

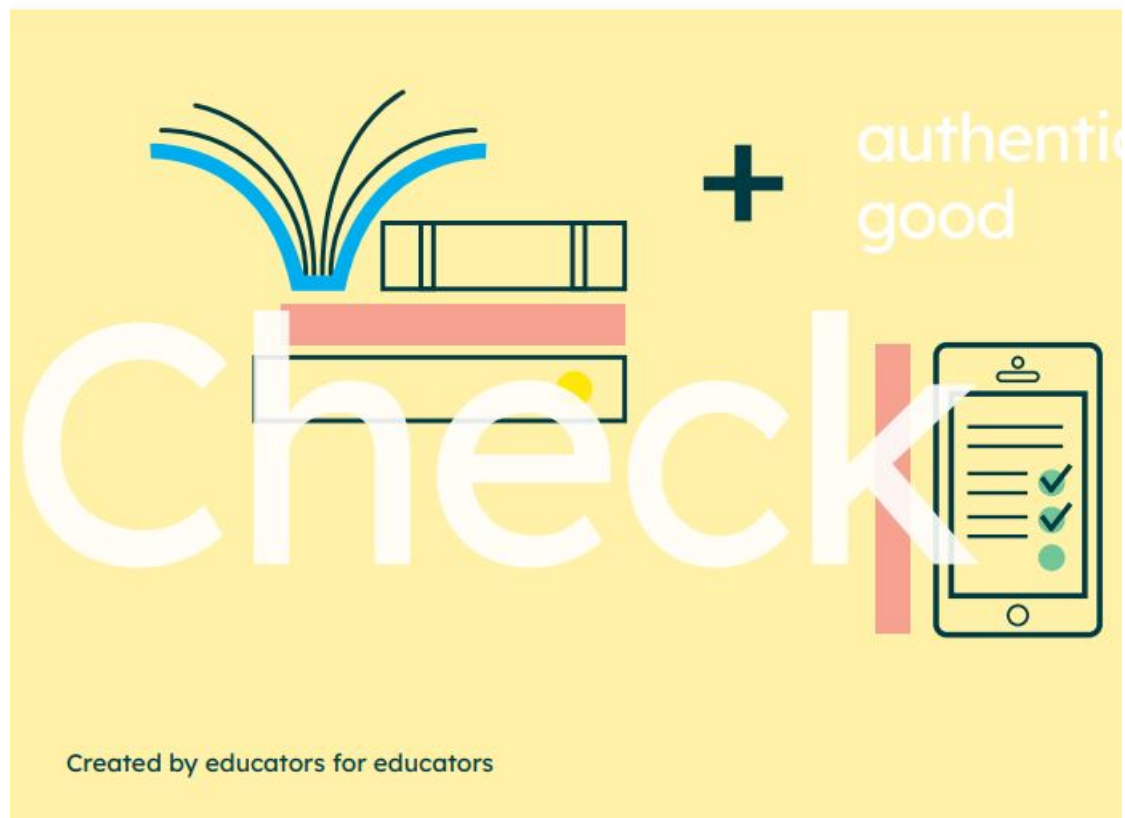
turnitin Evaluating Source Credibility User Guide

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turnitin Evaluating Source Credibility
User Guide

Educator guide

Evaluating source credibility





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About the pack:

The Evaluating source credibility pack consists of several resources ready to use in the classroom. Upon completing the activities, students will be able to:



Differentiate the categories for evaluating source credibility.



Evaluate the credibility of digital and print sources by applying the concepts found in the Source credibility guide.

