Learning Assessment Online: Guiding Theories, Tools, & Tips

STS at ALA 2013

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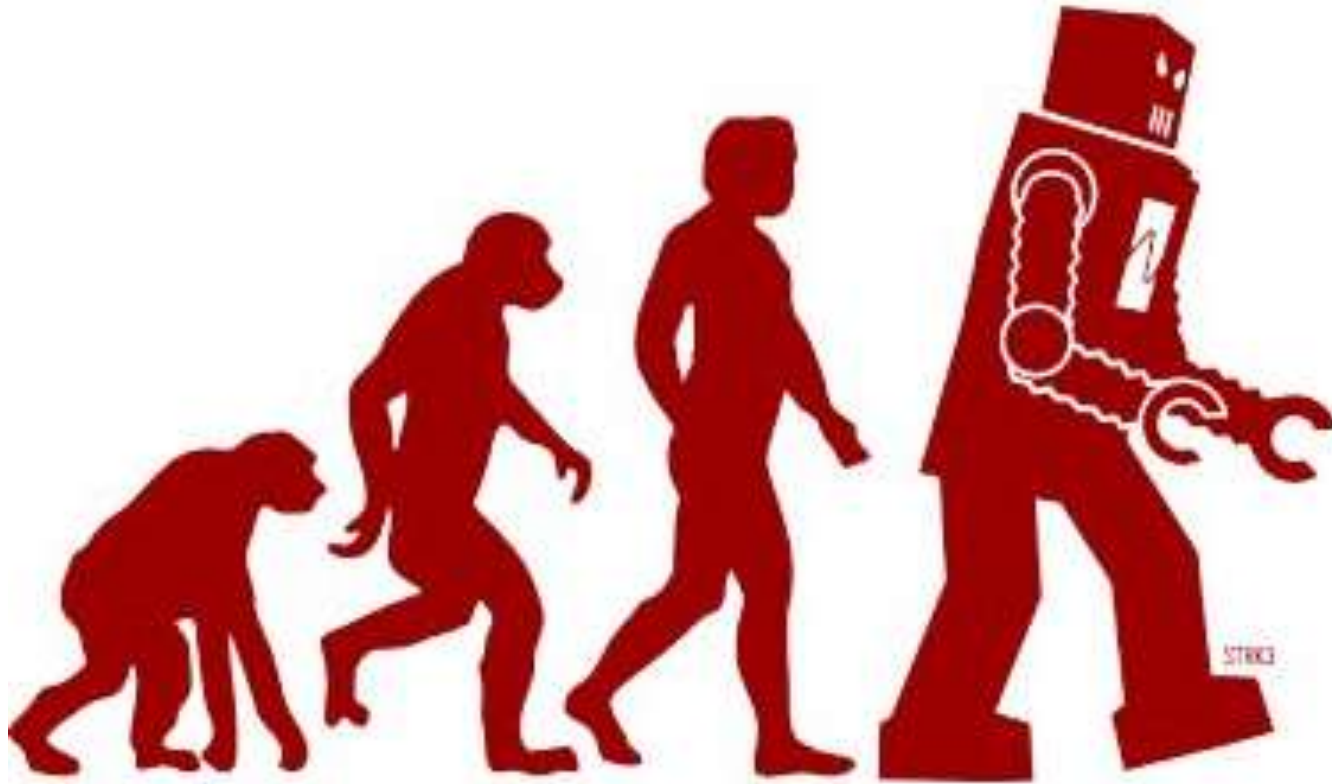
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As instruction moves online,
so must assessment.

Learning assessment online is kind of like "regular" learning assessment.

Performance Assessments

• research journals	• group projects
• reflective writing	• performances
• "think alouds"	• portfolios
• self or peer evaluations	• library assignments
• research drafts or papers	• worksheets
• open-ended question responses	• concept maps
• works cited pages	• citation maps
• annotated bibliographies	• tutorial responses
• speeches	• role plays
• multimedia presentations	• lab reports
• posters	• blogs
• exhibits	• wikis

Oakleaf, Megan. "Writing Information Literacy Assessment Plans: A Guide to Best Practice." *Communications in Information Literacy*. 3(2). 2010.

