

Name:

Title:

Publication Title:

Type:

I found this source for my paper. Do you think I should use it?

Have you
P.R.O.V.E.N.
that this source is a
good choice?



The process of evaluating a source includes examining the source itself **and** examining other sources by:

- Checking for previous work.** Has someone already fact-checked this source?
- Finding the original source.** Who originally published the information and why?
- Reading laterally.** What do other people say about this publication and author?
- Circling back.** How can you revise your original search to yield better results?
- Checking your own emotions.** Is your own bias affecting your evaluation?*

The following questions will help you think critically during the source evaluation process:

Purpose: How and why the source was created.

- Why does this information exist—to educate, inform, persuade, sell, entertain? Do the authors, publishers, or sponsors state this purpose, or try to disguise it?
- Why was this information published in this particular type of source (book, article, website, blog, etc.)?
- Who is the intended audience—the general public, students, experts?

Relevance: The value of the source for your needs.

- Is the type of source appropriate for how you plan to use it and for your assignment's requirements?
- How useful is the information in this source, compared to other sources? Does it answer your question or support your argument? Does it add something new and important to your knowledge of the topic?
- How detailed is the information? Is it too general or too specific? Is it too basic or too advanced?

* Based on Caulfield, Mike. "Four Moves and a Habit." *Web Literacy For Student Fact-Checkers*, 2017. webliteracy.pressbooks.com



Objectivity: The reasonableness and completeness of the information.

- Do the authors present the information thoroughly and professionally? Do they use strong, emotional, manipulative, or offensive language?
- Do the authors, publishers, or sponsors have a particular political, ideological, cultural, or religious point of view? Do they acknowledge this point of view, or try to disguise it?
- Does the source present fact or opinion? Is it biased? Does it offer multiple points of view and critique other perspectives respectfully? Does it leave out, or make fun of, important facts or perspectives?

Verifiability: The accuracy and truthfulness of the information.

- Do the authors support their information with factual evidence? Do they cite or link to other sources? Can you verify the credibility of those sources? Can you find the original source of the information?
- What do experts say about the topic? Can you verify the information in other credible sources?
- Does the source contradict itself, include false statements, or misrepresent other sources?
- Are there errors in spelling, punctuation, or grammar?

Expertise: The authority of the authors and the source.

- What makes the authors, publishers, or sponsors of the source authorities on the topic? Do they have related education, or personal or professional experience? Are they affiliated with an educational institution or respected organization? Is their expertise acknowledged by other authorities on the topic? Do they provide an important alternative perspective? Do other sources cite this source?
- Has the source been reviewed by an editor or through peer review?
- Does the source provide contact information for the authors, publishers, and/or sponsors?

Newness: The age of the information.

- Is your topic in an area that requires current information (such as science, technology, or current events), or could information found in older sources still be useful and valid?
- When was the information in the source first published or posted? Are the references/links up to date?
- Are newer sources available that would add important information to your understanding of the topic?

Recommendation

* Based on Caulfield, Mike. "Four Moves and a Habit." *Web Literacy For Student Fact-Checkers*, 2017. webliteracy.pressbooks.com



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