



USING RUBRICS FOR LIBRARY ASSESSMENT

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Massachusetts Library Association
1:15-2:30



Before We Begin...





What's a Rubric?

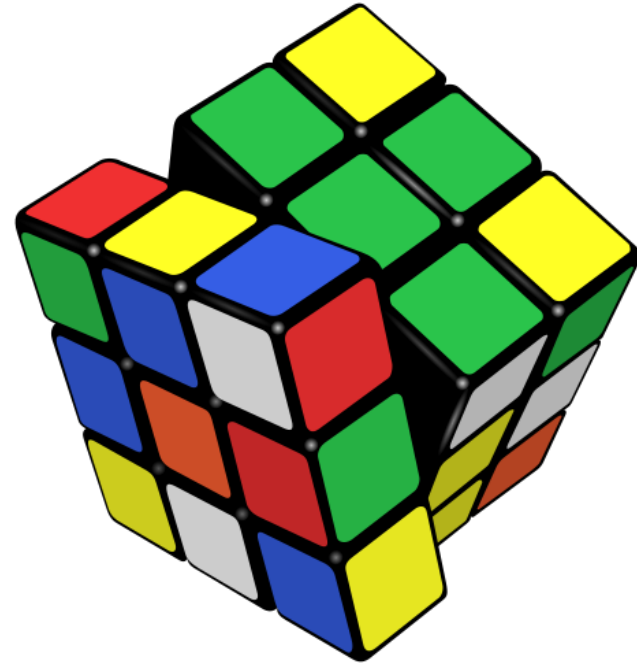
Rubrics...

- describe library service impact 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 Types

- Checklists
- Likert scales
- Scoring guides
- Full-model rubrics





Checklists



	Observed	Not Observed
Eye Contact	✓	
Gestures		✓



Likert Scales

	0	1	2
Eye Contact	√		
Gestures		√	

	Novice	Proficient	Professional
Eye Contact	√		
Gestures		√	

LIKERT SCALE

CRITERIA

&

**PERFORMANCE
LEVELS**

*(numbers or
descriptive terms)*



Scoring Guides

	Exemplary	Comments
Eye Contact	Maintains sustained eye contact with the audience.	
Gestures	Gestures are used to emphasize talking points.	



**SCORING
GUIDE**
*CRITERIA,
TOP PERFORMANCE
LEVEL,
&
TOP PERFORMANCE
DESCRIPTION*



Full-Model Rubrics

	Beginning	Developing	Exemplary
Eye Contact	Does not make eye contact with the audience.	Makes intermittent eye contact with the audience.	Maintains sustained eye contact with the audience.
Gestures	Gestures are not used.	Gestures are used, but do not emphasize talking points.	Gestures are used to emphasize talking points.

FULL-MODEL RUBRIC

***CRITERIA,
PERFORMANCE
LEVELS,***

&

***PERFORMANCE
DESCRIPTIONS***

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



Criteria

1. “the conditions a [service] must meet to be successful” (Wiggins)
2. “the set of indicators, markers, guides, or a list of measures or qualities that will help [a scorer] know when a [service] has met an outcome” (Bresciani, Zelna and Anderson)
3. what to look for in [service] performance “to determine progress...or determine when mastery has occurred” (Arter)



Performance Levels

mastery, progressing, emerging,
satisfactory, marginal, proficient,
high, middle, beginning, advanced,
novice, intermediate, sophisticated,
competent, professional,
exemplary, needs work, adequate,
developing, accomplished,
distinguished



Performance Levels

If you want to force evaluative decisions, choose an even number of levels (usually 4).

If you want to have a middle ground, choose an odd number of levels (usually 3 or 5).

Choose a number that you can justify based on developmental service stages.



Rubrics – Benefits, 1 of 2

Service

- Articulate and communicate agreed upon service goals
- Provide direct feedback to service providers
- Facilitate self-evaluation
- Can focus on service 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

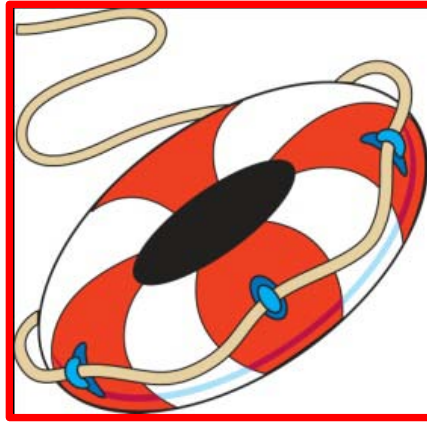
Other

- Are inexpensive (\$) to design and implement



Rubrics – Limitations

- May contain design flaws that impact data quality
- Require time for development



Example Service Rubrics

Disclaimer: Created by former students...not necessarily perfect!



