

# The Right Tool for the Job: Picking the Best Method for IL Assessment

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# Agenda

- Guiding Questions for Selecting a Tool
- Knowledge Tests
- Integrated Assessments
- Rubrics
- Questions





# Guiding Questions

- Are we ready to conduct an assessment of information literacy?
- Why are we conducting this assessment?
- What are the needs of assessment stakeholders?
- Will the assessment tell us what we want to know?
- What are the costs of the assessment?
- What are the institutional implications of the assessment?



# Setting the Stage...

In a first year biology course, the students are writing research papers on a physiological system. The instructor and the librarian are particularly interested in having students evaluate sources.

How would a knowledge test, integrated assessment, and rubric be designed to fit this need?



# Knowledge Tests

- Focus on cognitive domain
  - Recall
  - Understanding
  - Knowledge
  - Analytical



# Types of Knowledge Questions

- Objective
  - Multiple choice
  - True false
  - Short answer
  - Completion
- Essay
  - Restricted response
  - Extended response



# Example: Objective Item

Is it ethical to use the ideas of another person in a research paper? Choose one answer.

- Yes, but only if you ask their permission.
- Yes, but only if you give them credit.
- Yes, but only if you use their exact words.
- No, it is not ethical for you to use the ideas of someone else in a research paper.



# Example: Essay Item

In one paragraph, discuss the difference between a general and a subject-specific information resource.





# Writing Test Questions

- Be clear and unambiguous.
- Use appropriate reading level.
- Test material that was covered and stick to important concepts and objectives.
- Know the correct answer.



# Writing Objective Questions

- Seek guidance from the many helpful resources available.
  - E.g., Avoid use of frequency terms such as ‘often’
- Limit humor or trickiness.
- Pay attention to the presentation of the test questions.



# Writing Multiple Choice Questions

- “All of the Above” – don’t do it
- Put the answer options in order – or don’t
- Offer three to five answer options
- “A and B but not D” – don’t do that either



# Writing Essay Questions

- Choose the learning objective carefully:
  - Important
  - Higher-level skill or synthesizing complex information
- Give clear directions and maybe an example from the class session
- Draft an ideal response, or at least an outline



# Finalizing the Questions

- Test the questions out on a student
  - Put the whole test together
  - Get feedback and use it
  - Fix any errors or problems
- Prepare to administer
  - Know how long the test will take
  - Take care with the presentation of material



# After the Test

- Grade the tests
  - Essays: make worthwhile notes
- Give feedback to the students, including correct responses



# Working with Test Results

- Compile the data
- Decide what they tell you
  - Did some questions turn out to be poorly written after all?
  - Are there certain areas where many students were strong? Or weak?
  - Can you make improvements to your instruction?



# When to Use Knowledge Tests

- Assessing at the cognitive level. Not behaviors or attitudes, or opinions.
- You have time to carefully prepare the test questions, and to grade the responses.
- You want to pre- and post-test with instruction coming in-between.
- For longer tests, you have access to students.





# Also Available: Standardized Tests

- Use a test prepared by another group or company
- Consider these factors:
  - Cost
  - What objectives are covered
  - Level and type of reporting of results



# Additional Reading on Tests

- Developing classroom tests: A guide for writing and evaluating test items. W. J. Kryspin and J.F. Feldhusen. Burgess Pub. Co., 1974.
- “Asking essay questions: Answering contemporary needs.” J.R. Criswell and S.J. Criswell. Education 124 (3), 510-516, 2004.
- A Practical Guide to Information Literacy Assessment for Academic Librarians. C. Radcliff, M.L. Jensen, J.A. Salem Jr., K.J. Burhanna, J.A. Gedeon, 2007.



# Integrated Assessments

Collaborating with professors to include information literacy assessments within the course assignment in a meaningful, authentic manner.



# Benefits of Integrated Assessments

A holistic assessment approach

- demonstrates student's full learning

Logical and intuitive to the student

- naturally bridges assignment components

Opportunity for critical thinking assessment

Strengthens faculty-librarian partnership



With an assignment that focuses on the use of reference books:

*Include a paragraph that describes the scope of the book you used, how it is organized and why it was a good choice for your topic.*



# An assignment that focuses on differentiating between types of information:

*Include in your bibliography an evaluative description of at least 3 different types of sources. You may choose from a journal article, website, book, film, or reference book. For each type of source, explain how it is different from other types of sources in the kind of information it provides, what using this source lent to your research, and why it was an important source to include.*



A biology assignment where students turn in a bibliography for advance approval of a topic.

Outcome: Distinguishing between specialized and general databases.

Conduct an initial search on your topic in two databases - Biosis and ProQuest. Respond to the following questions and submit as part of your topic selection worksheet.

How are the results different? The Same? What makes them different? How would you characterize the type of information found in each? Which is better for your topic and why?



A first year biology class that is focusing on evaluating sources...

Students.....





# Qualities of good integrated assessments:

Incorporate critical thinking

Focus on the *process*

Align with the assignment

Define what the results should look like through:

- Rubrics

- Lists of expectations

- Examples

- Interpretations of terms like Scholarly, Effective, and Quality



# Using the Results

To grade or not to grade...?