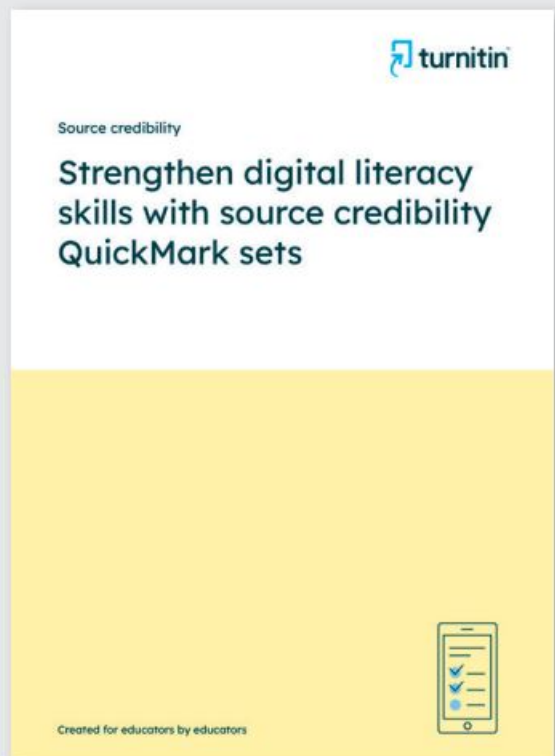
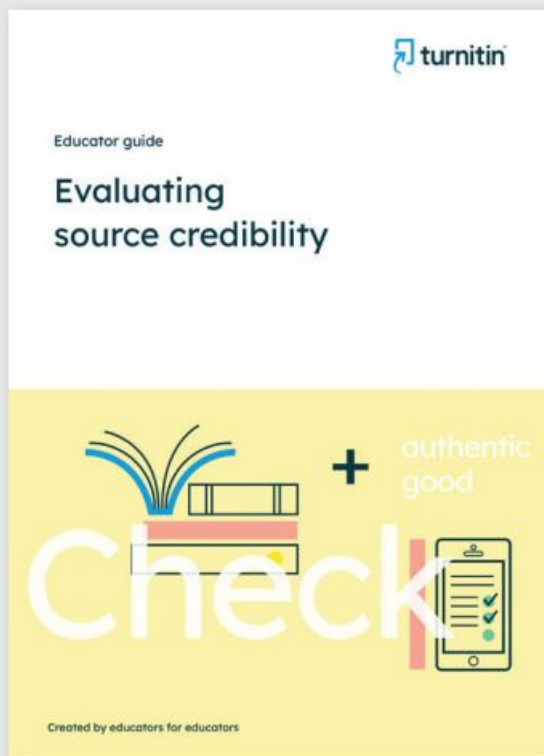


Recognise the importance of choosing credible sources to support writing.

How to use the pack:

These resources were designed with flexibility in mind. Educators may choose to conduct activities as a complete unit or may select the individual resources that make sense for their classrooms.

The Evaluating source credibility pack consists of the following resources:



Evaluating source credibility
Self-Assessment: Test your knowledge!

Directions: Answer the following questions to your best ability.

- Why is it important to evaluate the credibility of sources?
 - A. Credible sources will provide the support to produce high-quality and convincing arguments.
 - B. It's only important if the source is current.
 - C. Unreliable sources will make arguments less persuasive.
 - D. A and C.
- Although primary sources are most commonly preferred, both primary and secondary sources are useful for different cases.
 - A. True
 - B. False
- What should be considered when evaluating the author of a source?
 - A. The author's credentials (experience in the field or as a specialist)
 - B. If the author has written about the topic somewhere else
 - C. The types of organizations, research-based or commercial-based, in which the author may be associated
 - D. All of the above
- What should be considered when evaluating the credibility of print sources?
 - A. If the cover looks academic
 - B. Who published the source
 - C. If there is more than one author
 - D. All of the above
- Figuring out why the information was written will help learners decide if it is credible or not.
 - A. True
 - B. False
- What should be considered when evaluating the perspective of a source?
 - A. The author's point of view
 - B. If the writing seems biased or unbiased
 - C. The author's age
 - D. A and B
- Determining the domain of a digital source does not impact whether or not it is credible.
 - A. True
 - B. False
- What should be considered to help determine if a source is scholarly?
 - A. If it's peer-reviewed
 - B. If it's published in a journal
 - C. If it's supported by evidence
 - D. All of the above
- Does it matter if a source is current (up-to-date) or not?
 - A. No, every source is important
 - B. No, the publishing date does not interfere with credibility
 - C. Yes, with some exceptions to important pieces of writing
 - D. None of the above
- It's important to review any information about sources in the assignment instructions provided for you when evaluating source credibility.
 - A. True
 - B. False

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Source credibility suggested lesson sequencing guide

This guide presents a suggested lesson sequence for integrating instructional resources from The Source Credibility Pack as a classroom unit. The unit includes pre-assessments, six lessons and coordinating practice activities, and post-assessments.