Rubric for a Library Open House Event for First Year Students

Indicators	Beginning	Developing	Exemplary	Data Source
Attendance	Attendance rates are similar to the 2006 Open House	Attendance rates increase by 20% from 2006 Open House	Attendance rates will increase by 50% from 2006 Open House	Staff [Committee and Volunteers] records
Staff Participation	Staff participation is similar to 2006 Open House, no volunteers	Increase in participation by library staff [librarians and paraprofessionals] and student volunteers	Increase in participation with library staff [librarians and paraprofessionals], student volunteers, student workers, and academic faculty	Staff [Committee and Volunteers] records
Budget	Budget same as 2006 Open House, \$200	Budget increases by \$100 from 2006 Open House	Budget increases by \$300 from 2006 Open House	Budget, Financial Statements
Reference Statistics	Reference statistics similar to 2006	Reference statistics increase by 20% from 2006	Reference statistics increase by 50% from 2006	Library Reference Department Statistics
Student Attitudes	Students are pleased with Open House	Students enjoy the Open House, are satisfied with information	Students are excited about the Open House, volunteer to participate with the next year's event	Survey



Rubric for a Virtual Reference Service

Indicators	Beginning	Developing	Exemplary	Data Source
Transactions	0 – 4 reference transactions per week.	5 – 7 reference transactions per week.	8 + reference transactions per week.	Transaction Logs
User Satisfaction	Students, faculty and staff report they are “dissatisfied” or “very dissatisfied” with reference transactions.	Students, faculty and staff report they are “neutral” about reference transactions.	Students, faculty and staff report they are “satisfied” or “very satisfied” with reference transactions.	User Surveys
Training	Librarians report they are “uncomfortable” or “very uncomfortable” with providing virtual reference service.	Librarians report they are “neutral” about providing virtual reference service.	Librarians report they are “comfortable” or “very comfortable” with providing virtual reference service.	Post-Training Surveys
Technology	Between 75 % and 100 % of transactions a week report dropped calls or technical difficulties.	Between 25 % and 74% of transactions a week report dropped calls or technical difficulties.	Between 0 % and 24% of transactions a week report dropped calls or technical difficulties.	System Transcripts
Electronic Resources	0 – 50 hits on electronic resources a week.	50 – 100 hits on electronic resources a week.	100 + hits on electronic resources a week.	Systems Analysis Logs