Conference with the course instructor

Use the results to improve *both* teaching and content.

Develop criteria for a “right” answer

Turn the results into data for your own teaching evaluations and IL program review



# Assessment Strategy

Tackle portions at a time...Not every outcome needs assessing

Decide what is most important to both you and the instructor

Make the assessment practical and meaningful for students

Manage your assessments so that they add up to a complete picture



# Rubrics Defined

## Rubrics...

- describe student learning in 2 dimensions
  1. parts, indicators, or *criteria* and
  2. *levels of performance*
- formatted on a grid or table
- employed to judge quality
- used to translate difficult, unwieldy data into a form that can be used for decision-making



# Rubric Examples



# Fiction Writing (Analytic) Rubric

B, M, E

Details

Punctuation

Capitals

Spelling

Title



has beginning  
has middle  
has end

has lots of  
details

All sentences  
have punctuation.

have capitals:  
- beg. of sentence  
- I  
- names

all the words  
on the word wall  
are spelled right

goes with  
the story



has 1 or 2 parts,  
but is missing  
B, M, E

some details

some punctuation  
marks

Some capitals

some spelling  
is right

has a title  
that doesn't  
go with story



no beginning  
no middle  
no end

no details

no  
punctuation

no capitals

nothing is  
spelled right

no title

## Fiction Writing (Holistic) Rubric

5 – The plot, setting, and characters are developed fully and organized well. The who, what, where, when, and why are explained using interesting language and sufficient detail.

4 – Most parts of the story mentioned in a score of 5 above are developed and organized well. A couple of aspects may need to be more fully or more interestingly developed.

3 – Some aspects of the story are developed and organized well, but not as much detail or organization is expressed as in a score of 4.

2 – A few parts of the story are developed somewhat. Organization and language usage need improvement.

1 – Parts of the story are addressed without attention to detail or organization.

# Website Authority (Analytic) Rubric with Narrow Scope

Evaluation Criteria	Beginning	Developing	Exemplary
<b>Articulates Criteria</b>	0 - Student does not address authority issues. <input type="radio"/>	1 - Student addresses authority issues, but does not use criteria terminology. <input type="radio"/>	2 - Student addresses authority issues and uses criteria terminology such as: author, authority, authorship, or sponsorship. <input type="radio"/>
<b>Cites Indicators of Criteria</b>	0 - Student does not address authority indicators. <input type="radio"/>	1 - Student refers vaguely or broadly to authority indicators, but does not cite specific indicators. <input type="radio"/>	2 - Student cites specific authority indicators such as: domain, server/publisher/host, or ~ in URL; presence of personal or corporate author name, email, "About Us" or "Contact Us" links; or author credentials. <input type="radio"/>
<b>Links Indicators to Examples from Source</b>	0 - Student does not address examples of authority indicators from the site. <input type="radio"/>	1 - Student refers vaguely or broadly to examples of authority indicators from the site under consideration, but does not cite specific examples. <input type="radio"/>	2 - Student cites specific examples of authority indicators from the site under consideration. <input type="radio"/>
<b>Judges Whether or Not To Use Source</b>	0 - Student does not indicate whether or not the site is appropriate to use for the purpose at hand. <input type="radio"/>	1 - Student indicates whether or not the site is appropriate to use for the purpose at hand, but does not provide a rationale for that decision that cites authority issues and/or indicators. <input type="radio"/>	2 - Student indicates whether or not the site is appropriate to use for the purpose at hand and provides a rationale for that decision citing authority issues and/or indicators. <input type="radio"/>

RESEARCHER USE ONLY: Total Score \_\_\_/8



## Information Literacy Rubric

OBJECTIVES	Level 5	Level 4	Level 3	Level 2
<b>Design research objective</b>	Designs original, concise and focused research objective appropriate to assignment	Designs concise, focused research objective appropriate to assignment	Designs research objective appropriate to assignment	Designs research objective that requires some focus.
<b>Access information</b>	Locates reliable, discipline specific information from a variety of sources.	Locates quality information on a topic from a variety of sources.	Locates needed information on a topic from a variety of sources.	Minimally successful in locating needed information.
<b>Evaluate information and sources critically</b>	Analyzes quality, discipline-specific information from various sources to assess accuracy, authority and timeliness	Analyzes quality information from various sources to assess accuracy, authority and timeliness	Analyzes information from various sources to assess accuracy, authority and timeliness	Shows minimal analysis of sources.
<b>Identify and integrate primary sources</b>	Relates primary source material to historical context and articulates its relevance to	Includes primary source material with clear reference to historical context and relevance to	Includes primary source material with adequate reference to historical context and relevance to	Includes some source material or no historical context

Info Lit (Analytic) Rubrics with Broad Scope

## Information Literacy Rubric for The first year information literate August

	<b>1 How information is organized and how to retrieve it.</b>	<b>2 The best use of any form of information (books, newspapers, articles, govdocs, etc).</b>	<b>3 How to distinguish between primary and secondary sources.</b>	<b>4 How to distinguish between scholarly and popular sources.</b>
<b>Excellent</b>	Can identify types of information needed. Can locate materials in library or request them from other institutions. Effectively uses all parts of bibliographic record in all formats to access materials. Transfers search skills to other catalogs and databases.	Articulates in which format information needed is most likely to be found. Accesses appropriate databases or catalog to locate needed information. Uses best information appropriately in completed work. Respects intellectual	Differentiates and demonstrates mastery using primary and secondary sources. Chooses resources appropriately to satisfy research needs.	Differentiates and demonstrates mastery using primary and secondary sources. Chooses resources appropriately to satisfy research needs.