Sequence	Task	Description	Resource Link
1	Unit: Evaluating Source Credibility Pre-assessment	Conduct a pre-assessment to understand students' existing knowledge of source credibility.	Multiple choice assessment or open-ended assessment
2	Unit: Evaluating Source Credibility Direct instruction	Introduce the Source Credibility Guide as a methodology for evaluating the credibility of sources. Post the poster on a wall and provide handouts for students. Keep these handy for later!	The Source Credibility Guide or The Source Credibility Guide (print-out)
3	Lesson 1: Origin Direct instruction	Introduce Lesson 1 concepts to students using the video.	Lesson 1 video
4	Lesson 1: Origin Student Practice	Discuss Lesson 1 concepts via individual and small group work. Review new vocabulary and practice with relevant sources.	Lesson 1 slides
5	Lesson 1: Origin Independent or Group Practice	Introduce Lesson 1 concepts to students using the video.	Lesson 1 practice worksheet
6	Lesson 2: Author Direct instruction	Introduce Lesson 2 concepts via individual and small group work. Review new vocabulary and practice with relevant sources.	Lesson 2 video
7	Lesson 2: Author Guided Practice	Discuss Lesson 2 concepts via individual and small group work. Review new vocabulary and practice with relevant sources.	Lesson 2 slides
8	Lesson 2: Author Student Practice	Introduce Lesson 2 concepts to students using the video.	Lesson 2 practice worksheet
9	Lesson 3: Purpose Direct instruction	Introduce Lesson 3 concepts to students using the video.	Lesson 3 video
10	Lesson 3: Purpose Student Practice	Discuss Lesson 3 concepts via individual and small group work. Review new vocabulary and practice with relevant sources.	Lesson 3 slides
11	Lesson 3: Purpose Independent or Group Practice	Introduce Lesson 3 concepts to students using the video.	Lesson 3 practice worksheet

The source credibility guide

Follow these six tips to help keep your sources credible:

- Origin**
From where was the source retrieved?
For digital: What is the domain? .com, .org, .gov, .net?
For print: Who is the publisher? Is the source printed by a well-known publishing press or university press or other? Is the source primary or secondary?
- Relevance**
How relevant is the source?
When was the content published? How current is the source and/or when was it last updated?
Does the source fit the needs of the assignment? Does the assignment require an overview or something specific? Does the assignment require primary sources?
- Author**
Who is the author of the source? How qualified is the author to write on this topic? Is the author sponsored by an organization?
- Perspective**
From what perspective is the source written? What is the author's point of view? What is the tone or voice of the writing? Is the writing biased/unbiased? Does there seem to be an agenda?
- Purpose**
What is the purpose of the source? Who is the intended audience? Why was the source written? Inform? Persuade? Entertain? Sell?
- Academic**
How scholarly is the source? Are there references? Does the author cite credible sources? Is the source peer-reviewed?

Rubric trait: Source credibility

How to use this trait:

- This trait may be:
 - added to any rubric as a tool to provide feedback on an essay's evaluation of source credibility or
 - applied as a standalone tool for feedback on source credibility activities.
- If using as an additional trait on a rubric, consider the weighting of this trait in relation to the rest of the rubric to ensure that it scores accordingly.
- If using as a standalone self-assessment, other rubric traits would not be considered and scoring would only be applied to this source credibility trait.