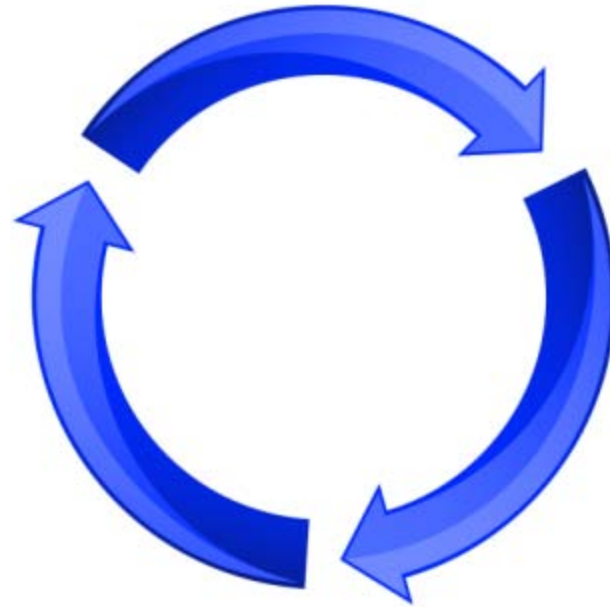
Rubric for a Library Coffee Bar Service

Indicators	Beginning	Developing	Exemplary	Data Source
Profit	The coffee bar loses money.	The coffee bar breaks even.	The coffee bar nets a profit.	Coffee bar budget
Attendance	Number of transactions at the coffee bar decrease.	Number of transactions at the coffee bar remain essentially unchanged.	Number of transactions at the coffee bar increase.	Coffee bar transaction counts
Tastiness	Students, faculty, and staff report that they are “dissatisfied” or “very dissatisfied” with the taste of food and drinks offered by the coffee bar.	Students, faculty, and staff report that they are “neutral” about the taste of food and drinks offered by the coffee bar.	Students, faculty, and staff report that they are “satisfied” or “very satisfied” with the taste of food and drinks offered by the coffee bar.	Survey of coffee bar users
Variety	Students, faculty, and staff report that they are “dissatisfied” or “very dissatisfied” with the variety of food and drinks offered by the coffee bar.	Students, faculty, and staff report that they are “neutral” about the variety of food and drinks offered by the coffee bar.	Students, faculty, and staff report that they are “satisfied” or “very satisfied” with the variety of food and drinks offered by the coffee bar.	Survey of coffee bar users
Materials safety	More than 10 incidents of damage to library materials are reported.	6-10 incidents of damage to library materials are reported.	0-5 incidents of damage to library materials are reported.	Library preservation department records



Rubric Creation Process

1. Reflecting
2. Listing
3. Grouping
4. Creating



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At Your Table...

Choose a Service!

- Reference
- Virtual Reference
- First Year Orientation
- Summer Reading Program
- Book Club
- Coffee Bar
- Gaming Program
- Media Resources



Reflecting

Consider:

1. Why did we create this service?
2. What happened when other libraries provided the service?
3. What is the relationship between this service and the rest of the library services?



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Listing

1. What are our expectations of the service? What does a successful service of this type look like?
2. What specific service outcomes do we want to see in the completed service?
3. What evidence can we find that will demonstrate service success?





Grouping & Labeling

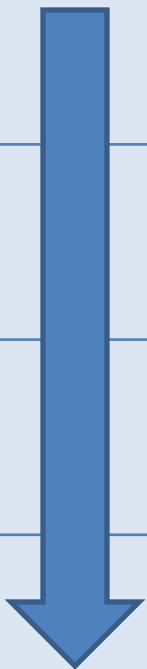
1. Can we group our brainstorming ideas into categories?
2. How can we label them?



Stevens & Levi



Labeled Groups = Criteria





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Performances = Performance Levels



Best Possible Performance

1. For each group area (“criteria”), what are our highest expectations of the service?
What is the best possible performance?



Other Possible Performances

1. For each group area (“criteria”), what are our highest expectations of the service? What is the best possible performance?
2. The worst?
3. The other expected levels?



Common Design Flaws

- Too long
- Too “jargony”
- Too vague
- Inconsistent across performance levels
(using parallel language helps)
- Lack of differentiation across performance levels
- Too negative at lower levels



Rubric Norming Process

1. Think aloud through scoring several examples.
2. Ask raters to independently score a set of examples that reflects the range of services libraries produce.
3. Bring raters together to review their scores to identify patterns of consistent and inconsistent scores.
4. Discuss and then reconcile inconsistent scores.
5. Repeat the process of independent scoring on a new set of examples.
6. Again, bring all raters together to review their scores to identify patterns of consistent and inconsistent scores.
7. Discuss and then reconcile inconsistent scores. This process is repeated until raters reach consensus about applying the scoring rubric. Ordinarily, two to three of these sessions calibrate raters' responses.



Thinking Aloud

What are appropriate scores for these examples?



Independent Scoring

*What scores would you
assign to these
examples?*



Reconciling Differences

Where do we disagree?

*Can we come to
consensus?*



Identifying Anchors

*Are there great examples
of specific levels
on each criterion?*



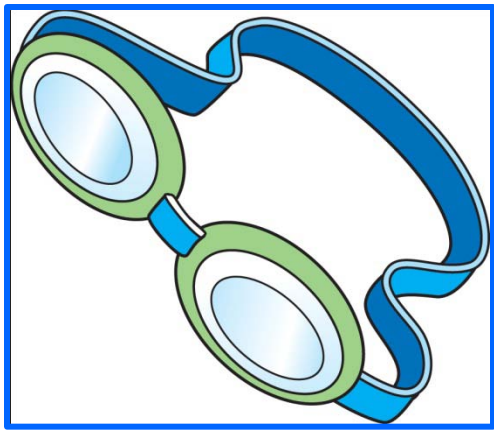
Using Rubrics to Tell Your Story

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2-Question Evaluation

- What is the most valuable thing you learned from this workshop?
- What is one question you still have?



EXTRA
SLIDES



Weighting, Points, & Grades

Use weight to communicate areas of emphasis

If learning-oriented...

- Award points in whole numbers
- Base grades on logic, not percentages or GPA equivalents