**The information literate student determines the nature and extent of the information needed.**

**Criteria:**

*Levels of student mastery*

1 - UNACCEPTABLE	2 - DEVELOPING	3 - ACCEPTABLE	4 - PROFICIENT
<ul style="list-style-type: none"> <li>Unable to define or articulate the need for information</li> <li>Unable to identify types of formats of potential sources</li> <li>Unable to reevaluate the nature and extent of information needed</li> </ul>	<ul style="list-style-type: none"> <li>Shows little ability to define and articulate the need for information</li> <li>Identifies only a few types of formats of potential sources</li> <li>Shows little ability to reevaluate the nature and extent of information needed</li> </ul>	<ul style="list-style-type: none"> <li>Defines and articulates the need for information</li> <li>Identifies some formats of potential sources</li> <li>Reevaluates the nature and extent of information needed</li> </ul>	<ul style="list-style-type: none"> <li>Clearly defines and articulates the need for information</li> <li>Identifies types of formats of potential sources</li> </ul>

	←-----Competency Level-----			
	Complete	Nearly Complete	Moderate	Minimal
Finding Information (ABET Criteria 3.c., 3.e.)	Able to clearly and succinctly articulate a problem, and to formulate and implement a search strategy.	Able to articulate problem, but not clearly and succinctly, or able to formulate or implement a search strategy.	Able to articulate problem, not clearly or succinctly, ability to formulate and implement search is limited to simplistic approaches.	Able to articulate problem, but unable to formulate and implement search strategy.
Locating Information (ABET Criteria 3.i., 3.k.)	Able to recognize and navigate information systems at macro (e.g.: using different libraries) and micro (e.g. using different databases) levels. Thoroughly understands the differences between available search tools and is fluent in their use. Appreciates the importance of print and/or historic resources and knows how to access them. Is able to perform sophisticated searches, making use of Boolean operators and indexing systems. Fully aware of library services (such as ILL and Reference) and makes use of them.	Able to recognize and navigate information systems at a micro level, but has some trouble doing it at a macro level. Thoroughly familiar with the major databases in their field of study, but not those in other relevant areas. Somewhat appreciates the importance of print and historic resources but does not always use them. Performs good quality searches using basic Boolean logic and sometimes using indexing systems. Aware of library services but does not always use them.	Unable to recognize and navigate information systems at a macro level; somewhat able to do this at a micro level. Aware of print/historic resources but tends to use newer electronic resources for their ease of access instead. Is able to do keyword searching, but does not use Boolean operators. Searches are imprecise and return unacceptably large numbers of hits. Demonstrates some awareness of indexing systems, but is unable to use them effectively. Is aware of library services, but rarely uses them.	Is barely able to recognize and navigate information systems. Unaware of print/historic resources but tends to use newer electronic resources for their ease of access instead. Performs keyword searching, but does not use Boolean operators. Searches are imprecise and return unacceptably large numbers of hits. Demonstrates some awareness of indexing systems, but is unable to use them effectively. Is aware of library services, but rarely uses them.
Analyzing Information (ABET Criteria 3.f., 3.g.)	Able to analyze information based on: accuracy, authority, objectivity, currency, and coverage.	Demonstrates the ability to sort information into categories and to evaluate the quality of information.	Is able to find some relevant information sources, but includes irrelevant information.	Is unable to find relevant information sources.

**Info Lit  
(Analytic)  
Rubrics  
with Broad Scope**

**Info Lit  
 (Analytic)  
 Rubric  
 with Broad  
 Scope**

ACRL Standard	Beginning	Proficient	Advanced
<b>5. Understand the Economic, Legal, and Social Issues surrounding the Use of Information, and Access and Use Information Ethically and Legally</b>	Student is unclear regarding proper citation format, and/or copies and paraphrases the information and ideas of others without giving credit to authors. Student does not know how to distinguish between information that is objective and biased, and does not know the role that free access to information plays in a democratic society.	Student gives credit for works used by quoting and listing references. Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society.	Student understands and recognizes the concept of intellectual property, can defend him/herself if challenged, and can properly incorporate the ideas/published works of others into their own work building upon them. Student can articulate the value of information to a free and democratic society, and can use specific criteria to discern objectivity/fact from bias/propaganda.