	Advanced	Proficient	Developing	Emerging
Key concepts include: <ul style="list-style-type: none"> Relevance Author Origin Purpose/Perspective Scholarly 	The essay includes substantial credible sources relevant to the assignment. The sources are written by authors who are knowledgeable on the topic, and the origins (domain or publisher) are credible. The sources are clearly accurate and unbiased, with the purpose to present information using a consistently objective tone. All sources can be considered scholarly and/or are appropriate for the task.	The essay includes mostly credible sources relevant to the assignment. The sources are mostly written by authors who are knowledgeable on the topic, and the origins (domain or publisher) are credible. Most sources are accurate and unbiased, with the purpose to present information using a consistently objective tone. Most sources can be considered scholarly and/or are appropriate for the task.	The essay includes some credible sources that may be relevant to the assignment. Some sources are written by authors who are knowledgeable on the topic, and the origins (domain or publisher) may or may not be credible. Some sources are accurate and unbiased, with the purpose to present information using a consistently objective tone. Some sources may be considered scholarly and/or appropriate for the task.	The essay does not include credible sources relevant to the assignment. The sources are written by authors who are not knowledgeable on the topic, and the origins (domain or publisher) are not credible. The sources may be inaccurate and present information in a subjective or persuasive tone. The sources are not scholarly and/or inappropriate for the task.

Source credibility | Rubric trait

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Evaluation resources

<u>Self-assessment - Multiple choice (A)</u>	<u>Self-assessment - Open-ended (B)</u>	<u>QuickMark set</u>
<u>Performance assessment</u>	<u>Rubric trait</u>	

Student resources - Class presentations

<u>Source credibility lesson 1: Origin</u>	<u>Source credibility lesson 2: Author</u>	<u>Source credibility lesson 3: Purpose</u>
<u>Source credibility Lesson 4: Perspective</u>	<u>Source credibility lesson 5: Academic</u>	<u>Source credibility lesson 6: Relevance</u>
<u>Source credibility comprehensive (final) lesson</u>	<u>Source credibility comprehensive/final lesson - scaffolded</u>	

Student resources - Worksheets

<u>Source Credibility Lesson 1: Origin - student worksheet</u>	<u>Source credibility lesson 2: Author - student worksheet</u>	<u>Source credibility lesson 3: Purpose - student worksheet</u>
<u>Source credibility lesson 4: Perspective - student worksheet</u>	<u>Source credibility lesson 5: Academic - student worksheet</u>	<u>Source credibility lesson 6: Relevance - student worksheet</u>
<u>Source credibility final lesson - worksheet (single source)</u>	<u>Source credibility final lesson - worksheet (multiple sources)</u>	<u>Source credibility final lesson - worksheet - scaffolded</u>

Graphic and visual aids

<u>The source credibility guide - poster</u>	<u>The source credibility guide - hand-out</u>	<u>Source credibility station guides - scaffolded</u>
<u>Source credibility introductory video lesson</u>	<u>Source credibility video - Lesson 1: Origin</u>	<u>Source credibility video - Lesson 2: Author</u>
<u>Source credibility video - Lesson 3: Purpose</u>	<u>Source credibility video - Lesson 4: Perspective</u>	<u>Source credibility video - Lesson 5: Academic</u>
<u>Source credibility video - Lesson 6: Relevance</u>		

International Society for Technology in Education (ISTE) Standards for Students

3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Suggested time:

If facilitated as a complete unit, it is recommended to spread activities over 2-3 weeks. However, students should reference the Source credibility guide – hand-out throughout the year, across subject areas, whenever a task requires a credible source. Educators may opt to incorporate the poster into a bulletin board to anchor student learning or hang it in the classroom proximal to where research is performed.



Tips for implementation:

As described, these resources can be flexibly implemented to fit the needs of your classroom. If applied as a unit, it is recommended to introduce each resource in the order it is presented:

- **Self-assessment (Options A & B):**

The self-assessment may be implemented before and/or after this unit (or parts of the unit) as a benchmark assessment. Option A offers a multiple-choice style assessment, with an attached answer key. Option B allows students a free-form opportunity to demonstrate their background knowledge of source credibility. Educator may provide a source for students to evaluate or ask them to choose a source on their own.

- **The source credibility guide:**

The guide is available as a classroom poster and also as a hand-out for students to reference. Review the process as a whole, then focus on each step in the subsequent lessons. Consider revisiting the guide throughout the lessons to help students gain familiarity with the process.