B, M, E	has beginning has middle has end	has 1 or 2 parts but is missing B, M, E	no beginning no middle no end
Details	has lots of details	some details	no details
Punctuation	All sentences have punctuation	some punctuation marks	no punctuation
Capitals	have capitals: -beg of sentence -names	some capitals	no capitals
Spelling	all the words on the word wall are spelled right	some spelling is right	nothing is spelled right
Title	goes with the story	has a title that doesn't go with story	no title

14. ⚪A ⚪B ⚪C ⚪D
15. ⚫A ⚪B ⚪C ⚪D
16. ⚪A ⚫B ⚪C ⚪D
17. ⚪A ⚪B ⚪C ⚪D
18. ⚪A ⚪B ⚪C ⚪D
19. ⚪A ⚪B ⚪C ⚪D

Survey

rails
rubric assessment of information literacy skills

home   about   updates   publications & presentations   press

contact   rubrics   forum   training   results   closing the loop

Rubrics

Rubrics are powerful tools for assessment.The RAILS project is intended to help librarians create and use rubrics for information literacy assessment.

To this end, RAILS can serve as clearinghouse for information literacy rubrics. Existing RAILS rubrics are grouped by topic and/or by creator and accessible using the navigation links on the right. Any of these rubrics can be modified and saved by librarians; librarians can also upload new rubrics.

To do so, librarians should click the "participant login" link at the top of this page for site approval. Once approved as a RAILS website participant, librarians are welcome to adapt the rubrics as needed. To modify an existing rubric, approved participants should use the "Make and Save my own Rubric" button. (Note, this process does NOT actually change the existing rubric. Instead it makes a new copy that can be modified as needed.) To upload a new rubric, begin with a blank rubric found in the "Uncategorized" category. Please be sure to change the title of your new rubric!

Questions? Please post them in the forum area of the RAILS website!

Rubric Categories

General

Define Information Needs

Evaluate Information

Locate Information

Non-Instructional Library

Services

RAILS Cohort 2010-2011

Trinity University

University of Kentucky

www.railsontrack.info

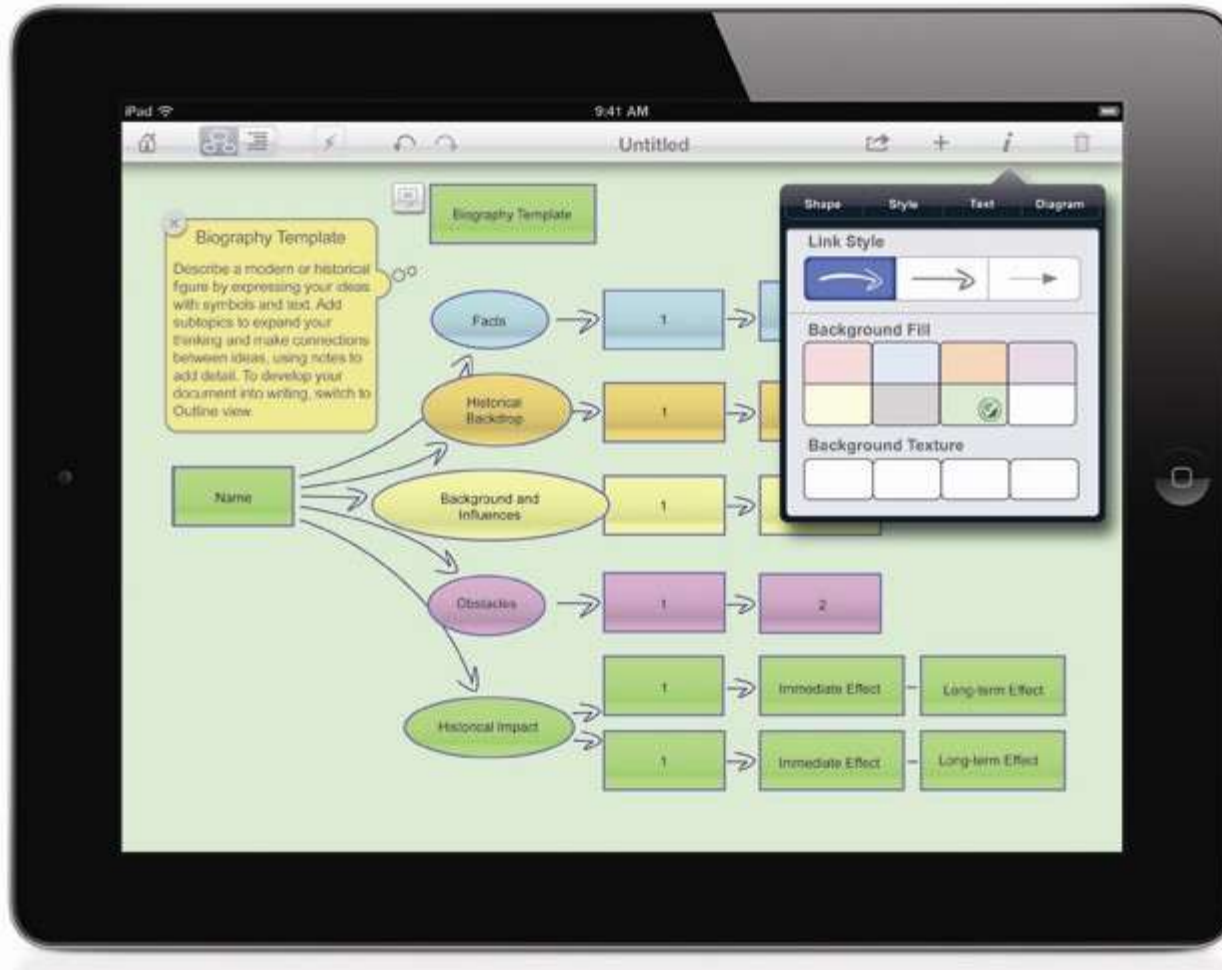Learning assessment online is about outcomes, not satisfaction or self-efficacy.