# Defining Moments Essay: Final Paper Rubric

Criteria	Level 1 (50-59)	Level 2 (60-69)	Level 3 (70-79)	Level 4 (80-89)
Introduction / Thesis	<ul style="list-style-type: none"> <li>-weak introduction of topic, thesis &amp; subtopics</li> <li>-thesis is weak and lacks an arguable position</li> </ul>	<ul style="list-style-type: none"> <li>-adequate introduction that states topic , thesis and some of the subtopics</li> <li>- thesis is somewhat clear and arguable</li> </ul>	<ul style="list-style-type: none"> <li>-proficient introduction that states background information, controversial question, topic, thesis, and all subtopics in proper order</li> <li>- thesis is a clear and arguable statement of position</li> </ul>	<ul style="list-style-type: none"> <li>-exceptional introduction that grabs the reader and provides background information, controversial question, topic, thesis, and all subtopics in proper order</li> <li>- thesis is a clear, arguable, and well-developed statement of position</li> </ul>
Quality of Information /	-limited information on topic with lack of	-some aspects of paper is researched with	-paper is well researched in detail	-paper is extensively researched

Essay (Analytic) Rubric  
 with Broad Scope

# Back to the Biology course

Students are writing research papers on a physiological system. The instructor and the librarian are particularly interested in having students evaluate sources.



# How might a rubric be designed to fit this need?

- Ask students to talk about the selection process and assess their responses with a rubric focused on resource evaluation skills.
- Examine students' Works Cited page and assess the quality of the sources they select with a rubric focused on resource quality indicators.
- Let's look at some possible starting points:



	<b>Beginning</b>	<b>Developing</b>	<b>Exemplary</b>
<b>Authority/ Credibility</b>	Description of what evaluation of authority/credibility looks like at a low developmental level.	Description of what evaluation of authority/credibility looks like at a middle developmental level.	Description of what evaluation of authority/credibility looks like at a high developmental level.
<b>Bias/ POV</b>	Description of what evaluation of bias/POV looks like at a low developmental level.	Description of what evaluation of bias/POV looks like at a middle developmental level.	Description of what evaluation of bias/POV looks like at a high developmental level.
<b>Currency</b>	Description of what evaluation of currency looks like at a low developmental level.	Description of what evaluation of currency looks like at a middle developmental level.	Description of what evaluation of currency looks like at a high developmental level.
<b>Content</b>	Description of what evaluation of content looks like at a low developmental level.	Description of what evaluation of content looks like at a middle developmental level.	Description of what evaluation of content looks like at a high developmental level.

	<b>Beginning</b>	<b>Developing</b>	<b>Exemplary</b>
<b>Resource Impact</b>	Description of what resource impact looks like at a low level.	Description of what resource impact looks like at a middle level.	Description of what resource impact looks like at a high level.
<b>Popular/ Trade/ Scholarly</b>	Description of popular scientific publication.	Description of scientific trade publication.	Description of scholarly scientific publication.
<b>Author Credentials</b>	Description of what author credentials looks like at a low level.	Description of what author credentials looks like at a middle level.	Description of what author credentials looks like at a high level.
<b>News/ Review/ Research</b>	Description of scientific news publication.	Description of scientific review publication.	Description of scientific research publication.



# Assessing with Rubrics

## Performance assessments:

- Focus on students' tasks or products/artifacts of those tasks
- Simulate real life application of skills, not drills
- Strive for contextualization & authenticity
- Grounded in constructivist, motivational, and “assessment for learning” theory

## Test questions:

- Elicit student descriptions of their performance or thought process



# Examples of Performances (Possibly Integrated Performances) Assessable Using Rubrics

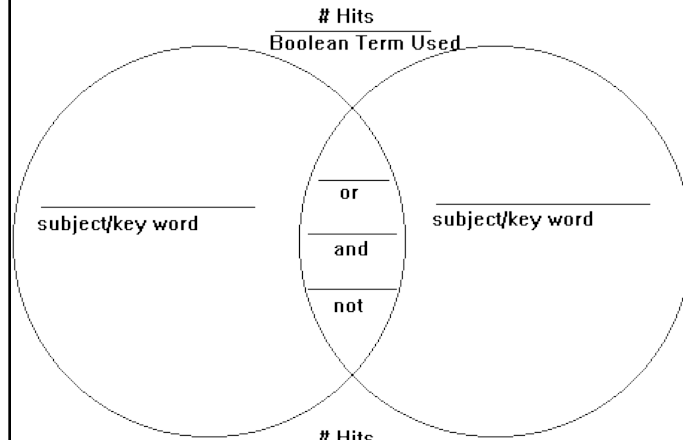




Your Name \_\_\_\_\_

# Boolean Terms

Search Engine used \_\_\_\_\_



Explain what the Boolean term AND means:

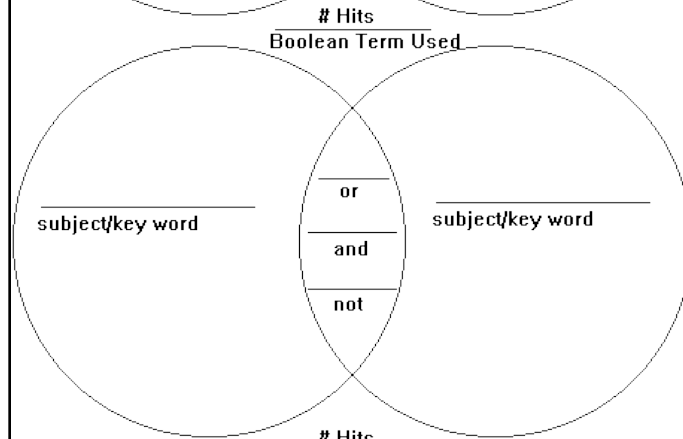
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Explain what the Boolean term OR means:

