INFORMATION LITERACY ASSESSMENT PLAN

Last updated July 2014

Purpose

Information literacy, as one of five Life-Long Learning Skills identified at Loras College, is mapped across Loras students’ academic careers, introduced and reinforced through assignments and instruction both in the Library and in the general classroom. The ability to identify an information need, access, evaluate, and use information to accomplish a specific purpose, and understand and apply information ethics all assist Loras College graduates to become active learners, reflective thinkers, ethical decision-makers, and responsible contributors.

The intention of this information literacy assessment plan is threefold: to provide a tool for measuring and improving Loras College students’ information literacy, to strengthen the Loras College Library’s information literacy efforts through focused and intentional outcome- and evidence-based changes, and to provide a framework for sharing assessment data and findings both within the Library, and with the larger Loras community.

As a practical guide for formative and summative assessment, this document will facilitate ongoing discussion and development of the Library instruction program, assist with the process of streamlining assessment within Library instruction activities, and situate Library instructional efforts within the mission and context of the Loras College curriculum, with the ultimate goal of improving student learning outcomes.

Theory

There are several beliefs about learning which inform the information literacy instruction program’s design and assessment. In general, the philosophy that guides the Library’s instructional methods is a blend of the epistemological tradition of pragmatism (e.g. Lev Vygotsky) and constructivism (e.g. Piaget), a learner-centered educational theory which encourages active learning and asserts that “individuals construct knowledge by building their own context for the information they encounter, [and] which incorporates elements of individual agency and social learning” (Booth, 2011, p. 39). This focus on active learning is in keeping with the College’s mission, and also supports several additional learning principles, which are briefly outlined below.

Prior knowledge: Learning occurs when new memories are connected with existing knowledge in meaningful ways (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010; Vygotsky, 1978). However, prior knowledge can also inhibit learning if it conflicts with newly presented material (Ambrose et al., 2010; Driscoll, 2005). For these reasons, it is important to recall and address prior knowledge and to provide opportunities for students to make explicit connections between what they already know, and the new material that is to be learned.

Knowledge organization: As expert information seekers, evaluators and users, librarians have a more developed understanding of how knowledge and more generally, information, is organized. Students, by contrast, tend to have more limited and superficial understandings of knowledge structures. By making these patterns of organization explicit and providing organizing schemes or principles, we can assist students in making the transition from a novice to a more experienced information user (Ambrose et al., 2010).

Motivation: Motivation “influences the direction, intensity, persistence, and quality of the learning behaviors in which students engage” (Ambrose et al., 2010, pp. 68-69). When 1) an environment is
supportive, 2) students see the value in a goal, and 3) they have high self-efficacy, motivation is increased (Ambrose et al., 2010). Motivation is also increased through positive or negative reinforcement (e.g., earning extra credit points for good work or being exempt from quizzes by performing well on daily homework) delivered at variable intervals or ratios (Driscoll, 2005). By connecting material to students’ interests, providing authentic, real-world tasks, showing relevance to students’ current academic lives, demonstrating the relevance of higher-level skills to their future professional lives, identifying and rewarding what you as the instructor value, and showing your own passion and enthusiasm for the subject, you can establish value for students. To help students build positive expectancies, we should: ensure the alignment of objectives, assessments, and instructional strategies; identify and create assignments that provide an appropriate level of challenge (c.f. Vygotsky’s Zone of Proximal Development); provide opportunities for early success; articulate our expectations; provide rubrics and targeted feedback; ensure assessment is administered fairly; provide flexibility and control; and give students opportunities to reflect (Ambrose et al., 2010).

Mastery: To develop mastery, students need to “develop a set of key component skills, practice them to the point where they can be combined fluently and used with a fair degree of automaticity, and know when and where to apply them appropriately” (Ambrose et al., 2010, p. 95). In information literacy instruction, this might entail thoughtfully breaking down the separate skills required to conduct research, providing practice with each component skill, and then providing opportunities to integrate the component skills. This would most likely need to occur over a series of instruction sessions.

Practice and feedback to enhance learning: Although schedules may not allow for increased practice time, practice should be focused on what students need to learn (as opposed to what they already know), goals should be set at an appropriate level of challenge, and timely, focused feedback that is linked to additional practice opportunities should be provided (Ambrose et al., 2010).