Learning assessment outcomes should be institutionally meaningful.

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Outcomes should be learned and assessed at the same time.

Inspiration Maps App ($6.99)

Super Duper Data Tracker App ($1.99)

- Monitor student outcomes

- Track responses and participation

- Works with groups

Librarians should learn from student learning assessments too.

Assessment for Learning
(assessment that supports teaching, inseparable from teaching)
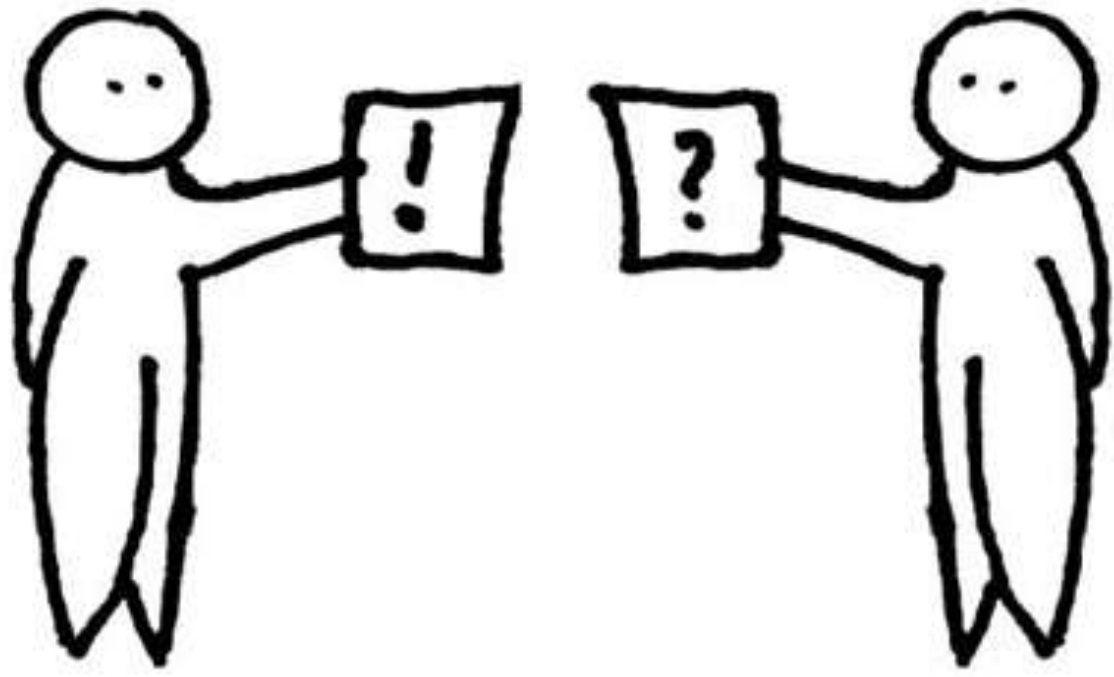
Assessment as Learning
(assessment that helps students learn how to learn)