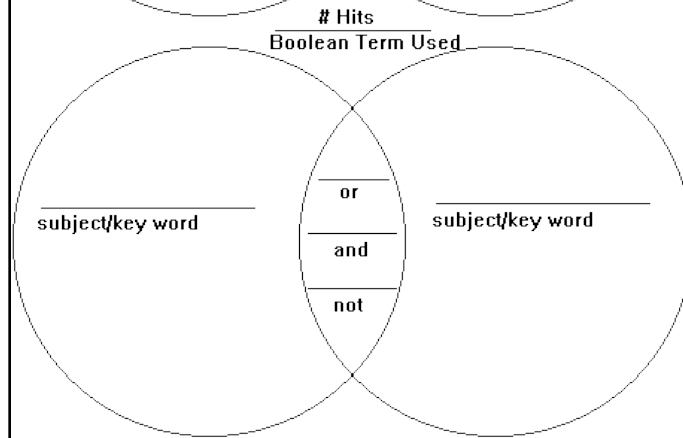
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Explain what the Boolean term NOT means:

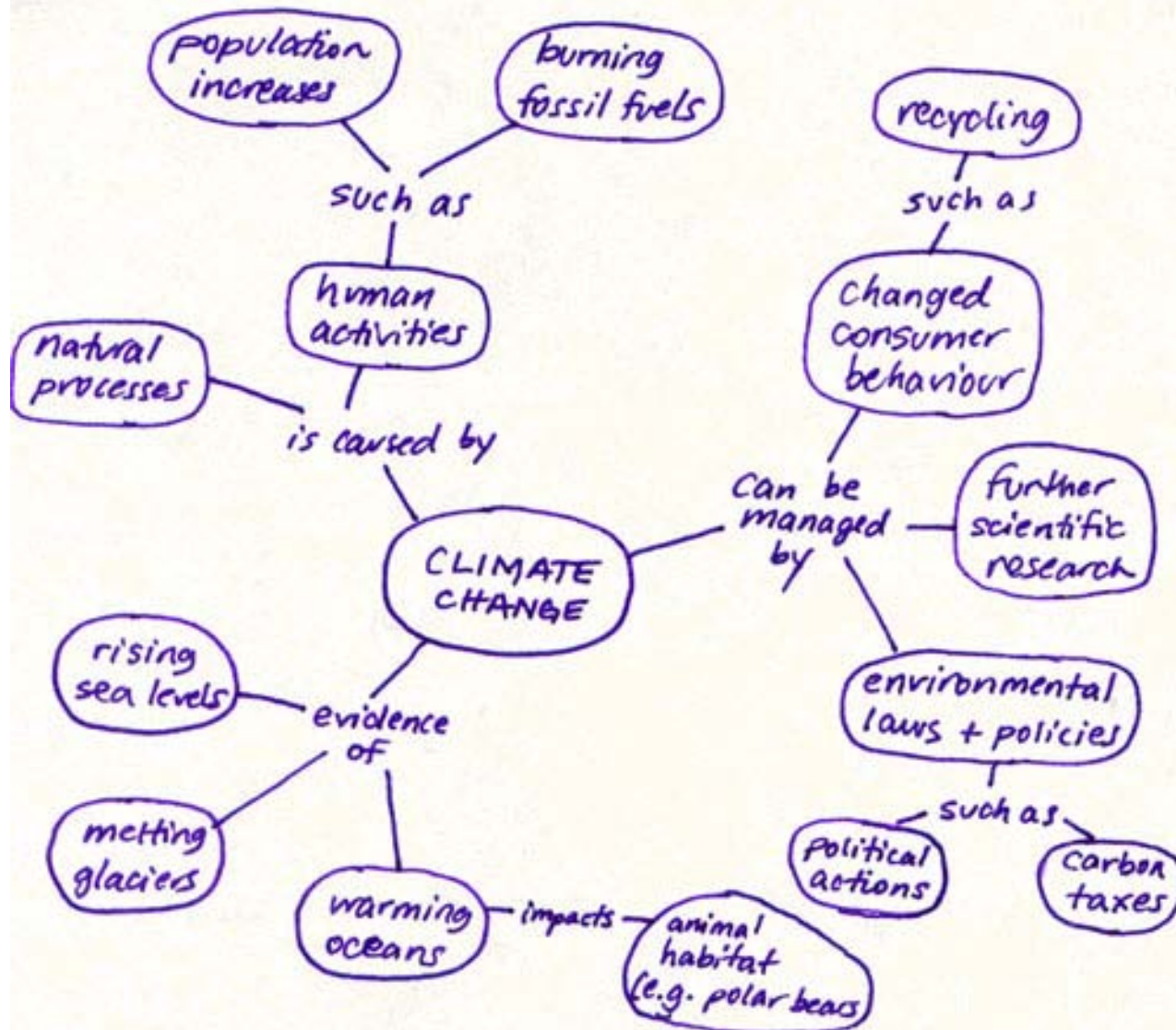