Course climate/student development: As much as possible, the librarians should attempt to foster a safe, inclusive classroom environment, and should model the use of inclusive language and behavior, utilizing diverse examples, addressing early any tensions that arise, and soliciting subjective feedback from students and faculty, since a positive class environment has a direct impact on student engagement and learning (Ambrose et al., 2010; Driscoll, 2005).

Self-directed learners: Since “students tend not to apply metacognitive skills as well or as often as they should,” librarians should attempt to model their own metacognitive processes and the ways in which they apply them. Scaffolding should also be provided to assist students in moving from instructor-provided structure, to more autonomous, student-monitored processes (Ambrose et al., 2010).

Structures for Assessment

As previously mentioned, information literacy is one of five Life-Long Learning Skills identified at Loras College. It is introduced in the first-year courses of MOI, College Writing, and Public Speaking. It is then reinforced in the Cultural Traditions courses, and should be well-developed in the Cluster courses, typically taken during the third year. The Loras College Assessment Committee—comprised of the Associate Vice President for Academic Affairs, the Director of the Center for Learning and Teaching, the librarian responsible for information literacy, the Director of the First Year Experience, and the general education category leaders—is also involved in and oversees the assessment of information literacy as a Life-Long Learning Skill. In addition, Program review committees, which require statistics to demonstrate resource availability and use, include Library instruction statistics in their reports. All of these structures, including the Library’s own
internal needs—such as its annual report and ongoing improvements to the instruction program itself—create an imperative for assessing and collecting data on information literacy.

Currently, data is collected in the form of instruction session statistics. Data is recorded in an Excel spreadsheet for the number of sessions, the number of students in each session, whether the class was first-year or upper-level, the name of the class instructor, the librarian(s) who taught the session, and the date and time of the session. After each instruction session, a feedback survey is distributed to the class instructor to gauge its effectiveness and solicit constructive feedback. Currently, we do not have a formal method of soliciting feedback from students, or of assessing student learning. Moving forward, in addition to data already collected, we will attempt to collect in-class student feedback to gauge student perceptions of instructional effectiveness, and formal and/or informal assessment of student learning through formative quizzes, assessment of artifacts, and a standardized information literacy test.

Links to Strategic Documents

Developing information literate Loras graduates who can reflect on the nature of an information need, critically evaluate information sources, ethically use information for specific purposes, and contribute to scholarship both at Loras and beyond is clearly in keeping with Loras College’s mission of producing active learners, reflective thinkers, ethical decision-makers, and responsible contributors. In addition to serving the College’s mission, library instruction also supports the Loras College President’s goals. When offered several times within a program, library instruction has been found to have a positive association with GPA (Wong & Cmor, 2011). Other studies have found that library expenditures and professional staff have a significant positive effect on student retention and appear to be related to higher graduation rates in many institutions (Gansemer-Topf and Schuh 2006; Hamrick, Schuh, and Shelley, 2004; Mezick, 2007). In order to more clearly illustrate the local effect of library instruction at Loras College, a more robust assessment plan to collect, share and apply data is needed.

The 2012-2013 academic year has been designated for gathering artifacts to assess both Information Literacy and Oral Communication Life-Long Learning Skills. Officially, Information Literacy is first introduced in MOI, College Writing, and Public Speaking. It is then reinforced in the Cultural Traditions courses, and should be well-developed in the Cluster courses. As such, the Library has been charged with spearheading efforts to assess information literacy across the Loras curriculum. To support these efforts, the Library has developed an Information Literacy Rubric, as well as a curriculum map for information literacy that addresses the first-year courses and upper-level courses in general. An ongoing project to map information literacy to individual Program curricula is also underway.

Assessment Materials

- Loras College Library Information Literacy Mission Statement (Appendix A)
- A general Information Literacy rubric for Loras College students (based on previous rubrics, ACRL Standards, and the VALUE rubric) which identifies three levels of information literacy skill development to be used across students’ Loras careers (Appendix B)
- Loras College information literacy curriculum map (Appendix C)
- MOI annotated bibliography assignment description (Appendix D)
- Loras Information Literacy Test (LILT) (Appendix E)
Assessment Artifacts

- **Early artifact (AY 2012-2013):** group annotated bibliography and self-reflection from MOI
  - Annotated Bibliography
    - Used to assess the following standards: Evaluate Information, Use Information to Accomplish a Specific Purpose, Understand and Apply Information Ethics
  - Supplementary student reflection
    - Used to assess the remaining standards: Identify Information Need, Access Information, Evaluate Information