Assessment as Learning to Teach
(assessment that helps librarians learn how to teach better so that students learn more)

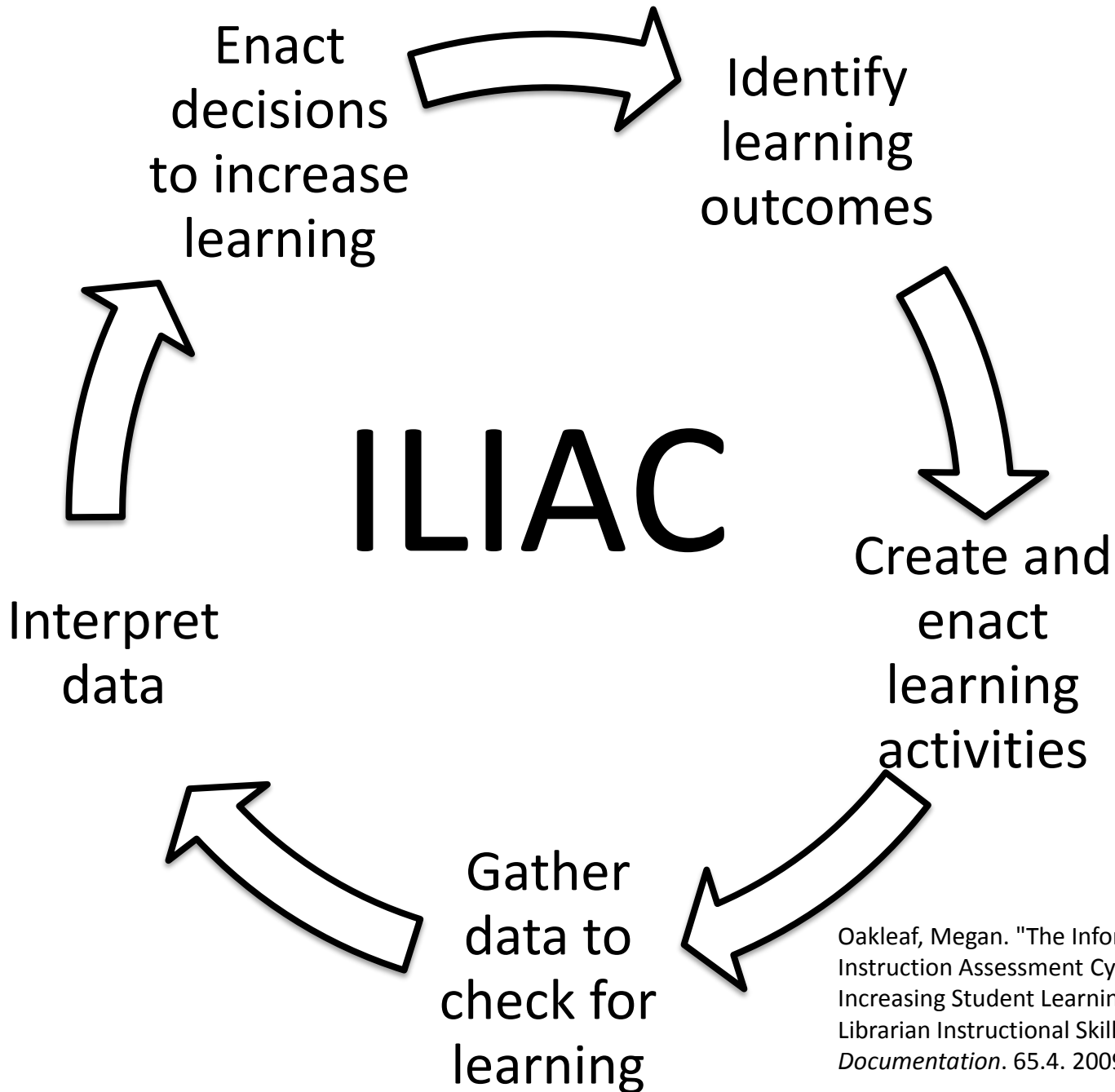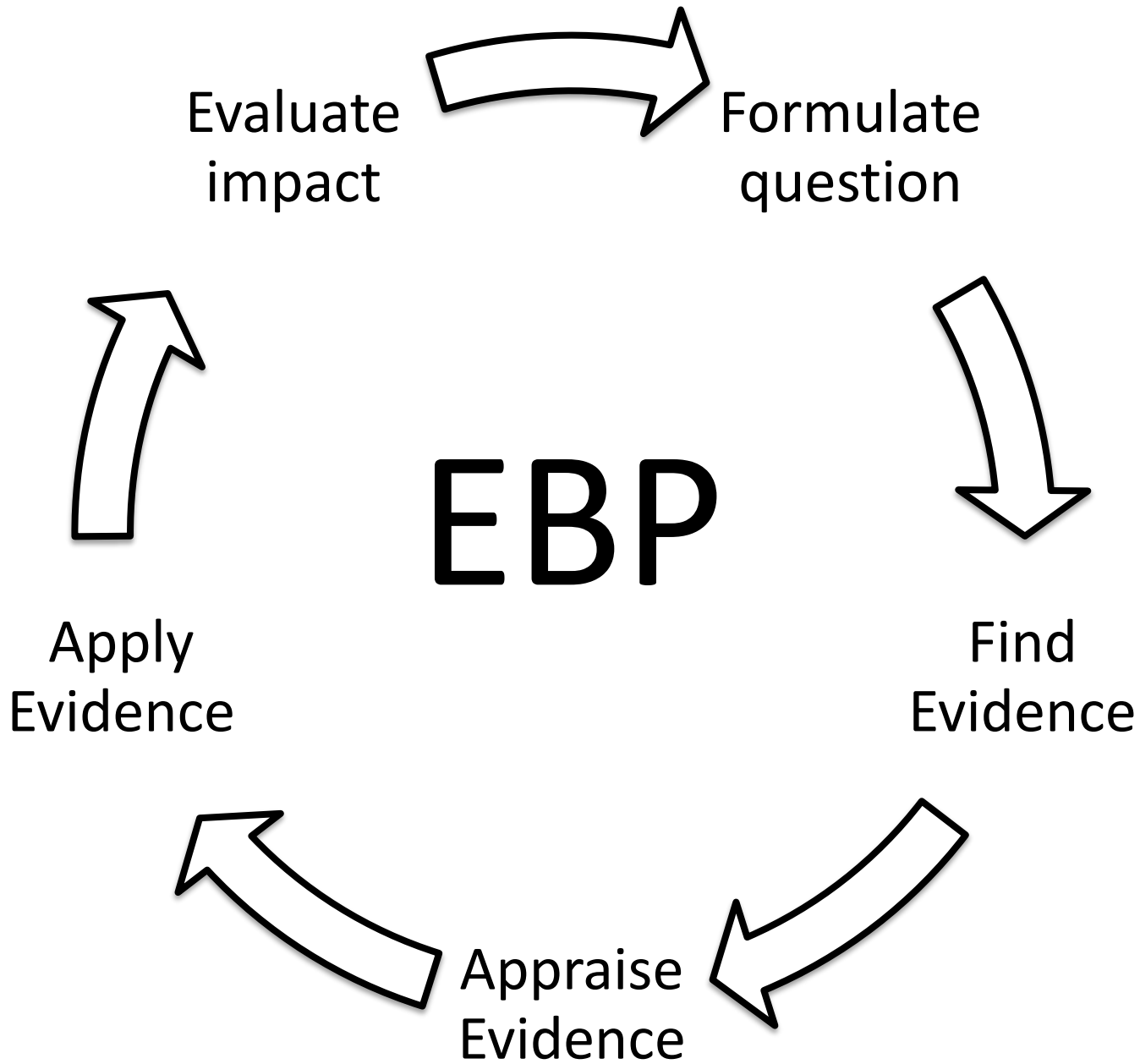Learning assessment results should be shared.

Assessment should be managed.