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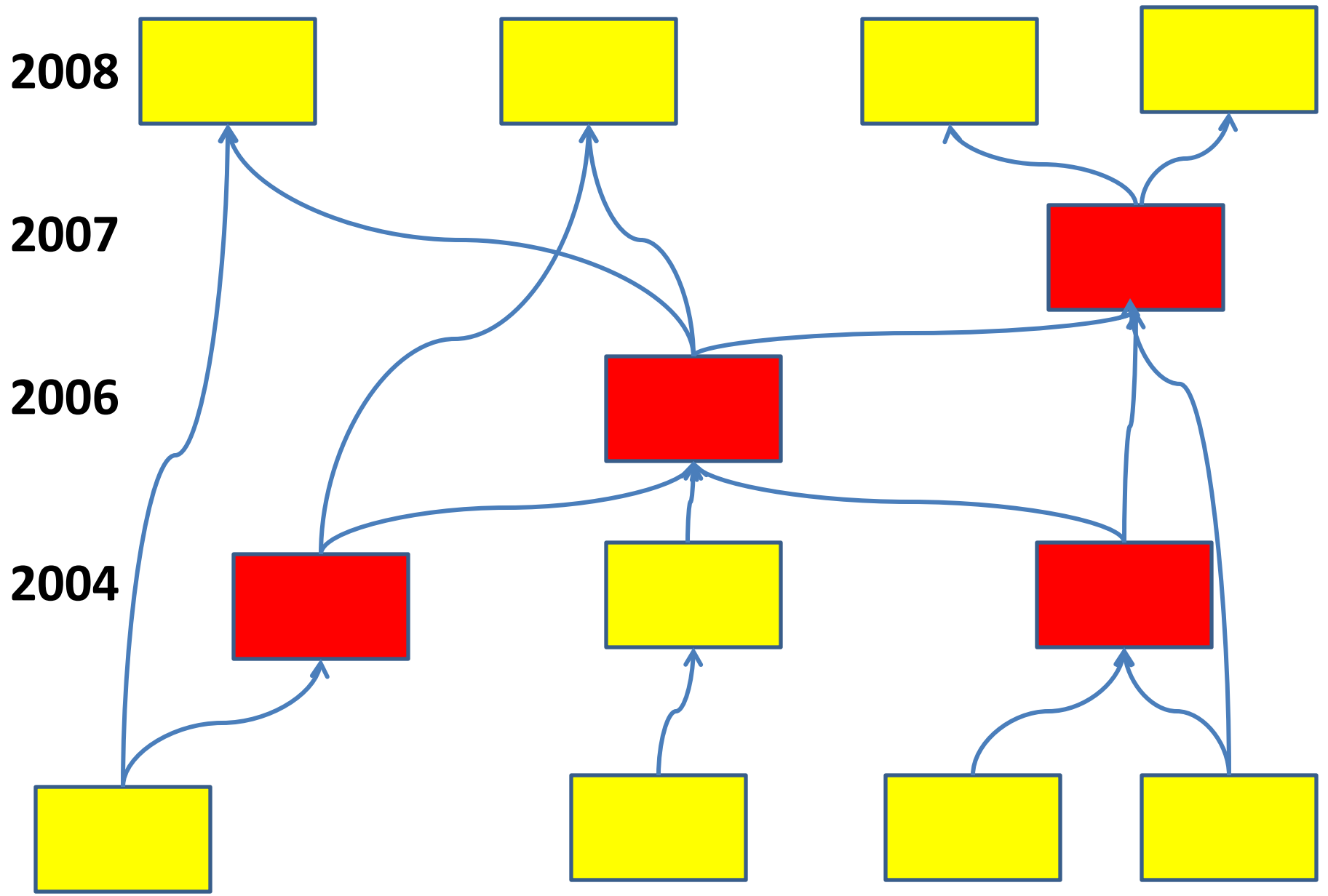
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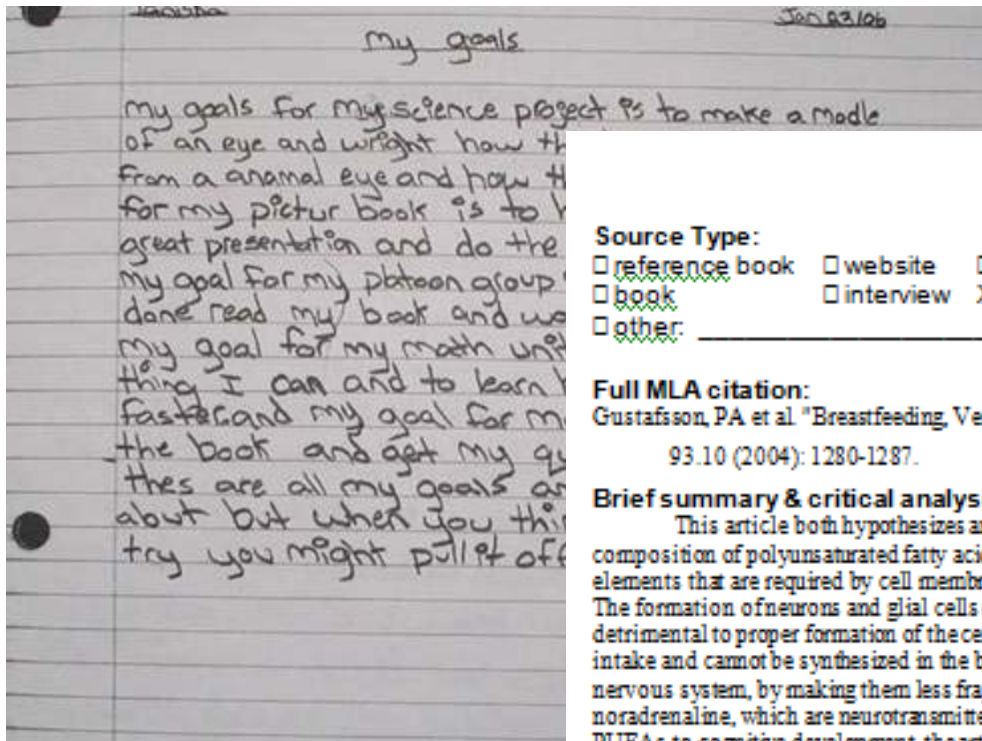






