreliant on a few sources. | Artifact uses information from limited and similar sources. | Artifact uses an number of varied sources. |

Information Literacy Intermediate DEAL Reflection Prompt

INFORMATION LITERACY: Identify, evaluate, and responsibly use information.

Info Lit 2 Learning Outcome (Intermediate)

Students locate relevant information using well-designed search strategies, evaluate and use appropriate and multiple resources, and articulate why using information has many ethical and legal implications.

Describe:

- In 2-3 sentences describe a project or assignment where you used information literacy skills. (Information literacy is described as the ability to “identify, evaluate, and responsibly use information.”)

Examine:

- What were the search strategies you used for your project?
 - Where did you search and how did you search for sources?
 - Did you encounter any obstacles or difficulties during your project? If yes, what steps did you take to move past them?
- How did you evaluate your sources and determine which sources were “best” for your project?

Analyze Learning

- What is the value of using multiple resources in research projects?
- What are some of the ethical and legal implications of using information and why do they matter?
- Why is it important to accurately cite or give attribution to your sources?

Analyze Texts Intermediate Rubric

| | Unacceptable | Somewhat Acceptable | Acceptable |
|---|---|--|---|
| Students evaluate texts for significance. | Artifact fails to make an assertion about significance and/or fails to provide any support for why the text is or is not significant. | Artifact may be unclear about whether or not the text is significant, or may make a clear assertion about significance but not provide a clear case for why it is or is not significant. | Artifact clearly states whether the text is significant or not and presents a clear case for why it is or is not. |
| Students evaluate texts for relevance to the students' goals. | Artifact does not address the relevance of the text/s to the student's goals. | Artifact may address relevance but not clearly articulate student's goals. Artifact may identify student goals but be unclear about why the text/s are relevant to those goals. | Artifact clearly identifies student goals and demonstrates why the text/s is relevant to those goals. |
| Students make connections among texts and/or disciplines. | Artifact does not demonstrate that there are connections between multiple texts or between one or more texts and a discipline. | Artifact may assert that there are connections between multiple texts or texts and a discipline but not provide a clear explanation of those connections. | Artifact demonstrates connections between multiple texts or between one or more texts and the discipline. |

Collaboration Intermediate DEAL Reflection Prompt

Intermediate: Students use group roles effectively, build constructively on the work of others, incorporate multiple perspectives into the work of the group, and produce independent work that advances the project.

Describe:

- In 2-3 sentences, describe your experience with collaboration in this class.

Examine:

- What are your strengths as a collaborator? (What was easy for you)
- What are your weaknesses as a collaborator? (What was challenging for you)
- What did you learn about how groups function most effectively?
- What steps did you take to build constructively on the work of others?
- How did you incorporate multiple and diverse perspectives in your group?
- How did you produce independent work that advanced the project?

Analyze Learning:

- What new insights did I develop about myself as a collaborator as a result of taking this course?
- How will you use those insights to improve your approach to collaboration in future classes?
- Reflection: How have your strengths and weaknesses as a collaborator changed since your first Culture and Social Difference: Identity course? Examining your reflection from Culture and Social Difference: Identity, how did you use the insights you described to improve your collaboration? If you did not, why not?