8
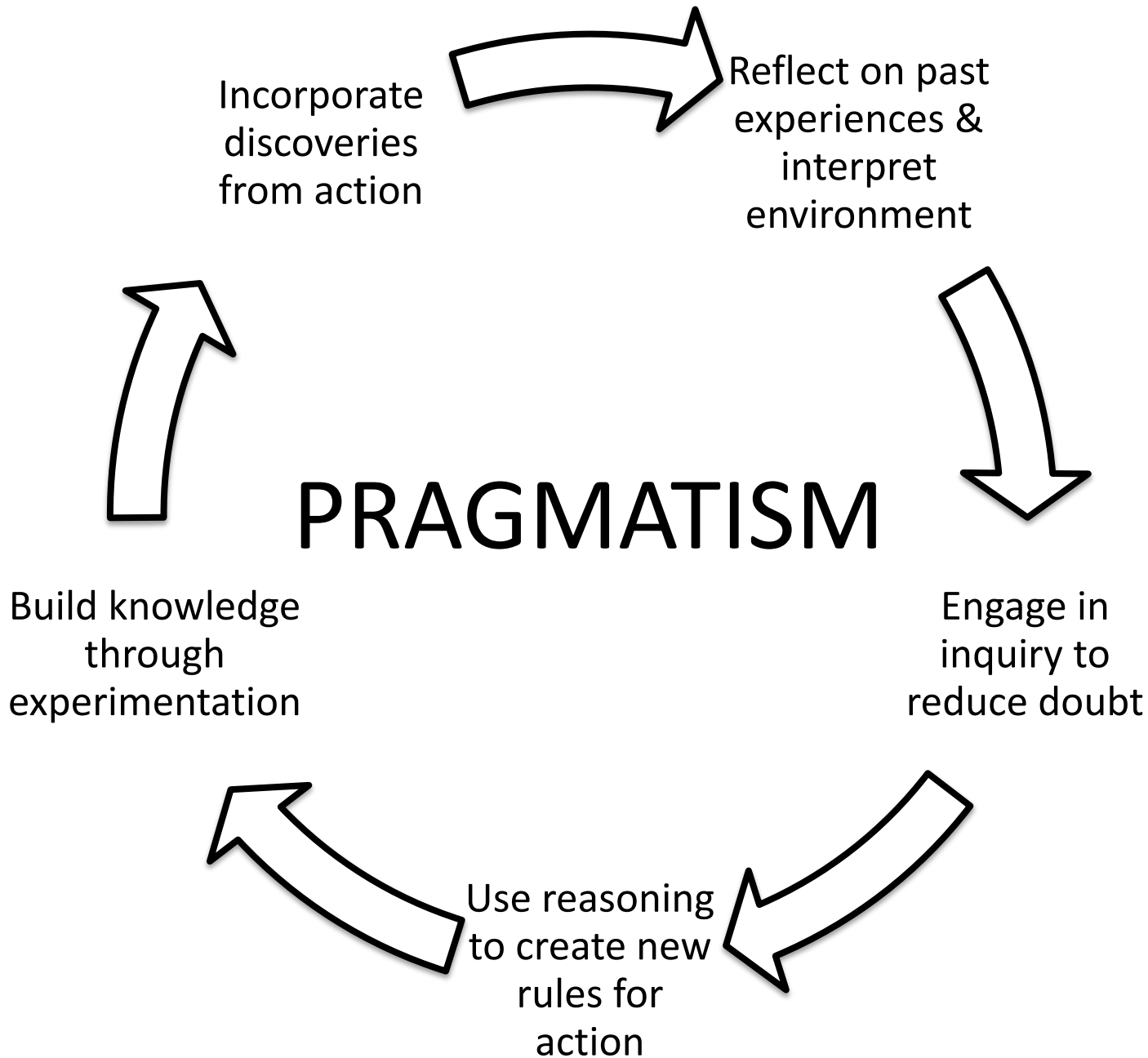
Assessment is not an add-on.
It is a professional responsibility.