# Examples of “Essay Test” Type Questions Assessable Using Rubrics





### Annotated Bibliography Entry

#### Source Type:

- reference book     website     popular magazine article     dissertation  
 book     interview     scholarly journal article     gov't document  
 other: \_\_\_\_\_

#### Full MLA citation:

Gustafsson, PA et al "Breastfeeding, Very Long Polyunsaturated Fatty Acids (PUFA) and IQ at 6 1/2 Years of Age." *Acta Paediatr* 93.10 (2004): 1280-1287.

#### Brief summary & critical analysis of content:

This article both hypothesizes and experimentally proves that the effects of breastfeeding on IQ are related to the composition of polyunsaturated fatty acids (PUFAs) in human milk. The article states that fatty acids are essential structural elements that are required by cell membranes, for the formation of new tissue, and for the formation of neurons and glial cells. The formation of neurons and glial cells occurs during the fetal period of pregnancy, and a lack of the necessary fatty acids could be detrimental to proper formation of the central nervous system due to the fact that such fatty acids must be acquired through food intake and cannot be synthesized in the body. Additionally, it has been proven that PUFAs are protectors of the tissue within the nervous system, by making them less fragile and less easily damaged. Furthermore, PUFAs aid in the release of acetylcholine and noradrenaline, which are neurotransmitters that strongly affect learning and memory. After illustrating the overall importance of PUFAs to cognitive development, the article went on to depict the relationship between the levels of PUFAs in the breast milk of the mother and in the infant. Tests prove that PUFA levels in the mother's breast milk are similar to the levels that exist in the infant's brain tissue. It has also been clinically found that higher levels of PUFAs exist in breastfed children than children who were fed by bottle formula. Since the composition of the PUFAs is important, the article notes that the variety of fatty acids present in breast milk is much greater than it is in infant formulas. The article also points out that the most important long chain PUFA involved with cognitive development is the n-3 docosahexaenoic acid (DHA). The main results of the scientific studies of this article are that there is a significant correlation between an infant's IQ and the length of time that was spent breastfeeding the child, that the fourth and fifth steps of PUFA biosynthesis are strongly correlated to an infant's IQ, and that the amount of DHA in the breast milk positively affects cognitive development. The nutritional information that this article provides is critical to the research topic because it begins to provide the answers to why the nutrition of breast milk is beneficial to cognitive development. It provides information that is pertinent to the topic and provides answers that the website article could not; the article indulges information and focuses primarily on the nutritional aspect of breastfeeding. It is clear that further research needs to be done in order to discover why DHA, specifically, is the most beneficial nutritional aspect of breast milk. It is also necessary to continue to research the importance of breast milk nutrition; there may be other factors that are beneficial to cognitive development that this article did not discuss. Additionally, it is still necessary to find more research on why the nurture aspect of breastfeeding is so helpful to cognitive development.

#### Evaluation of source using criteria & rationale for selection:

Author: PA Gustafsson is a distinguished researcher who has written various other scientific articles including *Asthma and Family Interaction* and *Family Dysfunction in Asthma: Results from a prospective study of the development of childhood atopic illness*. Gustafsson is associated with the Division of Child and Adolescent Psychiatry, the Department of Molecular and Clinical Medicine, and University Hospital in Linköping, Sweden. Thus, although the aforementioned articles center around asthma, Gustafsson is a trained professional in the medical and health fields, does lots of research associated with children, and has a history in the field of psychiatry, and can be considered a very credible source for this article. Furthermore, the last cited author, T Kadzian, is highly knowledgeable in Engineering Science. Kadzian has his Bachelor of Science degree in Automation and his





The Research Process

Defining Research Needs

Developing A Research Strategy

Conducting the Search

Evaluating Resources

Evaluate Books

Evaluate Articles

Evaluate Web Sites

Select Useful Information

Using Resources

Need Help?