- **Video lessons:**

Introduce students to each step in evaluating source credibility with these video lessons. Use each video as a springboard for discussion, using the coordinating practice presentation and hand-out to model the process of evaluating sources. While the lessons could be used in isolation to focus on a particular skill, consider implementing them in order as part of a comprehensive source credibility unit.

- **Student worksheets:**

The hand-outs can be used to capture students' metacognition about each step in the source credibility process. Guide students through each activity using the lesson presentation, allowing them to work independently, in pairs or in groups (based on their readiness) to complete the hand-out.

- **Comprehensive (final) presentation:**

This resource is intended to assist students in practicing all of the categories addressed in the Source Credibility Guide. Consider implementing this comprehensive presentation once students have completed working through the individual lessons. Before conducting this activity, add the sources in the presentation for students to evaluate. Split students into pairs or groups and choose the coordinating handout to complete this activity. (Additional instructional ideas can be found in the Educator notes section at the bottom of the presentation.).

- **Comprehensive/final presentation – scaffolded:**

This scaffolded version of the final lesson provides educators and students with additional support (questioning techniques, explanations of terms, etc.) to assist with the modelling and independent practice for the comprehensive activity above. Extra guidance is provided throughout the slides and instructional recommendations can be found in the Educator notes section at the bottom of each slide.

- **Student worksheet (Options A & B):**

These worksheets coordinate with the Comprehensive (final) presentation. Option A offers a full page for students to capture their notes when evaluating the six factors of credibility for one source, while Option B condenses the working area, presenting space to evaluate all six factors of credibility for two sources on one page.

- **Student worksheet – scaffolded:**

This scaffolded version of the hand-out provides additional support for students to work through the six factors of source credibility as guided or independent practice. The space to evaluate each factor of credibility includes scaffolded questions to assist students in analysing the impact and determining the rating of each factor effectively.

- **Source credibility rubric trait:**

The rubric trait identifies the skills inherent in evaluating the credibility of sources, categorised into four performance levels. Consider adding this trait to an existing rubric ([explore these genre-specific options](#)) in order to assess student performance as part of a larger assignment.

- **Source credibility performance assessment:**

This resource can be used as a culminating assessment of students' understanding of the six steps to evaluating the credibility of sources. Students are asked to select one or more credible sources on a topic and describe the cognitive process taken when determining the credibility of each source. Educators may choose to provide sources for the students to evaluate or have them search and select sources independently.

- **Source credibility Quick Mark set:**

Feedback designed for formative and summative assignments that require credible sources to support ideas. Provide actionable guidance on students' selection of sources and use of evidence that is aligned to the six factors of source credibility.

Ideas for extension and modification:

These extension activities may challenge students and strengthen their understanding of evaluating source credibility:

- Assist students in choosing a previous writing assignment and ask them to apply the source credibility process to their sources. Ask students to reflect on their sources: Which sources are the most credible and why? Which sources would you consider replacing and why?