- **Early artifact (AY 2013-2014):** Loras Information Literacy Test (LILT) administered in MOI

- **Late artifact (AY 2013-2014):** Loras Information Literacy Test (LILT) administered in senior year—course to be determined by individual Programs

Resources

Although currently the Library’s budget does not include a portion devoted exclusively to instruction, the Library allocates significant material and human resources to supporting the program. Through the creation of an Instruction Services Librarian position in the fall of 2008, the Library was able to devote more time and energy to restructuring its information literacy instruction program, including regular in-house and campus-wide assessment. In addition, Library staff members have been utilizing professional development opportunities, collaborating with other Loras faculty and staff, and investigating free or low-cost standardized assessment tools. Additional time and resources will be needed to realize more robust assessment of information literacy.

Data Policies

The Loras College Library makes every effort to protect personally identifiable information (PII), and avoids collecting PII whenever possible. Information for assessment will ordinarily be gathered on an informal basis for formative assessment, and for summative assessment will be gathered only for intra-institutional review. If any data is to be shared outside of Loras College, or a more formal assessment plan is developed that may contain PII (e.g. information literacy standardized test), a proposal will be submitted for IRB approval.

[Once determined, include IRB procedures, practices and policies for removing personally identifying information from student records, and policies that govern data gathering, storage, access and reporting.]

Procedure for gathering assessment artifacts:

- Bob Adams (in the Center for Teaching and Learning) will assist with gathering the MOI annotated bibliographies from eLearn, which will be de-identified
- PAs for MOI sections could be recruited to rename the annotated bibliography files to de-identify the papers
- Supplementary self-reflection will be created as a quiz in eLearn for ease of collection
- If annotated bibliographies are matched to self-reflections, they will subsequently be de-identified before using for assessment purposes
- The Loras Information Literacy Test (LILT) will be administered within eLearn, and the results de-identified before using for assessment purposes
Goals & Outcomes

The Loras College Library’s Information Literacy Statement of Purpose is as follows:

An information literate student at Loras College identifies their information need, accesses, evaluates, and uses the information to accomplish a specific purpose, and understands and applies information ethics. The Loras College Library endeavors to prepare students for their lives as active learners, reflective thinkers, ethical decision makers, and responsible contributors through:

- responding to the changing needs of the Loras College community,
- developing cooperative relationships with faculty,
- utilizing varied instructional methods which address the needs of diverse learners, and
- providing leadership, support, and resources for information literacy.

As discussed in the Strategic Documents section, the Library’s information literacy program attempts to serve both the Library’s and the College’s missions. The Library has adopted the Association of College and Research Libraries’ (ACRL) Information Literacy Competency Standards for Higher Education, as well as the Association of American Colleges and Universities’ Valid Assessment of Learning in Undergraduate Education (VALUE) Information Literacy Rubric as a framework for designing its own information literacy rubric (see Appendix B) and instruction program. These documents help to ground goals and learning objectives for the College, Programs, and individual classes within national standards, and provide a touchstone to refer back to when designing instruction.

At the broadest level, the Library’s information literacy goals for students are:

1. Identify information need
2. Access information
3. Evaluate information
4. Use information to accomplish a specific purpose
5. Understand and apply information ethics

These goals have been broken down into learning objectives through the ACRL Standards, and further broken down by the Loras College librarians into specific skills each Loras student should acquire over the course of their college career. The librarians then mapped these skills against the ACRL Standards, and assigned each skill to a specific first-year course, or upper-level courses in general in a tiered model:

**MOI**

- **a.i:** How to define a research topic/form a research question
- **a.ii:** How to develop keywords for searching
- **a.iii:** How to broaden/narrow a search
- **a.iv:** How to choose an appropriate resource for searching
- **a.v:** What is the difference between the catalog and an article database
- **a.vi:** How to use the catalog and an article database
- **a.vii:** What is the difference between different material formats: books, edited books, articles (print and electronic, bound or not)
- **a.viii:** How to read a catalog record to determine in which collection your item is located and other useful information
- **a.ix:** How to access an article in full text
a.x: How to assess the quality of a book/article/website based on: audience, accuracy, bias, credibility, currency, and relevance

a.xi: Ask a Librarian options

**COLLEGE/Critical Writing**

b.i: How to find library research guides on all topics

b.ii: How to locate reference materials, and how to use them for research

b.iii: How to locate and use an article abstract

b.iv: How to use Boolean search terms (as database dropdown options, and as ALL CAPS)