Table of Contents

LOBO Home Page

### Evaluating Resources

#### Evaluate Web Sites - Authority

The URL (web address) and author information for a web site reveal a lot about site reliability. Determining who created a web site is critical in being able to judge its quality. Generally, anonymous information should not be used for academic research.

Consider the following questions when you're evaluating the authority of a web site:

- What type of domain does the site come from?**  
Government sites use **.gov** and **.mil** domains. Educational sites use the **.edu** domain. Non-profit organizations use **.org** and business sites use **.com**. Generally, **.gov** and **.edu** sites are considered more trustworthy than **.org** and **.com** sites.
- Who "published" the site?**  
The name between **http://** and the first **/** usually indicates what organization owns the server the web site is housed on. Learning about the organization that hosts a site can give you important information about the site's credibility.  
`http://www.wired.com/news/news/`
- Is it a personal web site?**  
Look for the names of companies that sell web space to individuals, like AOL or GeoCities. Also look for a tilde (~). Tildes are often used to signify a personal web site. Personal sites are considered less reliable than sites supported by organizations.
- Can you tell who (person or institution) created the site?**  
Look at the very top or bottom of the web page for a **name**, **email address**, or **"About Us"** or **"Contact Us"** link.
- Are the author's credentials listed on the site?**  
If you can't find these details on a site, try typing an author's name into a search engine like Google to get biographical information.

Respond to the following prompts in the space below, using complete sentences:

- Identify the "domain type" of the site you're evaluating and explain why that is acceptable or unacceptable for your needs.
- Identify the "publisher" or host of the site and tell what you know (or can find out) about it.
- State whether or not the site is a personal site and explain why that is acceptable or unacceptable for your needs.
- State who (name the person or institution) created the site and tell what you know (or can find out) about the creator.
- Look for the author's credentials on the site. List his/her credentials and draw conclusions based on those credentials. If there are no credentials listed, tell what conclusions you can draw from their absence.
- Using what you know about the AUTHORITY of this web site, explain why it is or is not appropriate to use for your paper/project.

ADD TO WORKSHEET

How might an instructor score your answer?

# CLEAR AND ORGANIZED

Title Page

Standards Chart

Standard 1

- Artifact 1 and how it meets the standard
- Artifact 2 and how it meets the standard
- Artifact 3 and how it meets the standard
- Reflections

Standard 2

- Artifact 1 and how it meets the standard
- Artifact 2 and how it meets the standard
- Artifact 3 and how it meets the standard
- Reflection

Teacher Formative Feedback

**Educators need to provide a clear e-portfolio template that students can use to easily organize their artifacts and reflections.**

# Rubrics – Benefits, 1 of 2

## Learning

- Articulate and communicate agreed upon learning goals
- Focus on deep learning and higher-order thinking skills
- Provide direct feedback to students
- Facilitate peer- and self-evaluation
- Make scores and grades meaningful
- Can focus on standards



# Rubrics – Benefits, 2 of 2

## Data

- Facilitate consistent, accurate, unbiased scoring
- Deliver data that is easy to understand, defend, and convey
- Offer detailed descriptions necessary for informed decision-making
- Can be used over time or across multiple programs

## Other

- Are inexpensive (\$) to design and implement



# Rubrics – Limitations

- May contain design flaws that impact data quality
- Require time for development
- Require time for training multiple rubric users



# Guidelines for Writing Rubrics

- Balance between holistic (overall) & analytic (divided into parts) focus
- Balance between generalized wording (too vague) & detailed description (too detailed, too long)
- Strive for consistency across performance levels
- Create differentiation between performance levels
- Emphasize quality rather than quantity
- Avoid using negative tone at lower levels





# Checking for Common Design Flaws

- Too long
- Too “jargony”
- Too vague
- Inconsistent across performance levels  
(using parallel language helps)
- Lack of differentiation across performance levels
- Too much emphasis on quantity (how many times) over quality (how well)
- Too negative at lower levels



Questions?



# Additional Resources

- Oakleaf, Megan. "Dangers and Opportunities: A Conceptual Map of Information Literacy Assessment Tools." *portal: Libraries and the Academy*. 8(3). 2008.
- Oakleaf, Megan. "The Information Literacy Instruction Assessment Cycle: A Guide for Increasing Student Learning and Improving Librarian Instructional Skills." *Journal of Documentation*. 65(4). 2009.
- Oakleaf, Megan. "Using Rubrics to Assess Information Literacy: An Examination of Methodology and Interrater Reliability." *Journal of the American Society for Information Science and Technology*. 60(3). 2009.



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- Oakleaf, Megan. "Using Rubrics to Collect Evidence for Decision-Making: What do Librarians Need to Learn?" *Evidence Based Library and Information Practice*. 2(3). 2007.
- Oakleaf, Megan and Lisa Hinchliffe. "Assessment Cycle or Circular File: Do Academic Librarians Use Information Literacy Assessment Data?" *Proceedings of the Library Assessment Conference*. Seattle, WA: Association of Research Libraries. 2008.
- Oakleaf, Megan and Neal Kaske. "Guiding Questions for Assessing Information Literacy in Higher Education." *portal: Libraries and the Academy*. 9(2). 2009.

