

## Discovering Car

Activity	IL Component	4 (CAPSTONE)
Discussion Forum (Angel)	General Knowledge of Information Literacy	N/A = activity establishes a baseline of knowledge
Researching a Goal	A = Determine the extent of information needed	The student defined a clear and focused career goal to research; determined important concepts and necessary information completely; and chose information and sources appropriate to the research questions effectively.
Flash writing	A = Determine the extent of information needed	The student defined a clear and focused career goal to research; determined important concepts and necessary information completely; and chose information and sources appropriate to the research questions effectively.
Library Workshop	B – Access the needed information	The student demonstrated superior knowledge and ability of a variety of different search strategies in order to access the most appropriate information from the internet, library, databases and people.
Analyzing an Annotated Bibliography	C = Evaluate information and its sources critically	The student correctly identified the type of source, summarized the information completely and effectively evaluated the usefulness of the source.
Annotated Bibliography	C = Evaluate information and its sources critically	The student correctly identified the type of source, summarized the information completely and effectively evaluated the usefulness of the source in writing.
Reflection Essay	D = Use information effectively to accomplish a specific purpose	The student organized the information from sources to reflect on the original research question and to make career plans with clarity and depth in writing.
Exam	General Knowledge of Information Literacy	The student demonstrated superior knowledge and awareness of the research process and information literacy principles by explaining the process effectively and providing appropriate examples from the project.

## Peers and Identifying Pathways (IL Project)

3 (MILESTONE)	2 (MILESTONE)
N/A = activity establishes a baseline of knowledge	N/A = activity establishes a baseline of knowledge
The student defined a mostly clear career goal to research; determined most important concepts and necessary information; and chose information and sources mostly appropriate to the research questions.	The student defined a somewhat clear career goal to research; determined some important concepts and necessary information; and chose some information and sources appropriate to the research questions.
The student defined a mostly clear career goal to research; determined most important concepts and necessary information; and chose information and sources mostly appropriate to the research questions.	The student defined a somewhat clear career goal to research; determined some important concepts and necessary information; and chose some information and sources appropriate to the research questions.
The student demonstrated adequate knowledge and ability of most search strategies in order to access appropriate information from the internet, library, databases and people.	The student demonstrated some knowledge and ability of different search strategies in order to access information from the internet, library, databases and people. The information gathered was sometimes lacking in relevance and quality.
The student identified the type of source somewhat correctly, summarized the information adequately and evaluated the usefulness of the source.	The student did not identify the type of source, summarize the information and evaluate the usefulness of the source.
The student identified the type of source somewhat correctly, summarized the information adequately and evaluated the usefulness of the source in writing.	The student did not identify the type of source, summarize the information and evaluate the usefulness of the source in writing.
The student organized most of the information from sources to reflect on the original research question and to make career plans in writing. The intended purpose was achieved.	The student had difficulty organizing the information from sources to reflect on the original research question and to make career plans in writing. The intended purpose was not achieved.
The student demonstrated knowledge and awareness of the research process and information literacy principles by explaining the process adequately and providing examples from the project.	The student demonstrated some knowledge and awareness of the research process and information literacy principles by explaining the process in a limited fashion. There may be some random and unclear examples from the project provided.

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## 1 (BENCHMARK)

N/A = activity establishes a baseline of knowledge

The student had difficulty defining a clear and focused career goal to research; determining important concepts and necessary information; and choosing information and sources appropriate to the research questions.

The student had difficulty defining a clear and focused career goal to research; determining important concepts and necessary information; and choosing information and sources appropriate to the research questions.

The student had difficulty using different search strategies in order to access information from the internet, library, databases and people. The information gathered was often lacking in relevance and quality.

The student had some difficulty identifying the type of source, summarizing the information and evaluating the usefulness of the source.

The student had some difficulty identifying the type of source, summarizing the information and evaluating the usefulness of the source in writing.

The student organized some of the information from sources to reflect on the original research question and to make career plans in writing. The intended purpose was not fully achieved.

The student did not demonstrate any knowledge and awareness of the research process and information literacy principles. The explanation and examples from the project were not clear or effective.

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