b.v: Difference between subject and keyword searches (especially with regard to items retrieved)

b.vi: Basic understanding of the scholarly communication process (peer review, why scholarly articles/books take longer to produce, etc.), and the range/different types of scholarly sources (besides peer review) within the context of choosing/distinguishing between sources

b.vii: How to evaluate information for quality and appropriateness based on: audience, accuracy, bias, credibility, currency, and relevance [review—very brief]

b.viii: When to use different sources, e.g., Wikipedia, Google, Google Scholar, Library databases, Library catalog

b.ix: How to access and use print and electronic citation guides and tools [very briefly, e.g. the “cite” button in Ebsco databases]

b.x: How to read/identify parts of a citation

**Online Tour/Tutorial**

c.i: Book policies/returns, check-out books vs. books that may only be used in the library

c.ii: Quiet vs. social areas of the Library

c.iii: Various collections throughout the library

c.iv: How to read a call number/locate a book on the shelf

c.v: How to use your library account to renew books and check the status of a requested item

c.vi: How Interlibrary Loan works, and when it is appropriate to use

c.vii: How to request an item through Interlibrary Loan

c.viii: Subscription vs. ‘free’ resources at Loras

c.ix: How to access resources from off-campus

c.x: How to get more help (Ask a Librarian, ways to contact the Library, etc.)

**Upper-level Courses**

d.i: Discussion of how research differs by discipline within the context of course subject area

d.ii: How to organize/plan research

[REVIEW a.i: How to define a research topic/form a research question]

d.iii: How to find controlled vocabulary for discipline/topic (database thesaurus, Wikipedia, reference sources)

d.iv: Revising searches based on results—analyzing and actively responding to results (e.g. sorting search results, relevancy ranking)

d.v: Revising research topic based on information/materials found and own developing understanding, acknowledging the evolving nature of the research process

[REVIEW—very brief]

d.vi: How to find different kinds of information (e.g. data, statistics, maps, primary documents, government documents) in a particular discipline

d.vii: Difference between primary and secondary sources, and how to find primary sources within discipline

d.viii: How to evaluate sources based on audience, accuracy, bias, credibility, date of creation in relation to subject addressed, and relevance

d.ix: Citation by discipline (briefly), and available citation tools, including related Research Guides
Timeline for Continuous Assessment

Megan Oakleaf (2009) has outlined a model for information literacy assessment in higher education called the Information Literacy Instruction Assessment Cycle (ILIAC), which closely aligns with our IL program design process thus far, and which would assist us in moving forward with assessment. We will attempt to follow the iterative process of ILIAC in this way:

- **Stage 1: Review learning goals**
  - Continue to review and revise the Information Literacy Rubric for alignment with national and College standards
  - An example of a learning goal from the IL Rubric is: Access Information
  Stage 1 will be performed periodically, ideally each summer. While the rubric should be reviewed each year, it may not always require revisions.

- **Stage 2: Identify learning outcomes**
  - Continue to identify, review, and compare librarian-identified skills against ACRL standards and rubric
  - E.g. How to develop keywords for searching
  Stage 2 will be performed periodically, ideally each summer. While the learning outcomes/skills should be reviewed each year, they may not always require revision.

- **Stage 3: Create learning activities**
  - E.g. Keyword taboo using Poll Everywhere
  Stage 3 will be performed as-needed. New learning activities should be developed each semester and during the summer in response to changing student needs and interests, shifts in learning outcomes, and inspiration.

- **Stage 4: Enact learning activities**
  - E.g. MOI instruction session
  - E.g. In-class pre-, during- or post-instruction assessment (formative/summative)
  Stage 4 will be performed whenever Library instruction sessions are taught.

- **Stage 5: Gather data to check learning**
  - eLearn tour/tutorial quiz (summative)
  - MOI in-class student feedback form in LibGuide (formative/summative)
  - Collect MOI worksheet (formative/summative)
  - LILT standardized test (summative)
  - Faculty feedback survey
  Stage 5 will be performed as responses for each of these separate tools are collected (e.g. after each instruction session). LILT will be administered and results collected once each year (preferably in the fall toward the end of the semester).