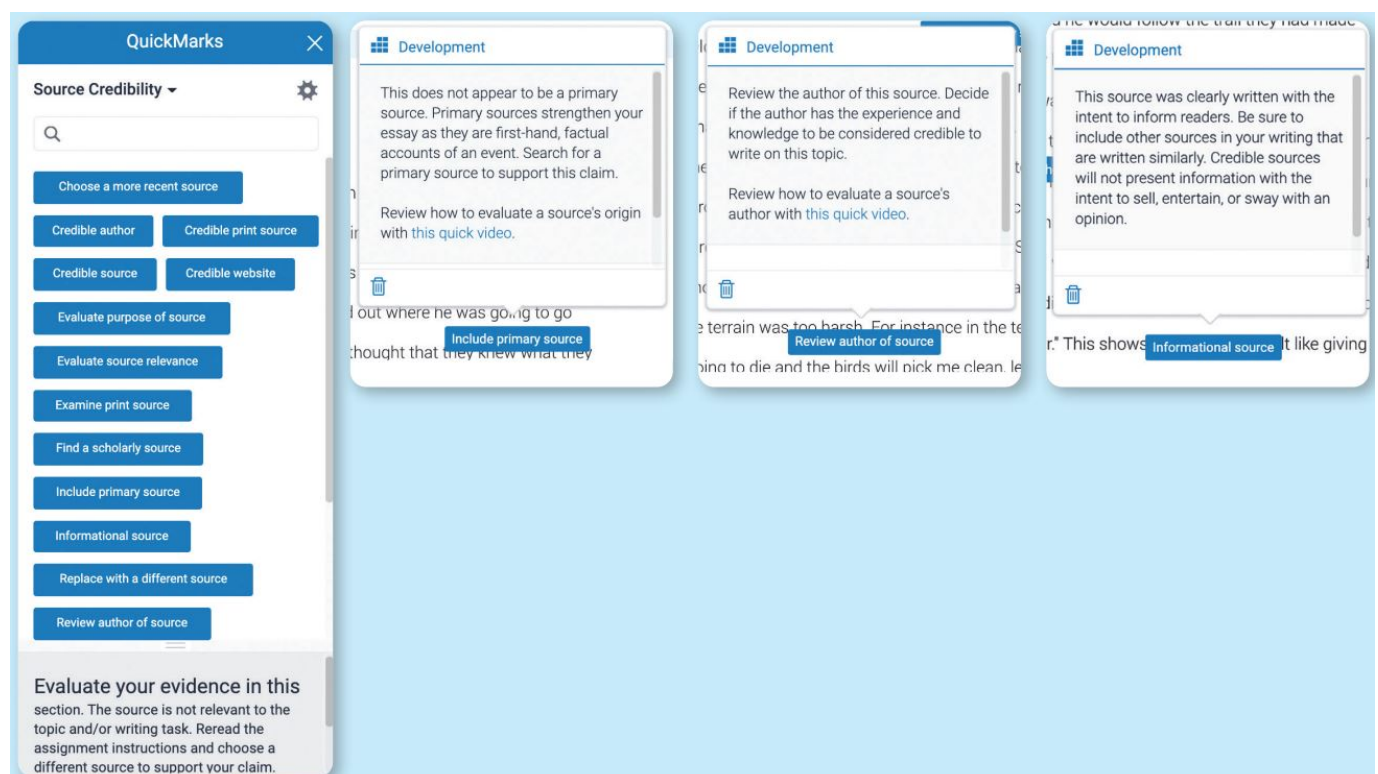
- Split students into groups and ask them to become experts in one of the six categories from the Source Credibility Guide. Students can take turns teaching these strategies to the rest of the class.
- Challenge students by conducting the practice activities with sources that are difficult to evaluate. Ask students how they would approach these types of sources.

These modifications may help students who may need more support in evaluating source credibility:

- Assign student pairs/groups to focus on only one of the six factors of source credibility across multiple sources. All groups will review the same sources, with each group reporting its findings to the class. Students will record the rating for (and reasoning behind) each factor, and ask groups to then discuss their overall ratings for each source's credibility. As an exit slip, each student must list the overall rating for each source, determine which source(s) is most credible (or from which they would cite in a research paper), and describe the reasoning behind those decisions.
- Consider performing this activity in preparation for an upcoming writing task on an assigned topic. Provide a range of sources to evaluate, or have students bring their intended/potential sources for the assignment.
- Split students into pairs to discuss each category from the Source Credibility Guide. Ask students to reflect on why evaluating is helpful in determining credibility.

For Turnitin Feedback Studio users:

- Be sure to check out the coordinating Source credibility Quick Mark set and rubric trait to use in your classroom's Feedback Studio account. This feedback set (designed by veteran educators for use with assignments that require credible sources to support ideas) enables educators to quickly drag and drop comments, giving actionable feedback directly to students.
- If you would like a poster version of the Source credibility guide, ask your Turnitin account administrator to submit a request.



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Collections of resources:

- Disrupting Plagiarism
- Source Credibility
- Paraphrasing
- Social Studies
- Remote Learning
- STEM





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Documents / Resources

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References

- [Empower Students to Do Their Best, Original Work | Turnitin](#)
- [Source Credibility | Turnitin](#)