ILIAC

Identify learning outcomes

Create and enact learning activities

Gather data to check for learning

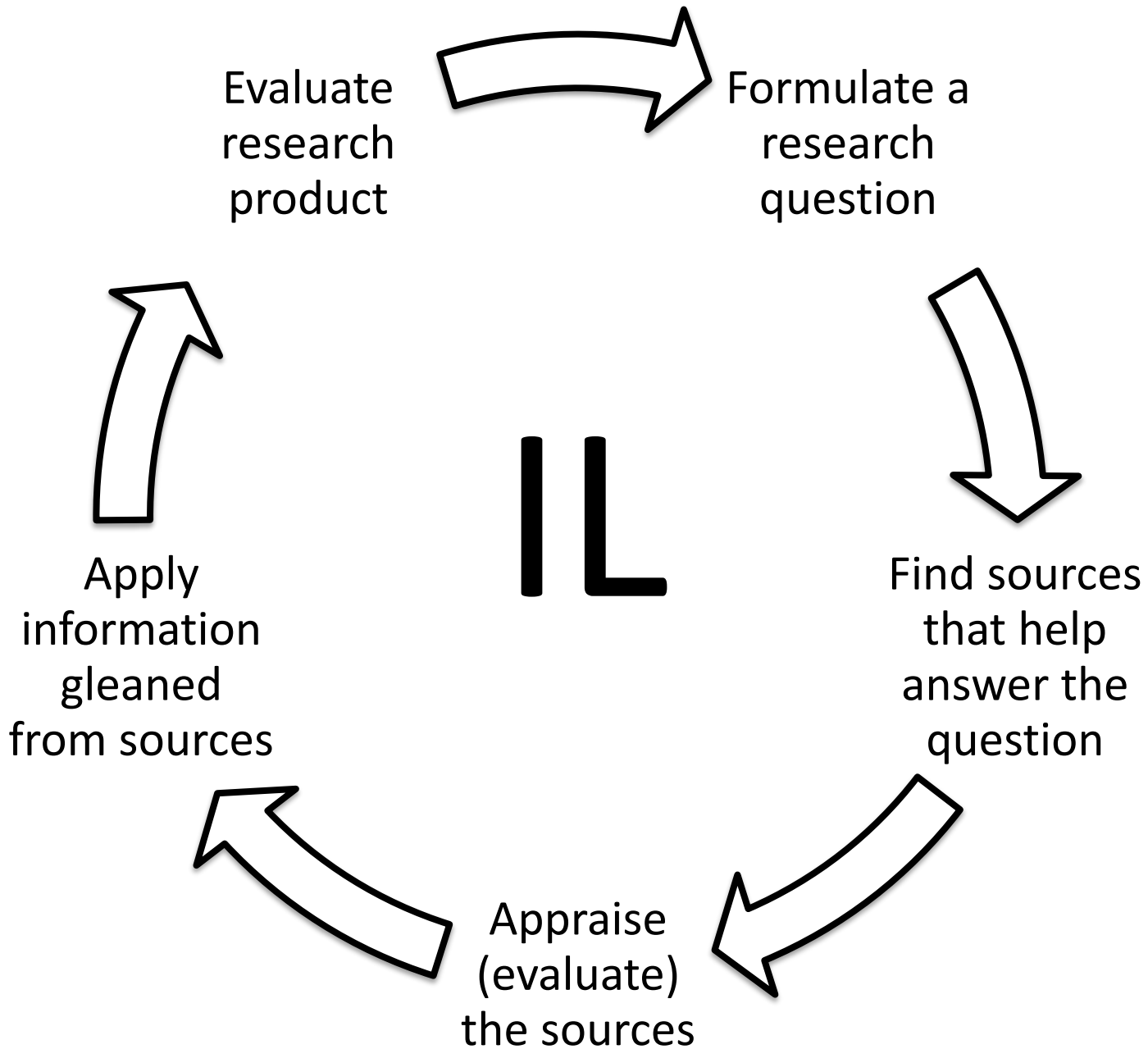Interpret data

Enact decisions to increase learning

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.

Take action

Identify situation of complexity

REFLECTIVE PRACTICE

Decide to find solution

Decide to act

Seek information

Incorporate discoveries from action

Reflect on past experiences & interpret environment

PRAGMATISM

Engage in inquiry to reduce doubt

Use reasoning to create new rules for action

Build knowledge through experimentation

Evaluate research product

Formulate a research question

IL

Find sources that help answer the question

Appraise (evaluate) the sources

Apply information gleaned from sources

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You need to assess well with others.

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IT'S NOT ABOUT YOU.

(It's not about you.)
It's about students and their learning.

Photo Credits

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