- **Stage 6: Interpret data**
  - Analyze eLearn tour/tutorial quiz
  - Analyze MOI student feedback results
  - Analyze MOI worksheets
  - Analyze LILT scores
  - Review faculty feedback results
  Stage 6 will be performed once each semester, and once each year for LILT. The Instruction Services Librarian will analyze the quiz, student feedback, and faculty feedback results. All librarians (and possibly also faculty) will collaboratively evaluate the MOI worksheets and LILT scores.

- **Stage 7: Enact decisions**
  - Review/refine IL rubric (goals)
  - Review/refine IL skills list (outcomes)
Stage 7 will be performed continuously, with major changes ideally made each summer. While the rubric should be reviewed each year, it may not always require revisions. Objectives/skill lists will similarly be reviewed each year, but not always revised. More frequent changes will be made to instruction sessions, handouts, quizzes, and feedback forms. Significant changes should be noted in the Library’s annual report, and when interesting findings are noted, these should be shared with stakeholders (faculty, students, administration).

*Return to Stage 1*

**Tools for Assessment**

Below is a first attempt at identifying available tools for assessment. This list should continue to be expanded and developed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Assessment Tool/Method</th>
<th>When (how often)</th>
<th>Goals Assessed</th>
</tr>
</thead>
</table>
| MOI    | Online tour/tutorial quiz | Each fall semester | c.i: Book policies/returns, check-out books vs. books that may only be used in the library  
c.ii: Quiet vs. social areas of the Library  
c.iii: Various collections throughout the library  
c.iv: How to read a call number/locate a book on the shelf  
c.v: How to use your library account to renew books and check the status of a requested item  
c.vi: How Interlibrary Loan works, and when it is appropriate to use  
c.vii: How to request an item through Interlibrary Loan  
c.viii: Subscription vs. ‘free’ resources at Loras  
c.ix: How to access resources from off-campus  
c.x: How to get more help (Ask a Librarian, ways to contact the Library, etc.) |

|          | Each fall semester | a.i: How to define a research topic/form a research question  
a.ii: How to develop keywords |
<table>
<thead>
<tr>
<th>College/Critical Writing</th>
<th>In-class student feedback form</th>
<th>Each fall semester</th>
<th>All ACRL Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty feedback form</td>
<td>Each semester</td>
<td>(N/A – instruction feedback)</td>
</tr>
<tr>
<td>Upper-level</td>
<td>In-class student feedback form</td>
<td>As-requested</td>
<td>(N/A – instruction feedback)</td>
</tr>
<tr>
<td></td>
<td>Loras Information Literacy Test</td>
<td>Each fall semester</td>
<td>All ACRL Standards</td>
</tr>
</tbody>
</table>

### Conclusion

This document is intended to serve as a guide for ongoing and future assessment of information literacy at the Loras College Library. As the instruction program continues to develop, it is assumed that this document will need to be revised to reflect changes to the program and newly acquired information, and so this should be read as a flexible plan, though the goal of increasing meaningful assessment of instruction and student learning will remain constant. Future changes to assessment will be reviewed by all librarians and as necessary, by the Loras Assessment Committee.

### References


Appendix A

Loras College Library

Information Literacy Statement of Purpose

An information literate student at Loras College identifies their information need, accesses, evaluates, and uses the information to accomplish a specific purpose, and understands and applies information ethics. The Loras College Library endeavors to prepare students for their lives as active learners, reflective thinkers, ethical decision makers, and responsible contributors through:

- responding to the changing needs of the Loras College community,
- developing cooperative relationships with faculty,
- utilizing varied instructional methods which address the needs of diverse learners, and
- providing leadership, support, and resources for information literacy.

Revised 12/13/2012

Loras College Mission Statement:

Loras, as a Catholic liberal arts college, creates a community of active learners, reflective thinkers, ethical decision-makers, and responsible contributors in diverse professional, social, and religious roles.

Loras College Library Mission Statement:

The Loras College Library is a welcoming center dedicated to fostering the intellectual development and personal growth of the Loras community in support of the college’s mission.
## Appendix B

**Loras College Information Literacy Rubric**

An information literate student at Loras College identifies their information need, accesses, evaluates, and uses the information to accomplish a specific purpose, and understands and applies information ethics.

<table>
<thead>
<tr>
<th>IDENTIFY INFORMATION NEED:</th>
<th>ACCESS INFORMATION:</th>
<th>EVALUATE INFORMATION:</th>
<th>USE INFORMATION TO ACCOMPLISH A SPECIFIC PURPOSE:</th>
<th>UNDERSTAND AND APPLY INFORMATION ETHICS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>Effectively develops research questions or thesis to explore topic. Identifies types of information needed and most appropriate source based on information need.</td>
<td>Chooses appropriate databases and catalogs to locate and access needed information and materials. Develops key concepts/ terms for searching databases and print sources. Locates materials in library or requests them from other institutions responsibly. Transfers search skills to other catalogs and databases. Modifies search strategy as research progresses. Uses Boolean techniques and limiters to refine searches.</td>
<td>Analyses all sources, including articles, books and websites, for audience, accuracy, bias, credibility, currency, and relevance. Differentiates between popular and scholarly sources and understands appropriate uses of popular resources such as Google and Wikipedia in the context of college-level research. Applies new information to evaluate future materials and acknowledges the context in which information was created. Chooses sources based on the quality of the information.</td>
<td>Selects and uses best and most relevant information appropriately to achieve a specific purpose. Uses reference materials effectively to develop background knowledge when appropriate. Organizes outside sources and synthesizes new information with existing knowledge. Communicates this information with clarity and depth.</td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td>Describes topic, but does not build questions to explore it. Identifies some types of information needed, but tends to rely on the same sources despite information need.</td>
<td>Chooses databases and catalogs to locate resources on a limited and local basis. Is confused about locating or accessing materials some of the time. Has some difficulty transferring research skills from one database to another. Does not develop research strategy beyond initial plan. Uses few limiters in searching. Unsure about best databases or catalog to use to find information.</td>
<td>Tends to analyze only Web pages for audience, accuracy, bias, credibility, currency, and relevance. When prompted, can differentiate between popular and scholarly sources, but does not always apply this knowledge within the context of research. Inconsistent in applying new information and context into evaluation of materials. Sometimes chooses formats based on availability instead of quality.</td>
<td>Tends to use same information formal regardless of research need or purpose. Rarely uses reference materials to develop background knowledge of topic. Has some difficulty organizing outside sources and synthesizing new information with existing knowledge. Communicates this information satisfactorily.</td>
</tr>
<tr>
<td><strong>Needs Work</strong></td>
<td>Has difficulty identifying research topic. Has difficulty identifying appropriate information sources, relying primarily on popular Internet search engines.</td>
<td>Usually needs help locating materials. Able to use the catalog or one database, but does not transfer skills to another catalog or database. Has difficulty generating and using search terms, relying on natural language. Research is often haphazard, and sources are chosen based on ease of access. Uses no limiters. Relies primarily on Internet search engines to do research.</td>
<td>Does not analyze materials for audience, accuracy, bias, credibility, currency, and relevance. Unable to distinguish between popular and scholarly materials. Accepts new information as fact, with little consideration of prior research or context. Accepts most information as equally valid and valuable. Chooses sources based on ease of access.</td>
<td>Does not consider research need or purpose when selecting information sources, and often chooses inappropriate resources for assignments. Does not use reference materials or other reliable sources to develop background knowledge of topic. Has difficulty synthesizing and communicating new information.</td>
</tr>
</tbody>
</table>
Appendix D

MOI Annotated Bibliography Assignment Description (from the MOI Common Syllabus):

- **Information Literacy-Annotated Bibliography (10%)**
  The Annotated Bibliography assignment will require students to work in groups to locate and evaluate quality sources for the Group Project assignment. Specifically for this assignment students will be:
  - Selecting and combining appropriate search terms for researching your topic
  - Searching for information using print and electronic resources
  - Identifying ten sources of information for your project [please insert here the type of sources you are requiring and also those you are not allowing or limiting - such as books, journal articles, newspaper articles, website etc.]
  - Inspecting your sources, and in a separate annotation for each source, explaining what useful types of information each source provides and evaluating the quality of this information
  - Citing your sources using [insert your preferred documentation format – i.e. APA, MLA] format

The Annotated Bibliography assignment will be evaluated based upon the following criteria:

- Do you have ten sources and do they meet the source criteria outlined above?
- Do your annotations clearly state **how each source provides the information you need**?
- Do you **clearly describe the quality of your sources**? This means carefully examining and evaluating each source, then explaining **why** you believe the source is or is not accurate, valid, authoritative, reliable, and timely. You must also discuss the source’s point of view and any biases you observe.
- Do you cite your sources correctly using [insert preferred format name – i.e. APA, MLA] style?